



Kwartaal 4 : Term 4

Wiskunde

Mathematics

Leerderaktiwiteitsboek

Learner Activity Book

Afrikaans : English

Die ontwikkeling van hierdie werkboek is met die medewerking van die *Bala Wanda-Magic Classroom Collective*-span moontlik gemaak, in oorleg met 'n verwysingspan wat saamgestel is uit individue van etlike universiteite, wiskunde-NRO's en die Departement van Basiese Onderwys.

Hierdie materiaal is gebaseer op die werk van die DBO-werkboeke en bestaande iterasies van lesplanne (GPLMS, Jika iMfundo, NECT en TMU).

Die Bala Wande-bokse met manipuleerbare items is in oorleg met Jade Education ontwerp. Dié bokse voorsien hoëgehalte-materiaal wat 'n integrerende deel van die onderrig-en-leerprogram uitmaak.

The development of this workbook was carried out by the collaborative *Bala Wande-Magic Classroom Collective* team in consultation with a reference team made up of individuals from several universities, mathematics NGOs and the Department of Basic Education. These materials draw on the DBE workbooks and existing iterations of lesson plans (GPLMS, Jika iMfundo, NECT and TMU). The Bala Wande manipulative boxes were designed in consultation with Jade Education. The boxes provide high quality materials which are an integral part of the teaching and learning programme.

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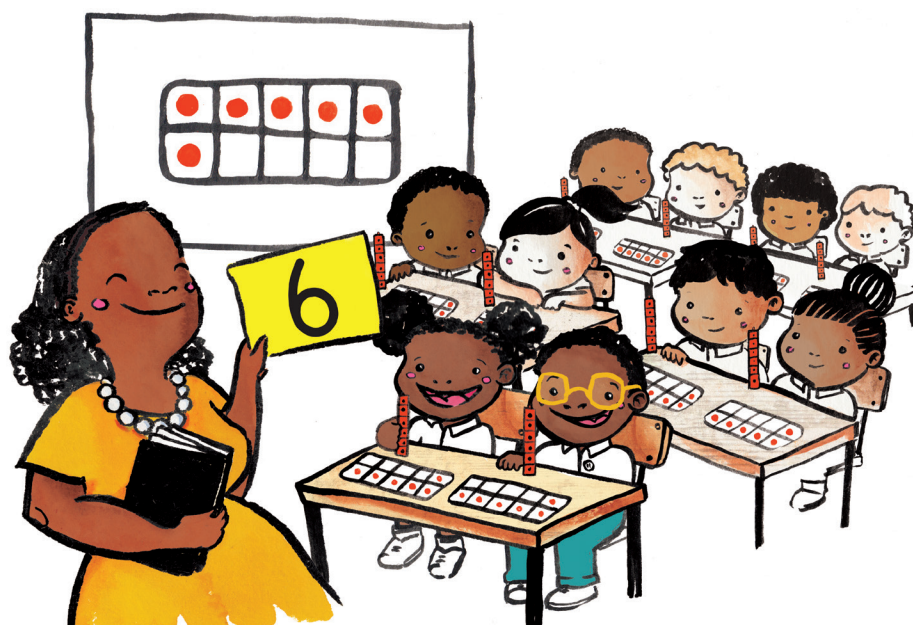
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Die gebruik van die Bala Wande-leerderaktiwiteitsboek

In hierdie Leerderaktiwiteitsboek word aktiwiteite vir 40 dae van onderrig in kwartaal 4 vervat. Daar is konseptontwikkeling-aktiwiteite, individuele leerdersaktiwiteite en speletjies wat die leerders in pare en groepe kan speel. Die oplossings vir die aktiwiteite kan in hierdie boek ingeskryf word.

Die materiaal word in 'n tweetalige formaat aangebied. Ons hoop dat die aanbieding van die aktiwiteite in twee tale die leerders sal help om vertrouwd te raak met wiskundewoorde in hul huistaal en in Engels. Dit sal hulle vir die lewenslange leer van wiskunde toerus.

As die leerders elke dag en elke kwartaal stelselmatig deur hierdie werkboek-aktiwiteite werk, sal hulle die hele wiskundekurrikulum vir die jaar dek. Ons hoop dat hierdie aktiwiteite 'n prettige manier is om hulle te help om grondslagkennis van wiskunde op te doen.

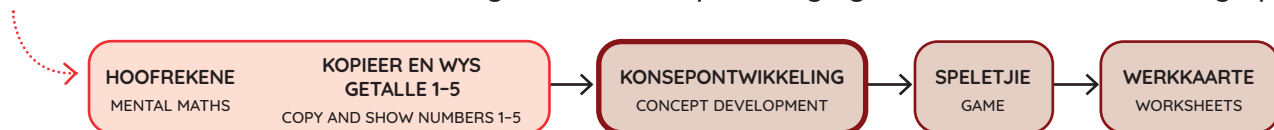
Die aanvang van elke nuwe dag word met 'n rooi banier aangedui.

WEEK • WEEK
2

DAG 1 • DAY 1
Die passing, sortering en telling tot 5
Matching, sorting and counting up to 5



Onder die banier is daar 'n vloeiagram wat die opeenvolging van aktiwiteite vir die dag opsom.



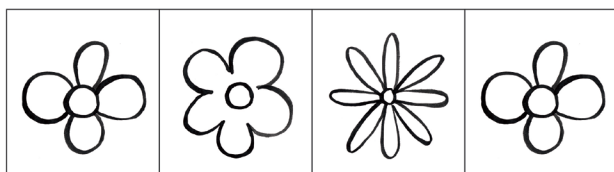
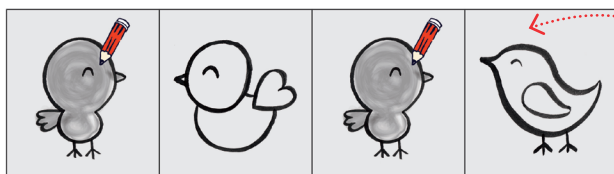
Hoofrekene is die eerste aktiwiteit van elke dag. Die onderwyser begelei die leerders deur hierdie aktiwiteit. Jy kan die speletjie op enige dag van die week speel.

Hierdie ikoon dui die konseptontwikkeling-aktiwiteit aan waarin die onderwyser die leiding neem.



Al die ander bladsye in die boek is vir die leerders wat selfstandig of in groepe, met die onderwyser se begeleiding en ondersteuning, daaraan moet werk. Dit kan die vorm van werkkaarte of speletjies aanneem om die begrippe wat op daardie dag behandel is, vas te lê. Speletjies word met behulp van tekenprente van leerders aangebied om te wys hoe die speletjie gespeel moet word.

1 Kleur twee prentjies in wat dieselfde is.
Colour two pictures that are the same.



Alle instruksies en inligting word in Afrikaans gegee, met die Engelse vertaling daar onder.

Die leerderswerkkaarte bevat 'n uitgewerkte voorbeeld (deur die grys agtergrond en rooi potlood aangedui).

Dag 5 van elke week word vir vaslegging en assessering beplan.

Using the Bala Wande Learner Activity Book

This Learner Activity Book has activities planned for 40 days of teaching in Term 4. There are concept development activities, individual learner activities and games for learners to play in pairs and groups. Answers to the activities can be written in this book.

The material is presented using a bilingual format. We hope that presenting the activities in two languages will help learners to become familiar with maths words in both their home language and in English. This will equip them for lifelong learning of maths.

If learners work systematically through these workbook-style activities every day and every term, they will cover the whole maths curriculum for the year. We hope that these activities will be a fun way to help them acquire foundational maths knowledge.

The start of each new day is shown with a red banner.

WEEK • WEEK

2

DAG 1 • DAY 1

Die passing, sortering en telling tot 5

Matching, sorting and counting up to 5

Underneath the banner is a flow diagram that summarises the sequence of activities for the day.



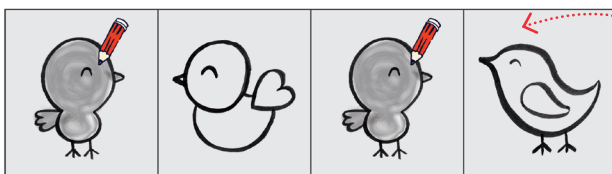
Mental Maths is the first activity every day. The teacher will lead this activity. You can play the game any day of the week.

This icon marks the concept development activity that the teacher will lead.



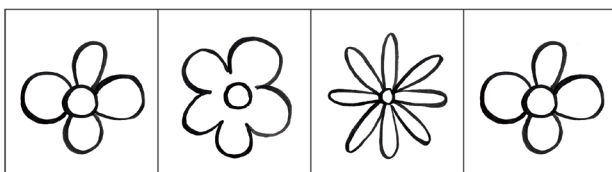
All the other pages in the book are for learners to work on independently or in groups with guidance and support from the teacher. They may be worksheets or games that will consolidate the concepts covered that day. Games are presented using cartoons of learners to show how the game should be played.

1 Kleur twee prentjies in wat dieselfde is.
Colour two pictures that are the same.



All instructions and information are given in Afrikaans with an English translation below.

Learner worksheets have a worked example (indicated by the grey background and the red pencil).



Day 5 of each week is planned for consolidation and assessment.

Kry die ontbrekende getal

HOOFREKENE
MENTAL MATHS

TYDSA KTIWITEITE

SPELETJIE

GAME

KONSEPONTWIKKELING

CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

1 Kry die getal wat ontbreek. Gebruik dan dieselfde getalle en skryf 'n verskillende getal sin op die lyn neer.

Find the missing number. Write a different number sentence on the line using the same numbers.

7 + 8 = 15

15	
7	8

15 - 7 = 8

_____ + 6 = 11

11	
	6

$9 + \underline{\quad} = 12$

12	
	9

$$8 + \underline{\quad} = 14$$

14	
8	

_____ + 9 = 18

18	
	9

$q + \underline{\hspace{2cm}} = 16$

16	
	q

17 - ____ = 9

17	
	9

13 - ____ = 8

13	
	8

12 - ____ = 6

12	
	6

11 - ____ = 7

11	
	7

$$14 - \underline{\quad} = 5$$

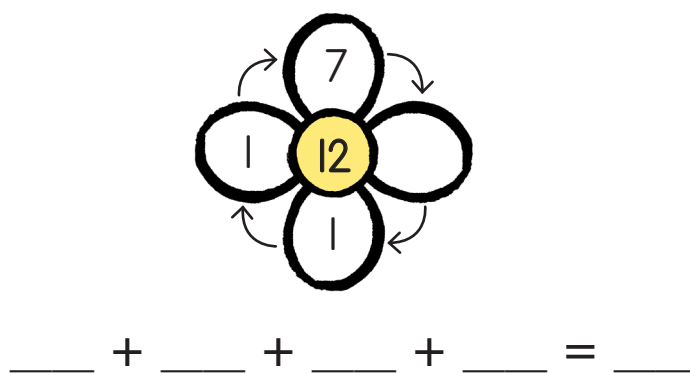
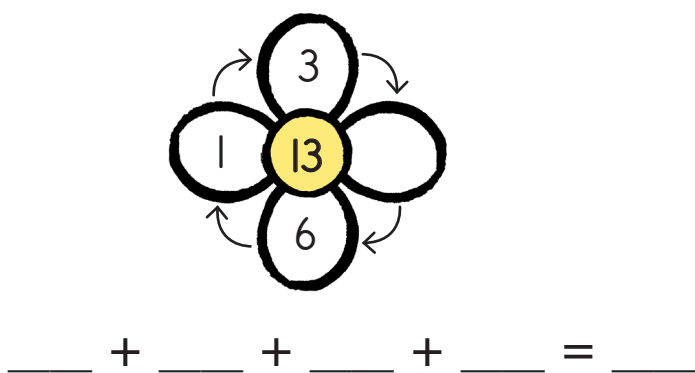
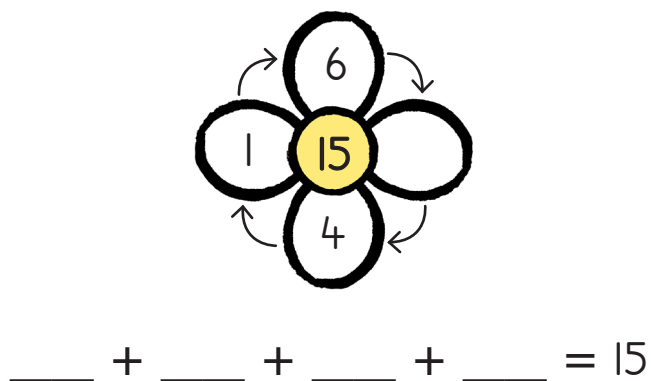
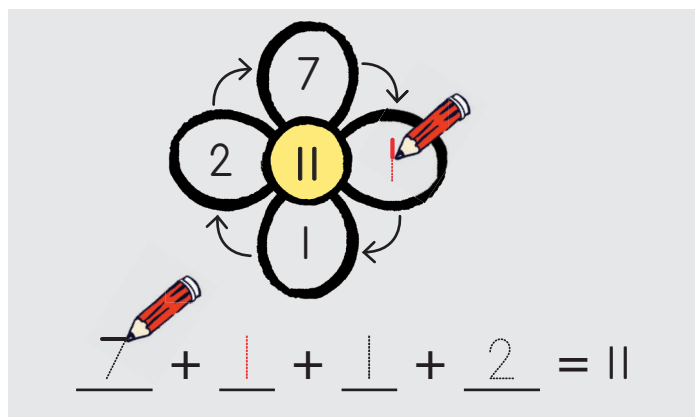
14		
<table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td style="padding: 5px;"></td> <td style="padding: 5px;">5</td> </tr> </table>		5
	5	

13 - ____ = 9

13

9

- 2** Die getal in die middel is die totaal. Kry die getal wat ontbreek.
The number in the middle is the total. Find the missing number.



- 3** Los op en kleur in.
Solve and colour.

$13 - 6 = 7$ 	$14 - 12 = 2$ 
$15 - 8 = \underline{\quad}$ 	$18 - 7 = \underline{\quad}$ 
$11 - \underline{\quad} = 6$ 	$13 - \underline{\quad} = 10$ 
$12 - 2 = \underline{\quad}$ 	$11 - 9 = \underline{\quad}$ 
$17 - \underline{\quad} = 9$ 	$15 - \underline{\quad} = 6$ 
$16 - 3 = \underline{\quad}$ 	$12 - 8 = \underline{\quad}$ 



Kry die ontbrekende getal

Find the missing number

HOOFREKENE
MENTAL MATHS

TYDSAKTIWITEIT
TIME ACTIVITIES

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

1 Kry die getal wat ontbreek. Gebruik dan dieselfde getalle en skryf 'n verskillende getalsin op die lyn neer.

Find the missing number. Write a different number sentence on the line using the same numbers.

$15 - 9 = 6$

15	
9	6

$9 + 6 = 15$

$\underline{\hspace{2cm}} - 7 = 4$

7	4

$\underline{\hspace{2cm}}$

$16 - \underline{\hspace{2cm}} = 8$

16	
	8

$\underline{\hspace{2cm}}$

$\underline{\hspace{2cm}} + 5 = 13$

13	
	5

$\underline{\hspace{2cm}}$

$\underline{\hspace{2cm}} + 8 = 14$

14	
	8

$\underline{\hspace{2cm}}$

$5 + \underline{\hspace{2cm}} = 11$

11	
5	

$\underline{\hspace{2cm}}$

$\underline{\hspace{2cm}} - 9 = 7$

9	7

$\underline{\hspace{2cm}}$

$\underline{\hspace{2cm}} - 3 = 8$

3	8

$\underline{\hspace{2cm}}$

$17 - \underline{\hspace{2cm}} = 8$

17	
	8

$\underline{\hspace{2cm}}$

$\underline{\hspace{2cm}} + 8 = 12$

12	
	8

$\underline{\hspace{2cm}}$

$7 + \underline{\hspace{2cm}} = 14$

14	
7	

$\underline{\hspace{2cm}}$

$\underline{\hspace{2cm}} + 7 = 13$

13	
	7

$\underline{\hspace{2cm}}$

- 2 Die getalle op twee maats se kaarte het dieselfde antwoord. Kry die getal wat ontbreek.

Two friends have cards that add up to the same number. Find the missing number.

5 3 2 4 2 4 $5 + 3 + 2 = 10$ $4 + 2 + 4 = 10$
2 6 2 4 1 $\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$ $\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$
3 3 6 2 2 $\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$ $\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$

- 3 Voltooi om die getal aan die bokant te kry.

Complete to match the number at the top.

9 $13 - \underline{\quad} = \underline{\quad}$ $17 - \underline{\quad}$ $11 - \underline{\quad}$ $\underline{\quad} - 5$ $\underline{\quad} - 9$ $\underline{\quad} - 3$	15 $9 + \underline{\quad} = \underline{\quad}$ $4 + \underline{\quad}$ $7 + \underline{\quad}$ $\underline{\quad} + 5$ $\underline{\quad} + 8$ $\underline{\quad} + 6$	16 $8 + \underline{\quad} = \underline{\quad}$ $7 + \underline{\quad}$ $14 + \underline{\quad}$ $\underline{\quad} - 4$ $\underline{\quad} - 2$ $\underline{\quad} - 3$
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HOOFREKENE
MENTAL MATHS

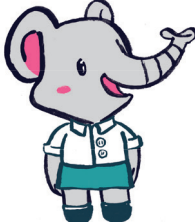
TYDSAKTIWITEITE
TIME ACTIVITIES

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

1 Skryf vier getalsinne vir elke getaltabel neer.
Write four number sentences for each number table.

 <table border="1" data-bbox="389 583 618 752"> <tr> <td colspan="2">14</td> </tr> <tr> <td>8</td> <td>6</td> </tr> </table>	14		8	6	 $8 + 6 = 14$ $6 + 8 = 14$	 $14 - 6 = 8$ $14 - 8 = 6$
14						
8	6					
 <table border="1" data-bbox="389 852 618 1021"> <tr> <td colspan="2">11</td> </tr> <tr> <td>5</td> <td></td> </tr> </table>	11		5		$___ + ___ = ___$ $___ + ___ = ___$	$___ - ___ = ___$ $___ - ___ = ___$
11						
5						
 <table border="1" data-bbox="389 1113 618 1282"> <tr> <td colspan="2">15</td> </tr> <tr> <td></td> <td>9</td> </tr> </table>	15			9	$___ + ___ = ___$ $___ + ___ = ___$	$___ - ___ = ___$ $___ - ___ = ___$
15						
	9					
 <table border="1" data-bbox="389 1382 618 1551"> <tr> <td colspan="2">16</td> </tr> <tr> <td>7</td> <td></td> </tr> </table>	16		7		$___ + ___ = ___$ $___ + ___ = ___$	$___ - ___ = ___$ $___ - ___ = ___$
16						
7						
 <table border="1" data-bbox="389 1644 618 1813"> <tr> <td colspan="2">12</td> </tr> <tr> <td></td> <td>4</td> </tr> </table>	12			4	$___ + ___ = ___$ $___ + ___ = ___$	$___ - ___ = ___$ $___ - ___ = ___$
12						
	4					
 <table border="1" data-bbox="389 1913 618 2082"> <tr> <td colspan="2">13</td> </tr> <tr> <td>5</td> <td></td> </tr> </table>	13		5		$___ + ___ = ___$ $___ + ___ = ___$	$___ - ___ = ___$ $___ - ___ = ___$
13						
5						

2 Los die probleme op en skryf die letter van die antwoord in die onderste blokkies in.

Solve the problems and write the letter underneath the answer.

