

Wiskunde

Mathematics

1
Kwartaal 2 : Term 2



Leerder : Learner:



Kwartaal 2 : Term 2



**Bala
Wande**

Calculating with Confidence

Wiskunde

Mathematics

Leerderaktiwiteitsboek

Learner Activity Book

Afrikaans : English

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

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

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

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

Artist: Mary-Anne Hampton

www.fundawande.org

ISBN: 978-1-990979-90-3

Version 3: 2025



Anyone is free to **share** (copy and redistribute the material in any medium or format) or **adapt** (remix, transform and build on the material for any purpose), provided that you credit the work as follows:
Bala Wande, Wiskunde-leerderaktiwiteitsboek, Graad 1, Kwartaal 2, CC BY 4.0.

You may not add terms or measures that legally restrict others from doing anything the licence permits.

For more information: <https://creativecommons.org/licenses/by/4.0/>

INHOUD : CONTENTS

WEEK 1 • DIE BEKENDSTELLING VAN OPTELLING	WEEK 1 • INTRODUCING ADDITION	2
DAG 1 • DAY 1	Vermeerder en verminder (getallebane) Increase and decrease	2
DAG 2 • DAY 2	Vermeerder en verminder Increase and decrease	4
DAG 3 • DAY 3	Hoeveel altesame? How many altogether?	6
DAG 4 • DAY 4	Optellingsgetalsinne (verandering) Addition number sentences (change)	8
DAG 5 • DAY 5	Vaslegging Consolidation	10
WEEK 2 • OPTELLING (SAMEVOEGING)	WEEK 2 • ADDITION	12
DAG 1 • DAY 1	Optelling (samevoeging) Addition (combine)	12
DAG 2 • DAY 2	Wys optelling (samevoeging) met getalsinne Using number sentences to show addition (combine)	14
DAG 3 • DAY 3	Optelling (vergelyking) Addition (compare)	18
DAG 4 • DAY 4	Wys optelling (vergelyking) met getalsinne Using number sentences to show addition	20
DAG 5 • DAY 5	Vaslegging Consolidation	22
WEEK 3 • OPTELLINGSTORIES EN -PATRONE	WEEK 3 • ADDITION STORIES AND PATTERNS	24
DAG 1 • DAY 1	Optelling met 0 Addition with 0	24
DAG 2 • DAY 2	Optellingstories Addition stories	26
DAG 3 • DAY 3	Vaslegging van optelling Consolidation of addition	28
DAG 4 • DAY 4	Optellingspatrone Addition patterns	30
DAG 5 • DAY 5	Vaslegging Consolidation	32
WEEK 4 • DIE BEKENDSTELLING VAN AFTREKKING	WEEK 4 • INTRODUCING SUBTRACTION	34
DAG 1 • DAY 1	Aftrekking (verandering) Subtraction (change)	34
DAG 2 • DAY 2	Wys aftrekking (verandering) met getalsinne Using number sentences to show subtraction	36
DAG 3 • DAY 3	Aftrekking (deel-geheel) Subtraction (part-whole)	38
DAG 4 • DAY 4	Wys aftrekking (deel-geheel) met getalsinne Using number sentences to show subtraction	40
DAG 5 • DAY 5	Vaslegging Consolidation	42
WEEK 5 • AFTREKKINGSPROBLEME EN -PATRONE	WEEK 5 • SUBTRACTION PROBLEMS AND PATTERNS	44
DAG 1 • DAY 1	Aftrekkingspatrone Subtraction patterns	44
DAG 2 • DAY 2	Aftrekking (vergelyking) Subtraction (compare)	46
DAG 3 • DAY 3	Wys aftrekking (vergelyking) met getalsinne Using number sentences to show subtraction	48
DAG 4 • DAY 4	Aftrekking met 0 Subtraction with 0	50
DAG 5 • DAY 5	Vaslegging Consolidation	53
WEEK 6 • AFTREKKINGSTORIES EN -PATRONE	WEEK 6 • SUBTRACTION STORIES AND PATTERNS	55
DAG 1 • DAY 1	Die uitdink van aftrekkingstories Creating stories for subtraction	55
DAG 2 • DAY 2	Optelling en aftrekking Addition and subtraction	57

DAG 3 • DAY 3	Speel met optelling en aftrekking Play with addition and subtraction.....	59
DAG 4 • DAY 4	Vaslegging van optelling en aftrekking Consolidation of addition and subtraction.....	61
DAG 5 • DAY 5	Vaslegging Consolidation.....	63
WEEK 7 • LENGTE WEEK 7 • LENGTH.....		65
DAG 1 • DAY 1	Vergelyk lengtes Comparing lengths.....	65
DAG 2 • DAY 2	Vergelyk lengtes Comparing lengths.....	67
DAG 3 • DAY 3	Meet lengtes Measuring length.....	69
DAG 4 • DAY 4	Meet lengtes Measuring length.....	71
DAG 5 • DAY 5	Vaslegging Consolidation.....	73
WEEK 8 • 3D VOORWERPE EN GEOMETRIESE PATRONE		
WEEK 8 • 3-D SHAPES AND GEOMETRIC PATTERNS.....		75
DAG 1 • DAY 1	3D voorwerpe 3-D objects.....	75
DAG 2 • DAY 2	Bou met blokkies Building with blocks.....	77
DAG 3 • DAY 3	Geometriese patrone Geometric patterns.....	79
DAG 4 • DAY 4	Geometriese patrone Geometric patterns.....	81
DAG 5 • DAY 5	Vaslegging Consolidation.....	83
WEEK 9 • 3D VOORWERPE WEEK 9 • 3-D OBJECTS.....		85
DAG 1 • DAY 1	Bou met 3D voorwerpe Building with 3-D objects.....	85
DAG 2 • DAY 2	Bou torings Building towers.....	87
DAG 3 • DAY 3	Gly en rol Slide and roll.....	89
DAG 4 • DAY 4	Vlakke van 3D voorwerpe Faces of 3-D objects.....	91
DAG 5 • DAY 5	Vaslegging Consolidation.....	93
WEEK 10 • GETALKOMBINASIES VAN 10 WEEK 10 • BONDS OF 10.....		95
DAG 1 • DAY 1	Getalkombinasies van 10 Bonds of 10.....	95
DAG 2 • DAY 2	Tien in stories Ten in stories.....	98
DAG 3 • DAY 3	Kom ons maak 10 Let's make 10.....	100
DAG 4 • DAY 4	Tien stappe Ten steps.....	102
DAG 5 • DAY 5	Vaslegging Consolidation.....	104
HULPBRONNE RESOURCES.....		107



Die gebruik van die Bala Wande-leerderaktiwiteitsboek

In hierdie Leerderaktiwiteitsboek word aktiwiteite vir 50 dae van onderrig in kwartaal 2 vervat. Daar is konsepontwikkeling-aktiwiteite, individuele leerdersaktiwiteite en speletjies wat die leerders in pare en groepe kan speel. Die oplossings vir die aktiwiteite kan in hierdie boek ingeskryf word.

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

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

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

WEEK • WEEK
2

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



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



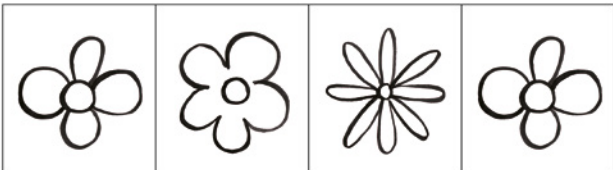
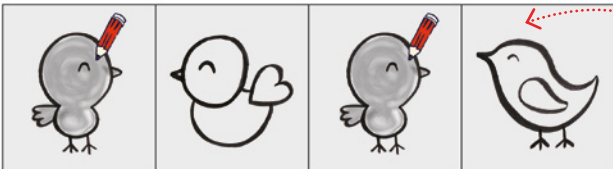
Hoofrekene is die eerste aktiwiteit van elke dag. Die onderwyser begelei die leerders deur hierdie aktiwiteit. Jy kan die speletjie op enige dag van die week speel.

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



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

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



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

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

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

Using the Bala Wande Learner Activity Book

This Learner Activity Book has activities planned for 50 days of teaching in Term 2. There are concept development activities, individual learner activities and games for learners to play in pairs and groups. Answers to the activities can be written in this book.

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

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

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

WEEK • WEEK

2

DAG 1 • DAY 1

Die passing, sortering en telling tot 5

Matching, sorting and counting up to 5

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



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

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



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

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

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

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

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

V

Speletjie: Jaag mekaar vorentoe en agtertoe oor die rivier

Game: Chasing forwards and backwards across the river

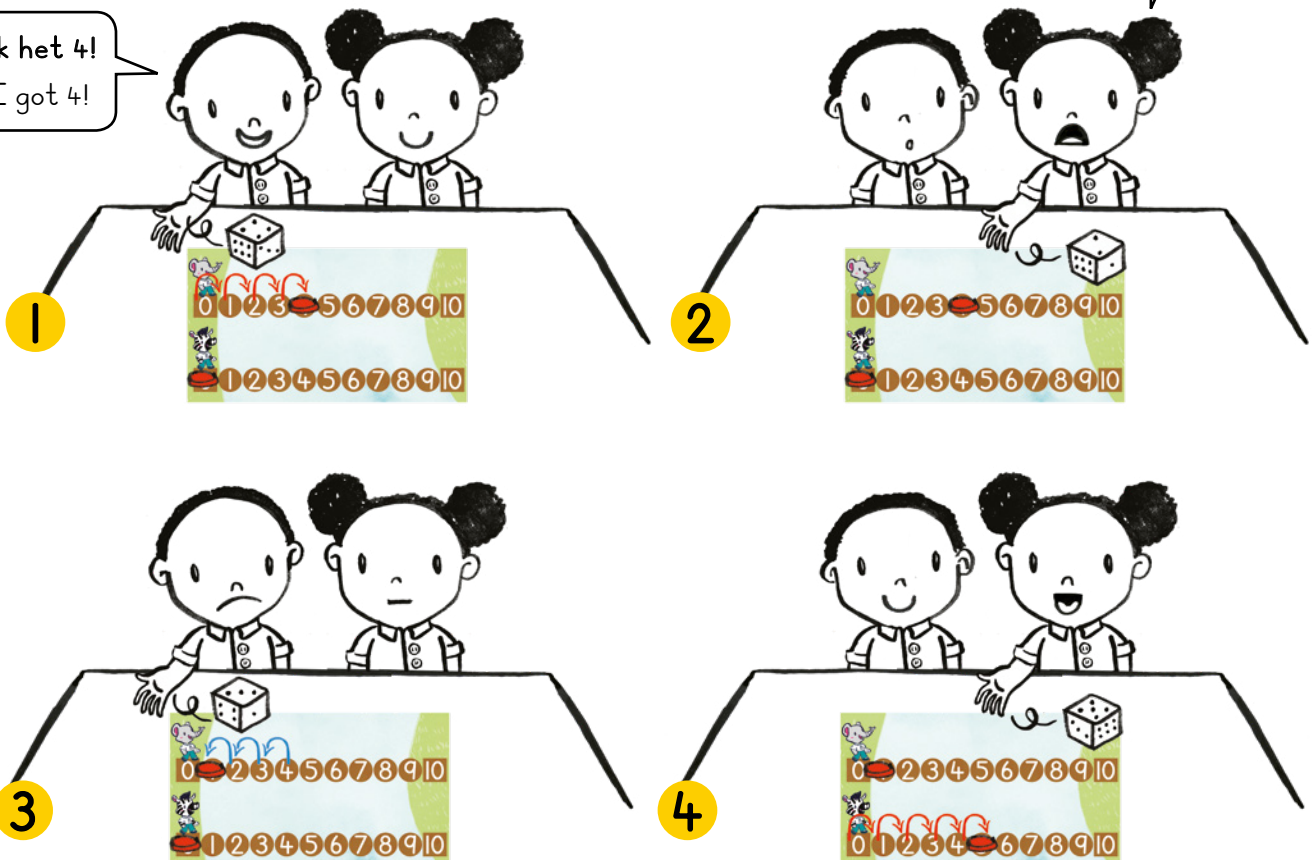
Maak beurte om die dobbelsteen te gooi. As jy 4, 5 of 6 gooi, kan jy soveel stappe aanskuif. As jy 1, 2 of 3 gooi, moet jy soveel stappe terugskuif. As die getal wat op die dobbelsteen gewys word, jou by 0 laat verbyskuif, kan jy nie skuif nie en jy slaan dan 'n beurt oor.

Take turns to throw the dice. If you throw 4, 5 or 6 you go forward that many steps. If you throw 1, 2 or 3 you go back that many steps. If the number shown on the dice takes you back past 0 you don't move and you miss a turn.

Ek het 2 gegooi;
ek kan nie beweeg nie!

I got 2 so I
can't move!

Ek het 4!
I got 4!



Die eerste speler wat oor 10 tree, is die wenner.

First person to step over 10 wins.

Beweeg vorentoe en agtertoe op die getallebaan.

Move forwards and backwards on the number track.

7 4

0 1 2 3 4 5 6 7 8 9 10

2 3

0 1 2 3 4 5 6 7 8 9 10

2 7

0 1 2 3 4 5 6 7 8 9 10

4 1

0 1 2 3 4 5 6 7 8 9 10

3 6

0 1 2 3 4 5 6 7 8 9 10

5 3

0 1 2 3 4 5 6 7 8 9 10

HOOFREKENE
MENTAL MATHS

FIZZ-POP -
GETALKOMBINASIES TOT 10
FIZZ POP - BONDS UP TO 10

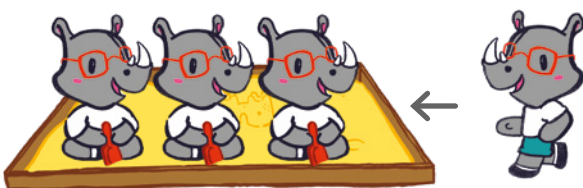
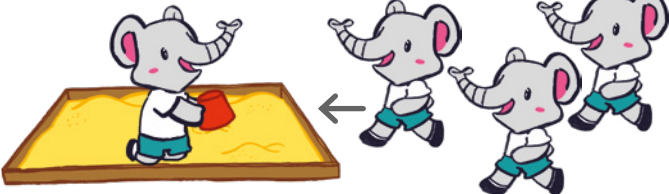
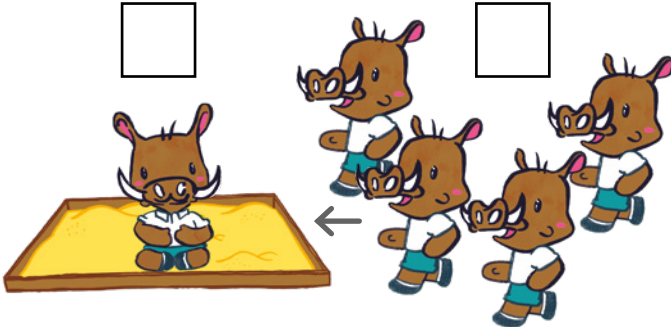
KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

SPELETJIE
GAME

WERKKAARTE
WORKSHEETS

1 Hoeveel is daar altesame?

How many altogether?

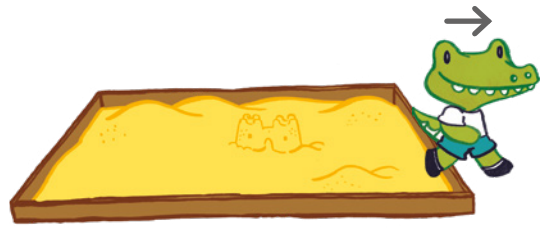
2 1  altesame <u>3</u> altogether	 altesame _____ altogether
 altesame _____ altogether	 altesame _____ altogether
 altesame _____ altogether	 altesame _____ altogether
 altesame _____ altogether	 altesame _____ altogether

2 Een maat klim uit. Hoeveel bly oor?

One friend gets out. How many remain?



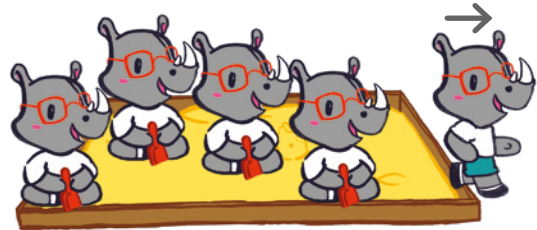
 ___ bly oor/remains



___ bly oor/remain



___ bly oor/remain



___ bly oor/remain



___ bly oor/remain



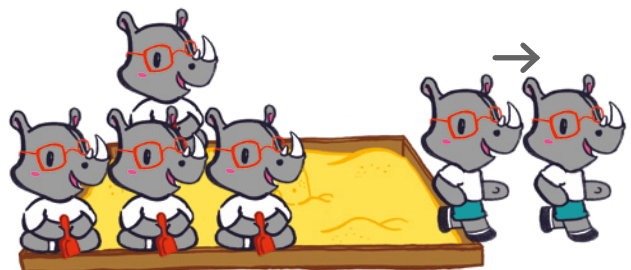
___ bly oor/remain

3 Twee maats klim uit. Hoeveel bly oor?

Two friends get out. How many remain?



___ bly oor/remain



___ bly oor/remain



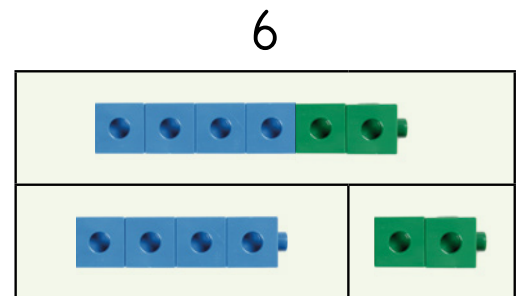
HOOFREKENE
MENTAL MATHS

FIZZ-POP -
GETALKOMBINASIES TOT 10
FIZZ POP - BONDS UP TO 10

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

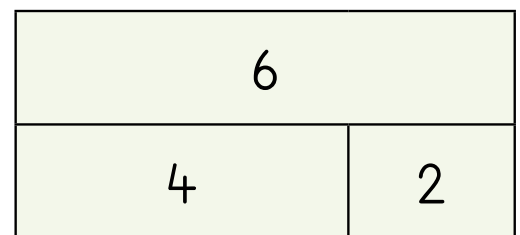
SPELETJIE
GAME

WERKKAARTE
WORKSHEETS



4

2

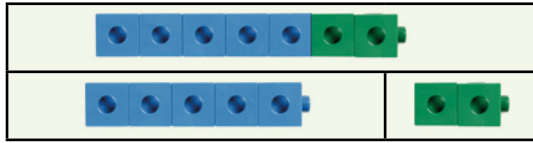


$$4 + 2 = 6$$

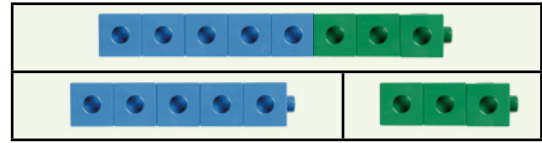
I Voltooi die optellingsgetalsin.

Complete the addition number sentence.

 $2 + 3 = 5$	 $\underline{\quad} + \underline{\quad} = \underline{\quad}$
 $\underline{\quad} + \underline{\quad} = \underline{\quad}$	 $\underline{\quad} + \underline{\quad} = \underline{\quad}$



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



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

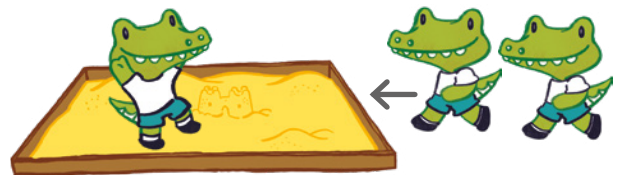
2 Hoeveel leerders is daar altesame? Skryf die optellingsgetalsin.

How many learners are there altogether? Write the addition number sentence.

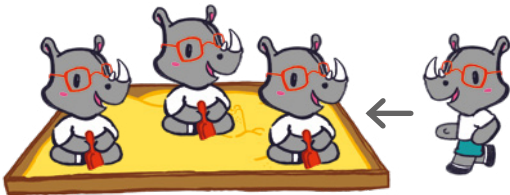


2	

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



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



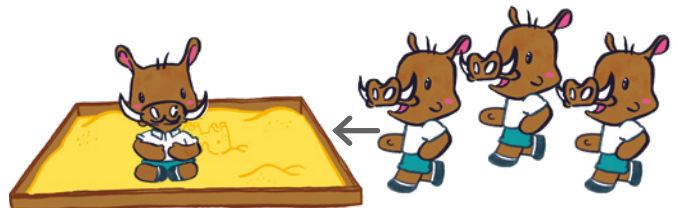
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$



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



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



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

Optellingsgetalsinne (verandering)

Addition number sentences (change)

HOOFREKENE
MENTAL MATHS

FIZZ-POP -
GETALKOMBINASIES TOT 10
FIZZ POP - BONDS UP TO 10

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

SPELETJIE
GAME

WERKKAARTE
WORKSHEETS

1 Skryf die getalsin deur die rooi en blou kolletjies bymekaar te tel.

Write the number sentence to add the red and blue dots.

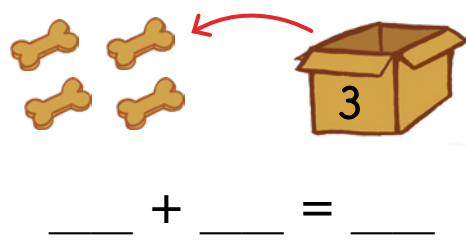
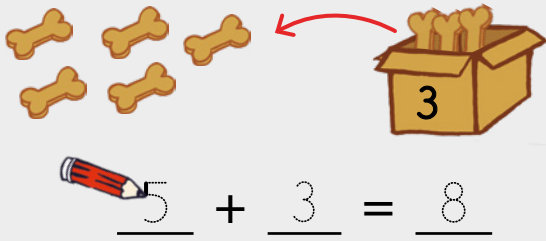
	rooi red blou blue 2 + 5 = 7
	□ + □ = □
	□ + □ = □
	□ + □ = □
	□ + □ = □
	□ + □ = □
	□ + □ = □
	□ + □ = □

2 Hoeveel hondebeskuitjies is daar altesame? Skryf die getalsin.

How many biscuits altogether? Write the number sentence.

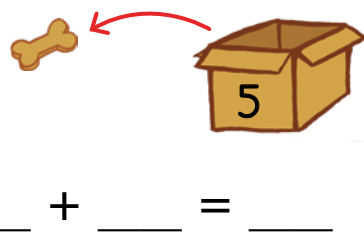
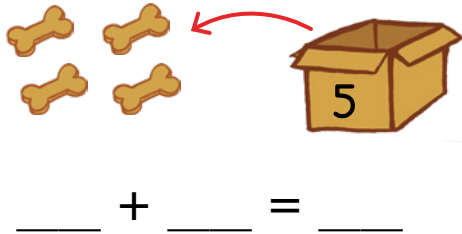
Daar is 3 beskuitjies in die boks. Hoeveel beskuitjies is daar altesame?

There are 3 biscuits in the box. How many biscuits altogether?



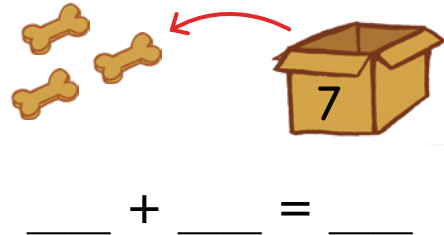
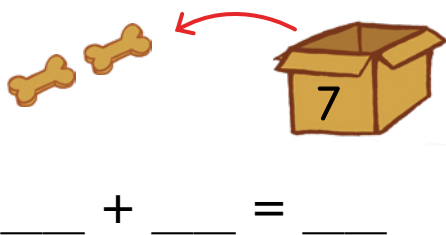
Daar is 5 beskuitjies in die boks. Hoeveel beskuitjies is daar altesame?

There are 5 biscuits in the box. How many biscuits altogether?



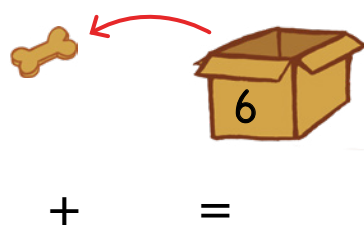
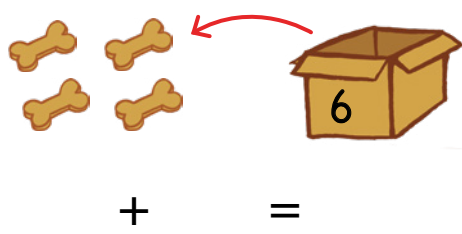
Daar is 7 beskuitjies in die boks. Hoeveel beskuitjies is daar altesame?

There are 7 biscuits in the box. How many biscuits altogether?



Daar is 6 beskuitjies in die boks. Hoeveel beskuitjies is daar altesame?

There are 6 biscuits in the box. How many biscuits altogether?



WERKKAART
WORKSHEET

WERKKAART
WORKSHEET

1 Beweeg vorentoe en agtertoe op die getallebaan.

Move forwards and backwards on the number track.

4 1

5 4

3 9

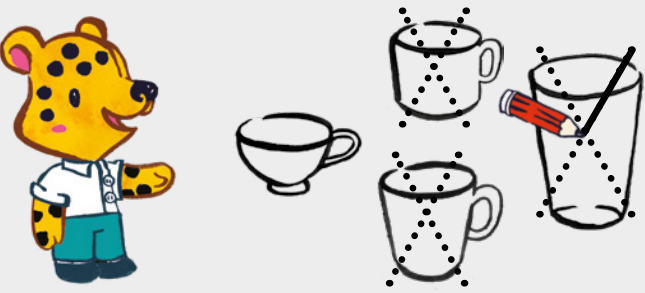
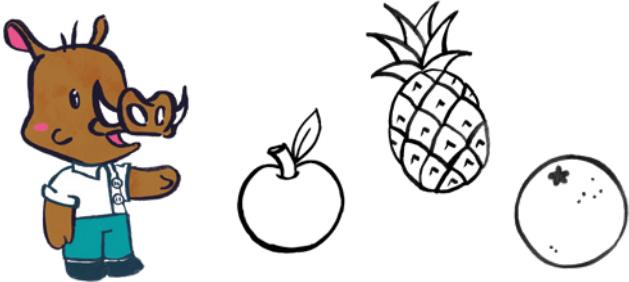
2 Skryf neer hoeveel daar is.

Write how many there are.

altesame <u>3</u> altogether	altesame ____ altogether
-------------------------------------	---------------------------------

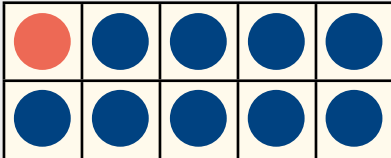
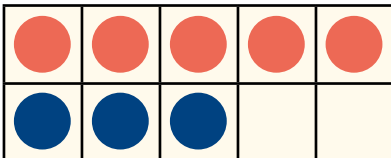
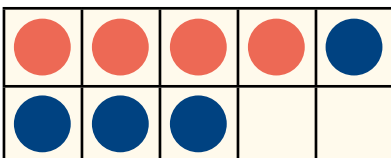
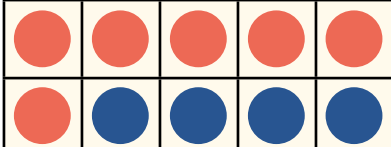
3 Ek neem 3. Hoeveel bly oor?

I take 3. How many remain?

 ___ bly oor/remains	 ___ bly oor/remain
 ___ bly oor/remain	 ___ bly oor/remain

4 Skryf die getalsin deur die rooi en blou kolletjies bymekaar te tel.

Write the number sentence to add the red and blue dots.

	rooi red blou blue  +  = 
	 +  = 
	 +  = 
	 +  = 



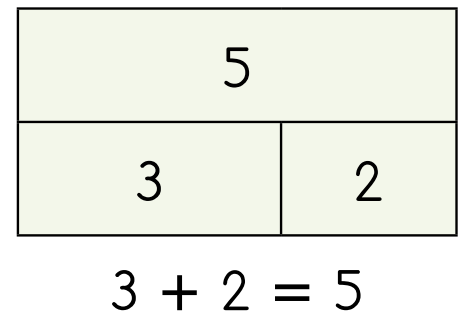
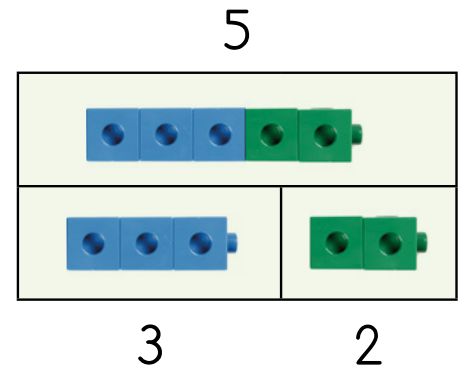
HOOFREKENE
MENTAL MATHS

123 WYS - MEER AS
EN MINDER AS
123 SHOW - MORE THAN AND LESS THAN

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

SPELETJIE
GAME

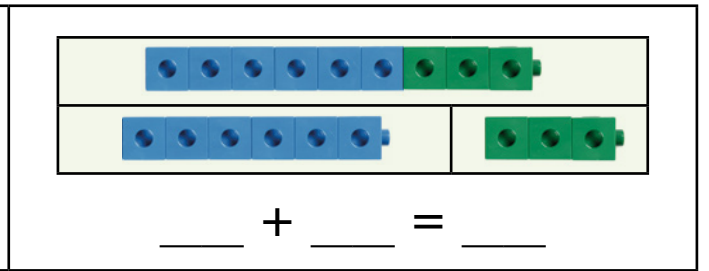
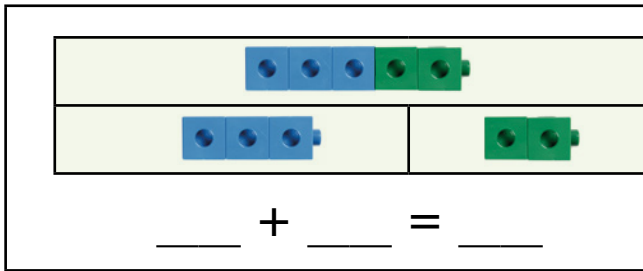
WERKKAARTE
WORKSHEETS



I Voltooi die optellingsgetalsin.

