Afrikaans

Wiskunde

Mathematics

2

Kwartaal 4 | Term 4

Onderwyser | Teacher: .....

Bala Wande
Calculating with Confidence

2

Kwartaal 4 | Term 4

Wiskunde
Mathematics

Onderwysersgids
Teacher's Guide

Afrikaans | English

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

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

Artists: Mary-Anne Hampton and Angie Bowring

www.fundawande.org
ISBN: 978-1-998960-16-3
Version 2.0: 2023

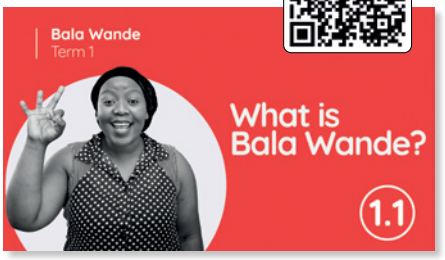
INHOUD | CONTENTS

Die onderrig van Grondslagfase-wiskunde met behulp van Bala Wande

1. Wat is Bala Wande?

Bala Wande is Funda Wande se wiskundeprogram.

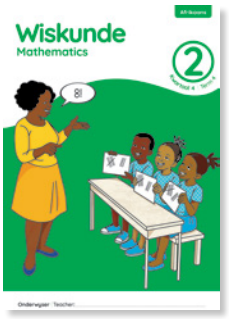
Funda Wande is 'n organisasie sonder winsoogmerk wat ten doel het om te verseker dat alle leerders in Suid-Afrika teen 10-jarige ouderdom met begrip in hul huistaal kan lees. Bala Wande is die wiskundeprogram wat hiermee gepaard gaan, met die oogmerk om te verseker dat daar in die vroeë laerskooljare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



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

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

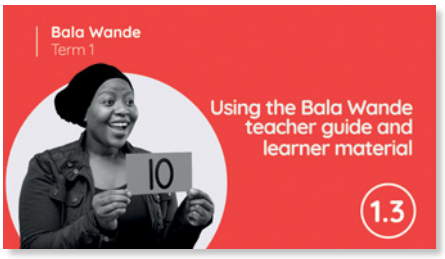
1.1 *Onderwysersgids*



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

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

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



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

Using Bala Wande for teaching Foundation Phase mathematics

1. What is Bala Wande?

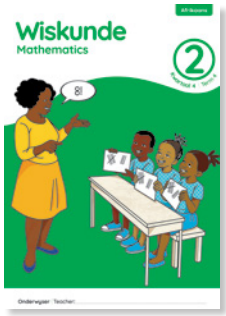
Bala Wande is the mathematics programme of Funda Wande.

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

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

The Bala Wande progamme support includes:

1.1 *Bala Wande Teacher Guide*



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

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

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

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

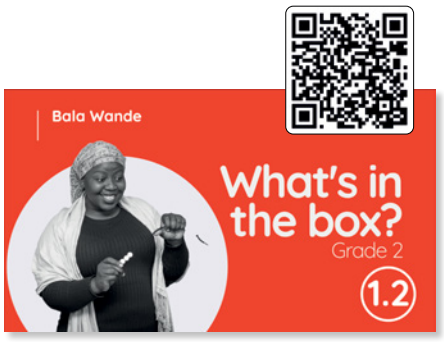
1.2 Bykomende leerder-en-onderwyser-ondersteuningsmateriaal

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

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

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

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



1.3 Bala Wande-video's deur meesteronderwysers

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

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

Voldoen Bala Wande aan die KABV?

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

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

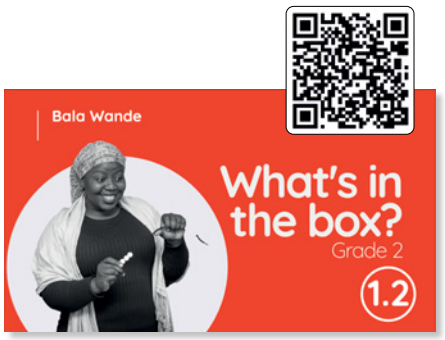
1.2 Additional LTSM materials

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

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

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

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



1.3 The Bala Wande videos of master teachers

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

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

Is Bala Wande CAPS compliant?

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

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

Welkom by Graad 2!

Ons doel is verder dat die leerders in graad 2 goeie gewoontes moet aankweek terwyl hulle wiskunde doen. Hulle moet dus daarop gewys word dat hulle aandagtig moet kyk na dit wat hulle veronderstel is om te doen. Wanneer jy elke dag die selfstandige klaswerk bekendstel, vra die leerders om na die bladsye te kyk en jou te vertel wat hulle sien. Wat dink hulle is hulle veronderstel om te doen?

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

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

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

'n Spesiale kenmerk van die graad 2-LAB is dat daar elke week op Dag 5 'n taalkomponent aan die les verbonde is. Dit gee jou geleentheid om wiskunde in Engels en in Afrikaans te praat en sleutelfrases en -woorde wat tydens die week geleer is, te hersien.

Kom ons praat Wiskunde!

Let's talk Maths!

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

Welcome to Grade 2!

In Grade 2 we would like learners to establish good habits while doing maths. Talk to them about looking carefully at what they are supposed to do. Each day when you introduce the independent classwork, ask learners to look at the pages and tell you what they see. What do they think they are supposed to do?

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

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

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

A special feature of the Grade 2 LAB is that on Day 5 every week there is a language component to the lesson. This gives you an opportunity to speak maths in English and IsiXhosa and revise key phrases and words learned over the week.

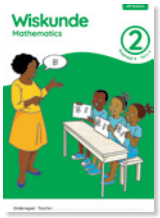
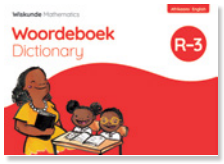
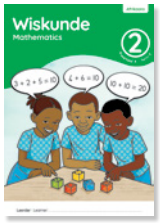
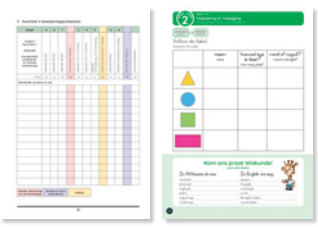
Kom ons praat Wiskunde!

Let's talk Maths!

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

2. Wat is in die boks?

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

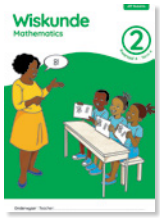
Onderwysersgids • 'n oorsig van die begrippe wat elke week onderrig moet word • die hoofrekene wat vir elke dag beplan is (Dag 1–4) • verrykingsaktiwiteite (weekliks; Dag 1–4) • kernkonsep-onderrigaktiwiteite wat deur plakkate en manipuleerbare voorwerpe uit die boks ondersteun word (Dag 1–4) • afskrifte van die bladsye uit die *Leerderaktiwiteitsboek* vir die dag (in volgorde in die *Onderwysersgids* opgeneem) • assessering vir leer (Dag 5 vir Week 2–9) • vaslegging (Dag 5 vir Week 1–10)	
Video's • videosnitte waarin gewys word hoe meesteronderwysers die lesse onderrig en bespreek	
Tweetalige woordeboek • 'n tweetalige woordeboek wat wiskundeterme met verduidelikings en voorbeelde vir die Grondslagfase bevat	
Leerderaktiwiteitsboek • daaglikse aktiwiteite wat met die lesaktiwiteite ooreenstem • daaglikse aktiwiteite waaraan die leerders selfstandig of in groepe kan werk • speletjies wat met die lesaktiwiteite verband hou	
Plakkate • 'n 2023-kalender • plakkate wat met die lesplanne verband hou	
Manipuleerbare voorwerpe vir die onderwyser • 'n verskeidenheid manipuleerbare voorwerpe wat jy in jou onderrig kan aanwend	
Boks met manipuleerbare voorwerpe vir die leerders • een boks vir elke groep van 6 leerders • die boks bevat 'n verskeidenheid manipuleerbare voorwerpe wat die leerders in die aktiwiteite kan gebruik	
Assesseringshulpmiddels • 'n assesseringskwartaalplan • mondelinge en praktiese aktiwiteite (2 per kwartaal) • take en aktiwiteite vir beplande assessering op Dag 5 van elke week (Week 2–7) • 'n puntestaat wat gebruik kan word om punte op SA SAMS in te sleutel	

2. What's in the box?

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

Bala Wande Teacher Guide

- overview of the concepts to be taught each week
- Mental Maths planned for every day (Days 1-4)
- enrichment activities (weekly - Days 1-4)
- core concept teaching activities supported by posters and manipulatives from the box (Days 1-4)
- copies of the *Learner Activity Book* pages for the day (embedded in sequence in the teacher's guide)
- assessment for learning (Day 5 Weeks 2-9)
- consolidation (Day 5 Weeks 1-10)

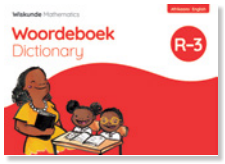


Videos

- clips showing master teachers teaching and discussing the lessons

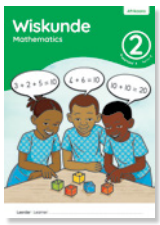
Bala Wande bilingual dictionary

- a bilingual dictionary of Foundation Phase mathematical terms with explanations and examples



Bala Wande Learner Activity Book

- daily activities that align with the lesson activities
- daily activities for learners to work on independently or in groups
- games aligned with the lesson activities



Posters

- a 2023 calendar
- posters aligned to the lesson plans

Manipulatives for the teacher

- a variety of manipulatives for you to use in your teaching

Box of manipulatives for learners

- one box for each group of 6 learners
- the box contains a variety of manipulatives for learners to use in the activities

Tools for assessment

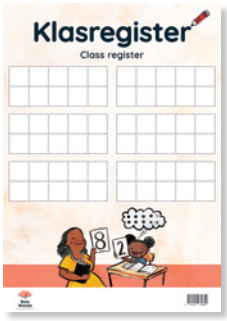
- assessment term plan
- oral and practical activities (2 per Term)
- planned written assessment tasks and activities on the 5th day of each week (Weeks 2-7)
- mark record sheet that can be used to enter marks on SA SAMS

Kontrolelys • Checklist

Plakkate • Posters

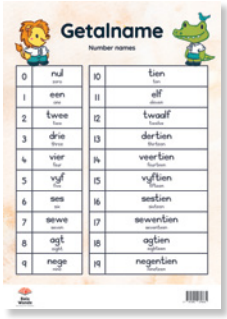
Kalender
Calendar

Register
Register

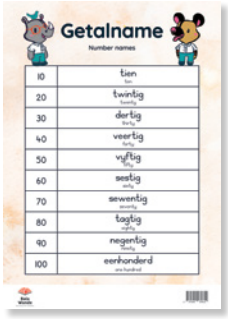


100-blok
100 square

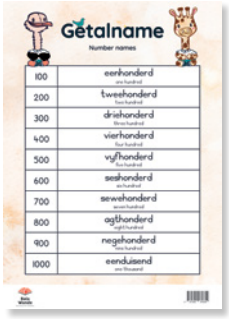
Getalname 0–19
Number names 0–19



Getalname 10–100
Number names 10–100



Getalname 100–1 000
Number names 100–1000



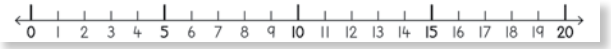
Speelgeld
Money

Dae van die week
Days of the week

Maande van die jaar
Months of the year

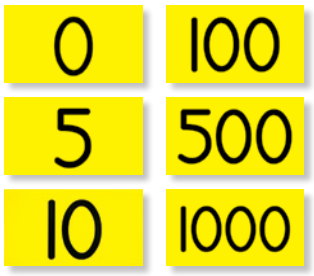
Getallelyn 0–20 (leeg)
Number line 0–20 (blank)

Getallelyn 0–20
Number line 0–20

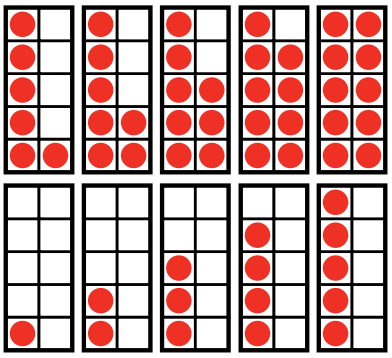


Manipuleerbare voorwerpe vir onderwyser en leerder • Teacher and learner manipulatives

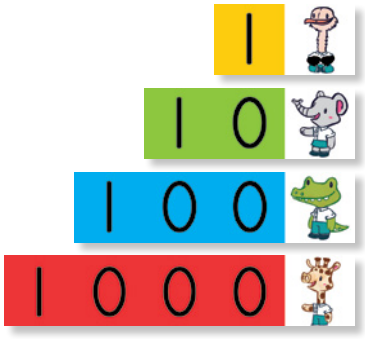
Getalkaarte 0–1 000 (onderwyser)
Number cards 0-1000 (teacher)
Getalkaarte 0–20 (leerder)
Number cards 0-20 (learner)



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

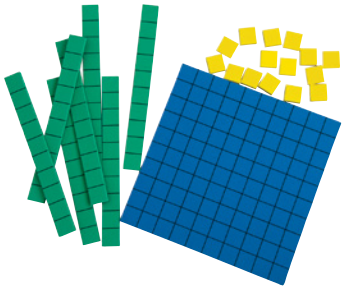


Spreikaarte 0–1 000 (onderwyser en leerder)
Flard cards 0-1000 (teacher and learner)

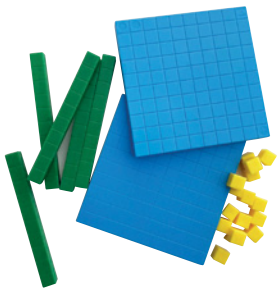


Multifix-blokkies (onderwyser en leerder)
Multifix blocks (teacher and learner)

Basis tien-blokkies – 100'e, 10'e, 1'e (demonstrasie, magneties)
Base ten blocks – 100s, 10s, 1s (demo, magnetic)

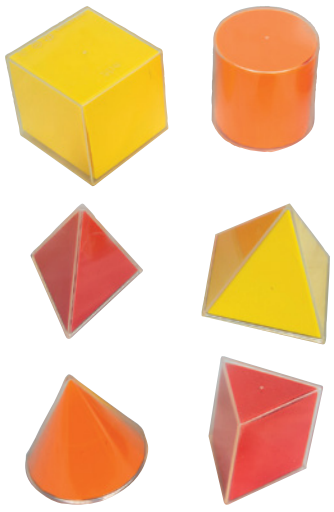


Basis tien-blokkies – 100'e, 10'e, 1'e (leerdersgrootte)
Base ten blocks – 100s, 10s, 1s (learner size)

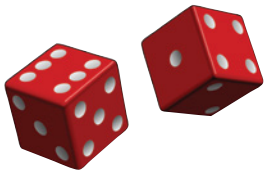


Klein 24-uur-horlosie (onderwyser en leerder)
24-hour small clock (teacher and learner)

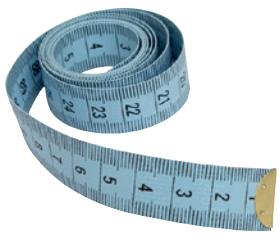
3D vormnette (onderwyser, demonstrasiegrootte)
3-D shape nets (teacher demo)



2 dobbelstene per leerder
2 dice per learner



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



3. Watter taal gebruik ek om wiskunde te onderrig?

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

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

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

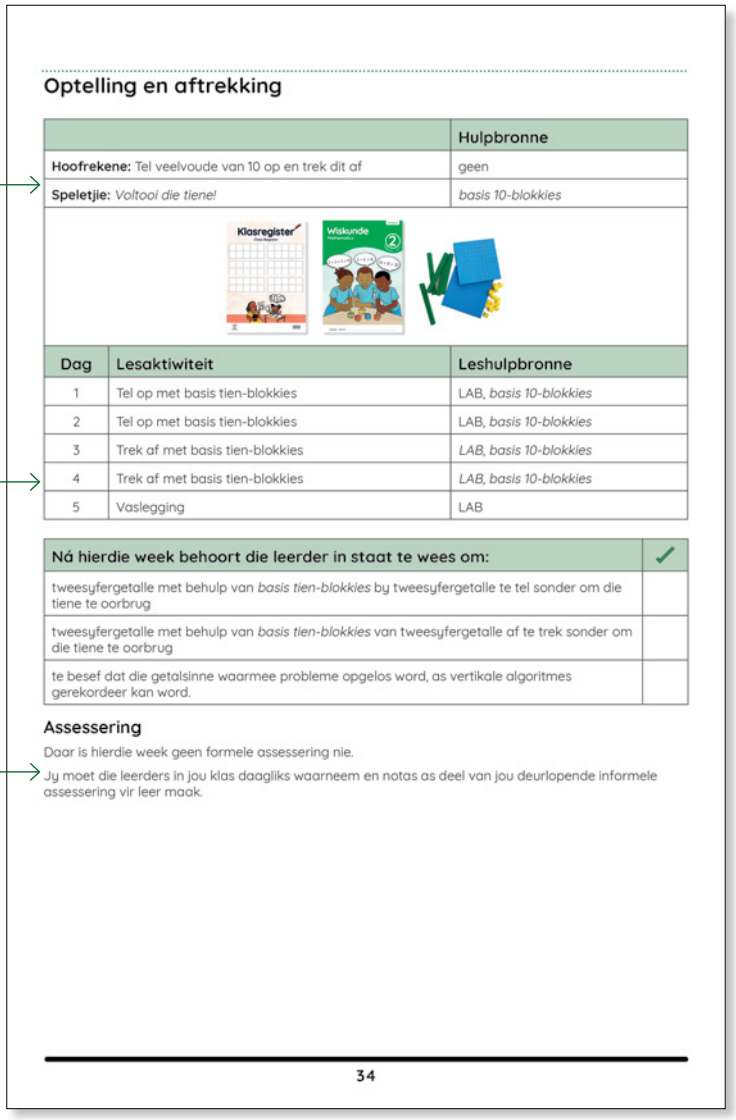
4. Die gebruik van die lesplanne en die *Leerderaktiwiteitsboek*

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

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

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

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



Optelling en aftrekking

	Hulpbronne
Hoofrekene: Tel veelvoude van 10 op en trek dit af	geen
Speletjie: *Voltooi die tiene!*	*basis 10-blokkies*

Dag	Lesaktiwiteit	Leshulpbronne
1	Tel op met basis tien-blokkies	LAB, *basis 10-blokkies*
2	Tel op met basis tien-blokkies	LAB, *basis 10-blokkies*
3	Trek af met basis tien-blokkies	*LAB, basis 10-blokkies*
4	Trek af met basis tien-blokkies	*LAB, basis 10-blokkies*
5	Vaslegging	LAB

Ná hierdie week behoort die leerder in staat te wees om:	✓
tweesyfergetalle met behulp van *basis tien-blokkies* by tweesyfergetalle te tel sonder om die tiene te oorbrug	
tweesyfergetalle met behulp van *basis tien-blokkies* van tweesyfergetalle af te trek sonder om die tiene te oorbrug	
te besef dat die getalsinne waarmee probleme opgelos word, as vertikale algoritmes gerekordeer kan word.	

Assessering

Daar is hierdie week geen formele assessering nie.

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

34

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

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

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

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

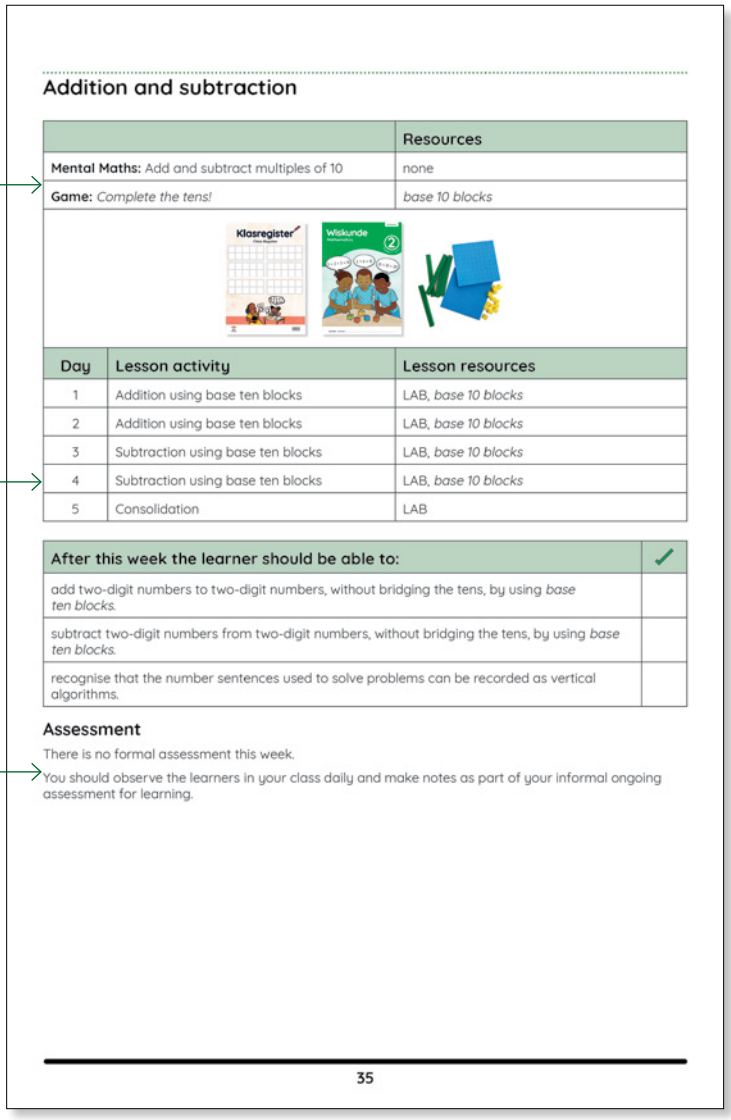
4. Using the lesson plans and *Bala Wande Learner Activity Book*

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

A quick overview of the mental maths, games and lesson activities for the week and the resources you need to have ready

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

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



Addition and subtraction

	Resources
Mental Maths: Add and subtract multiples of 10	none
Game: *Complete the tens!*	*base 10 blocks*

Day	Lesson activity	Lesson resources
1	Addition using base ten blocks	LAB, *base 10 blocks*
2	Addition using base ten blocks	LAB, *base 10 blocks*
3	Subtraction using base ten blocks	LAB, *base 10 blocks*
4	Subtraction using base ten blocks	LAB, *base 10 blocks*
5	Consolidation	LAB

After this week the learner should be able to:	✓
add two-digit numbers to two-digit numbers, without bridging the tens, by using *base ten blocks.*	
subtract two-digit numbers from two-digit numbers, without bridging the tens, by using *base ten blocks.*	
recognise that the number sentences used to solve problems can be recorded as vertical algorithms.	

Assessment

There is no formal assessment this week.

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

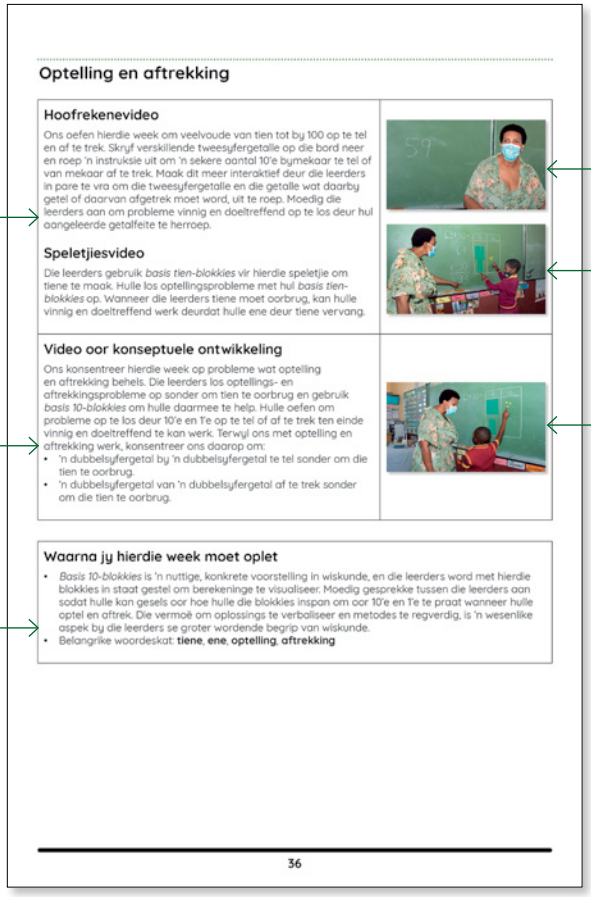
35

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

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

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

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



Optelling en aftrekking

Hoofrekenevideo

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

Speletjiesvideo

Die leerders gebruik *basis tien-blokkies* vir hierdie speletjie om tiene te maak. Hulle los optellingsprobleme met hul *basis tien-blokkies* op. Wanneer die leerders tiene moet oorbrug, kan hulle vinnig en doeltreffend werk deurdat hulle ene deur tiene vervang.

Video oor konseptuele ontwikkeling

Ons konsentreer hierdie week op probleme wat optelling en aftrekking behels. Die leerders los optellings- en aftrekkingsprobleme op sonder om tien te oorbrug en gebruik *basis 10-blokkies* om hulle daarmee te help. Hulle oefen om probleme op te los deur 10’e en 1’e op te tel of af te trek ten einde vinnig en doeltreffend te kan werk. Terwyl ons met optelling en aftrekking werk, konsentreer ons daarop om:

- ’n dubbelsyfergetal by ’n dubbelsyfergetal te tel sonder om die tien te oorbrug.
- ’n dubbelsyfergetal van ’n dubbelsyfergetal af te trek sonder om die tien te oorbrug.

Waarna jy hierdie week moet oplet

- *Basis 10-blokkies* is ’n nuttige, konkrete voorstelling in wiskunde, en die leerders word met hierdie blokkies in staat gestel om berekeninge te visualiseer. Moedig gesprekke tussen die leerders aan sodat hulle kan gesels oor hoe hulle die blokkies inspan om oor 10’e en 1’e te praat wanneer hulle optel en aftrek. Die vermoë om oplossings te verbaliseer en metodes te regverdig, is ’n wesenlike aspek by die leerders se groter wordende begrip van wiskunde.
- Belangrike woordeskat: **tiene**, **ene**, **optelling**, **aftrekking**

36

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

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

Wat jy moet doen om vir elke week voor te berei

- Lees die *Onderwysersgids* en doen voorbereiding vir die week asook vir elke les.
- Kyk na die video’s. Hierdie video’s wys opnames wat in werklike klaskamers gemaak is, waarin die lesaktiwiteite op die proef gestel word en die onderwysers wat dit onderrig, insigte en raad gee.
- Nadat jy die les gegee het, moet jy besin oor hoe dit verloop het. Maak notas oor jou idees rakende wat jy anders sou doen indien jy die les weer moes aanbied.

Elke dag

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

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

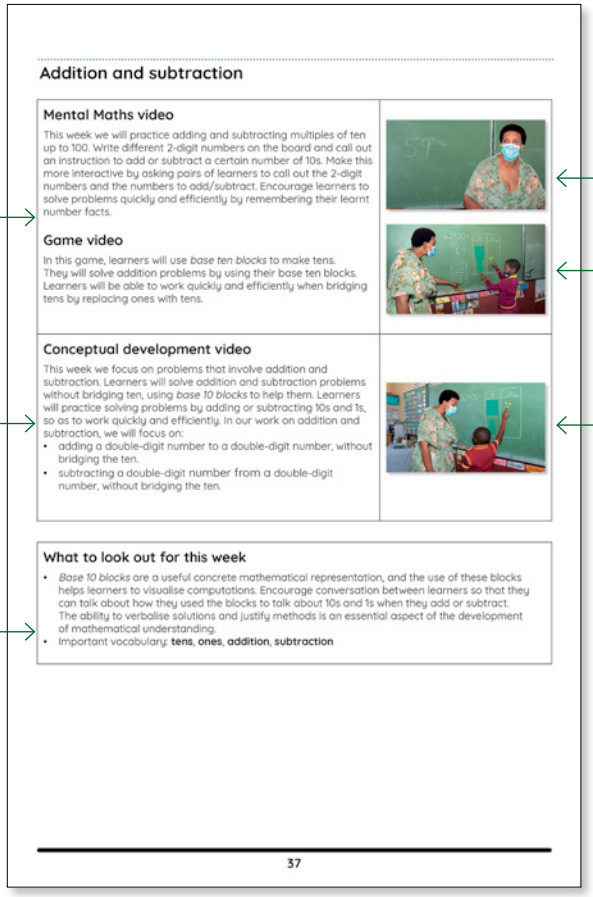
As jy op die speelknoppie in die Konsepontwikkeling-borrel op die vloeidiagram klik, word jy na daardie dag se videosnit geneem.

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

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

A description of the key concepts to be taught over the week. Notes about the vocabulary to emphasise this week

A list of things teachers must watch out for such as mistakes learners often make or important ideas to emphasise



Addition and subtraction

Mental Maths video

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

Game video

In this game, learners will use *base ten blocks* to make tens. They will solve addition problems by using their base ten blocks. Learners will be able to work quickly and efficiently when bridging tens by replacing ones with tens.

Conceptual development video

This week we focus on problems that involve addition and subtraction. Learners will solve addition and subtraction problems without bridging ten, using *base 10 blocks* to help them. Learners will practice solving problems by adding or subtracting 10s and 1s, so as to work quickly and efficiently. In our work on addition and subtraction, we will focus on:

- adding a double-digit number to a double-digit number, without bridging the ten.
- subtracting a double-digit number from a double-digit number, without bridging the ten.

What to look out for this week

- *Base 10 blocks* are a useful concrete mathematical representation, and the use of these blocks helps learners to visualise computations. Encourage conversation between learners so that they can talk about how they used the blocks to talk about 10s and 1s when they add or subtract. The ability to verbalise solutions and justify methods is an essential aspect of the development of mathematical understanding.
- Important vocabulary: **tens, ones, addition, subtraction**

37

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

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

What teachers need to do to prepare for each week

- Read the guide and prepare for the week and for each lesson
- Watch the videos – these show clips from real classrooms where the lesson activities have been trialled and where the teachers who have taught them provide insights and advice.
- After teaching the lesson, reflect on how it went. Make notes on what went well and what to do differently next time.

Each day

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

At the start of each day, a flow diagram is given which summarises the sequence of activities for the day.

If you click on the play button in the concept development bubble in the flow diagram, you will be taken to that day's video clip.

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

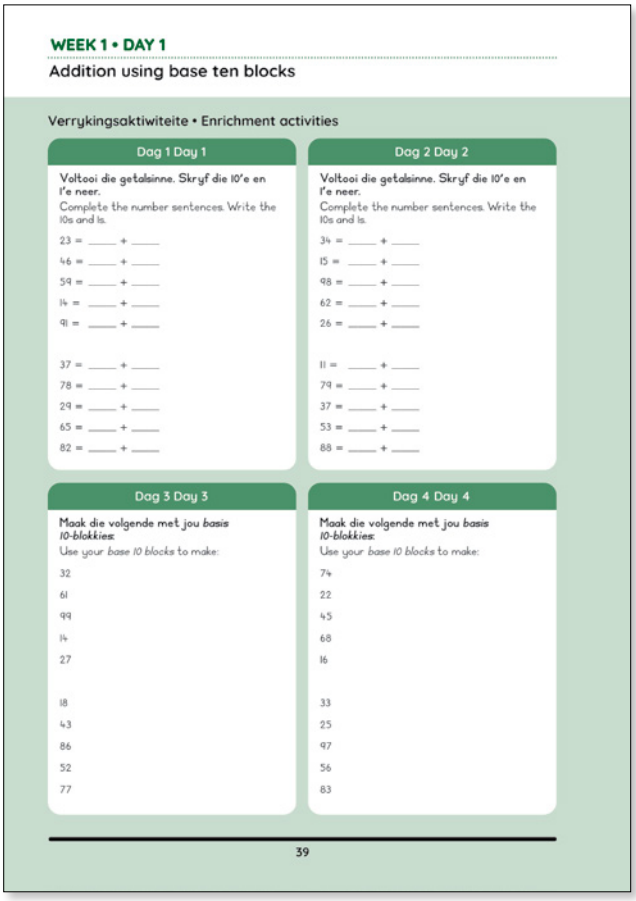
In die raam is daar 'n voorbeeld van 'n kalender. Identifiseer elke dag die jaar, maand en dag saam met die klas. Merk die datum op die muurkalender af. Dui enige verjaarsdae aan.

Verrykingsaktiwiteite

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

Bladsye en uitknipsels aan die agterkant van die LAB

Aan die agterkant van die LAB verskyn bepaalde inhoud en uitknipbladsye wat die leerders kan gebruik. Dit word ook aan die agterkant van die *Onderwysersgids* vir maklike verwysing ingesluit.



WEEK 1 • DAY 1

Addition using base ten blocks

Verrykingsaktiwiteite • Enrichment activities

Dag 1 Day 1

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

23 = ____ + ____
46 = ____ + ____
59 = ____ + ____
14 = ____ + ____
91 = ____ + ____

37 = ____ + ____
78 = ____ + ____
29 = ____ + ____
65 = ____ + ____
82 = ____ + ____

Dag 2 Day 2

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

34 = ____ + ____
15 = ____ + ____
98 = ____ + ____
62 = ____ + ____
26 = ____ + ____

11 = ____ + ____
79 = ____ + ____
37 = ____ + ____
53 = ____ + ____
88 = ____ + ____

Dag 3 Day 3

Maak die volgende met jou *basis 10-blokkies*:
Use your *base 10 blocks* to make:

32
61
99
14
27

18
43
86
52
77

Dag 4 Day 4

Maak die volgende met jou *basis 10-blokkies*:
Use your *base 10 blocks* to make:

74
22
45
68
16

33
25
97
56
83

39

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 die 7 vorms versigtig uit.
Carefully cut out the 7 shapes.

Bêre dit op 'n veilige plek!
Store them in a safe place!

Tangram Resources B5

Discuss the date with learners using the calendar

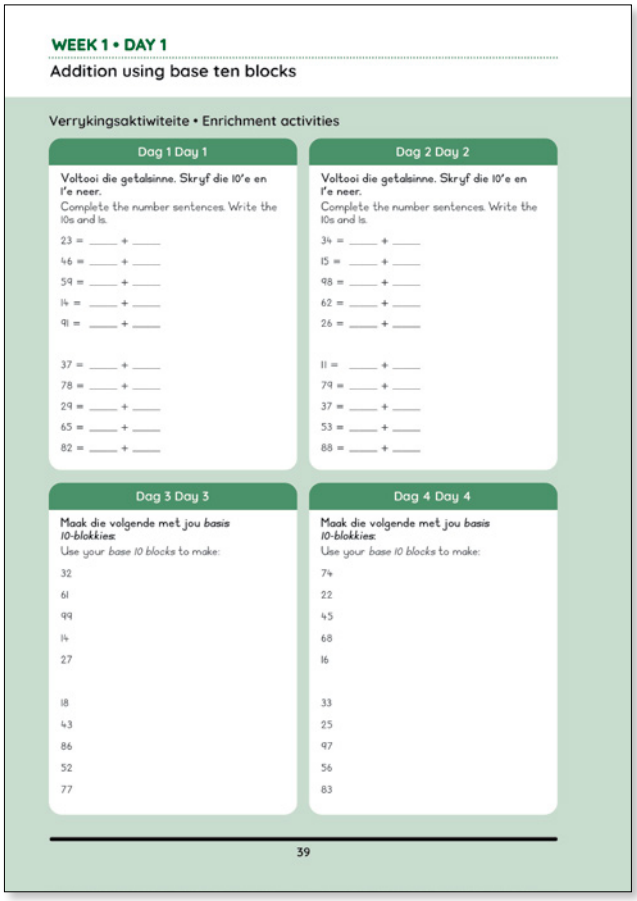
In the box there is a calendar. Each day identify the year, month, day and date with the class. Mark the date on the wall calendar. Note any birthdays.

Enrichment activities

There are enrichment activities provided for Days 1-4. Write these activities on the board at the end of a lesson for learners who finish the classwork activities more quickly.

LAB resource pages

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



WEEK 1 • DAY 1

Addition using base ten blocks

Verrykingsaktiwiteite • Enrichment activities

Dag 1 Day 1

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

23 = ____ + ____
46 = ____ + ____
59 = ____ + ____
14 = ____ + ____
91 = ____ + ____

37 = ____ + ____
78 = ____ + ____
29 = ____ + ____
65 = ____ + ____
82 = ____ + ____

Dag 2 Day 2

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

34 = ____ + ____
15 = ____ + ____
98 = ____ + ____
62 = ____ + ____
26 = ____ + ____

11 = ____ + ____
79 = ____ + ____
37 = ____ + ____
53 = ____ + ____
88 = ____ + ____

Dag 3 Day 3

Maak die volgende met jou *basis 10-blokkies*:
Use your *base 10 blocks* to make:

32
61
99
14
27

18
43
86
52
77

Dag 4 Day 4

Maak die volgende met jou *basis 10-blokkies*:
Use your *base 10 blocks* to make:

74
22
45
68
16

33
25
97
56
83

39

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 die 7 vorms versigtig uit.
Carefully cut out the 7 shapes.

Bêre dit op 'n veilige plek!
Store them in a safe place!

Tangram Resources 85

Doen die hoofrekene-aktiwiteit (15 minute)

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

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

HOOFREKENE | MENTAL MATHS

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

Speel die speletjie (15 minute)

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

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

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

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

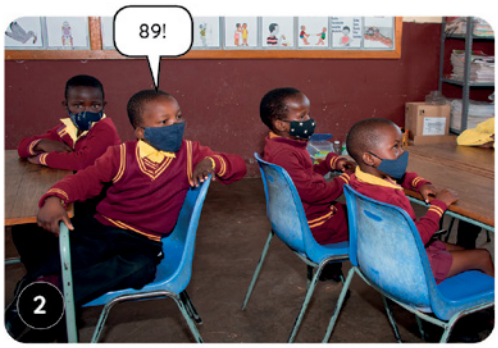
Do the Mental Maths activity (15 minutes)

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

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

HOOFREKENE | MENTAL MATHS

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



Play the game (15 minutes)

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

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

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

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

Doen die konsepontwikkeling-aktiwiteit

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

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

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

Do the concept development activity

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

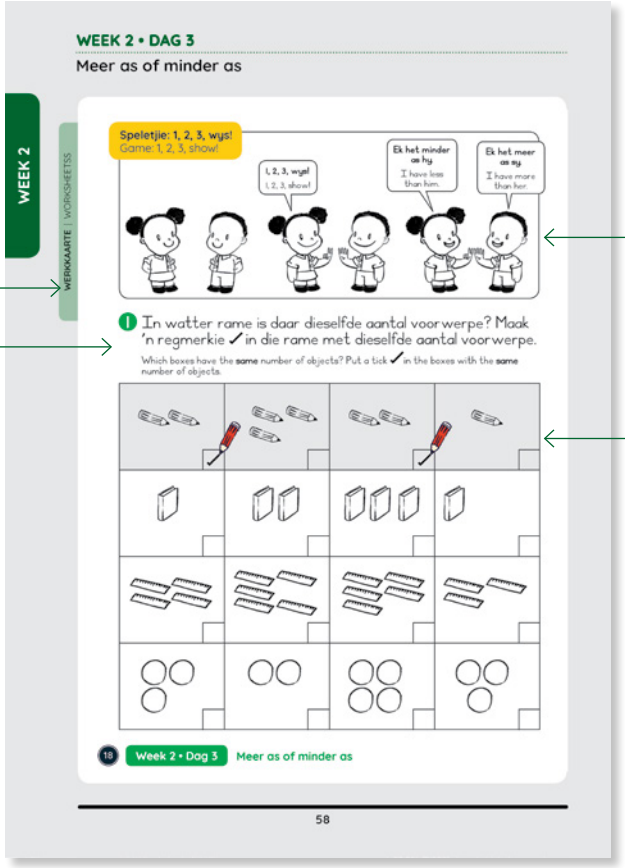
There are videos showing the concept development activity in action in the classroom and there is a description of each activity in the overview for the week.

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

Die *Leerderaktiwiteitsboek* is in die *Onderwysersgids* opgeneem

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

Die groen merker dui aan dat dit 'n werkkaart is.



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

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

Wat jy moet doen om voorbereiding vir elke week te doen

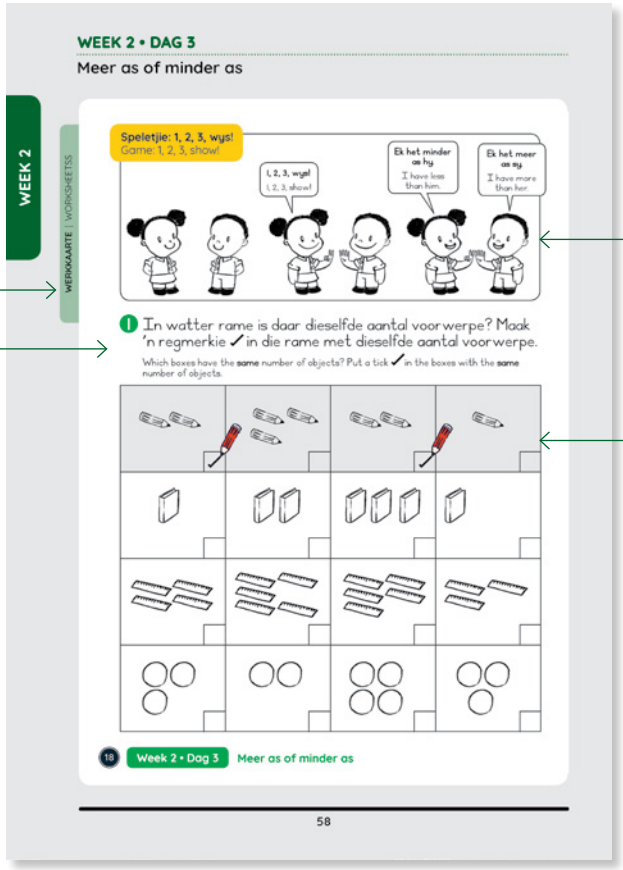
- Lees die *Onderwysersgids* en doen jou voorbereiding vir elke les en vir die week.
- kyk na die video's. Hierdie video's wys opnames wat in werklike klaskamers gemaak is, waarin die lesaktiwiteite op die proef gestel word en die onderwysers wat dit onderrig, insigte en raad gee.
- Nadat jy die les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

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

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

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

The green tag indicates that this is a worksheet.



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

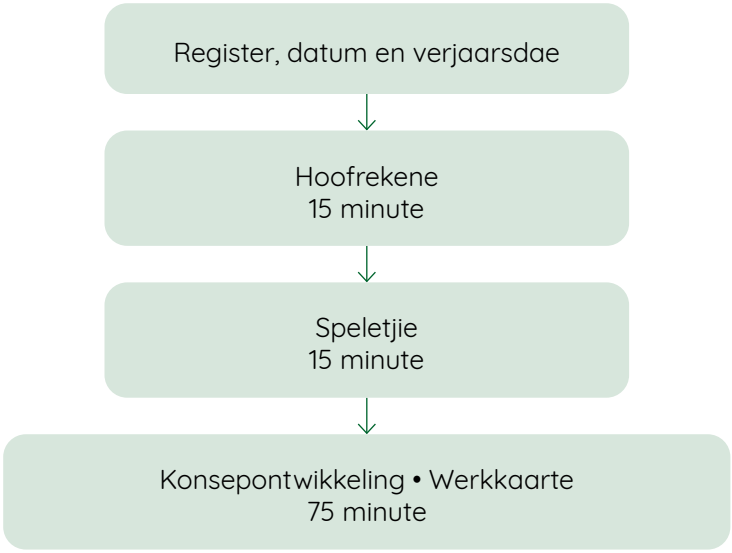
Learner worksheets have a worked example (indicated by the grey background and the red pencil).

