Afrikaans

Wiskunde

Mathematics

3

Kwartaal 4 | Term 4

Onderwyser | Teacher: .....

Bala Wande
Calculating with Confidence

3

Kwartaal 4 | Term 4

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
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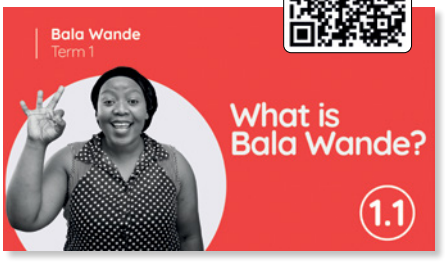
Die onderrig van Grondslagfase-wiskunde met behulp van Bala Wande

1. Wat is Bala Wande?

Bala Wande is Funda Wande se wiskundeprogram.

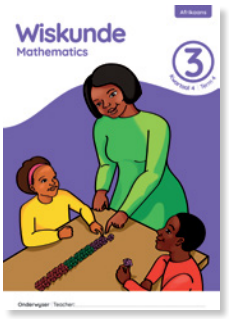
Funda Wande is 'n organisasie sonder winsoogmerk wat ten doel het om te verseker dat alle leerders in Suid-Afrika teen 10-jarige ouderdom met begrip in hul huistaal kan lees. Bala Wande is die wiskundeprogram wat hiermee gepaard gaan, met die oogmerk om te verseker dat daar in die vroeë laerskooljare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

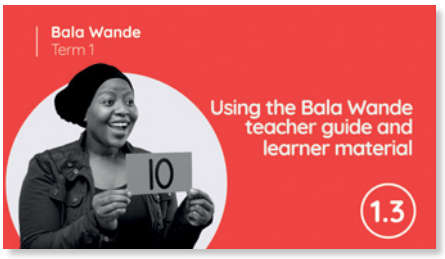
1.1 *Onderwysersgids*



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?

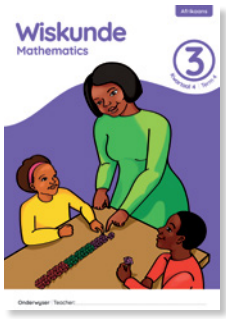
Bala Wande is the mathematics programme of Funda Wande.

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.

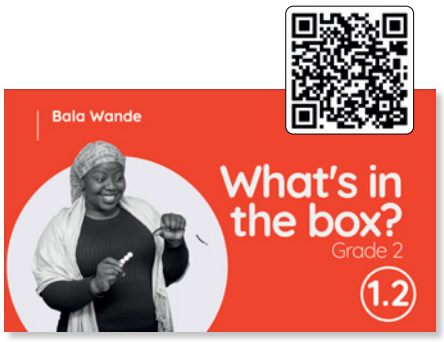
1.2 Bykomende leerder-en-onderwyser-ondersteuningsmateriaal

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.

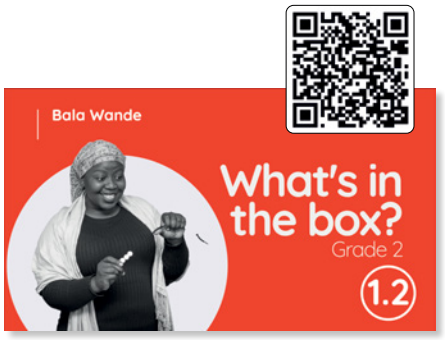
1.2 Additional LTSM materials

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.

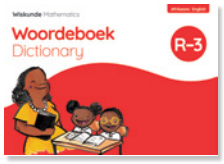
Kom ons praat Wiskunde!

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
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

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 2–7) • vaslegging (dag 5 vir week 1–8)	
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 2–7) • '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 2-7) • consolidation (Day 5 Weeks 1-8)	
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 2-7) • mark record sheet that can be used to enter marks on SA SAMS	

Kontrolelys • Checklist

Plakkate • Posters

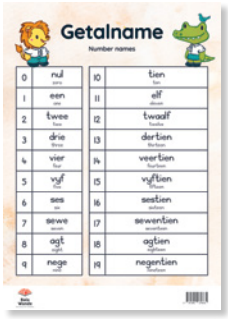
Kalender
Calendar

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

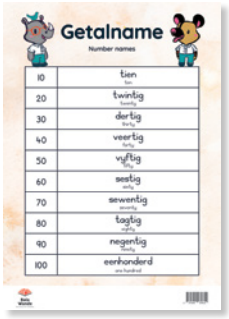
100-blok
100 square

1000-blok
1000 square

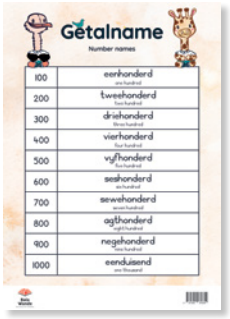
Getalname 0–19
Number names 0–19



Getalname 10–100
Number names 10–100



Getalname 100–1 000
Number names 100–1000



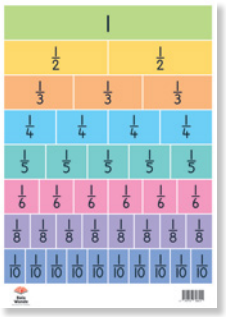
Speelgeld
Money

Dae van die week
Days of the week

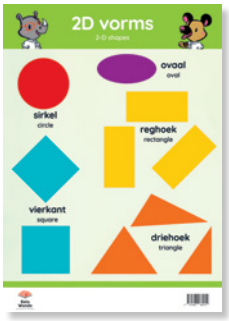
Maande van die jaar
Months of the year

Tydsverloop-plakkaat
Time elapsed poster

Breukemure
Fraction walls



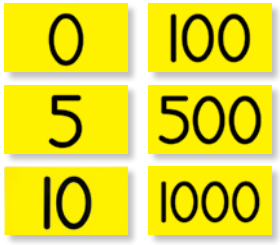
2D vorms
2-D shapes



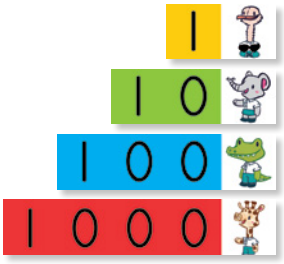
3D voorwerpe
3-D objects

Manipuleerbare voorwerpe vir onderwyser en leerder • Teacher and learner manipulatives

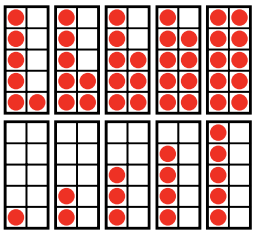
Getalkaarte 0–1 000 (onderwyser)
Number cards 0-1000 (teacher)
Getalkaarte 0–20 (leerder)
Number cards 0-20 (learner)



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



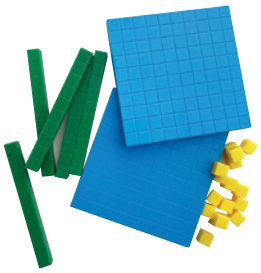
Kolkaarte 0–10 (demonstrasiegrootte)
Dot cards 0-10 (demo size)



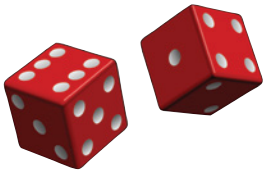
Stel magnetiese breuke (onderwyser)
Magnetic fraction kit (teacher)

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



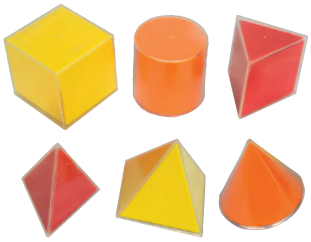
Pak speelgeld (onderwyser en leerder)
Money pack (teacher and learner)

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

Stel maatbekers
Measuring jugs set

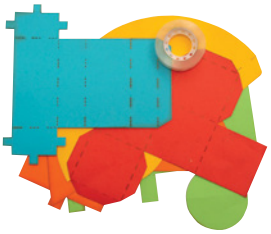
1 m-opvouliniaal
1 m fold up ruler

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.

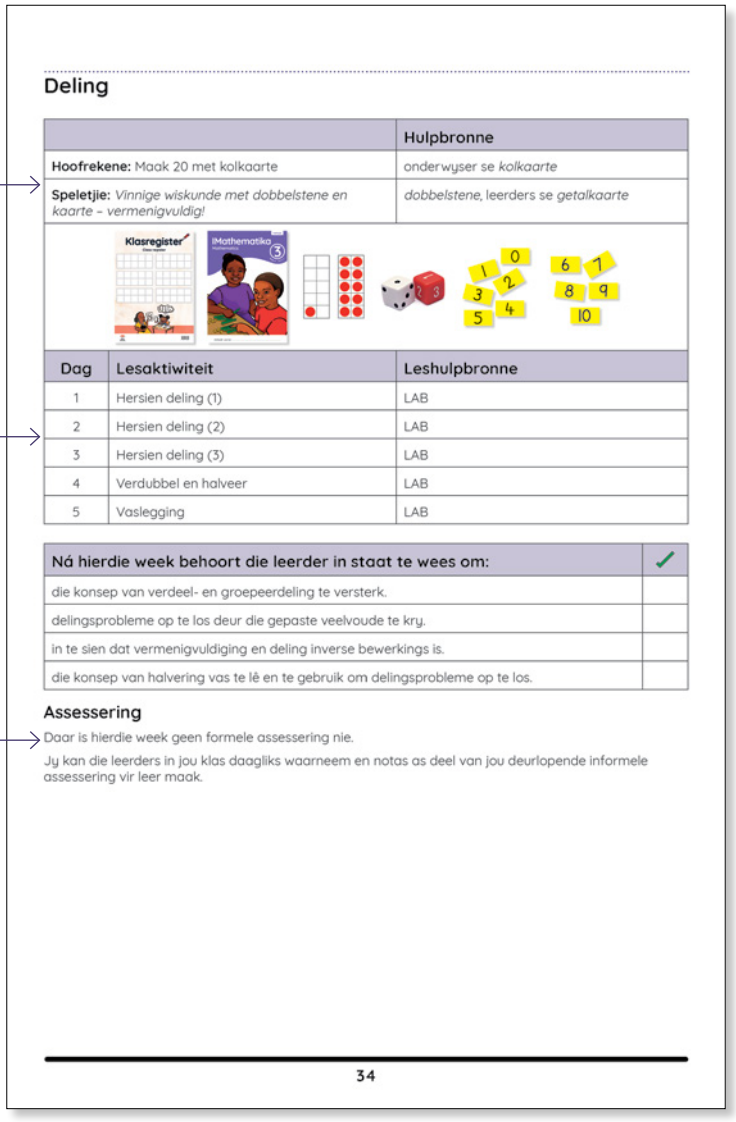
4. Die gebruik van die lesplanne en die *Leerderaktiwiteitsboek*

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	Hersien deling (1)	LAB
2	Hersien deling (2)	LAB
3	Hersien deling (3)	LAB
4	Verdubbel en halveer	LAB
5	Vaslegging	LAB

Ná hierdie week behoort die leerder in staat te wees om:	✓
die konsep van verdeel- en groepeerdeling te versterk.	
delingsprobleme op te los deur die gepaste veelvoude te kry.	
in te sien dat vermenigvuldiging en deling inverse bewerkings is.	
die konsep van halvering vas te lê en te gebruik om delingsprobleme op te los.	

Assessering

Daar is hierdie week geen formele assessering nie.

Jy kan 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.

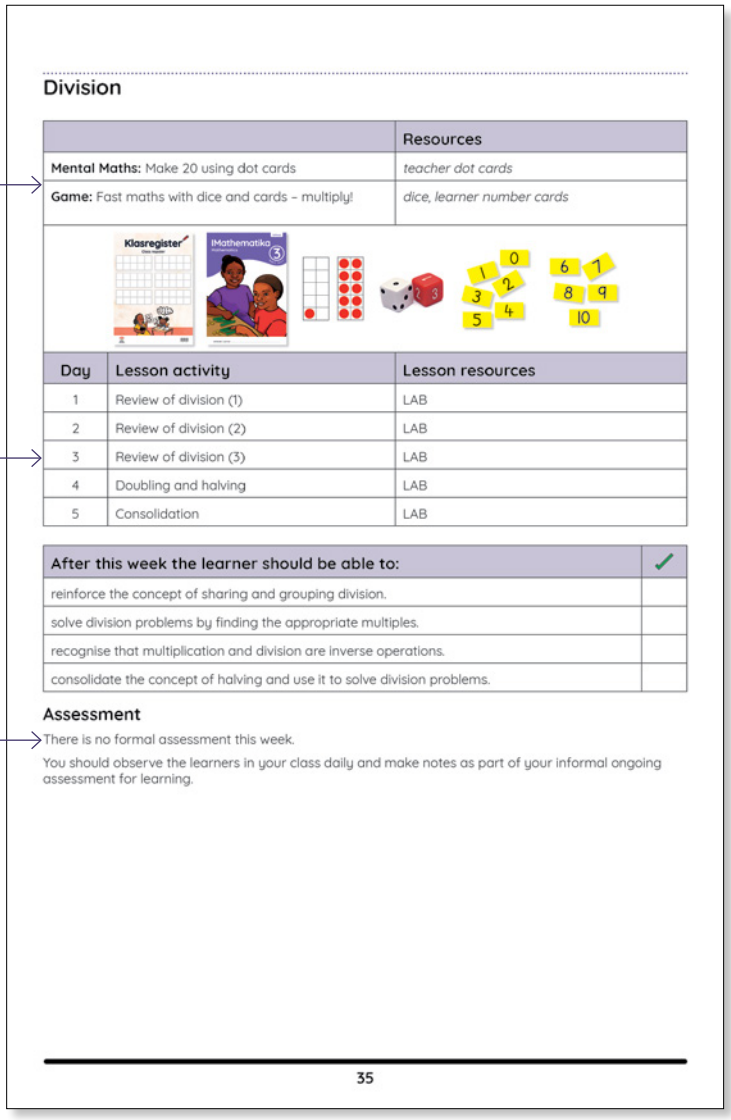
4. Using the lesson plans and *Bala Wande Learner Activity Book*

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	Review of division (1)	LAB
2	Review of division (2)	LAB
3	Review of division (3)	LAB
4	Doubling and halving	LAB
5	Consolidation	LAB

After this week the learner should be able to:	✓
reinforce the concept of sharing and grouping division.	
solve division problems by finding the appropriate multiples.	
recognise that multiplication and division are inverse operations.	
consolidate the concept of halving and use it to solve division problems.	

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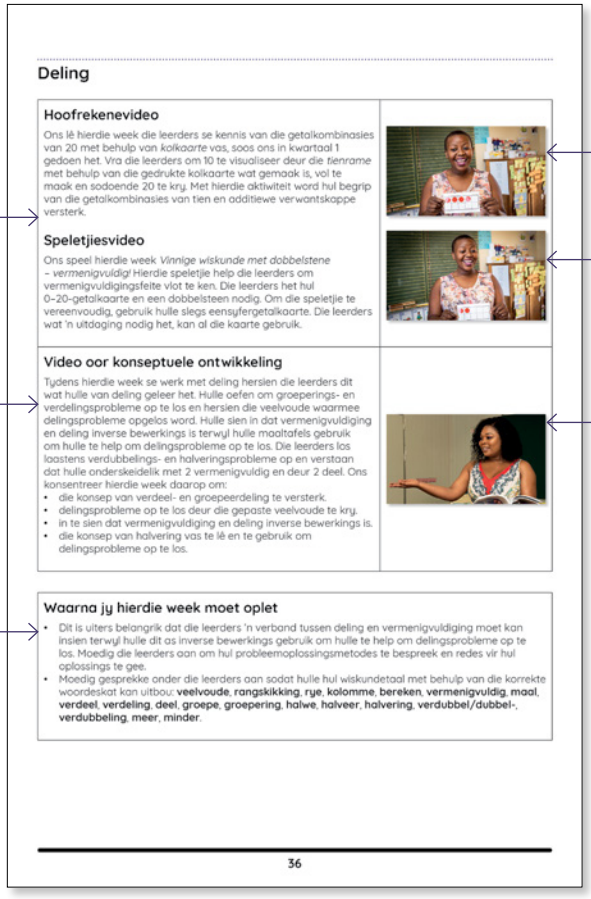
Die tweede bladsy van die week se oorsig bied aan jou:

’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 die leerders se kennis van die getalkombinasies van 20 met behulp van *kalkaarte* vas, soos ons in kwartaal 1 gedoen het. Vra die leerders om 10 te visualiseer deur die *tienrame* met behulp van die gedrukte kalkaarte wat gemaak is, vol te maak en sodoende 20 te kry. Met hierdie aktiwiteit word hul begrip van die getalkombinasies van tien en additiewe verwantskappe versterk.

Speletjiesvideo

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

Video oor konseptuele ontwikkeling

Tydens hierdie week se werk met deling hersien die leerders dit wat hulle van deling geleer het. Hulle oefen om groeperings- en verdelingsprobleme op te los en hersien die veelvoude waarmee delingsprobleme opgelos word. Hulle sien in dat vermenigvuldiging en deling inverse bewerkings is terwyl hulle maaltafels gebruik om hulle te help om delingsprobleme op te los. Die leerders los laastens verdubbelings- en halveringsprobleme op en verstaan dat hulle onderskeidelik met 2 vermenigvuldig en deur 2 deel. Ons konsentreer hierdie week daarop om:

- die konsep van verdeel- en groepeerdeling te versterk.
- delingsprobleme op te los deur die gepaste veelvoude te kry.
- in te sien dat vermenigvuldiging en deling inverse bewerkings is.
- die konsep van halvering vas te lê en te gebruik om delingsprobleme op te los.

Waarna jy hierdie week moet oplet

- Dit is uiters belangrik dat die leerders ’n verband tussen deling en vermenigvuldiging moet kan insien terwyl hulle dit as inverse bewerkings gebruik om hulle te help om delingsprobleme op te los. Moedig die leerders aan om hul probleemoplossingsmetodes te bespreek en redes vir hul oplossings te gee.
- Moedig gesprekke onder die leerders aan sodat hulle hul wiskundetaal met behulp van die korrekte woordeskat kan uitbou: **veelvoude**, **rangskikking**, **rye**, **kolomme**, **bereken**, **vermenigvuldig**, **maal**, **verdeel**, **verdeling**, **deel**, **groepe**, **groepering**, **halwe**, **halveer**, **halvering**, **verdubbel/dubbel-**, **verdubbeling**, **meer**, **minder**.

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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

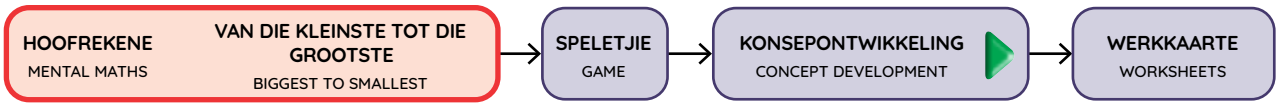
- Lees die *Onderwysersgids* en doen voorbereiding vir die week asook vir elke les.
- Kyk na die video’s. Hierdie video’s wys opnames wat in werklike klaskamers gemaak is, waarin die lesaktiwiteite op die proef gestel word en die onderwysers wat dit onderrig, insigte en raad gee.
- Nadat jy die les gegee 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 7 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.

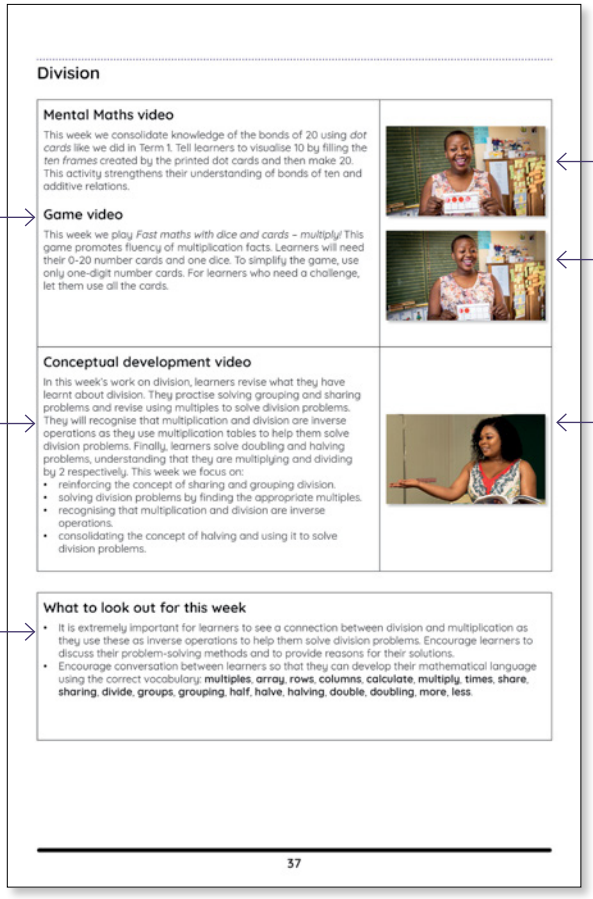


The second page provides more details about the week's activities.

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 1. Tell learners to visualise 10 by filling the *ten frames* created by the printed dot cards and then make 20. This activity strengthens their understanding of 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. Learners will need their 0-20 number cards and one dice. To simplify the game, use only one-digit number cards. For learners who need a challenge, let them use all the cards.

Conceptual development video

In this week's work on division, learners revise what they have learnt about division. They practise solving grouping and sharing problems and revise using multiples to solve division problems. They will recognise that multiplication and division are inverse operations as they use multiplication tables to help them solve division problems. Finally, learners solve doubling and halving problems, understanding that they are multiplying and dividing by 2 respectively. This week we focus on:

- reinforcing the concept of sharing and grouping division.
- solving division problems by finding the appropriate multiples.
- recognising that multiplication and division are inverse operations.
- consolidating the concept of halving and using it to solve division problems.

What to look out for this week

- It is extremely important for learners to see a connection between division and multiplication as they use these as inverse operations to help them solve division problems. Encourage learners to discuss their problem-solving methods and to provide reasons for their solutions.
- Encourage conversation between learners so that they can develop their mathematical language using the correct vocabulary: **multiples, array, rows, columns, calculate, multiply, times, share, sharing, divide, groups, grouping, half, halve, halving, double, doubling, more, less.**

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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.

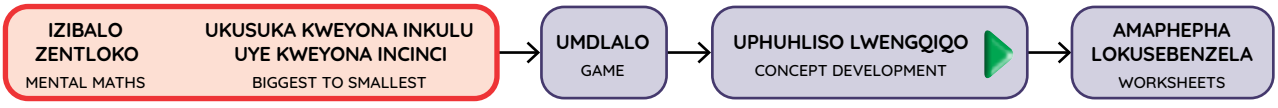
What teachers need to do to prepare for each week

- 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 2-7 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.

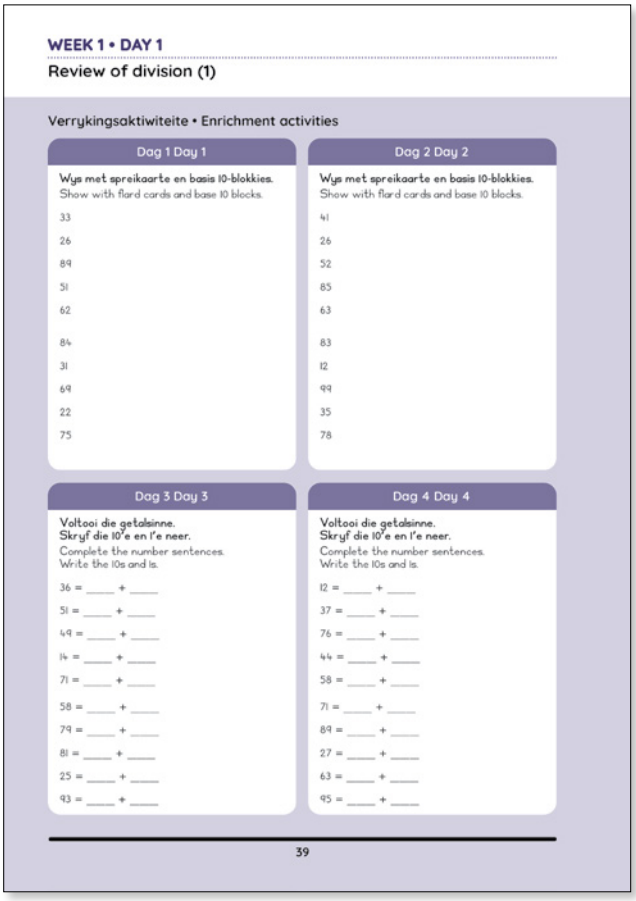
In die raam is daar 'n voorbeeld van 'n kalender. Identifiseer elke dag die jaar, maand en dag saam met die klas. Merk die datum op die muurkalender af. Dui enige verjaarsdae aan.

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 1 • DAY 1

Review of division (1)

Verrykingsaktiwiteite • Enrichment activities

Dag 1 Day 1

Wys met spreikaarte en basis 10-blokkies.
Show with flard cards and base 10 blocks.

33
26
89
51
62
84
31
69
22
75

Dag 2 Day 2

Wys met spreikaarte en basis 10-blokkies.
Show with flard cards and base 10 blocks.

41
26
52
85
63
83
12
99
35
78

Dag 3 Day 3

Voltooi die getalsinne.
Skryf die 10's en 1's neer.
Complete the number sentences.
Write the 10s and 1s.

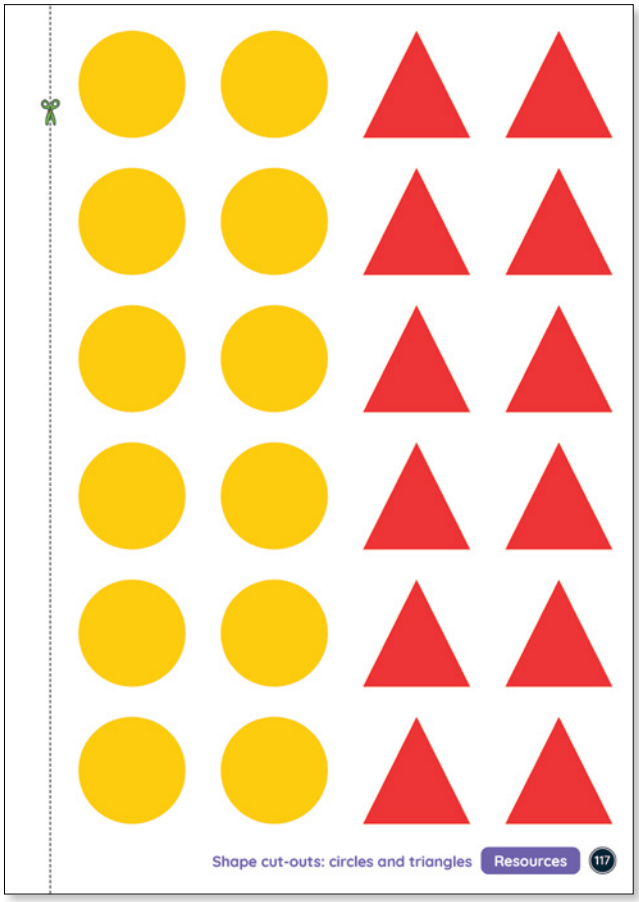
36 = ___ + ___
51 = ___ + ___
49 = ___ + ___
14 = ___ + ___
71 = ___ + ___
58 = ___ + ___
79 = ___ + ___
81 = ___ + ___
25 = ___ + ___
93 = ___ + ___

Dag 4 Day 4

Voltooi die getalsinne.
Skryf die 10's en 1's neer.
Complete the number sentences.
Write the 10s and 1s.

12 = ___ + ___
37 = ___ + ___
76 = ___ + ___
44 = ___ + ___
58 = ___ + ___
71 = ___ + ___
89 = ___ + ___
27 = ___ + ___
63 = ___ + ___
95 = ___ + ___

39



Shape cut-outs: circles and triangles Resources 117

Discuss the date with learners using the calendar

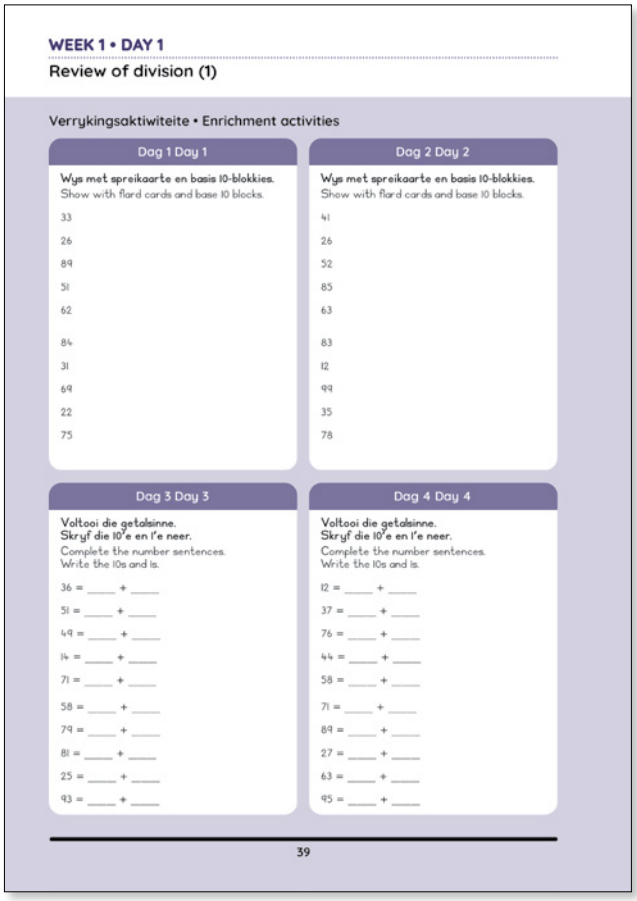
In the box there is a calendar. Each day identify the year, month, day and date with the class. Mark the date on the wall calendar. Note any birthdays.

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 1 • DAY 1

Review of division (1)

Verrykingsaktiwiteite • Enrichment activities

Dag 1 Day 1

Wys met spreikaarte en basis 10-blokkies.
Show with flard cards and base 10 blocks.

33
26
89
51
62
84
31
69
22
75

Dag 2 Day 2

Wys met spreikaarte en basis 10-blokkies.
Show with flard cards and base 10 blocks.

41
26
52
85
63
83
12
99
35
78

Dag 3 Day 3

Voltooi die getalsinne.
Skryf die 10's e en 1's e neer.
Complete the number sentences.
Write the 10s and 1s.

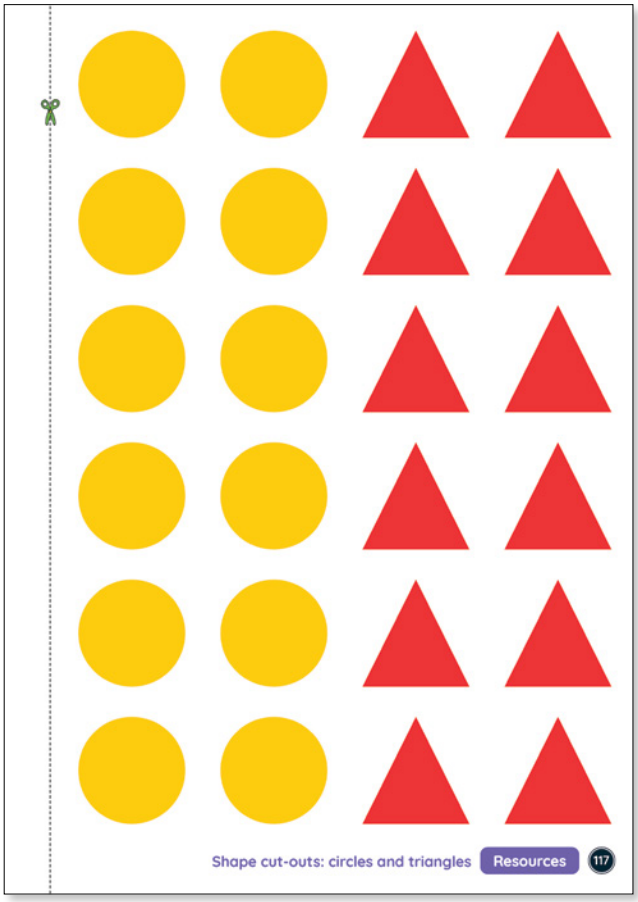
36 = ___ + ___
51 = ___ + ___
49 = ___ + ___
14 = ___ + ___
71 = ___ + ___
58 = ___ + ___
79 = ___ + ___
81 = ___ + ___
25 = ___ + ___
93 = ___ + ___

Dag 4 Day 4

Voltooi die getalsinne.
Skryf die 10's e en 1's e neer.
Complete the number sentences.
Write the 10s and 1s.

12 = ___ + ___
37 = ___ + ___
76 = ___ + ___
44 = ___ + ___
58 = ___ + ___
71 = ___ + ___
89 = ___ + ___
27 = ___ + ___
63 = ___ + ___
95 = ___ + ___

39



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.

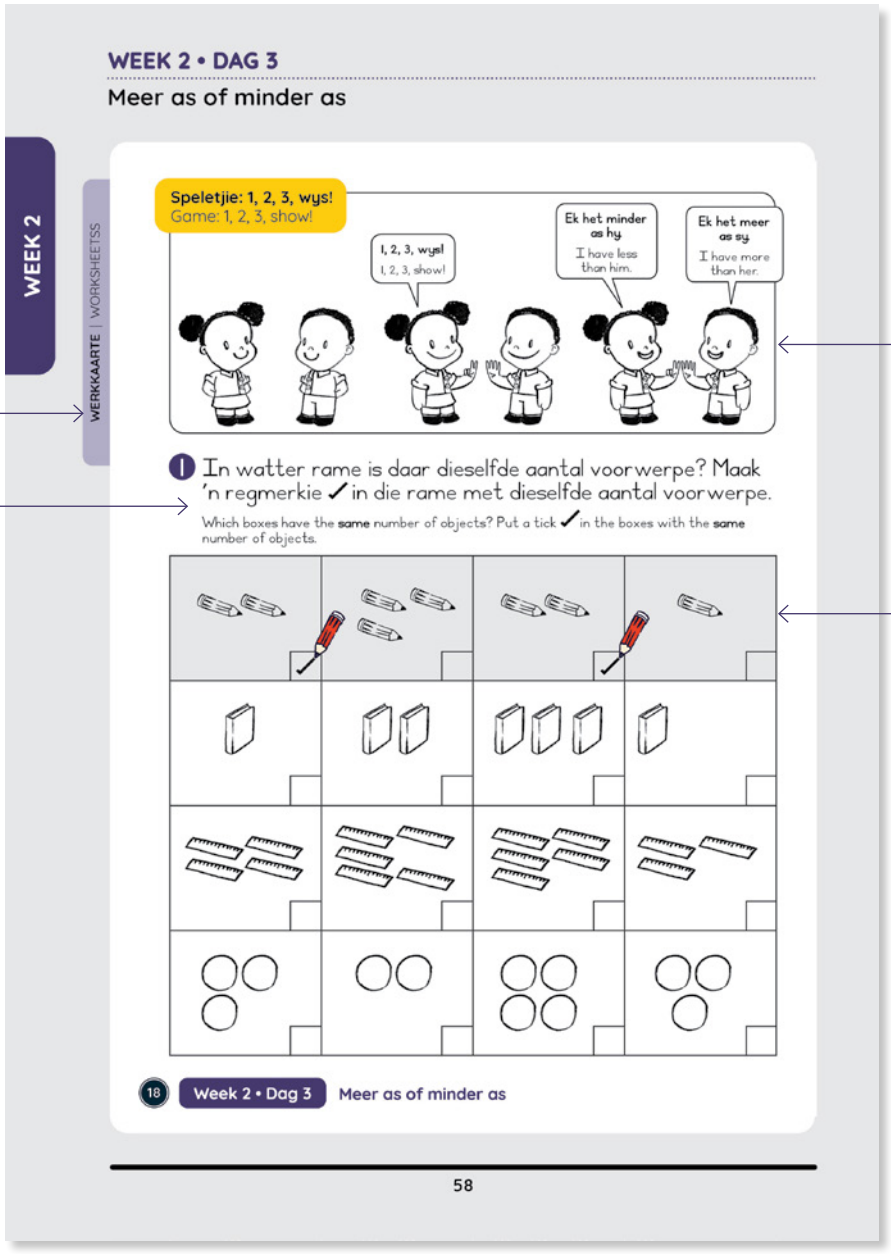
There are videos showing the concept development activity in action in the classroom and there is a description of each activity in the overview for the week.

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.

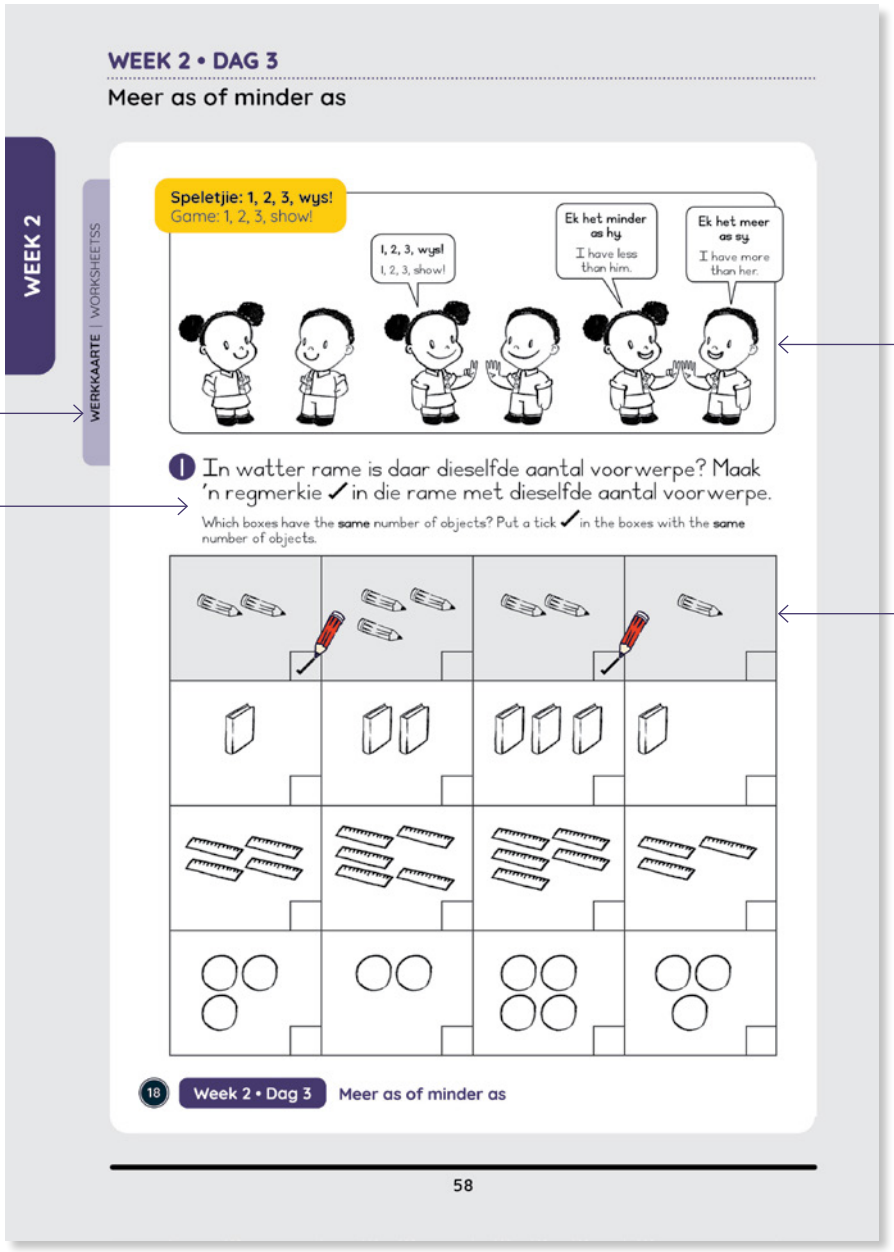
Die leerderswerkkaarte bevat 'n uitgewerkte voorbeeld (deur die grys agtergrond en rooi potlood aangedui).