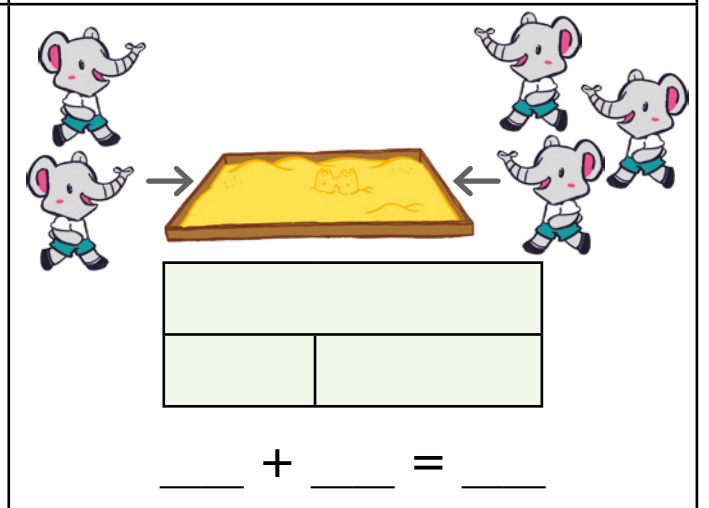
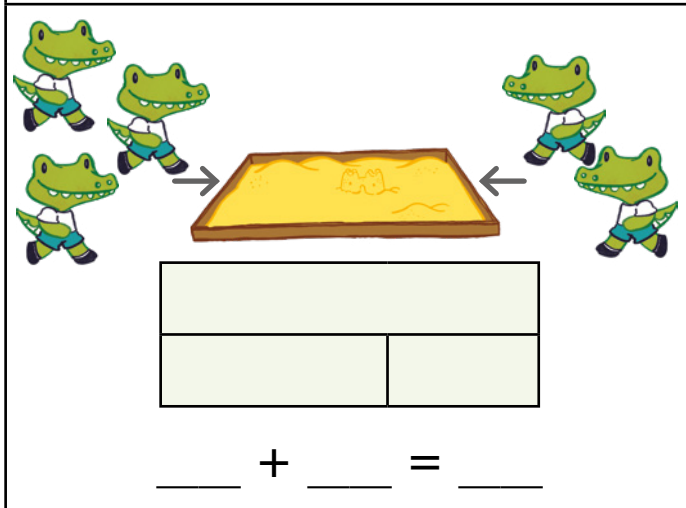
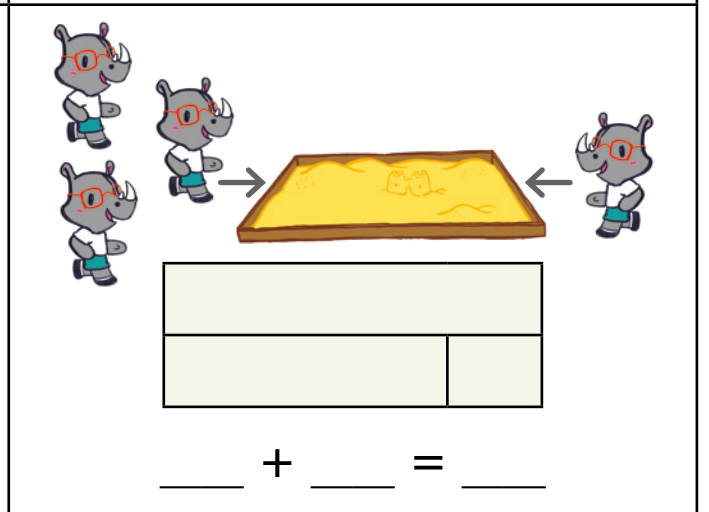
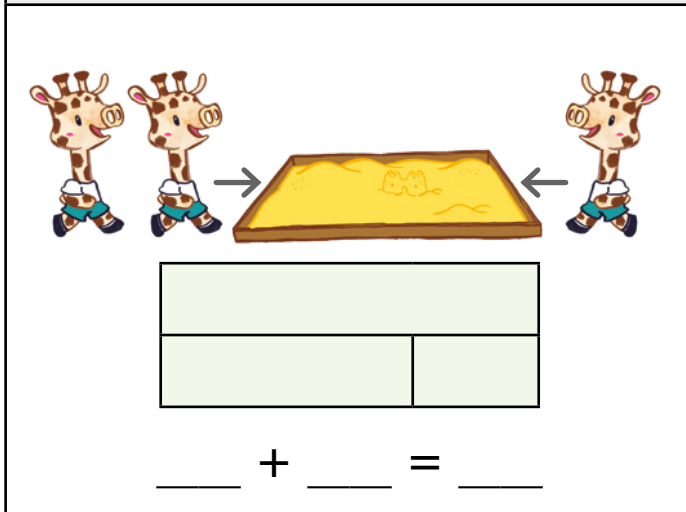
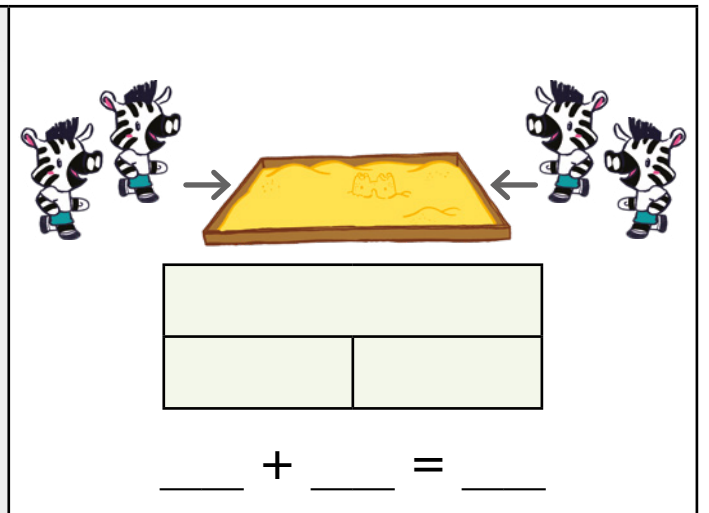
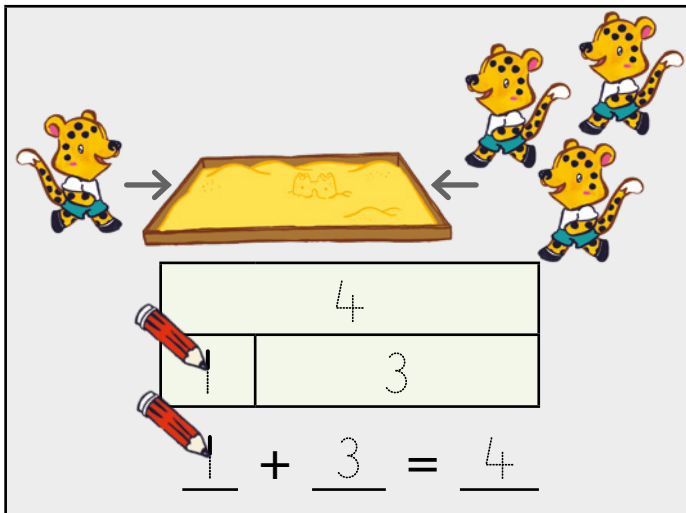
Complete the addition number sentence.

 $\underline{6} + \underline{4} = \underline{10}$	 $\underline{\quad} + \underline{\quad} = \underline{\quad}$
 $\underline{\quad} + \underline{\quad} = \underline{\quad}$	 $\underline{\quad} + \underline{\quad} = \underline{\quad}$



2 Hoeveel is daar altesame?

How many altogether?



HOOFREKENE
MENTAL MATHS

123 WYS - MEER AS
EN MINDER AS
123 SHOW - MORE THAN AND LESS THAN

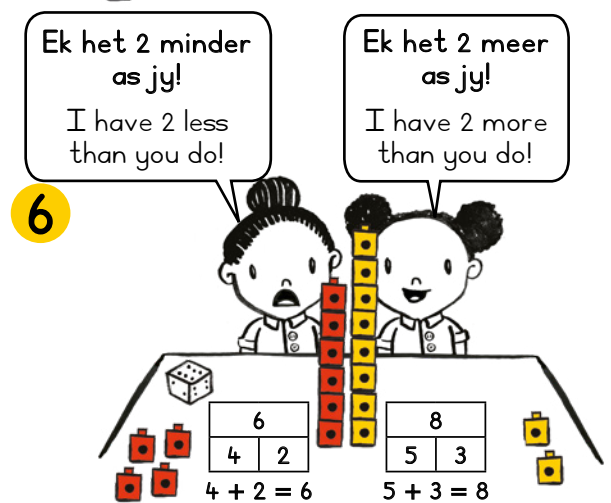
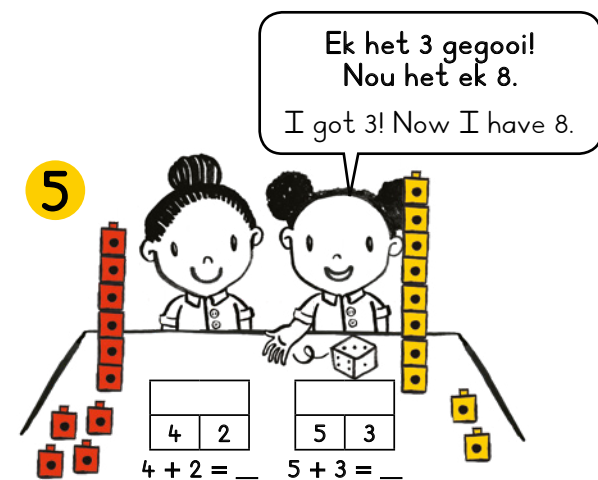
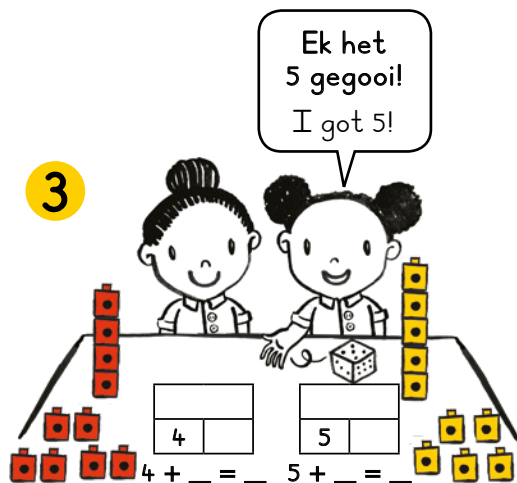
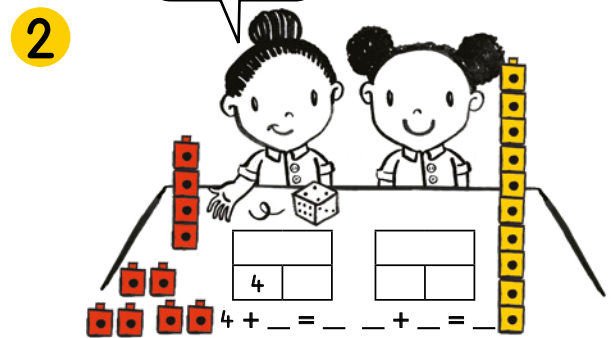
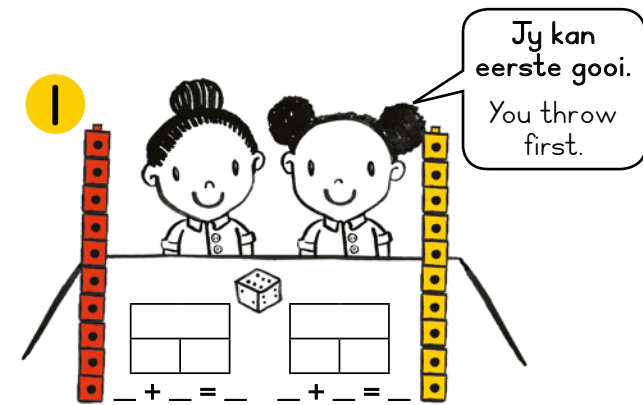
KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

SPELETJIE
GAME

WERKKAARTE
WORKSHEETS

Speletjie: Maak meer met blokkies

Game: Making more with blocks

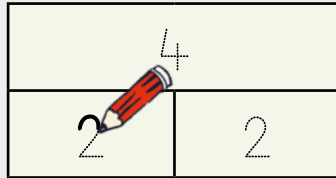
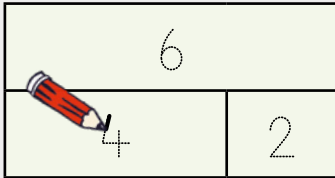


Speel weer. Vul die tabelle in en skryf elke keer die getalsinne.

Play again. Fill in the tables and write the number sentences every time.



Bespreek.
Discuss.

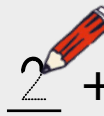


6
meer as
more than



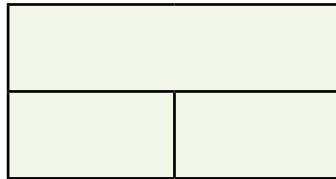
4
minder as
less than

 4 + 2 = 6

 2 + 2 = 4



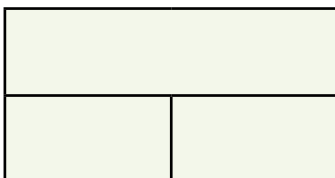
 + =



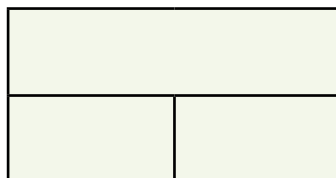
 + =







 + =



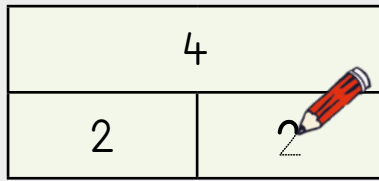
 + =



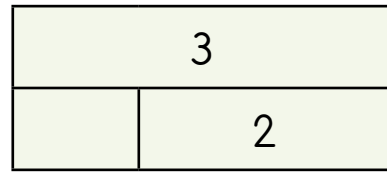


1 Vul die ontbrekende getalle in.

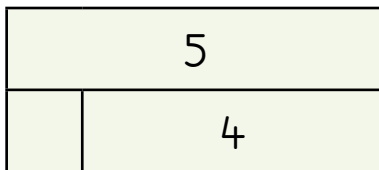
Fill in the missing numbers.



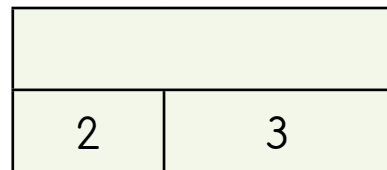
$$2 + \underline{2} = 4$$



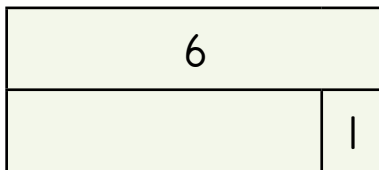
$$\underline{\quad} + 2 = 3$$



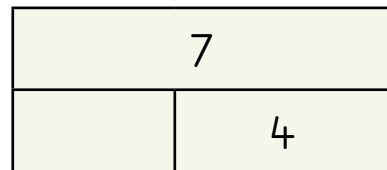
$$\underline{\quad} + 4 = 5$$



$$2 + 3 = \underline{\quad}$$



$$\underline{\quad} + 1 = 6$$



$$\underline{\quad} + 4 = 7$$

Andile het 3 lekkers.

Busi het 2 lekkers.

Hulle het altesame 5 lekkers.

Andile has 3 sweets.

Busi has 2 sweets.

They have 5 sweets altogether.



My broer het 3 appels.

Ek het appels.

Ons het altesame 3 appels.

My brother has 3 apples.

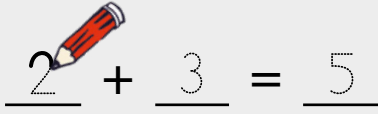
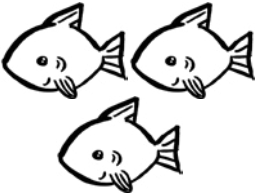
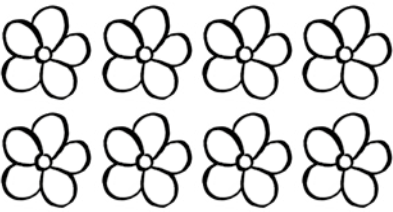
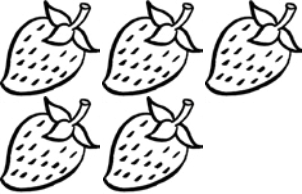
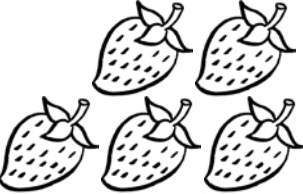
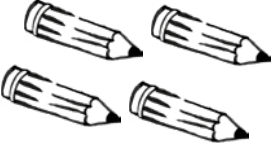
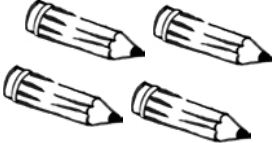
I have apples.

We have 3 apples altogether.



2 Tel op.

Add.

 	
 	___ + ___ = ___
 	___ + ___ = ___
 	___ + ___ = ___
 	___ + ___ = ___
 	___ + ___ = ___
 	___ + ___ = ___
 	___ + ___ = ___

Optelling (vergelyking)

Addition (compare)

HOOFREKENE
MENTAL MATHS

123 WYS - MEER AS
EN MINDER AS
123 SHOW - MORE THAN AND LESS THAN

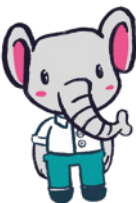
KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

SPELETJIE
GAME

WERKKAARTE
WORKSHEETS

1

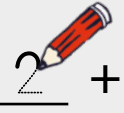
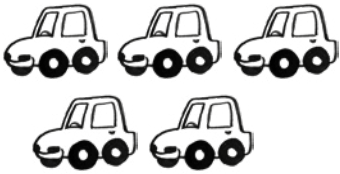
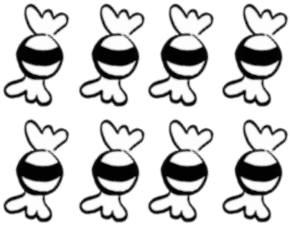
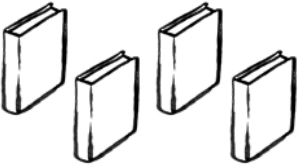
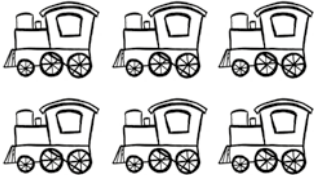
	teken draw	skryf write
 het 2 has 2		
 het 3 meer has 3 more		

	teken draw	skryf write
 het 3 has 3		_____
 het 5 meer has 5 more		_____ + _____ = _____

	teken draw	skryf write
 het 6 has 6		_____
 het 2 meer has 2 more		_____ + _____ = _____

2 Vul die ontbrekende getalle in.

Fill in the missing numbers.

Melo het Melo has	Yeyesa het Yeyesa has		
	 2	3 meer 3 more	 2 + 3 = 5
	_____	2 meer 2 more	_____ + _____ = _____
	_____	1 meer 1 more	_____ + _____ = _____
	_____	5 meer 5 more	_____ + _____ = _____
	_____	2 meer 2 more	_____ + _____ = _____
	_____	6 meer 6 more	_____ + _____ = _____
	_____	1 meer 1 more	_____ + _____ = _____

HOOFREKENE
MENTAL MATHS

123 WYS - MEER AS
EN MINDER AS
123 SHOW - MORE THAN AND LESS THAN

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

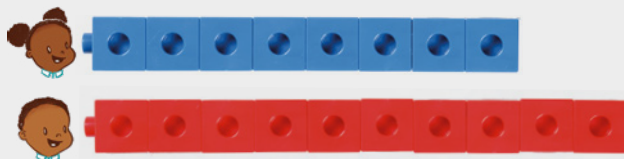
SPELETJIE
GAME

WERKKAARTE
WORKSHEETS

1 Hoeveel blokkies het ?

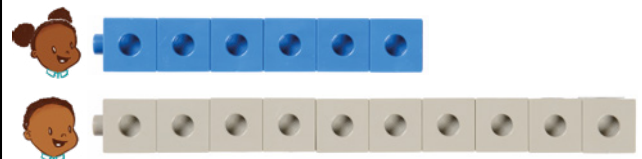
How many blocks does  have?

 het 2 meer.
has 2 more.



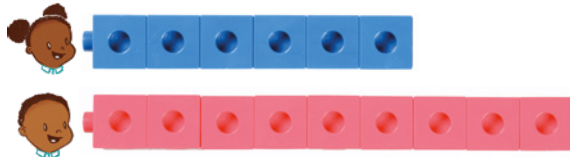
 $8 + 2 = 10$

 het 4 meer.
has 4 more.



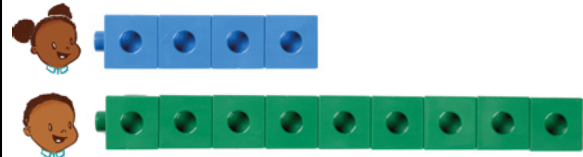
$\underline{\quad} + \underline{\quad} = \underline{\quad}$

 het 3 meer.
has 3 more.



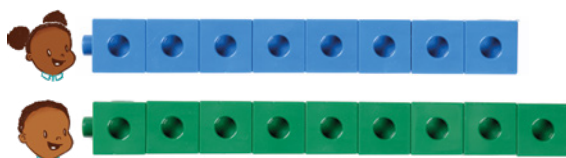
$\underline{\quad} + \underline{\quad} = \underline{\quad}$

 het 5 meer.
has 5 more.



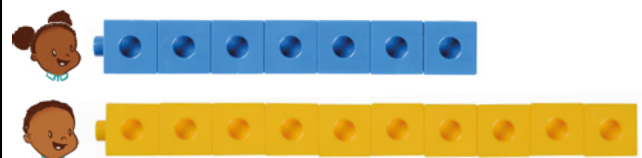
$\underline{\quad} + \underline{\quad} = \underline{\quad}$

 het 1 meer.
has 1 more.



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

 het 3 meer.
has 3 more.



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

2 Tel op.

Add.

$2 + 1 = \underline{\quad}$	$6 + 3 = \underline{\quad}$
$4 + 4 = \underline{\quad}$	$5 + 2 = \underline{\quad}$
$3 + 4 = \underline{\quad}$	$7 + 2 = \underline{\quad}$
$8 + 1 = \underline{\quad}$	$6 + 2 = \underline{\quad}$

3 Tel op.

Add.

$1 + 1 = \underline{\quad}$

$2 + 0 = \underline{\quad}$

$3 + 0 = \underline{\quad}$

$1 + 0 = \underline{\quad}$

$2 + 1 = \underline{\quad}$

$3 + 1 = \underline{\quad}$

$1 + 2 = \underline{\quad}$

$2 + 3 = \underline{\quad}$

$3 + 2 = \underline{\quad}$

$1 + 3 = \underline{\quad}$

$0 + 2 = \underline{\quad}$

$4 + 1 = \underline{\quad}$

$1 + 4 = \underline{\quad}$

$0 + 3 = \underline{\quad}$

$4 + 0 = \underline{\quad}$

1 Vul die ontbrekende getalle in.

Fill in the missing numbers.

<table border="1"> <tr> <td colspan="2"></td> </tr> <tr> <td>4</td> <td>2</td> </tr> </table> $4 + 2 = \underline{\quad}$			4	2	<table border="1"> <tr> <td colspan="2">3</td> </tr> <tr> <td></td> <td>2</td> </tr> </table> $\underline{\quad} + 2 = 3$	3			2
4	2								
3									
	2								
<table border="1"> <tr> <td colspan="2">5</td> </tr> <tr> <td>3</td> <td></td> </tr> </table> $3 + \underline{\quad} = 5$	5		3		<table border="1"> <tr> <td colspan="2">7</td> </tr> <tr> <td></td> <td>3</td> </tr> </table> $\underline{\quad} + 3 = 7$	7			3
5									
3									
7									
	3								
<table border="1"> <tr> <td colspan="2"></td> </tr> <tr> <td>3</td> <td>3</td> </tr> </table> $3 + 3 = \underline{\quad}$			3	3	<table border="1"> <tr> <td colspan="2">4</td> </tr> <tr> <td>1</td> <td></td> </tr> </table> $1 + \underline{\quad} = 4$	4		1	
3	3								
4									
1									

2

Buhle het 4
speelgoedkarretjies.
Thuto het _____
speelgoedkarretjies.
Hulle het altesame 7
karretjies.

Buhle has 4 toy cars.

Thuto has _____ toy cars.

They have 7 toy cars altogether.

My sussie het 5 lekkers.

Ek het _____ lekkers.

Ons het altesame 5 lekkers.

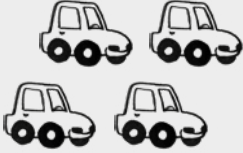
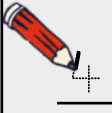
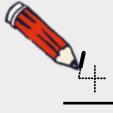
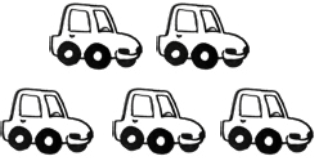
My sister has 5 sweets.

I have _____ sweets.

We have 5 sweets altogether.

3 Vul die ontbrekende getalle in.

Fill in the missing numbers.

Bokang het Bokang has		Nwabisa het Nwabisa has	
		2 meer 2 more	 4 + 2 = 6
	_____	1 meer 1 more	_____ + _____ = _____
	_____	3 meer 3 more	_____ + _____ = _____
	_____	2 meer 2 more	_____ + _____ = _____
	_____	3 meer 3 more	_____ + _____ = _____
	_____	1 meer 1 more	_____ + _____ = _____
	_____	2 meer 2 more	_____ + _____ = _____

4 Tel op.

Add.

$9 + 1 = \underline{\quad}$ $7 + 3 = \underline{\quad}$ $5 + 5 = \underline{\quad}$ $8 + 1 = \underline{\quad}$
 $6 + 3 = \underline{\quad}$ $4 + 5 = \underline{\quad}$ $8 + 2 = \underline{\quad}$ $6 + 4 = \underline{\quad}$
 $3 + 6 = \underline{\quad}$ $7 + 2 = \underline{\quad}$ $5 + 4 = \underline{\quad}$ $3 + 7 = \underline{\quad}$

HOOFREKENE
MENTAL MATHS

GETALKOMBINASIES
TOT 10
BONDS UP TO 10

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

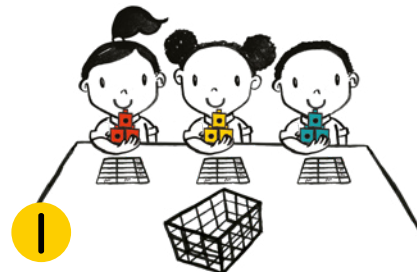
SPELETJIE
GAME

WERKKAART
WORKSHEET

Speletjie: Gooi die blokkies Game: Throw the blocks

Hou 3 blokkies in een hand vas.
Maak beurte om julle blokkies in
die boks in te gooi.

Hold 3 blocks in one hand. Take turns to throw your
blocks into the box.



Ek het 2 in die boks!
En 1 lê buite die boks.

I got 2 in the box!
And 1 outside the box.



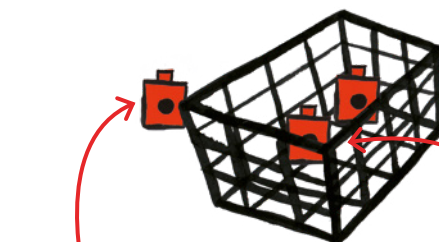
Dis my beurt. Ek het
3 in die boks en 0 buite
die boks!

My turn. I got 3 in the box
and 0 outside the box!



Maak beurte en vul die
rekordeertabel in.

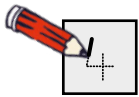
Take turns and fill in your
record sheets.



Gooi 1 Throw 1		2
Gooi 2 Throw 2		
Gooi 3 Throw 3		
Totaal Total		

1 Hoeveel is daar?

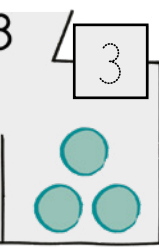
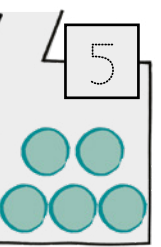
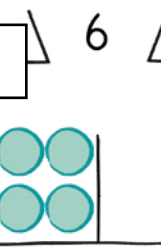
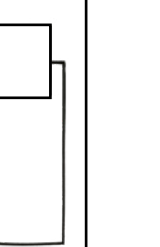
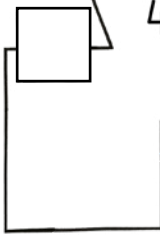
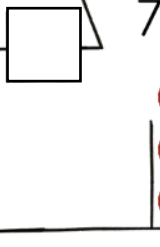
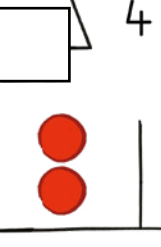
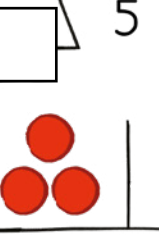
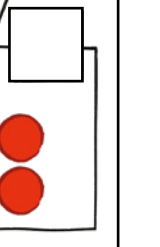
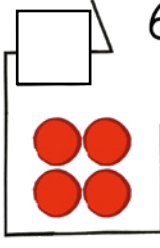
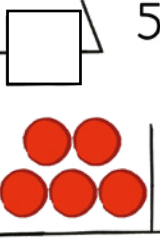
How many?

2 Hoeveel balle is daar in die boks?

How many balls in the box?

	3			7			3			
	4		7		4		5			
	6		5							



HOOFREKENE
MENTAL MATHS

GETALKOMBINASIES
TOT 10
BONDS UP TO 10

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

SPELETJIE
GAME

WERKKAARTE
WORKSHEETS

1 Vertel jou maat 'n optellingstorie oor elke prent. Skryf dan die getalsin.

Tell an addition story to your partner about each picture. Then write the number sentence.

	Getalsin Number sentence
	8 + 2 = 10
	____ + ____ = ____
	____ + ____ = ____
	____ + ____ = ____
	____ + ____ = ____
	____ + ____ = ____
	____ + ____ = ____

2 Tel op.

Add.

$4 + 3 = \underline{\quad}$ $8 + 2 = \underline{\quad}$ $7 + 1 = \underline{\quad}$ $6 + 4 = \underline{\quad}$

$3 + 6 = \underline{\quad}$ $0 + 6 = \underline{\quad}$ $7 + 0 = \underline{\quad}$ $5 + 0 = \underline{\quad}$

$1 + 7 = \underline{\quad}$ $7 + 3 = \underline{\quad}$ $2 + 7 = \underline{\quad}$ $6 + 2 = \underline{\quad}$

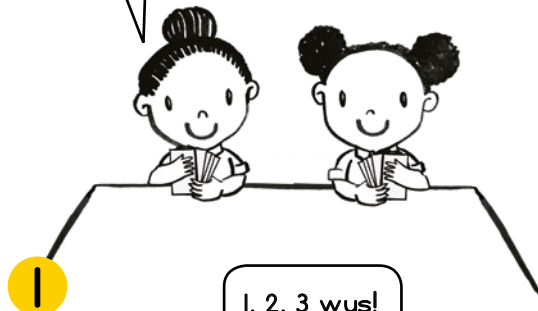
$0 + 9 = \underline{\quad}$ $5 + 3 = \underline{\quad}$ $5 + 5 = \underline{\quad}$ $5 + 2 = \underline{\quad}$

Speletjie: Kom ons tel op!

Game: Let's add!

Skommel julle
getalkaarte.

Shuffle your
number cards.



1, 2, 3 wys!

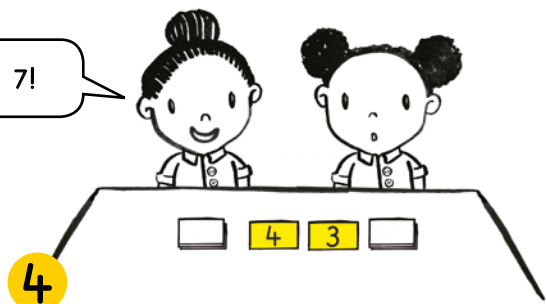


Sit dit onderstebo op
julle skoolbank neer.

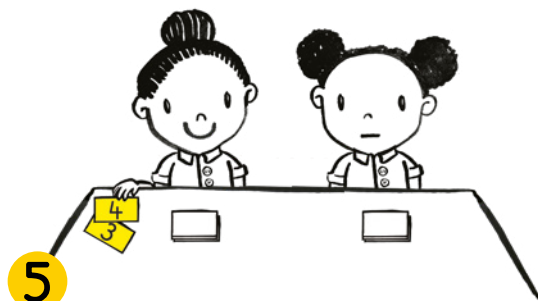
Put them face
down on your desk.



7!



Ek wen!
I win!



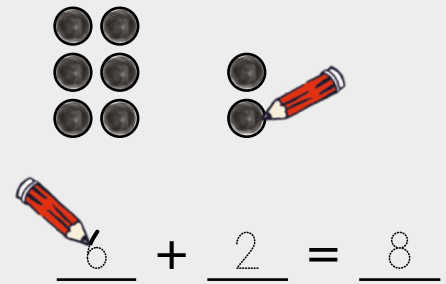
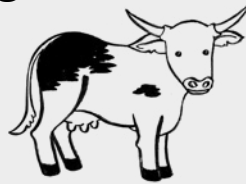
Die leerder met die meeste kaarte aan die einde wen die speletjie.

The learner with the most cards at the end wins the game.

Lees die storie. Skryf dan 'n getalsin om die probleem op te los.
Read the story. Then write a number sentence to solve the problem.

Tata Jola het 6 koeie. Sy seun bring 2 koeie meer. Hoeveel koeie is daar altesame?

Tata Jola had 6 cows. His son brought 2 more. How many cows altogether?



Lulo het 3 blomme. Haar maat het 3 blomme. Hoeveel blomme is daar altesame?

Lulo has 3 flowers. Her friend has 3 flowers. How many flowers altogether?



___ + ___ = ___

Ek het 5 bokse. Jy het 3 bokse meer as ek. Hoeveel bokse het jy?

I have 5 boxes. You have 3 more boxes than I do. How many boxes do you have?



