

Wiskunde

Mathematics

3
Kwartaal 3 : Term 3



Leerder : Learner:



Kwartaal 3 : Term 3



**Bala
Wande**

Calculating with Confidence

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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www.fundawande.org

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INHOUD : CONTENTS

WEEK 1 • DELING	WEEK 1 • DIVISION	2
DAG 1 • DAY 1	Deel Division	2
DAG 2 • DAY 2	Deel (verdeel) Division (sharing)	4
DAG 3 • DAY 3	Deel (groepeer) Division (grouping)	6
DAG 4 • DAY 4	Deel (verdeel en groepeer) Division (sharing and grouping)	8
DAG 5 • DAY 5	Vaslegging Consolidation	10
WEEK 2 • DELING	WEEK 2 • DIVISION	12
DAG 1 • DAY 1	Oefen deling Practising division	12
DAG 2 • DAY 2	Oefen deling Practising division	14
DAG 3 • DAY 3	Deel met 0 Division of 0	16
DAG 4 • DAY 4	Delingstories Division stories	18
DAG 5 • DAY 5	Assessering en vaslegging Assessment and consolidation	20
WEEK 3 • POSISIE EN RIGTING	WEEK 3 • POSITION AND DIRECTION	22
DAG 1 • DAY 1	Draaie en rigting Turns and direction	22
DAG 2 • DAY 2	Volg rigtingaanwysings Following directions	24
DAG 3 • DAY 3	Aansigte Views	26
DAG 4 • DAY 4	Kaarte Maps	28
DAG 5 • DAY 5	Assessering en vaslegging Assessment and consolidation	30
WEEK 4 • DELING EN BREUKE	WEEK 4 • DIVISION AND FRACTIONS	32
DAG 1 • DAY 1	Deel met veelvoude Division using multiples	32
DAG 2 • DAY 2	Verdeling wat tot breuke lei Sharing leading to fractions	34
DAG 3 • DAY 3	Breuke Fractions	36
DAG 4 • DAY 4	Breuke Fractions	38
DAG 5 • DAY 5	Assessering en vaslegging Assessment and consolidation	40
WEEK 5 • BREUKE	WEEK 5 • FRACTIONS	42
DAG 1 • DAY 1	Breuke Fractions	42
DAG 2 • DAY 2	Breuke as getalle Fractions as numbers	44
DAG 3 • DAY 3	Breuke op 'n getallelyn Fractions on a number line	46
DAG 4 • DAY 4	Breuke op 'n getallelyn Fractions on a number line	48
DAG 5 • DAY 5	Assessering en vaslegging Assessment and consolidation	50
WEEK 6 • LENGTE	WEEK 6 • LENGTH	52
DAG 1 • DAY 1	Meter Metres	52
DAG 2 • DAY 2	Sentimeter Centimetres	54
DAG 3 • DAY 3	Skat Estimation	56
DAG 4 • DAY 4	Werk met lengte-eenhede Working with units of length	58
DAG 5 • DAY 5	Assessering en vaslegging Assessment and consolidation	60

WEEK 7 • BREUKE	WEEK 7 • FRACTIONS	62
DAG 1 • DAY 1	Vergelyk breuke Comparing fractions	62
DAG 2 • DAY 2	Tel breuke op Adding fractions	64
DAG 3 • DAY 3	Trek breuke af Subtracting fractions	66
DAG 4 • DAY 4	'n Breuk van 'n versameling Fractions of a collection	68
DAG 5 • DAY 5	Assessering en vaslegging Assessment and consolidation	70
WEEK 8 • OMTREK EN OPPERVLAKTE	WEEK 8 • PERIMETER AND AREA	72
DAG 1 • DAY 1	Omtrek Perimeter	72
DAG 2 • DAY 2	Omtrek Perimeter	74
DAG 3 • DAY 3	Oppervlakte Area	76
DAG 4 • DAY 4	Oppervlakte Area	78
DAG 5 • DAY 5	Assessering en vaslegging Assessment and consolidation	80
WEEK 9 • MASSA	WEEK 9 • MASS	82
DAG 1 • DAY 1	Kilogram Kilograms	82
DAG 2 • DAY 2	Gram Grams	84
DAG 3 • DAY 3	Skat massa Estimation of mass	86
DAG 4 • DAY 4	Werk met massa-eenhede Working with units of mass	88
DAG 5 • DAY 5	Vaslegging Consolidation	90
WEEK 10 • HERSIENING	WEEK 10 • REVISION	92
DAG 1 • DAY 1	Deling Division	92
DAG 2 • DAY 2	Deling Division	94
DAG 3 • DAY 3	Deling Division	96
DAG 4 • DAY 4	Breuke Fractions	98
DAG 5 • DAY 5	Meting Measurement	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 3 beplan is. Daar is konseptontwikkeling-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.



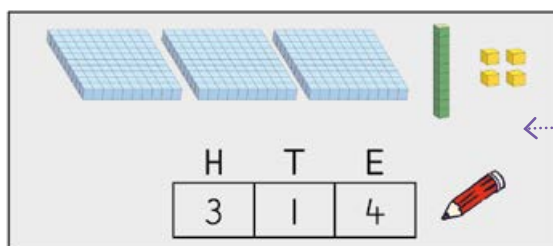
Onder die banier is daar 'n vloeiagram wat die opeenvolging van aktiwiteite vir die dag opsom.



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 3. 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.



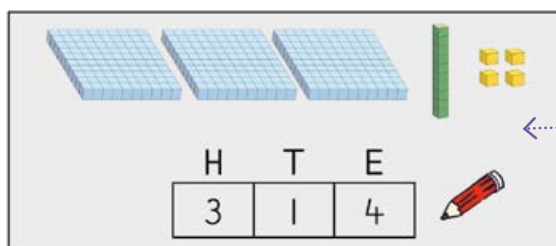
Underneath the banner is a flow diagram that summarises the sequence of activities for the day.



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

MAAK 20 MET KOLKAARTE
MAKE 20 USING DOT CARDS

SPELETJIE
GAME

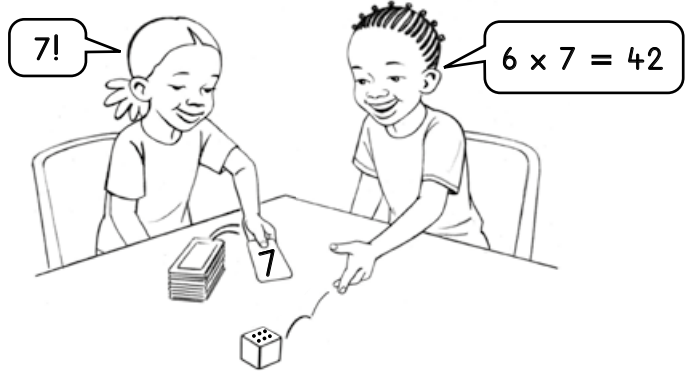
KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

Speletjie: Vinnige wiskunde met dobbelstene en kaarte - vermenigvuldig!

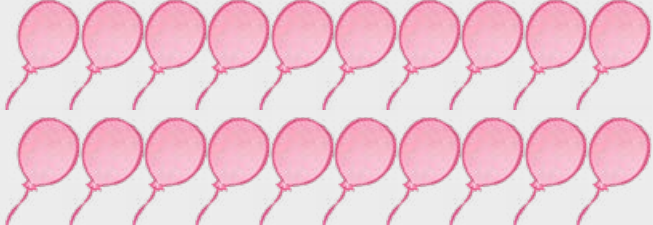
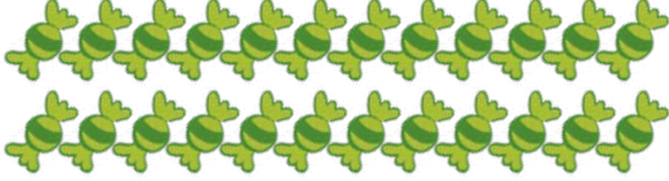
Game: Fast maths with dice and cards - multiply!

- Speel saam in pare.
Play in pairs.
- Draai 'n kaart om en gooi 'n dobbelsteen.
Turn a card and throw a dice.
- Vermenigvuldig!
Multiply!



I Verdeel gelykop onder die maats. Hoeveel kry elke maat?

Share equally between the friends. How many will each friend get?

  $20 \div 4 = \underline{5}$ 	  $25 \div 5 = \underline{\quad}$
  $30 \div 3 = \underline{\quad}$	  $24 \div 6 = \underline{\quad}$

2 Verdeel die blomme gelykop.

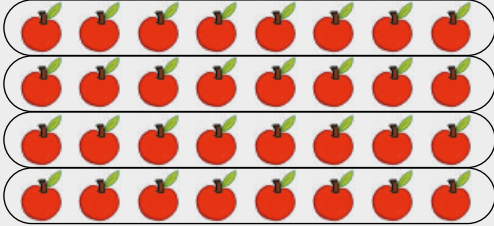
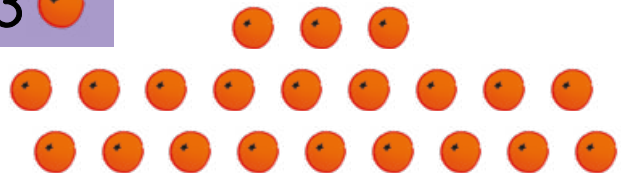
Share the flowers equally.



2  _____ ÷ 2 = _____	3  _____ ÷ 3 = _____
9  _____ ÷ 9 = _____	6  _____ ÷ 6 = _____

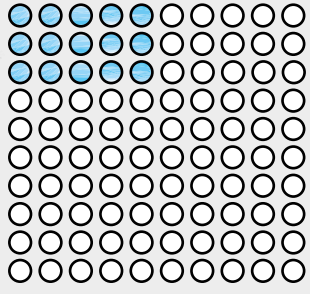
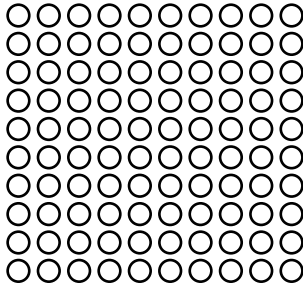
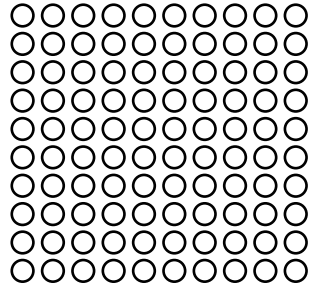
3 Maak gelyke groepe. Hoeveel groepe is daar?

Put into equal groups. How many groups will there be?

8    $32 \div 8 = \underline{4}$ 	3   $21 \div 3 = \underline{\quad}$
7   $42 \div 7 = \underline{\quad}$	5   $30 \div 5 = \underline{\quad}$

4 Kleur in.

Colour.

15 gedeel in 3 groepe van 5. 15 divided into 3 groups of 5.	80 gedeel in 8 groepe van 10. 80 divided into 8 groups of 10.	18 gedeel in 2 groepe van 9. 18 divided into 2 groups of 9.
 		
$\underline{15} \div \underline{3} = \underline{5}$ 	_____ ÷ _____ = _____	_____ ÷ _____ = _____

HOOFREKENE
MENTAL MATHS

MAAK 20 MET KOLKAARTE
MAKE 20 USING DOT CARDS

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

1 Los die probleme op. Skryf delingsgetalsinne.

Solve the problems. Write division number sentences.

Verdeel 35  gelykop
onder 5 .

Share 35  equally among 5 .



$$\underline{35} \div \underline{5} = \underline{7}$$

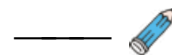


Verdeel 18  gelykop
onder 3 .

Share 18  equally among 3 .



$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

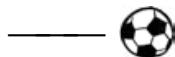


Verdeel 24  gelykop
onder 6 .

Share 24  equally among 6 .



$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

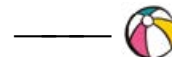


Verdeel 33  gelykop
onder 3 .

Share 33  equally among 3 .



$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$



2 Verdeel die lekkers gelykop onder:

Share the sweets equally between:



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

3  $\underline{\quad} \div 3 = \underline{\quad}$

4  $\underline{\quad} \div 4 = \underline{\quad}$

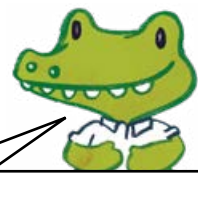
6  $\underline{\quad} \div 6 = \underline{\quad}$

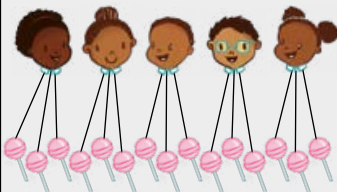
3 Los die probleme op. Skryf getalsinne.

Solve the problems. Write number sentences.

Onthou om vermenigvuldiging te gebruik om te deel.

Remember to use multiplication to divide.



Verdeel gelykop. Share equally.	Teken 'n diagram en skryf die antwoord. Draw a diagram and write the answer.	vermenigvuldig multiplication	deel division
15 suigstokkies onder 5 maats. 15 lollipops among 5 friends.	 3 suigstokkies elk 3 lollipops each	$5 \times 3 = 15$	$15 \div 5 = 3$
32 koekies onder 4 maats. 32 biscuits among 4 friends.		$\underline{\quad} \times \underline{\quad} = \underline{\quad}$	$\underline{\quad} \div \underline{\quad} = \underline{\quad}$
27 potlode onder 9 maats. 27 pencils among 9 friends.		$\underline{\quad} \times \underline{\quad} = \underline{\quad}$	$\underline{\quad} \div \underline{\quad} = \underline{\quad}$

4 Voltooi die getalsinne.

Complete the number sentences.

$6 \times \underline{3} = 18$	$\underline{18} \div \underline{6} = \underline{3}$
$4 \times \underline{\quad} = 24$	$\underline{\quad} \div \underline{\quad} = \underline{\quad}$
$\underline{\quad} \times 3 = 30$	$\underline{\quad} \div \underline{\quad} = \underline{\quad}$
$5 \times \underline{\quad} = 40$	$\underline{\quad} \div \underline{\quad} = \underline{\quad}$
$\underline{\quad} \times 7 = 14$	$\underline{\quad} \div \underline{\quad} = \underline{\quad}$

Deel (groepeer) Division (grouping)

HOOFDREKENE
MENTAL MATHS

MAAK 20 MET KOLKAARTE
MAKE 20 USING DOT CARDS

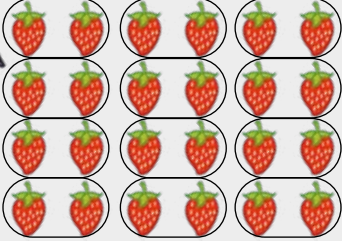
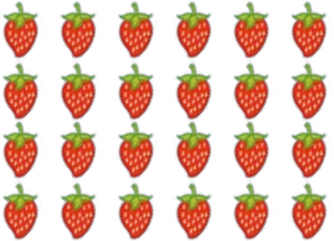
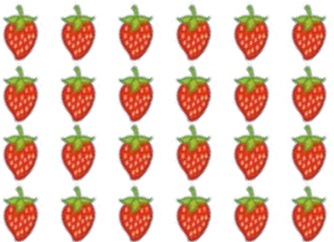
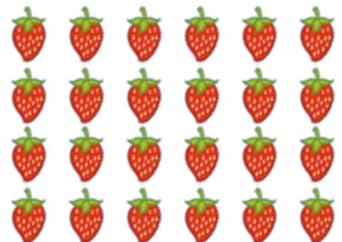
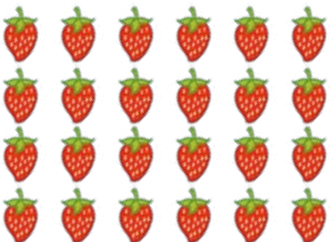
SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

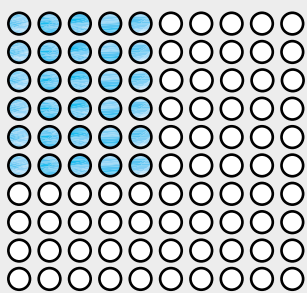
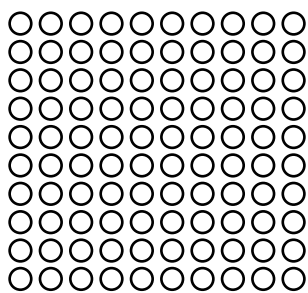
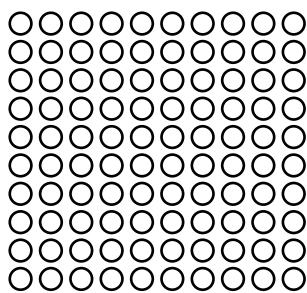
1 Maak gelyke groepe. Hoeveel groepe is daar?

Put into equal groups. How many groups will there be?

2  12 groepe groups		3  groepe groups	
4  groepe groups		6  groepe groups	
8  groepe groups		12  groepe groups	

2 Kleur in en skryf die getalsinne.

Colour and write number sentences.

30 gedeel in 6 groepe van 5. 30 divided into 6 groups of 5.	36 gedeel in 9 groepe van 4 36 divided into 9 groups of 4.	16 gedeel in 8 groepe van 2. 16 divided into 8 groups of 2.
		
<u>5</u> × <u>6</u> = <u>30</u>	___ × ___ = ___	___ × ___ = ___
<u>30</u> ÷ <u>6</u> = <u>5</u>	___ ÷ ___ = ___	___ ÷ ___ = ___

3 Hoeveel groepe is daar?

How many groups?

2 



$12 \div 4 = 3$ 

3 groepe van 4.
3 groups of 4.

5 



____ $\div$ ____ = ____

____ groepe van 5.
____ groups of 5.

Skryf die delingsgetalsin en teken prente om die probleme op te los.

Write the division number sentence and draw pictures to solve the problems.

7 



____ $\div$ ____ = ____

____ groepe van 7.
____ groups of 7.

8 



____ $\div$ ____ = ____

____ groepe van 8.
____ groups of 8.

4 Voltooi die getalsinne.

Complete the number sentences.

$5 \times 7 = 35$	$35 \div 7 = 5$ 
$2 \times \underline{\quad} = 22$	$\underline{\quad} \div \underline{\quad} = \underline{\quad}$
$\underline{\quad} \times 9 = 63$	$\underline{\quad} \div \underline{\quad} = \underline{\quad}$
$12 \times \underline{\quad} = 60$	$\underline{\quad} \div \underline{\quad} = \underline{\quad}$
$\underline{\quad} \times 4 = 16$	$\underline{\quad} \div \underline{\quad} = \underline{\quad}$
$10 \times \underline{\quad} = 70$	$\underline{\quad} \div \underline{\quad} = \underline{\quad}$

Deel (verdeel en groepeer) Division (sharing and grouping)

HOOFDREKENE
MENTAL MATHS

MAAK 20 MET KOLKAARTE
MAKE 20 USING DOT CARDS

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

1 Verdeel die balle gelykop.

Share the balls equally.



2 _____ ÷ 2 = _____	3 _____ ÷ 3 = _____
5 _____ ÷ 5 = _____	6 _____ ÷ 6 = _____
10 _____ ÷ 10 = _____	15 _____ ÷ 15 = _____

2 Kleur in en skryf die getalsinne.

Colour and write number sentences.

21 gedeel in 3 groepe van 7. 21 divided into 3 groups of 7.	32 gedeel in 8 groepe van 4. 32 divided into 8 groups of 4.	42 gedeel in 6 groepe van 7. 42 divided into 6 groups of 7.
<u>7</u> × <u>3</u> = <u>21</u>	_____ × _____ = _____	_____ × _____ = _____
<u>21</u> ÷ <u>3</u> = <u>7</u>	_____ ÷ _____ = _____	_____ ÷ _____ = _____

3 Verdeel 18 gelykop onder

2 .

Share 18 equally between 2 .



_____ ÷ _____ = _____



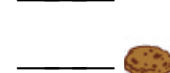
Verdeel 20 onder

4 .

Share 20 equally between 4 .



_____ ÷ _____ = _____



4 Verdeel 21  gelykop onder 3 .

Share 21  equally between 3 .

Teken. Draw.   	
vermenigvuldigingsgetalsin multiplication number sentence $7 \times 3 = 21$	delingsgetalsin division number sentence $21 \div 3 = 7$
Antwoord. Answer. 7 suigstokkies elk 7 lollipops each	

Daar is 7  in 'n boksie. Hoeveel boksies het jy vir 40  nodig?

There are 4  in a box. How many boxes will you need for 40 .

Teken. Draw.	
vermenigvuldigingsgetalsin multiplication number sentence	delingsgetalsin division number sentence
Antwoord. Answer.	

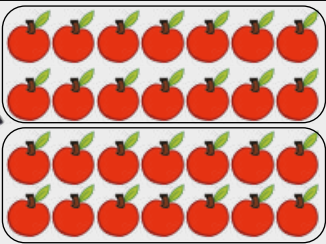
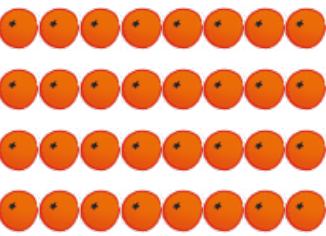
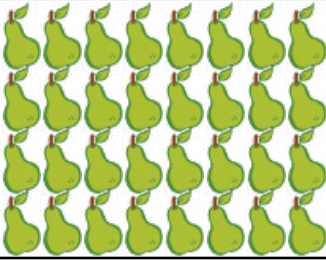
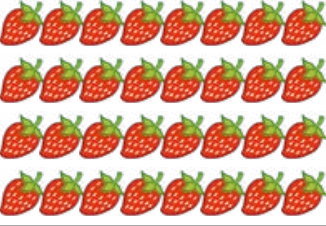
5

$24 \div 3 = \square$	$\square \times 3 = 24$	$\square = 8$
$45 \div 5 = \square$	$\square \times \underline{\quad} = \underline{\quad}$	$\square =$
$28 \div 4 = \square$	$\square \times \underline{\quad} = \underline{\quad}$	$\square =$
$48 \div 6 = \square$	$\square \times \underline{\quad} = \underline{\quad}$	$\square =$
$32 \div 8 = \square$	$\square \times \underline{\quad} = \underline{\quad}$	$\square =$

WERKKAART
WORKSHEET

WERKKAART
WORKSHEET

1

	verdeel gelykop onder share equally between	groepe van groups of	
	2 	$\begin{array}{r} 14 \\ 2 \end{array}$	$\underline{28} \div \underline{2} = \underline{14}$ 
	4 	$\begin{array}{r} 7 \\ \hline \end{array}$	$\underline{\quad} \div \underline{\quad} = \underline{\quad}$
	7 	$\begin{array}{r} 4 \\ \hline \end{array}$	$\underline{\quad} \div \underline{\quad} = \underline{\quad}$
	14 	$\begin{array}{r} 2 \\ \hline \end{array}$	$\underline{\quad} \div \underline{\quad} = \underline{\quad}$

Kom ons praat Wiskunde!

Let's talk Maths!

In Afrikaans sê ons:

Verdeel onder 3 maats.

groepe van 4

5 groepe van 10

maaltafels

getalsinne

deling

In English we say:

Share between 3 friends.

groups of 4

5 groups of 10

multiplication tables

number sentences

division



2 Verdeel 48  gelykop onder 8 .

Share 48  equally between 8 .

Teken.

Draw.

vermenigvuldigingsgetalsin
multiplication number sentence

delingsgetalsin
division number sentence

Antwoord.

Answer.

Daar is 5  in 'n sakkie. Hoeveel sakkies het jy nodig vir 35 .

There are 5  in a bag. How many bags will you need for 35 .

Teken.

Draw.

vermenigvuldigingsgetalsin
multiplication number sentence

delingsgetalsin
division number sentence

Antwoord.

Answer.

3

$55 \div 5 = \square$	$\square \times 5 = 55$	$\square = 11$ 
$27 \div 3 = \square$	$\square \times \underline{\quad} = \underline{\quad}$	$\square =$
$36 \div 6 = \square$	$\square \times \underline{\quad} = \underline{\quad}$	$\square =$
$72 \div 9 = \square$	$\square \times \underline{\quad} = \underline{\quad}$	$\square =$
$42 \div 7 = \square$	$\square \times \underline{\quad} = \underline{\quad}$	$\square =$

HOOFREKENE
MENTAL MATHS

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

SPELETJIE
GAME

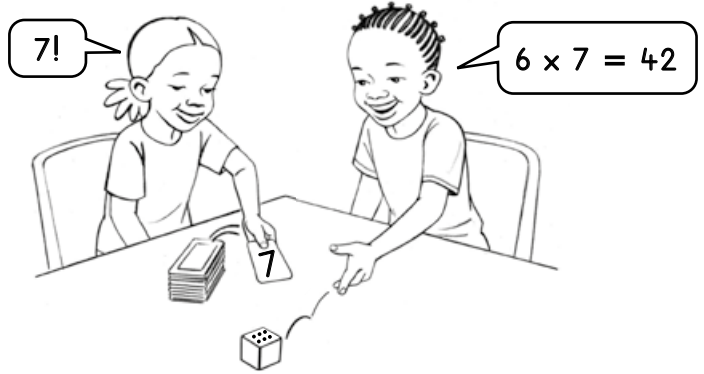
KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

Speletjie: Vinnige wiskunde met dobbelstene en kaarte - vermenigvuldig!

Game: Fast maths with dice and cards - multiply!

- Speel saam in pare.
Play in pairs.
- Draai 'n kaart om en gooi 'n dobbelsteen.
Turn a card and throw a dice.
- Vermenigvuldig!
Multiply!



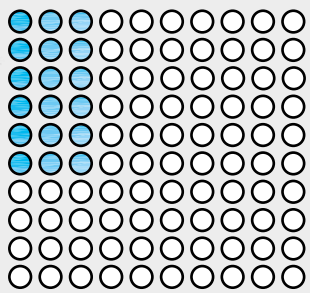
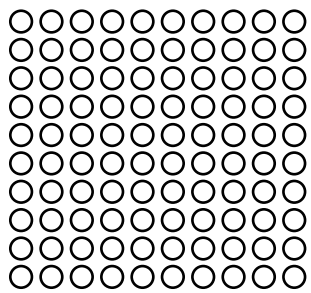
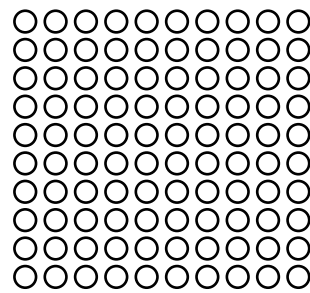
1 Voltooi die tabel. Skryf die getalsinne.

Complete the table. Write the number sentences.

	rye rows	kolomme columns	vermenigvuldig multiplication	deel division
	<u>5</u>	<u>4</u>	<u>5</u> × <u>4</u> = <u>20</u>	<u>20</u> ÷ <u>5</u> = <u>4</u>

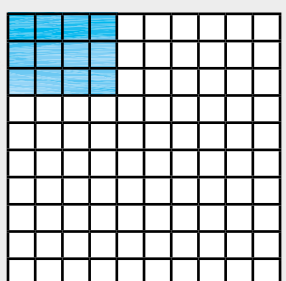
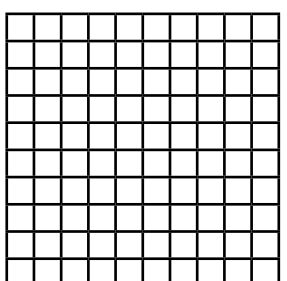
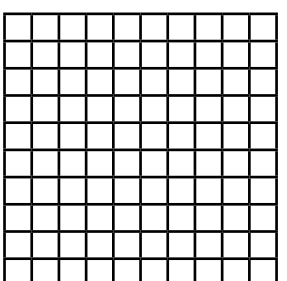
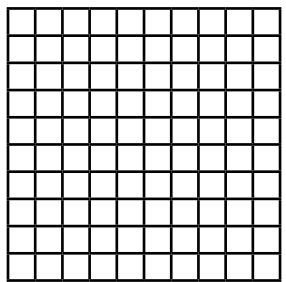
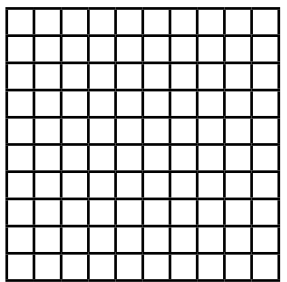
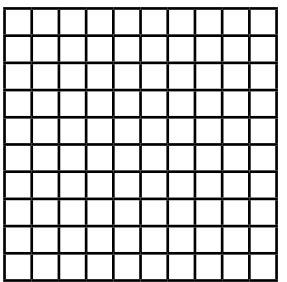
2 Kleur rye en kolomme in elke rangskikking in.
Skryf die getalsinne.

Colour rows and columns in each array. Write the number sentences.

