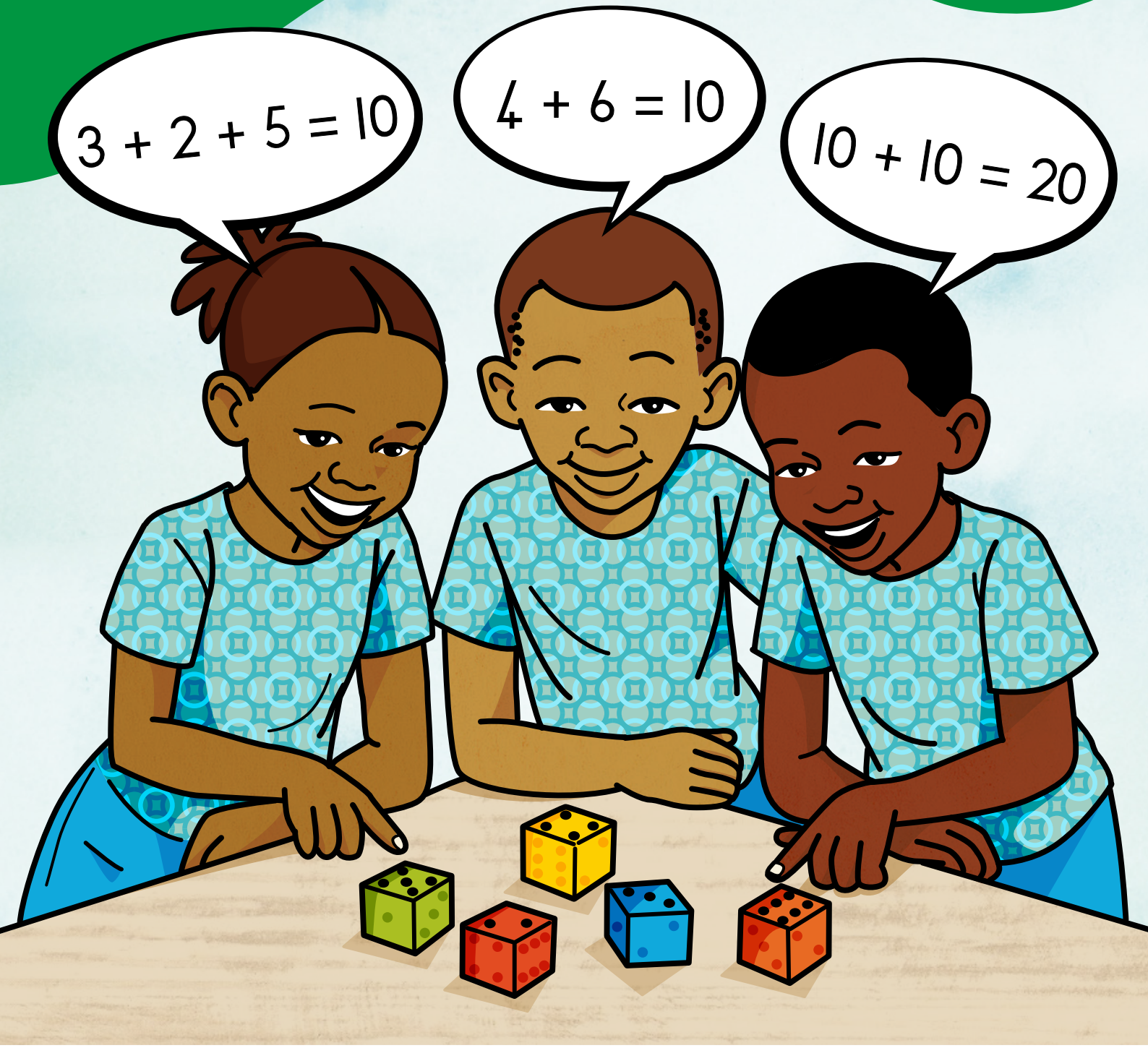
Afrikaans

Wiskunde

Mathematics

2

Kwartaal 2 ⁞ Term 2



Leerder ⁞ Learner: .....

Bala Wande
Calculating with Confidence

2

Kwartaal 2 | Term 2

Wiskunde
Mathematics

Leerderaktiwiteitsboek
Learner Activity Book

Afrikaans | English

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

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

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www.fundawande.org
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INHOUD | CONTENTS

Die gebruik van die Bala Wande-leerderaktiwiteitsboek

In hierdie Leerderaktiwiteitsboek is aktiwiteite vervat wat vir 50 dae van onderrig in kwartaal 2 beplan is. Daar is konsepontwikkeling-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 vertroud te raak met wiskundewoorde in hul huistaal asook in Engels. Dit behoort hulle vir die lewenslange leer van wiskunde toe te rus.

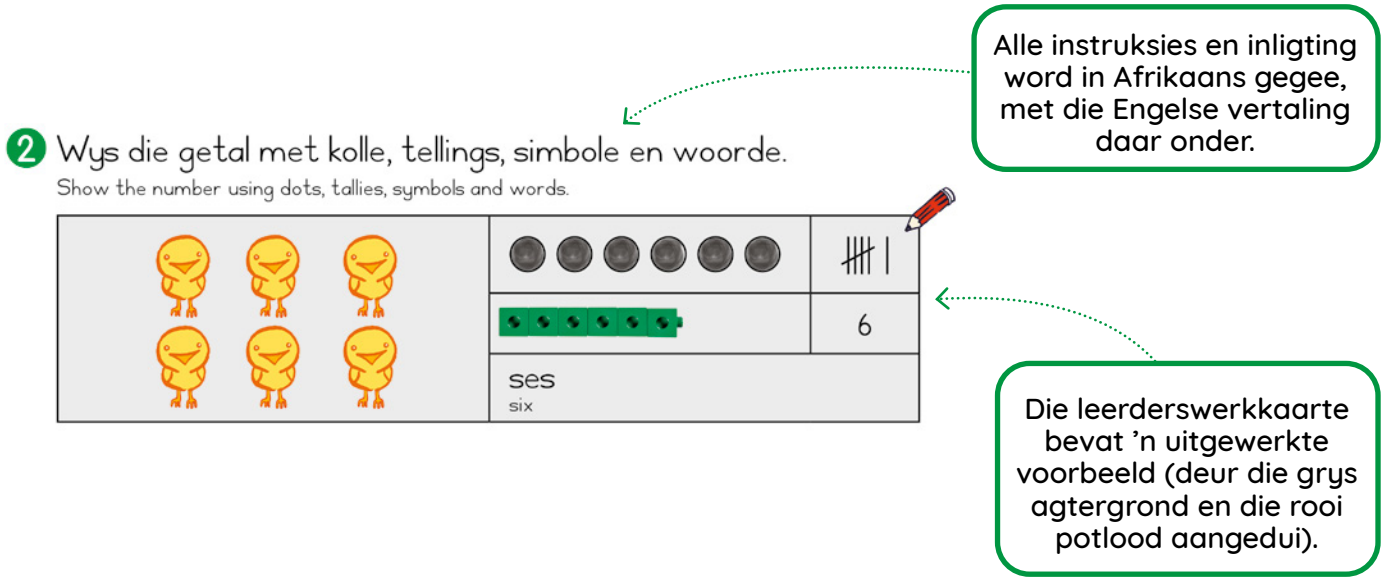
As die leerders elke dag en elke kwartaal stelselmatig deur hierdie werkboek-aktiwiteite werk, sal hulle die hele wiskundekurrikulum vir die jaar dek. Ons hoop dat hierdie aktiwiteite 'n prettige manier bied om hulle te help om grondslagkennis van wiskunde op te doen.

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

Onder die banier is daar 'n vloeidiagram 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.



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

Using the Bala Wande Learner Activity Book

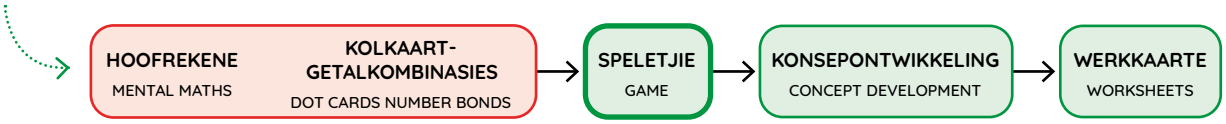
This Learner Activity Book has activities planned for 50 days of teaching in Term 2. There are concept development activities, individual learner activities and games for learners to play in pairs and groups. Answers to the activities can be written in this book.

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

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

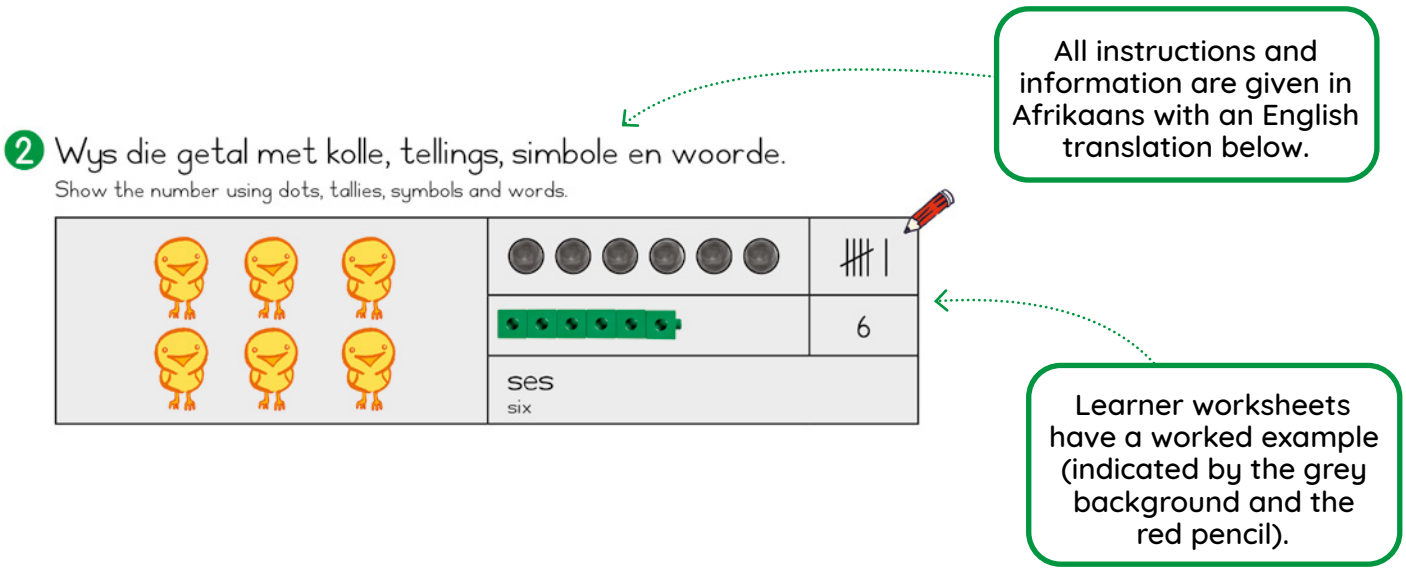
The start of each new day is shown with a green banner.

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



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

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



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

WEEK • WEEK 1

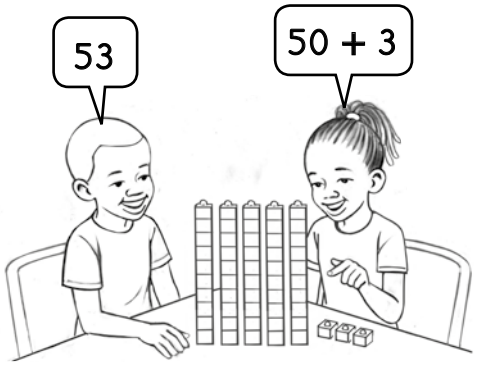
DAG 1 • DAY 1

Breek getalle in 10'e en 1'e af
Breaking down numbers into 10s and 1s

HOOFREKENE MENTAL MATHS: 1 MEER / 1 MINDER (1 MORE / 1 LESS) → SPELETJIE (GAME) → KONSEPONTWIKKELING (CONCEPT DEVELOPMENT) → WERKKAARTE (WORKSHEETS)

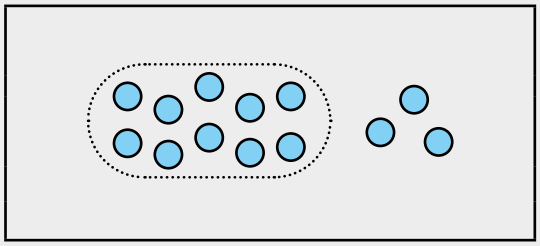
Speletjie: Hoeveel 10'e? Hoeveel 1'e?
Game: How many 10s? How many 1s?

- Werk in pare met julle blokkies.
  Work in pairs with your blocks.
- Bou die getal met julle blokkies.
  Build the number using your blocks.
- Hoeveel tiene is daar? Hoeveel ene?
  How many tens? How many ones?
- Wat is die getal?
  What number?



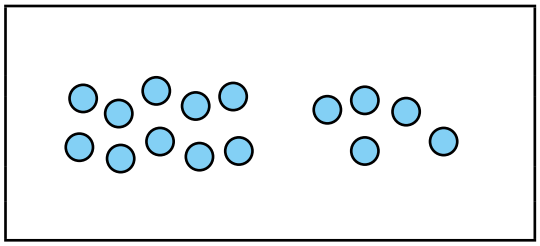
1 Omkring groepies van 10. Wat is die getal?
Circle groups of 10. What is the number?

Wanneer jy 'n getal sien, soek eerste na die tiene!
When you see a number, look for the tens!

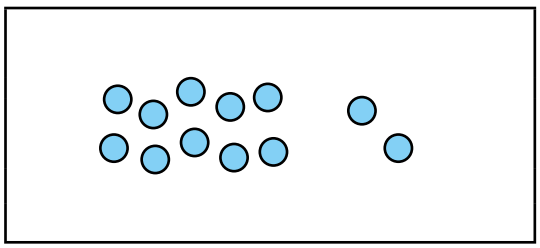


Hoeveel 10'e is daar? 1
How many 10s? 1
Hoeveel 1'e? 3
How many 1s? 3

13



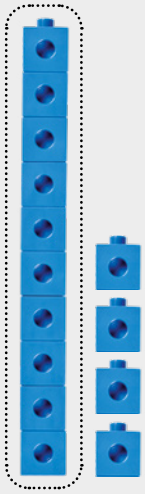
Hoeveel 10'e is daar? ____
How many 10s? ____
Hoeveel 1'e? ____
How many 1s? ____

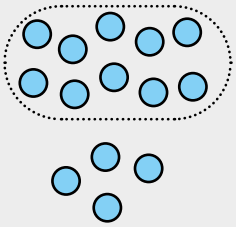


Hoeveel 10'e is daar? ____
How many 10s? ____
Hoeveel 1'e? ____
How many 1s? ____

2 Omkring die tiene. Wat is die getal?

Circle the tens. What is the number?





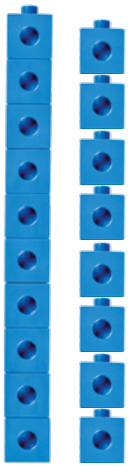
Hoeveel 10'e is daar? 1

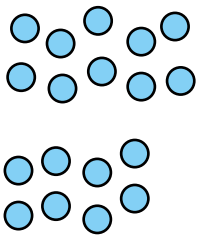
How many 10s? 1

Hoeveel 1'e? 4

How many 1s? 4

10 + 4 = 14





Hoeveel 10'e is daar? ____

How many 10s? ____

Hoeveel 1'e? ____

How many 1s? ____

____ + ____ = ____

Ek kan getalle met kubusse of blokkies bou. Ek kan getalle met kolle teken. Ek maak altyd groepies van 10.

I can build numbers with cubes. I can draw numbers with dots. I always make groups of 10.

Breek die getal in 10'e en 1'e af. Skryf 'n getalsin. Sit die 10'e eerste.

Break down the number into 10s and 1s. Write a number sentence. Put the 10s first.

3 Breek die getal in 10'e en 1'e af.

Break down the number into 10s and 1s.

16 = 10 + 6	17 = _____
19 = _____	12 = _____

4 Bereken!

Calculate!

10 + ____ = 11	10 + ____ = 14	10 + ____ = 17
10 + ____ = 12	10 + ____ = 15	10 + ____ = 18

DAG 2 • DAY 2

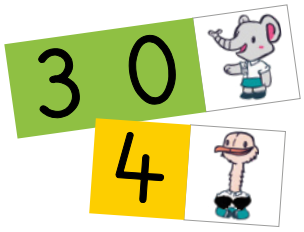
Breek getalle in 10'e en 1'e af

Breaking down numbers into 10s and 1s

HOOFREKENE / MENTAL MATHS: 2 MEER / 2 MINDER / 2 MORE / 2 LESS → SPELETJIE / GAME → KONSEPONTWIKKELING / CONCEPT DEVELOPMENT → WERKKAARTE / WORKSHEETS

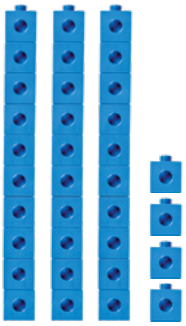
Wanneer ek 'n getal kry, vra ek: "Hoeveel tiene is daar? Hoeveel ene is daar?"

When I meet a number, I ask, "How many tens? How many ones?"



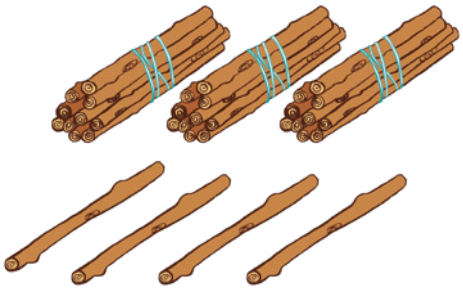
Ek kan getalle met kubusse (blokkies) bou.

I can build numbers using cubes.



vier-en-dertig

thirty four

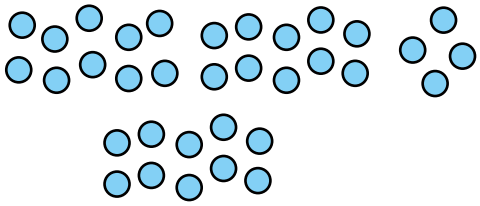


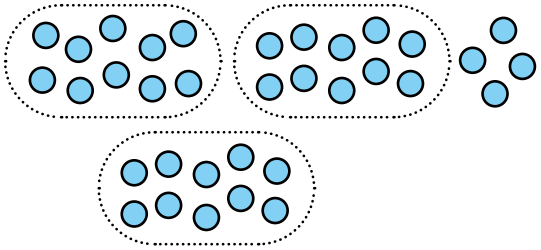
vier-en-dertig

thirty four

As ek teken, omkring ek elke tien!

When I draw, I circle each ten!



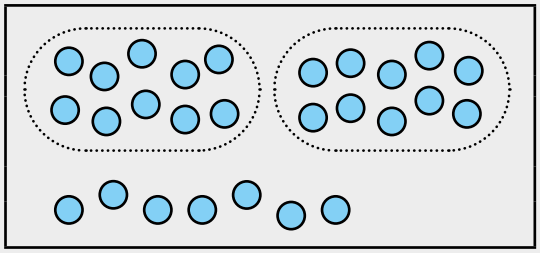


vier-en-dertig

thirty four

1 Omkring groepe van 10. Wat is die getal?

Circle groups of 10. What is the number?



Hoeveel 10'e is daar? 2

How many 10s? 2

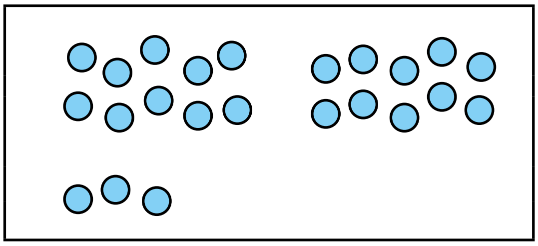
Hoeveel 1'e? 7

How many 1s? 7

27

twee tiene en sewe ene

two tens seven ones



Hoeveel 10'e is daar? ____

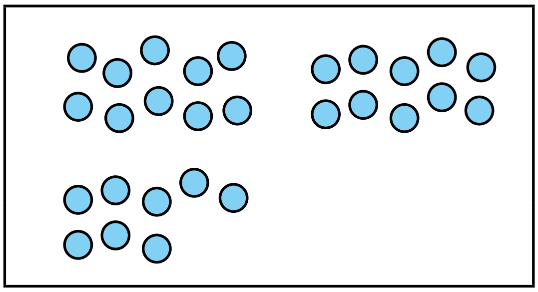
How many 10s? _____

Hoeveel 1'e? ____

How many 1s? _____

________________ tiene ________________ ene

________________ tens ________________ ones



Hoeveel 10'e is daar? ____

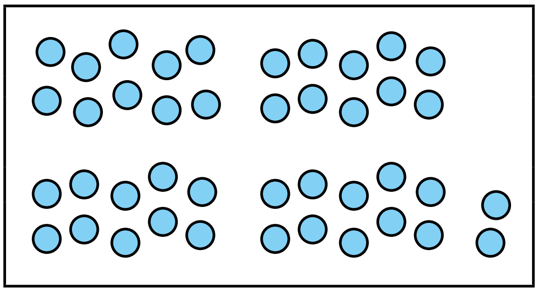
How many 10s? _____

Hoeveel 1'e? ____

How many 1s? _____

________________ tiene ________________ ene

________________ tens ________________ ones



Hoeveel 10'e is daar? ____

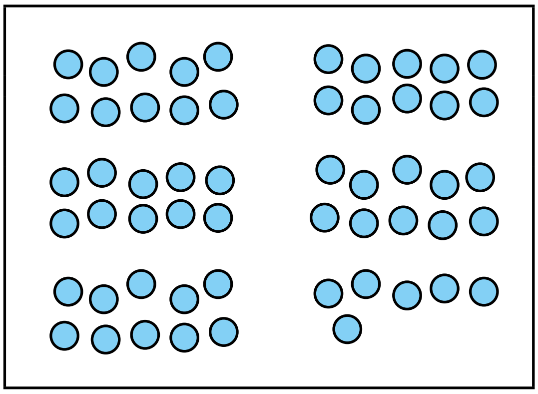
How many 10s? _____

Hoeveel 1'e? ____

How many 1s? _____

________________ tiene ________________ ene

________________ tens ________________ ones



Hoeveel 10'e is daar? ____

How many 10s? _____

Hoeveel 1'e? ____

How many 1s? _____

________________ tiene ________________ ene

________________ tens ________________ ones

DAG 3 • DAY 3

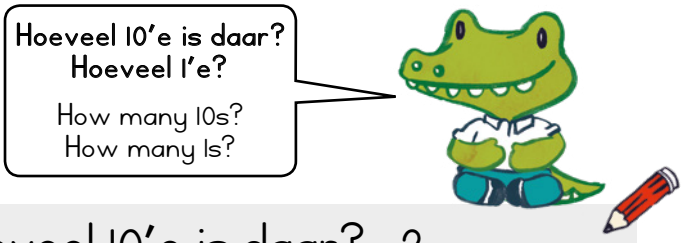
Hoeveel 10'e is daar? Hoeveel 1'e?

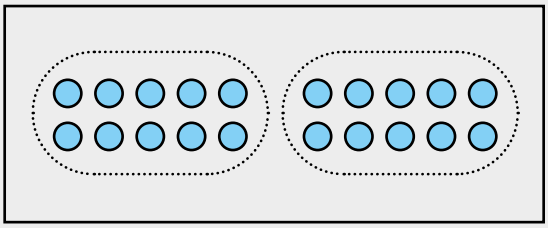
How many 10s? How many 1s?

HOOFREKENE / MENTAL MATHS: 3 MEER / 3 MINDER / 3 MORE / 3 LESS → SPELETJIE / GAME → KONSEPONTWIKKELING / CONCEPT DEVELOPMENT → WERKKAARTE / WORKSHEETS

1 Omkring groepe van 10. Wat is die getal?

Circle groups of 10. What is the number?





Hoeveel 10'e is daar? 2

How many 10s? 2

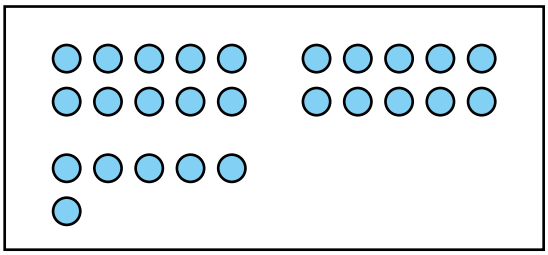
Hoeveel 1'e? 0

How many 1s? 0

20

twee tiene nul ene

two tens zero ones



Hoeveel 10'e is daar? ____

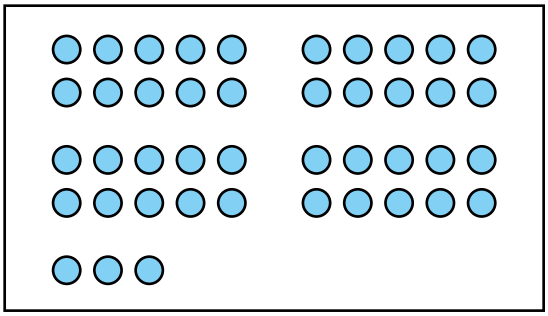
How many 10s? ____

Hoeveel 1'e? ____

How many 1s? ____

_____ tiene _____ ene

_____ tens _____ ones



Hoeveel 10'e is daar? ____

How many 10s? ____

Hoeveel 1'e? ____

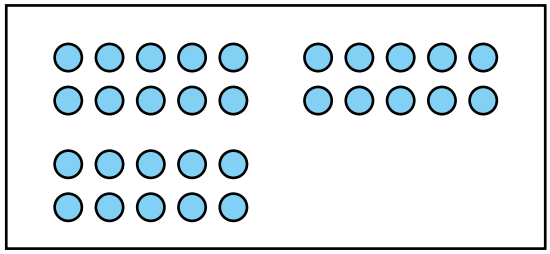
How many 1s? ____

_____ tiene _____ ene

_____ tens _____ ones

2 Omkring groepe van 10. Wat is die getal?

Circle groups of 10. What is the number?



Hoeveel 10'e is daar? ____

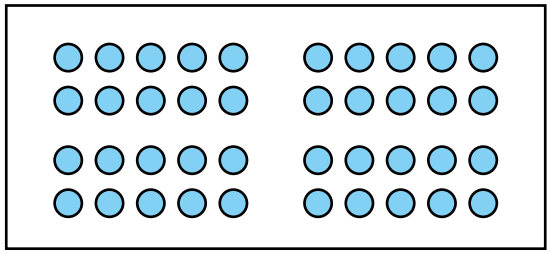
How many 10s? ____

Hoeveel 1'e? ____

How many 1s? ____

_____ tiene _____ ene

_____ tens _____ ones



Hoeveel 10'e is daar? ____

How many 10s? ____

Hoeveel 1'e? ____

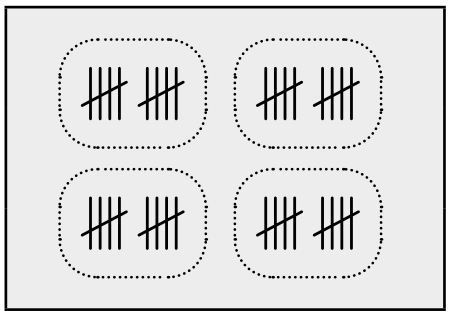
How many 1s? ____

_____ tiene _____ ene

_____ tens _____ ones

3 Omkring groepe van 10. Wat is die getal?

Circle groups of 10. What is the number?



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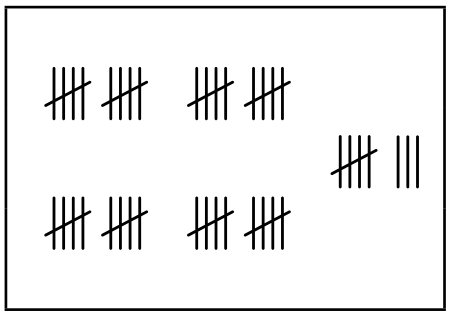

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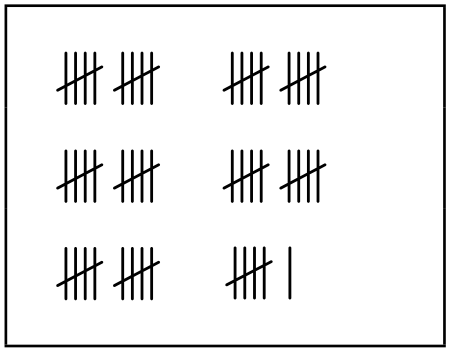


____

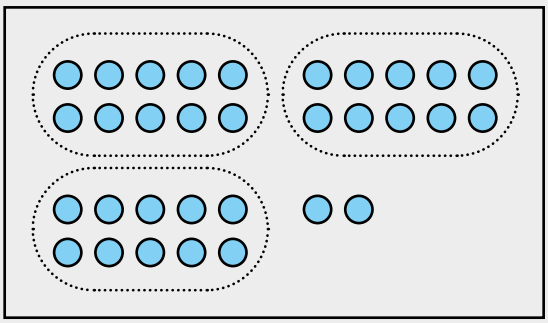
Het jy blokkies? Bou die getalle met blokkies!

Do you have cubes? Build the numbers using cubes!

10'e en 1'e
10s and 1s

HOOFREKENE 4 MEER / 4 MINDER
MENTAL MATHS 4 MORE / 4 LESS → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

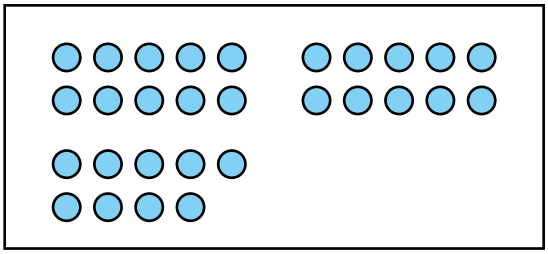
1 Omkring groepe van 10. Wat is die getal?
Circle groups of 10. What is the number?



Hoeveel 10'e is daar? 3
How many 10s? 3
Hoeveel 1'e? 2
How many 1s? 2

32

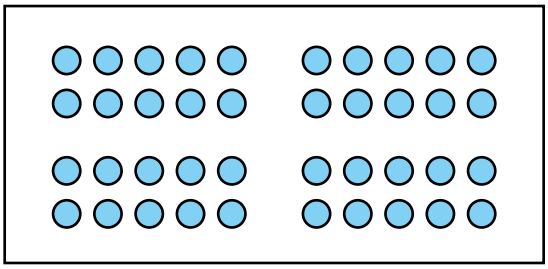
drie tiene twee ene
three tens two ones



Hoeveel 10'e is daar? ____
How many 10s? ____
Hoeveel 1'e? ____
How many 1s? ____

_____ tiene _____ ene

_____ tens _____ ones



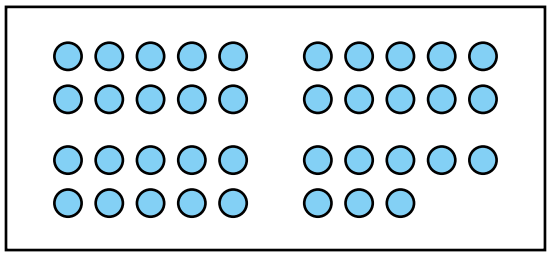
Hoeveel 10'e is daar? ____
How many 10s? ____
Hoeveel 1'e? ____
How many 1s? ____

_____ tiene _____ ene

_____ tens _____ ones

2 Omkring groepe van 10. Wat is die getal?

Circle groups of 10. What is the number?