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

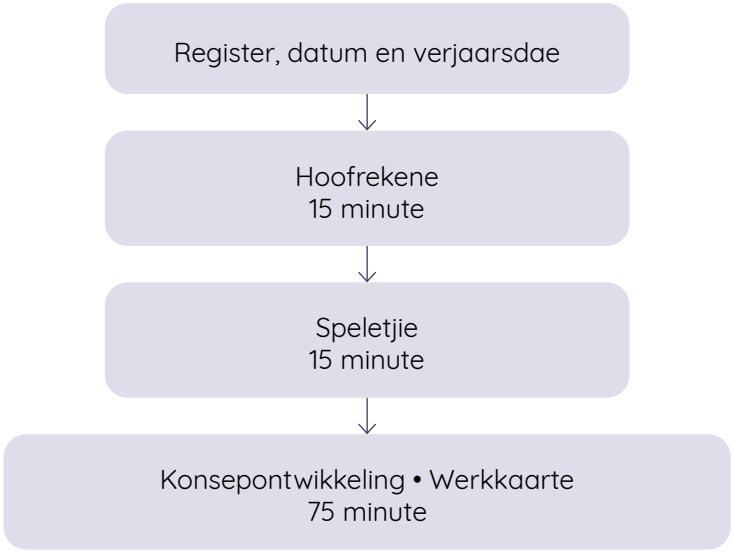
58

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

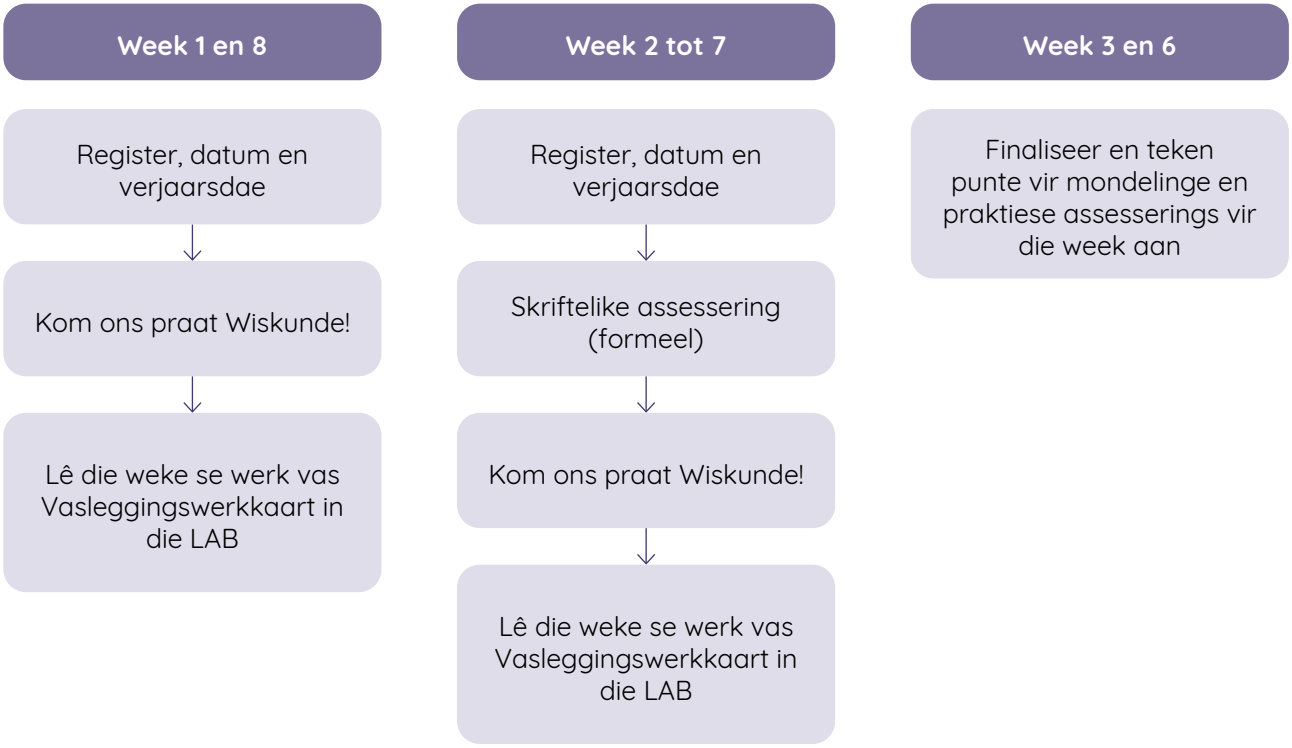
Learner worksheets have a worked example (indicated by the grey background and the red pencil).

5. Daaglikse skedule, tydrooster en kwartaalplan

Daaglikse skedule vir dag 1 tot 4

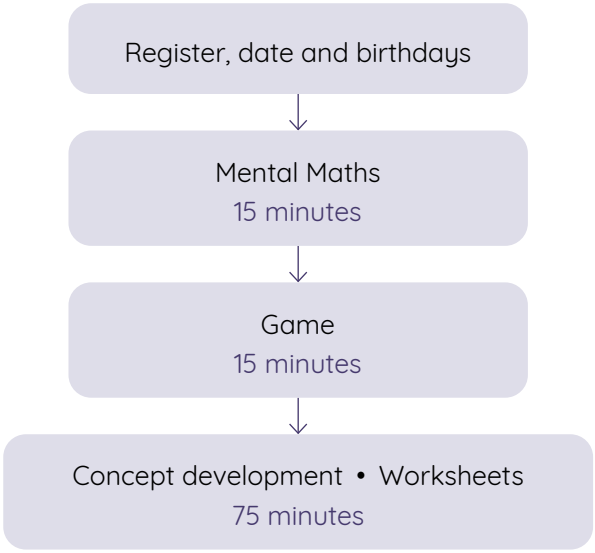


Daaglikse skedule vir dag 5

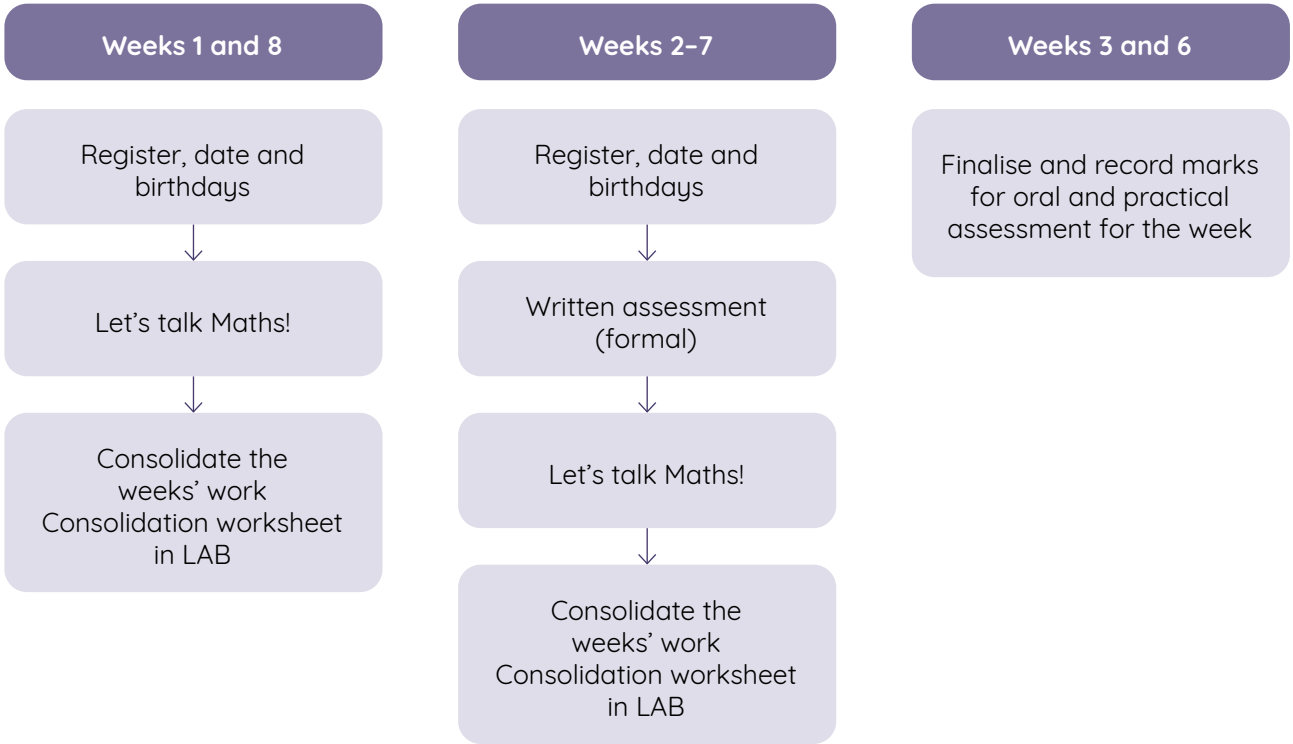


5. Daily schedule, time table and term plan

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: Hersiening van onafhanklike werk
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)	*Onafhanklike Werk	*Onafhanklike Werk	*Onafhanklike Werk	*Onafhanklike Werk	*Onafhanklike 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	Hersien deling	Hersien deling	Hersien deling	Verdubbel en halveer	Vaslegging
Week 2 Deling en breuke	Halvering en breuke	Breuke	Deel met veelvoude van 10	Deel 2-syfergetalle	Assessering en vaslegging
Week 3 Deling	Deel – groepeer met ‘n res	Deling en reste	Deel – verdeel met ‘n res	Kontroleer deling met vermenig-vudiging	Assessering en vaslegging
Week 4 Woord-probleme	Deel met reste	Deel met reste in konteks	Delingswoord-probleme	Optellings- en aftrekkings-woord-probleme	Assessering en vaslegging
Week 5 Woord-probleme en 3D voorwerpe	Optellings- en aftrekkings-woord-probleme	Optellings- en aftrekkings-woord-probleme	3D voorwerpe (rol en gly)	Beskryf 3D voorwerpe	Assessering en vaslegging
Week 6 3D voorwerpe	Bou met 3D voorwerpe	Vergelyk 3D voorwerpe	Vlakke van 3D voorwerpe	3D voorwerpe	Assessering en vaslegging
Week 7 Datahantering	Datahantering	Datahantering	Piktogramme	Staafgrafieke	Assessering en vaslegging
Week 8 Datahantering	Tellings en staafgrafieke	Tellings en staafgrafieke	Interpreteer data	Interpreteer data	Vaslegging

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

7. Term plan

	Day 1	Day 2	Day 3	Day 4	Day 5
Week 1 Division	Review of division	Review of division	Review of division	Doubling and halving	Consolidation
Week 2 Division and fractions	Halving and fractions	Halving	Division with multiples of 10	Division of 2-digit numbers	Assessment and consolidation
Week 3 Division	Division - sharing with a remainder	Division and remainders	Division - grouping with a remainder	Using multiplication to check division	Assessment and consolidation
Week 4 Word problems	Division with remainders	Division with remainders in context	Division word problems	Addition and subtraction word problems	Assessment and consolidation
Week 5 Word problems and 3-D objects	Addition and subtraction word problems	Addition and subtraction word problems	3-D objects – roll and slide	Describing 3-D objects	Assessment and consolidation
Week 6 3-D objects	Building with 3-D objects	Comparing 3-D objects	Faces of 3-D objects	3-D objects	Assessment and consolidation
Week 7 Data handling	Data handling	Data handling	Pictographs	Bar graphs	Assessment and consolidation
Week 8 Data handling	Tallies and bar graphs	Tallies and bar graphs	Interpreting data	Interpreting data	Consolidation

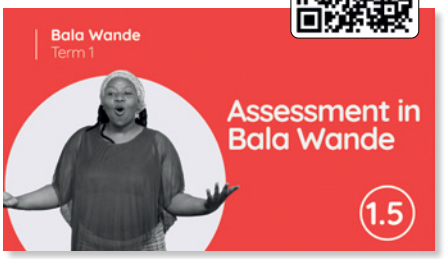
Number, Operations and Relationships	**Measurement**	**Space and Shape**

8. Kwartaal 4-assesseringsplan

Die assessering vir die kwartaal word in die lesplanne vervat. Die assessering sluit skriftelike, mondelinge en praktiese aktiwiteite in. Die assesseringsplan vir kwartaal 4 word hier onder voorsien.

Dag 5 van elke week is vir assessering en vaslegging bedoel

In week 1 en 8 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 7 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 assesserings vir kwartaal 4 is soos volg:

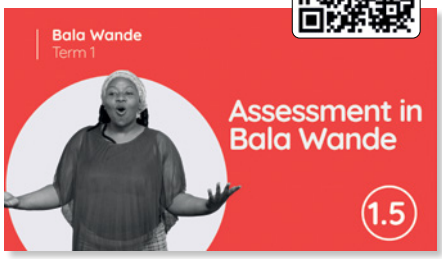
Week			Punte
2	Deling en breuke	Skriftelik	10
3	Deling met reste	Skriftelik	15
3	Neem die leerders waar om hul vermoë te assesseer om delingsprobleme met of sonder reste op te los	Mondeling en prakties	5
4	Delingswoordprobleme	Skriftelik	10
5	Woordprobleme en 3D voorwerpe	Skriftelik	3 + 6
6	3D voorwerpe	Skriftelik	9
6	Neem die leerders waar om hul vermoë te assesseer om voorwerpe en die kenmerke daarvan te identifiseer en te benoem	Mondeling en prakties	5
7	Datahantering	Skriftelik	10

8. Term 4 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 4 is provided below.

Day 5 of each week is planned for assessment and consolidation

In Weeks 1 and 8, 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 2-7, 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 4 assessments are as follows

Week			Marks
2	Division and fractions	Written	10
3	Division with remainders	Written	15
3	Observe learners to assess their ability to solve division problems with or without remainders	Oral and practical	5
4	Division word problems	Written	10
5	Word problems and 3-D objects	Written	3 + 6
6	3-D objects	Written	9
6	Observe learners to assess their ability to identify, name and characterise objects.	Oral and practical	5
7	Data handling	Written	10

9. Kwartaal 4-assesseringspuntestaat

Week	2	3	3	4	5		5	6	6		7		
Graad 3, kwartaal 4 **Wiskunde** **Voorgestelde puntestaat vir formele assessering**	Getalle: Skriftelik	Getalle: Skriftelik	Getalle: Mondeling en prakties	Getalle: Skriftelik	Getalle: Skriftelik	TOTAAL VIR GETALLE	Ruimte en vorm: Skriftelik	Ruimte en vorm: Skriftelik	Ruimte en vorm: Mondeling en prakties	TOTAAL VIR RUIMTE EN VORM	Datahantering: Skriftelik	TOTAAL VIR DATAHANTERING	KWARTAALTOTAAL
Punte	10	15	5	10	6	46	3	9	5	17	10	10	73
Leerder se naam en van													

Getalle, Bewerkings en Verwantskappe	Datahantering	Ruimte en Vorm

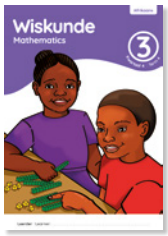
9. Term 4 assessment mark sheet

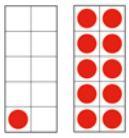
Week	2	3	3	4	5		5	6	6		7		
Grade 3 Term 4 **Mathematics** **Suggested formal assessment mark record sheet**	Number: Written	Number: Written	Number: Oral and practical	Number: Written	Number: Written	TOTAL FOR NUMBER	Space and shape: Written	Space and shape: Written	Space and shape: Oral and practical	TOTAL FOR SPACE AND SHAPE	Data handling: Written	TOTAL FOR DATA HANDLING	TERM TOTAL
Marks	10	15	5	10	6	46	3	9	5	17	10	10	73
Learner name and surname													

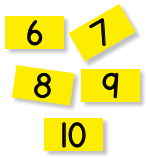
Number, Operations and Relationships	Measurement	Space and Shape

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	Hersien deling (1)	LAB
2	Hersien deling (2)	LAB
3	Hersien deling (3)	LAB
4	Verdubbel en halveer	LAB
5	Vaslegging	LAB

Ná hierdie week behoort die leerder in staat te wees om:	✓
die konsep van verdeel- en groepeerdeling te versterk.	
delingsprobleme op te los deur die gepaste veelvoude te kry.	
in te sien dat vermenigvuldiging en deling inverse bewerkings is.	
die konsep van halvering vas te lê en te gebruik om delingsprobleme op te los.	

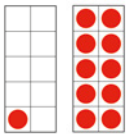
Assessering

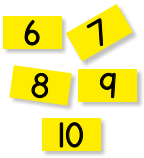
Daar is hierdie week geen formele assessering nie.

Jy kan 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	Review of division (1)	LAB
2	Review of division (2)	LAB
3	Review of division (3)	LAB
4	Doubling and halving	LAB
5	Consolidation	LAB

After this week the learner should be able to:	✓
reinforce the concept of sharing and grouping division.	
solve division problems by finding the appropriate multiples.	
recognise that multiplication and division are inverse operations.	
consolidate the concept of halving and use it to solve division problems.	

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 die leerders se kennis van die getalkombinasies van 20 met behulp van *kolkaarte* vas, soos ons in kwartaal 1 gedoen het. Vra die leerders om 10 te visualiseer deur die *tienrame* met behulp van die gedrukte kolkaarte wat gemaak is, vol te maak en sodoende 20 te kry. Met hierdie aktiwiteit word hul begrip van die getalkombinasies van tien en additiewe verwantskappe versterk.

Speletjiesvideo

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

Video oor konseptuele ontwikkeling

Tydens hierdie week se werk met deling hersien die leerders dit wat hulle van deling geleer het. Hulle oefen om groeperings- en verdelingsprobleme op te los en hersien die veelvoude waarmee delingsprobleme opgelos word. Hulle sien in dat vermenigvuldiging en deling inverse bewerkings is terwyl hulle maaltafels gebruik om hulle te help om delingsprobleme op te los. Die leerders los laastens verdubbelings- en halveringsprobleme op en verstaan dat hulle onderskeidelik met 2 vermenigvuldig en deur 2 deel. Ons konsentreer hierdie week daarop om:

- die konsep van verdeel- en groepeerdeling te versterk.
- delingsprobleme op te los deur die gepaste veelvoude te kry.
- in te sien dat vermenigvuldiging en deling inverse bewerkings is.
- die konsep van halvering vas te lê en te gebruik om delingsprobleme op te los.

Waarna jy hierdie week moet oplet

- Dit is uiters belangrik dat die leerders 'n verband tussen deling en vermenigvuldiging moet kan insien terwyl hulle dit as inverse bewerkings gebruik om hulle te help om delingsprobleme op te los. Moedig die leerders aan om hul probleemoplossingsmetodes te bespreek en redes vir hul oplossings te gee.
- Moedig gesprekke onder die leerders aan sodat hulle hul wiskundetaal met behulp van die korrekte woordeskat kan uitbou: **veelvoude**, **rangskikking**, **rye**, **kolomme**, **bereken**, **vermenigvuldig**, **maal**, **verdeel**, **verdeling**, **deel**, **groepe**, **groepering**, **halwe**, **halveer**, **halvering**, **verdubbel/dubbel-**, **verdubbeling**, **meer**, **minder**.

Division

Mental Maths video

This week we consolidate knowledge of the bonds of 20 using *dot cards* like we did in Term 1. Tell learners to visualise 10 by filling the *ten frames* created by the printed dot cards and then make 20. This activity strengthens their understanding of 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. Learners will need their 0-20 number cards and one dice. To simplify the game, use only one-digit number cards. For learners who need a challenge, let them use all the cards.

Conceptual development video

In this week's work on division, learners revise what they have learnt about division. They practise solving grouping and sharing problems and revise using multiples to solve division problems. They will recognise that multiplication and division are inverse operations as they use multiplication tables to help them solve division problems. Finally, learners solve doubling and halving problems, understanding that they are multiplying and dividing by 2 respectively. This week we focus on:

- reinforcing the concept of sharing and grouping division.
- solving division problems by finding the appropriate multiples.
- recognising that multiplication and division are inverse operations.
- consolidating the concept of halving and using it to solve division problems.

What to look out for this week

- It is extremely important for learners to see a connection between division and multiplication as they use these as inverse operations to help them solve division problems. Encourage learners to discuss their problem-solving methods and to provide reasons for their solutions.
- Encourage conversation between learners so that they can develop their mathematical language using the correct vocabulary: **multiples**, **array**, **rows**, **columns**, **calculate**, **multiply**, **times**, **share**, **sharing**, **divide**, **groups**, **grouping**, **half**, **halve**, **halving**, **double**, **doubling**, **more**, **less**.

WEEK 1 • DAG 1

Hersien deling (1)

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

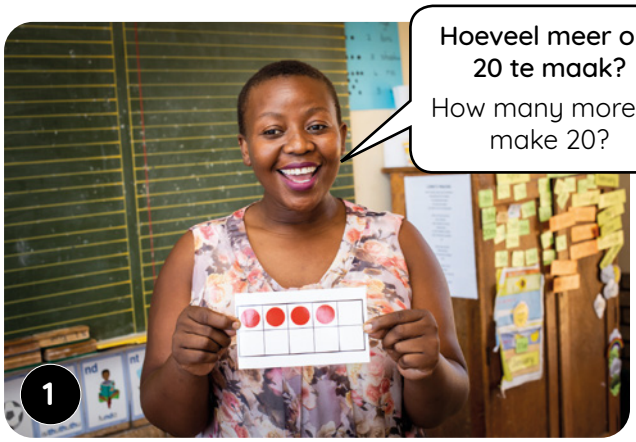
HOOFREKENE | MENTAL MATHS

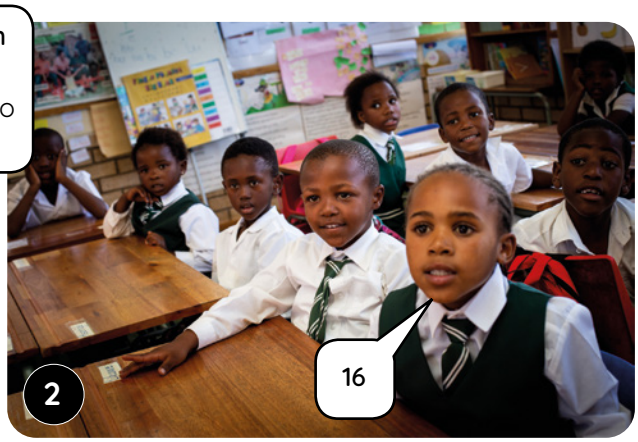
Die leerders gebruik hul kolkaarte om te kyk hoeveel meer hulle nodig het om 20 te maak.

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.





Review of division (1)

Verrykingsaktiwiteite • Enrichment activities

Dag 1 Day 1

Wys met spreikaarte en basis 10-blokkies.
Show with flard cards and base 10 blocks.

33

26

89

51

62

84

31

69

22

75

Dag 2 Day 2

Wys met spreikaarte en basis 10-blokkies.
Show with flard cards and base 10 blocks.

41

26

52

85

63

83

12

99

35

78

Dag 3 Day 3

Voltooi die getalsinne.
Skryf die 10'e en 1'e neer.
Complete the number sentences.
Write the 10s and 1s.

36 = _____ + _____

51 = _____ + _____

49 = _____ + _____

14 = _____ + _____

71 = _____ + _____

58 = _____ + _____

79 = _____ + _____

81 = _____ + _____

25 = _____ + _____

93 = _____ + _____

Dag 4 Day 4

Voltooi die getalsinne.
Skryf die 10'e en 1'e neer.
Complete the number sentences.
Write the 10s and 1s.

12 = _____ + _____

37 = _____ + _____

76 = _____ + _____

44 = _____ + _____

58 = _____ + _____

71 = _____ + _____

89 = _____ + _____

27 = _____ + _____

63 = _____ + _____

95 = _____ + _____

WEEK 1 • DAG 1

Hersien deling (1)

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Daar is 63 blomme wat in 7 blompotte ingesit moet word. Hoeveel blomme moet daar in elke blompot ingesit word?

There are 63 flowers that need to be put into 7 vases. How many flowers must go in each vase?

Ons moet die blomme onder 7 blompotte verdeel. As daar 63 blomme is, kan 9 blomme in elke blompot ingesit word.

We need to share the flowers into 7 vases. If there are 63 flowers, 9 flowers will go in each vase.

Daar is 48 koekies wat in bokse ingepak moet word. Daar gaan 6 koekies in elke boks. Hoeveel bokse het jy nodig?

There are 48 biscuits that need to be put into boxes. 6 biscuits go in each box. How many boxes will you need

Ons moet die koekies saamgroepeer. Daar is 48 koekies wat in groepe van 6 ingesit moet word. Ons het 8 bokse nodig.

We need to group the biscuits. There are 48 biscuits that must be in groups of 6. We will need 8 boxes.

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, te gebruik 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 them to use what they know about multiples and multiplication tables to help them solve the problems more quickly and efficiently.

Review of division (1)

WEEK • WEEK 1

DAG 1 • DAY 1

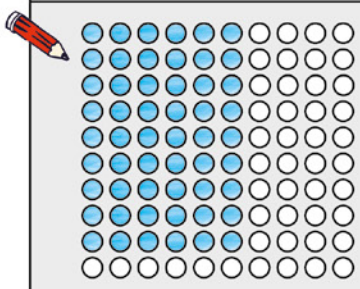
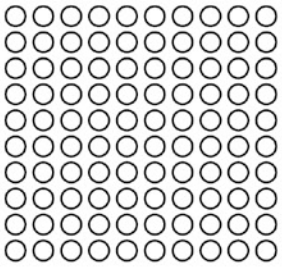
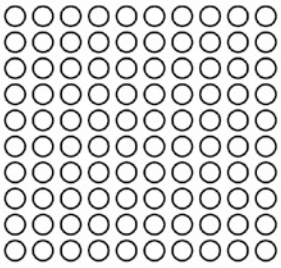
Hersien deling (1)
Review of division (1)

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 Kleur in.
Colour.

54 wat in 9 groepe van 6 ingedeel word. 54 divided into 9 groups of 6.	64 wat in 8 groepe van 8 ingedeel word. 64 divided into 8 groups of 8.	50 wat in 5 groepe van 10 ingedeel word. 50 divided into 5 groups of 10.
		
6 × 9 = 54	___ × ___ = ___	___ × ___ = ___
54 ÷ 9 = 6	___ ÷ ___ = ___	___ ÷ ___ = ___

Kyk na die getalsinne. Kyk hoe vermenigvuldiging en deling met mekaar verband hou!
Look at the number sentences. See how multiplication and division are related!

2

WEEK 1 • DAG 1

Hersien deling (1)

2 Verdeel die roomyse onder die maats.

Share the ice creams between friends.

2  48 ÷ 2 = 24	4  ____ ÷ ____ = ____
6  ____ ÷ ____ = ____	12  ____ ÷ ____ = ____
24  ____ ÷ ____ = ____	8  ____ ÷ ____ = ____

3 Verdeel 45 koekies onder 5 maats.

Share 45 biscuits between 5 friends.

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

Daar is 8 sjokolades in 'n boksie. Hoeveel boksies het jy vir 48 sjokolades nodig?

There are 8 chocolates in a box. How many boxes will you need for 48 chocolates?

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

Review of division (2)

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Daar is 84 albasters wat onder 7 maats verdeel moet word. Hoeveel albasters kry elke maat?

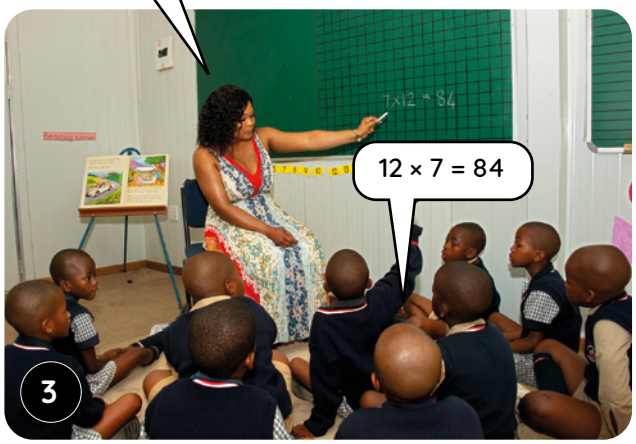
There are 84 marbles that need to be shared between 7 friends. How many marbles will each friend get?

Daar is 84 albasters en 7 maats. Ek weet dat 7 x 12 = 84, dus moet elke maat 12 albasters kry.

There are 84 marbles and 7 friends. I know that 7 × 12 = 84 so each friend will get 12 marbles.

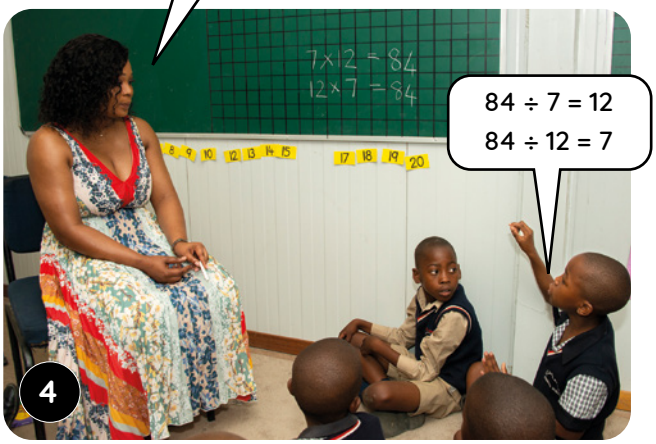
Ja! Is daar enige ander manier om 7 x 12 = 84 te skryf?

Yes! Is there another way to write 7 × 12 = 84?



Dis reg! Watter delingsgetalsinne kan ons gebruik?

That's right! What are the division number sentences that we can use?



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 oor vermenigvuldiging en deling as inverse bewerkings na te dink en die vier getalsinne, wat met elke probleem geassosieer word, te identifiseer.

Repeat the steps with other grouping and sharing word problems. Allow 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.

WEEK 1 • DAG 2

Uhlaziyo lolwahlulo (2)

WEEK • WEEK 1

DAG 2 • DAY 2

Hersien deling (2)
Review of division (2)

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

1

36 ÷ 9 = 4	24 ÷ 8 = ____	45 ÷ 9 = ____
21 ÷ 7 = ____	48 ÷ 8 = ____	81 ÷ 9 = ____
35 ÷ 7 = ____	56 ÷ 8 = ____	49 ÷ 7 = ____
72 ÷ 8 = ____	42 ÷ 7 = ____	64 ÷ 8 = ____

2 Verdeel 28 ballonne onder 4 maats.

Share 28 balloons between 4 friends.

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

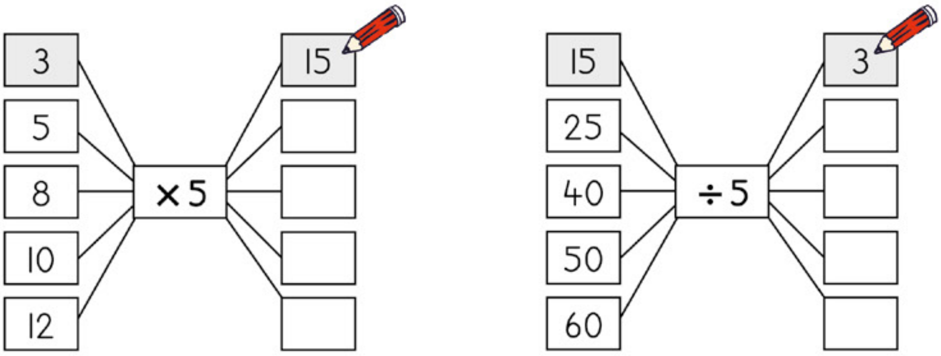
Daar is 10 eiers in 'n eierboksie. Hoeveel eierboksies het jy vir 60 eiers nodig?

There are 10 eggs in a carton. How many cartons will you need for 60 eggs?

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

Review of division (2)

3



4 Skryf die vermenigvuldigingsgetalsinne en delingsgetalsinne.
Write the multiplication and division number sentences.

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

WEEK 1 • DAG 3

Hersien deling (3)

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

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Nkhanyiso het 40 suigstokkies. Phindi het 10 suigstokkies. Hoeveel maal meer suigstokkies het Nkhanyiso as wat Phindi het?

Nkhanyiso has 40 lollipops. Phindi has 10 lollipops. How many times more lollipops does Nkhanyiso have than Phindi?

Ek teken Nkhanyiso en Phindi se suigstokkies soos volg om die probleem op te los.

I draw the lollipops for Nkhanyiso and Phindi like this to solve the problem.

Ja! Gebruik die groepe van 10 om te vergelyk hoeveel maal meer suigstokkies het Nkhanyiso.

Yes! Use the groups of 10 to compare how many times more lollipops Nkhanyiso has.

Phindi het een groep van 10 en Nkhanyiso het 4 groepe van 10.

Phindi has one group of 10 and Nkhanyiso has 4 groups of 10.

Nkhanyiso het 4 maal meer suigstokkies as Phindi.

Nkhanyiso has 4 times more lollipops than Phindi.

Ek skryf die getalsin:

40 ÷ 10 = 4.

I write the number sentence.

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

Repeat the steps with other word problems, encouraging learners to think about how they use division and multiples to find the answer.

Review of division (3)

WEEK • WEEK 1

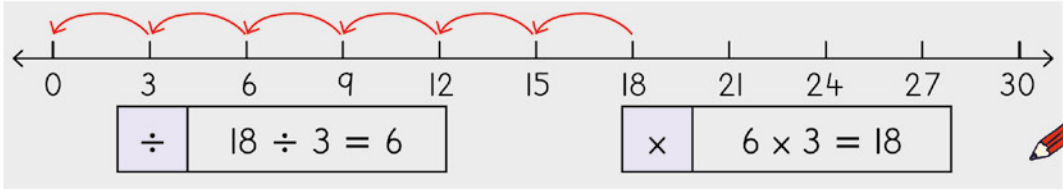
DAG 3 • DAY 3

Hersien deling (3)
Review of division (3)

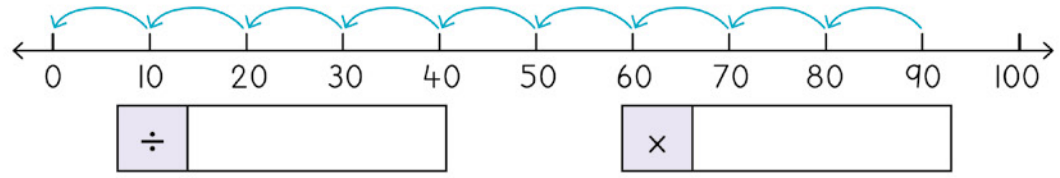
HOOFREKENE MENTAL MATHS | MAAK 20 MET KOLKAARTE MAKE 20 USING DOT CARDS → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

1 Skryf vermenigvuldigings- en delingsgetalsinne met behulp van die veelvoude.

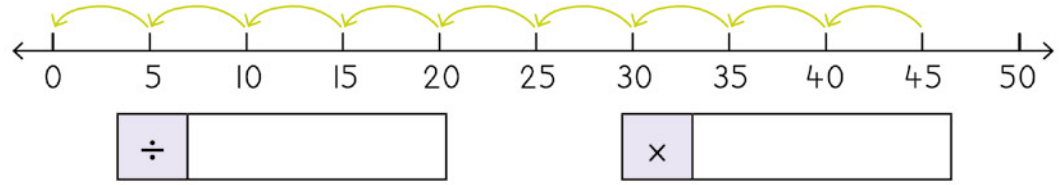
Use the multiples to write multiplication and division number sentences.



÷ | 18 ÷ 3 = 6 × | 6 x 3 = 18



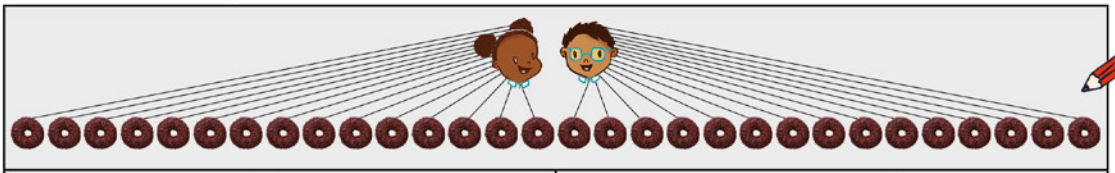
÷ | × |



÷ | × |

2 Verdeel die oliebolle onder die maats.

Share the doughnuts between the friends.



deling division	vermenigvuldiging multiplication
30 ÷ 2 = 15	15 x 2 = 30

deling division	vermenigvuldiging multiplication

WEEK 1 • DAG 3

Hersien deling (3)

3

Verdeel 56 roomyse onder 7 kinders. Share 56 ice creams between 7 children. ____ ÷ ____ = ____ roomyse ice creams	Verdeel 30 koekies onder 6 kinders. Share 30 biscuits between 6 children. ____ ÷ ____ = ____ koekies biscuits
Hoeveel groepe van 4 kan jy met 28 maak? How many groups of 4 can you make from 28? ____ ÷ ____ = ____ groepe groups	Hoeveel groepe van 10 kan jy met 90 maak? How many groups of 10 can you make from 90? ____ ÷ ____ = ____ groepe groups

4 Die rooi lint is 81 m lank. Die blou lint is 9 m lank. Hoeveel maal is die rooi lint langer as die blou lint?

The red ribbon is 81 m long. The blue ribbon is 9 m long. How many times longer is the red ribbon than the blue ribbon?

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

Doubling and halving

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

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Sê my, so vinnig as wat julle kan, wat 'n halwe van 40 is.
As quickly as you can … tell me what is half of 40?

Hoe het jy dit so vinnig uitgewerk?
How did you work it out so quickly?

Ek het 40 deur 2 gedeel. Ek weet dat daar 2 groepe van 20 in 40 is.
I divided 40 by 2. I know that there are 2 groups of 20 in 40.

Dis reg! Wie het dit op 'n ander manier uitgewerk?
That's right! Who did it in a different way?

Ek weet dat, as ek 20 verdubbel, dit gelyk is aan 40.
I know that double 20 is 40.

Korrek! Wat kan jy my van verdubbeling en halvering vertel?
Correct! So, what can you tell me about doubling and halving?

Ek kan verdubbeling gebruik om halwes te kry. Om te verdubbel, is x 2 en om te halveer, is ÷ 2.
I can use doubling to find halves. Double is × 2 and half is ÷ 2.

Moedig die leerders aan om oor halvering te praat en in te sien dat verdubbeling en halvering bereken word deur onderskeidelik met 2 te vermenigvuldig en deur 2 te deel. Help hulle om met verdubbeling en halvering as inverse bewerkings te werk.

Encourage the learners to talk about halving, recognizing that doubles and halves are calculated by multiplying and dividing by 2 respectively. Help learners to work with doubling and halving as inverse operations.

WEEK 1 • DAG 4

Verdubbel en halveer

WEEK • WEEK 1

DAG 4 • DAY 4

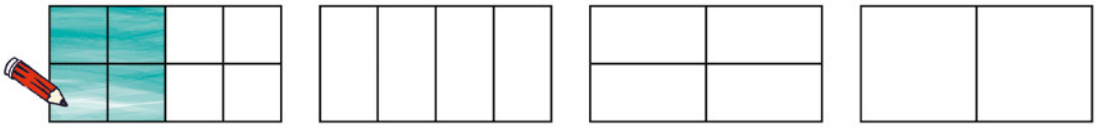
Verdubbel en halveer

Doubling and halving

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

1 Kleur 'n halwe in.

Colour half.

