PLANNER & TRACKER FOR RECOVERY ANNUAL TEACHING PLAN (ATP)

MATHEMATICS

GRADE 2 TERM 4

Helping teachers and learners to catch up with learning losses, master new content and acquire skills for the future.

2021

basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL EDUCATION COLLABORATION TRUST

Read to Lead
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NDP

CONTENTS

ABOUT THE PLANNER AND TRACKER

This 2021 Revised Recovery Curriculum and Assessment Planner and Tracker is provided by the National Education Collaboration Trust (NECT) on behalf of the Department of Basic Education (DBE)! We hope that this programme provides you with additional skills, methodologies and content knowledge that you can use to teach your learners more effectively.

WHAT IS NECT?
In 2012 our government launched the National Development Plan (NDP) to eliminate poverty and reduce inequality by the year 2030. Improving education is an important goal in the NDP which states that 90% of learners will pass Maths, Science and languages with at least 50% by 2030. This is an ambitious goal for the DBE to achieve on its own, so the NECT was established in 2015 to assist in improving education.

The NECT has successfully brought together groups of people interested in education so that we can work collaboratively to improve education. These groups include the teacher unions, businesses, religious groups, trusts, foundations and NGOs.

PURPOSE OF PLANNER AND TRACKER
1) To mediate the amendments of the trimmed and re-organised 2021 Annual Teaching Plan including School-Based Assessments for Mathematics Grade 2.
2) To ensure that meaningful teaching continues during the remaining teaching time as per the school calendar for TERM 4.
3) To assist teachers with guided pacing and sequencing of curriculum content and assessment.
4) To enable teachers to cover the core skills and knowledge in each grade within the available time.
5) To assist teachers with planning for the different forms of assessment.
6) To ensure learners are adequately prepared for the subsequent year/s in terms of skills, knowledge, attitudes and values.

PREAMBLE
It must be emphasized that Term 1, term 2 and term 3 content coverage by teachers were impacted by COVID-19. Schools were particularly disrupted by the fact that learners only attended school for 50% of the time and had to endure variations of the rotation system implemented in the schools. Disruption in schools has also meant disruption in different forms of assessment, so it's been hard to fully pin down exactly how much the school closures and transitions in and out of virtual learning have affected students' mathematical learning, but the evidence so far doesn't bode well.

Curriculum coverage in term 1, 2 and 3 must be viewed and implemented in term 4, in the light of some contextual realities that includes the following:
1) 2020 was an abnormal year in terms of content coverage. Learners have progressed to a higher grade level without learning all the core skills required for that grade.
2) Some learners were not in school for most of 2020 and perhaps part of 2021.
3) Mathematics is almost always formally learned at school. Many of our parents are often less well-equipped to help their children with mathematics, at a time when parent support can be even more crucial to student progress. This means that the burden falls directly on our teachers.

4)   Broader stress and trauma related to the pandemic may worsen existing mathematics anxiety in some students, and mathematics anxiety can exacerbate students' other stress while in class.

Awareness of the above challenges and the consequent assumptions that emerge out of it, is crucial for the implementation of the Revised ATPs emphasizing the recovery of skills not yet mastered in mathematics. This Planner and Tracker is in alignment with the theme of recovery of skills not learnt and covers the following:

1)   aims to ensure that the critical skills, knowledge, values and attitudes outlined in the ATPs are covered over this time period.
2)   Curriculum Reorganisation and Trimming for this term purports to reduce the envisaged curriculum to manageable core content , skills, knowledge, attitudes and values to enhance deep and meaningful learning.
3)   The Planner and Tracker clearly define the core knowledge, skills, attitude to be taught and assessed more specifically to guide and support teachers.
4)   It also aligns curriculum content and assessment to the available teaching time.
5)   Be used as planning tool to inform instruction during the remaining school terms.

ADJUSTED SCHOOL CALENDAR

SCHOOL TERMS	DATES	TEACHING DAYS
Term 1	15 February - 23 April	50(10 weeks)
Term 2	3 May – 9 July	50(10 weeks)
Term 3	26 July – 01 October	50(10 weeks)
Term 4	**11 Oct - 15 Dec**	**48(10 weeks)**

NOTES:
- TEACHING APPROACH in this term assumes that ALL learners are attending schools and the Rotation system may not be implemented meaning that schools may implement normal timetable.
- NECT TERM 4 Planner and Tracker will maintain the Rotation process used in terms 1, 2 and 3.
- NECT TERM 4 Planner and Tracker has 48 teaching and learning days, of which 15 days are used for formative and summative Assessment days.
- NECT Term 4 Planner and Tracker focuses on Deep learning through assessment for learning - There is no time for assessment that does not inform the way forward. Teachers should consolidate, revise and remediate through error analysis that leads to skills mastery.

ROTATION ROUTINE

REMEMBER: The teacher must do mat work and employ group teaching based on principles of differentiation – cater for the needs of every learner by making sure every learner masters the fundamental skills in mathematics

GROUP ORGANIZATION: Below is a guide to support the teacher with organising the learners into at least 3 groups, bigger classes will have more groups… based on the need for rotation – noting that all our learners are expected to attend school from the beginning of term 3.

- if the class size is approx. 36.
- divide the class into 3 groups – to facilitate teaching, this also helps the teacher to recognise the learning potential of her 36 learners.
- groups can be differentiated/ ability groups or mixed groups – decide which will suit effective teaching and learning best for your context.
- practice one of the 2 rotation of group methods below.
- be mindful that effective teaching and learning aims to lay solid foundations for learning hence the teacher must be well organised and plan every day to deliver nothing but the best!

BELOW IS THE 3 WEEK CYCLE FOR ROTATION OF GROUPS

WEEK 1					
MONDAY	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**FRIDAY**	(1 x 3, 2 x 4, 3 x 3)
Group 1 and 2	Group 2 and 3	Group 3 and 1	Group 1 and 2	Group 2 and 3	

WEEK 2					
MONDAY	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**FRIDAY**	(1 x 4, 2 x 3, 3 x 3)
Group 3 and 1	Group 1 and 2	Group 2 and 3	Group 3 and 1	Group 1 and 2	

WEEK 2					
MONDAY	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**FRIDAY**	(1 x 3, 2 x 3, 3 x 4)
Group 2 and 3	Group 3 and 1	Group 1 and 2	Group 2 and 3	Group 3 and 1	

ALTERNATIVELY: Some teachers prefer to embrace a group orientation whereby they teach each group daily.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Group 1 and 3	Group 2 and 3	Group 1 and 3	Group 2 and 3	Whole class teaching

The plus factor here is that the teacher managers to teach the third group daily and the other groups will be able to complete more written work independently at the tables.

TEACHING TIME
Since there are 7 hours allocated for Mathematics, the following is a suggested plan.

WEEK: 7 hrs	
Counting	15 min
Consolidation of Concepts	10 min
New Concept – class activity	15 min
Group work	22 × 2 groups = 44 min

CONTENT COVERAGE

GRADE 2	GRADE 2 CONTENT OVERVIEW			
	TERM 1 (10 WEEKS)	**TERM 2 (10 WEEKS)**	**TERM 3 (10 WEEKS)**	**TERM 4 (10 WEEKS)**
	• Baseline	• Diagnostic 1	• Diagnostic 2	• Endline/ Preparing for Grade 3
NUMBERS, OPERATIONS AND RELATIONSHIPS	• Count concrete objects up to 50. • Count forwards and backwards to 100 • Read and write number symbols up to 100, • Compare and Order numbers to 50, • Place value to Ten and Ones up to 30 • Number bonds to 10 • Addition and subtraction in context and context free up to 20 • Repeated addition leading to multiplication with answer up to 20, • Grouping and sharing leading to division up to 20 • Money up to R50	• Count concrete objects up to 100. • Count forwards and backwards to 100 • Read and write number symbols up to 100. • Write number symbols up to 100. • Compare and Order numbers to 100. • Place value to Ten and Ones up to 50 • Number bonds to 15 • Addition and subtraction in context and context free up to 50 • Repeated addition leading to multiplication up to with answer up to 30. • Grouping and sharing leading to division up to 30	• Count concrete objects up to 150. • Count forwards and backwards to 150 • Read number symbols up to 150. • Write number symbols up to 150. • Compare and Order numbers to 150 • Place value Hundred Tens and Ones up to 100 • Number bonds to 20 • Addition and subtraction in context and context free up to 75 • Repeated addition leading to multiplication up to with answer up to 40. • Grouping and sharing leading to division up to 40 • Money up to R100	• Count concrete objects up to 200. • Place value Hundred, Tens and Ones up to 100 • Number bonds to 20 • Compare and Order numbers up to 200. • Addition and subtraction in context and context free up to 100 • Multiplication 100 • Group and Share up to 100. • Repeated addition leading to multiplication up to with answer up to 50. • Money up to R100 • Grouping and Sharing leading to division up to 50 • Share leading to fractions
PATTERNS, FUNCTIONS AND ALGEBRA	• Geometric patterns • Number patterns up to 100	• Geometric patterns (integrated into 2-D shapes)	• Number patterns up to 150	• Number patterns (integrated into counting) 200
SPACE AND SHAPE	• 3-D objects (integrated into Data handling)	• 2-D shapes (integrated with Data handling) • Symmetry	• Position and directions (around the classroom)	
MEASUREMENT	• Time • Length (cm, metre)	• Time • Mass (g, kilograms)	• Time • Volume and capacity (ml, litre)	• Time • Length, Mass and Capacity - Integrated into 4 basic operations through word problems
DATA HANDLING	• Collect and sort objects. • Represent sorted objects. • Discuss sorted collections (pictographs with one-to-one correspondence) • Analyse and interpret data	Integrated with other content areas	• (Integrated with other content areas)	• Collect and sort objects. • Represent sorted objects. • Discuss sorted collections (pictographs with one-to-one correspondence) • Analyse and interpret data

