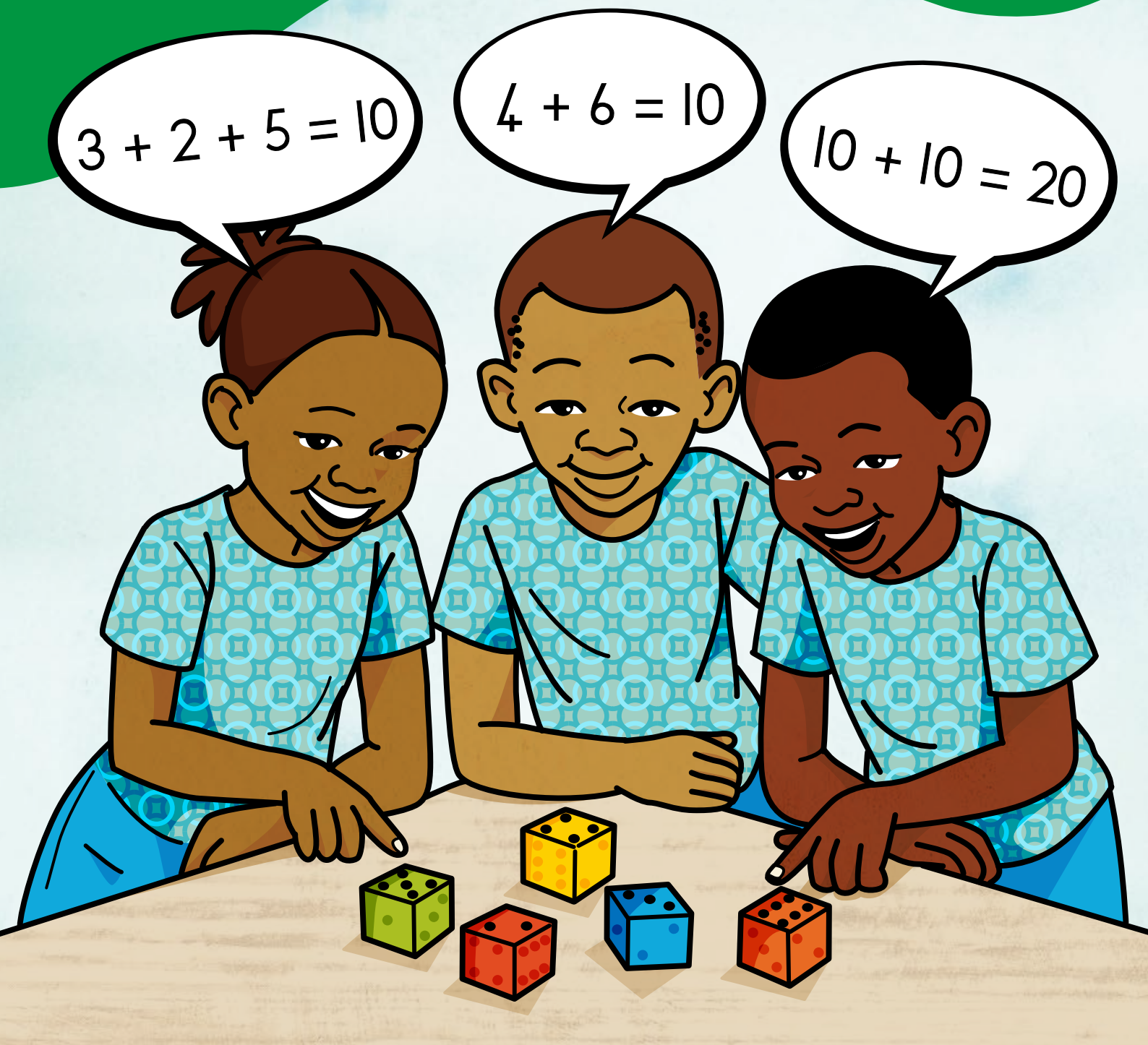


# Wiskunde

## Mathematics

# 2

Kwartaal 1 : Term 1





Kwartaal 1 | Term 1



**Bala  
Wande**

Calculating with Confidence

# Wiskunde

## Mathematics

### Leerderaktiwiteitsboek

### Learner Activity Book

Afrikaans | English

Die ontwikkeling van hierdie werkboek is met die medewerking van die *Bala Wanda-Magic Classroom Collective*-span moontlik gemaak, in oorleg met 'n verwysingspan wat saamgestel is uit individue van etlike universiteite, wiskunde-NRO's en die Departement van Basiese Onderwys. Hierdie materiaal is gebaseer op die werk van die DBO-werkboeke en bestaande iterasies van lesplanne (GPLMS, Jika iMfundo, NECT en TMU). Die Bala Wande-bokse met manipuleerbare items is in oorleg met Jade Education ontwerp. Dié bokse voorsien hoëgehalte-materiaal wat 'n integrerende deel van die onderrig-en-leerprogram uitmaak.

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

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[www.fundawande.org](http://www.fundawande.org)

ISBN: 978-1-991225-48-1

Version 3.0: 2025



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## Die gebruik van die Bala Wande-leerderaktiwiteitsboek

In hierdie Leerderaktiwiteitsboek is aktiwiteite vervat wat vir 50 dae van onderrig in kwartaal 1 beplan is. Daar is konseptontwikkeling-aktiwiteite, individuele leerdersaktiwiteite en speletjies wat die leerders in pare en in groepe kan speel. Die oplossings vir die aktiwiteite kan in hierdie boek ingeskryf word.

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

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

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

**WEEK • WEEK**  
**1**

**DAG 1 • DAY 1**  
**Stel getalle voor**  
Representation of numbers

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



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

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

**2** Wys die getal met kolle, tellings, simbole en woorde.  
Show the number using dots, tallies, symbols and words.

|            |  |   |
|------------|--|---|
|            |  |   |
|            |  | 6 |
| ses<br>six |  |   |

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

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

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

## Using the Bala Wande Learner Activity Book

This Learner Activity Book has activities planned for 50 days of teaching in Term 1. There are concept development activities, individual learner activities and games for learners to play in pairs and groups. Answers to the activities can be written in this book.

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

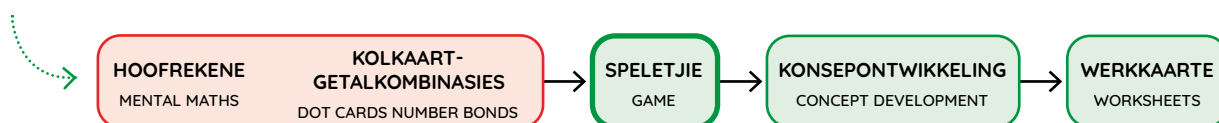
If learners work systematically through these workbook-style activities every day and every term, they will cover the whole maths curriculum for the year. We hope that these activities will be a fun way to help them acquire foundational maths knowledge.

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

**WEEK • WEEK**  
**1**

**DAG 1 • DAY 1**  
**Stel getalle voor**  
Representation of numbers

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



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

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

### 2 Wys die getal met kolle, tellings, simbole en woorde.

Show the number using dots, tallies, symbols and words.

|            |  |   |
|------------|--|---|
|            |  |   |
|            |  | 6 |
| ses<br>six |  |   |

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.

# Stel getalle voor

## Representation of numbers

HOOFREKENE  
MENTAL MATHS

KOLKAART-  
GETALKOMBINASIES  
DOT CARDS NUMBER BONDS

SPELETJIE  
GAME

KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

WERKKAARTE  
WORKSHEETS

### Speletjie: Telling

#### Game: Tally

- Jou onderwyser roep 'n getal tussen 0 en 20 uit.  
Your teacher will call out a number between 0 and 20.
- Wys die getal in die ruimte hier onder met behulp van tellings.  
Use the space below to show the number using tallies.
- Sodra die ruimte vol is, gaan in jou klaswerkboek aan.  
When the space is full, continue using your classwork book.

|                  |              |
|------------------|--------------|
|                  | 1            |
|                  | 2            |
|                  | 3            |
|                  | 4            |
| <br>             | 5            |
| <br>        <br> | $5 + 5 = 10$ |



Vier strepe staan langs mekaar, met een dwarsstreep. Dit gee 5 strepies.

Four lines standing and one line crossing. That is 5 lines.



### 1 Wys met tellings.

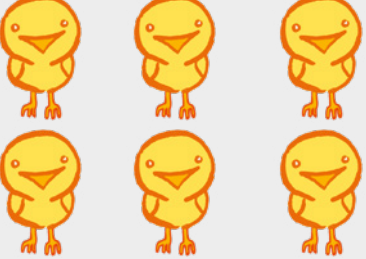
Tally

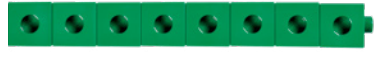


|    |                  |    |  |    |  |
|----|------------------|----|--|----|--|
| 15 | <br>        <br> | 12 |  | 9  |  |
| 14 |                  | 16 |  | 20 |  |

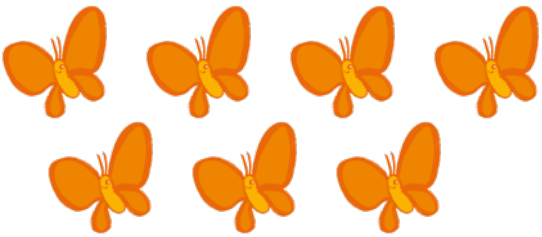
## 2 Wys die getal met kolle, tellings, simbole en woorde.

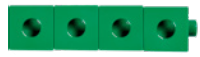
Show the number using dots, tallies, symbols and words.

|                                                                                   |                                                                                    |                                                                                     |
|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|  |  |  |
|                                                                                   |  | 6                                                                                   |
|                                                                                   | ses<br>six                                                                         |                                                                                     |

|                                                                                   |                                                                                    |  |
|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------|--|
|  |                                                                                    |  |
|                                                                                   |  |  |
|                                                                                   |                                                                                    |  |

|                                                                                     |                                                                                      |  |
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|  |                                                                                      |  |
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|                                                                                     |                                                                                      |  |
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|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--|
|  |                                                                                      |  |
|                                                                                     |  |  |
|                                                                                     |                                                                                      |  |

HOOFREKENE  
MENTAL MATHS

KOLKAART-  
GETALKOMBINASIES  
DOT CARDS NUMBER BONDS

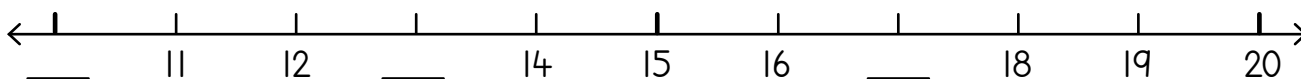
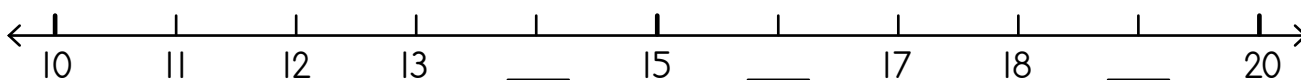
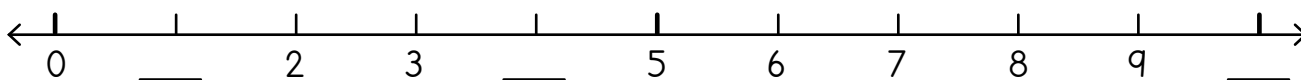
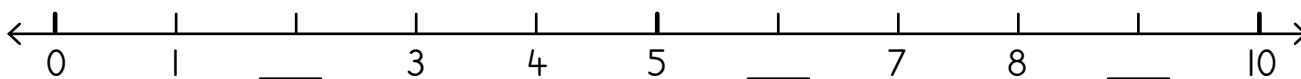
SPELETJIE  
GAME

KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

WERKKAARTE  
WORKSHEETS

# I Vul die ontbrekende getalle in.

Fill in the missing numbers.



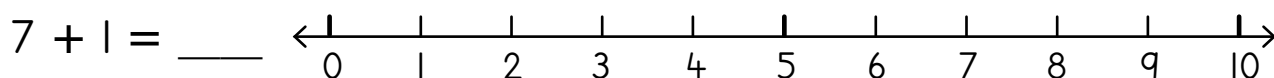


## 2 Tel op die getallelyn op.

Add on the number line.

Een meer as 4 is 5.  
5 is 1 groter as 4.  
5 staan ná 4.

One more than 4 is 5.  
5 is bigger than 4 by 1.  
5 comes after 4.

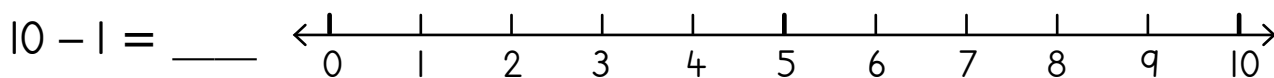
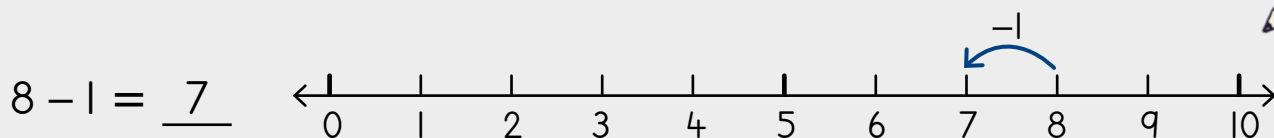


## 3 Trek op die getallelyn af.

Subtract on the number line.

Een minder as 8 is 7.  
7 is 1 kleiner as 8.  
7 staan voor 8.

One less than 8 is 7.  
7 is smaller than 8 by 1.  
7 comes before 8.



## 4 Skryf een meer neer.

Write one more.

7 8

5

10

9

19

0

## 5 Skryf een minder neer.

Write one less.

6 5

10

20

18

11

8

HOOFREKENE  
MENTAL MATHS

KOLKAART-  
GETALKOMBINASIES  
DOT CARDS NUMBER BONDS

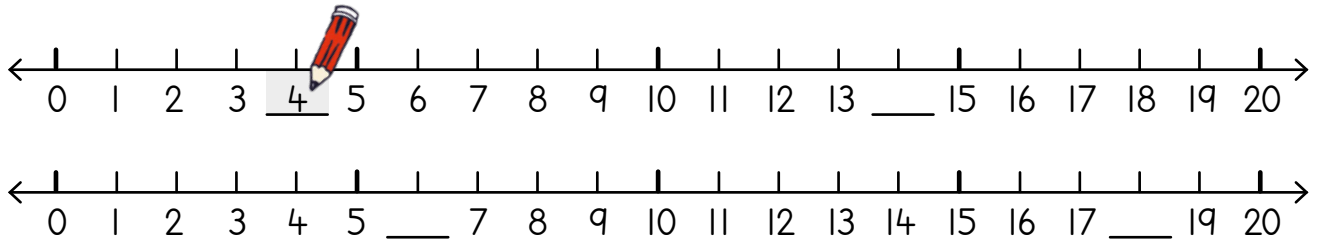
SPELETJIE  
GAME

KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

WERKKAARTE  
WORKSHEETS

# 1 Vul die ontbrekende getalle in.

Fill in the missing numbers.



# 2 Voltooi deur <, > of = te skryf.

Complete by writing <, > or =.

|            |            |
|------------|------------|
| 20 > 2     | 10 ____ 5  |
| 15 ____ 5  | 22 ____ 12 |
| 15 ____ 25 | 10 ____ 10 |

$$5 > 2$$

5 is groter as 2.

2 is kleiner as 5.

5 is bigger than 2.

2 is smaller than 5.

$$2 < 5$$

2 is kleiner as 5.

5 is groter as 2.

2 is smaller than 5.

5 is bigger than 2.



Die krokodil maak altyd sy bek oop om die grootste getal op te vreet!

The crocodile always opens his mouth to eat the bigger number!

# 3 Rangskik getalle van die kleinste tot die grootste.

Order numbers from smallest to biggest.

|                                       |                                     |                                      |
|---------------------------------------|-------------------------------------|--------------------------------------|
| <div>12 2 20</div> <div>2 12 20</div> | <div>8 20 18</div> <div>_____</div> | <div>17 23 13</div> <div>_____</div> |
|---------------------------------------|-------------------------------------|--------------------------------------|

# 4 Rangskik getalle van die grootste tot die kleinste.

Order numbers from biggest to smallest.

|                                           |                                        |                                        |
|-------------------------------------------|----------------------------------------|----------------------------------------|
| <div>10 19 7 9</div> <div>19 10 9 7</div> | <div>14 26 11 6</div> <div>_____</div> | <div>20 14 8 18</div> <div>_____</div> |
|-------------------------------------------|----------------------------------------|----------------------------------------|

## Speletjie: Vinnige wiskunde met kaarte - rangskik

Game: Fast maths with cards - order

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



5

Lulo dra 15 liter water.  
Neo dra 12 liter water.  
Wie dra meer water?

\_\_\_\_\_

Hoeveel meer? \_\_\_\_\_

Lulo carries 15 litres of water.

Neo carries 12 litres of water.

Who carries more water? \_\_\_\_\_

How much more? \_\_\_\_\_

Die kat weeg 5 kilogram.

Die hondjie weeg  
10 kilogram.

Watter dier weeg meer?

\_\_\_\_\_

Hoeveel meer? \_\_\_\_\_

The cat weighs 5 kilograms.

The small dog weighs 10 kilograms.

Which animal weighs more? \_\_\_\_\_

How much more? \_\_\_\_\_

6

Voltooi die getalpatrone.

Complete the number patterns.

|    |    |   |   |   |   |
|----|----|---|---|---|---|
| 3  | 4  | 5 | 6 | 7 | 8 |
| 10 | 9  |   |   |   | 5 |
| 22 | 21 |   |   |   |   |

|    |    |  |  |  |  |
|----|----|--|--|--|--|
| 15 | 16 |  |  |  |  |
| 14 | 13 |  |  |  |  |
| 18 | 19 |  |  |  |  |

7

Omkring die munt wat meer geld wys.

Circle the coin that shows more money



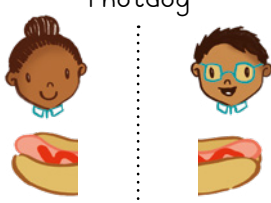
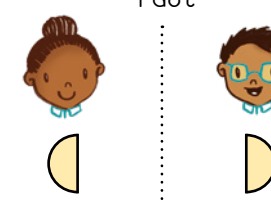
HOOFREKENE  
MENTAL MATHS

KOLKAART-  
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WORKSHEETS

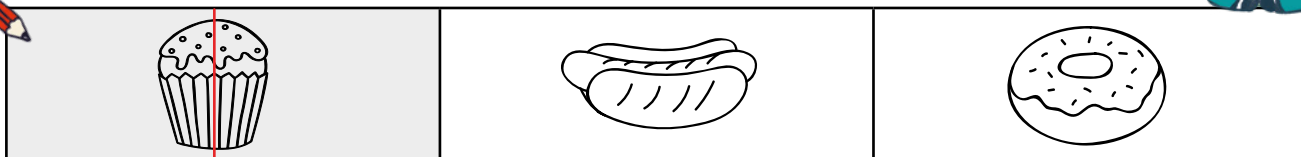
|                                                                                                                                                                |                                                                                                                                                                 |                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1 worsbroodjie<br/>1 hotdog</p>  <p>halwe<br/>half      halwe<br/>half</p> | <p>1 toebroodjie<br/>1 sandwich</p>  <p>halwe<br/>half      halwe<br/>half</p> | <p>1 kol<br/>1 dot</p>  <p>halwe<br/>half      halwe<br/>half</p> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|

- 1 Deel gelykop tussen 2 leerders.  
Trek 'n streep in die middel af.  
Kleur 'n halwe in.

Share equally between 2 children. Draw a line. Colour half.

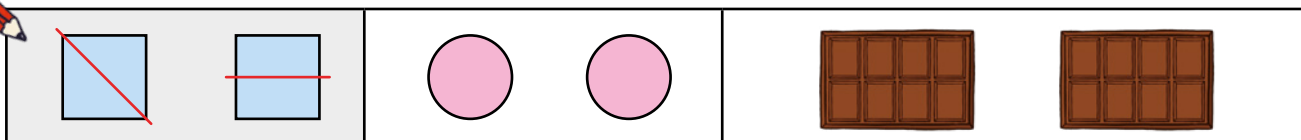
Ek sny dit in 2 gelyke dele. Elke leerder kry 'n halwe.

I cut into 2 equal parts. Each child gets half.



- 2 Wys 2 halwes op twee verskillende maniere.

Show 2 halwes in two different ways.



- 3 Ek deel 1 pizza gelykop tussen 2 leerders. Hoeveel stukke pizza kry elke leerder? 'n Halwe.

I share 1 pizza equally between 2 children. How much pizza does each child get? half

Ek deel 1 sjokolade gelykop tussen 2 leerders. Hoeveel sjokolade kry elke leerder? \_\_\_\_\_

I share 1 chocolate equally between 2 children. How much chocolate does each child get? \_\_\_\_\_

Ek deel 1 brood gelykop tussen 2 leerders. Hoeveel brood kry elke leerder? \_\_\_\_\_

I share 1 loaf of bread equally between 2 children. How much bread does each child get? \_\_\_\_\_



Daar is 24 uur in een dag.

Op 'n horlosie se wyserplaat word 12 ure gewys.

'n Klok het 2 wysers.

There are 24 hours in one day.

A clock face shows us 12 hours.

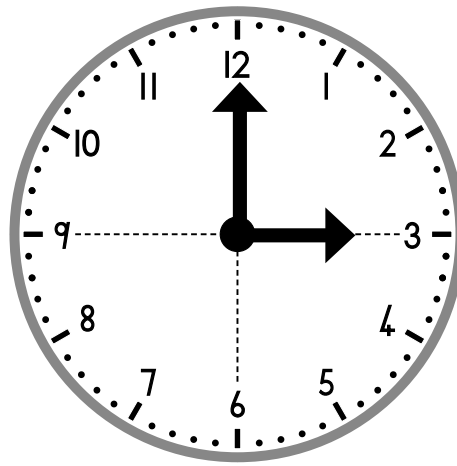
A clock has 2 hands.

Die kort wyser dui die uur van die dag aan.

The short hand points to the hour of the day.

Die lang wyser dui die minute aan.

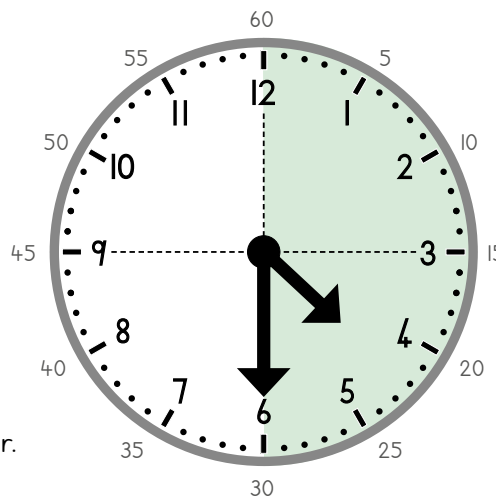
The long hand points to the minutes.



Die minuutwyser beweeg elke uur reg om die horlosie. Daar is 60 minute in 'n uur.

The minute hand goes around the clock every hour.

There are 60 minutes in an hour.



30 is die helfte van 60. Wanneer die minuutwyser na die 6 wys, praat ons van 'n 'halfuur'.

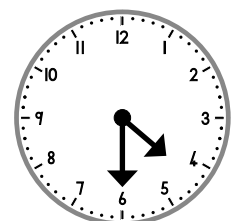
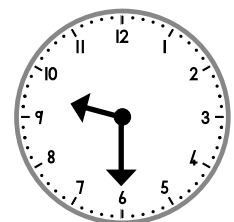
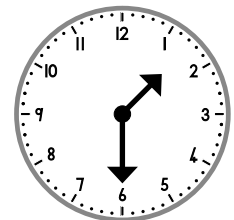
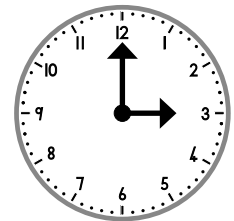
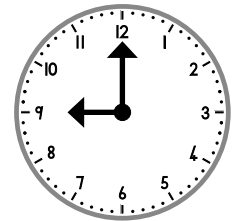
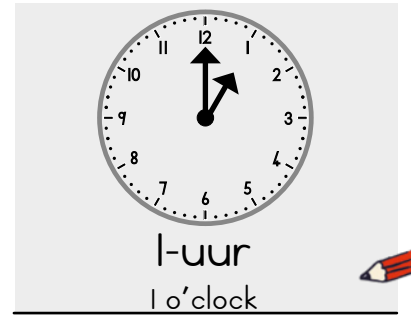
30 is half of 60. When the minute hand points to the 6, we say 'half past'.

Wanneer die uurwyser op die 4 staan en die minuutwyser op die 6 staan, sê ons in Afrikaans dis halfvyf ('n halfuur voor 5-uur). Maar ons skryf dit as 04:30.

When the hour hand is on the 4 and the minute hand is on the 6, we say, 'half past 4'. We write 4:30.

Hoe laat is dit?

What is the time?



## Kom ons praat Wiskunde!

Let's talk Maths!

In Afrikaans sê ons:

tel op of tel bymekaar

neem weg

tel een by

neem een weg

vergelyk

die koei is groter as die kat

die kat is kleiner as die koei

vier is meer as drie

drie is minder as vier

In English we say:

add

take away

add one

take away one

compare

the cow is bigger than the cat

the cat is smaller than the cow

four is more than three

three is less than four



### 1 Wys die telling.

Tally.

|    |  |
|----|--|
| 16 |  |
|----|--|

### Bereken.

Calculate.

|                              |                              |
|------------------------------|------------------------------|
| $14 + 1 = \underline{\quad}$ | $20 - 1 = \underline{\quad}$ |
|------------------------------|------------------------------|

### 2 Rangskik die getalle van die kleinste tot die grootste.

Order the numbers from smallest to largest.

|       |       |       |
|-------|-------|-------|
| 13    | 6     | 9     |
| _____ | _____ | _____ |

|       |       |       |
|-------|-------|-------|
| 12    | 20    | 19    |
| _____ | _____ | _____ |

### 3 Skryf een minder.

Write one less.

|    |  |
|----|--|
| 20 |  |
|----|--|

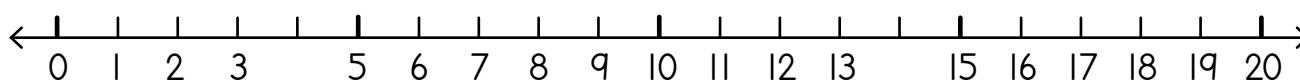
### Skryf een meer.

Write one more.

|    |  |
|----|--|
| 12 |  |
|----|--|

### 4 Vul die ontbrekende getalle in.

Fill in the missing numbers.





## 5 Voltooi die getalpatrone.

Complete the number patterns.

|    |    |   |  |  |    |
|----|----|---|--|--|----|
| 23 | 22 |   |  |  | 18 |
| 14 | 13 |   |  |  | 9  |
| 7  | 8  | 9 |  |  |    |

|    |    |  |  |  |  |
|----|----|--|--|--|--|
| 16 | 17 |  |  |  |  |
| 8  | 9  |  |  |  |  |
| 28 | 29 |  |  |  |  |

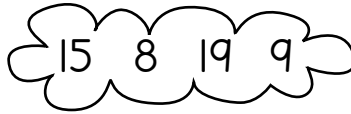
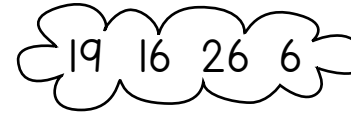
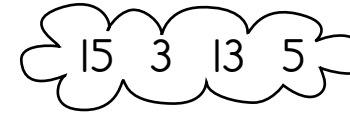
## 6 Tel op of trek af.

Add or subtract.

|                              |                              |                              |                              |
|------------------------------|------------------------------|------------------------------|------------------------------|
| $19 + 1 = \underline{\quad}$ | $20 - 1 = \underline{\quad}$ | $15 - 1 = \underline{\quad}$ | $10 + 1 = \underline{\quad}$ |
| $8 - 1 = \underline{\quad}$  | $20 + 1 = \underline{\quad}$ | $18 - 1 = \underline{\quad}$ | $10 - 1 = \underline{\quad}$ |

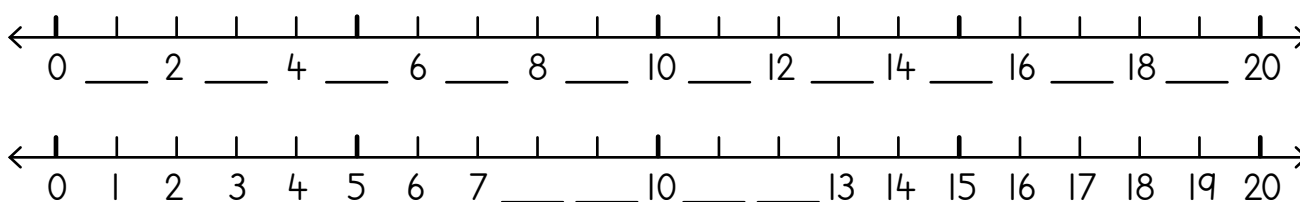
## 7 Rangskik die getalle van die grootste tot die kleinste.

