Afrikaans

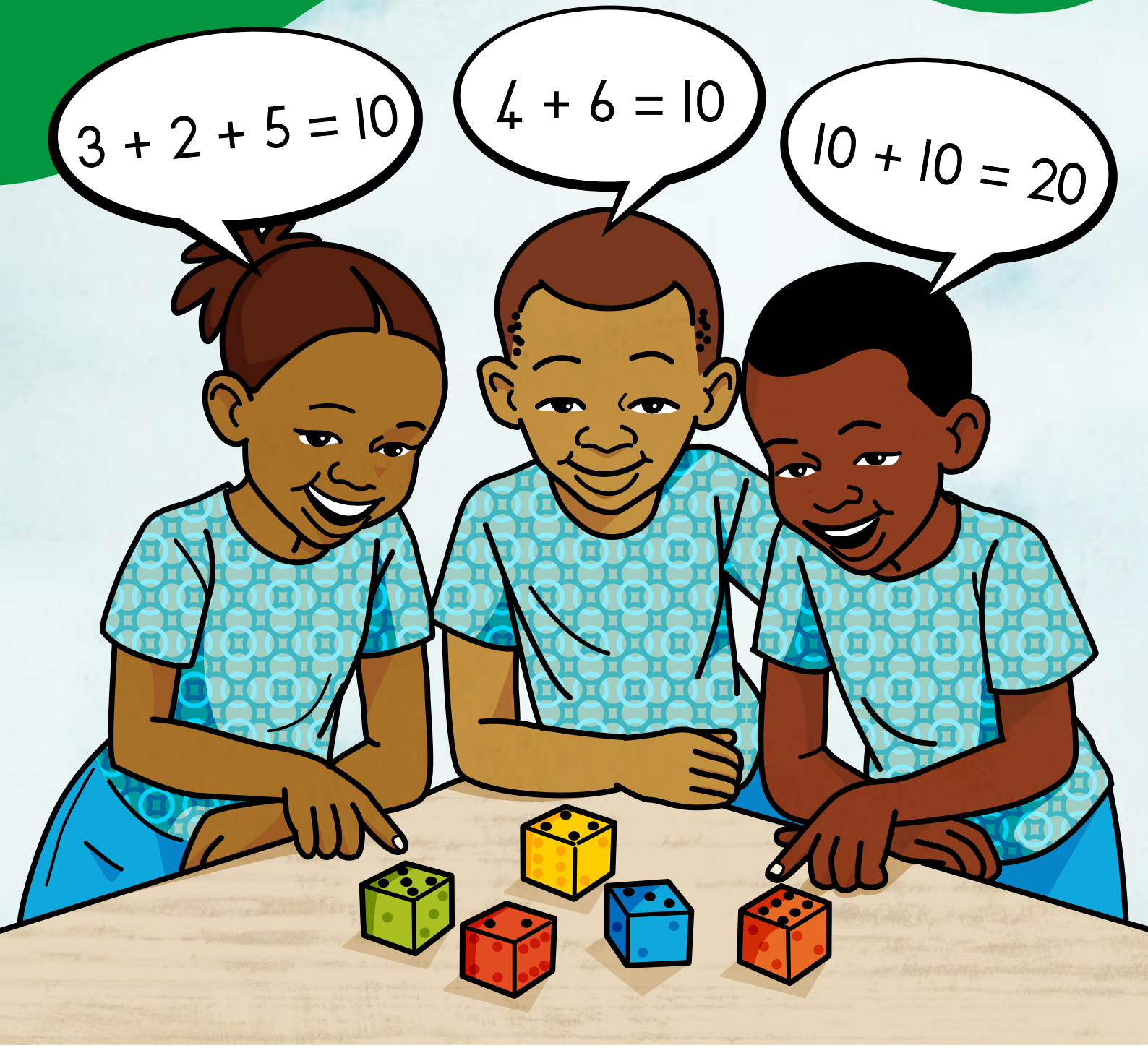
Wiskunde

Mathematics

PILOT

2

Kwartaal 1 | Term 1



Leerder | Learner: .....

Bala Wande
Calculating with Confidence

2

Kwartaal 1 | Term 1

Wiskunde
Mathematics

Leerderboek
Learner's Book

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 gebruik van die Bala Wande-leerderboek

In hierdie Leerderboek is aktiwiteite vervat wat vir 50 dae van onderrig in Kwartaal 1 beplan is. Daar is konsepontwikkeling-aktiwiteite, individuele leerdersaktiwiteite en speletjies wat die leerders in pare en in groepe kan speel.

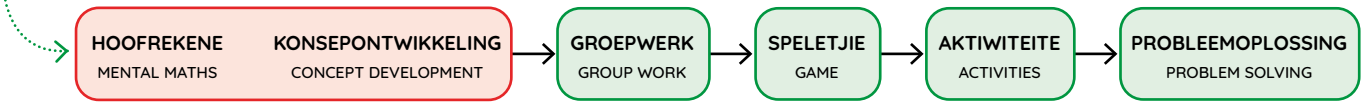
Die materiaal word in 'n tweetalige formaat aangebied. Ons hoop dat die aanbieding van die aktiwiteite in twee tale die leerders sal help om vertroud te raak met wiskundewoorde in hul huistaal asook in Engels. Dit behoort hulle vir die lewenslange leer van wiskunde toe te rus.

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

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

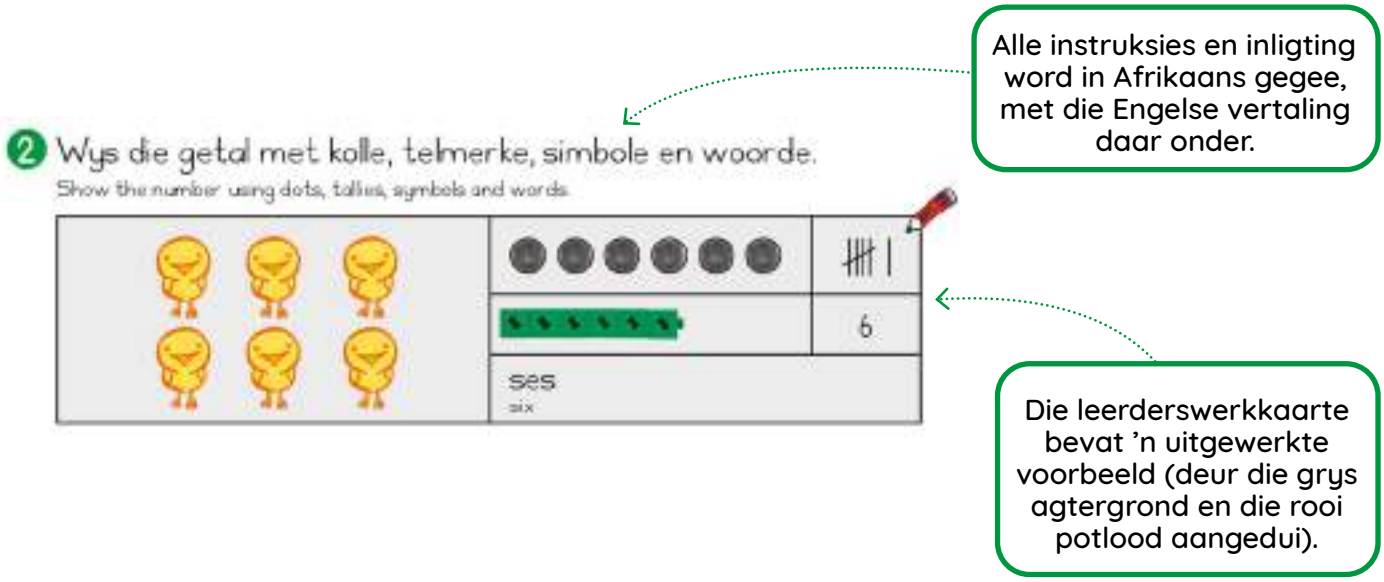


Onder die banier is daar 'n vloeidiagram wat die opeenvolging van aktiwiteite vir die dag opsom.



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

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



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

Using the Bala Wande Learner's Book

This Learner's Book has activities planned for 50 days of teaching in Term 1. There are concept development activities, individual learner activities and games for learners to play in pairs and groups.

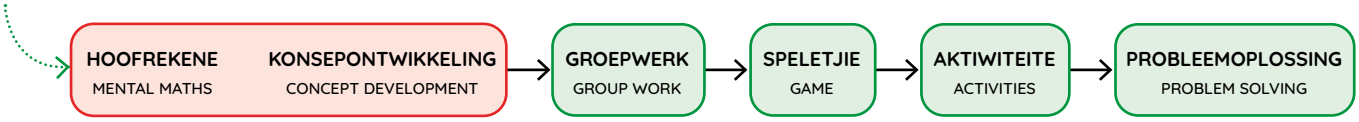
The material is presented using a bilingual format. We hope that presenting the activities in two languages will help learners to become familiar with maths words in both their home language and in English. This will equip them for lifelong learning of maths.

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

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

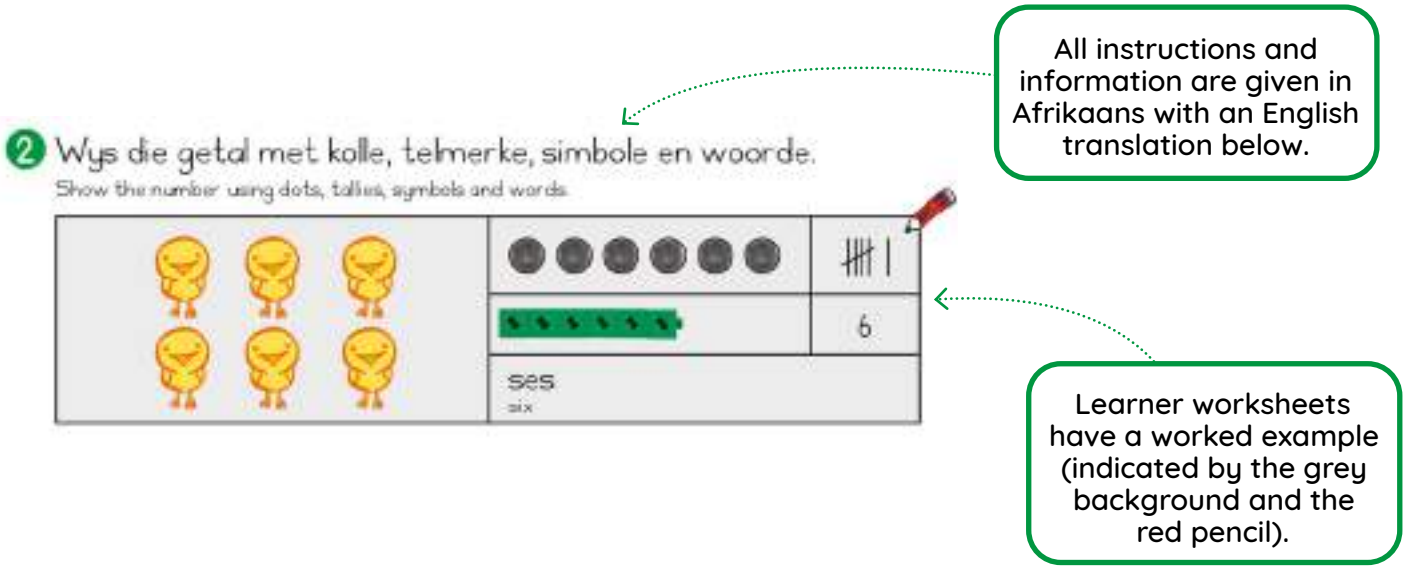


Underneath the banner is a flow diagram that summarises the sequence of activities for the day.



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

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



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

Stel getalle voor
Representation of numbers

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

Speletjie: Telmerk
Game: Tally

- Jou onderwyser roep 'n getal tussen 0 en 20 uit.
  Your teacher will call out a number between 0 and 20.
- Gebruik telmerke om die getalle te wys.
  Use tallies to show the numbers.

𝍸	1
𝍸 𝍸	2
𝍸 𝍸 𝍸	3
𝍸 𝍸 𝍸 𝍸	4
𝍸	5
𝍸 𝍸	5 + 5 = 10





Vier strepe staan langs mekaar, met een dwarsstreep. Dit gee 5 strepies.
Four vertical lines and one line across. That is 5 lines.

𝍸

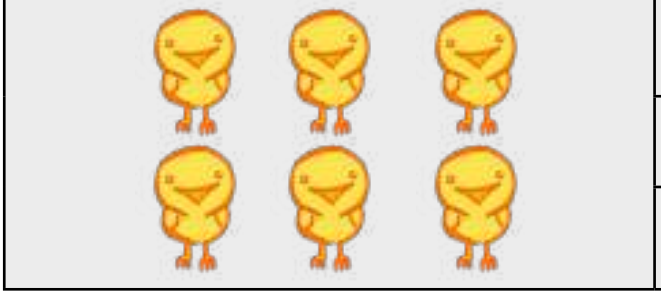


1 Wys met telmerke.
Tally.

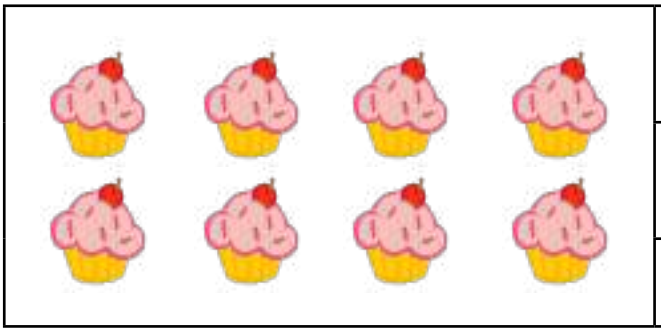
15	𝍸 𝍸 𝍸	12		9	
14		16		20	

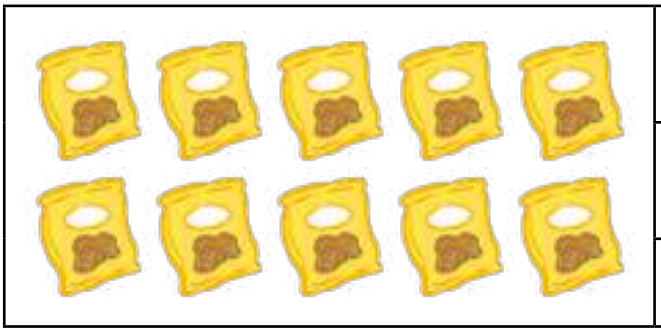
2 Wys die getal met kolle, telmerke, simbole en woorde.

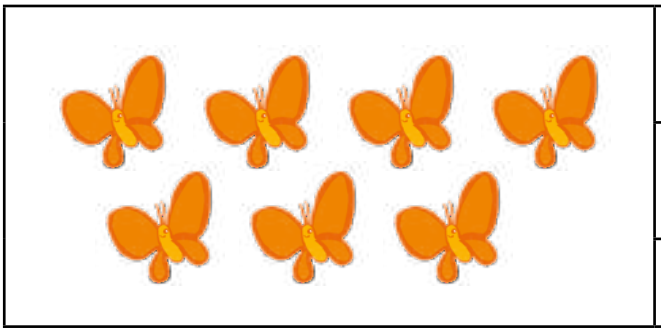
Show the number using dots, tallies, symbols and words.

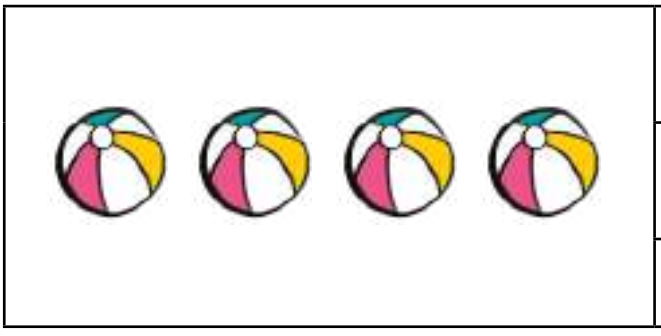


	6
ses six	





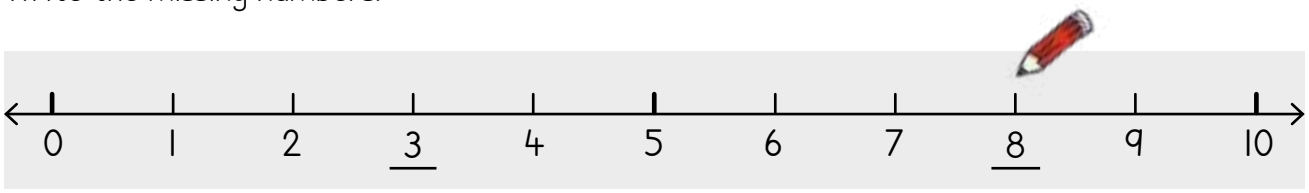


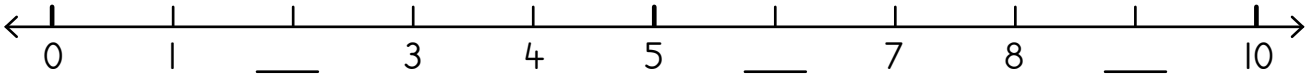


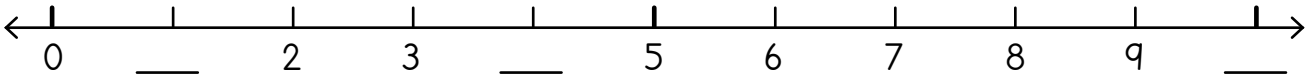
Getallelyne
Number lines

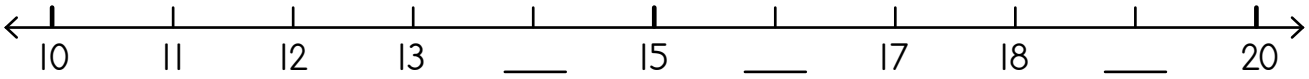
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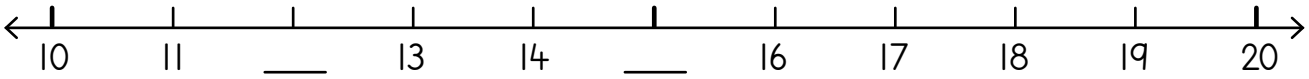
1 Skryf die ontbrekende getalle neer.
Write the missing numbers.

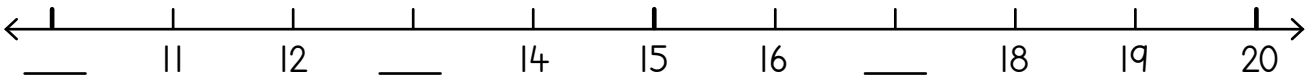










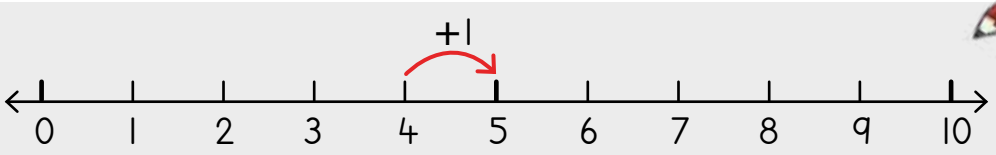


2 Tel op die getallelyn op.

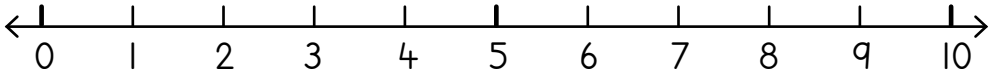
Add on the number line.