$8 - 5 = 3$  W

$9 + 6 = \underline{\quad}$ E

$9 + 9 = \underline{\quad}$ S

$9 + 10 = \underline{\quad}$ T

$8 + 3 = \underline{\quad}$ I

$8 + 5 = \underline{\quad}$ D

$8 + 8 = \underline{\quad}$ B

$8 + 9 = \underline{\quad}$ E

$9 + 3 = \underline{\quad}$ S

$7 + 7 = \underline{\quad}$ I

$10 + 10 = \underline{\quad}$ E

$20 - 10 = \underline{\quad}$ E

$13 - 4 = \underline{\quad}$ D

$13 - 8 = \underline{\quad}$ S

$12 - 6 = \underline{\quad}$ K

$12 - 4 = \underline{\quad}$ N

$11 - 4 = \underline{\quad}$ U

$12 - 8 = \underline{\quad}$ I

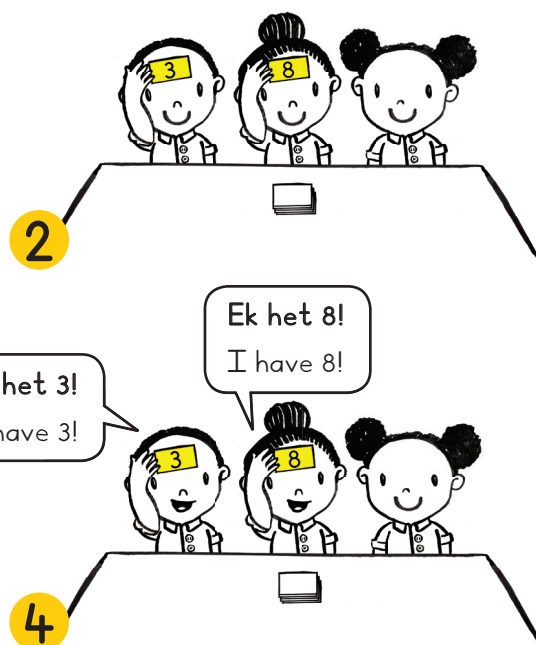
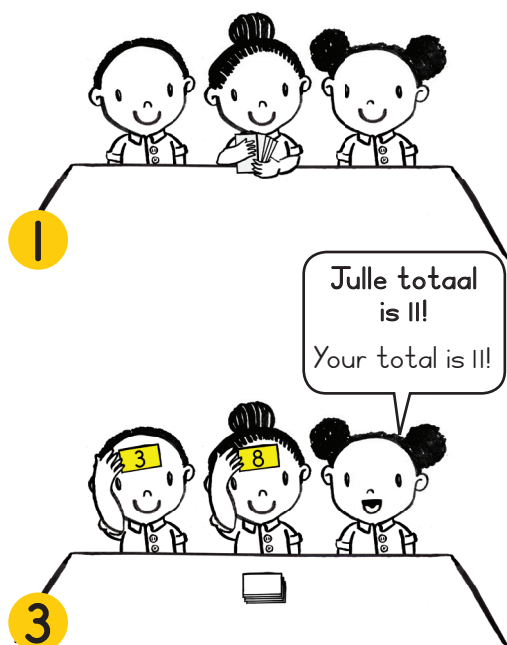
3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
																	

Speletjie: Salueer

Game: Salute

Speel met jou 0-10-getalkaarte.

Play with your 0-10 number cards.



Hou aan speel totdat almal baie beurte met verskillende kaarte gehad het om optelling en aftrekking te oefen.

Keep playing until everyone has had lots of turns using different cards to practise addition and subtraction.

HOOFREKENE
MENTAL MATHS

TYDSAKTIWITEITE
TIME ACTIVITIES

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

100-blok

100 square

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

- 1 Die getalle op twee maats se kaarte het dieselfde antwoord. Kry die getal wat ontbreek.

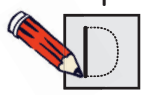
Two friends have cards that add up to the same number. Find the missing number.

5	3	5		4	2	7	
<u>5</u>	<u>3</u>	<u>5</u>		<u>4</u>	<u>2</u>	<u>7</u>	
$\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{13}$				$\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{13}$			
5	6	2		4	1		
<u>5</u>	<u>6</u>	<u>2</u>		<u>4</u>	<u>1</u>	<u> </u>	
$\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$				$\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$			
4	4	6		7	5		
<u>4</u>	<u>4</u>	<u>6</u>		<u>7</u>	<u>5</u>	<u> </u>	
$\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$				$\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$			

2 Skryf elke letter korrek in die onderste ry blokkies in.

Write each letter in the correct box.

1	2	3	D	5	6	I	8	9	10
11	12	13	E	15	16	17	18	19	K
21	I	23	24	25	26	27	28	29	30
31	32	N	34	35	D	37	38	E	40
41	R	43	44	45	46	47	48	49	S
I	52	53	N	55	56	57	O	59	N
61	62	63	64	S	66	K	68	L	70
A	72	S	74	T	76	77	78	E	80
81	82	83	84	85	L	87	88	89	90
91	G	93	94	O	96	E	98	D	100

4	7	14	20	22	33	36	39	42	50
 D									
51	54	58	60	65	67	69	71	73	
75	79	86	92	95	97	99			

3 Kleur die getalle in.

Colour the numbers.

10 tot 20 10 to 20				21 tot 30 21 to 30				31 tot 40 31 to 40			
15	22	35	12	30	31	20	21	40	11	23	38
29	40	41	24	34	49	27	34	43	30	40	50
25	12	18	35	30	19	20	31	29	10	20	32

WERKKAART
WORKSHEET

WERKKAART
WORKSHEET

- 1 Kry die getal wat ontbreek. Gebruik dieselfde getalle en skryf 'n verskillende getalsin op die lyn neer.

Find the missing number. Write a different number sentence on the line using the same numbers.

$15 - 6 = 9$

15	
6	9

$6 + 9 = 15$

$\underline{\hspace{2cm}} - 7 = 4$

7	4

$\underline{\hspace{2cm}}$

$16 - \underline{\hspace{2cm}} = 8$

16	
	8

$\underline{\hspace{2cm}}$

$\underline{\hspace{2cm}} + 5 = 13$

13	
	5

$\underline{\hspace{2cm}}$

$\underline{\hspace{2cm}} + 8 = 14$

14	
	8

$\underline{\hspace{2cm}}$

$5 + \underline{\hspace{2cm}} = 11$

11	
5	

$\underline{\hspace{2cm}}$

- 2 Die getalle op twee maats se kaarte het dieselfde antwoord. Kry die getal wat ontbreek.

Two friends have cards that add up to the same number. Find the missing number.

6	5	4		3	9		
$\underline{\hspace{1cm}}$	$+$	$\underline{\hspace{1cm}}$	$+$	$\underline{\hspace{1cm}}$	$=$	$\underline{\hspace{1cm}}$	$\underline{\hspace{1cm}}$

3	8	3		7	5		
$\underline{\hspace{1cm}}$	$+$	$\underline{\hspace{1cm}}$	$+$	$\underline{\hspace{1cm}}$	$=$	$\underline{\hspace{1cm}}$	$\underline{\hspace{1cm}}$

3

Skryf die getal in wat voor staan.

Write the number that comes before.

___ 22

___ 45

___ 69

___ 88

Skryf die getal in wat agter staan.

Write the number that comes after.

30 ___

55 ___

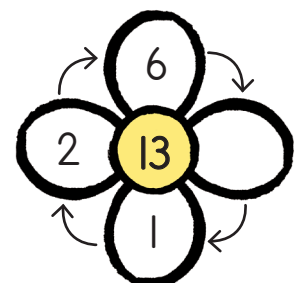
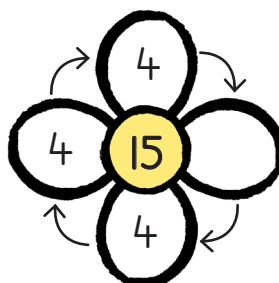
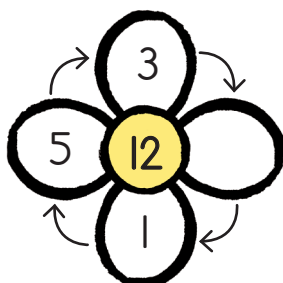
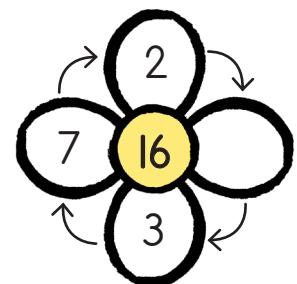
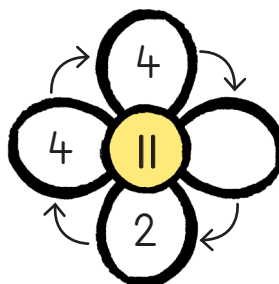
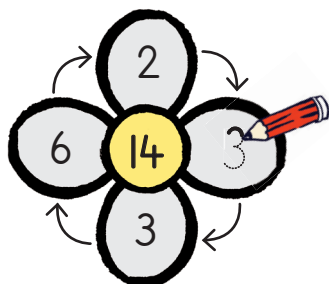
79 ___

99 ___

4

Die getal in die middel is die totaal. Kry die getal wat ontbreek.

The number in the middle is the total. Find the missing number.



5

Los op en kleur die onderste ry sirkels in.

Solve and colour.

$13 - 0 = \underline{13}$	●	$17 - \underline{\quad} = 7$	●
$11 - 8 = \underline{\quad}$	●	$15 - 3 = \underline{\quad}$	●
$19 - \underline{\quad} = 10$	●	$12 - \underline{\quad} = 7$	●
$11 - 9 = \underline{\quad}$	●	$16 - 8 = \underline{\quad}$	●
$14 - 3 = \underline{\quad}$	●	$12 - \underline{\quad} = 8$	●
$16 - \underline{\quad} = 9$	●	$14 - \underline{\quad} = 8$	●



HOOFREKENE
MENTAL MATHS

SPRINGTELLING
SKIP COUNTING

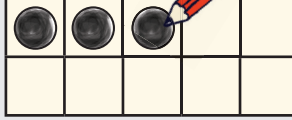
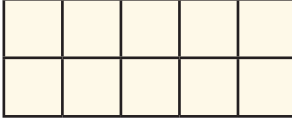
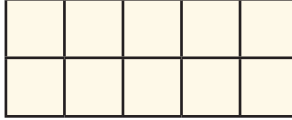
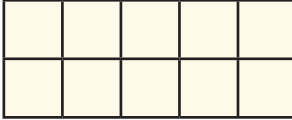
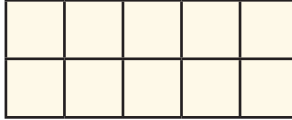
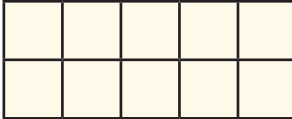
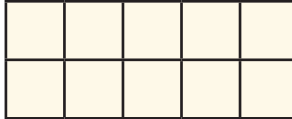
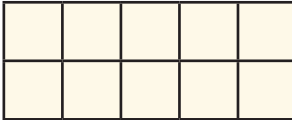
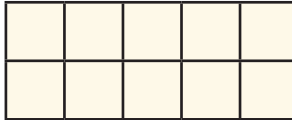
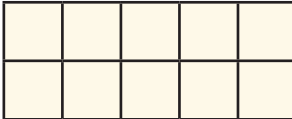
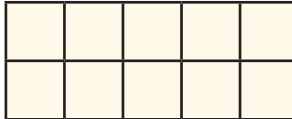
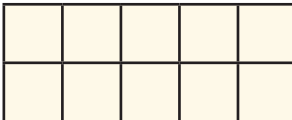
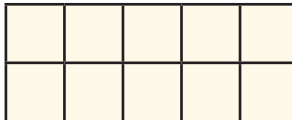
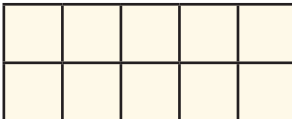
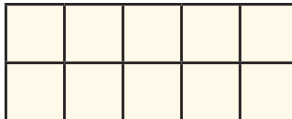
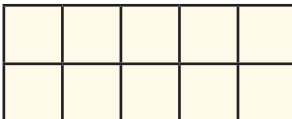
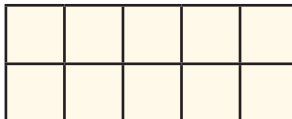
SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

1 Skryf 'n getalsin en teken kolle in die tienrame om die getalle te wys.

Write a number sentence and draw dots in the ten frames to show the numbers.

13	 $10 + 3$	 
16	 $10 + 6$	 
11		 
15		 
19		 
12		 
17		 
14		 
18		 
20		 

2 Tel aan.

Count forwards.

33	34	35	36						42
----	----	----	----	--	--	--	--	--	----

78	79								
----	----	--	--	--	--	--	--	--	--

20	22	24	26						
----	----	----	----	--	--	--	--	--	--

3 Tel terug.

Count backwards.

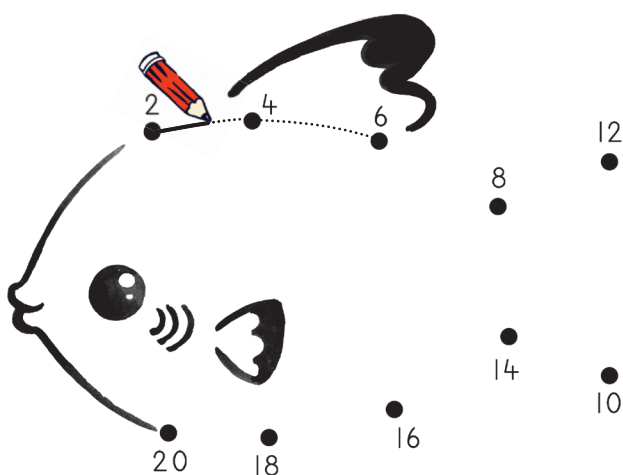
50	49	48	47						
----	----	----	----	--	--	--	--	--	--

26	25								
----	----	--	--	--	--	--	--	--	--

42	40	38	36						
----	----	----	----	--	--	--	--	--	--

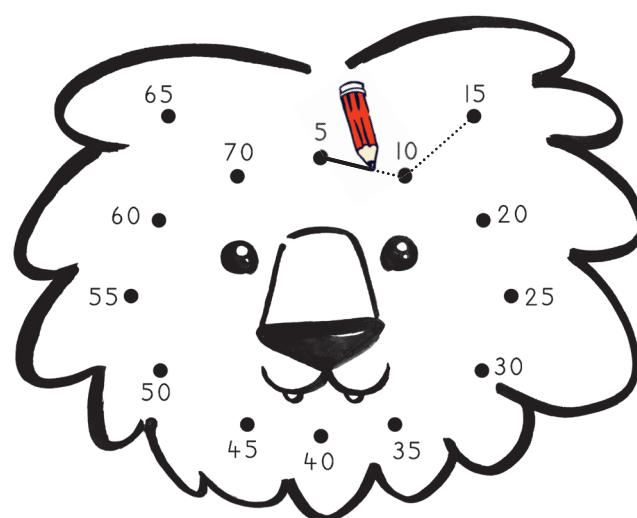
4 Verbind die kolle deur in 2's te tel.

Join the dots by counting in 2s.



5 Verbind die kolle deur in 5's te tel.

Join the dots by counting in 5s.



HOOFREKENE
MENTAL MATHS

SPRINGTELLING
SKIP COUNTING

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

1 Voltooi die patroon. Merk die korrekte boksies.

Complete the pattern. Tick the correct boxes.

34	36	38	 40	42	44	46	48	50	52
----	----	----	--	----	----	----	----	----	----

Tel aan Count forwards				 Tel terug Count backwards			
in 1'e in 1s		in 2's in 2s		 in 5'e in 5s			

71	70	69	 68	67	66	65	64	63	62
----	----	----	---	----	----	----	----	----	----

Tel aan Count forwards				 Tel terug Count backwards			
in 1'e in 1s		 in 2's in 2s		in 5'e in 5s			

45	50								90
----	----	--	--	--	--	--	--	--	----

Tel aan Count forwards				Tel terug Count backwards			
in 1'e in 1s		in 2's in 2s		in 5'e in 5s			

10		30		50					
----	--	----	--	----	--	--	--	--	--

Tel aan Count forwards				Tel terug Count backwards			
in 1'e in 1s		in 2's in 2s		in 10'e in 10s			

2 Kleur die getalle op die 100-blok in.

Colour these numbers on the 100 square.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

10 meer as 5

10 more than 5

5 minder as 50

5 less than 50

4 meer as 20

4 more than 20

staan ná 41

comes after 41

10 meer as 66

10 more than 66

8 verdubbel

double 8

5 meer as 65

5 more than 65

3 meer as 80

3 more than 80

2 meer as 54

2 more than 54

10 minder as 71

10 less than 71

tussen 86 en 88

in between 86 and 88

staan ná 25

comes after 25

10 meer as 23

10 more than 23

staan voor 80

comes before 80

2 minder as 90

2 less than 90

tussen 35 en 37

in between 35 and 37

10 minder as 96

10 less than 96

2 minder as 46

2 less than 46

tussen 71 en 73

in between 71 and 73

6 meer as 60

6 more than 60

Orden en vergelyk getalle Ordering and comparing numbers

HOOFREKENE
MENTAL MATHS

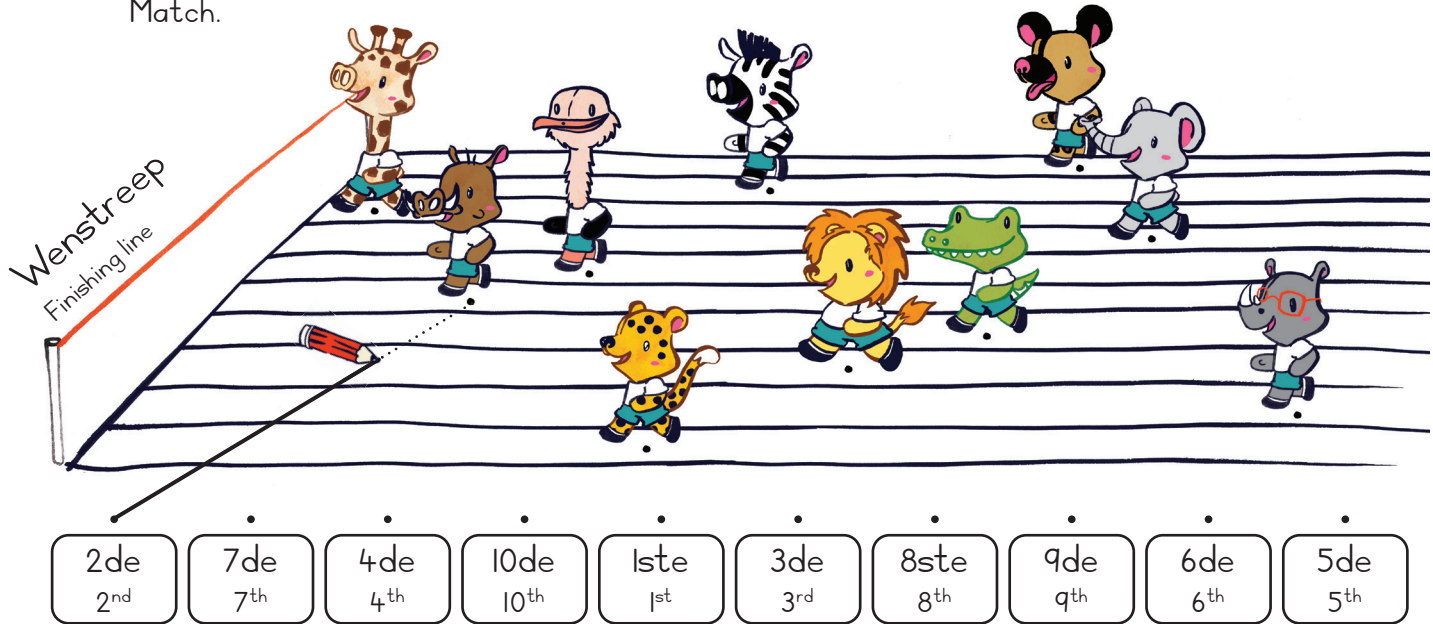
SPRINGTELLING
SKIP COUNTING

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

1 Pas.
Match.



Teken die vorm wat ... staan.

Draw the shape that is ...

1ste 1 st		sewende seventh	
negende ninth		3de 3 rd	
6de 6 th		5de 5 th	
vierde fourth		8ste 8 th	
10de 10 th		tweede second	
voor die before		ná die after	

3

Omkring die sesde varkie van links af.

Circle the sixth pig from the left.



Omkring die negende padda van regs af.

Circle the ninth frog from the right.



Omkring die derde muis van regs af.

Circle the third mouse from the right.



Omkring die vyfde haas van links af.

Circle the fifth rabbit from the left.



Omkring die eerste kat van links af.

Circle the first cat from the left.



Omkring 4 uile van regs af.

Circle 4 owls, starting from from the right.



Omkring 7 skoelappers van links af.

Circle 7 butterflies, starting from the left.



Omkring 2 kameelperde van regs af.

Circle 2 giraffes, starting from the right.



Omkring 4 swane van regs af.

Circle 4 swans, starting from the right.



Omkring 8 leeus van links af.

Circle 8 lions, starting from the left.



Orden en vergelyk getalle Ordering and comparing numbers

HOOFREKENE
MENTAL MATHS

SPRINGTELLING
SKIP COUNTING

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAART
WORKSHEET

Speletjie: Bingo Game: Bingo

Maak jou oë toe en wys na 'n getal op die 100-blok.
Sit 'n teller op daardie getal as jy dit op jou bingo-bord het.
As nie een van julle die getal het nie, kies speler 2 met toe oë 'n ander getal.

