



Kwartaal 1 : Term 1

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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INHOUD : CONTENTS

WEEK 1 • GETALLE TOT 100	WEEK 1 • NUMBERS TO 100	2
DAG 1 • DAY 1	Getalle tot 100 Numbers up to 100.....	2
DAG 2 • DAY 2	Die getal 100 The number 100.....	4
DAG 3 • DAY 3	Uitgebreide notasie met 10'e Expanded notation with 10s	6
DAG 4 • DAY 4	Vergelyk en orden getalle tot 100 Comparing and ordering numbers up to 100.....	8
DAG 5 • DAY 5	Vaslegging Consolidation.....	10
WEEK 2 • GETALLE TOT 500	WEEK 2 • NUMBERS TO 500	12
DAG 1 • DAY 1	Getalle groter as 100 Numbers greater than 100.....	12
DAG 2 • DAY 2	Veelvoude van 10 Multiples of 10	14
DAG 3 • DAY 3	Getalle tot 500 Numbers up to 500.....	16
DAG 4 • DAY 4	Nog getalle tot 500 More numbers up to 500.....	18
DAG 5 • DAY 5	Vaslegging Consolidation.....	20
WEEK 3 • VERGELYKING EN ORDENING VAN GETALLE TOT 500		
WEEK 3 • COMPARING AND ORDERING NUMBERS UP TO 500		22
DAG 1 • DAY 1	Opeenvolging en vergelyking van getalle Sequencing and comparing numbers.....	22
DAG 2 • DAY 2	Vergelyk en orden getalle Comparing and ordering numbers.....	24
DAG 3 • DAY 3	Uitgebreide notasie met 100'e Expanded notation with 100s.....	26
DAG 4 • DAY 4	Tel veelvoude van 10 op en trek dit af Addition and subtraction of multiples of 10	28
DAG 5 • DAY 5	Vaslegging Consolidation.....	30
WEEK 4 • OPTELLING	WEEK 4 • ADDITION	32
DAG 1 • DAY 1	Hoofrekene-optelling Mental addition.....	32
DAG 2 • DAY 2	Hoofrekene-optelling deur oor te dra Mental addition with carrying.....	34
DAG 3 • DAY 3	Tel met behulp van 'n getallelyn oor 100 op Addition over 100 using a number line.....	36
DAG 4 • DAY 4	Tel met behulp van die kolommetode op Addition using the column method.....	38
DAG 5 • DAY 5	Vaslegging Consolidation.....	40
WEEK 5 • AFTREKKING	WEEK 5 • SUBTRACTION	42
DAG 1 • DAY 1	Hoofrekene-aftrekking Mental subtraction.....	42
DAG 2 • DAY 2	Hoofrekene-aftrekking deur te leen Mental subtraction with borrowing.....	44
DAG 3 • DAY 3	Trek met behulp van 'n getallelyn oor 100 af Subtraction over 100 using a number line.....	46
DAG 4 • DAY 4	Trek met behulp van die kolommetode af Subtraction using the column method.....	48
DAG 5 • DAY 5	Vaslegging Consolidation.....	50
WEEK 6 • OPTELLING EN AFTREKKING	WEEK 6 • ADDITION AND SUBTRACTION	52
DAG 1 • DAY 1	Tel op en trek af met behulp van die kolommetode Addition and subtraction using the column method.....	52
DAG 2 • DAY 2	Tel met behulp van die kolommetode op Addition using the column method	54

DAG 3 • DAY 3	Trek met behulp van die kolommetode af Subtraction using the column method.....	56
DAG 4 • DAY 4	Tel op en trek af met behulp van verskeie strategieë Addition and subtraction using various strategies.....	58
DAG 5 • DAY 5	Vaslegging Consolidation.....	60
WEEK 7 • LENGTE WEEK 7 • LENGTH.....		62
DAG 1 • DAY 1	Meter Metres.....	62
DAG 2 • DAY 2	Sentimeter Centimetres.....	64
DAG 3 • DAY 3	Skat Estimation.....	66
DAG 4 • DAY 4	Werk met lengte-eenhede Working with units of length.....	68
DAG 5 • DAY 5	Vaslegging Consolidation.....	70
WEEK 8 • WOORDPROBLEME EN 3D VOORWERPE WEEK 8 • WORD PROBLEMS AND 3-D OBJECTS.....		72
DAG 1 • DAY 1	Optellings- en aftrekkingswoordprobleme Addition and subtraction word problems.....	72
DAG 2 • DAY 2	Optellings- en aftrekkingswoordprobleme Addition and subtraction word problems.....	74
DAG 3 • DAY 3	3D voorwerpe (rol en gly) 3-D objects (roll and slide).....	76
DAG 4 • DAY 4	Beskryf 3D voorwerpe Describing 3-D objects.....	78
DAG 5 • DAY 5	Vaslegging Consolidation.....	80
WEEK 9 • 3D VOORWERPE WEEK 9 • 3-D OBJECTS.....		82
DAG 1 • DAY 1	Bou met 3D voorwerpe Building with 3-D objects.....	82
DAG 2 • DAY 2	Vergelyk 3D voorwerpe Comparing 3-D objects.....	84
DAG 3 • DAY 3	Vlakke van 3D voorwerpe Faces of 3-D objects.....	86
DAG 4 • DAY 4	3D voorwerpe 3-D objects.....	88
DAG 5 • DAY 5	Vaslegging Consolidation.....	90
WEEK 10 • HERSIENING WEEK 10 • REVISION.....		92
DAG 1 • DAY 1	Getalle tot 500 Numbers to 500.....	92
DAG 2 • DAY 2	Ruimte en vorm, en lengte Space and shape, and length.....	94
DAG 3 • DAY 3	Patrone en ontbrekende getalle Patterns and missing numbers.....	96
DAG 4 • DAY 4	Tel op en trek af Addition and subtraction.....	98
DAG 5 • DAY 5	Tel op en trek af Addition and subtraction.....	100
HULPBRONNE RESOURCES.....		102



Die gebruik van die Bala Wande-leerderaktiwiteitsboek

In hierdie Leerderaktiwiteitsboek is aktiwiteite vervat wat vir 50 dae van onderrig in kwartaal 1 beplan is. Daar is konsepontwikkeling-aktiwiteite, individuele leerdersaktiwiteite en speletjies wat die leerders in pare en in 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 asook in Engels. Dit behoort hulle vir die lewenslange leer van wiskunde toe te rus.

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 bied om hulle te help om grondslagkennis van wiskunde op te doen.

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



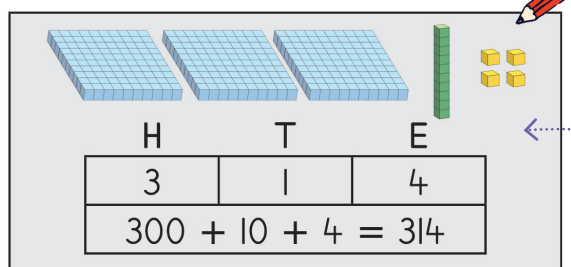
Onder die banier is daar 'n vloeiagram wat die opeenvolging van aktiwiteite vir die dag opsom.



Hoofrekene is die eerste aktiwiteit van elke dag. Die onderwyser begelei die leerders deur hierdie aktiwiteit.

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.

2 Skryf die getal neer.
Write the number.



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 die 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 50 days of teaching in Term 1. 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 purple banner.



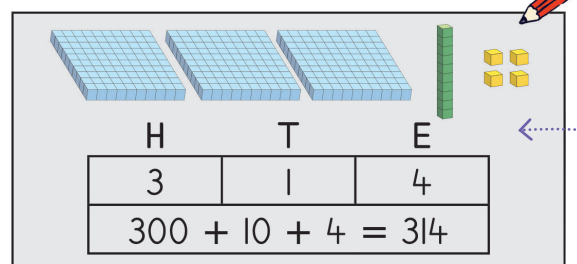
Underneath the banner is a flow diagram that summarises the sequence of activities for the day.



Mental Maths is the first activity every day. The teacher will lead this activity.

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, for consolidation of the concepts covered that day. Games are presented using cartoons of learners to show how the game should be played.

2 Skryf die getal neer.
Write the number.



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.

HOOFREKENE
MENTAL MATHS

GETALFEITE TOT 20
NUMBER FACTS TO 20

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

Speletjie: Hoeveel 10'e is daar? Hoeveel 1'e?

Game: How many 10s? How many 1s?

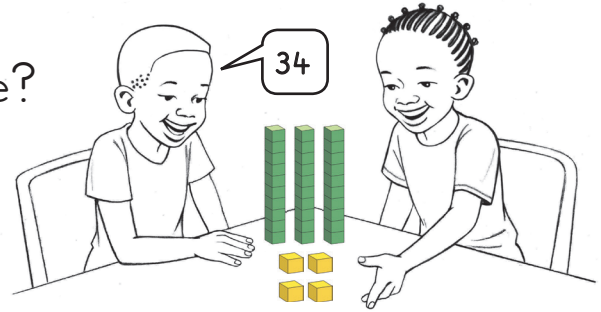
- Werk saam in pare. Bou die getal met julle blokkies.
Work in pairs. Build a number using your blocks.

- Hoeveel 10'e is daar? Hoeveel 1'e?

How many 10s? How many 1s?

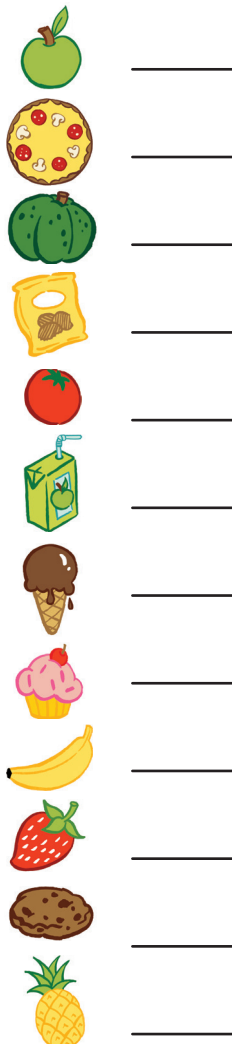
- Wat is die getal?

What number?



1 Kry die getalle wat onder hierdie voorwerpe wegkruip.

Find the numbers that these objects are covering.



1	2	3	4	5	6	7		9	10
11									
21									
31									
41									
51									
61									
71									
81									
91									

2 Vul al die getalle in met:

Fill in all the numbers with:

2 tiene 2 tens	4 tiene 4 tens	7 ene 7 ones
5 ene 5 ones	8 tiene 8 tens	9 ene 9 ones

1	2	3	4	5	6	7	8	9	10
11									
21									
31									
41									
51									
61									
71									
81									
91									

Gebruik jou basis 10-blokkies om jou te help om hierdie getalsinne te skryf.

Use your base 10 blocks to help you write these number sentences.



3 Skryf die 10'e en die l'e neer.

Write the 10s and 1s.

18	=	10	+	8
56	=		+	
21	=		+	
48	=		+	
99	=		+	

43	=		+	
27	=		+	
74	=		+	
68	=		+	
39	=		+	

Die getal 100

The number 100

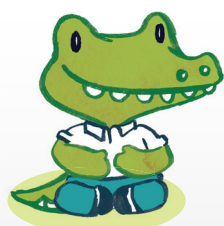
HOOFREKENE
MENTAL MATHS

GETALFEITE TOT 20
NUMBER FACTS TO 20

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS



Een 10 is gelyk aan tien l'e. Ons kan in 10'e en l'e tel.

One 10 is equal to ten 1s.
We can count in 10s and 1s.

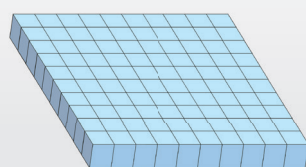


een 10
one 10

=

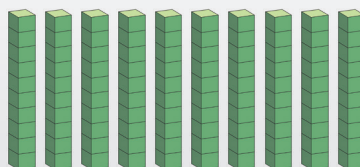


tien l'e
ten 1s



een 100
one 100

=



tien 10'e
ten 10s

Een 100 is gelyk aan tien 10'e. Ons kan 10'e gebruik om 100 te maak.

One 100 is equal to ten 10s.
We can use 10s to make 100.



1 Hoeveel om 100 te maak?

How much to make 100?

$10 + \underline{90} = 100$	$30 + \underline{\quad} = 100$	$60 + \underline{\quad} = 100$
$40 + \underline{\quad} = 100$	$100 + \underline{\quad} = 100$	$20 + \underline{\quad} = 100$
$90 + \underline{\quad} = 100$	$50 + \underline{\quad} = 100$	$80 + \underline{\quad} = 100$
$70 + \underline{\quad} = 100$	$0 + \underline{\quad} = 100$	

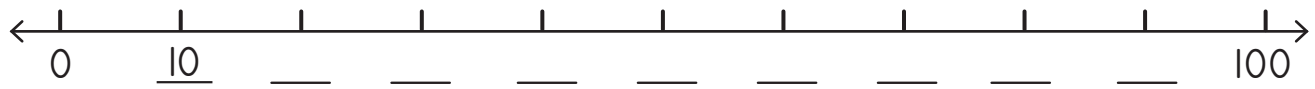
2 Voltooi die getalsinne.

Complete the number sentences.

$10 + 40 = \underline{50}$	$100 - 60 = \underline{40}$	$50 + 30 = \underline{\quad}$
$30 - 10 = \underline{\quad}$	$20 + 70 = \underline{\quad}$	$90 - 50 = \underline{\quad}$
$30 + 70 = \underline{\quad}$	$100 - 20 = \underline{\quad}$	$10 + 80 = \underline{\quad}$
$70 - 30 = \underline{\quad}$	$60 + 40 = \underline{\quad}$	$60 - 10 = \underline{\quad}$

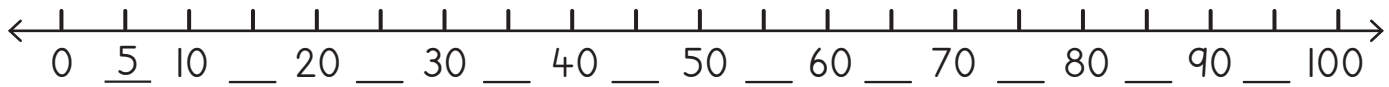
3 Tel in 10'e. Skryf die getalle op die getallelyn neer.

Count in 10s. Label the number line.



4 Tel in 5'e. Skryf die getalle op die getallelyn neer.

Count in 5s. Label the number line.



5 Voltooi die getalsinne.

Complete the number sentences.

$10 + 5 = \underline{15}$	$30 - 5 = \underline{25}$	$40 + 5 = \underline{\quad}$
$70 - 5 = \underline{\quad}$	$80 + 5 = \underline{\quad}$	$50 - 5 = \underline{\quad}$
$60 + 10 = \underline{\quad}$	$80 - 5 = \underline{\quad}$	$95 + 5 = \underline{\quad}$
$100 - 5 = \underline{\quad}$	$85 + 15 = \underline{\quad}$	$100 - 50 = \underline{\quad}$

6 Voltooi die volgende patrone.

Complete the following patterns.

67	68	69	70	71	72	73
40		60	70		90	
83	84			87		
100		98	97		95	
90		70		50	40	
43	42			39	38	

HOOFREKENE
MENTAL MATHS

GETALFEITE TOT 20
NUMBER FACTS TO 20

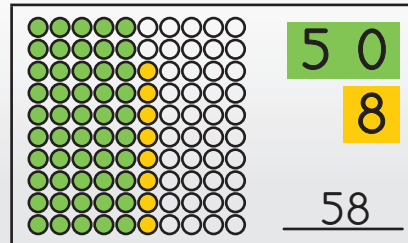
SPELETJIE
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WORKSHEETS

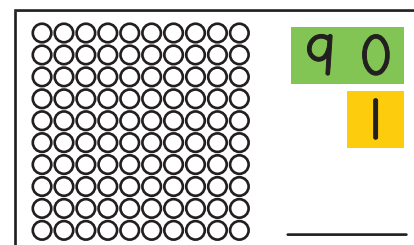
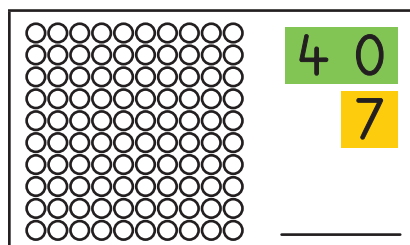
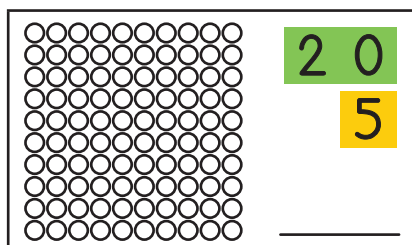
Daar is 10 sirkels in een kolom. Gebruik een kleur vir die 10'e en 'n ander kleur vir die 1'e.

There are 10 circles in one column. Use a different colour for the 10s and the 1s.



1 Kleur die sirkels in en skryf die getal neer.

Colour the circles and write the number.



2

	Hoeveel 10'e? How many 10s?	Hoeveel 1'e? How many 1s?		Hoeveel 10'e? How many 10s?	Hoeveel 1'e? How many 1s?
58	5	8	47		
25			91		
39			62		
74			86		

3 Skryf die getalsinne.

Write the number sentence.

608 60 + 8 = 68	806 + =	503 + =
701 + =	905 + =	609 + =

4 Wat is die getal? Omkring die grootste getal.

What number? Circle the biggest number.

$\begin{array}{r} 20 \\ 8 \\ \hline 28 \end{array}$	$\begin{array}{r} 40 \\ 2 \\ \hline 42 \end{array}$	$\begin{array}{r} 20 \\ 4 \\ \hline 24 \end{array}$
$\begin{array}{r} 10 \\ 8 \\ \hline \end{array}$	$\begin{array}{r} 80 \\ 1 \\ \hline \end{array}$	$\begin{array}{r} 80 \\ 8 \\ \hline \end{array}$
$\begin{array}{r} 50 \\ 3 \\ \hline \end{array}$	$\begin{array}{r} 30 \\ 1 \\ \hline \end{array}$	$\begin{array}{r} 30 \\ 5 \\ \hline \end{array}$



5 Wat is die getal? Omkring die kleinste getal.

What number? Circle the smallest number.

$\begin{array}{r} 10 \\ 6 \\ \hline 16 \end{array}$	$\begin{array}{r} 60 \\ 6 \\ \hline 66 \end{array}$	$\begin{array}{r} 60 \\ 1 \\ \hline 61 \end{array}$
$\begin{array}{r} 40 \\ 3 \\ \hline \end{array}$	$\begin{array}{r} 30 \\ 4 \\ \hline \end{array}$	$\begin{array}{r} 30 \\ 3 \\ \hline \end{array}$
$\begin{array}{r} 70 \\ 2 \\ \hline \end{array}$	$\begin{array}{r} 70 \\ 7 \\ \hline \end{array}$	$\begin{array}{r} 20 \\ 7 \\ \hline \end{array}$



6 Hoeveel 10'e is daar? Hoeveel 1'e? Skryf die getalsin en die getalnaam neer.

How many 10s? How many 1s? Write the number sentence and number name.

$14 = 10 + 4$	veertien	fourteen
$23 = \underline{\quad} + \underline{\quad}$		
$32 = \underline{\quad} + \underline{\quad}$		
$51 = \underline{\quad} + \underline{\quad}$		
$87 = \underline{\quad} + \underline{\quad}$		
$99 = \underline{\quad} + \underline{\quad}$		



HOOFREKENE
MENTAL MATHS

GETALFEITE TOT 20
NUMBER FACTS TO 20

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WORKSHEETS

Voltooi die tabelle. Gebruik die 100-blok op bladsy 103 as jy hulp nodig het.

Complete the tables. Use the 100 square on page 103 if you need help.



1

	die getal voor the number before	die getal ná the number after		die getal voor the number before	die getal ná the number after
55	54	56 	73		
91			87		

	1 meer as 1 more than	2 meer as 2 more than	1 minder as 1 less than	2 minder as 2 less than
67	68	69	66	65 
42				
38				
36				

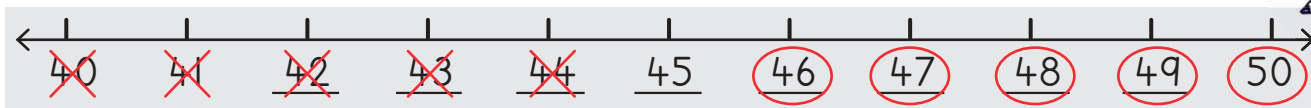
Wat is die getal tussen?

What is the number between?

56 en 58 56 and 58	57 	37 en 39 37 and 39	
42 en 44 42 and 44		85 en 87 85 and 87	

- 2 Omkring die getalle wat groter as 45 is. Trek 'n kruisie deur die getalle wat kleiner as 45 is.

Circle the numbers greater than 45. Cross out the numbers smaller than 45.



Doen nou dieselfde aktiwiteit met behulp van hierdie getallelyne. Skryf eers die getalle in.

Now do the same activity with these number lines! Complete the labels first.



- Omkring die getalle wat groter as 25 is. Trek 'n kruisie deur die getalle wat kleiner as 25 is.

Circle the numbers greater than 25. Cross out the numbers smaller than 25.



- Omkring die getalle wat groter as 67 is. Trek 'n kruisie deur die getalle wat kleiner as 67 is.

Circle the numbers greater than 67. Cross out the numbers smaller than 67.



- Omkring die getalle wat groter as 93 is. Trek 'n kruisie deur die getalle wat kleiner as 93 is.

Circle the numbers greater than 93. Cross out the numbers smaller than 93.



- 3 Orden die getalle van die kleinste tot die grootste.

Order the numbers from smallest to greatest.

69, 45, 78, 54	45, 54, 69, 78 
91, 19, 99, 92	
33, 73, 13, 37	

- 4 Orden die getalle van die grootste tot die kleinste.

Order the numbers from greatest to smallest.

69, 45, 78, 54	78, 69, 54, 45 
91, 19, 99, 92	
33, 73, 13, 37	

Kom ons praat Wiskunde!

Let's talk Maths!

In Afrikaans sê ons:

10'e en 1'e

plekwaarde

67 is ses 10'e en sewe 1'e.

10 is tien 1'e.

100 is tien 10'e.

groter as en kleiner as

die grootste en die kleinste

In English we say:

10s and 1s

place value

67 is six 10s and seven 1s.

10 is ten 1s.

100 is ten 10s.

greater than and smaller than

greatest and smallest



1 Vul al die getalle met behulp van die 100-blok in, met:

Use the 100 square to fill in all the numbers with:

3 in die 1'e-plek. 3 in the 1s place.	1 in die 10'e-plek. 1 in the 10s place.
4 in die 1'e-plek. 4 in the 1s place.	5 in die 10'e-plek. 5 in the 10s place.
8 in die 1'e-plek. 8 in the 1s place.	9 in die 10'e-plek. 9 in the 10s place.

1	2	3	4	5	6	7	8	9	10
11									
21									
31									
41									
51									
61									
71									
81									
91									

2	Hoeveel 10'e? How many 10s?	Hoeveel 1'e? How many 1s?		Hoeveel 10'e? How many 10s?	Hoeveel 1'e? How many 1s?
24			55		
79			92		

3 Hoeveel om 100 te maak?

How much to make 100?

Gebruik jou 100-blok, spreikaarte of basis 10-blokkies as jy wil.

Use your 100 square, flard cards or base 10 blocks if you want to.



$20 + \underline{\quad} = 100$	$50 + \underline{\quad} = 100$	$80 + \underline{\quad} = 100$
$90 + \underline{\quad} = 100$	$70 + \underline{\quad} = 100$	$100 + \underline{\quad} = 100$

4 Skryf 'n getalsin om 10'e en l'e te wys.

Write a number sentence to show 10s and 1s.

$\begin{array}{c} 80 \\ + \end{array} \begin{array}{c} 2 \\ = \end{array}$	$\begin{array}{c} 20 \\ + \end{array} \begin{array}{c} 7 \\ = \end{array}$	$\begin{array}{c} 90 \\ + \end{array} \begin{array}{c} 1 \\ = \end{array}$
$\begin{array}{c} 30 \\ + \end{array} \begin{array}{c} 5 \\ = \end{array}$	$\begin{array}{c} 40 \\ + \end{array} \begin{array}{c} 8 \\ = \end{array}$	$\begin{array}{c} 60 \\ + \end{array} \begin{array}{c} 6 \\ = \end{array}$

5 Voltooi die volgende patrone:

Complete the following patterns.

60	50		30		10	
15		17	18	19		

6 Hoeveel 10'e is daar? Hoeveel l'e? Skryf die getalsin en die getalnaam neer.

How many 10s? How many 1s? Write the number sentence and the number name.

$39 = 30 + 9$	nege-en-dertig	thirty nine
$56 = \underline{\quad} + \underline{\quad}$		
$71 = \underline{\quad} + \underline{\quad}$		
$42 = \underline{\quad} + \underline{\quad}$		
$95 = \underline{\quad} + \underline{\quad}$		
$68 = \underline{\quad} + \underline{\quad}$		



HOOFREKENE
MENTAL MATHS

TEL VEELVOUDE VAN
10 OP EN TREK DIT AF
ADD AND SUBTRACT MULTIPLES OF 10

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

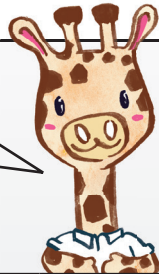
WERKKAARTE
WORKSHEETS

Speletjie: Hoe ver tot by die volgende 10?
Game: How far to the next 10?

- Werk saam in pare.
Work in pairs.
- Kies 'n getal.
Choose a number.
- Wat is die volgende 10?
What is the next 10?
- Hoe ver tot by die volgende 10?
How far to the next 10?
- Doen dit weer!
Do it again!