CORE QUESTIONS	DID ALL LEARNERS MASTER TERM 1 AND TERM 2 SKILLS?	DID ALL LEARNERS MASTER TERM 3 SKILLS?	NEW CONCEPTS/CONTENT

RECOMMEN-DATION	1. Implement at least two Skills Mastery (SM) formative assessments every week. 2. Consolidation of Concepts – 10 minutes – twice a week apply 5-item SM assessments. 3. Teacher – can use SM as individual, pair, small group, or whole class activity. 4. Aim – to consolidate, remediate and work towards mastery. 5. Record – monitor learners who have learning gaps in the REFLECTION section of the Tracker	NEW CONCEPTS/CONTENT

WEEKLY PLANNER AND TRACKER

RECOMMENDATION

BASELINE TERM 4: Implement DBE Baseline Diagnostic – see exemplar – or any similar diagnostic – Based on term 1, term 2 and term 3 core skills (counting, place value, number recognition and operations, etc)

WHEN: Day 1, allow learners to complete individually and/or work with ability groups based on your classroom context.

NUMBER OF ITEMS: Grade 2 = 15 items – depending on your context and ability groups

ITEM BANK: Items can be from previous:

1) BASELINE/READINESS assessment, 2) Assessment Resources in this TRACKER or 3) the DBE Item Bank and 4) PREPARATION: Test, Marking Guideline/s, Marksheet and apparatus.

11 – 15 OCTOBER 2021

Day	ATP content, concepts, skills	DBE workbook	Resources	Date
	Week 1			
1	Baseline: (Revision, consolidation of term 1, 2 and 3 skills)		DBE Diagnostic test	
2	Baseline: Remediation – error analysis			
3	Numbers up to 200 – place value	Bk 2 Worksheet 66 (pp. 4,5) Worksheet 69 (pp. 10, 11)	Base ten blocks, flard cards, (see Printable Resources Term 1), whiteboards/scrap paper	
4	Numbers up to 200 – place value	Bk 2 Worksheet 97 (pp. 72, 73)	Base ten blocks, number name cards 90–100 (see Printable Resources)	
5	Complete and consolidate the week's assessment and work			

Notes for the teacher.
1. The Baseline Assessment can be administered one-on one or to a group of at least 5 learners at a time – it is an assessment FOR learning.
2. The onus is on the teacher to prepare substantial activities for the rest of the learners while the Diagnostic Assessment is being administered.
3. Prepare well - study the Baseline Assessment i.e. familiarise yourself with the apparatus and templates that must be used.
4. Below are examples that can be used to administer the Baseline Assessment.
5. Teachers must also write comments/ make notes of the learners verbal responses in Learner Response Book(LRB).

Week 1 Assessment Activity 1: ORAL INFORMAL CAPS: Numbers, operations and relationships Activity: Use ordinal numbers to show order, place and position, including abbreviated form up to 20th	Mark: /7

MARK	Criteria – Checklist (1 mark for each criterion achieved)
1	Able to identify the first item in a collection of ordered items
1	Able to identify the last item in a collection of ordered items
1	Able to read ordinal numbers in numeric format from 1st to 4th
1	Able to read ordinal numbers in numeric format from 5th to 10th
1	Able to read ordinal numbers in numeric format from 10th to 20th
1	Able to describe the position of objects from a collection of ordered items
1	Able to name objects in order from 1st to 20th place

1 (0%–29%) 1 of 7 criteria	2 (30%–39%) 2 of 7 criteria	3 (40%–49%) 3 of 7 criteria	4 (50%–59%) 4 of 7 criteria	5 (60%–69%) 5 of 7 criteria	6 (70%–79%) 6 of 7 criteria	7 (80%–100%) 7 of 7 criteria

Reflection	
DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO: • Apply place-value understanding • Decompose numbers	What will you change next time? Why?
	Struggling Learners Names:
	HOD: **Date:**

18 – 22 OCTOBER 2021

	Week 2			
Day	**ATP content, concepts, skills**	**DBE workbook**	**Resources**	**Date**
6	Numbers up to 200 – place value	Bk 2 Worksheet 98 (pp. 74, 75)	Base ten blocks (see Printable Resources Term 1), Unifix blocks	
7	Numbers up to 200 – place value	Bk 2 Worksheet 100 (pp. 78, 79)	Base ten blocks (see Printable Resources Term 1), Unifix blocks	
8	Addition and subtraction in context and context free up to 100 – breaking down numbers: Estimate and calculate	Bk 2 Worksheet 101 (pp. 80, 81)	Base ten blocks, flard cards (see Printable Resources Term 1)	
9	Addition and subtraction in context and context free up to 100 – breaking down numbers: Estimate and calculate	Bk 2 Worksheet 102 (pp. 82, 83)	Base ten blocks, flard cards (see Printable Resources Term 1)	
10	Complete and consolidate the week's assessment and work			

Week 2 Assessment Activity 2: PRACTICAL FORMAL	Mark:
CAPS: Space and shape: Symmetry	/7
Activity: Observe learners' ability to identify and recognise lines of symmetry in 2-D geometrical and non-geometrical shapes	

MARK	**Criteria – Checklist (1 mark for each criterion achieved)**
1	Able to identify objects in the classroom that are symmetrical
1	Able to sort non-geometric shapes according to symmetrical and asymmetrical
1	Able to sort geometric shapes according to symmetrical and asymmetrical
1	Able to recognise a line of symmetry in a symmetrical non-geometric shape
1	Able to recognise a line of symmetry in a symmetrical geometric shape
1	Able to draw a line of symmetry in a symmetrical non-geometric shape
1	Able to draw a line of symmetry in a symmetrical geometric shape

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Reflection

DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO: • Building up numbers • Breaking down numbers • Adding in context • Subtracting in context • Estimate and calculate	What will you change next time? Why? **Struggling Learners Names?**
	HOD: **Date:**

25 – 29 OCTOBER 2021

Week 3				
Day	**ATP content, concepts, skills**	**DBE workbook**	**Resources**	**Date**
11	Money up to 100: Counting coins	Bk 2 Worksheet 78 (pp. 28, 29)	Cut out number 3	
12	Money up to 100: Counting notes	Bk 2 Worksheet 79 (pp. 30, 31)	Cut out number 3	
13	Money calculations:	Bk 2 Worksheet 108 (pp. 88, 89)	Whiteboards/scrap paper, cut-out money (see Printable Resources Term 1), marked priced items, e.g. lunchbox R9,50, pencil R0,75	
14	Money: word problems about real contexts	Bk 2 Worksheet 109 (pp. 90, 91)	Money cut-outs (see Printable Resources Term 1), money problem card (see Printable Resources),	
15	Complete and consolidate the week's assessment and work			

Week 3 Assessment Activity 3: ORAL FORMAL	**Mark:**
CAPS: Numbers, operations and relationships: Addition and subtraction	**/7**
Activity: Observe learners' ability to use family facts, building up and breaking down, use doubles and near doubles to add	

