Afrikaans

Wiskunde

Mathematics

3

Kwartaal 3 | Term 3

Onderwyser | Teacher: .....

Bala Wande
Calculating with Confidence

3

Kwartaal 3 | Term 3

Wiskunde
Mathematics

Onderwysersgids
Teacher's Guide

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

ISBN: 978-1-998960-62-0

Version 2.0: 2024

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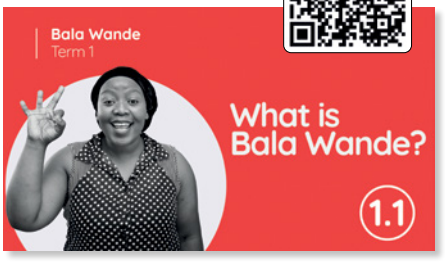
INHOUD | CONTENTS

Die onderrig van Grondslagfase-wiskunde met behulp van Bala Wande

1. Wat is Bala Wande?

Bala Wande is Funda Wande se wiskundeprogram.

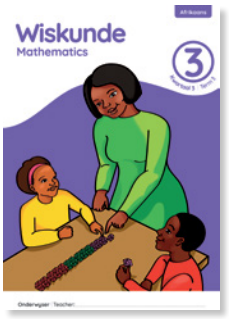
Funda Wande is 'n organisasie sonder winsoogmerk wat ten doel het om te verseker dat alle leerders in Suid-Afrika teen 10-jarige ouderdom met begrip in hul huistaal kan lees. Bala Wande is die wiskundeprogram wat hiermee gepaard gaan, met die oogmerk om te verseker dat daar in die vroeë laerskooljare 'n effektiewe grondslag in wiskunde by alle leerders in Suid-Afrika gelê word.



Ons ontwikkel video- en gedrukte materiaal om onderwysers met die onderrig van wiskunde van Graad R tot 3 by te staan. Al ons materiaal is geredelik beskikbaar en omdat dit as Creative Commons gelisensieer is, kan enigiemand daarvan gebruik maak.

Die ondersteuning wat die Bala Wande-program bied, sluit in:

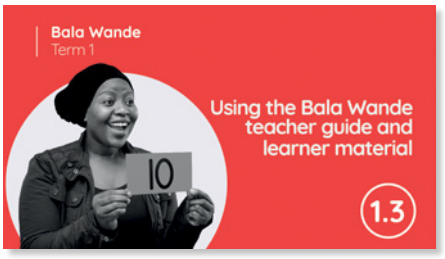
1.1 *Onderwysersgids*



Die *Bala Wande-onderwysersgids* is 'n dag-tot-dag-handleiding oor wiskunde-onderrig wat die leerders in staat stel om hul begrip van wiskunde uit te bou en, met behulp van die hulpbronne in die Bala Wande-boks, berekeninge met selfvertroue te doen.

Daar is riglyne van twee bladsye vir elke week se beplande lesaktiwiteite wat oorsiginligting oor die komponente van hoofrekene en konsepontwikkeling van die les verskaf, insluitende:

- die hulpbronne wat vir elke dag se aktiwiteite benodig word
- die doelwitte vir die daaglikse lesaktiwiteite
- die dinge wat in aanmerking geneem moet word wanneer die lesaktiwiteite, wat vir die week beplan is, onderrig word.



Assessering op 'n deurlopende grondslag maak deel van die Bala Wande-program uit. Die finale les vir elke week word toegewys aan assessering oor en vaslegging van die inhoud wat gedurende daardie week behandel is.

Using Bala Wande for teaching Foundation Phase mathematics

1. What is Bala Wande?

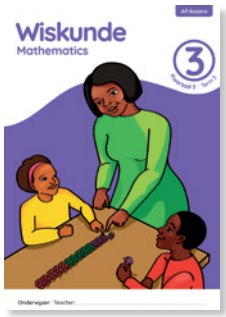
Bala Wande is the mathematics programme of Funda Wande.

Funda Wande is a not-for-profit organisation that aims to ensure that all learners in South Africa can read for meaning in their home language by the age of 10. Bala Wande is the accompanying mathematics programme that aims to ensure that all learners in South Africa get an effective grounding in mathematics in the early primary school years.

We develop video and print materials to support teachers in the teaching of mathematics in Grades R–3. All our materials are freely available and are Creative Commons licensed, so anyone can use them.

The Bala Wande progamme support includes:

1.1 *Bala Wande Teacher Guide*



The *Bala Wande Teacher Guide* provides a day-by-day guide on how to teach mathematics so that learners will develop their mathematical understanding and begin to calculate with confidence using the resources in the Bala Wande box.

For each week of planned lesson activities, there is a two-page guide that gives an overview of the Mental Maths and concept development components of the lessons, including:

- resources teachers will need for each day's activities
- objectives for the daily lesson activities
- things to think about when teaching the lesson activities for the week

Assessment is built into the Bala Wande programme on a continuous basis.

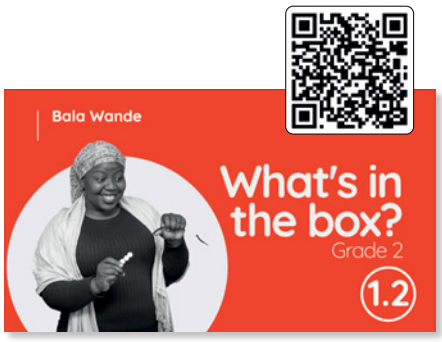
1.2 Bykomende leerder-en-onderwyser-ondersteuningsmateriaal

Al die deelnemende skole ontvang bykomende leerder-en-onderwyser-ondersteuningsmateriaal (LOOM) wat met die Bala Wande-lesplanne verband hou. Die Bala Wande-leerderaktiwiteitsboek (LAB) is 'n leerderswerkboek met sorgvuldig opeenvolgende aktiwiteite wat met die KABV in lyn gebring is en ten doel het om die werk te dek wat gedurende die kwartaal gedoen moet word. Die LAB bevat aktiwiteitskaarte vir konsepontwikkelingsaktiwiteite, werkkaarte wat leerders individueel moet invul, en speletjies vir die aktiewe leer van die begrippe wat onderrig word.

Daar is ook 'n tweetalige woordeboek met wiskundewoordeskat in die Bala Wande-program beskikbaar.

Ander LOOM wat voorsien word, is manipuleerbare voorwerpe soos tienrame, tellers, flitskaarte (getalsimbole, getalname en kolkaarte), koppies en dobbelstene, stringe krale en multifix-kubusse (blokkies).

Sien asseblief goed om na die LOOM. Hierdie materiaal is duur en kan nie sommer vervang word nie. Jy sal moet teken as bevestiging dat jy die boks aanvaar het en sal verantwoordelik gehou word vir die versorging van al die materiaal wat aan jou gegee word.



1.3 Bala Wande-video's deur meesteronderwysers

Die Bala Wande-video's bevat kort snitte van klaskameropnames waarin kernaspekte van die lesaktiwiteite toegelig word. Dit kan deur onderwysers gebruik word wanneer hulle voorbereiding doen om die lesse self te onderrig. Langer snitte van die lesaktiwiteite word ook beskikbaar gestel.

Die video's voorsien ons meesteronderwysers se insigte in bepaalde wiskundebegrippe of onderrigtegnieke.

Voldoen Bala Wande aan die KABV?

Ja, die oogmerk van die Bala Wande-program is om leerders sodanig te onderrig dat hulle aan die einde van Graad 3 met selfvertroue berekeninge kan doen. Dit is spesifiek vir die Suid-Afrikaanse kurrikulum ontwikkel en voldoen aan die KABV. Bala Wande volg die gereorganiseerde KABV se Onderrig van Wiskunde vir Begrip-program (TMU-program), met die DBO se vergunning.

- Die inhoud, tydstoekenning en assessering vir leer is alles op die KABV gebaseer.
- Die insette vir die weeklikse dag 1 tot 4 voorsien beplande lesaktiwiteite vir 4 dae. Dit behels 90-minuut-lesse (wat 'n daaglikse aanvangsaktiwiteit in die vorm van hoofrekene, die onderrig van kernbegrippe elke dag, en enkele selfstandige of groepswerk-leerdersaktiwiteite elke dag insluit).
- Op dag 5 word 'n geleentheid gebied om leer vas te lê en te assesseer. Hierdie les duur 60 minute.
- Daar word assesseringskwartaalplanne en -puntestate voorsien. Al die assesserings word as voorbeelde gegee om die onderrig-en-leer-program te ondersteun.

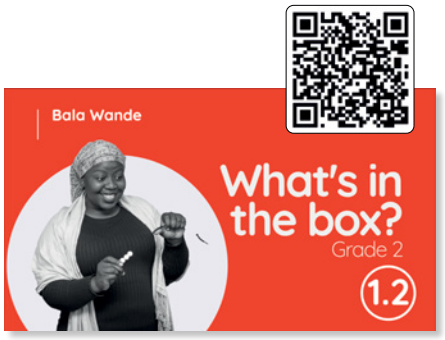
1.2 Additional LTSM materials

All participating schools receive additional Learner and Teacher Support Materials (LTSM) that support the Bala Wande lesson plans. The *Bala Wande Learner Activity Book* (LAB) is a CAPS-aligned, carefully sequenced learner workbook that is designed to cover the work to be done in the term. The LAB contains activity sheets for the concept development activities, worksheets for learners to complete individually and games for active learning of concepts being taught.

There is also a Bala Wande bilingual dictionary of mathematical vocabulary.

Other LTSM that will be provided are manipulatives such as base ten blocks, solid shapes, analogue clocks, flard cards and mulitfix cubes.

Please take good care of the LTSM. These materials are costly and cannot be replaced. Teachers will sign to indicate your acceptance of the box and will be held responsible for the care of all the materials given to you.



1.3 The Bala Wande videos of master teachers

The Bala Wande videos contain short clips of classroom footage that exemplify core aspects of the lesson activities. These can be used by teachers as they prepare to teach the lessons themselves. Longer clips of the lesson activities will also be made available.

The videos provide insights from our master teachers into particular mathematical concepts or teaching techniques.

Is Bala Wande CAPS compliant?

The Bala Wande programme was developed specifically for the South African curriculum and is CAPS-compliant. The course follows the TMU reorganised CAPS with permission from the DBE.

- The content, time allocation and assessment for learning all are based on the CAPS.
- Days 1–4 input each week provides planned lesson activities for 4 days. These are 90 minute lessons which include a Mental Maths daily starter activity and core concept teaching suggestions as well as some independent or group work learner activities for each day.
- Day 5 provides an opportunity for consolidation and assessment for learning. It is a 60 minute lesson.
- Assessment term plans and mark sheets are provided. All assessments are given as exemplars to support the teaching and learning programme.

Welkom by Graad 3!

Ons doel is dat die leerders in graad 3 goeie gewoontes moet aankweek terwyl hulle wiskunde doen. Hulle moet dus daarop gewys word dat hulle aandagtig moet kyk na dit wat hulle veronderstel is om te doen. Wanneer jy elke dag die selfstandige klaswerk bekendstel, vra die leerders om na die bladsye te kyk en jou te vertel wat hulle sien. Wat dink hulle is hulle veronderstel om te doen?

Gewoonte 1: Ons kyk self. Wat sien ek? Wat moet ek doen?
Gewoonte 2: Ons teken prente. Wat kan ek teken wat my sal help om die probleem op te los?
Gewoonte 3: Ons gesels hardop oor wiskunde.

Dit is hierdie jaar ons grootste oogmerk om die kinders aan te moedig om hardop oor wiskunde te gesels. Jy moet elke dag daarop ingestel wees om soveel moontlik leerders by die aktiewe heleklas-besprekings te betrek. Loop in die klas rond en fasiliteer die selfstandige klaswerk – vra deurtastende vrae om uit te vind of die leerders dit waarmee hulle besig is, verstaan. Luister na die vrae wat hulle vra en reageer so duidelik moontlik op dit wat hulle gevra het.

Wees op die uitkyk na leerders wat sukkel met dinge soos 'n basiese getalbegrip. As daar kinders is wat oënskynlik nie basiese getalle van 0 tot 10 verstaan nie, gee ekstra aktiwiteite aan hulle om met getalle in hierdie getalgebied te werk. Hou aan om hulle vrae oor getalle en getalkombinasies in hierdie getalgebied te vra totdat jy sien dat hulle met selfvertroue met die getalle 0 tot 10 kan werk.

'n Spesiale kenmerk van die graad 3-LAB is dat daar elke week op dag 5 'n taalkomponent aan die les verbonde is. Dit gee jou geleentheid om wiskunde in Engels en in Afrikaans te praat en sleutelfrases en -woorde wat tydens die week geleer is, te hersien.

Kom ons praat Wiskunde!

Let's talk Maths!

In Afrikaans sê ons:	In English we say:
tel op of tel bymekaar	add
neem weg	take away
tel een by	add one
neem een weg	take away one
vergelyk	compare
die koei is groter as die kat	the cow is bigger than the cat
die kat is kleiner as die koei	the cat is smaller than the cow
vier is groter as drie	four is bigger than three
drie is kleiner as vier	three is smaller than four

Welcome to Grade 3!

In Grade 3 we would like learners to establish good habits while doing maths. Talk to them about looking carefully at what they are supposed to do. Each day when you introduce the independent classwork, ask learners to look at the pages and tell you what they see. What do they think they are supposed to do?

Habit 1: We look by ourselves. What do I see? What must I do?
Habit 2: We draw pictures. What can I draw to help me solve the problem?
Habit 3: We talk out loud about maths.

Our biggest goal this year is to encourage learners to start to talk out loud about maths. Every day, you should aim to involve as many learners as possible in the active concept development activity. Walk around and facilitate the independent classwork – ask probing questions to find out if learners understand what they are doing. Listen to the questions they ask and respond as clearly as possible to what they have asked.

Keep your eye out for learners who are struggling with things such as basic number concept. If there are some who do not seem to understand basic numbers from 0 to 10, give them extra activities to work with numbers in this range. Keep asking them questions about numbers and number bonds in this range until you see that they are able to work confidently with the numbers 0 to 10.

A special feature of the Grade 3 LAB is that on Day 5 every week there is a language component to the lesson. This gives you an opportunity to speak maths in English and IsiXhosa and revise key phrases and words learned over the week.

Kom ons praat Wiskunde!

Let's talk Maths!

In Afrikaans sê ons:	In English we say:
tel op of tel bymekaar	add
neem weg	take away
tel een by	add one
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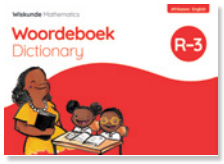
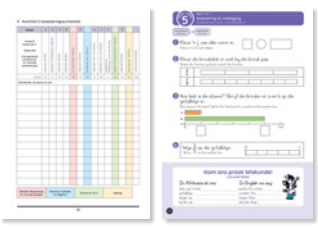
die kat is kleiner as die koei	the cat is smaller than the cow
vier is groter as drie	four is bigger than three
drie is kleiner as vier	three is smaller than four

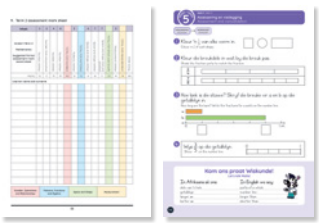
2. Wat is in die boks?

Jy sal al die hulpbronne wat jy benodig om die Bala Wande-program te volg, binne-in die boks kry.

Onderwysersgids • 'n oorsig van die begrippe wat elke week onderrig moet word • die hoofrekene wat vir elke dag beplan is (dag 1–4) • verrykingsaktiwiteite (weekliks; dag 1–4) • kernkonsep-onderrigaktiwiteite wat deur plakkate en manipuleerbare voorwerpe uit die boks ondersteun word (dag 1–4) • afskrifte van die bladsye uit die *Leerderaktiwiteitsboek* vir die dag (in volgorde in die *Onderwysersgids* opgeneem) • assessering vir leer (dag 5 vir week 2–9) • vaslegging (dag 5 vir week 1–9)	
Video's • videosnitte waarin gewys word hoe meesteronderwysers die lesse onderrig en bespreek	
Tweetalige woordeboek • 'n tweetalige woordeboek wat wiskundeterme met verduidelikings en voorbeelde vir die Grondslagfase bevat	
Leerderaktiwiteitsboek • daaglikse aktiwiteite wat met die lesaktiwiteite ooreenstem • daaglikse aktiwiteite waaraan die leerders selfstandig of in groepe kan werk • speletjies wat met die lesaktiwiteite verband hou	
Plakkate • 'n 2023-kalender • plakkate wat met die lesplanne verband hou	
Manipuleerbare voorwerpe vir die onderwyser • 'n verskeidenheid manipuleerbare voorwerpe wat jy in jou onderrig kan aanwend	
Boks met manipuleerbare voorwerpe vir die leerders • een boks vir elke groep van 6 leerders • die boks bevat 'n verskeidenheid manipuleerbare voorwerpe wat die leerders in die aktiwiteite kan gebruik	
Assesseringshulpmiddels • 'n assesseringskwartaalplan • mondelinge en praktiese aktiwiteite (2 per kwartaal) • take en aktiwiteite vir beplande assessering op dag 5 van elke week (week 2–8) • 'n puntestaat wat gebruik kan word om punte op SA SAMS in te sleutel	

2. What's in the box?

Inside the box, you'll find all the resources you need to follow the Bala Wande programme.

Bala Wande Teacher Guide • overview of the concepts to be taught each week • Mental Maths planned for every day (Days 1-4) • enrichment activities (weekly – Days 1-4) • core concept teaching activities supported by posters and manipulatives from the box (Days 1-4) • copies of the *Learner Activity Book* pages for the day (embedded in sequence in the teacher's guide) • assessment for learning (Day 5 Weeks 2-9) • consolidation (Day 5 Weeks 1-9)	
Videos • clips showing master teachers teaching and discussing the lessons	
Bala Wande bilingual dictionary • a bilingual dictionary of Foundation Phase mathematical terms with explanations and examples	
Bala Wande Learner Activity Book • daily activities that align with the lesson activities • daily activities for learners to work on independently or in groups • games aligned with the lesson activities	
Posters • a 2023 calendar • posters aligned to the lesson plans	
Manipulatives for the teacher • a variety of manipulatives for you to use in your teaching	
Box of manipulatives for learners • one box for each group of 6 learners • the box contains a variety of manipulatives for learners to use in the activities	
Tools for assessment • assessment term plan • oral and practical activities (2 per term) • planned written assessment tasks and activities on the 5th day of each week (Weeks 2-8) • mark record sheet that can be used to enter marks on SA SAMS	

Kontrolelys • Checklist

Plakkate • Posters

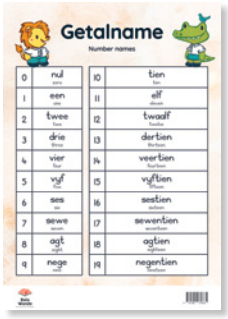
Kalender
Calendar

Getallelyn (0–10 en 0–20, leeg)
Number line (0–10 and 0–20 blank)

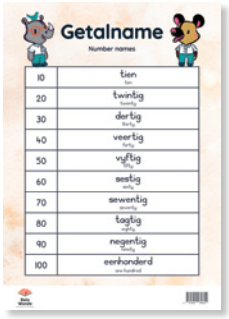
100-blok
100 square

1000-blok
1000 square

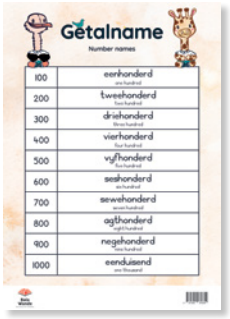
Getalname 0–19
Number names 0–19



Getalname 10–100
Number names 10–100



Getalname 100–1 000
Number names 100–1000



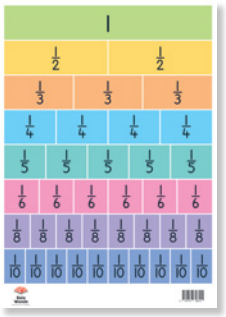
Speelgeld
Money

Dae van die week
Days of the week

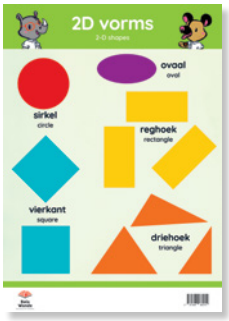
Maande van die jaar
Months of the year

Tydsverloop-plakkaat
Time elapsed poster

Breukemure
Fraction walls



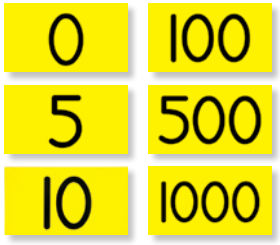
2D vorms
2-D shapes



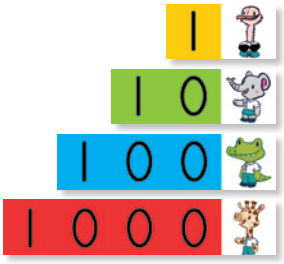
3D voorwerpe
3-D objects

Manipuleerbare voorwerpe vir onderwyser en leerder • Teacher and learner manipulatives

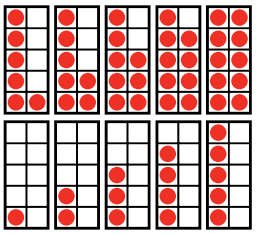
Getalkaarte 0–1 000 (onderwyser)
Number cards 0-1000 (teacher)
Getalkaarte 0–20 (leerder)
Number cards 0-20 (learner)



Spreikaarte 0–1 000 (onderwyser en leerder)
Flard cards 0-1000 (teacher and learner)



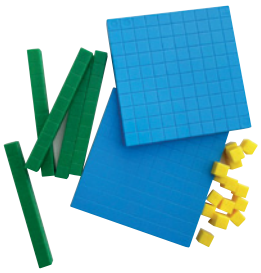
Kolkaarte 0–10 (demonstrasiegrootte)
Dot cards 0-10 (demo size)



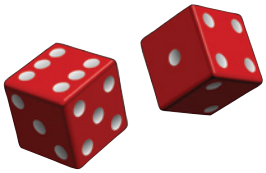
Stel magnetiese breuke (onderwyser)
Magnetic fraction kit (teacher)

Breukestel (leerder)
Fraction kit (learner)

Basis tien-blokkies – 100'e, 10'e, 1'e (onderwyser en leerder)
Base ten blocks – 1000s, 100s, 10s, 1s (teacher and learner)



2 dobbelstene per leerder
2 dice per learner



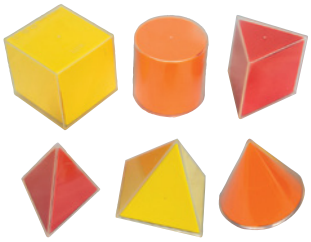
Pak speelgeld (onderwyser en leerder)
Money pack (teacher and learner)

Klein 24-uur-horlosie (onderwyser en leerder)
24-hour small clock (teacher and learner)

Stel maatbekers
Measuring jugs set

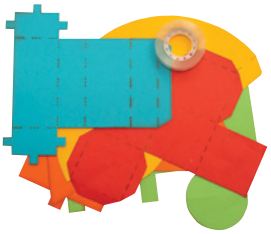
1 m-opvouliniaal
1 m fold up ruler

Vormnette (onderwyser, demonstrasiegrootte)
Shape nets (teacher demo)



1 maatband (om te deel)
1 tape measure (to share)

Vormnette (papier)
Shape nets (paper)



3. Watter taal gebruik ek om wiskunde te onderrig?

Die Bala Wande-materiaal is alles tweetalig. Dit is om die ontwikkeling van wiskundetaal in sowel Afrikaans as Engels te ondersteun. Dit bied ondersteuning vir jou om op 'n natuurlike wyse van een taal na 'n ander oor te skakel wanneer daar oor wiskunde gesels word. Die Bala Wande-woordeboek sal jou help om meer as een taal te gebruik om wiskundeterme te verduidelik, indien nodig.

Talle Suid-Afrikaanse wiskunde-onderwysers maak reeds van kode- of taalwisseling gebruik om hul leerders te help om wiskundebegrippe en -terme te verstaan. Dit beteken dat hulle twee of meer tale afwisselend gebruik wanneer hulle wiskunde verduidelik. Daar is deur navorsing getoon dat hierdie gebruik uiters nuttig is en die leerders inderdaad help om te verstaan. Taalwisseling stel die onderwysers en leerders in staat om al hul taalvaardighede in te span om te leer in plaas daarvan om tot slegs een taal beperk te wees. Hierdie praktyk word internasionaal beoefen en staan ook as *translanguaging* bekend.

Die hersiene KABV-afdeling 4 (Assessering) onderskryf die gebruik van meer as een taal om wiskundig te kommunikeer.

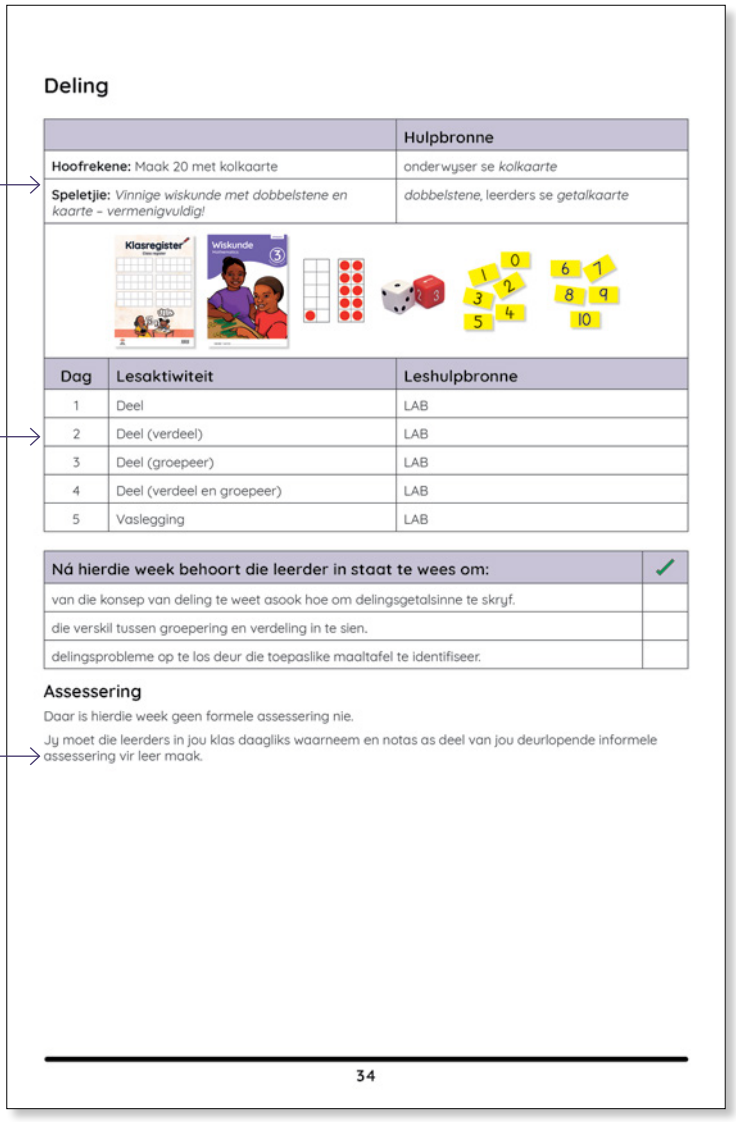
4. Die gebruik van die lesplanne en die *Leerderaktiwiteitsboek*

Berei vir die week voor – die eerste bladsy van die week se oorsig bied aan jou:

'n Bondige oorsig van die hoofrekene en lesaktiwiteite vir die week asook die hulpbronne wat jy byderhand moet hou

'n Lys doelwitte vir die week wat jy kan gebruik om te kontroleer of jou klas steeds op koers is

'n Beskrywing van die assesseringsaktiwiteit wat op dag 5 van die week gedoen word



Deling

	Hulpbronne
Hoofrekene: Maak 20 met kolkaarte	onderwyser se *kolkaarte*
Speletjie: *Vinnige wiskunde met dobbelstene en kaarte – vermenigvuldig!*	*dobbelstene*, leerders se *getalkaarte*

Dag	Lesaktiwiteit	Leshulpbronne
1	Deel	LAB
2	Deel (verdeel)	LAB
3	Deel (groepeer)	LAB
4	Deel (verdeel en groepeer)	LAB
5	Vaslegging	LAB

Ná hierdie week behoort die leerder in staat te wees om:	✓
van die konsep van deling te weet asook hoe om delingsgetalsinne te skryf.	
die verskil tussen groepering en verdeling in te sien.	
delingsprobleme op te los deur die toepaslike maaltafel te identifiseer.	

Assessering

Daar is hierdie week geen formele assessering nie.

Jy moet die leerders in jou klas daagliks waarneem en notas as deel van jou deurlopende informele assessering vir leer maak.

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3. What language do I use when I teach mathematics?

The Bala Wande material is all bilingual. It supports the development of mathematics language in both isiXhosa and English by moving naturally between languages when speaking about mathematics. The Bala Wande dictionary will helps teachers use more than one language to explain mathematical words if necessary.

Many South African mathematics teachers already code-switch to help their learners understand mathematical concepts and terms. This means that they alternate between two or more languages when explaining mathematics. Research has shown that this is a very useful practice that does indeed help learners to understand. Code-switching allows teachers and learners to draw on all of their language skills to learn, rather than to be limited by one language only. This practice is used internationally and is also called 'translanguaging'.

The revised CAPS Section 4 (Assessment) endorses the use of more than one language to speak mathematically.

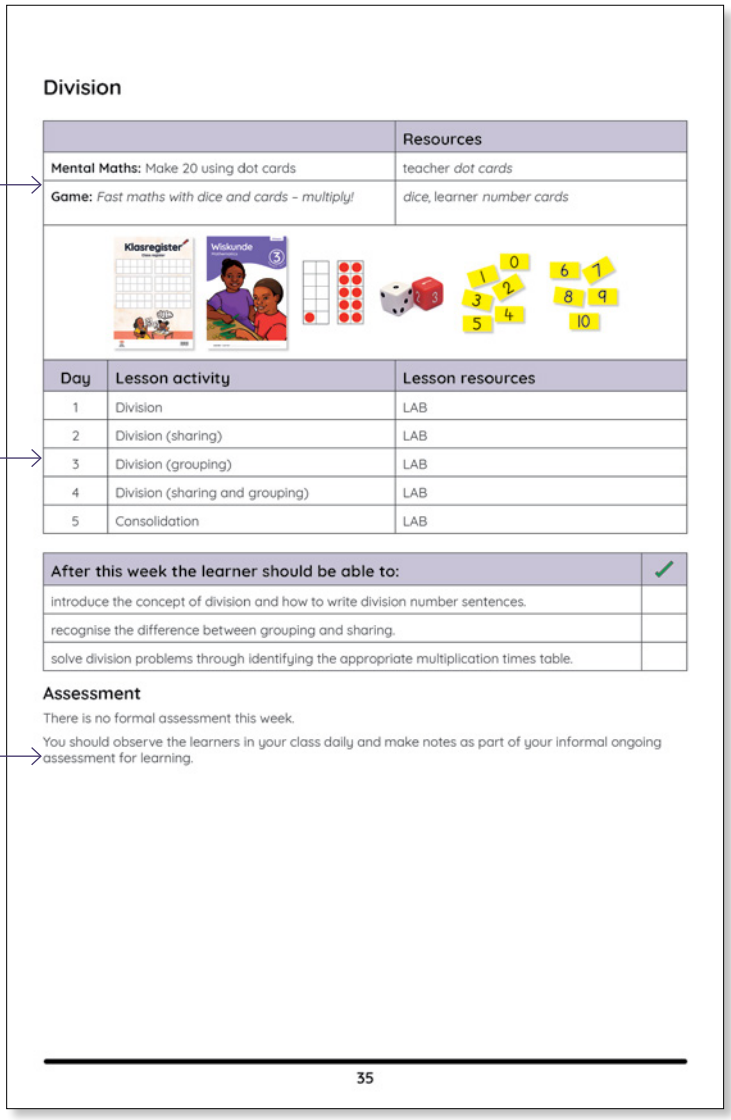
4. Using the lesson plans and *Bala Wande Learner Activity Book*

Prepare for the week – the first page of the week overview gives you:

A quick overview of the Mental Maths, games and lesson activities for the week and the resources you need to have ready.

A list of aims for the week that you can use to check whether your class is on track.

A description of the assessment activity which is done on day 5 of the week.



Division

	Resources
Mental Maths: Make 20 using dot cards	teacher *dot cards*
Game: *Fast maths with dice and cards – multiply!*	*dice*, learner *number cards*

Day	Lesson activity	Lesson resources
1	Division	LAB
2	Division (sharing)	LAB
3	Division (grouping)	LAB
4	Division (sharing and grouping)	LAB
5	Consolidation	LAB

After this week the learner should be able to:	✓
introduce the concept of division and how to write division number sentences.	
recognise the difference between grouping and sharing.	
solve division problems through identifying the appropriate multiplication times table.	

Assessment

There is no formal assessment this week.

You should observe the learners in your class daily and make notes as part of your informal ongoing assessment for learning.

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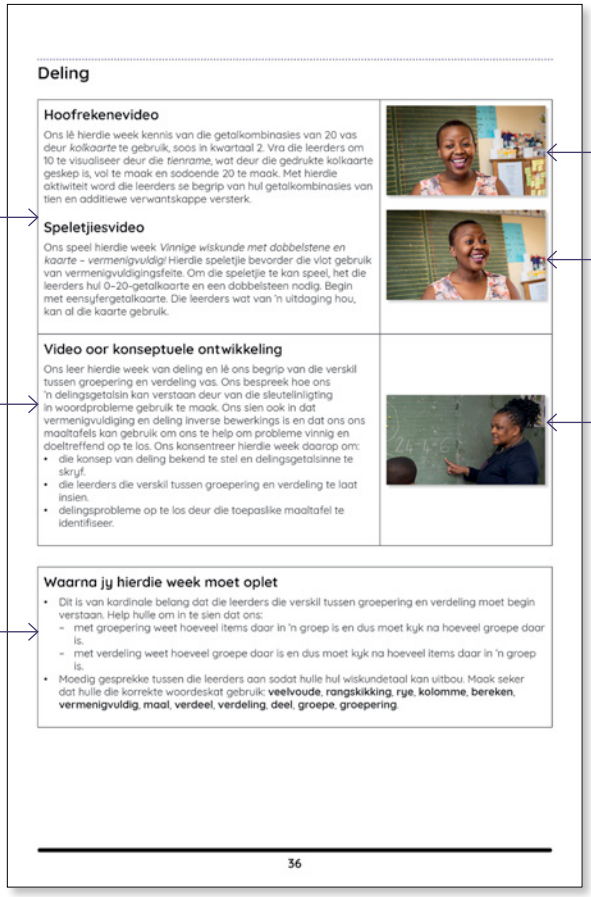
Die tweede bladsy van die week se oorsig bied aan jou:

’n Beskrywing van hoe die hoofrekene-aktiwiteite met verloop van die week vorder en ’n herinnering aan die speletjiesvideo

’n Beskrywing van die sleutelbegrippe wat jy gedurende die week sal onderrig asook notas oor die woordeskat wat hierdie week beklemtoon moet word

Enkele bepaalde dinge waarna jy gedurende die week moet oplet. Dit kan foute wees wat ons weet die leerders dikwels begaan of belangrike idees wat beklemtoon moet word



Deling

Hoofrekenevideo

Ons lê hierdie week kennis van die getalkombinasies van 20 vas deur *kalkaarte* te gebruik, soos in kwartaal 2. Vra die leerders om 10 te visualiseer deur die *tienraam*, wat deur die gedrukte kalkaarte geskep is, vol te maak en sodoende 20 te maak. Met hierdie aktiwiteit word die leerders se begrip van hul getalkombinasies van tien en additiewe verwantskappe versterk.

Speletjiesvideo

Ons speel hierdie week *Vinnige wiskunde met dobbelstene en kaarte – vermenigvuldig!* Hierdie speletjie bevorder die vlot gebruik van vermenigvuldigingsfeite. Om die speletjie te kan speel, het die leerders hul 0–20-getalkaarte en een dobbelsteen nodig. Begin met eensyfergetalkaarte. Die leerders wat van ’n uitdaging hou, kan al die kaarte gebruik.

Video oor konseptuele ontwikkeling

Ons leer hierdie week van deling en lê ons begrip van die verskil tussen groepering en verdeling vas. Ons bespreek hoe ons ’n delingsgetalsin kan verstaan deur van die sleutelinligting in woordprobleme gebruik te maak. Ons sien ook in dat vermenigvuldiging en deling inverse bewerkings is en dat ons ons maaltafels kan gebruik om ons te help om probleme vinnig en doeltreffend op te los. Ons konsentreer hierdie week daarop om:

- die konsep van deling bekend te stel en delingsgetalsinne te skryf.
- die leerders die verskil tussen groepering en verdeling te laat insien.
- delingsprobleme op te los deur die toepaslike maaltafel te identifiseer.

Waarna jy hierdie week moet oplet

- Dit is van kardinale belang dat die leerders die verskil tussen groepering en verdeling moet begin verstaan. Help hulle om in te sien dat ons:
  - met groepering weet hoeveel items daar in ’n groep is en dus moet kyk na hoeveel groepe daar is.
  - met verdeling weet hoeveel groepe daar is en dus moet kyk na hoeveel items daar in ’n groep is.
- Moedig gesprekke tussen die leerders aan sodat hulle hul wiskundetaal kan uitbou. Maak seker dat hulle die korrekte woordeskat gebruik: **veelvoude**, **rangskikking**, **rye**, **kolomme**, **bereken**, **vermenigvuldig**, **maal**, **verdeel**, **verdeling**, **deel**, **groepe**, **groepering**.

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Hierdie bladsy verwys jou ook na die videosnitte waarin ons meesteronderwysers se insigte in bepaalde wiskundebegrippe of onderrigtegnieke vir elke dag voorsien word.

Daar word hiperskakels na die video’s in die *Onderwysersgids* se digitale weergawe op die webtuiste voorsien. As jy op die videoskyfie vir die Hoofrekene-aktiwiteit, Speletjie of Weeklikse Oorsig klik, word jy na daardie video geneem.

Wat jy moet doen om vir elke week voor te berei

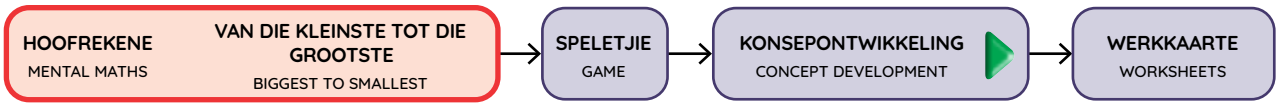
- Lees die *Onderwysersgids* en doen voorbereiding vir die week asook vir elke les.
- Kyk na die video’s. Hierdie video’s wys opnames wat in werklike klaskamers gemaak is, waarin die lesaktiwiteite op die proef gestel word en die onderwysers wat dit onderrig, insigte en raad gee.
- Nadat jy die les gegee het, moet jy besin oor hoe dit verloop het. Maak notas oor jou idees rakende wat jy anders sou doen indien jy die les weer moes aanbied.
- Jy moet in week 2 tot 8 vir die assesseringsaktiwiteit van die week voorberei. Dit is van kardinale belang dat jy, tydens die weke waarin daar ’n mondelinge en praktiese assessering plaasvind, moet beplan hoe jy elke leerder se vordering in die loop van die week met behulp van die rubriek of kontrolelys sal kan aanteken.

Elke dag

Gebruik die vloeidiagram om die opeenvolging van aktiwiteite vir die dag te beskou

Daar word aan die begin van elke dag ’n vloeidiagram voorsien waarop die opeenvolgende aktiwiteite vir die dag opgesom word.

As jy op die speelknoppie in die Konsepontwikkeling-borrel op die vloeidiagram klik, word jy na daardie dag se videosnit geneem.

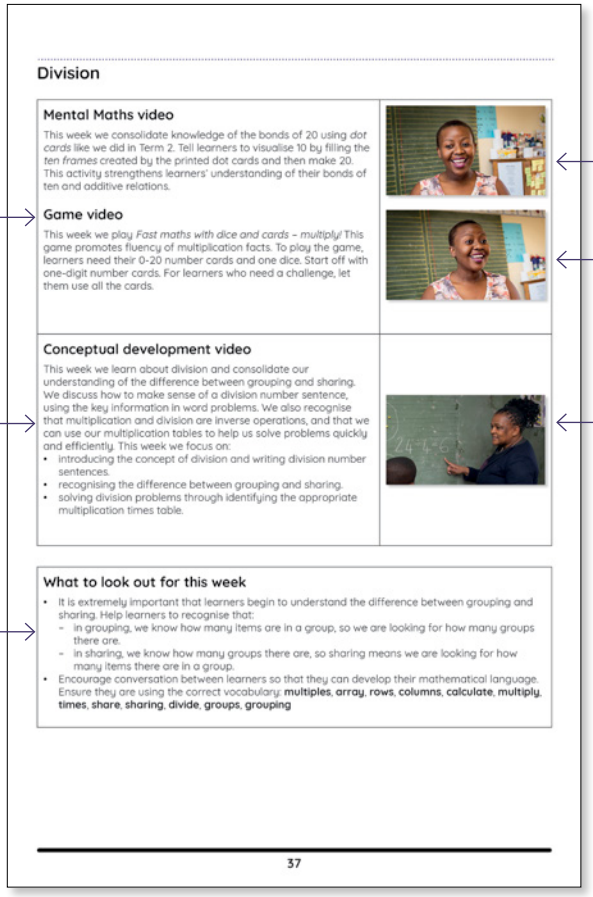


The second page provides more details about the week's activities.

A description of how the Mental Maths activities progress over the week and a reminder of the game video.

A description of the key concepts to be taught over the week.

A list of things teachers must watch out for such as mistakes learners often make or important ideas to emphasise. Notes about the vocabulary to emphasise this week.



Division

Mental Maths video

This week we consolidate knowledge of the bonds of 20 using *dot cards* like we did in Term 2. Tell learners to visualise 10 by filling the *ten frames* created by the printed dot cards and then make 20. This activity strengthens learners' understanding of their bonds of ten and additive relations.

Game video

This week we play *Fast maths with dice and cards – multiply!* This game promotes fluency of multiplication facts. To play the game, learners need their 0-20 number cards and one dice. Start off with one-digit number cards. For learners who need a challenge, let them use all the cards.

Conceptual development video

This week we learn about division and consolidate our understanding of the difference between grouping and sharing. We discuss how to make sense of a division number sentence, using the key information in word problems. We also recognise that multiplication and division are inverse operations, and that we can use our multiplication tables to help us solve problems quickly and efficiently. This week we focus on:

- introducing the concept of division and writing division number sentences.
- recognising the difference between grouping and sharing.
- solving division problems through identifying the appropriate multiplication times table.

What to look out for this week

- It is extremely important that learners begin to understand the difference between grouping and sharing. Help learners to recognise that:
  - in grouping, we know how many items are in a group, so we are looking for how many groups there are.
  - in sharing, we know how many groups there are, so sharing means we are looking for how many items there are in a group.
- Encourage conversation between learners so that they can develop their mathematical language. Ensure they are using the correct vocabulary: **multiples, array, rows, columns, calculate, multiply, times, share, sharing, divide, groups, grouping**

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This page also refers you to the video clips that provide insights from our master teachers into particular mathematical concepts or teaching techniques.

In the digital version of the *Teacher Guide* on the website, hyperlinks are provided to the videos. If you click on the video slide for the Mental Maths, Game and Weekly Overview, you will be taken to that video.

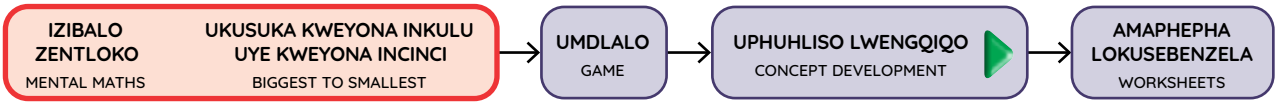
What teachers need to do to prepare for each week

- Read and prepare for the week and for each lesson
- Watch the videos – these show clips from real classrooms where the lesson activities have been trialled and where the teachers who have taught them provide insights and advice.
- After teaching the lesson, reflect on how it went. Make notes on what went well and what to do differently next time.
- In Weeks 2-8 you will need to prepare for the assessment activity of the week. It is particularly important in the weeks in which there is an oral and practical assessment that you plan how you will be able to record each learner's progress using the rubric or checklist over the course of the week.

Each day

Use the flow diagram to see the sequence of activities for the day

At the start of each day, a flow diagram is given which summarises the sequence of activities for the day. If you click on the play button in the concept development bubble in the flow diagram, you will be taken to that day's video clip.



Bespreek vandag se datum met die leerders deur die kalender te gebruik.

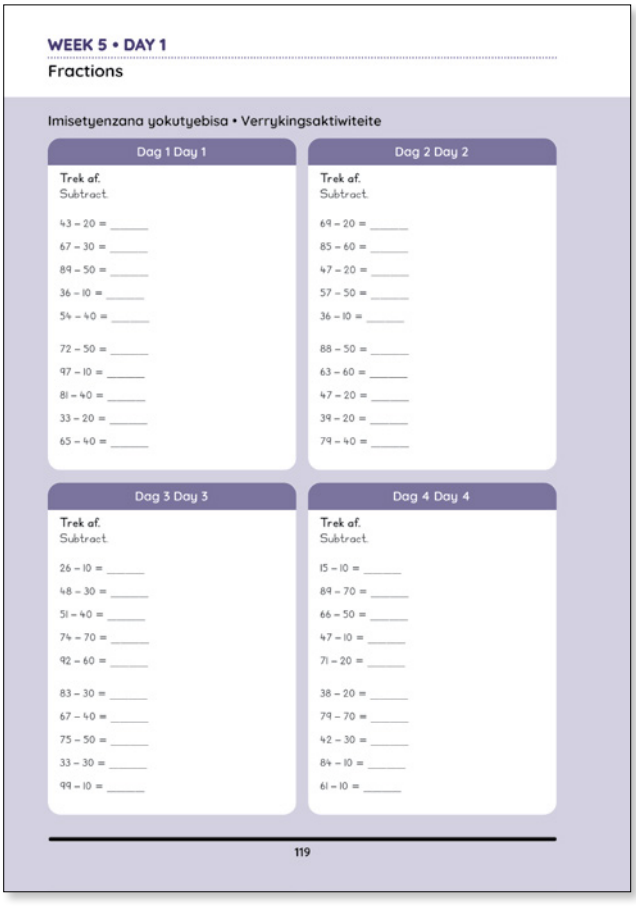
In die raam is daar 'n voorbeeld van 'n kalender. Identifiseer elke dag die jaar, maand en dag saam met die klas. Merk die datum op die muurkalender af. Dui enige verjaarsdae aan.

Verrykingsaktiwiteite

Daar word elke dag, van dag 1 tot 4, verrykingsaktiwiteite voorsien. Skryf hierdie aktiwiteite aan die einde van 'n les op die bord neer vir die leerders wat die klaswerk-aktiwiteite vinniger voltooi.

Bladsye en uitknipsels agter in die LAB

Agter in die LAB verskyn bepaalde inhoud en uitknipbladsye wat die leerders kan gebruik. Dit word ook agter in die *Onderwysersgids* vir maklike verwysing ingesluit.


WEEK 5 • DAY 1

Fractions

Imisetyenzana yokutyebisa • Verrykingsaktiwiteite

Dag 1 Day 1

Trek af. Subtract.

43 – 20 = _____
67 – 30 = _____
89 – 50 = _____
36 – 10 = _____
54 – 40 = _____
72 – 50 = _____
97 – 10 = _____
81 – 40 = _____
33 – 20 = _____
65 – 40 = _____

Dag 2 Day 2

Trek af. Subtract.

69 – 20 = _____
85 – 60 = _____
47 – 20 = _____
57 – 50 = _____
36 – 10 = _____
88 – 50 = _____
63 – 60 = _____
47 – 20 = _____
39 – 20 = _____
79 – 40 = _____

Dag 3 Day 3

Trek af. Subtract.

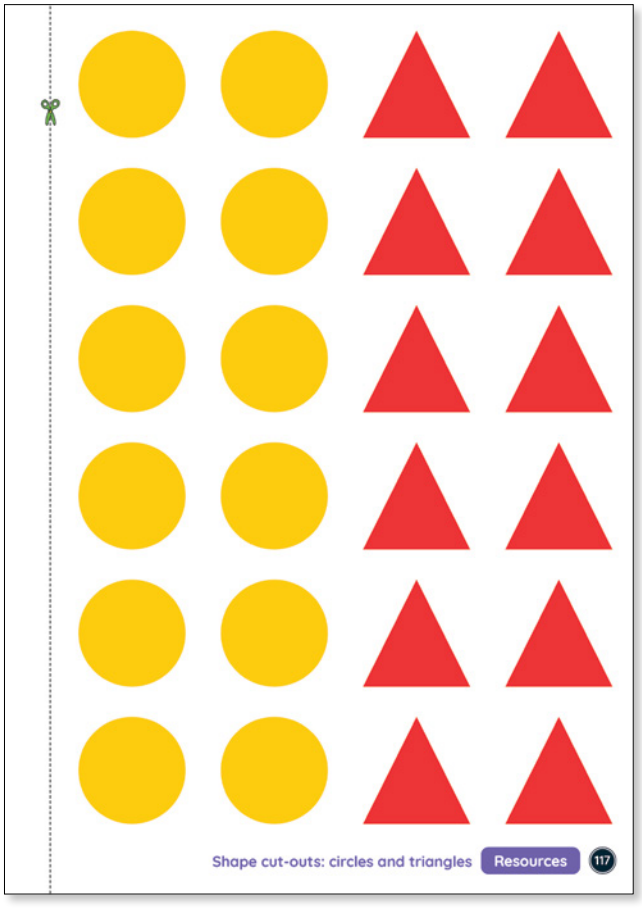
26 – 10 = _____
48 – 30 = _____
51 – 40 = _____
74 – 70 = _____
92 – 60 = _____
83 – 30 = _____
67 – 40 = _____
75 – 50 = _____
33 – 30 = _____
99 – 10 = _____

Dag 4 Day 4

Trek af. Subtract.

15 – 10 = _____
89 – 70 = _____
66 – 50 = _____
47 – 10 = _____
71 – 20 = _____
38 – 20 = _____
79 – 70 = _____
42 – 30 = _____
84 – 10 = _____
61 – 10 = _____

119


Shape cut-outs: circles and triangles Resources 117

Discuss the date with learners using the calendar

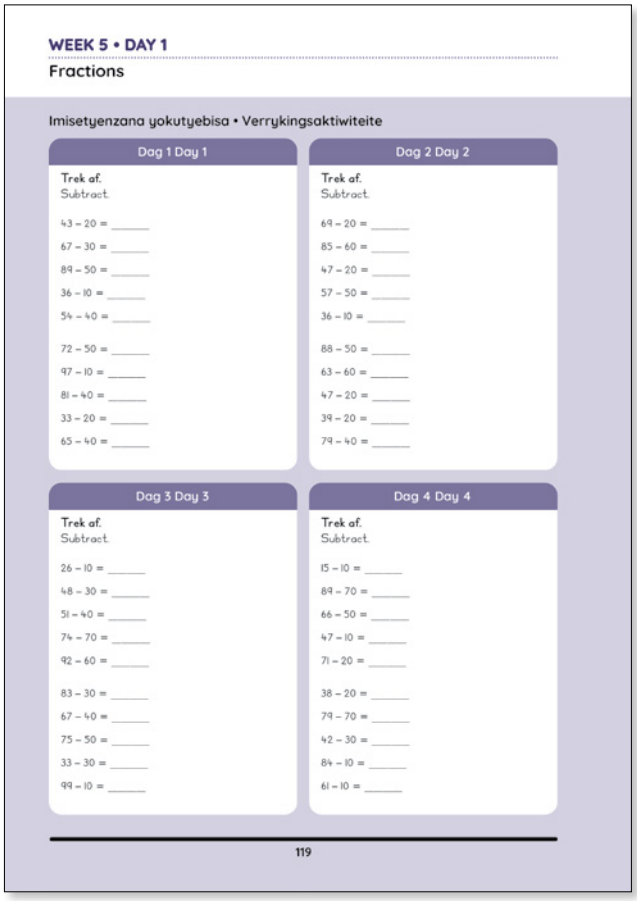
In the box there is a calendar. Each day identify the year, month, day and date with the class. Mark the date on the wall calendar. Note any birthdays.

Enrichment activities

There are enrichment activities provided for Days 1-4 each week. These can also be found in the Resource section at the back of the LAB. Learners who finish the classwork quickly can do these enrichment activities at the end of a lesson.