As daar geen l'e is nie, skryf ons 'n nul op die l'e-plek in.
If there are no ls, write a zero in the ls place.



honderde hundreds	tiene tens	ene ones
3	2	0
$300 + 20 + 0 = 320$		

driehonderd en twintig
three hundred and twenty

tien l'e = een 10
ten ls = one 10

tien 10'e = een 100
ten 10s = one 100

I Wys hierdie getalle met jou basis 10-blokkies.

Show these numbers using base 10 blocks.

137	423	110	495	356	299
-----	-----	-----	-----	-----	-----

2 Skryf die getal neer.

Write the number.

Onthou, as daar geen 10'e is nie, skryf ons 'n nul op die 10'e-plek in.

Remember, if there are no 10s, write a zero in the 10s place.



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3	1	4																	
$300 + 10 + 4 = 314$																			
H	T	E																	
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HOOFREKENE
MENTAL MATHS

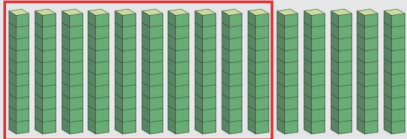
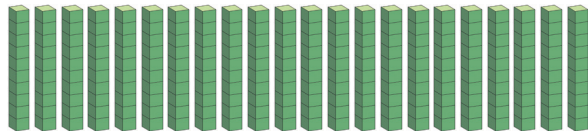
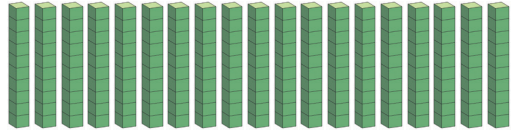
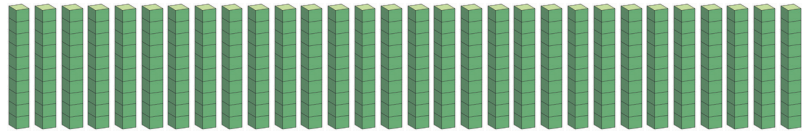
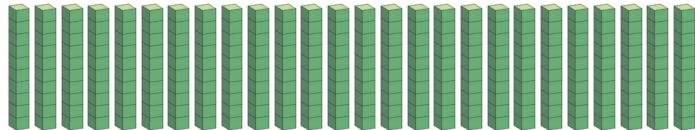
TEL VEELVOUDE VAN
10 OP EN TREK DIT AF
ADD AND SUBTRACT MULTIPLES OF 10

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

1

	Hoeveel 10'e? How many 10s?	Wat is die getal? What number?
	15	150 
		
		
		
		

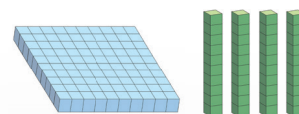
2 Hoeveel tiene is daar?

How many tens?

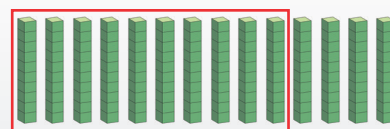
	tiene tens
140	14 
320	
490	
280	
430	
370	

Wys die getalle met jou basis 10-blokkies.
Jy kan sien 140 is 14 tiene.

Show the numbers using base
10 blocks. You can see 140 is 14 tens.



=



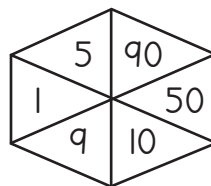
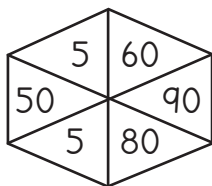
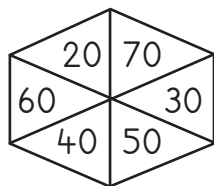
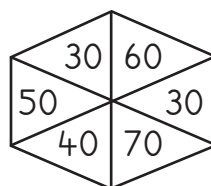
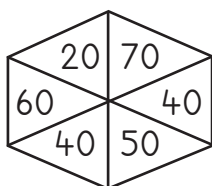
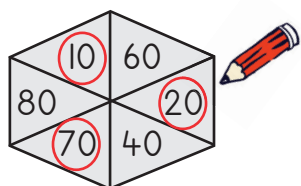
3 Hoeveel om 100 te maak?

How much to make 100?

$80 + \underline{20} = 100$	$60 + \underline{\quad} = 100$	$40 + \underline{\quad} = 100$
$50 + \underline{\quad} = 100$	$10 + \underline{\quad} = 100$	$30 + \underline{\quad} = 100$
$20 + \underline{\quad} = 100$	$90 + \underline{\quad} = 100$	$70 + \underline{\quad} = 100$

4 Omkring 3 getalle wat, as dit bymekaargetel word, 100 in elke vorm gee.

Circle 3 numbers that add up to 100 in each shape.



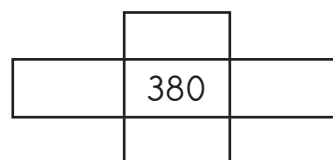
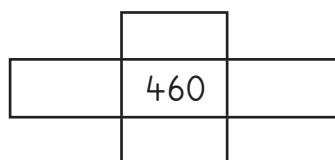
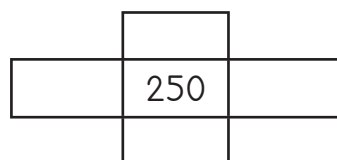
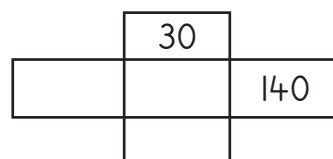
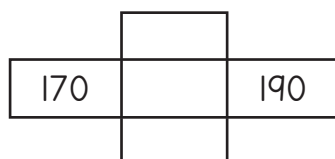
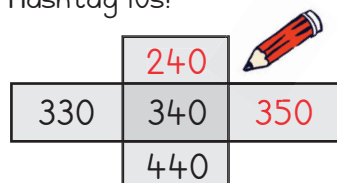
5 Voltooi die patrone van 10'e.

Complete the 10s patterns.

110, 120, 130, 140, 150, 160, 170, _____
 340, 350, _____, _____, _____, _____, 400, _____
 230, 220, 210, _____, _____, _____, 170, _____
 300, _____, _____, _____, _____, 250, 240, _____

6 Hutsmerk-10'e!

Hashtag 10s!



HOOFREKENE
MENTAL MATHS

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CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

honderde hundreds	tiene tens	ene ones
1 0 0	7 0	6

1 7 6

H T E

1	7	6
$100 + 70 + 6 = 176$		

Ons kan 3-syfergetalle met spreikaarte wys. Kyk na hoe die getal 176 gewys word.

We can use flard cards to show 3-digit numbers. Look at how to show the number 176.



Dis hoe jy dit doen!
Wys 359.

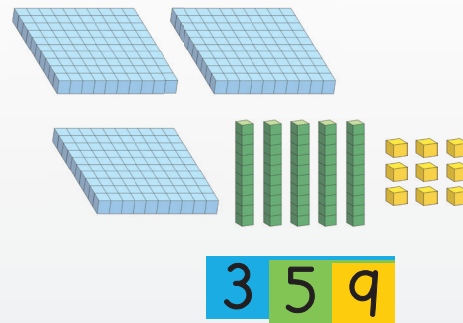
This is how you do it!
Show 359.



1 Wys met spreikaarte en basis 10-blokkies.

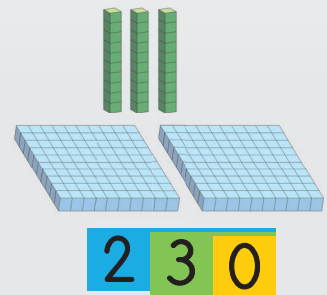
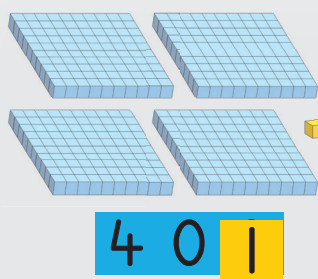
Show with flard cards and base 10 blocks.

421	115	297
426	352	283



Wys 401 en 230. Kyk mooi of daar nulle in die 10'e- en 1'e-plek staan.

Show 401 and 230. Look out for zeros in the 10s and 1s place.



2 Wys met spreikaarte en basis 10-blokkies.

Show with flard cards and base 10 blocks.

101	250	405	208	360	500
-----	-----	-----	-----	-----	-----

3 Skryf die getal neer.

Write the number.

5 100 20 H T E 1 2 5 100 + 20 + 5 = 125	200 8 90 H T E	70 400 2 H T E
200 5 H T E	4 100 H T E	8 200 H T E
10 100 H T E	60 300 H T E	400 90 H T E

4 Omkring die getalle wat, as dit bymekaargetel word, die getal aan die bokant gee.

Circle the numbers that add up to the number at the top.

2 3 1 300 200 30 20 2 1	4 2 5 5 40 20 4 500 400	2 7 0 20 7 2 70 200 700
3 1 5 100 300 50 30 10 5	1 0 6 60 100 6 0 10 1	4 0 3 300 400 30 40 10 3
2 6 1 600 200 20 60 1 2	3 9 5 50 90 900 500 300 5	2 0 7 200 70 2 20 7 700

HOOFREKENE
MENTAL MATHS

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10 OP EN TREK DIT AF
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CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

Daar is geen 10'e nie.
'n Nul staan in die plek daarvan.
There are no 10s. Zero holds the place.



honderde hundreds	tiene tens	ene ones
2	0	1
$200 + 0 + 1 = 201$		

10 ene = 1 tien

10 ones = 1 ten

10 tiene = 1 honderd

10 tens = 1 hundred

tweehonderd en een

two hundred and one

1 Wys die getal met jou basis 10-blokkies.

Show the number using base 10 blocks.

305	220	355	409	184	506
-----	-----	-----	-----	-----	-----

2 Skryf die getal neer.

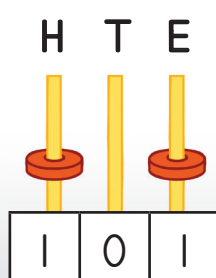
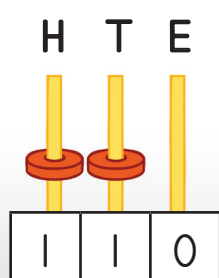
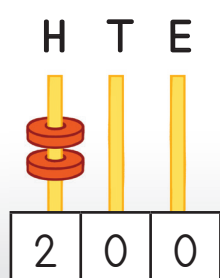
Write the number.

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3 Omkring al die gepaste getalle in elke ry.

Circle the suitable numbers in each row.

Daar is drie honderde. There are three hundreds.	130	310	403	103	318	133	301
Daar is nul honderde. There are zero hundreds.	500	100	80	99	401	75	109
Daar is nul ene. There are zero ones.	301	400	410	320	20	101	202
Daar is een een. There is one one.	101	11	110	100	1	111	112
Daar is nul tiene. There are zero tens.	400	410	301	205	210	10	101
Daar is 2 honderde en 2 ene. There are 2 hundreds and 2 ones.	122	202	422	292	422	252	212

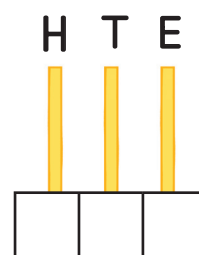
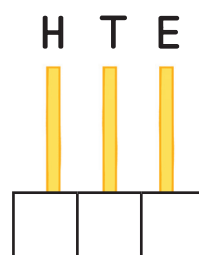
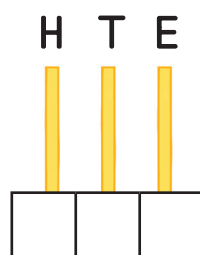
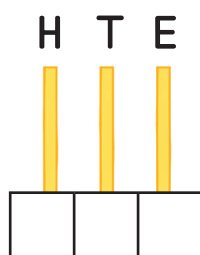
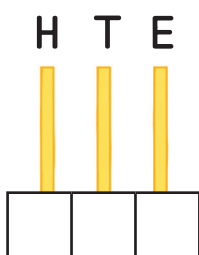
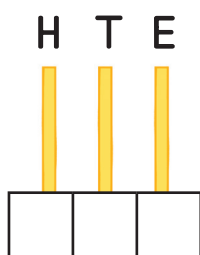


Drie 3-syfergetalle
kan met 2 ringe
gemaak word.
Three 3-digit
numbers can be
made using 2 rings.



4 Watter 3-syfergetalle kan met 3 ringe gemaak word? Teken en skryf die getal neer.

Which 3-digit numbers can you make using 3 rings? Draw and write the number.



5 Tel op of trek af.

Add or subtract.

$427 + 7 = \underline{\quad}$	$217 + 10 = \underline{\quad}$	$232 - 11 = \underline{\quad}$
$335 - 6 = \underline{\quad}$	$337 - 27 = \underline{\quad}$	$346 + 9 = \underline{\quad}$

Kom ons praat Wiskunde!

Let's talk Maths!

In Afrikaans sê ons:

100'e, 10'e en 1'e

plekwaarde

10 is tien 1'e.

100 is tien 10'e.

295 is twee 100'e, nege 10'e en vyf 1'e.

Veelvoude van 10 is 10, 20, 30, ...

In English we say:

100s, 10s and 1s

place value

10 is ten 1s.

100 is ten 10s.

295 is two 100s, nine 10s and five 1s.

Multiples of 10 are 10, 20, 30 ...



1 Wys met basis 10-blokkies en spreikaarte.

Show with base 10-blocks and flard cards.

133	331	313	205
250	400	490	409

Kyk mooi na die plekwaarde van elke syfer in die getal. Maak seker jy sit die korrekte hoeveelheid 100'e, 10'e en 1'e neer. Werk saam in pare!

Look carefully at the place value of each digit in the number. Make sure you put out the correct number of 100s, 10s and 1s. Work in pairs!



2 Hutsmerk-10'e!

Hashtag 10s!

	170	

	320	

	440	

50		70

270		290

380		400

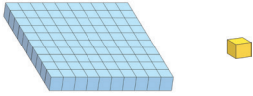
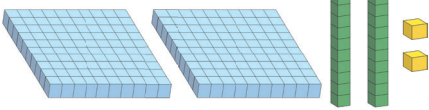
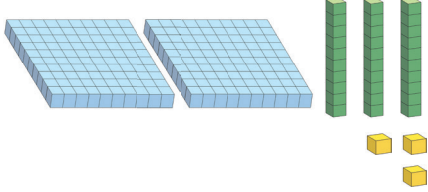
	130	

	220	

	360	

3 Skryf die getal neer.

Write the number.

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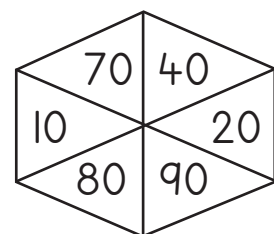
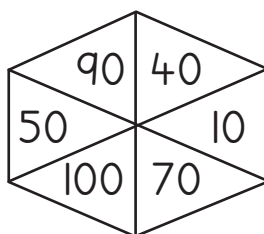
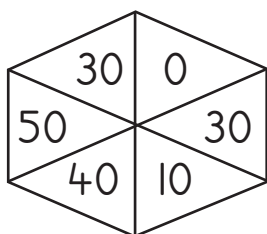
4 Voltooi die patrone van 10.

Complete the patterns of 10.

220, 230, _____, _____, _____, _____, 280, _____
340, 330, 320, _____, _____, _____, 280, 270
380, 390, _____, _____, _____, 430, 440, _____

5 Omkring 3 getalle wat, as dit bymekaargetel word, 100 in elke vorm gee.

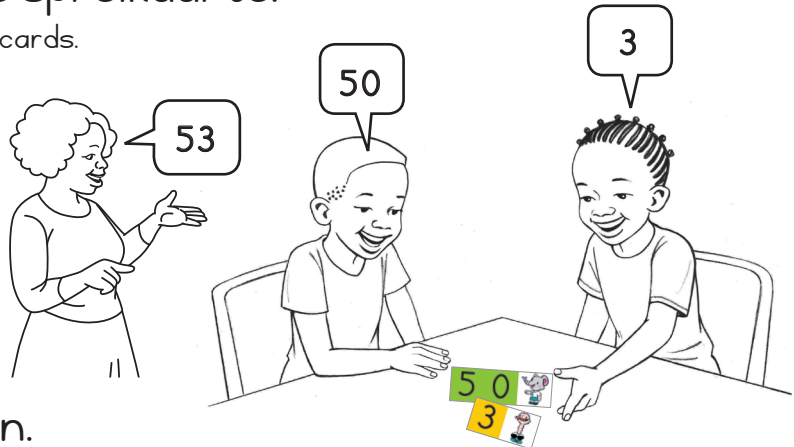
Circle 3 numbers that add up to 100 in each shape.



Speletjie: Hoeveel 10'e is daar? Hoeveel 1'e?

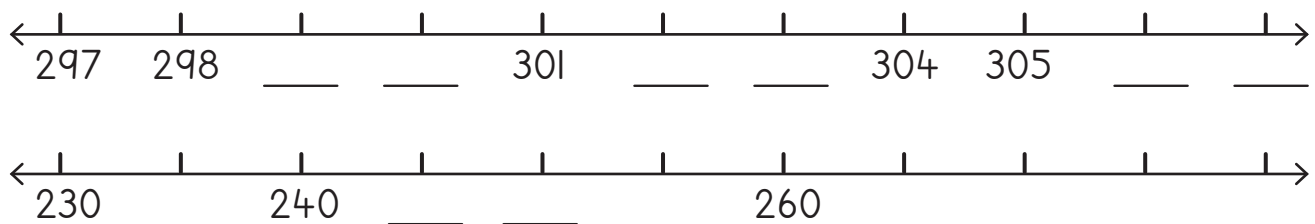
Game: How many 10s? How many 1s?

- Wys die getal met julle spreikaarte.
Show the number using your flard cards.
 - Hoeveel 10'e is daar?
Hoeveel 1'e?
How many 10s? How many 1s?
 - Wat is die getal?
What number?
 - Probeer om dit met
100'e, 10'e en 1'e te doen.
Try it with 100s, 10s and 1s.
- 
- A black and white line drawing of a woman with curly hair, wearing a long-sleeved top and a skirt. She is pointing her right hand towards a speech bubble that contains the number '53'. To her right, the corner of a computer monitor is visible.



1 Voltooi die nommering van die getallelyne.

Complete the numbering of the number lines.



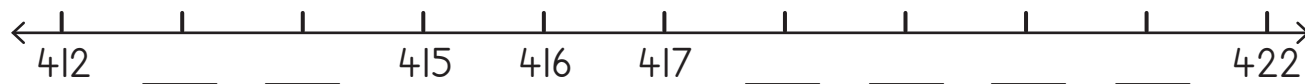
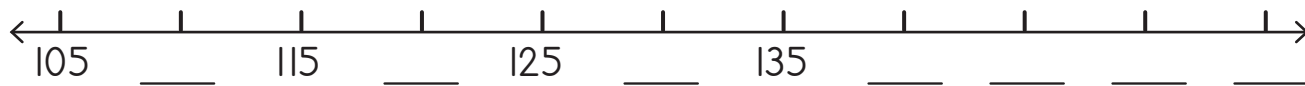
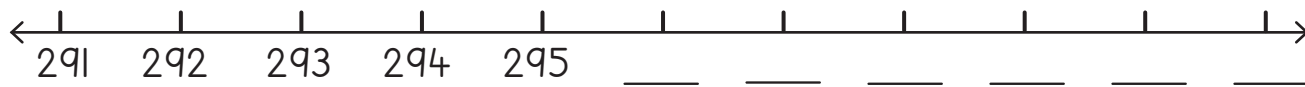
2 Omkring die kleinste getal in elke ry en trek 'n reghoek om die grootste getal.

In each row, draw a circle around the smallest number and a rectangle around the biggest one.

165	38	59	132	209	170	62
83	114	162	58	91	136	108
148	161	94	138	183	115	149
190	172	128	176	118	127	104
82	103	64	152	37	117	135
167	127	119	191	146	163	185

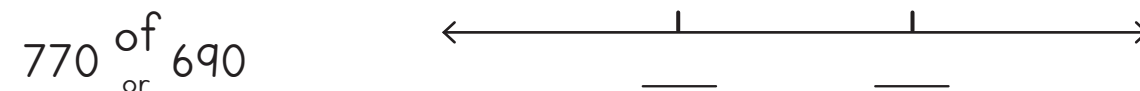
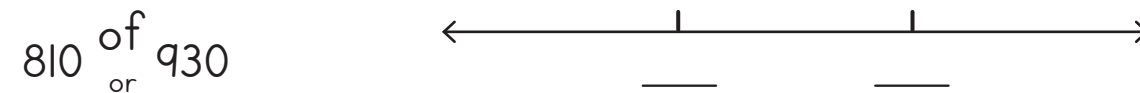
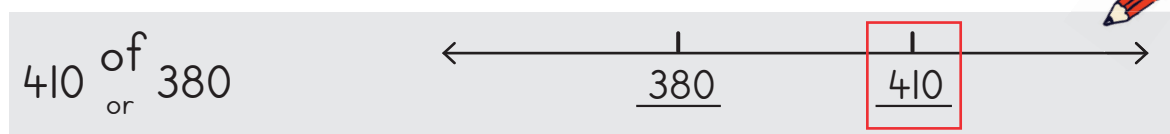
3 Voltooi die nommering van die getallelyne.

Complete the numbering of the number lines.



4 Watter getal is die grootste? Wys dit op die getallelyn.

Which number is bigger? Show it on the number line.



5 Skryf hierdie getalle in volgorde van die kleinste tot die grootste.

Write these numbers in order from smallest to biggest.

305, 350, 335	305, 335, 350 	480, 88, 189	
209, 219, 129		89, 98, 88	

Vergelyk en orden getalle

Comparing and ordering numbers

HOOFREKENE
MENTAL MATHS

WYS MY 'N GETAL
(SPREIKAARTE)
SHOW ME A NUMBER (FLARD CARDS)

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

1

	100	10	1
379	3	7	9
101			
290			
38			
493			
70			
405			
211			
300			

Wys hierdie getalle met
jou basis 10-blokkies.
Hoeveel 100'e, 10'e en
1'e is daar?

Show these numbers with
base 10 blocks. How many
100s, 10s and 1s?



2 Vul die korrekte tekens in.

Fill in the correct signs.

> groter as greater than	< kleiner as less than	= gelyk aan equal to
100 > 90	380 ____ 380	31 ____ 44
101 ____ 110	430 ____ 423	46 ____ 360
398 ____ 398	253 ____ 252	375 ____ 357
411 ____ 390	156 ____ 266	500 ____ 500
257 ____ 157	180 ____ 210	478 ____ 200

3 Tel in l'e. Watter getal staan voor en ná?

Count in ls. Which number comes before and after?

239	240	241		123			449	
	402			417			152	
	296			405			219	
	350			119			452	
	391			477			375	
	396			312			476	
	108			214			479	

4 Skryf in volgorde van die grootste tot die kleinste.

Write in order from biggest to smallest.

434, 444, 344	444, 434, 344
77, 78, 87	
333, 404, 440	
289, 298, 288	
180, 280, 99	

Uitgebreide notasie met 100'e Expanded notation with 100s

HOOFREKENE
MENTAL MATHS

WYS MY 'N GETAL
(SPREIKAARTE)
SHOW ME A NUMBER (FLARD CARDS)

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

Gesels met jou maat oor hierdie getal. Hoeveel 100'e is daar? Hoeveel 10'e? Hoeveel 1'e?

Talk to your partner about this number. How many 100s? How many 10s? How many 1s?



honderde hundreds	tiene tens	ene ones
4	5	9

4 5 9

$$400 + 50 + 9 = 459$$

1 Skryf die getalsinne.

Write the number sentences.

2 6 8 $200 + 60 + 8 = 268$	3 8 6 $+ + =$	1 5 3 $+ + =$
4 7 1 $+ + =$	2 9 5 $+ + =$	3 6 9 $+ + =$

2

	Hoeveel 100'e? How many 100s?	Hoeveel 10'e? How many 10s?	Hoeveel 1'e? How many 1s?
358	3	5	8
205			
394			
174			
437			
291			
460			
186			

3 Omkring die grootste getal.

Circle the biggest number.

3 0 9	4 0 0	2 9 9
1 8	8 1	8 8
5 3	3 1	3 5

4 Omkring die kleinste getal.

Circle the smallest number.

3 0 1	2 1 0	2 0 1
4 3 3	3 3 4	3 3 9
1 7 2	1 7 7	1 2 7

5 Hoeveel 10'e is daar? Hoeveel 1'e? Skryf die getalsin en die getalnaam neer.

How many 10s? How many 1s? Write the number sentence and the number name.

Gebruik jou basis 10-blokkies om getalle te vergelyk as dit jou help om die verskil in te sien.

Use your base 10 blocks to compare numbers if it helps you see the difference.



127 = <u>100</u> + <u>20</u> + <u>7</u>	eenhonderd sewe-en-twintig one hundred and twenty seven
203 = ____ + ____ + ____	
352 = ____ + ____ + ____	
450 = ____ + ____ + ____	
146 = ____ + ____ + ____	
299 = ____ + ____ + ____	

Tel veelvoude van 10 op en trek dit af

Addition and subtraction of multiples of 10

HOOFREKENE
MENTAL MATHS

WYS MY 'N GETAL
(SPREIKAARTE)
SHOW ME A NUMBER (FLARD CARDS)

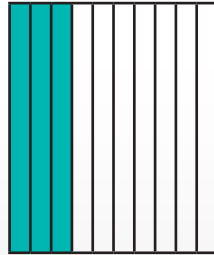
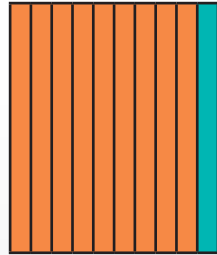
SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

Kyk na hoe ons met 10'e werk. Ons kan 100 oorbrug deur 10'e te gebruik. Ons kan 4 getalsinne skryf!