MARK	Criteria – Checklist: (1 mark for each criterion achieved)
1	Able to identify family facts for given numbers
1	Able to double given numbers
1	Able to identify near doubles of given numbers
1	Able to use family facts to compensate when adding/subtracting
1	Able to use doubles to compensate when adding/subtracting
1	Able to use near doubles to compensate when adding/subtracting
1	Able to use building up and breaking down when adding/subtracting

1 (0%–29%) 1 of 7 criteria	2 (30%–39%) 2 of 7 criteria	3 (40%–49%) 3 of 7 criteria	4 (50%–59%) 4 of 7 criteria	5 (60%–69%) 5 of 7 criteria	6 (70%–79%) 6 of 7 criteria	7 (80%–100%) 7 of 7 criteria

Reflection	
DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO: • Solve money problems • Counting coins • Counting notes	What will you change next time? Why? **Struggling Learners names:** **HOD:** **Date:**

1 – 5 November 2021

Day	ATP content, concepts, skills	DBE workbook	Resources	Date
16	Grouping and sharing: sharing blocks equally	Bk 2 Worksheet 110 (pp. 98, 99)		
17	Equal sharing leading to fractions.	Bk 2 Worksheet 118 (pp. 116, 117) Worksheet 121 (pp. 122, 123)	Whiteboards/scrap paper	
18	Number patterns of 2s up to 200 Number patterns of 3s up to 200	Bk 2 Worksheet 112(pp. 102, 103) Worksheet 113(pp. 104, 105)	1–200 number grid (see Printable Resources Term 3)	
19	Number patterns of 4s up to 200	Bk 2 Worksheet 117 (pp. 114, 115)	1–200 number grid (see Printable Resources Term 3)	
20	Complete and consolidate the week's assessment and work			

Week 4 (header)

Week 4 Assessment Activity 4: ORAL and PRACTICAL FORMAL	Mark:
CAPS: Patterns	
Activity: Observe learners' ability to count in 2s, 3s, 4s, 5s and 10s and extend patterns in the number range 0–200	**/ 7**

MARK	Criteria – Checklist (1 mark for each criterion achieved)
1	Able to count competently in 2s in the number range 0–200
1	Able to count competently in 3s in the number range 0–200
1	Able to count competently in 4s in the number range 0–200
1	Able to count competently in 5s in the number range 0–200
1	Able to count competently in 10s in the number range 0–200
1	Able to identify a rule for an increasing pattern and extend it in the number range 0–200
1	Able to identify a rule for a decreasing pattern and extend it in the number range 0–200

1 (0%–29%) 1 of 7 criteria	2 (30%–39%) 2 of 7 criteria	3 (40%–49%) 3 of 7 criteria	4 (50%–59%) 4 of 7 criteria	5 (60%–69%) 5 of 7 criteria	6 (70%–79%) 6 of 7 criteria	7 (80%–100%) 7 of 7 criteria

Reflection	
DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO: • Grouping and sharing objects • Fill in missing numbers • Arranging numbers in a given order • Counting forwards • Counting backwards	What will you change next time? Why? **Struggling Learners Names**:
	HOD: **Date:**

8 – 12 NOVEMBER 2021

Week 5				
Day	ATP content, concepts, skills	DBE workbook	Resources	Date
21	Time: Patterns, counting in multiples of minutes: 10s & 3s,	Bk 2 Worksheet 80 (pp. 32, 33) Worksheet 81a (pp. 34, 35)		
22	Time: Patterns, counting in multiples of minutes: 10s & 3s, Working with minutes and hours. Drawing in the clock hands	Bk 2 Worksheet 81b (pp. 36, 37) Worksheet 85a (pp. 44, 45)		
23	Time: Patterns: telling time	Bk 2 Worksheet 85b (pp. 46, 47) Worksheet 89 (pp. 55)	Analogue clock (see Printable Resources Term 2),	
24	Time: Patterns: Days of the week. Months of the year. Weeks in a month.	Bk 2 Worksheet 116a (pp. 110, 111) Worksheet 116b (pp. 112, 113)		
25	Complete and consolidate the week's assessment and work			

Week 5 Assessment Activity 5: ORAL FORMAL CAPS: Measurement: Time Activity: Observe learners' ability to tell 12-hour time on analogue and digital clocks and to calculate time passed in hours and half hours	Mark: /7

MARK	Criteria – Checklist (1 mark for each criterion achieved)
1	Able to tell the time using an analogue clock in hours
1	Able to tell the time using an analogue clock in half hours
1	Able to tell the time using an analogue clock in quarter hours
1	Able to tell the time using a digital clock in hours
1	Able to tell the time using a digital clock in hours, half hours and quarter hours
1	Able to calculate time passed in hours
1	Able to calculate time passed in half hours

1 (0%–29%) 1 of 7 criteria	2 (30%–39%) 2 of 7 criteria	3 (40%–49%) 3 of 7 criteria	4 (50%–59%) 4 of 7 criteria	5 (60%–69%) 5 of 7 criteria	6 (70%–79%) 6 of 7 criteria	7 (80%–100%) 7 of 7 criteria

Reflection	
DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO: • Counting in 10 minutes • Counting in 5 minutes • Counting in 3 minutes • Draw hands of clock to give time • Telling time • Know days of a week, weeks in a month and months in a year.	What will you change next time? Why? **Struggling Learner names:** HOD: Date:

Week 6				
Day	**ATP content, concepts, skills**	**DBE workbook**	**Resources**	**Date**
26	Data: Collect and sort objects. Represent sorted objects. Discuss sorted collections (pictographs with one-to-one correspondence).Analyse and interpret data	Bk 2 Worksheet 71 (pp. 14, 15)		
27	Data: Collect and sort objects. Represent sorted objects. Discuss sorted collections (pictographs with one-to-one correspondence).Analyse and interpret data	Bk 2 Worksheet 93 (pp. 62, 63)		
28	Data: Collect and sort objects. Represent sorted objects. Discuss sorted collections (pictographs with one-to-one correspondence).Analyse and interpret data	Bk 2 Worksheet 96 (pp. 70, 71)		
29	Data: Collect and sort objects. Represent sorted objects. Discuss sorted collections (pictographs with one-to-one correspondence).Analyse and interpret data	Bk 2 Worksheet 107 (pp. 92, 93)		
30	Complete and consolidate the week's assessment and work			

Week 6 Assessment Activity 6: PRACTICAL FORMAL CAPS: Data handling: the data cycle Activity: Observe learners' ability to collect, sort, represent and interpret data in a pictograph	**Mark:** **/7**

MARK	Criteria – Checklist (1 mark for each criterion achieved)
1	Collect data
1	Collect and sort the data
1	Collect, sort and describe the sorted data
1	Collect, sort, describe and organise data in a table
1	Organise data in a table and answer questions posed by the teacher
1	Tabulate and represent data in a pictograph
1	Tabulate and represent data and answer questions about data in a pictograph

1 (0%–29%) 1 of 7 criteria	2 (30%–39%) 2 of 7 criteria	3 (40%–49%) 3 of 7 criteria	4 (50%–59%) 4 of 7 criteria	5 (60%–69%) 5 of 7 criteria	6 (70%–79%) 6 of 7 criteria	7 (80%–100%) 7 of 7 criteria

Reflection	
DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO: • Collect and sort objects • Represent sorted objects. • Discuss sorted collections via pictographs with one-to-one correspondence). • Analyse and interpret data	What will you change next time? Why? **Struggling Learners Names:**
	HOD: **Date:**

22 – 26 November 2021

	Week 7			
Day	**ATP content, concepts, skills**	**DBE workbook**	**Resources**	**Date**
31	Length, mass and capacity problems – full, half full and empty concepts	Bk 2 Worksheet 67 (pp. 6, 7)		
32	Length, mass and capacity problems – measuring instruments using spoons and cups	Bk 2 Worksheet 68 (pp. 8, 9)		
33	Length, mass and capacity problems – measuring instruments using spoons and cups	Bk 2 Worksheet 93 (pp. 62, 63)		
34	Length, mass and capacity problems – measuring instruments using spoons and cups	Bk 2 Worksheet 111 (pp. 100, 101) Worksheet 119 (pp. 118, 119)		
35	Complete and consolidate the week's assessment and work			

Week 7 Assessment Activity 7: ORAL and PRACTICAL INFORMAL CAPS: Measurement: Capacity Activity: Observe learners' ability to work with the concept and related vocabulary of capacity	**Mark: /7**