4 + 1 = 5



7 + 1 = ____

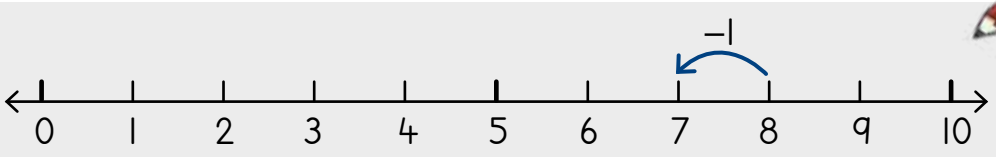


3 Trek op die getallelyn af.

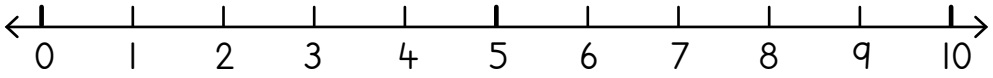
Subtract on the number line.



8 − 1 = 7



10 − 1 = ____



4 Skryf een meer neer.

Write one more.

7	8
10	
19	

5	
9	
0	

5 Skryf een minder neer.

Write one less.

6	5
20	
11	

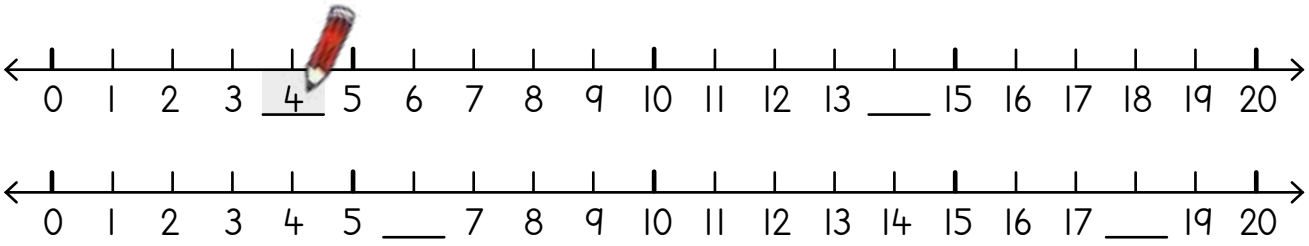
10	
18	
8	

DAG 3 • DAY 3

Van die kleinste tot die grootste
Smallest to biggest

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

1 Skryf die ontbrekende getalle neer.
Write the missing numbers.



2 Voltooi deur <, > of = te skryf.
Complete by writing <, > or =.

20 > 2	10 ___ 5
15 ___ 5	22 ___ 12
15 ___ 25	10 ___ 10

5 > 2
5 is groter as 2.
2 is kleiner as 5.
5 is bigger than 2.
2 is smaller than 5.

2 < 5
2 is kleiner as 5.
5 is groter as 2.
2 is smaller than 5.
5 is bigger than 2.



Die krokodil maak altyd sy bek oop om die grootste getal op te vreet!
The crocodile always opens his mouth to eat the bigger number!

3 Rangskik getalle van die kleinste tot die grootste.
Order numbers from smallest to biggest.

12 2 20 2 12 20	8 20 18 ___ ___ ___	17 23 13 ___ ___ ___

4 Rangskik getalle van die grootste tot die kleinste.
Order numbers from biggest to smallest.

10 19 7 9 19 10 9 7	14 26 11 6 ___ ___ ___ ___	20 14 8 18 ___ ___ ___ ___

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

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



5

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

Lulo carries 15 litres of water.
Neo carries 12 litres of water.
Who carries more water? _____
How much more? _____

Die kat weeg 5 kilogram.
Die hondjie weeg 10 kilogram.
Watter dier weeg meer?
_____
Hoeveel meer? _____

The cat weighs 5 kilograms.
The small dog weighs 10 kilograms.
Which animal weighs more? _____
How much more? _____

6 Voltooi die getalpatrone.
Complete the number patterns.

3	4	5	6	7	8
10	9				5
22	21				

15	16				
14	13				
18	19				

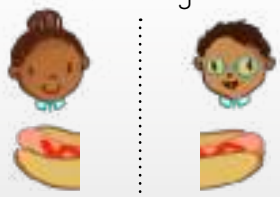
7 Omkring die muntstuk wat meer geld wys.
Circle the coin that shows more money.



DAG 4 • DAY 4

Halwe/die helfte van
Half

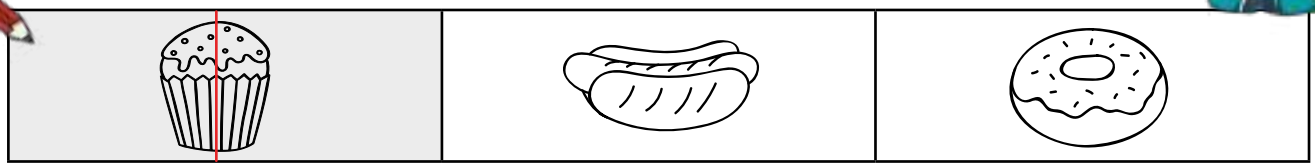
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1 worsbroodjie 1 hotdog	1 toebroodjie 1 sandwich	1 kol 1 dot
		
halwe half halwe half	halwe half halwe half	halwe half halwe half

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

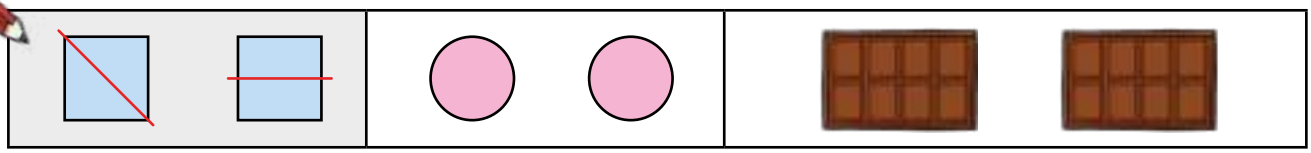
Share equally between 2 learners. Draw a line. Colour half.





2 Wys 2 halwes op twee verskillende maniere.

Show 2 halves in two different ways.



3 Ek deel 1 pizza gelykop tussen 2 leerders. Hoeveel van die pizza kry elke leerder? een halwe

I share 1 pizza equally between 2 learners. How much of the pizza does each learner get? one half

Ek deel 1 sjokolade gelykop tussen 2 leerders. Hoeveel van die sjokolade kry elke leerder? _____

I share 1 chocolate equally between 2 learners. How much of the chocolate does each learner get? _____

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

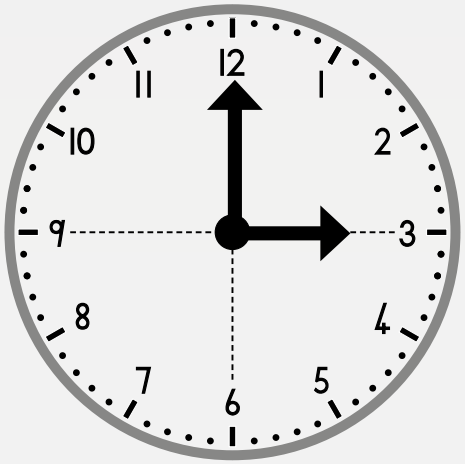
I share 1 loaf of bread equally between 2 learners. How much bread does each learner get? _____

Daar is 24 uur in een dag.

Op 'n horlosie se wyserplaat word 12 ure gewys.

'n Horlosie het 2 wysers.

There are 24 hours in one day.
A clock face shows us 12 hours.
A clock has 2 hands.



Die kort wyser dui die ure aan.

The short hand points to the hours.

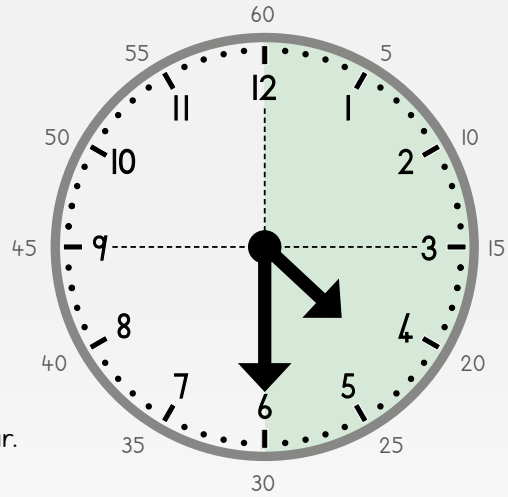
Die lang wyser dui die minute aan.

The long hand points to the minutes.



Die minuutwyser beweeg elke uur reg rondom. Daar is 60 minute in 'n uur.

The minute hand goes around the clock every hour.
There are 60 minutes in an hour.



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

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

Wanneer die uurwyser op die 4 staan en die minuutwyser op die 6 staan, sê ons dis halfvyf ('n halfuur voor 5-uur). Maar ons skryf dit as 4.30.

When the hour hand is on the 4 and the minute hand is on the 6, we say, 'half past 4'. We write 4.30.

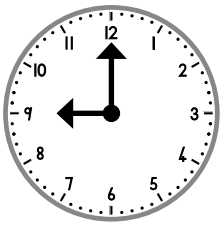
Hoe laat is dit?

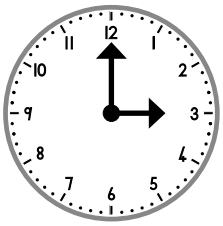
What is the time?

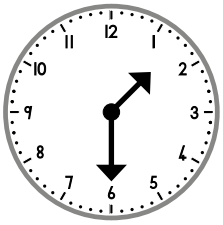


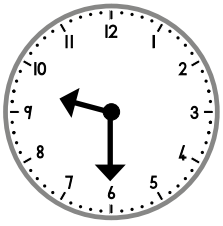
1-uur

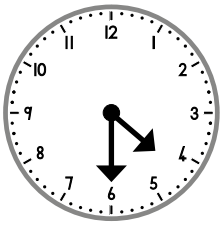
1 o'clock











Vaslegging
Consolidation

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

Kom ons praat Wiskunde!
Let's talk Maths!



In Afrikaans sê ons:	In English we say:
tel op of tel bymekaar	add
neem weg	take away
tel een by	add one
neem een weg	take away one
vergelyk	compare
Die koei is groter as die kat.	The cow is bigger than the cat.
Die kat is kleiner as die koei.	The cat is smaller than the cow.
Vier is meer as drie.	Four is more than three.
Drie is minder as vier.	Three is less than four.

1 Wys die telmerke.
Tally.

16	

Bereken.
Calculate.

14 + 1 = ____	20 – 1 = ____

2 Rangskik die getalle van die kleinste tot die grootste.
Order the numbers from smallest to largest.

13 6 9
____ ____ ____

12 20 19
____ ____ ____

3 Skryf een minder.
Write one less.

20	

Skryf een meer.
Write one more.

12	

4 Skryf die ontbrekende getalle neer.
Write the missing numbers.

0 1 2 3 ___ 5 6 7 8 9 10 11 12 13 ___ 15 16 17 18 19 20

5 Voltooi die getalpatrone.

Complete the number patterns.

23	22				18
14	13				9
7	8	9			

16	17				
8	9				
28	29				

6 Tel op of trek af.

Add or subtract.

19 + 1 = ____	20 – 1 = ____	15 – 1 = ____	10 + 1 = ____
8 – 1 = ____	20 + 1 = ____	18 – 1 = ____	10 – 1 = ____

7 Rangskik die getalle van die grootste tot die kleinste.

Order the numbers from largest to smallest.

15 8 19 9	19 16 26 6	15 3 13 5
____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____

8 Skryf die ontbrekende getalle neer.

Write the missing numbers.

0 ___ 2 ___ 4 ___ 6 ___ 8 ___ 10 ___ 12 ___ 14 ___ 16 ___ 18 ___ 20

0 1 2 3 4 5 6 7 ___ ___ 10 ___ ___ 13 14 15 16 17 18 19 20

9 Voltooi deur <, > of = te skryf.

Complete by writing <, > or =.

8 ____ 5	20 ____ 12	2 ____ 20
12 ____ 18	15 ____ 15	8 ____ 18

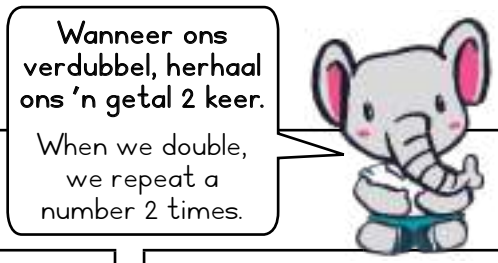
Tel in 2's
Counting in 2s

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

Speletjie: Vinnige wiskunde met kaarte – 2 meer
Game: Fast maths with cards – 2 more

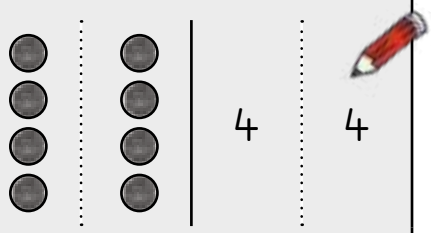
- Speel saam met 'n maat.
  Play with a friend.
- Skommel die 0–10-kaarte. Sit hulle op 'n hopie neer.
  Mix cards from 0 to 10. Put in a pile.
- Draai een kaart om.
  Flip over one card.
- Tel 2 by.
  Add 2.
- Werk deur die hopie.
  Work through the pile.
- Doen dit weer. Vinniger!
  Do it again. Faster!





1

Verdubbel 4
Double 4



4 verdubbel is 8.
Double 4 is 8.

4 + 4 = 8

2 x 4 = 8

Daar is twee 4's in 8.
There are two 4s in 8.

Verdubbel 3
Double 3

3 verdubbel is ____.
Double 3 is ____.

3 + 3 = ____

2 x 3 = ____

Daar is twee 3's in 6.
There are two 3s in 6.

Verdubbel 5
Double 5

5 verdubbel is ____.
Double 5 is ____.

5 + 5 = ____

2 x 5 = ____

Daar is twee 5's in 10.
There are two 5s in 10.

2



Hoeveel fietse is daar? How many bicycles?	
Hoeveel wiele is daar? How many wheels?	

3



fietse bicycles	1	2	3	4	5	6	7	8	9	10
wiele wheels	2	4								

4



Hoeveel muntstukke is daar? How many coins?	
Hoeveel rand is daar? How many rand?	

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

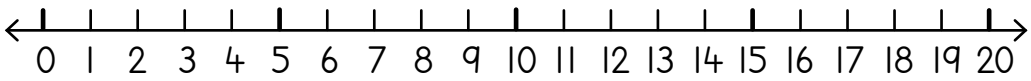
Onderstreep die eerste getal. Omkring die antwoord.
Underline the first number. Circle the answer.



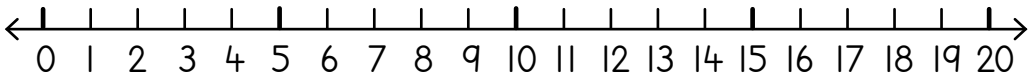
17 – 2 = 15



11 – 2 = ____



10 – 2 = ____



6 Tel in 2's deur by 2 te begin. Skryf die getalle.
Count in 2s starting from 2. Write the numbers.

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

WEEK • WEEK 2

DAG 2 • DAY 2

Tel in 3'e
Counting in 3s

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

1 Tel aan in 3'e.
Count forwards in 3s.

3	6	9									

2



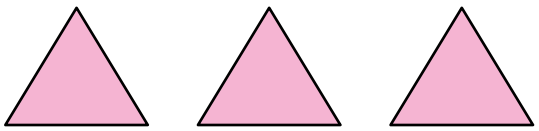
Hoeveel potte is daar? How many pots?	
Hoeveel pote is daar? How many legs?	

3



potte pots	1	2	3	4	5	6	7	8	9	10
pote legs	3	6								

4



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

5

Die taxi-rit kos R3. Hoeveel kos 'n rit vir 2 mense?

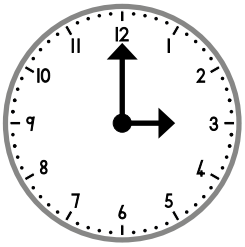
The taxi ride costs R3. How much does it cost for 2 people?



Die taxi-rit kos R3. Hoeveel kos 'n rit vir 3 mense?

The taxi ride costs R3. How much does it cost for 3 people?

6 Hoe laat is dit?
What is the time?



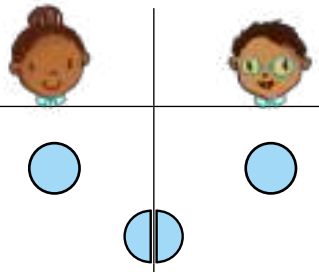
_____

_____



7

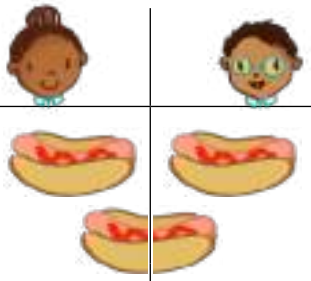
3 kolle
3 dots



halwe
half

halwe
half

3 worsbroodjies
3 hotdogs



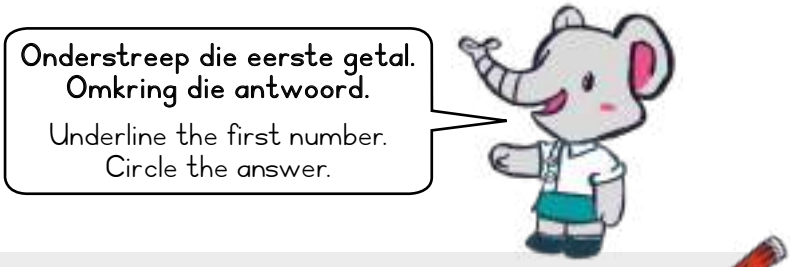
halwe
half

halwe
half

Hoeveel worsbroodjies kry elke leerder?
How many hotdogs does each learner get?

_____

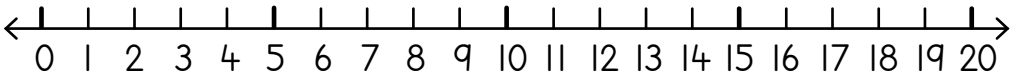
8 Tel op of trek af op die getallelyn.
Add or subtract on the number line.



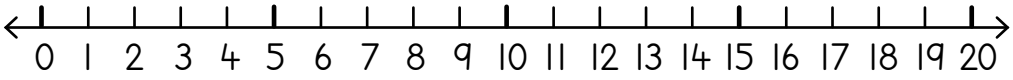
17 + 3 = 20



11 – 3 = ____



9 + 3 = ____



9 Skryf die ontbrekende getalle neer.
Write the missing numbers.

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

DAG 3 • DAY 3

Tel in 4'e
Counting in 4s

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

1



Hoeveel karre is daar?
How many cars?

Hoeveel wiele is daar?
How many wheels?

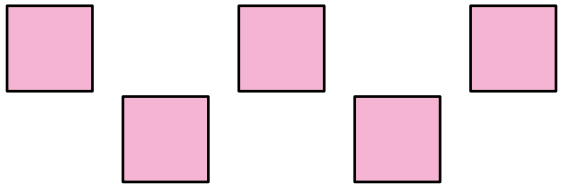
2



Hoeveel perde is daar?
How many horses?

Hoeveel pote is daar?
How many legs?

3



Hoeveel vierkante is daar?
How many squares?

Hoeveel sye is daar?
How many sides?

4

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

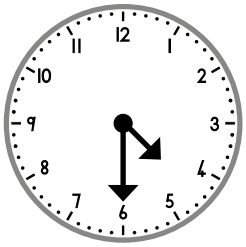


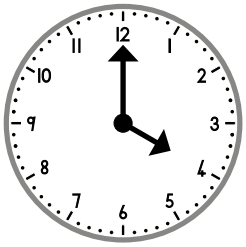
The taxi ride costs R4. How much does it cost for 2 friends to ride the taxi?