Order the numbers from largest to smallest.

|                                                                                              |                                                                                              |                                                                                                |
|----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| <br>_____ | <br>_____ | <br>_____ |
|----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|

## 8 Vul die ontbrekende getalle in.

Fill in the missing numbers.



## 9 Voltooi deur <, > of = te skryf.

Complete by writing <, > or =.

|                           |                           |                          |
|---------------------------|---------------------------|--------------------------|
| $8 \underline{\quad} 5$   | $20 \underline{\quad} 12$ | $2 \underline{\quad} 20$ |
| $12 \underline{\quad} 18$ | $15 \underline{\quad} 15$ | $8 \underline{\quad} 18$ |

HOOFREKENE  
MENTAL MATHS

BOU MET BLOKKIES  
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SPELETJIE  
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KONSEPONTWIKKELING  
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WERKKAARTE  
WORKSHEETS

## Speletjie: Vinnige wiskunde met kaarte - 2 meer

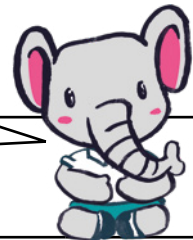
Game: Fast maths with cards - 2 more

- Speel saam met 'n maat.  
Play with a friend.
- Skommel die 0-10-kaarte. Sit dit op 'n hopie neer.  
Mix cards from 0 to 10. Put in a pile.
- Draai een kaart om.  
Flip one card.
- Tel 2 by.  
Add 2.
- Werk deur die hopie.  
Work through the pile.
- Doen dit weer. Vinniger!  
Do it again. Faster!



Wanneer ons verdubbel, herhaal ons 'n getal 2 keer.

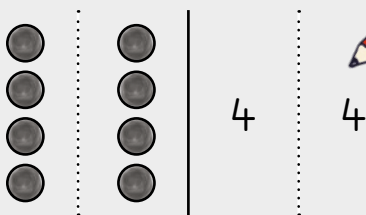
When we double, we repeat a number 2 times.



1

### Verdubbel 4

Double 4



4 verdubbel is 8.

Double 4 is 8.

$$4 + 4 = \underline{8}$$

$$4 \times 2 = \underline{8}$$

Daar is twee 4's in 8.

There are two 4s in 8.

### Verdubbel 3

Double 3



3 verdubbel is \_\_\_\_.

Double 3 is \_\_\_\_.

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

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

Daar is twee 3's in 6.

There are two 3s in 6.

### Verdubbel 5

Double 5



5 verdubbel is \_\_\_\_.

Double 5 is \_\_\_\_.

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

$$5 \times 2 = \underline{\quad}$$

Daar is twee 5'e in 10.

There are two 5s in 10.

**2**



Hoeveel fietse is daar?  
How many bicycles?

Hoeveel wiele is daar?  
How many wheels?

**3**



|                    |   |   |   |   |   |   |   |   |   |    |
|--------------------|---|---|---|---|---|---|---|---|---|----|
| fietse<br>bicycles | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| wiele<br>wheels    | 2 | 4 |   |   |   |   |   |   |   |    |

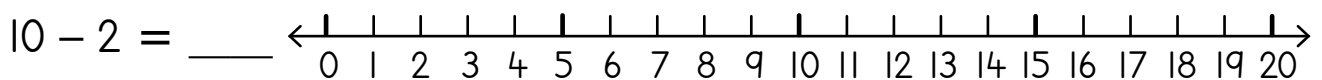
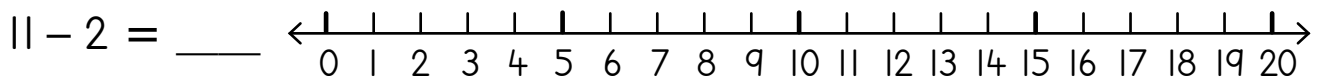
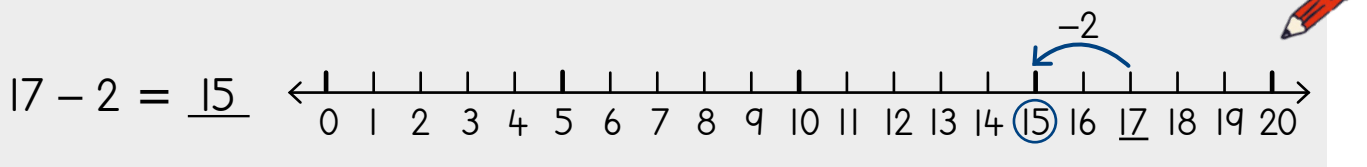
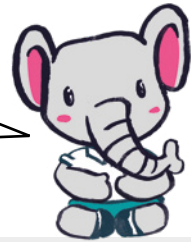
**4**



|                                                |  |
|------------------------------------------------|--|
| Hoeveel muntstukke is daar?<br>How many coins? |  |
| Hoeveel rande is daar?<br>How many Rands?      |  |

**5** Trek op die getallelyn af.  
Subtract on the number line.

Onderstreep die eerste  
getal. Omkring die  
antwoord.  
Underline the first number.  
Circle the answer.



**6** Tel in 2's deur by 2 te begin. Kleur elke sprong in.  
Count in 2s starting from 2. Colour each jump.

|    |    |    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|----|----|
| 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |

HOOFREKENE  
MENTAL MATHS

BOU MET BLOKKIES  
BUILD WITH BLOCKS

SPELETJIE  
GAME

KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

WERKKAARTE  
WORKSHEETS

### 1 Tel aan in 3's.

Count forwards in 3s.

|   |   |   |  |  |  |  |  |  |  |  |
|---|---|---|--|--|--|--|--|--|--|--|
| 3 | 6 | 9 |  |  |  |  |  |  |  |  |
|---|---|---|--|--|--|--|--|--|--|--|

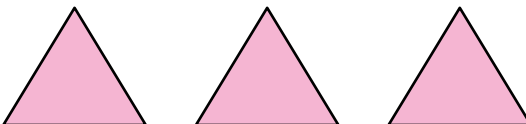
### 2

|                                                                                   |                        |  |  |
|-----------------------------------------------------------------------------------|------------------------|--|--|
|  | Hoeveel potte is daar? |  |  |
|                                                                                   | How many pots?         |  |  |
|                                                                                   | Hoeveel pote is daar?  |  |  |
|                                                                                   | How many legs?         |  |  |

### 3

|               |                                                                                    |   |   |   |   |   |   |   |   |    |
|---------------|------------------------------------------------------------------------------------|---|---|---|---|---|---|---|---|----|
|               |  |   |   |   |   |   |   |   |   |    |
| potte<br>pots | 1                                                                                  | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| pote<br>legs  | 3                                                                                  | 6 |   |   |   |   |   |   |   |    |

### 4

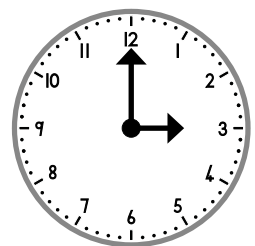
|                                                                                     |                            |                 |  |
|-------------------------------------------------------------------------------------|----------------------------|-----------------|--|
|  | Hoeveel driehoeke is daar? |                 |  |
|                                                                                     | How many triangles?        |                 |  |
|                                                                                     | Hoeveel sye is daar?       |                 |  |
|                                                                                     |                            | How many sides? |  |

### 5

|                                                                                                                                |                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| <p>Die taxi-rit kos R3. Hoeveel kos 'n rit vir 2 mense?</p> <p>The taxi ride costs R3. How much does it cost for 2 people?</p> |  |
| <p>Die taxi-rit kos R3. Hoeveel kos 'n rit vir 3 mense?</p> <p>The taxi ride costs R3. How much does it cost for 3 people?</p> |                                                                                      |

### 6 Hoe laat is dit?

What is the time?



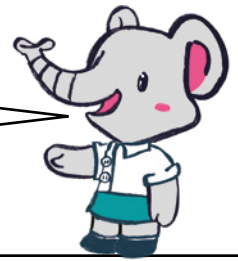

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Ons kan 'n halwe van 3 kry! Kyk hierso!

We can take half of 3. Check it out!



7

3 kolle  
3 dots

halwe  
half

halwe  
half

3 worsbroodjies  
3 hotdogs

halwe  
half

halwe  
half

Hoeveel worsbroodjies kry elke leerder?

How many hotdogs does each learner get?

\_\_\_\_\_

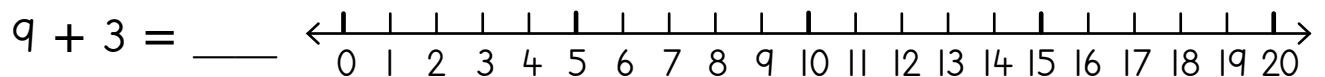
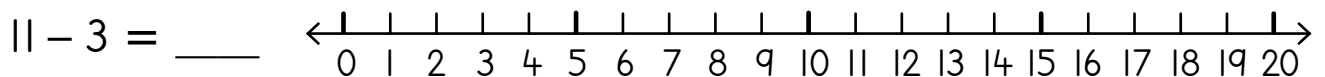
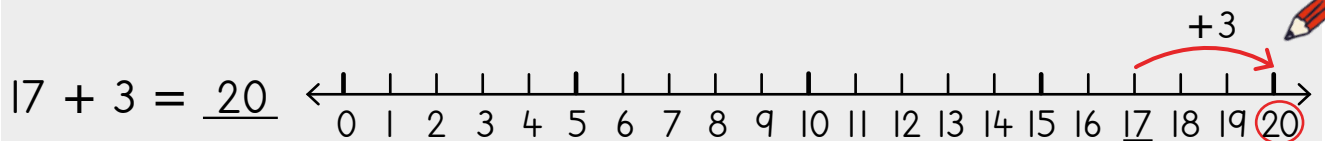
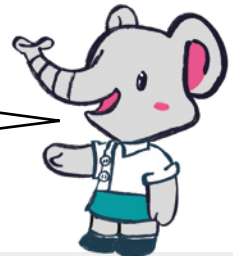
8

Tel op of trek af op die getallelyn.

Add or subtract on the number line.

Onderstreep die eerste getal.  
Omkring die antwoord.

Underline the first number.  
Circle the answer.



9

Vul die ontbrekende getalle in.

Fill in the missing numbers.

|    |    |    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|----|----|
| 1  | 2  | 3  | 4  | 5  |    | 7  | 8  |    | 10 |
| 11 |    | 13 | 14 |    | 16 | 17 |    | 19 | 20 |
|    | 22 | 23 |    | 25 | 26 |    | 28 | 29 |    |

HOOFREKENE  
MENTAL MATHS

BOU MET BLOKKIES  
BUILD WITH BLOCKS

SPELETJIE  
GAME

KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

WERKKAARTE  
WORKSHEETS

1



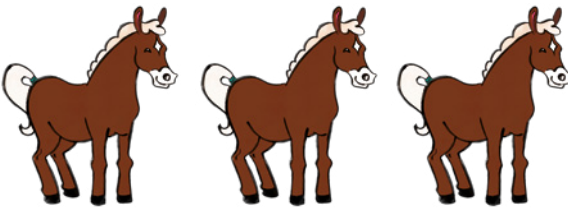
Hoeveel karre is daar?

How many cars?

Hoeveel wiele is daar?

How many wheels?

2



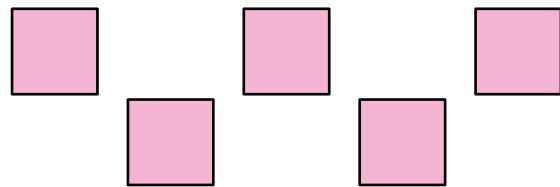
Hoeveel perde is daar?

How many horses?

Hoeveel pote is daar?

How many legs?

3



Hoeveel vierkante is daar?

How many squares?

Hoeveel sye is daar?

How many sides?

4

Die taxi-rit kos R4. Hoeveel kos dit vir 2 maats om met die taxi te ry?



The taxi ride costs R4. How much does it cost for 2 friends to ride the taxi?

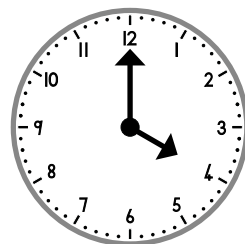
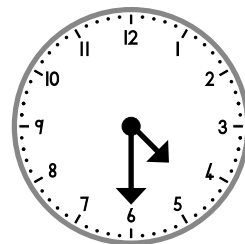
Emihle het R10. Sy betaal R4 om met die taxi te ry. Hoeveel kleingeld kry sy?

Emihle has R10. She pays R4 to ride the taxi. How much change does she get?

5

Hoe laat is dit?

What is the time?



**6**

4 kolle  
4 dots

●  
●  
halwe  
half

●  
●  
halwe  
half

4 worsbroodjies  
4 hotdogs

halwe  
half

halwe  
half

Hoeveel worsbroodjies kry elke leerder?

How many hotdogs does each learner get?

---

**7** Tel op of trek af op die getallelyn.  
Add or subtract on the number line.

Onderstreep die eerste getal.  
Omkring die antwoord.  
Underline the first number.  
Circle the answer.

$6 + 4 = \underline{10}$

$20 - 4 = \underline{\quad}$

$8 + 4 = \underline{\quad}$

**8** Vul die ontbrekende getalle in.  
Fill in the missing numbers.

|    |    |    |   |    |    |    |  |    |    |
|----|----|----|---|----|----|----|--|----|----|
| 1  | 2  | 3  | 4 | 5  | 6  | 7  |  | 9  | 10 |
| 11 | 12 | 13 |   | 15 | 16 | 17 |  | 19 | 20 |
| 21 | 22 | 23 |   | 25 | 26 | 27 |  | 29 | 30 |
| 31 | 32 | 33 |   | 35 | 36 | 37 |  | 39 | 40 |

Counting in 4s

Week 2 • Day 3

17



HOOFREKENE  
MENTAL MATHS

BOU MET BLOKKIES  
BUILD WITH BLOCKS

SPELETJIE  
GAME

KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

WERKKAARTE  
WORKSHEETS

# 1 Tel aan in 5'e.

Count forwards in 5s.

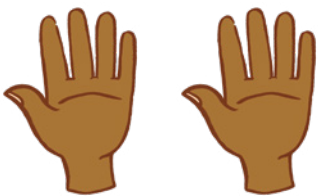
|    |    |    |  |  |  |
|----|----|----|--|--|--|
| 5  | 10 | 15 |  |  |  |
| 25 | 30 |    |  |  |  |
| 15 | 20 |    |  |  |  |

# 2 Tel terug in 5'e.

Count backwards in 5s.

|    |    |    |  |  |  |
|----|----|----|--|--|--|
| 50 | 45 | 40 |  |  |  |
| 35 | 30 |    |  |  |  |
| 25 | 20 |    |  |  |  |

# 3

|                                                                                   |                          |  |  |  |  |  |
|-----------------------------------------------------------------------------------|--------------------------|--|--|--|--|--|
|  | Hoeveel hande is daar?   |  |  |  |  |  |
|                                                                                   | How many hands?          |  |  |  |  |  |
|                                                                                   | Hoeveel vingers is daar? |  |  |  |  |  |
|                                                                                   | How many fingers?        |  |  |  |  |  |

# 4

|                                                                                      |   |    |   |   |   |   |   |   |   |    |
|--------------------------------------------------------------------------------------|---|----|---|---|---|---|---|---|---|----|
|  |   |    |   |   |   |   |   |   |   |    |
| hande<br>hands                                                                       | 1 | 2  | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| vingers<br>fingers                                                                   | 5 | 10 |   |   |   |   |   |   |   |    |

# 5

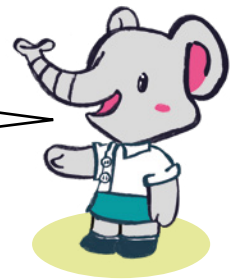
|                                                                                     |                             |  |  |  |  |  |
|-------------------------------------------------------------------------------------|-----------------------------|--|--|--|--|--|
|  | Hoeveel muntstukke is daar? |  |  |  |  |  |
|                                                                                     | How many coins?             |  |  |  |  |  |
|                                                                                     | Hoeveel rande is daar?      |  |  |  |  |  |
|                                                                                     | How many Rands?             |  |  |  |  |  |

# 6

|                                                                                      |   |    |   |   |   |   |   |   |   |    |
|--------------------------------------------------------------------------------------|---|----|---|---|---|---|---|---|---|----|
|  |   |    |   |   |   |   |   |   |   |    |
| muntstukke<br>coins                                                                  | 1 | 2  | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| rande<br>Rands                                                                       | 5 | 10 |   |   |   |   |   |   |   |    |

Onderstreep die eerste getal.  
Omkring die antwoord.

Underline the first number.  
Circle the answer.



## 7 Tel op of trek af op die getallelyn.

Add or subtract using the number line.

$$6 + 5 = \underline{\quad}$$

$$12 - 5 = \underline{\quad}$$

## 8 Tel in 5'e deur by 5 te begin. Kleur die 5'e in.

Count in 5s starting at 5. Colour the 5s.

|    |    |    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|----|----|
| 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |

## 9 'n Pakkie suiker weeg 5 kilogram. Hoeveel weeg 3 pakkies suiker?

A pack of sugar weighs 5 kilograms. How much do 3 bags of sugar weigh?



## 'n Emmer hou 5 liter. Hoeveel liter hou 4 emmers?

A bucket carries 5 litres. How many litres do 4 buckets carry?



## Kom ons praat Wiskunde!

Let's talk Maths!

In Afrikaans sê ons:

tel aan

tel terug

tel aan in 2's

tel terug in 2's

rangskik

vier is meer as drie

drie is minder as vier

vier staan ná drie

drie staan voor vier

In English we say:

count forwards

count backwards

count forwards by 2

count backwards by 2

order

four is more than three

three is less than four

four comes after three

three comes before four



### 1 Voltooi die getalpatrone.

Complete the number patterns.

|   |   |    |  |  |  |  |  |  |  |
|---|---|----|--|--|--|--|--|--|--|
| 3 | 6 | 9  |  |  |  |  |  |  |  |
| 4 | 8 | 12 |  |  |  |  |  |  |  |

### 2 'n Halwe van

Half of

Verdubbel

Double

|   |  |   |  |   |  |   |  |
|---|--|---|--|---|--|---|--|
| 2 |  | 3 |  | 3 |  | 5 |  |
| 4 |  | 5 |  | 4 |  | 2 |  |

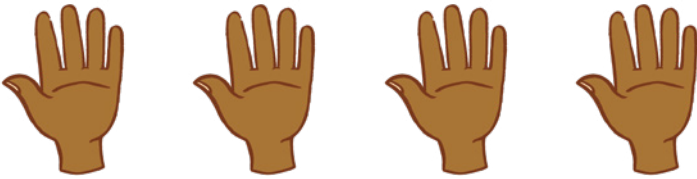
3

|                                                                                   |  |                                       |  |
|-----------------------------------------------------------------------------------|--|---------------------------------------|--|
|  |  | Hoeveel fietse?<br>How many bicycles? |  |
|                                                                                   |  | Hoeveel wiele?<br>How many wheels?    |  |

4

|                    |                                                                                    |   |   |   |   |   |   |   |   |    |
|--------------------|------------------------------------------------------------------------------------|---|---|---|---|---|---|---|---|----|
|                    |  |   |   |   |   |   |   |   |   |    |
| fietse<br>bicycles | 1                                                                                  | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| wiele<br>wheels    |                                                                                    |   |   |   |   |   |   |   |   |    |

5

|                                                                                     |  |                                       |  |
|-------------------------------------------------------------------------------------|--|---------------------------------------|--|
|  |  | Hoeveel hande?<br>How many hands?     |  |
|                                                                                     |  | Hoeveel vingers?<br>How many fingers? |  |

6

|                    |                                                                                      |   |   |   |   |   |   |   |   |    |
|--------------------|--------------------------------------------------------------------------------------|---|---|---|---|---|---|---|---|----|
|                    |  |   |   |   |   |   |   |   |   |    |
| hande<br>hands     | 1                                                                                    | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| vingers<br>fingers |                                                                                      |   |   |   |   |   |   |   |   |    |

HOOFREKENE  
MENTAL MATHS

SPRINGTEL  
SKIP COUNTING

SPELETJIE  
GAME

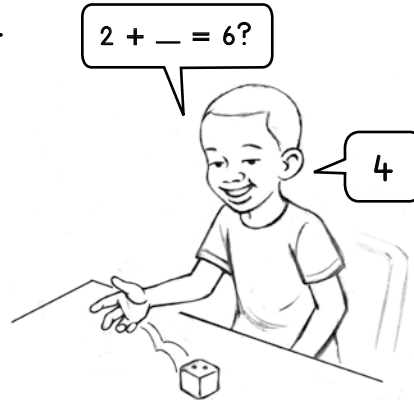
KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

WERKKAARTE  
WORKSHEETS

### Speletjie: Vinnige wiskunde met dobbelstene - maak 6

Game: Fast maths with dice - make 6

- Gooi die dobbelstene.  
Roll the dice.
- Hoeveel meer om 6 te maak?  
How many more to make 6?
- Doen dit weer.  
Vinniger!  
Do it again. Faster!



Ons begin vandag om met blokkies te speel.  
Today we start playing with blocks.



### Speletjie: Breek 6 af!

Game: Break 6!

- Bou 'n toring met 6 blokkies.  
Make a tower with 6 blocks.
- Breek die toring in 2 dele op.  
Break the tower into 2 parts.
- Terwyl jy dit weer bou, dink aan 'n optellingsgetalsin.  
As you put it together, think about an addition number sentence.
- Skryf die optellingsgetalsin.  
Write 2 addition number sentences.



4 en 2 is 6  
4 and 2 is 6  
 $4 + 2 = 6$

- Breek die toring van 6 blokkies op.  
Skryf optellingsgetalsinne neer.

Break the 6 tower. Write addition number sentences.



|             |  |  |
|-------------|--|--|
| $4 + 2 = 6$ |  |  |
|             |  |  |

- Tel op of trek af om die ontbrekende getal te kry.

Add or subtract to find the missing number.

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

### 3 Tel in 6'e deur by 6 te begin. Kleur die 6'e in.

Count in 6s starting at 6. Colour the 6s.

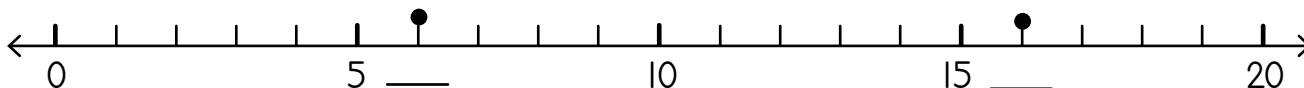


$$6 \times 10 = 60$$

|    |    |    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|----|----|
| 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |

### 4 Skryf die getal by die kolletjie neer.

Write the number at the dot.



### 5 Musa het 6 albasters. Ina het dubbel soveel. Hoeveel albasters het Ina?



Musa has 6 marbles. Ina has double. How many marbles does Ina have?

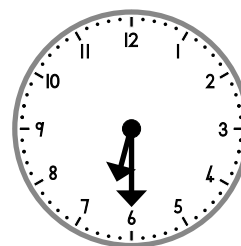
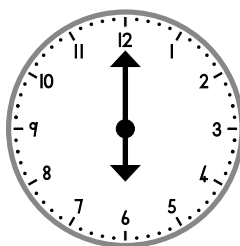
### Xola het 10 albasters. 6 albasters is blou. Die res is groen. Hoeveel groen albasters het Xola?



Xola has 10 marbles. 6 are blue. The rest are green. How many green marbles does he have?

### 6 Hoe laat is dit?

What is the time?



HOOFREKENE  
MENTAL MATHS

SPRINGTEL IN 10'E (0-100)  
SKIP COUNTING IN 10S (0-100)

SPELETJIE  
GAME

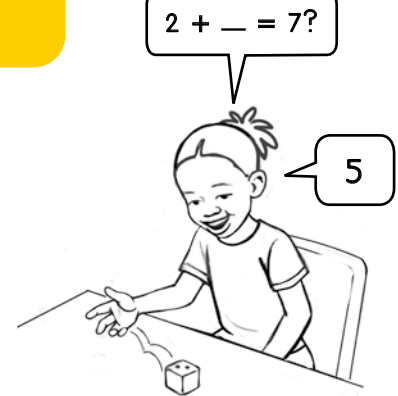
KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

WERKKAARTE  
WORKSHEETS

### Speletjie: Vinnige wiskunde met dobbelstene - maak 7

Game: Fast maths with dice - make 7

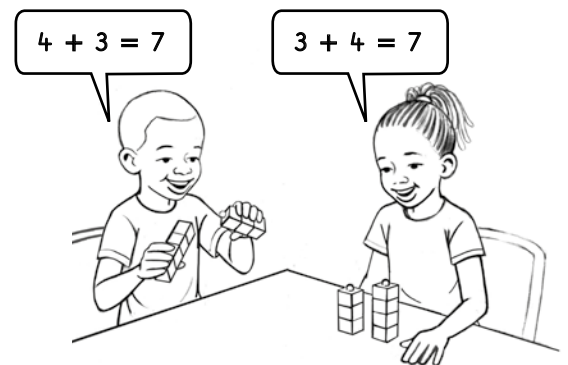
- Gooi die dobbelstene.  
Roll the dice.
- Hoeveel meer om 7 te maak?  
How many more to make 7?
- Doen dit weer. Vinniger!  
Do it again. Faster!



### Speletjie: Breek 7 af!

Game: Break 7!

- Bou 'n toring met 7 blokkies.  
Make a tower with 7 blocks.
- Breek die toring in 2 dele op.  
Break the tower into 2 parts.
- Terwyl jy dit weer bou, dink aan 'n optellingsgetalsin.  
As you put it back together, think about an addition sentence.
- Skryf 2 optellingsgetalsinne.  
Write 2 addition number sentences.



### 1 Breek die toring van 7 blokkies op. Skryf optellingsgetalsinne neer.

Break the 7 tower. Write addition number sentences.

|                                                                                     |             |  |  |
|-------------------------------------------------------------------------------------|-------------|--|--|
|  | $4 + 3 = 7$ |  |  |
|                                                                                     | $3 + 4 = 7$ |  |  |

### 2 Tel op of trek af.

Add or subtract.

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



### 3 Tel in 2's deur by 7 te begin. Kleur die 7's in.

Count in 2s starting at 7. Colour the 7s.

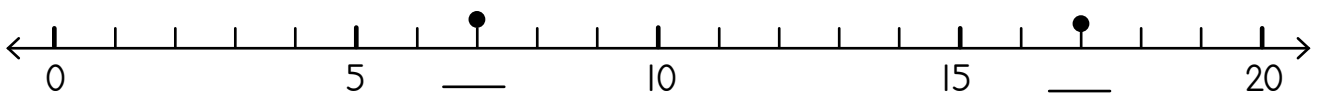


$$7 \times 10 = 70$$

|    |    |    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|----|----|
| 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |

### 4 Skryf die getal by die kolletjie neer.

Write the number at the dot.



### 5 Dit kos R7 om by die dorp uit te kom. Hoeveel kos dit om dorp toe en terug te reis?

It costs R7 to get to town. How much does it cost to travel to town and back?



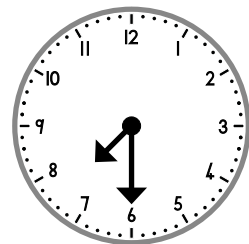
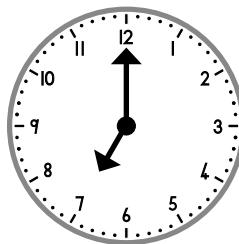
### Sithe het R20. Hy koop 'n appel vir R7. Hoeveel kleingeld kry hy?

Sithe has R20. He buys an apple for R7. How much change does he get?



### 6 Hoe laat is dit?

What is the time?



