Afrikaans

Wiskunde

Mathematics

PILOT

1

Kwartaal 4 | Term 4



Onderwyser | Teacher: .....

Bala Wande
Calculating with Confidence

1

Kwartaal 4 ⋮ Term 4

Wiskunde
Mathematics

Onderwysersgids
Teacher's Guide

Afrikaans ⋮ English

Die ontwikkeling van hierdie werkboek is met die medewerking van die *Bala Wande–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 aanpassings van lesplanne (GPLMS, Jika iMfundo, NECT en TMU). Die Bala Wande-kratte met konkrete items is in oorleg met Jade Education ontwerp. Dié kratte voorsien hoëgehalte-materiaal wat 'n integrerende deel van die onderrig-en-leerprogram uitmaak.

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

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Die Bala Wande-wiskundeprogram vir die Grondslagfase

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.

Die Bala Wande-wiskundeprogram is 'n dag-tot-dag-handleiding oor wiskundeonderrig wat die leerders in staat stel om hul begrip van wiskunde uit te bou en berekeninge met selfvertroue te doen. Dit is spesifiek vir die Suid-Afrikaanse kurrikulum ontwikkel en voldoen aan die KABV. Die inhoud, tydstoekenning en assessering vir leer is alles op die KABV gebaseer.

Die Bala Wande-kursusmateriaal omvat 'n Onderwysersgids, 'n Leerderboek en konkrete items vir beide onderwyser en leerders (sien bladsy 6 & 7).

1. Welkom by Graad 1!



Ons doel is dat die leerders 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 onafhanklike klaswerk bekendstel, moet jy die leerders help om hierdie gewoontes aan te leer.

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 heleklasbesprekings te betrek. Loop in die klas rond en fasiliteer die onafhanklike 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 vir 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.

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 wiskunde terme 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. 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.'

In die Grondslagfase gaan die onderrig van wiskunde en die onderrig van taal hand aan hand. Die Bala Wande-program is sodanig beplan dat dit jou met hierdie onderrig bystaan.

The Bala Wande Foundation Phase mathematics programme

Funda Wande is a not-for-profit organisation that aims to ensure that all learners in South Africa can read for meaning and calculate with confidence 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.

The Bala Wande mathematics programme 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. The programme was developed specifically for the South African curriculum and is CAPS-compliant. The content, time allocation and assessment for learning all are based on the CAPS.

The Bala Wande course materials comprise a Teacher's Guide, a Learner's Book and manipulatives for both teacher and learners (see pages 6 & 7).

1. Welcome to Grade 1!



We would like learners to establish good habits while doing maths right from the start. Talk to them about looking carefully at what they are supposed to do. Each day when you introduce the independent classwork, help learners develop these habits:

Habit 1: We look for 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. Aim to involve as many learners as possible in the active whole class discussions. 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.

Keep your eye out for learners who are struggling with things such as basic number concept. If there are learners 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.

The Bala Wande material is all bilingual. It supports the development of mathematics language in both Afrikaans and English by moving naturally between languages when speaking about mathematics. The Bala Wande dictionary will help 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. Code-switching allows teachers and learners to draw on all of their language skills to learn, rather than being limited by one language only. This practice is used internationally and is also called 'translanguaging'.

In the Foundation Phase, teaching mathematics and teaching language go together. The Bala Wande programme has been planned to support you in this teaching.

2. Bala Wande-leerder-en-onderwyser-ondersteuningsmateriaal

Bala Wande-onderwysersgids

- 'n oorsig van die begrippe wat elke week onderrig moet word
- die hoofrekene wat vir elke dag beplan is (dag 1–4)
- kernkonsep-onderrigaktiwiteite wat deur plakkate en konkrete items uit die boks ondersteun word (dag 1–4)
- kopieë van bladsye uit die Bala Wande-leerderboek vir die dag (wat in volgorde in die Onderwysersgids opgeneem is), met oplossings en notas aan onderwysers
- assessering vir leer (dag 5 vir week 2–7)
- vaslegging (dag 5 vir week 1–8)



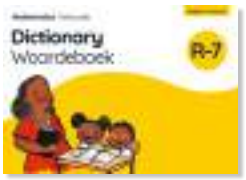
Bala Wande-leerderboek

- daaglikse aktiwiteite wat met die lesaktiwiteite ooreenstem
- daaglikse aktiwiteite waaraan die leerders onafhanklik of in groepe kan werk
- speletjies wat met die lesaktiwiteite verband hou



Tweetalige woordeboek

- 'n tweetalige woordeboek wat wiskunde terme met verduidelikings en voorbeelde vir die Grondslagfase bevat



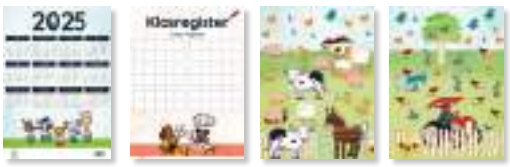
Video's

- lesvideo's waarin klaskameropnames van onderwysers, wat van die beplande lesse implementeer, vertoon word
- opleidingsvideo's voorsien klaskameropnames, tesame met animasies, wat goeie metodologieë vir die onderrig van wiskunde in die Grondslagfase beklemtoon en voorhou



Plakkate

- 'n kalender
- 'n tienraam-klasregister
- plakkate wat met die lesplanne verband hou



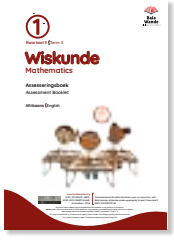
Konkrete items vir onderwysers en leerders

- 'n verskeidenheid konkrete items vir onderwysers en leerders om in die klaskamer te gebruik



Assesseringshulpmiddels

- 'n assesseringskwartaalplan
- mondelinge en praktiese aktiwiteite met rubrieke/ kontrolelyste (2 per kwartaal)
- take en aktiwiteite vir beplande assessering op dag 5 van elke week (week 2–7: verwys na die Assesseringsboek)
- SR-kodeskakel na puntestaat template





2. Bala Wande learner and teacher support materials

Bala Wande Teacher's Guide

- overview of the concepts to be taught each week
- Mental Maths activities for every day (Days 1–4)
- core concept teaching activities supported by posters and manipulatives (Days 1–4)
- copies of the Bala Wande Learner's Book pages for the day (embedded in sequence in the Teacher's Guide) with solutions and teacher notes
- assessment for learning (Day 5, Weeks 2–7)
- consolidation (Day 5, Weeks 1–8)



Bala Wande Learner's 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



Bilingual dictionary

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



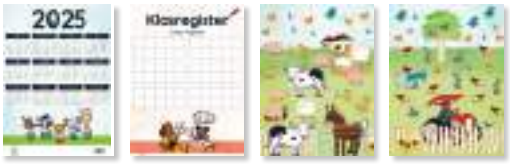
Videos

- lesson videos showing classroom footage of teachers implementing some of the planned lessons
- training videos that provide classroom footage combined with animations that highlight and exemplify good methodologies for the teaching of mathematics in the Foundation Phase



Posters

- a calendar
- a ten-frame class register
- posters aligned to the lesson plans



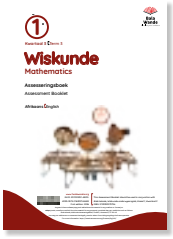
Manipulatives for the teacher and learners

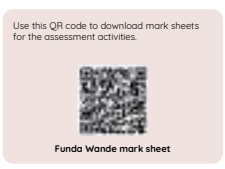
- a variety of manipulatives for teachers and learners to use in the classroom



Tools for assessment

- assessment plan for each term
- oral and practical activities with rubrics/checklists (2 per term)
- planned assessment tasks and activities for the 5th day of each week (Weeks 2–7: see the Assessment Booklet)
- QR code link to mark sheet templates





Voorgestelde hulpbronne • Suggested resources

Plakkate • Posters

Kalender
Calendar



Klasregister
Class register



Ongegroepeerde plaastoneel 1 (getalle tot 5)
Unclustered farm scene 1 (numbers up to 5)



Ongegroepeerde plaastoneel 2 (getalle tot 10)
Unclustered farm scene 2 (numbers up to 10)



Gegroepeerde plaastoneel 1 (getalle tot 5)
Clustered farm scene 1 (numbers up to 5)



Gegroepeerde plaastoneel 2 (getalle tot 10)
Clustered farm scene 2 (numbers up to 10)



100-blok
100 square



Dae van die week
Days of the week



Maande van die jaar
Months of the year



Speelgeld
Money



Bomeplakkaat
Trees poster



Klaskamertoneel
Classroom scene



Getallelyn
Number line



Getallebaan
Number track

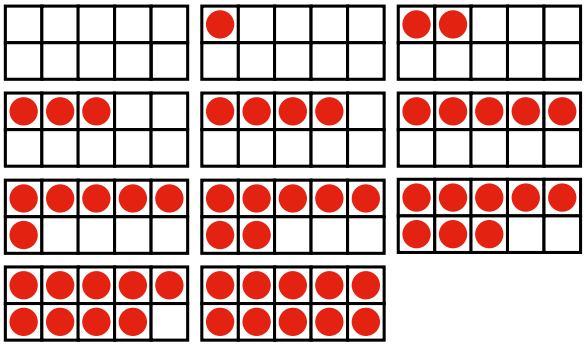


Konkrete items vir onderwyser en leerder • Teacher and learner manipulatives

Getalkaarte 0–20/0–10 (onderwyser en leerder)
Number cards 0–20/0–10 (teacher and learner)



Kolkaarte 0–10 (onderwyser en leerder)
Dot cards 0–10 (teacher and learner)



Getalnaamkaarte 0–10 – Afrikaans (onderwyser en leerder)
Number name cards 0–10 – Afrikaans (teacher and learner)



Getalnaamkaarte 0–10 – Engels (onderwyser en leerder)
Number name cards 0–10 – English (teacher and learner)



Stringe krale (onderwyser-demonstrasie en leerder)
Bead strings (teacher demo and learner)



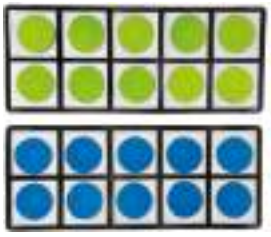
Multifix-blokkies (onderwyser en leerder)
Multifix blocks (teacher and learner)



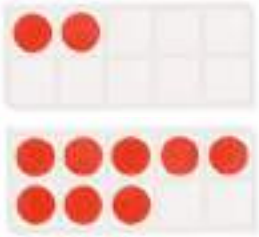
Plastiekkoppies (onderwyser-demonstrasie en leerder)
Plastic cup (teacher demo and learner)



2 magnetiese tienrame met magnetiese tellers (20 per stel)
2 magnetic ten frame with magnetic counters (20 per set)



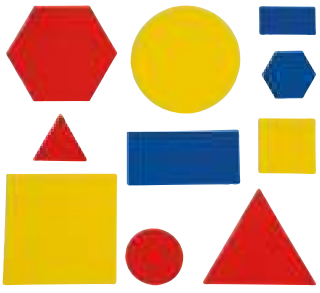
Tienrame en tellers
Ten frames and counters



Dobbelstene (een met kolle en een met getalle op)
Dice (one with dots and one with numbers)



2D vormattribuut-blokkies
2-D shape attribute blocks



3. Hoe om die Bala Wande-wiskundeprogram te gebruik

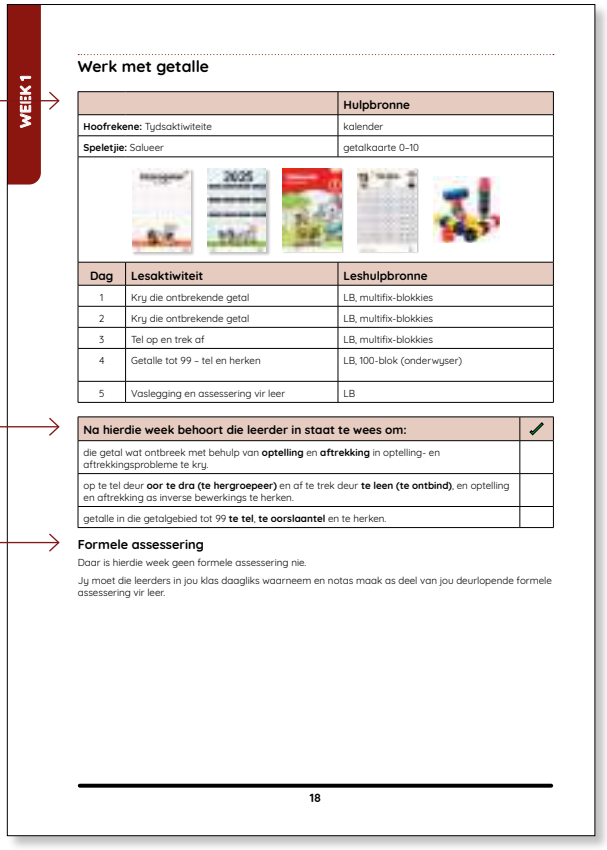
Berei vir elke week voor

Maak gebruik van die oorsig op die eerste bladsy om vir die week voor te berei.

'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 (informele assessering)

'n Beskrywing van die formele assesserings-aktiwiteit wat op dag 5 van die week gedoen word



WEEK 1

Werk met getalle

	Hulpbronne
Hoofrekene: Tydsaktiwiteite	kalender
Speletjie: Saleer	getalkaarte 0–10

Dag	Lesaktiwiteit	Leshulpbronne
1	Kry die ontbrekende getal	LB, multifix-blokkies
2	Kry die ontbrekende getal	LB, multifix-blokkies
3	Tel op en trek af	LB, multifix-blokkies
4	Getalle tot 99 – tel en herken	LB, 100-blok (onderwyser)
5	Vaslegging en assessering vir leer	LB

Na hierdie week behoort die leerder in staat te wees om:	✓
die getal wat ontbreek met behulp van **optelling** en **aftrekking** in optelling- en aftrekkingsprobleme te kry.	
op te tel deur **oor te dra (te hergroepeer)** en af te trek deur **te leen (te ontbind)**, en optelling en aftrekking as inverse bewerkings te herken.	
getalle in die getalgebied tot 99 **te tel**, **te oorslaantel** en te herken.	

Formele assessering

Daar is hierdie week geen formele assessering nie.

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

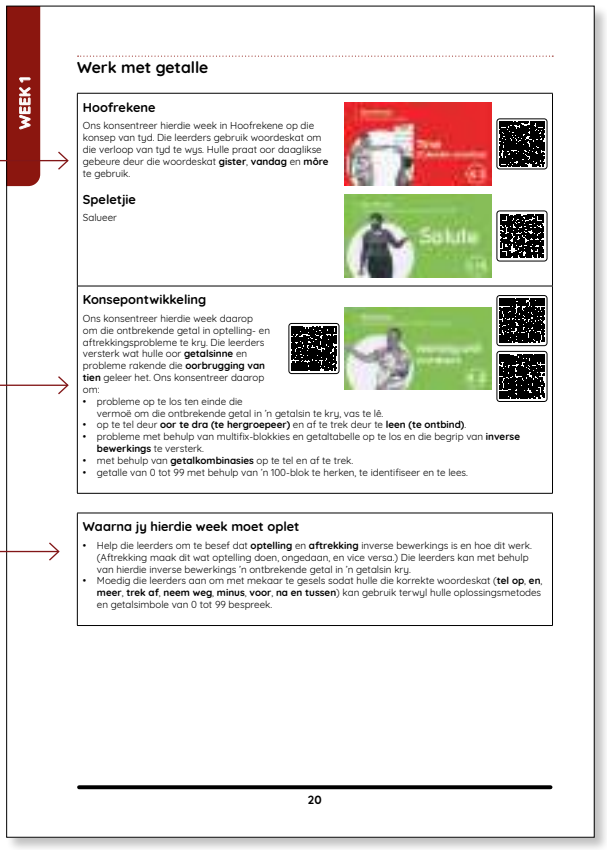
18

Daar is meer besonderhede oor die week se aktiwiteite op die tweede bladsy.

'n Beskrywing van hoe die hoofrekene-aktiwiteite met verloop van die week vorder en 'n herinnering aan die speletjievideo

'n Beskrywing van die sleutelbegrippe wat jy gedurende die week moet onderrig. Notas oor die woordeskat wat hierdie week beklemtoon moet word. As daar 'n video bestaan wat hierdie sleutelbegrippe ondersteun, word die SR-kode (QR code) aan die regterkant voorsien.

'n Lys kwessies waarop die onderwysers bedag moet wees, soos foute wat die leerders dikwels begaan, belangrike idees om te beklemtoon, en sleutelwoordeskat vir die week



WEEK 1

Werk met getalle

Hoofrekene

Ons konsentreer hierdie week in Hoofrekene op die konsep van tyd. Die leerders gebruik woordeskat om die verloop van tyd te wys. Hulle praat oor daaglikse gebeure deur die woordeskat **gister**, **vandag** en **môre** te gebruik.

Speletjie

Saleer

Konsepontwikkeling

Ons konsentreer hierdie week daarop om die ontbrekende getal in optelling- en aftrekkingsprobleme te kry. Die leerders versterk wat hulle oor **getalsinne** en probleme rakende die **oorbrugging van tien** geleer het. Ons konsentreer daarop om:

- probleme op te los ten einde die vermoë om die ontbrekende getal in 'n getalsin te kry, vas te lê.
- op te tel deur **oor te dra (te hergroepeer)** en af te trek deur te **leen (te ontbind)**.
- probleme met behulp van multifix-blokkies en getaltabelle op te los en die begrip van **inverse bewerkings** te versterk.
- met behulp van **getalkombinasies** op te tel en af te trek.
- getalle van 0 tot 99 met behulp van 'n 100-blok te herken, te identifiseer en te lees.

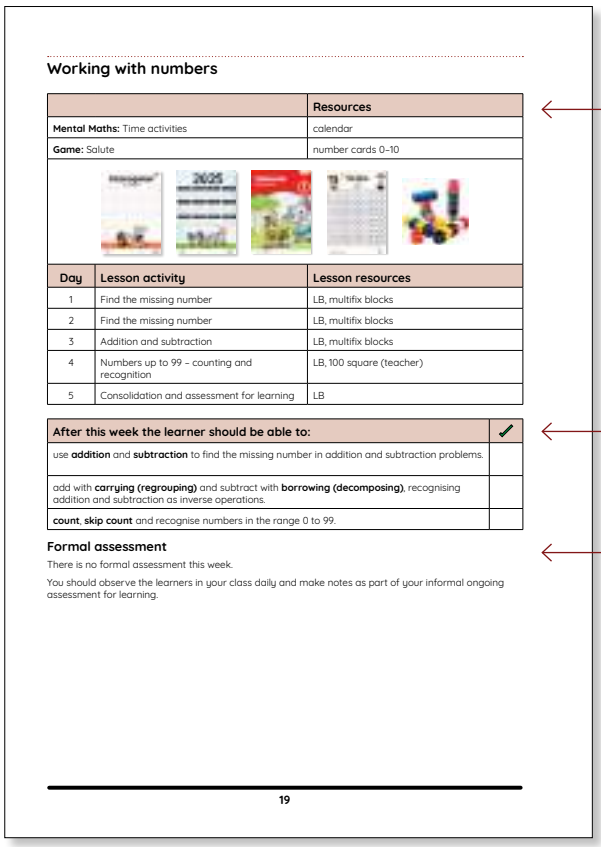
Waarna jy hierdie week moet oplet

- Help die leerders om te besef dat **optelling** en **aftrekking** inverse bewerkings is en hoe dit werk. (Aftrekking maak dit wat optelling doen, ongedaan, en vice versa.) Die leerders kan met behulp van hierdie inverse bewerkings 'n ontbrekende getal in 'n getalsin kry.
- Moedig die leerders aan om met mekaar te gesels sodat hulle die korrekte woordeskat (**tel op**, **en**, **meer**, **trek af**, **neem weg**, **minus**, **voor**, **na en tussen**) kan gebruik terwyl hulle oplossingsmetodes en getalsimbole van 0 tot 99 bespreek.

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3. Using the Bala Wande mathematics programme

Prepare for each week



Working with numbers

	Resources
Mental Maths: Time activities	calendar
Game: Salute	number cards 0–10

Day	Lesson activity	Lesson resources
1	Find the missing number	LB, multifix blocks
2	Find the missing number	LB, multifix blocks
3	Addition and subtraction	LB, multifix blocks
4	Numbers up to 99 – counting and recognition	LB, 100 square (teacher)
5	Consolidation and assessment for learning	LB

After this week the learner should be able to:	✓
use **addition** and **subtraction** to find the missing number in addition and subtraction problems.	
add with **carrying (regrouping)** and subtract with **borrowing (decomposing)**, recognising addition and subtraction as inverse operations.	
count, **skip count** and recognise numbers in the range 0 to 99.	

Formal assessment

There is no formal assessment this week.

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

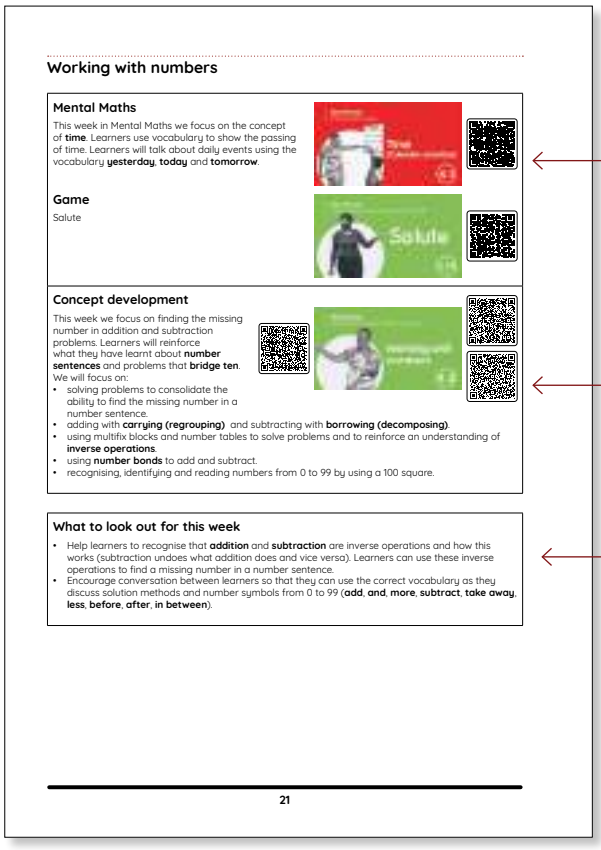
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Use the overview on the first page to prepare for the week.

A quick overview of the Mental Maths and lesson activities for the week and the resources teachers will need

A list of aims for the week that can be used to check whether your class is on track (informal assessment)

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



Working with numbers

Mental Maths

This week in Mental Maths we focus on the concept of **time**. Learners use vocabulary to show the passing of time. Learners will talk about daily events using the vocabulary **yesterday**, **today** and **tomorrow**.

Game

Salute

Concept development

This week we focus on finding the missing number in addition and subtraction problems. Learners will reinforce what they have learnt about **number sentences** and problems that **bridge ten**. We will focus on:

- solving problems to consolidate the ability to find the missing number in a number sentence.
- adding with **carrying (regrouping)** and subtracting with **borrowing (decomposing)**.
- using multifix blocks and number tables to solve problems and to reinforce an understanding of **inverse operations**.
- using **number bonds** to add and subtract.
- recognising, identifying and reading numbers from 0 to 99 by using a 100 square.

What to look out for this week

- Help learners to recognise that **addition** and **subtraction** are inverse operations and how this works (subtraction undoes what addition does and vice versa). Learners can use these inverse operations to find a missing number in a number sentence.
- Encourage conversation between learners so that they can use the correct vocabulary as they discuss solution methods and number symbols from 0 to 99 (**add**, **and**, **more**, **subtract**, **take away**, **less**, **before**, **after**, **in between**).

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

A description of the Mental Maths and game for the week. If there is a video that supports these activities the QR codes are provided.

A description of the key concepts to be taught over the week. Notes about the vocabulary to emphasise this week. If there is a video that supports these key concepts the QR codes are provided.

A list of things teachers must watch out for such as mistakes learners often make, important ideas to emphasise and key vocabulary for the week

Wat die onderwyser moet doen om vir elke week voor te berei

- Lees die Onderwysersgids en berei vir die week asook vir elke les voor. (Kyk na die video's as dit relevant is.)
- **Nadat jy die les gegee het, moet jy besin oor hoe dit gegaan het.** Maak aantekeninge oor jou idees rakende wat jy anders sou doen indien jy die les weer moes aanbied.
- Jy moet gedurende week 2 tot 7 vir die **formele assesseringsaktiwiteit** van die week voorberei. Dit is in die besonder belangrik dat jy, tydens die weke waarin daar 'n mondelinge en praktiese assessering plaasvind, moet beplan hoe jy elke leerder se vordering in die loop van die week met behulp van die rubriek sal kan aanteken.

Elke dag

Gebruik die register om die leerders in die klas te tel

Die Bala Wande-program het 'n spesiale klasregisterplakkaat ontwerp. Elke leerder moet hulself elke dag afmerk deur 'n kol of hul voorletters op die register in te vul. Maak seker dat die leerders die tienrame opeenvolgend op die register invul.

Aan die begin van die wiskundeklas tel jy die aantal leerders wat aanwesig is, byvoorbeeld: "Tien; twintig; dertig; veertig; vier. Vier en veertig leerders is vandag teenwoordig."

Hierdie aktiwiteit, wat daagliks herhaal word, versterk die idee dat die groepering en telling in tiene doeltreffend is en voorkom dat die leerders in ene tel.

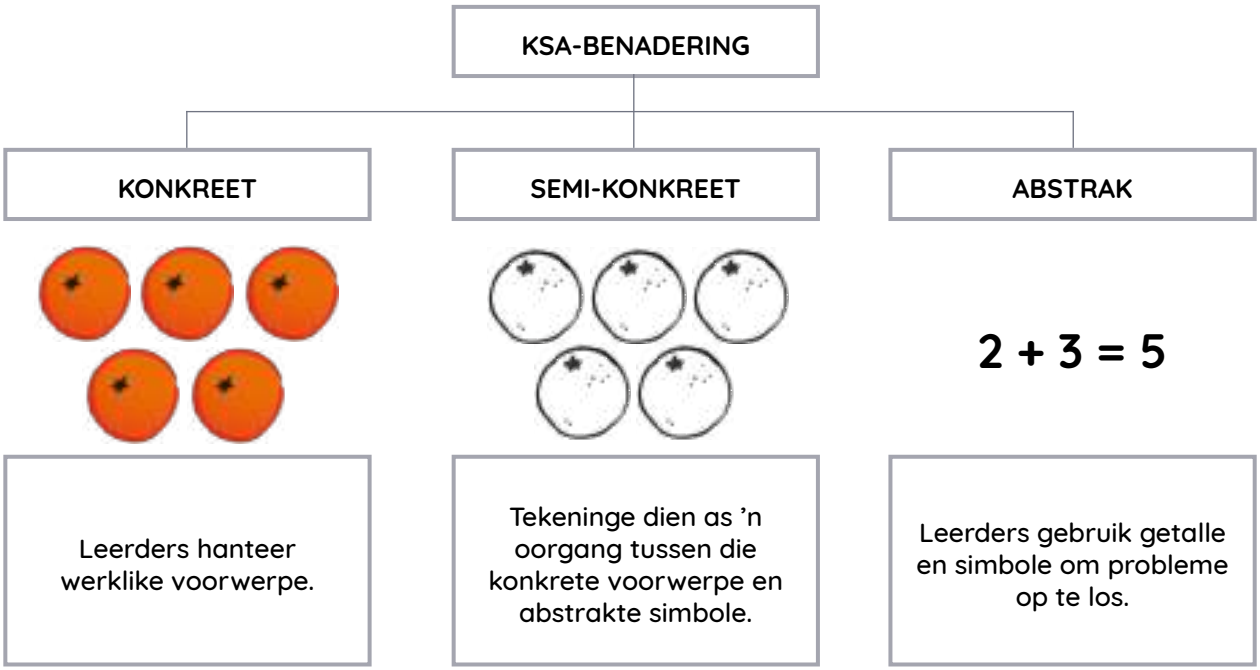




Bespreek vandag se datum met die leerders deur die kalender te gebruik

Gebruik die kalender om elke dag die jaar, maand, dag en datum saam met die klas te identifiseer. Merk die datum op die muurkalender af. Neem kennis van enige verjaarsdae. Dit maak op elke dag van die jaar deel van die onderrig van tyd uit.

Ons gebruik die Konkreet, Semi-Konkreet, Abstrak (KSA) benadering wanneer ons wiskunde onderrig



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 if relevant).
- **After teaching the lesson, reflect on how it went.** Make notes on what went well and what to do differently next time.
- In Weeks 2–7, prepare for the **formal assessment** activity of the week. In the weeks in which there is an oral and practical assessment, teachers need to plan how to record each learner's progress using the rubric or checklist over the course of the week.

Each day

Use the register to count the learners in the class

The Bala Wande programme has created a special class register poster. Every day, each learner will mark themselves by putting a dot or their initials on the register. Ensure that the learners fill the ten frames on the register in order.

At the start of the maths class, use the register to count the number of learners present. For example, "Ten, twenty, thirty, forty, four. Forty-four learners are present today."

This repeated daily activity reinforces the idea that grouping and counting in tens is efficient and steers learners away from counting in ones.

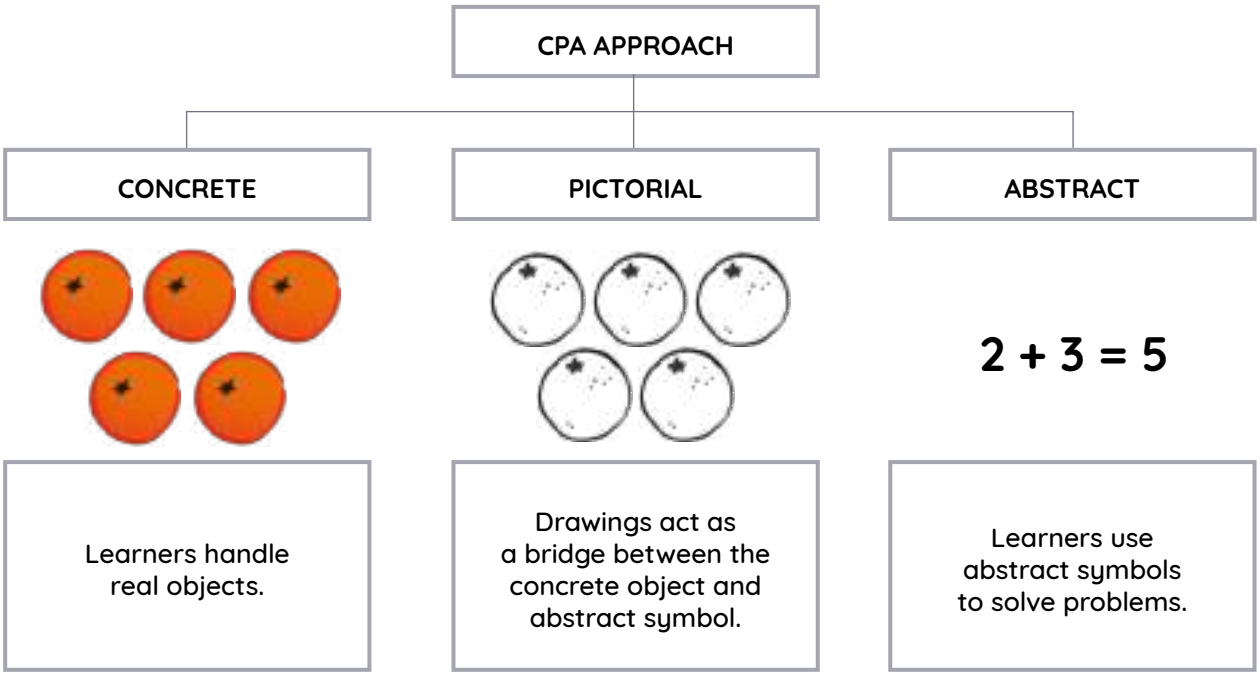




Discuss the date with learners using the calendar

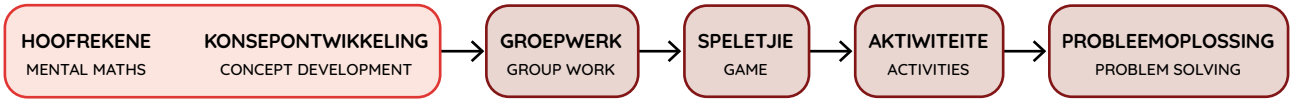
Use the calendar to identify the year, month, day and date with the class each day. Mark the date on the wall calendar. Note any birthdays. This forms part of the teaching of time every day of the year.

We use the Concrete, Pictorial, Abstract (CPA) approach when teaching mathematics



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

Daar word met die aanvang van elke dag 'n vloeidiagram voorsien waarop die opeenvolging van aktiwiteite vir die dag opgesom word.



Doen die hoofrekene-aktiwiteit (15 minute)

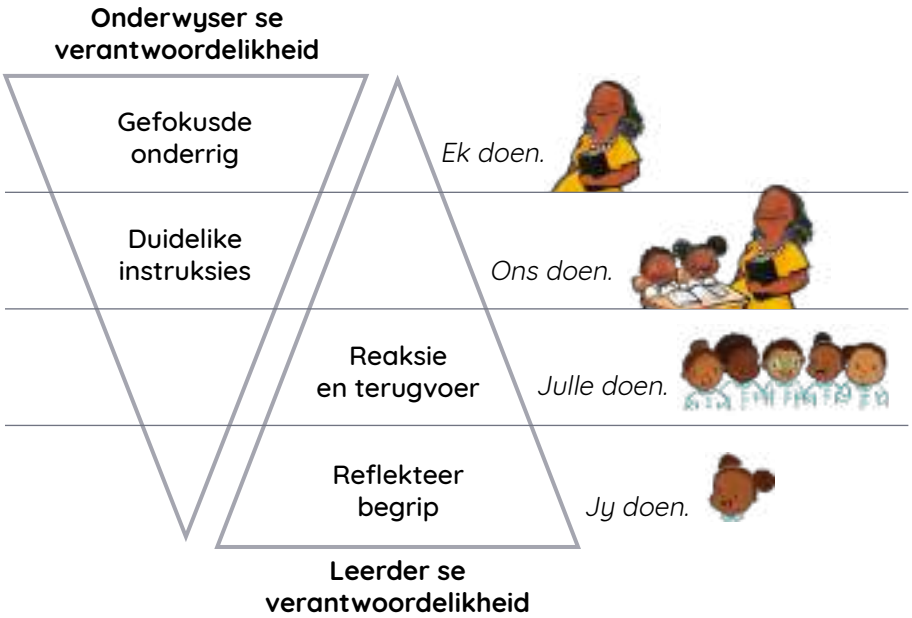


Hoofrekene is 'n belangrike komponent van elke les. **Tel word ingesluit tydens die onderrig van Hoofreken.** Ons gebruik die hoofrekene-aktiwiteite om te verseker dat die leerders gemaklik met die basiese feite omgaan. Daar is video's waarin getoon word hoe die hoofrekene-aktiwiteite in die klaskamer 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.

Doen die konsepontwikkelingsaktiwiteit (30 minute)

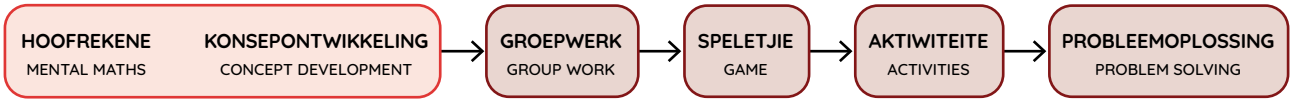
Konsepontwikkeling vind plaas wanneer die leerders as 'n klas saamwerk om die sleutelwiskundebegrip van die dag te bespreek voordat hulle in kleiner groepe verdeel word of individueel begin werk. Daar bestaan enkele video's waarop die konsepontwikkelingsaktiwiteite in aksie in die klaskamer vertoon word, en daar word 'n beskrywing van die aktiwiteite in die oorsig vir die week gegee. Daar is 'n daaglikse fotografiese sekwensie om die konsepontwikkelingsaktiwiteite in die Onderwysersgids te demonstreer.

Groepwerk is 'n baie belangrike deel van 'n wiskunde les, aangesien positiewe groepervarings leer en begrip ondersteun. Groepwerk versterk vaardighede wat bydra tot effektiewe toepassing tydens onafhanklike aktiwiteite. Onderwysers moet groepwerk goed beplan sodat dit tot positiewe gevolge kan lei. Aktiwiteite moet toepaslik wees – relevant vir die konsepte wat voor of tydens die groepwerksessie geleer word. Genoeg tyd moet gegee word om leerders in staat te stel om konsepte te begryp deur portuuronderrig en -leer tydens groepwerk.



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

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



Do the Mental Maths activity (15 minutes)

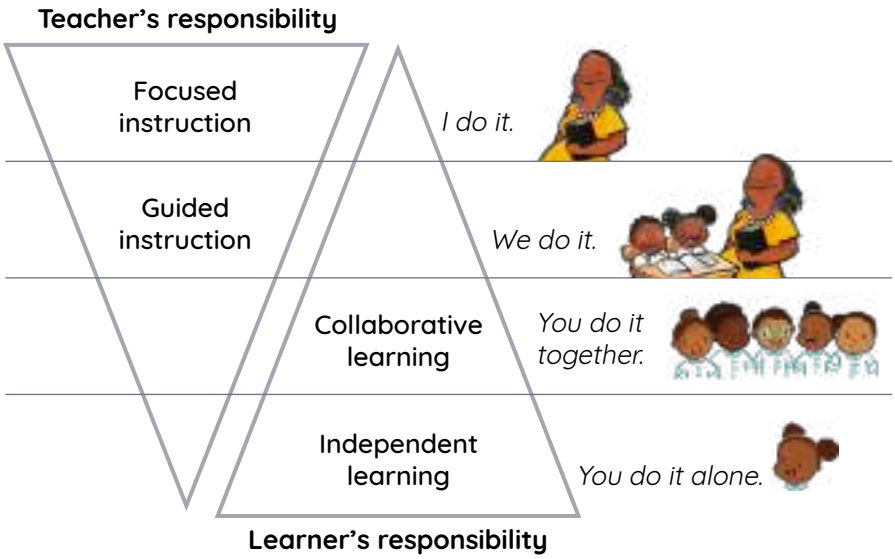


Mental Maths is an important component of every lesson. **Counting is included in the Mental Maths component of the lesson.** We use the Mental Maths activities to ensure that learners become fluent in the basic facts. There are some videos showing the Mental Maths activities in action in the classroom and there is a description of the Mental Maths activity in the overview for the week. At the start of each week, there is a photographic sequence that illustrates the Mental Maths activity that must be done every day of the week.

Do the Concept Development (30 minutes)

Concept development is when the learners work together as a class to discuss the key mathematical concept of the day, before they break into smaller groups or work individually. There are some videos showing the concept development activities in action in the classroom and there is a description of the activities in the overview for the week. In the Teacher's Guide, there is a daily photographic sequence to demonstrate the concept development activities.

Group work is an important part of a maths lesson since positive group experiences support learning and retention. Group work can also reinforce skills that are relevant to individual work. Teachers must manage group work carefully in order for it to lead to positive effects. Tasks should be selected that are appropriate – relevant to the concepts taught prior to the group work session. Enough time should be given to allow learners to complete the tasks together, allowing for peer teaching and learning.

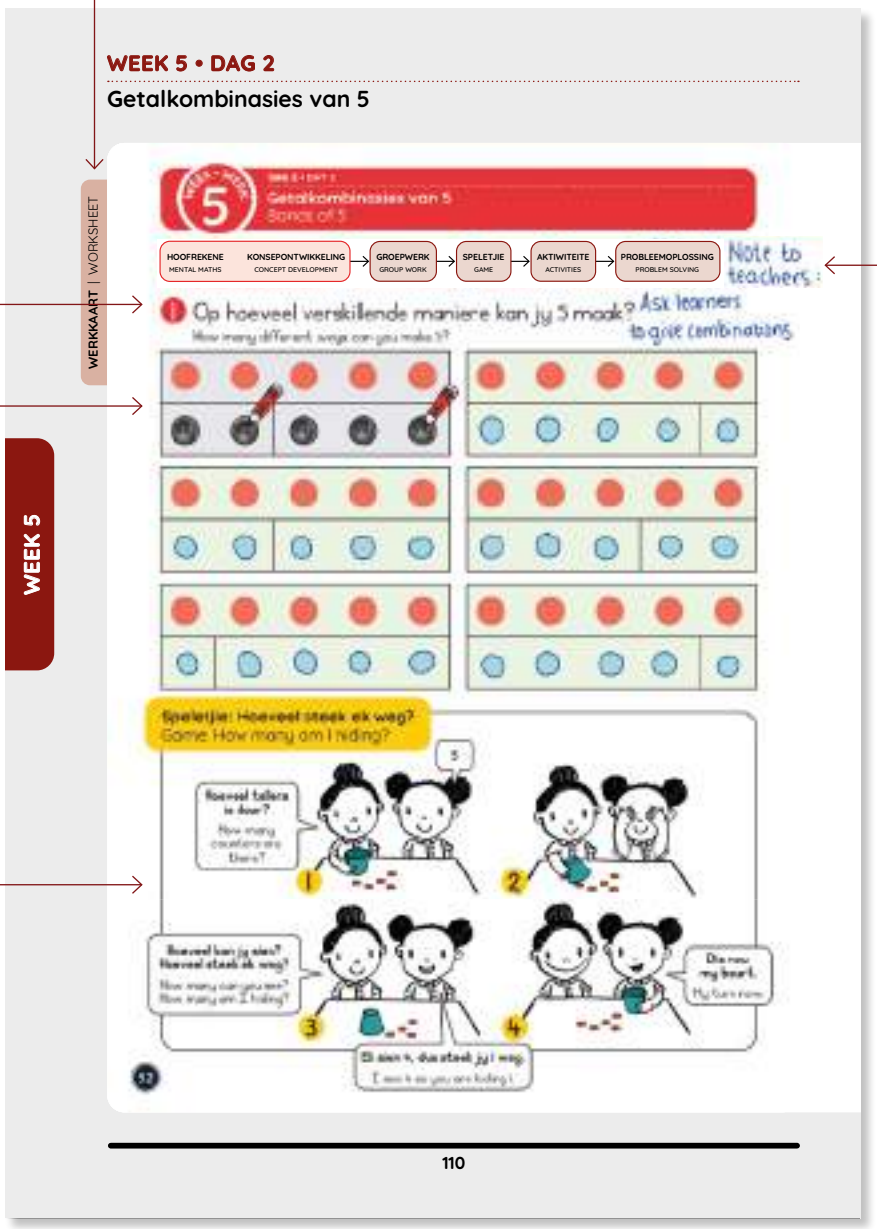


Die *Die Bala Wande*-leerderboek is in die onderwysersgids opgeneem

Die wynrooi merker dui aan dat dit ’n werkkaart is.