LAB resource pages

At the back of the LAB there are some content and cut-out pages for learners to use. They are also included at the end of the *Teacher Guide* for easy reference



WEEK 5 • DAY 1

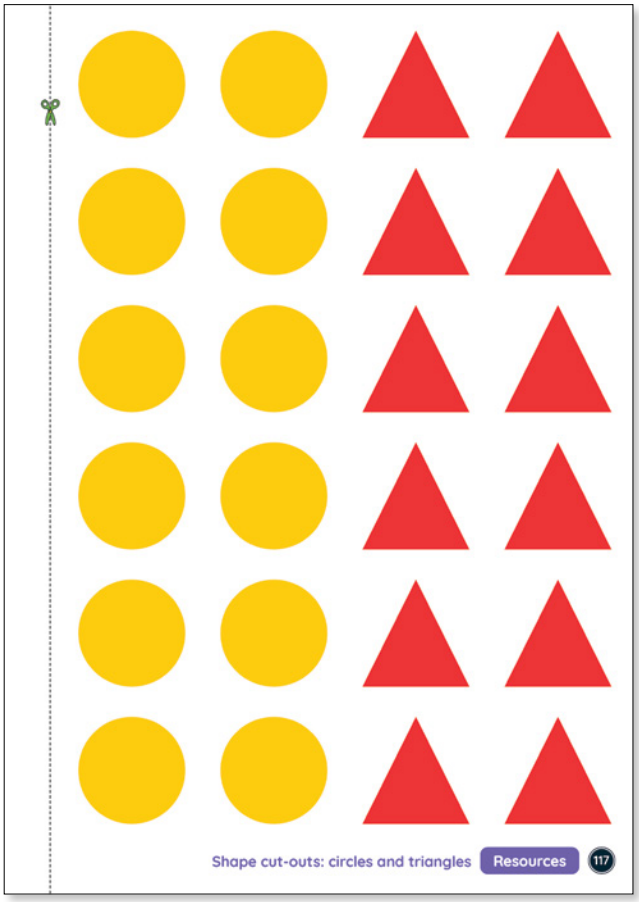
Fractions

Imisetyenzana yokutyebisa • Verrykingsaktiwiteite

Dag 1 Day 1	Dag 2 Day 2
Trek af. Subtract.	Trek af. Subtract.
43 – 20 = _____	69 – 20 = _____
67 – 30 = _____	85 – 60 = _____
89 – 50 = _____	47 – 20 = _____
36 – 10 = _____	57 – 50 = _____
54 – 40 = _____	36 – 10 = _____
72 – 50 = _____	88 – 50 = _____
97 – 10 = _____	63 – 60 = _____
81 – 40 = _____	47 – 20 = _____
33 – 20 = _____	39 – 20 = _____
65 – 40 = _____	79 – 40 = _____

Dag 3 Day 3	Dag 4 Day 4
Trek af. Subtract.	Trek af. Subtract.
26 – 10 = _____	15 – 10 = _____
48 – 30 = _____	89 – 70 = _____
51 – 40 = _____	66 – 50 = _____
74 – 70 = _____	47 – 10 = _____
92 – 60 = _____	71 – 20 = _____
83 – 30 = _____	38 – 20 = _____
67 – 40 = _____	79 – 70 = _____
75 – 50 = _____	42 – 30 = _____
33 – 30 = _____	84 – 10 = _____
99 – 10 = _____	61 – 10 = _____

119



Shape cut-outs: circles and triangles Resources 117

Doen die hoofrekene-aktiwiteit (15 minute)

Hoofrekene is 'n belangrike komponent van elke les. Ons gebruik die hoofrekene-aktiwiteite om te verseker dat die leerders gemaklik met die basiese feite omgaan. Daar is video's waarin getoon word hoe die hoofrekene-aktiwiteite in die klaskamer gedoen word, en 'n beskrywing van die hoofrekene-aktiwiteite word in die oorsig vir die week gegee.

Daar word elke dag 'n fotografiese herinnering aan die hoofrekene-aktiwiteit vir die dag in die *Onderwysersgids* voorsien.

HOOFREKENE | MENTAL MATHS

Die leerders gebruik kolkaarte om te sien hoeveel meer daar nodig is om 20 te kry.
Learners use dot cards to see how many more are needed to make 20.
Onthou om elke dag die datum na te gaan en die register af te merk.
Remember to check the date and mark the register every day.

Speel die speletjie (15 minute)

Speletjies help die leerders om vaardighede outomaties aan te leer en dit te geniet terwyl hulle dit doen. Ons span weekliks speletjies in om belangrike basiese begrippe en vaardighede wat die leerders moet ken, te onderrig en vas te lê.

Die speletjies kom in tekenprentformaat in die LAB voor. Die stappe waarvolgens die speletjie gespeel moet word, word voorsien asook 'n illustrasie om die leerders te help om die stappe te volg.

Speletjie: Vinnige wiskunde met kaarte – rangskik
Game: Fast maths with cards – order

- Skommel die 0-20-kaarte.
  Mix cards from 0 to 20!
- Sit dit op 'n hopie
  Place in a pile!
- Draai drie kaarte om.
  Flip up three cards!
- Rangskik dit van die kleinste tot die grootste.
  Order from smallest to largest!

Do the Mental Maths activity (15 minutes)

Mental Maths is an important component of every lesson. We use the Mental Maths activities to ensure that learners become fluent in the basic facts. There are videos showing the Mental Maths activities in action in the classroom and there is a description of each Mental Maths activity in the overview for the week.

On Day 1, the *Teacher Guide* provides a photographic sequence of the Mental Maths activity for the day. On Days 2, 3 and 4 there is a reminder to do the same activity at the start of the lesson.

HOOFREKENE | MENTAL MATHS

Die leerders gebruik kolkaarte om te sien hoeveel meer daar nodig is om 20 te kry.
Learners use dot cards to see how many more are needed to make 20.
Onthou om elke dag die datum na te gaan en die register af te merk.
Remember to check the date and mark the register every day.

Play the game (15 minutes)

Games help learners automatise skills and enjoy themselves while they do it. We use weekly games to teach and consolidate important basic concepts and skills learners need to know.

The games appear in the LAB in cartoon format. Steps for how to play the game are provided and an illustration to help learners follow the steps is also given.

Speletjie: Vinnige wiskunde met kaarte – rangskik
Game: Fast maths with cards – order

- Skommel die 0-20-kaarte.
  Mix cards from 0 to 20!
- Sit dit op 'n hopie
  Place in a pile!
- Draai drie kaarte om.
  Flip up three cards!
- Rangskik dit van die kleinste tot die grootste.
  Order from smallest to largest!

Doen die konsepontwikkeling-aktiwiteit

Daar sal op die meeste dae 'n konsepontwikkeling-aktiwiteit wees waartydens jy saam met al die leerders werk om die sleutelidees van die dag te bespreek.

Daar is video's waarin getoon word hoe die konsepontwikkeling-aktiwiteit in die klaskamer gedoen word, en 'n beskrywing van die aktiwiteite word in die oorsig vir die week gegee.

Die *Onderwysersgids* voorsien elke dag 'n fotografiese herinnering aan die konsepontwikkeling vir die dag.

Do the concept development activity

Most days there will be a concept development activity where the learners work together as a class to discuss the key ideas of the day.

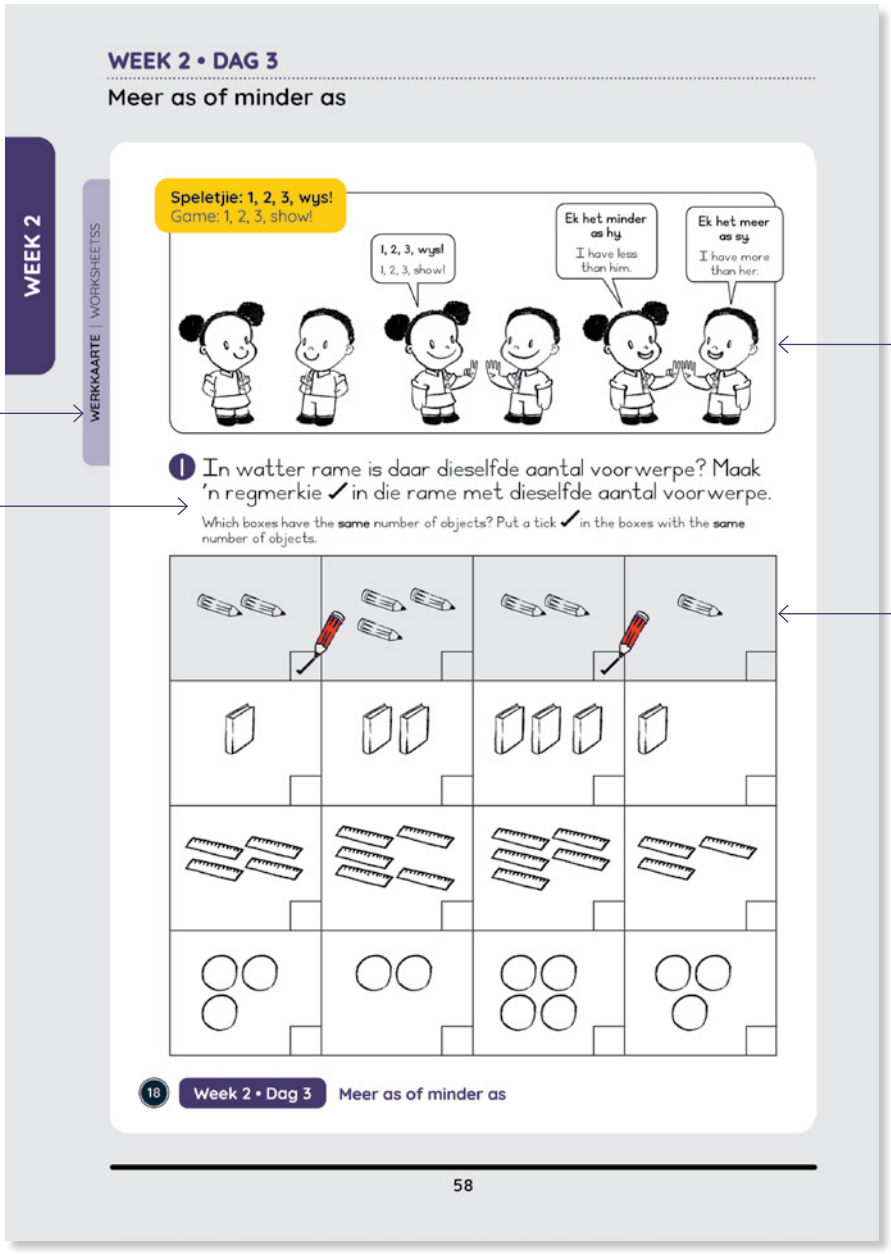
There are videos showing the concept development activity in action in the classroom and there is a description of each activity in the overview for the week.

For each day, the *Bala Wande Teacher Guide* provides a photographic sequence of the concept development activity for the day.

Die *Leerderaktiwiteitsboek* is in die *Onderwysersgids* opgeneem

Die merker dui aan dat dit 'n werkkaart is.

Die aktiwiteite lyk presies soos die leerders dit in hul boeke sal sien. Hier word byvoorbeeld 'n tekenprent gegee van 'n speletjie wat die leerders kan speel. Wanneer 'n nuwe speletjie aan die leerders bekendgestel word, is dit die beste om die speletjie eers aan die hele klas te demonstreer voordat die leerders dit in pare of groepe speel.



WEEK 2 • DAG 3

Meer as of minder as

WEEK 2

WERKKAARTE | WORKSHEETS

Speletjie: 1, 2, 3, wys!
Game: 1, 2, 3, show!

1, 2, 3, wys!
1, 2, 3, show!

Ek het minder as hy.
I have less than him.

Ek het meer as sy.
I have more than her.

1 In watter rame is daar dieselfde aantal voorwerpe? Maak 'n regmerkie ✓ in die rame met dieselfde aantal voorwerpe.

Which boxes have the **same** number of objects? Put a tick ✓ in the boxes with the **same** number of objects.

18 Week 2 • Dag 3 Meer as of minder as

58

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

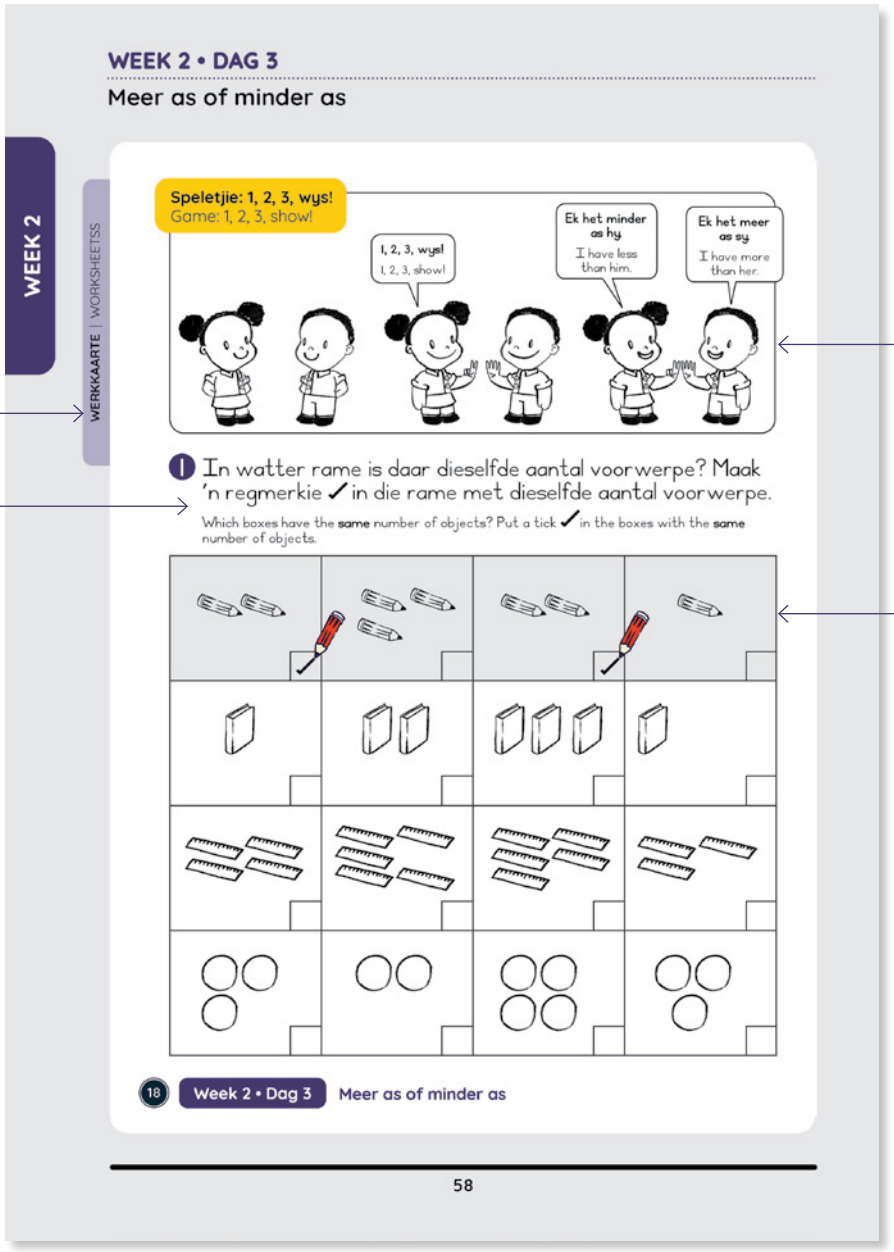
Die leerderswerkkaarte bevat 'n uitgewerkte voorbeeld (deur die grys agtergrond en rooi potlood aangedui).

The *Bala Wande Learner Activity Book* is embedded in the *Teacher Guide*

The activities are exactly as the learners will see them in their books.

Here, for example, we have a cartoon of a game that the learners will play. In introducing a new game to the learners, it is best to demonstrate the game to the whole class before letting them play in pairs or groups.

The tag indicates that this is a worksheet.



WEEK 2 • DAG 3

Meer as of minder as

WEEK 2

WERKKAARTE | WORKSHEETSS

Speletjie: 1, 2, 3, wys!
Game: 1, 2, 3, show!

1, 2, 3, wys!
1, 2, 3, show!

Ek het minder as hy
I have less than him.

Ek het meer as sy
I have more than her.

1 In watter rame is daar dieselfde aantal voorwerpe? Maak 'n regmerkie ✓ in die rame met dieselfde aantal voorwerpe.

Which boxes have the **same** number of objects? Put a tick ✓ in the boxes with the **same** number of objects.

18 Week 2 • Dag 3 Meer as of minder as

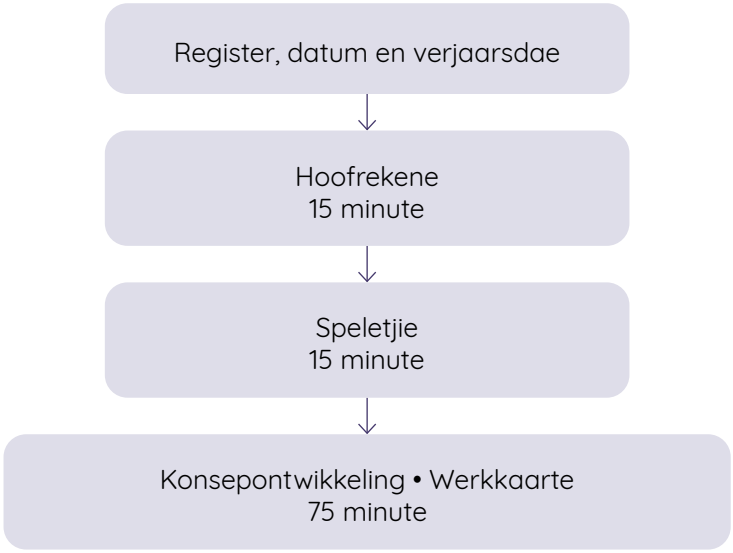
58

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

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

5. Daaglikse skedule, tydrooster en kwartaalplan

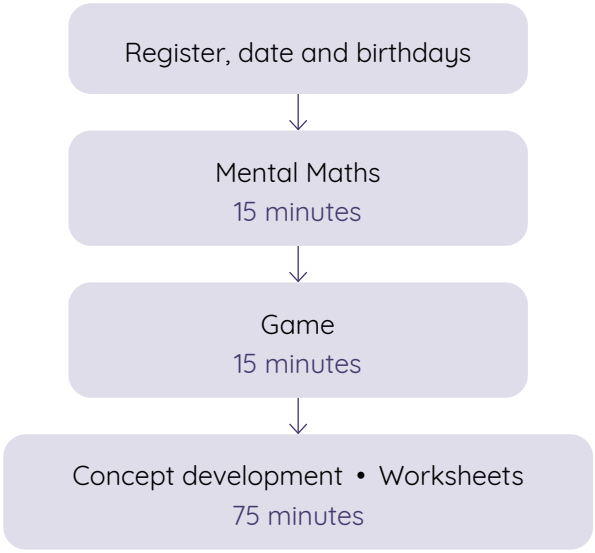
Daaglikse skedule vir dag 1 tot 4



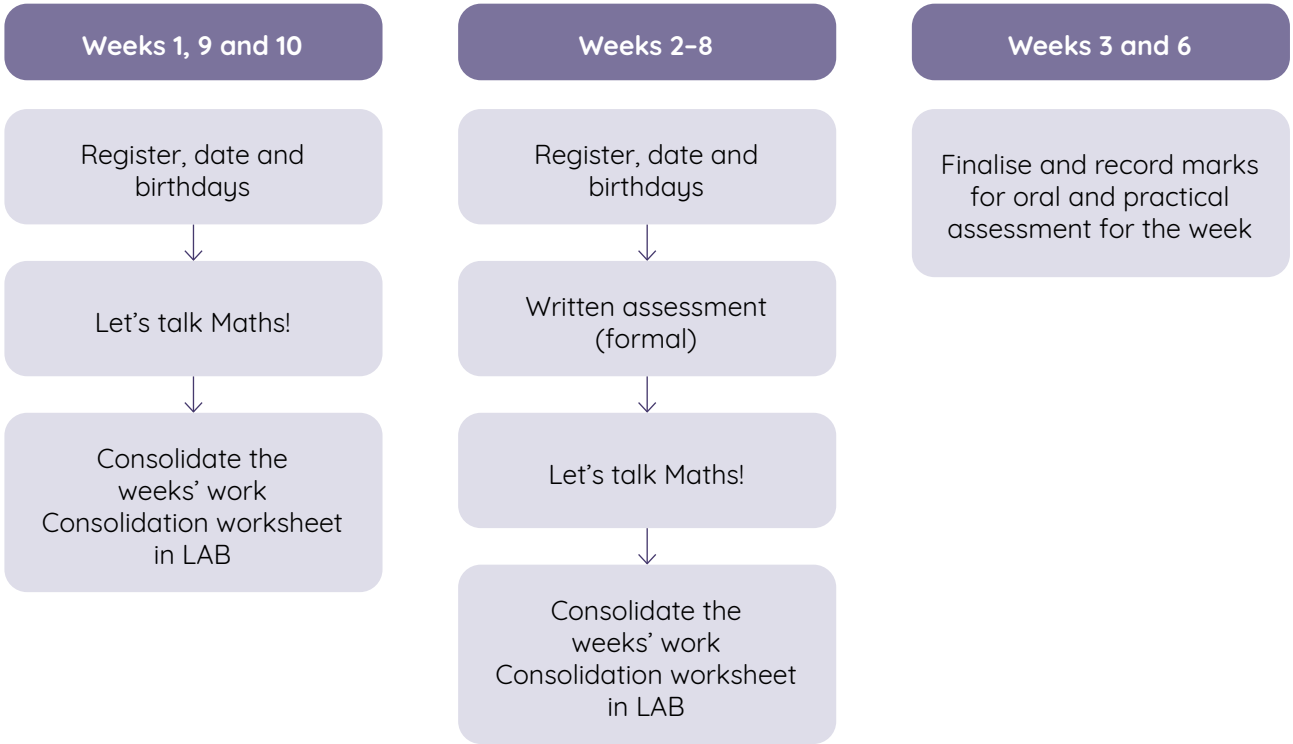
Daaglikse skedule vir dag 5

5. Daily schedule, time table and term plan

Daily schedule Days 1–4



Daily schedule Day 5



6. Tydrooster

Tyd per dag	Maandag	Dinsdag	Woensdag	Donderdag	Vrydag
10 min	**Admin.-periode: Register/kalender/verjaarsdae/aankondigings**				
1 uur 30 min	**WISKUNDEBLOK**				
1 uur 35 min	**GELETTERDHEIDSBLOK**				
15 min	Mondeling: Nuus	Luister en Praat	Luister en Praat	Luister en Praat	Mondeling: Hersiening van week
OORGANGSTYD: Skerpmaak van potlode, uitdeel van boeke, handoefeninge					
15 min	*Klanke	*Klanke	*Klanke	*Klanke	*Klanke
10 min	*Handskrif	Handskrif	Handskrif	Handskrif	Handskrif
OORGANGSTYD: Aksierympie/-liedjie					
15 min	Lees: Die onderwyser Hardop lees	Gedeelde Lees: Begrip	Gedeelde Lees: Woordeskat	Gedeelde Lees: A. Taal B. Vlotheids-oefening	Lees: Onafhanklike werk hersiening
15 min	E-klaskamer	*Skryf: Begrip	*Skryf: Woordeskat	*Skryf: Taal	*Onafhanklike Skryf
OORGANGSTYD: Strek en skud. Groep beweeg na die mat vir GBL					
15 min	GBL	GBL	GBL	GBL	GBL
15 min	GBL	GBL	GBL	GBL	GBL
(30 min parallel met GBL)	*Onahanklike Werk	*Onahanklike Werk	*Onahanklike Werk	*Onahanklike Werk	*Onahanklike Werk
35 min	**EAT-BLOK**				
1 uur 25 min	**LEWENSVAARDIGHEIDSBLOK**				
30 min	*Aanvangs-kennis en PSW	*Aanvangs-kennis en PSW	*Aanvangs-kennis en PSW	Aanvangs-kennis: Hersiening van konsep	DBO-werkboek Lewensvaardig-heidsbladsy Huistaal-bladsy
OORGANGSTYD: Asemhalingsoefening, uitdeel van materiaal					
30 min	Visuele Kunste: Visuele Geletterdheid* / Prakties	Visuele Kunste: Prakties	Uitvoerende Kunste	Uitvoerende Kunste	
OORGANGSTYD: Verklee, beweeg na buite, voorsien apparaat					
25 min	Liggaams-opvoeding: Opstel	Liggaams-opvoeding: Aktiwiteitstasies	Liggaams-opvoeding: Aktiwiteitstasies	Liggaams-opvoeding: Aktiwiteitstasies	Liggaams-opvoeding: Aktiwiteitstasies

*Dui LAB-bladsy aan

6. Timetable

Time per day	Monday	Tuesday	Wednesday	Thursday	Friday
10 min	**Admin Period: Register/calendar/birthdays/announcements**				
1h 30 min	**MATHS BLOCK**				
1h 35 min	**LITERACY BLOCK**				
15 min	Oral: News	Listening and Speaking	Listening and Speaking	Listening and Speaking	Oral: Review of week
TRANSITION: sharpen pencils, hand out books, hand exercises					
15 min	*Phonics	*Phonics	*Phonics	*Phonics	*Phonics
10 min	*Handwriting	Handwriting	Handwriting	Handwriting	Handwriting
TRANSITION: Action rhyme/song					
15 min	Reading: Teacher read-aloud	Shared Reading: Comprehension	Shared Reading: Vocabulary	Shared Reading: A. Language B. Fluency practice*	Reading: Independent work review
15 min	E-classroom	*Writing: Comprehension	*Writing: Vocabulary	*Writing: Language	*Independent Writing
TRANSITION: Stretch and shake. Group moves to mat for GGR					
15 min	GGR	GGR	GGR	GGR	GGR
15 min	GGR	GGR	GGR	GGR	GGR
(30 mins parallel to GGR)	*Independent Work	*Independent Work	*Independent Work	*Independent Work	*Independent Work
35 min	**EFAL BLOCK**				
1h 25 min	**LIFE SKILLS BLOCK**				
30 min	*Beginning Knowledge & PSWB	*Beginning Knowledge & PSWB	*Beginning Knowledge & PSWB	Beginning Knowledge concept review	DBE Workbook LS page HL page
TRANSITION: breathing exercise, hand out materials					
30 min	Visual Arts Visual Literacy* /Practical	Visual Arts Practical	Performing Arts	Performing Arts	
TRANSITION: Change clothes, move outside, provide equipment					
25 min	PE set up	PE Activity stations	PE Activity stations	PE Activity stations	PE Activity stations

*Indicates LAB page

7. Kwartaalplan

	Dag 1	Dag 2	Dag 3	Dag 4	Dag 5
Week 1 Deling	Deel	Deel (verdeel)	Deel (groepeer)	Deel (verdeel en groepeer)	Vaslegging
Week 2 Deling	Oefen deling	Oefen deling	Deel met 0	Delingstories	Assessering en vaslegging
Week 3 Posisie en rigting	Draaie en rigting	Volg rigting-aanwysings	Aansigte	Kaarte	Assessering en vaslegging
Week 4 Deling en breuke	Deel met veelvoude	Verdeling wat tot breuke lei	Breuke	Breuke	Assessering en vaslegging
Week 5 Breuke	Breuke	Breuke as getalle	Breuke op ‘n getallelyn	Breuke op ‘n getallelyn	Assessering en vaslegging
Week 6 Lengte	Meter	Sentimeter	Skat	Werk met lengte-eenhede	Assessering en vaslegging
Week 7 Breuke	Vergelyk breuke	Tel breuke op	Trek breuke af	‘n Breuk van ‘n versameling	Assessering en vaslegging
Week 8 Omtrek en oppervlakte	Omtrek	Omtrek	Oppervlakte	Oppervlakte	Assessering en vaslegging
Week 9 Massa	Kilogram	Gram	Skat massa	Werk met massa-eenhede	Vaslegging
Week 10 Hersiening	Deling	Deling	Deling	Breuke	Meting

Getalle, Bewerkings en Verwantskappe	**Meting**	**Ruimte en Vorm**

7. Term plan

	Day 1	Day 2	Day 3	Day 4	Day 5
Week 1 Division	Division	Division (sharing)	Division (grouping)	Division (sharing and grouping)	Consolidation
Week 2 Division	Practising division	Practising division	Division of 0	Division stories	Assessment and consolidation
Week 3 Position and direction	Turns and direction	Following directions	Views	Maps	Assessment and consolidation
Week 4 Division and fractions	Division using multiples	Sharing leading to fractions	Fractions	Fractions	Assessment and consolidation
Week 5 Fractions	Fractions	Fractions as numbers	Fractions on a number line	Fractions on a number line	Assessment and consolidation
Week 6 Length	Metres	Centimetres	Estimation	Working with units of length	Assessment and consolidation
Week 7 Fractions	Comparing fractions	Adding fractions	Subtracting fractions	Fraction of a collection	Assessment and consolidation
Week 8 Perimeter and area	Perimeter	Perimeter	Area	Area	Assessment and consolidation
Week 9 Mass	Kilograms	Grams	Estimation of mass	Working with units of mass	Consolidation
Week 10 Revision	Division	Division	Division	Fractions	Measurement

Number, Operations and Relationships	**Measurement**	**Space and Shape**

8. Kwartaal 3-assesseringsplan

Die assessering vir die kwartaal word in die lesplanne vervat. Die assessering sluit skriftelike, mondelinge en praktiese aktiwiteite in. Die assesseringsplan vir kwartaal 3 word hier onder voorsien.

Dag 5 van elke week is vir assessering en vaslegging bedoel

In week 1, 9 en 10 is daar geen aktiwiteite vir formele assessering nie. Die leerders moet op dag 5 aan die werkkaarte, wat in die *Leerderaktiwiteitsboek* voorsien word, werk om die werk vir die week vas te lê. Informele assessering kan gedoen word.

Aktiwiteite vir mondelinge en praktiese assessering word vir week 3 en 6 beplan. Jy gebruik die praktiese aktiwiteite en die rubriek wat in die week se oorsig voorsien word, om die leerders te assesseer. Mondelinge en praktiese aktiwiteite moet deurgaans in die week, individueel of in groepe leerders, uitgevoer word terwyl die klas met die aktiwiteite vir selfstandige werk besig is.

Aktiwiteite vir skriftelike assessering word in week 2 tot 8 beplan. Dit word in die *Leerderaktiwiteitsboek* voorsien. Nadat die leerders die aktiwiteit vir skriftelike assessering voltooi het, kan hulle aan die vasleggingswerkkaarte in die *Leerderaktiwiteitsboek* werk.

Die assessering vir kwartaal 3 is soos volg:

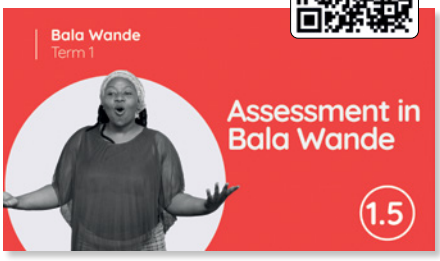
Week			Punte
2	Deling	skriftelik	12
3	Aansigte	skriftelik	10
3	Neem die leerders waar om hul vermoë te assesseer om posisies te identifiseer en rigtingaanwysings te volg	mondeling en prakties	6
4	Verdeling en breuke	skriftelik	11
5	Breuke	skriftelik	10
6	Lengte	skriftelik	8
6	Neem die leerders waar om hul vermoë te assesseer om lengte in m en cm te skat en te meet en lengteprobleme op te los	mondeling en prakties	5
7	Breuke	skriftelik	10
8	Omtrek en oppervlakte	skriftelik	10

8. Term 3 assessment plan

The assessment for the term is designed into the lesson plans. Assessment includes written, oral and practical activities. The assessment plan for Term 3 is provided below.

Day 5 of each week is planned for assessment and consolidation

In Weeks 1, 9 and 10, there is no formal assessment activity. On Day 5 learners should work on the worksheets provided in the *Bala Wande Learner Activity Book* to consolidate the work for the week. Informal assessment can be done.



In Weeks 3 and 6, oral and practical assessment activities are planned. You will use practical activities and the rubric provided in the week overview to assess learners. Oral and practical activities should be carried out throughout the week, individually or in groups of learners, while the class is busy with the independent classwork activities.

In Weeks 2-8, written assessment activities are planned. These are provided in the *Learner Activity Book*. After they have completed the written assessment activity learners can work on the consolidation worksheets in the *Learner Activity Book*.

Term 3 assessments are as follows

Week			Marks
2	Division	written	12
3	Views	written	10
3	Observe learners to assess their ability to identify positions and follow directions	oral and practical	6
4	Sharing and fractions	written	11
5	Fractions	written	10
6	Length	written	8
6	Observe learners to assess their ability to estimate and measure length in m and cm and solve length problems	oral and practical	5
7	Fractions	written	10
8	Perimeter and area	written	10

9. Kwartaal 3-assesseringspuntestaat

Week	2	4	5	7		3	3	8		6	6		
Graad 3 **Kwartaal 3** **Wiskunde** **Voorgestelde puntestaat vir formele assesserings**	Getalle: Skriftelik	Getalle: Skriftelik	Getalle: Skriftelik	Getalle: Skriftelik	TOTAAL VIR GETALLE	Ruimte en vorm: Skriftelik	Ruimte en vorm: Mondeling en prakties	Ruimte en vorm: Mondeling en prakties	TOTAAL VIR RUIMTE EN VORM	Meting: Skriftelik	Meting: Mondeling en prakties	TOTAL FOR MEASUREMENT	TERM TOTAL
Punte	12	11	10	10	43	10	6	10	26	8	5	13	82
Die leerder se naam en van													

Getalle, Bewerkings en verwantskappe	Meting	Ruimte en vorm

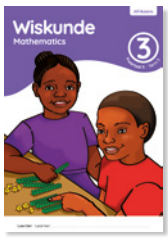
9. Term 3 assessment mark sheet

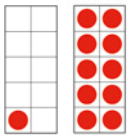
Week	2	4	5	7		3	3	8		6	6		
Grade 3 Term 3 **Mathematics** **Suggested formal assessment mark record sheet**	Number: Written	Number: Written	Number: Written	Number: Written	TOTAL FOR NUMBER	Space and shape: Written	Space and shape: Oral and practical	Space and shape: Written	TOTAL FOR SPACE AND SHAPE	Measurement: Written	Measurement: Oral and practical	TOTAL FOR MEASUREMENT	TERM TOTAL
Marks	12	11	10	10	43	10	6	10	26	8	5	13	82
Learner name and surname													

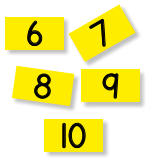
Number, Operations and Relationships	Measurement	Space and Shape

Deling

	Hulpbronne
Hoofrekene: Maak 20 met kolkaarte	onderwyser se *kolkaarte*
Speletjie: *Vinnige wiskunde met dobbelstene en kaarte – vermenigvuldig!*	*dobbelstene,* leerders se *getalkaarte*







Dag	Lesaktiwiteit	Leshulpbronne
1	Deel	LAB
2	Deel (verdeel)	LAB
3	Deel (groepeer)	LAB
4	Deel (verdeel en groepeer)	LAB
5	Vaslegging	LAB

Ná hierdie week behoort die leerder in staat te wees om:	✓
van die konsep van deling te weet asook hoe om delingsgetalsinne te skryf.	
die verskil tussen groepering en verdeling in te sien.	
delingsprobleme op te los deur die toepaslike maaltafel te identifiseer.	

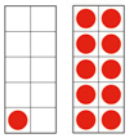
Assessering

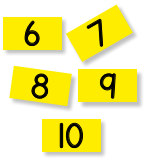
Daar is hierdie week geen formele assessering nie.

Jy moet die leerders in jou klas daagliks waarneem en notas as deel van jou deurlopende informele assessering vir leer maak.

Division

	Resources
Mental Maths: Make 20 using dot cards	teacher *dot cards*
Game: *Fast maths with dice and cards – multiply!*	*dice,* learner *number cards*



Day	Lesson activity	Lesson resources
1	Division	LAB
2	Division (sharing)	LAB
3	Division (grouping)	LAB
4	Division (sharing and grouping)	LAB
5	Consolidation	LAB

After this week the learner should be able to:	✓
introduce the concept of division and how to write division number sentences.	
recognise the difference between grouping and sharing.	
solve division problems through identifying the appropriate multiplication times table.	

Assessment

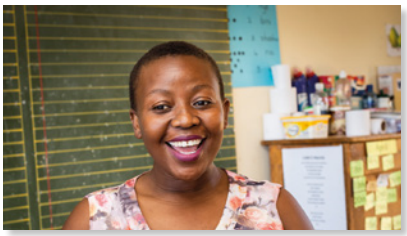
There is no formal assessment this week.

You should observe the learners in your class daily and make notes as part of your informal ongoing assessment for learning.

Deling

Hoofrekenevideo

Ons lê hierdie week kennis van die getalkombinasies van 20 vas deur *kolkaarte* te gebruik, soos in kwartaal 2. Vra die leerders om 10 te visualiseer deur die *tienrame*, wat deur die gedrukte kolkaarte geskep is, vol te maak en sodoende 20 te maak. Met hierdie aktiwiteit word die leerders se begrip van hul getalkombinasies van tien en additiewe verwantskappe versterk.



Speletjiesvideo

Ons speel hierdie week *Vinnige wiskunde met dobbelstene en kaarte – vermenigvuldig!* Hierdie speletjie bevorder die vlot gebruik van vermenigvuldigingsfeite. Om die speletjie te kan speel, het die leerders hul 0–20-getalkaarte en een dobbelsteen nodig. Begin met eensyfergetalkaarte. Die leerders wat van 'n uitdaging hou, kan al die kaarte gebruik.

Video oor konseptuele ontwikkeling

Ons leer hierdie week van deling en lê ons begrip van die verskil tussen groepering en verdeling vas. Ons bespreek hoe ons 'n delingsgetalsin kan verstaan deur van die sleutelinligting in woordprobleme gebruik te maak. Ons sien ook in dat vermenigvuldiging en deling inverse bewerkings is en dat ons ons maaltafels kan gebruik om ons te help om probleme vinnig en doeltreffend op te los. Ons konsentreer hierdie week daarop om:

- die konsep van deling bekend te stel en delingsgetalsinne te skryf.
- die leerders die verskil tussen groepering en verdeling te laat insien.
- delingsprobleme op te los deur die toepaslike maaltafel te identifiseer.

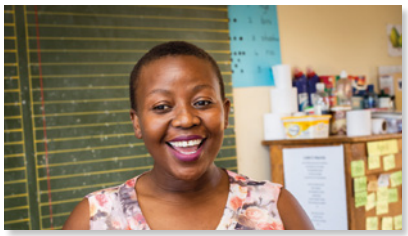
Waarna jy hierdie week moet oplet

- Dit is van kardinale belang dat die leerders die verskil tussen groepering en verdeling moet begin verstaan. Help hulle om in te sien dat ons:
  - met groepering weet hoeveel items daar in 'n groep is en dus moet kyk na hoeveel groepe daar is.
  - met verdeling weet hoeveel groepe daar is en dus moet kyk na hoeveel items daar in 'n groep is.
- Moedig gesprekke tussen die leerders aan sodat hulle hul wiskundetaal kan uitbou. Maak seker dat hulle die korrekte woordeskat gebruik: **veelvoude**, **rangskikking**, **rye**, **kolomme**, **bereken**, **vermenigvuldig**, **maal**, **verdeel**, **verdeling**, **deel**, **groepe**, **groepering**.

Division

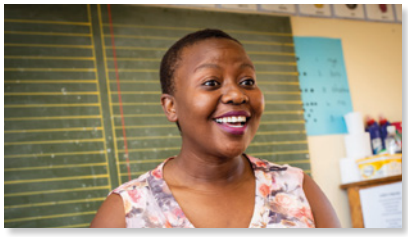
Mental Maths video

This week we consolidate knowledge of the bonds of 20 using *dot cards* like we did in Term 2. Tell learners to visualise 10 by filling the *ten frames* created by the printed dot cards and then make 20. This activity strengthens learners' understanding of their bonds of ten and additive relations.



Game video

This week we play *Fast maths with dice and cards – multiply!* This game promotes fluency of multiplication facts. To play the game, learners need their 0-20 number cards and one dice. Start off with one-digit number cards. For learners who need a challenge, let them use all the cards.



Conceptual development video

This week we learn about division and consolidate our understanding of the difference between grouping and sharing. We discuss how to make sense of a division number sentence, using the key information in word problems. We also recognise that multiplication and division are inverse operations, and that we can use our multiplication tables to help us solve problems quickly and efficiently. This week we focus on:

- introducing the concept of division and writing division number sentences.
- recognising the difference between grouping and sharing.
- solving division problems through identifying the appropriate multiplication times table.

What to look out for this week

- It is extremely important that learners begin to understand the difference between grouping and sharing. Help learners to recognise that:
  - in grouping, we know how many items are in a group, so we are looking for how many groups there are.
  - in sharing, we know how many groups there are, so sharing means we are looking for how many items there are in a group.
- Encourage conversation between learners so that they can develop their mathematical language. Ensure they are using the correct vocabulary: **multiples**, **array**, **rows**, **columns**, **calculate**, **multiply**, **times**, **share**, **sharing**, **divide**, **groups**, **grouping**

WEEK 1 • DAG 1

Deel

HOOFREKENE MENTAL MATHS | MAAK 20 MET KOLKAARTE MAKE 20 USING DOT CARDS → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

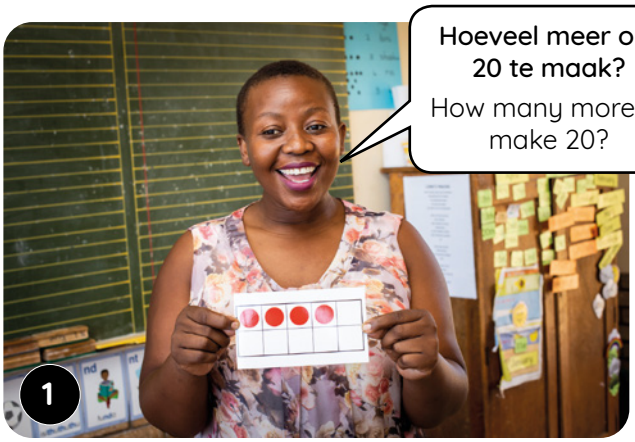
HOOFREKENE | MENTAL MATHS

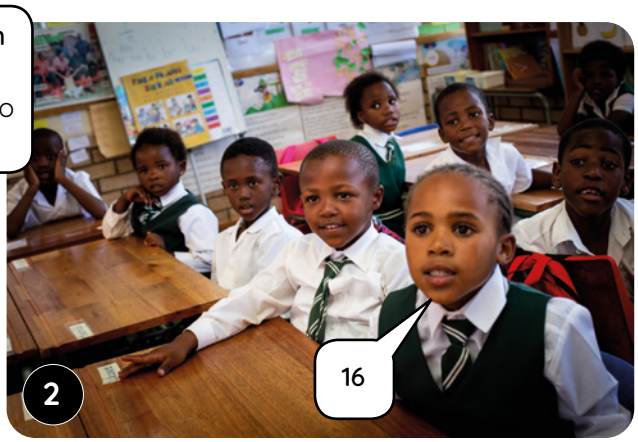
Die leerders gebruik *kolkaarte* om te sien hoeveel meer nodig is om 20 te maak.

Learners use *dot cards* to see how many more are needed to make 20.

Onthou om elke dag die datum na te gaan en die register af te merk.

Remember to check the date and mark the register every day.





Division

Verrykingsaktiwiteite • Enrichment activities

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 = _____ + _____

WEEK 1 • DAG 1

Deel

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Verdeel hierdie 15 lekkers gelykop onder 3 maats.
Share these 15 sweets equally between 3 friends.

Ek gee elke maat 1 lekker totdat daar niks lekkers oorbly nie. Elke maat kry 5 lekkers.
I give 1 sweet to each friend until there are no sweets left over. Each friend gets 5 sweets.

As ek elke maat 3 suigstokkies gee, hoeveel maats kry dan suigstokkies?
If I give 3 lollipops to each friend, how many friends will get lollipops?

As elke maat 3 suigstokkies kry, sal 5 maats suigstokkies kry.
If each friend gets 3 lollipops, 5 friends will get lollipops.

Wat merk julle op van die twee probleme wat ons opgelos het?
What did you notice about the two problems we solved?

Dan weet ons hoeveel suigstokkies hulle kan kry, maar nie hoeveel maats daar is nie.
Then we knew how many lollipops they would get, but not how many friends there were.

Ons weet aan die begin hoeveel maats daar is, maar ons weet nie hoeveel lekkers hulle gaan kry nie.
First we knew how many friends there were, but not how many sweets they would get.

Gee 'n verskeidenheid soortgelyke probleme sodat die leerders verdeling en groepering kan oefen om probleme op te los. Moedig hulle aan om hul idees te bespreek en gedagtes daaroor uit te ruil.

Provide a variety of similar problems so that learners can practise sharing and grouping to solve problems. Encourage learners to discuss and share their ideas.

Division

WEEK • WEEK 1

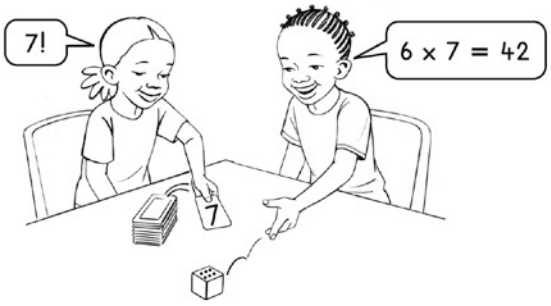
DAG 1 • DAY 1

Deel
Division

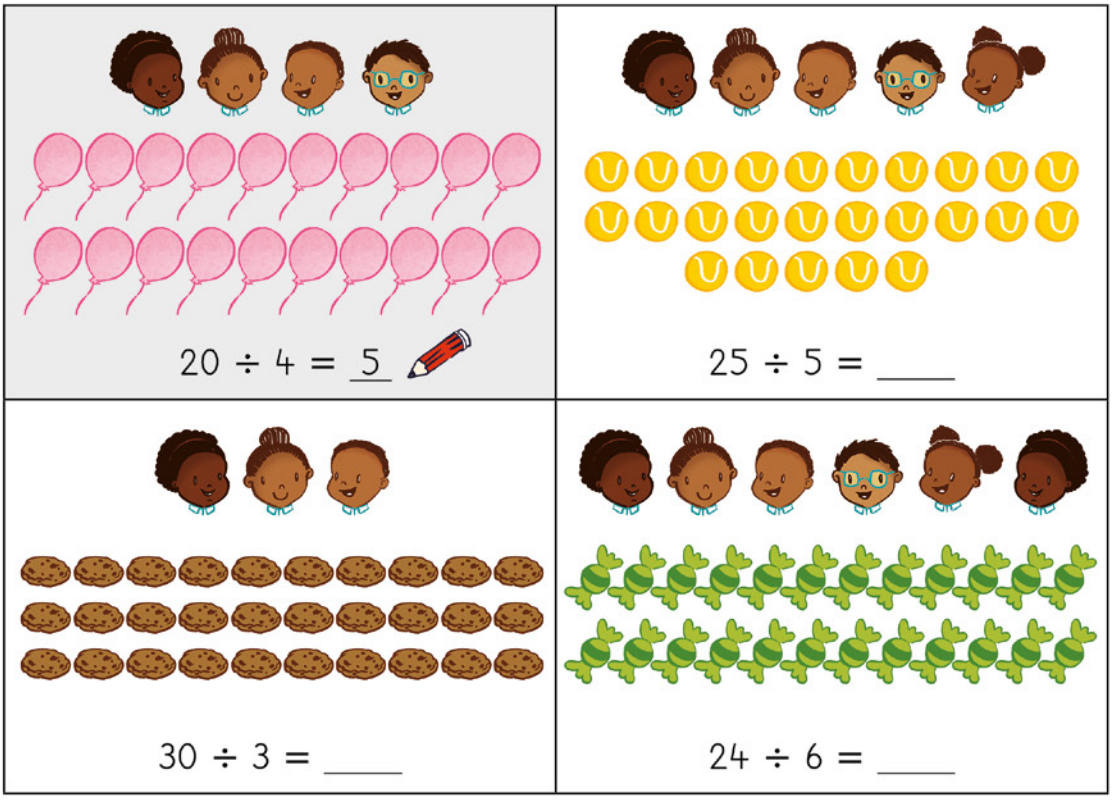
HOOFREKENE MENTAL MATHS | MAAK 20 MET KOLKAARTE MAKE 20 USING DOT CARDS → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

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!



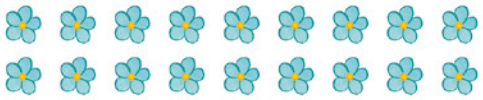
1 Verdeel gelykop onder die maats. Hoeveel kry elke maat?
Share equally between the friends. How many will each friend get?



2

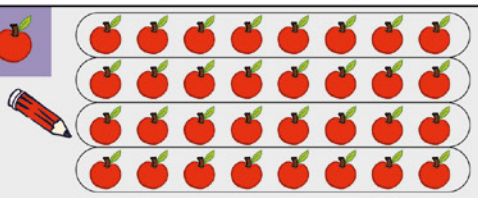
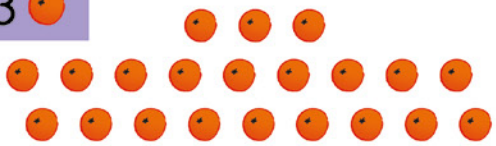
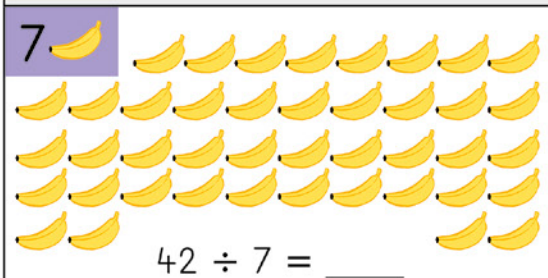
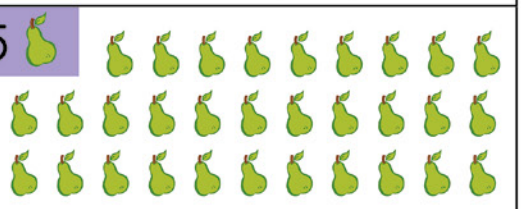
Deel

2 Verdeel die blomme gelykop.
Share the flowers equally.

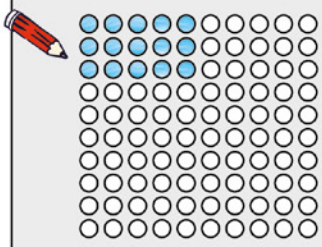
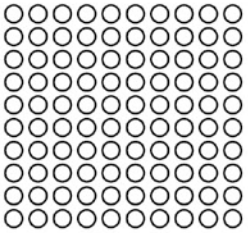
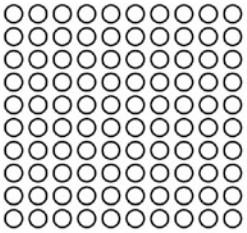


2  ____ ÷ 2 = ____	3  ____ ÷ 3 = ____
9  ____ ÷ 9 = ____	6  ____ ÷ 6 = ____

3 Maak gelyke groepe. Hoeveel groepe is daar?
Put into equal groups. How many groups will there be?

8  32 ÷ 8 = 4	3  21 ÷ 3 = ____
7  42 ÷ 7 = ____	5  30 ÷ 5 = ____

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.
		
15 ÷ 3 = 5	____ ÷ ____ = ____	____ ÷ ____ = ____

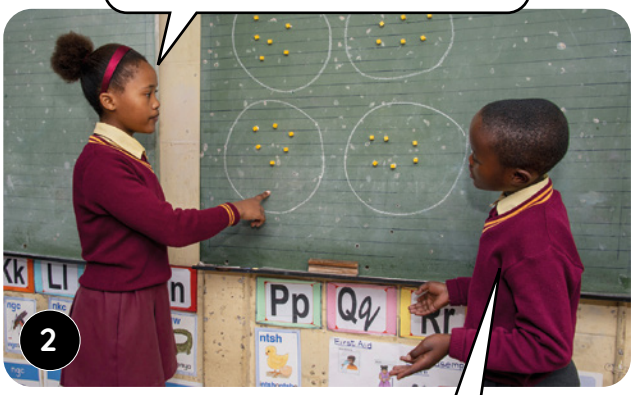
Division (sharing)

HOOFREKENE MENTAL MATHS | MAAK 20 MET KOLKAARTE MAKE 20 USING DOT CARDS → SPELETJIE GAME → **KONSEPONTWIKKELING CONCEPT DEVELOPMENT** → WERKKAARTE WORKSHEETS

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Verdeel 24 tellers gelykop onder 4 sakkies.
Share 24 counters equally into 4 bags.