# Breek 8 af

## Breaking down 8

HOOFREKENE  
MENTAL MATHS

SPRINGTEL IN 5'E (0-50)  
SKIP COUNTING IN 5S (0-50)

SPELETJIE  
GAME

KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

WERKKAARTE  
WORKSHEETS

### Speletjie: Vinnige wiskunde met dobbelstene - maak 8

Game: Fast maths with dice - make 8

- Gooi die dobbelstene.  
Roll the dice.
- Hoeveel meer om 8 te maak?  
How many more to make 8?
- Doen dit weer. Vinniger!  
Do it again. Faster!



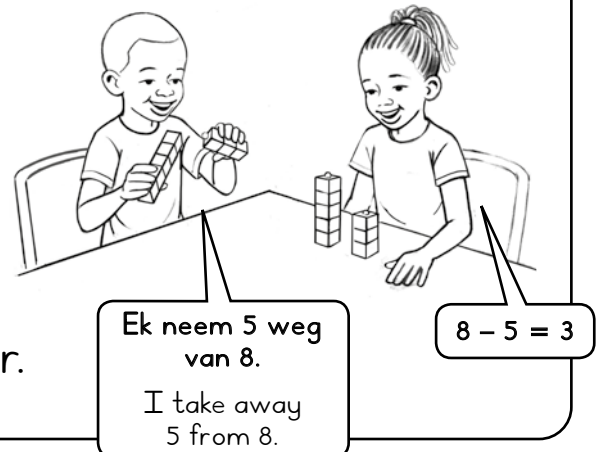
Ons speel vandag  
weer met blokkies!

Today we play with  
blocks again!

### Speletjie: Breek 8 af!

Game: Break 8!

- Bou 'n toring met 8 blokkies.  
Make a tower with 8 blocks.
- Breek die toring in 2 dele op.  
Break the tower into 2 parts.
- Dink aan 'n aftrekkingsgetalsin.  
Think about a subtraction number sentence.
- Skryf die aftrekkingsgetalsin neer.  
Write the subtraction number sentence.



- Breek die toring van 8 blokkies op.  
Skryf die aftrekkingsgetalsinne neer.

Break the 8 tower. Write the subtraction number sentences.

|                                                                                                 |       |       |
|-------------------------------------------------------------------------------------------------|-------|-------|
|  $8 - 5 = 3$ | $8 -$ | $8 -$ |
| $8 - 3 = 5$                                                                                     | $8 -$ | $8 -$ |

- Tel op of trek af.

Add or subtract.

|                |                |                |
|----------------|----------------|----------------|
| $5 + 3 =$ ____ | $6 + 2 =$ ____ | $4 + 4 =$ ____ |
| $8 - 3 =$ ____ | $8 - 2 =$ ____ | $8 - 4 =$ ____ |

### 3 Tel in 8's deur by 8 te begin. Kleur die 8's in.

Count in 8s starting from 8. Colour the 8s.

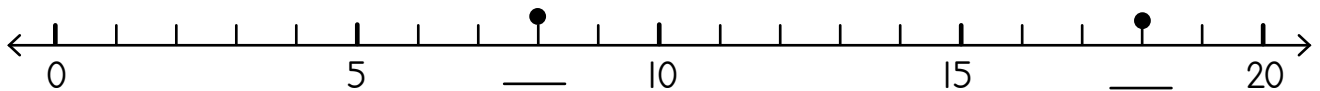


$$8 \times 10 = 80$$

|    |    |    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|----|----|
| 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |

### 4 Skryf die getal by die kolletjie neer.

Write the number at the dot.



### 5 Afikile het R20. Hy koop vrugte vir R8. Hoeveel kleingeld kry hy?

Afikile has R20. He buys fruit for R8. How much change does he get?



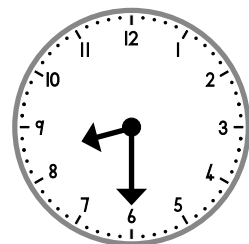
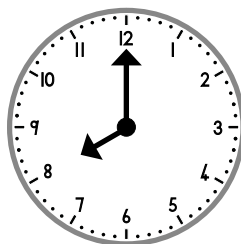
### Die taxi-rit kos R8. Hoeveel kos die rit vir 2 mense?

The taxi ride costs R8. How much does it cost for 2 people to ride?



### 6 Hoe laat is dit?

What is the time?



\_\_\_\_\_

\_\_\_\_\_

HOOFREKENE  
MENTAL MATHS

SPRINGTEL IN 2'S (0-50)  
SKIP COUNTING IN 2S (0-50)

SPELETJIE  
GAME

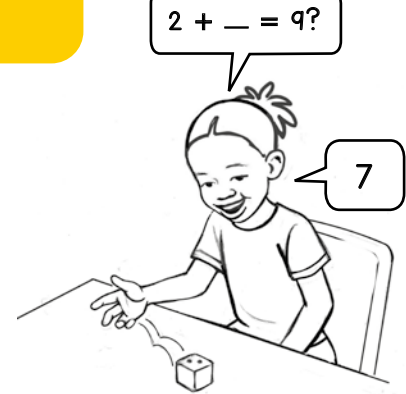
KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

WERKKAARTE  
WORKSHEETS

### Speletjie: Vinnige wiskunde met dobbelstene - maak 9

Game: Fast maths with dice - make 9

- Gooi die dobbelstene.  
Roll the dice.
- Hoeveel meer om 9 te maak?  
How many more to make 9?
- Doen dit weer. Vinniger!  
Do it again. Faster!



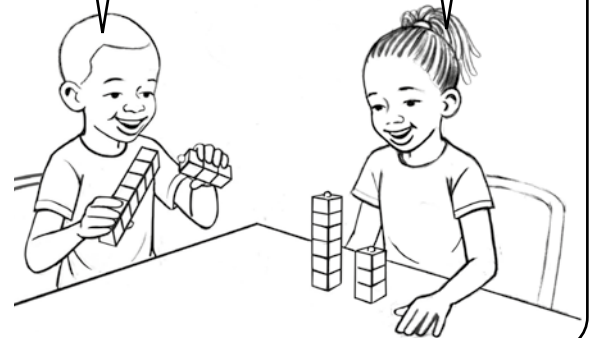
### Speletjie: Breek 9 af!

Game: Break 9!

- Bou 'n toring met 9 blokkies.  
Make a tower with 9 blocks.
- Breek die toring in 2 dele op.  
Break the tower into 2 parts.
- Skryf 2 aftrekkingsgetalsinne neer.  
Write 2 subtraction number sentences.

Ek neem 3 weg van 9.  
I take away 3 from 9.  
 $9 - 3 = 6$

Ek neem 6 weg van 9.  
I take away 6 from 9.  
 $9 - 6 = 3$



- Breek die toring van 9 blokkies op.  
Skryf die aftrekkingsgetalsinne neer.

Break the 9 tower. Write the subtraction number sentences.



|             |       |       |
|-------------|-------|-------|
| $9 - 6 = 3$ | $9 -$ | $9 -$ |
| $9 - 3 = 6$ | $9 -$ | $9 -$ |

- Tel op of trek af.

Add or subtract.

|                                             |                             |                             |
|---------------------------------------------|-----------------------------|-----------------------------|
| $9 - \underline{\quad} = \underline{\quad}$ | $6 + 2 = \underline{\quad}$ | $4 + 4 = \underline{\quad}$ |
| $8 - \underline{\quad} = \underline{\quad}$ | $8 - 2 = \underline{\quad}$ | $8 - 4 = \underline{\quad}$ |

### 3 Tel in 9's deur by 9 te begin. Kleur die 9's in.

Count in 9s starting from 9. Colour the 9s.

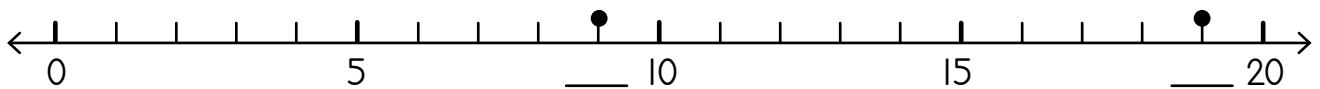


$$9 \times 10 = 90$$

|    |    |    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|----|----|
| 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |

### 4 Skryf die getal by die kolletjie neer.

Write the number at the dot.



### 5 Die sokkerwedstryd begin soggens om 9-uur. Dit eindig later die oggend om 10-uur. Hoe lank het die wedstryd geduur?

The soccer game started at 9 in the morning. It ended at 10 in the morning.  
How long was the game?



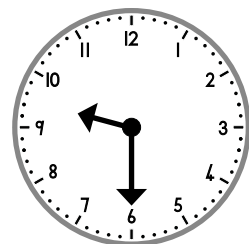
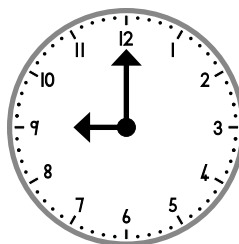
Die netbalwedstryd begin soggens om 09:30. Dit eindig later die oggend om 10:30. Hoe lank was die wedstryd?

The netball game started at 9.30 in the morning. It ended at 10.30 in the morning.  
How long was the game?



### 6 Hoe laat is dit?

What is the time?



## Kom ons praat Wiskunde!

Let's talk Maths!



In Afrikaans sê ons:

optelling

tel op/tel bymekaar

tel twee by

vier en vyf is nege

aftrekking

neem weg

neem twee weg

agt neem weg drie is vyf

is gelyk aan

is dieselfde as

In English we say:

addition

add

add two

four and five is nine

subtraction

take away

take away two

eight take away three is five

equal

is the same as

### 1 Voltooi die getalpatrone.

Complete the number patterns.

|    |    |    |  |  |  |  |  |  |  |
|----|----|----|--|--|--|--|--|--|--|
| 70 | 69 | 68 |  |  |  |  |  |  |  |
| 22 | 24 | 26 |  |  |  |  |  |  |  |

### 2 'n Halwe van

Half of

Verdubbel

Double

|   |  |    |  |   |  |    |  |
|---|--|----|--|---|--|----|--|
| 6 |  | 8  |  | 6 |  | 8  |  |
| 4 |  | 10 |  | 4 |  | 10 |  |

3



Hoeveel fietse?

How many bicycles?

Hoeveel wiele?

How many wheels?

4

fietse  
bicycles

1

2

3

4

5

6

7

8

9

10

wiele  
wheels

5



Hoeveel hande?

How many hands?

Hoeveel vingers?

How many fingers?

6

hande  
hands

1

2

3

4

5

6

7

8

9

10

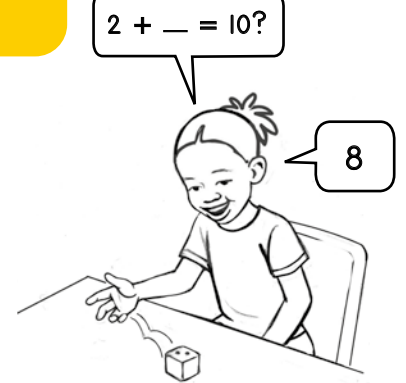
vingers  
fingers



**Speletjie: Vinnige wiskunde met dobbelstene - maak 10**

Game: Fast maths with dice - make 10

- Gooi die dobbelstene.  
Roll the dice.
- Hoeveel meer om 10 te maak?  
How many more to make 10?
- Doen dit weer. Vinniger!  
Do it again. Faster!

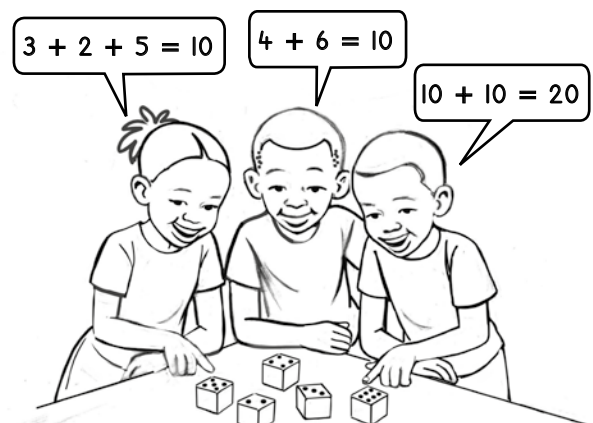


|                                      |                                                      |                                      |                                                      |
|--------------------------------------|------------------------------------------------------|--------------------------------------|------------------------------------------------------|
|                                      |                                                      |                                      |                                                      |
| <b>Hoeveel is daar?</b><br>How many? | <b>Hoeveel om 10 te kry?</b><br>How many to make 10? | <b>Hoeveel is daar?</b><br>How many? | <b>Hoeveel om 10 te kry?</b><br>How many to make 10? |
| 3                                    | 7                                                    |                                      |                                                      |
|                                      |                                                      |                                      |                                                      |
| <b>Hoeveel is daar?</b><br>How many? | <b>Hoeveel om 10 te kry?</b><br>How many to make 10? | <b>Hoeveel is daar?</b><br>How many? | <b>Hoeveel om 10 te kry?</b><br>How many to make 10? |
|                                      |                                                      |                                      |                                                      |

**Speletjie: Kry die 10'e**

Game: Find the 10s

- Speel saam met 2 maats.  
Play with 2 friends.
- Gooi die dobbelstene.  
Roll 5 dice.
- Kry die 10'e.  
Find the 10s.
- Tel die totaal bymekaar.  
Add the total.



## 2 10 leerders kan in ta' Jola se taxi inpas.

10 learners can fit into Ta' Jola's taxi.



Daar is 2 leerders in die taxi. Hoeveel meer leerders kan in klim voordat die taxi vol is?

There are 2 learners in the taxi. How many more learners can get in before it is full?

$$10 - 2 = \underline{8}$$

Daar is reeds 2 leerders in die taxi. Nog 4 leerders klim in. Hoeveel meer leerders kan nog in die taxi inpas?

2 learners were in the taxi. 4 more get on. How many more learners can still fit in the taxi?

## 3 Omkring die 10'e. Wat is die totaal?

Circle the 10s. What is the total?

|                                                                                                                    |                                |                                  |
|--------------------------------------------------------------------------------------------------------------------|--------------------------------|----------------------------------|
|  <div>6 9 4 1</div> <div>20</div> | <div>2 9 3 1</div> <div></div> | <div>6 7 3 2 2</div> <div></div> |
|--------------------------------------------------------------------------------------------------------------------|--------------------------------|----------------------------------|

## 4 Kry die 10. Tel dan op.

Find the 10. Then add.

|                                 |                                     |                                 |
|---------------------------------|-------------------------------------|---------------------------------|
| $6 + 7 + 4 = \underline{17}$    | $8 + 7 + 2 = \underline{\quad}$     | $7 + 6 + 3 = \underline{\quad}$ |
| $5 + 8 + 5 = \underline{\quad}$ | $6 + 8 + 4 = \underline{\quad}$     | $9 + 5 + 1 = \underline{\quad}$ |
| $6 + 9 + 4 = \underline{\quad}$ | $7 + 2 + 1 + 5 = \underline{\quad}$ | $7 + 5 + 3 = \underline{\quad}$ |

## 5 Omkring die 10'e. Hoeveel geld is daar?

Circle the 10s. How much money?

|                                                                                                                                                                                                     |                                                                                                              |                                                                                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
|  <div>  </div> <div>R11</div> | <div>  </div> <div></div> | <div>  </div> <div></div> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|

## 6 Daar kan 10 leerders in ta' Jola se taxi inpas.

Ta' Jola's taxi can take 10 learners.



Sy taxi is halfvol. Hoeveel leerders is daar in die taxi?

His taxi is half full. How many learners are in the taxi?

Sy taxi is halfvol. Hoeveel meer leerders kan in die taxi in klim?

His taxi is half full. How many more learners can get in the taxi?

HOOFREKENE  
MENTAL MATHS

FIZZ-POP -  
TEL 10 BY (0-50)  
FIZZ POP - ADD 10 (0-50)

SPELETJIE  
GAME

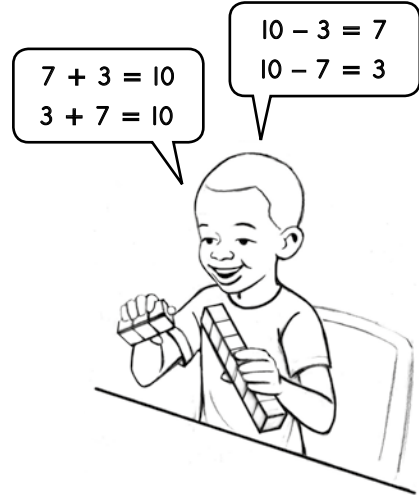
KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

WERKKAARTE  
WORKSHEETS

### Speletjie: Breek 10 af!

Game: Break 10!

- Bou 'n toring van 10 blokkies.  
Make a tower out of 10 blocks.
- Breek die toring in 2 dele op.  
Break the tower into 2 parts.
- Skryf 2 optellingsgetalsinne.  
Write 2 addition number sentences.
- Skryf 2 aftrekkingsgetalsinne.  
Write 2 subtraction number sentences.
- Doen dit weer!  
Do it again!



### 1 Skryf die getalsinne neer.

Write the number sentences.

| optelling<br>addition | aftrekking<br>subtraction |
|-----------------------|---------------------------|
| $7 + 3 = 10$          | $10 - 3 = 7$              |
| $3 + 7 = 10$          | $10 - 7 = 3$              |

| optelling<br>addition | aftrekking<br>subtraction |
|-----------------------|---------------------------|
|                       |                           |
|                       |                           |

| optelling<br>addition | aftrekking<br>subtraction |
|-----------------------|---------------------------|
|                       |                           |
|                       |                           |

| optelling<br>addition | aftrekking<br>subtraction |
|-----------------------|---------------------------|
|                       |                           |
|                       |                           |

| optelling<br>addition | aftrekking<br>subtraction |
|-----------------------|---------------------------|
|                       |                           |

Wanneer ek iets in twee gelyke stukke of dele breek, is daar slegs een optellingsgetalsin en een aftrekkingsgetalsin.

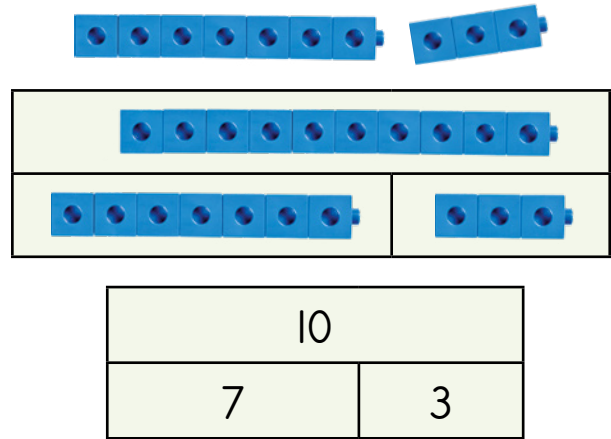
When I break into two equal pieces, there is only one addition number sentence and one subtraction number sentence.





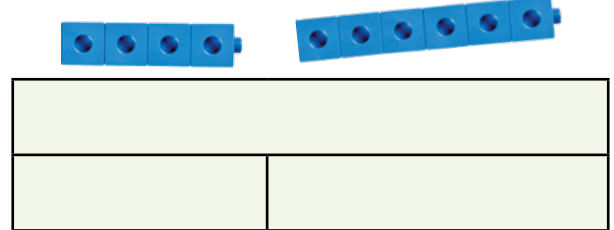
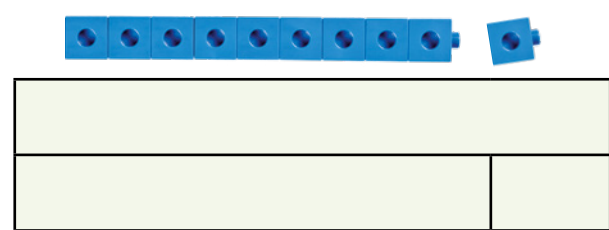
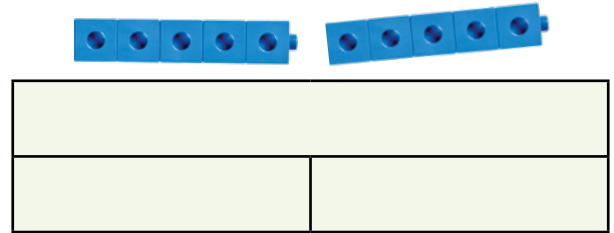
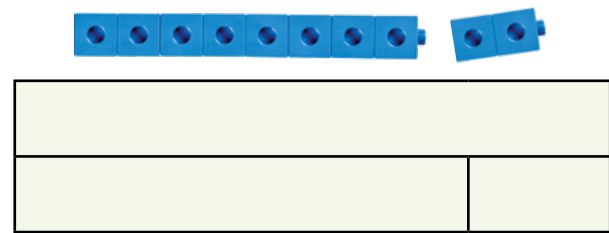
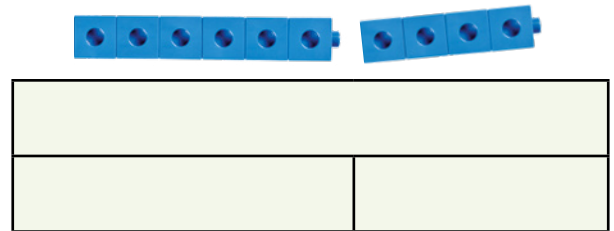
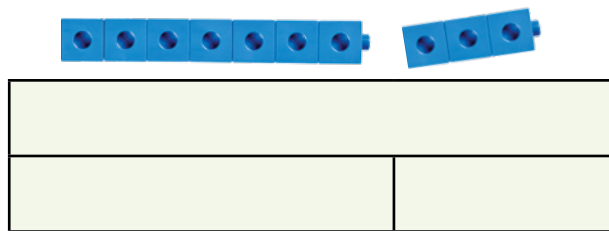
Ons kan enige getal in 2 kleiner getalle afbreek. Ons kan die 3 getalle op 'n getaltabel soos dié inskryf:

We can break any number into 2 smaller numbers. We can write the 3 numbers in a number table like this:



## 2 Maak 10'e. Breek dit in twee dele op. Voltooi die getaltabelle.

Make 10s. Break them into two parts. Complete the number tables.

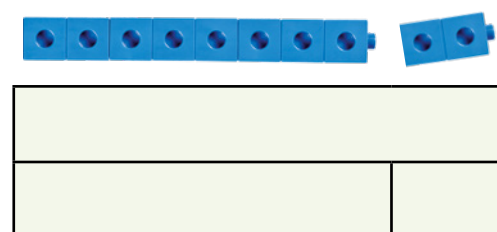


## 3 Skryf 2 optellings- en 2 aftrekkingsgetalsinne neer.

Write 2 addition and 2 subtraction number sentences.

Daar is 4 getalsinne wat ons kan skryf.

There are 4 number sentences we can write.



| optelling<br>addition | aftrekking<br>subtraction |
|-----------------------|---------------------------|
|                       |                           |
|                       |                           |

HOOFREKENE  
MENTAL MATHS

FIZZ-POP -  
TEL 10 BY (0-50)  
FIZZ POP - ADD 10 (0-50)

SPELETJIE  
GAME

KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

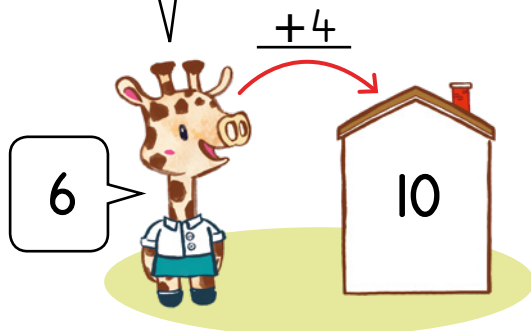
WERKKAARTE  
WORKSHEETS

As ek optel, vra ek myself af:  
"Hoe ver tot by die volgende 10?"

When I add, I ask myself, "How far to the next 10?"

Ek moet 4 plekke spring om by 10 te kom!

I must jump 4 to get to 10!



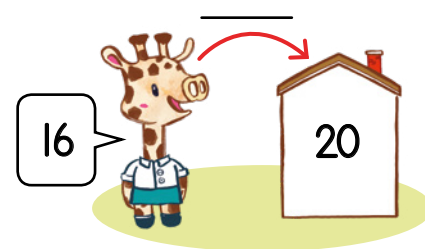
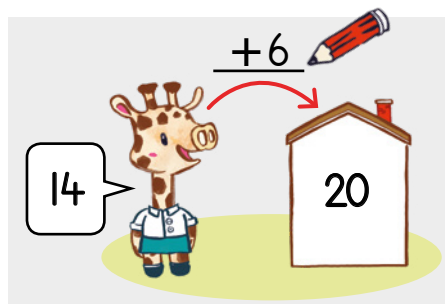
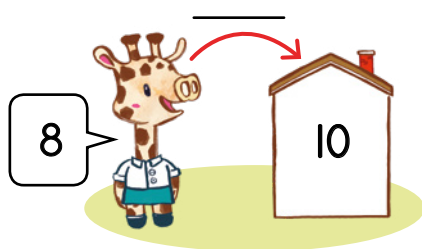
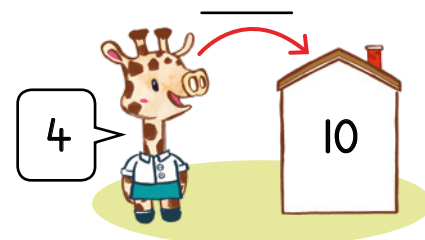
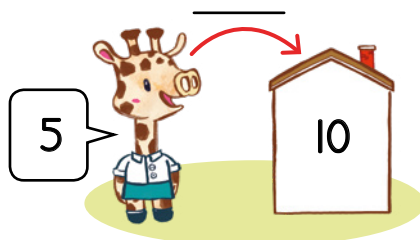
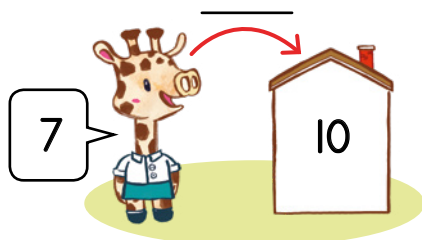
1 Wat is die volgende 10?

What is the next 10?

|    |    |
|----|----|
| 6  | 10 |
| 4  |    |
| 16 |    |
| 14 |    |

2 Hoe ver tot by die volgende 10?

How far to the next 10?



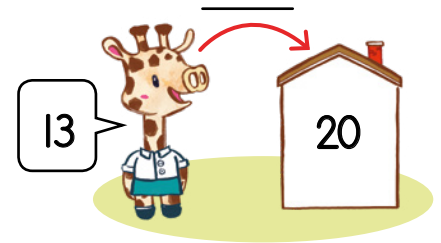
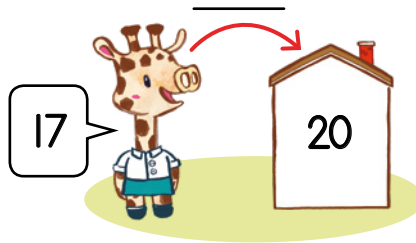
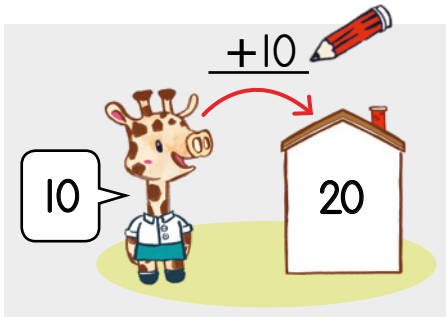
3 Vul die ontbrekende getalle in.

Fill in the missing numbers.

|                              |                              |                               |                               |
|------------------------------|------------------------------|-------------------------------|-------------------------------|
| $7 + \underline{\quad} = 10$ | $6 + \underline{\quad} = 10$ | $15 + \underline{\quad} = 20$ | $16 + \underline{\quad} = 20$ |
| $3 + \underline{\quad} = 10$ | $2 + \underline{\quad} = 10$ | $18 + \underline{\quad} = 20$ | $14 + \underline{\quad} = 20$ |

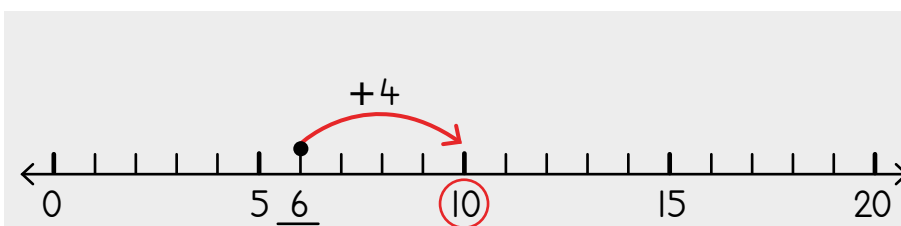
#### 4 Hoe ver tot by die volgende 10?

