TMU 2021 GRADE 3 TERM 1

BASELINE ASSESSMENT

- It is recommended to conduct a baseline assessment in the first 3 days alongside teaching and learning.
- results in the baseline should INFORM - teaching and learning of Mathematics and
- SHOULD NOT be used to label their ability, but rather to decide how to pitch the initial activities and to assess.
- Guide on what aspects of work need more attention.
- As learners develop at different paces, but at a later stage they may progress quickly in Mathematics.

***NOTE

It is enough to check the first 11 criteria for Term 1 teaching and learning. If your learners cannot meet criteria above mentioned, it is not a big problem, especially after the year with COVID-19. All criteria that CAPS suggests will be taught again in course of Grade 3 teaching and learning (TMU2021 trimmed teaching plan is designed to recover the loss of 2020). Teachers must be just careful and thoughtful when conducting lessons that deal with those criteria.

What to check in the beginning of Term 1:

Learners are able to or not able to:

- read and write numbers up to 100.
- add and subtract numbers up to 20 mentally,
- solve word problems in context using symbols +, -, x, =
- manage addition and subtraction in column,

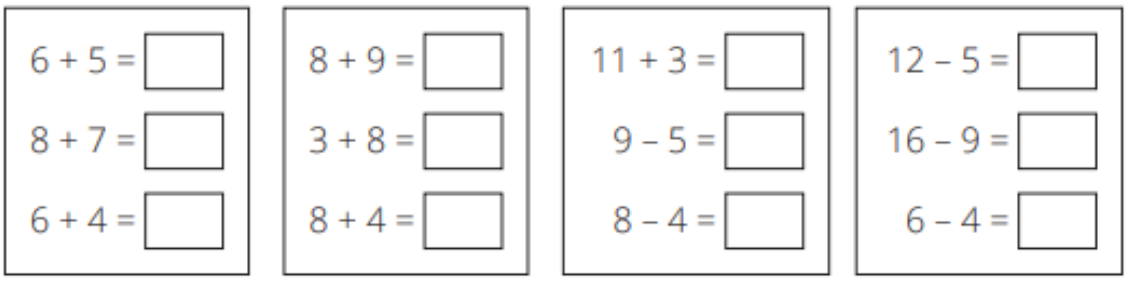
RECORDING

- It is so important to have individual record of assessment that teachers can assist and take special care of those learners who cannot meet the criteria.

GRADE	SKILLS/KNOWLEDGE	TERM	MATERIAL	PAGE	SUGGESTED ACTIVITIES
3	• Decompose numbers up to 99 using tens and ones • Write numbers in symbols and words up to **100**. • Count in **2s**, **5s** and **10s** up to **100**. • Complete number sequences for counting forwards and backwards in **2s**, **5s** and **10s** up to **200**. • Extend **2s**, **3s**, **4s**, **5s** and **10s** number sequences up to **100**.	GR 3/T1	LP	16-17	· Warm-up activity and Activity 1-5
	• Ordering numbers up to 99.	GR 3/T1	LP	17-18	· Warm-up activity and Activity 2
	• Solve word problems in context (money) involving addition and subtraction up to 99. • Addition and subtraction up to 99. • Write addition and subtraction number sentences using +, – , = and □	GR 3/T1	LP	19-20	· Warm-up activity and Activity 1-3 **NOTE:** a. When working on WARM-UP, ask learners to write down number sentences and solve them in their classwork books. Teachers can see if they use column method or not to add and subtract 2-digit numbers. b. Give learners problems of addition and subtraction of single digit numbers as many as possible to assess their ability of mental calculation.
	• Count in 1s, 2s, 5s and 10s. • Complete number sequences of counting in 1s, 2s, 5s and 10s up to 200. • Solve word problems in context involving repeated addition. • Write repeated addition number sentences using +, = and □ • Write multiplication number sentences using x, = and □	GR 3/T1	LP	20-21	· Warm-up activity and Activity 1&2 NOTE; Write Question 1 and 2 on chalkboard and learners copy the questions and write missing numbers and extend the patterns. Through this activity, teachers can assess learners writing ability as well.
	• Describe if a 3D object can roll or slide	GR 2/ T 4	LAB	62-62	· Lesson 31
	• Data (Tally Tables)	GR 2 / T4	LAB	39-40	· Lesson 21 (Classwork or Homework Activity)

LEARNER BASELINE RECORDING SHEET				
CONCEPT(SKILL/KNOWLEDGE)		**YES**	**NO**	**NOTES**
Write number SYMBOLS up to 100				
Read the number SYMBOLS 1 to 100				
Write number NAMES up to 100				
Count in twos, fives and tens from any given number	2's			
	5's			
	10's			
Build numbers up to 99 using tens and ones				
Add and subtract numbers to 20 mentally	ADD			
	SUBTRACT			
Add and subtract numbers to 20	ADD			
	SUBTRACT			
Start to notice that subtraction is the inverse of addition				
Solve Addition and Subtraction problems in context (money) up to 99				
Count in groups of 10 up to 100				
Recognise HALVES and QUARTERS				
Describe if a 3D object can roll or slide	ROLL			
	SLIDE			
Describe the EDGES of a 3D object				
Describe the POSITION of a 3D object				
Name 2D shapes	TRIANGLE			
	CIRCLE			
	SQUARE			
	RECTANGLE			
Describe 2D shapes in terms of sides	STRAIGHT			
	CURVED			
	NUMBER			
Estimate and measure using non-standard measures	LENGTH			
	CAPACITY			
	MASS			
Data.	ORGANISE USING A TABLE			
	COMPLETE A PICTOGRAPH			

Addition and Subtraction of single digit numbers up to 18:



Word Problems:

a. I had 23 oranges. My dad gave me 9 oranges. How many do I have now?

b. Bonolo has 27 bananas. Silo has 8 more bananas than Bonolo. How many bananas does Silo have?

c. Thabo has 47 green crayons and 5 yellow crayons. How many crayons does Thabo have altogether?

d. There are 43 apples. The learners eat 26 apples. How many apples are left?

e. I have 52 beads. 29 are yellow and the rest are green. How many green beads do I have?

f. Nosisi has 25 bananas. Themba has 17 bananas. How many more bananas does Nosisi have than Themba?

g. My aunt is 19 years old. Her brother is 8 years younger than her. How old is her brother?

h. There are 5 balls in a bag. How many balls are there in 3 bags?

i. There are 2 apples on a plate. How many apples are there on 4 plates?