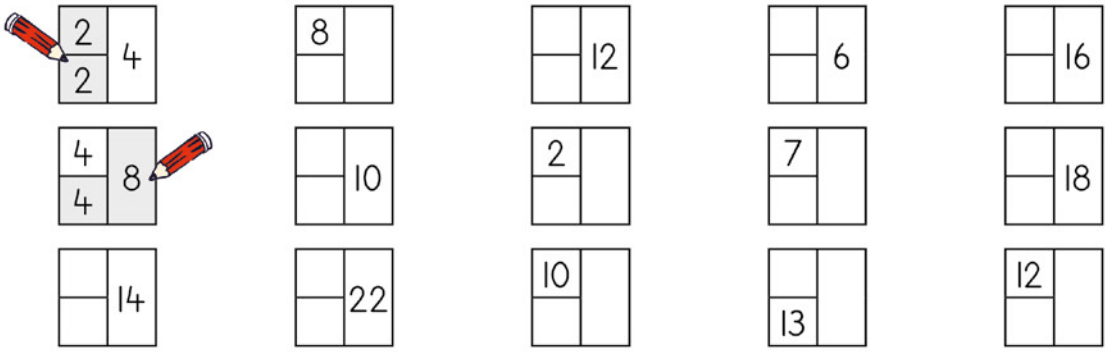


2

Die verdubbeling van: Double.		'n Halwe van: Halve.	
7 is 14.	8 is ____.	14 is 7.	16 is ____.
7 is 14.	8 is ____.	14 is 7.	16 is ____.
9 is ____.	11 is ____.	18 is ____.	22 is ____.
9 is ____.	11 is ____.	18 is ____.	22 is ____.
40 is ____.	25 is ____.	80 is ____.	50 is ____.
40 is ____.	25 is ____.	80 is ____.	50 is ____.
50 is ____.	35 is ____.	100 is ____.	60 is ____.
50 is ____.	35 is ____.	100 is ____.	60 is ____.

3 Voltooi die getaltabelle deur te verdubbel of te halveer.

Complete the number tables using doubles or halves.



Doubling and halving

4 Omkring die dubbelgetalle en skryf die getalsin.
Circle the doubles and write the number sentence.

7	48	5	15
21	7	15	3
24	30	30	50
40	24	50	18

7 + 7 = 14

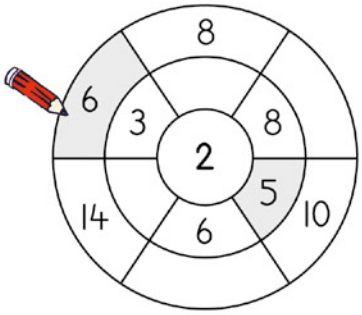
____ + ____ = ____

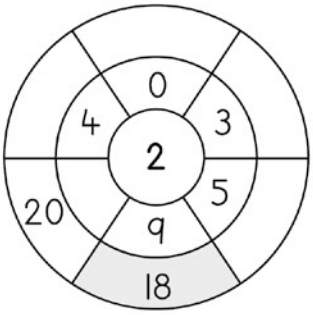
____ + ____ = ____

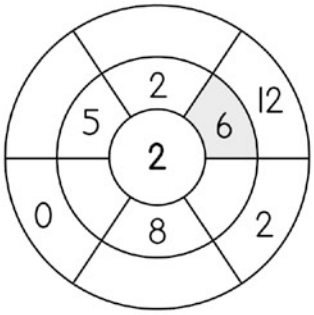
____ + ____ = ____

____ + ____ = ____

5 Vermenigvuldig met 2 of deel deur 2.
Multiply or divide by 2.







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

$\frac{1}{2}$	
$\frac{1}{2}$	
$\frac{1}{2}$	

Wat merk jy op omtrent die halwes wat jy ingekleur het?
What do you notice about the halves you shaded?

WEEK • WEEK 1

DAG 5 • DAY 5

Vaslegging
Consolidation

WERKKAART WORKSHEET → WERKKAART WORKSHEET

1

27 ÷ 3 = ____	56 ÷ 8 = ____	28 ÷ 7 = ____
63 ÷ 7 = ____	40 ÷ 5 = ____	21 ÷ 7 = ____
4 ÷ 1 = ____	63 ÷ 9 = ____	35 ÷ 5 = ____

2 Verander die delingsgetalsin in 'n vermenigvuldigingsgetalsin en skryf die ontbrekende getal neer.

Change the division number sentence into a multiplication table and write the missing number.

15 ÷ 5 = ☐	☐ × ____ = ____	☐ =
24 ÷ 2 = ☐	☐ × ____ = ____	☐ =
42 ÷ 6 = ☐	☐ × ____ = ____	☐ =
63 ÷ 9 = ☐	☐ × ____ = ____	☐ =
40 ÷ 8 = ☐	☐ × ____ = ____	☐ =
12 ÷ 6 = ☐	☐ × ____ = ____	☐ =
45 ÷ 9 = ☐	☐ × ____ = ____	☐ =

Kom ons praat Wiskunde!

Let's talk Maths!

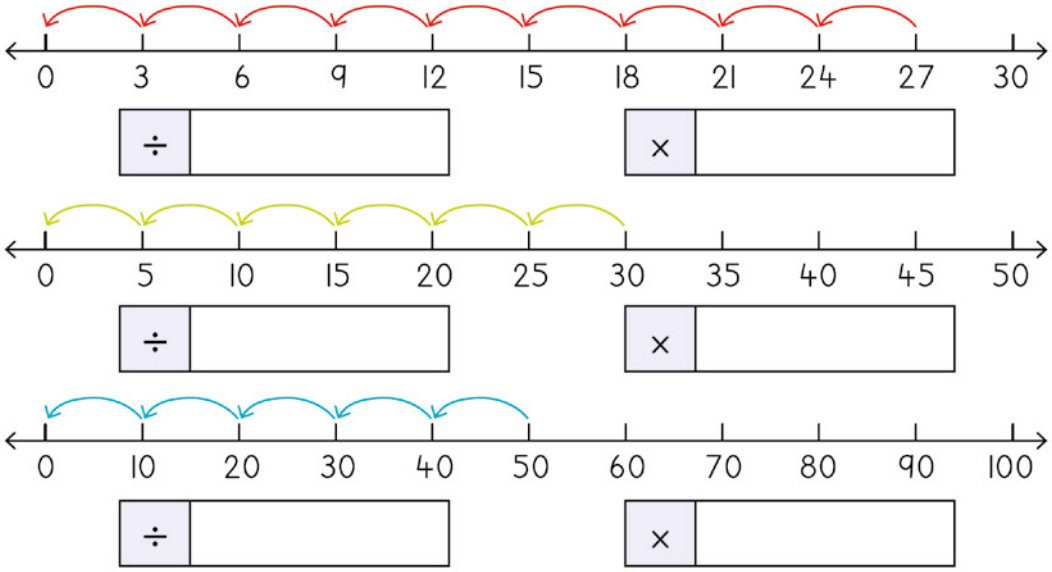
In Afrikaans sê ons:	In English we say:
verdeel/indeel	share
groepeer	group
halwe/die helfte	half
halveer	halve
verdubbel	double
vermenigvuldig met 2	multiply by 2
deel deur twee	divide by 2

10

Consolidation

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

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



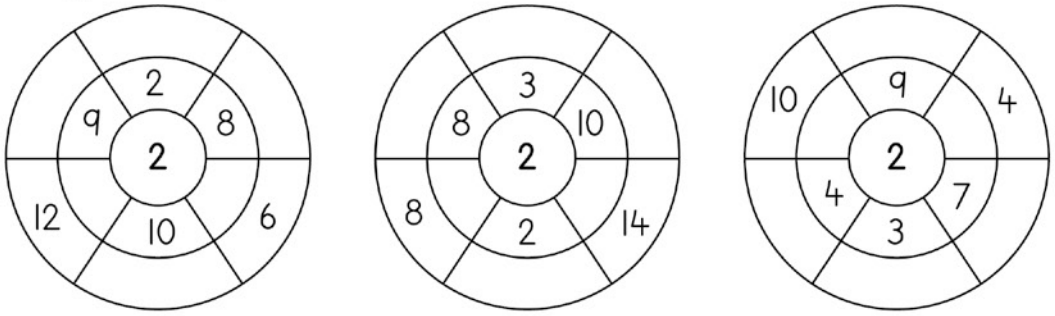
4 Voltooi die getaltabelle deur te verdubbel of te halveer.

Find the doubles and halves.

4	2	7	3	8
12	10	30	5	24
6	28	9	26	20

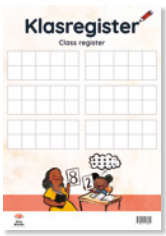
5 Vermenigvuldig met 2 of deel deur 2.

Multiply or divide by 2.



Deling en breuke

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



Dag	Lesaktiwiteit	Leshulpbronne
1	Halvering en breuke	LAB, onderwyser se *breukestel*
2	Breuke	LAB, onderwyser se *breukestel*
3	Deel met veelvoude van 10	LAB, *basis tien-blokkies*
4	Deel 2-syfergetalle	LAB, *basis tien-blokkies*
5	Vaslegging en assessering vir leer	LAB

Ná hierdie week behoort die leerder in staat te wees om:	✓
hul kennis van halvering te gebruik om breukprobleme op te los.	
veelvoude van tien deur enkelsyfergetalle te deel.	
tweesyfergetalle deur enkelsyfergetalle te deel.	

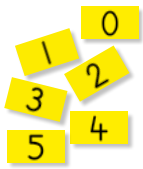
Assessering

Skriftelike assessering: Optellings- en aftrekkingsprobleme en -getalsinne

Teken 'n punt uit 10 op die kwartaalpuntestaat aan.

Division and fractions

	Resources
Mental Maths: Add and subtract multiples of 10	n/a
Game: *Fast maths with dice and cards – multiply!*	*dice,* learner *number cards*


Day	Lesson activity	Lesson resources
1	Halving and fractions	LAB, teacher *fraction kit*
2	Fractions	LAB, teacher *fraction kit*
3	Division with multiples of 10	LAB, *base ten blocks*
4	Division of 2-digit numbers	LAB, *base ten blocks*
5	Consolidation and assessment for learning	LAB

After this week the learner should be able to:	✓
use knowledge of halving to solve fraction problems.	
divide multiples of ten by single-digit numbers.	
divide two-digit numbers by single-digit numbers.	

Assessment

Written assessment: Addition and subtraction problems and number sentences

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

Deling en breuke

Hoofrekenevideo

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

Speletjiesvideo

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

Video oor konseptuele ontwikkeling

Tydens hierdie week se werk met deling en breuke gebruik die leerders hul kennis van halvering en verdubbeling om hulle te help om antwoorde vinnig en doeltreffend uit te werk. Hulle versterk dit wat hulle in kwartaal 3 geleer het en los probleme op wat oor breuke van 'n versameling handel. Hulle oefen ook delingsprobleme met deeltalle van tot 99. Ons konsentreer hierdie week daarop dat die leerders:

- hul kennis van halvering gebruik om breukprobleme op te los.
- veelvoude van tien deur enkelsyfergetalle deel.
- tweesyfergetalle deur enkelsyfergetalle deel.

Waarna jy hierdie week moet oplet

- Wanneer jy met breukdele werk, moet jy die leerders geleenthede gee om breukdele van telgetalle te kry asook om getalle te deel wat antwoorde met breuke tot gevolg het.
- Moedig die leerders aan om veelvoude te identifiseer en te gebruik om probleme doeltreffend op te los. Maak seker dat die 2-syfergetalle wat in probleme (deeltalle) gebruik word, veelvoude van die delers is.
- In hierdie stadium van die kwartaal behoort delingsprobleme **nie** reste tot gevolg te hê nie.
- Moedig gesprekke onder die leerders aan sodat hulle hul wiskundetaal met behulp van die korrekte woordeskat kan uitbou: **halwe**, **halvering**, **verdubbel/dubbel-**, **verdubbeling**, **meer**, **minder**, **veelvoude**, **bereken**, **vermenigvuldig**, **maal**, **verdeel**, **verdeling**, **deel**, **groepe**, **groepering**.

Division and fractions

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 them 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. Learners will need their 0-20 number cards and one dice. To simplify the game, use only one-digit number cards. For learners who need a challenge, let them use all the cards.

Conceptual development video

In this week's work on division and fractions, learners use their knowledge of halving and doubling to help them work out answers quickly and efficiently. They reinforce what they learnt in Term 3 and solve problems involving fractions of a collection. They also practise division problems with dividends up to 99. This week we focus on:

- using knowledge of halving to solve fraction problems.
- dividing multiples of ten by single-digit numbers.
- dividing two-digit numbers by single-digit numbers.

What to look out for this week

- When working with fractional parts, provide opportunities for learners to find fractional parts of whole numbers and also to divide numbers resulting in answers involving fractions.
- Encourage learners to identify multiples and to use these to solve problems efficiently. Ensure that the 2-digit numbers used in problems (dividends) are multiples of the divisors.
- At this stage of the term, division problems should not result in remainders.
- Encourage conversation between learners so that they can develop their mathematical language using the correct vocabulary: **half**, **halve**, **halving**, **double**, **doubling**, **more**, **less**, **multiples**, **calculate**, **multiply**, **times**, **share**, **sharing**, **divide**, **groups**, **grouping**.

WEEK 2 • DAG 1

Halvering en breuke

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

HOOFREKENE | MENTAL MATHS

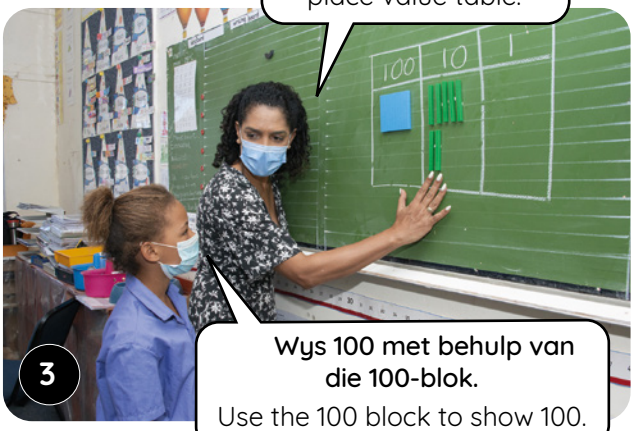
Die leerders oefen om veelvoude van tien by 'n gegewe getal by te tel en daarvan af te trek.

Learners practice 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.

10 tiene is 100 en 7 tiene is 70, dus is daar altesame 170.
10 tens is 100 and 7 tens is 70, so we have 170 in total.



Wys 100 met behulp van die 100-blok.
Use the 100 block to show 100.

Kom ons probeer nog een. Hoeveel tiene is daar in 350?
Let's try another one. How many tens are there in 350?

Halving and fractions

Verrykingsaktiwiteite • Enrichment activities

Dag 1 Day 1

Wys met spreikaarte en basis 10-blokkies.
Show with flard cards and base 10 blocks.

143

468

324

234

571

648

953

716

888

309

Dag 2 Day 2

Wys met spreikaarte en basis 10-blokkies.
Show with flard cards and base 10 blocks.

287

694

472

351

513

689

147

732

940

123

Dag 3 Day 3

Voltooi die getalsinne.
Skryf die 100'e, 10'e en 1'e neer.
Complete the number sentences.
Write the 100s, 10s and 1s.

146 = _____ + _____ + _____

527 = _____ + _____ + _____

281 = _____ + _____ + _____

359 = _____ + _____ + _____

875 = _____ + _____ + _____

428 = _____ + _____ + _____

673 = _____ + _____ + _____

794 = _____ + _____ + _____

962 = _____ + _____ + _____

487 = _____ + _____ + _____

Dag 4 Day 4

Voltooi die getalsinne.
Skryf die 100'e, 10'e en 1'e neer.
Complete the number sentences.
Write the 100s, 10s and 1s.

456 = _____ + _____ + _____

227 = _____ + _____ + _____

579 = _____ + _____ + _____

383 = _____ + _____ + _____

147 = _____ + _____ + _____

911 = _____ + _____ + _____

654 = _____ + _____ + _____

753 = _____ + _____ + _____

852 = _____ + _____ + _____

951 = _____ + _____ + _____

Halvering en breuke

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Jou ma gee jou R20. Jy gee 'n $\frac{1}{2}$ van die geld uit. Hoeveel geld gee jy uit?

Mom gives you R20. You spend $\frac{1}{2}$ of the money. How much money do you spend?

Wat beteken die breuk, 'n $\frac{1}{2}$?

What does the fraction $\frac{1}{2}$ mean?

Die getal 1 aan die bokant van die breuk wys dat ons 1 deel van 2 gelyke dele neem.

The number 1 at the top of the fraction shows that we take 1 part of 2 equal parts.

Die getal 2 aan die onderkant van die breuk wys dat ons die hele (telgetal) in 2 gelyke dele verdeel.

The number 2 at the bottom of the fraction shows that we divide the whole into 2 equal parts.

Dis reg! Wat moet ons nou doen om hierdie probleem op te los?

That's right! Now what do we need to do to solve this problem?

Ek deel R20 deur 2. Ek gee dus R10 uit.

I divide R20 by 2. I spend R10.

Herhaal die stappe met ander halveringswoordprobleme. Moedig die leerders aan om probleme op te los deur aan 'n halwe as 'n breuk te dink, deur 2 te deel en hul dubbelgetalle te herroep.

Repeat the steps with other halving word problems. Encourage learners to solve problems by thinking about a half as a fraction, by dividing by 2 and also by remembering their doubles.

Halving and fractions

WEEK • WEEK 2

DAG 1 • DAY 1

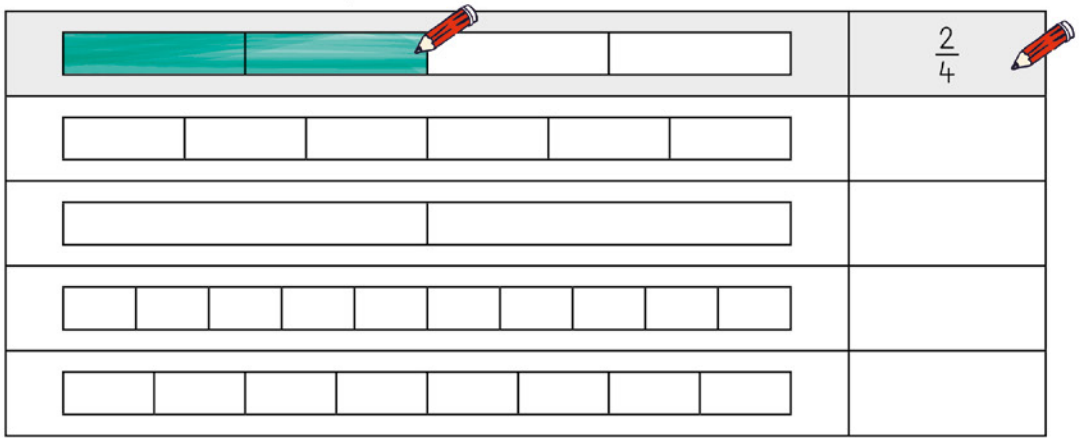
Halvering en breuke
Halving and fractions

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

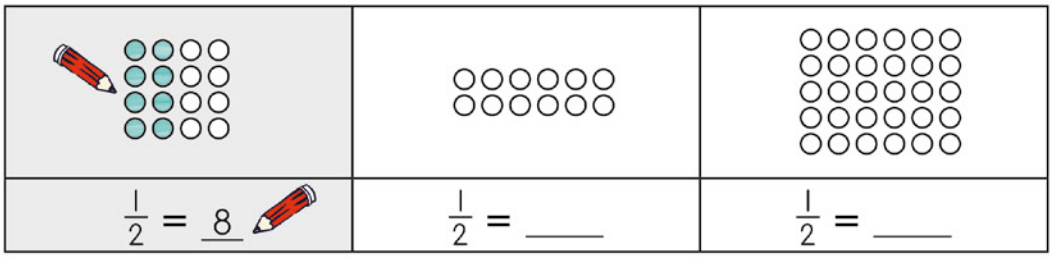
Speletjie: Vinnige wiskunde met dobbelstene en kaarte – vermenigvuldig!
Game: Fast maths with dice and cards – multiply!

- 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 Kleur 'n halwe van elke breukestrook in en skryf die breuk neer.
Shade half of each fraction strip and write the fraction.

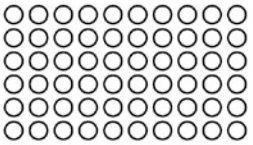
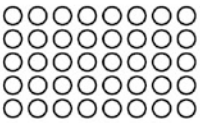


2 Kleur die helfte in.
Colour half.



12

Halvering en breuke

		
$\frac{1}{2}$ = ____	$\frac{1}{2}$ = ____	$\frac{1}{2}$ = ____

3 Themba het 30 ballonne. Hy gee die helfte daarvan vir sy maat. Hoeveel ballonne gee hy vir sy maat?

Themba has 30 balloons. He gives half of them to his friend. How many balloons does he give to his friend?

Teken. Draw.

Die hele is 30.

whole is 30

'n $\frac{1}{2}$ is 15.

$\frac{1}{2}$ is 15

'n $\frac{1}{2}$ is 15.

$\frac{1}{2}$ is 15

getalsin number sentence

30 ÷ 2 = 15

Fikile het 48 boeke. Hy gee die helfte daarvan vir sy broer. Hoeveel boeke gee hy vir sy broer?

Fikile has 48 books. He gives half of them to his brother. How many books does he give to his brother?

Teken. Draw.

Die hele is ____.

whole is ____

'n $\frac{1}{2}$ is ____.

$\frac{1}{2}$ is ____

'n $\frac{1}{2}$ is ____.

$\frac{1}{2}$ is ____

getalsin number sentence

Fractions

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

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Ntokozo het 18 potlode. Hy los $\frac{1}{3}$ van die potlode by die huis. Hoeveel potlode neem hy saam skool toe?

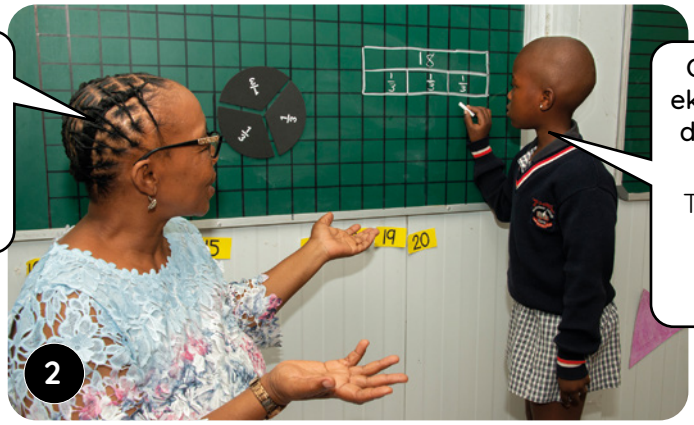
Ntokozo has 18 pencils. He leaves $\frac{1}{3}$ of the pencils at home. How many pencils will he take to school?

Ons moet die totale getal potlode in 3 groepe indeel sodat ons kan uitwerk hoeveel potlode Ntokozo skool toe neem. Die getal 18 is die hele. Ons moet derdes van 18 kry.

We need to divide the total number of pencils into 3 groups so that we can work out how many pencils Ntokozo will take to school. The 18 is the whole. We must find thirds of 18.

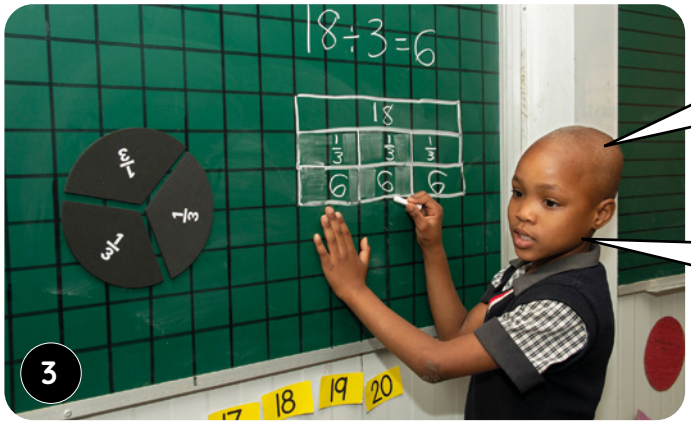
Hoe los ons dus hierdie probleem op?

So, how do we solve this problem?



Om derdes te kry, moet ek uitvind hoeveel potlode daar in elkeen van 3 ewe groot groepe is.

To find thirds, I must find out how many pencils there are in each of 3 equal sized groups.



Ek deel om die getal te kry.

$18 \div 3 = 6$

I divide to find the number.

Ntokozo neem $\frac{2}{3}$ van die potlode skool toe. Hy neem dus 12 potlode saam.

Ntokozo took $\frac{2}{3}$ of the pencils to school. He took 12 pencils.

Gee die leerders geleenthede om 'n verskeidenheid probleme op te los. Hulle moet 'n breuk van 'n versameling kry. Moedig hulle aan om te gesels oor dit waarmee hulle besig is sodat hulle kan insien dat hulle na 'n deel van 'n hele as antwoord op die probleme moet soek.

Provide opportunities for learners to solve a variety of problems. They need to find a fraction of a collection. Encourage them to discuss what they are doing so they realise that they are looking for a part of whole as the answer to the problems.

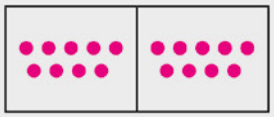
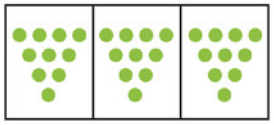
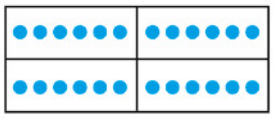
WEEK • WEEK 2

DAG 2 • DAY 2

Breuke
Fractions

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 Kry die breukdele met behulp van die kolle.
Use the dots to find the fraction parts.

	groepe groups	kolle per groep dots per group	breuk fraction
	2	x 9 = 18	18 ÷ 2 = 9 'n $\frac{1}{2}$ van 18 = 9
	___	x ___ = ___	___ ÷ ___ = ___ ___ van ___ = ___
	___	x ___ = ___	___ ÷ ___ = ___ ___ van ___ = ___

2 Verdeel en kry die breukdele.
Share and find the fraction parts.



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

14

Fractions

3 Kleur die kolle in om die breuke te wys.

Colour the dots to show the fractions.

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

4 Priya het 40 lekkers. Sy gee die helfte van haar lekkers vir haar maat. Hoeveel lekkers gee sy weg?

Priya has 40 sweets. She gives $\frac{1}{2}$ of her sweets to her friend. How many sweets does she give away?

Teken.
Draw.

●●●●● ●●●●● ●●●●●	●●●●● ●●●●● ●●●●●
$\frac{1}{2}$	$\frac{1}{2}$

getalsin: 'n $\frac{1}{2}$ van 40
number sentence: $\frac{1}{2}$ of 40

$40 \div 2 = 20$

Antwoord.
Answer.

20 lekkers
20 sweets

Ntando het 33 albasters. Hy gee $\frac{1}{3}$ van sy albasters vir een van sy maats. Hoeveel albasters gee hy weg?

Ntando has 33 marbles. He gives $\frac{1}{3}$ of his marbles to a friend. How many marbles does he give away?

Teken.
Draw.

getalsin: 'n $\frac{1}{3}$ van 33
number sentence: $\frac{1}{3}$ of 33

Antwoord.
Answer.

WEEK 2 • DAG 3

Deel met veelvoude van 10

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

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Thandi koop 3 balle vir R60. Hoeveel kos elke bal? Kom ons gebruik ons basis tien-blokkies om te wys wat ons van hierdie probleem weet.

Thandi buys 3 balls for R60. How much does each ball cost? Let's use our base ten blocks to show what we know in this problem.

Ek het 6 basis tien-blokkies om die R60 te wys. Ek moet uitwerk hoeveel elke bal kos.

I have 6 base ten blocks to show the R60. I need to work out how much each ball cost.

Daar is 3 balle, dus moet ek die basis tien-blokkies in 3 gelyke (ewe groot) groepe neersit.

There are 3 balls, so you need to put the base ten blocks into 3 equal groups.

Elke groep het 2 tiene. Dit beteken dat elke bal R20 kos.

Each group has 2 tens. That means each ball costs R20.

Dit beteken dus dat R60 ÷ 3 = R20.

So that means R60 ÷ 3 = R20.

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. Wys die klas hoe om met tiene te werk – help hulle om die verband tussen 60 ÷ 3 = 20 en 6 ÷ 3 = 2 te trek.

Repeat the steps with other word problems, encouraging learners to think about how they are using multiples to find the answer. Show the class how to work with tens – help them make the connection between 60 ÷ 3 = 20 and 6 ÷ 3 = 2.

Division with multiples of 10

WEEK • WEEK 2

DAG 3 • DAY 3

Deel met veelvoude van 10
Division with multiples of 10

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

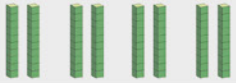
1 Hoeveel tiene is daar?
How many tens?

30 ÷ 10 = ____	80 ÷ 10 = ____	20 ÷ 10 = ____
60 ÷ 10 = ____	40 ÷ 10 = ____	70 ÷ 10 = ____
10 ÷ 10 = ____	90 ÷ 10 = ____	50 ÷ 10 = ____

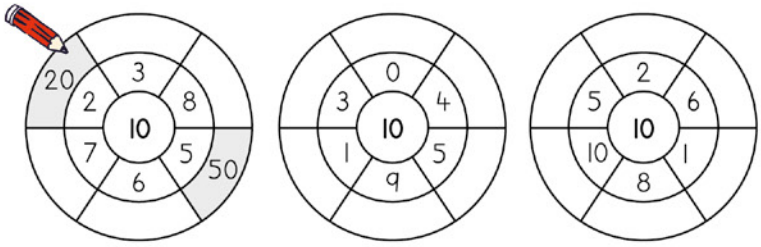
2

80 is gelyk aan 8 tiene. 8 tiene gedeel deur 4 is gelyk aan 2 tiene! Jy kan jou blokkies gebruik.

80 equals 8 tens. 8 tens divided by 4 equals 2 tens! You can use your blocks.

	Teken die tiene. Draw the tens.	Deel die tiene. Divide the tens.	Skryf die getalsin. Write the number sentence.
80 ÷ 4 = ____		8 ÷ 4 = 2	80 ÷ 4 = 20
100 ÷ 5 = ____			
90 ÷ 3 = ____			
80 ÷ 8 = ____			
20 ÷ 2 = ____			
80 ÷ 2 = ____			
30 ÷ 3 = ____			
60 ÷ 3 = ____			
100 ÷ 2 = ____			

3 Vermenigvuldig.
Multiply.



16

Deel met veelvoude van 10

Sit 10's en 1's met jou blokkies neer.
Use your blocks to lay out 10s and 1s.

4 Nomsa het 60 sjokolades. Sy verdeel haar sjokolades gelykop onder 3 maats. Hoeveel sjokolades kry elke maat?

Nomsa has 60 chocolates. She shares her chocolates equally between 3 friends. How many chocolates will each friend get?

Teken. Draw.	Daar is 6 tiene. There are 6 tens. 	
Deel die tiene. Divide the tens.		getalsin number sentence
6 ÷ 3 = 2		60 ÷ 3 = 20

Fikile het 'n lint van 80 m. Hy knip dit in 2 gelyke dele. Hoe lank is elke deel?

Fikile has an 80 m ribbon. He cuts it into 2 equal parts. How long is each part?

Teken. Draw.	Daar is _____ tiene. There are _____ tens.	
Deel die tiene. Divide the tens.		getalsin number sentence

Thabile het 100 albasters. Sy verdeel haar albasters gelykop onder 5 maats. Hoeveel albasters kry elke maat?

Thabile has 100 marbles. She shares her marbles equally between 5 friends. How many marbles will each friend get?

Teken. Draw.	Daar is _____ tiene. There are _____ tens.	
Deel die tiene. Divide the tens.		getalsin number sentence

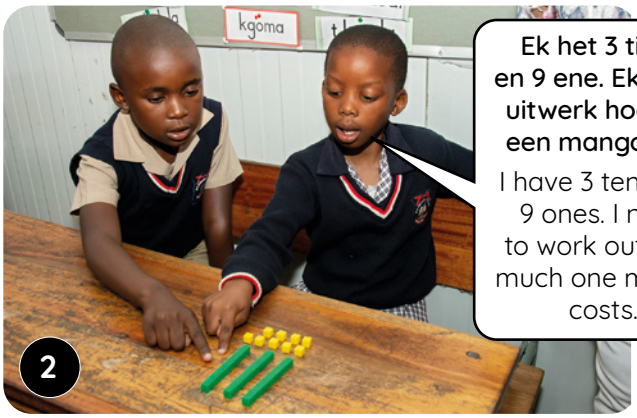
Division of 2-digit numbers

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

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

3 mango's kos R39. Hoeveel kos een mango? Kom ons gebruik ons basis tien-blokkies om te wys wat ons van hierdie probleem weet.

3 mangoes cost R39. How much does one mango cost? Let's use our base ten blocks to show what we know in this problem.

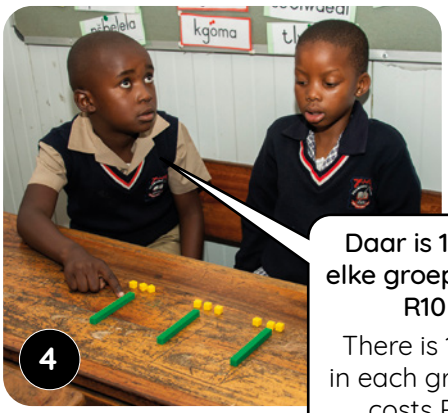


Ek het 3 tiene en 9 ene. Ek moet uitwerk hoeveel een mango kos.

I have 3 tens and 9 ones. I need to work out how much one mango costs.

Daar is 3 mango's. Ek kan die 30 deur 3 tiene deel en die 9 ene deur 3 groepe van 3 deel.

There are 3 mangoes. I can divide the 30 into 3 tens, and 9 ones into 3 groups of 3.



Daar is 1 tien en 3 ene in elke groep. Een mango kos R10 + R3 = R13.

There is 1 ten and 3 ones in each group. One mango costs R10 + R3 = R13.

Hoe kan ons 39 ÷ 3 deur middel van deling uitwerk?

How can we work out 39 ÷ 3 by dividing?

Ons breek 39 in tiene en ene af. Een mango kos R13.

We break 39 into tens and ones. One mango costs R13.

Herhaal die stappe met ander woordprobleme en moedig die leerders aan om 2-syfergetalle in tiene en ene af te breek ten einde hulle in staat te stel om probleme meer doeltreffend op te los. Verduidelik aan hulle dat, as hulle die getal 39 in tiene en ene afbreek, dit hulle in staat stel om die probleem maklik op te los.

Repeat the steps with other word problems, encouraging learners to break 2-digit numbers into tens and ones so help them solve problems more efficiently. Explain to them that breaking the number 39 into tens and ones helps us to solve the problem easily.

WEEK • WEEK 2

DAG 4 • DAY 4

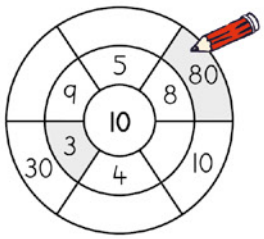
Deel 2-syfergetalle
Division of 2-digit numbers

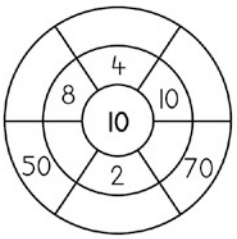
HOOFREKENE (MENTAL MATHS): TREK VEELVOUDE VAN 10 AF EN TEL DIT OP (ADD AND SUBTRACT MULTIPLES OF 10) → SPELETJIE (GAME) → KONSEPONTWIKKELING (CONCEPT DEVELOPMENT) → WERKKAARTE (WORKSHEETS)

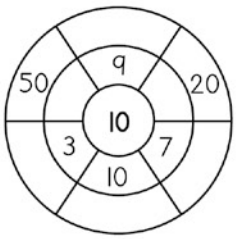
1 Hoeveel tiene en ene is daar?
How many tens and ones?

	tiene tens	ene ones		tiene tens	ene ones
47	4	7	82		
68			75		
21			92		
59			36		

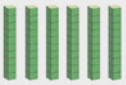
2 Vermenigvuldig met 10 of deel deur 10.
Multiply or divide by 10.







3 Nomsa het 'n tou van 62 m lank. Sy knip die tou in 2 gelyke dele. Hoe lank is elke deel?
Nomsa has a 62 m rope. She cuts the rope into 2 equal parts. How long is each part?

Teken. Draw.	Daar is 6 tiene. There are 6 tens.	
	Daar is 2 ene. There are 2 ones.	
Deel die tiene. Divide the tens.		Deel die ene. Divide the ones.
Tel die tiene en ene bymekaar. Add the tens and ones.	3 tiene + 1 = 30 + 1 = 31	
getalsin number sentence	62 m ÷ 2 = 31 m	

18

Division of 2-digit numbers

Sit 10'e en 1'e met jou blokkies neer.
Use your blocks to lay out 10s and 1s.

Ntobe het R84. Sy verdeel die geld gelykop onder 4 maats. Hoeveel geld kry elke maat? Ntobe has R84. She shares the money equally between 4 friends. How much money does each friend get?	
Teken. Draw.	Daar is ____ tiene. There are ____ tens.
	Daar is ____ ene. There are ____ ones.
Deel die tiene. Divide the tens.	Deel die ene. Divide the ones.
Tel die tiene en ene bymekaar. Add the tens and ones.	
getalsin number sentence	

46 is gelyk aan 4 tiene en 6 ene.
Ek kan tiene en ene verdeel om te kan deel!
46 equals 4 tens and 6 ones. I can divide tens and ones to divide!

4	Teken tiene en ene. Draw tens and ones.	Deel die tiene en ene. Divide the tens and ones.	Tel die tiene en ene bymekaar. Add the tens and ones.	getalsin number sentence
46 ÷ 2		4 ÷ 2 = 2 6 ÷ 2 = 3	2 tiene + 3 ene 20 + 3 = 23	46 ÷ 2 = 23
93 ÷ 3				
86 ÷ 2				
84 ÷ 4				
69 ÷ 3				
42 ÷ 2				
66 ÷ 6				
28 ÷ 2				

WEEK 2

DAG 5 • DAY 5

Assessering en vaslegging
Assessment and consolidation

ASSESSERING ASSESSMENT → WERKKAART WORKSHEET

1 Kleur die kolle in om die breuke te wys.

Colour the dots to show the fractions.

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

2 Bheki het 30 blomme. Hy gee $\frac{3}{5}$ van sy blomme vir sy suster. Hoeveel blomme gee hy vir sy suster?

Bheki has 30 flowers. He gives $\frac{3}{5}$ of his flowers to his sister. How many flowers does he give to his sister?

Teken.
Draw.

getalsin: $\frac{3}{5}$ van 30 number sentence: $\frac{3}{5}$ of 30	Antwoord. Answer.

3

50 ÷ 10 = ____	100 ÷ 10 = ____	30 ÷ 10 = ____

Kom ons praat Wiskunde!
Let's talk Maths!