What do you need to do to prepare for each week

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

5. Daaglikse skedule, tydrooster en kwartaalplan

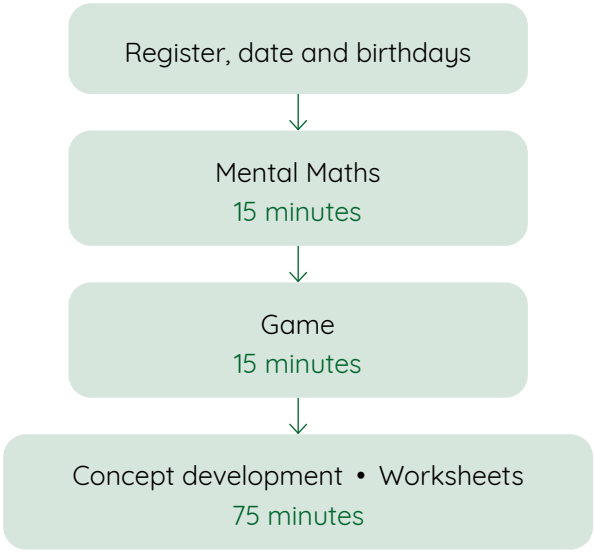
Daaglikse skedule vir Dag 1 tot 4



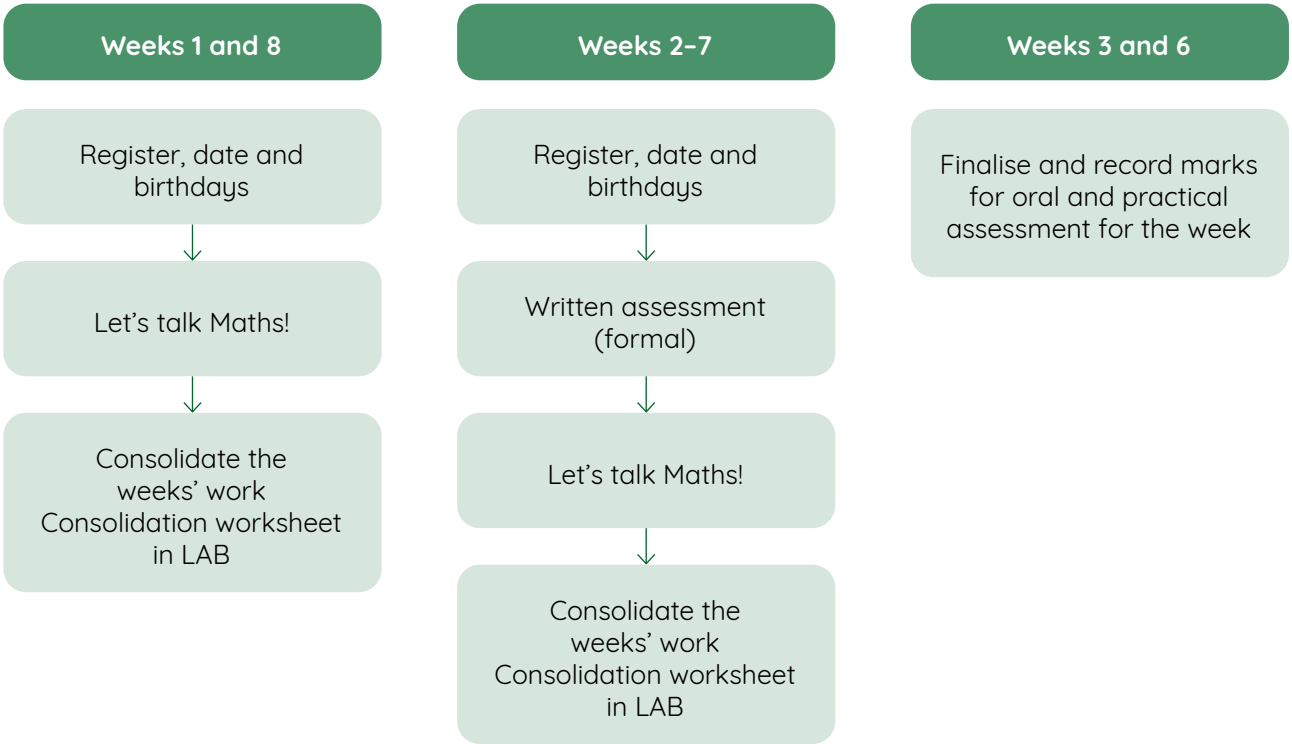
Daaglikse skedule vir Dag 5

5. Daily schedule, time table and term plan

Daily schedule Days 1–4



Daily schedule Day 5



6. Tydrooster

<table>
<tr><th></th><th>Maandag</th><th>Dinsdag</th><th>Woensdag</th><th>Donderdag</th><th>Vrydag</th></tr>
<tr><td>15 min</td><td>Oggendby-eenkoms
Register, kalender, verjaarsdae, die weer</td><td>Oggendby-eenkoms
My nuus</td><td>Oggendby-eenkoms
Register, kalender, verjaarsdae, die weer</td><td>Oggendby-eenkoms
My nuus</td><td>Oggendby-eenkoms
Register, kalender, verjaarsdae, die weer</td></tr>
<tr><td>4 × 85 min
1 × 55 min</td><td colspan="5">Wiskunde
Bala Wande</td></tr>
<tr><td>15 min</td><td>Luister en Praat
Hardoplees-storie</td><td>Luister en Praat
Bespreking</td><td>Aanvangs-kennis en PSWS-aktiwiteit</td><td>Luister en Praat
Rympie/liedjie</td><td rowspan="2">Liggaams-opvoeding
Buite</td></tr>
<tr><td>15 min</td><td rowspan="2">Aanvangs-kennis en PSWS
Gedeelde Lees-teks, -bespreking</td><td>Gedeelde Lees
Begrip</td><td>Gedeelde Lees
Dekodering</td><td>Gedeelde Lees
Vlotheid en respons</td></tr>
<tr><td>15 min</td><td>Aanvangskennis en PSWS
Aktiwiteit, Vind uit</td><td>Gedeelde Skryf</td><td>Onafhanklike Skryf</td><td>Onafhanklike Skryf</td></tr>
<tr><td>15 min</td><td>Liggaams-opvoeding
Binne</td><td>Liggaams-opvoeding
Binne</td><td>Liggaams-opvoeding
Binne</td><td>Liggaams-opvoeding
Binne</td><td>Aanvangs-kennis en PSWS
Onderwyser-storie, Vind uit</td></tr>
<tr><td>30 min</td><td>Klanke en Handskrif
Nuwe letterklank 1</td><td>Klanke en Handskrif
Gedeelde woordbou</td><td>Klanke en Handskrif
Nuwe letterklank</td><td>Klanke en Handskrif
Selfstandige woordbou</td><td>Klanke
Hersiening of toets
(15 min)</td></tr>
<tr><td>30 min</td><td>Groepbege-leide Lees en Selfstandige Werk
(2 groepe × 15 min)</td><td>Groepbege-leide Lees en Selfstandige Werk
(2 groepe × 15 min)</td><td>Groepbege-leide Lees en Selfstandige Werk
(2 groepe × 15 min)</td><td>Groepbege-leide Lees en Selfstandige Werk
(2 groepe × 15 min)</td><td>Groepbege-leide Lees en Selfstandige Werk
(2 groepe × 15 min)</td></tr>
<tr><td>30 min</td><td>Liggaams-opvoeding
Buite</td><td>Visuele Kunste</td><td>Visuele Kunste</td><td>Uitvoerende Kunste</td><td>Uitvoerende Kunste</td></tr>
<tr><td>30 min</td><td>EAT*</td><td>EAT*</td><td>EAT*</td><td>EAT*</td><td>EAT* (60 min)</td></tr>
<tr><td>15 min</td><td>2de AT
(indien toepaslik)*</td><td>2de AT
(indien toepaslik)*</td><td>2de AT
(indien toepaslik)*</td><td>2de AT
(indien toepaslik)*</td><td>2de AT
(indien toepaslik)*</td></tr>
</table>

*Word nie in hierdie lesplanne behandel nie

6. Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
15 min	Morning meeting: register, calendar, birthdays, weather	Morning meeting: My news	Morning meeting: register, calendar, birthdays, weather	Morning meeting: My news	Morning meeting: register, calendar, birthdays, weather
4 × 85 min 1 × 55 min	Mathematics Bala Wande				
15 min	Listening and speaking: Read-aloud story	Listening and speaking: Discussion	Beginning knowledge and PSWB: Activity	Listening and speaking: Rhyme/song	Physical education (outdoors)
15 min	Beginning knowledge and PSWB: Shared reading text, discussion	Shared Reading: Comprehension	Shared Reading: Decoding	Shared Reading: Fluency and response	
15 min		Beginning knowledge and PSWB: Activity, Find out	Shared writing	Independent writing	Independent writing
15 min	Physical education (indoors)	Physical education (indoors)	Physical education (indoors)	Physical education (indoors)	Beginning knowledge and PSWB: Teacher story, Find out
30 min	Phonics and handwriting:: New letter-sound 1	Phonics and handwriting: Shared word building	Phonics and handwriting: New letter-sound 2	Phonics and handwriting: Independent word building	Phonics revision or test (15 min)
30 min	Group Guided Reading and Independent Work (2grps × 15min)	Group Guided Reading and Independent Work (2grps × 15min)	Group Guided Reading and Independent Work (2grps × 15min)	Group Guided Reading and Independent Work (2grps × 15min)	Group Guided Reading and Independent Work (2grps × 15min)
30 min	Physical education (outdoors)	Visual Arts	Visual Arts	Performing Arts	Performing Arts
30 min	FAL*	FAL*	FAL*	FAL*	FAL* (60 min)
15 min	2nd AL (if applicable)*	2nd AL (if applicable)*	2nd AL (if applicable)*	2nd AL (if applicable)*	2nd AL (if applicable)*

*Not covered in these lesson plans

Oggendby-eenkoms Morning meeting	**Huistaal** Home language	**Wiskunde** Mathematics	**Lewens-vaardighede** Life skills	**EAT/2de AT** FAL/2nd AL

7. Kwartaalplan

	Dag 1	Dag 2	Dag 3	Dag 4	Dag 5
Week 1 Optelling en aftrekking	Tel op met basis tien-blokkies	Tel op met basis tien-blokkies	Trek af met basis tien-blokkies	Trek af met basis tien-blokkies	Vaslegging
Week 2 2D vorms	Benoem 2D vorms	2D vorms	Tangramme	2D vorms	Assessering en vaslegging
Week 3 Simmetrie, 3D voorwerpe, posisie en rigting	Simmetrie	Simmetrie	3D voorwerpe	Posisie en rigting	Assessering en vaslegging
Week 4 Ranggetalle, groepering en deling	Ranggetalle	Ranggetalle	Groepeer	Deel	Assessering en vaslegging
Week 5 Verdubbeling, halvering en breuke	Verdubbel	Halveer	Breuke	Breuke	Assessering en vaslegging
Week 6 Kapasiteit	Meet kapasiteit	Skat en vergelyk kapasiteit	Werk met kapasiteit	Skat en meet kapasiteit	Assessering en vaslegging
Week 7 Optelling en aftrekking	Tel op en trek af	Tel op en trek af	Tel op deur 10 te oorbrug	Trek af deur 10 te oorbrug	Assessering en vaslegging
Iveki 8 Vermenigvuldiging	Groepe van 2, 5 en 10	Groepe van 3	Groepe van 4	Vermenig-vuldiging en geld	Vaslegging

Getalle, Bewerkings en Verwantskappe	**Ruimte en Vorm (Geometrie)**	**Meting**

7. Term plan

	Day 1	Day 2	Day 3	Day 4	Day 5
Week 1 Addition and subtraction	Addition using base ten blocks	Addition using base ten blocks	Subtraction using base ten blocks	Subtraction using base ten blocks	Consolidation
Week 2 2-D shapes	Naming 2-D shapes	2-D shapes	Tangrams	2-D shapes	Assessment and consolidation
Week 3 Symmetry, position and direction	Symmetry	Symmetry	3-D objects	Position and direction	Assessment and consolidation
Week 4 Ordinal numbers, grouping and sharing	Ordinal numbers	Ordinal numbers	Grouping	Sharing	Assessment and consolidation
Week 5 Doubling, halving and fractions	Doubling	Halving	Fractions	Fractions	Assessment and consolidation
Week 6 Capacity	Measuring capacity	Estimate and compare capacity	Working with capacity	Estimating and measuring capacity	Assessment and consolidation
Week 7 Addition and subtraction	Addition and subtraction	Addition and subtraction	Addition bridging 10	Subtraction bridging 10	Assessment and consolidation
Week 8 Multiplication	Groups of 2, 5 and 10	Groups of 3	Groups of 4	Multiplication and money	Consolidation

Number, Operations and Relationships	**Space and Shape (Geometry)**	**Measurement**

8. Kwartaal 4 Assesseringsplan

Daar is geen aktiwiteite vir formele assessering in Week 1 en 8 nie. Op Dag 5 van hierdie weke moet die leerders werk aan die werkkaarte wat in die *Leerderaktiwiteitsboek* voorsien word ten einde die werk vir die week vas te lê. Informele assessering kan gedoen word.

Aktiwiteite vir mondelinge en praktiese assessering is vir Week 3 en 6 beplan. Gebruik die praktiese aktiwiteite en die rubriek wat in die oorsig oor die week voorsien word om die leerders te assesseer. Mondelinge en praktiese aktiwiteite moet die hele week deur gedoen word, individueel of in groepe, terwyl die klas met die selfstandige klaswerk-aktiwiteite besig is.

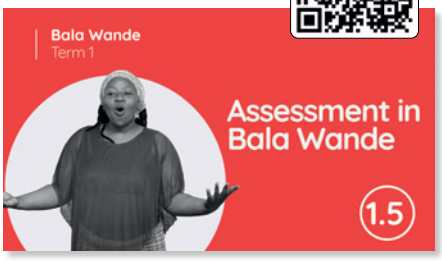
Daar is aktiwiteite vir skriftelike assessering in Week 2 tot 7 beplan. Dit word in die *Leerderaktiwiteitsboek* voorsien. Nadat die leerders die aktiwiteit vir skriftelike assessering voltooi het, kan hulle aan die vasleggingswerkkaarte in die *Leerderaktiwiteitsboek* werk.

Week			Punte
2	2D vorms	Skriftelik	12
3	Simmetrie	Skriftelik	8
3	Neem die leerders waar om hul vermoë om posisies te identifiseer en rigtingaanwysings te volg, te assesseer	Mondeling en prakties	6
4	Ranggetalle, groepering en deling	Skriftelik	12
5	Breuke	Skriftelik	8
6	Kapasiteit	Skriftelik	8
6	Neem die leerders waar om hul vermoë te assesseer om die taal van kapasiteit te gebruik om kapasiteit te skat, te meet, te vergelyk en te rekordeer	Mondeling en prakties	6
7	Optelling en aftrekking	Skriftelik	18

8. Term 4 assessment plan

In Weeks 1 and 8, there is no formal assessment activity. On Day 5 learners should work on the worksheets provided in the *Learner Activity Book* to consolidate the work for the week. Informal assessment can be done.

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



In Weeks 2-7, written assessment activities are planned. These are provided in the *Learner Activity Book*. After they have completed the written assessment activity learners can work on the consolidation worksheets in the learner activity book.

Week			Marks
2	2-D shapes	Written	12
3	Symmetry	Written	8
3	Observe learners to assess their ability to identify positions and follow directions	Oral and practical	6
4	Ordinal numbers, grouping and sharing	Written	12
5	Fractions	Written	8
6	Capacity	Written	8
6	Observe learners to assess their ability to use the language of capacity, to estimate, measure, compare and record capacity	Oral and practical	6
7	Addition and subtraction	Written	18

9. Kwartaal 4 Assesseringspuntestaat

Week	4	5	7		2	3	3		6	6		
Graad 2 Kwartaal 4 Wiskunde Voorgestelde puntestaat vir formele assesserings	Getalle: Skriftelik	Getalle: Skriftelik	Getalle: Skriftelik	TOTAAL VIR GETALLE	Ruimte en vorm: Skriftelik	Ruimte en vorm: Skriftelik	Ruimte en vorm: Mondeling en prakties	TOTAAL VIR RUIMTE EN VORM	Meting: Skriftelik	Meting: Mondeling en prakties	TOTAAL VIR METING	KWARTAALTOTAAL
Punte	12	8	18	38	12	8	6	26	8	6	14	78
Die leerder se naam en van												

Getalle, Bewerkings en verwantskappe	Ruimte en Vorm (Geometrie)	Meting

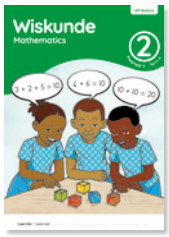
9. Term 4 assessment mark sheet

Week	4	5	7		2	3	3		6	6		
Grade 2 Term 4 **Mathematics** **Suggested formal assessment mark record sheet**	Number: Written	Number: Written	Number: Written	TOTAL FOR NUMBER	Space and shape: Written	Space and shape: Written	Space and shape: Oral and practical	TOTAL FOR SPACE AND SHAPE	Measurement: Written	Measurement: Oral and practical	TOTAL FOR MEASUREMENT	TERM TOTAL
Marks	12	8	18	38	12	8	6	26	8	6	14	78
Learner name and surname												

Number, operations and relationships	Space and shape (geometry)	Measurement

Optelling en aftrekking

	Hulpbronne
Hoofrekene: Tel veelvoude van 10 op en trek dit af	geen
Speletjie: *Voltooi die tiene!*	*basis 10-blokkies*



Dag	Lesaktiwiteit	Leshulpbronne
1	Tel op met basis tien-blokkies	LAB, *basis 10-blokkies*
2	Tel op met basis tien-blokkies	LAB, *basis 10-blokkies*
3	Trek af met basis tien-blokkies	*LAB, basis 10-blokkies*
4	Trek af met basis tien-blokkies	*LAB, basis 10-blokkies*
5	Vaslegging	LAB

Ná hierdie week behoort die leerder in staat te wees om:	✓
tweesyfergetalle met behulp van *basis tien-blokkies* by tweesyfergetalle te tel sonder om die tiene te oorbrug	
tweesyfergetalle met behulp van *basis tien-blokkies* van tweesyfergetalle af te trek sonder om die tiene te oorbrug	
te besef dat die getalsinne waarmee probleme opgelos word, as vertikale algoritmes gerekordeer kan word.	

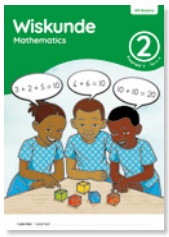
Assessering

Daar is hierdie week geen formele assessering nie.

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

Addition and subtraction

	Resources
Mental Maths: Add and subtract multiples of 10	none
Game: *Complete the tens!*	*base 10 blocks*



Day	Lesson activity	Lesson resources
1	Addition using base ten blocks	LAB, *base 10 blocks*
2	Addition using base ten blocks	LAB, *base 10 blocks*
3	Subtraction using base ten blocks	LAB, *base 10 blocks*
4	Subtraction using base ten blocks	LAB, *base 10 blocks*
5	Consolidation	LAB

After this week the learner should be able to:	✓
add two-digit numbers to two-digit numbers, without bridging the tens, by using *base ten blocks*.	
subtract two-digit numbers from two-digit numbers, without bridging the tens, by using *base ten blocks*.	
recognise that the number sentences used to solve problems can be recorded as vertical algorithms.	

Assessment

There is no formal assessment this week.

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

Optelling en aftrekking

Hoofrekenevideo

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

Speletjiesvideo

Die leerders gebruik *basis tien-blokkies* vir hierdie speletjie om tiene te maak. Hulle los optellingsprobleme met hul *basis tien-blokkies* op. Wanneer die leerders tiene moet oorbrug, kan hulle vinnig en doeltreffend werk deurdat hulle ene deur tiene vervang.

Video oor konseptuele ontwikkeling

Ons konsentreer hierdie week op probleme wat optelling en aftrekking behels. Die leerders los optellings- en aftrekkingsprobleme op sonder om tien te oorbrug en gebruik *basis 10-blokkies* om hulle daarmee te help. Hulle oefen om probleme op te los deur 10'e en 1'e op te tel of af te trek ten einde vinnig en doeltreffend te kan werk. Terwyl ons met optelling en aftrekking werk, konsentreer ons daarop om:

- 'n dubbelsyfergetal by 'n dubbelsyfergetal te tel sonder om die tien te oorbrug.
- 'n dubbelsyfergetal van 'n dubbelsyfergetal af te trek sonder om die tien te oorbrug.

Waarna jy hierdie week moet oplet

- *Basis 10-blokkies* is 'n nuttige, konkrete voorstelling in wiskunde, en die leerders word met hierdie blokkies in staat gestel om berekeninge te visualiseer. Moedig gesprekke tussen die leerders aan sodat hulle kan gesels oor hoe hulle die blokkies inspan om oor 10'e en 1'e te praat wanneer hulle optel en aftrek. Die vermoë om oplossings te verbaliseer en metodes te regverdig, is 'n wesenlike aspek by die leerders se groter wordende begrip van wiskunde.
- Belangrike woordeskat: **tiene**, **ene**, **optelling**, **aftrekking**

Addition and subtraction

Mental Maths video

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

Game video

In this game, learners will use *base ten blocks* to make tens. They will solve addition problems by using their base ten blocks. Learners will be able to work quickly and efficiently when bridging tens by replacing ones with tens.

Conceptual development video

This week we focus on problems that involve addition and subtraction. Learners will solve addition and subtraction problems without bridging ten, using *base 10 blocks* to help them. Learners will practice solving problems by adding or subtracting 10s and 1s, so as to work quickly and efficiently. In our work on addition and subtraction, we will focus on:

- adding a double-digit number to a double-digit number, without bridging the ten.
- subtracting a double-digit number from a double-digit number, without bridging the ten.

What to look out for this week

- *Base 10 blocks* are a useful concrete mathematical representation, and the use of these blocks helps learners to visualise computations. Encourage conversation between learners so that they can talk about how they used the blocks to talk about 10s and 1s when they add or subtract. The ability to verbalise solutions and justify methods is an essential aspect of the development of mathematical understanding.
- Important vocabulary: **tens**, **ones**, **addition**, **subtraction**

WEEK 1 • DAG 1

Tel op met basis tien-blokkies

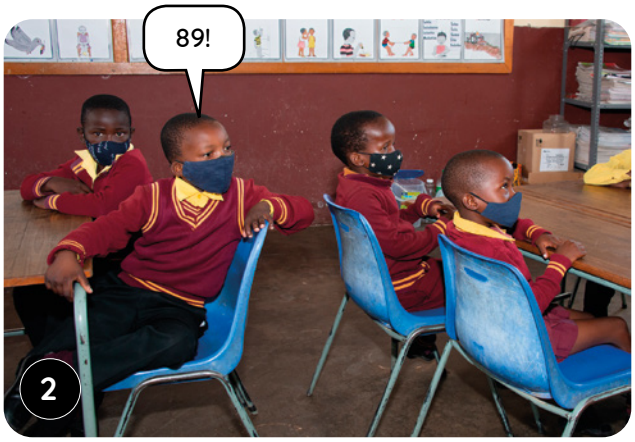
HOOFREKENE
MENTAL MATHS

TEL VEELVOUDE VAN 10 OP
ADD MULTIPLES OF 10

→ **SPELETJIE** GAME → **KONSEPONTWIKKELING** CONCEPT DEVELOPMENT → **WERKKAARTE** WORKSHEETS

HOOFREKENE | MENTAL MATHS

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



Addition using base ten blocks

Verrykingsaktiwiteite • Enrichment activities

Dag 1 Day 1

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

23 = _____ + _____

46 = _____ + _____

59 = _____ + _____

14 = _____ + _____

91 = _____ + _____

37 = _____ + _____

78 = _____ + _____

29 = _____ + _____

65 = _____ + _____

82 = _____ + _____

Dag 2 Day 2

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

34 = _____ + _____

15 = _____ + _____

98 = _____ + _____

62 = _____ + _____

26 = _____ + _____

11 = _____ + _____

79 = _____ + _____

37 = _____ + _____

53 = _____ + _____

88 = _____ + _____

Dag 3 Day 3

Maak die volgende met jou *basis 10-blokkies*:
Use your *base 10 blocks* to make:

32

61

99

14

27

18

43

86

52

77

Dag 4 Day 4

Maak die volgende met jou *basis 10-blokkies*:
Use your *base 10 blocks* to make:

74

22

45

68

16

33

25

97

56

83

WEEK 1 • DAG 1

Tel op met basis tien-blokkies

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Kom ons tel met behulp van ons plekwaardetabel op. Wat kan ons doen?

Let's add using our place value table. What can we do?

1

Kom ons tel 10'e en 1'e met ons blokkies op die plekwaardetabel op.

Let's add 10s and 1s with our blocks on the place value table.

2

63 is 6 tiene en 3 ene. 30 is 3 tiene en 0 ene.

63 is 6 tens and 3 ones. 30 is 3 tens and 0 ones.

3

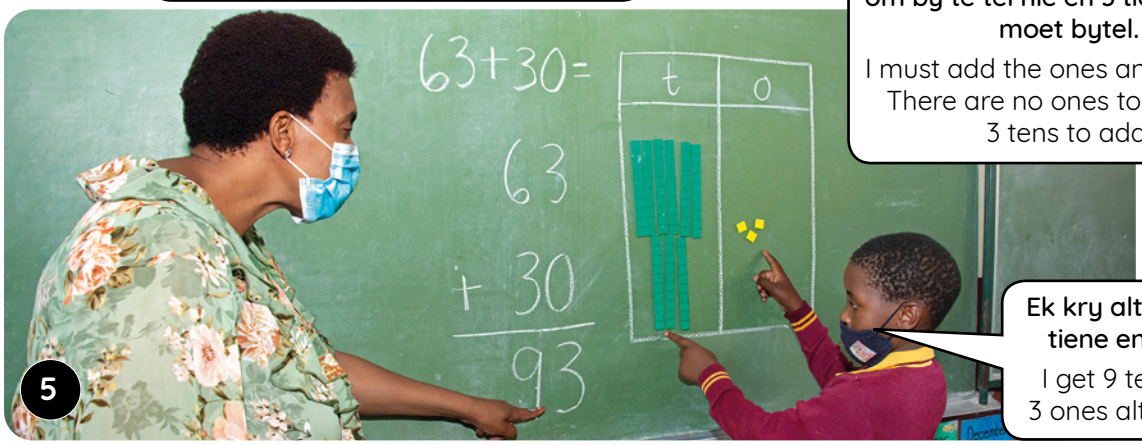
Julle het dus 63 blokkies hier en 30 blokkies daar. Kom ons tel dit nou bymekaar.

So you have 63 blocks here, and 30 blocks here. Let's add them now.

4

Ek moet die ene en die tiene bymekaartel. Daar is geen ene om by te tel nie en 3 tiene wat ek moet bytel.

I must add the ones and the tens. There are no ones to add and 3 tens to add.



5

Ek kry altesame 9 tiene en 3 ene.

I get 9 tens and 3 ones altogether.

Gee veelvuldige geleenthede aan die leerders om probleme op te los wat behels dat 10'e en 1'e met behulp van basis 10-blokkies en die plekwaardetabel opgetel moet word sonder om 10 te oorbrug. Vra die leerders om vir jou te verduidelik hoe die plekwaardetabel hulle in staat stel om probleme meer doeltreffend op te los deurdat hulle die 10'e en 1'e saamgroepeer.

Allow learners multiple opportunities to solve problems that involve adding 10s and 1s using *base 10 blocks* and the place value table, not bridging 10. Ask them to explain to you how the place value table helps them to solve problems more efficiently by grouping the 10s and 1s.

Addition using base ten blocks

WEEK • WEEK 1

DAG 1 • DAY 1

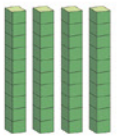
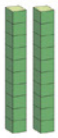
Tel op met basis tien-blokkies
Addition using base ten blocks

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

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

- Werk saam in pare met julle blokkies.
  Work in pairs with your blocks.
- Bou die getal met julle blokkies.
  Build the number using your blocks.
- Hoeveel 10'e is daar? Hoeveel 1'e?
  How many 10s? How many 1s?
- Wat is die getal?
  What number?

47 + 20 =

47 is dieselfde as 40 en 7. 47 is the same as 40 and 7.		
Kom ons tel nou 20 by. Now let's add 20.		
Daar is altesame 6 tiene. There are 6 tens altogether.		Daar is altesame 7 ene. There are 7 ones altogether.

	tiene tens	ene ones
	4	7
+	2	0
	6	7

Jy kan met jou blokkies optel. Kom ons tel 10'e en 1'e bymekaar.
You can use blocks to add. Let's add 10s and 1s.

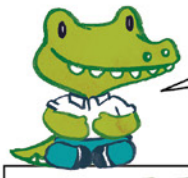
1 Tel op met jou blokkies.
Add using blocks.

39 + 50 = 89	64 + 20 = ___	28 + 70 = ___
45 + 30 = ___	77 + 10 = ___	52 + 40 = ___

2

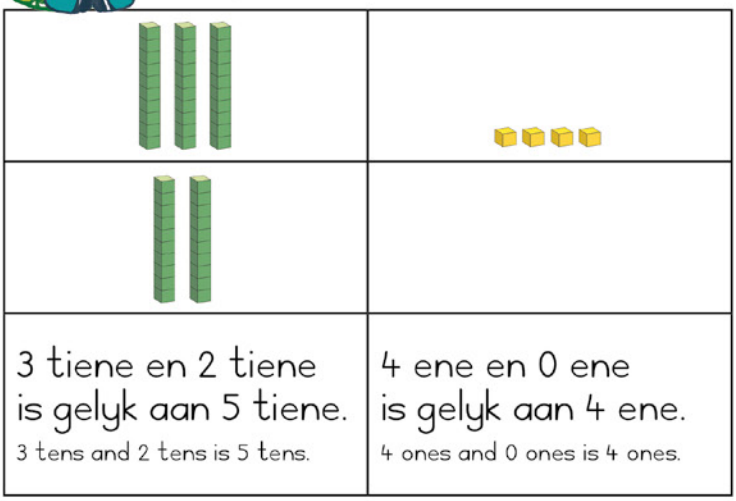
WEEK 1 • DAG 1

Tel op met basis tien-blokkies



Jy kan met jou blokkies optel. Wanneer jy die 1'e bymekaartel, wat kry jy? Wanneer jy die 10'e bymekaartel, wat kry jy?

You can use blocks to add. When you add the 1s, what do you get? When you add the 10s, what do you get?

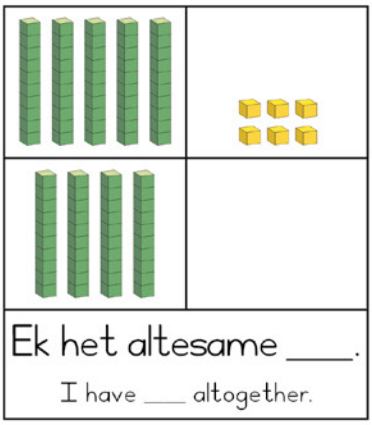


3 tiene en 2 tiene is gelyk aan 5 tiene. 3 tens and 2 tens is 5 tens.	4 ene en 0 ene is gelyk aan 4 ene. 4 ones and 0 ones is 4 ones.

t	e
3	4
+ 2	0
5	4

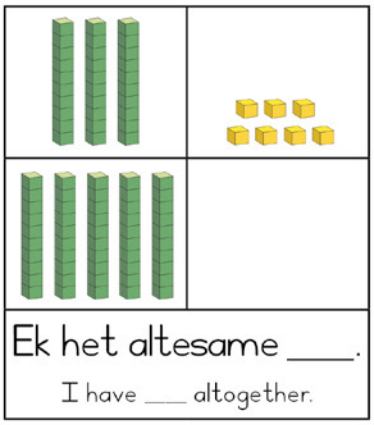
Ek het altesame 54.
I have 54 altogether.

2



Ek het altesame ____.
I have ____ altogether.

5	6
+ 4	0

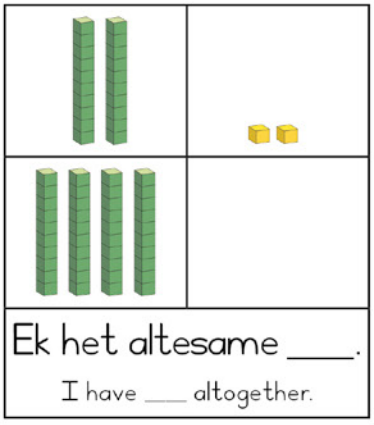


Ek het altesame ____.
I have ____ altogether.

3	7
+ 5	0

Ek het altesame ____.
I have ____ altogether.

4	9
+ 3	0



Ek het altesame ____.
I have ____ altogether.

2	2
+ 4	0

Addition using base ten blocks

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

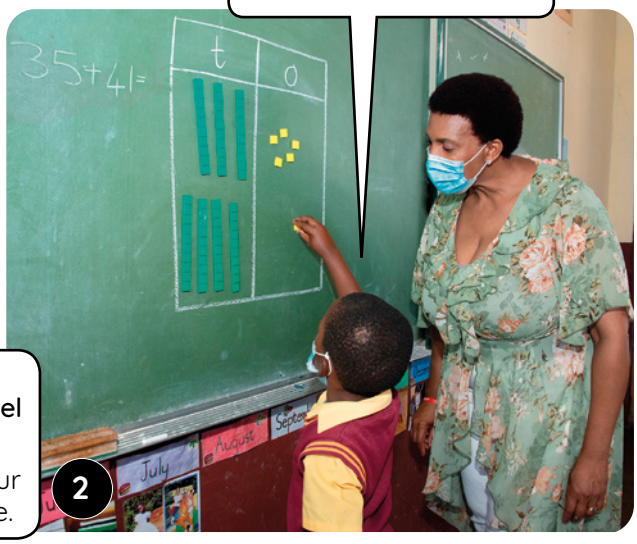
KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Kom ons tel met behulp van ons plekwaardetabel op. Wat kan ons doen?
Let's add using our place value table. What can we do?

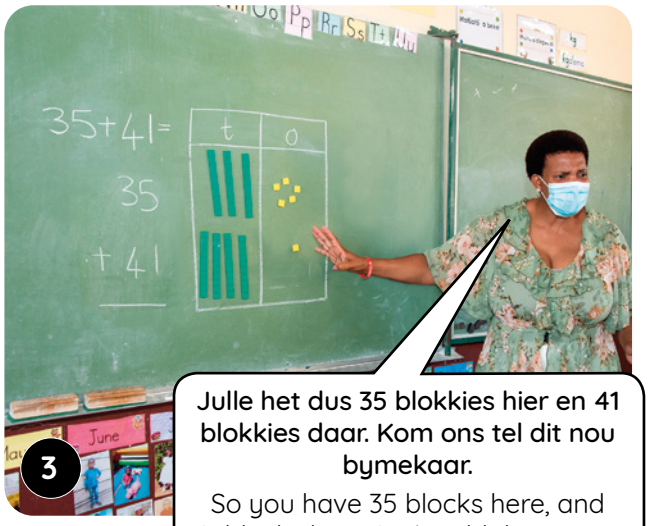
1

Ons kan 10'e en 1'e met ons blokkies op die plekwaardetabel optel.
We can add 10s and 1s using our blocks on the place value table.

3 tiene en 5 ene is 35.
4 tiene en 1 een is 41.
3 tens and 5 ones is 35.
4 tens and 1 one is 41.



2



3

Julle het dus 35 blokkies hier en 41 blokkies daar. Kom ons tel dit nou bymekaar.
So you have 35 blocks here, and 41 blocks here. Let's add them now.

4

Ek tel die ene op en ek tel die tiene op. Ek kry altesame 7 tiene en 6 ene.
I add the ones and I add the tens. I get 7 tens and 6 ones altogether.

Gee veelvuldige geleenthede aan die leerders om probleme op te los wat behels dat 10'e en 1'e met behulp van basis 10-blokkies en die plekwaardetabel opgetel moet word sonder om 10 te oorbrug. Vra die leerders om vir jou te verduidelik hoe die plekwaardetabel hulle in staat stel om probleme meer doeltreffend op te los deur die 10'e en 1'e saam te groepeer.

Allow learners multiple opportunities to solve problems that involve adding 10s and 1s using *base 10 blocks* and the place value table, not bridging 10. Ask them to explain to you how the place value table helps them to solve problems more efficiently by grouping the 10s and 1s.

Tel op met basis tien-blokkies

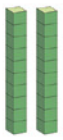
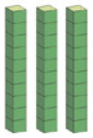
WEEK • WEEK 1

DAG 2 • DAY 2

Tel op met basis tien-blokkies
Addition using base ten blocks

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

26 + 33 =

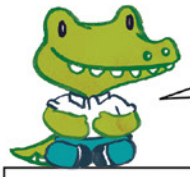
26 is dieselfde as 20 en 6. 26 is the same as 20 and 6.			tiene (tens): 2 — ene (ones): 6
Om 33 by te tel, is dieselfde as om 30 en 3 by te tel. Adding 33 is the same as adding 30 and 3.			+ 3 — 3
Kom ons tel 10'e en 1'e bymekaar. Let's add 10s and 1s. 	Daar is altesame 5 tiene. There are 5 tens altogether.	Daar is altesame 9 ene. There are 9 ones altogether.	5 — 9

2 tiene en 3 tiene gee 5 tiene.
6 ene en 3 ene gee 9 ene.
Ek het altesame 59.
2 tens and 3 tens makes 5 tens.
6 ones and 3 ones makes 9 ones.
I have 59 altogether.

1 Tel op met jou blokkies.
Add using blocks.

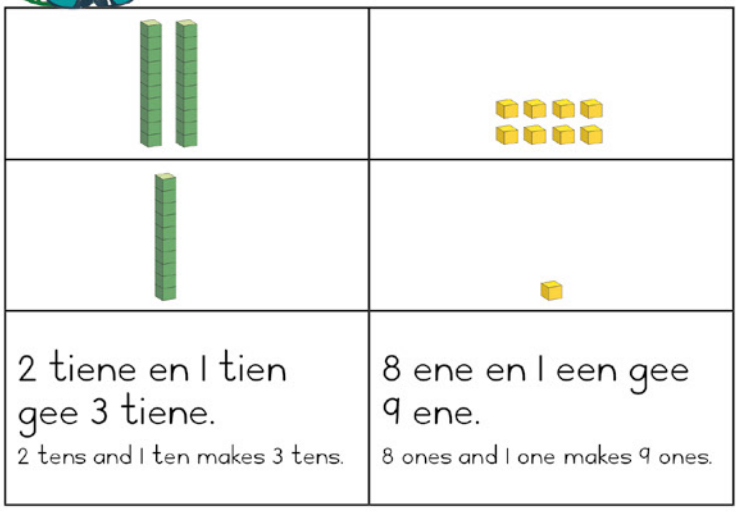
65 + 12 = 77	43 + 52 = ____	37 + 21 = ____
56 + 32 = ____	47 + 22 = ____	76 + 13 = ____

Addition using base ten blocks



Jy kan met jou blokkies optel. Tel die 10'e en 1'e bymekaar. Hoeveel is daar altesame?

You can use blocks to add. Add the 10s and 1s. How much altogether?



2 tiene en 1 tien gee 3 tiene. 2 tens and 1 ten makes 3 tens.	8 ene en 1 een gee 9 ene. 8 ones and 1 one makes 9 ones.

t	e
2	8
+ 1	1
3	9

Ek het altesame 39.

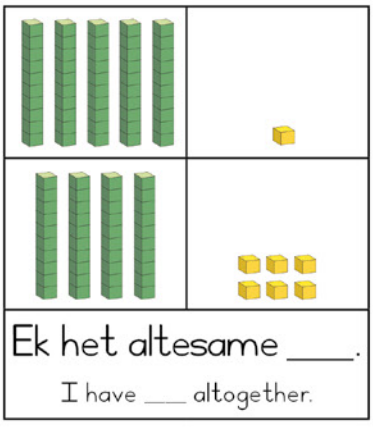
I have 39 altogether.

2

4	3
+ 3	5

Ek het altesame ____.

I have ____ altogether.



5	1
+ 4	6

Ek het altesame ____.

I have ____ altogether.

5	6
+ 1	2

Ek het altesame ____.

I have ____ altogether.

3	5
+ 2	3

Ek het altesame ____.

I have ____ altogether.

WEEK 1 • DAG 3

Trek af met basis tien-blokkies

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

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Kom ons trek met behulp van ons plekwaardetabel af. Wat kan ons doen?
Let's subtract using our place value table. What can we do?

Ons kan 10'e en 1'e met ons blokkies op die plekwaardetabel aftrek.
We can subtract 10s and 1s using our blocks on the place value table.

Ek moet vir die 75 hier 7 tiene en daar 5 ene neersit. Om dan 40 af te trek, moet ek 4 tiene wegneem.
For the 75, I must put 7 tens here and 5 ones there. Then to subtract 40, I need to take 4 tens away.

Julle het dus 75 blokkies en dan moet julle 40 wegneem. Kom ons trek dit nou af.
So you had 75 blocks and then you had to take 40 away. Let's subtract them now.

Ek hoef nie enige ene weg te neem nie. Maar ek moet 4 tiene van die 7 tiene wegneem. Daar bly 3 tiene en 5 ene oor.
I dont need to take away any ones. But I must take 4 tens away from the 7 tens. I am left with 3 tens and 5 ones.

Gee veelvuldige geleenthede aan die leerders om probleme op te los wat behels dat 10'e en 1'e met behulp van *basis 10-blokkies* en die plekwaardetabel afgetrek moet word sonder om 10 te oorbrug. Vra die leerders om vir jou te verduidelik hoe die plekwaardetabel hulle in staat stel om probleme meer doeltreffend op te los deur die 10'e en 1'e saam te groepeer.

Allow learners multiple opportunities to solve problems that involve subtracting 10s and 1s using *base 10 blocks* and the place value table, not bridging 10. Ask them to explain to you how the place value table helps them to solve problems more efficiently by grouping the 10s and 1s.

Subtraction using base ten blocks

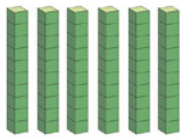
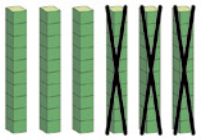
WEEK • WEEK 1

DAG 3 • DAY 3

Trek af met basis tien-blokkies
Subtraction using base ten blocks

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

64 – 30 =

				tiene tens	ene ones
64 is dieselfde as 60 en 4. 64 is the same as 60 and 4.				6	4
Kom ons trek nou 30 af. Now let's subtract 30.			–	3	0
Daar bly 3 tiene oor. There are 3 tens left over.		Daar is nog 4 ene. There are still 4 ones.		3	4

Jy kan met jou blokkies aftrek. Trek die 10'e en 1'e af.
You can use blocks to subtract. Subtract the 10s and 1s.

6 tiene neem weg 3 tiene gee 3 tiene. 3 tiene en 4 ene gee 34.
6 tens take away 3 tens leaves 3 tens. 3 tens and 4 ones makes 34.

1 Trek af met jou blokkies.
Subtract using blocks.

57 – 20 = 37	44 – 30 = ____	86 – 50 = ____
35 – 10 = ____	94 – 40 = ____	68 – 20 = ____
63 – 30 = ____	71 – 50 = ____	59 – 40 = ____

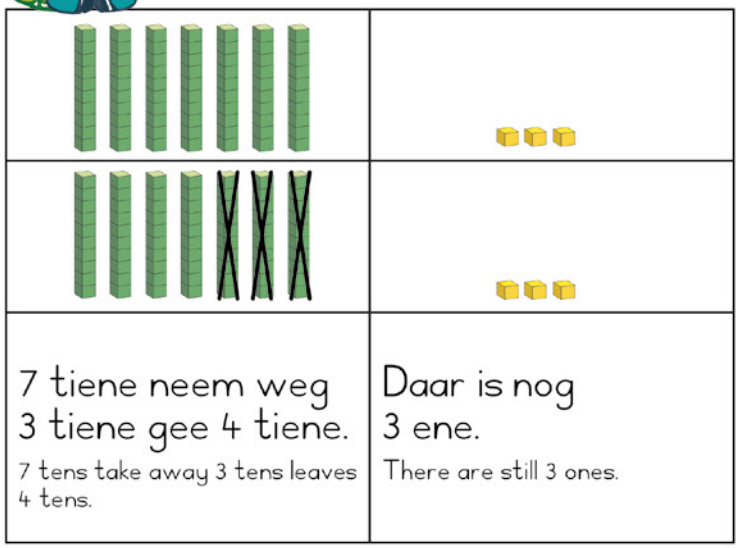
6

WEEK 1 • DAG 3

Trek af met basis tien-blokkies

Jy kan met jou blokkies aftrek.
Trek die 10'e en 1'e af. Hoeveel bly oor?

You can use blocks to subtract.
Subtract the 10s and 1s. How much is left over?



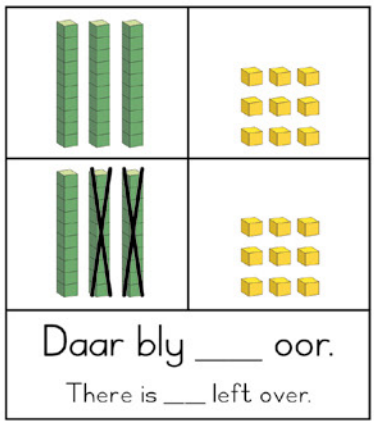
7 tiene neem weg 3 tiene gee 4 tiene.
7 tens take away 3 tens leaves 4 tens.

Daar is nog 3 ene.
There are still 3 ones.

	t	e
	7	3
−	3	0
	4	3

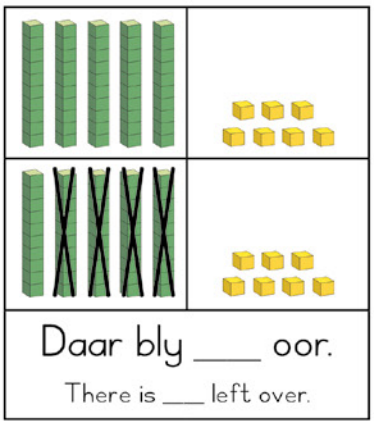
Daar bly 43 oor.
There is 43 left over.

2



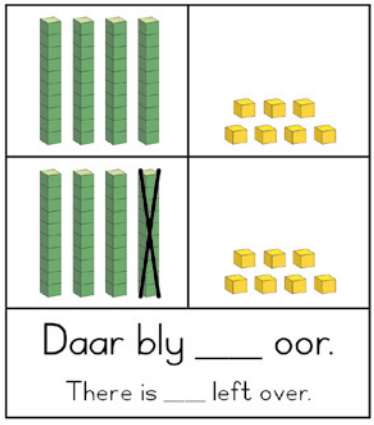
Daar bly ____ oor.
There is ___ left over.

	3	9
−	2	0



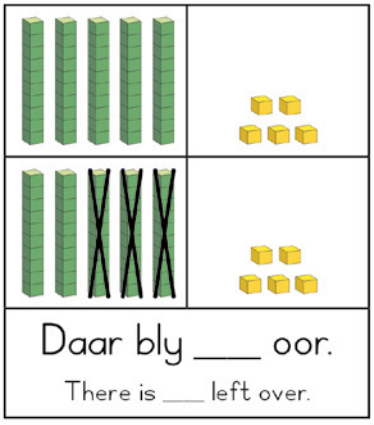
Daar bly ____ oor.
There is ___ left over.

	5	7
−	4	0



Daar bly ____ oor.
There is ___ left over.

	4	7
−	1	0



Daar bly ____ oor.
There is ___ left over.

	5	5
−	3	0

Subtraction using base ten blocks

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

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

1

Kom ons trek met behulp van ons plekwaardetabel af. Wat kan ons doen?

Let's subtract using our place value table. What can we do?

2

Ons kan 10'e en 1'e met ons blokkies op die plekwaardetabel aftrek.

We can subtract 10s and 1s using our blocks on the place value table.

3

Julle het 86 en moet 33 wegneem. Doen dit met julle blokkies.

You had 86 and you had to take 33 away. Do it with your blocks.

4

Ek neem 3 ene weg van die 6 ene. Ek moet ook 3 tiene van die 8 tiene wegneem. Daar bly dan 5 tiene en 3 ene oor.

I take away 3 ones from the 6 ones. I must also take 3 tens away from the 8 tens. I am left with 5 tens and 3 ones.

Gee veelvuldige geleenthede aan die leerders om probleme op te los wat behels dat 10'e en 1'e met behulp van *basis 10-blokkies* en die plekwaardetabel afgetrek moet word sonder om 10 te oorbrug. Vra die leerders om vir jou te verduidelik hoe die plekwaardetabel hulle in staat stel om probleme meer doeltreffend op te los deur die 10'e en 1'e saam te groepeer.

Allow learners multiple opportunities to solve problems that involve subtracting 10s and 1s using *base 10 blocks* and the place value table, not bridging 10. Ask them to explain to you how the place value table helps them to solve problems more efficiently by grouping the 10s and 1s.

WEEK 1 • DAG 4

Trek af met basis tien-blokkies

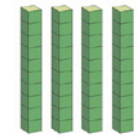
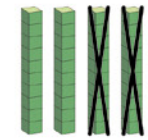
WEEK • WEEK 1

DAG 4 • DAY 4

Trek af met basis tien-blokkies
Subtraction using base ten blocks

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

49 – 21 =

				tiene tens	ene ones
49 is dieselfde as 40 en 9. 49 is the same as 40 and 9.				4	9
Kom ons trek nou 21 af. Now let's subtract 21.			–	2	1
	Daar bly 2 tiene oor. There are 2 tens left over.	Daar bly 8 ene oor. There are 8 ones left over		2	8

4 tiene neem weg 2 tiene gee 2 tiene.
9 ene neem weg 1 een gee 8 ene.
2 tiene en 8 ene gee 28.