Hoeveel 10'e is daar? ____

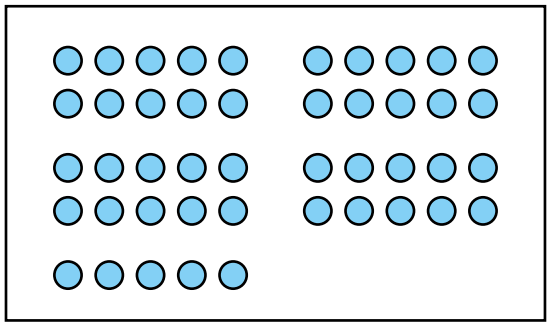
How many 10s? ____

Hoeveel 1'e? ____

How many 1s? ____

_____ tiene _____ ene

_____ tens _____ ones



Hoeveel 10'e is daar? ____

How many 10s? ____

Hoeveel 1'e? ____

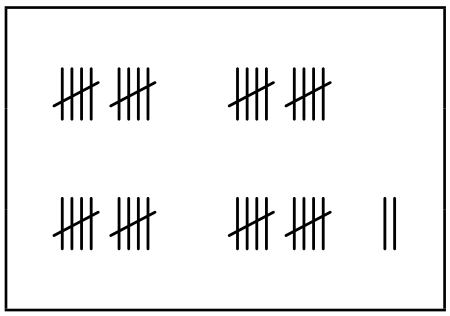
How many 1s? ____

_____ tiene _____ ene

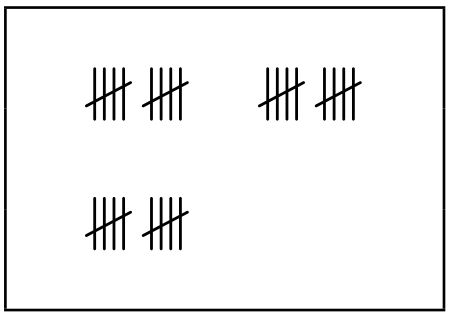
_____ tens _____ ones

3 Omkring groepe van 10. Wat is die getal?

Circle groups of 10. What is the number?



_____



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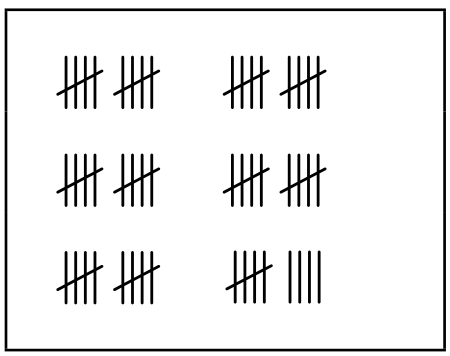


_____

Het jy blokkies? Bou die getalle met blokkies!

Do you have cubes? Build the numbers using cubes!

WERKKAART WORKSHEET → WERKKAART WORKSHEET

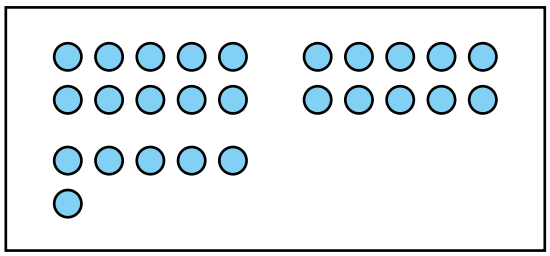
Kom ons praat Wiskunde!

Let's talk Maths!

In Afrikaans sê ons:	In English we say:
Hoeveel 10'e is daar?	How many 10s?
Hoeveel 1'e is daar?	How many 1s?
Omkring groepe van 10.	Circle groups of 10.
Wat is die getal?	What is the number?
Breek in 10'e en 1'e af.	Break down into 10s and 1s.

1 Omkring groepe van 10. Wat is die getal?

Circle groups of 10. What is the number?



Hoeveel 10'e is daar? ____

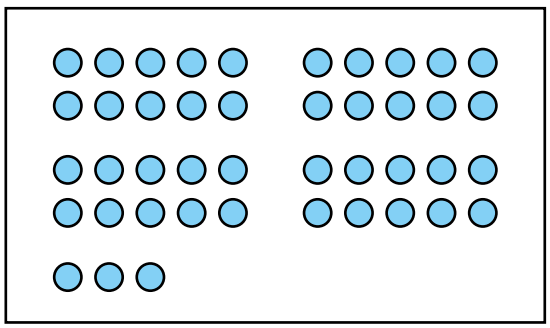
How many 10s? _____

Hoeveel 1'e? ____

How many 1s? _____

_____ tiene _____ ene

_____ tens _____ ones



Hoeveel 10'e is daar? ____

How many 10s? _____

Hoeveel 1'e? ____

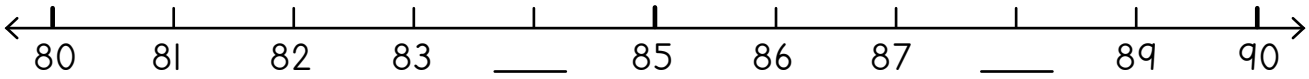
How many 1s? _____

_____ tiene _____ ene

_____ tens _____ ones

2 Voltooi.

Complete.



3 Los op.

Solve.

82 + 6 = ____	85 + 5 = ____	83 + 6 = ____
89 – 4 = ____	90 – 6 = ____	87 – 5 = ____

4

Hoeveel kinders is daar? How many children?	
Hoeveel oë is daar? How many eyes?	

5

4 kinders: Hoeveel oë? 4 children, how many eyes?		5 kinders: Hoeveel knieë? 5 children, how many knees?	
6 kinders: Hoeveel ore? 6 children, how many ears?		10 kinders: Hoeveel voete? 10 children, how many feet?	

6 Bereken.

Calculate.

2 x 3 = ____	2 x 5 = ____	2 x 6 = ____	2 x 2 = ____

7 Bereken.

Calculate.

Halveer: Half:	6		7	
Verdubbel: Double:	6		7	

10'e en 1'e
10s and 1s

HOOFREKENE
MENTAL MATHS

KLEINSTE TOT GROOTSTE
SMALLEST TO BIGGEST

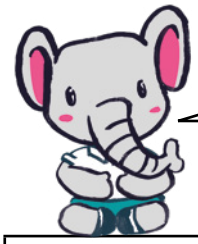
→ SPELETJIE
GAME

→ KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

→ WERKKAARTE
WORKSHEETS

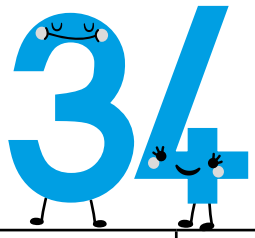
Speletjie: KLAP en klik die getalle!
Game: CLAP click numbers!

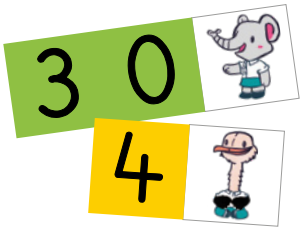
- Jou juffrou roep 'n getal uit.
  Your teacher calls a number.
- KLAP jou hande vir elke tien en klik jou vingers vir elke een.
  CLAP for each ten, click for each one.
- 32: KLAP, KLAP, KLAP, klik, klik!
  32: CLAP CLAP CLAP click click!
- Drie tiene en 2 ene.
  Three tens and 2 ones.
- KLAP en klik die getalle wat jou juffrou uitroep!
  CLAP click the numbers your teacher calls!

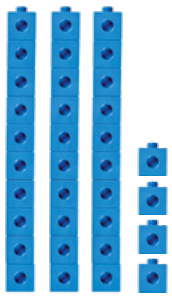
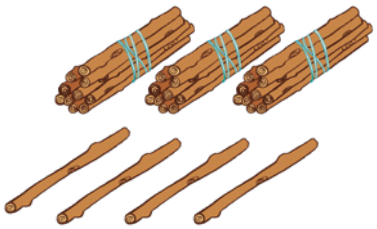
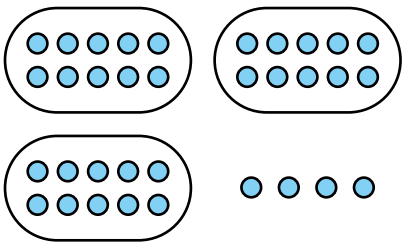


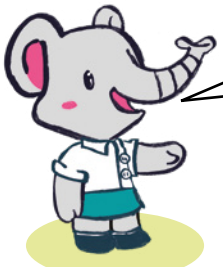
Wanneer ek by 'n getal kom, vra ek: "Hoeveel tiene is daar? Hoeveel ene?"

When I meet a number, I ask, "How many tens? How many ones?"





		
vier-en-dertig thirty four	vier-en-dertig thirty four	vier-en-dertig thirty four



Wanneer ek getalle teken, teken ek 'n 10 soos dié: (10)

Ek teken 34 dus soos volg:

When I draw numbers, I draw a 10 like this: (10)

So, I draw 34 like this:

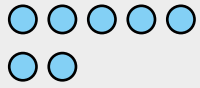
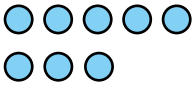
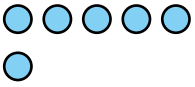
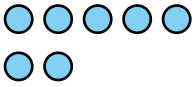
(10) (10) (10) ○○○○

Moet van nou af nie al die ene teken nie. Wys 'n 10 met 'n (10).

From now on, do not draw all the ones. Use a (10) to show 10.

Wat is die getal?

What is the number?

10 10 		10: | 1: 2 | 7 27	
10 10 10 		10: | 1:	
10 10 10 		10: | 1:	
10 		10: | 1:	
10 10 10 10 		10: | 1:	
10 10 10 10		10: | 1:	
10 10 		10: | 1:	
10 10 10		10: | 1:	

DAG 2 • DAY 2

Getalle tot 100
Numbers to 100

HOOFREKENE
MENTAL MATHS

KLEINSTE TOT GROOTSTE
SMALLEST TO BIGGEST

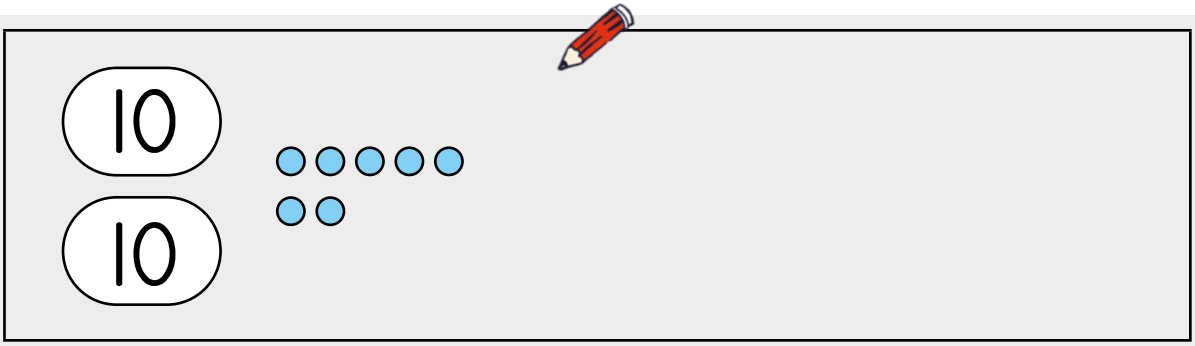
→ SPELETJIE
GAME

→ KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

→ WERKKAARTE
WORKSHEETS

1 Teken (10) om 'n 10 te wys. Teken 'n ● om 'n 1 te wys.
Draw (10) to show 10. Draw ● to show 1.

27



27 = 10 + 10 + 7

43

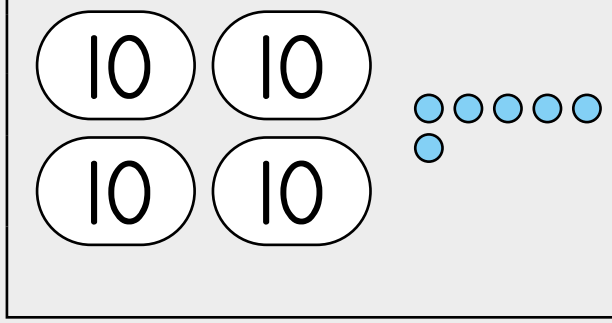
43 =

84

84 =

2 Wat is die getal?

What is the number?

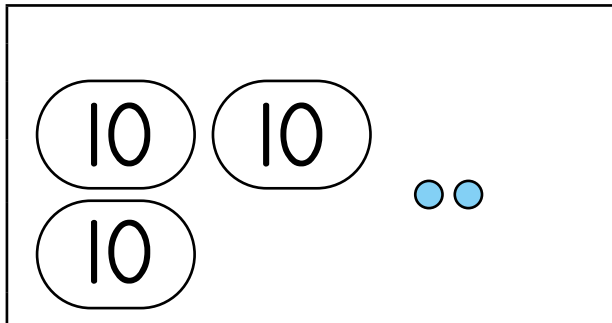


10:	1:
4	6

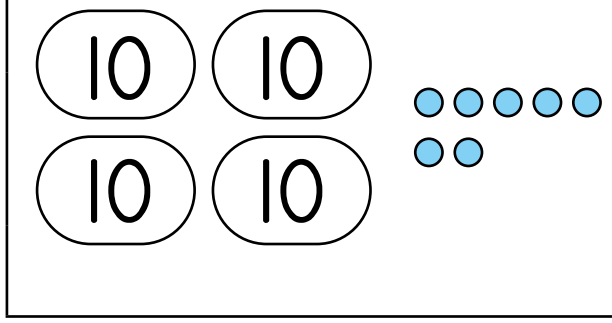
46

46 = 10 + 10 + 10 + 10 + 6

46 = 40 + 6



10:	1:



10:	1:

3 Breek dit in 10'e en 1'e af.

Break down into 10s and 1s.

34 = 10 + 10 + 10 + 4

34 = 30 + 4

26 = _____

26 = _____

42 = _____

42 = _____

58 = _____

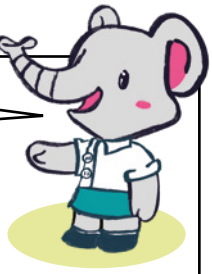
58 = _____

Getalle tot 100
Numbers to 100

HOOFREKENE
MENTAL MATHS
GROOTSTE TOT KLEINSTE
BIGGEST TO SMALLEST
→ SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

Speletjie: Spring oor en trap op getalle
Game: Jump Step numbers

Probeer dit terwyl jy buite is.
Try this when you are outside.

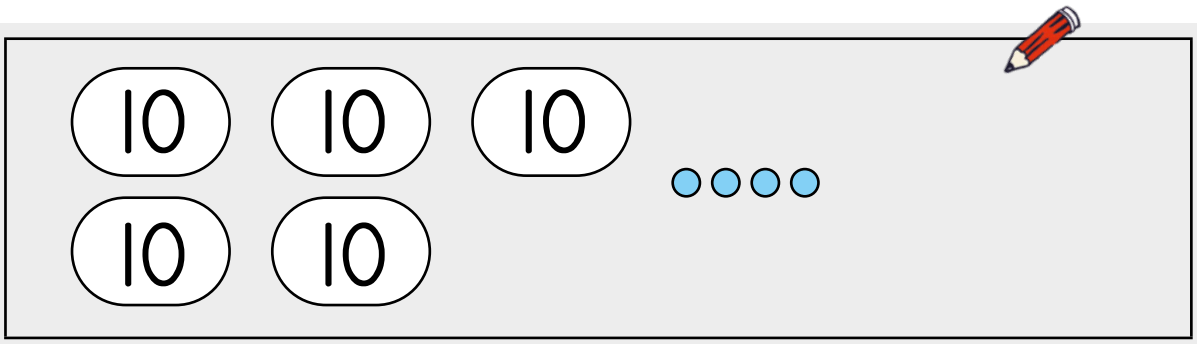


(10) = spring (jump) ● = trap (step)

- Jou maat roep 'n getal uit.
  Your friend calls a number.
- Spring oor die tiene.
  Jump the tens.
- Trap op die ene.
  Step the ones.
- Speel dit by die huis.
  Play at home.

1 Teken (10) om 'n 10 te wys. Teken 'n ● om 'n 1 te wys.
Draw (10) to show 10. Draw ● to show 1.

54



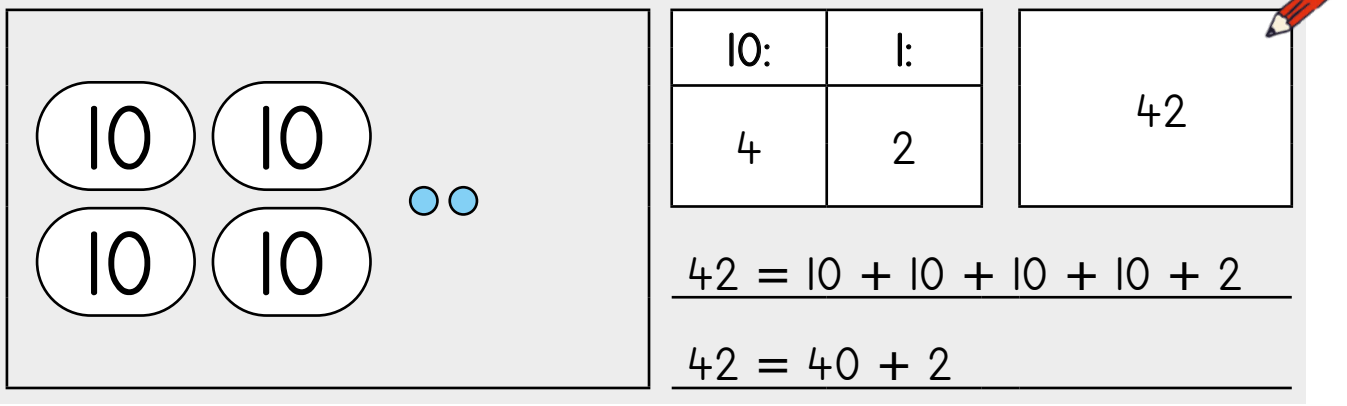
54 = 10 + 10 + 10 + 10 + 10 + 4

67

67 =

2 Wat is die getal?

What is the number?

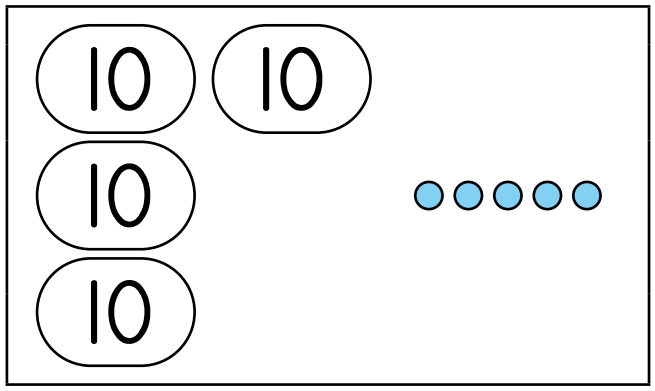


10:	1:
4	2

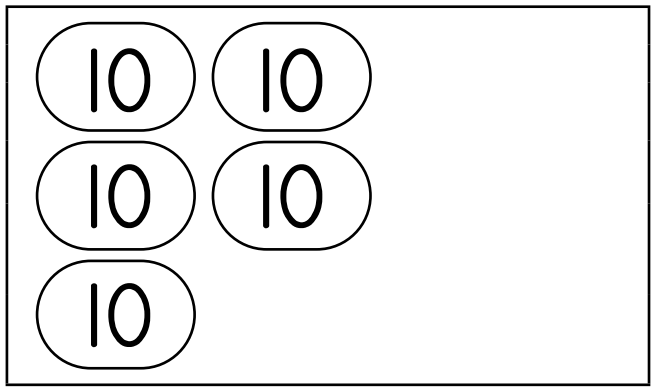
42

42 = 10 + 10 + 10 + 10 + 2

42 = 40 + 2



10:	1:



10:	1:

3 Breek dit in 10'e en 1'e af.

Break down into 10s and 1s.

26 = 10 + 10 + 6

26 = 20 + 6

57 = _____

57 = _____

42 = _____

42 = _____

35 = _____

35 = _____

DAG 4 • DAY 4

10'e en 1'e
10s and 1s

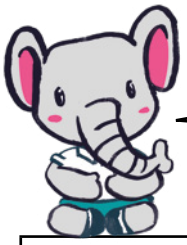
HOOFREKENE
MENTAL MATHS

GROOTSTE TOT KLEINSTE
BIGGEST TO SMALLEST

→ SPELETJIE
GAME

→ KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

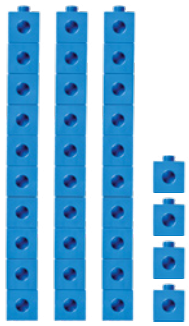
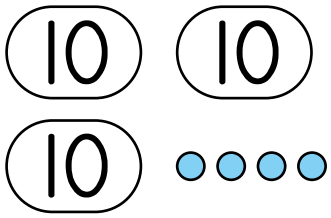
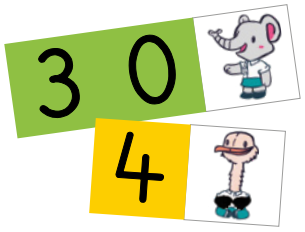
→ WERKKAARTE
WORKSHEETS

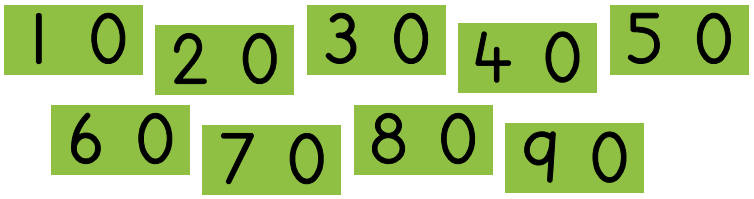


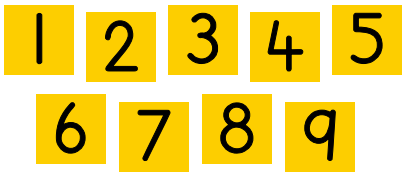
Ek kan getalle met blokkies bou!
I can build numbers with blocks!

Ek kan getalprente teken.
I can draw number pictures.

Ek kan ook getalle met 10'e- en 1'e-kaarte wys.
I can also show numbers using 10s and 1s cards.

		
vier-en-dertig thirty four	vier-en-dertig thirty four	vier-en-dertig thirty four





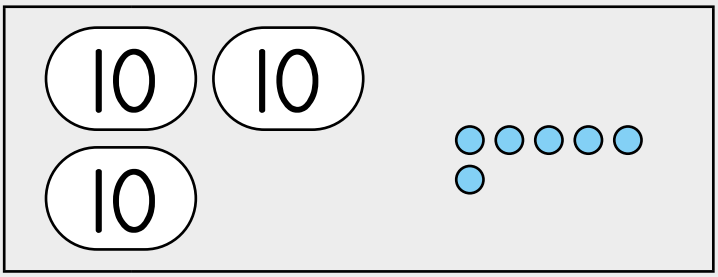
1 Watter 10'e- en 1'e-kaarte maak saam hierdie getalle?

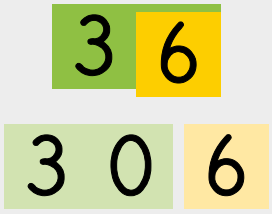
Which 10s and 1s cards make these numbers?

39	30	9	39
27			27
57			57
16			16
34			34
63			63

2 Teken die getal. Wys dit met 10'e- en 1'e-kaarte. Skryf die getalsinne.

Draw the number. Show it with 10s and 1s cards. Write the number sentences.



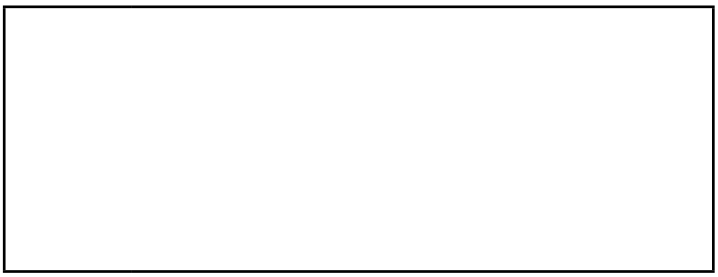


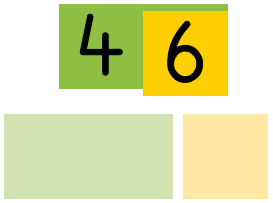
36 = 10 + 10 + 10 + 6

36 = 30 + 6

32 = _____

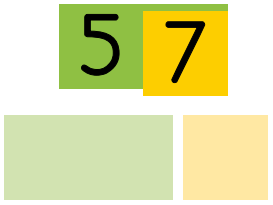
32 = _____





46 = _____

46 = _____



57 = _____

57 = _____

WERKKAART WORKSHEET → WERKKAART WORKSHEET

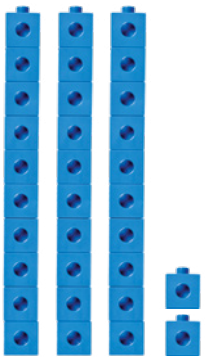
Kom ons praat Wiskunde!

Let's talk Maths!

In Afrikaans sê ons:	In English we say:
Klik elke 1.	Snap each 1.
Spring oor elke 10.	Jump each 10.
Trap op elke 1.	Step each 1.
Die waarde van die 3 in 34 is 30.	The value of the 3 in 34 is 30.
Die waarde van die 4 in 34 is 4.	The value of the 4 in 34 is 4.
Breek in 10'e en 1'e af.	Break down into 10s and 1s.

1 Wat is die getal?

What is the number?



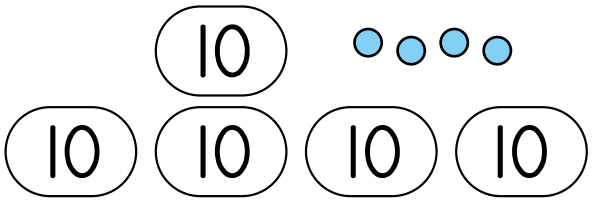
Hoeveel 10'e? ____

How many 10s? _____

Hoeveel 1'e? ____

How many 1s? _____

____ + ____ = ____



10:	1:

2 Bereken.

Calculate.

10 + ____ = 15	10 + ____ = 13	10 + ____ = 18

3 Breek in 10'e en 1'e af.

Break down into 10s and 1s.

14 = ____ + ____	19 = ____ + ____	11 = ____ + ____

4 Los op.

Solve.

73 + 4 = ____	32 + 6 = ____	28 + 2 = ____
59 – 5 = ____	38 – 7 = ____	43 – 2 = ____

39 + 10 = ____	56 + 10 = ____	84 + 10 = ____
69 + 10 = ____	17 + 10 = ____	54 + 10 = ____

5

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

6

3 hande: Hoeveel vingers? 3 hands, how many fingers?		5 voete: Hoeveel tone? 5 feet, how many toes?	
7 hande: Hoeveel vingers? 7 hands, how many fingers?		10 voete: Hoeveel tone? 10 feet, how many toes?	

7 Bereken.

Calculate.

5 x 2 = ____	5 x 3 = ____	5 x 4 = ____	5 x 5 = ____

8 Bereken.

Calculate.

Halveer: Half:	8		9	
Verdubbel: Double:	8		9	

Tel 10'e op
Adding 10s

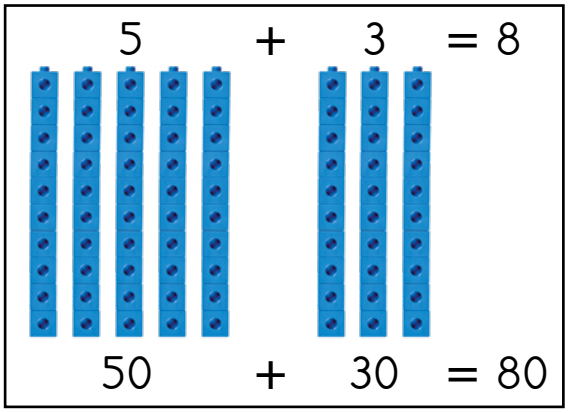
HOOFREKENE / MENTAL MATHS — 5 MEER / 5 MINDER / 5 MORE/5 LESS → SPELETJIE / GAME → KONSEPONTWIKKELING / CONCEPT DEVELOPMENT → WERKKAARTE / WORKSHEETS

Speletjie: 1, 2, 3 Wys – optelling
Game: 1, 2, 3 Show – addition

- Werk in pare saam.
  Work in pairs.
- Sê 1, 2, 3, wys!
  Wys elkeen 1 hand.
  Say 1, 2, 3 Show! Show 1 hand each.
- Tel die vingers bymekaar!
  Add the fingers!
- Sê 1, 2, 3 Wys!
  Wys elkeen 2 hande.
  Say 1, 2, 3 Show! Show 2 hands each.
- Tel die vingers bymekaar!
  Soek na die 10'e.
  Add the fingers. Look for 10s.
- Gaan weer.
  Probeer dit vinniger.
  Go again, try faster.

Ek weet dat 5 + 3 = 8, daarom weet ek dat 50 + 30 = 80.
I know that 5 + 3 = 8. Therefore I know that 50 + 30 = 80

Ek kan ene bymekaartel. Daarom kan ek tiene bymekaartel.
I can add ones. So I can add tens!



1 Los met blokkies op.
Solve using blocks.

2 + 3 = 5	4 + 3 = ___	3 + 3 = ___
20 + 30 = 50	40 + 30 = ___	30 + 30 = ___

2 Los op deur prente te teken. Gebruik (10) om 'n 10 te teken.
Solve by drawing pictures. Use (10) to draw 10.

20 + 30	(10) (10) (10) (10) (10)	= 50
30 + 40		= ___

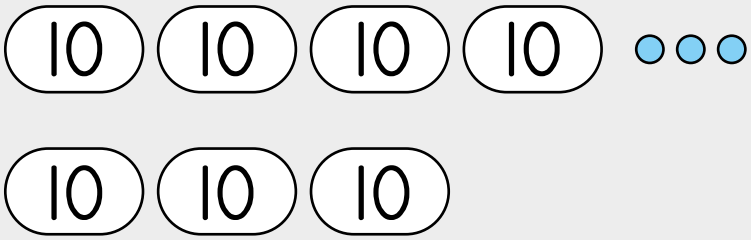
3 Los op deur prente te teken. Gebruik (10) om 'n 10 te teken.

Solve by drawing pictures. Use (10) to draw 10.

Ek weet dat 40 + 30 = 70, daarom weet ek dat 43 + 30 = 73.

I know that 40 + 30 = 70. So I know that 43 + 30 = 73.

43 + 30



10:	1:
7	3

73

36 + 30

10:	1:

45 + 20

10:	1:

4 Tel op.

Add.

30 + 20 = 50	40 + 50 = ____	30 + 30 = ____
37 + 20 = 57	45 + 50 = ____	39 + 30 = ____

70 + 20 = ____	30 + 50 = ____
73 + 20 = ____	34 + 50 = ____

Ek kan 10 by enige getal bytel!

I can add 10 to any number!