___ + ___ = ___

Khanya het 4 lekkers. Vusi het 6 lekkers. Hoeveel lekkers is daar altesame?

Khanya has 4 sweets. Vusi has 6 sweets. How many sweets altogether?



___ + ___ = ___

Thina het 3 appels. Haar mamma het 2 appels meer nodig as wat Thina het. Hoeveel appels het haar ma nodig?

Thina has 3 apples. Her mother needs 2 more apples than Thina has. How many apples does her mother need?



___ + ___ = ___

Speletjie: Kom ons tel op!

Game: Let's add!

Skommel julle
getalkaarte.

Shuffle your
number cards.

1

Sit dit onderstebo op
julle skoolbank neer.

Put them face
down on your desk.

2

1, 2, 3 wys!

3

7!

4

5

Ek wen!
I win!

6

Die leerder met die meeste kaarte aan die einde wen die speletjie.

The learner with the most cards at the end wins the game.

HOOFREKENE
MENTAL MATHS

GETALKOMBINASIES
TOT 10
BONDS UP TO 10

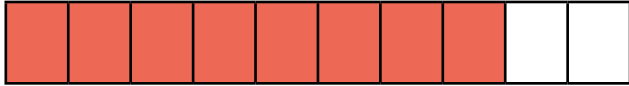
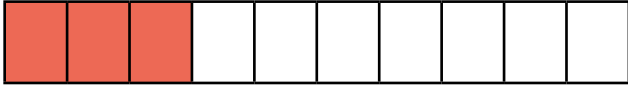
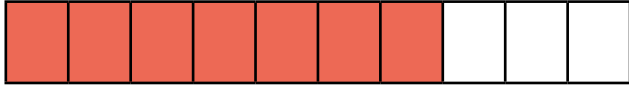
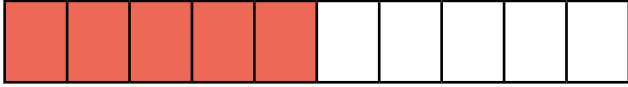
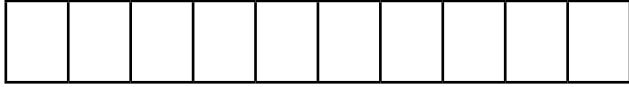
KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

SPELETJIE
GAME

WERKKAARTE
WORKSHEETS

I Voltooi die getalsin.

Complete the number sentence.

  $1 + \underline{\quad} = 10$	 $9 + \underline{\quad} = 10$
 $2 + \underline{\quad} = 10$	 $8 + \underline{\quad} = 10$
 $3 + \underline{\quad} = 10$	 $7 + \underline{\quad} = 10$
 $4 + \underline{\quad} = 10$	 $6 + \underline{\quad} = 10$
 $5 + \underline{\quad} = 10$	 $0 + \underline{\quad} = 10$

2 Los op en kleur in.

Solve and colour.



3 Skryf getalsinne.

Write number sentences.

$\underline{2} + \underline{3} = 5$ $\underline{3} + \underline{2} = 5$	$\underline{\quad} + \underline{\quad} = 4$ $\underline{\quad} + \underline{\quad} = 4$
$\underline{\quad} + \underline{\quad} = 9$ $\underline{\quad} + \underline{\quad} = 9$	$\underline{\quad} + \underline{\quad} = 7$ $\underline{\quad} + \underline{\quad} = 7$
$\underline{\quad} + \underline{\quad} = 6$ $\underline{\quad} + \underline{\quad} = 6$	$\underline{\quad} + \underline{\quad} = 8$ $\underline{\quad} + \underline{\quad} = 8$

WERKKAART
WORKSHEET

WERKKAART
WORKSHEET

1 Tel op.

Add.

$$4 + 2 = \underline{\quad} \quad 3 + 1 = \underline{\quad} \quad 5 + 4 = \underline{\quad} \quad 7 + 3 = \underline{\quad}$$

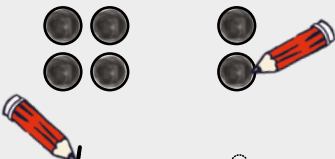
$$1 + 7 = \underline{\quad} \quad 2 + 3 = \underline{\quad} \quad 2 + 5 = \underline{\quad} \quad 1 + 8 = \underline{\quad}$$

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

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

2 Lees die storie. Skryf dan 'n getalsin om die probleem op te los.

Read the story. Then write a number sentence to solve the problem.

My ma het 4 bakke. My suster bring 2 bakke meer. Hoeveel bakke is daar altesame? Mother had 4 bowls. My sister brought 2 more. How many bowls altogether?	 $\underline{4} + \underline{2} = \underline{6}$
Jabu het 5 blokkies. Sy maat het 3 blokkies. Hoeveel blokkies is daar altesame? Jabu has 5 blocks. His friend has 3 blocks. How many blocks altogether?	$\underline{\quad} + \underline{\quad} = \underline{\quad}$
Mike het 2 lemoene. Sy ma het 5 lemoene meer nodig as wat Mike het. Hoeveel lemoene het sy ma nodig? Mike has 2 oranges. His mother needs 5 more oranges than Mike has. How many oranges does his mother need?	$\underline{\quad} + \underline{\quad} = \underline{\quad}$
Ek het 7 lekkers. Jy het 3 lekkers meer as ek. Hoeveel lekkers het jy? I have 7 sweets. You have 3 more sweets than I do. How many sweets do you have?	$\underline{\quad} + \underline{\quad} = \underline{\quad}$

3 Hoeveel balle is daar in die boks?

How many balls in the box?

5 1 ball, 4 balls	6 2 balls, 4 balls	3 3 balls, 0 balls	7 4 balls, 3 balls
4 0 balls, 4 balls	7 2 balls, 5 balls	8 1 ball, 7 balls	9 5 balls, 4 balls
8 3 balls, 5 balls	6 3 balls, 3 balls	Tiger and box	

4 Los op en kleur in.

Solve and colour.

Math problems on the fence:

- 4 + 2
- 6 + 3
- 5 + 3
- 6 + 2
- 2 + 3
- 5 + 1
- 2 + 2
- 3 + 3
- 4 + 1
- 6 + 1
- 5 + 2
- 4 + 2
- 1 + 5
- 3 + 1
- 6 + 4

Colored pencils: 3 (red), 4 (blue), 5 (yellow), 6 (green), 7 (brown), 8 (pink), 9 (orange), 10 (black).



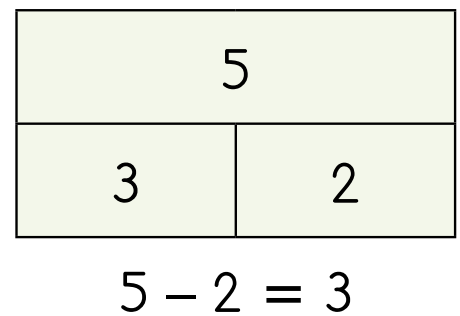
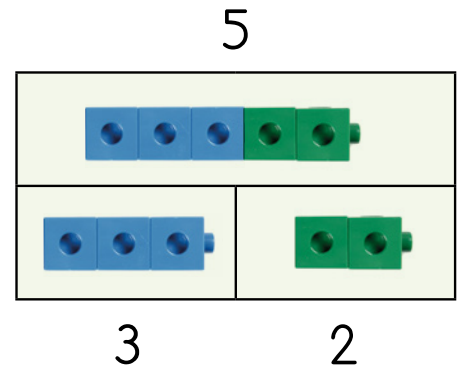
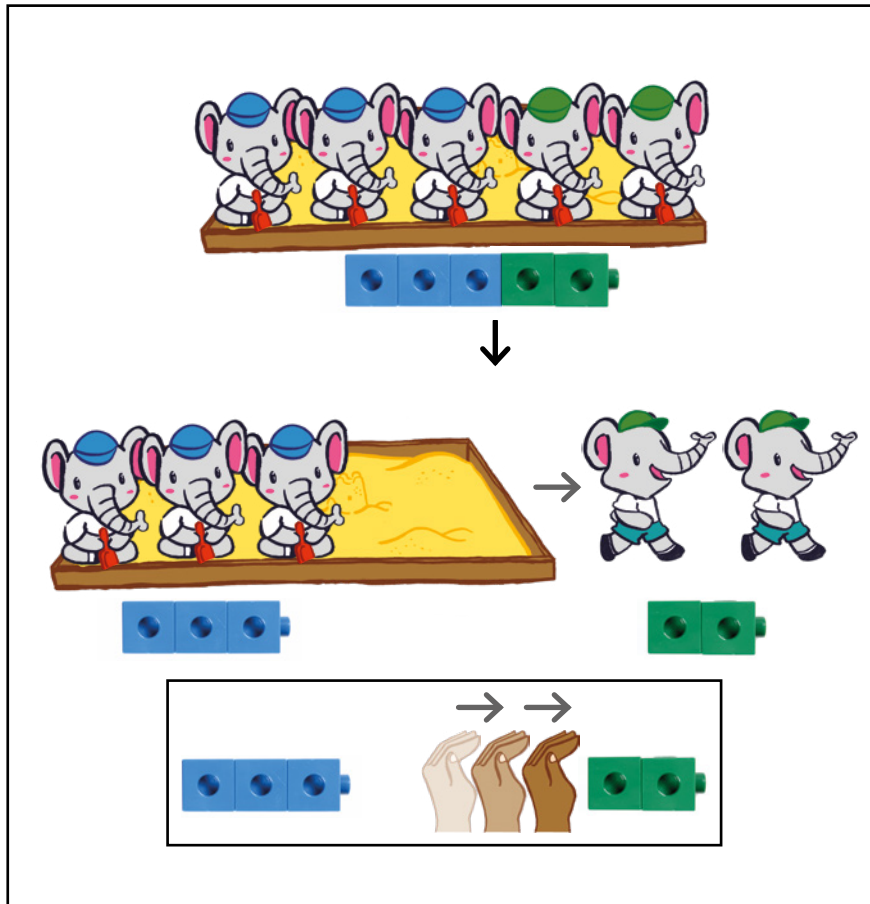
HOOFREKENE
MENTAL MATHS

GETALKOMBINASIES
TOT 10
BONDS UP TO 10

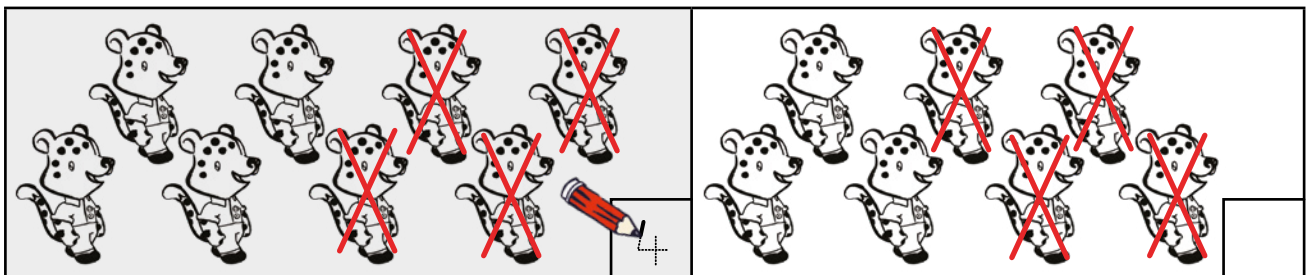
KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

SPELETJIE
GAME

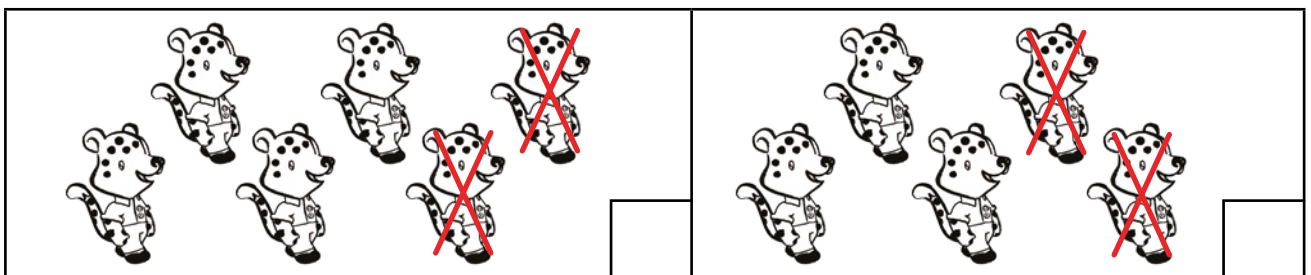
WERKKAARTE
WORKSHEETS



1 As 4 weghardloop, hoeveel bly agter?
If 4 run away, how many are left behind?

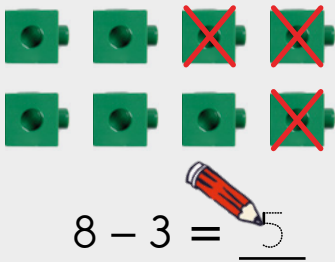


As 2 weghardloop, hoeveel bly agter?
If 2 run away, how many are left behind?



2 Gebruik jou blokkies. Hoeveel bly oor?

Use your blocks. How many are left?

 $8 - 3 = \underline{5}$	$7 - 4 = \underline{\quad}$
$6 - 5 = \underline{\quad}$	$4 - 3 = \underline{\quad}$
$9 - 1 = \underline{\quad}$	$10 - 6 = \underline{\quad}$
$10 - 3 = \underline{\quad}$	$9 - 4 = \underline{\quad}$
$8 - 7 = \underline{\quad}$	$6 - 3 = \underline{\quad}$
$9 - 2 = \underline{\quad}$	$7 - 5 = \underline{\quad}$

HOOFREKENE
MENTAL MATHS

GETALKOMBINASIES
TOT 10
BONDS UP TO 10

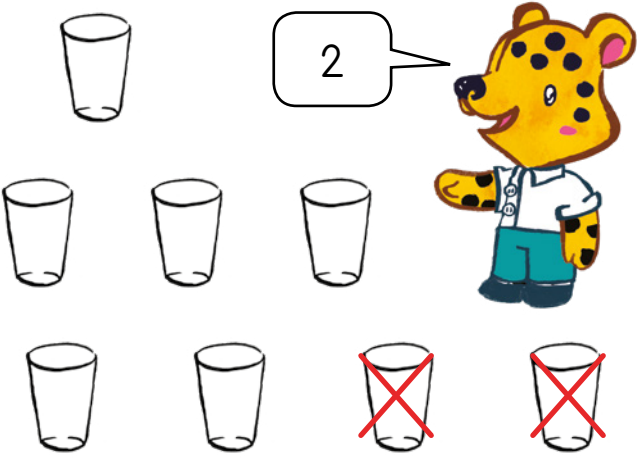
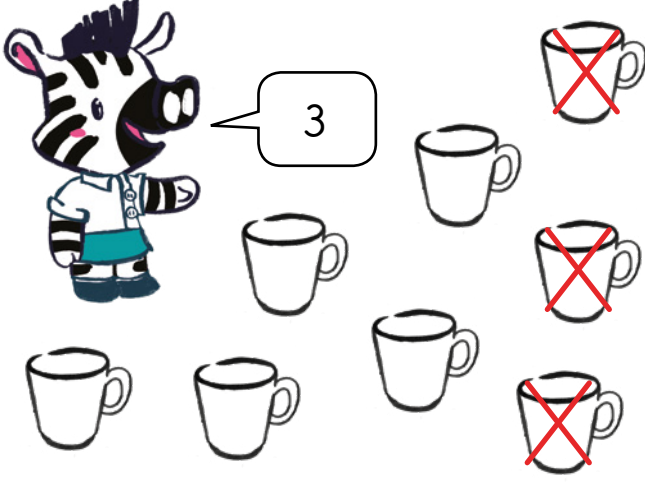
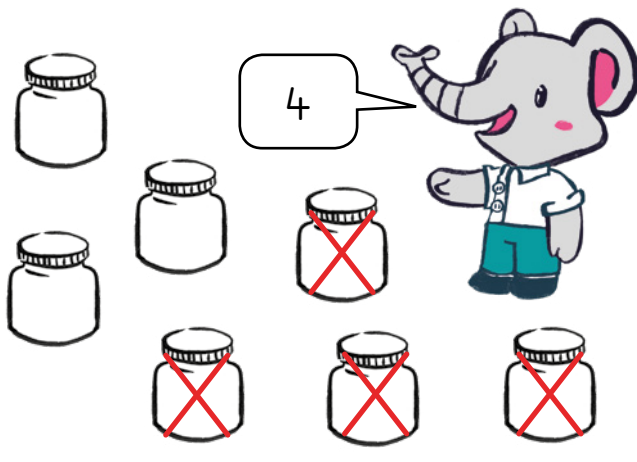
KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

SPELETJIE
GAME

WERKKAARTE
WORKSHEETS

1 As ek ____ wegneem, hoeveel bly oor?

If I take ____ how many remain?

 <u>2</u> bly oor/remain	 ____ bly oor/remain
 ____ bly oor/remain	 ____ bly oor/remain

2 Gebruik jou blokkies. Hoeveel bly oor?

Use your blocks. How many are left?

$8 - 1 = \underline{\quad}$

$10 - 4 = \underline{\quad}$

$7 - 1 = \underline{\quad}$

$9 - 2 = \underline{\quad}$

$8 - 6 = \underline{\quad}$

$7 - 3 = \underline{\quad}$

$10 - 2 = \underline{\quad}$

$9 - 3 = \underline{\quad}$

$7 - 2 = \underline{\quad}$

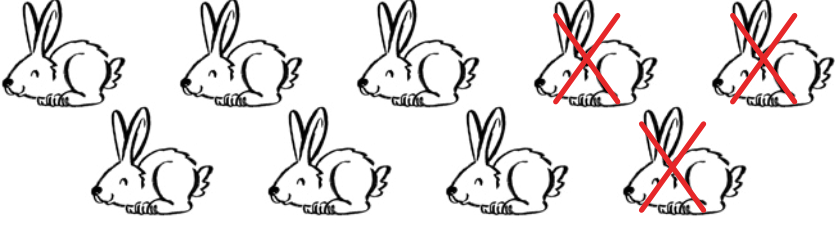
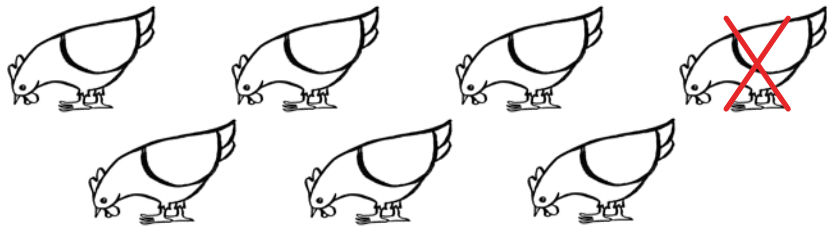
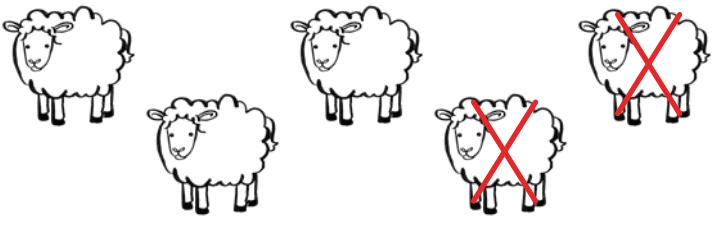
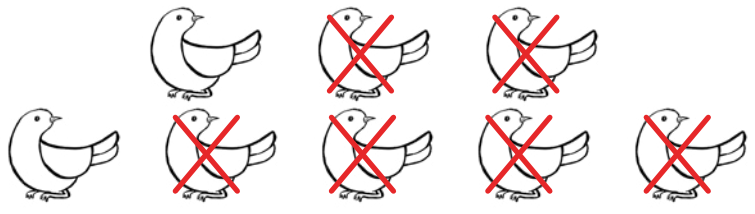
$6 - 4 = \underline{\quad}$

$6 - 3 = \underline{\quad}$

$8 - 1 = \underline{\quad}$

3 Hoeveel bly oor? Skryf die getalsin.

How many are left? Write the number sentence.

	 $\underline{8} - \underline{2} = \underline{6}$
	$\underline{\quad} - \underline{\quad} = \underline{\quad}$
	$\underline{\quad} - \underline{\quad} = \underline{\quad}$
	$\underline{\quad} - \underline{\quad} = \underline{\quad}$
	$\underline{\quad} - \underline{\quad} = \underline{\quad}$
	$\underline{\quad} - \underline{\quad} = \underline{\quad}$
	$\underline{\quad} - \underline{\quad} = \underline{\quad}$

HOOFREKENE
MENTAL MATHS

GETALKOMBINASIES
TOT 10
BONDS UP TO 10

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

SPELETJIE
GAME

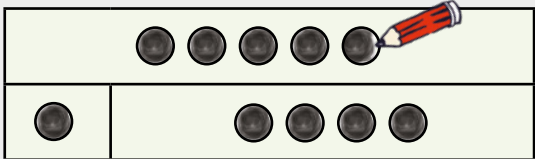
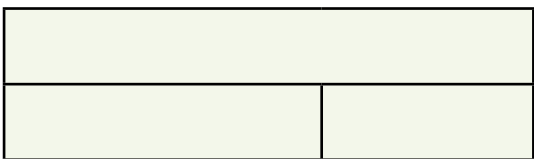
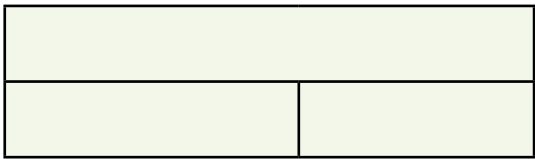
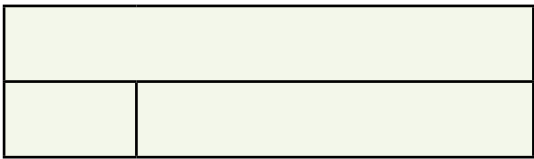
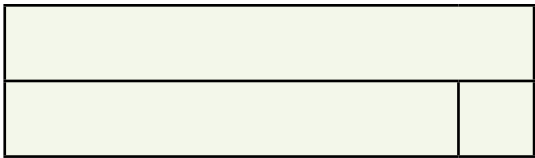
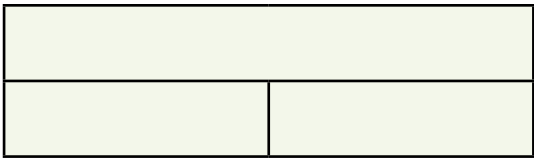
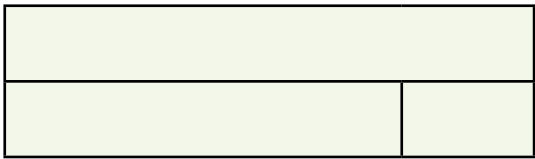
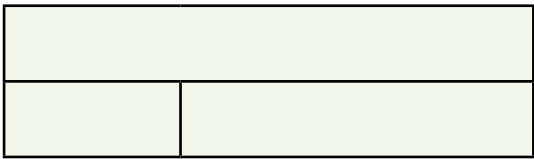
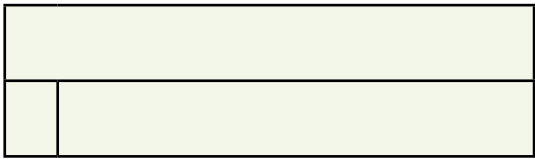
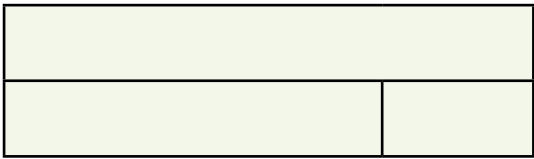
WERKKAARTE
WORKSHEETS

1 Hoeveel balle moet daar in die leë boks wees?

How many balls should be in the empty box?

2 Teken kolletjes in die deel-geheel-tabel en voltooi die getalsin.

Draw dots in the part-whole table and complete the number sentence.

 $5 - 1 = \underline{\quad}$	 $5 - 3 = \underline{\quad}$
 $9 - 5 = \underline{\quad}$	 $8 - 2 = \underline{\quad}$
 $7 - 6 = \underline{\quad}$	 $10 - 5 = \underline{\quad}$
 $8 - 6 = \underline{\quad}$	 $9 - 3 = \underline{\quad}$
 $10 - 1 = \underline{\quad}$	 $7 - 5 = \underline{\quad}$

HOOFREKENE
MENTAL MATHS

GETALKOMBINASIES
TOT 10
BONDS UP TO 10

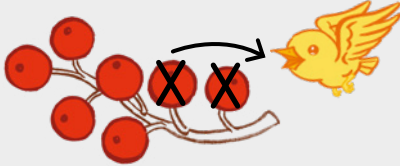
KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

SPELETJIE
GAME

WERKKAARTE
WORKSHEETS

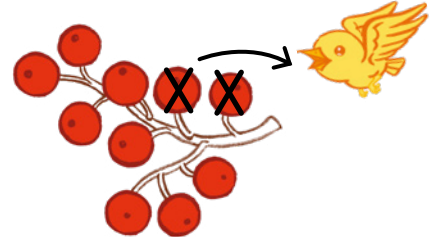
1 Hoeveel bessies bly oor? Skryf die aftrekkingsgetalsinne.

How many berries are left? Write the subtraction sentences.

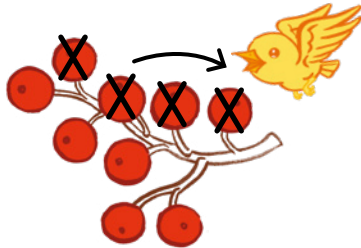


7	
2	5

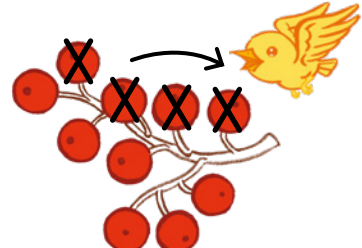
7 - 2 = 5



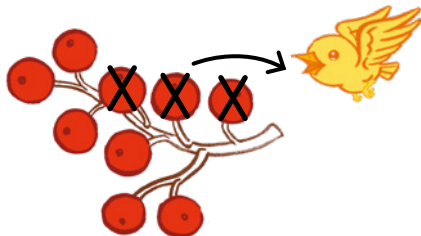
___ - ___ = ___



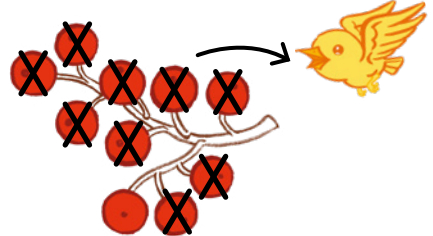
___ - ___ = ___



___ - ___ = ___



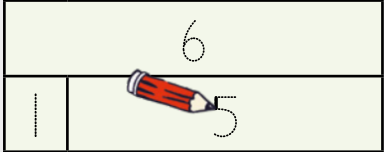
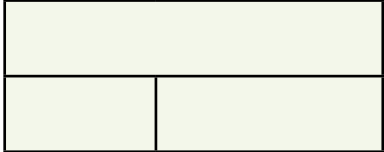
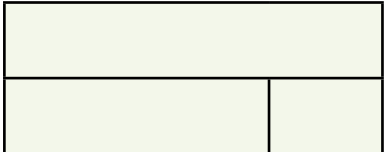
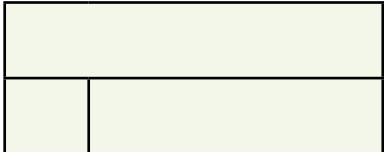
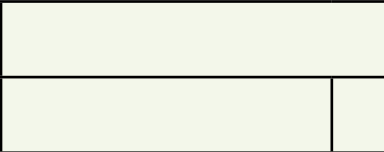
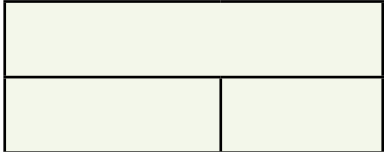
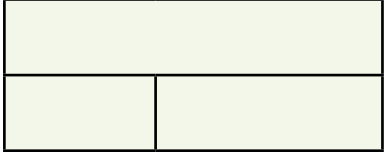
___ - ___ = ___



___ - ___ = ___

2 Skryf die getalle in die tabel in en voltooi die getalsin.

Write the numbers in the table and complete the number sentence.

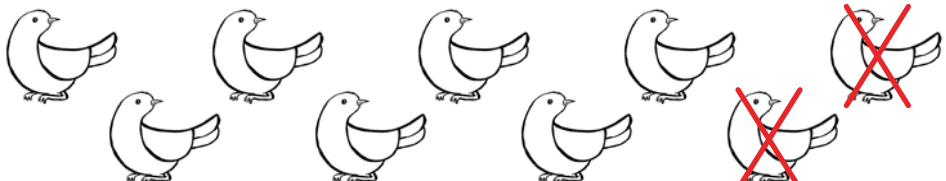
 $6 - 1 = 5$	 $5 - 2 = \underline{\quad}$
 $10 - 7 = \underline{\quad}$	 $9 - 2 = \underline{\quad}$
 $8 - 7 = \underline{\quad}$	 $7 - 4 = \underline{\quad}$
 $6 - 2 = \underline{\quad}$	 $9 - 5 = \underline{\quad}$
 $10 - 4 = \underline{\quad}$	 $7 - 2 = \underline{\quad}$

WERKKAART
WORKSHEET

WERKKAART
WORKSHEET

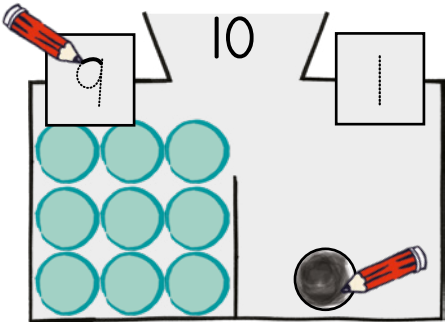
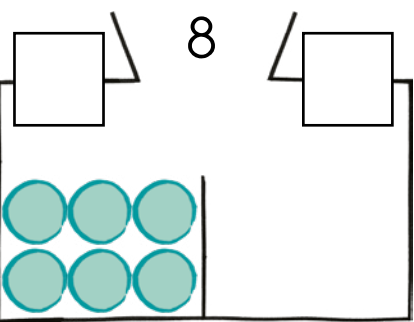
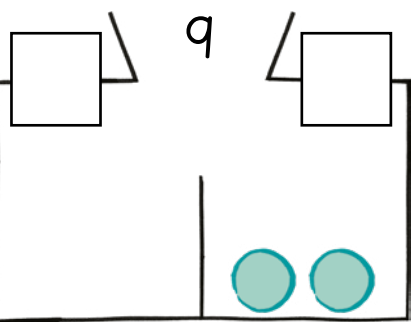
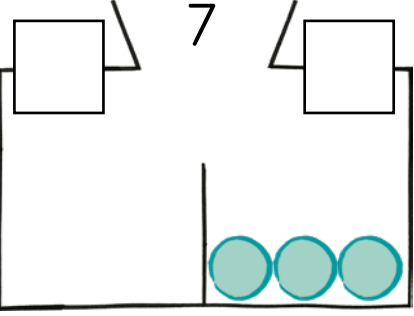
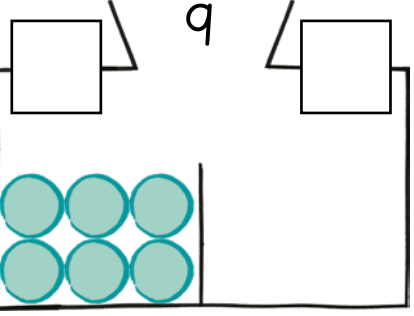
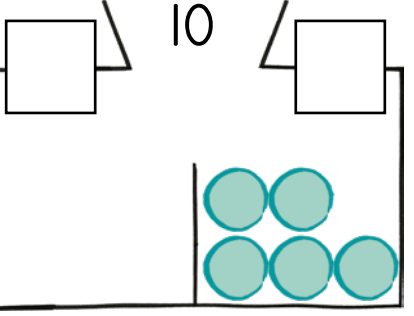
1 Hoeveel bly daar oor? Skryf die getalsin.

How many are left? Write the number sentence.