4 tens take away 2 tens leaves 2 tens.
9 ones take away 1 one leaves 8 ones.
2 tens and 8 ones makes 28.

1 Trek af met jou blokkies.
Subtract using blocks.

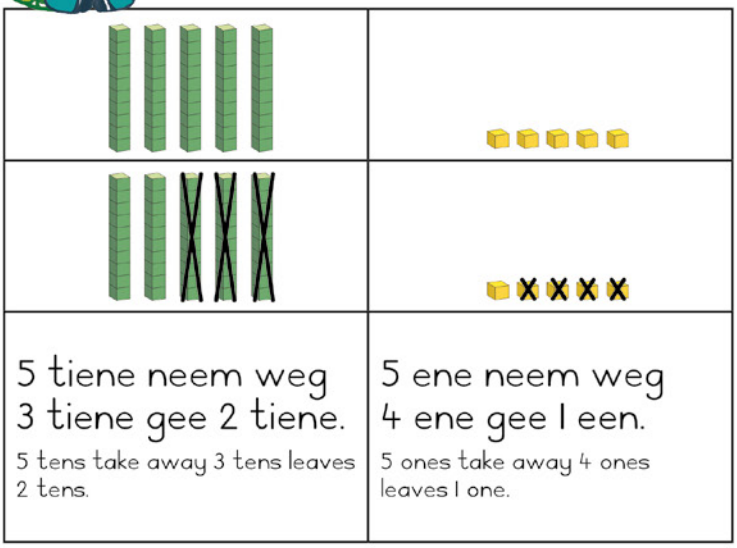
67 – 51 = 16	84 – 42 = ____	59 – 27 = ____
45 – 33 = ____	77 – 53 = ____	98 – 67 = ____

8

Subtraction using base ten blocks

Jy kan met jou blokkies aftrek.
Trek die 10'en die 1'e af. Hoeveel bly oor?

You can use blocks to subtract. Subtract the 10s and 1s. How much is left over?



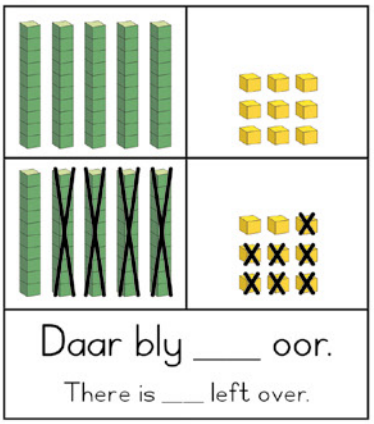
	t	e
	5	5
−	3	4
	2	1

5 tiene neem weg 3 tiene gee 2 tiene.
5 tens take away 3 tens leaves 2 tens.

5 ene neem weg 4 ene gee 1 een.
5 ones take away 4 ones leaves 1 one.

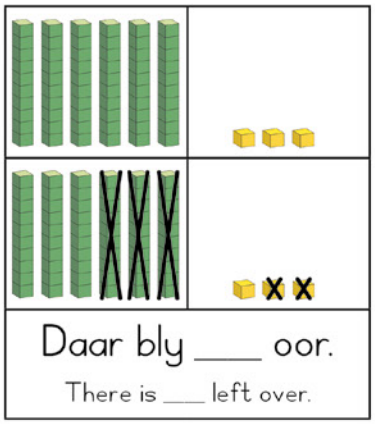
Daar bly 21 oor.
There is 21 left over.

2



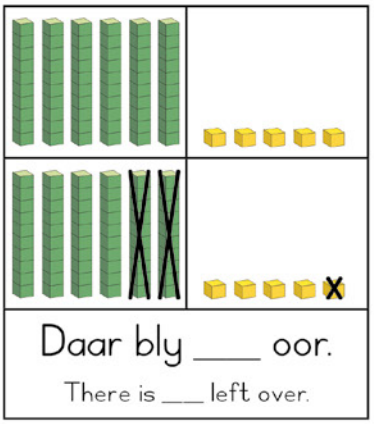
	5	9
−	4	7

Daar bly ____ oor.
There is ___ left over.



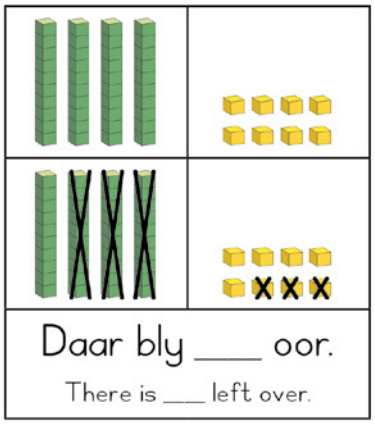
	6	3
−	3	2

Daar bly ____ oor.
There is ___ left over.



	6	5
−	2	1

Daar bly ____ oor.
There is ___ left over.



	4	8
−	2	3

Daar bly ____ oor.
There is ___ left over.

WEEK 1

DAG 5 • DAY 5

Vaslegging
Consolidation

WERKKAART WORKSHEET → WERKKAART WORKSHEET

1 Los op met jou blokkies. Skryf neer wat jy gedoen het om dit uit te werk.

Solve. You can use your blocks. Write what you did to work it out.

	tiene tens	ene ones
	3	7
+	5	0

	tiene tens	ene ones
	6	2
−	3	0

	tiene tens	ene ones
	5	6
+	4	1

	tiene tens	ene ones
	7	8
−	5	2

	tiene tens	ene ones
	4	4
+	2	5

	tiene tens	ene ones
	5	6
−	3	4

Kom ons praat Wiskunde!
Let's talk Maths!

In Afrikaans sê ons:	In English we say:
basis tien-blokkies	base 10 blocks
Een 10 is dieselfde as tien 1's.	One 10 is the same as ten 1s.
Tel 10's en 1's op.	Add 10s and 1s.
Trek 10's en 1's af.	Subtract 10s and 1s.

10

Consolidation

2 Los op met jou blokkies. Skryf neer wat jy gedoen het om dit uit te werk.

Solve using blocks. Write what you did to work it out.

	tiene tens	ene ones
	6	3
+	2	5

	tiene tens	ene ones
	7	9
−	4	2

	tiene tens	ene ones
	2	4
+	5	1

	tiene tens	ene ones
	5	9
−	3	6

3 Los die woordprobleme op. Jy kan dit met jou blokkies doen.

Solve the word problems. You can use your blocks.

Thembi koop 'n boek vir R45 en 'n speelding vir R53. Hoeveel gee sy altesame uit?

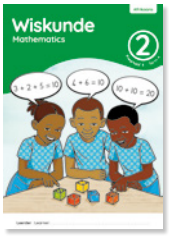
Thembi bought a book for R45 and a toy for R53. How much did she spend altogether?

Ntando het R65 en hy betaal R44 om 'n bal te koop. Hoeveel bly daar oor?

Ntando had R65 and he spent R44 on a ball. How much does he have left?

2D vorms

	Hulpbronne
Hoofrekene: Tel veelvoude van 10 op of trek dit af	geen
Speletjie: *Hoe ver tot by die volgende 10?*	*Multifix-blokkies*



Dag	Lesaktiwiteit	Leshulpbronne
1	Benoem 2D vorms	LAB, skoon vel papier
2	2D vorms	LAB
3	Tangramme	LAB, uitgeknipte tangram
4	2D vorms	LAB
5	Vaslegging en assessering vir leer	LAB

Ná hierdie week behoort die leerder in staat te wees om:	✓
te identifiseer of 2D vorms reguit of ronde sye het.	
tussen definiërende en niedefiniërende eienskappe van vorms te onderskei.	
saamgestelde vorms (tangramme) met behulp van basiese vorms te skep.	
2D vorms te identifiseer en te sorteer deur driehoeke, reghoeke, vierkante en sirkels te benoem.	

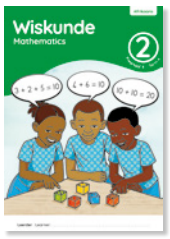
Assessering

Skriftelike assessering: 2D vorms

Teken ’n punt uit 12 op die kwartaalpuntestaat aan.

2-D shapes

	Resources
Mental Maths: Add or subtract multiples of 10	none
Game: *How far to the next 10?*	*multifix blocks*



Day	Lesson activity	Lesson resources
1	2-D shapes	LAB, sheet of blank paper
2	2-D shapes	LAB
3	Tangrams	LAB, tangram cut out
4	2-D shapes	LAB
5	Consolidation and assessment for learning	LAB

After this week the learner should be able to:	✓
identify whether 2-D shapes have straight or round sides.	
differentiate between defining and non-defining attributes of shapes.	
use basic shapes to create composite shapes (tangrams).	
identify and sort 2-D shapes by naming triangles, rectangles, squares and circles.	

Assessment

Written assessment: 2-D shapes

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

2D vorms

Hoofrekenevideo

Ons gaan hierdie week voort om te oefen om veelvoude van tien tot en met 100 op te tel en af te trek. Skryf verskillende tweesyfergetalle op die bord neer en roep 'n instruksie uit om 'n bepaalde tienegetal by te tel of af te trek. Maak dit meer interaktief deur pare leerders te vra om die tweesyfergetalle en die getalle wat daarby getel of daarvan afgetrek moet word, uit te roep. Moedig die leerders aan om probleme vinnig en doeltreffend op te los deur hulle aangeleerde getalfeite te probeer onthou.

Speletjiesvideo

Die leerders roep met hierdie speletjie getalle uit en identifiseer die tiene waaruit dit bestaan. Hulle werk ook uit hoe ver dit tot by die volgende tien is. Dit is belangrik dat die leerders 'n goeie begrip van getalle ontwikkel ten einde hulle in staat te stel om tiene vinnig en doeltreffend te identifiseer.

Video oor konseptuele ontwikkeling

Ons konsentreer hierdie week op 2D vorms. Die leerders ondersoek die eienskappe van vorms en identifiseer dit dienooreenkomstig. Hulle benoem ook driehoeke, reghoeke, vierkante en sirkels korrek. Die leerders kry geleentheid om saamgestelde vorms te maak terwyl hulle tangramlegkaarte bou.
Terwyl ons met 2D vorms werk, konsentreer ons daarop om:

- te identifiseer of 2D vorms reguit of ronde sye het.
- tussen definiërende en niedefiniërende eienskappe van vorms te onderskei.
- saamgestelde vorms (tangramme) met behulp van basiese vorms te skep.
- 2D vorms te identifiseer en te sorteer deur driehoeke, reghoeke, vierkante en sirkels te benoem.

Waarna jy hierdie week moet oplet

- Dit is belangrik om kinders kans te gee om aan besprekings oor die vorms deel te neem en om veelvuldige geleenthede aan hulle te gee om vorms van verskillende groottes en kleure raak te sien.
- Moedig die leerders aan om tussen definiërende en niedefiniërende eienskappe te onderskei, hoewel dit nie vir die leerders nodig is om hierdie terme spesifiek te ken nie.

2-D shapes

Mental Maths video

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

Game video

In this game learners call out numbers and identify the tens that follow them. Learners will also work out how far it is to the next ten. It is important for learners to develop a good understanding of number, and to be able to identify tens quickly and efficiently.

Conceptual development video

This week we focus on 2-D shapes. Learners will investigate the attributes of shapes, and they will identify them accordingly. Learners will also correctly name triangles, rectangles, squares and circles. Learners will have the opportunity to create composite shapes as they build tangram puzzles.
In our work on 2-D shapes, we will focus on:

- identifying whether 2-D shapes have straight or round sides.
- differentiating between defining and non-defining attributes of shapes.
- using basic shapes to create composite shapes (tangrams).
- identifying and sort 2-D shapes by naming triangles, rectangles, squares and circles.

What to look out for this week

- It is important to allow children to engage in discussion about the shapes, and to provide them with multiple opportunities to see shapes of different sizes and colours.
- Encourage learners to differentiate between defining and non-defining attributes, although it is not necessary for learners to know these terms specifically.

WEEK 2 • DAG 1

Benoem 2D vorms

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

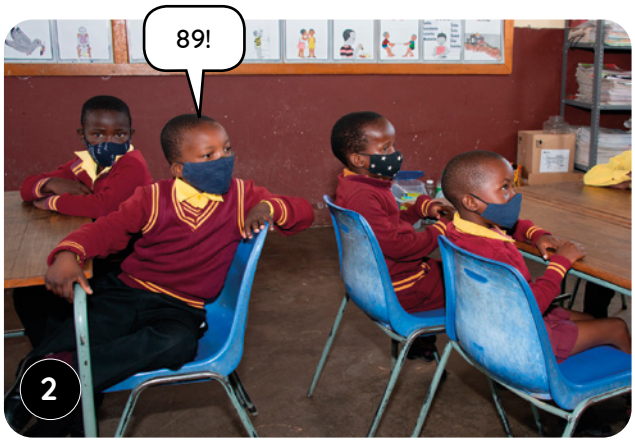
HOOFREKENE | MENTAL MATHS

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

Learners practice adding and subtracting multiples of ten to/from a given number.

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

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



Naming 2-D shapes

Verrykingsaktiwiteite • Enrichment activities

Dag 1 Day 1

Los op met jou blokkies.
Solve using blocks.

43 + 46 =

35 + 24 =

61 + 34 =

18 + 61 =

52 + 14 =

65 – 24 =

95 – 31 =

39 – 17 =

87 – 44 =

55 – 10 =

Dag 2 Day 2

Los op met jou blokkies.
Solve using blocks.

71 + 22 =

14 + 85 =

37 + 32 =

52 + 43 =

22 + 52 =

96 – 65 =

39 – 16 =

48 – 36 =

83 – 52 =

75 – 44 =

Dag 3 Day 3

Los op met jou blokkies.
Solve using blocks.

53 + 32 =

28 + 71 =

72 + 25 =

64 + 33 =

41 + 18 =

95 – 41 =

45 – 23 =

79 – 37 =

67 – 54 =

86 – 60 =

Dag 4 Day 4

Los op met jou blokkies.
Solve using blocks.

61 + 16 =

24 + 55 =

37 + 42 =

12 + 83 =

54 + 31 =

95 – 31 =

79 – 47 =

39 – 15 =

56 – 24 =

82 – 51 =

Benoem 2D vorms

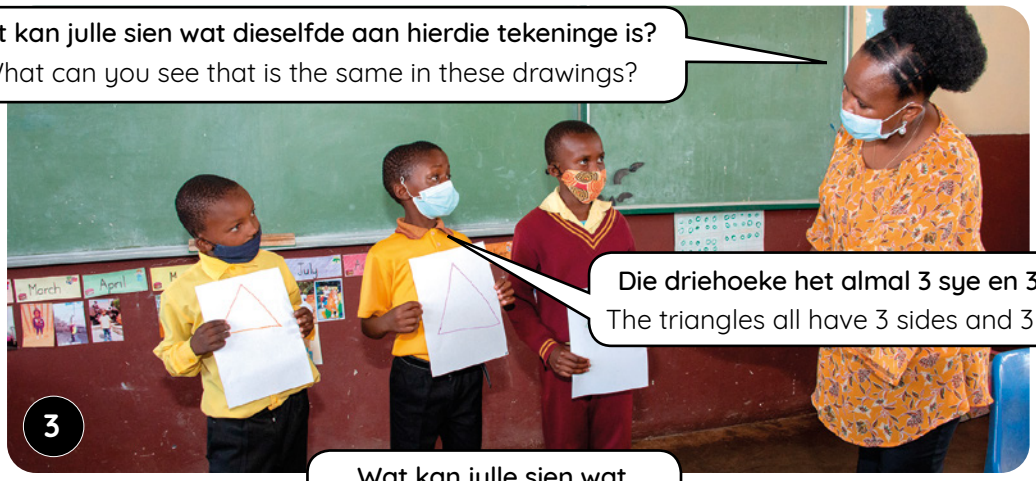
KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Teken 'n driehoek op die vel papier. Wys my julle driehoektekeninge.
Draw a triangle on the sheet of paper. Show me your triangle drawings.

Lyk al die driehoeke dieselfde?
Do all the triangles look the same?

Nee, die driehoeke lyk verskillend.
No, the triangles look different.

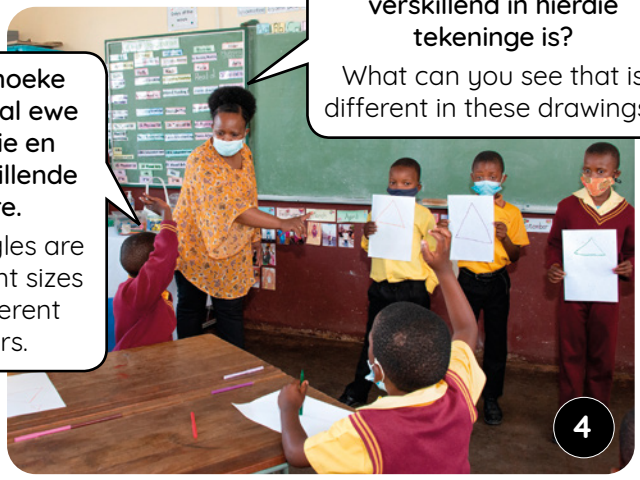
Wat kan julle sien wat dieselfde aan hierdie tekeninge is?
What can you see that is the same in these drawings?



Die driehoeke het almal 3 sye en 3 hoeke.
The triangles all have 3 sides and 3 corners.

Wat kan julle sien wat verskillend in hierdie tekeninge is?
What can you see that is different in these drawings?

Die driehoeke is nie almal ewe groot nie en het verskillende kleure.
The triangles are all different sizes and different colours.



Kom ons dink ook na oor reghoeke, sirkels en vierkante.
Let's think about rectangles, circles and squares as well.

Herhaal die stappe hier bo vir vierkante, sirkels en reghoeke. Gee geleentheid aan die leerders om te gesels oor dit wat dieselfde is en dit wat verskillend is betreffende die vorms wat hulle geteken het.

Repeat the steps above for squares, circles and rectangles. Give the learners opportunities to speak about what is the same and what is different about the shapes they have drawn.

Naming 2-D shapes

WEEK • WEEK 2

DAG 1 • DAY 1

Benoem 2D vorms
Naming 2-D shapes

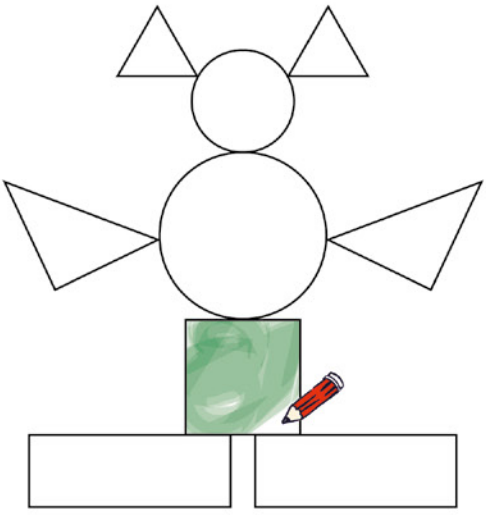
HOOFREKENE MENTAL MATHS — TEL VEELVOUDE VAN 10 OP ADD MULTIPLES OF 10 → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

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)

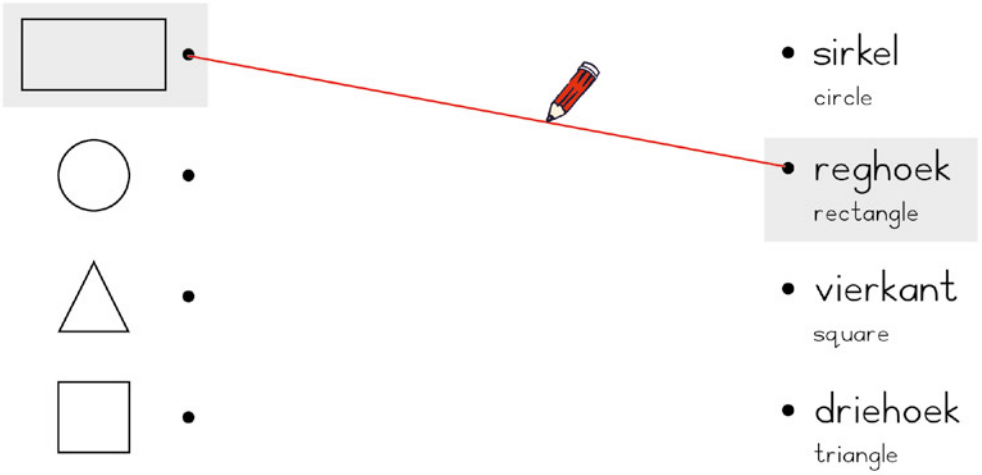


12

Benoem 2D vorms

2 Trek 'n streep 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 83 uit en plak dit hier om by die korrekte name te pas.

Cut out the shapes on page 83 and paste them to match the correct names.

sirkel circle	driehoek triangle
vierkant square	reghoek rectangle

2-D shapes

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

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Kyk na die vierkante op die bord. Wat merk julle omtrent die vierkante op?
Look at the squares on the board. What do you notice about the squares?

Die vierkante het 4 reguit sye en 4 hoeke.
The squares have 4 straight sides and 4 corners.

Dis korrek. Ons weet dat hierdie vorm 'n vierkant is omdat dit 4 reguitlyne het wat almal ewe lank is.
Thats correct. We know that this shape is a square because it has 4 straight sides that are the same length.

Wat anders sien jy aan die vierkante raak?
What else do you notice about the squares?

Die vierkante is nie almal ewe groot nie.
The squares are different sizes.

Die vierkante se kleure verskil.
The squares are different colours.

Dis korrek. Maar hierdie dinge sê nie vir ons dat die vorm 'n vierkant is nie. Dit vertel ons slegs meer van die vorm.
That's correct. But these things don't tell us that the shape is a square. They just tell us more about the shape.

Herhaal die stappe hier bo vir reghoeke, sirkels en driehoeke. Gee geleenthede aan die leerders om te gesels oor dit wat dieselfde en dit wat verskillend betreffende die vorms is.

Repeat the steps above for rectangles, circles and triangles. Give the learners opportunities to speak about what is the same and what is different about the shapes.

2D vorms

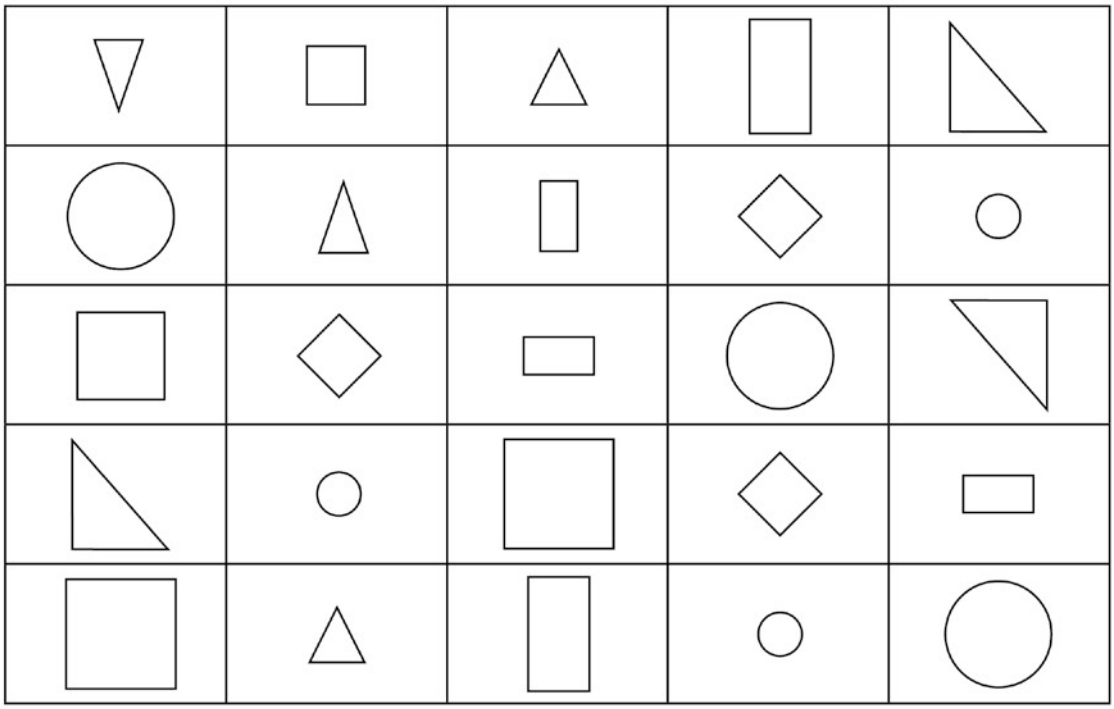
WEEK • WEEK 2

DAG 2 • DAY 2

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.



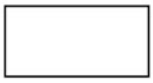
- Omkring die klein vierkante.
  Draw a circle around the small squares.
- Kleur al die groot vierkante in blou in.
  Colour all the big squares blue.
- Trek 'n kruisie (✗) oor al die groot sirkels.
  Put a ✗ on all the big circles.
- Kleur al die klein sirkels in rooi in.
  Colour all the small circles 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.

14

2-D shapes

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?

WEEK 2 • DAG 3

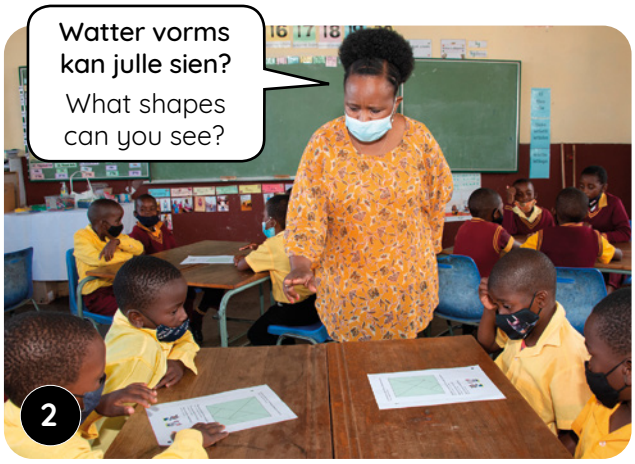
Tangramme

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

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Ons gaan vandag vorms maak met spesiale legkaarte, wat tangramme genoem word. Tangramme is Chinese legkaarte met 7 vorms.

Today we are going to make shapes with special puzzles called tangrams. Tangrams are Chinese puzzles with 7 shapes.



Watter vorms kan julle sien?

What shapes can you see?

Ek kan klein driehoeke en groot driehoeke sien.

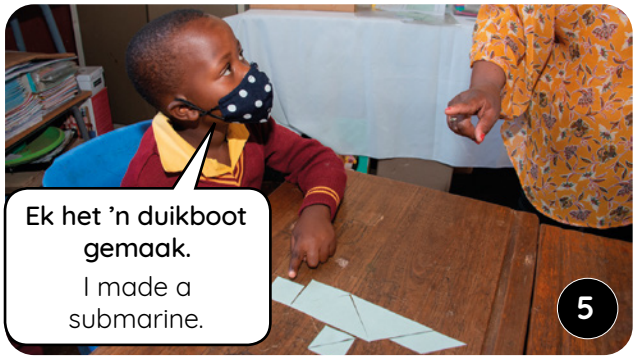
I can see small triangles and big triangles.

Ek kan 'n vierkant sien.

I can see a square.

Knip die vorms van die tangram uit en maak dan 'n prent daarmee. Vertel jou maat watter prent jy gemaak het.

Cut out the shapes from the tangram and use the shapes to make a picture. Tell your friend what picture you made.



Ek het 'n duikboot gemaak.

I made a submarine.

Probeer nou om die vorms te skommel en maak dan ander prente daarmee.

Now try to mix up the shapes and make different pictures.

Gee veelvuldige geleenthede aan die leerders om verskillende prente te maak, om die vorms wat hulle maak, te bespreek, en om vertel hoe hulle die uitgeknipte stukke posisioneer om die vorms te kan maak.

Allow the learners multiple opportunities to create different pictures, to discuss the shapes they make and how they position the cut-out pieces to make the shapes.

Tangrams

WEEK • WEEK 2

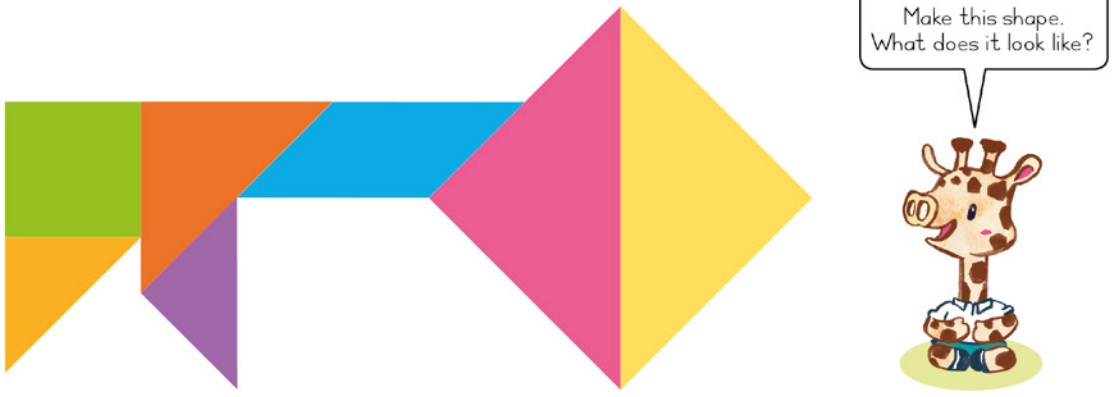
DAG 3 • DAY 3

Tangramme
Tangrams

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

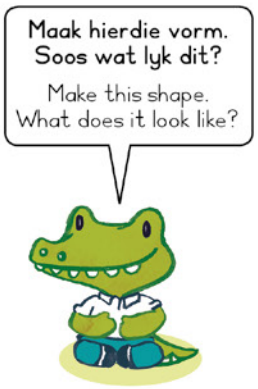
Knip die 7 vorms (wat 'n tangram genoem word) op bladsy 85 uit en gebruik dit dan om hierdie prent te maak.

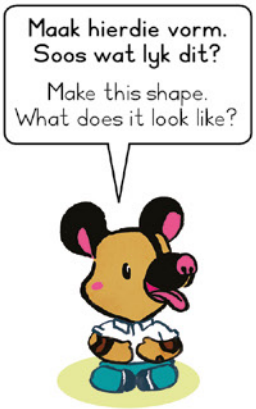
Cut out the 7 shapes (called a tangram) on page 85 and use them to make this picture.



16

Tangramme





Tangrams Week 2 • Day 3 17

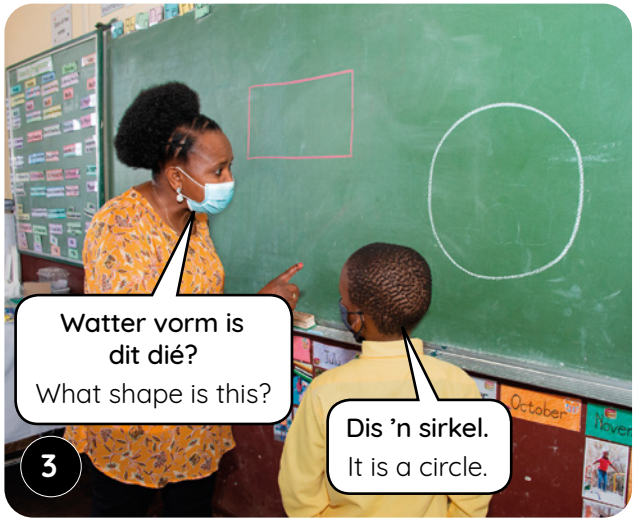
2-D shapes

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

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Gee die leerders kans om te verduidelik dat die vorm 4 sye het: 2 wat langer is en 2 wat korter is. Die vorm het ook 4 hoeke. Dit alles maak dat dit 'n reghoek genoem word.

Allow learners to explain that the shape has 4 sides: 2 that are longer and 2 that are shorter. The shape also has 4 corners. That makes it a rectangle.



Herhaal bostaande met 'n vierkant en 'n driehoek en moedig die leerders aan om oor die eienskappe van vorms na te dink.

Repeat with a square and a triangle, encouraging learners to think about the properties of shapes.

2D vorms

WEEK • WEEK 2

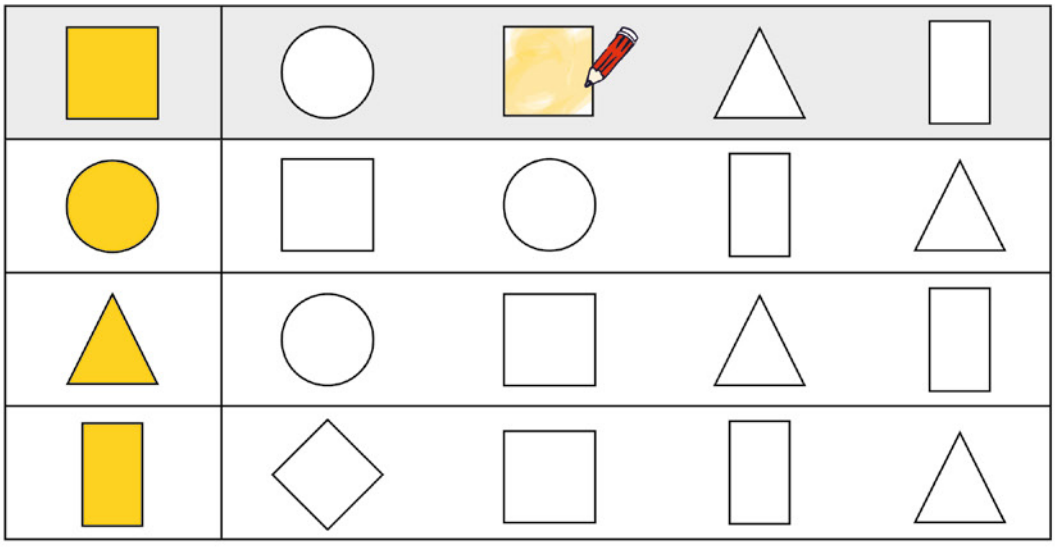
DAG 4 • DAY 4

2D vorms
2-D shapes

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

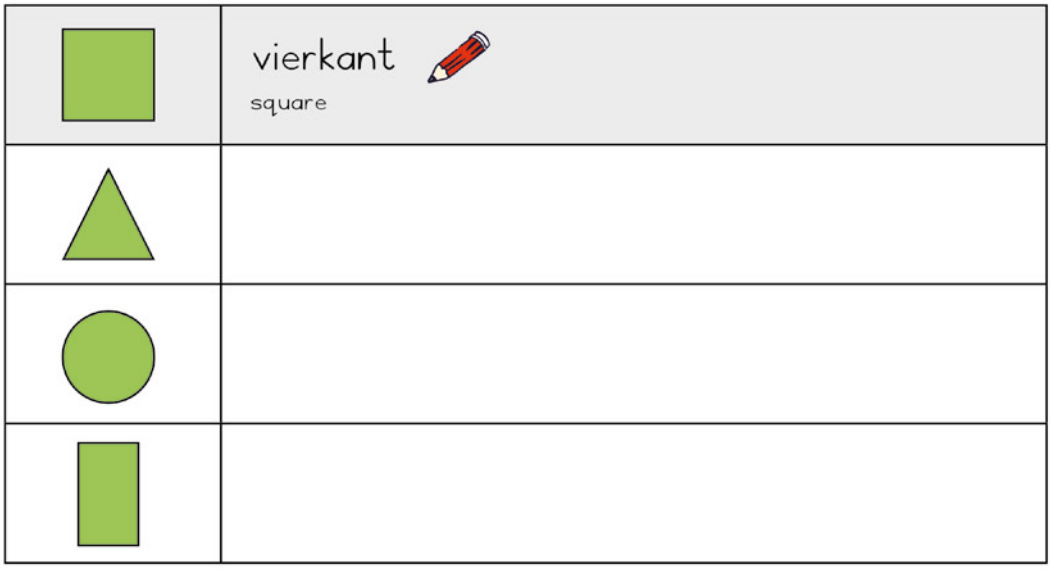
1 Kleur die vorm, wat by die eerste een in elke ry pas, liggies in.

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.



2-D shapes

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	

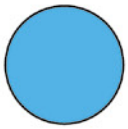
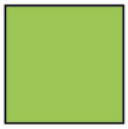
WEEK • WEEK 2

DAG 5 • DAY 5

Assessering en vaslegging
Assessment and consolidation

ASSESSERING ASSESSMENT → WERKKAART WORKSHEET

Voltooi die tabel.
Complete the table.

	naam name	hoeveel sye is daar? how many sides?	rond of reguit? round or straight?
			
			
			
			

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

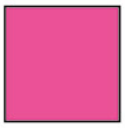
20

Consolidation

Vaslegging | Consolidation

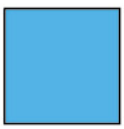
1 Vul die tabel in.

Fill in the table.

vorm shape	naam name	aantal hoeke number of corners
		
		
		
		

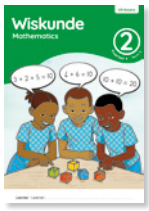
2 Teken 'n prent om te wys waar elke vorm in die werklike lewe voorkom.

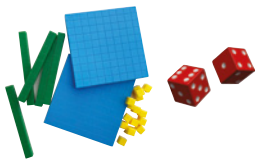
Draw an example of where each shape is found in real life.

Simmetrie, 3D voorwerpe, posisie en rigting

	Hulpbronne
Hoofrekene: Wys my 'n getal!	*basis 10-blokkies* vir onderwyser en leerders
Speletjie: *Vinnige wiskunde met dobbelstene – jaag na 100*	*dobbelstene*





Dag	Lesaktiwiteit	Leshulpbronne
1	Simmetrie	LAB
2	Simmetrie	LAB, afvalpapier
3	3D voorwerpe	LAB, verskeie 3D voorwerpe (bokse en balle)
4	Posisie en rigting	LAB, 3D voorwerpe
5	Vaslegging en assessering	LAB

Ná hierdie week behoort die leerder in staat te wees om:	✓
lyne van simmetrie in 2D geometriese en niegeometriese vorms te herken en te trek.	
verskillende aansigte van dieselfde, alledaagse voorwerp te herken en te laat pas.	
rigtingaanwysings om in die klaskamer rond te beweeg, te volg.	

Assessering

Skriftelike assessering: Simmetrie

Teken 'n punt uit 8 op die kwartaalpuntestaat aan.

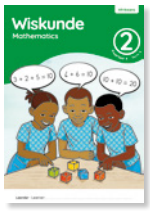
Mondelinge en praktiese assessering

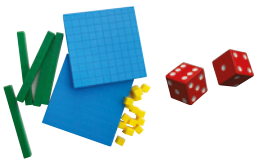
Neem die leerders waar om hul vermoë te assesseer om posisies te identifiseer en rigtingaanwysings te volg.	Punt 6		
Kontrolelys: Korrek/Verkeerd/Byna korrek	✓	✗	●
Is in staat om die vooraansig/agteraansig van gegewe vorms te identifiseer			
Is in staat om die boaansig van gegewe vorms te identifiseer			
Is in staat om die syaansig van gegewe vorms te identifiseer			
Is in staat om die posisies van vorms in verhouding tot mekaar – langs, agter en so meer – te benoem			
Is in staat om rigtingaanwysings te volg wanneer instruksies gegee word – beweeg vorentoe/agtertoe			
Is in staat om rigtingaanwysings te volg wanneer instruksies gegee word – gaan l inks/regs			

Teken 'n punt uit 6 op die kwartaalpuntestaat aan.

Symmetry, 3-D objects, position and direction

	Resources
Mental Maths: Show me a number!	teacher and learner *base 10 blocks*
Game: *Fast maths with dice – race to 100*	*dice*





Day	Lesson activity	Lesson resources
1	Symmetry	LAB
2	Symmetry	LAB, scrap paper
3	3-D objects	LAB, real-life examples of patterns or pictures
4	Position and direction	LAB, 3-D objects
5	Consolidation and assessment	LAB

After this week the learner should be able to:	✓
recognise and draw lines of symmetry in 2-D geometrical and non-geometrical shapes.	
recognise and match different views of the same everyday object.	
follow directions to move around the classroom.	

Assessment

Written assessment: Symmetry

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

Oral and practical assessment

Observe learners to assess their ability to identify positions and follow directions	Mark 6		
Checklist: correct/incorrect/almost	✓	✗	●
Able to identify the front/back view of given shapes			
Able to identify the top view of given shapes			
Able to identify the side view of given shapes			
Able to name positions of shapes in relation to each other – next to, behind and so on			
Able to follow direction when given directions – going forwards/backwards			
Able to follow direction when given directions – going left/right			

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

Simmetrie, 3D voorwerpe, posisie en rigting

Hoofrekenevideo

Ons konsentreer hierdie week daarop om 10'e en 1'e in tweesyfergetalle te identifiseer. Wys die leerders 10'e en 1'e met die *basis 10-blokkies* en vra die klas om die getal uit te roep. As alternatief kan jy 'n getal uitroep sodat die leerders die 10'e en 1'e met hul *basis 10-blokkies* wys.

Speletjiesvideo

Ons speel hierdie week die speletjie, *Vinnige wiskunde met dobbelstene – jaag na 100.* Die leerders speel saam in pare met een dobbelsteen. Hulle maak beurte om die dobbelsteen te gooi en hou aan om die getal wat hulle elke keer gooi, by te tel totdat hulle by 100 uitkom. Hierdie speletjie stel die leerders in staat om optellingsprobleme in hul kop op te los asook probleme vinnig en doeltreffend op te los.

Video oor konseptuele ontwikkeling

Ons konsentreer hierdie week op simmetrie, geometriese patrone en posisie. Die leerders ondersoek lyne van simmetrie in verskillende vorms. Wanneer hulle na geometriese patrone kyk, kan hulle die herhaling van lyne, vorms en stippels identifiseer om beide reëlmatige en onreëlmatige patrone in die werklike lewe te maak. Die leerders gebruik die taal van posisie om oor voorwerpe in verhouding tot mekaar te gesels asook om in die klaskamer rond te beweeg. Terwyl ons met simmetrie, patrone en posisie werk, konsentreer ons daarop om:

- lyne van simmetrie in 2D geometriese en niegeometriese vorms te herken en te trek.
- verskillende aansigte van dieselfde alledaagse voorwerp te herken en te laat pas.
- rigtingaanwysings om in die klaskamer rond te beweeg, te volg.

Waarna jy hierdie week moet oplet

- Moedig die leerders aan om die taal van posisie en rigting te gebruik terwyl hulle die posisie van een voorwerp in verhouding tot 'n ander beskryf: **bo-op**, **voor**, **agter**, **links**, **regs**, **langs**, **vorentoe**, **agtertoe**, **opwaarts (van onder af)**, **afwaarts (van bo af)**, en so meer.
- Moedig die leerders aan om wiskundetaal, wat met vorms en simmetrie verband hou, te gebruik wanneer jy lyne van simmetrie in verskillende 2D voorwerpe trek en identifiseer.

Symmetry, 3-D objects, position and direction

Mental Maths video

This week we focus on identifying 10s and 1s in 2-digit numbers. Show the learners 10s and 1s using *base 10 blocks* and tell the class to call out the number. Alternatively, call out a number and get the learners to show the 10s and 1s with their *base 10 blocks*.

Game video

This week we play the game *Fast maths with dice: race to 100*. Learners play in pairs with one dice. Learners take turns to throw the dice, and to keep adding the newly thrown number until they reach 100. This game helps learners to solve addition problems mentally and will help them to solve problems quickly and efficiently.

Conceptual development video

This week we focus on symmetry, geometric patterns and position. Learners will investigate lines of symmetry in various shapes. When looking at geometric patterns, learners will identify the repetition of lines, shapes and dots to create both regular and irregular patterns in real-life. Learners will use the language of position to talk about objects in relation to each other, and also to move around the classroom. In our work on symmetry, patterns and position, we will focus on:

- recognising and drawing lines of symmetry in 2-D geometrical and non-geometrical shapes.
- recognising and matching different views of the same everyday object.
- following directions to move around the classroom.

What to look out for this week

- Encourage learners to use the language of position and direction as they describe the position of one object in relation to another: **on top of**, **in front of**, **behind**, **left**, **right**, **next to**, **forwards**, **backwards**, **up**, **down** and so on.
- Encourage learners to use the mathematical language related to shapes and symmetry when you draw and identify lines of symmetry in various 2-D shapes.

Simmetrie

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

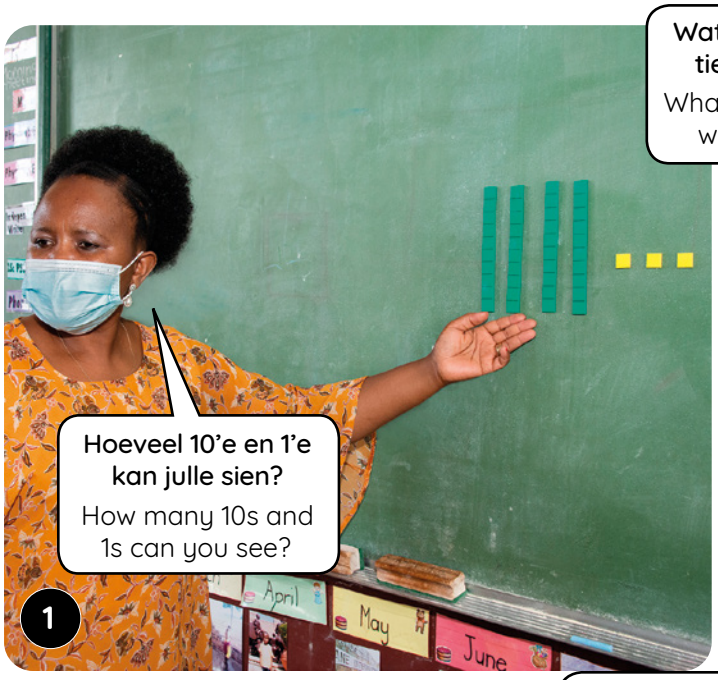
HOOFREKENE | MENTAL MATHS

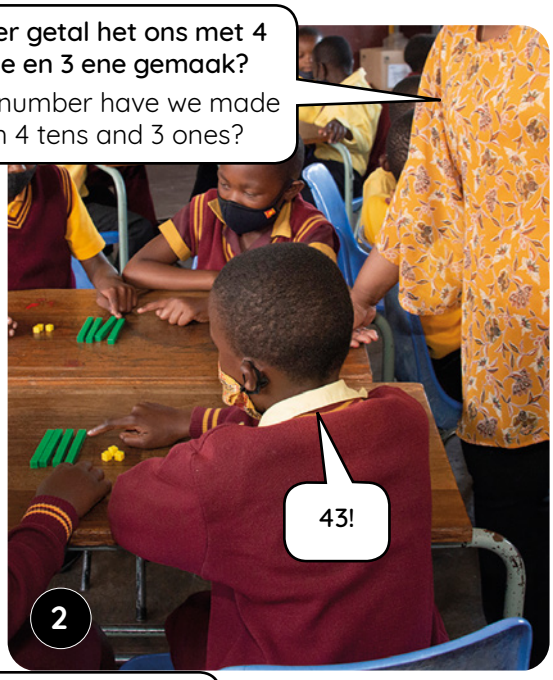
Gebruik basis 10-blokkies om getalle te maak en oor 10'e en 1'e te gesels.