Close your eyes and point to a number on the 100 square.
Cover that number with a counter if you have it on your Bingo board. If neither of you has the number, let player 2 choose another number.

1

54

Ek kan 'n teller op 54 sit!
I can cover 54!

Daar is nie 'n 54 op my bord nie.
I don't have 54 on my board.

2

15

Ek kan 'n teller op 15 sit!
I can cover 15!

Daar is ook 'n 15 op my bord!
I also have 15 on my board.

Die eerste persoon wat al die getalle op hulle Bingo-bord kan bedek, is die wenner.

The first person to cover all the numbers on their Bingo board is the winner.

Bingo-bord 1

Bingo board 1

33	2	42
64	58	99
14	76	27

Bingo-bord 2

Bingo board 2

51	48	23
88	62	15
1	35	74

Bingo-bord 3

Bingo board 3

93	15	47
54	6	28
31	67	84

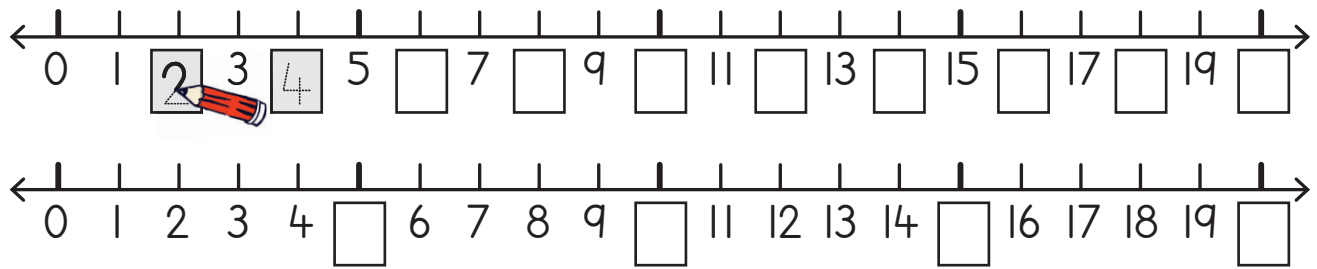
Bingo-bord 4

Bingo board 4

39	64	4
76	91	42
21	53	19

1 Vul die getalle wat ontbreek op die getallelyne in.

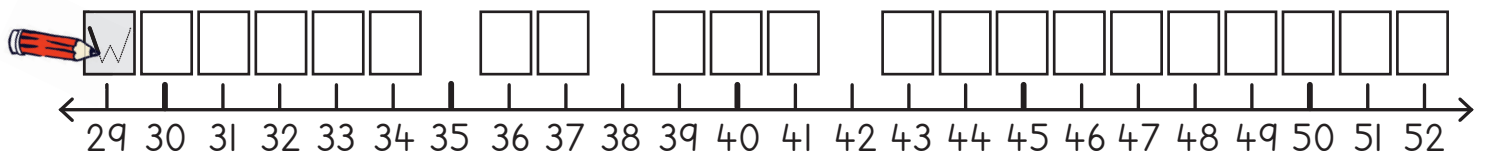
Fill in the missing numbers on the number lines.



2 Skryf die regte letters bokant die regte nommers op die getallelyn.

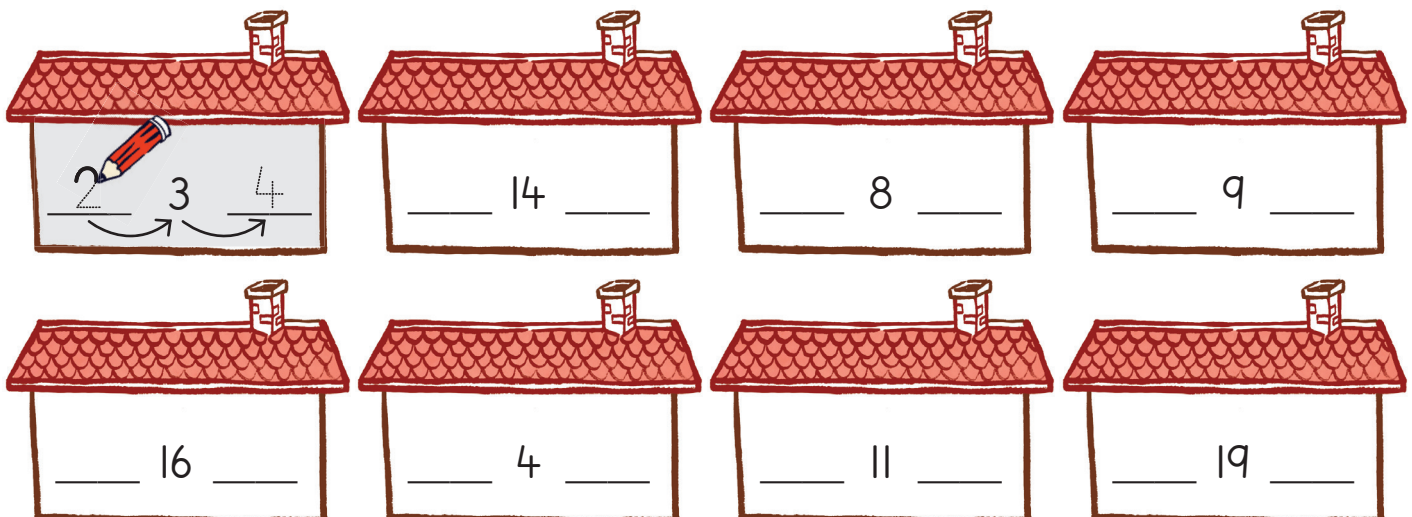
Write the correct letters above the correct numbers on the number line.

29 → W	30 → E	32 → K	31 → L	33 → O	39 → D
37 → P	36 → O	34 → M	44 → O	45 → M	40 → I
41 → E	47 → E	49 → B	46 → M	43 → N	50 → O
51 → O	52 → T	48 → R			



3 Skryf die getal in wat voor en ná elke getal staan.

Write the number that comes before and after.



WERKKAART
WORKSHEET

WERKKAART
WORKSHEET

1

Omkring die vierde haas van regs af.

Circle the fourth
rabbit from
the right.



Omkring die tweede muis van links af.

Circle the second
mouse from
the left.



Omkring 3 swane van regs af.

Circle 3 swans,
starting from
the right.



Omkring 6 leeus van links af.

Circle 6 lions,
starting from
the left.



Omkring die eerste uil van regs af.

Circle the first
owl from
the right.



2

Tel aan.

Count forwards.

53	54			57					62
----	----	--	--	----	--	--	--	--	----

56			62	64				72	
----	--	--	----	----	--	--	--	----	--

3

Tel terug.

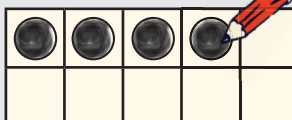
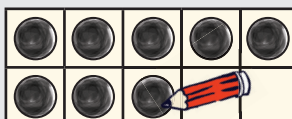
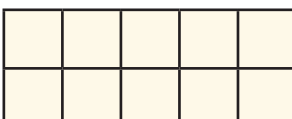
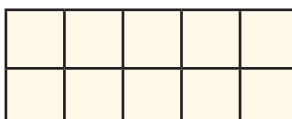
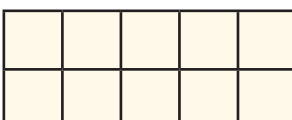
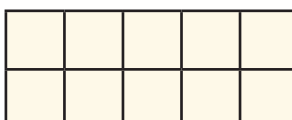
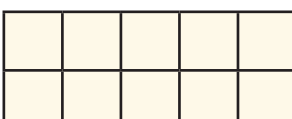
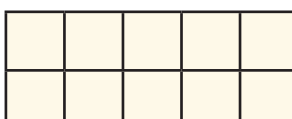
Count backwards.

44	43	42							
----	----	----	--	--	--	--	--	--	--

72	71			68					
----	----	--	--	----	--	--	--	--	--

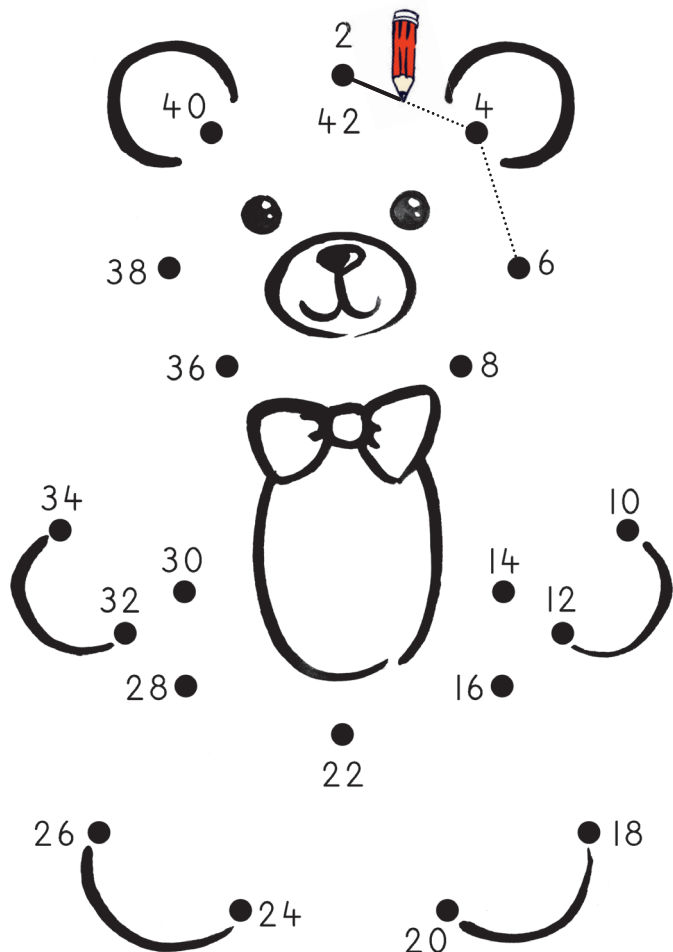
- 4** Skryf die getalsin en teken kolle in die tienrame om die getalle te wys.

Write the number sentence and draw dots in the ten frames to show the numbers.

14	 $10 + 4$	 
18	 $10 + 8$	 
16		 
11		 
20		 

- 5** Tel in 2's om die prent te voltooi.

Count in 2s to complete the picture.



Werk met geld Working with money

HOOFREKENE 1, 2, 3 WYS
MENTAL MATHS 1, 2, 3 SHOW

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

1 Kleur die munte in.

Colour in the coins.

R1-munte R1 coins	R2-munte R2 coins	R5-munte R5 coins

2 Trek 'n streep van die bedrag geld na die prent wat daarby pas.

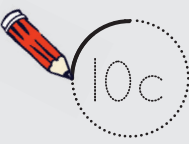
Draw a line from the amount of money to the matching picture.

R10	
50c	
R5	
R1	
20c	

A red pencil is shown drawing a line from the '50c' label to the '20c' coin.

3 Teken munte om die bedrae te kry.

Draw coins to make the amounts.

	20c	 
	30c	 
	40c	
	50c	
	50c	
	R5	
	R10	

HOOFREKENE
MENTAL MATHS

1, 2, 3 WYS
1, 2, 3 SHOW

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

1 Teken munte om die bedrae te kry.

Draw coins to make up these amounts.

30c	 10c  10c 	 20c 	
40c			
60c			
80c			
R7	 R2   	 R2 	 R1  R1    
R3			
R16			

2 Hoeveel geld is daar?

How much money is there?

 +  =  <u>R2</u>	 +  =  <u>R10</u>
 +  = _____	 +  = _____
 +  = _____	 +  = _____
 +  +  = _____	 +  +  = _____
 +  +  +  = _____	
 +  +  = _____	

3 Maak regmerkies by dieselfde bedrag.

Tick to show the same amount.

	 ☐  ☐  ☒  ☐  ☐  ☐
	 ☐  ☐  ☒  ☐  ☐
	 ☐  ☐  ☐
	 ☐  ☐  ☐
	 ☐  ☐  ☐
	 ☐  ☐  ☐

Woordprobleme met optelling en aftrekking (geldkonteks)

Addition and subtraction word problems (money context)

HOOFREKENE
MENTAL MATHS

1, 2, 3 WYS
1, 2, 3 SHOW

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

1 Hoeveel betaal jy?

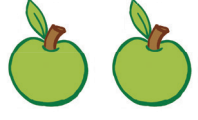
How much will you pay?

Jy koop You buy	Jy betaal You pay
 R10  R5	 $R10 + R5 = R15$
 R7  R10	
 R7  R10	
 R8  R3	
 R12  R7	
 R5  R5  R5	

2 Gebruik die pryslys om die kleingeld uit te werk as jy met R10 betaal.

Use the price list to work out the change if you pay with R10.

	50c		R2
	R5		R1

	Jy betaal You pay	Kleingeld Change
	 $R1 + R2 = R3$	 $R10 - R3 = R7$
	_____	_____
	_____	_____

3 Ek koop 'n appel vir R2, 'n lemoen vir R2 en vrugtesap vir R6. Hoeveel moet ek betaal?

I buy an apple for R2, an orange for R2 and juice for R6. How much must I pay?



_____ + _____ + _____ = _____

Ek het R15 en my suster het R5. My broer het R1.
Hoeveel geld het ons altesame?

I have R15 and my sister has R5. My brother has R1. How much money do we have altogether?



_____ + _____ + _____ = _____

I Hoeveel kleingeld kry jy as jy met R20 betaal?
How much change will you get if you pay with R20?

Ty koop You buy	Kleingeld Change
 R5 +  R7 =  R12	 R20 - R12 = R8
 R10 +  R3 = _____	R20 - _____ = _____
 R8 +  R7 = _____	R20 - _____ = _____
 R10 +  R5 = _____	R20 - _____ = _____
 R15 +  R3 = _____	R20 - _____ = _____
 R12 +  R8 = _____	R20 - _____ = _____
 R13 +  R7 = _____	R20 - _____ = _____

2 Hoeveel geld het ek oor?

How much money do I have left over?

Ek het R10. Ek koop sap vir R7.

I have R10. I buy juice for R7.

_____ - _____ = _____



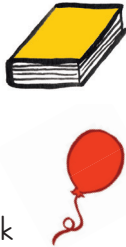
Ek het R15. Ek koop 'n lemoen vir R4.

I have R15. I buy an orange for R4.

_____ - _____ = _____



3

	Wat kos dit? What is the cost?	Hoeveel kleingeld? How much change?
Ek het R20. Ek koop 'n speelding vir R6 en 'n boek vir R5. I have R20. I buy a toy for R6 and a book for R5. 	R6 + R5 = R11	R20 - R11 = R9
Ek het R14. Ek koop 'n boek vir R5 en 'n ballon vir R4. I have R14. I buy a book for R5 and a balloon for R4. 		
Ek het R17. Ek koop 'n bal vir R4 en 'n ballon vir R4. I have R17. I buy a ball for R4 and a balloon for R4. 		

WERKKAART
WORKSHEET

WERKKAART
WORKSHEET

1 Hoeveel geld is daar?

How much money is there?

 +  +  = _____	 +  +  = _____
 +  = _____	 +  = _____
 +  +  +  +  = _____	
 +  +  +  = _____	

2 Los die probleem op deur die getalsin te skryf.

Solve the problem by writing the number sentence.

Ek het R12 en my suster het R8. My broer het R3.
Hoeveel geld het ons altesame?

I have R12 and my sister has R8. My brother has R3. How much money do we have altogether?



_____ + _____ + _____ = _____

Ek koop 'n appel vir R7, 'n lemoen vir R6 en vrugtesap vir R10. Hoeveel moet ek betaal?

I buy an apple for R7, an orange for R6 and juice for R10. How much must I pay?



_____ + _____ + _____ = _____

3 Sipho het R10. Hy koop mielies vir R7. Hoeveel kleingeld moet hy kry?

Sipho has R10. He buys mealies for R7. How much change must he get?



Skryf die getalsin.
Write the number sentence.

4 Tj het R10. You have R10.	Tj betaal You pay	Kleingeld Change
 R4  R5	$___ + ___ = ___$	$___ - ___ = ___$
 R7  R2		
 R5  R1		

5 Tel op.
Add.

 R5 +  R10 = $______$	 R2 +  R1 = $______$
 R10 +  R5 = $______$	 R5 +  R5 = $______$
 R3 +  R2 = $______$	 R5 +  R10 = $______$
 R5 +  R5 = $______$	 R3 +  R2 = $______$

HOOFREKENE
MENTAL MATHS

VERDUBBELING
DOUBLING

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

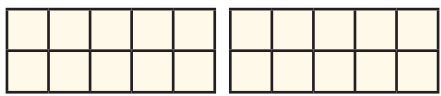
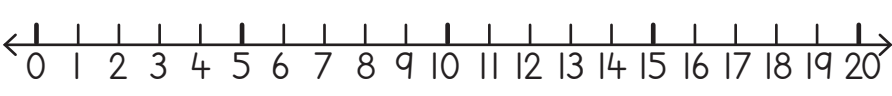
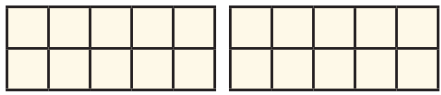
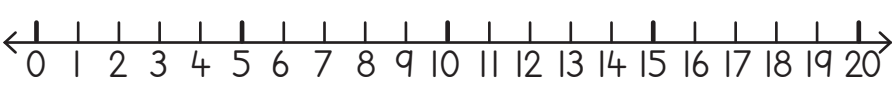
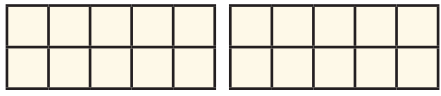
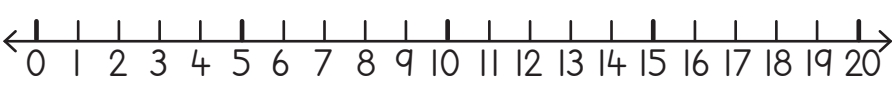
WERKKAARTE
WORKSHEETS

1 Voltooi die getaltabel. Skryf vier verskillende getalsinne.
Complete the table. Write four different number sentences.

 <table border="1" style="margin-left: 20px;"> <tr><td>16</td></tr> <tr><td>7 + 9</td></tr> </table>	16	7 + 9	 $7 + 9 = 16$ $9 + 7 = 16$	 $16 - 9 = 7$ $16 - 7 = 9$
16				
7 + 9				
 <table border="1" style="margin-left: 20px;"> <tr><td> </td></tr> <tr><td>5 + 8</td></tr> </table>		5 + 8	$ + = $ $ + = $	$ - = $ $ - = $
5 + 8				
 <table border="1" style="margin-left: 20px;"> <tr><td>11</td></tr> <tr><td> + 7</td></tr> </table>	11	+ 7	$ + = $ $ + = $	$ - = $ $ - = $
11				
+ 7				
 <table border="1" style="margin-left: 20px;"> <tr><td> </td></tr> <tr><td>8 + 9</td></tr> </table>		8 + 9	$ + = $ $ + = $	$ - = $ $ - = $
8 + 9				
 <table border="1" style="margin-left: 20px;"> <tr><td>15</td></tr> <tr><td> + 6</td></tr> </table>	15	+ 6	$ + = $ $ + = $	$ - = $ $ - = $
15				
+ 6				
 <table border="1" style="margin-left: 20px;"> <tr><td> </td></tr> <tr><td>6 + 8</td></tr> </table>		6 + 8	$ + = $ $ + = $	$ - = $ $ - = $
6 + 8				

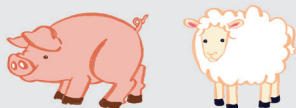
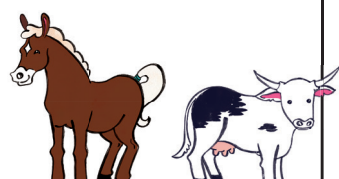
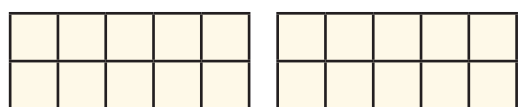
2 Tel op en trek af.

Add and subtract.

 $6 + 7 = 13$	 $5 + 9 = 14$
 $17 - 9 = \underline{\quad}$	 $14 - 6 = \underline{\quad}$
 $8 + \underline{\quad} = 12$	 $9 + \underline{\quad} = 18$
 $15 - \underline{\quad} = 8$	 $11 - \underline{\quad} = 4$

3 Los die probleme op.

Solve the problems.