Look at how we work with 10s. We can bridge 100 using 10s. We can write 4 number sentences!

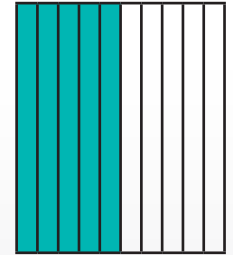
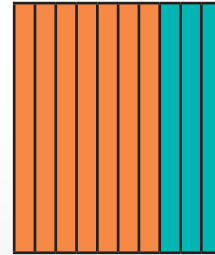


$$90 + 40 = 130$$

$$130 - 40 = 90$$

$$40 + 90 = 130$$

$$130 - 90 = 40$$



$$70 + 80 = 150$$

$$150 - 80 = 70$$

$$80 + 70 = 150$$

$$150 - 70 = 80$$

1 Wys met jou basis 10-blokkies. Skryf die getalsinne.

Show with base 10 blocks. Write the number sentences.

$80 + 50 = \underline{\hspace{2cm}}$ $\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$ $\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$ $\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$	$60 + 70 = \underline{\hspace{2cm}}$ $\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$ $\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$ $\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$
--	--

2 Tel op of trek af.

Add or subtract.

$90 + 20 = \underline{110}$	$110 - 20 = \underline{\hspace{2cm}}$	$70 + 70 = \underline{\hspace{2cm}}$
$90 + 50 = \underline{\hspace{2cm}}$	$110 - 50 = \underline{\hspace{2cm}}$	$60 + 90 = \underline{\hspace{2cm}}$
$80 + 60 = \underline{\hspace{2cm}}$	$120 - 60 = \underline{\hspace{2cm}}$	$40 + 80 = \underline{\hspace{2cm}}$
$80 + 70 = \underline{\hspace{2cm}}$	$120 - 80 = \underline{\hspace{2cm}}$	$140 - 50 = \underline{\hspace{2cm}}$
$60 + 60 = \underline{\hspace{2cm}}$	$130 - 60 = \underline{\hspace{2cm}}$	$150 - 60 = \underline{\hspace{2cm}}$
$60 + 50 = \underline{\hspace{2cm}}$	$130 - 70 = \underline{\hspace{2cm}}$	$160 - 90 = \underline{\hspace{2cm}}$

$$60 + 50 = 110$$

honderde hundreds	tiene tens	ene ones

$$160 + 50 = 210$$

honderde hundreds	tiene tens	ene ones

3 Tel op.

Add.

Getalpatrone is nuttig.
Kan jy die patroon raaksien?
Number patterns are useful.
Do you see the pattern?



$60 + 70 = 130$	$160 + 70 = 230$	$260 + 70 = 330$
$70 + 80 = \underline{\quad}$	$170 + 80 = \underline{\quad}$	$270 + 80 = \underline{\quad}$
$180 + 90 = \underline{\quad}$	$280 + 90 = \underline{\quad}$	$380 + 90 = \underline{\quad}$

$$230 - 60 = 170$$

honderde hundreds	tiene tens	ene ones

$$330 - 60 = 270$$

honderde hundreds	tiene tens	ene ones

4 Trek af.

Subtract.

$110 - 30 = 80$	$210 - 30 = 180$	$310 - 30 = 280$
$170 - 80 = \underline{\quad}$	$270 - 80 = \underline{\quad}$	$370 - 80 = \underline{\quad}$
$250 - 60 = \underline{\quad}$	$350 - 60 = \underline{\quad}$	$450 - 60 = \underline{\quad}$

Kom ons praat Wiskunde!

Let's talk Maths!

In Afrikaans sê ons:

veelvoude van 10

vergelyk

orden

staan voor en staan ná

groter as of kleiner as

die grootste tot die kleinste

die kleinste tot die grootste

In English we say:

multiples of 10

compare

order

comes before and comes after

greater than or smaller than

biggest to smallest

smallest to biggest



1 Skryf die getalsinne.

Write the number sentences.

$\begin{array}{ccc} 1 & 9 & 7 \\ + & + & = \end{array}$	$\begin{array}{ccc} 2 & 5 & 8 \\ + & + & = \end{array}$	$\begin{array}{ccc} 3 & 2 & 5 \\ + & + & = \end{array}$
$\begin{array}{ccc} 4 & 2 & 3 \\ + & + & = \end{array}$	$\begin{array}{ccc} 3 & 4 & 5 \\ + & + & = \end{array}$	$\begin{array}{ccc} 4 & 1 & 7 \\ + & + & = \end{array}$
$\begin{array}{ccc} 2 & 0 & 7 \\ + & = \end{array}$	$\begin{array}{ccc} 1 & 9 & 0 \\ + & = \end{array}$	$\begin{array}{ccc} 4 & 0 & 5 \\ + & = \end{array}$

2 Skryf in volgorde van die kleinste tot die grootste.

Write in order from smallest to biggest.

59, 50, 90		111, 110, 101	
266, 246, 426		340, 430, 304	
409, 194, 149		500, 409, 499	

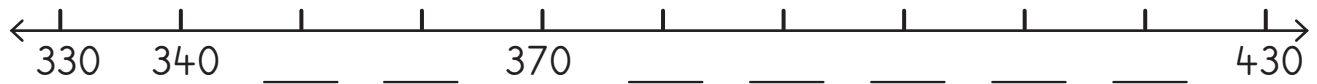
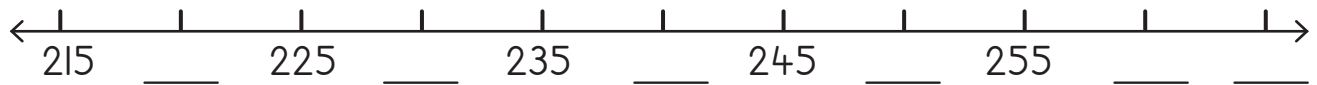
- 3 Wys die getalle met basis 10-blokkies. Hoeveel 100'e, 10'e en 1'e is daar?

Show the numbers with base 10 blocks. How many 100s, 10s and 1s?

	100	10	1
195			
270			
403			
20			
322			

- 4 Voltooi die nommering van die getallelyne.

Complete the numbering of the number lines.



- 5 Tel op of trek af.

Add or subtract.

$450 + 40 = \underline{\quad}$	$300 - 30 = \underline{\quad}$	$240 + 60 = \underline{\quad}$
$360 + 40 = \underline{\quad}$	$400 - 60 = \underline{\quad}$	$110 + 80 = \underline{\quad}$
$490 + 10 = \underline{\quad}$	$400 - 40 = \underline{\quad}$	$300 - 90 = \underline{\quad}$

HOOFREKENE
MENTAL MATHS

WYS MY 'N GETAL (BLOKKIES)
SHOW ME A NUMBER (BLOCKS)

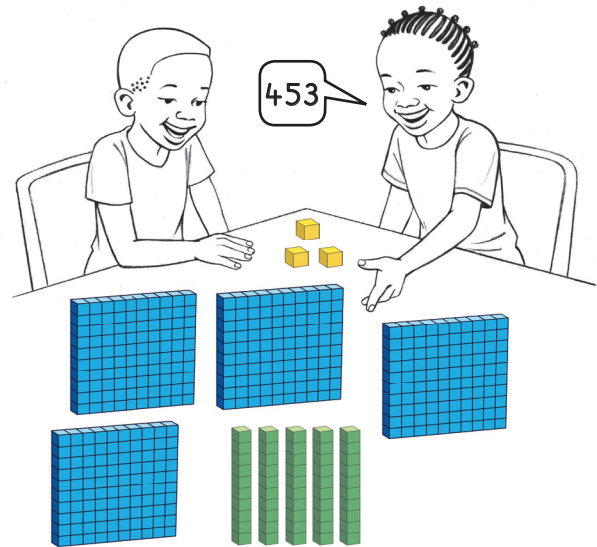
SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

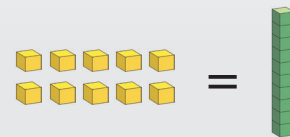
Speletjie: Wat is die getal?
Game: What number?

- Werk saam in pare. Bou die getal met julle blokkies.
Work in pairs. Build the number using your blocks.
- Wat is die getal?
What number?
- Hoeveel 100'e is daar?
Hoeveel 10'e? Hoeveel 1'e?
How many 100s? How many 10s? How many 1s?



Werk altyd die som in jou kop uit as jy kan. Gebruik blokkies as jy moet. Onthou, tien 1'e maak een 10.

Always work in your head if you can. Use blocks if you need to. Remember ten 1s make one 10.



I Tel op deur die 1'e saam te groepeer.
Add by grouping the 1s.

$34 + 6 = 40$	$44 + 6 = \underline{\quad}$	$29 + 1 = \underline{\quad}$
$37 + 3 = \underline{\quad}$	$36 + 4 = \underline{\quad}$	$39 + 1 = \underline{\quad}$
$47 + 3 = \underline{\quad}$	$26 + 4 = \underline{\quad}$	$42 + 8 = \underline{\quad}$

2 Tel op.

Add.

$37 + 3 = \underline{40}$	$46 + 4 = \underline{\quad}$	$41 + 9 = \underline{\quad}$
$71 + 9 = \underline{\quad}$	$21 + 9 = \underline{\quad}$	$37 + 3 = \underline{\quad}$
$82 + 8 = \underline{\quad}$	$74 + 6 = \underline{\quad}$	$28 + 2 = \underline{\quad}$
$55 + 5 = \underline{\quad}$	$38 + 2 = \underline{\quad}$	$65 + 5 = \underline{\quad}$
$63 + 7 = \underline{\quad}$	$57 + 3 = \underline{\quad}$	$84 + 6 = \underline{\quad}$

3 Tel op om die getal bo-aan die vuurtoring te maak.

Add to make the number at the top of the lighthouse.



Speletjie: Vinnige wiskunde met kaarte - tel op

Game: Fast maths with cards - add

- Sit getalkaarte 0 tot 10 op 'n hopie neer.

Place number cards 0 to 10 in a pile.

- Draai een kaart om.

Flip one card.

- Hoeveel is nodig om 20 te maak?

How much to make 20?

- Werk vinnig! Maak 30, 40, 50, 60, 90 of 100.

Work fast! Make 30, 40, 50, 60, 90 or 100.



Hoofrekene-optelling deur oor te dra

Mental addition with carrying

HOOFREKENE
MENTAL MATHS

WYS MY 'N GETAL (BLOKKIES)
SHOW ME A NUMBER (BLOCKS)

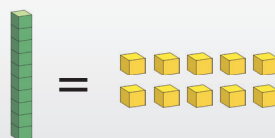
SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

Werk altyd die som in jou kop uit as jy kan. Gebruik blokkies as jy moet. Onthou, tien l'e maak een 10.

Always work in your head if you can. Use blocks if you need to. Remember ten is make one 10.



1 Tel op deur die l'e saam te groepeer.

Add by grouping the 1s.

$36 + 5 = 41$	$29 + 4 = \underline{\quad}$	$37 + 6 = \underline{\quad}$
$38 + 4 = \underline{\quad}$	$39 + 5 = \underline{\quad}$	$47 + 6 = \underline{\quad}$
$28 + 4 = \underline{\quad}$	$45 + 9 = \underline{\quad}$	$38 + 4 = \underline{\quad}$

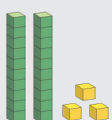
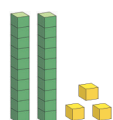
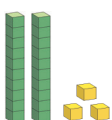
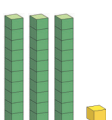
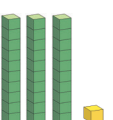
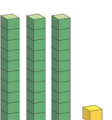
2 Tel op.

Add.

$9 + 3 = 12$	$6 + 6 = \underline{\quad}$	$25 + 5 = \underline{\quad}$	$27 + 6 = \underline{\quad}$
$8 + 5 = \underline{\quad}$	$7 + 7 = \underline{\quad}$	$26 + 6 = \underline{\quad}$	$28 + 7 = \underline{\quad}$
$7 + 8 = \underline{\quad}$	$8 + 8 = \underline{\quad}$	$27 + 7 = \underline{\quad}$	$29 + 8 = \underline{\quad}$
$9 + 6 = \underline{\quad}$	$9 + 9 = \underline{\quad}$	$28 + 8 = \underline{\quad}$	$29 + 9 = \underline{\quad}$

3 Tel op. Skryf die getalsinne.

Add. Write the number sentences.

 $23 + 30 = 53$	 $\quad + \quad =$	 $\quad + \quad =$
 $\quad + \quad =$	 $\quad + \quad =$	 $\quad + \quad =$

4 Tel op.

Add.

$9 + 20 = 29$	$9 + 40 = \underline{\quad}$	$9 + 50 = \underline{\quad}$	$9 + 60 = \underline{\quad}$
$17 + 20 = \underline{\quad}$	$17 + 30 = \underline{\quad}$	$17 + 40 = \underline{\quad}$	$17 + 60 = \underline{\quad}$
$24 + 20 = \underline{\quad}$	$24 + 30 = \underline{\quad}$	$24 + 40 = \underline{\quad}$	$24 + 50 = \underline{\quad}$
$38 + 10 = \underline{\quad}$	$38 + 20 = \underline{\quad}$	$38 + 30 = \underline{\quad}$	$38 + 40 = \underline{\quad}$

5 Los op. Skryf die letters onder die getalle neer.

Solve. Write the letter below the answer.

$21 - 7 = 14$	K	$22 - 6 = \underline{\quad}$	M	$18 + 5 = \underline{\quad}$	S
$24 - 5 = \underline{\quad}$	O	$19 + 2 = \underline{\quad}$	N	$29 + 3 = \underline{\quad}$	K
$17 + 7 = \underline{\quad}$	D	$23 - 8 = \underline{\quad}$	O	$26 + 8 = \underline{\quad}$	N
$31 - 3 = \underline{\quad}$	N	$25 + 8 = \underline{\quad}$	E	$32 - 6 = \underline{\quad}$	O
$29 + 2 = \underline{\quad}$	E	$35 - 8 = \underline{\quad}$	E	$38 + 2 = \underline{\quad}$	E
$33 - 4 = \underline{\quad}$	R				

14	15	16	19	21	23	24	26	27	28	29	31	32	33	34	40
K															

Tel met behulp van 'n getallelyn oor 100 op

Addition over 100 using a number line

HOOFREKENE
MENTAL MATHS

WYS MY 'N GETAL (BLOKKIES)
SHOW ME A NUMBER (BLOCKS)

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

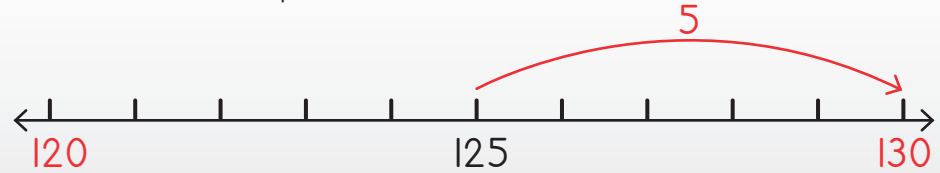
Kyk na hoe ons tot by die volgende 10 kan beweeg.

Look how we can move to the next 10.



'n 10 word volgemaak.

A 10 is filled up.



Vergelyk:

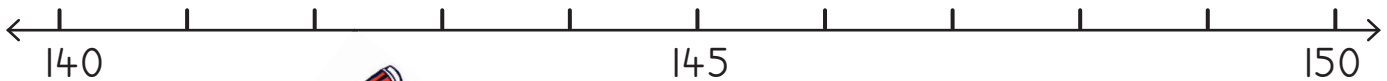
Compare:

$$125 + 5 = 130$$

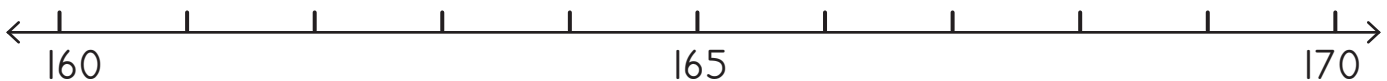
$$25 + 5 = 30$$

1 Tel op. Gebruik die getallelyn.

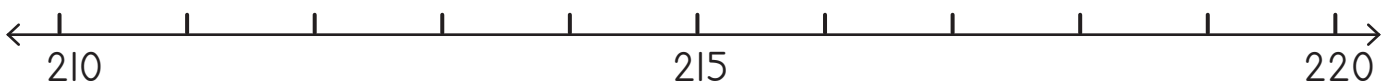
Add. Use the number line.



$142 + 6 = \underline{148}$	$143 + 7 = \underline{\quad}$	$145 + 4 = \underline{\quad}$	$144 + 6 = \underline{\quad}$
-----------------------------	-------------------------------	-------------------------------	-------------------------------



$161 + 4 = \underline{\quad}$	$164 + 6 = \underline{\quad}$	$165 + 5 = \underline{\quad}$	$168 + 1 = \underline{\quad}$
-------------------------------	-------------------------------	-------------------------------	-------------------------------



$217 + 3 = \underline{\quad}$	$210 + 7 = \underline{\quad}$	$211 + 6 = \underline{\quad}$	$216 + 4 = \underline{\quad}$
-------------------------------	-------------------------------	-------------------------------	-------------------------------

2 Tel op.

Add.

$35 + 5 = \underline{40}$	$62 + 8 = \underline{\quad}$	$31 + 9 = \underline{\quad}$	$77 + \underline{\quad} = 80$
$135 + 5 = \underline{140}$	$162 + 8 = \underline{\quad}$	$131 + 9 = \underline{\quad}$	$177 + \underline{\quad} = 180$
$235 + 5 = \underline{240}$	$262 + 8 = \underline{\quad}$	$231 + 9 = \underline{\quad}$	$277 + \underline{\quad} = 280$

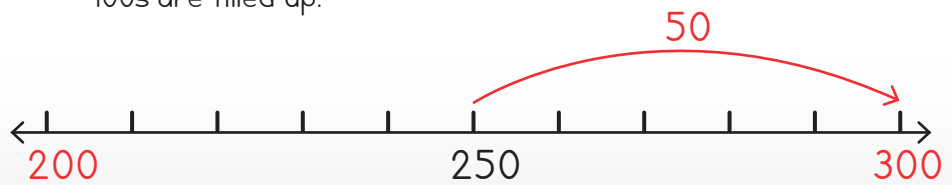
Kyk na hoe ons tot by die volgende honderd kan beweeg.

Look how we can move to the next hundred.



100'e word volgemaak.

100s are filled up.



Vergelyk:

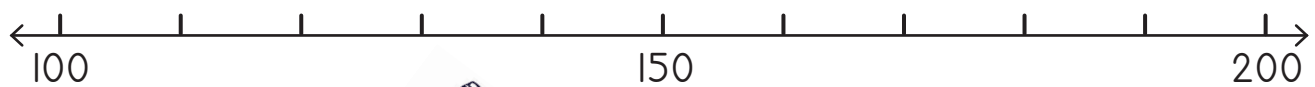
Compare:

$$250 + 50 = 300$$

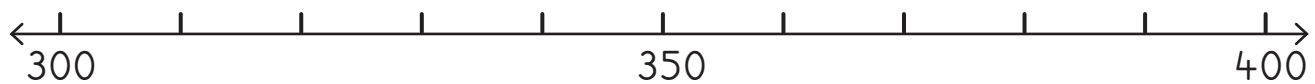
$$50 + 50 = 100$$

3 Tel op. Gebruik die getallelyn.

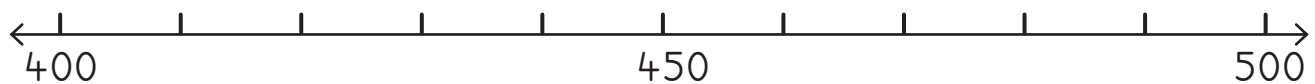
Add. Use the number line.



$170 + 30 = \underline{200}$	$150 + 50 = \underline{\quad}$	$110 + 90 = \underline{\quad}$
$140 + 60 = \underline{\quad}$	$150 + 50 = \underline{\quad}$	$160 + 40 = \underline{\quad}$



$340 + 30 = \underline{\quad}$	$330 + 40 = \underline{\quad}$	$350 + 40 = \underline{\quad}$
$390 + 10 = \underline{\quad}$	$360 + 20 = \underline{\quad}$	$350 + 50 = \underline{\quad}$



$450 + 50 = \underline{\quad}$	$410 + 40 = \underline{\quad}$	$440 + 50 = \underline{\quad}$
$450 + 30 = \underline{\quad}$	$470 + 30 = \underline{\quad}$	$430 + 70 = \underline{\quad}$

4 Tel op.

Add.

$80 + 20 = \underline{100}$	$20 + 60 = \underline{\quad}$	$60 + 40 = \underline{\quad}$
$70 + \underline{\quad} = 100$	$140 + 50 = \underline{\quad}$	$260 + 40 = \underline{\quad}$

Tel met behulp van die kolommetode op

Addition using the column method

HOOFREKENE
MENTAL MATHS

WYS MY 'N GETAL (BLOKKIES)
SHOW ME A NUMBER (BLOCKS)

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

$$26 + 33 = 59$$

26 is dieselfde as 20 en 6. 26 is the same as 20 and 6.		
Om 33 by te tel, is dieselfde as om 30 en 3 by te tel. Adding 33 is the same as adding 30 and 3.		
Kom ons tel 10'e en l'e op. Let's add 10s and 1s.		

tiene tens	ene ones
2	6

+ 3	3
5	9

2 tiene en 3 tiene gee 5 tiene.
6 ene en 3 ene gee 9 ene.
Ek het altesame 59.

2 tens and 3 tens makes 5 tens.
6 ones and 3 ones makes 9 ones.
I have 59 altogether.



I Tel op met blokkies.

Add using blocks.

$47 + 32 = 79$	$51 + 22 = \underline{\quad}$	$25 + 46 = \underline{\quad}$
$31 + 61 = \underline{\quad}$	$83 + 22 = \underline{\quad}$	$54 + 13 = \underline{\quad}$

2 Tel op.

Add.

		5	6
		+	1 2
		6	8

		3	5
		+	2 3

3 Tel op. Gebruik jou blokkies.

Add. Use your blocks.

$26 + 13 = \underline{\quad}$

tiene tens	ene ones
2	6
+	1 3
3	9

$25 + 51 = \underline{\quad}$

tiene tens	ene ones
+	

$22 + 32 = \underline{\quad}$

tiene tens	ene ones
+	

$36 + 11 = \underline{\quad}$

tiene tens	ene ones
+	

$33 + 52 = \underline{\quad}$

tiene tens	ene ones
+	

$34 + 45 = \underline{\quad}$

tiene tens	ene ones
+	

$42 + 34 = \underline{\quad}$

tiene tens	ene ones
+	

$55 + 24 = \underline{\quad}$

tiene tens	ene ones
+	

$61 + 38 = \underline{\quad}$

tiene tens	ene ones
+	

Kom ons praat Wiskunde!

Let's talk Maths!

In Afrikaans sê ons:

maak 'n 10

Tien 1'e is dieselfde as een 10.

getalsin

tel op

Tel veelvoude van 10 op.

Tien 10'e is dieselfde as een 100.

Maak die 100'e vol.

In English we say:

make a 10

Ten ones is the same as one 10.

number sentence

add

Add multiples of 10.

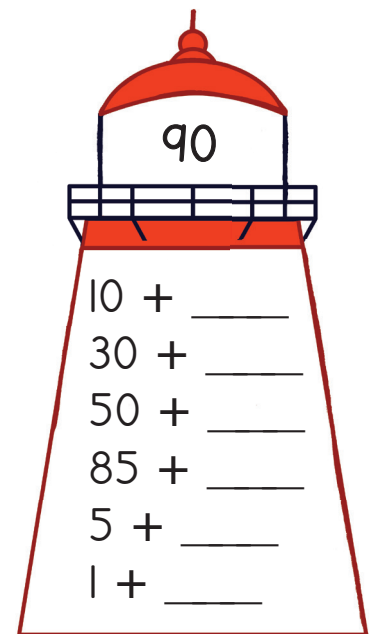
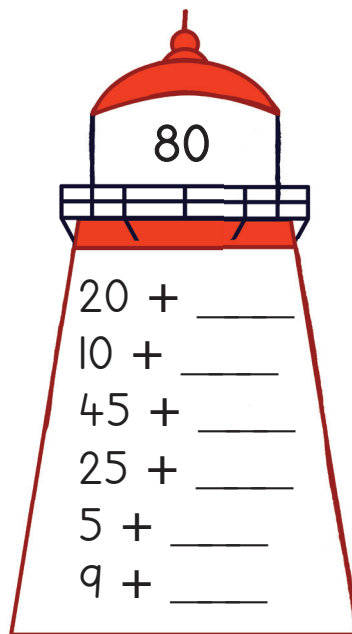
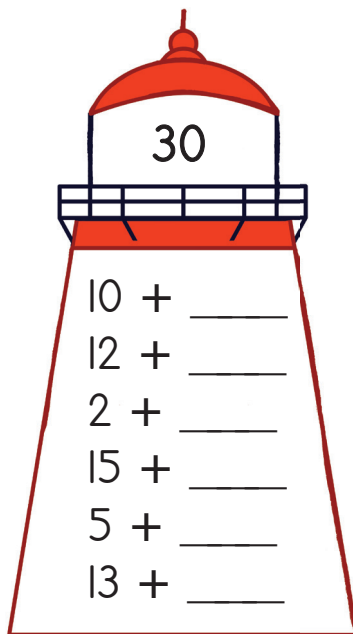
Ten 10s is the same as one 100.