6 rye en 3 kolomme 6 rows and 3 columns 	5 rye en 8 kolomme 5 rows and 8 columns	7 rye en 2 kolomme 7 rows and 2 columns
		
$6 \times 3 = 18$	$\underline{\quad} \times \underline{\quad} = \underline{\quad}$	$\underline{\quad} \times \underline{\quad} = \underline{\quad}$
$18 \div 6 = 3$	$\underline{\quad} \div \underline{\quad} = \underline{\quad}$	$\underline{\quad} \div \underline{\quad} = \underline{\quad}$

3 Kleur rye en kolomme in elke rangskikking in.
Skryf die getalsinne.

Colour rows and columns in each array. Write the number sentences.

$3 \times 4 = 12$ 	$4 \times 8 = \underline{\quad}$	$5 \times 6 = \underline{\quad}$
		
$12 \div 3 = 4$	$\underline{\quad} \div \underline{\quad} = \underline{\quad}$	$\underline{\quad} \div \underline{\quad} = \underline{\quad}$
$7 \times 9 = \underline{\quad}$	$10 \times 6 = \underline{\quad}$	$8 \times 2 = \underline{\quad}$
		
$\underline{\quad} \div \underline{\quad} = \underline{\quad}$	$\underline{\quad} \div \underline{\quad} = \underline{\quad}$	$\underline{\quad} \div \underline{\quad} = \underline{\quad}$

HOOFREKENE
MENTAL MATHS

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

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

1 Verdeel 35 blomme gelykop onder 7 maats.

Share 35 flowers equally between 7 friends.



Teken.

Draw.

vermenigvuldigingsgetalsin
multiplication number sentence

delingsgetalsin
division number sentence

Antwoord.
Answer.

Daar is 9 albasters in 'n boksie. Hoeveel boksies het jy nodig vir 54 albasters?

There are 9 marbles in a box. How many boxes will you need for 54 marbles?



Teken.

Draw.

vermenigvuldigingsgetalsin
multiplication number sentence

delingsgetalsin
division number sentence

Antwoord.
Answer.

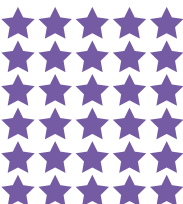
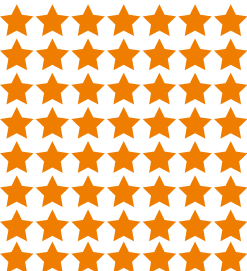
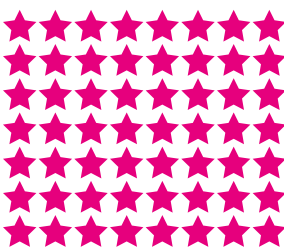
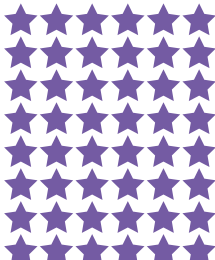
2 Los die vermenigvuldigings- en delingsprobleme op.

Solve the multiplication and division problems.

3	12	12	3	2	14
5		20		6	42
7	$\times 4$	28	$\div 4$	8	56
9		36		10	70
11		44		12	84

3 Skryf vermenigvuldigings- en delingsgetalsinne met behulp van die rangskikkings.

Use the array to write multiplication and division number sentences.

	$\underline{5} \times \underline{3} = \underline{15}$ $\underline{15} \div \underline{5} = \underline{3}$		$\underline{3} \times \underline{5} = \underline{15}$ $\underline{15} \div \underline{3} = \underline{5}$ 
	$\underline{\quad} \times \underline{\quad} = \underline{\quad}$ $\underline{\quad} \div \underline{\quad} = \underline{\quad}$		$\underline{\quad} \times \underline{\quad} = \underline{\quad}$ $\underline{\quad} \div \underline{\quad} = \underline{\quad}$
	$\underline{\quad} \times \underline{\quad} = \underline{\quad}$ $\underline{\quad} \div \underline{\quad} = \underline{\quad}$		$\underline{\quad} \times \underline{\quad} = \underline{\quad}$ $\underline{\quad} \div \underline{\quad} = \underline{\quad}$
	$\underline{\quad} \times \underline{\quad} = \underline{\quad}$ $\underline{\quad} \div \underline{\quad} = \underline{\quad}$		$\underline{\quad} \times \underline{\quad} = \underline{\quad}$ $\underline{\quad} \div \underline{\quad} = \underline{\quad}$
	$\underline{\quad} \times \underline{\quad} = \underline{\quad}$ $\underline{\quad} \div \underline{\quad} = \underline{\quad}$		$\underline{\quad} \times \underline{\quad} = \underline{\quad}$ $\underline{\quad} \div \underline{\quad} = \underline{\quad}$
	$\underline{\quad} \times \underline{\quad} = \underline{\quad}$ $\underline{\quad} \div \underline{\quad} = \underline{\quad}$		$\underline{\quad} \times \underline{\quad} = \underline{\quad}$ $\underline{\quad} \div \underline{\quad} = \underline{\quad}$
	$\underline{\quad} \times \underline{\quad} = \underline{\quad}$ $\underline{\quad} \div \underline{\quad} = \underline{\quad}$		$\underline{\quad} \times \underline{\quad} = \underline{\quad}$ $\underline{\quad} \div \underline{\quad} = \underline{\quad}$

HOOFREKENE
MENTAL MATHS

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

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

1 Daar is 49 blomme en 7 maats.

There are 49 flowers and 7 friends.

Daar is 28 rooi blomme.

28 flowers are red.



Daar is 21 blou blomme

21 flowers are blue.



Daar is 0 geel blomme.

0 flowers are yellow.



Verdeel die onder die maats. Hoeveel blomme kry elke maat?

Share the between the friends. How many flowers will each friend get?

Teken.

Draw.

vermenigvuldigingsgetalsin

multiplication number sentence

delingsgetalsin

division number sentence

Antwoord.

Answer.

Verdeel die onder die maats. Hoeveel blomme kry elke maat?

Share the between the friends. How many flowers will each friend get?

Teken.

Draw.

vermenigvuldigingsgetalsin

multiplication number sentence

delingsgetalsin

division number sentence

Antwoord.

Answer.

Verdeel die onder die maats. Hoeveel blomme kry elke maat?

Share the between the friends. How many flowers will each friend get?

Teken.

Draw.

vermenigvuldigingsgetalsin

multiplication number sentence

delingsgetalsin

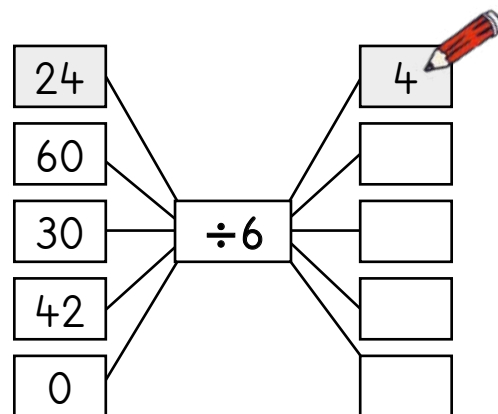
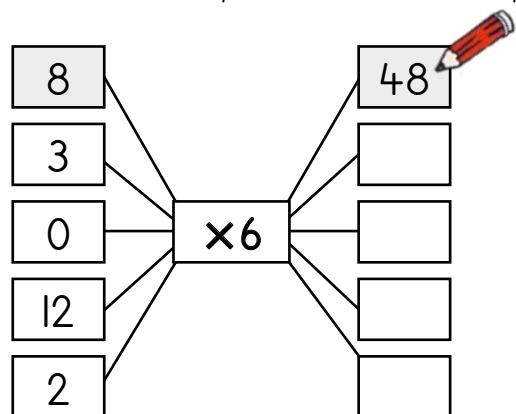
division number sentence

Antwoord.

Answer.

2 Los die vermenigvuldigings- en delingsprobleme op.

Solve the multiplication and division problems.



3 Skryf 4 getalsinne vir die getalle wat in die getaltabelle gewys word.

Write 4 number sentences for the numbers shown in the number tables.

45				
5		q		
5	$\times$	q	=	45
q	$\times$	5	=	45
45	$\div$	5	=	q
45	$\div$	q	=	5

21				
3		7		
	$\times$		=	
	$\times$		=	
	$\div$		=	
	$\div$		=	

32				
8		4		
	$\times$		=	
	$\times$		=	
	$\div$		=	
	$\div$		=	

70				
10		7		
	$\times$		=	
	$\times$		=	
	$\div$		=	
	$\div$		=	

33				
3		11		
	$\times$		=	
	$\times$		=	
	$\div$		=	
	$\div$		=	

48				
7		8		
	$\times$		=	
	$\times$		=	
	$\div$		=	
	$\div$		=	

HOOFREKENE
MENTAL MATHS

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

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

1 Los die delingswoordprobleme op.

Solve the division word problems.

Daar is 63 lekkers. Dit word gelykop onder 7 maats verdeel.
Hoeveel lekkers kry elke maat?

There are 63 sweets. They are shared equally between 7 friends. How many sweets will each friend get?

$7 \times 9 = 63$ dus is $63 \div 7 = 9$ 

Elke maat kry 9 lekkers.

Each friend will get 9 sweets.



Daar is 40 suigstokkies. Dit word gelykop onder 5 pakkies verdeel. Hoeveel suigstokkies is daar dan in elke pakkie?

There are 40 lollipops. They are shared equally between 5 bags. How many lollipops will there be in each bag?

$_____ \times _____ = _____$ dus is $_____ \div _____ = _____$

Daar is $_____$ suigstokkies in elke pakkie.

Each bag will have $_____$ lollipops.



Daar is 24 appels. Dit word gelykop onder 6 bokse verdeel. Hoeveel appels is daar dan in elke boks?

There are 24 apples. They are shared equally between 6 boxes. How many apples will each box get?

$_____ \times _____ = _____$ dus is $_____ \div _____ = _____$

Daar is $_____$ appels in elke boks.

Each box will get $_____$ apples.



Daar is 50 boeke. Dit word gelykop onder 10 rakke verdeel. Hoeveel boeke is daar dan op elke rak?

There are 50 books. They are shared equally between 10 shelves. How many books will each shelf get?

$_____ \times _____ = _____$ dus is $_____ \div _____ = _____$

Daar is $_____$ boeke op elke rak.

Each shelf will get $_____$ books.



Gesels met jou maat.
Dink julle eie delingstories uit.

Talk to your partner. Make up
your own division stories.



2 Los die delingsprobleme op.

Solve the division problems.

$30 \div 5 = \underline{6}$	$36 \div 9 = \underline{\quad}$	$49 \div 7 = \underline{\quad}$
$0 \div 3 = \underline{0}$	$56 \div 8 = \underline{\quad}$	$28 \div 4 = \underline{\quad}$
$48 \div 6 = \underline{\quad}$	$0 \div 9 = \underline{\quad}$	$9 \div 1 = \underline{\quad}$
$20 \div 2 = \underline{\quad}$	$27 \div 3 = \underline{\quad}$	$90 \div 10 = \underline{\quad}$
$15 \div 3 = \underline{\quad}$	$100 \div 10 = \underline{\quad}$	$40 \div 10 = \underline{\quad}$

3 Skryf vermenigvuldigings- en delingsgetalsinne met die getalle.

Use the numbers to write multiplication and division number sentences.

72

9 8

$9 \times 8 = 72$
 $8 \times 9 = 72$
 $72 \div 9 = 8$
 $72 \div 8 = 9$

28

7 4

$\square \times \square = \square$
 $\square \times \square = \square$
 $\square \div \square = \square$
 $\square \div \square = \square$

30

6 5

$\square \times \square = \square$
 $\square \times \square = \square$
 $\square \div \square = \square$
 $\square \div \square = \square$

24

8 3

$\square \times \square = \square$
 $\square \times \square = \square$
 $\square \div \square = \square$
 $\square \div \square = \square$

63

9 7

$\square \times \square = \square$
 $\square \times \square = \square$
 $\square \div \square = \square$
 $\square \div \square = \square$

8

4 2

$\square \times \square = \square$
 $\square \times \square = \square$
 $\square \div \square = \square$
 $\square \div \square = \square$

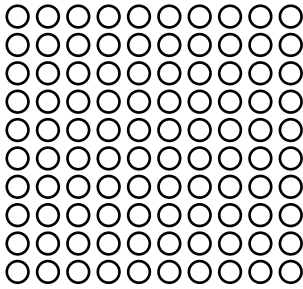
1 Voltooi die tabel. Skryf die getalsinne.

Complete the table. Write the number sentences.

	rye rows	kolomme columns	vermenigvuldig multiplication	deel division
				
				

2 Kleur die rye en kolomme in. Skryf die getalsinne.

Colour the rows and columns and write the number sentences.

4 rye en 5 kolomme 4 rows and 5 columns	
	_____ × _____ = _____ _____ ÷ _____ = _____

Kom ons praat Wiskunde!

Let's talk Maths!

In Afrikaans sê ons:

rangskikking

vermenigvuldiging

deling

2 groepe van 4

verdeel onder maats

groepering

In English we say:

array

multiplication

division

2 groups of 4

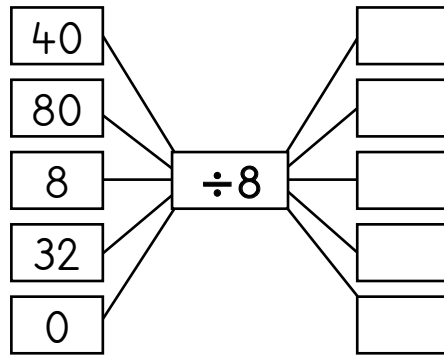
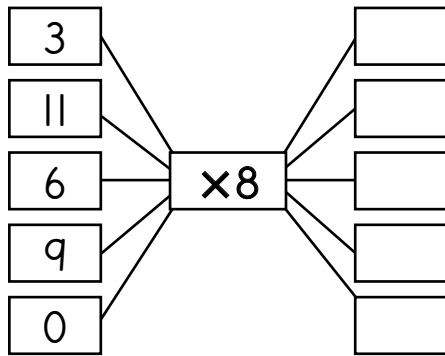
sharing between friends

grouping



1 Los die vermenigvuldigings- en delingsgetalsinne op.

Solve the multiplication and division problems.



2 Kleur die rye en kolomme in. Skryf die getalsinne.

Colour the rows and columns and write the number sentences.

6 rye en 7 kolomme 3 rows and 7 columns	8 rye en 2 kolomme 6 rows and 7 columns	3 rye en 9 kolomme 8 rows and 2 columns
_____ x _____ = _____ _____ ÷ _____ = _____	_____ x _____ = _____ _____ ÷ _____ = _____	_____ x _____ = _____ _____ ÷ _____ = _____

0 ÷ 5 = _____	60 ÷ 6 = _____	44 ÷ 11 = _____
50 ÷ 5 = _____	21 ÷ 3 = _____	54 ÷ 9 = _____
42 ÷ 7 = _____	0 ÷ 4 = _____	18 ÷ 3 = _____

4 Daar is 48 sjokolades. Daar word 6 sjokolades in elke boksie gesit. In hoeveel boksies is daar sjokolades?

There are 48 chocolates. Each box gets 6 chocolates. How many boxes will get chocolates?

_____ x _____ = _____ dus is _{so} _____ ÷ _____ = _____

Daar is _____ boksies met sjokolades in.

_____ boxes will get chocolates.

HOOFREKENE
MENTAL MATHS

WYS MY 'N GETAL
SHOW ME A NUMBER

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

Speletjie: Hoeveel 100'e is daar? Hoeveel 10'e? Hoeveel 1'e?

Game: How many 100s? How many 10s? How many 1s?

- Werk saam in pare. Maak 'n getal met julle spreikaarte

Work in pairs. Build a number using your flard cards.

- Hoeveel 100'e is daar? Hoeveel 10'e? Hoeveel 1'e?

How many 100s? How many 10s? How many 1s?

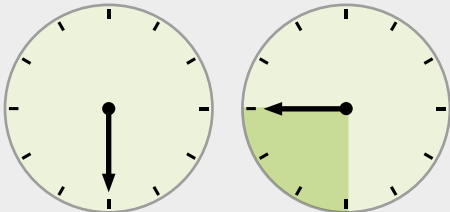
- Wat is die getal?

What number?



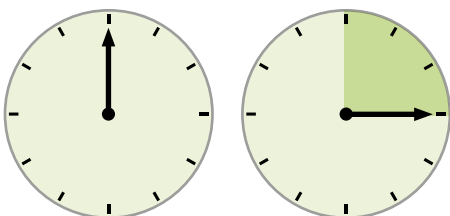
I Omkring die korrekte woorde om die sinne te voltooi.

Circle the correct words to complete the sentences.



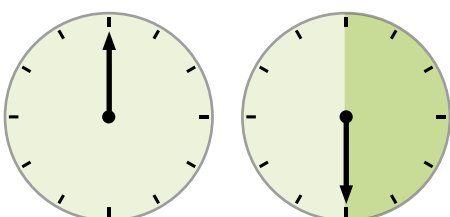
Die wyser beweeg 'n halfsirkel / kwartsirkel regs om / links om.

The arrow moved a half turn / quarter turn / clockwise / anti-clockwise .



Die wyser beweeg 'n halfsirkel / kwartsirkel regs om / links om.

The arrow moved a half turn / quarter turn / clockwise / anti-clockwise .



Die wyser beweeg 'n halfsirkel / kwartsirkel regs om / links om.

The arrow moved a half turn / quarter turn / clockwise / anti-clockwise .

2 Verbind die kolletjies om te wys in watter rigting die kinders kyk.

Join the dots to show which way they will face.



Bongiwe



Ntando



	draai turn	rigting direction	kyk na faces
	kwartdraai quarter turn	regs om clockwise	
	kwartdraai quarter turn	links om anti-clockwise	
	halwe draai half turn	regs om clockwise	
	halwe draai half turn	regs om clockwise	
	kwartdraai quarter turn	regs om clockwise	
	kwartdraai quarter turn	links om anti-clockwise	

3 Teken die volgende twee vorms in die patroon.

Draw the next two shapes in the pattern.



HOOFREKENE
MENTAL MATHS

WYS MY 'N GETAL
SHOW ME A NUMBER

SPELETJIE
GAME

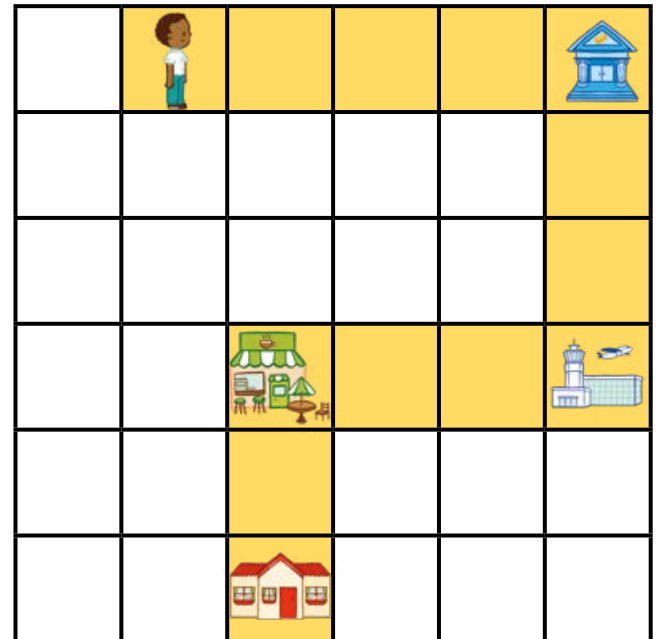
KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

1 Voltooi die sinne hier onder om te wys hoe Ntando by sy huis uitkom. Gebruik die woorde wat hier onder gegee word om jou te help.

Complete the sentences below to show how Ntando gets to his house. Use the words below to help you.

twee two	drie three	regs om clockwise
links om anti-clockwise	kwart quarter	vorentoe forward



Ntando loop _____ oor 4 blokkies om bank toe te gaan.

Ntando moves 4 squares _____ to go to the bank.

Hy maak dan 'n _____-draai regs om

Then, he makes a _____ turn clockwise.

Ntando loop vorentoe oor _____ blokkies om museum toe te gaan.

Ntando moves _____ squares forward to go to the airport.

Hy maak dan 'n kwartdraai _____ en loop vorentoe oor 3 blokkies om kafee toe te gaan.

Then he makes a quarter turn _____ and moves 3 squares forward to go to the café.

Ntando maak 'n kwartdraai _____ en loop vorentoe oor _____ blokkies om by sy huis uit te kom.

He makes a quarter turn _____ and moves _____ squares forward to get home.

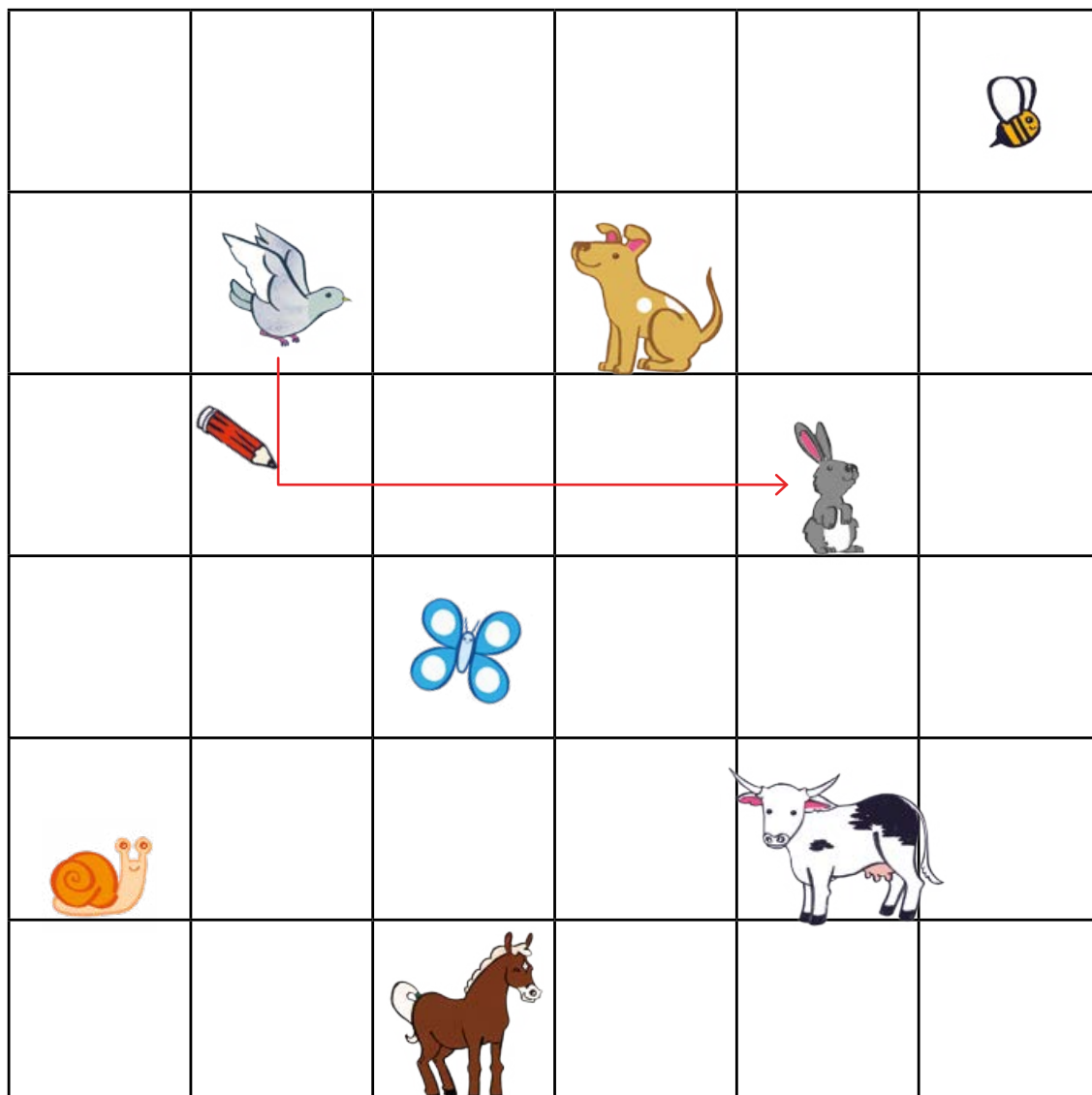
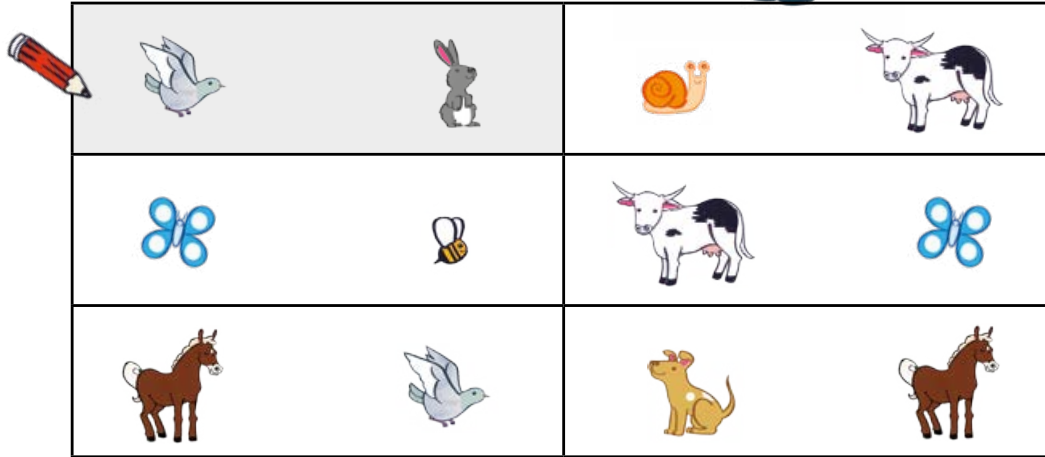
2 Trek lyne om die rigting na die korrekte pare te wys.

Draw lines to show the directions to the correct creature.



Gesels met jou maat oor jou rigtingaanwysings.

Talk to your friend about the directions you find.



HOOFREKENE
MENTAL MATHS

WYS MY 'N GETAL
SHOW ME A NUMBER

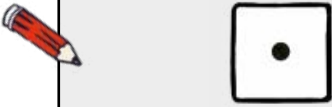
SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

1 Teken die bo-aansig van hierdie voorwerpe.

Draw the top view of these objects.

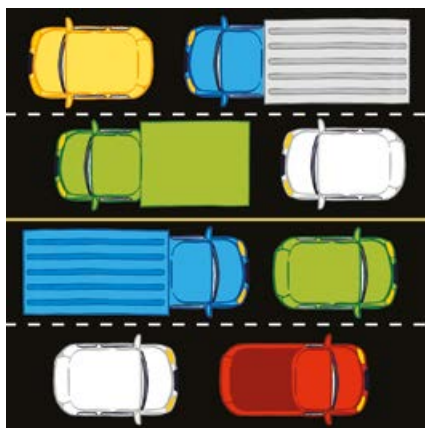
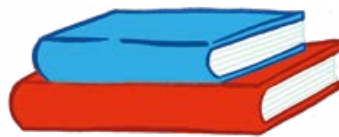
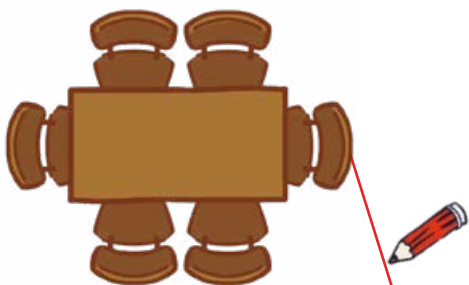
2 Omkring die prent wat by die korrekte aansig pas.

Circle the picture to show the correct view.

	linkersyaansig left side view	  
	bo-aansig top view	  
	linkersyaansig left side view	  
	regtersyaansig right side view	  
	bo-aansig top view	  

3 Trek 'n streep na die korrekte woord om die aansig te beskryf.

Draw a line to the correct word to describe the view.



syaansig side view
vooraansig front view
agteraansig back view
boaansig top view



syaansig side view
vooraansig front view
agteraansig back view
boaansig top view



HOOFREKENE
MENTAL MATHS

WYS MY 'N GETAL
SHOW ME A NUMBER

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

I Gee 'n maat rigtingaanwysings. Maak beurte om te verduidelik.