How far to the next 10?

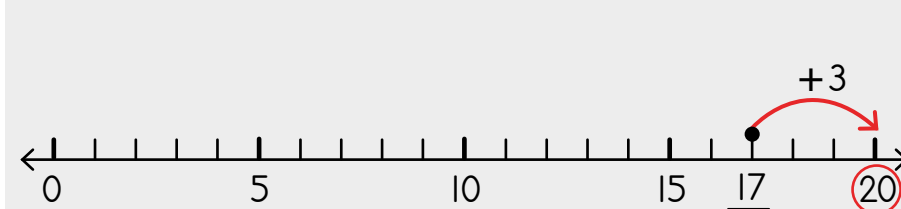


#### 5 Skryf die getal by die kolletjie neer. Omkring die volgende 10. Hoe ver tot by die volgende 10?

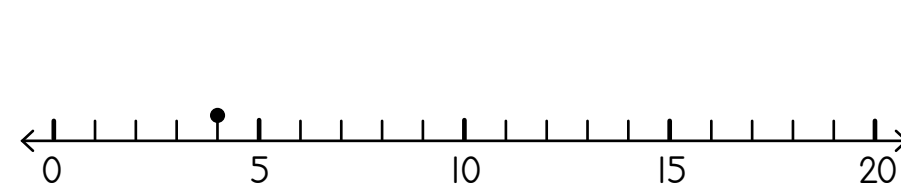
Write the number at the dot. Circle the next 10. How far to the next 10?



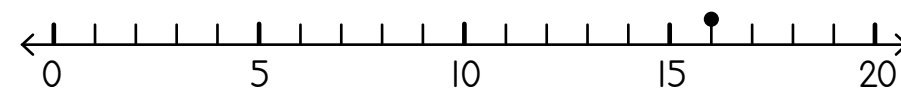
|                             |    |
|-----------------------------|----|
| Die volgende 10<br>next 10  | 10 |
| Hoe ver is dit?<br>how far? | 4  |



|                             |    |
|-----------------------------|----|
| Die volgende 10<br>next 10  | 20 |
| Hoe ver is dit?<br>how far? | 3  |



|                             |  |
|-----------------------------|--|
| Die volgende 10<br>next 10  |  |
| Hoe ver is dit?<br>how far? |  |



|                             |  |
|-----------------------------|--|
| Die volgende 10<br>next 10  |  |
| Hoe ver is dit?<br>how far? |  |

HOOFREKENE  
MENTAL MATHS

FIZZ-POP -  
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SPELETJIE  
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KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

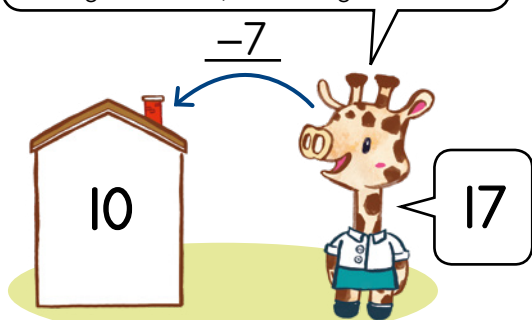
WERKKAARTE  
WORKSHEETS

As ek aftrek, vra ek myself af:  
"Hoe ver tot by die vorige 10?"

When I subtract, I ask myself,  
"How far to the previous 10?"

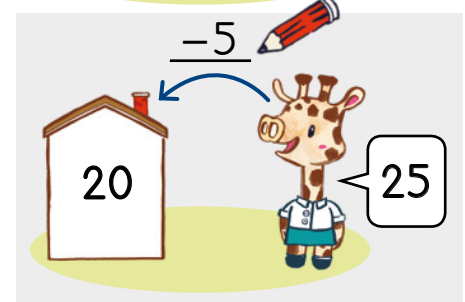
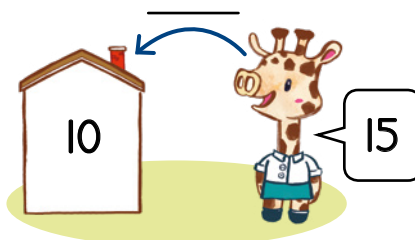
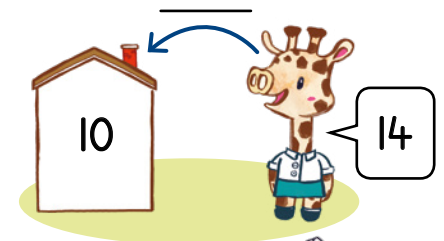
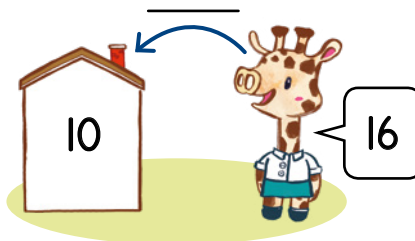
Wanneer ek 7 van 17 aftrek, spring  
ek 7 plekke terug om by 10 te kom!

When I subtract 7 from 17,  
I go back 7 spaces to get to 10!



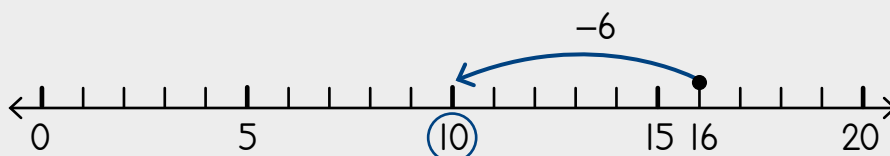
## 1 Hoe ver tot by die vorige 10?

How far to the previous 10?

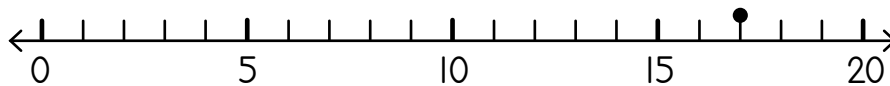


## 2 Skryf die getal by die kolletjie neer. Omkring die vorige 10. Hoe ver tot by die vorige 10?

Write the number at the dot. Circle the previous 10. How far to the previous 10?



|                              |    |
|------------------------------|----|
| Die vorige 10<br>previous 10 | 10 |
| Hoe ver is dit?<br>how far?  | 6  |



|                              |  |
|------------------------------|--|
| Die vorige 10<br>previous 10 |  |
| Hoe ver is dit?<br>how far?  |  |

## 3 Vul die ontbrekende getalle in.

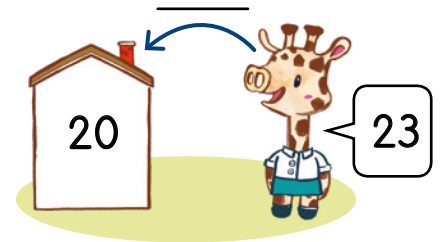
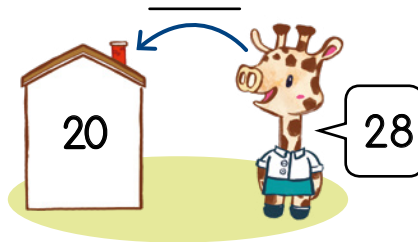
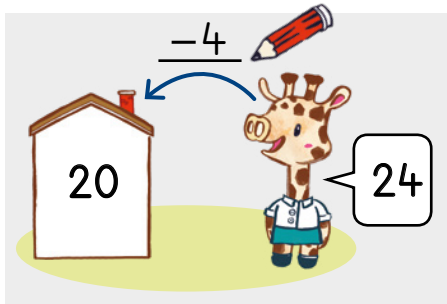
Fill in the missing numbers.

|                |                |                |                |
|----------------|----------------|----------------|----------------|
| 15 - ____ = 10 | 16 - ____ = 10 | 22 - ____ = 20 | 26 - ____ = 20 |
| 12 - ____ = 10 | 19 - ____ = 10 | 24 - ____ = 20 | 28 - ____ = 20 |



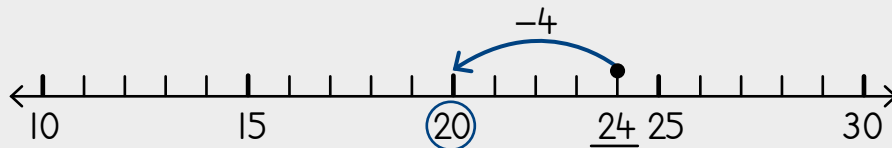
#### 4 Hoe ver tot by die vorige 10?

How far to the previous 10?

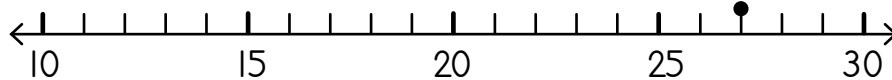


#### 5 Skryf die getal by die kolletjie neer. Omkring die vorige 10. Hoe ver tot by die vorige 10?

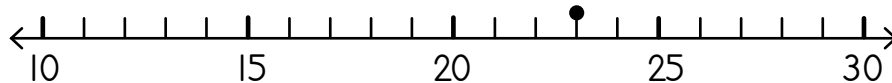
Write the number at the dot. Circle the previous 10. How far to the previous 10?



|                              |    |
|------------------------------|----|
| Die vorige 10<br>previous 10 | 20 |
| Hoe ver is dit?<br>how far?  | 4  |



|                              |  |
|------------------------------|--|
| Die vorige 10<br>previous 10 |  |
| Hoe ver is dit?<br>how far?  |  |



|                              |  |
|------------------------------|--|
| Die vorige 10<br>previous 10 |  |
| Hoe ver is dit?<br>how far?  |  |

#### 6 Daar pas 10 leerders in ta' Jola se taxi in.

Ta' Jola's taxi can fit 10 learners.



Die taxi is leeg. Daar staan 14 mense by die taxihalte.  
Hoeveel mense sal op die volgende taxi moet wag?

The taxi is empty. There are 14 people at the stop. How many will have to wait for the next taxi?



## Kom ons praat Wiskunde!

Let's talk Maths!



### In Afrikaans sê ons:

ek hou van die 10'e!

kry die 10'e!

hoeveel is daar?

hoeveel om 10 te maak?

hoe ver is dit tot by die volgende 10?

ek spring 3 plekke aan vanaf 7 om by 10 te kom.

hoe ver tot by die vorige 10?

ek spring 2 plekke terug vanaf 12 om by 10 te kom.

### In English we say:

I love the 10s!

find the 10s!

How many?

how many to make 10?

how far to the next 10?

from 7, I jump forward 3 spaces to get to 10.

how far to the previous 10?

from 12, I jump backwards 2 spaces to get to 10.

### Voltooi die getaltabel.

Complete the number table.



|  |  |
|--|--|
|  |  |
|  |  |



|  |  |
|--|--|
|  |  |
|  |  |

### Skryf 2 optellings- en 2 aftrekkingsgetalsinne neer.

Write 2 addition and 2 subtraction number sentences.

| optelling<br>addition | aftrekking<br>subtraction |
|-----------------------|---------------------------|
|                       |                           |
|                       |                           |

| optelling<br>addition | aftrekking<br>subtraction |
|-----------------------|---------------------------|
|                       |                           |
|                       |                           |

## 2 Kry die 10. Tel dan op.

Find the 10. Then add.

|                                                                                                                |                                 |                                 |
|----------------------------------------------------------------------------------------------------------------|---------------------------------|---------------------------------|
|  $8 + 7 + 2 = \underline{17}$ | $7 + 6 + 3 = \underline{\quad}$ | $5 + 8 + 5 = \underline{\quad}$ |
| $6 + 8 + 4 = \underline{\quad}$                                                                                | $9 + 5 + 1 = \underline{\quad}$ | $7 + 3 + 5 = \underline{\quad}$ |
| $4 + 5 + 6 = \underline{\quad}$                                                                                | $1 + 8 + 9 = \underline{\quad}$ | $3 + 7 + 2 = \underline{\quad}$ |
| $2 + 8 + 5 = \underline{\quad}$                                                                                | $4 + 6 + 9 = \underline{\quad}$ | $5 + 1 + 5 = \underline{\quad}$ |

## 3 Voltooi die getalpatrone.

Complete the number patterns.

|     |    |    |  |  |  |  |  |  |  |
|-----|----|----|--|--|--|--|--|--|--|
| 83  | 82 | 81 |  |  |  |  |  |  |  |
| 100 | 90 | 80 |  |  |  |  |  |  |  |
| 57  | 58 | 59 |  |  |  |  |  |  |  |
| 10  | 20 | 30 |  |  |  |  |  |  |  |

## 4 Bereken.

Calculate.

| 'n halwe<br>half                                                                      |                | verdubbel<br>double |    | los op<br>solve              |
|---------------------------------------------------------------------------------------|----------------|---------------------|----|------------------------------|
|  7 | $3\frac{1}{2}$ | 7                   | 14 | $7 + \underline{3} = 10$     |
| 8                                                                                     |                | 8                   |    | $5 + \underline{\quad} = 10$ |
| 9                                                                                     |                | 9                   |    | $4 + \underline{\quad} = 10$ |
| 10                                                                                    |                | 10                  |    | $2 + \underline{\quad} = 10$ |

**Speletjie: Vinnige wiskunde met kaarte - 2 minder**

Game: Fast maths with cards - 2 less

- Skommel die 2-12-kaarte. Sit dit op 'n hopie neer.  
Mix cards from 2-12. Put in a pile.
- Draai een kaart om.  
Trek 2 af.  
Flip one card. Subtract 2.
- Werk deur die hopie.  
Work through pile.
- Doen dit weer. Vinniger!  
Do it again. Faster!



**Speletjie: Tel op om 'n 10 te maak**

Game: Add by making a 10

- Bou twee getalle met blokkies.  
Build two numbers using blocks.
- Skuif die blokkies rond om 'n 10 te maak.  
Move blocks to complete a 10.
- Begin by 7.  
Start with 7.
- Skuif 3 blokkies van die 8 af weg om 'n 10 te maak.  
Move 3 blocks from the 8 to make 10.
- Nou het ek een 10 en 5 ene. 15!  
That makes 10 and 5 ones. 15!

$$7 + 8$$



Ons tel glad nie meer in ene wanneer ons optel nie. Maak 'n 10!  
No more counting in ones when we add. Make a 10!

**I** Bou elke getal met blokkies. Ruil blokkies onder mekaar uit om 'n 10 te maak.

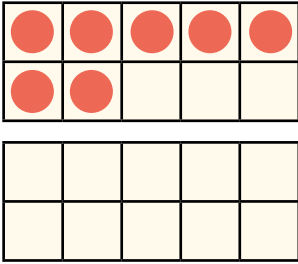
Use blocks to build each number. Share blocks to make a 10.

|                             |                             |                             |
|-----------------------------|-----------------------------|-----------------------------|
| $7 + 6 = \underline{\quad}$ | $8 + 5 = \underline{\quad}$ | $6 + 8 = \underline{\quad}$ |
| $5 + 7 = \underline{\quad}$ | $6 + 5 = \underline{\quad}$ | $8 + 7 = \underline{\quad}$ |

$$7 + 8$$

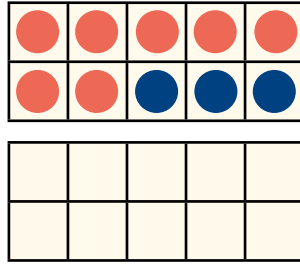
Ek begin by 7.

I start with 7.



Ek tel 3 by om 'n 10 te maak.

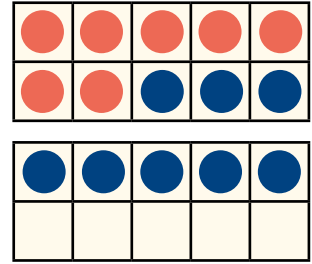
I add 3 to make a 10.



$$\begin{array}{r} 7 + 8 = 15 \\ 10 \quad 3 \quad 5 \end{array}$$

Ek tel nog 5 by.

I add 5 more.



$$10 + 5 = 15$$

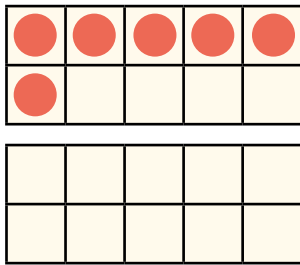
**2** Omkring die 10. Vul die ontbrekende getalle in.

Circle the 10. Fill in the missing numbers.

Nou kan jy dit probeer!  
Now you try!

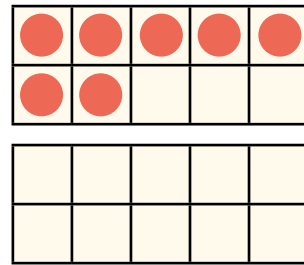


$$6 + 7$$



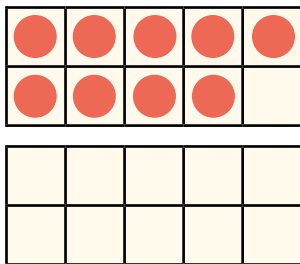
$$\begin{array}{r} 6 + 7 = \_\_\_\_\_\_ \\ \wedge \\ \_\_\_\_\_\_ \end{array}$$

$$7 + 5$$



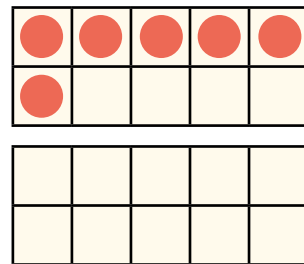
$$\begin{array}{r} 7 + 5 = \_\_\_\_\_\_ \\ \wedge \\ \_\_\_\_\_\_ \end{array}$$

$$9 + 7$$



$$\begin{array}{r} 9 + 7 = \_\_\_\_\_\_ \\ \wedge \\ \_\_\_\_\_\_ \end{array}$$

$$6 + 8$$



$$\begin{array}{r} 6 + 8 = \_\_\_\_\_\_ \\ \wedge \\ \_\_\_\_\_\_ \end{array}$$

# Spring aan tot by 10 Jump forwards to 10

HOOFREKENE  
MENTAL MATHS

SPRINGTEL IN 10'E  
(0-200)  
SKIP COUNTING IN 10S (0-200)

SPELETJIE  
GAME

KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

WERKKAARTE  
WORKSHEETS

Ek begin by 7. Hoe ver is  
dit tot by die volgende 10?

I start at 7. How far  
to the next 10?

Ek spring 3 keer om by 10 te kom.

I jump 3 times to get to 10.

Ek spring nog 5 keer om  
by 15 uit te kom.

I jump 5 more to get to 15.



7

+3

$$7 + 8 = 15$$

+5

15

$$7 + 3 = 10$$

$$10 + 5 = 15$$

## 1 Tel op deur die 10 te besoek.

Add by visiting the 10.

$$6 + 7 =$$



6

10

$$7 + 5 =$$



7

10

$$8 + 7 =$$



8

10

$$6 + 8 =$$



6

10

$$5 + 6 =$$



5

10

$$4 + 8 =$$



4

10

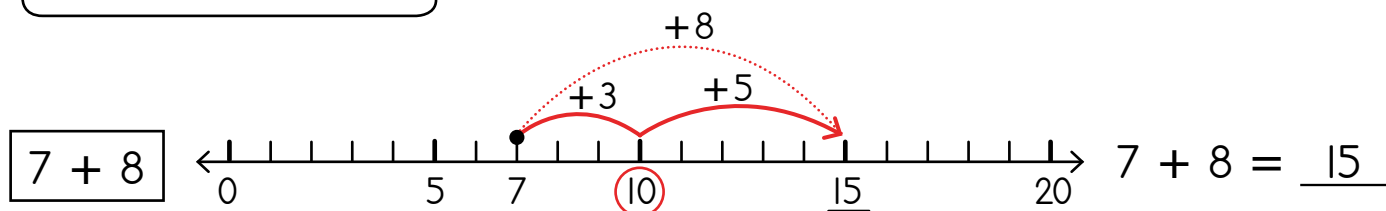
Begin by 7. Omkring die volgende 10. Spring 3 plekke tot by die volgende 10. Hoe ver moet ek nog spring?

Start at 7. Circle the next 10. Jump 3 to the next 10. How far do I still need to jump?



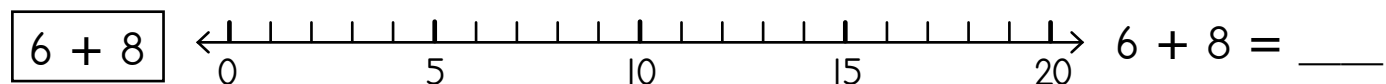
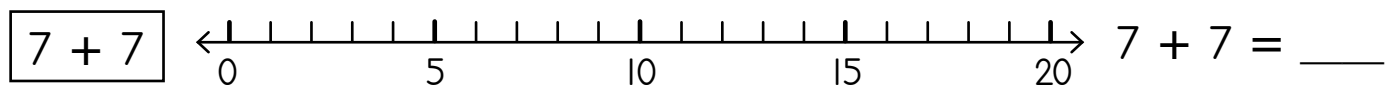
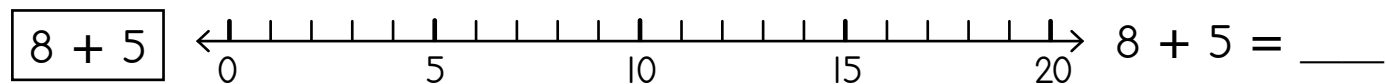
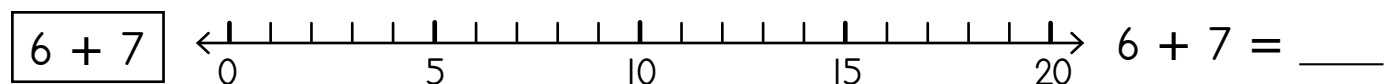
Om 8 by te tel, is dieselfde as om eers 3 by te tel en dan 5 by te tel!

Adding 8 is the same as adding 3 and then adding 5!



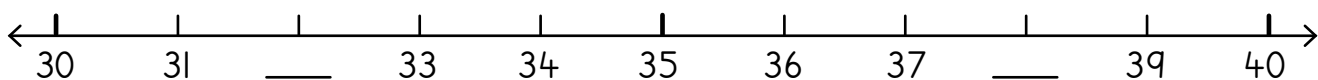
## 2 Tel op deur dit op die getallelyn te wys.

Add by showing on the number line.



## 3 Voltooi.

Complete.



HOOFREKENE  
MENTAL MATHS

SPRINGTEL IN 5'E (0-100)  
SKIP COUNTING IN 5S (0-100)

SPELETJIE  
GAME

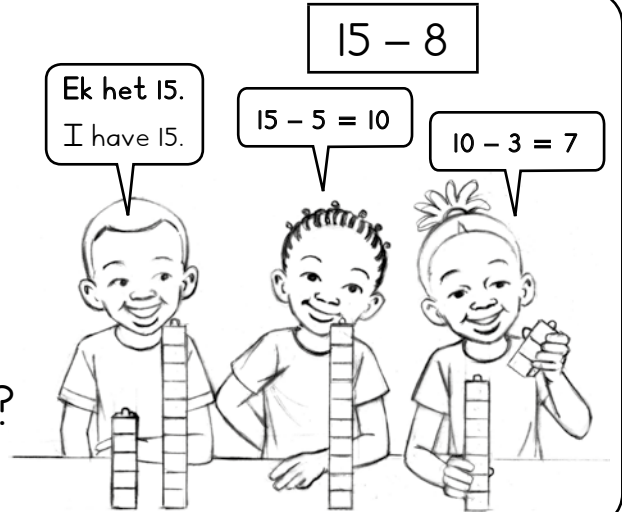
KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

WERKKAARTE  
WORKSHEETS

**Speletjie: Trek af deur by 10 uit te kom**

Game: Subtract by getting to 10

- **Bou die eerste getal.**  
Build the first number.
- **Neem blokkies weg om by 10 te kom.**  
Take away blocks to get to 10.
- **Hoeveel moet jy nog wegneem?**  
How many more must you take away?



**1** Bou elke getal met blokkies. Neem blokkies weg om by 10 te kom. Los dit dan op.

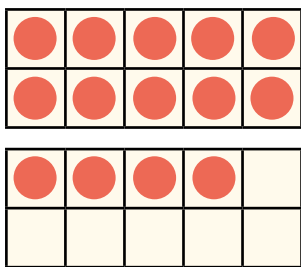
Use blocks to build each number. Take away blocks to get 10. Then solve.

|                              |                              |                              |
|------------------------------|------------------------------|------------------------------|
| $14 - 6 = \underline{\quad}$ | $12 - 5 = \underline{\quad}$ | $15 - 8 = \underline{\quad}$ |
| $13 - 7 = \underline{\quad}$ | $16 - 9 = \underline{\quad}$ | $15 - 7 = \underline{\quad}$ |

$14 - 6$

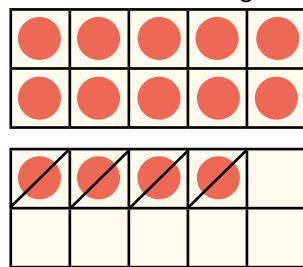
Ek begin met 14.

I start with 14.



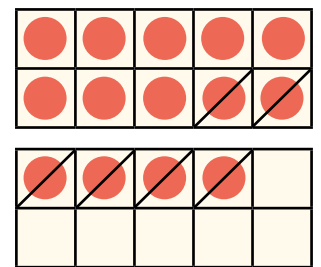
Ek trek 4 af om by die 10 te kom.

I subtract 4 to get to the 10.



Ek trek nog 2 af.

I subtract 2 more.



$14 - 6 = 8$   
10 4 2

$14 - 6 = 8$



## 2 Omkring die 10. Vul die ontbrekende getalle in.

Circle the 10. Fill in the missing numbers.

Nou moet jy dit probeer!  
Now you try!



$12 - 7$

|   |   |   |   |   |
|---|---|---|---|---|
| ● | ● | ● | ● | ● |
| ● | ● | ● | ● | ● |
| ● | ● |   |   |   |
|   |   |   |   |   |

$12 - 7 = \underline{\quad}$

$\wedge$

$\underline{\quad} \quad \underline{\quad}$

$15 - 7$

|   |   |   |   |   |
|---|---|---|---|---|
| ● | ● | ● | ● | ● |
| ● | ● | ● | ● | ● |
| ● | ● | ● | ● | ● |
|   |   |   |   |   |

$15 - 7 = \underline{\quad}$

$\wedge$

$\underline{\quad} \quad \underline{\quad}$

$16 - 9$

|   |   |   |   |   |
|---|---|---|---|---|
| ● | ● | ● | ● | ● |
| ● | ● | ● | ● | ● |
| ● | ● | ● | ● | ● |
| ● |   |   |   |   |

$16 - 9 = \underline{\quad}$

$\wedge$

$\underline{\quad} \quad \underline{\quad}$

$14 - 6$

|   |   |   |   |   |
|---|---|---|---|---|
| ● | ● | ● | ● | ● |
| ● | ● | ● | ● | ● |
| ● | ● | ● | ● |   |
|   |   |   |   |   |

$14 - 6 = \underline{\quad}$

$\wedge$

$\underline{\quad} \quad \underline{\quad}$

$15 - 9$

|   |   |   |   |   |
|---|---|---|---|---|
| ● | ● | ● | ● | ● |
| ● | ● | ● | ● | ● |
| ● | ● | ● | ● | ● |
|   |   |   |   |   |

$15 - 9 = \underline{\quad}$

$\wedge$

$\underline{\quad} \quad \underline{\quad}$

$17 - 9$

|   |   |   |   |   |
|---|---|---|---|---|
| ● | ● | ● | ● | ● |
| ● | ● | ● | ● | ● |
| ● | ● | ● | ● | ● |
| ● | ● |   |   |   |

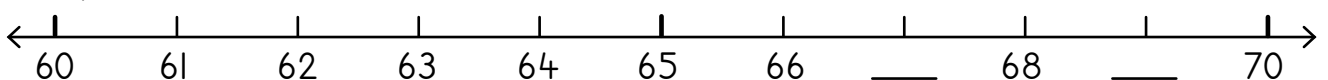
$17 - 9 = \underline{\quad}$

$\wedge$

$\underline{\quad} \quad \underline{\quad}$

## 3 Voltooi.

Complete.



# Spring terug tot by 10

## Jump backwards to 10

HOOFREKENE  
MENTAL MATHS

SPRINGTEL IN 2'S (0-50)  
SKIP COUNTING IN 2S (0-50)

SPELETJIE  
GAME

KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

WERKKAARTE  
WORKSHEETS

$15 - 8 = 7$

$10 - 3 = 7$        $15 - 5 = 10$

15

10

7

Ek begin by 15.  
I start at 15.  
Ek spring 5 plekke terug om by 10 te kom!  
I jump back 5 places to get to 10.  
Ek moet nog 3 plekke terugspring!  
I have to jump back 3 more places!