Fill the 100s.



1 Tel op om die getal bo-aan die vuurtoring te maak.

Add to make the number at the top of the lighthouse.



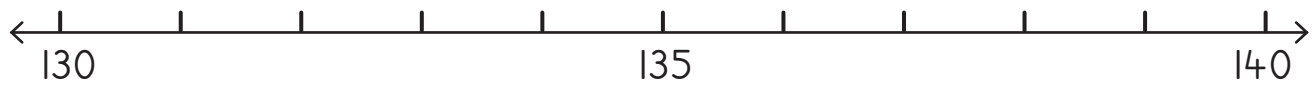
2 Tel op.

Add.

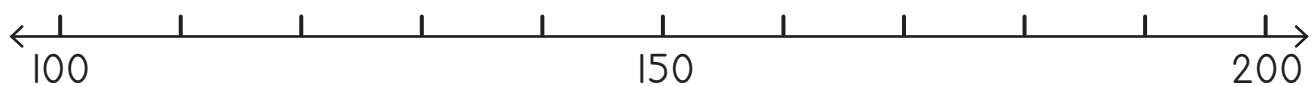
$235 + 5 = \underline{\quad}$	$142 + 7 = \underline{\quad}$	$333 + \underline{\quad} = 340$
$178 + \underline{\quad} = 180$	$330 + 50 = \underline{\quad}$	$260 + 40 = \underline{\quad}$

3 Tel met behulp van die getallelyn op.

Add using the number line.



$130 + 10 = \underline{\hspace{2cm}}$	$134 + 5 = \underline{\hspace{2cm}}$	$134 + 6 = \underline{\hspace{2cm}}$
$130 + 7 = \underline{\hspace{2cm}}$	$132 + 8 = \underline{\hspace{2cm}}$	$136 + 4 = \underline{\hspace{2cm}}$



$120 + 30 = \underline{\hspace{2cm}}$	$150 + 10 = \underline{\hspace{2cm}}$	$160 + 40 = \underline{\hspace{2cm}}$
$180 + 20 = \underline{\hspace{2cm}}$	$160 + 30 = \underline{\hspace{2cm}}$	$130 + 70 = \underline{\hspace{2cm}}$

4 Tel op.

Add.

$$14 + 52 = \underline{\hspace{2cm}}$$

tiene tens	ene ones

+	

$$65 + 24 = \underline{\hspace{2cm}}$$

tiene tens	ene ones

+	

$$33 + 56 = \underline{\hspace{2cm}}$$

tiene tens	ene ones

+	

$$34 + 31 = \underline{\hspace{2cm}}$$

tiene tens	ene ones

+	

$$67 + 22 = \underline{\hspace{2cm}}$$

tiene tens	ene ones

+	

$$81 + 12 = \underline{\hspace{2cm}}$$

tiene tens	ene ones

+	

HOOFREKENE
MENTAL MATHS

MEER AS
MORE THAN

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

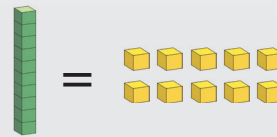
Speletjie: Vinnige wiskunde met kaarte - trek af
Game: Fast maths with cards - subtract

- Sit getalkaarte 0 tot 10 op 'n hople neer.
Place number cards 0 to 10 in a pile.
- Draai een kaart om.
Flip one card.
- Trek van 50 af.
Subtract from 50.
- Trek dan van 60, 70, 80, 90 en 100 af.
Next subtract from 60, 70, 80, 90 and 100.



Werk die som altyd in jou kop uit as jy kan. Gebruik blokkies as jy moet. Ruil een 10 vir tien l'e om.

Always work in your head if you can. Use blocks if you need to. Exchange one 10 for ten 1s.



I Trek af deur een tien om te ruil.

Subtract by exchanging one ten.

$40 - 6 = \underline{34}$	$30 - 5 = \underline{\quad}$	$20 - 1 = \underline{\quad}$
$50 - 2 = \underline{\quad}$	$20 - 7 = \underline{\quad}$	$60 - 4 = \underline{\quad}$
$30 - 4 = \underline{\quad}$	$20 - 4 = \underline{\quad}$	$40 - 8 = \underline{\quad}$

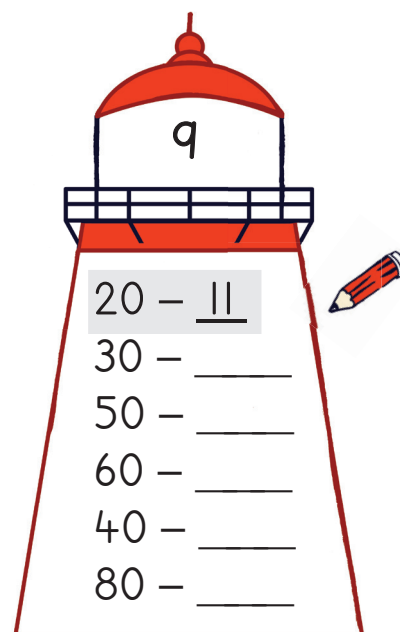
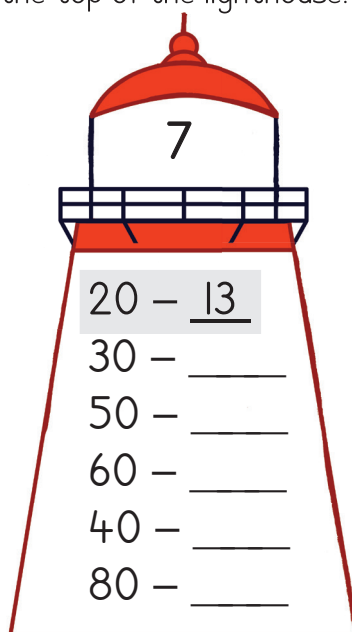
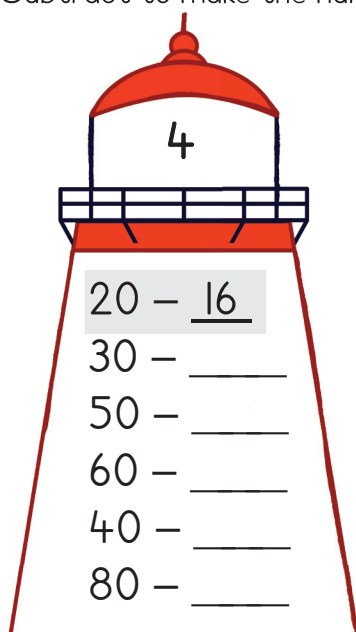
2 Trek af.

Subtract.

$10 - 2 = \underline{8}$	$10 - 3 = \underline{\quad}$	$10 - 6 = \underline{\quad}$
$20 - 2 = \underline{\quad}$	$20 - 3 = \underline{\quad}$	$20 - 6 = \underline{\quad}$
$30 - 4 = \underline{\quad}$	$30 - 7 = \underline{\quad}$	$30 - 1 = \underline{\quad}$
$40 - 4 = \underline{\quad}$	$40 - 7 = \underline{\quad}$	$40 - 1 = \underline{\quad}$
$50 - 5 = \underline{\quad}$	$50 - 4 = \underline{\quad}$	$50 - 8 = \underline{\quad}$
$60 - 5 = \underline{\quad}$	$60 - 4 = \underline{\quad}$	$60 - 8 = \underline{\quad}$

3 Trek af om die getal bo-aan die vuurtoring te maak.

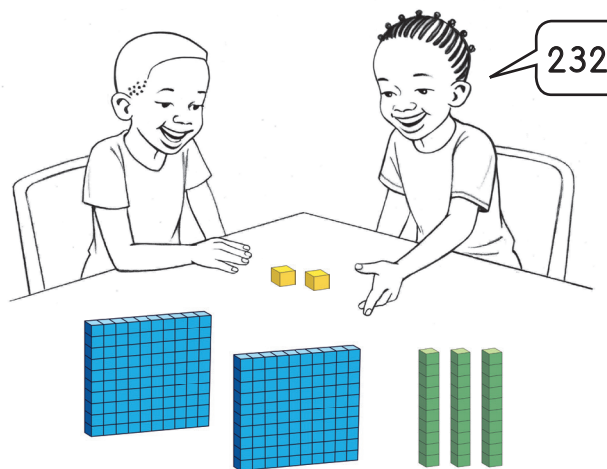
Subtract to make the number at the top of the lighthouse.



Speletjie: Wat is die getal?

Game: What number?

- Werk saam in pare. Bou die getal met julle blokkies.
Work in pairs. Build the number using your blocks.
- Wat is die getal?
What number?
- Hoeveel 100'e is daar?
Hoeveel 10'e? Hoeveel 1'e?
How many 100s? How many 10s? How many 1s?



HOOFREKENE
MENTAL MATHS

MEER AS
MORE THAN

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

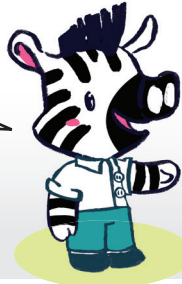
WERKKAARTE
WORKSHEETS

1 Trek af deur een tien om te ruil.

Subtract by exchanging one ten.

$41 - 5 = \underline{36}$	$32 - 5 = \underline{\quad}$	$24 - 7 = \underline{\quad}$
$56 - 8 = \underline{\quad}$	$45 - 6 = \underline{\quad}$	$37 - 8 = \underline{\quad}$
$44 - 9 = \underline{\quad}$	$54 - 6 = \underline{\quad}$	$33 - 5 = \underline{\quad}$

Trek eers die l'e af en
trek dan die 10'e af.
First subtract the 1s and
then subtract the 10s.



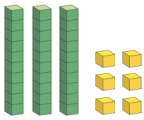
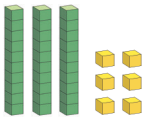
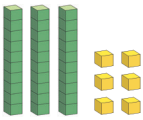
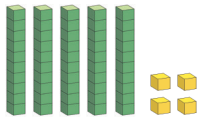
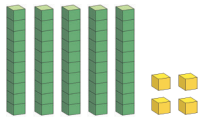
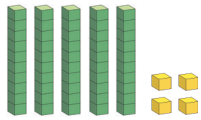
$35 - 23 = 12$

2 Trek af.

Subtract.

$12 - 4 = \underline{8}$	$11 - 7 = \underline{\quad}$	$30 - 5 = \underline{\quad}$	$42 - 4 = \underline{\quad}$
$11 - 5 = \underline{\quad}$	$12 - 8 = \underline{\quad}$	$32 - 6 = \underline{\quad}$	$43 - 5 = \underline{\quad}$
$13 - 6 = \underline{\quad}$	$13 - 7 = \underline{\quad}$	$34 - 7 = \underline{\quad}$	$44 - 7 = \underline{\quad}$
$15 - 8 = \underline{\quad}$	$14 - 8 = \underline{\quad}$	$36 - 8 = \underline{\quad}$	$52 - 5 = \underline{\quad}$

3 Trek af. Subtract.

 $36 - 20 = \underline{\hspace{2cm}}$	 $36 - 24 = \underline{\hspace{2cm}}$	 $36 - 26 = \underline{\hspace{2cm}}$
 $54 - 30 = \underline{\hspace{2cm}}$	 $54 - 32 = \underline{\hspace{2cm}}$	 $54 - 52 = \underline{\hspace{2cm}}$

4

$39 - 20 = \underline{19}$	$49 - 40 = \underline{\hspace{2cm}}$	$69 - 50 = \underline{\hspace{2cm}}$	$69 - 60 = \underline{\hspace{2cm}}$
$47 - 20 = \underline{\hspace{2cm}}$	$57 - 30 = \underline{\hspace{2cm}}$	$67 - 40 = \underline{\hspace{2cm}}$	$77 - 60 = \underline{\hspace{2cm}}$
$54 - 20 = \underline{\hspace{2cm}}$	$54 - 40 = \underline{\hspace{2cm}}$	$74 - 40 = \underline{\hspace{2cm}}$	$74 - 50 = \underline{\hspace{2cm}}$

5 Trek af. Kleur die antwoord op die rooster in. Subtract. Colour the answer on the grid.

$25 - 20 = \underline{5}$	$59 - 31 = \underline{\hspace{2cm}}$
$36 - 30 = \underline{\hspace{2cm}}$	$46 - 14 = \underline{\hspace{2cm}}$
$26 - 12 = \underline{\hspace{2cm}}$	$59 - 20 = \underline{\hspace{2cm}}$
$39 - 22 = \underline{\hspace{2cm}}$	$64 - 23 = \underline{\hspace{2cm}}$
$44 - 21 = \underline{\hspace{2cm}}$	$92 - 42 = \underline{\hspace{2cm}}$
$83 - 32 = \underline{\hspace{2cm}}$	$89 - 11 = \underline{\hspace{2cm}}$
$94 - 34 = \underline{\hspace{2cm}}$	$98 - 14 = \underline{\hspace{2cm}}$
$75 - 13 = \underline{\hspace{2cm}}$	$99 - 12 = \underline{\hspace{2cm}}$
$99 - 30 = \underline{\hspace{2cm}}$	$100 - 5 = \underline{\hspace{2cm}}$
$95 - 22 = \underline{\hspace{2cm}}$	$104 - 8 = \underline{\hspace{2cm}}$

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

Trek met behulp van 'n getallelyn oor 100 af

Subtraction over 100 using a number line

HOOFREKENE
MENTAL MATHS

MEER AS
MORE THAN

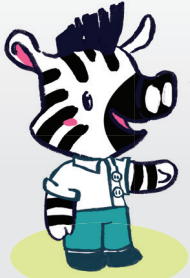
SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

Kyk na hoe ons met behulp van 'n getallelyn van die 10'e kan aftrek.

Look at how we can subtract from the 10s using a number line.



Trek van 'n volle 10 af.

Subtract from a full 10.



Vergelyk:

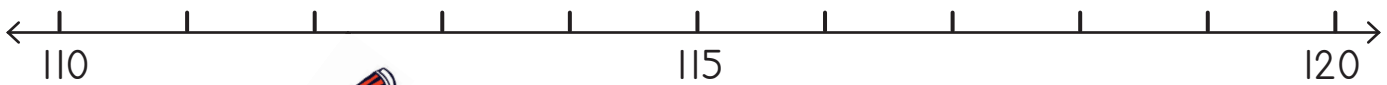
Compare:

$$130 - 4 = 126$$

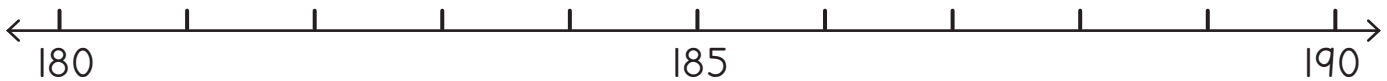
$$30 - 4 = 26$$

1 Trek af. Gebruik die getallelyn.

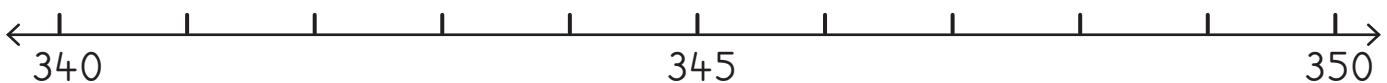
Subtract. Use the number line.



$120 - 6 = \underline{114}$	$120 - 2 = \underline{\quad}$	$120 - 1 = \underline{\quad}$	$120 - 10 = \underline{\quad}$
-----------------------------	-------------------------------	-------------------------------	--------------------------------



$190 - 3 = \underline{\quad}$	$190 - 5 = \underline{\quad}$	$190 - 8 = \underline{\quad}$	$190 - 5 = \underline{\quad}$
-------------------------------	-------------------------------	-------------------------------	-------------------------------



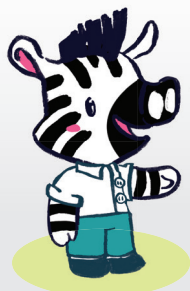
$350 - 1 = \underline{\quad}$	$350 - 10 = \underline{\quad}$	$350 - 4 = \underline{\quad}$	$350 - 8 = \underline{\quad}$
-------------------------------	--------------------------------	-------------------------------	-------------------------------

2 Trek af.

Subtract.

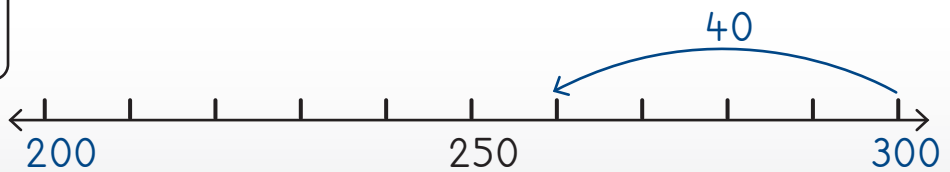
$40 - 5 = \underline{35}$	$60 - 8 = \underline{\quad}$	$30 - 2 = \underline{\quad}$	$80 - \underline{\quad} = 77$
$140 - 5 = \underline{135}$	$160 - 8 = \underline{\quad}$	$130 - 2 = \underline{\quad}$	$180 - \underline{\quad} = 177$
$240 - 5 = \underline{235}$	$260 - 8 = \underline{\quad}$	$230 - 2 = \underline{\quad}$	$280 - \underline{\quad} = 277$

Kyk na hoe ons met behulp van 'n getallelyn van die 100'e kan aftrek.
Look at how we can subtract from the 100s using a number line.



Trek van die 100'e af.

Subtract from the 100s.



Vergelyk:

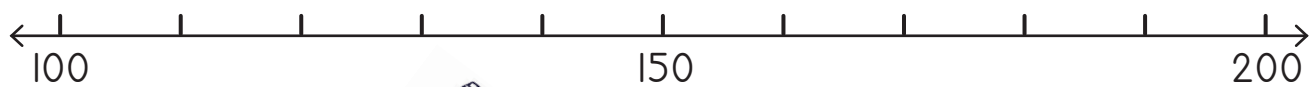
Compare:

$$300 - 40 = 260$$

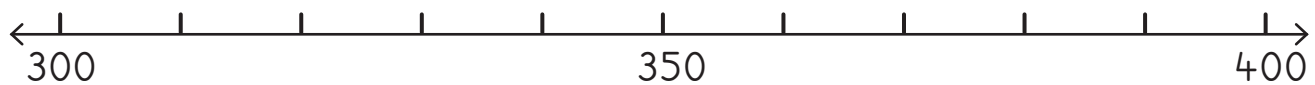
$$100 - 40 = 60$$

3 Trek af. Gebruik die getallelyn.

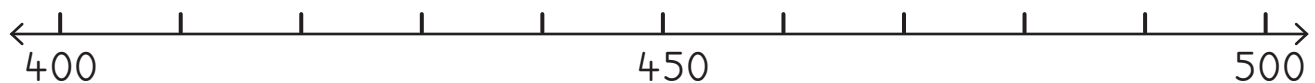
Subtract. Use the number line.



$200 - 30 = \underline{170}$	$200 - 20 = \underline{\quad}$	$200 - 80 = \underline{\quad}$
$200 - 10 = \underline{\quad}$	$160 - 30 = \underline{\quad}$	$160 - 60 = \underline{\quad}$



$400 - 60 = \underline{\quad}$	$400 - 50 = \underline{\quad}$	$400 - 10 = \underline{\quad}$
$400 - 100 = \underline{\quad}$	$400 - 30 = \underline{\quad}$	$380 - 80 = \underline{\quad}$



$500 - 90 = \underline{\quad}$	$500 - 30 = \underline{\quad}$	$500 - 70 = \underline{\quad}$
$500 - 60 = \underline{\quad}$	$450 - 40 = \underline{\quad}$	$450 - 50 = \underline{\quad}$

4 Trek af.

Subtract.

$100 - 20 = \underline{80}$	$100 - 60 = \underline{\quad}$	$200 - 40 = \underline{\quad}$
$200 - \underline{\quad} = 150$	$200 - 40 = \underline{\quad}$	$300 - \underline{\quad} = 260$

Trek met behulp van die kolommetode af

Subtraction using the column method

HOOFREKENE
MENTAL MATHS

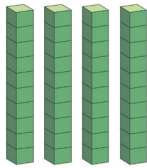
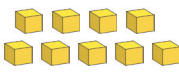
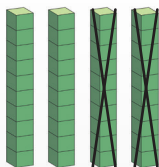
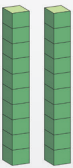
MEER AS
MORE THAN

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

$$49 - 21 = \underline{28}$$

49 is dieselfde as 40 en 9. 49 is the same as 40 and 9.		
Kom ons trek nou 21 af. Now let's subtract 21.		
		

tiene tens	ene ones
4	9
- 2	1
2	8

9 ene neem weg 1 een gee 8 ene.
4 tiene neem weg 2 tiene gee 2 tiene.
2 tiene en 8 ene is 28.

9 ones take away 1 one leaves 8 ones.
4 tens take away 2 tens leaves 2 tens.
2 tens and 8 ones makes 28.



I Trek af met blokkies.

Subtract using blocks.

$58 - 16 = \underline{42}$	$49 - 23 = \underline{\quad}$	$68 - 37 = \underline{\quad}$
$36 - 13 = \underline{\quad}$	$74 - 21 = \underline{\quad}$	$94 - 42 = \underline{\quad}$
$84 - 12 = \underline{\quad}$	$38 - 17 = \underline{\quad}$	$36 - 15 = \underline{\quad}$

2 Trek af.

Subtract.

	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 50%; text-align: center;">6</td><td style="width: 50%; text-align: center;">5</td></tr> <tr><td colspan="2" style="text-align: center;">-----</td></tr> <tr><td style="text-align: center;">-</td><td style="text-align: center;">2</td></tr> <tr><td colspan="2" style="text-align: center;">-----</td></tr> <tr><td style="text-align: center;">4</td><td style="text-align: center;">4</td></tr> </table>	6	5	-----		-	2	-----		4	4		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 50%; text-align: center;">4</td><td style="width: 50%; text-align: center;">8</td></tr> <tr><td colspan="2" style="text-align: center;">-----</td></tr> <tr><td style="text-align: center;">-</td><td style="text-align: center;">2</td></tr> <tr><td colspan="2" style="text-align: center;">-----</td></tr> <tr><td></td><td style="text-align: center;">3</td></tr> </table>	4	8	-----		-	2	-----			3
6	5																						

-	2																						

4	4																						
4	8																						

-	2																						

	3																						

3 Trek af. Gebruik jou blokkies.

Subtract. Use your blocks.

$26 - 13 = \underline{\quad}$

tiene tens	ene ones
2	6

-	1

3	9

$35 - 11 = \underline{\quad}$

tiene tens	ene ones

$47 - 25 = \underline{\quad}$

tiene tens	ene ones

$36 - 11 = \underline{\quad}$

tiene tens	ene ones

$43 - 22 = \underline{\quad}$

tiene tens	ene ones

$58 - 45 = \underline{\quad}$

tiene tens	ene ones

$49 - 34 = \underline{\quad}$

tiene tens	ene ones

$65 - 24 = \underline{\quad}$

tiene tens	ene ones

$89 - 38 = \underline{\quad}$

tiene tens	ene ones

Kom ons praat Wiskunde!

Let's talk Maths!

In Afrikaans sê ons:

Tien l'e is dieselfde as een l0.

getalsin

trek af

Trek veelvoude van l0 af.

Tien l0'e is dieselfde as een l00.

trek van die l0'e af

trek van die l00'e af

In English we say:

Ten ls is the same as one l0.

number sentence

subtract

subtract multiples of l0

Ten l0s is the same as one l00.

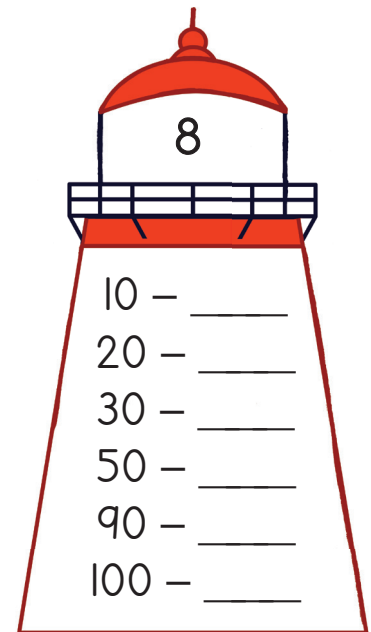
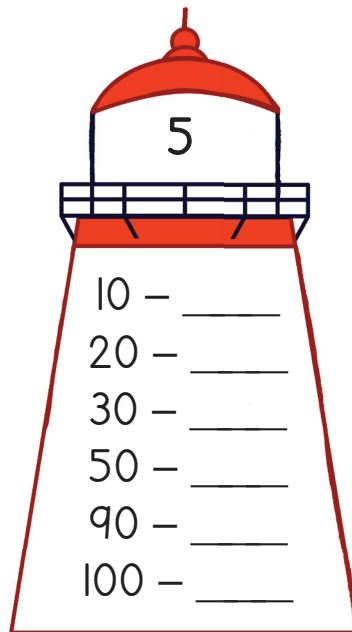
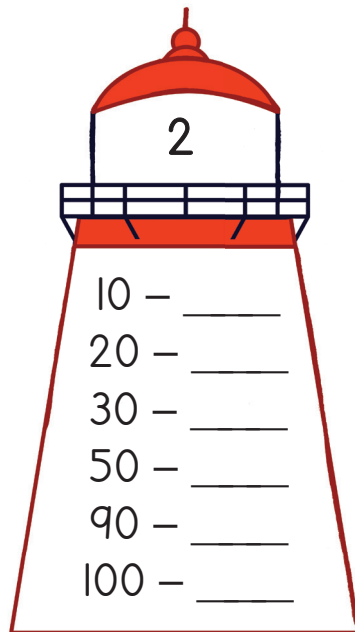
subtract from the l0s

subtract from the l00s



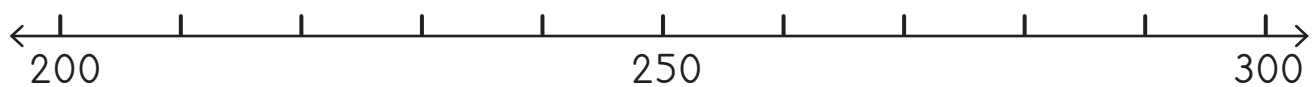
1 Trek af om die getal bo-aan die vuurtoring te maak.