Oplossings word voorsien om die onderwyser te ondersteun. Op sommige bladsye is daar kort opmerkings (in Engels) vir bykomende leiding geskryf.

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



Die leerders-werkkaarte bevat ’n uitgewerkte voorbeeld (deur die grys agtergrond en rooi potlood aangedui).

Die aktiwiteite lyk presies soos die leerders dit in hul boeke sal sien.

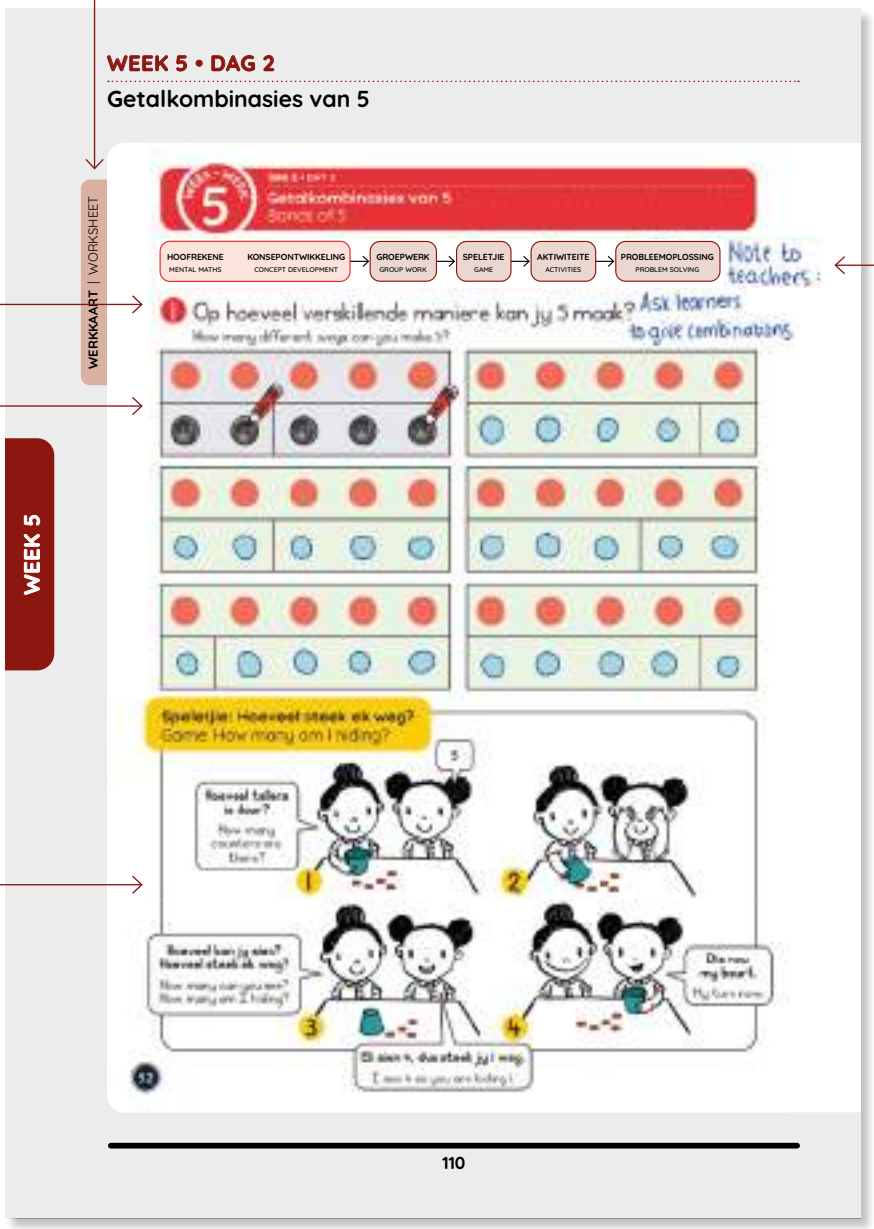
Hier word byvoorbeeld ’n tekenprent gegee van ’n speletjie wat die leerders kan speel. Wanneer ’n nuwe speletjie aan die leerders bekendgestel word, is dit die beste om die speletjie eers aan die hele klas te demonstreer voordat die leerders dit in pare of groepe speel.

The *Bala Wande* Learner's Book pages are embedded in the Teacher's Guide

The burgundy tag indicates that this is a worksheet.

Solutions are provided to support the teacher. On some pages, short comments are written (in English) for additional guidance.

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



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

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. Demonstrate the game to the whole class before letting learners play in pairs or groups.

4. Kwartaalplan

	Dag 1	Dag 2	Dag 3	Dag 4	Dag 5
Week 1 Werk met getalle	Kry die ontbrekende getal	Kry die ontbrekende getal	Tel op en trek af	Getalle tot 99 – tel en herken	Assessering en vaslegging
Week 2 Getalle tot 99	Getalle tot 99 – tel en herken	Getalle tot 99 – tel en herken	Orden en vergelyk getalle	Orden en vergelyk getalle	Assessering en vaslegging
Week 3 Geld, optelling en aftrekking	Werk met geld	Geld-berekenings	Woord-probleme met optelling en aftrekking (geldkonteks)	Woord-probleme met optelling en aftrekking (geldkonteks)	Assessering en vaslegging
Week 4 Optelling, aftrekking en patrone	Tel op en trek af	Tel op en trek af	Getal- en geometriese patrone	Getalpatrone	Assessering en vaslegging
Week 5 Tyd en woord-probleme	Tyd – dag, nag, gister, vandag, môre	Tyd – maande van die jaar en dae van die week	Woord-probleme met optelling en aftrekking	Woord-probleme met optelling en aftrekking	Assessering en vaslegging
Week 6 Simmetrie, verdubbeling en halvering	Simmetrie	Simmetrie	Verdubbel en halveer	Verdubbel en halveer	Assessering en vaslegging
Week 7 Groepering en verdeling	Groepeer	Verdeel	Groepeer en verdeel	Groepeer en verdeel met reste	Assessering en vaslegging
Week 8 Herhaalde optelling, verdubbeling en halvering	Herhaalde optelling	Herhaalde optelling	Verdubbeling en halvering	Verdubbeling en halvering	Assessering en vaslegging

Getalle, Bewerkings en Verwantskappe	Patrone, Funksies en Algebra	Ruimte en Vorm (Geometrie)	Meting	Datahantering

4. Term plan

	Day 1	Day 2	Day 3	Day 4	Day 5
Week 1 Working with numbers	Finding the missing number	Finding the missing number	Addition and subtraction	Numbers up to 99 – counting and recognition	Assessment and consolidation
Week 2 Numbers up to 99	Numbers up to 99 – counting and recognition	Numbers up to 99 – counting and recognition	Ordering and comparing numbers	Ordering and comparing numbers	Assessment and consolidation
Week 3 Money, addition and subtraction	Working with Money	Money calculations	Addition and subtraction word problems (money context)	Addition and subtraction word problems (money context)	Assessment and consolidation
Week 4 Addition, subtraction and patterns	Addition and subtraction	Addition and subtraction	Number and geometric patterns	Number patterns	Assessment and consolidation
Week 5 Time and word problems	Time – day, night, yesterday, today and tomorrow	Time – months of the year and days of the week	Addition and subtraction word problems	Addition and subtraction word problems	Assessment and consolidation
Week 6 Symmetry, doubling and halving	Symmetry	Symmetry	Doubling and halving	Doubling and halving	Assessment and consolidation
Week 7 Grouping and sharing	Grouping	Sharing	Grouping and sharing	Grouping and sharing with remainders	Assessment and consolidation
Week 8 Repeated addition, doubling and halving	Repeated addition	Repeated addition	Doubling and halving	Doubling and halving	Assessment and consolidation

Numbers, Operations and Relationships	Patterns, Functions and Algebra	Space and Shape (Geometry)	Measurement	Data Handling

Werk met getalle

	Hulpbronne
Hoofrekene: Tydsaktiwiteite	kalender
Speletjie: Salueer	getalkaarte 0–10











Dag	Lesaktiwiteit	Leshulpbronne
1	Kry die ontbrekende getal	LB, multifix-blokkies
2	Kry die ontbrekende getal	LB, multifix-blokkies
3	Tel op en trek af	LB, multifix-blokkies
4	Getalle tot 99 – tel en herken	LB, 100-blok (onderwyser)
5	Vaslegging en assessering vir leer	LB

Na hierdie week behoort die leerder in staat te wees om:	✓
die getal wat ontbreek met behulp van **optelling** en **aftrekking** in optelling- en aftrekkingsprobleme te kry.	
op te tel deur **oor te dra (te hergroepeer)** en af te trek deur **te leen (te ontbind)**, en optelling en aftrekking as inverse bewerkings te herken.	
getalle in die getalgebied tot 99 **te tel**, **te oorslaantel** en te herken.	

Formele assessering

Daar is hierdie week geen formele assessering nie.

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

Working with numbers

	Resources
Mental Maths: Time activities	calendar
Game: Salute	number cards 0–10











Day	Lesson activity	Lesson resources
1	Find the missing number	LB, multifix blocks
2	Find the missing number	LB, multifix blocks
3	Addition and subtraction	LB, multifix blocks
4	Numbers up to 99 – counting and recognition	LB, 100 square (teacher)
5	Consolidation and assessment for learning	LB

After this week the learner should be able to:	✓
use **addition** and **subtraction** to find the missing number in addition and subtraction problems.	
add with **carrying (regrouping)** and subtract with **borrowing (decomposing)**, recognising addition and subtraction as inverse operations.	
count, **skip count** and recognise numbers in the range 0 to 99.	

Formal 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.

Werk met getalle

Hoofrekene

Ons konsentreer hierdie week in Hoofrekene op die konsep van tyd. Die leerders gebruik woordeskat om die verloop van tyd te wys. Hulle praat oor daaglikse gebeure deur die woordeskat **gister**, **vandag** en **môre** te gebruik.



Speletjie

Salueer



Konsepontwikkeling

Ons konsentreer hierdie week daarop om die ontbrekende getal in optelling- en aftrekkingsprobleme te kry. Die leerders versterk wat hulle oor **getalsinne** en probleme rakende die **oorbrugging van tien** geleer het. Ons konsentreer daarop om:



- probleme op te los ten einde die vermoë om die ontbrekende getal in ’n getalsin te kry, vas te lê.
- op te tel deur **oor te dra (te hergroepeer)** en af te trek deur te **leen (te ontbind)**.
- probleme met behulp van multifix-blokkies en getaltabelle op te los en die begrip van **inverse bewerkings** te versterk.
- met behulp van **getalkombinasies** op te tel en af te trek.
- getalle van 0 tot 99 met behulp van ’n 100-blok te herken, te identifiseer en te lees.

Waarna jy hierdie week moet oplet

- Help die leerders om te besef dat **optelling** en **aftrekking** inverse bewerkings is en hoe dit werk. (Aftrekking maak dit wat optelling doen, ongedaan, en vice versa.) Die leerders kan met behulp van hierdie inverse bewerkings ’n ontbrekende getal in ’n getalsin kry.
- Moedig die leerders aan om met mekaar te gesels sodat hulle die korrekte woordeskat (**tel op**, **en**, **meer**, **trek af**, **neem weg**, **minus**, **voor**, **na en tussen**) kan gebruik terwyl hulle oplossingsmetodes en getalsimbole van 0 tot 99 bespreek.

Working with numbers

Mental Maths

This week in Mental Maths we focus on the concept of **time**. Learners use vocabulary to show the passing of time. Learners will talk about daily events using the vocabulary **yesterday**, **today** and **tomorrow**.



Game

Salute



Concept development

This week we focus on finding the missing number in addition and subtraction problems. Learners will reinforce what they have learnt about **number sentences** and problems that **bridge ten**. We will focus on:



- solving problems to consolidate the ability to find the missing number in a number sentence.
- adding with **carrying (regrouping)** and subtracting with **borrowing (decomposing)**.
- using multifix blocks and number tables to solve problems and to reinforce an understanding of **inverse operations**.
- using **number bonds** to add and subtract.
- recognising, identifying and reading numbers from 0 to 99 by using a 100 square.

What to look out for this week

- Help learners to recognise that **addition** and **subtraction** are inverse operations and how this works (subtraction undoes what addition does and vice versa). Learners can use these inverse operations to find a missing number in a number sentence.
- Encourage conversation between learners so that they can use the correct vocabulary as they discuss solution methods and number symbols from 0 to 99 (**add**, **and**, **more**, **subtract**, **take away**, **less**, **before**, **after**, **in between**).

WEEK 1 • DAG 1

Kry die ontbrekende getal

HOOFREKENE / MENTAL MATHS | KONSEPONTWIKKELING / CONCEPT DEVELOPMENT → GROEPWERK / GROUP WORK → SPELETJIE / GAME → AKTIWITEITE / ACTIVITIES → PROBLEEMOPLOSSING / PROBLEM SOLVING

HOOFREKENE | MENTAL MATHS

Plaas die daaglikse gebeure met die korrekte woordeskat en met behulp van die Bala Wande-kalender in volgorde.

Use the correct vocabulary and the Bala Wande calendar to sequence daily events.

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.



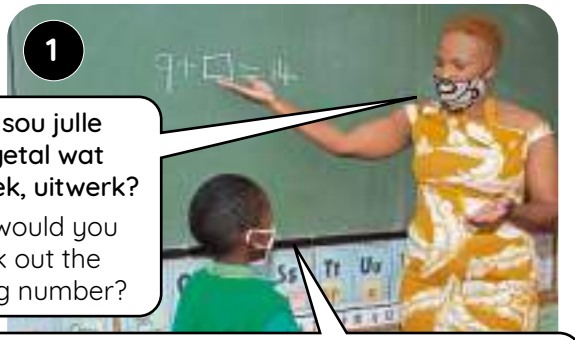






Find the missing number

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT



Hoe sou julle die getal wat ontbreek, uitwerk?

How would you work out the missing number?

Ek weet dat 9 + 5 = 14, dus kan ons 'n 5 in die blokkie inskryf.

I know that 9 + 5 = 14, so we can write a 5 in the box.



Mooi! Portia het haar kennis van getalle gebruik. Wat anders kan ons doen om die getal wat ontbreek met ons blokkies te kry?

Good! Portia has used her number knowledge. What else can we do to find the missing number using our blocks?



Ek kan sien dat 14 – 9 gelyk is aan 5. Die getal wat dus ontbreek, is 5.

I can see that 14 – 9 is 5. So, the missing number is 5.



Ja! Julle moet almal nou met julle blokkies wys dat 9 en 5 saam 14 maak.

Yes! Everyone use your blocks to show that 9 and 5 make 14.

Gebruik die getaltabel om te verduidelik dat 'n deel plus 'n deel 'n geheel maak. Gee die leerders tyd om met hul blokkies te werk. Hulle maak drie kleurdemonstrasies waarmee hulle wys dat 9 + 5 = 14. Dink stories uit wat met die getalsinne verband hou om sukkelende leerders te help.

Use the number table to explain that a part plus a part makes a whole. Give learners time to work with their blocks to make three colour displays that show 9 + 5 = 14. Make up stories to link to the number sentences to help struggling learners.

Kom ons skryf die drie getalle op 'n getaltabel in. Hoeveel getalsinne kan julle met hierdie drie getalle maak?

Let's write the three numbers into a number table. How many number sentences can you make using these three numbers?



Help die leerders om in te sien dat optelling en aftrekking beide in optellingsprobleme gebruik kan word om by die oplossing uit te kom aangesien die een ongedaan maak wat die ander een doen. Herhaal die stappe hierbo in ander probleme soos die volgende:

Encourage learners to realise that for **additive problems**, **addition** and **subtraction** can both be used to find the solution because the one undoes what the other one does. Repeat the steps above in other problems such as:

7 + ☐ = 12
5 + ☐ = 13
15 – ☐ = 7
11 – ☐ = 3

WEEK • WEEK 1

DAG 1 • DAY 1

Kry die ontbrekende getal
Find the missing number

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

1 Kry die getal wat ontbreek. Gebruik dan dieselfde getalle en skryf 'n verskillende getalsin op die lyn neer.

Find the missing number. Write a different number sentence on the line using the same numbers.

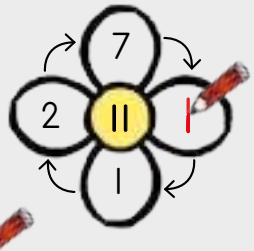
Explain that different types of number sentences can be written

7 + 8 = 15 15 / 7 / 8 15 − 7 = 8	5 + 6 = 11 11 / 5 / 6 11 − 5 = 6	9 + 3 = 12 12 / 3 / 9 12 − 9 = 3
8 + 6 = 14 14 / 8 / 6 14 − 8 = 6	9 + 9 = 18 18 / 9 / 9 18 − 9 = 9	9 + 7 = 16 16 / 7 / 9 16 − 9 = 7
17 − 8 = 9 17 / 8 / 9 8 + 9 = 17	13 − 5 = 8 13 / 5 / 8 5 + 8 = 13	12 − 6 = 6 12 / 6 / 6 6 + 6 = 12
11 − 4 = 7 11 / 4 / 7 4 + 7 = 11	14 − 9 = 5 14 / 9 / 5 9 + 5 = 14	13 − 4 = 9 13 / 4 / 9 4 + 9 = 13

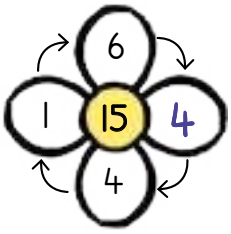
2

Find the missing number

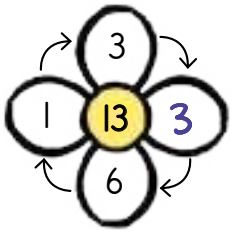
2 Die getal in die middel is die totaal. Kry die getal wat ontbreek.
The number in the middle is the total. Find the missing number.



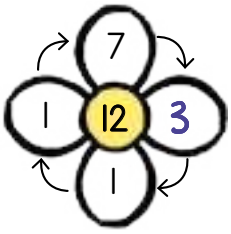
7 + 1 + 1 + 2 = 11



6 + 4 + 4 + 1 = 15



3 + 3 + 6 + 1 = 13



7 + 3 + 1 + 1 = 12

3 Los op en kleur in.
Solve and colour.

13 – 6 = 7	14 – 12 = 2
15 – 8 = 7	18 – 7 = 11
11 – 5 = 6	13 – 3 = 10
12 – 2 = 10	11 – 9 = 2
17 – 8 = 9	15 – 9 = 6
16 – 3 = 13	12 – 8 = 4

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

WEEK 1 • DAG 2

Kry die ontbrekende getal

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Kom ons dink aan 'n storie wat by hierdie getalsin pas.
Let's think of a story to match this number sentence.

Ja! Met hoeveel albasters het julle begin? Hoe kan julle dit uitwerk? Gebruik julle blokkies om julle te help.
Yes! How many marbles did you start with? How can you work it out? Use your blocks to help you.

Ek het 'n klompie albasters. As ek 6 weggee, het ek nog 7 oor.
I have some marbles. When I give away 6, I still have 7 left over.





Gaan voort om getaltabelle te gebruik om met die dele en die geheel te werk. Gee die leerders tyd om met hul blokkies te werk. Hulle moet wys dat die getal 13 uit 6 (albasters wat weggegee word) en 7 (albasters wat oorbly) bestaan.

Continue using number tables to work with the parts and the whole. Give learners time to work with their blocks. They need to show the number 13 is made up of 6 (marbles given away) and 7 (marbles which remain).

Waar skryf ons die getalle op die getaltabel in om dit te wys?
Where do we write the numbers in the number table to show this?





Die getalle word geskryf soos hierbo. Ek kan 6 en 7 bymekaartel om die getal wat ontbreek, te kry, en dit is 13.
The numbers are written like this. I can add 6 and 7 to find the missing number, which is 13.

Gee die leerders tyd om met hul blokkies te werk. Hulle moet drie kleurdemonstrasies maak wat met aftrekkingsprobleme verband hou. Jy kan stories uitdink wat met getalsinne soos die volgende verband hou:

Give learners time to work with their blocks to show three colour displays that link to subtraction problems. You can make stories that link to number sentences such as:

☐ – 5 = 9

☐ – 8 = 4

Find the missing number

WEEK • WEEK 1

DAG 2 • DAY 2

Kry die ontbrekende getal
Find the missing number

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

1 Kry die getal wat ontbreek. Gebruik dan dieselfde getalle en skryf 'n verskillende getalsin op die lyn neer.
Find the missing number. Write a different number sentence on the line using the same numbers.

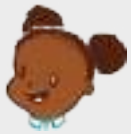
15 – 9 = 6 15 → 9, 6 9 + 6 = 15	11 – 7 = 4 11 → 7, 4 7 + 4 = 11	16 – 8 = 8 16 → 8, 8 8 + 8 = 16
8 + 5 = 13 13 → 8, 5 13 – 8 = 5	6 + 8 = 14 14 → 6, 8 14 – 6 = 8	5 + 6 = 11 11 → 5, 6 11 – 5 = 6
16 – 9 = 7 16 → 9, 7 9 + 7 = 16	11 – 3 = 8 11 → 3, 8 3 + 8 = 11	17 – 9 = 8 17 → 9, 8 9 + 8 = 17
4 + 8 = 12 12 → 4, 8 12 – 4 = 8	7 + 7 = 14 14 → 7, 7 14 – 7 = 7	6 + 7 = 13 13 → 6, 7 13 – 6 = 7

WEEK 1 • DAG 2

Kry die ontbrekende getal

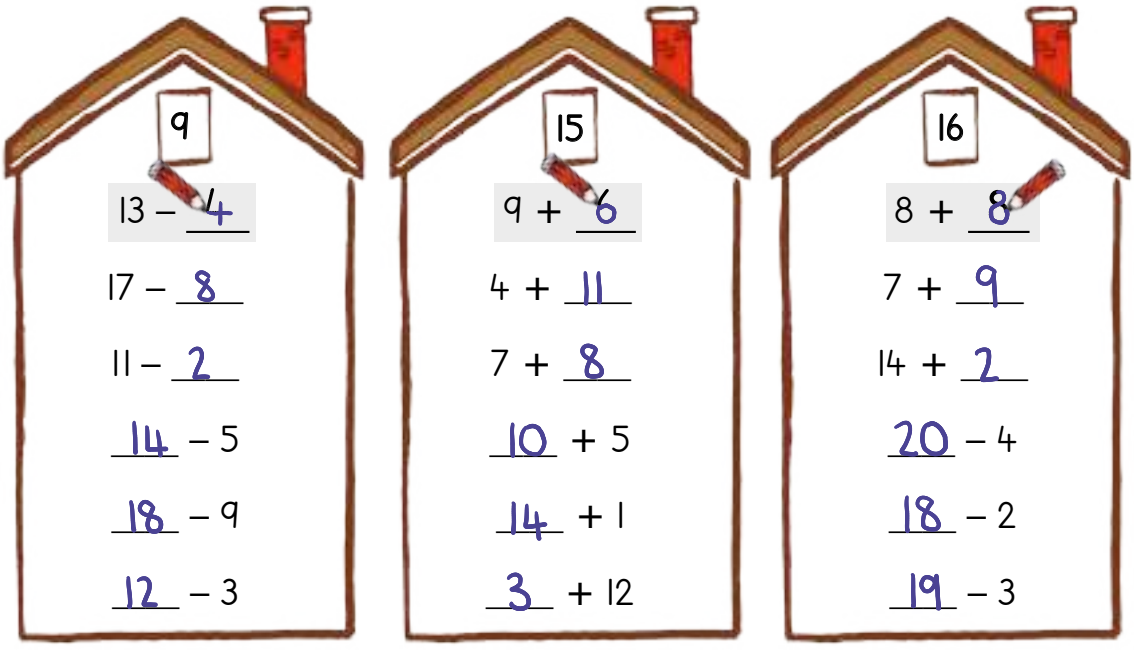
2 Die getalle op twee maats se kaarte het dieselfde antwoord. Kry die getal wat ontbreek.

Two friends have cards that add up to the same number. Find the missing number.

5 3 2 	4 2 4 
5 + 3 + 2 = 10	4 + 2 + 4 = 10
2 6 2 	4 1 5 
2 + 6 + 2 = 10	4 + 1 + 5 = 10
3 3 6 	2 2 8 
3 + 3 + 6 = 12	2 + 2 + 8 = 12

3 Voltooi om die getal aan die bokant te kry.

Complete to match the number at the top.



Addition and subtraction

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Kom ons dink 'n storie oor hierdie getalle uit.
Let's make a story about these numbers.

Kry die getal wat ontbreek met jou blokkies.
Use your blocks to find the missing number.





Ek het 12 appels en ek gee 7 appels weg. Hoeveel appels het ek oor?
I have 12 apples and I give away 7 apples. How many apples do I have left?

Gee die leerders tyd om met hul blokkies te werk. Hulle moet wys dat die getal 12 uit 7 (appels wat weggegee word) en 5 (appels wat oorbly) bestaan. Hierdie 3 getalle word 'n getalfamilie genoem.

Give learners time to work with their blocks. They need to show the number 12 is made up of 7 (apples given away) and 5 (apples which remain). These 3 numbers are called a number family.

Waar skryf ons die getalle op die getaltabel in om dit te wys?
Where do we write the numbers in the number table to show this?



Ek skryf 5 langs 7 neer omdat 5 + 7 = 12.
I write 5 next to 7 because 5 + 7 = 12.



Hierdie 3 getalle word 'n getalfamilie genoem.
These 3 numbers are called a number family.

Help die leerders om in te sien dat al die getalsinne dieselfde drie getalle uit die getaltabel gebruik. Die leerders kan optel of aftrek om die ontbrekende getalle te kry aangesien die een ongedaan maak wat die ander een doen. Herhaal die stappe hierbo met ander getalle op die getaltabel.

Encourage learners to realise that all the **number sentences** use the same three numbers from the **number table**. They can add or subtract to find missing numbers because the one undoes what the other one does. Repeat the steps above, using different numbers in the number table.

WEEK 1 • DAG 3

Tel op en trek af

WEEK • WEEK 1

DAG 3 • DAY 3

Tel op en trek af
Addition and subtraction

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

1 Skryf vier getalsinne vir elke getaltabel neer.
Write four number sentences for each number table.

	14 / 8 | 6	8 + 6 = 14 6 + 8 = 14	14 − 6 = 8 14 − 8 = 6
	11 / 5 | 6	5 + 6 = 11 6 + 5 = 11	11 − 5 = 6 11 − 6 = 5
	15 / 6 | 9	6 + 9 = 15 9 + 6 = 15	15 − 6 = 9 15 − 9 = 6
	16 / 7 | 9	7 + 9 = 16 9 + 7 = 16	16 − 7 = 9 16 − 9 = 7
	12 / 8 | 4	8 + 4 = 12 4 + 8 = 16	12 − 8 = 4 12 − 4 = 8
	13 / 5 | 8	5 + 8 = 13 8 + 5 = 13	13 − 5 = 8 13 − 8 = 5

2 Los die probleme op en skryf die letter van die antwoord in die onderste blokkies in.

Solve the problems and write the letter underneath the answer.

8 – 5 = 3 W	9 + 6 = 15 E	9 + 9 = 18 S
9 + 10 = 19 T	8 + 3 = 11 I	8 + 5 = 13 D
8 + 8 = 16 B	8 + 9 = 17 E	9 + 3 = 12 S
7 + 7 = 14 I	10 + 10 = 20 E	20 – 10 = 10 E
13 – 4 = 9 D	13 – 8 = 5 S	12 – 6 = 6 K
12 – 4 = 8 N	11 – 4 = 7 U	12 – 8 = 4 I

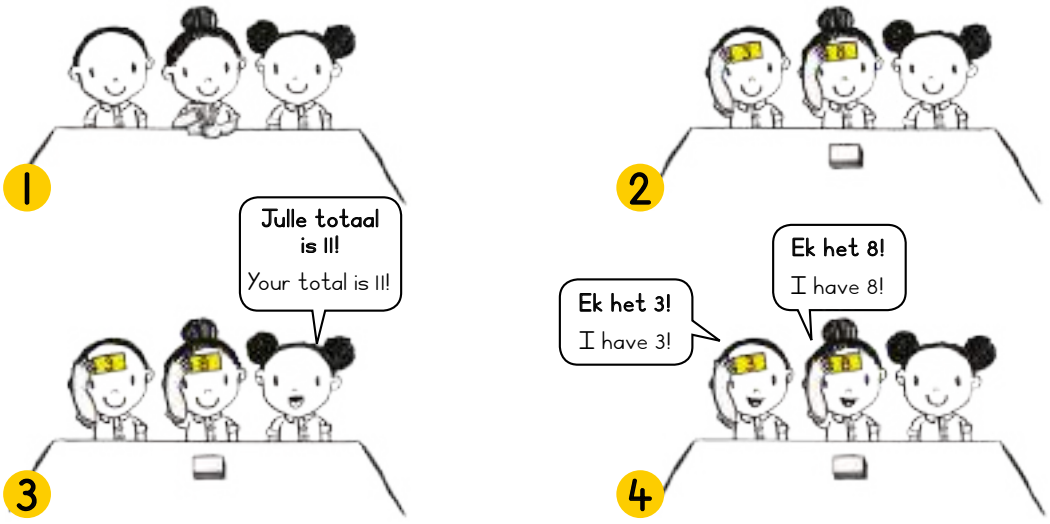
3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
W	I	S	K	U	N	D	E	I	S	D	I	E	B	E	S	T	E

Speletjie: Saluveer
Game: Salute

Remember to demonstrate the game

Speel met jou 0–10-getalkaarte.

Play with your 0–10 number cards.



Hou aan speel totdat almal baie beurte met verskillende kaarte gehad het om optelling en aftrekking te oefen.

Keep playing until everyone has had lots of turns using different cards to practise addition and subtraction.

WEEK 1 • DAG 4

Getalle tot 99 – tel en herken

HOOFREKENE / MENTAL MATHS | KONSEPONTWIKKELING / CONCEPT DEVELOPMENT → GROEPWERK / GROUP WORK → SPELETJIE / GAME → AKTIWITEITE / ACTIVITIES → PROBLEEMOPLOSSING / PROBLEEMOPLOSSING

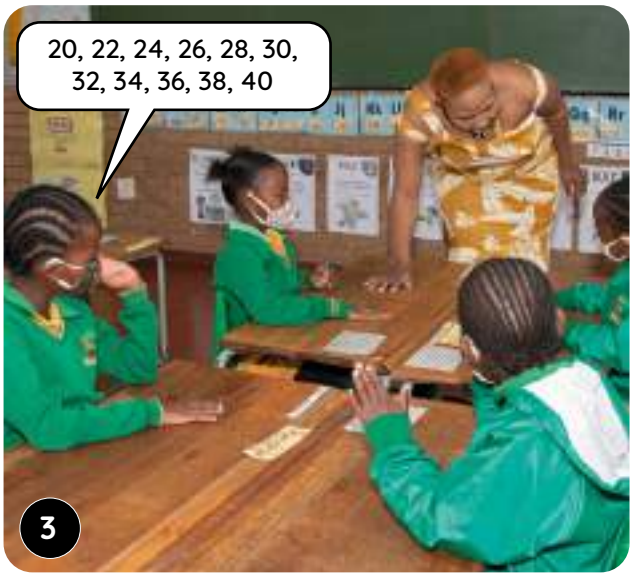
KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Om in 5's te oorslaantel, kan die swakker leerders met hul vingers op die skoolbank tik terwyl hulle saggies van 1 tot 4 tel en met hul hele hand op die skoolbank klap sodra hulle 5 sê. Dan tik hulle weer met hul vingers terwyl hulle saggies 6, 7, 8 en 9 sê en klap weer met die hand sodra hulle 10 sê.

For skip counting in 5s, the weaker learners can tap their fingers on the desk and count softly from 1 to 4, then slap their whole hand on the desk as they say 5. Then they tap their fingers again as they softly say 6, 7, 8, 9, and slap the desk again as they say 10.







Tel stadig in 5'e, 10'e en 2's op die 100-blok. Die leerders moet na die getalkaart in hul LB wys. Byvoorbeeld:

- **Tel in 5'e van 50 tot 100.**
- **Tel in 10'e van 10 tot 100.**

ens.

Take time to count in 5s, 10s and 2s on the hundred chart. Learners should point to the number charts in their LBs. For example:

- 5s from 50 to 100.
- 10s from 10 to 100.

etc.

Numbers up to 99 – counting and recognition

Sit julle vinger op die getal wat voor 43 staan.
Put your finger on the number that comes before 43.



4

Die getal wat voor 43 staan, is 42.
The number before 43 is 42.


5

Sit julle vinger op die getal wat na 67 staan.
Put your finger on the number that comes after 67.



6

Die getal wat na 67 staan, is 68.
The number after 67 is 68.


7

Vra baie vrae met die woordeskat, voor, na en tussen. Moedig die leerders aan om getalsimbole van 0 tot 99 te herken, te identifiseer en te lees.

Ask many questions using the vocabulary **before**, **after** and **in between**. Encourage learners to recognise, identify and read number symbols from 0 to 99.

WEEK • WEEK 1

DAG 4 • DAY 4

Getalle tot 99 – tel en herken

Numbers up to 99 – counting and recognition

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

100-blok

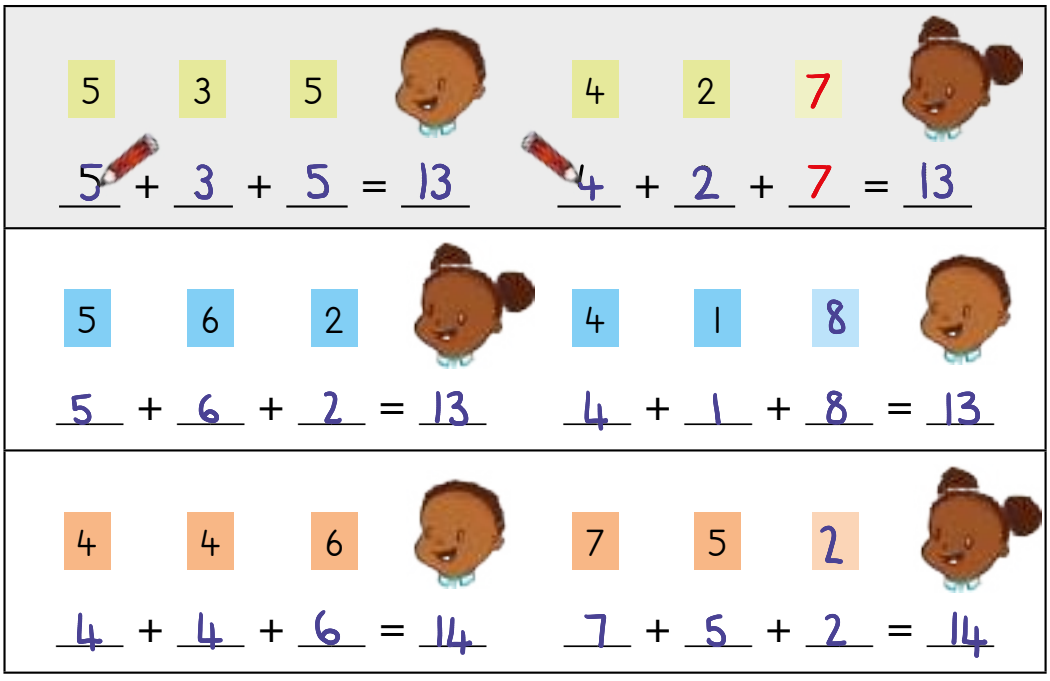
100 square

Help learners grasp the patterns in the 100 square

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

1 Die getalle op twee maats se kaarte het dieselfde antwoord. Kry die getal wat ontbreek.

Two friends have cards that add up to the same number. Find the missing number.



8

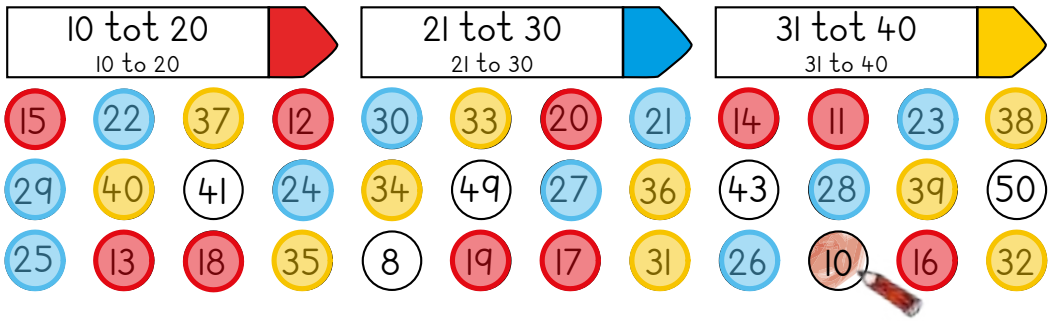
Numbers up to 99 – counting and recognition

2 Skryf elke letter korrek in die onderste ry blokkies in.
Write each letter in the correct box.

1	2	3	D	5	6	I	8	9	10
11	12	13	E	15	16	17	18	19	K
21	I	23	24	25	26	27	28	29	30
31	32	N	34	35	D	37	38	E	40
41	R	43	44	45	46	47	48	49	S
I	52	53	N	55	56	57	O	59	N
61	62	63	64	S	66	K	68	L	70
A	72	S	74	T	76	77	78	E	80
81	82	83	84	85	L	87	88	89	90
91	G	93	94	O	96	E	98	D	100

4	7	14		20	22	33	36	39	42	50
D	I	E		K	I	N	D	E	R	S
51	54		58	60	65		67	69	71	73
I	N		O	N	S		K	L	A	S
75	79	86		92	95	97	99			
T	E	L		G	O	E	D			

3 Kleur die getalle in.
Colour the numbers.



WEEK • WEEK 1

DAG 5 • DAY 5

Vaslegging
Consolidation

HOOFREKENE MENTAL MATHS | ASSESSERING ASSESSMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

1 Kry die getal wat ontbreek. Gebruik dieselfde getalle en skryf 'n verskillende getalsin op die lyn neer.
Find the missing number. Write a different number sentence on the line using the same numbers.

15 – 6 = 9 15 / 6 / 9 6 + 9 = 15	11 – 7 = 4 11 / 7 / 4 7 + 4 = 11	16 – 8 = 8 16 / 8 / 8 8 + 8 = 16
8 + 5 = 13 13 / 8 / 5 13 – 8 = 5	6 + 8 = 14 14 / 6 / 8 14 – 6 = 8	5 + 6 = 11 11 / 5 / 6 11 – 5 = 6

2 Die getalle op twee maats se kaarte het dieselfde antwoord. Kry die getal wat ontbreek.
Two friends have cards that add up to the same number. Find the missing number.

6 5 4 6 + 5 + 4 = 15	3 9 3 3 + 9 + 3 = 15
3 8 3 3 + 8 + 3 = 14	7 5 2 7 + 5 + 2 = 14

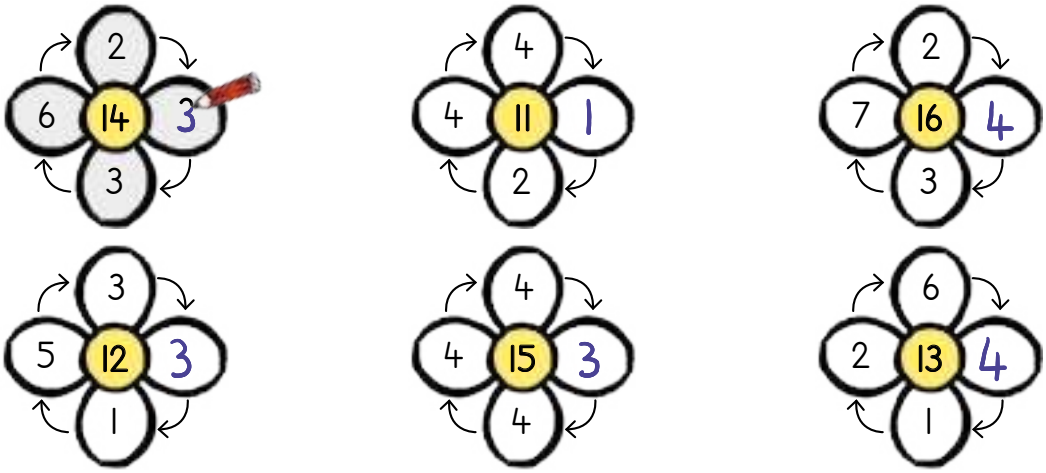
10

Assessment and consolidation

3

Skryf die getal in wat voor staan. Write the number that comes before.				Skryf die getal in wat na staan. Write the number that comes after.			
21	22	44	45	30	31	55	56
68	69	87	88	79	80	99	100

4 Die getal in die middel is die totaal. Kry die getal wat ontbreek.
The number in the middle is the total. Find the missing number.



5 Los op en kleur die onderste ry sirkels in.
Solve and colour.

13 – 0 = 13		17 – 10 = 7	
11 – 8 = 3		15 – 3 = 12	
19 – 9 = 10		12 – 5 = 7	
11 – 9 = 2		16 – 8 = 8	
14 – 3 = 11		12 – 4 = 8	
16 – 7 = 9		14 – 6 = 8	

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

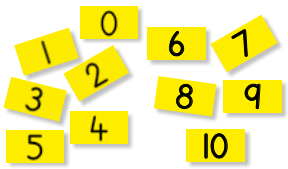
Getalle tot 99

	Hulpbronne
Hoofrekene: Oorslaantel	100-blok
Speletjie: Bingo	tellers











Dag	Lesaktiwiteit	Leshulpbronne
1	Getalle tot 99 – tel en herken	LB, 100-blok (onderwyser), tienrame en tellers
2	Getalle tot 99 – tel en herken	LB, 100-blok (onderwyser)
3	Orden en vergelyk getalle	LB
4	Orden en vergelyk getalle	LB, getallelyn
5	Vaslegging en assessering vir leer	LB

Na hierdie week behoort die leerder in staat te wees om:	✓
getalle in die getalgebied tot 99 te tel, te **oorslaantel** en te herken.	
telgetalle volgens **kleiner as**, **groter as** en **meer as**, minder as en **is gelyk aan** te **orden** en te **vergelyk**.	
die ranggetalle, 1ste, 2de, 3de, 4de, 5de, 6de, 7de, 8ste, 9de and 10de, te ken en te gebruik ten einde die **posisie** van 'n voorwerp in 'n **getalreeks** te identifiseer.	