Mark	Criteria – Checklist (1 mark for each criterion achieved)
1	Estimate capacity of objects
1	Measure and record the capacity of objects by measuring in litres using bottles with a capacity of 1 litre, a measuring jug which has numbered calibration lines in litres
1	Compare the capacity of objects by measuring in litres using bottles with a capacity of 1 litre, a measuring jug which has numbered calibration lines in litres
1	Order objects according to capacity after measuring in litres using bottles with a capacity of 1 litre, a measuring jug which has numbered calibration lines in litres
1	Compare the capacity of commercially packaged objects whose capacity is stated in litres, e.g., 2 litres of milk, 1 litre of cool drink, 5 litres of paint
1	Identify the capacity of commercially packaged objects whose capacity is stated in litres, e.g., 2 litres of milk, 1 litre of cool drink, 5 litres of paint
1	Order commercially packaged objects according to capacity

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Reflection	
DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO: • Solve Length problems • Solve mass problems • Solve capacity problems • Apply concepts of full, half full and empty • Calculate using measuring instruments like spoons and cups	What will you change next time? Why? **Struggling Learners Names:** **HOD:** **Date:**

29 November – 3 December 2021

	Week 8			
Day	CAPS content, concepts, skills	DBE workbook	Resources	Date
36	Consolidation assessment 1			
37	Remediation			
38	Consolidation assessment 2			
39	Remediation			
40	Consolidation assessment 3 plus remediation			
	Reflection			
DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO:		What will you change next time? Why? Struggling Learners Names:		
		HOD: Date:		

6 – 10 December 2021

	Week 9			
Day	ATP content, concepts, skills	DBE workbook	Resources	Date completed
41	FORMAL ASSESSMENT TASK TEST – term 3 and 4 concepts			
42	FORMAL ASSESSMENT TASK TEST – term 3 and 4 concepts			
43	FORMAL ASSESSMENT TASK TEST – term 3 and 4 concepts			
44	FORMAL ASSESSMENT TASK TEST – term 3 and 4 concepts			
45	FORMAL ASSESSMENT TASK TEST – term 3 and 4 concepts			
	Reflection			
DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO:		What will you change next time? Why? **STRUGGLING LEARNERS:**		
		HOD: Date:		

13 – 15 December 2021 (three-day week)

Week 10				
Day	**CAPS content, concepts, skills**	**DBE workbook**	**Resources**	**Date completed**
46	FORMAL ASSESSMENT TASK TEST – term 3 and 4 concepts			
47	FORMAL ASSESSMENT TASK TEST – term 3 and 4 concepts			
48	FORMAL ASSESSMENT TASK TEST – term 3 and 4 concepts			
Reflection				
Identify some skills that need revising during the next term:		What will you change next time? Why? **Struggling Learners Names:**		
		HOD:	Date:	

ASSESSMENT RATIONALE AND RESOURCES

Assessment Term Plan

The assessment term plan gives an overview of
   1)   how the formal and informal assessment programme fits into the weekly lesson plans.
   2)   How the skills mastery assessments fit into the weekly lesson plans

Note:
   •   The practical and oral activities provided in the tracker link to the lesson activities in the week in which they are to be done.
   •   The written assessment items and guidelines for marking them are included in this document.
   •   The Skills mastery assessments – aimed at consolidating, revising and remediating skills already covered this year - are added at the end of the document.

Written assessment tasks are to be selected and marked by teachers in appropriate lessons according to the lesson plans. Teachers may wish to group the items or use them individually.

Week	Informal Assessment (End of week) and Skills Mastery Activities (Tuesdays and Thursdays)	Formal Assessment Activities (End of week)
1	Baseline Assessment Oral: Activity 1 Numbers, operations and relationships: Ordinal Values	Baseline Assessment Written: Item bank questions 1, 2, 3 and 4 Numbers, operations and relationships

2	**Tuesday** Skills mastery Assessment 1 **Thursday** Skills mastery Assessment 2	**Practical: Activity 2** Space and shape: Symmetry **Written: Item bank questions 5, 17, 18 and 19** Numbers, operations and relationships; Space and shape
3	No Informal Assessment – 4-day week **Tuesday** Skills mastery Assessment 3 **Thursday** Skills mastery Assessment 4	**Oral: Activity 3** Numbers, operations and relationships: Addition and subtraction **Written: Item bank questions 6, 7 and 8** Numbers, operations and relationships
4	**Tuesday** Skills mastery Assessment 5 **Thursday** Skills mastery Assessment 6	**Oral and Practical: Activity 4** Patterns: Number patterns **Written: Item bank questions 15 and 22** Patterns; Measurement
5	**Tuesday** Skills mastery Assessment 7 **Thursday** Skills mastery Assessment 8	**Oral: Activity 5** Measurement: Time **Written: Item bank questions 9, 10, 11 and 12** Numbers, operations and relationships
6	**Tuesday** Skills mastery Assessment 9 **Thursday** Skills mastery Assessment 10	**Practical: Activity 6** Data handling: Collect, sort, represent and interpret data **Written: Item bank questions 13, 14 and 25** Numbers, operations and relationships; Data handling
7	**Oral: Activity 7** Numbers, operations and relationships: Multiplication and division strategies **Tuesday** Skills mastery Assessment 11 **Thursday** Skills mastery Assessment 12	**Written: Item bank questions 16, 20, 21, 23 and 24** Patterns; Measurement
8		**Lesson 1 and 2** Consolidation Assessment 1 plus Remediation **Lesson 3 and 4:** Consolidation Assessment 2 plus Remediation **Lesson 5** Consolidation Assessment 3 plus Remediation
9		FORMAL ASSESSMENT TASK – Test
10		FORMAL ASSESSMENT TASK – Test

Exemplar Written Assessment ITEMS with marking memos.

These are **Resources** that can be used for written assessment of each curriculum content strand and their memos are given in the following section.

- Written assessment is to be done in addition to oral and practical assessment to carry out meaningful continuous assessment throughout the term. The tracker provides a suggested set of oral and practical assessment activities with rubrics or checklists that can be used to help you carry out your oral and practical assessment of learners.
- You need to plan when you will do a written assessment. We suggest you do it during the lessons in which you are teaching the same content (links to the items are given in the Resources column of the tracker).
- The questions provided here are taken from past written assessment papers that were previously in the lesson plans, but they have been grouped according to content area. We suggest you use selected items as smaller written assessment tasks. This aligns better with the curriculum objective of continuous assessment in Foundation Phase.
- You can choose to mark and record the mark of the selected items OR of an equivalent classwork activity.
- There is one lesson "slot" per week that is assigned for you to catch up or consolidate the lesson plan content covered in the week's lessons. This lesson should also be used for the purpose of carrying out written assessment tasks or to complete oral or practical tasks for that week.

Written assessment item mark breakdown (according to exemplar items)

1. **Written assessment items for Numbers, operations and relationships.**

   There are several assessment items for Numbers, operations and relationships. These are linked in the Resources column of the tracker. You could use the sheet on the next page to record the written assessment marks for Numbers, operations and relationships per learner as the term progresses. You can then add the marks to get a mark out of 31 for each learner. This mark can then be inserted into the column for the total mark for written assessment of Numbers, operations and relationships in the suggested overall exemplar mark sheet. There is also a column in the overall exemplar mark sheet for the total mark per learner for written assessment in each of the other CAPS curriculum strands: Pattern, Space and shape, Measurement and Data handling. The information below summarises the items for these content topics given in the exemplar items.

2. **Written assessment items for Pattern.**
   Questions 15, 16 – Marks 4 + 2 = 6

3. **Written assessment items for Space and shape.**
   Questions 17, 18, 19, 20 and 21 – Marks 2 + 1 + 1 + 2 + 2 = 8

4. **Written assessment items for Measurement.**
   Questions 22, 23 and 24 – Marks 1 + 3 + 1 = 5

5. **Written assessment items for Data handling.**
   Question 25 – Marks 3

The exemplar items and suggested marking memoranda for these items are given on the pages that follow the suggested recording sheet.

Written assessment items for numbers, operations & relationships.

RECORDING SHEETS

WRITTEN ASSESSMENT ITEMS FOR NUMBERS, OPERATIONS AND RELATIONSHIPS															
Question number	Q.1	Q.2	Q.3	Q.4	Q.5	Q.6	Q.7	Q.8	Q.9	Q.10	Q.11	Q.12	Q.13	Q.14	Total
Mark	2	1	4	1	1	3	3	2	2	2	2	3	3	2	31
Learner name and surname															

ITEM BANK FOR WRITTEN ASSESSMENT: EXEMPLAR
Written assessment items for Numbers, Operations and Relationships

Question 1

(2)

Draw base ten blocks to show the number 78, showing tens and units.