Give directions to a friend. Take turns to explain.



huis house	woud forest	winkel shop	biblioteek library	kitskos food	bank bank	skool school	pos- kantoor post office	polisie police	plaas farm	swembad swimming pool

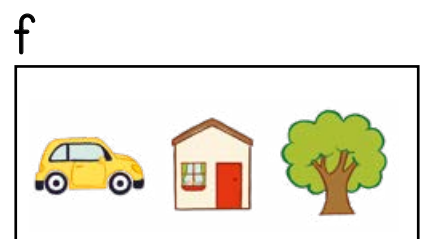
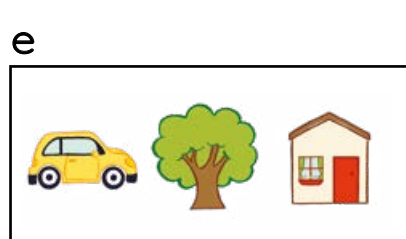
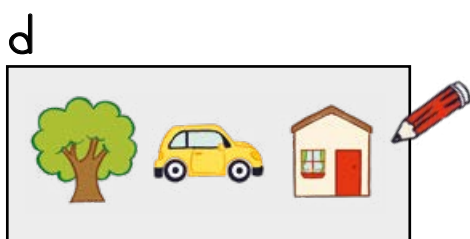
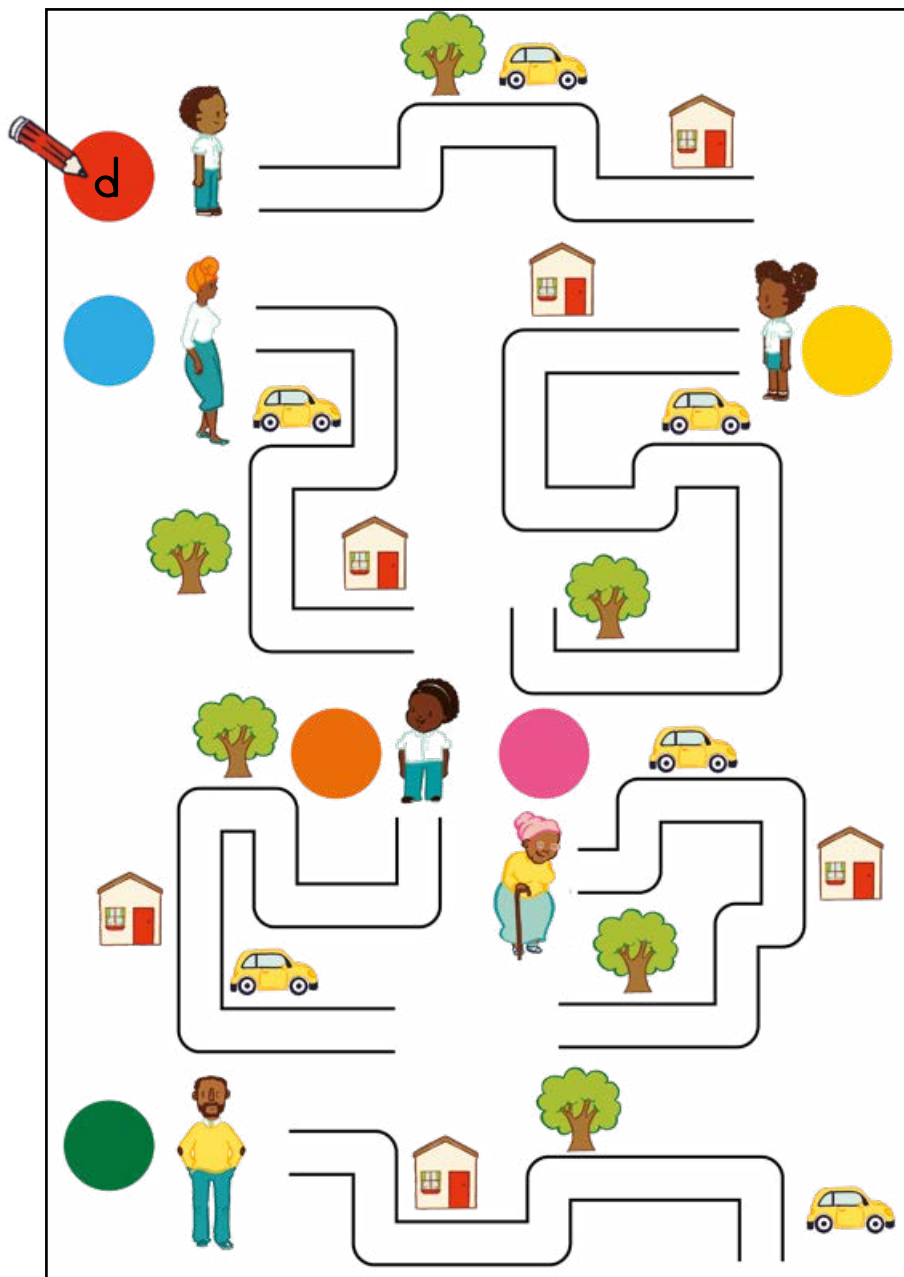
Kyk na verskillende roetes wat jy kan volg!
Look for different ways to go!



→	→
→	→

2 Pas die kaarte by die opeenvolgende bakens.

Match the maps to the landmarks.



Teken die vooraansig en die booaansig van hierdie voorwerpe.
Draw the front view and the top view of these objects.

	vooraansig front view	booaansig top view
		
		
		
		
		

Kom ons praat Wiskunde!

Let's talk Maths!

In Afrikaans sê ons:

regs om

links om

halwe draai

kwartdraai

links

regs

In English we say:

clockwise

anti-clockwise

half turn

quarter turn

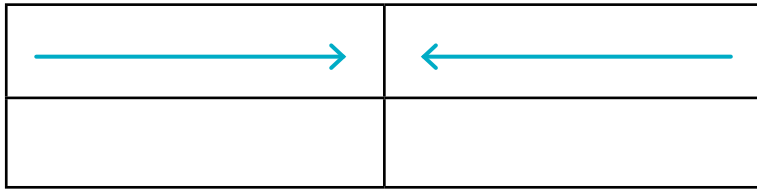
left

right



1 In watter rigting wys die pyl?

What direction does the arrow show?



Oefen om rigtingwoorde te gebruik. Vra jou maat om hierdie draaie te maak: regs om, links om, 'n halwe draai, 'n kwartdraai, na links en na regs.

Practise using direction words. Ask your partner to make these turns: clockwise, anti-clockwise, half turn, quarter turn, left and right.

2 Gee 'n maat rigtingaanwysings. Maak beurte om dit te verduidelik.

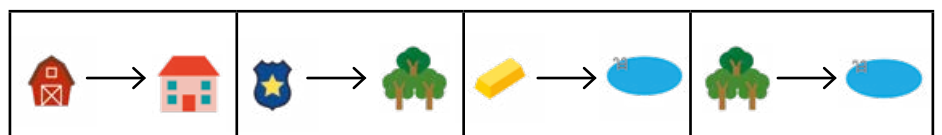
Give directions to a friend. Take turns to explain.



										
huis house	woud forest	winkel shop	biblioteek library	kitskos food	bank bank	skool school	pos- kantoor post office	polisie police	plaas farm	swembad swimming pool



Kyk na verskillende roetes wat jy kan volg!
Look for different ways to go!



HOOFREKENE
MENTAL MATHS

WYS MY 'N GETAL
SHOW ME A NUMBER

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

Speletjie: Hoeveel 100'e is daar? Hoeveel 10'e? Hoeveel 1'e?

Game: How many 100s? How many 10s? How many 1s?

- Werk saam in pare. Maak 'n getal met julle blokkies.

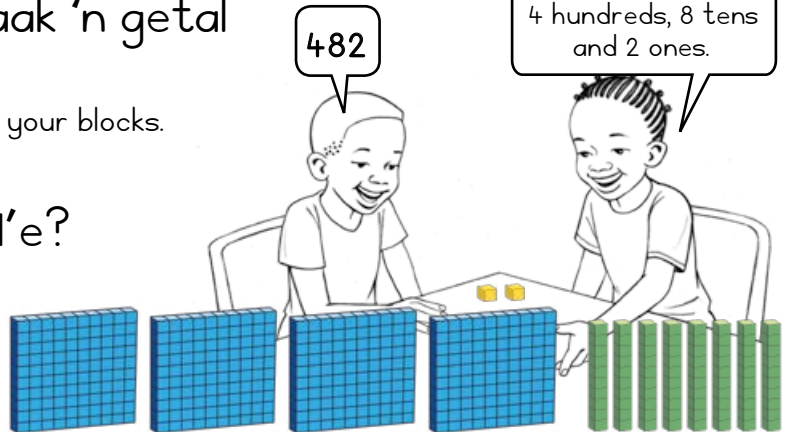
Work in pairs. Build a number using your blocks.

- Hoeveel 100'e is daar?
Hoeveel 10'e? Hoeveel 1'e?

How many 100s?
How many 10s? How many 1s?

- Wat is die getal?

What number?



1

Stok 1 is 36 m lank. Stok 2 is 9 m lank. Hoeveel keer is stok 1 langer as stok 2?

Stick 1 is 36 m long. Stick 2 is 9 m long. How many times longer is Stick 1 than Stick 2?

Teken.

36 m

9 m

Draw.



delingsgetalsin

division number sentence

$$36 \div 9 = 4$$

Antwoord.

Answer.

4 keer langer

4 times longer

Tou 1 is 70 m lank. Tou 2 is 10 m lank. Hoeveel keer is tou 1 langer as tou 2?

Rope 1 is 70 m long. Rope 2 is 10 m long. How many times longer is Rope 1 than Rope 2?

Teken.

Draw.

delingsgetalsin

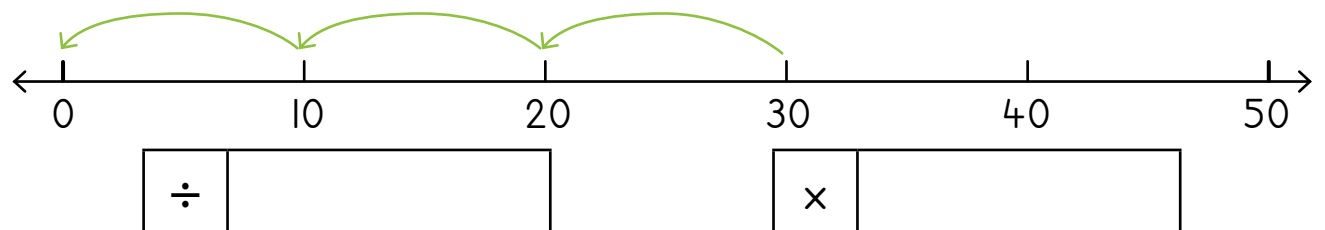
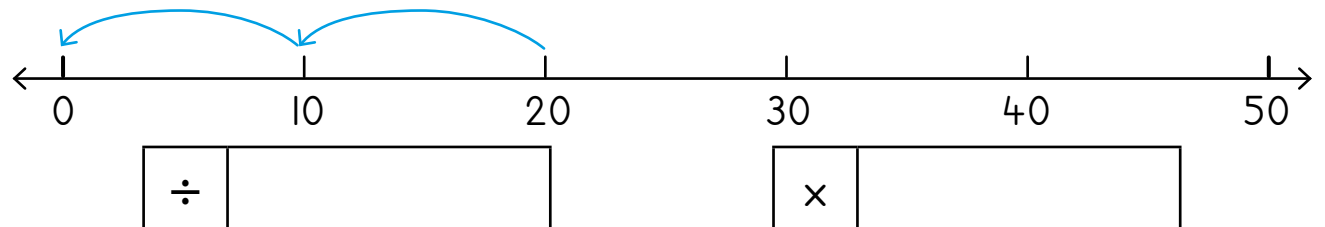
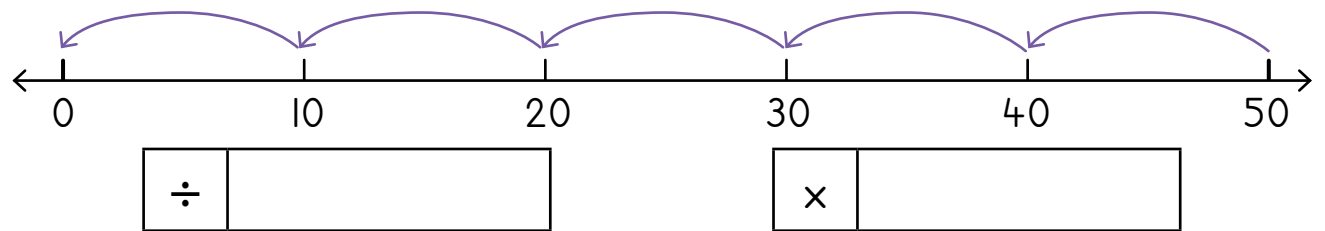
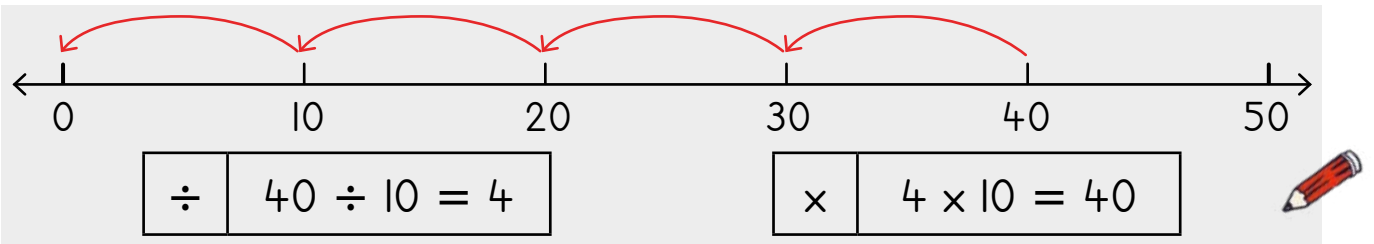
division number sentence

Antwoord.

Answer.

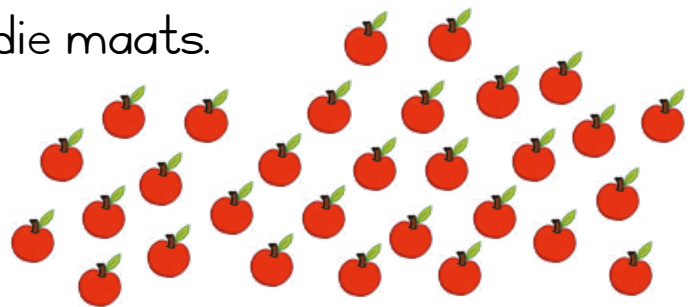
2 Gebruik die veelvoude om jou te help om die vermenigvuldigings- en delingsgetalsinne te skryf.

Use the multiples to help you write the multiplication and division number sentences.



3 Deel die appels gelykop onder die maats.

Divide the apples equally among the friends.



Skryf die delingsgetalsin. Write the division number sentence.	Kontroleer jou antwoord deur die vermenigvuldigingsgetalsin te skryf. Check your answer by writing the multiplication number sentence.

HOOFREKENE
MENTAL MATHS

WYS MY 'N GETAL
SHOW ME A NUMBER

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

1 Kleur die breukdele in.

Colour in the fraction parts.

$\frac{1}{2}$	
$\frac{1}{8}$	
$\frac{1}{4}$	

2 Watter breuk is ingekleur?

What fraction is shaded in?

$\frac{1}{2}$	

3 Kleur een halwe van die vorms in.

Colour in one half of the shapes.

4 Kleur een kwart van elke vorm in.

Colour in one quarter of each shape.

5 Kleur die breuke in.

Colour in the fractions.

$\frac{1}{6}$		$\frac{1}{4}$		$\frac{1}{2}$	
$\frac{1}{8}$		$\frac{1}{7}$		$\frac{1}{3}$	
$\frac{1}{3}$		$\frac{1}{6}$		$\frac{1}{4}$	
$\frac{1}{2}$		$\frac{1}{5}$		$\frac{1}{8}$	

6 Deel die vorms en kleur die breuk in.

Divide and colour the fractions.

$\frac{1}{2}$		$\frac{1}{3}$		$\frac{1}{4}$		$\frac{1}{5}$	
---------------	--	---------------	--	---------------	--	---------------	--

7 Trek 'n lyn tot by die korrekte breuk.

Draw lines to match the fractions.

$\frac{1}{3}$	$\frac{1}{5}$	$\frac{1}{4}$	$\frac{1}{2}$

HOOFREKENE
MENTAL MATHS

WYS MY 'N GETAL
SHOW ME A NUMBER

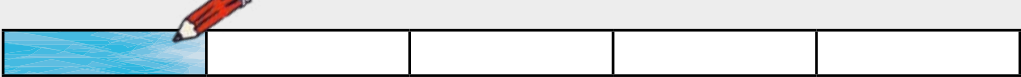
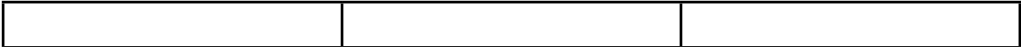
SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

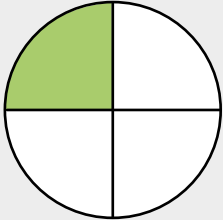
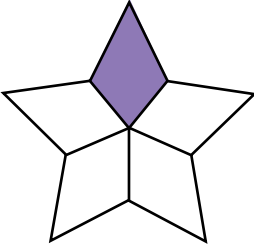
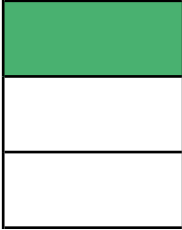
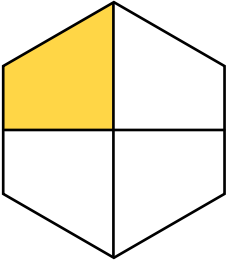
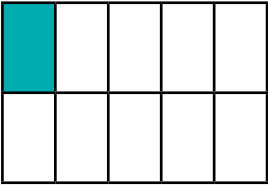
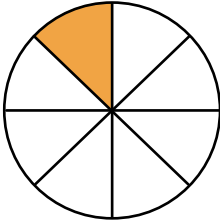
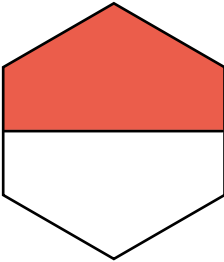
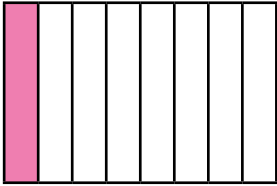
1 Kleur die breukdele in.

Colour in the fraction parts.

$\frac{1}{5}$	
$\frac{1}{8}$	
$\frac{1}{3}$	
$\frac{1}{6}$	
$\frac{1}{4}$	

2 Skryf die breuk neer wat by die ingekleurde deel pas.

Write the fraction to match the shaded part.

			
$\frac{1}{4}$ 			
			

3 Daar is 24 bottels in die kas. Daar staan 6 bottels op die rak. Hoeveel keer meer bottels is daar in die kas as op die rak?

There are 24 jars in the cupboard. There are 6 jars on the shelf. How many times more jars are there in the cupboard than on the shelf?



Teken. Draw.		
vermenigvuldigingsgetalsin multiplication number sentence	delingsgetalsin division number sentence	Antwoord. Answer.

Daar is 49 boeke op die rak. Daar is 7 boeke op die tafel. Hoeveel keer meer boeke is daar op die rak as op die tafel?

There are 49 books on the shelf. There are 7 books on the table. How many times more books are there on the shelf than on the table?



Teken. Draw.		
vermenigvuldigingsgetalsin multiplication number sentence	delingsgetalsin division number sentence	Antwoord. Answer.

4 Watter breuk is ingekleur?

What fraction is shaded in?

 $\frac{1}{5}$	

HOOFREKENE
MENTAL MATHS

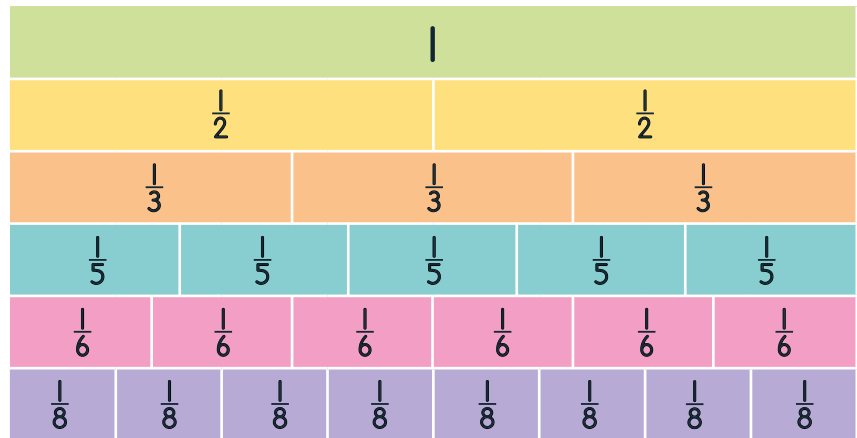
WYS MY 'N GETAL
SHOW ME A NUMBER

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

1 Kyk na die breukemuur.
Look at the fraction wall.



Daar is 2 halwes in 'n hele.

There are 2 halves in a whole.



Daar is ____ derdes in 'n hele.

There are ____ thirds in a whole.

Daar is ____ sesdes in 'n hele.

There are ____ sixths in a whole.

Daar is ____ sesdes in 'n halwe.

There are ____ sixths in a half.

Daar is ____ sesdes in 'n derde.

There are ____ sixths in a third.

Hoeveel vyfdes maak saam een hele?

How many fifths make up one whole?

5



Hoeveel agstes maak saam een hele?

How many eighths make up one whole?

Hoeveel derdes maak saam een hele?

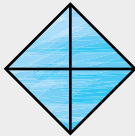
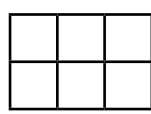
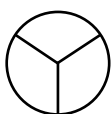
How many thirds make up one whole?

Hoeveel sesdes maak saam een hele?

How many sixths make up one whole?

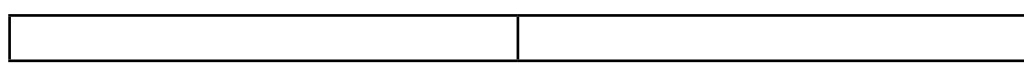
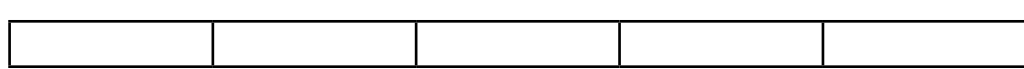
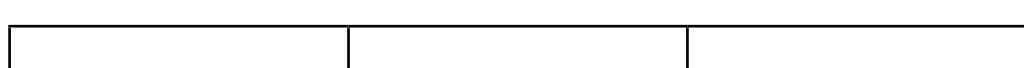
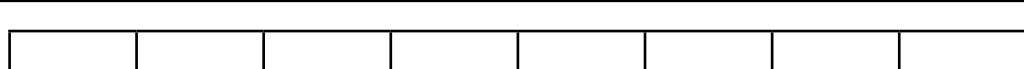
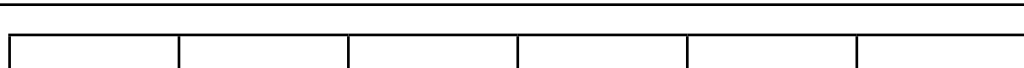
2 Kleur die breuke in om 'n hele te wys.

Colour in the fractions to show a whole.

 <u>4</u> kwarte = 1 hele 4 quarters = 1 whole 	_____ sesdes = 1 hele _____ sixths = 1 whole 	_____ derdes = 1 hele _____ thirds = 1 whole 
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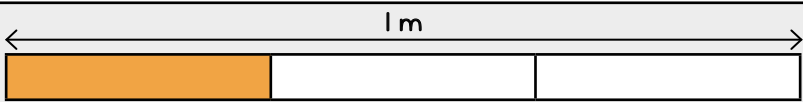
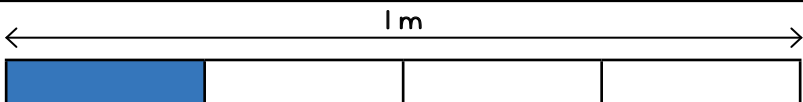
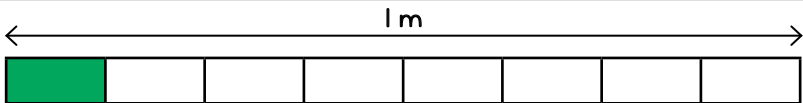
3 Kleur die breukdele in.

Colour in the fraction parts.

$\frac{1}{4}$	 
$\frac{1}{2}$	
$\frac{1}{5}$	
$\frac{1}{3}$	
$\frac{1}{8}$	
$\frac{1}{6}$	

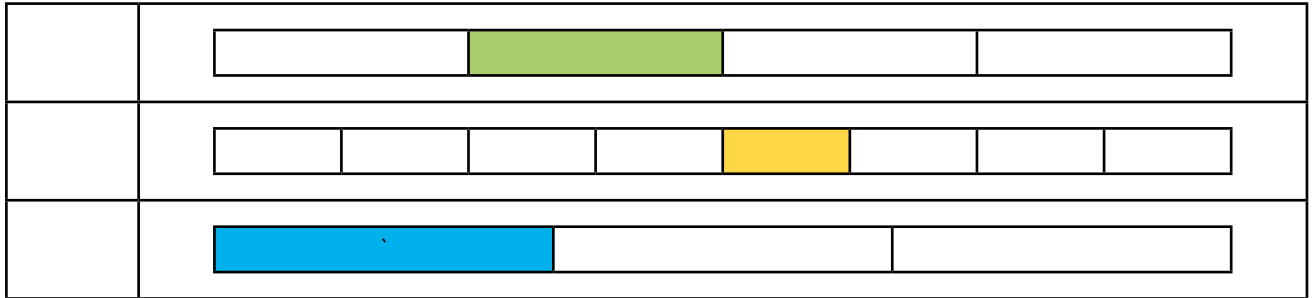
4 Wat is die lengte van die ingekleurde dele?

What is the length of the shaded parts?

	lengte length
	$\frac{1}{3}$ m 
	
	
	

1 Watter breuk is ingekleur?

What fraction is shaded in?



2 Daar is 60 albasters. Verdeel die albasters onder 10 maats. Hoeveel kry elke maat?



There are 60 marbles. Share the marbles between 10 friends. How many does each friend get?

Teken.

Draw.

vermenigvuldigingsgetalsin
multiplication number sentence

delingsgetalsin
division number sentence

Antwoord.
Answer.

3	$56 \div 8 = \underline{\quad}$	$42 \div 7 = \underline{\quad}$	$9 \div 9 = \underline{\quad}$	$15 \div 5 = \underline{\quad}$
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Kom ons praat Wiskunde!

Let's talk Maths!

In Afrikaans sê ons:

breuke

breukdele

kwarte

vyfdes

derdes

In English we say:

fractions

fractional parts

quarters

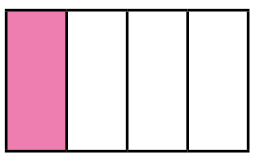
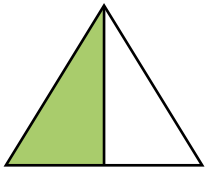
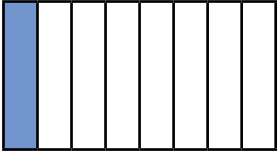
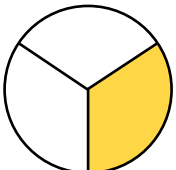
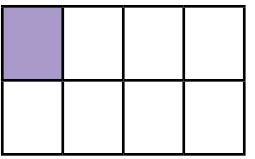
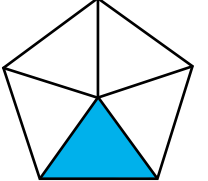
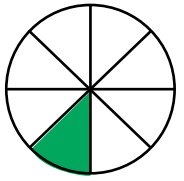
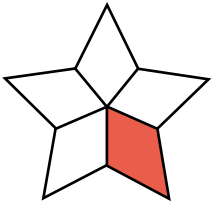
fifths

thirds



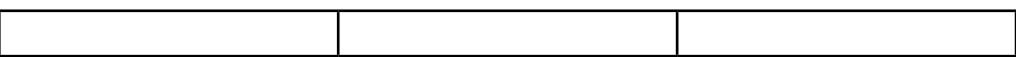
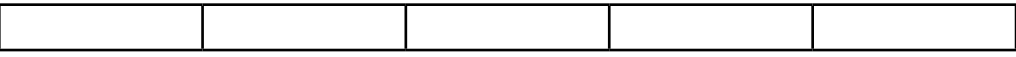
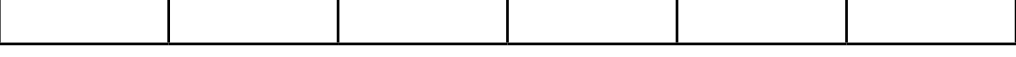
1 Skryf die breuk neer.

Write the fraction.

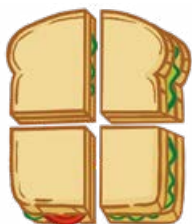
2 Kleur die breukdele in.

Colour in the fraction parts.

$\frac{1}{3}$	
$\frac{1}{5}$	
$\frac{1}{6}$	

3 Thabo het 'n toebroodjie wat in kwarte gesny is. Teken nog 3 ander maniere waarop hy sy toebroodjie in kwarte kan sny.

Thabo has a sandwich that is cut into quarters. Draw 3 other ways that he could cut his sandwich into quarters.