	 <u>7</u> - <u>2</u> = <u>5</u>
	___ - ___ = ___
	___ - ___ = ___
	___ - ___ = ___

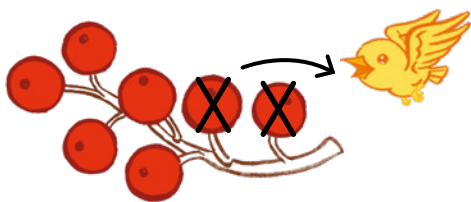
2 Hoeveel balle moet daar in die leë boks wees?

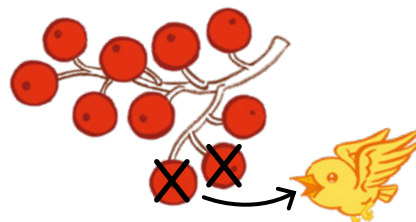
How many balls should be in the empty box?

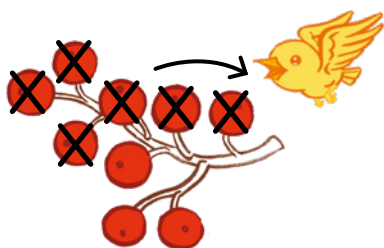
3 Hoeveel bessies bly oor? Skryf die aftrekkingsgetalsinne.

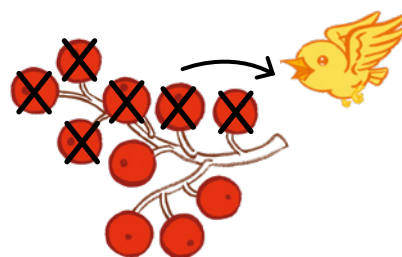
How many berries are left? Write the subtraction sentences.



[illegible]

_____ - _____ = _____



$$\frac{1}{\sqrt{\pi}} \int_{-\infty}^{\infty} f(x) e^{-x^2} dx = \frac{1}{\sqrt{\pi}} \int_{-\infty}^{\infty} f(x) e^{-x^2} dx$$


$$\frac{1}{\sqrt{\pi}} \int_{-\infty}^{\infty} f(x) e^{-x^2} dx = \frac{1}{\sqrt{\pi}} \int_{-\infty}^{\infty} f(x) e^{-x^2} dx$$

4 Gebruik jou blokkies. Hoeveel bly oor?

Use your blocks. How many are left?

$6 - 3 = \underline{\quad}$

$6 - 1 = \underline{\quad}$

$7 - 5 = \underline{\quad}$

$7 - 4 = \underline{\quad}$

$5 - 2 =$

$10 - 2 =$

$8 - 4 =$

$$5 - 3 =$$

$7 - 2 =$

$7 - 2 =$

$$q - 7 =$$

$9 - 5 =$

$6 - 4 =$

$6 - 2 =$

$10 - 3 =$

$10 - 7 =$

HOOFREKENE
MENTAL MATHS

GETALKOMBINASIES
TOT 10
BONDS UP TO 10

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

SPELETJIE
GAME

WERKKAARTE
WORKSHEETS

1 Skryf getalsinne.

Write number sentences.

  $10 - 1 = 9$	 $\underline{\quad} - \underline{\quad} = \underline{\quad}$
 $\underline{\quad} - \underline{\quad} = \underline{\quad}$	 $\underline{\quad} - \underline{\quad} = \underline{\quad}$
 $\underline{\quad} - \underline{\quad} = \underline{\quad}$	 $\underline{\quad} - \underline{\quad} = \underline{\quad}$
 $\underline{\quad} - \underline{\quad} = \underline{\quad}$	 $\underline{\quad} - \underline{\quad} = \underline{\quad}$
 $\underline{\quad} - \underline{\quad} = \underline{\quad}$	 $\underline{\quad} - \underline{\quad} = \underline{\quad}$

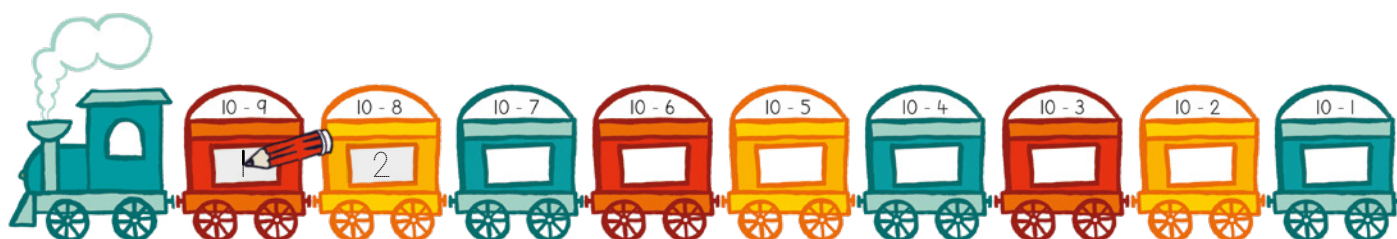
2 Skryf aftrekkingsgetalsinne deur die getalle in die blokke te gebruik.

Write subtraction sentences to equal the numbers in the blocks.

1 $\begin{array}{r} 2 \\ - 1 \\ \hline \end{array} = 1$ $\begin{array}{r} 3 \\ - 2 \\ \hline \end{array} = 1$ $\begin{array}{r} 4 \\ - 3 \\ \hline \end{array} = 1$ $\begin{array}{r} 5 \\ - 4 \\ \hline \end{array} = 1$	3 $\begin{array}{r} \\ - \\ \hline \end{array} = 3$ $\begin{array}{r} \\ - \\ \hline \end{array} = 3$ $\begin{array}{r} \\ - \\ \hline \end{array} = 3$ $\begin{array}{r} \\ - \\ \hline \end{array} = 3$
4 $\begin{array}{r} \\ - \\ \hline \end{array} = 4$ $\begin{array}{r} \\ - \\ \hline \end{array} = 4$ $\begin{array}{r} \\ - \\ \hline \end{array} = 4$ $\begin{array}{r} \\ - \\ \hline \end{array} = 4$	2 $\begin{array}{r} \\ - \\ \hline \end{array} = 2$ $\begin{array}{r} \\ - \\ \hline \end{array} = 2$ $\begin{array}{r} \\ - \\ \hline \end{array} = 2$ $\begin{array}{r} \\ - \\ \hline \end{array} = 2$
6 $\begin{array}{r} \\ - \\ \hline \end{array} = 6$ $\begin{array}{r} \\ - \\ \hline \end{array} = 6$ $\begin{array}{r} \\ - \\ \hline \end{array} = 6$ $\begin{array}{r} \\ - \\ \hline \end{array} = 6$	5 $\begin{array}{r} \\ - \\ \hline \end{array} = 5$ $\begin{array}{r} \\ - \\ \hline \end{array} = 5$ $\begin{array}{r} \\ - \\ \hline \end{array} = 5$ $\begin{array}{r} \\ - \\ \hline \end{array} = 5$

3 Trek af en skryf die antwoorde op die trein in.

Subtract and write the answers in the train.



HOOFREKENE
MENTAL MATHS

GETALKOMBINASIES
TOT 10
BONDS UP TO 10

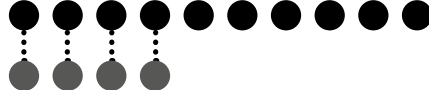
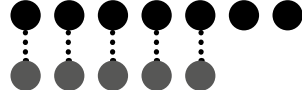
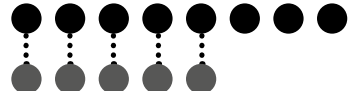
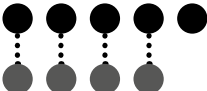
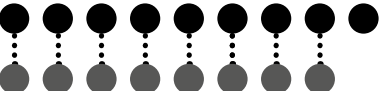
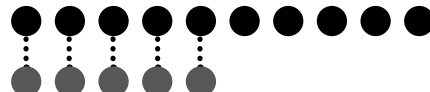
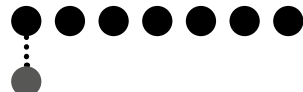
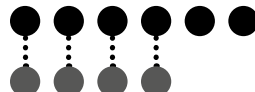
KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

SPELETJIE
GAME

WERKKAARTE
WORKSHEETS

1 Wat is die verskil?

What is the difference?

  $9 - 3 = 6$	 $\underline{\quad} - \underline{\quad} = \underline{\quad}$	 $\underline{\quad} - \underline{\quad} = \underline{\quad}$
 $\underline{\quad} - \underline{\quad} = \underline{\quad}$	 $\underline{\quad} - \underline{\quad} = \underline{\quad}$	 $\underline{\quad} - \underline{\quad} = \underline{\quad}$
 $\underline{\quad} - \underline{\quad} = \underline{\quad}$	 $\underline{\quad} - \underline{\quad} = \underline{\quad}$	 $\underline{\quad} - \underline{\quad} = \underline{\quad}$

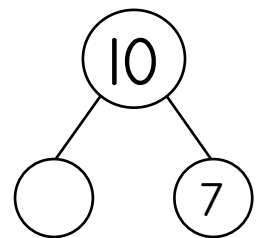
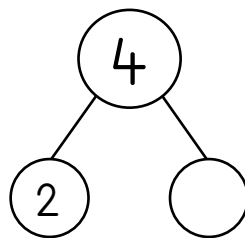
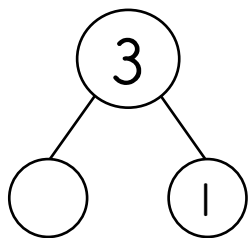
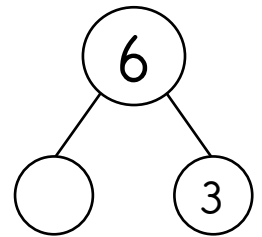
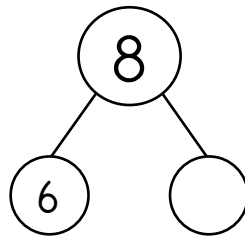
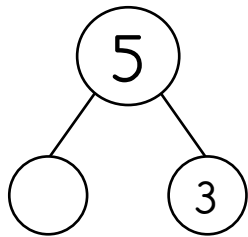
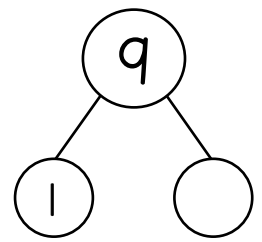
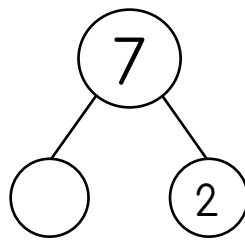
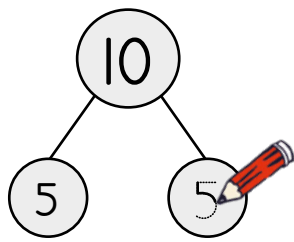
2 Teken kolletjies om die probleme op te los.

Draw dots to solve the problems.

Ek het 4 plakkers en my maat het 2 plakkers. Wat is die verskil tussen die aantal plakkers wat ons het? I have 4 stickers and my friend has 2 stickers. What is the difference between the number of stickers we have? 	  $4 - 2 = 2$
Daar is 10 stoele in hierdie kamer en 7 stoele in die ander kamer. Wat is die verskil tussen die aantal stoele in die kamers? There are 10 chairs in this room and 7 chairs in the next room. What is the difference between the number of chairs in the rooms? 	

3 Vul die leë sirkels in.

Fill the empty circles.



4 Teken kolletjies en trek af.

Draw dots and subtract.

	$7 - 2 = \underline{\quad}$	$4 - 3 = \underline{\quad}$
$8 - 4 = \underline{\quad}$	$6 - 4 = \underline{\quad}$	$10 - 5 = \underline{\quad}$
$9 - 5 = \underline{\quad}$	$3 - 1 = \underline{\quad}$	$5 - 2 = \underline{\quad}$
$10 - 3 = \underline{\quad}$	$8 - 6 = \underline{\quad}$	$9 - 3 = \underline{\quad}$

HOOFREKENE
MENTAL MATHS

GETALKOMBINASIES
TOT 10
BONDS UP TO 10

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

SPELETJIE
GAME

WERKKAARTE
WORKSHEETS

1 Wat is die verskil?

What is the difference?

 $5 - 4 = 1$	 $\underline{\quad} - \underline{\quad} = \underline{\quad}$
 $\underline{\quad} - \underline{\quad} = \underline{\quad}$	 $\underline{\quad} - \underline{\quad} = \underline{\quad}$

2 Wat is die verskil?

What is the difference?

$7 - 1 = \underline{\quad}$

$8 - 1 = \underline{\quad}$

$10 - 1 = \underline{\quad}$

$6 - 4 = \underline{\quad}$

$9 - 4 = \underline{\quad}$

$10 - 2 = \underline{\quad}$

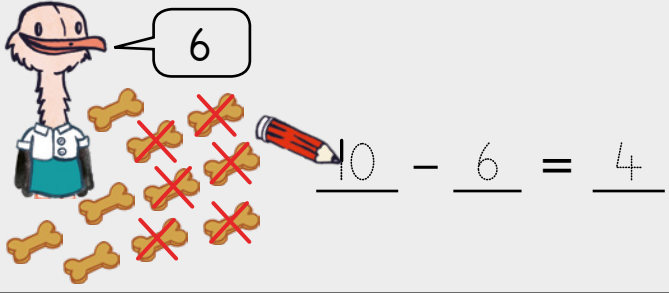
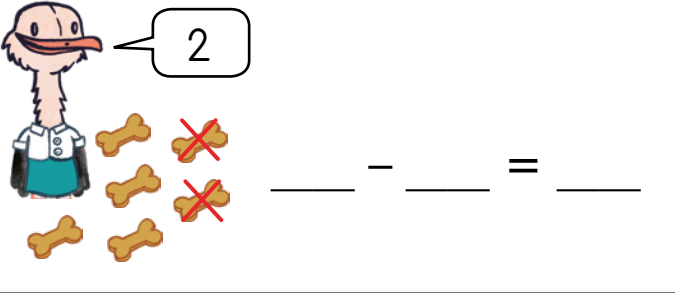
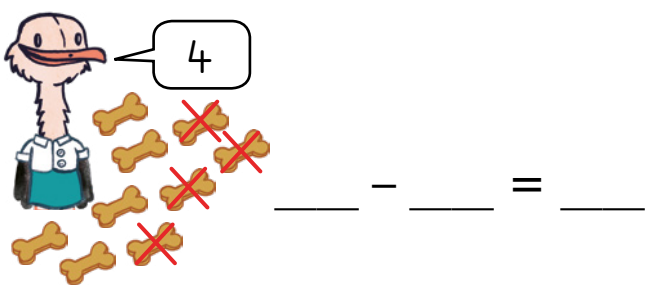
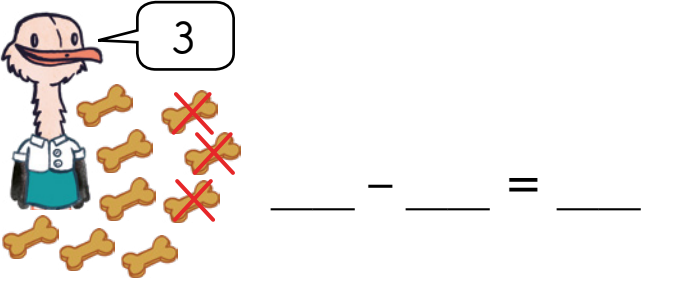
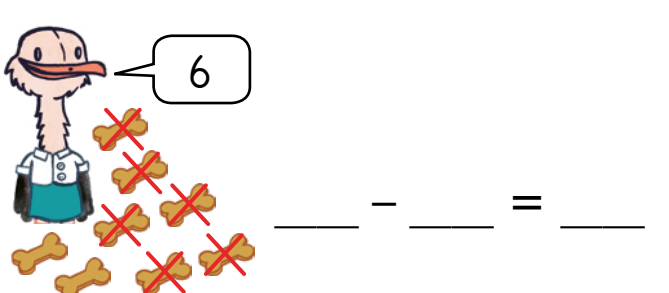
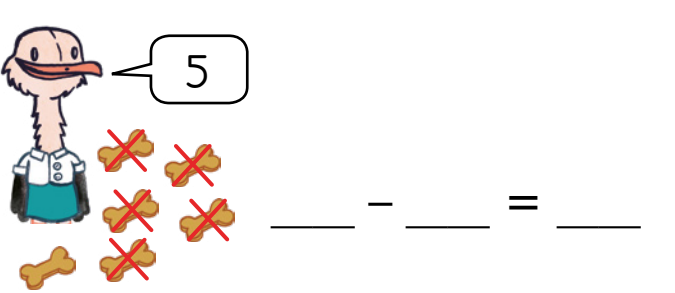
$7 - 3 = \underline{\quad}$

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

$10 - 3 = \underline{\quad}$

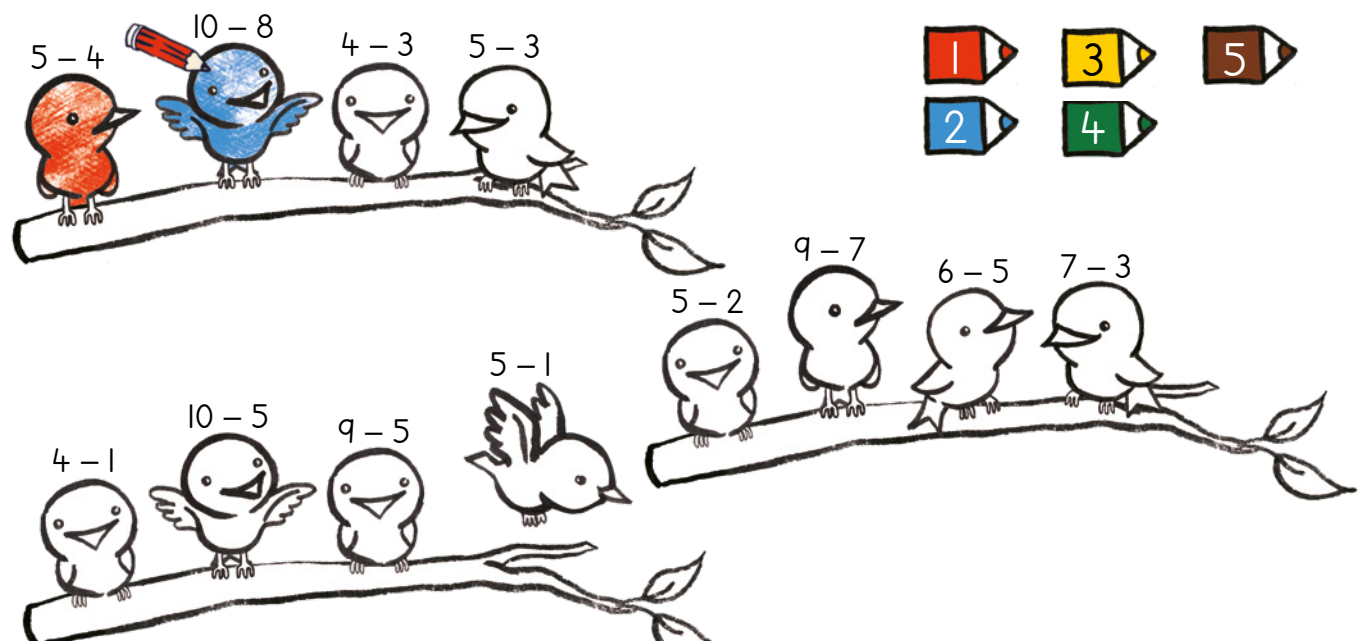
3 Hoeveel beskuitjies bly daar oor as Dada ____ eet?

How many biscuits are left if Dada eats ____?

 10 - 6 = 4	 _____ - _____ = _____
 _____ - _____ = _____	 _____ - _____ = _____
 _____ - _____ = _____	 _____ - _____ = _____

4 Trek af en kleur in.

Subtract and colour.



5 - 4 10 - 8 4 - 3 5 - 3

9 - 7 6 - 5 7 - 3

5 - 2 5 - 1

4 - 1 10 - 5 9 - 5

Legend: 1 (red), 2 (blue), 3 (yellow), 4 (green), 5 (brown)

HOOFREKENE
MENTAL MATHS

GETALKOMBINASIES
TOT 10
BONDS UP TO 10

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

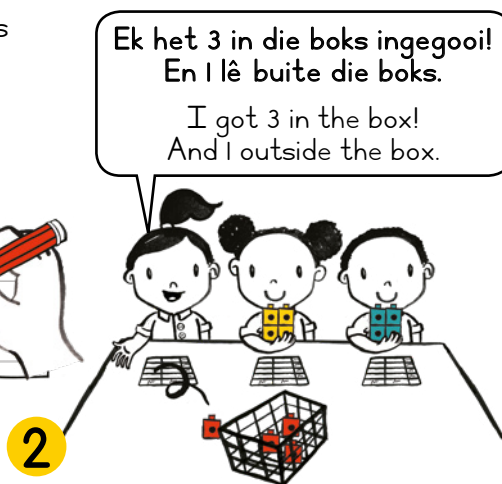
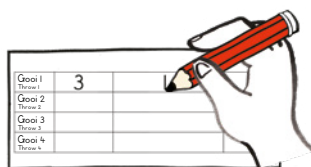
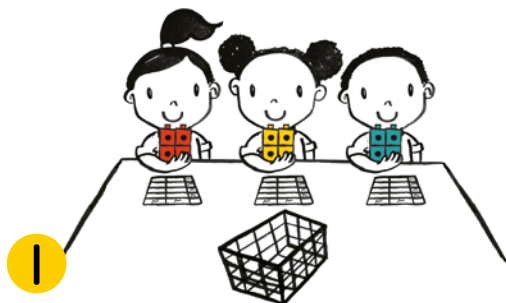
SPELETJIE
GAME

WERKKAART
WORKSHEET

Speletjie: Gooi die blokkies Game: Throw the blocks

Hou 4 blokkies in een hand vas. Maak beurte om julle blokkies in die boks in te gooi.

Hold 4 blocks in one hand. Take turns to throw your blocks into the box.

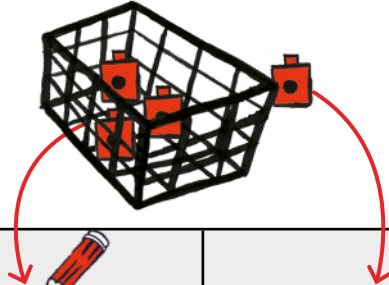


Dis my beurt. Ek het
2 in die boks en
2 buite die boks!
My turn. I got
2 in the box and
2 outside the box!



Maak beurte en vul julle rekordeertabelle. Vul jul tabelle in.
Bepaal die verskil tussen die groter getal en die kleiner getal.

Take turns and fill in your record sheets. Find the difference between the bigger number and the smaller number.



Gooi 1 Throw 1	3	1	$3 - 1 = 2$
Gooi 2 Throw 2			$\underline{\quad} - \underline{\quad} = \underline{\quad}$
Gooi 3 Throw 3			$\underline{\quad} - \underline{\quad} = \underline{\quad}$
Gooi 4 Throw 4			$\underline{\quad} - \underline{\quad} = \underline{\quad}$
Gooi 5 Throw 5			$\underline{\quad} - \underline{\quad} = \underline{\quad}$
Gooi 6 Throw 6			$\underline{\quad} - \underline{\quad} = \underline{\quad}$
Gooi 7 Throw 7			$\underline{\quad} - \underline{\quad} = \underline{\quad}$
Gooi 8 Throw 8			$\underline{\quad} - \underline{\quad} = \underline{\quad}$
Gooi 9 Throw 9			$\underline{\quad} - \underline{\quad} = \underline{\quad}$
Gooi 10 Throw 10			$\underline{\quad} - \underline{\quad} = \underline{\quad}$

1 Trek af om die tabel te voltooi.

Subtract to complete the table.

Knope aan die begin Buttons in the beginning	Sisanda neem Sisanda takes	Knope wat oorbly Buttons left over
10	5	5 
8	8	
6	0	
9	6	
5	5	
7	0	
10	10	

2 Trek af.

Subtract.

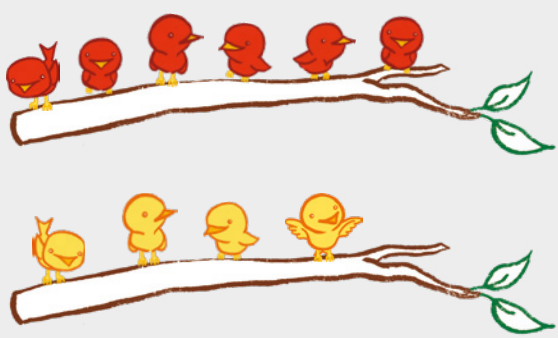
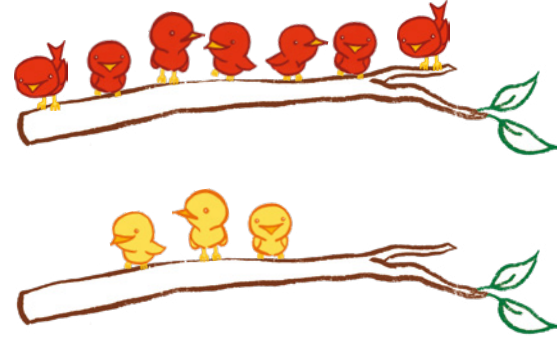
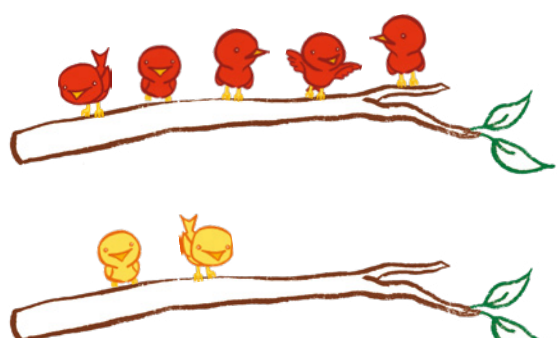
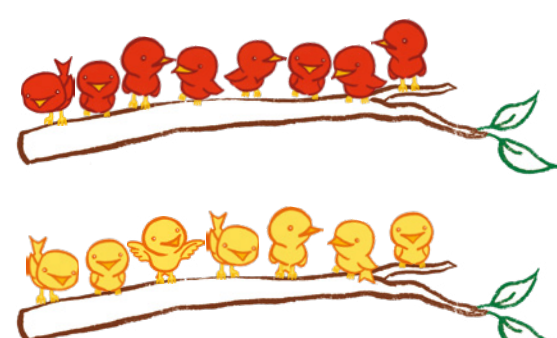
$1 - 1 = \underline{\quad}$	$10 - 10 = \underline{\quad}$
$1 - 0 = \underline{\quad}$	$10 - 0 = \underline{\quad}$
$3 - 0 = \underline{\quad}$	$6 - 0 = \underline{\quad}$
$3 - 3 = \underline{\quad}$	$6 - 6 = \underline{\quad}$
$5 - 5 = \underline{\quad}$	$8 - 8 = \underline{\quad}$
$5 - 0 = \underline{\quad}$	$8 - 0 = \underline{\quad}$
$4 - 0 = \underline{\quad}$	$9 - 0 = \underline{\quad}$
$4 - 4 = \underline{\quad}$	$9 - 9 = \underline{\quad}$
$2 - 2 = \underline{\quad}$	$7 - 7 = \underline{\quad}$
$2 - 0 = \underline{\quad}$	$7 - 0 = \underline{\quad}$

WERKKAART
WORKSHEET

WERKKAART
WORKSHEET

1 Wat is die verskil?

What is the difference?

  $6 - 4 = 2$	 $\underline{\quad} - \underline{\quad} = \underline{\quad}$
 $\underline{\quad} - \underline{\quad} = \underline{\quad}$	 $\underline{\quad} - \underline{\quad} = \underline{\quad}$

2 Wat is die verskil?

What is the difference?

$6 - 2 = \underline{\quad}$

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

$9 - 7 = \underline{\quad}$

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

$10 - 4 = \underline{\quad}$

$7 - 4 = \underline{\quad}$

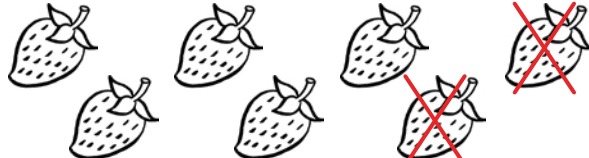
$10 - 3 = \underline{\quad}$

$9 - 6 = \underline{\quad}$

$10 - 2 = \underline{\quad}$

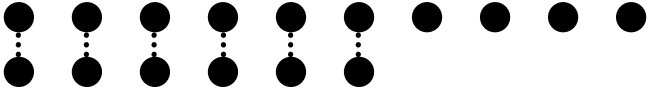
3 Skryf die getalsinne.

Write the number sentences.

	 <u>5</u> - <u>2</u> = <u>3</u>
	<u> </u> - <u> </u> = <u> </u>
	<u> </u> - <u> </u> = <u> </u>

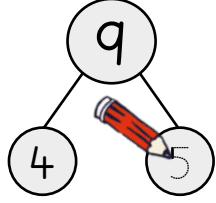
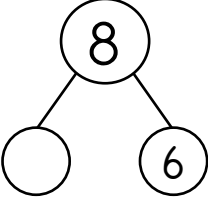
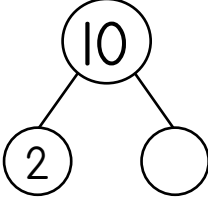
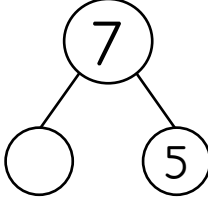
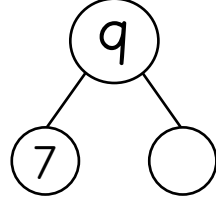
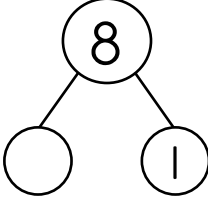
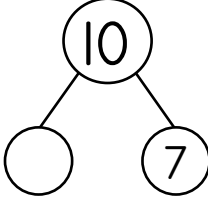
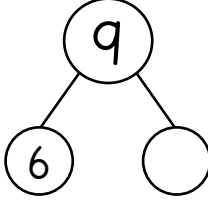
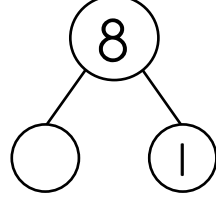
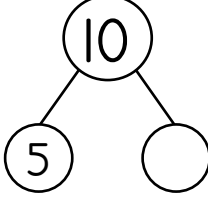
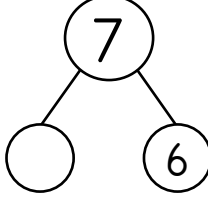
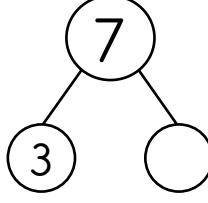
4 Wat is die verskil?

What is the difference?

	
<u> </u> - <u> </u> = <u> </u>	<u> </u> - <u> </u> = <u> </u>

5 Vul die leë sirkels in.

Fill the empty circles.

Die uitdink van aftrekkingstories

Creating stories for subtraction

HOOFREKENE
MENTAL MATHS

SALUEER-
SPELETJIE
SALUTE GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

SPELETJIE
GAME

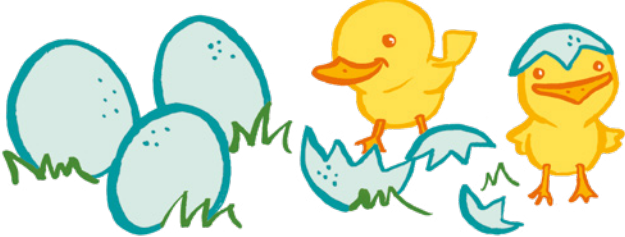
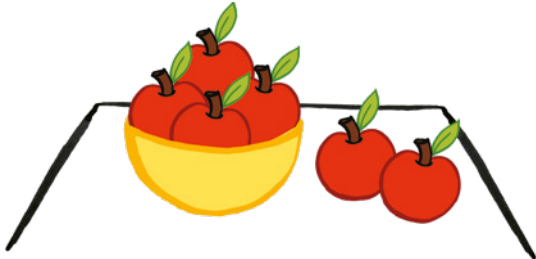
WERKKAARTE
WORKSHEETS

1 Vertel by elke prent vir jou maat 'n aftrekkingstorie.

Tell a **subtraction** story to a friend for each picture.