In Afrikaans sê ons:	In English we say:
deel/indeel	divide
veelvoude van 10	multiples of 10
'n breuk van 'n versameling	fraction of a collection
gelyke dele	equal parts
Hoeveel kry elke maat?	How many will each friend get?

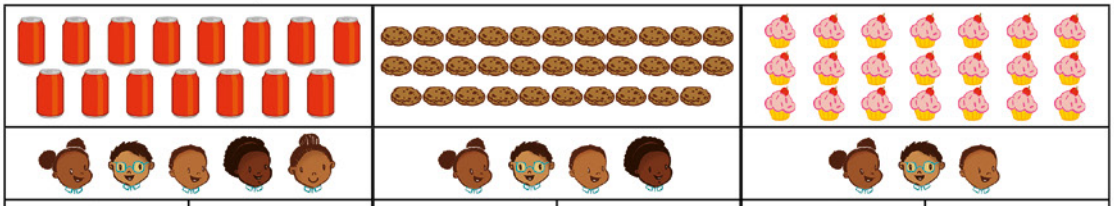
20

Assessment and consolidation

Vaslegging | Consolidation

1 Kry die breukdele.

Find the fraction parts.



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

2 Mbali het 'n lint van 50 m lank. Sy gee die helfte van haar lint vir haar maat. Hoe lank is die stuk lint wat haar maat kry?

Mbali has 50 m of ribbon. She gives half of her ribbon to her friend. How long is the piece of ribbon that her friend gets?

Teken. Draw.	Die hele is _____. whole is _____	
	'n $\frac{1}{2}$ is _____. $\frac{1}{2}$ is _____	'n $\frac{1}{2}$ is _____. $\frac{1}{2}$ is _____
getalsin number sentence	_____ ÷ _____ = _____	

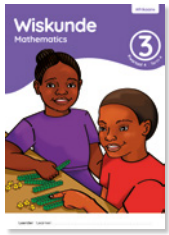
3 Nomsa het 28 kg koekmeel. Sy verdeel die koekmeel gelykop onder 2 maats. Hoeveel koekmeel kry elke maat?

Nomsa has 28 kg of flour. She shares the flour equally between 2 friends. How much flour will each friend get?

_____ ÷ _____ = _____

Deling

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



Dag	Lesaktiwiteit	Leshulpbronne
1	Deel – groepeer met 'n res	LAB
2	Deling en reste	LAB
3	Deel – verdeel met 'n res	LAB
4	Kontroleer deling met vermenigvuldiging	LAB
5	Vaslegging en assessering vir leer	LAB

Ná hierdie week behoort die leerder in staat te wees om:	✓
'n begrip van deling (groepering en verdeling) met 'n res te ontwikkel.	
in te sien dat die res altyd kleiner as die deler moet wees.	
die antwoorde op delingsprobleme te kontroleer deur die deler en kwosiënt te vermenigvuldig en dan die res by te tel.	

Assessering

Skriftelike assessering: Deling met reste
Teken 'n punt uit 15 op die kwartaalpuntestaat aan.

Mondelinge en praktiese assessering

Neem die leerders waar om hul vermoë om delingsprobleme met of sonder reste op te los, te assesseer.	**Punt 5**		
Kontrolelys: Korrek/Verkeerd/Byna korrek	✓	✗	●
In staat om met behulp van verdeling te deel			
In staat om met behulp van groepering te deel			
In staat om met 'n res te werk wat in breukdele afgebreek kan word			
In staat om met 'n res te werk wat nie afgebreek kan word nie			
In staat om deling met vermenigvuldiging te kontroleer			

Teken 'n punt uit 5 op die kwartaalpuntestaat aan.

Division

	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	Division – grouping with a remainder	LAB
2	Division and remainders	LAB
3	Division – sharing with a remainder	LAB
4	Using multiplication to check division	LAB
5	Consolidation and assessment for learning	LAB

After this week the learner should be able to:	✓
develop an understanding of division (grouping and sharing) with a remainder	
recognise that the remainder must always be smaller than the divisor.	
check the answers to division problems by multiplying the divisor and quotient, and then adding the remainder.	

Assessment

Written assessment: Division with remainders
Record a mark out of 15 in the term mark sheet.

Oral and practical assessment

Observe learners to assess their ability to solve division problems with or without remainders	**Mark 5**		
Checklist: correct/incorrect/almost	✓	✗	●
Able to divide by sharing			
Able to divide by grouping			
Able to work with a remainder that can be broken into fraction parts			
Able to work with a remainder that cannot be broken			
Able to use multiplication to check division			

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

Deling

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 demonstrasiegrootte *spreikaarte* en vra 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-syfer- of 3-syfergetalle werk.

Speletjiesvideo

Die leerders gebruik *spreikaarte* 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 die *spreikaarte* voor.

Video oor konseptuele ontwikkeling

Terwyl die leerders hierdie week met deling werk, los hulle groepeer- en verdeeldelingsprobleme op wat 'n res tot gevolg het. Hulle moet nadink oor wat met 'n res behoort te gebeur. Hulle gebruik hul kennis van maaltafels om hulle te help om die probleme op te los, en hulle moet kan insien dat die res altyd kleiner as die deler moet wees. Die leerders oefen om hul antwoorde op delingsprobleme te kontroleer deur middel van hul kennis van vermenigvuldiging as die inverse bewerking van deling. Hulle kontroleer ook hul oplossing deur te vermenigvuldig en dan die res by te tel. Ons konsentreer hierdie week daarop dat die leerders:

- 'n begrip van deling (groepering en verdeling) met 'n res ontwikkel.
- insien dat die res altyd kleiner as die deler moet wees.
- die antwoorde op delingsprobleme kontroleer deur die deler en kwosiënt te vermenigvuldig en dan die res by te tel.

Waarna jy hierdie week moet oplet

- Die leerders moet logies oor reste nadink asook oor wat met die res behoort te gebeur. Hulle moet hul voorkennis van breuke inspan terwyl hulle breuke van 'n versameling en breuke van 'n hele uitwerk.
- Moedig gesprekke onder die leerders aan sodat hulle hul wiskundetaal met behulp van die korrekte woordeskat kan uitbou: **veelvoude**, **bereken**, **vermenigvuldig**, **maal**, **verdeel**, **verdeling**, **deel**, **groepe**, **groepering**, **res**.

Division

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

In this week's work on division, learners solve grouping and sharing division problems that result in a remainder. They must think about what should happen to a remainder. They use their knowledge of multiplication tables to help them solve the problems and they will recognise that the remainder must always be smaller than the divisor. Learners practise checking their answers to division problems by using their knowledge of multiplication as the inverse operation to division. They also check their solutions by multiplying and adding the remainder. This week we focus on:

- developing an understanding of division (grouping and sharing) with a remainder
- recognising that the remainder must always be smaller than the divisor.
- checking the answers to division problems by multiplying the divisor and quotient, and then adding the remainder.

What to look out for this week

- Learners will think logically about remainders and about what should happen to the remainder. Learners will use their previous knowledge of fractions as they work out fractions of a collection, and fractions of a whole.
- Encourage conversation between learners so that they can develop their mathematical language using the correct vocabulary: **multiples**, **calculate**, **multiply**, **times**, **share**, **sharing**, **divide**, **groups**, **grouping**, **remainder**

Deel – groepeer met 'n res

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'e, 10'e en 1'e.

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

6 honderde, 5 tiene en 7 ene.
6 hundreds, 5 tens and 7 ones.

Watter getal het ons met 6 honderde, 5 tiene en 7 ene gemaak?
What number have we made with 6 hundreds, 5 tens and 7 ones?

Maak die getal 782 met julle spreikaarte.
Use your flard cards to make the number 782.

Watter kaarte het jy gebruik om die getal 782 te maak?
What cards did you use to make the number 782?

Ek het 7 honderde, 8 tiene en 2 ene gebruik!
I used 7 hundreds, 8 tens and 2 ones!

Division – grouping with a remainder

Verrykingsaktiwiteite • Enrichment activities

Dag 1 Day 1

Los met blokkies op.
Solve using blocks.

53 + 31 = _____

22 + 35 = _____

88 + 11 = _____

31 + 57 = _____

64 + 25 = _____

69 – 35 = _____

86 – 42 = _____

32 – 21 = _____

99 – 66 = _____

77 – 33 = _____

Dag 2 Day 2

Los met blokkies op.
Solve using blocks.

85 + 41 = _____

24 + 65 = _____

48 + 21 = _____

63 + 34 = _____

42 + 57 = _____

76 – 41 = _____

59 – 25 = _____

97 – 14 = _____

83 – 62 = _____

65 – 53 = _____

Dag 3 Day 3

Los met blokkies op.
Solve using blocks.

48 + 31 = _____

28 + 61 = _____

51 + 48 = _____

12 + 74 = _____

87 + 11 = _____

74 – 32 = _____

35 – 23 = _____

88 – 42 = _____

96 – 63 = _____

69 – 51 = _____

Dag 4 Day 4

Los met blokkies op.
Solve using blocks.

51 + 35 = _____

65 + 24 = _____

47 + 41 = _____

23 + 66 = _____

34 + 53 = _____

84 – 52 = _____

69 – 24 = _____

58 – 37 = _____

27 – 16 = _____

45 – 33 = _____

Deel – groepeer met ’n res

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Daar is 21 sjokolades. Elke leerder kry 5 sjokolades. Hoeveel leerders kry sjokolade?
There are 21 chocolates. Each learner gets 5 chocolates. How many learners will get chocolates?

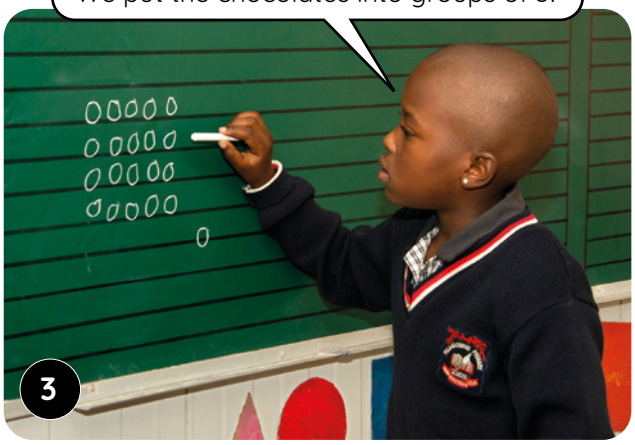
1

Ons moet 21 deur 5 deel.
We need to divide 21 by 5.

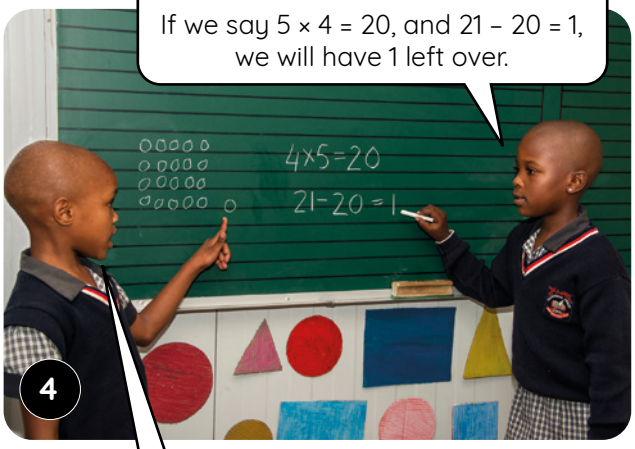

2

Ons kan ons maaltafels gebruik om ons te help. Ek weet dat 5 x 4 = 20.
We can use our multiplication tables to help us. I know that 5 × 4 = 20.

Ons sit die sjokolades in groepe van 5.
We put the chocolates into groups of 5.


3

As ons sê dat 5 x 4 = 20, en 21 – 20 = 1, dan bly daar 1 oor.
If we say 5 × 4 = 20, and 21 – 20 = 1, we will have 1 left over.



4

4 leerders kry elk 5 sjokolades. Daar bly een sjokolade oor! Ons kan hierdie een vir die onderwyser gee of dit onder die 4 leerders verdeel.
4 learners will get 5 chocolates each. One chocolate is left over! We could give one to the teacher or share it between the 4 learners.

Herhaal die stappe met ander groeperingswoordprobleme wat ’n res tot gevolg het. Gee die leerders geleenthede om te gesels oor hoe hulle die probleme oplos en wat hulle met die res sou doen. Moedig hulle aan om na te dink oor die moontlikheid om die res in breukdele te deel.

Repeat the steps with other grouping word problems that result in a remainder. Allow the learners opportunities to talk about how they solve the problems and what they would do with the remainder. Encourage them to think about whether or not they could divide the remainder into fractional parts.

Division – grouping with a remainder

WEEK • WEEK 3

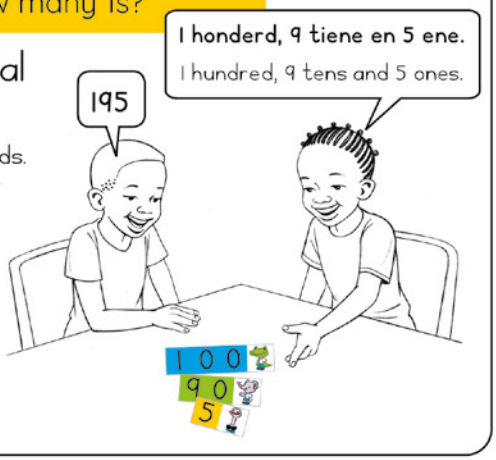
DAG 1 • DAY 1

Deel – groepeer met 'n res
Division – grouping with a remainder

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 Voltooi die getalsinne.
Complete the number sentences.

	Teken kolle. Draw dots.	Antwoord. Answer.
36 ÷ 5 =	●●●●● ●●●●● ●●●●● ●●●●● ●●●●● ●●●●● ●●●●● ●	36 ÷ 5 = 7 res 1 remainder 1
24 ÷ 9 =		
28 ÷ 3 =		
34 ÷ 6 =		
37 ÷ 10 =		

Deel – groepeer met 'n res

2 Teken kolle en los op.

Draw dots and solve.

Hoeveel groepe van 4 kan jy met 33 maak? How many groups of 4 can you make from 33? 33 ÷ 4 = 8 res 1 remainder 1	Hoeveel groepe van 3 kan jy met 11 maak? How many groups of 3 can you make from 11?
Hoeveel groepe van 8 kan jy met 26 maak? How many groups of 8 can you make from 26?	Hoeveel groepe van 9 kan jy met 27 maak? How many groups of 9 can you make from 27?

3

	groepe van groups of	Teken kolle. Draw dots.	groepe groups	bly oor left over	getalsin number sentence
50	4		12	2	50 ÷ 4 = 12 res 2 remainder 2
23	5				
16	6				
29	3				
43	7				
34	3				

Division and remainders

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

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Thoko sit 4 lemoene in elke sakkie. Daar is 18 lemoene. Hoeveel sakkies kan Thoko volmaak en hoeveel lemoene bly daar oor?

Thoko puts 4 oranges into each bag. There are 18 oranges. How many bags can Thoko make and how many oranges will be left over?

Ons moet 18 deur 4 deel. Ek weet dat 3 x 4 = 12.

We need to divide 18 by 4. I know that 3 × 4 = 12.

Ja, maar 18 – 12 = 6, dus kan ons nog 'n groep van 4 maak.

Yes, but 18 – 12 = 6 so we can still make another group of 4.

Ons weet dat 4 x 4 = 16 en dat 18 – 16 = 2. Dit beteken daar is 2 wat oorbly.

So, we know that 4 × 4 = 16 and 18 – 16 = 2. That means we will have 2 left over.

Daar kan 4 sakkies volgemaak word, met 2 lemoene wat oorbly!

There will be 4 bags and 2 oranges left over!

Herhaal die stappe met ander groeperingswoordprobleme wat 'n res tot gevolg het. Gee die leerders geleenthede om te gesels oor hoe hulle die probleme oplos en wat hulle met die res sou doen. Moedig hulle aan om na te dink oor die moontlikheid om die res in breukdele te deel.

Repeat the steps with other grouping word problems that result in a remainder. Allow the learners opportunities to talk about how they solve the problems and what they would do with the remainder. Encourage them to think about whether they could divide the remainder into fractional parts.

Deling en reste

WEEK • WEEK 3

DAG 2 • DAY 2

Deling en reste
Division and remainders

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

1 Teken kolle om die antwoord te kry.
Draw dots to find the answer.

Onthou, die res moet kleiner as die groep se grootte wees!
Remember, the remainder must be smaller than the group size!

	Teken kolle. Draw dots.	Antwoord. Answer.
28 ÷ 3 =	●●● ●●● ●●● ●●● ●●● ●●● ●●● ●●● ●●● ●	28 ÷ 3 = 9 res 1 remainder 1
26 ÷ 4 =		
17 ÷ 5 =		
20 ÷ 6 =		
22 ÷ 3 =		
18 ÷ 4 =		
33 ÷ 5 =		
37 ÷ 6 =		

2 21 suigstokkies word in groepe van 5 ingedeel. Hoeveel groepe kry jy en hoeveel bly oor?
21 lollipops are divided into groups of 5. How many groups and how many left over?

Teken 'n diagram. Draw a diagram.	Hoeveel groepe is daar? How many groups?	'n Res? Remainder?	getalsin number sentence
●●●●● ●●●●● ●●●●● ●●●●● ●	4 groepe 4 groups	1 bly oor 1 left over	21 ÷ 5 = 4 res 1 remainder 1

24

Division and remainders

18 suigstokkies word in groepe van 5 ingedeel. Hoeveel groepe is daar en hoeveel bly oor?

18 suckers are divided into groups of 5. How many groups and how many left over?

23 blomme word in groepe van 6 ingedeel. Hoeveel groepe is daar en hoeveel bly oor?

23 flowers are divided into groups of 6. How many groups and how many left over?

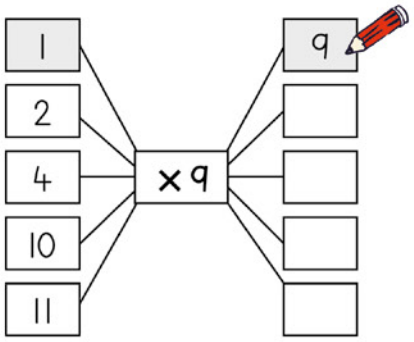
22 kolwyntjies word in groepe van 3 ingedeel. Hoeveel groepe is daar en hoeveel bly oor?

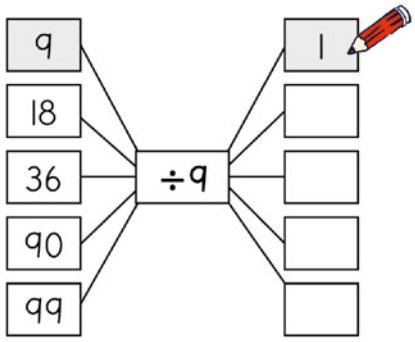
22 cupcakes are divided into groups of 3. How many groups and how many left over?

39 koekies word in groepe van 4 ingedeel. Hoeveel groepe is daar en hoeveel bly oor?

39 biscuits are divided into groups of 4. How many groups and how many left over?

3





Deel – verdeel met ’n res

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Daar is 16 appels. Dit word gelykop onder 3 leerders verdeel. Hoeveel appels kry elke leerder en hoeveel appels bly oor?

There are 16 apples. They are shared equally amongst 3 learners. How many apples does each learner get and how many apples are left over?

Ons kan die appels onder 3 leerders verdeel.

We can share the apples between 3 learners.

Ons kan aan ons maaltafels dink.

We can think about our multiplication tables.

3 × 5 = 15

Daar is ’n res as ons 16 deur 3 deel.

There will be a remainder if we divide 16 by 3.

As ons sê dat 3 x 5 = 15 en dat 16 – 15 =1, is daar 1 wat oorbly.

If we say 3 × 5 = 15 and 16 – 15 = 1, we will have 1 left over.

Ja! Wat is dus die antwoord op ons probleem?

Yes! So, what is the answer to our problem?

Elke maat kry 5 appels en daar is een appel wat oorbly!

Each friend will get 5 apples and there will be one apple left over!

Herhaal die stappe met ander verdelingswoordprobleme wat ’n res tot gevolg het. Gee die leerders geleenthede om te gesels oor hoe hulle die probleme oplos en wat hulle met die res sou doen. Deur die res in breukdele in te deel, word ’n geleentheid geskep om dit wat van breuke geleer is, te versterk.

Repeat the steps with other sharing word problems that result in a remainder. Allow the learners opportunities to talk about how they solve the problems and what they would do with the remainder. Sharing the remainder into fraction parts allows an opportunity to reinforce what has been learnt about fractions.

Division – sharing with a remainder

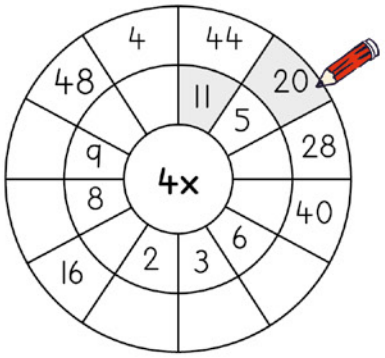
WEEK • WEEK 3

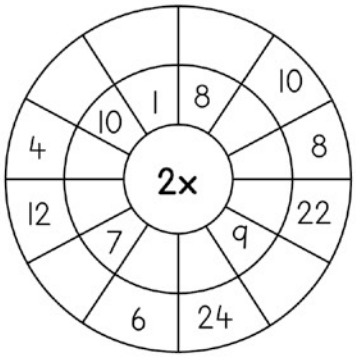
DAG 3 • DAY 3

Deel – verdeel met 'n res
Division – sharing with a remainder

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

1 Vermenigvuldig of deel.
Multiply or divide.





2 Trek lyne om die getalsinne met die korrekte antwoorde te verbind.
Draw lines to match the number sentences to the correct answer.

34 ÷ 5 =	4 res remainder 3
65 ÷ 9 =	6 res remainder 2
19 ÷ 4 =	4 res remainder 1
29 ÷ 7 =	7 res remainder 3
38 ÷ 6 =	8 res remainder 3
42 ÷ 5 =	6 res remainder 4
35 ÷ 4 =	8 res remainder 2
45 ÷ 6 =	7 res remainder 2

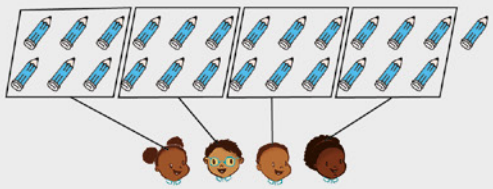
26

Deel – verdeel met 'n res

3

Verdeel 25 potlode onder 4 kinders.

Share 25 pencils between 4 children.



Elke kind kry 6 potlode.
1 bly oor.

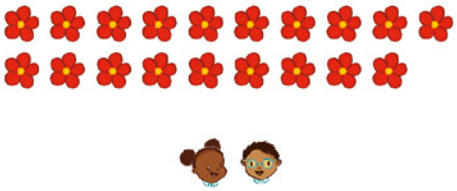
Each child gets 6 pencils. 1 is left over.

25 ÷ 4 = 6

res
remainder 1

Verdeel 19 blomme onder 2 kinders.

Share 19 flowers between 2 children.



____ ÷ ____ = ____

res
remainder ____

Verdeel 15 lekkers onder 4 maats.

Share 15 sweets between 4 friends.

____ ÷ ____ = ____

res
remainder ____

Verdeel 27 blomme onder 5 mense.

Share 27 flowers between 5 people.

____ ÷ ____ = ____

res
remainder ____

4

Verdeel 19 roomyse onder 5 kinders.

Share 19 ice creams between 5 children.

____ ÷ ____ = ____

res
remainder ____

Verdeel 29 koekies onder 3 kinders.

Share 29 biscuits between 3 children.

____ ÷ ____ = ____

res
remainder ____

Using multiplication to check division

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Daar is 19 lekkers wat onder 5 leerders verdeel moet word. Hoeveel lekkers kry elke leerder en hoeveel lekkers bly oor?

19 sweets need to be shared amongst 5 learners. How many sweets will each learner get and how many sweets will be left over?

Ons moet 19 deur 5 deel. Ek weet dat 5 x 3 = 15.

We need to divide 19 by 5. I know that 5 × 3 = 15.

Ja, en 19 – 15 = 4, dus bly daar 4 oor. Elke leerder kry 3 lekkers en daar bly 4 lekkers oor.

Yes, and 19 – 15 = 4 so there would be 4 left over. Each learner will get 3 sweets and there will be 4 sweets left over.

Jy sê dat 19 ÷ 5 = 3 , met 4 wat oorbly. Hoe kan jy jou maaltafels gebruik om te kontroleer of jy reg is?

You said that 19 ÷ 5 = 3 with 4 left over. How can you use your multiplication tables to check if you are correct?

3 x 5 = 15 en 15 + 4 = 19. Ek was reg.

3 × 5 = 15 and 15 + 4 = 19. I was right.

Herhaal die stappe met ander groeperings- en verdelingswoordprobleme wat 'n res tot gevolg het. Gee die leerders geleenthede om hul antwoorde te kontroleer deur hul maaltafels te gebruik en elke keer die res by te tel.

Repeat the steps with other grouping and sharing word problems that result in a remainder. Provide opportunities for learners to check their answers by using their multiplication tables and adding on the remainder each time.

Kontroleer deling met vermenigvuldiging

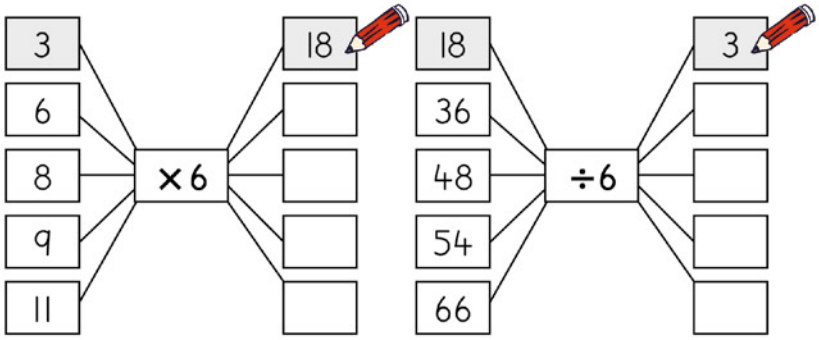
WEEK 3 • WEEK

DAG 4 • DAY 4

Kontroleer deling met vermenigvuldiging
Using multiplication to check division

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

1 Vermenigvuldig en deel.
Multiply and divide.



Los die probleme op! Teken die groepe om uit te vind wat oorbly, en skryf die getalsin met die antwoord.
Solve the problems! Draw the groups to find what is left over and write the number sentence with the answer.

2

23 balle word in groepe van 5 ingedeel.
Hoeveel groepe is daar en hoeveel bly oor?
23 balls are divided into groups of 5. How many groups and how many left over?

39 koekies word in groepe van 5 ingedeel.
Hoeveel groepe is daar en hoeveel bly oor?
39 biscuits are divided into groups of 5. How many groups and how many left over?

21 blomme word in groepe van 4 ingedeel.
Hoeveel groepe is daar en hoeveel bly oor?
21 flowers are divided into groups of 4. How many groups and how many left over?

47 blomme word in groepe van 7 ingedeel.
Hoeveel groepe is daar en hoeveel bly oor?
47 flowers are divided into groups of 7. How many groups and how many left over?

28

Using multiplication to check division

3 Kontroleer met behulp van vermenigvuldiging. Korrigeer die foute, indien nodig.
Use multiplication to check. Correct the mistakes where necessary.

	kontroleer check	korreksie correction
33 ÷ 6 = 5 res 1 remainder 1	5 x 6 + 1 = 31	5 x 6 + 3 = 33 res 3 remainder 3
17 ÷ 2 = 8 res 1 remainder 1		
44 ÷ 5 = 8 res 4 remainder 4		
29 ÷ 7 = 4 res 2 remainder 2		
10 ÷ 3 = 3 res 3 remainder 3		
39 ÷ 6 = 5 res 9 remainder 9		
34 ÷ 4 = 8 res 3 remainder 3		
25 ÷ 8 = 3 res 1 remainder 1		
50 ÷ 7 = 6 res 8 remainder 8		
18 ÷ 4 = 4 res 1 remainder 1		

WEEK 3

DAG 5 • DAY 5

Assessering en vaslegging
Assessment and consolidation

ASSESSERING ASSESSMENT → WERKKAART WORKSHEET

1

	Teken kolle. Draw dots.	Antwoord. Answer.	res remainder
41 ÷ 5 =		____ ÷ ____ = ____	
17 ÷ 2 =		____ ÷ ____ = ____	
34 ÷ 3 =		____ ÷ ____ = ____	

2 Bereken.
Calculate.

	res remainder		res remainder
18 ÷ 9 = ____		31 ÷ 3 = ____	
26 ÷ 7 = ____		19 ÷ 4 = ____	
15 ÷ 3 = ____		75 ÷ 10 = ____	

Kom ons praat Wiskunde!
Let's talk Maths!

In Afrikaans sê ons:	In English we say:
13 onder 3 maats	13 between 3 friends
Hoeveel groepe van 4 is daar?	How many groups of 4?
Hoeveel bly oor?	How many are left over?
res 3	remainder 3
Kontroleer jou antwoord.	Check your answer.

30

Assessment and consolidation

Vaslegging | Consolidation

1

Hoeveel groepe van 4 kan jy met 19 maak? How many groups of 4 can you make from 19?	Hoeveel groepe van 5 kan jy met 17 maak? How many groups of 5 can you make from 17?
Hoeveel groepe van 6 kan jy met 26 maak? How many groups of 6 can you make from 26?	Hoeveel groepe van 3 kan jy met 31 maak? How many groups of 3 can you make from 31?

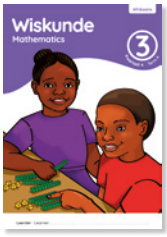
2 Kontroleer met vermenigvuldiging. Korrigeer die foute, waar nodig.

Use multiplication to check. Correct the mistakes where necessary.

	kontroleer check	korreksie corrections
26 ÷ 5 = 5 res 1 remainder 1		
12 ÷ 2 = 5 res 4 remainder 4		
43 ÷ 6 = 7 res 2 remainder 2		
31 ÷ 7 = 4 res 3 remainder 3		
39 ÷ 4 = 9 res 2 remainder 2		

Woordprobleme

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





Dag	Lesaktiwiteit	Leshulpbronne
1	Deel met reste	LAB
2	Deel met reste in konteks	LAB
3	Delingswoordprobleme	LAB, *basis 10-blokkies*
4	Optellings- en aftrekkingswoordprobleme	LAB, *speelgeld, geldplakkaat*
5	Vaslegging en assessering vir leer	LAB

Ná hierdie week behoort die leerder in staat te wees om:	✓
verdeel- en groepeerdelingsprobleme, wat 'n res tot gevolg het, op te los.	
die oplossing van delingsprobleme met 'n res in konteks te bespreek.	
uit voorkennis te put om optellings- en aftrekkingswoordprobleme op te los.	

Assessering

Skriftelike assessering: Delingswoordprobleme

Teken 'n punt uit 10 op die kwartaalpuntestaat aan.

Word problems

	Resources
Mental Maths: Show me a number	teacher *flard cards* 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 with remainders	LAB
2	Division with remainders in context	LAB
3	Division word problems	LAB, *base 10 blocks*
4	Addition and subtraction word problems	LAB, *play money, money poster*
5	Consolidation and assessment for learning	LAB

After this week the learner should be able to:	✓
solve sharing and grouping division problems resulting in a remainder.	
discuss the solution of division problems with a remainder in context.	
draw on previous knowledge to solve addition and subtraction word problems.	

Assessment

Written assessment: Division word problems

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

Woordprobleme

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 demonstrasiegrootte *spreikaarte* en hulle roep dan die getal uit. Vra hulle daarna om vir jou die getalle met hul *basis 10-blokkies* te wys. Jy kan met 2-syfer- 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

Terwyl die leerders hierdie week met woordprobleme werk, lê hulle hul begrip van deling vas namate hulle probleme oplos wat 'n res tot gevolg het. Hulle verwys na dit wat hulle vantevore geleer het en los probleme met behulp van maaltafels, veelvoude en die afbreek van 2-syfergetalle in tiene en ene op. Die leerders moet besluit wat hulle met die reste gaan doen. In hierdie week word hul kennis van optelling en aftrekking vasgelê terwyl hulle 'n verskeidenheid woordprobleme oefen. Ons konsentreer hierdie week daarop om:

- verdeel- en groepeerdelingsprobleme, wat 'n res tot gevolg het, op te los.
- die oplossing van delingsprobleme met 'n res in konteks te bespreek.
- uit voorkennis te put om optellings- en aftrekkingswoordprobleme op te los.

Waarna jy hierdie week moet oplet

- Dit is van kardinale belang dat die leerders moet kan insien dat situasies, waarin reste voorkom, in die alledaagse lewe kan plaasvind en dat hulle moet weet hoe om hierdie reste te hanteer.
- Aangesien daar in hierdie week op die versterking van vorige leer gefokus word, bied dit die leerders 'n goeie geleentheid om probleme rakende massa, lengte en geld op te los.
- Moedig gesprekke onder die leerders aan sodat hulle hul wiskundetaal met behulp van die korrekte woordeskat kan uitbou: **veelvoude**, **rangskikking**, **rye**, **kolomme**, **bereken**, **vermenigvuldig**, **maal**, **vermenigvuldiging**, **verdeel**, **verdeling, deel**, **groepe**, **groepering**, **res**.

Word problems

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 they must call out the number. After that, ask them to show you the 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

In this week's work on word problems, learners consolidate their understanding of division as they solve problems that result in a remainder. They refer to their previous learning and solve problems using multiplication tables, multiples and breaking down 2-digit numbers into tens and ones. The learners need to decide what they will do with the remainders. This week reinforces their knowledge of addition and subtraction as they practice a variety of word problems. This week we focus on:

- solving sharing and grouping division problems resulting in a remainder.
- discussing the solution of division problems with a remainder in context.
- drawing on previous knowledge to solve addition and subtraction word problems.

What to look out for this week

- It is essential that learners recognise that situations involving remainders can occur in everyday life, and that they need to know how they would deal with these remainders.
- As this week focuses on reinforcing previous learning, it is a good opportunity for learners to solve problems involving mass, length, and money.
- Encourage conversation between learners so that they can develop their mathematical language using the correct vocabulary: **multiples**, **array**, **rows**, **columns**, **calculate**, **multiply**, **times**, **multiplication**, **share**, **sharing**, **divide**, **groups**, **grouping**, **remainder**

Deel met reste

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

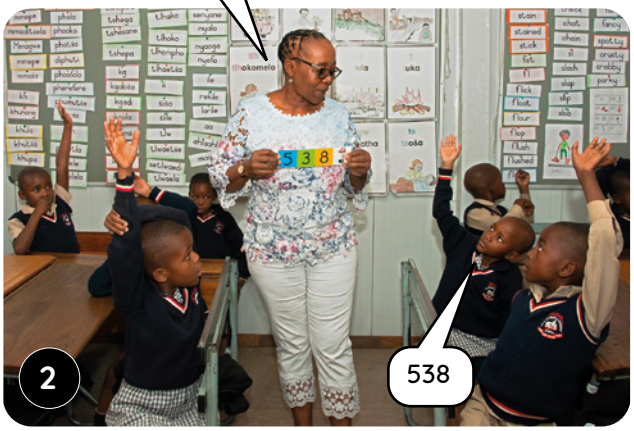
HOOFREKENE | MENTAL MATHS

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?

5 honderde, 3 tiene en 8 ene.
5 hundreds, 3 tens and 8 ones.

Watter getal het ons met 5 honderde, 3 tiene en 8 ene gemaak?
What number have we made with 5 hundreds, 3 tens and 8 ones?



Maak die getal 361 met jou basis 10-blokkies.
Use your base 10 blocks to make the number 361.

Watter blokkies het jy gebruik om die getal 361 te maak?
What blocks did you use to make the number 361?

Ek het 3 honderde, 6 tiene en 1 een gebruik!
I used 3 hundreds, 6 tens and 1 one!

Division with remainders

Verrykingsaktiwiteite • Enrichment activities

Dag 1 Day 1

Tel op.
Add.

36 + 61 = _____

52 + 17 = _____

43 + 45 = _____

62 + 32 = _____

78 + 21 = _____

40 + 50 = _____

37 + 22 = _____

10 + 60 = _____

46 + 20 = _____

24 + 24 = _____

Dag 2 Day 2

Tel op.
Add.

40 + 51 = _____

82 + 12 = _____

30 + 63 = _____

61 + 30 = _____

58 + 21 = _____

26 + 42 = _____

50 + 19 = _____

72 + 20 = _____

21 + 21 = _____

78 + 20 = _____

Dag 3 Day 3

Tel op.
Add.

37 + 52 = _____

53 + 46 = _____

45 + 33 = _____

21 + 65 = _____

62 + 16 = _____

54 + 44 = _____

62 + 35 = _____

24 + 21 = _____

17 + 71 = _____

35 + 11 = _____

Dag 4 Day 4

Tel op.
Add.

53 + 24 = _____

47 + 11 = _____

73 + 16 = _____

22 + 66 = _____

67 + 22 = _____

51 + 34 = _____

46 + 42 = _____

63 + 32 = _____

82 + 16 = _____

14 + 75 = _____

Deel met reste

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Daar is 34 muffins. 5 leerders deel die muffins. Hoeveel muffins kry elke leerder? Hoeveel muffins bly oor?

There are 34 muffins. 5 learners share the muffins. How many muffins will each learner get? How many muffins will be left over?

Ons moet 34 deur 5 deel. Ek weet dat 5 x 6 = 30.

We need to divide 34 by 5. I know that 5 × 6 = 30.

Ja, en 34 – 30 = 4, dus bly daar 4 oor.

Yes, and 34 – 30 = 4, so there will be 4 left over.

As elke leerder 6 muffins kry en daar bly 4 muffins oor, wat kan julle met die muffins doen wat oorbly?

If each learner gets 6 muffins and there will be 4 muffins left over, what could you do with the leftover muffins?

Ons kan dit vir iemand anders gee.

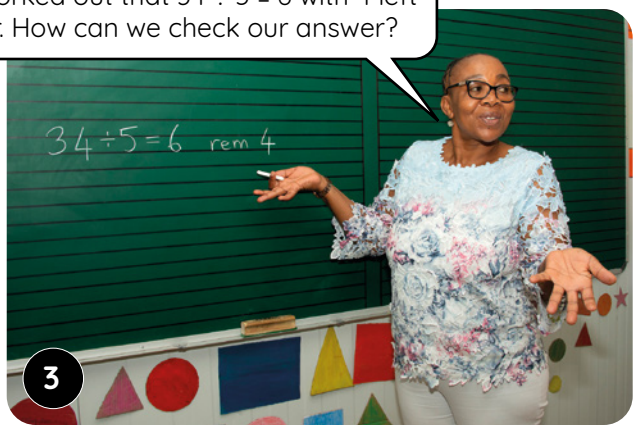
We could give them to someone else.

Ons kan elke muffin in vyfdes sny en die leerders nog 'n vyfde van elke muffin gee.

We could cut each muffin into fifths and give the learners a fifth from each muffin.

Ons het uitgewerk dat 34 ÷ 5 = 6, met 4 wat oorbly. Hoe kan ons ons antwoord kontroleer?