Formele assessering (verwys na die Assesseringsboek)

Skriftelike assessering: Getalle, Bewerkings en Verwantskappe – Herkenning, ordening en vergelyking van getalle.

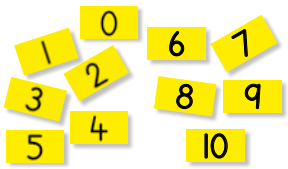
Numbers up to 99

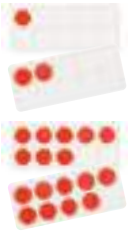
	Resources
Mental Maths: Skip counting	100 square
Game: Bingo	counters











Day	Lesson activity	Lesson resources
1	Numbers up to 99 – counting and recognition	LB, 100 square (teacher), ten frames and counters
2	Numbers up to 99 – counting and recognition	LB, 100 square (teacher)
3	Ordering and comparing numbers	LB
4	Ordering and comparing numbers	LB, number line
5	Consolidation and assessment for learning	LB

After this week the learner should be able to:	✓
count, **skip count** and recognise numbers in the range up to 99.	
order and **compare** whole numbers according to **smaller than**, **greater than** and **more than**, **less than**, **is equal to**.	
know the ordinal numbers: 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th and 10th, and be able to use them to identify the **position** of an object in a **sequence**.	

Formal assessment (see the Assessment Booklet)

Written assessment: Numbers, Operations and Relationships – Recognising, ordering and comparing numbers.

Getalle tot 99

Hoofrekene

Die leerders oefen tel en oorslaantel in die getalgebied 0 tot 99, na aanleiding van die onderwyser se voorbeeld. Die onderwyser gee 'n **interval** en sê of die leerders tussen twee gegewe getalle in 2's, 5'e of 10'e moet tel.



Speletjie

Bingo



Konsepontwikkeling

Ons konsentreer hierdie week daarop om getalle te herken, te orden en te vergelyk. Die leerders gebruik 'n 100-blok en 'n getallyn terwyl hulle getalle ondersoek. Ons konsentreer daarop om:



- getalle van 0 tot 99 met behulp van 'n 100-blok te **herken**, te **identifiseer** en te **lees**.
- in ene **aan** en **terug** te tel en om in 2's, 5'e en 10'e aan te oorslaantel.
- die posisie van 'n getal in 'n geordende versameling voorwerpe met **ranggetalle** aan te dui.
- getalle op getallelyne te orden en te vergelyk deur **getalpatrone** te bespreek.

Waarna jy hierdie week moet oplet

- Help die leerders om in te sien dat die konsep van **ranggetalle** van die konsep suiwer **kardinaalgetalle** verskil.
- Moedig die leerders aan om met mekaar te gesels sodat hulle die korrekte woordeskat kan gebruik terwyl hulle getalle van 0 tot 99 bespreek (**meer**, **minder**, **voor**, **na**, **tussen**, **groter as**, **kleiner as**, **is gelyk aan**, **ranggetalle**, **posisie**, **eerste**, **tweede**, **derde**, **vierde**, **vyfde**, **sesde**, **sewende**, **agtste**, **negende**, en **tiende**).

Numbers up to 99

Mental Maths

Learners practise counting and skip counting in the number range 0 to 99 following the teacher's lead. The teacher gives an **interval** and calls out whether to count in 2s, 5s or 10s between two given numbers.



Game

Bingo



Concept development

This week we focus on recognising, ordering and comparing numbers. Learners will use a 100 square and a number line as they investigate numbers. We will focus on:



- **recognising**, **identifying** and **reading** numbers from 0–99 by using a 100 square.
- counting **forwards** and **backwards** in ones, and skip counting forwards in 2s, 5s and 10s.
- using **ordinal numbers** to indicate the position in an ordered set of objects.
- order and compare numbers on number lines, by discussing **number patterns**.

What to look out for this week

- Help learners to recognise that **ordinal** number concept is different to pure (**cardinal**) number concept.
- Encourage conversation between learners so that they can use the correct vocabulary as they discuss numbers from 0–99 (**more**, **less**, **before**, **after**, **in between**, **bigger than**, **smaller than**, **is equal to**, **ordinal numbers**, **position**, **first**, **second**, **third**, **fourth**, **fifth**, **sixth**, **seventh**, **eighth**, **ninth**, **tenth**).

WEEK 2 • DAG 1

Getalle tot 99 – tel en herken

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

HOOFREKENE | MENTAL MATHS

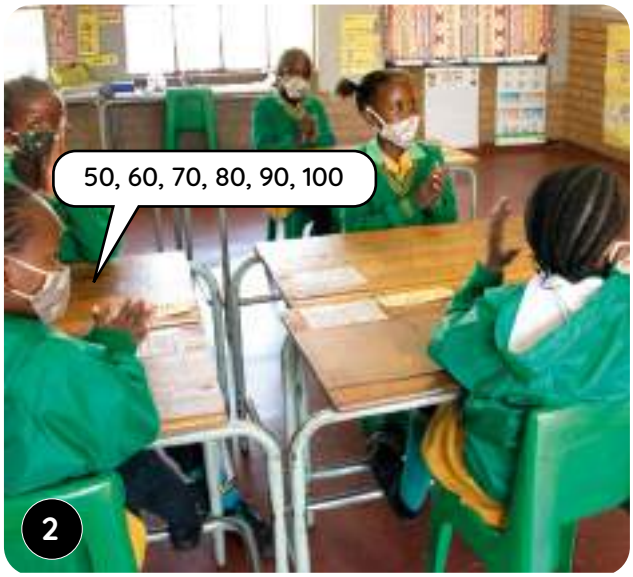
Vra die hele klas, groepe of individuele leerders om tussen twee getalle, wat jy in die getalgebied 0 tot 100 kies, in 2's, 5'e of 10'e te tel. Laat dit 'n prettige oefening wees deur die leerders toe te laat om met hul hande te klap of hul voete te stamp, of ander liggaamsbewegings uit te voer.

Call on the whole class, groups or individual learners to count in 2s, 5s or 10s between two numbers that you select in the range 0 to 100. Make it fun by adding claps or stamps or other physical movements.

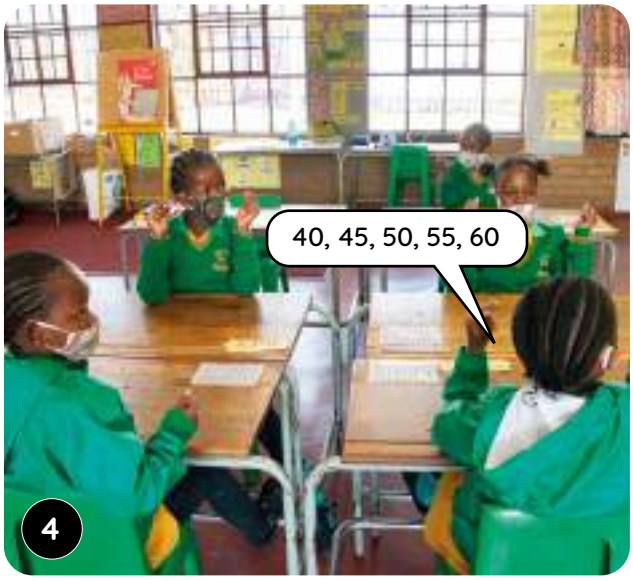
Onthou om elke dag die datum na te gaan en die register af te merk.

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





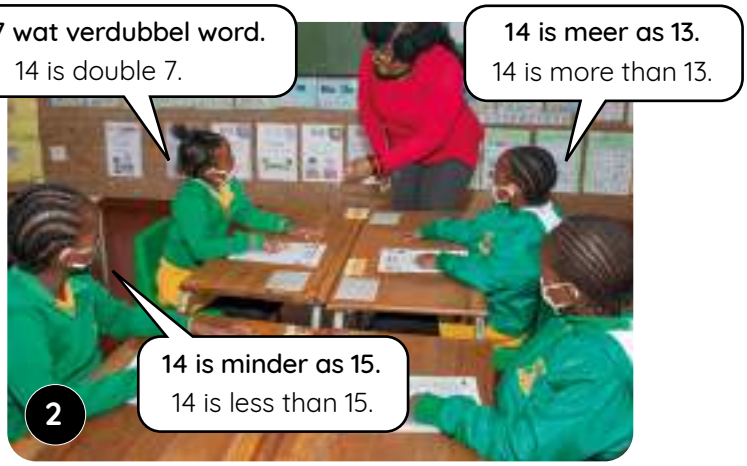




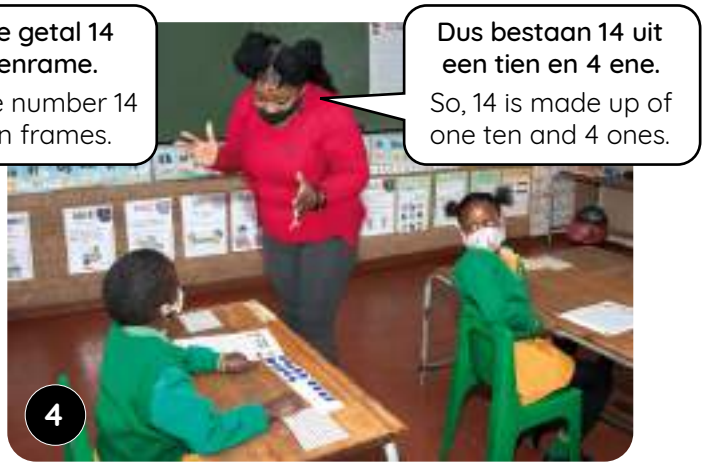
Numbers up to 99 – counting and recognition

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

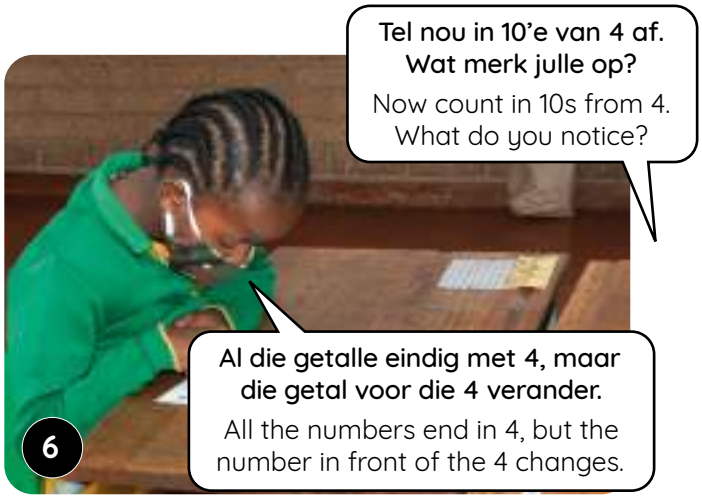












Herhaal die stappe hierbo met getalle van 11 tot 19. Help die leerders om in te sien dat hierdie getalle uit een tien en watter ene ook al bestaan. Moedig die leerders aan om die patroon te herken terwyl hulle in tiene op die getalkaart tel.

Repeat the steps above with numbers from 11 to 19. Encourage learners to see that these numbers are made up of one ten and however many ones. Also help learners to recognise the pattern as they count in tens on the number chart.

WEEK • WEEK 2

DAG 1 • DAY 1

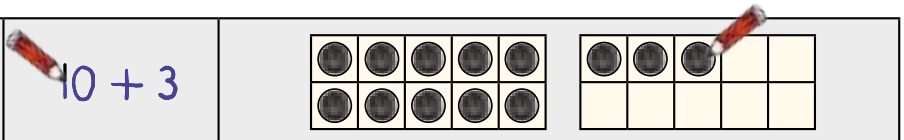
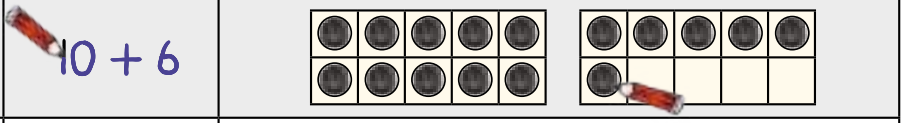
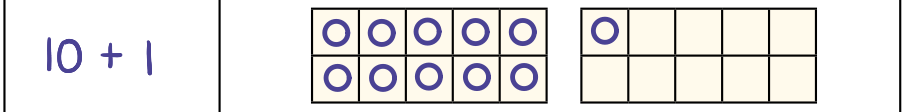
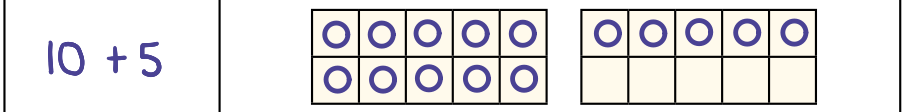
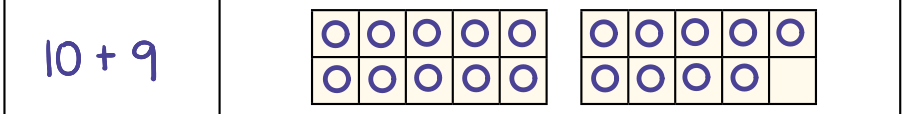
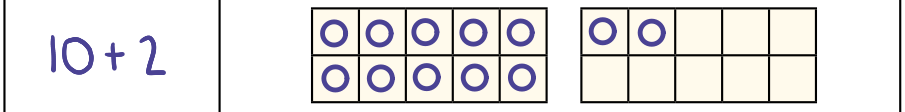
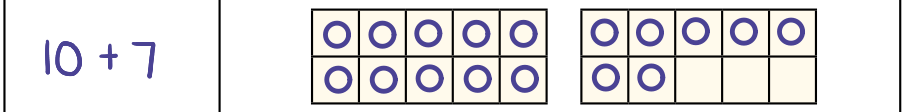
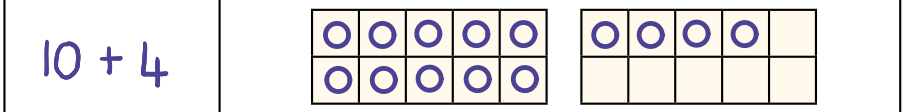
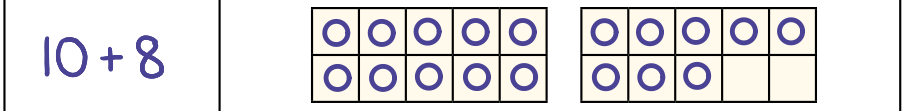
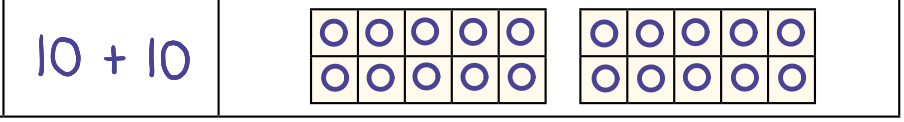
Getalle tot 99 – tel en herken

Numbers up to 99 – counting and recognition

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

1 Skryf 'n getalsin en teken kolle in die tienrame om die getalle te wys.

Write a number sentence and draw dots in the ten frames to show the numbers.

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

Numbers up to 99 – counting and recognition

2 Tel aan. Encourage learners to describe the patterns

Count forwards.

33	34	35	36	37	38	39	40	41	42
78	79	80	81	82	83	84	85	86	87
20	22	24	26	28	30	32	34	36	38

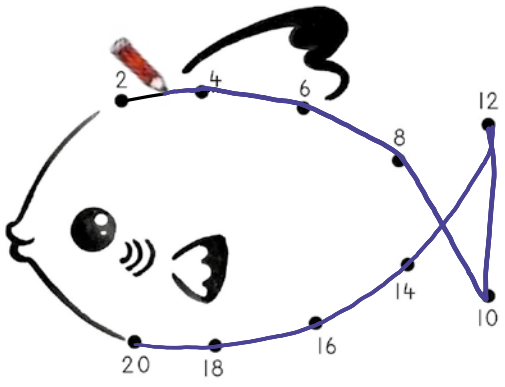
3 Tel terug.

Count backwards.

50	49	48	47	46	45	44	43	42	41
26	25	24	23	22	21	20	19	18	17
42	40	38	36	34	32	30	28	26	24

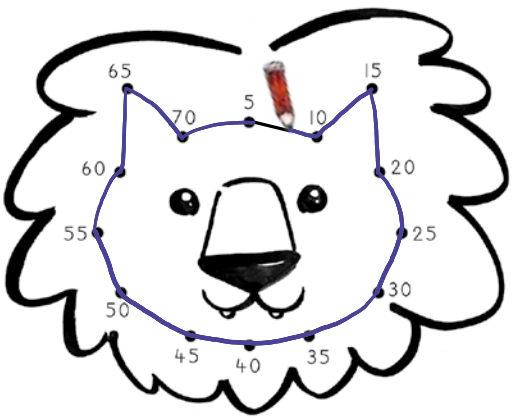
4 Verbind die kolle deur in 2's te tel.

Join the dots by counting in 2s.



5 Verbind die kolle deur in 5'e te tel.

Join the dots by counting in 5s.



WEEK 2 • DAG 2

Getalle tot 99 – tel en herken

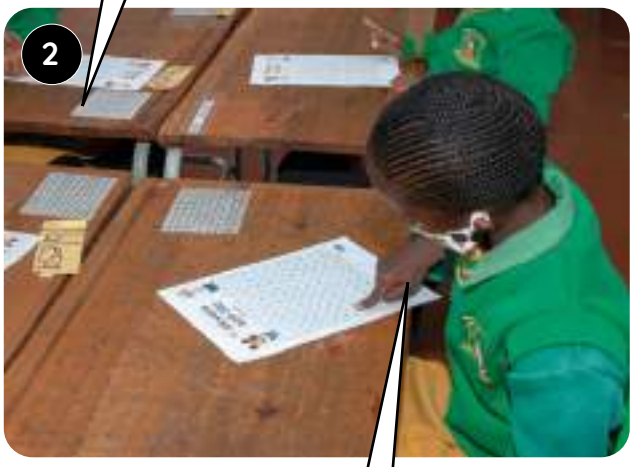
HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Kom ons wys na die getalle op ons 100-blokke en tel in 1'e aan van 13 tot 33.
Let's point at the numbers on our 100 squares and count forwards in 1s from 13 to 33.



Kom ons wys nou na die getalle op ons 100-blokke en tel in 1'e terug van 67 tot 47.
Now, let's point at the numbers on our 100 squares and count backwards in 1s from 67 to 47.



67, 66, 65, 64, ... 49, 48, 47

Watter getal staan tussen 81 en 83?
What number is in between 81 and 83?



Die getal tussen 81 en 83 is 82.
The number in between 81 and 83 is 82.

Watter getal staan na 19?
What number comes after 19?



Die getal na 19 is 20.
The number after 19 is 20.

Gaan voort om vrae te stel deur die woordeskat, voor, na en tussen, te gebruik. Moedig die leerders aan om getalsimbole van 0 tot 99 te herken, te identifiseer en te lees.

Continue asking questions using the vocabulary **before**, **after** and **in between**. Encourage learners to recognise, identify and read number symbols from 0 to 99.

Numbers up to 99 – counting and recognition

WEEK • WEEK 2

DAG 2 • DAY 2

Getalle tot 99 – tel en herken
Numbers up to 99 – counting and recognition

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

1 Voltooi die patroon. Merk die korrekte boksies.
Complete the pattern. Tick the correct boxes.

34	36	38	40	42	44	46	48	50	52

Tel aan Count forwards ✓		Tel terug Count backwards
in 1's in 1s	in 2's in 2s ✓	in 5's in 5s

71	70	69	68	67	66	65	64	63	62

Tel aan Count forwards		Tel terug Count backwards ✓
in 1's in 1s ✓	in 2's in 2s	in 5's in 5s

45	50	55	60	65	70	75	80	85	90

Tel aan Count forwards ✓		Tel terug Count backwards
in 1's in 1s	in 2's in 2s	in 5's in 5s ✓

10	20	30	40	50	60	70	80	90	100

Tel aan Count forwards ✓		Tel terug Count backwards
in 1's in 1s	in 2's in 2s	in 10's in 10s ✓

Getalle tot 99 – tel en herken

2 Kleur die getalle op die 100-blok in.

Colour these numbers on the 100 square.

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

writing answers is optional

10 meer as 5
10 more than 5 ●

5 minder as 50
5 less than 50 45 ●

4 meer as 20
4 more than 20 24 ●

staan na 41
comes after 41 42 ●

10 meer as 66
10 more than 66 76 ●

8 verdubbel
double 8 16 ●

5 meer as 65
5 more than 65 70 ●

3 meer as 80
3 more than 80 83 ●

2 meer as 54
2 more than 54 56 ●

10 minder as 71
10 less than 71 61 ●

tussen 86 en 88
between 86 and 88 87 ●

staan na 25
comes after 25 26 ●

10 meer as 23
10 more than 23 33 ●

staan voor 80
comes before 80 79 ●

2 minder as 90
2 less than 90 88 ●

tussen 35 en 37
between 35 and 37 36 ●

10 minder as 96
10 less than 96 86 ●

2 minder as 46
2 less than 46 44 ●

tussen 71 en 73
between 71 and 73 72 ●

6 meer as 60
6 more than 60 66 ●

Ordering and comparing numbers

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Kom ons kleur die boonste en die onderste sirkels blou in.
Let's colour the top and the bottom circles blue.



Dit is die boonste sirkel. Dit is aan die bokant van die toring.
This is the top circle. It is at the top of the tower.



Dit is die onderste sirkel. Dit is aan die onderkant van die toring.
This is the bottom circle. It is at the bottom of the tower.

Teken 'n rooi hart in die 4de sirkel van onder af.
Draw a red heart in the 4th circle from the bottom.



Dit is die 4de sirkel. Ek het 4 van onder af boontoe getel.
This is the 4th circle. I counted up 4 from the bottom.



Kleur die 3de sirkel van bo af groen in.
Colour the 3rd circle from the top green.





Dit is die 3de sirkel. Ek het 3 van bo af ondertoe getel.
This is the 3rd circle. I counted down 3 from the top.

Gee nog instruksies soos hierdie totdat al die sirkels ingekleur is. Teken byvoorbeeld 'n geel ster in die 2de en die 6de sirkel van bo af. Teken nog 'n toring wat jy kan inkleur as jy nog van hierdie oefeninge wil doen.

Give more instructions like this until all the circles are coloured. For example, draw a yellow star in the 2nd and 6th circles from the top. Draw another tower to colour if you want to do more like this.

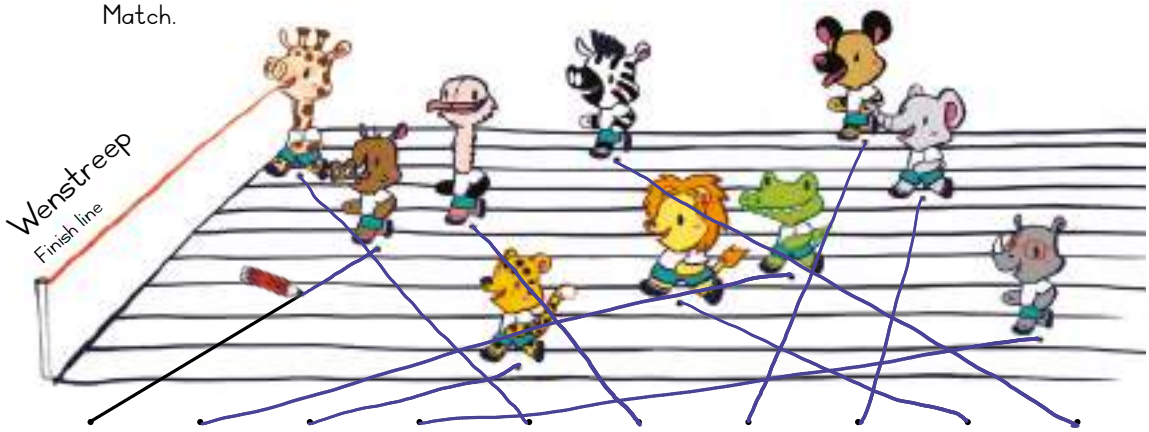
WEEK • WEEK 2

DAG 3 • DAY 3

Orden en vergelyk getalle
Ordering and comparing numbers

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

1 Pas.
Match.



2de 2nd	7de 7th	4de 4th	10de 10th	1ste 1st	3de 3rd	8ste 8th	9de 9th	6de 6th	5de 5th

2



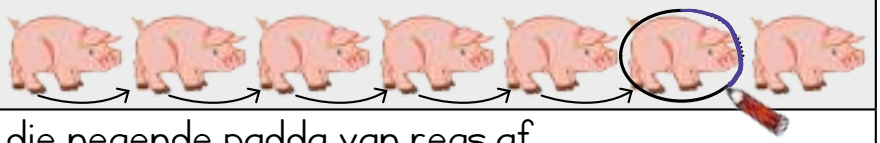
Teken die vorm wat … staan. Draw the shape that is …			
1ste 1st		sewende seventh	
negende ninth		3de 3rd	
6de 6th		5de 5th	
vierde fourth		8ste 8th	
10de 10th		tweede second	
voor die before the		na die after the	

Ordering and comparing numbers

3

Omkring die sesde varkie van links af.

Circle the sixth pig from the left.



Omkring die negende padda van regs af.

Circle the ninth frog from the right.



Omkring die derde muis van regs af.

Circle the third mouse from the right.



Omkring die vyfde haas van links af.

Circle the fifth rabbit from the left.



Omkring die eerste kat van links af.

Circle the first cat from the left.



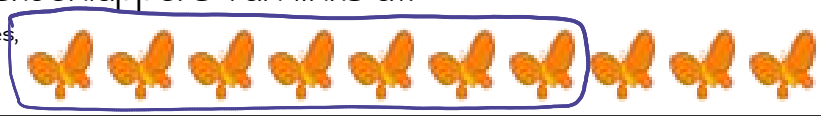
Omkring 4 uile van regs af.

Circle 4 owls, starting from from the right.



Omkring 7 skoenlappers van links af.

Circle 7 butterflies, starting from the left.



Omkring 2 kameelperde van regs af.

Circle 2 giraffes, starting from the right.



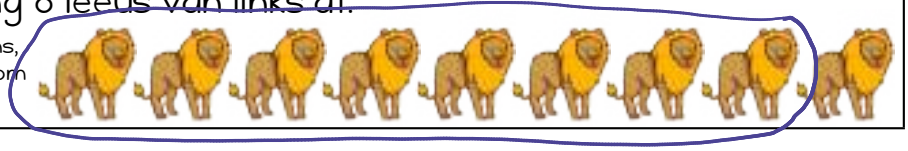
Omkring 4 swane van regs af.

Circle 4 swans, starting from the right.



Omkring 8 leeus van links af.

Circle 8 lions, starting from the left.



WEEK 2 • DAG 4

Orden en vergelyk getalle

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Wat merk jy omtrent die getalle op hierdie getallelyn op?
What do you notice about the numbers on this number line?



Watter getal kom na 6?
What number goes after 6?





Bespreek die patroon van tel in 2's. Wanneer julle in 2's tel, sê julle 'n getal en spring dan oor 'n getal. Tel in 2's tot 20. Tel dan in 5'e en in 10'e tot 20.

Discuss the pattern of counting in 2s. When you count in 2s, you say a number then skip out a number. Count to 20 in 2s. Then count in 5s and 10s to 20.





Oefen om in 2's, 5'e en 10'e te tel. Moedig die leerders aan om die patrone te herken en daaroor te praat. Vra die leerders om getalle te vergelyk en spoor hulle aan om die woordeskat, kleiner as, groter as en is gelyk aan, te gebruik.

Practise counting in 2s, 5s and 10s. Encourage learners to recognise the patterns and to talk about them. Ask learners to compare numbers, encouraging them to use the vocabulary **smaller than**, **greater than** and **is equal to**.

WEEK 2

DAG 4 • DAY 4

Orden en vergelyk getalle
Ordering and comparing numbers

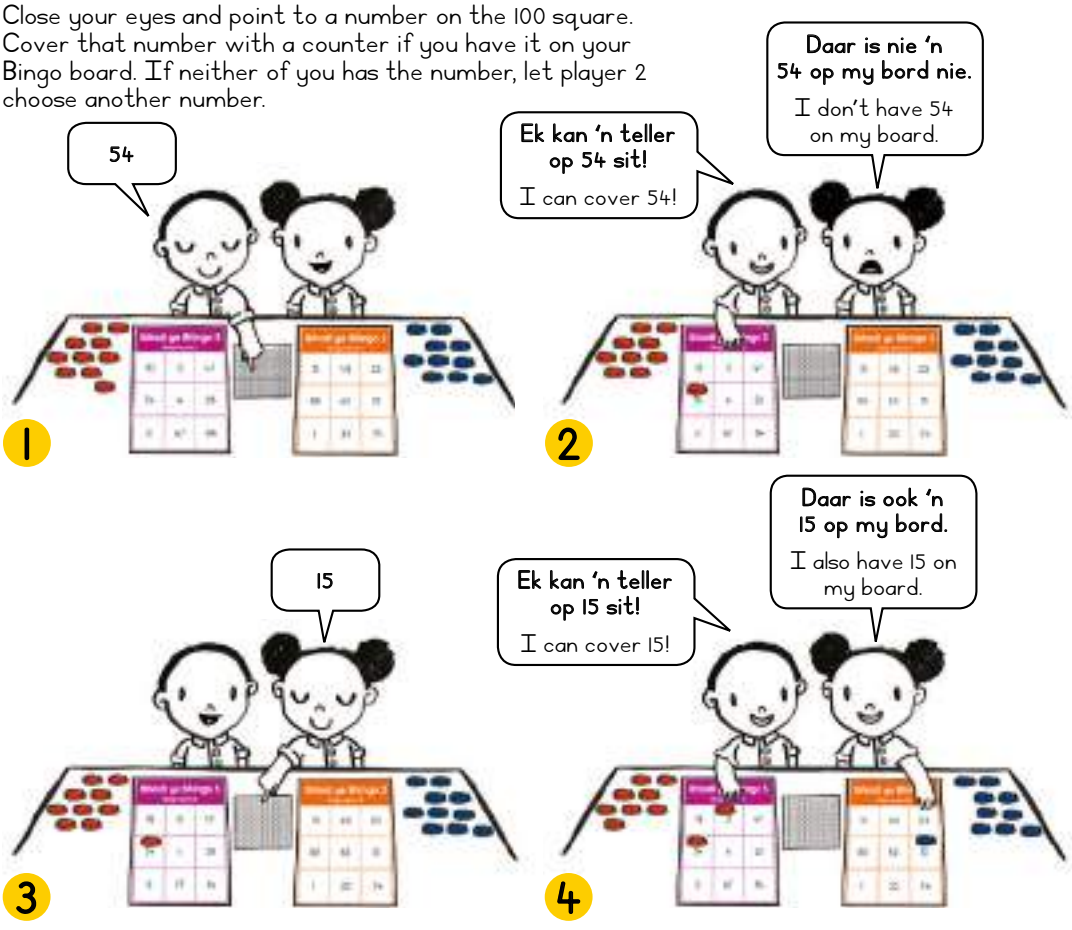
HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

Speletjie: Bingo
Game: Bingo

Remember to demonstrate first

Maak jou oë toe en wys na 'n getal op die 100-blok.
Sit 'n teller op daardie getal as jy dit op jou Bingo-bord het.
As nie een van julle die getal het nie, kies speler 2 met toe oë 'n ander getal.

Close your eyes and point to a number on the 100 square. Cover that number with a counter if you have it on your Bingo board. If neither of you has the number, let player 2 choose another number.



Die eerste persoon wat al die getalle op hulle Bingo-bord kan bedek, is die wenner.

The first person to cover all the numbers on their Bingo board is the winner.

Orden en vergelyk getalle

Bingo-bord 1 Bingo board 1		
33	2	42
64	58	99
14	76	27

Bingo-bord 2 Bingo board 2		
51	48	23
88	62	15
1	35	74

Bingo-bord 3 Bingo board 3		
93	15	47
54	6	28
31	67	84

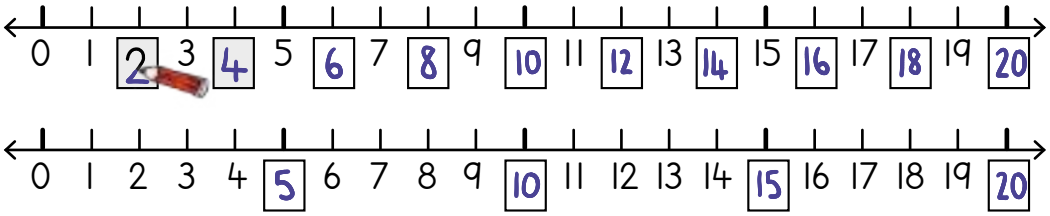
Bingo-bord 4 Bingo board 4		
39	64	4
76	91	42
21	53	19

Ordering and comparing numbers

Ask learners to describe the pattern of the numbers filled in

1 Vul die getalle wat ontbreek op die getallelyne in.

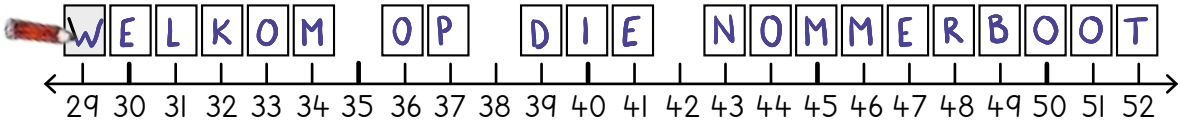
Fill in the missing numbers on the number lines.



2 Skryf die korrekte letters bokant die korrekte nommers op die getallelyn.

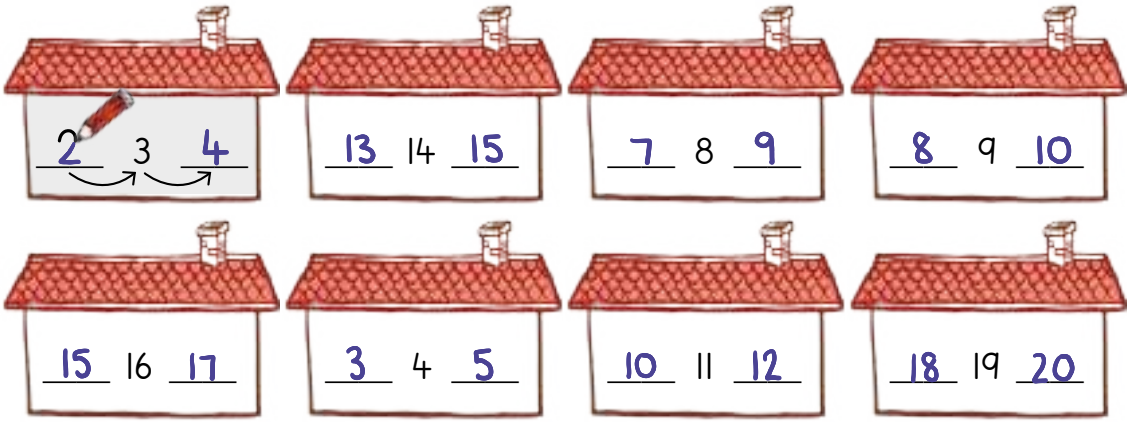
Write the correct letters above the correct numbers on the number line.

29→W	30→E	32→K	31→L	33→O	39→D
37→P	36→O	34→M	44→O	45→M	40→I
41→E	47→E	49→B	46→M	43→N	50→O
51→O	52→T	48→R			



3 Skryf die getal in wat **voor** en **na** elke getal staan.

Write the number that comes **before** and **after**.



WEEK • WEEK 2

DAG 5 • DAY 5

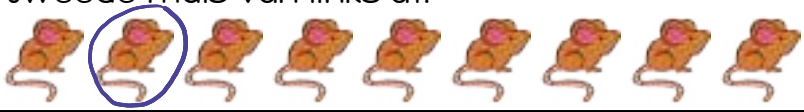
Vaslegging
Consolidation

HOOFREKENE MENTAL MATHS | ASSESSERING ASSESSMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

1 Omkring die vierde haas van regs af.
Circle the fourth rabbit from the right.



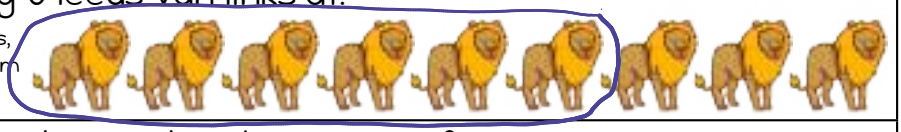
Omkring die tweede muis van links af.
Circle the second mouse from the left.



Omkring 3 swane van regs af.
Circle 3 swans, starting from the right.



Omkring 6 leeus van links af.
Circle 6 lions, starting from the left.



Omkring die eerste uil van regs af.
Circle the first owl from the right.



2 Tel aan.
Count forwards.

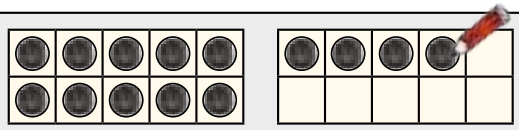
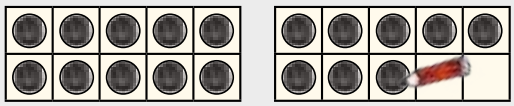
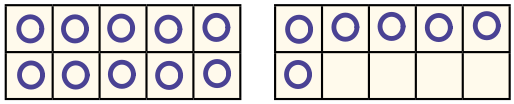
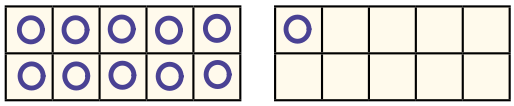
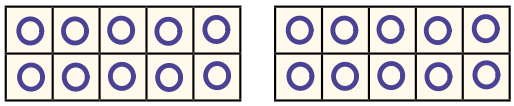
53	54	55	56	57	58	59	60	61	62
56	58	60	62	64	66	68	70	72	74

3 Tel terug.
Count backwards.

44	43	42	41	40	39	38	37	36	35
72	71	70	69	68	67	66	65	64	63

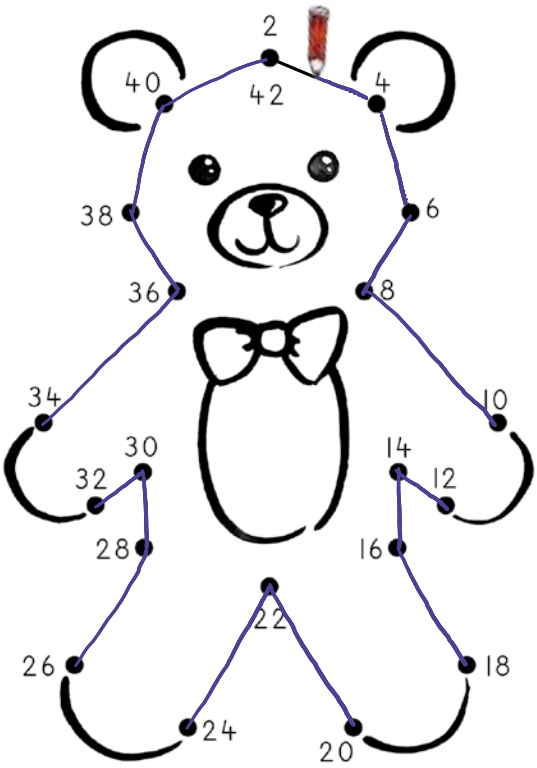
4 Skryf die getalsin en teken kolle in die tienrame om die getalle te wys.

Write the number sentence and draw dots in the ten frames to show the numbers.

14	10 + 4	
18	10 + 8	
16	10 + 6	
11	10 + 1	
20	10 + 10	

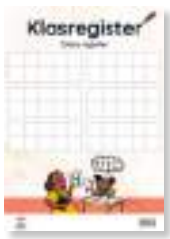
5 Tel in 2's om die prent te voltooi.

Count in 2s to complete the picture.



Geld, optelling en aftrekking

	Hulpbronne
Hoofrekene: Optelling met 1, 2, 3, wys! (twee hande)	geen
Speletjie: geen	







Dag	Lesaktiwiteit	Leshulpbronne
1	Werk met geld	LB, geldplakkaat
2	Geldberekenings	LB, geldplakkaat
3	Woordprobleme met optelling en aftrekking (geldkonteks)	LB, geldplakkaat
4	Woordprobleme met optelling en aftrekking (geldkonteks)	LB, geldplakkaat
5	Vaslegging en assessering vir leer	LB

Na hierdie week behoort die leerder in staat te wees om:	✓
Suid-Afrikaanse muntstukke soos 10c, 20c, 50c, R1, R2, en R5 en **banknote** soos R10 en R20 te herken en te identifiseer.	
tot 20 op te tel en af te trek deur geld as konteks te gebruik.	
geldwoordprobleme, wat **totale** en **kleingeld** tot R20 en in sente tot 20c behels, op te los.	

Formele assessering (verwys na die Assesseringsboek)

Skriftelike assessering: Getalle, Bewerkings en Verwantskappe – Optellings- en aftrekkingsprobleme waarin geld as 'n konteks gebruik word.

Money, addition and subtraction

	Resources
Mental Maths: 1, 2, 3, show! – addition (two hands)	none
Game: none	







Day	Lesson activity	Lesson resources
1	Working with money	LB, money poster
2	Money calculations	LB, money poster
3	Addition and subtraction word problems (money context)	LB, money poster
4	Addition and subtraction word problems (money context)	LB, money poster
5	Consolidation and assessment for learning	LB

After this week the learner should be able to:	✓
recognise and identify South African coins: 10c, 20c, 50c, R1, R2, R5 and **bank notes:** R10, R20.	
add and subtract up to 20 using money as a context.	
solve money word problems involving **totals** and **change** to R20, and in cents up to 20c.	

Formal assessment (see the Assessment Booklet)

Written assessment: Numbers, Operations and Relationships – Addition and subtraction problems using money as a context.

Geld, optelling en aftrekking

Hoofrekene

Ons konsentreer hierdie week op optellingsprobleme met oplossings tot 20 en ons gebruik ons vingers om die getalkombinasies te wys. Die leerders word aktief by die les betrek deur eenvoudige optellingsprobleme vinnig en doeltreffend op te los. Sodoende word die leerders se vermoë om hul getalfeite in 'n later stadium te herroep, ontwikkel.



