Activity:

Practical work, estimating, measuring

Unit 1: Space Number manipulation Visual Discrimination Fine motor movements

To the educator

Capacity is how much liquid a container can hold. Before the learner/s starts this activity, show them a 1 litre container such as a litre of milk. It is difficult to estimate capacity from pictures, so we suggest you place a bucket, a jug and a casserole container in front of the learner/s. Once the learner/s have estimated, ask them to check the answer by filling each container with water. The difference between the estimate and the measured capacity can then be calculated. Once the activity has been completed, the learner/s can use a cup (250ml), a teaspoon (5ml) and a tablespoon (12,5ml) to do the second activity. Remind the learner/s that there are 1 000 millilitres in 1 litre.

Fill three different containers with water. First estimate the capacity of each container in litres and then measure the capacity of each container in litres. Use a 1/2 container for measuring.

| Container | Estimated capacity | Measured capacity | Difference |
|-----------|--------------------|----------------------|------------|
| | | | |
| | | | |
| | | | |

| Use your I_N container to find out: How many $250\text{m}N$ cups make I_N ? |
|--|
| How many 5m ℓ teaspoons make I ℓ ? |
| How many 12,5m ℓ tablespoons make I ℓ ? |

| 72 l + 85 l = | 103 & + 124 & : |
|-----------------|-----------------|
| 302 & - 102 & = | 275 Å - 150 Å : |
| 176 £ - 54 £= | 25m/v+241m/l |



Activity:

Solving problems

Unit 1:
Space
Number manipulation
Visual Discrimination
Thinking & reasoning
Fine motor movements



Number sentences

| A full tank contains $58 \ lambda$ of petrol. $15 \ lambda$ of the petrol leaks out. How many litres are still in the tank? | |
|---|--|
| Equal amounts of 68 ℓ of milk are poured into 4 containers. How many litres are there in each container? | |
| A container contains 20L of oil, another one only half of that. How many litres are in the other container? | |
| A drum contains 30L of water. 69L is added. How many litres of water does the drum now contain? | |
| Dad uses 30 ℓ of petrol per month. Mother uses twice as much. How many litres does she use? | |
| Sue buys 18 ℓ of cooldrink and Ben 4 times as much. How much cooldrink did Ben buy? | |
| I have $76 \ensuremath{\mathcal{L}}$ of milk. How many children can each get $4 \ensuremath{\mathcal{L}}$? | |
| Calculate the sum of 20 ℓ , 13 ℓ en 34 ℓ . | |
| A garage sells 72\& of petrol every day of the week. How many litres are sold at the end of the week? | |
| The dairy sells $19 {\it k}$ of milk every day. How much milk do they sell in six days? | |



Activity:

Colouring fraction parts of shapes

Unit 1:

Space
Visual Association
Discrimination
Thinking & reasoning
Fine motor movements

Follow the the instructions and colour the correct fraction of the shape.



| Colour 1/2 of this shape |
|--|
| Colour 1/4 of this shape |
| Colour 1/2 of this shape |
| Colour 1/4 of this shape |
| Colour ² / ₄ of this shape |
| Colour ³ / ₄ of this shape |
| Colour ⁴ / ₄ of this shape |
| Colour 1/2 of this shape |
| Finish colouring this shape |
| so $1/2$ is coloured. |
| |



Activity:

Joining letters and writing sentences

Unit 1:
Space
Handwriting skills
Visual Discrimination
Fine motor movements

Complete the rows. Copy the sentences.

| June - | |
|---|---------------------------------|
| 20 W | |
| 1 | |
| da | |
| | |
| | |
| 10/0/ | |
| | |
| 4 | |
| 1/W | |
| 1,, | |
| ham | Burry both the bodry? |
| NAME OF THE PARTY | - Court of town town the thing. |
| | <i>Q</i> |
| | |
| • | |
| $\langle I \rangle$ | 1 . 01 |
| $\mathcal{L}\mathcal{M}\mathcal{M}\mathcal{M}\mathcal{M}\mathcal{M}\mathcal{M}\mathcal{M}\mathcal{M}\mathcal{M}M$ | dance on a dance floor |
| / | U |
| | |
| • | |
| // // | |
| Who. | game is near a gate. |
| V11X/ / | garia 20 21001 Al zgano. |
| | <u> </u> |
| | |
| • | |
| 10 11 | . 0 +0 . + |
| Taaa | y pack away the point |
| | 0'1 |
| | |
| | |
| | |



Grade 3

Module 11

Activity:

Writing dictation and spelling

Unit 1: Space

Auditory Attentive listening Discrimination

Fine motor movements

Snalling.

To the educator

Please print this page. Evaluate on Day 5.

The spelling words and dictation must be done every day. This can be done through the use of flashcards, games, whiteboard, etc. On Day 5 a spelling and dictation test is given. Cut the paper on the dotted line before the learner writes the test.

| opomilig. | | | |
|------------|---|--|--|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| Dictation: | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | _ | | |

Spelling

beach beady beaker beater beaver bleach cleaner creaky creamy defeat Easter eagle greasy leaves near peace peach easy sheath wreath please season sheaves speaker streak teacher treat

Dictation

We took a beaker and a beater to the beach and made an easy, creamy peach treat. This Easter the teacher wants peace near her stream so that she can watch the sneaky eagle that tries to steal the little beaver.



Activity:
Using a dictionary, writing
sentences, using homophones

Unit 1: Space Language skills Visual Discrimination Thinking & reasoning Read the words and identify the words that you need to look up in your dictionary.

| beach | breathe | each | queasy | scream | steam |
|--------|---------|--------|----------|---------|---------|
| beady | cleaner | eagle | reach | season | streak |
| beaker | cleave | Easter | ready | shear | stream |
| beast | conceal | easy | really | sheath | tease |
| beater | creaky | freak | reason | sheaves | teacher |
| beaver | creamy | grease | peace | sleaze | thread |
| bleach | crease | greasy | please | speaker | threat |
| bleat | defeat | heave | pleat | sneaky | weave |
| breach | dread | ideal | preach | spread | weaver |
| breath | dream | leaves | preacher | squeak | wreath |

Look up these homophones and write sentences with them.

| Greece | | |
|--------|--|--|
| | | |
| | | |
| grease | | |
| | | |





| each |
|------|
| eech |
| eace |
| iece |
| eel |
| eal |
| |