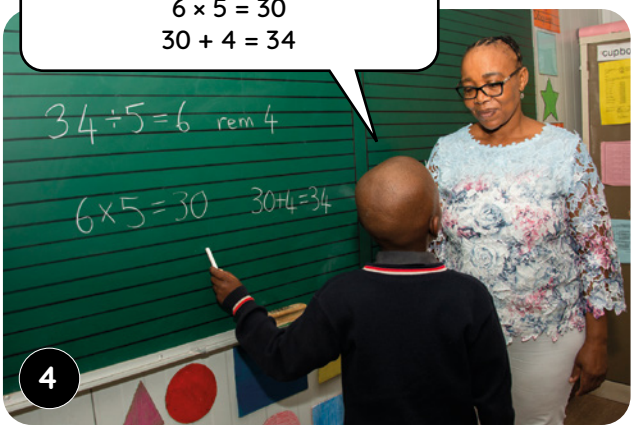
We worked out that 34 ÷ 5 = 6 with 4 left over. How can we check our answer?



Ons kan dit soos volg uitwerk.

We can work it out like this.

6 × 5 = 30
30 + 4 = 34



Herhaal die stappe met ander groeperings- en verdelingswoordprobleme wat 'n res tot gevolg het. Moedig die leerders aan om na te dink oor wat met die res behoort te gebeur. Gee hulle geleenthede om hul antwoorde met behulp van maaltafels te kontroleer en die res telkens daarby te tel.

Repeat the steps with other grouping and sharing word problems that result in a remainder. Encourage learners to think about what should happen to the remainder. Provide opportunities for them to check their answers by using multiplication tables and adding on the remainder each time.

Division with remainders

WEEK 4 • WEEK

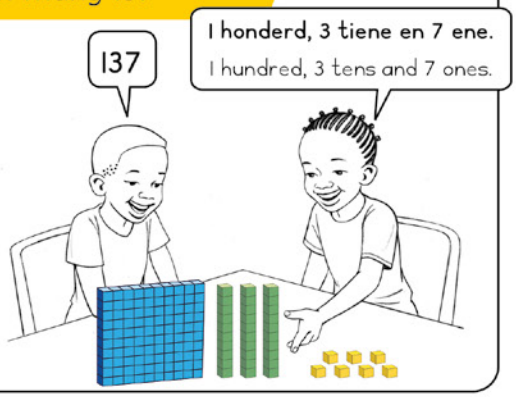
DAG 1 • DAY 1

Deel met reste
Division with remainders

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

24 ÷ 6 = ____	27 ÷ 9 = ____	18 ÷ 3 = ____
16 ÷ 4 = ____	35 ÷ 7 = ____	24 ÷ 2 = ____
56 ÷ 8 = ____	60 ÷ 5 = ____	36 ÷ 6 = ____
81 ÷ 9 = ____	33 ÷ 3 = ____	36 ÷ 4 = ____

Los die probleme op! Bly iets oor? Skryf die getalsin met die antwoord.
Solve the problems! Is something left over? Write the number sentence with the answer.

2

39 koekies word in groepe van 5 ingedeel. Hoeveel groepe is daar en hoeveel bly oor?
39 biscuits are divided into groups of 5. How many groups and how many left over?

Verdeel 45 ballonne onder 4 maats. Hoeveel ballonne kry elke maat en hoeveel bly oor?
Share 45 balloons between 4 friends. How many does each friend get and how many left over?

32

Deel met reste

3 Kontroleer met vermenigvuldiging. Korrigeer die foute, waar nodig.

Use multiplication to check. Correct the mistakes where necessary.

	kontroleer check	korreksie corrections
32 ÷ 6 = 5 res 4 remainder 4	6 x 5 + 4 = 34	6 x 5 + 2 = 32
41 ÷ 5 = 7 res 6 remainder 6		
11 ÷ 3 = 3 res 2 remainder 2		
37 ÷ 5 = 6 res 7 remainder 7		
27 ÷ 6 = 4 res 5 remainder 5		
14 ÷ 4 = 2 res 6 remainder 6		
65 ÷ 7 = 9 res 1 remainder 1		
46 ÷ 9 = 5 res 1 remainder 1		
50 ÷ 8 = 6 res 3 remainder 3		
26 ÷ 3 = 7 res 5 remainder 5		

Division with remainders in context

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

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Daar is 27 leerders, en hulle moet almal tydens die skoolbyeenkoms op bankies sit. Daar kan 6 leerders op 'n bankie sit. Hoeveel bankies het ons nodig?

There are 27 learners and all of them have to sit on benches for assembly. 6 learners can sit on a bench. How many benches do we need?

Ons moet 27 deur 6 deel. Ek weet dat 4 x 6 = 24.

We need to divide 27 by 6. I know that 4 × 6 = 24.

Ja, en 27 – 24 = 3, dus bly daar 3 oor.

Yes, and 27 – 24 = 3 so there would be 3 left over.

As ons dus 4 bankies het, met 3 leerders wat oorbly, moet hierdie leerders dan tydens die skoolbyeenkoms staan?

So, if we have 4 benches and 3 learners are left over, do those learners need to just stand during assembly?

Volgens die probleem moet ál die leerders tydens die skoolbyeenkoms sit.

The problem said that all learners have to sit for assembly.

Ons het dus nog 'n bankie vir hierdie leerders nodig, al maak die 3 nie die bankie vol nie.

So, we'd need another bench for them even if the bench isn't full.

Ons het 5 bankies nodig sodat al die leerders kan sit.

We need 5 benches so that everyone can sit.

Herhaal die stappe met woordprobleme wat 'n res tot gevolg het. Moedig die leerders aan om in konteks oor die res na te dink. Hulle moet besluit wat met die res behoort te gebeur ten einde die korrekte oplossing vir die probleem uit te werk.

Repeat the steps with word problems that result in a remainder. Encourage learners to think about the remainder in context. They need to decide what should happen to the remainder in order to work out the correct solution to the problem.

Deel met reste in konteks

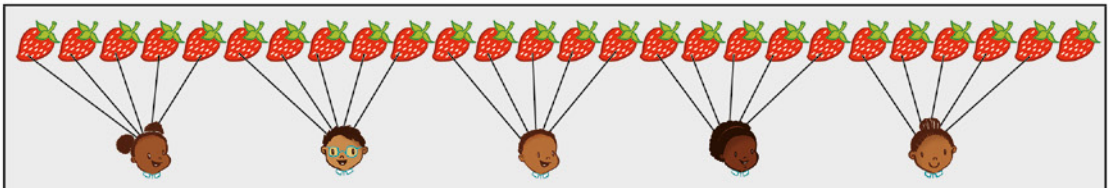
WEEK 4 • WEEK

DAG 2 • DAY 2

Deel met reste in konteks
Division with remainders in context

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

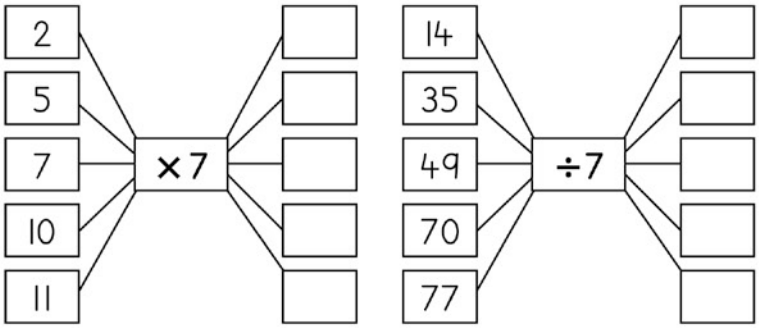
1 Daar is 26 aarbeie. Verdeel dit onder die maats.
There are 26 strawberries. Share them between the friends.



Hoeveel aarbeie kry elke maat? How many will each friend get?	5
Hoeveel bly oor? How many will be left over?	1
Skryf die getalsin. Write the number sentence.	$26 \div 5 = 5$ res 1 remainder 1

Hoeveel kry elke maat? How many will each friend get?	
Hoeveel bly oor? How many will be left over?	
Skryf die getalsin. Write the number sentence.	

2 Vermenigvuldig en deel.
Multiply and divide.



34

Division with remainders in context

3 Daar is 44 mense. Daar is motors wat elk 7 passasiers kan vervoer. Hoeveel motors het jy nodig om al die mense te vervoer?

There are 44 people. There are cars which can each hold 7 passengers. How many cars do you need to transport all the people?

aantal motors number of cars	1	2	3	4	5	6	7
aantal mense number of people	7	14	21	28	35	42	49

getalsin number sentence	$44 \div 7 = 6$ res 2 remainder 2
Antwoord. Answer.	6 motors met 2 mense wat oorbly 6 cars with 2 people left over
Hoeveel motors is nodig? How many cars are needed?	7 motors 7 cars

Daar is 29 borde. Daar is skinkborde waarop 3 borde op 'n slag gedra kan word. Hoeveel skinkborde het jy nodig om al die borde te dra?

There are 29 plates. There are trays which can each hold 3 plates. How many trays do you need to carry all the plates?

aantal skinkborde number of trays								
aantal borde number of plates								

getalsin number sentence	
Antwoord. Answer.	
Hoeveel skinkborde is nodig? How many trays are needed?	

Delingswoordprobleme

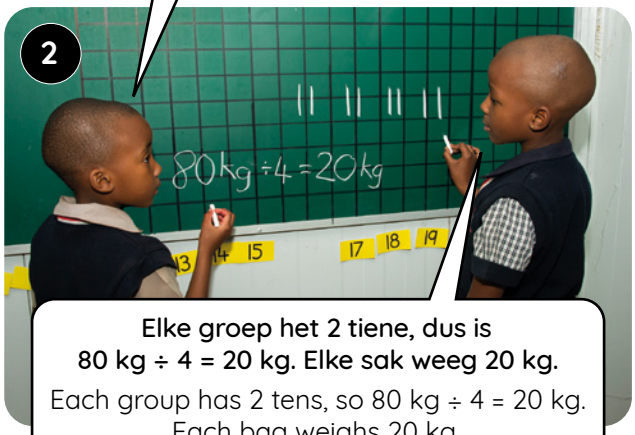
KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Fikile wil 80 kg bakstene rondskuif. Hy sit die bakstene in 4 sakke. Hoeveel weeg elke sak?

Fikile wants to move 80 kg of bricks. He puts the bricks into 4 bags. How much does each bag weigh?

Ek kan 8 tiene soos volg in 4 groepe van 2 indeel en dit dan uitwerk.

I can group 8 tens into 4 groups of 2 tens like this to work it out.



Elke groep het 2 tiene, dus is 80 kg ÷ 4 = 20 kg. Elke sak weeg 20 kg.

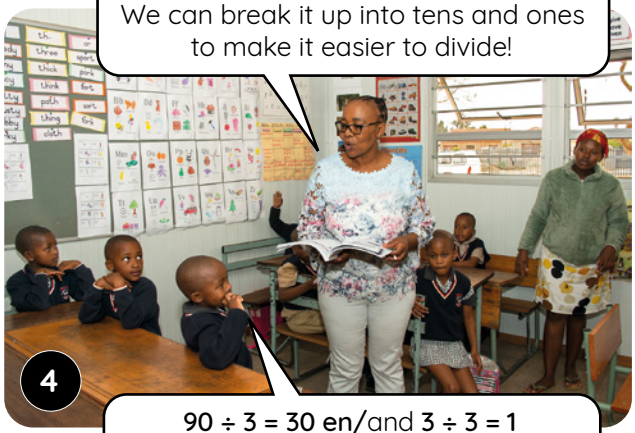
Each group has 2 tens, so 80 kg ÷ 4 = 20 kg. Each bag weighs 20 kg.

Ntobe het 93 g sjokolade. Sy wil dit onder 3 maats verdeel. Hoeveel sjokolade kry elke maat?

Ntobe has 93 g of chocolate. She wants to share it between 3 friends. How much chocolate would each friend get?

Ons kan dit in tiene en ene afbreek om dit makliker te maak om te deel!

We can break it up into tens and ones to make it easier to divide!



90 ÷ 3 = 30 en/and 3 ÷ 3 = 1

30 g + 1 g = 31 g

Ntobe gee 31 g vir elke maat.

Ntobe would give 31 g to each friend.

Gee 'n verskeidenheid delingswoordprobleme vir die leerders om op te los. Herinner hulle daaraan om die strategieë te gebruik wat hulle reeds geleer het, insluitende die gebruik van maaltafels, veelvoude en die afbreek van getalle in tiene en ene.

Provide a variety of division word problems for learners to solve. Remind them to use the strategies that they have learnt, including using multiplication tables, using multiples and breaking numbers into tens and ones.

Division word problems

WEEK • WEEK 4

DAG 3 • DAY 3

Delingswoordprobleme
Division word problems

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

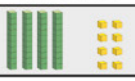
1 Voltooi die getalsinne.
Complete the number sentences.

	Teken kolle. Draw dots.	Antwoord. Answer.
22 ÷ 4 =	●●●● ●●●● ●●●● ●●●● ●●●● ●●	22 ÷ 4 = 5 res 2 remainder 2
67 ÷ 6 =		
35 ÷ 4 =		

2 Hoeveel tiene en ene is daar?
How many tens and ones?

	tiene tens	ene ones		tiene tens	ene ones
31	3	1	99		
29			53		
84			45		

3

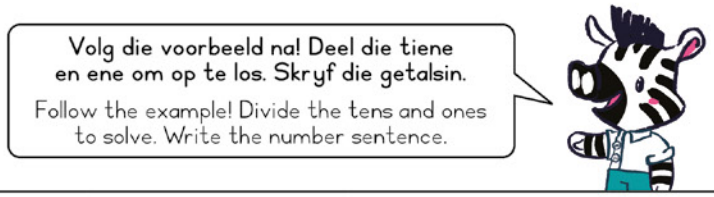
	Teken die tiene en ene. Draw the tens and ones.	Deel die tiene en ene. Divide the tens and ones.	Tel die tiene en ene bymekaar. Add the tens and ones.	getalsin number sentence
48 ÷ 2 =			20 + 4	48 ÷ 2 = 24
62 ÷ 2 =				
66 ÷ 3 =				

Delingswoordprobleme

4 Thabile het 24 kg suiker. Sy verdeel die suiker gelykop onder 2 maats. Hoeveel suiker kry elke maat?

Thabile has 24 kg of sugar. She shares the sugar equally between 2 friends. How much sugar will each friend get?

Teken die tiene en ene. Draw the tens and ones.	Deel die tiene en ene. Divide the tens and ones.	Tel die tiene en ene bymekaar. Add the tens and ones.	getalsin number sentence
		10 + 2	24 ÷ 2 = 12



Ntobe het R88. Sy verdeel die geld gelykop onder 4 maats. Hoeveel geld kry elke maat?

Ntobe has R88. She shares the money equally between 4 friends. How much money will each friend get?

Teken. Draw.	Deel. Divide.	Tel bymekaar. Add.	getalsin number sentence

Mbali het 'n tou van 99 m lank. Sy knip dit in 3 gelyke lengtes. Hoe lank is elke stuk tou?

Mbali has a 99 m rope. She cuts it into 3 equal lengths. How long is each length of rope?

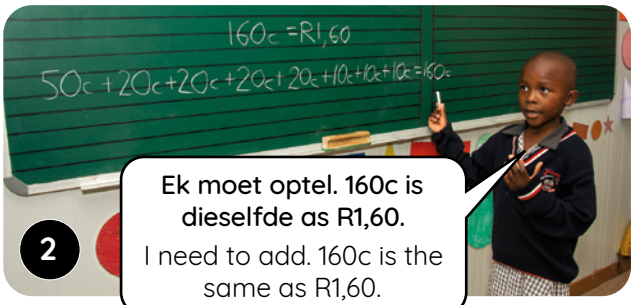
Teken. Draw.	Deel. Divide.	Tel bymekaar. Add.	getalsin number sentence

Addition and subtraction word problems

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

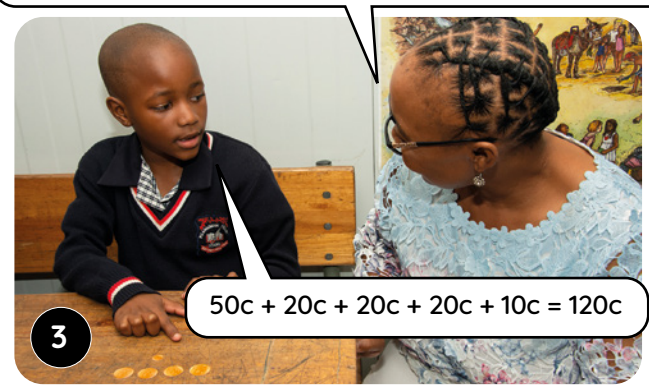
KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Mbali het een 50c-muntstuk, vier 20c-muntstukke en drie 10c-muntstukke. Hoeveel geld het sy?
Mbali has one 50c coin, four 20c coins and three 10c coins. How much money does she have?



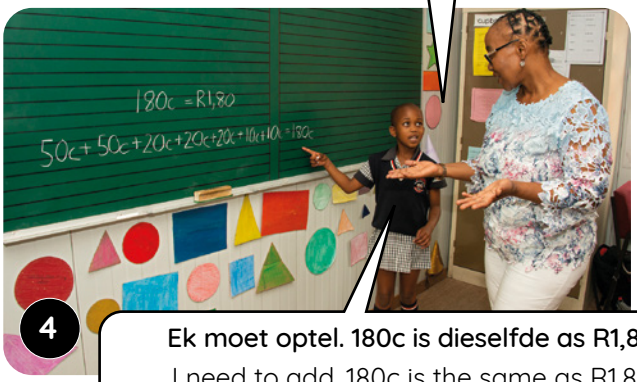
Ek moet optel. 160c is dieselfde as R1,60.
I need to add. 160c is the same as R1,60.

Mbali wil 'n pakkie lekkers koop wat R1,20 kos. Watter munte moet sy gebruik om die presiese bedrag te betaal?
Mbali wants to buy a packet of sweets which costs R1,20. Which coins should she use to pay the exact amount?



50c + 20c + 20c + 20c + 10c = 120c

Thina het twee 50c-muntstukke, drie 20c-muntstukke en twee 10c-muntstukke. Hoeveel geld het Thina?
Thina has two 50c coins, three 20c coins, and two 10c coins. How much money does Thina have?



Ek moet optel. 180c is dieselfde as R1,80.
I need to add. 180c is the same as R1,80.

Thina wil 'n pakkie koekies koop wat R1,50 kos. Hoeveel kleingeld kry sy uit as sy met al haar geld betaal?
Thina wants to buy a packet of biscuits which costs R1,50. How much change will she get if she pays with all of her money?

Ek moet die prys van die koekies aftrek van die geld wat Thina het. Sy kry 30c se kleingeld uit.
I need to subtract the price of the biscuits from the money Thina has. She'll get 30c change.

Geldprobleme bied 'n nuttige konteks om te redeneer oor wiskunde-oplossings wat met die werklike lewe verband hou. Gee die leerders genoegsame geleenthede om te verduidelik waarom hulle die metodes kies wat hulle gebruik om oplossings te kry. Dit stel hulle in staat om hul redeneervermoë en strategiese bevoegdheid te ontwikkel.

Money problems provide a useful context for reasoning about mathematical solutions that relate to real life. Give learners ample opportunities to explain why they chose the methods they use to find solutions. This will enable them to develop their reasoning ability and strategic competence.

Optellings- en aftrekkingswoordprobleme

WEEK 4 • WEEK

DAG 4 • DAY 4

Optellings- en aftrekkingswoordprobleme
Addition and subtraction word problems

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

1 Herlei die volgende bedrae tot rand.
Convert the following amounts into Rands.

100c	900c	2360c	1470c
R1	R_____	R_____	R_____

Onthou
100c = R1,00.
Remember
100c = R1,00.

2 Herlei die volgende bedrae tot sent.
Convert the following amounts into cents.

R3,60	R0,90	R17,30	R43,10
360 c	_____c	_____c	_____c

Onthou
R1,00 = 100c.
Remember
R1,00 = 100c.

3 Los op.
Solve.

Een boks koekies kos R7,00. Hoeveel kos 8 bokse koekies? One box of biscuits costs R7,00. How much will 8 boxes cost? 	R7 x 8 = R56
Een boksie eiers kos R13,00. Hoeveel kos 6 boksies eiers? One carton of eggs costs R13,00. How much will 6 cartons cost? 	
Vusi betaal R24,00 om per taxi na sy tannie se huis te ry. Wat kos dit hom om daar te kom en weer terug te ry? Vusi pays R24,00 to take a taxi to his aunt's house. What does it cost him to get there and back? 	
Vyf vragmotors ry op 'n tolpad en word elk met R35 belas. Hoeveel betaal die bestuurders altesame? Five trucks drive on a toll road and are charged R35 each. How much do they pay in total? 	

38

Addition and subtraction word problems

4 Kyk na die pryse van lekkergoed in die snoepie.
Look at the prices of sweets in the tuck shop.

jy koop you buy	jy betaal you pay	kleingeld vir R20 change from R20
	R2,50 + R2,50 + R1,50 + R1,50 + R1,00 = R9,00	R20,00 – R9,00 = R11,00
		R20,00 – _____ = _____
		R20,00 – _____ = _____
		R20,00 – _____ = _____
		R20,00 – _____ = _____

WEEK • WEEK 4

DAG 5 • DAY 5

Assessering en vaslegging
Assessment and consolidation

ASSESSERING ASSESSMENT → WERKKAART WORKSHEET

1

13 blomme word in bossies van 4 ingedeel. Hoeveel bossies is daar en hoeveel blomme bly oor? 13 flowers are divided into bunches of 4. How many bunches and how many flowers left over? ____ ÷ ____ = ____ res remainder ____	Verdeel 38 blomme onder 6 kinders. Share 38 flowers between 6 children. ____ ÷ ____ = ____ res remainder ____

2

Ek koop twee boeke wat R24 elk kos. Ek koop ook drie balle wat R15 elk kos. Wat is die totale koste en hoeveel kleingeld kry ek uit as ek met R100 betaal?
I buy two books that cost R24 each. I also buy three balls that cost R15 each. What is the total cost and how much change will I get if I pay with R100?

totale koste total cost	kleingeld vir R100 change from R100

Kom ons praat Wiskunde!
Let's talk Maths!

In Afrikaans sê ons:	In English we say:
res	remainder
rand	Rands
sent	cents
lengte	length
kilogram	kilogram
gram	gram

40

Assessment and consolidation

Vaslegging | Consolidation

1 Ntando het 24 rubberballetjies. Hy gee $\frac{2}{6}$ van sy balletjies vir 'n maat. Hoeveel rubberballetjies gee hy weg?

Ntando has 24 bouncy balls. He gives $\frac{2}{6}$ of his bouncy balls to a friend. How many bouncy balls does he give away?

1	2	3	4	5	6

$\frac{2}{6}$ van 24 $\frac{2}{6}$ of 24		Antwoord. Answer.	

Nomsa het R64. Sy verdeel die geld onder 2 maats. Hoeveel geld kry elke maat?

Nomsa has R64. She shares the money between 2 friends. How much money will each friend get?

Teken 'n diagram met tiene en ene.

Draw a diagram with tens and ones.

Deel die tiene. Divide the tens.	Deel die ene. Divide the ones.
Tel die tiene en ene bymekaar. Add the tens and ones.	getalsin number sentence

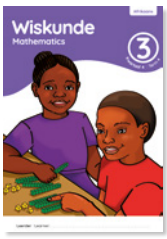
2 Kontroleer met vermenigvuldiging. Korrigeer die foute, waar nodig.

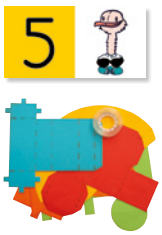
Use multiplication to check. Correct the mistakes where necessary.

	kontroleer check	korreksie corrections
17 ÷ 3 = 5 res 1 remainder 1		
39 ÷ 6 = 5 res 9 remainder 9		

Woordprobleme en 3D voorwerpe

	Hulpbronne
Hoofrekene: Gee my meer as 1, 2, 3, 4, 5, 10	onderwyser en leerders se *spreikaarte*
Speletjie: *Vinnige wiskunde met kaarte en dobbelstene: 1, 2, 3, 4, 5 of 6 meer*	leerders se *spreikaarte*, en *dobbelstene*



Dag	Lesaktiwiteit	Leshulpbronne
1	Optellings- en aftrekkingswoordprobleme	LAB, *geldplakkaat, speelgeld*
2	Optellings- en aftrekkingswoordprobleme	LAB
3	3D voorwerpe – rol en gly	LAB, 'n verskeidenheid 3D voorwerpe (balle, bokse en silinders), *plakkaat met 3D voorwerpe*
4	Beskryf 3D voorwerpe	LAB, *plakkaat met 3D voorwerpe, 3D vormnette*
5	Vaslegging en assessering vir leer	LAB

Ná hierdie week behoort die leerder in staat te wees om:	✓
uit voorkennis te put om optellings- en aftrekkingswoordprobleme op te los.	
die kenmerke van 3D voorwerpe te beskryf en te vergelyk.	

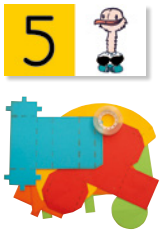
Assessering

Skriftelike assessering: Ruimte en vorm en Getalle en bewerkings

Teken 'n punt uit 3 (Ruimte en vorm) en uit 6 (woordprobleme) op die kwartaalpuntestaat aan.

Word problems and 3-D objects

	Resources
Mental Maths: Give me more than 1, 2, 3, 4, 5, 10	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	Addition and subtraction word problems	LAB, *money poster, play money*
2	Addition and subtraction word problems	LAB
3	3-D objects – roll and slide	LAB, an assortment of 3-D objects (balls, boxes and cylinders), *3-D objects poster*
4	Describing 3-D objects	LAB, *3-D objects poster*, *3-D shape nets*
5	Consolidation and assessment for learning	LAB

After this week the learner should be able to:	✓
draw on previous knowledge to solve addition and subtraction word problems.	
describe and compare the characteristics of 3-D objects.	

Assessment

Written assessment: Space and shape and Number and operations

Record a mark out of 3 (Space and shape) and 6 (Word problems) in the term mark sheet.

Woordprobleme en 3D voorwerpe

Hoofrekenevideo

Ons konsentreer hierdie week op die konsep van meer as in Hoofrekene. Wys 'n 2-syfer- 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 uit te bou – hulle werk met kaarte om getalle op te bou wat van 1'e, 10'e en 100'e gemaak word. Gesels met hulle oor die getalle wat hulle so maak.

Speletjiesvideo

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

Video oor konseptuele ontwikkeling

Terwyl die leerders hierdie week met woordprobleme en 3D voorwerpe werk, gaan hulle voort om optelling en aftrekking te oefen voordat hulle na 3D voorwerpe aanbeweeg. Hulle versterk hul kennis van optelling en aftrekking terwyl hulle 'n verskeidenheid woordprobleme oefen. Hulle bespreek ook die kenmerke van verskillende 3D voorwerpe en kyk of die voorwerpe gly of rol. Ons konsentreer hierdie week daarop om:

- uit voorkennis te put om optellings- en aftrekkingswoordprobleme op te los.
- die kenmerke van 3D voorwerpe te beskryf en te vergelyk.

Waarna jy hierdie week moet oplet

- Aangesien daar in hierdie week op die versterking van vorige leer gefokus word, bied dit die leerders 'n goeie geleentheid om probleme rakende massa, lengte en geld op te los.
- Dit is van kardinale belang dat die leerders met werklike vorms moet werk wanneer hulle oor die kenmerke van daardie vorms gesels sodat hulle dit alles self kan aanskou. As jy nie genoeg vorms het om vir al die groepe leerders 'n stel te gee nie, moet jy die vorms demonstreer en die leerders voor in die klas met die werklike voorwerpe laat eksperimenteer wanneer hulle dit moet doen.
- Moedig gesprekke onder die leerders aan sodat hulle hul wiskundetaal met behulp van die korrekte woordeskat kan uitbou: **bereken**, **tel op/by**, **en**, **optelling**, **altesame**, **is gelyk aan**, **trek af**, **neem weg**, **verskil**, **kontroleer**, **2D vorms**, **3D voorwerpe**, **balvorms**, **sfere**, **boksvorms**, **prismas**, **silinders**, **piramides**, **keëls**, **geboë oppervlak**, **rol**, **gly**, **sy**, **plat oppervlak**, **kubus**, **reghoekige prisma**, **vlak**, **meer as**, **minder as**.

Word problems and 3-D objects

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 cards* and learners then 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!* The game provides opportunities for the learners to add 1, 2, 3, 4, 5 or 6 to a number. 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 will help learners to practice adding single-digit numbers quickly and easily.

Conceptual development video

In this week's work on word problems and 3-D objects, learners continue practising addition and subtraction before moving on to 3-D objects. They will reinforce their knowledge of addition and subtraction as they practise a variety of word problems. They also discuss the characteristics of different 3-D objects and look at whether they slide or roll. This week we focus on:

- drawing on previous knowledge to solve addition and subtraction word problems.
- describing and comparing the characteristics of 3-D objects.

What to look out for this week

- As this week focuses on reinforcing previous learning, it is a good opportunity for learners to solve problems involving mass, length, and money.
- It is vitally important that the learners work with real shapes when they are talking about the characteristics of those shapes, so that they can see these things for themselves. If you do not have enough shapes to give all the groups of learners a set, you should demonstrate using shapes and allow the learners to come to the front of the class and experiment with the real objects when they need to.
- Encourage conversation between learners so that they can develop their mathematical language using the correct vocabulary: **calculate**, **add**, **and**, **addition**, **altogether**, **equals**, **subtract**, **take away**, **difference**, **check**, **2-D shapes**, **3-D objects**, **ball shapes**, **spheres**, **box shapes**, **prisms**, **cylinders**, **pyramids**, **cones**, **curved surface**, **roll**, **slide**, **side**, **flat surface**, **cube**, **rectangular prism**, **face**, **more than**, **less than**

Optellings- en aftrekkingswoordprobleme

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 meer 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.

Wys my 2 meer.
Show me 2 more.

1

78 is 2 meer as 76.
78 is 2 more than 76.

2

Wys my 4 meer.
Show me 4 more.

3

369 is 4 meer as 365.
369 is 4 more than 365.

4

Addition and subtraction word problems

Verrykingsaktiwiteite • Enrichment activities

Dag 1 Day 1

Trek af.
Subtract.

75 – 41 = _____

56 – 22 = _____

28 – 14 = _____

82 – 61 = _____

67 – 30 = _____

89 – 40 = _____

38 – 20 = _____

56 – 30 = _____

69 – 50 = _____

98 – 60 = _____

Dag 2 Day 2

Trek af.
Subtract.

92 – 60 = _____

68 – 40 = _____

35 – 10 = _____

72 – 30 = _____

56 – 20 = _____

78 – 50 = _____

24 – 10 = _____

93 – 70 = _____

35 – 20 = _____

88 – 80 = _____

Dag 3 Day 3

Trek af.
Subtract.

74 – 50 = _____

88 – 60 = _____

43 – 30 = _____

65 – 40 = _____

56 – 20 = _____

97 – 80 = _____

24 – 10 = _____

36 – 20 = _____

47 – 30 = _____

69 – 60 = _____

Dag 4 Day 4

Trek af.
Subtract.

72 – 60 = _____

96 – 70 = _____

54 – 30 = _____

81 – 50 = _____

22 – 10 = _____

34 – 21 = _____

49 – 40= _____

68 – 50 = _____

91 – 80 = _____

75 – 30 = _____

Optellings- en aftrekkingswoordprobleme

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Thandeka koop 'n boek, 'n bal en 'n fiets. Die boek kos R33, die bal kos R27 en die fiets kos R51. Hoeveel geld skuld sy?

Thandeka bought a book, a ball and a bicycle. The book cost R33, the ball cost R27 and the bicycle cost R51. How much money did she owe?

Ons moet optel. R33 + R27 + R51 = R111.

We need to add. R33 + R27 + R51 = R111

As Thandeka dus die presiese bedrag betaal, watter note en munte kan sy gebruik?

So, if Thandeka paid with the exact amount, what notes and coins could she use?

Sy kan 'n R100-noot, 'n R10-noot en 'n R1-muntstuk gebruik.

She could use a R100 note, a R10 note and a R1 coin.

Sy kan ook twee R50-note, twee R5-muntstukke en 'n R1-muntstuk gebruik.

She could also use two R50 notes, two R5 coins and a R1 coin.

As Thandeka R150 het, hoeveel kleingeld sou sy uitkry as sy al drie items koop?

If Thandeka has R150, how much change will she get if she buys all three items?

Ons moet aftrek. Sy kry R39 se kleingeld uit.

We need to subtract. She will get R39 change.

Herhaal die stappe met ander optellings- en aftrekkingsprobleme. Moedig die leerders aan om na te dink oor watter strategieë hulle gebruik om die probleme op te los. Laat die leerders na die geldplakkaat verwys en die speelgeld gebruik, indien nodig.

Repeat the steps with other addition and subtraction problems. Encourage learners to think about what strategies they use to solve the problems. Allow learners to refer to the money poster and to use the money if needed.

Addition and subtraction word problems

WEEK • WEEK 5

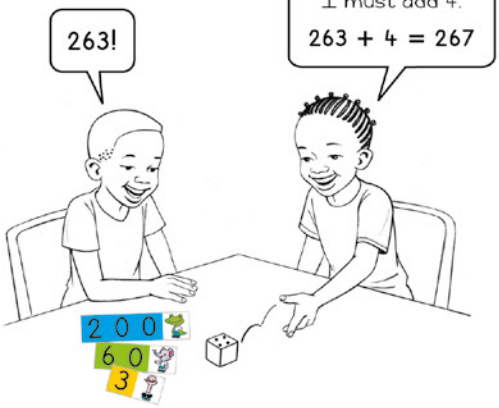
DAG 1 • DAY 1

Optellings- en aftrekkingswoordprobleme
Addition and subtraction word problems

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

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

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



1 Los op.
Solve.

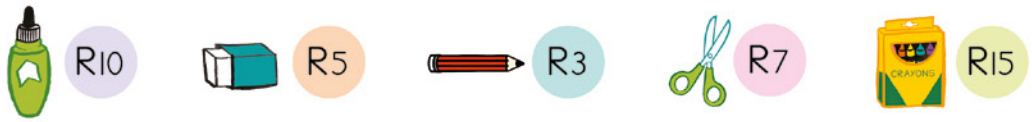
Mandla koop brood en melk by die winkel. Die brood kos R1,40 en die melk kos R2,30. Hoeveel gee hy altesame uit?
Mandla buys bread and milk at the shop. The bread costs R1,40 and the milk costs R2,30. How much does he spend altogether?

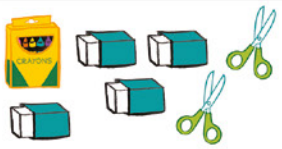
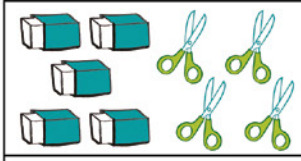
Een fiets kos R320. Hoeveel kos twee fietse?
One bicycle costs R320. How much will two bicycles cost?

Nkhanyiso koop vier kortbroeke vir R55 elk. Hoeveel kleingeld kry hy uit as hy met R300 betaal?
Nkhanyiso bought four pairs of shorts for R55 each. How much change will he get from R300?

Optellings- en aftrekkingswoordprobleme

2 Hoeveel kleingeld kry jy as jy met R100 betaal?
How much change if you pay with R100?



jy koop you buy	totale koste total cost	kleingeld change
	R10 + R10 + R10 + R15 + R5 = R50	R100 – R50 = R50
		R100 – _____ = _____
		R100 – _____ = _____
		R100 – _____ = _____
		R100 – _____ = _____
		R100 – _____ = _____
		R100 – _____ = _____
		R100 – _____ = _____

Addition and subtraction word problems

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

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Ntobe het 2 stukkies tou. Die een stukkie is 153 cm lank en die ander een is 429 cm lank. Hoe lank is die twee stukkies altesame?

Ntobe has 2 pieces of rope. One is 153 cm long and the other is 429 cm long. How long are both pieces altogether?

Ons moet die twee lengtes bymekaartel.

153 cm + 429 cm = 582 cm

We need to add the two lengths together.

As Ntobe een van die lengtes van haar tou moet gebruik om 'n lengte van 287 cm te wys, watter stukkie moet sy dan gebruik?

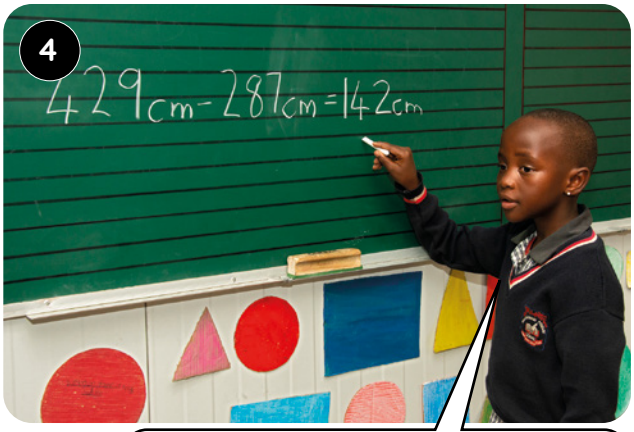
If Ntobe had to use one of her lengths of rope to show a length of 287 cm, which piece would she use?

Sy moet die tou van 429 cm gebruik omdat die ander een te kort is.

She would have to use the 429 cm rope because the other one is too short.

As Ntobe 'n stuk van 287 cm van haar 429 cm tou afknip, hoeveel tou bly dan oor?

If Ntobe cuts a 287 cm piece off her 429 cm rope, how much rope would she have left over?



Ons kan aftrek. Daar bly 142 cm oor.

429 cm – 287 cm = 142 cm.

We can subtract.
She would have 142 cm left over.

Herhaal die stappe met ander optellings- en aftrekkingsprobleme. Moedig die leerders aan om na te dink oor watter strategieë hulle gebruik om die probleme op te los.

Repeat the steps with other addition and subtraction problems. Encourage learners to think about what strategies they use to solve the problems.

Optellings- en aftrekkingswoordprobleme

WEEK • WEEK 5

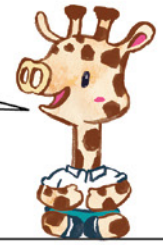
DAG 2 • DAY 2

Optellings- en aftrekkingswoordprobleme
Addition and subtraction word problems

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

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

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



1	Ek kan 'n hemp, 'n kortbroek, 'n pet en 'n denimbroek koop. I can buy a shirt, shorts, a cap and jeans.
2	
3	
4	

2 Tel op.

Add.

125 + 53 = ____	801 + 154 = ____	564 + 132 = ____
331 + 208 = ____	75 + 717 = ____	664 + 87 = ____

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

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

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Addition and subtraction word problems

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

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

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

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

4

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

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

Hoeveel kleingeld kry hy uit?

How much change will he get?

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

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

Hoeveel kleingeld kry sy uit?

How much change will she get?

3D voorwerpe (rol en gly)

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Watter van die voorwerpe dink julle kan julle laat rol?
Which of the objects do you think you can roll?

Dit word sfere genoem!
They are called spheres!

Die balvormige voorwerpe kan rol, want dit is krom of geboë.
The ball-shaped objects can roll because they are curved.

Watter van die voorwerpe dink julle kan julle laat gly?
Which of the objects do you think you can slide?

Dit word prismas genoem!
Those are called prisms!

Die boksvormige voorwerpe kan gly, want dit het plat sye.
The box-shaped objects can slide because they have flat sides.

Watter van die voorwerpe dink julle kan julle laat gly en rol?
Which of the objects do you think you can slide and roll?

Silinders!
Cylinders!

Silinders kan gly en rol omdat dit geboë sowel as plat vlakke het.
Cylinders can slide and roll because they have both curved and flat faces.

Gee die leerders geleenthede om voorwerpe na mekaar toe te laat gly of te laat rol. Moedig hulle aan om te bespreek wat hulle omtrent die voorwerpe en die beweging daarvan opmerk.