### 1 Trek af deur die 10 te besoek.

Subtract by visiting the 10.

$13 - 7 =$

13

10

$15 - 7 =$

15

10

$11 - 5 =$

11

10

$12 - 5 =$

12

10

$14 - 6 =$

14

10

$12 - 4 =$

12

10

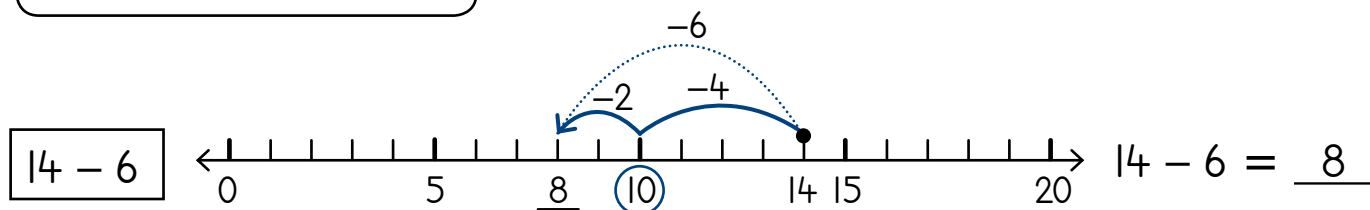
Ek begin by 14. Ek spring terug na die vorige 10. Ek moet 6 aftrek. Ek het reeds 4 plekke teruggespring. Ek spring dus nog 2 plekke terug.

I start at 14. I jump back to the previous 10. I need to subtract 6. I have already jumped back 4. Therefore, I jump back 2 places more.



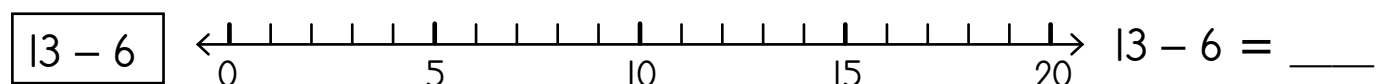
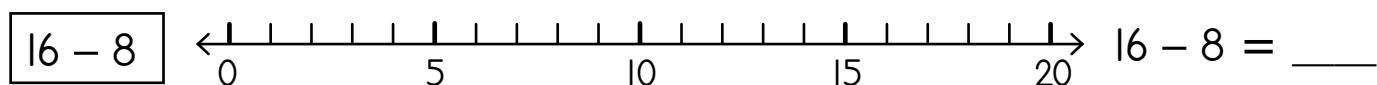
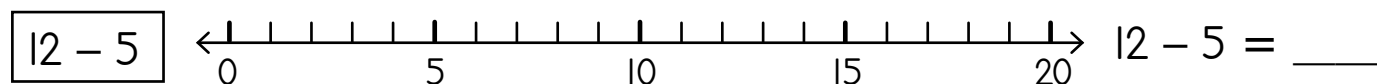
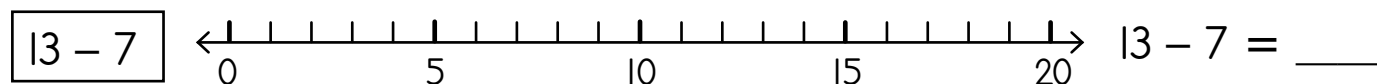
Om 6 af te trek, is dieselfde as om eers 4 af te trek en dan 2 af te trek!

Subtracting 6 is the same as subtracting 4 and then subtracting 2!



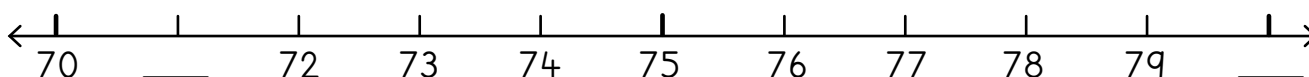
## 2 Trek af deur dit op die getallelyn te wys.

Subtract by showing on the number line.



## 3 Voltooi.

Complete.



# Kom ons praat Wiskunde!

## Let's talk Maths!

## In Afrikaans sê ons:

verge

die muis is klein

die kat is groter

die koei is die grootste

die koei is groot

die kat is kleiner

die muis is die kleinste

10 is greater as 5

10 is kleiner as 15

In English we say:

compare

the mouse is small

the cat is bigger

the cow is the biggest

the cow is big

the cat is smaller

the mouse is the smallest

10 is bigger than 5

10 is smaller than 15



1 Voltooi die getal tabel.

Complete the number table.



|  |  |
|--|--|
|  |  |
|  |  |

Skryf 2 optellings- en  
2 aftrekkingsgetalsinne neer.

Write 2 addition and 2 subtraction number sentences.

|                       |                           |
|-----------------------|---------------------------|
| optelling<br>addition | afbrekking<br>subtraction |
|                       |                           |
|                       |                           |

2 Voltooi die getalpatrone.

Complete the number patterns.

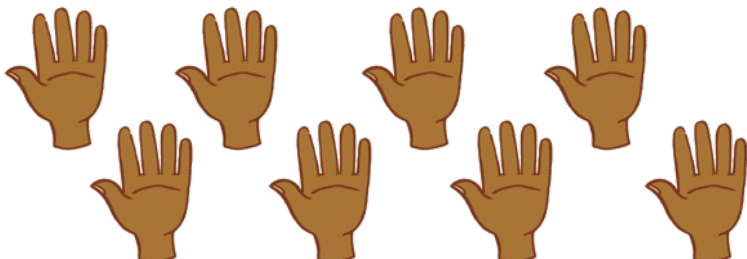
|    |    |    |  |  |  |  |  |  |  |
|----|----|----|--|--|--|--|--|--|--|
| 24 | 26 | 28 |  |  |  |  |  |  |  |
| 40 | 38 | 36 |  |  |  |  |  |  |  |

### 3 Kry die 10. Tel dan op.

Find the 10. Then add.

|                                                                                                                        |                                         |
|------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|
|  $5 + 6 + 5 + 4 + 8 = \underline{28}$ | $8 + 7 + 2 + 3 + 5 = \underline{\quad}$ |
| $5 + 3 + 2 + 7 + 8 + 3 = \underline{\quad}$                                                                            | $8 + 4 + 2 + 6 + 7 = \underline{\quad}$ |
| $4 + 2 + 6 + 7 + 1 + 3 = \underline{\quad}$                                                                            | $5 + 3 + 2 + 5 + 8 = \underline{\quad}$ |
| $6 + 1 + 2 + 4 + 9 + 5 = \underline{\quad}$                                                                            | $7 + 2 + 7 + 8 + 3 = \underline{\quad}$ |

4



Hoeveel hande?  
How many hands?

Hoeveel vingers?  
How many fingers?

|                    |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                      |                                                                                       |                                                                                       |                                                                                       |                                                                                       |
|--------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|                    |  |  |  |  |  |  |  |  |  |  |
| hande<br>hands     | 1                                                                                   | 2                                                                                   | 3                                                                                   | 4                                                                                   | 5                                                                                   | 6                                                                                    | 7                                                                                     | 8                                                                                     | 9                                                                                     | 10                                                                                    |
| vingers<br>fingers |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                      |                                                                                       |                                                                                       |                                                                                       |                                                                                       |

| 'n Halwe van<br>Half of |  |   |  | Verdubbel<br>Double |  |   |  |
|-------------------------|--|---|--|---------------------|--|---|--|
| 2                       |  | 4 |  | 2                   |  | 4 |  |
| 6                       |  | 7 |  | 6                   |  | 7 |  |
| 5                       |  | 8 |  | 5                   |  | 8 |  |

**Speletjie: 1, 2, 3 Wys - trek af**  
Game: 1, 2, 3 Show - subtraction

- Werk in pare. Sê 1, 2, 3 Wys!  
Wys elkeen 1 hand.  
Work in pairs. Say 1, 2, 3 Show! Show 1 hand each.
- Trek die vingers van mekaar af!  
Subtract the fingers!
- Sê 1, 2, 3 Wys! Wys elkeen 2 hande.  
Say 1, 2, 3 Show! Show 2 hands each.
- Trek die vingers van mekaar af!  
Soek na 10'e.  
Subtract the fingers! Look for 10s.
- Speel weer, trek vinniger af.  
Go again, subtract faster.



**1** Verbind die lyn met die korrekte woord.

Join the line to the correct word.

|                             |                              |                             |                              |
|-----------------------------|------------------------------|-----------------------------|------------------------------|
| <p>langer</p> <p>longer</p> | <p>korter</p> <p>shorter</p> | <p>langer</p> <p>longer</p> | <p>korter</p> <p>shorter</p> |
| <p>_____</p>                | <p>_____</p>                 | <p>_____</p>                | <p>_____</p>                 |

**2** Meet hierdie lengtes:

Measure these lengths:

Die venster is \_\_\_\_\_ potlode breed.

The window is \_\_\_\_\_ pencils wide.

Die skoolbank is \_\_\_\_\_ hande lank.

The desk is \_\_\_\_\_ hands long.

Jy moet \_\_\_\_\_ treeë gee om in die klaskamer om te loop.

It takes \_\_\_\_\_ steps to walk around the classroom.

### 3 Meet met jou hand:

Use your hand to measure:

|                                                                           |  |
|---------------------------------------------------------------------------|--|
| die breedte van die deur.<br>the width of the door.                       |  |
| die lengte van die bord.<br>the length of the board.                      |  |
| die hoogte van jou stoel.<br>the height of your chair.                    |  |
| die lengte van jou juffrou se tafel.<br>the length of the teacher's desk. |  |

### 4 Meet met jou potlood:

Use your pencil to measure:

|                                                           |  |
|-----------------------------------------------------------|--|
| die lengte van jou boek.<br>the length of your book.      |  |
| die breedte van jou skoolbank.<br>the width of your desk. |  |
| jou stoel se sitplek.<br>the seat of your chair.          |  |

### 5 Meet met jou voete:

Use your feet to measure:

|                                                                                                   |  |
|---------------------------------------------------------------------------------------------------|--|
| die lengte van die klaskamer.<br>the length of the classroom.                                     |  |
| die breedte van die klaskamer.<br>the width of the classroom.                                     |  |
| die breedte van die gang buite die klaskamer.<br>the width of the corridor outside the classroom. |  |

HOOFREKENE  
MENTAL MATHS

GETALLELYNE 20-40  
NUMBER LINES 20-40

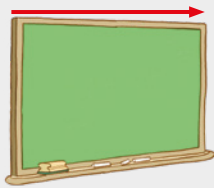
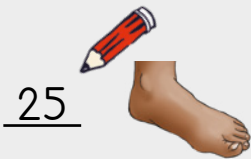
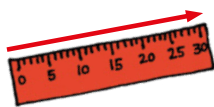
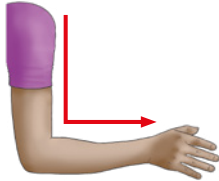
SPELETJIE  
GAME

KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

WERKKAARTE  
WORKSHEETS

# 1 Hoe lank is dit? Meet die lengte.

How long? Measure the length.

|                                                                                     | metingsinstrument<br>measurement                                                    |                                                                                      | metingsinstrument<br>measurement                                                      |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|    |    |    |    |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |



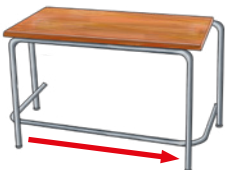
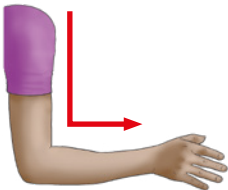
## 2 Meet met twee potlode, waarvan een korter is:

Use two pencils of different lengths to measure:

Waarom het voorwerpe soms verschillende lengtes?

Why do you sometimes get different lengths?



|                                                                                     | potlood 1<br>pencil 1<br> | potlood 2<br>pencil 2<br> | Wat is die verschil?<br>What is the difference?                                                           |
|-------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
|    | 1 potlood<br>1 pencil                                                                                      | 2 potlode<br>2 pencils                                                                                      | 1 potlood<br>1 pencil  |
|    |                                                                                                            |                                                                                                             |                                                                                                           |
|   |                                                                                                            |                                                                                                             |                                                                                                           |
|  |                                                                                                            |                                                                                                             |                                                                                                           |
|  |                                                                                                            |                                                                                                             |                                                                                                           |
|  |                                                                                                            |                                                                                                             |                                                                                                           |
|  |                                                                                                            |                                                                                                             |                                                                                                           |

HOOFREKENE  
MENTAL MATHS

GETALLELYNE 40-60  
NUMBER LINES 40-60

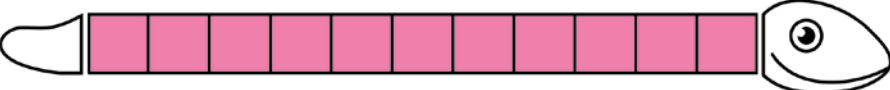
SPELETJIE  
GAME

KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

WERKKAARTE  
WORKSHEETS

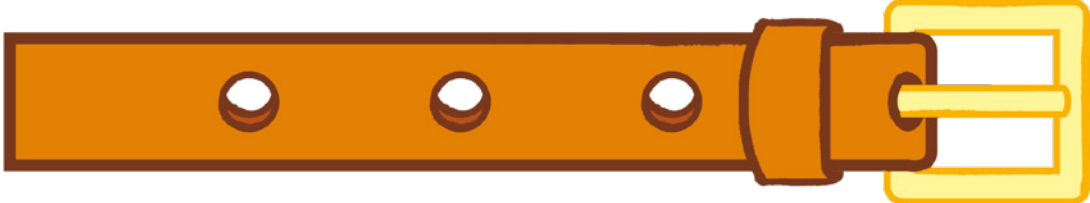
# 1 Hoeveel blokkies lank is die slang?

How many blocks long is the snake?

|                                                                                      |                                                                                        |
|--------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
|    | 14  |
|     |                                                                                        |
|   |                                                                                        |
|  |                                                                                        |
|   |                                                                                        |
|  |                                                                                        |

## 2 Knip die slangliniaal agter in die boek uit om die prente te meet.

Cut out the snake ruler at the back of the book and use it to measure the pictures.

|                                                                                      |                                                                                                                                                       |
|--------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
|     | <div> <div>3</div> <div>blokkies</div> <div>3 blocks</div> </div>  |
|    | <div> <div>—</div> <div>blokkies</div> <div>— blocks</div> </div>                                                                                     |
|    | <div> <div>—</div> <div>blokkies</div> <div>— blocks</div> </div>                                                                                     |
|   | <div> <div>—</div> <div>blokkies</div> <div>— blocks</div> </div>                                                                                     |
|  | <div> <div>—</div> <div>blokkies</div> <div>— blocks</div> </div>                                                                                     |
|   | <div> <div>—</div> <div>blokkies</div> <div>— blocks</div> </div>                                                                                     |

# 1 Kleur die korrekte antwoord in.

Colour in the correct answer.

|                                           |                           |                          |       |
|-------------------------------------------|---------------------------|--------------------------|-------|
| 'n Kosblik is<br>A lunchbox is            | korter as<br>shorter than | langer as<br>longer than | 10 cm |
| 'n Potlood is<br>A pencil is              | korter as<br>shorter than | langer as<br>longer than | 10 cm |
| 'n Telefoonpaal is<br>A telephone pole is | korter as<br>shorter than | langer as<br>longer than | 10 cm |
| 'n Skerpmaker is<br>A sharpener is        | korter as<br>shorter than | langer as<br>longer than | 10 cm |
| 'n Yskas is<br>A fridge is                | korter as<br>shorter than | langer as<br>longer than | 10 cm |
| 'n Vinger is<br>A finger is               | korter as<br>shorter than | langer as<br>longer than | 10 cm |
| 'n Gomstiffie is<br>A glue stick is       | korter as<br>shorter than | langer as<br>longer than | 10 cm |
| 'n Uitveër is<br>An eraser is             | korter as<br>shorter than | langer as<br>longer than | 10 cm |

# 2 Kleur die korrekte antwoord in.

Colour in the correct answer.

|                                                                                                             |       |       |        |       |
|-------------------------------------------------------------------------------------------------------------|-------|-------|--------|-------|
| Die kortste lengte waarin jy 'n stukkie tou kan knip, is<br>The shortest length to cut a piece of string is |       |       |        |       |
| 20 cm                                                                                                       | 30 cm | 10 cm | 40 cm  | 50 cm |
| Die langste afstand waaroor jy 'n albaster kan rol, is<br>The longest distance to roll a marble is          |       |       |        |       |
| 70 cm                                                                                                       | 90 cm | 80 cm | 100 cm | 60 cm |

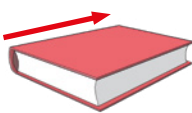
### 3 Skat en meet dan met jou maatband.

Estimate and then use your tape measure to measure.

Om te skat, is om 'n goeie raaiskoot te waag.

To estimate is to make a good guess.



|                                                                                     | skatting<br>estimation | meting<br>measurement | Wat is die<br>verskil?<br>What is the difference?                                        |
|-------------------------------------------------------------------------------------|------------------------|-----------------------|------------------------------------------------------------------------------------------|
|    | 80 cm                  | 85 cm                 | 5 cm  |
|    |                        |                       |                                                                                          |
|   |                        |                       |                                                                                          |
|  |                        |                       |                                                                                          |
|  |                        |                       |                                                                                          |
|  |                        |                       |                                                                                          |
|  |                        |                       |                                                                                          |

## Kom ons praat Wiskunde!

Let's talk Maths!

In Afrikaans sê ons:

lengte

breedte

hoogte

lank, langer

kort, korter

meet/meting

meter

sentimeter

In English we say:

length

width

height

long, longer

short, shorter

measuring

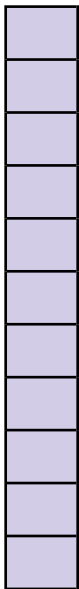
metre

centimetre



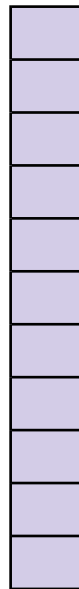
1 Omtrent hoeveel blokkies lank is elke roomyshorinkie?

About how many blocks long is each ice cream cone?



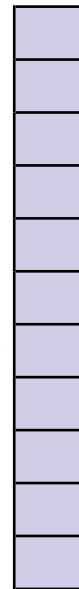
\_\_\_\_\_ blokkies

\_\_\_\_\_ blocks



\_\_\_\_\_ blokkies

\_\_\_\_\_ blocks

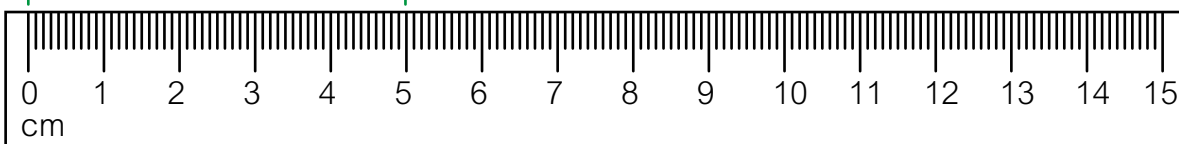
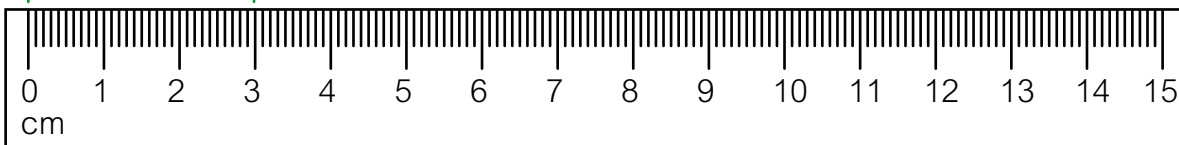
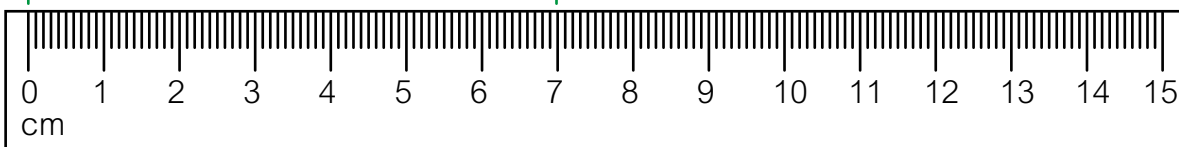
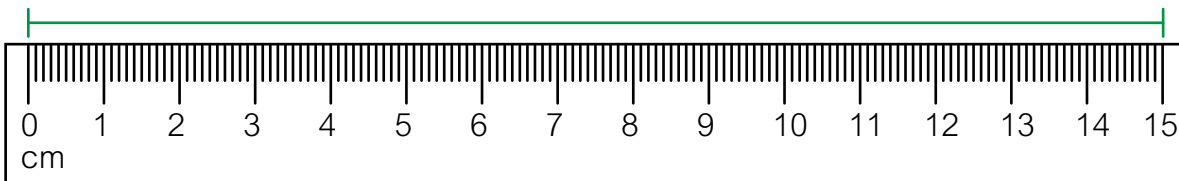
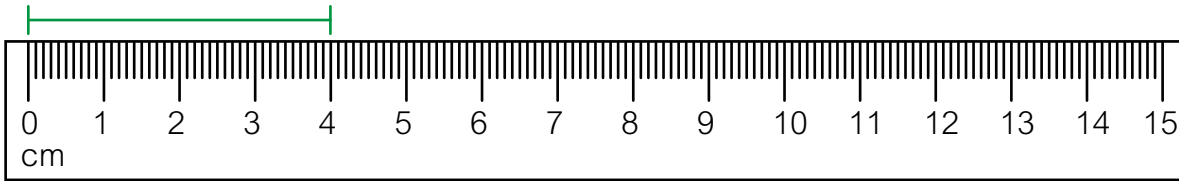


\_\_\_\_\_ blokkies

\_\_\_\_\_ blocks

## 2 Meet die lengte met jou liniaal.

Use the ruler to measure the length.



HOOFREKENE  
MENTAL MATHS

FIZZ-POP -  
BREEK AF  
FIZZ POP - BREAK

SPELETJIE  
GAME

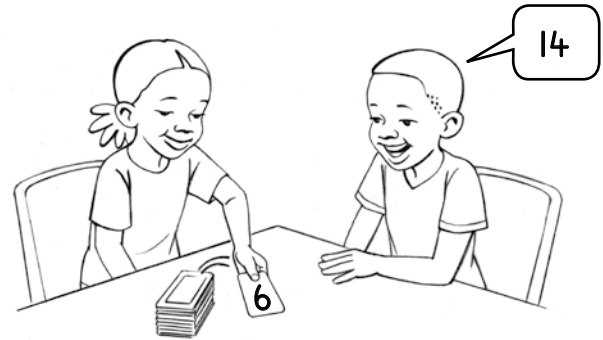
KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

WERKKAARTE  
WORKSHEETS

## Speletjie: Vinnige wiskunde met kaarte - trek van 20 af

Game: Fast maths with cards - subtract from 20

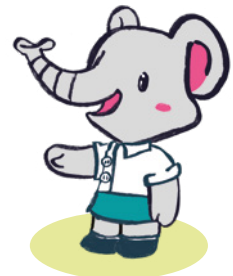
- Sit getalkaarte 0 tot 10 op 'n hople neer.  
Place number cards 0 to 10 in a pile.
- Draai een kaart om.  
Flip one card.
- Trek die getal van 20 af!  
Subtract from 20!



1

|  |          |
|--|----------|
|  | sfeer    |
|  | sphere   |
|  | silinder |
|  | cylinder |
|  | prisma   |
|  | prism    |

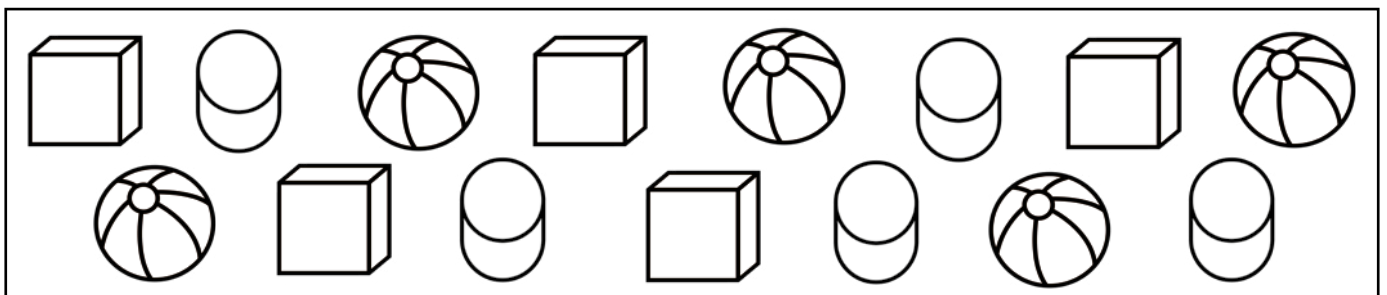
Trek die name van die voorwerpe na.  
Trace the object names.



2

Kleur al die sfere in rooi in, die prisma's in blou in en die silinders in groen in.

Colour all the spheres red, the prisms blue and the cylinders green.



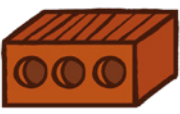


### 3 Sfeer, silinder of prisma?

Sphere, cylinder or prism?

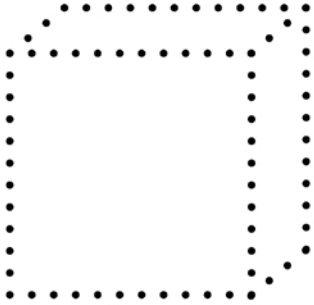
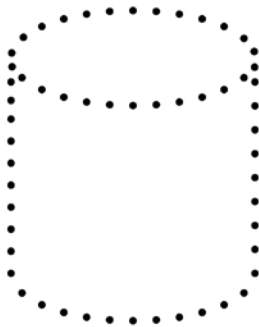
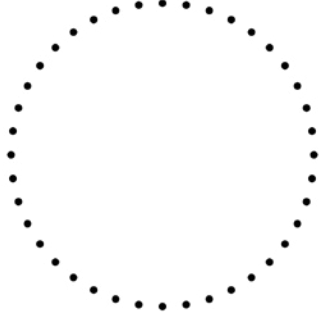
|                                                                                   |                                                                                   |                                                                                    |                                                                                     |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|  |  |  |  |
| sfeer<br>sphere                                                                   | prisma<br>prism                                                                   | silinder<br>cylinder                                                               |  |

|                                                                                   |                                                                                   |                                                                                    |                                                                                     |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|  |  |  |  |
|                                                                                   |                                                                                   |                                                                                    |                                                                                     |

|                                                                                     |                                                                                     |                                                                                      |                                                                                       |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|  |  |  |  |
|                                                                                     |                                                                                     |                                                                                      |                                                                                       |

### 4 Trek die voorwerpe na en kleur dit in.

Trace and colour the objects.

| prisma<br>prism                                                                     | silinder<br>cylinder                                                                | sfeer<br>sphere                                                                       |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|  |  |  |

HOOFREKENE  
MENTAL MATHS

FIZZ-POP -  
BOU OP  
FIZZ POP - BUILD

SPELETJIE  
GAME

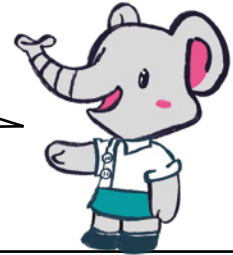
KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

WERKKAARTE  
WORKSHEETS

1 Merk die korrekte  
antwoorde.

Tick the correct answers.

'n Silinder kan rol en gly!  
Dit het plat en ronde sye.  
A cylinder can roll and slide!  
It has flat and round sides.



|  | rol<br>roll | gly<br>slide | rol en gly<br>roll and slide |
|--|-------------|--------------|------------------------------|
|  |             |              |                              |
|  |             |              |                              |
|  |             |              |                              |
|  |             |              |                              |
|  |             |              |                              |
|  |             |              |                              |
|  |             |              |                              |
|  |             |              |                              |

## 2 Ronde sye of plat sye?

Round sides or flat sides?

|                                                                                   |                                                                                   |                                                                                    |                                                                                     |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|  |  |  |  |
| rond                                                                              | plat                                                                              | plat                                                                               | rond                                                                                |
| round                                                                             | flat                                                                              | flat                                                                               | round                                                                               |

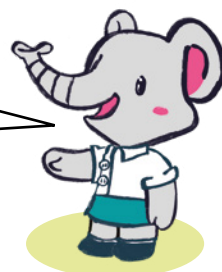
|                                                                                   |                                                                                   |                                                                                    |                                                                                     |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|  |  |  |  |
| plat                                                                              |                                                                                   |                                                                                    |                                                                                     |
| flat                                                                              |                                                                                   |                                                                                    |                                                                                     |

## 3 Skryf die korrekte antwoorde neer om die tabel te voltooi.

Write the correct answers to complete the table.