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

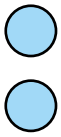
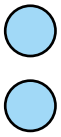
Emihle has R10. She pays R4 to ride the taxi. How much change does she get?

5 Hoe laat is dit?
What is the time?





6

4 kolle 4 dots	
	
	
halwe half	halwe half

4 worsbroodjies 4 hotdogs	
	
	
halwe half	halwe half

Hoeveel worsbroodjies kry elke leerder?

How many hotdogs does each learner get?

_____

7 Tel op of trek af op die getallelyn.

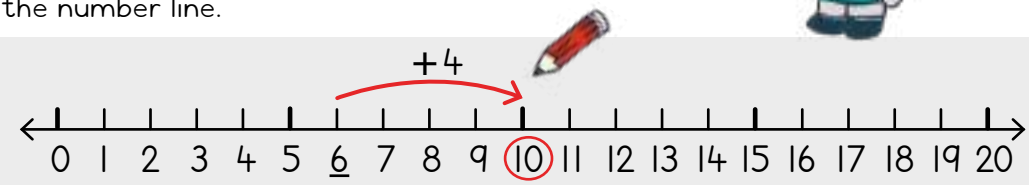
Add or subtract on the number line.

Onderstreep die eerste getal. Omkring die antwoord.

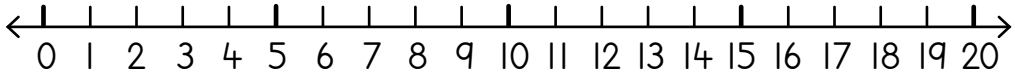
Underline the first number. Circle the answer.



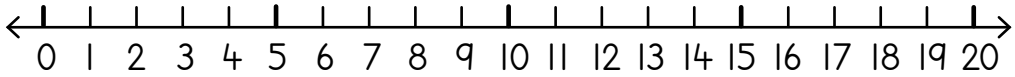
6 + 4 = 10



20 − 4 = ____



8 + 4 = ____



8 Skryf die ontbrekende getalle neer.

Write the missing numbers.

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

DAG 4 • DAY 4

Tel in 5'e
Counting in 5s

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

1 Tel aan in 5'e.
Count forwards in 5s.

5	10	15			
25	30				
15	20				

2 Tel terug in 5'e.
Count backwards in 5s.

50	45	40			
35	30				
25	20				

3



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

4



hande hands	1	2	3	4	5	6	7	8	9	10
vingers fingers	5	10								

5



Hoeveel muntstukke is daar? How many coins?	
Hoeveel rand is daar? How many rand?	

6



muntstukke coins	1	2	3	4	5	6	7	8	9	10
rand rand	5	10								

Onderstreep die eerste getal.
Omkring die antwoord.

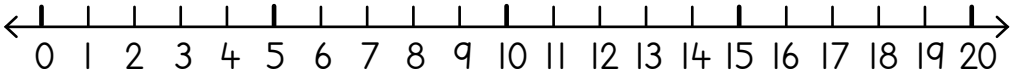
Underline the first number.
Circle the answer.



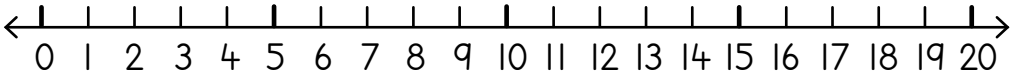
7 Tel op of trek af op die getallelyn.

Add or subtract using the number line.

6 + 5 = ____



12 – 5 = ____



8 Tel in 5'e deur by 5 te begin. Skryf al die 5'e.

Count in 5s starting at 5. Write all the 5s.

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

9

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

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



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

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



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

Kom ons praat Wiskunde!

Let's talk Maths!



In Afrikaans sê ons:	In English we say:
tel aan	count forwards
tel terug	count backwards
tel aan in 2's	count forwards by 2
tel terug in 2's	count backwards by 2
rangskik	order
Vier is meer as drie.	Four is more than three.
Drie is minder as vier.	Three is less than four.
Vier staan ná drie.	Four comes after three.
Drie staan voor vier.	Three comes before four.

1 Voltooi die getalpatrone.

Complete the number patterns.

3	6	9							
4	8	12							

2

'n Halwe van Half of				Verdubbel Double			
2		3		3		5	
4		5		4		2	

3

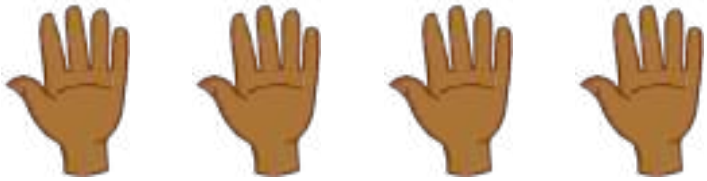


Hoeveel fietse? How many bicycles?	
Hoeveel wiele? How many wheels?	

4

	1	2	3	4	5	6	7	8	9	10
fietse bicycles										
wiele wheels										

5



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

6

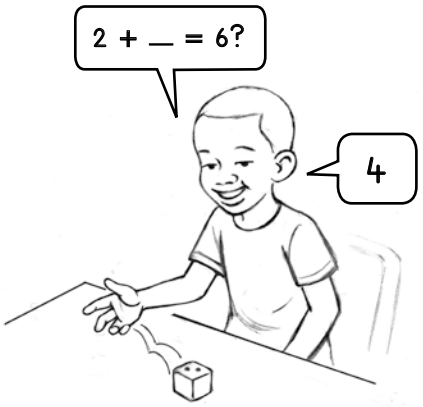
	1	2	3	4	5	6	7	8	9	10
hande hands										
vingers fingers										

Breek 6 af
Breaking down 6

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

Speletjie: Vinnige wiskunde met dobbelstene – maak 6
Game: Fast maths with dice – make 6

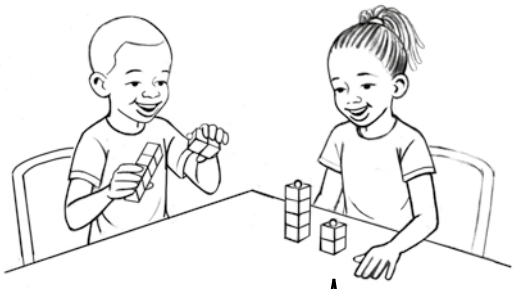
- Gooi die dobbelstene.
  Roll the dice.
- Hoeveel meer om 6 te maak?
  How many more to make 6?
- Doen dit weer. Vinniger!
  Do it again. Faster!





Speletjie: Breek 6 af!
Game: Break 6!

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



1 Breek die toring van 6 blokkies op. Skryf optellingsgetalsinne neer.
Break the 6 tower. Write addition number sentences.

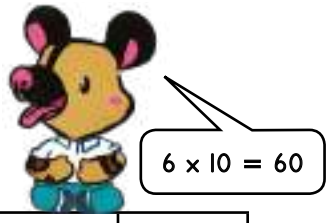
4 + 2 = 6	____ + ____ = 6	____ + ____ = 6
2 + 4 = 6	____ + ____ = 6	____ + ____ = 6

2 Tel op of trek af om die ontbrekende getal te kry.
Add or subtract to find the missing number.

3 + ____ = 6	4 + ____ = 6	1 + ____ = 6

3 Tel in 6's deur by 6 te begin. Skryf die 6's.

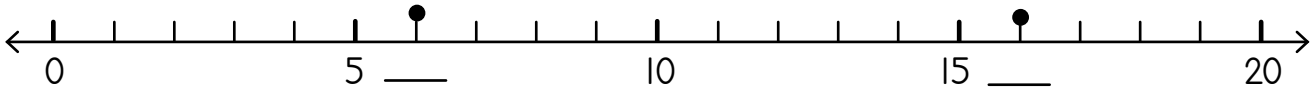
Count in 6s starting at 6. Write the 6s.



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

4 Skryf die getal by die kolletjie neer.

Write the number at the dot.



5

Musa het 6 albasters. Ina het dubbeld soveel. Hoeveel albasters het Ina?

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



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

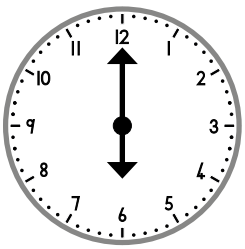
Xola has 10 marbles. 6 are blue. The rest are green. How many green marbles does he have?

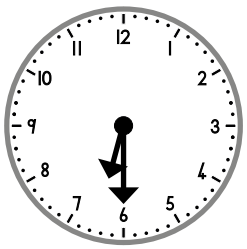




6 Hoe laat is dit?

What is the time?





Breek 7 af
Breaking down 7

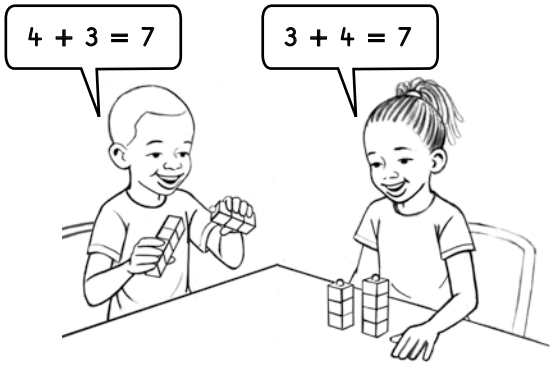
HOOFREKENE / MENTAL MATHS | KONSEPONTWIKKELING / CONCEPT DEVELOPMENT → GROEPWERK / GROUP WORK → SPELETJIE / GAME → AKTIWITEITE / ACTIVITIES → PROBLEEMOPLOSSING / PROBLEM SOLVING

Speletjie: Vinnige wiskunde met dobbelstene – maak 7
Game: Fast maths with dice – make 7



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

Speletjie: Breek 7 af!
Game: Break 7!



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

1 Breek die toring van 7 blokkies op. Skryf optellingsgetalsinne neer.
Break the 7 tower. Write addition number sentences.

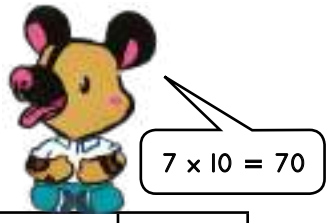
4 + 3 = 7	___ + ___ = 7	___ + ___ = 7
3 + 4 = 7	___ + ___ = 7	___ + ___ = 7

2 Tel op of trek af.
Add or subtract.

3 + 4 = ___	5 + 2 = ___	4 + 3 = ___	2 + 5 = ___
7 – 3 = ___	7 – 5 = ___	7 – 4 = ___	7 – 2 = ___

3 Tel in 7's deur by 7 te begin. Skryf die 7's.

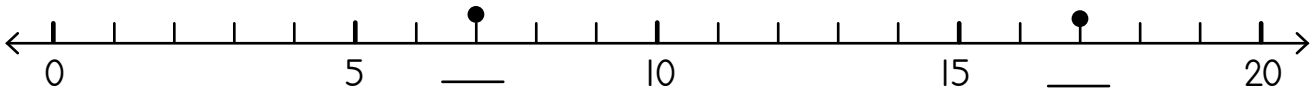
Count in 7s starting at 7. Write the 7s.



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

4 Skryf die getal by die kolletjie neer.

Write the number at the dot.



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



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

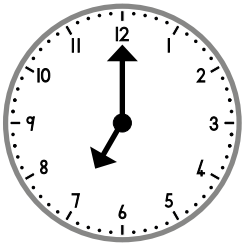
Sithe het R20. Hy koop 'n appel van R7. Hoeveel kleingeld kry hy?

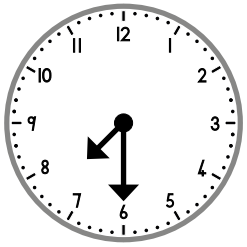


Sithe has R20. He buys an apple for R7. How much change does he get?

6 Hoe laat is dit?

What is the time?



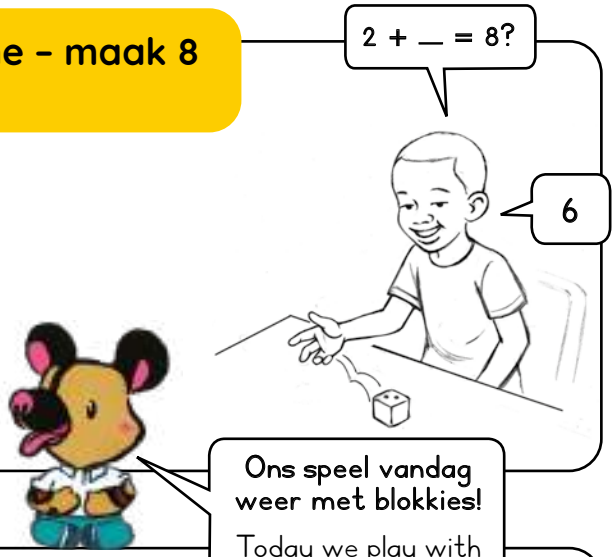


Breek 8 af
Breaking down 8

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

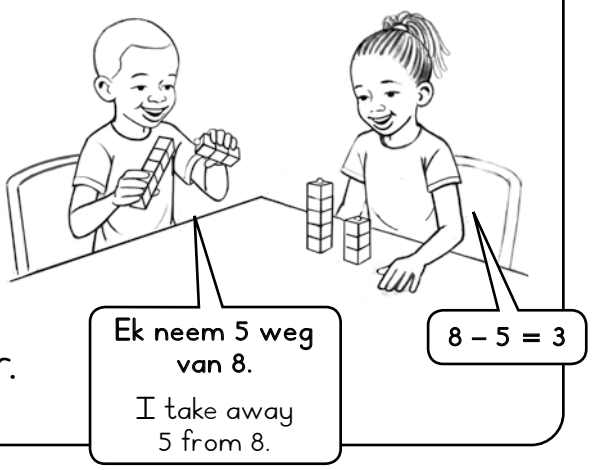
Speletjie: Vinnige wiskunde met dobbelstene – maak 8
Game: Fast maths with dice – make 8

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



Speletjie: Breek 8 af!
Game: Break 8!

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



1 Breek die toring van 8 blokkies op. Skryf die aftrekkingsgetalsinne neer.
Break the 8 tower. Write the subtraction number sentences.

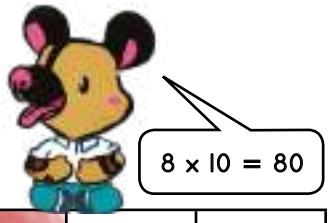
8 – 5 = 3	8 – ____ = ____	8 – ____ = ____
8 – 3 = 5	8 – ____ = ____	8 – ____ = ____

2 Tel op of trek af.
Add or subtract.

5 + 3 = ____	6 + 2 = ____	4 + 4 = ____
8 – 3 = ____	8 – 2 = ____	8 – 4 = ____

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

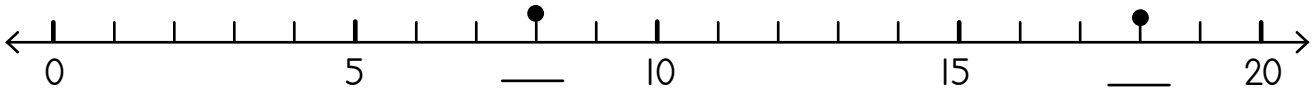
Count in 8s starting from 8. Write the 8s.



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

4 Skryf die getal by die kolletjie neer.

Write the number at the dot.



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

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



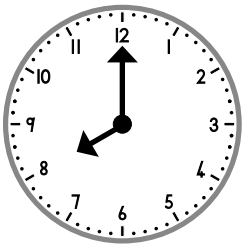
Die taxi-rit kos R8. Hoeveel kos die rit vir 2 mense?

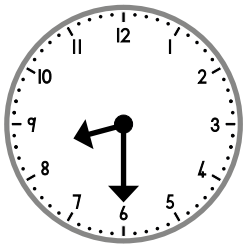
The taxi ride costs R8. How much will it cost for 2 people?



6 Hoe laat is dit?

What is the time?





Breek 9 af
Breaking down 9

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

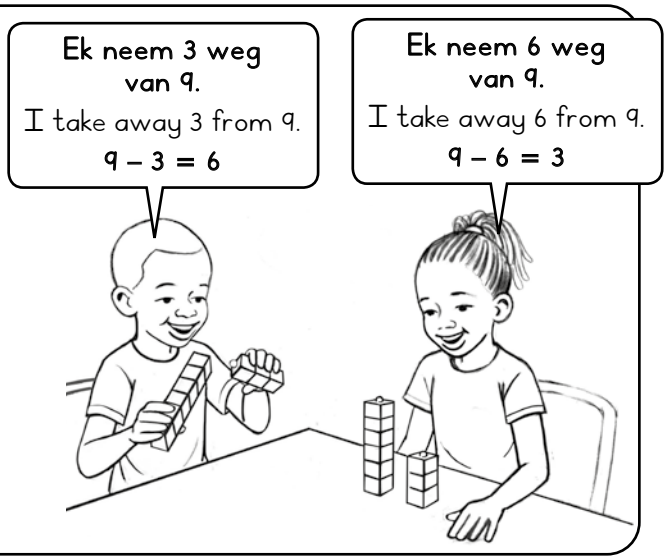
Speletjie: Vinnige wiskunde met dobbelstene – maak 9
Game: Fast maths with dice – make 9

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



Speletjie: Breek 9 af!
Game: Break 9!

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



1 Breek die toring van 9 blokkies op. Skryf die aftrekkingsgetalsinne neer.
Break the 9 tower. Write the subtraction number sentences.

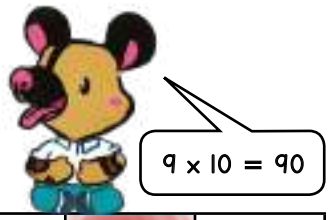
9 – 6 = 3	9 – ___ = ___	9 – ___ = ___
9 – 3 = 6	9 – ___ = ___	9 – ___ = ___

2 Tel op of trek af.
Add or subtract.

9 – ___ = ___	7 + 2 = ___	4 + 5 = ___
9 – ___ = ___	9 – 2 = ___	9 – 4 = ___

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

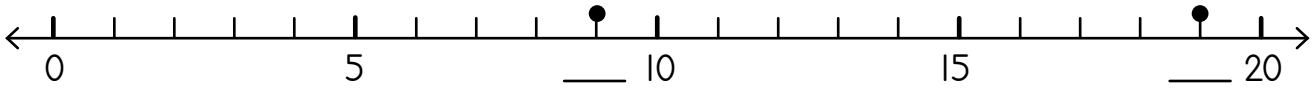
Count in 9s starting from 9. Write the 9s.



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

4 Skryf die getal by die kolletjie neer.

Write the number at the dot.



5

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

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



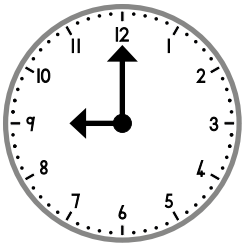
Die netbalwedstryd het om 9.30 in die oggend begin. Dit het later die oggend om 10.30 geëindig. Hoe lank was die wedstryd?

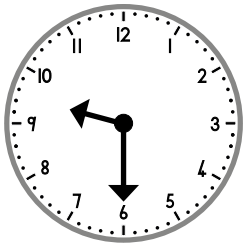
The netball game started at 9.30 in the morning. It ended at 10.30 in the morning. How long was the game?



6 Hoe laat is dit?

What is the time?





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

Kom ons praat Wiskunde!

Let's talk Maths!



In Afrikaans sê ons:	In English we say:
optelling	addition
tel op/tel bymekaar	add
tel twee by	add two
vier en vyf is nege	four and five is nine
aftrekking	subtraction
neem weg	take away
neem twee weg	take away two
Agt neem weg drie is vyf.	Eight take away three is five.
is gelyk aan	equal
is dieselfde as	is the same as

1 Voltooi die getalpatrone.

Complete the number patterns.