Subtract to make the number at the top of the lighthouse.

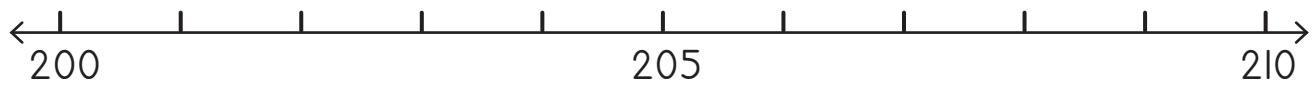


2 Trek met behulp van die getallelyn af.

Subtract using the number line.



$300 - 40 = \underline{\quad}$	$280 - 80 = \underline{\quad}$	$300 - 70 = \underline{\quad}$
--------------------------------	--------------------------------	--------------------------------



$210 - 5 = \underline{\quad}$	$205 - 5 = \underline{\quad}$	$208 - 4 = \underline{\quad}$
$210 - 10 = \underline{\quad}$	$209 - 6 = \underline{\quad}$	$210 - 7 = \underline{\quad}$

3 Trek af.

Subtract.

$240 - 5 = \underline{\quad}$	$140 - 7 = \underline{\quad}$	$340 - \underline{\quad} = 333$
$180 - \underline{\quad} = 171$	$500 - 50 = \underline{\quad}$	$200 - 40 = \underline{\quad}$

4 Trek af.

Subtract.

$$74 - 51 = \underline{\quad}$$

tiene tens	ene ones

$$93 - 53 = \underline{\quad}$$

tiene tens	ene ones

$$56 - 24 = \underline{\quad}$$

tiene tens	ene ones

$$85 - 44 = \underline{\quad}$$

tiene tens	ene ones

$$68 - 31 = \underline{\quad}$$

tiene tens	ene ones

$$29 - 19 = \underline{\quad}$$

tiene tens	ene ones

$$35 - 22 = \underline{\quad}$$

tiene tens	ene ones

$$44 - 23 = \underline{\quad}$$

tiene tens	ene ones

$$63 - 52 = \underline{\quad}$$

tiene tens	ene ones

HOOFREKENE
MENTAL MATHS

MINDER AS
LESS THAN

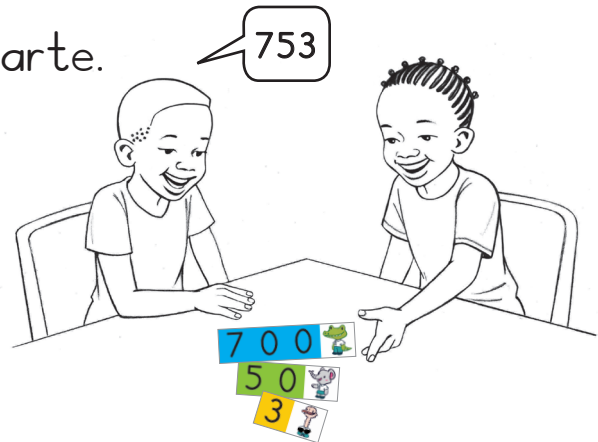
SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

Speletjie: Wat is die getal?
Game: What number?

- Wys die getal met julle getalkaarte.
Show the number using your flard cards.
- Wat is die getal?
What number?
- Hoeveel 100'e is daar?
Hoeveel 10'e? Hoeveel 1'e?
How many 100s? How many 10s? How many 1s?



H	T	E



Kyk na die bewerking in die kolomme. Onthou om eers die 1'e en dan die 10'e op te tel. Wat kry jy?
Look at the working in the columns. Remember to add the 1s first, then the 10s. What do you get?

H	T	E
1	5	6
	1	2
1	6	8

H	T	E



Kyk na die bewerking in die kolomme. Onthou om eers die 1'e en dan die 10'e af te trek. Wat bly oor?
Look at the working in the columns. Remember to subtract the 1s first, then the 10s. What is left?

H	T	E
1	3	5
	2	3
1	1	2

1 Tel op en trek af met blokkies.

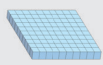
Add and subtract using blocks.

$133 + 24 = 157$	$156 + 41 = \underline{\quad}$	$127 + 62 = \underline{\quad}$
$187 - 56 = 131$	$165 - 32 = \underline{\quad}$	$138 - 32 = \underline{\quad}$

2 Tel op.

Add.

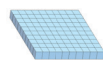
$$164 + 35 = 199$$

H	T	E
		
		

+

H	T	E
1	6	4
	3	5
1	9	9

$$123 + 56 = \underline{\quad}$$

H	T	E
		
		

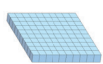
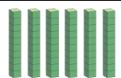
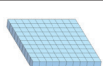
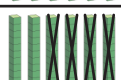
+

H	T	E

3 Trek af.

Subtract.

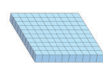
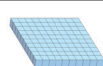
$$167 - 45 = \underline{\quad}$$

H	T	E
		
		

-

H	T	E

$$148 - 37 = \underline{\quad}$$

H	T	E
		
		

-

H	T	E

4 Tel op met blokkies.

Add using blocks.

$$153 + 45 = \underline{\quad}$$

H	T	E

+

$$166 + 12 = \underline{\quad}$$

H	T	E

+

5 Trek af met blokkies.

Subtract using blocks.

$$124 - 12 = \underline{\quad}$$

H	T	E

-

$$155 - 43 = \underline{\quad}$$

H	T	E

-

Tel met behulp van die kolommetode op

Addition using the column method

HOOFREKENE
MENTAL MATHS

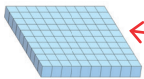
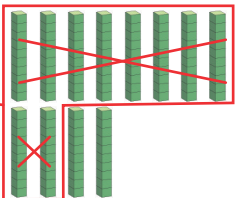
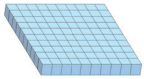
MINDER AS
LESS THAN

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

$$86 + 43 = 129$$

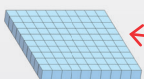
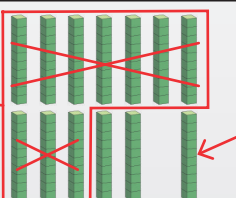
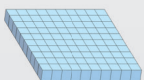
H	T	E
		
		

H	T	E
	8	6
	4	3
1	2	9



Ek het 10 tiene vir 1 honderd omgeruil.
Ek het altesame 129.
I exchanged 10 tens for 1 hundred.
I have 129 altogether.

$$78 + 56 = 134$$

H	T	E
		
		

H	T	E
	7	8
	5	6
1	3	4

Ek kan 10'e en 1'e omruil!
Kyk na hierdie voorbeeld.
I can exchange 10s and 1s!
Look at this example.



1 Tel op.

Add.

$$79 + 74 = \underline{\hspace{2cm}}$$



H	T	E

H	T	E
	7	9
	7	4

$$48 + 84 = \underline{\hspace{2cm}}$$

H	T	E

H	T	E
	4	8
	8	4

2 Tel op met blokkies.

Add using blocks.

$57 + 81 = \underline{138}$	$85 + 33 = \underline{\hspace{2cm}}$	$91 + 46 = \underline{\hspace{2cm}}$	$64 + 72 = \underline{\hspace{2cm}}$
$56 + 75 = \underline{131}$	$84 + 47 = \underline{\hspace{2cm}}$	$39 + 84 = \underline{\hspace{2cm}}$	$67 + 58 = \underline{\hspace{2cm}}$

3 Tel op. Gebruik jou blokkies.

Add. Use your blocks.

$$39 + 78 = \underline{\hspace{2cm}}$$

$$43 + 99 = \underline{\hspace{2cm}}$$

$$65 + 89 = \underline{\hspace{2cm}}$$

$$74 + 59 = \underline{\hspace{2cm}}$$

H	T	E

H	T	E

H	T	E

H	T	E

Trek met behulp van die kolommetode af

Subtraction using the column method

HOOFREKENE
MENTAL MATHS

MINDER AS
LESS THAN

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

$$138 - 53 = \underline{85}$$

H	T	E

H	T	E
1	¹ 3	8
-	5	3
	8	5



Ek het 1 honderd vir 10 tiene omgeruil.
Ek het nou 13 tiene. Ek trek 5 tiene af.

I exchanged 1 hundred for 10 tens.
I have 13 tens now. I subtract 5 tens.

$$136 - 49 = \underline{87}$$

H	T	E

H	T	E



Ek het 1 honderd vir 10 tiene omgeruil. Ek het nou 13 tiene.
Ek het 1 tien vir 10 ene omgeruil. Ek het nou 16 ene.

I exchanged 1 hundred for 10 tens. I have 13 tens now.
I exchanged 1 ten for 10 ones. I have 16 ones now.

H	T	E
1	¹² 3	¹ 6
-	4	9
	8	7

1 Trek af.

Subtract.

$$167 - 79 = \underline{\hspace{2cm}}$$

H	T	E



H	T	E
1	6	7
-	7	9

$$123 - 98 = \underline{\hspace{2cm}}$$

H	T	O



H	T	E
1	2	3
-	9	8

2 Trek af met blokkies.

Subtract using blocks.

 $114 - 52 = \underline{62}$	$135 - 56 = \underline{\hspace{2cm}}$	$168 - 87 = \underline{\hspace{2cm}}$	$136 - 63 = \underline{\hspace{2cm}}$
 $124 - 45 = \underline{79}$	$131 - 64 = \underline{\hspace{2cm}}$	$164 - 87 = \underline{\hspace{2cm}}$	$142 - 75 = \underline{\hspace{2cm}}$

3 Trek af. Gebruik jou blokkies.

Subtract. Use your blocks.

$$167 - 85 = \underline{\hspace{2cm}} \quad 148 - 72 = \underline{\hspace{2cm}} \quad 152 - 62 = \underline{\hspace{2cm}} \quad 126 - 47 = \underline{\hspace{2cm}}$$

H	T	E
-		

H	T	E
-		

H	T	E
-		

H	T	E
-		

Tel op en trek af met behulp van verskeie strategieë

Addition and subtraction using various strategies

HOOFREKENE
MENTAL MATHS

MINDER AS
LESS THAN

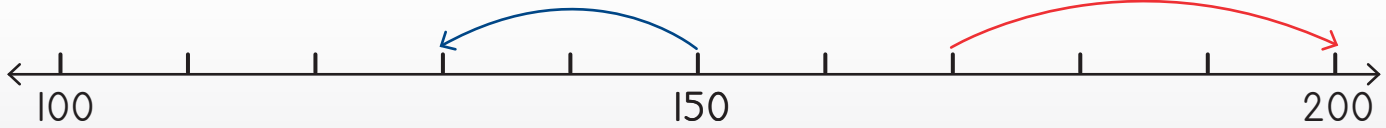
SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

$$150 - 20 = 130$$

$$170 + 30 = 200$$

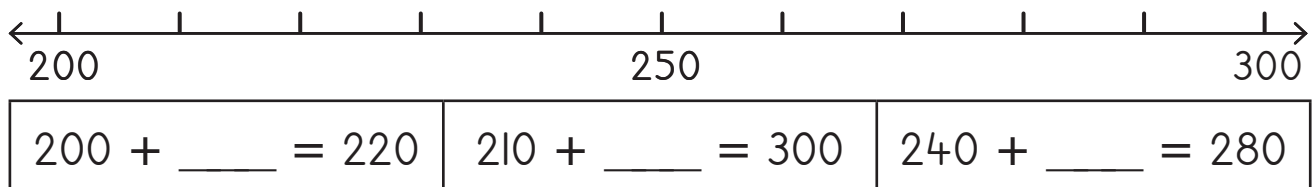
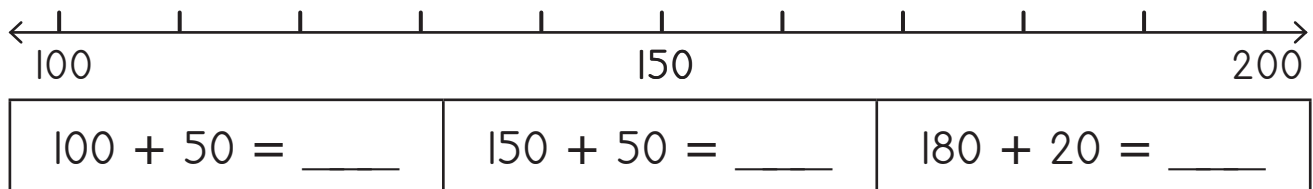


Tel op en trek af met behulp van 'n getallelyn. Beweeg na links om af te trek. Beweeg na regs om op te tel.

Add and subtract using a number line.
To subtract, move left
To add, move right.

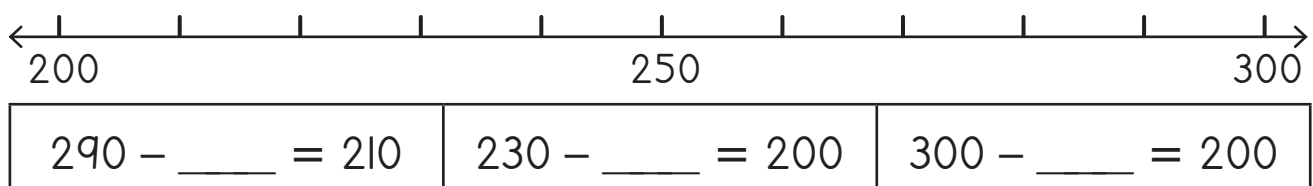
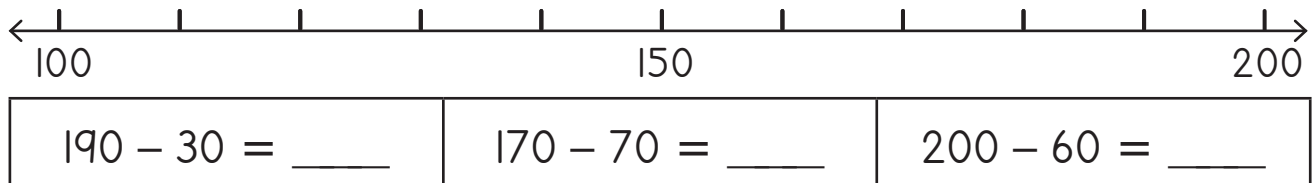
1 Tel met behulp van die getallelyn op.

Add using the number line.



2 Trek met behulp van die getallelyn af.

Subtract using the number line.





Jy kan getalle in kolomme skryf, soos hier
langsaaan. Jy kan dan optel of aftrek.

You can write numbers in columns
like this. You can add or subtract.

	1	2	4
+		5	3
	1	7	7

	1	7	8
-		2	6
	1	5	2

3 Skryf die getalle in kolomme en tel op.

Write the numbers in columns and add.

$113 + 35 = \underline{\hspace{2cm}}$

	1	1	3
+		3	5
	1	4	8

$182 + 25 = \underline{\hspace{2cm}}$

$156 + 31 = \underline{\hspace{2cm}}$

$127 + 52 = \underline{\hspace{2cm}}$

$161 + 17 = \underline{\hspace{2cm}}$

$124 + 75 = \underline{\hspace{2cm}}$

4 Skryf die getalle in kolomme en trek af.

Write the numbers in columns and subtract.

$153 - 42 = \underline{\hspace{2cm}}$

	1	5	3
-		4	2
	1	1	1

$186 - 64 = \underline{\hspace{2cm}}$

$178 - 43 = \underline{\hspace{2cm}}$

$169 - 55 = \underline{\hspace{2cm}}$

$148 - 36 = \underline{\hspace{2cm}}$

$195 - 81 = \underline{\hspace{2cm}}$

Kom ons praat Wiskunde!

Let's talk Maths!

In Afrikaans sê ons:

Tien l'e is dieselfde as een 10.

Tien 10'e is dieselfde as een 100.

getalsin

tel op en trek af

Maak spronge op 'n getallelyn.

Gebruik blokkies om met l'e,
10'e en 100'e te werk.

In English we say:

Ten 1s is the same as one 10.

Ten 10s is the same as one 100.

number sentence

add and subtract

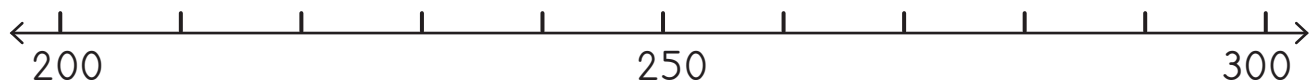
Make jumps on a number line.

Use blocks to work with 1s, 10s and 100s.



1 Tel met behulp van die getallelyn op.

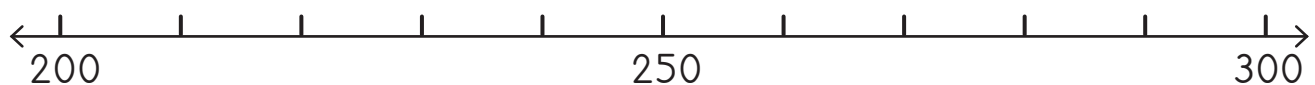
Add using the number line.



$200 + 40 = \underline{\quad}$	$220 + 80 = \underline{\quad}$	$240 + 20 = \underline{\quad}$
--------------------------------	--------------------------------	--------------------------------

2 Trek met behulp van die getallelyn af.

Subtract using the number line.



$290 - 40 = \underline{\quad}$	$280 - 60 = \underline{\quad}$	$300 - 40 = \underline{\quad}$
$300 - 50 = \underline{\quad}$	$300 - 60 = \underline{\quad}$	$260 - 20 = \underline{\quad}$

3 Tel op of trek af.

Add or subtract.

$240 + 50 = \underline{\quad}$	$230 + 70 = \underline{\quad}$	$220 + \underline{\quad} = 300$
$300 - 50 = \underline{\quad}$	$300 - 40 = \underline{\quad}$	$300 - \underline{\quad} = 210$

$160 + 30 = \underline{\quad}$	$340 + 40 = \underline{\quad}$	$420 + \underline{\quad} = 500$
$400 - 80 = \underline{\quad}$	$500 - 90 = \underline{\quad}$	$200 - \underline{\quad} = 170$

4 Tel op.

Add.

$76 + 62 = \underline{\quad}$

$43 + 91 = \underline{\quad}$

$154 + 25 = \underline{\quad}$

$45 + 82 = \underline{\quad}$

$34 + 72 = \underline{\quad}$

$168 + 31 = \underline{\quad}$

5 Trek af.

Subtract.

$174 - 93 = \underline{\quad}$

$156 - 84 = \underline{\quad}$

$141 - 26 = \underline{\quad}$

$147 - 65 = \underline{\quad}$

$139 - 56 = \underline{\quad}$

$162 - 38 = \underline{\quad}$

HOOFREKENE
MENTAL MATHS

MINDER AS
LESS THAN

SPELETJIE
GAME

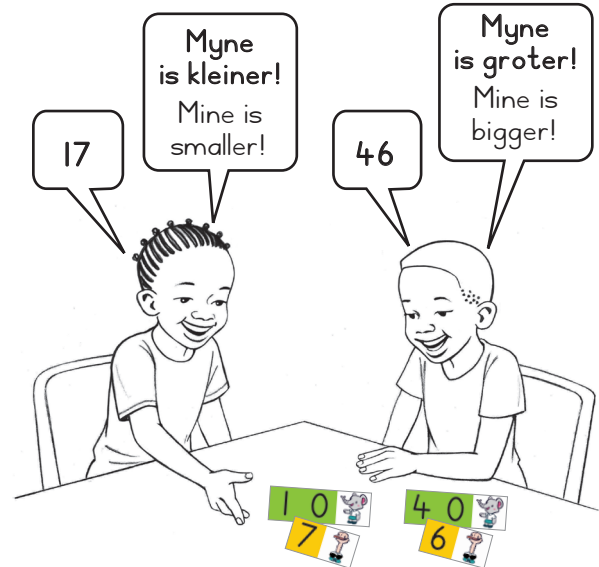
KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

Speletjie: 1, 2, 3 Wys - vergelyk!

Game: 1, 2, 3 Show - compare!

- Werk saam in pare.
Wys 'n getal met spreikaarte.
Work in pairs. Show a number using flard cards.
- Wat is die getal? Watter een is groter?
What number? Which one is bigger?
- Watter een is kleiner?
Hoeveel kleiner?
Which one is smaller? How much?
- Doen dit weer!
Do it again!



- 1 Maak 'n regmerk in die raampie om te wys watter lyn korter is.

Tick the box to show which line is shorter.

☐	_____
☐	_____

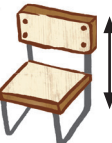
- Maak 'n regmerk in die raampie om te wys watter lyn langer is.

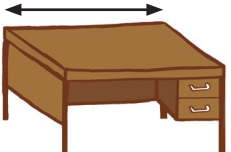
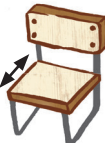
Tick the box to show which line is longer.

☐	_____
☐	_____

- 2 Meet met die gegewe eenhede.

Measure using the given units.

			
	8	6	7
			
			

- 3 Kry 3 voorwerpe in die klaskamer wat korter as 1 m is. Voltooi die tabel.

Find 3 objects in the class that are shorter than 1 m. Complete the table.

Onthou dat
m = meter en
cm = sentimeter.

Remember that
m = metre and
cm = centimetre.



	voorwerp object	meting van die lengte measurement of length
1		_____ cm
2		_____ cm
3		_____ cm

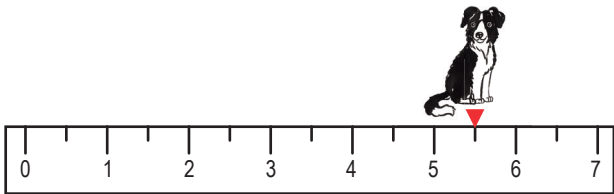
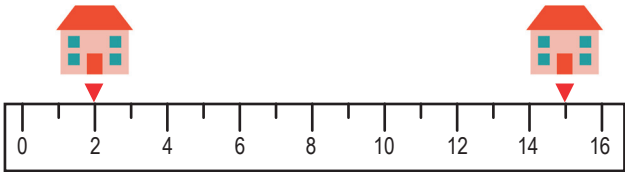
- 4 Kry 3 voorwerpe in die klaskamer wat langer as 1 m is. Voltooi die tabel.

Find 3 objects in the class that are longer than 1 m. Complete the table.

	voorwerp object	meting van die lengte measurement of length
1		_____ m
2		_____ m
3		_____ m

- 5 Beantwoord die vrae in meter.

Answer the questions in metres.

Hoeveel meter het die hond geloop? How many metres did the dog travel?		_____ m
Hoeveel meter is dit van my huis na jou huis? How many metres from my house to your house?		_____ m

HOOFREKENE
MENTAL MATHS

MINDER AS
LESS THAN

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

1 Trek die lyne met 'n liniaal.

Use a ruler to draw the lines.

10 cm

7 cm

15 cm

2 Sou jy die volgende in meter of in sentimeter meet?

Would you measure these in metres or centimetres?

	cm				

3 Meet die skoolitems.

Measure the school items.

	 3 cm		_____ cm
	_____ cm		_____ cm

4 Meet die lyne met 'n liniaal.

Use a ruler to measure the lines.

	_____ cm		_____ cm
	_____ cm		_____ cm
	_____ cm		_____ cm

5 Kry 3 voorwerpe in die klaskamer wat korter as 10 cm is. Voltooi die tabel.

Find 3 objects in the class that are shorter than 10 cm. Complete the table.

	voorwerp object	meting van die lengte measurement of length
1		
2		
3		

6 Kry 3 voorwerpe in die klaskamer wat langer as 10 cm is. Voltooi die tabel.

Find 3 objects in the class that are longer than 10cm. Complete the table.

	voorwerp object	meting van die lengte measurement of length
1		
2		
3		

HOOFREKENE
MENTAL MATHS

MINDER AS
LESS THAN

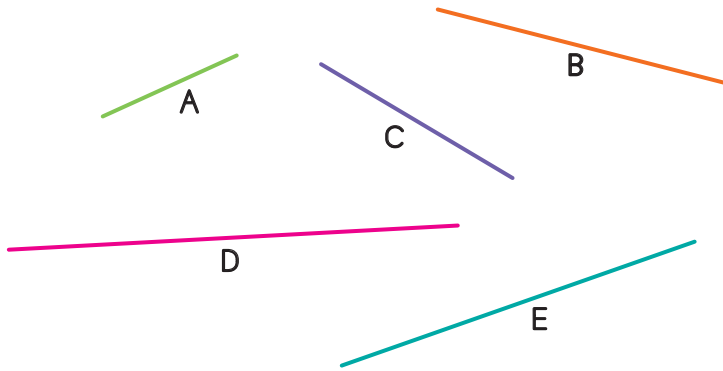
SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

1 Meet die lyne.

Measure the lines.



A = ____ cm

B = ____ cm

C = ____ cm

D = ____ cm

E = ____ cm

Lyn ____ is die langste

Line ____ is the longest.

Lyn ____ is die kortste

Line ____ is the shortest.

Die verskil tussen lyn A en lyn B is ____ cm.

The difference between A and B is ____ cm.

Die verskil tussen lyn D en lyn C is ____ cm.