4	$7 \div 1 = \underline{\quad}$	$48 \div 6 = \underline{\quad}$	$12 \div 4 = \underline{\quad}$	$0 \div 8 = \underline{\quad}$
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HOOFREKENE
MENTAL MATHS

GEE MY MEER AS
GIVE ME MORE THAN

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

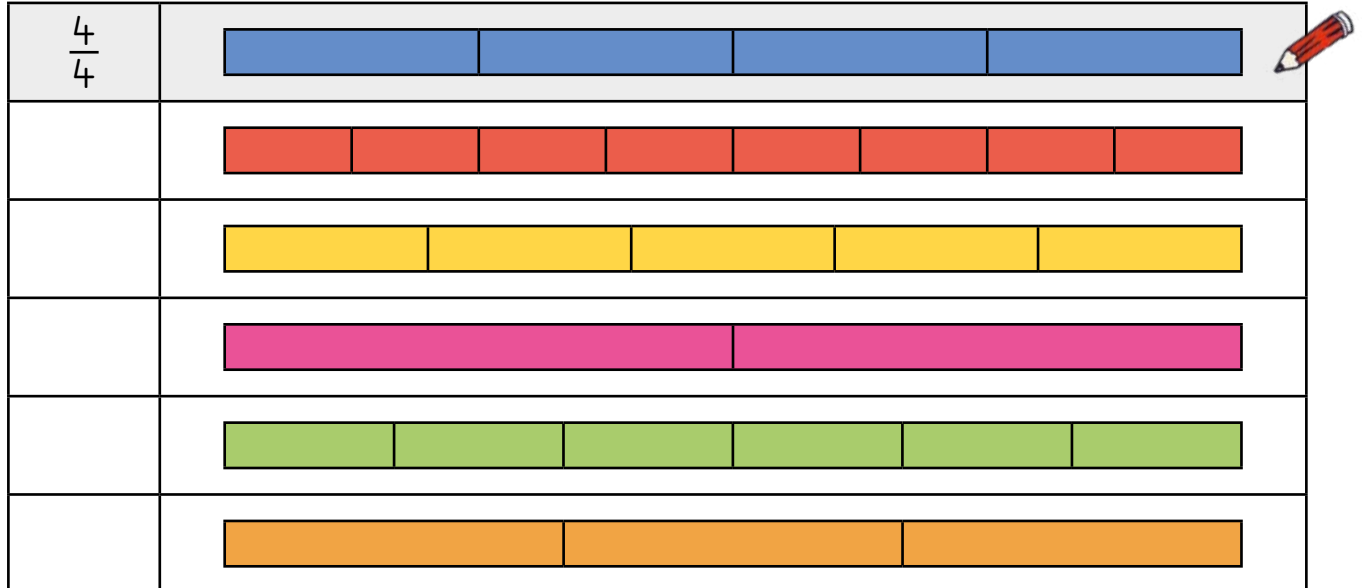
Speletjie: Vinnige wiskunde met kaarte - tel op
Game: Fast maths with cards - add

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



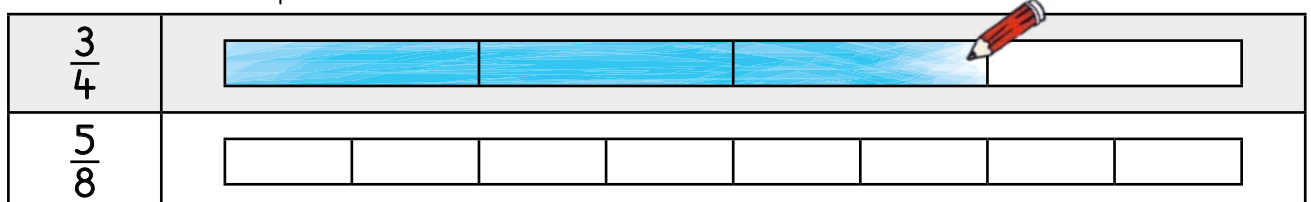
1 Watter breuk is ingekleur?

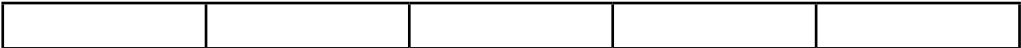
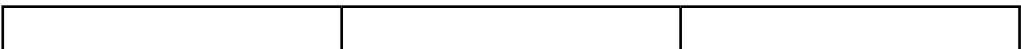
What fraction has been shaded?



2 Kleur die breukdele in om by die gegewe breuk te pas.

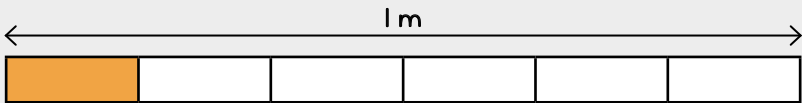
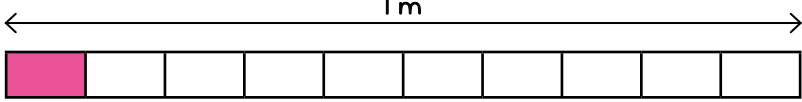
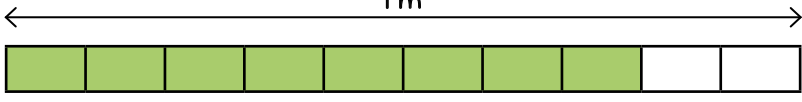
Shade the fraction parts to match the fraction.



$\frac{2}{5}$	
$\frac{3}{6}$	
$\frac{2}{3}$	

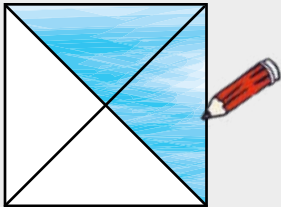
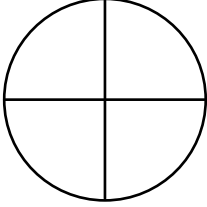
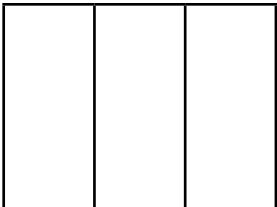
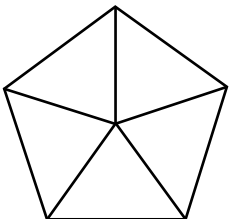
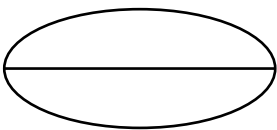
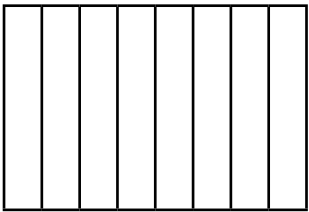
3 Wat is die lengte van die ingekleurde deel?

What is the length of the shaded part?

	lengte length
	$\frac{1}{6}$ m 
	
	
	

4 Kleur in.

Colour in.

$\frac{1}{2}$ 	$\frac{3}{4}$ 	$\frac{2}{3}$ 
$\frac{4}{5}$ 	$\frac{1}{2}$ 	$\frac{5}{8}$ 

HOOFREKENE
MENTAL MATHS

GEE MY MEER AS
GIVE ME MORE THAN

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

1 Kleur die breukdele in om by die breuk te pas.

Shade the fraction parts to match the fraction.

vier kwarte four quarters	
drie agstes three eighths	
twee vyfdes two fifths	
vyf sesdes five sixths	
een derde one third	

2 Wat is die lengte van die ingekleurde deel?

What is the length of the shaded part?

	lengte length
	$\frac{2}{4}$ m

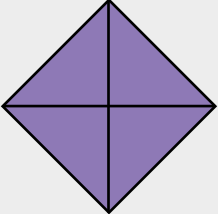
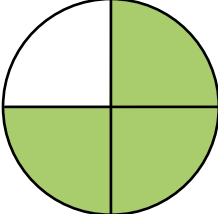
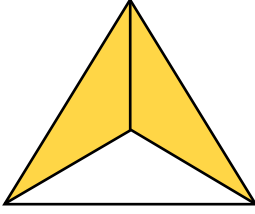
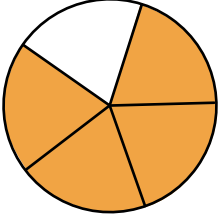
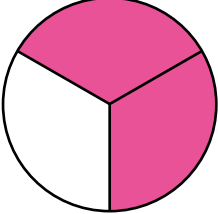
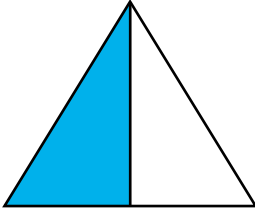
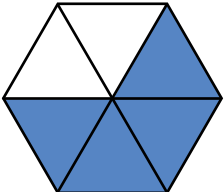
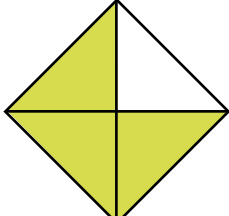
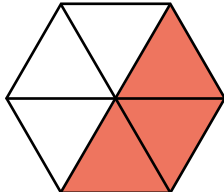
3 Kyk na die prente en beantwoord die vrae.

Look at the pictures and answer the questions.

Watter breuk is rooi? What fraction is red?	$\frac{1}{2}$ Watter breuk is groen? What fraction is green?

	
Watter breuk is blou? What fraction is blue?	Watter breuk is geel? What fraction is yellow?

4 Skryf die breuke neer.
 Write the fractions.

  $\frac{4}{4}$		
		
		

5 Teken die breuke van die vorms.
 Draw fractions of the shapes.

$\frac{3}{4}$ van 'n vierkant $\frac{3}{4}$ of a square  	$\frac{1}{2}$ van 'n sirkel $\frac{1}{2}$ of a circle	$\frac{2}{3}$ van 'n driehoek $\frac{2}{3}$ of a triangle
$\frac{4}{5}$ van 'n sirkel $\frac{4}{5}$ of a circle	$\frac{4}{8}$ van 'n vierkant $\frac{4}{8}$ of a square	$\frac{2}{6}$ van 'n reghoek $\frac{2}{6}$ of a rectangle

Breuke op 'n getallelyn

Fractions on a number line

HOOFREKENE
MENTAL MATHS

GEE MY MEER AS
GIVE ME MORE THAN

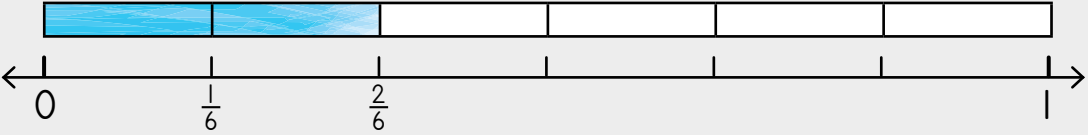
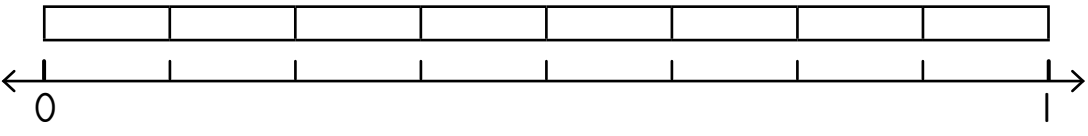
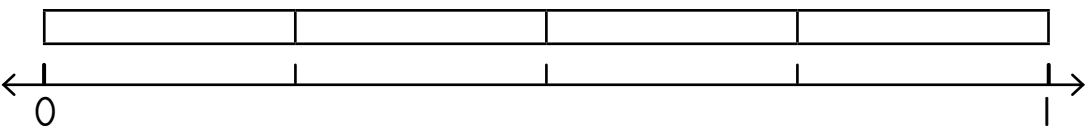
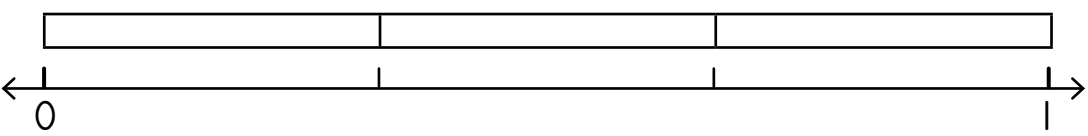
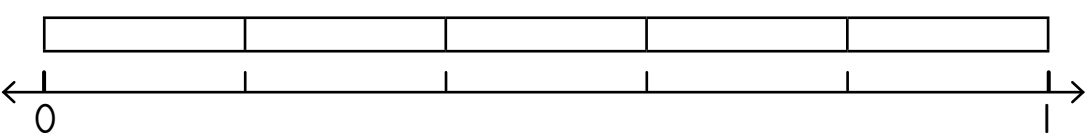
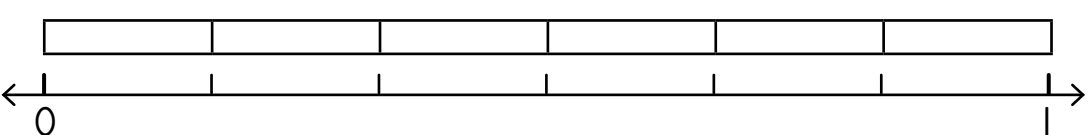
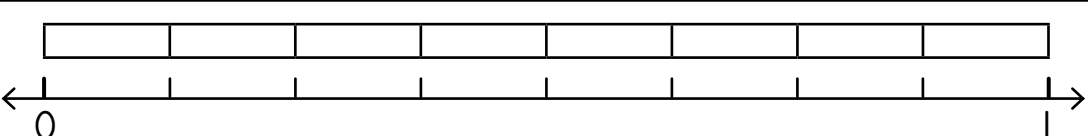
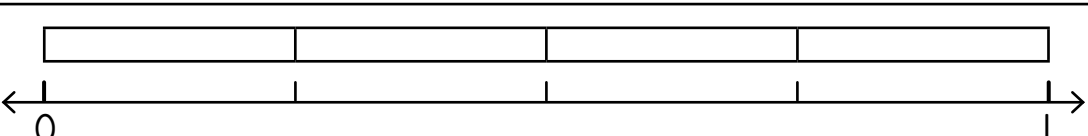
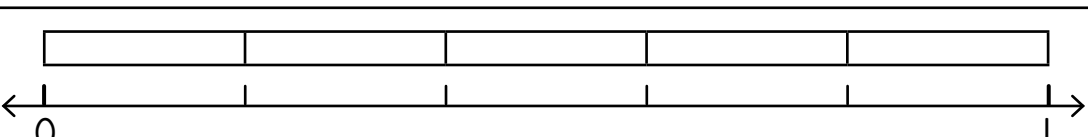
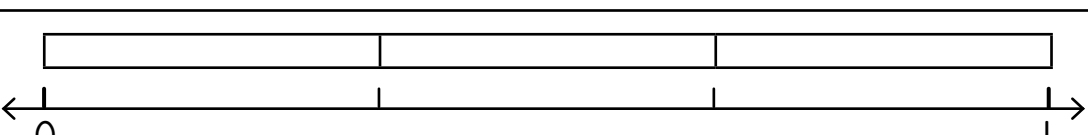
SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

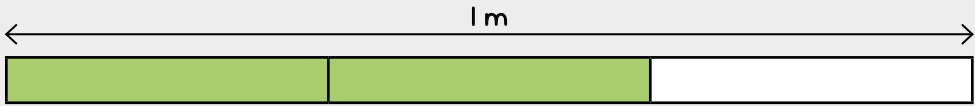
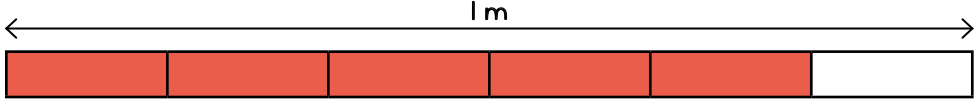
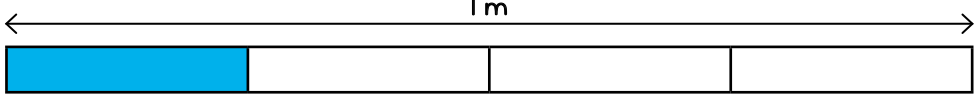
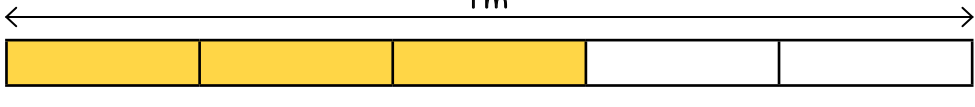
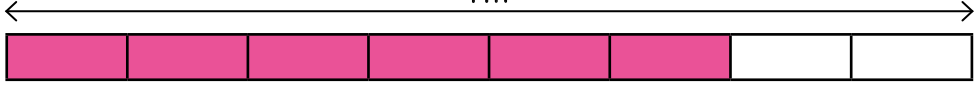
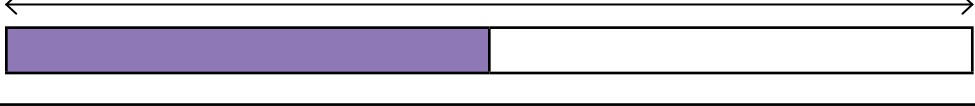
1 Kleur in. Skryf die breuke op die getallelyn in.

Shade. Write the fractions on the number line.

$\frac{2}{6}$	
$\frac{4}{8}$	
$\frac{2}{4}$	
$\frac{1}{3}$	
$\frac{2}{5}$	
$\frac{6}{6}$	
$\frac{7}{8}$	
$\frac{1}{4}$	
$\frac{3}{5}$	
$\frac{3}{3}$	

2 Wat is die lengte van die ingekleurde deel?

What is the length of the shaded part?

	lengte length
	$\frac{2}{3}$ m 
	
	
	
	
	

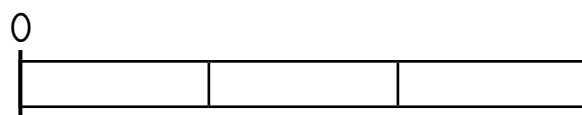
3 Watter breuk wys die pyl op die getallelyn?

What fraction does the arrow show on the number line?

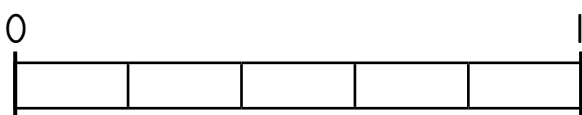
$\frac{3}{4}$



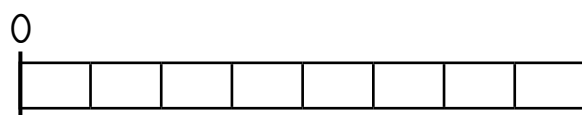
Wys $\frac{2}{3}$ op die getallelyn.
Show $\frac{2}{3}$ on the number line.



Wys $\frac{1}{5}$ op die getallelyn.
Show $\frac{1}{5}$ on the number line.



Wys $\frac{5}{8}$ op die getallelyn.
Show $\frac{5}{8}$ on the number line.



Breuke op 'n getallelyn

Fractions on a number line

HOOFREKENE
MENTAL MATHS

GEE MY MEER AS
GIVE ME MORE THAN

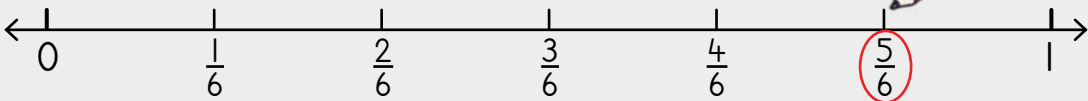
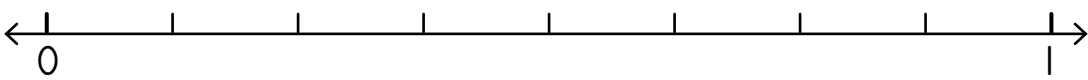
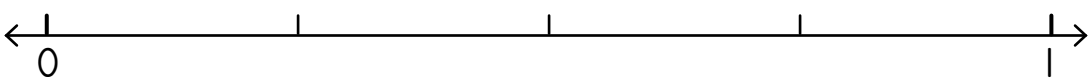
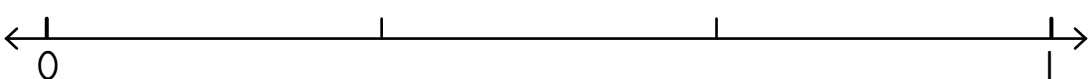
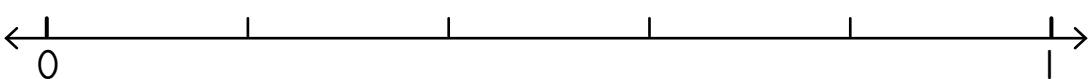
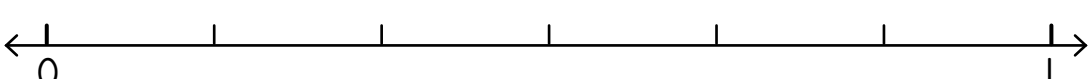
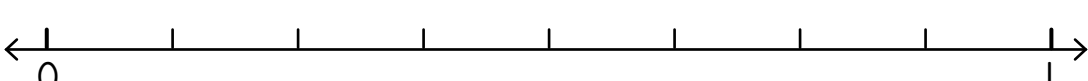
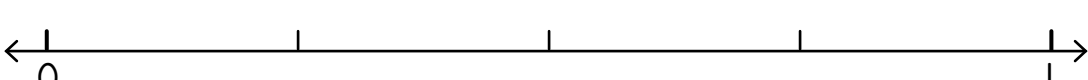
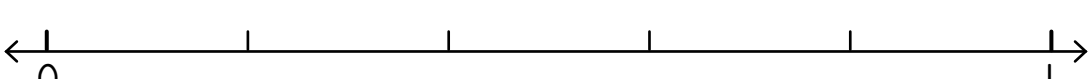
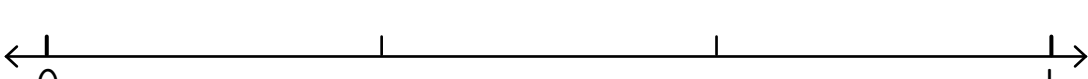
SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

1 Skryf die breuke op die getallelyn in.

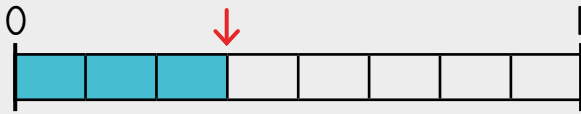
Write the fractions on the number line.

$\frac{5}{6}$	
$\frac{1}{8}$	
$\frac{3}{4}$	
$\frac{1}{3}$	
$\frac{1}{5}$	
$\frac{2}{6}$	
$\frac{5}{8}$	
$\frac{2}{4}$	
$\frac{4}{5}$	
$\frac{2}{3}$	

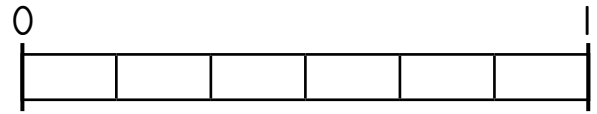
2

Watter breuk wys die pyl op die getallelyn?

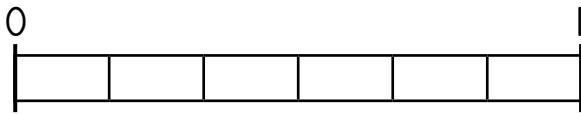
What fraction does the arrow show on the number line?


 $\frac{3}{8}$


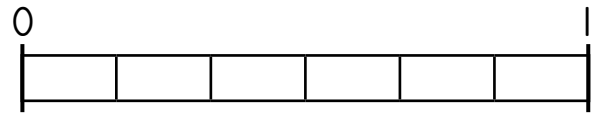
Wys $\frac{5}{6}$ op die getallelyn.
Show $\frac{5}{6}$ on the number line.



Wys $\frac{1}{6}$ op die getallelyn.
Show $\frac{1}{6}$ on the number line.



Wys $\frac{3}{6}$ op die getallelyn.
Show $\frac{3}{6}$ on the number line.



3

Wat is die lengte van die ingekleurde deel?

What is the length of the shaded part?

	lengte length
	$\frac{2}{6}$ m

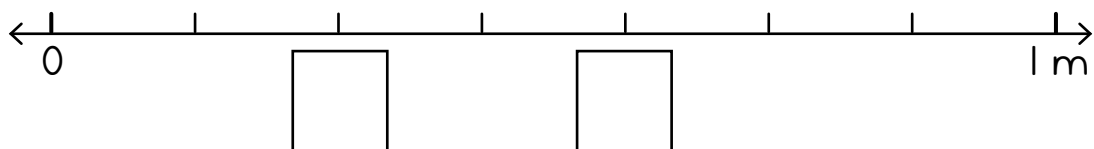
4

Hoe lank is die stawe? Skryf die breuke vir a en b op die getallelyn in.

How long are the bars? Write the fractions for a and b on the number line.

a.

b.



ASSESSERING
ASSESSMENT

WERKKAART
WORKSHEET

- 1 Kleur 'n $\frac{1}{4}$ van elke vorm in.
Colour in $\frac{1}{4}$ of each shape.



- 2 Kleur die breukdele in wat by die breuk pas.
Shade the fraction parts to match the fraction.

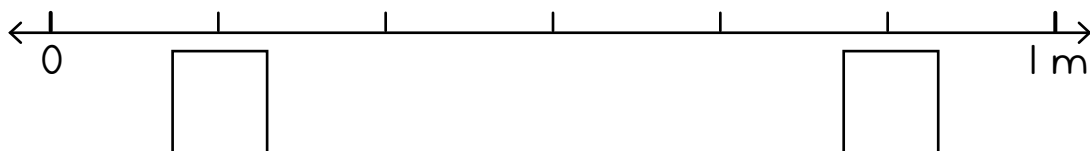
$\frac{2}{4}$	
$\frac{7}{8}$	

- 3 Hoe lank is die stawe? Skryf die breuke vir a en b op die getallelyn in.

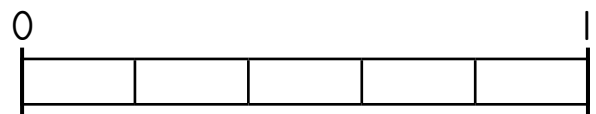
How long are the bars? Write the fractions for a and b on the number line.

a.

b.



- 4 Wys $\frac{3}{5}$ op die getallelyn.
Show $\frac{3}{5}$ on the number line.



Kom ons praat Wiskunde!

Let's talk Maths!

In Afrikaans sê ons:

dele van 'n hele

getallelyn

langer as

korter as

In English we say:

parts of a whole

number line

longer than

shorter than



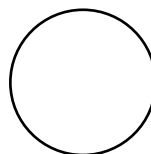
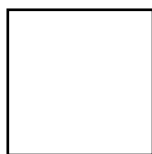
1 Skryf die breuke op die getallelyn in.

Write the fractions on the number line.

$\frac{1}{6}$	
$\frac{5}{8}$	
$\frac{1}{4}$	
$\frac{2}{3}$	
$\frac{5}{5}$	
$\frac{3}{6}$	
$\frac{3}{8}$	
$\frac{3}{4}$	

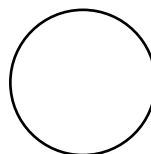
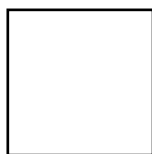
2 Kleur 'n $\frac{1}{2}$ van elke vorm in.

Colour in $\frac{1}{2}$ of each shape.



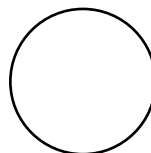
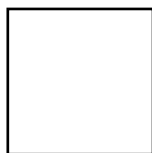
Kleur 'n $\frac{2}{4}$ van elke vorm in.

Colour in $\frac{2}{4}$ of each shape.



Kleur 'n $\frac{3}{4}$ van elke vorm in.

Colour in $\frac{3}{4}$ of each shape.



HOOFREKENE
MENTAL MATHS

FIZZ-POP
HALVEER
FIZZ POP - HALVE

SPELETJIE
GAME

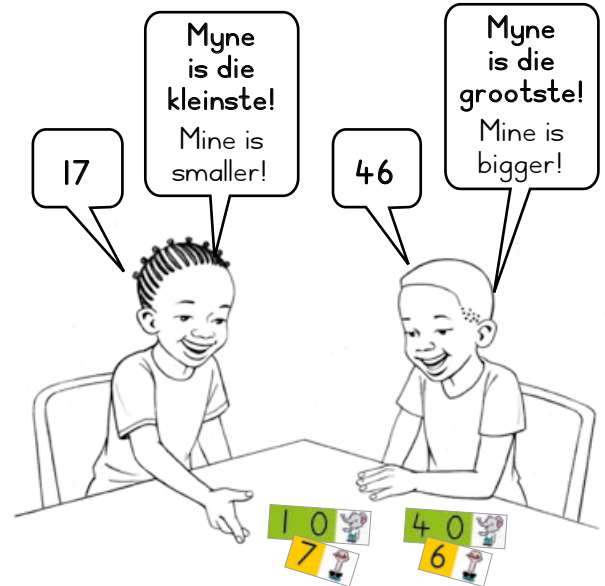
KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

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?
- Phinda kwakhona!
Do it again!