Onthou, 'n prisma het twee identiese ente en al die sye is plat.

Remember, a prism has two identical ends and all sides are flat.



|                      | plat/ronde sye<br>flat/round sides | rol/gly/rol en gly<br>roll/slide/roll and slide |
|----------------------|------------------------------------|-------------------------------------------------|
| prisma<br>prism      | plat<br>flat                       | gly<br>slide                                    |
| sfeer<br>sphere      |                                    |                                                 |
| silinder<br>cylinder |                                    |                                                 |

# Bou met 3D voorwerpe

## Building with 3-D objects

HOOFREKENE  
MENTAL MATHS

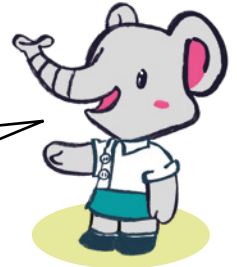
FIZZ-POP -  
BREEK AF  
FIZZ POP - BREAK

SPELETJIE  
GAME

KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

WERKKAARTE  
WORKSHEETS

'n Toring wat van prisma's gemaak word,  
kan balanseer omdat die sye plat is.  
Voorwerpe met ronde sye kan nie balanseer nie!  
A tower made of prisms can balance because  
the sides are flat. Round sides can't balance!



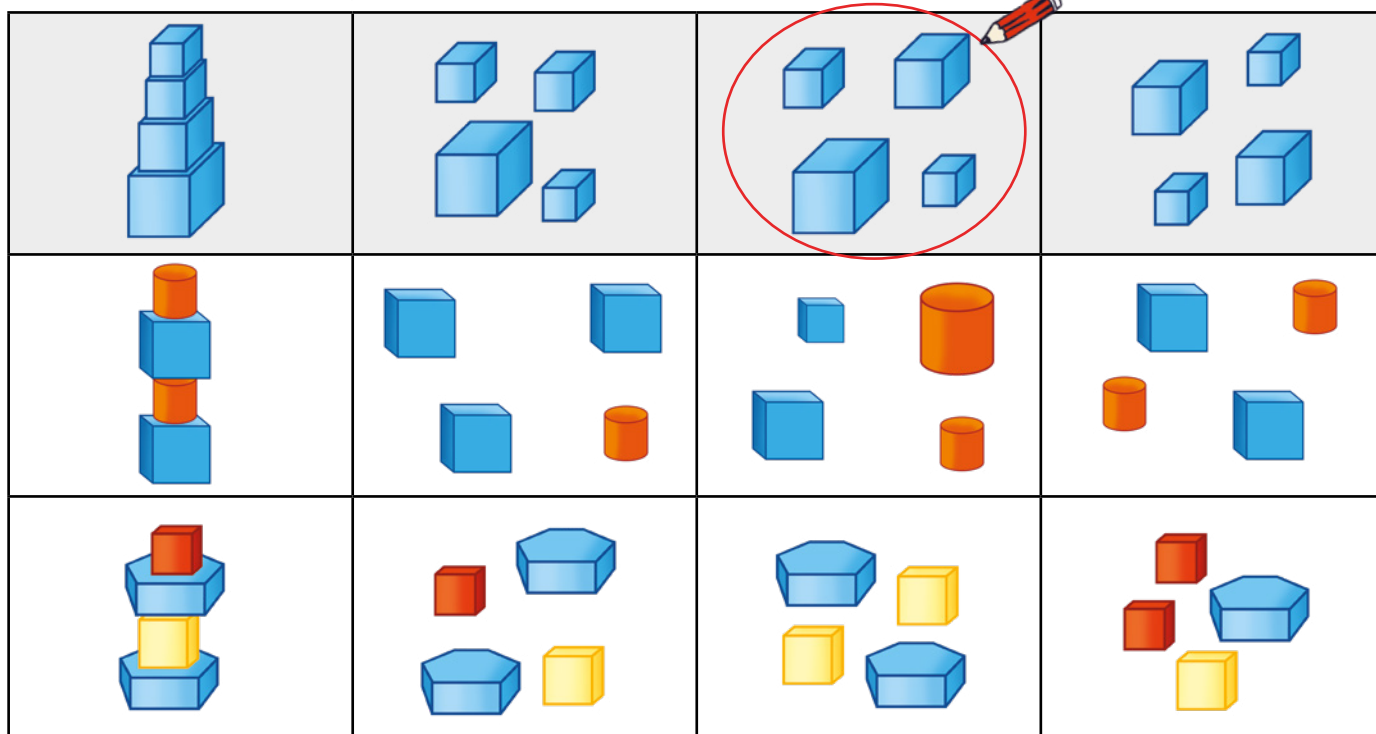
**1** Kyk na die prente. Maak 'n regmerkjie onder **balanseer** of **kan nie balanseer nie**.

Look at the pictures. Tick **balance** or **cannot balance**.

|  | balanseer<br>balance | kan nie balanseer nie<br>cannot balance |
|--|----------------------|-----------------------------------------|
|  |                      |                                         |
|  |                      |                                         |
|  |                      |                                         |
|  |                      |                                         |
|  |                      |                                         |

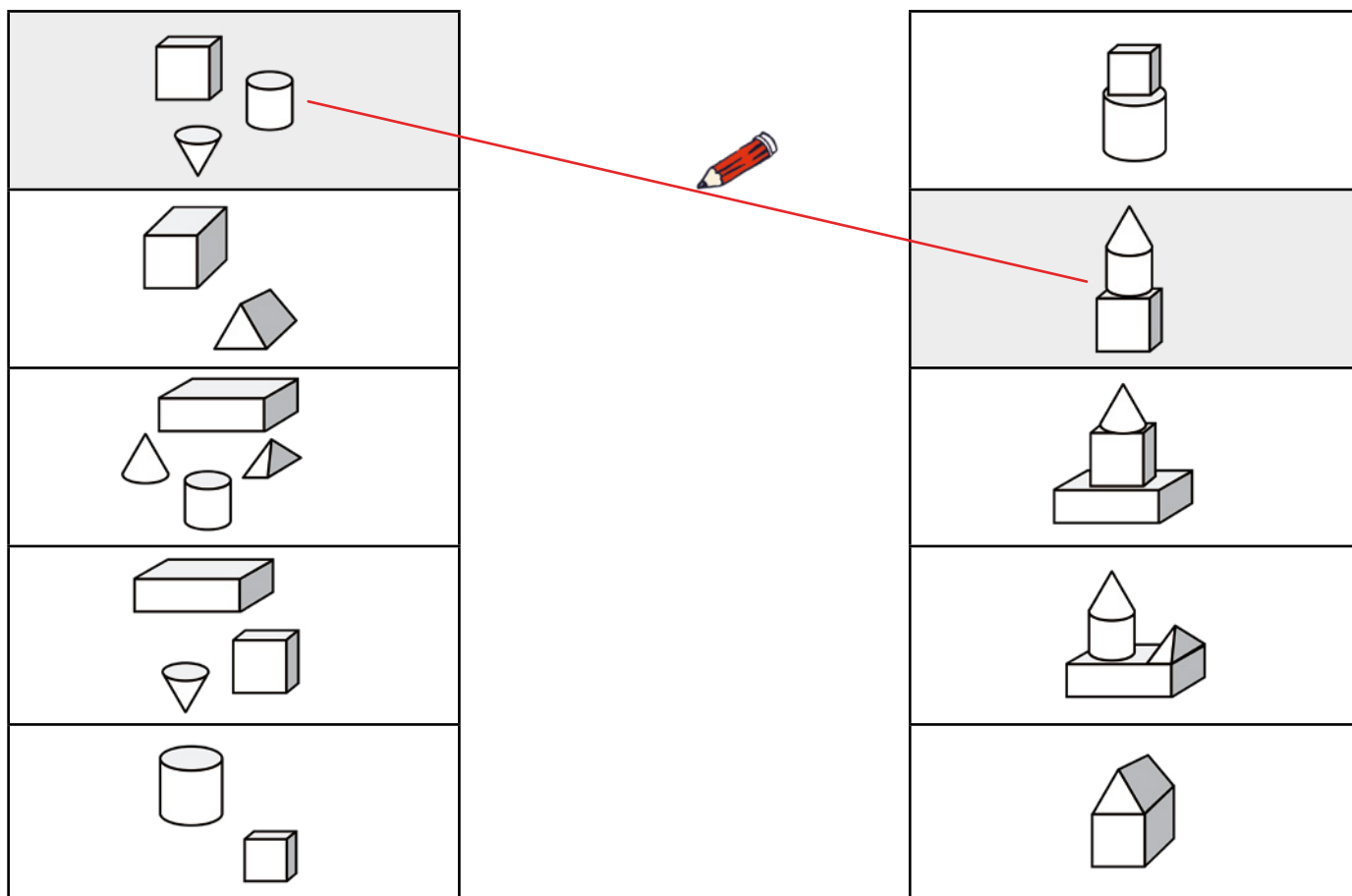
## 2 Omkring die versameling voorwerpe waarmee die toring gebou is.

Circle the set of objects used to build the tower.



## 3 Trek lyne om die 3D voorwerpe by die torings te pas.

Draw lines to match the 3-D objects to the towers.



HOOFREKENE  
MENTAL MATHS

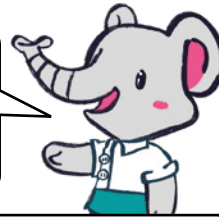
FIZZ-POP -  
BOU OP  
FIZZ POP - BUILD

SPELETJIE  
GAME

KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

WERKKAARTE  
WORKSHEETS

Kyk na hierdie drie  
aansigte van 'n pet!  
Look at these three  
views of a cap!



| vooraansig<br>front view | boeaansig<br>top view | syaansig<br>side view |
|--------------------------|-----------------------|-----------------------|
|                          |                       |                       |

1 Kyk na die prente. Watter aansig sien jy: vooraansig, syaansig of boeaansig?

Look at the pictures. What view do you see: front view, side view or top view?

|                          |  |  |  |
|--------------------------|--|--|--|
|                          |  |  |  |
| vooraansig<br>front view |  |  |  |
|                          |  |  |  |
|                          |  |  |  |
|                          |  |  |  |
|                          |  |  |  |

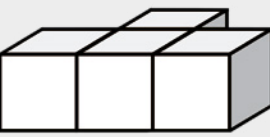
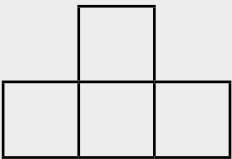
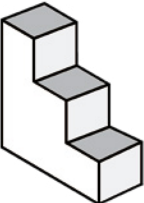
## 2 Merk die korrekte antwoord.

Tick the correct answer.

| Die bal is ... die boks.<br>The ball is ... the box.                               |                 |                     |                  |                                                                                     |
|------------------------------------------------------------------------------------|-----------------|---------------------|------------------|-------------------------------------------------------------------------------------|
|                                                                                    | agter<br>behind | voor<br>in front of | langs<br>next to | bo-op<br>on top of                                                                  |
|   |                 |                     |                  |  |
|   |                 |                     |                  |                                                                                     |
|   |                 |                     |                  |                                                                                     |
|  |                 |                     |                  |                                                                                     |

## 3 Teken die aansigte.

Draw the views.

|                                                                                     | bo-aansig<br>top view                                                               | voor-aansig<br>front view                                                            | sy-aansig<br>side view                                                                                                                                                      |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |  |  |   |
|  |                                                                                     |                                                                                      |                                                                                                                                                                             |
|  |                                                                                     |                                                                                      |                                                                                                                                                                             |

## Kom ons praat Wiskunde!

Let's talk Maths!

In Afrikaans sê ons:

prisma

silinder

sfeer

rol en gly

plat sye en ronde sye

vooraansig, syaansig en booaansig

In English we say:

prism

cylinder

sphere

roll and slide

flat and round sides

front, side and top view



### 1 Teken die aansigte.

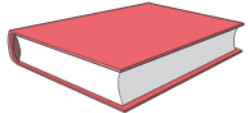
Draw the views.

|  | booaansig<br>top view | vooraansig<br>front view | syaansig<br>side view |
|--|-----------------------|--------------------------|-----------------------|
|  |                       |                          |                       |
|  |                       |                          |                       |
|  |                       |                          |                       |



## 2 Merk die korrekte antwoord.

Tick the correct answer.

|                                                                                     | rol<br>roll | gly<br>slide | rol en gly<br>roll and slide                                                        |
|-------------------------------------------------------------------------------------|-------------|--------------|-------------------------------------------------------------------------------------|
|    |             |              |  |
|    |             |              |                                                                                     |
|    |             |              |                                                                                     |
|  |             |              |                                                                                     |
|  |             |              |                                                                                     |
|  |             |              |                                                                                     |
|  |             |              |                                                                                     |
|  |             |              |                                                                                     |
|  |             |              |                                                                                     |

HOOFREKENE  
MENTAL MATHS

FIZZ-POP -  
VERDUBBELING  
FIZZ POP - DOUBLING

SPELETJIE  
GAME

KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

WERKKAARTE  
WORKSHEETS

## Speletjie: Vinnige wiskunde met kaarte - verdubbel

Game: Fast maths with cards - double

- Sit die 0-10-getalkaarte op 'n hopie neer.  
Put the 0 to 10 number cards into a pile.
- Draai een kaart om.  
Flip over one card.
- Verdubbel dit!  
Double!



Verdubbling beteken 2 ewe groot of gelykwaardige groepe.  
Ons herhaal 'n getal 2 maal.

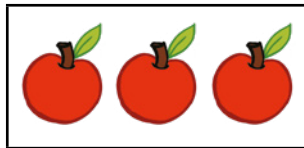
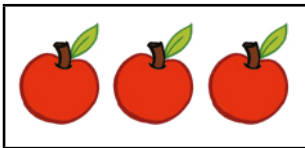
Double is 2 equal groups.  
We repeat a number 2 times.

3 verdubbel is gelyk aan 6.

Double 3 is 6.

$$3 + 3 = 6$$

$$3 \times 2 = 6$$

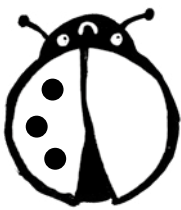


Ali het 3 appels. Hy kry 3 appels meer.

Ali has 3 apples. He gets 3 more.

## 1 Kopieer die kolle om te verdubbel.

Copy the dots to double.



3 verdubbel is \_\_\_\_.

Double 3 is \_\_\_\_.

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

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

Hoeveel 3's is daar in 6? \_\_\_\_

How many 3s in 6? \_\_\_\_



2 verdubbel is \_\_\_\_.

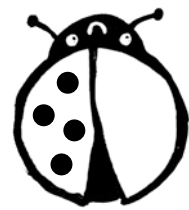
Double 2 is \_\_\_\_.

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

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

Hoeveel 2's is daar in 4? \_\_\_\_

How many 2s in 4? \_\_\_\_



4 verdubbel is \_\_\_\_.

Double 4 is \_\_\_\_.

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

$$4 \times 2 = \underline{\quad}$$

Hoeveel 4's is daar in 8? \_\_\_\_

How many 4s in 8? \_\_\_\_

## 2 Voltooi die domino-kolle om te verdubbel.

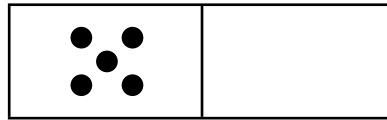
Complete the domino dots to double.



4 verdubbel

is \_\_\_\_.

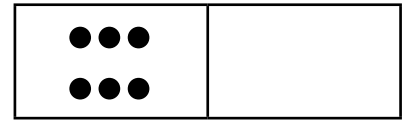
Double 4 is \_\_\_\_.



5 verdubbel

is \_\_\_\_.

Double 5 is \_\_\_\_.



6 verdubbel

is \_\_\_\_.

Double 6 is \_\_\_\_.

## 3

| Wanneer ek verdubbel<br>When I double | kry ek<br>I get |
|---------------------------------------|-----------------|
| 1                                     | 2               |
| 2                                     | 4               |
| 3                                     |                 |
| 4                                     |                 |
| 5                                     |                 |
| 6                                     |                 |
| 7                                     |                 |
| 8                                     |                 |
| 9                                     |                 |
| 10                                    |                 |

| Verdubbel<br>Double |   |
|---------------------|---|
| 1                   | 2 |
| 2                   | 4 |
| 3                   |   |
| 4                   |   |
| 5                   |   |
| 6                   |   |
| 7                   |   |
| 8                   |   |
| 9                   |   |
| 10                  |   |

## 4

Kom ons verdubbel ons geld.

Let's double our money.

|                                                                                                                                                                                                                       |                                                                                                                                                                                                              |                                                                                                                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <br><b>Verdubbel R2</b><br>Double R2  <b>R4</b> | <br><b>Verdubbel R5</b><br>Double R5  | <br><b>Verdubbel R10</b><br>Double R10  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## 5

Soek na die dubbelgetalle. Tel dan alles bymekaar.

Find the double. Then add.

|                                                                                                      |                                                                                                         |                                                                                                       |
|------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
|  $5 + 3 + 5 = 13$ | $4 + 4 + 3 = \underline{\quad}$<br>$3 + 5 + 3 = \underline{\quad}$<br>$10 + 4 + 10 = \underline{\quad}$ | $6 + 3 + 6 = \underline{\quad}$<br>$7 + 7 + 4 = \underline{\quad}$<br>$8 + 8 + 4 = \underline{\quad}$ |
|------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|

# Verdubbel groter getalle

## Doubling bigger numbers

HOOFREKENE  
MENTAL MATHS

FIZZ-POP -  
VERDUBBELING  
FIZZ POP - DOUBLING

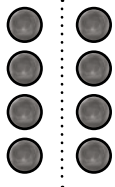
SPELETJIE  
GAME

KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

WERKKAARTE  
WORKSHEETS

### Verdubbel 4

Double 4



Verdubbel 4: 8

Double 4: 8

$$4 + 4 = 8$$

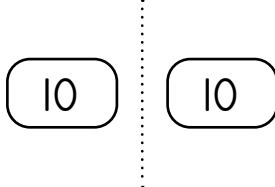
$$4 \times 2 = 8$$

Daar is twee  
4's in 8.

There are two 4s in 8.

### Verdubbel 10

Double 10



Verdubbel 10: 20

Double 10: 20

$$10 + 10 = 20$$

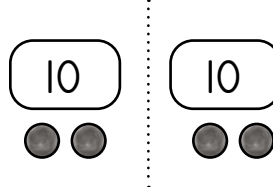
$$10 \times 2 = 20$$

Daar is twee  
10'e in 20.

There are two 10s in 20.

### Verdubbel 12

Double 12



Verdubbel 12: 24

Double 12: 24

$$12 + 12 = 24$$

$$12 \times 2 = 24$$

Daar is twee  
12's in 24.

There are two 12s in 24.



Om 'n getal te verdubbel, beteken om dieselfde getal 2 maal te gebruik.

Doubling a number is about taking the same number 2 times.

## 1 Verdubbel.

Double.

|                                                               |                                                               |                                                               |
|---------------------------------------------------------------|---------------------------------------------------------------|---------------------------------------------------------------|
| <p>5</p> <p>5 verdubbel is ____.</p> <p>Double 5 is ____.</p> | <p>6</p> <p>6 verdubbel is ____.</p> <p>Double 6 is ____.</p> | <p>8</p> <p>8 verdubbel is ____.</p> <p>Double 8 is ____.</p> |
|---------------------------------------------------------------|---------------------------------------------------------------|---------------------------------------------------------------|

|                                                                  |                                                                  |                                                                  |
|------------------------------------------------------------------|------------------------------------------------------------------|------------------------------------------------------------------|
| <p>10</p> <p>10 verdubbel is ____.</p> <p>Double 10 is ____.</p> | <p>13</p> <p>13 verdubbel is ____.</p> <p>Double 13 is ____.</p> | <p>15</p> <p>15 verdubbel is ____.</p> <p>Double 15 is ____.</p> |
|------------------------------------------------------------------|------------------------------------------------------------------|------------------------------------------------------------------|

## Speletjie: Vinnige wiskunde met kaarte - verdubbel

Game: Fast maths with cards – double

- Sit die 0–10-getalkaarte op 'n hopleer neer.

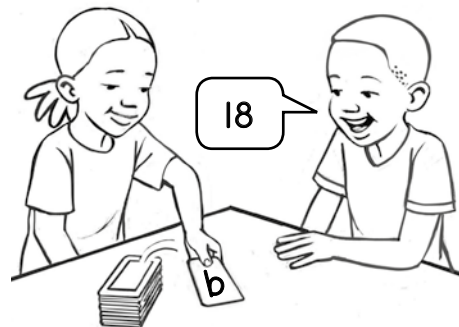
Place number cards 0 to 10 into a pile.

- Draai een kaart om.

Flip over one card.

- Verdubbel!

Double!



### 2 Voltooi die verdubbelingstabel.

Complete the doubles table.

|                     | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---------------------|---|---|---|---|---|---|---|---|---|----|
| verdubbel<br>double | 2 | 4 |   |   |   |   |   |   |   |    |

### 3 Verdubbel.

Double.

|                                                                   |                                                                      |                                                                      |
|-------------------------------------------------------------------|----------------------------------------------------------------------|----------------------------------------------------------------------|
| <p>7</p> <p>7 verdubbel<br/>is ____.</p> <p>Double 7 is ____.</p> | <p>17</p> <p>17 verdubbel<br/>is ____.</p> <p>Double 17 is ____.</p> | <p>20</p> <p>20 verdubbel<br/>is ____.</p> <p>Double 20 is ____.</p> |
|-------------------------------------------------------------------|----------------------------------------------------------------------|----------------------------------------------------------------------|

### 4 Verdubbel.

Double.

|   |  |    |  |    |  |    |  |
|---|--|----|--|----|--|----|--|
| 5 |  | 10 |  | 6  |  | 4  |  |
| 8 |  | 9  |  | 15 |  | 19 |  |

### 5 Soek na die dubbelgetalle. Tel dan alles bymekaar.

Find the doubles. Then add.

|                                                                                                      |                                        |
|------------------------------------------------------------------------------------------------------|----------------------------------------|
|  $5 + 6 + 5 = 16$ | $4 + 8 + 4 = \underline{\hspace{2cm}}$ |
| $3 + 11 + 3 = \underline{\hspace{2cm}}$                                                              | $6 + 8 + 6 = \underline{\hspace{2cm}}$ |

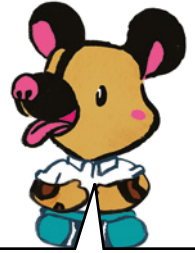
HOOFREKENE  
MENTAL MATHS

FIZZ-POP -  
VERDUBBELING  
FIZZ POP - DOUBLING

SPELETJIE  
GAME

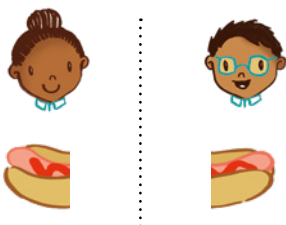
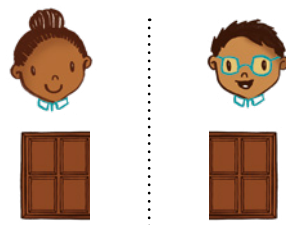
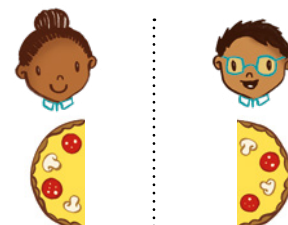
KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

WERKKAARTE  
WORKSHEETS



Wanneer ons iets  
gelykop tussen  
2 leerders verdeel,  
kry elke leerder  
'n halwe (of die  
helfte).

When we share  
equally between  
2 learners, each  
learner gets half.

|                                                                                                                                            |                                                                                                                                            |                                                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| <p>1 worsbroodjie<br/>1 hotdog</p>  <p>halwe<br/>half</p> | <p>1 sjokolade<br/>1 chocolate</p>  <p>halwe<br/>half</p> | <p>1 pizza<br/>1 pizza</p>  <p>halwe<br/>half</p> |
|--------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|

Hoeveel?

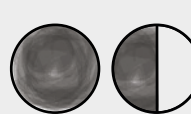
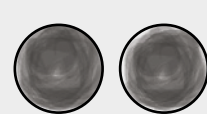
How many?



|                                                                                     | Halwes<br>Halves     | Hele<br>Wholes               |
|-------------------------------------------------------------------------------------|----------------------|------------------------------|
|  | 1 halwe<br>1 half    | 1 halwe<br>1 half            |
|  | 2 halwes<br>2 halves | 1 hele<br>1 whole            |
|  | 3 halwes<br>3 halves | 1 en 'n half<br>1 and a half |
|  | 4 halwes<br>4 halves | 2 heles<br>2 wholes          |

1 Teken die pizzas!

Draw the pizzas!

|                                                                                                                          |                                                                                                                                                                                  |                                      |          |
|--------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|----------|
| <p>1 en 'n half<br/>1 and a half</p>  | <p>2 </p>  | <p>2 en 'n half<br/>2 and a half</p> | <p>3</p> |
| <p>3 en 'n half<br/>3 and a half</p>                                                                                     | <p>4</p>                                                                                                                                                                         | <p>4 en 'n half<br/>4 and a half</p> |          |

## 2 Watter breukdeel kry elke leerder? Hoeveel lekkers kry elke leerder?

What fraction does each learner get?  
How many sweets does each learner get?



Wanneer ons iets gelykop tussen 2 leerders verdeel, kry elke leerder 'n halwe (of die helfte).

When we share equally between 2 learners, each learner gets half.

|                                    |                                    |                                    |
|------------------------------------|------------------------------------|------------------------------------|
| <p>6 lekkers<br/>6 sweets</p>      | <p>12 lekkers<br/>12 sweets</p>    | <p>24 lekkers<br/>24 sweets</p>    |
| breukdeel: halwe<br>fraction: half | breukdeel: halwe<br>fraction: half | breukdeel: halwe<br>fraction: half |
| lekkers: 3<br>sweets:              | lekkers: 6<br>sweets:              | lekkers: 12<br>sweets:             |

|                                 |                                 |                                 |
|---------------------------------|---------------------------------|---------------------------------|
| <p>10 lekkers<br/>10 sweets</p> | <p>16 lekkers<br/>16 sweets</p> | <p>22 lekkers<br/>22 sweets</p> |
| breukdeel:<br>fraction:         | breukdeel:<br>fraction:         | breukdeel:<br>fraction:         |
| lekkers:<br>sweets:             | lekkers:<br>sweets:             | lekkers:<br>sweets:             |

## 3 'n Halwe van

Half of

|   |  |   |  |    |  |    |  |
|---|--|---|--|----|--|----|--|
| 6 |  | 8 |  | 10 |  | 12 |  |
|---|--|---|--|----|--|----|--|

# Halveer met 'n res

## Half with a remainder

HOOFREKENE  
MENTAL MATHS

FIZZ-POP -  
VERDUBBELING  
FIZZ POP - DOUBLING

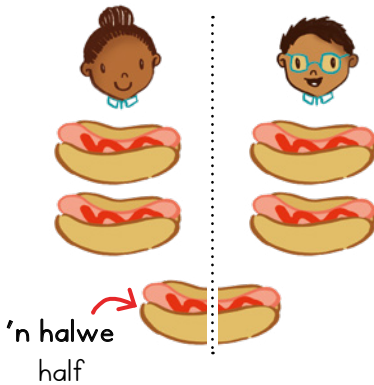
SPELETJIE  
GAME

KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

WERKKAARTE  
WORKSHEETS

5 worsbroodjies

5 hotdogs

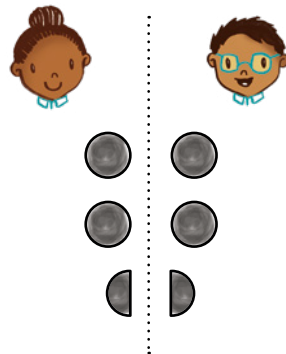


Die helfte van 5  
is 2 en 'n half.

Half of 5 is 2 and a half.