Daar is 9 varke en 3 skape. Hoeveel diere is daar? There are 9 pigs and 3 sheep. How many animals are there? 	 $9 + 3 = 12$
Daar is 6 hoenders en 7 hase op die plaas. Hoeveel diere is daar? There are 6 chickens and 7 rabbits on the farm. How many animals are there? 	 $\underline{\quad} + \underline{\quad} = \underline{\quad}$
Daar is 12 diere, en 4 daarvan is perde. Die res is koeie. Hoeveel koeie is daar? There are 12 animals and 4 are horses. The rest are cows. How many cows are there? 	 $\underline{\quad} - \underline{\quad} = \underline{\quad}$

Tel op en trek af

Addition and subtraction

HOOFREKENE
MENTAL MATHS

VERDUBBELING
DOUBLING

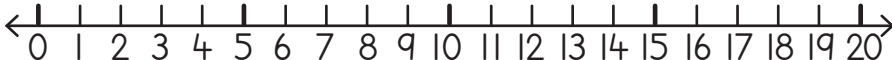
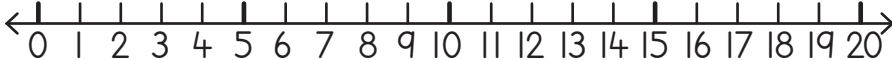
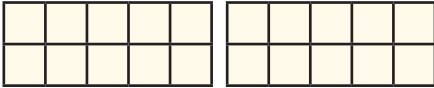
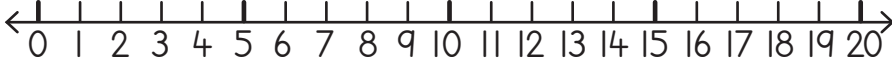
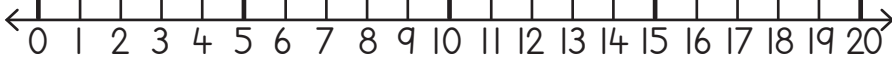
SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAART
WORKSHEET

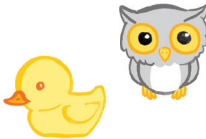
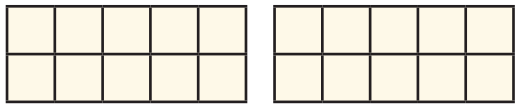
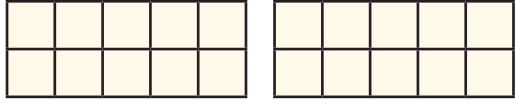
1 Tel op en trek af.

Add and subtract.

 $5 + 10 = \underline{\quad}$	 $6 + 11 = \underline{\quad}$
 $20 - 8 = \underline{\quad}$	 $15 - 6 = \underline{\quad}$
 $5 + \underline{\quad} = 11$	 $9 + \underline{\quad} = 13$
 $17 - \underline{\quad} = 8$	 $12 - \underline{\quad} = 6$

2 Los die probleme op.

Solve the problems.

Daar is 8 uile en 7 eende. Hoeveel voëls is daar? There are 8 owls and 7 ducks. How many birds are there? 	 $\underline{\quad} + \underline{\quad} = \underline{\quad}$
Daar is 13 blomme. 8 blomme is pienk. Die res is rooi. Hoeveel blomme is rooi? There are 13 flowers. 8 flowers are pink. The rest are red. How many flowers are red? 	 $\underline{\quad} - \underline{\quad} = \underline{\quad}$

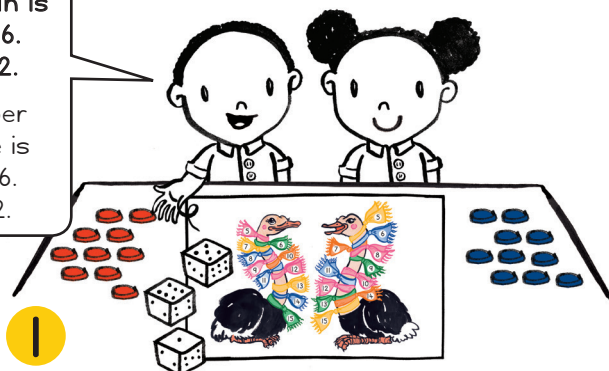
Speletjie: Pret met optelling

Game: Addition fun

Gooi die dobbelstene en gebruik die getalle om 'n getalsin te maak. Los die getalsin op. Die persoon wat al die getalle eerste op hulle volstruis bedek, is die wenner.

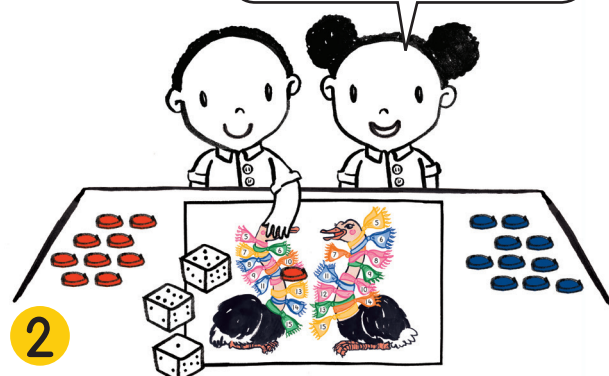
Throw the dice and use the numbers to make a number sentence. Solve the number sentence. The person who covers all the numbers on their ostrich first wins.

My getalsin is
 $1 + 5 + 6$.
Ek kry 12.
My number
sentence is
 $1 + 5 + 6$.
I get 12.



1

Ja! Jy kan die 12 bedek.
Nou is dit my beurt.
Yes! You can cover the 12.
My turn.



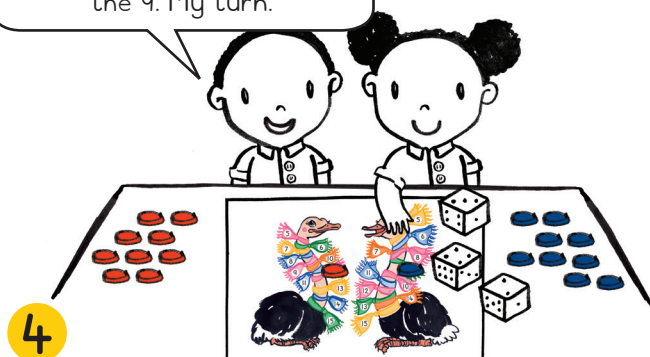
2

Ek kry $3 + 2 + 4 = 9$.
I get $3 + 2 + 4 = 9$.



3

Ja! Jy kan die 9 bedek.
Nou is dit weer my beurt.
Yes! You can cover
the 9. My turn.

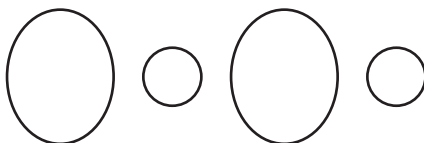
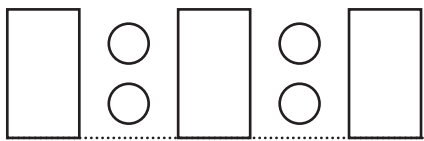


4



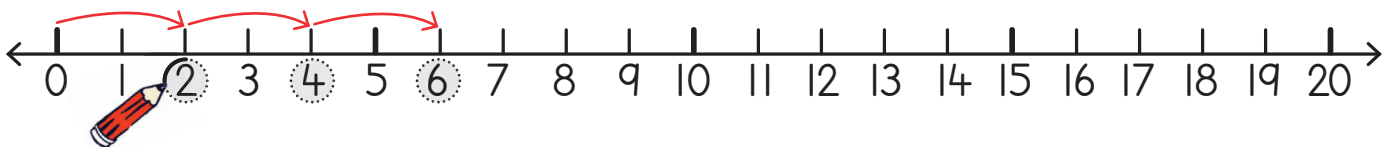
I Hou aan met die patrone.

Continue the patterns.



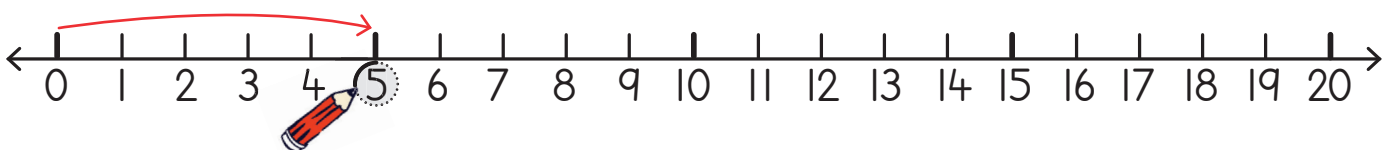
2 Tel in 2's. Omkring die getalle wat jy sê.

Count in 2s. Circle the numbers you say.



Tel in 5'e. Omkring die getalle wat jy sê.

Count in 5s. Circle the numbers you say.



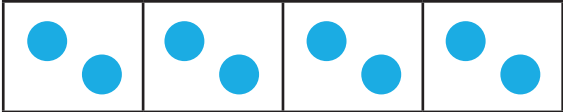
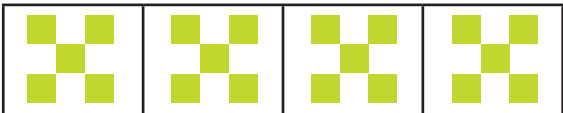
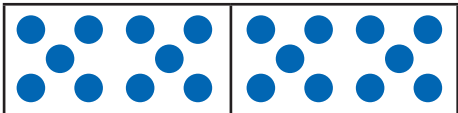
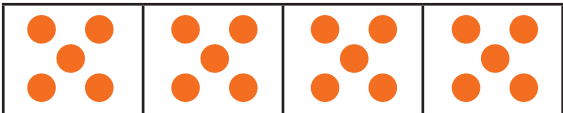
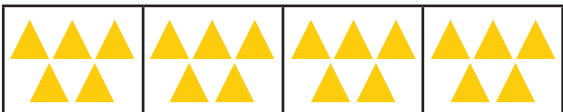
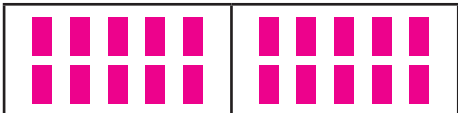
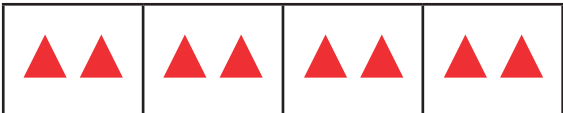
Tel in 10'e. Omkring die getalle wat jy sê.

Count in 10s. Circle the numbers you say.



3 Tel en skryf die getalsinne.

Count and write the number sentences.

driehoeke triangles   <u>2</u> + <u>2</u> + <u>2</u> = <u>6</u>	sirkels circles  ___ + ___ + ___ + ___ = ___
reghoeke rectangles  ___ + ___ + ___ = ___	vierkante squares  ___ + ___ + ___ + ___ = ___
sirkels circles  ___ + ___ = ___	sirkels circles  ___ + ___ + ___ + ___ = ___
vierkante squares  ___ + ___ + ___ = ___	driehoeke triangles  ___ + ___ + ___ + ___ = ___
reghoeke rectangles  ___ + ___ = ___	driehoeke triangles  ___ + ___ + ___ + ___ = ___

HOOFREKENE
MENTAL MATHS

VERDUBBELING
DOUBLING

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

1 Voltooi die patroon. Merk die korrekte boksies.

Complete the pattern. Tick the correct boxes.

72	74	 76	78		82				90
----	----	--	----	--	----	--	--	--	----

Tel aan Count forwards					Tel terug Count backwards			
in 1'e in 1s		☐	in 2's in 2s			in 5'e in 5s		☐

29		27					22		
----	--	----	--	--	--	--	----	--	--

Tel aan Count forwards				☐	Tel terug Count backwards				☐
in 1'e in 1s		☐	in 2's in 2s		☐	in 5'e in 5s		☐	

15		25					50		
----	--	----	--	--	--	--	----	--	--

Tel aan Count forwards				☐	Tel terug Count backwards				☐
in 1'e in 1s		☐	in 2's in 2s		☐	in 5'e in 5s		☐	

		30		50		70			
--	--	----	--	----	--	----	--	--	--

Tel aan Count forwards				☐	Tel terug Count backwards				☐
in 1'e in 1s		☐	in 2's in 2s		☐	in 10'e in 10s		☐	

2 Voltooi die patroon. Maak 'n regmerkjie in die korrekte boksies.

Complete the pattern. Tick the correct boxes.

48	50	52	54	56	58	60	62	64	66
----	----	----	----	----	----	----	----	----	----

Tel aan Count forwards					Tel terug Count backwards				
in 1'e in 1s			in 2's in 2s			in 5'e in 5s			

13		15						22
----	--	----	--	--	--	--	--	----

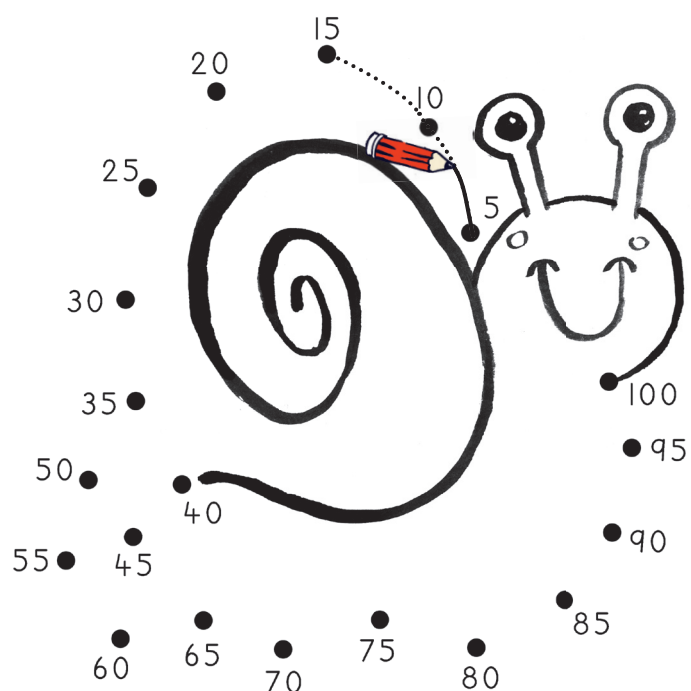
Tel aan Count forwards					Tel terug Count backwards				
in 1'e in 1s			in 2's in 2s			in 5'e in 5s			

		40	45			60		
--	--	----	----	--	--	----	--	--

Tel aan Count forwards					Tel terug Count backwards				
in 1'e in 1s			in 2's in 2s			in 5'e in 5s			

3 Verbind die kolle deur in 5'e te tel.

Join the dots by counting in 5s.



- 1 Bestudeer die piktogram oor die aantal albasters wat in 'n sakkie getel is. Bespreek dit met jou maat.

Study the pictograph about the number of marbles that have been counted in a bag.
Discuss it with your partner.

Albasterkleure

Marble colours

				
				
				
				
				
				
				
rooi red	geel yellow	groen green	blou blue	wit white

Sleutel

Key

 = 1

- 2 Voltooi die patrone. Merk die korrekte boksies.

Complete the patterns. Tick the correct boxes.

	40	45	50					75	
--	----	----	----	--	--	--	--	----	--

Tel aan Count forwards					Tel terug Count backwards				
in 1'e in 1s			in 2's in 2s			in 5'e in 5s			

46	44			38	36	34			
----	----	--	--	----	----	----	--	--	--

Tel aan Count forwards					Tel terug Count backwards				
in 1'e in 1s			in 2's in 2s			in 5'e in 5s			

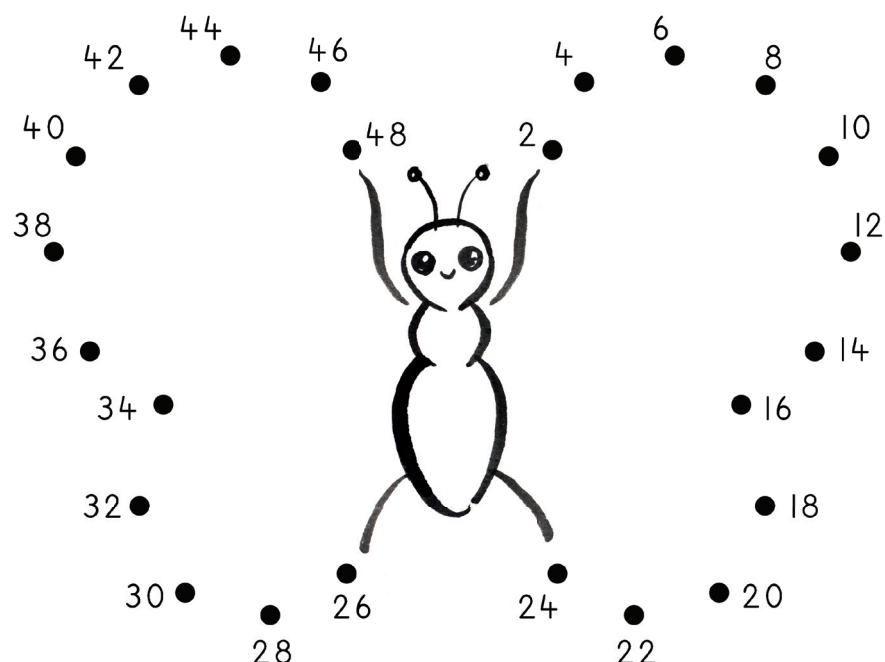
3 Voltooi die getaltabel. Skryf vier verskillende getalsinne.

Complete the table. Write four different number sentences.

 <table border="1" data-bbox="389 347 616 516"> <tr> <td colspan="2">12</td> </tr> <tr> <td>5</td> <td></td> </tr> </table>	12		5		$\underline{\quad} + \underline{\quad} = \underline{\quad}$ $\underline{\quad} + \underline{\quad} = \underline{\quad}$	$\underline{\quad} - \underline{\quad} = \underline{\quad}$ $\underline{\quad} - \underline{\quad} = \underline{\quad}$
12						
5						
 <table border="1" data-bbox="389 606 616 775"> <tr> <td colspan="2"></td> </tr> <tr> <td>4</td> <td>7</td> </tr> </table>			4	7	$\underline{\quad} + \underline{\quad} = \underline{\quad}$ $\underline{\quad} + \underline{\quad} = \underline{\quad}$	$\underline{\quad} - \underline{\quad} = \underline{\quad}$ $\underline{\quad} - \underline{\quad} = \underline{\quad}$
4	7					
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14						
	8					
 <table border="1" data-bbox="389 1130 616 1299"> <tr> <td colspan="2"></td> </tr> <tr> <td>9</td> <td>8</td> </tr> </table>			9	8	$\underline{\quad} + \underline{\quad} = \underline{\quad}$ $\underline{\quad} + \underline{\quad} = \underline{\quad}$	$\underline{\quad} - \underline{\quad} = \underline{\quad}$ $\underline{\quad} - \underline{\quad} = \underline{\quad}$
9	8					

4 Tel in 2's en verbind die kolle.

Count in 2s and join the dots.



HOOFREKENE
MENTAL MATHS

TYDSAKTIWITEITE
TIME ACTIVITIES

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

1 Kyk na die prente. Is dit dag of nag? Maak 'n regmerkier in die boksie en trek die woord na.

Look at the pictures. Is it day or night? Tick the box and trace the word.

			
 dag day	 nag night	 dag day	 nag night
			
 dag day	 nag night	 dag day	 nag night
			
 dag day	 nag night	 dag day	 nag night

2 Teken iets:

Draw something:

wat jy gister gedoen het.
you did yesterday.

wat jy vandag doen.
you are doing today.

wat jy môre gaan doen.
you will do tomorrow.

1 Trek die maande van die jaar na. Kleur jou verjaarsdagmaand in.

Trace the months of the year. Colour in your birthday month.

Januarie January 	Februarie February 
Maart March 	April April 
Mei May 	Junie June 
Julie July 	Augustus August 
September September 	Oktober October 
November November 	Desember December 

2 Trek die dae van die week na. Gesels met jou maat oor dit wat die kinders doen.

Trace the days of the week. Talk to your friend about what the children are doing.

Maandag Monday 	Dinsdag Tuesday 
Woensdag Wednesday 	Donderdag Thursday 
Vrydag Friday 	Saterdag Saturday 
Sondag Sunday 	

HOOFREKENE
MENTAL MATHS

TYDSAKTIWITEITE
TIME ACTIVITIES

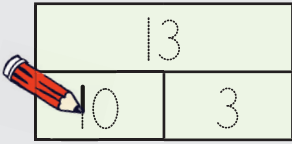
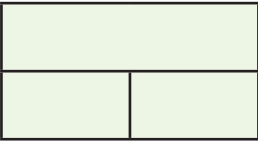
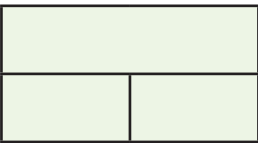
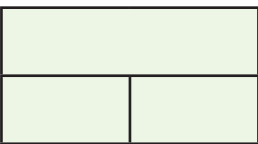
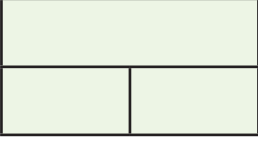
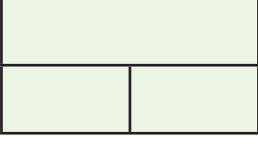
SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

1 Los die woordprobleme op.

Solve the word problems.