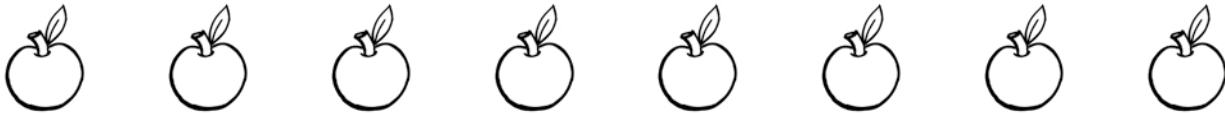
2 Skryf die getalsin vir elke prent.

Write the **number sentence** for each picture.

	
	_____
	_____
	_____
	_____

3 Los die probleme op.

Solve the problems.

									
Buhle het 7 pynappels. Sy eet 2 pynappels. Hoeveel pynappels bly oor? Buhle has 7 pineapples. She eats 2 pineapples. How many pineapples are left?						 $\underline{\quad} - \underline{2} = \underline{5}$			
									
Mihle het 10 lemoene. Sy gee 6 lemoene weg. Hoeveel lemoene het sy oor? Mihle has 10 oranges. She gives away 6 oranges. How many oranges does she have left?						_____			
									
Ava het rooi appels en groen appels. Sy het altesame 8 appels. 2 van die appels is rooi. Hoeveel appels is groen? Ava has some red apples and some green apples. She has 8 apples. 2 of the apples are red. How many apples are green?						_____			
									
Daar is 6 visse. 4 van die visse swem weg. Hoeveel bly oor? There are 6 fish. 4 of them swim away. How many are left?						_____			
									
Lily het 9 bekere. 3 van die bekere is vuil, maar die res is skoon. Hoeveel skoon bekere het sy? Lily has 9 mugs. 3 of them are dirty, but the rest are clean. How many clean mugs does she have?						_____			

HOOFREKENE
MENTAL MATHS

SALUEER-
SPELETJIE
SALUTE GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

SPELETJIE
GAME

WERKKAARTE
WORKSHEETS

1 Maak 'n familie van getalsinne vir elkeen van die prente.

Create a family of number sentences for each of the pictures.

	$\underline{5} + \underline{2} = \underline{7}$ $\underline{7} - \underline{2} = \underline{5}$	$\underline{2} + \underline{5} = \underline{7}$ $\underline{7} - \underline{5} = \underline{2}$
	$\underline{\quad} + \underline{\quad} = \underline{\quad}$ $\underline{\quad} - \underline{\quad} = \underline{\quad}$	$\underline{\quad} + \underline{\quad} = \underline{\quad}$ $\underline{\quad} - \underline{\quad} = \underline{\quad}$
	$\underline{\quad} + \underline{\quad} = \underline{\quad}$ $\underline{\quad} - \underline{\quad} = \underline{\quad}$	$\underline{\quad} + \underline{\quad} = \underline{\quad}$ $\underline{\quad} - \underline{\quad} = \underline{\quad}$
	$\underline{\quad} + \underline{\quad} = \underline{\quad}$ $\underline{\quad} - \underline{\quad} = \underline{\quad}$	$\underline{\quad} + \underline{\quad} = \underline{\quad}$ $\underline{\quad} - \underline{\quad} = \underline{\quad}$
	$\underline{\quad} + \underline{\quad} = \underline{\quad}$ $\underline{\quad} - \underline{\quad} = \underline{\quad}$	$\underline{\quad} + \underline{\quad} = \underline{\quad}$ $\underline{\quad} - \underline{\quad} = \underline{\quad}$
	$\underline{\quad} + \underline{\quad} = \underline{\quad}$ $\underline{\quad} - \underline{\quad} = \underline{\quad}$	$\underline{\quad} + \underline{\quad} = \underline{\quad}$ $\underline{\quad} - \underline{\quad} = \underline{\quad}$
	$\underline{\quad} + \underline{\quad} = \underline{\quad}$ $\underline{\quad} - \underline{\quad} = \underline{\quad}$	$\underline{\quad} + \underline{\quad} = \underline{\quad}$ $\underline{\quad} - \underline{\quad} = \underline{\quad}$

2 Voltooi met optelling of aftrekking.

Complete using **addition** or **subtraction**.

8	
1	

9	
	5

10	
9	

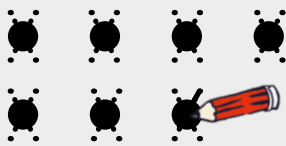
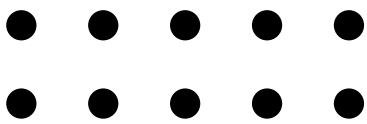
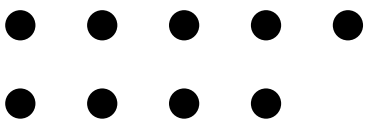
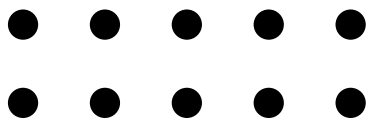
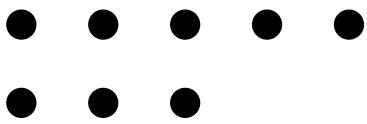
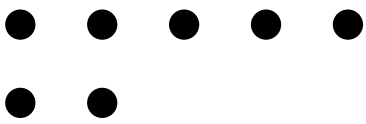
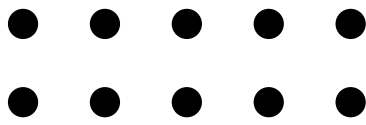
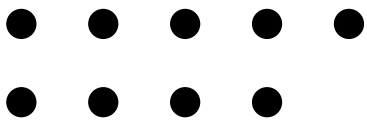
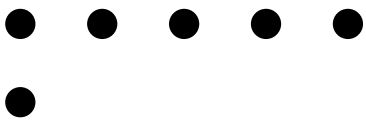
10	
7	

7	
	2

10	
	4

3 Trek 'n kruisie oor die kolletjies en voltooi die getalsinne.

Cross out the dots and complete the number sentences.

 $8 - 8 = \underline{\quad}$	 $10 - 2 = \underline{\quad}$	 $9 - 7 = \underline{\quad}$
 $10 - 9 = \underline{\quad}$	 $8 - 4 = \underline{\quad}$	 $7 - 5 = \underline{\quad}$
 $10 - 3 = \underline{\quad}$	 $9 - 0 = \underline{\quad}$	 $6 - 4 = \underline{\quad}$

HOOFREKENE
MENTAL MATHS

SALUEER-
SPELETJIE
SALUTE GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

SPELETJIE
GAME

WERKKAART
WORKSHEET

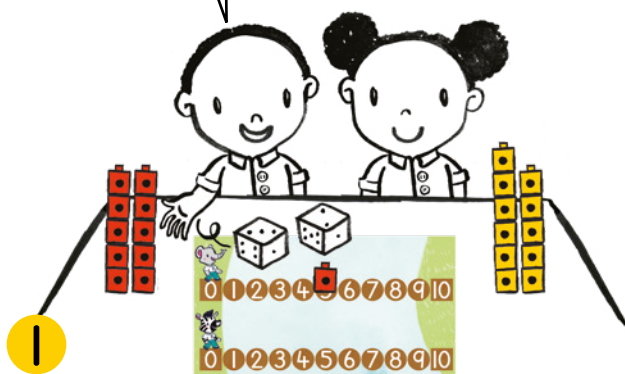
Speletjie: Bedek die trapklippe Game: Cover the stepping stones

Gooi 2 dobbelstene. Besluit of julle wil optel of aftrek en sit dan 'n blokkie op die trapklip met daardie antwoord. 6 is 'n gelukkige getal – as julle 'n 6 gooi, kan julle op enige getal van julle keuse gaan staan.

Roll 2 dice. Decide whether you want to add or subtract and then put a block on the stepping stone with that answer. 6 is a lucky number – if you roll a 6 you can make it any number you want.

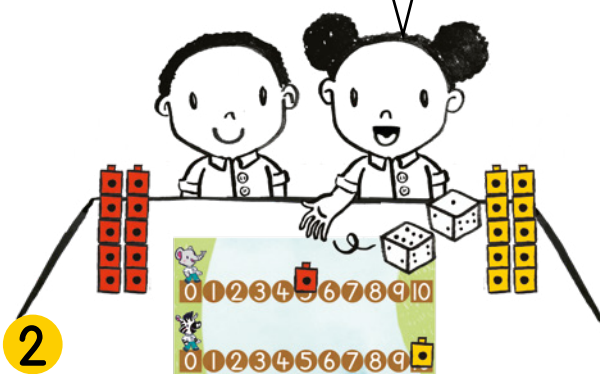
Ek gaan optel. 3 plus 2
is gelyk aan 5.

I am going to add.
3 plus 2 equals 5.



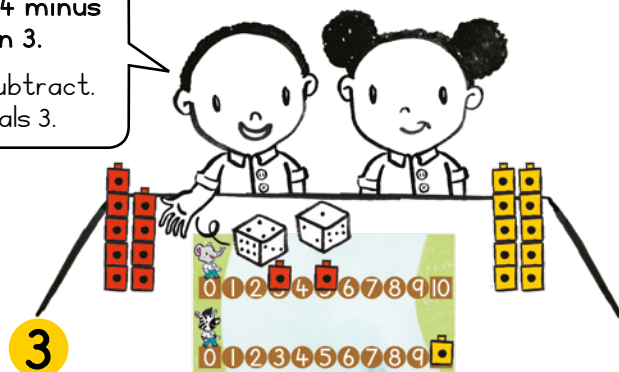
Hoera! Ek het die gelukkige
nommer 6 gegooi. Ek gaan
dit 9 maak en dan optel.
9 plus 1 is gelyk aan 10.

Yay! I got the lucky number 6.
I am going to make it 9 and
add. 9 plus 1 equals 10.



Ek gaan aftrek. 4 minus
1 is gelyk aan 3.

I am going to subtract.
4 minus 1 equals 3.



Die eerste leerder wat al hulle klippe kan bedek, is die wenner.
The first person to cover all their stones is the winner.

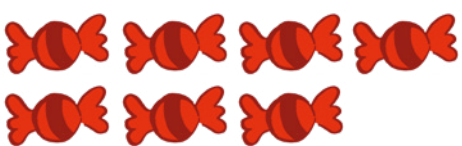
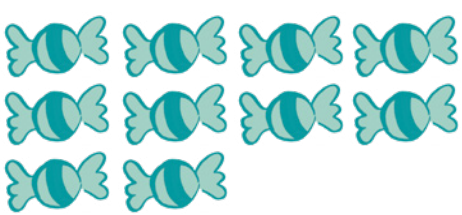
1 Vul die ontbrekende getalle in.

Fill in the missing numbers.

$5 - 3 = \underline{\quad}$	$2 + 3 = \underline{\quad}$	$2 + \underline{\quad} = 5$	$4 + 2 = \underline{\quad}$
$6 - 4 = \underline{\quad}$	$\underline{\quad} + 3 = 5$	$4 + 3 = \underline{\quad}$	$7 - 4 = \underline{\quad}$
$5 - 2 = \underline{\quad}$	$4 + \underline{\quad} = 7$	$7 - 3 = \underline{\quad}$	$2 + 8 = \underline{\quad}$
$4 + \underline{\quad} = 8$	$\underline{\quad} + 4 = 8$	$9 - 3 = \underline{\quad}$	$5 + 0 = \underline{\quad}$

2 Skryf die getalsin en los die probleem op.

Write the **number sentence** and solve the problem.

Ek het 8 lekkers. I have 8 sweets. 	Ek eet 8 lekkers. Hoeveel lekkers bly oor? I eat 8 sweets. How many are left?	 $\underline{8} - \underline{8} = \underline{0}$
Ek het 7 lekkers. I have 7 sweets. 	My ouma gee my 3 lekkers meer. Hoeveel lekkers het ek? My granny gives me 3 more sweets. How many do I have?	$\underline{\quad} + \underline{\quad} = \underline{\quad}$
Ek het 10 lekkers. I have 10 sweets. 	My suster het 3 lekkers minder as ek. Hoeveel lekkers het my suster? My sister has 3 less sweets than me. How many does my sister have?	$\underline{\quad} - \underline{\quad} = \underline{\quad}$
Ek het 7 lekkers. I have 7 sweets. 	My broer het 2 lekkers meer as ek. Hoeveel lekkers het my broer? My brother has 2 more sweets than me. How many does my brother have?	$\underline{\quad} + \underline{\quad} = \underline{\quad}$

HOOFREKENE
MENTAL MATHS

SALUEER-
SPELETJIE
SALUTE GAME

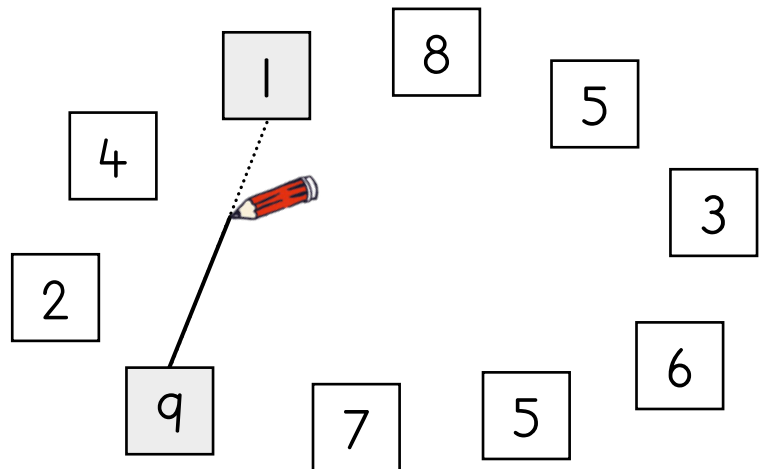
KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

SPELETJIE
GAME

WERKKAARTE
WORKSHEETS

1 Maak 10 deur 'n lyn te trek om getalle bymekaar te tel.

Make 10 by drawing a line to add numbers.



2 Los die probleme op en skryf die getalsinne.

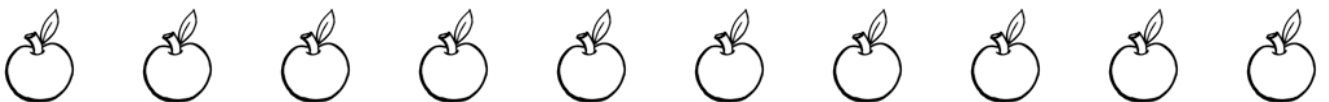
Solve the problems and write the number sentences.



Daar is 5 blou visse en 4 gryns visse in 'n visdam. Hoeveel visse is daar altesame?

There are 5 blue fish and 4 grey fish in a pond. How many fish are there **altogether**?

$$\underline{5} + \underline{4} = \underline{9}$$



Ek het 10 appels. Ek eet 5. Hoeveel appels bly oor?

I have 10 apples. I eat 5. How many are left?

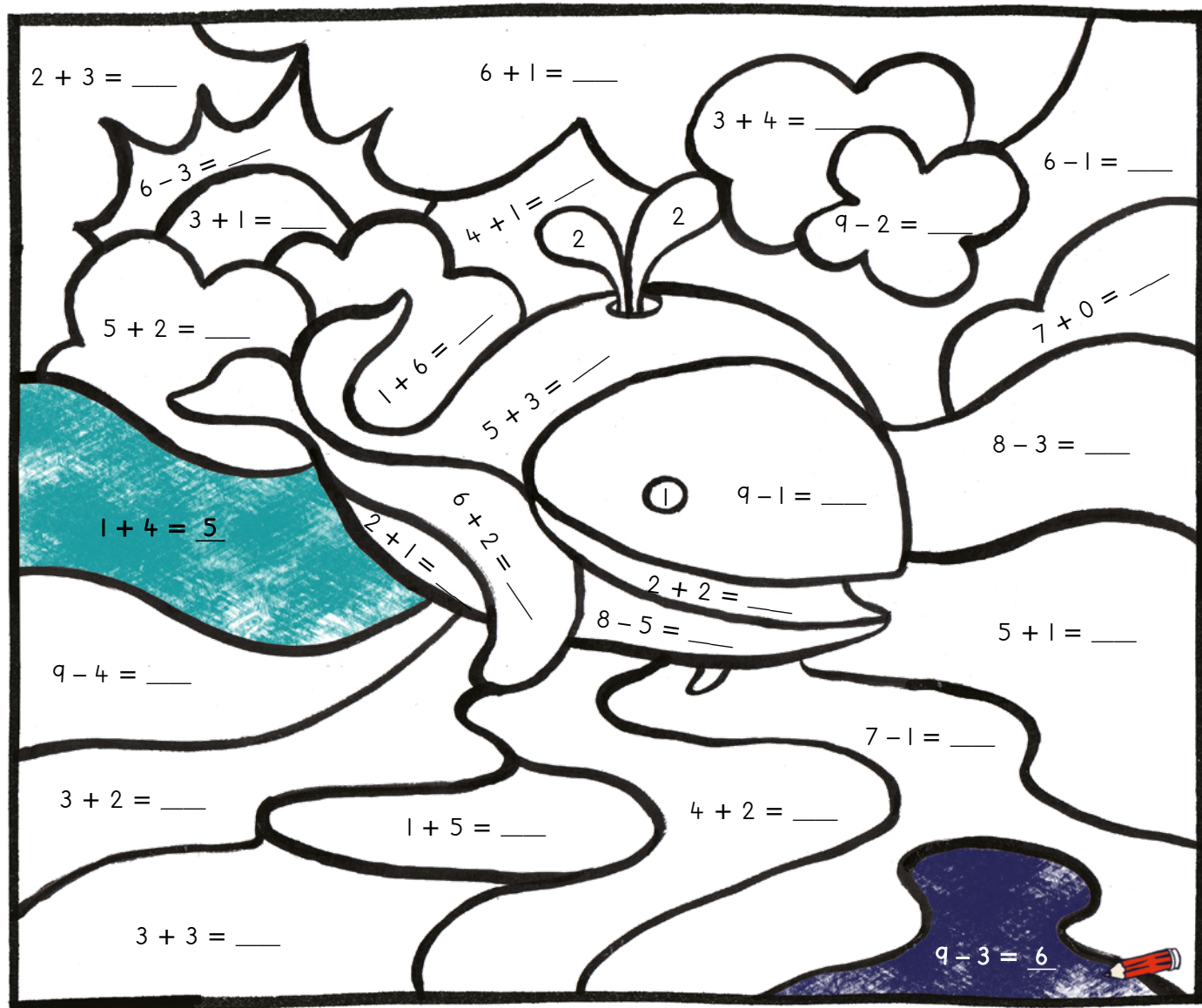


Ek het lekkers in 'n sakkie en hou 2 lekkers in my hand vas. Ek het altesame 8 lekkers. Hoeveel lekkers is daar in die sakkie?

I have some sweets in a bag and 2 sweets in my hand. Altogether I have 8 sweets. How many sweets are in the bag?

3 Los op en kleur in.

Solve and colour.



1 swart/black

2 groen/green

3 oranje/orange

4 rooi/red

5 ligblou/light blue

6 donkerblou/dark blue

7 wit/white

8 pers/purple

WERKKAART
WORKSHEET

WERKKAART
WORKSHEET

1 Skep 'n familie van getalsinne vir elkeen van die prente.

Create a family of **number sentences** for each of the pictures.

	$\underline{5} + \underline{4} = \underline{9}$ $\underline{9} - \underline{5} = \underline{4}$	$\underline{4} + \underline{5} = \underline{9}$ $\underline{9} - \underline{4} = \underline{5}$
	$\underline{\quad} + \underline{\quad} = \underline{\quad}$ $\underline{\quad} - \underline{\quad} = \underline{\quad}$	$\underline{\quad} + \underline{\quad} = \underline{\quad}$ $\underline{\quad} - \underline{\quad} = \underline{\quad}$
	$\underline{\quad} + \underline{\quad} = \underline{\quad}$ $\underline{\quad} - \underline{\quad} = \underline{\quad}$	$\underline{\quad} + \underline{\quad} = \underline{\quad}$ $\underline{\quad} - \underline{\quad} = \underline{\quad}$
	$\underline{\quad} + \underline{\quad} = \underline{\quad}$ $\underline{\quad} - \underline{\quad} = \underline{\quad}$	$\underline{\quad} + \underline{\quad} = \underline{\quad}$ $\underline{\quad} - \underline{\quad} = \underline{\quad}$
	$\underline{\quad} + \underline{\quad} = \underline{\quad}$ $\underline{\quad} - \underline{\quad} = \underline{\quad}$	$\underline{\quad} + \underline{\quad} = \underline{\quad}$ $\underline{\quad} - \underline{\quad} = \underline{\quad}$
	$\underline{\quad} + \underline{\quad} = \underline{\quad}$ $\underline{\quad} - \underline{\quad} = \underline{\quad}$	$\underline{\quad} + \underline{\quad} = \underline{\quad}$ $\underline{\quad} - \underline{\quad} = \underline{\quad}$
	$\underline{\quad} + \underline{\quad} = \underline{\quad}$ $\underline{\quad} - \underline{\quad} = \underline{\quad}$	$\underline{\quad} + \underline{\quad} = \underline{\quad}$ $\underline{\quad} - \underline{\quad} = \underline{\quad}$

2 Voltooi met optelling of aftrekking.

Complete using addition or subtraction.

9	
2	

6	
	3

10	
8	

2	5

5	5

4	6

3	5

8	
	1

9	
4	

3 Kies twee getalle wat saam 10 maak. Skryf die getalle in die sirkels in om die getalsin te voltooi.

Choose two numbers that make 10. Write the numbers in the circles to complete the number sentence.

0	1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	---	----

 $2 + 8 = 10$

$\bigcirc + \bigcirc = 10$

$\bigcirc + \bigcirc = 10$

$\bigcirc + \bigcirc = 10$

4 Kies 1 getal. Skryf die getal in die sirkel in en trek dit van 10 af om die antwoord te kry.

Choose 1 number. Write the number in the circle and subtract from 10 to find the answer.

0	1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	---	----

$10 - \bigcirc = 4$ 

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

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

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

HOOFREKENE
MENTAL MATHS

EK WENS EK
HET ... GEHAD
I WISH I HAD

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

SPELETJIE
GAME

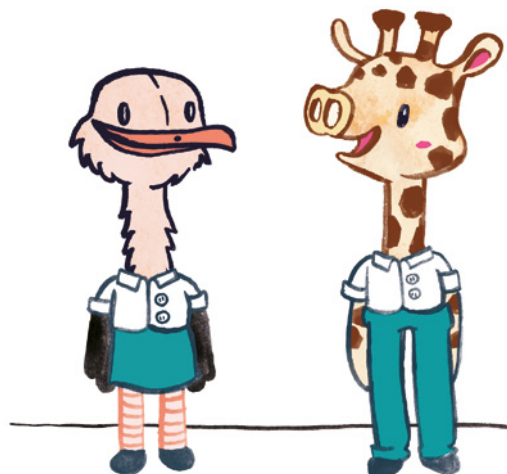
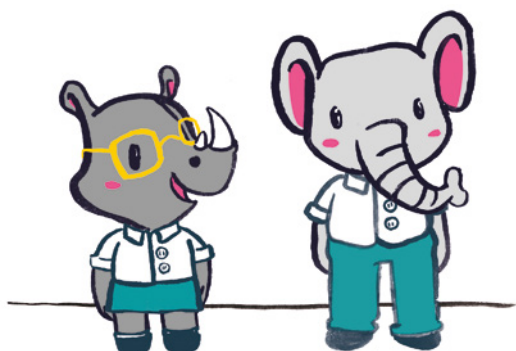
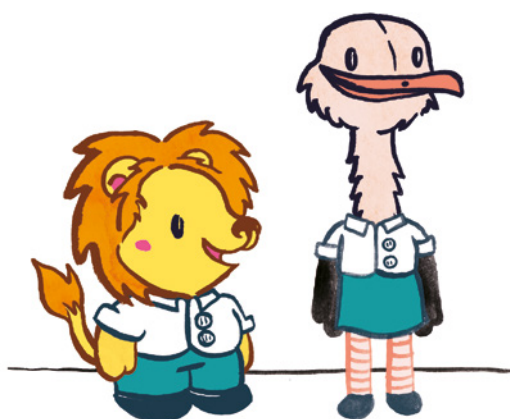
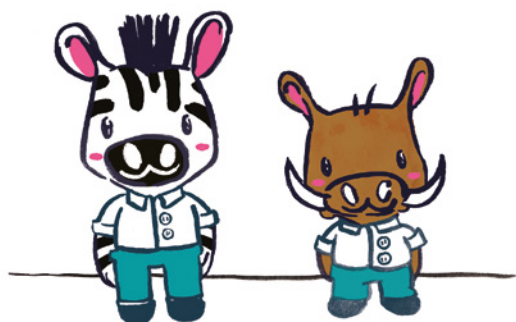
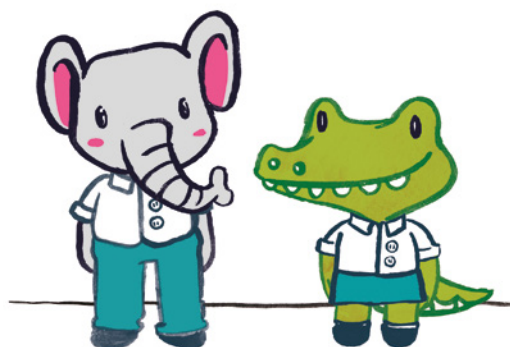
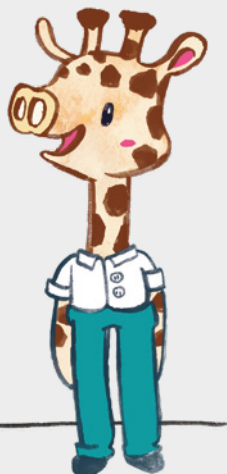
WERKKAARTE
WORKSHEETS

1 Teken 'n vierkant om die maat wat korter is.

Draw a square around the **shorter** friend.

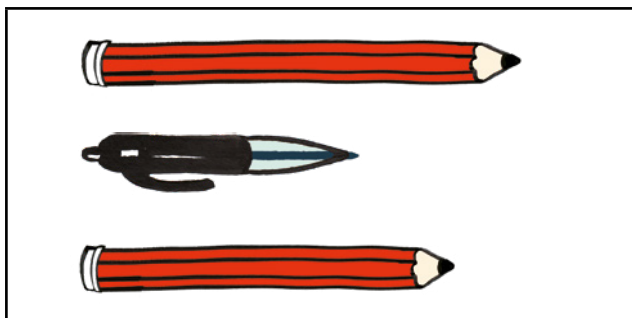
korter

shorter



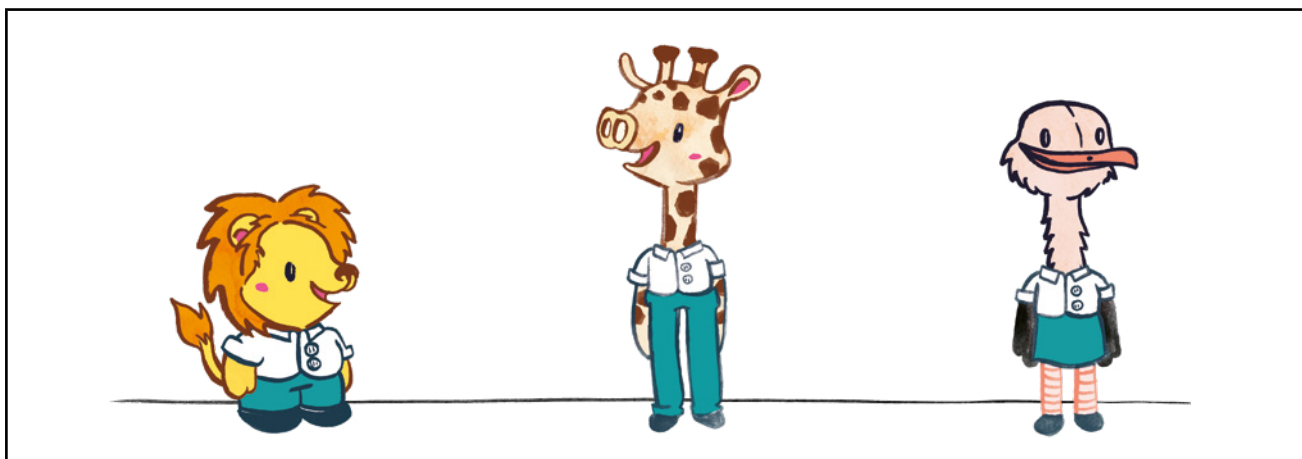
- 2 Teken 'n ster langs die **kortste** voorwerp. Omkring die **langste** voorwerp.

Draw a star next to the **shortest** object. Circle the **longest** object.



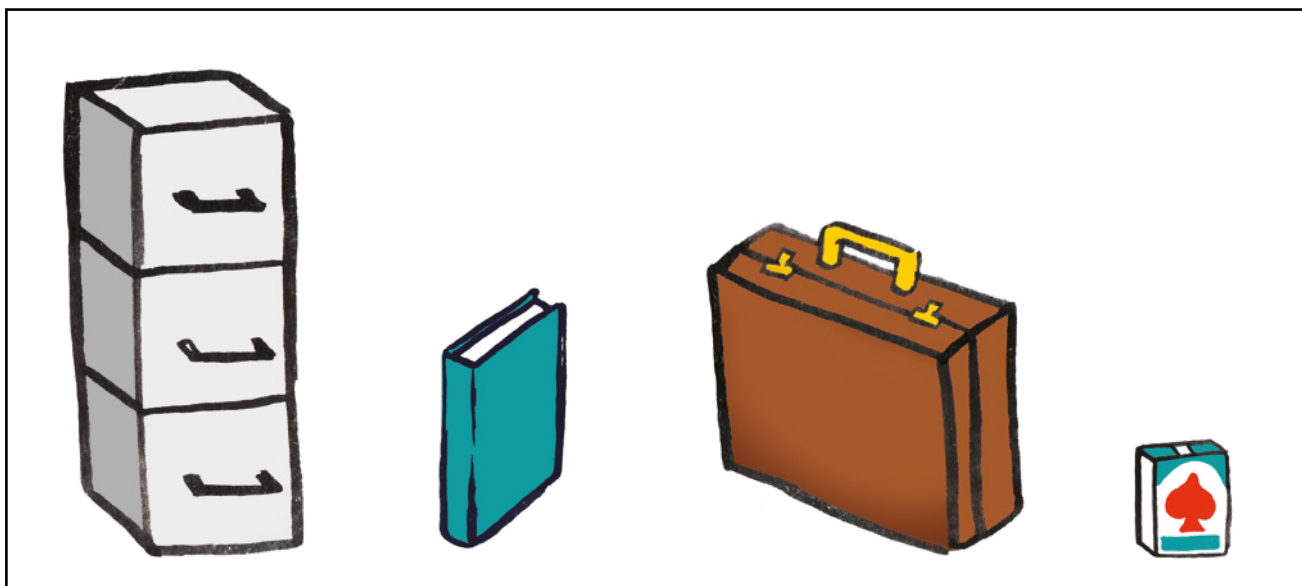
- 3 Teken 'n ster langs die **kortste** dier. Omkring die **langste** dier.

Draw a star next to the **shortest** animal. Circle the **tallest** animal.



- 4 Teken 'n ster langs die **kortste** voorwerp. Omkring die **langste** voorwerp.

Draw a star next to the **shortest** object. Circle the **tallest** object.



Vergelyk lengtes

Comparing lengths

HOOFREKENE
MENTAL MATHS

EK WENS EK
HET ... GEHAD
I WISH I HAD

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

SPELETJIE
GAME

WERKKAARTE
WORKSHEETS

1 Omkring die kortste string.

Circle the **shortest** string.

2 Nommer die stringe van die kortste tot die langste.

Number the strings from **shortest** to **longest**.