Question 2

(1)

Write the number name for 97.

.

_____

Question 3

(4)

Complete the following:

a) 9 tens + 6 units	=
b) 7 units + 8 tens =	=
c) 85 =	___ tens +___units
d) 70 =	___ tens +___units

Question 4

(1)

Write these numbers from the smallest to the biggest:

78	87	67	76

Question 5

(1)

Round off 68 to the nearest 10.

_____

Question 6

(3)

Add these two numbers by breaking down both the numbers.

52 + 37 = _____

Question 7

(3)

Subtract by breaking down both numbers:

87 – 56 = _____

Question 8

(2)

Jabu buys a toy car for R13,75 and he pays with a R20 note.
How much change will he get?

_____

Question 9

(2)

Write the following as a repeated addition number sentence.

a) 6 groups of 4

_____

b) 3 groups of 5

_____

Question 10

(2)

Write the following as a multiplication number sentence.

a) 2 groups of ten

_____

b) 5 groups of three

_____

Question 11

(2)

Mom baked cupcakes. She made 4 with red icing, 4 with yellow icing, 4 with pink icing, 4 with green icing, 4 with purple icing and 4 with orange icing. How many cupcakes did she make altogether?

She made_____cupcakes altogether..

Question 12

(3)

Draw pictures to show your answer. .
Share 29 counters equally between 3 friends. .

Each friend gets ⬚ counters.   There are ⬚ left over.

Question 13

(3)

What fraction is coloured?

a) _____

b) _____

c) _____
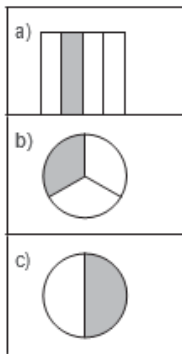
(These words might help: half, quarter, fifth, third.)

Question 14

(2)

Draw a picture to show how to find one quarter of 9 cakes.

21

Written assessment items for Numbers, Operations and Relationships: Solutions and mark allocations.

1. (1 mark for tens and 1 mark for units) 7 tens and 8 units	(2)
2. (1 mark per correct answer) Ninety-seven	(1)
3. (1 mark per correct answer) a) 96 b) 87 c) 8 tens + 5 units d) 7 tens + 0 units	(4)
3. (1 mark per correct answer) 67, 76, 78, 87	(1)
4. (1 mark for the correct answer) 70	(1)
6. (2 marks for the working 1 mark for the correct answer) 52 + 37 = (50 + 30) + (2 + 7) = 80 + 9 = 89	(3)
7. (2 marks for the working 1 mark for the correct answer) $87 - 56 = (80 + 7) - (50 + 6)$ = (80 − 50) + (7 − 6) = 30 + 1 = 31	(3)
8. (1 mark for the working 1 mark for the answer) R20,00 − R13,75 = R6,25	(2)
9. (1 mark per correct number sentence) a) 4 + 4 + 4 + 4 + 4 + 4 = 24 b) 5 + 5 + 5 = 15	(2)
10. (1 mark per correct number sentence) a) 2 x 10 = 20 b) 5 x 3 = 15	(2)
11. (1 mark per correct answer) 6 x 4 = 24 She made 24 cupcakes altogether.	(2)

12. (1 mark for the drawing and 1 mark for each part of the correct answer) ⚪⚪⚪⚪⚪⚪⚪⚪ ⚪⚪⚪⚪⚪⚪⚪⚪ ⚫⚫ ⚪⚪⚪⚪⚪⚪⚪⚪ Each friend gets 9 counters. There are 2 left over.	(3)
13. (1 mark per correct answer) a) 1 quarter b) 1 third c) 1 half	(3)
14. (1 mark per correct answer) Any correct drawing showing how to find one quarter of 9 cakes.	(2)

Written Assessment Items for Patterns

Question 15

(4)

Extend the patterns:

a) 12, 16, 20,_____.   b)   34, 36,_____, 40.

c) 70, 80, 90,_____.   d)   124, 127,_____, 133.

Question 16

(2)

Draw the next shape in this pattern:
:
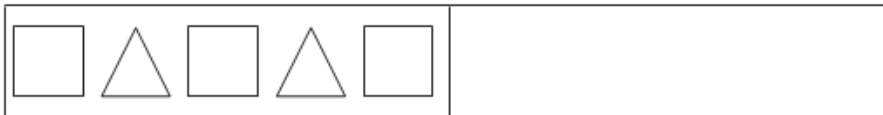
Solutions and Mark Allocation

15. (1 mark for the fully correct answer) a) 24 b) 38 c) 100 d) 130	(4)
16. (1 mark for drawing the last shape correctly) △	(2)

Written Assessment Items for Space and Shape

Question 17

(2)

Draw a shape in the first block that only has round sides.
In the second block draw a shape with only straight sides.

a) Round sides   b) Straight sides

Question 18

(1)

Name this shape:

_____

Question 19

(1)

Draw a horizontal line to show symmetry in this picture.

B

Question 20

(2)

Write the correct names for these 3-D objects:

	Prism	
	Sphere	a) _____
	Cylinder	
	Circle	b) _____

Question 21

(2)

Draw two balls of different size. Colour the bigger one red.

Solutions and Mark Allocation

17. (1 mark per correct answer; only one shape of each type) a) round sides or oval b) straight sides (or other with only straight sides)	(2)
18. (1 mark per correct answer) Triangle	(1)
19. (1 mark per correct answer) B	(1)
20. (1 mark per correct answer) a) Sphere b) Cylinder	(2)
21. (1 mark for the drawings, 1 mark for colouring the bigger shape red)	(2)

Written Assessment items for Measurement.

Question 22

(1)

Circle the correct answer.

The height of this door is:
a) More than 1 metre
b) Less than 1 metre

Question 23

(3)

a) What mass reading is shown on this scale?

_____

b) Is anyone standing on this bathroom scale? Circle: yes / no

c) How do you know?

_____

Question 24

(1)

Circle the container that can hold the most water.
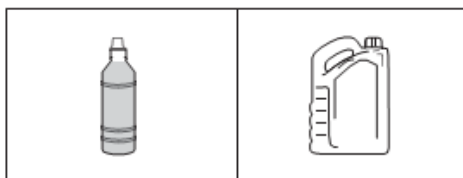
Solutions and Mark Allocation

22. (1 mark per correct answer)	(1)
a) more than 1 metre	
23. (1 mark per correct answer) a) 0 kg b) no c) the scale shows 0 kg	(3)
24. (1 mark per correct answer)	(1)

26

Written Assessment items for Data Handling.

Question 25

(3)

Shapes we see

	Triangle	Circle	Square	Arrow
10				
9				⇧
8				⇧
7	△			⇧
6	△			⇧
5	△		☐	⇧
4	△	○	☐	⇧
3	△	○	☐	⇧
2	△	○	☐	⇧
1	△	○	☐	⇧

Answer the questions about the pictograph:

a) How many squares are there?

_____

b) How many triangles are there?

_____

c) Which group has the least objects?

_____

Solutions and Mark Allocation

25. (1 mark for each correct answer)	(3)
a) 5 b) 7 c) Circle	

SKILLS MASTERY ASSESSMENTS

Rationale

- A Skills Mastery Assessment (SMA) is one in which there is an iterative revisiting of skills, topics, subjects or themes throughout the year.
- SMA is not simply the repetition of a topic taught. It requires the deepening of it, with each successive encounter building on the previous one.
- SMA is critical in today's educational environment, especially in mathematics, where we must consistently give our learners the opportunity to revisit and practice skills they have already learned aimed at mastery.
- The traditional practice is to incorporate consolidating, revising or reviewing, through homework, morning work, small group instruction, and even after school math classes. Through SMA we are going to continuously review skills and concepts with our students.
- It makes sense that we would continue to assess their understanding on those same skills by changing the context of the question using C-P-A-W (Concrete – Pictorial – Abstract -Worded)
- When we first teach and assess a skill, many of our students have yet to master it.   By incorporating a SMA activity into your classroom, you are providing your students with the opportunity to demonstrate their growth and understanding on a regular basis.
- These regular SMAs help you see where your students are always struggling. You can use the results to guide your small group instruction and customize your lessons and activities to meet the needs of your students, not just the covering of curriculum.