 10 vierkante 10 squares Hoeveel vorms is daar? How many shapes are there?	 3 driehoeke 3 triangles	 
Daar is 4 bye en 7 slakke in die tuin. Hoeveel gediertes is daar in die tuin? There are 4 bees and 7 snails in the garden. How many creatures are there in the garden?		 ____ + ____ = ____
Daar is 6 slakke en 5 miere in die tuin. Hoeveel gediertes is daar in die tuin? There are 6 snails and 5 ants in the garden. How many creatures are there in the garden?		 ____ + ____ = ____
Daar is 13 bye in die tuin. 7 bye vlieg weg. Hoeveel bye bly oor? There are 13 bees in the garden. 7 fly away. How many bees are left?		 ____ - ____ = ____
Daar is 16 slakke en 9 bye in die tuin. Wat is die verskil tussen die aantal slakke en die aantal bye? There are 16 snails and 9 bees in the garden. What is the difference between the number of snails and the number of bees?		 ____ - ____ = ____
Daar is 18 miere op die blaar. 9 miere gaan soek na kos. Hoeveel miere bly oor op die blaar? There are 18 ants on the leaf. 9 ants go to find food. How many ants are left on the leaf?		 ____ - ____ = ____

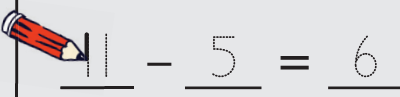
- 2** Vertel jou maat 'n optellingstorie oor die albasters. Skryf die getalsin.

Tell your partner an addition story about the marbles. Write the number sentence.

	Getalsin Number sentence
 Ek het 7 rooi albasters en 8 blou albasters. Hoeveel albasters het ek altesame? I have 7 red marbles and 8 blue marbles. How many marbles do I have altogether?	
	____ + ____ = ____
	____ + ____ = ____
	____ + ____ = ____
	____ + ____ = ____

- 3** Vertel jou maat 'n aftrekkingstorie oor die albasters. Skryf die getalsin.

Tell your partner a subtraction story about the marbles. Write the number sentence.

	Getalsin Number sentence
 Ek het 11 albasters. Ek gee 5 albasters vir my maat. Hoeveel albasters het ek oor? I had 11 marbles. I gave 5 to my friend. How many marbles do I have left?	
	____ - ____ = ____
	____ - ____ = ____
	____ - ____ = ____
	____ - ____ = ____

Woordprobleme met optelling en aftrekking

Addition and subtraction word problems

HOOFREKENE
MENTAL MATHS

TYDSAKTIWITEITE
TIME ACTIVITIES

SPELETJIE
GAME

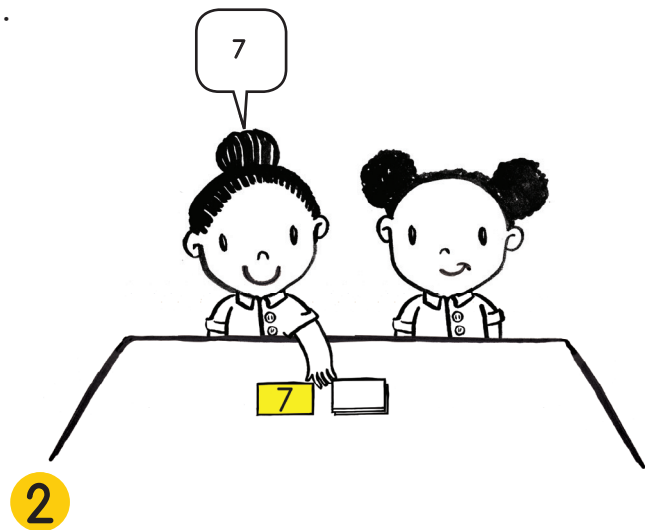
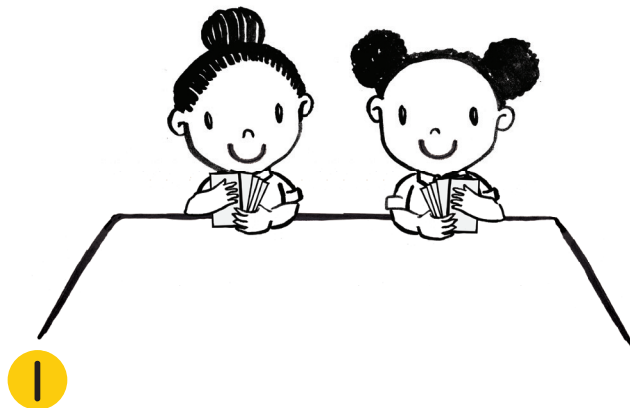
KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAART
WORKSHEET

Speletjie: Kry my getal! Game: Make my number!

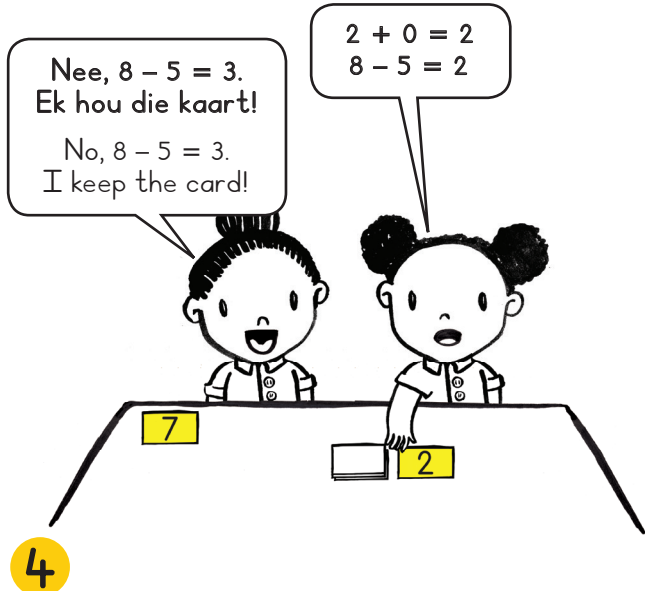
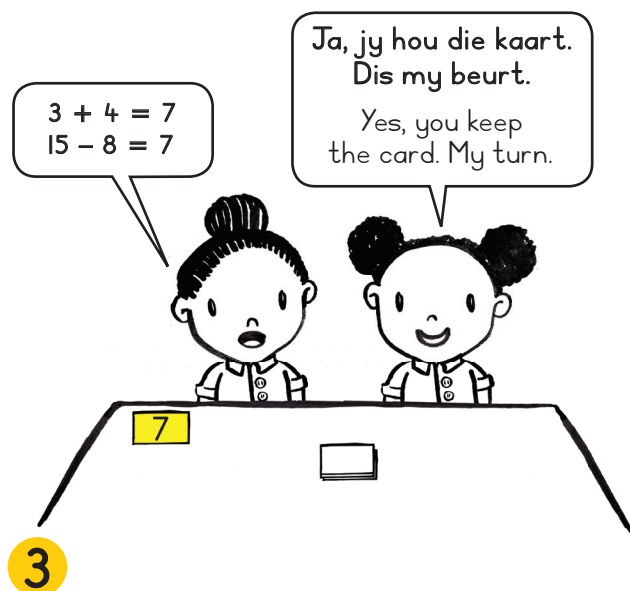
Speel met jou 0-10-getalkaarte.

Play with your 0-10 number cards.



Sodra jy 'n kaart optel, maak een optellingsin en een aftrekkingsin waarvan die antwoord die getal op jou kaart gee.

When you pick up a card, make one addition sentence and one subtraction sentence that equal the number shown on your card.

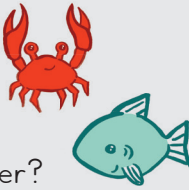
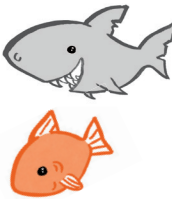


Hou aan speel totdat al die kaarte gebruik is. Die speler wat die meeste kaarte het, is die wenner.

Keep going until all the cards are used. The player who kept the most cards wins.

Los die woordprobleme op. Skryf die getalle op die getaltabel in.

Solve the word problems. Write the numbers in the number table.

Daar is 11 krappe en 7 visse. Hoeveel seediere is daar altesame? There are 11 crabs and 7 fish. How many creatures are there altogether? 	<table border="1"><tr><td colspan="2">18</td></tr><tr><td>11</td><td>7</td></tr></table>  $11 + 7 = 18$	18		11	7
18					
11	7				
Daar is 3 haaie en 9 visse. Hoeveel is daar altesame? There are 3 sharks and 9 fish. How many are there altogether? 	<table border="1"><tr><td colspan="2"></td></tr><tr><td></td><td></td></tr></table> $\underline{\quad} + \underline{\quad} = \underline{\quad}$				
Daar is 16 visse. 7 visse swem weg. Hoeveel visse bly oor? There are 16 fish. 7 fish swim away. How many fish are left? 	<table border="1"><tr><td colspan="2">16</td></tr><tr><td>7</td><td>9</td></tr></table>  $16 - 7 = 9$	16		7	9
16					
7	9				
Daar is 11 walvisse. 6 walvisse swem weg. Hoeveel walvisse bly oor? There are 11 whales. 6 swim away. How many whales are left? 	<table border="1"><tr><td colspan="2"></td></tr><tr><td></td><td></td></tr></table> $\underline{\quad} - \underline{\quad} = \underline{\quad}$				
Daar is 14 blou visse en 7 oranje visse. Wat is die verskil tussen die aantal blou visse en die aantal oranje visse? There are 14 blue fish and 7 orange fish. What is the difference between the number of blue fish and the number of orange fish? 	<table border="1"><tr><td colspan="2"></td></tr><tr><td></td><td></td></tr></table> $\underline{\quad} - \underline{\quad} = \underline{\quad}$				
Lwandile het 20 skulpe. Sy gee 10 skulpe vir haar maat. Hoeveel skulpe bly oor? Lwandile has 20 shells. She gives 10 shells to her friend. How many shells are left? 	<table border="1"><tr><td colspan="2"></td></tr><tr><td></td><td></td></tr></table> $\underline{\quad} - \underline{\quad} = \underline{\quad}$				

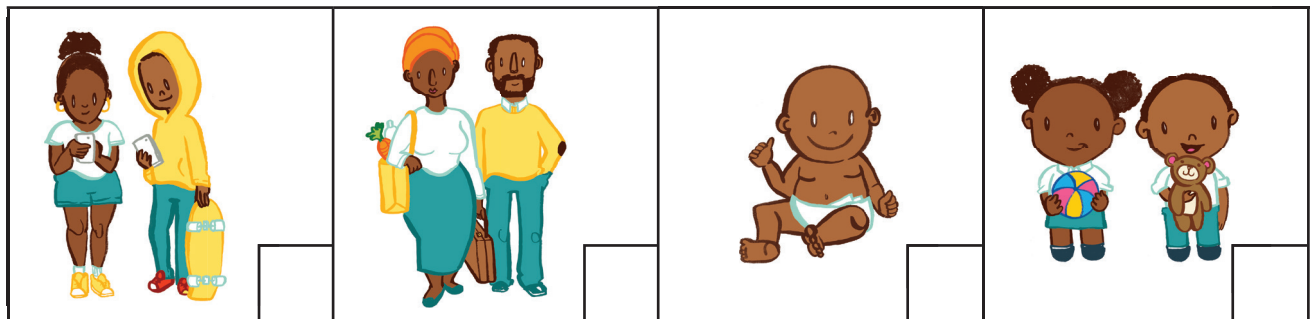
- 1 Gesels met jou maat oor dit wat in elke prent gebeur. Maak 'n regmerkcie by die aktiwiteite wat langer duur en 'n kruisie by die aktiwiteite wat korter duur.

Talk to your friend about what is happening in each picture. Tick the activities that take a longer time and cross the activities that take a shorter time.

 ☐	 ☒
Loop skool toe. Walking to school.	Ry skool toe. Driving to school.
 ☐	 ☐
Maak 'n toebroodjie. Making a sandwich.	Bak 'n koek. Making a cake.
 ☐	 ☐
Werk by die skool. Working at school.	Speel 'n speletjie of sokker. Playing a game of soccer.
 ☐	 ☐
Verf 'n huis. Painting a house.	Verf 'n prent. Painting a picture.

- 2** Skryf die getalle 1 tot 4 binne-in die boksies in om die volgorde te wys waarin 'n mens groei.

Write the numbers 1-4 in the blocks to show the order in which a person grows.



Maak 'n regmerk by die een wat jy die vinnigste kan doen.

Tick to say which you would do fastest.



- 3** Los die woordprobleme op. Skryf die getalle op die getaltabel in.

Solve the word problems. Write the numbers in the number table.

Daar is 9 geel blomme en 2 pienk blomme. Hoeveel blomme is daar altesame? There are 9 yellow flowers and 2 pink flowers. How many flowers are there altogether?	 ___ + ___ = ___
Daar is 13 oranje blomme. Daar is 6 blou blomme. Hoeveel blomme is daar altesame? There are 13 orange flowers. There are 6 blue flowers. How many flowers are there altogether?	 ___ + ___ = ___
Daar is 15 blomme. Ek gee 10 blomme vir my ma. Hoeveel blomme is daar oor? There are 15 flowers. I give 10 to my mom. How many flowers are left?	 ___ - ___ = ___

HOOFREKENE
MENTAL MATHS

FIZZ POP -
VERDUBBELING
FIZZ POP - DOUBLING

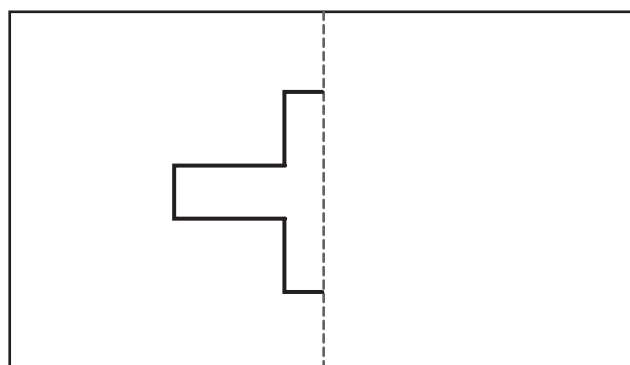
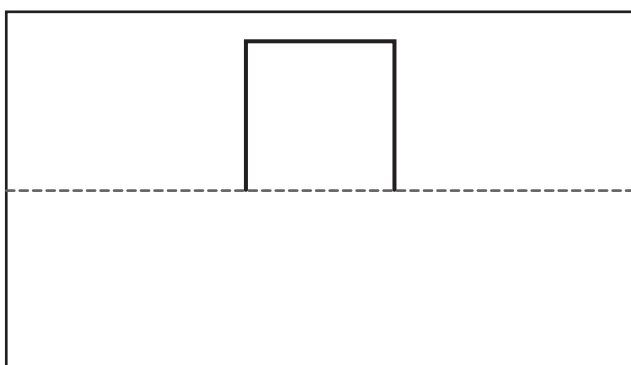
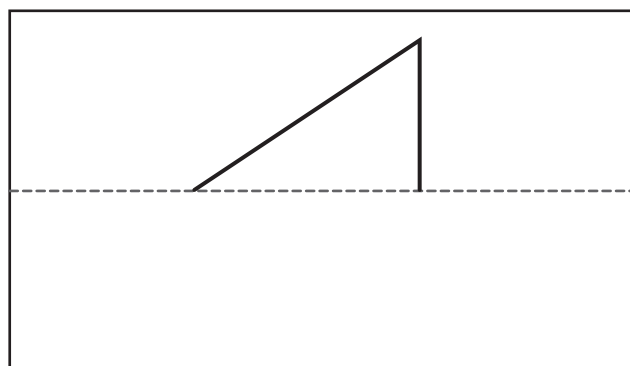
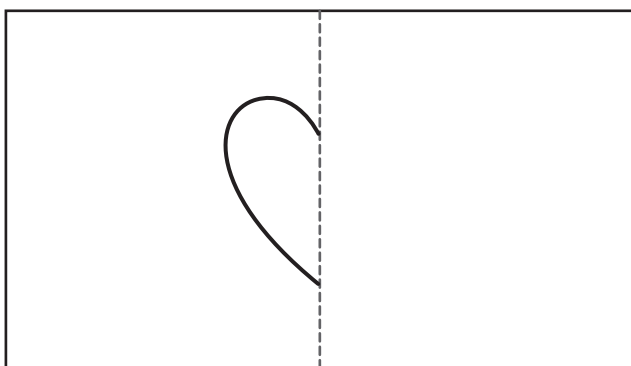
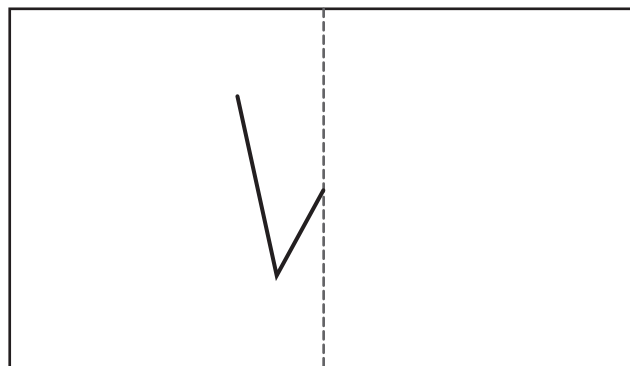
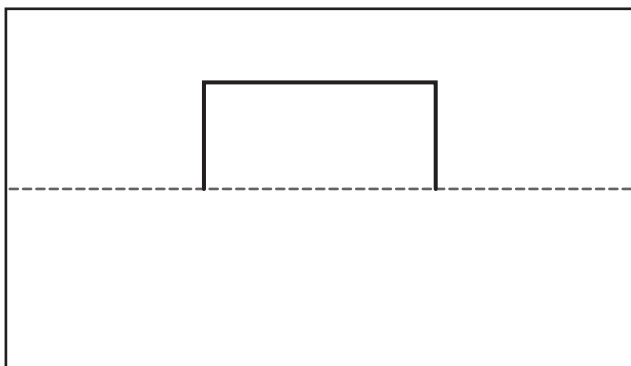
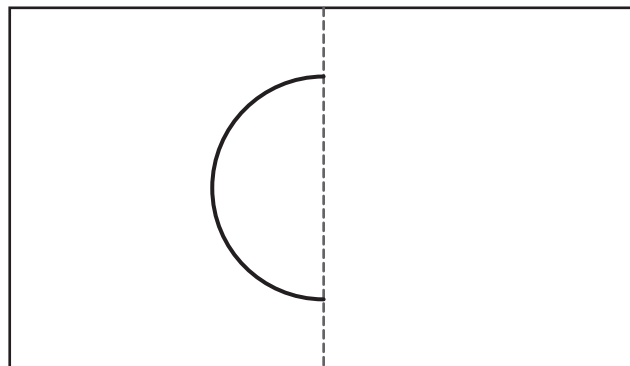
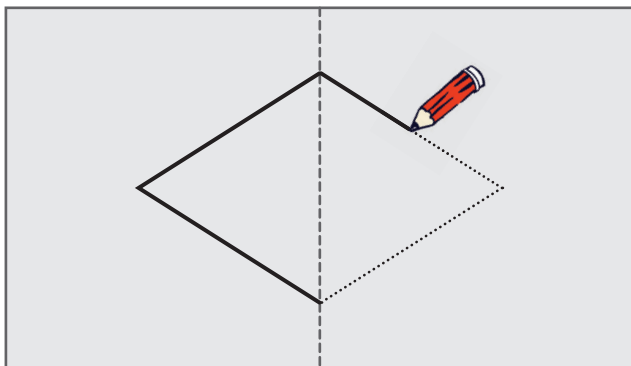
SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