Provide opportunities for learners to slide or roll objects to each other. Encourage them to discuss what they notice about both the objects and their movement.

3-D objects (roll and slide)

WEEK • WEEK 5

DAG 3 • DAY 3

3D voorwerpe (rol en gly)
3-D objects (roll and slide)

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

1 Kyk na die oppervlakke van die voorwerpe. Skryf neer of die oppervlakke plat of geboë (krom) is.
Look at the surfaces of the objects. Write down whether the surfaces are flat or curved.

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

2 Beantwoord die vrae.
Answer the questions.

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

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3D voorwerpe (rol en gly)

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

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

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

Describing 3-D objects

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

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Steek jou hand in die sak in en voel aan een voorwerp.
Put your hand in the bag and feel one object.

Ek voel aan 'n voorwerp wat geboë sye het. Dis 'n bal.
I feel an object that has curved sides. It is a ball.

Ja! 'n Ander naam vir 'n bal is 'n sfeer.
Yes! Another name for a ball is a sphere.

Ek voel aan 'n voorwerp wat reg rondom plat sye het. Al die sye voel min of meer dieselfde, dus dink ek dis 'n kubus.
I feel an object that has flat sides all around. All the sides feel about the same, so I think it is a cube.

Ek voel aan 'n voorwerp wat 'n ronde, plat bodem het en dit maak dan 'n punt na bo soos 'n roomyshoring.
I feel an object that has a round, flat bottom and it comes up to a point like an ice cream cone.

Ja! Dis 'n keël!
Yes! That is a cone!

Gee die leerders kans om aan al die 3D voorwerpe in die sakkie te voel. Gebruik hierdie geleentheid om die korrekte terme vir die 3D voorwerpe te gebruik: sfeer, reghoekige prisma, silinder, piramide, keël en kubus. Gesels oor die kenmerke van elkeen.

Provide opportunities for learners to feel all the 3-D objects in the bag. Use this opportunity to use the correct terms for the 3-D objects: sphere, rectangular prism, cylinder, pyramid, cone, cube. Speak about their characteristics.

Beskryf 3D voorwerpe

WEEK • WEEK 5

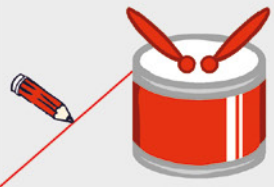
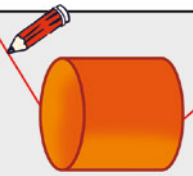
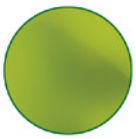
DAG 4 • DAY 4

Beskryf 3D voorwerpe
Describing 3-D objects

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

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

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

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

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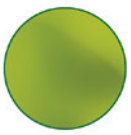
Describing 3-D objects

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

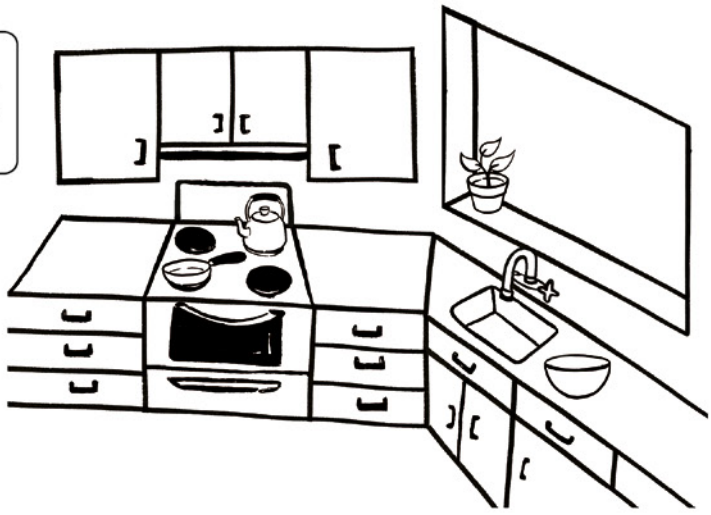
Use the words from the word bank to name the 3-D objects.

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

3 Hoeveel vorms kan jy sien? Gesels met jou maat daaror.

How many shapes do you see? Talk to your friend.



WEEK 5 • WEEK

DAG 5 • DAY 5

Assessering en vaslegging
Assessment and consolidation

ASSESSERING ASSESSMENT → WERKKAART WORKSHEET

1 Beskryf die oppervlakke van die voorwerpe: plat / geboë / plat en geboë.
Describe the surfaces of the objects: flat / curved / flat and curved.

2 Fikile het R100. Hy koop sjampoe vir R25, waspoeier vir R47 en 'n kers vir R19. Wat is die totale koste van sy items en hoeveel kleingeld kry hy uit?
Fikile has R100. He buys shampoo for R25, washing powder for R47 and a candle for R19. What is the total cost of his items and how much change will he get?

Phindi het R200. Sy koop sokkerstewels vir R68, skeenstutte vir R23 en doelwagtershandskoene vir R41. Wat is die totale koste van haar items en hoeveel kleingeld kry sy uit?
Phindi has R200. She buys soccer boots for R68, shin pads for R23 and goalie gloves for R41. What is the total cost of her items and how much change will she get?

Kom ons praat Wiskunde!
Let's talk Maths!

In Afrikaans sê ons:	In English we say:
plat oppervlak	flat surface
geboë oppervlak	curved surface
keël	cone
prisma	prism
kubus	cube

Assessment and consolidation

Vaslegging | Consolidation

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

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

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

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

2

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

Benoem hierdie voorwerpe as 3D voorwerpe.

Name these objects as 3-D objects.

3 Teken 'n prent met 3D voorwerpe.

Draw a picture using 3-D objects.

3D voorwerpe

		Hulpbronne
Hoofrekene: Gee my minder as: 1, 2, 3, 4, 5 of 10 minder		onderwyser en leerders se *spreikaarte*
Speletjie: *Vinnige wiskunde met kaarte en dobbelstene: 1, 2, 3, 4 of 5 minder*		leerders se *spreikaarte*, en *dobbelstene*
Dag	**Lesaktiwiteit**	**Leshulpbronne**
1	Bou met 3D voorwerpes	LAB, 'n verskeidenheid 3D voorwerpe (balle, bokse en silinders), *plakkaat met 3D voorwerpe*
2	Vergelyk 3D voorwerpe	LAB, 'n verskeidenheid 3D voorwerpe (balle, bokse en silinders), *plakkaat met 3D voorwerpe*, *3D vormnette*
3	Vlakke van 3D voorwerpe	LAB, 'n verskeidenheid 3D voorwerpe (balle, bokse en silinders), *plakkaat met 3D voorwerpe*, *3D vormnette,* afvalpapier
4	3D voorwerpe	LAB, 'n verskeidenheid 3D voorwerpe (balle, bokse en silinders), *plakkaat met 3D voorwerpe*
5	Vaslegging en assessering vir leer	LAB

Ná hierdie week behoort die leerder in staat te wees om:	✓
3D modelle met behulp van 3D voorwerpe te bou en af te breek.	
die kenmerke van 3D voorwerpe te identifiseer.	
die 2D vorms waaruit die vlakke van 3D voorwerpe bestaan, te herken.	

Assessering

Skriftelike assessering: Ruimte en vorm – 3D voorwerpe

Teken 'n punt uit 9 op die kwartaalpuntestaat aan.

Mondelinge en praktiese assessering

Neem die leerders waar om hul vermoë te assesseer om 3D voorwerpe en die kenmerke daarvan te identifiseer en te benoem.	**Punt 5**		
Kontrolelys: Korrek/Verkeerd/Byna korrek	✓	✗	●
In staat om met 3D voorwerpe te bou			
In staat om 3D voorwerpe te identifiseer en te benoem			
In staat om voorwerpe wat kan rol, te identifiseer			
In staat om voorwerpe wat kan gly, te identifiseer			
In staat om die 2D vorms waaruit die vlakke van 3D voorwerpe bestaan, te herken			

Teken 'n punt uit 5 op die kwartaalpuntestaat aan.

3-D objects

		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: 2, 3, 4 or 5 less*		learner *flard cards and dice*
Day	**Lesson activity**	**Lesson resources**
1	Building with 3-D objects	LAB, an assortment of 3-D objects (balls, boxes and cylinders), *3-D objects poster*
2	Comparing 3-D objects	LAB, an assortment of 3-D objects (balls, boxes and cylinders), *3-D objects poster*, *3-D shape nets*
3	Faces of 3-D objects	LAB, an assortment of 3-D objects (balls, boxes and cylinders), *3-D objects poster*, *3-D shape nets*, scrap paper
4	3-D objects	LAB, an assortment of 3-D objects (balls, boxes and cylinders), *3-D objects poster*
5	Consolidation and assessment for learning	LAB

After this week the learner should be able to:	✓
construct and deconstruct 3-D models using 3-D objects.	
identify the characteristics of 3-D objects.	
recognise the 2-D shapes used to make up the faces of 3-D objects.	

Assessment

Written assessment: Space and shape – 3-D objects

Record a mark out of 9 in the term mark sheet.

Oral and practical assessment

Observe learners to assess their ability to identify, name and characterise 3-D objects.	**Mark 5**		
Checklist: correct/incorrect/almost	✓	✗	●
Able to build using 3-D objects			
Able to identify and name 3-D objects			
Able to identify objects that can roll			
Able to identify objects that can slide			
Able to recognise the 2-D shapes used to make up the faces of 3-D objects			

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

3D voorwerpe

Hoofrekenevideo

Ons konsentreer hierdie week in Hoofrekene op die konsep van minder as. Wys die klas 'n 2-syfer- of 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 uit te bou terwyl hulle daaraan werk om getalle wat uit 1'e, 10'e en 100'e bestaan, te maak. Gesels met hulle oor die getalle wat hulle sodoende maak.

Speletjiesvideo

Ons speel hierdie week die speletjie, *Vinnige wiskunde met kaarte en dobbelstene: 1, 2, 3, 4, 5 of 6 minder!* Met die speletjie kry die leerders geleenthede om 1, 2, 3, 4, 5 of 6 van 'n getal af te trek. Een leerder wys 'n 2-syfer- 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 laat die leerders oefen om enkelsyfergetalle vinnig en maklik af te trek.

Video oor konseptuele ontwikkeling

Terwyl die leerders hierdie week met 3D voorwerpe werk, word hul kennis van die kenmerke van 3D voorwerpe vasgelê. Hulle bespreek die vlakke van die 3D voorwerpe en identifiseer die 2D vorms waaruit die vlakke bestaan. Hulle gebruik ook 3D voorwerpe om modelle te bou of af te breek en dink na oor wat items laat balanseer. Ons konsentreer hierdie week daarop om:

- 3D modelle met 3D voorwerpe te bou of af te breek.
- die kenmerke van 3D voorwerpe te identifiseer.
- die 2D vorms waaruit die vlakke van 3D voorwerpe bestaan, te herken.

Waarna jy hierdie week moet oplet

- Moedig die leerders aan om 3D voorwerpe aktief te hanteer terwyl hulle oor die kenmerke daarvan leer. As jy nie genoeg vorms het om vir al die groepe leerders 'n stel te gee nie, demonstreer dan die vorms en gee die leerders kans om voor in die klas met die werklike voorwerpe te eksperimenteer wanneer hulle dit moet doen.
- Moedig gesprekke onder die leerders aan sodat hulle hul wiskundetaal met behulp van die korrekte woordeskat kan uitbou: **2D vorms**, **3D voorwerpe**, **balvorms**, **sfere**, **boksvorms**, **prismas**, **silinders**, **piramides**, **keëls**, **geboë oppervlak**, **rol**, **gly**, **sy**, **plat oppervlak**, **kubus**, **reghoekige prisma**, **vlak**.

3-D objects

Mental Maths video

This week we focus on the concept of less than in Mental Maths. Show the class a 2- or 3-digit number using your *flard cards* 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 or 5 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 3-D objects, learners consolidate their knowledge of the characteristics of 3-D objects. They discuss the faces of the 3-D objects and identify the 2-D shapes that make up these faces. They also use 3-D objects to construct and deconstruct models, thinking about what makes items balance. This week we focus on:

- constructing and deconstructing 3-D models using 3-D objects.
- identifying the characteristics of 3-D objects.
- recognising the 2-D shapes used to make up the faces of 3-D objects.

What to look out for this week

- Encourage learners to actively handle real 3-D objects as they learn about their characteristics. If you do not have enough shapes to give all the groups of learners a set, demonstrate using shapes and allow the learners to come to the front of the class and experiment with the real objects when they need to.
- Encourage conversation between learners so that they can develop their mathematical language using the correct vocabulary: **2-D shapes**, **3-D objects**, **ball shapes**, **spheres**, **box shapes**, **prisms**, **cylinders**, **pyramids**, **cones**, **curved surface**, **roll**, **slide**, **side**, **flat surface**, **cube**, **rectangular prism**, **face**

Bou met 3D voorwerpe

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

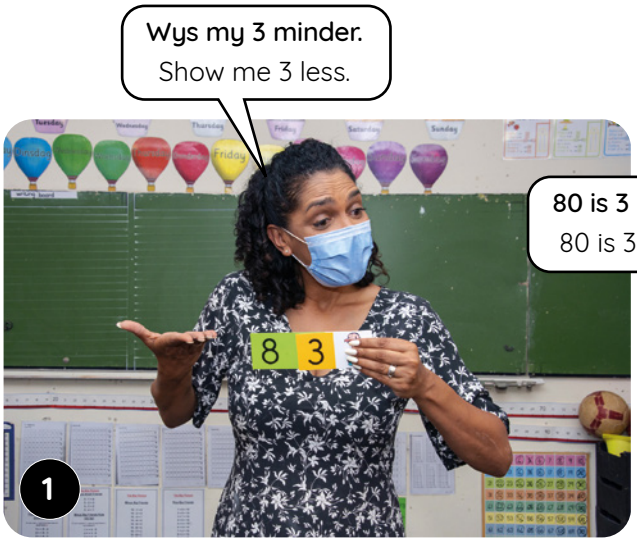
HOOFREKENE | MENTAL MATHS

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.



Building with 3-D objects

Verrykingsaktiwiteite • Enrichment activities

Dag 1 Day 1

Tel op.
Add.

146 + 372 = _____

452 + 246 = _____

668 + 121 = _____

533 + 465 = _____

758 + 250 = _____

420 + 366 = _____

277 + 721 = _____

154 + 643 = _____

331 + 567 = _____

204 + 704 = _____

Dag 2 Day 2

Tel op.
Add.

742 + 151 = _____

205 + 644 = _____

509 + 430 = _____

175 + 821 = _____

600 + 288 = _____

263 + 111 = _____

549 + 250 = _____

156 + 442 = _____

381 + 318 = _____

642 + 184 = _____

Dag 3 Day 3

Tel op.
Add.

252 + 144 = _____

344 + 534 = _____

471 + 222 = _____

692 + 303 = _____

537 + 461 = _____

111 + 888 = _____

231 + 437 = _____

542 + 551 = _____

320 + 350 = _____

661 + 222 = _____

Dag 4 Day 4

Tel op.
Add.

213 + 266 = _____

461 + 436 = _____

553 + 112 = _____

678 + 321 = _____

341 + 555 = _____

241 + 251 = _____

511 + 411 = _____

432 + 234 = _____

612 + 331 = _____

521 + 160 = _____

Bou met 3D voorwerpe

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Dink julle dat ek die boks op die bal kan laat balanseer?
Do you think I can get the box to balance on the ball?

Nee – die boks gaan afval.
No – the box will fall off.

Waarom dink jy dat die boks nie op die bal kan balanseer nie?
Why do you think the box won't balance on the ball?

Die bal het geboë sye. As ek probeer om die boks bo-op die bal te sit, gaan die bal begin rol en die boks gaan afval.
The ball has curved sides. If I try put the box on top of it, the ball will roll and the box will fall.

Wat dink julle gaan gebeur as ek probeer om die bal bo-op die boks te sit?
What do you think will happen if I try put the ball on top of the box?

Die boks het plat sye, dus gaan die bal stil lê. As ek versigtig werk, sal die bal nie afrol nie.
The box has flat sides so it will stay still. The ball might not roll off if I am careful.

Kan julle 'n ander 3D voorwerp raaksien wat beter op die boks kan balanseer?
Can you see a different 3-D object that would balance better on the box?

Juffrou kan die piramide bo-op die boks sit. Dit het 'n plat bodem, dus sal dit bo-op die boks bly.
You could put the pyramid on top of the box. It has a flat bottom so it will stay on the box.

Herhaal die stappe hier bo met 'n verskeidenheid 3D voorwerpe. Moedig die leerders aan om self modelle te bou as 'n toets om te sien wat goed kan balanseer. Help hulle om in te sien waarom dit moontlik is om konstruksies met party voorwerpe te bou, maar nie met ander nie.

Repeat the steps above with a variety of 3-D objects. Encourage the learners to construct models for themselves, testing to see what balances well. Help them identify why it is possible to create constructions with some objects and not with others.

Building with 3-D objects

WEEK • WEEK 6

DAG 1 • DAY 1

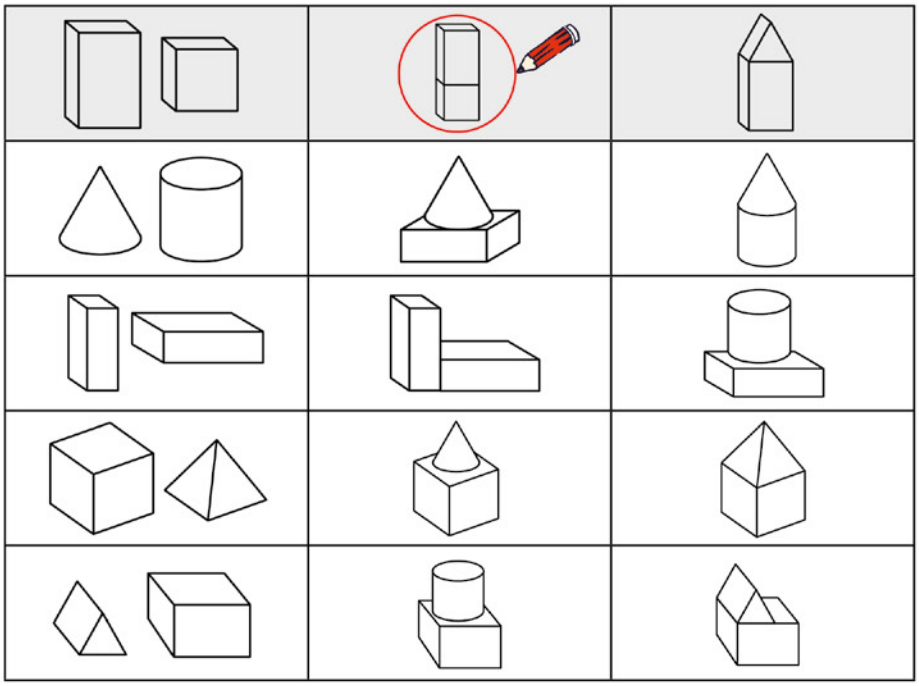
Bou met 3D voorwerpe
Building with 3-D objects

HOOFREKENE MENTAL MATHS: GEE MY MINDER AS GIVE ME LESS THAN → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

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

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

1 Omkring die konstruksie wat met die twee 3D voorwerpe in die eerste kolom gemaak kan word.
Circle the constructions that can be built using the two 3-D objects in the first column.



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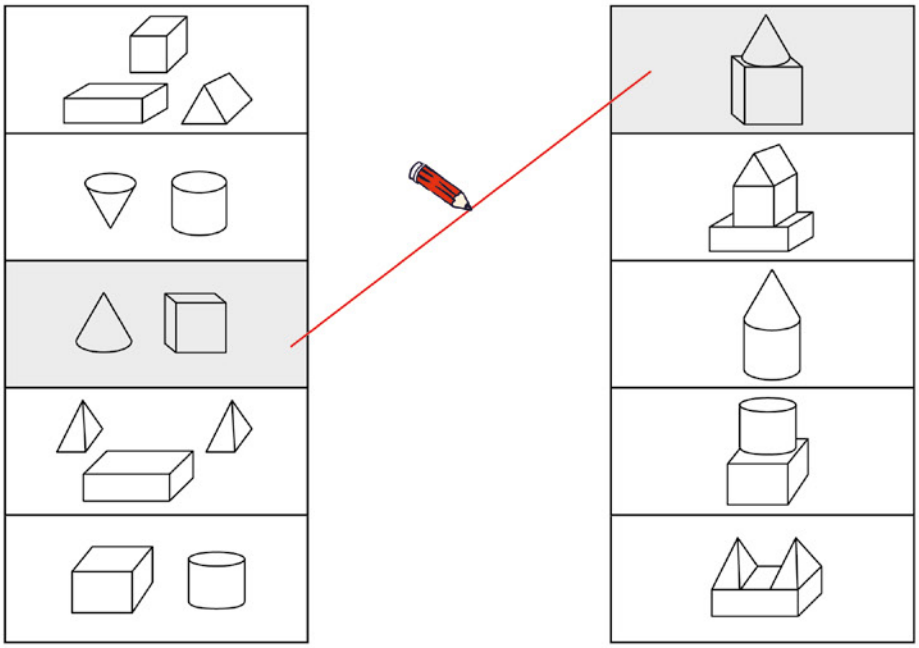
Bou met 3D voorwerpe

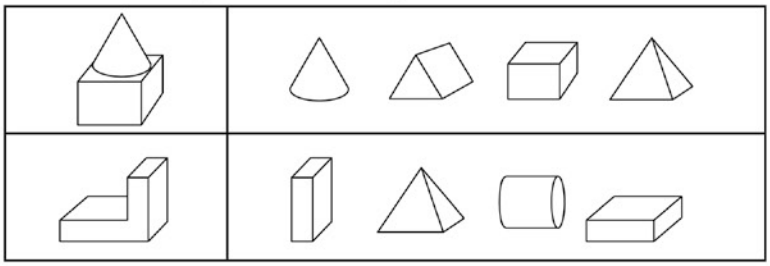
2 Pas die 3D voorwerpe by die korrekte konstruksie.

Match the 3-D objects to the correct construction.



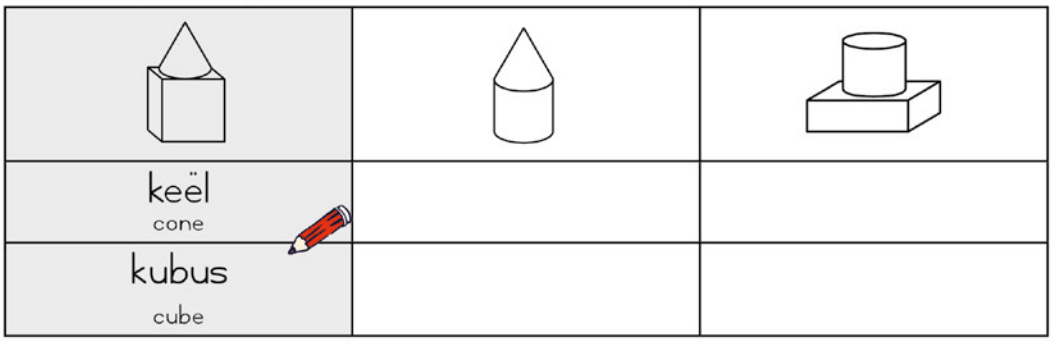
3 Kleur die 3D voorwerpe in waaruit elke konstruksie bestaan.

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



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

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



Comparing 3-D objects

HOOFREKENE / MENTAL MATHS: GEE MY MINDER AS / GIVE ME LESS THAN → SPELETJIE / GAME → KONSEPONTWIKKELING / CONCEPT DEVELOPMENT → WERKKAARTE / WORKSHEETS

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Bou julle 3D voorwerpe met behulp van nette! Gesels met jou maat. Vertel hulle hoeveel vlakke elke voorwerp het.
Build your 3-D objects using nets! Talk to your partner. Tell them how many faces each object has.

Gee die leerders tyd om hul 3D voorwerpe te bou (te vou). Hulle moet oor die voorwerpe gesels terwyl hulle dit bou en moet wiskundetaal gebruik.

Give the learners time to build their 3-D objects. They should talk about the objects while they build, using mathematical language.

Kyk na die keël en die silinder. Hoe is dié twee dieselfde?
Look at the cone and the cylinder. How are they the same?

Albei voorwerpe het plat en geboë oppervlakke.
Both objects have flat and curved surfaces.

Hoe verskil hierdie voorwerpe?
What is different about these objects?

Die keël het een spits ent, maar albei ente van die silinder is plat.
The cone has one pointy end but both ends of the cylinder are flat.

Die silinder het twee plat oppervlakke, maar die keël het net een plat oppervlak.
The cylinder has two flat surfaces but the cone has one flat surface.

Herhaal die stappe hier bo met ander 3D voorwerpe en vergelyk dit aan die hand van die kenmerke daarvan. Moedig die leerders aan om die ooreenkomste en verskille tussen die pare voorwerpe, soos 'n kubus en 'n reghoekige prisma, 'n keël en 'n piramide, 'n keël en 'n sfeer, 'n kubus en 'n piramide, of 'n sfeer en 'n reghoekige prisma, te bespreek.

Repeat the steps above with other 3-D objects, comparing them according to their characteristics. Encourage learners to discuss the similarities and differences between pairs of objects such as a cube and a rectangular prism, a cone and a pyramid, a cone and a sphere, a cube and pyramid, or a sphere and a rectangular prism.

Vergelyk 3D voorwerpe

WEEK • WEEK 6

DAG 2 • DAY 2

Vergelyk 3D voorwerpe
Comparing 3-D objects

HOOFREKENE MENTAL MATHS: GEE MY MINDER AS / GIVE ME LESS THAN → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

1 Benoem die silinders, bokse en balle hier onder.

Label the cylinders, boxes and balls below.

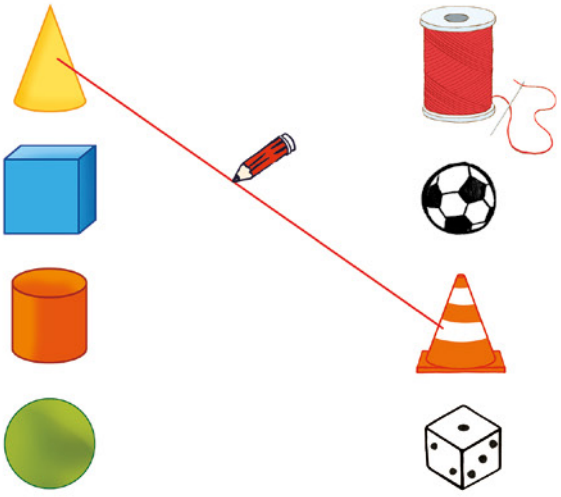
2 Kyk in die klaskamer rond op soek na 'n voorwerp wat jy in elke raam kan teken.

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

bal ball	boks box	silinder cylinder

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

Draw lines to match the 3-D objects.



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Comparing 3-D objects

4 Omkring die korrekte antwoord.

Circle the correct answer.

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

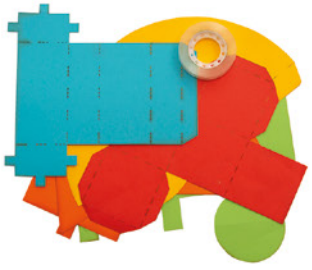
5 Omkring die korrekte keuse vir elke voorwerp.

Circle the correct choices for each object.

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

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

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



Vlakke van 3D voorwerpe

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

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Wat merk julle omtrent hierdie 3D voorwerp op?
What do you notice about this 3-D object?

Dit het plat vlakke wat almal dieselfde is. Ek kan 6 vlakke tel.
It has flat faces that are all the same size. I can count 6 faces.

Watter vorm is die vlakke?
What shape are the faces?

Die vlakke is in die vorm van 'n vierkant.
The faces are square-shaped.

Wat merk julle omtrent hierdie 3D voorwerp op?
What do you notice about this 3-D object?

Dit het ook plat vlakke, maar dis nie almal ewe groot nie. Daar is 2 kleiner vlakke en 4 groter vlakke.
It also has flat faces but they're not all the same size. There are 2 smaller faces, and 4 bigger faces.

Watter vorm is die vlakke?
What shape are the faces?

Hierdie vlak is 'n reghoek. Die ander vlak is 'n vierkant.
This face is a rectangle. The other face is a square.

Herhaal die stappe hier bo met ander 3D voorwerpe. Help die leerders om die verskillende 2D vorms te identifiseer waaruit die vlakke van die 3D voorwerpe bestaan.

Repeat the steps above with the other 3-D objects. Help learners to identify the different 2-D shapes that make up the faces of the 3-D objects.

Faces of 3-D objects

WEEK • WEEK 6

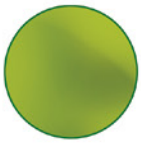
DAG 3 • DAY 3

Vlakke van 3D voorwerpe
Faces of 3-D objects

HOOFREKENE MENTAL MATHS: GEE MY MINDER AS GIVE ME LESS THAN → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

1 Teken 'n voorbeeld van elke 3D voorwerp.

Draw an example of each 3-D object.

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

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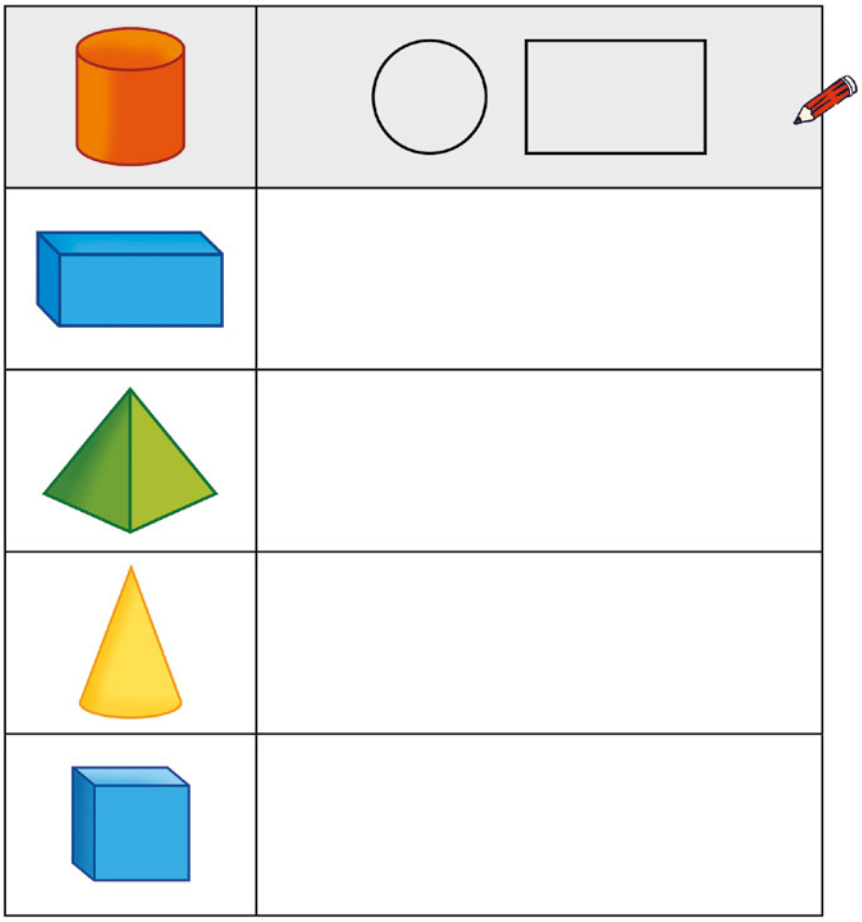
Vlakke van 3D voorwerpe

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

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



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

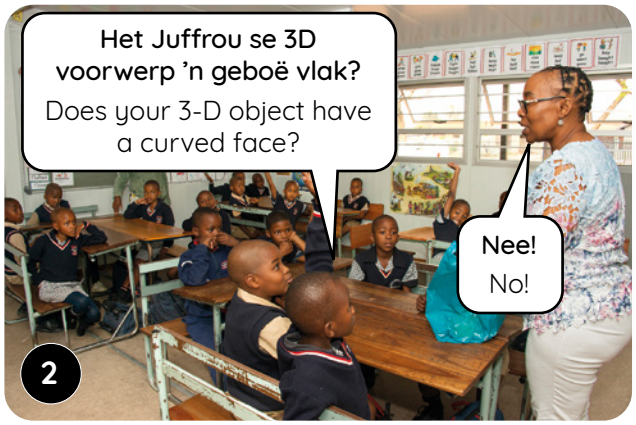
Draw a picture using 3-D objects and 2-D shapes.

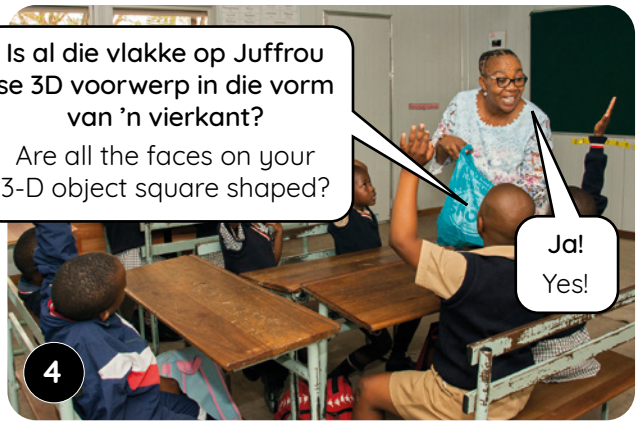
Faces of 3-D objects **Week 6 • Day 3** 57

3-D objects

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

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT





Speel die speletjie met al die 3D voorwerpe. Help die leerders om te bepaal wat die voorwerpe is deur vrae oor die kenmerke van die items te vra. Maak seker jou vrae handel oor een kenmerk op 'n slag.

Play the game with all the 3-D objects. Help the learners to determine the objects by asking questions about the characteristics of the items. Make sure your questions ask about one characteristic at a time.

3D voorwerpe

WEEK • WEEK 6

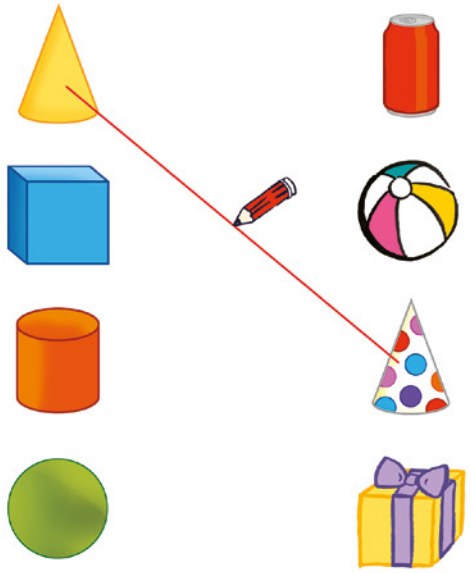
DAG 4 • DAY 4

3D voorwerpe
3-D objects

HOOFREKENE MENTAL MATHS — GEE MY MINDER AS GIVE ME LESS THAN → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

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

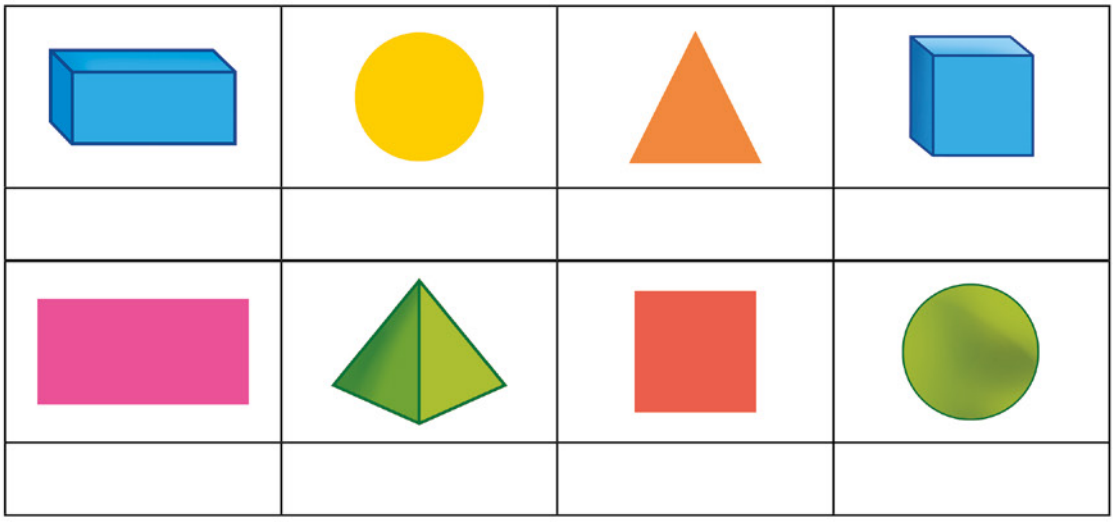
Draw lines to match the 3-D objects.



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

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

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



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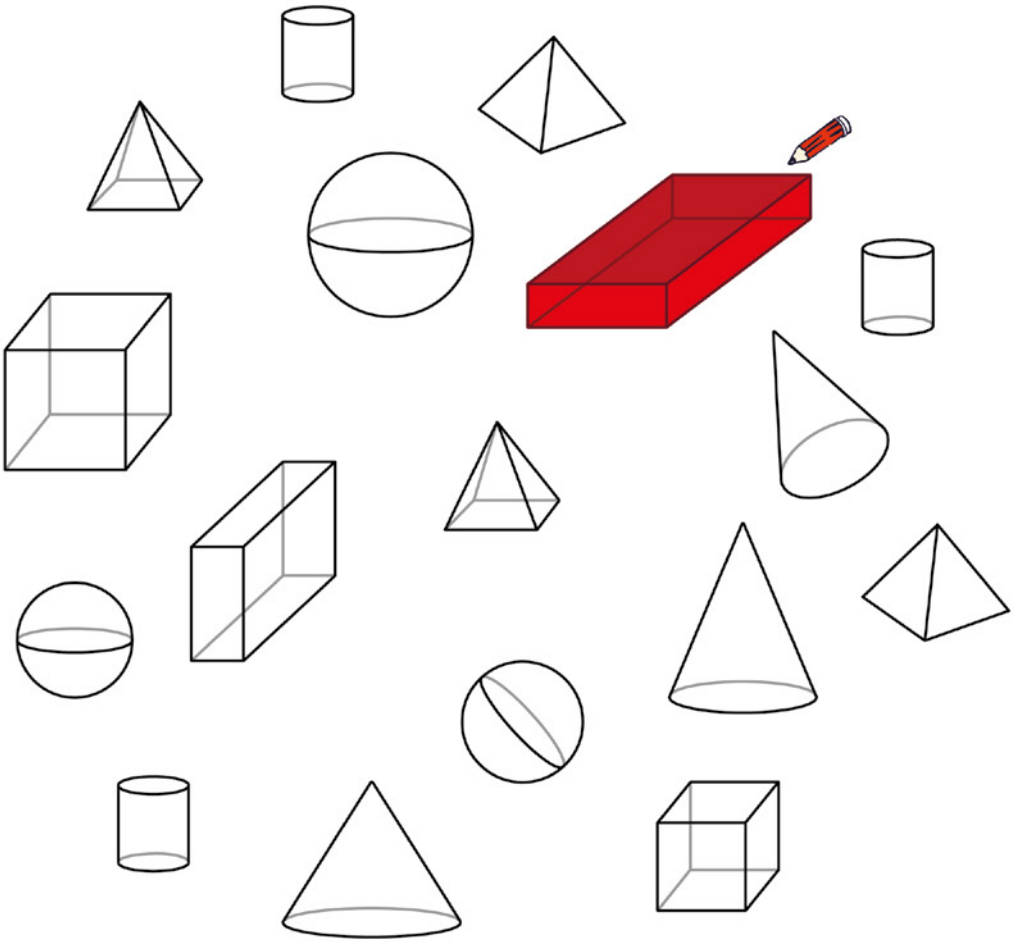
3-D objects

3 Kleur die voorwerpe in hierdie kleure in.

Colour the objects using these colours.