Implementation

- In every lesson plan there are 10 minutes set aside for consolidation and revision, meaning one could apply SMA every day for 10 minutes, before teaching a new concept for that day.
- Each SMA is using a five-item design to ensure teachers can complete it in 10 minutes.
- As a minimum, this Planner and Tracker, recommends the use of Tuesdays and Fridays, but teachers could use every day.
- Each Tuesday and Thursday you are encouraged to take 10 minutes and give a SMA to the whole class, or groups. Learners should be able to take about 5 minutes to complete – then the teacher must remediate by addressing errors, misconceptions and misunderstandings.
- Teachers could also use the data from the SMA to help plan small group lessons for the next week.
- Teachers could also pull different students for different skills until the teacher felt confident that the learners were more confident in their responses. Then next week, repeat….new set of SMAs, similar skills being assessed, new data for small group instruction.
- These daily SMAs should be seen as a progress monitoring tool as well. This will prove to be effective in letting teachers know how their most struggling students are progressing.

SKILLS MASTERY SKILLS FOR 5-ITEM ASSESSMENT

SM Assessment 1	**Skip-counting** **Number lines - up to 100** **Filling in missing numbers** **Grouping** **Place Value**
SM Assessment 2	**Write the number symbols for the number names** **Fill in =, > or < to make the statements correct** **Name the two-dimensional shape** **Find the next shape in a pattern**
SM Assessment 3	**Two-dimensional and three-dimensional shapes** **Name the three-dimensional shape**
SM Assessment 4	**Multiplication tables for 2, 3 and 4** **Repeating patterns** **Growing patterns**
SM Assessment 5	**Multiplication sentences** **Multiplication sentences**
SM Assessment 6	**Addition, subtraction, multiplication and division terms** **Addition with pictures - sums to 20** **Fractions – Diving amongst others**
SM Assessment 7	**Identify the different 2D shapes.** **Problem Solving** **Subtract two two-digit numbers - with regrouping**
SM Assessment 8	**2D shapes – identify the sides and vertices** **Comparing shapes** **Congruency** **Perimeter** **3D shapes**
SM Assessment 9	**Problem Solving: learners must show their workings/ methods.** **Fill in the missing numbers – multiplication** **Time: Clocks** **Calendar – Months** **Arrays - Fractions**
SM Assessment 10	**Identify the pattern** **Bonds** **Counting by looking at objects**

SKILLS MASTERY EXEMPLARS

Skills Mastery (SM) Assessment 1

Number	Assessment
1.	Write the 3-digit numbers

1. ____ 700 + 70 + 9   2. ____ 200 + 90 + 8

2. Find the missing numbers:

$$5 + 400 + _____ = 485$$
$$60 + 8 + \_\_\_\_\_ = 668$$

3. Circle the group of objects that match the equation:

$$6 \times 2 = 12$$

How many cherries are there in that group? ___

4. Determine the value of the underlined digit.

1. 6̲15 = _____   2. 1̲9 = _____

5. Write the numbers from smallest to largest.

1.		2.	
71	_____	41	_____
91	_____	92	_____
53	_____	84	_____
36	_____	90	_____

SM Assessment 2

Number	Assessment
1.	Which numbers come between:

150 and 158   _____

172 and 177   _____

2. Write down two numbers smaller and two numbers bigger than the given number.

Smaller		Number	Bigger	
		157		
		165		

3.

Write a number sentence for:

| 1 0 0 | 9 0 | 3 |

=

| 1 0 0 | 8 0 | 1 |

=

4. Fit the word with the shape.
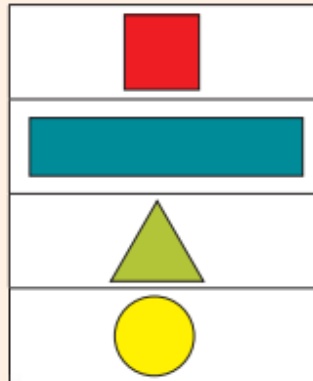
[red square]	triangle
[teal rectangle]	circle
[green triangle]	square
[yellow circle]	rectangle

5.

Add the following:

$60 + 4 = \boxed{}$

$90 + 8 = \boxed{}$

SM Assessment 3

Number	Assessment
1.	Round to the nearest ten. 1. 745 = _____ 2. 655 = _____ 3. 181 = _____
2.	The local food bank was receiving donations from the community. They had 40 boxes of pasta sauce in storage and received 47 more boxes last month. How many boxes of pasta sauce are there?
3.	Estimate and then calculate. [ten frames] + [ten frames] Estimate ☐ Calculate ☐

31

4.

Color half of each shape which shows two equal parts.
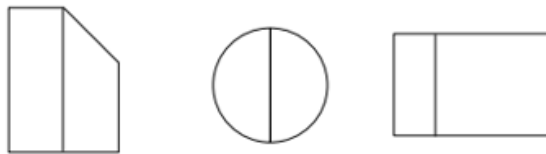
5.

Write an addition and subtraction sum using the number line.

0 10 20 30 40 50 60 70 80 90 100

Addition sum: _____ Subtraction sum: _____

SM Assessment 4

Number	Assessment
1.	2 groups of 7 _____ 3 groups of 8 _____

2.

Fill in the missing numbers.

104
103   108

3.

Complete the following counting backwards.

128 126 124 ___ ___ 118 ___ ___ ___ ___

4.

Complete the following by extending the pattern.

100, 102, 104, ___, ___, ___, ___, ___

5.

Complete the following:

3	6	9						
30	27	24						

SM ASSESSMENT 5

Number	Assessment
1.	

Complete the following:

$5 \times$ 🍎🍎🍎 $= \boxed{}$ apples

$6 \times$ 🍌🍌🍌 $= \boxed{}$ bananas

2.

Skip counting	Equal groups	Repeated addition	Arrays	Facts
3, 6, 9, 12		3 + 3 + 3 + 3	3 rows of 4 × × × × × × × × × × × ×	3 × 4 = 12 4 × 3 = 12
		4 + 4 + 4		

3.

Days of the week

Unscramble the letters of the days of the week.

AYUETSD   DNYUAS   ONAYDM

ENEDSDWAY   UAYTSRHD

ASTDAUYR   IFADRY

Fill in the missing days.

Monday		Wednesday	
Sunday		Tuesday	

Write down the days of the week.

Sunday						

4.

Fill in the missing number to complete the repeated pattern.

55, 21, 19, 63, 55, 21, 19, 63, 55, 21, 19, 63, 55, 21, 19, ☐

18, 28, 36, 18, 28, 36, 18, 28, 36, 18, 28, 36, 18, ☐

5.

The long side is _____ crayons.
The short side is _____ crayons.

The long side is _____ crayons.
The short side is _____ crayons.

SM Assessment 6

Number   Assessment

1.

Colour the picture or pictures that show things lighter than the one in the green block.

2.

Say if the balance scales are equal or not.

3.
- Share the fruit among the different numbers of friends.
- Say what fraction each friend gets.
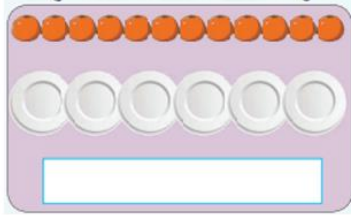
4.
Grandmother gives Kiki 12 oranges. Kiki makes juice with one third of the oranges. How many oranges did she use?

5.
Four oranges are cut into thirds.

How many children can each get one third? _____

SM Assessment 7

Number	Assessment
1.	Circle the correct answer for each of the followings.

Rectangle / Circle / Triangle	Rectangle / Circle / Square	Square / Circle / Triangle

2. Draw a line so the one side of the shape looks the same as the other side.

3. Find the difference.

1) 979 - 300 = _____   2) 443 - 200 = _____

4. How many shapes are there? What is one **half** of the shapes?

5.

	$2 \times 3 = 6$ or $3 \times 2 = 6$	$6 \div 2 = 3$ or $6 \div 3 = 2$	one half of the objects? 3	one third of the objects? 2
			one third of the objects?	one quarter of the objects?

Number	Assessment
1.	**Fill in the following table.**

Shape	Name	Number of Sides	Number of Vertices
	Triangle		
	Square		

2. Each rectangle and square below can be made of identical small squares. How many squares are required to fill each shape? The first one is done for you.
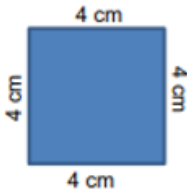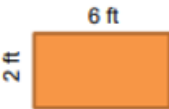
3. *Congruent shapes have the same size and shape.*
Circle the shapes on the right that are congruent to the shapes on the left.