5 worsbroodjies

5 hotdogs

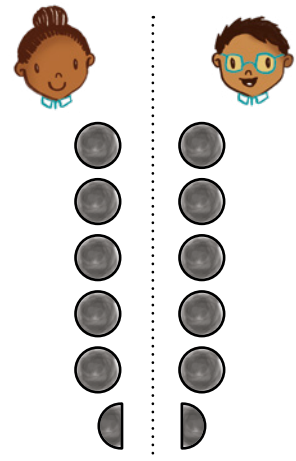


Die helfte van 5  
is 2 en 'n half.

Half of 5 is 2 and a half.

11 worsbroodjies

11 hotdogs



Die helfte van 11  
is 5 en 'n half.

Half of 11 is 5 and a half.

1 Deel gelykop tussen  
2 leerders.

Share equally between 2 learners.

Jy kan die worsbroodjies  
met kolletjies wys.

You can use dots  
to show hotdogs.



3 worsbroodjies

3 hotdogs

Die helfte van 3 is \_\_\_\_.

Half of 3 is \_\_\_\_.

7 worsbroodjies

7 hotdogs

Die helfte van 7 is \_\_\_\_.

Half of 7 is \_\_\_\_.

9 worsbroodjies

9 hotdogs

Die helfte van 9 is \_\_\_\_.

Half of 9 is \_\_\_\_.

15 worsbroodjies

15 hotdogs

Die helfte van 15 is \_\_\_\_.

Half of 15 is \_\_\_\_.



## Speletjie: Verdubbel en halveer met blokkies

Game: Double – half with blocks

- Bou met 4 blokkies.  
Build 4.
- Verdubbel 4 en bou dit.  
Build double 4.
- Breek die verdubbelde 4 in die helfte.  
Break double 4 in half.
- Doen dit weer met getal 3, 5, 6 en 10.  
Do again with numbers 3, 5, 6 and 10.



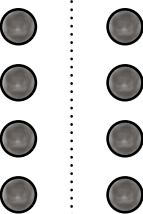
Dink aan die verwantskap tussen halveer en verdubbel.

Think about the relationship between half and double.



## 2 Soek na die dubbel en die halwe.

Find double and half.

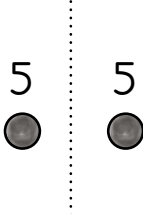


4 verdubbel  
is \_\_\_\_.

Double 4 is \_\_\_\_.

'n Halwe van  
8 is \_\_\_\_.

Half of 8 is \_\_\_\_.

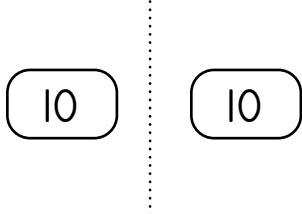


6 verdubbel  
is \_\_\_\_.

Double 6 is \_\_\_\_.

'n Halwe van  
12 is \_\_\_\_.

Half of 12 is \_\_\_\_.

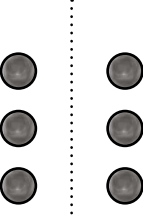


10 verdubbel  
is \_\_\_\_.

Double 10 is \_\_\_\_.

'n Halwe van  
20 is \_\_\_\_.

Half of 20 is \_\_\_\_.

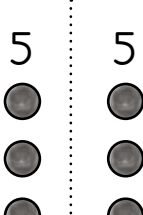


3 verdubbel  
is \_\_\_\_.

Double 3 is \_\_\_\_.

'n Halwe van  
6 is \_\_\_\_.

Half of 6 is \_\_\_\_.

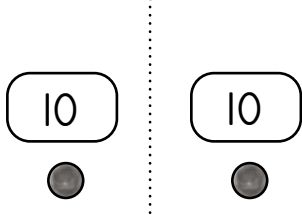


8 verdubbel  
is \_\_\_\_.

Double 8 is \_\_\_\_.

'n Halwe van  
16 is \_\_\_\_.

Half of 16 is \_\_\_\_.



11 verdubbel  
is \_\_\_\_.

Double 11 is \_\_\_\_.

'n Halwe van  
22 is \_\_\_\_.

Half of 22 is \_\_\_\_.

## Kom ons praat Wiskunde!

Let's talk Maths!



### In Afrikaans sê ons:

verdubbel

3 koeke verdubbel gee

ses koeke

3 verdubbel is 6

Wanneer ek iets gelykop tussen

2 leerders verdeel, kry elke

leerder 'n halwe (of die helfte).

'n Halwe van ses is drie.

een halwe

twee halwes

een hele

### In English we say:

double

Double 3 cakes

is six cakes.

double 3 is 6

When I share something equally

between 2 learners, each learner

receives half.

Half of six is three.

one half

two halves

one whole

### 1 Voltooi die getaltabel.

Complete the number table.



|  |  |
|--|--|
|  |  |
|  |  |



|  |  |
|--|--|
|  |  |
|  |  |

### Skryf 2 optellingsgetalsinne en 2 aftrekkingsgetalsinne.

Write 2 addition and 2 subtraction number sentences.

| optelling<br>addition | aftrekking<br>subtraction |
|-----------------------|---------------------------|
|                       |                           |
|                       |                           |

| optelling<br>addition | aftrekking<br>subtraction |
|-----------------------|---------------------------|
|                       |                           |
|                       |                           |

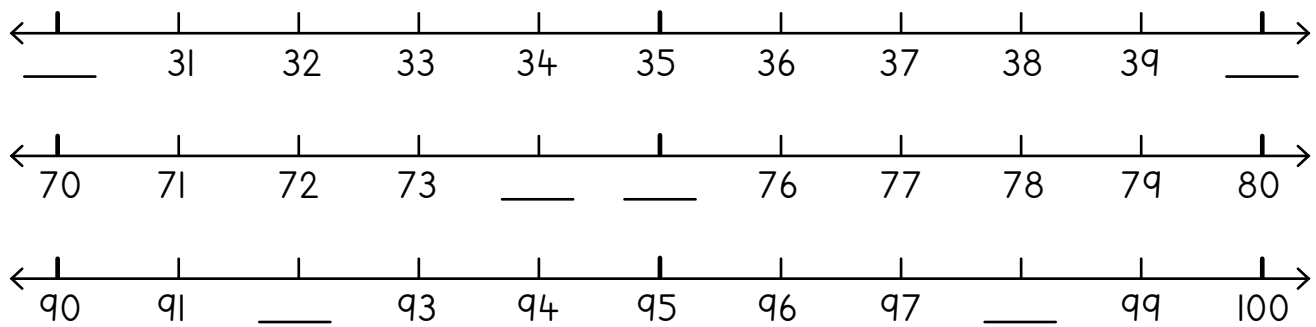
## 2 Brei die patroon uit.

Extend the pattern.

|     |    |    |  |  |  |  |  |  |  |
|-----|----|----|--|--|--|--|--|--|--|
| 31  | 32 | 33 |  |  |  |  |  |  |  |
| 38  | 39 | 40 |  |  |  |  |  |  |  |
| 100 | 99 | 98 |  |  |  |  |  |  |  |

## 3 Voltooi.

Complete.



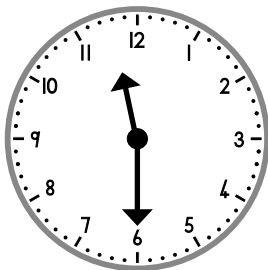
## 4 Tel op of trek af.

Add or subtract.

|                              |                              |                              |
|------------------------------|------------------------------|------------------------------|
| $92 + 4 = \underline{\quad}$ | $94 + 3 = \underline{\quad}$ | $96 + 4 = \underline{\quad}$ |
| $95 - 3 = \underline{\quad}$ | $98 - 4 = \underline{\quad}$ | $97 - 3 = \underline{\quad}$ |

## 5 Hoe laat is dit?

What is the time?




---



---

## 6

| halveer<br>half |    | verdubbel<br>double |
|-----------------|----|---------------------|
| 5               | 10 | 20                  |
|                 | 50 |                     |
|                 | 5  |                     |
|                 | 12 |                     |



HOOFREKENE  
MENTAL MATHS

TEL IN 2'S (0-50)  
COUNTING IN 2S (0-50)

SPELETJIE  
GAME

KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

WERKKAARTE  
WORKSHEETS

**Speletjie: Vinnige wiskunde met kaarte - vermenigvuldig met 2**

Game: Fast maths with cards – multiply by 2

- Sit die 0–10-getalkaarte op 'n hople neer.

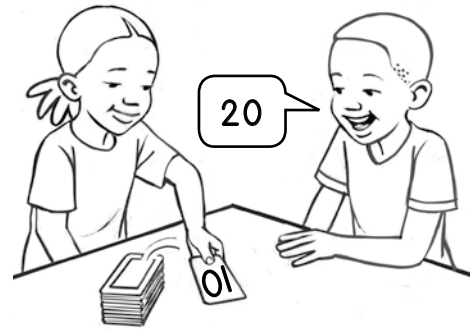
Place number cards 0 to 10 into a pile.

- Draai een kaart om.

Flip over one card.

- Vermenigvuldig met 2.

Multiply by 2.



1

| leerders<br>learners | skoene<br>shoes | getalsin<br>number sentence |
|----------------------|-----------------|-----------------------------|
| 1                    | 2               | $2 \times 1 = 2$            |
| 4                    |                 |                             |
| 5                    |                 |                             |
| 3                    |                 |                             |

Vermenigvuldiging handel oor die herhaling van ewe groot of gelyke groepe.

Multiplication is about repeating equal groups.



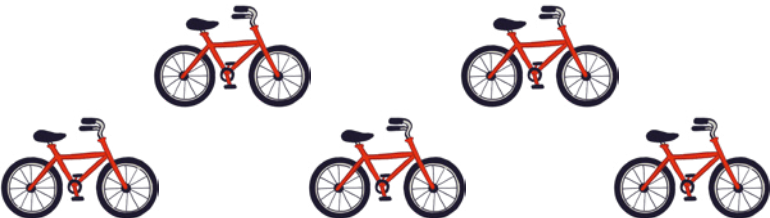
2

|  |  |  |  |                               |  |
|--|--|--|--|-------------------------------|--|
|  |  |  |  | pare skoene<br>pairs of shoes |  |
|  |  |  |  | skoene<br>shoes               |  |
|  |  |  |  | pare skoene<br>pairs of shoes |  |
|  |  |  |  | skoene<br>shoes               |  |

3

|                      |   |   |   |   |    |    |   |   |   |    |
|----------------------|---|---|---|---|----|----|---|---|---|----|
| leerders<br>learners | 1 | 2 | 3 | 4 |    |    | 7 | 8 | 9 | 10 |
| skoene<br>shoes      | 2 |   |   |   | 10 | 12 |   |   |   |    |

4

|                                                                                   |                                      |  |
|-----------------------------------------------------------------------------------|--------------------------------------|--|
|  | Hoeveel fietse<br>How many bicycles? |  |
|                                                                                   | Hoeveel wiele?<br>How many wheels?   |  |

5

|                                                                                    |   |   |   |   |   |   |   |   |   |    |
|------------------------------------------------------------------------------------|---|---|---|---|---|---|---|---|---|----|
|  |   |   |   |   |   |   |   |   |   |    |
| fietse<br>bicycle                                                                  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| wiele<br>wheels                                                                    | 2 | 4 |   |   |   |   |   |   |   |    |

## 6 Hoeveel wiele?

How many wheels?

|                                                                                                             |                                                                                                               |
|-------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| 3  _____ wiele<br>wheels   | 6  _____ wiele<br>wheels    |
| 7  _____ wiele<br>wheels | 10  _____ wiele<br>wheels |

## 7 Hoeveel:

How many:

|                         |  |                         |  |
|-------------------------|--|-------------------------|--|
| 2's in 6?<br>2s in 6?   |  | 2's in 8?<br>2s in 8?   |  |
| 2's in 10?<br>2s in 10? |  | 2's in 12?<br>2s in 12? |  |
| 2's in 16?<br>2s in 16? |  | 2's in 20?<br>2s in 20? |  |

## 8 Dit kos een leerder R2 vir 'n taxi-rit.

The taxi costs R2 for one learner.



|                                                                          |  |
|--------------------------------------------------------------------------|--|
| Hoeveel kos dit vir 5 leerders?<br>How much does it cost for 5 learners? |  |
| Hoeveel kos dit vir 8 leerders?<br>How much does it cost for 8 learners? |  |

# Vermenigvuldig met tien

## Multiplying by 10

HOOFDREKENE  
MENTAL MATHS

TEL IN 10'E (0-200)  
COUNTING IN 10S (0-200)

SPELETJIE  
GAME

KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

WERKKAARTE  
WORKSHEETS

Wanneer ons 10'e vermenigvuldig, dink ons aan groepe van 10.  
When we multiply 10s, we think about groups of 10.



1

|  |                        |  |
|--|------------------------|--|
|  | leerders?<br>learners? |  |
|  | vingers?<br>fingers?   |  |

|  |                        |  |
|--|------------------------|--|
|  | leerders?<br>learners? |  |
|  | vingers?<br>fingers?   |  |

2

Tel in 10'e.

Count in 10s.

|    |    |    |  |  |  |  |  |  |  |
|----|----|----|--|--|--|--|--|--|--|
| 10 | 20 | 30 |  |  |  |  |  |  |  |
|----|----|----|--|--|--|--|--|--|--|

3

|                      |    |    |   |   |    |    |   |   |   |    |
|----------------------|----|----|---|---|----|----|---|---|---|----|
| leerders<br>learners | 1  | 2  | 3 | 4 |    |    | 7 | 8 | 9 | 10 |
| vingers<br>fingers   | 10 | 20 |   |   | 50 | 60 |   |   |   |    |

4

| leerders<br>learners | vingers<br>fingers | getalsin<br>number sentence |
|----------------------|--------------------|-----------------------------|
| 1                    | 10                 | $1 \times 10 = 10$          |
| 2                    |                    |                             |
| 3                    |                    |                             |
| 4                    |                    |                             |
| 5                    |                    |                             |
| 6                    |                    |                             |
| 7                    |                    |                             |
| 10                   |                    |                             |

5



Hoeveel boksies?  
How many boxes?

Hoeveel kryte?  
How many crayons?

|                  |    |    |   |   |   |   |   |   |   |    |
|------------------|----|----|---|---|---|---|---|---|---|----|
| boksies<br>boxes | 1  | 2  | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| kryte<br>crayons | 10 | 20 |   |   |   |   |   |   |   |    |

6

Hoeveel kryte?  
How many crayons?

|                                                                                                                                    |                                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| <div>3</div>  <div>_____ kryte<br/>crayons</div>  | <div>6</div>  <div>_____ kryte<br/>crayons</div>   |
| <div>5</div>  <div>_____ kryte<br/>crayons</div> | <div>10</div>  <div>_____ kryte<br/>crayons</div> |

7

|                                          |                                          |                                          |                                           |
|------------------------------------------|------------------------------------------|------------------------------------------|-------------------------------------------|
| $3 \times 10 = \underline{\hspace{2cm}}$ | $5 \times 10 = \underline{\hspace{2cm}}$ | $6 \times 10 = \underline{\hspace{2cm}}$ | $2 \times 10 = \underline{\hspace{2cm}}$  |
| $1 \times 10 = \underline{\hspace{2cm}}$ | $4 \times 10 = \underline{\hspace{2cm}}$ | $8 \times 10 = \underline{\hspace{2cm}}$ | $10 \times 10 = \underline{\hspace{2cm}}$ |

8

Hoeveel:  
How many:

|                             |  |                           |  |
|-----------------------------|--|---------------------------|--|
| 10'e in 60?<br>10s in 60?   |  | 10'e in 40?<br>10s in 40? |  |
| 10'e in 100?<br>10s in 100? |  | 10'e in 50?<br>10s in 50? |  |

9

Een pen kos R10.  
One pen costs R10.



|                                                  |  |
|--------------------------------------------------|--|
| Hoeveel kos 4 penne?<br>How much do 4 pens cost? |  |
| Hoeveel kos 7 penne?<br>How much do 7 pens cost? |  |

# Vermenigvuldig met 5

## Multiplying by 5

HOOFREKENE  
MENTAL MATHS

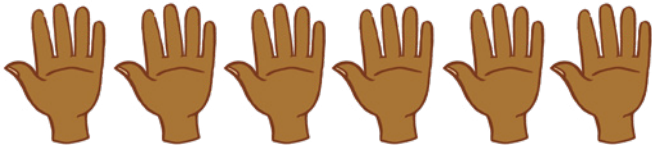
TEL IN 5'S (0-100)  
COUNTING IN 5S (0-100)

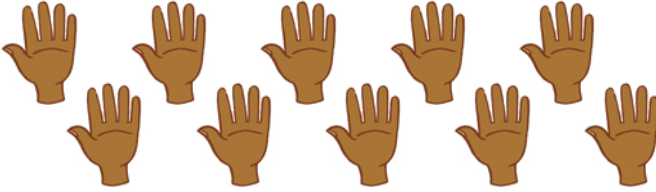
SPELETJIE  
GAME

KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

WERKKAARTE  
WORKSHEETS

1

|                                                                                   |          |  |
|-----------------------------------------------------------------------------------|----------|--|
|  | hande?   |  |
|                                                                                   | hands?   |  |
|                                                                                   | vingers? |  |
|                                                                                   | fingers? |  |

|                                                                                   |          |  |
|-----------------------------------------------------------------------------------|----------|--|
|  | hande?   |  |
|                                                                                   | hands?   |  |
|                                                                                   | vingers? |  |
|                                                                                   | fingers? |  |

Ons tel in 5'e.  
Daar is 5 vingers  
aan een hand!  
We count in 5s. One  
hand has 5 fingers!



2

Tel in 5'e.

Count in 5s.

|   |    |    |  |  |  |  |  |  |  |
|---|----|----|--|--|--|--|--|--|--|
| 5 | 10 | 15 |  |  |  |  |  |  |  |
|---|----|----|--|--|--|--|--|--|--|

3

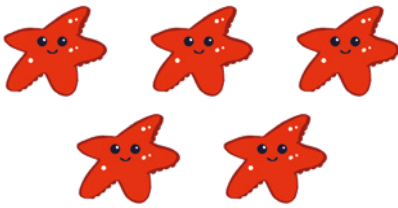
|         |   |   |   |   |  |    |    |   |   |    |
|---------|---|---|---|---|--|----|----|---|---|----|
| hande   | 1 | 2 | 3 | 4 |  |    | 7  | 8 | 9 | 10 |
| hands   |   |   |   |   |  |    |    |   |   |    |
| vingers | 5 |   |   |   |  | 25 | 30 |   |   |    |
| fingers |   |   |   |   |  |    |    |   |   |    |

4

| hande | vingers | getalsin          |
|-------|---------|-------------------|
| hands | fingers | number sentence   |
| 1     | 5       | $1 \times 5 = 5$  |
| 4     | 20      | $4 \times 5 = 20$ |
| 3     |         |                   |
| 5     |         |                   |
| 6     |         |                   |
| 2     |         |                   |
| 7     |         |                   |
| 10    |         |                   |



**5**



Hoeveel seesterre is daar?  
How many star fish?

Hoeveel punte het elke seester?  
How many arms does each star fish have?

|                       |   |    |   |   |   |   |   |   |   |    |
|-----------------------|---|----|---|---|---|---|---|---|---|----|
| seesterre<br>starfish | 1 | 2  | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| punte<br>arms         | 5 | 10 |   |   |   |   |   |   |   |    |

## 6 Hoeveel seesterpunte?

How many arms?

|                                                                                                          |                                                                                                            |
|----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| 3  _____ punte<br>arms  | 6  _____ punte<br>arms   |
| 5  _____ punte<br>arms | 10  _____ punte<br>arms |

|              |              |              |               |
|--------------|--------------|--------------|---------------|
| 3 x 5 = ____ | 5 x 5 = ____ | 6 x 5 = ____ | 2 x 5 = ____  |
| 1 x 5 = ____ | 4 x 5 = ____ | 8 x 5 = ____ | 10 x 5 = ____ |

## 8 Hoeveel:

How many:

|                         |  |                         |  |
|-------------------------|--|-------------------------|--|
| 5'e in 15?<br>5s in 15? |  | 5'e in 10?<br>5s in 10? |  |
| 5'e in 25?<br>5s in 25? |  | 5'e in 20?<br>5s in 20? |  |

## 9 Een appel kos R5.

One apple costs R5.



|                                                     |  |
|-----------------------------------------------------|--|
| Hoeveel kos 5 appels?<br>How much do 5 apples cost? |  |
| Hoeveel kos 9 appels?<br>How much do 9 apples cost? |  |

## Los geldprobleme op Solving money problems

HOOFREKENE  
MENTAL MATHS

TEL IN 2'S (0-120)  
COUNTING IN 2S (0-120)

SPELETJIE  
GAME

KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

WERKKAARTE  
WORKSHEETS

1

|                                                                                   |                                        |  |
|-----------------------------------------------------------------------------------|----------------------------------------|--|
|  | Hoeveel muntstukke?<br>How many coins? |  |
|                                                                                   | Hoeveel rande?<br>How many Rands?      |  |

2

|                     |                                                                                    |   |   |   |   |   |   |   |   |    |
|---------------------|------------------------------------------------------------------------------------|---|---|---|---|---|---|---|---|----|
|                     |  |   |   |   |   |   |   |   |   |    |
| muntstukke<br>coins | 1                                                                                  | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| rande<br>Rands      | 2                                                                                  | 4 |   |   |   |   |   |   |   |    |

3

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

4

Hoeveel:

How many:

|                         |  |                         |  |
|-------------------------|--|-------------------------|--|
| 2's in 4?<br>2s in 4?   |  | 2's in 10?<br>2s in 10? |  |
| 2's in 14?<br>2s in 14? |  | 2's in 20?<br>2s in 20? |  |

5

|                                                                                     |                                   |  |
|-------------------------------------------------------------------------------------|-----------------------------------|--|
|  | Hoeveel note?<br>How many notes?  |  |
|                                                                                     | Hoeveel rande?<br>How many Rands? |  |

6

|                |                                                                                      |    |   |   |   |   |   |   |   |    |
|----------------|--------------------------------------------------------------------------------------|----|---|---|---|---|---|---|---|----|
|                |  |    |   |   |   |   |   |   |   |    |
| note<br>notes  | 1                                                                                    | 2  | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| rande<br>Rands | 10                                                                                   | 20 |   |   |   |   |   |   |   |    |

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

## 8 Hoeveel:

How many:

|                         |  |                           |  |
|-------------------------|--|---------------------------|--|
| 5'e in 30?<br>5s in 30? |  | 5'e in 80?<br>5s in 80?   |  |
| 5'e in 50?<br>5s in 50? |  | 5'e in 100?<br>5s in 100? |  |

|                                                                                   |                                        |  |
|-----------------------------------------------------------------------------------|----------------------------------------|--|
|  | Hoeveel muntstukke?<br>How many coins? |  |
|                                                                                   | Hoeveel rande?<br>How many Rands?      |  |

|                     |                                                                                      |    |   |   |   |   |   |   |   |    |
|---------------------|--------------------------------------------------------------------------------------|----|---|---|---|---|---|---|---|----|
| 10                  |  |    |   |   |   |   |   |   |   |    |
| muntstukke<br>coins | 1                                                                                    | 2  | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| rande<br>Rands      | 5                                                                                    | 10 |   |   |   |   |   |   |   |    |

|    |                                  |                                   |                                  |                                  |
|----|----------------------------------|-----------------------------------|----------------------------------|----------------------------------|
| 11 | $2 \times 5 = \underline{\quad}$ | $5 \times 5 = \underline{\quad}$  | $3 \times 5 = \underline{\quad}$ | $4 \times 5 = \underline{\quad}$ |
|    | $1 \times 5 = \underline{\quad}$ | $10 \times 5 = \underline{\quad}$ | $6 \times 5 = \underline{\quad}$ | $8 \times 5 = \underline{\quad}$ |

## 12 Hoeveel:

How many:

|                           |  |                           |  |
|---------------------------|--|---------------------------|--|
| 10'e in 30?<br>10s in 30? |  | 10'e in 80?<br>10s in 80? |  |
| 10'e in 70?<br>10s in 70? |  | 10'e in 90?<br>10s in 90? |  |

## Kom ons praat Wiskunde!

Let's talk Maths!



### In Afrikaans sê ons:

twee vermenigvuldig met vier

Hoeveel twees is daar in 8?

vyf vermenigvuldig met drie

Hoeveel vywe is daar in 15?

tien vermenigvuldig met vier

Hoeveel tiene is daar in 40?

Veertig is tien meer as dertig.

Dertig is tien minder as veertig.

Veertig staan ná dertig.

Dertig staan voor veertig.

### In English we say:

two multiplied by four

How many twos in 8?

five multiplied by three

How many fives in 15?

ten multiplied by four

How many tens in 40?

Forty is ten more than thirty.

Thirty is ten less than forty.

Forty comes after thirty.

Thirty comes before forty.

1



Hoeveel fietse?

How many bicycles?

Hoeveel wiele?

How many wheels?



hande?

hands?

vingers?

fingers?



boksies?

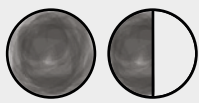
boxes?

kryte?

crayons?

## 2 Teken die pizzas!

Draw the pizzas!

|                                                                                                                                                                                                     |   |                              |   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|------------------------------|---|
| 1 en 'n half<br>1 and a half<br>  | 2 | 2 en 'n half<br>2 and a half | 3 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|------------------------------|---|

## 3 Voltooi die getaltabel.

Complete the number table.



|  |  |
|--|--|
|  |  |
|  |  |

## Skryf 2 optellingsgetalsinne en 2 aftrekkingsgetalsinne.

Write 2 addition and 2 subtraction number sentences.

|                       |                           |
|-----------------------|---------------------------|
| optelling<br>addition | aftrekking<br>subtraction |
| $7 + 4 = 11$          | $11 - 4 = 7$              |
|                       |                           |



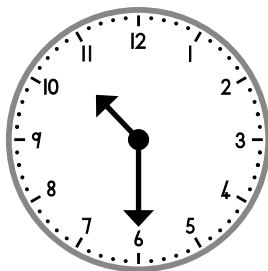
## 4 Tel op of trek af.

Add or subtract.

|                              |                              |                              |
|------------------------------|------------------------------|------------------------------|
| $54 + 3 = \underline{\quad}$ | $75 + 3 = \underline{\quad}$ | $82 + 6 = \underline{\quad}$ |
| $59 - 3 = \underline{\quad}$ | $76 - 5 = \underline{\quad}$ | $87 - 4 = \underline{\quad}$ |

## 5 Hoe laat is dit?

What is the time?

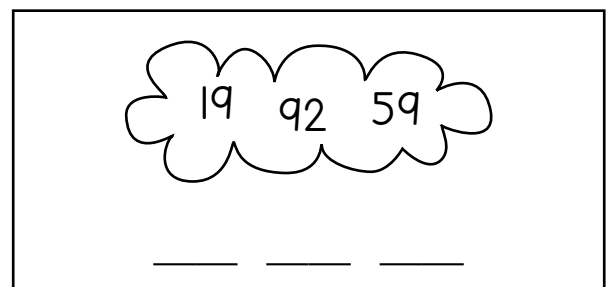


\_\_\_\_\_

\_\_\_\_\_

## 6 Orden van klein tot groot.

Order from small to large.



## 7 Bereken.

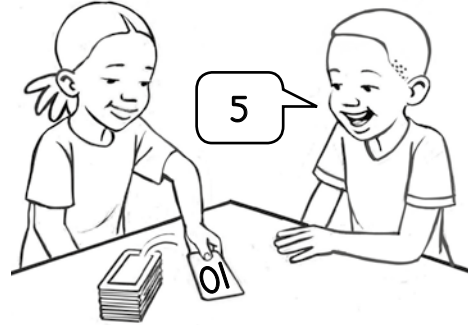
Calculate.

|                 |                     |
|-----------------|---------------------|
| halveer<br>half | verdubbel<br>double |
| 9               | 9                   |
| 10              | 10                  |

## Speletjie: Vinnige wiskunde met kaarte - halveer

Game: Fast maths with cards – half

- Sit die 0–10-getalkaarte op 'n hopie neer.  
Put number cards 0 to 10 in a pile.
- Draai een kaart om.  
Flip over one card.
- Bereken 'n halwe!  
Calculate half!