70	69	68							
22	24	26							

2

'n Halwe van Half of				Verdubbel Double			
6		8		6		8	
4		10		4		10	

3



Hoeveel fietse? How many bicycles?	
Hoeveel wiele? How many wheels?	

4

										
fietse bicycles	1	2	3	4	5	6	7	8	9	10
wiele wheels										

5



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

6

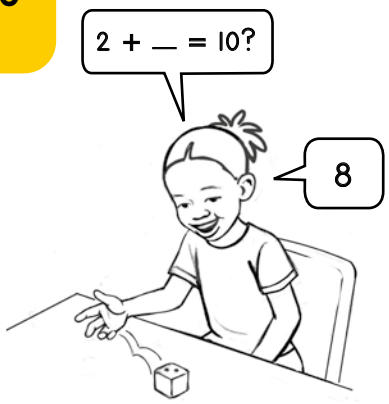
										
hande hands	1	2	3	4	5	6	7	8	9	10
vingers fingers										

Breek 10 af
Breaking down 10

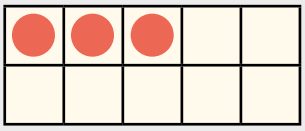
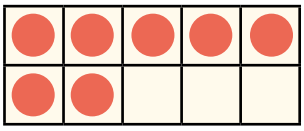
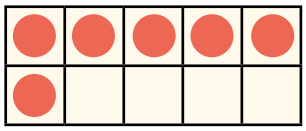
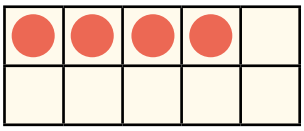
HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

Speletjie: Vinnige wiskunde met dobbelstene – maak 10
Game: Fast maths with dice – make 10

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

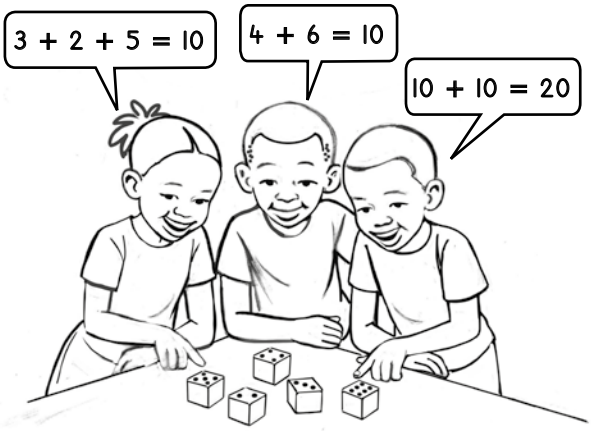


1

			
Hoeveel is daar? How many? 3	Hoeveel om 10 te kry? How many to make 10? 7	Hoeveel is daar? How many?	Hoeveel om 10 te kry? How many to make 10?
			
Hoeveel is daar? How many?	Hoeveel om 10 te kry? How many to make 10?	Hoeveel is daar? How many?	Hoeveel om 10 te kry? How many to make 10?

Speletjie: Kry die 10'e
Game: Find the 10s

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



2 10 leerders kan in Ta' Jola se taxi inpas.

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



Daar is 2 leerders in die taxi. Hoeveel meer leerders kan inklim voordat die taxi vol is? There are 2 learners in the taxi. How many more learners can get in before it is full? 10 – 2 = 8	Daar is reeds 2 leerders in die taxi. Nog 4 leerders klim in. Hoeveel meer leerders kan nog in die taxi inpas? 2 learners were in the taxi. 4 more get on. How many more learners can still fit in the taxi?

3 Skryf die getalle. Omkring die 10'e. Wat is die totaal?

Write the numbers. Circle the 10s. What is the total?

6 4 9 1 20	2 9 5 3 1	6 7 3 2 2

4 Kry die 10. Tel dan op.

Find the 10. Then add.

6 + 7 + 4 = 17 (10)	8 + 7 + 2 = ___	7 + 6 + 3 = ___
5 + 8 + 5 = ___	6 + 8 + 4 = ___	9 + 5 + 1 = ___
6 + 9 + 4 = ___	7 + 2 + 1 + 5 = ___	7 + 5 + 3 = ___

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

Circle the 10s. How much money?



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

Ta' Jola's taxi can take 10 learners.



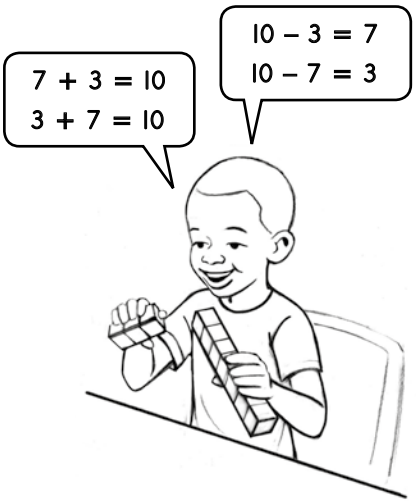
Sy taxi is halfvol. Hoeveel leerders is daar in die taxi? His taxi is half full. How many learners are in the taxi?	Sy taxi is halfvol. Hoeveel meer leerders kan in die taxi inklim? His taxi is half full. How many more learners can get in the taxi?

Kry die 10'e
Find the 10s

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

Speletjie: Breek 10 af!
Game: Break 10!

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



1 Skryf die getalsinne neer.
Write the number sentences.



optelling addition	aftrekking subtraction
7 + 3 = 10	10 – 3 = 7
3 + 7 = 10	10 – 7 = 3



optelling addition	aftrekking subtraction



optelling addition	aftrekking subtraction



optelling addition	aftrekking subtraction



optelling addition	aftrekking subtraction

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

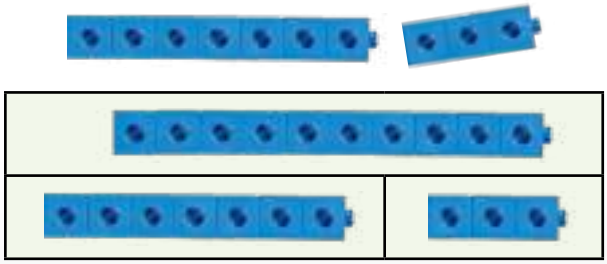
When I break something into two equal pieces, there is only one addition number sentence and one subtraction number sentence.





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

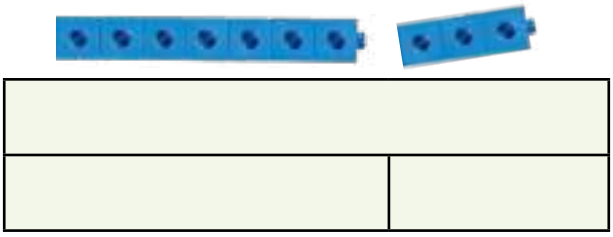
We can break any number into 2 smaller numbers. We can write the 3 numbers in a number table like this:

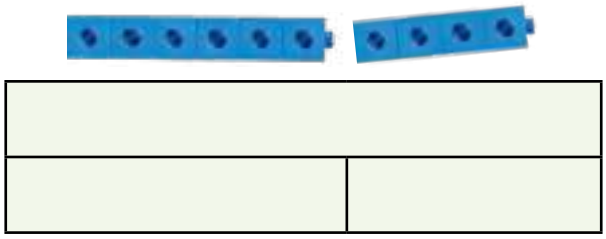


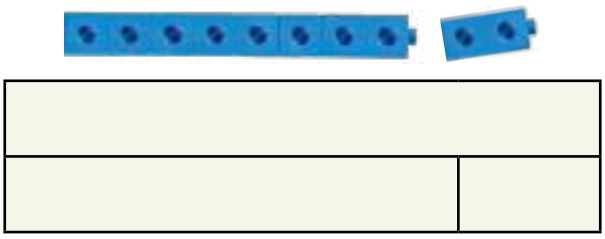
10	
7	3

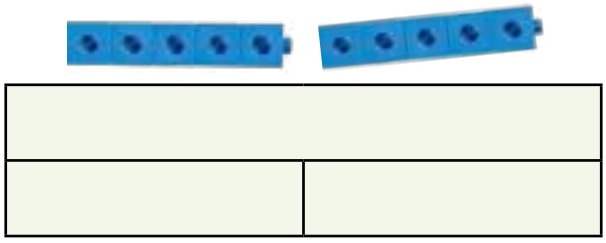
2 Maak 10'e. Breek dit in twee dele op. Voltooi die getaltabelle.

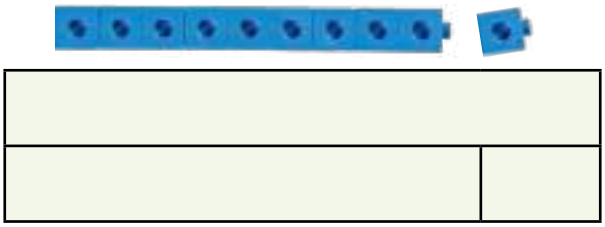
Make 10s. Break them into two parts. Complete the number tables.

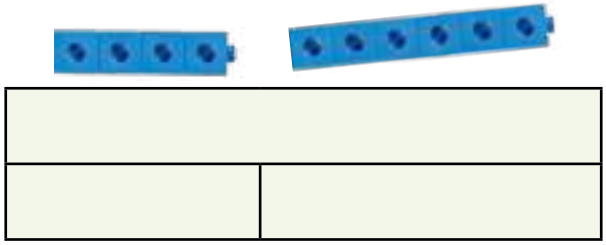












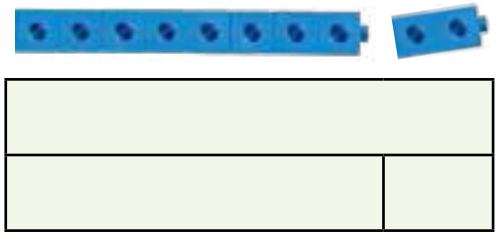
3 Skryf 2 optellings- en 2 aftrekkingsgetalsinne neer.

Write 2 addition and 2 subtraction number sentences.

Daar is 4 getalsinne wat ons kan skryf.

There are 4 number sentences we can write.





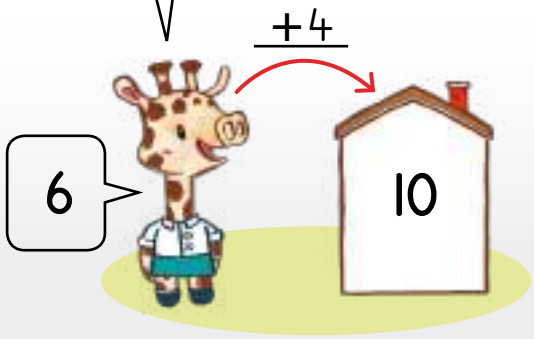
optelling addition	aftrekking subtraction

DAG 3 • DAY 3

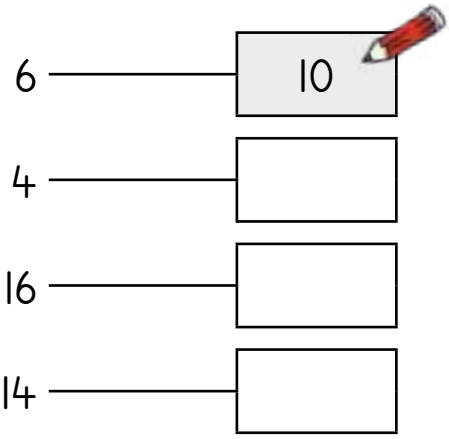
Die volgende 10
Next 10

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

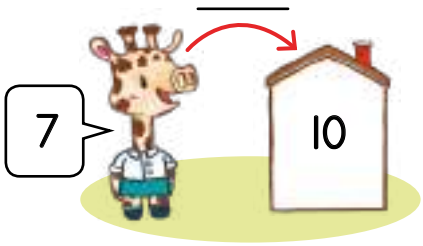
As ek optel, vra ek myself af:
"Hoe ver tot by die volgende 10?"
When I add, I ask myself, "How far to the next 10?"
Ek moet 4 plekke spring om by 10 te kom!
I must jump 4 places to get to 10!

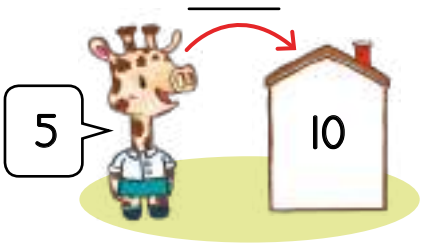


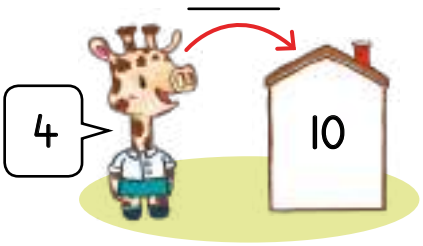
1 Wat is die volgende 10?
What is the next 10?

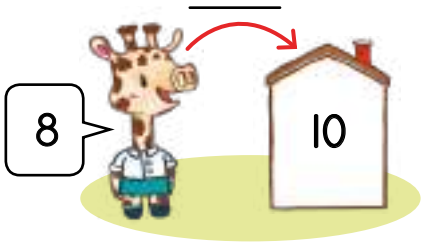


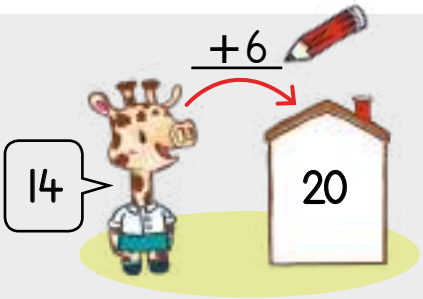
2 Hoe ver tot by die volgende 10?
How far to the next 10?

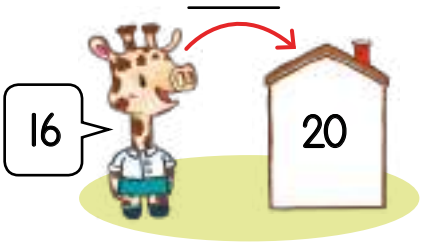










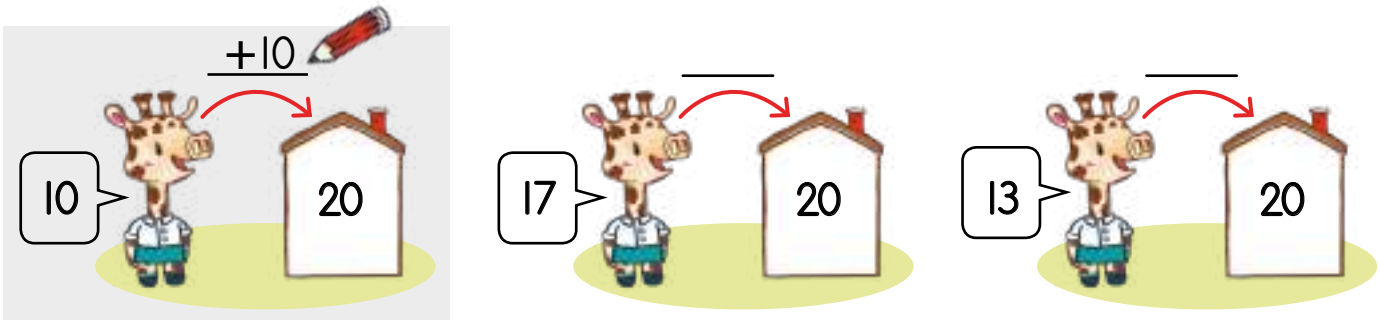


3 Skryf die ontbrekende getalle neer.
Write the missing numbers.

7 + ____ = 10	6 + ____ = 10	15 + ____ = 20	16 + ____ = 20
3 + ____ = 10	2 + ____ = 10	18 + ____ = 20	14 + ____ = 20

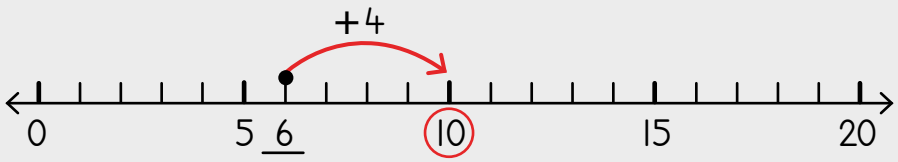
4 Hoe ver tot by die volgende 10?

How far to the next 10?

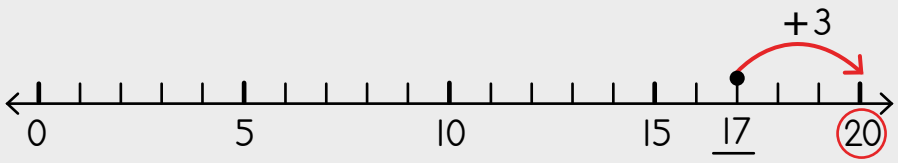


5 Skryf die getal by die kolletjie neer. Omkring die volgende 10. Hoe ver tot by die volgende 10?

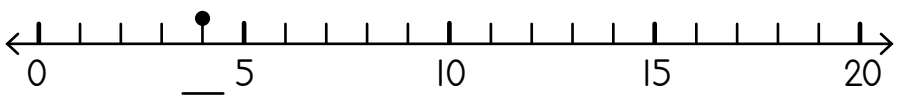
Write the number at the dot. Circle the next 10. How far to the next 10?



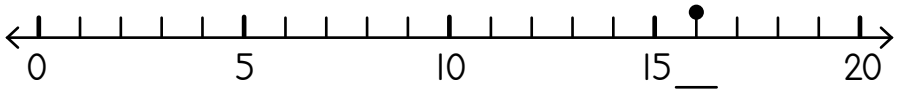
die volgende 10 next 10	10
Hoe ver is dit? How far?	4



die volgende 10 next 10	20
Hoe ver is dit? How far?	3



die volgende 10 next 10	
Hoe ver is dit? How far?	



die volgende 10 next 10	
Hoe ver is dit? How far?	

DAG 4 • DAY 4

Die vorige 10
Previous 10

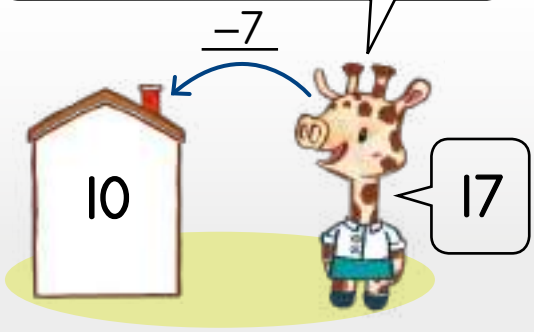
HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

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

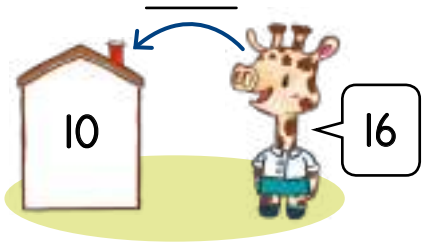
When I subtract, I ask myself, "How far to the previous 10?"

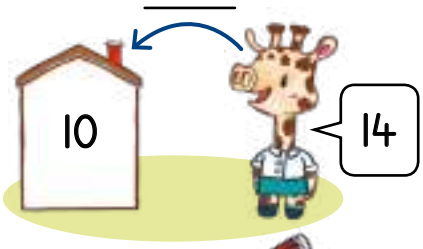
Wanneer ek 7 van 17 aftrek, spring ek 7 plekke terug om by 10 te kom!