Speletjie

Geen speletjie nie

Konsepontwikkeling

Ons konsentreer hierdie week daarop om met geld te werk. Die leerders herken die muntstukke en **note** en bereken optelling- en aftrekkingsprobleme met geld as konteks. Ons konsentreer daarop om:



- rande en sente te herken deur die kenmerke van **muntstukke** en note te bespreek.
- in die konteks van geld op te tel en af te trek. Deur 'n winkel as lewenswerklike konteks te gebruik, besluit die leerders watter muntstukke hulle moet gebruik om vir artikels te betaal.
- probleme op te los deur **totale** en **kleingeld** tot 20 te gebruik.

Waarna jy hierdie week moet oplet

- Maak seker jy leer meer van die kenmerke van banknote en muntstukke sodat jy nuwe en interessante inligting aan die leerders kan meedeel.
- Moedig die leerders aan om die optellingstrategieë te gebruik wat hulle in die loop van die jaar aangeleer het om hulle te help om **geldprobleme** op te los, in plaas daarvan om bloot te tel.
- Moedig die leerders aan om met mekaar te gesels sodat hulle die korrekte woordeskat kan gebruik terwyl hulle geld en geldprobleme bespreek (**geld**, **geldeenheid**, **muntstukke**, **sente**, **rande**, **kleingeld**, **note**, **waarde**, **hoeveel**, **tel op**, en **is gelyk aan**).

Money, addition and subtraction

Mental Maths

We focus on addition problems with solutions up to 20 this week, and use our fingers to show the number combinations. Learners will be actively involved in the lesson, solving simple addition problems quickly and efficiently. This will develop learners' ability to recall their number facts at a later stage.



Game

No game

Concept development

This week we focus on working with money. Learners will recognise coins and **notes**, and calculate addition and subtraction problems with money as the context. We will focus on:

- recognising rands and cents by discussing the features of **coins** and notes.
- adding and subtracting using money as the context. Using a shop as a real-life context, learners will need to consider which coins should be used to pay for things.
- solving problems involving **totals** and **change** up to 20.



What to look out for this week

- Make sure you have investigated the features of the notes and the coins so that you can share new and interesting information with the learners.
- Encourage learners to use the addition strategies that they have learnt over the course of the year to help them solve **money problems**, rather than simply counting.
- Encourage conversation between learners so that they can use the correct vocabulary as they discuss money and money problems (**money**, **currency**, **coins**, **cents**, **rands**, **change**, **notes**, **value**, **how much**, **add**, **equals**).

WEEK 3 • DAG 1

Werk met geld

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

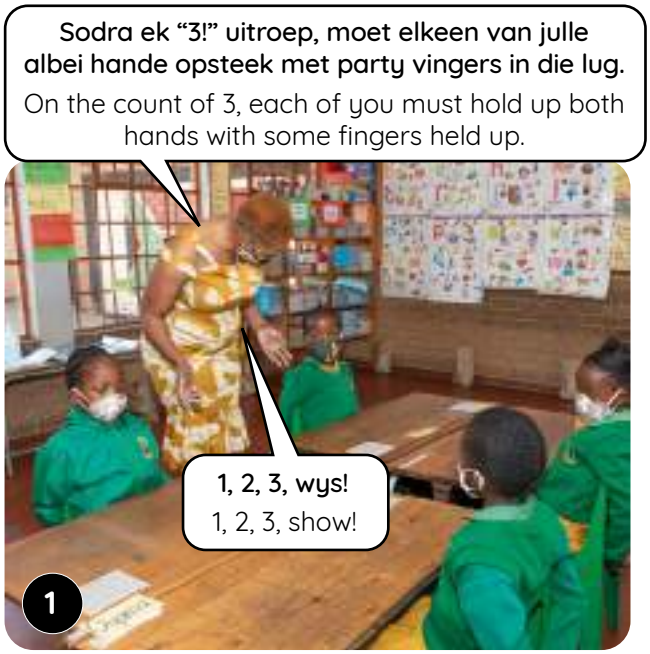
HOOFREKENE | MENTAL MATHS

Speel die optellingspeletjie, 1, 2, 3, wys!

Play the 1, 2, 3, show! – addition game.

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.





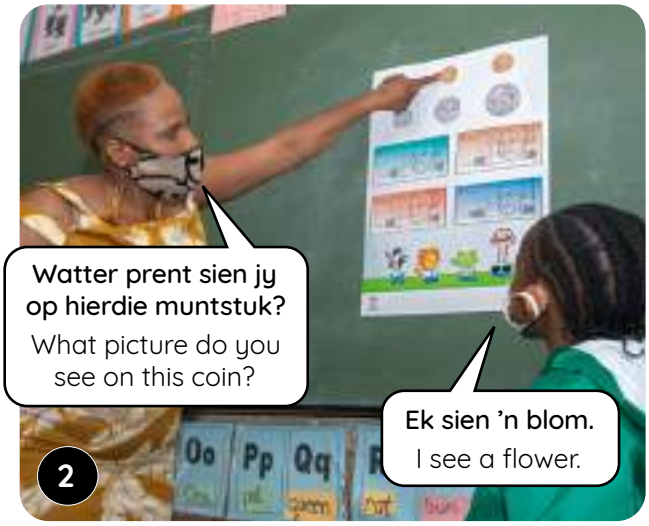




Working with money

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT





Bespreek die kleur en grootte van die muntstukke asook die prent en die landswapen daarop. Neem kennis dat muntstukke ses opvallende kenmerke het waarvolgens visueel gestremdes dit kan identifiseer.

Discuss the colour and size of the different coins and the picture and coat of arms on each one. Notice that coins have six distinct features you can feel that visually-impaired people use to recognise them.





Moedig die leerders aan om te bespreek wat hulle van rande en sente weet. Dit help hulle om die muntstukke en note maklik te identifiseer. Wys die leerders hoe rand en sent geskryf word. Gebruik genoeg tyd om oor die waarde van die muntstukke te praat en dit met mekaar te vergelyk.

Encourage learners to discuss what they know about rands and cents, helping them to easily identify the coins and notes. Show learners how rands and cents are written. Take time to talk about and compare the value of the coins.

WEEK • WEEK 3

DAG 1 • DAY 1

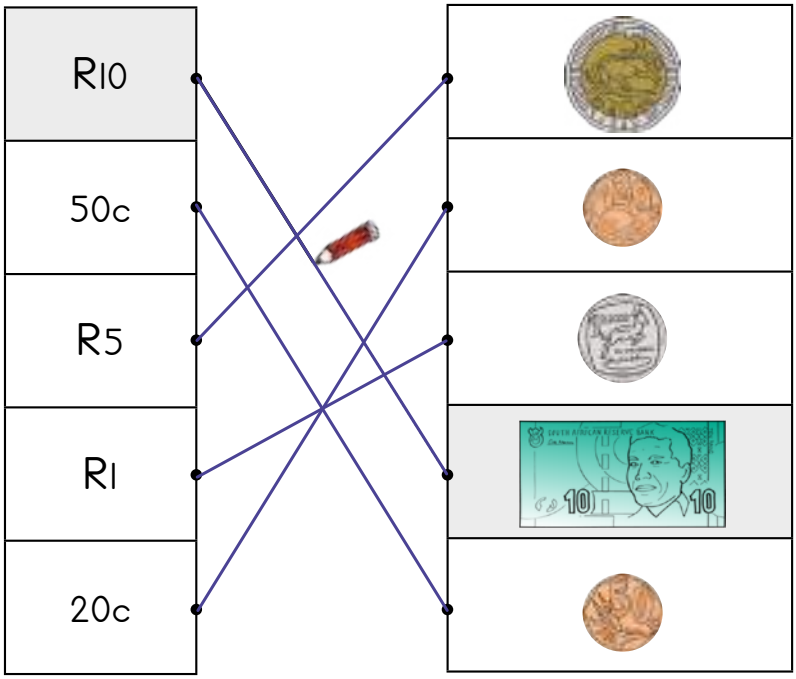
Werk met geld
Working with money

HOOFREKENE MENTAL MATHS → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

1 Omkring die muntstukke.
Circle the coins.

R1-muntstukke R1 coins	R2-muntstukke R2 coins	R5-muntstukke R5 coins
		

2 Trek 'n streep van die bedrag geld na die prent wat daarby pas.
Draw a line from the amount of money to the matching picture.



23

Working with money

3 Teken muntstukke om die bedrae te kry.

Draw coins to make the amounts.

Accept all appropriate answers

	20c	10c 10c
	30c	20c 10c
	40c	20c 20c
	50c	50c
	50c	20c 20c 10c
	R5	R5
	R10	R5 R5

WEEK 3 • DAG 2

Geldberekenings

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Kan julle na die muntstukke wys wat ons kan gebruik om 70c te maak?
Can you point to the coins that we can use to make up 70c?



Ons kan sewe 10c-muntstukke gebruik om 70c te maak.
We could use seven 10c coins to make 70c.



Ons kan 'n 50c-muntstuk en 'n 20c-muntstuk gebruik om 70c te maak.
We could use a 50c coin and a 20c coin to make 70c.



Herhaal dit met verskillende bedrae (in sent) om die leerders te help insien dat hulle geldbedrae op verskillende maniere kan saamstel.

Repeat with different amounts (in cents) to help learners see that we can make up money amounts in different ways.

Watter muntstukke sou julle gebruik om R4 te maak?
Which coins would you use to make R4?



Ek sou twee R2-muntstukke gebruik om R4 te maak.
I would use two R2 coins to make R4.



Ek sou vier R1-muntstukke gebruik om R4 te maak.
I would use four R1 coins to make R4.



Moedig die leerders aan om te oefen om verskillende bedrae geld met behulp van verskeie muntstukke te maak. Gee tyd vir die leerders om verskillende geldberekenings met bekende getalfeite te oefen. Jy kan hulle ook vra om geldbedrae te verdubbel en te halveer.

Encourage learners to practise making different amounts of money using a variety of coins. Allow learners time to practise different **money calculations** using known number facts. You could also ask them to do **doubles** and **halves** of money amounts.

Money calculations

WEEK • WEEK 3

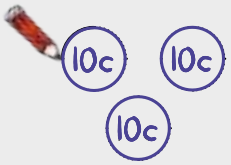
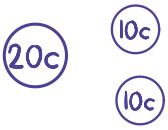
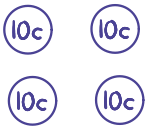
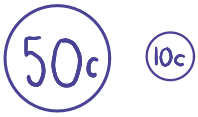
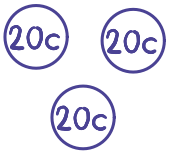
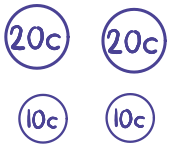
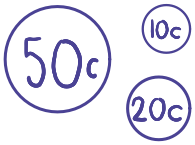
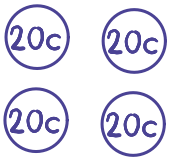
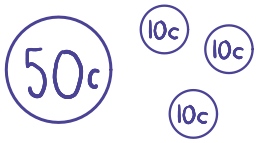
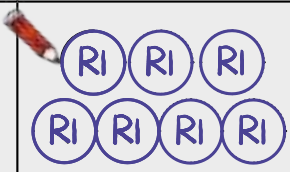
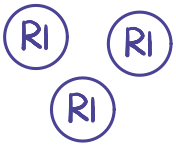
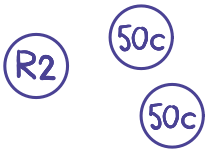
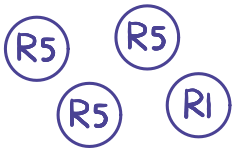
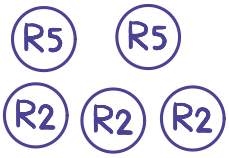
DAG 2 • DAY 2

Geldberekenings
Money calculations

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

1 Teken muntstukke om hierdie bedrae te kry.

Draw coins to make up these amounts.

30c			
40c			
60c			
80c			
R7			
R3			
R16			

Geldberekenings

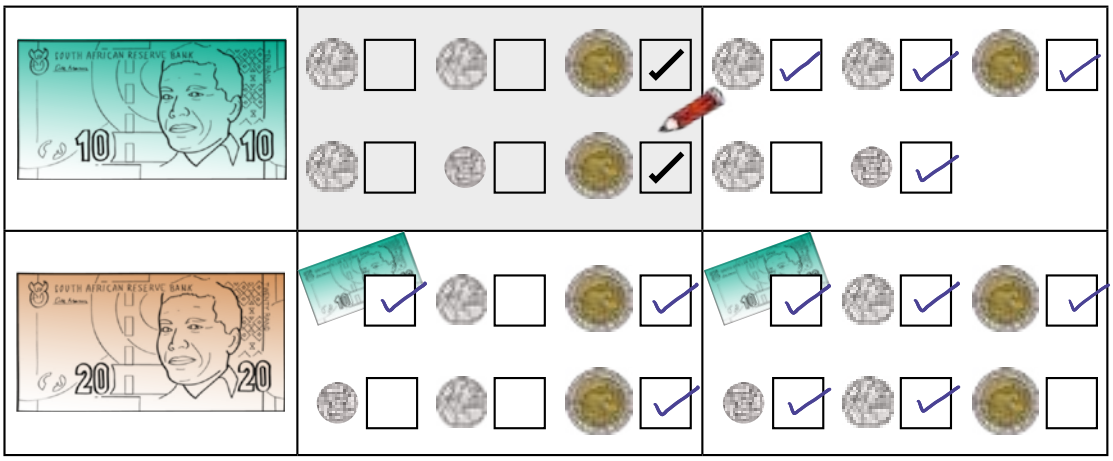
2 Hoeveel geld is daar?

How much money is there?

+ = R2	+ = R10
+ = R4	+ = R3
+ = R6	+ = R7
+ + = R3	+ + = R6
+ + + = R8	
+ + = R15	

3 Maak regmerkies by dieselfde bedrag.

Tick to show the same amount.



Addition and subtraction word problems (money context)

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Ek het een R1-muntstuk, twee R2-muntstukke en een R5-muntstuk. Hoeveel geld het ek altesaam?
I have one R1 coin, two R2 coins and one R5 coin. How much money do I have?





Ek gaan winkel toe en koop 'n sjokolade vir R2, 'n lekker vir R1 en 'n koeldrank vir R3. Hoeveel geld gee ek uit?
I go to the shop and I buy a chocolate for R2, a sweet for R1 and a drink for R3. How much money will I spend?





Ek moet R6 betaal. Watter muntstukke kan ek gebruik?
I need to pay R6. What coins can I use?

Daar is genoeg geld. Daar gaan R4 oorbly.
There is enough money. There will be R4 left over.







Herhaal die stappe hierbo met verskeie geldbedrae en winkelartikels. Gee die leerders veelvuldige geleenthede om geldprobleme op te los wat totale tot R20 behels en sente tot 20c.

Repeat the steps above with a variety of money amounts and shopping items. Give learners multiple opportunities to solve money problems involving totals to R20 and in cents up to 20c.

WEEK • WEEK 3

DAG 3 • DAY 3

Woordprobleme met optelling en aftrekking (geldkonteks)
Addition and subtraction word problems (money context)

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

1 Hoeveel betaal jy?
How much will you pay?

Jy koop You buy	Jy betaal You pay
 R10  R5	R10 + R5 = R15
 R7  R10	R7 + R10 = R17
 R7  R10	R7 + R10 = R17
 R8  R3	R8 + R3 = R11
 R12  R7	R12 + R7 = R19
 R5  R5  R5	R5 + R5 + R5 = R15

27

Addition and subtraction word problems (money context)

2 Gebruik die pryslys om die kleingeld uit te werk as jy met R10 betaal.

Use the price list to work out the change if you pay with R10.

	50c		R2
	R5		R1

	Jy betaal You pay	Kleingeld Change
	R1 + R2 = R3	R10 − R3 = R7
	R1 + R1 = R2	R10 − R2 = R8
	R5 + R5 = R10	R10 − R10 = 0

3 Ek koop 'n appel vir R2, 'n lemoen vir R2 en vrugtesap vir R6. Hoeveel moet ek betaal?

I buy an apple for R2, an orange for R2 and juice for R6. How much must I pay?



R2 + R2 + R6 = R10

Ek het R15 en my suster het R5. My broer het R1. Hoeveel geld het ons altesaam?

I have R15 and my sister has R5. My brother has R1. How much money do we have altogether?



R15 + R5 + R1 = R21

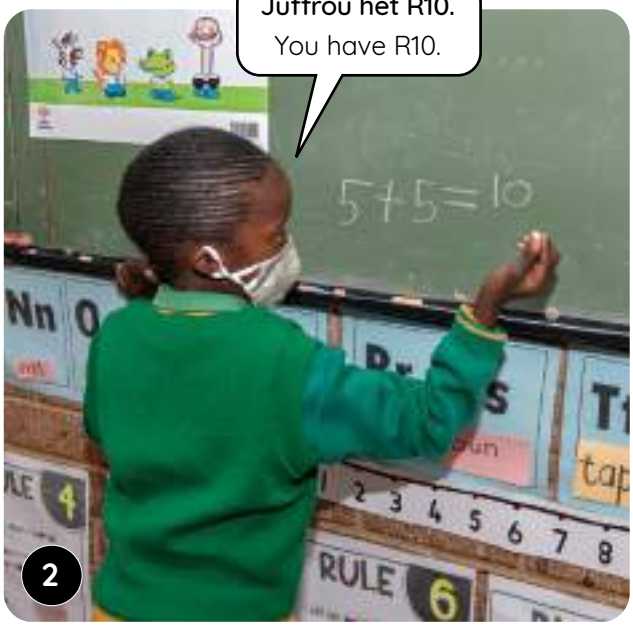
Woordprobleme met optelling en aftrekking (geldkonteks)

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Ek het twee R5-muntstukke. Hoeveel geld het ek?
I have two R5 coins. How much money do I have?



Juffrou het R10.
You have R10.



Ek gaan winkel toe en koop 'n bal vir R4. Ek betaal met R5. Hoeveel kleingeld kry ek?
I go to the shop and I buy a ball for R4. I pay with R5. How much change will I get?



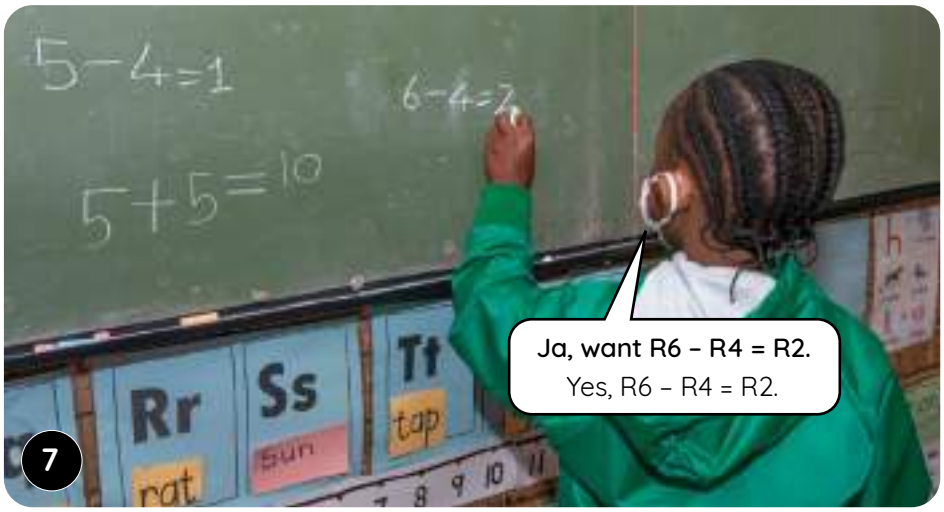
Juffrou kry R1 se kleingeld.
You will get R1 change.



Addition and subtraction word problems (money context)







Herhaal die stappe hierbo met verskeie geldbedrae en winkelartikels. Gee die leerders veelvuldige geleenthede om geldprobleme op te los wat totale en kleingeld tot R20 behels en sente tot 20c.

Repeat the steps above with a variety of money amounts and shopping items. Give learners multiple opportunities to solve money problems involving totals and to change to both R20 and 20c.

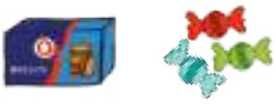
WEEK • WEEK 3

DAG 4 • DAY 4

Woordprobleme met optelling en aftrekking (geldkonteks)
Addition and subtraction word problems (money context)

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

1 Hoeveel kleingeld kry jy as jy met R20 betaal?
How much change will you get if you pay with R20?

Jy koop You buy	Kleingeld Change
 R5 + R7 = R12	R20 – R12 = R8
 R10 + R3 = R13	R20 – R13 = R7
 R8 + R7 = R15	R20 – R15 = R5
 R10 + R5 = R15	R20 – R15 = R5
 R15 + R3 = R18	R20 – R18 = R2
 R12 + R8 = R20	R20 – R20 = 0
 R13 + R7 = R20	R20 – R20 = 0

29

Addition and subtraction word problems (money context)

Allow learners to use blocks if needed

2 Hoeveel geld het ek oor?
How much money do I have left over?

Ek het R10. Ek koop sap vir R7. I have R10. I buy juice for R7.  R10 – R7 = R3
Ek het R15. Ek koop 'n lemoen vir R4. I have R15. I buy an orange for R4.  R15 – R4 = R11

3

	Wat kos dit? What is the cost?	Hoeveel kleingeld? How much change?
Ek het R20. Ek koop 'n speelding vir R6 en 'n boek vir R5. I have R20. I buy a toy for R6 and a book for R5. 	R6 + R5 = R11	R20 – R11 = R9
Ek het R14. Ek koop 'n boek vir R5 en 'n ballon vir R4. I have R14. I buy a book for R5 and a balloon for R4. 	R5 + R4 = R9	R14 – R9 = R5
Ek het R17. Ek koop 'n bal vir R4 en 'n ballon vir R4. I have R17. I buy a ball for R4 and a balloon for R4. 	R4 + R4 = R8	R17 – R8 = R9

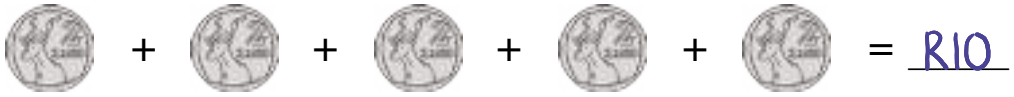
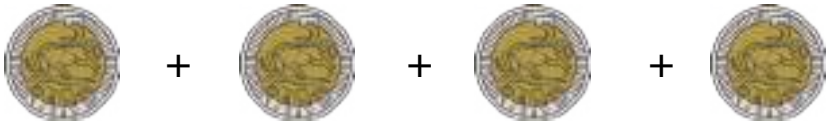
WEEK • WEEK 3

DAG 5 • DAY 5

Vaslegging
Consolidation

HOOFREKENE MENTAL MATHS | ASSESSERING ASSESSMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

1 Hoeveel geld is daar?
How much money is there?

 = R5	 = R3
 = R7	 = R6
 = R10	
 = R20	

2 Los die probleem op deur die getalsin te skryf.
Solve the problem by writing the number sentence.

Ek het R12 en my suster het R8. My broer het R3. Hoeveel geld het ons altesaam?

I have R12 and my sister has R8. My brother has R3. How much money do we have altogether?



R12 + R8 + R3 = R23

Ek koop 'n appel vir R7, 'n lemoen vir R6 en vrugtesap vir R10. Hoeveel moet ek betaal?

I buy an apple for R7, an orange for R6 and juice for R10. How much must I pay?



R7 + R6 + R10 = R23

Assessment and consolidation

3

Sipho het R10. Hy koop mielies vir R7. Hoeveel kleingeld moet hy kry? Sipho has R10. He buys mealies for R7. How much change must he get? 	Skryf die getalsin. Write the number sentence. R10 – R7 = R3

4

Jy het R10. You have R10.	Jy betaal You pay	Kleingeld Change
 R4  R5	R4 + R5 = R9	R10 – R9 = R1
 R7  R2	R7 + R2 = R9	R10 – R9 = R1
 R5  R1	R5 + R1 = R6	R10 – R6 = R4

5 Tel op.
Add.

 R5 + R10 = R15	 R2 + R1 = R3
 R10 + R5 = R15	 R5 + R5 = R10
 R3 + R2 = R5	 R5 + R10 = R15
 R5 + R5 = R10	 R3 + R2 = R5

Optelling, aftrekking en patrone

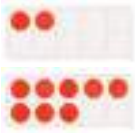
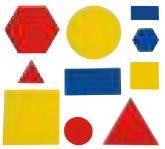
	Hulpbronne
Hoofrekene: Verdubbeling	geen
Speletjie: Pret met optelling	3 dobbelstene









Dag	Lesaktiwiteit	Leshulpbronne
1	Tel op en trek af	LB, multifix-blokkies
2	Tel op en trek af	LB, tienraam en tellers, 3 dobbelstene
3	Getal- en geometriese patrone	LB, 100-blok (onderwyser), 2D vorms
4	Getalpatrone	LB, 100-blok (leerder)
5	Vaslegging en assessering vir leer	LB

Na hierdie week behoort die leerder in staat te wees om:	✓
hul begrip van **optelling** en **aftrekking** met behulp van multifix-blokkies, getallelyne en getaltabelle vas te lê.	
te oefen om in 1'e **aan** en **terug te tel**.	
oorslaantel in 2's, 5'e en 10'e te oefen en sodoende die verband met getalsinne vir herhaalde optelling in te sien.	

Formele assessering (verwys na die Assesseringsboek)

Skriftelike assessering: Getalle, Bewerkings en Verwantskappe – Optelling en aftrekking, en patrone.

Mondelinge en praktiese assessering: Datahantering – Neem die leerders waar om hul vermoë om 'n piktogram te lees en te interpreteer, te assesseer.

Addition, subtraction and patterns

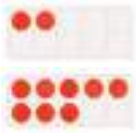
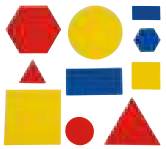
	Resources
Mental Maths: Doubling	none
Game: Addition fun	3 dice









Day	Lesson activity	Lesson resources
1	Addition and subtraction	LB, multifix blocks
2	Addition and subtraction	LB, 3 dice, ten frame, counters
3	Number and geometric patterns	LB, 100 square (teacher), 2-D shapes
4	Number patterns	LB, 100 square (teacher)
5	Consolidation and assessment for learning	LB

After this week the learner should be able to:	✓
consolidate understanding of **addition** and **subtraction** using multifix blocks, number lines and number tables.	
practise **counting forwards and backwards** in 1s.	
practise **skip counting** in 2s, 5s and 10s, making the connection to repeated addition number sentences.	

Formal assessment (see the Assessment Booklet)

Written assessment: Numbers, Operations and Relationships – Addition and subtraction and patterns.

Oral and practical assessment: Data Handling – Observe learners to assess their ability to read and interpret a pictograph.

Optelling, aftrekking en patrone

Hoofrekene

Ons speel hierdie week die speletjie, Verdubbeling, om die leerders tyd te gee om hul verdubbelingsvaardigheid te oefen. Speel die speletjie eers as klas saam en dan in pare.



Speletjie

Pret met optelling



Konsepontwikkeling

Ons konsentreer hierdie week op optelling, aftrekking en getalpatrone. Die leerders gebruik multifix-blokkies, getallelyne en getaltabelle om optelling- en aftrekkingsprobleme op te los. Hulle gebruik 'n 100-blok en 'n getallelyn terwyl hulle patrone ondersoek. Ons konsentreer daarop om:



- met behulp van verskeie probleme tot 20 op te tel en af te trek.
- in ene aan en terug te tel en in 2's, 5'e en 10'e te oorslaantel.
- getalle te orden en te vergelyk deur patrone te herken. Die leerders begin om die verband tussen patrone en herhaalde optelling raak te sien.

Waarna jy hierdie week moet oplet

- Help die leerders om hul begrip van getal vas te lê en te begin om probleme doeltreffend op grond van hul kennis van getalfeite op te los.
- Help die leerders om in te sien dat daar verskillende soorte patrone bestaan en dat daardie patrone ons help om sin te maak van dit wat ons sien. Patrone help ons ook om probleme soos herhaalde optelling doeltreffend op te los.
- Moedig die leerders aan om met mekaar te gesels sodat hulle die korrekte woordeskat kan gebruik terwyl hulle getalle van 0 tot 99 bespreek (**tel op**, **en**, **meer as**, **is gelyk aan**, **trek af**, **neem weg**, **minder as**).

Addition, subtraction and patterns

Mental Maths

This week we play the game Doubling to give learners time to practise their doubling skills. Play the game as a whole class and then in pairs.



Game

Addition fun



Concept development

This week we focus on addition, subtraction and number patterns. Learners will use multifix blocks, number lines and number tables to solve addition and subtraction problems. They will use a 100 square and a number line as they investigate patterns. We will focus on:



- adding and subtracting with numbers up to 20 using a variety of problems.
- counting forwards and backwards in ones, and skip counting forwards in 2s, 5s and 10s.
- ordering and comparing numbers by recognising patterns. Learners will begin to make the connection between patterns and repeated addition.

What to look out for this week

- Help learners to consolidate their understanding of number and to begin solving problems efficiently using their knowledge of number facts.
- Help learners to see that there are different types of patterns, and that patterns help us to make sense of what we see. Patterns also help us to solve problems like repeated addition efficiently.
- Encourage conversation between learners so that they can use the correct vocabulary as they discuss numbers from 0 to 99 (**add**, **and**, **more than**, **equals**, **subtract**, **take away**, **less**).

Tel op en trek af

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

HOOFREKENE | MENTAL MATHS

Ons speel 'n verdubbelingspeletjie.

We play a game called Doubing.

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.











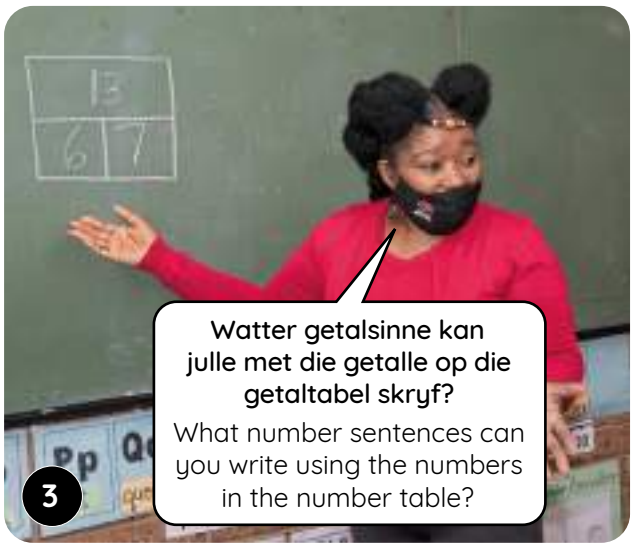


Addition and subtraction

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT









Bespreek: Wat merk julle op van die getalsinne wat op die bord geskryf is?

- **Ons het optelling- en aftrekkingsgetalsinne geskryf.**
- **Al die getalsinne gebruik dieselfde drie getalle uit die getaltabel. Hierdie 3 getalle word 'n getalfamilie genoem.**

Discuss: What do you notice about the number sentences written on the board?

- We have written addition and subtraction number sentences.
- All the number sentences use the same three numbers from the number table. These 3 numbers are called a number family.

Herhaal die stappe hierbo deur verskillende getalle op getaltabelle te gebruik. Moedig die leerders aan om in te sien dat ons 'n ontbrekende getal met behulp van inverse bewerkings kan maak.

Repeat the steps above, using different numbers in the number table. Encourage learners to see that we can use inverse operations to help us find a missing number.

WEEK 4 • WEEK

DAG 1 • DAY 1

Tel op en trek af
Addition and subtraction

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

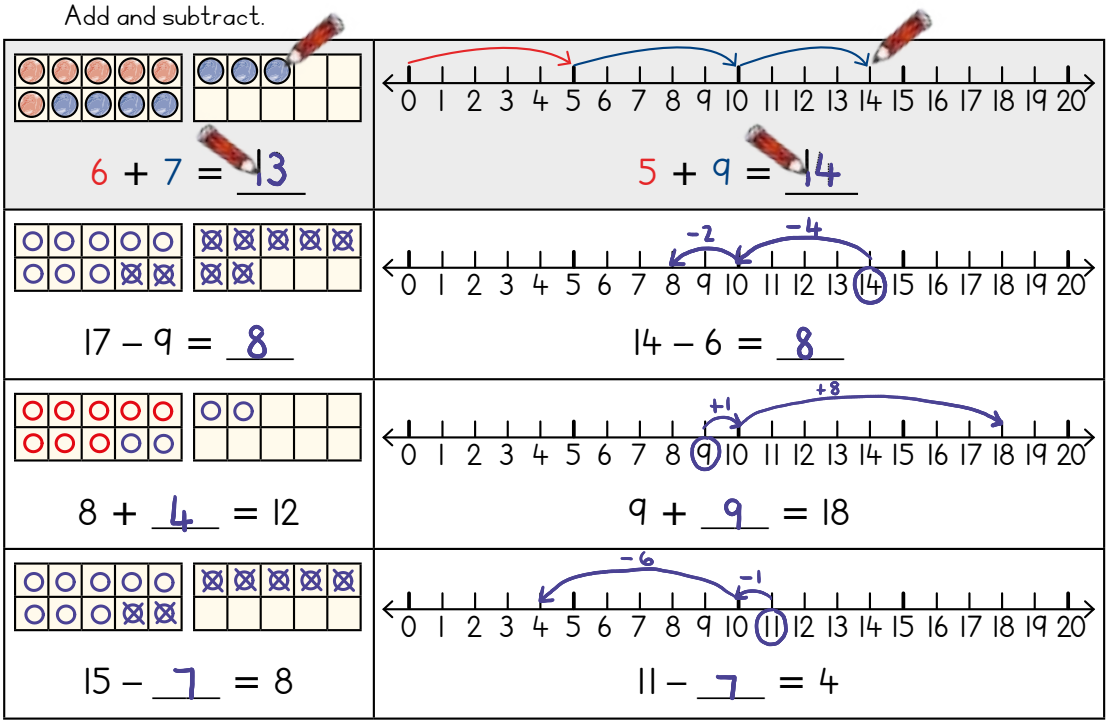
1 Voltooi die getaltabel. Skryf vier verskillende getalsinne.
Complete the table. Write four different number sentences.

	16 7 | 9	7 + 9 = 16 9 + 7 = 16	16 − 9 = 7 16 − 7 = 9
	13 5 | 8	5 + 8 = 13 8 + 5 = 13	13 − 5 = 8 13 − 8 = 5
	11 4 | 7	4 + 7 = 11 7 + 4 = 11	11 − 4 = 7 11 − 7 = 4
	17 8 | 9	8 + 9 = 17 9 + 8 = 17	17 − 8 = 9 17 − 9 = 8
	15 9 | 6	9 + 6 = 15 6 + 9 = 15	15 − 9 = 6 15 − 6 = 9
	14 6 | 8	6 + 8 = 14 8 + 6 = 14	14 − 6 = 8 14 − 8 = 6

Addition and subtraction

2 Tel op en trek af.

Add and subtract.



3 Los die probleme op.

Solve the problems.

Daar is 9 varke en 3 skape. Hoeveel diere is daar?

There are 9 pigs and 3 sheep. How many animals are there?

9 + 3 = 12

Daar is 6 hoenders en 7 hase op die plaas. Hoeveel diere is daar?

There are 6 chickens and 7 rabbits on the farm. How many animals are there?

6 + 7 = 13

Daar is 12 diere, en 4 daarvan is perde. Die res is koeie. Hoeveel koeie is daar?

There are 12 animals and 4 are horses. The rest are cows. How many cows are there?

12 – 4 = 8

Tel op en trek af

HOOFREKENE / MENTAL MATHS | KONSEPONTWIKKELING / CONCEPT DEVELOPMENT → GROEPWERK / GROUP WORK → SPELETJIE / GAME → AKTIWITEITE / ACTIVITIES → PROBLEEMOPLOSSING / PROBLEM SOLVING

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Kan julle asseblief kyk of hierdie getalsin korrek is of nie?
Please can you check to see if this number sentence is correct or not?



1

Wys met julle duime na bo as die getalsin korrek is of met julle duime na onder as dit verkeerd is.
Show me thumbs up if the number sentence is correct or thumbs down if it is incorrect.


2

Kontroleer hierdie getalsin en wys met julle duime na onder as dit korrek is of na bo as dit verkeerd is.
Check this number sentence and show me thumbs up if it is correct or thumbs down if it is incorrect.



3


4

8 + 5 = 13, nie 14 nie. Ek kan dit op my tienrame sien.
8 + 5 = 13, not 14. I can see this on my ten frames.


5

Herhaal met nog baie optelling- en aftrekkingsprobleme soos die volgende:

Repeat with many addition and subtraction problems, such as:

- **11 – 6 = 5**
- **4 + 10 = 15**
- **16 – 8 = 9**
- **6 + 7 = 12**

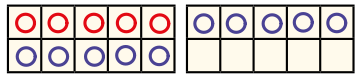
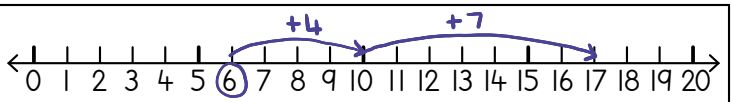
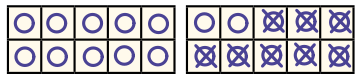
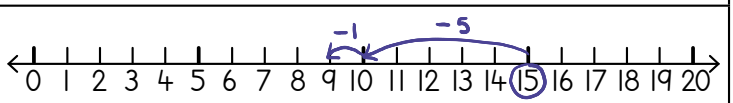
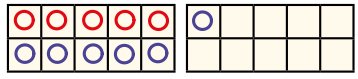
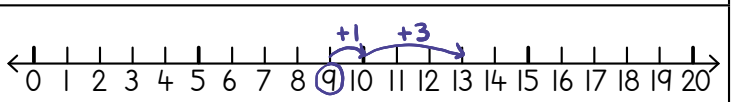
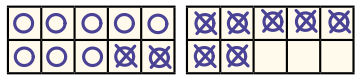
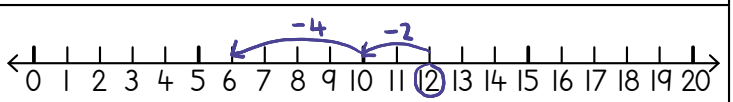
WEEK 4 • WEEK

DAG 2 • DAY 2

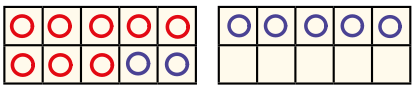
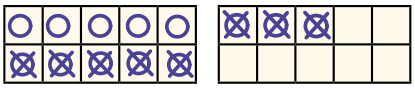
Tel op en trek af
Addition and subtraction

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

1 Tel op en trek af.
Add and subtract.

 5 + 10 = 15	 6 + 11 = 17
 20 – 8 = 12	 15 – 6 = 9
 5 + 6 = 11	 9 + 4 = 13
 17 – 9 = 8	 12 – 6 = 6

2 Los die probleme op.
Solve the problems.

Daar is 8 uile en 7 eende. Hoeveel voëls is daar? There are 8 owls and 7 ducks. How many birds are there? 	 8 + 7 = 15
Daar is 13 blomme. 8 blomme is pienk. Die res is rooi. Hoeveel blomme is rooi? There are 13 flowers. 8 flowers are pink. The rest are red. How many flowers are red? 	 13 – 8 = 5

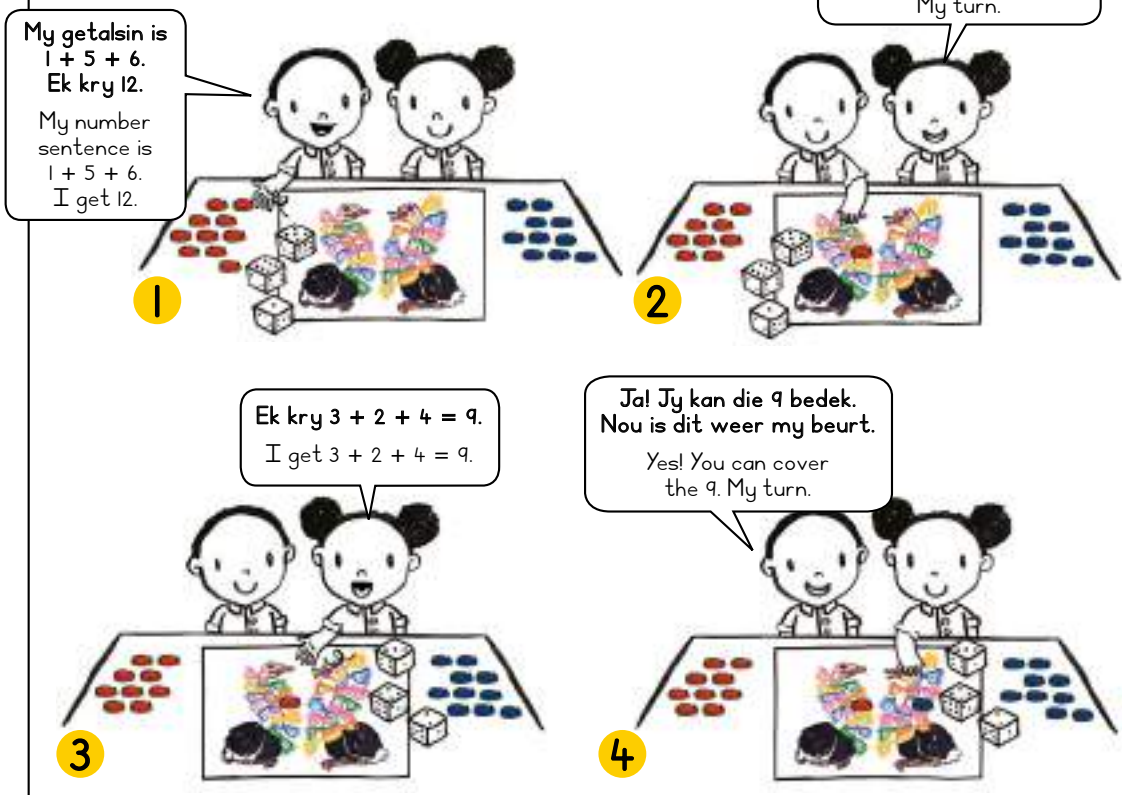
35

Tel op en trek af

Speletjie: Pret met optelling
Game: Addition fun

Gebruik die spelbord op bladsy 83. Gooi die dobbelstene en gebruik die getalle om 'n getalsin te maak. Los die getalsin op. Die persoon wat al die getalle eerste op hulle volstruis bedek, is die wenner.