DAG 2 • DAY 2

Trek 10'e af
Subtracting 10s

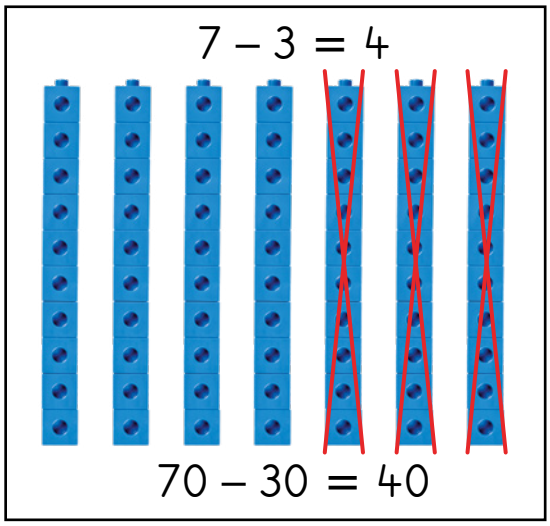
HOOFREKENE MENTAL MATHS | 5 MEER / 5 MINDER 5 MORE/5 LESS → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

Ek weet dat 7 – 3 = 4, daarom weet ek dat 70 – 30 = 40.

I know that 7 – 3 = 4 therefore I know that 70 – 30 = 40.

Ek kan ene aftrek, daarom kan ek tiene aftrek!

I can subtract ones so I can subtract tens!



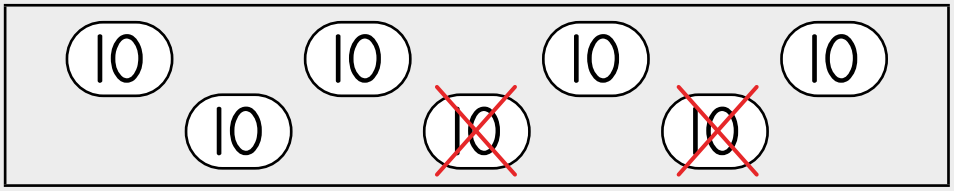
1 Los met blokkies op.

Solve using blocks.

7 – 4 = 3	5 – 2 = ___	6 – 4 = ___
70 – 40 = 30	50 – 20 = ___	60 – 40 = ___
9 – 4 = ___	8 – 4 = ___	9 – 3 = ___
90 – 40 = ___	80 – 40 = ___	90 – 30 = ___

2 Los op deur prente te teken. Gebruik (10) om 'n 10 te teken.

Solve by drawing pictures. Use (10) to draw 10.

70 – 20  = 50

50 – 30 ___ = ___

3 Trek af.

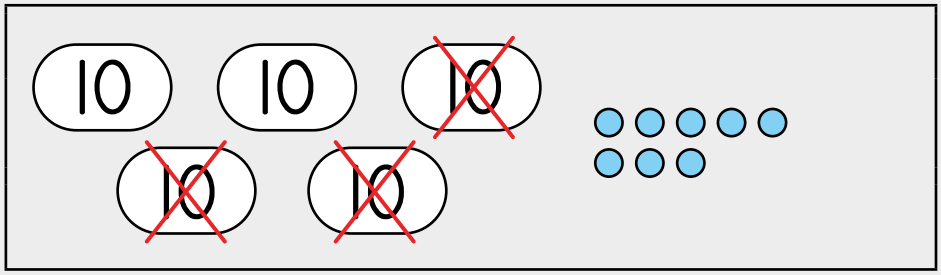
Subtract.

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

4 Los op deur prente te teken.

Solve by drawing pictures.

58 – 30



10:	1:
2	8

28

65 – 30

10:	1:

5 Trek af.

Subtract.

50 – 30 = 20	70 – 40 = ____	90 – 20 = ____
58 – 30 = 28	75 – 40 = ____	97 – 20 = ____

60 – 20 = ____	70 – 50 = ____	80 – 60 = ____
62 – 20 = ____	75 – 50 = ____	83 – 60 = ____

DAG 3 • DAY 3

Tel 1's in groter getalle op
Adding 1s in bigger numbers

HOOFREKENE / MENTAL MATHS: 10 MEER / 10 MINDER / 10 MORE/10 LESS → SPELETJIE / GAME → KONSEPONTWIKKELING / CONCEPT DEVELOPMENT → WERKKAARTE / WORKSHEETS

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

Ons tel in hierdie ry van 41 tot 50!

In this row we count from 41 to 50!

Ek weet dat 4 + 5 = 9, daarom weet ek dat 44 + 5 = 49.

I know that 4 + 5 = 9, therefore I know that 44 + 5 = 49.

+5

41	42	43	44	45	46	47	48	49	50

1

4 + 5 = 9	3 + 4 = ____	3 + 6 = ____
44 + 5 = 49	43 + 4 = ____	43 + 6 = ____

−4

41	42	43	44	45	46	47	48	49	50

2

9 − 4 = 5	8 − 3 = ____	6 − 3 = ____
49 − 4 = 45	48 − 3 = ____	46 − 3 = ____

Ek weet dat 9 − 4 = 5, daarom weet ek dat 49 − 4 = 45.

I know that 9 − 4 = 5, therefore I know that 49 − 4 = 45.

7 − 4 = ____	9 − 6 = ____
47 − 4 = ____	49 − 6 = ____

Kom ons kyk na die 50's!
Ons tel in hierdie ry van 51 tot 60.

Let's look at the 50s! In this row we count from 51 to 60.

+4

51	52	53	54	55	56	57	58	59	60

3

55 + 4 = 59	52 + 6 = ____	55 + 5 = ____
54 + 3 = 57	51 + 5 = ____	57 + 2 = ____

57 – 2 = ____	59 – 4 = ____	53 – 3 = ____
58 – 4 = ____	57 – 5 = ____	59 – 6 = ____

+3

61	62	63	64	65	66	67	68	69	70

4

62 + 3 = 65	64 + 4 = ____	65 + 5 = ____
64 + 5 = 69	66 + 3 = ____	67 + 3 = ____

68 – 3 = ____	68 – 5 = ____	64 – 3 = ____
65 – 2 = ____	69 – 6 = ____	66 – 4 = ____

5

Thozi bak 69 skons. Haar gesin eet 6 daarvan op. Hoeveel skons bly oor?

Thozi baked 69 scones. Her family ate 6. How many scones remain?

Sipho dra 70 liter water. Hy mors 5 liter uit. Hoeveel liter water bly oor?

Sipho carried 70 litres of water. He spilled 5 litres. How many litres are left?

WEEK • WEEK 3

DAG 4 • DAY 4

Trek 1's in groter getalle af
Subtracting 1s in bigger numbers

HOOFREKENE / MENTAL MATHS: 10 MEER / 10 MINDER / 10 MORE/10 LESS → SPELETJIE / GAME → KONSEPONTWIKKELING / CONCEPT DEVELOPMENT → WERKKAARTE / WORKSHEETS

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

Ons tel in hierdie ry van 71 tot 80!

In this row we count from 71 to 80!

Ek weet dat 5 + 4 = 9, daarom weet ek dat 75 + 4 = 79.

I know that 5 + 4 = 9, therefore I know that 75 + 4 = 79.

+4

71	72	73	74	75	76	77	78	79	80

1

5 + 4 = 9	2 + 4 = ____	3 + 6 = ____
75 + 4 = 79	72 + 4 = ____	73 + 6 = ____

−4

71	72	73	74	75	76	77	78	79	80

2

8 − 4 = 4	9 − 7 = ____	8 − 5 = ____
78 − 4 = 74	79 − 7 = ____	78 − 5 = ____

Ek weet dat 8 − 4 = 4, daarom weet ek dat 78 − 4 = 74.

I know that 8 − 4 = 4 therefore I know that 78 − 4 = 74.

6 − 2 = ____	9 − 3 = ____
76 − 2 = ____	79 − 3 = ____

Kom ons kyk na die 80's! Ons tel in hierdie ry van 81 tot 90.

Let's look at the 80s! In this row we count from 81 to 90.

+3

81	82	83	84	85	86	87	88	89	90

3

85 + 3 = 88	83 + 6 = ____	86 + 4 = ____
82 + 3 = 85	82 + 4 = ____	87 + 2 = ____
87 – 2 = ____	89 – 4 = ____	84 – 3 = ____
86 – 4 = ____	88 – 5 = ____	87 – 5 = ____

+4

91	92	93	94	95	96	97	98	99	100

4

92 + 4 = 96	94 + 3 = ____	96 + 4 = ____
95 + 5 = 100	96 + 2 = ____	93 + 3 = ____
96 – 3 = ____	98 – 5 = ____	95 – 3 = ____
97 – 2 = ____	99 – 7 = ____	96 – 6 = ____

5

Sam het 81 albasters. Hy wen 6 albasters meer. Hoeveel albasters het hy nou?

Sam had 81 marbles. He won 6 more. How many marbles does he have now?

Asa het R98. Sy koop 'n appel vir R5. Hoeveel geld het sy nou?

Asa has R98. She buys an apple for R5. How much money does she have now?

WERKKAART WORKSHEET → WERKKAART WORKSHEET

Kom ons praat Wiskunde!

Let's talk Maths!

In Afrikaans sê ons:	In English we say:
Los op deur getalprente te teken.	Solve by drawing number pictures.
Ek weet dat 4 + 3 = 7, daarom weet ek dat 40 + 30 = 70.	I know that 4 + 3 = 7 therefore I know that 40 + 30 = 70.
Ek weet dat 9 – 4 = 5, daarom weet ek dat 90 – 40 = 50.	I know that 9 – 4 = 5 therefore I know that 90 – 40 = 50.
Ek weet dat 30 + 40 = 70, daarom weet ek dat 35 + 40 = 75.	I know that 30 + 40 = 70 therefore I know that 35 + 40 = 75.
Ek weet dat 70 – 30 = 40, daarom weet ek dat 76 – 30 = 46.	I know that 70 – 30 = 40 therefore I know that 76 – 30 = 46.

1 Los op deur die patroon te gebruik om jou te help.

Solve using the pattern for help.

3 + 4 = 7	2 + 6 = ____	8 – 3 = ____	9 – 6 = ____
30 + 40 = 70	20 + 60 = ____	80 – 30 = ____	90 – 60 = ____

2 Los op deur die patroon te gebruik om jou te help.

Solve using the pattern for help.

20 + 30 = 50	50 + 20 = ____	70 – 40 = ____	60 – 20 = ____
26 + 30 = 56	58 + 20 = ____	75 – 40 = ____	63 – 20 = ____

3 Los op deur die patroon te gebruik om jou te help.

Solve using the pattern for help.

2 + 3 = 5	5 + 4 = ____	8 – 2 = ____	5 – 3 = ____
72 + 3 = 75	35 + 4 = ____	58 – 2 = ____	65 – 3 = ____

4 Teken (10) om 'n 10 te wys. Teken 'n ● om 'n 1 te wys.

Draw (10) to show 10. Draw ● to show 1.

48

48 = _____

5 Breek in 10'e en 1'e af.

Break down into 10s and 1s.

53 = _____	49 = _____

6 Los op.

Solve.

82 + 10 = ____	64 + 5 = ____	28 + 2 = ____
49 – 6 = ____	87 – 5 = ____	87 – 10 = ____

7

Hoeveel boksies is daar? How many boxes?	
Hoeveel kryte is daar? How many crayons?	

8

3 kinders: Hoeveel vingers? 3 children, how many fingers?		4 kinders: Hoeveel tone? 4 children, how many toes?	
5 kinders: Hoeveel vingers? 5 children, how many fingers?		10 kinders: Hoeveel tone? 10 children, how many toes?	

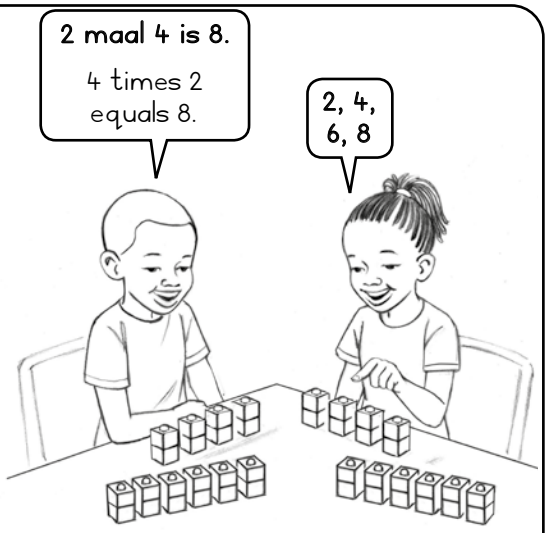
Groepe van 2
Groups of 2

HOOFREKENE / MENTAL MATHS: FIZZ POP – VERDUBBEL / FIZZ POP – DOUBLING → SPELETJIE / GAME → KONSEPONTWIKKELING / CONCEPT DEVELOPMENT → WERKKAARTE / WORKSHEETS

Speletjie: Vermenigvuldig met 2
Game: Multiply by 2

- Bou 10 torings van 2 blokkies elk.
  Build 10 towers of 2 blocks.
- Jou juffrou roep 'n getal uit.
  Your teacher calls a number.
- Neem daardie aantal torings weg.
  Take that many towers.
- Hoeveel blokkies is daar?
  How many cubes?
- Sê die getalsin: "2 maal 4 is 8!"
  Say the number sentence, "4 times 2 equals 8!"

4



4 × 2 =  4 × 2 = 8

1 Wys dit met jou getaltorings. Los dit dan op.
Show using your number towers. Then solve.

3 × 2 = 6	5 × 2 = ___	7 × 2 = ___
4 × 2 = ___	9 × 2 = ___	10 × 2 = ___

2 Voltooi die getalsin vir elke prent.
Complete the number sentence for each picture.

	5 maal 2 is gelyk aan 10 5 times 2 equals 10	5 × 2 = 10
	___ maal ___ is gelyk aan ___ ___ times 2 equals ___	___ × ___ = ___

Om te vermenigvuldig, is om ewe groot groepe te herhaal. As ons met 2 vermenigvuldig, dink ons aan groepe van 2.

Multiplication is about repeating equal groups. When we multiply by 2, we think about groups of 2.

3

	Hoeveel kinders is daar? How many children?	6
	Hoeveel oë? How many eyes?	12
	Hoeveel kinders is daar? How many children?	
	Hoeveel oë? How many eyes?	
	Hoeveel bottels is daar? How many bottles?	5
	Hoeveel liter? How many litres?	10
	Hoeveel bottels is daar? How many bottles?	
	Hoeveel liter? How many litres?	

4 Tel in 2's om die aantal liter te wys.

Count in 2s to show the number of litres.

bottels bottles	1	2	3	4	5	6	7	8	9	10
liter litres	2									

5 Bereken.

Calculate.

3 × 2 = 6	5 × 2 = ____	6 × 2 = ____	2 × 2 = ____
1 × 2 = ____	4 × 2 = ____	8 × 2 = ____	10 × 2 = ____

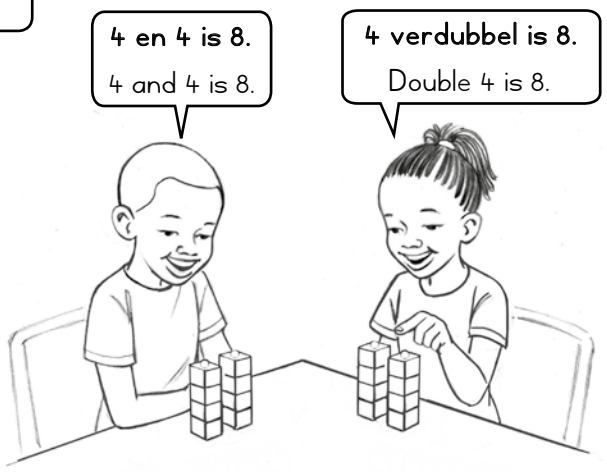
Verdubbel
Doubling

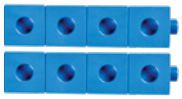
HOOFREKENE / MENTAL MATHS: FIZZ POP – VERDUBBEL / FIZZ POP – DOUBLING → SPELETJIE / GAME → KONSEPONTWIKKELING / CONCEPT DEVELOPMENT → WERKKAARTE / WORKSHEETS

Speletjie: Verdubbel
Game: Double

4

- Jou juffrou roep 'n getal uit.
  Your teacher calls a number.
- Bou die getal met blokkies.
  Build the number using cubes.
- Wys nou 2 ewe groot groepe. Verdubbel dit!
  Now show 2 equal groups. Double!
- Hoeveel blokkies is daar?
  How many cubes?
- Sê die getalsin: "4 verdubbel is 8".
  Say the number sentence, "Double 4 is 8."

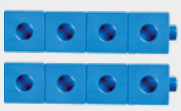
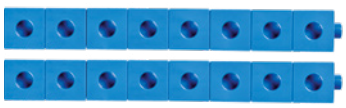


2 × 4 =  2 × 4 = 8

1 Wys dit met jou getaltorings. Los dit dan op.
Show using your number towers. Then solve

3 × 2 = 6	5 × 2 = ____	11 × 2 = ____
12 × 2 = ____	9 × 2 = ____	10 × 2 = ____

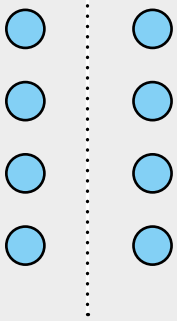
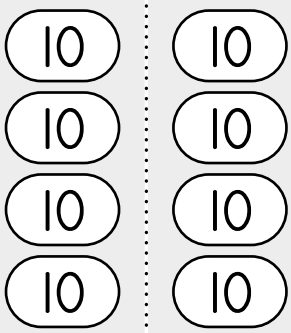
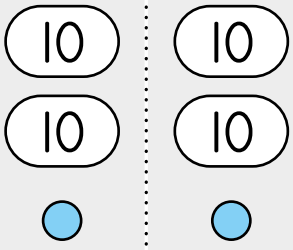
2 Voltooi die getalsin vir elke prent.
Complete the number sentence for each picture.

	4 verdubbel is 8. Double 4 is 8.	2 × 4 = 8
	____ verdubbel is ____ Double _____ is _____.	____ × ____ = ____

Verbeel jou die lyn is 'n towerspieël.
Teken die getal aan die een kant.
Teken dit weer aan die ander kant!

Pretend the line is a magic mirror.
Draw the number on one side.
Draw it again on the other side.

3

4 × 2	40 × 2	21 × 2
		
4 × 2 = 8	40 × 2 = 80	21 × 2 = 42

3 × 2	30 × 2	12 × 2
3 × 2 = ___	30 × 2 = ___	12 × 2 = ___

4 Bereken.

Calculate.

2 × 2 = 4	3 × 2 = ___	4 × 2 = ___	5 × 2 = ___
20 × 2 = 40	30 × 2 = ___	40 × 2 = ___	50 × 2 = ___

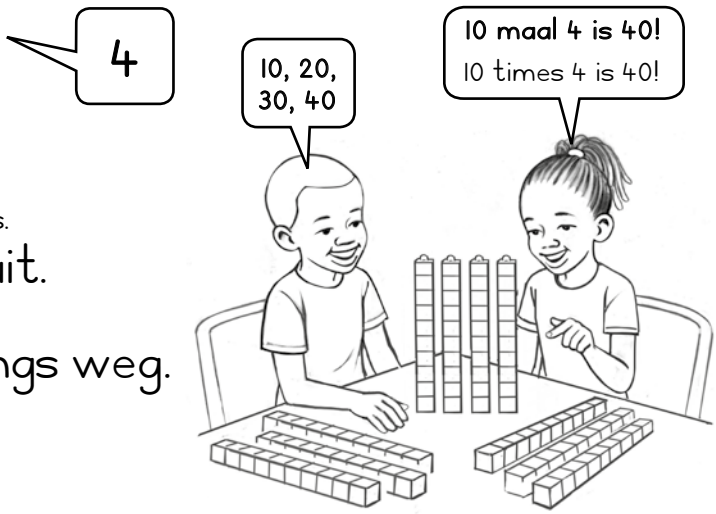
6 × 2 = ___	8 × 2 = ___	10 × 2 = ___	12 × 2 = ___
7 × 2 = ___	9 × 2 = ___	11 × 2 = ___	13 × 2 = ___

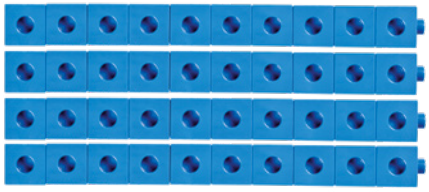
Groepe van 10
Groups of 10

HOOFREKENE / MENTAL MATHS: FIZZ POP – VERDUBBEL / FIZZ POP – DOUBLING → SPELETJIE / GAME → KONSEPONTWIKKELING / CONCEPT DEVELOPMENT → WERKKAARTE / WORKSHEETS

Speletjie: Vermenigvuldig met 10
Game: Multiply by 10

- Begin deur 10 torings van 10 blokkies elk te bou.
  Prepare by building 10 towers of 10 blocks.
- Jou juffrou roep 'n getal uit.
  Your teacher calls a number.
- Neem daardie aantal torings weg.
  Take that many towers.
- Hoeveel blokkies is daar?
  How many cubes?
- Sê die getalsin: "10 maal 4 is 40".
  Say the number sentence, "10 times 4 is 40".

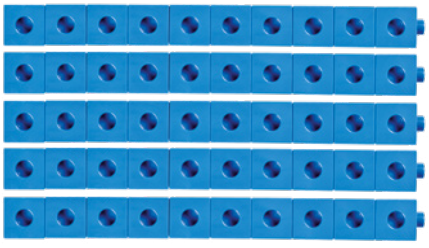
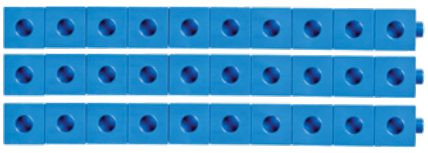


10 × 4 =  10 × 4 = 40

1 Wys dit met jou getaltorings. Bereken dit dan.
Show using your number towers. Then calculate.

3 × 10 = 30	5 × 10 = ___	7 × 10 = ___
4 × 10 = ___	9 × 10 = ___	10 × 10 = ___

2 Voltooi die getalsin.
Complete the number sentence.

 10 × ___ = ___	 10 × ___ = ___

3

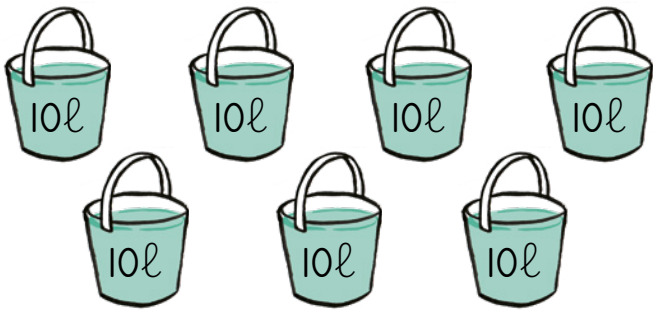
Hoeveel boksies is daar? How many boxes?	5
Hoveel kryte? How many crayons?	50

Hoeveel boksies is daar? How many boxes?	
Hoveel kryte? How many crayons?	

boksies boxes	1	2	3	4	5	6	7	8	9	10
kryte crayons	10	20								

4

Hoeveel emmers is daar? How many buckets?	
Hoeveel liter? How many litres?	



Hoeveel emmers is daar? How many buckets?	
Hoeveel liter? How many litres?	

5 Bereken.

Calculate.

Wanneer ek met 10 vermenigvuldig, tel ek in 10's.

When I multiply by 10, I count in 10s.

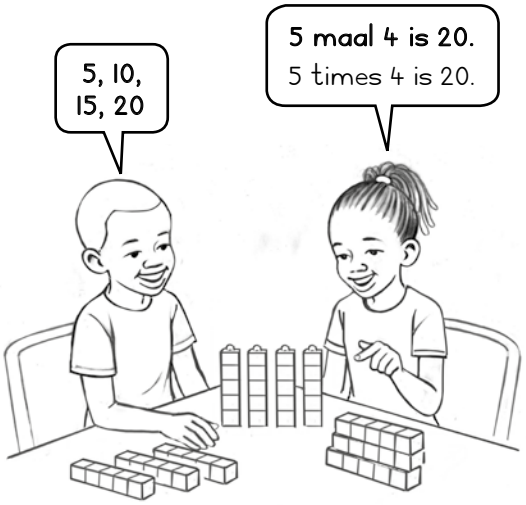
3 × 10 = 30	5 × 10 = ____	6 × 10 = ____	2 × 10 = ____
1 × 10 = ____	4 × 10 = ____	8 × 10 = ____	10 × 10 = ____

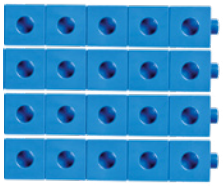
Groepe van 5
Groups of 5

HOOFREKENE / MENTAL MATHS: FIZZ POP – VERDUBBEL / FIZZ POP – DOUBLING → SPELETJIE / GAME → KONSEPONTWIKKELING / CONCEPT DEVELOPMENT → WERKKAARTE / WORKSHEETS

Speletjie: Vermenigvuldig met 5
Game: Multiply by 5

- Bou 10 torings van 5 blokkies elk.
  Build 10 towers of 5 blocks.
- Jou juffrou roep 'n getal uit.
  Your teacher calls a number.
- Neem daardie aantal torings weg.
  Take that many towers.
- Hoeveel blokkies is daar?
  How many cubes?
- Sê die getalsin: "5 maal 4 is 20".
  Say the number sentence, "5 times 4 is 20".

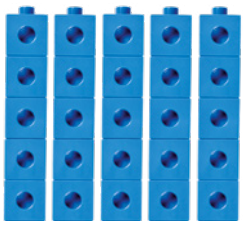
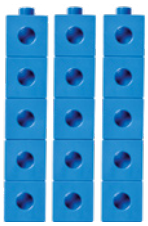
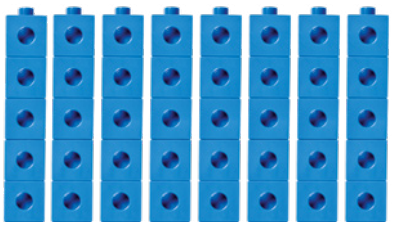


5 × 4 =  5 × 4 = 20

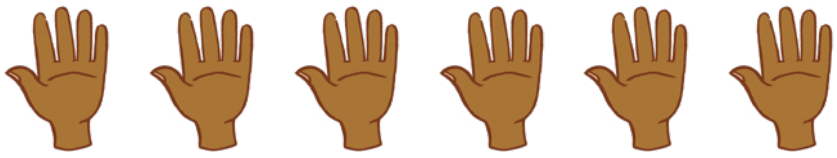
1 Wys dit met jou getaltorings. Bereken dit dan.
Show using your number towers. Then calculate.

3 × 5 = 15	5 × 5 = ___	7 × 5 = ___
4 × 5 = ___	9 × 5 = ___	10 × 5 = ___

2 Voltooi die getalsinne.
Complete the number sentences.

 5 × ___ = ___	 5 × ___ = ___	 5 × ___ = ___

3



Hande? Hands?	
Vingers? Fingers?	

Hande? Hands?	
Vingers? Fingers?	

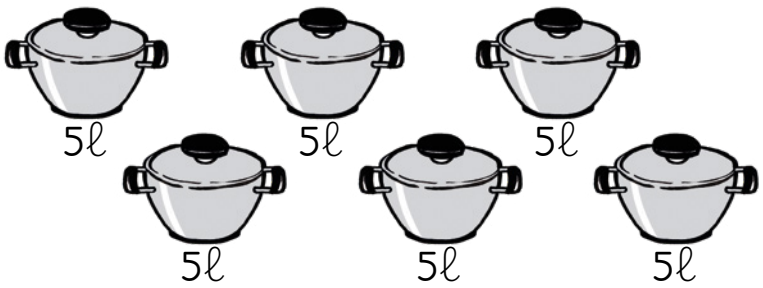
4 Hoeveel vingers is daar?

How many fingers?

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

5

Hoeveel potte? How many pots?	
Hoeveel liter? How many litres?	



Hoeveel potte? How many pots?	
Hoeveel liter? How many litres?	

6 Bereken.

Calculate.

Wanneer ek met 5 vermenigvuldig, tel ek in 5's. Ek onthou hoeveel 5's daar is deur my vingers te gebruik.

When I multiply by 5, I count in 5s. I keep track of how many 5s using my fingers.

3 × 5 = 15	5 × 5 = ____	6 × 5 = ____	2 × 5 = ____
1 × 5 = ____	4 × 5 = ____	8 × 5 = ____	10 × 5 = ____

WERKKAART WORKSHEET → WERKKAART WORKSHEET

Kom ons praat Wiskunde!

Let's talk Maths!

In Afrikaans sê ons:	In English we say:
ewe groot groepe	equal groups
Een kind het 2 ore.	One child has 2 ears.
5 kinders het 10 ore.	5 children have 10 ears.
Vyf groepe van twee is tien.	Five groups of two is ten.
Daar is 5 twees in 10.	There are 5 twos in 10.
Een emmer hou 10 liter.	One bucket has 10 litres.
4 emmers hou 40 liter.	4 buckets have 40 litres.
Vier groepe van tien is veertig.	Four groups of ten is forty
Daar is 4 tiene in 40.	There are 4 tens in 40.

1 Bereken.

Calculate.

Hoeveel groot bekers is daar? How many jugs?	
Hoeveel liter? How many litres?	

2 Bereken.

Calculate.

3 x 5 = ____	7 x 5 = ____	5 x 5 = ____	6 x 5 = ____
9 x 5 = ____	2 x 5 = ____	4 x 5 = ____	8 x 5 = ____

3 Bereken.

Calculate.

4 x 10 = ____	6 x 10 = ____	9 x 10 = ____	8 x 10 = ____
7 x 10 = ____	3 x 10 = ____	5 x 10 = ____	2 x 10 = ____

4 Teken (10) om 'n 10 te wys. Teken 'n ● om 'n 1 te wys.

Draw (10) to show 10. Draw ● to show 1.

36	
52	

5 Breek in 10'e en 1'e af.

Break down into 10s and 1s.

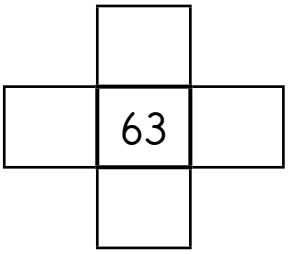
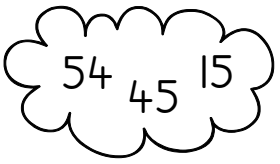
78 = _____	53 = _____

6 Los op.

Solve.

63 + 6 = ____	92 + 5 = ____	67 + 3 = ____
59 – 5 = ____	78 – 4 = ____	50 – 3 = ____
34 + 30 = ____	56 – 20 = ____	45 + 40 = ____

7

Wat is die getal? What is the number?	Voltooi die #Hutsmerk! Complete the #Hashtag!	Rangskik van klein tot groot. Order from small to big.
(10) (10) (10) (10) ●●● _____		 ____ ____ ____

8

Halveer: Half:	10		11	
Verdubbel: Double:	10		11	

DAG 1 • DAY 1

Tel 1'e op en trek 1'e af in groter getalle
Adding and subtracting 1s in bigger numbers

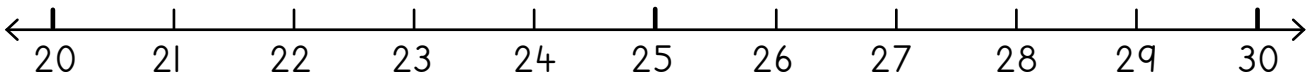
HOOFREKENE MENTAL MATHS | TEL OP EN TREK AF ADD AND SUBTRACT → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

Speletjie: Vinnige wiskunde met kaarte – trek van 10 af!
Game: Fast maths with cards – subtract from 10!