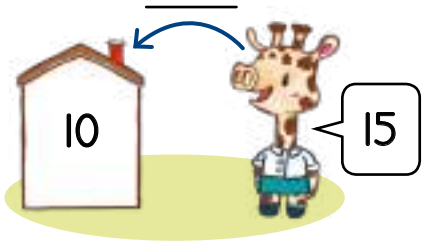
When I subtract 7 from 17, I go back 7 places to get to 10!

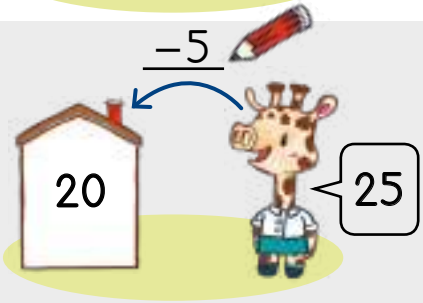


1 Hoe ver tot by die vorige 10?
How far to the previous 10?

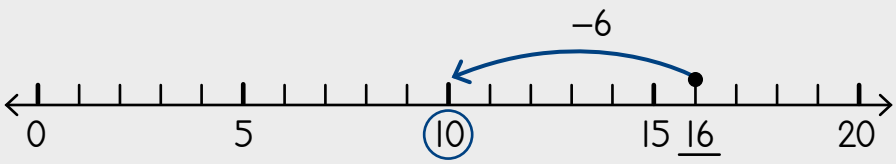




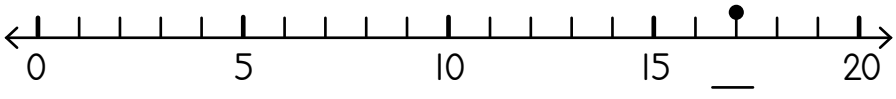




2 Skryf die getal by die kolletjie neer. Omkring die vorige 10. Hoe ver tot by die vorige 10?
Write the number at the dot. Circle the previous 10. How far to the previous 10?



die vorige 10 previous 10	10
Hoe ver is dit? How far?	6



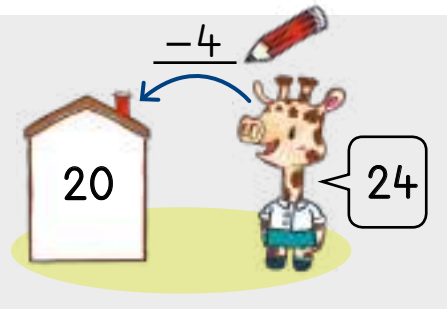
die vorige 10 previous 10	
Hoe ver is dit? How far?	

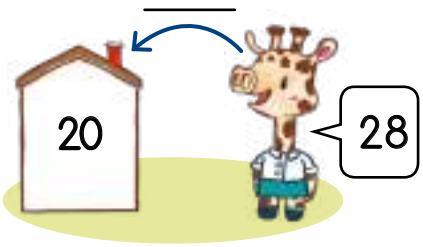
3 Skryf die ontbrekende getalle neer.
Write the missing numbers.

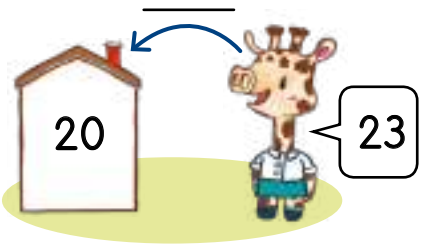
15 − ____ = 10	16 − ____ = 10	22 − ____ = 20	26 − ____ = 20
12 − ____ = 10	19 − ____ = 10	24 − ____ = 20	28 − ____ = 20

4 Hoe ver tot by die vorige 10?

How far to the previous 10?

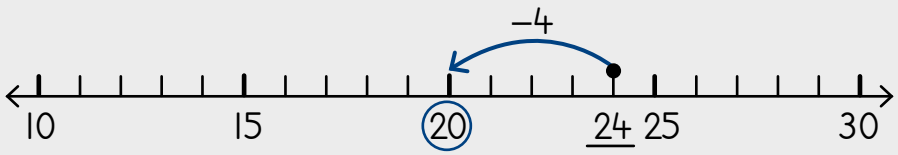




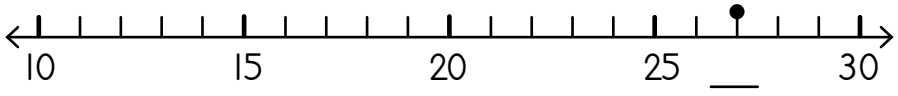


5 Skryf die getal by die kolletjie neer. Omkring die vorige 10. Hoe ver tot by die vorige 10?

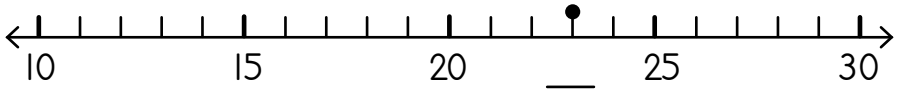
Write the number at the dot. Circle the previous 10. How far to the previous 10?



die vorige 10 previous 10	20
Hoe ver is dit? How far?	4



die vorige 10 previous 10	
Hoe ver is dit? How far?	



die vorige 10 previous 10	
Hoe ver is dit? How far?	

6 Daar pas 10 leerders in Ta' Jola se taxi in.

Ta' Jola's taxi can fit 10 learners.



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

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

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

Kom ons praat Wiskunde!

Let's talk Maths!



In Afrikaans sê ons:	In English we say:
Ek hou van die 10'e!	I love the 10s!
Kry die 10'e!	Find the 10s!
Hoeveel is daar?	How many?
Hoeveel om 10 te maak?	How many to make 10?
Hoe ver is dit tot by die volgende 10?	How far to the next 10?
Ek spring 3 plekke aan vanaf 7 om by 10 te kom.	From 7, I jump forward 3 places to get to 10.
Hoe ver tot by die vorige 10?	How far to the previous 10?
Ek spring 2 plekke terug vanaf 12 om by 10 te kom.	From 12, I jump backwards 2 places to get to 10.

1 Voltooi die getaltabelle.

Complete the number tables.





Skryf 2 optellings- en 2 aftrekkingsgetalsinne neer.

Write 2 addition and 2 subtraction number sentences.

optelling addition	aftrekking subtraction

optelling addition	aftrekking subtraction

2 Kry die 10. Tel dan op.

Find the 10. Then add.

10 8 + 7 + 2 = 17	7 + 6 + 3 = ___	5 + 8 + 5 = ___
6 + 8 + 4 = ___	9 + 5 + 1 = ___	7 + 3 + 5 = ___
4 + 5 + 6 = ___	1 + 8 + 9 = ___	3 + 7 + 2 = ___
2 + 8 + 5 = ___	4 + 6 + 9 = ___	5 + 1 + 5 = ___

3 Voltooi die getalpatrone.

Complete the number patterns.

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

4 Bereken.

Calculate.

halveer halve		verdubbel double		los op solve
7	$3\frac{1}{2}$	7	14	7 + 3 = 10
8		8		5 + ___ = 10
9		9		4 + ___ = 10
10		10		2 + ___ = 10

DAG 1 • DAY 1

Maak 'n 10 (optelling)
Make a 10 (addition)

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

Speletjie: Vinnige wiskunde met kaarte – 2 minder
Game: Fast maths with cards – 2 less

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





Ons tel glad nie meer in ene wanneer ons optel nie. Maak 'n 10!

No more counting in ones when we add. Make a 10!

Speletjie: Tel op om 'n 10 te maak
Game: Add by making a 10

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

7 + 8



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

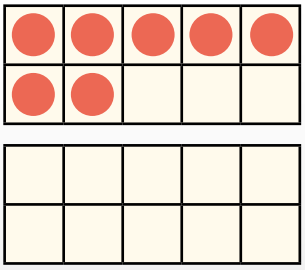
Use blocks to build each number. Share blocks to make a 10.

7 + 6 = ____	8 + 5 = ____	6 + 8 = ____
5 + 7 = ____	6 + 5 = ____	8 + 7 = ____

7 + 8

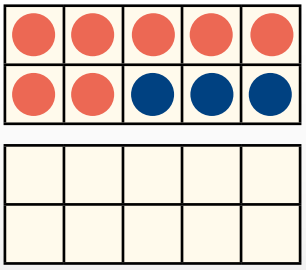
Ek begin by 7.

I start with 7.



Ek tel 3 by om 'n 10 te maak.

I add 3 to make a 10.

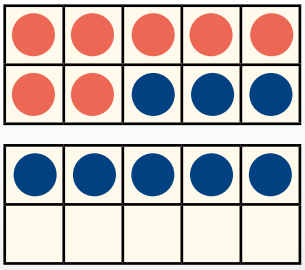


7 + 8 = 15

10 3 5

Ek tel nog 5 by.

I add 5 more.



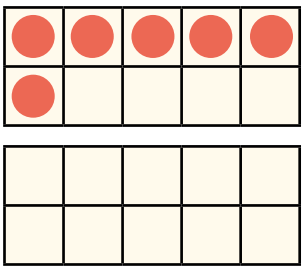
10 + 5 = 15

2 Wat moet jy bytel om 10 te maak? Omkring die 10. Skryf die ontbrekende getalle neer.

What must you add to make 10? Circle the 10. Write the missing numbers.



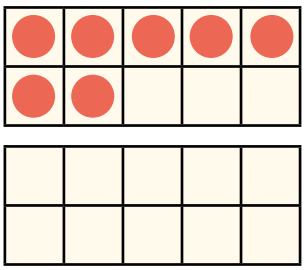
6 + 7



6 + 7 = ___

__ __

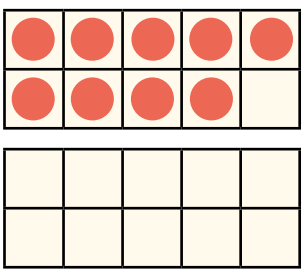
7 + 5



7 + 5 = ___

__ __

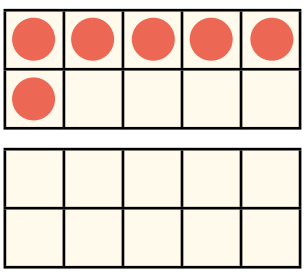
9 + 7



9 + 7 = ___

__ __

6 + 8



6 + 8 = ___

__ __

DAG 2 • DAY 2

Spring aan tot by 10
Jump forwards to 10

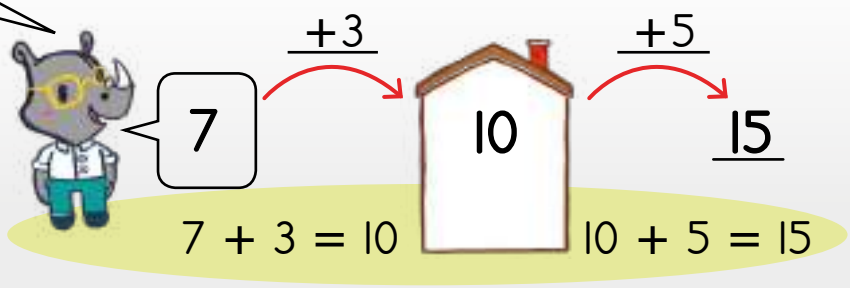
HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

Ek begin by 7. Hoe ver is dit tot by die volgende 10?
I start at 7. How far to the next 10?

Ek spring 3 keer om by 10 te kom.
I jump 3 times to get to 10.

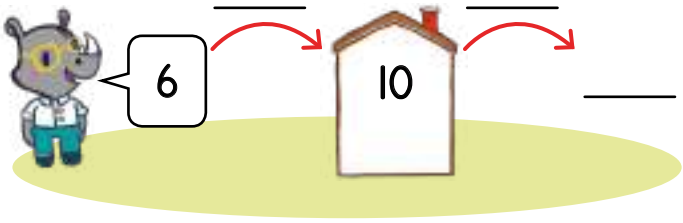
Ek spring nog 5 keer om by 15 uit te kom.
I jump 5 more to get to 15.

7 + 8 = 15

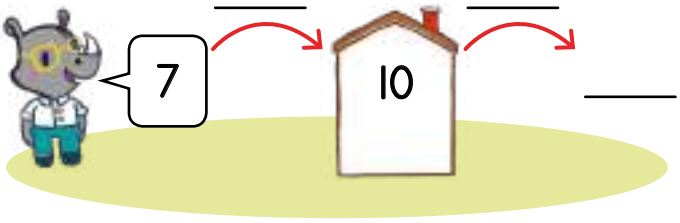


1 Tel op deur die 10 te besoek.
Add by visiting the 10.

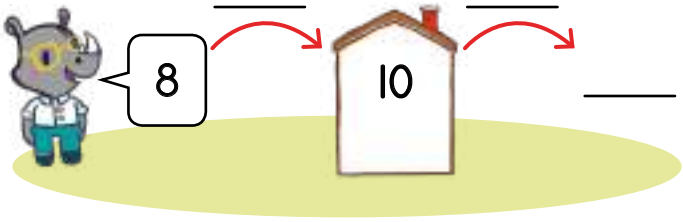
6 + 7 =



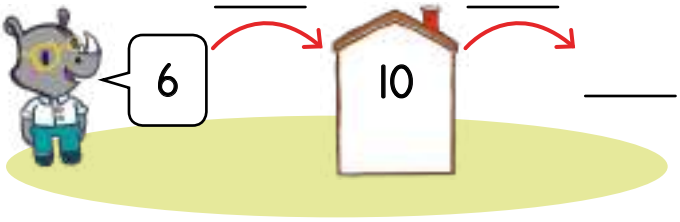
7 + 5 =



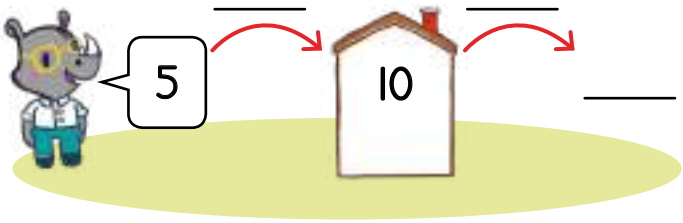
8 + 7 =



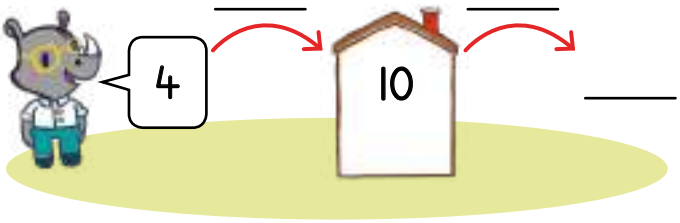
6 + 8 =



5 + 6 =



4 + 8 =





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

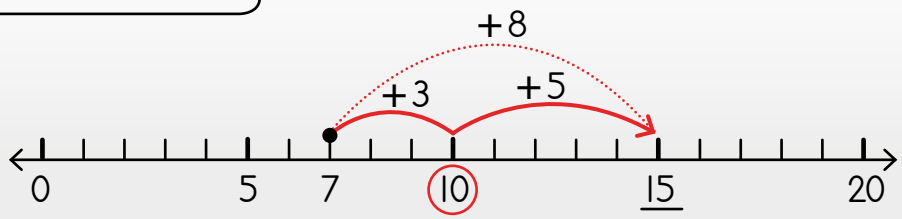
Start at 7. Circle the next 10. Jump 3 places to the next 10. How far do I still need to jump?



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

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

7 + 8

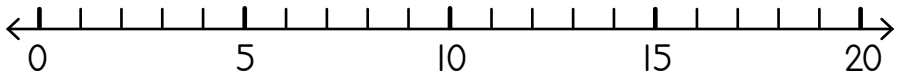


7 + 8 = 15

2 Tel op deur dit op die getallelyn te wys.

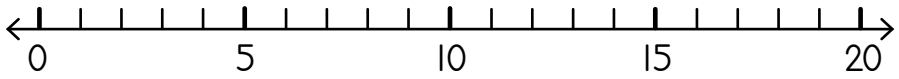
Add by showing on the number line.

6 + 7



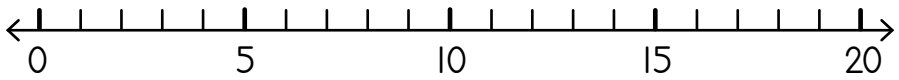
6 + 7 = ____

8 + 5



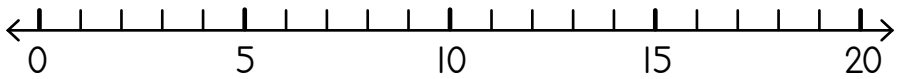
8 + 5 = ____

7 + 7



7 + 7 = ____

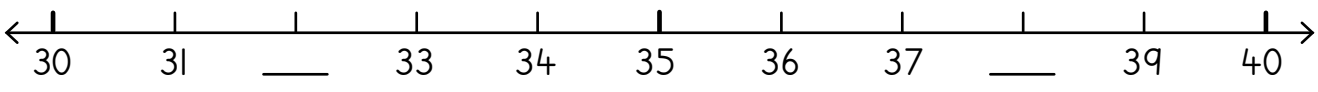
6 + 8



6 + 8 = ____

3 Voltooi.

Complete.

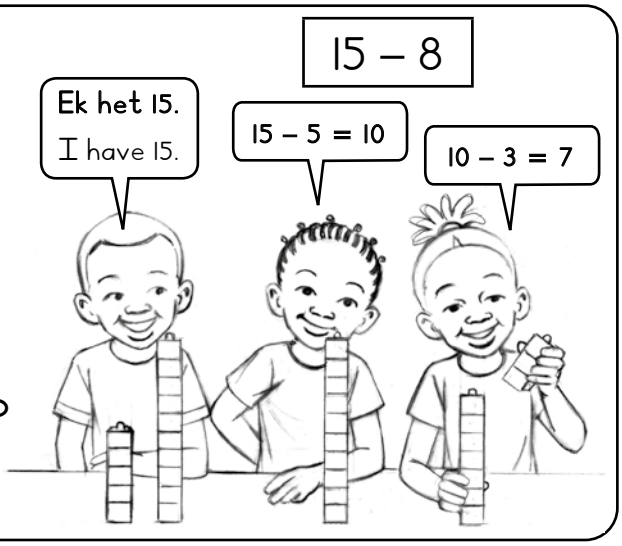


Kom by 10 uit (aftrekking)
Get to 10 (subtraction)

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

Speletjie: Trek af deur by 10 uit te kom
Game: Subtract by getting to 10

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

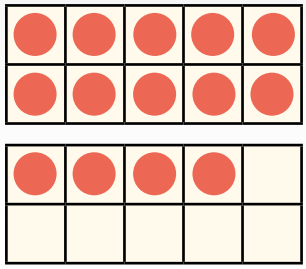


1 Bou elke getal met blokkies. Neem blokkies weg om by 10 te kom. Los dit dan op.
Use blocks to build each number. Take away blocks to get 10. Then solve.

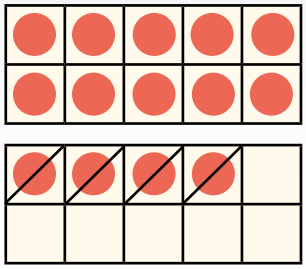
14 – 6 = ____	12 – 5 = ____	15 – 8 = ____
13 – 7 = ____	16 – 9 = ____	15 – 7 = ____

14 – 6

Ek begin met 14.
I start with 14.

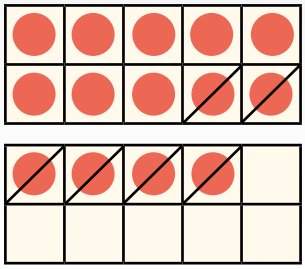


Ek trek 4 af om by die 10 te kom.
I subtract 4 to get to the 10.



14 – 6 = 8
10 4 2

Ek trek nog 2 af.
I subtract 2 more.