Use the game board on page 83. Throw the dice and use the numbers to make a number sentence. Solve the number sentence. The person who covers all the numbers on their ostrich first, wins.





See the template at the back of the Learner's Book

Number and geometric patterns

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT













Herhaal die stappe hierbo met verskeie patrone (deur klappe, stampe, getalle en vorms te gebruik). Moedig die leerders aan om dit te bespreek wat hulle opmerk omtrent die manier waarop patrone uitgebrei word.

Repeat the steps above with a variety of patterns (using claps, stamps, numbers and shapes). Encourage learners to discuss what they notice about the way the patterns grow.

Getal- en geometriese patrone

WEEK • WEEK 4

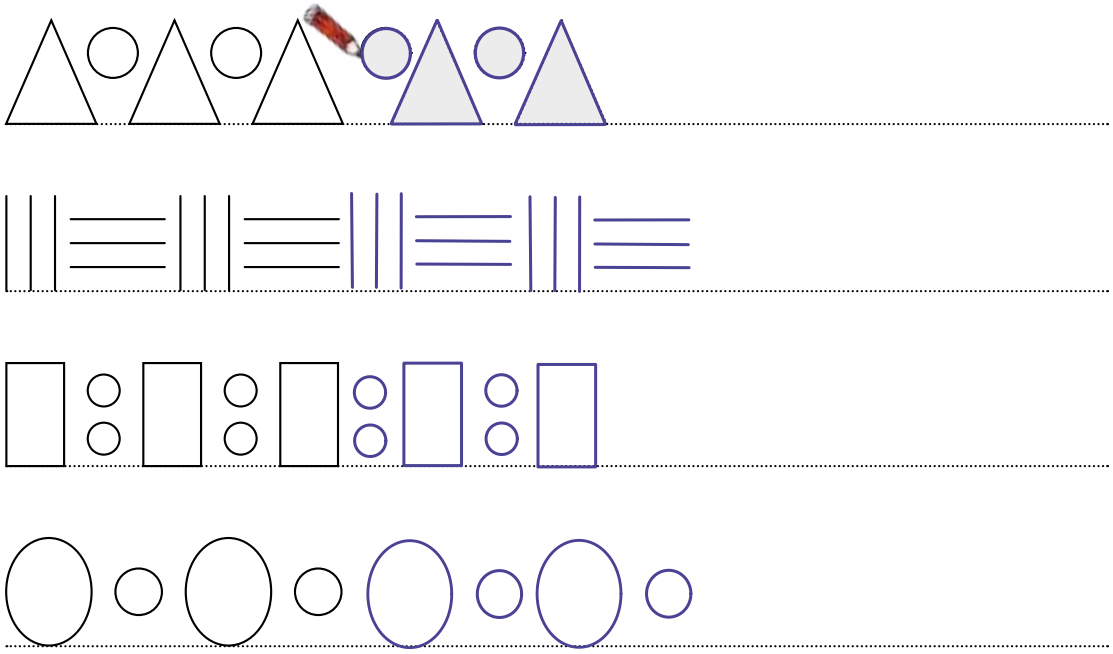
DAG 3 • DAY 3

Getal- en geometriese patrone
Number and geometric patterns

HOOFREKENE MENTAL MATHS → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

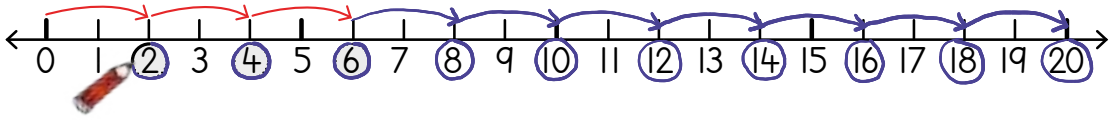
1 Hou aan met die patrone. Ask learners to describe the patterns

Continue the patterns.



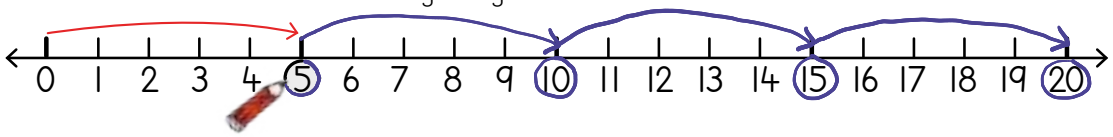
2 Tel in 2's. Omkring die getalle wat jy sê.

Count in 2s. Circle the numbers you say.



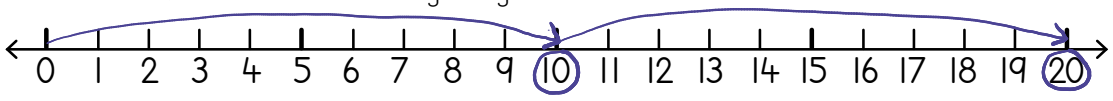
Tel in 5'e. Omkring die getalle wat jy sê.

Count in 5s. Circle the numbers you say.



Tel in 10'e. Omkring die getalle wat jy sê.

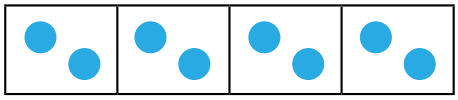
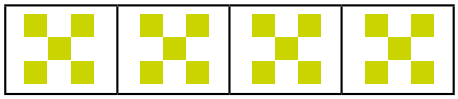
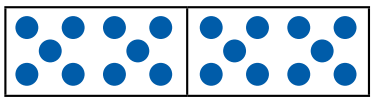
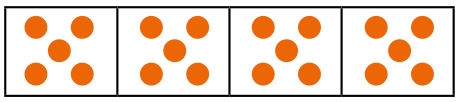
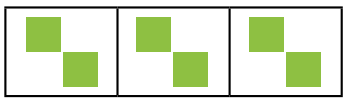
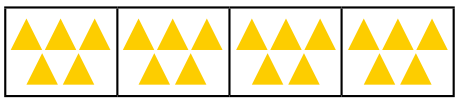
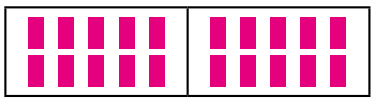
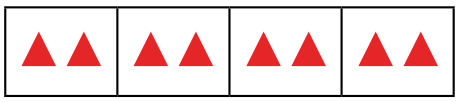
Count in 10s. Circle the numbers you say.



37

Number and geometric patterns

3 Tel en skryf die getalsinne.
Count and write the number sentences.

driehoeke triangles  2 + 2 + 2 = 6	sirkels circles  2 + 2 + 2 + 2 = 8
reghoeke rectangles  5 + 5 + 5 = 15	vierkante squares  5 + 5 + 5 + 5 = 20
sirkels circles  10 + 10 = 20	sirkels circles  5 + 5 + 5 + 5 = 20
vierkante squares  2 + 2 + 2 = 6	driehoeke triangles  5 + 5 + 5 + 5 = 20
reghoeke rectangles  10 + 10 = 20	driehoeke triangles  2 + 2 + 2 + 2 = 8

Getalpatrone

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Kom ons wys na die getalle op die 100-blok en tel in 1'e aan van 66 tot 86. Wat merk julle op?

Let's point at the numbers on the 100 square and count forwards in 1s from 66 to 86. What do you notice?



1

Die getalle word elke keer groter met 1.

The numbers get bigger by 1 each time.


2

Kom ons tel nou in 1'e terug van 42 tot 22. Wat merk julle op?

Now let's count backwards in 1s from 42 to 22. What do you notice?



3

Die getalle word elke keer kleiner met 1.

The numbers get smaller by 1 each time.


4

Number patterns







Herhaal die stappe hierbo met verskeie patrone. Moedig die leerders aan om dit wat hulle aangaande die patrone opmerk, te bespreek en te identifiseer hoe dit groei.

Repeat the steps above with a variety of patterns. Encourage learners to discuss what they notice about the patterns and to identify how they grow.

WEEK • WEEK 4

DAG 4 • DAY 4

Getalpatrone
Number patterns

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

1 Voltooi die patroon. Merk die korrekte boksies.
Complete the pattern. Tick the correct boxes.

72	74	76	78	80	82	84	86	88	90

Tel aan Count forwards ✓		Tel terug Count backwards
in l'e in 1s	in 2's in 2s ✓	in 5'e in 5s

29	28	27	26	25	24	23	22	21	20

Tel aan Count forwards		Tel terug Count backwards ✓
in l'e in 1s ✓	in 2's in 2s	in 5'e in 5s

15	20	25	30	35	40	45	50	55	60

Tel aan Count forwards ✓		Tel terug Count backwards
in l'e in 1s	in 2's in 2s	in 5'e in 5s ✓

10	20	30	40	50	60	70	80	90	100

Tel aan Count forwards ✓		Tel terug Count backwards
in l'e in 1s	in 2's in 2s	in 10'e in 10s ✓

Number patterns

2 Voltooi die patroon. Maak 'n regmerkie in die korrekte boksies.

Complete the pattern. Tick the correct boxes.

48	50	52	54	56	58	60	62	64	66

Tel aan Count forwards	✓	Tel terug Count backwards	
in 1's in 1s		in 2's in 2s	✓
in 5's in 5s			

13	14	15	16	17	18	19	20	21	22

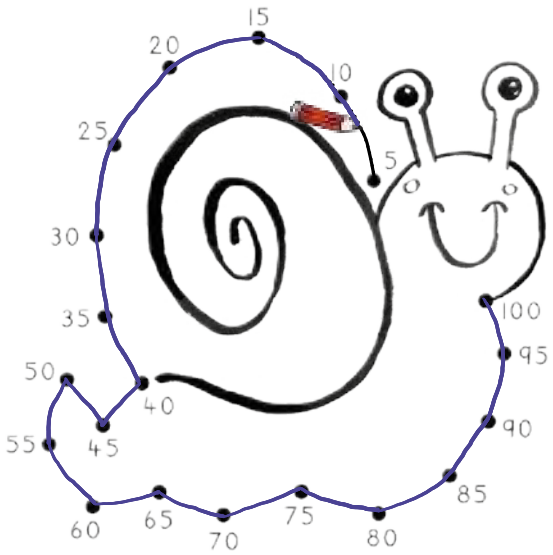
Tel aan Count forwards	✓	Tel terug Count backwards	
in 1's in 1s	✓	in 2's in 2s	
in 5's in 5s			

30	35	40	45	50	55	60	65	70	75

Tel aan Count forwards	✓	Tel terug Count backwards	
in 1's in 1s		in 2's in 2s	
in 5's in 5s	✓		

3 Verbind die kolle deur in 5's te tel.

Join the dots by counting in 5s.



WEEK 4 • WEEK

DAG 5 • DAY 5

Vaslegging
Consolidation

HOOFREKENE MENTAL MATHS | ASSESSERING ASSESSMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

1 Bestudeer die piktogram oor die aantal albasters wat in 'n sakkie getel is. Bespreek dit met jou maat.

Study the pictograph about the number of marbles that have been counted in a bag. Discuss it with your partner.

Albasterkleure
Marble colours

Guide learners to point out the most, least, same, total and so on



Sleutel
Key
= 1

2 Voltooi die patrone. Merk die korrekte boksies.

Complete the patterns. Tick the correct boxes.

35	40	45	50	55	60	65	70	75	80

Tel aan Count forwards ✓		Tel terug Count backwards
in l'e in 1s	in 2's in 2s	in 5'e in 5s ✓

46	44	42	40	38	36	34	32	30	28

Tel aan Count forwards		Tel terug Count backwards ✓
in l'e in 1s	in 2's in 2s ✓	in 5'e in 5s

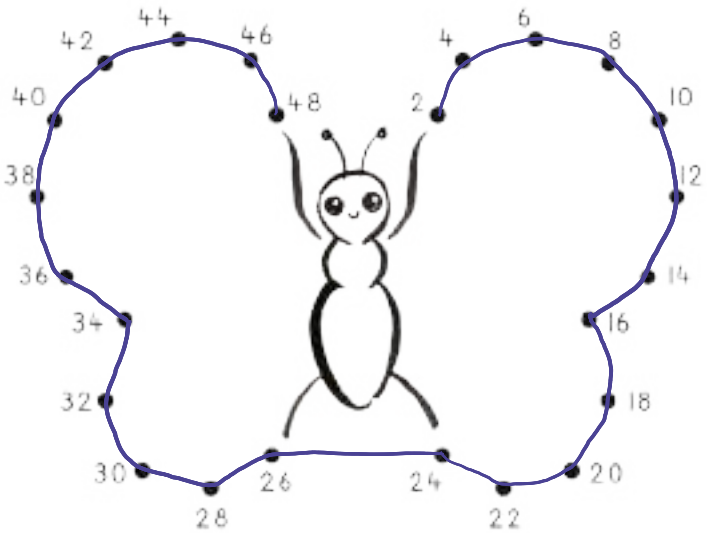
41

Assessment and consolidation

3 Voltooi die getaltabel. Skryf vier verskillende getalsinne.
Complete the table. Write four different number sentences.

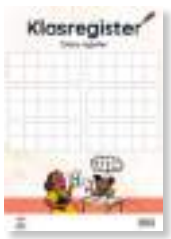
	12 5 | 7	5 + 7 = 12 7 + 5 = 12	12 − 5 = 7 12 − 7 = 5
	11 4 | 7	4 + 7 = 11 7 + 4 = 11	11 − 4 = 7 11 − 7 = 4
	14 6 | 8	6 + 8 = 14 8 + 6 = 14	14 − 6 = 8 14 − 8 = 6
	17 9 | 8	9 + 8 = 17 8 + 9 = 17	17 − 9 = 8 17 − 8 = 9

4 Tel in 2's en verbind die kolle.
Count in 2s and join the dots.



Tyd en woordprobleme

	Hulpbronne
Hoofrekene: Tydsaktiwiteite	geen
Speletjie: Kry my getal!	getalkaarte 0–10











Dag	Lesaktiwiteit	Leshulpbronne
1	Tyd – dag, nag, gister, vandag, môre	LB
2	Tyd – maande van die jaar en dae van die week	LB, kalender, plakkaat van dae van die week, plakkaat van maande van die jaar
3	Woordprobleme met optelling en aftrekking	LB, tienrame, tellers
4	Woordprobleme met optelling en aftrekking	LB, tienrame, tellers
5	Vaslegging en assessering vir leer	LB

Na hierdie week behoort die leerder in staat te wees om:	✓
oor die verloop van tyd te praat deur die korrekte taal te gebruik om gebeure **in volgorde te plaas**.	
te beskryf wanneer iets gebeur deur die korrekte taal te gebruik.	
die **dae van die week** en die **maande van die jaar** te noem en te bespreek.	
woordprobleme met optelling en aftrekking vinnig en doeltreffend met behulp van tienrame en tellers op te los.	

Formele assessering (verwys na die Assesseringsboek)

Skriftelike assessering: Meting – Tyd

Time and word problems

	Resources
Mental Maths: Time activities	none
Game: Make my number!	number cards 0–10











Day	Lesson activity	Lesson resources
1	Time – day, night, yesterday, today, tomorrow	LB
2	Time – months of the year and days of the week	LB, calendar poster, days of the week poster, months of the year poster
3	Addition and subtraction word problems	LB, ten frames, counters
4	Addition and subtraction word problems	LB, ten frames, counters
5	Consolidation and assessment for learning	LB

After this week the learner should be able to:	✓
talk about the passing of time by using the correct language to **sequence** events.	
describe when something happens by using the correct language.	
name and discuss **days of the week** and **months of the year**.	
solve addition and subtraction word problems quickly and efficiently using ten frames and counters.	

Formal assessment (see the Assessment Booklet)

Written assessment: Measurement – Time

Tyd en woordprobleme

Hoofrekene

Ons konsentreer hierdie week op die idee van tyd en die leerders gebruik die woordeskat om te wys dat hulle tydsduur verstaan. Hulle gesels oor gebeure en aktiwiteite en gebruik die korrekte woordeskat daarvoor (**langer**, **korter**, **stadiger** en **vinniger**).



Speletjie

Kry my getal!



Konsepontwikkeling

Ons konsentreer hierdie week op tyd asook op optelling en aftrekking. Die leerders werk met die idee van tydsverloop terwyl hulle die nodige woordeskat ontwikkel. Hulle los ook woordprobleme met optelling en aftrekking op en lê sodoende vas wat hulle oor die jaar heen geleer het. Ons konsentreer daarop om:



- te praat oor tydsverloop deur gereelde gebeure uit die leerders se eie lewe te **orden**.
- taal te gebruik om gebeure soos **gister**, **vandag** en **môre** in **volgorde te plaas**.
- die volgorde van die dae van die week en die maande van die jaar te identifiseer.
- optelling- en aftrekkingswoordprobleme met behulp van tellers en tienrame op te los ten einde te begin om 'n begrip van plekwaarde te ontwikkel.

Waarna jy hierdie week moet oplet

- Daar is heelwat abstrakte woorde wat met die onderwerp van tyd verband hou. Gebruik hierdie lesse om soveel moontlik geleenthede aan die leerders te gee om hierdie woordeskat in besprekings te gebruik sodat hulle hul kennis van die "tyd"-woorde kan vaslê. Moedig die leerders aan om die woordeskat self te gebruik.
- Deurdat die leerders talle probleme met behulp van tienrame en getallelyne kan oplos, begin hulle om in te sien dat hulle nie hoef te tel om probleme op te los nie. Moedig die leerders aan om berekenings met getalle uit hul kop te doen.
- Maak seker dat die leerders die woordeskat self gebruik sodat hulle die taal van wiskunde kan leer en hul begrip van tyd (**tyd**, **langer as**, **korter as**, **vinniger as**, **stadiger as**, **gister**, **vandag**, **môre**, **oggend**, **middag**, **aand**, **kort rukkie**, **lang ruk**, **dae van die week**, **maande van die jaar**, **verjaarsdag**, **dag**, **nag**, **vroeg**, **laat**, **voor**, **na** en **volgende**) en van optelling en aftrekking (**'n tien**, **ene**, **plus**, **en**, **meer as**, **is gelyk aan**, **trek af**, **neem weg** en **minder as**) kan verbeter.

Time and word problems

Mental Maths

This week we focus on the notion of time, as learners use vocabulary to show the length of time. Learners will talk about events and activities using this vocabulary: **longer**, **shorter**, **slower**, **faster**.



Game

Make my number!



Concept development

This week we focus on time and addition and subtraction. Learners will work with the notion of time passing as they develop the necessary vocabulary. Learners will also solve addition and subtraction word problems, consolidating what they have learnt over the year. We will focus on:



- talking about the passing of time by **ordering** regular events from our own lives.
- using language to **sequence** events such as **yesterday**, **today**, **tomorrow**.
- identifying the sequence of days of the week and months of the year.
- solving addition and subtraction word problems by using counters and ten frames so as to begin to develop an understanding of place value.

What to look out for this week

- There is a lot of abstract vocabulary related to the topic of time. Use these lessons to give learners as many opportunities as possible to use this vocabulary in discussion to help them consolidate their knowledge of the 'time' words. Encourage learners to use the vocabulary themselves.
- By allowing learners to solve many problems using ten frames and number lines, they begin to realise that they do not need to count to solve problems. Encourage learners to do calculations mentally using numbers.
- Ensure that learners use the vocabulary themselves in order to learn the language of mathematics and to better their understanding of time (**time, longer than**, **shorter than**, **faster than, slower than, yesterday, today, tomorrow, morning, afternoon, evening, short time, long time, days of the week, months of the year, birthday, day, night, early, late, before, after**, **next**) and addition and subtraction (**a ten**, **ones**, **add**, **and**, **more than**, **equals**, **subtract**, **take away**, **less than**).

Tyd – dag, nag, gister, vandag, môre

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

HOOFREKENE | MENTAL MATHS

Bespreek aktiwiteite deur die woordeskat oor tyd te gebruik. Skryf die woorde op die bord neer en wys by geleentheid daarna. Vra die leerders om baie verskillende goed te doen en dan die woorde, vinnig, stadig, vinniger, stadiger, korter rukkie en langer ruk, te gebruik.

Use the time vocabulary to discuss activities. Write the words on the board and point to them at times. Ask the learners to do many different things – using the words: **fast**, **slow**, **faster**, **slower**, **shorter time** and **longer time**.

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.

1



Klap saam met my!
Kom ons klap vinnig ...
Clap with me!
Let's clap fast ...

2



3



Kom ons klap nou stadig ...
Now let's clap slowly ...

4



Ja! Dit gaan Juffrou 'n korter rukkie neem om daar te kom!
Yes! You will take a short time to get there!

5



As ek kantoor toe hardloop, gaan ek vinnig daar uitkom?
If I run to the office, will I get there fast?

6



Time – day, night, yesterday, today, tomorrow

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT













Moedig die leerders aan om aan etlike verskille tussen dag en nag te dink. Moedig hulle verder aan om oor gebeure te praat en dit in volgorde te plaas terwyl hulle die woorde, oggend, middag, aand, vroeg, laat, voor, na en volgende, gebruik.

Encourage learners to think of a variety of differences between day and night. Encourage learners to talk about and sequence events using the words **morning**, **afternoon**, **evening**, **early**, **late**, **before**, **after** and **next**.

Tyd – dag, nag, gister, vandag, môre

WEEK • WEEK 5

DAG 1 • DAY 1

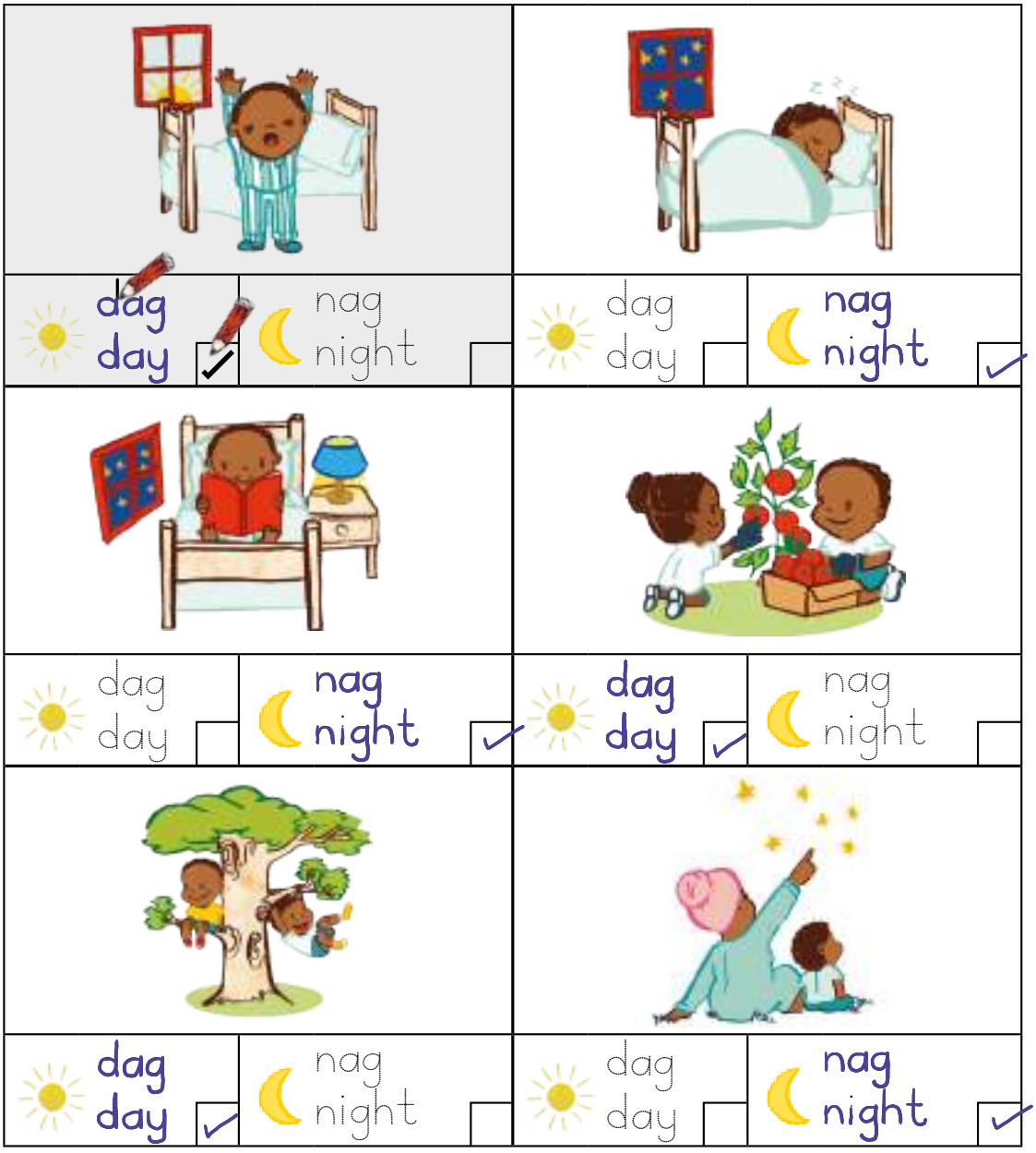
Tyd – dag, nag, gister, vandag, môre

Time – day, night, yesterday, today, tomorrow

HOOFREKENE MENTAL MATHS → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

1 Kyk na die prente. Is dit dag of nag? Maak 'n regmerkie in die boksie en trek die woord na. Get learners to talk about each picture

Look at the pictures. Is it day or night? Tick the box and trace the word.



Time – day, night, yesterday, today, tomorrow

2 Teken iets:
Draw something:

wat jy gister gedoen het. you did yesterday. any appropriate drawing
wat jy vandag doen. you are doing today. any appropriate drawing
wat jy môre gaan doen. you will do tomorrow. any appropriate drawing

Tyd – maande van die jaar en dae van die week

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Kom ons praat oor die maande van die jaar en die dae van die week.
Let's talk about the months of the year and the days of the week.



Steek jou hand op as jou verjaarsdag in Januarie is.
Put up your hand if your birthday is in January.





Herhaal die vraag vir al die maande van die jaar.
Repeat question for all the months of the year.

Time – months of the year and days of the week









Voer 'n algemene bespreking in hierdie les oor die maande van die jaar en die dae van die week. Verwys na die kalender en die plakkate om die leerders te help om met die gebruik van 'n kalender vertroud te raak.

In this lesson, have a general discussion about the months of the year and the days of the week. Refer to the calendar and the posters to help learners become familiar with using a calendar.

Tyd – maande van die jaar en dae van die week

WEEK • WEEK 5

DAG 2 • DAY 2

Tyd – maande van die jaar en dae van die week
Time – months of the year and days of the week

HOOFREKENE MENTAL MATHS → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

1 Trek die maande van die jaar na. Kleur jou verjaarsdagmaand in.

Trace the months of the year. Colour in your birthday month.

Januarie January	Februarie February
Maart March	April April
Mei May	Junie June
Julie July	Augustus August
September September	Oktober October
November November	Desember December

Time – months of the year and days of the week

Ask learners to relate activities to their experiences

2 Trek die dae van die week na. Gesels met jou maat oor dit wat die kinders doen.

Trace the days of the week. Talk to your friend about what the children are doing.

Maandag
Monday



Dinsdag
Tuesday



Woensdag
Wednesday



Donderdag
Thursday



Vrydag
Friday



Saterdag
Saturday



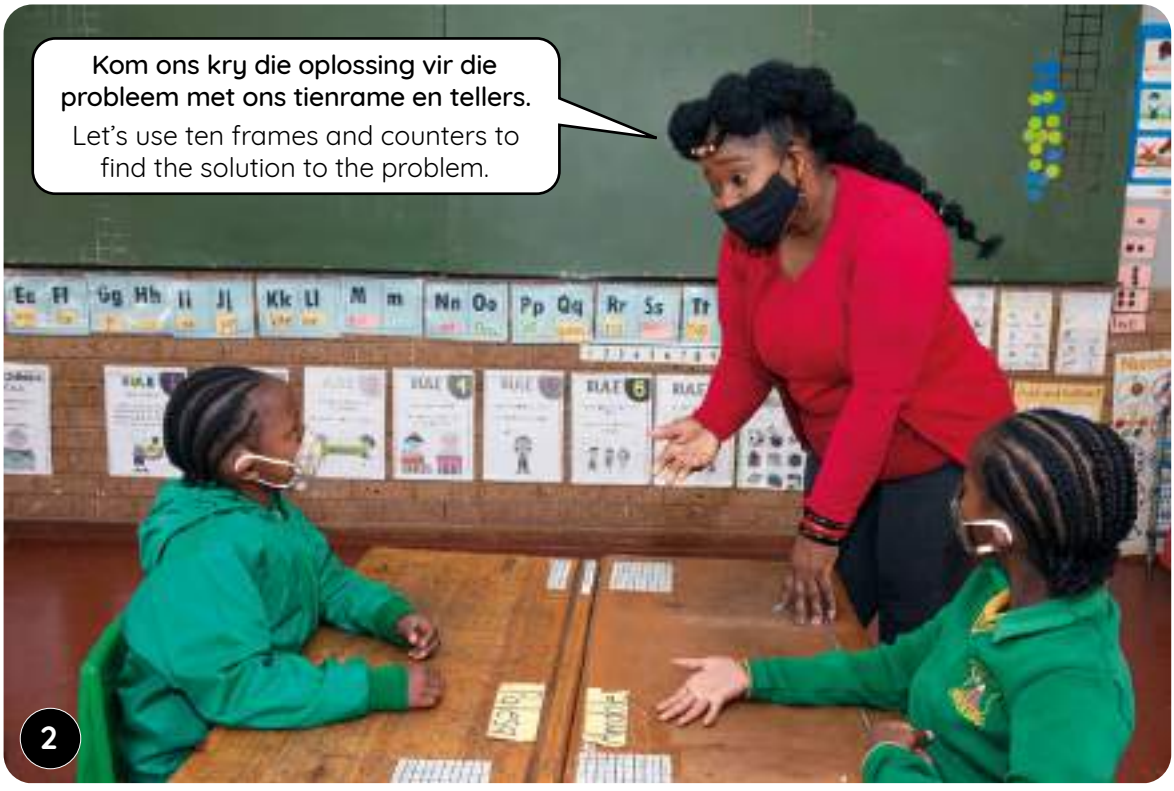
Sondag
Sunday



Woordprobleme met optelling en aftrekking

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT





Addition and subtraction word problems

Daar is 8 blomme. Ons sit 8 tellers op die tienraam neer soos hieronder.

There were 8 flowers. We put 8 counters on the ten frame like this.



3

Dan word nog 5 blomme in die blompot ingesit. Ek voeg dus eers 2 by om 'n volle tien op die tienraam te maak en dan nog 3 op die ander tienraam om 13 te maak. Daar is dus 13 blomme altesaam.

Then 5 more flowers were put in the vase. I add 2 more to make a full ten and 3 more to make 13. So there are 13 flowers altogether.



4



Waar skryf ons die getalle op die getaltabel in om dit te wys?

Where do we write the numbers in the number table to show this?

5



Ek skryf 13 aan die bokant in, want 8 + 5 = 13.

I write 13 at the top because 8 + 5 = 13.

6

Herhaal die stappe met ander optellingswoordprobleme wat 10 oorbrug. Gebruik tienrame en getaltabelle. Gesels oor die posisie van die getalle in die getaltabel. Die twee dele wat saam die geheel maak, staan onder. Die geheel staan aan die bokant.

Repeat the steps with other addition word problems that bridge 10. Use ten frames and number tables. Talk about the position of the numbers in the number table. The two parts that make the whole go below. The whole goes at the top.

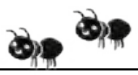
WEEK 5 • WEEK

DAG 3 • DAY 3

Woordprobleme met optelling en aftrekking
Addition and subtraction word problems

HOOFREKENE MENTAL MATHS → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

1 Los die woordprobleme op.
Solve the word problems.

□□□□□□□□□□ 10 vierkante 10 squares △△△ 3 driehoeke 3 triangles Hoeveel vorms is daar? How many shapes are there?	13 10 | 3 10 + 3 = 13
Daar is 4 bye en 7 slakke in die tuin. Hoeveel gediertes is daar in die tuin? There are 4 bees and 7 snails in the garden. How many creatures are there in the garden? 	11 4 | 7 4 + 7 = 11
Daar is 6 slakke en 5 miere in die tuin. Hoeveel gediertes is daar in die tuin? There are 6 snails and 5 ants in the garden. How many creatures are there in the garden? 	11 6 | 5 6 + 5 = 11
Daar is 13 bye in die tuin. 7 bye vlieg weg. Hoeveel bye bly oor? There are 13 bees in the garden. 7 fly away. How many bees are left? 	13 7 | 6 13 − 7 = 6
Daar is 16 slakke en 9 bye in die tuin. Wat is die verskil tussen die aantal slakke en die aantal bye? There are 16 snails and 9 bees in the garden. What is the difference between the number of snails and the number of bees? 	16 9 | 7 16 − 9 = 7
Daar is 18 miere op die blaar. 9 miere gaan soek na kos. Hoeveel miere bly oor op die blaar? There are 18 ants on the leaf. 9 ants go to find food. How many ants are left on the leaf? 	18 9 | 9 18 − 9 = 9

47

Addition and subtraction word problems

2 Vertel jou maat 'n optellingstorie oor die albasters. Skryf die getalsin.

Tell your partner an addition story about the marbles. Write the number sentence.

Optellingstorie Addition story	Getalsin Number sentence
 Ek het 7 rooi albasters en 8 blou albasters. Hoeveel albasters het ek altesaam? I have 7 red marbles and 8 blue marbles. How many marbles do I have altogether?	7 + 8 = 15
	6 + 8 = 14
	9 + 9 = 18
	2 + 9 = 11
	7 + 5 = 12

3 Vertel jou maat 'n aftrekkingstorie oor die albasters. Skryf die getalsin.

Tell your partner a subtraction story about the marbles. Write the number sentence.

Optellingstorie Addition story	Getalsin Number sentence
 Ek het 11 albasters. Ek gee 5 albasters vir my maat. Hoeveel albasters het ek oor? I had 11 marbles. I gave 5 to my friend. How many marbles do I have left?	11 − 5 = 6
	16 − 9 = 7
	13 − 8 = 5
	20 − 10 = 10
	13 − 6 = 7

Woordprobleme met optelling en aftrekking

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Daar is 12 koekies op die tafel. Seliki eet 7 daarvan op. Hoeveel koekies is daar nou?
There were 12 biscuits on the table. Seliki ate 7 of them. How many biscuits are there now?



Wys met julle tienrame en tellers hoeveel koekies daar oor is.
Use your ten frames and counters to show how many biscuits were left.



Ek sit 12 tellers op twee tienrame, soos hieronder, om 12 koekies te wys.
I put 12 counters into 2 ten frames like this to show 12 biscuits.



Gee die leerders tyd om te verduidelik hoe hulle die tienrame en tellers gebruik om by die oplossing uit te kom.
Give learners time to explain how they use the ten frames and counters to find the solution.

Addition and subtraction word problems









Herhaal die stappe met ander aftrekkingswoordprobleme wat 10 oorbrug. Gebruik die tienrame en getaltabelle. Gesels oor die posisie van die getalle in die getaltabel. Die twee dele wat saam die geheel maak, staan onder. Die geheel staan aan die bokant.

Repeat the steps with other subtraction word problems that bridge 10. Use ten frames and number tables. Talk about the position of the numbers in the number table. The two parts that make the whole go below. The whole goes at the top.

WEEK 5 • WEEK

DAG 4 • DAY 4

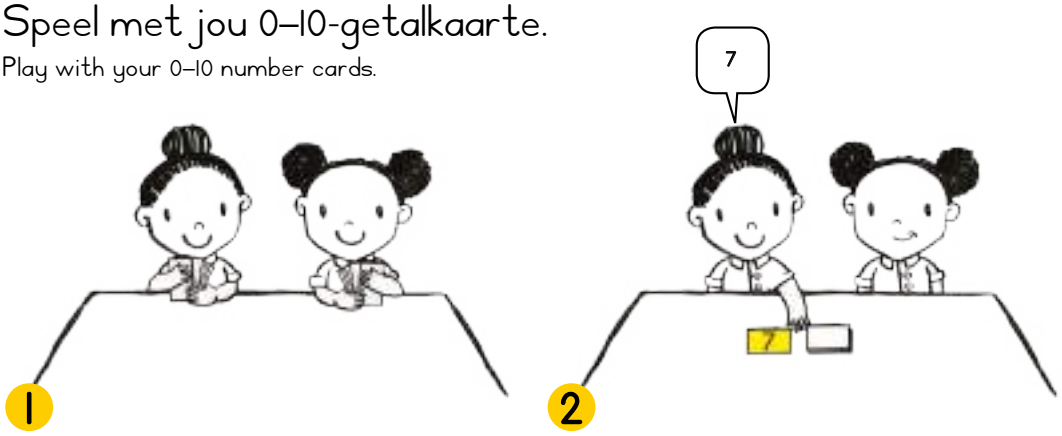
Woordprobleme met optelling en aftrekking
Addition and subtraction word problems

HOOFREKENE MENTAL MATHS → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

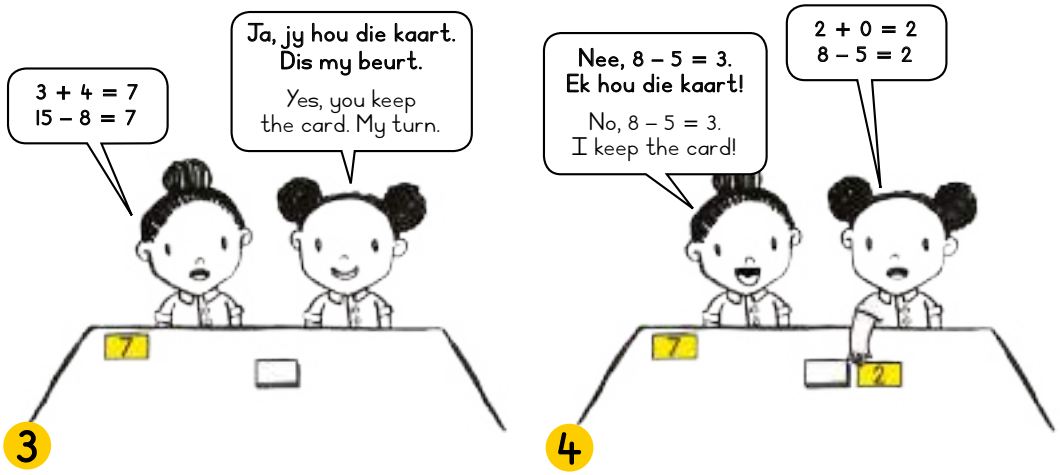
Speletjie: Kry my getal!
Game: Make my number!

Demonstrate how to play the game

Speel met jou 0–10-getalkaarte.
Play with your 0–10 number cards.



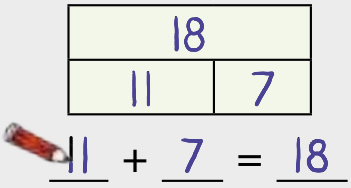
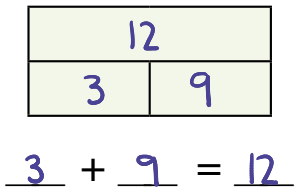
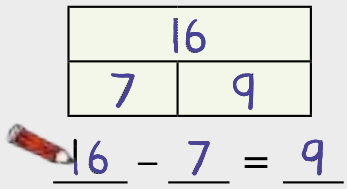
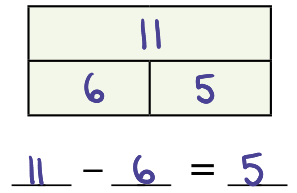
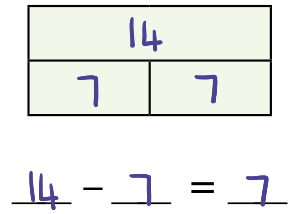
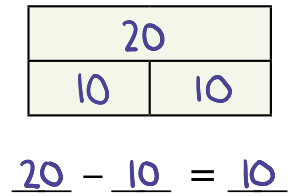
Sodra jy 'n kaart optel, maak een optellingsgetalsin en een aftrekkingsgetalsin waarvan die antwoord die getal op jou kaart gee.
When you pick up a card, make one addition number sentence and one subtraction number sentence that equal the number shown on your card.



Hou aan speel totdat al die kaarte gebruik is. Die speler wat die meeste kaarte het, is die wenner.
Keep going until all the cards are used. The player who kept the most cards, wins.

Addition and subtraction word problems

Los die woordprobleme op. Skryf die getalle op die getaltabel in.
Solve the word problems. Write the numbers in the number table.

Daar is 11 krappe en 7 visse. Hoeveel seediere is daar altesaam? There are 11 crabs and 7 fish. How many creatures are there altogether? 	
Daar is 3 haaie en 9 visse. Hoeveel is daar altesaam? There are 3 sharks and 9 fish. How many are there altogether? 	
Daar is 16 visse. 7 visse swem weg. Hoeveel visse bly oor? There are 16 fish. 7 fish swim away. How many fish are left? 	
Daar is 11 walvisse. 6 walvisse swem weg. Hoeveel walvisse bly oor? There are 11 whales. 6 swim away. How many whales are left? 	
Daar is 14 blou visse en 7 oranje visse. Wat is die verskil tussen die aantal blou visse en die aantal oranje visse? There are 14 blue fish and 7 orange fish. What is the difference between the number of blue fish and the number of orange fish? 	
Lwandile het 20 skulpe. Sy gee 10 skulpe vir haar maat. Hoeveel skulpe bly oor? Lwandile has 20 shells. She gives 10 shells to her friend. How many shells are left? 	

Vaslegging en assessering

WEEK • WEEK 5

DAG 5 • DAY 5

Vaslegging
Consolidation

HOOFREKENE MENTAL MATHS → ASSESSERING ASSESSMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

1 Gesels met jou maat oor dit wat in elke prent gebeur. Maak 'n regmerkie by die aktiwiteite wat langer duur en 'n kruisie by die aktiwiteite wat korter duur.

Talk to your friend about what is happening in each picture. Tick the activities that take a longer time and cross the activities that take a shorter time.

 ✓	 ✗
Loop skool toe. Walk to school.	Ry skool toe. Drive to school.
 ✗	 ✓
Maak 'n toebroodjie. Make a sandwich.	Bak 'n koek. Bake a cake.
 ✓	 ✗
Werk by die skool. Work at school.	Speel 'n sokkerspeletjie. Play a game of soccer.
 ✓	 ✗
Verf 'n huis. Paint a house.	Verf 'n prent. Paint a picture.

