**SOUTH AFRICAN NUMERACY CHAIR**



**SA**

**NUMERACY**

**CHAIR**

**INDIVIDUAL INTERVIEW for MATHEMATICAL PROFICIENCY**

**GRADE 3 - AFRIKAANS**

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| **LEARNER & INTERVIEW INFORMATION INFORMATION**  🕓 40 minutes | | 🕓 40 minutes | | | Date |  | | |
| Surname |  | First name | | |  | | | |
| Club |  | Gender | Male Female | | | | Age |  |
| Mentor |  | Interviewer | |  | | | | |
| Instructions in **[bold brackets]**, what you say to the learner in *italics*  **PLEASE WRITE IN BLACK OR BLUE PEN (NOT PENCIL)** | | | | | | | | |

PART ONE – Qs 1 to 11  
Numeral identification, FNWS, BNWS, Counting by 10s & 100s, Place Value

**Task 1: Numeral Identification W/CU**

**[Use number cards to show each number to learner. Tick if correctly identified]***Sê vir my wat noem jy hierdie getalle*

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| *6* |  | *11* |  | *20* |  | *99* |  | *101* |  | *208* |  | *300* |  | *1025* |  | *½* |  | *¼* |  |

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| Comments: |

**Task 2: Number Representations A2/CU**

**[White card. Show 1 number line at a time]** *Hier is ‘n getallelyn. Sê vir my na watter getal die pyltjie wys.*

Wrongly positioned? Correct

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. *15* |  |  |  |  |
| 1. *Approx. 90* |  |  |  |

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**Task 3: Forward counting number word sequences W/CU**

**[Ask orally]** *Begin in ene tel vanaf \_\_\_\_ ek sal sê wanneer jy moet stop.*

Skipped numbers Last no counted correctly

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. *1 to 32* |  |  |  |  |
| 1. *48 to 61* |  |  |  |
| 1. *93 to 112* |  |  |  |  |

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**Task 4: Backward counting number word sequences W/PF**

**[Ask orally]** Example:  *Tel terug vaaf 3. . .drie, twee, een.*

*Tel nou terug in ene vanaf \_\_\_ gaan aan totdat ek sê stop.*

Skipped numbers Last no counted correctly

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. *10* |  |  |  |  |
| 1. *23 to 16* |  |  |  |  |
| 1. *72 to 67* |  |  |  |  |

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| Comments: |

**Task 5: Number word before W/PF**

**[Use green number cards for each number]** Example: *Watter getal kom net voor 2? Sê nou watter getal kom net voor\_\_\_*

Note each answer

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1. *9* |  |  | 1. *11* |  |  | Comments |
| 1. *20* |  |  | 1. *30* |  |  |
| 1. *50* |  |  | 1. *100* |  |  |

**Task 6: Number word after W/PF**

**[Use green number cards for each number]** Example: *Watter getal kom net na 1? Sê nou watter getal kom net na\_\_\_*

Note each answer

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1. *4* |  |  | 1. *19* |  |  | Comments |
| 1. *25* |  |  | 1. *32* |  |  |
| 1. *70* |  |  | 1. *99* |  |  |

**Task 7: Sequencing numerals W/PF**

**[Show the green number cards face up in random order, asking the learner to identify each number as you put it out. Then say]** *Kan jy hierdie kaartjies in volg orde sit? Begin by die kleinste getal.*

Note sequence learner laid cards out Sequence correct

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *(a) Cards from 0 to 10* |  |  |  |  |
| *(b) Cards from 46 to 55* |  |  |  |  |

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**Task 8: Perceptual counting W/PF**

**[Ask learner to place out counters for a & b. Note how learner counts these and the number counted]**

Counts in 1s? Counts in multiple? Say which?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. *Plaas 13 tellers uit vir my* |  |  |  |  |
| 1. *Plaas 18 tellers uit vir my* |  |  |  |  |

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**Task 9: Counting with incrementing tens W/AR&CU**

**[Use pink strip cards. Show strip (a) then add others for steps b to e. Ask]** *Hoeveel kolletjies is daar altesaam?*

Note Given Answer & How Answered Correct?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. The ‘four dot’ strip |  |  |  |  |
| 1. Add a ‘ten dot’ strip to the right |  |  |  |  |
| 1. Add another 10 to make 24 |  |  |  |  |
| 1. Add another 20 to make 44 |  |  |
| 1. Add another 30 to make74 |  |  |

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**Task 10: Adding / subtracting with tens A2&3/PF**

**[Ask orally]** Note Given Answer Correct

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. *Voeg 10 by 92* |  |  |  |  |
| 1. *Voeg 10 by 294 (twee honderd vier en ‘neentig’)* |  |  |  |  |
| 1. *Neem 10 weg vanaf 50* |  |  |  |  |
| 1. *Neem 10 weg vanaf 700 (sewe honderd)* |  |  |  |  |

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**Task 11: Adding with incrementing hundreds A2&3/PF**