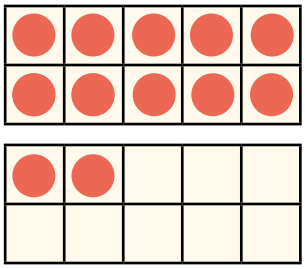
14 – 6 = 8

2 Wat moet jy aftrek om 10 te maak? Omkring die 10. Skryf die ontbrekende getalle neer.

What must you subtract to make 10? Circle the 10. Write the missing numbers.



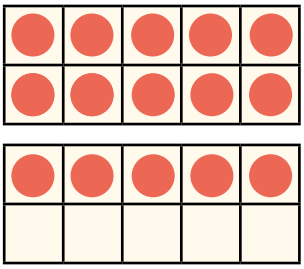
12 – 7



12 – 7 = ____

__ __

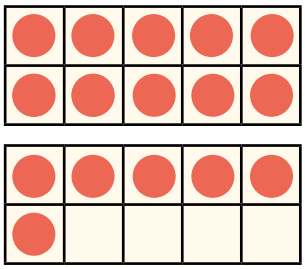
15 – 7



15 – 7 = ____

__ __

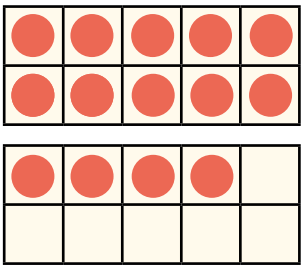
16 – 9



16 – 9 = ____

__ __

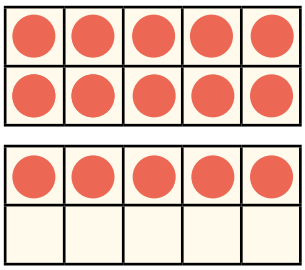
14 – 6



14 – 6 = ____

__ __

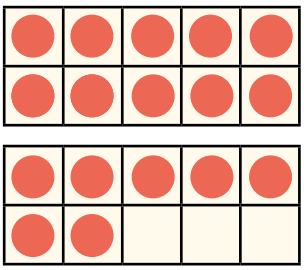
15 – 9



15 – 9 = ____

__ __

17 – 9

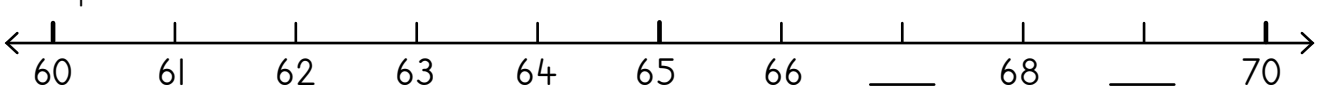


17 – 9 = ____

__ __

3 Voltooi.

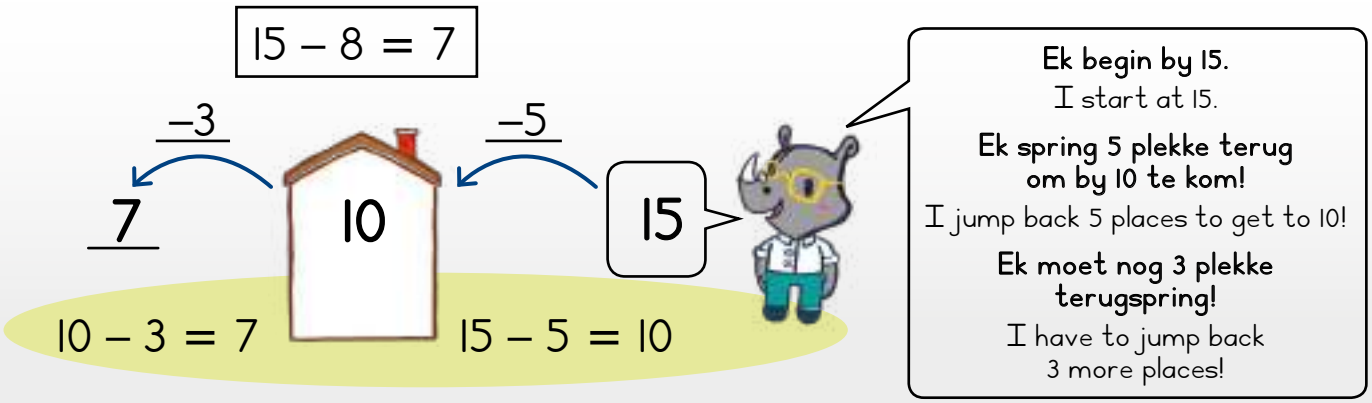
Complete.



DAG 4 • DAY 4

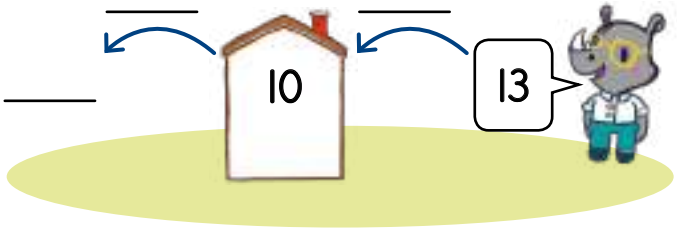
Spring terug tot by 10
Jump backwards to 10

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

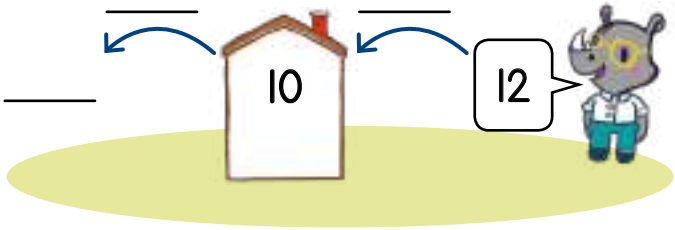


1 Trek af deur die 10 te besoek.
Subtract by visiting the 10.

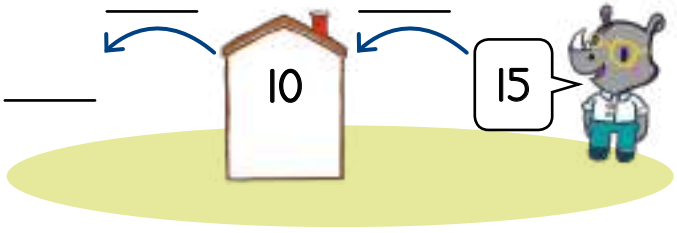
13 – 7 =



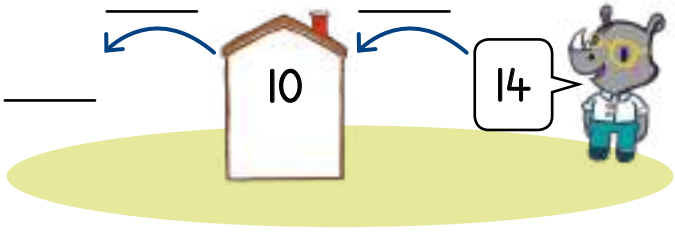
12 – 5 =



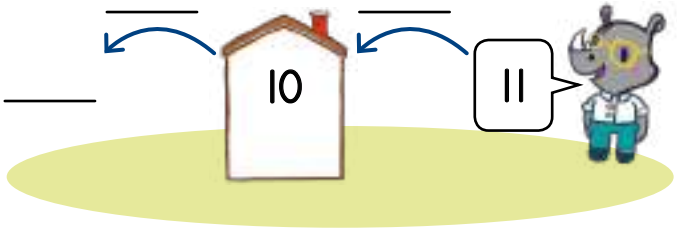
15 – 7 =



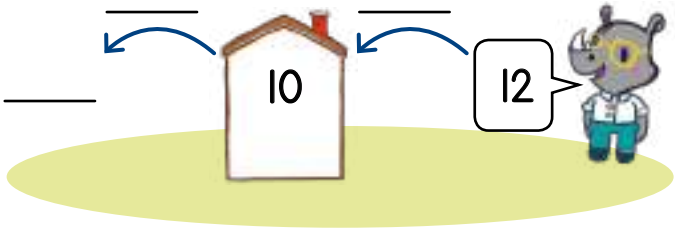
14 – 6 =



11 – 5 =



12 – 4 =



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

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

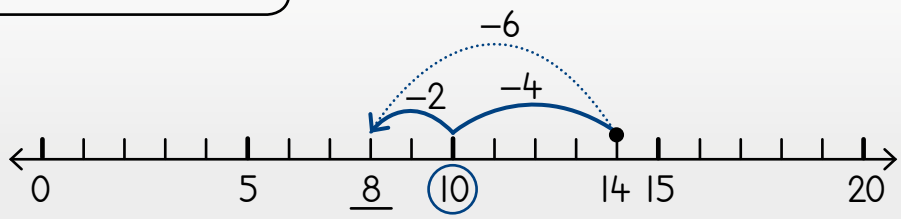




Om 6 af te trek, is dieselfde as om eers 4 af te trek en dan 2 af te trek!

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

14 – 6

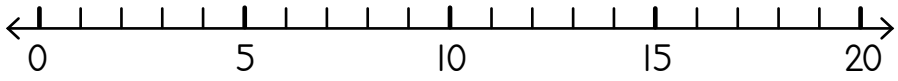


14 – 6 = 8

2 Trek af deur dit op die getallelyn te wys.

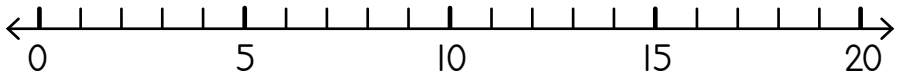
Subtract by showing on the number line.

13 – 7



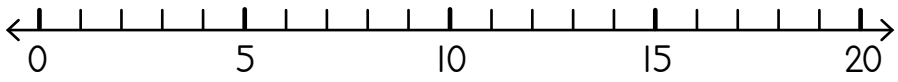
13 – 7 = ____

12 – 5



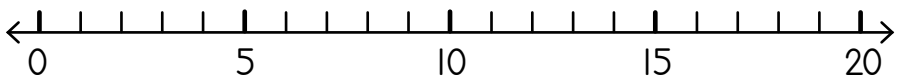
12 – 5 = ____

16 – 8



16 – 8 = ____

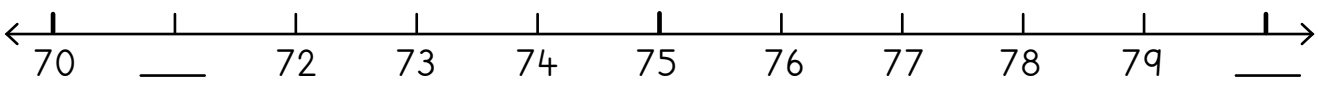
13 – 6



13 – 6 = ____

3 Voltooi.

Complete.



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

Kom ons praat Wiskunde!

Let's talk Maths!



In Afrikaans sê ons:	In English we say:
vergelyk	compare
Die muis is klein.	The mouse is small.
Die kat is groter.	The cat is bigger.
Die koei is die grootste.	The cow is the biggest.
Die koei is groot.	The cow is big.
Die kat is kleiner.	The cat is smaller.
Die muis is die kleinste.	The mouse is the smallest.
10 is groter as 5.	10 is bigger than 5.
10 is kleiner as 15.	10 is smaller than 15.

1 Voltooi die getaltabel.

Complete the number table.



Skryf 2 optellings- en 2 aftrekkingsgetalsinne neer.

Write 2 addition and 2 subtraction number sentences.

optelling addition	aftrekking subtraction

2 Voltooi die getalpatrone.

Complete the number patterns.

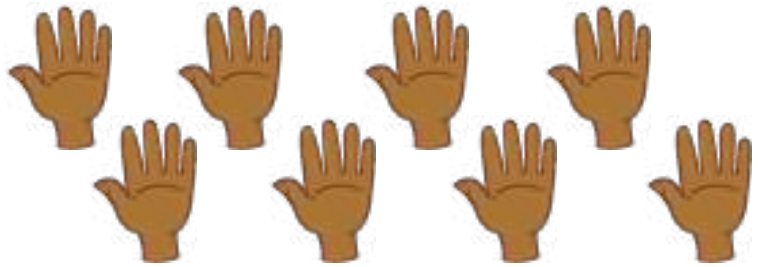
24	26	28							
40	38	36							

3 Kry die 10. Tel dan op.

Find the 10. Then add.

10 5 + 6 + 5 + 4 + 8 = 28 (10)	8 + 7 + 2 + 3 + 5 = ____
5 + 3 + 2 + 7 + 8 + 3 = ____	8 + 4 + 2 + 6 + 7 = ____
4 + 2 + 6 + 7 + 1 + 3 = ____	5 + 3 + 2 + 5 + 8 = ____
6 + 1 + 2 + 4 + 9 + 5 = ____	7 + 2 + 7 + 8 + 3 = ____

4



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

5



hande hands	1	2	3	4	5	6	7	8	9	10
vingers fingers										

6

'n Halwe van Half of				Verdubbel Double			
2		4		2		4	
6		7		6		7	
5		8		5		8	

Lengte
Length

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

Speletjie: 1, 2, 3, wys! – trek af
Game: 1, 2, 3, show! – subtraction

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



1 Verbind die lyn met die korrekte woord.
Join the line to the correct word.

langer longer	korter shorter	langer longer	korter shorter
_____	_____	_____	_____

2 Meet hierdie lengtes.
Measure these lengths.

Die venster is _____ potlode breed. The window is _____ pencils wide.
Die skoolbank is _____ hande lank. The desk is _____ hands long.
Jy moet _____ treë gee om in die klaskamer om te loop. It takes _____ steps to walk around the classroom.

3 Meet met jou hand:

Use your hand to measure:

die breedte van die deur. the width of the door.	
die lengte van die bord. the length of the board.	
die hoogte van jou stoel. the height of your chair.	
die lengte van jou onderwyser se tafel. the length of the teacher's desk.	

4 Meet met jou potlood:

Use your pencil to measure:

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

5 Meet met jou voete:

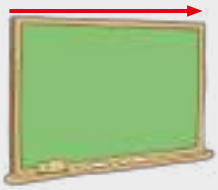
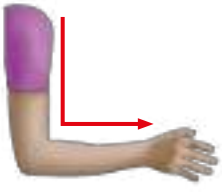
Use your feet to measure:

die lengte van die klaskamer. the length of the classroom.	
die breedte van die klaskamer. the width of the classroom.	
die breedte van die gang buite die klaskamer. the width of the corridor outside the classroom.	

Meet die lengte
Measuring length

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

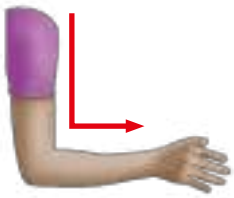
1 Hoe lank is dit? Meet die lengte.
How long? Measure the length.

	meting measurement		meting measurement
	25 		____ 
	____ 		____ 
	____ 		____ 
	____ 		____ 

2 Meet met twee potlode, waarvan een korter is:

Use two pencils of different lengths to measure:



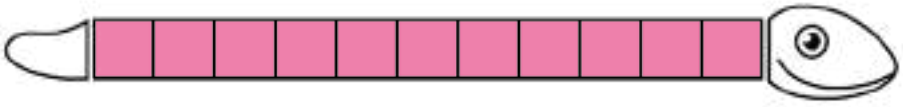
	potlood 1 pencil 1 	potlood 2 pencil 2 	Wat is die verskil? What is the difference?
	1 potlood 1 pencil	2 potlode 2 pencils	1 potlood 1 pencil 
			
			
			
			
			
			

DAG 3 • DAY 3

Meet die lengte
Measuring length

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

1 Hoeveel blokkies lank is die slang?
How many blocks long is the snake?

	14
	
	
	
	
	

2 Jou onderwyser sal vir jou 'n bladsy met 'n slangliniaal gee. Knip dit uit en gebruik dit om die prente te meet.

Your teacher will give you a page with a snake ruler. Cut it out and use it to measure the pictures.

	3 blokkies 3 blocks
	____ blokkies ___ blocks
	____ blokkies ___ blocks
	____ blokkie ___ block
	____ blokkies ___ blocks
	____ blokkies ___ blocks

Meter en sentimeter
Metres and centimetres

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

1 Skryf die korrekte antwoord neer.
Write the correct answer.

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

2 Skryf die korrekte antwoord neer.
Write the correct answer.

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

3 Skat en meet dan met jou maatband.

Estimate and then use your tape measure to measure.



	skatting estimation	meting measurement	Wat is die verskil? What is the difference?
	80 cm	85 cm	5 cm
			
			
			
			
			
			

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

Kom ons praat Wiskunde!

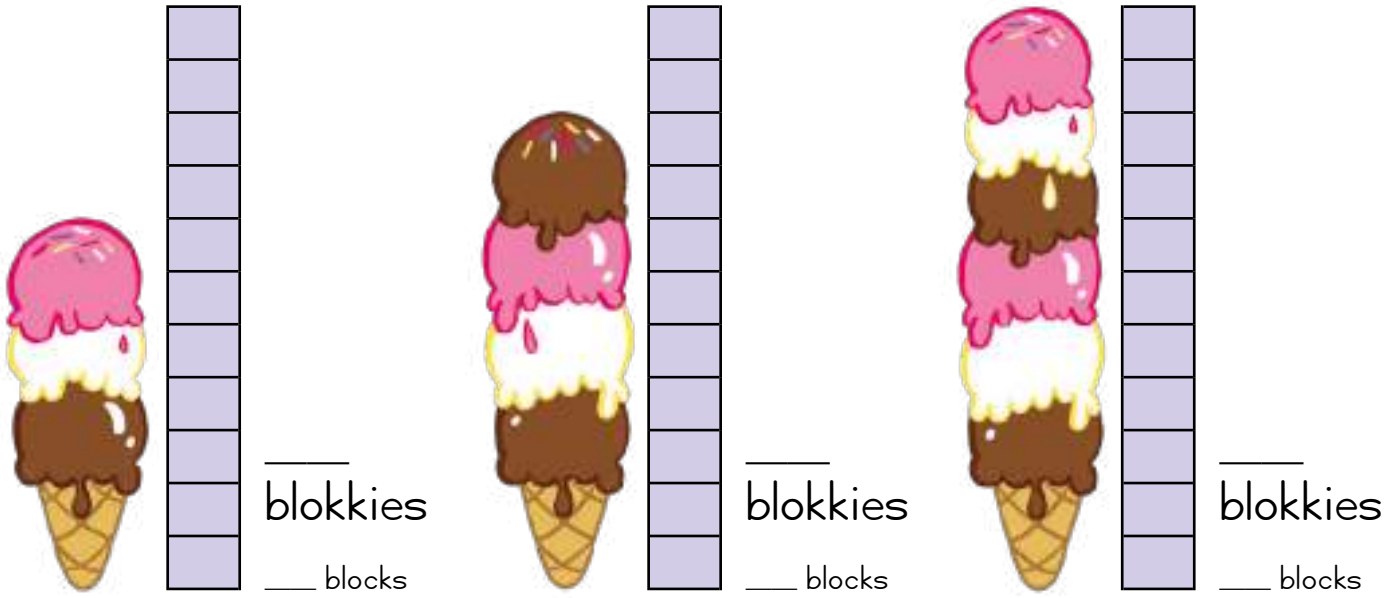
Let's talk Maths!



In Afrikaans sê ons:	In English we say:
lengte	length
breedte	width
hoogte	height
lank, langer	long, longer
kort, korter	short, shorter
meet/meting	measuring
meter	metre
sentimeter	centimetre

1 Omtrent hoe lank is elke roomyshorinkie in blokkies?

About how long is each ice cream cone in blocks?