- Sit die 0- tot 10-getalkaarte op 'n hopie neer.
  Place number cards 0 to 10 in a pile.
- Draai een kaart om.
  Flip over one card.
- Trek van 10 af. Doen dit weer.
  Subtract from 10. Do it again.
- Werk nou vinniger deur die hopie.
  Now work through the pile faster.

1 Los op. Gebruik die getallelyn om jou te help.
Solve. Use the number line for help.

1 + 3 = 4	3 + 4 = ____	5 – 1 = 4	6 – 4 = ____
21 + 3 = 24	23 + 4 = ____	25 – 1 = 24	26 – 4 = ____
25 + 3 = 28	24 + 5 = ____	29 – 3 = 26	28 – 4 = ____
22 + 8 = ____	22 + 6 = ____	28 – 6 = ____	29 – 5 = ____



2
Sizwe het 29 albasters. Hy gee 7 vir sy maat. Hoeveel albasters het Sizwe nou?

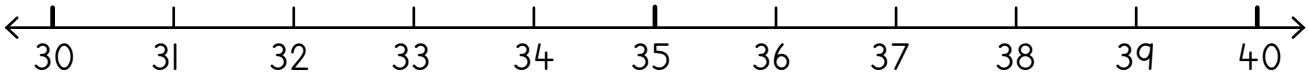
Sizwe has 29 marbles. He gave 7 to his friend. How many marbles does Sizwe have now?

3 Los op. Gebruik die getallelyn om jou te help.

Solve. Use the number line for help.

4 + 6 = 10, daarom is 34 + 6 = 40.
4 + 6 = 10 therefore 34 + 6 = 40.
6 – 4 = 2, daarom is 36 – 4 = 32.
6 – 4 = 2 therefore 36 – 4 = 32.

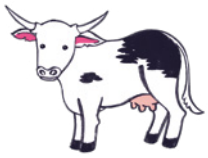
30 + 4 = ____	35 + 3 = ____	39 – 3 = ____	34 – 3 = ____
32 + 5 = ____	36 + 3 = ____	37 – 4 = ____	40 – 6 = ____
33 + 5 = ____	34 + 6 = ____	40 – 4 = ____	36 – 4 = ____



4

Oom Jola het 32 beeste. Hy koop nog 6 beeste. Hoeveel beeste het hy nou?

Tata Jola had 32 head of cattle. He bought 6 more. How many cows does he have now?



Sanele het laas maand 38 kilometer gehardloop. Entle het 4 kilometer minder gehardloop. Hoeveel kilometer het Entle gehardloop?

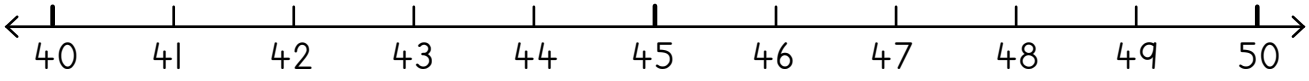
Sanele ran 38 kilometres last month. Entle ran 4 kilometres less. How many kms did Entle run?

5 Los op. Gebruik die getallelyn om jou te help.

Solve. Use the number line for help.

5 + 4 = 9, daarom is 45 + 4 = 49.
5 + 4 = 9 therefore 45 + 4 = 49.
8 – 7 = 1, daarom is 48 – 7 = 41.
8 – 7 = 1 therefore 48 – 7 = 41.

40 + 8 = ____	43 + 3 = ____	49 – 2 = ____	48 – 4 = ____
44 + 5 = ____	45 + 3 = ____	50 – 5 = ____	49 – 6 = ____
42 + 5 = ____	43 + 7 = ____	50 – 8 = ____	48 – 7 = ____



DAG 2 • DAY 2

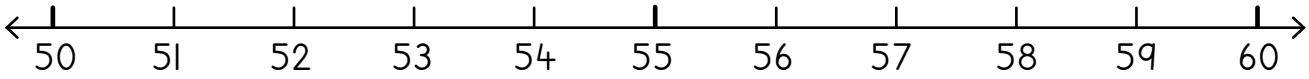
Tel 1'e op en trek 1'e af in groter getalle
Adding and subtracting 1s in bigger numbers

HOOFREKENE MENTAL MATHS | TEL OP EN TREK AF ADD AND SUBTRACT → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

1 Los op. Gebruik die getallelyn om jou te help.
Solve. Use the number line for help.

3 + 7 = 10, daarom is 53 + 7 = 60
7 – 5 = 2, daarom is 57 – 5 = 52.
3 + 7 = 10 therefore 53 + 7 = 60.
7 – 5 = 2 therefore 57 – 5 = 52.

50 + 4 = ____	55 + 3 = ____	58 – 2 = ____	54 – 4 = ____
54 + 5 = ____	56 + 2 = ____	57 – 5 = ____	60 – 3 = ____



2

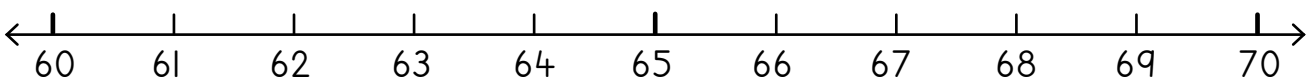
Sane het laas week 57 bladsye gelees. Bella het 4 bladsye minder gelees. Hoeveel bladsye het Bella gelees?
Sane read 57 pages last week. Bella read 4 pages less. How many pages did Bella read?

Die skoolkoor het laas jaar 52 kinders gehad. Hierdie jaar is daar 5 kinders meer. Hoeveel kinders is daar vanjaar in die koor?
The school choir had 52 children last year. This year it has 5 more. How many children are in the choir this year?

3 Los op. Gebruik die getallelyn om jou te help.
Solve. Use the number line for help.

5 + 4 = 9, daarom is 65 + 4 = 69.
8 – 4 = 4, daarom is 68 – 4 = 64.
5 + 4 = 9 therefore 65 + 4 = 69.
8 – 4 = 4 therefore 68 – 4 = 64

60 + 8 = ____	65 + 4 = ____	69 – 2 = ____	68 – 4 = ____
65 + 5 = ____	64 + 3 = ____	70 – 5 = ____	69 – 6 = ____

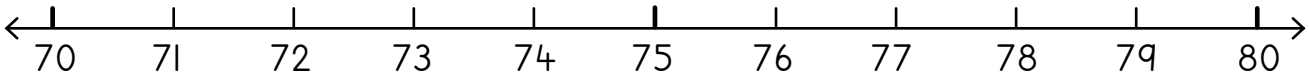


4 Los op. Gebruik die getallelyn om jou te help.

Solve. Use the number line for help.

4 + 6 = 10, daarom is 74 + 6 = 80.
6 – 4 = 2, daarom is 76 – 4 = 72.
4 + 6 = 10 therefore 74 + 6 = 80.
6 – 4 = 2 therefore 76 – 4 = 72.

70 + 5 = ____	76 + 3 = ____	80 – 3 = ____	74 – 3 = ____
72 + 4 = ____	75 + 2 = ____	77 – 4 = ____	80 – 6 = ____
75 + 5 = ____	74 + 6 = ____	80 – 4 = ____	76 – 4 = ____



5

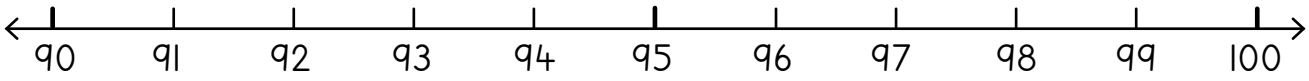
Tumi ry 98 kilometer op haar fiets. Sam ry 5 kilometer minder. Hoeveel kilometer ry Sam? Tumi rode her bicycle for 98 kilometres. Sam rode 5 kilometres less. How many kilometres did Sam ride?	Shona het 98 albasters. Hy gee 7 vir sy maat. Hoeveel albasters het hy nou? Shona has 98 marbles. He gives 7 to his friend. How many marbles does he have now? 

6 Los op. Gebruik die getallelyn om jou te help.

Solve. Use the number line for help.

5 + 4 = 9, daarom is 95 + 4 = 99.
8 – 7 = 1, daarom is 98 – 7 = 91.
5 + 4 = 9 therefore 95 + 4 = 99.
8 – 7 = 1 therefore 98 – 7 = 91.

90 + 8 = ____	95 + 3 = ____	99 – 2 = ____	98 – 4 = ____
94 + 5 = ____	96 + 3 = ____	100 – 5 = ____	99 – 6 = ____
93 + 5 = ____	93 + 7 = ____	100 – 8 = ____	98 – 7 = ____



DAG 3 • DAY 3

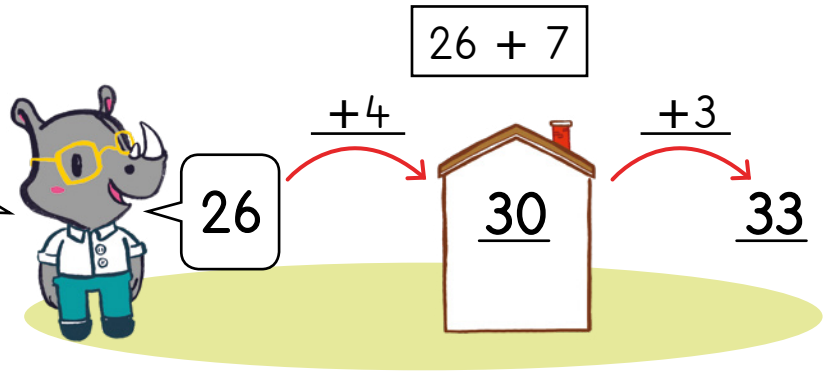
Kom ons tel vinniger op!

Let's add more quickly!

HOOFREKENE (MENTAL MATHS) | TEL OP EN TREK AF (ADD AND SUBTRACT) → SPELETJIE (GAME) → KONSEPONTWIKKELING (CONCEPT DEVELOPMENT) → WERKKAARTE (WORKSHEETS)

Ek begin by 26. Die volgende 10 is 30!
Ek spring 4 keer tot by 30.
Ek moet 7 bytel.
Ek het reeds 4 bygetel.
Hoeveel moet ek nog bytel?

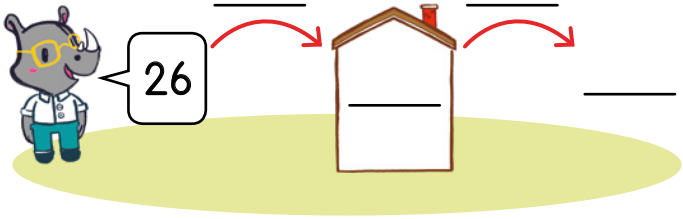
I start at 26. The next 10 is 30!
I jump 4 to 30.
I have to add 7. I have added 4.
How much more must I add?



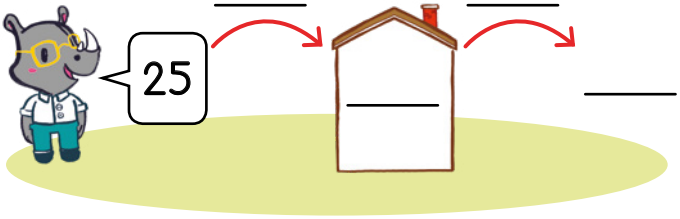
1 Wys hoe jy optel.

Show how to add.

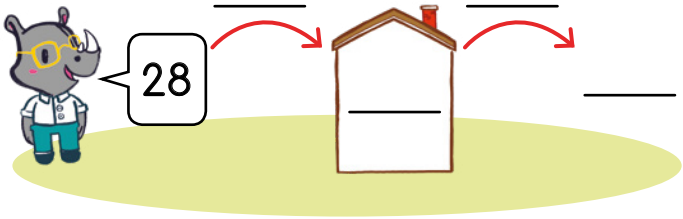
26 + 6



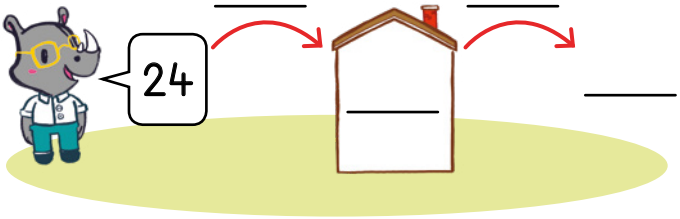
25 + 7



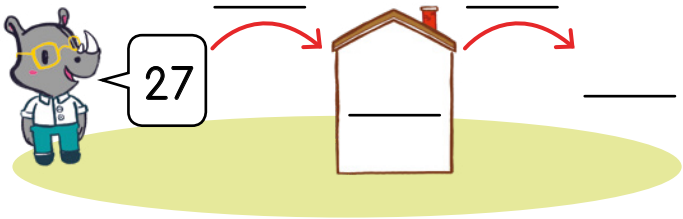
28 + 7



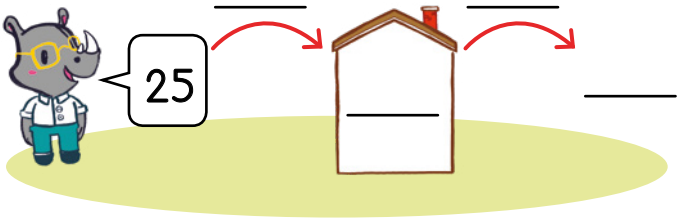
24 + 8



27 + 6



25 + 8



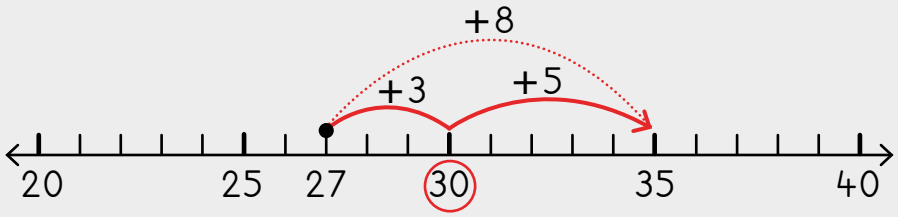
2 Tel op deur dit op die getallelyn te wys.

Add by showing on the number line.

Omkring die volgende 10. Spring na die volgende 10. Hoeveel meer moet ek bytel?

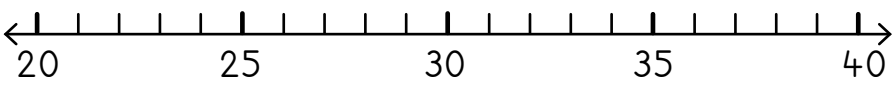
Circle the next 10. Jump to the next 10. How much more must I add?

27 + 8



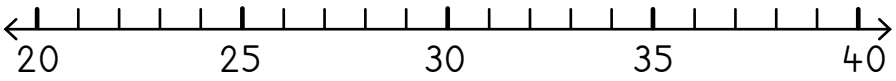
27 + 8 = 35

28 + 6



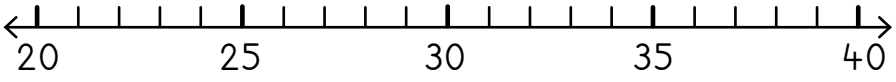
28 + 6 = ____

27 + 5



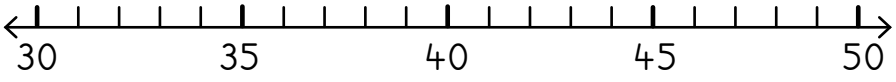
27 + 5 = ____

26 + 7



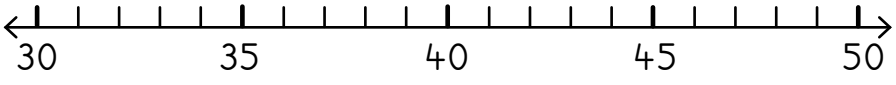
26 + 7 = ____

35 + 8



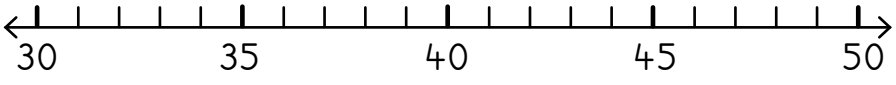
35 + 8 = ____

37 + 5



37 + 5 = ____

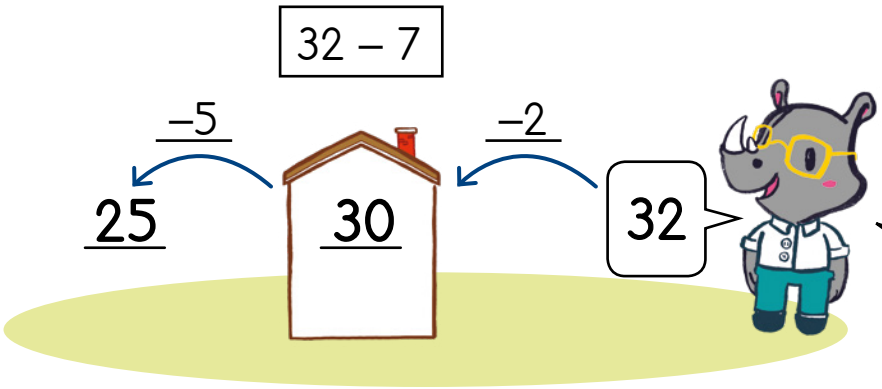
38 + 9



38 + 9 = ____

Kom ons trek vinniger af!
Let's subtract more quickly!

HOOFREKENE MENTAL MATHS | TEL OP EN TREK AF ADD AND SUBTRACT → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

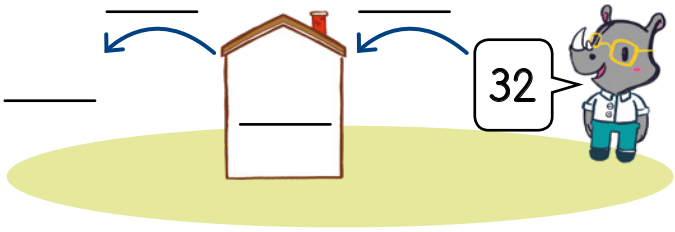


Ek begin by 32. Die vorige 10 is 30.
Ek trek 2 af om by die 30 te kom.
Ek moet 7 aftrek.
7 – 2 = 5

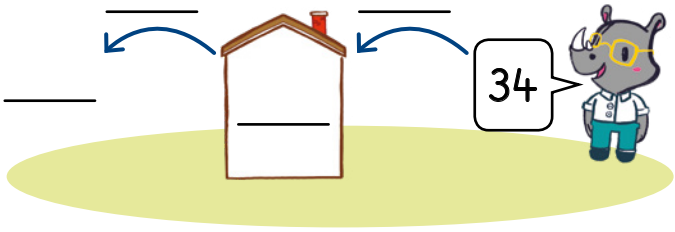
I start at 32. The previous 10 is 30.
I subtract 2 to visit the 30.
I have to subtract 7.
7 – 2 = 5

1 Wys hoe jy aftrek.
Show how to subtract.

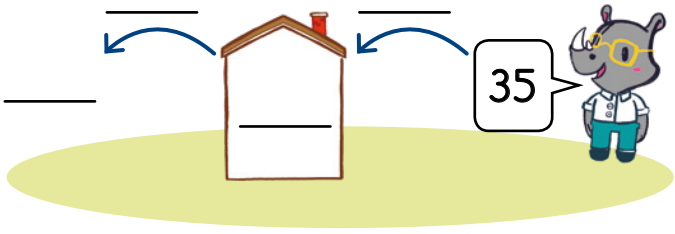
32 – 7



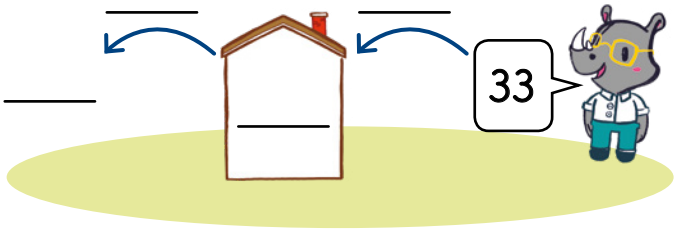
34 – 8



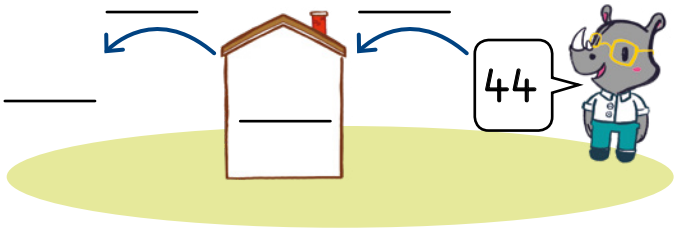
35 – 7



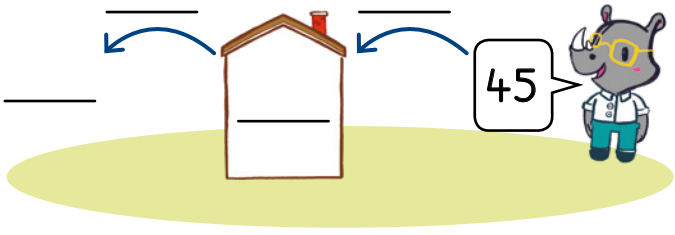
33 – 9



44 – 8



45 – 8



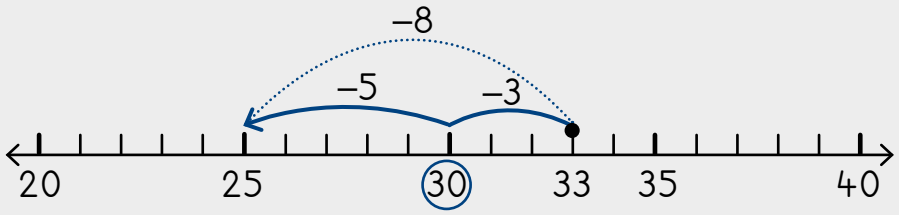
2 Trek af deur dit op die getallelyn te wys.

Subtract by showing on the number line.

Begin by 33. Omkring die vorige 10. Hoe ver is dit tot by die vorige 10? Hoeveel meer moet ek aftrek?

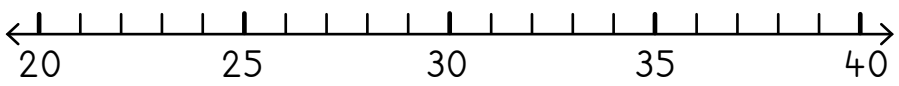
Start at 33. Circle the previous 10. How far to the previous 10? How much more must I subtract?

33 – 8



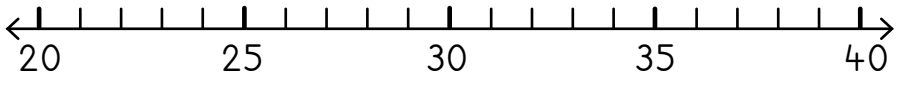
33 – 8 = 25

32 – 6



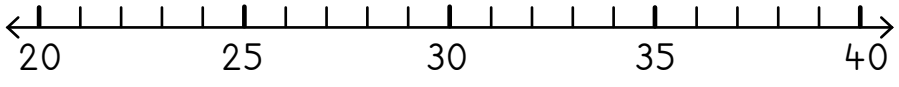
32 – 6 = ____

33 – 8



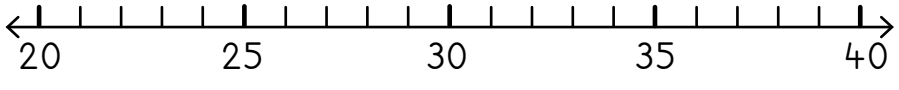
33 – 8 = ____

35 – 8



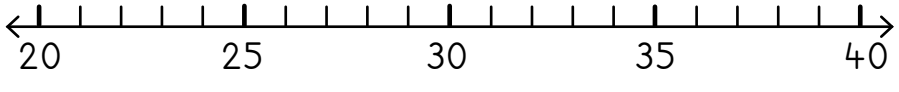
35 – 8 = ____

34 – 5



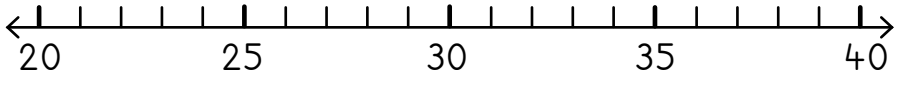
34 – 5 = ____

33 – 5



33 – 5 = ____

36 – 9



36 – 9 = ____

WERKKAART WORKSHEET → WERKKAART WORKSHEET

Kom ons praat Wiskunde!

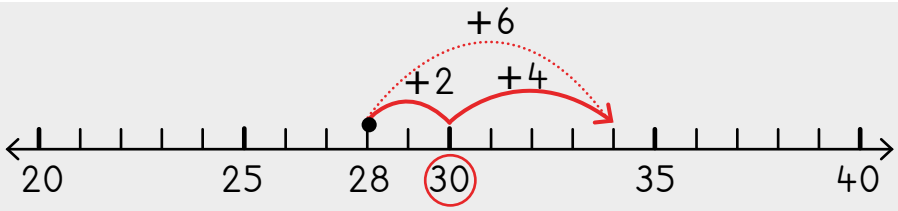
Let's talk Maths!

In Afrikaans sê ons:	In English we say:
Optelling: Twee dele word saamgevoeg om die hele te maak.	Addition: two parts come together to make the whole.
Optelling: Twee getalle word saamgevoeg om 'n totaal te maak.	Addition: two numbers come together to make a total.
Lwazi lees 10 bladsye. Sindi lees 20 bladsye. Hoeveel bladsye lees hulle altesame?	Lwazi reads 10 pages. Sindi reads 20 pages. How many pages do they read altogether?

1 Tel op deur dit op die getallelyn te wys.

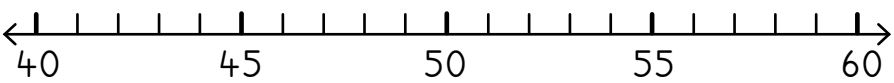
Add by showing on the number line.

28 + 6



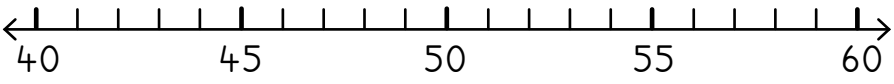
28 + 6 = 34

46 + 7



46 + 7 = ____

47 + 4

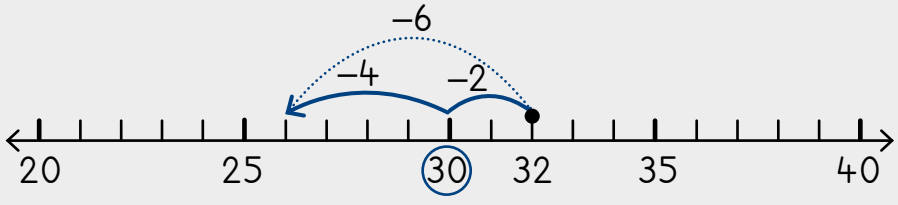


47 + 4 = ____

2 Trek af deur dit op die getallelyn te wys.

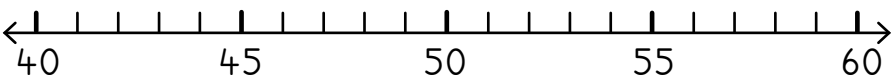
Subtract by showing on the number line.

32 – 6



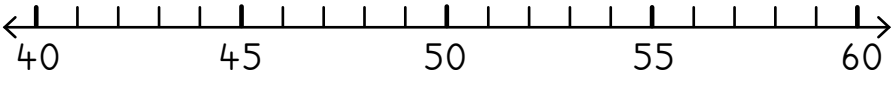
32 – 6 = 24

53 – 7



53 – 7 = ____

55 – 8



55 – 8 = ____

3

3 kinders: Hoeveel oë? 3 children, how many eyes?		6 kinders: Hoeveel ore? 6 children, how many ears?	
4 fietse: Hoeveel wiele? 4 bicycles, how many wheels?		10 kinders: Hoeveel hande? 10 children, how many hands?	

4

Hoeveel bottels? How many bottles?	
Hoeveel liter? How many litres?	

5

Een lekker kos R2. Hoeveel betaal ek vir:
One sweet costs R2. How much do I pay for:

3 lekkers 3 sweets		5 lekkers 5 sweets	
6 lekkers 6 sweets		10 lekkers 10 sweets	

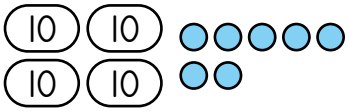
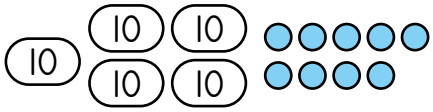
6

Hoeveel munte? How many coins?	
Hoeveel rande? How many Rands?	

7

Halveer: Half:				Verdubbel: Double:			
10		11		10		11	
12		13		12		13	
14		15		14		15	

8 Wat is die getal?
What is the number?

Vergelyk massa
Comparing mass

HOOFREKENE MENTAL MATHS | TEL 10'E OP ADDING 10S → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

Speletjie: Vinnige wiskunde met kaarte – halveer
Game: Fast maths with cards – halving

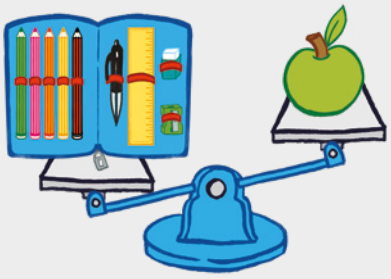
- Gebruik julle 0–20-getalkaarte.
  Use your 0–20 number cards.
- Draai een kaart om.
  Bereken die helfte.
  Flip one. Calculate half.
- Probeer weer. Vinniger!
  Try again. Faster!

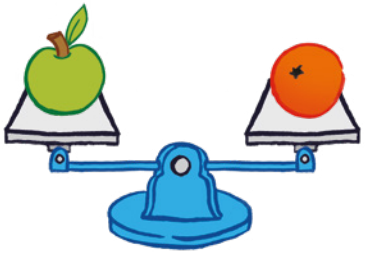
swaarder
heavier

ligter
lighter

1 Kyk na die prente en vul die korrekte woorde in:
Look at the pictures and fill in the correct words:

ligter as lighter than	swaarder as heavier than	dieselfde as the same as

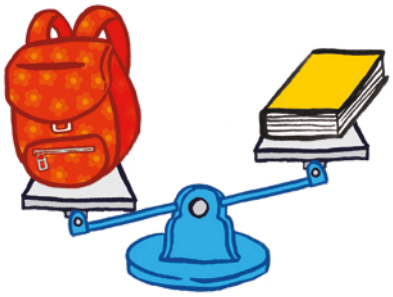


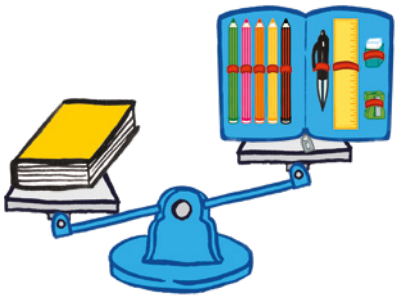


Die potloodsakkie is swaarder as die appel.
The pencil case is heavier than the apple.

Die lemoen is _____ die appel.
The orange is _____ the apple.

Die potloodsakkie is _____ die lemoen.
The pencil case is _____ the orange.





Die rugsak is _____ die boek.

The bag is _____ the book.

Die potloodsakkie is _____ die boek.