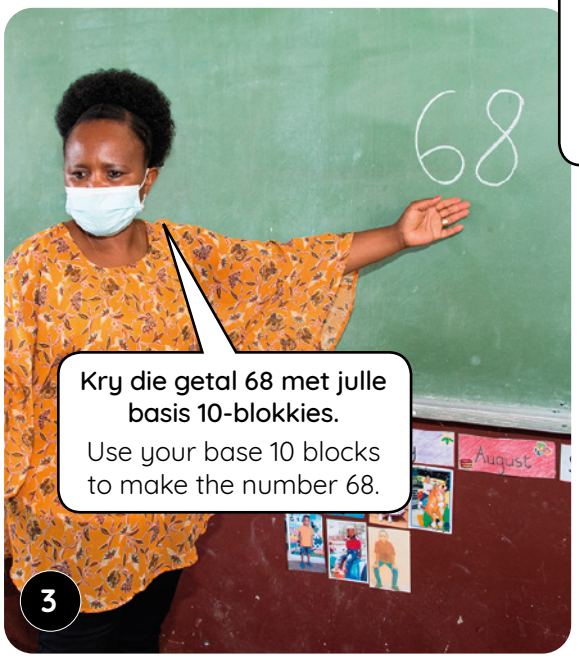
Use base 10 blocks to make numbers and to talk about 10s and 1s.

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

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







Symmetry

Verrykingsaktiwiteite • Enrichment activities

Dag 1 Day 1

Tel op.
Add.

26 + 53 =

45 + 12 =

31 + 26 =

34 + 21 =

52 + 14 =

13 + 35 =

28 + 11 =

72 + 26 =

55 + 42 =

19 + 50 =

Dag 2 Day 2

Tel op.
Add.

51 + 47 =

71 + 15 =

24 + 42 =

61 + 30 =

45 + 31 =

15 + 44 =

35 + 43 =

64 + 13 =

37 + 30 =

92 + 32 =

Dag 3 Day 3

Tel op.
Add.

36 + 42 =

43 + 45 =

35 + 22 =

54 + 34 =

12 + 76 =

44 + 34 =

71 + 27 =

42 + 17 =

63 + 33 =

51 + 42 =

Dag 4 Day 4

Tel op.
Add.

63 + 34 =

46 + 12 =

53 + 26 =

11 + 65 =

38 + 21 =

71 + 16 =

52 + 15 =

27 + 55 =

83 + 14 =

21 + 66 =

Simmetrie

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Verbeel jou daar is 'n lyn wat in die middel van Thandeka deurloop. Wat merk jy aan weerskante van hierdie lyn op?

Imagine there is a line going down the middle of Thandeka. What do you notice on each side of this line?

Sy het een oor en een oog aan elke kant van die lyn.

She has one ear and one eye on each side of the line.

Sy het ook een arm en een been aan weerskante van die lyn.

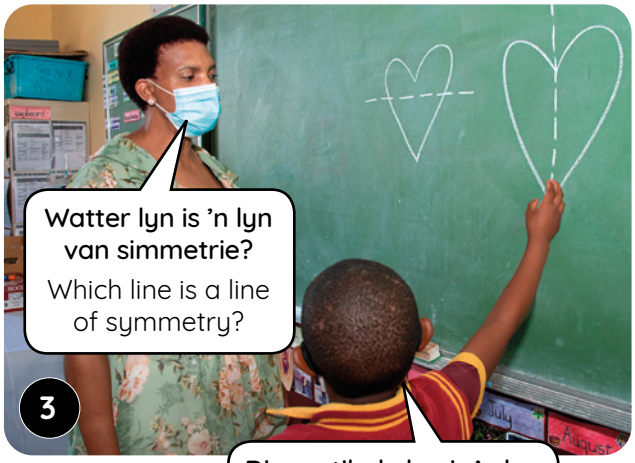
She also has one arm and one leg on each side of the line.

Watter woord gebruik ons om oor iets te gesels wat presies dieselfde aan albei kante is?

What word do we use to talk about something that is exactly the same on both sides?

Simmetrie!

Symmetry!

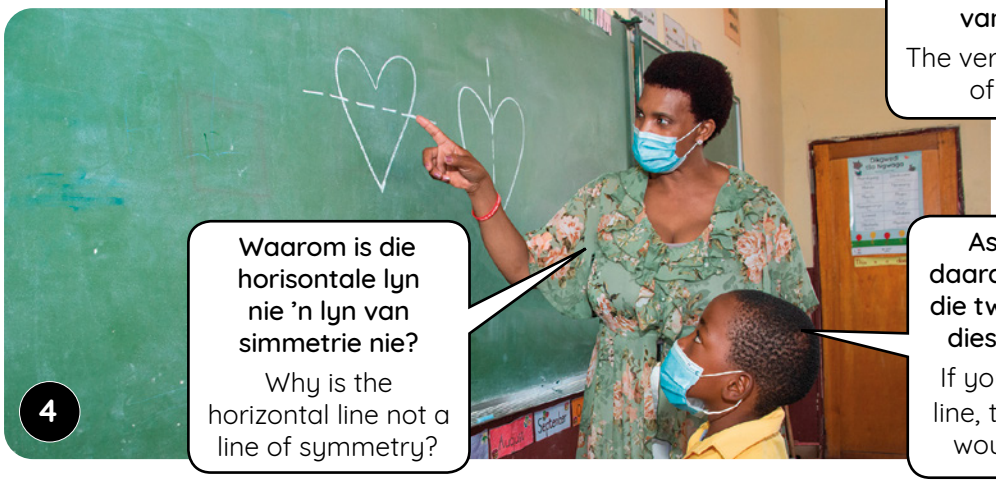


Watter lyn is 'n lyn van simmetrie?

Which line is a line of symmetry?

Die vertikale lyn is 'n lyn van simmetrie.

The vertical line is a line of symmetry.



Waarom is die horisontale lyn nie 'n lyn van simmetrie nie?

Why is the horizontal line not a line of symmetry?

As jy al langs daardie lyn vou, sal die twee helftes nie dieselfde lyk nie.

If you fold on that line, the two halves wouldn't match.

Kyk na verskillende lyne van simmetrie op 'n verskeidenheid prente. Moedig die leerders aan om te verduidelik waarom party lyne nie lyne van simmetrie is nie. Gesels oor die manier waarop 'n lyn van simmetrie soos 'n spieël in die middel van 'n vorm is.

Look at different lines of symmetry in a variety of pictures. Encourage learners to explain why some lines are not lines of symmetry. Talk about the way a line of symmetry is like a mirror in the middle of a shape.

Symmetry

WEEK • WEEK 3

DAG 1 • DAY 1

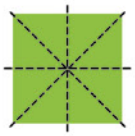
Simmetrie
Symmetry

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

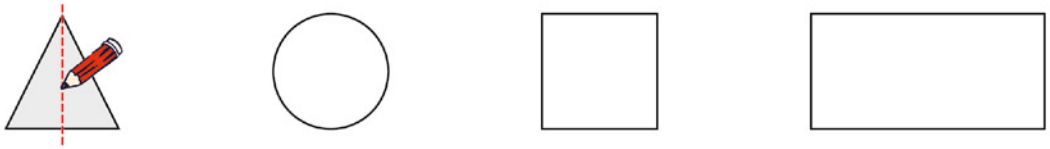
Speletjie: Vinnige wiskunde met dobbelstene – jaag na 100
Game: Fast maths with dice – race to 100

- Maak beurte. Gooi die dobbelstene.
  Take turns. Roll the dice.
- Onthou julle getal.
  Remember your number.
- Tel die getalle bymekaar.
  Add the numbers together.
- Hou aan optel totdat julle by 100 kom
  Keep going till you get to 100.

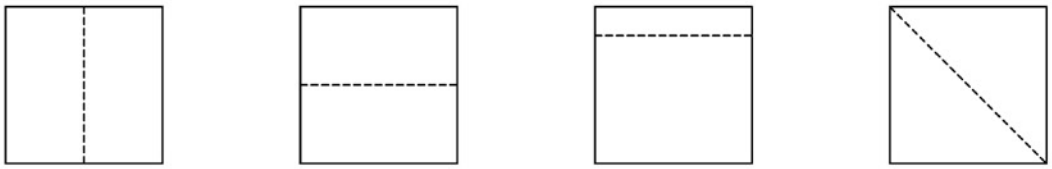
'n Lyn van simmetrie werk soos 'n spieël in 'n simmetriese vorm. Kyk na hierdie lyne van simmetrie.
A line of symmetry acts like a mirror in a symmetrical shape. Look at these lines of symmetry.



1 Trek lyne van simmetrie op elke vorm.
Draw lines of symmetry in each shape.



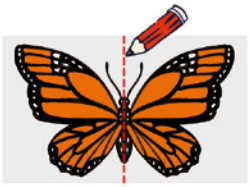
2 Omkring die vorms wat 'n korrekte lyn van simmetrie het.
Circle the shapes with a correct line of symmetry.

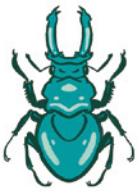


22

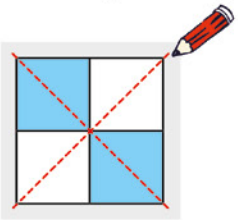
Simmetrie

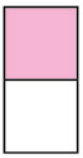
3 Trek die lyne van simmetrie op hierdie insekte.
Draw the lines of symmetry in these insects.



4 Hoeveel lyne van simmetrie kan jy op die tekeninge hier onder raaksien? Trek die lyne.
How many lines of symmetry can you see in the drawings below? Draw them.





5

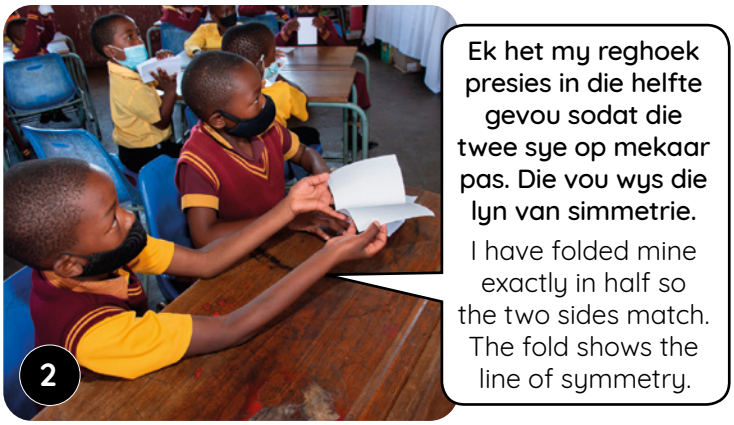
Teken 'n sirkel. Draw a circle.	
Hoeveel lyne van simmetrie kan jy op 'n sirkel trek? How many lines of symmetry can you draw on a circle?	
Teken 'n gesig. Draw a face.	
Hoeveel lyne van simmetrie kan jy op 'n gesig trek? How many lines of symmetry can you draw on a face?	

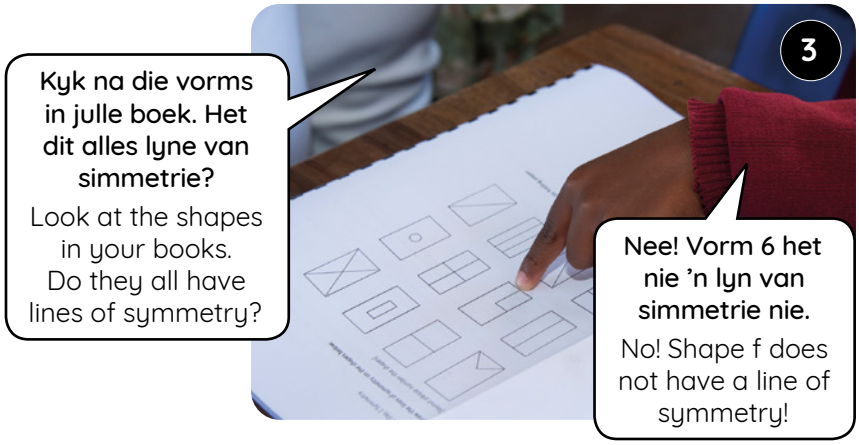
Waarom kan jy meer lyne van simmetrie op 'n sirkel as op 'n gesig trek?
Why can you draw more lines of symmetry on a circle than on a face?

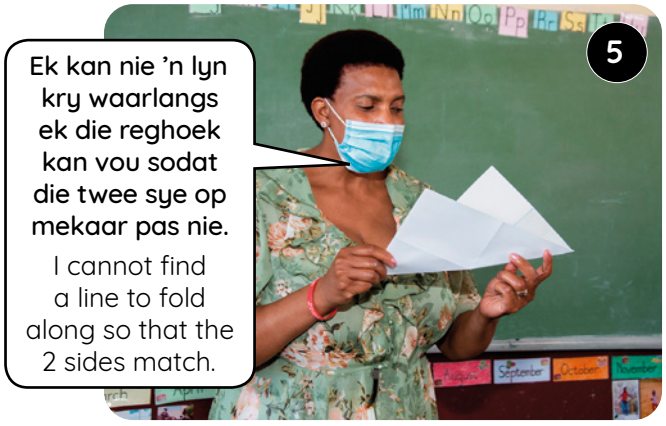
Symmetry

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

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT







Gee geleenthede aan die leerders om hul eie patrone op roosters te maak. Maak seker dat die patrone steeds 4 lyne van simmetrie het. Bespreek met die klas hoe 'n mens seker kan maak dat jy 4 lyne van simmetrie behou.

Provide opportunities for learners to create their own patterns in grids, making sure that they still have 4 lines of symmetry. Discuss with the class how to make sure you keep 4 lines of symmetry.

Simmetrie

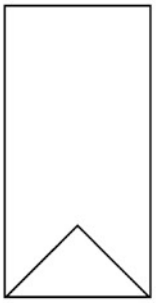
WEEK • WEEK 3

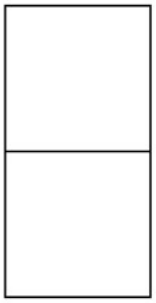
DAG 2 • DAY 2

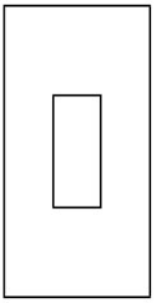
Simmetrie
Symmetry

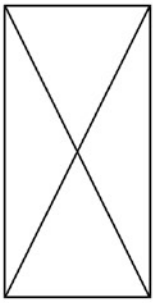
HOOFREKENE MENTAL MATHS | WYS MY 'N GETAL! SHOW ME A NUMBER! → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

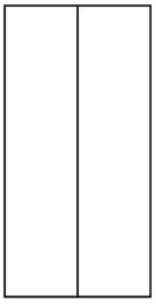
1 Trek die lyne van simmetrie op die tekeninge hier onder.
Draw the lines of symmetry on the shapes below.

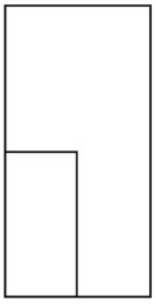
a) 

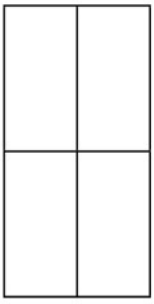
b) 

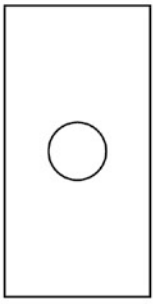
c) 

d) 

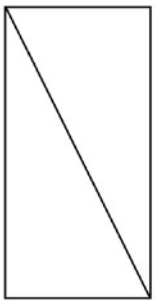
e) 

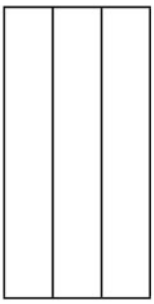
f) 

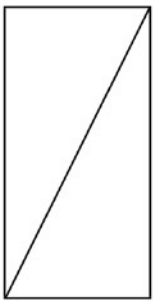
g) 

h) 

i) 

j) 

k) 

l) 

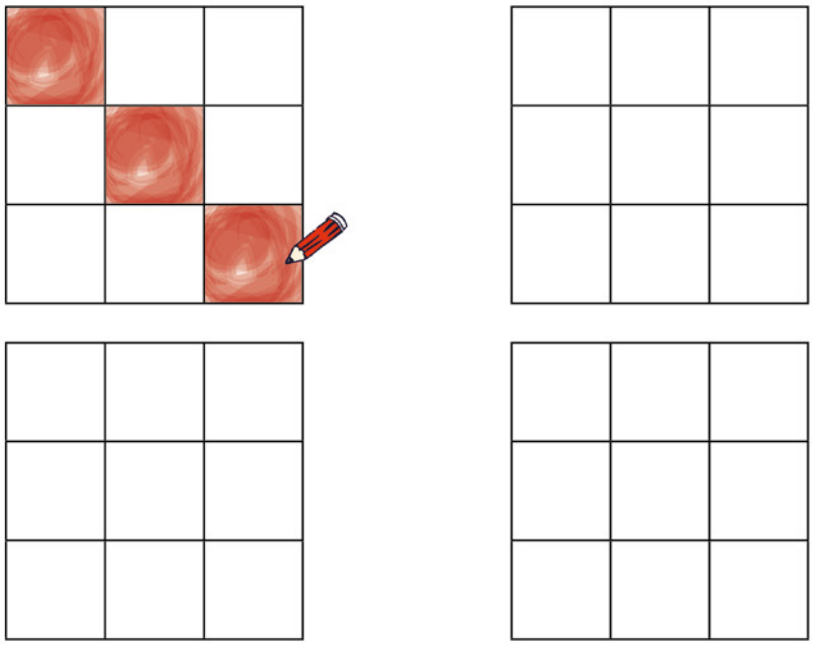
Al die tekeninge het nie lyne van simmetrie nie! Wees versigtig! Toets die lyne deur dit op papier in die helfte te vou.

Not all of the drawings have lines of symmetry! Be careful! Test by folding paper.

24

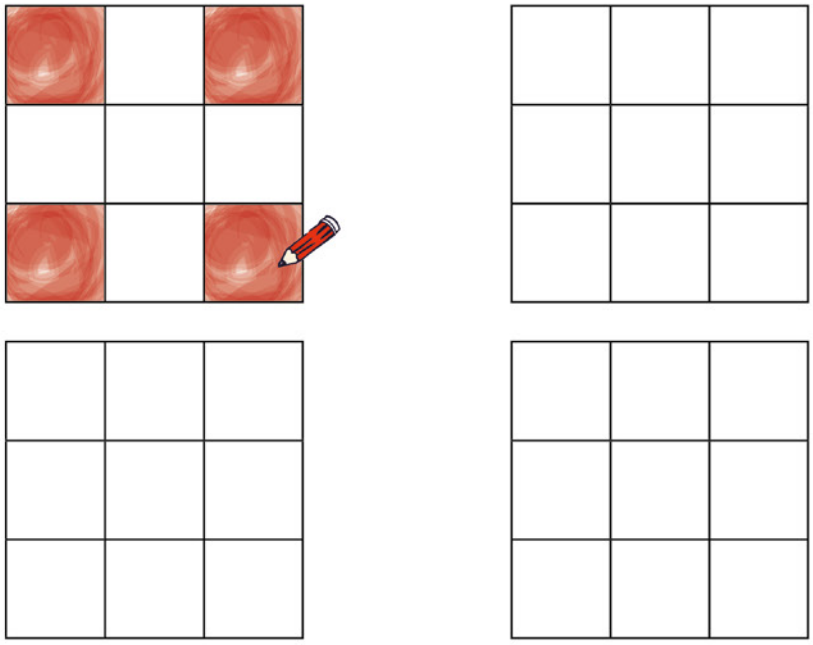
2 Maak patrone wat 2 lyne van simmetrie het.

Make patterns that have 2 lines of symmetry



3 Maak patrone wat 4 lyne van simmetrie het.

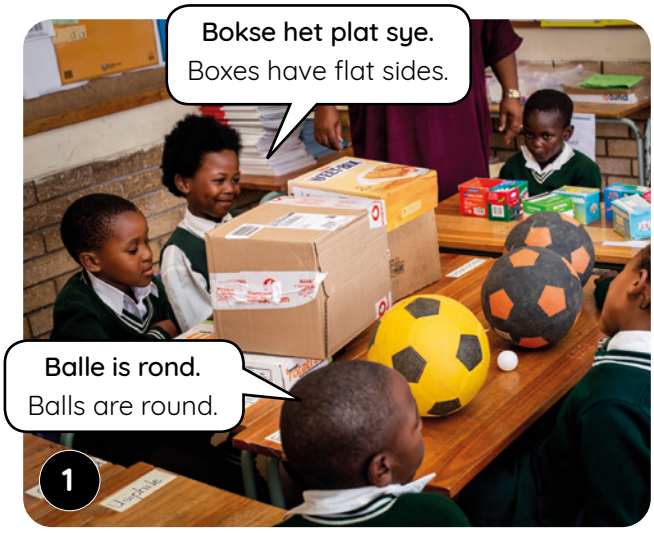
Make patterns that have 4 lines of symmetry



3D voorwerpe

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

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT



Wys in 'n demonstrasie vir die klas wat met die voorwerpe gebeur as jy dit op 'n helling neersit. Vra die leerders om te gesels oor dit wat hulle waarneem.

In a demonstration for the class, test what will happen to the objects if you put them at the top of the slope. Ask learners to talk about what they observe.

Moedig gesprekke tussen die leerders aan terwyl hulle vorms sorteer en ondersoek instel na watter voorwerpe gly en watter rol. Bespreek dit met die klas dat die balvorms rol en die boksvorms gly. Die ronde oppervlakke stel 'n vorm in staat om te rol. 'n Vorm kan op 'n plat oppervlak gly.

Encourage conversation between learners as they sort shapes and investigate which objects **slide** and **roll**. Discuss with the class – the ball shapes roll and box shapes slide. A **round** surface allows a shape to roll. A shape can slide on a **flat** surface.

3-D objects

WEEK • WEEK 3

DAG 3 • DAY 3

3D voorwerpe
3-D objects

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

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

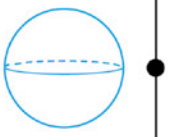
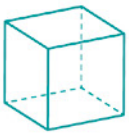
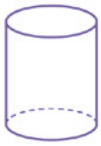

_____


_____


_____


_____

2 Pas bymekaar.
Match.

boks
box

silinder
cylinder

sfeer
sphere

3 Pas bymekaar.
Match.

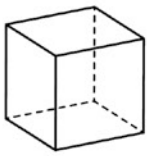


kan net gly
slide only

kan net rol
roll only

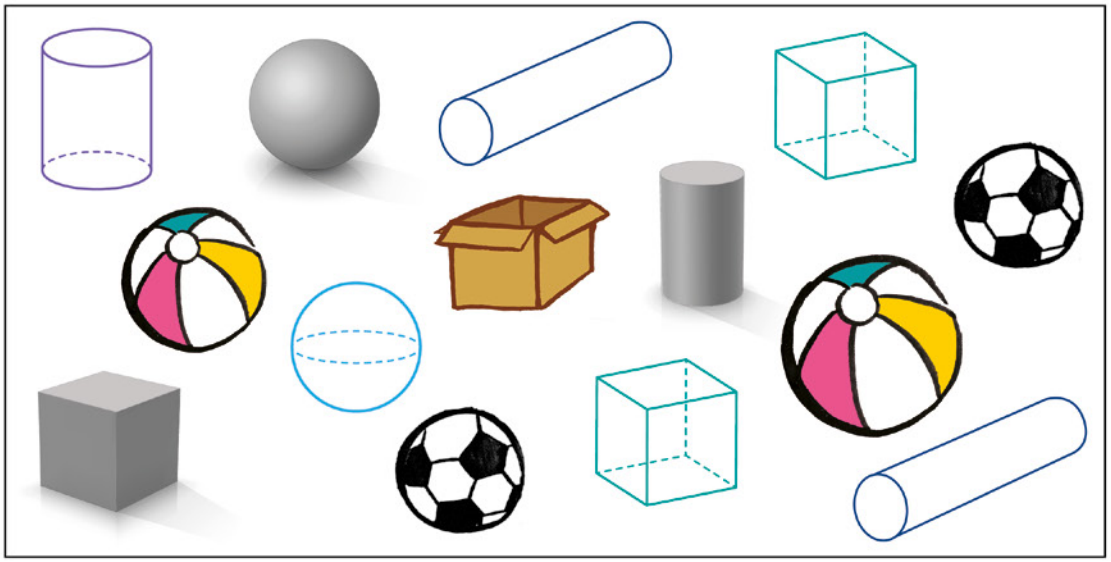
kan gly en rol
slide and roll

4 Hoeveel is daar?
How many?



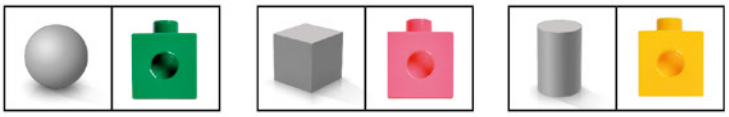

hoeke corners	kante edges	aansigte faces

3D voorwerpe



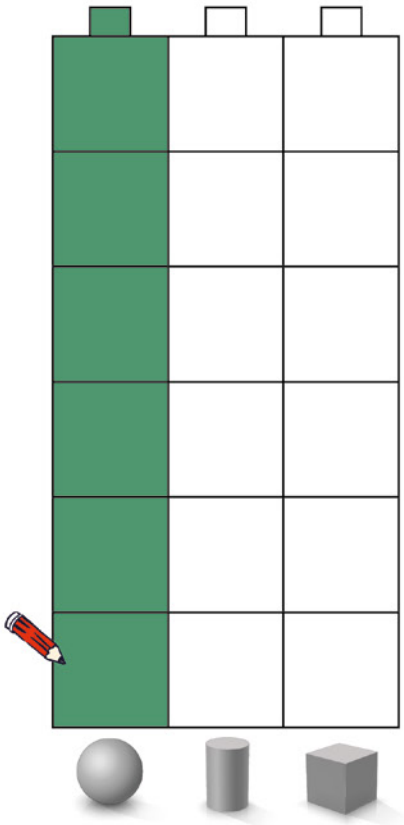
5 Tel. Bou torings!

Count. Build towers!



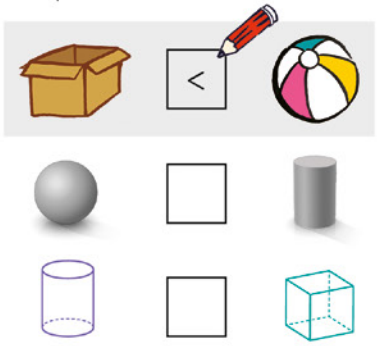
6 Kleur die blokkies in om die getal te wys.

Colour in the blocks to show the number.



7 Vergelyk. Skryf >, < of = neer.

Compare. Write >, < or =.



8 Hoeveel meer sfere as silinders is daar?

How many more spheres than cylinders?

_____

Position and direction

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

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Gee etlike geleenthede om hierdie aktiwiteit uit te brei en te veralgemeen. Moedig die leerders aan om verskillende patrone te herken en te beskryf asook om te oefen hoe om aanwysings in die klaskamer rond te volg.

Provide several opportunities to extend and generalise this activity. Encourage learners to recognise and describe different patterns, and to practice following directions around the classroom.

WEEK • WEEK 3

DAG 4 • DAY 4

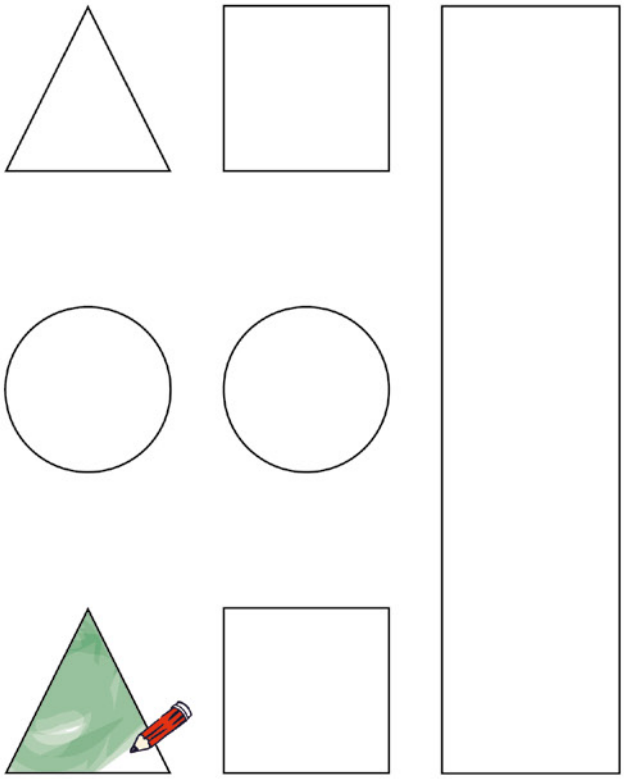
Posisie en rigting
Position and direction

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

1

Gebruik hierdie leidrade om die vorms in te kleur.
Use these clues to colour the shapes.

- Die onderste driehoek is groen.
  The bottom triangle is green.
- Die sirkel aan die regterkant is blou.
  The circle on the right is blue.
- Die boonste vierkant is geel.
  The top square is yellow.
- Die vorm onder die blou sirkel is rooi.
  The shape below the blue circle is red.
- Die sirkel bo die driehoek is groen.
  The circle above the triangle is green.
- Die boonste driehoek is rooi.
  The top triangle is red.
- Die vorm wat oorbly, is geel.
  The remaining shape is yellow.



28

Position and direction

2 Verduidelik vir jou maat hoe jy van een plek na 'n ander plek op die rooster kan skuif. Dink 'n storie uit oor waarheen jy op pad is!

Explain to your partner how to move from one place to another on the grid. Make a story about where you go!

vorentoe
forward

agtertoe
backward

na links
right

na regs
left

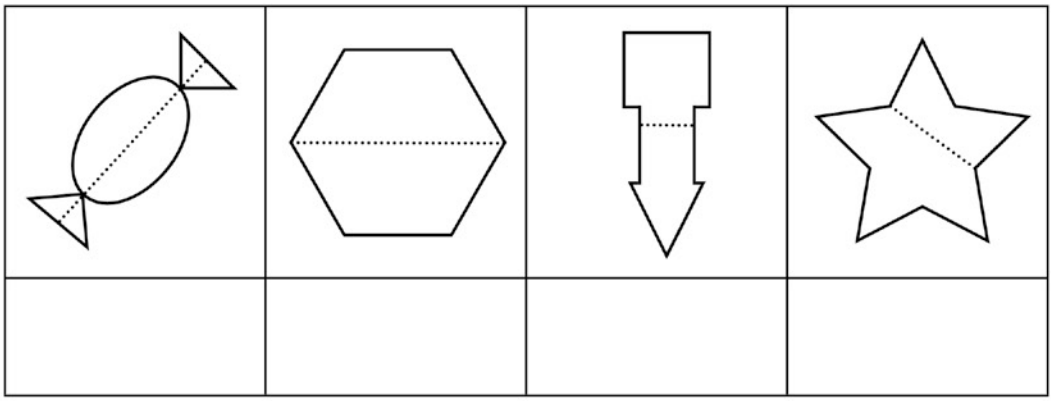
WEEK • WEEK 3

DAG 5 • DAY 5

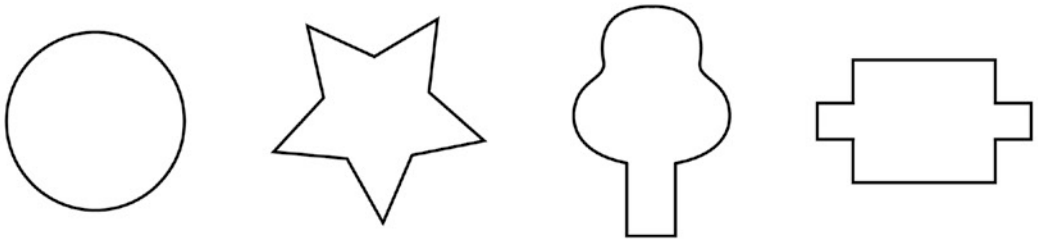
Assessering en vaslegging
Assessment and consolidation

ASSESSERING ASSESSMENT → WERKKAART WORKSHEET

1 Is die stippellyn 'n lyn van simmetrie? Skryf ja of nee neer.
Is the dotted line a line of symmetry? Write yes or no.



2 Trek die lyne van simmetrie op elke vorm.
Draw the lines of symmetry in each shape.



Kom ons praat Wiskunde!
Let's talk Maths!

In Afrikaans sê ons:	In English we say:
simmetries	symmetrical
lyn van simmetrie	line of symmetry
bo-op	on top of
voor	in front of
agter	behind
langs	next to
links en regs	left and right
op en af	up and down

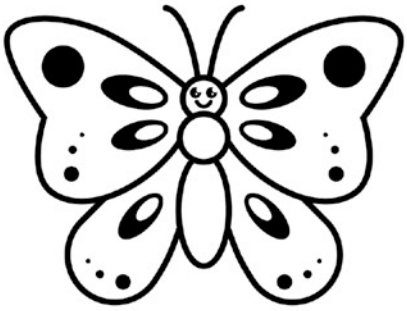
30

Consolidation

Vaslegging | Consolidation

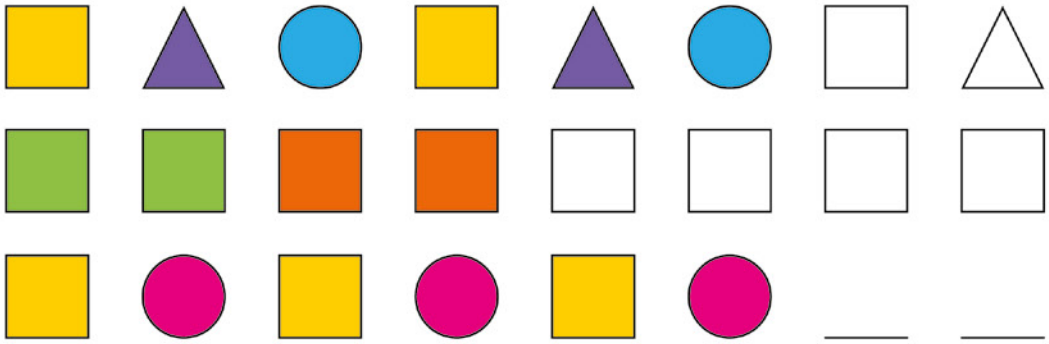
1 Trek 'n lyn van simmetrie op elke prent.

Draw a line of symmetry on each picture.



2 Sit die patroon voort.

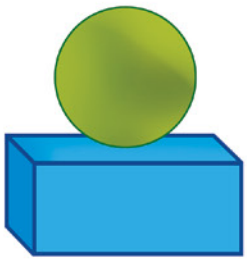
Continue the pattern.

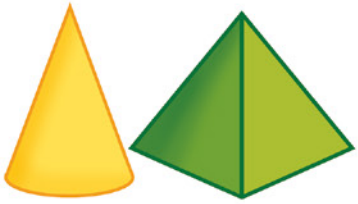


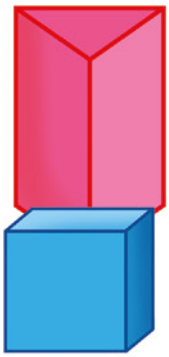
3

Gesels met jou maat oor die posisies van die voorwerpe op elke prent.

Talk to your partner about the positions of the objects in the picture.

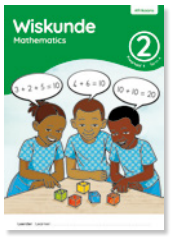






Ranggetalle, groepering en deling

	Hulpbronne
Hoofrekene: *Fizz-Pop* – ranggetalle	geen
Speletjie: *Vinnige wiskunde met dobbelstene – jaag na 0*	*dobbelstene*



Dag	Lesaktiwiteit	Leshulpbronne
1	Ranggetalle	LAB
2	Ranggetalle	LAB
3	Groepeer	LAB, *Multifix-blokkies*
4	Deel	LAB, *Multifix-blokkies*
5	Vaslegging en assessering	LAB

Ná hierdie week behoort die leerder in staat te wees om:	✓
volgorde, plek en posisie met ranggetalle te wys.	
praktiese probleme, wat groepering behels met antwoorde wat reste kan insluit, op te los en die oplossing daarvan te verduidelik.	
praktiese probleme, wat deling behels met antwoorde wat reste kan insluit, op te los en die oplossing daarvan te verduidelik.	

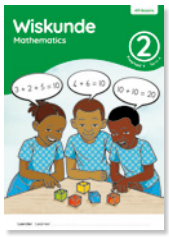
Assessering

Skriftelike assessering: Ranggetalle, groepering en deling

Teken ’n punt uit 12 op die kwartaalpuntestaat aan.

Ordinal numbers, grouping and sharing

	Resources
Mental Maths: *Fizz pop* – ordinal numbers	none
Game: *Fast maths with dice – race to 0*	*dice*



Day	Lesson activity	Lesson resources
1	Ordinal numbers	LAB
2	Ordinal numbers	LAB
3	Grouping	LAB, *multifix blocks*
4	Sharing	LAB, *multifix blocks*
5	Consolidation and assessment	LAB

After this week the learner should be able to:	✓
use ordinal numbers to show order, place and position.	
solve and explain solutions to practical problems involving grouping with answers that may include remainders.	
solve and explain solutions to practical problems involving sharing with answers that may include remainders.	

Assessment

Written assessment: Ordinal numbers, grouping and sharing

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

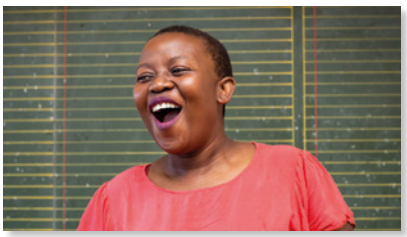
Ranggetalle, groepering en deling

Hoofrekenevideo

Ons speel hierdie week *Fizz-Pop*, met die fokus op ranggetalle. Dit is belangrik dat die leerders ranggetalle moet kan herken aangesien dit gebruik word om items en getalle te orden en te posisioneer. Roep 'n ranggetal uit en vra die leerders om die ranggetal daarna (of voor die tyd) uit te roep. Vra die leerders om ook die eerste getalle uit te roep ten einde dit meer interaktief te maak.

Speletjiesvideo

Ons speel hierdie week die speletjie, *Vinnige wiskunde met dobbelstene – jaag na 0*. Die leerders oefen met hierdie speletjie om af te trek deur die getal wat gegooi word, herhaaldelik af te trek totdat hulle by 0 uitkom. Hoewel party leerders steeds die aftrekkingsprobleme wil oplos deur van die getal af terug te tel, moet jy hulle aanmoedig om daaraan te werk om die probleme in hul kop op te los.



Video oor konseptuele ontwikkeling

Ons konsentreer hierdie week op ranggetalle, groepering en deling. Die leerders ontdek dat ranggetalle posisie aandui en dat rigting belangrik is wanneer daar met ranggetalle gewerk word. Tydens groepering word voorwerpe in groepe van 'n gegewe grootte verdeel, en die leerders moet uitvind hoeveel sodanige groepe hulle kan maak. Die leerders kyk ook na deling. Hulle los probleme op wat reste behels. Wanneer ons met ranggetalle, groepering en deling werk, konsentreer ons daarop om:

- volgorde, plek en posisie met ranggetalle te wys.
- praktiese probleme, wat groepering en deling behels met antwoorde wat reste kan insluit, op te los en daardie oplossings te verduidelik.

Waarna jy hierdie week moet oplet

- Dit is belangrik dat die leerders die verskil tussen kardinaalgetalle en ranggetalle moet verstaan. Kardinaalgetalle vertel ons van die totale getal in 'n groep, terwyl ranggetalle ons van die posisie van die getalle vertel. Die leerders moet besef dat hulle moet weet waar die beginpunt is wanneer hulle posisie bepaal.
- Die leerders moet insien dat die sleutelgedagte van **groeperingsdeling** die grootte van die groep is en dat hulle hulself moet afvra: *Hoeveel groepe van hierdie grootte kan ek vorm*? Die sleutelgedagte van **verdelingsdeling** is die aantal mense (byvoorbeeld) tussen wie die items verdeel moet word, en die vraag wat hulle hulself moet afvra, is: *Hoeveel items gaan elke persoon kry?*
- Belangrike woordeskat: **eerste**, **laaste**, **hoeveel**, **baie van**, **groepe van**, **gelyk aan**, **deling**, **groepering**

Ordinal numbers, grouping and sharing

Mental Maths video

This week we will play *Fizz Pop* with a focus on ordinal numbers.
It is important for learners to be able to recognise ordinal numbers as these are used to order and position items and numbers.
Call out an ordinal number and ask learners to call out the ordinal number before or after that. Ask learners call out the first numbers too, to make it more interactive.

Game video

This week we will play the game *Fast maths with dice: race to 0*. In this game learners will practice subtraction by repeatedly subtracting the number rolled until they reach 0. While some learners may still solve the subtraction problems by counting back from the number, encourage them to work towards solving the problems mentally.

Conceptual development video

This week we focus on ordinal numbers, grouping and sharing. Learners will discover that ordinal numbers indicate position, and that direction is important when working with ordinal numbers.
In grouping, objects are divided into groups of a given size and learners have to find out how many such groups can be made. Learners will also look at sharing. They will solve problems involving remainders. In our work on ordinal numbers, grouping and sharing, we will focus on:

- use ordinal numbers to show order, place and position
- solve and explain solutions to practical problems involving grouping and sharing with answers that may include remainders.

What to look out for this week

- It is important for learners to understand the difference between cardinal and ordinal numbers. Cardinal numbers tell us the total number in a group, whereas ordinal numbers tell us about position. Learners also need to recognise that they need to know the starting point when they are determining position.
- Learners should realise that the key idea behind **grouping division** is the group size, and that the question they ask themselves should be *How many groups of this size can I make?* In **sharing division** the key idea is the number of (for example) people among whom the items must be shared, and the question they ask themselves should be *How many items will each person get?*
- Important vocabulary includes: **first**, **last**, **how many**, **lots of**, **groups of**, **equals**, **sharing**, **grouping**

Ranggetalle

HOOFREKENE MENTAL MATHS | FIZZ POP – RANGGETALLE FIZZ POP – ORDINAL NUMBERS → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

HOOFREKENE | MENTAL MATHS

Oefen om ranggetalle te gebruik deur Fizz-Pop te speel. Luister na die leerders om seker te maak hulle sê die woorde korrek.

Practice using ordinal numbers by playing Fizz Pop. Listen to see that learners say the words correctly.

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

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

Ordinal numbers

Verrykingsaktiwiteite • Enrichment activities

Dag 1 Day 1

Trek af.
Subtract.

86 – 53 =

45 – 12 =

39 – 26 =

64 – 61 =

52 – 34 =

99 – 32 =

28 – 11 =

67 – 46 =

59 – 18 =

79 – 58 =

Dag 2 Day 2

Trek af.
Subtract.

59 – 47 =

77 – 35 =

24 – 12 =

61 – 50 =

45 – 31 =

89 – 28 =

39 – 19 =

64 – 13 =

37 – 27 =

92 – 32 =

Dag 3 Day 3

Trek af.
Subtract.

66 – 49 =

83 – 75 =

35 – 27 =

54 – 38 =

92 – 16 =

46 – 37 =

71 – 52 =

22 – 18 =

63 – 34 =

51 – 42 =

Dag 4 Day 4

Trek af.
Subtract.

63 – 34 =

84 – 17 =

45 – 29 =

91 – 65 =

32 – 28 =

61 – 46 =

52 – 15 =

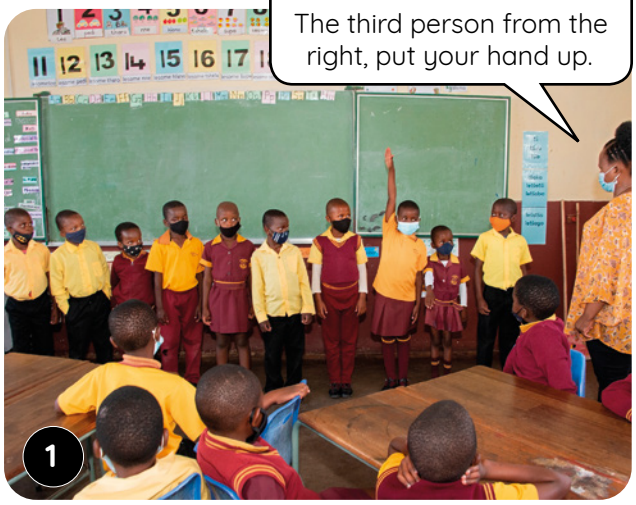
77 – 59 =

93 – 74 =

31 – 19 =

Ranggetalle

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT



Met die eerste instruksie het net een leerder hulle hand opgesteek, maar met die tweede instruksie het drie leerders hulle hande opgesteek.

In the first instruction only one person raised their hand, but in the second instruction three people raised their hands.

Die woord drie sê vir 'n mens hoeveel mense daar altesame is, terwyl die woord derde die posisie in die ry wys.

The word three tells you how many people in total, and the word third shows the position in the line.

Vra veelvuldige vrae deur die aantal mense en die posisie van die persoon te verander. Help die leerders om in te sien dat die kardinaalgetal die totale hoeveelheid gee, terwyl die ranggetal posisie aandui.

Ask multiple questions by changing the number of people and position of the person. Help learners to see that the cardinal number gives the total quantity, whereas the ordinal number indicates position.