Daar is 6 tellers vir elke sakkie.
Each bag gets 6 counters.

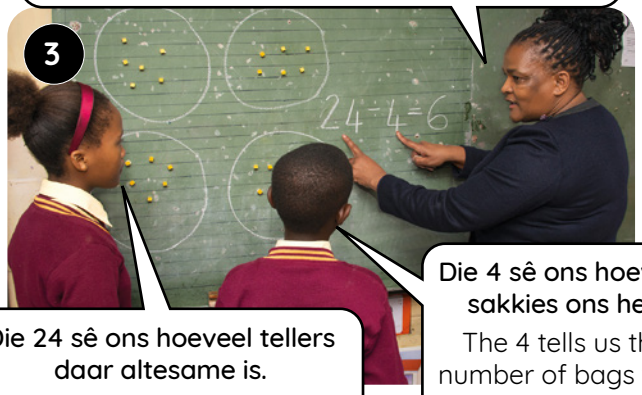


Daar is 4 groepe van 6. Dit beteken dat 24 ÷ 4 = 6 dieselfde is as 4 x 6 = 24.
There are 4 groups of 6. That means that 24 ÷ 4 = 6 is the same as 4 x 6 = 24.

Wys na die getalsinne en gesels oor hoe ons maaltafels kan gebruik om ons te help om verdeeldelingsprobleme op te los.

Point to the number sentences and talk about how we can use multiplication tables to help us solve sharing division problems.

Wat beteken die 24 en die 4 in 24 ÷ 4 = 6?
What do the 24 and the 4 mean in 24 ÷ 4 = 6?



Die 24 sê ons hoeveel tellers daar altesame is.
The 24 tells us how many counters there are altogether.

Die 4 sê ons hoeveel sakkies ons het.
The 4 tells us the number of bags that we have.

Wat beteken die 6 in 24 ÷ 4 = 6?
What does the 6 mean in 24 ÷ 4 = 6?

Die 6 sê ons hoeveel tellers daar in elke sakkie moet kom.
The 6 tells us the number of counters that go in each bag.

Werk deur talle verdelingsprobleme. Moedig die leerders aan om te bespreek wat die delingsgetalsinne beteken en die verband tussen deling en vermenigvuldiging te trek.

Work through many sharing problems, encouraging learners to discuss what the division number sentences mean and make the connection between division and multiplication.

WEEK • WEEK 1

DAG 2 • DAY 2

Deel (verdeel)
Division (sharing)

HOOFREKENE MENTAL MATHS | MAAK 20 MET KOLKAARTE MAKE 20 USING DOT CARDS → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

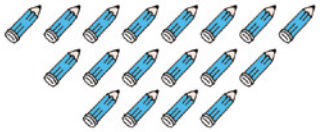
1 Los die probleme op. Skryf delingsgetalsinne.
Solve the problems. Write division number sentences.

Verdeel 35 gelykop onder 5.
Share 35 equally among 5.

35 ÷ 5 = 7

7

Verdeel 18 gelykop onder 3.
Share 18 equally among 3.



____ ÷ ____ = ____

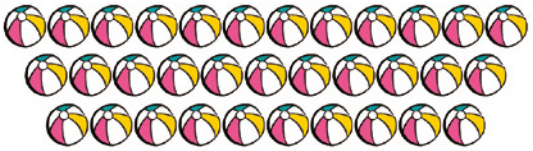
____

Verdeel 24 gelykop onder 6.
Share 24 equally among 6.

____ ÷ ____ = ____

____

Verdeel 33 gelykop onder 3.
Share 33 equally among 3.



____ ÷ ____ = ____

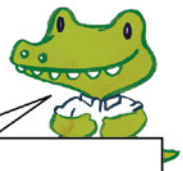
____

2 Verdeel die lekkers gelykop onder:
Share the sweets equally between:

2 ____ ÷ 2 = ____	3 ____ ÷ 3 = ____
4 ____ ÷4 = ____	6 ____ ÷ 6 = ____

Division (sharing)

3 Los die probleme op. Skryf getalsinne.
Solve the problems. Write number sentences.



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 x 3 = 15	15 ÷ 5 = 3
32 koekies onder 4 maats. 32 biscuits among 4 friends.		___ x ___ = ___	___ ÷ ___ = ___
27 potlode onder 9 maats. 27 pencils among 9 friends.		___ x ___ = ___	___ ÷ ___ = ___

4 Voltooi die getalsinne.
Complete the number sentences.

6 x 3 = 18	18 ÷ 6 = 3
4 x ____ = 24	____ ÷ ____ = ____
____ x 3 = 30	____ ÷ ____ = ____
5 x ____ = 40	____ ÷ ____ = ____
____ x 7 = 14	____ ÷ ____ = ____

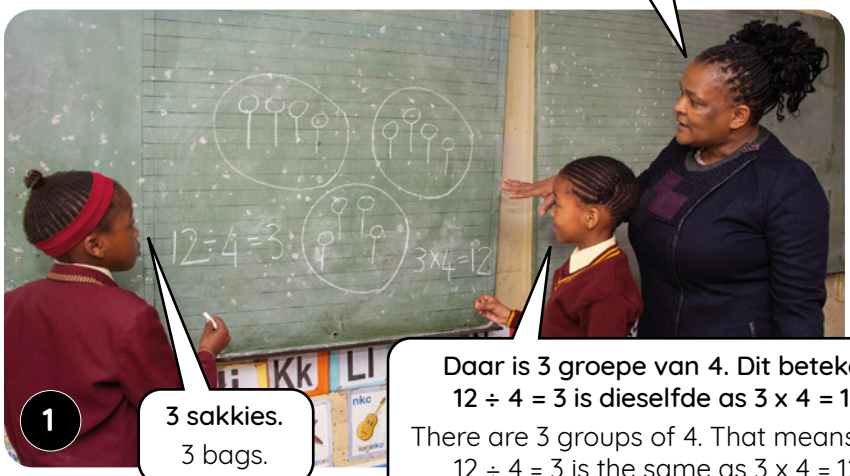
WEEK 1 • DAG 3

Deel (groepeer)

HOOFREKENE / MENTAL MATHS | MAAK 20 MET KOLKAARTE / MAKE 20 USING DOT CARDS → SPELETJIE / GAME → KONSEPONTWIKKELING / CONCEPT DEVELOPMENT → WERKKAARTE / WORKSHEETS

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Daar is 12 suigstokkies. Sit 4 suigstokkies in elke sakkie. Hoeveel sakkies het jy nodig?
There are 12 lollipops. Put 4 lollipops in each bag. How many bags will you need?



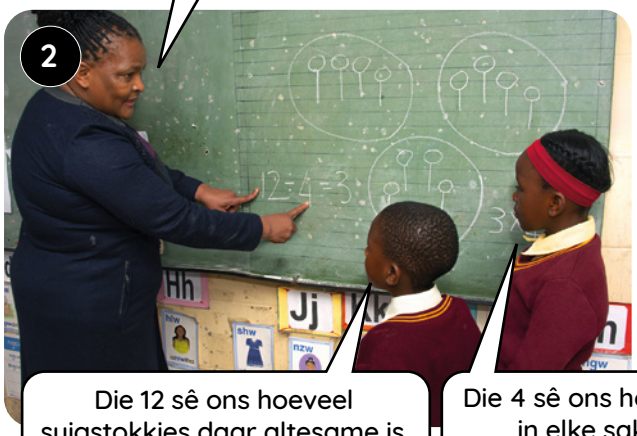
1

3 sakkies.
3 bags.

Daar is 3 groepe van 4. Dit beteken 12 ÷ 4 = 3 is dieselfde as 3 x 4 = 12.
There are 3 groups of 4. That means that 12 ÷ 4 = 3 is the same as 3 x 4 = 12.

Wys na die getalsinne en gesels oor hoe ons maaltafels kan gebruik om ons te help om verdelings- of delingsprobleme op te los.
Point to the number sentences and talk about how we can use multiplication tables to help us solve sharing/ division problems.

Wat beteken die 12 en die 4 in 12 ÷ 4 = 3?
What do the 12 and the 4 mean in 12 ÷ 4 = 3?



2

Die 12 sê ons hoeveel suigstokkies daar altesame is.
The 12 tells us how many lollipops there are altogether.

Die 4 sê ons hoeveel suigstokkies in elke sakkie moet kom.
The 4 tells us the number of lollipops that go in each bag.

Wat beteken die 3 in 12 ÷ 4 = 3?
What does the 3 mean in 12 ÷ 4 = 3?

3

Die 3 sê ons hoeveel sakkies ons nodig gaan hê.
The 3 tells us the number of bags that we will need.

Gee die leerders veelvuldige groeperingsprobleme om op te los en moedig hulle aan om te bespreek wat die delingsgetalsinne beteken. Die leerders moet insien dat, wanneer hulle aanvanklik weet hoeveel items daar in elke groep is, hulle moet uitvind hoeveel groepe daar gaan wees.

Provide learners with multiple grouping problems, encouraging them to discuss what the division number sentences mean. Learners should recognise that when they start off knowing how many items there are in each group, they need to find out how many groups there will be.

Division (grouping)

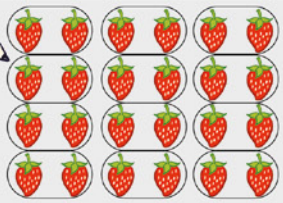
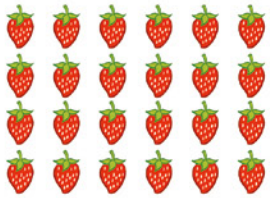
WEEK • WEEK 1

DAG 3 • DAY 3

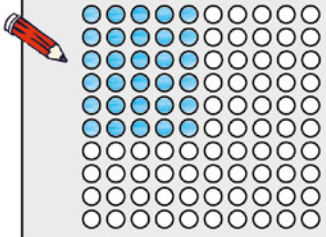
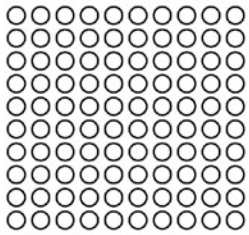
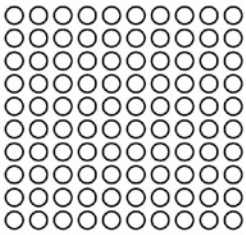
Deel (groepeer)
Division (grouping)

HOOFREKENE 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.
		
5 × 6 = 30	___ × ___ = ___	___ × ___ = ___
30 ÷ 6 = 5	___ ÷ ___ = ___	___ ÷ ___ = ___

WEEK 1 • DAG 3

Deel (groepeer)

3 Hoeveel groepe is daar?

How many groups?

2

12 ÷ 4 = 3

3 groepe van 4.

3 groups of 4.

5

____ ÷ ____ = ____

____ 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

____ ÷ ____ = ____

____ groepe van 7.

____ groups of 7.

8

____ ÷ ____ = ____

____ groepe van 8.

____ groups of 8.

4 Voltooi die getalsinne.

Complete the number sentences.

5 x 7 = 35	35 ÷ 7 = 5
2 x ____ = 22	____ ÷ ____ = ____
____ x 9 = 63	____ ÷ ____ = ____
12 x ____ = 60	____ ÷ ____ = ____
____ x 4 = 16	____ ÷ ____ = ____
10 x ____ = 70	____ ÷ ____ = ____

Division (sharing and grouping)

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

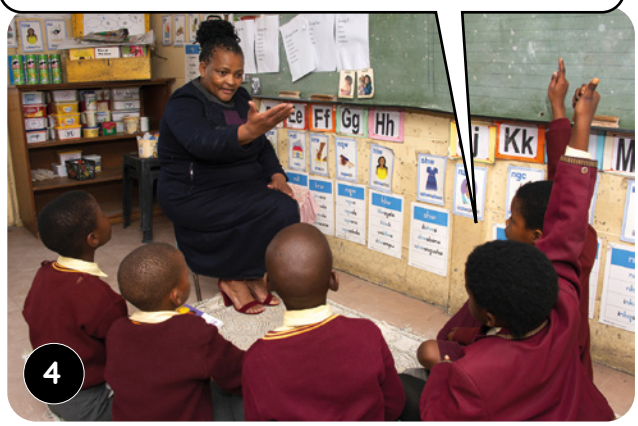
Daar is 45 balle wat gelykop in 5 sakke verpak moet word. Hoeveel balle moet daar in elke sak kom?
There are 45 balls that need to be packed equally into 5 bags. How many balls must go in each bag?

Wat moet julle doen om hierdie probleem op te los?
What do you need to do to solve this problem?

Ons moet die balle gelykop onder die 5 sakke verdeel. Daar kom 9 balle in elke sak.
We must share the balls equally between the 5 bags. 9 balls in each bag.

Daar is 27 blomme wat in blompotte ingesit moet word. Daar pas 3 blomme in elk blompot. Hoeveel blompotte het ons nodig?
There are 27 flowers that need to be put into vases. 3 flowers go in each vase. How many vases will you need?

Ons moet die blomme groepeer. Ons weet dat daar 3 blomme in elke blompot moet kom. Ons het 9 blompotte nodig.
We must group the flowers – we know 3 flowers must go in each group. We will need 9 vases.



Herhaal die stappe met ander groeperings- en verdelingswoordprobleme. Gee die leerders geleenthede om te gesels oor hoe hulle die probleme oplos. Moedig hulle aan om dit wat hulle van veelvoude en maaltafels weet, in te span om hulle te help om die probleme vinniger en meer doeltreffend op te los.

Repeat the steps with other grouping and sharing word problems. Allow the learners opportunities to talk about how they solve the problems. Encourage learners to use what they know about multiples and multiplication tables to help them solve the problems more quickly and efficiently.

WEEK 1 • DAG 4

Deel (verdeel en groepeer)

WEEK • WEEK 1

DAG 4 • DAY 4

Deel (verdeel en groepeer)

Division (sharing and grouping)

HOOFREKENE MENTAL MATHS | MAAK 20 MET KOLKAARTE MAKE 20 USING DOT CARDS → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

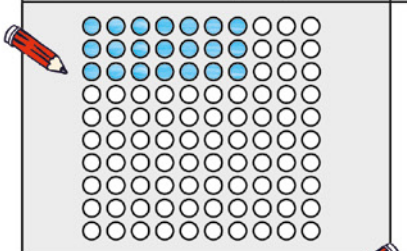
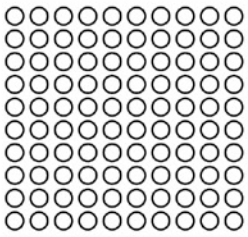
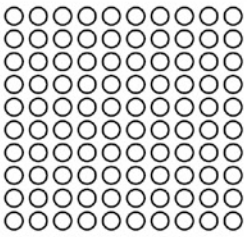
1 Verdeel die balle gelykop.

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.
		
7 × 3 = 21	____ × ____ = ____	____ × ____ = ____
21 ÷ 3 = 7	____ ÷ ____ = ____	____ ÷ ____ = ____

3

Verdeel 18  gelykop onder 2  .

Share 18  equally between 2  .

____ ÷ ____ = ____

____ 

Verdeel 20  onder 4  .

Share 20  equally between 4  .

____ ÷ ____ = ____

____ 

Division (sharing and grouping)

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

$24 \div 3 = \square$	$\square \times 3 = 24$	$\square = 8$
$45 \div 5 = \square$	$\square \times \_\_\_\_ = \_\_\_\_$	$\square =$
$28 \div 4 = \square$	$\square \times \_\_\_\_ = \_\_\_\_$	$\square =$
$48 \div 6 = \square$	$\square \times \_\_\_\_ = \_\_\_\_$	$\square =$
$32 \div 8 = \square$	$\square \times \_\_\_\_ = \_\_\_\_$	$\square =$

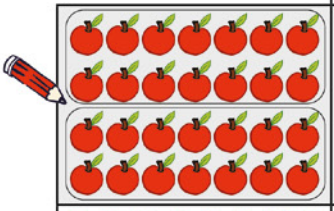
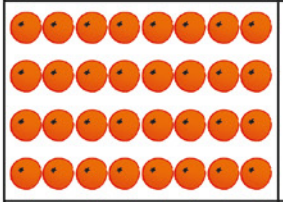
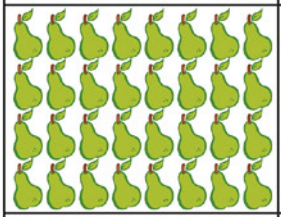
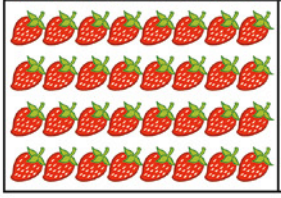
WEEK • WEEK 1

DAG 5 • DAY 5

Vaslegging
Consolidation

WERKKAART WORKSHEET → WERKKAART WORKSHEET

1

	verdeel gelykop onder share equally between	groepe van groups of	
	2 	14 2	28 ÷ 2 = 14
	4 	7 ___	___ ÷ ___ = ___
	7 	4 ___	___ ÷ ___ = ___
	14 	2 ___	___ ÷ ___ = ___

Kom ons praat Wiskunde!
Let's talk Maths!

In Afrikaans sê ons:	In English we say:
Verdeel onder 3 maats.	Share between 3 friends.
groepe van 4	groups of 4
5 groepe van 10	5 groups of 10
maaltafels	multiplication tables
getalsinne	number sentences
deling	division

10

Consolidation

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 ?

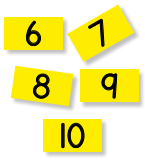
Teken. Draw.	
vermenigvuldigingsgetalsin multiplication number sentence	delingsgetalsin division number sentence
Antwoord. Answer.	

3

55 ÷ 5 = ☐	☐ × 5 = 55	☐ = 11
27 ÷ 3 = ☐	☐ × ____ = ____	☐ =
36 ÷ 6 = ☐	☐ × ____ = ____	☐ =
72 ÷ 9 = ☐	☐ × ____ = ____	☐ =
42 ÷ 7 = ☐	☐ × ____ = ____	☐ =

Deling

	Hulpbronne
Hoofrekene: Tel veelvoude van 10 op en trek dit af	geen
Speletjie: *Vinnige wiskunde met dobbelstene en kaarte – vermenigvuldig!*	*dobbelstene*, leerders se *getalkaarte*

Dag	Lesaktiwiteit	Leshulpbronne
1	Oefen deling	LAB
2	Oefen deling	LAB
3	Deel met 0	LAB
4	Delingstories	LAB
5	Assessering en vaslegging vir leer	LAB

Ná hierdie week behoort die leerder in staat te wees om:	✓
in te sien dat vermenigvuldiging en deling inverse bewerkings is.	
verwante vermenigvuldigings- en delingsgetalsinne te identifiseer.	
0 met begrip te deel.	
belangrike inligting in delingstories te identifiseer.	

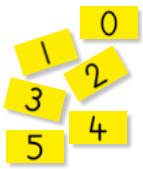
Assessering

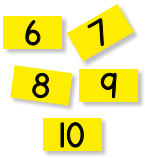
Skriftelike assessering: Optellings- en aftrekkingsprobleme en -getalsinne

Teken ’n punt uit 12 op die kwartaalpuntestaat aan.

Division

	Resources
Mental Maths: Add and subtract multiples of 10	none
Game: *Fast maths with dice and cards – multiply!*	*dice,* learner *number cards*





Day	Lesson activity	Lesson resources
1	Practising division	LAB
2	Practising division	LAB
3	Division of 0	LAB
4	Division stories	LAB
5	Assessment and consolidation for learning	LAB

After this week the learner should be able to:	✓
recognise that multiplication and division are inverse operations.	
identify related multiplication and division number sentences.	
divide 0 with understanding.	
identify important information in division stories.	

Assessment

Written assessment: Addition and subtraction problems and number sentences

Record a mark out of 12 in the term mark sheet.

Deling

Hoofrekenevideo

Ons oefen hierdie week om veelvoude van tien tot by 100 op te tel en af te trek. Skryf verskillende 2-syfergetalle op die bord neer en roep 'n instruksie uit om 'n sekere getal van 10'e by te tel of af te trek. Maak dit meer interaktief deur pare leerders te vra om die 2-syfergetalle en die getalle wat daarby getel of daarvan afgetrek moet word, uit te roep. Moedig die leerders aan om probleme vinnig en doeltreffend op te los deur hul aangeleerde getalfeite te onthou.

Speletjiesvideo

Ons speel hierdie week *Vinnige wiskunde met dobbelstene en kaarte – vermenigvuldig!* Hierdie speletjie bevorder die vlot gebruik van vermenigvuldigingsfeite. Om hierdie speletjie te kan speel, het die leerders hul 0–20-getalkaarte en een dobbelsteen nodig. Hulle kan met eensyfergetalkaarte begin speel. Die leerders wat van 'n uitdaging hou, kan al die kaarte gebruik.

Video oor konseptuele ontwikkeling

Ons oefen hierdie week om delingsprobleme op te los deur die verwante vermenigvuldigingsgetalsinne te identifiseer. Ons skryf die twee vermenigvuldigings- en twee delingsgetalsinne vir elke probleem uit. Ons kyk ook na deling met nul en wat nodig is om uit te werk wat ons in delingstories moet doen. Ons konsentreer hierdie week daarop om:

- in te sien dat vermenigvuldiging en deling inverse bewerkings is.
- verwante vermenigvuldigings- en delingsgetalsinne te identifiseer.
- nul met begrip te deel.
- belangrike inligting in delingstories te identifiseer.

Waarna jy hierdie week moet oplet

- Die leerders moet prakties betrek word by die ondersoek na wat gebeur as hulle probeer om 'n nulhoeveelheid te deel. Hulle gaan ontdek dat die antwoord 0 is. (As ek niks het om te verdeel nie, kan ek niks uitdeel nie.)
- Dit is noodsaaklik dat die leerders moet verstaan dat 'n getal wat *deur* nul gedeel word (5 ÷ 0), ongedefinieer sal wees (dit wil sê nie moontlik is nie). Dit kan in besprekings opduik, en die leerders moet kan insien dat hulle byvoorbeeld lekkers nie onder nul maats kan verdeel nie.
- Moedig gesprekke tussen die leerders aan sodat hulle hul wiskundetaal kan uitbou. Maak seker dat hulle die korrekte woordeskat gebruik: **rangskikking**, **rye**, **kolomme**, **bereken**, **vermenigvuldig**, **vermenigvuldiging**, **maal**, **verdeel**, **verdeling**, **deel**, **groepe**, **groepering**.

Division

Mental Maths video

This week we practise adding and subtracting multiples of ten up to 100. Write different 2-digit numbers on the board and call out an instruction to add or subtract a certain number of 10s. Make this more interactive by asking pairs of learners to call out the 2-digit numbers and the numbers to add/subtract. Encourage learners to solve problems quickly and efficiently by remembering their learnt number facts.

Game video

This week we play *Fast maths with dice and cards – multiply*! This game promotes fluency of multiplication facts. To play this game, learners need their 0-20 number cards and one dice. Learners can start playing with one-digit number cards. Learners who need a challenge can use all the cards.

Conceptual development video

This week we practise solving division problems by identifying the related multiplication number sentences. We write out the two multiplication and two division number sentences for each problem. We also look at dividing from zero and being able to work out what we need to do in division stories. This week we focus on:

- recognising that multiplication and division are inverse operations.
- identifying related multiplication and division number sentences.
- dividing from zero with understanding.
- identifying important information in division stories.

What to look out for this week

- Learners need to be practically involved in investigating what happens when they try to divide a zero quantity. They will discover that the answer is 0. (If I have nothing to share, I share nothing.)
- It is necessary to understand that a number divided *by* zero (5 ÷ 0) would be undefined (that is, it cannot be done). This may arise in discussion and learners need to see that they cannot share sweets between zero friends.
- Encourage conversation between learners so they develop their mathematical language. Ensure that they are using the correct vocabulary: **array**, **rows**, **columns**, **calculate**, **multiply**, **multiplication**, **times**, **share**, **sharing**, **divide**, **groups**, **grouping**

WEEK 2 • DAG 1

Oefen deling

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

HOOFREKENE | MENTAL MATHS

Die leerders oefen om veelvoude van tien by 'n gegewe getal te tel of daarvan af te trek.
Learners practise adding and subtracting multiples of ten to/from a given number.
Onthou om elke dag die datum na te gaan en die register af te merk.
Remember to check the date and mark the register every day.

Practising division

Verrykingsaktiwiteite • Enrichment activities

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 = _____ + _____ + _____

Oefen deling

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Daar moet 60 eiers in eierdosies verpak word. Elke eierdosie kan 6 eiers hou. Hoeveel eierdosies het julle nodig?

60 eggs need to be packed into egg boxes. Each egg box holds 6 eggs. How many egg boxes do you need?

Om die probleem op te los, moet ons 60 in groepe van 6 verdeel.

To solve the problem we need to divide 60 into groups of 6.

Wat weet julle van vermenigvuldiging en deling wat julle kan help om hierdie probleem vinnig op te los?

What do you know about multiplication and division that will help you solve this problem quickly?

Ek weet dat ek my maaltafels kan gebruik om delingsprobleme op te los.

I know that I can use my multiplication tables to solve division problems.

Dis reg! Hoe kan jy dus hierdie probleem oplos?

That's right! So how can you solve this problem?

Ek weet dat 6 x 10 = 60, wat beteken dat 60 ÷ 6 = 10. Ek gaan 10 eierdosies nodig kry.

I know that 6 x 10 = 60 which means 60 ÷ 6 = 10. I'll need 10 boxes.

Herhaal die stappe met ander groeperings- en verdelingswoordprobleme. Moedig die leerders aan om vermenigvuldiging en deling as inverse bewerkings te sien en om hul maaltafels te gebruik om hulle te help om delingsprobleme vinnig en doeltreffend op te los.

Repeat the steps with other grouping and sharing word problems. Encourage learners to think about multiplication and division as inverse operations and to use their multiplication tables to help them solve division problems quickly and efficiently.

Practising division

WEEK • WEEK 2

DAG 1 • DAY 1

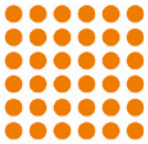
Oefen deling
Practising division

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!

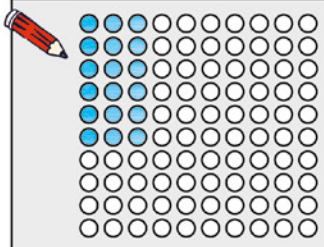
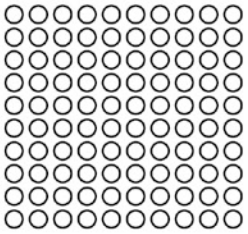
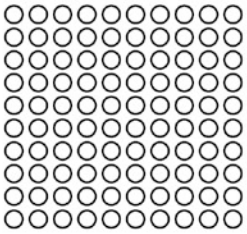
1 Voltooi die tabel. Skryf die getalsinne.
Complete the table. Write the number sentences.

	rye rows	kolomme columns	vermenigvuldig multiplication	deel division
	5	4	5 × 4 = 20	20 ÷ 5 = 4
				
				
				
				

Oefen deling

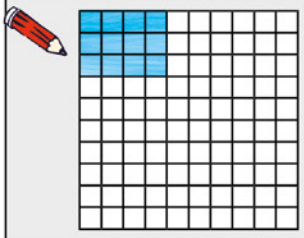
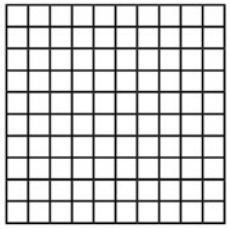
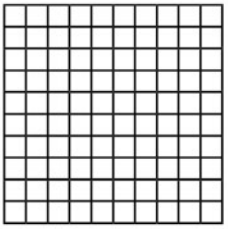
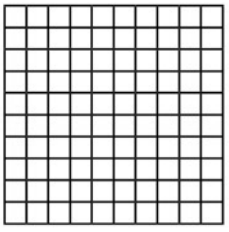
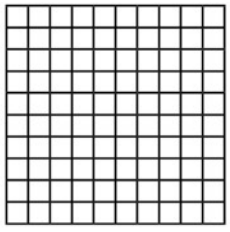
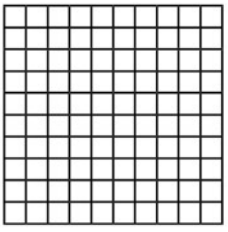
2 Kleur rye en kolomme in elke rangskikking in. Skryf die getalsinne.

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 × 3 = 18	___ × ___ = ___	___ × ___ = ___
18 ÷ 6 = 3	___ ÷ ___ = ___	___ ÷ ___ = ___

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

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

3 × 4 = 12	4 × 8 = ___	5 × 6 = ___
		
12 ÷ 3 = 4	___ ÷ ___ = ___	___ ÷ ___ = ___
7 × 9 = ___	10 × 6 = ___	8 × 2 = ___
		
___ ÷ ___ = ___	___ ÷ ___ = ___	___ ÷ ___ = ___

Practicing division

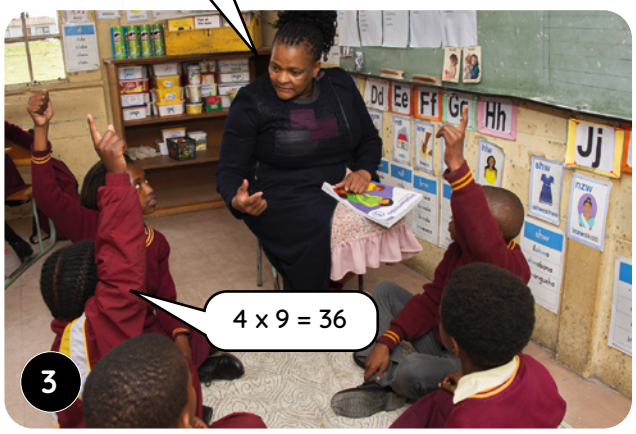
HOOFREKENE
MENTAL MATHS
TREK VEELVOUDE VAN 10 AF EN TEL DIT OP
ADD AND SUBTRACT MULTIPLES OF 10
→ SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

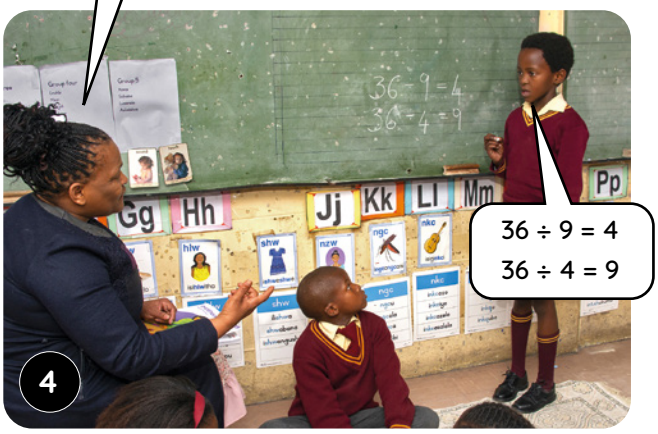
36 albasters moet gelykop onder 9 maats verdeel word. Hoeveel albasters gaan elke maat kry?
36 marbles must be shared equally between 9 friends. How many marbles will each friend get?

Ek weet dat 9 x 4 = 6, dus kry elke maat 4 albasters.
I know that 9 x 4 = 36 so each friend will get 4 marbles.

Ja! Is daar 'n ander manier om 9 x 4 = 36 te skryf?
Yes! Is there another way to write 9 x 4 = 36?



Dis reg! Skryf die delingsgetalsinne wat ons kan gebruik om die probleem op te los.
That's right! Write the division number sentences that we can use to solve the problem.



Herhaal die stappe met ander groeperings- en verdelingswoordprobleme. Gee die leerders geleenthede om te gesels oor hoe hulle die probleme oplos. Moedig hulle aan om vermenigvuldiging en deling as inverse bewerkings te sien en die vier getalsinne, wat met elke probleem geassosieer word, te identifiseer.

Repeat the steps with other grouping and sharing word problems. Allow the learners opportunities to talk about how they solve the problems. Encourage them to think about multiplication and division as inverse operations and to identify the four number sentences associated with each problem.

Oefen deling

WEEK 2 • WEEK

DAG 2 • DAY 2

Oefen deling
Practising division

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

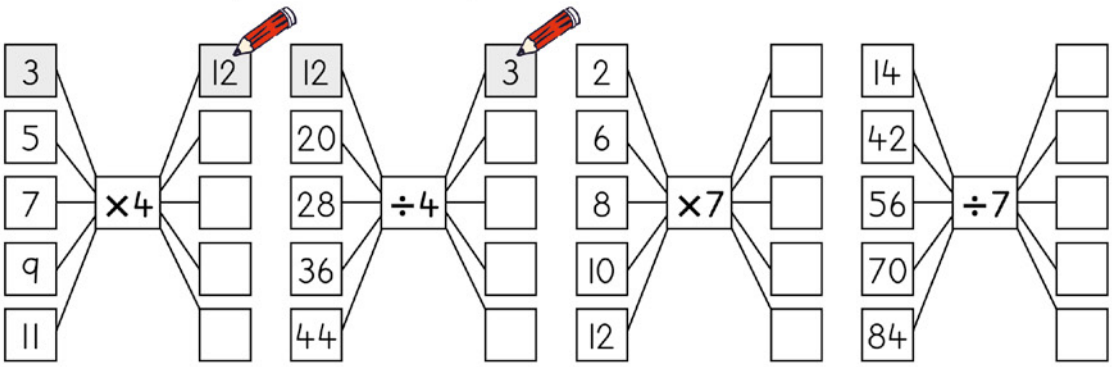
1 Verdeel 35 blomme gelykop onder 7 maats.
Share 35 flowers equally between 7 friends.

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.

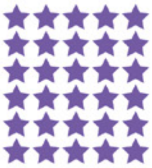
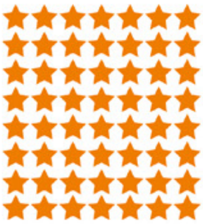
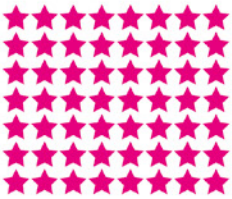
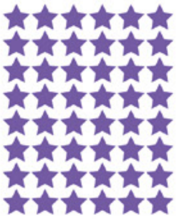
2 Los die vermenigvuldigings- en delingsprobleme op.
Solve the multiplication and division problems.



Practicing division

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

Use the array to write multiplication and division number sentences.

	5 × 3 = 15 15 ÷ 5 = 3		3 × 5 = 15 15 ÷ 3 = 5
	___ × ___ = ___ ___ ÷ ___ = ___		___ × ___ = ___ ___ ÷ ___ = ___
	___ × ___ = ___ ___ ÷ ___ = ___		___ × ___ = ___ ___ ÷ ___ = ___
	___ × ___ = ___ ___ ÷ ___ = ___		___ × ___ = ___ ___ ÷ ___ = ___
	___ × ___ = ___ ___ ÷ ___ = ___		___ × ___ = ___ ___ ÷ ___ = ___
	___ × ___ = ___ ___ ÷ ___ = ___		___ × ___ = ___ ___ ÷ ___ = ___
	___ × ___ = ___ ___ ÷ ___ = ___		___ × ___ = ___ ___ ÷ ___ = ___

WEEK 2 • DAG 3

Deel met 0

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

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

4 leerders verdeel gekleurde papier gelykop onder hulle. As daar 0 velle blou papier is, hoeveel velle papier sal elke leerder kry?
4 learners share coloured paper equally between them. If there are 0 pieces of blue paper, how many pieces will each learner get?

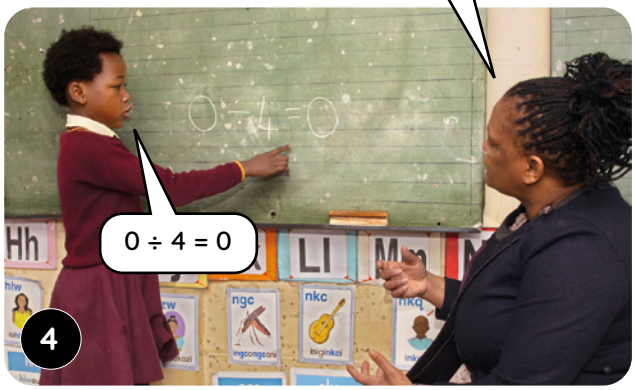
Wat moet julle doen om hierdie probleem op te los?
What do you need to do to solve this problem?

Ons moet 0 onder 4 maats verdeel.
We need to share 0 between 4 friends.

Kan julle 0 velle papier verdeel?
Can you share 0 pieces of paper?

Nee, want daar is geen papier om te verdeel nie.
No, because there is no paper to share.

Dis reg! Watter delingsgetalsin kan julle dus vir hierdie probleem gebruik?
That's right! So, what division number sentence can you use for this problem?



Gee veelvuldige geleenthede om deling met 0 te oefen. As die leerders die delingsgetalsin 4 ÷ 0 = voorstel, moet jy hierdie geleentheid gebruik om te verduidelik dat dit nie gedoen kan word nie. As jy byvoorbeeld geen mense het waaronder jy iets kan verdeel nie, kan jy niks verdeel nie! Dit is onmoontlik.

Provide multiple opportunities to practise division of 0. If learners suggest the division number sentence 4 ÷ 0 = then use this opportunity to explain that this cannot be done. For example, if you have no people to share between, you cannot share! It is impossible.

Division of 0

WEEK • WEEK 2

DAG 3 • DAY 3

Deel met 0
Division of 0

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

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

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

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

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

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

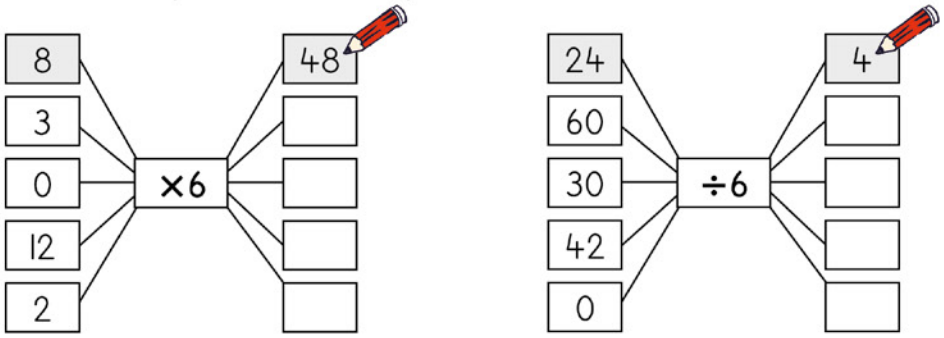
Verdeel die geel blomme onder die maats. Hoeveel blomme kry elke maat?

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

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

Deel met 0

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	×	q	=	45
q	×	5	=	45
45	÷	5	=	q
45	÷	q	=	5

21				
3		7		
	×		=	
	×		=	
	÷		=	
	÷		=	

32				
8		4		
	×		=	
	×		=	
	÷		=	
	÷		=	

70				
10		7		
	×		=	
	×		=	
	÷		=	
	÷		=	

33				
3		11		
	×		=	
	×		=	
	÷		=	
	÷		=	

48				
7		8		
	×		=	
	×		=	
	÷		=	
	÷		=	

Division stories

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

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Kom ons dink aan 'n storie waarin ons 21 lekkers gebruik!
Let's make a story using 21 sweets!

Daar is 21 lekkers en 3 maats. Verdeel die lekkers gelykop onder die maats.
There are 21 sweets and 3 friends. Share the sweets equally between the friends.

Hoe kan julle hierdie probleem oplos?
How can you solve this problem?

Ek kan my maaltafels gebruik om my te help om die probleem op te los.
I can use my multiplication tables to help me solve the problem.

3 x 7 = 21, dus kry elke maat 7 lekkers.
3 x 7 = 21 so each friend will get 7 sweets.

Ja! Skryf al die delings- en vermenigvuldigingsgetalsinne wat ons vir hierdie probleem kan gebruik.
Yes! Write all of the division and multiplication number sentences that we can use for this problem.

3 x 7 = 21
7 x 3 = 21
21 ÷ 3 = 7
21 ÷ 7 = 3

Gee die leerders geleenthede om hul eie delingstories uit te dink. Moedig hulle aan om die sleutelinligting in die stories te identifiseer sodat hulle die probleme kan oplos en om aan vermenigvuldiging te dink om uit te werk hoe om te deel.

Provide opportunities for learners to come up with their own division stories. Encourage them to identify the key information in the stories so that they can solve the problems and think about using multiplication to work out division.

Delingstories

WEEK • WEEK 2

DAG 4 • DAY 4

Delingstories
Division stories

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 x 9 = 63 dus is / so 63 ÷ 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?

____ x ____ = ____ dus is / so ____ ÷ ____ = ____

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?

____ x ____ = ____ dus is / so ____ ÷ ____ = ____

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?

____ x ____ = ____ dus is / so ____ ÷ ____ = ____

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.

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Division stories

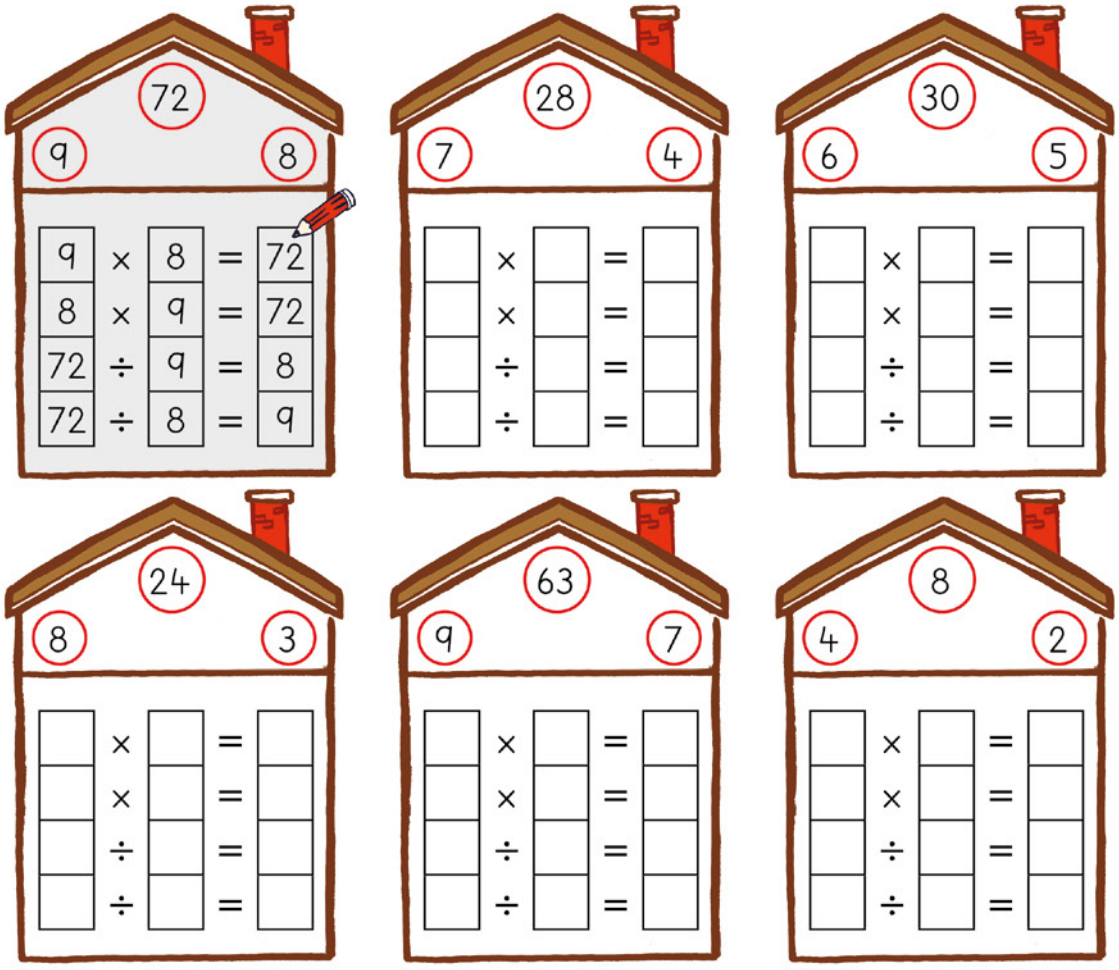
2 Los die delingsprobleme op.

Solve the division problems.

30 ÷ 5 = 6	36 ÷ 9 = ____	49 ÷ 7 = ____
0 ÷ 3 = 0	56 ÷ 8 = ____	28 ÷ 4 = ____
48 ÷ 6 = ____	0 ÷ 9 = ____	9 ÷ 1 = ____
20 ÷ 2 = ____	27 ÷ 3 = ____	90 ÷ 10 = ____
15 ÷ 3 = ____	100 ÷ 10 = ____	40 ÷ 10 = ____

3 Skryf vermenigvuldigings- en delingsgetalsinne met die getalle.

Use the numbers to write multiplication and division number sentences.



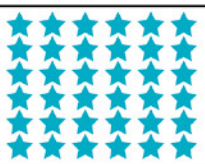
WEEK • WEEK 2

DAG 5 • DAY 5

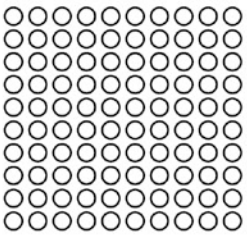
Assessering en vaslegging
Assessment and consolidation

ASSESSERING ASSESSMENT → WERKKAART WORKSHEET

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:	In English we say:
rangskikking	array
vermenigvuldiging	multiplication
deling	division
2 groepe van 4	2 groups of 4
verdeel onder maats	sharing between friends
groepering	grouping

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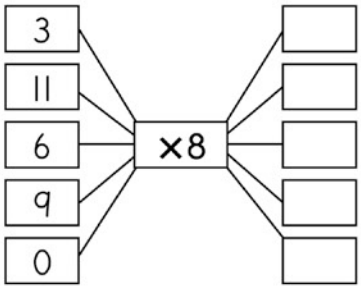
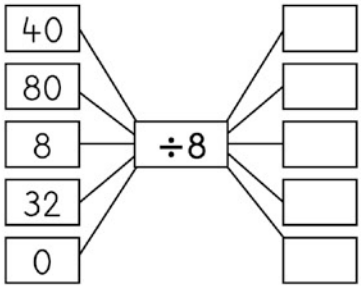
Assessment and consolidation

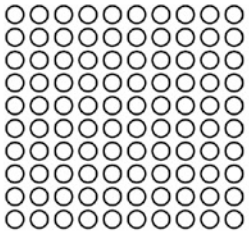
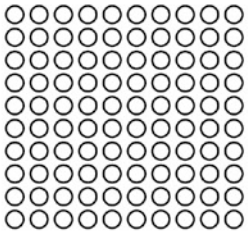
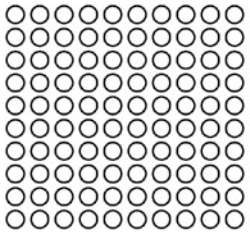
Vaslegging | Consolidation

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 9 columns	8 rye en 2 kolomme 6 rows and 7 columns	3 rye en 9 kolomme 8 rows and 2 columns
		
____ × ____ = ____	____ × ____ = ____	____ × ____ = ____
____ ÷ ____ = ____	____ ÷ ____ = ____	____ ÷ ____ = ____

3

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.

Posisie en rigting

	Hulpbronne
Hoofrekene: Wys my 'n getal	onderwyser- en leerder-*spreikaarte*
Speletjie: *Hoeveel 100'e is daar? Hoeveel 10'e? Hoeveel 1'e?*	leerder-*spreikaarte*

Dag	Lesaktiwiteit	Leshulpbronne
1	Draaie en rigting	LAB
2	Volg rigtingaanwysings	LAB
3	Aansigte	LAB, versameling alledaagse items
4	Kaarte	LAB
5	Assessering en vaslegging vir leer	LAB

Ná hierdie week behoort die leerder in staat te wees om:	✓
tussen regsomdraai en linksomdraai asook tussen halwe draaie en kwartdraaie te onderskei.	
die boaansig van voorwerpe te herken en vorms te identifiseer wat gebruik kan word om dit op 'n kaart voor te stel.	
rigtingaanwysings met behulp van bakens en in die taal van posisie te gee.	

Assessering

Skriftelike assessering: Optellings- en aftrekkingsprobleme en -getalsinne

Teken 'n punt uit 10 op die kwartaalpuntestaat aan.

Mondelinge en praktiese assessering

Neem die leerders waar om hul vermoë te assesseer om posisies te identifiseer en rigtingaanwysings te volg.	**Punt 6**		
Kontrolelys: korrek/verkeerd/byna korrek	✓	✗	●
In staat om die regsom- en linksomdraaie te identifiseer			
In staat om die verskil tussen 'n kwartdraai en 'n halwe draai te wys			
In staat om die boaansigte van gegewe vorms te identifiseer			
In staat om die posisies van vorms in verhouding tot mekaar – langs, agter, en so meer – te benoem			
In staat om rigtingaanwysings te volg wanneer instruksies gegee word – loop vorentoe/agtertoe			
In staat om rigtingaanwysings te volg wanneer instruksies gegee word – loop links om/regs om			

Teken 'n punt uit 6 op die kwartaalpuntestaat aan.

Position and direction

	Resources	
Mental Maths: Show me a number	teacher and learner *flard cards*	  
Game: How many 100s? How many 10s? How many 1s?	learner *flard cards*	

Day	Lesson activity	Lesson resources
1	Turns and direction	LAB
2	Following directions	LAB
3	Views	LAB, collection of everyday items
4	Maps	LAB
5	Assessment and consolidation for learning	LAB

After this week the learner should be able to:	✓
distinguish between clockwise and anti-clockwise turns, and between half and quarter turns.	
recognise the top view of objects and identify shapes that can be used to represent these on a map.	
give directions using language of position and landmarks.	

Assessment

Written assessment: Addition and subtraction problems and number sentences

Record a mark out of 10 in the term mark sheet.

Oral and practical assessment

Observe learners to assess their ability to identify positions and follow directions	**Mark 6**		
Checklist: correct/incorrect/almost	✓	✗	●
Able to identify the clockwise and anticlockwise turns			
Able to show the difference between a quarter turn and a half turn			
Able to identify the top view of given shapes			
Able to name positions of shapes in relation to each other – next to, behind and so on			
Able to follow directions when given instructions – going forwards/backwards			
Able to follow directions when given instructions – going left/right			

Record a mark out of 6 in the term mark sheet.

Posisie en rigting

Hoofrekenevideo

Ons konsentreer hierdie week daarop om 100'e, 10'e en 1'e in 3-syfergetalle te identifiseer. Wys die leerders 100'e, 10'e en 1'e met jou demonstrasie-*spreikaarte* en sê hulle om die getal uit te roep. As alternatief kan jy 'n getal uitroep en die leerders vra om dit met hul *spreikaarte* te wys. Jy kan met 2-syfergetalle of 3-syfergetalle werk.

Speletjiesvideo

In die speletjie, *Hoeveel 100'e is daar? Hoeveel 10'e? Hoeveel 1'e? met spreikaarte*, gebruik die leerders spreikaarte om 3-syfergetalle af te breek. Hulle wys en identifiseer die 100'e, 10'e en 1'e in elke getal en stel die getalle met die spreikaarte voor.

Video oor konseptuele ontwikkeling

Ons leer hierdie week van posisie en rigting. Ons gebruik die taal van posisie om die rigting van draaie te bepaal en pas ons kennis van halwes en kwarte toe om die draaie verder duidelik te maak. Ons leer ook om duidelike rigtingsaanwysings met behulp van 'n rooster en 'n kaart te gee. Ons konsentreer hierdie week daarop om:

- tussen regsomdraaie en linksomdraaie asook tussen halwe draaie en kwartdraaie te onderskei.
- die boaansig van voorwerpe te herken en vorms te identifiseer wat gebruik kan word om dit op 'n kaart voor te stel.
- rigtingaanwysings met behulp van bakens en in die taal van posisie te gee.

Waarna jy hierdie week moet oplet

- Dit is belangrik dat die leerders voorwerpe, vanuit verskillende hoeke gesien, moet kan herken. Dit kan moeilik wees om die aansig van bo af te verstaan, veral wanneer items deur eenvoudige vorms voorgestel word. Gee die leerders veelvuldige geleenthede om voorwerpe vanuit verskillende hoeke te bekyk sodat hulle hierdie begrip kan ontwikkel.
- Moedig gesprekke tussen die leerders aan sodat hulle hul wiskundetaal kan uitbou. Maak seker dat hulle die korrekte woordeskat gebruik: **regs om**, **links om**, **halwe**, **kwart**, **draai**, **boaansig**, **aansig van bo af**, **vorentoe**, **agtertoe**, **na links**, **na regs**, **langs**, **ondertoe**, **boontoe**, **baken**.