1 Merk die raampie wat wys watter lyn die kortste is.

Tick the box to show which line is shorter.

☐ _____

☐ _____

Merk die raampie wat wys watter lyn die langste is.

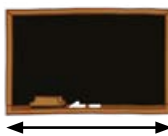
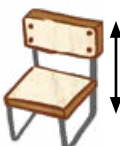
Tick the box to show which line is longer.

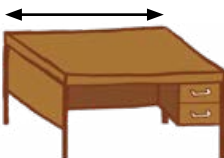
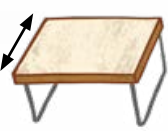
☐ _____

☐ _____

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

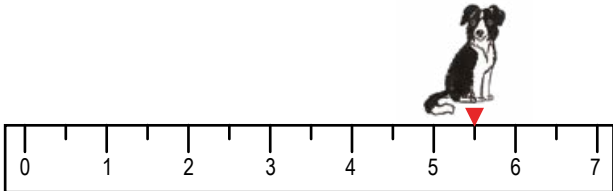
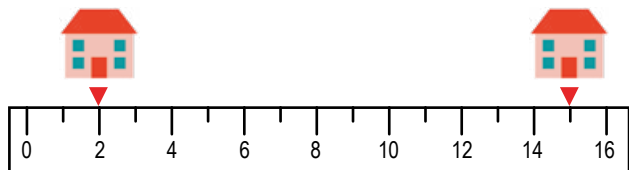
4 Kry 3 voorwerpe in die klaskamer wat langer as 1 m is. Voltooi die tabel.

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 hind 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

FIZZ-POP
HALVEER
FIZZ POP - HALVE

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

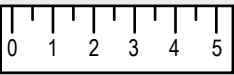
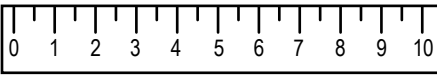
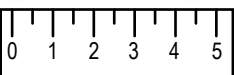
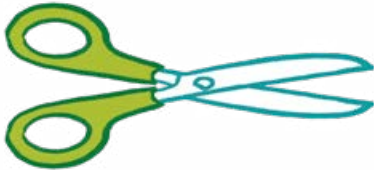
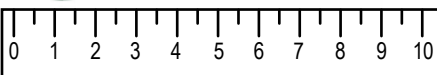
2 Sou jy die volgende in meter of in sentimeter meet?

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

FIZZ-POP
HALVEER
FIZZ POP - HALVE

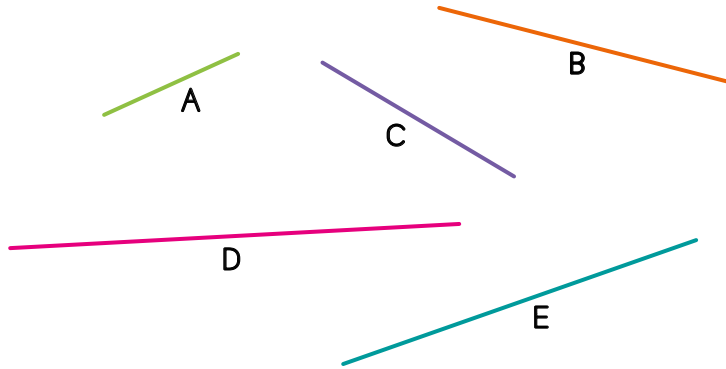
SPELETJIE
GAME

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.

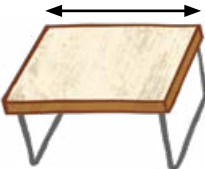
2 Wat is die lengte van die ingekleurde lyne?

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

FIZZ-POP
HALVEER
FIZZ POP - HALVE

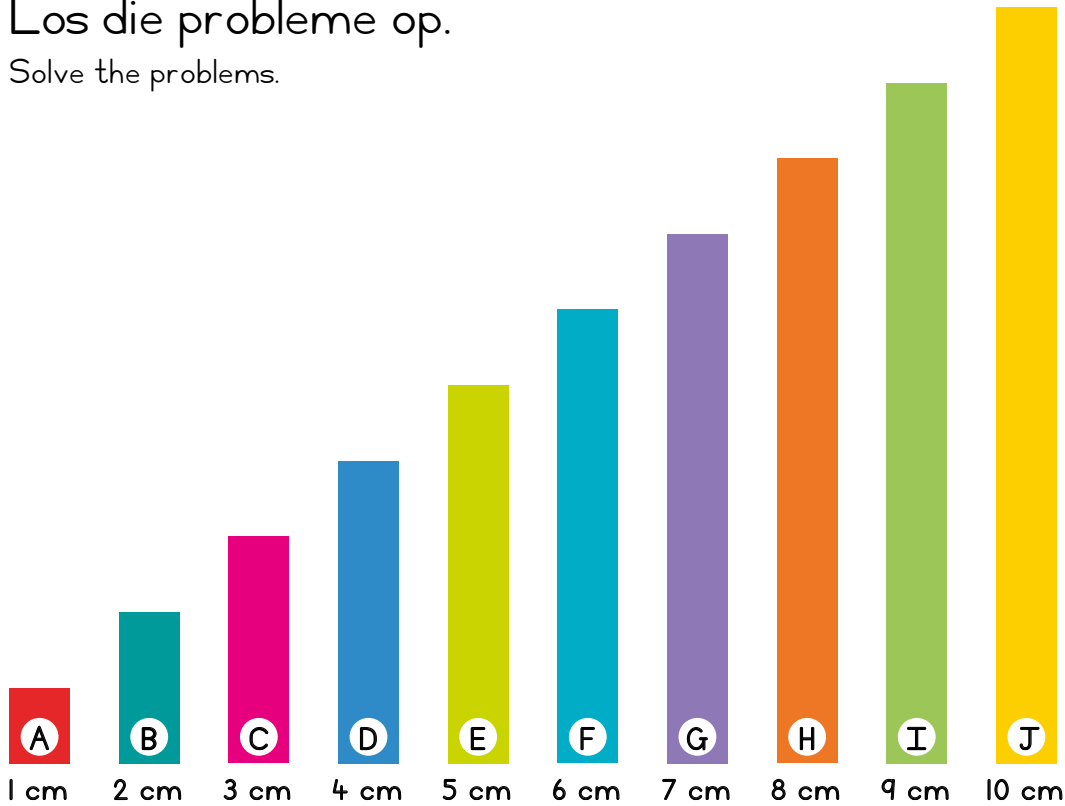
SPELETJIE
GAME

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.
Hoe lank is die wol 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

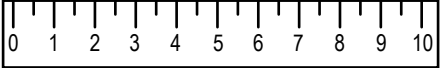
number sentence

Antwoord.

Answer.

1 Meet die skoolitems.

Measure the school items.

 	_____ cm	 	_____ cm
--	----------	---	----------

2 Meet die lyne.

Measure the lines.

_____ cm

_____ cm

3 Thina hardloop afstande van 50 m. Sy hardloop die afstand 4 maal. Hoe ver hardloop sy?

Thina does 50 m sprints. She sprints 4 times. How far does she 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

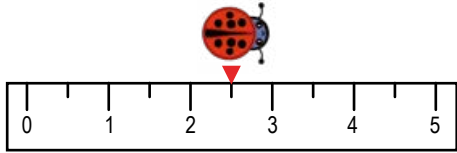
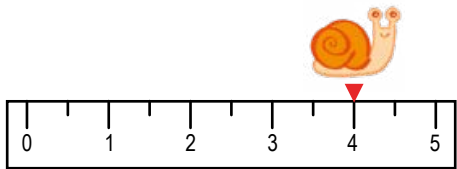
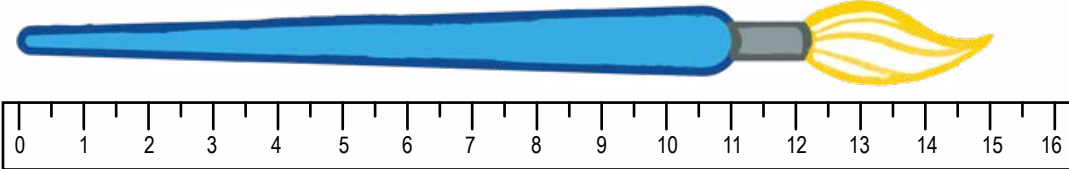
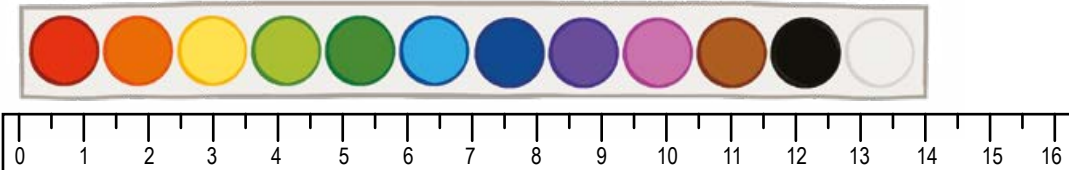
compare

difference



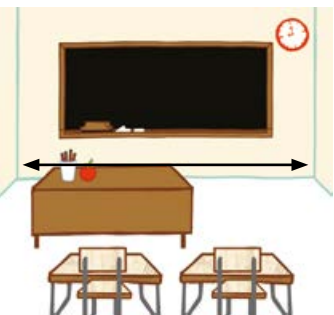
1 Beantwoord die vrae.

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 verfkwass? 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

MINDER AS
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!



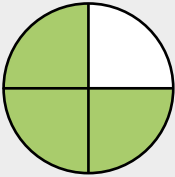
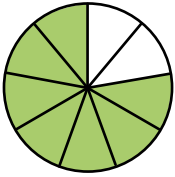
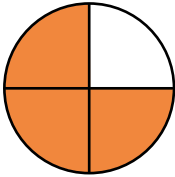
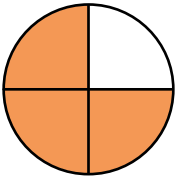
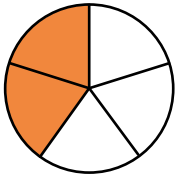
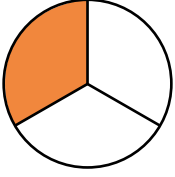
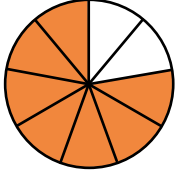
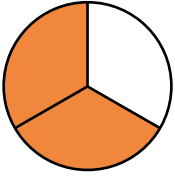
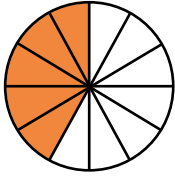
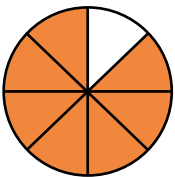
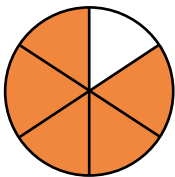
Ek moet 3 aftrek.
I must subtract 3.
 $695 - 3 = 692$

1

	Benoem die breuke op die getallelyn. Label the fractions on the number line.	Watter breuk is die grootste? Which fraction is bigger?
$\frac{2}{6}$ en $\frac{4}{6}$ and		$\frac{4}{6}$
$\frac{1}{8}$ en $\frac{4}{8}$ and		
$\frac{2}{4}$ en $\frac{3}{4}$ and		
$\frac{1}{3}$ en $\frac{3}{3}$ and		
$\frac{2}{5}$ en $\frac{4}{5}$ and		

2 Skryf die breuke neer en gebruik $>$, $<$ of $=$ om dit te vergelyk.

Write the fractions and use $>$, $<$ or $=$ to compare them.

 $\frac{3}{4}$	 $\frac{2}{3}$		
$\frac{3}{4}$	$>$	$\frac{2}{3}$	
 $\frac{3}{5}$	 $\frac{3}{4}$		
$\frac{3}{5}$	$\frac{3}{4}$	$\frac{3}{8}$	$\frac{3}{5}$
 $\frac{2}{6}$	 $\frac{1}{3}$		
$\frac{2}{6}$	$\frac{1}{3}$	$\frac{4}{6}$	$\frac{5}{8}$
 $\frac{4}{6}$	 $\frac{2}{3}$		
$\frac{4}{6}$	$\frac{2}{3}$	$\frac{3}{5}$	$\frac{4}{10}$
 $\frac{4}{5}$	 $\frac{6}{8}$		
$\frac{4}{5}$	$\frac{6}{8}$	$\frac{7}{8}$	$\frac{5}{6}$

Tel breuke op

Adding fractions

HOOFREKENE
MENTAL MATHS

MINDER AS
LESS THAN

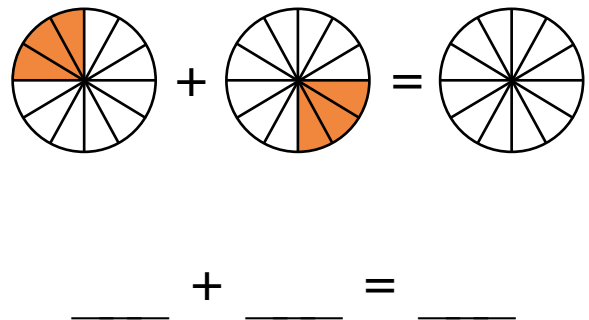
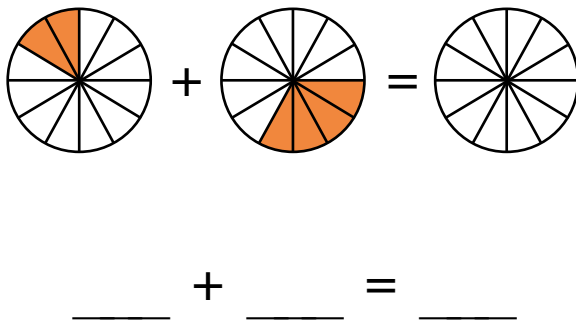
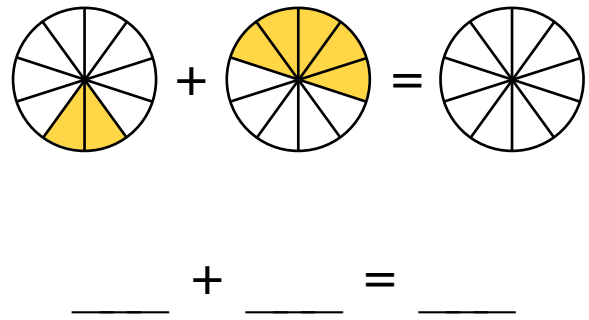
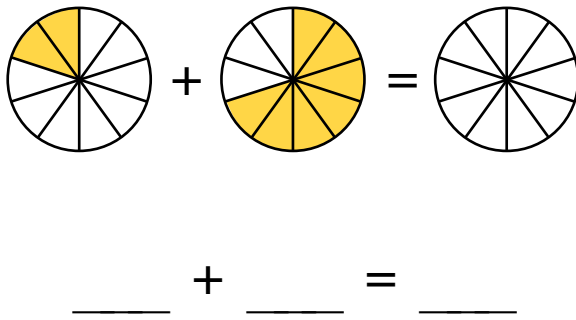
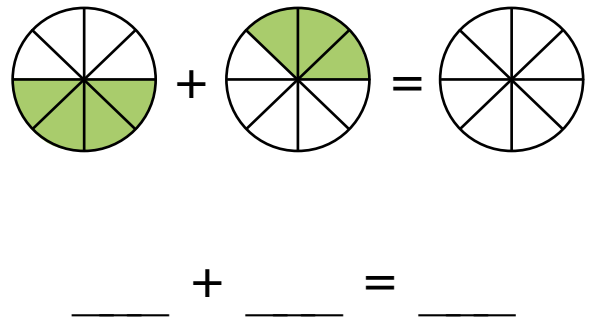
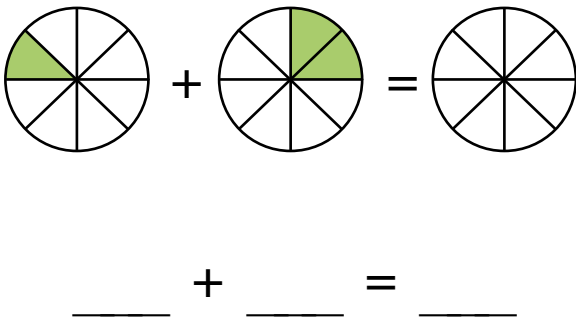
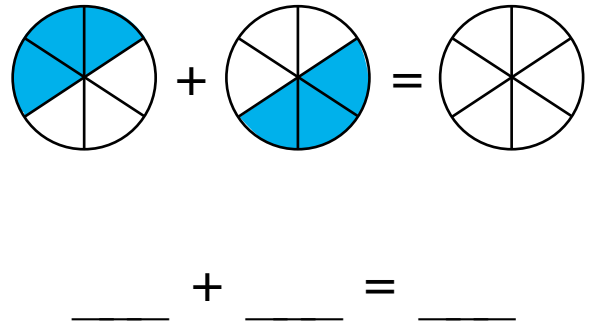
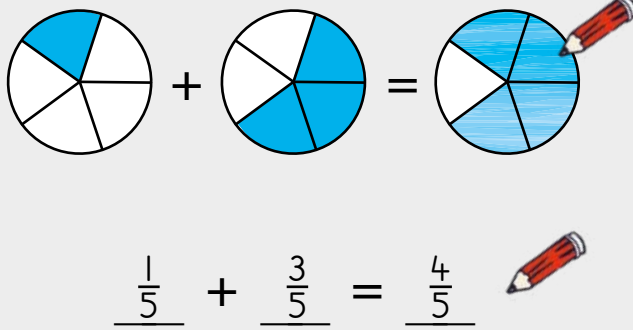
SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

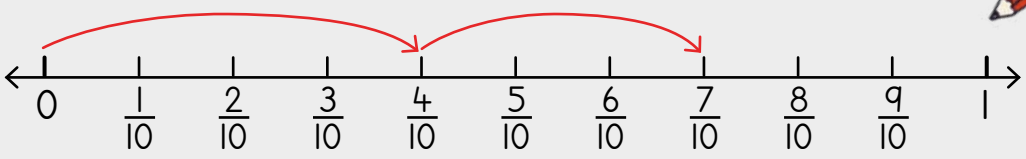
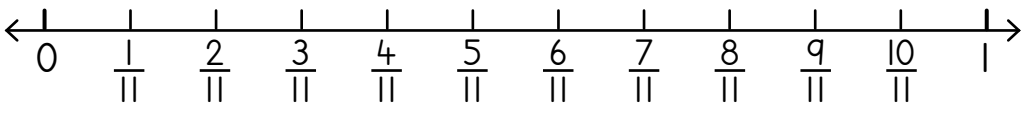
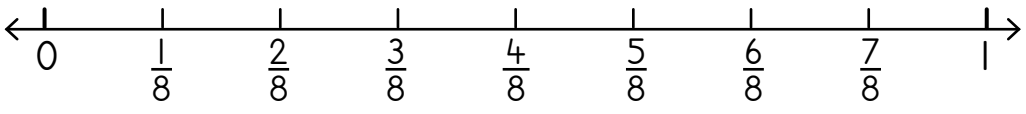
1 Tel op. Kleur die antwoord in. Skryf die breuk neer.

Add. Colour the answer. Write the fractions.



2 Tel die breuke bymekaar. Wys die spronge op die getallelyn.

Add the fractions. Show the jumps on the number line.

$\frac{4}{10} + \frac{3}{10} = \frac{7}{10}$	
$\frac{3}{11} + \frac{7}{11} = \text{—}$	
$\frac{1}{8} + \frac{6}{8} = \text{—}$	

3 Los die probleme op.

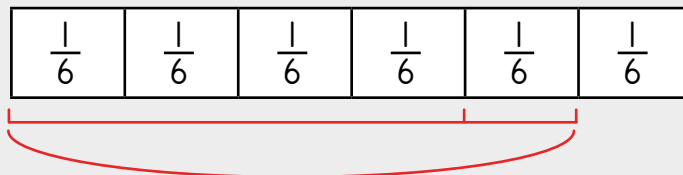
Solve the problems.

Daar is $\frac{4}{6}$ van 'n rooi lint. Daar is $\frac{1}{6}$ van 'n blou lint.
Hoeveel meter lint is daar altesame?

There is a $\frac{4}{6}$ m of red ribbon. There is a $\frac{1}{6}$ m of blue ribbon. How many metres of ribbon is there altogether?

Teken.

Draw.



getalsin

number sentence

$$\frac{4}{6} \text{ m} + \frac{1}{6} \text{ m} = \frac{5}{6} \text{ m}$$

Musa gooi 'n bal $\frac{2}{5}$ m ver. Die bal rol $\frac{1}{5}$ m verder. Hoe ver het die bal altesame beweeg?

Musa throws a ball $\frac{2}{5}$ m. The ball rolls $\frac{1}{5}$ m more. How far did the ball move altogether?

Trek die getallelyn.

Draw the number line.

getalsin

number sentence

Trek breuke af

Subtracting fractions

HOOFREKENE
MENTAL MATHS

MINDER AS
LESS THAN

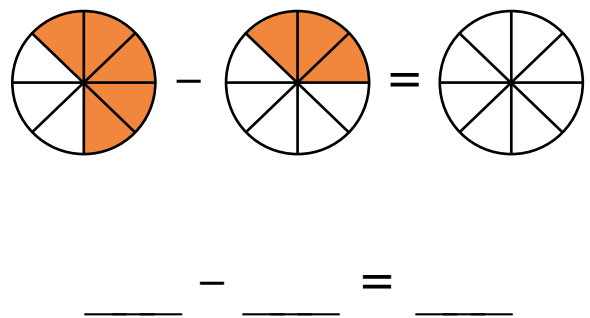
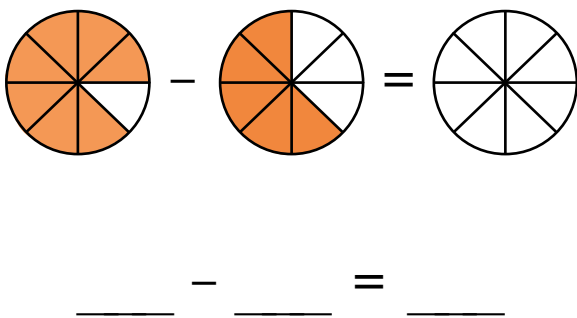
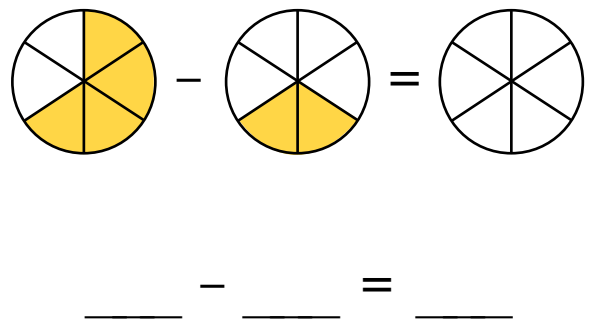
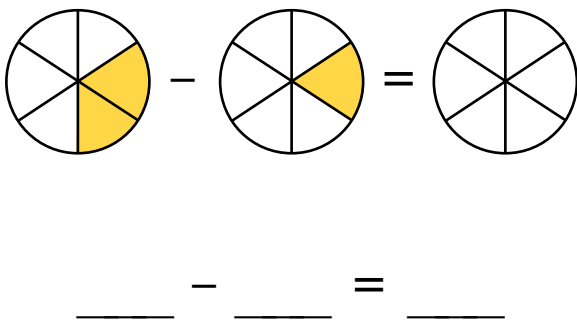
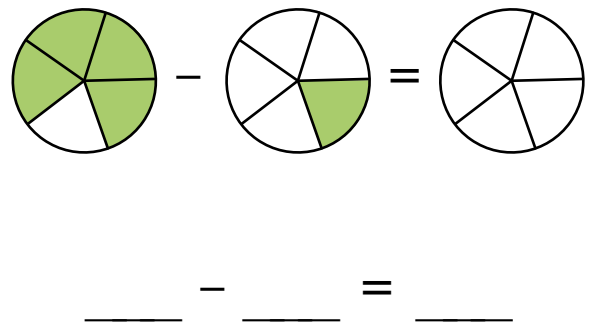
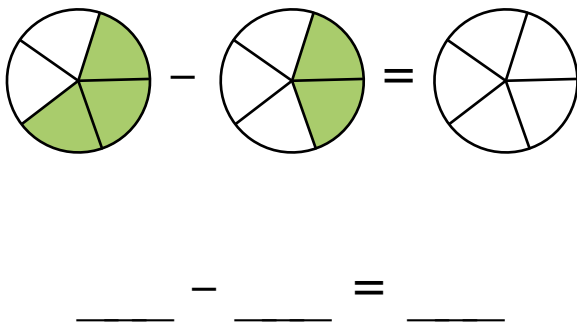
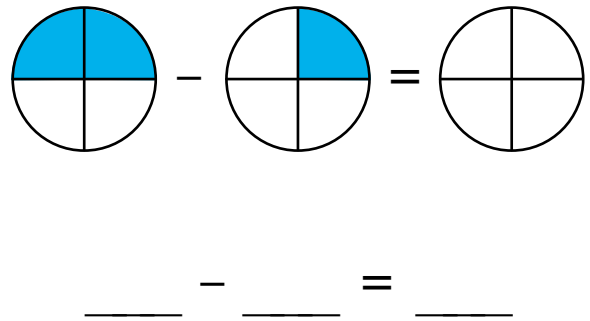
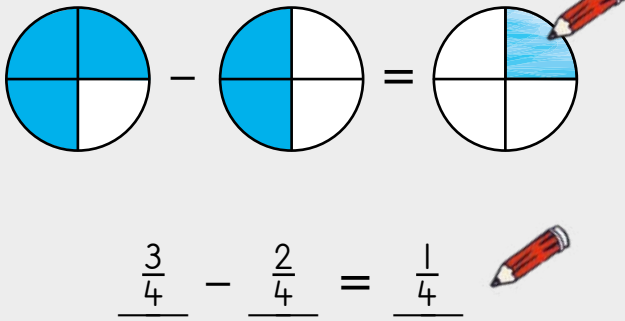
SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

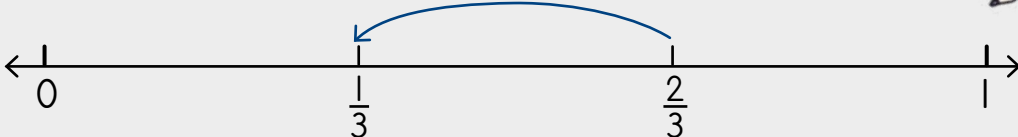
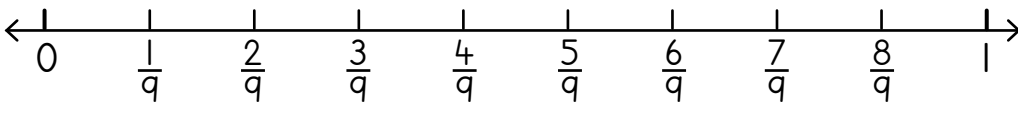
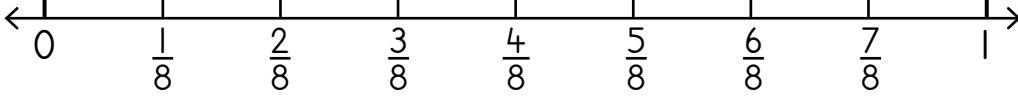
1 Trek af. Kleur die antwoord in. Skryf die breuk neer.

Subtract. Colour the answer. Write the fractions.



2 Trek die breuke af. Wys die spronge op die getallelyn.

Subtract the fractions. Show the jumps on the number line.

$\frac{2}{3} - \frac{1}{3} = \frac{1}{3}$	
$\frac{6}{9} - \frac{5}{9} = \text{---}$	
$\frac{4}{8} - \frac{2}{8} = \text{---}$	

3 Los die probleme op.

Solve the problems.

My ma het $\frac{5}{6}$ m van 'n stuk materiaal. Sy knip $\frac{2}{6}$ m daarvan af. Hoeveel meter materiaal bly daar oor?

Mom has a $\frac{5}{6}$ m length of fabric. She cuts a $\frac{2}{6}$ m length off it. How many metres of fabric is left over?

Teken.

Draw.



getalsin

number sentence

$$\frac{5}{6} \text{ m} - \frac{2}{6} \text{ m} = \frac{3}{6} \text{ m}$$

Phinda trek 'n lyn wat $\frac{7}{10}$ m lank is. Sy vee dan $\frac{4}{10}$ m van die lyn uit. Hoe lank is die lyn nou?

Phinda draws a line that is $\frac{7}{10}$ m long. She then erases $\frac{4}{10}$ m of the line. How long is the line now?

Trek die getallelyn.