Ordinal numbers

WEEK • WEEK 4

DAG 1 • DAY 1

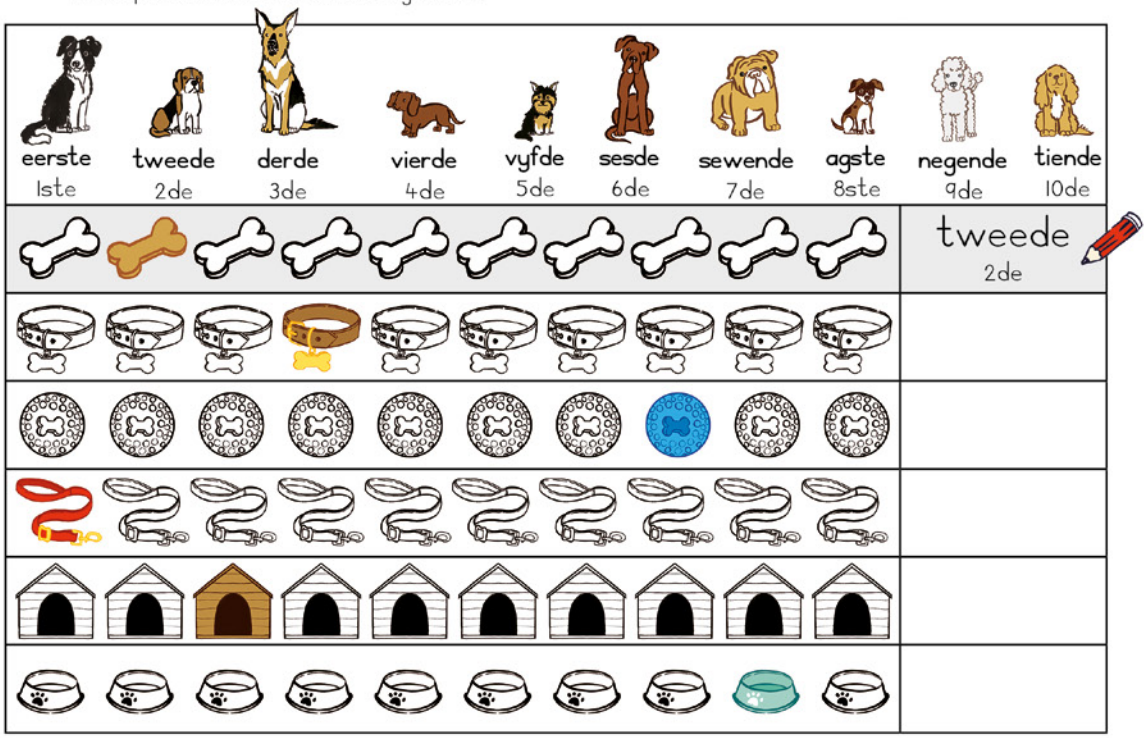
Ranggetalle
Ordinal numbers

HOOFREKENE MENTAL MATHS | *FIZZ-POP!* - RANGGETALLE FIZZ POP! - ORDINAL NUMBERS → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

Speletjie: Vinnige wiskunde met dobbelstene – jaag na 0
Game: Fast maths with dice – race to 0

- Speel in pare saam.
  Play in pairs.
- Gooi die dobbelstene. Trek julle getal van 100 af.
  Roll the dice. Subtract your number from 100.
- Maak beurte. Gooi weer.
  Take turns. Roll again.
- Hou aan aftrek totdat julle by 0 uitkom.
  Keep subtracting till you get to 0.

1 In watter posisie is die voorwerp wat ingekleur is?
What position is the shaded object in?



32

Ranggetalle

2 Omkring die korrekte antwoord.

Circle the correct answer.

Wie het eerste gekom? Who came first?	bok buck	jagluiperd cheetah
Wie het laaste gekom? Who came last?	slak snail	skilpad tortoise
Wie het derde gekom? Who came third?	bok buck	haas rabbit
Wie het sewende gekom? Who came seventh?	olifant elephant	kat cat
Wie het tweede gekom? Who came second?	kameelperd giraffe	bok buck
Wie het agtste gekom? Who came eighth?	padda frog	kat cat
Wie het vierde gekom? Who came fourth?	olifant elephant	hond dog
Wie het negende gekom? Who came ninth?	skilpad tortoise	slak snail
Wie het vyfde gekom? Who came fifth?	jagluiperd cheetah	kat cat
Wie het sesde gekom? Who came sixth?	kameelperd giraffe	hond dog

3 Kleur die korrekte sirkel in.

Colour the correct circle.

Die 3de sirkel van regs af 3rd circle from the right	○○○○○○○○○○

Ordinal numbers

HOOFREKENE
MENTAL MATHS

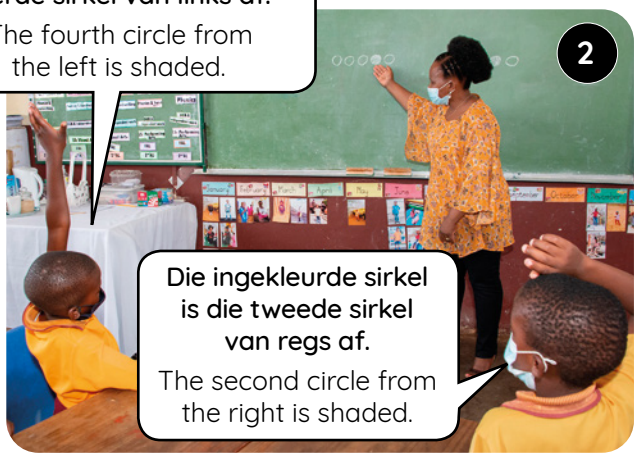
FIZZ POP – RANGGETALLE
FIZZ POP – ORDINAL NUMBERS

→ SPELETJIE
GAME

→ KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

→ WERKKAARTE
WORKSHEETS

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT



Gee veelvuldige geleenthede aan die leerders om in te sien dat posisie en rigting belangrik is wanneer daar van ranggetalle gepraat word. Gesels oor ingekleurde/nie-ingekleurde sirkels, ingekleur van links en regs af, en ingekleur van bo af en van onder af.

Provide multiple opportunities for learners to see that position and direction are important when talking about ordinal numbers. Talk about **shaded/not shaded circles**, **shaded from the left and right**, **top and bottom**.

WEEK 4 • WEEK

DAG 2 • DAY 2

Ranggetalle
Ordinal numbers

HOOFREKENE MENTAL MATHS | *FIZZ-POP!* - RANGGETALLE FIZZ POP! - ORDINAL NUMBERS → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

1 Watter sirkel?
Which circle?

Trek 'n kruisie deur die negende sirkel van regs af.
Cross out the ninth circle from the right.

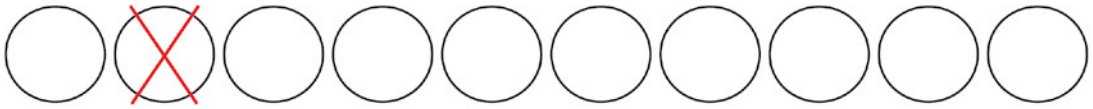
Teken 'n gesig in die derde sirkel van regs af.
Draw a face in the third circle from the right.

Teken 'n driehoek in die laaste sirkel van regs af.
Draw a triangle in the last circle from the right.

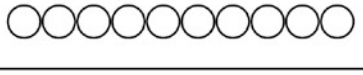
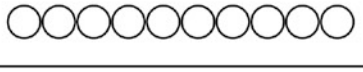
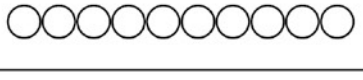
Kleur die eerste sirkel van regs af in.
Colour in the first circle from the right.

Teken 'n hart in die vierde sirkel van regs af.
Draw a heart in the fourth circle from the right.

Teken 'n vierkant in die sewende sirkel van regs af.
Draw a square in the seventh circle from the right.



2 Kleur die korrekte sirkel of sirkels in.
Colour the correct circle or circles.

die derde sirkel van regs af third circle from the right	
die drie sirkels van regs af three circles from the right	
die vyfde sirkel van links af fifth circle from the left	
die vyf sirkels van links af five circles from the left	
die agtste sirkel van regs af eighth circle from the right	
die agt sirkels van regs af eight circles from the right	

34

Ordinal numbers

3 Beantwoord die vrae met behulp van die 100-blok.

Use the 100 square to answer the questions.

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

Wat is die eerste getal? What is the first number?	1
Wat is die laaste getal? What is the last number?	
Omkring die tweede getal regs van die getal 70. Circle the second number to the right of the number 70.	
Wat is die sewende getal op die rooster as jy by 1 begin? What is the seventh number on the grid, starting from 1?	
Wat is die sewende getal ná die getal 1? What is the seventh number after the number 1?	
Wat is die eerste 3 getalle links van die getal 10? What are the first 3 numbers from the left of the number 10?	
Wat is die sewentiende getal op die blok? What is the seventeenth number on the board?	
Wat is die vyfde getal ná 10? What is the fifth number after 10?	
Wat is die vyftiende getal ná 10? What is the fifteenth number after 10?	
8 is die _____ getal. 8 is the _____ number.	

Groepeer

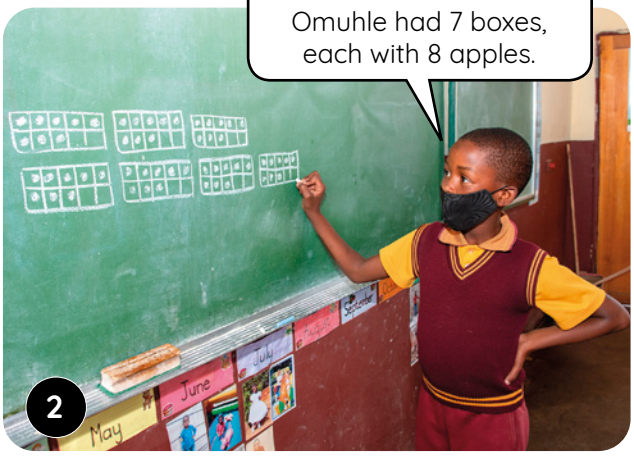
KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Omuhle koop 7 bokse met 8 appels in elk. Sy pak die appels in bokse van 10 oor. Hoeveel bokse met 10 appels in elk het sy dan, en hoeveel los appels?

Omuhle bought 7 boxes with 8 apples each. She repacked the apples into boxes of 10. How many boxes with 10 apples each will she have, and how many loose apples?

Omuhle het 7 bokse wat elkeen 8 appels in het.

Omuhle had 7 boxes, each with 8 apples.



Ons moet die appels oorpak in bokse van 10 elk. Ek pak my appels soos volg oor.

We need to repack the apples into boxes of 10. I move my apples like this.

Omuhle het nou 5 bokse met 10 appels in elk en 6 los appels. Sy het altesame 56 appels.

She will have 5 boxes of 10 apples and 6 loose apples. Omuhle has 56 apples all together.

Jy kan hierdie les begin deur ander groeperingsaktiwiteite te hersien. Herhaal die lesstappe met ander groeperingswoordprobleme. Moedig die leerders aan om tienrame te gebruik of te teken wanneer hulle die appels in bokse van 10 elk oorpak.

You could begin this lesson with revision of other grouping activities. Repeat the lesson steps with other grouping word problems. Encourage learners to use or draw ten frames when they repack into boxes of 10.

Grouping

WEEK • WEEK 4

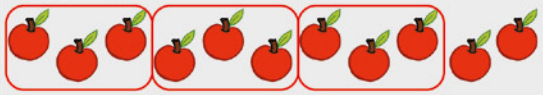
DAG 3 • DAY 3

Groepeer
Grouping

HOOFREKENE MENTAL MATHS → *FIZZ-POP!* - RANGGETALLE FIZZ POP! - ORDINAL NUMBERS → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

1 Hoeveel groepe is daar?
How many groups?

As ons 11 appels het:
Using 11 apples:

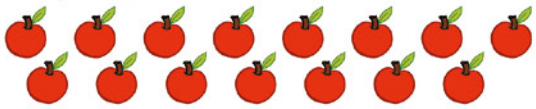


3 groepe van 3
3 groups of 3
Hoeveel bly oor? 2
How many are left over? 2

As ons 10 appels het:
Using 10 apples:

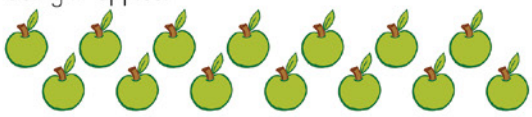
_____ groepe van 5
_____ groups of 5
Hoeveel bly oor? _____
How many are left over? _____

As ons 15 appels het:
Using 15 apples:



_____ groepe van 3
_____ groups of 3
Hoeveel bly oor? _____
How many are left over? _____

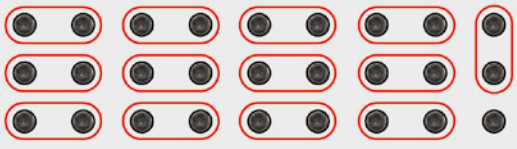
As ons 14 appels het:
Using 14 apples:



_____ groepe van 2
_____ groups of 2
Hoeveel bly oor? _____
How many are left over? _____

2 Maak tekeninge om die groepe te kry.
Draw to find the groups.

Hoeveel groepe van 2 kan jy met 27 maak? 13
How many groups of 2 can you make from 27? 13



Hoeveel bly oor? 1
How many are left over? 1

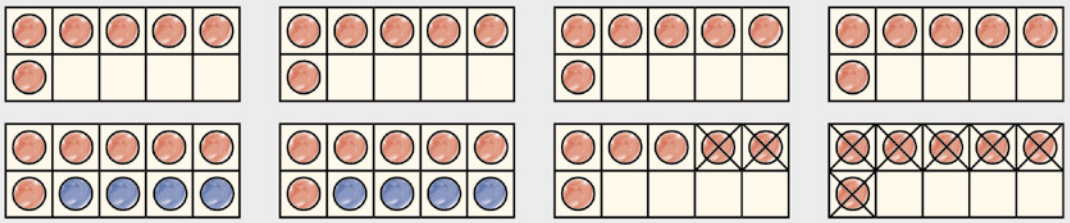
Hoeveel groepe van 4 kan jy met 50 maak? _____
How many groups of 4 can you make from 50? _____

Hoeveel bly oor? _____
How many are left over? _____

Groepeer

3 Hoeveel boksies van 10 kan jy maak? Hoeveel bly oor?

How many boxes of 10? How many left over?

Jy koop 4 boksies met 6 lekkers in elkeen. You buy 4 boxes with 6 sweets each. 	
Hoeveel boksies van 10? Boxes of 10?	2
Hoeveel los lekkers? Loose sweets?	4
Jy koop 8 boksies met 4 potlode in elkeen. You buy 8 boxes with 4 pencils each.	
Hoeveel boksies van 10? Boxes of 10?	
Hoeveel los potlode? Loose pencils?	
Jy koop 5 boksies met 9 sjokolades in elkeen. You buy 5 boxes with 9 chocolates each.	
Hoeveel boksies van 10? Boxes of 10?	
Hoeveel los sjokolades? Loose chocolates?	
Jy koop 9 bokse met 7 suurlemoene in elkeen. You buy 9 boxes with 7 lemons each.	
Hoeveel bokse van 10? Boxes of 10?	
Hoeveel los suurlemoene? Loose lemons?	

Sharing

HOOFREKENE
MENTAL MATHS

FIZZ POP – RANGGETALLE
FIZZ POP – ORDINAL NUMBERS

→ SPELETJIE
GAME

→ KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

→ WERKKAARTE
WORKSHEETS

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Daar is 42 koekies. Gee die koekies aan 6 leerders. Hoeveel koekies kry elke leerder?

There are 42 biscuits. Give the biscuits to 6 learners. How many biscuits will each learner get?

Daar is 6 leerders en 42 koekies. Ek moet dus die koekies tussen hulle verdeel.

There are 6 learners and 42 biscuits so I need to share the biscuits between them.

Gaan jy die koekies een vir een uitdeel?

Are you going to share the biscuits out one by one?

Nee. Ek weet dat ses 5'e gelyk is aan 30. Ek begin dus deur 5 koekies aan elke persoon te gee.

No. I know that six 5s is 30. So I will start by giving each person 5 biscuits.

Ek het 30 koekies uitgedeel en het nog 12 oor om uit te deel. Elke leerder kry nog 2 koekies.

I have shared out 30 biscuits and I have 12 more to share. Each person will get 2 more biscuits.

Elke leerder kry 7 koekies. As ons 42 deur 6 deel, kry ons 7.

Each learner will get 7 biscuits. 42 shared by 6 is 7.

Herhaal die stappe met ander delingswoordprobleme. Moedig die leerders aan om meer doeltreffend te deel as om bloot een vir een uit te gee.

Repeat the steps with other sharing word problems. Encourage learners to share more efficiently than simply by giving one by one.

Deel

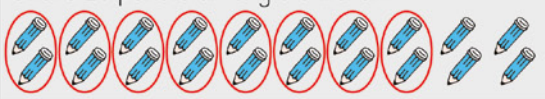
WEEK 4 • WEEK

DAG 4 • DAY 4

Deel
Sharing

HOOFREKENE MENTAL MATHS | *FIZZ-POP!* - RANGGETALLE FIZZ POP! - ORDINAL NUMBERS → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

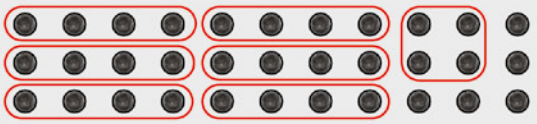
1 Deel gelykop. Hoeveel bly oor?
Share equally. How many left over?

Deel 20 potlode tussen 8 kinders. Share 20 pencils among 8 children. 		Deel 25 blomme tussen 2 kinders. Share 25 flowers between 2 children. 	
Hoeveel kry elkeen? How many each?	2	Hoeveel kry elkeen? How many each?	
Hoeveel bly oor? How many are left over?	4	Hoeveel bly oor? How many are left over?	
Deel 15 boeke tussen 3 kinders. Share 15 books among 3 children.		Deel 19 balle tussen 5 kinders. Share 19 balls among 5 children.	
Hoeveel kry elkeen? How many each?		Hoeveel kry elkeen? How many each?	
Hoeveel bly oor? How many are left over?		Hoeveel bly oor? How many are left over?	
Deel 23 lekkers tussen 5 maats. Share 23 sweets among 5 friends.		Deel 30 blomme tussen 7 mense. Share 30 flowers among 7 people.	
Hoeveel kry elkeen? How many each?		Hoeveel kry elkeen? How many each?	
Hoeveel bly oor? How many are left over?		Hoeveel bly oor? How many are left over?	

Sharing

2 Deel gelykop. Hoeveel bly oor?

Share equally. How many left over?

Deel 33 potlode tussen 7 kinders. Share 33 pencils between 7 children. 		Deel 27 sjokolades tussen 4 mense. Share 27 chocolates between 4 people.	
Hoeveel kry elkeen? How many each?	4	Hoeveel kry elkeen? How many each?	
Hoeveel bly oor? How many are left over?	5	Hoeveel bly oor? How many are left over?	
Deel 45 lemoene tussen 8 kinders. Share 45 oranges between 8 learners.		Deel 34 balle tussen 5 kinders. Share 34 balls between 5 children.	
Hoeveel kry elkeen? How many each?		Hoeveel kry elkeen? How many each?	
Hoeveel bly oor? How many are left over?		Hoeveel bly oor? How many are left over?	
Deel 29 penne tussen 9 mense. Share 29 pens between 9 people.		Deel 41 blokkies tussen 6 kinders. Share 41 blocks between 6 children.	
Hoeveel kry elkeen? How many each?		Hoeveel kry elkeen? How many each?	
Hoeveel bly oor? How many are left over?		Hoeveel bly oor? How many are left over?	

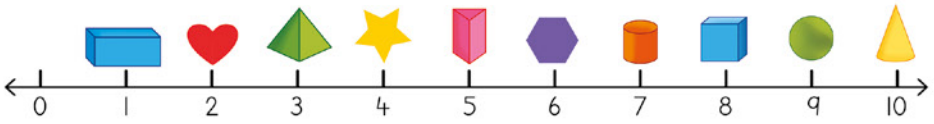
WEEK • WEEK 4

DAG 5 • DAY 5

Assessering en vaslegging
Assessment and consolidation

ASSESSERING ASSESSMENT → WERKKAART WORKSHEET

1 Kyk na die getallelyn en skryf jou antwoord in die tabel neer. Begin aan die linkerkant. Omkring die korrekte antwoord.
Look at the number line and answer in the table. Start on the left. Circle the correct answer.



Wat staan tweede? Which is second?			Wat staan negende? Which is ninth?		
Wat staan laaste? Which is last?			Wat staan vierde? Which is fourth?		
Wat staan sewende? Which is seventh?			Wat staan eerste? Which is first?		
Wat staan vyfde? Which is fifth?			Wat staan derde? Which is third?		

2 Los op.
Solve.

Jy koop 8 bokse koekies met 8 koekies in elke boks. You buy 8 boxes with 8 biscuits each.			
Hoeveel bokse van 10? Boxes of 10?		Hoeveel los koekies? Loose?	

Kom ons praat Wiskunde!
Let's talk Maths!

In Afrikaans sê ons:	In English we say:
ranggetal	ordinal number
eerste	first
laaste	last
posisie	position
groepeer	group
deel	share

Consolidation

Vaslegging | Consolidation

1 Kleur liggies in.

Shade.

die tweede sirkel van regs af second circle from the right	○○○○○○○○○○
twee sirkels van regs af two circles from the right	○○○○○○○○○○
die tiende sirkel van links af tenth circle from the left	○○○○○○○○○○
tien sirkels van links af ten circles from the left	○○○○○○○○○○
die eerste sirkel van regs af first circle from the right	○○○○○○○○○○
een sirkel van regs af one circle from the right	○○○○○○○○○○
die vierde sirkel van links af fourth circle from the left	○○○○○○○○○○
vier sirkels van links af four circles from the left	○○○○○○○○○○

die derde sirkel van onder af third circle from the bottom	○ ○ ○ ○ ○ ○	die sesde sirkel van bo af sixth circle from the top	○ ○ ○ ○ ○ ○
drie sirkels van onder af three circles from the bottom	○ ○ ○ ○ ○ ○	ses sirkels van bo af six circles from the top	○ ○ ○ ○ ○ ○

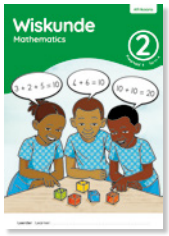
2 Los op.

Solve.

Hoeveel groepe van 10 kan jy met 19 maak? How many groups of 10 can you make from 19?			
Hoeveel groepe van 10? Groups of 10?		Hoeveel los getalle? Loose?	

Verdubbeling, halvering en breuke

	Hulpbronne
Hoofrekene: Wys my 'n getal!	*spreikaarte*
Speletjie: *Hoeveel 10'e is daar? Hoeveel 1'e?*	*spreikaarte*



Dag	Lesaktiwiteit	Leshulpbronne
1	Verdubbel	LAB, *basis 10-blokkies*
2	Halveer	LAB, *basis 10-blokkies*
3	Breuke	LAB
4	Breuke	LAB
5	Vaslegging en assessering vir leer	LAB

Ná hierdie week behoort die leerder in staat te wees om:	✓
breuke in diagrammatiese vorm te herken.	
heles af te breek en op te bou.	
breuke met die woorde, halwe, derde, kwart, vyfde en sesde, te skryf.	

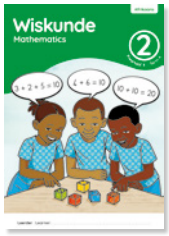
Assessering

Skriftelike assessering: Breuke

Teken 'n punt uit 8 op die kwartaalpuntestaat aan.

Doubling, halving and fractions

	Resources
Mental Maths: Show me a number!	*flard cards*
Game: *How many 10s? How many 1s?*	*flard cards*



Day	Lesson activity	Lesson resources
1	Doubling	LAB, *base 10 blocks*
2	Halving	LAB, *base 10 blocks*
3	Fractions	LAB
4	Fractions	LAB
5	Consolidation and assessment for learning	LAB

After this week the learner should be able to:	✓
recognise fractions in diagrammatic form.	
deconstruct and reconstruct wholes.	
Write fractions using the words half, third, quarter, fifth and sixth.	

Assessment

Written assessment: Fractions

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

Verdubbeling, halvering en breuke

Hoofrekenevideo

Ons konsentreer hierdie week daarop om 10'e en 1'e in tweesyfergetalle te identifiseer. Wys 10'e en 1'e met spreikaarte vir die leerders, en die leerders kan die getal dan uitroep. As alternatief kan jy 'n getal uitroep, en die leerders wys dan die getal in 10'e en 1'e met hul spreikaarte.

Speletjiesvideo

Die leerders breek in hierdie speletjie tweesyfergetalle met behulp van spreikaarte af. Hulle kan die 10'e en 1'e in elke getal wys en identifiseer en die getalle met hul spreikaarte voorstel.

Video oor konseptuele ontwikkeling

Ons konsentreer hierdie week op breuke. Dit is noodsaaklik dat ons moet begin om konkrete hulpmiddels soos papier te gebruik om breuke te onderrig. Wanneer die leerders die velle papier in verskillende breukdele vou of knip, doen hulle praktiese ervaring op om breukdele te maak, wat aan hulle 'n beter insig in die wese van breuke gee. Terwyl ons met breuke werk, konsentreer ons daarop om:

- breuke in diagrammatiese vorm te herken.
- heles af te breek en op te bou.
- breuke met die woorde, halwe, derde, kwart, vyfde en sesde, te skryf.

Waarna jy hierdie week moet oplet

- Sodra die leerders breuke met konkrete hulpmiddels kan voorstel, gaan ons aan na prentvoorstellings. Die leerders moet verstaan dat konkrete breuke altyd dele van 'n hele/geheel is. 'n Halwe reghoek is nie net 'n halwe nie; dit is 'n halwe van die hele reghoek. Dit staan altyd in verband met die geheel.
- Die leerders moet kan verstaan dat dieselfde breukdele ewe groot moet wees.

Doubling, halving and fractions

Mental Maths video

This week we focus on identifying 10s and 1s in 2-digit numbers. Show the learners 10s and 1s using flard cards, and the learners will call out the number. Alternatively, call out a number and the learners must show the number in 10s and 1s using their flard cards.

Game video

In this game, learners will use flard cards to deconstruct 2-digit numbers. They will be able to show and identify the 10s and 1s in each number and represent the numbers using the flard cards.

Conceptual development video

This week we focus on fractions. It is essential that we begin by using concrete aids such as paper to teach fractions. When learners fold or cut paper into different fraction parts, they are able to gain hands-on experience of making fraction parts which gives them better insight into the nature of fractions. In our work on fractions, we will focus on:

- recognising fractions in diagrammatic form.
- deconstructing and reconstructing wholes.
- writing fractions using the words half, third, quarter, fifth and sixth.

What to look out for this week

- Once the learners are able to represent fractions using concrete aids, we move on to pictorial representations. Learners need to understand that concrete fractions are always parts of a whole. Half a rectangle is not just a half, it is half of the rectangle. It is always relative to the whole.
- It is important for learners to understand that the same fraction parts must be equal in size.

Verdubbel

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

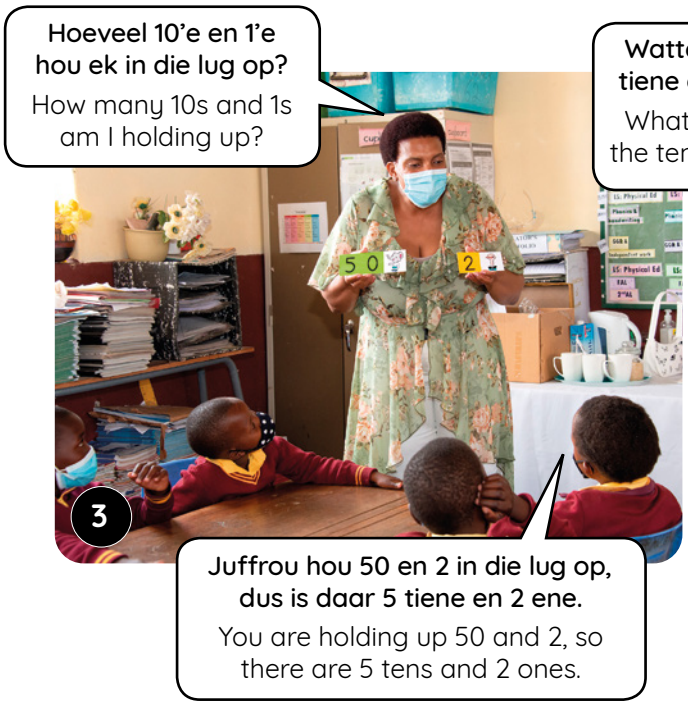
HOOFREKENE | MENTAL MATHS

Gebruik spreikaarte om getalle te maak en oor 10'e en 1'e te gesels.

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

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

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



Doubling

Verrykingsaktiwiteite • Enrichment activities

Dag 1 Day 1

Hoeveel groepe van 3 is daar?
Hoeveel bly oor?
How many groups of 3? How many left over?

14
38
95
76
28

Hoeveel groepe van 4 is daar?
Hoeveel bly oor?
How many groups of 4? How many left over?

33
83
91
46
62

Dag 2 Day 2

Hoeveel groepe van 5 is daar?
Hoeveel bly oor?
How many groups of 5? How many left over?

27
83
78
52
64

Hoeveel groepe van 2 is daar?
Hoeveel bly oor?
How many groups of 2? How many left over?

19
49
71
25
47

Dag 3 Day 3

Verdeel tussen 4 kinders.
Hoeveel kry elkeen? Hoeveel bly oor?
Share between 4 children. How many each? How many left over?

27
82
38
71
42

Verdeel tussen 6 kinders.
Hoeveel kry elkeen? Hoeveel bly oor?
Share between 6 children. How many each? How many left over?

17
29
52
44
61

Dag 4 Day 4

Verdeel tussen 3 kinders.
Hoeveel kry elkeen? Hoeveel bly oor?
Share between 3 children. How many each? How many left over?

32
25
98
41
68

Verdeel tussen 5 kinders.
Hoeveel kry elkeen? Hoeveel bly oor?
Share between 5 children. How many each? How many left over?

38
57
68
26
72

Verdubbel

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Kom ons verdubbel getalle met behulp van ons plekwaardetabelle.

Let's double using our place value tables!

Om te verdubbel, moet ons dieselfde getal bytel. Wys ons hoe dit gedoen word.

To double we add the same number again. Show us how to do it.

Om 23 te verdubbel, moet ek 23 twee keer neersit. Ek sit 2 tiene en 3 ene hier en dan 2 tiene en 3 tiene daar neer.

To double 23, I must lay out two lots of 23. I put 2 tens and 3 ones here and then 2 tens and 3 ones there.

Julle het 23 blokkies hier en 23 blokkies daar. Kom ons tel dit bymekaar.

You have 23 blocks here, and 23 blocks there. Let's add them.

Ek tel die 1'e bymekaar en ek tel die 10'e bymekaar. Ek kry altesame 4 tiene en 6 ene.

I add the 1s and I add the 10s. I get 4 tens and 6 ones altogether.

Gee veelvuldige geleenthede aan die leerders om verdubbelingsprobleme met behulp van basis 10-blokkies en 'n plekwaardetabel op te los. Moedig die leerders aan om in te sien dat die uitleg van die basis tien-blokkies op die plekwaardetabel hulle in staat stel om probleme meer doeltreffend op te los.

Allow learners multiple opportunities to solve doubling problems using base 10 blocks and a place value table. Encourage them to recognise that the layout of the base ten blocks on the place value table helps them to solve problems more efficiently.

Doubling

WEEK • WEEK 5

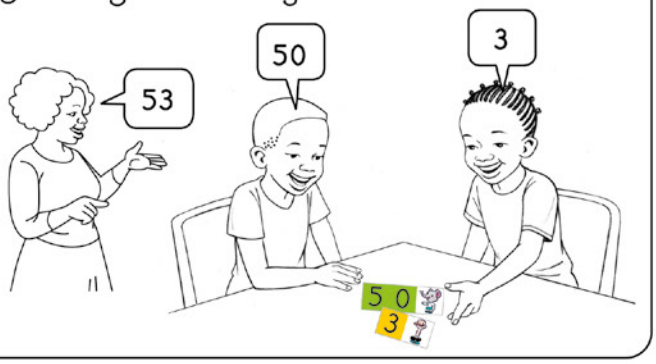
DAG 1 • DAY 1

Verdubbel
Doubling

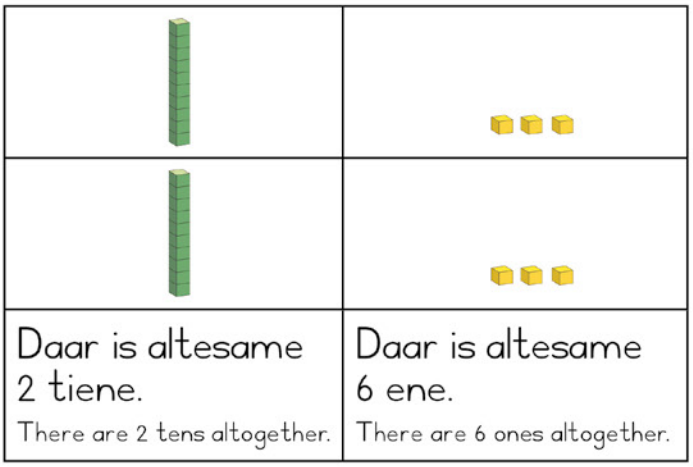
HOOFREKENE MENTAL MATHS | WYS MY 'N GETAL! SHOW ME A NUMBER! → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

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

- Werk in pare saam. Wys die getal met julle basis 10-getalkaarte.
  Work in pairs. Show the number using your base 10 number cards.
- Hoeveel 10'e is daar? Hoeveel 1'e?
  How many 10s? How many 1s?
- Wat is die getal?
  What number?



Kom ons verdubbel 13. 13 is dieselfde as 10 en 3. Om 13 te verdubbel, beteken dat ons twee 13's moet gebruik.
Let's double 13. 13 is the same as 10 and 3. Doubling 13 means we take two 13s.



Daar is altesame 2 tiene. There are 2 tens altogether.	Daar is altesame 6 ene. There are 6 ones altogether.

	tiene (tens)	ene (ones)
	1	3
+	1	3
	2	6

1 Verdubbel deur jou blokkies te gebruik.
Double. Use your blocks.

11	22	21		32	
42		12		24	

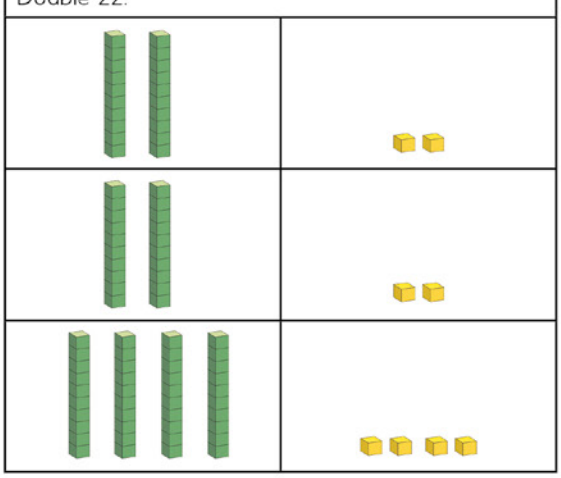
3 ene en 3 ene gee 6 ene.
1 tien en 1 tien gee 2 tiene.
Ek het altesame 26.
3 ones and 3 ones makes 6 ones.
1 ten and 1 ten makes 2 tens.
I have 26 altogether.

42

Verdubbel

Verdubbel 22.

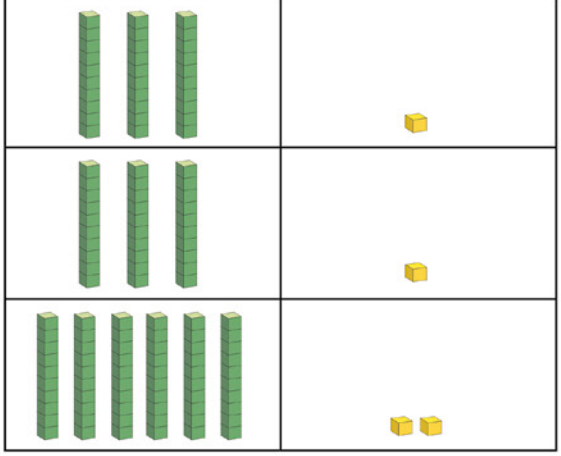
Double 22.



	t	e
	2	2
+	2	2
	4	4

2 Verdubbel 31.

Double 31.



	t	e
+		

3

Verdubbel 14.	Verdubbel 24.	Verdubbel 23.	Verdubbel 33.
Double 14.	Double 24.	Double 23.	Double 33.

	t	e
+		

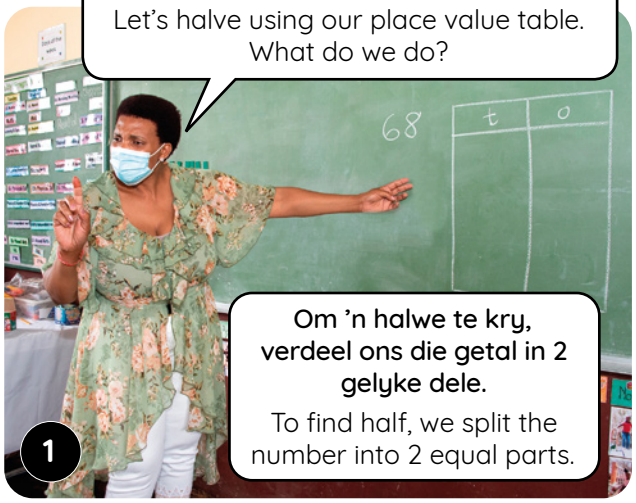
	t	e
+		

	t	e
+		

	t	e
+		

Halving

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT



Gee veelvuldige geleenthede aan die leerders om halveringsprobleme met behulp van basis 10-blokkies en 'n plekwaardetabel op te los. Moedig die leerders aan om in te sien dat hulle, wanneer hulle 'n getal halveer, die getal in twee gelyke dele moet afbreek.

Allow learners multiple opportunities to solve halving problems using base 10 blocks and a place value table. Encourage them to see that when they halve a number, they must break the number up into two equal parts.

Halveer

WEEK • WEEK 5

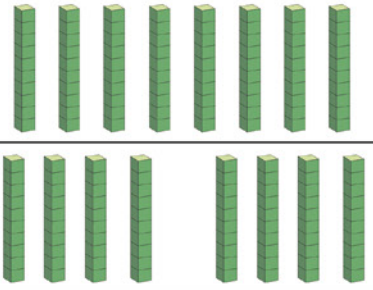
DAG 2 • DAY 2

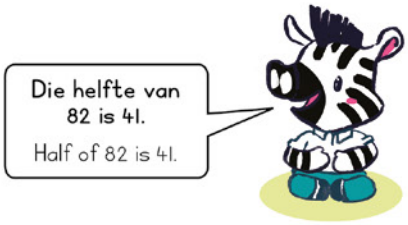
Halveer
Halving

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

82 is dieselfde as 80 en 2. Ek kan die helfte van 82 kry deur die helfte ('n halwe) van 80 en die helfte ('n halwe) van 2 te kry.

82 is the same as 80 and 2. I can find half of 82 by finding half of 80 and half of 2.

tiene tens	ene ones
	
	
Die helfte van 8 tiene is 4 tiene. Half of 8 tens is 4 tens.	Die helfte van 2 ene is 1 een. Half of 2 ones is 1 one.



1 Kry die helfte van elke getal met jou blokkies.
Find half of each number using your blocks.

28	14	64		42	
86		48		66	

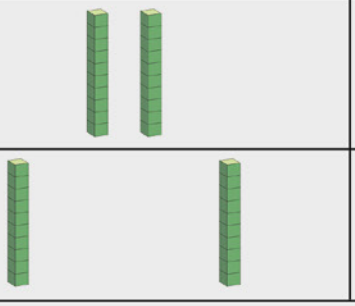
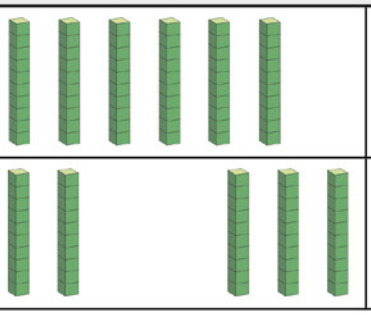
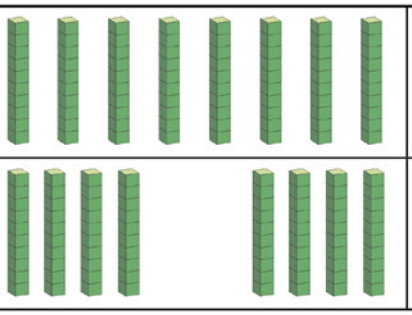
2

Die helfte ('n halwe) van 22 Half of 22		Die helfte ('n halwe) van 60 Half of 60	
Die helfte ('n halwe) van 46 Half of 46		Die helfte ('n halwe) van 82 Half of 82	

44

Halving

3

tiene tens	ene ones
	
Die helfte van 26 is 13. Half of 26 is 13.	
	
Die helfte van 64 is _____. Half of 64 is _____.	
	
Die helfte van 82 is _____. Half of 82 is _____.	

Kry die helfte met jou blokkies.

Use your blocks to find half.

Om die helfte te kry, moet jy die helfte van die tiene en die helfte van die ene kry.

To find half, find half of the tens and half of the ones.

4

Die helfte van 64 Half of 46		Die helfte van 68 Half of 68	
Die helfte van 80 Half of 80		Die helfte van 86 Half of 86	

Breuke

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

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Ja! Ek het 4 groepe van 3 gemaak.
Yes! I made 4 groups of 3.

Gee die leerders tyd om te gesels oor hoe hulle tellers in breukdele kan rangskik. Moedig hulle aan om in te sien dat breuke gemaak kan word van groepe wat ewe groot is en nie net van dele wat ewe groot is nie.

Allow learners time to talk about arranging counters into fractional parts. Encourage learners to realise that fractions can be made of groups of equal number (size) not only parts of equal size.

Fractions

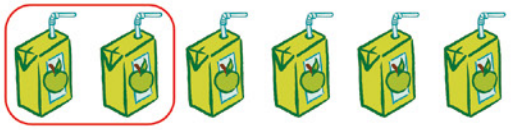
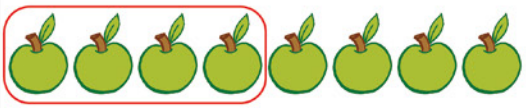
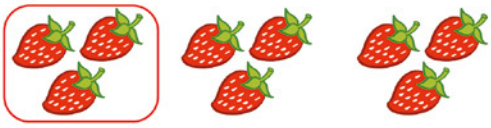
WEEK • WEEK 5

DAG 3 • DAY 3

Breuke
Fractions

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

1 Maak 'n regmerkie by die breuk wat in die prent omkring is.
Tick the box to show what fraction has been circled.

					
een derde one third	✓	'n halwe one half	'n halwe one half		een vyfde one fifth
					
een kwart one quarter		een derde one third	'n halwe one half		een kwart one quarter
					
een derde one third		'n halwe half	een kwart one quarter		een derde one third
					
'n halwe half		een derde one third	een derde one third		een sesde one sixth
					
een derde one third		'n halwe half	'n halwe half		een vyfde one fifth

Breuke

Wanneer ons iets gelykop tussen 3 kinders deel, kry elke kind een derde

When we share equally among 3 children, each child gets one third.

2

Hoeveel gelyke dele is daar?

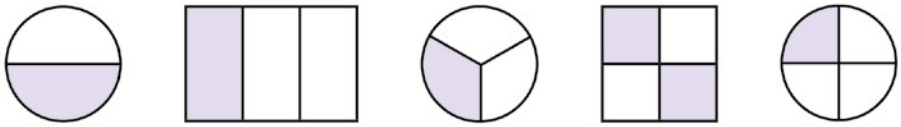
How many equal parts?

Die breuk se naam:

Fraction name:

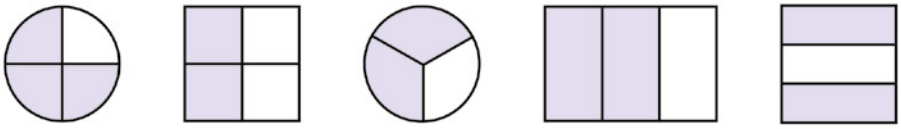
Omkring die prente wat een derde wys.

Circle the pictures that show one third.



Omkring die prente wat twee derdes wys.

Circle the pictures that show two thirds.



Wanneer ons iets gelykop tussen 4 kinders deel, kry elke kind een kwart.

When we share equally among 4 children, each child gets one quarter.

3

Hoeveel gelyke dele is daar?

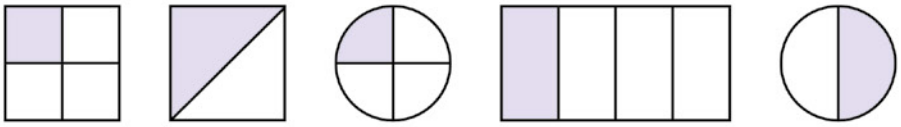
How many equal parts?

Die breuk se naam:

Fraction name:

Omkring die prente wat een kwart wys.

Circle the pictures that show one quarter.



4

Hoeveel gelyke dele is daar?

How many equal parts?

Die breuk se naam:

Fraction name:

Vier kwarte is dieselfde as een hele. Kan jy dit raaksien?

Four quarters is the same as one whole. Can you see?

Fractions

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Bheki is by die huis. Hy moet skool toe loop, maar op pad soontoe gaan stop hy by 'n boom om te rus.
Bheki is at home. He needs to walk to school but on the way, he stops by a tree for a rest.

Die afstand van sy huis tot by die boom is dieselfde as die afstand van die boom tot by die skool. Dit beteken dat Bheki die helfte van die afstand geloop het.
The distance from the house to the tree is the same as the distance from the tree to the school. That means Bheki walked half the distance.

Gee geleenthede aan die leerders om oor breuke te gesels deur ander simbole op die lyn te teken om derdes, kwarte, vyfdes en sesdes te wys. Moedig die leerders aan om in te sien dat die afstand van die eerste tot die laaste simbool 'n hele of die geheel sal wees, en dat die merkies die breukdele wys.

Provide opportunities for learners to talk about fractions by drawing other symbols on the line to show third, quarters, fifths and sixths. Encourage learners to see that the distance from the first to the last symbol would be the whole, and that the demarcations show the fraction parts.

Breuke

WEEK • WEEK 5

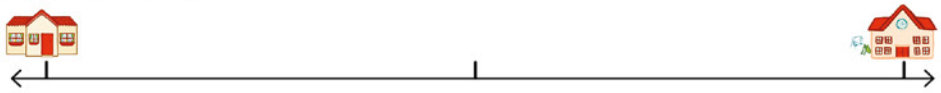
DAG 4 • DAY 4

Breuke
Fractions

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

1 Sizwe loop elke dag skool toe. Halfpad skool toe is daar 'n boom. Teken die boom op die getallelyn in.

Sizwe walks to school every day. Halfway to school, there is a tree. Draw the tree on the number line.



