



Teaching Mathematics in Grade 3

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ABSTRACT In South Africa, as in the rest of the world, poor learner performance in Mathematics has been a cause of concern. Learner performance in mathematical computations such as division, subtraction, multiplication and addition were a barrier to mathematical learning in many studies done. If the mathematical computational challenges do not address this problem in Foundation Phase, it might be too late to deal with them in the later years of study. Against this background, this qualitative case study explores the instructional approaches used by Grade 3 teachers in selected primary schools to teach mathematical computations. Data were collected using semi-structured interviews from purposively selected Grade 3 teachers. Data was analysed using an inductive thematic framework. The findings revealed that Grade 3 learners given mathematics problems on computational difficulties were able to get timeous and specific teaching support. Based on the findings, it was recommended that effective instructions that are tailor made to address individual weaknesses and grade specific competences in mathematical computations should be used to support learner performance.