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

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

WEEK 6 • WEEK

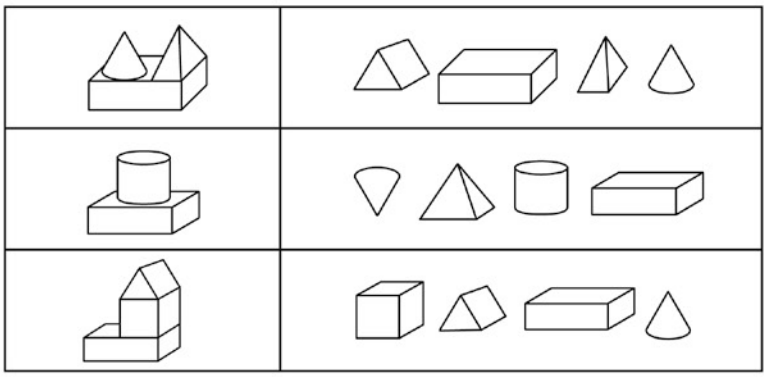
DAG 5 • DAY 5

Assessering en vaslegging
Assessment and consolidation

ASSESSERING ASSESSMENT → WERKKAART WORKSHEET

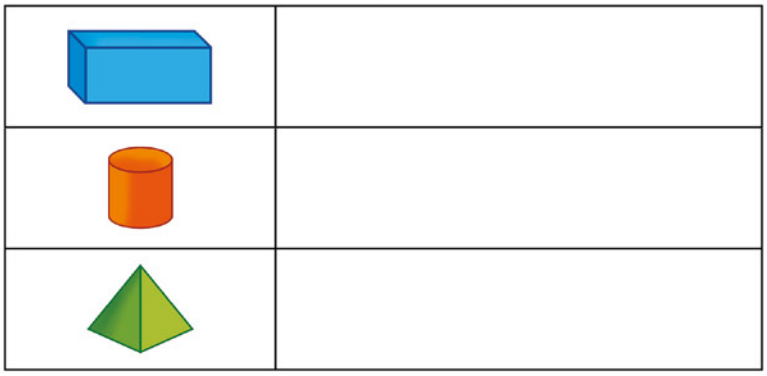
1 Kleur die 3D voorwerpe in waaruit elke konstruksie bestaan.

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



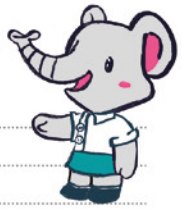
2 Teken die 2D vorms waaruit die 3D voorwerpe bestaan.

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



Kom ons praat Wiskunde!

Let's talk Maths!



In Afrikaans sê ons:	In English we say:
vlakke	faces
prisma	prism
piramide	pyramid
silinder	cylinder
konstruksie	construction
bou/maak	build

Assessment and consolidation

Vaslegging | Consolidation

1 Teken die prente.

Draw the pictures.

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

2 Kleur die reghoekige prismas in blou in.

Colour the rectangular prisms blue.

Datahantering

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

Dag	Lesaktiwiteit	Leshulpbronne
1	Datahantering	LAB
2	Datahantering	LAB, tellingstabel (agter in LAB)
3	Piktogramme	LAB, piktogramtemplaat (agter in LAB)
4	Staafgrafieke	LAB, prente van T-hemde (agter in LAB)
5	Vaslegging en assessering vir leer	LAB

Ná hierdie week behoort die leerder in staat te wees om:	✓
data in ’n tellingstabel voor te stel.	
data te versamel en te organiseer en dan in ’n piktogram en op ’n staafgrafiek voor te stel asook die data aan die hand van hierdie voorstellings te ontleed.	

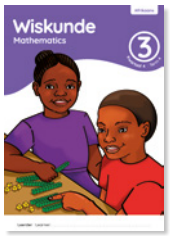
Assessering

Skriftelike assessering: Datahantering

Teken ’n punt uit 10 op die kwartaalpuntestaat aan.

Data handling

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



Day	Lesson activity	Lesson resources
1	Data handling	LAB
2	Data handling	LAB, tally table (back of LAB)
3	Pictographs	LAB, pictograph template (back of LAB)
4	Bar graphs	LAB, pictures of T-shirts (back of LAB)
5	Consolidation and assessment for learning	LAB

After this week the learner should be able to:	✓
represent data in a tally table.	
collect, organise and represent data in a pictograph and a bar graph and analyse data from representations.	

Assessment

Written assessment: Data handling

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

Datahantering

Hoofrekenevideo

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

Speletjiesvideo

Ons speel hierdie week die speletjie, *1, 2, 3, wys – vergelyk!* Die speletjie gee die leerders geleenthede om 2-syfergetalle met mekaar te vergelyk. 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 die getalsbegrip vasgelê.

Video oor konseptuele ontwikkeling

Terwyl die leerders hierdie week met datahantering werk, bespreek hulle die gebruik van tellingsmerkies. Hulle stel data met tellings voor en sien in dat hulle dit kan gebruik om meer doeltreffend te tel. Hulle lê ook hul kennis van piktogramme vas voordat hulle leer hoe om data op 'n staafgrafiek voor te stel. Ons konsentreer hierdie week daarop om:

- data in 'n tellingstabel voor te stel.
- data te versamel en te organiseer en in 'n piktogram en op 'n staafgrafiek voor te stel asook die data aan die hand van die voorstellings te ontleed.

Waarna jy hierdie week moet oplet

Dit is noodsaaklik dat die leerders van die byskrifte en die titel van 'n grafiek moet weet aangesien dit hulle in staat sal stel om te verstaan wat die grafiek hulle vertel. Maak seker dat hulle verstaan hoe hulle die data op die staafgrafiek moet voorstel. Hulle moet kan insien dat die hoogte van die stawe by die hoeveelheid items moet pas.
Moedig gesprekke onder die leerders aan sodat hulle hul wiskundetaal met behulp van die korrekte woordeskat kan uitbou**: telling**, **tellingstabel**, **kolom**, **tabel**, **rekordeer**, **data**, **organiseer**, **staafgrafiek**, **as/asse**, **byskrif**, **grafiektitel**, **stel voor**, **meer**, **minder**, **vorentoe**, **agtertoe**, **bereken**, **piktogram**.

Data handling

Mental Maths video

This week we will 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 learners to compare 2-digit numbers. 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 data handling, learners discuss the use of tally marks. They use tallies to represent data and see that they can use them to count more efficiently. They also consolidate their knowledge of pictographs before learning how to represent data in a bar graph. This week we focus on:

- representing data in a tally table.
- collecting, organising and representing data in a pictograph and a bar graph and analysing data from representations.

What to look out for this week

- It is essential that learners know about the labels and title of a graph as this will help them make sense of what the graph is telling them. Make sure that they understand how to represent the data on the bar graph. They need to recognise that the height of the bars needs to match the number of items
- Encourage conversation between learners so that they can develop their mathematical language using the correct vocabulary: **tally**, **tally table**, **column**, **table**, **record**, **data**, **organise**, **bar graph**, **axis/axes**, **label**, **graph title**, **represent**, **more**, **less**, **fewer**, **forwards**, **backwards**, **calculate**, **pictograph**

Ukuphathwa kwedatha

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

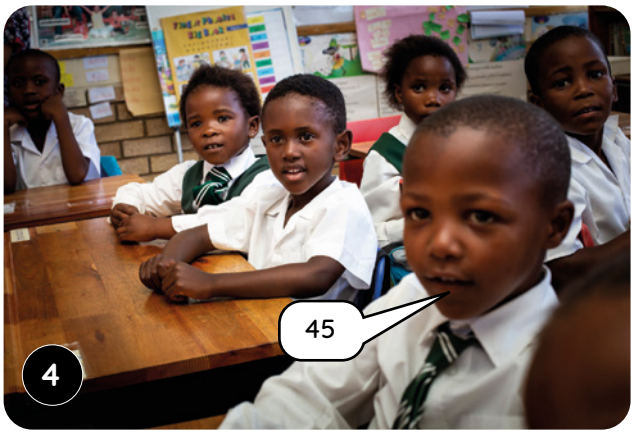
HOOFREKENE | MENTAL MATHS

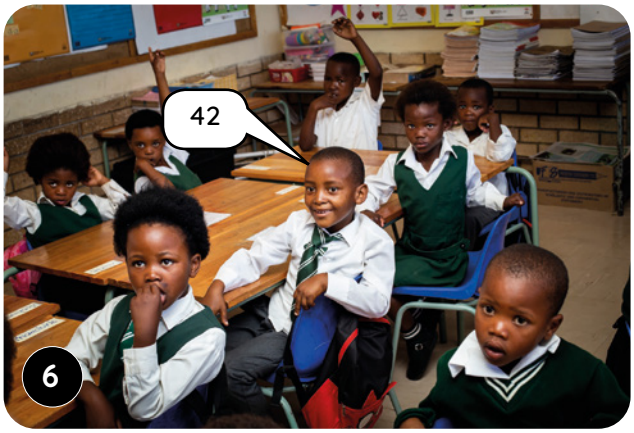
Speel *Fizz-Pop* om halvering te oefen.

Play *Fizz Pop* to practise halving.

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.





Data handling

Verrykingsaktiwiteite • Enrichment activities

Dag 1 Day 1

Trek af.
Subtract.

877 – 244 = _____

999 – 444 = _____

694 – 363 = _____

543 – 123 = _____

725 – 510 = _____

286 – 161 = _____

347 – 236 = _____

597 – 597 = _____

777 – 444 = _____

466 – 352 = _____

Dag 2 Day 2

Trek af.
Subtract.

357 – 142 = _____

587 – 235 = _____

724 – 313 = _____

955 – 553 = _____

155 – 145 = _____

849 – 628 = _____

678 – 465 = _____

483 – 312 = _____

255 – 121 = _____

979 – 534 = _____

Dag 3 Day 3

Trek af.
Subtract.

765 – 321 = _____

159 – 140 = _____

885 – 463 = _____

474 – 246 = _____

679 – 350 = _____

987 – 853 = _____

464 – 364 = _____

582 – 161 = _____

683 – 460 = _____

781 – 270 = _____

Dag 4 Day 4

Trek af.
Subtract.

446 – 132 = _____

999 – 524 = _____

588 – 445 = _____

315 – 134 = _____

729 – 218 = _____

687 – 426 = _____

529 – 119 = _____

778 – 637 = _____

840 – 140 = _____

947 – 222 = _____

Datahantering

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Herhaal die stappe hier bo met die ander kleure wat op die bord neergeskryf is. Rekordeer die leerder se antwoorde met behulp van tellingsmerkies en bespreek met die klas hoe die merkies getel word. Help die leerders om in te sien dat die gebruik van tellingsmerkies ons in staat stel om meer doeltreffend te tel.

Repeat the steps above with the other colours written on the board. Use tally marks to record the learners' responses and discuss the counting of these with the class. Help learners see that using tally marks helps us count more efficiently.

Data handling

WEEK 7 • WEEK

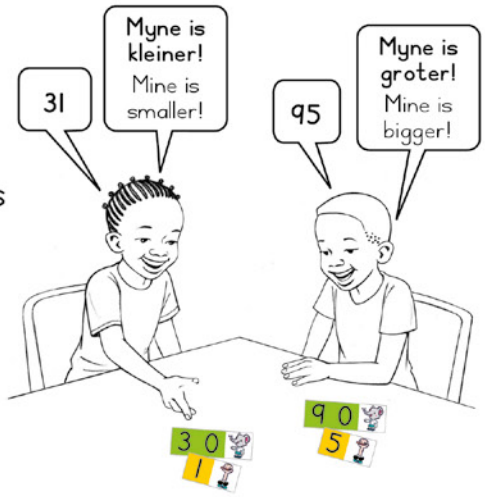
DAG 1 • DAY 1

Datahantering
Data handling

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 julle spreikaarte.
  Work in pairs. Show a number using flard cards.
- Wat is die getal? Watter een is groter as die ander een?
  What number? Which one is bigger?
- Watter een is kleiner as die ander een? Hoeveel kleiner?
  Which one is smaller? How much?
- Doen dit weer!
  Do it again!



1 Trek die tellingsmerkies sodat dit by die getalle pas.
Draw the tally marks to match the numbers.

13	𝍸 𝍸 |||
21	
35	
42	
67	

2 Skryf die getalle neer wat by die tellingsmerkies pas.
Write the numbers to match the tally marks.

𝍸 𝍸 |||	13
𝍸 𝍸 𝍸 𝍸 𝍸 ||||	
𝍸 𝍸 𝍸 𝍸 ||	
𝍸 𝍸 𝍸 𝍸 𝍸 |	
𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸	

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Datahantering

3 Voltooi die tellingstabel deur die prente van blikkies wat ingesamel is, te gebruik. Vul die totale in.

Use the picture of cans that were collected to complete the tally table. Fill in the totals.

gaskoeldrank fizzy drink	telling tally	totaal total
Cola		
Fizz		
Spritz		
POP		

Watter gaskoeldrank is die gewildste? Which fizzy drink is the most popular?
Watter gaskoeldrank is die minste gewild? Which fizzy drink is the least popular?
Hoeveel mense hou van Cola en Fizz? How many people like Cola and Fizz?
Hoeveel mense was daar altesame? How many people were there altogether?

Data handling

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Wat kan julle my van hierdie inligting vertel?
What can you tell me about this information?

Dit wys tellings van verskillende voertuie.
It shows tallies of different vehicles.

Ja! Ek het tellingsmerkies gebruik om die voertuie te rekordeer wat ek Saterdag verby my huis gesien ry het. Wat merk julle nog op?
Yes! I used tally marks to record the vehicles I saw driving past my house on Saturday. What do you notice?

Daar was nie baie trekkers wat verby Juffrou se huis gery het nie. Net 3!
Not many tractors went past your house. Only 3!

Ja! Wat kan julle my nog vertel?
Yes! What else can you tell me?

5, 10, 15, 20 … daar was 20 motors!
5, 10, 15, 20 … there were 20 cars!

Die voertuie wat Juffrou die meeste gesien het, was motors.
Cars were the most common vehicle that you saw.

Moedig die leerders aan om die inligting wat uit die tellingstabel verkry kan word, te bespreek. Gee hulle geleenthede om die tellings te tel en laat hulle nadink oor hoe dit hulle meer doeltreffend maak om in 5's te tel.

Encourage discussion of the information that can be gained from the tally chart. Provide opportunities for learners to count the tallies, getting them to think about how counting in 5s enables them to be more efficient.

WEEK • WEEK 7

DAG 2 • DAY 2

Datahantering
Data handling

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

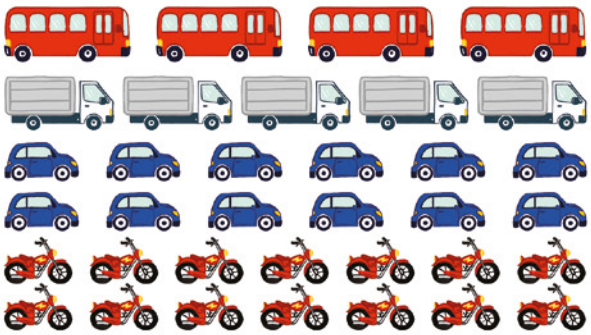
1 Trek die tellingsmerkies vir hierdie getalle.
Draw the tally marks for these numbers.

49	𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 ||||
17	
23	
55	
61	

2 Skryf die getal neer wat by die tellingsmerkies pas.
Write the numbers to match the tally marks.

𝍸 𝍸 𝍸 𝍸 ||	22
𝍸 ||||	
𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 ||	
𝍸 𝍸 𝍸 𝍸 |	
𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 |||	

3 Phindi tel die voertuie wat by die skool verbyry. Voltooi die tellingstabel namens haar.
Phindi counted the vehicles passing the school. Complete the tally chart for her.



voertuig vehicle	telling tally	totaal total
		
		
		
		

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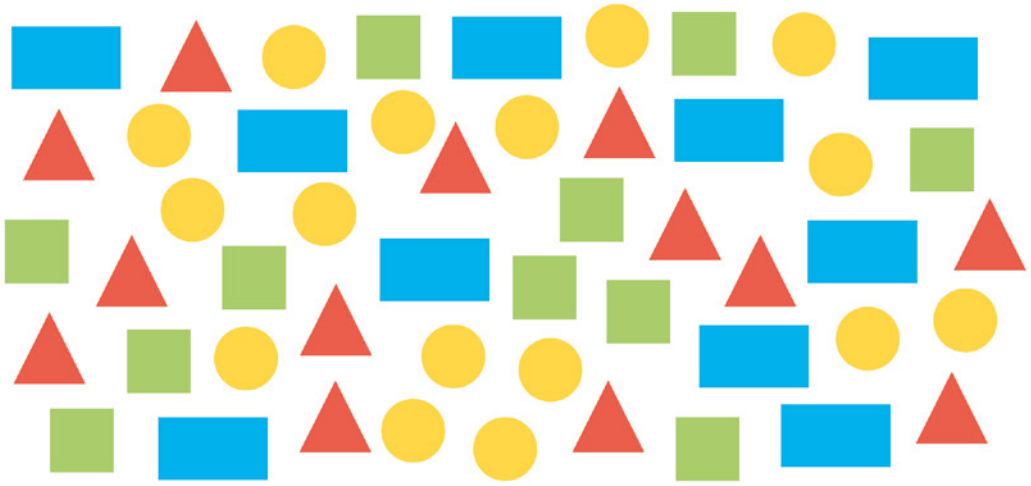
4 Voltooi die tellingstabel vir hierdie versameling vorms.
Complete the tally table for this collection of shapes.



vorm shape	telling tally	totaal total
		
		
		

Van watter vorm is daar die meeste? Which shape has the most?
Van watter vorm is daar die minste? Which shape has the least?
Hoeveel sirkels en vierkante is daar altesame? How many circles and squares are there altogether?
Hoeveel vorms is daar altesame? How many shapes are there altogether?

Piktogramme

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

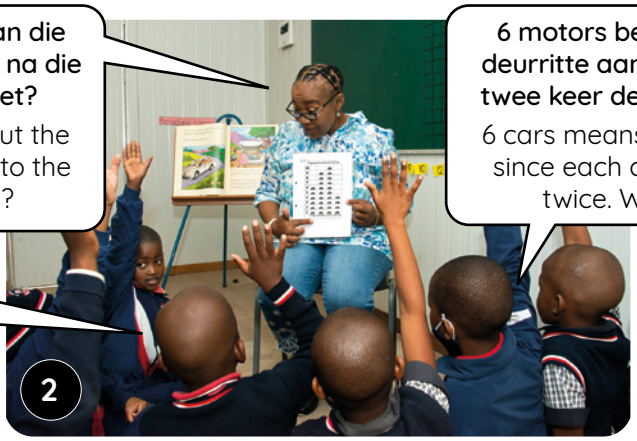
KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Die werktuigkundige wil weet hoeveel motors by die herstelwinkel in- en uitry. Die sleutel wys dat motors 2 maal deurry aangesien elke motor by die winkel in- en uitry.

The mechanic wants to know how many cars drive through the gates of the repair shop. The key shows 2 drive-throughs per car, since each car drives in and out of the gate.

Wat kan julle my vertel van die aantal motors wat Vrydag na die herstelwinkel gegaan het?

What can you tell me about the number of cars that went to the repair shop on Friday?



6 motors beteken 12 maal se deurritte aangesien elke motor twee keer deurry. Ons tel in 2's.

6 cars means 12 drive-throughs since each car drives through twice. We count in 2s.

Daar is 6 motors in die kolom vir Vrydag.

There are 6 cars in the Friday column.

Wat is die verskil tussen die aantal deurritte op Saterdag en Sondag?

What is the difference between the number of drive-throughs on Saturday and Sunday?

Daar is een motor minder in die piktogram, wat 2 minder deurritte beteken.

There is one less car in the pictograph which means 2 less drive-throughs.

Gaan voort om vrae rakende die piktogram te stel ten einde die leerders aan te moedig om dit te ontleed. Vra uit oor dinge soos die besigste dag/stilste dag, die verskille tussen die aantal deurritte per dag, en so meer.

Continue asking questions related to the pictograph to encourage learners to interpret it. Ask about things such as the busiest day/quietest day, differences between number of drive-throughs per day, etc.

Pictographs

WEEK 7 • WEEK

DAG 3 • DAY 3

Piktogramme
Pictographs

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

1 Vyf polisiebeamptes doen verskillende soorte werk.
Five policemen do different jobs.

			
Serufe			✗
Maria	✗		
Sam	✗		
Amos		✗	
Dudu			✗

Wie is waar? Skryf die name neer.
Who is where? Write the names.

2 Beantwoord die vrae met behulp van die piktogram.
Use the pictograph to answer the questions.

Sleutel / Key  = 2

Maandag Monday	
Dinsdag Tuesday	
Woensdag Wednesday	
Donderdag Thursday	

Hoeveel kolwyntjies is daar Maandag geëet?
How many cupcakes were eaten on Monday?

Hoeveel kolwyntjies is daar Woensdag geëet?
How many cupcakes were eaten on Wednesday?

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Piktogramme

3 Die aantal kere per dag wanneer kinders hulle tande borsel, word in die tabel gewys.

The table shows the number of times a day children brush their teeth.

Sleutel / Key = 1 keer / 1 time

1	✓	✓	✓	✓	✓	✓	✓	✓	✓					
2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3	✓	✓	✓	✓	✓									

Tel die aantal merkies om die tellingstabel te voltooi.

Count the ticks to complete the tally chart.

	telling tally	totaal total
1		
2		
3		

Teken die piktogram oor kinders wat hulle tande borsel.

Draw the pictograph about children brushing their teeth.

15			
14			
13			
12			
11			
10			
9			
8			
7			
6			
5			
4			
3			
2			
1			

Bar graphs

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

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Ons gaan vandag leer om hierdie data op 'n staafgrafiek te wys. Kom ons tel die T-hemde!
Today we're going to learn to show data in a bar graph. Let's tally the T-shirts!

Daar is 6 groen T-hemde, 10 geel T-hemde, 8 blou T-hemde en 12 pienk T-hemde.
There are 6 green T-shirts, 10 yellow T-shirts, 8 blue T-shirts and 12 pink T-shirts.

Ja. Nou gaan ons die staafgrafiek daarvan trek. Ons trek en benoem eers die asse.
Yes. Now we will draw the bar graph. First we draw and label the axes.

Wat wys die hoogte/lengte van elke staaf vir ons?
What does the height of each bar show?

Die hoogte van die stawe wys die aantal T-hemde wat ons getel het.
The height of the bars shows the number of T-shirts we counted.

Bespreek met die leerders hoe die staafgrafieke getrek word. Help hulle om die sleutelaspekte van die voorstelling van data met behulp van 'n staafgrafiek raak te sien en vra dan interpreteringsvrae oor die algemene T-hempkleure, en so meer.

Discuss the drawing of bar graphs with the learners. Help learners to recognise the key aspects of representing data using a bar graph and then ask interpretive questions about common T-shirt colours, and so on.

Staafgrafieke

WEEK • WEEK 7

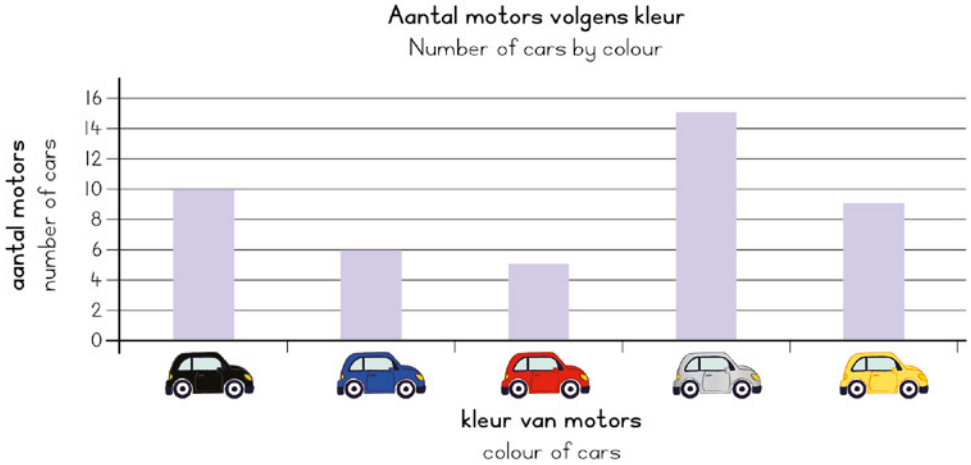
DAG 4 • DAY 4

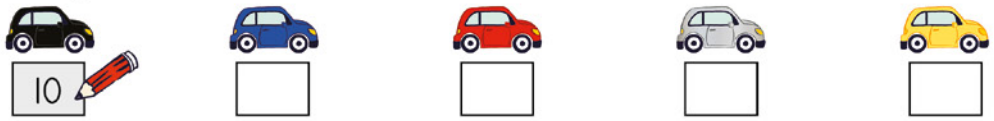
Staafgrafieke
Bar graphs

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

1 Beantwoord die vrae hier onder met behulp van hierdie staafgrafiek.

Use this bar graph to answer the questions below.

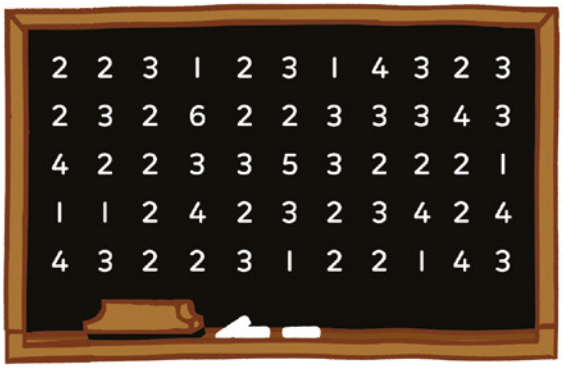


Hoeveel motors is daar in elke kleur? How many cars of each colour?  10
Wat is die gewildste kleur? What is the most popular colour?
Wat is die minste gewilde kleur? What is the least popular colour?
Hoeveel swart motors is daar meer as geel motors? How many more black cars are there than yellow cars?
Hoeveel blou motors is daar minder as silwer motors? How many less blue cars are there than silver cars?
Wat is die totale aantal motors? What is the total number of cars?

Bar graphs

2 Die getalle op die bord wys die skoengroottes van die leerders in mev Cele se klas.

The numbers on the board show shoe sizes of learners in Mrs Cele's class.



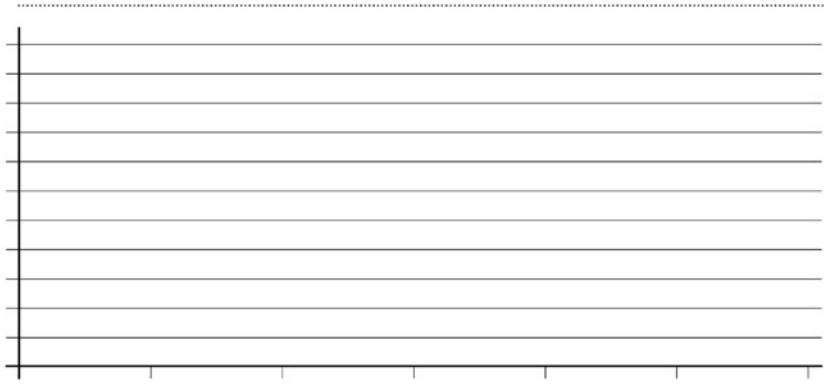
Voltooi die tellingstabel.

Complete the tally chart.

skoengrootte shoe size	telling tally	totaal total
1		
2		
3		
4		
5		
6		

Trek 'n staafgrafiek om jou data voor te stel.

Draw a bar graph to represent your data.



Onthou om die asse te benoem en 'n titel vir die grafiek te gee.

Remember to label the axes and give a graph title.

WEEK 7 • WEEK

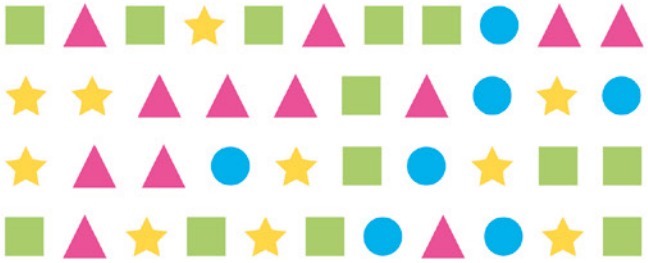
DAG 5 • DAY 5

Assessering en vaslegging
Assessment and consolidation

ASSESSERING ASSESSMENT → WERKKAART WORKSHEET

1 Voltooi die tellingstabel vir hierdie versameling vorms.

Complete the tally table for this collection of shapes.



vorm shape	telling tally	totaal total
▲		
●		
■		
★		

2 Die algemeenste vorm is:

The most common shape is:

Wat is die verskil tussen die aantal ▲ en die aantal ●?

What is the difference between the number of ▲ and the number of ●?

Kom ons praat Wiskunde!

Let's talk Maths!

In Afrikaans sê ons:	In English we say:
tellingsmerkies	tally marks
piktogram	pictograph
opskrif/titel	heading
as/asse	axis/axes
benoem/byskrif	label
staafgrafiek	bar graph

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Assessment and consolidation

Vaslegging | Consolidation

1 Teken die piktogram vir die data oor die vorms wat jy getel het.

Draw the pictograph for the shapes data that you tallied.

Onthou om die asse te benoem en 'n titel vir die grafiek te gee.

Remember to label the axes and give a graph title.

15				
14				
13				
12				
11				
10				
9				
8				
7				
6				
5				
4				
3				
2				
1				
	★	▲	●	■

Gesels met jou maat oor die data. Watter vorm is die algemeenste een? Die minste algemeen? Wat is die verskil tussen die aantal verskillende vorms?

Talk to your partner about the data. Which shape is most common? Least common? What is the difference between numbers of different shapes?

Datahantering

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

Dag	Lesaktiwiteit	Leshulpbronne
1	Tellings en staafgrafieke	LAB, staafgrafiek (agter in LAB)
2	Tellings en staafgrafieke	LAB, staafgrafiek en tellingstabel (agter in LAB)
3	Interpreteer data	LAB
4	Interpreteer data	LAB, staafgrafiek (agter in LAB)
5	Vaslegging en assessering vir leer	LAB

Ná hierdie week behoort die leerder in staat te wees om:	✓
data met tellings in 'n tabel voor te stel.	
data op 'n grafiek voor te stel.	
data aan die hand van die voorstellings wat voorsien word (in tabelle en op staafgrafieke), te ontleed.	

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.

Data handling

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

Day	Lesson activity	Lesson resources
1	Tallies and bar graphs	LAB, bar graph (back of LAB)
2	Tallies and bar graphs	LAB, bar graph and tally table (back of LAB}
3	Interpreting data	LAB
4	Interpreting data	LAB, bar graph (back of LAB)
5	Consolidation and assessment for learning	LAB

After this week the learner should be able to:	✓
represent data in a table with tallies.	
represent data in a graph.	
analyse data from representations provided (in tables and bar graphs).	

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.

Datahantering

Hoofrekenevideo

Ons speel hierdie week *Fizz–Pop* met 'n fokus op verdubbeling. Dit is belangrik dat die leerders verdubbeling moet oefen en hierdie berekeningstrategie doeltreffend moet kan gebruik. Dit is noodsaaklik dat hulle verdubbeling moet verstaan aangesien hulle begin om van vermenigvuldiging te leer.

Speletjiesvideo

Ons speel hierdie week die speletjie, *1, 2, 3, wys – vergelyk!* Met die speletjie kry die leerders geleenthede om 3-syfergetalle met mekaar te vergelyk en te sê watter getal groter as en watter getal kleiner as die ander een is. Die leerders wys albei '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 getalsbegrip vasgelê.

Video oor konseptuele ontwikkeling

Terwyl die leerders hierdie week met datahantering werk, gaan hulle voort om hul begrip om tellingsmerkies op 'n tabel te organiseer en staafgrafieke te trek, te ontwikkel. Hulle interpreteer die data wat in 'n tabel en op 'n staafgrafiek gegee word. Dit is belangrik dat hulle geleenthede moet kry om te bespreek wat die inligting is wat hulle van die grafiek kan aflees. Hulle maak sin van hierdie inligting deur dit te ontleed en te interpreteer. Ons konsentreer hierdie week daarop om:

- data met tellings in 'n tabel voor te stel.
- data op 'n grafiek voor te stel.
- data aan die hand van voorstellings (in tabelle en op staafgrafieke) wat voorsien word, te ontleed.

Waarna jy hierdie week moet oplet

- Die leerders begin om 'n begrip van datahantering te ontwikkel en sien in dat grafieke en tabelle gebruik word om inligting oor te dra op 'n eenvoudige manier wat vinnig en maklik is om te interpreteer.
- Die leerders kan die verbande tussen voorstellings raaksien terwyl hulle inligting wat in tabelle (as getalle of tellings) voorsien word, gebruik om kolomme in staafgrafieke te trek ten einde hierdie inligting op 'n eenvoudige manier te wys.
- Moedig gesprekke onder die leerders aan sodat hulle hul wiskundetaal met behulp van die korrekte woordeskat kan uitbou: **staafgrafiek**, **telling**, **tellingstabel**, **byskrif**, **die meeste**, **die minste**, **data**, **piktogram**, **stel voor**, **ontleed**, **inligting**.

Data handling

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 Data handling, learners continue to develop their understanding of organising tally marks on a table and drawing bar graphs. They interpret data given in a table and in a bar graph. It is important to allow them opportunities to discuss what information they can read from the graph. They also make sense of this information by analysing and interpreting the information. This week we focus on:

- representing data in a table with tallies.
- representing data in a graph.
- analysing data from representations provided (in tables and bar graphs).

What to look out for this week

- Learners will develop an understanding of data handling, recognising that graphs and tables are used to communicate information in a simple way that is quick and easy to interpret.
- Learners will see the connections between representations as they use information provided in tables (as numbers or tallies) to draw up columns in bar graphs to show this information in a simple way.
- Encourage conversation between learners so that they can develop their mathematical language using the correct vocabulary: **bar graph**, **tally**, **tally table**, **label**, **most**, **least**, **data**, **pictograph**, **represent**, **analyse**, **interpret**, **information**.

Tellings en staafgrafieke

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

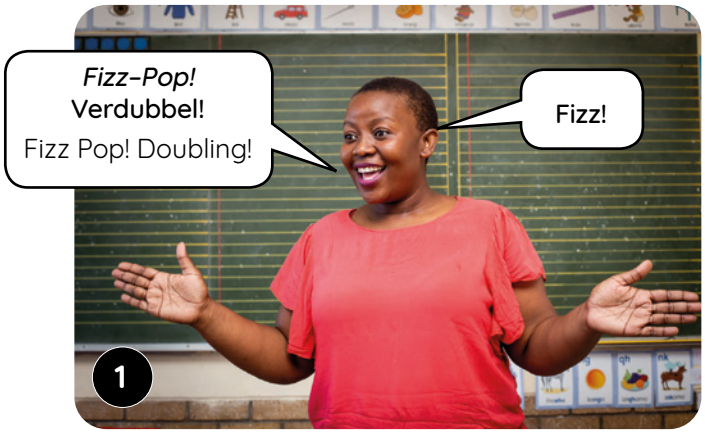
HOOFREKENE | MENTAL MATHS

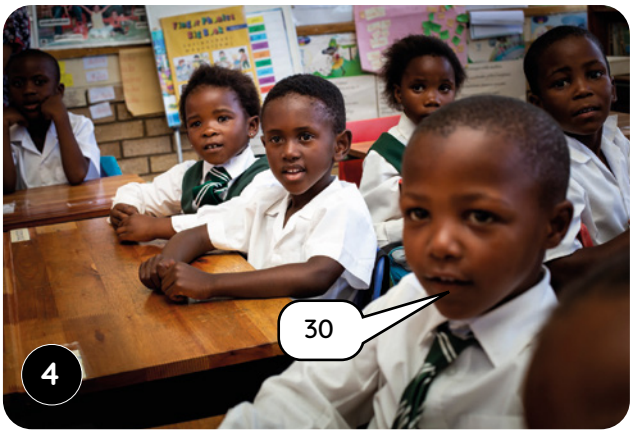
Speel Fizz-Pop om verdubbeling te oefen.

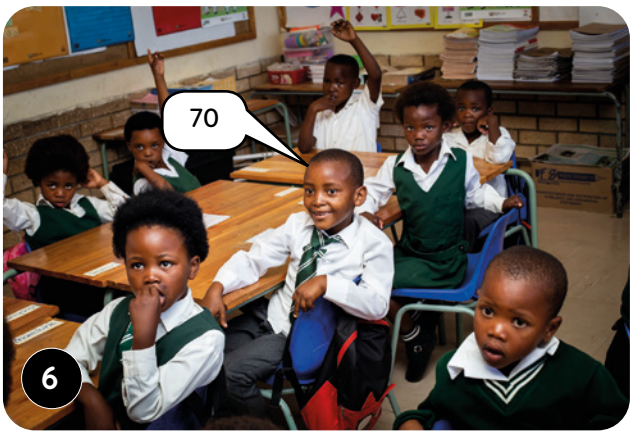
Play Fizz Pop to practice doubling.

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.







Tallies and bar graphs

Verrykingsaktiwiteite • Enrichment activities

Dag 1 Day 1

Verdubbel.
Double.

10 _____

60 _____

50 _____

90 _____

200 _____

900 _____

200 _____

500 _____

400 _____

100 _____

Dag 2 Day 2

Verdubbel.
Double.

90 _____

60 _____

80 _____

40 _____

600 _____

440 _____

620 _____

350 _____

180 _____

950 _____

Dag 3 Day 3

Verdubbel.
Double.

445 _____

222 _____

846 _____

567 _____

358 _____

684 _____

741 _____

182 _____

888 _____

914 _____

Dag 4 Day 4

Verdubbel.
Double.

426 _____

336 _____

247 _____

192 _____

557 _____

928 _____

789 _____

573 _____

648 _____

582 _____

Tellings en staafgrafieke

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Kom ons kyk na die staafgrafiek van gunsteling-T-hempkleure.
Let's look at the bar graph of favourite T-shirt colours.

Wat vertel die asse vir ons?
What do the axes tell us?

Die vertikale as vertel ons watter getal leerders van elke kleur hou.
The vertical axis tells us the number of learners that like each colour.

Die onderste as vertel ons van die kleure wat getel is.
The bottom axis tells us the colours that were counted.

Watter kleur is die gewildste kleur?
What is the most popular colour?

Groen.
Green.

Gaan voort om interpreteringsvrae te vra om die leerders aan te moedig om die staafgrafiek te gebruik om die data te verstaan.

Continue asking interpretive questions to encourage learners to use the bar graph to understand the data.