Draw the number line.

getalsin

number sentence

HOOFREKENE
MENTAL MATHS

MINDER AS
LESS THAN

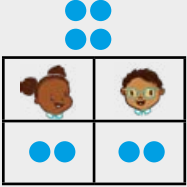
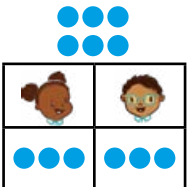
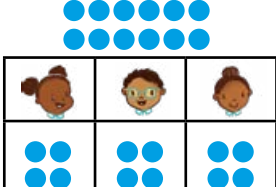
SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

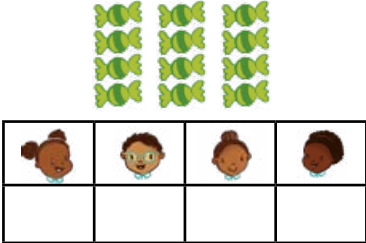
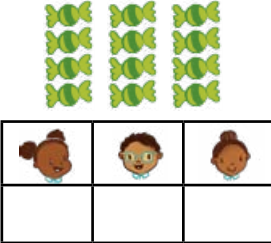
1 Los hierdie probleme op.

Solve these problems.

 2 groepe groups 2 tellers elk counters each $4 \div 2 = 2$	 □ groepe groups □ tellers elk counters each _____ ÷ _____ = _____	 □ groepe groups □ tellers elk counters each _____ ÷ _____ = _____
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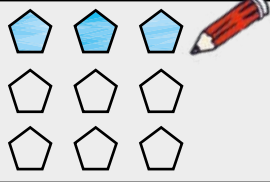
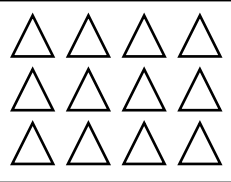
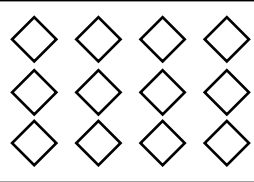
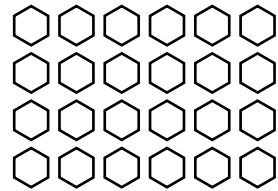
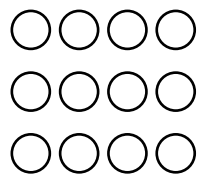
2 Los hierdie probleme op.

Solve these problems.

 1 kwart van die lekkers = 3 1 quarter of the sweets = 3 2 kwarte van die lekkers = _____ 2 quarters of the sweets = _____ 3 kwarte van die lekkers = _____ 3 quarters of the sweets = _____ 4 kwarte van die lekkers = _____ 4 quarters of the sweets = _____	 1 derde van die lekkers = _____ 1 third of the sweets = _____ 2 derdes van die lekkers = _____ 2 thirds of the sweets = _____ 3 derdes van die lekkers = _____ 3 thirds of the sweets = _____
---	--

3 Kleur die vorms in om die breuke te wys.

Colour the shapes to show the fractions.

$\frac{1}{3}$		$\frac{3}{4}$		$\frac{1}{2}$	
$\frac{1}{4}$		$\frac{2}{3}$		$\frac{1}{3}$	

4 Los die probleme op.

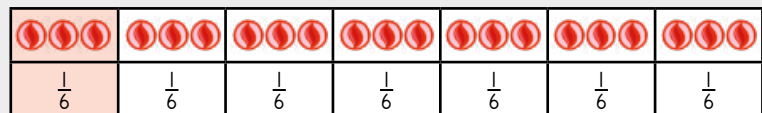
Solve the problems.

Nomsa het 18 albasters. Sy neem $\frac{1}{6}$ van haar albasters saam skool toe. Hoeveel albasters neem sy saam?

Nomsa has 18 marbles. She takes $\frac{1}{6}$ of her marbles to school. How many marbles does she take?

Teken.

Draw.



Getalsin om $\frac{1}{6}$ van 18 te kry.

Number sentence to find $\frac{1}{6}$ of 18.

$$18 \div 6 = 3$$

Antwoord.

Answer.

Nomsa neem 3 albasters skool toe.

Nomsa took 3 marbles to school.

Ntando het 28 lekkers. Hy gee 'n maat $\frac{2}{7}$ van sy lekkers. Hoeveel lekkers gee hy weg?

Ntando has 28 sweets. He gives $\frac{2}{7}$ of his sweets to a friend. How many sweets does he give away?

Teken.

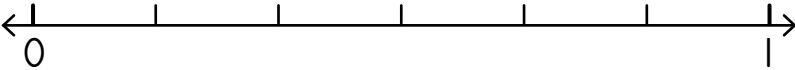
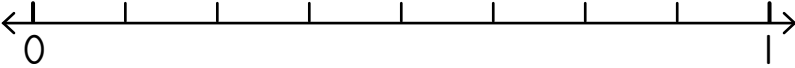
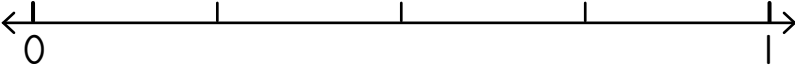
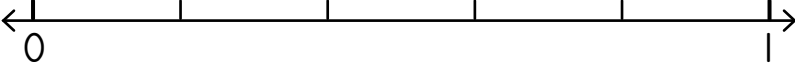
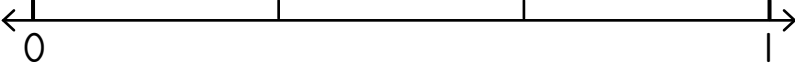
Draw.

Getalsin om $\frac{2}{7}$ van 28 te kry.

Number sentence to find $\frac{2}{7}$ of 28.

Antwoord.

Answer.

	Skryf die breuke op die getallelyn in. Label the fractions on the number line.	Watter breuk is die grootste? Which fraction is bigger?
$\frac{2}{6}$ en $\frac{6}{6}$ and		
$\frac{5}{8}$ en $\frac{7}{8}$ and		
$\frac{1}{4}$ en $\frac{3}{4}$ and		
$\frac{3}{5}$ en $\frac{4}{5}$ and		
$\frac{2}{3}$ en $\frac{3}{3}$ and		

Kom ons praat Wiskunde!

Let's talk Maths!

In Afrikaans sê ons:

Watter breuk is die grootste?

Watter breuk is die kleinste?

Tel die breuke bymekaar.

trek af

$\frac{1}{6}$ van 18

In English we say:

Which fraction is bigger?

Which fraction is smaller?

Add the fractions.

subtract

$\frac{1}{6}$ of 18



1 Tel die breuke bymekaar. Wys die spronge op die getallemyn.

Add the fractions. Show the jumps on the number line.

$\frac{2}{9} + \frac{4}{9} = \text{—}$	
$\frac{5}{6} + \frac{1}{6} = \text{—}$	

2 Trek die breuke af. Wys die spronge op die getallemyn.

Subtract the fractions. Show the jumps on the number line.

$\frac{4}{6} - \frac{2}{6} = \text{—}$	
$\frac{8}{9} - \frac{4}{9} = \text{—}$	

3 Los die probleem op.

Solve the problem.

Thandi het 32 balle. Sy gee haar broer $\frac{3}{8}$ daarvan. Hoeveel balle gee sy hom?

Thandi has 32 balls. She gives $\frac{3}{8}$ of them to her brother. How many balls does she give him?

Teken.

Draw.

Getalsin om $\frac{3}{8}$ van 32 te kry.

Number sentence to find $\frac{3}{8}$ of 32.

Antwoord.

Answer.

HOOFREKENE
MENTAL MATHS

FIZZ-POP
VERDUBBEL
FIZZ POP - DOUBLE

SPELETJIE
GAME

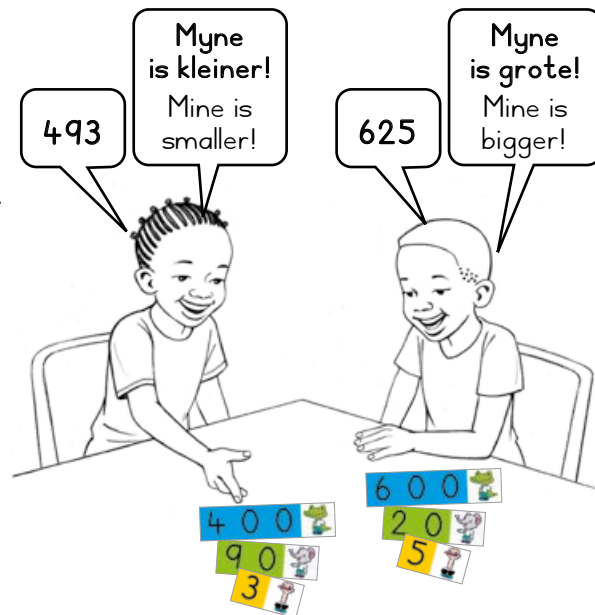
KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

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?
- Phinda kwakhona!
Do it again!



Omtrek is die meting van die afstand rondom 'n vorm. Ons kan 'n stukkie tou gebruik om ons te help om die omtrek van 'n vorm uit te werk.

Perimeter is the measurement of the distance around a shape. We can use a piece of string to help us work out the perimeter of a shape.

- 1 Meet die lyne met 'n stukkie tou. Meet die tou en skryf die lengte in sentimeter neer.

Use string to measure the lines. Measure the string and write the length in centimetres.

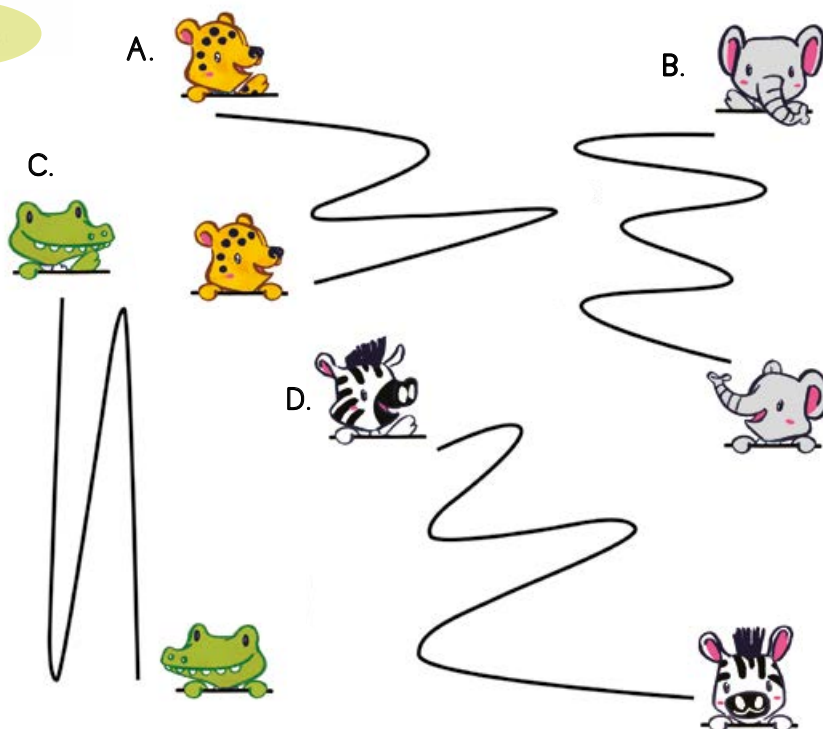


A = ____ cm

B = ____ cm

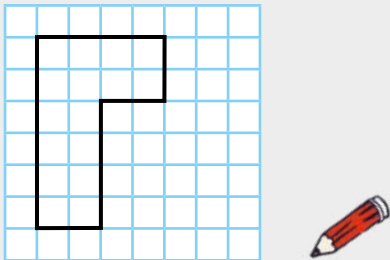
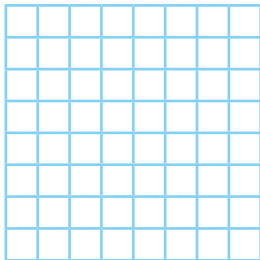
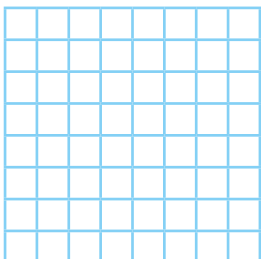
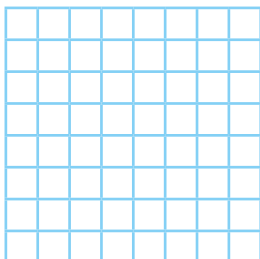
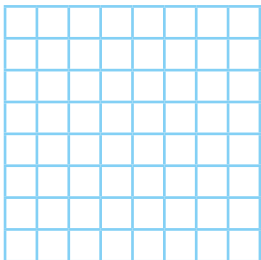
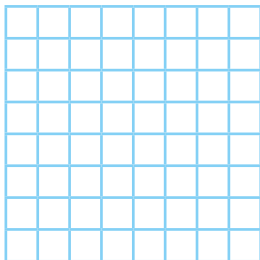
C = ____ cm

D = ____ cm



2 Teken die vorm op die roosters in. Wat is die omtrek van die vorm?

Draw shapes on the grids. What is the perimeter of the shape?

 omtrek = <u>20</u> vierkante perimeter = <u>20</u> squares	 omtrek = _____ vierkante perimeter = _____ squares
 omtrek = _____ vierkante perimeter = _____ squares	 omtrek = _____ vierkante perimeter = _____ squares
 omtrek = _____ vierkante perimeter = _____ squares	 omtrek = _____ vierkante perimeter = _____ squares

3 Meet die omtrek met 'n stukkie tou. Meet die lengte van die tou in sentimeter.

Use string to measure the perimeter. Measure the length of the string in centimetres.

 omtrek = <u>102</u> cm perimeter = <u>102</u> cm	 omtrek = _____ cm perimeter = _____ cm	 omtrek = _____ cm perimeter = _____ cm	 omtrek = _____ cm perimeter = _____ cm
---	---	--	---

HOOFREKENE
MENTAL MATHS

FIZZ-POP
VERDUBBEL
FIZZ POP - DOUBLE

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

1 Meet die sye van die vorms en bereken die omtrek.

Measure the sides of the shapes and calculate the perimeter.

	naam van vorm name of shape	
	omtrek perimeter	

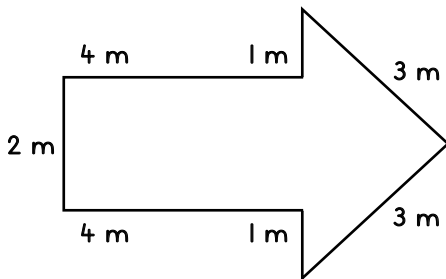
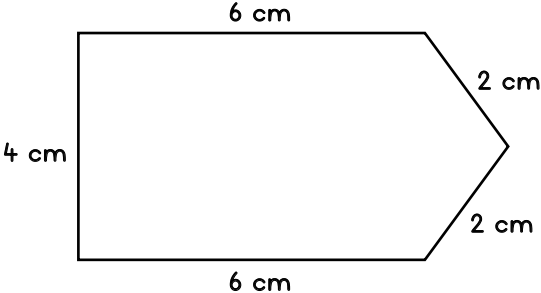
	naam van vorm name of shape	
	omtrek perimeter	

	naam van vorm name of shape	
	omtrek perimeter	

	naam van vorm name of shape	
	omtrek perimeter	

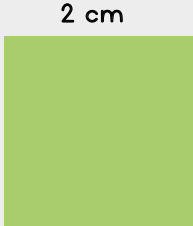
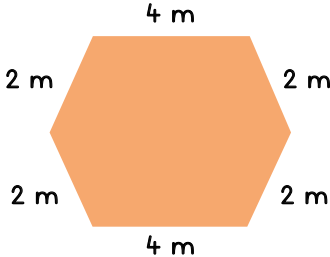
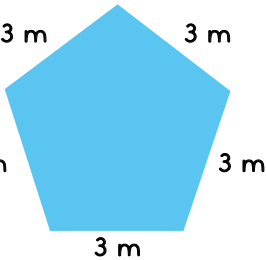
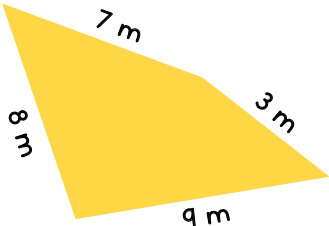
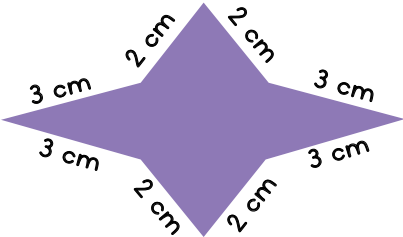
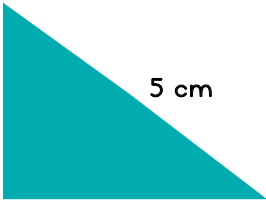
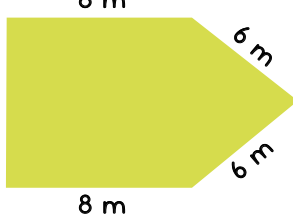
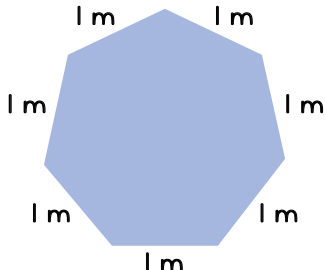
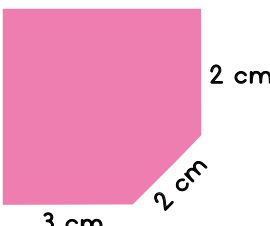
2 Bereken die omtrek van die volgende vorms.

Calculate the perimeter of the following shapes.

			
omtrek perimeter		omtrek perimeter	

3 Bereken die omtrek.

Calculate the perimeter.

	<u>8</u> cm 		<u> </u> m
	<u> </u> m		<u> </u> m
	<u> </u> cm		<u> </u> cm
	<u> </u> cm		<u> </u> m
	<u> </u> m		<u> </u> cm

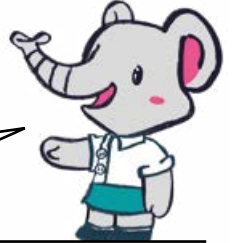
HOOFREKENE
MENTAL MATHS

FIZZ-POP
VERDUBBEL
FIZZ POP - DOUBLE

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS



1 Wat is die oppervlakte van hierdie vorms?

What is the area of these shapes?

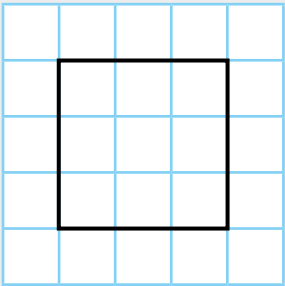
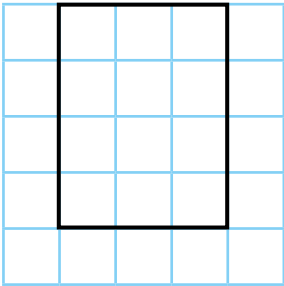
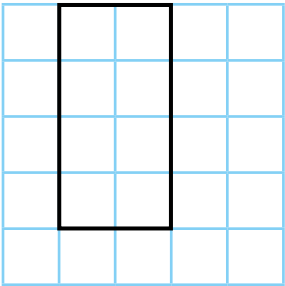
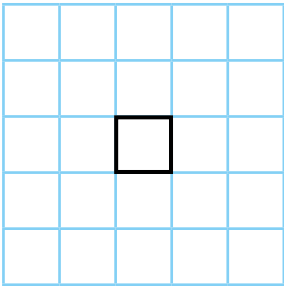
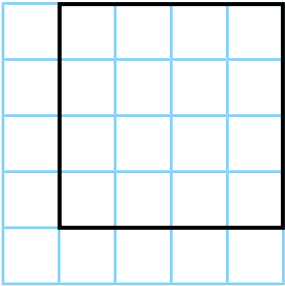
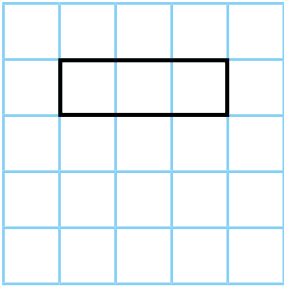
Die meting van 'n oppervlak word die oppervlakte (area) genoem. Ons kan dit in vierkante meet.

The measurement of a surface is called the area. We can measure it in squares.

	vierkante squares		vierkante squares
	20		

2 Wat is die oppervlakte van hierdie vorms?

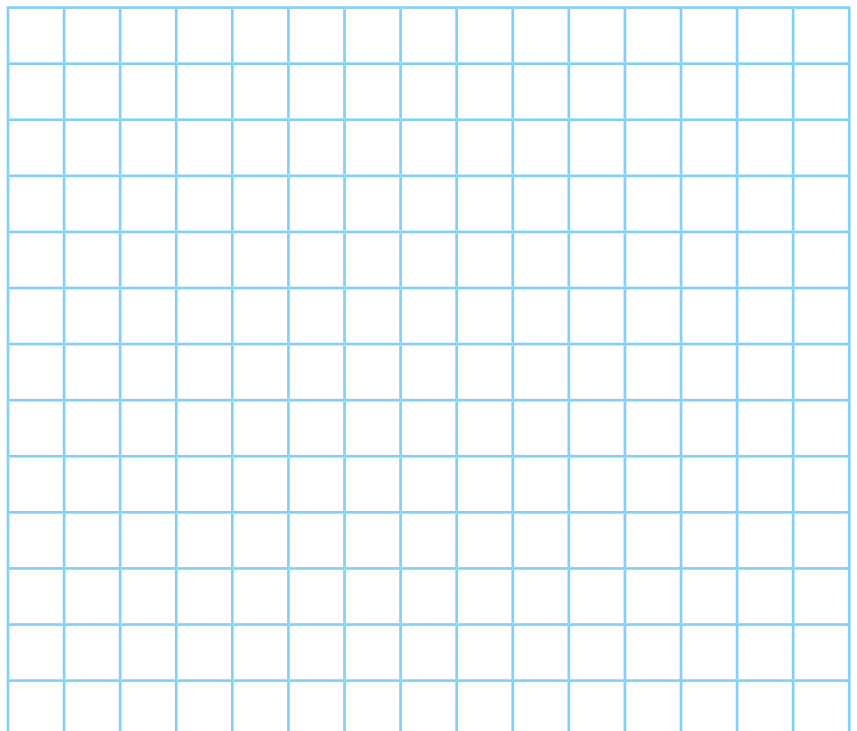
What is the area of these shapes?

	vierkante squares		vierkante squares
	q 		
			
			

3 Teken drie vorms met vierkante en halwe vierkante op die roosterpapier in. Elke vorm moet 'n oppervlakte van 12 vierkante hê.



Use squares and half squares to draw three shapes on the grid paper. Each shape should have an area of 12 squares.



HOOFREKENE
MENTAL MATHS

FIZZ-POP
VERDUBBEL
FIZZ POP - DOUBLE

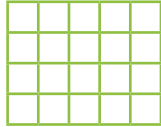
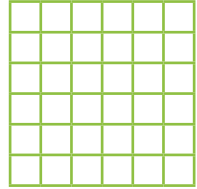
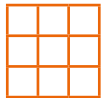
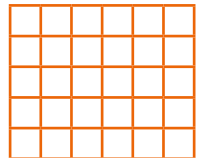
SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

1 Werk die oppervlakte uit.

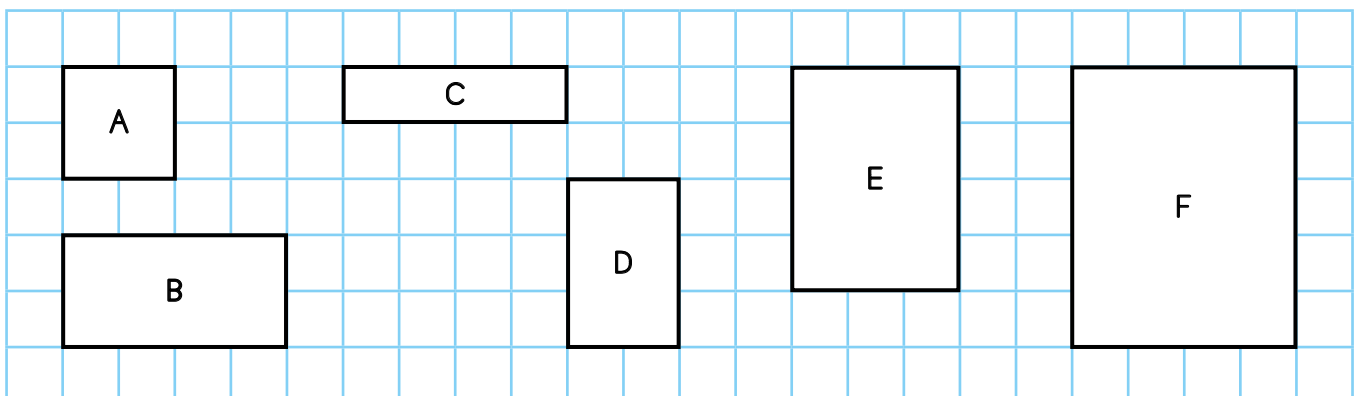
Work out the area.

 $3 \times 6 = 18$ oppervlakte = <u>18</u> vierkante area = <u>18</u> squares	 $___ \times ___ = ___$ oppervlakte = <u> </u> vierkante area = <u> </u> squares	 $___ \times ___ = ___$ oppervlakte = <u> </u> vierkante area = <u> </u> squares
 $___ \times ___ = ___$ oppervlakte = <u> </u> vierkante area = <u> </u> squares	 $___ \times ___ = ___$ oppervlakte = <u> </u> vierkante area = <u> </u> squares	 $___ \times ___ = ___$ oppervlakte = <u> </u> vierkante area = <u> </u> squares

2 Werk die oppervlakte van die reghoeke met behulp van die rooster uit.

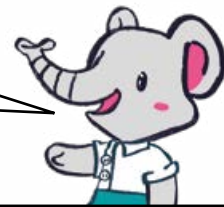
Work out the area of the rectangles using the grid.

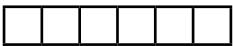
$A = \underline{4}$ vierkante $A = \underline{4}$ squares	$B = ___$ vierkante $B = ___$ squares	$C = ___$ vierkante $C = ___$ squares
$D = ___$ vierkante $D = ___$ squares	$E = ___$ vierkante $E = ___$ squares	$F = ___$ vierkante $F = ___$ squares



Thami is besig om haar tuin te plavei.
Sy het 6 teëls. Kyk na hoe sy dit kan neersit.

Thami is paving her garden. She has 6 tiles.
Look at how she can lay them out.

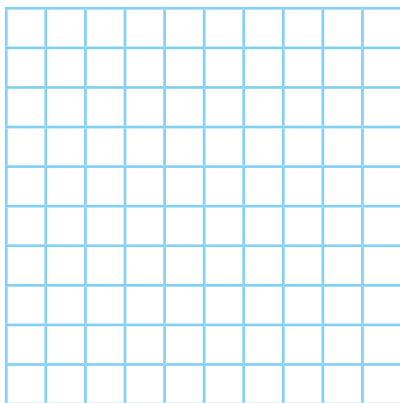


3	 $6 \times 1 = 6$	 $3 \times 2 = 6$	 $2 \times 3 = 6$
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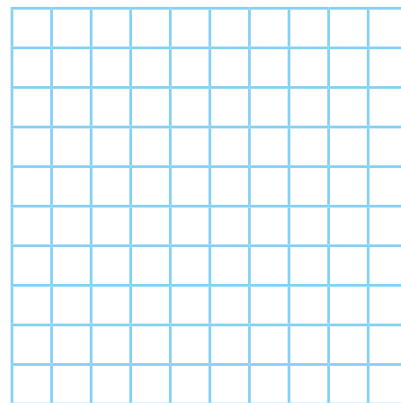
Wys die verskillende maniere waarop jy kan plavei!

Show the different ways you can tile!

met 8 teëls
using 8 tiles

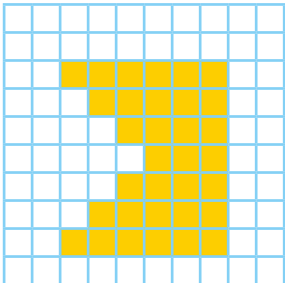
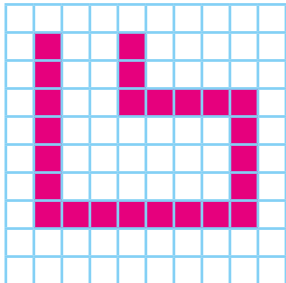
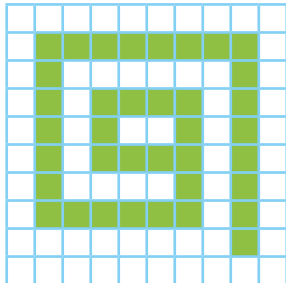
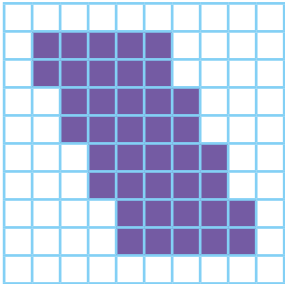
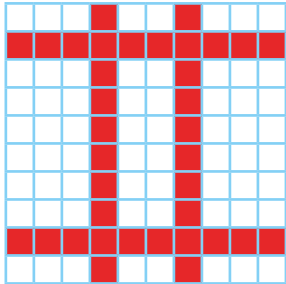
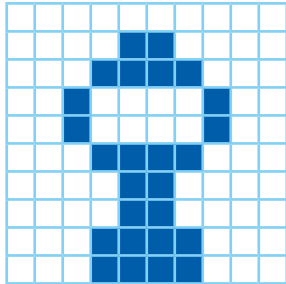


met 9 teëls
using 9 tiles



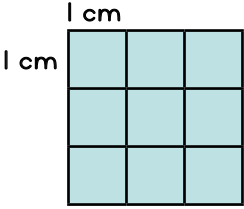
4 Wat is die oppervlakte van elke vorm? Tel die vierkante.