The difference between D and C is ____ cm.

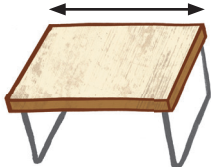
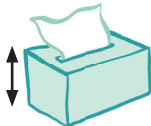
2 Wat is die lengte van die ingekleurde lyne?

What is the length of the coloured lines?

	____ cm
	____ cm
	____ cm

3 Skat eers en meet daarna. Voltooi die tabel.

First estimate, then measure. Complete the table.

	skat estimate	meet measure	die verskil tussen skatting en meting difference between estimation and measurement
			
			
			
			
			
			
			
			
			

HOOFREKENE
MENTAL MATHS

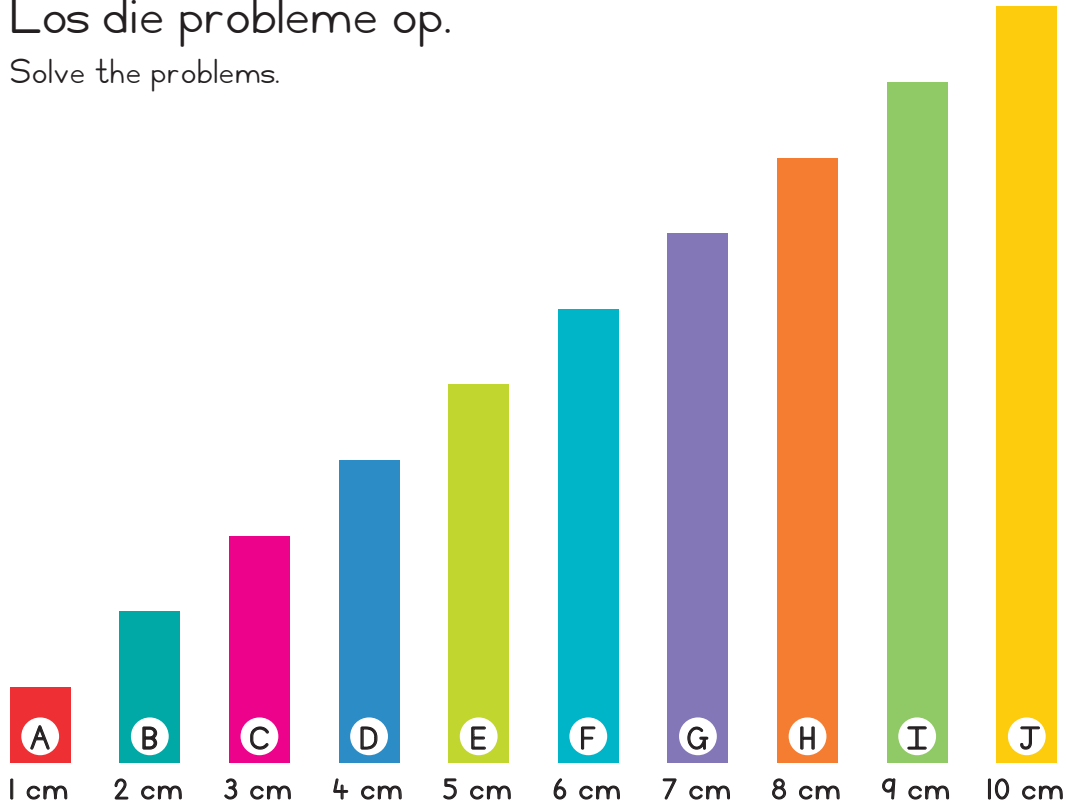
MINDER AS
LESS THAN

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

1 Los die probleme op.
Solve the problems.



A + F _____ + _____ = _____

J + D _____ + _____ = _____

E + H _____ + _____ = _____

B + I _____ + _____ = _____

F + G _____ + _____ = _____

B + E + H _____ + _____ + _____ = _____

A + F + J _____ + _____ + _____ = _____

2 Bereken.

Calculate.

64 cm - 23 cm = _____	100 cm - 84 cm = _____
43 cm + 43 cm = _____	29 cm + 53 cm = _____

3 Los die probleme op.

Solve the problems.

Thandeka het 120 cm rooi wol. Sy het 356 cm blou wol. Hoeveel wol het sy altesame? Thandeka has 120 cm of red wool. She has 356 cm of blue wool. How much wool does she have altogether?	
Teken. Draw.	
getalsin number sentence	Antwoord. Answer.

Bheki gooi 'n bal 25 m ver. Mandla gooi 'n bal 13 m ver. Wat is die verskil tussen die afstande wat gegooi is? Bheki throws a ball 25 m. Mandla throws a ball 13 m. What is the difference in the distance thrown?	
Teken. Draw.	
getalsin number sentence	Antwoord. Answer.

Nosipho hardloop afstande van 7 m. Sy hardloop hierdie afstand 9 maal. Hoe ver hardloop Nosipho? Nosipho does 7 m sprints. She sprints 9 times. How far does Nosipho sprint?	
Teken. Draw.	
getalsin number sentence	Antwoord. Answer.

Kom ons praat Wiskunde!

Let's talk Maths!

In Afrikaans sê ons:

meet

meter

sentimeter

skat

vergelyk

die verskil

In English we say:

measure

metres

centimetres

estimate

compare

difference

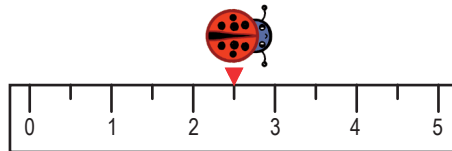


1 Beantwoord die vrae.

Answer the questions.

Hoe ver het die
skilpadbesie gevlieg?

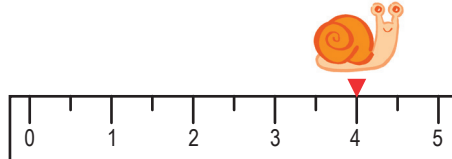
How far did the ladybird move?



_____ m

Hoe ver het die
slak geloop?

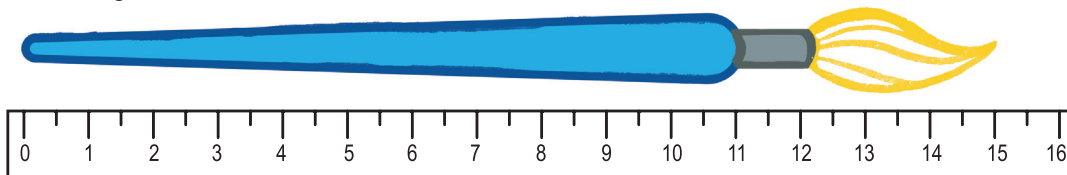
How far did the snail move?



_____ m

Hoe lank is die verfkwas?

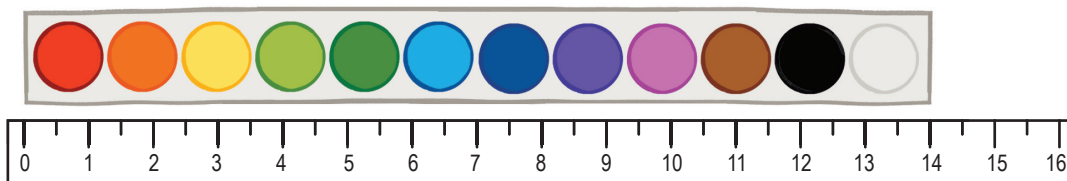
How long is the paintbrush?



_____ cm

Hoe lank is die verfhouer?

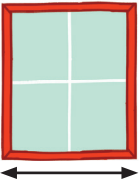
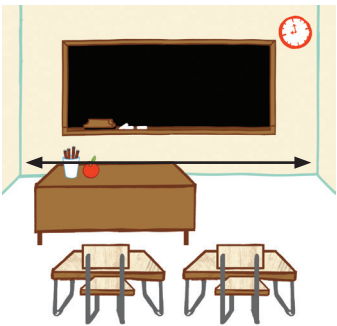
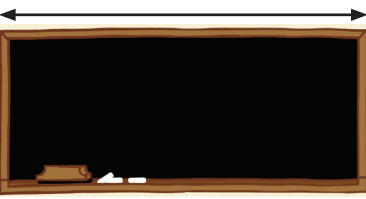
How long is the paint box?



_____ cm

2 Voltooi die tabel.

Complete the table.

	skat estimate	meet measure	die verskil tussen skatting en meting difference between estimation and measurement
			
			
			
			
			
			
			

HOOFREKENE
MENTAL MATHS

GEE MY MEER AS
GIVE ME MORE THAN

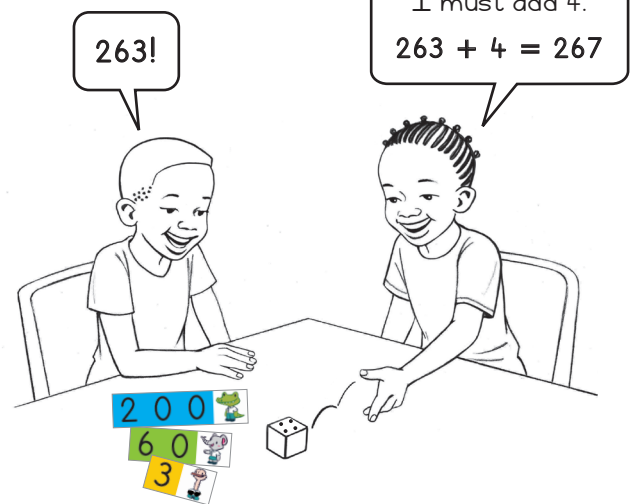
SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

Speletjie: Vinnige wiskunde met kaarte - tel op
Game: Fast maths with cards - add

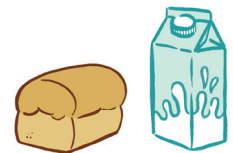
- Speel saam in pare.
Play in pairs.
- Wys 'n getal met julle spreikaarte.
Show a number using your flard cards.
- Gooi 'n dobbelsteen - tel op!
Throw a dice - add!
- Doen dit weer!
Do it again!



I Los op.
Solve.

Mandla koop brood en melk by die winkel. Die brood kos R1,40 en die melk kos R2,30. Hoeveel gee hy altesame uit?

Mandla buys bread and milk at the shop. The bread costs R1,40 and the milk costs R2,30. How much does he spend altogether?



Een fiets kos R320. Hoeveel kos twee fietse?

One bicycle costs R320. How much will two bicycles cost?



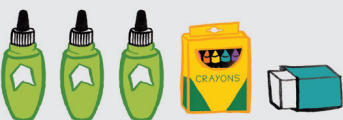
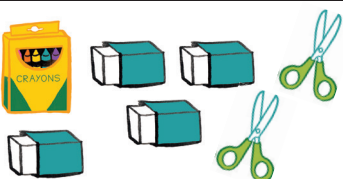
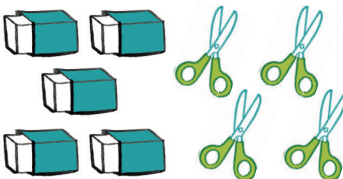
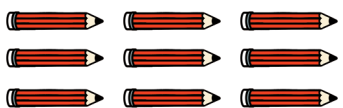
Nkhanyiso koop vier kortbroeke vir R55 elk. Hoeveel kleingeld kry hy uit as hy met R300 betaal?

Nkhanyiso bought four pairs of shorts for R55 each. How much change will he get from R300?



2 Hoeveel kleingeld kry jy as jy met R100 betaal?

How much change if you pay with R100?

 R10  R5  R3  R7  R15		
jy koop you buy	totale koste total cost	kleingeld change
	$R10 + R10 + R10 + R15 + R5 = R50$	$R100 - \underline{R50} = \underline{R50}$ 
		$R100 - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$
		$R100 - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$
		$R100 - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$
		$R100 - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$
		$R100 - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$
		$R100 - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$
		$R100 - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

Optellings- en aftrekkingswoordprobleme

Addition and subtraction word problems

HOOFREKENE
MENTAL MATHS

GEE MY MEER AS
GIVE ME MORE THAN

SPELETJIE
GAME

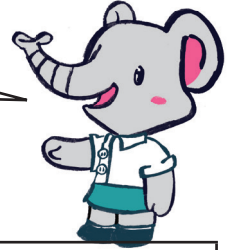
KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

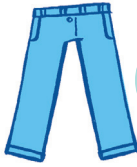
WERKKAARTE
WORKSHEETS

- 1 Ek het R150. Watter items kan ek by die skoolwinkel koop? Noem vier opsies.

I have R150. Which items can I buy from the shop? List four options.

Jy hoef nie die hele R150 uit te gee nie.
You don't have to spend the whole R150.



	R30		R25		R55		R15		R50
1	Ek kan 'n hemp, 'n kortbroek, 'n pet en 'n denimbreek koop. I can buy a shirt, shorts, a cap and jeans.								
2									
3									
4									

- 2 Tel op.
Add.

$125 + 53 = \underline{\hspace{2cm}}$	$801 + 154 = \underline{\hspace{2cm}}$	$564 + 132 = \underline{\hspace{2cm}}$
$331 + 208 = \underline{\hspace{2cm}}$	$75 + 717 = \underline{\hspace{2cm}}$	$664 + 87 = \underline{\hspace{2cm}}$

- 3 Ek het 15 kg koekmeel. My maat het 12 kg suiker. My broer het 35 kg aartappels. Hoeveel weeg die bestanddele altesame?

I have 15 kg of flour. My friend has 12 kg of sugar. My brother has 35 kg of potatoes. How much do all the ingredients weigh altogether?



4

Fana koop 625 g kompos. Hy gee 134 g vir Mandla.
Hoeveel kompos bly daar vir Fana oor?

Fana buys 625 g of compost. He gives 134 g to Mandla. How much compost does Fana have left?



5

Nosipho het 5 stukkies tou. Die toue is onderskeidelik
35 m, 29 m, 45 m, 11 m en 52 m lank. Wat is die totale
lengte van die stukkies tou?

Nosipho has 5 lengths of rope. The ropes measure 35 m, 29 m, 45 m, 11 m and 52 m.
What is the total length of the ropes?

6

Ntando het R130. Hy koop 'n speelding vir R37,
'n notaboek vir R16, 'n bal vir R11 en 'n trui vir R54.
Wat is die totale koste van sy items?

Ntando has R130. He buys a toy for R37, a notebook for R16, a ball for R11 and
a jersey for R54. What is the total cost of his items?



Hoeveel kleingeld kry hy uit?

How much change will he get?

7

Thandekile het R200. Sy koop 'n bromponie vir R113, 'n
boksie sjokolade vir R27 en 'n boek vir R45. Wat is die
totale koste van haar items?

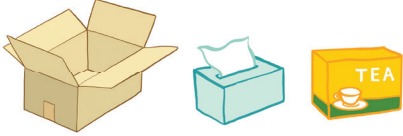
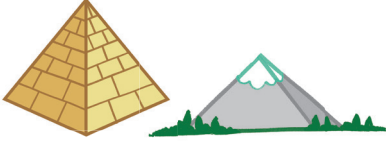
Thandekile has R200. She buys a scooter for R113, a bar of chocolate for R27 and a book
for R45. What is the total cost of her items?

Hoeveel kleingeld kry sy uit?

How much change will she get?

1 Kyk na die oppervlakke van die voorwerpe. Skryf neer of die oppervlakke plat of geboë (krom) is.

Look at the surfaces of the objects. Write down whether the surfaces are flat or curved.

voorwerpe objects	plat of geboë oppervlakke flat or curved surfaces
balle balls 	
bokse boxes 	
silinders cylinders 	
piramides pyramids 	
keëls cones 	

2 Beantwoord die vrae.

Answer the questions.

voorwerp object	plat oppervlakke / geboë oppervlakke? flat surfaces / curved surfaces?	rol / gly? roll / slide?
	geboë curved	rol roll
		
		

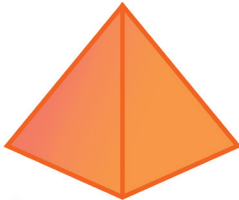
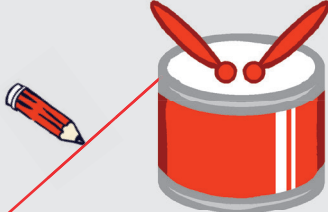
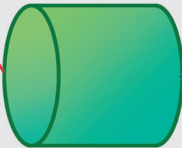
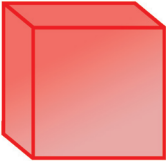
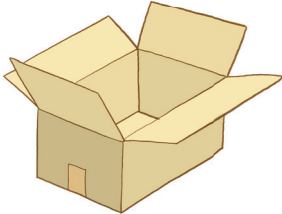
- 3 Kyk in die klaskamer rond of jy 3D voorwerpe kan sien.
Gebruik dit om die tabel hier onder te voltooi.

Look around the classroom for 3-D objects. Use these to fill in the table below.

Teken die voorwerp. Draw the object.	plat oppervlakke / geboë oppervlakke / plat en geboë oppervlakke flat surfaces / curved surfaces / flat and curved surfaces	rol / gly / rol en gly roll / slide / roll and slide

1 Trek lyne om die voorwerpe by die korrekte 3D voorwerp te pas.

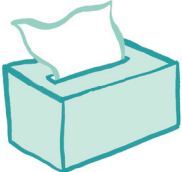
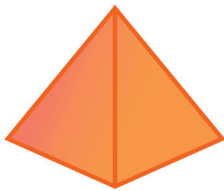
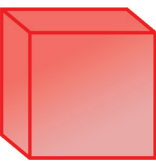
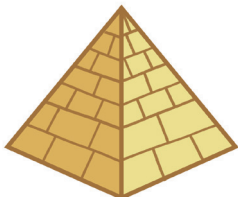
Draw lines to match the objects to the correct 3-D object.

silinder cylinder		
keël cone		
reghoekige prisma rectangular prism		
piramide pyramid		
kubus cube		
sfeer sphere		

2 Gebruik die woorde in die woordbank om die 3D voorwerpe te benoem.

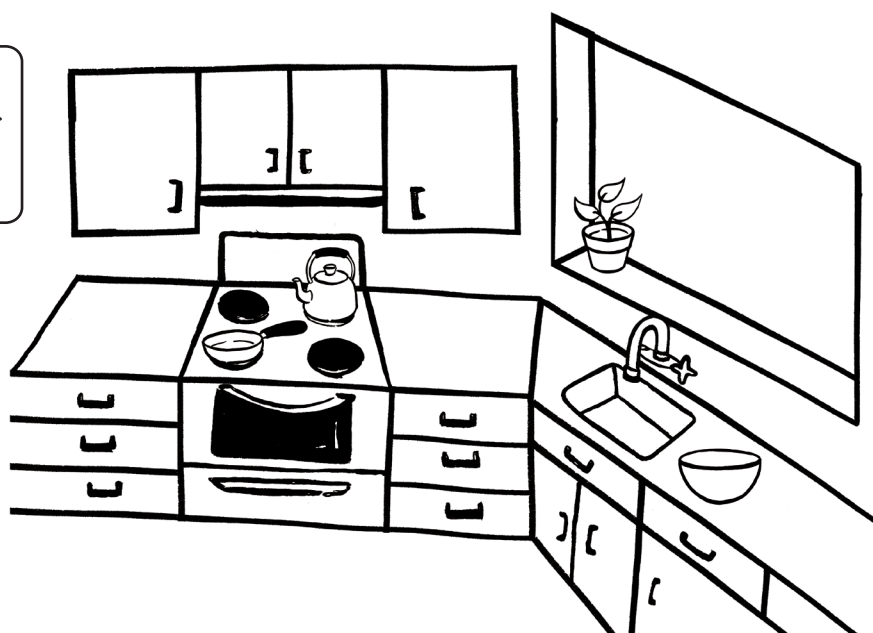
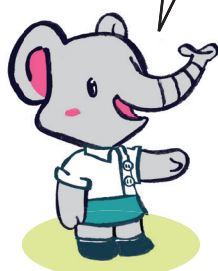
Use the words from the word bank to name the 3-D objects.

sfeer sphere	reghoekige prisma rectangular prism	silinder cylinder	piramide pyramid	keël cone	kubus cube
-----------------	--	----------------------	---------------------	--------------	---------------

3

Hoeveel vorms kan jy sien?
Gesels met jou maat daaroor.
How many shapes do you see?
Talk to your friend.



Kom ons praat Wiskunde!

Let's talk Maths!

In Afrikaans sê ons:

plat oppervlak

geboë oppervlak

keël

prisma

kubus

In English we say:

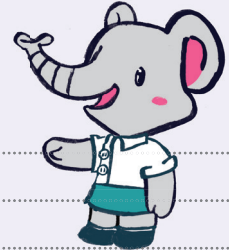
flat surface

curved surface

cone

prism

cube



- 1 Ntando koop 500 g koekmeel. Hy gee 350 g vir Thandi. Hoeveel koekmeel bly daar vir Ntando oor?

Ntando buys 500 g of flour. He gives 350 g to Thandi. How much flour does Ntando have left?

- 2 Fana koop rooi, blou, groen en geel materiaal. Die rooi materiaal is 79 m lank, die blou is 64 m lank, die groen is 53 m lank en die geel is 88 m lank. Wat is die totale lengte van al die materiaal?

Fana buys red, blue, green and yellow fabric. The red fabric is 79 m, the blue is 64 m, the green is 53 m and the yellow is 88 m. What is the total length of all the fabric?

- 3 Phindi het R200. Sy koop sokkerstewels vir R68, skeenstutte vir R23 en doelwagtershandskoene vir R41. Wat is die totale koste van haar items en hoeveel kleingeld kry sy uit?

Phindi has R200. She buys soccer boots for R68, shin pads for R23 and goalie gloves for R41. What is the total cost of her items and how much change will she get?

4

sfeer sphere 	reghoekige prisma rectangular prism 	silinder cylinder 	piramide pyramid 	keël cone 	kubus cube 
---	--	--	--	--	---

Benoem hierdie voorwerpe as 3D voorwerpe.

Name these objects as 3-D objects.

5 Teken 'n prent met 3D voorwerpe.

Draw a picture using 3-D objects.

HOOFREKENE
MENTAL MATHS

GEE MY
MINDER AS
GIVE ME LESS THAN

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

Speletjie: Vinnige wiskunde met kaarte - trek af
Game: Fast maths with cards - subtract

- Speel saam in pare.
Play in pairs.
- Wys 'n getal met julle spreikaarte.
Show a number using your flard cards.
- Gooi 'n dobbelsteen - trek af!
Throw a dice - subtract!
- Doen dit weer!
Do it again!

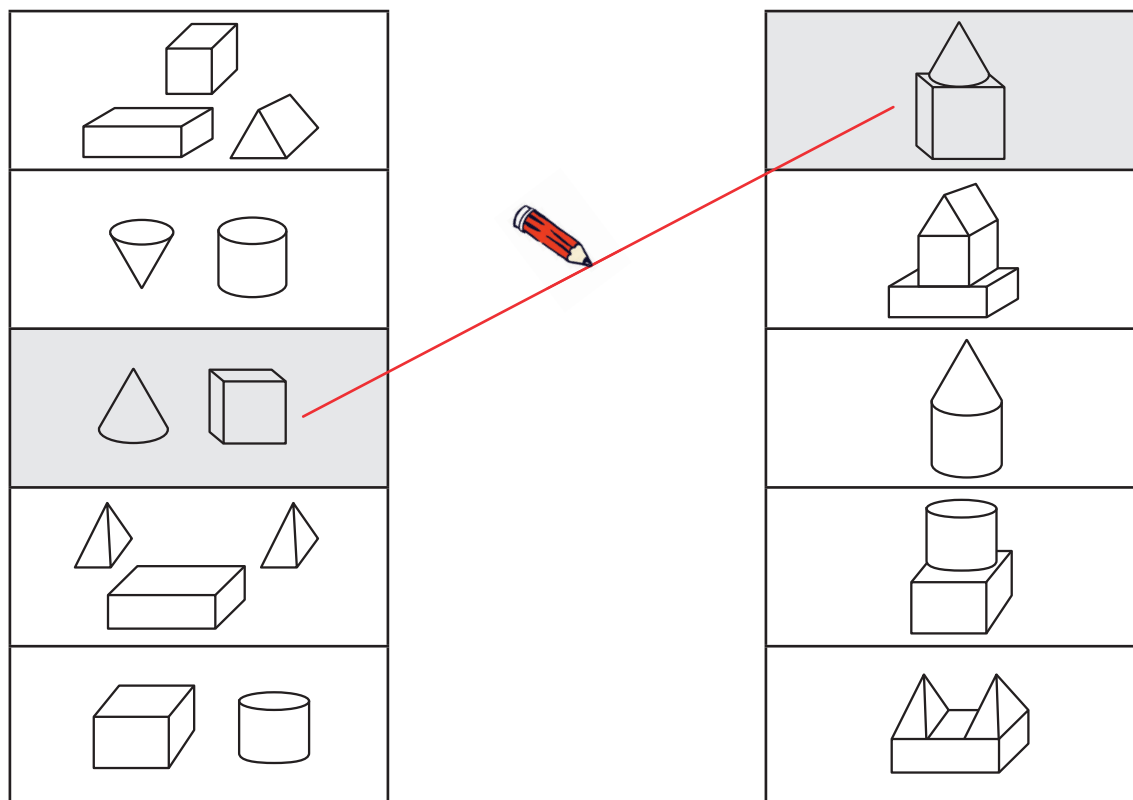


I Omkring die konstruksie wat met die twee 3D voorwerpe in die eerste kolom gemaak kan word.

Circle the constructions that can be built using the two 3-D objects in the first column.