Sy maat se huis is een kwart weg op sy pad skool toe. Teken 'n vierkant om sy maat se huis op die getallelyn te wys.

His friend's house is one quarter of the way there. Draw a square to show his friend's house on the number line.

Daar is 'n rivier wat een vyfde weg op die pad skool toe is. Trek 'n streep om die rivier op die getallelyn te wys.

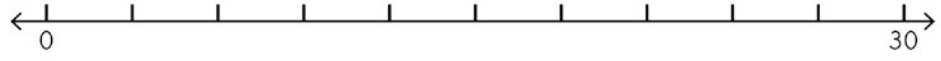
One fifth of the way to school, there is a river. Draw a line to show the river on the number line.

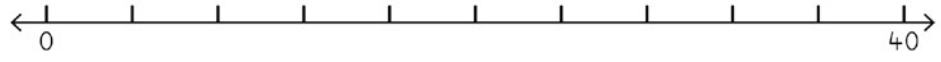
Hy kry 'n hond een sesde weg op sy pad skool toe. Teken 'n kol om die hond op die getallelyn te wys.

One sixth of the way to school, there is a dog. Draw a dot to show the dog on the number line.

2 Skryf die getal neer wat halfpad op hierdie twee getallelyne staan.

Write the number that is halfway along these number lines.

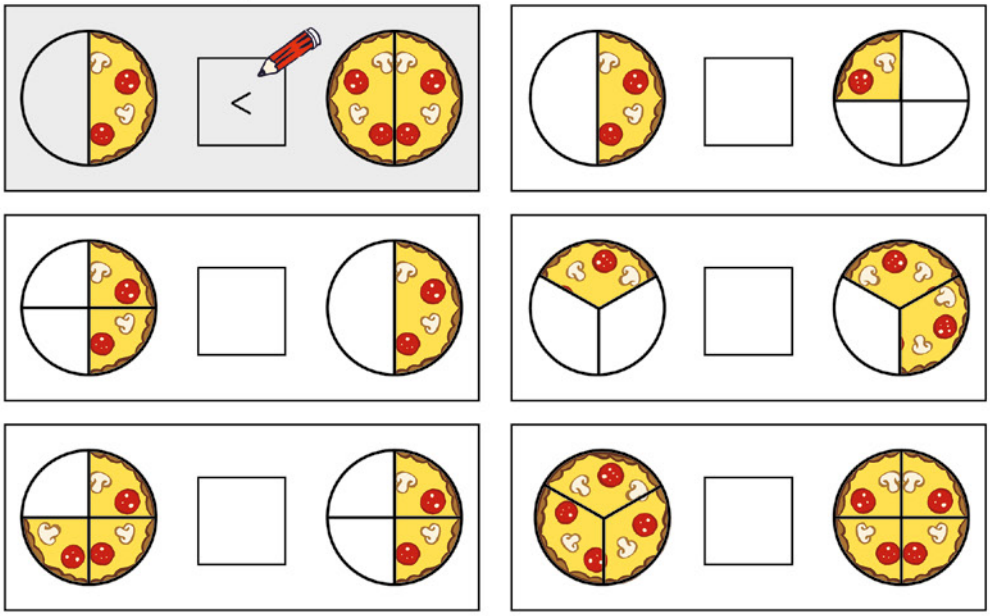




48

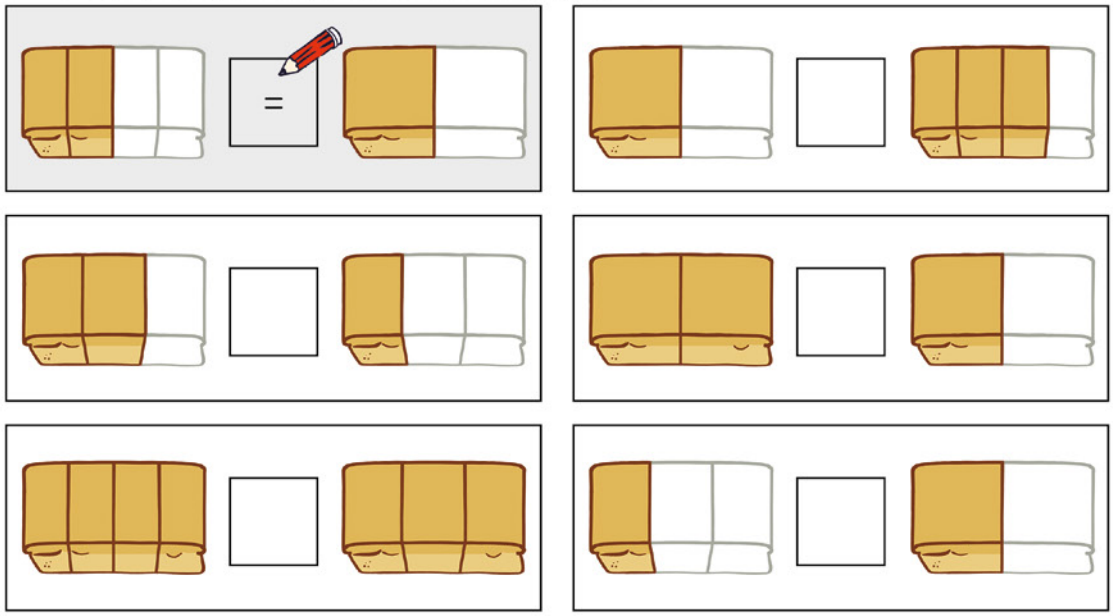
3 Kyk na die ingekleurde dele van die pizza.
Skryf dan >, < of = neer.

Look at the coloured parts of pizza. Write >, < or =.



4 Kyk na die ingekleurde dele van die brode.
Skryf dan >, < of = neer.

Look at the coloured parts of bread. Write >, < or =.



Gesels met jou maat oor die breukdele wat julle op hierdie bladsy kan sien.

Talk to your friend about the fraction parts you can see on this page.

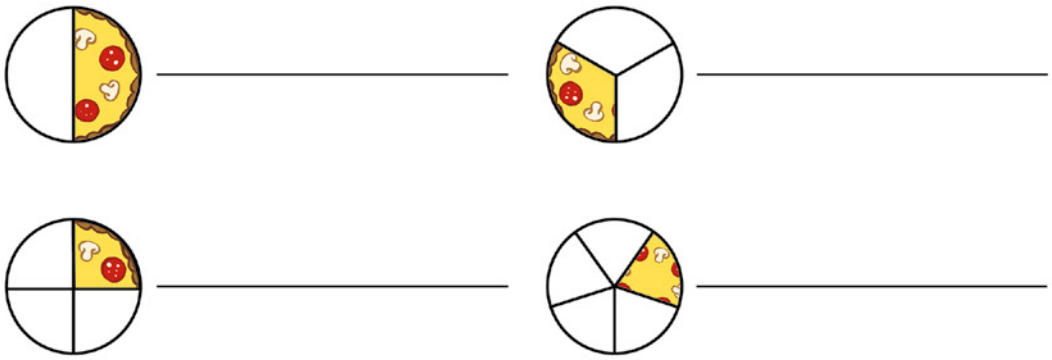
WEEK • WEEK 5

DAG 5 • DAY 5

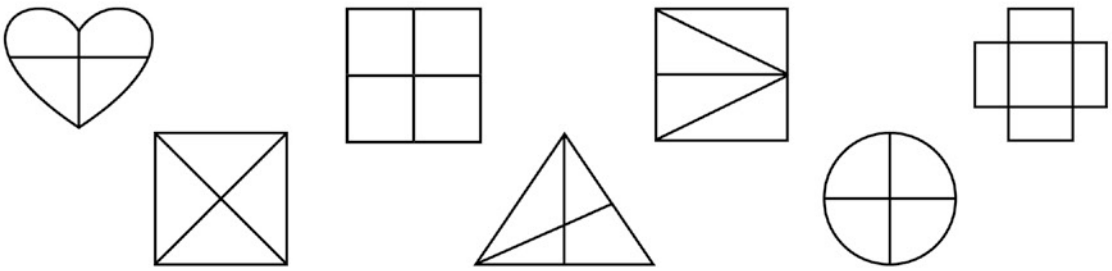
Assessering en vaslegging
Assessment and consolidation

ASSESSERING ASSESSMENT → WERKKAART WORKSHEET

1 Benoem die breuk.
Name the fraction.



2 Omkring die prente wat almal kwarte wys.
Circle the pictures that show quarters.



Kom ons praat Wiskunde!
Let's talk Maths!

In Afrikaans sê ons:	In English we say:
dubbel/verdubbel	double
'n halwe/die helfte	half
halveer	halve
een halwe	one half
een derde	one third
een kwart	one quarter
een vyfde	one fifth
een sesde	one sixth

Consolidation

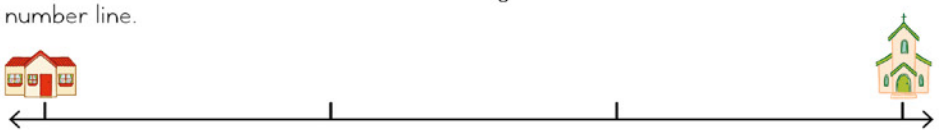
Vaslegging | Consolidation

1 Sizwe rus by 'n boom een derde weg op sy pad skool toe. Teken die boom op die getallelyn in.

Sizwe rests at a tree one third of the way to school. Draw the tree on the number line.

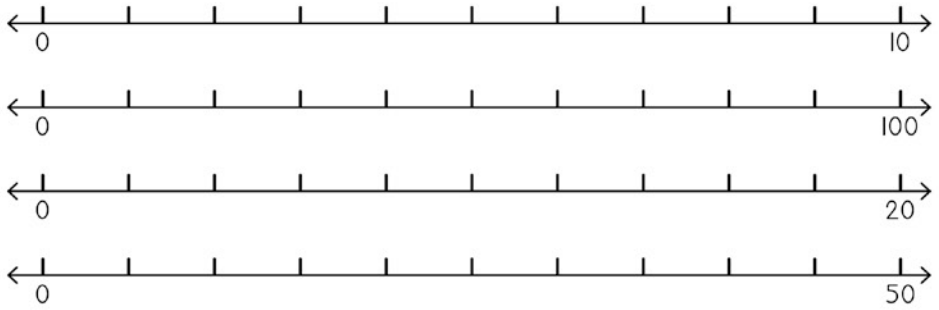
2 Buhle kry haar maat twee derdes weg op haar pad kerk toe. Teken haar maat se gesig op die getallelyn in.

Buhle meets her friend two thirds of the way to church. Draw her friend's face on the number line.



3 Skryf die getal neer wat halfpad op elk van hierdie getallelyne is.

Write the number that is halfway along these number lines.



4 Verdubbel die getal met behulp van jou blokkies.

Double the number. Use your blocks.

24		13		41	
34		20		32	

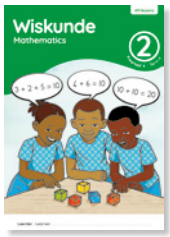
5 Kry die helfte met behulp van jou blokkies.

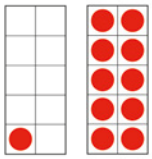
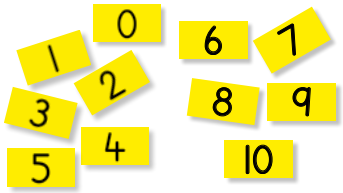
Find half using your blocks.

26		88		42	
60		84		18	

Kapasiteit

	Hulpbronne
Hoofrekene: Gebruik kolkaarte om 20 te kry	onderwyser se *kolkaarte*
Speletjie: *1, 2, 3, wys – tel op*	leerder se *0–20-getalkaarte*



Dag	Lesaktiwiteit	Leshulpbronne
1	Meet kapasiteit	LAB, koppies, bottels, teelepel, water
2	Skat en vergelyk kapasiteit	LAB, leë bottels (baie), water
3	Werk met kapasiteit	LAB, leë bottels (10, 5, 2, 1 liter)
4	Skat en meet kapasiteit	LAB, maatbekers, leë bottels, water
5	Vaslegging en assessering vir leer	LAB

Ná hierdie week behoort die leerder in staat te wees om:	✓
kapasiteit met niestandaardmates as deel van informele meting te skat, te meet, te vergelyk, te orden en te rekordeer.	
kapasiteit te skat, te meet, te vergelyk, te orden en te rekordeer deur liter as die standaardkapasiteitseenheid te gebruik.	

Assessering

Skriftelike assessering: Kapasiteit

Teken 'n punt uit 8 op die kwartaalpuntestaat aan.

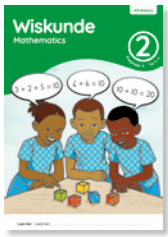
Mondelinge en praktiese assessering

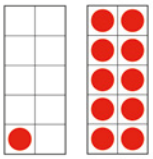
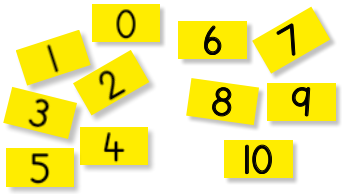
Neem die leerders waar om hul vermoë te assesseer om die taal van kapasiteit te gebruik om kapasiteit te skat, te meet, te vergelyk en te rekordeer.	Punte 6		
Kontrolelys: Korrek/Verkeerd/Byna korrek	✓	✗	●
In staat om die betekenis van die term kapasiteit met 'n voorbeeld te verduidelik			
In staat om die kapasiteit van 'n houer in koppies/liter te skat			
In staat om die kapasiteit van 'n houer in koppies/liter te meet			
In staat om die kapasiteit van 'n houer in koppies/liter te rekordeer			
In staat om houers volgens die kapasiteit daarvan – meer as/minder as – te vergelyk			
In staat om houers volgens die kapasiteit daarvan (die minste tot die meeste) te rangskik			

Teken 'n punt uit 6 op die kwartaalpuntestaat aan.

Capacity

	Resources
Mental Maths: Make 20 using dot cards	teacher *dot cards*
Game: *1 2 3 Show – addition*	learner *number cards 0–20*



Day	Lesson activity	Lesson resources
1	Measuring capacity	LAB, cups, bottles, teaspoon, water
2	Estimate and compare capacity	LAB, empty bottles (many), water
3	Working with capacity	LAB, empty bottles (10, 5, 2, 1 litre)
4	Estimating and measuring capacity	LAB, measuring jugs, empty bottles, water
5	Consolidation and assessment for learning	LAB

After this week the learner should be able to:	✓
estimate, measure, compare, order and record capacity using non-standard measures as part of informal measuring.	
estimate, measure, compare, order and record capacity using litres as the standard unit of capacity.	

Assessment

Written assessment: Capacity

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

Oral and practical assessment

Observe learners to assess their ability to use the language of capacity, to estimate, measure, compare and record capacity.	**Mark 6**		
Checklist: correct/incorrect/almost	✓	✗	●
Able to explain the meaning of the term capacity using an example			
Able to estimate the capacity of a container in cups/litres			
Able to measure the capacity of a container in cups/liters			
Able to record the capacity of a container in cups/liters			
Able to compare containers according to capacity – more/less than			
Able to order containers according to capacity (least to most)			

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

Kapasiteit

Hoofrekenevideo

Ons lê hierdie week kennis van die getalkombinasies van 20 met kolkaarte vas. Die leerders moet 10 visualiseer deur die tienrame, wat met die gedrukte kolkaarte geskep word, vol te maak en sodoende 20 te maak. Hierdie aktiwiteit versterk die leerders se begrip van hul getalkombinasies van tien en additiewe verwantskappe.

Speletjiesvideo

Die leerders oefen met hierdie week se speletjie om twee getalle bymekaar te tel. Die doel is om die getalle vinnig bymekaar te tel en die leerders se herroeping van getalfeite te ontwikkel. Dit stel die leerders in staat om probleme doeltreffend op te los.

Video oor konseptuele ontwikkeling

Ons konsentreer hierdie week daarop om met niestandaardeenhede te werk sodat die leerders die waarde daarvan om kapasiteit met standaardeenhede te meet, kan insien. Sodra hulle besef dat dit problematies is om kapasiteit met verskillende eenhede te meet, kan ons voortgaan om die standaardeenheid van 'n liter aan hulle bekend te stel. Die leerders moet die mates wat in liter gegee word, kan aflees en moet min of meer verstaan wat dit voorstel. Ons konsentreer daarop om:

- kapasiteit met niestandaardmates as deel van informele meting te skat, te meet, te vergelyk, te orden en te rekordeer.
- kapasiteit met die gebruik van liter as die standaardkapasiteitseenheid te skat, te meet, te vergelyk, te orden en te rekordeer.

Waarna jy hierdie week moet oplet

- 'n Niestandaardeenheid is 'n voorwerp wat nie gewoonlik gebruik word om mee te meet nie. Gebruik byvoorbeeld lepels of konfytbottels om die kapasiteit van 'n bottel of waterbeker te meet. Ons begin met niestandaardeenhede aangesien dit vir die leerder sin maak en geredelik beskikbaar is.
- Dit is belangrik dat jy die leerders in staat stel om standaardeenhede te verken en die belangrikheid daarvan te identifiseer. Ons gebruik standaardeenhede omdat ons 'n metingstelsel nodig het wat elke keer wanneer dit gebruik word, dieselfde resultate sal oplewer.
- Help die leerders om die konsep van **kapasiteit** – die hoeveelheid wat 'n houer kan hou wanneer dit vol is – te bemeester.
- Dit is belangrik dat jy die leerders self met houers moet laat werk of dat jy die praktiese aktiwiteite voor die klas demonstreer (met die leerders wat daaraan deelneem, indien moontlik). Onthou dat die leerders in die Grondslagfase die beste leer wanneer hulle aktief by die les betrek word.
- Belangrike woordeskat: **meer as**, **minder as**, **kapasiteit**, **liter**, **vol**, **leeg**

Capacity

Mental Maths video

This week we consolidate knowledge of the bonds of 20 using dot cards. Learners have to visualise 10 by filling the ten frames created by the printed dot cards and then make 20. This activity strengthens learners understanding of their bonds of ten and additive relations.

Game video

In this week's game, learners will practice adding two numbers. The goal is to add the numbers quickly and to develop their recall of number facts. This will help learners to solve problems efficiently.

Conceptual development video

This week we focus on working with non-standard units in order to realise the value of using standard units to measure capacity. Once learners realise the problem of using different units to measure capacity, we can move onto introducing the standard unit of a litre. Learners should be able to read measurements given in litres and understand approximately what they represent. We will focus on:

- estimating, measuring, comparing, ordering and recording capacity using non-standardised measures as part of informal measuring.
- estimating, measuring, comparing, ordering and recording capacity using litres as the standard unit of capacity.

What to look out for this week

- A non-standard unit is an object that is not normally used for measurement. For example, using spoons or jam jars to measure the capacity of a bottle or jug. We begin with non-standard units as they are meaningful to the learner and are readily available.
- It is important to allow learners time to explore and identify the importance of using standard units. We use standard units as we need to have a measurement system that gives the same results every time it is used.
- Help learners to establish the concept of **capacity** – the amount a container can hold when it is full.
- It is important that you allow learners to work with containers themselves or that you demonstrate the practical activities in front of the class (with learners participating if possible). Remember, learners in the Foundation Phase learn best when they are actively involved.
- Important vocabulary: **more than**, **less than**, **capacity**, **litre**, **full**, **empty**

Meet kapasiteit

HOOFREKENE
MENTAL MATHS
GEBRUIK KOLKAARTE OM 20 TE KRY
MAKE 20 USING DOT CARDS
→ SPELETJIE
GAME
→ KONSEPONTWIKKELING
CONCEPT DEVELOPMENT
→ WERKKAARTE
WORKSHEETS

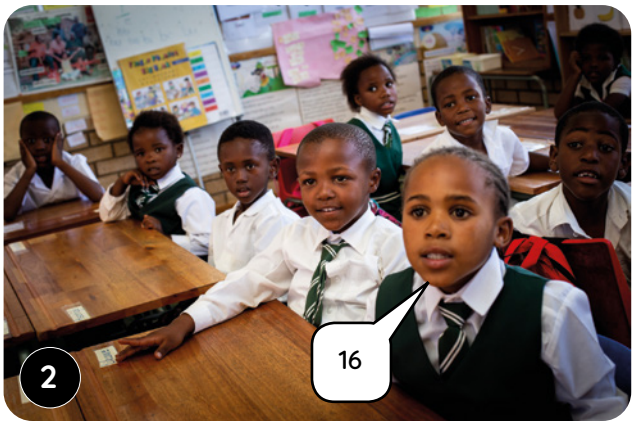
HOOFREKENE | MENTAL MATHS

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

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

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

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



Measuring capacity

Verrykingsaktiwiteite • Enrichment activities

Dag 1 Day 1

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

89 = _____ + _____

56 = _____ + _____

38 = _____ + _____

79 = _____ + _____

27 = _____ + _____

43 = _____ + _____

68 = _____ + _____

83 = _____ + _____

38 = _____ + _____

56 = _____ + _____

Dag 2 Day 2

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

29 = _____ + _____

92 = _____ + _____

37 = _____ + _____

55 = _____ + _____

81 = _____ + _____

26 = _____ + _____

65 = _____ + _____

58 = _____ + _____

83 = _____ + _____

35 = _____ + _____

Dag 3 Day 3

Kry die getalle met jou plekwaardekaarte.
Use your place value cards to make:

19

68

81

52

26

33

74

48

96

15

Dag 4 Day 4

Kry die getalle met jou plekwaardekaarte.
Use your place value cards to make:

68

39

81

43

92

27

54

86

75

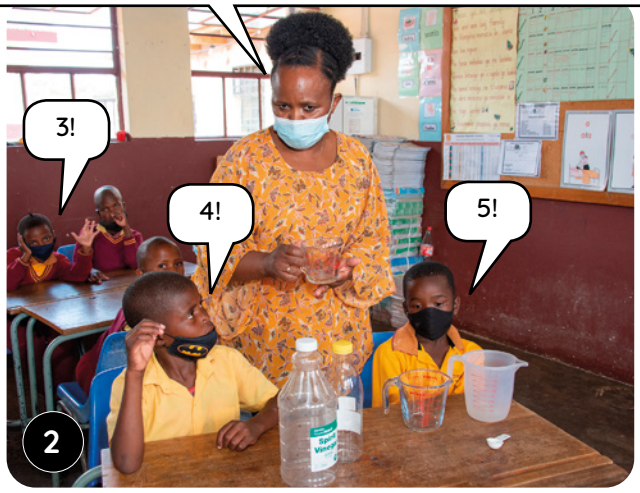
38

Meet kapasiteit

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Wat moet ons gebruik om te meet hoeveel water ons nodig het om hierdie bottel vol te maak?
What should we use to measure how much water we need to fill this bottle?

'n Lepel is te klein! Kom ons toets dit! Hoeveel koppies dink julle gaan hierdie een volmaak?
A spoon is too small! How many cups do you think this one will take?



Ek het hierdie bottel met 4 koppies volgemaak.
It took 4 cups to fill this bottle.

Hoeveel koppies dink julle gaan hierdie een volmaak?
How many cups do you think this one will take?

Ek sê 8 koppies, want dit is twee keer groter as die ander bottel.
I say 8 cups because it is twice as big.

Dit was 'n goeie skatting! Ons het 8 koppies gebruik om hierdie bottel vol te maak.
That was a good estimate! It took 8 cups to fill this bottle.

Gee veelvuldige geleenthede aan die leerders om eers die kapasiteit van bottels, waterbekers en koppies te skat en dan te meet. Laat die leerders toe om te eksperimenteer deur met verskillende koppies te meet en te gesels oor dit wat hulle ontdek het. Maak seker die leerders verstaan die betekenis van die woord "skat".

Allow the learners multiple opportunities to first estimate and then measure capacity of bottles, jugs and cups. Allow learners to experiment measuring different cups and to talk about their discoveries. Ensure the learners understand the meaning of the word estimate.

Measuring capacity

WEEK • WEEK 6

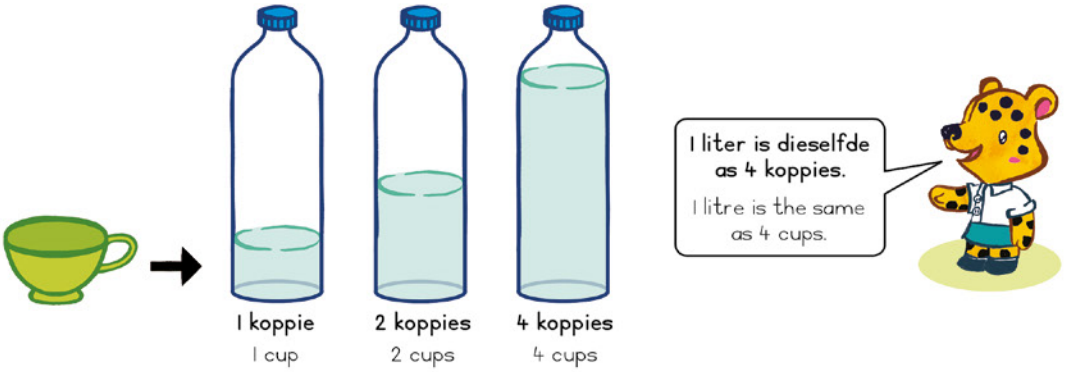
DAG 1 • DAY 1

Meet kapasiteit
Measuring capacity

HOOFREKENE MENTAL MATHS → GEBRUIK KOLKAARTE OM 20 TE KRY MAKE 20 USING DOT CARDS → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

Speletjie: 1, 2, 3, Wys – tel op
Game: 1, 2, 3 Show – addition

- Speel saam in pare met julle 0–20-kaarte.
  Play in pairs with your 0–20 cards.
- Albei leerders draai 'n kaart om.
  Both learners flip a card.
- Tel bymekaar! Hou altwee kaarte as jy dit regkry.
  Add! Keep the cards if you get it right.
- Doen dit weer!
  Go again!



1 Kan die houer meer of minder as 1 liter hou? Omkring die korrekte antwoord.
Does the container hold more or less than 1 litre? Circle the correct answer.

meer more	minder less

meer more	minder less

Meet kapasiteit

2 Hoeveel koppies het jy nodig om elke bottel vol te maak?

How many cups do you need to fill each bottle?

Wanneer jy skat, dink jy na oor wat die waarde kan wees. Dit moet naby aan die regte antwoord wees om 'n goeie skatting te wees.

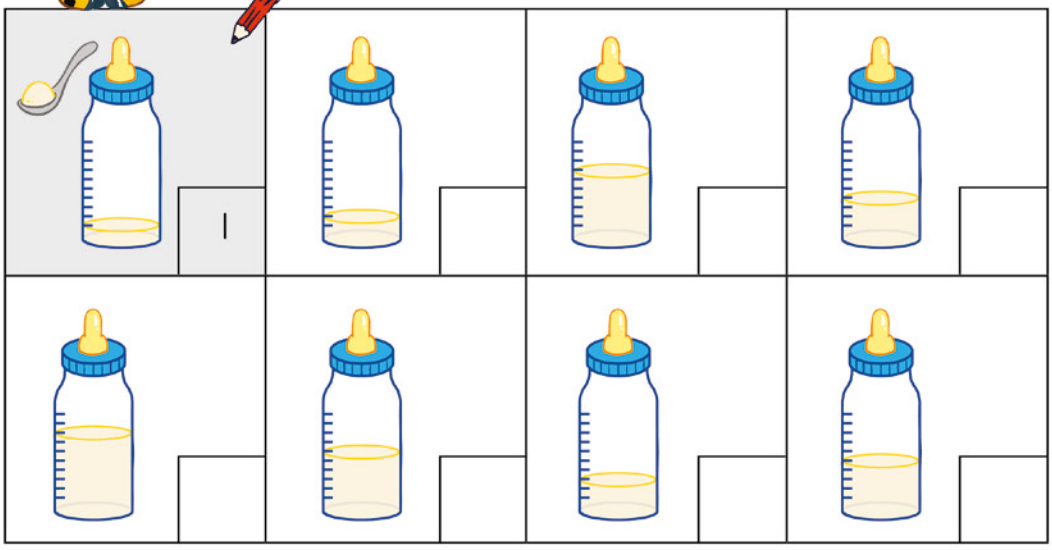
When you estimate, you think about what the value will be. It must be close to the right answer to be a good estimate.

	skatting estimation	meting measurement
	4	4
		
		

Een lepel water maak die bottel tot by die eerste merkie vol. Hoeveel lepels water is in die bottels ingegooi?

One spoon of water fills this bottle up to the first mark. How many spoons of water have been put into the bottle?

3



Estimate and compare capacity

HOOFREKENE MENTAL MATHS | GEBRUIK KOLKAARTE OM 20 TE KRY MAKE 20 USING DOT CARDS → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Wat merk julle omtrent die houers op?
What do you notice about the containers?

Die houers is nie almal ewe groot nie.
The containers are different sizes.

Hierdie bottels kan verskillende hoeveelhede water hou. Die kapasiteit van die bottels is daarop geskryf. Daardie bottel kan een liter hou.
These bottles hold different amounts of water. The capacity of the bottles is written on them. That bottle holds one litre.

Dink julle dat hierdie twee houers dieselfde hoeveelheid kan hou?
Do you think these two containers hold the same amount?

Ek dink die boksie hou minder omdat dit korter is.
I think it holds less because it is shorter.

Kom ons toets dit. Die twee houers hou dieselfde hoeveelheid!
Let's test it to see. They hold the same amount!

Moedig die leerders aan om na te dink oor (te skat) hoeveel die houers kan hou en die hoeveelhede wat dit kan hou, met mekaar te vergelyk. Die leerders moet kan insien dat houers van verskillende groottes wel dieselfde hoeveelheid water kan bevat. Hulle toets die verskil in kapasiteit van die verskillende houers met water.

Encourage learners to think about (estimate) how much the containers can hold and compare the amounts they can hold. They should notice that containers of different shapes can hold the same amount of water. They use water to test the difference of capacity of the different containers.

Skat en vergelyk kapasiteit

WEEK • WEEK 6

DAG 2 • DAY 2

Skat en vergelyk kapasiteit
Estimate and compare capacity

HOOFREKENE MENTAL MATHS | GEBRUIK KOLKAARTE OM 20 TE KRY MAKE 20 USING DOT CARDS → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

1 kapasiteit in koppies
capacity in cups

10				
9				
8				
7				
6				
5				
4				
3				
2				
1				
	ketel kettle	koffiebeker mug	bak bowl	maatbeker jug

Daar word op die piktogram gewys hoeveel koppies elke houer kan hou.

The pictograph shows how many cups each container can hold.

Gesels met jou maats oor hierdie vrae.

Talk to your friends about these questions.

Hoeveel How many om die fill the vol te maak? ? 10

Hoeveel How many om die fill the vol te maak? ?

Hoeveel How many om die fill the vol te maak? ?

Hoeveel How many om die fill the vol te maak? ?

Jy nooi 7 maats na jou huis toe. Sou jy 1 liter vrugtesap koop wat hulle kan drink en waarom?

You have invited 7 friends to your house. Would you buy 1 litre of juice for them to drink and why?

Ma koop 2 liter melk. Daar is 3 mense in ons gesin. Elkeen van ons drink elke dag 1 liter melk. Het Ma genoeg melk gekoop?

Mom buys 2 litres of milk. There are 3 people in our family Each of them drinks 1 litre of milk every day Did Mom buy enough milk?

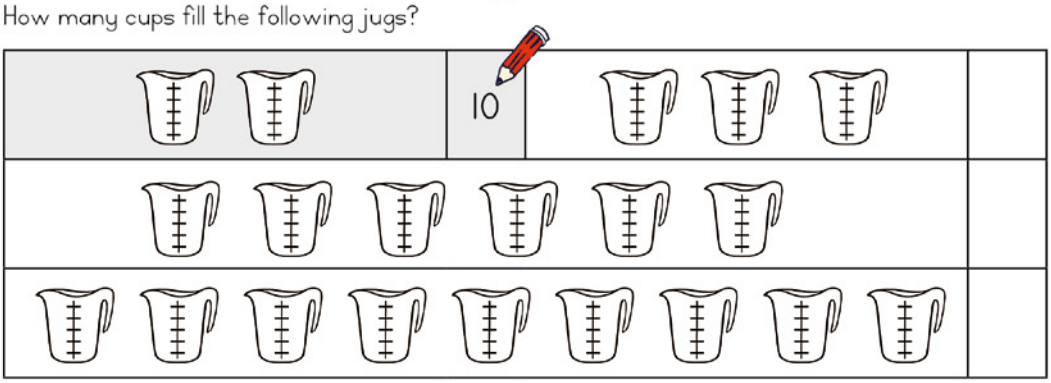
54

Estimate and compare capacity

2

5 koppies maak een maatbeker vol.
5 cups fill one jug.

Hoeveel koppies maak die volgende maatbekers vol?
How many cups fill the following jugs?

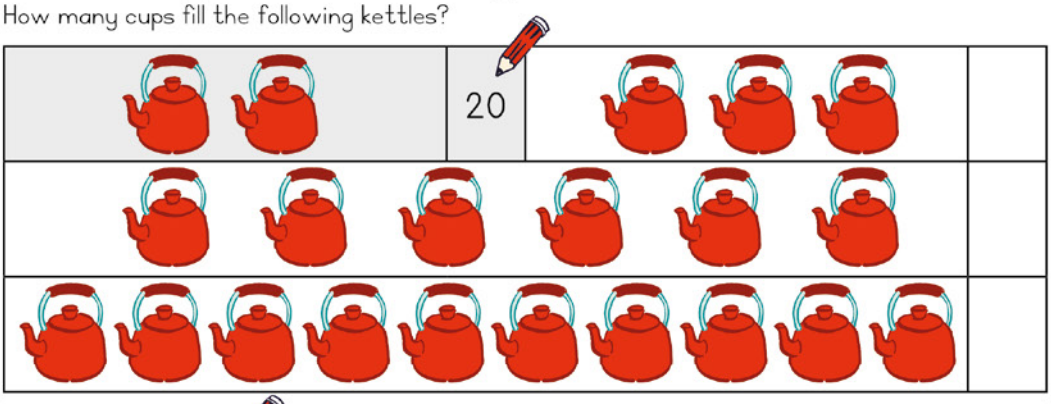


5 × 1 = ___	5 × 4 = ___	5 × 3 = ___	5 × 2 = ___

3

10 koppies maak een ketel vol.
10 cups fill one kettle.

Hoeveel koppies maak die volgende ketels vol?
How many cups fill the following kettles?



10 × 1 = 10	10 × 3 = ___	10 × 2 = ___	10 × 5 = ___

Werk met kapasiteit

HOOFREKENE
MENTAL MATHS
GEBRUIK KOLKAARTE OM 20 TE KRY
MAKE 20 USING DOT CARDS
→ SPELETJIE
GAME
→ KONSEPONTWIKKELING
CONCEPT DEVELOPMENT
→ WERKKAARTE
WORKSHEETS

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Sorteer hierdie houers van dié wat die minste kan hou tot dié wat die meeste kan hou.
Sort these containers from the one that holds the least to the one that holds the most.

Hierdie houer hou die meeste en daardie een hou die minste.
This one holds the most and that one holds the least.

Hoeveel liter kan elke houer hou?
How many litres can each container hold?

1 ℓ, 2 ℓ, 5 ℓ en 10 ℓ.
1 ℓ, 2 ℓ, 5 ℓ and 10 ℓ.

Wat is die verskil in die kapasiteit van hierdie houers?
What is the difference between the capacity of these containers?

'n Mens moet die kapasiteite van mekaar aftrek. 5 ℓ – 2 ℓ = 3 ℓ
You need to subtract, using the capacities.
5 ℓ – 2 ℓ = 3 ℓ

Kies verskillende houers en gee veelvuldige geleenthede aan die leerders om verskillende optellings- en aftrekkingsprobleme, waarby liter betrokke is, op te los.

Select different containers and provide multiple opportunities for learners to solve different addition and subtraction problems involving litres.

Working with capacity

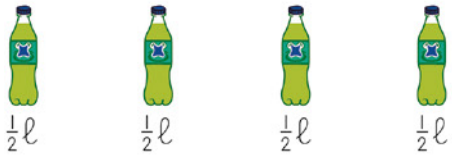
WEEK • WEEK 6

DAG 3 • DAY 3

Werk met kapasiteit
Working with capacity

HOOFREKENE MENTAL MATHS | GEBRUIK KOLKAARTE OM 20 TE KRY MAKE 20 USING DOT CARDS → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

1

	Hoeveel bottels is daar? How many bottles?	3
	Hoeveel liter? How many litres?	3
	Hoeveel bottels is daar? How many bottles?	
	Hoeveel liter? How many litres?	
	Hoeveel bottels is daar? How many bottles?	
	Hoeveel liter? How many litres?	

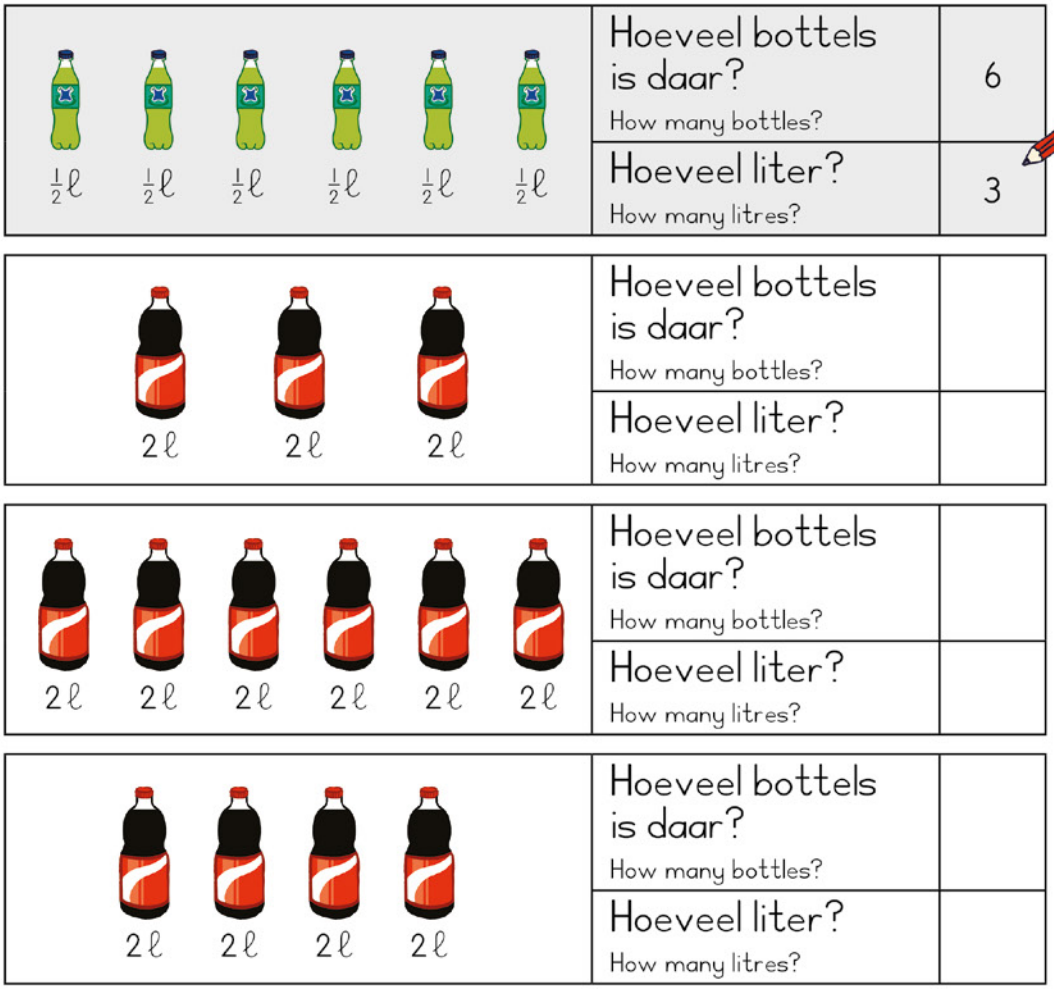
2

Ma koop 2 liter melk, en Pa koop nog 5 liter. Hoeveel liter is daar altesame? Mom buys 2 litres of milk and Dad buys another 5 litres. How many litres altogether?	Jabu koop 2 liter kola-koeldrank, en Vusi koop 1 liter. Hoeveel liter kola-koeldrank het hulle altesame? Jabu buys 2 litres of cola and Vusi buys 1 litre. How many litres of cola they have together?

56

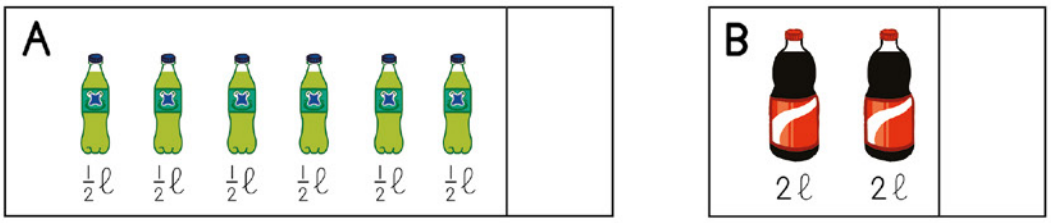
Werk met kapasiteit

3



4 Hoeveel liter is daar in elke boks?

How many litres in each box?



Watter boks kan meer liter hou? Which box has more litres?	
Hoeveel meer? How many more?	

Estimating and measuring capacity

HOOFREKENE
MENTAL MATHS
GEBRUIK KOLKAARTE OM 20 TE KRY
MAKE 20 USING DOT CARDS
→ SPELETJIE
GAME
→ KONSEPONTWIKKELING
CONCEPT DEVELOPMENT
→ WERKKAARTE
WORKSHEETS

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Hoe kan ons die maatbeker gebruik om ons te help om die kapasiteit van elke houer uit te werk?
How can we use the measuring jug to help us work out the capacity of each container?

Die maatbeker hou 1 liter. Ons kan dit gebruik om die kapasiteit van elke houer te meet.
The jug holds 1 litre. We can use it to measure the capacity of each container.

Dink julle dat hierdie bottel meer as, minder as of dieselfde hoeveelheid water as die 1 liter-beker hou?
Do you think this bottle will hold more than, less than or the same amount of water as the 1 litre jug?

Ek dink dit hou minder omdat dit 'n klein botteltjie is. Kom ons toets dit!
I think it will hold less because it is a small bottle. Let's try it

Gee die leerders tyd om die kapasiteit van elke bottel te skat en dan te meet. Skryf die skattings en metings in 'n tabel neer. Gee die leerders tyd om hul skattings en metings te vergelyk en moedig hulle aan om so akkuraat moontlik te skat.

- **Vergelyk verskillende metings deur verskillende maatbekers te gebruik.**
- **Moedig die leerders aan om te gesels oor hoe bottels verskillend kan lyk wat vorms en groottes betref, maar soms dieselfde kapasiteit kan hê.**

Give learners time to estimate and then measure the capacity of each bottle. Write the estimations and measurements into a table. Allow learners time to compare their estimations and measurements and encourage them to estimate as accurately as they can.

- Use different jugs to compare different measurements.
- Encourage learners to talk about how bottles may look different in shape and size, but sometimes they can have the same capacity.

Skat en meet kapasiteit

WEEK • WEEK 6

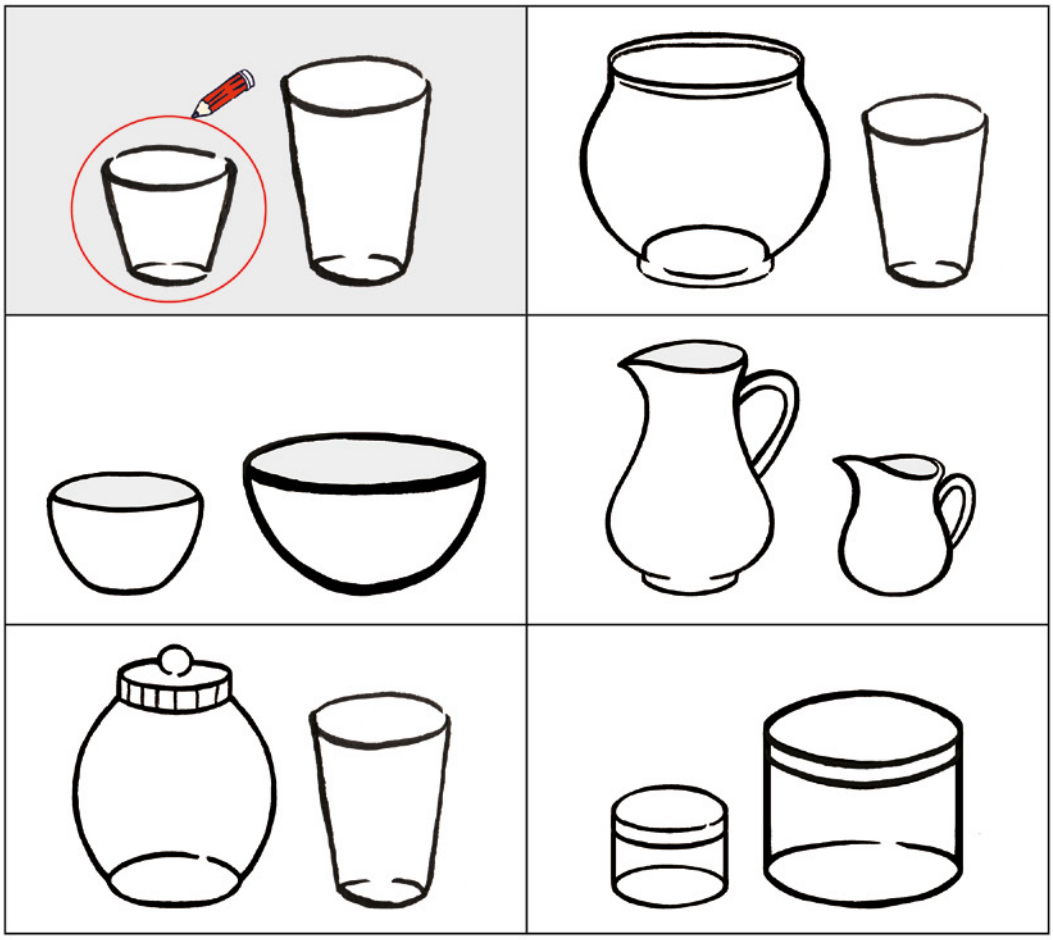
DAG 4 • DAY 4

Skat en meet kapasiteit
Estimating and measuring capacity

HOOFREKENE MENTAL MATHS | GEBRUIK KOLKAARTE OM 20 TE KRY MAKE 20 USING DOT CARDS → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

1 Omkring die houer wat die minste water kan hou.

Circle the container that will hold less water.