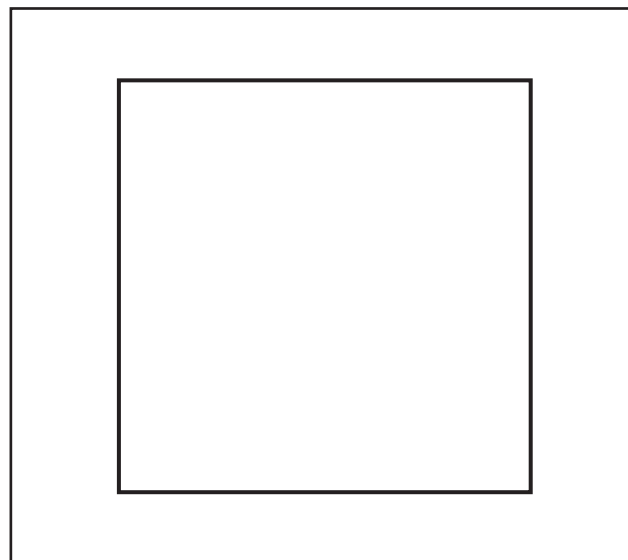
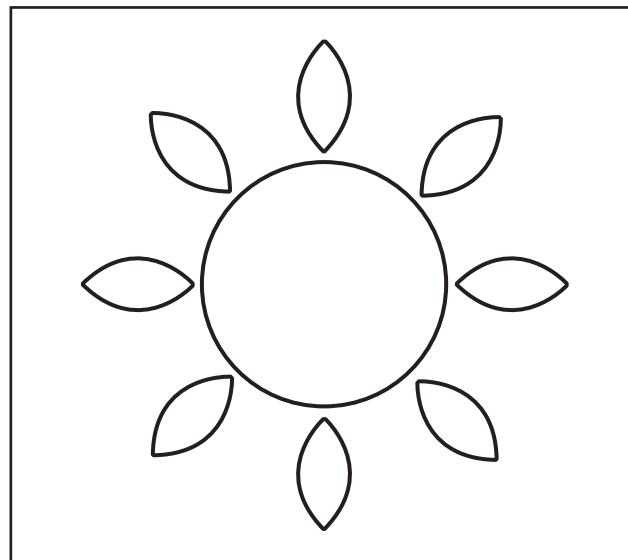
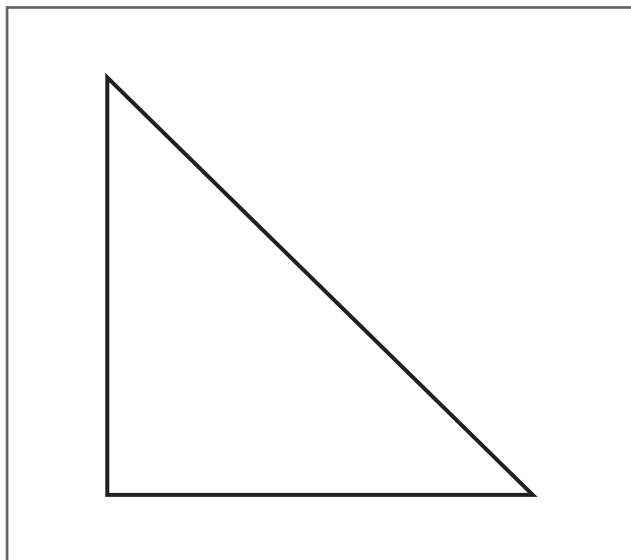
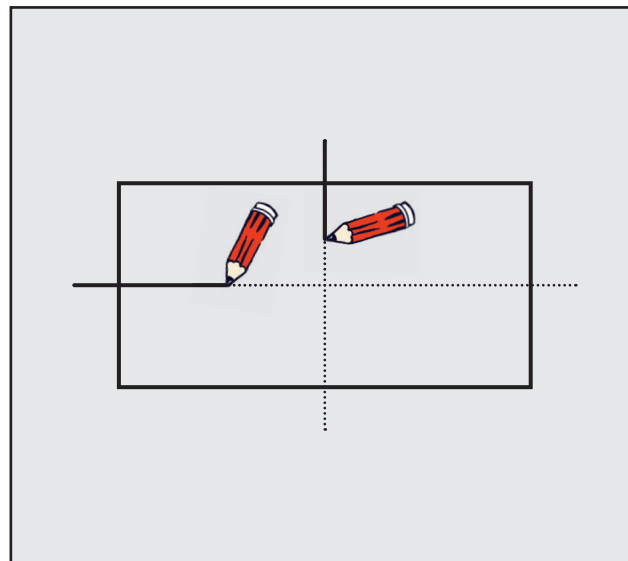
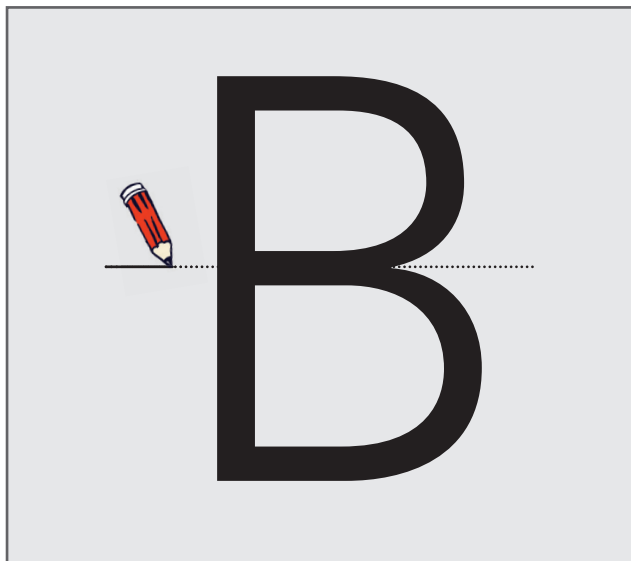
WERKKAARTE
WORKSHEETS

1 Teken die ander helfte van hierdie vorms.

Draw the other half of these shapes.



2 Trek die lyne van simmetrie.
Draw the lines of symmetry.



HOOFREKENE
MENTAL MATHS

FIZZ POP -
VERDUBBELING
FIZZ POP - DOUBLING

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

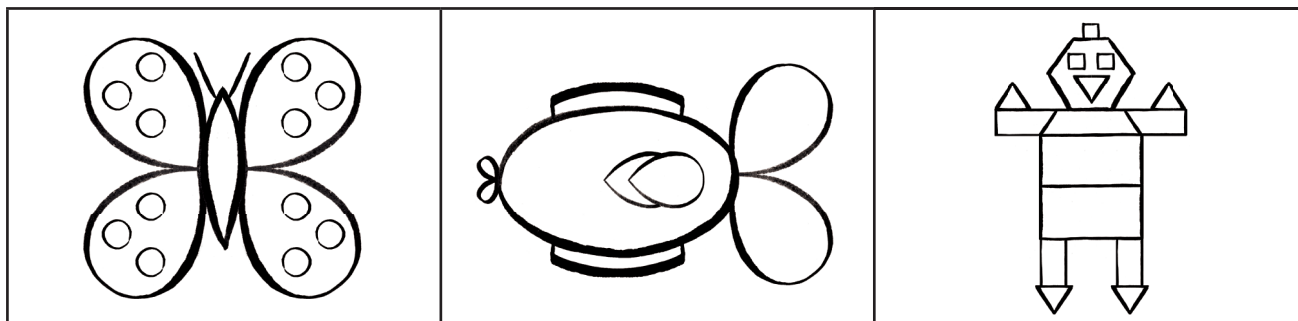
WERKKAARTE
WORKSHEETS

- 1 Kleur die kolle in die ander helfte in om die tekening simmetries te maak.

Colour the dots to make the drawing symmetrical.

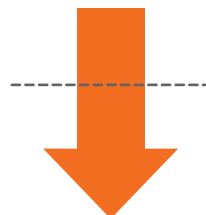
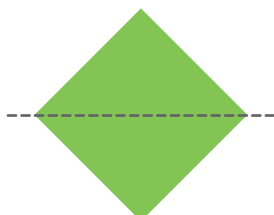
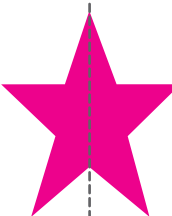
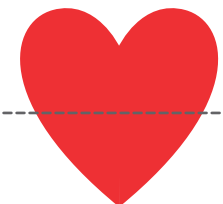
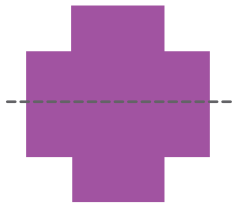
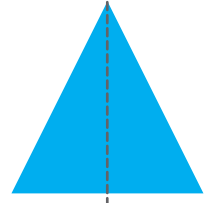
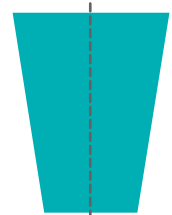
- 2 Trek 'n lyn van simmetrie vir elke prent.

Draw a line of symmetry for each picture.



3 Is die stippellyn 'n lyn van simmetrie? Merk (✓) ja of nee.

Is the dotted line a line of symmetry? Tick (✓) yes or no.

							
ja yes		nee no		ja yes		nee no	
							
ja yes		nee no		ja yes		nee no	
							
ja yes		nee no		ja yes		nee no	
							
ja yes		nee no		ja yes		nee no	
							
ja yes		nee no		ja yes		nee no	

Verdubbel en halveer

Doubling and halving

HOOFREKENE
MENTAL MATHS

FIZZ POP -
VERDUBBELING
FIZZ POP - DOUBLING

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

1 Tel op.

Add.

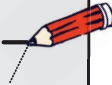
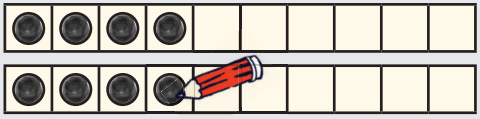
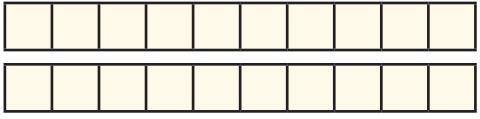
Skryf die dubbels neer.

Write the doubles.

$2 + 2 =$		2 verdubbel is Double 2 is	
$6 + 6 =$		6 verdubbel is Double 6 is	
$9 + 9 =$		9 verdubbel is Double 9 is	
$3 + 3 =$		3 verdubbel is Double 3 is	

2 Teken kolle in twee rye. Bereken die helfte.

Draw dots in two rows. Calculate half.

14		Die helfte van 14 is Half of 14 is	
8		Die helfte van 8 is Half of 8 is	
4		Die helfte van 4 is Half of 4 is	
20		Die helfte van 20 is Half of 20 is	
12		Die helfte van 12 is Half of 12 is	

3 Los op en kleur in.

Solve and colour.

10 verdubbel is 20.

Double 10 is 20.

Die helfte van 4 is .

Half of 4 is .

5 verdubbel is .

Double 5 is .

7 verdubbel is .

Double 7 is .

Die helfte van 8 is .

Half of 8 is .

8 verdubbel is .

Double 8 is .

Die helfte van 12 is .

Half of 12 is .

6 verdubbel is .

Double 6 is .

Die helfte van 16 is .

Half of 16 is .

9 verdubbel is .

Double 9 is .

Die helfte van 6 is .

Half of 6 is .

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20

4 Voltooi die getaltabelle om dubbels en halwes te wys.

Complete the number tables to show double and half.

14
7

20

18

2
1

8

6

Verdubbel en halveer

Doubling and halving

HOOFREKENE
MENTAL MATHS

FIZZ POP -
VERDUBBELING
FIZZ POP - DOUBLING

SPELETJIE
GAME

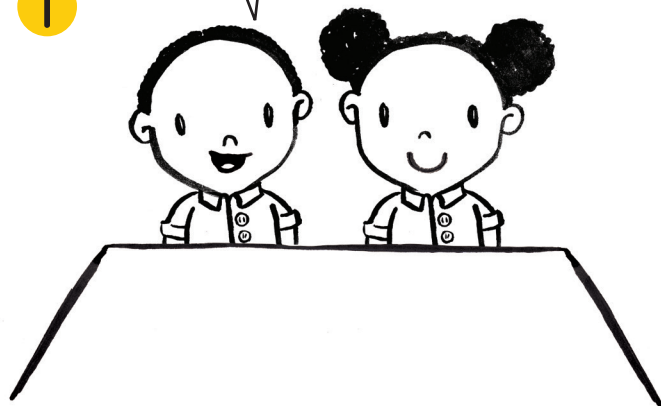
KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAART
WORKSHEET

Speletjie: Verdubbel Game: Doubling

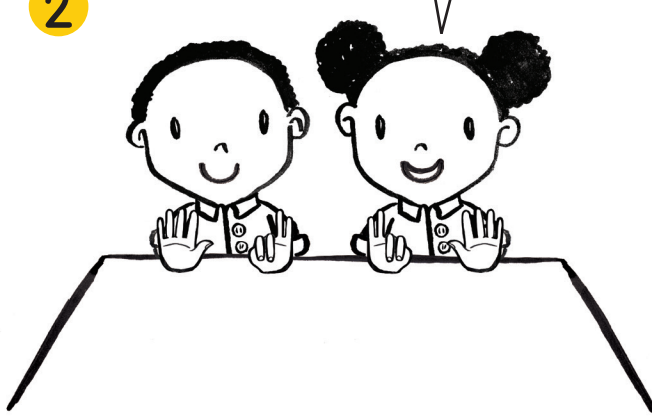
1

Verdubbel 7.
Double 7.



2

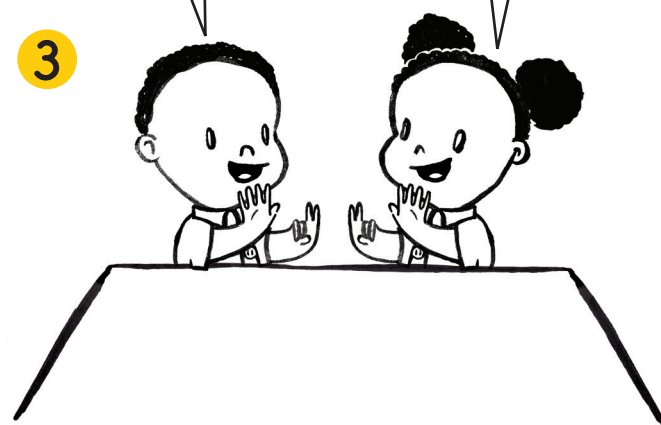
Kom ons
werk dit uit.
Let's work
it out!



3

Twee hande
saam gee 10!
Two hands
makes 10!

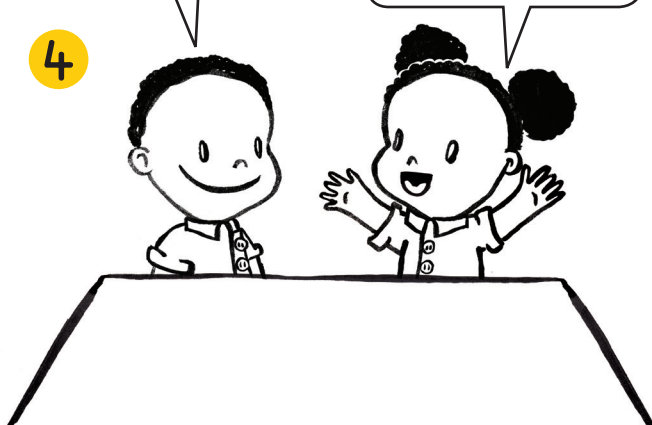
2 verdubbel
is 4.
Double 2 is 4.



4

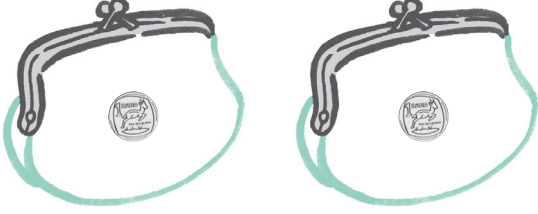
$10 + 4 = 14$
7 verdubbel is 14.
Double 7 is 14.

Kom ons speel
weer. Verdubbel 6!
Let's play again.
Double 6!



1 Verdubbel die geld. Hoeveel is daar altesame?

Double the money. How much altogether?

  $R3 + R3 = R6$	 $\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$
 $\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$	 $\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

2 Halveer die geld. Wat kry jy?

Halve the money. What do you have?

 Die helfte van R4 is  $R2$. Half of R4 is $R2$.	 Die helfte van 20c is $\underline{\hspace{1cm}}$. Half of 20c is $\underline{\hspace{1cm}}$.
 Die helfte van R20 is $\underline{\hspace{1cm}}$. Half of R20 is $\underline{\hspace{1cm}}$.	 Die helfte van R10 is $\underline{\hspace{1cm}}$. Half of R10 is $\underline{\hspace{1cm}}$.

- 1 Kleur die kolle in die ander helfte in om die tekening simmetries te maak.

Colour the dots to make the drawing symmetrical.

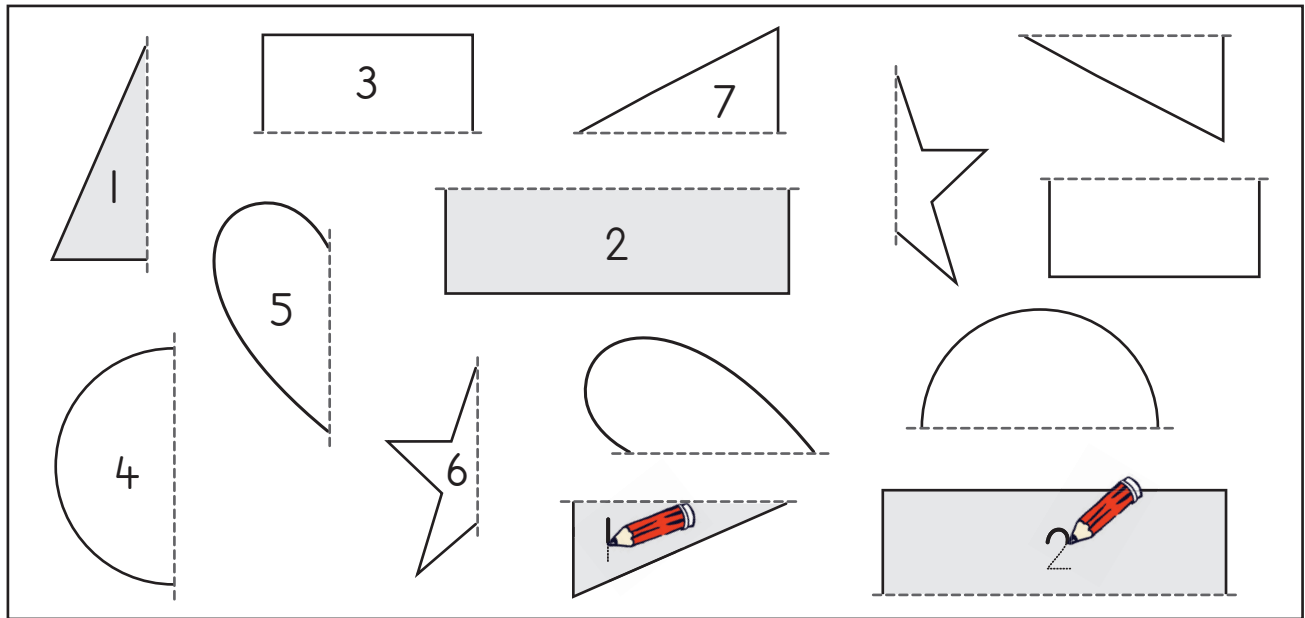
- 2 Voltooi die getaltabelle om dubbels en halwes te wys.

Complete the number tables to show double and half.

14	8		
		3	3
		5	5

- 3** Skryf dieselfde getal op die vorms wat bymekaarpas om 'n simmetriese vorm te kry.

Write the same number in the shapes that match to make a symmetrical shape.



- 4** Verdubbel die kolk. Voltooi die getalsinne.

Double the dots. Finish the number sentences.

3 verdubbel is ____. Double 3 is ____.	7 verdubbel is ____. Double 7 is ____.	5 verdubbel is ____. Double 5 is ____.
$3 + 3 = \underline{\quad}$	$7 + 7 = \underline{\quad}$	$5 + 5 = \underline{\quad}$

- 5** Halveer die kolk. Voltooi die getalsinne.

Halve the dots. Finish the number sentences.

Die helfte van 12 is ____. Half of 12 is ____.	Die helfte van 8 is ____. Half of 8 is ____.	Die helfte van 16 is ____. Half of 16 is ____.