2

5

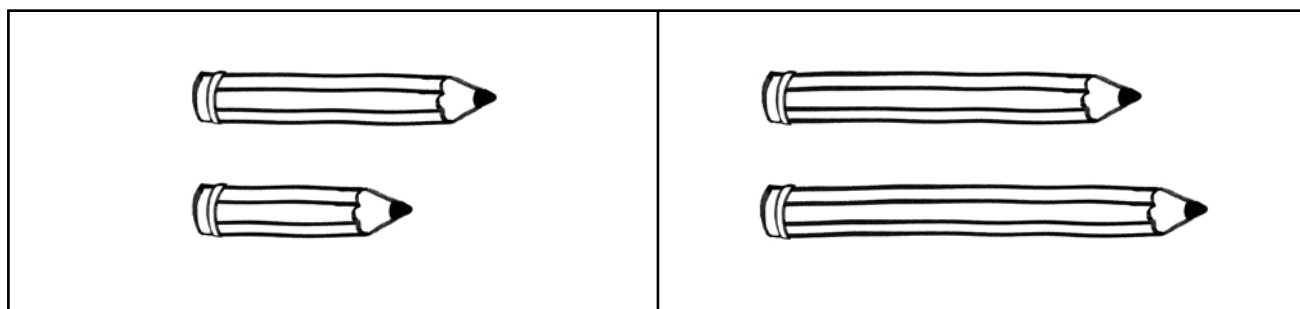
1

3

4

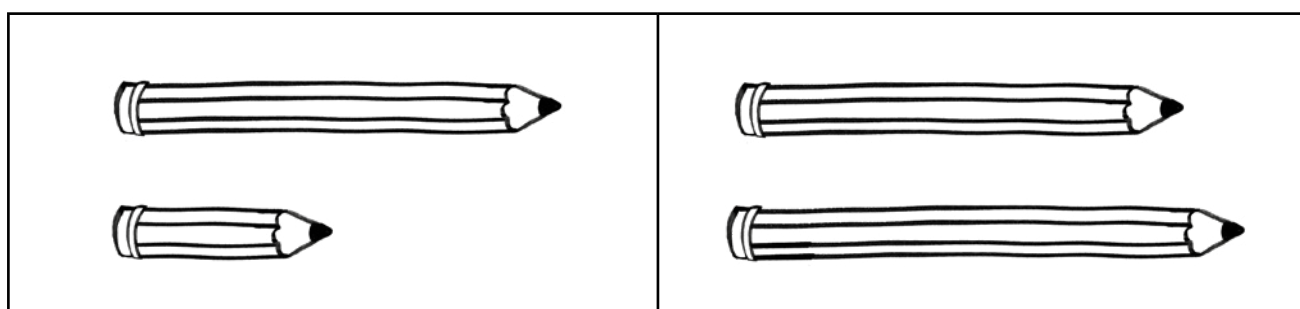
4 Omkring die potlood wat korter is.

Circle the **shorter** pencil.



5 Omkring die potlood wat langer is.

Circle the **longer** pencil.



6 Trek 4 strepe van die langste tot die kortste.

Draw 4 lines from **longest** to **shortest**.

Die langste Longest				Die kortste Shortest

Meet lengtes

Measuring length

HOOFREKENE
MENTAL MATHS

EK WENS EK
HET ... GEHAD
I WISH I HAD

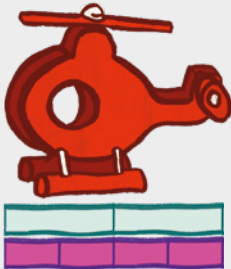
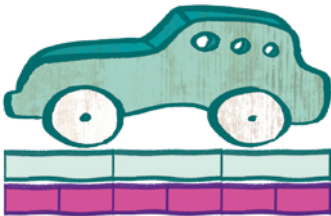
KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

SPELETJIE
GAME

WERKKAARTE
WORKSHEETS

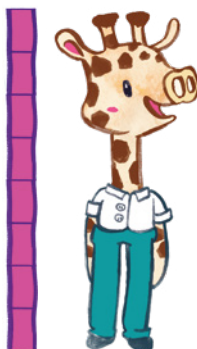
1 Hoe lank? Wat is die verskil?

How long? What is the difference?

	 2 blou blokkies 2 blue blocks 4 pers blokkies 4 purple blocks
	___ blou blokkies ___ blue blocks ___ pers blokkies ___ purple blocks
	___ blou blokkies ___ blue blocks ___ pers blokkies ___ purple blocks

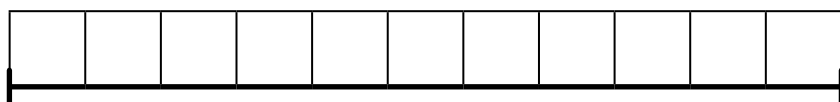
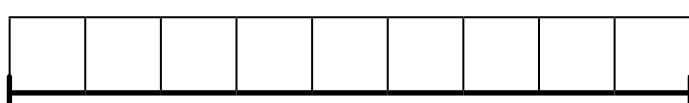
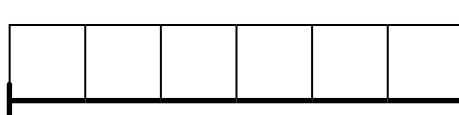
2 Hoe lank?

How tall?

 ___ blokkies ___ blocks	 ___ blokkies ___ blocks
 ___ blokkies ___ blocks	 ___ blokkies ___ blocks

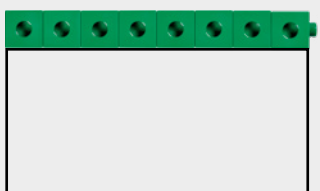
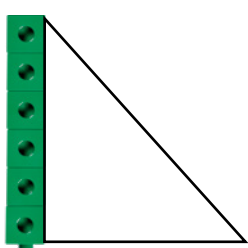
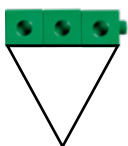
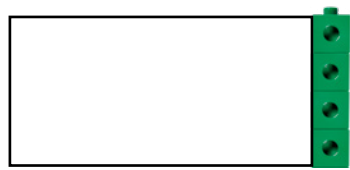
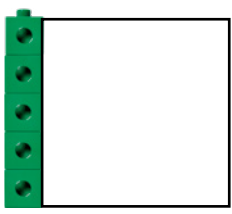
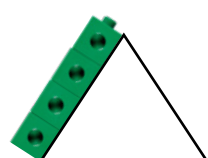
3 Hoeveel blokkies **lank** is elke lyn?

How many blocks **long** is each line?

	_____
	_____
	_____

4 Hoe lank? Tel die blokkies.

How long? Count the blocks.

	 _____ blokkies 8 blocks
	_____ blokkies _____ blocks
	_____ blokkies _____ blocks
	_____ blokkies _____ blocks
	_____ blokkies _____ blocks
	_____ blokkies _____ blocks

Meet lengtes

Measuring length

HOOFREKENE
MENTAL MATHS

EK WENS EK
HET ... GEHAD
I WISH I HAD

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

SPELETJIE
GAME

WERKKAARTE
WORKSHEETS

1 Hoeveel hande lank is elke lyn?

How many hands long is each line?

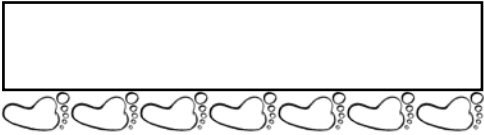
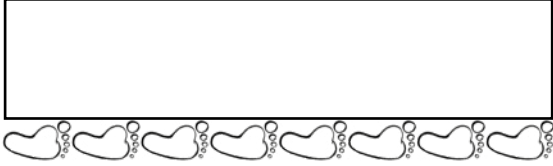
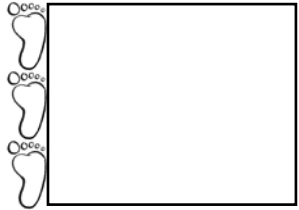
2 Omkring die langste lyn.

Circle the longest line.

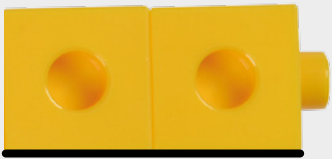
3 Hoeveel voete lank is elke kant?

How many feet long is each side?

	____ voete ____ feet
	____ voete ____ feet
	____ voete ____ feet
	____ voete ____ feet

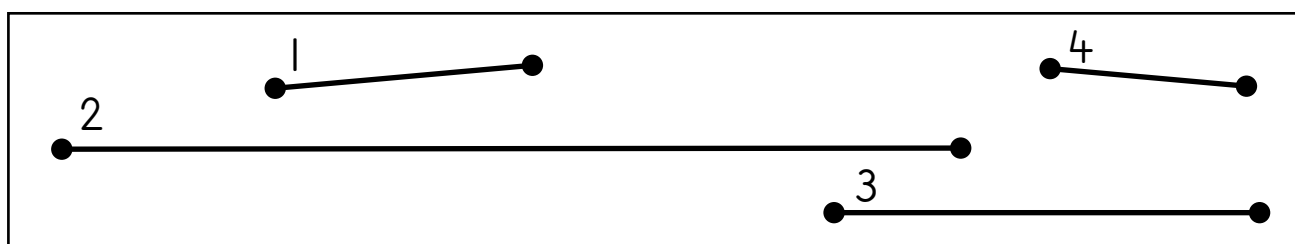
4 Meet hierdie lyne met julle blokkies.

Use your blocks to measure these lines.

	 2 blokkies 2 blocks
	____ blokkies ____ blocks
	____ blokkies ____ blocks
	____ blokkie ____ block
	____ blokkies ____ blocks
	____ blokkies ____ blocks

5 Beantwoord die vrae.

Answer the questions.



	Skryf die getal neer. Write the number.
Watter lyn is die langste? Which line is the longest?	
Watter lyn is die kortste? Which line is the shortest?	

WERKKAART
WORKSHEET



WERKKAART
WORKSHEET

1 Nummer die stringe van die kortste tot die langste.

Number the strings from **shortest** to **longest**.

2 Omkring die kortste string.

Circle the **shortest** string.

☐	
☐	
☐	
☐	
☐	

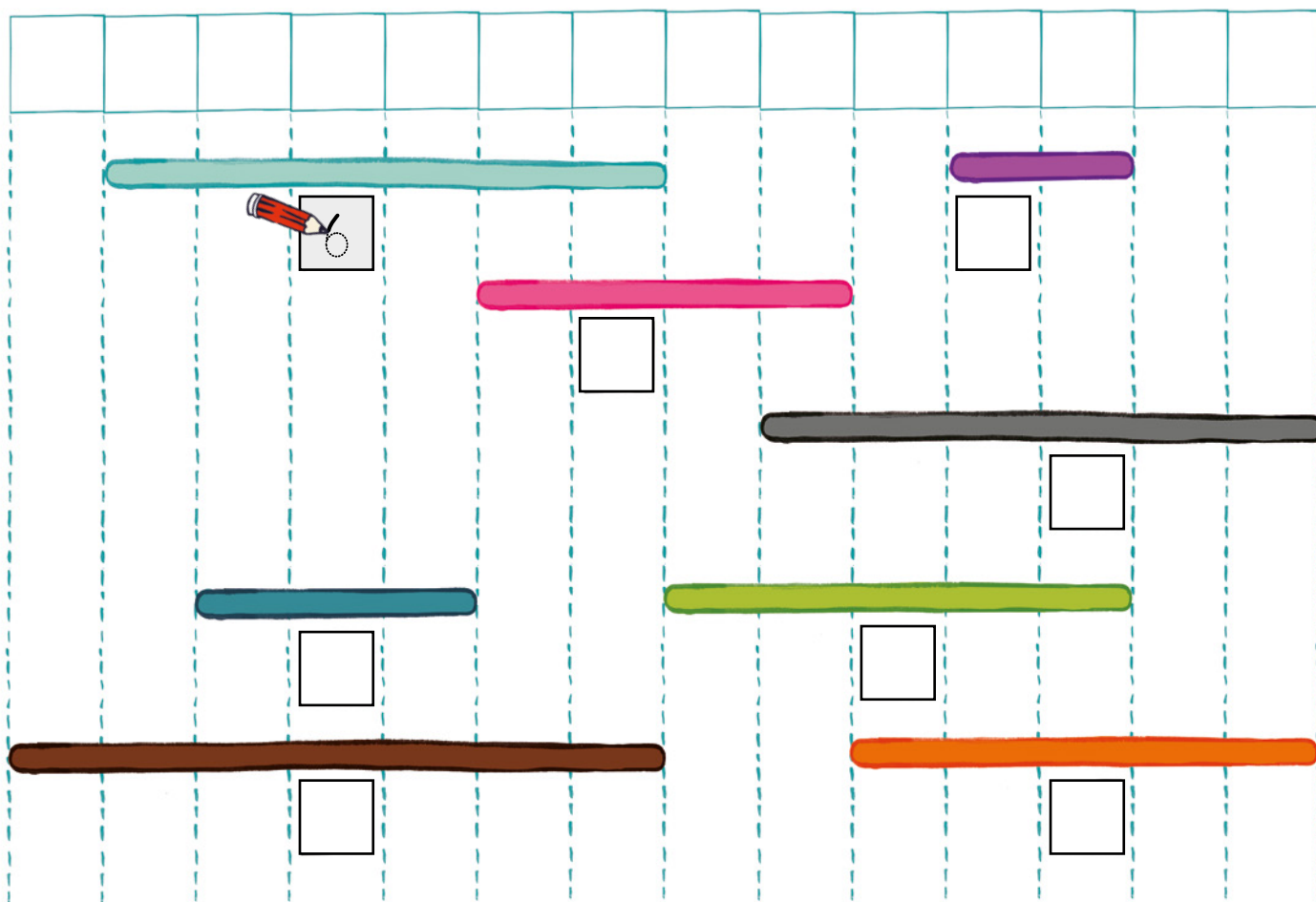
3 Trek 4 lyne van die kortste tot die langste.

Draw 4 lines from **shortest** to **longest**.

Die kortste Shortest				Die langste Longest

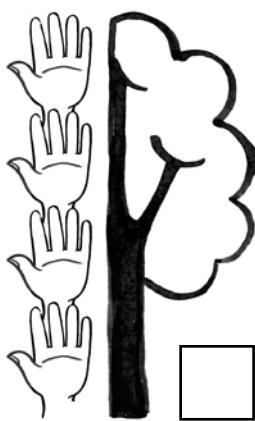
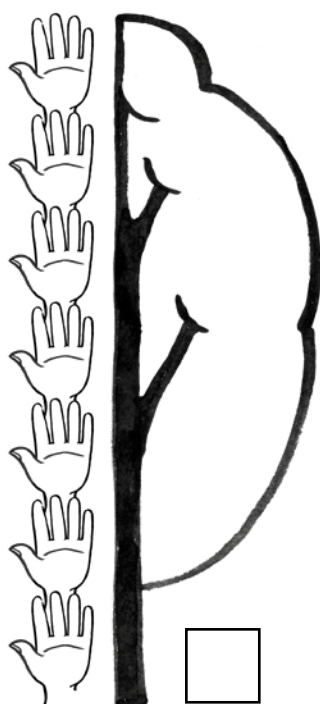
4 Hoeveel vierkante lank is elke lint?

How many squares long is each ribbon?



5 Hoeveel hande lank is die bome?

How many hands tall are the trees?



HOOFREKENE
MENTAL MATHS

FIZZ-POP -
GETALKOMBINASIES TOT 10
FIZZ POP - BONDS UP TO 10

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

SPELETJIE
GAME

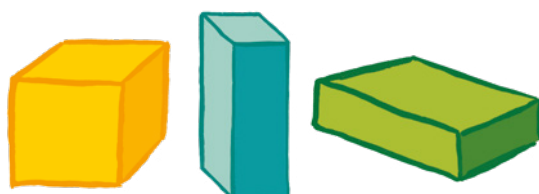
WERKKAARTE
WORKSHEETS

1 Trek die woorde na.

Trace the words.

boks box

bal ball

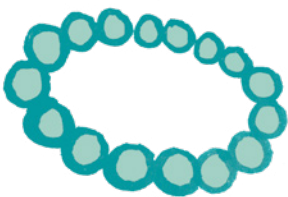
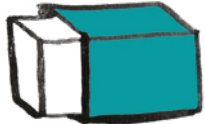
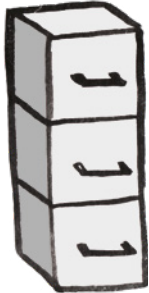


2 Plaas 'n regmerk (✓) langs die prente wat soos bokse lyk.

Put a ✓ next to the pictures that look like boxes.

Plaas 'n ✗ langs die prente wat soos balle lyk.

Put a ✗ next to the pictures that look like balls.

3 Hoeveel balle is daar? ____

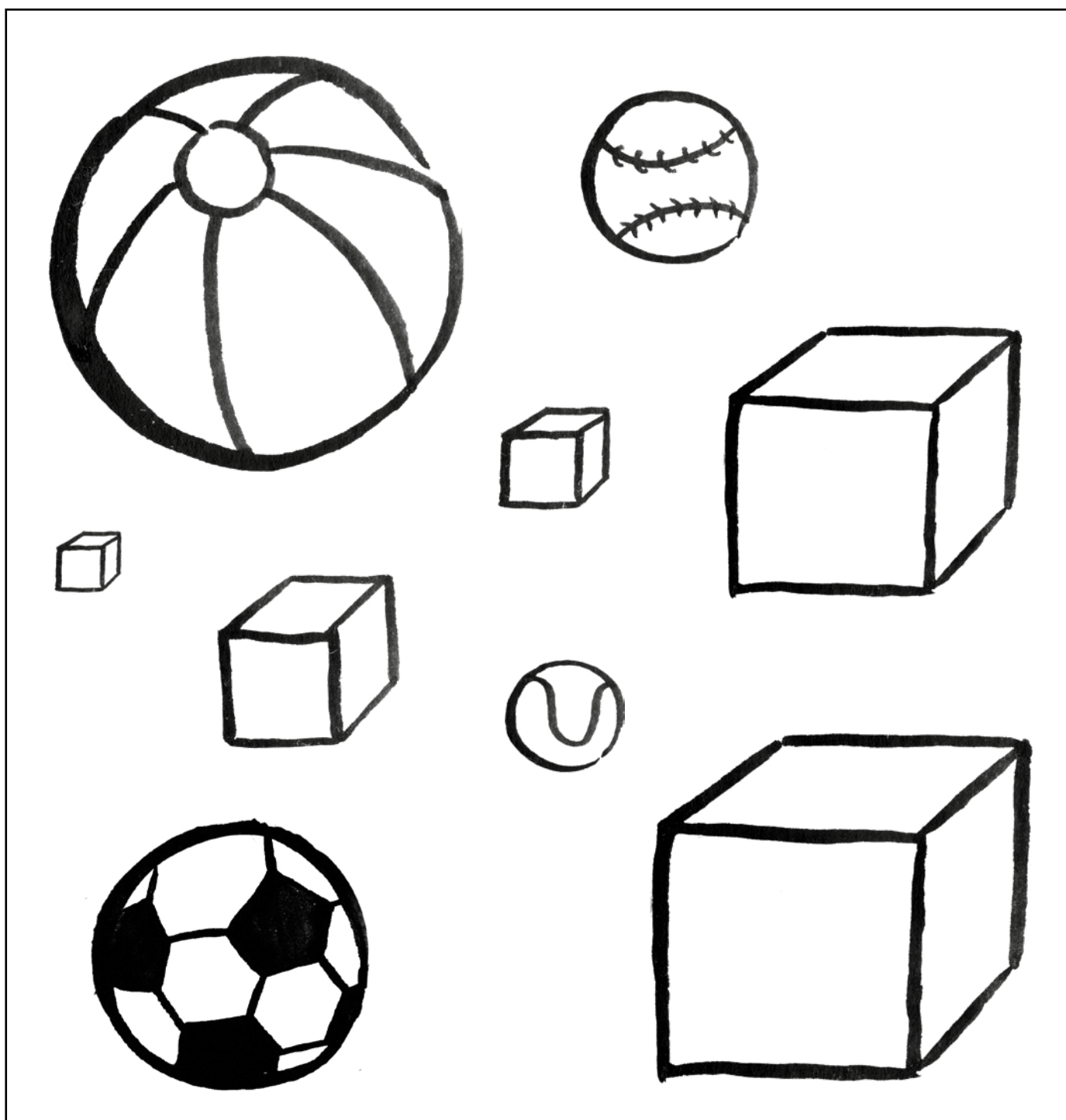
How many balls?

Hoeveel bokse is daar? ____

How many boxes?

Is daar meer balle of meer bokse?

Are there **more** balls or **more** boxes?



HOOFREKENE
MENTAL MATHS

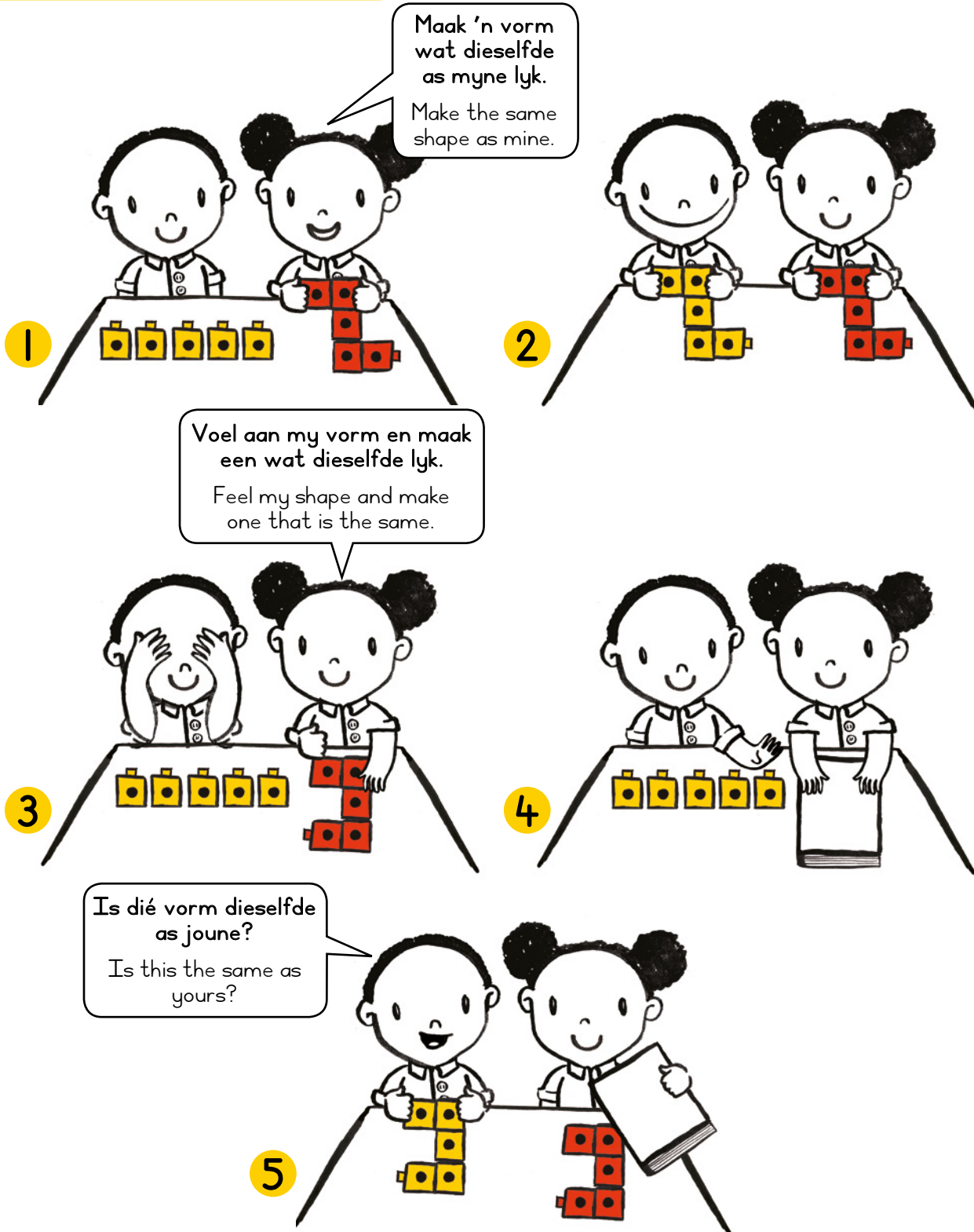
FIZZ-POP -
GETALKOMBINASIES TOT 10
FIZZ POP - BONDS UP TO 10

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

SPELETJIE
GAME

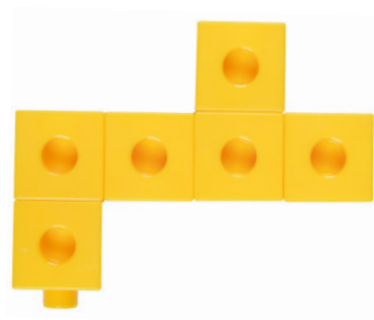
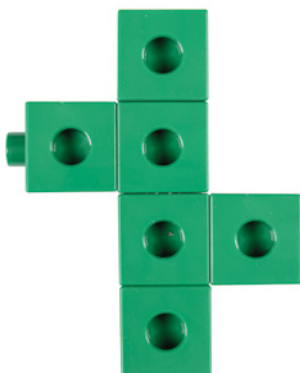
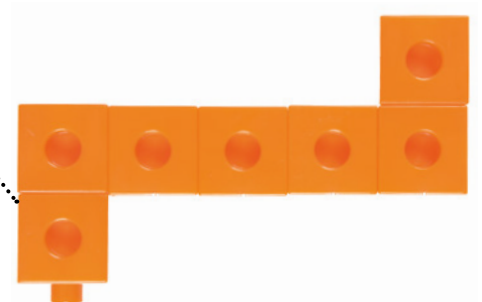
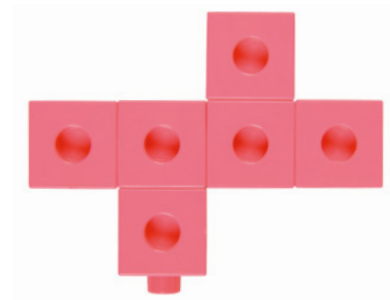
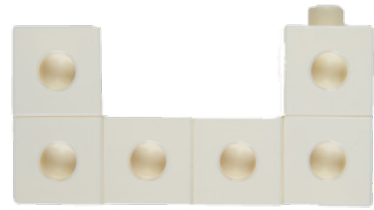
WERKKAART
WORKSHEET

Speletjie: Boots my vorm na
Game: Copy my shape



1 Maak die vorms met jou blokkies.

Make the shapes using your blocks.



2 Pas die vorms wat dieselfde is by mekaar.

Match the shapes that are the same.

HOOFREKENE
MENTAL MATHS

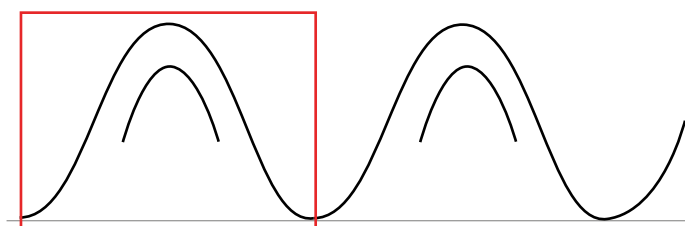
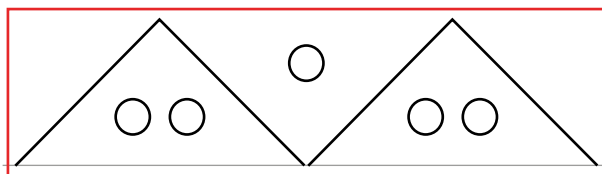
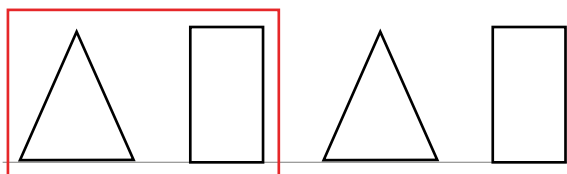
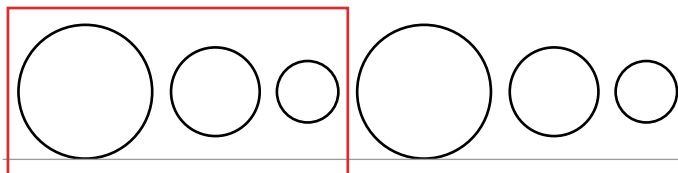
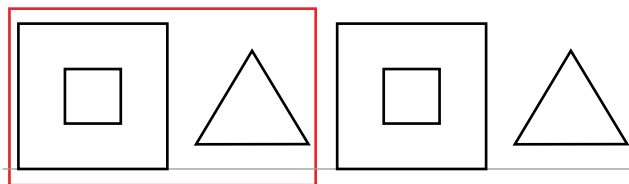
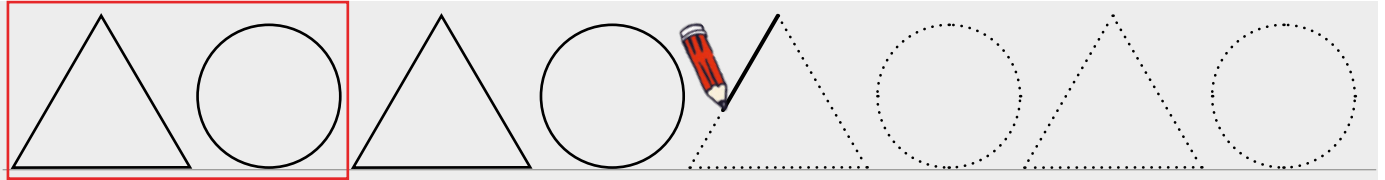
FIZZ-POP -
GETALKOMBINASIES TOT 10
FIZZ POP - BONDS UP TO 10

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

SPELETJIE
GAME

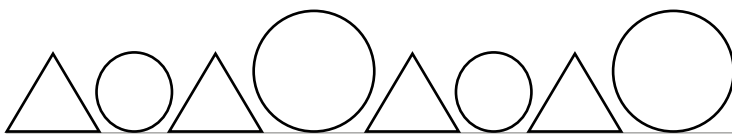
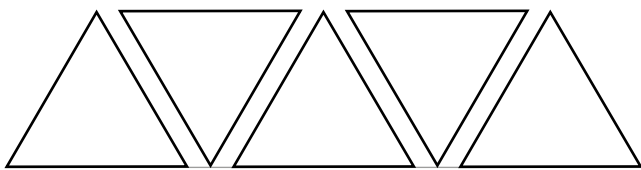
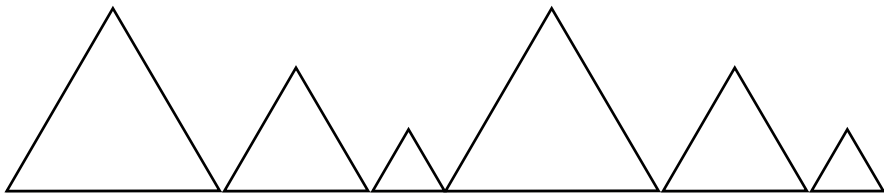
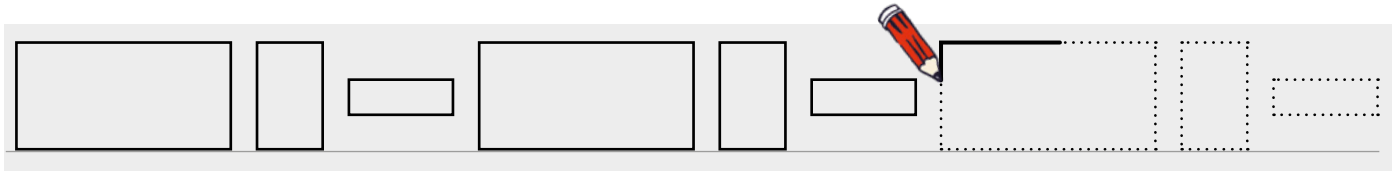
WERKKAARTE
WORKSHEETS

1 Brei die patrone uit.
Extend the patterns.



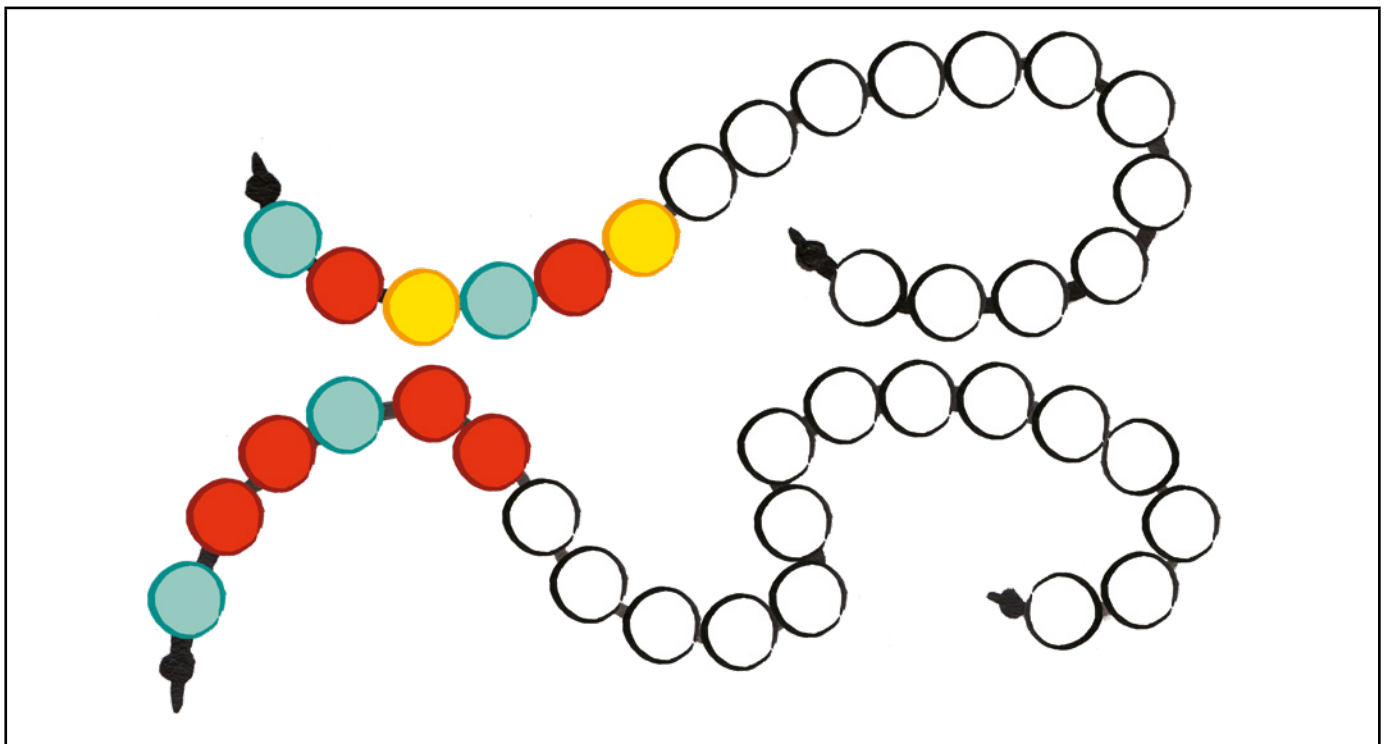
2 Brei die patrone uit.