### 1 Vul die ontbrekende getalle in.

Fill in the missing numbers.

|    |    |    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|----|----|
| 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 |
|    |    |    |    |    |    |    |    |    |    |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 |    |
|    | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 |    |
|    |    |    |    |    |    |    |    |    |    |
|    | 52 |    |    |    |    |    |    |    | 60 |
|    |    |    |    |    |    |    |    |    |    |
|    | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
|    | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
|    |    |    |    |    |    |    |    |    |    |

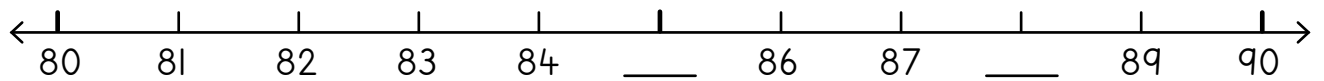
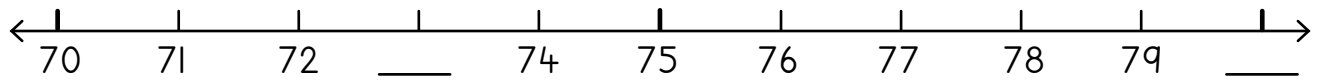
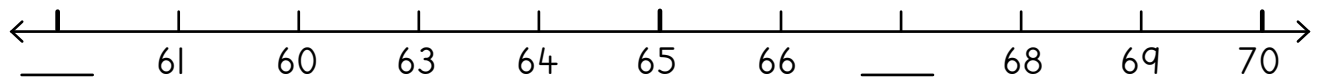
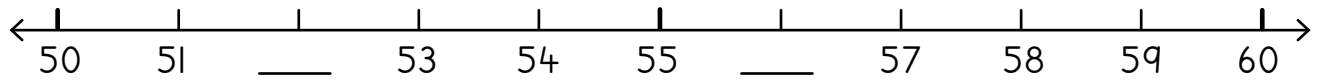
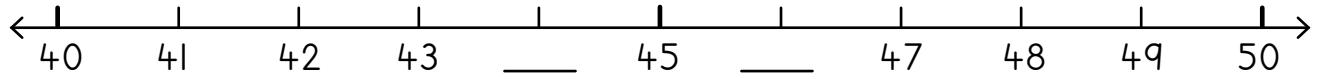
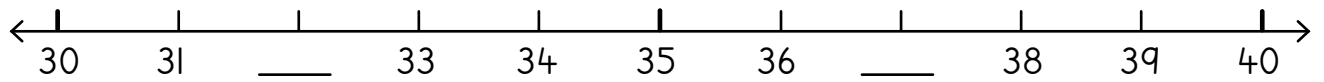
### 2 Tel op of trek af.

Add or subtract.

|                               |                               |                               |
|-------------------------------|-------------------------------|-------------------------------|
| $35 + 3 = \underline{\quad}$  | $41 + 5 = \underline{\quad}$  | $63 + 6 = \underline{\quad}$  |
| $48 - 4 = \underline{\quad}$  | $57 - 5 = \underline{\quad}$  | $78 - 4 = \underline{\quad}$  |
| $45 + 10 = \underline{\quad}$ | $68 + 10 = \underline{\quad}$ | $89 + 10 = \underline{\quad}$ |
| $43 - 10 = \underline{\quad}$ | $56 - 10 = \underline{\quad}$ | $78 - 10 = \underline{\quad}$ |

### 3 Voltooi.

Complete.



### 4 Brei die patroon uit.

Extend the pattern.

|    |    |    |  |  |  |  |  |  |  |
|----|----|----|--|--|--|--|--|--|--|
| 76 | 77 | 78 |  |  |  |  |  |  |  |
|----|----|----|--|--|--|--|--|--|--|

|    |    |    |  |  |  |  |  |  |  |
|----|----|----|--|--|--|--|--|--|--|
| 84 | 83 | 82 |  |  |  |  |  |  |  |
|----|----|----|--|--|--|--|--|--|--|

|   |    |    |  |  |  |  |  |  |  |
|---|----|----|--|--|--|--|--|--|--|
| 3 | 13 | 23 |  |  |  |  |  |  |  |
|---|----|----|--|--|--|--|--|--|--|

|     |    |    |  |  |  |  |  |  |  |
|-----|----|----|--|--|--|--|--|--|--|
| 109 | 99 | 89 |  |  |  |  |  |  |  |
|-----|----|----|--|--|--|--|--|--|--|

|     |    |    |  |  |  |  |  |  |  |
|-----|----|----|--|--|--|--|--|--|--|
| 102 | 92 | 82 |  |  |  |  |  |  |  |
|-----|----|----|--|--|--|--|--|--|--|

|    |    |    |  |  |  |  |  |  |  |
|----|----|----|--|--|--|--|--|--|--|
| 94 | 93 | 92 |  |  |  |  |  |  |  |
|----|----|----|--|--|--|--|--|--|--|

# 1 Tel in 2's.

Count in 2s.

|   |   |  |  |  |  |  |  |  |  |
|---|---|--|--|--|--|--|--|--|--|
| 2 | 4 |  |  |  |  |  |  |  |  |
|---|---|--|--|--|--|--|--|--|--|

|    |    |  |  |  |  |  |  |  |  |
|----|----|--|--|--|--|--|--|--|--|
| 84 | 82 |  |  |  |  |  |  |  |  |
|----|----|--|--|--|--|--|--|--|--|

# Tel in 5'e.

Count in 5s.

|   |    |  |  |  |  |  |  |  |  |
|---|----|--|--|--|--|--|--|--|--|
| 5 | 10 |  |  |  |  |  |  |  |  |
|---|----|--|--|--|--|--|--|--|--|

|    |    |  |  |  |  |  |  |  |  |
|----|----|--|--|--|--|--|--|--|--|
| 45 | 40 |  |  |  |  |  |  |  |  |
|----|----|--|--|--|--|--|--|--|--|

# Tel in 10'e.

Count in 10s.

|    |    |  |  |  |  |  |  |  |  |
|----|----|--|--|--|--|--|--|--|--|
| 10 | 20 |  |  |  |  |  |  |  |  |
|----|----|--|--|--|--|--|--|--|--|

|     |     |  |  |  |  |  |  |  |  |
|-----|-----|--|--|--|--|--|--|--|--|
| 110 | 100 |  |  |  |  |  |  |  |  |
|-----|-----|--|--|--|--|--|--|--|--|

# 2 Orden die getalle van die kleinste tot die grootste.

Order numbers from smallest to greatest.

|                                          |                                         |                                         |
|------------------------------------------|-----------------------------------------|-----------------------------------------|
| <div>30 40 70 100</div> <div>_____</div> | <div>83 39 58 18</div> <div>_____</div> | <div>72 27 70 58</div> <div>_____</div> |
|------------------------------------------|-----------------------------------------|-----------------------------------------|

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

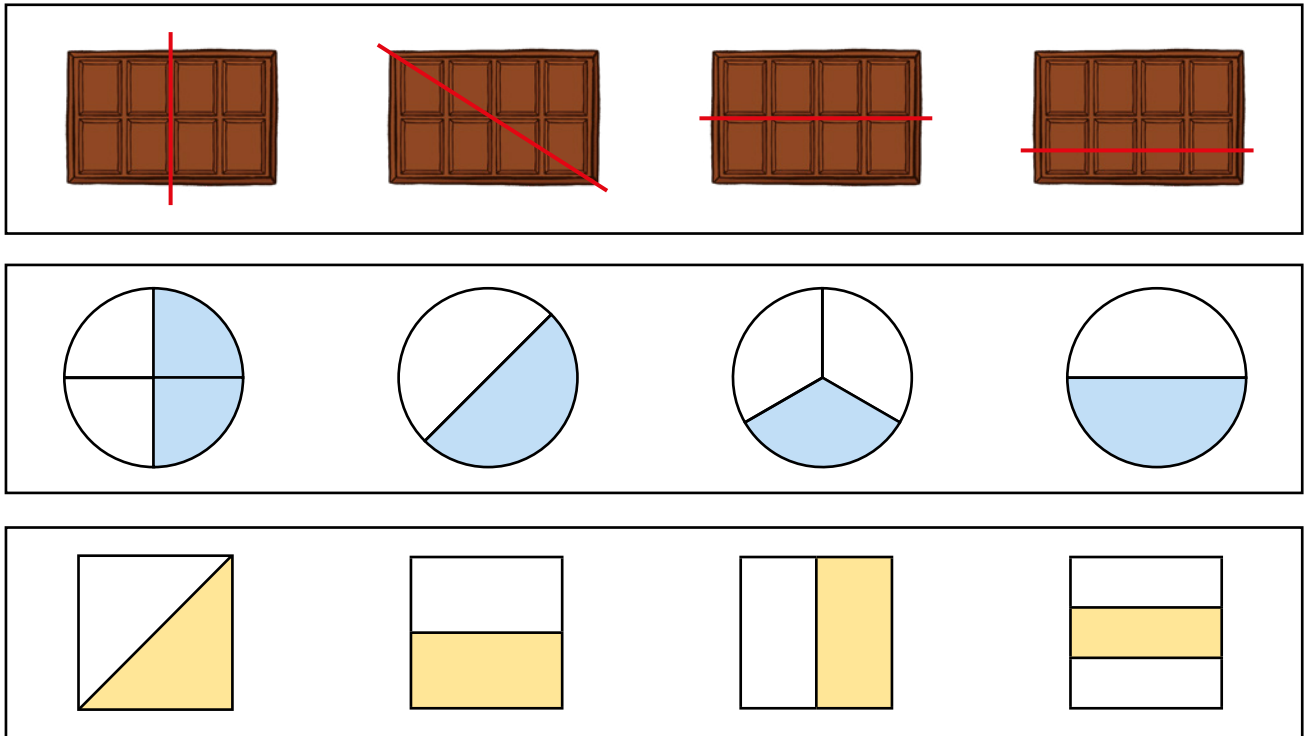
Order numbers from greatest to smallest.

|                                        |                                         |                                         |
|----------------------------------------|-----------------------------------------|-----------------------------------------|
| <div>6 66 16 60</div> <div>_____</div> | <div>93 56 26 41</div> <div>_____</div> | <div>47 72 81 85</div> <div>_____</div> |
|----------------------------------------|-----------------------------------------|-----------------------------------------|



#### 4 Omkring die prente in elke groep wat 'n halwe wys.

Circle the pictures in each group that show half.



#### 5 Pas bymekaar.

Match.

|                      |  |                              |
|----------------------|--|------------------------------|
| 2 halwes<br>2 halves |  | 1 en 1 halwe<br>1 and 1 half |
| 3 halwes<br>3 halves |  | twee heles<br>two wholes     |
| 4 halwes<br>4 halves |  | een hele<br>one whole        |
| 5 halwes<br>5 halves |  | 2 en 1 halwe<br>2 and 1 half |

#### 6 Teken die pizzas!

Draw the pizzas!

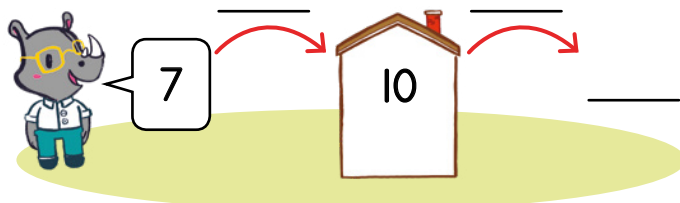
|                                  |   |                              |   |
|----------------------------------|---|------------------------------|---|
| 1 en 'n half<br>1 and a half<br> | 3 | 3 en 'n half<br>3 and a half | 4 |
|----------------------------------|---|------------------------------|---|

WERKKAARTE  
WORKSHEETS

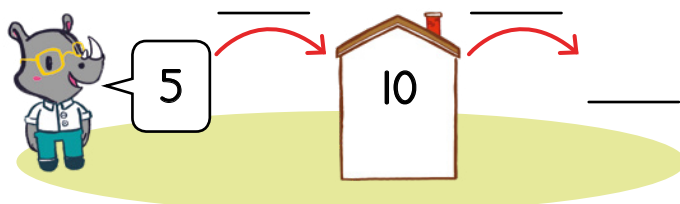
1 Tel op deur die 10 te besoek.

Add by visiting the 10.

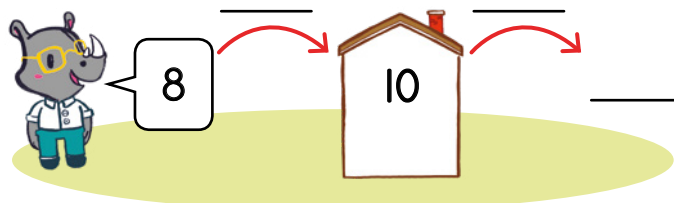
$$7 + 5 =$$



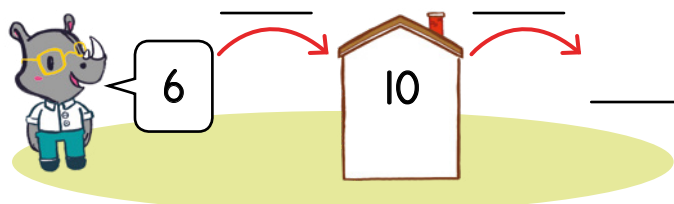
$$5 + 9 =$$



$$8 + 6 =$$



$$6 + 8 =$$



2 Tel op die getallelyn op. Besoek die 10!

Add on the number line. Visit the 10!

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

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

$$7 + 6 = \underline{\quad}$$

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

4 Litha dra 8 emmers water. Sethu dra 9 emmers water. Hoeveel emmers water dra hulle altesame?

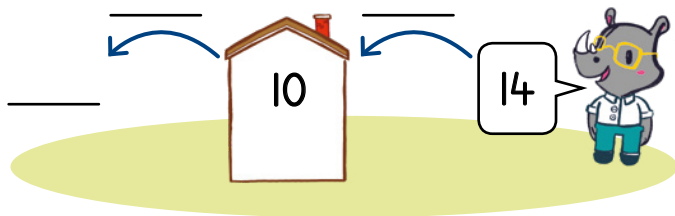
Litha carried 8 buckets of water. Sethu carried 9 buckets.  
How many buckets did they carry altogether?



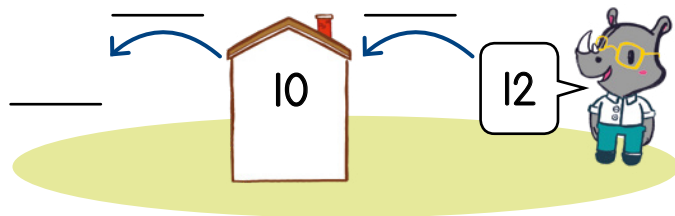
## 5 Trek af deur die 10 te besoek.

Subtract by visiting the 10.

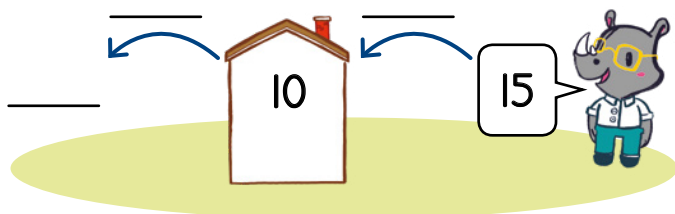
$$14 - 8 =$$



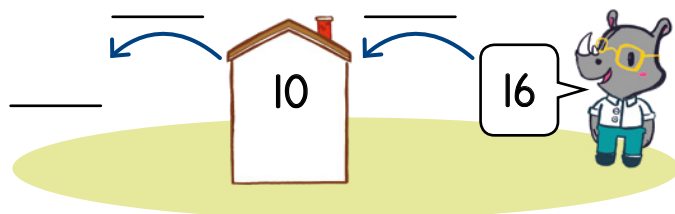
$$12 - 7 =$$



$$15 - 8 =$$



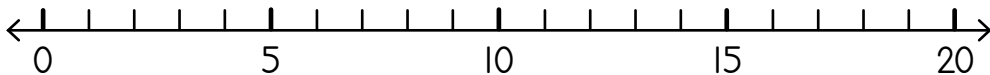
$$16 - 8 =$$



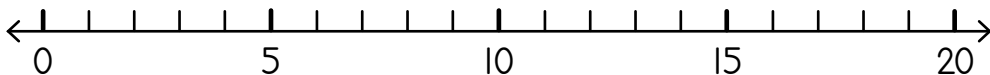
## 6 Trek op die getallelyn af. Besoek die 10!

Subtract on the number line. Visit the 10!

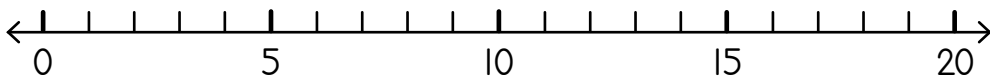
$$14 - 8 = \underline{\quad}$$



$$17 - 9 = \underline{\quad}$$



$$13 - 7 = \underline{\quad}$$



|   |                              |                              |                              |
|---|------------------------------|------------------------------|------------------------------|
| 7 | $14 - 6 = \underline{\quad}$ | $13 - 7 = \underline{\quad}$ | $16 - 9 = \underline{\quad}$ |
|   | $15 - 7 = \underline{\quad}$ | $12 - 5 = \underline{\quad}$ | $13 - 8 = \underline{\quad}$ |

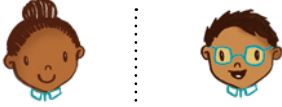
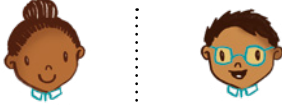
## 8 Sina bak 13 koeke. Sy verkoop 7 koeke. Hoeveel koeke het sy nou?

Sina baked 13 cakes. She sold 7. How many does she have now?



# 1 Verdubbel.

Double

|                                                                                                                                       |                                                                                                                                       |                                                                                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| <p>12 worsbroodjies<br/>12 hotdogs</p>  <p>_____</p> | <p>13 worsbroodjies<br/>13 hotdogs</p>  <p>_____</p> | <p>14 worsbroodjies<br/>14 hotdogs</p>  <p>_____</p> |
|---------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|

# 2 Voltooi die verdubbelingstabel.

Complete the doubles table.

|                     | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---------------------|---|---|---|---|---|---|---|---|---|----|
| verdubbel<br>double | 2 | 4 |   |   |   |   |   |   |   |    |

# 3 Verdubbel.

Double.

|                                                                   |                                                                      |                                                                      |
|-------------------------------------------------------------------|----------------------------------------------------------------------|----------------------------------------------------------------------|
| <p>8</p> <p>8 verdubbel<br/>is ____.</p> <p>Double 8 is ____.</p> | <p>16</p> <p>16 verdubbel<br/>is ____.</p> <p>Double 16 is ____.</p> | <p>11</p> <p>11 verdubbel<br/>is ____.</p> <p>Double 11 is ____.</p> |
|-------------------------------------------------------------------|----------------------------------------------------------------------|----------------------------------------------------------------------|

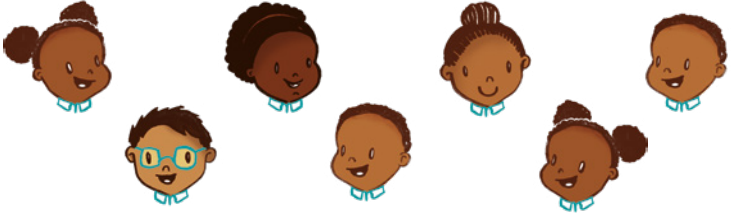
# 4 'n Halwe van

Half of

# Verdubbel

Double

|    |  |    |  |    |  |   |  |    |  |   |  |
|----|--|----|--|----|--|---|--|----|--|---|--|
| 16 |  | 20 |  | 14 |  | 8 |  | 10 |  | 7 |  |
|----|--|----|--|----|--|---|--|----|--|---|--|

5


Hoeveel leerders?  
How many learners?

Hoeveel oë?  
How many eyes?

|                      |   |   |   |   |   |   |   |   |   |    |
|----------------------|---|---|---|---|---|---|---|---|---|----|
| leerders<br>learners | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| oë<br>eyes           | 2 | 4 |   |   |   |   |   |   |   |    |

6 Hoeveel is daar?  
How many?

|                                                                                                       |                                                                                                         |
|-------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| 3  _____ oë<br>eyes  | 6  _____ oë<br>eyes   |
| 5  _____ oë<br>eyes | 10  _____ oë<br>eyes |

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

8 Hoeveel:  
How many:

|                         |  |                         |  |
|-------------------------|--|-------------------------|--|
| 2's in 4?<br>2s in 4?   |  | 2's in 8?<br>2s in 8?   |  |
| 2's in 10?<br>2s in 10? |  | 2's in 14?<br>2s in 14? |  |

9 Een lekker kos R2. 

|                                                      |  |
|------------------------------------------------------|--|
| Hoeveel kos 5 lekkers?<br>How much do 5 sweets cost? |  |
| Hoeveel kos 8 lekkers?<br>How much do 8 sweets cost? |  |

WERKKAARTE  
WORKSHEETS

1

|                                                                                   |                                     |  |
|-----------------------------------------------------------------------------------|-------------------------------------|--|
|  | Hoeveel boksies?<br>How many boxes? |  |
|                                                                                   | Hoeveel kryte?<br>How many crayons? |  |

|                  |    |    |   |   |   |   |   |   |   |    |
|------------------|----|----|---|---|---|---|---|---|---|----|
| boksies<br>boxes | 1  | 2  | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| kryte<br>crayons | 10 | 20 |   |   |   |   |   |   |   |    |

2

Hoeveel kryte is daar?

How many crayons?

|                                                                                                            |                                                                                                             |
|------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
|  _____ kryte<br>crayons  |  _____ kryte<br>crayons  |
|  _____ kryte<br>crayons |  _____ kryte<br>crayons |

3

|                               |                               |                               |
|-------------------------------|-------------------------------|-------------------------------|
| $5 \times 2 \times 3 =$ _____ | $5 \times 2 \times 5 =$ _____ | $5 \times 2 \times 6 =$ _____ |
| $5 \times 2 \times 1 =$ _____ | $5 \times 2 \times 4 =$ _____ | $5 \times 2 \times 8 =$ _____ |

4

Hoeveel:

How many:

|                           |  |                           |  |
|---------------------------|--|---------------------------|--|
| 2's in 30?<br>2s in 30?   |  | 5'e in 50?<br>5s in 50?   |  |
| 10'e in 70?<br>10s in 70? |  | 5'e in 100?<br>5s in 100? |  |

5

Een boksie sap kos R10.

One juice costs R10.



|                                                          |                                                          |
|----------------------------------------------------------|----------------------------------------------------------|
| Hoeveel kos 3 boksies sap?<br>How much do 3 juices cost? | Hoeveel kos 5 boksies sap?<br>How much do 5 juices cost? |
|----------------------------------------------------------|----------------------------------------------------------|

6



|          |  |
|----------|--|
| hande?   |  |
| hands?   |  |
| vingers? |  |
| fingers? |  |

7

Omkring die getalle wat 10 gee as dit bymekaargetel word.

Circle the numbers that add up to 10.

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

8

Hoeveel is daar?

How many?

|                                                                                                               |                                                                                                                |
|---------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| 2  _____ vingers<br>fingers  | 6  _____ vingers<br>fingers   |
| 5  _____ vingers<br>fingers | 10  _____ vingers<br>fingers |

9

|                                         |                                         |                                         |                                          |
|-----------------------------------------|-----------------------------------------|-----------------------------------------|------------------------------------------|
| $5 \times 3 = \underline{\hspace{2cm}}$ | $5 \times 5 = \underline{\hspace{2cm}}$ | $5 \times 6 = \underline{\hspace{2cm}}$ | $5 \times 2 = \underline{\hspace{2cm}}$  |
| $5 \times 1 = \underline{\hspace{2cm}}$ | $5 \times 4 = \underline{\hspace{2cm}}$ | $5 \times 8 = \underline{\hspace{2cm}}$ | $5 \times 10 = \underline{\hspace{2cm}}$ |

10

Hoeveel:

How many:

|                         |  |                         |  |
|-------------------------|--|-------------------------|--|
| 5'e in 15?<br>5s in 15? |  | 5'e in 25?<br>5s in 25? |  |
| 5'e in 20?<br>5s in 20? |  | 5'e in 50?<br>5s in 50? |  |

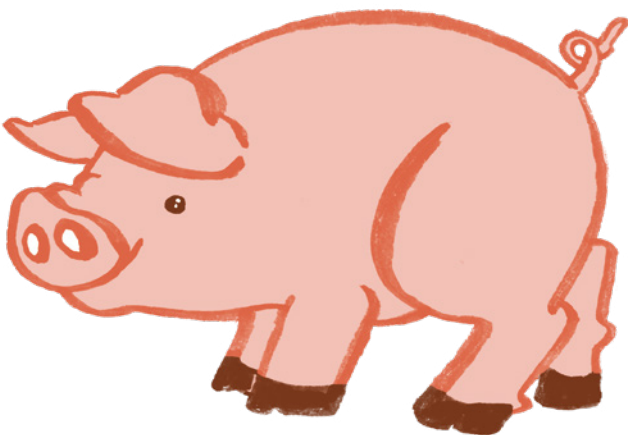
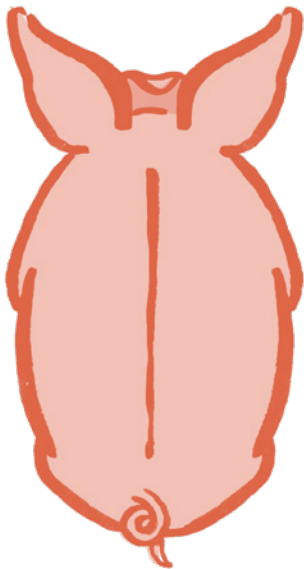
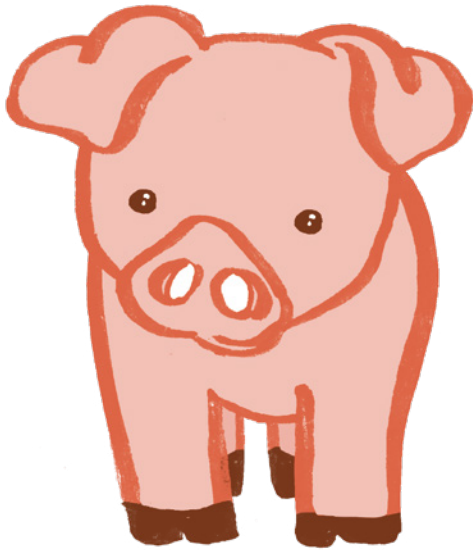
11

Een pakkie grondboontjies kos R5.

One bag of peanuts costs R5.



|                                                                              |                                                                                |
|------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| Hoeveel kos 3 pakkies grondboontjies?<br>How much do 3 bags of peanuts cost? | Hoeveel kos 10 pakkies grondboontjies?<br>How much do 10 bags of peanuts cost? |
|------------------------------------------------------------------------------|--------------------------------------------------------------------------------|







# 100-blok

100 square



|    |    |    |    |    |    |    |    |    |     |
|----|----|----|----|----|----|----|----|----|-----|
| 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10  |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20  |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30  |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40  |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50  |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60  |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70  |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80  |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90  |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |



# Getalname

Number names

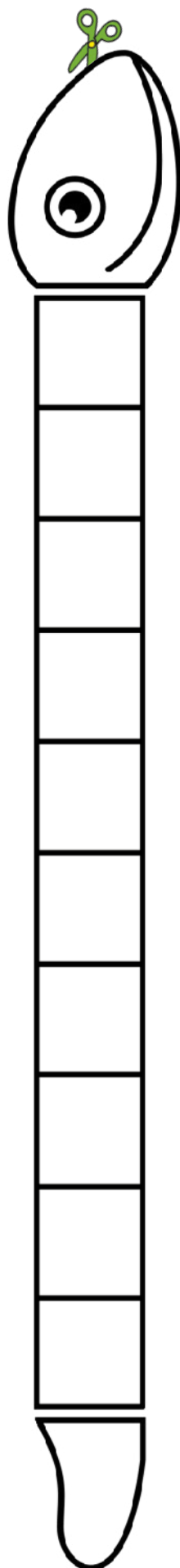


|   |               |
|---|---------------|
| 0 | nul<br>zero   |
| 1 | een<br>one    |
| 2 | twee<br>two   |
| 3 | drie<br>three |
| 4 | vier<br>four  |
| 5 | vyf<br>five   |
| 6 | ses<br>six    |
| 7 | sewe<br>seven |
| 8 | agt<br>eight  |
| 9 | nege<br>nine  |

|    |                        |
|----|------------------------|
| 10 | tien<br>ten            |
| 11 | elf<br>eleven          |
| 12 | twaalf<br>twelve       |
| 13 | dertien<br>thirteen    |
| 14 | veertien<br>fourteen   |
| 15 | vyftien<br>fifteen     |
| 16 | sestien<br>sixteen     |
| 17 | sewentien<br>seventeen |
| 18 | agtien<br>eighteen     |
| 19 | negentien<br>nineteen  |
| 20 | twintig<br>twenty      |









# Bala Wande

Calculating with Confidence