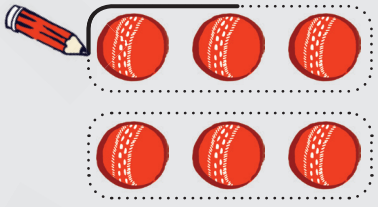
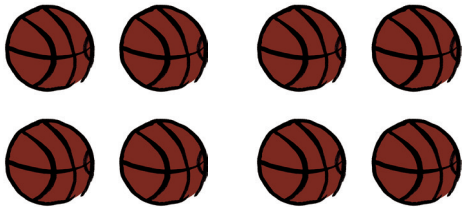
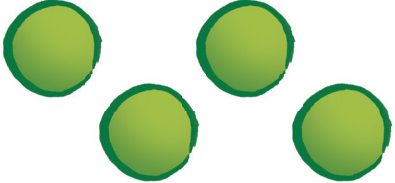
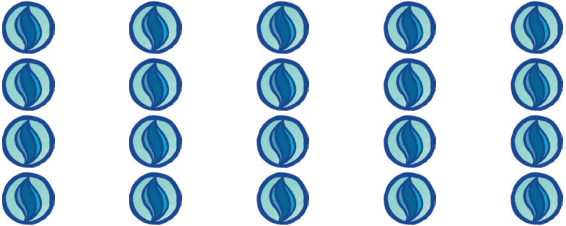
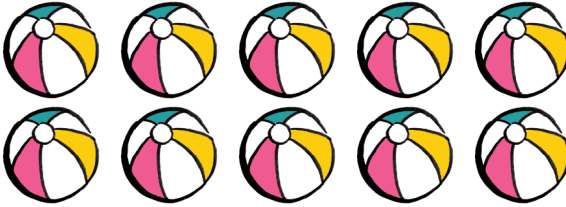
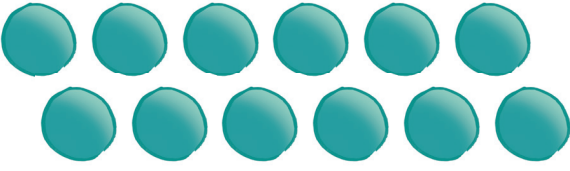
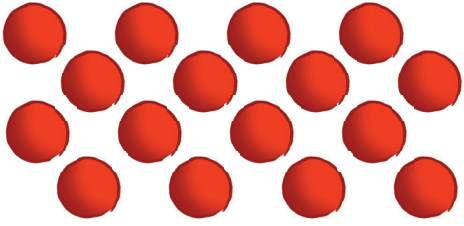
1 Teken sirkels om groepe te vorm. Hoeveel groepe is daar?

Circle to make groups. How many groups are there?

groepe van 3 groups of 3	groepe van 7 groups of 7
groepe van 4 groups of 4	groepe van 2 groups of 2
groepe van 2 groups of 2	groepe van 5 groups of 5
groepe van 3 groups of 3	groepe van 4 groups of 4
groepe van 6 groups of 6	groepe van 5 groups of 5

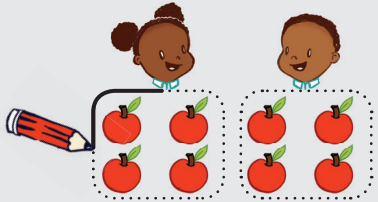
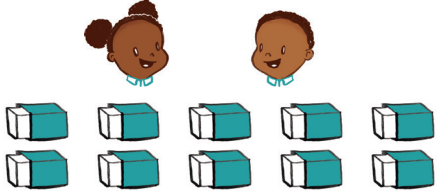
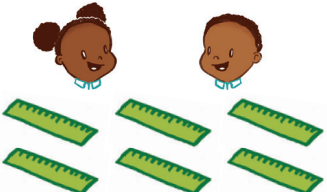
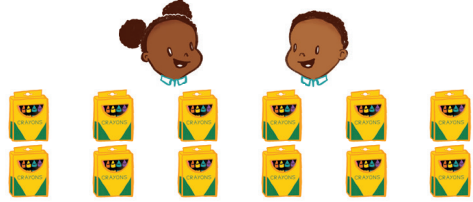
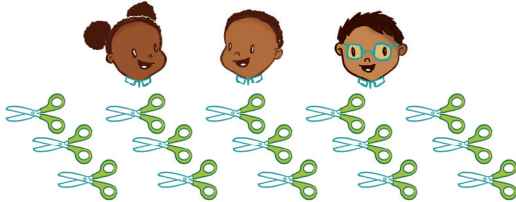
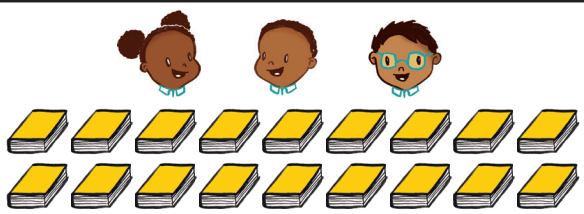
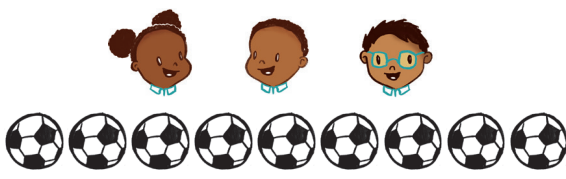
2 Teken sirkels om groepe te vorm. Hoeveel groepe is daar?

Circle to make groups. How many groups are there?

	
 groepe van 3 groups of 3	groepe van 2 groups of 2
	
groepe van 2 groups of 2	groepe van 2 groups of 2
	
groepe van 2 groups of 2	groepe van 3 groups of 3
	
groepe van 2 groups of 2	groepe van 2 groups of 2
	
groepe van 3 groups of 3	groepe van 4 groups of 4

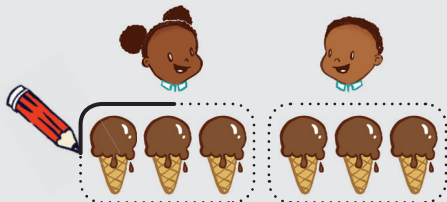
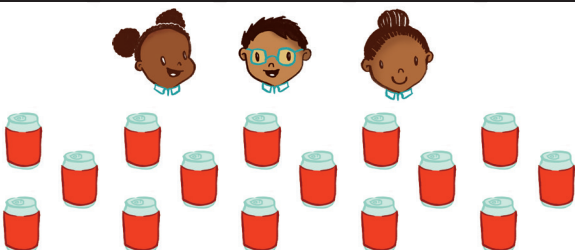
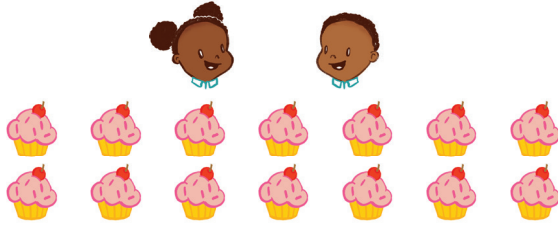
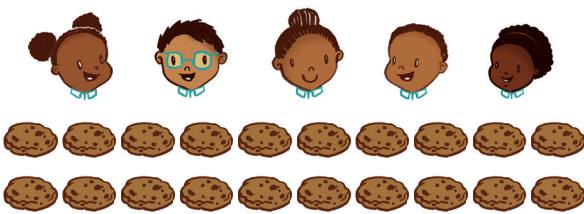
1 Verdeel gelykop tussen die kinders.

Share equally among the children.

Verdeel. Share.	Elke kind kry Each child gets
	
	
	
	
	
	
	

2 Verdeel gelykop tussen die kinders.

Share equally among the children.

Verdeel. Share.	Elke kind kry Each child gets
	
	
	
	
	
	
	

Gropeer en verdeel

Grouping and sharing

HOOFREKENE
MENTAL MATHS

GETALKOMBINASIES
VAN 10
BONDS OF 10

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

- 1 Teken sirkels om groepe te vorm. Hoeveel groepe is daar?
Circle to make groups. How many groups are there?

groepe van 2 groups of 2	groepe van 4 groups of 4
groepe van 5 groups of 5	groepe van 3 groups of 3

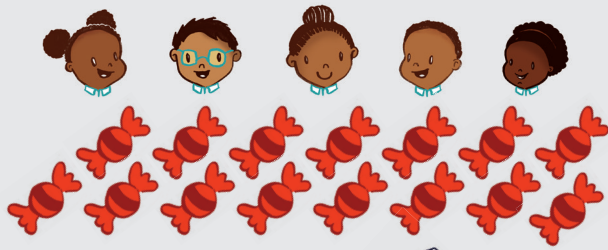
- 2 Skryf die getalsinne.
Write the number sentences.

$5 + 5 + 5 = 15$	

3

Verdeel die lekkers tussen 5 maats.

Share the sweets among 5 friends.

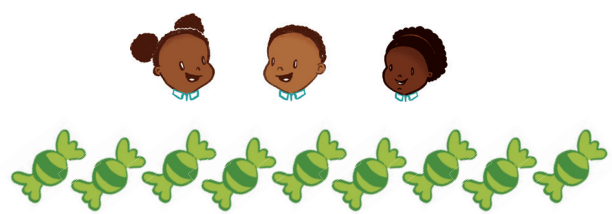


Elke maat kry 3 lekkers.

Each friend will get 3 sweets.

Verdeel die lekkers tussen 3 maats.

Share the sweets among 3 friends.

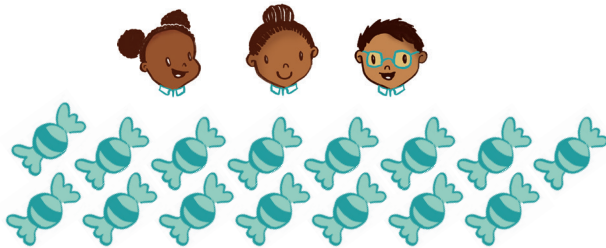


Elke maat kry ____ lekkers.

Each friend will get ____ sweets.

Verdeel die lekkers tussen 3 maats.

Share the sweets among 3 friends.

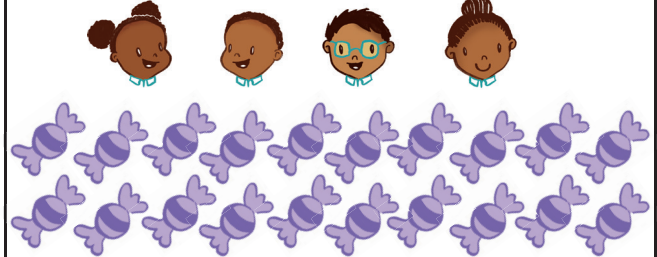


Elke maat kry ____ lekkers.

Each friend will get ____ sweets.

Verdeel die lekkers tussen 4 maats.

Share the sweets among 4 friends.



Elke maat kry ____ lekkers.

Each friend will get ____ sweets.

4

Jy het 10 koekies wat in bokse verpak moet word. Daar kom 5 koekies in elke boks. Hoeveel bokse het jy nodig?

You have 10 cookies to put into boxes. 5 cookies go in each box. How many boxes will you need?



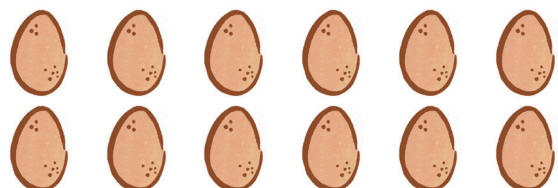
Ek het
I need



bokse nodig.
boxes.

Jy het 12 eiers wat in bokse verpak moet word. Daar kom 4 eiers in elke boks. Hoeveel bokse het jy nodig?

You have 12 eggs to put into boxes. 4 eggs go in each box. How many boxes will you need?



Ek het
I need

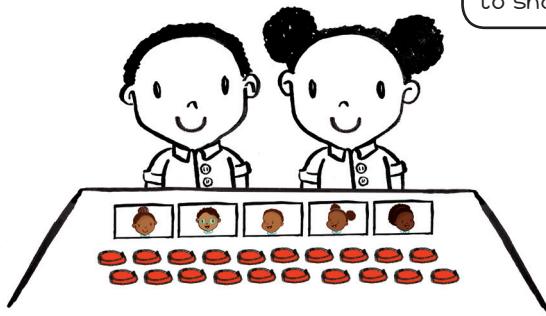
bokse nodig.
boxes.

Speletjie: Verdeel regverdig
Game: Fair share

Begin die speletjie met 20 tellers.

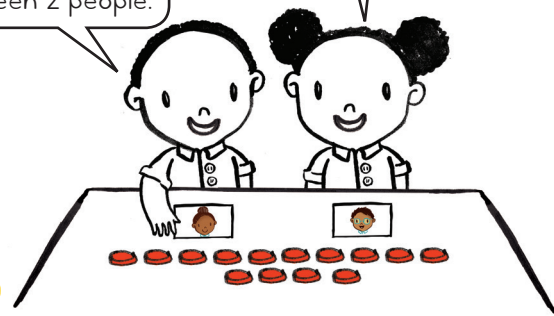
Start the game with 20 counters.

1



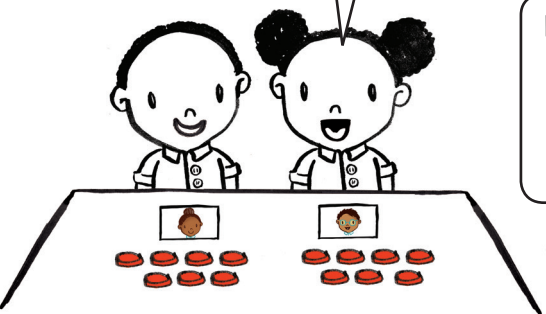
Ek gee jou 14 tellers
wat jy tussen 2 mense
moet deel.
I'm giving you 14 counters
to share between 2 people.

2



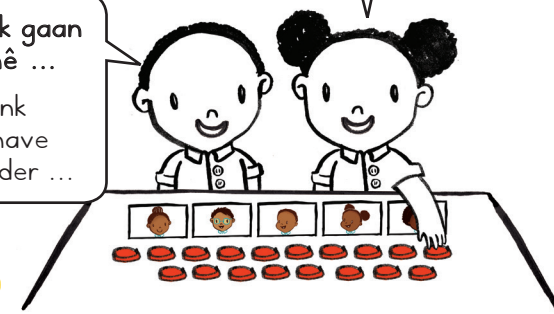
Ek kan dit gelykop
verdeel sonder
dat iets oorbly.
I can share them
equally with none
left over.

3



Ek was reg, daar is geen res nie.
I was right, no remainder.
My beurt!
My turn!

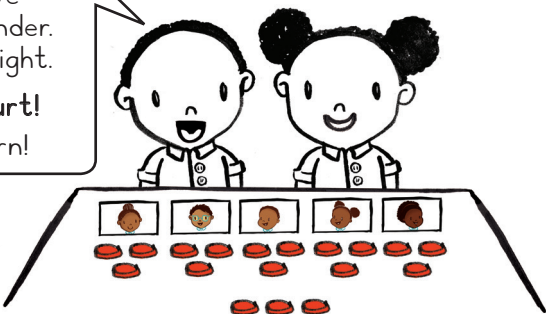
4



Ek dink ek gaan
'n res hê ...
I think
I will have
a remainder ...

Verdeel 18 tellers
tussen 5 mense.
Share 18 counters
among 5 people.

5



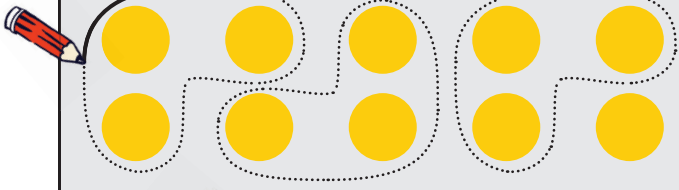
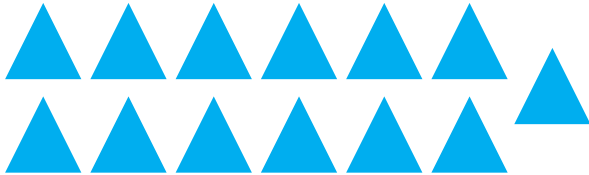
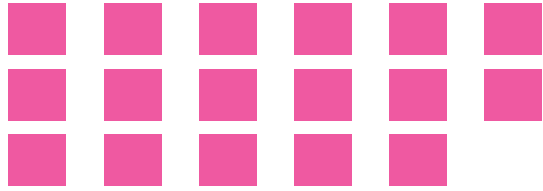
Ek het 'n res.
Ek was reg.
I have
a remainder.
I was right.
My beurt!
My turn!

Hou aan speel sodat elkeen
baie beurte kry om die
tellers met en sonder
reste te verdeel.

Continue playing to give everyone lots
of turns to share the counters with and
without reminders.

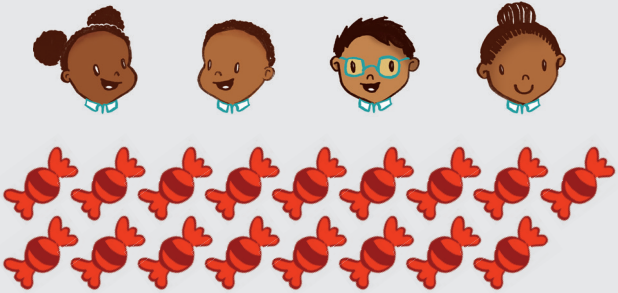
1 Teken sirkels om groepe te vorm. Hoeveel groepe is daar?

Circle to make groups. How many groups are there?

			
	groepe van 3 groups of 3		groepe van 4 groups of 4
	bly oor. left over.		bly oor. left over.
			
	groepe van 5 groups of 5		groepe van 2 groups of 2
	bly oor. left over.		bly oor. left over.

2 Verdeel die lekkers gelykop.

Share the sweets equally.

					
Elke maat kry Each friend gets		lekkers. sweets.	Elke maat kry Each friend gets		lekkers. sweets.
Daar bly There will be		oor. left over.	Daar bly There will be		oor. left over.

1

Ty het 11 suigstokkies
wat jy met jou maat deel.
Hoeveel suigstokkies kry
elkeen van julle?

You have 11 lollipops that you share with
your friend. How many lollipops will you
each get?

Ty het 15 boeke wat jy
in bokse moet inpak.
Jy pak 4 boeke in elke boks.
Hoeveel bokse het jy nodig?

You have 15 books to put into boxes.
4 books go in each box. How many boxes
will you need?

Julle gaan
elkeen

You will
each get

suigstokkies
kry.

lollipops.

Ek het

I need

bokse nodig.

boxes.

Daar bly

There will be

oor.

left over.

Daar
gaan

I will have

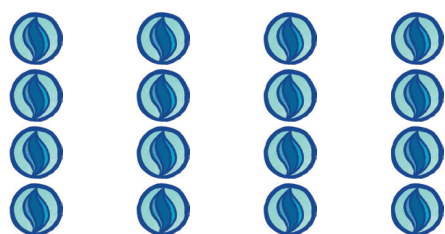
boeke
oorbly.

books left over.

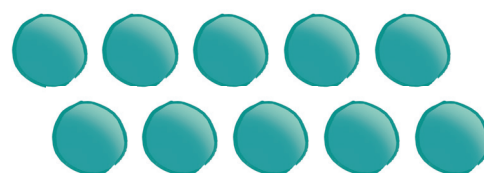
2

Teken sirkels om groepe te vorm. Hoeveel groepe is daar?

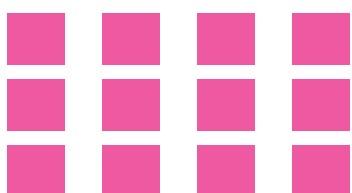
Circle to make groups. How many groups are there?



groepe van 4
groups of 4



groepe van 2
groups of 2



groepe van 6
groups of 6



groepe van 3
groups of 3

3 Teken sirkels om groepe te vorm. Hoeveel groepe is daar?

Circle to make groups. How many groups are there?

			
	groepe van 2 groups of 2		groepe van 5 groups of 5
	bly oor. left over.		bly oor. left over.

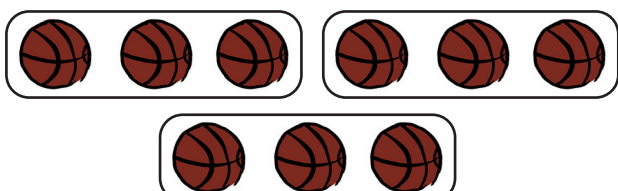
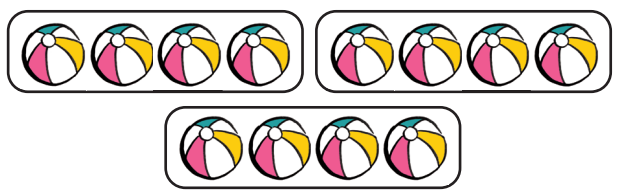
4 Verdeel die karretjies gelykop.

Share the cars equally.

			
Elke kind kry Each child gets		Elke kind kry Each child gets	
	karretjies. cars.		karretjies. cars.
	bly oor. left over.		bly oor. left over.