4. Find the perimeter of the shapes shown below.

5. What Fraction is shaded?

35

SM Assessment 9

Number	Assessment

1. Find the missing number.

1. $2 \times 2 = \boxed{}$ 2. $5 \times 2 = \boxed{}$

3. $\boxed{} \times 2 = 12$ 4. $\boxed{} \times 2 = 6$

2. The class is doing a math activity. There are 5 groups of 4 students.

1. How many students are there in the class?

3. Draw the clock hands to show the time it was or will be.

1.

What time will it be in 2 hours 0 minutes?

2.

What time was it 4 hours 0 minutes ago?

4.

Before	This Month	After
	February	
	October	
	January	

5. Use arrays to show:

One quarter of 12 sweets.	One third of 12 sweets.	One half of 12 sweets

SM Assessment 10

Number	Assessment

1.

Sticker design	Tally marks	Number

2.

Cleaning supplies

| | sponge | rubber gloves | soap | brush |

3.

What fraction of the cup cakes has banana icing? Strawberry icing? Bubblegum icing?
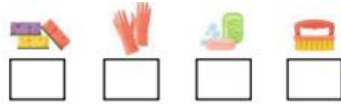
4.

Identify the pattern. Draw the path, starting with the smallest number.

24 — 21 — 18
27 — 3 — 15 — 12
30 — 6 — 9

5.

Complete.

| 34 | | | 36 | 40 |
| | 22 | 19 | | |
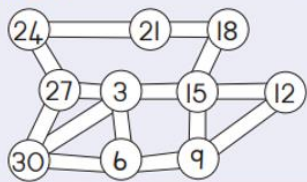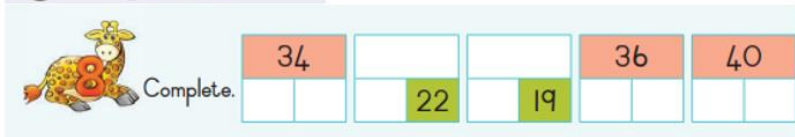
SM Assessment 11

1. **There are the balls in relation to the boxes? Choose the correct answers and write them below the pictures.**

| next to | under | inside | on top |

_____ _____ _____ _____

2. **Use your ruler to measure the height of the house from floor to roof.** (1)
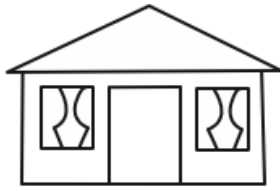
The house is _____ cm high.

3. **Fill in =, > or < to make the statements correct.**

   a. 135 _____ 125

   b. 167 _____ 187

4. **Name the shapes.** (1)
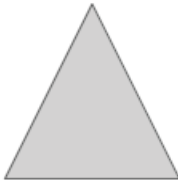
5. Write the multiple of 2 that comes before 11.   Answer: _____

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

1. Jody likes to collect bugs. She has had a busy week of bug collecting! Look at the pictograph and answer the questions.

Key: 🐝 = 1 bug
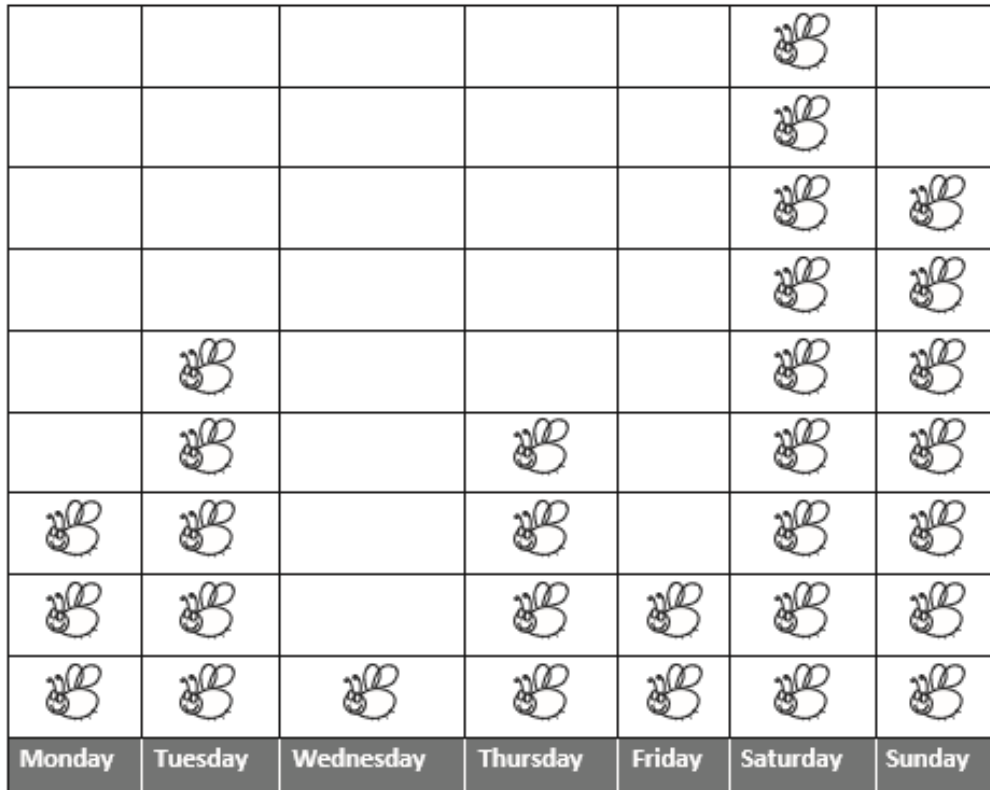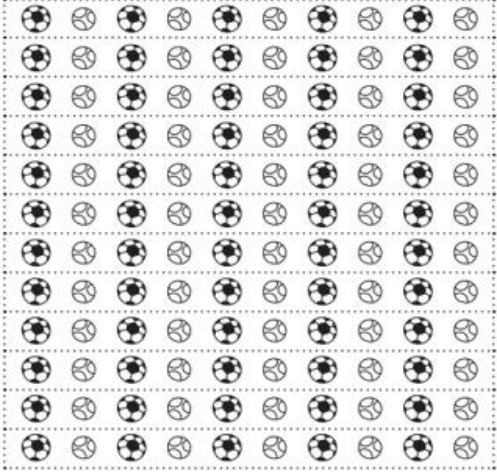
					🐝	
					🐝	
					🐝	🐝
					🐝	🐝
	🐝				🐝	🐝
	🐝		🐝		🐝	🐝
🐝	🐝		🐝		🐝	🐝
🐝	🐝		🐝	🐝	🐝	🐝
🐝	🐝	🐝	🐝	🐝	🐝	🐝
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

2.   How many bugs did Jody find on Thursday? _____

3.   How many bugs did she find on Saturday? _____

4.   On which day did she find the most bugs? _____

5.   How many more bugs did she find on Sunday than on Wednesday?
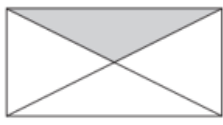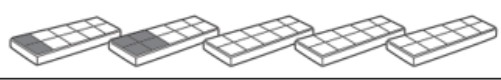
CONSOLIDATION (REVISION) ASSESSMENTS FOR END OF TERM

GRADE 2: 20Item Consolidation Assessment 1   **TERM 3 & 4**
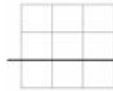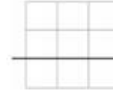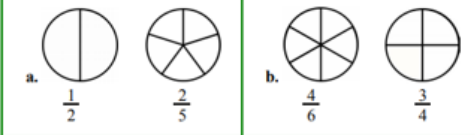
1.	Look at the picture and answer the questions. (4) 1.1 How many balls are there? _____ 1.2 How many groups of 4 balls are there? _____ 1.3 How many groups of 5 balls are there? _____ 1.4 How many groups of 10 balls are there? _____	11.	What comes next? (1)
2.	Fill in the missing numbers in the sequences. (2) 2.1 152; _____; 154; _____; 156; _____; 158 2.2 180; _____; 200; _____; 220; _____; 240	12.	Where are the balls in relation to the boxes? Choose the correct answers and write them below the pictures. (4) next to	under	inside	on top _____ _____ _____ _____
3.	Write the number symbols for the number names. (3) 3.1 one hundred and sixty-four _____ 3.2 one hundred and sixty _____ 3.3 ninety-four _____	13.	Name the shapes. (1) _____ _____
4.	Fill in =, > or < to make the statements correct. (3) 4.1 135 _____ 125 4.2 167 _____ 187 4.3 123 _____ 123	14.	Arrange the units of measure from smallest to largest. (1) mm km m cm _____

