**Ministry of Education, Heritage & Arts 2021 YEAR 3**

**NUMERACY WORKSHEET 1**

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| Lesson: Numeracy | Class: 3 | Date: |
| Objective of the activity:   1. Students will be able to count to the nearest tens. 2. Students will be able to understand and able to add hundreds, tens and units. 3. Students will know cardinal numbers and their functions. | | |

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| 1. **Circle the letter of the best answer.** |
| 1. The number **46** is nearest to .  A. 40 B. 50 |
| 2. 587 = 500 + 80 + .  A. 8 B. 7 |
| 1. What is the cardinal number of the given set?  * 1. 4 B. 5 |
| 1. **Write the correct answer in the space provided** |
| 4. 3 × 5 = |
| 5. 1 + 2 =  5 5 |
| 6. 1m = cm. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 7. 1 year = months. |
| 8. **Complete the number pattern.**  2, 5, 8, , , . |

**Instructions for Parents / Guardians**

1. Always create a happy, colorful, and safe environment for learning where children can relate with family members.
2. At home, it is useful to develop, negotiate and agree on routines. Agree to study at a specific time and in a place that is set up for learning.
3. Ensure that the child has their pens, books, ruler, colours etc at the learning place.
4. Ensure that the table is clutter free and setting is not noisy. The child needs to pay attention and not to be distracted.
5. At home, encourage family participation in supporting learning. Always provide immediate feedback when the child makes an effort or when they say, point to, write, draw or roleplay correct responses.
6. Question 1: Clearly explain the meaning of the word “Rounding off”. In this case, it means raising or lowering the given number to the closest “ten”. For example, 48 can be rounded up to 50.
7. Question 3: Explain “cardinal numbers”. This is the number of items in a given set.
8. Question 4: Explain to the child the meaning of the sign/symbol [x], this particular sign means multiply, or the product of two numbers.
9. Question 5: These are fractions. Explain the term “denominator” (the number on the bottom) and “numerator” (the number on the top). Two fractions with the same denominator can be added by adding the numerators to each other.
10. Question 6: 1 m is 1 metre, which is made up of 100 centimetres (cm).

**For parents of students with disabilities**

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| **Impairment** | **Instructions** |
| **For students with Hearing Impairment:** | * Provide one to one support. * Draw a number chart or line (1 – 50) on a piece of cardboard/paper. * Use number signs using sign language. * Explain to your child that you are arranging numbers from the smallest to the biggest. |
| **For students with Vision Impairment:** | * Provide one to one support for reading aloud questions and explanations. * Guide your child as you go through the activity. * Invite your child to call out the answer for the parent to circle or braille. |
| **For students with Physical Impairment:** | * Provide one to one support * Draw a number chart (1 – 50) on a cardboard/paper. * If your child cannot write, ask him/her to point/touch/look at the number and you assist in writing down the numbers on the worksheet. |
| **For students with Intellectual Impairment** | * Provide one to one support. * Explain the objective of the activity clearly * Draw a number chart (1 – 50) on a piece of cardboard/paper |
| **For students with Learning Difficulties:** | * Provide one to one support. * Explain the objective of the activity clearly. * Draw a number chart (1 – 50) on a piece of cardboard/paper to assist your child. |