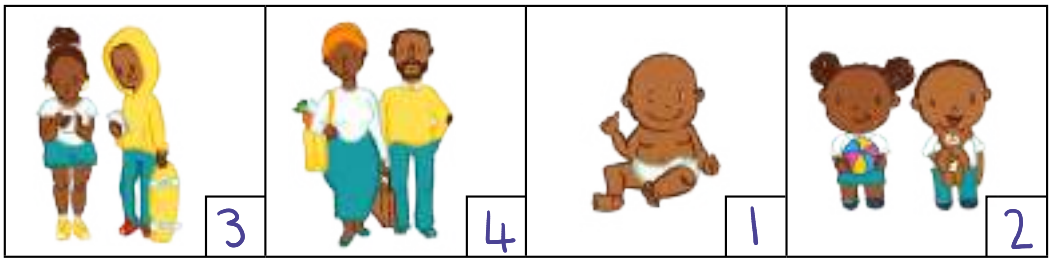
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Assessment and consolidation

Ask learners to talk about each picture

2 Skryf die getalle 1 tot 4 binne-in die boksies in om die volgorde te wys waarin 'n mens groei.

Write the numbers 1 to 4 in the blocks to show the order in which a person grows.



Maak 'n regmerkie by die een wat jy die vinnigste kan doen.

Tick to say which you would do fastest.



3 Los die woordprobleme op. Skryf die getalle op die getaltabel in.

Solve the word problems. Write the numbers in the number table.

Daar is 9 geel blomme en 2 pienk blomme. Hoeveel blomme is daar altesaam? There are 9 yellow flowers and 2 pink flowers. How many flowers are there altogether? 	11 9 | 2 9 + 2 = 11
Daar is 13 oranje blomme. Daar is 6 blou blomme. Hoeveel blomme is daar altesaam? There are 13 orange flowers. There are 6 blue flowers. How many flowers are there altogether? 	19 13 | 6 13 + 6 = 19
Daar is 15 blomme. Ek gee 10 blomme vir my ma. Hoeveel blomme is daar oor? There are 15 flowers. I give 10 flowers to my mom. How many flowers are left? 	15 10 | 5 15 − 10 = 5

Simmetrie, verdubbeling en halvering

	Hulpbronne
Hoofrekene: Fizz Pop! – verdubbeling	geen
Speletjie: Verdubbel	geen








Dag	Lesaktiwiteit	Leshulpbronne
1	Simmetrie	LB, papierknipwerk, geldplakkaat
2	Simmetrie	LB
3	Verdubbel en halveer	LB, multifix-blokkies
4	Verdubbel en halveer	LB, geldplakkaat
5	Vaslegging en assessering vir leer	LB

Na hierdie week behoort die leerder in staat te wees om:	✓
'n lyn van simmetrie op 2D geometriese en nie-geometriese vorms te trek.	
verdubbeling en halvering as tegnieke te gebruik wanneer probleme opgelos word.	

Formele assessering (verwys na die Assesseringsboek)

Skriftelike assessering: Simmetrie, verdubbeling en halvering

Mondelinge en praktiese assessering: Ruimte en Vorm – Neem die leerders waar om hul vermoë te assesseer om lyne van simmetrie in 2D geometriese en nie-geometriese vorms te identifiseer en te herken.

Symmetry, doubling and halving

	Resources
Mental Maths: Fizz Pop! – doubling	none
Game: Doubling	none








Day	Lesson activity	Lesson resources
1	Symmetry	LB, paper cut outs, money poster
2	Symmetry	LB
3	Doubling and halving	LB, multifix blocks
4	Doubling and halving	LB, money poster
5	Consolidation and assessment for learning	LB

After this week the learner should be able to:	✓
recognise and draw line of symmetry in 2-D geometrical and non-geometrical shapes.	
use doubling and halving as techniques when solving problems.	

Formal assessment (see the Assessment Booklet)

Written assessment: Symmetry, doubling and halving

Oral and practical assessment: Space and Shape – Observe learners to assess their ability to identify and recognise lines of symmetry in 2-D geometrical and non-geometrical shapes.

Simmetrie, verdubbeling en halvering

Hoofrekene

Ons speel een van ons gunstelingspeletjies, Fizz Pop!, om verdubbeling te oefen. Verdubbeling is 'n belangrike vaardigheid wat deel uitmaak van die grondslagkennis wat vir vermenigvuldiging nodig is.



Speletjie

Verdubbel



Konsepontwikkeling

Ons konsentreer hierdie week op **simmetrie**, **verdubbeling** en **halvering**. Wanneer die leerders van simmetrie leer, werk hulle met 2D vorms en nie-geometriese vorms. Vir verdubbeling en halvering lê die leerders dit wat hulle in Kwartaal 3 geleer het, vas. Ons konsentreer daarop om:



- **lyne van simmetrie** in 2D geometriese en nie-geometriese vorms te herken en te trek.
- probleme met behulp van **verdubbeling-** en **halveringstegnieke** op te los.
- dit wat onder die onderwerp oor geld geleer is, met behulp van verdubbeling en halvering met rand en sent vas te lê.

Waarna jy hierdie week moet oplet

- Help die leerders om in te sien dat albei kante van die vorm aan beide kante van die lyn van simmetrie altyd presies ooreenkom en dat lyne van simmetrie nie noodwendig altyd vertikaal getrek word nie.
- Moedig die leerders aan om met mekaar te gesels sodat hulle die korrekte woordeskat kan gebruik terwyl hulle simmetrie (**2D vorms**, **geometriese vorms**, **nie-geometriese vorms**, **simmetrie**, **simmetries**, **dieselfde**, **lyn van simmetrie**, **horisontaal** en **vertikaal**) asook verdubbeling en halvering (**dubbel**, **halwe/helfte**, **verdubbel**, **halveer**, **geld**, **muntstukke**, **sente**, **rand**, **hoeveel**, **plus** en **gelyk aan**) bespreek.

Symmetry, doubling and halving

Mental Maths

We play a favourite game – Fizz Pop! – to practise doubling. Doubling is an important skill which is part of the foundational knowledge needed for multiplication.



Game

Doubling



Concept development

This week we focus on **symmetry**, **doubling** and **halving**. When learning about symmetry, learners will work with 2-D shapes and non-geometrical shapes. For doubling and halving, learners will consolidate what was learnt in Term 3. We will focus on:



- recognising and drawing **lines of symmetry** in 2-D geometrical and non-geometrical shapes.
- solving problems using **doubling and halving techniques**.
- using doubling and halving with rands and cents to consolidate what was learnt in the topic Money.

What to look out for this week

- Help learners to realise that both sides of the shape on either side of the line of symmetry always match exactly, and that lines of symmetry are not necessarily always vertical.
- Encourage conversation between learners so that they can use the correct vocabulary as they discuss symmetry (**2-D shapes**, **geometric shapes**, **non-geometric shapes**, **symmetry**, **symmetrical**, **the same**, **line of symmetry**, **horizontal**, **vertical**) and doubling and halving (**double**, **half**, **halve**, **money**, **coins**, **cents**, **rands**, **how much**, **add**, **equals**).

Simmetrie

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

HOOFREKENE | MENTAL MATHS

Lê verdubbeling met behulp van die Fizz Pop! speletjie vas.

Consolidate doubling using the Fizz Pop! game.

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

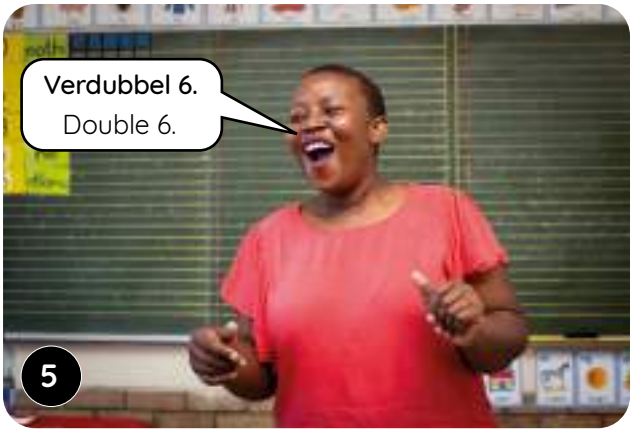
Remember to check the date and mark the register every day.













Symmetry

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT







Bespreek dit met die leerders dat die stippellyn die 'lyn van simmetrie' genoem word. Die stippellyn verdeel die vorm in die helfte (in 2 halwes) en die twee kante is dus weerkaatsings van mekaar, soos in 'n spieël.

Tell learners that the dotted line is called the 'line of symmetry'. The dotted line divides the shape in half so that the two sides are reflections of each other, like in a mirror.





Gee die leerders uitgeknipte papierdriehoeke, -vierkante en -sirkels sodat hulle dit kan vou en die lyne van simmetrie in vorms self kan ervaar. Maak seker dat hulle die wiskundetaal daarvoor gebruik (simmetriese vorm, lyn van simmetrie, horisontaal en vertikaal).

Give learners paper triangles, squares and circles so that they can fold them and see the lines of symmetry in shapes for themselves. Make sure they use the mathematical language – **symmetrical shape**, **line of symmetry**, **horizontal** and **vertical**.

Simmetrie

WEEK • WEEK 6

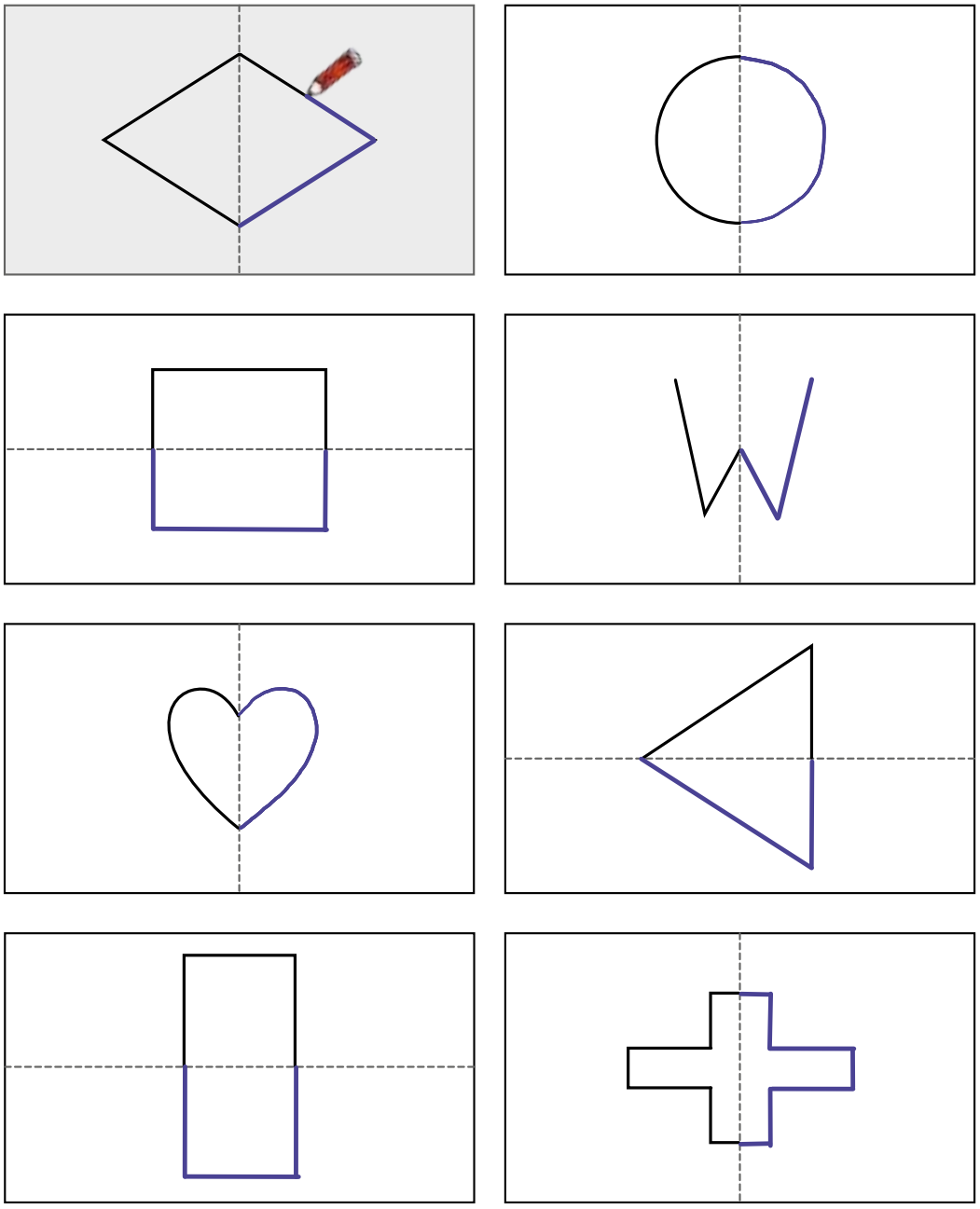
DAG 1 • DAY 1

Simmetrie
Symmetry

HOOFREKENE MENTAL MATHS → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

1 Teken die ander helfte van hierdie vorms.

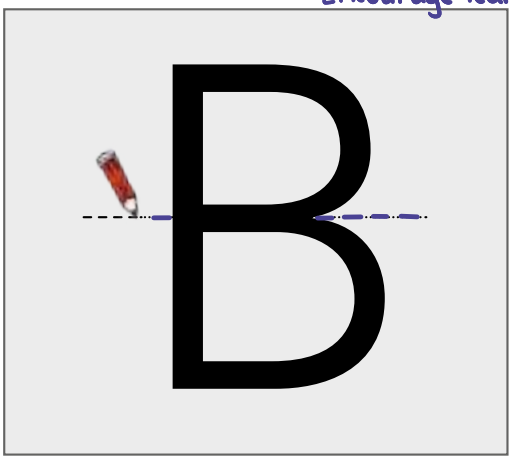
Draw the other half of these shapes.

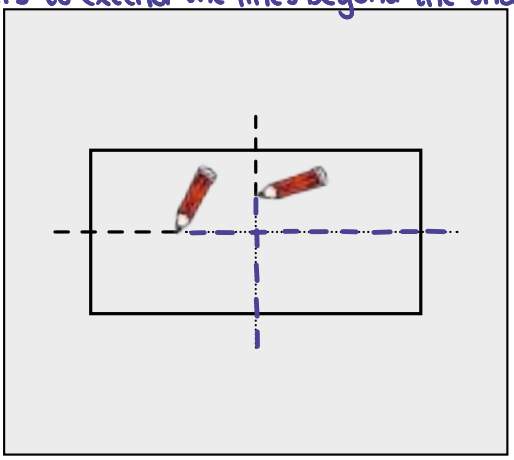


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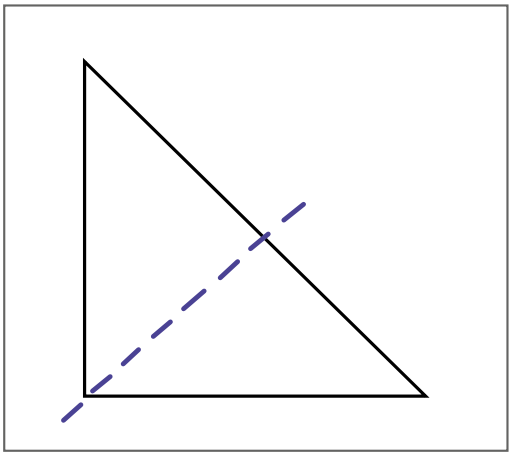
Symmetry

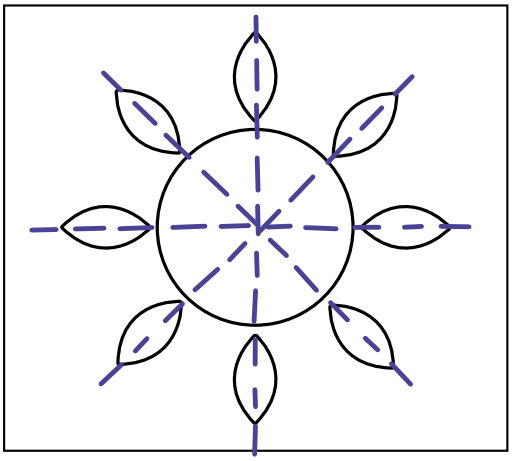
2 Trek die lyne van simmetrie. A line of symmetry is usually a dotted line
Draw the lines of symmetry. Encourage learners to extend the lines beyond the shape

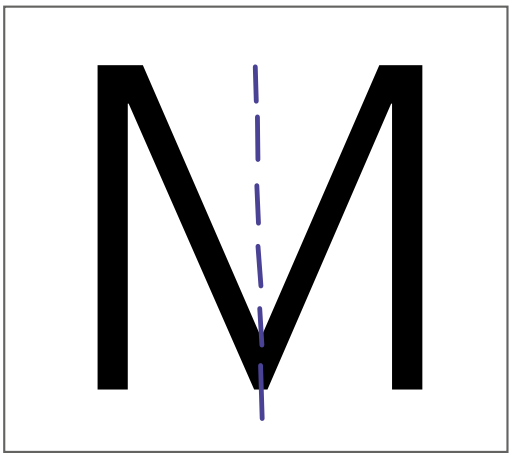


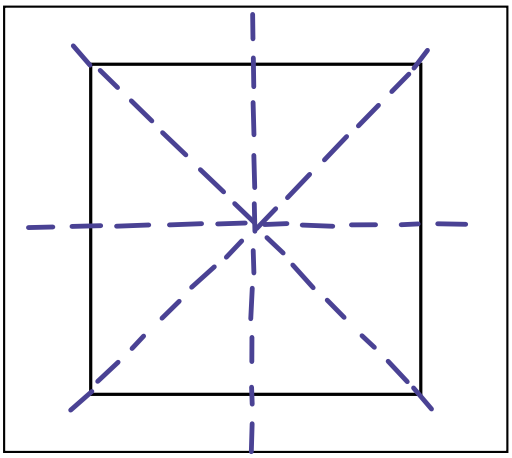


There can be more than one line of symmetry







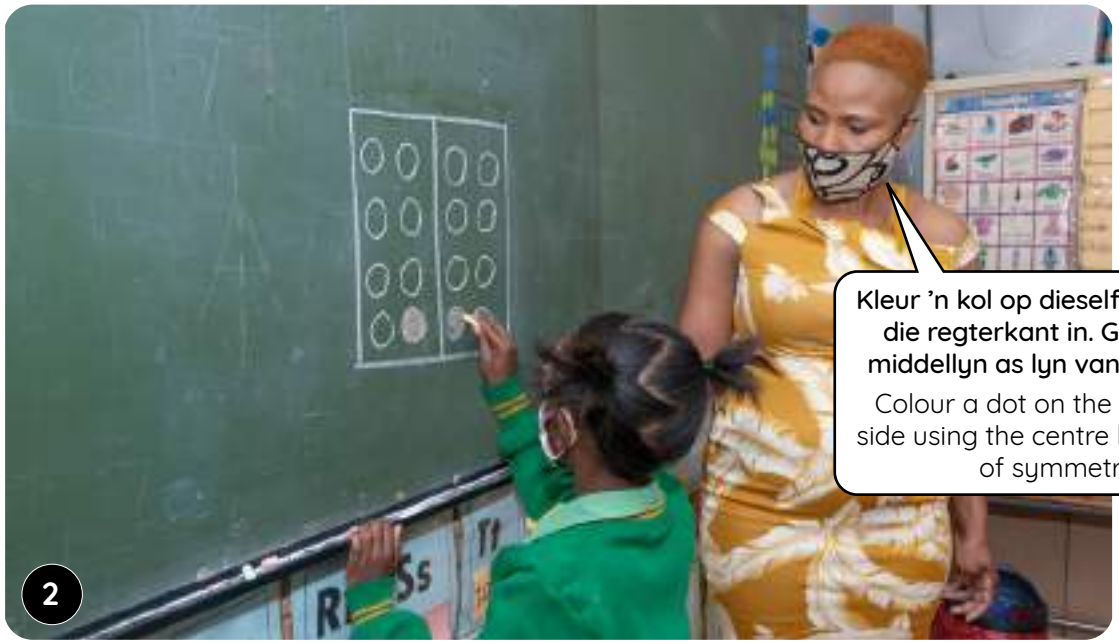


Simmetrie

HOOFREKENE / MENTAL MATHS | KONSEPONTWIKKELING / CONCEPT DEVELOPMENT → GROEPWERK / GROUP WORK → SPELETJIE / GAME → AKTIWITEITE / ACTIVITIES → PROBLEEMOPLOSSING / PROBLEM SOLVING

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT





Die twee halwes (helftes) aan weerskante van die lyn van simmetrie moet 'n spieëlbeeld van mekaar wees. Gaan voort om die leerders vorentoe te roep om pare simmetriese kolle aan albei kante van die lyn van simmetrie op die vierkant in te kleur.

The two halves on either side of the line of symmetry must be mirror images. Continue calling learners to the front to colour pairs of symmetrical dots on either side of the line of symmetry in the square.

Symmetry

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT





Herhaal die stappe hierbo met verskillende 2D vorms en nie-geometriese vorms. Dit is belangrik om die leerders te wys dat lyne van simmetrie horisontaal of vertikaal kan wees.

Repeat the steps above using different 2-D shapes and non-geometrical shapes. It is important to show learners that lines of symmetry can be horizontal or vertical.

Simmetrie

WEEK • WEEK 6

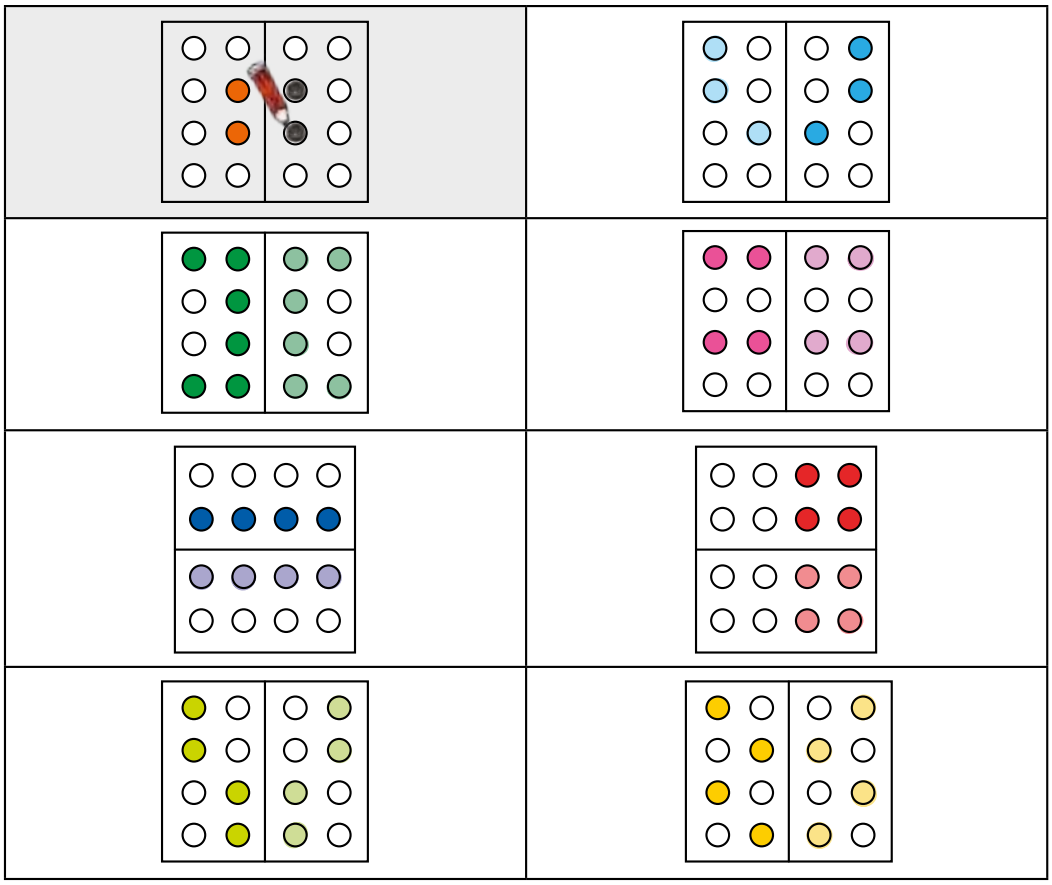
DAG 2 • DAY 2

Simmetrie
Symmetry

HOOFREKENE MENTAL MATHS → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

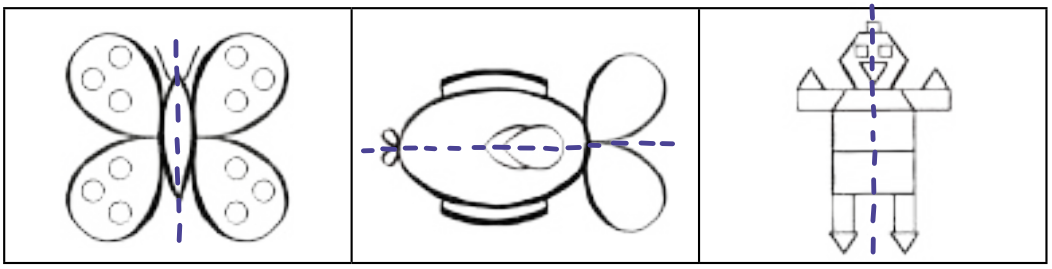
1 Kleur die kolle in die ander helfte in om die tekening simmetries te maak.

Colour the dots in the other half to make the drawing symmetrical.



2 Trek 'n lyn van simmetrie vir elke prent.

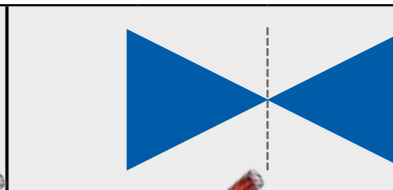
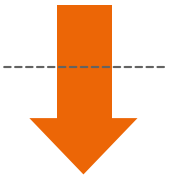
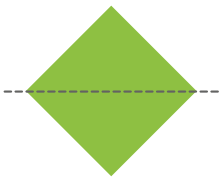
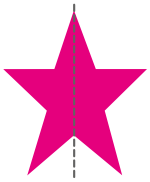
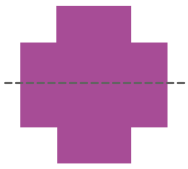
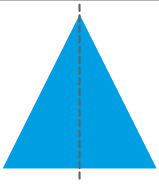
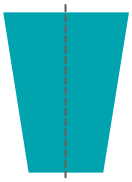
Draw a line of symmetry for each picture.



Symmetry

3 Is die stippellyn 'n lyn van simmetrie?
Merk (✓) ja of nee.

Is the dotted line a line of symmetry? Tick (✓) yes or no.

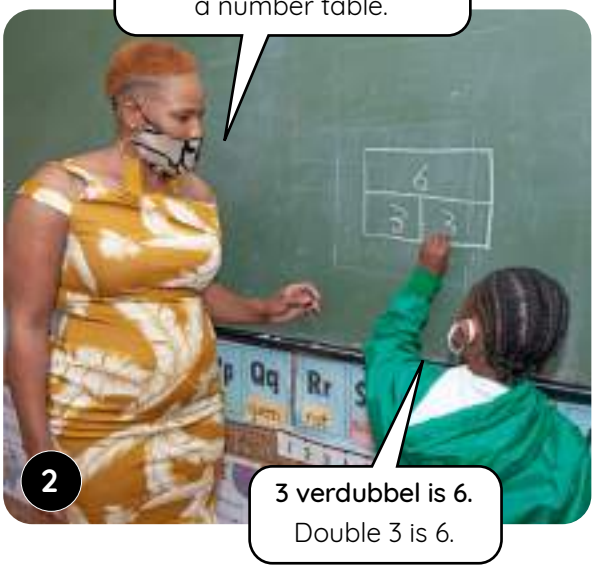
	ja yes		nee no ✓
	ja yes ✓		nee no
	ja yes		nee no ✓
	ja yes ✓		nee no
	ja yes	✓	nee no
	ja yes		nee no ✓
	ja yes	✓	nee no
	ja yes	✓	nee no
	ja yes	✓	nee no
	ja yes	✓	nee no

Verdubbel en halveer

HOOFREKENE / MENTAL MATHS | KONSEPONTWIKKELING / CONCEPT DEVELOPMENT → GROEPWERK / GROUP WORK → SPELETJIE / GAME → AKTIWITEITE / ACTIVITIES → PROBLEEMOPLOSSING / PROBLEM SOLVING

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT









Herinner die leerders aan die aktiwiteit wat in Kwartaal 3 gedoen is toe hulle hul hande saam opgesteek het om 'n getal te verdubbel. Moedig die leerders aan om oor die verwantskap tussen verdubbeling en halvering te gesels.

Remind learners of the activity done in Term 3 when learners put their hands together to make double a number. Encourage learners to talk about the relationship between doubling and halving.

Doubling and halving

WEEK • WEEK 6

DAG 3 • DAY 3

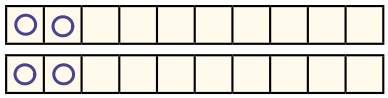
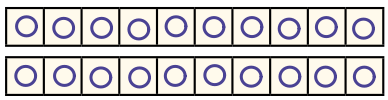
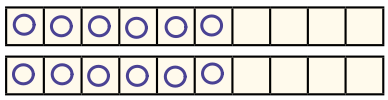
Verdubbel en halveer
Doubling and halving

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

1 Tel op. Skryf die **dubbels** neer.
Add. Write the **doubles**.

2 + 2 =	4	2 **verdubbel** is **Double** 2 is	4
6 + 6 =	12	6 **verdubbel** is **Double** 6 is	12
9 + 9 =	18	9 **verdubbel** is **Double** 9 is	18
3 + 3 =	6	3 **verdubbel** is **Double** 3 is	6

2 Teken kolle in twee rye. Bereken die **helfte**.
Draw dots in two rows. Calculate **half**.

14		Die **helfte** van 14 is **Half** of 14 is	7
8		Die **helfte** van 8 is **Half** of 8 is	4
4		Die **helfte** van 4 is **Half** of 4 is	2
20		Die **helfte** van 20 is **Half** of 20 is	10
12		Die **helfte** van 12 is **Half** of 12 is	6

Verdubbel en halveer

3 Los op en kleur in.
Solve and colour.

10 verdubbel is 20.
Double 10 is 20.

Die helfte van 4 is 2.
Half of 4 is 2.

5 verdubbel is 10.
Double 5 is 10.

7 verdubbel is 14.
Double 7 is 14.

Die helfte van 8 is 4.
Half of 8 is 4.

8 verdubbel is 16.
Double 8 is 16.

Die helfte van 12 is 6.
Half of 12 is 6.

6 verdubbel is 12.
Double 6 is 12.

Die helfte van 16 is 8.
Half of 16 is 8.

9 verdubbel is 18.
Double 9 is 18.

Die helfte van 6 is 3.
Half of 6 is 3.

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

4 Voltooi die getaltabelle om dubbels en halwes te wys.
Complete the number tables to show double and half.

14	
7	7

20	
10	10

18	
9	9

2	
1	1

16	
8	8

12	
6	6

Doubling and halving

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Kom verdubbel en halveer met geld. Watter twee muntstukke kan julle gebruik om R4 te kry?
Let's use money to find double and half. What two coins can you use to make R4?



Wat is R4 verdubbel?
What is double R4?



Watter twee muntstukke kan julle gebruik om 20c te kry?
What two coins can you use to make 20c?



Wat is die helfte van R6?
What is half of R6?



Herhaal die stappe hierbo deur verskillende geldbedrae te verdubbel en te halveer.
Repeat the steps above doubling and halving different money amounts.

Verdubbel en halveer

WEEK • WEEK 6

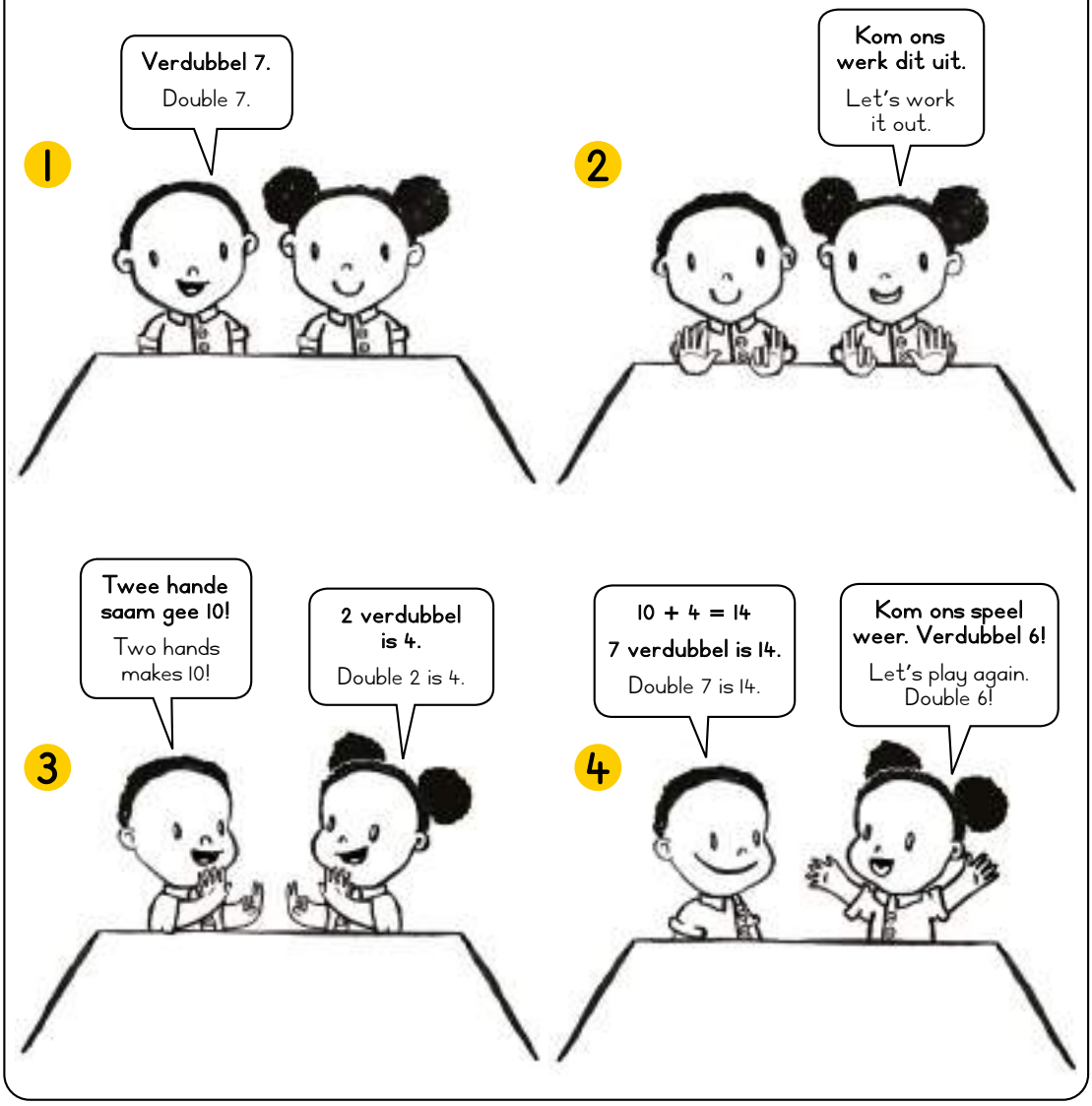
DAG 4 • DAY 4

Verdubbel en halveer
Doubling and halving

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

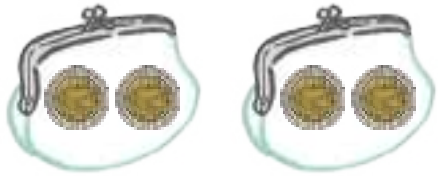
Speletjie: Verdubbel
Game: Doubling

Demonstrate how to play the game

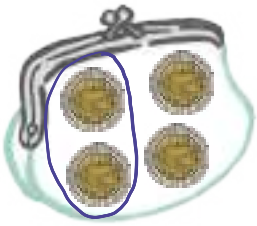


Doubling and halving

1 Verdubbel die geld. Hoeveel is daar altesaam?
Double the money. How much altogether?

 R3 + R3 = R6	 R5 + R5 = R10
 R10 + R10 = R20	 R1 + R1 = R2

2 Halveer die geld. Wat kry jy?
Halve the money. What do you have? Let learners circle half

 Die helfte van R4 is R2. Half of R4 is R2.	 Die helfte van 20c is 10c. Half of 20c is 10c.
 Die helfte van R20 is R10. Half of R20 is R10.	 Die helfte van R10 is R5. Half of R10 is R5.

WEEK • WEEK 6

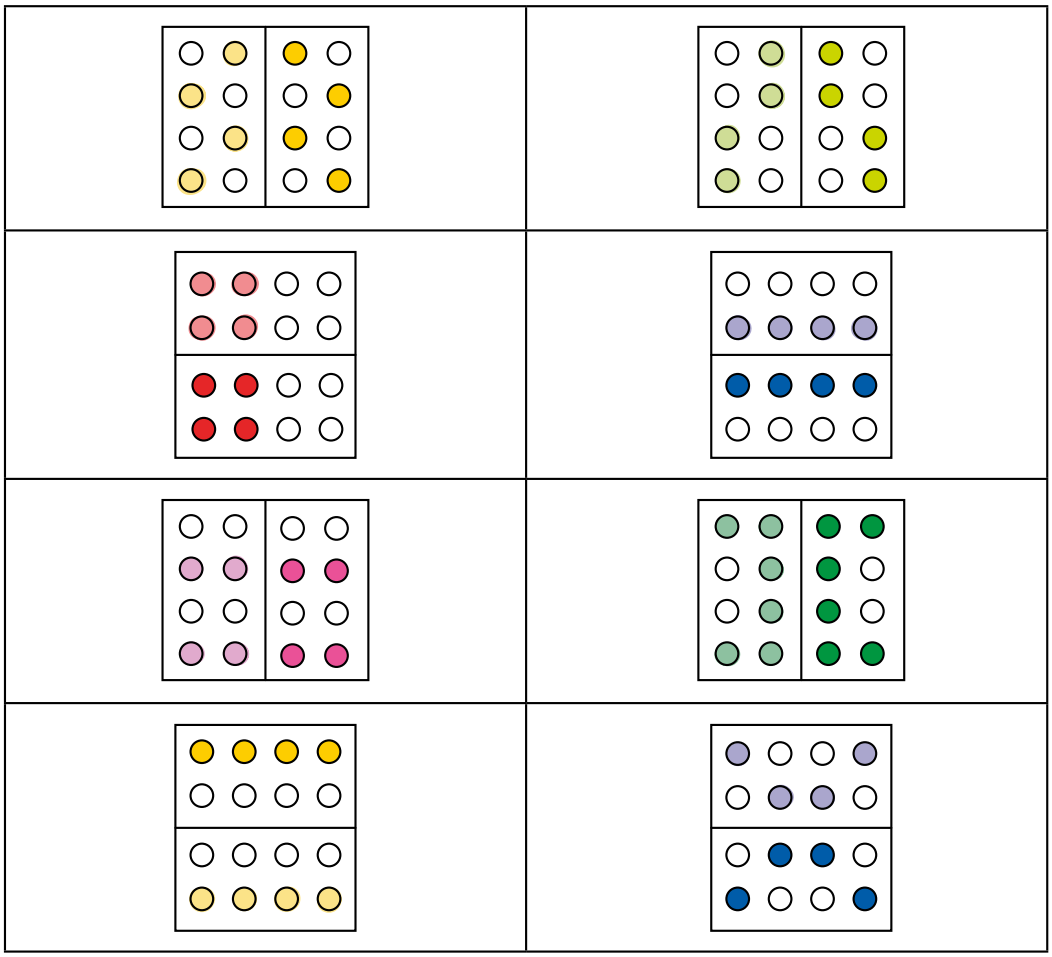
DAG 5 • DAY 5

Vaslegging
Consolidation

HOOFREKENE MENTAL MATHS | ASSESSERING ASSESSMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

1 Kleur die kolle in die ander helfte in om die tekening simmetries te maak.

Colour the dots in the other half to make the drawing symmetrical.



2 Voltooi die getaltabelle om dubbels en halwes te wys.

Complete the number tables to show double and half.

14	
7	7

8	
4	4

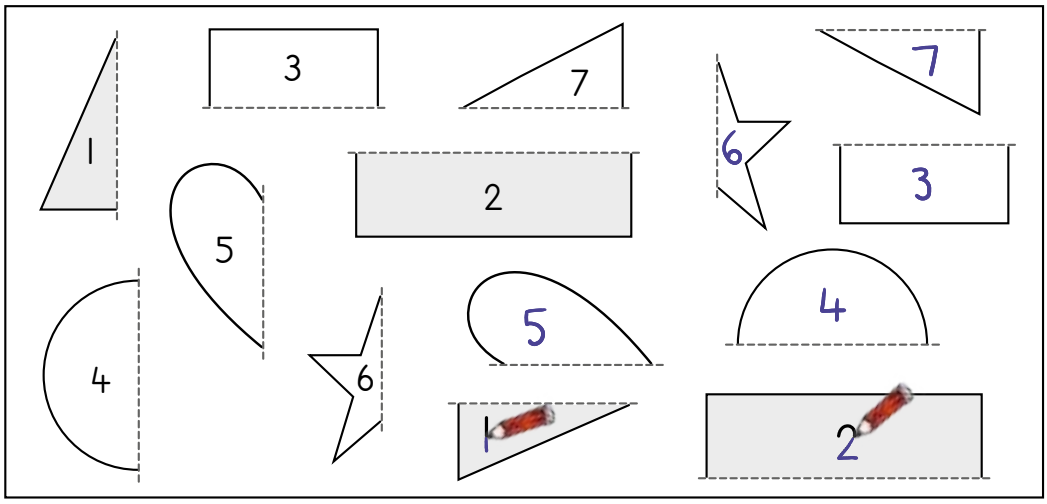
6	
3	3

10	
5	5

Assessment and consolidation

3 Skryf dieselfde getal op die vorms wat bymekaarpas om 'n simmetriese vorm te kry.

Write the same number in the shapes that match to make a symmetrical shape.



4 Verdubbel die kolle. Voltooi die getalsinne.

Double the dots. Finish the number sentences.

		
3 verdubbel is 6. Double 3 is _____.	7 verdubbel is 14. Double 7 is _____.	5 verdubbel is 10. Double 5 is _____.
3 + 3 = 6	7 + 7 = 14	5 + 5 = 10

5 Halveer die kolle. Voltooi die getalsinne.

Halve the dots. Finish the number sentences.