Position and direction

Mental Maths video

This week we focus on identifying 100s, 10s and 1s in 3-digit numbers. Show the learners 100s, 10s and 1s using your demo *flard cards* and tell them to call out the number. Alternatively, call out a number and ask learners to show it using their *flard cards*. You can work with 2-digit or 3-digit numbers.

Game video

In the game, *How many 100s, 10s and 1s with flard cards*, learners use *flard cards* to deconstruct 3-digit numbers. They show and identify the 100s, 10s and 1s in each number and represent the numbers using the flard cards.

Conceptual development video

This week we learn about position and direction. We use the language of position to establish the direction of turns and use our knowledge of halves and quarters to further clarify the turns. We also learn to give clear directions using a grid and a map. This week we focus on:

- distinguishing between clockwise and anti-clockwise turns, and between half and quarter turns.
- recognising the top view of objects and identifying shapes that can be used to represent these on a map.
- giving directions using landmarks and the language of position.

What to look out for this week

- It is important for learners to recognise objects as seen from different views. The bird's eye view can be tricky to understand, particularly when items are represented by simple shapes. Provide multiple opportunities for learners to see objects from different angles so that they can develop their understanding.
- Encourage conversation between learners so that they develop their mathematical language. Ensure that they are using the correct vocabulary: **clockwise**, **anti-clockwise**, **half**, **quarter**, **turn**, **top view**, **bird's eye view**, **forward**, **backward**, **left**, **right**, **next to**, **up**, **down**, **landmark**

Draaie en rigting

HOOFREKENE MENTAL MATHS | WYS MY 'N GETAL SHOW ME A NUMBER → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

HOOFREKENE | MENTAL MATHS

Maak getalle met *spreikaarte* en gesels oor 100's, 10's en 1's.

Use *flard cards* to make numbers and talk about 100s, 10s and 1s.

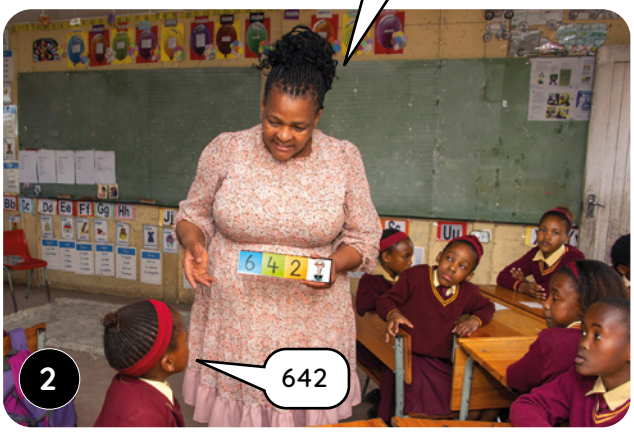
Onthou om elke dag die datum na te gaan en die register af te merk.

Remember to check the date and mark the register every day.

Hoeveel 100's, 10's en 1's kan julle sien?
How many 100s, 10s and 1s do you see?

6 honderde, 4 tiene en 2 ene.
6 hundreds, 4 tens and 2 ones.

Watter getal het ons met 6 honderde, 4 tiene en 2 ene gemaak?
What number have we made with 6 hundreds, 4 tens and 2 ones?



Maak die getal 357 met julle spreikaarte.
Use your flard cards to make the number 357.

Watter kaarte het julle gebruik om die getal 357 te maak?
What cards did you use to make the number 357?

Ek het 3 honderde, 5 tiene en 7 ene gebruik!
I used 3 hundreds, 5 tens and 7 ones!

Turns and direction

Verrykingsaktiwiteite • Enrichment activities

Dag 1 Day 1

Los met blokkies op.
Solve using blocks.

21 + 43 = _____

54 + 32 = _____

75 + 14 = _____

33 + 45 = _____

67 + 11 = _____

87 – 44 = _____

59 – 16 = _____

76 – 35 = _____

48 – 24 = _____

99 – 57 = _____

Dag 2 Day 2

Los met blokkies op.
Solve using blocks.

32 + 61 = _____

65 + 23 = _____

27 + 52 = _____

41 + 37 = _____

73 + 12 = _____

96 – 25 = _____

67 – 13 = _____

49 – 31 = _____

75 – 42 = _____

88 – 56 = _____

Dag 3 Day 3

Los met blokkies op.
Solve using blocks.

15 + 63 = _____

47 + 31 = _____

71 + 18 = _____

55 + 23 = _____

34 + 51 = _____

78 – 35 = _____

57 – 13 = _____

39 – 21 = _____

84 – 42 = _____

68 – 46 = _____

Dag 4 Day 4

Los met blokkies op.
Solve using blocks.

56 + 42 = _____

28 + 31 = _____

13 + 54 = _____

33 + 15 = _____

42 + 25 = _____

65 – 44 = _____

37 – 25 = _____

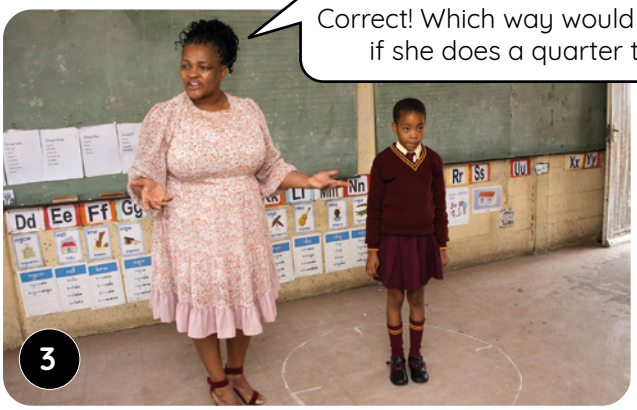
46 – 13 = _____

79 – 34 = _____

53 – 21 = _____

Draaie en rigting

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT



Bespreek dit dat ons bykomende inligting nodig het om te weet in watter rigting om te draai. Ons sê draai regs om as ons na regs draai en draai links om as ons na links draai.

Discuss that we need more information to know which way to turn. We say clockwise if we turn to the right, and anti-clockwise if we turn to the left.

Kry 'n maat en kyk na mekaar. Maak beurte om instruksies te gee om op die plek te draai. Gebruik woorde soos draai regs om of draai links om, of maak 'n halwe draai of 'n kwartdraai.

Find a partner and face each other. Take turns to give instructions about turning on the spot. Use the words clockwise, anticlockwise, half turn and quarter turn.

Gee die leerders tyd om halwe en kwartdraaie te oefen. Moedig hulle aan om die nuwe woordeskat te gebruik en te gesels oor dit waarmee hulle besig is. Regs om is die rigting waarin die wysers op 'n horlosie beweeg en links om is die teenoorgestelde rigting!

Allow time for the learners to practise half and quarter turns. Encourage them to use the new vocabulary and to talk about what they are doing. Clockwise is the direction the hands move on a clock, and anticlockwise is the opposite direction!

Turns and direction

WEEK 3 • WEEK

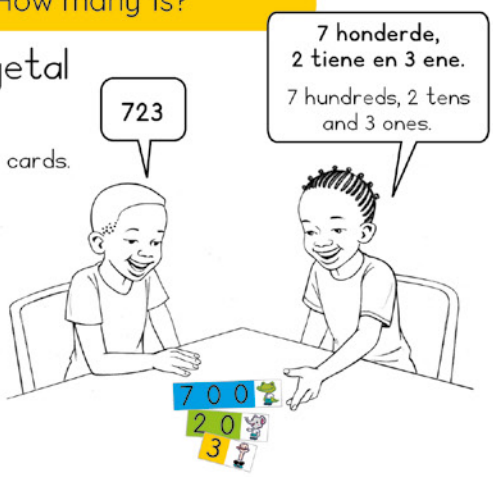
DAG 1 • DAY 1

Draaie en rigting
Turns and direction

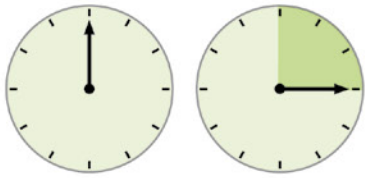
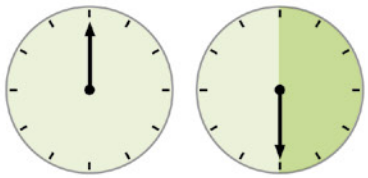
HOOFREKENE MENTAL MATHS | WYS MY 'N GETAL SHOW ME A NUMBER → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

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?



1 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 .

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Draaie en rigting

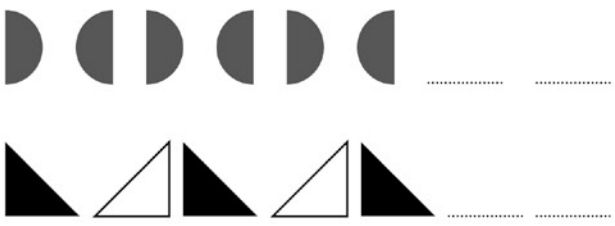
2 Verbind die kolletjies om te wys in watter rigting die kinders kyk.

Join the dots to show which way they will face.

	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.



Following directions

HOOFREKENE MENTAL MATHS | WYS MY 'N GETAL SHOW ME A NUMBER → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Kyk na die klas. Maak 'n kwartdraai regs om. Loop totdat jy by Mpho uitkom. Maak 'n kwartdraai links om. Loop na die agterkant van die klas. Waar kom jy tot stilstand?

Face the class. Turn a quarter turn clockwise. Walk until you get to Mpho. Turn a quarter turn anticlockwise. Walk to the back of the class. Where do you end up standing?

Die leerders werk in pare en gee mekaar aanwysings oor hoe om by verskillende plekke in die klaskamer uit te kom. Neem die klas buitentoe as julle meer ruimte nodig het. Moedig die leerders aan om oor bakens, rigting en draaie te dink om hulle te help om duidelike instruksies te gee.

Learners work in pairs, giving each other directions to get to different places in the classroom. Take the class outside if you need more space. Encourage learners to think about landmarks, direction and turns to help them provide clear instructions.

WEEK • WEEK 3

DAG 2 • DAY 2

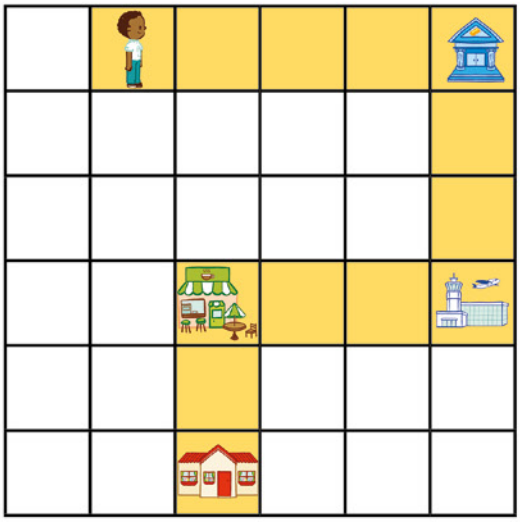
Volg rigtingaanwysings
Following directions

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.

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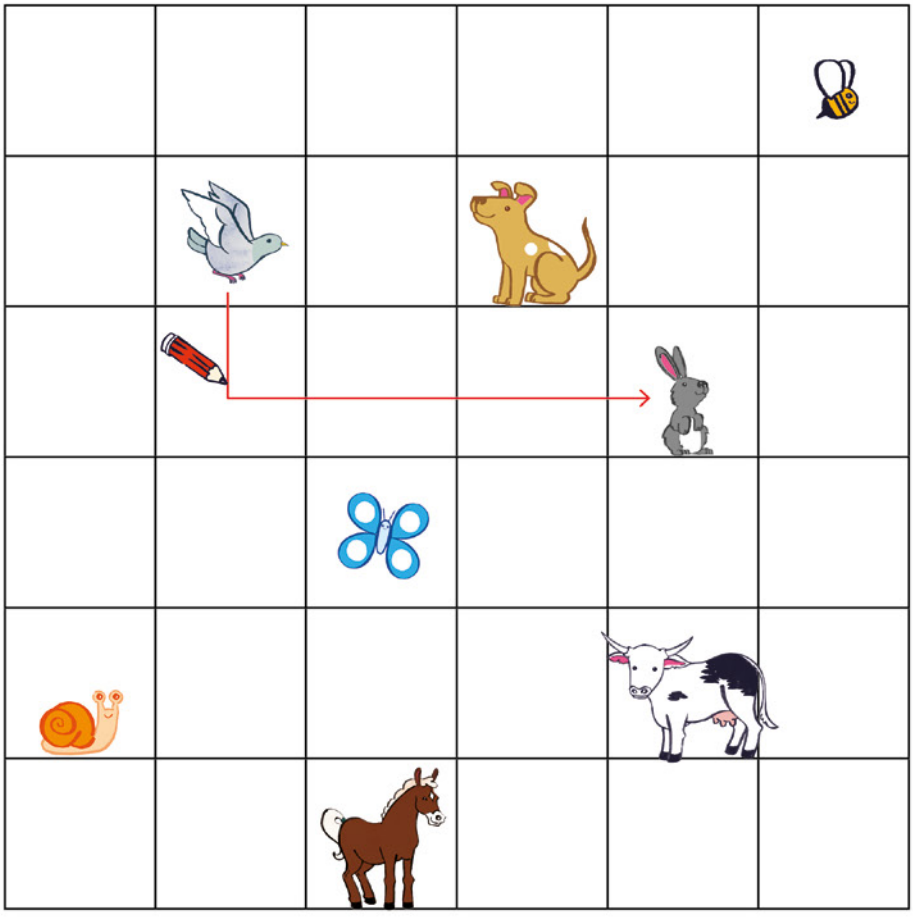
Following directions

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.



Aansigte

HOOFREKENE MENTAL MATHS | WYS MY 'N GETAL SHOW ME A NUMBER → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Wat sien jy op die skoolbank raak?
What do you see on the desk?

'n Snesieboks, 'n glas en 'n boek.
A tissue box, a glass and a book.

Bekyk die voorwerpe van bo af. Watter vorms kan jy sien?
Now look from above. What shapes do you see?

Ek sien 'n sirkel tussen twee reghoeke.
I see a circle between two rectangles.

'n Kaart word geteken wanneer 'n mens vanuit die lug ondertoe kyk. Ons gebruik vorms om verskillende dinge op die kaart te wys.

A map is drawn as if you are looking down from the sky. We use shapes to show different things on the map.

Kyk af ondertoe en kyk watter vorms julle van bo af kan raaksien.
Look down and see what shapes you can see from above.

Ek sien 'n sirkel as ek na die vullisdrom kyk.
I see a circle for the rubbish bin.

Ek sien 'n reghoek as ek na Juffrou se tafel kyk.
I see a rectangle for the teacher's desk.

Moedig die leerders aan om te identifiseer hoe voorwerpe lyk as dit van bo af beskou word en om die vorms, wat hulle kan gebruik om hierdie voorwerpe voor te stel, te bespreek.

Encourage learners to identify what objects would look like from the top, and to discuss the shapes they could use to represent these objects.

Views

WEEK • WEEK 3

DAG 3 • DAY 3

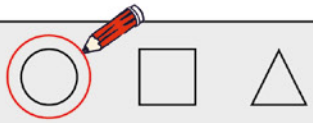
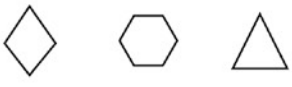
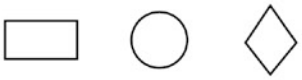
Aansigte
Views

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.

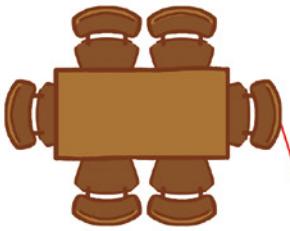
	linkersyaansig left side view	
	bo-aansig top view	
	linkersyaansig left side view	
	regtersyaansig right side view	
	bo-aansig top view	

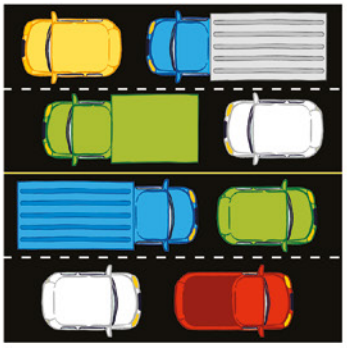
26

Aansigte

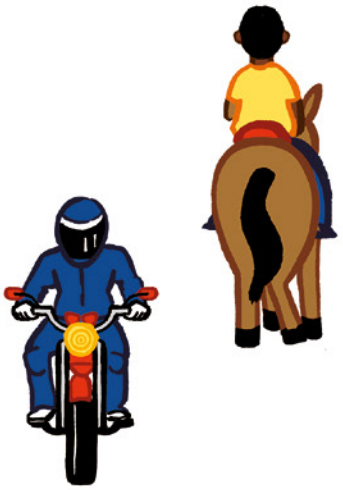
3 Trek 'n streep na die korrekte woord om die aansig te beskryf.

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

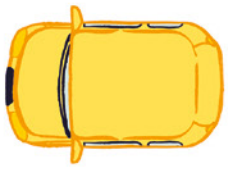




syaansig side view
vooraansig front view
agteraansig back view
boaansig top view



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



Views Week 3 • Day 3 27

Maps

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Wat kan julle alles op die kaart sien?
What can you see on the map?

Ek kan huise, bome, 'n winkel en 'n swembad sien.
I can see houses, trees, a shop and a swimming pool.

Kom ons begin hier en loop swembad toe. In watter rigting moet jy loop?
Let's start here and go to the swimming pool. Which way would you go?

Ek kom uit en maak 'n kwartdraai links om sodat ek met die pad kan opstap, en ek draai dan regs.
I would come out and turn anticlockwise a quarter turn to go up the road and then turn right.

En dan?
And then?

Aan die einde van die pad draai ek na links in die rigting van die woud. Die swembad is dan aan my regterkant.
At the end of the road, I would turn left towards the forest. The swimming pool would come up on my right-hand side.

Wys ander plekke op die kaart uit en laat die leerders in pare bespreek hoe hulle by elke plek kan uitkom. Moedig hulle aan om bakens in gedagte te hou asook die rigting waarin hulle moet draai of moet loop en om die woorde regs om, links om, na links en na regs te gebruik.

Point out other places on the map and get learners to discuss in pairs how they would get to each place. Encourage learners to think about landmarks and the direction they would need to turn or walk and to use the words clockwise, anti-clockwise, left and right.

Kaarte

WEEK • WEEK 3

DAG 4 • DAY 4

Kaarte
Maps

HOOFREKENE MENTAL MATHS | WYS MY 'N GETAL SHOW ME A NUMBER → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

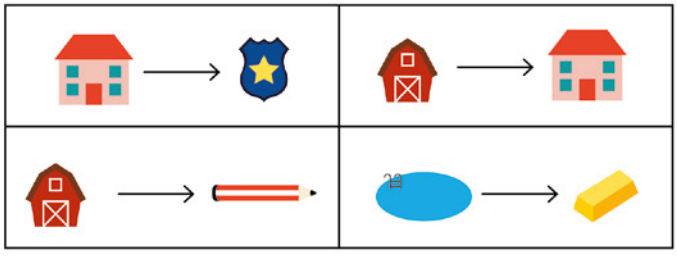
1 Gee 'n maat rigtingaanwysings. Maak beurte om te verduidelik.

Give directions to a friend. Take turns to explain.

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

Kyk na verskillende roetes wat jy kan volg!

Look for different ways to go!



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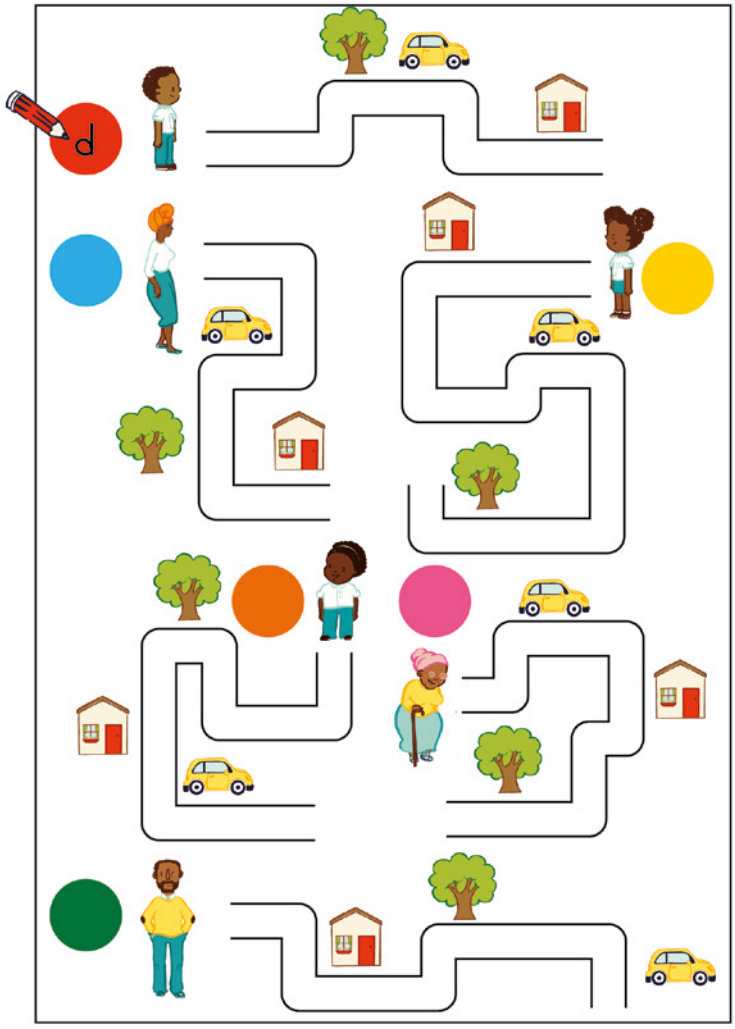
Maps

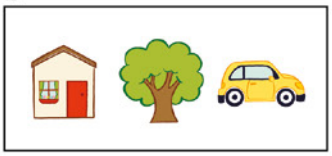
2 Pas die kaarte by die opeenvolgende bakens.

Match the maps to the landmarks.



a

b



c

d

e

f

WEEK 3 • WEEK

DAG 5 • DAY 5

Assessering en vaslegging
Assessment and consolidation

ASSESSERING ASSESSMENT → WERKKAART WORKSHEET

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

	vooraansig front view	boaansig top view
		
		
		
		
		

Kom ons praat Wiskunde!
Let's talk Maths!

In Afrikaans sê ons:	In English we say:
regs om	clockwise
links om	anti-clockwise
halwe draai	half turn
kwartdraai	quarter turn
links	left
regs	right

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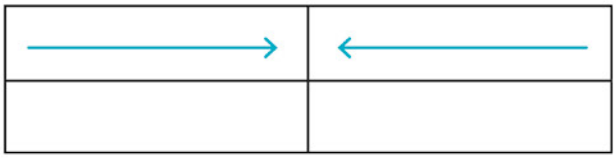
Assessment and consolidation

Vaslegging | Consolidation

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.

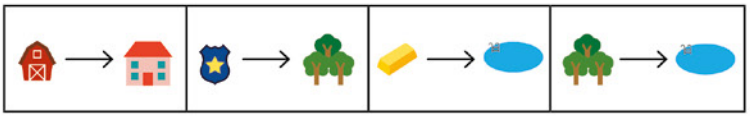
2 Gee 'n maat rigtingaanwysings. Maak beurte om dit te verduidelik.

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

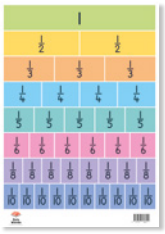
Kyk na verskillende roetes wat jy kan volg!

Look for different ways to go!



Deling en breuke

	Hulpbronne
Hoofrekene: Wys my 'n getal	onderwyser- en leerder-*basis tien-blokkies*
Speletjie: *Hoeveel 100'e is daar? Hoeveel 10'e? Hoeveel 1'e?*	*basis tien-blokkies*



Dag	Lesaktiwiteit	Leshulpbronne
1	Deel met veelvoude	LAB
2	Verdeling wat tot breuke lei	LAB, *breukemuur*
3	Breuke	LAB, *magnetiese breuke*, *breukstelle*
4	Breuke	LAB
5	Assessering en vaslegging vir leer	LAB

Ná hierdie week behoort die leerder in staat te wees om:	✓
delingsprobleme op te los deur die gepaste veelvoude te kry.	
die verwantskap tussen verdeling en breuke te identifiseer.	
'n begrip van breuke en die voorstellings daarvan te ontwikkel.	

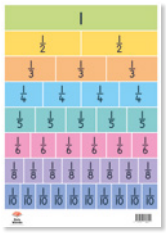
Assessering

Skriftelike assessering: Getalle, bewerkings en verwantskappe

Teken 'n punt uit 11 op die kwartaalpuntestaat aan.

Division and fractions

	Resources
Mental Maths: Show me a number	teacher and learner *base ten blocks*
Game: *How many 100s? How many 10s? How many 1s?*	*base ten blocks*



Day	Lesson activity	Lesson resources
1	Division using multiples	LAB
2	Sharing leading to fractions	LAB, *fraction wall*
3	Fractions	LAB, *magnetic fractions*, *fraction kits*
4	Fractions	LAB
5	Assessment and consolidation for learning	LAB

After this week the learner should be able to:	✓
solve division problems by finding the appropriate multiples.	
identify the relationship between sharing and fractions.	
develop an understanding of fractions and their representations.	

Assessment

Written assessment: Numbers, operations and relationships

Record a mark out of 11 in the term mark sheet.

Deling en breuke

Hoofrekenevideo

Ons konsentreer hierdie week daarop om 100'e, 10'e en 1'e in 3-syfergetalle te identifiseer. Wys die leerders 100'e, 10'e en 1'e met jou demonstrasie-*spreikaarte* en vra hulle om die getal uit te roep. Vra hulle daarna om jou getalle met hul *basis 10-blokkies* te wys. Julle kan met 2-syfergetalle of 3-syfergetalle werk.

Speletjiesvideo

Die leerders gebruik *basis tien-blokkies* in die speletjie, *Hoeveel 100'e is daar? Hoeveel 10'e? Hoeveel 1'e?* om 3-syfergetalle af te breek. Hulle wys en identifiseer die 100'e, 10'e en 1'e in elke getal en stel die getalle met hul *basis tien-blokkies* voor.

Video oor konseptuele ontwikkeling

Ons leer hierdie week meer van deling. Vra die leerders om aan vermenigvuldiging as die inverse (omgekeerde) van deling te dink en veelvoude te gebruik om uit te werk hoeveel maal 'n getal in 'n ander getal inpas. Ons gebruik woordprobleme om 'n konteks vir ons delingsprobleme te skep, wat die leerders help om die konsep van veelvoude te verstaan. Ons kyk ook na die verwantskap tussen deling en breuke en dink oor hoe geskrewe breuke met simbole voorgestel kan word. Ons konsentreer hierdie week daarop om:

- delingsprobleme op te los deur die gepaste veelvoude te kry.
- die verwantskap tussen verdeling en breuke te identifiseer.
- 'n begrip van breuke en die voorstellings daarvan te ontwikkel.

Waarna jy hierdie week moet oplet

- Dit is van kardinale belang dat die leerders moet verstaan wat dit beteken om 'n breuk simbolies voor te stel. Hulle moet 'n breuksimbool soos 'n $\frac{1}{2}$ as 'n getalsin kan lees deur aan te dui dat dit een deel van drie gelyke dele is. Daardeur word die grondslag gelê dat die leerders in staat is om breukprobleme te verstaan en op te los.
- Moedig gesprekke tussen die leerders aan sodat hulle hul wiskundetaal kan uitbou. Maak seker hulle gebruik die korrekte woordeskat: **verdeling**, **verdeel**, **deel**, **groepering**, **groep**, **vermenigvuldig**, **vermenigvuldiging**, **halwe**, **kwart**, **agste**, **derde**, **vyfde**, **breuk**, **lank**, **lengte**.

Division and fractions

Mental Maths video

This week we focus on identifying 100s, 10s and 1s in 3-digit numbers. Show the learners 100s, 10s and 1s using your demo *flard cards* and tell them to call out the number. After that, ask them to show you numbers using their *base 10 blocks*. You can work with 2-digit or 3-digit numbers.

Game video

In the game, *How many 100s, 10s and 1s with base ten blocks*, learners use *base ten blocks* to deconstruct 3-digit numbers. They show and identify the 100s, 10s and 1s in each number and represent the numbers using their *base ten blocks*.

Conceptual development video

This week we learn more about division. Ask learners to think about multiplication as the inverse of division and use multiples to work out how many times a number fits into another number. We use word problems to create a context for our division problems which helps learners understand the concept of multiples. We also look at the relationship between division and fractions, and think about fractions written using symbols. This week we focus on:

- solving division problems by finding the appropriate multiples.
- identifying the relationship between sharing and fractions.
- developing an understanding of fractions and their representations.

What to look out for this week

- It is essential that learners understand what the symbolic representation of a fraction means. They should be able to read a fraction symbol such as $\frac{1}{2}$ as a number sentence by saying one part of three equal parts. This lays the foundation for learners to be able to understand and solve fraction problems.
- Encourage conversation between learners so that they can develop their mathematical language. Ensure that they are using the correct vocabulary: **sharing**, **share**, **divide**, **grouping**, **group**, **multiply**, **multiplication**, **half**, **quarter**, **eighth**, **third**, **fifth**, **fraction**, **long**, **length**

Deel met veelvoude

HOOFREKENE MENTAL MATHS | WYS MY 'N GETAL SHOW ME A NUMBER → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

HOOFREKENE | MENTAL MATHS

Maak getalle met *basis 10-blokkies* en *spreikaarte* en gesels oor 100'e, 10'e en 1'e.

Use *base 10 blocks* and *flard cards* to make numbers and talk about 100s, 10s and 1s

Onthou om elke dag die datum na te gaan en die register af te merk.

Remember to check the date and mark the register every day.

Hoeveel 100'e, 10'e en 1'e kan jy sien?
How many 100s, 10s and 1s do you see?

1

5 honderde, 6 tiene en 4 ene.
5 hundreds, 6 tens and 4 ones.

Watter getal het ons met 5 honderde, 6 tiene en 4 ene gemaak?
What number have we made with 5 hundreds, 6 tens and 4 ones?

2

564

Maak die getal 179 met julle basis 10-blokkies.
Use your base 10 blocks to make the number 179.

3

Watter blokkies het julle gebruik om die getal 179 te maak?
What blocks did you use to make the number 179?

4

Ek het 1 honderd, 7 tiene en 9 ene gebruik!
I used 1 hundred, 7 tens and 9 ones!

Division using multiples

Verrykingsaktiwiteite • Enrichment activities

Dag 1 Day 1

Tel op.
Add.

35 + 40 = _____

30 + 57 = _____

26 + 60 = _____

10 + 49 = _____

78 + 20 = _____

40 + 50 = _____

17 + 31 = _____

60 + 20 = _____

55 + 10 = _____

30 + 60 = _____

Dag 2 Day 2

Tel op.
Add.

17 + 30 = _____

60 + 25 = _____

53 + 20 = _____

30 + 61 = _____

32 + 50 = _____

30 + 30 = _____

42 + 31 = _____

10 + 50 = _____

25 + 60 = _____

20 + 40 = _____

Dag 3 Day 3

Tel op.
Add.

78 + 10 = _____

20 + 17 = _____

43 + 40 = _____

60 + 31 = _____

54 + 20 = _____

60 + 30 = _____

48 + 21 = _____

20 + 70 = _____

65 + 10 = _____

20 + 20 = _____

Dag 4 Day 4

Tel op.
Add.

33 + 50 = _____

50 + 14 = _____

62 + 20 = _____

40 + 11 = _____

37 + 20 = _____

10 + 50 = _____

64 + 13 = _____

40 + 10 = _____

35 + 30 = _____

70 + 10 = _____

Deel met veelvoude

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Noma het 20 boeke. Nosisi het 4 boeke. Hoeveel keer meer boeke het Noma as Nosisi?

Noma has 20 books. Nosisi has 4 books. How many times more books does Noma have than Nosisi?

Ek kan dit so teken.

I can draw it like this.

Verduidelik dat, om uit te vind hoeveel keer meer boeke Noma het, ons moet uitvind hoeveel groepe van 4 boeke daar in 'n versameling van 20 boeke is.

Explain that to find out how many times more books Noma has, we need to find out how many groups of 4 books there are in a collection of 20 books.

Maak groepe van 4.

Make groups of 4.

Nosisi het een groep van 4 en Noma het 5 groepe van 4.

Nosisi has one group of 4 and Noma has 5 groups of 4.

Noma het 5 keer meer boeke as Nosisi omdat 4 x 5 = 20 is.

Noma has 5 times more books than Nosisi because 4 x 5 = 20.

Ek kan dit ook met deling uitwerk.

20 ÷ 4 = 5

I can also work it out by dividing.

Herhaal die stappe met ander woordprobleme en moedig die leerders aan om na te dink oor hoe hulle veelvoude gebruik om by die antwoord uit te kom.

Repeat the steps with other word problems, encouraging learners to think about how they are using multiples to find the answer.

Division using multiples

WEEK • WEEK 4

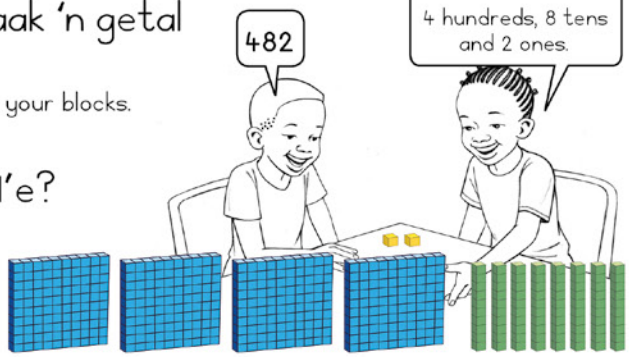
DAG 1 • DAY 1

Deel met veelvoude
Division using multiples

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.
Draw.

delingsgetalsin division number sentence	36 ÷ 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?

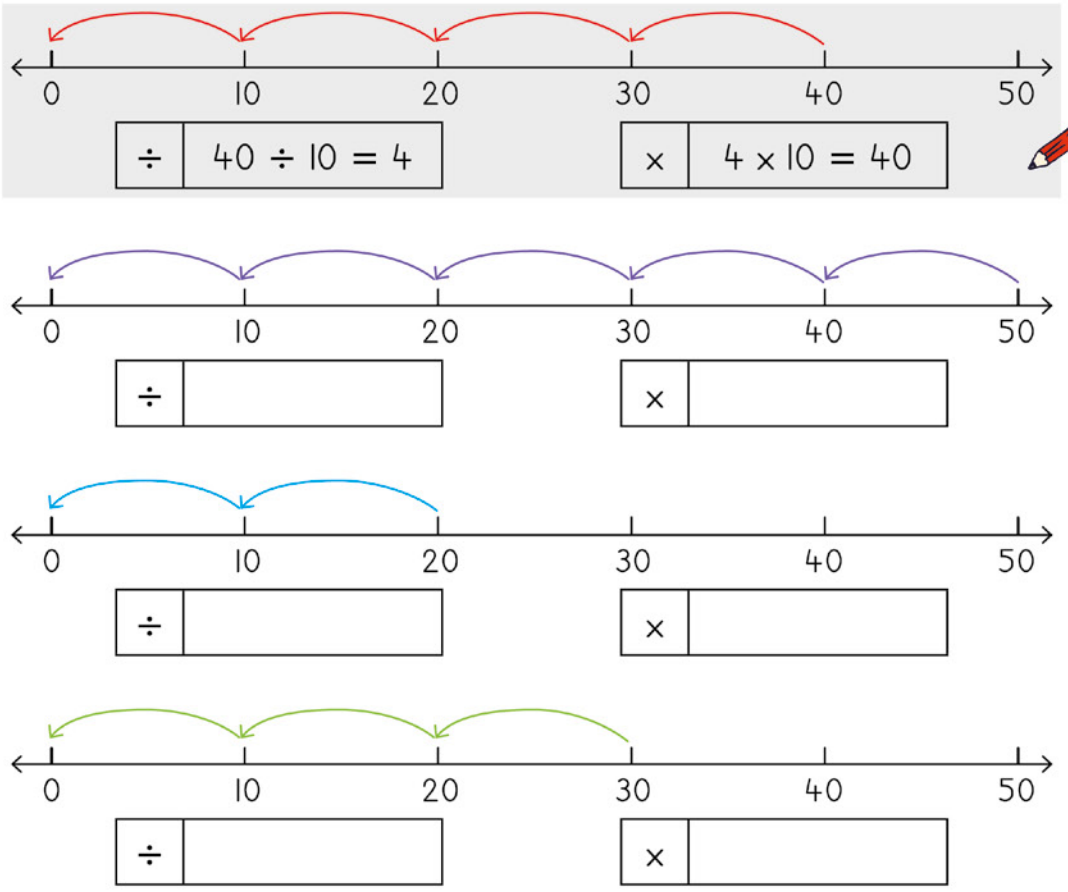
Teken.
Draw.

delingsgetalsin division number sentence		Antwoord. Answer.	

Deel met veelvoude

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.

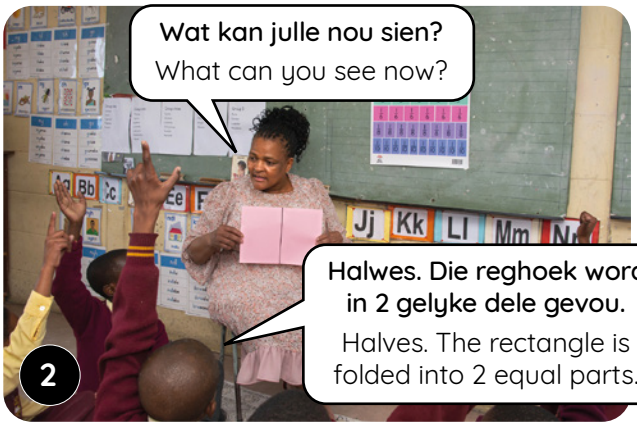
Divide the apples equally among the friends.

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.

Sharing leading to fractions

HOOFREKENE MENTAL MATHS | WYS MY 'N GETAL SHOW ME A NUMBER → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT



Dis reg! Ek het een reghoek in 2 gelyke dele gedeel. Hier is halwes op die breukemuur.
That's right! I have divided one rectangle into 2 equal parts. Here are halves on the fraction wall.

Moedig die leerders aan om oor breuke te gesels en in te sien dat die dele almal presies dieselfde is. Vou die reghoek weer in die helfte om die leerders 'n voorbeeld van agstes te wys. Verwys hulle na die breukemuur om hulle die verwantskap tussen die verskillende breuke te wys. Moedig hulle aan om die taal van breuke te gebruik en om te bespreek wat die breuksimbole beteken.

Encourage the learners to talk about fractions, recognising that the parts are all exactly the same. Fold the rectangle in half again to show the learners an example of eighths. Refer to the fraction wall to show them the relationship between the different fractions. Encourage them to use the language of fractions and to discuss what the fraction symbols mean.

Verdeling lei tot breuke

WEEK 4 • WEEK

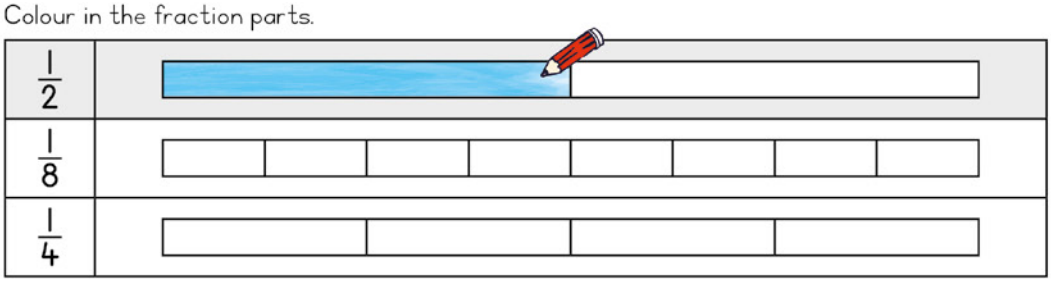
DAG 2 • DAY 2

Verdeling wat tot breuke lei
Sharing leading to fractions

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.

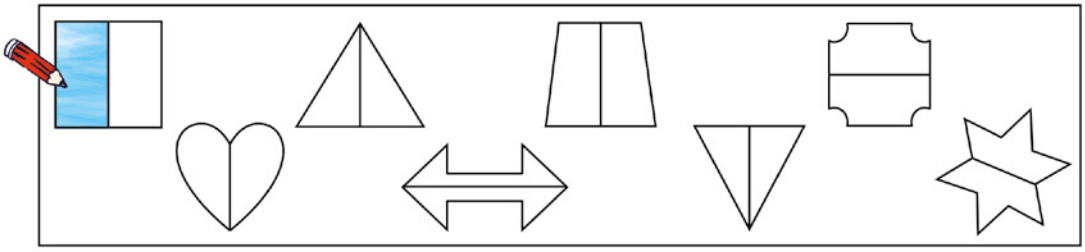


2 Watter breuk is ingekleur?

What fraction is shaded in?

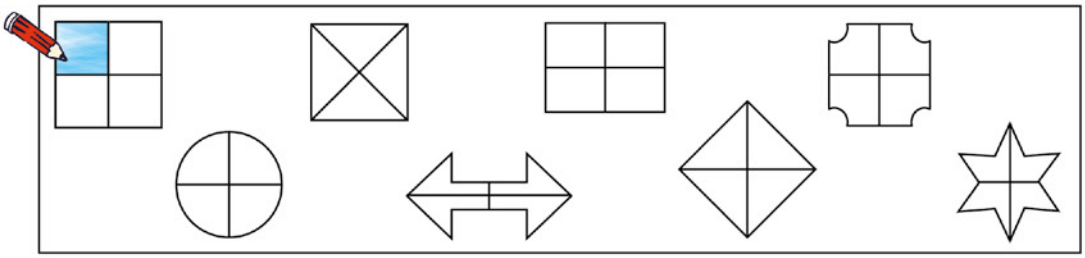
3 Kleur een halwe van die vorms in.

Colour in one half of the shapes.



4 Kleur een kwart van elke vorm in.

Colour in one quarter of each shape.

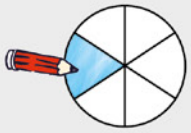
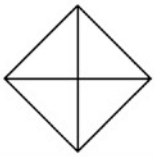
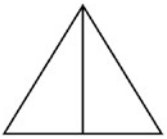
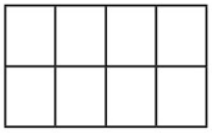
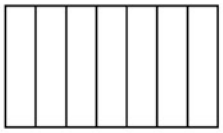
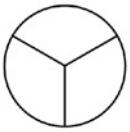
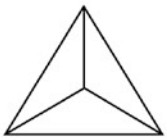
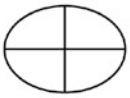
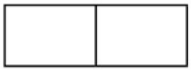
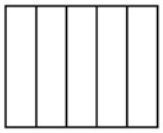
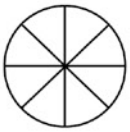


34

Sharing leading to fractions

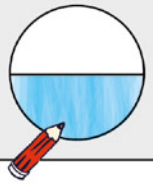
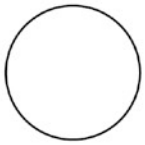
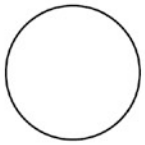
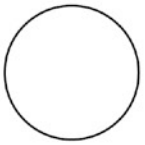
5 Kleur die breuke in.

Colour in the fractions.

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

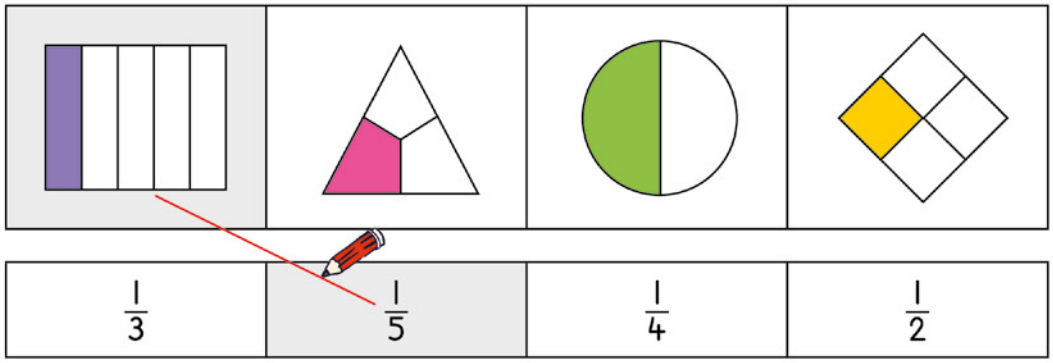
6 Deel die vorms en kleur die breuk in.

Divide and colour the fractions.

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

7 Trek 'n lyn tot by die korreke breuk.

Draw lines to match the fractions.



Breuke

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Ek het 1 pizza wat onder 4 kinders verdeel moet word. Wat moet ek doen?
I have 1 pizza that needs to be shared between 4 children. What do I need to do?

Juffrou moet dit in 4 snye verdeel (sny) sodat elke kind een sny kry.
You need to cut it into 4 so that each person gets a slice.

Kan ek dit so sny?
Can I cut it like this?

Nee, dis nie regverdig nie. Al die snye moet presies ewe groot wees.
No – that's not fair. All the slices need to be exactly the same size.

As ons dus die pizza op hierdie manier sny, hoeveel kry elke kind dan?
So, if we cut the pizza like this, how much will each child get?

Elke kind kry een kwart.
Each child will get one quarter.

Ja, daar is 4 kwarte in 'n hele pizza. Wat kry ons as ons 6 snye pizza in ewe groot dele sny?
Yes, there are 4 quarters in a whole pizza. What do we get if we cut 6 equal sized pieces of pizza?

Sesdes.
Sixths.

Gee die leerders geleenthede om hul breukstelle te gebruik om vorms in breukdele te deel. Moedig hulle aan om te dink oor die hoeveelheid dele waarin die item (of vorm) gedeel word en om in die gepaste breuktaal te verduidelik hoeveel elke persoon kry.

Provide opportunities for learners to use their fraction kits to divide shapes into fractional parts. Encourage them to think about how many parts the item (or shape) is divided into, and to use the appropriate fraction language to explain how much each person will get.

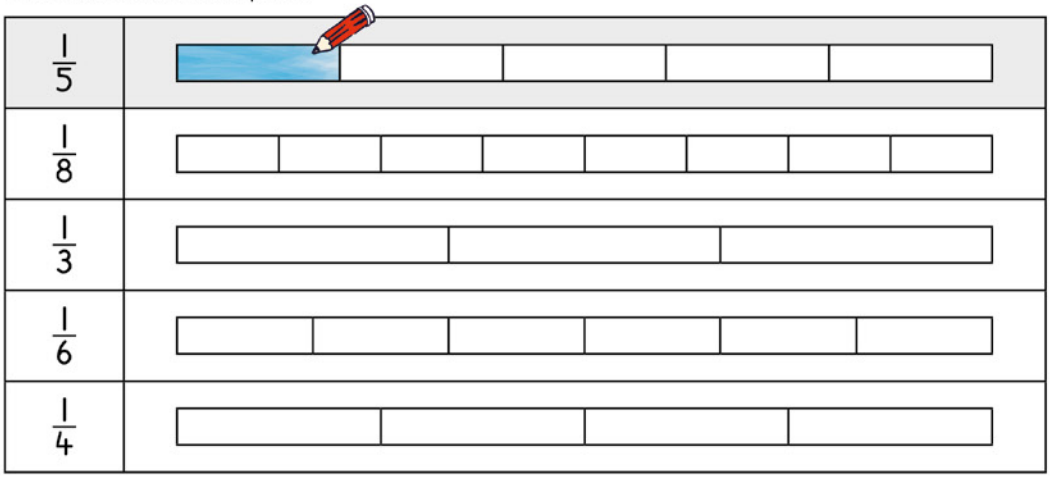
WEEK • WEEK 4

DAG 3 • DAY 3

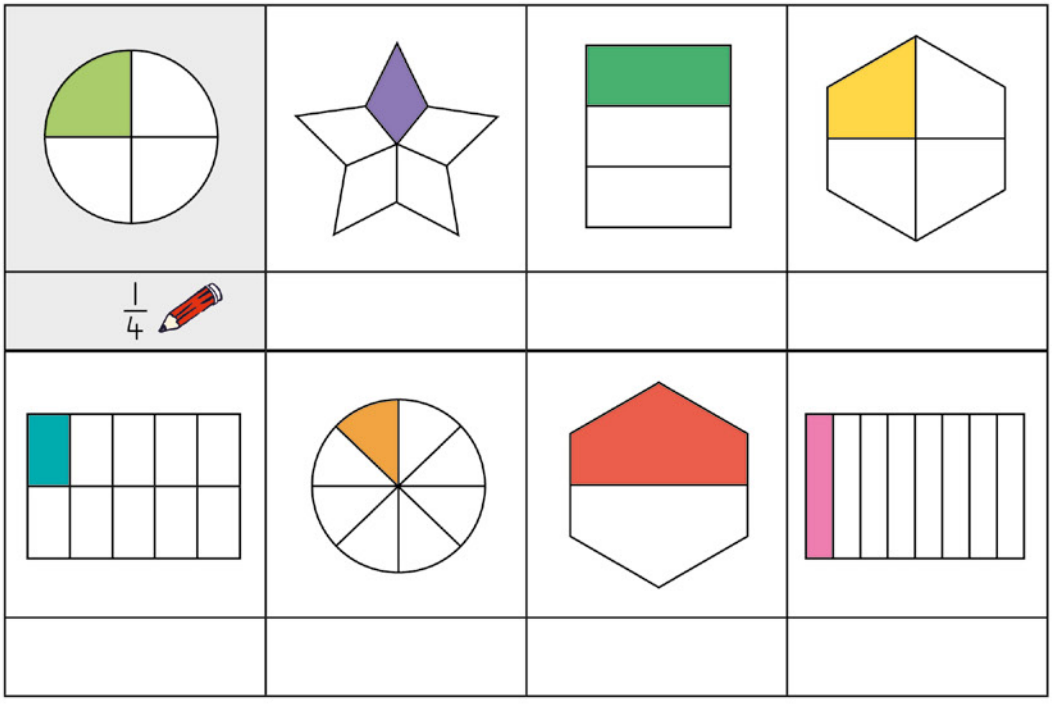
Breuke
Fractions

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.



2 Skryf die breuk neer wat by die ingekleurde deel pas.
Write the fraction to match the shaded part.



Breuke

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.

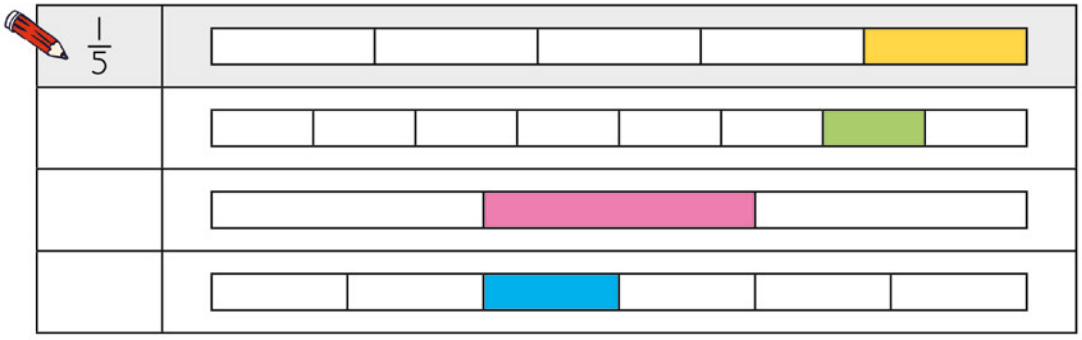
Daar is 49 boeke op die rak. Daar is 7 boeke op die tafel. Hoeveel keer meer boeke is daar op die rak as op die tafel?

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?



Fractions

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Ek het 1 m lint wat ek onder 3 maats wil verdeel. Wat moet ek doen?
I have a 1m ribbon that I want to share between 3 friends. What do I need to do?

Juffrou moet dit in 3 stukke knip sodat elke kind dieselfde hoeveelheid kry.
You need to cut it into 3 pieces so that each person gets the same amount.