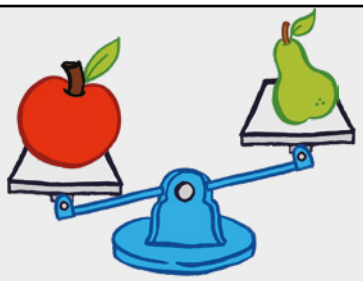
The pencil case is _____ the book.

Die potloodsakkie is _____ die rugsak.

The pencil case is _____ the bag.

2 Kyk na die balanseerskale en vul die woord **swaarder** of **ligter** in.

Look at the balance scales and fill in the word **heavier** or **lighter**.

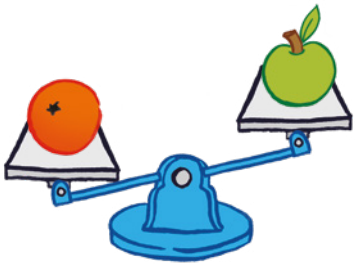


Die appel is swaarder as die peer.
Die peer is ligter as die appel.

The apple is heavier than the pear.
The pear is lighter than the apple.

Die lemoen is _____ as die geskenk. Die geskenk is _____ as die lemoen.

The orange is _____ than the gift.
The gift is _____ than the orange.



Die appel is _____ as die lemoen. Die lemoen is _____ as die appel.

The apple is _____ than the orange.
The orange is _____ than the apple.

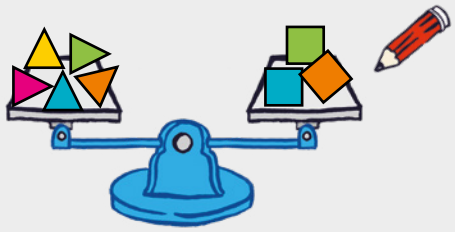
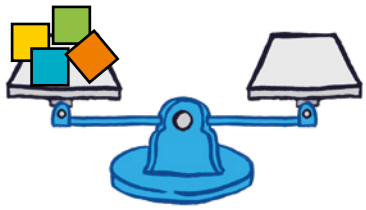
Die lemoen is _____ as die potlood. Die potlood is _____ as die lemoen.

The orange is _____ than the pencil.
The pencil is _____ than the orange.

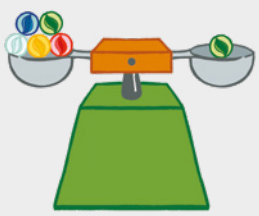
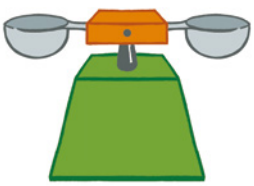
Vergelyk massa
Comparing mass

HOOFREKENE MENTAL MATHS: TEL 10'E OP ADDING 10S → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

1 Teken die vorms om die skale te laat balanseer.
Draw the shapes to make the scales balance.

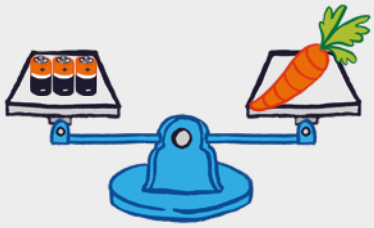
	5 driehoeke het dieselfde massa as 3 vierkante. 5 triangles has the same mass as 3 squares.
	5 aarbeie het dieselfde massa as 9 lekkers. 5 strawberries has the same mass as 9 sweets.
	4 vierkante het dieselfde massa as 5 sirkels. 4 squares has the same mass as 5 circles.

2 Hoeveel albasters sal die skaal laat balanseer?
How many marbles will balance the scale?

5 = 1 + 4 	6 = 2 + ____ 
3 + ____ = ____ 	10 = ____ + 4 

3 Wat is die massa?

What is the mass?



Massa van wortel = 3 batterye.

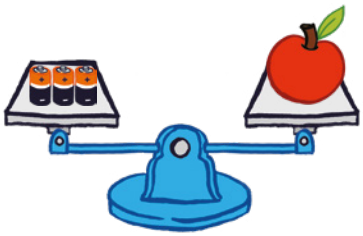
Carrot mass = 3 batteries.

Massa van kers = ____ batterye.

Candle mass = _____ batteries.

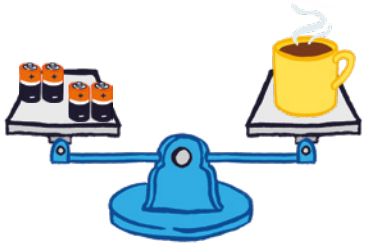
Massa van plant = ____ batterye.

Plant mass = _____ batteries.



Massa van appel = ____ batterye.

Apple mass = _____ batteries.



Massa van koffie = ____ batterye.

Coffee mass = _____ batteries.

Massa van kolwyntjie = ____ batterye.

Cupcake mass = _____ batteries.

Watter voorwerp is die swaarste? _____

Which object is the heaviest? _____

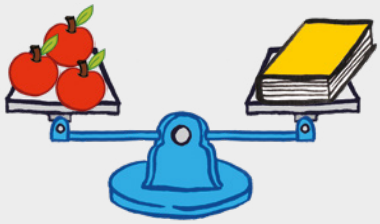
Vergelyk die massa van die appel met die massa van die wortel.

Compare the mass of the apple and the carrot.

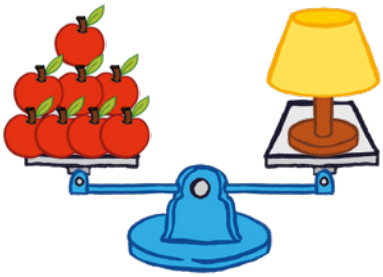
Meet massa
Measuring mass

HOOFREKENE MENTAL MATHS | TEL 10'E OP ADDING 10S → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

1 Wat is die massa?
What is the mass?



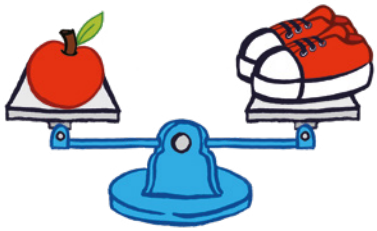
Massa van boek = 3 appels.
Book mass = 3 apples.



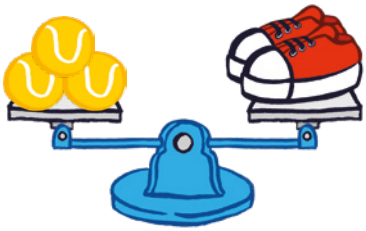
Massa van lamp = ____ appels.
Lamp mass = _____ apples.

Massa van potloodsakkie = ____ appels.
Pencil case mass = _____ apples.

Massa van maatbeker = ____ appels.
Jug mass = _____ apples.



Massa van tekkies = ____ appel.
Takkies mass = _____ apple.



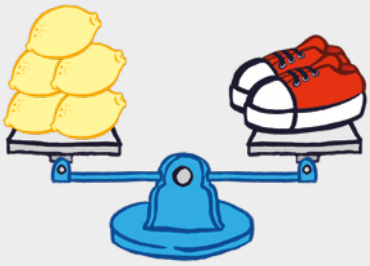
Massa van tekkies = ____ tennisballe.
Takkies mass = _____ tennis balls.

Watter voorwerp is die ligste? _____
Which object is the lightest? _____

Wat is swaarder, die appel of die tennisballe?
_____
Which is heavier, the apple or the tennis balls? _____

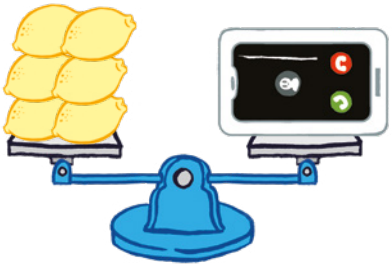
2 Wat is die massa?

What is the mass?



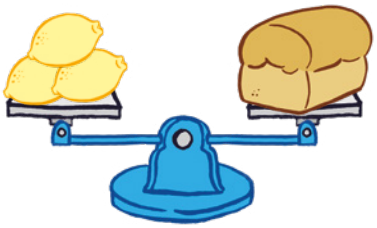
Massa van tekkies = _5_ suurlemoene.

Takkies mass = _5_ lemons.



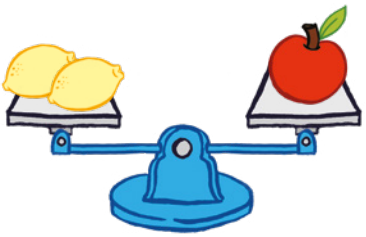
Massa van selfoon = ____ suurlemoene.

Phone mass = _____ lemons.



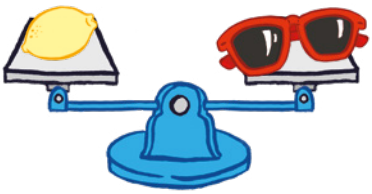
Massa van brood = ____ suurlemoene.

Bread mass = _____ lemons.



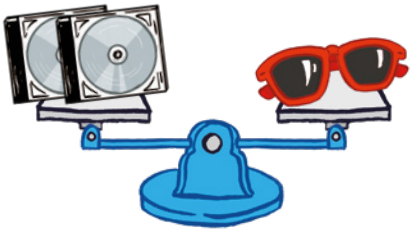
Massa van appel = ____ suurlemoene.

Apple mass = _____ lemons.



Massa van sonbril = ____ suurlemoen.

Sunglasses mass = _____ lemon.



Massa van sonbril = ____ KS'e.

Sunglasses mass = _____ CDs.

Watter een is ligter: die brood of die appel?

_____

Which one is lighter, the bread or the apple? _____

Watter een is swaarder: 'n suurlemoen of 'n KS?

_____

Which one is heavier, a lemon or a CD? _____

Meet massa
Measuring mass

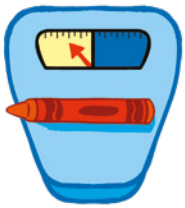
HOOFREKENE MENTAL MATHS | TEL 10'E OP ADDING 10S → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

1

Skaallesings
Scale reading

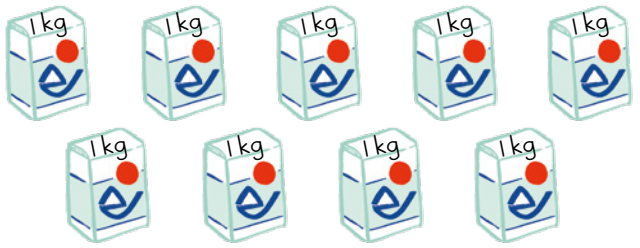
swaar
heavy

lig
light

	swaar of lig? heavy or light?
	lig light
	swaar heavy
	
	
	

2

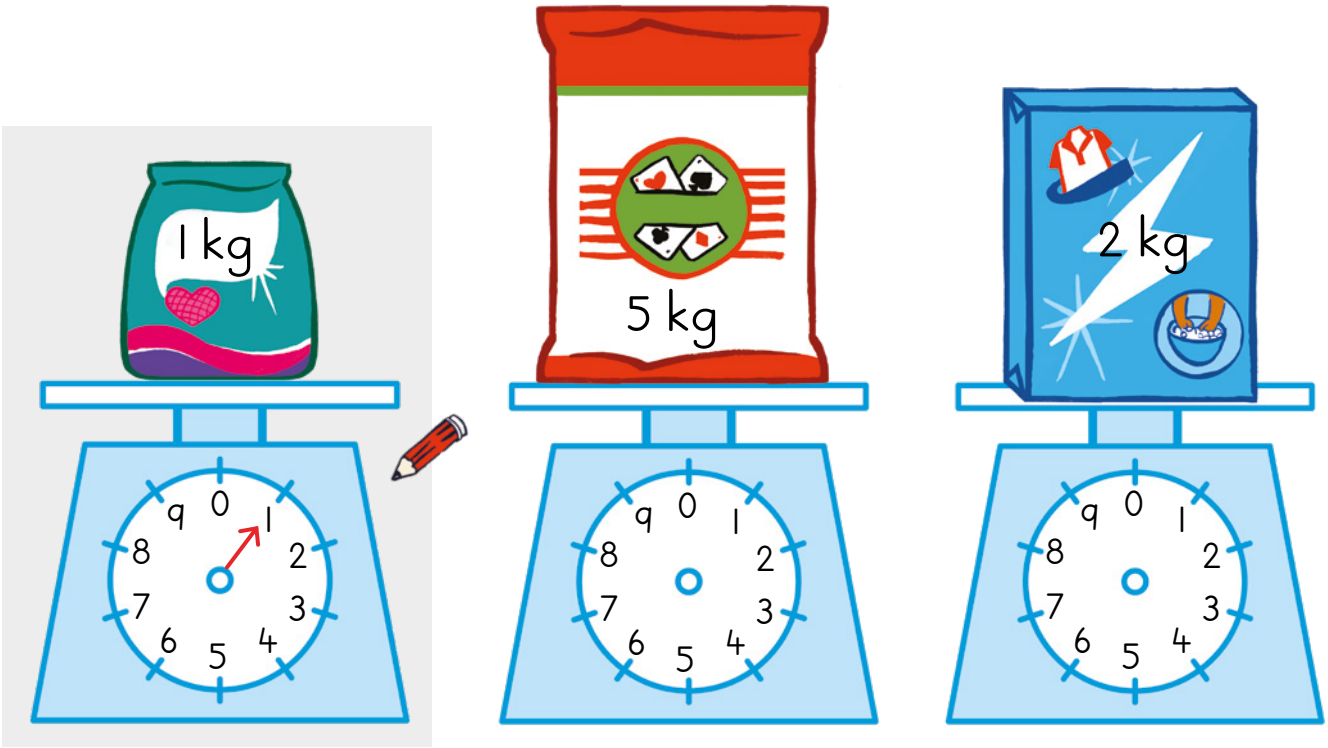
Hoeveel pakkies? How many packets?	6
Hoeveel kilogram? How many kilograms?	6



Hoeveel pakkies? How many packets?	
Hoeveel kilogram? How many kilograms?	

3 Teken die naald op die skale in om die massa van hierdie produkte te wys. Omkring die ligste item.

Draw the arms on the scales to show the mass of these products. Circle the lightest item.



4 Jabu koop 2 kg suiker en Vusi koop 5 kg suiker. Hoeveel kilogram suiker het hulle altesame?

Jabu buys 2 kg of sugar and Vusi buys 5 kg of sugar. How many kilograms of sugar do they have altogether?

WERKKAART WORKSHEET → WERKKAART WORKSHEET

Kom ons praat Wiskunde!

Let's talk Maths!

In Afrikaans sê ons:	In English we say:
balanseerskaal	balance scale
swaar	heavy
swaarder	heavier
ligter	lighter
dieselfde as	the same as
massa	mass
kilogram	kilogram

1 Kyk na die balanseerskale en vul die woord **swaarder** of **ligter** in.

Look at the balance scales and fill in the word **heavier** or **lighter**.

Die toebroodjie is _____ as die aarbei.

Die aarbei is _____ as die toebroodjie.

The sandwich is _____ than the strawberry.

The strawberry is _____ than the sandwich.

Die boks kryte is _____ as die uitveër.

Die uitveër is _____ as die kryte.

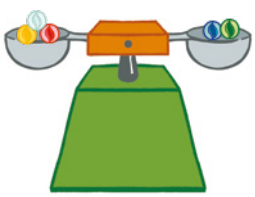
The box of crayons is _____ than the erasor.

The erasor is _____ than the crayons.

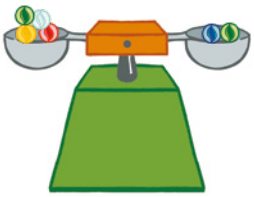
2 Hoeveel albasters sal die skaal laat balanseer?

How many marbles will balance the scale?

5 = 2 + ____



6 = ____ + 2



3

Hoeveel pakkies?
How many packets?

Hoeveel kilogram?
How many kilograms?

Hoeveel pakkies?
How many packets?

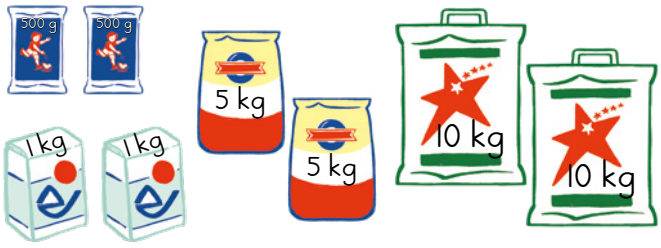
Hoeveel kilogram?
How many kilograms?

Hoeveel pakkies?
How many packets?

Hoeveel kilogram?
How many kilograms?

Hoeveel pakkies?
How many packets?

Hoeveel kilogram?
How many kilograms?



Hoeveel pakkies?
How many packets?

Hoeveel kilogram?
How many kilograms?

4

Ayanda koop 3 kg suiker en 5 kg koekmeel. Hoeveel kilogram is dit altesame?

Ayanda buys 3 kg of sugar and 5 kg of flour. How many kilograms altogether?

Sam koop 4 kg suiker en 10 kg mieliemeel. Hoeveel kilogram is dit altesame?

Sam buys 4 kg of sugar and 10 kg of mealie meal. How many kilograms altogether?

Benoem 2D vorms
Naming 2-D shapes

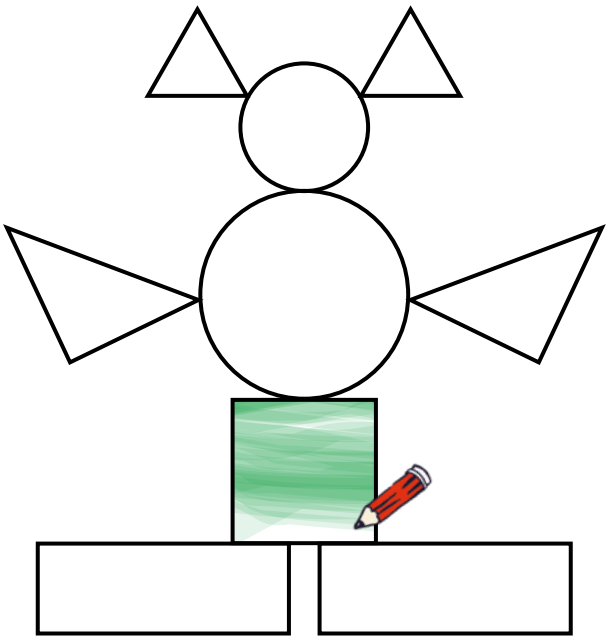
HOOFREKENE MENTAL MATHS: TEL VEELVOUDE VAN 10 OP / ADD MULTIPLES OF 10 → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

Speletjie: Hoe ver tot by die volgende 10?
Game: How far to the next 10?

- Werk in pare saam.
  Work in pairs.
- Kies 'n getal.
  Choose a number.
- Wat is die volgende 10?
  What is the next 10?
- Hoe ver is dit tot by die volgende 10?
  How far to the next 10?
- Doen dit weer!
  Do it again!

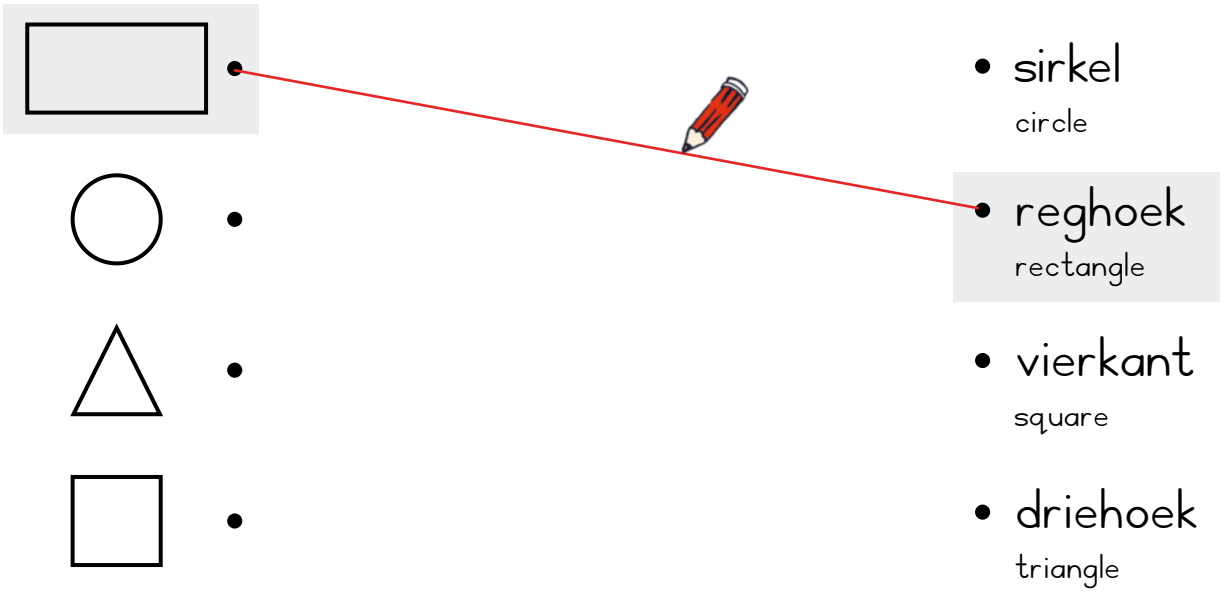
1 Benoem en kleur hierdie vorms in.
Name and colour these shapes.

□	vierkant (square)	groen (green)
○		pienk (pink)
◁		rooi (red)
○		blou (blue)
△		geel (yellow)
▭		oranje (orange)



2 Trek 'n lyn vanaf die 2D vorms om dit by die korrekte naam te pas.

Draw lines to match the 2-D shapes to the correct names.



- sirkel
  circle
- reghoek
  rectangle
- vierkant
  square
- driehoek
  triangle

3 Knip die vorms op bladsy 103 uit en plak dit hier om by die korrekte name te pas.

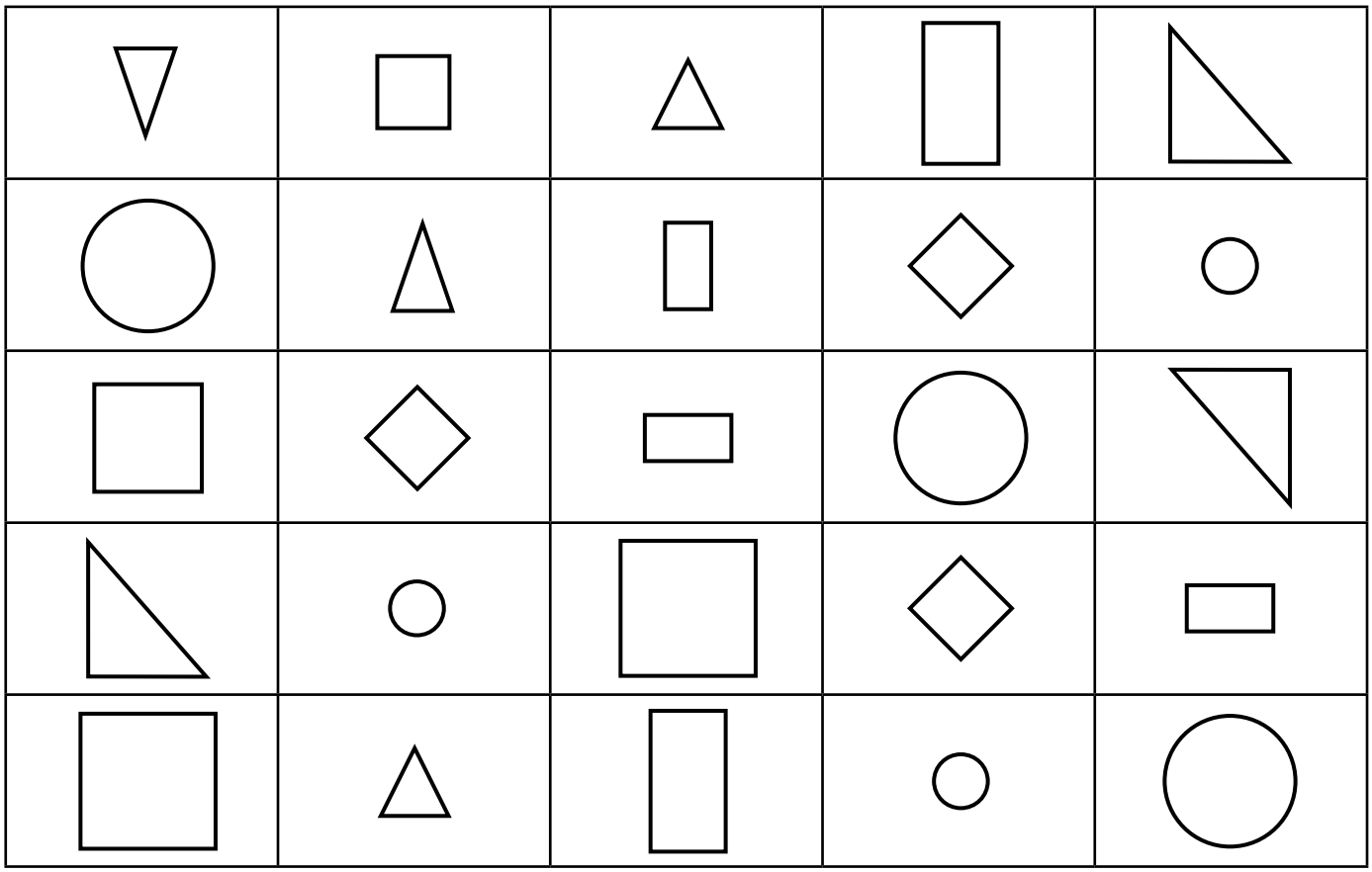
Cut out the shapes on page 103 and paste them to match the correct names.

sirkel circle	driehoek triangle
vierkant square	reghoek rectangle

2D vorms
2-D shapes

HOOFREKENE
MENTAL MATHS
TEL VEELVOUDE VAN 10 OP
ADD MULTIPLES OF 10
→ SPELETJIE
GAME
→ KONSEPONTWIKKELING
CONCEPT DEVELOPMENT
→ WERKKAARTE
WORKSHEETS

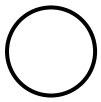
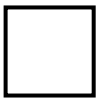
1 Kry die vorms.
Find the shapes.



- Omkring die klein vierkante.
  Draw a circle around the small squares.
- Kleur al die groot vierkante in blou in.
  Colour all the big squares blue.
- Trek 'n kruisie (✗) oor al die groot sirkels.
  Put a ✗ on all the big circles.
- Kleur al die klein sirkels in rooi in.
  Colour all the small circles red.
- Maak 'n regmerkie (✓) op al die groot reghoeke.
  Put a ✓ on all the big rectangles.
- Kleur al die klein reghoeke in groen in.
  Colour all the small rectangles green.
- Teken 'n ✷ op al die klein driehoeke.
  Put a ✷ on all the small triangles.
- Kleur al die groot driehoeke in blou in.
  Colour all the big triangles blue.

2 Gebruik al hierdie vorms om 'n dier te teken!

Draw an animal using all these shapes!

sirkel circle	driehoek triangle	vierkant square	reghoek rectangle
			

Watter dier het jy geteken?

What animal did you draw?

Tangramme
Tangrams

HOOFREKENE
MENTAL MATHS

TREK VEELVOUDE VAN 10 AF
SUBTRACT MULTIPLES OF 10

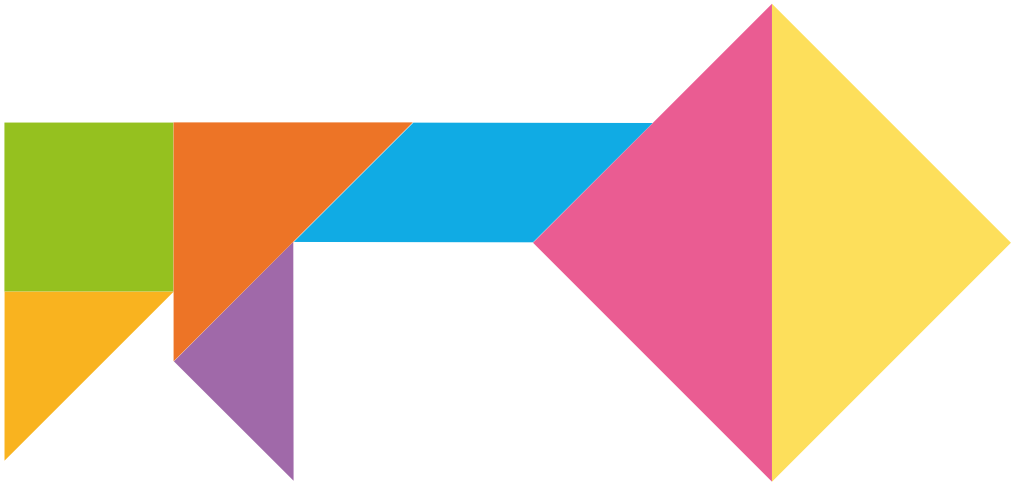
→ SPELETJIE
GAME

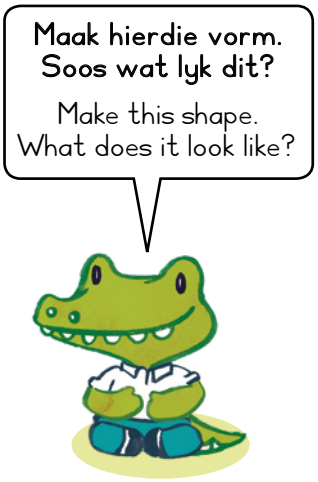
→ KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

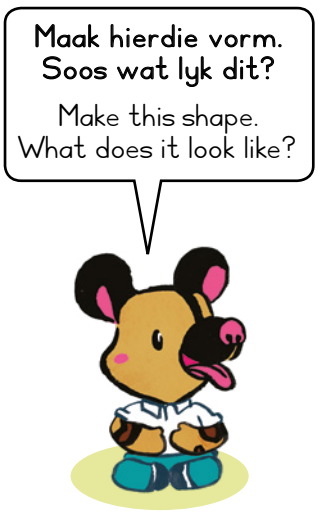
→ WERKKAARTE
WORKSHEETS

Knip die 7 vorms (wat 'n tangram genoem word) op bladsy 105 uit en gebruik dit dan om hierdie prent te maak.

Cut out the 7 shapes (called a tangram) on page 105 and use them to make this picture.