Extend the patterns.



3 Brei die patrone uit.

Extend the patterns.



HOOFREKENE
MENTAL MATHS

FIZZ-POP -
GETALKOMBINASIES TOT 10
FIZZ POP - BONDS UP TO 10

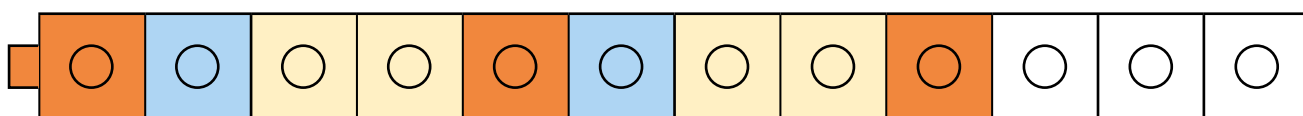
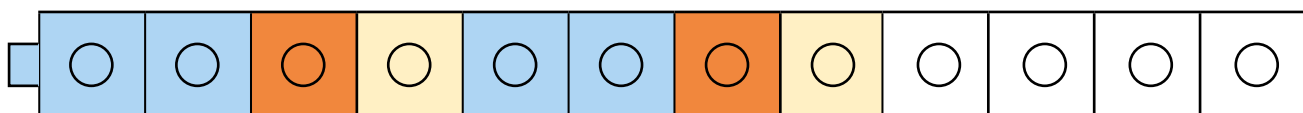
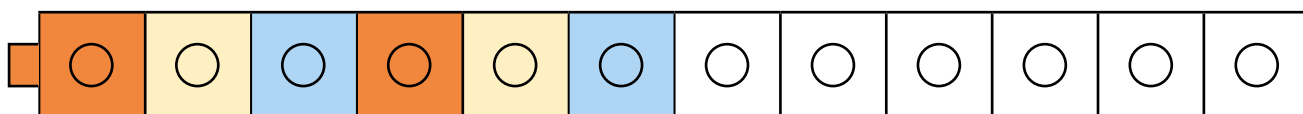
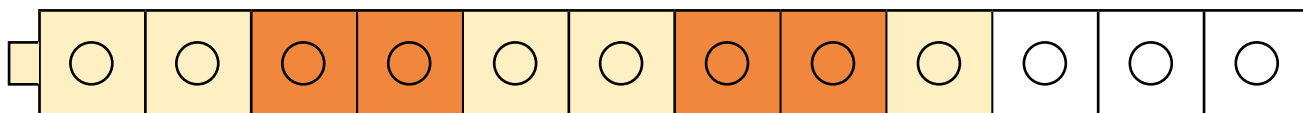
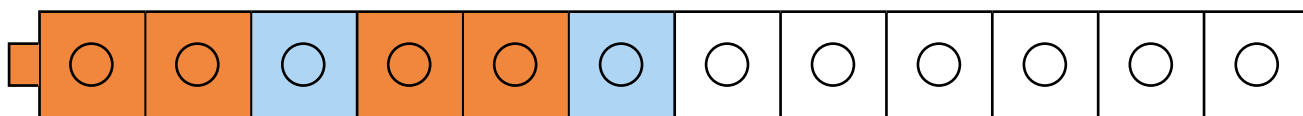
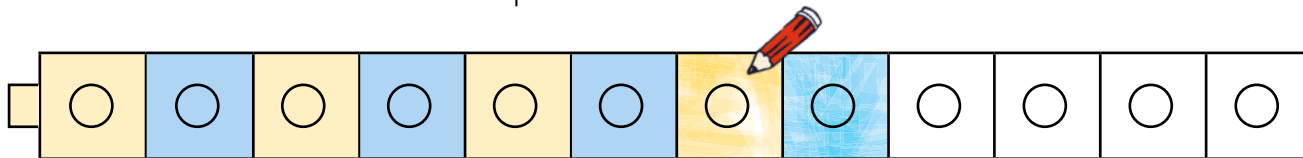
KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

SPELETJIE
GAME

WERKKAARTE
WORKSHEETS

1 Kleur die blokkies in om die patrone voort te sit.

Colour in the blocks to continue the patterns.

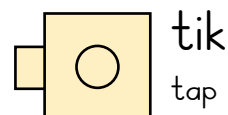


2 Maak die handeklap-, voetestamp- en vinger tikpatroon vir elkeen van die treine hier bo.

Make the clapping, stamping, tapping pattern for each of the trains above.

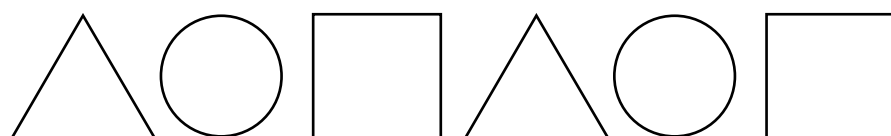
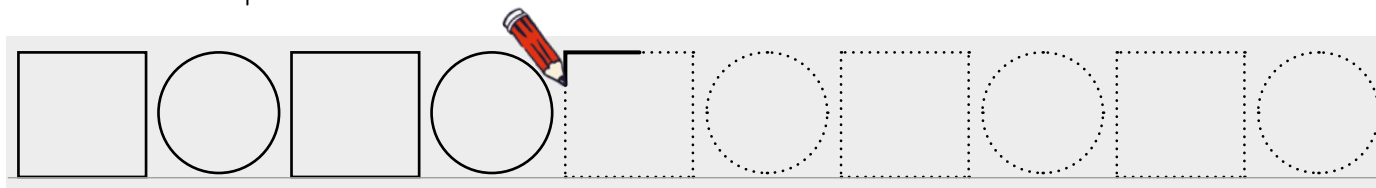
Sleutel

Key



3 Brei die patrone uit.

Extend the patterns.



4 Teken jou eie patrone met die vorms wat gegee word.

Draw your own patterns using the given shapes.

WERKKAART
WORKSHEET

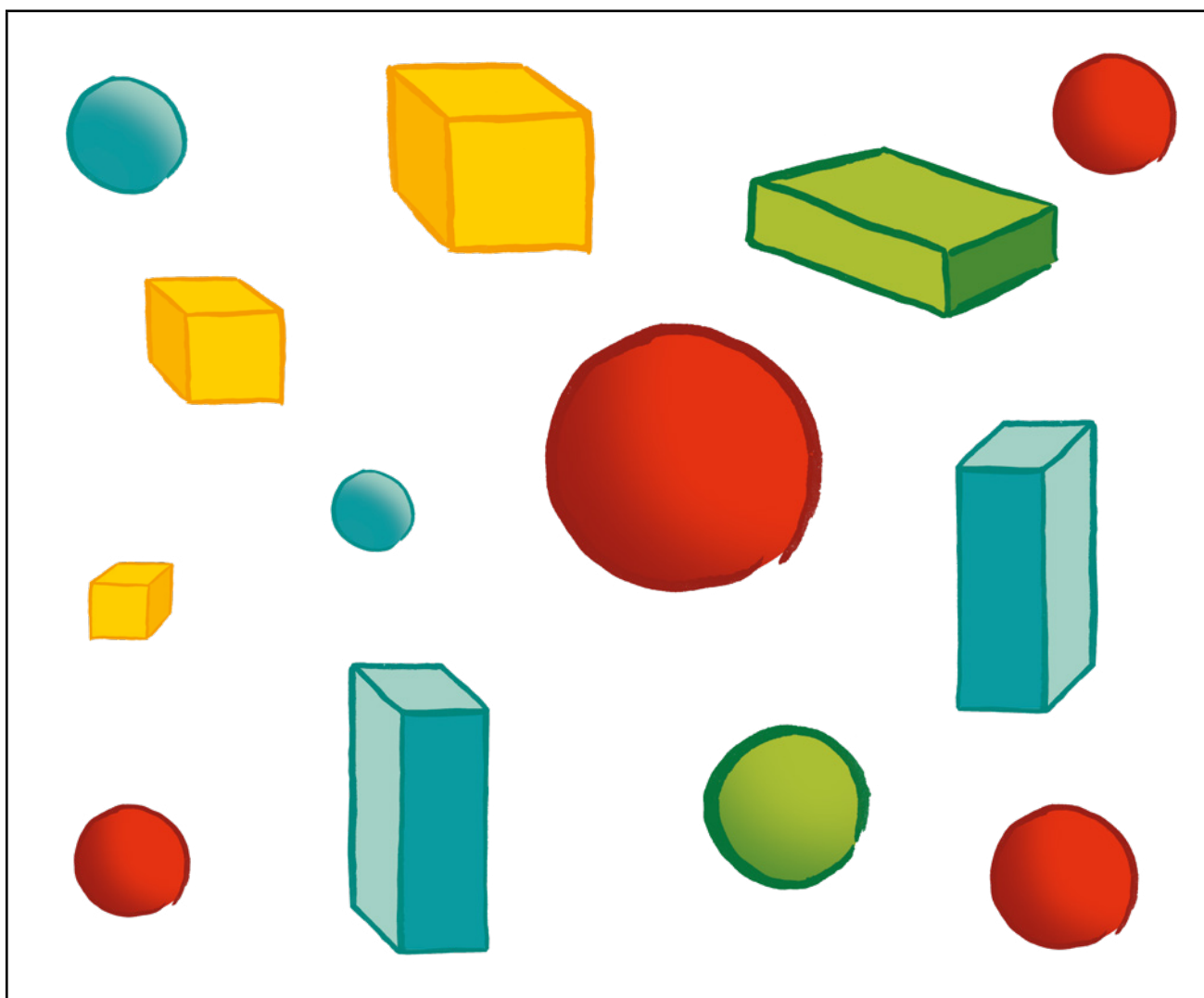


WERKKAART
WORKSHEET

1 Tel die vorms.

Count the shapes.

balle		bokse	
balls		boxes	



2 Omkring die grootste bal.

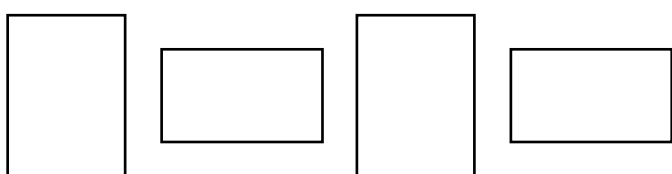
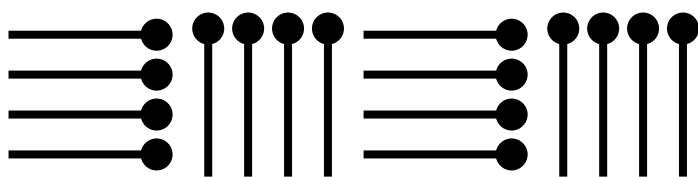
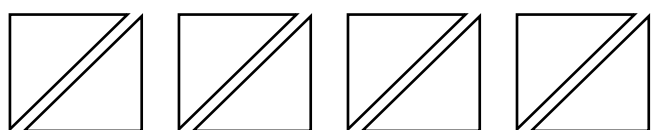
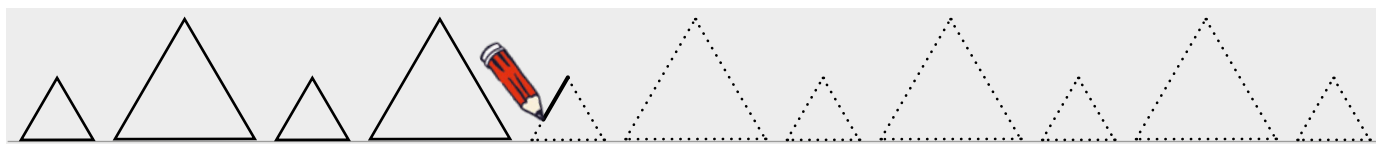
Circle the **biggest** ball.

3 Omkring die kleinste boks.

Circle the **smallest** box.

4 Brei die patrone uit.

Extend the patterns.



HOOFREKENE
MENTAL MATHS

SALUEER-
SPELETJIE
SALUTE GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

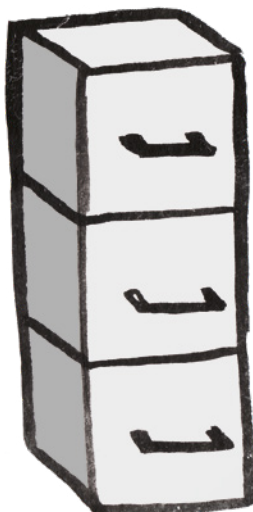
SPELETJIE
GAME

WERKKAARTE
WORKSHEETS

I Gesels oor balvorme en boksvorme.

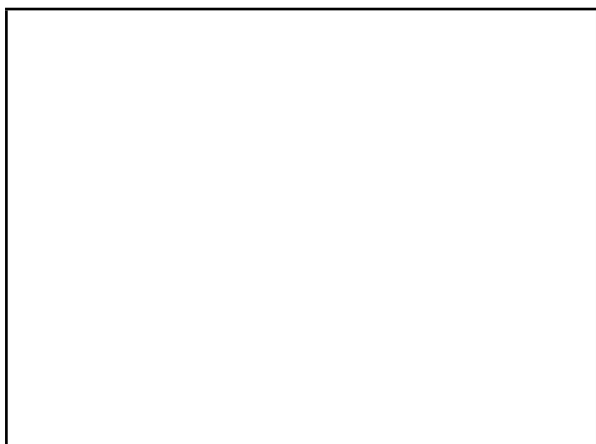
Talk about ball shapes and box shapes.

- Watter hiervan is groot?
Which are big?
- Watter hiervan is klein?
Which are small?
- Watter hiervan is balle?
Which are balls?
- Watter hiervan is bokse?
Which are boxes?
- Watter kleur is elkeen?
What colour are they?



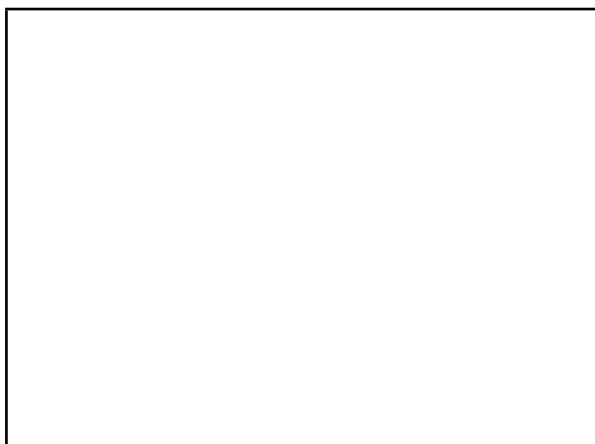
2 Teken 'n bal.

Draw a ball.



3 Teken 'n boks.

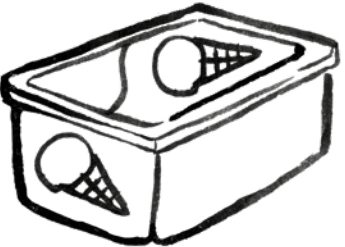
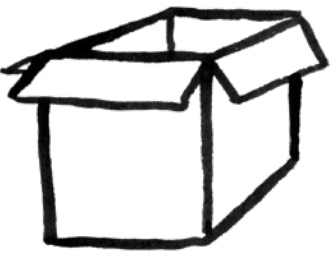
Draw a box.



4 Merk die blok om te wys of die voorwerp 'n bal of 'n boks is.

Tick the block to show if the object is a ball or a box.

		
bal ball ☒ boks box ☐	bal ball ☐ boks box ☐	bal ball ☐ boks box ☐

		
bal ball ☐ boks box ☐	bal ball ☐ boks box ☐	bal ball ☐ boks box ☐

HOOFREKENE
MENTAL MATHS

SALUEER-
SPELETJIE
SALUTE GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

SPELETJIE
GAME

WERKKAARTE
WORKSHEETS

1 Sal die toring bly staan? Merk die korrekte antwoord.

Will the tower stand? Tick the correct block.

Ja Yes		Nee No	Ja Yes	Nee No	Ja Yes	Nee No	Ja Yes	Nee No

2 Kan jy 'n toring met al hierdie voorwerpe bou? Skryf ja of nee neer.

Can you build a tower with all these objects? Write yes or no.

			Nee/No

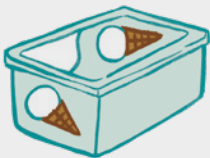
3 Kan jy 'n toring met al die volgende voorwerpe bou? Merk die korrekte antwoord.

Can you build a tower with all of the following objects? Tick the correct block.

Ja Yes	Nee No	Ja Yes	Nee No	Ja Yes	Nee No

4 Het hierdie vorms plat of ronde (geboë) sye? Merk die korrekte antwoord.

Do these shapes have flat or curved sides? Tick the correct block.

	plat sye flat sides ☒	ronde sye curved sides ☐
	plat sye flat sides ☐	ronde sye curved sides ☐
	plat sye flat sides ☐	ronde sye curved sides ☐
	plat sye flat sides ☐	ronde sye curved sides ☐

5 Merk die een wat nie pas nie.

Tick the odd one out.

HOOFREKENE
MENTAL MATHS

SALUEER-
SPELETJIE
SALUTE GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

SPELETJIE
GAME

WERKKAARTE
WORKSHEETS

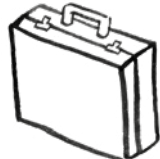
1 Kan hierdie voorwerpe gly of rol? Merk die korrekte antwoord.

Will these objects slide or roll? Tick the correct answer.

	gly slide ☐	rol roll ☒
	gly slide ☐	rol roll ☐
	gly slide ☐	rol roll ☐
	gly slide ☐	rol roll ☐
	gly slide ☐	rol roll ☐

2 Merk die voorwerpe wat kan gly.

Tick the objects that can slide.

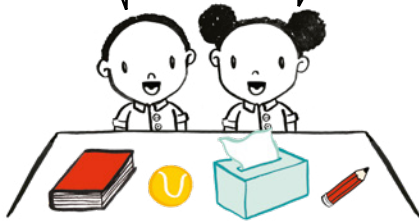
					
					

Speletjie: Gly dit of rol dit?

Game: Slide or roll?

Ek kies gly.
I chose slide.

Ek kies rol.
I choose roll.



1

Die snesieboks
gaan gly.
The tissue box
will slide.



2

Die potlood
gaan rol.
The pencil will roll.



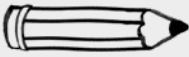
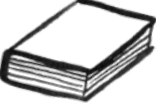
3

Die spelers hou aan om voorwerpe op te noem wat kan gly of kan rol. Die speletjie is verby sodra een speler nie meer aan enige voorwerpe kan dink nie. Die leerders kan dit in verskillende pare of groepe speel.

Players carry on naming things that slide or roll. The game is over when one player can't think of any more objects. Learners can play in different pairs or groups.

3 Kan die voorwerpe rol of gly? Merk die korrekte antwoord.

Can the objects roll or slide? Tick the correct block.

			
Dit rol. It rolls.	☒	Dit gly. It slides.	☐
			
Dit rol. It rolls.	☐	Dit gly. It slides.	☐
			
Dit rol. It rolls.	☐	Dit gly. It slides.	☐

Vlakke van 3D voorwerpe

Faces of 3-D objects

HOOFREKENE
MENTAL MATHS

SALUEER-
SPELETJIE
SALUTE GAME

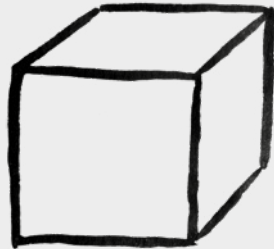
KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

SPELETJIE
GAME

WERKKAARTE
WORKSHEETS

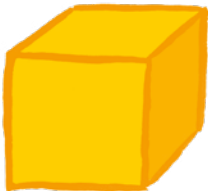
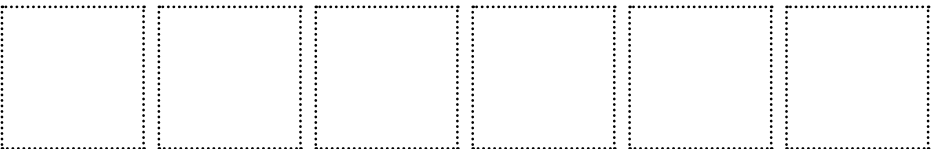
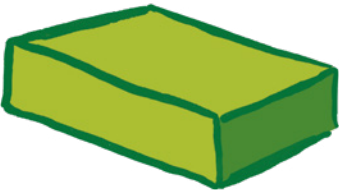
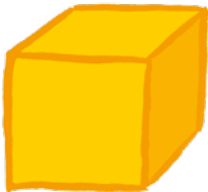
1 Trek jou boks na en teken prente.

Trace your box and draw pictures.



2 Teken die 6 vlakke van elkeen van hierdie bokse. Gebruik 'n werklike boks vorm om jou te help.

Draw the 6 faces of each of these boxes. Use a real box shape to help you.

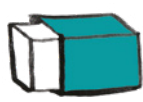
WERKKAART
WORKSHEET

WERKKAART
WORKSHEET

1

					
bal	boks	bal	boks	bal	boks
ball	box	ball	box	ball	box

					
bal	boks	bal	boks	bal	boks
ball	box	ball	box	ball	box

					
bal	boks	bal	boks	bal	boks
ball	box	ball	box	ball	box

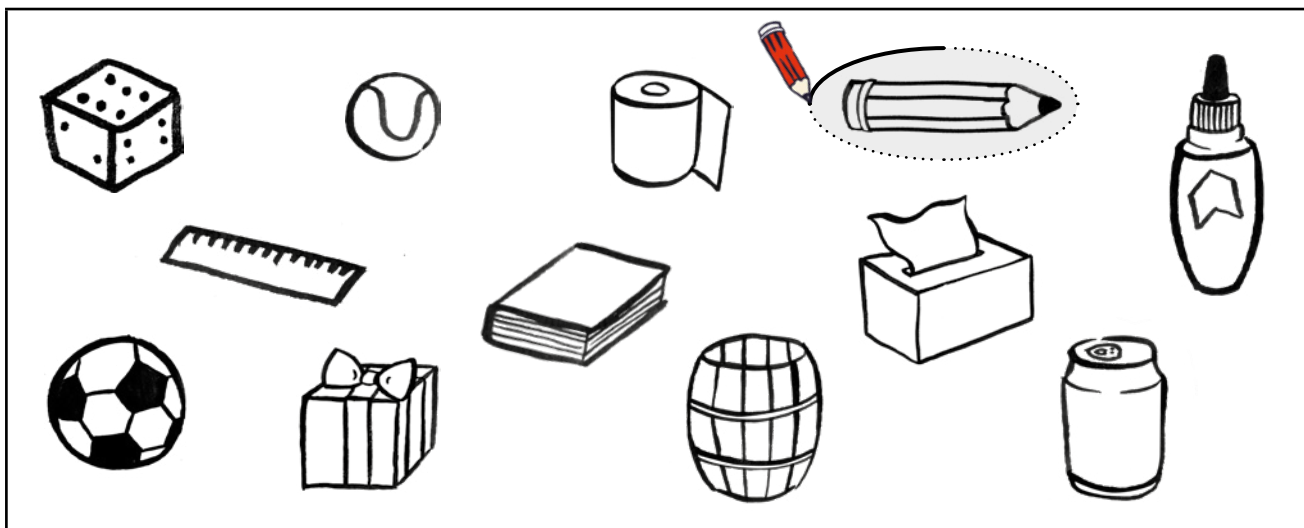
2

			
rol	gly	rol	gly
roll	slide	roll	slide

			
rol	gly	rol	gly
roll	slide	roll	slide

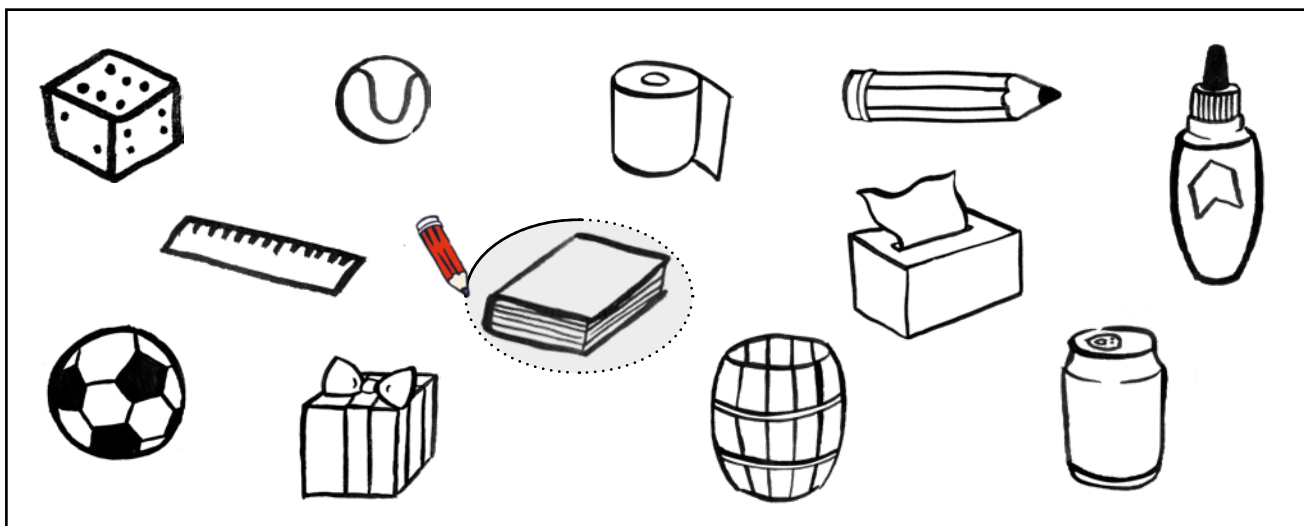
3 Omkring die voorwerpe wat kan rol.

Circle the objects that can roll.



4 Omkring die voorwerpe wat kan gly.

Circle the objects that can slide.



5 Trek 3D voorwerpe in die klaskamer na en teken prente.

Trace 3-D objects from around the classroom and draw pictures.