**[Ask orally]** Note Given Answer Correct

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. *Voeg ‘n 100 by 9* |  |  |  |  |
| 1. *Voeg ‘n 100 by 932 (negehonderd twee en dertig)* |  |  |  |  |
| 1. *Neem ‘n 100 weg van 400* |  |  |  |  |
| 1. *Neem ‘n 100 weg van 634* |  |  |  |  |

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| Comments: |

**END OF PART ONE**

PART TWO – Qs 12 to 16  
Early Arithmetic Strategies, Combining & Partitioning

**Task 12: Horizontal sentences – Early Arithmetic Strategies W/AR**

**[Use blue sentence cards]** *Sê vir my hoe sal jy die antwoord uitwerk vir die volgende:*

Note Given Responses & How Answered Correct

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. *16 + 10 = □* 2. *So wat is 16 + 9?* |  |  |  |  |
| 1. *42 + 23 = □ If correct ask, het jy ‘n ander manier of metode hoe jy dit uitwerk?* |  |  |  |  |
| 1. *43 – 15 = □ Repeat the question above* |  |  |  |  |

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| Comments: |

**Task 13: Number Stories– Early Arithmetic Strategies A2&3/SC**

**[Ask orally]** *Ek gaan ‘n paar woord somme uit lees. Antwoord die vraag aan die einde van die som.*

Note Given Responses & How Answered Correct

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. *Daar is 12 mense op ‘n bus en vyf klim af. Hoeveel mense is daar nou op die bus?* |  |  |  |  |
| 1. *Daar is 22 mense op ‘n bus. 13 van hulle is kinders. Hoeveel volwassenis (groot mense) is daar?* |  |  |  |  |
| 1. *Daar was 18 mense op ‘n bus. 8 mense klip op en 3 klim af. Hoeveel mense is daar nou op die bus?* |  |  |  |  |

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| Comments: |

**Task 14: Number Stories– Early Arithmetic Strategies A2/SC**

**[Use pale yellow card with sums]** *Ek gaan nog ‘n woord som lees. Hier is ‘n paar somme. Sê vir my watter* ***som*** *sal jy gebruik om die vraag te beantwoord. Ek soek nie die antwoord nie.*

Given Answer Correct

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *(a) Daar is 43 kinders in die klas. 28 van hulle is seuns. Hoe gaan jy uitwerk hoeveel dogters daar is?* |  |  |  |  |

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| Comments: |

**Task 15: Non-count-by-ones – Early Arithmetic Strategies W/AR**

**[Use the orange calculation cards. Note how learner arrives at answers]**

Note Given Answers & How Answered Correct?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. *Wat is 9 + 3* |  |  |  |  |
| 1. *Kan jy dieselfde metode gebruik om die somme uit te werk  9 + 4* |  |  |  |  |
| 1. *en 9 + 5* |  |  |  |  |
| 1. *Wat is 7 – 5* |  |  |  |  |
| 1. *Kan jy dieselfde metode gebruik om die somme uit te werk  27 – 5* |  |  |  |  |
| 1. *en 47 –* |  |  |  |  |

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| Comments: |

**Task 16: Number combinations W/PF**

**[Ask orally]**

Note answers

|  |  |  |
| --- | --- | --- |
| *Ek sal ‘n getal sê. Wat moet by kom om 5 te maak?*   1. *4* 2. *0* 3. *3* |  |  |
| 1. *Gee vir my twee getalle wat die getal 10 maak* |  |  |
| 1. *Gee vir my nog twee getalle wat die getal 10 maak* |  |  |
| 1. *Ek het 7, hoeveel het ek nodig om 10 vol te maak?* |  |  |

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| Comments: |

**END OF PART TWO**

PART THREE – Qs 17 to 24  
Subitising, Multiplication and Division

**Task 17: Visible items arranged in arrays – Subitising W/AR**

**[Use red dot cards. Show 1 at a time. Note how the learner counts & the given answer]***Sê vir my hoeveel kolletjies is daar altesame.*

Given answer Counts in 1s/ multiples? Which multiple?

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| *(a) Show the 10 × 2 array of dots* |  |  |  | 1s | multiples | |  |
| *(b) Show the 5 × 3 array of dots* |  |  |  | 1s | multiples | |  |
| *(c) Turn (b) through 90 degrees* |  |  |  | Recounts? | | Instant answer? | |

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| Comments: |

**Task 18: Visible items arranged in arrays – Subitising A2/AR**

**[Show the cake cards 1 at a time. Note how the learner counts & the given answer]***Daar is 5 koekies in elke houer. Ek gaan vir jou ‘n prentjie wys van wat die kinders gekoop het. Jy moet mooi daarna kyk en vir my sê hoeveel koekies het elkeen gekoop.*

Given answer Counts in 1s / multiples? Which multiple?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| *(a) Natasha* |  |  |  | 1s | multiples |  |
| *(b) Rajesh* |  |  |  | 1s | multiples |  |