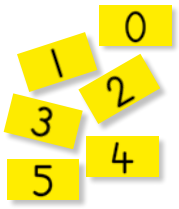
		
Die helfte van 12 is 6. Half of 12 is _____.	Die helfte van 8 is 4. Half of 8 is _____.	Die helfte van 16 is 8. Half of 16 is _____.

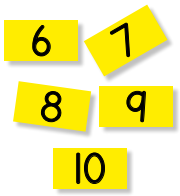
Groepering en verdeling

	Hulpbronne
Hoofrekene: Getalkombinasies van 10 met getalkaarte	getalflitskaarte, getalkaarte 0–10 (leerders)
Speletjie: Verdeel regverdig	tellers












Dag	Lesaktiwiteit	Leshulpbronne
1	Groepeer	LB, tellers
2	Verdeel	LB, tellers
3	Groepeer en verdeel	LB, tellers
4	Groepeer en verdeel met reste	LB, tellers
5	Vaslegging en assessering vir leer	LB

Na hierdie week behoort die leerder in staat te wees om:	✓
praktiese probleme, wat die gelyke groepering met telgetalle tot 20 behels, met antwoorde wat reste kan insluit, op te los en die oplossings daarvoor te verduidelik.	
praktiese probleme wat die gelyke verdeling met telgetalle tot 20 behels, met antwoord wat reste kan insluit, op te los en die oplossings daarvoor te verduidelik.	

Formele assessering (verwys na die Assesseringsboek)

Skriftelike assessering: Getalle, Bewerkings en Verwantskappe – Groepering en verdeling

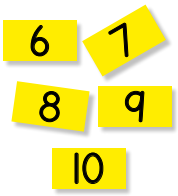
Grouping and sharing

	Resources
Mental Maths: Bonds of 10 using number cards	number flash cards, number cards 0–10 (learners)
Game: Fair share	counters












Day	Lesson activity	Lesson resources
1	Grouping	LB, counters
2	Sharing	LB, counters
3	Grouping and sharing	LB, counters
4	Grouping and sharing with remainders	LB, counters
5	Consolidation and assessment for learning	LB

After this week the learner should be able to:	✓
solve and explain solutions to practical problems involving equal grouping with whole numbers up to 20 and with answers that may include remainders.	
solve and explain solutions to practical problems involving equal sharing with whole numbers up to 20 and with answers that may include remainders.	

Formal assessment (see the Assessment Booklet)

Written assessment: Numbers, Operations and Relationships – Grouping and sharing

Groepering en verdeling

Hoofrekene

Ons konsentreer hierdie week op die **getalkombinasies van 10** en gebruik ons optellingsgetalkaarte om die **getalkombinasies** te wys. Dit is ’n goeie manier om die leerders aktief by die les te betrek en ’n maklike manier om te sien of hulle hul getalkombinasies ken. As jy vinnig in die klaskamer rondkyk, behoort jy te kan sien watter leerders die korrekte kaart in die lug hou. Jy kan dan enige wanopvattings wat jy raaksien, uit die weg ruim.



Speletjie

Verdeel regverdig



Konsepontwikkeling

Ons kyk hierdie week na die verskil tussen **groepering** en **verdeling.** Ons konsentreer daarop om:



- probleme rakende **groepering**, met die moontlikheid van ’n res, op te los. Met hierdie soort **deling** word voorwerpe in groepe van ’n gegewe grootte verdeel en die leerders moet uitvind hoeveel sodanige groepe gevorm kan word.
- probleme rakende **verdeling**, met die moontlikheid van ’n **res**, op te los. Met hierdie soort **deling** word voorwerpe onder ’n gegewe aantal mense (byvoorbeeld) uitgedeel, en die leerders moet uitvind hoeveel items elke persoon kry van die items wat tussen hulle verdeel is.

Waarna jy hierdie week moet oplet

- Onthou dat deling die **inverse** (omgekeerde) van vermenigvuldiging is. Verwys na **veelvoude** sodra daar groepe is wat uit ’n gegewe getal bestaan. Jy kan die leerders help om die inverse verwantskap tussen deling en vermenigvuldiging in te sien.
- Die sleutelgedagte by **groepeerdeling** is die groep se grootte, en die vraag moet wees: Hoeveel groepe van hierdie grootte kan ek vorm?
- Die sleutelgedagte by die **verdelingsdeling** is die aantal mense (byvoorbeeld) tussen wie die items verdeel moet word, en die vraag moet wees: Hoeveel items kry elke persoon?
- Moedig die leerders aan om met mekaar te gesels sodat hulle hul oplossingsmetodes aan ander kan meedeel. Maak seker dat die leerders die korrekte woordeskat gebruik (**hoeveel**, **groepe van**, **baie**, **is gelyk aan**, **res**, **groepering**, **verdeling**).

Grouping and sharing

Mental Maths

We focus on the **bonds of 10** this week and use our number cards to show the **number combinations**. This is a good way to keep learners actively involved in the lesson and is an easy way for you to see if they know their bonds. A quick glance around the classroom will show which learners are holding up the correct card. You can then address any misconceptions you see.



Game

Fair share



Concept development

This week we look at the difference between **grouping** and **sharing**. We will focus on:

- solving problems involving **grouping** with the possibility of a **remainder**. In this kind of **division**, objects are divided into groups of a given size and learners have to find out how many such groups can be made.
- solving problems involving **sharing** with the possibility of a **remainder**. In this kind of **division**, objects are divided among a given number of people (for example) and learners have to find out how many of the items being shared each person will get.



What to look out for this week

- Remember that division is the **inverse** of multiplication. Refer to **multiples** when you find groups that make up a given number. You could help learners to see the inverse relationship between division and multiplication.
- In **grouping division**, the key idea is the group size and the question should be: How many groups of this size can I make?
- In **sharing division**, the key idea is the number of people (for example) among whom the items must be shared and the question should be: How many items will each person get?
- Encourage conversation between learners so that they can share their solution methods. Ensure that learners are using the correct vocabulary (**how many**, **groups of**, **lots of**, **equals**, **remainder**, **grouping**, **sharing**).

Groepeer

HOOFREKENE / MENTAL MATHS | KONSEPONTWIKKELING / CONCEPT DEVELOPMENT → GROEPWERK / GROUP WORK → SPELETJIE / GAME → AKTIWITEITE / ACTIVITIES → PROBLEEMOPLOSSING / PROBLEM SOLVING

HOOFREKENE | MENTAL MATHS

Oefen getalkombinasies van 10 met jou getalkaarte.

Practise bonds of 10 using your number cards.

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.









Grouping

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT













Herhaal die stappe met ander getalle soos 14, 15 en 20. Praat oor die aantal groepe wat julle elke keer kan vorm asook oor die groepe se grootte.

Repeat the steps with other numbers such as 14, 15 and 20. Speak about the number of groups you can make each time, and the group size.

Groepeer

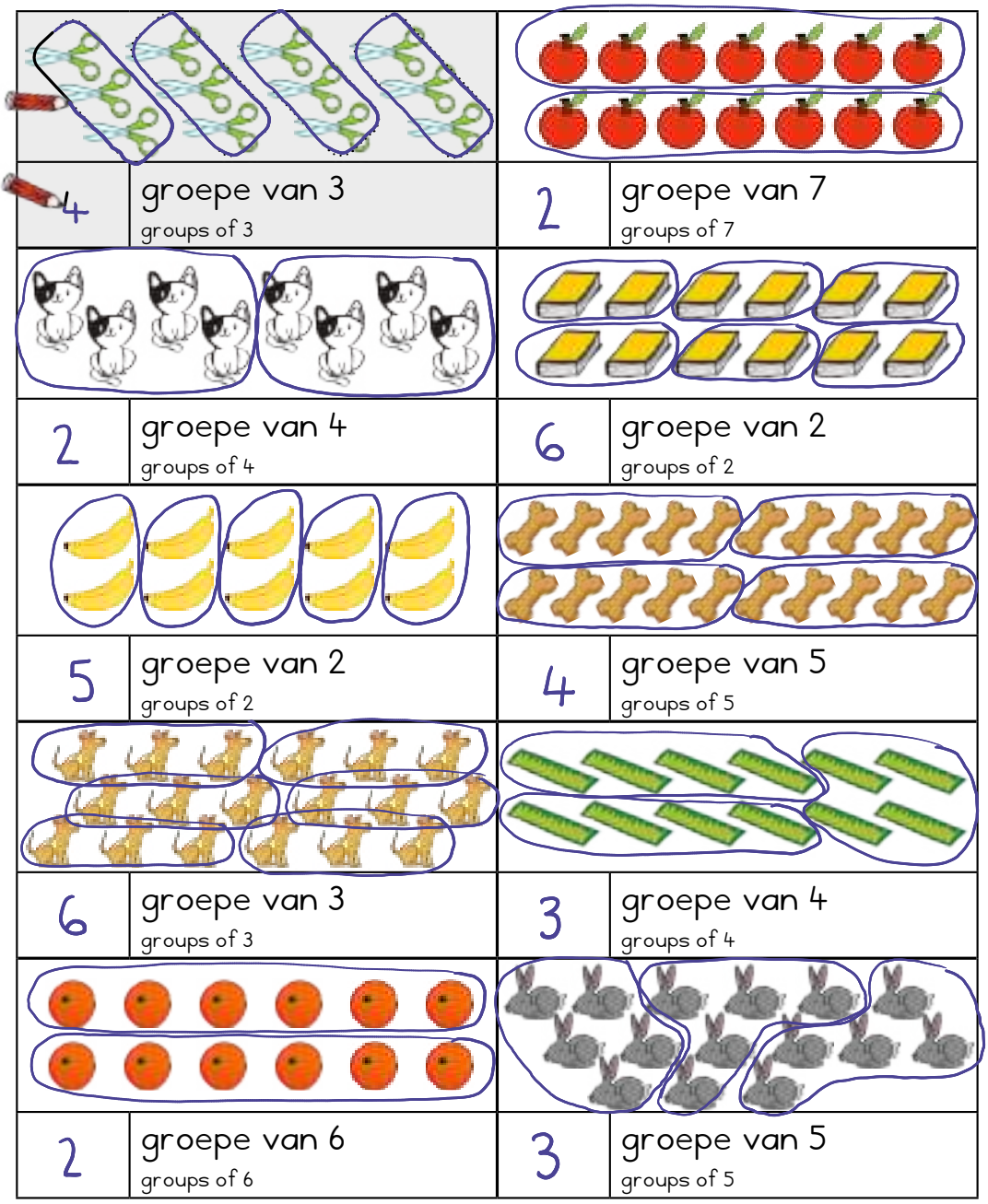
WEEK 7 • WEEK

DAG 1 • DAY 1

Groepeer
Grouping

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

1 Teken sirkels om groepe te vorm. Hoeveel groepe is daar?
Circle to make groups. How many groups are there?

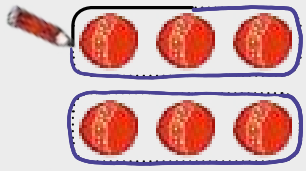
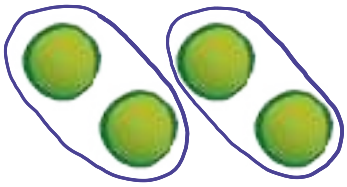
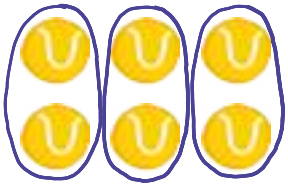
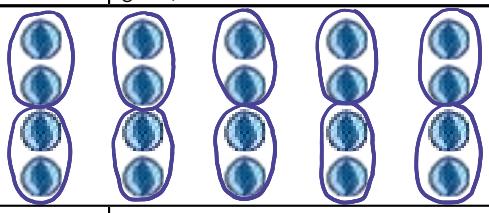
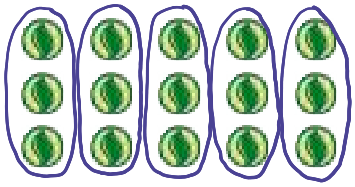
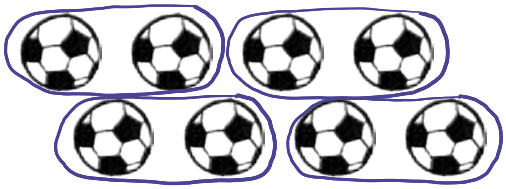
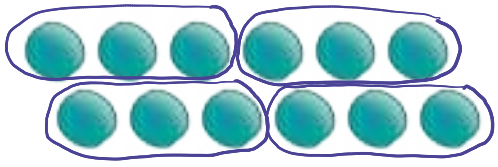
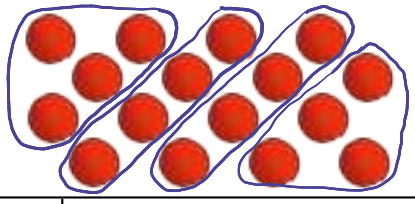


4 groepe van 3 groups of 3	2 groepe van 7 groups of 7
2 groepe van 4 groups of 4	6 groepe van 2 groups of 2
5 groepe van 2 groups of 2	4 groepe van 5 groups of 5
6 groepe van 3 groups of 3	3 groepe van 4 groups of 4
2 groepe van 6 groups of 6	3 groepe van 5 groups of 5

63

Grouping

2 Teken sirkels om groepe te vorm. Hoeveel groepe is daar?
Circle to make groups. How many groups are there?

	
2 groepe van 3 groups of 3	4 groepe van 2 groups of 2
	
2 groepe van 2 groups of 2	3 groepe van 2 groups of 2
	
10 groepe van 2 groups of 2	5 groepe van 3 groups of 3
	
4 groepe van 2 groups of 2	5 groepe van 2 groups of 2
	
4 groepe van 3 groups of 3	4 groepe van 4 groups of 4

Verdeel

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Kom ons maak of ons lekkers het om uit te deel. Verdeel 14 lekkers gelykop tussen 2 kinders deur julle tellers te gebruik.
Let's pretend we have sweets to share. Share 14 sweets equally between 2 children using your counters.



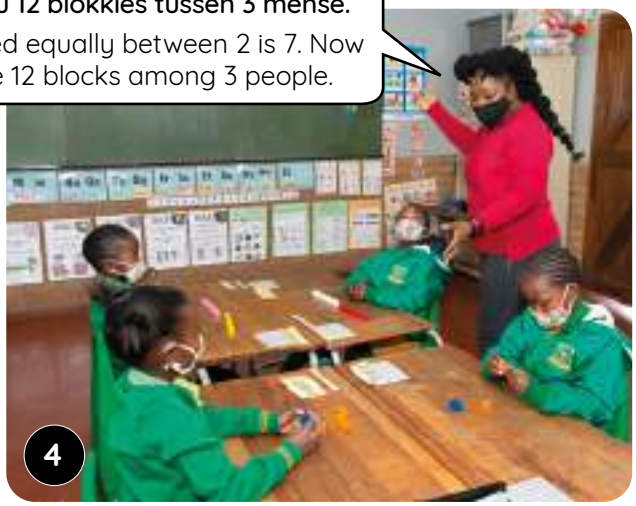
Een vir jou, een vir my, een vir jou, een vir my ...
One for you, one for me, one for you, one for me ...



Hoeveel lekkers kry elke kind?
How many did each learner get?

Ja! As 14 gelykop tussen 2 kinders verdeel word, kry elke kind 7. Kom ons verdeel nou 12 blokkies tussen 3 mense.
Yes! 14 shared equally between 2 is 7. Now let's share 12 blocks among 3 people.





Herhaal die stappe met ander getalle soos 10, 15 en 18 en verdeel dit telkens op so 'n manier dat daar geen res is nie. Bespreek dat dit billik is om gelykop te verdeel sodat almal dieselfde aantal tellers kry en dat hulle dit nie een vir een hoef uit te deel nie. Hulle kan 'n paar items op 'n slag gee om die verdeling vinniger te laat plaasvind.

Repeat the steps with other numbers such as 10 and 18, sharing each time so that there is no remainder. Discuss that it is fair to share equally so everyone gets the same number of counters and that they do not have to share one by one. They can give a few items at a time to make the sharing go quicker.

Sharing

WEEK • WEEK 7

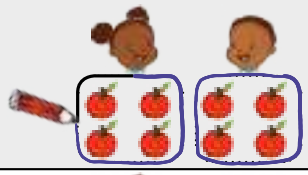
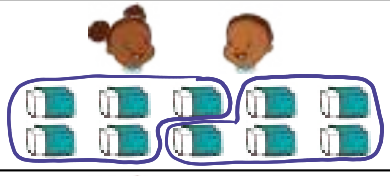
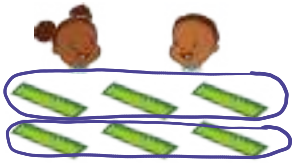
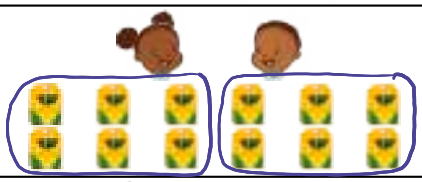
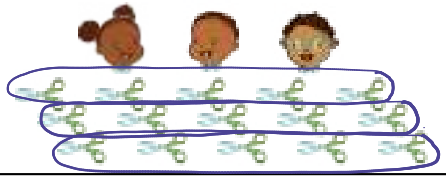
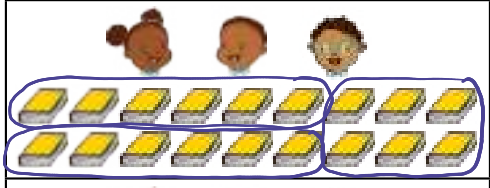
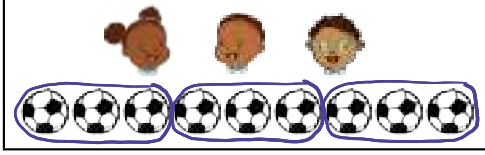
DAG 2 • DAY 2

Verdeel
Sharing

HOOFREKENE MENTAL MATHS → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

1 Verdeel gelykop tussen die kinders.
Share equally among the children.

The sharing here is done using groups – it is quicker than sharing in ones. Learners who don't see how to share using groups should use blocks and share in ones

Verdeel. Share.	Elke kind kry Each child gets
	4
	5
	3
	6
	5
	6
	3

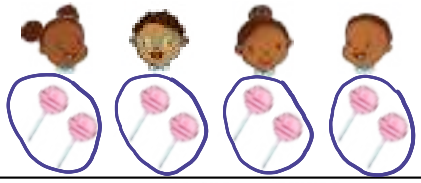
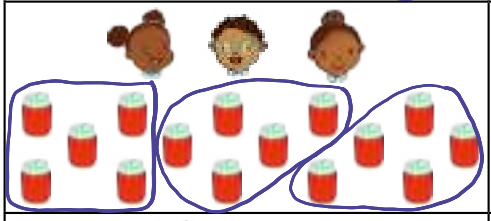
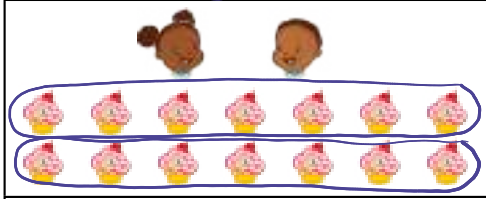
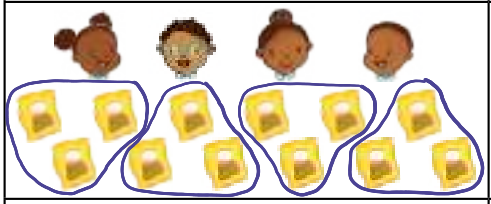
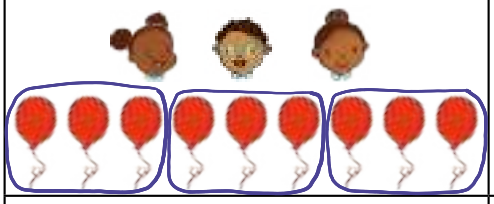
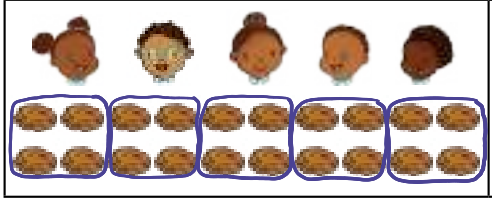
65

Verdeel

2 Verdeel gelykop tussen die kinders.

Share equally among the children.

Let learners use blocks where needed

Verdeel. Share.	Elke kind kry Each child gets
	3
	2
	5
	7
	3
	3
	4

Grouping and sharing

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

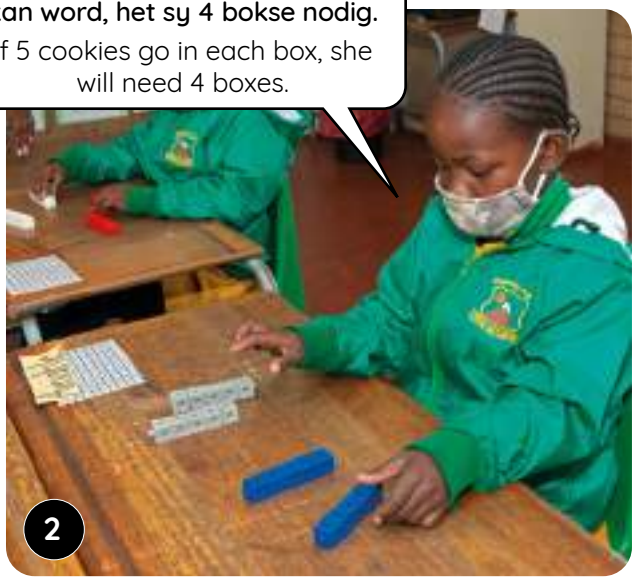
Lwandile het 20 koekies wat in bokse verpak moet word. Daar kom 5 koekies in elke boks. Hoeveel bokse het sy nodig?

Lwandile has 20 cookies that must be packed into boxes. 5 cookies go in each box. How many boxes will she need?



As 5 koekies in elke boks verpak kan word, het sy 4 bokse nodig.

If 5 cookies go in each box, she will need 4 boxes.



Nkazi het 12 eiers. Hy deel die eiers met sy maat. Hoeveel eiers kry hulle elk?

Nkazi has 12 eggs. He shares the eggs with his friend. How many eggs will they each get?



Nkazi en sy maat kry elk 6 eiers.

Nkazi and his friend will each get 6 eggs.



Herhaal die stappe met ander groepering- en verdelingswoordprobleme. Gee die leerders veelvuldige geleenthede om probleme soos dié op te los en daaroor te gesels terwyl hulle daarmee werk.

Repeat the steps with other grouping and sharing word problems. Give the learners multiple opportunities to solve problems like these and talk about it while they work.

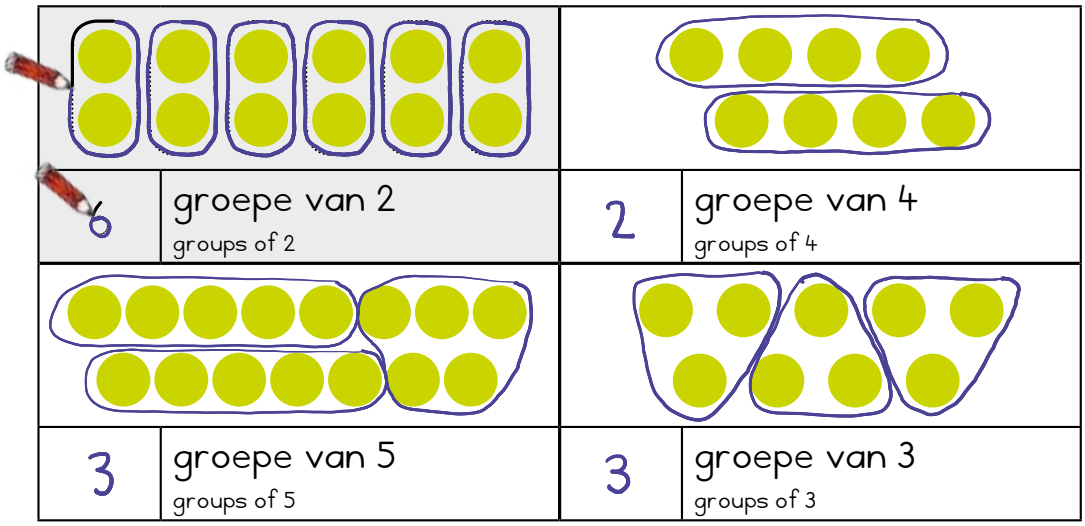
WEEK 7 • WEEK

DAG 3 • DAY 3

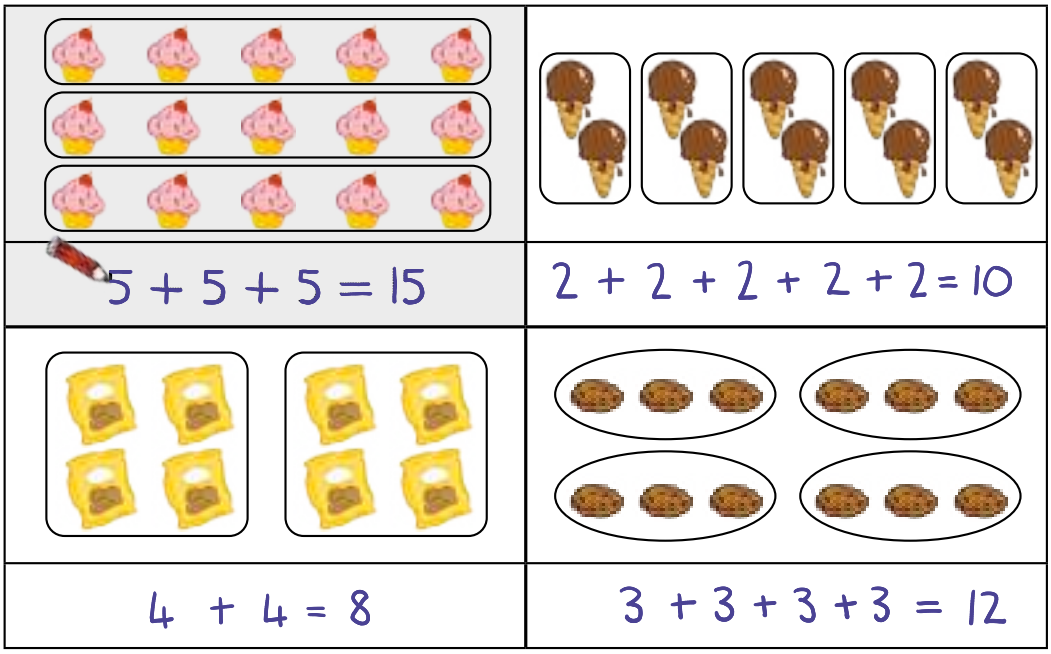
Groepeer en verdeel
Grouping and sharing

HOOFREKENE MENTAL MATHS → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

1 Teken sirkels om groepe te vorm. Hoeveel groepe is daar?
Circle to make groups. How many groups are there?



2 Skryf die getalsinne.
Write the number sentences.



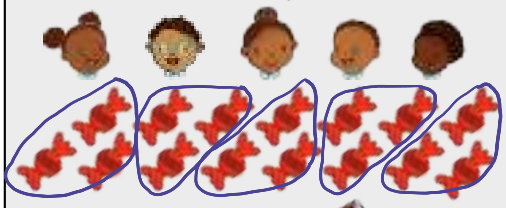
67

Grouping and sharing

Again we show sharing using groups here.
Learners who don't see how to share using groups should use blocks and share in ones.

3

Verdeel die lekkers tussen 5 maats.
Share the sweets among 5 friends.



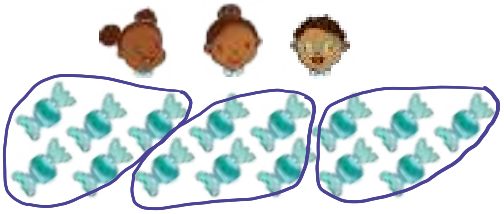
Elke maat kry 3 lekkers.
Each friend will get 3 sweets.

Verdeel die lekkers tussen 3 maats.
Share the sweets among 3 friends.



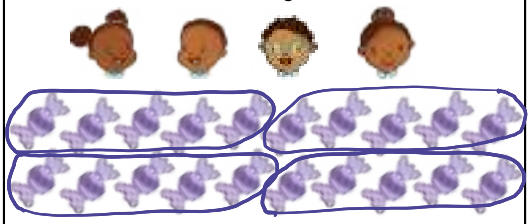
Elke maat kry 3 lekkers.
Each friend will get _____ sweets.

Verdeel die lekkers tussen 3 maats.
Share the sweets among 3 friends.



Elke maat kry 5 lekkers.
Each friend will get _____ sweets.

Verdeel die lekkers tussen 4 maats.
Share the sweets among 4 friends.



Elke maat kry 5 lekkers.
Each friend will get _____ sweets.

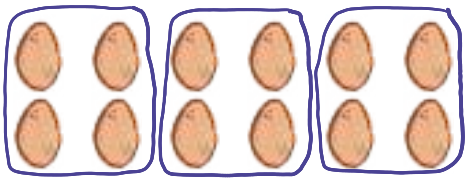
4

Jy het 10 koekies wat in bokse verpak moet word. Daar kom 5 koekies in elke boks. Hoeveel bokse het jy nodig?
You have 10 cookies to put into boxes. 5 cookies go in each box. How many boxes will you need?



Ek het I need	2	bokse nodig. boxes.

Jy het 12 eiers wat in bokse verpak moet word. Daar kom 4 eiers in elke boks. Hoeveel bokse het jy nodig?
You have 12 eggs to put into boxes. 4 eggs go in each box. How many boxes will you need?



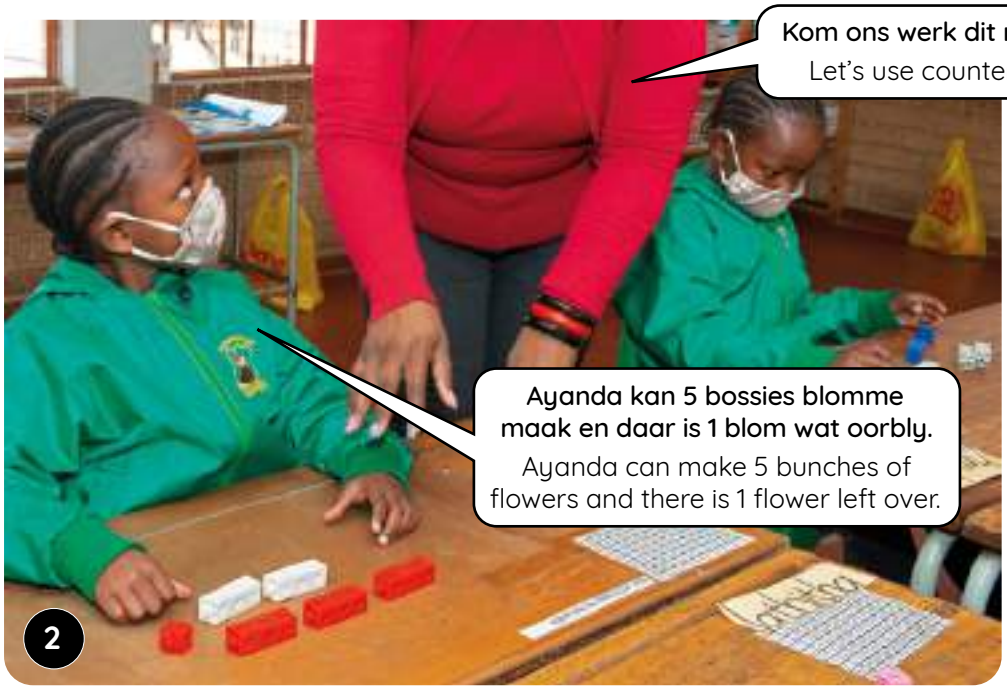
Ek het I need	3	bokse nodig. boxes.

Groepeer en verdeel met reste

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT





Praat oor reste. Wat kan ons doen met die blom wat oorbly? Miskien kan Ayanda die oorblywende blom self hou!

Talk about remainders. What can we do with the flower that is left over? Maybe Ayanda can keep the leftover flower for herself!

Grouping and sharing with remainders





Herhaal die stappe met ander groepering- en verdelingswoordprobleme. Gee veelvuldige geleenthede aan die leerders om probleme met reste op te los. Laat hulle gesels oor dit wat met reste gedoen kan word sodat die leerders insien dat reste nie bloot geïgnoreer kan word nie.

Repeat the steps with other grouping and sharing word problems. Give the learners multiple opportunities to solve problems with remainders. Make learners talk about what can be done with remainders so that learners realise that they can't be ignored.

Groepeer en verdeel met reste

WEEK 7

DAG 4 • DAY 4

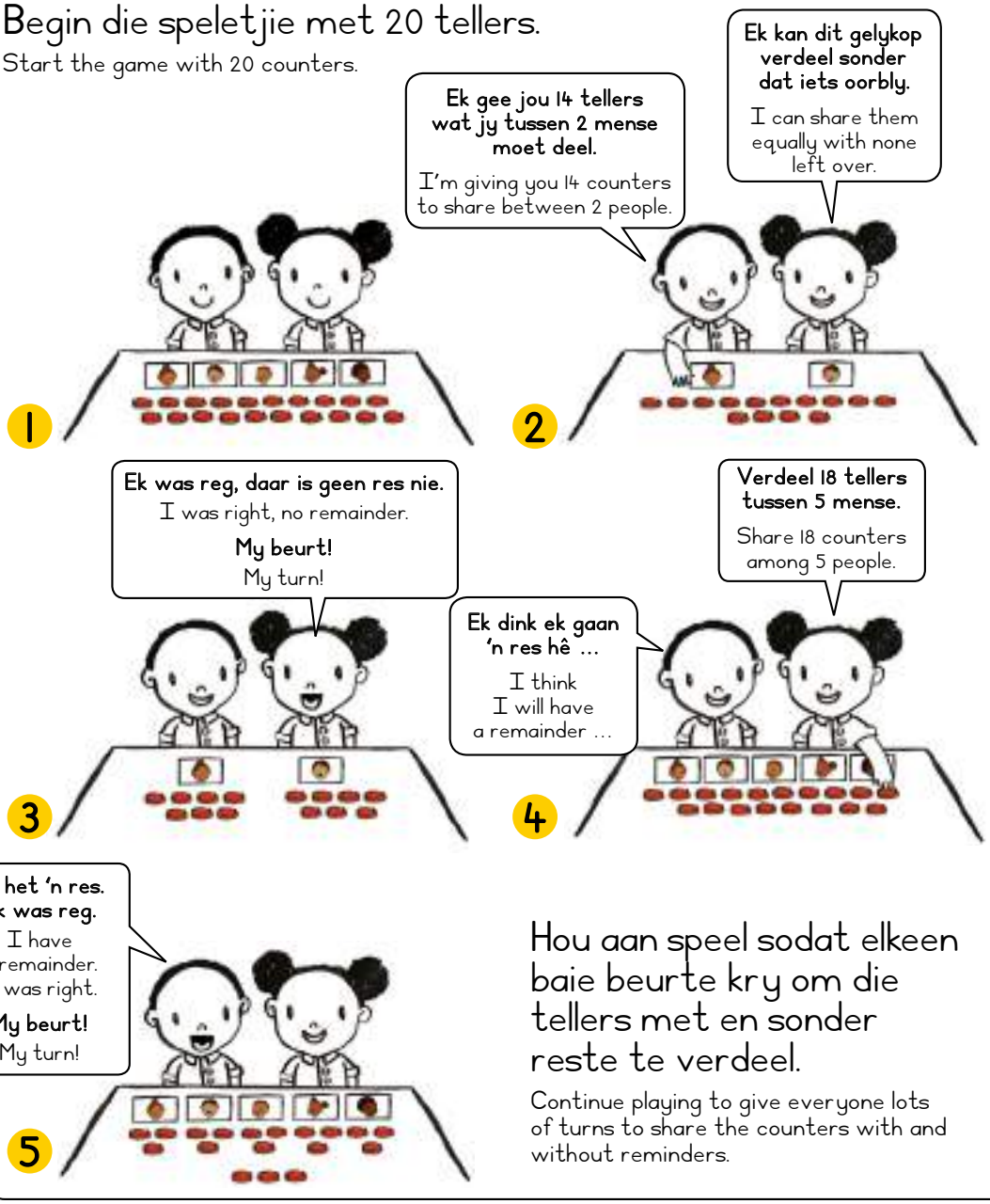
Groepeer en verdeel met reste
Grouping and sharing with remainders

HOOFREKENE MENTAL MATHS → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

Speletjie: Verdeel regverdig
Game: Fair share

Begin die speletjie met 20 tellers.

Start the game with 20 counters.

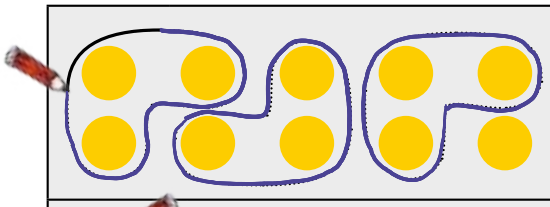
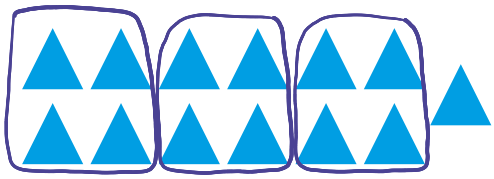
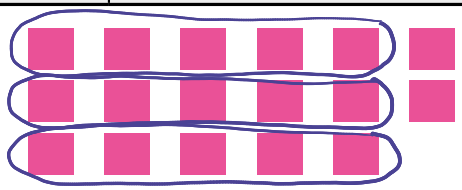
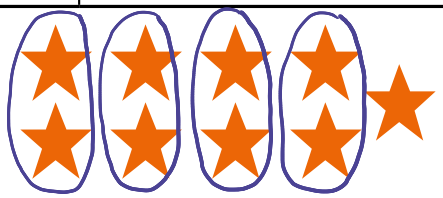


Hou aan speel sodat elkeen baie beurte kry om die tellers met en sonder reste te verdeel.

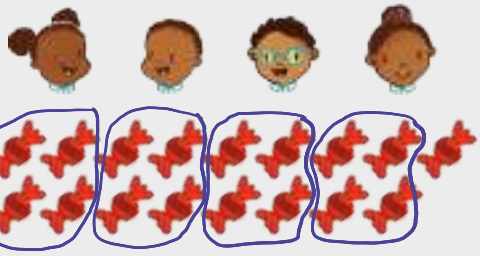
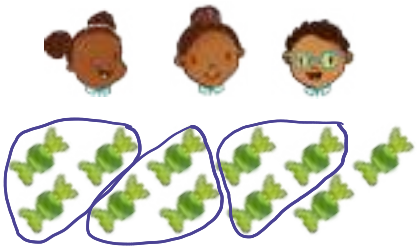
Continue playing to give everyone lots of turns to share the counters with and without reminders.

Grouping and sharing with remainders

1 Teken sirkels om groepe te vorm. Hoeveel groepe is daar?
Circle to make groups. How many groups are there?

	
3 groepe van 3 groups of 3	3 groepe van 4 groups of 4
1 bly oor. left over.	1 bly oor. left over.
	
3 groepe van 5 groups of 5	4 groepe van 2 groups of 2
2 bly oor. left over.	1 bly oor. left over.

2 Verdeel die lekkers gelykop.
Share the sweets equally.

	
Elke maat kry 4 lekkers. Each friend gets sweets.	Elke maat kry 3 lekkers. Each friend gets sweets.
Daar bly 1 oor. There will be left over.	Daar bly 2 oor. There will be left over.

Assessering en vaslegging

WEEK • WEEK 7

DAG 5 • DAY 5

Vaslegging
Consolidation

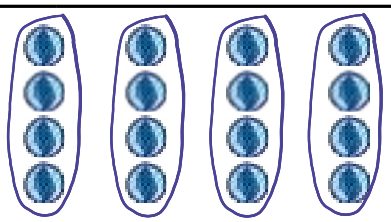
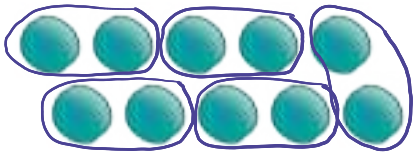
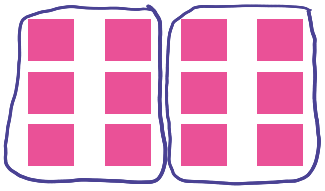
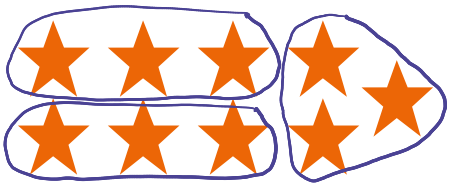
HOOFREKENE / MENTAL MATHS · ASSESSERING / ASSESSMENT → GROEPWERK / GROUP WORK → SPELETJIE / GAME → AKTIWITEITE / ACTIVITIES → PROBLEEMOPLOSSING / PROBLEM SOLVING

1

Jy het 11 suigstokkies wat jy met jou maat deel. Hoeveel suigstokkies kry elkeen van julle? You have 11 lollipops that you share with your friend. How many lollipops will you each get?			Jy het 15 boeke wat jy in bokse moet inpak. Jy pak 4 boeke in elke boks. Hoeveel bokse het jy nodig? You have 15 books to put into boxes. 4 books go in each box. How many boxes will you need?		
Julle gaan elkeen You will each get	5	suigstokkies kry. lollipops.	Ek het I need	3	bokse nodig. boxes.
Daar bly There will be	1	oor. left over.	Daar gaan I will have	3	boeke oorbly. books left over.

2 Teken sirkels om groepe te vorm. Hoeveel groepe is daar?

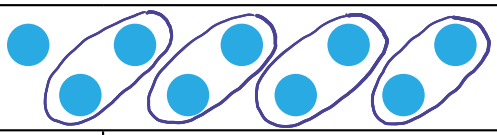
Circle to make groups. How many groups are there?

			
4	groepe van 4 groups of 4	5	groepe van 2 groups of 2
			
2	groepe van 6 groups of 6	3	groepe van 3 groups of 3

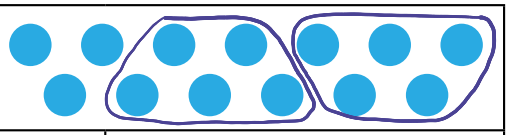
71

Assessment and consolidation

3 Teken sirkels om groepe te vorm. Hoeveel groepe is daar?
Circle to make groups. How many groups are there?

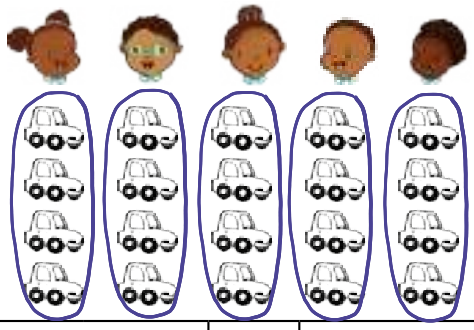


4	groepe van 2 groups of 2
1	bly oor. left over.