What is the area of each shape? Count the squares.

		
vierkante squares	vierkante squares	vierkante squares
		
vierkante squares	vierkante squares	vierkante squares

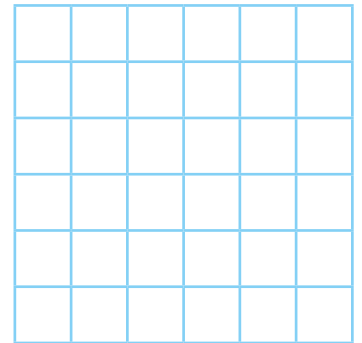
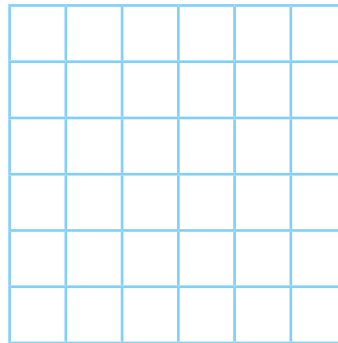
1 Wat is die oppervlakte en omtrek van hierdie vierkant?

What is the area and perimeter of this square?

	oppervlakte area	
	omtrek perimeter	

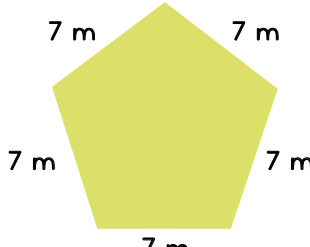
2 Teken 2 verskillende reghoeke met 'n oppervlakte van 12 blokkies elk.

Draw 2 different rectangles with an area of 12 blocks each.



3 Bereken die omtrek.

Calculate the perimeter.

	
_____ m	_____ m

Kom ons praat Wiskunde!

Let's talk Maths!

In Afrikaans sê ons:

omtrek

oppervlakte

die oppervlak van 'n vorm

Gebruik vorms as teëls.

rangskikking

In English we say:

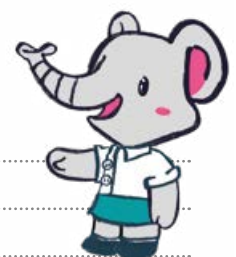
perimeter

area

surface of a shape

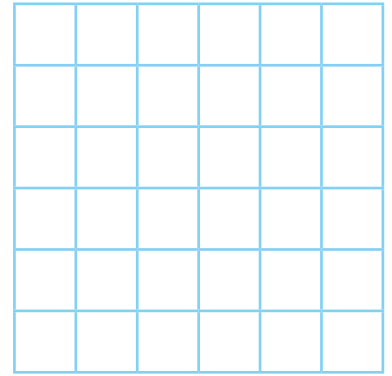
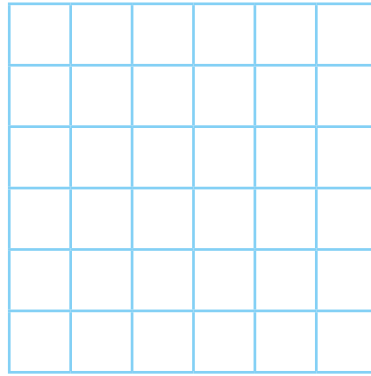
Use shapes as tiles.

array



- 1 Teken 2 verskillende reghoeke met 'n omtrek van 12 blokkies elk.

Draw 2 different rectangles with a perimeter of 12 blocks each.



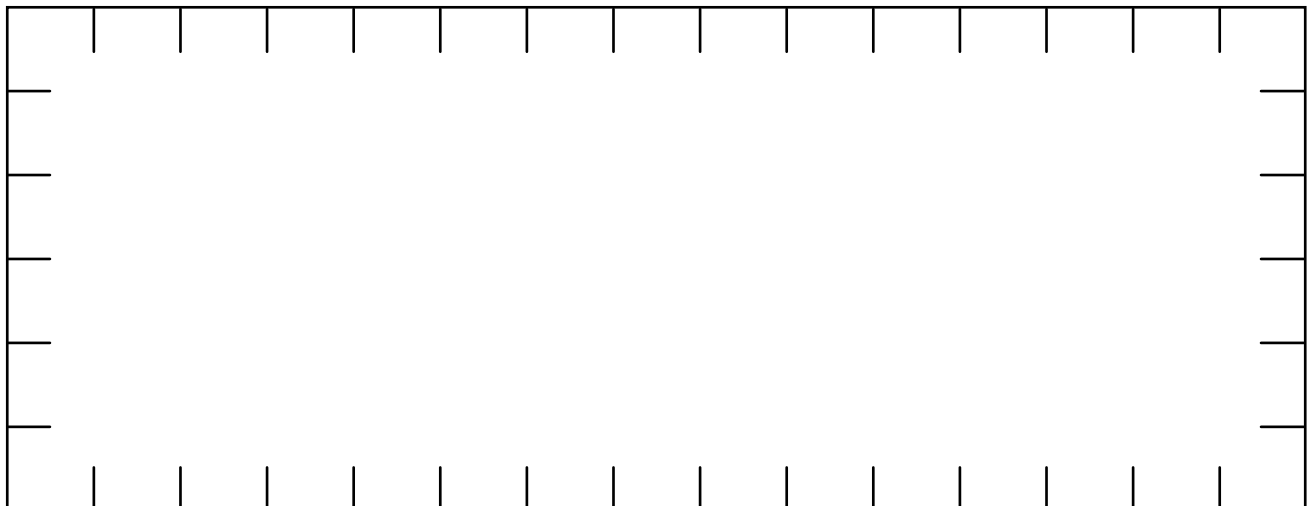
- 2 Wat is die oppervlakte van die vorms in die vierkante?

What is the area of the shapes in squares?

vierkante squares	vierkante squares	vierkante squares

- 3 Werk die oppervlakte en omtrek van die reghoek uit.

Work out the area and perimeter of the rectangle.



HOOFREKENE
MENTAL MATHS

VERGELYK GETALLE
COMPARE NUMBERS

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

Speletjie: Vinnige wiskunde - geld
Game: Fast maths - money

- Werk saam in pare.
Work in pairs.
- Wys 'n bedrag met julle speelgeld.
Use your play money to show an amount.
- Hoeveel is daar? Tel by!
How much? Add!
- Doen dit weer! Maak beurte.
Do it again! Take turns.



- 1** Kyk na die skaal.
Look at the scale.



Watter massalesing word op hierdie skaal gewys?

What mass reading is shown on this scale?

Staan daar iemand op hierdie badkamerskaal?

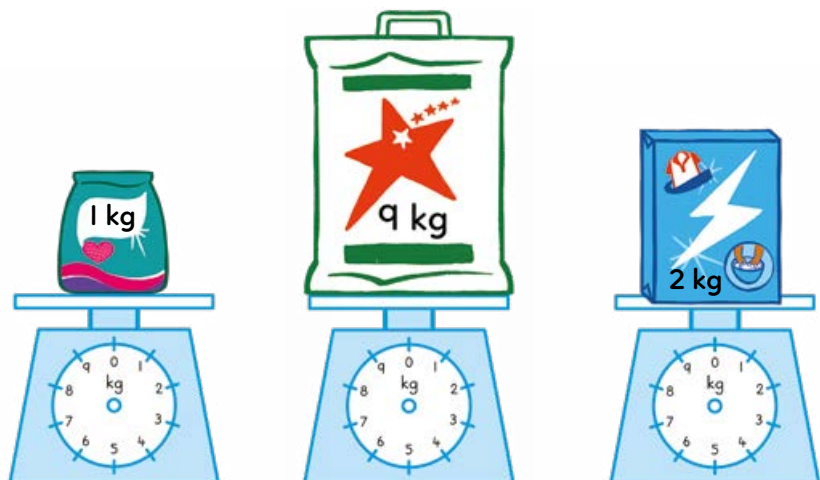
Is anyone standing on this bathroom scale?

Hoe weet jy dit?

How do you know?

- 2** Teken die wysers op die kombuisstale in om die massa van hierdie produkte te wys.

Draw the pointers on the kitchen scales to show the mass of these products.



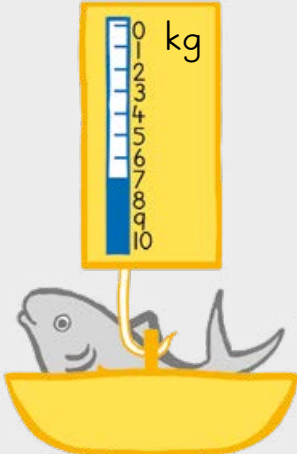
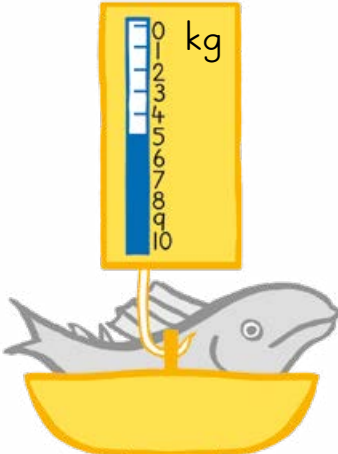
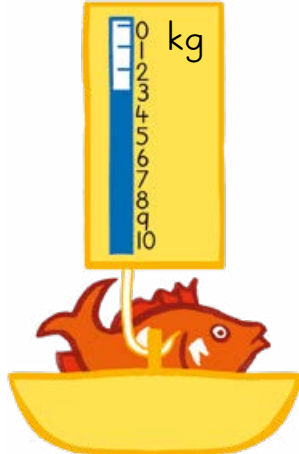
3 Teken voorwerpe wat meer of minder as die massa in kilogram is.

Draw things that are more or less than the mass in kilograms.

meer as more than	massa mass	minder as less than
	1 kg	
	5 kg	
	10 kg	
	20 kg	

4 Skryf die massa in kilogram neer.

Write the mass in kilograms.

		
63 kg 		
		
7 kg 		

1 Teken voorwerpe wat meer of minder as die massa in gram is.

Draw objects that are more or less than the mass in grams.

meer as more than	massa mass	minder as less than
	50 g	
	100 g	
	250 g	
	750 g	

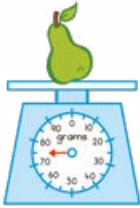
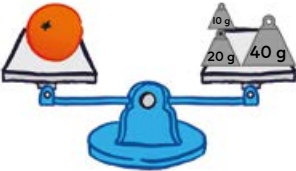
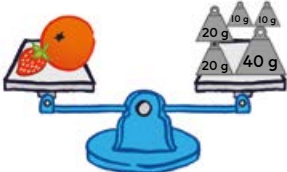
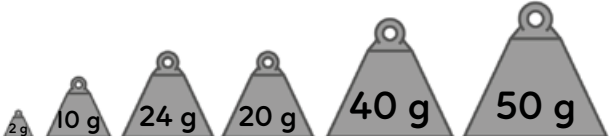
2



	totale massa total mass
My ma koop meliemeel en koekmeel. Mom bought mealie meal and flour.	$250\text{ g} + 500\text{ g} = 750\text{ g}$ 
Ek koop grondboontjiegbotter en koekmeel. I bought peanut butter and flour.	
My pa koop 2 sakke koekmeel. Dad bought 2 bags of flour.	
My ouma koop 2 sakke koekmeel. Granny bought 2 bags of flour.	

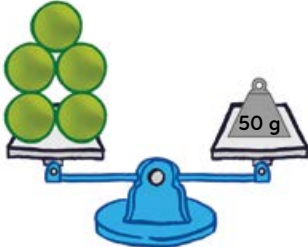
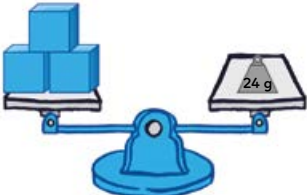
3 Skryf die massa in gram neer.

Write the mass in grams.

	massa van  mass of	_____ g
	massa van  mass of	_____ g
	massa van  mass of	_____ g
	massa van  mass of	_____ g
	massa van  mass of	_____ g
	totale massa total mass is	_____ g

4 Werk die massa uit.

Work out the mass.

	As 5 balle = 50 g, dan is 1  = _____ g? If 5 balls = 50 g, then 1  = _____ g?
	As 3 bokse = 24 g, dan is 1  = _____ g? If 3 boxes = 24 g, then 1  = _____ g?

Skat massa

Estimation of mass

HOOFREKENE
MENTAL MATHS

VERGELYK GETALLE
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WORKSHEETS

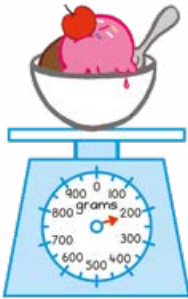
1 Merk die voorwerpe af wat omtrent 1 kg weeg.

Tick the objects that are about 1 kg.

2 Skryf die massa van die produkte neer.

Write the mass of the products.

		
_____ g	_____ kg	_____ g

3 Teken prente van voorwerpe met 'n massa van:

Draw pictures of things with a mass of:

minder as 5 kg less than 5 kg	meer as 5 kg more than 5 kg
minder as 500 g less than 500 g	meer as 500 g more than 500 g

4 Skat eers en kontroleer dan die metings.
Voltooi die tabel.

First estimate then check the measurements. Complete the table.

	skatting estimate	meting measurement	die verskil tussen skatting en meting difference between estimation and measurement
	500 g		500 g 
			
			
			
			
			
			

HOOFREKENE
MENTAL MATHS

VERGELYK GETALLE
COMPARE NUMBERS

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WORKSHEETS

1 Skryf die massa van hierdie produkte in volgorde van die ligste tot die swaarste neer.

Write the mass of these products in order from lightest to heaviest.



2 Kyk na die produkte en beantwoord die vrae.

Look at the products and answer the questions.



Watter produk is die swaarste?

Which is the heaviest product?

Wat is die ligste produk?

Which is the lightest product?

Noem 2 items wat saam 'n massa van minder as 1 kg het.

Name 2 items that have a combined mass of less than 1 kg.

Noem 2 items wat saam 'n massa van 500 g het.

Name 2 items that have a combined mass of 500 g.

Hoeveel gram Nutro is daar meer as Wheatas?

How much more Nutro is there than Wheatas?

Wat is die totale massa van die Creamo en die Stamp?

What is the total mass of the Creamo and Stamp?

3 Los die probleme op.

Solve the problems.

Ek weeg 25 kg. My maat weeg 29 kg. My broer weeg 45 kg.
Hoeveel weeg ons altesame?

I weigh 25 kg. My friend weighs 29 kg. My brother weighs 45 kg.
How much do we weigh altogether?



Teken.

Draw.

getalsin

number sentence

Antwoord.

Answer.

Fana koop 'n 750 g sak koekmeel. Hy gee Mandla
367 g daar van. Hoeveel koekmeel bly daar vir
Fana oor?

Fana buys a 750 g bag of flour. He gives 367 g to Mandla. How much flour does Fana have left?



Teken.

Draw.

getalsin

number sentence

Antwoord.

Answer.

Ntando het 84 g sjokolade. Hy deel dit onder
7 maats. Watter massa sjokolade kry elke maat?

Ntando has 84 g of chocolate. He divides it between 7 friends. What mass of
chocolate will each person get?



Teken.

Draw.

getalsin

number sentence

Antwoord.

Answer.

WERKKAART
WORKSHEET

WERKKAART
WORKSHEET

1



Watter een het die grootste massa?

Which has the greatest mass?

Watter een het die kleinste massa?

Which has the smallest mass?

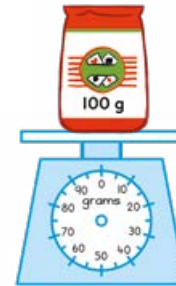
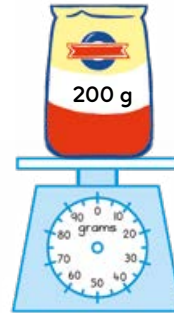
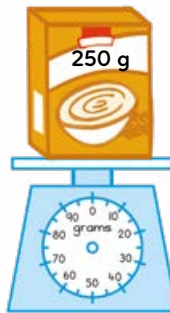
Wat is die massa van die koekies en die lekkers altesame?

What is the mass of the biscuits and sweets together?

2

Teken die
wysers op die
kombuisstale in om
die massa te wys.

Draw the pointers on
the kitchen scales to
show the mass.



Noem 2 produkte wat saam 1000 g maak.

Name 2 products that add up to 1000 g.

Noem 2 produkte wat saam 450 g maak.

Name 2 products that add up to 450 g.

Kom ons praat Wiskunde!

Let's talk Maths!

In Afrikaans sê ons:

kilogram

gram

swaar

lig

skat

raai

In English we say:

kilograms

grams

heavy

light

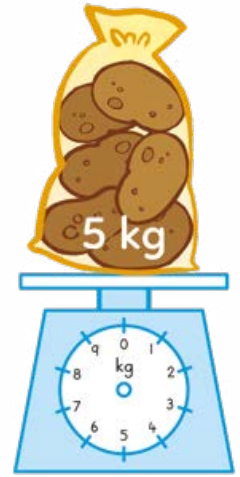
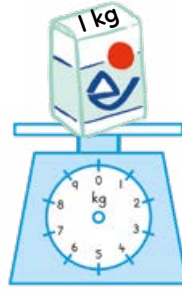
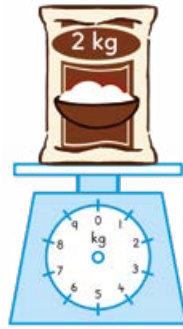
estimate

guess



- 3 Teken die wysers op die kombuisskale in om die massa te wys.

Draw the pointers on the kitchen scales to show the mass.



	totale massa total mass
My ma koop meliameel en rys. Mom bought mealie meal and rice.	
Ek koop rys, suiker en aartappels. I bought some rice, sugar and potatoes.	
My pa koop suiker en meliameel. Dad bought sugar and mealie meal.	
My suster koop meliameel, suiker en rys. My sister bought mealie meal, sugar and rice.	

4	800 g – 300 g = _____	1 kg – 500 g = _____	200 g + 800 g = _____
---	--------------------------	-------------------------	--------------------------

5	Nosipho het 9 rolletjies lekkers. Elke rolletjie lekkers het 'n massa van 9 g. Wat is die totale massa van die lekkers? Nosipho has 9 rolls of sweets. Each roll of sweets has a mass of 9 g. What is the total mass of the sweets?		
	Teken. Draw.		
	getalsin number sentence	Antwoord. Answer.	

HOOFREKENE
MENTAL MATHS

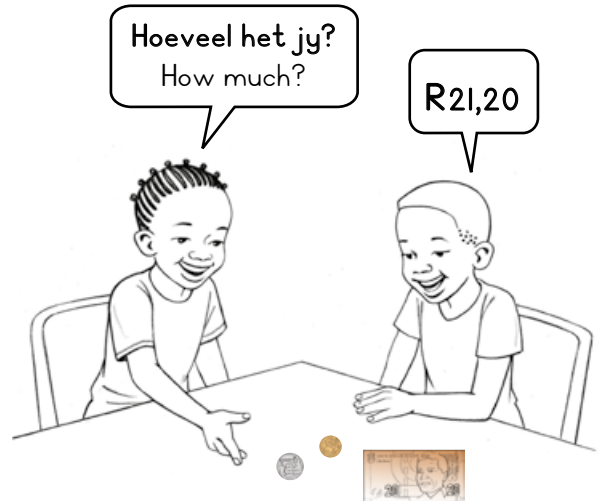
INVERSE BEWERKINGS
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SPELETJIE
GAME

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Speletjie: Vinnige wiskunde - geld
Game: Fast maths - money

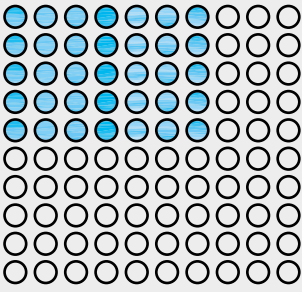
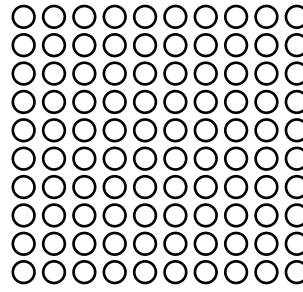
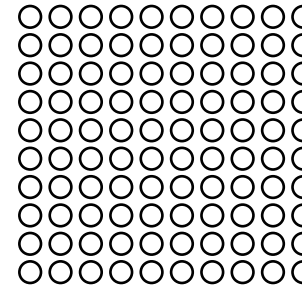
- Werk saam in pare.
Work in pairs.
- Wys 'n bedrag met julle speelgeld.
Use your play money to show an amount.
- Hoeveel is daar? Tel by!
How much? Add!
- Doen dit weer! Maak beurte.
Do it again! Take turns.



1	verdeel gelykop share equally	Hoeveel groepe van How many groups of	
	36 onder 2 maats 36 between 2 friends	18? <u>2</u>	$36 \div 18 = 2$
	36 onder 4 maats 36 among 4 friends	9? _____	_____ ÷ _____ = _____
	36 onder 6 maats 36 among 6 friends	6? _____	_____ ÷ _____ = _____
	36 onder 9 maats 36 among 9 friends	4? _____	_____ ÷ _____ = _____
	36 onder 18 maats 36 among 18 friends	2? _____	_____ ÷ _____ = _____

2 Kleur die kotte in. Voltooi die getalsinne.

Colour the dots. Fill in the number sentences.

35 gedeel in 5 groepe van 7 35 divided into 5 groups of 7 	72 gedeel in 8 groepe van 9 72 divided into 8 groups of 9 	40 gedeel in 4 groepe van 10 40 divided into 4 groups of 10 
$5 \times 7 = 35$	$\square \times \square = \square$	$\square \times \square = \square$
$35 \div 7 = 5$	$\square \div \square = \square$	$\square \div \square = \square$

3 Verdeel 27 koekies gelykop onder 3 maats.

Share 27 biscuits equally between 3 friends.

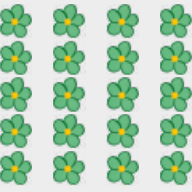
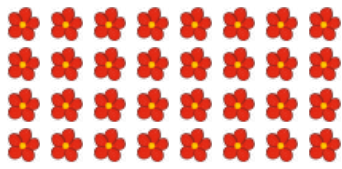
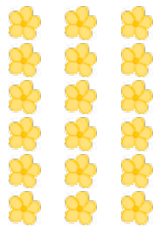


Teken 'n diagram. Draw a diagram.	
vermenigvuldigingsgetalsin multiplication number sentence	delingsgetalsin division number sentence
Antwoord. Answer.	

4 $54 \div 6 = \square$	$\square \times 6 = 54$	$\square = 9$
$21 \div 3 = \square$	$\square \times \square = \square$	$\square = \square$
$44 \div 11 = \square$	$\square \times \square = \square$	$\square = \square$
$84 \div 7 = \square$	$\square \times \square = \square$	$\square = \square$
$48 \div 8 = \square$	$\square \times \square = \square$	$\square = \square$

1 Skryf die vermenigvuldigingsin vir elke rangskikking.

Write the multiplication sentence for each array

	rye rows	kolomme columns	vermenigvuldig multiplication	deel division
	5	4	$5 \times 4 = 20$	$20 \div 5 = 4$
				
				
				

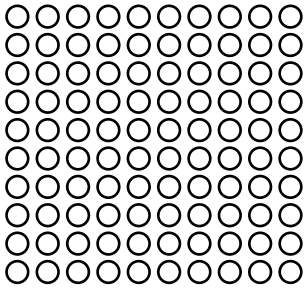
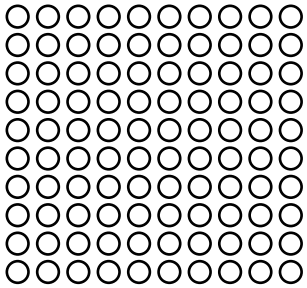
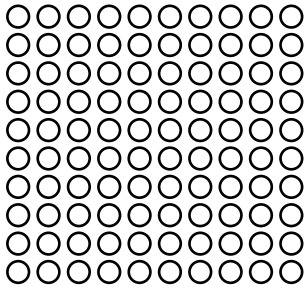
2 Los die vermenigvuldigings- en delingsprobleme op.

Solve the multiplication and division problems.

groepering grouping	vermenigvuldig multiply	verdeling sharing	deel divide
2 groepe van 5 2 groups of 5	$2 \times 5 = 10$	verdeel 10 onder 5 share 10 between 5	$10 \div 5 = 2$
7 groepe van 5 7 groups of 5			
12 groepe van 5 12 groups of 5			

- 3 Kleur die rye en kolomme in elke rangskikking in.
Voltooi die getalsinne.

Colour the rows and columns in each array. Fill in the number sentences.

7 rye en 10 kolomme 7 rows and 10 columns	4 rye en 6 kolomme 4 rows and 6 columns	5 rye en 9 kolomme 5 rows and 9 columns
		
_____ × _____ = _____	_____ × _____ = _____	_____ × _____ = _____
_____ ÷ _____ = _____	_____ ÷ _____ = _____	_____ ÷ _____ = _____

- 4 Voltooi die getalsinne met die getalle in die deel-deel-geheel-diagramme.

Use the numbers in the part-part-whole diagrams to complete the number sentences.

30				
6		5		
6	×	5	=	30
5	×	6	=	30
30	÷	6	=	5
30	÷	5	=	6

32				
4		8		
	×		=	
	×		=	
	÷		=	
	÷		=	

60				
6		10		
	×		=	
	×		=	
	÷		=	
	÷		=	

56 ÷ 7 = _____	80 ÷ 10 = _____	42 ÷ 6 = _____
81 ÷ 9 = _____	40 ÷ 8 = _____	0 ÷ 8 = _____
0 ÷ 5 = _____	28 ÷ 4 = _____	84 ÷ 7 = _____

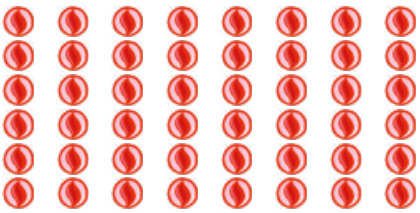
1 Hoeveel mandjies bevat appels?

How many baskets hold apples?

appels apples 	mandjies baskets 	÷ getalsin ÷ number sentence	x getalsin x number sentence
10	1	$10 \div 10 = 1$	$1 \times 10 = 10$
20	2	$20 \div 10 = 2$	$2 \times 10 = 20$
30			
40			
50			

2 Skryf die getalsinne wat by die rangskikkings pas.

Write the number sentences to match the arrays.

		
____ × ____ = ____	____ × ____ = ____	____ × ____ = ____
____ ÷ ____ = ____	____ ÷ ____ = ____	____ ÷ ____ = ____

3 Lint 1 is 56 m lank. Lint 2 is 7 m lank. Hoeveel keer langer is lint 1 as lint 2?

Ribbon 1 is 56 m long. Ribbon 2 is 7 m long. How many times longer is Ribbon 1 than Ribbon 2?

Teken.

Draw.

delingsgetalsin

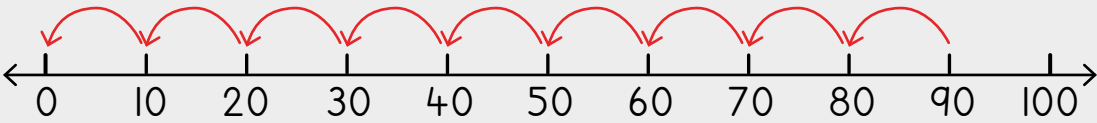
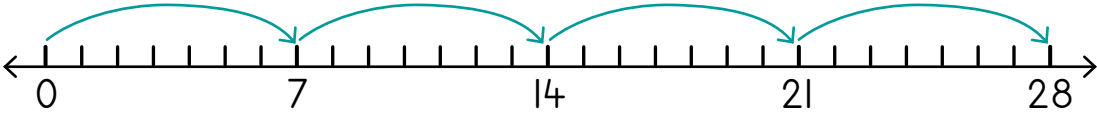
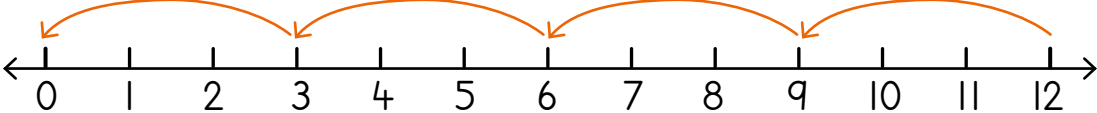
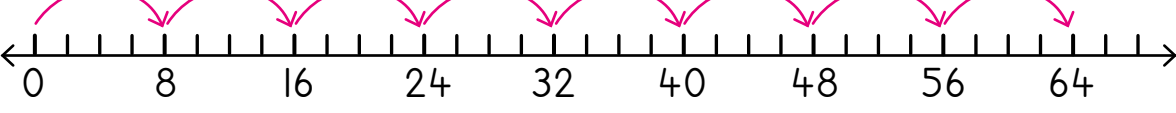
division number sentence

Antwoord.