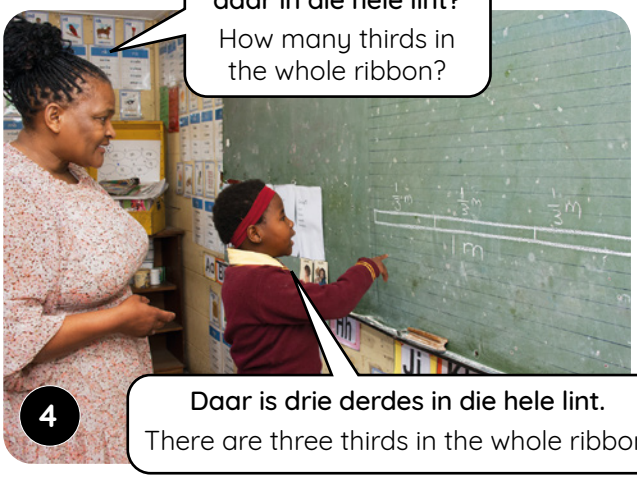
Kan ek dit so knip?
Can I cut it like this?

Nee, dit is nie regverdig nie. Al die stukke moet presies ewe groot wees.
No – that's not fair. All the pieces need to be exactly the same size.

As ons die lint so knip, hoeveel kry elke kind dan?
If we cut the ribbon like this, how much will each child get?

Elke kind kry dan een derde.
Each child will get one third.

Hoeveel derdes is daar in die hele lint?
How many thirds in the whole ribbon?



Daar is drie derdes in die hele lint.
There are three thirds in the whole ribbon.

Gee die leerders geleenthede om te oefen om items te verdeel deur dit in breuke te deel. Moedig hulle aan om na te dink oor die hoeveelheid dele waarin die item (of vorm) gedeel word en om dan in die gepaste breuktaal te verduidelik hoeveel elke persoon kry.

Provide opportunities for learners to practise sharing items by dividing them into fractions. Encourage them to think about how many parts the item (or shape) is divided into, and to then use the appropriate fraction language to explain how much each person will get.

Breuke

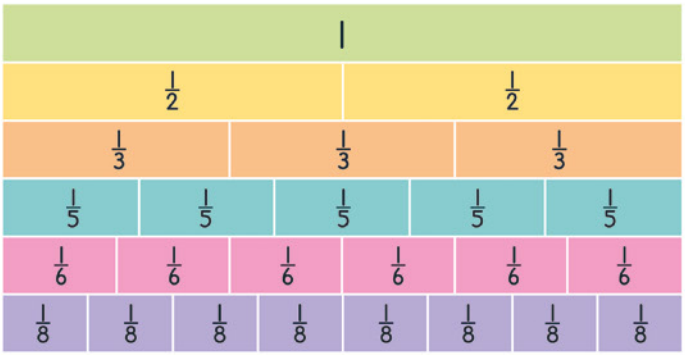
WEEK 4 • WEEK

DAG 4 • DAY 4

Breuke
Fractions

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.



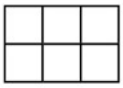
Daar is 2 halwes in 'n hele. There are 2 halves in a whole.	
Daar is ____ derdes in 'n hele. There are ____ thirds in a whole.	
Daar is ____ sesdes in 'n hele. There are ____ sixths in a whole.	
Daar is ____ sesdes in 'n halwe. There are ____ sixths in a half.	
Daar is ____ sesdes in 'n derde. There 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?	

Fractions

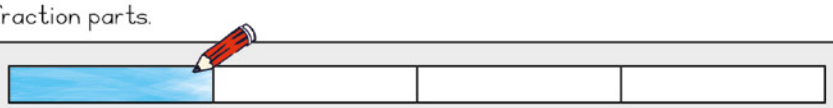
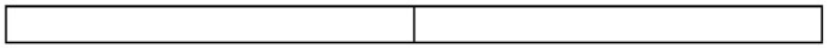
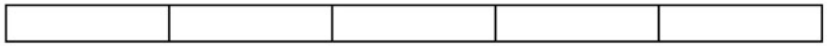
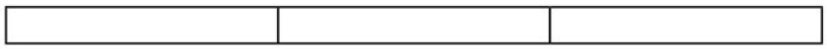
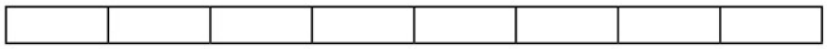
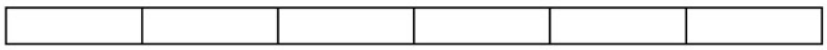
2 Kleur die breuke in om 'n hele te wys.

Colour in the fractions to show a whole.

4 kwarte = 1 hele 4 quarters = 1 whole 	____ sesdes = 1 hele ____ sixths = 1 whole 	____ derdes = 1 hele ____ thirds = 1 whole 

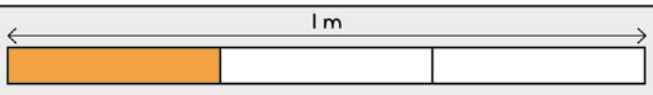
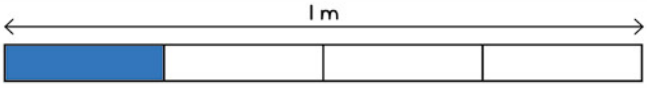
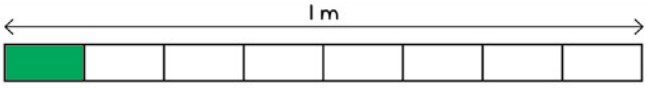
3 Kleur die breukdele in.

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
	
	
	

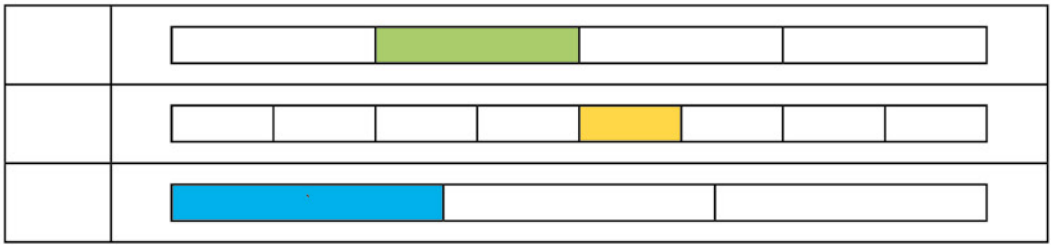
WEEK 4 • WEEK

DAG 5 • DAY 5

Assessering en vaslegging
Assessment and consolidation

ASSESSERING ASSESSMENT → WERKKAART WORKSHEET

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 ÷ 8 = ____	42 ÷ 7 = ____	9 ÷ 9 = ____	15 ÷ 5 = ____

Kom ons praat Wiskunde!
Let's talk Maths!

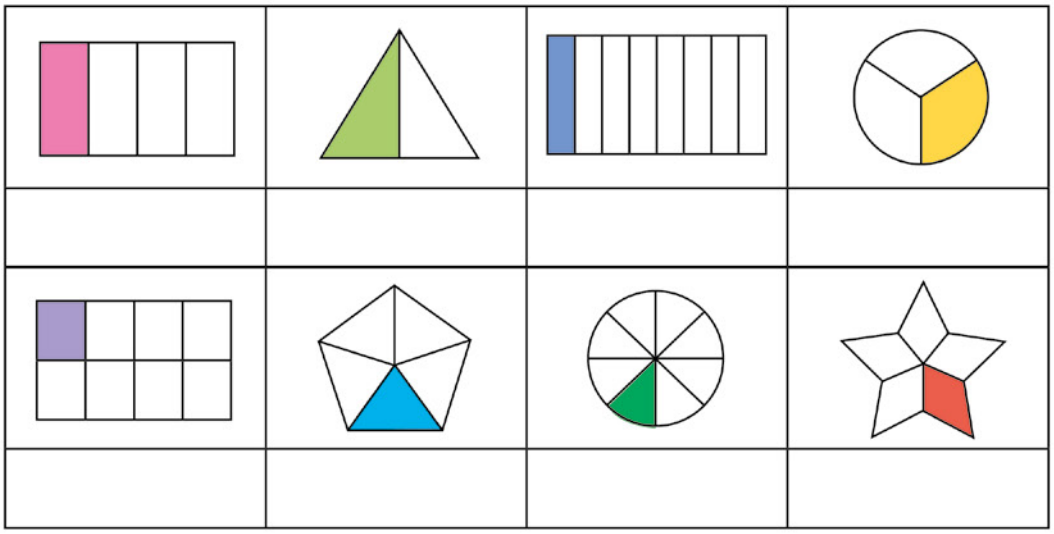
In Afrikaans sê ons:	In English we say:
breuke	fractions
breukdele	fractional parts
kwarte	quarters
vyfdes	fifths
derdes	thirds

40

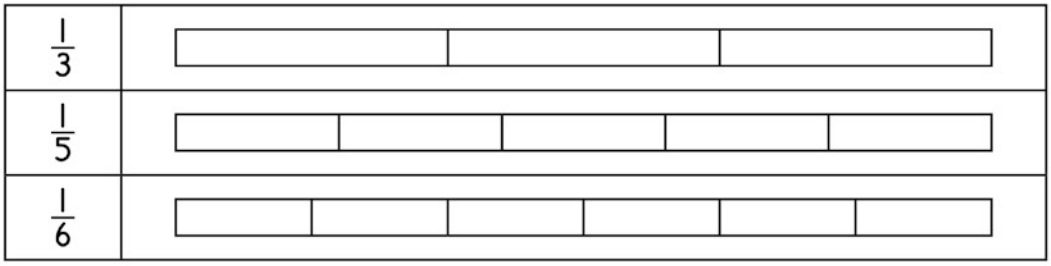
Assessment and consolidation

Vaslegging | Consolidation

1 Skryf die breuk neer.
Write the fraction.



2 Kleur die breukdele in.
Colour in the fraction parts.



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 ÷ 1 = ____	48 ÷ 6 = ____	12 ÷ 4 = ____	0 ÷ 8 = ____

Breuke

	Hulpbronne
Hoofrekene: Gee my meer as! (wissel af: 1, 2, 3, 4, 5 en 10 meer)	onderwyser- en leerder-*spreikaarte*
Speletjie: *Vinnige wiskunde met kaarte en dobbelstene: 1, 2, 3, 4, 5 of 6 meer*	leerder-*spreikaarte* en *dobbelstene*

Dag	Lesaktiwiteit	Leshulpbronne
1	Breuke	LAB
2	Breuke as getalle	LAB
3	Breuke op ’n getallelyn	LAB
4	Breuke op ’n getallelyn	LAB
5	Assessering en vaslegging vir leer	LAB

Ná hierdie week behoort die leerder in staat te wees om:	✓
’n begrip van die verwantskap tussen nie-eenheidsbreuke en heles te ontwikkel.	
breuke met behulp van ’n getallelyn voor te stel.	

Assessering

Skriftelike assessering: Getalle, bewerkings en verwantskappe

Teken ’n punt uit 10 op die kwartaalpuntestaat.

Fractions

	Resources
Mental Maths: Give me more than! (vary: 1, 2, 3, 4, 5 and 10 more)	teacher and learner *flard cards*
Game: *Fast maths with cards and dice: 1, 2, 3, 4, 5 or 6 more*	learner *flard cards* and *dice*

Day	Lesson activity	Lesson resources
1	Fractions	LAB
2	Fractions as numbers	LAB
3	Fractions on a number line	LAB
4	Fractions on a number line	LAB
5	Assessment and consolidation for learning	LAB

After this week the learner should be able to:	✓
develop an understanding of the relationship between non-unitary fractions and wholes.	
represent fractions using a number line.	

Assessment

Written assessment: Numbers, operations and relationships

Record a mark out of 10 in the term mark sheet.

Breuke

Hoofrekenevideo

Ons konsentreer hierdie week op die konsep van meer as in Hoofrekene. Wys 'n 2-syfergetal of 3-syfergetal met jou *spreikaarte*, en die leerders wys dan met hul *spreikaarte* 'n getal wat 1, 2, 3, 4, 5 of 10 meer is. Die *spreikaarte* stel die leerders in staat om hul getalgevoel te ontwikkel – hulle werk met kaarte om getalle wat uit 1'e, 10'e en 100'e bestaan, op te bou. Gesels met hulle oor die getalle wat hulle maak.

Speletjiesvideo

Ons speel hierdie week die speletjie, *Vinnige wiskunde met kaarte en dobbelstene – 1, 2, 3, 4, 5 of 6 meer as!* Een leerder wys 'n 2-syfergetal of 3-syfergetal met *spreikaarte*. Die ander leerder gooi 'n *dobbelsteen* en tel dan 1, 2, 3, 4, 5 of 6 by die getal wat gewys word. Hierdie speletjie help die leerders om te oefen om enkelsyfergetalle vinnig en maklik bymekaar te tel.

Video oor konseptuele ontwikkeling

Ons ondersoek hierdie week die verwantskap tussen breuke en 'n hele. Ons leer hoe om breuke met behulp van 'n getallelyn voor te stel. Ons oefen ook om breuke te orden en te vergelyk. Ons konsentreer hierdie week daarop om:

- 'n begrip van die verwantskap tussen nie-eenheidsbreuke en heles te ontwikkel.
- breuke met behulp van 'n getallelyn voor te stel.

Waarna jy hierdie week moet oplet

- Die gebruik van 'n staafdiagram stel die leerders in staat om die verwantskap tussen breuke en 'n hele te visualiseer. Moedig die leerders aan om die verband tussen getallelyne en die staafdiagramme raak te sien.
- Moedig gesprekke tussen die leerders aan sodat hulle hul wiskundetaal kan uitbou. Maak seker dat die leerders die korrekte woordeskat gebruik: **halwe**, **kwart**, **agste**, **derde**, **vyfde**, **sesde**, **deel**, **breuk**, **langer**, **korter**, **meer as**, **minder as**.

Fractions

Mental Maths video

This week we focus on the concept of more than in Mental Maths. Show a 2- or 3-digit number using your *flard card* and learners must show a number that is 1, 2, 3, 4, 5 or 10 more using their *flard cards*. The *flard cards* allow learners to develop their number sense – they work with cards to construct numbers made of 1s, 10s and 100s. Talk to them about the numbers they make.

Game video

This week we play the game *Fast maths with cards and dice – 1, 2, 3, 4, 5 or 6 more than!* One learner shows a 2- or 3-digit number using *flard cards*. The other learner throws a *dice* and must add 1, 2, 3, 4, 5 or 6 to the number that is shown. This game helps learners to practise adding single digit numbers quickly and easily.

Conceptual development video

This week we investigate the relationship between fractions and a whole. We learn how to represent fractions using a number line. We also practise ordering and comparing fractions. This week we focus on:

- developing an understanding of the relationship between non-unitary fractions and wholes.
- representing fractions using a number line.

What to look out for this week

- The use of a bar diagram is helpful in enabling learners to visualise the relationship between fractions and a whole. Encourage learners to see the link between number lines and the bar diagrams.
- Encourage conversation between learners so that they can develop their mathematical language. Ensure that learners are using the correct vocabulary: **half**, **quarter**, **eighth**, **third**, **fifth**, **sixth**, **divide**, **fraction**, **longer**, **shorter**, **more than**, **less than**

Breuke

HOOFREKENE MENTAL MATHS (GEE MY MEER AS GIVE ME MORE THAN) → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

HOOFREKENE | MENTAL MATHS

Wys 1, 2, 3, 4, 5 of 10 minder met *spreikaarte*.

Use *flard cards* to show 1, 2, 3, 4, 5 or 10 more.

Onthou om elke dag die datum na te gaan en die register af te merk.

Remember to check the date and mark the register every day.

Fractions

Verrykingsaktiwiteite • Enrichment activities

Dag 1 Day 1

Trek af.
Subtract.

43 – 20 = _____

67 – 30 = _____

89 – 50 = _____

36 – 10 = _____

54 – 40 = _____

72 – 50 = _____

97 – 10 = _____

81 – 40 = _____

33 – 20 = _____

65 – 40 = _____

Dag 2 Day 2

Trek af.
Subtract.

69 – 20 = _____

85 – 60 = _____

47 – 20 = _____

57 – 50 = _____

36 – 10 = _____

88 – 50 = _____

63 – 60 = _____

47 – 20 = _____

39 – 20 = _____

79 – 40 = _____

Dag 3 Day 3

Trek af.
Subtract.

26 – 10 = _____

48 – 30 = _____

51 – 40 = _____

74 – 70 = _____

92 – 60 = _____

83 – 30 = _____

67 – 40 = _____

75 – 50 = _____

33 – 30 = _____

99 – 10 = _____

Dag 4 Day 4

Trek af.
Subtract.

15 – 10 = _____

89 – 70 = _____

66 – 50 = _____

47 – 10 = _____

71 – 20 = _____

38 – 20 = _____

79 – 70 = _____

42 – 30 = _____

84 – 10 = _____

61 – 10 = _____

Breuke

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Ek het 1 m lint wat ek onder 4 maats wil verdeel. As ek die lint so knip, hoeveel kry elke maat dan?

I have 1 m of ribbon that I want to share between 4 friends. If we cut the ribbon like this, how much will each friend get?

1

Elke kind kry een kwart.

Each child will get one quarter.

As ek een kind twee stukke lint gee, hoeveel kry daardie kind dan?

If I give one person two pieces of ribbon, how much would that person get?

2

Die kind kry dan 2 kwarte.

They would get 2 quarters.

Hoe skryf ons dit as 'n breuk?

How would we write that as a fraction?

3

Ons skryf dit as $\frac{2}{4}$.

Like this $\frac{2}{4}$.

As ek een persoon drie stukke lint gee, hoeveel kry daardie persoon dan?

If I give one person three pieces of ribbon, how much would that person get?

4

Driekwart, want hulle het dan 3 van die 4 stukke lint.

Three quarters because they would have 3 of the 4 pieces of ribbon.

Gee die leerders geleenthede om te oefen om items te verdeel deur dit in breuke te deel. Moedig die leerders aan om die korrekte taal te gebruik om nie-eenheidsbreuke te bespreek.

Provide opportunities for learners to practise sharing items by dividing them into fractions. Encourage learners to use the correct language to discuss non-unitary fractions.

Fractions

WEEK • WEEK 5

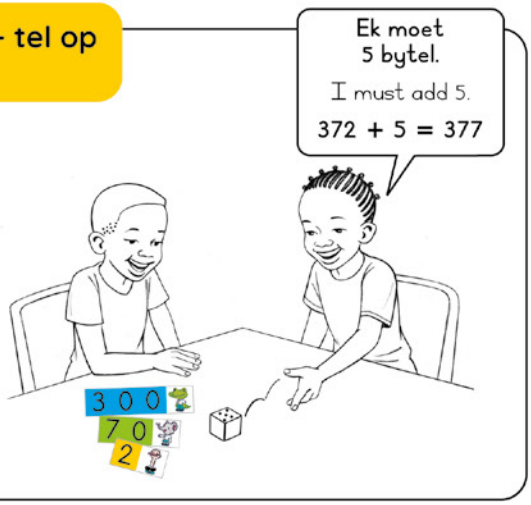
DAG 1 • DAY 1

Breuke
Fractions

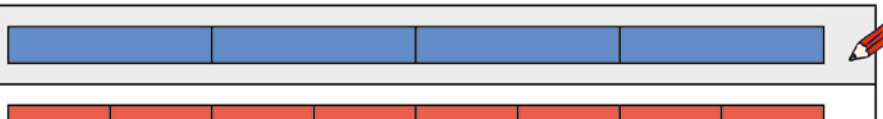
HOOFREKENE MENTAL MATHS | GEE MY MEER AS GIVE ME MORE THAN → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

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

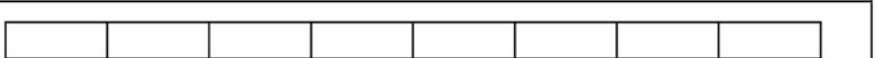
- Speel saam in pare.
  Play in pairs.
- Wys 'n getal met julle spreikaarte.
  Show a number using your flard cards.
- Gooi 'n dobbelsteen. Tel by!
  Throw a dice – add!
- Doen dit weer!
  Do it again!



1 Watter breuk is ingekleur?
What fraction has been shaded?

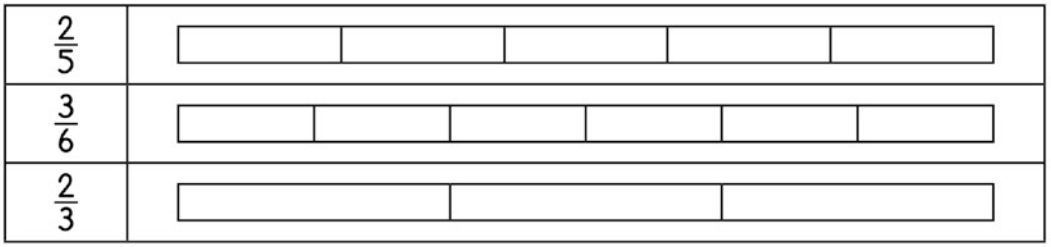
$\frac{4}{4}$	
	
	
	
	
	

2 Kleur die breukdele in om by die gegewe breuk te pas.
Shade the fraction parts to match the fraction.

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

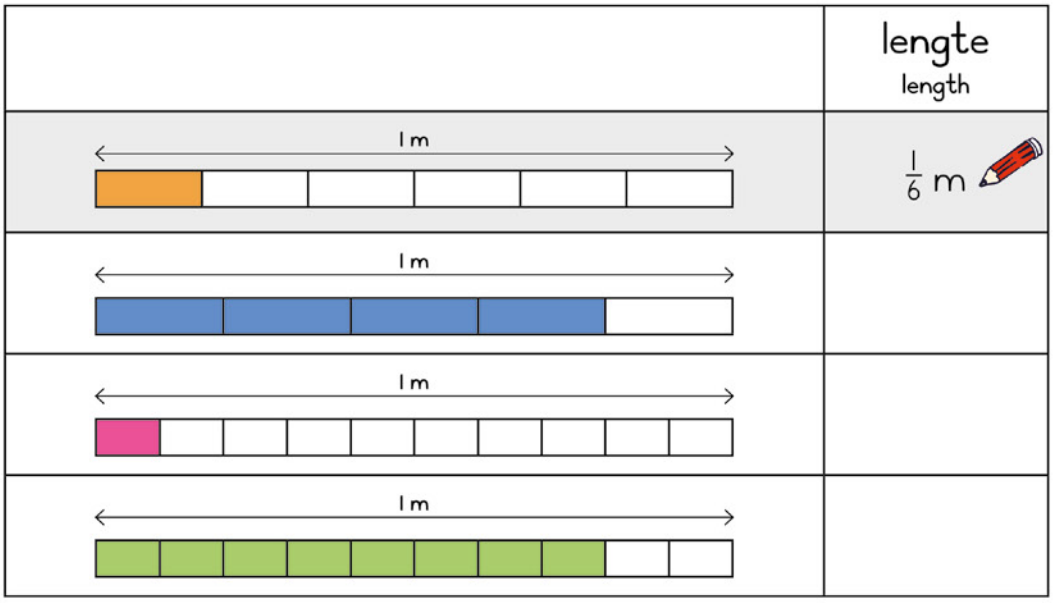
42

Breuke



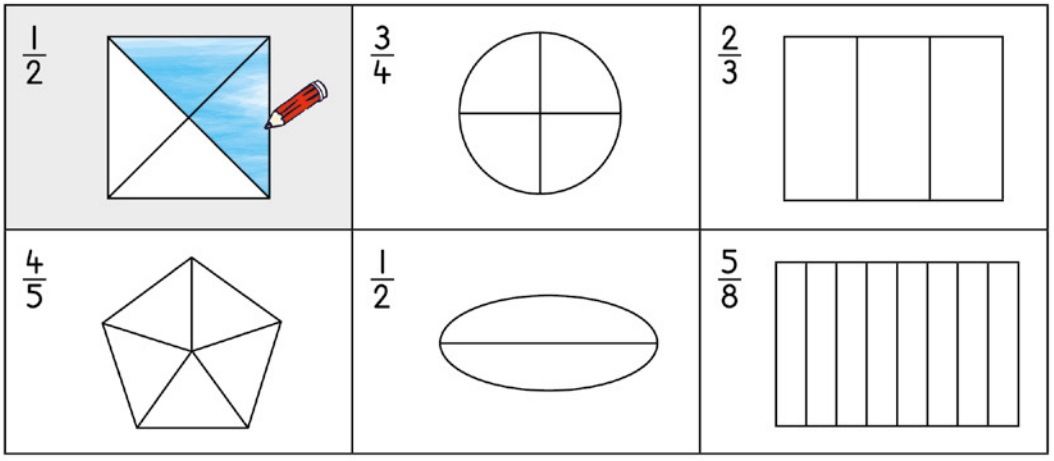
3 Wat is die lengte van die ingekleurde deel?

What is the length of the shaded part?



4 Kleur in.

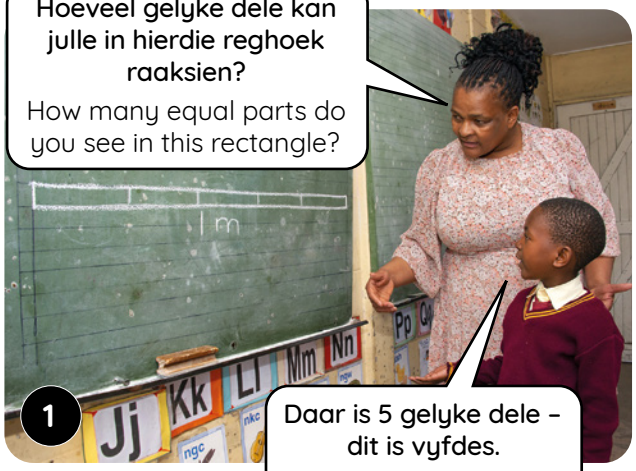
Colour in.

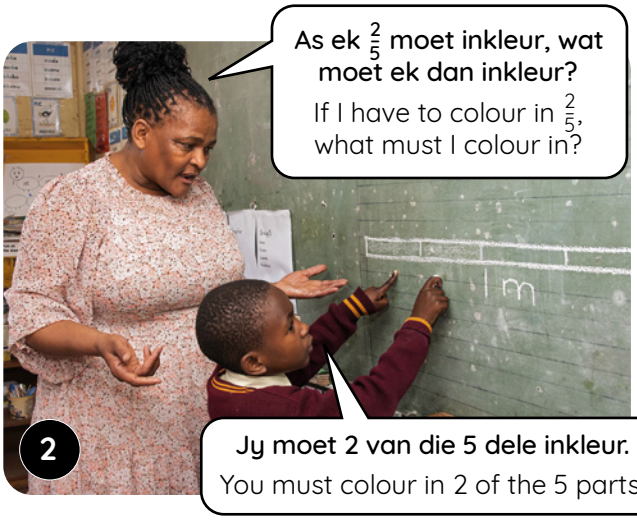


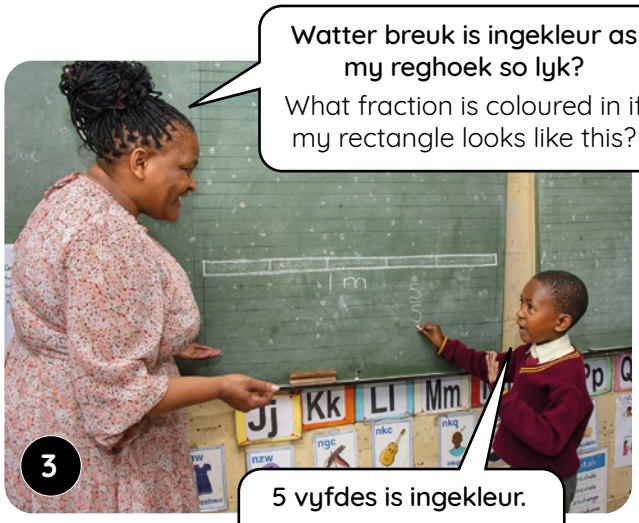
Fractions as numbers

HOOFREKENE MENTAL MATHS | GEE MY MEER AS GIVE ME MORE THAN → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT







Gee die leerders geleenthede om te oefen om nie-eenheidsbreuke te herken deur die dele, wat ingekleur is, te identifiseer en hul redenasie in die korrekte taal te verduidelik. Gebruik ander breuke, byvoorbeeld 'n reghoek wat in agstes verdeel is, en vra hulle uit oor die breuke $\frac{2}{8}$, $\frac{5}{8}$ en $\frac{8}{8}$.

Provide opportunities for learners to practise recognising non-unitary fractions by identifying the parts coloured in and using the correct language to explain their reasoning. Use other fractions, such as a rectangle divided into eighths, and ask them about the fractions $\frac{2}{8}$, $\frac{5}{8}$ and $\frac{8}{8}$.

Breuke as getalle

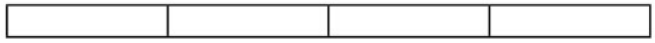
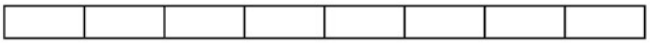
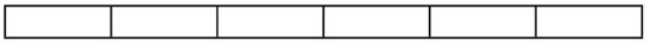
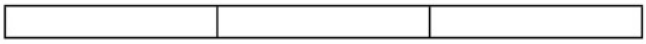
WEEK 5 • WEEK

DAG 2 • DAY 2

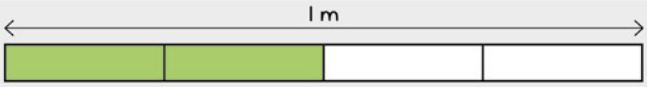
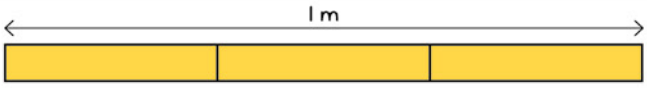
Breuke as getalle
Fractions as numbers

HOOFREKENE MENTAL MATHS | GEE MY MEER AS GIVE ME MORE THAN → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

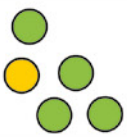
1 Kleur die breukdele in om by die breuk te pas.
Shade the fraction parts to match the fraction.

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

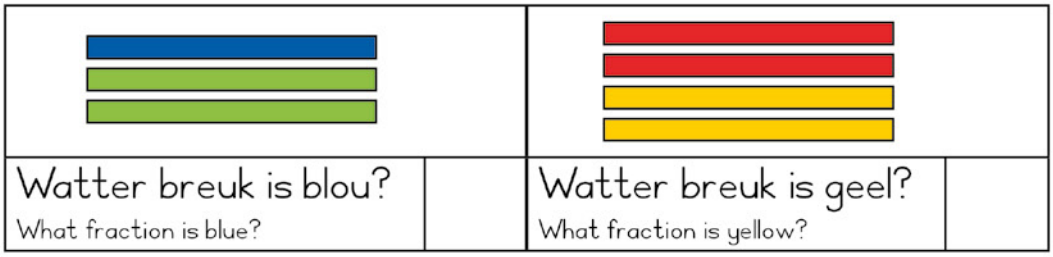
2 Wat is die lengte van die ingekleurde deel?
What is the length of the shaded part?

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

3 Kyk na die prente en beantwoord die vrae.
Look at the pictures and answer the questions.

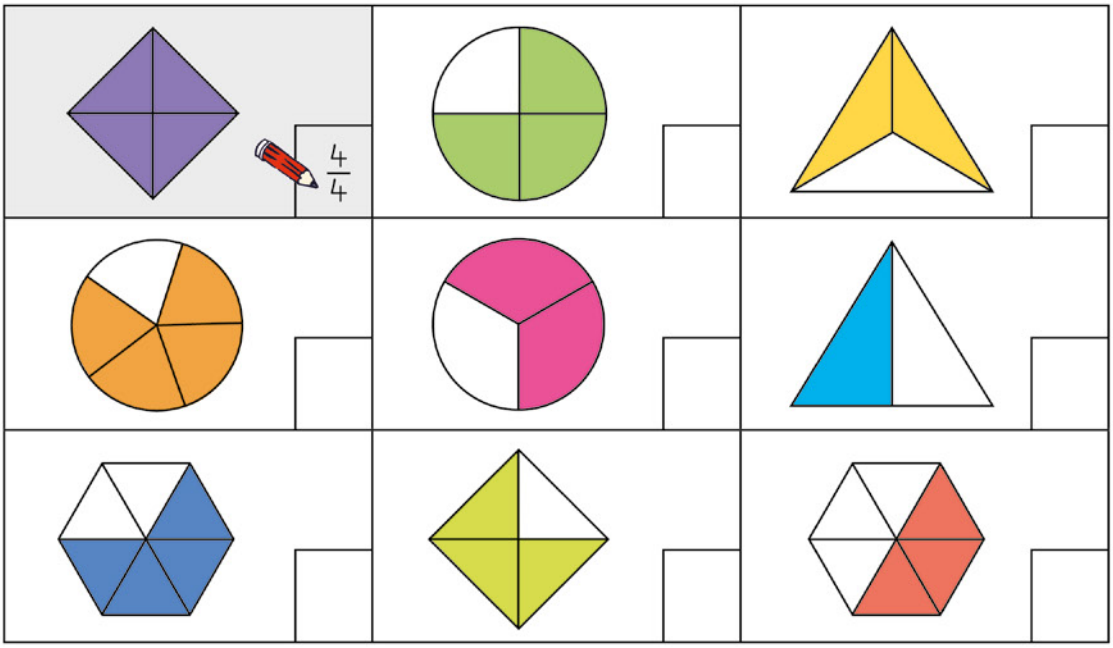
			
Watter breuk is rooi? What fraction is red?	$\frac{1}{2}$	Watter breuk is groen? What fraction is green?	

Fractions as numbers



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

4 Skryf die breuke neer.
Write the fractions.



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

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

Breuke op ’n getallelyn

HOOFREKENE MENTAL MATHS | GEE MY MEER AS GIVE ME MORE THAN → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Hoeveel gelyke dele sien jy in hierdie reghoek raak?
How many equal parts do you see in this rectangle?

Daar is 6 gelyke dele – dis sesdes.
There are 6 equal parts – they are sixths.

Hoeveel dele sien jy tussen 0 en 1 op die getallelyn raak?
How many parts do you see between 0 and 1 on the number line?

Ek sien 6 dele.
I see 6 parts.

Waar moet ons $\frac{3}{6}$ op die getallelyn sit?
Where would we put $\frac{3}{6}$ on the number line?

Hier. Dit stem ooreen met die 3 sesdes van die reghoek.
Here. That matches the 3 sixths of the rectangle.

Bespreek waar die ander breuke, byvoorbeeld $\frac{1}{6}$, $\frac{2}{6}$, $\frac{4}{6}$, $\frac{5}{6}$, op die getallelyn ingeskryf moet word.

Discuss where to write the other fractions on the number line, such as $\frac{1}{6}$, $\frac{2}{6}$, $\frac{4}{6}$, $\frac{5}{6}$.

Gee die leerders geleenthede om te oefen om nie-eenheidsbreuke te herken deur die dele wat ingekleur is, te identifiseer en hul redenasies in die korrekte taal te verduidelik. Help die leerders om die verband tussen getalle op ’n getallelyn en die breukdele wat in die reghoek gewys word, in te sien.

Provide opportunities for learners to practise recognising non-unitary fractions by identifying the parts coloured in and using the correct language to explain their reasoning. Help learners to see the link between numbers on a number line and the fractional parts shown in the rectangle.

Fractions on a number line

WEEK • WEEK 5

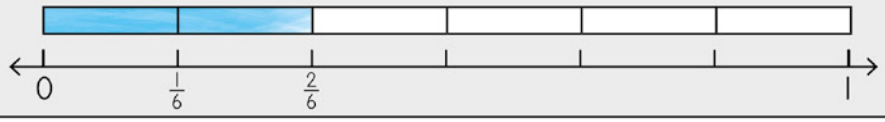
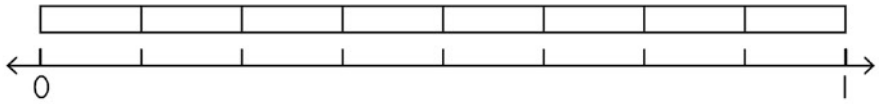
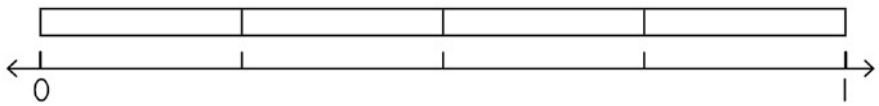
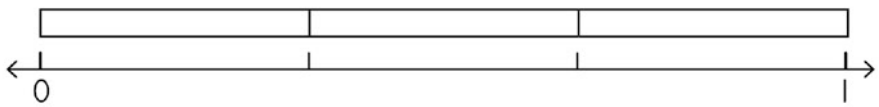
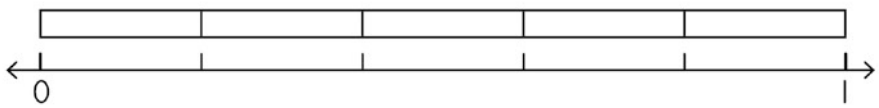
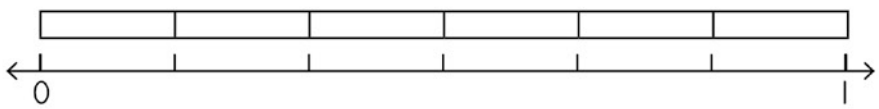
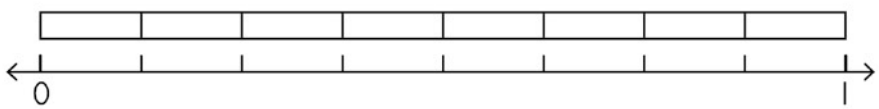
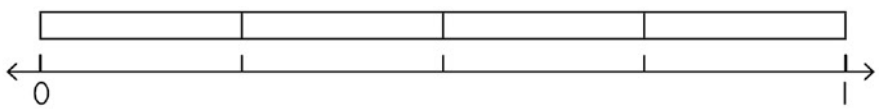
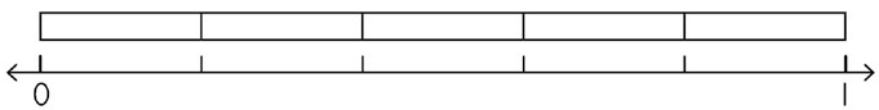
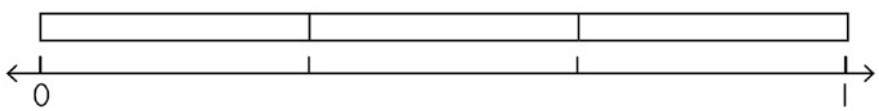
DAG 3 • DAY 3

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

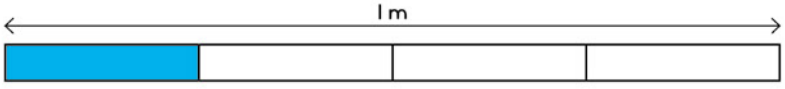
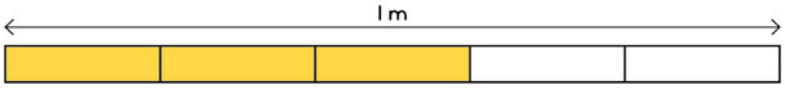
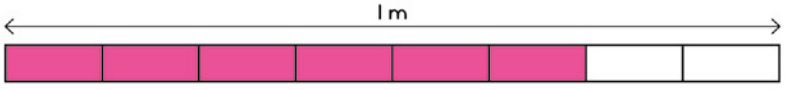
1 Kleur in. Skryf die breuke op die getallelyn in.

Shade. Write the fractions on the number line.

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

Breuke op 'n getallelyn

2 Wat is die lengte van die ingekleurde deel?
What is the length of the shaded part?

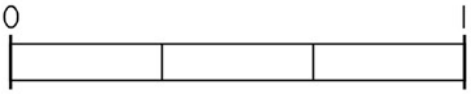
	lengte length
	$\frac{2}{3}$ m
	
	
	
	
	

3

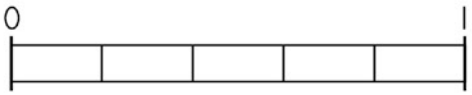
Watter breuk wys die pyl op die getallelyn?
What fraction does the arrow show on the number line?

$\frac{3}{4}$

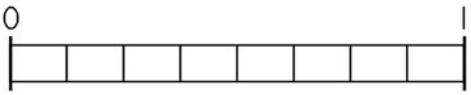
Wys $\frac{2}{3}$ op die getallelyn.
Show $\frac{2}{3}$ on the number line.



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.



Fractions on a number line

HOOFREKENE / MENTAL MATHS — GEE MY MEER AS / GIVE ME MORE THAN → SPELETJIE / GAME → KONSEPONTWIKKELING / CONCEPT DEVELOPMENT → WERKKAARTE / WORKSHEETS

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Hoeveel dele kan jy tussen 0 en 1 op die getallelyn raaksien?
How many parts do you see between 0 and 1 on the number line?

Daar is 5 gelyke dele.
There are 5 equal parts.

Watter breuke kan ons gebruik om ons getallelyn te benoem?
What fractions could we use to label our number line?

Ons kan vyfdes gebruik.
We can use fifths.

Hoeveel van elke reghoek is ingekleur? Watter ingekleurde staaf is langer as die ander een?
How much of each rectangle is shaded? Which shaded bar is longer?

$\frac{2}{5}$ is in die boonste reghoek ingekleur. $\frac{4}{5}$ is in die onderste een ingekleur. Die ingekleurde staaf aan die onderkant is langer as die ingekleurde staaf aan die bokant.
$\frac{2}{5}$ is shaded at the top. $\frac{4}{5}$ is shaded at the bottom. The shaded bar at the bottom is longer than the shaded bar at the top.

Gee die leerders geleenthede om verskillende breuke op 'n getallelyn te vergelyk. Help hulle om die verband tussen die getallelyn en die breukdele wat in die reghoek gewys word, te sien.

Provide opportunities for learners to compare different fractions on a number line. Help them see the link between the number line and the fractional parts shown in the rectangle.

Breuke op ’n getallelyn

WEEK • WEEK 5

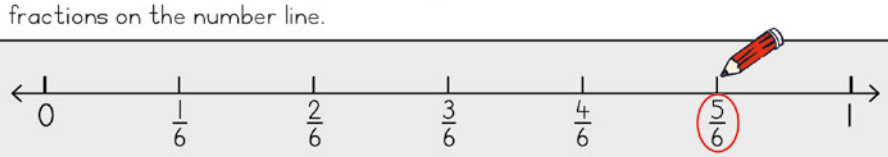
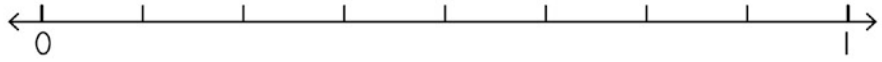
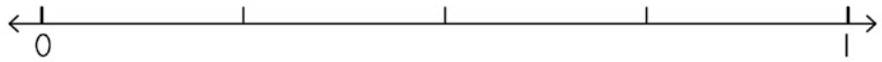
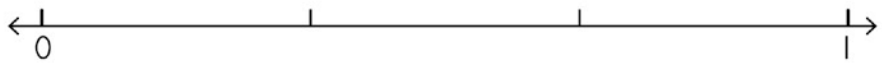
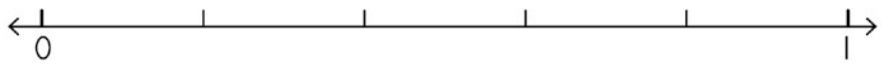
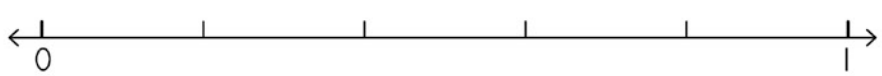
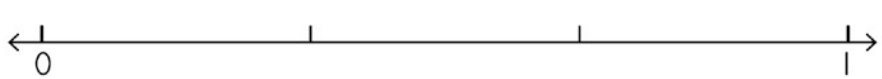
DAG 4 • DAY 4

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.

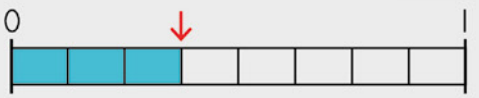
Write the fractions on the number line.

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

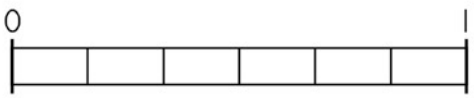
Fractions on a number line

2 Watter breuk wys die pyl op die getallelyn?
What fraction does the arrow show on the number line?

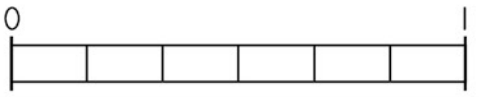
$\frac{3}{8}$



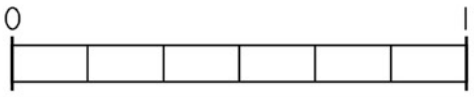
Wys $\frac{5}{6}$ op die getallelyn.
Show $\frac{5}{6}$ on the number line.



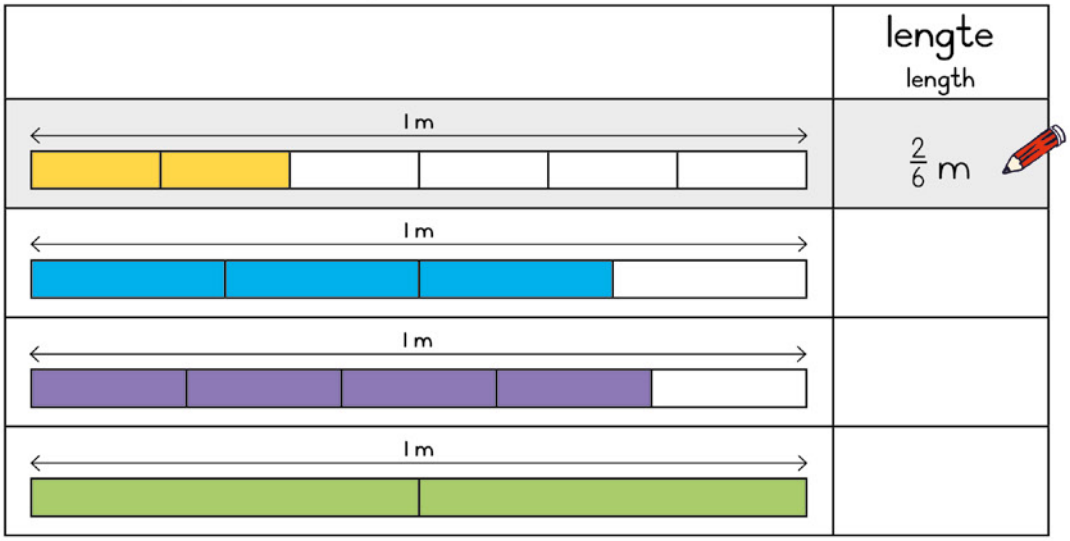
Wys $\frac{1}{6}$ op die getallelyn.
Show $\frac{1}{6}$ on the number line.



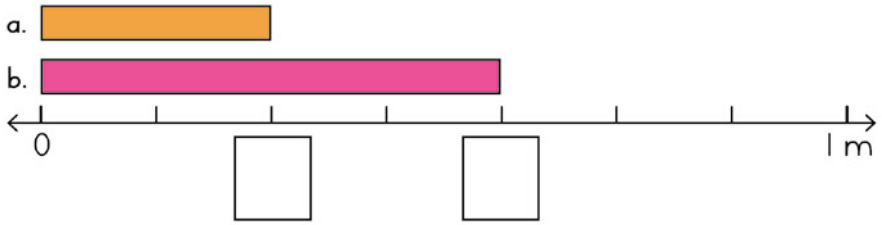
Wys $\frac{3}{6}$ op die getallelyn.
Show $\frac{3}{6}$ on the number line.



3 Wat is die lengte van die ingekleurde deel?
What is the length of the shaded part?



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.



WEEK 5 • WEEK

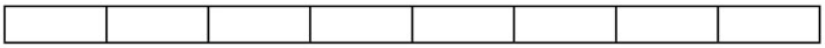
DAG 5 • DAY 5

Assessering en vaslegging
Assessment and consolidation

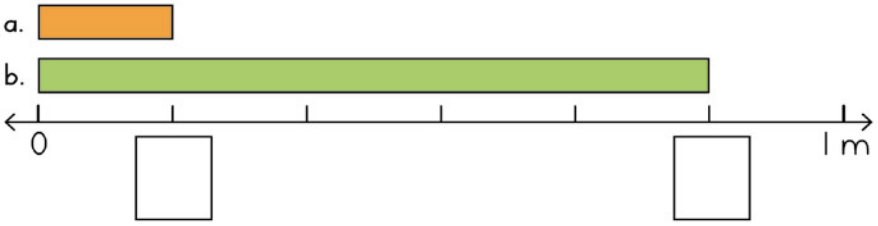
ASSESSERING ASSESSMENT → WERKKAART WORKSHEET

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

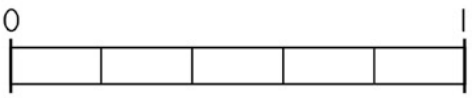
2 Kleur die breukdele in wat by die breuk pas.
Shade the fraction parts to match the fraction.

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

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.



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:	In English we say:
dele van 'n hele	parts of a whole
getallelyn	number line
langer as	longer than
korter as	shorter than

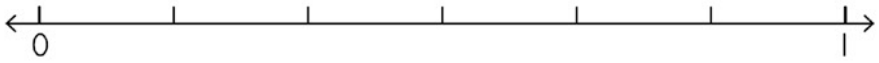
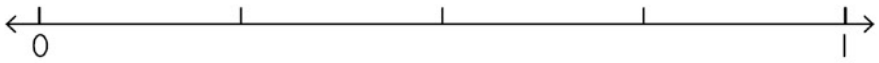
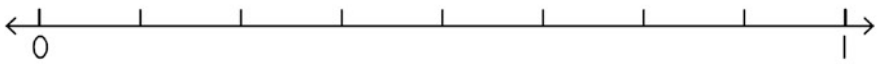
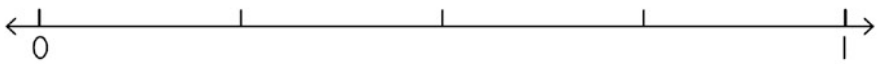
50

Assessment and consolidation

Vaslegging | Consolidation

1 Skryf die breuke op die getallelyn in.

Write the fractions on the number line.

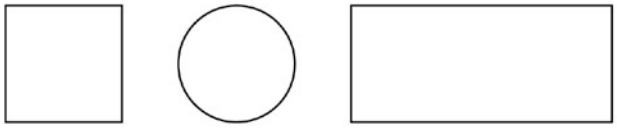
$\frac{1}{6}$	
$\frac{5}{8}$	
$\frac{1}{4}$	
$\frac{2}{3}$	
$\frac{5}{5}$	
$\frac{3}{6}$	
$\frac{3}{8}$	
$\frac{3}{4}$	

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.

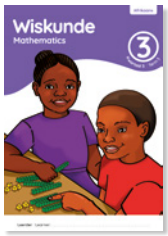


Kleur 'n $\frac{3}{4}$ van elke vorm in.

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

Lengte

	Hulpbronne
Hoofrekene: *Fizz–Pop* – halvering	geen
Speletjie: 1, 2, 3, wys – vergelyk	*spreikaarte*




Dag	Lesaktiwiteit	Leshulpbronne
1	Meter	LAB, *1 m-opvouliniaal, maatband*
2	Sentimeter	LAB, *1 m-opvouliniaal*
3	Skat	LAB, *1 m-opvouliniaal, maatband, tou*
4	Werk met lengte-eenhede	LAB
5	Assessering en vaslegging vir leer	LAB

Ná hierdie week behoort die leerder in staat te wees om:	✓
lengte in meter en sentimeter te skat, te meet en te rekordeer.	
woordprobleme wat oor lengte-eenhede handel, op te los.	

Assessering

Skriftelike assessering: Optellings- en aftrekkingsprobleme en -getalsinne

Teken 'n punt uit 8 op die kwartaalpuntestaat aan.

Mondelinge en praktiese assessering

Neem die leerders waar om hul vermoë te assesseer om lengte in m en cm te skat en te meet en lengteprobleme op te los.	Punt 5		
Kontrolelys: korrek/verkeerd/byna korrek	✓	✗	●
In staat om lengte in sentimeter te skat			
In staat om lengte in meter te skat			
In staat om lengtes in sentimeter te meet			
In staat om lengte in meter te meet			
In staat om probleme wat oor lengte-eenhede handel, op te los			

Teken 'n punt uit 5 op die kwartaalpuntestaat aan.

