

1+2 NUMERACY ASSESSMENT

This assessment task will assess whether the learners have understood and can apply the concepts taught in this theme. Over the last two weeks, learners:

- counted to 10 – in 1s and 2s;
- revised the numbers 1 to 8 and the words one to eight;
- built puzzles (24-piece or more);
- demonstrated an understanding of the concepts 'more' and 'less';
- orally solved addition problems involving numbers up to 12 (two dices were used);
- distinguished between more, less and equal up to the number 10;
- used concrete apparatus to solve addition and subtraction problems up to number 10;
- identified number pictures and dot cards from 0 to 10;
- identified symmetry in images and completed symmetrical pictures; and
- used mathematical language to express problem solving strategies and techniques.

This assessment task may take several days to complete. You can do it on a one-to-one basis with each learner or in a small group.

TASK

Part One

- Ask each learner to count the animals on the Grade R kit Poster 18 called 'Wild Animals'.
- Say: 'Count the birds. Now count the animals with horns'.
- Ask if there are more horned animals or birds? How many more?
- Now say: 'Count the horns'. 'Count the wings.' 'Are there more wings or horns?' 'How many more?'

Part Two

- For this activity, you will need 10 bottle tops and four container lids, plus the numerals and words for numbers 1-10.
- Ask each learner to count the bottle tops and to tell you how many there are. They will count to 10. Let them find the matching numeral and word card for 10.
- Place two lids on the table. Work with even numbers only. Tell the learner to count out a given number, e.g. 6 counters. Then tell the learner to share these equally between the two lids.
- Ask the learner to find the matching numeral and word card.
- Repeat.
- Put out three/four/five lids.
- Repeat, letting the learners share the counters out equally.

GRADE R: TERM 4

Checklist for Numeracy Assessment Task

Name:	Date:	
The learner is able to:	Yes	No
1. Count objects to 10 (or more)		
2. Identify which animals there are more/less of		
3. Count how many more or less of one animal there is compared to another kind.		
2. Share numbers equally using concrete apparatus		
3. Match the numeral and word to the number of objects		
4. Use mathematical language to describe understanding of concepts		

Copy this rubric. You will need one for each learner.

LIFE SKILLS ASSESSMENT

Over the last two weeks learners have learnt about Wild Animals. They have looked at some of these animals and discussed their appearance and their habitat. They have talked about the sounds they make and the ways that they move. (Show learners the pictures from Workbook 4 on page 22 and 23.) See if learners are able to apply what they have learnt over the past two weeks when answering the questions. Ask them:

- 'What is this animal?'
- 'Where might you find this animal sleeping?'
- 'Point to the animal that has tusks.'
- 'Which animals do not make loud noises?'
- 'Which animal spends time on land and in the water?'

Write your observations in your record book. These questions should help you:

- Can the learner recognise some wild animals and name them?
- Can the learner recall some facts about these wild animals?