Answer.

4 Gebruik veelvoude om jou te help om die vermenigvuldigings- en delingsgetalsinne te skryf. Los die probleme op.

Use multiples to help you write the multiplication and division number sentences. Solve the problems.

	
$\underline{90} \div \underline{10} = \underline{9}$	$\underline{9} \times \underline{10} = \underline{90}$ 
	
$\underline{\quad} \div \underline{\quad} = \underline{\quad}$	$\underline{\quad} \times \underline{\quad} = \underline{\quad}$
	
$\underline{\quad} \div \underline{\quad} = \underline{\quad}$	$\underline{\quad} \times \underline{\quad} = \underline{\quad}$
	
$\underline{\quad} \div \underline{\quad} = \underline{\quad}$	$\underline{\quad} \times \underline{\quad} = \underline{\quad}$

5 Bheki het 66 lekkers. Mandla het 11 lekkers. Hoeveel keer meer lekkers het Bheki as Mandla?

Bheki has 66 sweets. Mandla has 11 sweets. How many times more sweets does Bheki have than Mandla?



Teken.

Draw.

delingsgetalsin

division number sentence

Antwoord.

Answer.

HOOFREKENE
MENTAL MATHS

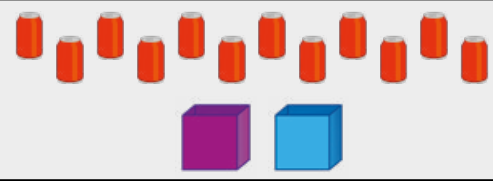
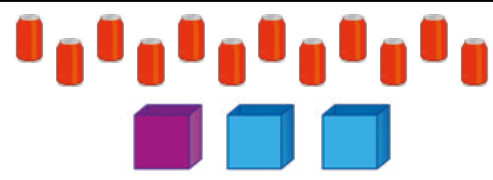
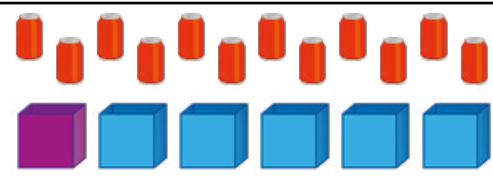
INVERSE BEWERKINGS
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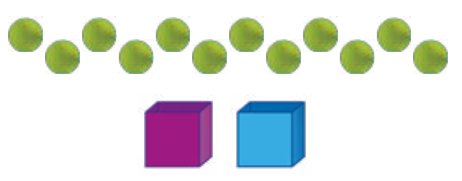
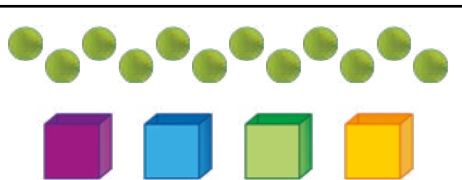
1 Deel die blikkies in die bokse in.

Divide the cans into the boxes.

	totale aantal blikkies total cans	Hoeveel blikkies is daar in die pers boks? How many cans in the purple box?	Watter breuk is daar in die pers boks? What fraction is in the purple box?
	12	6	$\frac{1}{2}$ 
			
			

2 Deel die balle in die bokse in.

Divide the balls into the boxes.

	totale aantal blikkies total cans	Hoeveel balle is daar in die pers boks? How many balls in the purple box?	Watter breuk is daar in die pers boks? What fraction is in the purple box?
			
			

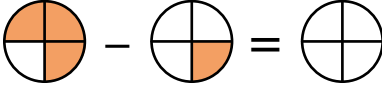
3 Tel op. Kleur die antwoord in. Skryf die breuk neer.

Add. Colour the answer. Write the fraction.

 ____ + ____ = ____	 ____ + ____ = ____
 ____ + ____ = ____	 ____ + ____ = ____

4 Trek af. Kleur die antwoord in. Skryf die breuk neer.

Subtract. Colour the answer. Write the fraction.

 ____ - ____ = ____	 ____ - ____ = ____
 ____ - ____ = ____	 ____ - ____ = ____

5 Nosipho het 42 lekkers. Sy neem $\frac{3}{7}$ van haar lekkers saam skool toe. Hoeveel lekkers neem sy saam?



Nosipho has 42 sweets. She takes $\frac{3}{7}$ of her sweets to school. How many sweets does she take?

Teken.

Draw.

Getalsin om $\frac{3}{7}$ van 42 te kry.

Number sentence to find $\frac{3}{7}$ of 42.

Antwoord.

Answer.

HOOFREKENE
MENTAL MATHS

INVERSE BEWERKINGS
INVERSE OPERATIONS

SPELETJIE
GAME

WERKKAARTE
WORKSHEETS

1 Musa bak 'n sponskoek met die resep hier onder.

Musa makes a sponge cake using this recipe.

Werk uit hoeveel Musa nodig het om 6 koeke te bak.

Work out how much Musa needs to make 6 cakes.

40 g bruismeel
40 g self-raising flour
3 eiers
3 eggs
50 g versiersuiker
50 g icing sugar
140 ml room
140 ml cream

koek cake	bruismeel flour	eiers eggs	versiersuiker icing sugar	room cream
1	40 g	3	50 g	140 ml
2				
3				
4				
5				
6				

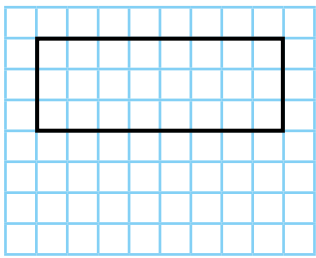
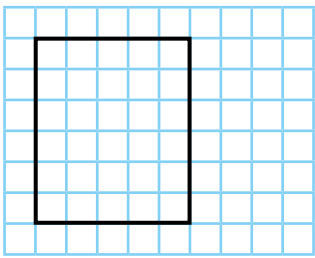
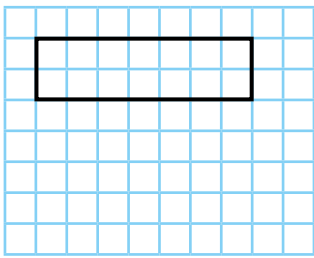
2 Bereken die omtrek.

Calculate the perimeter.

_____ cm	_____ m	_____ cm

3 Bereken die oppervlakte.

Calculate the area.

		
vierkante squares	vierkante squares	vierkante squares

4

$$125 \text{ g} + 250 \text{ g} + 87 \text{ g} = \underline{\hspace{2cm}} \text{ g}$$

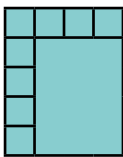
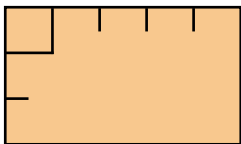
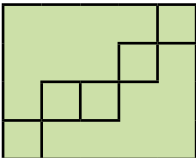
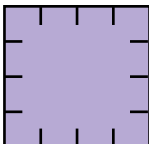
$$34 \text{ g} + 78 \text{ g} + 120 \text{ g} = \underline{\hspace{2cm}} \text{ g}$$

$$57 \text{ kg} + 46 \text{ kg} + 77 \text{ kg} = \underline{\hspace{2cm}} \text{ g}$$

$$29 \text{ kg} + 61 \text{ kg} + 156 \text{ kg} = \underline{\hspace{2cm}} \text{ g}$$

5 Wat is die omtrek en oppervlakte van elkeen van hierdie vorms?

What is the perimeter and area of each of these shapes?

	omtrek perimeter	oppervlakte area
		
		
		
		

Dag 1 • Day 1

Wys met spreikaarte en basis 10-blokkies.

Show with flard cards and base 10 blocks.

41

78

12

53

87

69

33

42

28

95

Dag 2 • Day 2

Wys met spreikaarte en basis 10-blokkies.

Show with flard cards and base 10 blocks.

17

25

88

37

61

46

24

79

92

56

Dag 3 • Day 3

Voltooi die getalsinne.
Skryf die 10'e en die 1'e.

Complete the number sentences.

Write the 10s and 1s.

34 = _____ + _____

57 = _____ + _____

85 = _____ + _____

19 = _____ + _____

46 = _____ + _____

28 = _____ + _____

71 = _____ + _____

53 = _____ + _____

64 = _____ + _____

97 = _____ + _____

Dag 4 • Day 4

Voltooi die getalsinne.
Skryf die 10'e en die 1'e.

Complete the number sentences.

Write the 10s and 1s.

17 = _____ + _____

81 = _____ + _____

59 = _____ + _____

99 = _____ + _____

23 = _____ + _____

41 = _____ + _____

39 = _____ + _____

66 = _____ + _____

26 = _____ + _____

74 = _____ + _____

Dag 1 • Day 1

Wys met spreikaarte en basis 10-blokkies.

Show with flard cards and base 10 blocks.

247

629

852

189

417

371

594

763

910

285

Dag 2 • Day 2

Wys met spreikaarte en basis 10-blokkies.

Show with flard cards and base 10 blocks.

931

544

798

102

637

283

426

851

555

372

Dag 3 • Day 3

Voltooi die getalsinne.
Skryf die 100'e, 10'e en 1'e.

Complete the number sentences.
Write the 100s, 10s and 1s.

457 = _____ + _____ + _____

692 = _____ + _____ + _____

318 = _____ + _____ + _____

723 = _____ + _____ + _____

156 = _____ + _____ + _____

299 = _____ + _____ + _____

547 = _____ + _____ + _____

390 = _____ + _____ + _____

635 = _____ + _____ + _____

838 = _____ + _____ + _____

Dag 4 • Day 4

Voltooi die getalsinne.
Skryf die 100'e, 10'e en 1'e.

Complete the number sentences.
Write the 100s, 10s and 1s.

407 = _____ + _____ + _____

119 = _____ + _____ + _____

782 = _____ + _____ + _____

515 = _____ + _____ + _____

359 = _____ + _____ + _____

623 = _____ + _____ + _____

711 = _____ + _____ + _____

284 = _____ + _____ + _____

491 = _____ + _____ + _____

822 = _____ + _____ + _____

Dag 1 • Day 1

Los met blokkies op.

Solve using blocks.

$21 + 43 = \underline{\quad}$

$54 + 32 = \underline{\quad}$

$75 + 14 = \underline{\quad}$

$33 + 45 = \underline{\quad}$

$67 + 11 = \underline{\quad}$

$87 - 44 = \underline{\quad}$

$59 - 16 = \underline{\quad}$

$76 - 35 = \underline{\quad}$

$48 - 24 = \underline{\quad}$

$99 - 57 = \underline{\quad}$

Dag 2 • Day 2

Los met blokkies op.

Solve using blocks.

$32 + 61 = \underline{\quad}$

$65 + 23 = \underline{\quad}$

$27 + 52 = \underline{\quad}$

$41 + 37 = \underline{\quad}$

$73 + 12 = \underline{\quad}$

$96 - 25 = \underline{\quad}$

$67 - 13 = \underline{\quad}$

$49 - 31 = \underline{\quad}$

$75 - 42 = \underline{\quad}$

$88 - 56 = \underline{\quad}$

Dag 3 • Day 3

Los met blokkies op.

Solve using blocks.

$15 + 63 = \underline{\quad}$

$47 + 31 = \underline{\quad}$

$71 + 18 = \underline{\quad}$

$55 + 23 = \underline{\quad}$

$34 + 51 = \underline{\quad}$

$78 - 35 = \underline{\quad}$

$57 - 13 = \underline{\quad}$

$39 - 21 = \underline{\quad}$

$84 - 42 = \underline{\quad}$

$68 - 46 = \underline{\quad}$

Dag 4 • Day 4

Los met blokkies op.

Solve using blocks.

$56 + 42 = \underline{\quad}$

$28 + 31 = \underline{\quad}$

$13 + 54 = \underline{\quad}$

$33 + 15 = \underline{\quad}$

$42 + 25 = \underline{\quad}$

$65 - 44 = \underline{\quad}$

$37 - 25 = \underline{\quad}$

$46 - 13 = \underline{\quad}$

$79 - 34 = \underline{\quad}$

$53 - 21 = \underline{\quad}$

Dag 1 • Day 1**Tel op.**

Add.

$35 + 40 = \underline{\quad}$

$30 + 57 = \underline{\quad}$

$26 + 60 = \underline{\quad}$

$10 + 49 = \underline{\quad}$

$78 + 20 = \underline{\quad}$

$40 + 50 = \underline{\quad}$

$17 + 31 = \underline{\quad}$

$60 + 20 = \underline{\quad}$

$55 + 10 = \underline{\quad}$

$30 + 60 = \underline{\quad}$

Dag 2 • Day 2**Tel op.**

Add.

$17 + 30 = \underline{\quad}$

$60 + 25 = \underline{\quad}$

$53 + 20 = \underline{\quad}$

$30 + 61 = \underline{\quad}$

$32 + 50 = \underline{\quad}$

$30 + 30 = \underline{\quad}$

$42 + 31 = \underline{\quad}$

$10 + 50 = \underline{\quad}$

$25 + 60 = \underline{\quad}$

$20 + 40 = \underline{\quad}$

Dag 3 • Day 3**Tel op.**

Add.

$78 + 10 = \underline{\quad}$

$20 + 17 = \underline{\quad}$

$43 + 40 = \underline{\quad}$

$60 + 31 = \underline{\quad}$

$54 + 20 = \underline{\quad}$

$60 + 30 = \underline{\quad}$

$48 + 21 = \underline{\quad}$

$20 + 70 = \underline{\quad}$

$65 + 10 = \underline{\quad}$

$20 + 20 = \underline{\quad}$

Dag 4 • Day 4**Tel op.**

Add.

$33 + 50 = \underline{\quad}$

$50 + 14 = \underline{\quad}$

$62 + 20 = \underline{\quad}$

$40 + 11 = \underline{\quad}$

$37 + 20 = \underline{\quad}$

$10 + 50 = \underline{\quad}$

$64 + 13 = \underline{\quad}$

$40 + 10 = \underline{\quad}$

$35 + 30 = \underline{\quad}$

$70 + 10 = \underline{\quad}$

Dag 1 • Day 1

Trek af.

Subtract.

$43 - 20 = \underline{\quad}$

$67 - 30 = \underline{\quad}$

$89 - 50 = \underline{\quad}$

$36 - 10 = \underline{\quad}$

$54 - 40 = \underline{\quad}$

$72 - 50 = \underline{\quad}$

$97 - 10 = \underline{\quad}$

$81 - 40 = \underline{\quad}$

$33 - 20 = \underline{\quad}$

$65 - 40 = \underline{\quad}$

Dag 2 • Day 2

Trek af.

Subtract.

$69 - 20 = \underline{\quad}$

$85 - 60 = \underline{\quad}$

$47 - 20 = \underline{\quad}$

$57 - 50 = \underline{\quad}$

$36 - 10 = \underline{\quad}$

$88 - 50 = \underline{\quad}$

$63 - 60 = \underline{\quad}$

$47 - 20 = \underline{\quad}$

$39 - 20 = \underline{\quad}$

$79 - 40 = \underline{\quad}$

Dag 3 • Day 3

Trek af.

Subtract.

$26 - 10 = \underline{\quad}$

$48 - 30 = \underline{\quad}$

$51 - 40 = \underline{\quad}$

$74 - 70 = \underline{\quad}$

$92 - 60 = \underline{\quad}$

$83 - 30 = \underline{\quad}$

$67 - 40 = \underline{\quad}$

$75 - 50 = \underline{\quad}$

$33 - 30 = \underline{\quad}$

$99 - 10 = \underline{\quad}$

Dag 4 • Day 4

Trek af.

Subtract.

$15 - 10 = \underline{\quad}$

$89 - 70 = \underline{\quad}$

$66 - 50 = \underline{\quad}$

$47 - 10 = \underline{\quad}$

$71 - 20 = \underline{\quad}$

$38 - 20 = \underline{\quad}$

$79 - 70 = \underline{\quad}$

$42 - 30 = \underline{\quad}$

$84 - 10 = \underline{\quad}$

$61 - 10 = \underline{\quad}$

Dag 1 • Day 1**Tel op.**

Add.

$136 + 10 = \underline{\hspace{2cm}}$

$352 + 20 = \underline{\hspace{2cm}}$

$481 + 40 = \underline{\hspace{2cm}}$

$620 + 30 = \underline{\hspace{2cm}}$

$858 + 50 = \underline{\hspace{2cm}}$

$910 + 20 = \underline{\hspace{2cm}}$

$176 + 10 = \underline{\hspace{2cm}}$

$470 + 30 = \underline{\hspace{2cm}}$

$335 + 40 = \underline{\hspace{2cm}}$

$204 + 50 = \underline{\hspace{2cm}}$

Dag 2 • Day 2**Tel op.**

Add.

$340 + 15 = \underline{\hspace{2cm}}$

$201 + 12 = \underline{\hspace{2cm}}$

$505 + 43 = \underline{\hspace{2cm}}$

$161 + 31 = \underline{\hspace{2cm}}$

$600 + 36 = \underline{\hspace{2cm}}$

$261 + 47 = \underline{\hspace{2cm}}$

$500 + 25 = \underline{\hspace{2cm}}$

$156 + 13 = \underline{\hspace{2cm}}$

$450 + 42 = \underline{\hspace{2cm}}$

$300 + 18 = \underline{\hspace{2cm}}$

Dag 3 • Day 3**Tel op.**

Add.

$242 + 44 = \underline{\hspace{2cm}}$

$323 + 34 = \underline{\hspace{2cm}}$

$445 + 12 = \underline{\hspace{2cm}}$

$554 + 24 = \underline{\hspace{2cm}}$

$627 + 63 = \underline{\hspace{2cm}}$

$333 + 14 = \underline{\hspace{2cm}}$

$421 + 37 = \underline{\hspace{2cm}}$

$542 + 51 = \underline{\hspace{2cm}}$

$120 + 20 = \underline{\hspace{2cm}}$

$222 + 64 = \underline{\hspace{2cm}}$

Dag 4 • Day 4**Tel op.**

Add.

$203 + 44 = \underline{\hspace{2cm}}$

$326 + 51 = \underline{\hspace{2cm}}$

$453 + 22 = \underline{\hspace{2cm}}$

$511 + 33 = \underline{\hspace{2cm}}$

$638 + 61 = \underline{\hspace{2cm}}$

$110 + 51 = \underline{\hspace{2cm}}$

$202 + 11 = \underline{\hspace{2cm}}$

$321 + 25 = \underline{\hspace{2cm}}$

$413 + 31 = \underline{\hspace{2cm}}$

$521 + 60 = \underline{\hspace{2cm}}$

Dag 1 • Day 1**Trek af.**

Subtract.

$861 - 40 = \underline{\quad}$

$756 - 20 = \underline{\quad}$

$694 - 30 = \underline{\quad}$

$543 - 70 = \underline{\quad}$

$425 - 50 = \underline{\quad}$

$159 - 20 = \underline{\quad}$

$278 - 60 = \underline{\quad}$

$494 - 80 = \underline{\quad}$

$232 - 30 = \underline{\quad}$

$366 - 50 = \underline{\quad}$

Dag 2 • Day 2**Trek af.**

Subtract.

$379 - 42 = \underline{\quad}$

$487 - 35 = \underline{\quad}$

$124 - 13 = \underline{\quad}$

$855 - 53 = \underline{\quad}$

$255 - 55 = \underline{\quad}$

$649 - 28 = \underline{\quad}$

$278 - 65 = \underline{\quad}$

$193 - 12 = \underline{\quad}$

$555 - 21 = \underline{\quad}$

$787 - 34 = \underline{\quad}$

Dag 3 • Day 3**Trek af.**

Subtract.

$765 - 20 = \underline{\quad}$

$153 - 40 = \underline{\quad}$

$675 - 60 = \underline{\quad}$

$274 - 10 = \underline{\quad}$

$452 - 30 = \underline{\quad}$

$276 - 50 = \underline{\quad}$

$461 - 40 = \underline{\quad}$

$582 - 20 = \underline{\quad}$

$683 - 30 = \underline{\quad}$

$381 - 70 = \underline{\quad}$

Dag 4 • Day 4**Trek af.**

Subtract.

$236 - 32 = \underline{\quad}$

$444 - 24 = \underline{\quad}$

$567 - 45 = \underline{\quad}$

$315 - 13 = \underline{\quad}$

$729 - 18 = \underline{\quad}$

$617 - 26 = \underline{\quad}$

$129 - 19 = \underline{\quad}$

$578 - 37 = \underline{\quad}$

$739 - 15 = \underline{\quad}$

$447 - 22 = \underline{\quad}$

Dag 1 • Day 1**Verdubbel.**

Double.

20 _____

5 _____

30 _____

80 _____

70 _____

800 _____

100 _____

400 _____

300 _____

200 _____

Dag 2 • Day 2**Verdubbel.**

Double.

40 _____

10 _____

50 _____

20 _____

200 _____

230 _____

410 _____

620 _____

540 _____

150 _____

Dag 3 • Day 3**Verdubbel.**

Double.

223 _____

333 _____

424 _____

534 _____

144 _____

142 _____

152 _____

135 _____

165 _____

115 _____

Dag 4 • Day 4**Verdubbel.**

Double.

316 _____

226 _____

137 _____

147 _____

157 _____

338 _____

34 _____

429 _____

439 _____

149 _____

Dag 1 • Day 1

Skryf 1 minder en 1 meer.

Write 1 less and 1 more.

_____ 152 _____

_____ 367 _____

_____ 418 _____

_____ 579 _____

_____ 647 _____

_____ 982 _____

_____ 468 _____

_____ 555 _____

_____ 143 _____

_____ 794 _____

Dag 2 • Day 2

Skryf 2 minder en 2 meer.

Write 2 less and 2 more.

_____ 197 _____

_____ 351 _____

_____ 246 _____

_____ 482 _____

_____ 564 _____

_____ 282 _____

_____ 567 _____

_____ 833 _____

_____ 178 _____

_____ 494 _____

Dag 3 • Day 3

Skryf 3 minder en 3 meer.

Write 3 less and 3 more.

_____ 163 _____

_____ 315 _____

_____ 476 _____

_____ 542 _____

_____ 867 _____

_____ 212 _____

_____ 567 _____

_____ 444 _____

_____ 778 _____

_____ 194 _____

Dag 4 • Day 4

Skryf 10 minder en 10 meer.

Write 10 less and 10 more.

_____ 653 _____

_____ 425 _____

_____ 539 _____

_____ 142 _____

_____ 277 _____

_____ 324 _____

_____ 867 _____

_____ 111 _____

_____ 778 _____

_____ 984 _____

Dag 1 • Day 1**Los met blokkies op.**

Solve using blocks.

$55 + 26 = \underline{\quad}$

$47 + 34 = \underline{\quad}$

$51 + 19 = \underline{\quad}$

$28 + 65 = \underline{\quad}$

$33 + 57 = \underline{\quad}$

$75 - 28 = \underline{\quad}$

$85 - 54 = \underline{\quad}$

$34 - 26 = \underline{\quad}$

$88 - 59 = \underline{\quad}$

$43 - 16 = \underline{\quad}$

Dag 2 • Day 2**Los met blokkies op.**

Solve using blocks.

$87 + 25 = \underline{\quad}$

$18 + 73 = \underline{\quad}$

$37 + 37 = \underline{\quad}$

$35 + 48 = \underline{\quad}$

$26 + 45 = \underline{\quad}$

$86 - 37 = \underline{\quad}$

$42 - 26 = \underline{\quad}$

$55 - 48 = \underline{\quad}$

$93 - 64 = \underline{\quad}$

$74 - 58 = \underline{\quad}$

Dag 3 • Day 3**Los met blokkies op.**

Solve using blocks.

$44 + 38 = \underline{\quad}$

$18 + 65 = \underline{\quad}$

$52 + 39 = \underline{\quad}$

$47 + 46 = \underline{\quad}$

$75 + 18 = \underline{\quad}$

$85 - 48 = \underline{\quad}$

$31 - 23 = \underline{\quad}$

$55 - 26 = \underline{\quad}$

$82 - 54 = \underline{\quad}$

$96 - 59 = \underline{\quad}$

Dag 4 • Day 4**Los met blokkies op.**

Solve using blocks.

$63 + 28 = \underline{\quad}$

$46 + 36 = \underline{\quad}$

$17 + 59 = \underline{\quad}$

$36 + 74 = \underline{\quad}$

$24 + 41 = \underline{\quad}$

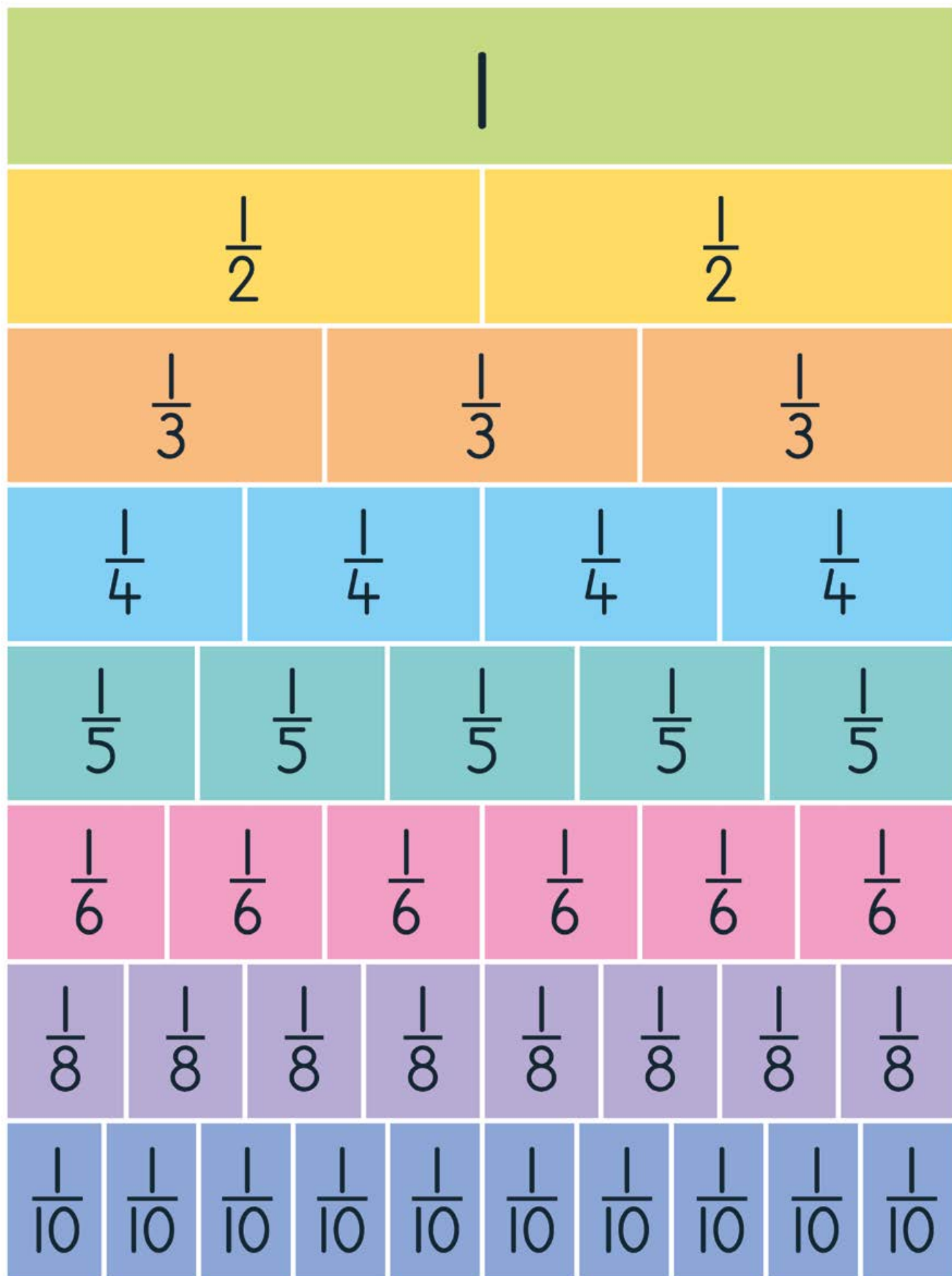
$85 - 57 = \underline{\quad}$

$71 - 44 = \underline{\quad}$

$33 - 26 = \underline{\quad}$

$67 - 48 = \underline{\quad}$

$92 - 65 = \underline{\quad}$





Bala Wande

Calculating with Confidence