Length

	Resources
Mental Maths: Fizz pop – halving	none
Game: 1 2 3 show – compare	*flard cards*


Day	Lesson activity	Lesson resources
1	Metres	LAB, *1 m fold up ruler, tape measure*
2	Centimetres	LAB, *1 m fold up ruler*
3	Estimation	LAB, *1 m fold up ruler, tape measure*, string
4	Working with units of length	LAB
5	Assessment and consolidation for learning	LAB

After this week the learner should be able to:	✓
Estimate, measure and record lengths in metres and centimetres.	
Solve word problems involving units of length.	

Assessment

Written assessment: Addition and subtraction problems and number sentences

Record a mark out of 8 in the term mark sheet.

Oral and practical assessment

Observe learners to assess their ability to estimate and measure length in m and cm and solve length problems.	**Mark 5**		
Checklist: correct/incorrect/almost	✓	✗	●
Able to estimate lengths in centimetres.			
Able to estimate lengths in metres.			
Able to measure lengths in centimetres.			
Able to measure lengths in metres.			
Able to solve problems involving units of length			

Record a mark out of 5 in the term mark sheet.

Lengte

Hoofrekenevideo

Ons speel hierdie week weer *Fizz–Pop*, met 'n fokus op halvering. Dit is belangrik dat die leerders halvering moet oefen en hierdie berekeningstrategie doeltreffend moet kan gebruik. Aangesien hulle van breuke begin leer, is dit noodsaaklik dat hulle halvering moet verstaan.

Speletjiesvideo

Ons speel hierdie week die speletjie, *1, 2, 3, wys – vergelyk!* Die speletjie gee die leerders geleenthede om 2-syfergetalle te vergelyk en te sê watter een groter en watter een kleiner as die ander een is. Twee leerders wys 'n 2-syfergetal met *spreikaarte*. Hulle gesels met mekaar oor wie se getal groter en wie se getal kleiner as die ander een s'n is. Met hierdie speletjie word hul getalsbegrip vasgelê.

Video oor konseptuele ontwikkeling

Die leerders hersien meting in meter en sentimeter in hierdie week se werk. Hulle herken meter en sentimeter as standaardeenhede van meting en gebruik dit in aktiwiteite om lengte te skat en te meet. Hulle werk ook met meter en sentimeter in optellings- en aftrekkingsprobleme. Ons konsentreer hierdie week daarop om:

- lengtes in meter en sentimeter te skat, te meet en te rekordeer.
- woordprobleme wat oor lengte-eenhede handel, op te los.

Waarna jy hierdie week moet oplet

- Dit is belangrik dat die leerders moet verstaan dat hulle, deur te skat, 'n ingeligte raaiskoot waag. Dit is van kardinale belang dat hulle bekende inligting inspan om hul raaiskoot daarop te baseer. Hierdie bekende inligting help hulle om te oordeel hoe redelik hul skatting is, wat 'n noodsaaklike deel van die proses uitmaak.
- Moedig gesprekke tussen die leerders aan sodat hulle hul wiskundetaal kan uitbrei. Maak seker hulle gebruik die korrekte woordeskat: **lengte**, **standaardeenheid**, **vergelyking**, **langer**, **korter**, **hoër**, **breër**, **breedte**, **rekordeer**, **meet**, **meting**, **hoogte**, **vorentoe**, **agtertoe**, **bereken**, **skat**, **skatting**, **meter**, **sentimeter**, **vergelyk**.

Length

Mental Maths video

This week we play *Fizz Pop* again, with a focus on halving. It is important that learners practice halving and become efficient at using this calculation strategy. An understanding of halving is necessary as learners begin to learn about fractions.

Game video

This week we play the game *1 2 3 show – compare*. The game provides opportunities for the learners to compare 2-digit numbers and say which number is greater and which is smaller. Both learners show a 2-digit number using *flard cards*. They talk to each other about whose number is greater and whose is smaller. This game consolidates number concept.

Conceptual development video

In this week's work on length, learners revise measuring in metres and centimetres. They will recognise metres and centimetres as standard units of measurement and use them in estimating and measuring activities. They also work on addition and subtraction problems using metres and centimetres. This week we focus on:

- estimating, measuring and recording lengths in metres and centimetres.
- solving word problems involving units of length.

What to look out for this week

- It is important that learners understand that estimation is making an informed guess. It is essential that they use known information so that their guess can be informed. This known information helps them to judge the reasonableness of their estimation, which is a necessary part of the process.
- Encourage conversation between learners so that they can develop their mathematical language. Ensure that they are using the correct vocabulary: **length**, **standard unit**, **comparison**, **longer**, **shorter**, **taller**, **wider**, **width**, **metre**, **record**, **measure**, **measurement**, **height**, **forwards**, **backwards**, **calculate**, **estimate**, **estimation**, **metres**, **centimetres**, **compare**

Meter

HOOFREKENE
MENTAL MATHS

FIZZ-POP HALVEER
FIZZ POP – HALVE

→ SPELETJIE
GAME

→ KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

→ WERKKAARTE
WORKSHEETS

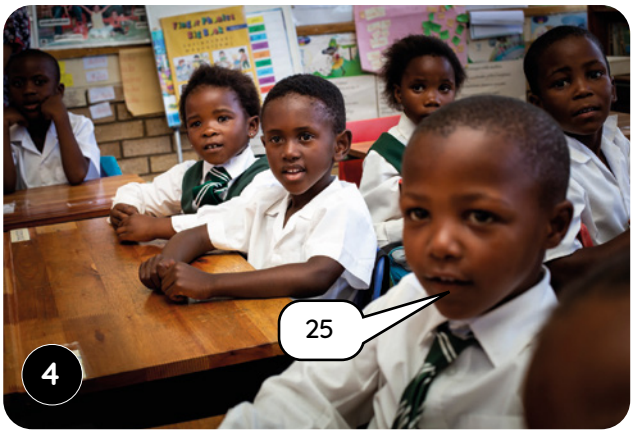
HOOFREKENE | MENTAL MATHS

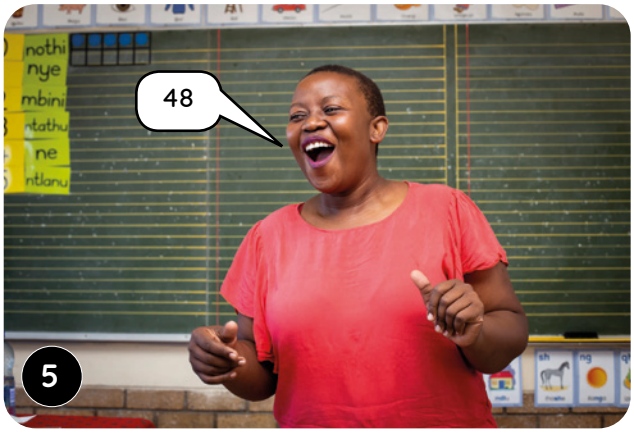
Dlalani *uFizz Pop* Ukuze niziqhelise ukwahlula kubini.

Play *Fizz Pop* to practise halving.

Ukhumbule ukuqinisekisa umhla nokuphawula irejista yonke imihla.

Remember to check the date and mark the register every day.





Metres

Verrykingsaktiwiteite • Enrichment activities

Dag 1 Day 1

Tel op.
Add.

136 + 10 = _____

352 + 20 = _____

481 + 40 = _____

620 + 30 = _____

858 + 50 = _____

910 + 20 = _____

176 + 10 = _____

470 + 30 = _____

335 + 40 = _____

204 + 50 = _____

Dag 2 Day 2

Tel op.
Add.

340 + 15 = _____

201 + 12 = _____

505 + 43 = _____

161 + 31 = _____

600 + 36 = _____

261 + 47 = _____

500 + 25 = _____

156 + 13 = _____

450 + 42 = _____

300 + 18 = _____

Dag 3 Day 3

Tel op.
Add.

242 + 44 = _____

323 + 34 = _____

445 + 12 = _____

554 + 24 = _____

627 + 63 = _____

333 + 14 = _____

421 + 37 = _____

542 + 51 = _____

120 + 20 = _____

222 + 64 = _____

Dag 4 Day 4

Tel op.
Add.

203 + 44 = _____

326 + 51 = _____

453 + 22 = _____

511 + 33 = _____

638 + 61 = _____

110 + 51 = _____

202 + 11 = _____

321 + 25 = _____

413 + 31 = _____

521 + 60 = _____

Meter

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Watter metingseenheid moet ek gebruik om hierdie deur te meet?
What unit of measurement should I use to measure this door?

Juffrou moet die deur in meter meet.
You need to use metres to measure the door.

Waarom moet ek meter in plaas van sentimeter gebruik om die deur te meet?
Why would I use metres and not centimetres to measure the door?

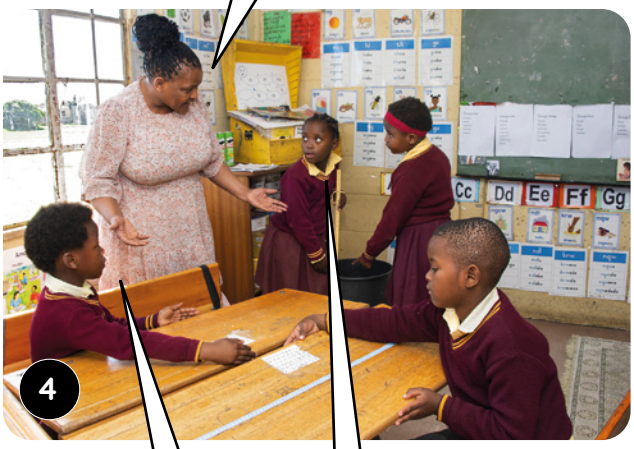
Ons meet alles wat lank is, in meter en alles wat kort is, in sentimeter.
We use metres to measure things that are longer and centimetres to measure things that are shorter.

Wat kan julle raaksien wat langer as 1 meter is?
What can you see that is longer than 1 metre?

Juffrou se tafel is langer as 1 m!
Teacher's desk is longer than 1 m!

Die bord is langer as 1 m!
The board is longer than 1 m!

Wat kan julle raaksien wat korter as 1 meter is?
What can you see that is shorter than 1 metre?



My skoolbank is korter as 1 m!
My desk is shorter than 1 m!

Die vullisdrom is korter as 1 m!
The rubbish bin is shorter than 1 m!

Gee die leerders geleenthede om voorwerpe met die liniaal of die maatband te meet (binne-in of buite die klaskamer). Die leerders moet items kry wat langer en korter as 'n meter is en items wat dieselfde lengte as 'n meter is.

Provide opportunities for the learners to measure objects using the ruler or the tape measure (inside or outside the classroom). Learners should find items that are longer and shorter than a metre and items that are the same length as a metre.

Metres

WEEK • WEEK 6

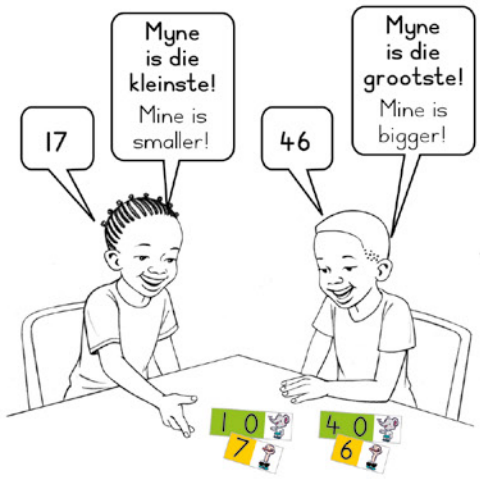
DAG 1 • DAY 1

Meter
Metres

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.

☐ _____

☐ _____

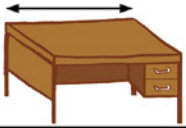
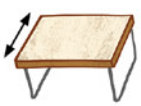
Merk die raampie wat wys watter lyn die langste is.
Tick the box to show which line is longer.

☐ _____

☐ _____

2 Meet met die gegewe eenhede.
Measure using the given units.

	8	6	7
			
			

52

Meter

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

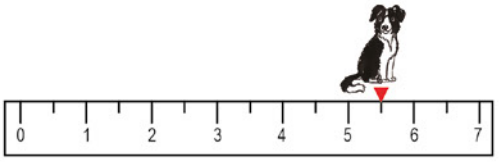
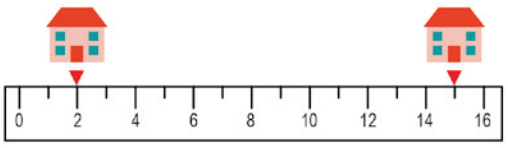
4 Kry 3 voorwerpe in die klaskamer wat langer as 1 m is. Voltooi die tabel.

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

Centimetres

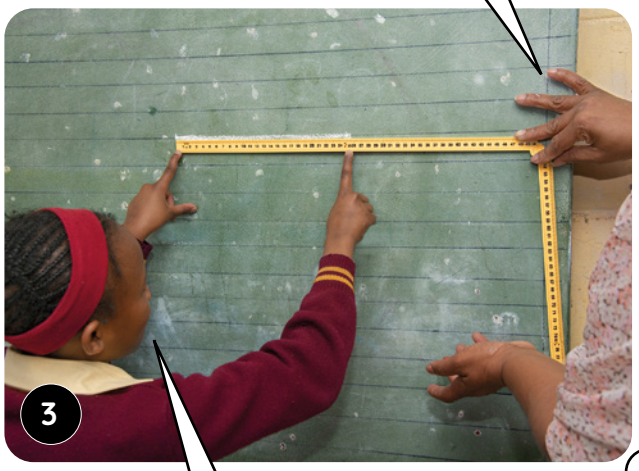
HOOFREKENE MENTAL MATHS | FIZZ-POP HALVEER FIZZ POP – HALVE → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Wat doen ek as ek hierdie lyn wil meet?
What do I do if I want to measure this line?

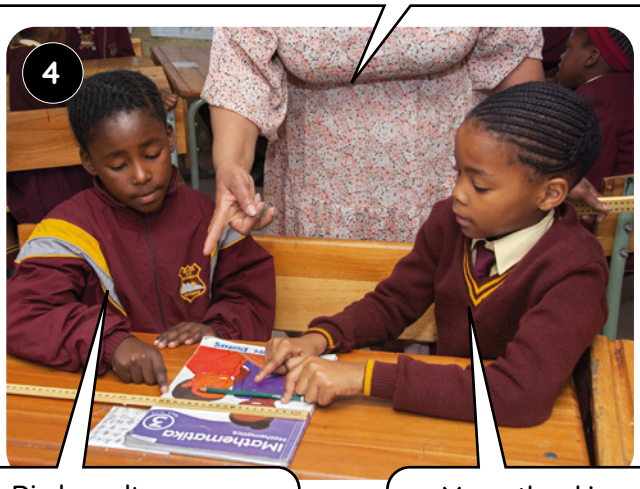
Waar sit ek die liniaal neer om te begin meet?
Where do I put the ruler to start measuring?

Dis reg! Hoe lank is hierdie lyn?
That's right! How long is this line?



Hierdie lyn is 25 cm lank.
This line is 25 cm long.

Wat kan julle raaksien wat julle dink korter as 25 cm is?
What can you see that you think will be shorter than 25 cm?



Die breedte van my boek is korter as 25 cm!
The width of my book is shorter than 25 cm!

My potlood is korter as 25 cm!
My pencil is shorter than 25cm!

Gee die leerders geleenthede om voorwerpe met die liniaal of die maatband te meet. Moedig hulle aan om te bespreek hoe hulle die liniaal gebruik en om hul metings te vergelyk.

Provide opportunities for the learners to measure objects using the ruler or the tape measure. Encourage them to discuss how they use the ruler and to compare their measurements.

Sentimeter

WEEK • WEEK 6

DAG 2 • DAY 2

Sentimeter
Centimetres

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.

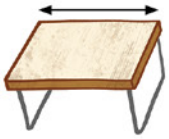
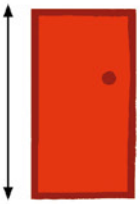
10 cm _____

7 cm

15 cm

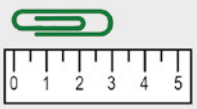
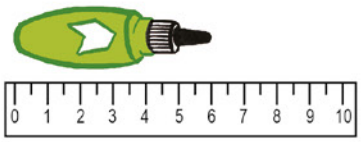
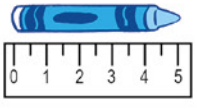
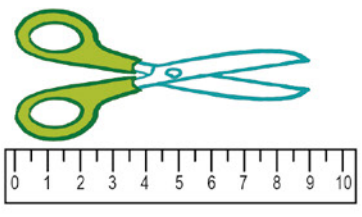
2 Sou jy die volgende in meter of in sentimeter meet?

Would you measure these in metres or centimetres?

	cm				
					

3 Meet die skoolitems.

Measure the school items.

	3 cm		____ cm
	____ cm		____ cm

Centimetres

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		

Skatting

HOOFREKENE
MENTAL MATHS
FIZZ-POP HALVEER
FIZZ POP – HALVE
→ SPELETJIE
GAME
→ KONSEPONTWIKKELING
CONCEPT DEVELOPMENT
→ WERKKAARTE
WORKSHEETS

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Wat beteken dit om te skat?
What does estimation mean?

1

Om te skat, beteken jy raai hoe lank iets is sonder om dit eers te meet.
Estimation means that you guess how long something is without measuring.

Ons moet 'n ingeligte raaiskoot waag. As hierdie liniaal 1 m (100 cm) lank is, hoe lank dink julle is my stukkie tou?
We must make an **informed** guess. If this ruler is 1 m (100 cm) long, how long do you think my string is?

2

Die tou is korter as die liniaal. Ek dink dis 80 cm lank.
The string is shorter than the ruler. I think it is 80 cm long.

Kom ons meet die tou om te kyk hoe naby jou skatting daaraan is.
Let's measure the string to check how close your estimation is.

3

Die stukkie tou is eintlik 70 cm lank. My skatting was taamlik naby! Die verskil is 10 cm.
The piece of string is actually 70 cm long. I was quite close! The difference is 10 cm.

Hou dop dat die leerders elke ding eers skat en dan meet sodat hulle kan oefen om bekende inligting te gebruik om redelike skattings te maak.

Watch that learners estimate and then measure each thing so that they practise using known information to make reasonable estimations.

Estimation

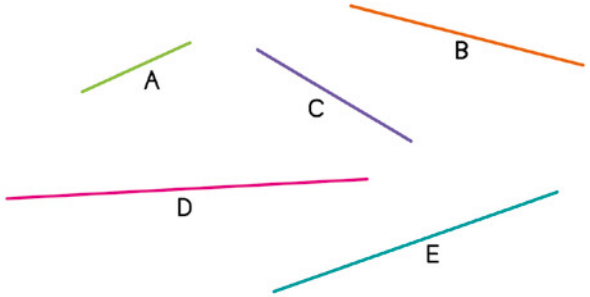
WEEK • WEEK 6

DAG 3 • DAY 3

Skat
Estimation

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.

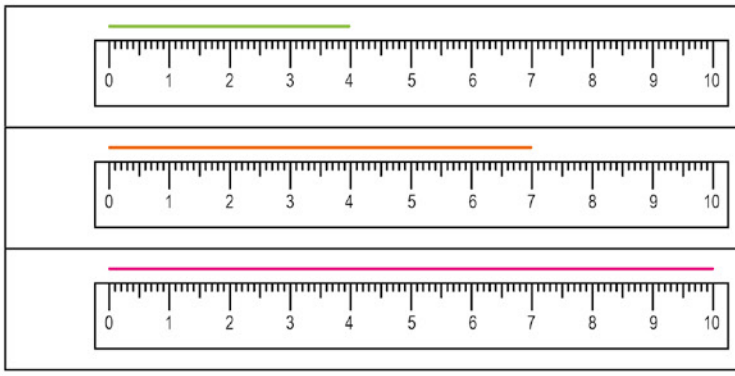
Die verskil tussen lyn A en lyn B is _____ cm.

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

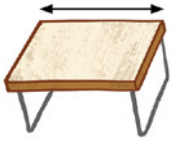
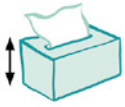
_____ cm

56

Skatting

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
			
			
			
			
			
			

Working with units of length

HOOFREKENE / MENTAL MATHS | FIZZ-POP HALVEER / FIZZ POP – HALVE → SPELETJIE / GAME → KONSEPONTWIKKELING / CONCEPT DEVELOPMENT → WERKKAARTE / WORKSHEETS

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Phinda het 7 linte. Elke lint is 5 m lank. Wat is die totale lengte van die linte?

Phinda has 7 pieces of ribbon. Each piece of ribbon is 5 m long. What is the total length of the ribbons?

Wat moet julle doen om by die antwoord uit te kom?

What do you need to do to find out the answer?

Ek moet vermenigvuldig. Sy het 7 linte en elke lint is 5 m lank. Phinda het dus 35 m lint.

I must multiply. She has 7 pieces and each piece is 5 m in length so Phinda has 35 m of ribbon.

Ntando loop 48 m ver. Hy gaan staan elke 6 m. Hoeveel keer gaan staan Ntando?

Ntando walks 48 m. He stops every 6 m. How many times does Ntando stop?

Ek moet 48 m in groepe van 6 m opdeel. 48 ÷ 6 = 8, dus gaan staan Ntando 8 keer.

I need to divide 48 m into groups of 6 m. 48 ÷ 6 = 8 so Ntando stops 8 times.

Voorsien 'n verskeidenheid optellings-, aftrekkings-, vermenigvuldigings- en delingswoordprobleme wat oor lengte-eenhede handel sodat die leerders dit kan oplos. Herinner hulle daaraan om hul antwoorde in die konteks van die probleem te gee.

Provide a variety of addition, subtraction, multiplication and division word problems involving units of length for learners to solve. Remind them to give their answers in the context of the problem.

Werk met lengte-eenhede

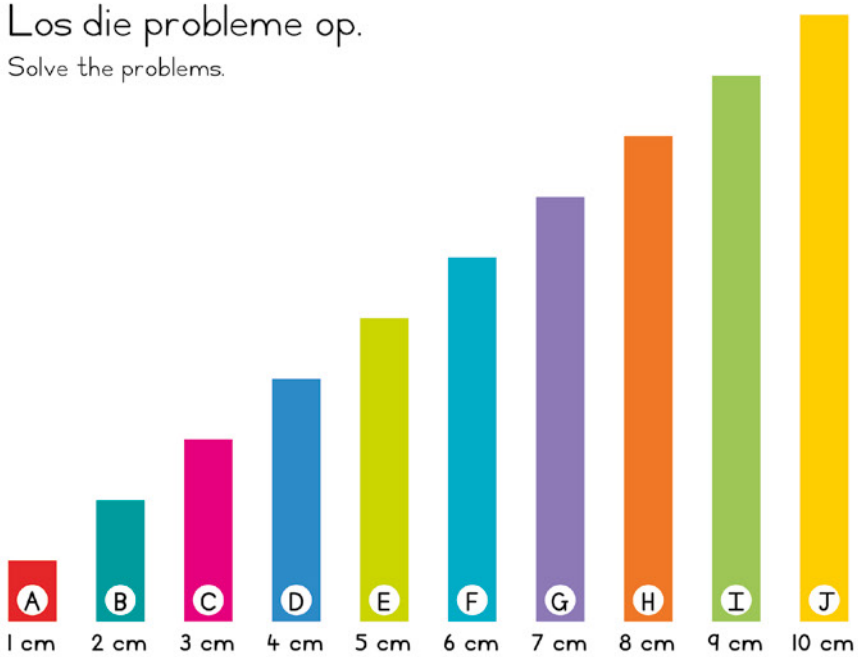
WEEK • WEEK 6

DAG 4 • DAY 4

Werk met lengte-eenhede
Working with units of length

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 = _____

58

Working with units of length

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.

WEEK 6 • WEEK

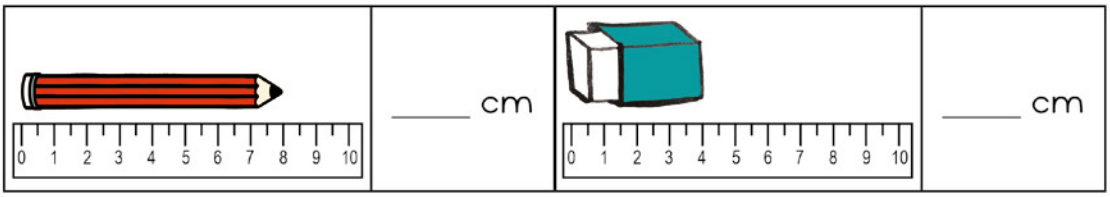
DAG 5 • DAY 5

Assessering en vaslegging
Assessment and consolidation

ASSESSERING ASSESSMENT → WERKKAART WORKSHEET

1 Meet die skoolitems.

Measure the school items.



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!

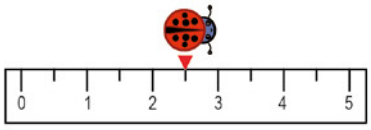
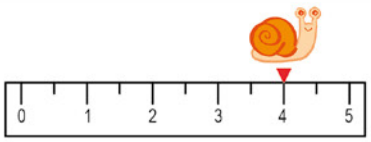
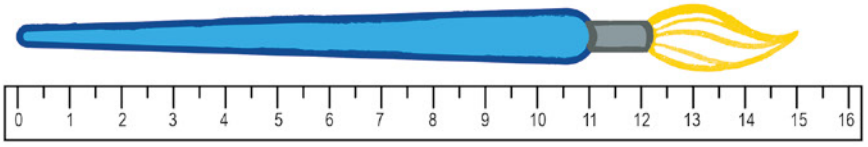
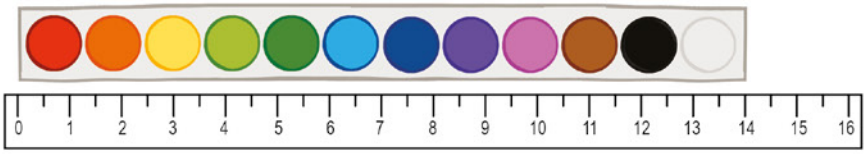
In Afrikaans sê ons:	In English we say:
meet	measure
meter	metres
sentimeter	centimetres
skat	estimate
vergelyk	compare
die verskil	difference

Assessment and consolidation

Vaslegging | Consolidation

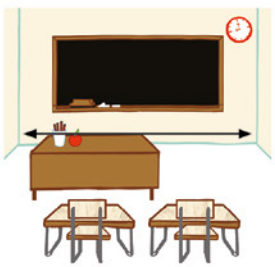
1 Beantwoord die vrae.

Answer the questions.

Hoe ver het die skilpadbesie gevlieg? How far did the ladybird move? 	_____ m
Hoe ver het die slak geloop? How far did the snail move? 	_____ m
Hoe lank is die verfkwas? How long is the paintbrush? 	_____ cm
Hoe lank is die verfhouer? How long is the paint box? 	_____ cm

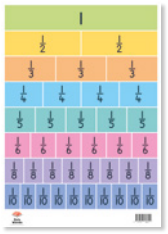
2 Voltooi die tabel.

Complete the table.

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

Breuke

	Hulpbronne
Hoofrekene: Gee my minder as 1, 2, 3, 4, 5 of 10	onderwyser- en leerder-*spreikaartte*
Speletjie: *Vinnige wiskunde met kaarte en dobbelstene – 1, 2, 3, 4, 5 of 6 minder*	leerder-*spreikaartte* en *dobbelstene*




Dag	Lesaktiwiteit	Leshulpbronne
1	Vergelyk breuke	LAB, *breukemuur*, *breukstelle* (onderwyser en leerder)
2	Tel breuke op	LAB, *breukstelle* (onderwyser en leerder)
3	Trek breuke af	LAB, *breukstelle* (onderwyser en leerder)
4	Breuke van ’n versameling	LAB
5	Assessering en vaslegging vir leer	LAB

Ná hierdie week behoort die leerder in staat te wees om:	✓
breuke met behulp van ’n getallelyn te vergelyk.	
optellings- en aftrekkingsprobleme op te los deur breuke met dieselfde noemer te gebruik.	
probleme van verdeling wat tot breuke lei, op te los.	

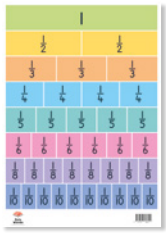
Assessering

Skriftelike assessering: Optellings- en aftrekkingsprobleme en -getalsinne

Teken ’n punt uit 10 op die kwartaalpuntestaat aan.

Fractions

	Resources
Mental Maths: Give me less than 1, 2, 3, 4, 5 or 10 less	teacher and learner *flard cards*
Game: *Fast maths with cards and dice – 1, 2, 3, 4, 5 or 6 less*	learner *flard cards* and *dice.*


Day	Lesson activity	Lesson resources
1	Comparing fractions	LAB, *fraction wall*, *fraction kits* (learner and teacher)
2	Adding fractions	LAB, *fraction kits* (learner and teacher)
3	Subtracting fractions	LAB, *fraction kits* (learner and teacher)
4	Fraction of a collection	LAB
5	Assessment and consolidation for learning	LAB

After this week the learner should be able to:	✓
compare fractions using a number line.	
solve addition and subtraction problems using fractions with the same denominator.	
solve sharing problems leading to fractions.	

Assessment

Written assessment: Addition and subtraction problems and number sentences

Record a mark out of 10 in the term mark sheet.

Breuke

Hoofrekenevideo

Ons konsentreer hierdie week in Hoofrekene op die begrip van minder as. Wys die klas 'n 2-syfergetal of 'n 3-syfergetal met jou *spreikaarte* en vra die leerders om 'n getal van 1, 2, 3, 4, 5 of 10 minder met hul *spreikaarte* te wys. Die *spreikaarte* stel die leerders in staat om hul getalgevoel te ontwikkel terwyl hulle daarmee werk om getalle, wat uit 1'e, 10'e en 100'e bestaan, op te bou. Gesels met hulle oor die getalle wat hulle maak.

Speletjiesvideo

Ons speel hierdie week die speletjie, *Vinnige wiskunde met kaarte en dobbelstene – 1, 2, 3, 4, 5 of 6 minder as!* Die speletjie gee die leerders geleenthede om 1, 2, 3, 4, 5 of 6 van 'n getal af te trek. Een leerder wys 'n 2-syfergetal of 3-syfergetal met *spreikaarte*. Die ander leerder gooi 'n *dobbelsteen* en trek dan 1, 2, 3, 4, 5 of 6 af van die getal wat gewys word. Hierdie speletjie help die leerders om te oefen om enkelsyfergetalle vinnig en maklik af te trek.

Video oor konseptuele ontwikkeling

Met hierdie week se werk oor breuke bou die leerders op hul vroeëre leer voort. Hulle gaan voort om breuke met behulp van 'n getallelyn te vergelyk. Hulle los 'n verskeidenheid optellings- en aftrekkingsprobleme op deur breuke te gebruik en leer om getalle te deel om 'n breukdeel te kry. Ons konsentreer hierdie week daarop om:

- breuke met behulp van 'n getallelyn te vergelyk.
- optellings- en aftrekkingsprobleme met breuke wat dieselfde noemer het, op te los.
- probleme van verdeling wat tot breuke lei, op te los.

Waarna jy hierdie week moet oplet

- Die deling van getalle om 'n breukdeel uit te werk, kan aanvanklik effens moeilik vir die leerders wees. Maak seker dat hulle verstaan dat die hele die totale getal van die versameling is en dat die noemer wys in hoeveel gelyke dele die hele gedeel word. Die leerders kan dan deling gebruik om die aantal items in elke deel te kry omdat hulle weet dat die teller vir hulle aandui hoeveel gelyke dele hulle moet uitwerk.
- Moedig gesprekke tussen die leerders aan sodat hulle hul wiskundetaal kan uitbrei. Maak seker die leerders gebruik die korrekte woordeskat: **halwe**, **kwart**, **agste**, **derde**, **vyfde**, **sesde**, **deel**, **breuk**, **langer**, **korter**, **meer as**, **minder as**, **tel op**, **en/plus**, **meer**, **trek af**, **neem weg**, **minus**, **verdeel**.

Fractions

Mental Maths video

This week we focus on the concepts of less than in Mental Maths. Show the class a 2- or 3-digit number using your *flard card* and tell learners to show a number 1, 2, 3, 4, 5 or 10 less using their *flard cards*. The *flard cards* allow learners to develop their number sense while they work with them to construct numbers made of 1s, 10s and 100s. Talk to them about the numbers they make.

Game video

This week we play the game *Fast maths with cards and dice – 1, 2, 3, 4, 5 or 6 less than!* The game provides opportunities for the learners to subtract 1, 2, 3, 4, 5 or 6 from a number. One learner shows a 2- or 3-digit number using *flard cards*. The other learner throws a *dice* and must subtract 1, 2, 3, 4, 5 or 6 from the number that is shown. This game will help learners to practice subtracting single digit numbers quickly and easily.

Conceptual development video

In this week's work on fractions, learners will build on their previous learning. They continue to use a number line to compare fractions. They solve a variety of addition and subtraction problems using fractions and they learn to divide numbers to find a fractional part. This week we focus on:

- comparing fractions using a number line.
- solving addition and subtraction problems using fractions with the same denominator.
- solving sharing problems leading to fractions.

What to look out for this week

Learners may find dividing numbers to work out a fractional part a little tricky at first. Ensure that they understand the whole is the total number of the collection and that the denominator shows how many equal parts the whole is divided into. Learners can then use division to find the number of items in each part, knowing that the numerator tells them how many equal parts they need to work out. Encourage conversation between learners so that they can develop their mathematical language. Ensure that learners are using the correct vocabulary: **half**, **quarter**, **eighth**, **third**, **fifth**, **sixth**, **divide**, **fraction**, **longer**, **shorter**, **more than**, **less than**, **add**, **and**, **more**, **subtract**, **take away**, **less**, **share**

Vergelyk breuke

HOOFREKENE MENTAL MATHS | MINDER AS LESS THAN → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

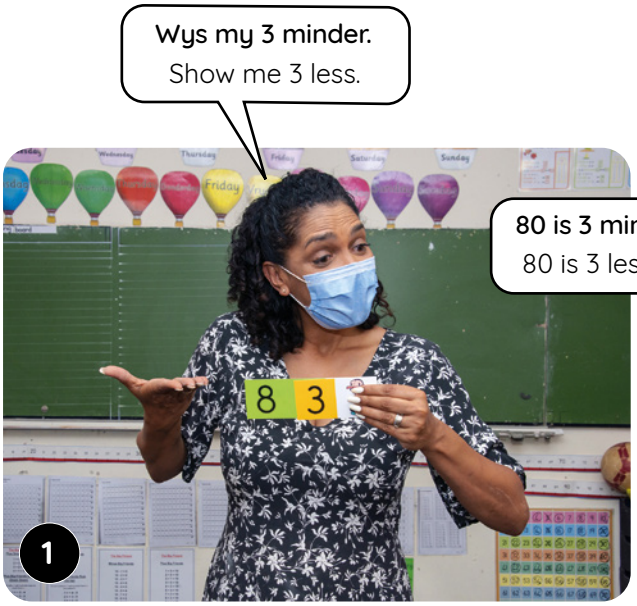
HOOFREKENE | MENTAL MATHS

Wys 1, 2, 3, 4, 5 of 10 minder met *spreikaarte*.

Use *flard cards* to show 1, 2, 3, 4, 5 or 10 less.

Onthou om elke dag die datum na te gaan en die register af te merk.

Remember to check the date and mark the register every day.



Comparing fractions

Verrykingsaktiwiteite • Enrichment activities

Dag 1 Day 1

Trek af.
Subtract.

861 – 40 = _____

756 – 20 = _____

694 – 30 = _____

543 – 70 = _____

425 – 50 = _____

159 – 20 = _____

278 – 60 = _____

494 – 80 = _____

232 – 30 = _____

366 – 50 = _____

Dag 2 Day 2

Trek af.
Subtract.

379 – 42 = _____

487 – 35 = _____

124 – 13 = _____

855 – 53 = _____

255 – 55 = _____

649 – 28 = _____

278 – 65 = _____

193 – 12 = _____

555 – 21 = _____

787 – 34 = _____

Dag 3 Day 3

Trek af.
Subtract.

765 – 20 = _____

153 – 40 = _____

675 – 60 = _____

274 – 10 = _____

452 – 30 = _____

276 – 50 = _____

461 – 40 = _____

582 – 20 = _____

683 – 30 = _____

381 – 70 = _____

Dag 4 Day 4

Trek af.
Subtract.

236 – 32 = _____

444 – 24 = _____

567 – 45 = _____

315 – 13 = _____

729 – 18 = _____

617 – 26 = _____

129 –19 = _____

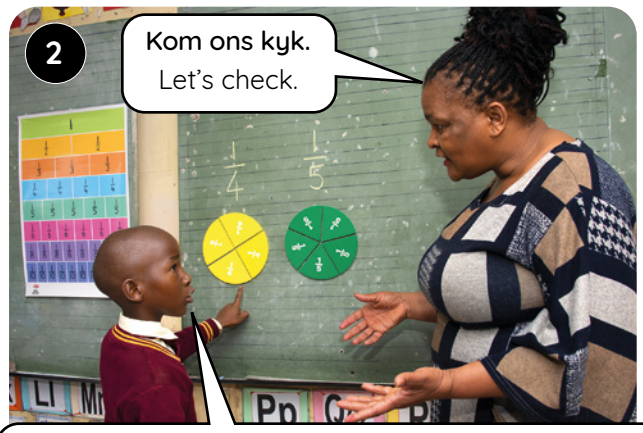
578 – 37 = _____

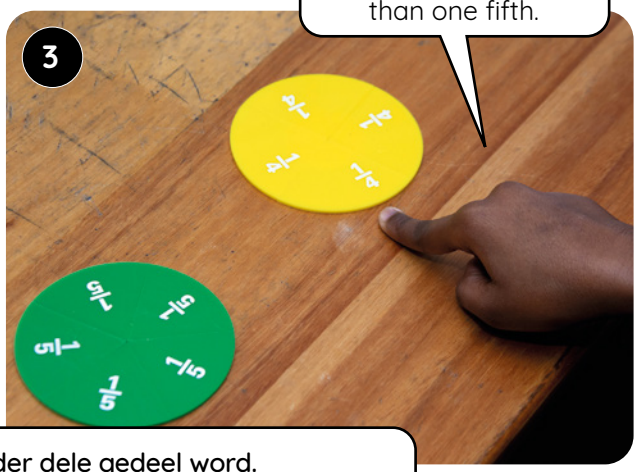
739 – 15 = _____

447 – 22 = _____

Vergelyk breuke

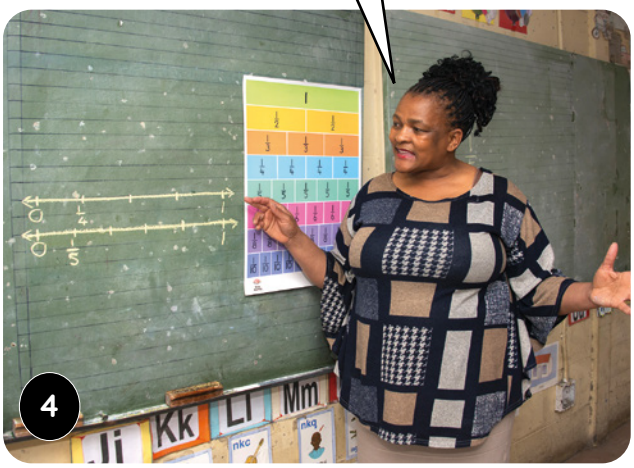
KONSEPONTWIKKELING | CONCEPT DEVELOPMENT





'n $\frac{1}{4}$ is die grootste omdat die hele in minder dele gedeel word.
$\frac{1}{4}$ will be bigger because the whole is divided into less pieces.

'n $\frac{1}{4}$ is nader aan die 1 op die getallelyn, dus is 'n $\frac{1}{4}$ groter as 'n $\frac{1}{5}$.
$\frac{1}{4}$ is closer to the 1 on the number line. So 1/4 is bigger than $\frac{1}{5}$.



Moedig die leerders aan om breuke met behulp van hul breukstelle te vergelyk en na die breukemuur te kyk. Die breukstelle is nuttig om breuke fisies mee te vergelyk. Breukemure stel die leerders in staat om die verband met 'n getallelyn te trek.

Encourage learners to compare fractions using their *fraction kits* and by looking at the *fraction wall*. *Fraction kits* are useful to physically compare fractions. *Fraction walls* help learners make the connection to a number line.

Comparing fractions

WEEK • WEEK 7

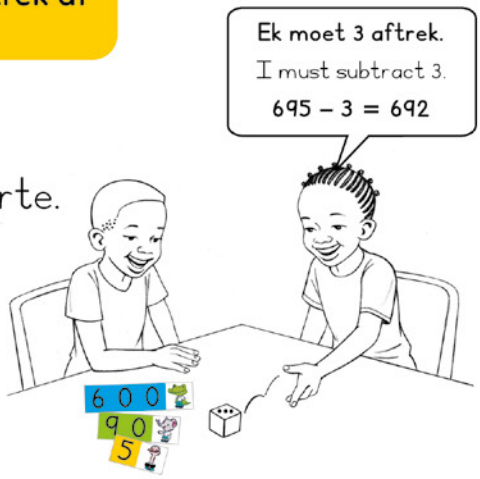
DAG 1 • DAY 1

Vergelyk breuke
Comparing fractions

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!



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	0, $\frac{2}{6}$, $\frac{4}{6}$, 1	$\frac{4}{6}$
$\frac{1}{8}$ en $\frac{4}{8}$ and	0, 1	
$\frac{2}{4}$ en $\frac{3}{4}$ and	0, 1	
$\frac{1}{3}$ en $\frac{3}{3}$ and	0, 1	
$\frac{2}{5}$ en $\frac{4}{5}$ and	0, 1	

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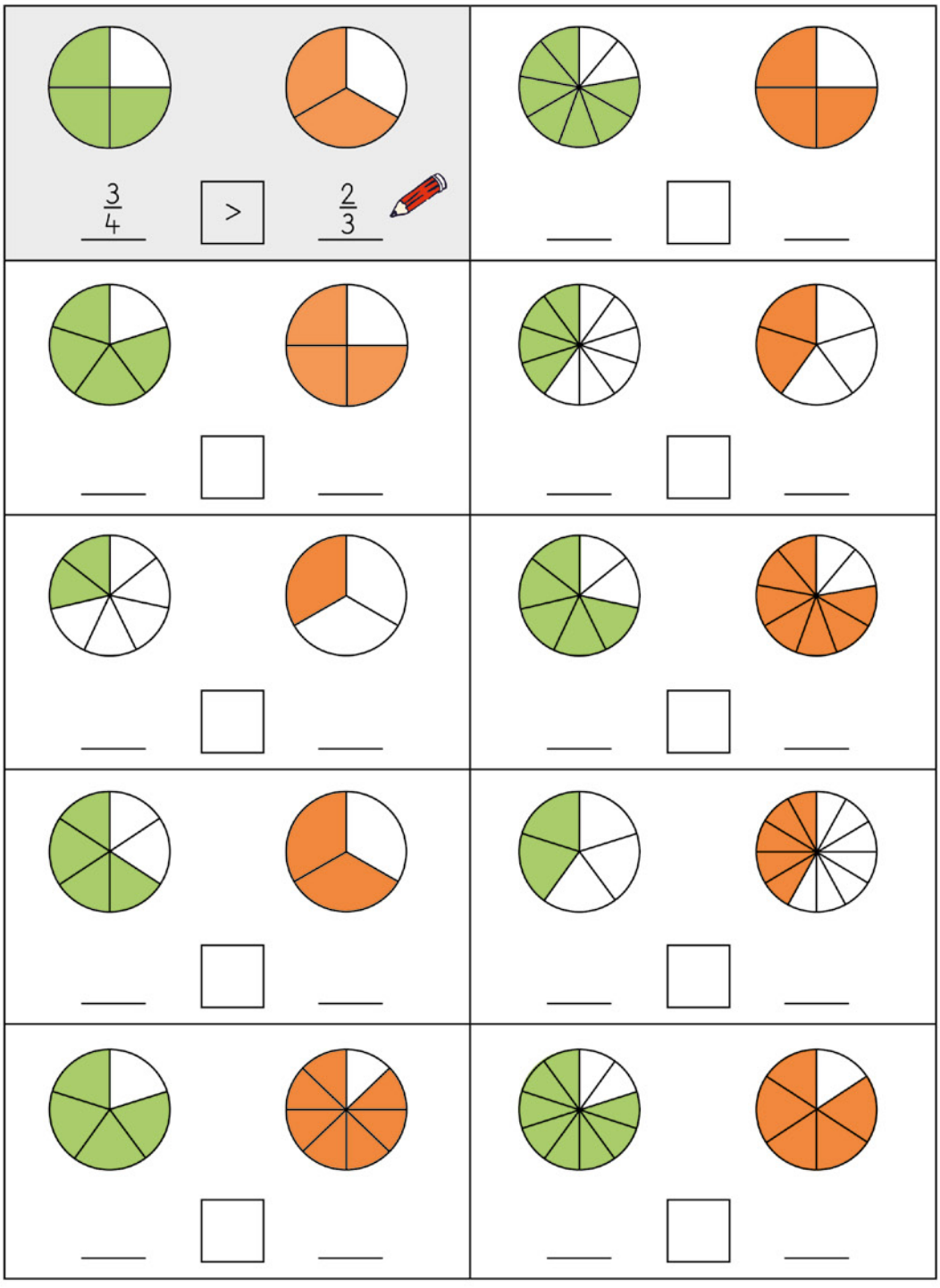
Vergelyk breuke

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

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



Adding fractions

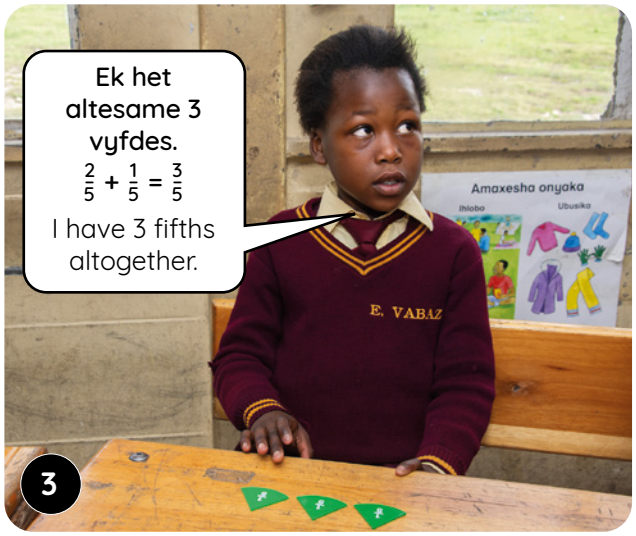
HOOFREKENE MENTAL MATHS | MINDER AS LESS THAN → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Ek het $\frac{2}{5}$ van 'n koek en $\frac{1}{5}$ van 'n koek. Hoeveel van die koek is daar altesame? Gebruik julle breukstelle om julle te help om die probleem op te los.
I have $\frac{2}{5}$ of a cake and $\frac{1}{5}$ of a cake. How much cake is there altogether? Use your fraction kits to help you solve the problem.

Juffrou het $\frac{2}{5}$ hier en $\frac{1}{5}$ daar.
You have $\frac{2}{5}$ here and $\frac{1}{5}$ here.

Ja! As ek $\frac{2}{5}$ en $\frac{1}{5}$ het, hoeveel vyfdes het ek dan altesame?
Yes! If I have $\frac{2}{5}$ and $\frac{1}{5}$, then how many fifths do I have altogether?



Ek het altesame 3 vyfdes.
$\frac{2}{5} + \frac{1}{5} = \frac{3}{5}$
I have 3 fifths altogether.

Ja, kyk na die getrekte getallelyn om julle berekening te kontroleer.
Yes, look at the number line drawing to check your calculation.

Gee die leerders geleenthede om 'n verskeidenheid breukprobleme op te los. Moedig hulle aan om die breukstelle te gebruik sodat hulle fisies die optelling van breuke met dieselfde noemer kan sien. Hulle kan dan 'n getallelyn trek om hul begrip te wys.

Provide opportunities for learners to solve a variety of fraction problems. Get them to use the fraction kits so they can physically see the addition of fractions with the same denominator. Encourage them to use a number line to show their understanding.

Tel breuke op

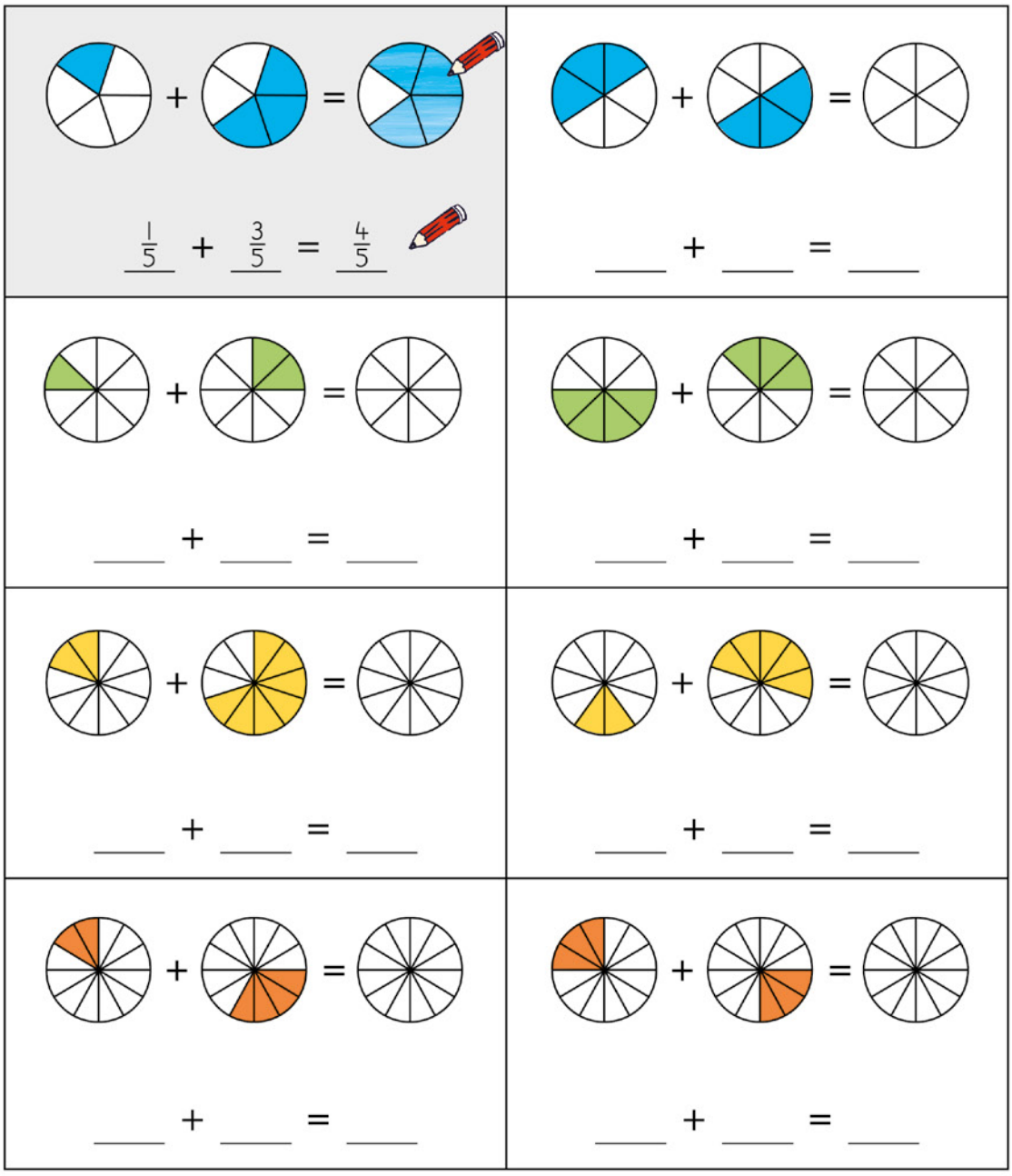
WEEK • WEEK 7

DAG 2 • DAY 2

Tel breuke op
Adding fractions

HOOFREKENE MENTAL MATHS | MINDER AS LESS THAN → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

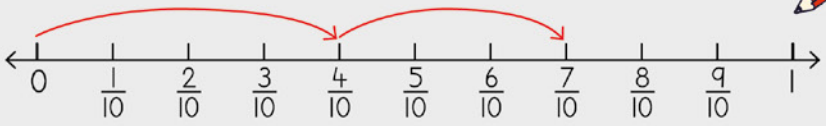
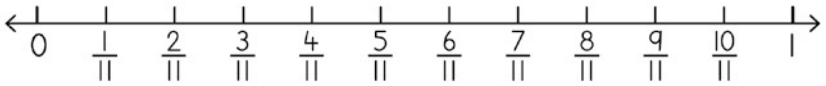
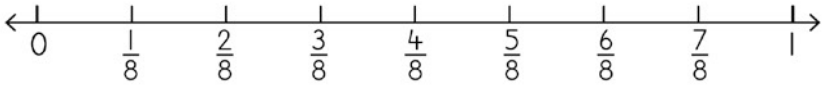
1 Tel op. Kleur die antwoord in. Skryf die breuk neer.
Add. Colour the answer. Write the fractions.