2 Jabu gaan haal 3 ℓ water by die kraan.
Sy ma vra hom om 10 ℓ te gaan haal.
Hoeveel liter water moet hy nog gaan haal?

Jabu has collected 3 ℓ of water from the tap. His mother asked him to collect 10 ℓ. How many more litres must he collect?

Ons sê die houer wat meer kan hou, het 'n groter kapasiteit.

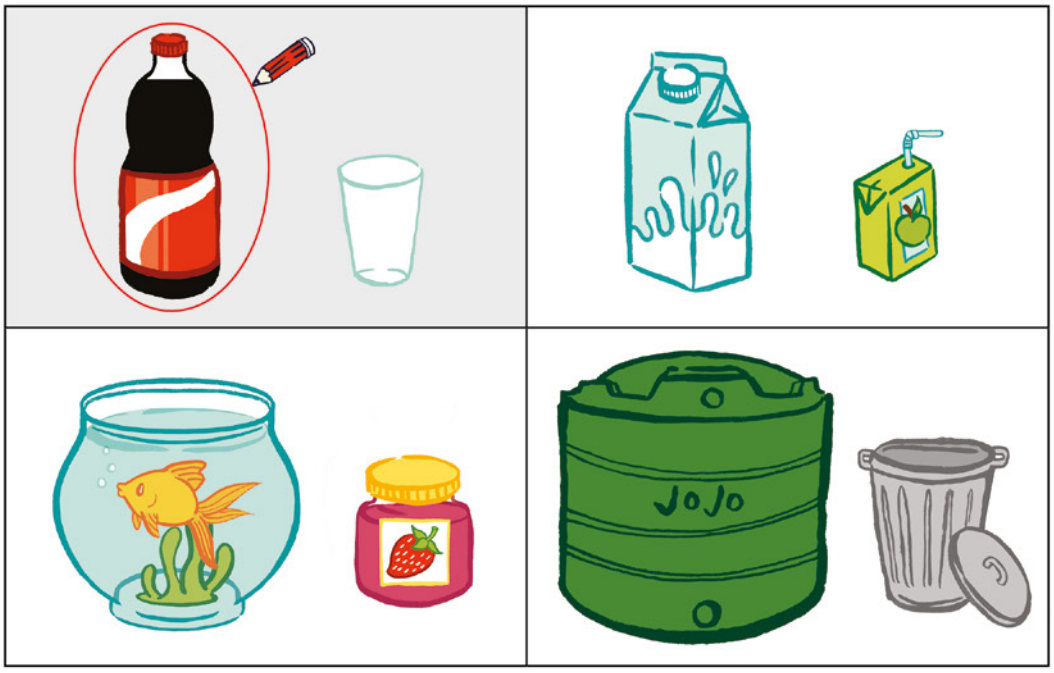
We say the container that can hold more has a greater capacity.

58

Estimating and measuring capacity

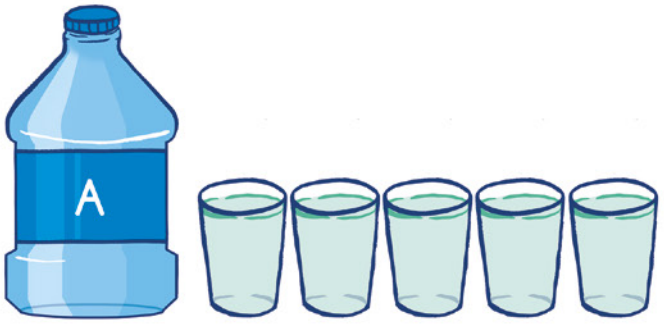
3 Omkring die houer wat die meeste kan hou.

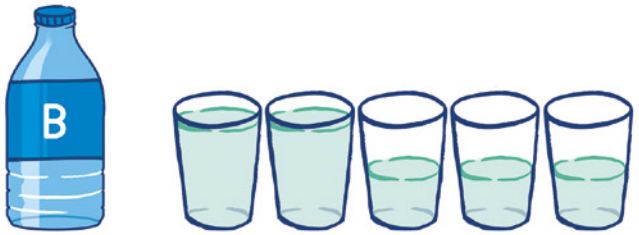
Circle the container that will hold more.



4 Watter houer kan meer hou?

Which container holds more?





WEEK 6

WEEK • WEEK 6

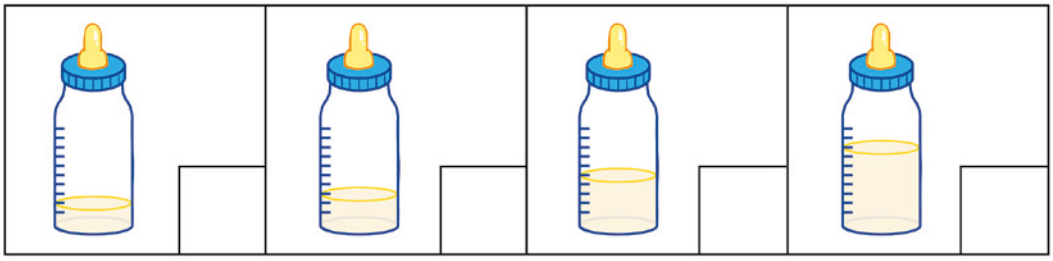
DAG 5 • DAY 5

Assessering en vaslegging
Assessment and consolidation

ASSESSERING ASSESSMENT → WERKKAART WORKSHEET

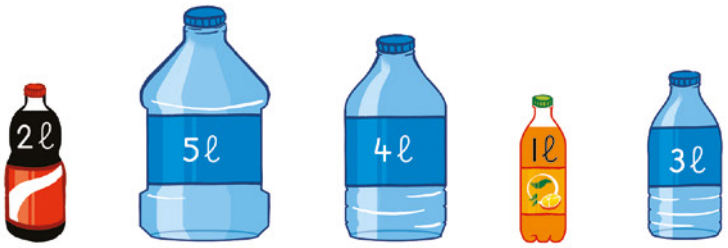
1 Een lepel water maak hierdie bottel tot by die eerste merkie vol. Hoeveel lepels water is in elke bottel ingegooi?

One spoon of water fills this bottle up to the first mark. How many spoons of water have been put into the bottle?



2 Skryf die volgende hoeveelhede van die minste tot die meeste neer: 2 liter, 5 liter, 4 liter, 1 liter en 3 liter.

Write the following amounts from the least to the most: 2 litres, 5 litres, 4 litres, 1 litre and 3 litres.



_____ _____ _____ _____ _____

Kom ons praat Wiskunde!
Let's talk Maths!

In Afrikaans sê ons:	In English we say:
kapasiteit	capacity
Die bottel kan 4 koppies water hou.	The bottle holds 4 cups of water.
Een liter is dieselfde as 4 koppies.	One litre is the same as 4 cups.
'n Groot houer het 'n groot kapasiteit.	A big container has a large capacity.
'n Klein houer het 'n klein kapasiteit.	A small container has a small capacity.

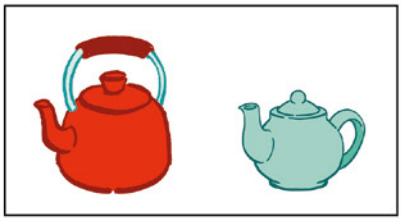
60

Consolidation

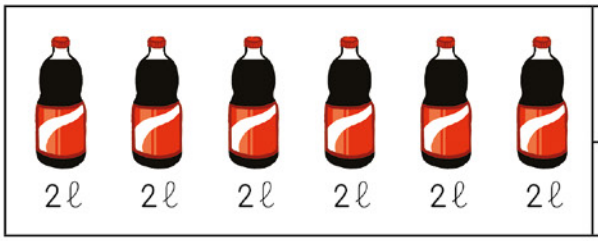
Vaslegging | Consolidation

1 Omkring die houer wat die minste kan hou.

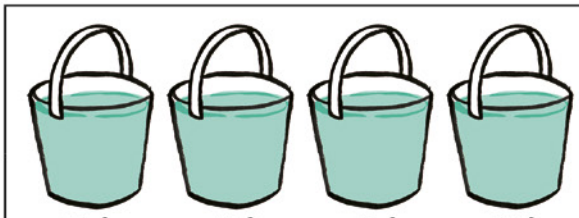
Circle the container that will hold less.



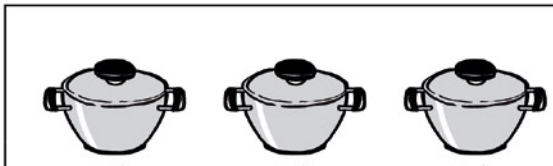
2



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



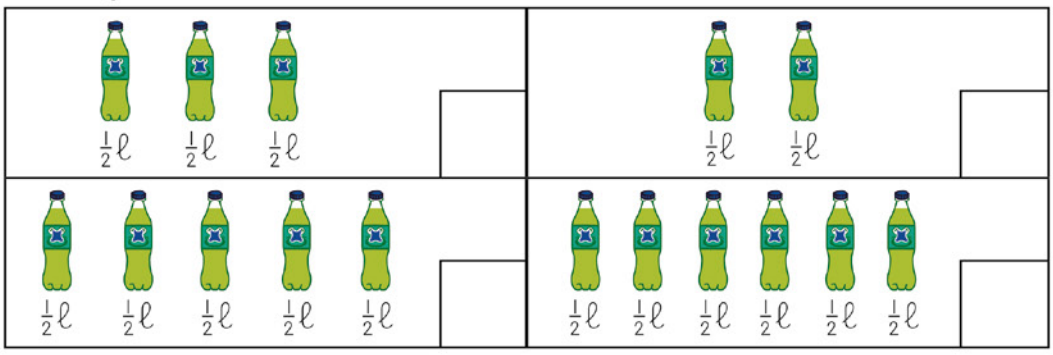
Hoeveel emmers is daar? How many buckets?	
Hoeveel liter? How many litres?	



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

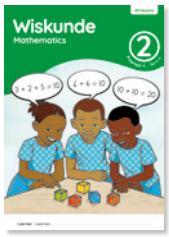
3 Hoeveel liter is daar in elk?

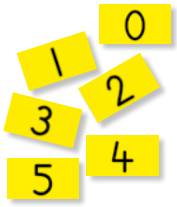
How many litres?

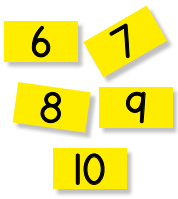


Optelling en aftrekking

	Hulpbronne
Hoofrekene: Wys my 'n getal!	onderwyser en leerders se *basis 10-blokkies*
Speletjie: *Vinnige wiskunde met kaarte – trek af!*	leerders se *0–10-getalkaarte*





Dag	Lesaktiwiteit	Leshulpbronne
1	Tel op en trek af	LAB, onderwyser en leerders se *basis 10-blokkies*
2	Tel op en trek af	LAB, onderwyser en leerders se *basis 10-blokkies*
3	Tel op deur 10 te oorbrug	LAB, onderwyser en leerders se *basis 10-blokkies*
4	Trek af deur 10 te oorbrug	LAB, onderwyser en leerders se *basis 10-blokkies*
5	Vaslegging en assessering vir leer	LAB

Ná hierdie week behoort die leerder in staat te wees om:	✓
tweesyfergetalle met behulp van *basis tien-blokkies* by tweesyfergetalle te tel of daarvan af te trek sonder om die tiene te oorbrug.	
tweesyfergetalle met behulp van *basis tien-blokkies* by tweesyfergetalle te tel of daarvan af te trek deur die tiene te oorbrug.	
in te sien dat die getalsinne vir hul probleme as vertikale algoritmes gerekordeer kan word.	

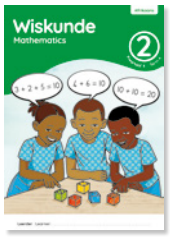
Assessering

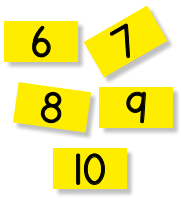
Skriftelike assessering: Optelling en aftrekking

Teken 'n punt uit 18 op die kwartaalpuntestaat aan.

Addition and subtraction

	Resources
Mental Maths: Show me a number!	teacher and learner *base 10 blocks*
Game: *Fast maths with cards – subtract!*	learner *number cards 0-10*



Day	Lesson activity	Lesson resources
1	Addition and subtraction	LAB, teacher and learner *base 10 blocks*
2	Addition and subtraction	LAB, teacher and learner *base 10 blocks*
3	Addition and subtraction	LAB, teacher and learner *base 10 blocks*
4	Addition and subtraction	LAB, teacher and learner base 10 blocks
5	Consolidation and assessment for learning	LAB

After this week the learner should be able to:	✓
add and subtract two-digit numbers to or from two-digit numbers, without bridging the tens, by using *base ten blocks*.	
add and subtract two-digit numbers to or from two-digit numbers, with bridging the tens, by using *base ten blocks*.	
recognise that the number sentences for their problems can be recorded as vertical algorithms.	

Assessment

Written assessment: Addition and subtraction

Record a mark out of 18 in the term mark sheet.

Optelling en aftrekking

Hoofrekenevideo

Ons konsentreer hierdie week daarop om 10'e en 1'e in tweesyfergetalle te identifiseer. Jy wys 10'e en 1'e met *basis 10-blokkies* vir die leerders, en die leerders roep die getal uit. As alternatief kan jy die getal uitroep en die leerders kan die 10'e en 1'e met hul *basis 10-blokkies* wys.

Speletjiesvideo

Ons speel hierdie week *Vinnige wiskunde met kaarte – trek af!* Die leerders oefen om probleme vinnig op te los deur getalfeite op te roep. Die leerders moet elke dag van 'n ander getal (50, 60, 70 en 80) aftrek. Die leerders moet eenvoudige probleme doeltreffend kan oplos ten einde 'n vaste grondslag vir moeiliker probleme later te lê.

Video oor konseptuele ontwikkeling

Die leerders los optellings- en aftrekkingsprobleme met *basis 10-blokkies* op. Hulle lê hul begrip van probleme wat nie die tien oorbrug nie, vas voordat hulle probeer om probleme op te los wat wel die tien oorbrug. Die leerders oefen om probleme op te los deur 10'e en 1'e op te tel en af te trek sodat hulle vinnig en doeltreffend kan werk. Terwyl ons met optelling en aftrekking werk, konsentreer ons daarop om:

- tweesyfergetalle met behulp van *basis tien-blokkies* by tweesyfergetalle te tel en daarvan af te trek sonder om die tiene te oorbrug (en deur die tiene te oorbrug).
- in te sien dat die getalsinne vir die probleme as vertikale algoritmes gerekordeer kan word.

Waarna jy hierdie week moet oplet

- *Basis 10-blokkies* is 'n nuttige, konkrete voorstelling in wiskunde, en deur hierdie blokkies te gebruik, word die leerders in staat gestel om berekeninge te visualiseer. Moedig gesprekke tussen die leerders aan sodat hulle kan gesels oor hoe hulle 10'e of 1'e met die blokkies optel of aftrek. Die vermoë om oplossings te verbaliseer en metodes te regverdig, is 'n wesenlik aspek van die ontwikkeling van begrip in wiskunde. Die leerders moet in staat wees om gemaklik op te tel en af te trek sonder om 10 te oorbrug. Moedig die leerders aan om met blokkies te werk ten einde te verstaan hoe om 10 te oorbrug.
- Belangrike woordeskat: **tiene**, **ene**, **optelling**, **aftrekking**

Addition and subtraction

Mental Maths video

This week we focus on identifying 10s and 1s in 2-digit numbers. The teacher will show the learners 10s and 1s by using base 10 blocks, and the learners will call out the number. Alternatively, the teacher can call out a number, and the learners can show the 10s and 1s with their base 10 blocks.

Game video

This week we will play *Fast maths with cards – subtract!* Learners will practice solving problems quickly by recalling number facts. The learners should subtract from a different number each day (50, 60, 70 and 80). It is important for learners to be able to solve simple problems efficiently in order to provide a solid foundation for more difficult problems later on.

Conceptual development video

Learners will solve addition and subtraction problems using base 10 blocks. Learners will consolidate their understanding of problems that do not bridge ten, before attempting problems that do bridge the ten. Learners will practice solving problems by adding or subtracting 10s and 1s, so as to work quickly and efficiently. In our work on addition and subtraction, we will focus on:

- adding and subtracting two-digit numbers to or from two-digit numbers, without (and with) bridging the tens, by using base ten blocks.
- recognising that the number sentences for their problems can be recorded as vertical algorithms.

What to look out for this week

- *Base 10 blocks* are a useful concrete mathematical representation and the use of these blocks helps learners to visualise computations. Encourage conversation between learners so that they can talk about how they use the blocks when they add or subtract using 10s and 1s. The ability to verbalise solutions and justify methods is an essential aspect of the development of mathematical understanding. Learners should be able to add and subtract comfortably without bridging 10. Encourage learners to work with blocks to understand how to bridge 10.
- Important vocabulary: **tens**, **ones**, **addition**, **subtraction**

Tel op en trek af

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

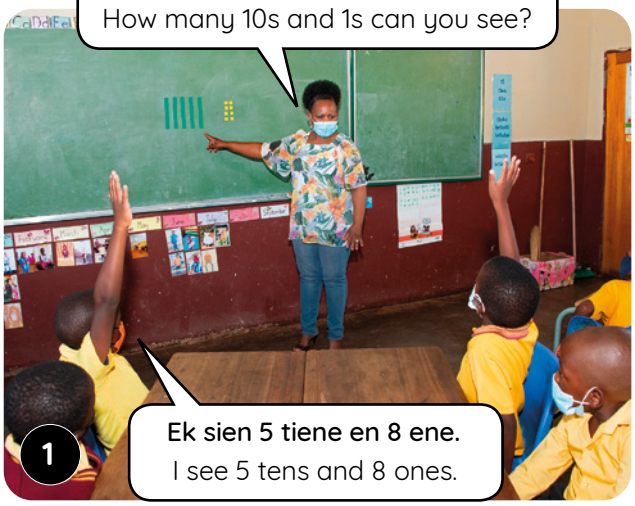
HOOFREKENE | MENTAL MATHS

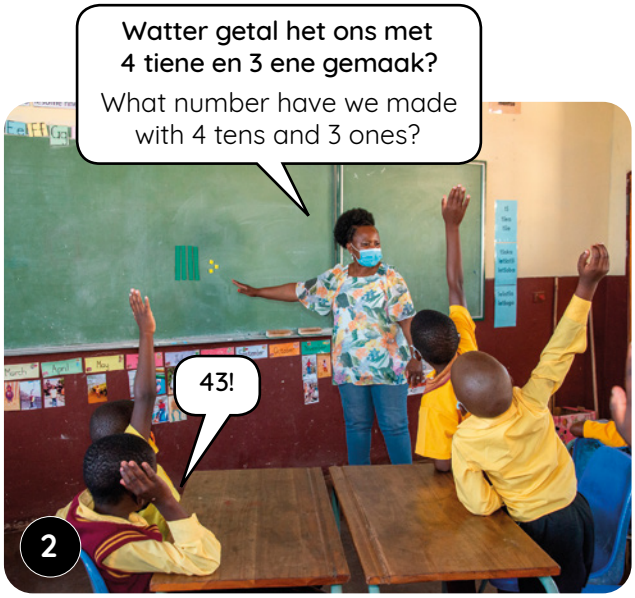
Gebruik *basis 10-blokkies* om getalle te maak en oor 10'e en 1'e te gesels.

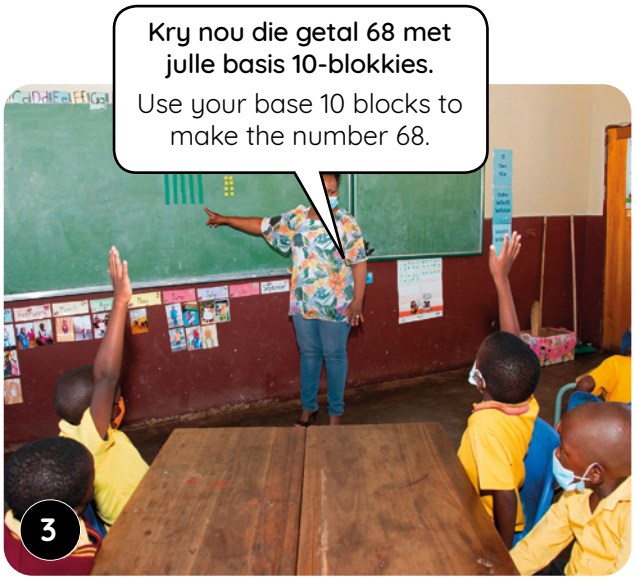
Use *base 10 blocks* to make numbers and to talk about 10s and 1s.

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

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







Addition and subtraction

Verrykingsaktiwiteite • Enrichment activities

Dag 1 Day 1

Los op met jou blokkies.
Solve using blocks.

43 + 46 = _____

55 + 24 = _____

61 + 34 = _____

43 + 15 = _____

12 + 54 = _____

65 – 24 = _____

75 – 41 = _____

59 – 37 = _____

27 – 14 = _____

95 – 80 = _____

Dag 2 Day 2

Los op met jou blokkies.
Solve using blocks.

51 + 22 = _____

42 + 35 = _____

37 + 52 = _____

62 + 13 = _____

25 + 42 = _____

46 – 35 = _____

39 – 16 = _____

78 - 56 = _____

83 – 62 = _____

55 – 14 = _____

Dag 3 Day 3

Los op met jou blokkies.
Solve using blocks.

43 + 52 = _____

35 + 41 = _____

22 + 65 = _____

54 + 33 = _____

41 + 48 = _____

95 – 81 = _____

46 – 32 = _____

79 – 47 = _____

58 – 26 = _____

65 – 50 = _____

Dag 4 Day 4

Los op met jou blokkies.
Solve using blocks.

61 + 22 = _____

54 + 35 = _____

27 + 42 = _____

32 + 53 = _____

44 + 11 = _____

85 – 61 = _____

69 – 47 = _____

24 - 12 = _____

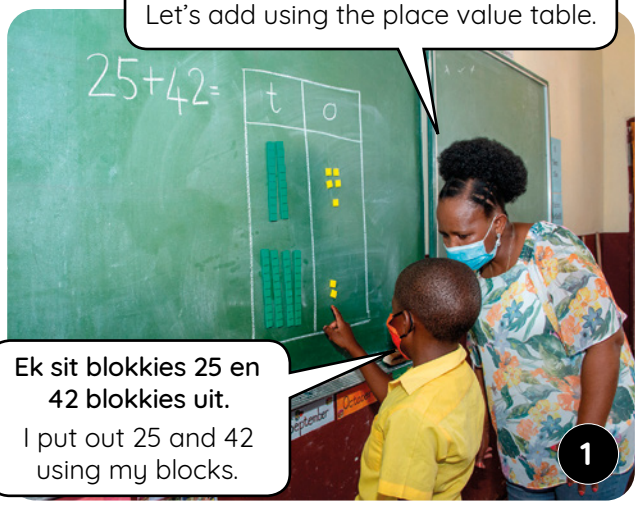
78 – 56 = _____

32 – 21 = _____

Tel op en trek af

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

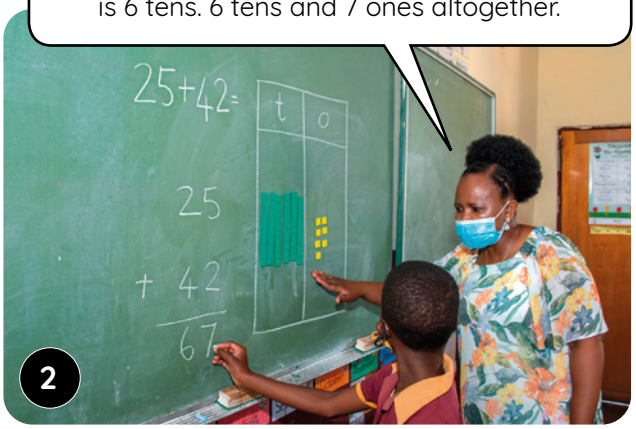
Kom ons tel met behulp van die plekwaardetabel op.
Let's add using the place value table.



Ek sit blokkies 25 en 42 blokkies uit.
I put out 25 and 42 using my blocks.

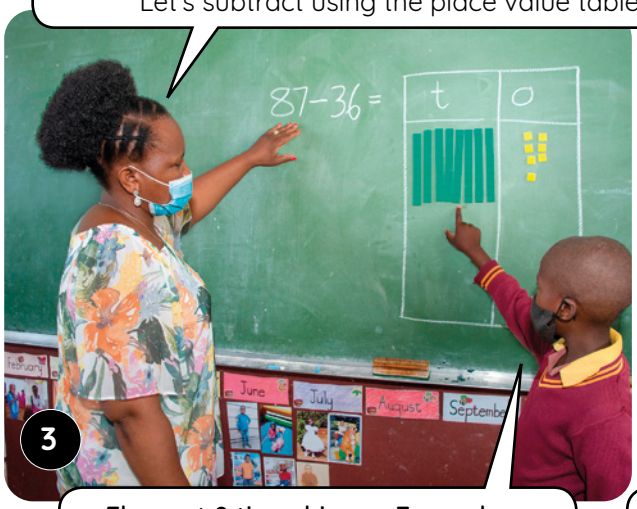
1

5 ene plus 2 ene is 7 ene. 2 tiene plus 4 tiene is 6 tiene. Dit gee altesame 6 tiene en 7 ene.
5 ones plus 2 ones is 7 ones. 2 tens plus 4 tens is 6 tens. 6 tens and 7 ones altogether.



2

Kom ons trek met behulp van die plekwaardetabel af.
Let's subtract using the place value table.



3

Ek moet 8 tiene hier en 7 ene daar neersit. Om 36 af te trek, moet ek 6 ene en 3 tiene wegneem.
I must put 8 tens here and 7 ones there. To subtract 36, I need to take away 6 ones and 3 tens.

4

Ek neem 6 ene van die 7 ene weg. Daar bly 1 een oor. Ek neem 3 tiene van die 8 tiene weg. Daar bly 5 tiene oor. Ek het dus 5 tiene en 1 een.
I take away 6 ones from the 7 ones. That leaves 1 one. I take away 3 tens from the 8 tens. I am left with 5 tens. I am left with 5 tens and 1 one.

Gee veelvuldige geleenthede aan die leerders om probleme op te los wat behels dat 10'e en 1'e met behulp van basis 10-blokkies en die plekwaardetabel opgetel en afgetrek moet word. Gesels met die leerders oor hoe die plekwaardetabel hulle in staat stel om probleme meer doeltreffend op te los deur die 10'e en 1'e saam te groepeer.

Allow learners multiple opportunities to solve problems that involve adding and subtracting 10s and 1s using base 10 blocks and the place value table. Talk to them about how the place value table helps them to solve problems more efficiently by grouping the 10s and 1s.

WEEK 7 • WEEK

DAG 1 • DAY 1

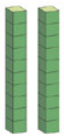
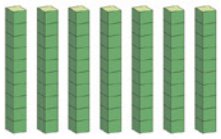
Tel op en trek af
Addition and subtraction

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

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

- Sit die 0–10-getalkaarte op 'n hopie neer.
  Place number cards 0 to 10 in a pile.
- Draai een kaart om.
  Flip one card.
- Trek die getal van 50 af.
  Subtract from 50.
- Probeer nou om van 60, 70 en 80 af te trek.
  Now try to subtract from 60, 70 and 80.

26 + 71 =

26 is dieselfde as 2 tiene en 6 ene. 26 is the same as 2 tens and 6 ones.		
Kom ons tel nou 71 by. Now let's add 71.		
	Daar is altesame 9 tiene. There are 9 tens altogether.	Daar is altesame 7 ene. There are 7 ones altogether.

	t	e
	2	6
+	7	1
	9	7

1 Los op met jou blokkies.
Add using blocks.

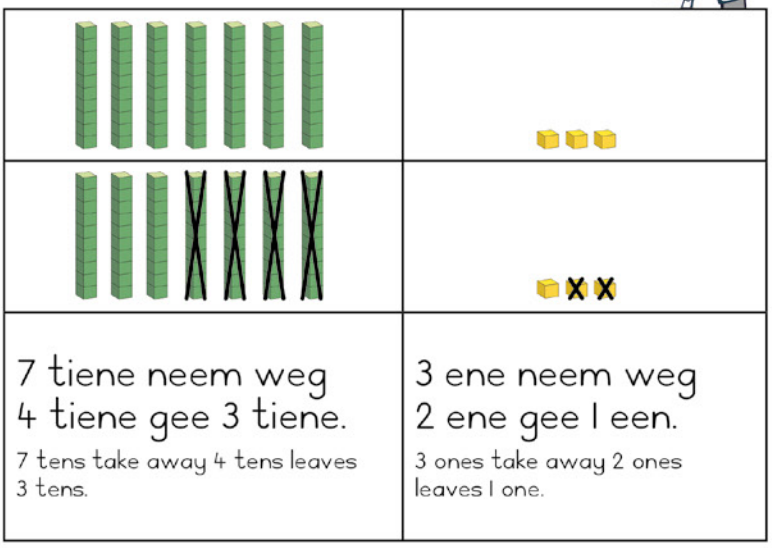
18 + 51 = 69	34 + 42 = ____	63 + 25 = ____
75 – 14 = ____	56 – 32 = ____	44 – 23 = ____

62

Tel op en trek af

73 – 42 =

Los die aftrekkingsprobleem op.
Solve the subtraction problem.



7 tiene neem weg 4 tiene gee 3 tiene.
7 tens take away 4 tens leaves 3 tens.

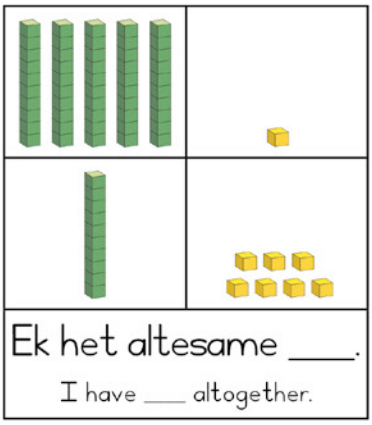
3 ene neem weg 2 ene gee 1 een.
3 ones take away 2 ones leaves 1 one.

t	e
7	3
– 4	2
3	1

Daar bly 31 oor.
There is 31 left over.

2 Tel op of trek af.

Add or subtract.



5	1
+ 1	7

Ek het altesame ____.
I have ____ altogether.

4	2
+ 2	6

Ek het altesame ____.
I have ____ altogether.

6	8
– 5	1

Ek het altesame ____.
I have ____ altogether.

5	9
– 1	3

Ek het altesame ____.
I have ____ altogether.

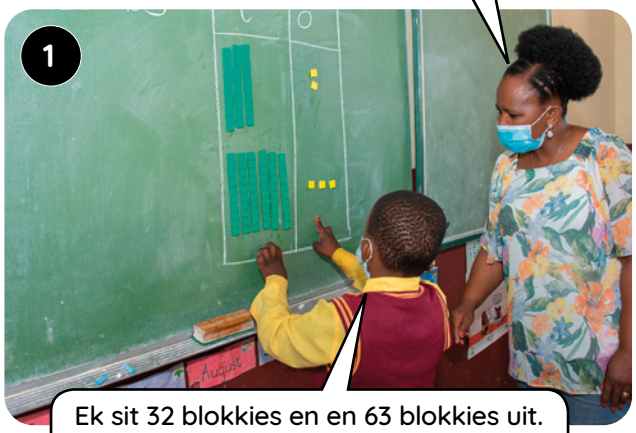
Addition and subtraction

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

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Kom ons tel 32 en 64 met behulp van die plekwaardetabel op.
Let's add 32 and 63 using the place value table.

1



Ek sit 32 blokkies en en 63 blokkies uit.
I put out 32 and 63 using my blocks.

2

Wanneer ek die ene optel, kry ek 5 ene. Wanneer ek die tiene optel, kry ek 9 tiene. Dan tel ek 9 tiene en 5 ene bymekaar.
When I add the ones, I get 5 ones. When I add the tens, I get 9 tens. Then I add 9 tens and 5 ones altogether.

Kom ons trek 24 van 96 met behulp van die plekwaardetabel af.
Let's subtract 24 from 96 using the place value table.

3

Ek sit 96 blokkies uit en dan trek ek 24 blokkies daarvan af.
I put out 96 and then I subtract 24 using my blocks.

4

As ek 4 ene van 6 ene aftrek, bly daar 2 ene oor. As ek 2 tiene van die 9 tiene wegneem, bly daar 7 tiene oor. Ek het dus 7 tiene en 2 ene.
If I take away 4 ones from 6 ones, I am left with 2 ones. If I take away 2 tens from the 9 tens, I am left with 7 tens. I am left with 7 tens and 2 ones.

Gee veelvuldige geleenthede aan die leerders om probleme op te los wat behels dat hulle 10'e en 1'e met behulp van basis 10-blokkies en die plekwaardetabel moet optel en aftrek. Gesels met hulle oor hoe die plekwaardetabel hulle in staat stel om probleme meer doeltreffend op te los deur die 10'e en 1'e saam te groepeer.

Allow learners multiple opportunities to solve problems that involve adding and subtracting 10s and 1s using base 10 blocks and the place value table. Talk to them about how the place value table helps them to solve problems more efficiently by grouping the 10s and 1s.

Tel op en trek af

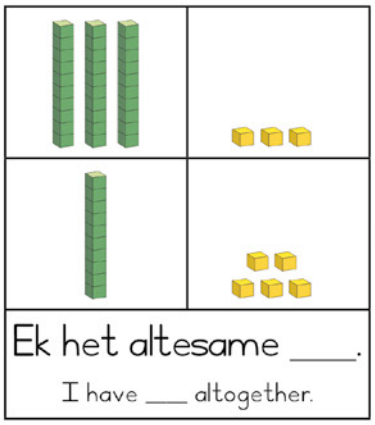
WEEK • WEEK 7

DAG 2 • DAY 2

Tel op en trek af
Addition and subtraction

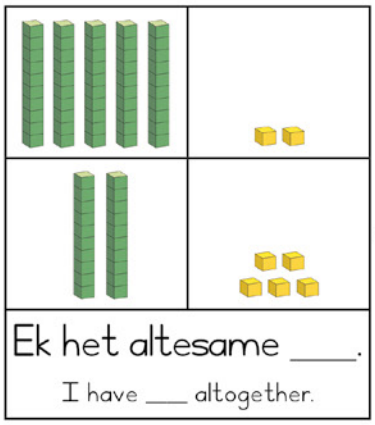
HOOFREKENE MENTAL MATHS | WYS MY 'N GETAL! SHOW ME A NUMBER! → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

1 Tel op.
Add.



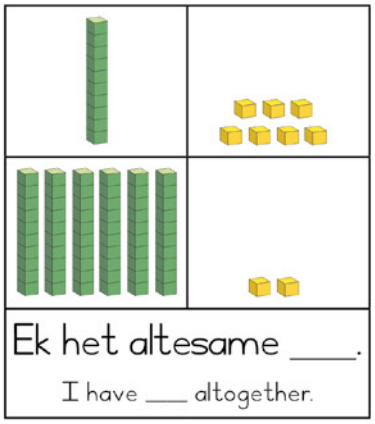
	3	3
+	1	5

Ek het altesame ____.
I have ___ altogether.



	5	2
+	2	5

Ek het altesame ____.
I have ___ altogether.



	1	7
+	6	2

Ek het altesame ____.
I have ___ altogether.

	4	3
+	6	1

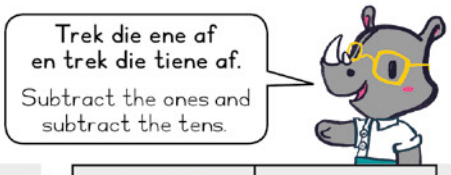
Ek het altesame ____.
I have ___ altogether.

2 Tel op! Gebruik jou blokkies.
Add! Use your blocks.

Tel die ene op en tel die tiene op.
Add the ones and add the tens.

24 + 33 = 57	56 + 13 = ____	11 + 47 = ____
36 + 51 = ____	71 + 22 = ____	84 + 15 = ____
14 + 75 = ____	56 + 32 = ____	23 + 44 = ____
52 + 12 = ____	27 + 72 = ____	43 + 33 = ____

64



3 Trek af.
Subtract.

2 7	3 9	4 8
− 1 1	− 1 7	− 2 1
1 6	2 2	
Daar bly 16 oor. There is 16 left over.	Daar bly 22 oor. There is 22 left over.	Daar bly ____ oor. There is ___ left over.

4 7	5 6	6 8
− 1 4	− 3 5	− 4 7
Daar bly ____ oor. There is ___ left over.	Daar bly ____ oor. There is ___ left over.	Daar bly ____ oor. There is ___ left over.

4 Trek af! Gebruik jou blokkies.
Subtract! Use your blocks.

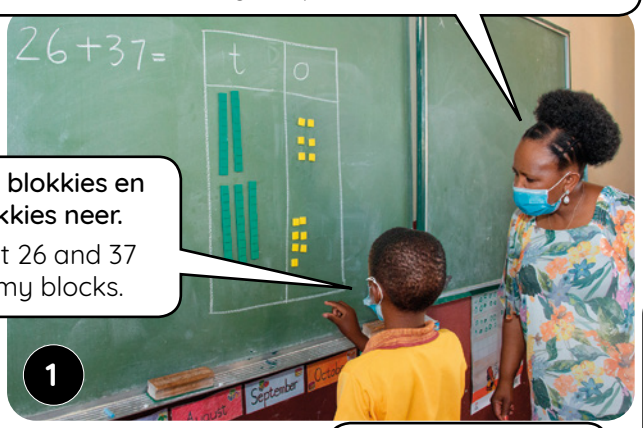
97 − 35 = 62	46 − 15 = ____	84 − 63 = ____

Tel op deur 10 te oorbrug

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

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

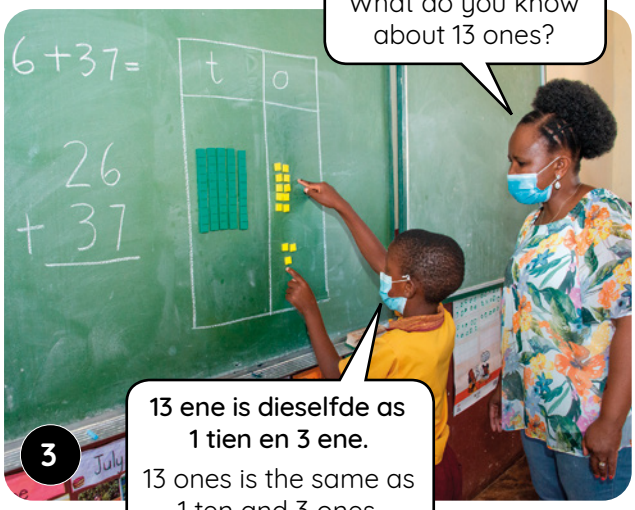
Kom ons tel met behulp van die plekwaardetabel op.
Let's add using the place value table.



Ek sit 26 blokkies en 37 blokkies neer.
I put out 26 and 37 using my blocks.

Ek tel 6 ene en 7 ene bymekaar om 13 ene te kry. Ek tel 2 tiene en 3 tiene bymekaar om 5 tiene te kry. Ek het dus altesame 5 tiene en 13 ene.
I add 6 ones and 7 ones to get 13 ones. I add 2 tens and 3 tens to get 5 tens. So, I have 5 tens and 13 ones altogether.

Wat weet jy van 13 ene?
What do you know about 13 ones?



13 ene is dieselfde as 1 tien en 3 ene.
13 ones is the same as 1 ten and 3 ones.

Korrek! Ons kan die 10 ene vir 1 tien omruil. Hoeveel 10'e en 1'e het jy nou?
Correct! We can exchange and make a ten. Now how many 10s and 1s do you have?

Ek het 6 tiene en 3 ene.
I have 6 tens and 3 ones.

Gee veelvuldige geleenthede aan die leerders om probleme op te los wat behels dat 10'e en 1'e met behulp van basis 10-blokkies en die plekwaardetabel opgetel moet word. Gee geleentheid sodat hulle kan insien dat hulle, wanneer hulle die tien oorbrug, 10 ene vir 1 tien kan omruil.

Allow learners multiple opportunities to solve problems that involve adding 10s and 1s using base 10 blocks and a place value table. Provide opportunities for them to see that when bridging the ten they will exchange 10 ones for 1 ten.

Addition bridging 10

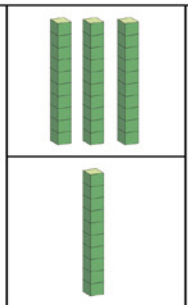
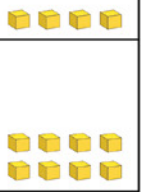
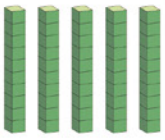
WEEK • WEEK 7

DAG 3 • DAY 3

Tel op deur 10 te oorbrug
Addition bridging 10

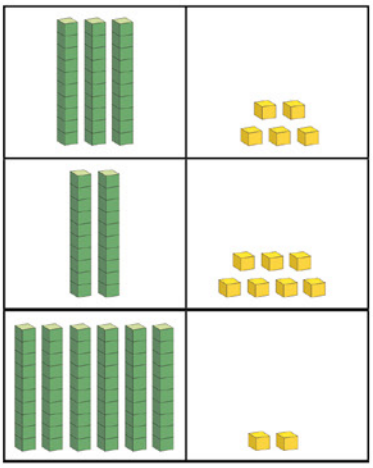
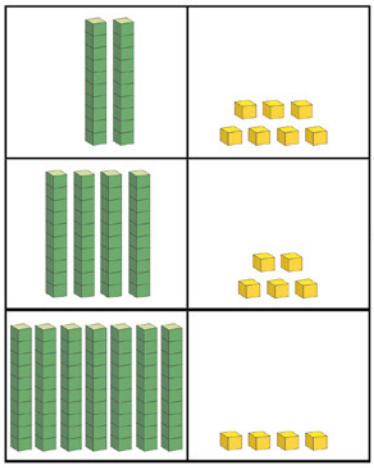
HOOFREKENE MENTAL MATHS | WYS MY 'N GETAL! SHOW ME A NUMBER! → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

34 + 18 =

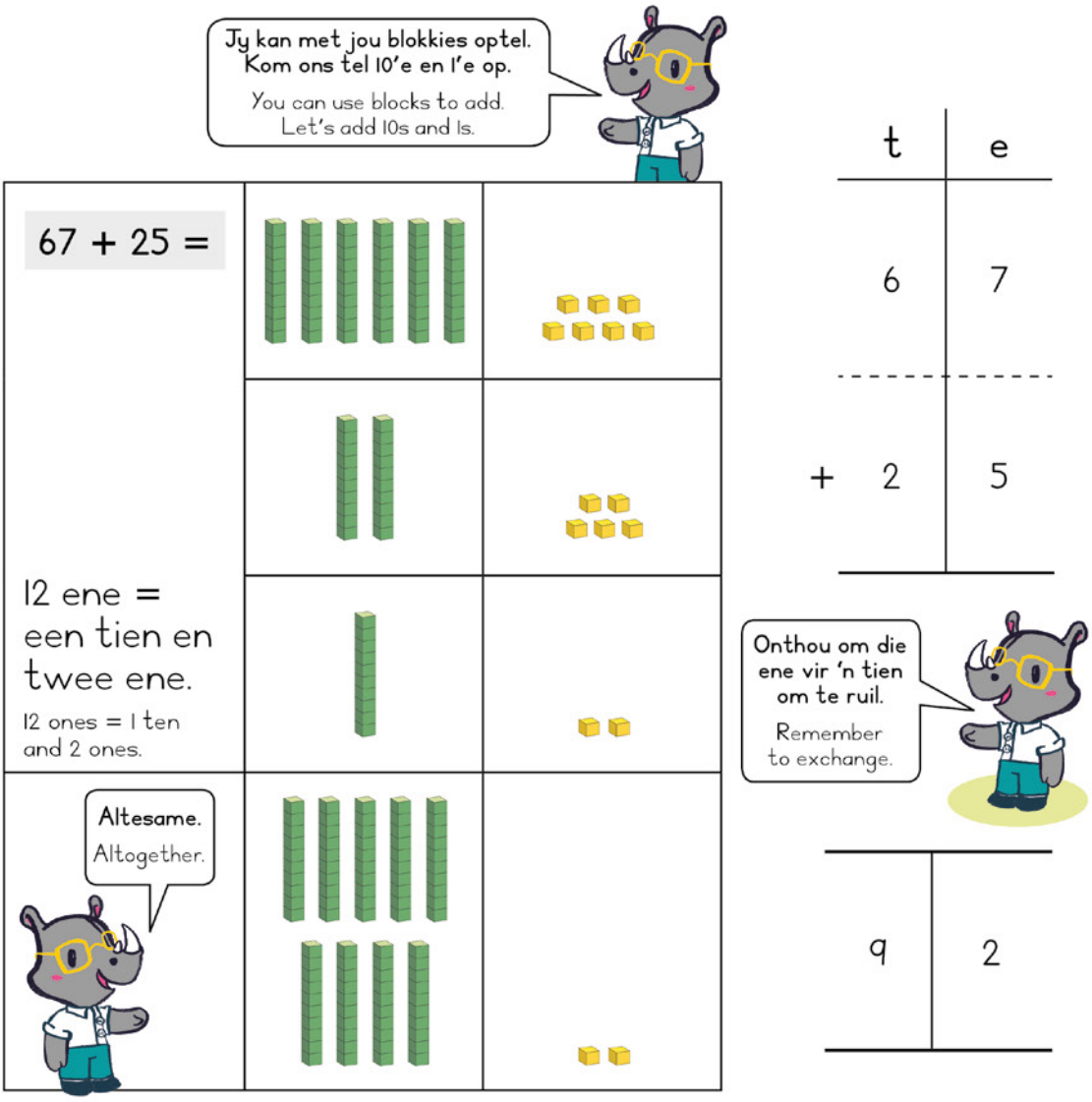
3 tiene en 1 tien gee 4 tiene. 3 tens and 1 ten makes 4 tens.		4 ene en 8 ene gee 12 ene. 4 ones and 8 ones makes 12 ones.	
		12 ene = 1 tien en 2 ene. 12 ones = 1 ten and 2 ones.	
4 tiene en 1 tien gee 5 tiene. 4 tens and 1 ten makes 5 tens.		2 ene. 2 ones.	

t	e
3	4
+ 1	8
5	2

1 Tel op! Gebruik jou blokkies.
Add! Use your blocks.

	3 5 + 2 7	
		2 9 + 4 5

Tel op deur 10 te oorbrug



2 Los op met jou blokkies.

Solve using blocks.