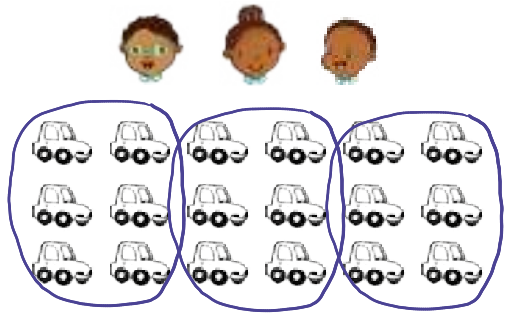


2	groepe van 5 groups of 5
3	bly oor. left over.

4 Verdeel die karretjies gelykop.
Share the cars equally.



Elke kind kry Each child gets	4	karretjies. cars.
0	bly oor. left over.	



Elke kind kry Each child gets	6	karretjies. cars.
0	bly oor. left over.	

5 Skryf die getalsinne.
Write the number sentences.



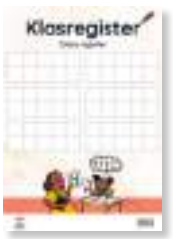
3 + 3 + 3 = 9



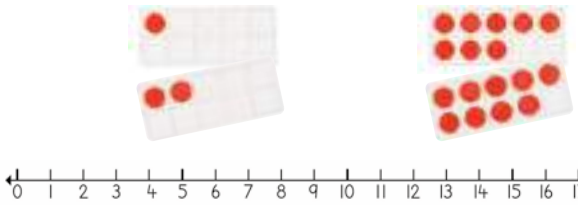
4 + 4 + 4 = 12

Herhaalde optelling, verdubbeling en halvering

	Hulpbronne
Hoofrekene: Maak 10 met kolkaarte	kolkaarte (onderwyser)
Speletjie: Verdubbel	geen







Dag	Lesaktiwiteit	Leshulpbronne
1	Herhaalde optelling	LB
2	Herhaalde optelling	LB, getallelyn (onderwyser), 20 tellers
3	Verdubbeling en halvering	LB, 20 tellers
4	Verdubbeling en halvering	LB, 20 tellers
5	Vaslegging en assessering vir leer	LB

Na hierdie week behoort die leerder in staat te wees om:	✓
in **veelvoude** te tel, wat hulle sodoende aan herhaalde optelling bekendstel.	
getalsinne en **woordprobleme** met behulp van herhaalde optelling op te los.	
verdubbeling en **halvering** as tegnieke vir die oplossing van probleme te gebruik.	

Formele assessering

Daar is hierdie week geen formele assessering nie.

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

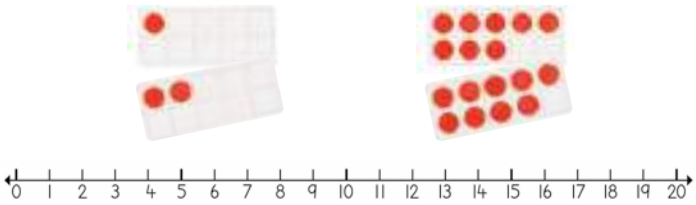
WEEK 8

Repeated addition, doubling and halving

	Resources
Mental Maths: Make 10 using dot cards	teacher dot cards
Game: Doubling	none







Day	Lesson activity	Lesson resources
1	Repeated addition	LB
2	Repeated addition	LB, number line (teacher), 20 counters
3	Doubling and halving	LB, 20 counters
4	Doubling and halving	LB, 20 counters
5	Consolidation and assessment for learning	LB

After this week the learner should be able to:	✓
count in **multiples** as an introduction to repeated addition.	
solve **number sentences** and **word problems** by using repeated addition.	
use **doubling** and **halving** as techniques when solving problems.	

Formal 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.

Herhaalde optelling, verdubbeling en halvering

Hoofrekene

Ons lê hierdie week ons kennis van die **getalkombinasies** van 10 met behulp van kolkaarte vas. Die leerders moet 10 visualiseer deur die tienrame wat deur die gedrukte kolkaarte aangedui word, in te vul. Hierdie aktiwiteit versterk die leerders se begrip van die getalkombinasies van tien en **additiewe verwantskappe**.



Speletjie

Verdubbel



Konsepontwikkeling

Ons konsentreer hierdie week op **herhaalde optelling**, **verdubbeling** en **halvering**. Die leerders los **getalsinne** en **woordprobleme** met herhaalde optelling, verdubbeling en halvering op. Terwyl ons hiermee werk, konsentreer ons daarop om:



- in **veelvoude** te tel ter voorbereiding van herhaalde optelling. Die leerders moet verstaan dat, om in veelvoude te tel, 'n meer doeltreffende manier is om te tel.
- getalsinne en woordprobleme met behulp van herhaalde optelling op getallelyne op te los. Die leerders moet vroeg reeds begin om getallelyne te gebruik aangesien dit 'n belangrike voorstelling in wiskunde is.
- probleme met **verdubbeling-** en **halveringstegnieke** op te los.

Waarna jy hierdie week moet oplet

- Moedig die leerders aan om aan **herhaalde optelling** te dink in plaas daarvan om bloot in 2's te tel. Namate die leerders deur die aktiwiteite vorder, moet hulle besef dat hulle besig is om optelling vas te lê deurdat hulle uitvind hoeveel hulle altesaam het.
- Die leerders moet kan insien dat hulle probleme met tegnieke soos **verdubbeling** en **halvering** meer doeltreffend kan oplos.
- Maak seker dat die leerders die woordeskat self gebruik om sodoende die taal van wiskunde aan te leer (**hoeveel**, **groepe**, **baie**, **is gelyk aan**, **optelling**, **getalsin**, **herhaalde optelling**, **twees**, **vywe**, **verdubbel**, **halveer**, **die helfte**, **dieselfde**, **plus**) en hul begrip van herhaalde optelling, verdubbeling en halvering te verbeter.

Repeated addition, doubling and halving

Mental Maths

This week we consolidate our knowledge of the **bonds of 10** using dot cards. Learners have to visualise 10 by filling the ten frames shown by the printed dot cards. This activity strengthens learners' understanding of their bonds of ten and **additive relations**.



Game

Doubling



Concept development

This week we focus on **repeated addition**, **doubling** and **halving**. Learners will solve **number sentences** and **word problems** by using repeated addition, doubling and halving. We will focus on:



- **counting in multiples** in preparation for repeated addition. It is important for learners to understand that counting in multiples is a more efficient way of counting.
- solving number sentences and word problems by using repeated addition on number lines. Learners need to start using number lines early on as they are an important mathematical representation.
- solving problems using **doubling** and **halving** techniques.

What to look out for this week

- Encourage learners to think about **repeated addition** rather than simply counting in 2s. As learners progress through the activities, they should recognise that they are consolidating addition by finding out how many they have altogether.
- It is important for learners to recognise that they use techniques such as **doubling** and **halving** to solve problems more efficiently.
- Ensure that learners use the vocabulary themselves in order to learn the language of mathematics and to better their understanding of repeated addition, doubling and halving (**how many**, **groups**, **lots of**, **equals**, **addition**, **number sentence**, **repeated addition**, **twos**, **fives**, **double**, **halve**, **half**, **the same**, **plus**).

Herhaalde optelling

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

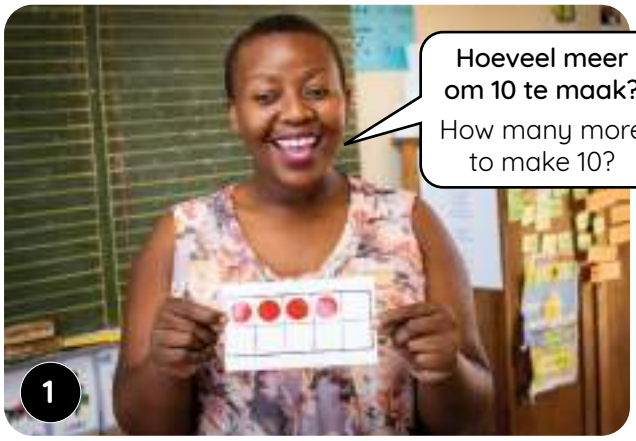
HOOFREKENE | MENTAL MATHS

Oefen om 10 met kolkaarte te maak.

Practise making 10 using dot cards.

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.

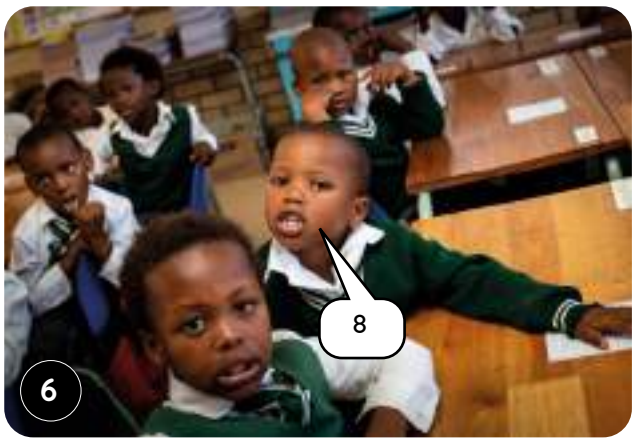












Repeated addition

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Hoeveel leerders staan voor in die klas?
How many learners are in front of the class?



Hoeveel oë sien julle?
How many eyes do you see?



Hoeveel vingers sien julle aan 5 hande?
How many fingers do you see on 5 hands?



Hoe het ons die totale aantal vingers aan 5 hande gekry?
How did we find the total number of fingers on 5 hands?



Skryf die volgende getalsinne op die bord neer en bespreek die konsep van herhaalde optelling.

Write the following number sentences on the board and discuss the idea of repeated addition.

2 + 2 + 2 + 2 + 2 = 10 **5 + 5 + 5 + 5 + 5 = 25**

Herhaal hierdie stappe met ander voorwerpe wat dit moontlik maak om in veelvoude te tel, soos arms en bene (2's); vingers aan albei hande (10'e); en so meer.

Repeat these steps using other objects that allow counting in multiples, for example, arms and legs (2s); fingers on both hands (10s); and so on.

Herhaalde optelling

WEEK 8

DAG 1 • DAY 1

Herhaalde optelling
Repeated addition

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

1 Tel die oë. Tel in 2's.
Count the eyes. Count in 2s.

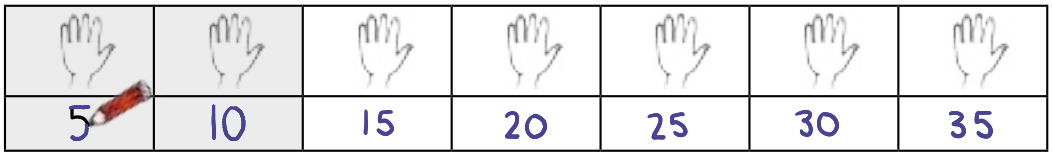
Ask: if these 10 owls have 20 eyes, how many feet do they have?



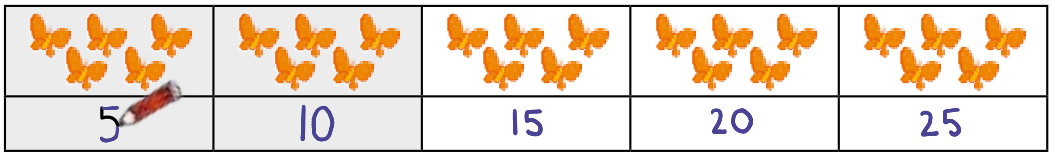
Tel die pote. Tel in 2's.
Count the legs. Count in 2s.



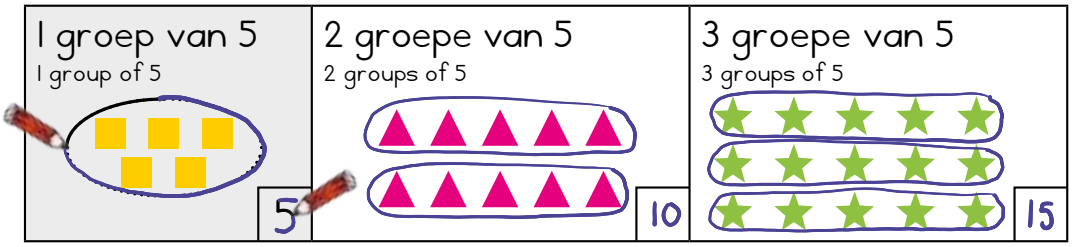
Tel die vingers. Tel in 5'e.
Count the fingers. Count in 5s.



Tel die skoenlappers. Tel in 5'e.
Count the butterflies. Count in 5s.

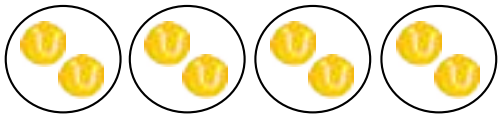
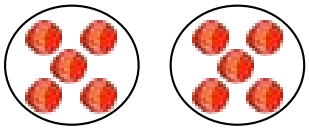
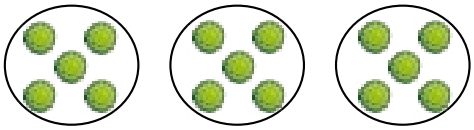
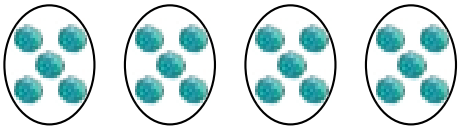
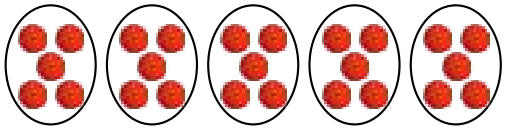


2 Trek sirkels rondom die 5'e om die aantal vorms uit te werk.
Draw circles around the 5s to work out how many shapes.

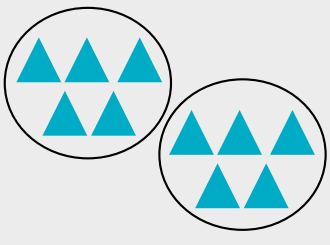
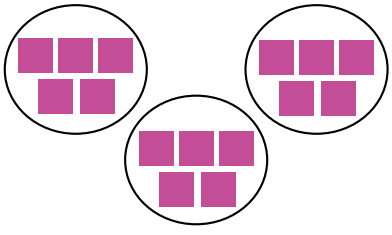
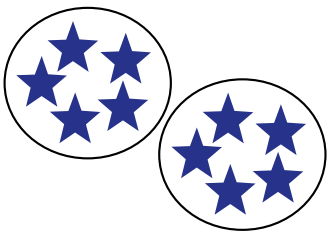


Repeated addition

3 Skryf die getalsinne en los die probleme op.
Write number sentences and solve the problems.

 2 + 2 + 2 = 6	 2 + 2 + 2 + 2 = 8
 2 + 2 = 4	 2 + 2 + 2 = 6
 5 + 5 = 10	 5 + 5 + 5 = 15
 5 + 5 + 5 + 5 = 20	 5 + 5 + 5 + 5 + 5 = 25

4 Skryf die getalsinne vir hierdie vorms.
Write number sentences for these shapes.

 5 + 5 = 10	 5 + 5 + 5 = 15	 5 + 5 = 10

Herhaalde optelling

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

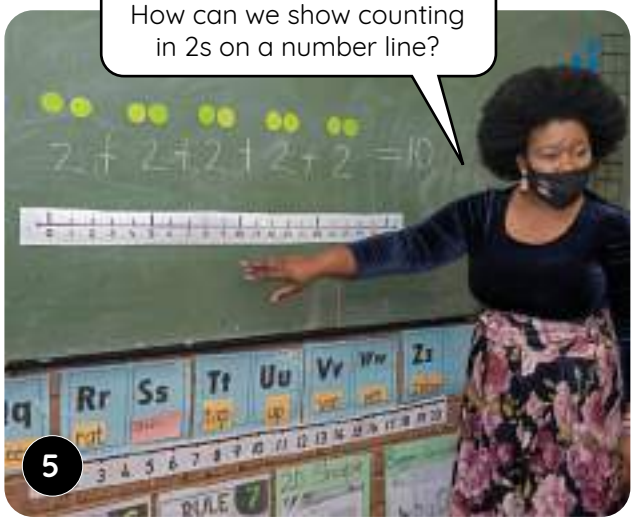




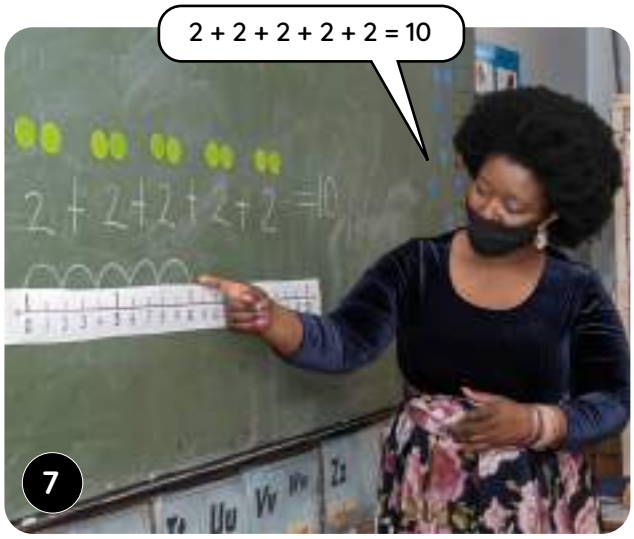




Repeated addition











Volg dieselfde stappe soos hierbo om herhaalde optelling te oefen. Maak melding van voorwerpe of goed wat natuurlik herhaal kan word soos 2 arms, 2 bene, 2 ore, 5 tone aan een voet, en so meer.

Follow the same steps as above to practise repeated addition. Refer to objects or things that repeat naturally, for example, 2 arms, 2 legs, 2 ears, 5 toes on one foot, and so on.

Herhaalde optelling

WEEK 8

DAG 2 • DAY 2

Herhaalde optelling
Repeated addition

HOOFREKENE (MENTAL MATHS) | KONSEPONTWIKKELING (CONCEPT DEVELOPMENT) → GROEPWERK (GROUP WORK) → SPELETJIE (GAME) → AKTIWITEITE (ACTIVITIES) → PROBLEEMOPLOSSING (PROBLEM SOLVING)

1 Tel die ore.

Count the ears.

					
2	4	6	8	10	12

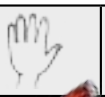
Tel die muntstukke. Tel in 2's.

Count the coins. Count in 2s.

						
2	4	6	8	10	12	14

Tel die vingers.

Count the fingers.

						
5	10	15	20	25	30	35

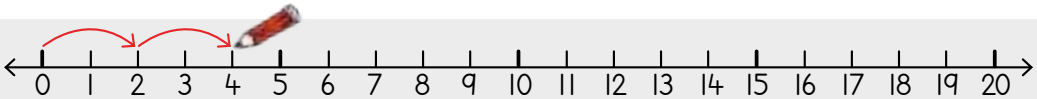
Tel die muntstukke. Tel in 5's.

Count the coins. Count in 5s.

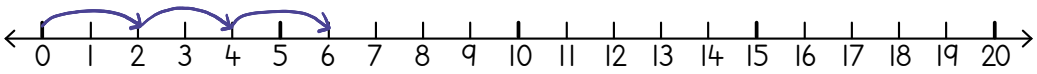
						
5	10	15	20	25	30	35

2 Tel in 2's op die getallelyn.

Count in 2s on the number line.



2 + 2 = 4

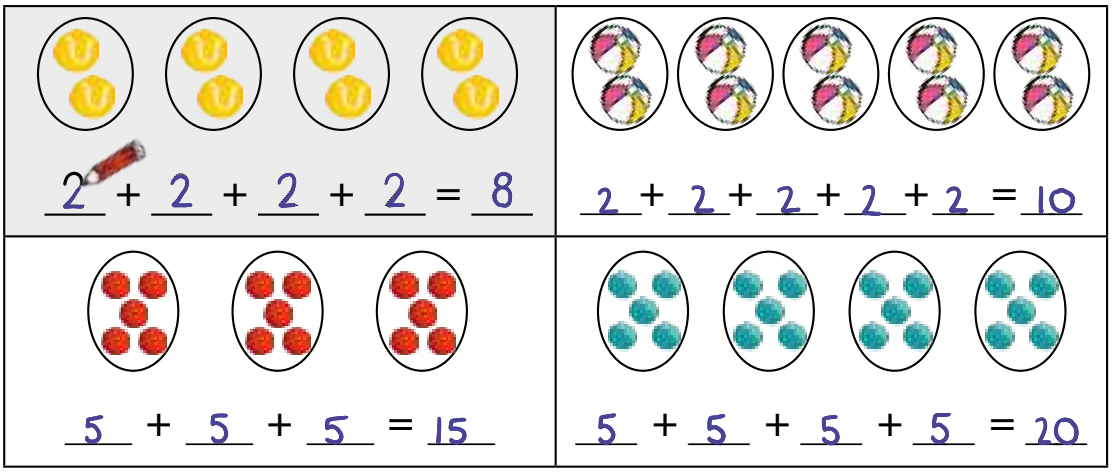


2 + 2 + 2 = 6

75

Repeated addition

3 Skryf die getalsinne en los die probleme op.
Write the number sentences and solve the problems.



2 + 2 + 2 + 2 = 8	2 + 2 + 2 + 2 + 2 = 10
5 + 5 + 5 = 15	5 + 5 + 5 + 5 = 20

4 Los die woordprobleme op.
Solve the word problems.

Nkazi het 7 sakkies met 2 lekkers in elke sakkie. Hoeveel lekkers het hy altesaam? Teken die lekkers in die sakkies.

Nkazi has 7 bags with 2 sweets in each bag. How many sweets does he have altogether? Draw the sweets in the bags.



Skryf die getalsin.
Write the number sentence.

2 + 2 + 2 + 2 + 2 + 2 + 2 = 14

Lwandile het 4 bokse. Daar is 5 hase in elke boks. Hoeveel hase is daar altesaam?

Lwandile has 4 boxes. Each box has 5 rabbits in it. How many rabbits are there altogether?



Skryf die getalsin.
Write the number sentence.

5 + 5 + 5 + 5 = 20

Verdubbeling en halvering

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Sit 3 tellers uit. Hoeveel groepe van 3 tellers het julle?
Put out 3 counters. How many groups of 3 counters do you have?



Ons het een groep van 3 tellers.
We have one group of 3 counters.

Sit nog 'n groep van 3 tellers uit.
Put out another group of 3 counters.



Ons het nou twee groepe van 3 tellers.
Ons het altesaam 6 tellers.
Now we have two groups of 3 counters. We have 6 counters altogether.

Weet iemand watter woord ons gebruik wanneer ons getalle wat dieselfde is, bymekaartel?
Does anyone know what word we use when we add the same number to itself?



Ons gebruik die woord 'verdubbel'.
We use the word 'double'.



3, wat verdubbel word, is 6.
Double 3 is 6.

Laat die leerders die woord verdubbel bespreek en in hul eie woorde verduidelik wat dit beteken. Doen nog voorbeelde van verdubbeling saam met die klas.

Allow learners to discuss the word **double** and to explain what it means using their own words. Do more examples of doubling with the class.

Doubling and halving

Kyk na die 6 tellers op julle skoolbank. Verdeel die 6 tellers gelykop tussen jou en jou maat.
Look at the 6 counters on your desk. Share the 6 counters equally between you and your partner.



Hoeveel tellers het elkeen van julle gekry?
How many counters did you each get?



Ons het elk 3 gekry.
We each got 3.

Ons het elk dieselfde aantal gekry.
We each got the same number.

Ons sê dat ons die helfte van 6 gekry het. Wanneer ons 6 halveer, verdeel ons 6 gelykop tussen 2 maats.
We say that we found half of 6. When we halved 6, we shared 6 equally between 2 friends.



Die helfte van 6 is 3.
Half of 6 is 3.



Laat die leerders die woorde *helfte* en *halveer* bespreek en in hul eie woorde verduidelik wat dit beteken. Doen nog voorbeelde van halvering saam met die klas.

Allow learners to discuss the words ***half*** and ***halve*** and to explain what they mean using their own words. Do more examples of halving with the class.

Gee die leerders baie geleenthede om die wiskundetaal in hierdie les te gebruik. Maak seker dat hulle die woorde verdubbel, halveer, verdubbeling en halvering gebruik.

Allow the learners many opportunities to use the maths language in this lesson. Ensure that they use the words **double**, **half**, **doubling** and **halving**.

Verdubbeling en halvering

WEEK • WEEK 8

DAG 3 • DAY 3

Verdubbeling en halvering
Doubling and halving

HOOFREKENE MENTAL MATHS → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

1 Verdubbel die albasters.
Double the marbles.



3 verdubbel is 6.
Double 3 is 6.



1 verdubbel is 2.
Double 1 is _____.



4 verdubbel is 8.
Double 4 is _____.



2 verdubbel is 4.
Double 2 is _____.

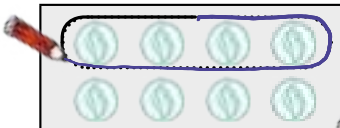


6 verdubbel is 12.
Double 6 is _____.

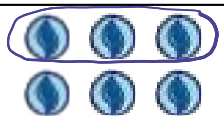


5 verdubbel is 10.
Double 5 is _____.

2 Verdeel die albasters gelykop tussen twee maats.
Share the marbles equally between two friends.



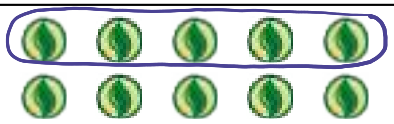
Die **helfte** van 8 is 4.
Half of 8 is 4.



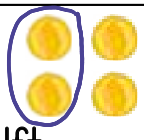
Die **helfte** van 6 is 3.
Half of 6 is _____.



Die **helfte** van 2 is 1.
Half of 2 is _____.



Die **helfte** van 10 is 5.
Half of 10 is _____.



Die **helfte** van 4 is 2.
Half of 4 is _____.



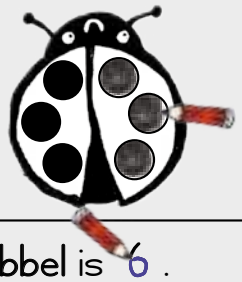
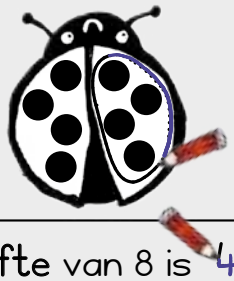
Die **helfte** van 12 is 6.
Half of 12 is _____.

77

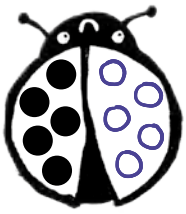
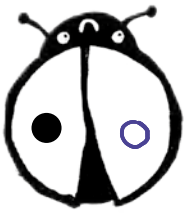
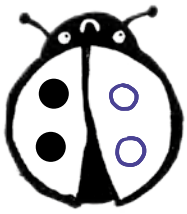
Doubling and halving

3 **Verdubbel** die kolletjies.
Double the dots.

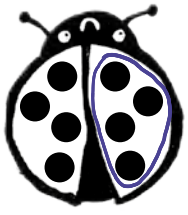
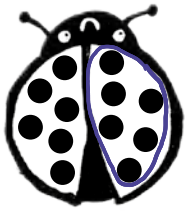
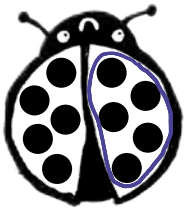
Halveer die kolletjies.
Halve the dots.

	
3 **verdubbel** is 6. **Double** 3 is 6.	Die **helfte** van 8 is 4. **Half** of 8 is 4.
3 + 3 = 6	

Verdubbel die kolletjies.
Double the dots.

		
5 **verdubbel** is 10. **Double** 5 is _____.	1 **verdubbel** is 2. **Double** 1 is _____.	2 **verdubbel** is 4. **Double** 2 is _____.
5 + 5 = 10	1 + 1 = 2	2 + 2 = 4

Halveer die kolletjies.
Halve the dots.

		
Die **helfte** van 8 is 4. **Half** of 8 is _____.	Die **helfte** van 12 is 6. **Half** of 12 is _____.	Die **helfte** van 10 is 5. **Half** of 10 is _____.

Verdubbeling en halvering

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Hoeveel vingers is daar aan een hand?
How many fingers on one hand?



Hoeveel vingers is daar aan twee hande?
How many fingers on two hands?



5 wat verdubbel word is 10.
Double 5 is 10.

Kom ons skryf die getalle soos vantevore op 'n getaltabel in.
Let's write the numbers in a number table like before.



Daar is 5 vingers aan elke hand.
5 fingers on each hand.
5 + 5 = 10.



Voltooi die getaltabel saam met die klas. Praat oor die getalle terwyl jy dit op die tabel inskryf – onthou om te sê dat jy die getal verdubbel. Doen nog heelwat soortgelyke voorbeelde.

Complete the number table together with the class. Talk about the numbers as you write them into the table – remember to say that you are doubling the number. Do many such examples.

Doubling and halving









Voltooi die getaltabel saam met die klas. Praat oor die getalle terwyl jy dit op die tabel inskryf – onthou om te sê dat jy die getal halveer. Doen nog heelwat soortgelyke voorbeelde.

Complete the number table together with the class. Talk about the numbers as you write them into the table – remember to say that you are halving the number. Do many such examples.

Hierdie aktiwiteit het ten doel om die leerders te help om die verwantskap tussen verdubbeling en halvering raak te sien. Herhaal die stappe hierbo met 'n verskeidenheid verskillende getalle en moedig die leerders aan om te sien hoe hulle elke keer die probleme op die tabel sou inskryf.

This activity is designed to help learners see the relationship between doubling and halving. Repeat the steps above using a variety of different numbers, encouraging learners to see how they would write the problems in the table each time.

Verdubbeling en halvering

WEEK 8

DAG 4 • DAY 4

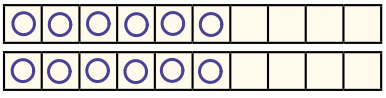
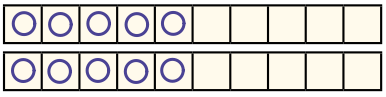
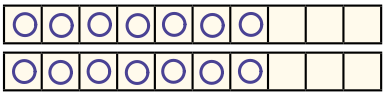
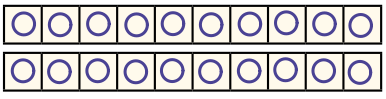
Verdubbeling en halvering
Doubling and halving

HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

1 Tel op. Skryf die **dubbels** neer.
Add. Write the **doubles**.

4 + 4 =	8	4 **verdubbel** is **Double** 4 is	8
8 + 8 =	16	8 **verdubbel** is **Double** 8 is	16
3 + 3 =	6	3 **verdubbel** is **Double** 3 is	6
7 + 7 =	14	7 **verdubbel** is **Double** 7 is	14
2 + 2 =	4	2 **verdubbel** is **Double** 2 is	4

2 Teken 2 rye kolletjies. Bereken die **helfte**.
Draw dots in two rows. Calculate **half**.

18		Die **helfte** van 18 is **Half** of 18 is	9
12		Die **helfte** van 12 is **Half** of 12 is	6
10		Die **helfte** van 10 is **Half** of 10 is	5
14		Die **helfte** van 14 is **Half** of 14 is	7
20		Die **helfte** van 20 is **Half** of 20 is	10

Doubling and halving

3 Voltooi die tabelle om die **dubbels** en die **halwes** (helftes) wys.
Complete the tables to show **double** and **half**.

6	
3	3

8	
4	4

14	
7	7

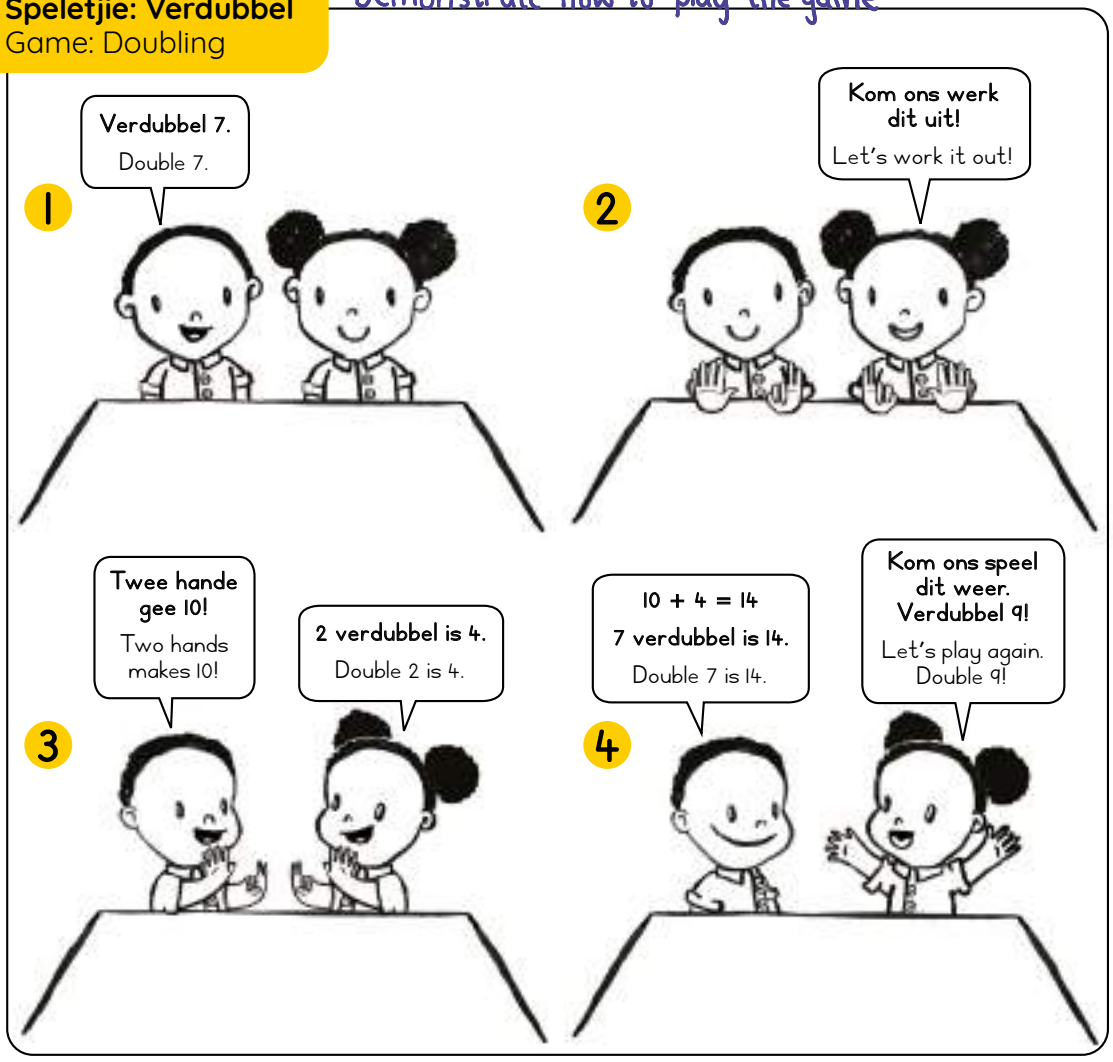
10	
5	5

12	
6	6

18	
9	9

Speletjie: Verdubbel
Game: Doubling

Demonstrate how to play the game



WEEK 8

DAG 5 • DAY 5

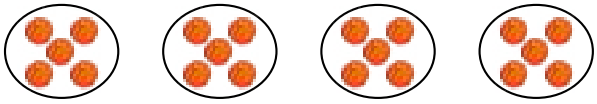
Vaslegging
Consolidation

HOOFREKENE MENTAL MATHS | ASSESSERING ASSESSMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

1 Skryf die getalsinne en los die probleme op.
Write the number sentences and solve these problems.



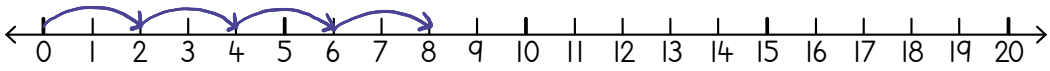
2 + 2 + 2 + 2 + 2 + 2 + 2 = 14



5 + 5 + 5 + 5 = 20

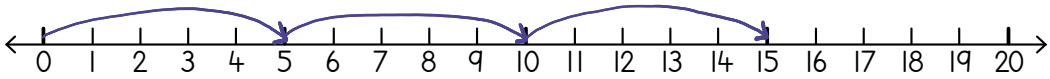
2 Tel in 2's op die getallelyn.
Count in 2s on the number line.

2 + 2 + 2 + 2 = 8



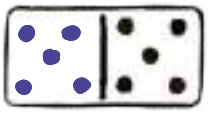
Tel in 5'e op die getallelyn.
Count in 5s on the number line.

5 + 5 + 5 = 15



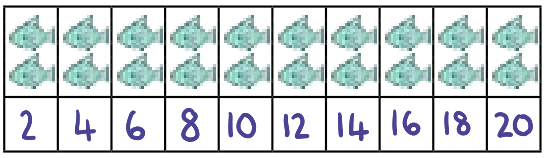
3 **Verdubbel** die kolletjies.
Double the dots.

Halveer die kolletjies.
Halve the dots.

	
5 **verdubbel** is 10. **Double** 5 is _____.	12 kolle _____ dots
5 + 5 = 10	Die **helfte** van 12 is 6. **Half** of 12 is _____.

Assessment and consolidation

4 Tel die visse. Tel in 2's.
Count the fish. Count in 2s.



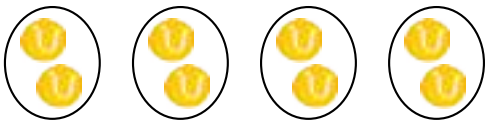
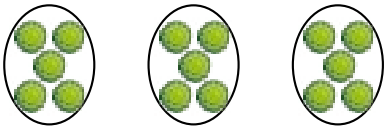
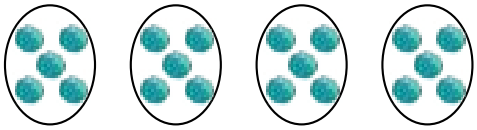
2	4	6	8	10	12	14	16	18	20

Tel die muntstukke. Tel in 5'e.
Count the coins. Count in 5s.



5	10	15	20	25	30	35

5 Skryf die getalsinne en los die probleme op.
Write the number sentences and solve the problems.

 2 + 2 + 2 + 2 = 8	 2 + 2 + 2 + 2 + 2 = 10
 5 + 5 + 5 = 15	 5 + 5 + 5 + 5 = 20

6

		
7 verdubbel is 14. Double 7 is _____.	4 verdubbel is 8. Double 4 is _____.	9 verdubbel is 18. Double 9 is _____.
7 + 7 = 14	4 + 4 = 8	9 + 9 = 18
		
Die helfte van 10 is 5. Half of 10 is _____.	Die helfte van 16 is 8. Half of 16 is _____.	Die helfte van 14 is 7. Half of 14 is _____.

Onderwyser se aantekeninge

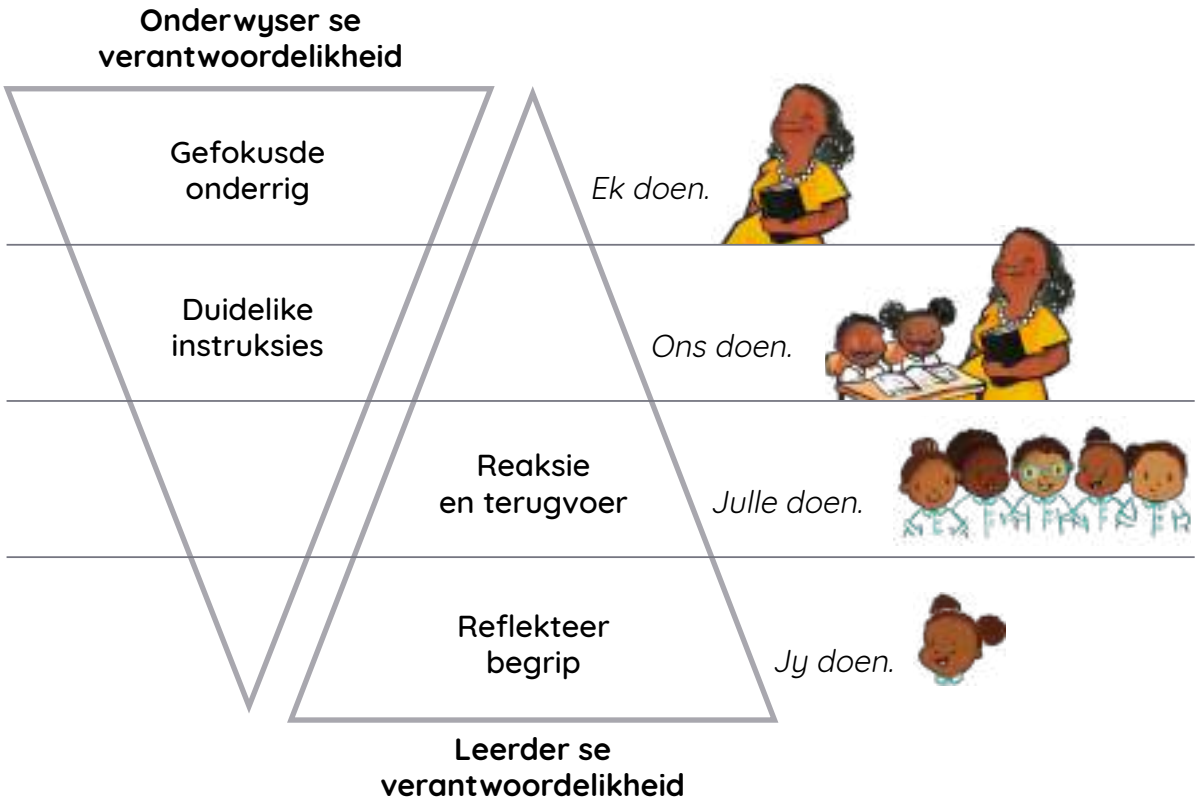
Teacher notes

Onderwyser se aantekeninge

Teacher notes

Bala Wande

Calculating with Confidence



Western Cape Government FOR YOU Education

make maths count

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