HOOFREKENE
MENTAL MATHS

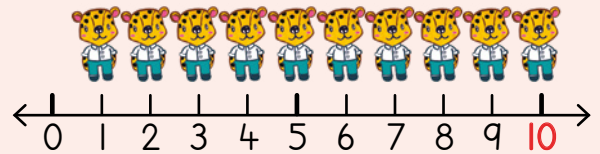
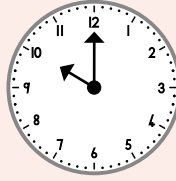
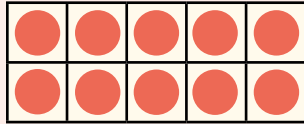
FIZZ-POP -
GETALKOMBINASIES TOT 10
FIZZ POP - BONDS UP TO 10

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

SPELETJIE
GAME

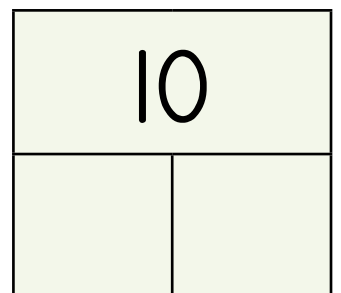
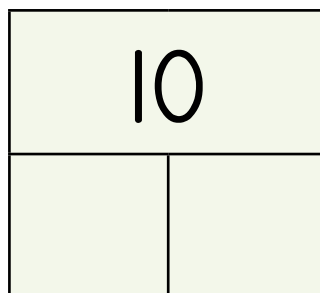
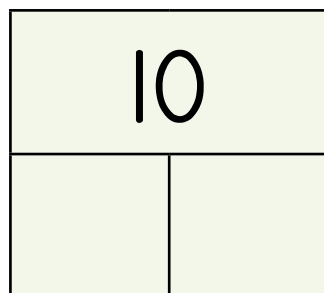
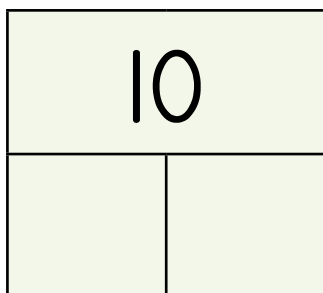
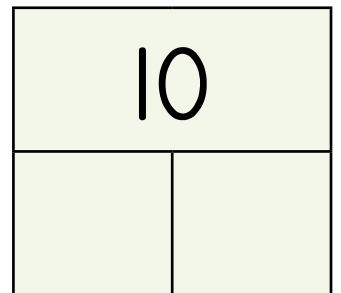
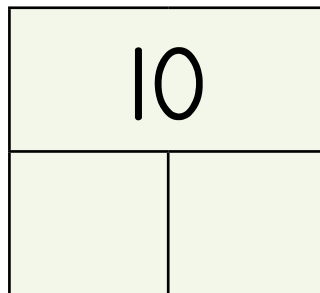
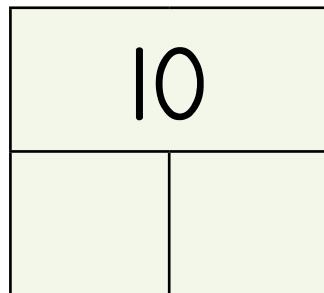
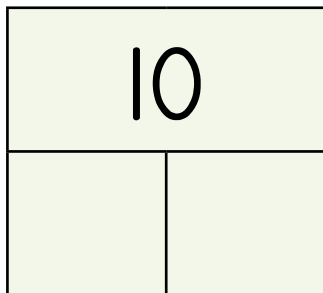
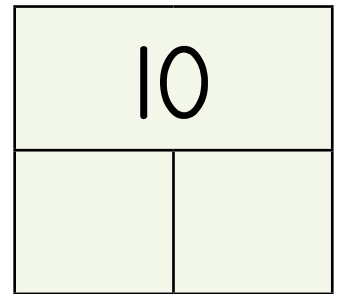
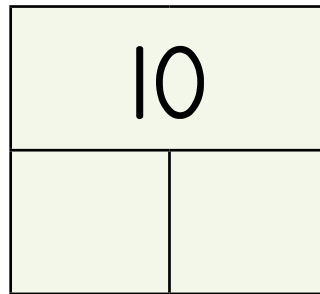
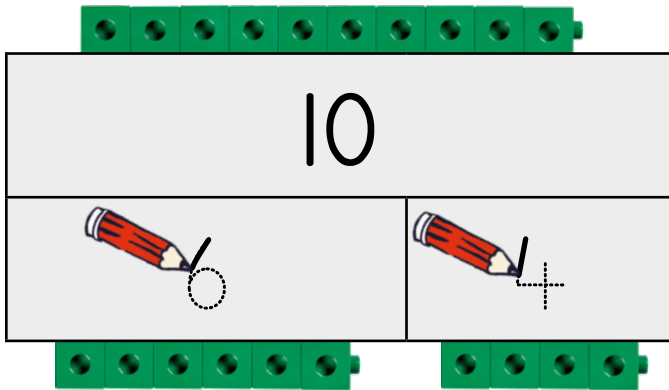
WERKKAARTE
WORKSHEETS

tien
ten
10



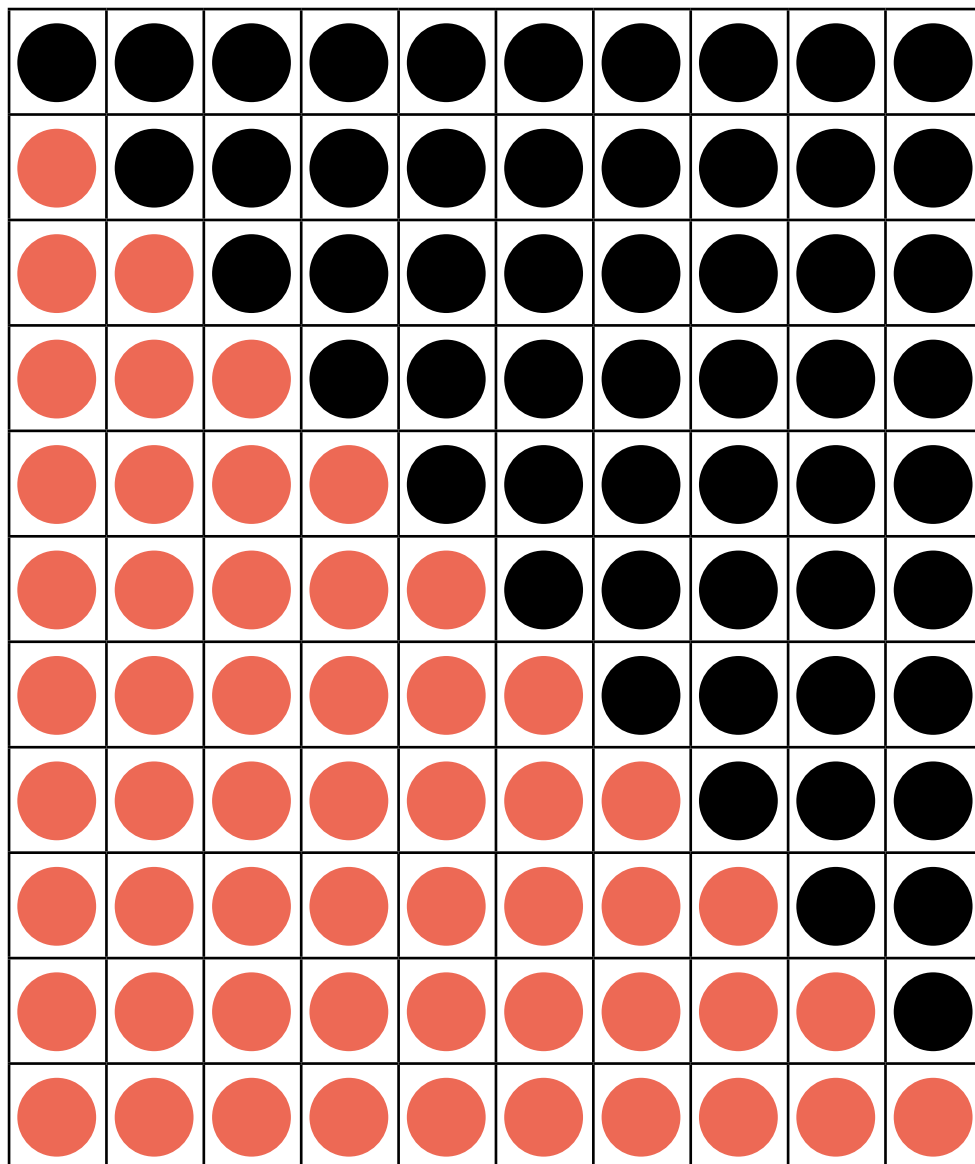
Maak 10.

Make 10.



1 Rekordeer die maniere om 10 in die getalkombinasiehuis te maak.

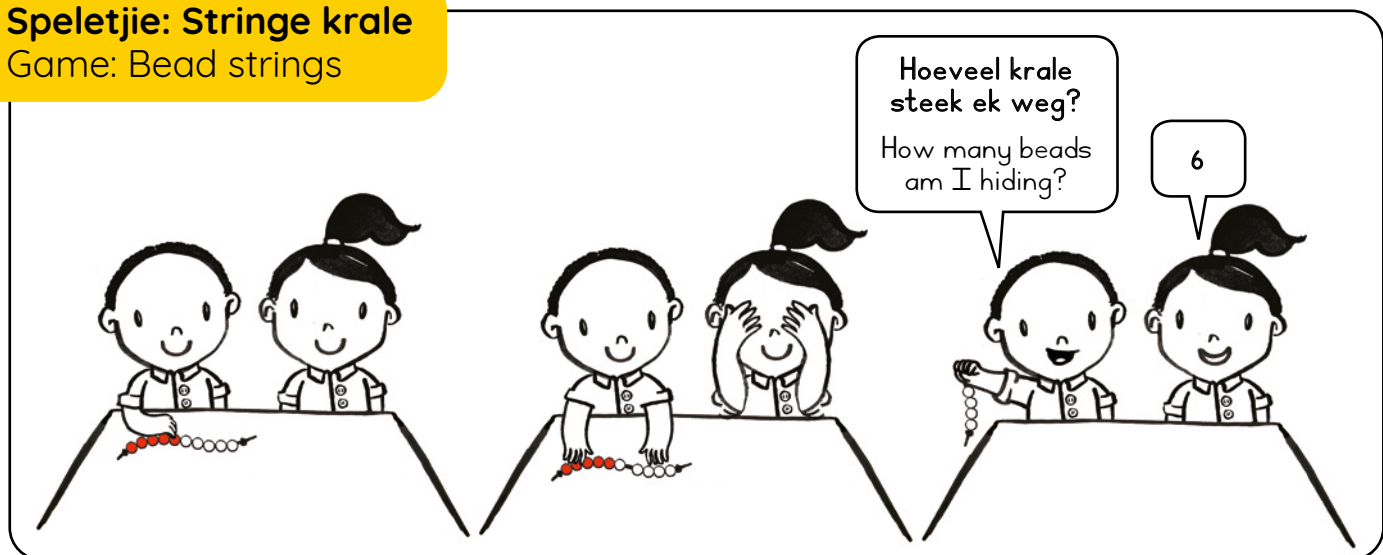
Record the ways to make up 10 in the bond house.



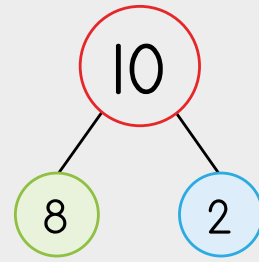
10	
0	10
1	9

Speletjie: Stringe krale

Game: Bead strings



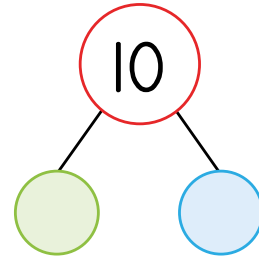
8	en	2	maak	10
	and		make	
2	en	8	maak	10
	and		make	



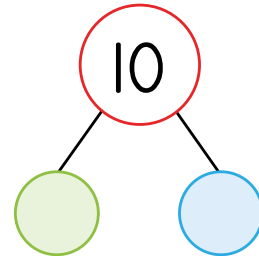
2 Watter ander getalle maak 10?

What other numbers make 10?

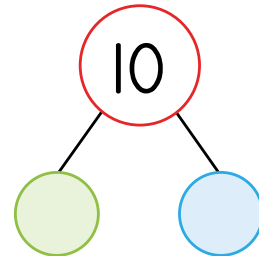
5	en	5	maak	10
	and		make	
	en		maak	10
	and		make	



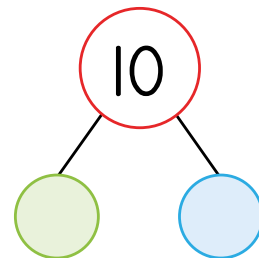
6	en	4	maak	10
	and		make	
	en		maak	10
	and		make	



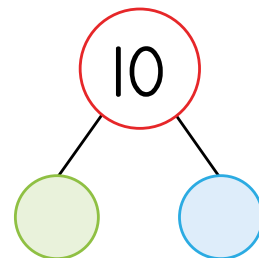
1	en	9	maak	10
	and		make	
	en		maak	10
	and		make	



0	en	10	maak	10
	and		make	
	en		maak	10
	and		make	



3	en	7	maak	10
	and		make	
	en		maak	10
	and		make	





HOOFREKENE
MENTAL MATHS

FIZZ-POP -
GETALKOMBINASIES TOT 10
FIZZ POP - BONDS UP TO 10

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

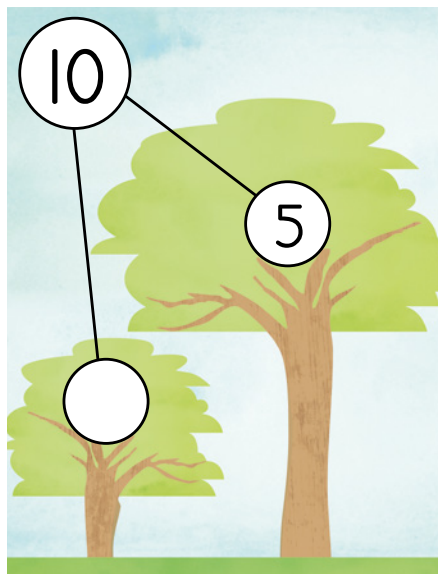
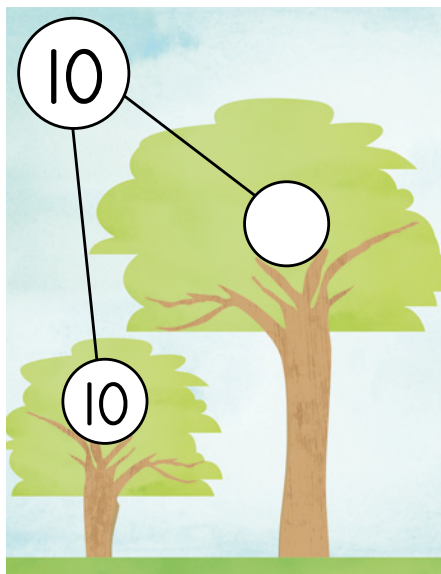
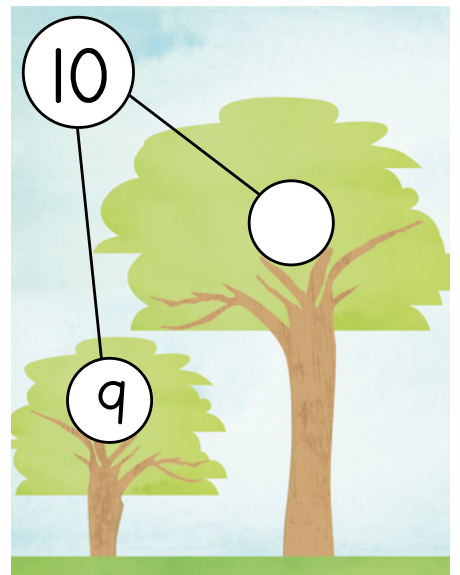
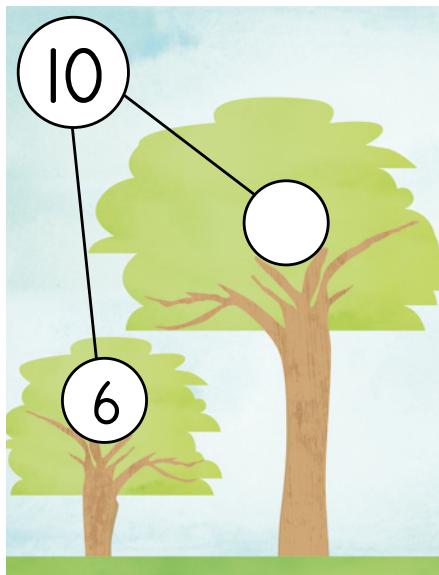
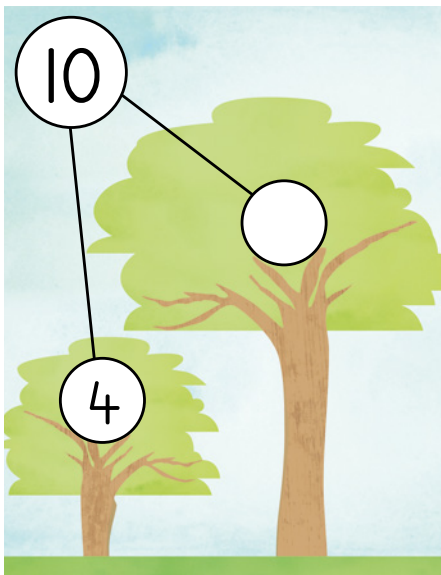
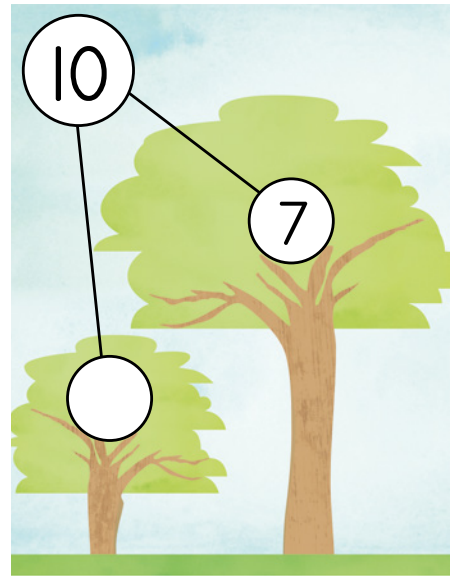
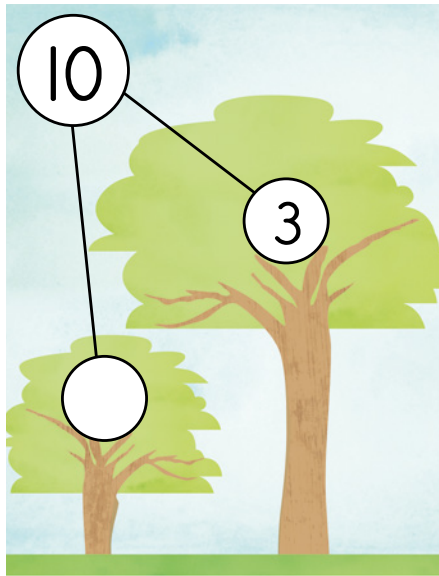
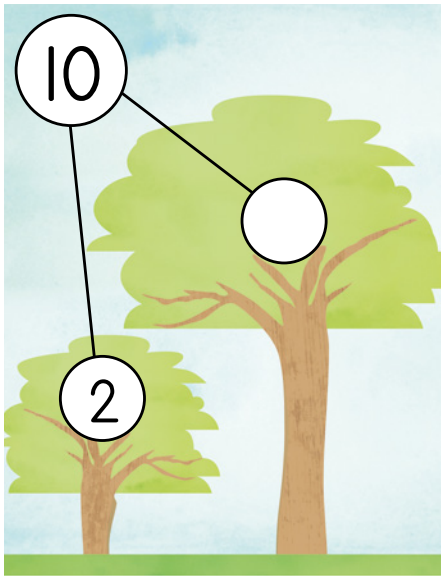
SPELETJIE
GAME

WERKKAART
WORKSHEET



Gebruik jou tellers om Fanie Voël se storie vir 'n maat te vertel. Begin met 10 voëls in die klein boompie en laat die voëls een vir een na die groot boom oorvlieg.

Use your counters to tell the story of Billy Bird to a friend. Start with 10 birds in the small tree and let them fly over to the big tree one by one.



HOOFREKENE
MENTAL MATHS

FIZZ-POP -
GETALKOMBINASIES TOT 10
FIZZ POP - BONDS UP TO 10

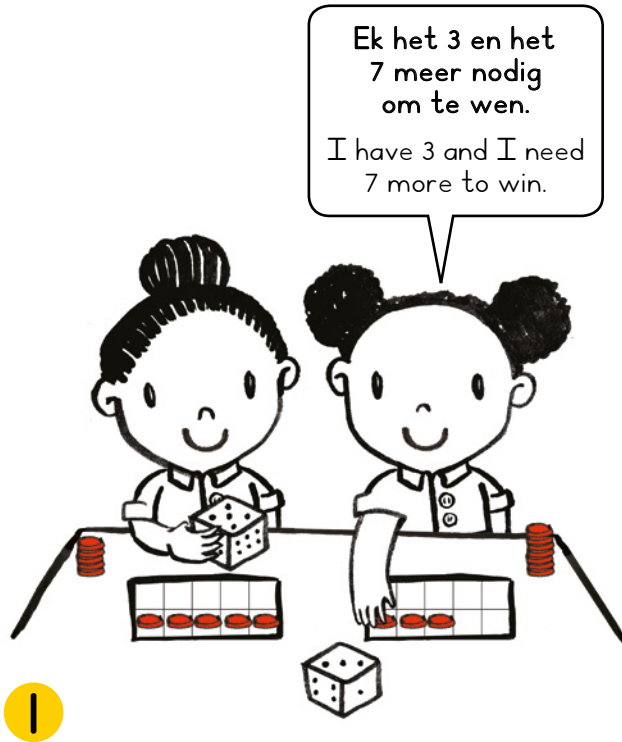
KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

SPELETJIE
GAME

WERKKAART
WORKSHEET

Speletjie: Eerste by tien

Game: First to ten



Hoeveel meer om 10 te maak?

How many more to make 10?

	6 en and maak make 10
	4 en and maak make 10
	8 en and maak make 10
	2 en and maak make 10
	5 en and maak make 10
	9 en and maak make 10
	1 en and maak make 10
	3 en and maak make 10
	0 en and maak make 10

HOOFREKENE
MENTAL MATHS

FIZZ-POP –
GETALKOMBINASIES TOT 10
FIZZ POP – BONDS UP TO 10

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

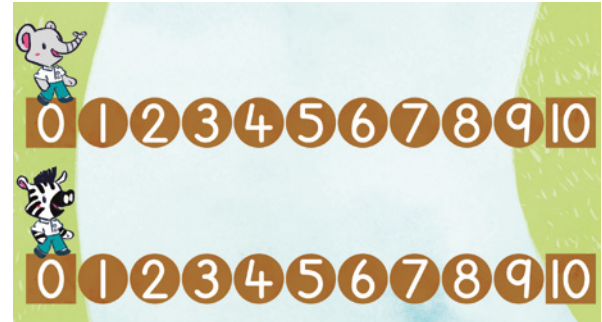
SPELETJIE
GAME

WERKKAART
WORKSHEET

Speletjie: Steek die rivier oor Game: Crossing the river

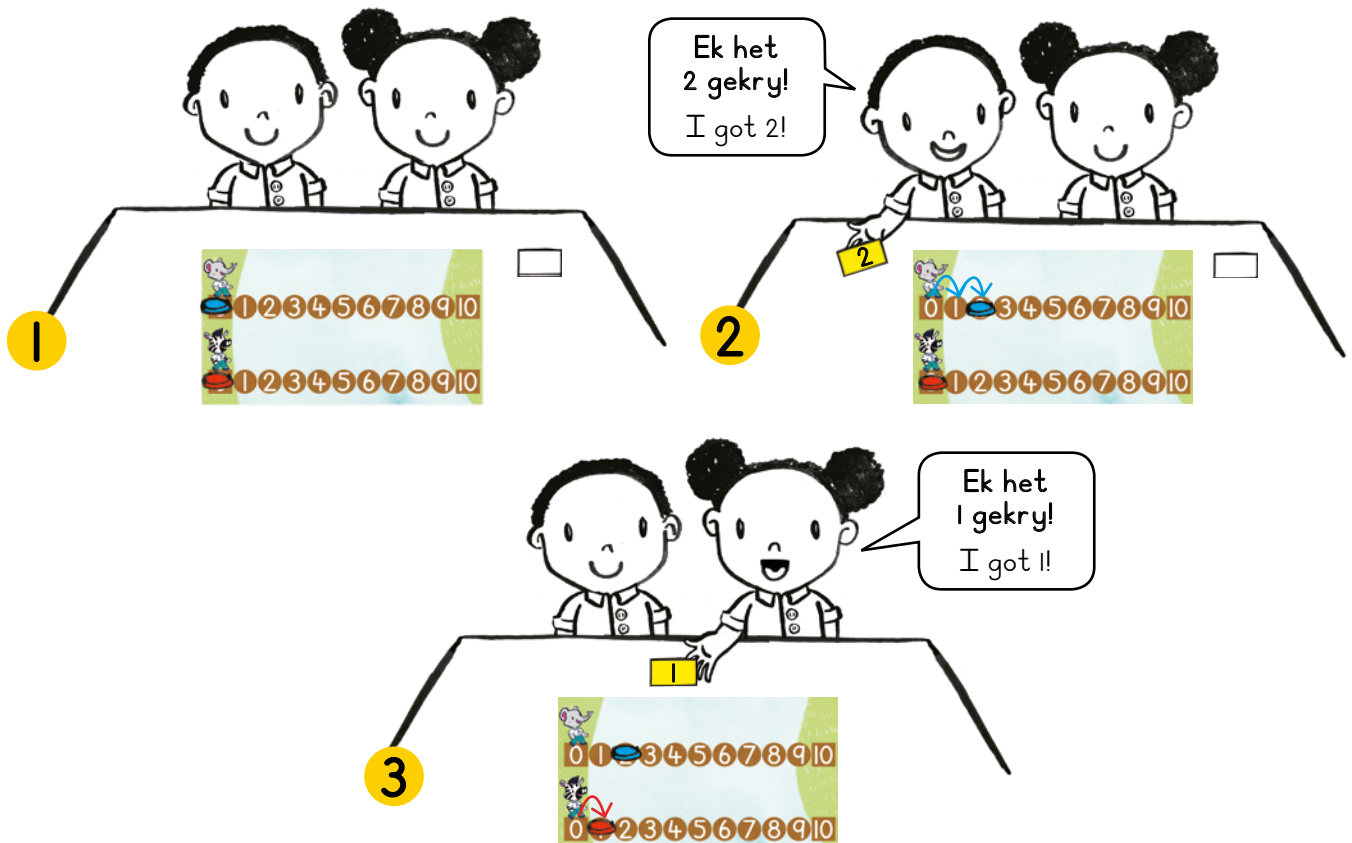
Olifant en Sebra moet die rivier oorsteek deur op die trapklippe te trap.

Elephant and Zebra must cross the river by stepping on the stepping stones.



Speel saam met 'n maat om te sien wie eerste daar gaan uitkom. Beweeg met jou 1- en 2-kaarte.

Play with a partner to see who will get there first. Use your 1 and 2 cards to move.

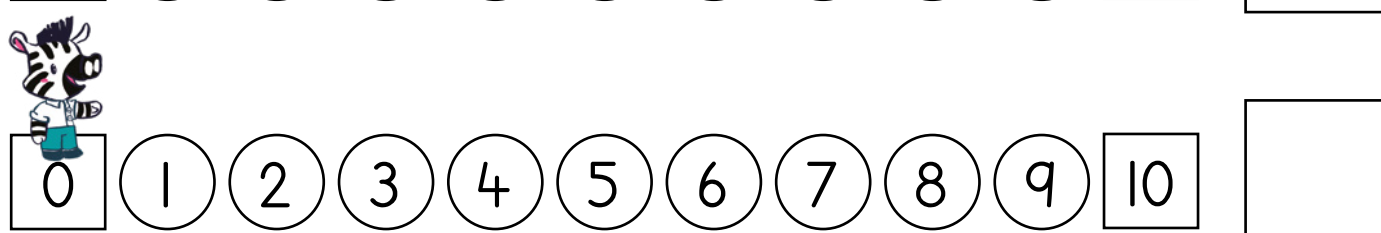
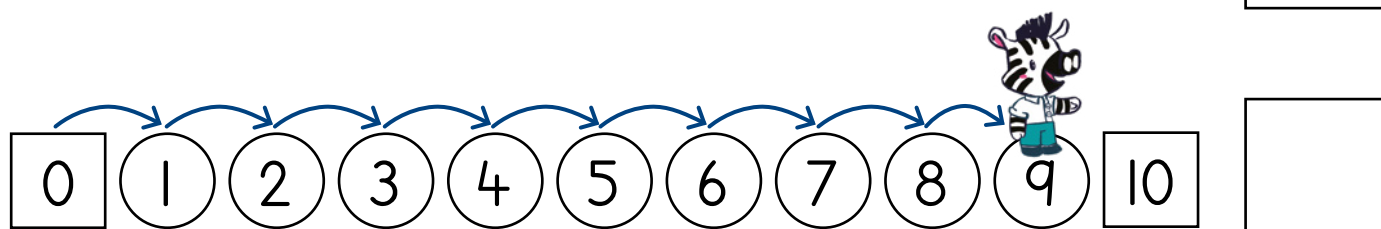
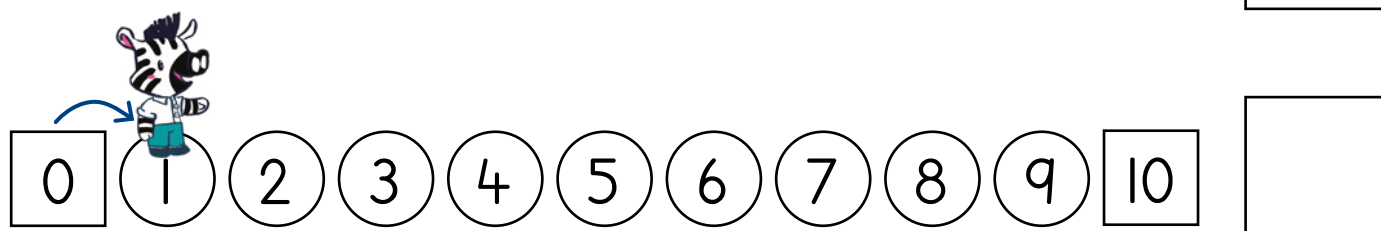
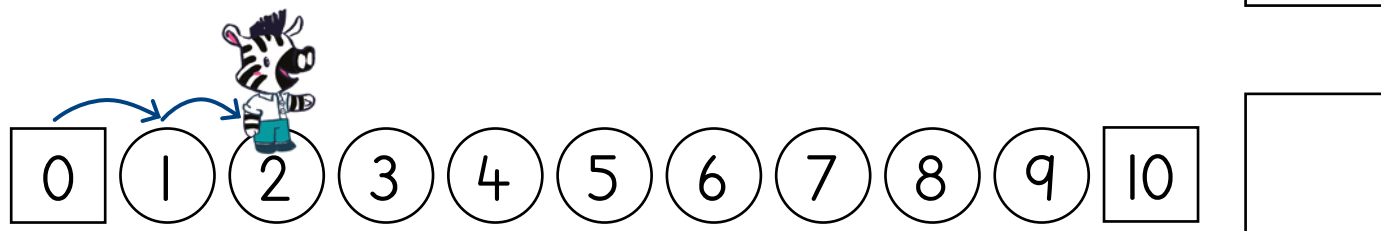
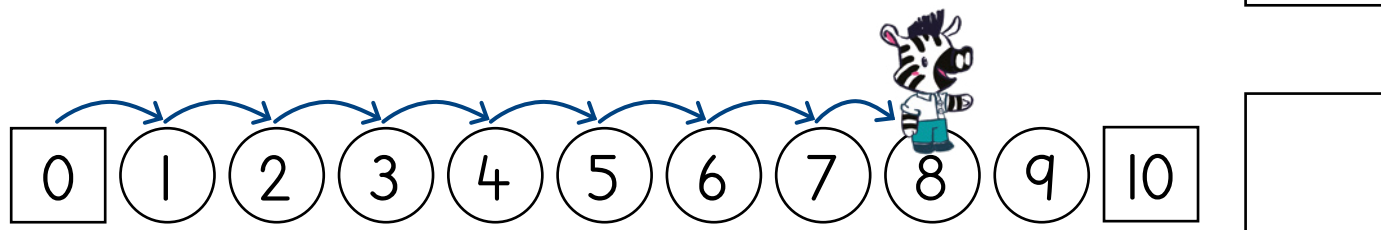
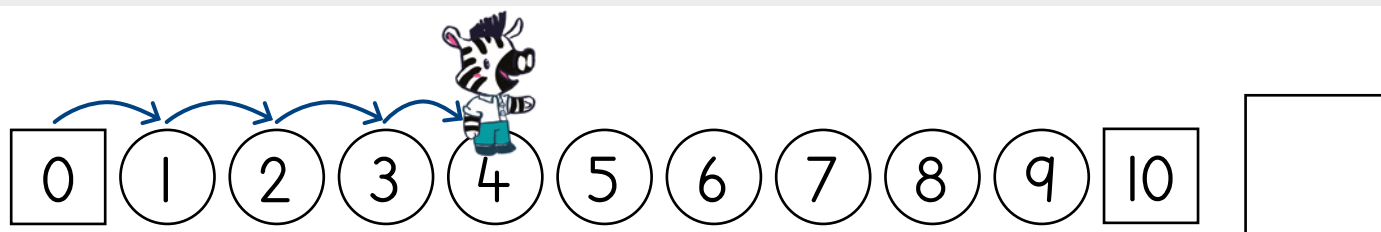
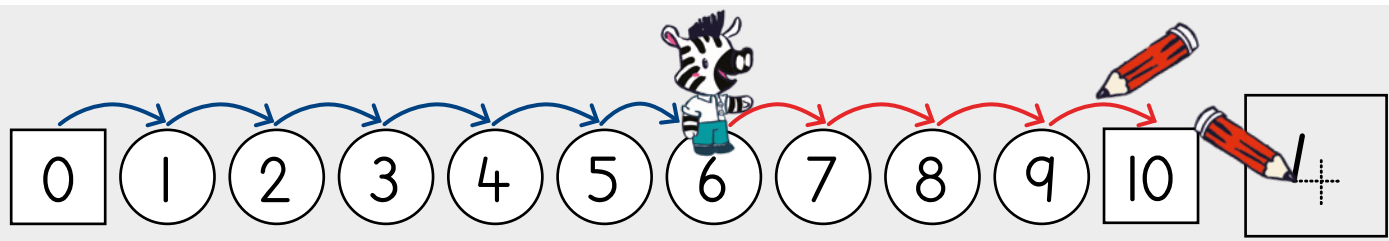


Die eerste persoon wat by 10 uitkom, is die wenner. Slaan 'n beurt oor as jy oor 10 getrap het.

First person to reach 10 wins. Miss a turn if you step over 10.

Hoeveel stappen tot by 10?

How many steps to 10?



WERKKAART
WORKSHEET

WERKKAART
WORKSHEET

1 Teken die kolletjies en vul die ontbrekende getalle in.

Draw the dots and fill in the missing numbers.

	4 en and maak make 10
	5 en and maak make 10
	9 en and maak make 10
	7 en and maak make 10
	2 en and maak make 10

2 Voltooi die getaltabelle.

Complete the number tables.

	
3	2

9	
	5

10	
1	

2	4

8	
4	

7	
	2

6	3

10	
	6

7	
6	

6	2



0

1

2

3

4

5

6

7

8

9

10



0

1

2

3

4

5

6

7

8

9

10



Bala Wande

Calculating with Confidence