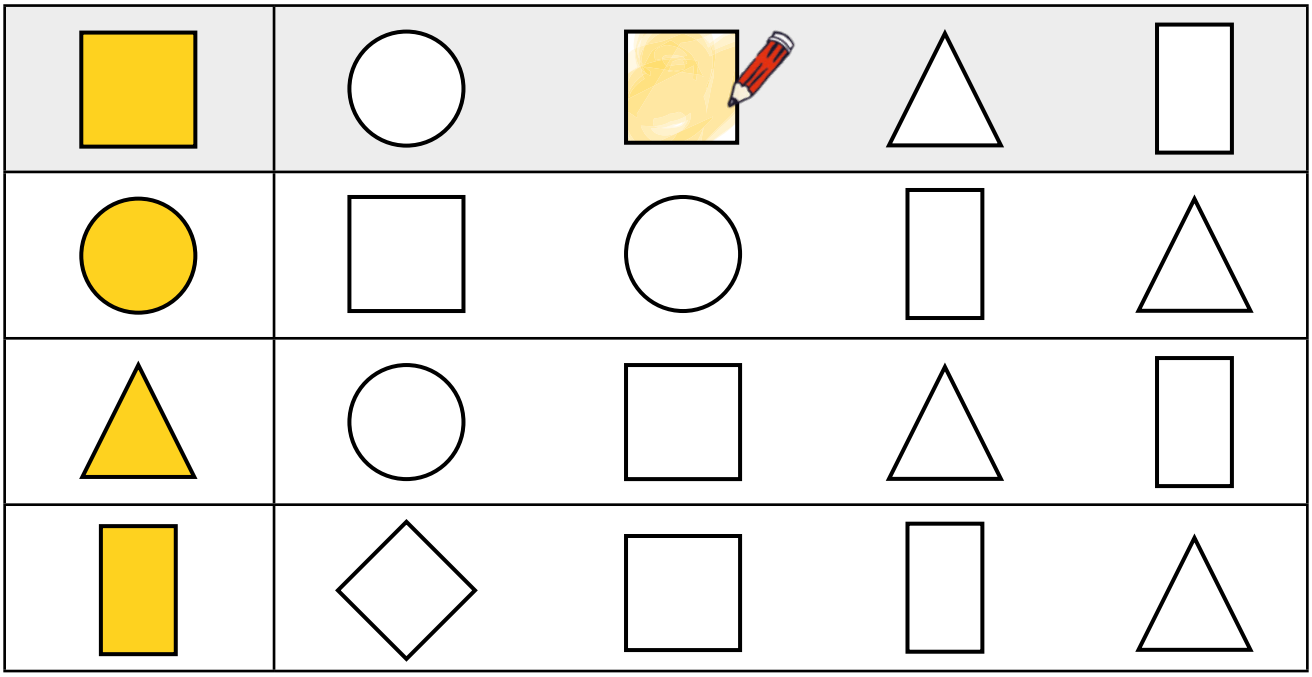

Maak hierdie vorm.
Soos wat lyk dit?
Make this shape.
What does it look like?


Maak hierdie vorm.
Soos wat lyk dit?
Make this shape.
What does it look like?

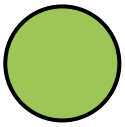
2D vorms
2-D shapes

HOOFREKENE
MENTAL MATHS
TREK VEELVOUDE VAN 10 AF
SUBTRACT MULTIPLES OF 10
→ SPELETJIE
GAME
→ KONSEPONTWIKKELING
CONCEPT DEVELOPMENT
→ WERKKAARTE
WORKSHEETS

1 Kleur die vorm, wat by die eerste een in elke ry pas, liggies in.
Shade the shape that matches the first one in each row.



2 Skryf die naam van elke vorm neer.
Write the name of each shape.

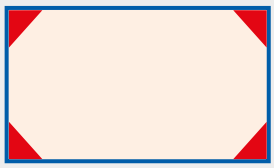
	vierkant  square
	
	
	

3 Maak die sye blou.

Colour the sides blue.

Kleure die hoeke in rooi in.

Colour the corners red.

	sye sides 4 hoeke corners 4		sye sides hoeke corners
	sye sides hoeke corners		sye sides hoeke corners
	sye sides hoeke corners		sye sides hoeke corners
	sye sides hoeke corners		sye sides hoeke corners

WERKKAART WORKSHEET → WERKKAART WORKSHEET

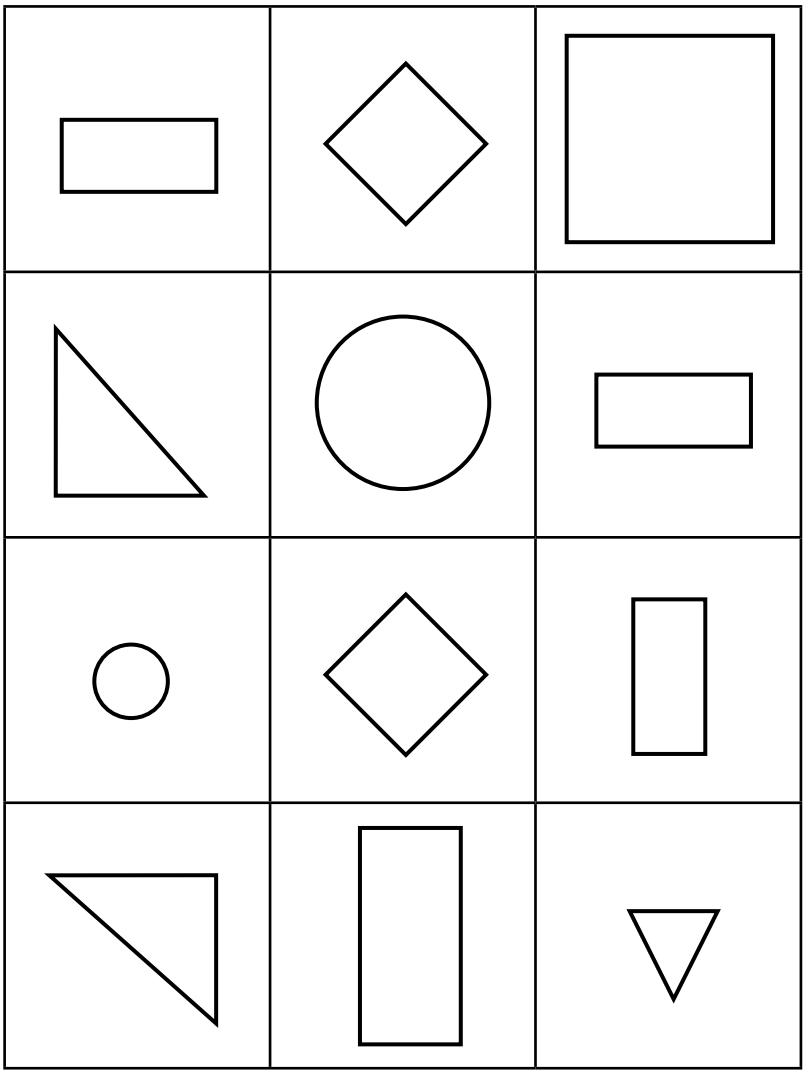
Kom ons praat Wiskunde!

Let's talk Maths!

In Afrikaans sê ons:	In English we say:
vierkant	square
driehoek	triangle
reghoek	rectangle
sirkel	circle
reguit sye	straight sides
ronde sye	round sides

1 Kry die vorms.

Find the shapes.



Teken 'n sirkel in die groot vierkant.

Draw a circle in the big square.

Sit 'n x op die klein sirkel.

Put a x on the small circle.

Kleur die groot reghoek in rooi in.

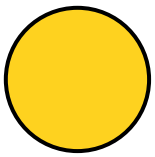
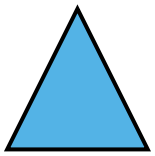
Colour the big rectangle red.

Kleur die klein driehoek in groen in.

Colour the small triangle green.

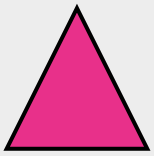
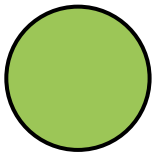
2 Vul die tabel in.

Fill in the table.

vorm shape	naam name	aantal hoeke number of corners
		
		
		
		

3 Teken 'n prent om te wys waar elke vorm in die werklike lewe voorkom.

Draw an example of where each shape is found in real life.

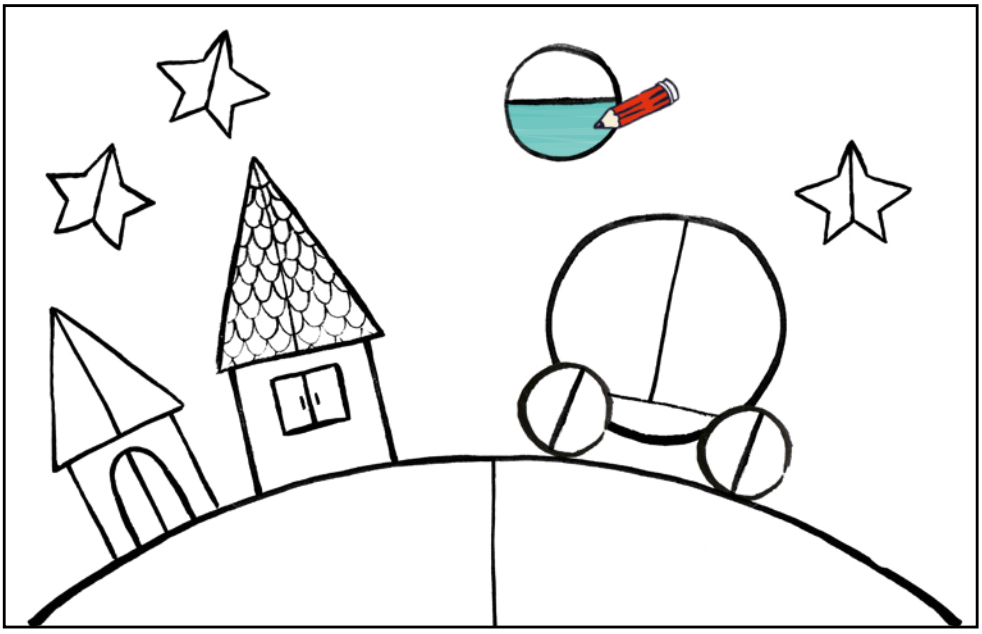
	 
	
	
	

DAG 1 • DAY 1

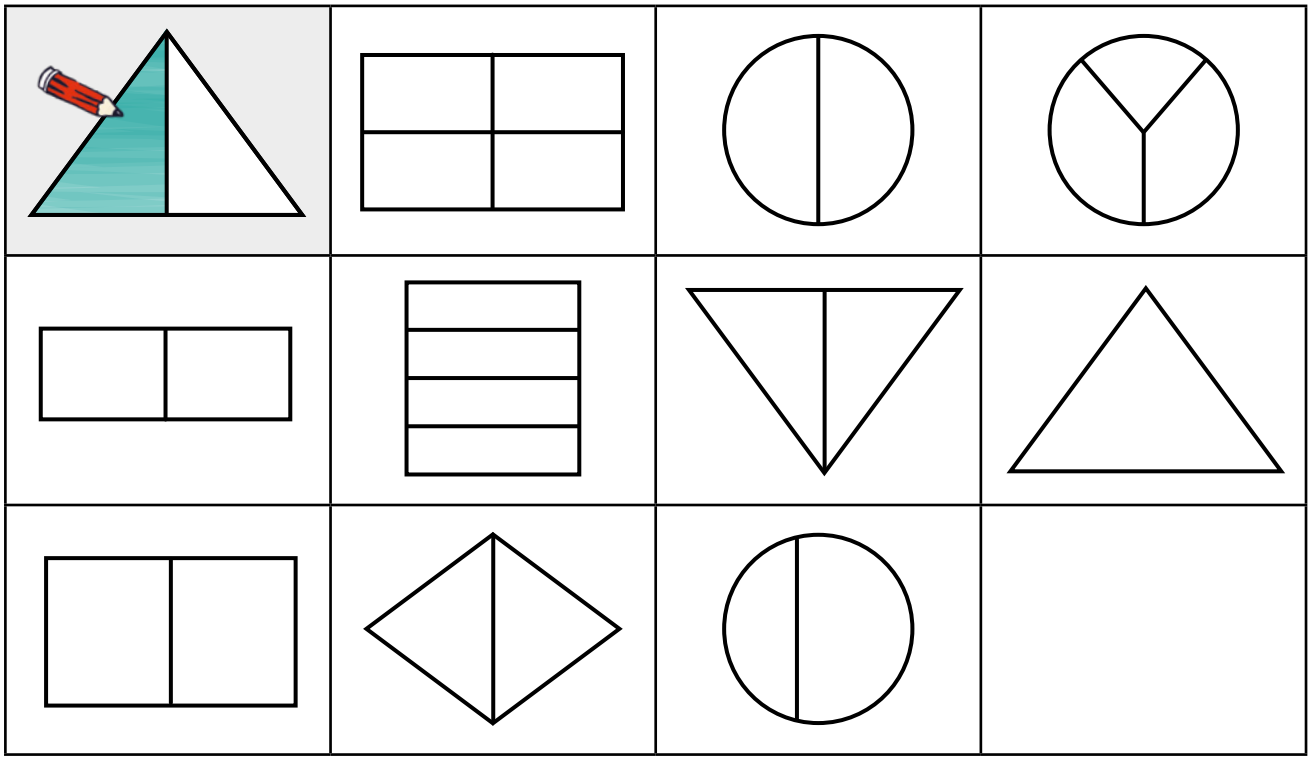
Halwes (helftes)
Halves

HOOFREKENE MENTAL MATHS | FIZZ POP – BREEK AF FIZZ POP – BREAK → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

1 Kleur 'n halwe van elke vorm in.
Colour half of each shape.

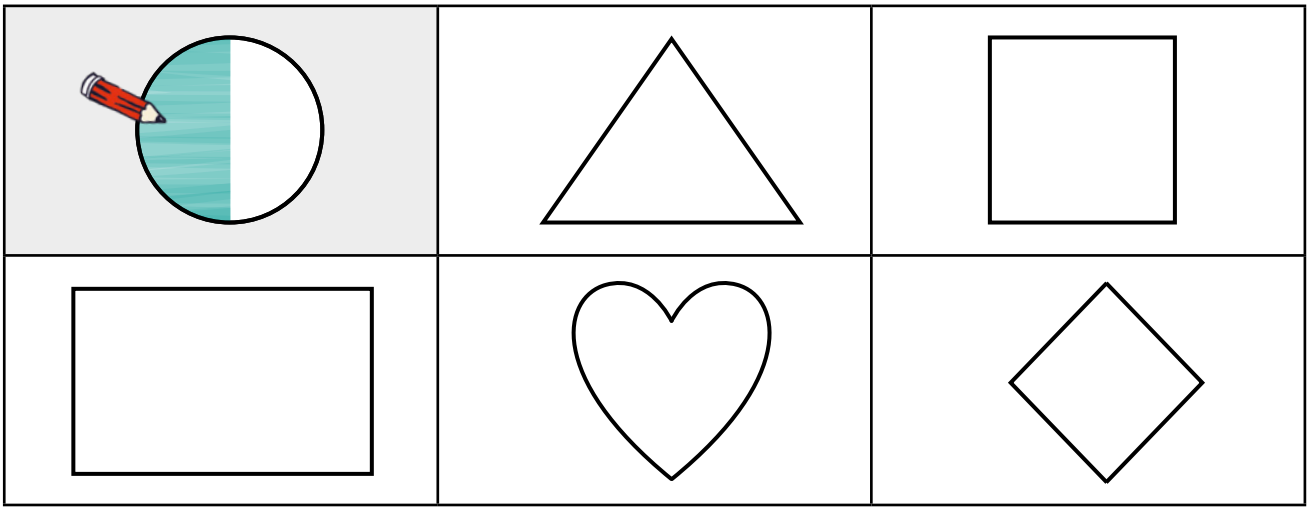


2 Kleur een halwe in van elke vorm wat in halwes verdeel is.
Colour one half of each shape that is divided into halves.



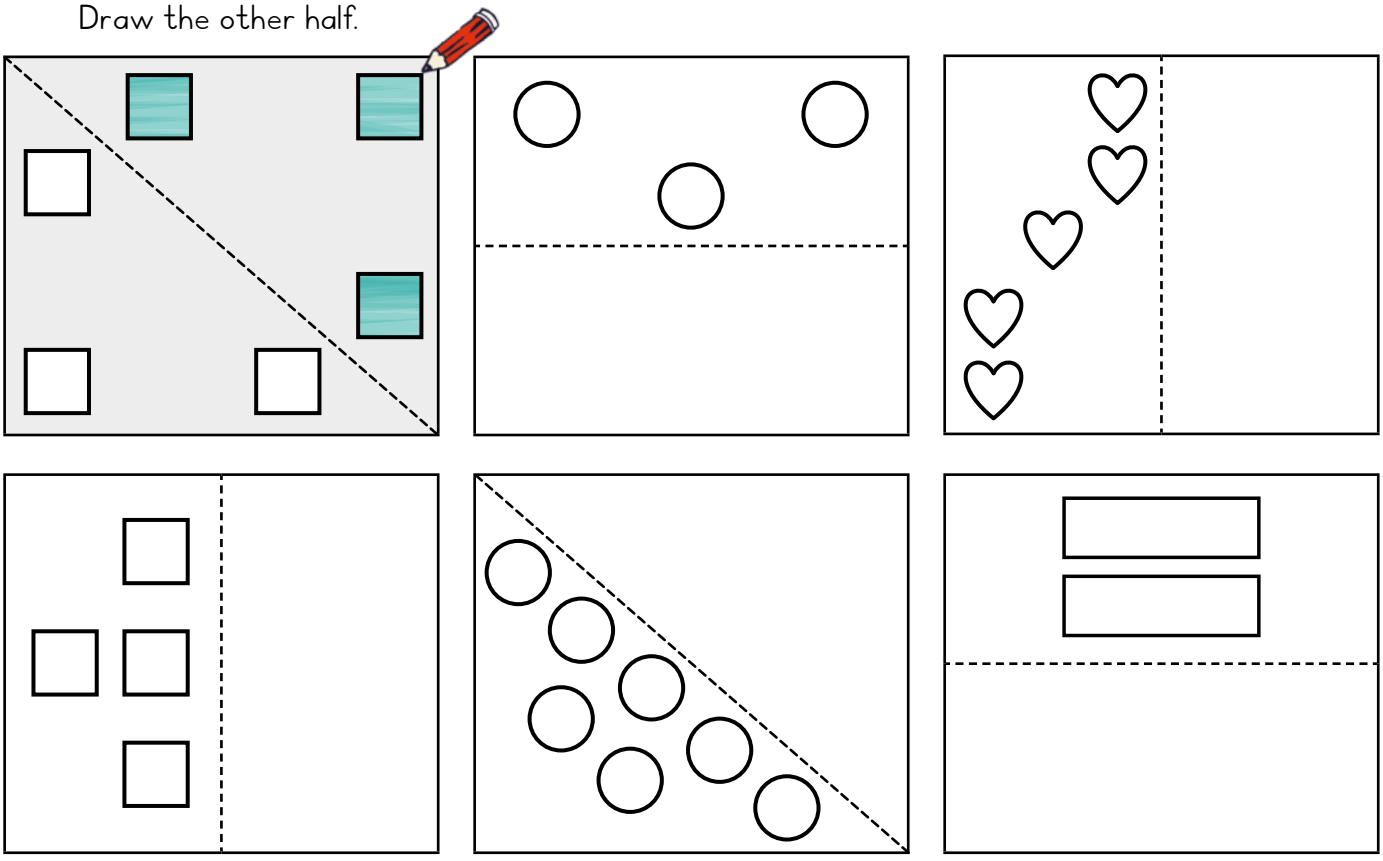
3 Kleur 'n halwe van elke vorm in.

Colour half of each shape.



4 Teken die ander helfte.

Draw the other half.



5 Trek na.

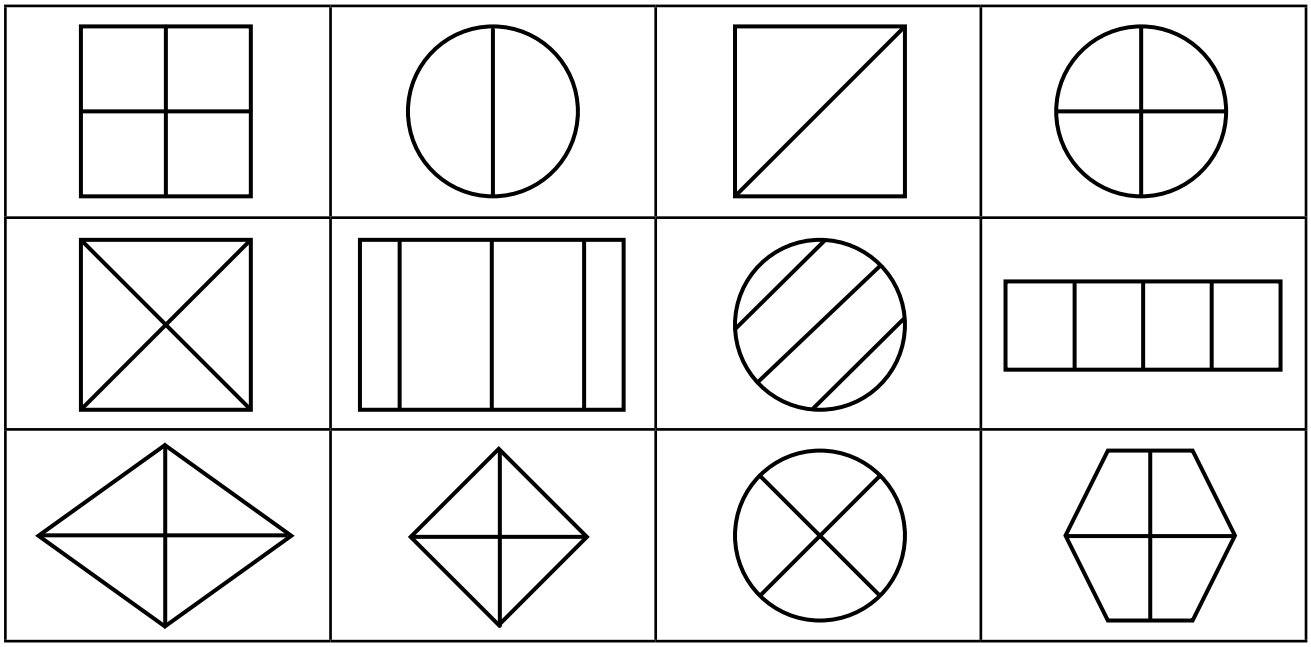
Trace.

halwe halwe half half

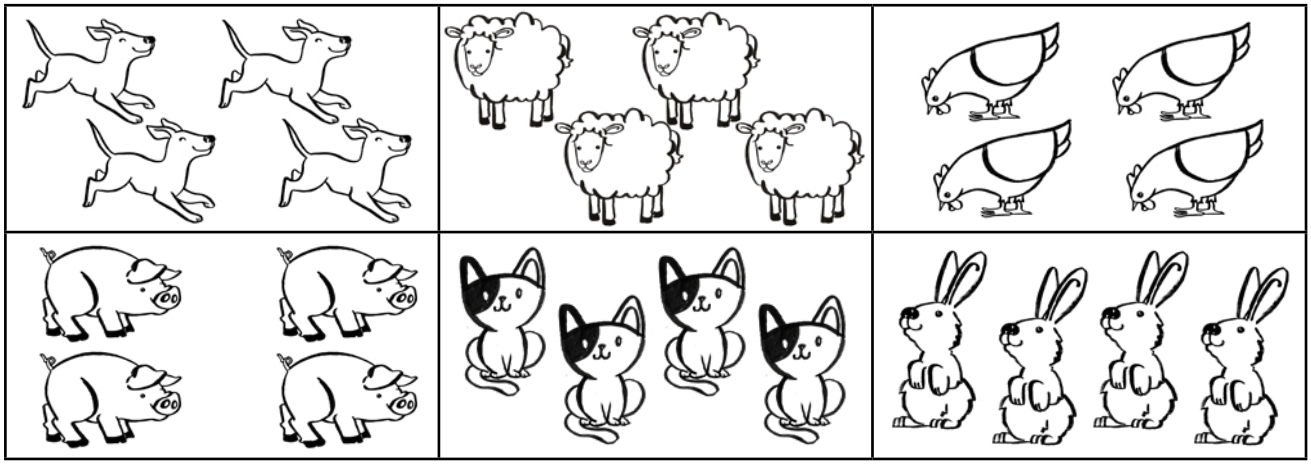
Kwarte en derdes
Quarters and thirds

HOOFREKENE MENTAL MATHS | FIZZ POP – BOU OP FIZZ POP – BUILD → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

1 Kleur een kwart in van elke vorm wat in kwarte verdeel is.
Colour one quarter of each shape that is divided into quarters.



2 Kleur een kwart van elke groep diere in.
Colour in one quarter of each group of animals.

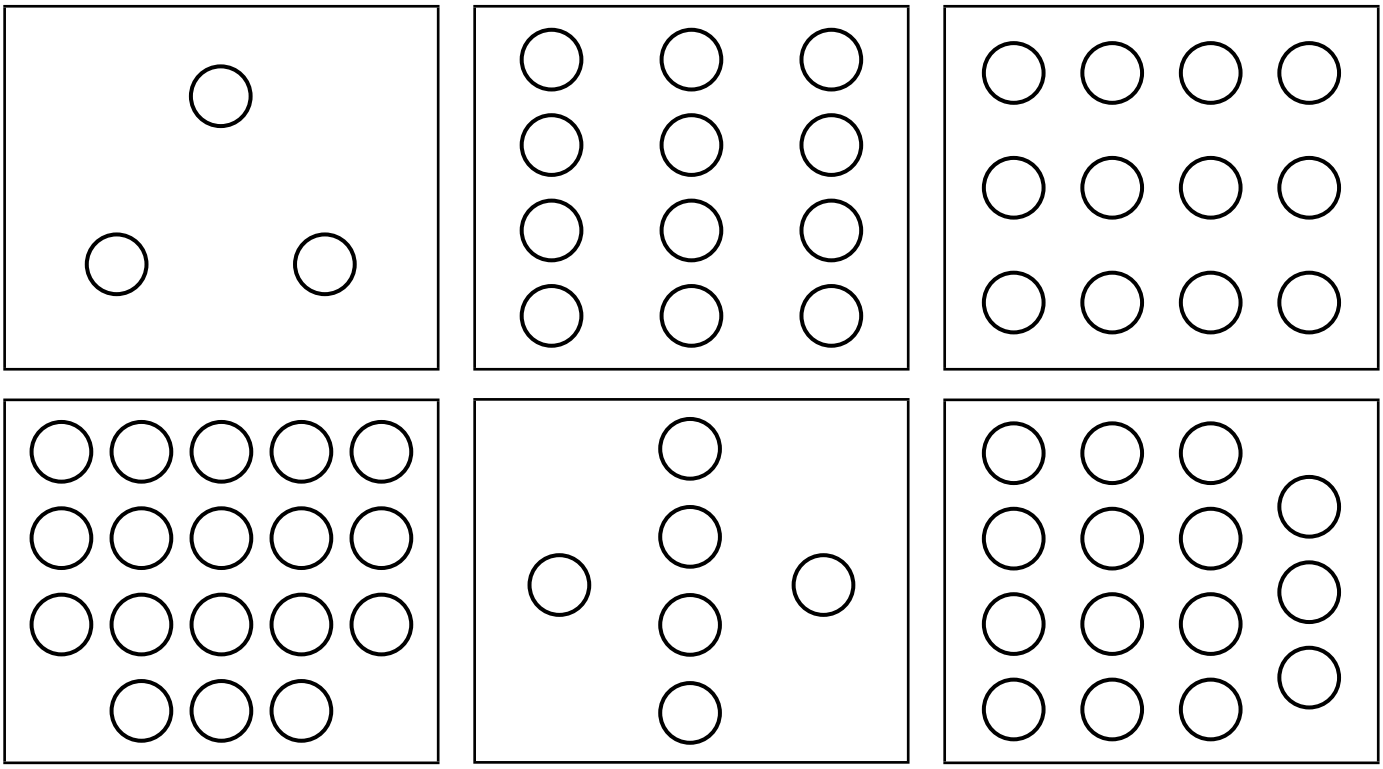


3 Trek na.
Trace.

kwart kwart quarter quarter

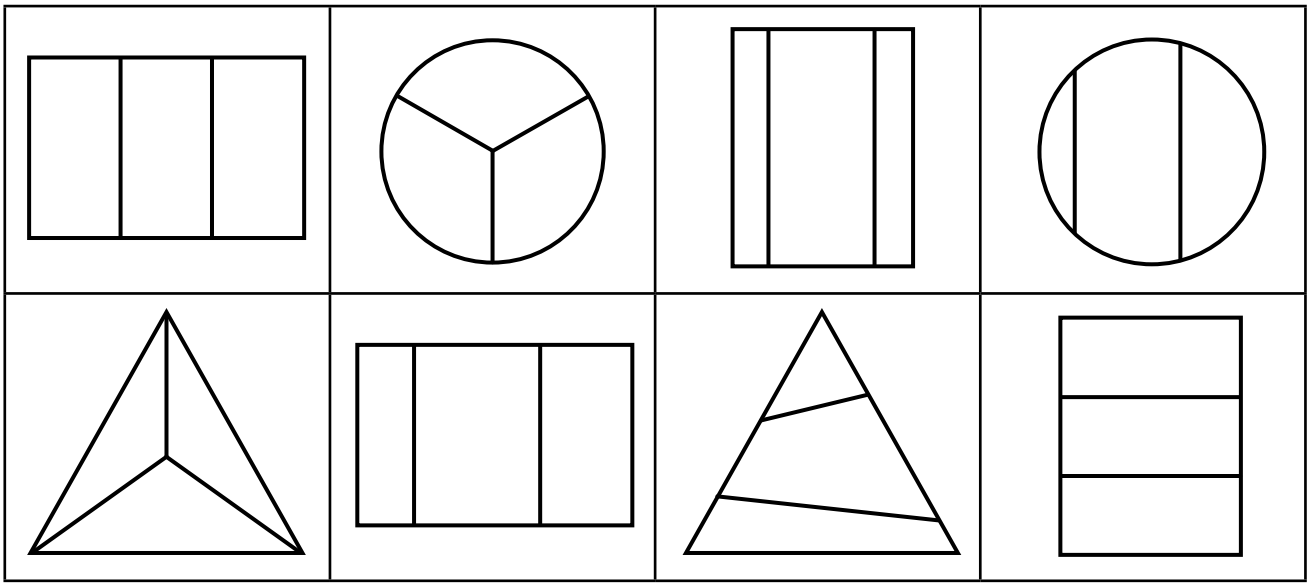
4 Kleur 'n derde van die vorms in.

Colour in a third of the shapes.



5 Kleur een derde in van elke vorm wat in derdes verdeel is.

Colour one third of each shape that is divided into thirds.