36 + 47 = 83	57 + 35 = ____	78 + 16 = ____
65 + 29 = ____	49 + 16 = ____	28 + 45 = ____
55 + 29 = ____	39 + 26 = ____	76 + 14 = ____
64 + 28 = ____	44 + 18 = ____	82 + 18 = ____

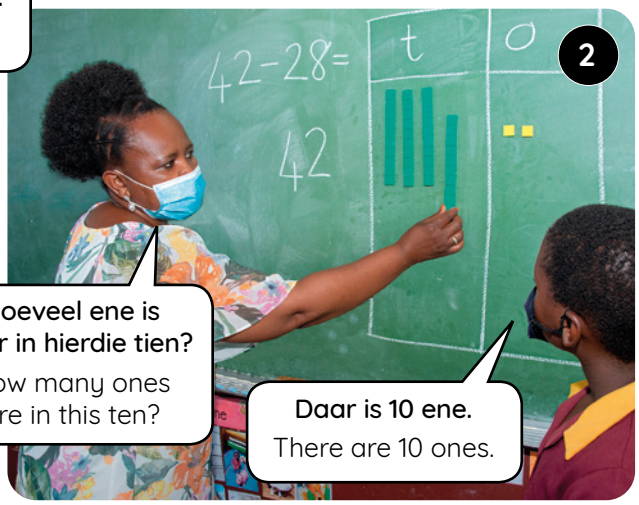
Subtraction bridging 10

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Kom ons trek met behulp van die plekwaardetabel af.
Let's subtract using the place value table.

1

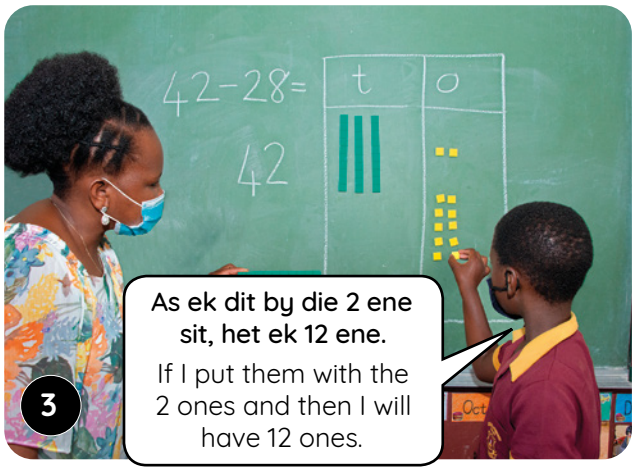
Ek sit 42 nblokkies uit. Om 28 af te trek, moet ek 2 tiene en 8 ene wegneem. Maar ek het net 2 ene. Wat moet ek dan doen?
I put out 42 using my blocks. Then to subtract 28, I need to take away 2 tens and 8 ones. But I only have 2 ones so what must I do?



2

Hoeveel ene is daar in hierdie tien?
How many ones are in this ten?

Daar is 10 ene.
There are 10 ones.



3

As ek dit by die 2 ene sit, het ek 12 ene.
If I put them with the 2 ones and then I will have 12 ones.

4

Ek het 12 ene. As ek 8 ene wegneem, bly daar ene oor. Ek het 3 tiene. As ek 2 tiene wegneem, bly daar 1 tien oor. Ek het 1 tien en 4 ene oor.
I have 12 ones. If I take away 8 ones, I have 4 ones left. I have 3 tens now. If I take away 2 tens,, I have 1 ten left. I have 1 ten and 4 ones left.

Gee veelvuldige geleenthede aan die leerders om probleme op te los wat behels dat 10'e en 1'e met behulp van basis 10-blokkies en die plekwaardetabel afgetrek moet word. Gee geleentheid dat die leerders kan insien dat hulle, wanneer hulle die tien oorbrug, een tien vir tien ene kan omruil. Gebruik die plekwaardetabel om die bewerkings met die blokkies te struktureer.

Allow learners multiple opportunities to solve problems that involve subtracting 10s and 1s using base 10 blocks and the place value table. Provide opportunities for them to see that when bridging the ten they will exchange one ten with ten ones. Use the place value table to structure the working with the blocks.

Trek af deur 10 te oorbrug

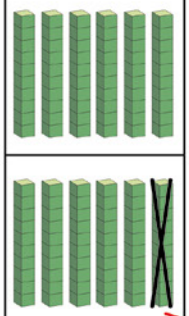
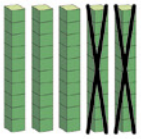
WEEK • WEEK 7

DAG 4 • DAY 4

Trek af deur 10 te oorbrug
Subtraction bridging 10

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

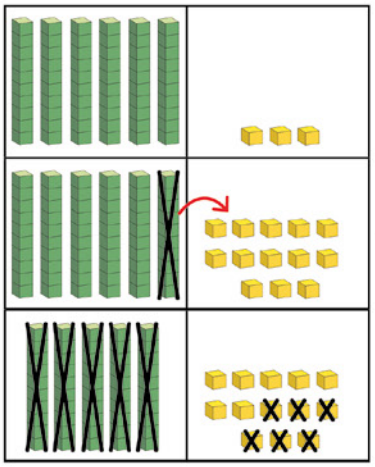
62 – 29 =

6 tiene neem weg 1 tien gee 5 tiene. 6 tens take away 1 ten leaves 5 tens.		10 ene en 2 ene gee 12 ene. 10 ones and 2 ones makes 12 ones.	
5 tiene neem weg 2 tiene gee 3 tiene. 5 tens take away 2 tens leaves 3 tens.		12 ene neem weg 9 ene gee 3 ene. 12 ones take away 9 ones leaves 3 ones.	

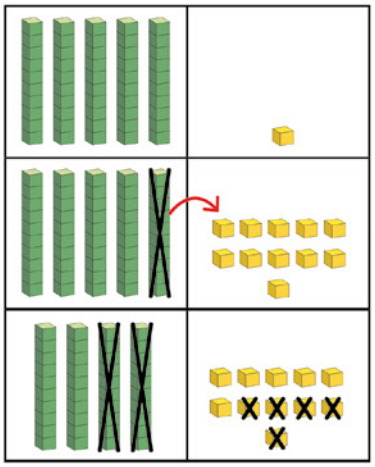
	t	e
	6	2
–	2	9
	3	3

Onthou, jy moet omruil as dit nodig is.
Remember to exchange if you need to.

1 Trek af! Gebruik jou blokkies.
Subtract! Use your blocks.



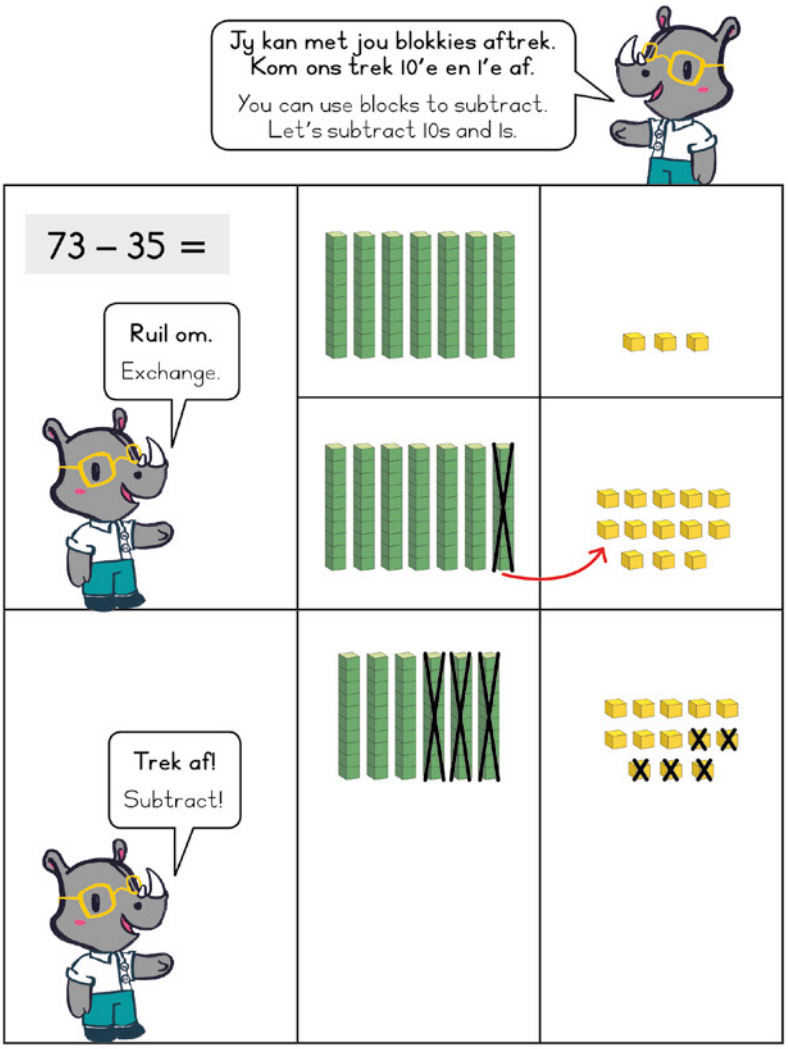
	6	3
–	5	6



	5	1
–	2	5

68

Subtraction bridging 10



	t	e
	7	3
–	3	5
	3	8

2 Los op met jou blokkies.

Solve using blocks.

66 – 27 = 39	31 – 18 = ____	52 – 36 = ____
45 – 29 = ____	53 – 15 = ____	75 – 48 = ____
84 – 39 = ____	92 – 64 = ____	61 – 25 = ____
73 – 56 = ____	64 – 25 = ____	33 – 14 = ____
56 – 12 = ____	89 – 45 = ____	48 – 17 = ____

DAG 5 • DAY 5

Assessering en vaslegging
Assessment and consolidation

ASSESSERING ASSESSMENT → WERKKAART WORKSHEET

Los op met jou blokkies. Skryf neer wat jy gedoen het om dit uit te werk.

Solve. You can use your blocks. Write what you did to work it out.

26 + 42 =	95 – 22 =	35 + 51 =
t e	t e	t e
+	–	+

67 – 34 =	68 + 15 =	82 – 35 =
t e	t e	t e
–	+	–

Kom ons praat Wiskunde!
Let's talk Maths!

In Afrikaans sê ons:	In English we say:
basis 10-blokkies	base 10 blocks
Een 10 is dieselfde as tien 1's.	One 10 is the same as ten 1s.
tel op	add
trek af	subtract
ruil om	exchange

70

Consolidation

Vaslegging | Consolidation

1 Los op met jou blokkies. Skryf neer wat jy gedoen het om dit uit te werk.

Solve using blocks. Write what you did to work it out.

55 + 14 =

	t	e
+		

81 – 37 =

	t	e
–		

36 + 47 =

	t	e
+		

64 – 29 =

	t	e
–		

2 Los die woordprobleme op. Jy kan jou blokkies gebruik.

Solve the word problems. You can use your blocks.

Thembi koop 'n boek vir R45 en 'n speelding vir R53. Hoeveel betaal sy altesame?

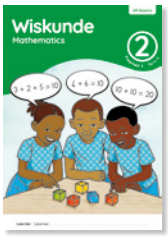
Thembi bought a book for R45 and a toy for R53. How much did she spend altogether?

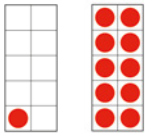
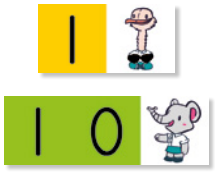
Ntando het R65 en hy betaal R44 om 'n bal te koop. Hoeveel het hy oor?

Ntando had R65 and he spent R44 on a ball. How much does he have left?

Vermenigvuldiging

	Hulpbronne
Hoofrekene: Gebruik kolkaarte om 20 te maak	onderwyser se *kolkaarte*
Speletjie: *Hoeveel 10'e is daar? Hoeveel 1'e?*	*spreikaarte*



Dag	Lesaktiwiteit	Leshulpbronne
1	Groepe van 2, 5 en 10	LAB, *multifix-blokkies*
2	Groepe van 3	LAB, *multifix-blokkies*
3	Groepe van 4	LAB, *multifix-blokkies*
4	Vermenigvuldiging en geld	LAB, *multifix-blokkies*
5	Vaslegging en assessering vir leer	LAB

Ná hierdie week behoort die leerder in staat te wees om:	✓
met behulp van springtel met 2, 3, 4, 5 en 10 te vermenigvuldig.	
probleme op te los deur groepe van 2, 3, 4, 5 en 10 te identifiseer.	
vermenigvuldigingsgetalsinne te identifiseer en te gebruik.	
geldprobleme wat totale en kleingeld behels, op te los.	

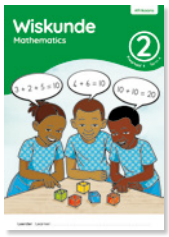
Assessering

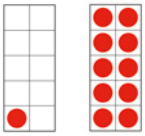
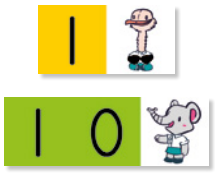
Daar is hierdie week geen formele assessering nie.

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

Multiplication

	Resources
Mental Maths: Make 20 using *dot cards*	teacher *dot cards*
Game: *How many 10s? How many 1s?*	*flard cards*



Day	Lesson activity	Lesson resources
1	Groups of 2, 5 and 10	LAB, *multifix blocks*
2	Groups of 3	LAB, *multifix blocks*
3	Groups of 4	LAB, *multifix blocks*
4	Multiplication and money	LAB, *multifix blocks*
5	Consolidation and assessment for learning	LAB

After this week the learner should be able to:	✓
use skip counting to multiply by 2, 3, 4, 5 and 10.	
solve problems by identifying groups of 2, 3, 4, 5 and 10.	
identify and use multiplication number sentences	
solve money problems involving totals and change.	

Assessment

There is no formal assessment this week.

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

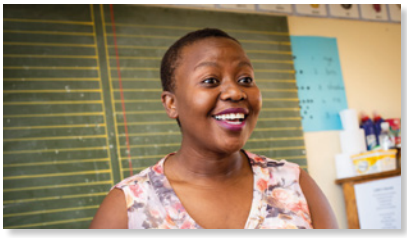
Vermenigvuldiging

Hoofrekenevideo

Ons lê hierdie week kennis van die getalkombinasies van 20 met kolkaarte vas soos ons in week 6 gedoen het. Die leerders moet 10 visualiseer deur die tienrame wat met die gedrukte kolkaarte geskep word, vol te maak en dan 20 te kry. Hierdie aktiwiteit versterk hul begrip van die getalkombinasies van tien en van additiewe verwantskappe.

Speletjiesvideo

Die leerders gebruik *spreikaarte* in hierdie speletjie om tweesyfergetalle af te breek. Hulle is ook in staat om die 10'e en 1'e in elke getal te wys en te identifiseer en die getalle met die *spreikaarte* voor te stel.



Video oor konseptuele ontwikkeling

Ons konsentreer hierdie week op vermenigvuldiging. Die leerders sien in dat vermenigvuldiging oor gelyke groepe handel, en hulle los vermenigvuldigingsprobleme met behulp van springtel op. Die leerders werk met groepe van 2, 5 en 10. Terwyl ons met vermenigvuldiging werk, konsentreer ons daarop om:

- met behulp van springtel met 2, 3, 4, 5 en 10 te vermenigvuldig. Vermenigvuldiging handel daaroor om gelyke groepe te herhaal, en die leerders moet dus in staat wees om met selfvertroue te kan springtel.
- probleme vinnig en doeltreffend op te los deur groepe van 2, 3, 4, 5 en 10 te identifiseer.
- vermenigvuldigingsgetalsinne te identifiseer en te gebruik.
- geldprobleme wat totale en kleingeld behels, op te los.

Waarna jy hierdie week moet oplet

- Herinner die leerders daaraan dat vermenigvuldiging behels dat gelyke groepe herhaal word. Hulle moet met selfvertroue kan springtel om hierdie probleme vinnig en doeltreffend te kan oplos.
- Moedig die leerders aan om vermenigvuldigingsgetalsinne te verbaliseer en hul oplossing van probleme te verduidelik ten einde hul konseptuele begrip te ontwikkel.
- Belangrike woordeskat: **gelyke groepe**, **vermenigvuldiging**

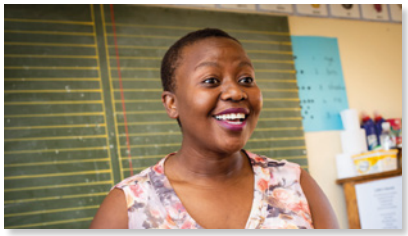
Multiplication

Mental Maths video

This week we consolidate knowledge of the bonds of 20 using *dot cards* like we did in Week 6. Tell learners to visualise 10 by filling the ten frames created by the printed dot cards and then make 20. This activity strengthens learners understanding of their bonds of ten and additive relations.

Game video

In this game, learners will use *flard cards* to deconstruct 2-digit numbers. They will be able to show and identify the 10s and 1s in each number and represent the numbers using the *flard cards*.



Conceptual development video

This week we focus on multiplication. Learners will recognise that multiplication is about equal groups, and they will use skip counting to solve multiplication problems. Learners will work with groups of 2, 5 and 10. In our work on multiplication, we will focus on:

- using skip counting to multiply by 2, 3, 4, 5 and 10. Multiplication is about repeating equal groups, and so learners need to be able to skip count confidently.
- solving problems quickly and efficiently by identifying groups of 2, 3, 4, 5 and 10.
- identifying and use multiplication number sentences.
- solving money problems involving totals and change.

What to look out for this week

- Remind learners that multiplication involves repeating equal groups. Learners need to be confident in skip counting in order to solve these problems quickly and efficiently.
- Encourage learners to verbalise multiplication number sentences and to explain their solution of problems in order to develop their conceptual understanding.
- Important vocabulary: **equal groups**, **multiplication**

Groepe van 2, 5 en 10

HOOFREKENE MENTAL MATHS | **GEBRUIK KOLKAARTE OM 20 TE KRY** MAKE 20 USING DOT CARDS → **SPELETJIE** GAME → **KONSEPONTWIKKELING** CONCEPT DEVELOPMENT → **WERKKAARTE** WORKSHEETS

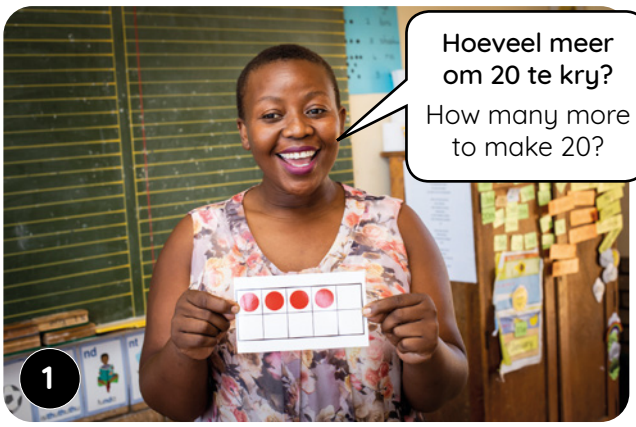
HOOFREKENE | MENTAL MATHS

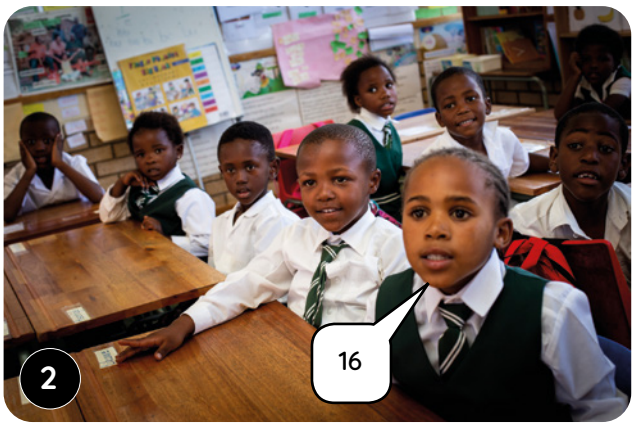
Die leerders gebruik kolkaarte om te sien hoeveel meer nodig is om 20 te kry.

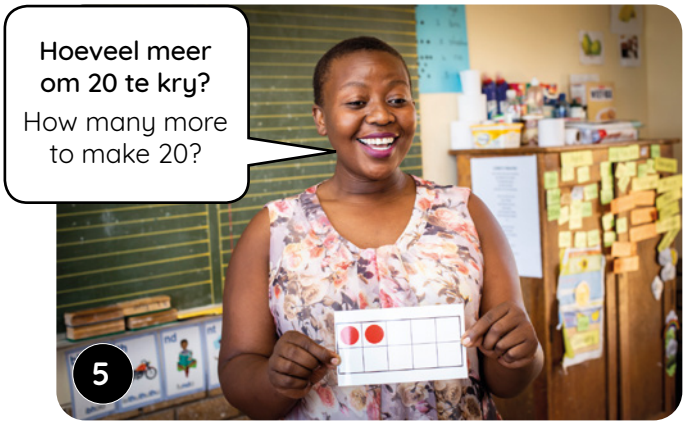
Learners will use dot cards to see how many more are needed to make 20.

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

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







Groups of 2, 5 and 10

Verrykingsaktiwiteite • Enrichment activities

Dag 1 Day 1

Hoeveel meer om by 20 uit te kom?
How many more to get to 20?

11 + _____ = 20

8 + _____ = 20

5 + _____ = 20

16 + _____ = 20

10 + _____ = 20

2 + _____ = 20

4 + _____ = 20

19 + _____ = 20

12 + _____ = 20

9 + _____ = 20

Dag 2 Day 2

Hoeveel meer om by 30 uit te kom?
How many more to get to 30?

21 + _____ = 30

10 + _____ = 30

8 + _____ = 30

16 + _____ = 30

25 + _____ = 30

12 + _____ = 30

9 + _____ = 30

20 + _____ = 30

18 + _____ = 30

24 + _____ = 30

Dag 3 Day 3

Hoeveel meer om by 40 uit te kom?
How many more to get to 40?

22 + _____ = 40

39 + _____ = 40

15 + _____ = 40

6 + _____ = 40

27 + _____ = 40

11 + _____ = 40

32 + _____ = 40

9 + _____ = 40

26 + _____ = 40

30 + _____ = 40

Dag 4 Day 4

Hoeveel meer om by 50 uit te kom?
How many more to get to 50?

28 + _____ = 50

11 + _____ = 50

45 + _____ = 50

36 + _____ = 50

7 + _____ = 50

9 + _____ = 50

32 + _____ = 50

13 + _____ = 50

44 + _____ = 50

20 + _____ = 50

Groepe van 2, 5 en 10

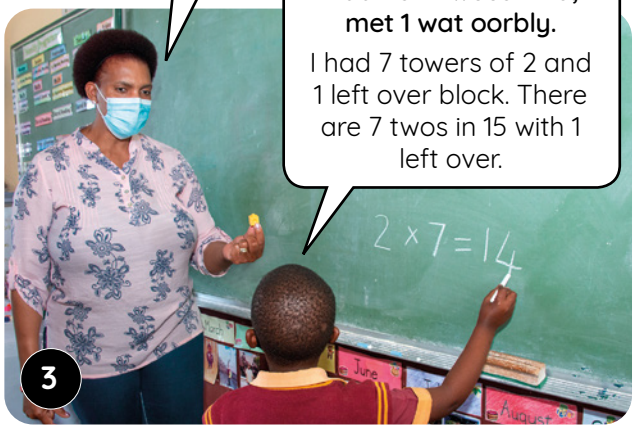
KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Werk saam in pare. Hoeveel torings van 2 kan julle met 15 blokkies bou?
Work in pairs. How many towers of 2 can you make using 15 blocks?

Ek kan 7 torings van 2 bou, en dan bly daar 1 blokkie oor.
I can make 7 towers of 2, and I have 1 block left over.

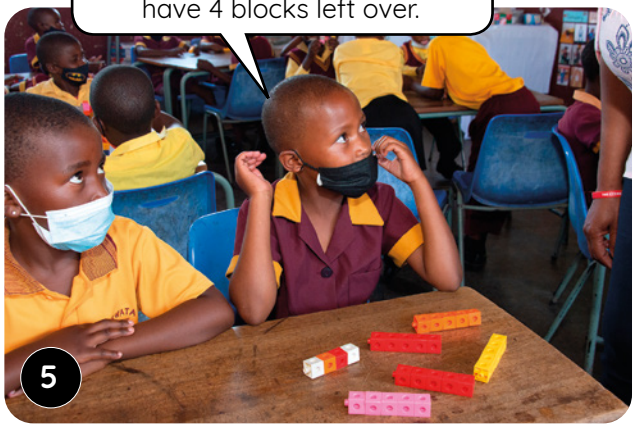
Skryf 'n getalsin om jou groepe van 2 te wys.
Write a number sentence to show your groups of 2.

Ek het 7 torings van 2 en 1 blokkie wat oorbly. Daar is 7 twees in 15, met 1 wat oorbly.
I had 7 towers of 2 and 1 left over block. There are 7 twos in 15 with 1 left over.



Hoeveel torings van 5 kan julle met 29 blokkies bou?
How many towers of 5 can you make using 29 blocks?

Ek kan 5 torings van 5 bou, en daar bly dan 4 blokkies oor.
I can make 5 towers of 5, and I have 4 blocks left over.



Gee veelvuldige geleenthede aan die leerders om groepe van 2, 5 en 10 met verskillende hoeveelhede blokkies te maak. Moedig die leerders aan om die getalsinne, wat ooreenstem met die torings en die reste wat hulle kry, te skryf en te verbaliseer.

Allow the learners several opportunities to make groups of 2, 5 and 10 using different numbers of blocks. Encourage them to write and verbalise the number sentences corresponding to the tower and the left overs that they find.

Groups of 2, 5 and 10

WEEK • WEEK 8

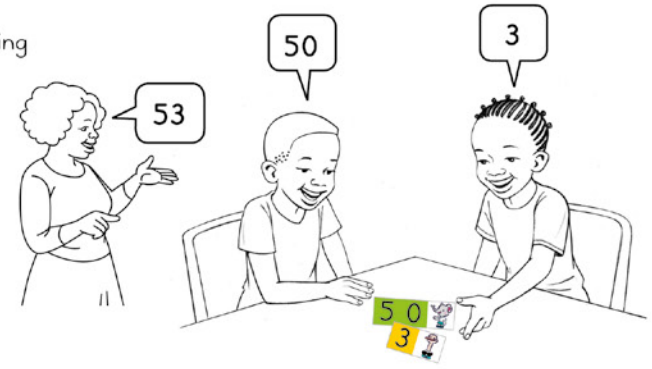
DAG 1 • DAY 1

Groepe van 2, 5 en 10
Groups of 2, 5 and 10

HOOFREKENE MENTAL MATHS → GEBRUIK KOLKAARTE OM 20 TE KRY MAKE 20 USING DOT CARDS → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

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

- Werk saam in pare. Wys 'n getal met julle basis 10-getalkaarte.
  Work in pairs. Show a number using your base 10 number cards.
- Hoeveel 10'e is daar? Hoeveel 1'e?
  How many 10s? How many 1s?
- Wat is die getal?
  What number?



1 Hoeveel 2's is daar? Hoeveel bly oor?
How many 2s? How many left over?

getal number	Hoeveel groepe is daar? How many groups?	Hoeveel bly oor? How many left over?
10	5	0
25		
18		

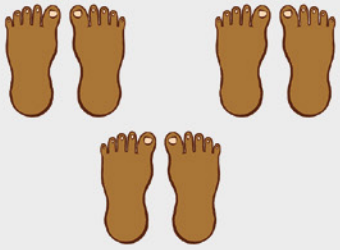
2 Hoeveel 5's is daar? Hoeveel bly oor?
How many 5s? How many left over?

getal number	Hoeveel groepe is daar? How many groups?	Hoeveel bly oor? How many left over?
41	8	1
26		
19		

Groepe van 2, 5 en 10

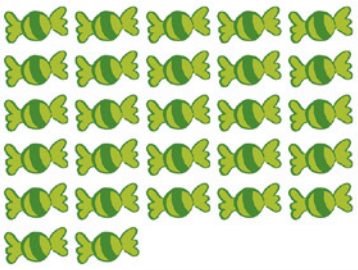
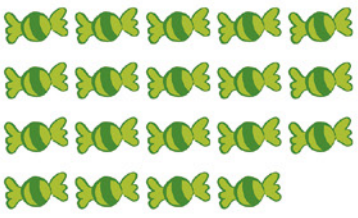
3 5 tone aan 'n voet

5 toes on a foot.

	Hoeveel voete is daar? How many feet?	6
	Hoeveel tone? How many toes?	30
	Hoeveel bly oor? How many left over?	0
	Hoeveel voete is daar? How many feet?	
	Hoeveel tone? How many toes?	
	Hoeveel bly oor? How many left over?	

4 10 lekkers in 'n sakkie

10 sweets in a bag.

	Hoeveel sakkies is daar? How many bags?	5
	Hoeveel lekkers? How many sweets?	50
	Hoeveel bly oor? How many left over?	0
	Hoeveel lekkers is daar? How many sweets?	
	Hoeveel sakkies? How many bags?	
	Hoeveel lekkers bly oor? How many sweets left over?	
	Hoeveel lekkers is daar? How many sweets?	
	Hoeveel sakkies? How many bags?	
	Hoeveel lekkers bly oor? How many sweets left over?	

Groups of 3

HOOFREKENE
MENTAL MATHS

GEBRUIK KOLKAARTE OM 20 TE KRY
MAKE 20 USING DOT CARDS

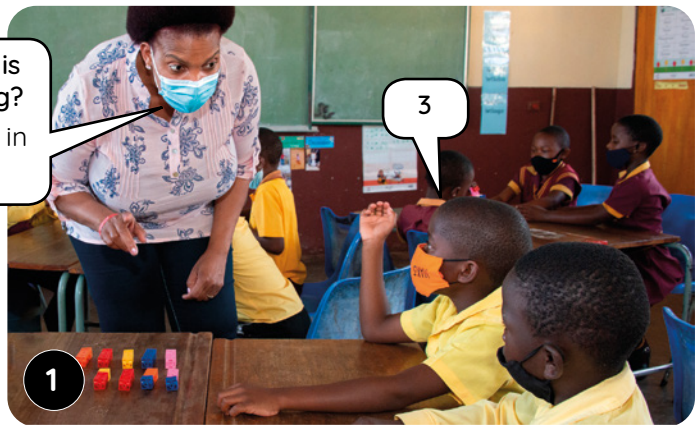
→ SPELETJIE
GAME

→ KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

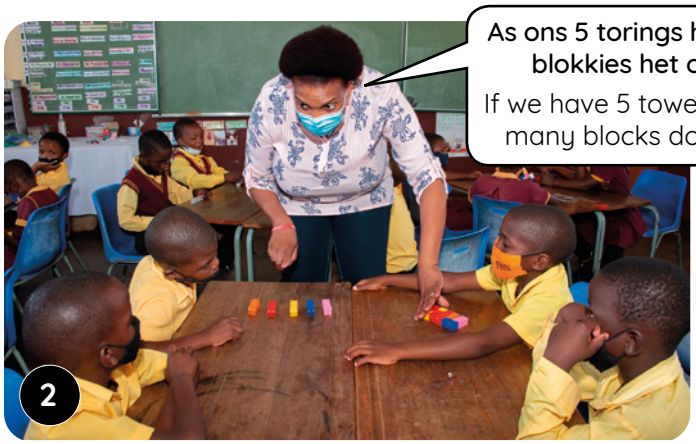
→ WERKKAARTE
WORKSHEETS

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Hoeveel blokkies is daar in elke toring?
How many blocks in each tower?



As ons 5 torings het, hoeveel blokkies het ons dan?
If we have 5 towers, then how many blocks do we have?



15 blokkies, want ons het 5 torings met 3 blokkies in elke toring.
15 blocks, because we have 5 towers with 3 blocks in each.

Gee etlike geleenthede aan die leerders om groepe van 3 met verskillende hoeveelhede blokkies te maak. Moedig hulle aan om die getalsinne, wat met die torings van 3 (en enige reste) ooreenstem, te skryf en te verbaliseer.

Allow the learners several opportunities to make groups of 3 using different numbers of blocks. Encourage learners to write and verbalise the number sentences corresponding to the towers of 3 (and left overs) that they find.

Groepe van 3

WEEK • WEEK 8

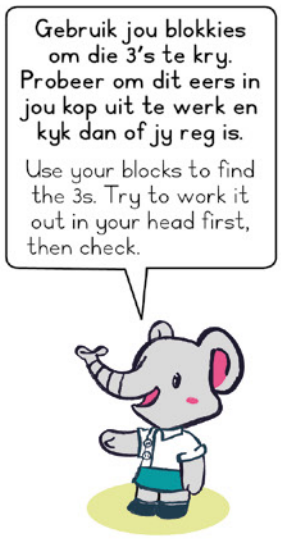
DAG 2 • DAY 2

Groepe van 3
Groups of 3

HOOFREKENE MENTAL MATHS — GEBRUIK KOLKAARTE OM 20 TE KRY / MAKE 20 USING DOT CARDS → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

1 Hoeveel 3's is daar? Hoeveel bly oor?
How many 3s? How many left over?

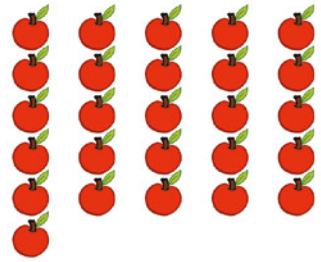
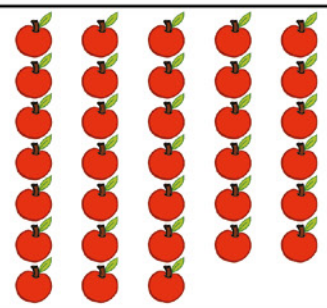
getal number	groepe van 3 groups of 3	bly oor left over
16	5	1
24	8	0
30		
7		
22		
14		
9		
45		
39		
41		
36		



2 Daar is 3 appels in een sakkie.
One bag has 3 apples.

Hoeveel sakkies is daar? How many bags?	1
Hoeveel appels? How many apples?	3

Groups of 3

Daar is 3 appels in een sakkie. One bag has 3 apples.		
	Hoeveel appels is daar? How many apples?	
	Hoeveel sakkies? How many bags?	
	Hoeveel appels bly oor? How many apples left over?	
	Hoeveel appels? How many apples?	
	Hoeveel sakkies? How many bags?	
	Hoeveel appels bly oor? How many apples left over?	

3 Tel in 3's om te antwoord.
Count in 3s to answer.

appels apples	sakkies bags	appels wat oorbly left over apples
12	4	0
31	10	1
17		
25		
42		
39		
27		
46		
30		

Groepe van 4

HOOFREKENE
MENTAL MATHS
GEBRUIK KOLKAARTE OM 20 TE KRY
MAKE 20 USING DOT CARDS
→ SPELETJIE
GAME
→ KONSEPONTWIKKELING
CONCEPT DEVELOPMENT
→ WERKKAARTE
WORKSHEETS

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Hoeveel blokkies is daar in elke toring?
How many blocks in each tower?

Hoeveel blokkies is daar in 5 torings?
How many blocks are there in 5 towers?

5 torings met 4 blokkies elk gee my 20.
5 towers with 4 blocks each gives me 20.

Gee etlike geleenthede aan die leerders om groepe van 4 met verskillende hoeveelhede blokkies te maak. Moedig hulle aan om die getalsinne, wat met die torings van 4 (en enige reste) ooreenstem, te skryf en te verbaliseer.

Allow the learners several opportunities to make groups of 4 using different numbers of blocks. Encourage learners to write and verbalise the number sentences corresponding to the towers of 4 (and left overs) that they find.

Groups of 4

WEEK • WEEK 8

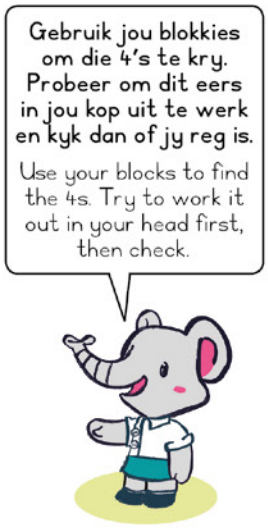
DAG 3 • DAY 3

Groepe van 4
Groups of 4

HOOFREKENE MENTAL MATHS | GEBRUIK KOLKAARTE OM 20 TE KRY MAKE 20 USING DOT CARDS → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

1 Hoeveel 4's is daar? Hoeveel bly oor?
How many 4s? How many left over?

getal number	groepe van 4 groups of 4	bly oor left over
40	10	0
22	5	2
16		
31		
28		
50		
44		
18		
37		
25		
49		
34		

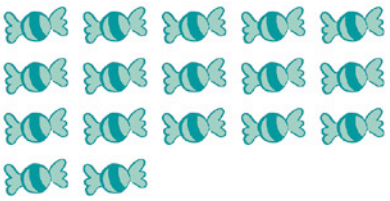


2 Daar is 4 lekkers in een sakkie.
One bag has 4 sweets.

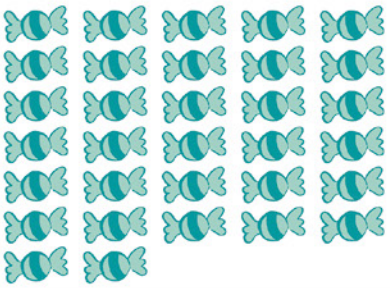
Hoeveel sakkies is daar? How many bags?	1
Hoeveel lekkers? How many sweets?	4

Groepe van 4

Daar is 4 lekkers in een sakkie.
One bag has 4 sweets.



Hoeveel lekkers is daar? How many sweets?	
Hoeveel sakkies? How many bags?w	
Hoeveel lekkers bly oor? How many sweets left over?	



Hoeveel lekkers is daar? How many sweets?	
Hoeveel sakkies? How many bags?	
Hoeveel lekkers bly oor? How many sweets left over?	

3 Tel in 4's om te antwoord.
Count in 4s to answer.

lekkers sweets	sakkies bags	lekkers bly oor left over sweets
8	2	0
23	5	3
44		
17		
9		
49		
31		
29		
35		

Multiplication and money

HOOFREKENE
MENTAL MATHS
GEBRUIK KOLKAARTE OM 20 TE KRY
MAKE 20 USING DOT CARDS
→ SPELETJIE
GAME
→ KONSEPONTWIKKELING
CONCEPT DEVELOPMENT
→ WERKKAARTE
WORKSHEETS

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

'n Lekker kos R2. Ntando het R23. Hoeveel lekkers kan Ntando koop? Werk dit met julle blokkies uit.
A sweet costs R2. Ntando has R23. How many sweets can Ntando buy? Use your blocks to work it out.

Ek gebruik 23 blokkies. Een lekker kos R2, dus bou ek torings van 2. Ek kan 11 torings van 2 bou; Ntando kan dus 11 lekkers koop. Hy het dan R1 oor.
I will use 23 blocks. One sweet costs R2 so I make towers of 2. I can make 11 towers of 2, so Ntando can buy 11 sweets. He will have R1 left over.

'n Roomys kos R5. Mandla het R37. Hoeveel roomyse kan Mandla koop?
An ice cream costs R5. Mandla has R37. How many ice creams can Mandla buy?

Ek bou torings van 5 met 37 blokkies. Ek kan 7 torings van 5 bou, dus kan Mandla 7 roomyse koop. Hy het R2 oor.
I use 37 blocks and make towers of 5. I can make 7 towers of 5 so Mandla can buy 7 ice creams. He will have R2 left over.

Herhaal die stappe met ander woordprobleme waarin gelykop gedeel moet word. Gee geleenthede aan die leerders om met groepe van 2, 3, 4, 5 en 10 te werk.

Repeat the steps with other equal sharing word problems. Allow the learners opportunities to work with groups of 2, 3, 4, 5 and 10.

Vermenigvuldiging en geld

WEEK 8 • WEEK

DAG 4 • DAY 4

Vermenigvuldiging en geld
Multiplication and money

HOOFREKENE MENTAL MATHS | GEBRUIK KOLKAARTE OM 20 TE KRY MAKE 20 USING DOT CARDS → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

1 Een koeldrank kos R2.
One cooldrink costs R2.

	Hoeveel koeldranke is daar? How many cooldrinks?	4
	Hoeveel rand kos dit? How many Rands?	R8
	Hoeveel koeldranke is daar? How many cooldrinks?	
	Hoeveel rand kos dit? How many Rands?	
	Hoeveel koeldranke is daar? How many cooldrinks?	
	Hoeveel rand kos dit? How many Rands?	

2  =  Hoeveel betaal jy vir:
How much do you pay for:

 × 3 = R6	 × 4 = ___	 × 5 = ___	 × 8 = ___
R2 × 4 = R8	R2 × 6 = ___	R2 × 8 = ___	R2 × 11 = ___
R2 × 5 = ___	R2 × 3 = ___	R2 × 7 = ___	R2 × 12 = ___

3 Thami het R20. Sy koop 2 koeldranke. Hoeveel kleingeld kry sy?
Thami has R20. She buys 2 cooldrinks. How much change does she get?

78

Multiplication and money

4 Een roomys kos R5.
One ice cream costs R5.

	Hoeveel roomyse is daar? How many ice creams?	
	Hoeveel rand kos dit? How many Rands?	
	Hoeveel roomyse is daar? How many ice creams?	
	Hoeveel rand kos dit? How many Rands?	

5  =  Hoeveel betaal jy vir:
How much do you pay for:

 × 3 = ___	 × 4 = ___	 × 5 = ___	 × 8 = ___
R5 × 4 = ___	R5 × 5 = ___	R5 × 8 = ___	R5 × 10 = ___

6 Een pakkie aartappelskyfies kos R10.
One packet of chips costs R10. 

	Hoeveel pakkies is daar? How many bags?	
	Hoeveel rand kos dit? How many Rands?	

7  =  Hoeveel betaal jy vir:
How much do you pay for:

 × 3 = ___	 × 4 = ___	 × 5 = ___	 × 8 = ___
R10 × 4 = ___	R10 × 5 = ___	R10 × 8 = ___	R10 × 10 = ___

WEEK • WEEK 8

DAG 5 • DAY 5

Vaslegging
Consolidation

WERKKAART WORKSHEET → WERKKAART WORKSHEET

1 Voltooi die tabelle.
Complete the tables.

R2-munte R2 coins	4	7	10	14	16	19	21	25
Hoeveel rand? Rands								

R5-munte R5 coins	2	4	5	7	8	9	11	12
Hoeveel rand? Rands								

R10-note R10 notes	2	4	5	7	9	10
Hoeveel rand? Rands						

Kom ons praat Wiskunde!
Let's talk Maths!

In Afrikaans sê ons:	In English we say:
gelyke groepe	equal groups
3 groepe van 2 is 6.	3 groups of 2 is 6.
6 groepe van 3 is 18.	6 groups of 3 is 18.
4 groepe van 4 is 16.	4 groups of 4 is 16.
5 groepe van 5 is 25.	5 groups of 5 is 25.
2 groepe van 10 is 20.	2 groups of 10 is 20.
bly oor	left over

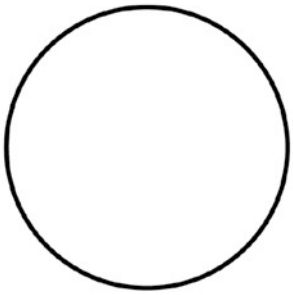
80

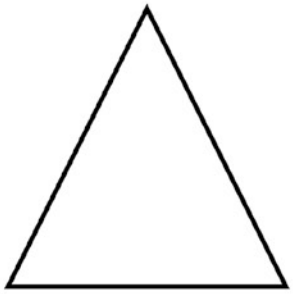
Consolidation

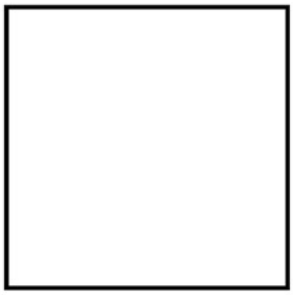
2

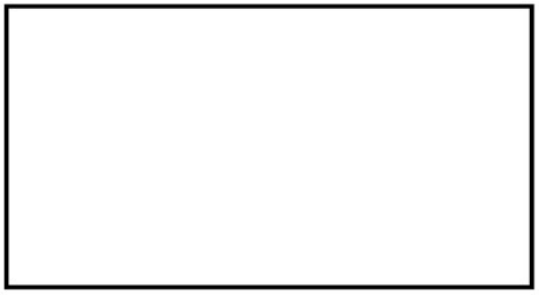
Een boek kos R10. One book costs R10. 	Omuhle het R33. Omuhle has R33.	Hoeveel kan hy koop? How many can he buy?	
		Hoeveel kleingeld? Change?	
Een roomys kos R5. One ice cream costs R5. 	Ntando het R48. Ntando has R48.	Hoeveel kan hy koop? How many can he buy?	
		Hoeveel kleingeld? Change?	
Een lekker kos R2. One sweet costs R2. 	Bheki het R27. Bheki has R27.	Hoeveel kan hy koop? How many can he buy?	
		Hoeveel kleingeld? Change?	
Een appel kos R3. One apple costs R3. 	Fikile het R31. Fikile has R31.	Hoeveel kan sy koop? How many can she buy?	
		Hoeveel kleingeld? Change?	
Een pen kos R4. One pen costs R4. 	Noni het R25. Noni has R25.	Hoeveel kan sy koop? How many can she buy?	
		Hoeveel kleingeld? Change?	
Een boek kos R10. One book costs R10. 	Omuhle het R49. Omuhle has R49.	Hoeveel kan hy koop? How many can he buy?	
		Hoeveel kleingeld? Change?	
Een roomys kos R5. One ice cream costs R5. 	Ntando het R27. Ntando has R27.	Hoeveel kan hy koop? How many can he buy?	
		Hoeveel kleingeld? Change?	
Een lekker kos R2. One sweet costs R2. 	Bheki het R33. Bheki has R33.	Hoeveel kan hy koop? How many can he buy?	
		Hoeveel kleingeld? Change?	

tiene tens	ene ones









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.

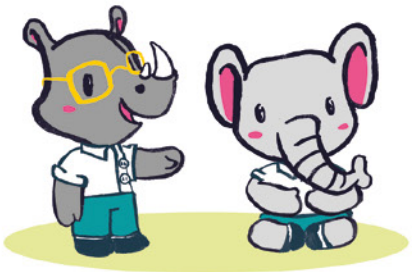
First cut out this page from your workbook.

Knip die 7 vorms versigtig uit.

Carefully cut out the 7 shapes.

Bêre dit op 'n veilige plek!

Store them in a safe place!



Bala Wande

Calculating with Confidence

ISBN 978-1-998960-16-3
9 781998 960163

VERSION 2.0