_____ blokkies

___ blocks

_____ blokkies

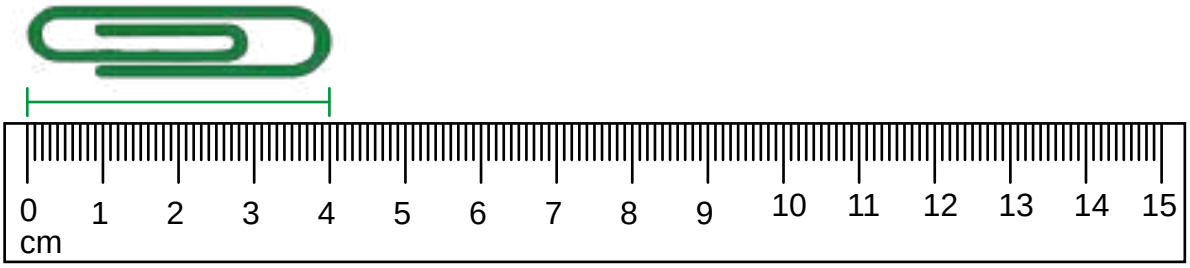
___ blocks

_____ blokkies

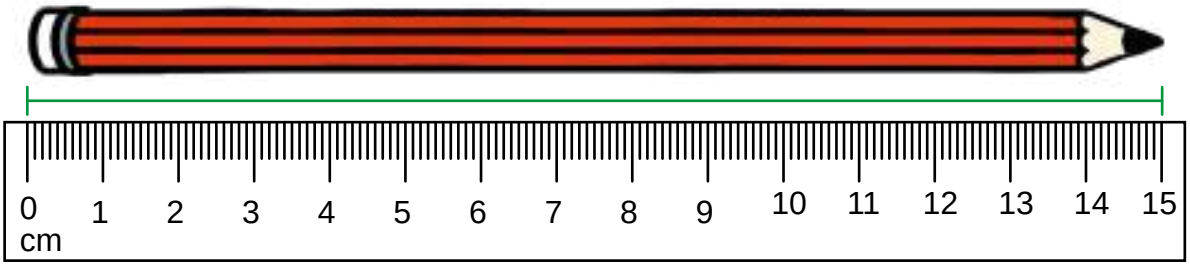
___ blocks

2 Meet die lengte van elke voorwerp met die liniaal.

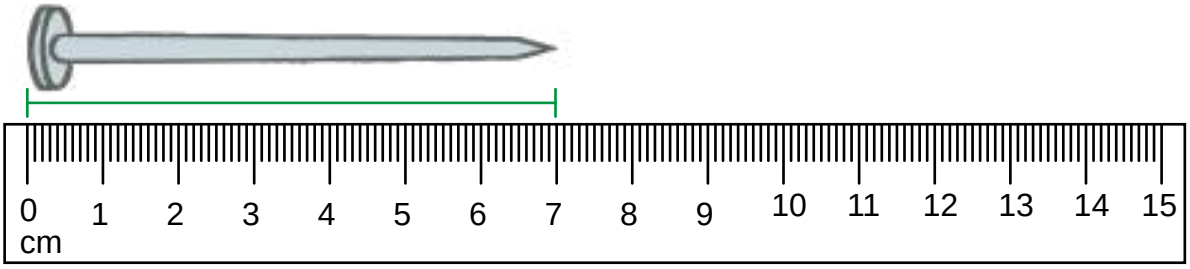
Use the ruler to measure the length of each object.



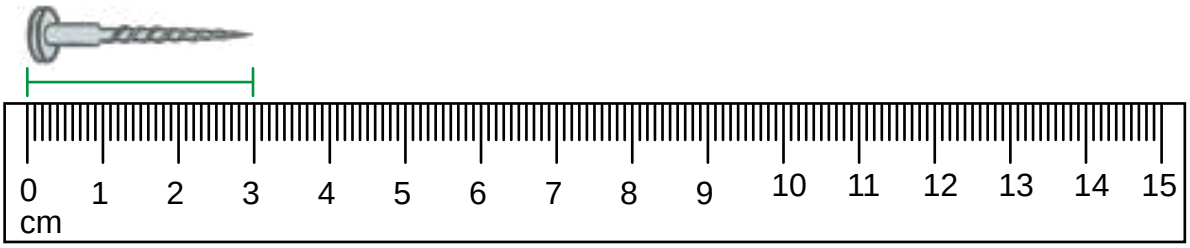
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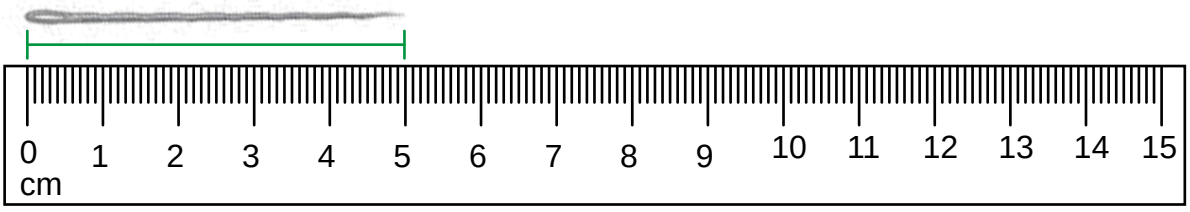
_____



_____



_____



_____

3D voorwerpe
3-D objects

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

Speletjie: Vinnige wiskunde met kaarte – trek van 20 af
Game: Fast maths with cards – subtract from 20

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



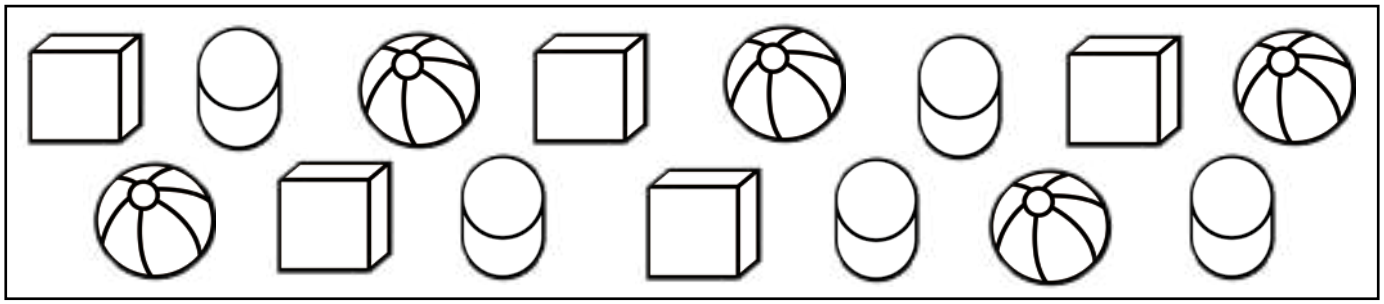
1

	sfeer / sphere
	silinder / cylinder
	prisma / prism

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



2 Kleur al die sfere rooi in, die prismas blou in en die silinders groen in.
Colour all the spheres red, the prisms blue and the cylinders green.

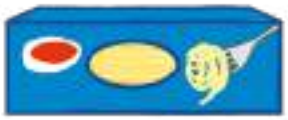


3 Sfeer, silinder of prisma?

Sphere, cylinder or prism?

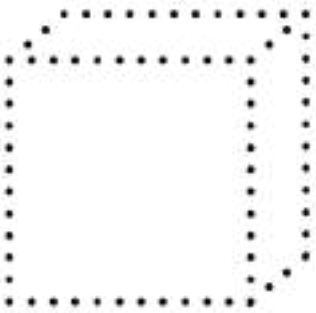
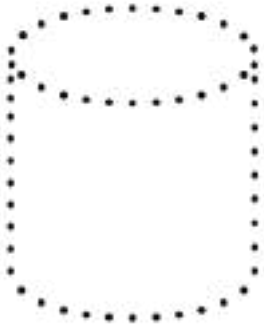
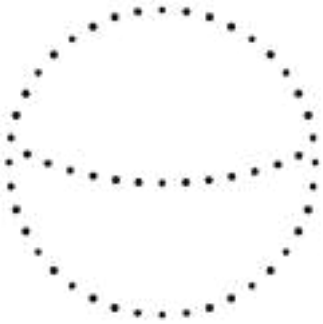
			
sfeer sphere	prisma prism	silinder cylinder	

4 Trek die voorwerpe na en kleur hulle in.

Trace and colour the objects.

prisma prism	silinder cylinder	sfeer sphere
		

3D voorwerpe
3-D objects

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

1 Skryf die korrekte antwoorde neer.
Write the correct answers.

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



	rol roll	gly slide	rol en gly roll and slide
	✓ 		
			
			
			
			
			
			
			

2 Ronde sye of plat sye?

Curved sides or flat sides?

			
rond	plat	plat	rond
curved	flat	flat	curved

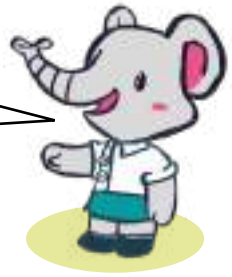
			
plat			
flat			

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

Write the correct answers to complete the table.

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

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



	plat/ronde sye **flat/curved sides**	**rol/gly/rol en gly** **roll/slide/roll and slide**
prisma prism	plat flat	gly slide
sfeer sphere		
silinder cylinder		

Bou met 3D voorwerpe
Building with 3-D objects

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

'n Toring wat van prismas gemaak word, kan balanseer omdat die sye plat is. Voorwerpe met ronde sye kan nie balanseer nie!

A tower made of prisms can balance because the sides are flat. Curved sides can't balance!



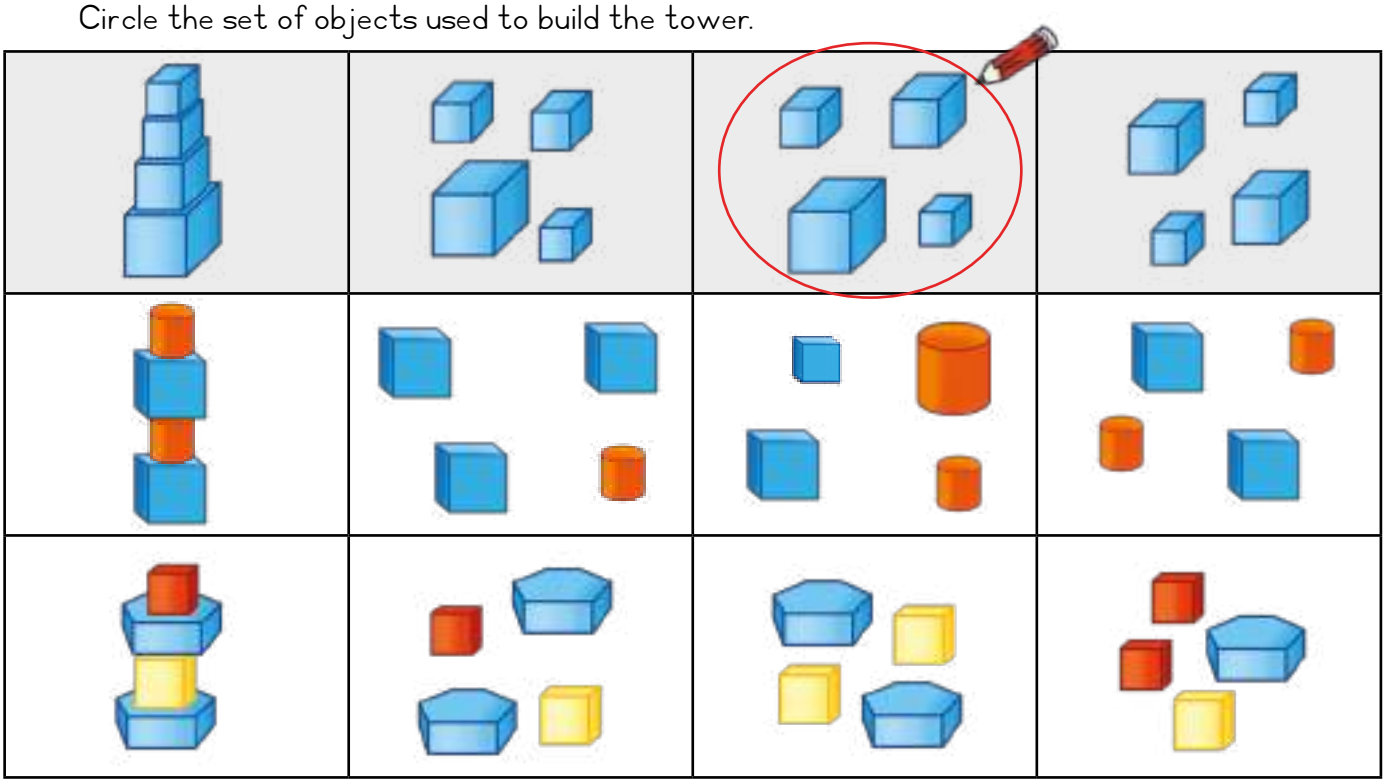
1 Kyk na die prente. Maak 'n regmerkie onder **balanseer** of **kan nie balanseer nie**.

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

	balanseer balance	kan nie balanseer nie cannot balance
		
		
		
		
		

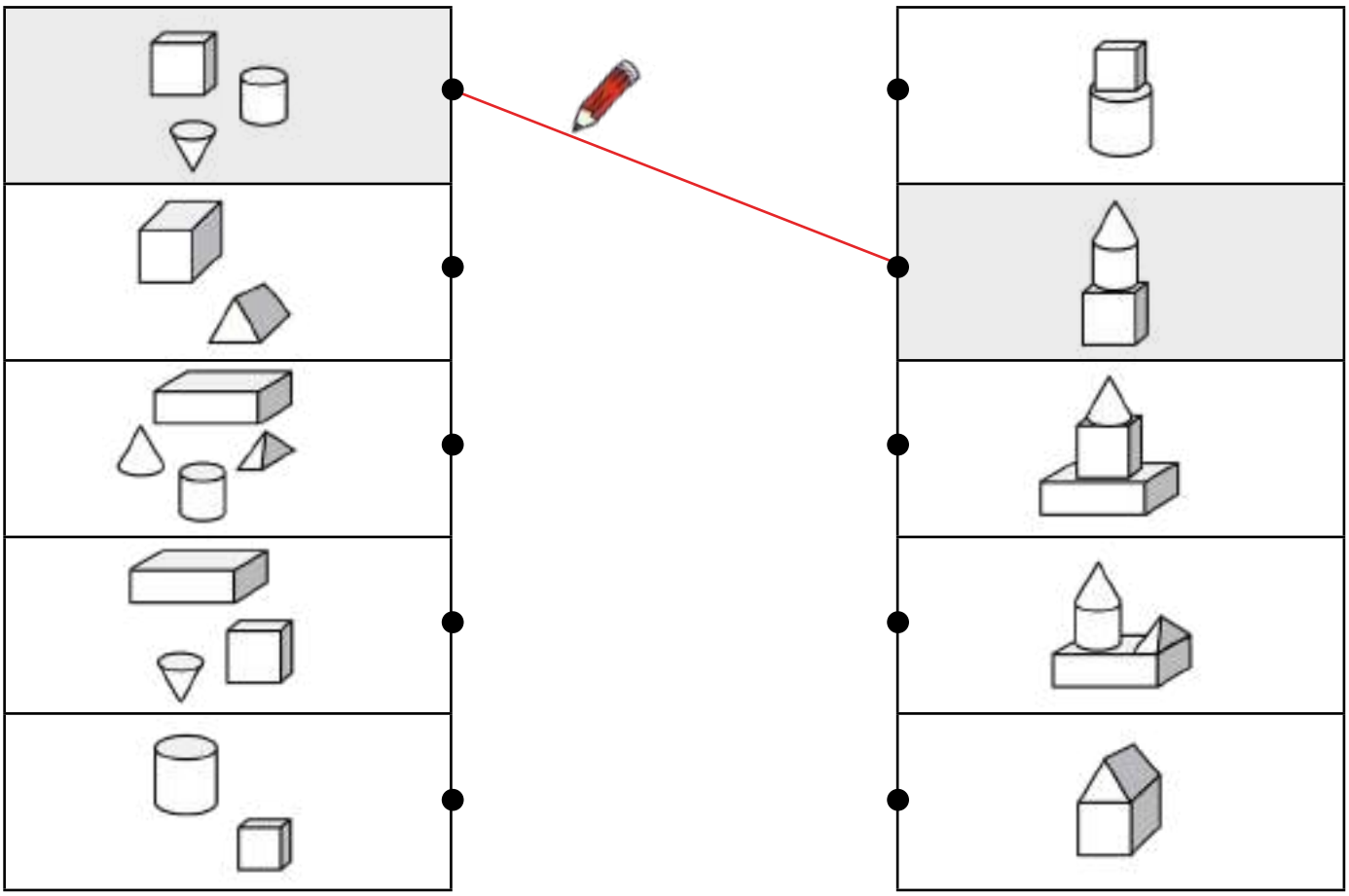
2 Omkring die versameling voorwerpe waarmee die toring gebou is.

Circle the set of objects used to build the tower.



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

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



Posisie en aansig
Position and views

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



voor-aansig front view	bo-aansig top view	sy-aansig side view
		

1 Kyk na die prente. Watter aansig sien jy: **voor-aansig**, **sy-aansig** of **bo-aansig**?

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

			
voor-aansig front view			
			
			

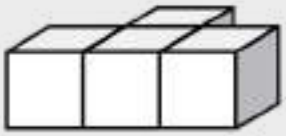
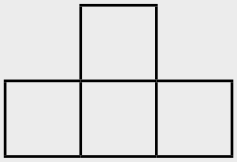
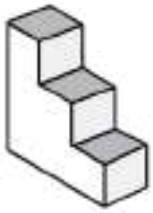
2 Skryf die korrekte antwoord neer.

Write the correct answer.

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

3 Teken die aansigte.

Draw the views.

	bo-aansig top view	voor-aansig front view	sy-aansig side view
			
			
			

Vaslegging
Consolidation

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

Kom ons praat Wiskunde!

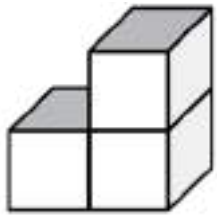
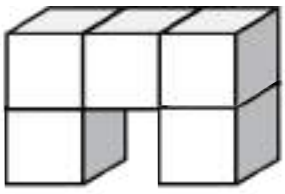
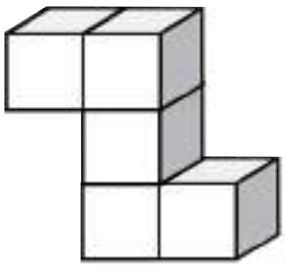
Let's talk Maths!



In Afrikaans sê ons:	In English we say:
prisma	prism
silinder	cylinder
sfeer	sphere
rol en gly	roll and slide
plat sye en ronde sye	flat and curved sides
vooraansig, syaansig en bo-aansig	front, side and top view

1 Teken die aansigte.

Draw the views.

	bo-aansig top view	voor-aansig front view	sy-aansig side view
			
			
			

2 Skryf die korrekte antwoord neer.

Write the correct answer.

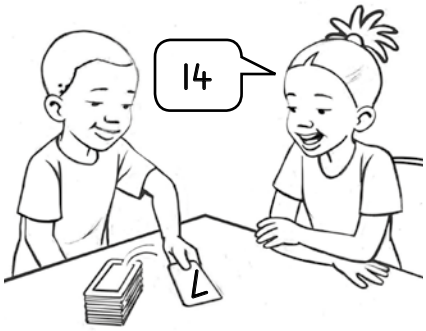
	rol roll	gly slide	rol en gly roll and slide
			
			
			
			
			
			
			
			
			

Verdubbling beteken twee ewe groot groepe
Double is two equal groups

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

Speletjie: Vinnige wiskunde met kaarte – verdubbel
Game: Fast maths with cards – double

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



Ali het 3 appels. Hy kry 3 appels meer.
Ali has 3 apples. He gets 3 more.