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| Comments: |

**Task 19: Visible items arranged in arrays- Subitising A2/AR**

**[Show the apple cards 1 at a time. Note how the learner counts & the given answer]***Daar is 10 appels in ‘n sak. Ek gaan vir jou ‘n prentjie wys van wat die kinders gekoop het. Jy moet mooi daarna kyk en vir my sê hoeveel appels het elkeen gekoop.*

Given answer Counts in 1s / multiples? Which multiple?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| *(a) Dawn* |  |  |  | 1s | multiples |  |
| *(b) Gary* |  |  |  | 1s | multiples |  |

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| Comments: |

**Task 20: Equal grouping of visible items – Subitising and Multiplication W/CU**

**[Use orange circle cards. Place down four circles with three counters on each. Show the difference between circle and counter. Note how the learner counts & the given answer]**

Given answer Counts in 1s / multiples? Which multiple?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| (a) *Hoeveel sirkels is daar?* |  |  |  | 1s | multiples |  |
| (b) *Hoeveel tellers is daar in elke sirkel?* |  |  |  | 1s | multiples |  |
| (c) *Hoeveel tellers is daar altesaam?* |  |  |  | 1s | multiples |  |
|  |  |  |  |  |  |  |

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| Comments: |

**Task 21: Equal grouping of visible items – Partition Division W/PF**

**[Place out a pile of 15 counters. Note how the learner counts & the given answer]**

Given answer Works in 1s / multiples? Which multiple?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| *(a) Hoeveel tellers is daar?* |  |  |  | 1s | multiples |  |
| *(b) Deel dit gelyk op tussen 3 kinders.* |  |  |  | 1s | multiples |  |
| *(c) Hoeveel kry elke kind?* |  |  |  | 1s | multiples |  |
|  |  |  |  |  |  |  |

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| Comments: |

**Task 22: Equal grouping of visible items – Partition Division with Redistribution W/PF**

**[Place out a pile of 24 counters. Note how the learner counts & the given answer]**

Given answer Works in 1s / multiples? Which multiple?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1. *Hoeveel tellers is daar?* |  |  |  | 1s | multiples |  |
| 1. *Deel dit gelyk op tussen drie kinders.* |  |  |  | 1s | multiples |  |
| 1. *Hoeveel kry elke kind?* |  |  |  | 1s | multiples |  |
| 1. *Deel dit nou gelyk op tussen vier kinders.* |  |  |  |  |  |  |

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**Task 23: A2/PF**

**[Ask orally]** Given answer Correct

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. *Drie groepe van drie maak? (of drie maal drie is gelyk aan?)* |  |  |  |  |
| 1. *Vier groepe van vyf maak?(of vier maal vyf is gelyk aan?)* |  |  |  |  |
| 1. *Wat is tien groepe van vier?* |  |  |  |  |
| 1. *Wat is tien groepe van sewentig (70)?* |  |  |  |  |

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**Task 24: A2/CU**

**[Show white marbles card]** *Jane en Peter speel met albasters. Hier is ‘n prentjie van die albasters.*

Given answer Correct

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. *Jane wen die helfte van die albasters. Hoeveel albasters wen sy?* |  |  |  |  |
| 1. *Peter wen ‘n kwart van die albasters. Hoeveel albasters wen hy?* |  |  |  |  |

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**END OF PART THREE**

PART FOUR – Qs 25 & 26  
Multiplication & Division

**Task 25: Commutativity W/AR**

**[Show the green number cards for each of the problems below]**

Given answer Sees relationship

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. *Wat beteken 3 × 7?* |  |  |  |  |
| 1. *En wat kan jy sê omtrent 7 × 3?* |  |  |  |  |
| 1. *Wat kan jy my vertel van 3 × 7 en 7 × 3?* |  |  |  |  |
| 1. *Wat is 7 × 0?* |  |  |  |  |
| 1. *En 0 × 7?* |  |  |  |  |
| 1. *Wat kan jy my vertel van 7 × 0 en 0 × 7?* |  |  |  |  |

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**Task 26: Inverse Relationship W/AR**

**[Show the number cards for the each of the problems below]**

Note answer Sees relationships?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. *Wat is die antwoord van 8 × 4?* |  |  |  |  |
| 1. *Kan jy die antwoord in (a) gebruik om 32 ÷ 4 uit te werk?* |  |  |  |  |
| 1. *Agt maal sewe is 56. (Show the card). Gebruik hierdie getalle en symbole om ‘n gedeel deur sin te maak. (Put down the cards).* |  |  |  |  |
| 1. *Wat is 8 × 0?* |  |  |  |  |
| 1. *En 0 × 8?* |  |  |  |  |
| 1. *Gebruik hierdie getalle en symbole om ‘n gedeel deur sin te maak. (Put down the cards).* |  |  |  |  |

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| Comments: |

**END OF PART FOUR**