6 Trek na.

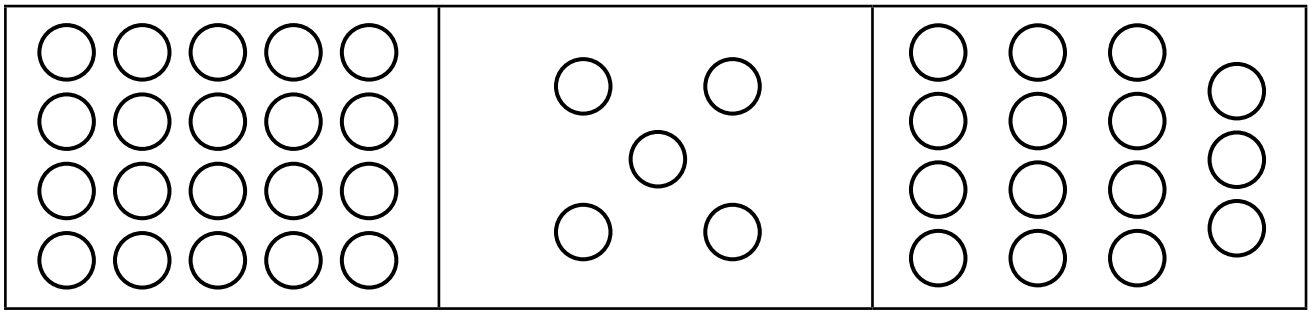
Trace.

derde derde third third

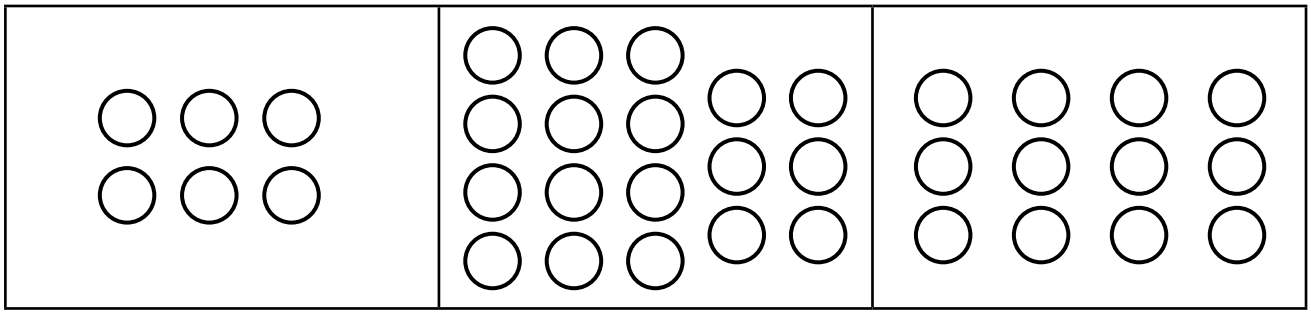
Vyfdes en sesdes
Fifths and sixths

HOOFREKENE / MENTAL MATHS | FIZZ POP – BREEK AF / FIZZ POP - BREAK → SPELETJIE / GAME → KONSEPONTWIKKELING / CONCEPT DEVELOPMENT → WERKKAART / WORKSHEET

1 Kleur een vyfde in.
Colour in one fifth.



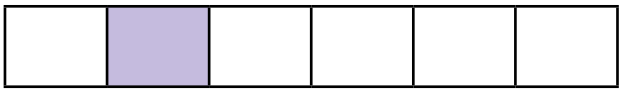
2 Kleur een sesde in.
Colour in one sixth.



3 Voltooi.
Complete.

_____ deel van _____ ewe groot dele.

_____ part of _____ equal parts.



_____ deel van _____ ewe groot dele.

_____ part of _____ equal parts.

4 Trek na.
Trace.

vyfde vyfde fifth fifth

sesde sesde sixth sixth

Speletjie: Breuke
Game: Fractions

- Speel die speletjie saam met 'n maat. Maak beurte om eerste te gaan.
  Play with a friend. Take turns going first.
- Gooi die dobbelsteen en skuif jou teller.
  Roll the dice and move your counter.
- Sê die naam van die breuk hardop.
  Say the name of the fraction.
- Gooi weer as jy dit regkry
  Roll again if you get it right.

Sleutelwoorde
Key words

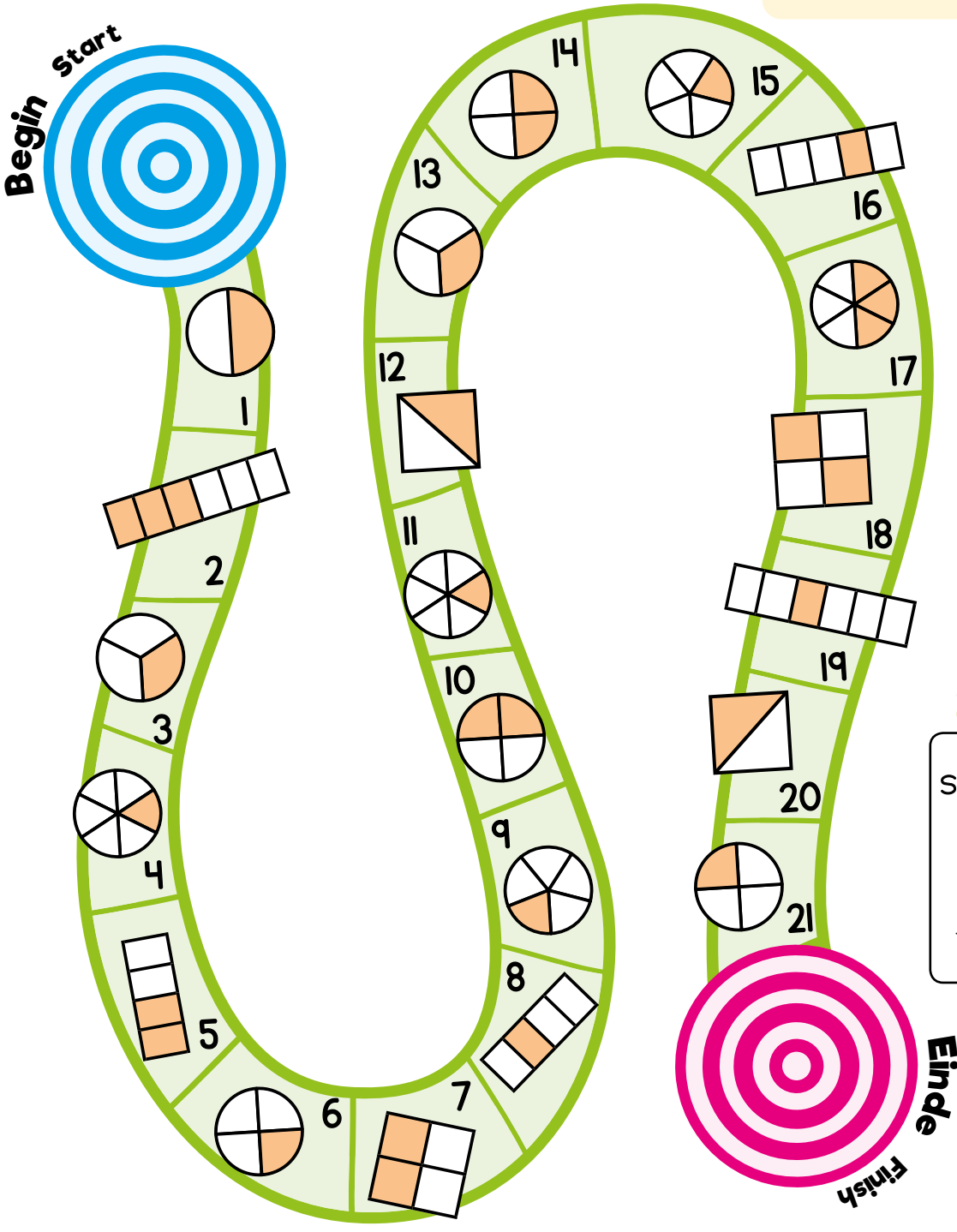
een halwe
one half

een derde
one third

een vierde/kwart
one fourth/quarter

een vyfde
one fifth

een sesde
one sixth



Speel weer. Skryf hierdie keer die breuk se naam neer.

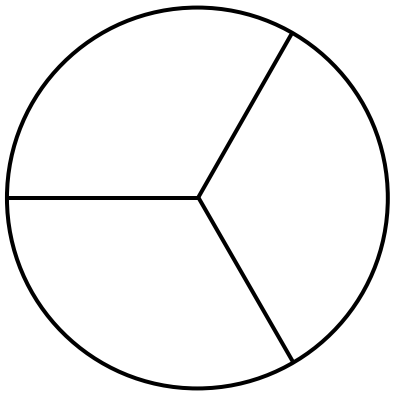
Play again. This time write the name of the fraction.

Breukdele van 'n hele
Fractions of a whole

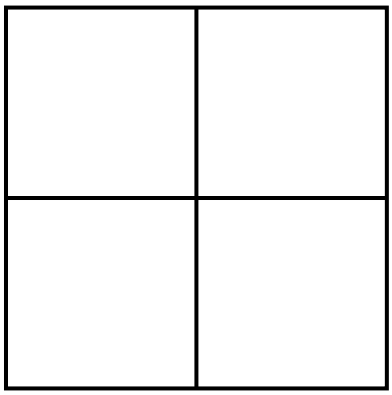
HOOFREKENE MENTAL MATHS | FIZZ POP – BOU OP FIZZ POP – BUILD → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

1 Trek na. Kleur die dele in.

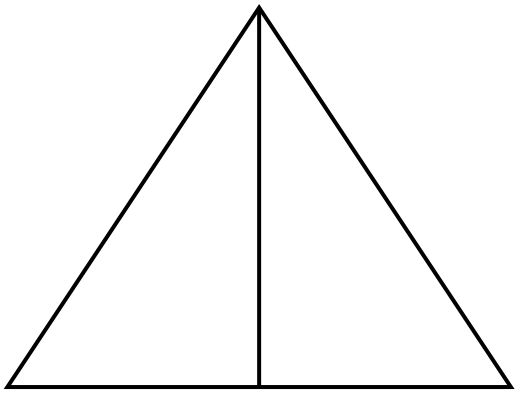
Trace. Colour the parts.



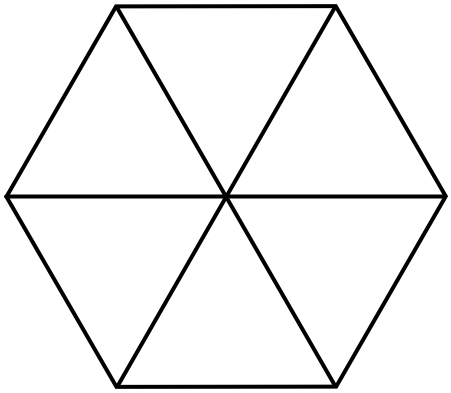
derde third



kwart quarter



halwe half



sesde sixth

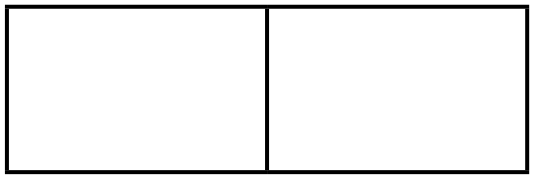
vyfde fifth

2 Kleur een deel in.
Trek die breuk se naam na.

Colour one part. Trace the name of the fraction.

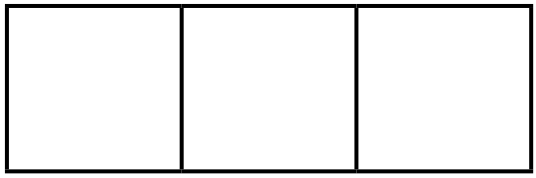
As ek 'n brood onder 2 kinders verdeel, kry een kind een halwe daarvan.

When I share 1 loaf between 2 children, one child gets one half.



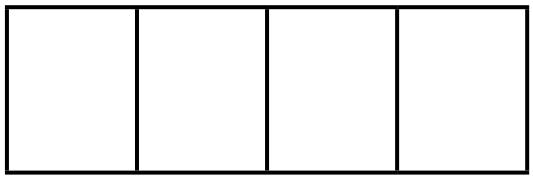
een halwe

one half



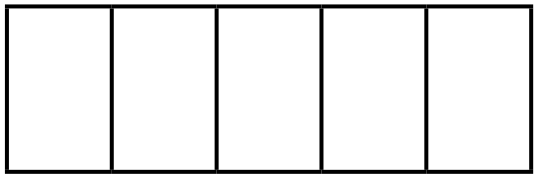
een derde

one third



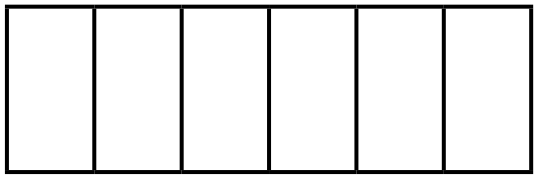
een kwart

one quarter



een vyfde

one fifth



een sesde

one sixth

WERKKAART WORKSHEET → WERKKAART WORKSHEET

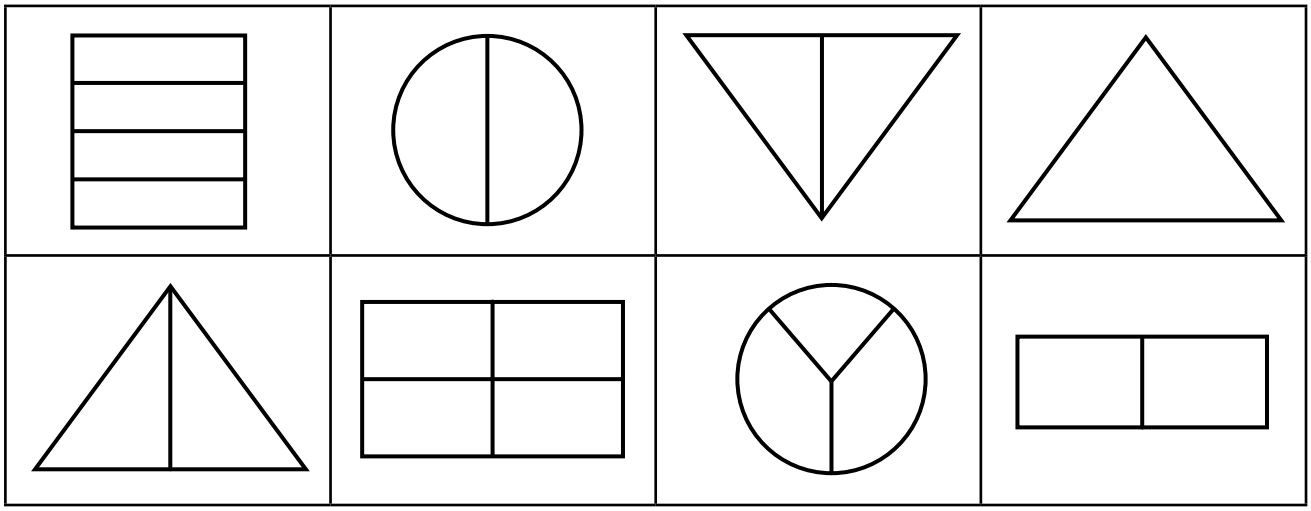
Kom ons praat Wiskunde!

Let's talk Maths!

In Afrikaans sê ons:	In English we say:
een halwe	one half
een van 2 ewe groot dele	one of 2 equal parts
een derde	one third
een van 3 ewe groot dele	one of 3 equal parts
een kwart	one quarter
een van 4 ewe groot dele	one of 4 equal parts
een vyfde	one fifth
een sesde	one sixth

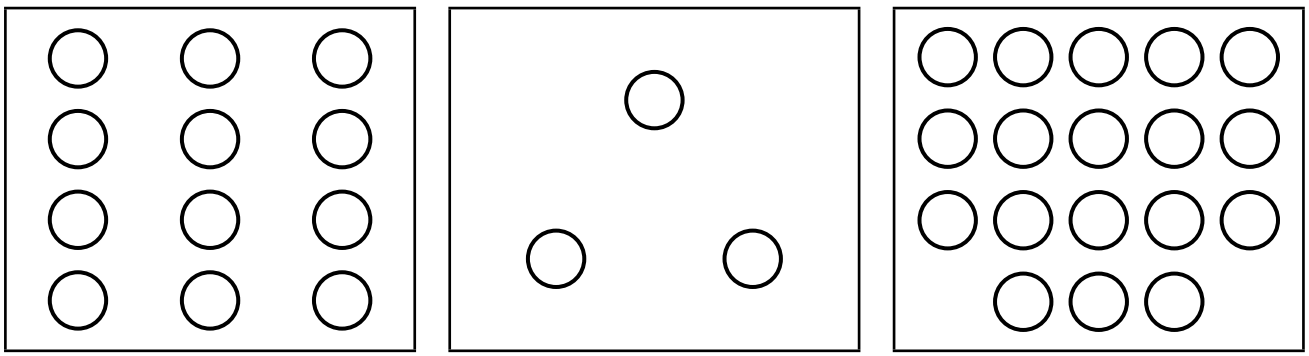
1 Kleur een halwe in van elke vorm wat in halwes verdeel is.

Colour one half of each shape that is divided into halves.



2 Kleur 'n derde van die vorms in.

Colour in a third of the shapes.

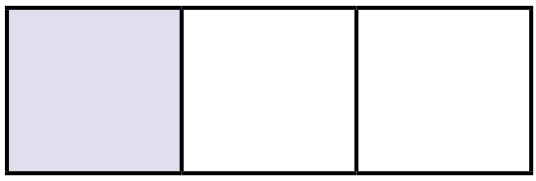


3 Vul die ontbrekende dele in. Skryf dan die breuknaam neer.

Fill in the blanks. Write the fraction name.

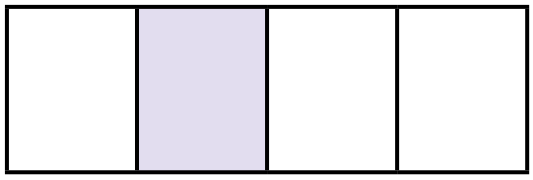
_____ deel van _____ ewe groot dele: _____.

_____ part of _____ equal parts.



_____ deel van _____ ewe groot dele: _____.

_____ part of _____ equal parts.

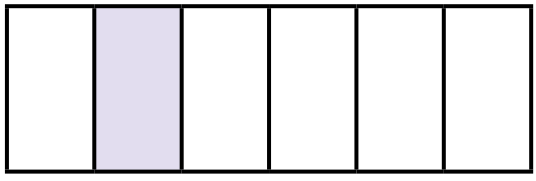


_____ deel van _____ ewe groot dele: _____.

_____ part of _____ equal parts.

_____ deel van _____ ewe groot dele: _____.

_____ part of _____ equal parts.



_____ deel van _____ ewe groot dele: _____.

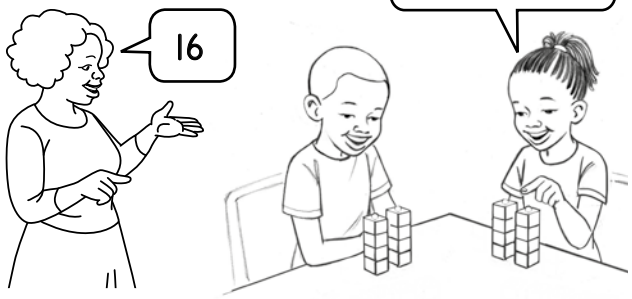
_____ part of _____ equal parts.

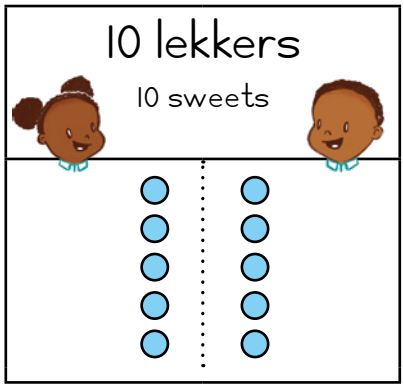
Verdeel onder 2
Sharing between 2

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

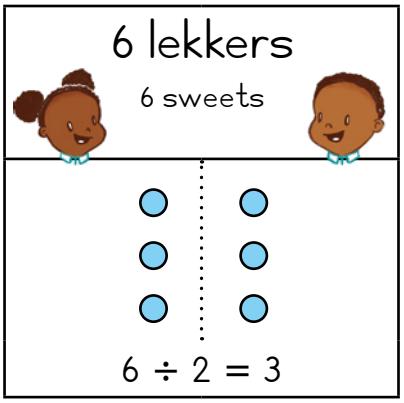
Speletjie: Deel!
Game: Sharing!

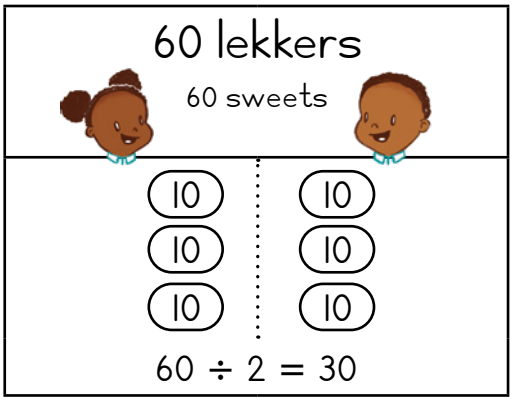
- Verbeel jou dat elke blokkie 'n lekker is.
  Imagine each block is a sweet!
- Jou juffrou roep 'n getal uit.
  Your teacher calls a number.
- Verdeel die lekkers gelykop onder 2 leerders.
  Share the sweets equally between 2 learners.
- Hoeveel lekkers kry elke leerder?
  How many does each learner get?





As ons 10 lekkers onder 2 leerders verdeel, kry elke leerder 'n halwe daarvan.
When we share 10 sweets between 2 learners, each learner receives half.





6 wat onder 2 verdeel word is gelyk aan 3.
Ek gee een lekker vir Vuyo en een vir Cebo totdat ek al die lekkers uitgedeel het.
6 shared between 2 equals 3.
I give one sweet to Vuyo, and one to Cebo until I share all the sweets.

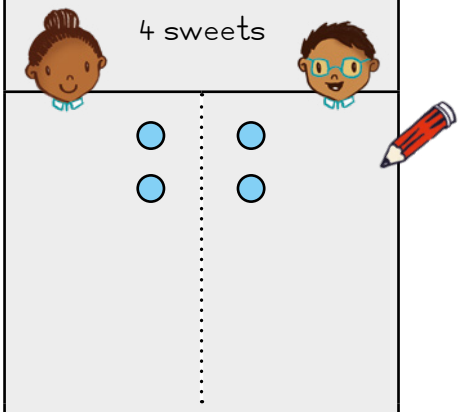
60 wat onder 2 verdeel word, is gelyk aan 30.
Ek gee 10 lekkers vir Vuyo en 10 vir Cebo totdat ek al 60 lekkers uitgedeel het. Ek dink in 10'e.
60 shared between 2 equals 30.
I give 10 sweets to Vuyo, and 10 to Cebo until I share all 60 sweets. I think in 10s.

Verdeel lekkers gelykop onder 2 leerders. Hoeveel lekkers kry elke leerder?

Share sweets equally between 2 learners. How many sweets does each learner get?

4 lekkers

4 sweets



4 ÷ 2 = 2

Ek verdeel 4 lekkers gelykop onder 2 leerders.

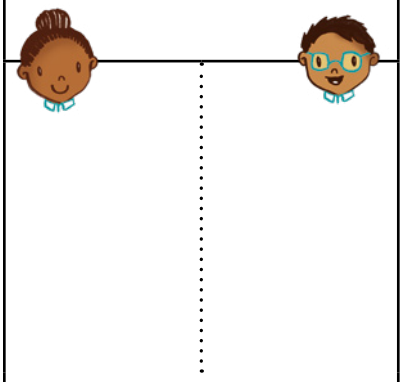
'n Halwe van 4 lekkers is 2 lekkers.

I share 4 sweets equally between 2 learners.

Half of 4 sweets is 2 sweets.

40 lekkers

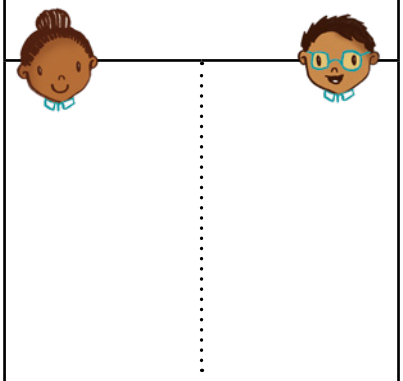
40 sweets



40 ÷ 2 = ____

2 lekkers

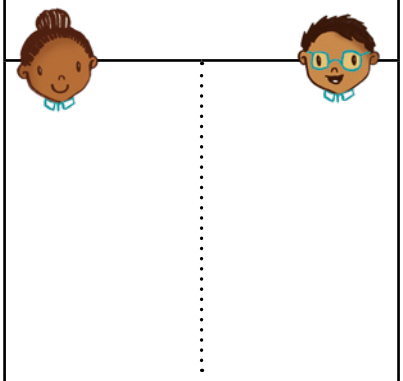
2 sweets



2 ÷ 2 = ____

20 lekkers

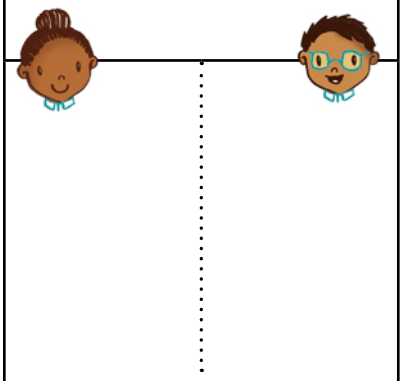
20 sweets



20 ÷ 2 = ____

26 lekkers

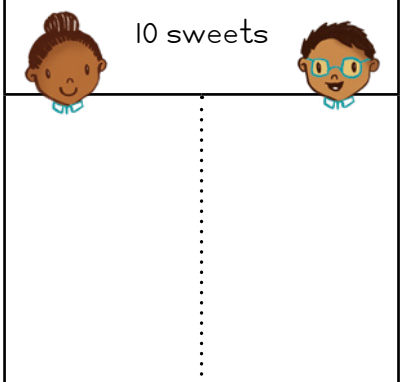
26 sweets



26 ÷ 2 = ____

10 lekkers

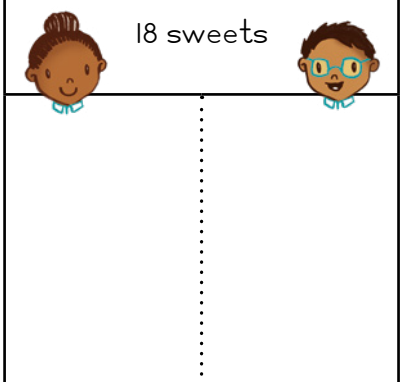
10 sweets



10 ÷ 2 = ____

18 lekkers

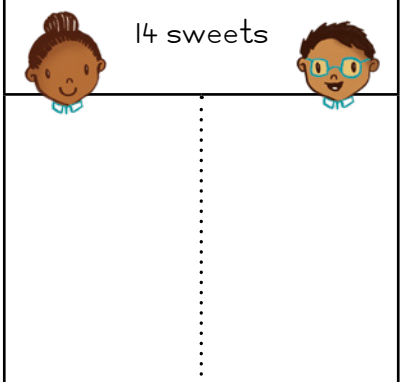
18 sweets



18 ÷ 2 = ____

14 lekkers

14 sweets



14 ÷ 2 = ____

DAG 2 • DAY 2

Verdeel met 'n res
Sharing with a remainder

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

Party goed kan in die helfte gesny word. Ons kan verdeel deur in die helfte te sny!

Ek verdeel 5 appels gelykop onder 2 leerders. Elke leerder kry 2 en 'n halwe appels.

Some things can be cut in half. We can share by cutting in half!

I share 5 apples equally between 2 learners. Each learner receives 2 and a half apples.

Party goed kan nie in die helfte gesny word nie. Wanneer ons iets uitdeel, bly daar soms daarvan oor.

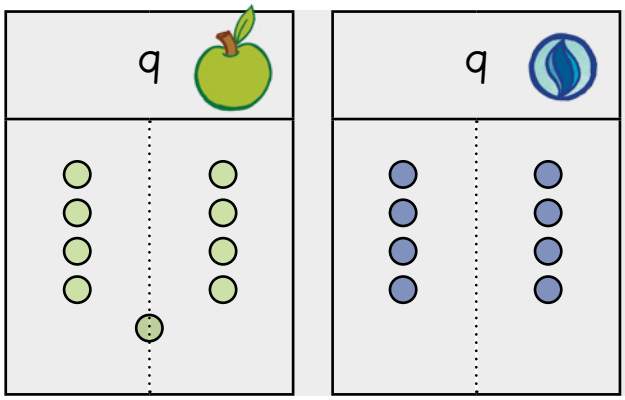
Ek verdeel 5 albasters gelykop onder 2 leerders. Elke leerder kry 2 albasters. Daar bly een albaster oor.

Some things cannot be cut in half. When we share, sometimes we have some left over.

I share 5 marbles equally between 2 learners. Each learner receives 2 marbles. There is one marble left over.

1 Verdeel gelykop onder 2 leerders. Hoeveel kry elke leerder?

Share equally between 2 learners. How many does each learner get?

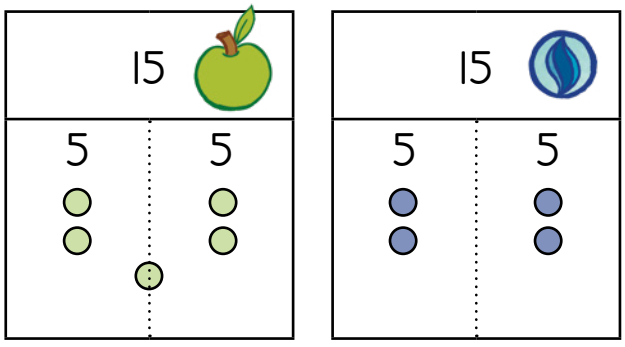


9 ÷ 2 = 4 en 1 halwe

9 ÷ 2 = 4 and 1 half

9 ÷ 2 = 4 en een wat oorbly

9 ÷ 2 = 4 and 1 left over



15 ÷ 2 = _____

15 ÷ 2 = _____

15 ÷ 2 = _____

15 ÷ 2 = _____

2 Verdeel gelykop onder 2 leerders. Hoeveel kry elke leerder? Teken om dit op te los.

Share equally between 2 learners. How many does each learner receive? Draw to solve.

19	19
5 | 5	5 | 5

19 ÷ 2 = 9 en 1 halwe

19 ÷ 2 = 9 and 1 half

19 ÷ 2 = 9 en 1 wat oorbly

19 ÷ 2 = 9 and 1 left over

7	7

7 ÷ 2 = _____

7 ÷ 2 = _____

7 ÷ 2 = _____

7 ÷ 2 = _____

11	11

11 ÷ 2 = _____

11 ÷ 2 = _____

11 ÷ 2 = _____

11 ÷ 2 = _____

21	21

21 ÷ 2 = _____

21 ÷ 2 = _____

21 ÷ 2 = _____

21 ÷ 2 = _____

Groepering
Grouping

HOOFREKENE
MENTAL MATHS

FIZZ POP – HALVEER
FIZZ POP – HALVING

→ SPELETJIE
GAME

→ KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

→ WERKKAARTE
WORKSHEETS

1 Sam maak partytjiepakkies deur 5 lekkers in elke pakkie in te sit. Hoeveel partytjiepakkies kan sy met 30 lekkers maak?

Sam makes party packs by putting 5 sweets in each bag. How many party packs can she make with 30 sweets?

Wanneer ek weet hoeveel dinge daar in elke groep is, maar nie hoeveel groepe daar is nie, voer ek 'n **groepering**-aksie uit.

When I know how many things are in each group, but not how many groups there are, I do a **grouping** action.

5 lekkers in 1 pakkie.
5 sweets in 1 bag.

10 lekkers in 2 pakkies.
10 sweets in 2 bags.

15 lekkers in 3 pakkies.
15 sweets in 3 bags.

20 lekkers in 4 pakkies.
20 sweets in 4 bags.

25 lekkers in 5 pakkies.
25 sweets in 5 bags.

30 lekkers in 6 pakkies.
30 sweets in 6 bags.

30 ÷ 5 = 6

Sam kan 6 partytjiepakkies maak.

Sam can make 6 party packs.

Khanyi bak 45 koekies om by die skool te verkoop. Sy sit 5 koekies in elke boks in. Hoeveel bokse koekies kan sy verkoop?

Khanyi baked 45 biscuits to sell at school. She puts 5 biscuits in each box. How many boxes of biscuits can she sell?

____ ÷ ____ = ____

Khanyi kan ____ bokse koekies verkoop.

Khanyi can sell _____ boxes of biscuits.

2 Mali het 24 aartappels wat sy by haar stalletjie kan verkoop. Sy sit 3 aartappels in elke sakkie in. Hoeveel sakkies gebruik Mali?