64

Adding fractions

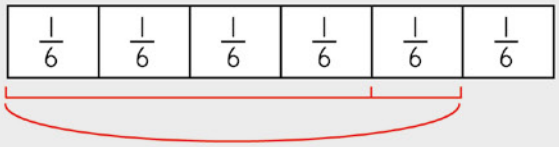
2 Tel die breuke bymekaar. Wys die spronge op die getallelyn.
Add the fractions. Show the jumps on the number line.

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

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

HOOFREKENE MENTAL MATHS | MINDER AS LESS THAN → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Ek het 'n $\frac{3}{4}$ pastei. Themba eet 'n $\frac{1}{4}$ daarvan op. Hoeveel pastei bly daar oor? Gebruik julle breukstelle om julle te help om die probleem op te los.

I have $\frac{3}{4}$ of a pie. Themba eats $\frac{1}{4}$ of it. How much pie is left over? Use your fraction kits to help you solve the problem.

Ek het $\frac{3}{4}$ hier en ek moet $\frac{1}{4}$ wegneem.

I have $\frac{3}{4}$ here and I need to take $\frac{1}{4}$ away.

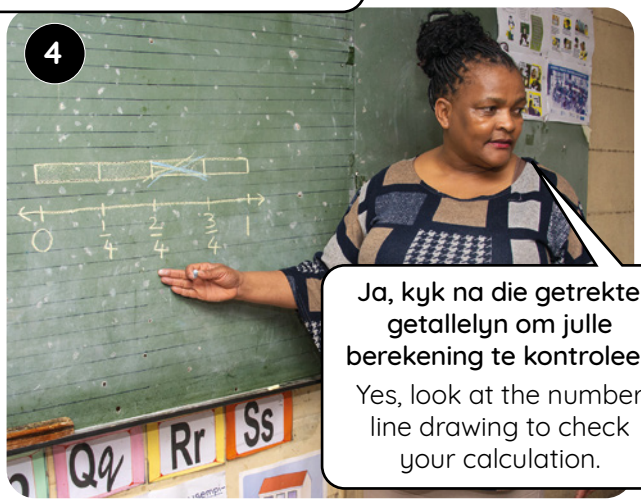
As jy $\frac{1}{4}$ wegneem, hoeveel kwarte bly daar oor?

If you take $\frac{1}{4}$ away, how many quarters will you have left?

Daar bly 2 kwarte oor.

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

I will have 2 quarters left.



Ja, kyk na die getrekte getallelyn om julle berekening te kontroleer.

Yes, look at the number line drawing to check your calculation.

Gee die leerders geleenthede om 'n verskeidenheid probleme op te los. Moedig hulle aan om die breukstelle te gebruik sodat hulle fisies die aftrekking van breuke met dieselfde noemer kan sien. Hulle kan ook 'n getallelyn gebruik om hul begrip te wys.

Provide opportunities for learners to solve a variety of problems. Get them to use the *fraction kits* so they can physically see the subtraction of fractions with the same denominator. Encourage them to use a number line to show their understanding.

Subtracting of fractions

WEEK • WEEK 7

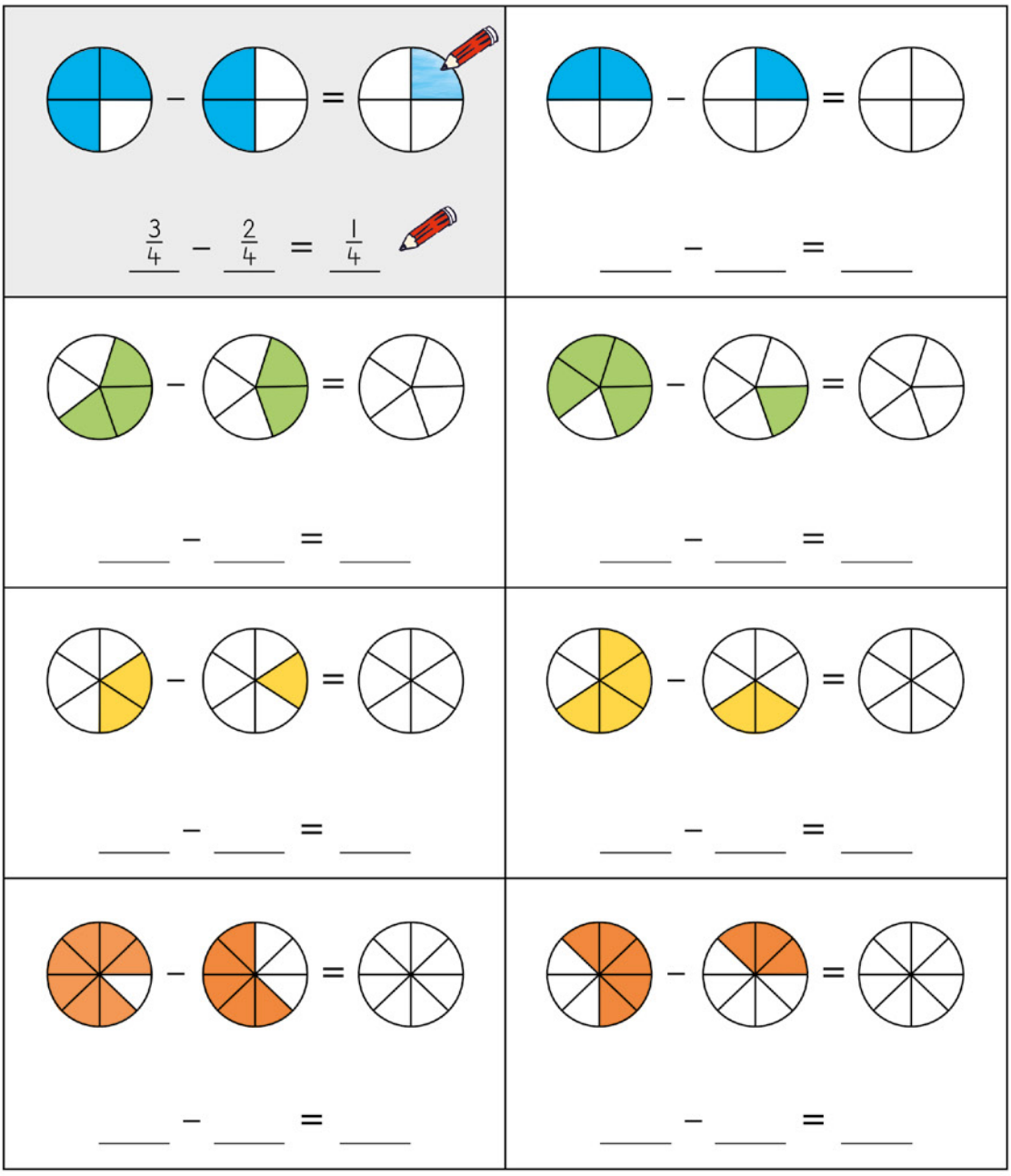
DAG 3 • DAY 3

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.

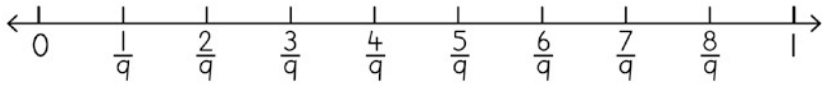
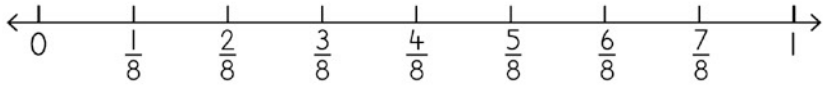
Subtract. Colour the answer. Write the fractions.



Trek breuke af

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

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

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

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

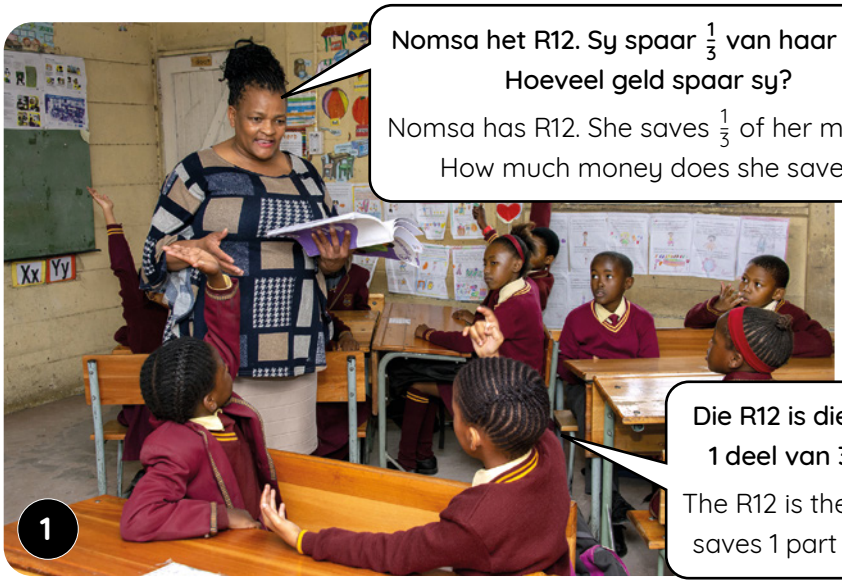
Phinda draws a line that is $\frac{7}{10}$ m long. She then erases $\frac{4}{10}$ m of the line. How long is the line now?

Trek die getallelyn. Draw the number line.	
getalsin number sentence	

Fraction of a collection

HOOFREKENE MENTAL MATHS | MINDER AS LESS THAN → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT



1

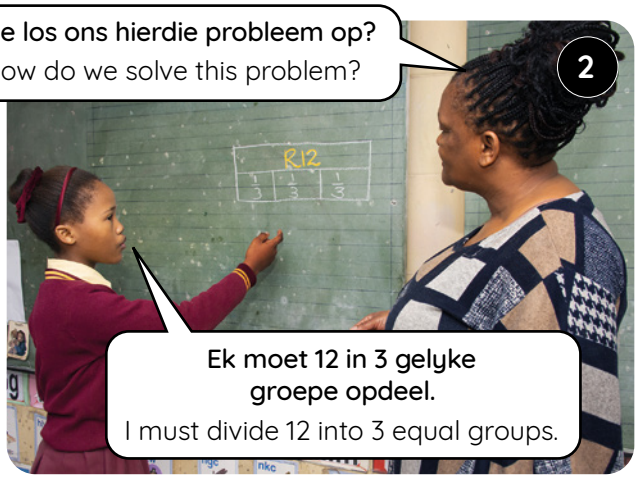
Nomsa het R12. Sy spaar $\frac{1}{3}$ van haar geld. Hoeveel geld spaar sy?

Nomsa has R12. She saves $\frac{1}{3}$ of her money. How much money does she save?

Die R12 is die hele. $\frac{1}{3}$ beteken dat Nomsa 1 deel van 3 dele van haar geld spaar.

The R12 is the whole. $\frac{1}{3}$ means that Nomsa saves 1 part out of 3 parts of her money.

Hoe los ons hierdie probleem op?
How do we solve this problem?



2

Ek moet 12 in 3 gelyke groepe opdeel.

I must divide 12 into 3 equal groups.

3

Noudat ons weet hoeveel geld in elke deel is, wat is die antwoord op die probleem?
Now that we know how much money is in each part, what is the answer to the problem?

4

Nomsa spaar 1 deel van haar geld, wat beteken sy spaar R4.

Nomsa saves 1 part of her money which means she saves R4.

Gee die leerders geleenthede om 'n verskeidenheid probleme op te los waarin hulle 'n breuk van 'n versameling moet kry. Moedig besprekings aan oor die gedagte dat hulle 'n deel van die hele as die antwoord moet kry.

Provide opportunities for learners to solve a variety of problems finding a fraction of a collection. Encourage discussion about the idea that they are looking for a part of the whole as the answer.

’n Breuk van ’n versameling

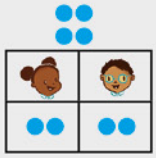
WEEK 7 • WEEK

DAG 4 • DAY 4

’n Breuk van ’n versameling
Fractions of a collection

HOOFREKENE MENTAL MATHS | MINDER AS LESS THAN → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

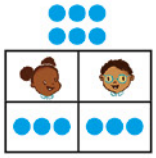
1 Los hierdie probleme op.
Solve these problems.



2 groepe
groups

2 tellers elk
counters each

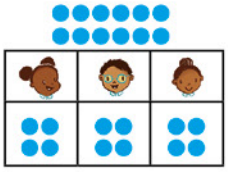
4 ÷ 2 = 2



groepe
groups

tellers elk
counters each

___ ÷ ___ = ___

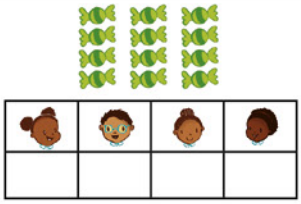


groepe
groups

tellers elk
counters each

___ ÷ ___ = ___

2 Los hierdie probleme op.
Solve these problems.

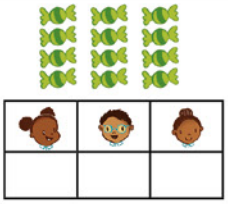


1 kwart van die lekkers = 3
1 quarter of the sweets = 3

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 = ____

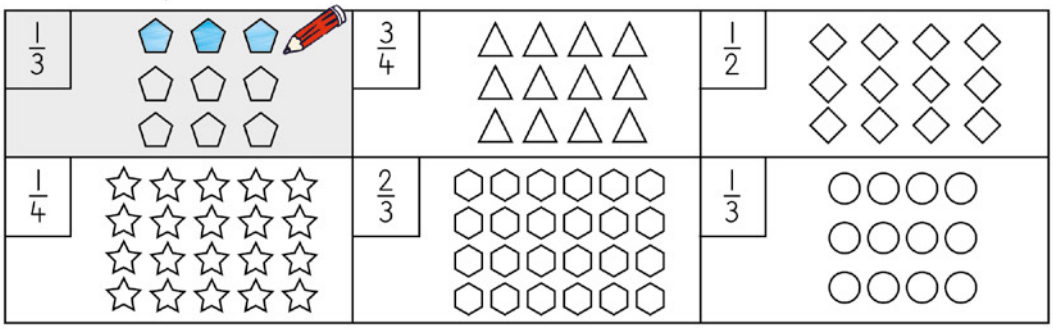
2 derdes van die lekkers = ____
2 thirds of the sweets = ____

3 derdes van die lekkers = ____
3 thirds of the sweets = ____

Fraction of a collection

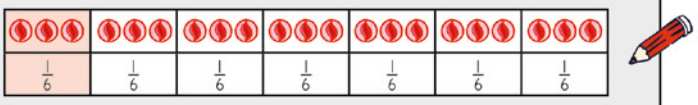
3 Kleur die vorms in om die breuke te wys.

Colour the shapes to show the fractions.



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 alabasters skool toe. Nomsa took 3 marbles to school.

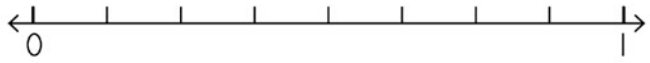
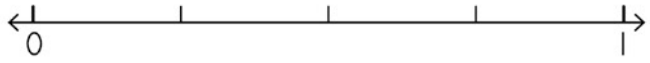
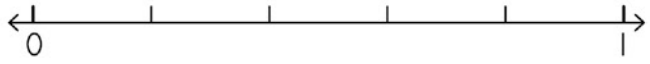
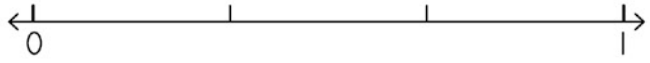
Ntando het 28 lekkers. Hy gee 'n maat $\frac{2}{7}$ van sy lekkers. Hoeveel lekkers gee hy weg? Ntando has 28 sweets. He gives $\frac{2}{7}$ of his sweets to a friend. How many sweets does he give away?	
Teken. Draw.	
Getalsin om $\frac{2}{7}$ van 28 te kry. Number sentence to find $\frac{2}{7}$ of 28.	
Antwoord. Answer.	

WEEK • WEEK 7

DAG 5 • DAY 5

Assessering en vaslegging
Assessment and consolidation

ASSESSERING ASSESSMENT → WERKKAART WORKSHEET

	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!

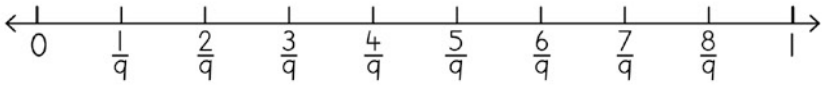
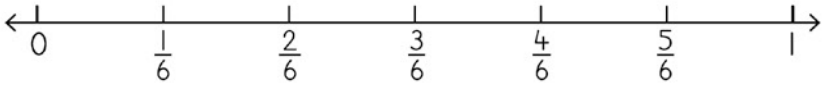
In Afrikaans sê ons:	In English we say:
Watter breuk is die grootste?	Which fraction is bigger?
Watter breuk is die kleinste?	Which fraction is smaller?
Tel die breuke bymekaar.	Add the fractions.
trek af	subtract
$\frac{1}{6}$ van 18	$\frac{1}{6}$ of 18

70

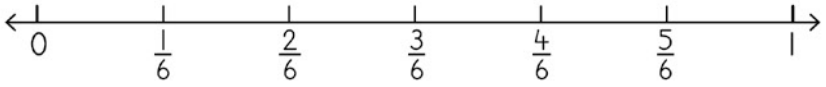
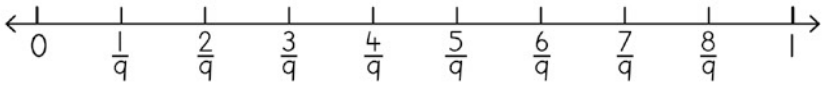
Assessment and consolidation

Vaslegging | Consolidation

1 Tel die breuke bymekaar. Wys die spronge op die getallelyn.
Add the fractions. Show the jumps on the number line.

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

2 Trek die breuke af. Wys die spronge op die getallelyn.
Subtract the fractions. Show the jumps on the number line.

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

3 Los die probleem op.
Solve the problem.

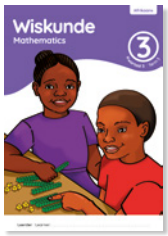
Thandi het 32 balle. Sy gee haar broer $\frac{3}{8}$ daarvan. Hoeveel balle gee sy hom?
Thandi has 32 balls. She gives $\frac{3}{8}$ of them to her brother. How many balls does she give him?

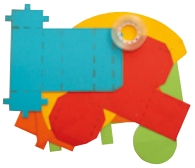
Teken.
Draw.

Getalsin om $\frac{3}{8}$ van 32 te kry. Number sentence to find $\frac{3}{8}$ of 32.	
Antwoord. Answer.	

Omtrek en oppervlakte

	Hulpbronne
Hoofrekene: *Fizz–Pop – verdubbeling*	geen
Speletjie: *1, 2, 3, wys – vergelyk*	*spreikaarte*



Dag	Lesaktiwiteit	Leshulpbronne
1	Omtrek	LAB, tou, klaskameritems
2	Omtrek	LAB, *1 m-opvouliniaal*
3	Oppervlakte	LAB, uitknipvorms (gr 3, kwartaal 1)
4	Oppervlakte	LAB
5	Assessering en vaslegging vir leer	LAB

Ná hierdie week behoort die leerder in staat te wees om:	✓
die afstand reg om 2D vorms (omtrek) te ondersoek en te meet.	
die oppervlakte van ’n oppervlak met behulp van teëls te ondersoek.	

Assessering

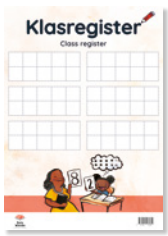
Skriftelike assessering: Optellings- en aftrekkingsprobleme en -getalsinne

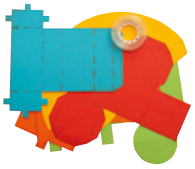
Teken ’n punt uit 10 op die kwartaalpuntestaat aan.

WEEK 8

Perimeter and area

	Resources
Mental Maths: *Fizz pop – doubling*	none
Game: *1 2 3 show – compare*	*flard cards*



Day	Lesson activity	Lesson resources
1	Perimeter	LAB, string, classroom items
2	Perimeter	LAB, *1 m fold up ruler*
3	Area	LAB, shape cut-outs (Gr 3 Term 2)
4	Area	LAB
5	Assessment and consolidation for learning	LAB

After this week the learner should be able to:	✓
investigate and measure the distance around 2-D shapes (perimeter).	
investigate the area of a surface using tiling.	

Assessment

Written assessment: Addition and subtraction problems and number sentences

Record a mark out of 10 in the term mark sheet.

Omtrek en oppervlakte

Hoofrekenevideo

Ons speel hierdie week *Fizz–Pop* deur op verdubbeling te konsentreer. Dit is belangrik dat die leerders verdubbeling moet oefen en hierdie berekeningstrategie doeltreffend moet gebruik. 'n Begrip van verdubbeling is noodsaaklik omdat hulle van vermenigvuldiging begin leer.

Speletjiesvideo

Ons speel die speletjie, *1, 2, 3, wys – vergelyk*! Die speletjie bied die leerders geleenthede om 3-syfergetalle te vergelyk en te sê watter getal groter en watter getal kleiner as die ander een is. Albei leerders wys 'n 3-syfergetal met *spreikaarte*. Hulle gesels met mekaar oor wie se getal groter en wie se getal kleiner as die ander een s'n is. Met hierdie speletjie word hul getalsbegrip vasgelê.

Video oor konseptuele ontwikkeling

Die leerders word in hierdie week se werk aan die begrippe omtrek en oppervlakte bekendgestel. Hulle leer op 'n eenvoudige en praktiese manier van hierdie begrippe terwyl hulle geleenthede gegee word om reg om vorms te meet. Hulle gebruik teëls om die oppervlakte van 'n oppervlak te ondersoek. Ons konsentreer hierdie week daarop om:

- die afstand reg om 2D vorms (omtrek) te ondersoek en te meet.
- die oppervlakte van 'n oppervlak met behulp van teëls te ondersoek.

Waarna jy hierdie week moet oplet

- Dit is belangrik dat die leerders die definisies van die nuwe begrippe wat hierdie week bekendgestel word, moet verstaan. Omtrek beteken die totale lengte reg om 'n vorm. Oppervlakte beteken die hoeveelheid oppervlak wat bedek word.
- Moedig gesprekke tussen die leerders aan sodat hulle hul wiskundetaal kan uitbou. Maak seker die leerders gebruik die korrekte woordeskat: **omtrek**, **afstand**, **2D vorms**, **meet**, **meting**, **skat**, **vergelyk**, **orden**, **rekordeer**, **lengte**, **vorentoe**, **agtertoe**, **oppervlakte**, **ondersoek**, **teëls**, **vierkante**.

Perimeter and area

Mental Maths video

This week we will play *Fizz Pop* with a focus on doubling. It is important for learners to practice doubling and to become efficient at using this calculation strategy. Understanding doubling is necessary as they begin to learn about multiplication.

Game video

This week we play the game *1 2 3 show – compare*. The game provides opportunities for the learners to compare 3-digit numbers and say which number is greater and which is smaller. Both learners show a 3-digit number using *flard cards*. They talk to each other about whose number is bigger and whose is smaller. This game consolidates number concept.

Conceptual development video

In this week's work on perimeter and area, learners are introduced to the concept of perimeter and area. They learn about these concepts in a simple and practical way as they are given opportunities to measure around shapes. They use tiles to investigate the area of a surface. This week we focus on:

- investigating and measuring the distance around 2-D shapes (perimeter).
- investigating the area of a surface using tiling.

What to look out for this week

It is important that learners understand the definitions of the new concepts introduced this week. Perimeter means the total length around a shape. Area means the amount of surface covered. Encourage conversation between learners so that they can develop their mathematical language. Ensure that learners are using the correct vocabulary: **perimeter**, **distance**, **2-D shapes**, **measure**, **measurement**, **estimate**, **compare**, **order**, **record**, **length**, **forwards**, **backwards**, **area**, **investigate**, **tiling**, **squares**

Omtrek

HOOFREKENE
MENTAL MATHS
FIZZ-POP VERDUBBEL
FIZZ POP – DOUBLE
→ SPELETJIE
GAME
→ KONSEPONTWIKKELING
CONCEPT DEVELOPMENT
→ WERKKAARTE
WORKSHEETS

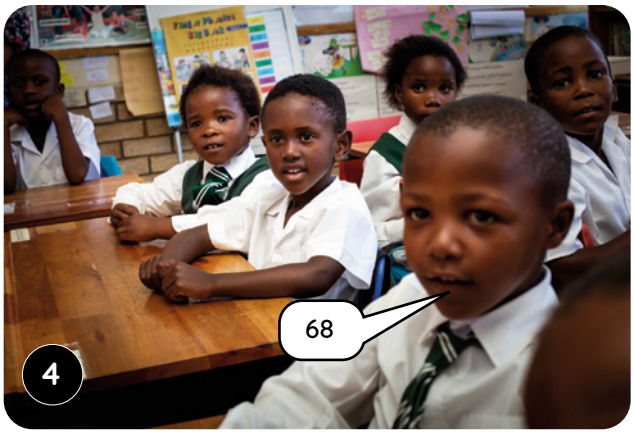
HOOFREKENE | MENTAL MATHS

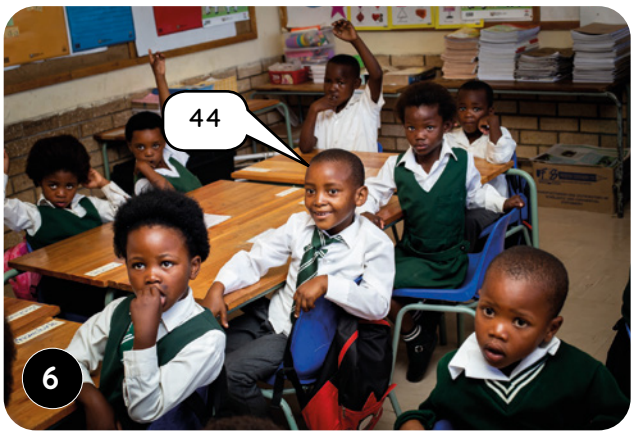
Speel *Fizz-Pop* om verdubbeling te oefen.

Play *Fizz Pop* to practise doubling.

Onthou om elke dag die datum na te gaan en die register af te merk.

Remember to check the date and mark the register every day.





Perimeter

Verrykingsaktiwiteite • Enrichment activities

Dag 1 Day 1

Verdubbel.
Double.

20 _____

50 _____

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 _____

348 _____

429 _____

439 _____

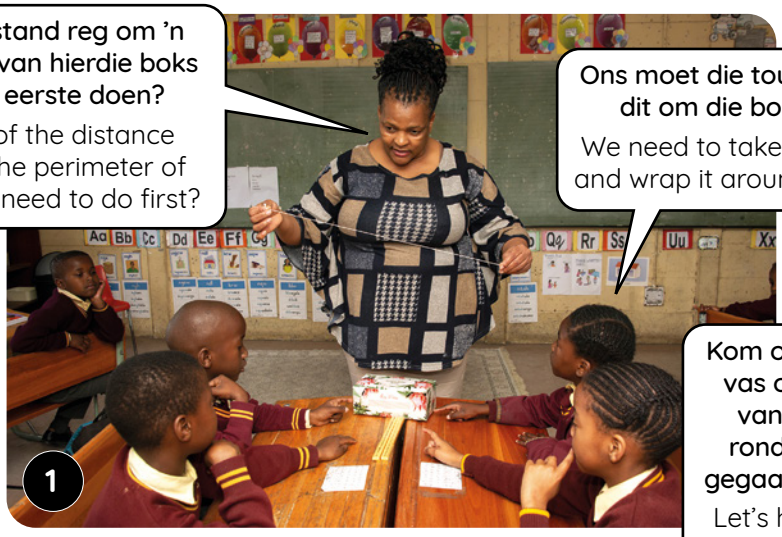
149 _____

Omtrek

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Omtrek is die meting van die afstand reg om 'n vorm. Kom ons meet die omtrek van hierdie boks met 'n stuk tou. Wat moet ons eerste doen?

Perimeter is the measurement of the distance around a shape. Let's measure the perimeter of this box using string. What do we need to do first?



Ons moet die tou neem en dit om die boks pas.

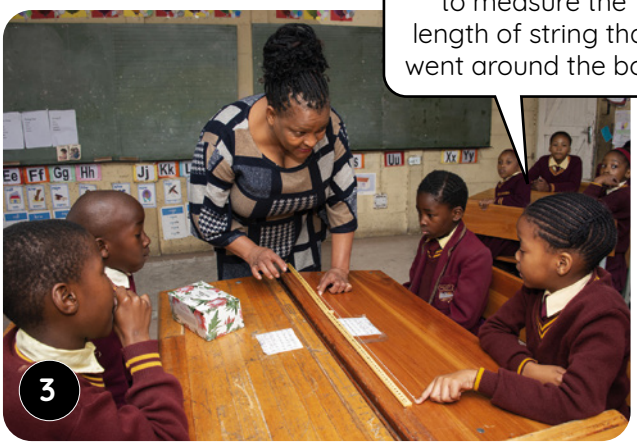
We need to take the string and wrap it around the box.

Kom ons hou die tou vas om die lengte van die tou wat rondom die boks gegaan het, te meet.

Let's hold the string to measure the length of string that went around the box.

Hierdie toulengte is nodig om reg om die boks te gaan.

I need this length of string to go around the box.



Hoe lank is die stuk tou wat reg om die boks gegaan het?

How long was the piece of string that went around the box?

Die lengte van die tou is 65 cm. Die omtrek van die boks is 65 cm.

The length of the string is 65 cm. The perimeter of the box is 65 cm.

Gee die leerders geleenthede om die omtrek van 'n aantal verskillende vorms met behulp van 'n stuk tou te meet. Help hulle om die plek in die tou waar hulle opgehou meet het, saam met die beginpunt van die tou vas te hou.

Provide opportunities for learners to measure the perimeter of a number of different shapes using a length of string. Help learners to manage holding the ends of the string so that they know where to stop measuring.

Perimeter

WEEK • WEEK 8

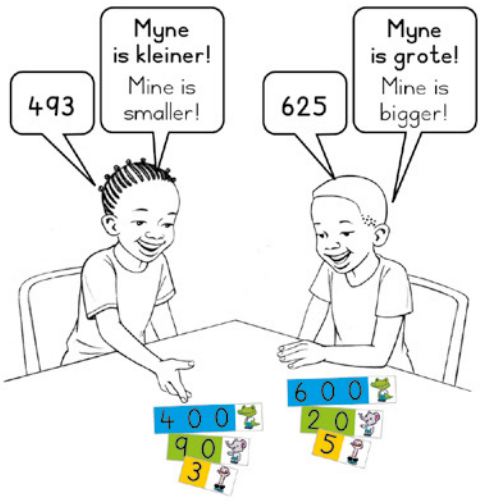
DAG 1 • DAY 1

Omtrek
Perimeter

HOOFREKENE MENTAL MATHS | FIZZ-POP VERDUBBEL FIZZ POP - DOUBLE → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

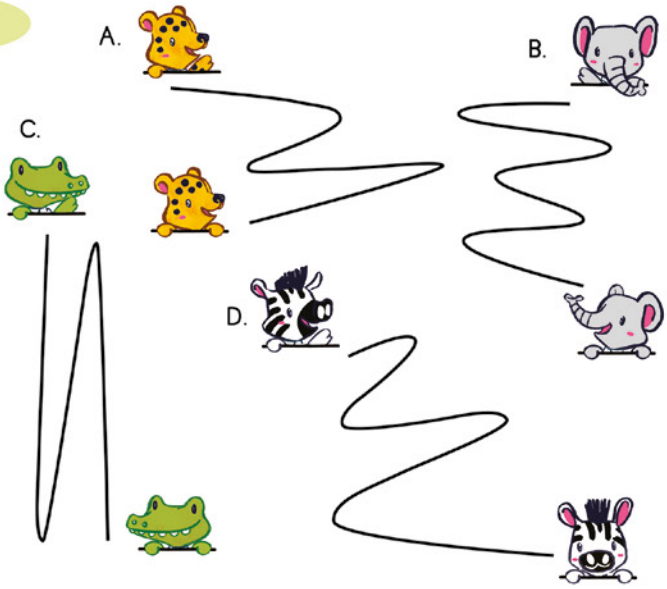
Speletjie: 1, 2, 3 Wys - vergelyk!
Game: 1, 2, 3 Show - compare!

- 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

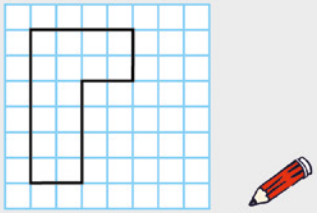
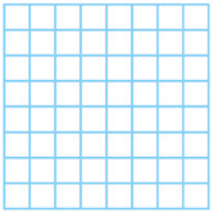
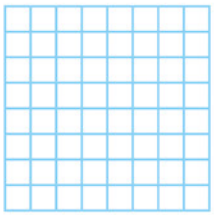
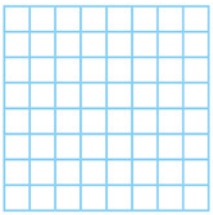
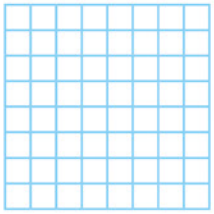
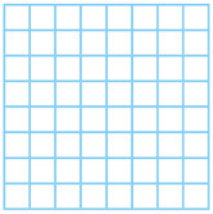
D = ____ cm

72

Omtrek

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 = 20 vierkante perimeter = 20 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 = 102 cm perimeter = 102 cm	 omtrek = ____ cm perimeter = ____ cm	 omtrek = ____ cm perimeter = ____ cm	 omtrek = ____ cm perimeter = ____ cm

Perimeter

HOOFREKENE MENTAL MATHS | FIZZ-POP VERDUBBEL FIZZ POP – DOUBLE → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Ek wil die omtrek van 'n reghoek meet, maar ek het nie 'n stukkie tou nie. Wat kan ek dan doen?
I want to measure the perimeter of a rectangle, but I don't have any string. What can I do?

1

Ek kan die lengte van elke sy van die reghoek meet.
I can measure the length of each side of the rectangle.

2

Die lang sy van die reghoek is 20 cm. Die kort sy van die reghoek is 10 cm.
The long side of the rectangle is 20 cm. The short side of the rectangle is 10 cm.

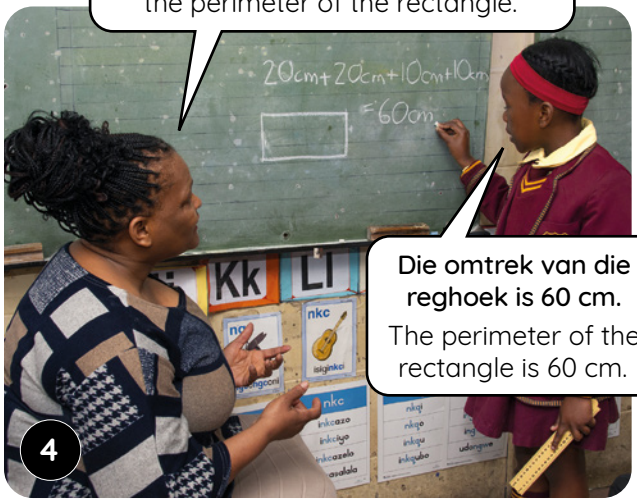
Wat weet ons van die sye van 'n reghoek?
What do we know about the sides of the rectangle?

Die 2 lang sye is ewe lank en die 2 kort sye is ewe lank.
The 2 long sides are the same length and the two short sides are the same length.

3

Ja! Skryf jou berekening om die omtrek van die reghoek te kry neer.
Yes! Write your calculation to find the perimeter of the rectangle.

4



Die omtrek van die reghoek is 60 cm.
The perimeter of the rectangle is 60 cm.

Gee die leerders geleenthede om die omtrek van 'n aantal verskillende vorms te meet. Gebruik hierdie tyd om die kenmerke van 2D vorms vas te lê.

Provide opportunities for learners to measure the perimeter of a number of different shapes. Use this time to consolidate the features of 2-D shapes.

Omtrek

WEEK 8 • WEEK 8

DAG 2 • DAY 2

Omtrek
Perimeter

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.

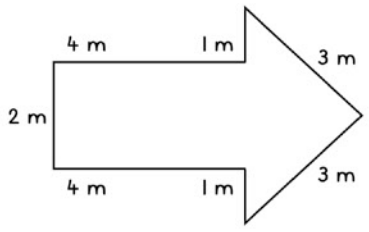
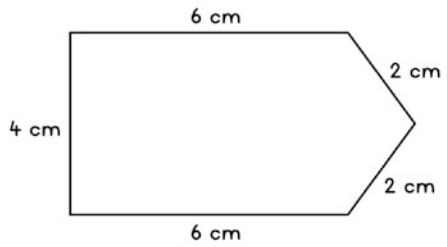
	naam van vorm name of shape	
	omtrek perimeter	

	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	

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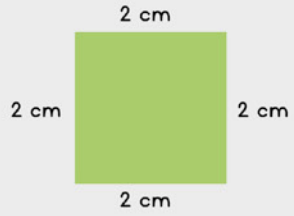
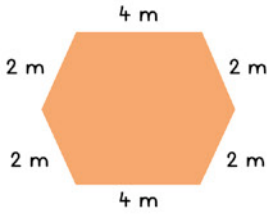
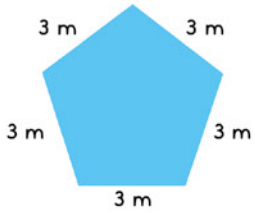
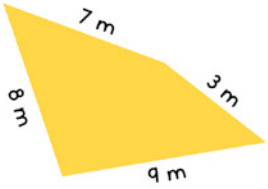
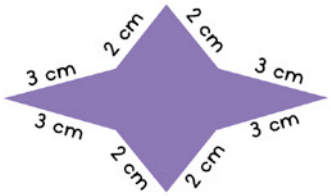
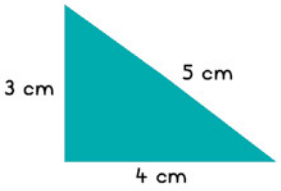
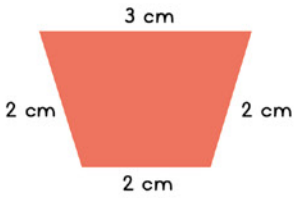
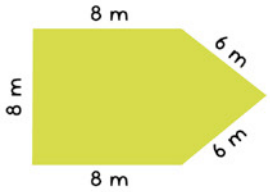
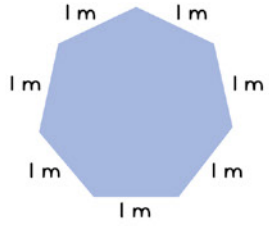
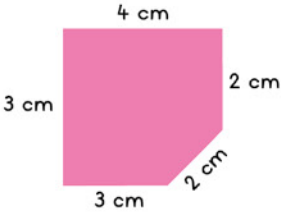
Perimeter

3 Bereken die omtrek.

Calculate the perimeter.

	8 cm		____ m
	____ m		____ m
	____ cm		____ cm
	____ cm		____ m
	____ m		____ cm

Oppervlakte

HOOFREKENE
MENTAL MATHS
FIZZ-POP VERDUBBEL
FIZZ POP – DOUBLE
→ SPELETJIE
GAME
→ KONSEPONTWIKKELING
CONCEPT DEVELOPMENT
→ WERKKAARTE
WORKSHEETS

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

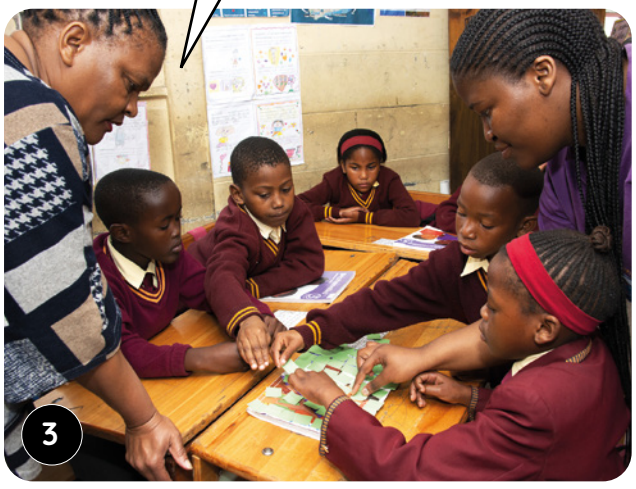
Kyk na die klaskamer se vloer. As ek die vloer wil teël, kan ek die omtrek gebruik om my te sê hoeveel teëls ek nodig het?
Look at the classroom floor. If I want to tile the floor, can I use the perimeter to tell me how many tiles I need?

Nee, die omtrek sê jou wat die afstand reg om die klaskamer is.
No, the perimeter tells you the distance around the classroom.

Die meting van 'n oppervlak word die oppervlakte genoem. Hoe kan julle jul uitgeknipte vorms gebruik om die oppervlakte van julle boek se buiteblad uit te werk?
The measurement of a surface is called the area. How could you use your cut out shapes to work out the area of your book cover?

Ons kan die vorms soos teëls uitlê en kyk hoeveel teëls die boek bedek.
We could lay out the shapes like tiles and see how many will cover the book.

Hoeveel vierkante kan julle oor julle boek inpas?
How many squares can you fit over your book?



Moedig die leerders aan om verskillende oppervlaktes met hul uitgeknipte vorms te teël. Gebruik verskillende uitgeknipte vorms om die LAB, die skoolbank, die sitplek van hul stoel, en so meer, te bedek. Maak seker die leerders sit die vorms langs mekaar neer, sonder enige openinge tussenin. Bespreek dit met die leerders of hulle die sirkel kan gebruik om 'n vorm te teël.

Encourage learners to tile different areas using their cut-out shapes – use different cut-out shapes to cover the LAB, the desk, the seat of the chair and so on. Make sure they place the shapes next to each other, without gaps in between them. Discuss with learners whether they could use the circle to tile a shape.

Area

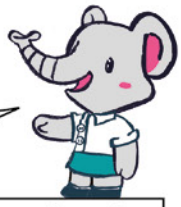
WEEK • WEEK 8

DAG 3 • DAY 3

Oppervlakte
Area

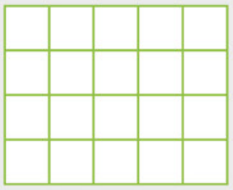
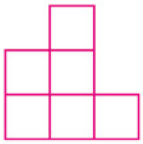
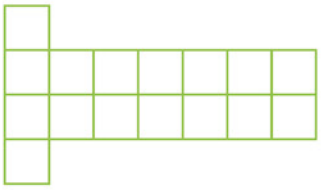
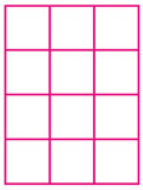
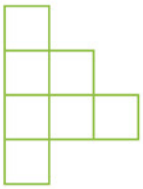
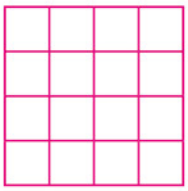
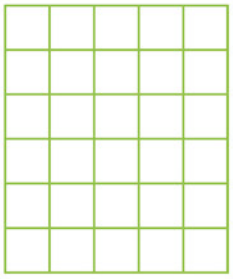
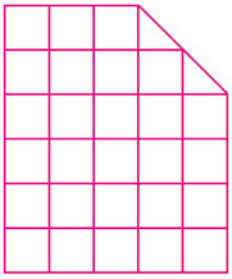
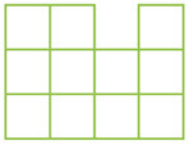
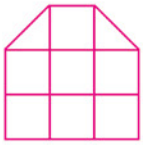
HOOFREKENE MENTAL MATHS | FIZZ-POP VERDUBBEL FIZZ POP - DOUBLE → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

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.

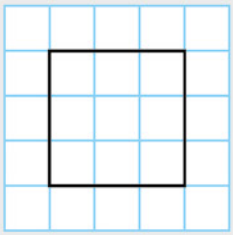
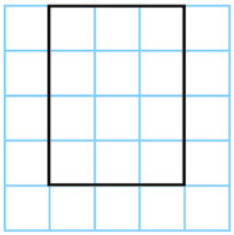
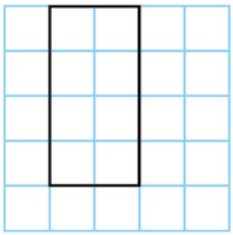
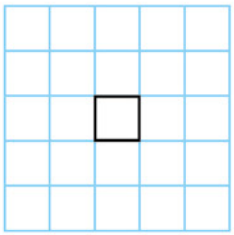
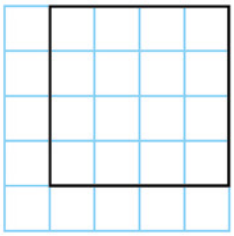
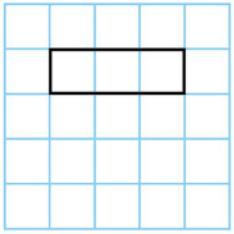
The measurement of a surface is called the area. We can measure it in squares.

	vierkante squares		vierkante squares
	20		
			
			
			
			

Oppervlakte

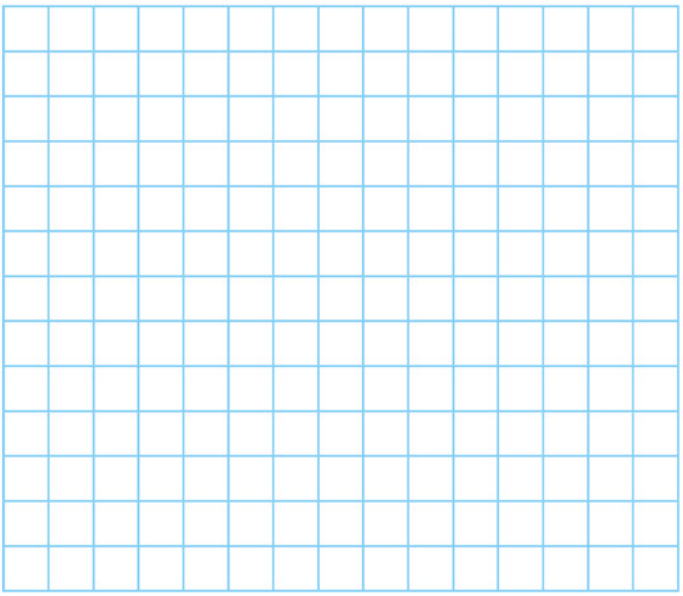
2 Wat is die oppervlakte van hierdie vorms?

What is the area of these shapes?

	vierkante squares		vierkante squares
			
			
			

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.



Area

HOOFREKENE
MENTAL MATHS

FIZZ-POP VERDUBBEL
FIZZ POP – DOUBLE

→ SPELETJIE
GAME

→ KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

→ WERKKAARTE
WORKSHEETS

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Kyk na die vorm op die bord.
Hoe kan ek die oppervlakte van hierdie vorm uitwerk?
Look at the shape on the board. How would I work out the area of this shape?

Dit kan nogal lank duur om al die vierkante te tel. Lyk hierdie vorm soos enigiets wat julle gebruik het toe julle van vermenigvuldiging en deling geleer het?
It will take quite a long time to count all the squares. Does this shape look like anything you used when you learnt about multiplication and division?

Ja! Hoe kan dit ons help?
Yes! How does that help us?

Wat is die oppervlakte van hierdie vorm?
What is the area of this shape?

Moedig die leerders aan om hul kennis van rangskikkings te gebruik om die oppervlakte van 'n verskeidenheid vierkantige en reghoekige vorms uit te werk.

Encourage learners to use their knowledge of arrays to work out the area of a variety of square and rectangular shapes.

Oppervlakte

WEEK 8 • WEEK

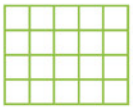
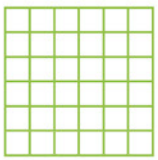
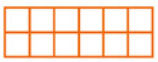
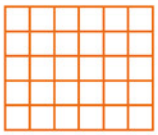
DAG 4 • DAY 4

Oppervlakte
Area

HOOFREKENE MENTAL MATHS | FIZZ-POP VERDUBBEL FIZZ POP - DOUBLE → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

1 Werk die oppervlakte uit.

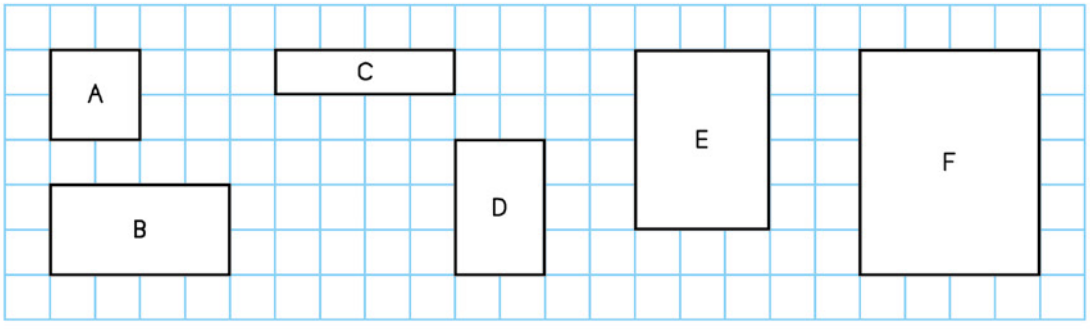
Work out the area.

 3 x 6 = 18 oppervlakte = 18 vierkante area = 18 squares	 ___ x ___ = ___ oppervlakte = ___ vierkante area = ___ squares	 ___ x ___ = ___ oppervlakte = ___ vierkante area = ___ squares
 ___ x ___ = ___ oppervlakte = ___ vierkante area = ___ squares	 ___ x ___ = ___ oppervlakte = ___ vierkante area = ___ squares	 ___ x ___ = ___ oppervlakte = ___ vierkante area = ___ squares

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

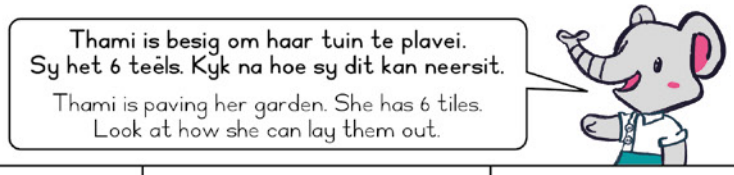
Work out the area of the rectangles using the grid.

A = 4 vierkante A = 4 squares	B = ___ vierkante B = ___ squares	C = ___ vierkante C = ___ squares
D = ___ vierkante D = ___ squares	E = ___ vierkante E = ___ squares	F = ___ vierkante F = ___ squares

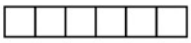
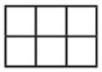
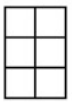


78

Area



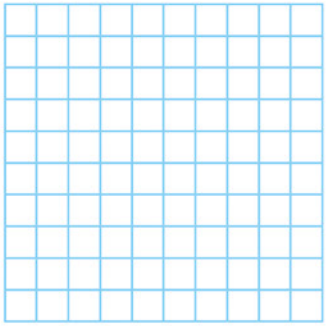
3

 6 x 1 = 6	 3 x 2 = 6	 2 x 3 = 6

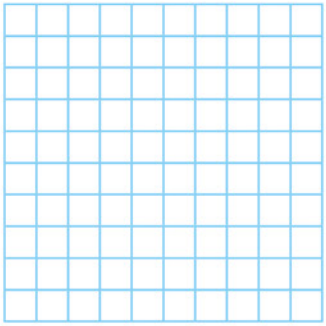
Wys die verskillende maniere waarop jy kan plavei!