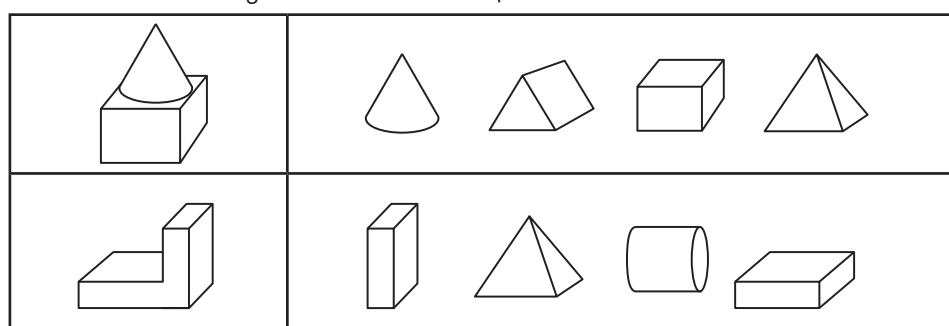
2 Pas die 3D voorwerpe by die korrekte konstruksie.

Match the 3-D objects to the correct construction.



3 Kleur die 3D voorwerpe in waaruit elke konstruksie bestaan.

Colour the 3-D objects that make up each construction.



4 Watter 3D voorwerpe kan jy sien? Skryf die name neer.

What 3-D objects can you see? Write the names.

keël cone		
kubus cube		

Vergelyk 3D voorwerpe

Comparing 3-D objects

HOOFREKENE
MENTAL MATHS

GEE MY
MINDER AS
GIVE ME LESS THAN

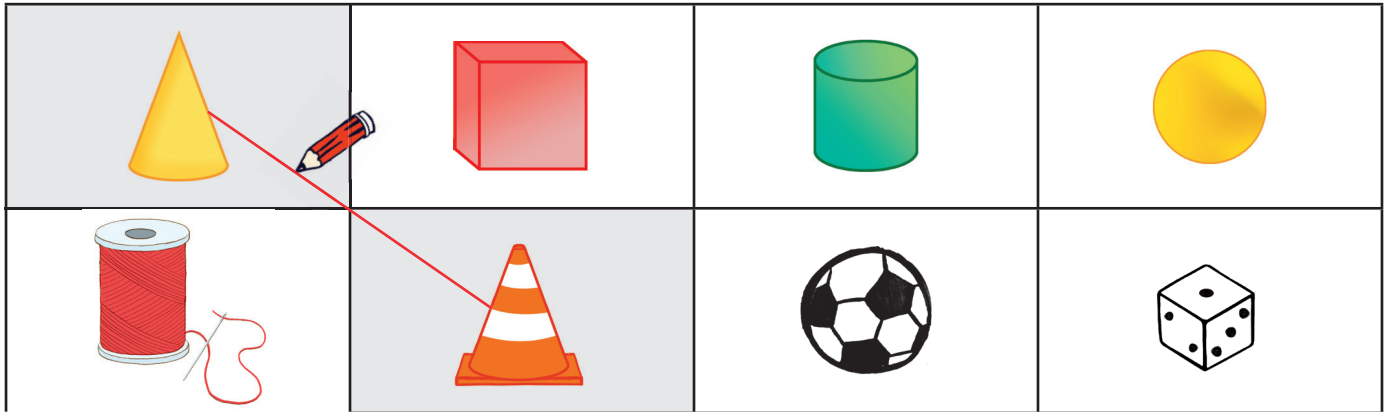
SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

1 Trek lyne om die 3D voorwerpe korrek te verbind.

Draw lines to match the 3-D objects.



2 Benoem die silinders, bokse en balle hier onder.

Label the cylinders, boxes and balls below.



3 Kyk in die klaskamer rond en kry 'n voorwerp wat jy in elke raam kan teken.

Look around the classroom and find an object to draw in each box.

bal ball	boks box	silinder cylinder

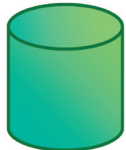
4 Omkring die korrekte antwoord.

Circle the correct answer.

'n Tamatie het die vorm van 'n <u>bal</u> / boks / silinder. A tomato is a <u>ball</u> / box / cylinder shape.	
'n Drinkglas het die vorm van 'n bal / boks / silinder. A drinking glass is a ball / box / cylinder shape.	
'n Boek het die vorm van 'n bal / boks / silinder. A book is a ball / box / cylinder shape.	

5 Omkring die korrekte keuse vir elke voorwerp.

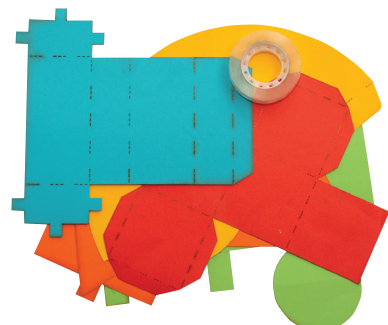
Circle the correct choices for each object.

silinder cylinder	keël cone	sfeer sphere
		
soort oppervlak kind of surface		
plat / geboë / plat en geboë flat / curved / flat and curved	plat / geboë / plat en geboë flat / curved / flat and curved	plat / geboë / plat en geboë flat / curved / flat and curved
hoe dit rol how it rolls		
ver / in 'n reguitlyn / in enige rigting far / in a straight line / any direction	ver / in 'n reguitlyn / in enige rigting far / in a straight line / any direction	ver / in 'n reguitlyn / in enige rigting far / in a straight line / any direction



'n Plat oppervlak wat gevou kan word om 'n vaste vorm te maak, word 'n net genoem. Gesels met jou maat oor die voorwerpe wat jy vandag met behulp van nette gemaak het.

A flat shape that can fold up to make a solid figure is called a net. Talk to your partner about the objects you made using nets today.



Vlakke van 3D voorwerpe

Faces of 3-D objects

HOOFREKENE
MENTAL MATHS

GEE MY
MINDER AS
GIVE ME LESS THAN

SPELETJIE
GAME

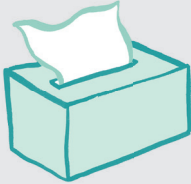
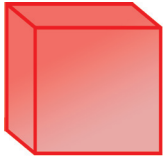
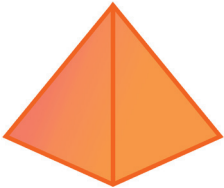
KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

- 1 Teken 'n voorbeeld van elke 3D voorwerp.
Draw an example of each 3-D object.

'n Vlak is die plat oppervlak van 'n 3D voorwerp.
A face is a flat surface of a 3-D object.

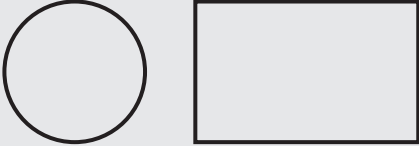
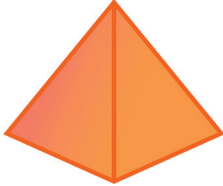
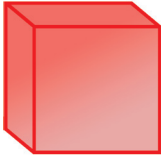


	Benoem die 3D voorwerp. Name the 3-D object.	Voorbeeld uit die regte lewe Real life example
	reghoekige prisma rectangular prism	
		
		
		
		
		



2 Teken die 2D vorms waaruit die 3D voorwerpe bestaan.

Draw the 2-D shapes that make up the 3-D objects.

3 Teken 'n prent met 3D voorwerpe en 2D vorms.

Draw a picture using 3-D objects and 2-D shapes.

HOOFREKENE
MENTAL MATHS

GEE MY
MINDER AS
GIVE ME LESS THAN

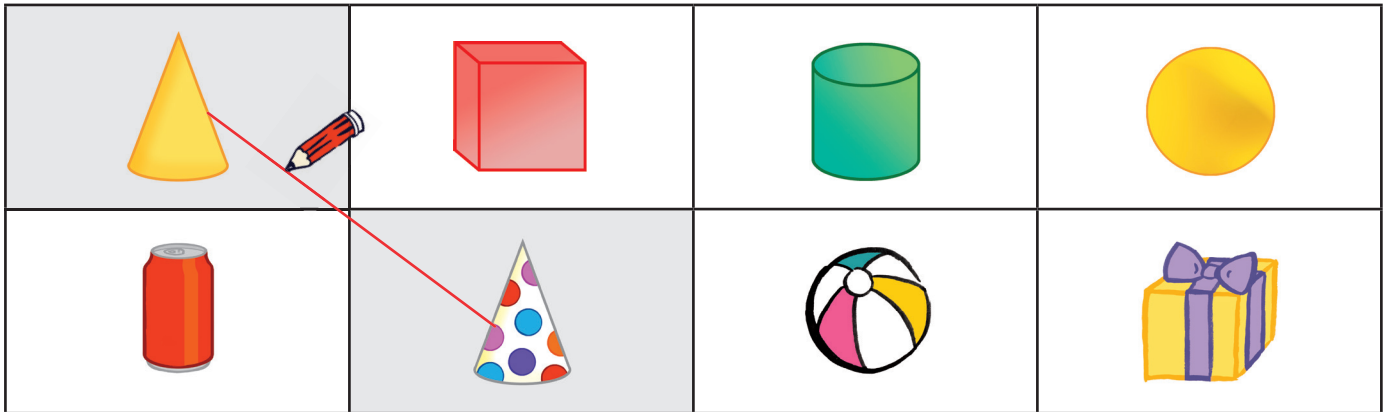
SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

1 Trek lyne om die 3D voorwerpe korrek te verbind.

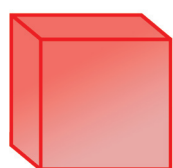
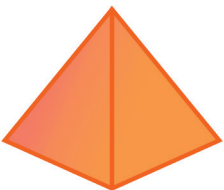
Draw lines to match the 3-D objects.



2 Skryf die name van hierdie voorwerpe en vorms op die regte plek hier onder neer.

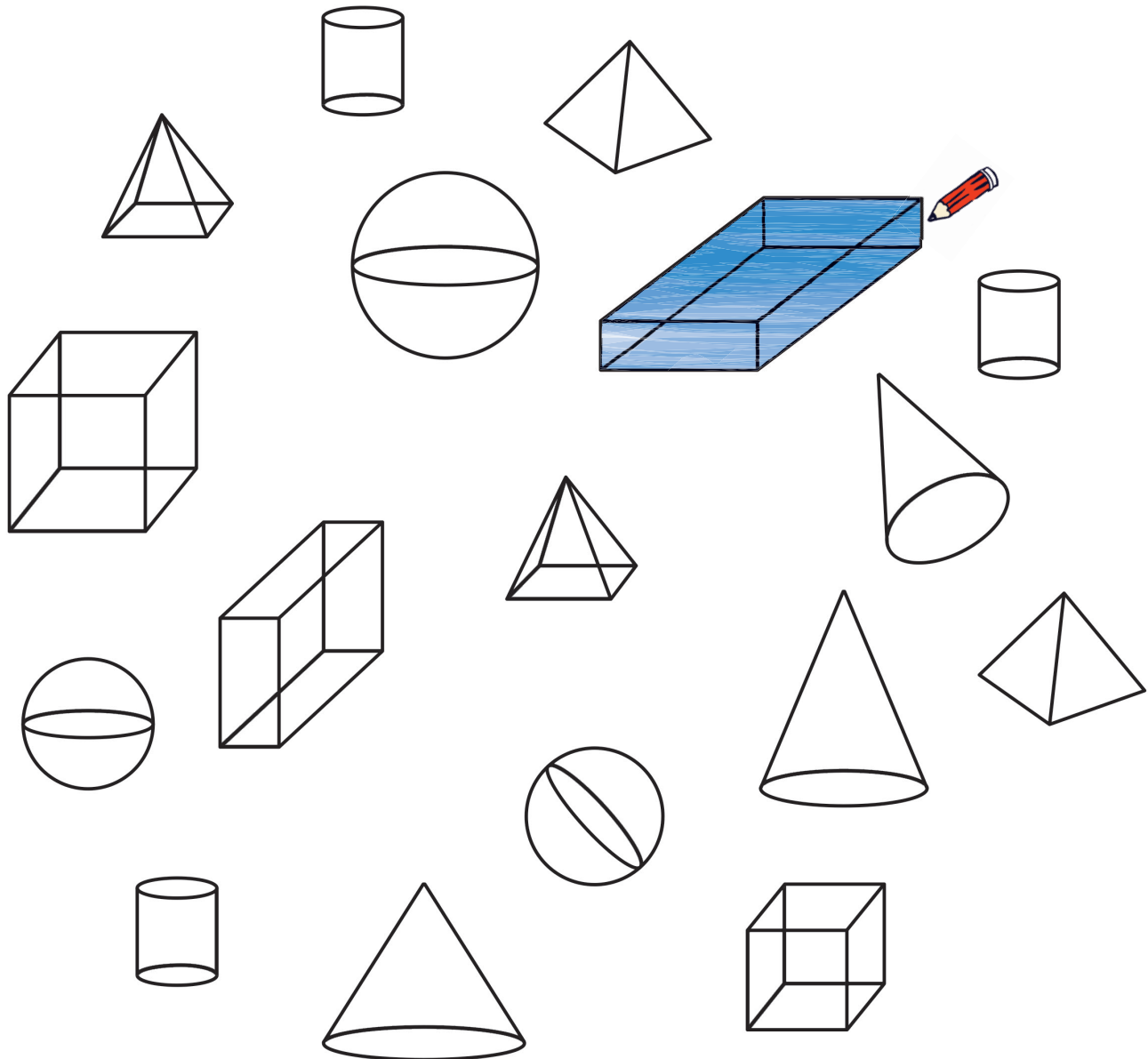
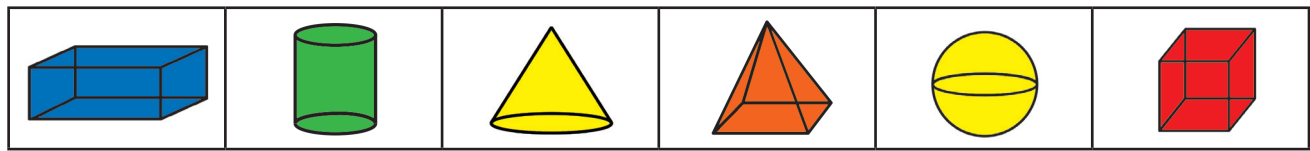
Write the names of these objects and shapes in the right place below.

sfeer sphere	sirkel circle	reghoekige prisma rectangular prism	reghoek rectangle	piramide pyramid	kubus cube	vierkant square	driehoek triangle
-----------------	------------------	--	----------------------	---------------------	---------------	--------------------	----------------------

			
reghoekige prisma rectangular prism	sirkel circle		
			

3 Kleur die voorwerpe in hierdie kleure in.

Colour the objects using these colours.



4 Skryf die name neer van al die 3D voorwerpe wat jy ken.

Write the names of the 3-D objects you know.

Kom ons praat Wiskunde!

Let's talk Maths!

In Afrikaans sê ons:

vlakke

prisma

piramide

silinder

konstruksie

bou/maak

In English we say:

faces

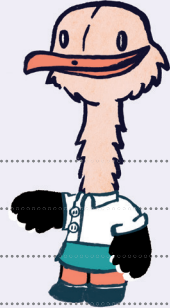
prism

pyramid

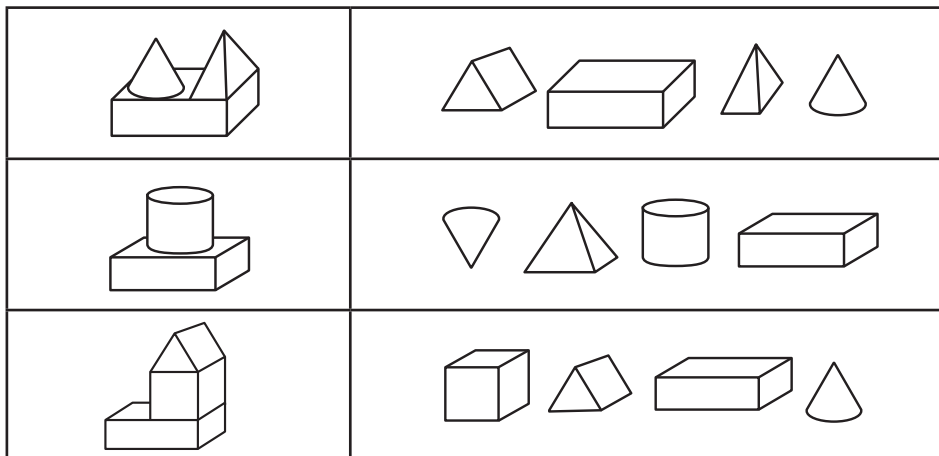
cylinder

construction

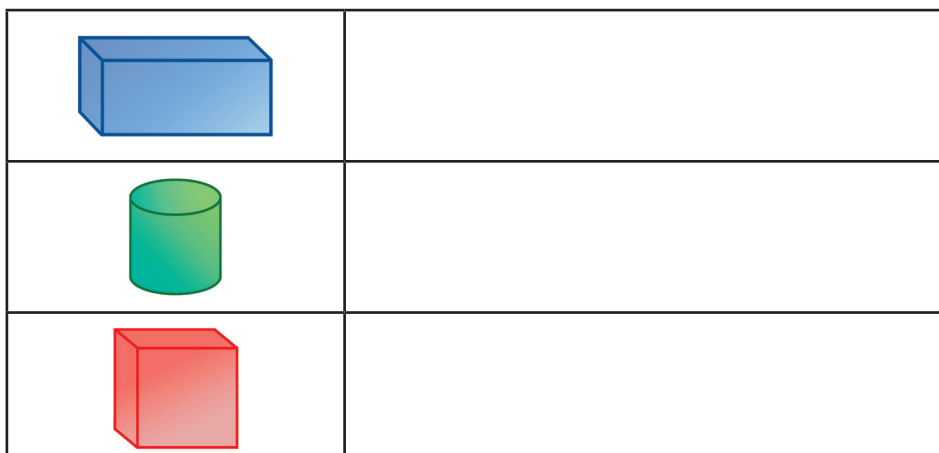
build



- 1 Kleur die 3D voorwerpe in waaruit elke konstruksie bestaan.
Colour the 3-D objects that make up each construction.



- 2 Teken die 2D vorms waaruit die 3D voorwerpe bestaan.
Draw the 2-D shapes that make up the 3-D objects.



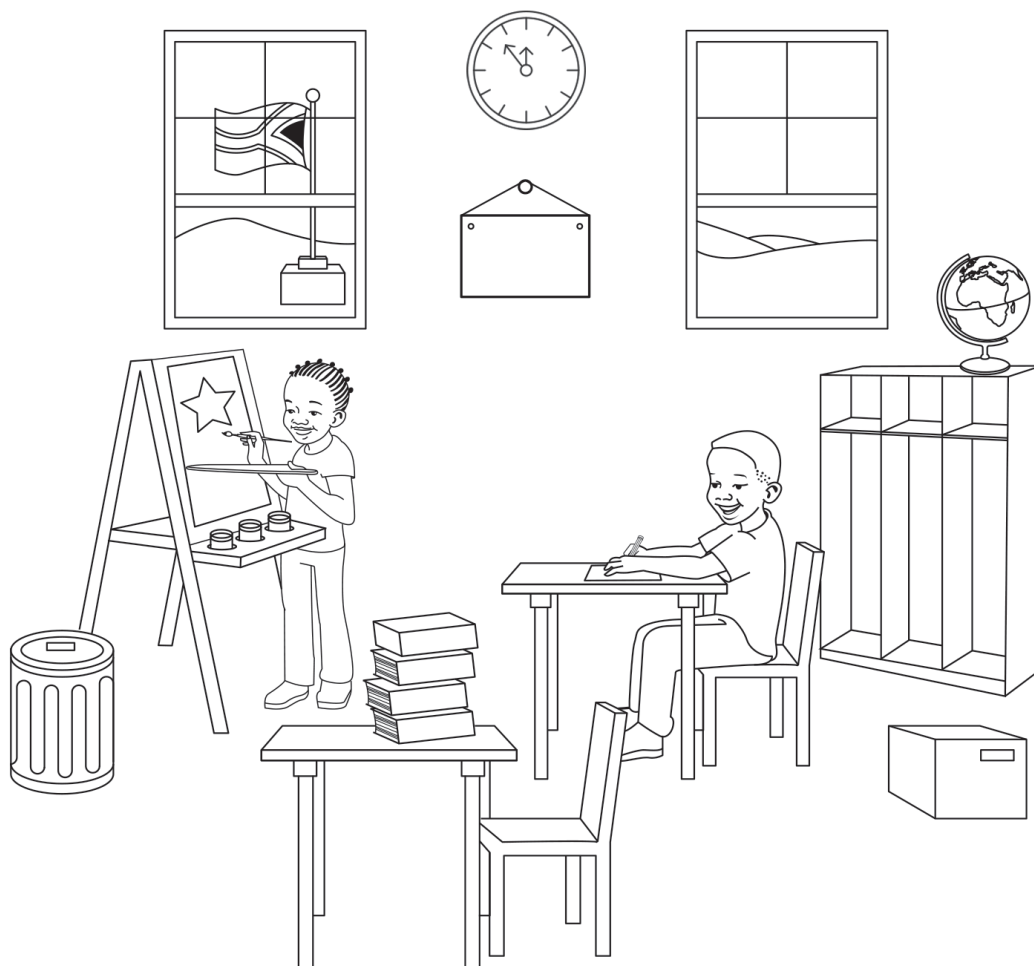
3 Teken die prente.

Draw the pictures.

'n boks wat op 'n silinder balanseer a cube balancing on a cylinder	'n bal wat op 'n silinder balanseer a sphere balancing on a cylinder	'n silinder wat op 'n boks balanseer a cylinder balancing on a cube

4 Kleur die reghoekige prisma's in blou in.

Colour the rectangular prisms blue.



Watter ander voorwerpe kan jy sien? Soek daarna en gesels met jou maat daarvoor.

What other objects can you see? Find them and talk to your partner about them.



HOOFREKENE
MENTAL MATHS

INVERSE BEWERKINGS
INVERSE OPERATIONS

SPELETJIE
GAME

WERKKAARTE
WORKSHEETS

Speletjie: Vinnige wiskunde met kaarte - tel op en trek af
Game: Fast maths with cards - add and subtract

- Sit getalkaarte 0 tot 10 op 'n hople neer.

Place number cards 0 to 10 in a pile.

- Draai een kaart om.

Flip one card.

- Hoeveel om 20 te maak?

How much to make 20?

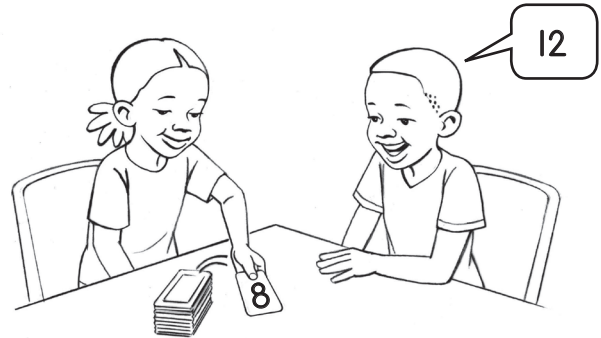
- Werk vinnig!

Maak 30, 40, 50, 60, 90 of 100.

Work fast! Make 30, 40, 50, 60, 90 or 100.

- Probeer dit nou met aftrekking! Trek van 40, 50, 70, 80 en 100 af.

Now try with subtraction! Subtract from 40, 50, 70, 80 and 100.



1 Wys met blokkies en spreikaarte.

Show with blocks and flard cards.

30	49	71	105	111	101	110	305	500	490	210	201	354	304
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2 Hoeveel?

How much?

12			

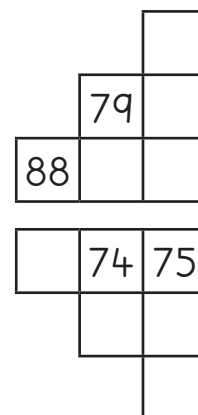
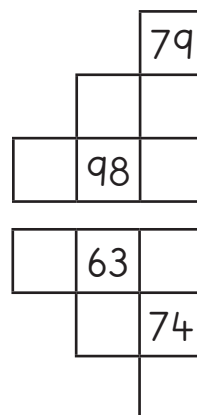
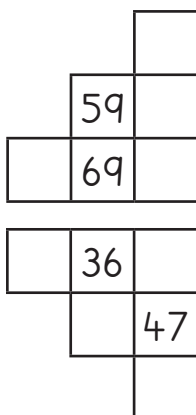
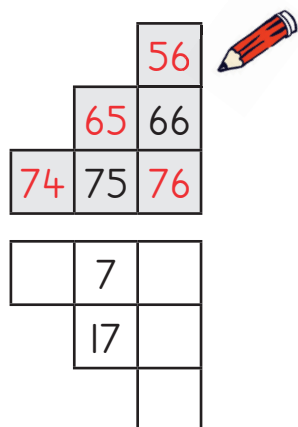
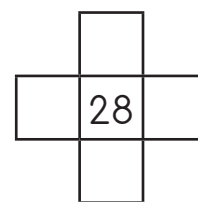
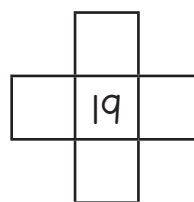
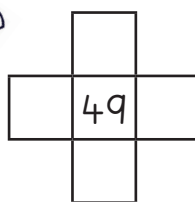
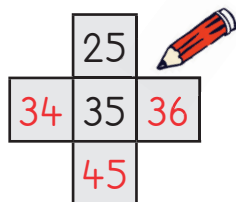
3 Hoeveel?

How much?