Mali has 24 potatoes to sell at her stall. She puts 3 potatoes in every packet. How many packets does Mali use?

____ ÷ ____ = ____

Mali gebruik ____ sakkies.

Mali uses _____ packets.

Bogosi en Luke pak 70 stoele in rye vir die saalbyeenkoms uit. Daar is 10 stoele in elke ry. Hoeveel rye stoele pak hulle uit?

Bogosi and Luke pack 70 chairs in rows for assembly. Each row has 10 chairs. How many rows of chairs do they pack?

____ ÷ ____ = ____

Bogosi en Luke pak ____ rye stoele uit.

Bogosi and Luke pack _____ rows of chairs.

Samir bou torings met sy blokkies. Elke toring word van 4 blokkies gemaak. Hoeveel torings kan Samir met 28 blokkies bou?

Samir uses his blocks to build towers. Every tower is made up of 4 blocks. How many towers can Samir build with 28 blocks?

____ ÷ ____ = ____

Samir kan ____ torings bou.

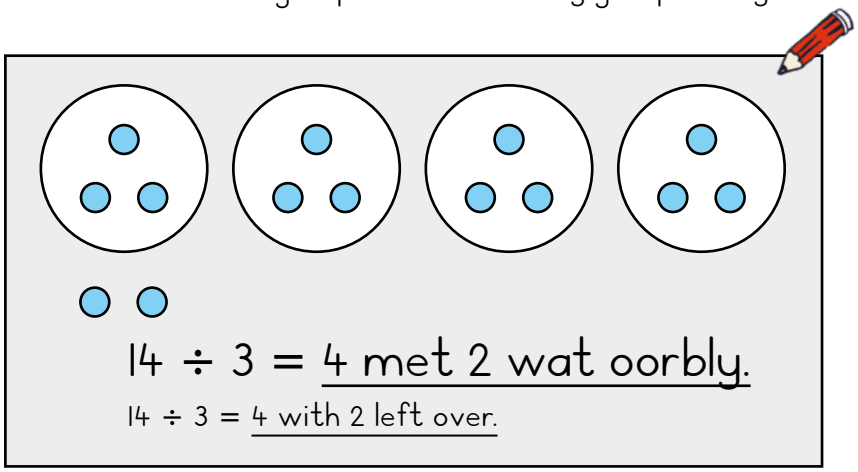
Samir can build _____ towers.

Groepering met 'n res
Grouping with a remainder

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

1 Sit 14 albasters in groepe van 3. Hoeveel groepe kan jy maak?

Put 14 marbles into groups of 3. How many groups can you make?



14 ÷ 3 = 4 met 2 wat oorbly.

14 ÷ 3 = 4 with 2 left over.

Die boer plant 44 wortels in sakke. Hy plant 10 wortels in elke sak. Hoeveel sakke kan hy maak?

The farmer puts 44 carrots in bags. He puts 10 carrots in each bag. How many bags can he make?

44 ÷ 10 = ____ met ____ wat oorbly.

44 ÷ 10 = _____ with _____ left over.

Phumla het 25 blomme. Sy sit 4 blomme in elke vaas in. Hoeveel vase het Phumla nodig?

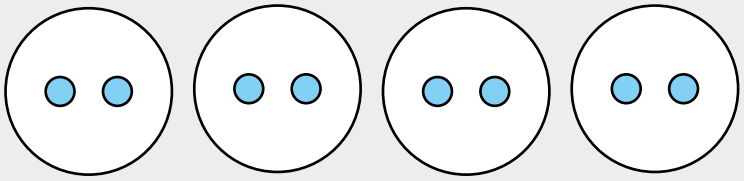
Phumla has 25 flowers. She puts 4 flowers in each vase. How many vases will Phumla need?

25 ÷ 4 = ____ met ____ wat oorbly.

25 ÷ 4 = _____ with _____ left over.

2 Sit 8 albasters in groepe van 2. Hoeveel groepe kan jy maak?

Put 8 marbles into groups of 2. How many groups can you make?



8 ÷ 4 = 2 met 0 wat oorbly.

8 ÷ 4 = 2 with 0 left over.

Sit 10 albasters in groepe van 4. Hoeveel groepe kan jy maak?

Put 10 marbles into groups of 4. How many groups can you make?

Onthou, wanneer ons ewe groot groepe maak, bly daar soms albasters oor.

Remember, when we make equal groups, sometimes we have some left over.

10 ÷ 4 = ____ met ____ wat oorbly.

10 ÷ 4 = _____ with _____ left over.

Refeilwe pak appels in sakke. Sy sit 5 appels in elke sak. Hoeveel sakke appels kan sy pak as sy 27 appels het?

Refeilwe is packing bags of apples. She puts 5 apples in each bag. How many bags of apples will she pack if she has 27 apples?

27 ÷ 5 = ____ met ____ wat oorbly.

27 ÷ 5 = _____ with _____ left over.

Mandla het 14 plakkers om met sy maats te deel. Hy gee 3 plakkers vir elke maat. Hoeveel maats kan plakkers kry?

Mandla has 14 stickers to share with his friends. He gives 3 stickers to each friend. How many friends will get stickers?

14 ÷ 3 = ____ met ____ wat oorbly.

14 ÷ 3 = _____ with _____ left over.

WERKKAART WORKSHEET → WERKKAART WORKSHEET

Kom ons praat Wiskunde!

Let's talk Maths!

In Afrikaans sê ons:	In English we say:
verdeel	share
deel	divide
Verdeel 5 appels onder 2 leerders.	Share 5 apples between 2 learners.
Elke leerder kry 2 en 'n half.	Each learner receives 2 and a half.
Verdeel 5 albasters onder 2 leerders.	Share 5 marbles between 2 learners.
Elke leerder kry 2. Daar bly een oor.	Each learner receives 2. There is one left over.
Deel 5 deur 2.	Divide 5 by 2.

1 Verdeel 12 albasters gelykop onder 4 leerders.

Share 12 marbles equally between 4 learners.

12 ÷ 4 = ____ met ____ wat oorbly.

12 ÷ 4 = _____ with _____ left over.

Verdeel 11 albasters gelykop onder 4 leerders.

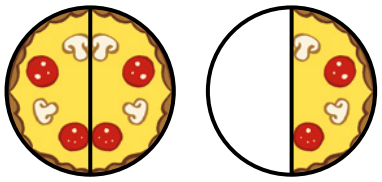
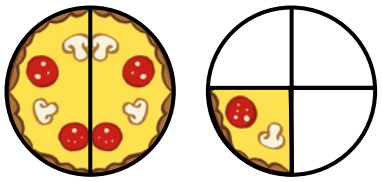
Share 11 marbles equally between 4 learners.

11 ÷ 4 = ____ met ____ wat oorbly.

11 ÷ 4 = _____ with _____ left over.

2 Hoeveel pizzas is daar?

How many pizzas?

3 Brei uit deur in 5's te tel.

Extend by counting in 5s.

	50	45							

4

58 – 5 = ____	34 – 5 = ____	39 – 4 = ____
28 + 5 = ____	35 – 7 = ____	44 – 7 = ____

36 + 30 = ____	42 + 30 = ____	2 + 40 = ____
56 – 20 = ____	72 – 30 = ____	91 – 40 = ____

5

17	18

34	
14	

25	
17	

6

2 × 4 = ____	2 × 5 = ____	2 × 10 = ____
5 × 2 = ____	5 × 3 = ____	5 × 5 = ____

7

Halveer: Half:	9		18	
Verdubbel: Double:	9		18	

10'e en 1'e
10s and 1s

HOOFREKENE MENTAL MATHS | INVERSE BEWERKINGS INVERSE OPERATIONS → SPELETJIE GAME → WERKKAARTE WORKSHEETS

Speletjie: Vinnige wiskunde met dobbelstene – vermenigvuldig met 2
Game: Fast maths with dice – multiply by 2

- Gooi 'n dobbelsteen.
  Roll a dice.
- Vermenigvuldig hierdie getal met 2. Doen dit weer. Vinniger!
  Multiply the number by 2. Do it again. Faster!
- Speel hierdie week deur met 2, 5 en 10 te vermenigvuldig!
  Play multiply by 2, 5 and 10 this week!

1 Teken (10) om 'n 10 te wys. Teken 'n ● om 'n 1 te wys.
Draw (10) to show 10. Draw ● to show 1.

57

57 =

73

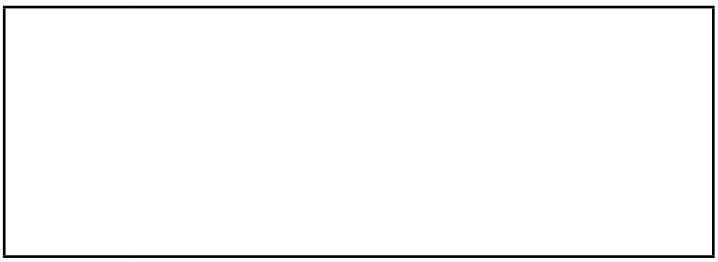
73 =

2 Los op!
Solve!

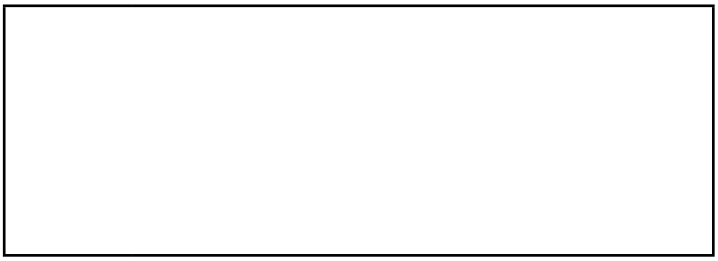
10 + ___ = 19	20 + ___ = 25	30 + ___ = 37

3 Teken (10) om 'n 10 te wys. Teken 'n ● om 'n 1 te wys.

Draw (10) to show 10. Draw ● to show 1.



47 = _____ 47 = _____



52 = _____ 52 = _____

38 = _____ 38 = _____

4 Breek in 10'e en 1'e af.

Break down into 10s and 1s.

28 = _____

28 = _____

43 = _____

43 = _____

59 = _____

59 = _____

84 = _____

84 = _____

DAG 2 • DAY 2

Tel op en trek af tot 100
Adding and subtracting up to 100

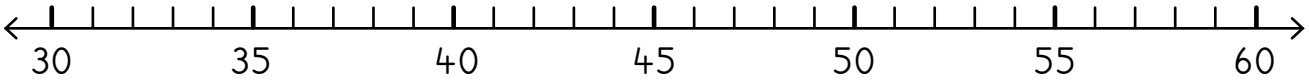
HOOFREKENE MENTAL MATHS | INVERSE BEWERKINGS INVERSE OPERATIONS → SPELETJIE GAME → WERKKAARTE WORKSKEETS

1 Los op! Gebruik jou blokkies.
Solve! Use your blocks.

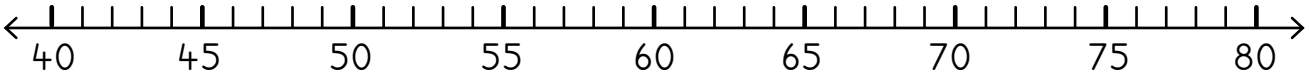
4 + 4 = ____	5 + 3 = ____	4 + 5 = ____
40 + 40 = ____	50 + 30 = ____	40 + 50 = ____

8 – 3 = ____	9 – 6 = ____	10 – 3 = ____
80 – 30 = ____	90 – 60 = ____	100 – 30 = ____

2 Los op met 'n getallelyn.
Solve using the number line.



56 – 20 = ____



78 – 30 = ____

3 Los op met die getaltabel.
Solve using the number table.

Sonke het gedurende die vakansie 25 bladsye gelees.
Emma het 20 bladsye meer as Sonke gelees.
Hoeveel bladsye het Emma gelees?

Sonke read 25 pages over the holiday. Emma read 20 more pages than Sonke. How many pages did Emma read?

4 Los op.

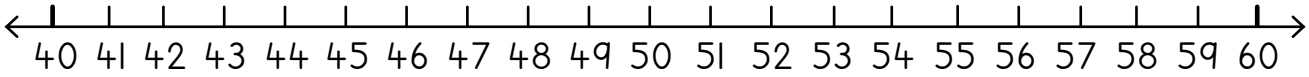
Solve.

41 + 5 = ____	65 + 5 = ____	47 – 5 = ____	60 – 4 = ____
36 + 4 = ____	57 + 4 = ____	69 – 4 = ____	50 – 2 = ____
52 + 7 = ____	72 + 6 = ____	58 – 6 = ____	70 – 3 = ____

Noni het 51 kilometer gery. Toe ry sy 5 kilometer meer. Hoeveel kilometer het sy altesame gery? Noni has driven 51 kilometres. She drives 5 kilometres more. How many kilometres has she driven altogether?	Sane het laas week 32 kilometer gehardloop. Milisa het 4 kilometer minder gehardloop. Hoeveel kilometer het Milisa gehardloop? Sane ran 32 kilometres last week. Milisa ran 4 less. How many kilometres did Milisa run?

5 Los op. Gebruik die getallelyn om jou te help.

Solve. Use the number line for help.



56 + 4 = ____	48 + 5 = ____	60 – 4 = ____	52 – 5 = ____
46 + 7 = ____	45 + 7 = ____	50 – 6 = ____	53 – 7 = ____

Tannie Ntombi verkoop 42 skons. Toe verkoop sy 7 skons meer. Hoeveel skons verkoop sy altesame?  Sis Ntombi sold 42 scones. She sells 7 more. How many scones does she sell altogether?	Lwazi het R60. Hy koop appels vir R8. Hoeveel geld bly daar oor? Lwazi has R60. He buys apples for R8. How much money does he have left?

DAG 3 • DAY 3

Verdubbel en halveer
Double and half

HOOFREKENE MENTAL MATHS | INVERSE BEWERKINGS INVERSE OPERATIONS → SPELETJIE GAME → WERKKAARTE WORKSKEETS

1 Ek verdeel gelykop onder 2 leerders. Hoeveel kry elke leerder?
I share equally between 2 learners. How many does each learner get?

'n Halwe van: Half of:			
4		14	
10		20	
50		100	

2

	1	2	3	4	5	6	7	8	9	10
Verdubbel Double										

3

Verdubbel 5 Double 5	Verdubbel 15 Double 15	Verdubbel 25 Double 25
5 verdubbel is ____. Double 5 is ____.	15 verdubbel is ____. Double 15 is ____.	25 verdubbel is ____. Double 25 is ____.

4

Hoeveel leerders? How many learners?	
Hoeveel oë? How many eyes?	

leerders learners	1	2	3	4	5	6	7	8	9	10
oë eyes										

Hoeveel leerders? How many learners?	
Hoeveel vingers? How many fingers?	

leerders learners	1	2	3	4	5	6	7	8	9	10
vingers fingers										

5 Bereken.

Calculate.

2 × 3 = ____	2 × 5 = ____	2 × 6 = ____	2 × 2 = ____
2 × 1 = ____	2 × 4 = ____	2 × 8 = ____	2 × 10 = ____

6

Een lekker kos R2. Hoeveel betaal ek vir:

One sweet costs R2. How much do I pay for:

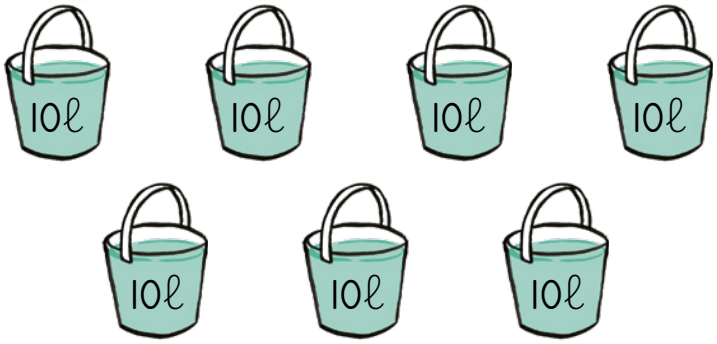
3 lekkers 3 sweets		5 lekkers 5 sweets	
6 lekkers 6 sweets		10 lekkers 10 sweets	

Groepe van 5 en 10
Groups of 5 and 10

HOOFREKENE MENTAL MATHS | INVERSE BEWERKINGS INVERSE OPERATIONS → SPELETJIE GAME → WERKKAARTE WORKSHEETS

1

Hoeveel emmers? How many buckets?	
Hoeveel liter? How many litres?	



Hoeveel emmers? How many buckets?	
Hoeveel liter? How many litres?	

3 emmers: Hoeveel liter? 3 buckets, how many litres?		6 emmers: Hoeveel liter? 6 buckets, how many litres?	
4 emmers: Hoeveel liter? 4 buckets, how many litres?		10 emmers: Hoeveel liter? 10 buckets, how many litres?	

2 Bereken.
Calculate.

10 × 3 = ____	10 × 5 = ____	10 × 6 = ____	10 × 2 = ____
10 × 1 = ____	10 × 4 = ____	10 × 8 = ____	10 × 10 = ____

3 Een boksie sap kos R10. Wat betaal ek vir:
One juice costs R10. What do I pay for:

3 boksies sap? 3 juices?		5 boksies sap? 5 juices?	
6 boksies sap? 6 juices?		11 boksies sap? 11 juices?	

4

	Hoeveel sakkies? How many bags?	
	Hoeveel appels? How many apples?	

	Hoeveel sakkies? How many bags?	
	Hoeveel appels? How many apples?	

4 sakkies: Hoeveel appels? 4 bags, how many apples?		5 sakkies: Hoeveel appels? 5 bags, how many apples?	
6 sakkies: Hoeveel appels? 6 bags, how many apples?		10 sakkies: Hoeveel appels? 10 bags, how many apples?	

5 Bereken.

Calculate.

5 × 3 = ____	5 × 5 = ____	5 × 6 = ____	5 × 2 = ____
5 × 1 = ____	5 × 4 = ____	5 × 8 = ____	5 × 10 = ____

6 Bereken. Gebruik jou vingers om jou te help onthou!

Calculate. Use your fingers to keep track!

Hoeveel 5's is daar in 20? How many 5s in 20?		Hoeveel 5's is daar in 25? How many 5s in 25?	
Hoeveel 5's is daar in 30? How many 5s in 30?		Hoeveel 5's is daar in 50? How many 5s in 50?	

Breuke en verdeling
Fractions and sharing

HOOFREKENE MENTAL MATHS | INVERSE BEWERKINGS INVERSE OPERATIONS → SPELETJIE GAME → WERKKAARTE WORKSHEETS

Speletjie: Breuke
Game: Fractions

- Speel dit saam met 'n maat.
  Maak beurte om eerste te gaan.
  Play with a friend. Take turns going first.
- Gooi die dobbelsteen en skuif jou teller.
  Roll the dice and move your counter.
- Sê die naam van die breuk.
  Say the name of the fraction.
- Gooi weer as jy dit regkry.
  Roll again if you get it right.

Sleutelwoorde
Key words

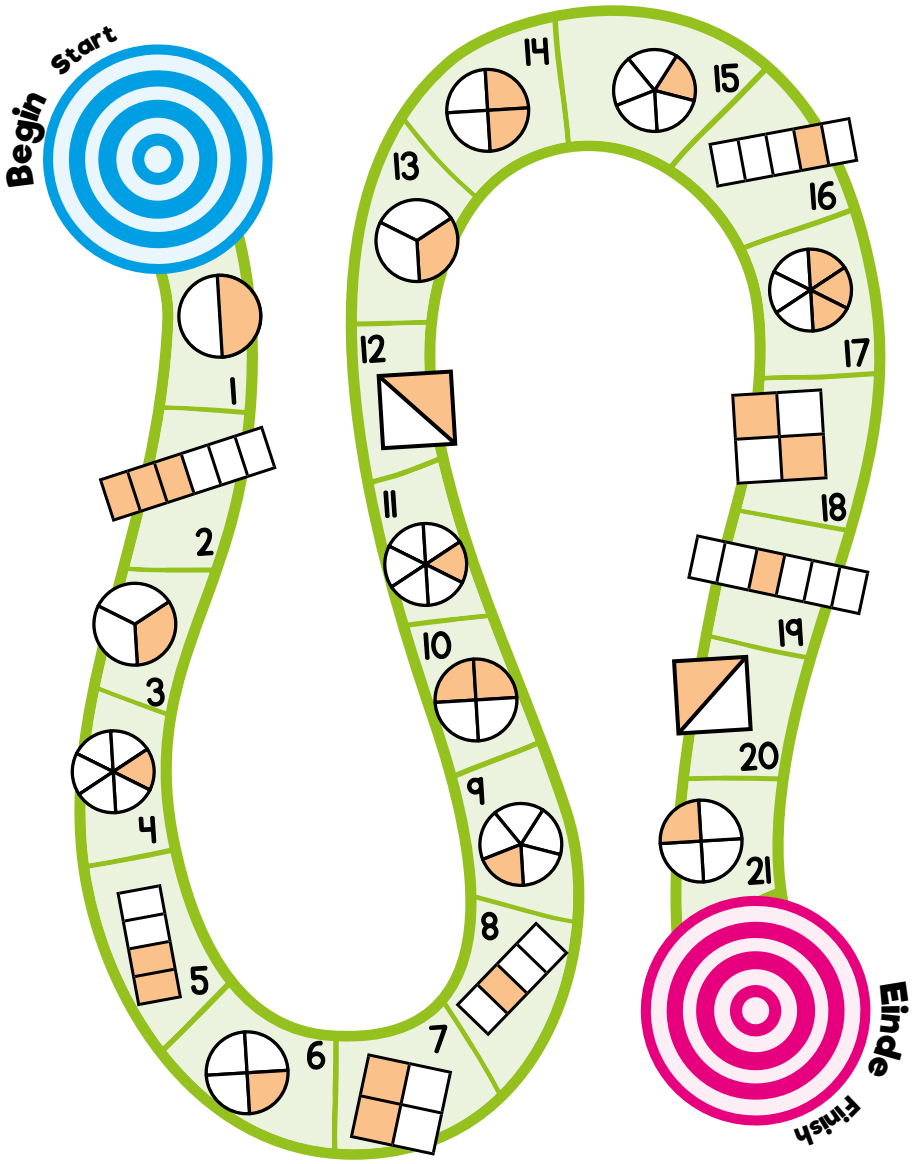
een halwe
one half

een derde
one third

een vierde/kwart
one fourth/quarter

een vyfde
one fifth

een sesde
one sixth



Speel weer. Skryf hierdie keer die naam van die breuk neer.

Play again. This time write the name of the fraction.

1 Verdeel gelykop onder 2 leerders. Hoeveel kry elke leerder? Teken om dit op te los.

Share equally between 2 learners. How many does each learner receive? Draw to solve.

9	9

9 ÷ 2 = _____

9 ÷ 2 = _____

9 ÷ 2 = _____

9 ÷ 2 = _____

7	7

7 ÷ 2 = _____

7 ÷ 2 = _____

7 ÷ 2 = _____

7 ÷ 2 = _____

11	11

11 ÷ 2 = _____

11 ÷ 2 = _____

11 ÷ 2 = _____

11 ÷ 2 = _____

2 Verdeel die albasters. Hoeveel albasters kry elke leerder? Hoeveel is daar oor?

Share the marbles. How many marbles does each learner get? How many left over?

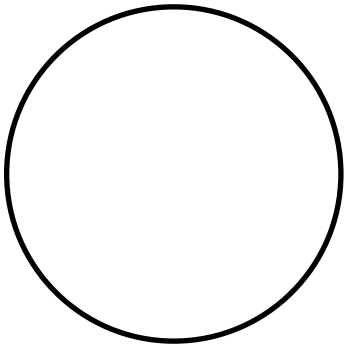
Verdeel 10 albasters onder 3 kinders. Share 10 marbles among 3 children.	____ met ____ wat oorbly ___ and ___ left over.
Verdeel 10 albasters onder 4 kinders. Share 10 marbles among 4 children.	____ met ____ wat oorbly ___ and ___ left over.

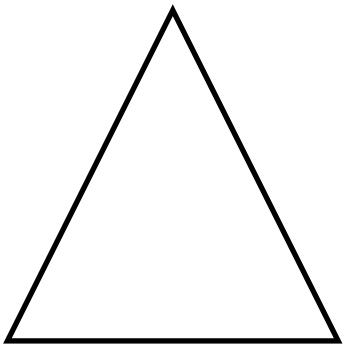
Motors wat by die skoolhek verbyry

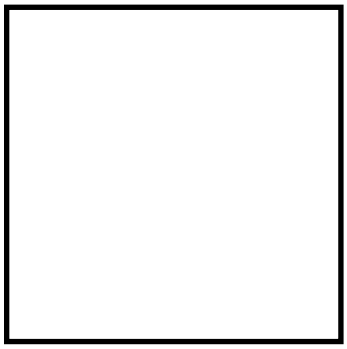
Cars going past the school gate

10				
9				
8				
7				
6				
5				
4				
3				
2				
1				
	swart black	rooi red	blou blue	geel yellow

Sleutel
Key
 = 1







Hierdie stel met 7 vorms word 'n tangram genoem.

This set of 7 shapes is called a tangram.

Knip eers hierdie bladsy uit jou werkboek uit.

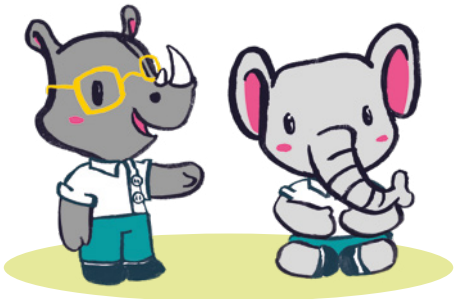
First cut out this page from your workbook.

Knip dan die 7 vorms versigtig uit.

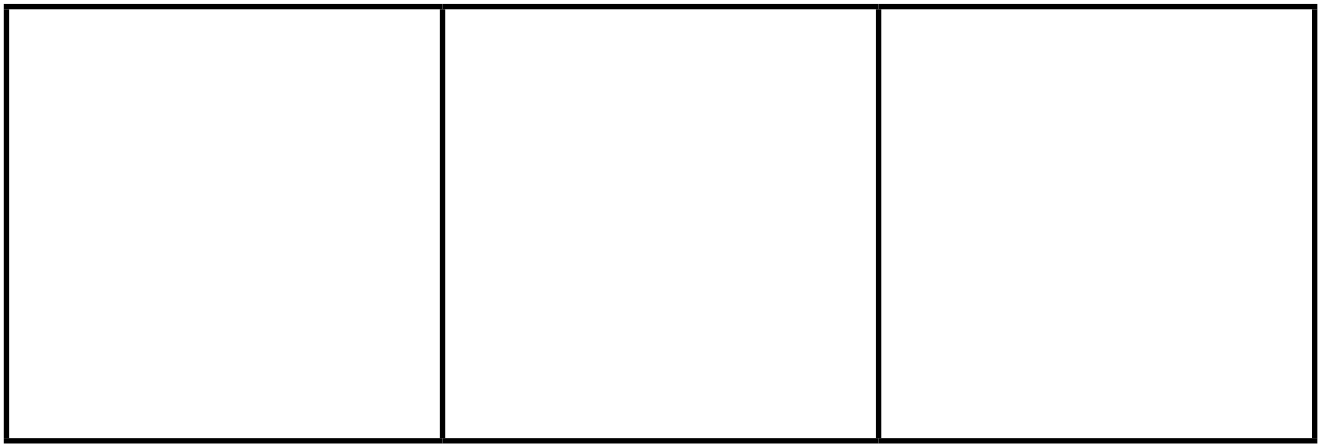
Carefully cut out the 7 shapes.

Bêre dit op 'n veilige plek!

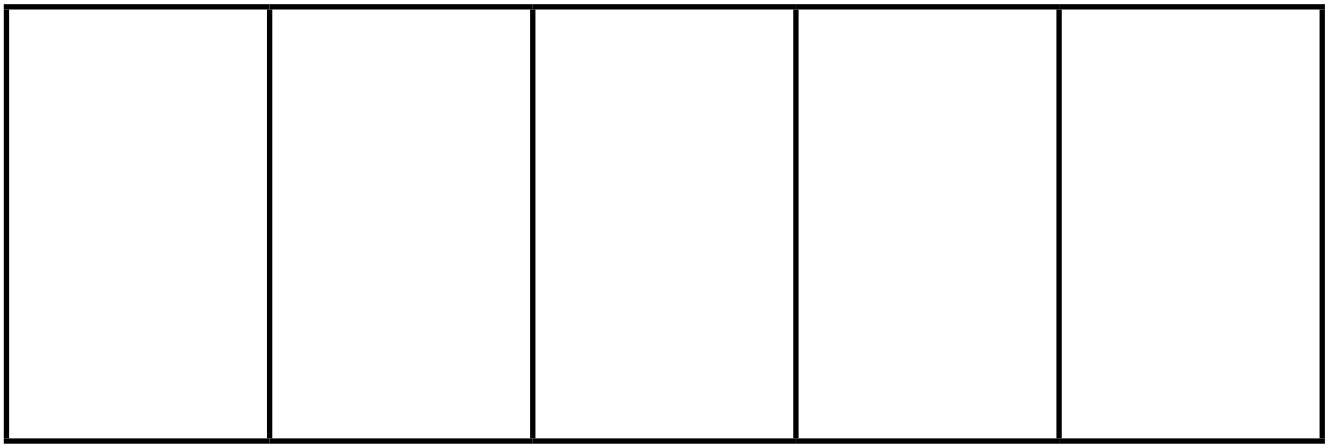
Store them in a safe place!



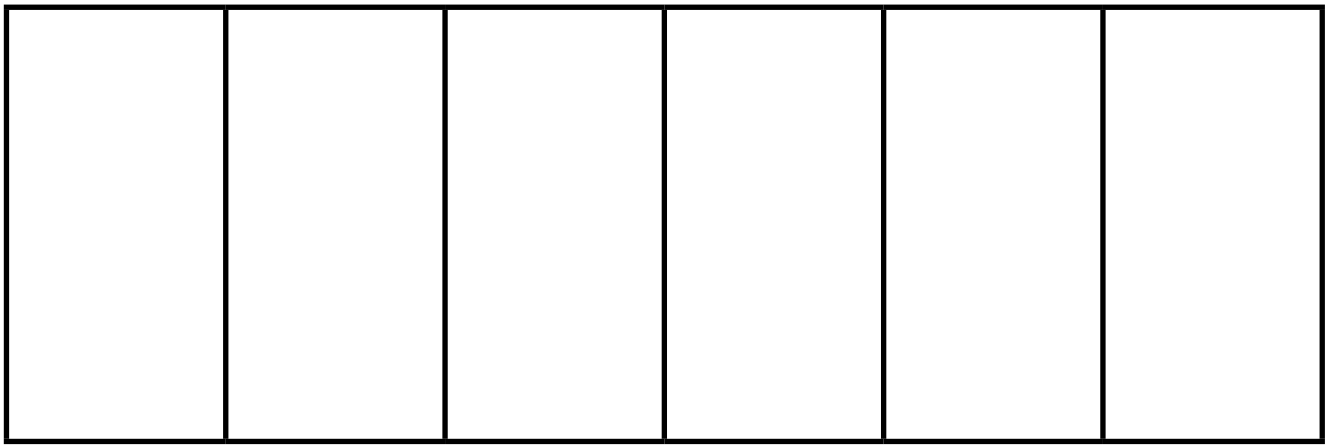
Derdes Thirds



Vyfdes Fifths



Sesdes Sixths



Bala Wande

Calculating with Confidence

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