Tallies and bar graphs

WEEK • WEEK 8

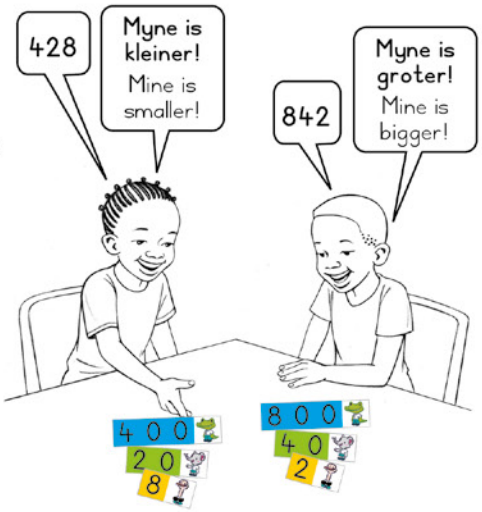
DAG 1 • DAY 1

Tellings en staafgrafieke
Tallies and bar graphs

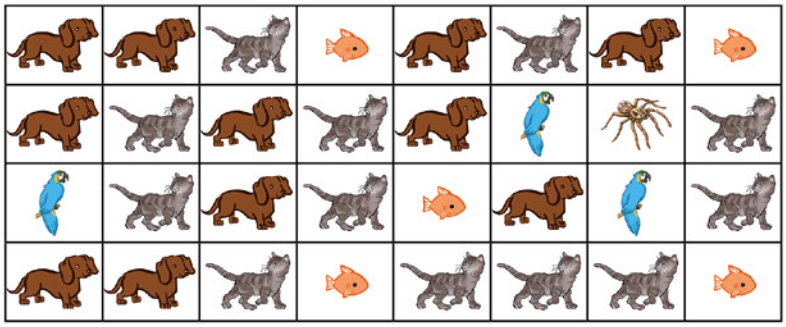
HOOFREKENE MENTAL MATHS | FIZZ-POP VERDUBBEL FIZZ POP - DOUBLE → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

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

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



1 Voltooi die tellingstabel oor troeteldiere.
Complete the tally chart about pets.



troeteldier pet	telling tally	totaal total
		
		
		
		
		

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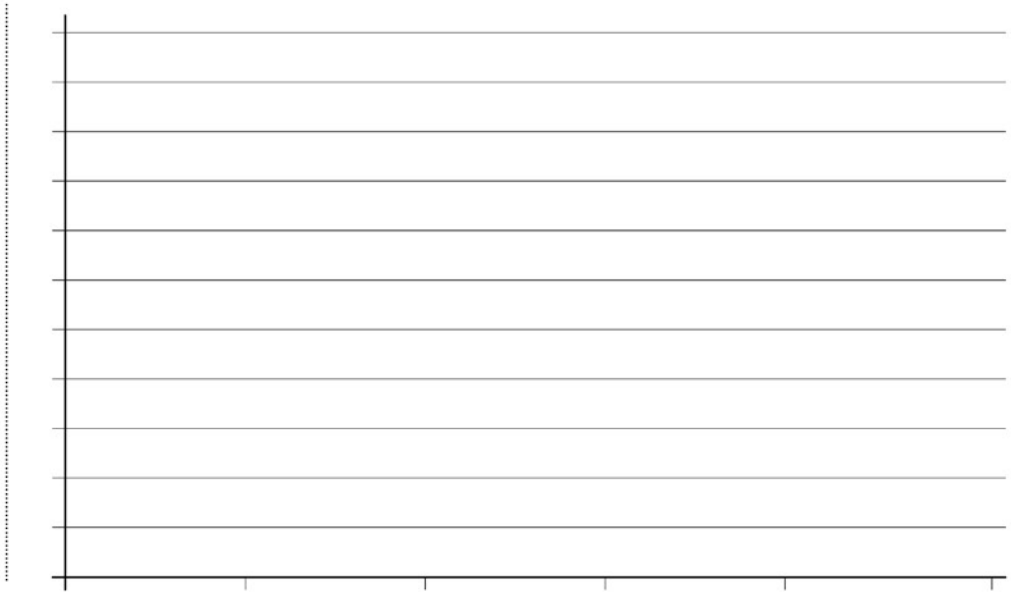
Tellings en staafgrafieke

2 Trek 'n staafgrafiek om die data oor troeteldiere te wys.

Draw a bar graph to show the data about pets.



Beantwoord die vrae met behulp van die grafiek.

Use the graph to answer the questions.

Wat is die gewildste troeteldier? What is the most popular pet?
Wat is die minste gewilde troeteldier? What is the least popular pet?
Hoeveel leerders is daar in die klas? How many learners are there in the class?

Tallies and bar graphs

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Wat wys die tellings vir ons?
What do the tallies show us?

Die tellingstrepies stel die leerders voor. Dit vertel ons hoeveel leerders van elke soort lekker hou.
The tally lines represent the learners. They tell us how many learners like each type of sweet.

Kyk na die staafgrafiek in julle boek. Wat kan julle my van Chappies vertel?
Look at the bar graph in your book. What can you tell me about Chappies?

Daar is 25 tellingsmerkies in die tellingstabel, en die staaf op die grafiek gaan op tot by 25. Daar is dus 25 leerders wat van Chappies hou.
There are 25 tally marks in the tally table, and the bar on the graph goes up to 25. 25 learners chose Chappies.

Ja! Is dit makliker om na die tellingstabel of na die staafgrafiek te kyk om te sien dat dit 25 is?
Yes! Is it easier to see that it's 25 on the tally table or on the bar graph?

Ek dink dis makliker om na die staafgrafiek te kyk.
I think it's easier on the bar graph.

Gaan voort om interpreteringsvrae te stel ten einde die leerders aan te moedig om die staafgrafiek te gebruik om die data te verstaan. Ons wys inligting met behulp van 'n staafgrafiek op so 'n manier dat dit maklik is om dit te sien en te verstaan.

Continue asking interpretive questions to encourage learners to use the bar graph to understand the data. We use a bar graph to show information in a way that is easy to see and understand.

WEEK 8 • WEEK

DAG 2 • DAY 2

Tellings en staafgrafieke
Tallies and bar graphs

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

1 Trek die tellingsmerkies wat by die getalle pas.
Draw the tally marks to match the numbers.

65		11	
84		37	
43		26	

2 Kyk na die piktogramme en beantwoord die vrae.
Look at the pictographs and answer the questions.

Maandag Monday	🧁 🧁
Dinsdag Tuesday	🧁 🧁 🧁 🧁 🧁
Woensdag Wednesday	🧁 🧁 🧁 🧁
Donderdag Thursday	🧁 🧁

Sleutel / Key: 🧁 = 5

Hoeveel kolwyntjies is daar Maandag geëet?
How many cupcakes were eaten on Monday?

Hoeveel kolwyntjies is daar Woensdag geëet?
How many cupcakes were eaten on Wednesday?

Donderdag Thursday	🍎 🍎 🍎 🍎
Vrydag Friday	🍎 🍎 🍎 🍎 🍎
Saterdag Saturday	🍎 🍎 🍎 🍎 🍎 🍎
Sondag Sunday	🍎 🍎 🍎

Sleutel / Key: 🍎 = 2

Hoeveel appels is daar Donderdag en Vrydag verkoop?
How many apples were sold on Thursday and Friday?

Hoeveel appels is daar Saterdag en Sondag verkoop?
How many apples were sold on Saturday and Sunday?

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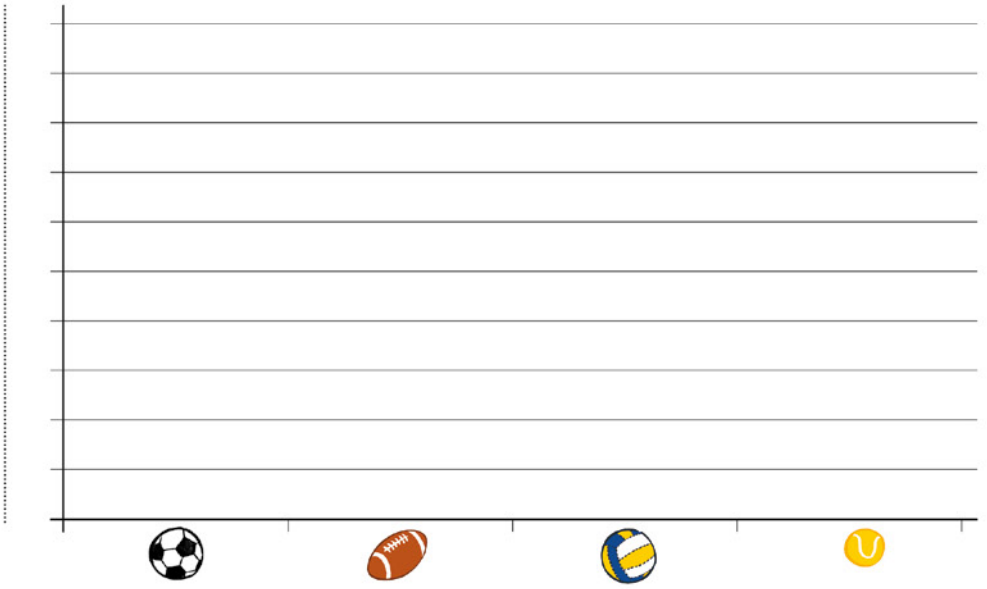
Tallies and bar graphs

3 Voltooi hierdie tellingstabel met behulp van die tellings.
Use the tallies to complete this tally chart.

sportsoort sport	telling tally	totaal total
	𝍸 𝍸	
	𝍸 ||	
	𝍸 𝍸	
	|||	

4 Gebruik die tellingstotale om 'n staafgrafiek oor gunsteling-sportsoorte te trek.
Use the tally totals to draw a bar graph about favourite sports.

Onthou om die asse te benoem en 'n titel vir die grafiek te gee.
Remember to label the axes and give a graph title.



Gesels met jou maat oor die data. Wat merk julle op?
Talk to your partner about the data. What do you notice?

Interpreteer data

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Dit is wat mense Vrydagaand by 'n restaurant gekoop het. Gesels met 'n maat oor die data.

This is what people bought at a restaurant on Friday night. Talk to a partner about the data.

Wat kan julle my vertel van die kos wat by die restaurant bestel is?

What can you tell me about the food ordered at the restaurant?

Daar is meer kerriepasteie as enigiets anders bestel.

There were more curry pies ordered than anything else.

Daar is nie baie mense wat worsbroodjies bestel het nie.

Not many people ordered hot dogs.

Waarom dink julle stel die restauranteienaar daarin belang om hierdie inligting te weet?

Why do you think the restaurant owner would be interested in knowing this information?

Sodat hy kan weet watter bestanddele hy moet aankoop.

So that he knows which ingredients to buy.

Hy sou kos vermors het as hy baie worsbroodjies gemaak het, maar niemand koop dit nie omdat hulle die kerriepasteie verkies.

It would be a waste of food if he had lots of hot dogs but nobody bought them because they prefer the curry pies.

Help die leerders om die tersaaklikheid van dataversameling en -voorstelling in die werklike lewe te verstaan. Stel vrae oor die verskillende kos-items, die verskil tussen die items en die totale hoeveelheid etes sodat die leerders kan oefen om die data te ontleed.

Help learners to see the real-life relevance of data collection and representation. Ask questions about the different food items, the difference between them, and the quantity of meals in total so that learners can practice analysing the data.

Interpreting data

WEEK • WEEK 8

DAG 3 • DAY 3

Interpreteer data
Interpreting data

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

1 Kyk na die piktogram en beantwoord die vrae.

Look at the pictograph and answer the questions.

Maandag Monday	7
Dinsdag Tuesday	4
Woensdag Wednesday	5
Donderdag Thursday	3
Vrydag Friday	8

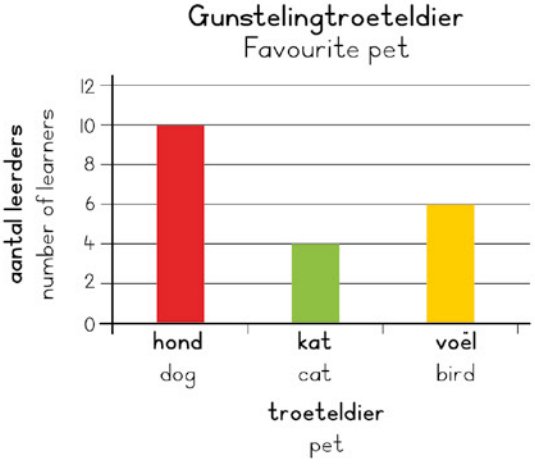
Sleutel Key = 5

Hoeveel roomyse is daar Maandag en Dinsdag geëet?
How many ice creams were eaten on Monday and Tuesday?

Hoeveel roomyse is daar Woensdag geëet?
How many ice creams were eaten on Wednesday?

2 Beantwoord die vrae oor gunsteling-troeteldiere met behulp van die staafgrafiek.

Use the bar graph on favourite pets to answer the questions.



Watter 3 troeteldiere word op die staafgrafiek voorgestel?
Which 3 pets are represented in the bar graph?

Watter troeteldier is die gewildste?
Which pet is the most popular?

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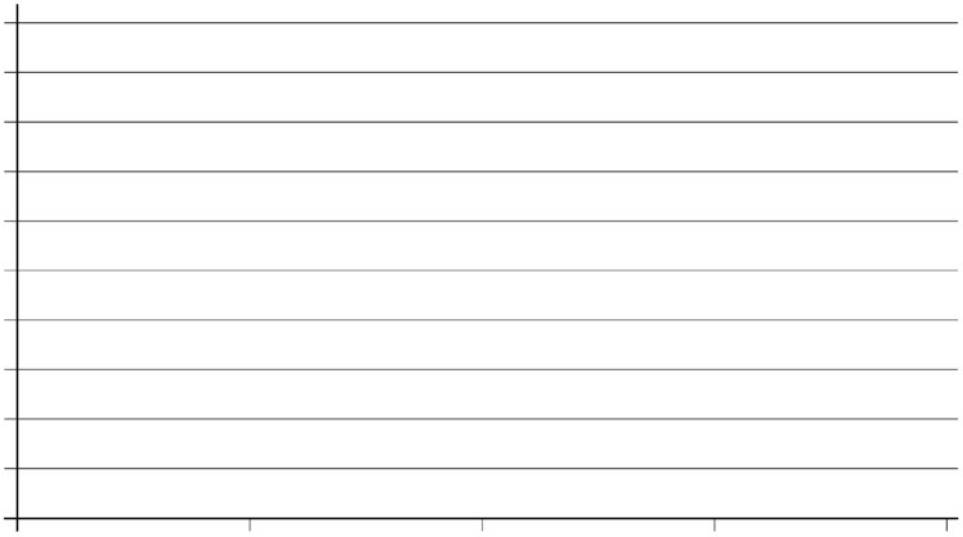
Interpreteer data

Watter troeteldier is die minste gewild?
Which pet is the least popular?

Wat is die verskil tussen die aantal leerders wat van honde hou en die aantal leerders wat van voëls hou?
What is the difference in number between learners who like dogs and learners who like birds?

3 Wys die data oor gunsteling-partytjiekos op 'n staafgrafiek.
Show this data about favourite party food in a bar graph.

				
	10	17	10	15



Gesels met jou maat oor die data. Wat merk julle op?
Talk to your partner about the data. What do you notice?

Interpreting data

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

'n Vrugteverkoper by die mark vra die mense by sy stalletjie oor hulle gunstelingvrugte uit. Gesels met 'n maat oor dit wat die grafiek julle vertel.

A fruit seller in the market asked the people at his stall about their favourite fruit. Talk to a partner about what the graph tells you.

Waarom wil die vrugteverkoper meer omtrent mense se gunstelingvrugte uitvind?

Why does the fruit seller want to know about people's favourite fruit?

Hy wil weet watter vrugte mense die graagste koop.

He needs to know which fruit people like to buy.

Korrek! Die vrugteverkoper moet soveel geld maak as wat hy kan. Wat dink julle kon gebeur het as hy baie piesangs by sy stalletjie gehad het?

Correct! The fruit seller needs to make as much money as he can. What do you think would happen if he had lots of bananas at his stall?

Die piesangs sal ná 'n rukkie vrot word en dan verloor hy geld omdat hy dit sal moet weggooi.

The bananas would go bad after a while and then he would lose money because he would have to throw them away.

Niemand sou dit koop nie.

No one would buy them.

Help die leerders om in te sien dat die gebruik van 'n staafgrafiek inligting met een oogopslag voorsien, wat ons kan help om ingeligte (beter) keuses te maak.

Help learners to see that using a bar graph provides information at a glance that can help us make informed (better) choices.

Interpreteer data

WEEK 8 • WEEK

DAG 4 • DAY 4

Interpreteer data
Interpreting data

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

1 Vyf skole kompeteer met mekaar om te sien wie die meeste bome op Boomplantdag kan plant.

Five schools compete to see which can plant the most trees on Arbour Day.

Klipspruit	🌳🌳🌳🌳🌳🌳🌳
Mthonjeni	🌳🌳🌳🌳🌳
Sonskyn	🌳🌳🌳🌳🌳🌳🌳🌳
Thutong	🌳🌳🌳🌳
Mosiba	🌳🌳🌳🌳🌳🌳🌳

As 🌳 = 10, hoeveel bome het elke skool geplant?

If 🌳 = 10, how many trees did each school plant?

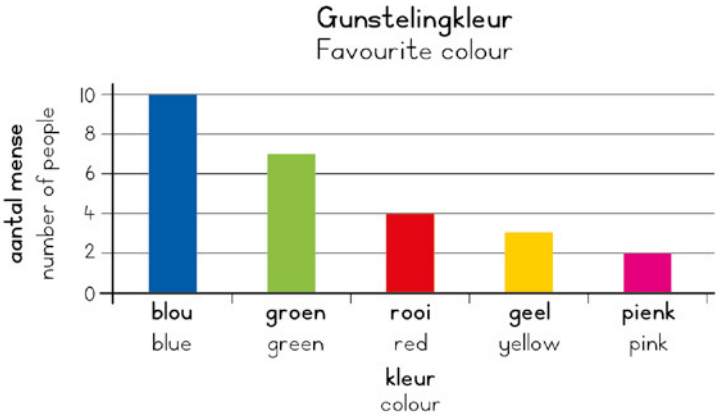
Klipspruit	Mthonjeni	Sonskyn	Thutong	Mosiba

Hoeveel bome het die skole altesame geplant?

How many trees did the schools plant altogether?

2 Beantwoord die vrae met behulp van die staafgrafiek.

Use the bar graph to answer the questions.



Van watter kleur hou mense die meeste?

What is the favourite colour?

Van watter kleur hou mense die minste?

What is the least favourite colour?

78

Interpreting data

Wat is die verskil tussen die aantal mense wat van groen hou en die aantal mense wat van rooi hou? What is the difference between the number of people who like green and the number of people who like red?
Met hoeveel mense is daar 'n onderhoud gevoer? How many people were interviewed?

3 Beantwoord die vrae oor mense se gunsteling-motorkleure.

Answer the questions about people's favourite car colours.

motorkleur car colour	aantal number	motorkleur car colour	aantal number
	22		20
	65		15

Hoeveel mense hou van motors in hierdie kleure?

How many people like cars in these colours?

			
22 			

Van watter gunstelingkleur hou mense die minste? What is the least popular colour?
Wat is die gewildste kleur? What is the most popular colour?
Wat is die verskil tussen die aantal mense wat van silwer motors hou en die aantal mense wat van swart motors hou? What is the difference between the number of people who like silver cars and the number of people who like black cars?
Wat is die verskil tussen die aantal mense wat van silwer motors hou en die aantal mense wat van rooi motors hou? What is the difference between the number of people who like silver cars and the number of people who like red cars?

Wys hierdie data op 'n staafgrafiek. Gebruik die templaat op bladsy 96.

Show this data in a bar graph. Use the template on page 96.

WEEK 8 • WEEK

DAG 5 • DAY 5

Vaslegging
Consolidation

WERKKAART WORKSHEET → WERKKAART WORKSHEET

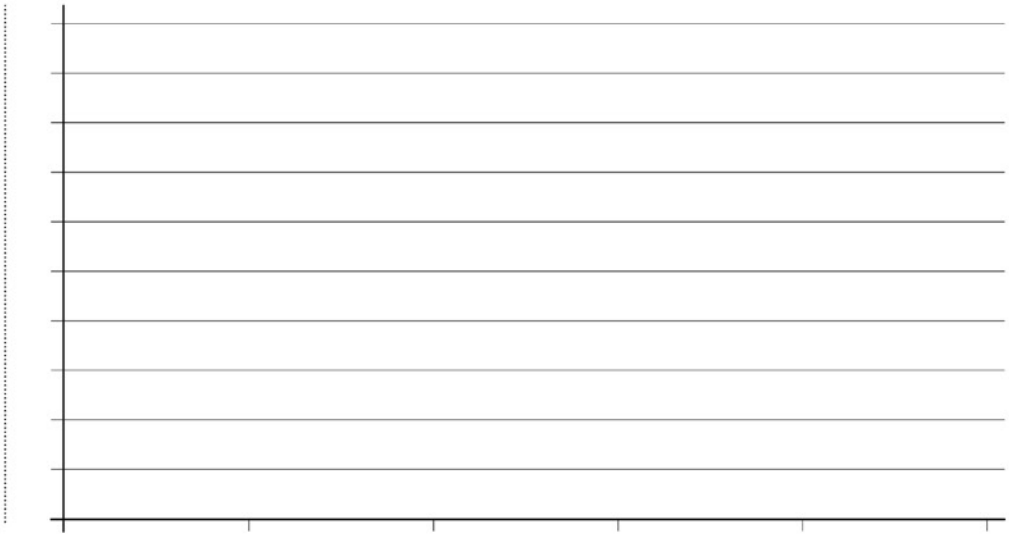
1 Trek 'n staafgrafiek deur die data in die tabel te gebruik.

Use the data in the table to draw a bar graph.

span team	aantal sokkerwedstryde wat gewen is number of soccer matches won
Super Stars	7
Bright Players	5
Black Cats	10
Fast Movers	6
Blue Pirates	2

Stel die data op 'n staafgrafiek voor.

Represent the data in a bar graph.



80

Consolidation

2 Beantwoord die vrae met behulp van jou staafgrafiek.
Use your bar graph to answer the questions.

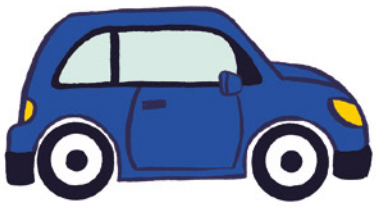
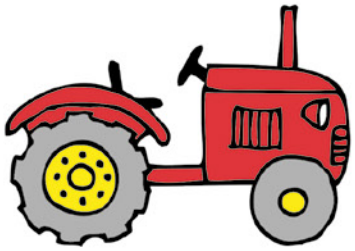
Hoeveel wedstryde het elkeen van hierdie spanne gewen? How many matches did each of these teams win?					
Super Stars		Black Cats		Fast Movers	
Bright Players		Blue Pirates			
Wie het die meeste wedstryde gewen? Who won the most matches?					
Wie het die minste wedstryde gewen? Who won the fewest matches?					
Wie was tweede? Who came second?					
Wie was tweedelaaste? Who came second last?					
Wat is die verskil tussen die Super Stars en die Black Cats se wenuitslag? What is the difference in wins between the Super Stars and Black Cats?					
Met hoeveel spanne is daar onderhoude gevoer? How many teams were interviewed?					

3 Trek die tellingsmerkies om by die getalle te pas.
Draw the tally marks to match the numbers.

29	
48	
56	
31	
13	

4 Skryf die getal neer wat by die tellingsmerkies pas.
Write the number to match the tally marks.

𝍸 𝍸 ||||	
𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 ||	
𝍸 |||	
𝍸 𝍸 𝍸 𝍸 𝍸	
𝍸 𝍸 𝍸 |	

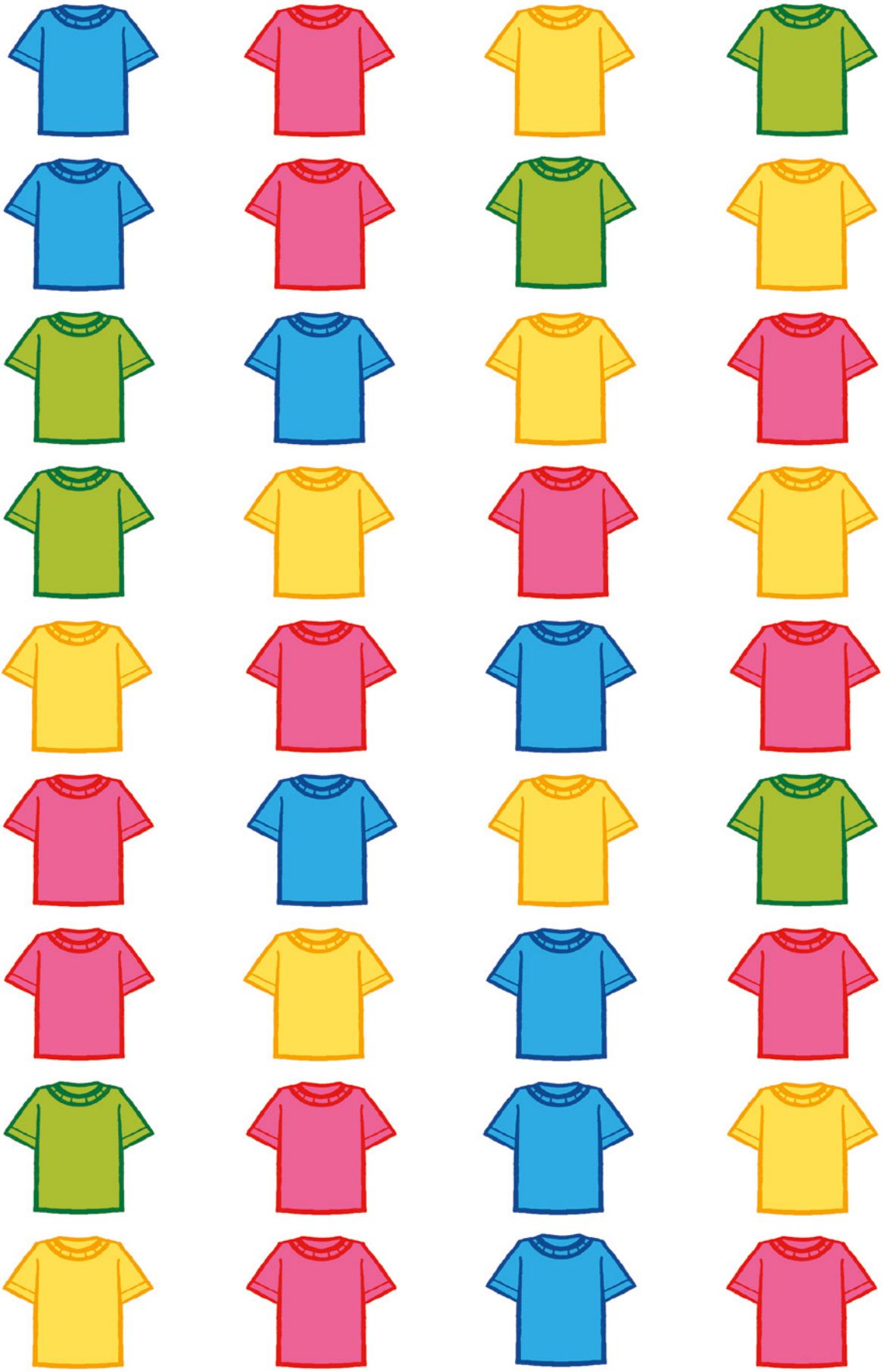
getelde voertuie counted vehicles	tellingsmerkies tally marks
	𝍸 𝍸 𝍸 𝍸
	𝍸 𝍸 𝍸
	𝍸 ||
	𝍸 𝍸 |
	|||

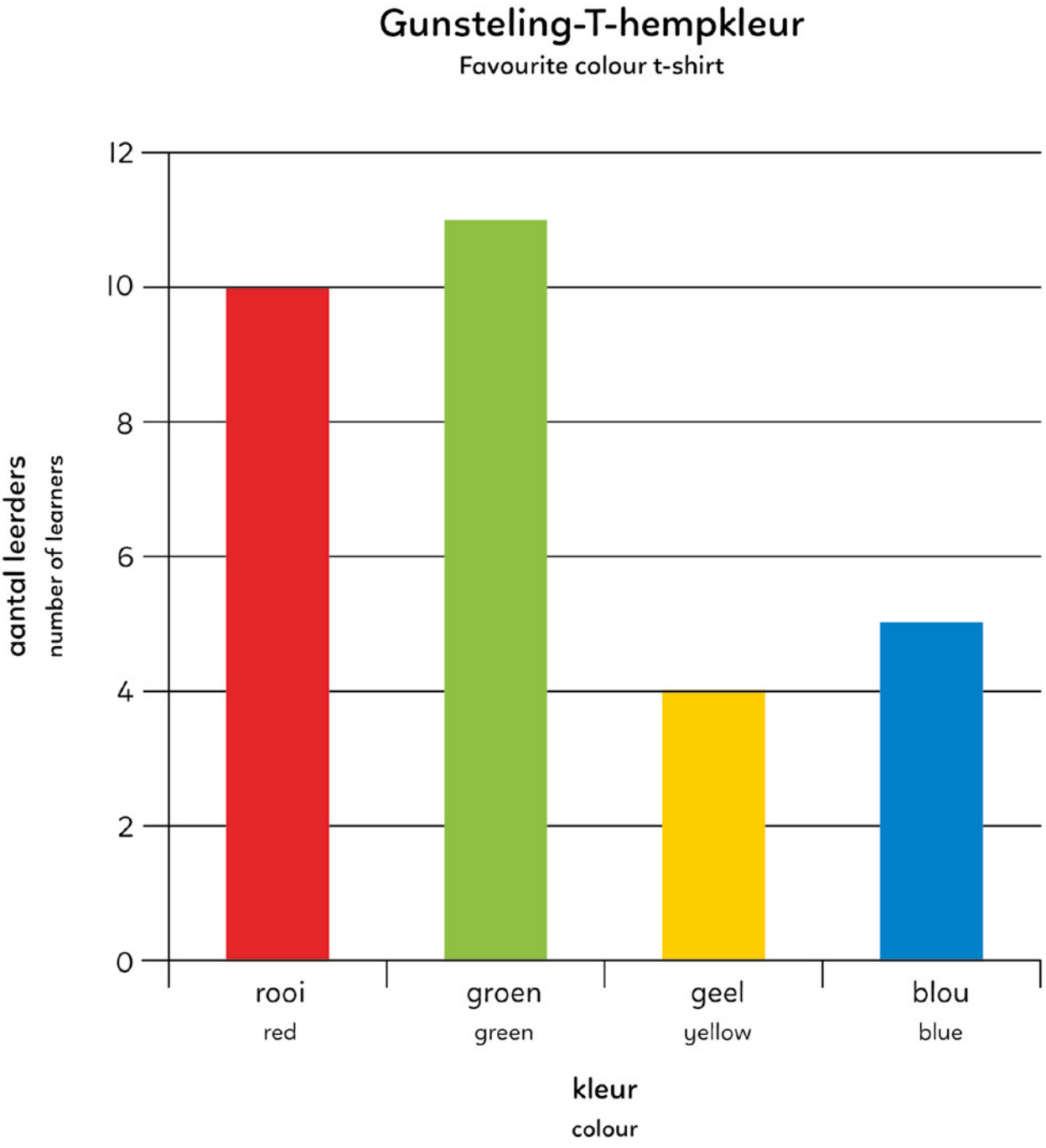
Motors wat by die herstelwinkel in- en uitry

Cars going past the gate at the repair shop

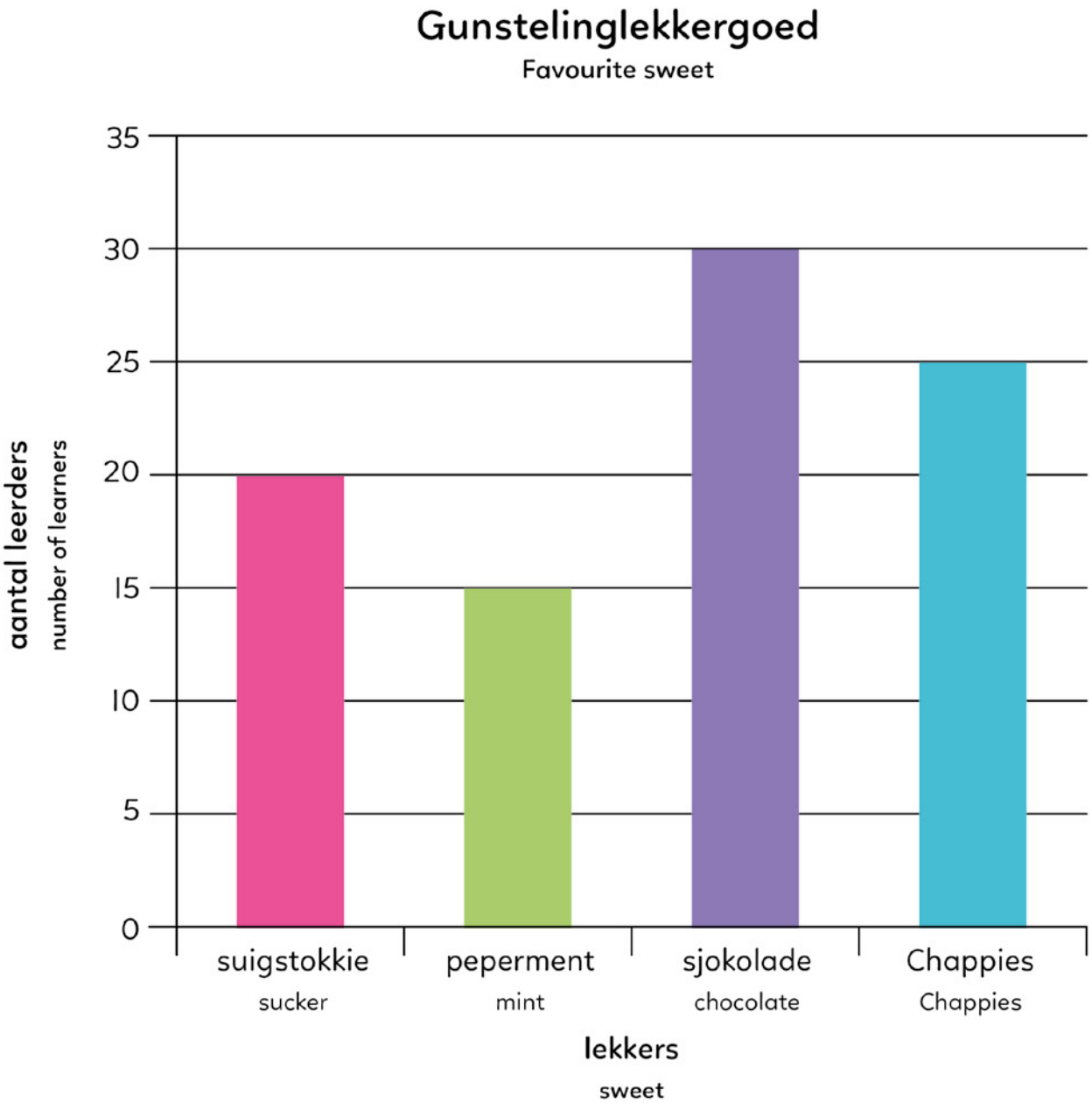
10				
9				
8				
7				
6				
5				
4				
3				
2				
1				
	Vrydag Friday	Saterdag Saturday	Sondag Sunday	Maandag Monday

Sleutel (Key)  = 2

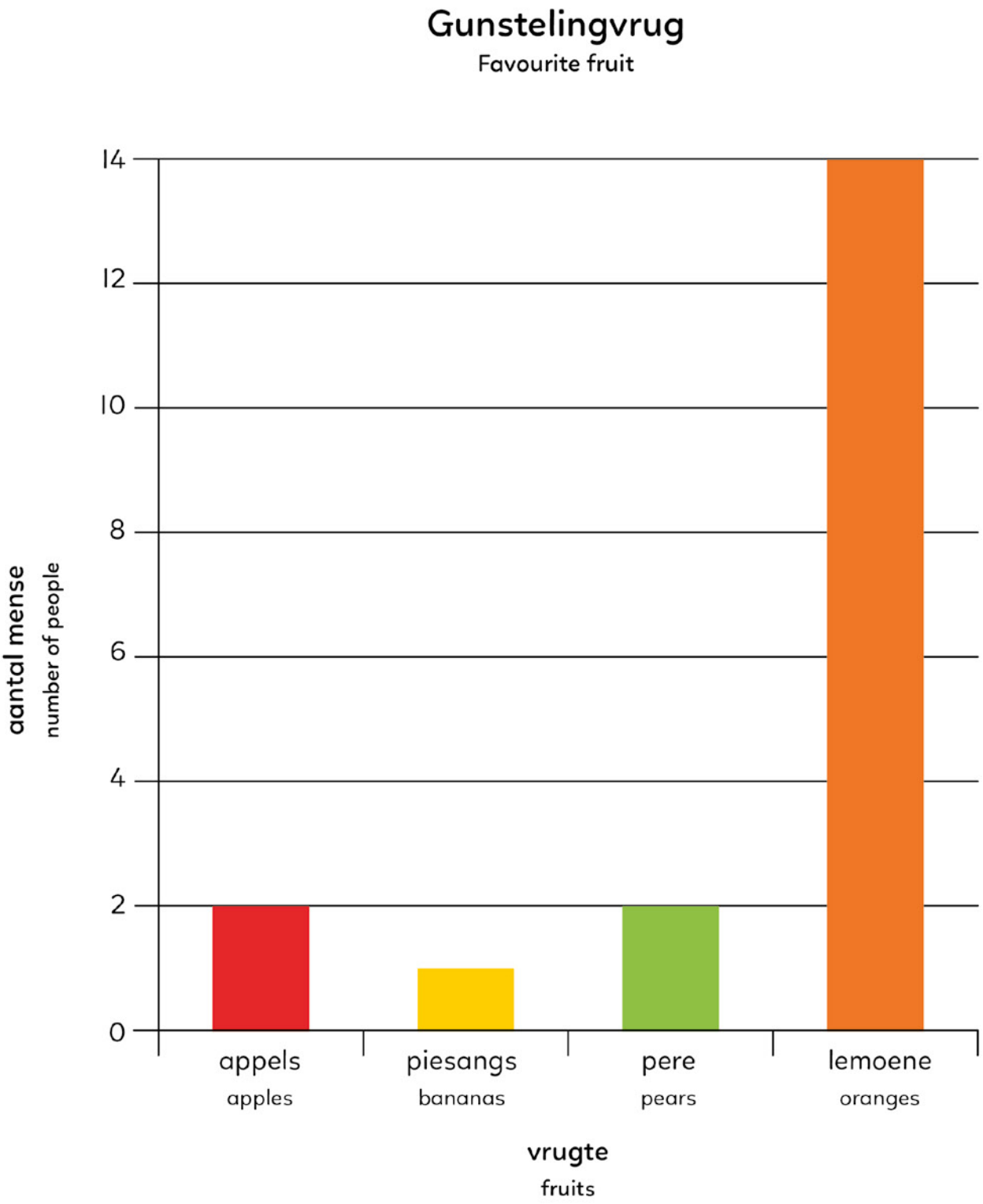



Gunsteling-T-hempkleur
Favourite colour t-shirt
aantal leerders
number of learners
12
10
8
6
4
2
0
rooi
red
groen
green
geel
yellow
blou
blue
kleur
colour

lekkers sweet	telling tally	totaal total
suigstokkie sucker	𝍸 𝍸 𝍸 𝍸	20
peperment mint	𝍸 𝍸 𝍸	15
sjokolade chocolate	𝍸 𝍸 𝍸 𝍸 𝍸 𝍸	30
Chappies Chappies	𝍸 𝍸 𝍸 𝍸 𝍸	25



94 Hulpbronne Les Week 8 Dag 2


Gunstelingvrug
Favourite fruit
aantal mense
number of people
14
12
10
8
6
4
2
0
appels
apples
piesangs
bananas
pere
pears
lemoene
oranges
vrugte
fruits

Bala Wande

Calculating with Confidence

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VERSION 2.0