15			

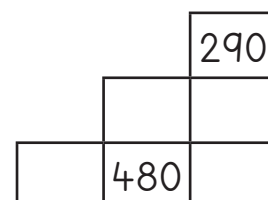
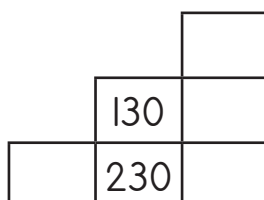
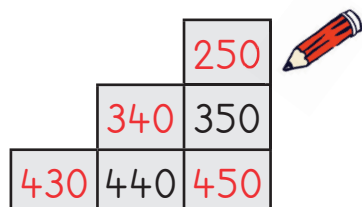
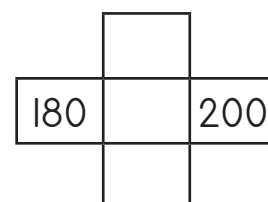
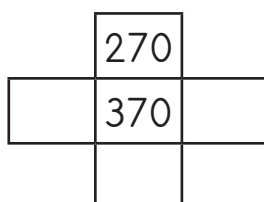
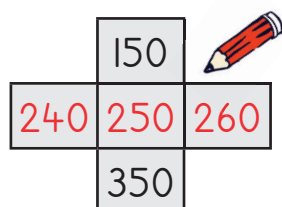
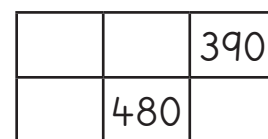
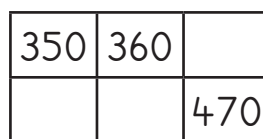
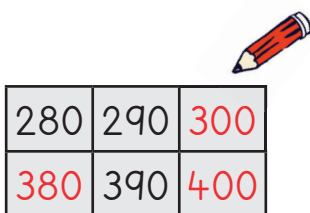
4 Voltooi die stukke van die 100-blok.

Complete the pieces of the 100 square.



5 Voltooi die stukke van die 1000-blok.

Complete the pieces of the 1000 square.



6 Orden van die kleinste tot die grootste.

Order from **smallest** to **biggest**.

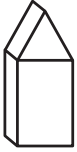
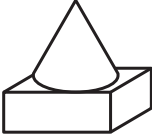
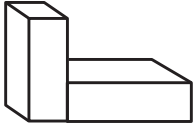
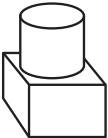
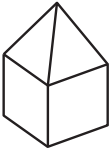
195, 302, 714, 317	195, 302, 317, 714
368, 638, 836, 683	
409, 465, 482, 397	

7 Orden van die grootste tot die kleinste.

Order from **biggest** to **smallest**.

115, 121, 119, 125	125, 121, 119, 115
423, 432, 342, 344	
210, 340, 304, 200	

- 1 Watter 3D voorwerpe kan julle sien? Skryf die name neer.
What 3-D objects can you see? Write the names.

- 2 Teken 'n prent deur 3D voorwerpe en 2D vorms te gebruik.
Draw a picture using 3-D objects and 2-D shapes.

- 3 Maak 'n regmerk in die raampie om te wys watter lyn korter is.

Tick the box to show which line is shorter.

☐ _____

☐ _____

- Maak 'n regmerk in die raampie om te wys watter lyn langer is.

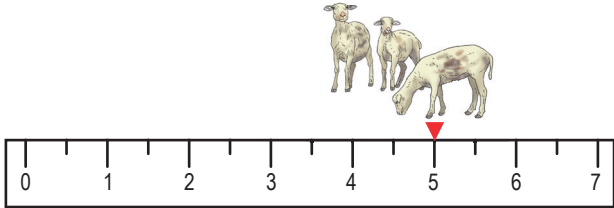
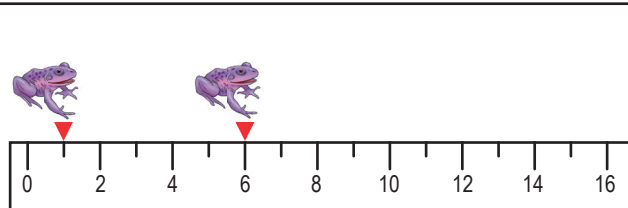
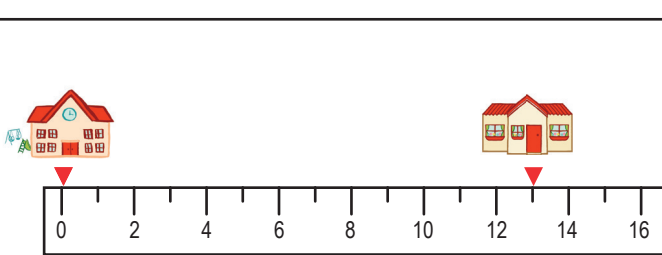
Tick the box to show which line is longer.

☐ _____

☐ _____

- 4 Beantwoord die vrae in meter.

Answer the questions in metres.

Hoeveel meter het die skape geloop? How many metres did the sheep travel? 	_____ m
Hoeveel meter het die padda gespring? How many metres did the frog jump? 	_____ m
Hoeveel meter is dit van die skool tot by jou huis? How many metres from the school to your house? 	_____ m

- 5 Meet die lyne met 'n liniaal.

Use a ruler to measure the lines.

	_____ cm		_____ cm
	_____ cm		_____ cm

HOOFREKENE
MENTAL MATHS

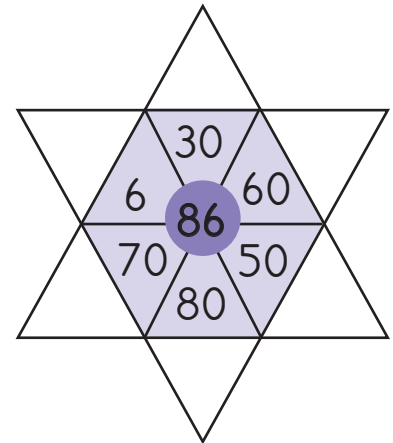
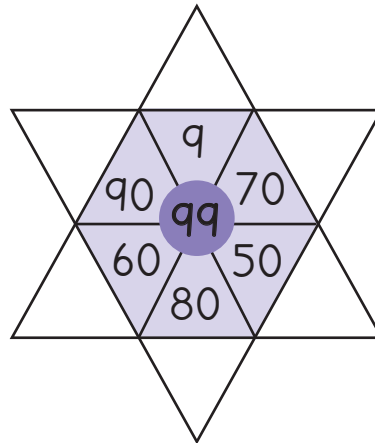
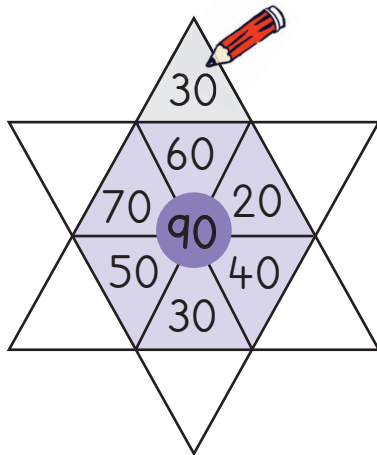
INVERSE BEWERKINGS
INVERSE OPERATIONS

SPELETJIE
GAME

WERKKAARTE
WORKSHEETS

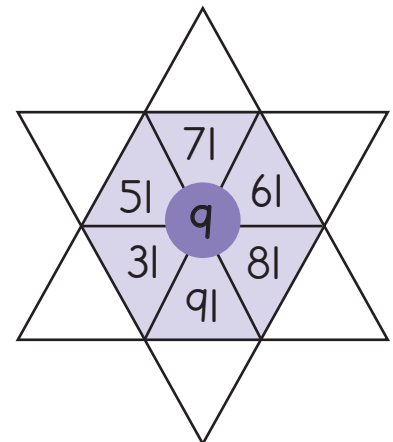
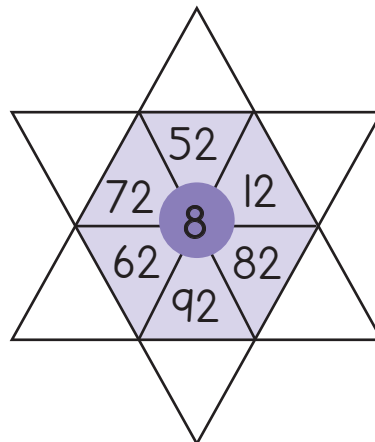
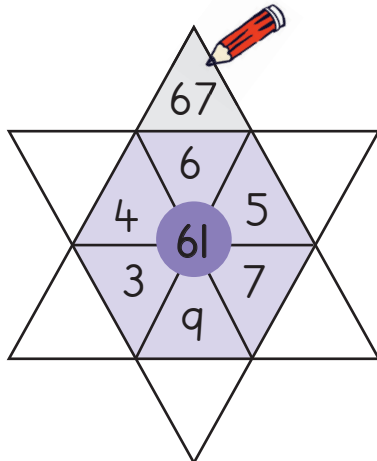
- 1 Trek af om die ontbrekende getalle op die punte van die sterre te kry.

Subtract to find the missing numbers in the points of the star.



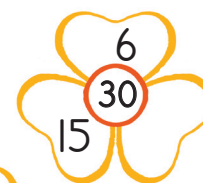
- 2 Tel op om die ontbrekende getalle op die punte van die sterre te kry.

Add to find the missing numbers in the points of the star.



- 3 Die som staan in die middel. Vul die ontbrekende getal in.

The sum is in the middle. Fill in the missing number.



4 Tel elke slag 2 by.

Always add 2.

96				
114				

136				
155				

Tel elke slag 10 by.

Always add 10.

70				
150				

105				
163				

5 Trek elke slag 1 af.

Always subtract 1.

500				
603				

1000				
912				

Trek elke slag 10 af.

Always subtract 10.

120				
230				

333				
425				

Trek elke slag 100 af.

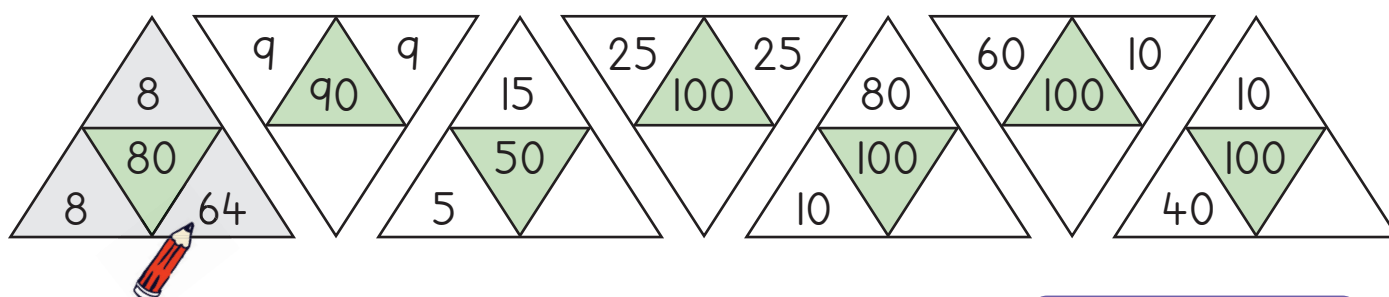
Always subtract 100.

900				
410				

505				
404				

6 Die som staan in die middel. Kry die ontbrekende getal.

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



1 Tel op of trek af.

Add or subtract.

$6 + 6 = \underline{\quad}$	$12 - 6 = \underline{\quad}$	$4 + 8 = \underline{\quad}$	$7 + 7 = \underline{\quad}$
$14 - 7 = \underline{\quad}$	$7 + 8 = \underline{\quad}$	$8 + 8 = \underline{\quad}$	$18 - 9 = \underline{\quad}$
$13 - 7 = \underline{\quad}$	$9 + 9 = \underline{\quad}$	$16 - 8 = \underline{\quad}$	$13 - 9 = \underline{\quad}$

2 Tel op of trek af.

Add or subtract.

$9 + 7 = \underline{\quad}$	$14 - 8 = \underline{\quad}$	$8 + 9 = \underline{\quad}$	$29 + 7 = \underline{\quad}$
$34 - 8 = \underline{\quad}$	$88 + 9 = \underline{\quad}$	$49 + 7 = \underline{\quad}$	$64 - 8 = \underline{\quad}$
$15 - 9 = \underline{\quad}$	$69 + 7 = \underline{\quad}$	$94 - 8 = \underline{\quad}$	$35 - 9 = \underline{\quad}$

3 Tel op.

Add.

$18 + \underline{\quad} = 20$	$18 + 6 = \underline{\quad}$	$15 + 20 = \underline{\quad}$	$19 + \underline{\quad} = 20$
$19 + 5 = \underline{\quad}$	$27 + 30 = \underline{\quad}$	$27 + \underline{\quad} = 30$	$27 + 7 = \underline{\quad}$
$36 + 40 = \underline{\quad}$	$36 + \underline{\quad} = 40$	$36 + 8 = \underline{\quad}$	$62 + 20 = \underline{\quad}$

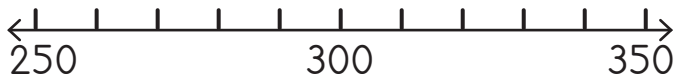
4 Trek af.

Subtract.

$20 + \underline{\quad} = 40$	$14 - 8 = \underline{\quad}$	$32 - 10 = \underline{\quad}$	$30 - \underline{\quad} = 22$
$22 - 9 = \underline{\quad}$	$46 - 30 = \underline{\quad}$	$50 - \underline{\quad} = 45$	$45 - 7 = \underline{\quad}$
$28 - 20 = \underline{\quad}$	$80 - \underline{\quad} = 72$	$72 - 5 = \underline{\quad}$	$78 - 40 = \underline{\quad}$

5 Tel met behulp van die getallelyn op.

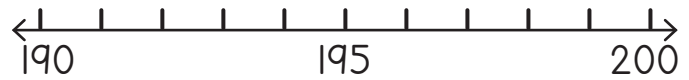
Add using the number line.



$250 + 50 = \underline{\quad}$
$280 + 30 = \underline{\quad}$
$300 + \underline{\quad} = 350$
$330 + \underline{\quad} = 350$

6 Trek met behulp van die getallelyn af.

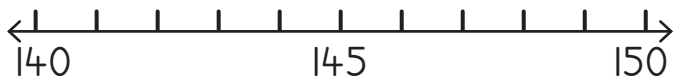
Subtract using the number line.



$200 - 3 = \underline{\quad}$
$200 - 7 = \underline{\quad}$
$200 - \underline{\quad} = 195$
$198 - \underline{\quad} = 190$

7 Tel op en trek af.

Add and subtract.



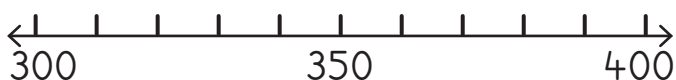
$146 + 2 = \underline{148}$ 
$145 + 4 = \underline{\quad}$
$143 + 7 = \underline{\quad}$
$141 + 9 = \underline{\quad}$



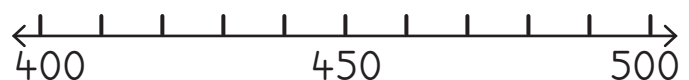
$160 - 2 = \underline{\quad}$
$160 - 5 = \underline{\quad}$
$160 - 8 = \underline{\quad}$
$160 - 10 = \underline{\quad}$

8 Tel op en trek af.

Add and subtract.



$310 + 30 = \underline{340}$ 
$340 + 40 = \underline{\quad}$
$360 + 40 = \underline{\quad}$
$320 + 80 = \underline{\quad}$



$490 - 30 = \underline{\quad}$
$480 - 40 = \underline{\quad}$
$500 - 20 = \underline{\quad}$
$500 - 60 = \underline{\quad}$

1 Tel in kolomme op.

Add in columns.

	3	6
+	2	4

	2	5
+	4	6

	1	9
+	1	8

	2	4
+	2	7

	1	8
+	2	3

	1	7
+	4	7

	1	6
+	3	9

	3	8
+	2	9

	2	1
+	2	4

	2	1
+	9	6

	6	6
+		8

	6	4
+	1	7

2 Trek in kolomme af.

Subtract in columns.

	3	2
-	1	3

	4	1
-	2	3

	5	1
-	1	4

	5	5
-	2	6

	7	1
-	3	2

	5	3
-	2	6

	7	0
-	3	2

	6	0
-	1	5

	8	1
-	7	6

	7	2
-	2	5

	9	0
-	8	2

	8	4
-	2	6

3 Skryf die getalle in kolomme en tel op.

Write the numbers in columns and add.

$106 + 71 = \underline{\hspace{2cm}}$

$93 + 105 = \underline{\hspace{2cm}}$

$38 + 121 = \underline{\hspace{2cm}}$

4 Skryf die getalle in kolomme en trek af.

Write the numbers in columns and subtract.

$178 - 43 = \underline{\hspace{2cm}}$

$194 - 64 = \underline{\hspace{2cm}}$

$187 - 35 = \underline{\hspace{2cm}}$

5 Tel op of trek af.

Add or subtract.

$114 + 26 = \underline{\hspace{2cm}}$	$79 + 108 = \underline{\hspace{2cm}}$	$47 + 137 = \underline{\hspace{2cm}}$
$183 - 51 = \underline{\hspace{2cm}}$	$164 - 32 = \underline{\hspace{2cm}}$	$127 - 89 = \underline{\hspace{2cm}}$

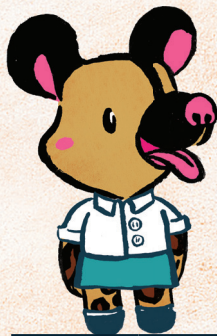
6 Omkring 3 getalle wat saam die boonste getal maak.

Circle 3 numbers that add up to the number at the top.

15			
3	6	4	6
8	6	5	2
5	9	2	4
8	4	1	6
7	3	5	4

18			
6	3	7	5
4	8	1	9
7	4	8	3
5	9	4	6
6	9	7	3

21			
8	7	4	6
9	9	5	3
7	7	7	8
6	9	7	6
8	4	5	9



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



1000-blok

1000 square



10	20	30	40	50	60	70	80	90	100
110	120	130	140	150	160	170	180	190	200
210	220	230	240	250	260	270	280	290	300
310	320	330	340	350	360	370	380	390	400
410	420	430	440	450	460	470	480	490	500
510	520	530	540	550	560	570	580	590	600
610	620	630	640	650	660	670	680	690	700
710	720	730	740	750	760	770	780	790	800
810	820	830	840	850	860	870	880	890	900
910	920	930	940	950	960	970	980	990	1000



Getalname

Number names



1	een one
2	twee two
3	drie three
4	vier four
5	vyf five
6	ses six
7	sewe seven
8	agt eight
9	nege nine
10	tien ten

11	elf eleven
12	twaalf twelve
13	dertien thirteen
14	veertien fourteen
15	vyftien fifteen
16	sestien sixteen
17	sewentien seventeen
18	agtien eighteen
19	negentien nineteen
20	twintig twenty



Getalname

Number names



10	tien ten
20	twintig twenty
30	dertig thirty
40	veertig forty
50	vyftig fifty
60	sestig sixty
70	sewentig seventy
80	tagtig eighty
90	negentig ninety
100	eenhonderd one hundred



Getalname

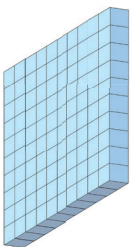


Number names



100	eenhonderd one hundred
200	tweehonderd two hundred
300	driehonderd three hundred
400	vierhonderd four hundred
500	vyfhonderd five hundred
600	seshonderd six hundred
700	sewehonderd seven hundred
800	agthonderd eight hundred
900	negehonderd nine hundred
1000	eenduisend one thousand



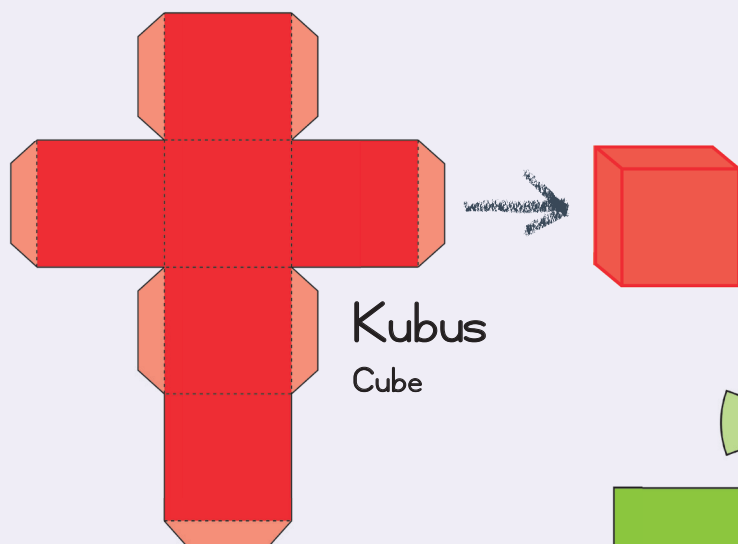
 honderde hundreds	
 tiene tens	
 ene ones	

2D VORMS: VOU DIT OM 3D VOORWERPE TE MAAK

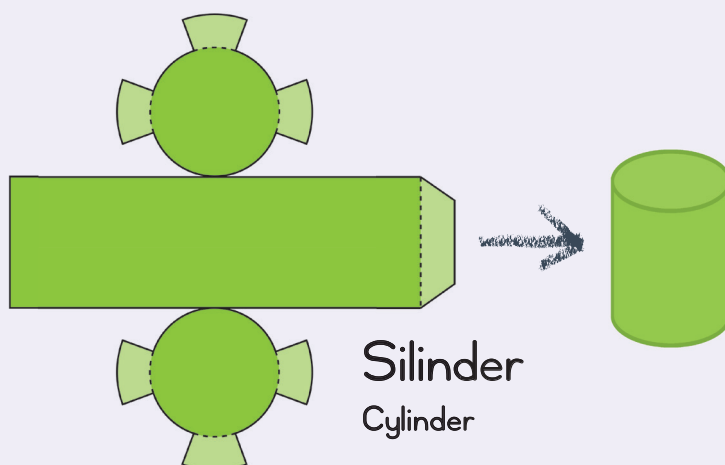
2-D SHAPES: FOLD THEM TO MAKE 3-D OBJECTS

Knip uit, vou op die stippellyne en plak vas.

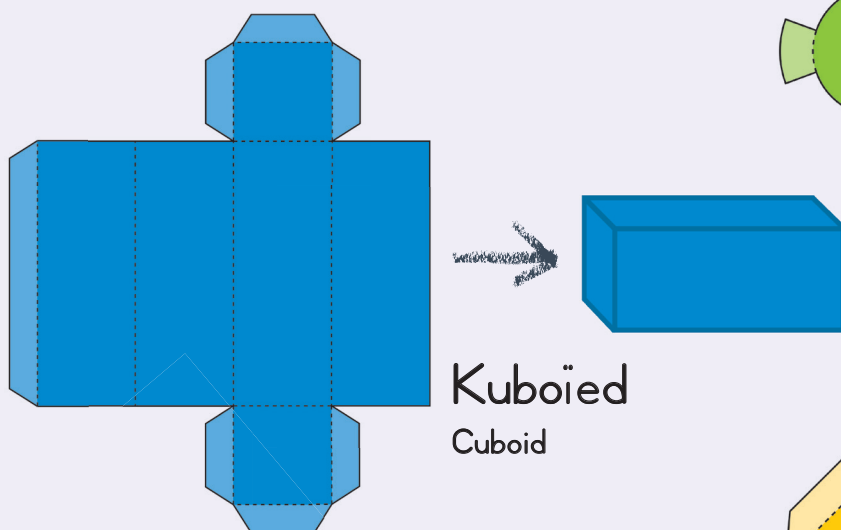
Cut out, fold on the dotted lines and stick together.



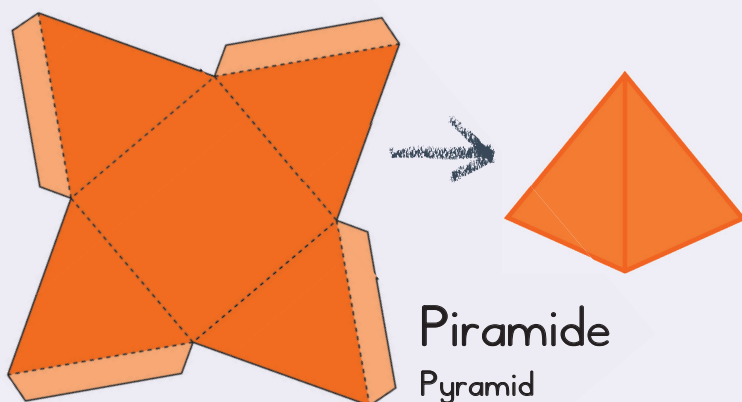
Kubus
Cube



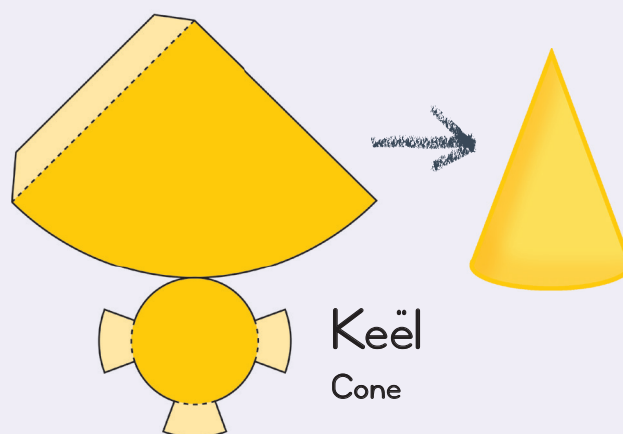
Silinder
Cylinder



Kuboïed
Cuboid



Piramide
Pyramid



Keël
Cone