5 Skryf die getalsinne.

Write the number sentences.

			
$\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$		$\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$	

HOOFREKENE
MENTAL MATHS

MAAK 10
MET KOLKAARTE
MAKE 10 USING DOT CARDS

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

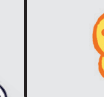
1 Tel die oe. Tel in 2's.

Count the eyes. Count in 2s.

									
2	4								

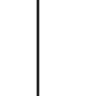
Tel die pote. Tel in 2's.

Count the legs. Count in 2s.

						
2	4					

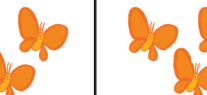
Tel die vingers. Tel in 5'e.

Count the fingers. Count in 5s.

						
5	10					

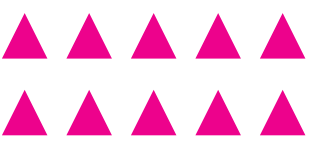
Tel die skoenlappers. Tel in 5'e.

Count the butterflies. Count in 5s.

				
5	10			

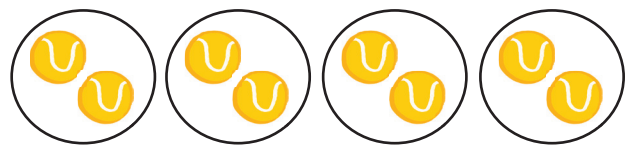
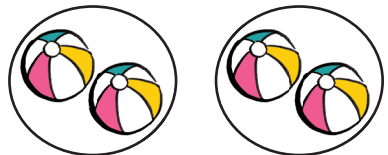
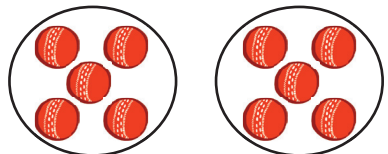
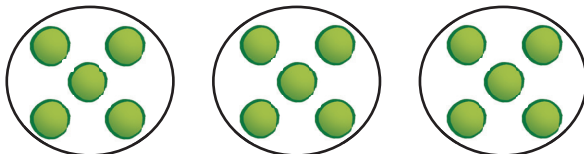
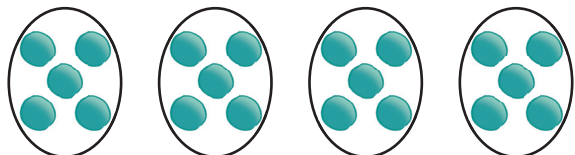
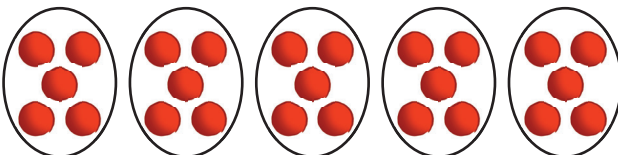
2 Trek sirkels rondom die 5'e om die aantal vorms uit te werk.

Draw circles around the 5s to work out how many shapes.

1 groep van 5 1 group of 5  	2 groepe van 5 2 groups of 5 	3 groepe van 5 3 groups of 5 
5		

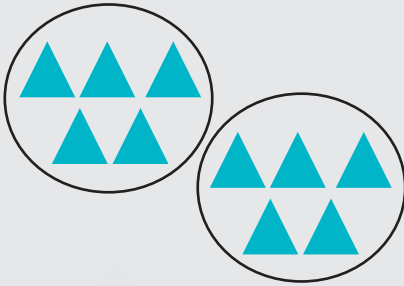
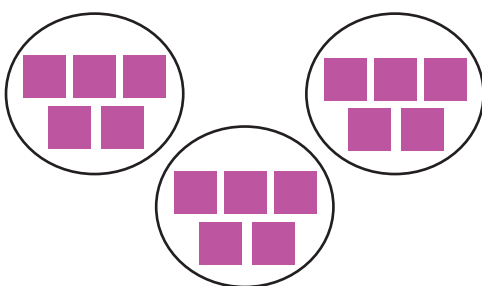
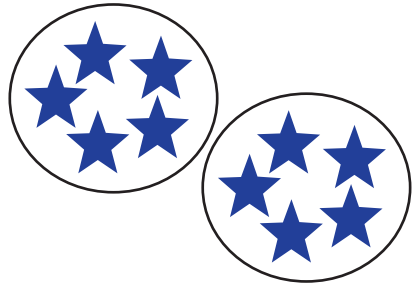
3 Skryf die getalsinne en los die probleme op.

Write number sentences and solve the problems.

  $2 + 2 + 2 = 6$	 $___ + ___ + ___ + ___ = ___$
 $___ + ___ = ___$	 $___ + ___ + ___ = ___$
 $___ + ___ = ___$	 $___ + ___ + ___ = ___$
 $___ + ___ + ___ + ___ = ___$	 $___ + ___ + ___ + ___ + ___ = ___$

4 Skryf die getalsinne vir hierdie vorms.

Write number sentences for these shapes.

  $5 + 5 = 10$	 $___ + ___ + ___ = ___$	 $___ + ___ = ___$
--	---	---

Herhaalde optelling

Repeated addition

HOOFREKENE
MENTAL MATHS

MAAK 10
MET KOLKAARTE
MAKE 10 USING DOT CARDS

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

1 Tel die ore.

Count the ears.

					
2	4				

Tel die munte. Tel in 2's.

Count the coins. Count in 2s.

						
2	4					

Tel die vingers.

Count the fingers.

						
5	10					

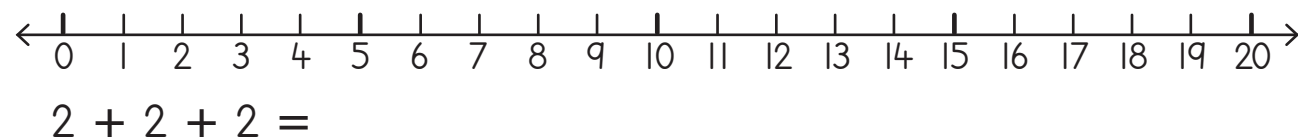
Tel die munte. Tel in 5'e.

Count the coins. Count in 5s.

						
5	10					

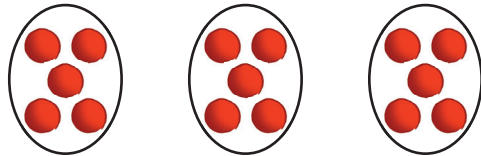
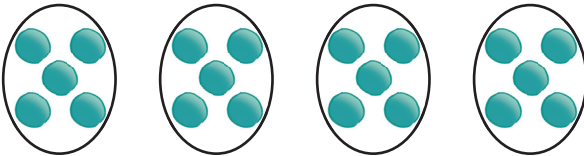
2 Tel in 2's op die getallelyn.

Count in 2s on the number line.



3 Skryf die getalsinne en los die probleme op.

Write the number sentences and solve the problems.

  $\underline{2} + \underline{2} + \underline{2} + \underline{2} = \underline{8}$	 $\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$
 $\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$	 $\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$

4 Los die woordprobleme op.

Solve the word problems.

Nkazi het 7 sakkies met 2 lekkers in elke sakkie.
Hoeveel lekkers het hy altesame? Teken die lekkers in die sakkies.

Nkazi has 7 bags with 2 sweets in each bag.
How many sweets does he have altogether?
Draw the sweets in the bags.



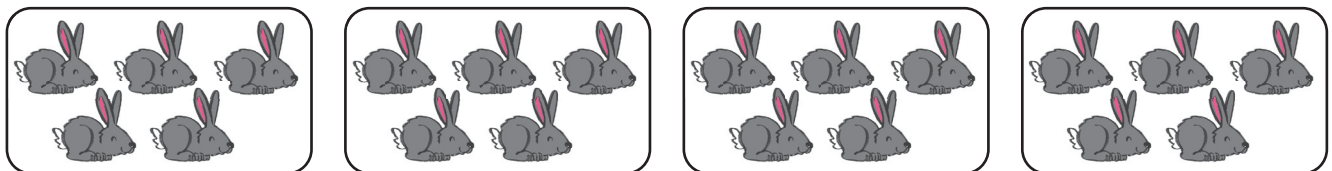
Skryf die getalsin.

Write the number sentence.

$$\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$

Lwandile het 4 bokse. Daar is 5 hase in elke boks.
Hoeveel hase is daar altesame?

Lwandile has 4 boxes. Each box has 5 rabbits in it. How many rabbits are there altogether?



Skryf die getalsin.

Write the number sentence.

$$\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$

Verdubbeling en halvering

Doubling and halving

HOOFREKENE
MENTAL MATHS

MAAK 10
MET KOLKAARTE
MAKE 10 USING DOT CARDS

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

1 Verdubbel die albasters.

Double the marbles.

 3 verdubbel is _____. Double 3 is <u>6</u> .	 1 verdubbel is _____. Double 1 is _____.
 4 verdubbel is _____. Double 4 is _____.	 2 verdubbel is _____. Double 2 is _____.
 6 verdubbel is _____. Double 6 is _____.	 5 verdubbel is _____. Double 5 is _____.

2 Verdeel die albasters gelykop tussen twee maats.

Share the marbles equally between two friends.

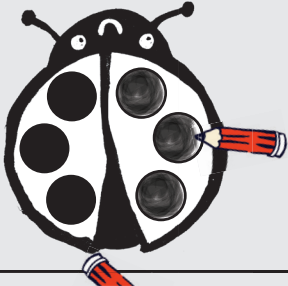
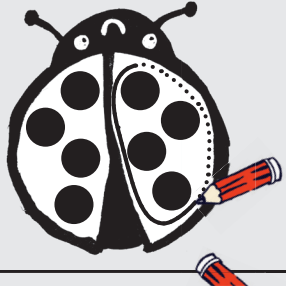
 Die helfte van 8 is _____. Half of 8 is <u>4</u> .	 Die helfte van 6 is _____. Half of 6 is _____.
 Die helfte van 2 is _____. Half of 2 is _____.	 Die helfte van 10 is _____. Half of 10 is _____.
 Die helfte van 4 is _____. Half of 4 is _____.	 Die helfte van 12 is _____. Half of 12 is _____.

3 Verdubbel die kolletjies.

Double the dots.

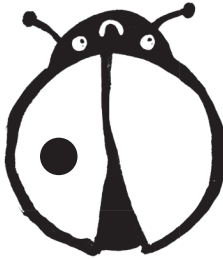
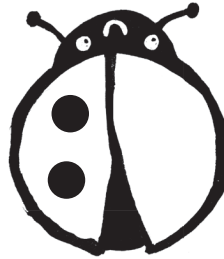
Halveer die kolletjies.

Halve the dots.

	
3 verdubbel is <u>6</u> . Double 3 is <u>6</u> .	Die helfte van 8 is <u>4</u> . Half of 8 is <u>4</u> .
$3 + 3 = \underline{6}$	

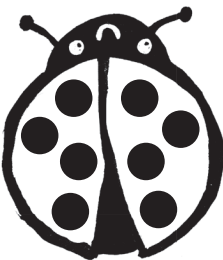
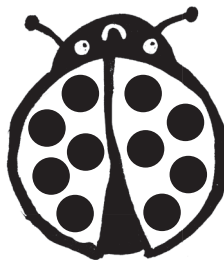
Verdubbel die kolletjies.

Double the dots.

		
5 verdubbel is ____. Double 5 is ____.	1 verdubbel is ____. Double 1 is ____.	2 verdubbel is ____. Double 2 is ____.
$5 + 5 = \underline{\quad}$	$1 + 1 = \underline{\quad}$	$2 + 2 = \underline{\quad}$

Halveer die kolletjies.

Halve the dots.

		
Die helfte van 8 is ____. Half of 8 is ____.	Die helfte van 12 is ____. Half of 12 is ____.	Die helfte van 10 is ____. Half of 10 is ____.

Verdubbeling en halvering

Doubling and halving

HOOFREKENE
MENTAL MATHS

MAAK 10
MET KOLKAARTE
MAKE 10 USING DOT CARDS

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

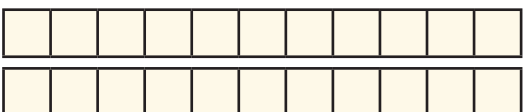
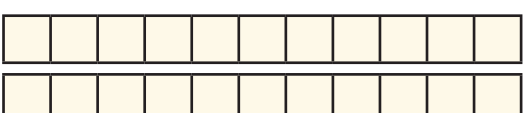
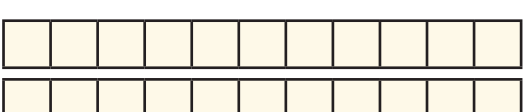
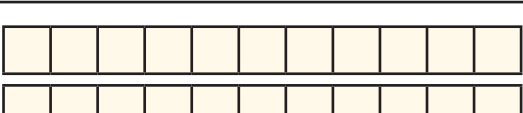
WERKKAARTE
WORKSHEETS

1 Tel op.
Add.

Skryf die dubbels neer.
Write the doubles.

$4 + 4 =$		4 verdubbel is Double 4 is	
$8 + 8 =$		8 verdubbel is Double 8 is	
$3 + 3 =$		3 verdubbel is Double 3 is	
$7 + 7 =$		7 verdubbel is Double 7 is	
$2 + 2 =$		2 verdubbel is Double 2 is	

2 Teken 2 rye kolletjies. Bereken die helfte.
Draw dots in two rows. Calculate half.

18		Die helfte van 18 is Half of 18 is	
12		Die helfte van 12 is Half of 12 is	
10		Die helfte van 10 is Half of 10 is	
14		Die helfte van 14 is Half of 14 is	
20		Die helfte van 20 is Half of 20 is	

3 Voltooi die tabelle om die dubbels en die halwes (halftes) wys.

Complete the tables to show **double** and **half**.

6	
3 	3

8	

14	

10	
5 	5

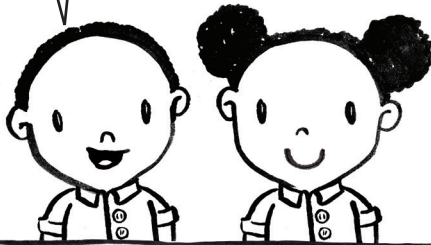
6	

9	

Speletjie: Verdubbel Game: Doubling

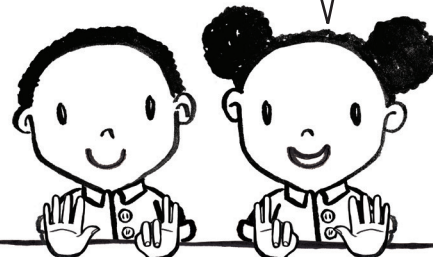
1

Verdubbel 7.
Double 7.



2

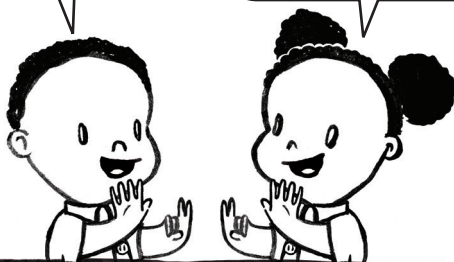
Kom ons werk
dit uit!
Let's work it out!



3

Twee hande
gee 10!
Two hands
makes 10!

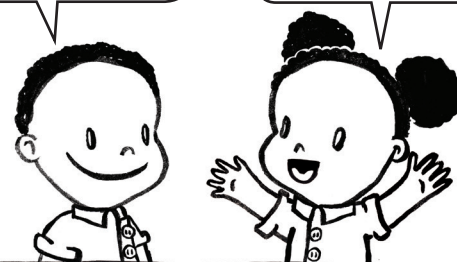
2 verdubbel is 4.
Double 2 is 4.



4

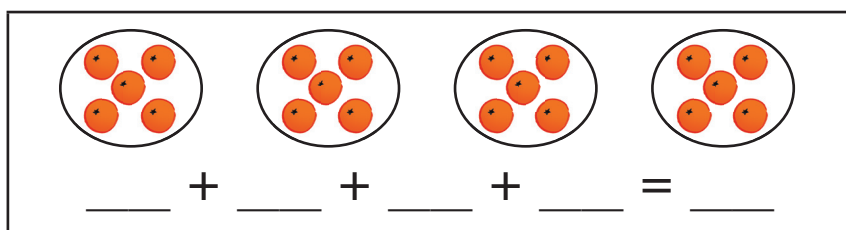
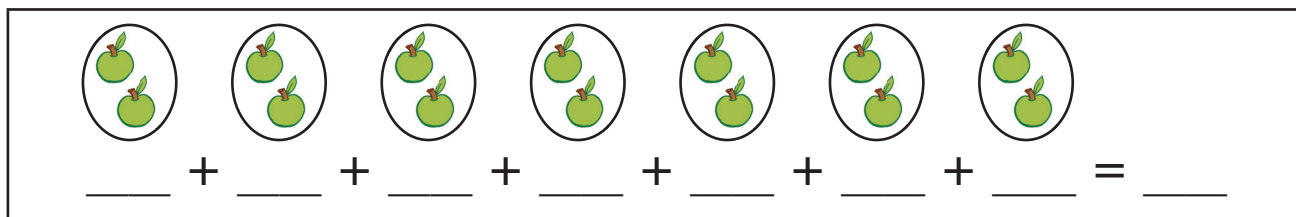
$10 + 4 = 14$
7 verdubbel is 14.
Double 7 is 14.

Kom ons speel
dit weer.
Verdubbel 9!
Let's play again.
Double 9!



1 Skryf die getalsinne en los die probleme op.

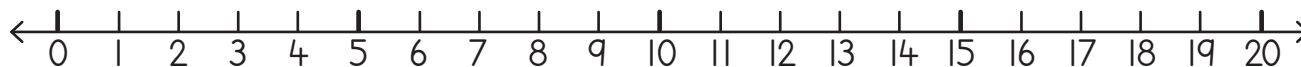
Write the number sentences and solve these problems.



2 Tel in 2's op die getallelyn.

Count in 2s on the number line.

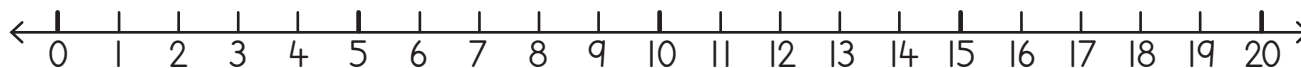
$$2 + 2 + 2 + 2 = \underline{\quad}$$



Tel in 5'e op die getallelyn.

Count in 5s on the number line.

$$5 + 5 + 5 = \underline{\quad}$$

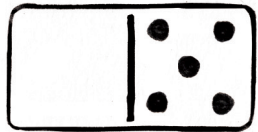


3 Verdubbel die kolletjies.

Double the dots.

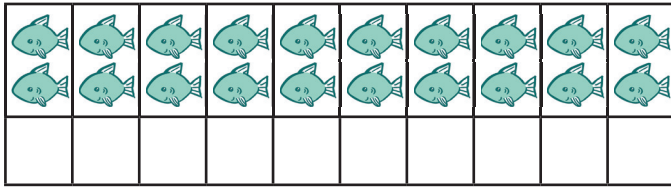
Halveer die kolletjies.

Halve the dots.

	
5 verdubbel is ____. Double 5 is ____.	____ kolle ____ dots
$5 + 5 = \underline{\quad}$	Die helfte van 12 is ____. Half of 12 is ____.

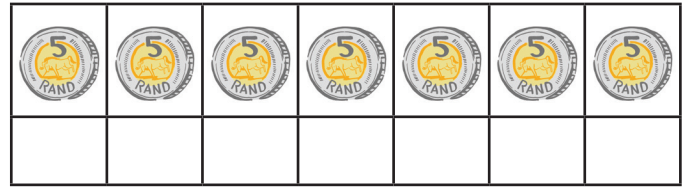
4 Tel die visse. Tel in 2's.

Count the fish. Count in 2s.



Tel die munte. Tel in 5'e.

Count the coins. Count in 5s.



5 Skryf die getalsinne en los die probleme op.

Write the number sentences and solve the problems.

 $___ + ___ + ___ + ___ = ___$	 $___ + ___ + ___ + ___ + ___ = ___$
 $___ + ___ + ___ = ___$	 $___ + ___ + ___ + ___ = ___$

6

7 verdubbel is ____. Double 7 is ____.	4 verdubbel is ____. Double 4 is ____.	9 verdubbel is ____. Double 9 is ____.
$7 + 7 = ___$	$4 + 4 = ___$	$9 + 9 = ___$
Die helfte van 10 is ____. Half of 10 is ____.	Die helfte van 16 is ____. Half of 16 is ____.	Die helfte van 14 is ____. Half of 14 is ____.