Show the different ways you can tile!

met 8 teëls
using 8 tiles

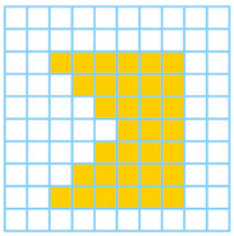
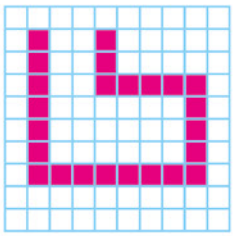
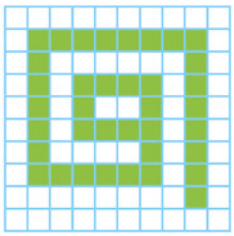
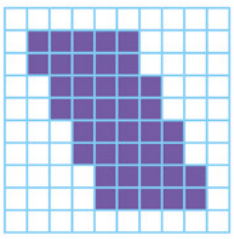
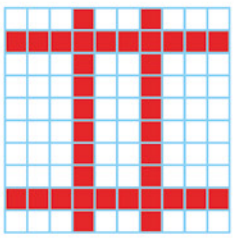
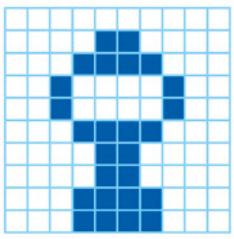


met 9 teëls
using 9 tiles



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

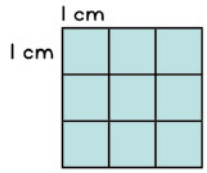
WEEK 8 • WEEK

DAG 5 • DAY 5

Assessering en vaslegging
Assessment and consolidation

ASSESSERING ASSESSMENT → WERKKAART WORKSHEET

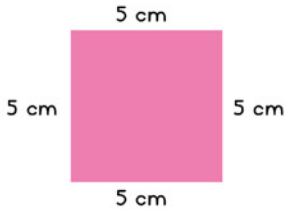
1 Wat is die oppervlakte en omtrek van hierdie vierkant?
What is the area and perimeter of this square?

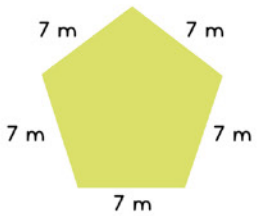


oppervlakte area	
omtrek perimeter	

2 Teken 2 verskillende reghoeke met 'n oppervlakte van 12 blokkies elk.
Draw 2 different rectangles with an area of 12 blocks each.

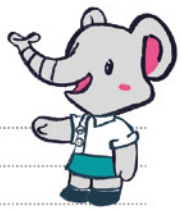
3 Bereken die omtrek.
Calculate the perimeter.





_____ m	_____ m

Kom ons praat Wiskunde!
Let's talk Maths!



In Afrikaans sê ons:	In English we say:
omtrek	perimeter
oppervlakte	area
die oppervlak van 'n vorm	surface of a shape
Gebruik vorms as teëls.	Use shapes as tiles.
rangskikking	array

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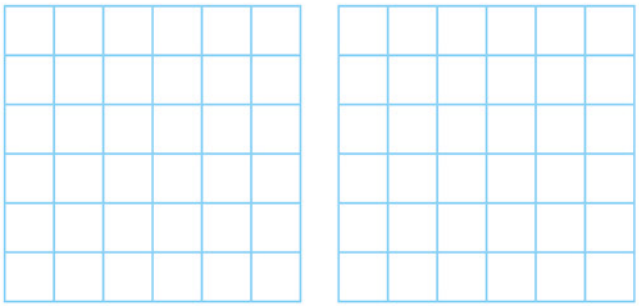
Assessment and consolidation

Vaslegging | Consolidation

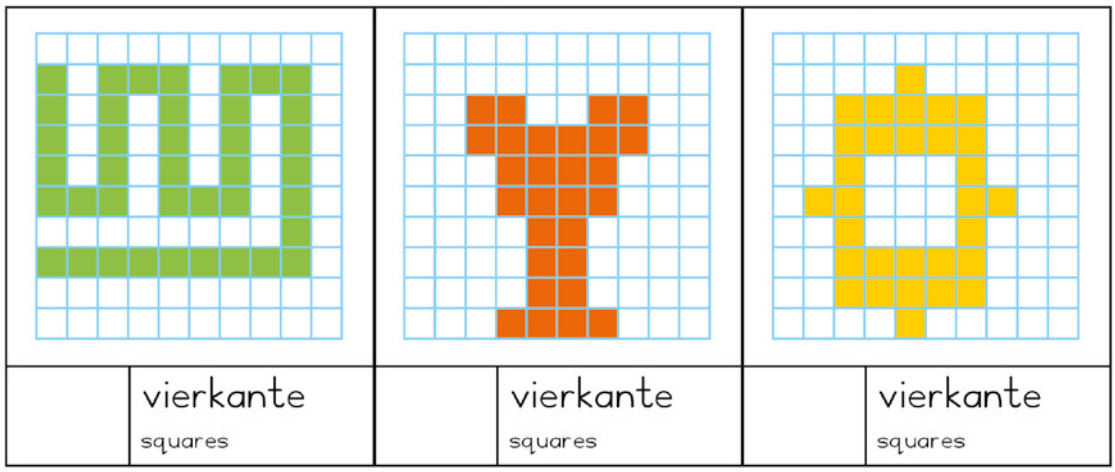
1 Teken 2 verskillende reghoeke met 'n omtrek van 12 blokkies elk.

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



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

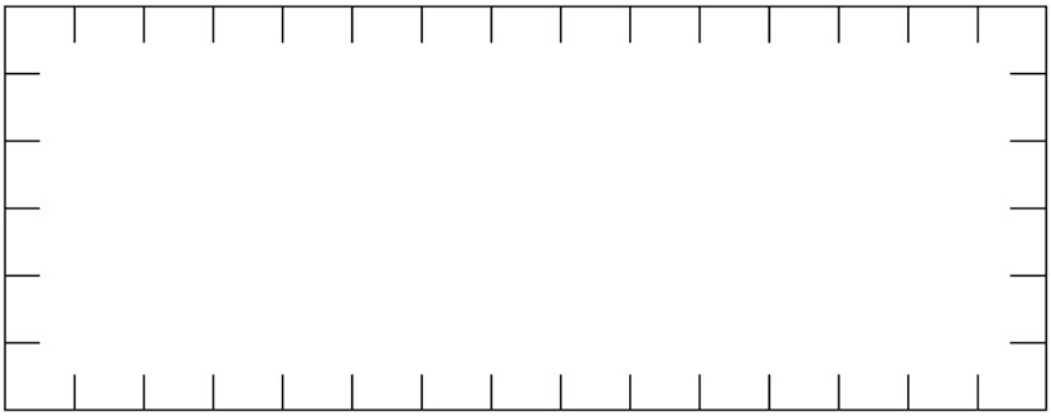
What is the area of the shapes in squares?



	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.



Massa

	Hulpbronne
Hoofrekene: Vergelyk getalle	*spreikaarte*
Speletjie: *Vinnige wiskunde – geld*	*speelgeld*

Dag	Lesaktiwiteit	Leshulpbronne
1	Kilogram	LAB, 1 kg koekmeel (of ander produk met dieselfde massa)
2	Gram	LAB, 250 g suiker (of enige ander produk met dieselfde massa)
3	Skat massa	LAB, voorafverpakte items waarop die massa aangedui word, soos 1 kg koekmeel, 250 g suiker, en so meer
4	Werk met massa-eenhede	LAB
5	Vaslegging	LAB

Ná hierdie week behoort die leerder in staat te wees om:	✓
gram en kilogram as standaardmetingseenhede van massa te hersien.	
massa in gram en kilogram te skat, te vergelyk en te rekordeer.	
woordprobleme wat oor massa-eenhede handel, op te los.	

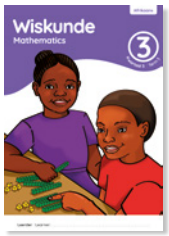
Assessering

Daar is hierdie week geen formele assessering nie.

Jy moet die leerders daagliks waarneem en notas as deel van jou deurlopende informele assessering vir leer maak.

Mass

	Resources
Mental Maths: Compare numbers	*flard cards*
Game: *Fast maths – money*	*play money*



Day	Lesson activity	Lesson resources
1	Kilograms	LAB, 1 kg flour (or any other product of the same mass)
2	Grams	LAB, 250 g sugar (or any other product of the same mass)
3	Estimation of mass	LAB, pre-packaged items with mass indicated such as 1 kg flour, 250 g sugar and so on
4	Working with units of mass	LAB
5	Consolidation	LAB

After this week the learner should be able to:	✓
revise grams and kilograms as standard units of measurement for mass.	
estimate, compare and record mass using grams and kilograms.	
solve word problems involving units of mass	

Assessment

There is no formal assessment this week.

You should observe the learners daily and make notes as part of your informal ongoing assessment for learning.

Massa

Hoofrekenevideo

Die leerders vergelyk hierdie week getalle. Wys die klas twee getalle met jou getalkaarte of *spreikaarte*. Die leerders kies dan watter een groter/kleiner as die ander een is. Hulle moet verduidelik waarom hulle daardie getal gekies het.

Speletjiesvideo

Ons speel hierdie week die speletjie, *Vinnige wiskunde – geld*. Die speletjie gee die leerders geleenthede om met Suid-Afrikaanse geld te werk (deur die Bala Wande-*speelgeld* te gebruik). Hulle maak beurte om die geld uit te sit en dan by dit wat vertoon word, by te tel. Met hierdie speletjie word die leerders se vermoë om geldbedrae bymekaar te tel, vasgelê.

Video oor konseptuele ontwikkeling

Terwyl die leerders hierdie week met massa werk, word hul kennis van gram en kilogram as standaardmetingseenhede vasgelê. Hulle skat en meet verskillende hoeveelhede en los optellings- en aftrekkingsprobleme in massa-eenhede op. Ons konsentreer hierdie week daarop om:

- gram en kilogram as standaardmetingseenhede van massa te hersien.
- massa in gram en kilogram te skat, te vergelyk en te rekordeer.
- woordprobleme wat oor massa-eenhede handel, op te los.

Waarna jy hierdie week moet oplet

- Dit is ’n goeie idee om die waarde van standaardeenhede te bespreek en die leerders te laat insien dat dit almal in staat stel om dieselfde meting te kry. Die leerders moet onthou dat 1 kg = 1 000 g. Wanneer hulle massawoordprobleme oplos, kan hulle die gram en kilogram onderstreep sodat hulle die korrekte metings saam kan bereken.
- Moedig gesprekke tussen die leerders aan sodat hulle hul wiskundetaal kan uitbou. Maak seker hulle gebruik die korrekte woordeskat: **massa**, **gram**, **kilogram**, **lig**, **swaar**, **ligter**, **swaarder**, **meet**, **vergelyk**, **rekordeer**, **orden**, **meting**, **verskil**, **standaardeenheid**, **niestandaardeenheid**, **vorentoe**, **agtertoe**, **bereken**, **skat**, **skatting**, **balanseerskaal**, **geykte**, **analoogskaal**, **tel op/by**, **trek af**.

Mass

Mental Maths video

This week learners compare numbers. Show the class two numbers using your number cards or *flard cards*. Learners choose which one is bigger/smaller. They must explain why they chose that number.

Game video

This week we play the game *Fast maths – money*. The game provides opportunities for the learners to work with South African money (using the Bala Wande *play money*). They take turns to lay out displays of money and add what is shown. This game consolidates learners' ability to add money amounts.

Conceptual development video

In this week's work on mass, learners consolidate their knowledge of grams and kilograms as standard units of measurement. They estimate and measure different quantities and solve addition and subtraction problems using units of mass. This week we focus on:

- revising grams and kilograms as standard units of measurement for mass.
- estimating, comparing and recording mass using grams and kilograms.
- solving word problems involving units of mass.

What to look out for this week

- It is a good idea to discuss the value of standard units, recognising that these allow everyone to get the same measurement. Learners must remember that 1 kg = 1000 g. When they solve mass word problems, they can underline the grams and kilograms so that they calculate the correct measurements together.
- Encourage conversation between learners so that they can develop their mathematical language. Ensure that learners are using the correct vocabulary: **mass**, **grams**, **kilograms**, **light**, **heavy**, **lighter**, **heavier**, **measure**, **compare**, **record**, **order**, **measurement**, **difference**, **standard unit**, **non-standard unit**, **forwards**, **backwards**, **calculate**, **estimate**, **estimation**, **balancing scale**, **calibrated**, **analogue scale**, **add**, **subtract**

Kilogram

HOOFREKENE MENTAL MATHS | VERGELYK GETALLE COMPARE NUMBERS → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

HOOFREKENE | MENTAL MATHS

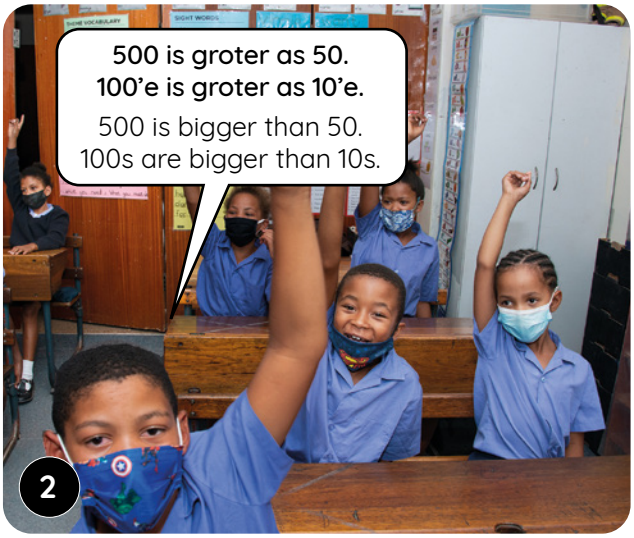
Vergelyk getalle en verduidelik elke keer die verskil.

Compare numbers – explain the difference each time.

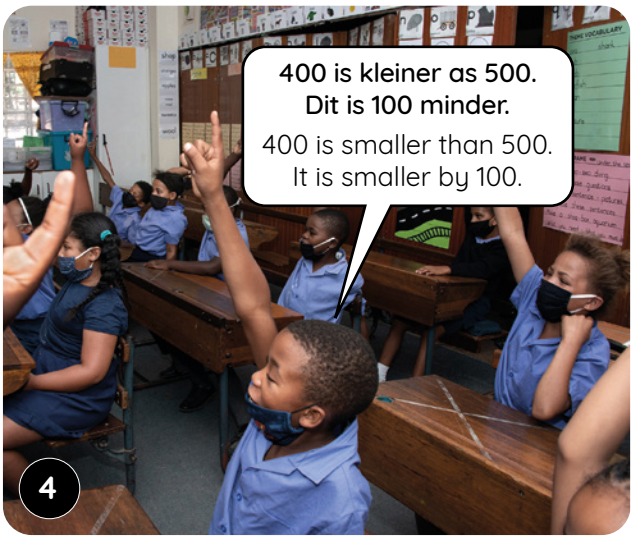
Onthou om elke dag die datum na te gaan en die register af te merk.

Remember to check the date and mark the register every day.

Watter getal is groter as die ander?
Which number is bigger?



Watter getal is kleiner as die ander?
Which number is smaller?



Kilograms

Verrykingsaktiwiteite • Enrichment activities

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 ___

Kilogram

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

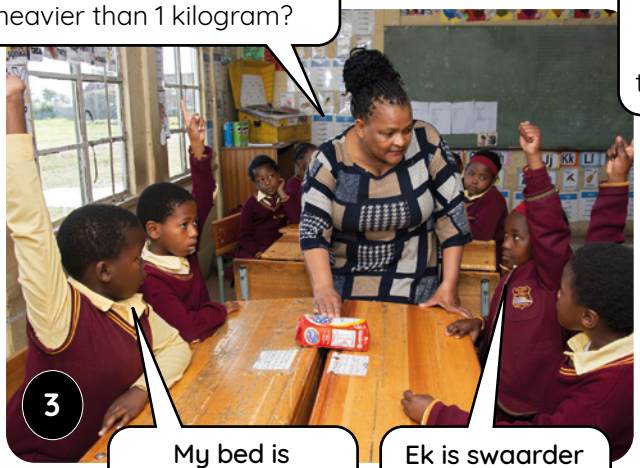
Watter metingseenheid moet ek gebruik om die massa van hierdie sak koekmeel te meet?
What unit of measurement should I use to measure the mass of this bag of flour?

Kilogram!
Kilograms!

Waarom moet ek kilogram gebruik om die koekmeel te meet en nie gram nie?
Why would I use kilograms and not grams to measure the flour?

Ons meet enigiets wat swaar is, in kilogram en enigiets wat lig is, in gram.
We use kilograms to measure things that are heavy and grams to measure things that are light.

Kan julle aan enigiets dink wat swaarder as 1 kilogram is?
Can you think of anything that is heavier than 1 kilogram?



My bed is swaarder as 1 kg!
My bed is heavier than 1 kg!

Ek is swaarder as 1 kg!
I am heavier than 1 kg!

Kan julle aan enigiets dink wat ligter as 1 kilogram is?
Can you think of anything that is lighter than 1 kilogram?

My potlood is ligter as 1 kg.
My pencil is lighter than 1 kg.

My gomstiffie is ligter as 1 kg.
My glue stick is lighter than 1 kg.

Gee die leerders geleenthede om die massa van voorwerpe in kilogram te bespreek. Hulle kan items in die klaskamer met die 1 kg sak meel vergelyk om te sien of dit ligter of swaarder is.

Provide opportunities for the learners to discuss the mass of objects in kilograms. Learners can compare classroom items to the 1 kg bag of flour to see if they are lighter or heavier.

Kilograms

WEEK • WEEK 9

DAG 1 • DAY 1

Kilogram
Kilograms

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.

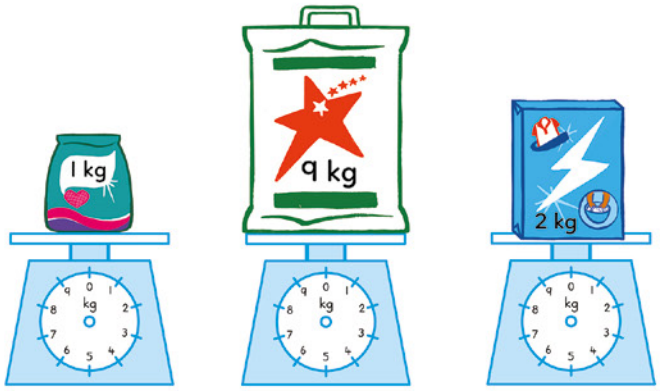
1 Kyk na die skaal.
Look at the scale.

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 kombuisskale in om die massa van hierdie produkte te wys.
Draw the pointers on the kitchen scales to show the mass of these products.



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Kilogram

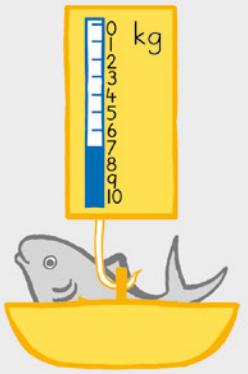
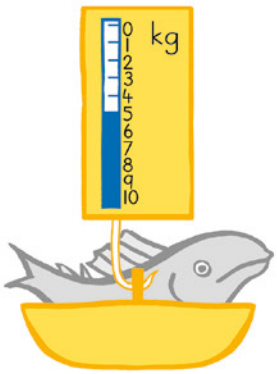
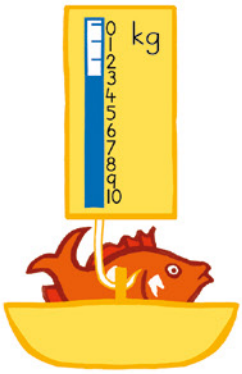
3 Teken voorwerpe wat meer of minder as die massa in kilogram is.

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 		

Grams

HOOFREKENE MENTAL MATHS | VERGELYK GETALLE COMPARE NUMBERS → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Ek kan 'n skaal gebruik om dié pakkie te meet. Watter metingseenheid moet ek gebruik?
I can use a scale to measure this. What unit of measurement would I use?

Kan julle aan enige ander items dink wat julle in gram kan meet?
Can you think of any other items that you could measure in grams?

Ek kan 'n pakkie pasta in gram meet.
I could measure a bag of pasta in grams.

Ek kan 'n sakkie rys in gram meet.
I could measure a bag of rice in grams.

1 gram is baie lig. Kan julle aan enigiets dink wat ligter as 1 gram is?
1 g is very light – can you think of anything that might be lighter than 1 gram?

'n Veer kan ligter as 1 g wees.
A feather might be lighter than 1 g.

'n String hare kan ligter as 1 g wees.
A strand of hair might be lighter than 1 g.

Gee die leerders geleenthede om die massa van voorwerpe in gram te bespreek. Die leerders kan items in die klaskamer met die 250 g pakkie suiker vergelyk om te sien of dit ligter of swaarder is. Moedig hulle aan om as mensebalanseerskaal op te tree wanneer hulle die massa van voorwerpe vergelyk.

Provide opportunities for the learners to discuss the mass of objects in grams. Learners can compare classroom items to the 250 g bag of sugar to see if they are lighter or heavier. Encourage learners to act as human balance scales as they compare the mass of objects.

Gram

WEEK 9 • WEEK 9

DAG 2 • DAY 2

Gram
Grams

HOOFREKENE MENTAL MATHS | VERGELYK GETALLE COMPARE NUMBERS → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

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	

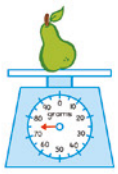
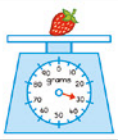
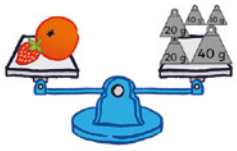
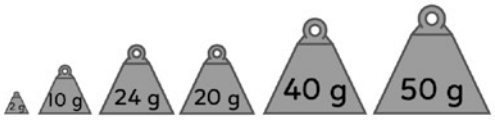
2

	totale massa total mass
My ma koop mieliemeel en koekmeel. Mom bought mealie meal and flour.	250 g + 500 g = 750 g
Ek koop grondboontjiebotter 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.	

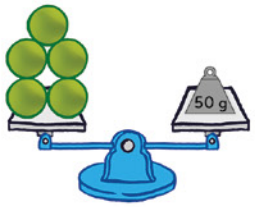
84

Grams

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 die massa

HOOFREKENE MENTAL MATHS | VERGELYK GETALLE COMPARE NUMBERS → SPELETJIE GAME → **KONSEPONTWIKKELING** CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Kom ons skat die massa van die pakkie vrugte. Ons moet 'n ingeligte raaiskoot waag. Ons weet dat hierdie sakkie meel 'n massa van 1 kg het.

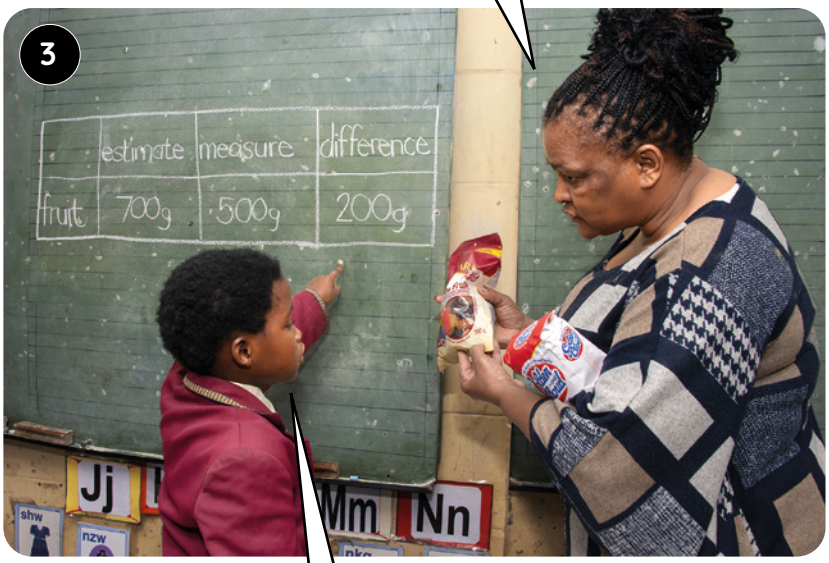
Let's estimate the mass of the bag of fruit. We must make an informed guess. We know this bag of flour has a mass of 1 kg.

Ek dink die vrugte is ligter as die meel. Ek skat dat die vrugte 'n massa van 700 g het.

I think the fruit is lighter than the flour. I estimate that the fruit has a mass of 700 g.

Kom ons kyk wat op die pakkie geskryf is!

Let's check on the bag to see!



Die massa van die pakkie vrugte is 500 g. Ek was naby! Die verskil tussen my skatting en die meting is 200 g.

The mass of the bag of fruit is 500 g. I was quite close! The difference between my estimation and the measurement is 200 g.

Hou aan om die massa van items te skat en te kontroleer en om die bevindinge op die bord neer te skryf. Maak seker dat die leerders die massa van elke item skat en dan kontroleer. Dit stel hulle in staat om bekende inligting te gebruik om redelike skattings te maak.

Continue estimating and checking the mass of items and recording the findings on the board. Ensure that learners estimate and then check the mass of each item. This allows them to use known information to make reasonable estimations.

Estimation of mass

WEEK • WEEK 9

DAG 3 • DAY 3

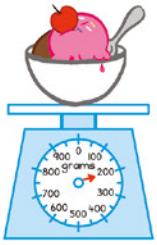
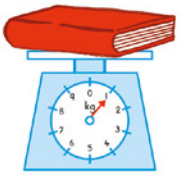
Skat massa
Estimation of mass

HOOFREKENE MENTAL MATHS | VERGELYK GETALLE COMPARE NUMBERS → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE 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:

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

Skat die massa

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
			
			
			
			
			
			

Working with units of mass

HOOFREKENE MENTAL MATHS | VERGELYK GETALLE COMPARE NUMBERS → SPELETJIE GAME → **KONSEPONTWIKKELING** CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Nkanyiso het 6 pakkies lekkers. Elke pakkie lekkers weeg 10 g. Wat is die totale massa van Nkanyiso se lekkers?

Nkanyiso has 6 bags of sweets. Each bag of sweets weighs 10 g. What is the total mass of Nkanyiso's sweets?

1

Dis 'n vermenigvuldigingsprobleem! Daar is 6 groepe van 10 g, dus het Nkanyiso altesame 60 g lekkers:

6 x 10 = 60

That is a multiplication problem! There are 6 groups of 10 g so Nkanyiso would have 60 g of sweets in total.

Mbali het 60 g sjokolade. Sy wil dit onder 5 mense verdeel. Hoeveel sjokolade kan elke persoon kry?

Mbali has 60 g of chocolate. She wants to share it between 5 people. How much chocolate would each person get?

2

Dis 'n delingsprobleem! Ek moet 60 g onder 5 mense deel:

60 ÷ 5 = 12

That is a division problem! I need to divide 60 g between 5 people.

Mbali moet dus vir elke persoon 12 g gee.

So Mbali would give 12 g to each person.

Voorsien 'n verskeidenheid optellings-, aftrekkings-, vermenigvuldigings- en delingswoordprobleme wat die leerders moet oplos. Herinner hulle daaraan om hul antwoorde in die konteks van die probleem te gee.

Provide a variety of addition, subtraction, multiplication and division word problems for learners to solve. Remind them to give their answers in the context of the problem.

Werk met massa-eenhede

WEEK 9

DAG 4 • DAY 4

Werk met massa-eenhede
Working with units of mass

HOOFREKENE MENTAL MATHS | VERGELYK GETALLE COMPARE NUMBERS → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE 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.

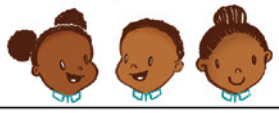
Hoeveel gram Nutro is daar meer as Wheatas?
How much more Nutro is there than Wheatas?

Wat is die totale massa van die Creamo en die Stamp?
What is the total mass of the Creamo and Stamp?

Working with units of mass

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 daarvan. 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.

WEEK 9 • WEEK

DAG 5 • DAY 5

Vaslegging
Consolidation

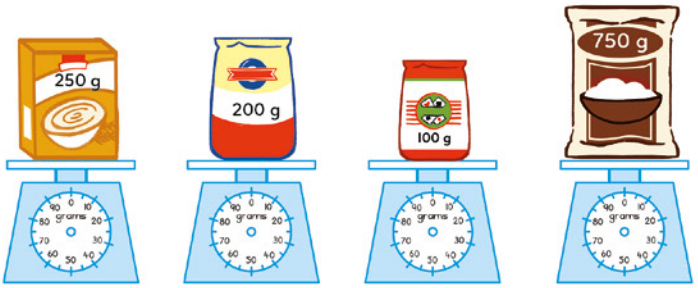
WERKKAART WORKSHEET → WERKKAART WORKSHEET

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 kombuisskale 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.

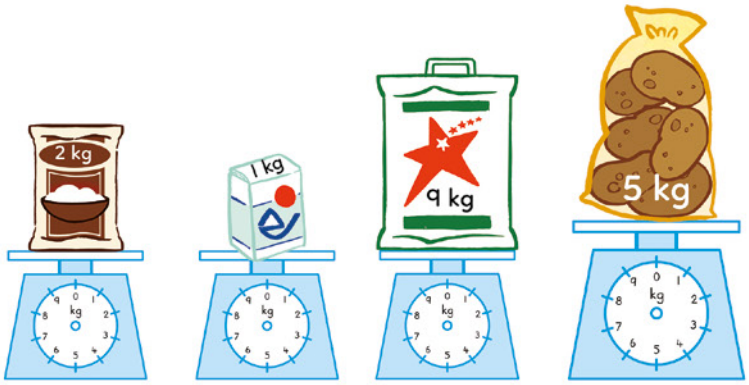
Kom ons praat Wiskunde!
Let's talk Maths!

In Afrikaans sê ons:	In English we say:
kilogram	kilograms
gram	grams
swaar	heavy
lig	light
skat	estimate
raai	guess

90

Consolidation

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 mieliemeel 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 mieliemeel. Dad bought sugar and mealie meal.	
My suster koop mieliemeel, 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.

Hersiening

	Hulpbronne
Hoofrekene: Inverse bewerkings	geen
Speletjie: *Vinnige wiskunde – geld*	*speelgeld*

Dag	Lesaktiwiteit	Leshulpbronne
1	Deling	LAB
2	Deling	LAB
3	Deling	LAB
4	Breuke	LAB
5	Meting	LAB

Ná hierdie week behoort die leerder in staat te wees om:	✓
delingsprobleme met hul kennis van inverse bewerkings en veelvoude op te los.	
'n begrip van breuke en die voorstellings daarvan te ontwikkel.	
omtrek en oppervlakte te ondersoek en te meet.	

Assessering

Daar is hierdie week geen formele assessering nie.

Jy moet die kinders in jou klas daagliks waarneem en notas as deel van jou deurlopende informele assessering vir leer maak.

Revision

	Resources
Mental Maths: Inverse operations	none
Game: *Fast maths – money*	*play money*

Day	Lesson activity	Lesson resources
1	Division	LAB
2	Division	LAB
3	Division	LAB
4	Fractions	LAB
5	Measurement	LAB

After this week the learner should be able to:	✓
solve division problems using their knowledge of inverse operations and multiples.	
develop an understanding of fractions and their representations.	
investigate and measure perimeter and area.	

Assessment

There is no formal assessment this week.

You should observe the learners in your class daily and make notes as part of your informal ongoing assessment for learning.

Hersiening

Hoofrekenevideo

Ons oefen hierdie week om vermenigvuldigings- en delingsgetalsinne te skryf. Die leerders gebruik 'n getaltabel om hulle te help om die inverse verwantskap tussen getalle te identifiseer. Dit is belangrik dat hulle moet insien dat hulle vermenigvuldigings- en delingsgetalsinne met die getalle in die getaltabel kan skryf.

Speletjiesvideo

Ons speel hierdie week die speletjie, *Vinnige wiskunde – geld*. Die leerders gebruik die Bala Wande-*speelgeld* en maak beurte om die geld uit te sit en dan by dit wat vertoon word, by te tel. Met hierdie speletjie word die leerders se vermoë om geldbedrae bymekaar te tel, vasgelê.

Revision

Mental Maths video

This week we practice writing multiplication and division number sentences. Learners use a number table to help them identify the inverse relationship between numbers. It is important that they recognise they can write multiplication and division number sentences from the numbers in the number table.

Game video

This week we play the game *Fast maths – money*. Using the Bala Wande *play money*, learners take turns to lay out displays of money and add what is shown. This game consolidates learners' ability to add money amounts.

Hersiening

Ons hersien hierdie week die begrippe wat gedurende hierdie kwartaal behandel is. Die leerders word geleenthede gegee om dit wat hulle geleer het, te oefen en hul vermoë om probleme doeltreffend op te los, uit te brei. Ons konsentreer op die volgende:

Dag 1 Deling

Die leerders hersien die konsepte van groepering en verdeling. Hulle bou voort op dit wat hulle van vermenigvuldiging geleer het en gebruik hul kennis van maaltafels om hulle in staat te stel om probleme op te los.

Dag 2 Deling

Die leerders sien die inverse verwantskap tussen vermenigvuldiging en deling in. Hulle identifiseer die vier getalsinne wat met die getalle in 'n deel-deel-geheeldiagram verband hou.

Dag 3 Deling

Die leerders los delingsprobleme met hul kennis van veelvoude op. Hulle los woordprobleme op en stel ondersoek in na hoeveel keer 'n getal in 'n ander getal kan inpas.

Dag 4 Breuke

Die leerders bou hul begrip van breuke uit. Hulle los probleme op waarin hulle breukdele van 'n getal moet kry.

Dag 5 Meting

Die leerders oefen om met metingseenhede te werk. Hulle bereken ook die omtrek van 2D vorms en ondersoek die oppervlakte van 'n plat oppervlak.

Revision

This week we revise the concepts covered this term. Learners will be given opportunities to practice what they have learnt, and to develop their ability to solve problems efficiently. We will focus on:

Day 1 Division

Learners revise the notions of grouping and sharing. They build on what they have learnt about multiplication and use their knowledge of multiplication tables to help them solve problems.

Day 2 Division

Learners recognise the inverse relationship between multiplication and division. They identify the four number sentences related to the numbers in a part-part-whole diagram.

Day 3 Division

Learners solve division problems using their knowledge of multiples. They solve word problems, investigating how many times a number can fit into another number.

Day 4 Fractions

Learners develop their understanding of fractions. They solve problems in which they have to find fractional parts of a number.

Day 5 Measurement

Learners practise working with units of measurement. They also calculate the perimeter of 2-D shapes and investigating the area of a surface.

Deling

HOOFREKENE MENTAL MATHS | **INVERSE BEWERKINGS** INVERSE OPERATIONS → **SPELETJIE** GAME → **WERKKAARTE** WORKSHEETS

HOOFREKENE | MENTAL MATHS

Gebruik inverse bewerkings om met 2-syfergetalle te werk.

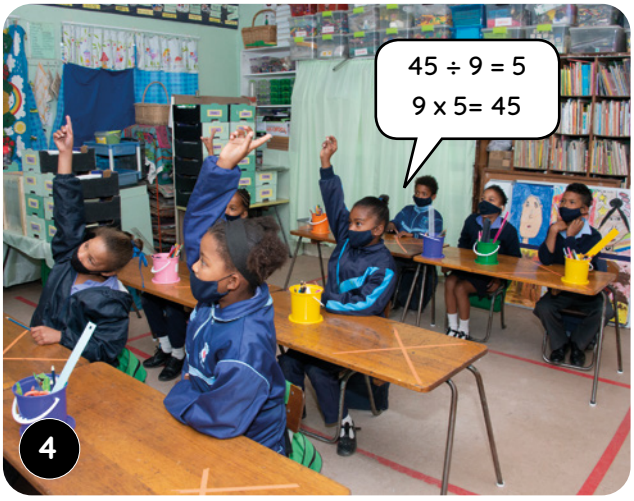
Use inverse operations to work with 2-digit numbers.

Onthou om elke dag die datum na te gaan en die register af te merk.

Remember to check the date and mark the register every day.

Hoeveel getalsinne kan julle met hierdie 3 getalle maak?
How many number sentences can you make using these 3 numbers?

Kom ons probeer nog een! Onthou om te vermenigvuldig en te deel.
Let's try another one! Remember to use multiplication and division.



Division

Verrykingsaktiwiteite • Enrichment activities

Dag 1 Day 1

Los met blokkies op.
Solve using blocks.

55 + 26 = _____

47 + 34 = _____

51 + 19 = _____

28 + 65 = _____

33 + 57 = _____

75 – 28 = _____

85 – 54 = _____

34 – 26 = _____

88 – 59 = _____

43 – 16 = _____

Dag 2 Day 2

Los met blokkies op.
Solve using blocks.

87 + 25 = _____

18 + 73 = _____

37 + 37 = _____

35 + 48 = _____

26 + 45 = _____

86 – 37 = _____

42 – 26 = _____

55 – 48 = _____

93 – 64 = _____

74 – 58 = _____

Dag 3 Day 3

Los met blokkies op.
Solve using blocks.

44 + 38 = _____

18 + 65 = _____

52 + 39 = _____

47 + 46 = _____

75 + 18 = _____

85 – 48 = _____

31 – 23 = _____

55 – 26 = _____

82 – 54 = _____

96 – 59 = _____

Dag 4 Day 4

Los met blokkies op.
Solve using blocks.

63 + 28 = _____

46 + 36 = _____

17 + 59 = _____

36 + 74 = _____

24 + 41 = _____

85 – 57 = _____

71 – 44 = _____

33 – 26 = _____

67 – 48 = _____

92 – 65 = _____

Deling

WEEK • WEEK 10

DAG 1 • DAY 1

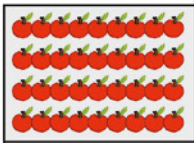
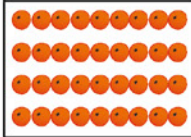
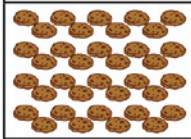
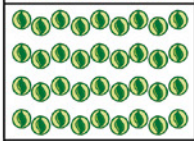
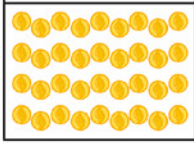
Deling
Division

HOOFREKENE MENTAL MATHS → INVERSE BEWERKINGS INVERSE OPERATIONS → SPELETJIE GAME → WERKKAARTE WORKSHEETS

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

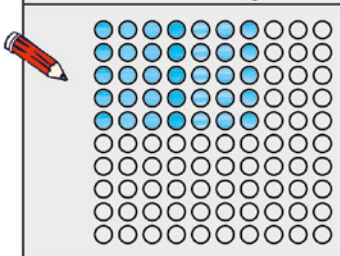
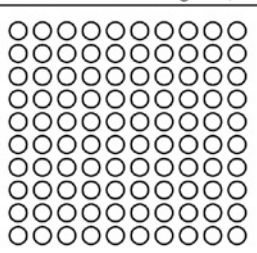
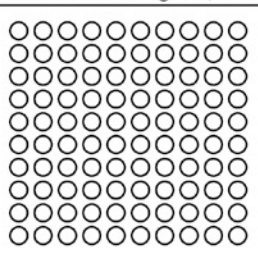
- Werk saam in pare.
  Work in pairs.
- Wys 'n bedrag met julle speelgeld.
  Use your play money to show an amount.
- Hoeveel is daar? Tel by!
  How much? Add!
- Doen dit weer! Maak beurte.
  Do it again! Take turns.

1

	verdeel gelykop share equally	Hoeveel groepe van How many groups of	
	36 onder 2 maats 36 between 2 friends	18? 2	36 ÷ 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? ____	____ ÷ ____ = ____

Division

2 Kleur die kolle 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 × 7 = 35	___ × ___ = ___	___ × ___ = ___
35 ÷ 7 = 5	___ ÷ ___ = ___	___ ÷ ___ = ___

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 ÷ 6 = ☐	☐ × 6 = 54	☐ = 9
21 ÷ 3 = ☐	☐ × ___ = ___	☐ =
44 ÷ 11 = ☐	☐ × ___ = ___	☐ =
84 ÷ 7 = ☐	☐ × ___ = ___	☐ =
48 ÷ 8 = ☐	☐ × ___ = ___	☐ =

Deling

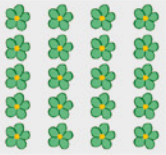
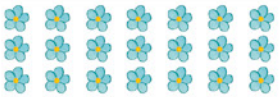
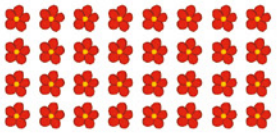
WEEK • WEEK 10

DAG 2 • DAY 2

Deling
Division

HOOFREKENE MENTAL MATHS | INVERSE BEWERKINGS INVERSE OPERATIONS → SPELETJIE GAME → WERKKAARTE WORKSHEETS

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 x 4 = 20	20 ÷ 5 = 4
				
				
				

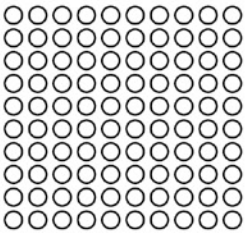
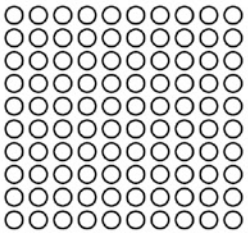
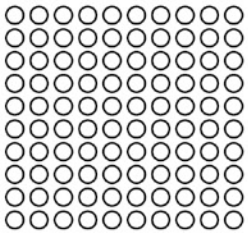
2 Los die vermenigvuldigings- en delingsprobleme op.
Solve the multiplication and division problems.

groepering grouping	vermenigvuldig multiply	verdeling sharing	deel divide
2 groepe van 5 2 groups of 5	2 x 5 = 10	verdeel 10 onder 5 share 10 between 5	10 ÷ 5 = 2
7 groepe van 5 7 groups of 5			
12 groepe van 5 12 groups of 5			

94

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		
	×		=	
	×		=	
	÷		=	
	÷		=	

5

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

Deling

WEEK • WEEK 10

DAG 3 • DAY 3

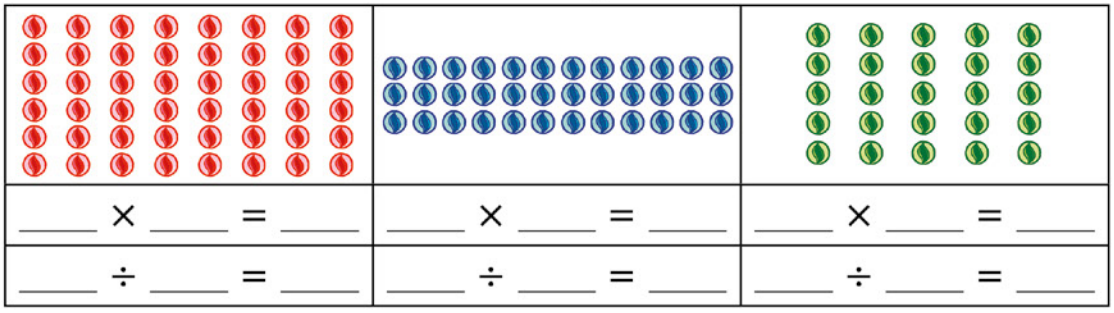
Deling
Division

HOOFREKENE MENTAL MATHS | INVERSE BEWERKINGS INVERSE OPERATIONS → SPELETJIE GAME → WERKKAARTE WORKSHEETS

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 ÷ 10 = 1	1 x 10 = 10
20	2	20 ÷ 10 = 2	2 x 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.

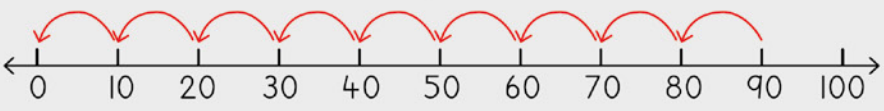
delingsgetalsin
division number sentence

Antwoord.
Answer.

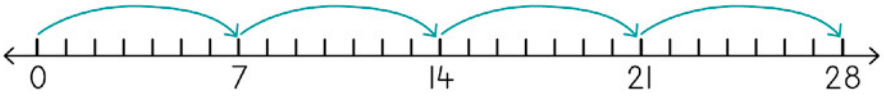
96

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

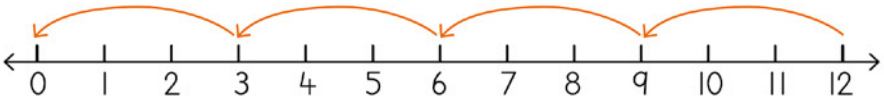
Use multiples to help you write the multiplication and division number sentences. Solve the problems.



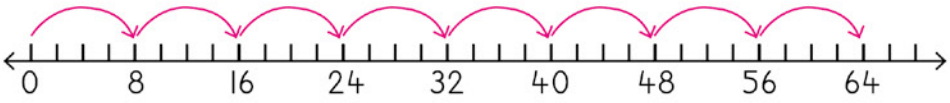
90 ÷ 10 = 9	9 × 10 = 90



____ ÷ ____ = ____	____ × ____ = ____



____ ÷ ____ = ____	____ × ____ = ____



____ ÷ ____ = ____	____ × ____ = ____

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.

Breuke

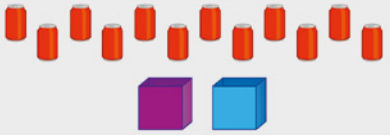
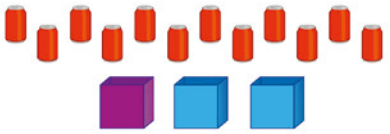
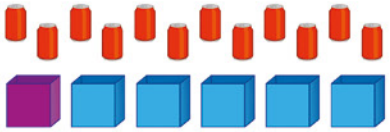
WEEK • WEEK 10

USUKU 4 • DAY 4

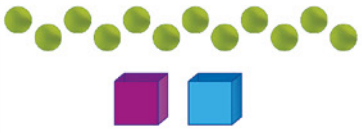
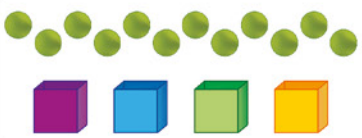
Breuke
Fractions

HOOFREKENE MENTAL MATHS | INVERSE BEWERKINGS INVERSE OPERATIONS → SPELETJIE GAME → WERKKAARTE WORKSHEETS

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?
			
			

98

3 Tel op. Kleur die antwoord in. Skryf die breuk neer.
Add. Colour the answer. Write the fraction.

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

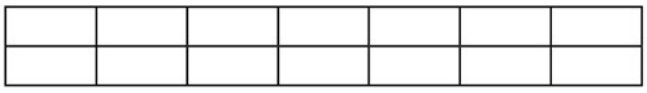
4 Trek af. Kleur die antwoord in. Skryf die breuk neer.
Subtract. Colour the answer. Write the fraction.

 ____ − ____ = ____	 ____ − ____ = ____
 ____ − ____ = ____	 ____ − ____ = ____

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.

WEEK • WEEK 10

DAG 5 • DAY 5

Meting
Measurement

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.

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

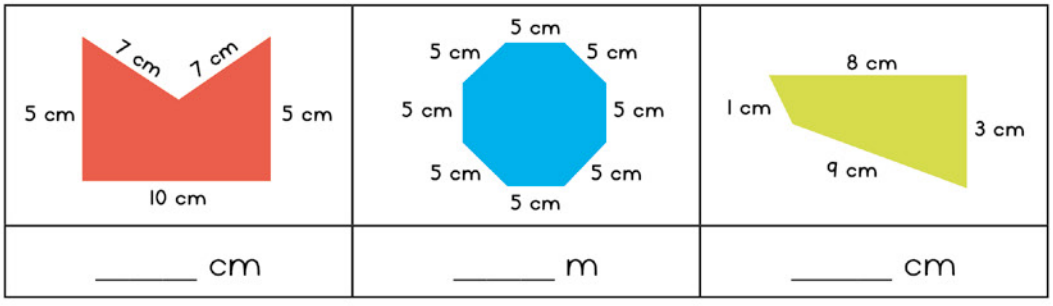
Werk uit hoeveel Musa nodig het om 6 koeke te bak.

Work out how much Musa needs to make 6 cakes.

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.

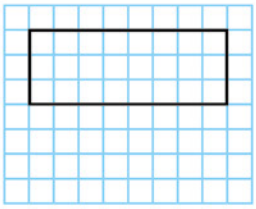
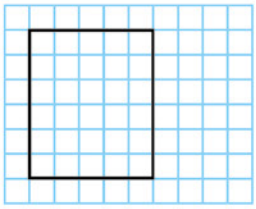
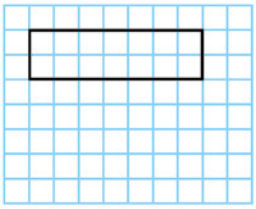
Calculate the perimeter.



_____ cm	_____ m	_____ cm

100

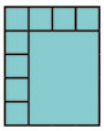
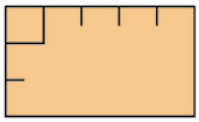
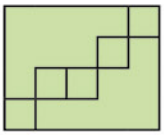
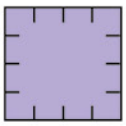
3 Bereken die oppervlakte.
Calculate the area.

		
vierkante squares	vierkante squares	vierkante squares

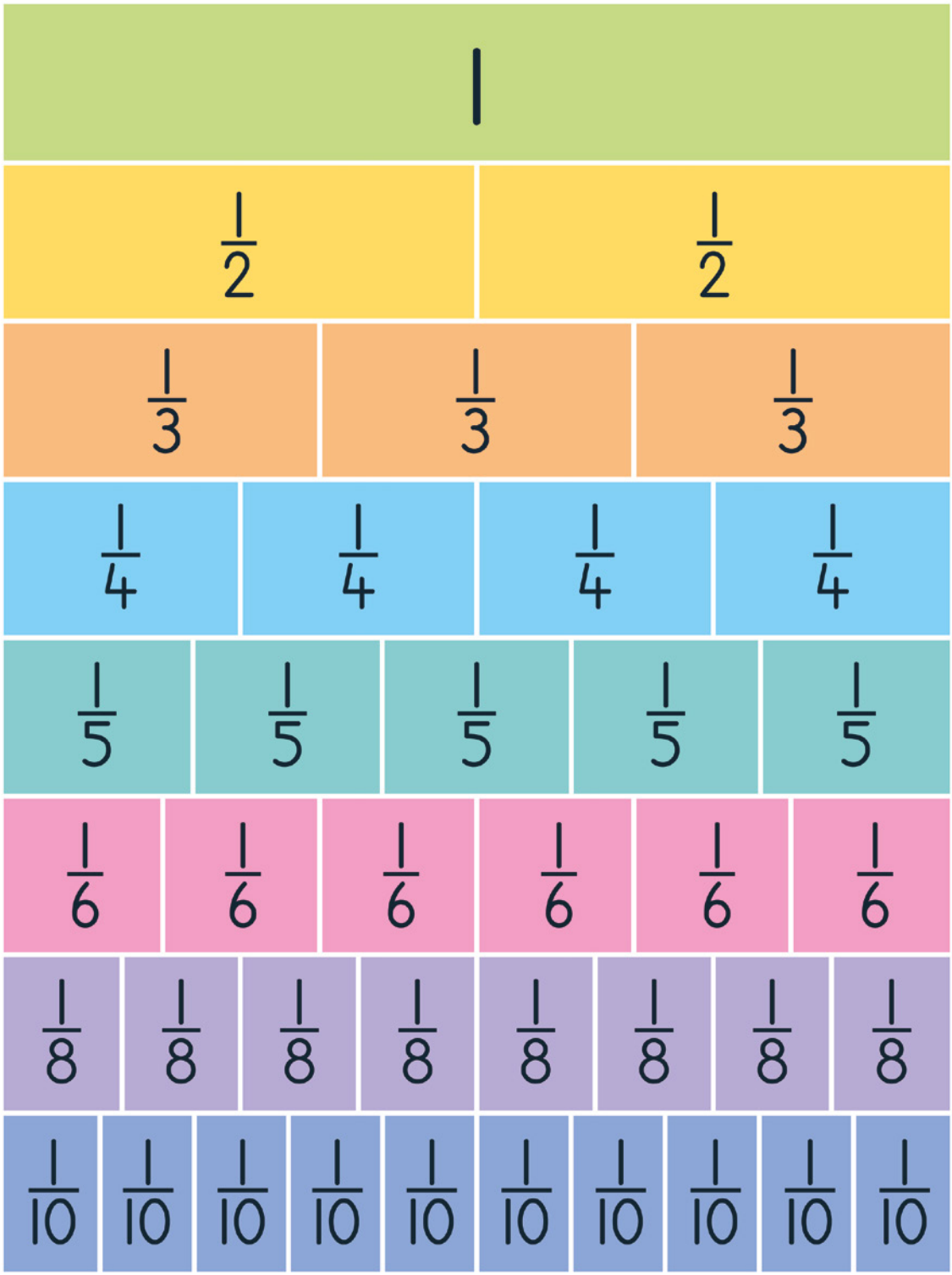
4

125 g + 250 g + 87 g = _____ g
34 g + 78 g + 120 g = _____ g
57 kg + 46 kg + 77 kg = _____ g
29 kg + 61 kg + 156 kg = _____ 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
		
		
		
		

Breukemuur • Fraction Wall



Bala Wande

Calculating with Confidence

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ISBN 978-1-998960-62-0
9 781998 960620

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