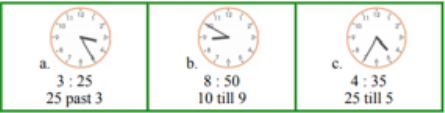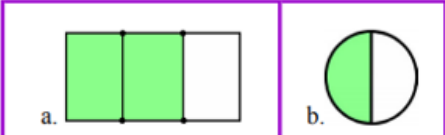|		
5.	**Break up the numbers into tens and units.** (3) Example: 45 = 40 + 5 = 4 tens + 5 units 5.1 96 = _____ 5.2 73 = _____ 5.3 12 = _____	**15.** **Use your ruler to measure the height of the house from floor to roof.** (1) The house is _____ cm high.
6.	**Halve the numbers.** (3) 6.1 48 _____ 6.2 14 _____ 6.3 21 _____	**16.** **Look at the line lengths below, and complete the sentences.** (3) Line A _____ Line B _____ Line C _____ Line D _____ 16.1 Line _____ is the longest. 16.2 Line _____ is the shortest. 16.3 Line _____ and line _____ are longer than line C.
7.	**Use the number block to find the answers.** (1) | 1	2	3	4	5	6	7	8	9	10
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11	12	13	14	15	16	17	18	19	20 | 7.1 Add 11 and 7 _____ 7.2 Then 11 + 7 = _____	**17.** **Jody likes to collect bugs. She has had a busy week of bug collecting! Look at the pictograph and answer the questions.** (2) Key: = 1 bug Monday Tuesday Wednesday Thursday Friday Saturday Sunday 17.1 How many bugs did Jody find on Thursday? _____ 17.2 How many bugs did she find on Saturday? _____
8.	**Solve the word problem.** (2) Jaco had 18 marbles in his bag. Jody had 24 marbles. How many more marbles did Jody have than Jaco? Jody had _____ more marbles.	**18.** **Write the values of the underlined numbers.** (2) 6<u>4</u>3 _____ 34<u>8</u> _____
9.	**Look at the rectangle and answer the questions.** (3) 9.1 How many pieces is the rectangle divided into? _____ 9.2 What do we call each piece? _____ 9.3 What fraction is coloured in? _____	**19.** **Break up the numbers.** (2) 643 = 600 + ☐ + ☐ 251 = ☐ + 50 + ☐
10.	**10. Complete the pattern.** (3)	**20.** Jody has 5 packets of bubble gum. She has 23 pieces of bubble gum in each packet. How many pieces does she have altogether? (1) _____
		TOTAL: 45 MARKS
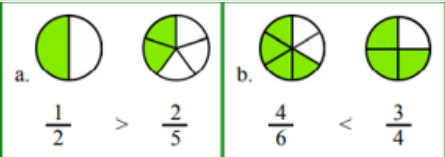
MEMORANDUM

1.1	120	
1.2	30	
1.3	24	
1.4	12	(4)
2.1	153; 155; 157	
2.2	190; 210; 230	(2)
3.1	164	
3.2	160	
3.3	94	(3)
4.1	>	
4.2	<	
4.3	=	(3)
5.1	96 = 90 + 6 = 9 tens + 6 units	
5.2	73 = 70 + 3 = 7 tens + 3 units	
5.3	12 = 10 + 2 = 1 ten + 2 units	(3)
6.1	24	
6.2	7	
6.3	$10\frac{1}{2}$	(3)
7.1	18	
7.2	18	(1)
8.	6	(2)
9.1	4	

9.2 The answer we are looking for is "a quarter". Your child may say "a triangle", which is not incorrect. If your child gives this answer, just introduce them to the word "quarter" by saying, "Yes, these pieces are triangles and they are also each one quarter of the whole rectangle."

9.3	$\frac{1}{4}$	(3)

10. The third slab should have 6 blocks coloured in. The fourth slab should have 8 blocks coloured in. The fifth slab should have 10 blocks coloured in. (3)

11. (1)

12.	next to, inside, on top, under	(4)
13.	triangle, rectangle	($2 \times \frac{1}{2}$ = 1)
14.	mm, cm, m, km	(1)
15.	5 cm	(1)
16.1	D	
16.2	B	
16.3	A and D	(3)
17.1	4	
17.2	9	
17.3	Saturday	
17.4	6	($4 \times \frac{1}{2}$ = 2)
18.	600	
	8	(2)
19.	40 + 3	
	200 + 1	(2)
20.	She has 115 pieces altogether.	(1)

#		#	
1.	**a.** $6 + 7 =$ _____ $9 + 9 =$ _____ $5 + 6 =$ _____ $8 + 7 =$ _____	11.	Jennifer bought two vacuum cleaners for $152 each. What was the total cost?
2.	**a.** $12 - 3 =$ _____ $15 - 7 =$ _____ $13 - 6 =$ _____ $11 - 7 =$ _____	12.	The distance from Mark's home to his grandma's house is 218 miles. How many miles long is a round trip?
3.	a. $2 + \Box = 11$ $\Box + 2 = 11$ $11 - 2 = \Box$ $11 - \Box = 2$	13.	Write the time with *hours:minutes*, and using "past" or "till". a. _____ : _____ _____ past _____ b. _____ : _____ c. _____ : _____
4.	What is double 35?	14.	Identify the shapes. Shape A: _____ Shape B: _____ A B
5.	Find the difference of 75 and 90.	15.	Measure this line to the nearest centimeter. about _____ cm
6.	. Find the missing numbers. ı. $82 +$ _____ $= 90$ b. $13 +$ _____ $= 21$	16.	Which measuring unit or units could you use to find these amounts? Centimeter (cm), inch (in), meter (m), foot (ft), mile (mi), or kilometer (km)? Sometimes two different units are possible. If so, write both. | Distance	Unit(s)
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how long my pencil is	
the distance from London to New York	
the height of a wall	
the distance it is to the neighbor's house		
7.	. Write with numbers. ı. 6 tens 2 hundreds 7 ones = _____ b. 8 ones 9 hundreds = _____	17.	Divide these shapes. Then color as you are asked to. a. b. Divide this into thirds. Color $\frac{2}{3}$. Divide this into halves. Color $\frac{1}{2}$.
8.	. Skip-count by tens. 568, 578, _____, _____, _____, _____, _____	18.	Color. Then compare and write $<$, $>$, or $=$ between the fractions. a. $\frac{1}{2}$ $\frac{2}{5}$ b. $\frac{4}{6}$ $\frac{3}{4}$
9.	Write the numbers in order from the smallest to the greatest. a. 417, 714, 447 b. 89, 998, 809	19.	Write a multiplication sentence for each picture. a. _____ × _____ = _____ b. _____ × _____ = _____

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Compare the expressions and write <, >, or =.

a. $100 - 5 - 3 \; \square \; 98 - 6$ b. $40 + 8 + 200 \; \square \; 20 + 800 + 4$

c. $50 + 120 \; \square \; 125$ d. $\frac{1}{2}$ of $800 \; \square \; 399 + 5$

</td><td>20.</td><td>

Write a <u>multiplication</u> for each addition, and solve.

a. $5 + 5 + 5$ b. $4 + 4 + 4 + 4 + 4$

____ × ____ = ____   ____ × ____ = ____

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MEMORANDUM

1.	a. 13, 18, 11, 15	11.	$450 - 126 = 324$ DVDs
2.	a. 9, 8, 7, 4	12.	$218 + 218 = 436$
3.	a. $2 + 9 = 11$ $9 + 2 = 11$ $11 - 2 = 9$ $11 - 9 = 2$	13.	a. 3 : 25 25 past 3 b. 8 : 50 10 till 9 c. 4 : 35 25 till 5
4.	$35 + 35 = 70$	14.	Shape A: <u>a square</u> Shape B: <u>a pentagon</u>
5.	$90 - 75 = 15$	15.	about 9 cm
6.	a. 8 b. 8	16.	Distance / Unit(s): how long my pencil is — cm, in; the distance from London to New York — km, mi; the height of a wall — m, ft; the distance it is to the neighbor's house — m, ft
7.	a. 267 b. 908	17.	a. b.
8.	568, 578, 588, 598, 608, 618, 628	18.	a. $\frac{1}{2} > \frac{2}{5}$ b. $\frac{4}{6} < \frac{3}{4}$
9.	a. 417, 447, 714 b. 89, 809, 998	19.	a. $2 \times 3 = 6$ b. $6 \times 2 = 12$
10.	a. $92 = 92$ b. $248 < 824$ c. $170 > 125$ d. $400 < 404$	20.	a. $3 \times 5 = 15$ b. $5 \times 4 = 20$