Verdubbling beteken 2 ewe groot of gelykwaardige groepe. Ons herhaal 'n getal 2 maal.
Double is 2 equal groups. We repeat a number 2 times.

3 verdubbel is gelyk aan 6.
Double 3 is 6.

3 + 3 = 6
2 x 3 = 6

1 Kopieer die kolle om te verdubbel.
Copy the dots to double.



3 verdubbel is ____.
Double 3 is ____.

3 + 3 = ____

2 x 3 = ____

Hoeveel 3'e is daar in 6? ____
How many 3s in 6? ____



2 verdubbel is ____.
Double 2 is ____.

2 + 2 = ____

2 x 2 = ____

Hoeveel 2's is daar in 4? ____
How many 2s in 4? ____



4 verdubbel is ____.
Double 4 is ____.

4 + 4 = ____

2 x 4 = ____

Hoeveel 4'e is daar in 8? ____
How many 4s in 8? ____

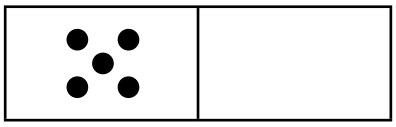
2 Voltooi die domino-kolle om te verdubbel.

Complete the domino dots to double.



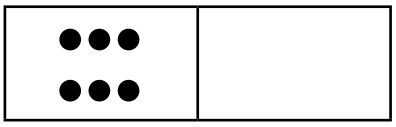
4 verdubbel is ____.

Double 4 is ____.



5 verdubbel is ____.

Double 5 is ____.



6 verdubbel is ____.

Double 6 is ____.

3

Wanneer ek verdubbel When I double	kry ek I get
1	2
2	4
3	
4	
5	
6	
7	
8	
9	
10	

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

4 Kom ons verdubbel ons geld.

Let's double our money.



Verdubbel R2

Double R2 R4



Verdubbel R5

Double R5



Verdubbel R10

Double R10

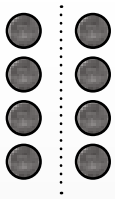
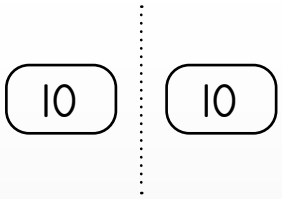
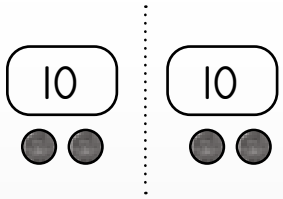
5 Kry die dubbelgetalle. Tel dan alles bymekaar.

Find the double. Then add.

10 5 + 3 + 5 = 13	4 + 4 + 3 = ____ 3 + 5 + 3 = ____ 10 + 4 + 10 = ____	6 + 3 + 6 = ____ 7 + 7 + 4 = ____ 8 + 8 + 4 = ____

Verdubbel groter getalle
Doubling bigger numbers

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

Verdubbel 4	Verdubbel 10	Verdubbel 12
Double 4	Double 10	Double 12
		
Verdubbel 4: 8	Verdubbel 10: 20	Verdubbel 12: 24
Double 4: 8	Double 10: 20	Double 12: 24
4 + 4 = 8	10 + 10 = 20	12 + 12 = 24
2 x 4 = 8	2 x 10 = 20	2 x 12 = 24
Daar is twee 4'e in 8.	Daar is twee 10'e in 20.	Daar is twee 12's in 24.
There are two 4s in 8.	There are two 10s in 20.	There are two 12s in 24.



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

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

1 Verdubbel.

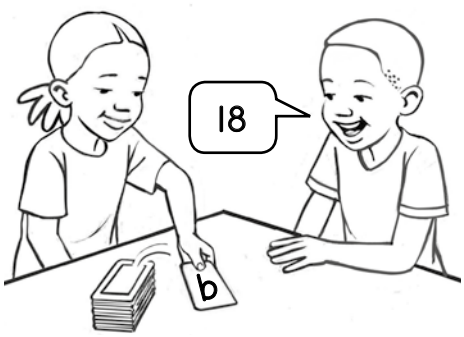
Double.

5	6	8
5 verdubbel is ____.	6 verdubbel is ____.	8 verdubbel is ____.
Double 5 is ____.	Double 6 is ____.	Double 8 is ____.

10	13	15
10 verdubbel is ____.	13 verdubbel is ____.	15 verdubbel is ____.
Double 10 is ____.	Double 13 is ____.	Double 15 is ____.

Speletjie: Vinnige wiskunde met kaarte – verdubbel
Game: Fast maths with cards – double

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



2 Voltooi die verdubbelingstabel.
Complete the doubles table.

	1	2	3	4	5	6	7	8	9	10
verdubbel double	2	4								

3 Verdubbel.
Double.

7 ⋮ 7 verdubbel is ____. Double 7 is ____.	17 ⋮ 17 verdubbel is ____. Double 17 is ____.	20 ⋮ 20 verdubbel is ____. Double 20 is ____.

4 Verdubbel.
Double.

5		10		6		4	
8		9		15		19	

5 Kry die dubbelgetalle. Tel dan alles bymekaar.
Find the doubles. Then add.

10 5 + 6 + 5 = 16	4 + 8 + 4 = ____
3 + 11 + 3 = ____	6 + 8 + 6 = ____

Halveer
Halving

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

1 worsbroodjie 1 hotdog	1 sjokolade 1 chocolate	1 pizza 1 pizza
		
halwe half	halwe half	halwe half
halwe half	halwe half	halwe half



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

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

Hoeveel?
How many?




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

1 Teken die pizzas!
Draw the pizzas!

1 en 'n half 1 and a half	2	2 en 'n half 2 and a half	3
			
3 en 'n half 3 and a half	4	4 en 'n half 4 and a half	

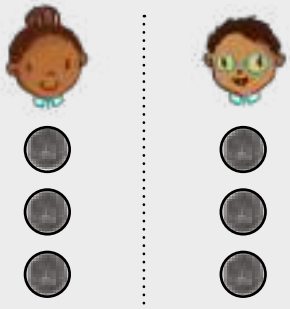
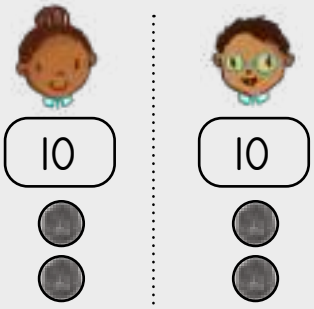
2 Watter breukdeel kry elke leerder? Hoeveel lekkers kry elke leerder?

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



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

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

6 lekkers 6 sweets	12 lekkers 12 sweets	24 lekkers 24 sweets
		
breukdeel: halwe fraction: half	breukdeel: halwe fraction: half	breukdeel: halwe fraction: half
lekkers: 3 sweets:	lekkers: 6 sweets:	lekkers: 12 sweets:

10 lekkers 10 sweets	16 lekkers 16 sweets	22 lekkers 22 sweets
		
breukdeel: fraction:	breukdeel: fraction:	breukdeel: fraction:
lekkers: sweets:	lekkers: sweets:	lekkers: sweets:

3 'n Halwe van

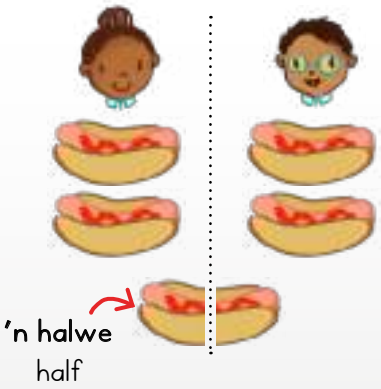
Half of

6		8		10		12	

Halveer met 'n res
Half with a remainder

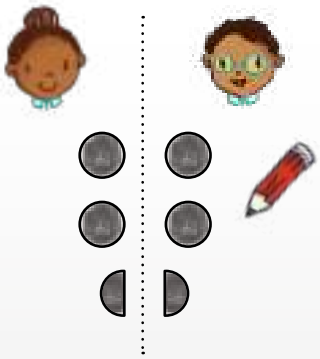
HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

5 worsbroodjies
5 hotdogs



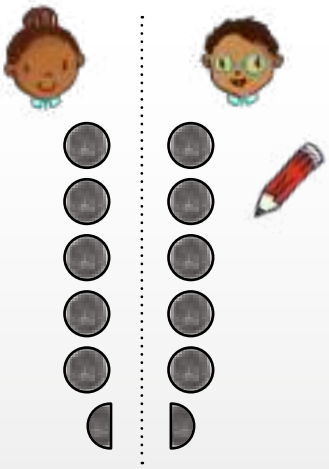
Die helfte van 5 is 2 en 'n half.
Half of 5 is 2 and a half.

5 worsbroodjies
5 hotdogs



Die helfte van 5 is 2 en 'n half.
Half of 5 is 2 and a half.

11 worsbroodjies
11 hotdogs



Die helfte van 11 is 5 en 'n half.
Half of 11 is 5 and a half.



Jy kan die worsbroodjies met kolletjies wys.
You can use dots to show hotdogs.

1 Deel gelykop tussen 2 leerders.
Share equally between 2 learners.

3 worsbroodjies
3 hotdogs

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

7 worsbroodjies
7 hotdogs

Die helfte van 7 is ____.
Half of 7 is ____.

9 worsbroodjies
9 hotdogs

Die helfte van 9 is ____.
Half of 9 is ____.

15 worsbroodjies
15 hotdogs

Die helfte van 15 is ____.
Half of 15 is ____.

Speletjie: Verdubbel en halveer met blokkies
Game: Double and half with blocks

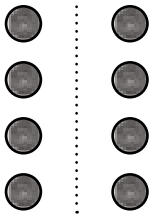
- Bou met 4 blokkies.
  Build 4.
- Verdubbel 4 en bou dit.
  Build double 4.
- Breek die geboude antwoord in die helfte.
  Break double 4 in half.
- Doen dit weer met getalle 3, 5, 6 en 10.
  Do again with numbers 3, 5, 6 and 10.





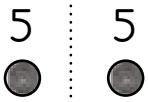
Dink aan die verwantskap tussen halveer en verdubbel.
Think about the relationship between half and double.

2 Verdubbel en halveer.
Find double and half.



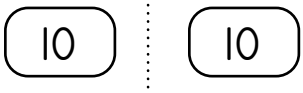
4 verdubbel is ____.
Double 4 is ____.

'n Halwe van 8 is ____.
Half of 8 is ____.



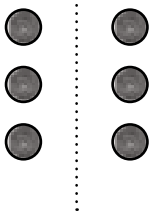
6 verdubbel is ____.
Double 6 is ____.

'n Halwe van 12 is ____.
Half of 12 is ____.



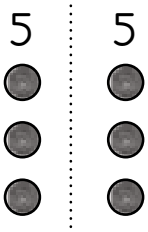
10 verdubbel is ____.
Double 10 is ____.

'n Halwe van 20 is ____.
Half of 20 is ____.



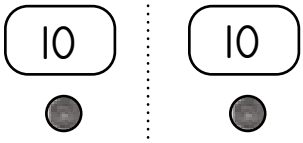
3 verdubbel is ____.
Double 3 is ____.

'n Halwe van 6 is ____.
Half of 6 is ____.



8 verdubbel is ____.
Double 8 is ____.

'n Halwe van 16 is ____.
Half of 16 is ____.



11 verdubbel is ____.
Double 11 is ____.

'n Halwe van 22 is ____.
Half of 22 is ____.

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

Kom ons praat Wiskunde!

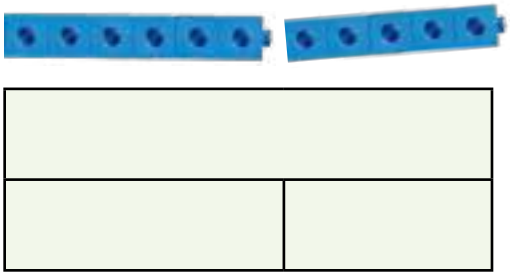
Let's talk Maths!

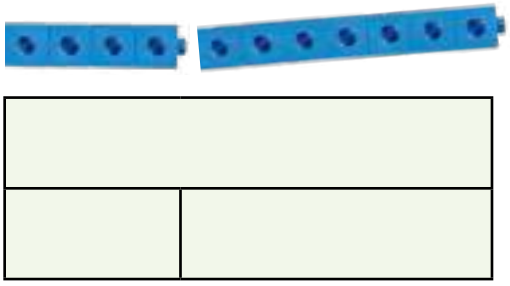


In Afrikaans sê ons:	In English we say:
verdubbel	double
3 koeke verdubbel gee 6 koeke.	Double 3 cakes is 6 cakes.
3 verdubbel is 6	double 3 is 6
Wanneer ek iets gelykop tussen 2 leerders verdeel, kry elke leerder 'n halwe (of die helfte).	When I share something equally between 2 learners, each learner receives half.
'n Halwe van ses is drie.	Half of six is three.
een halwe	one half
twee halwes	two halves
een hele	one whole

1 Voltooi die getaltabelle.

Complete the number tables.





Skryf 2 optellingsgetalsinne en 2 aftrekkingsgetalsinne.

Write 2 addition and 2 subtraction number sentences.

optelling addition	aftrekking subtraction

optelling addition	aftrekking subtraction

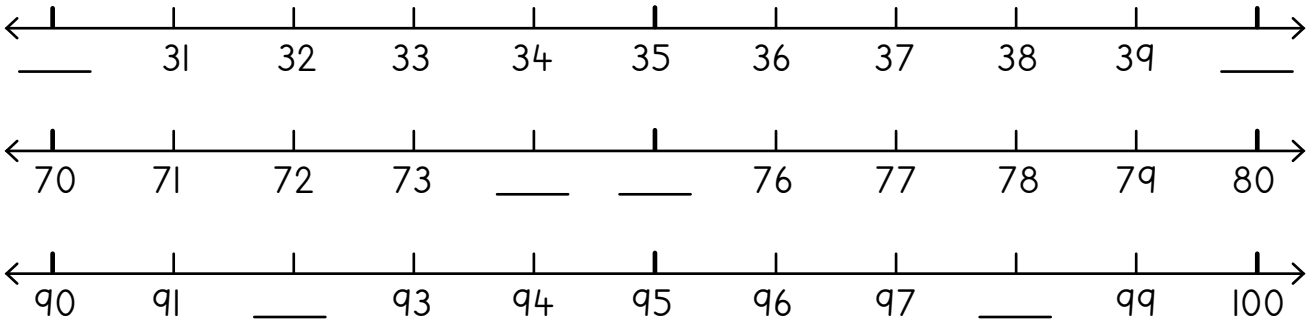
2 Brei die patroon uit.

Extend the pattern.

31	32	33							
38	39	40							
100	99	98							

3 Voltooi.

Complete.



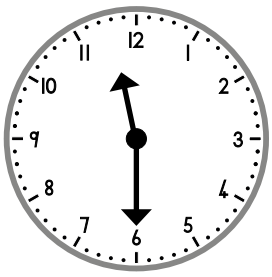
4 Tel op of trek af.

Add or subtract.

92 + 4 = ___	94 + 3 = ___	96 + 4 = ___
95 – 3 = ___	98 – 4 = ___	97 – 3 = ___

5 Hoe laat is dit?

What is the time?



_____

_____

6

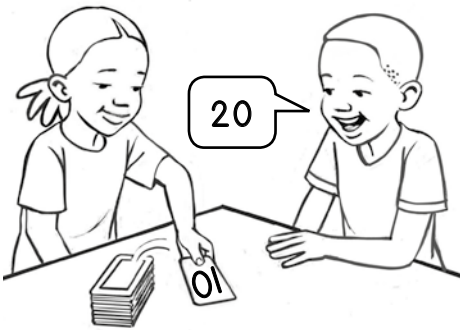
halveer halve		verdubbel double
5	10	20
	50	
	5	
	12	

Vermenigvuldig met 2
Multiplying by 2

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

Speletjie: Vinnige wiskunde met kaarte – vermenigvuldig met 2
Game: Fast maths with cards – multiply by 2

- Sit die 0–10-getalkaarte op 'n hopie neer.
  Place number cards 0 to 10 into a pile.
- Draai een kaart om.
  Flip over one card.
- Vermenigvuldig met 2.
  Multiply by 2.



1

leerders learners	skoene shoes	getalsin number sentence
1	2	1 x 2 = 2
4		
5		
3		

Vermenigvuldiging handel oor die herhaling van ewe groot of gelyke groepe.
Multiplication is about repeating equal groups.



2



pare skoene pairs of shoes	
skoene shoes	



pare skoene pairs of shoes	
skoene shoes	

3

leerders learners	1	2	3	4			7	8	9	10
skoene shoes	2				10	12				

4



Hoeveel fietse? How many bicycles?	
Hoeveel wiele? How many wheels?	

5



fietse bicycle	1	2	3	4	5	6	7	8	9	10
wiele wheels	2	4								

6 Hoeveel wiele?

How many wheels?

3 _____ wiele wheels	6 _____ wiele wheels
7 _____ wiele wheels	10 _____ wiele wheels

7 Hoeveel:

How many:

2's in 6? 2s in 6?		2's in 8? 2s in 8?	
2's in 10? 2s in 10?		2's in 12? 2s in 12?	
2's in 16? 2s in 16?		2's in 20? 2s in 20?	

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



The taxi costs R2 for one learner.

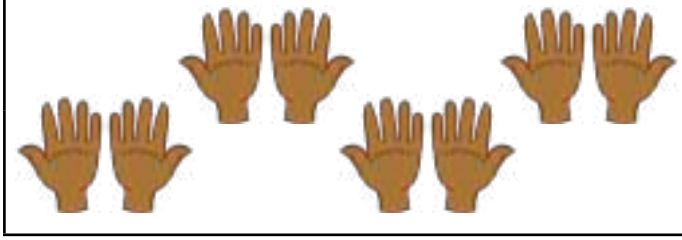
Hoeveel kos dit vir 5 leerders? How much does it cost for 5 learners?	
Hoeveel kos dit vir 8 leerders? How much does it cost for 8 learners?	

DAG 2 • DAY 2

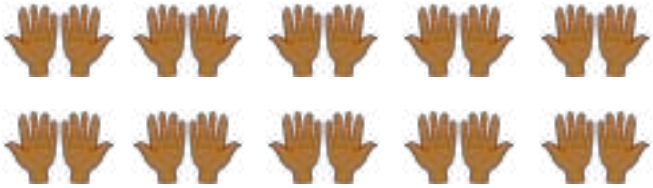
Vermenigvuldig met 10
Multiplying by 10

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

1



leerders? learners?	
vingers? fingers?	



leerders? learners?	
vingers? fingers?	

Wanneer ons 10'e vermenigvuldig, dink ons aan groepe van 10.

When we multiply 10s, we think about groups of 10.



2 Tel in 10'e.
Count in 10s.

10	20	30							

3

leerders learners	1	2	3	4			7	8	9	10
vingers fingers	10	20			50	60				

4

leerders learners	vingers fingers	getalsin number sentence
1	10	1 x 10 = 10
2		
3		
4		
5		
6		
7		
10		

5



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

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

6 Hoeveel kryte?

How many crayons?

3 _____ kryte crayons	6 _____ kryte crayons
5 _____ kryte crayons	10 _____ kryte crayons

7

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

8 Hoeveel:

How many:

10'e in 60? 10s in 60?		10'e in 40? 10s in 40?	
10'e in 100? 10s in 100?		10'e in 50? 10s in 50?	

9 Een pen kos R10.

One pen costs R10.



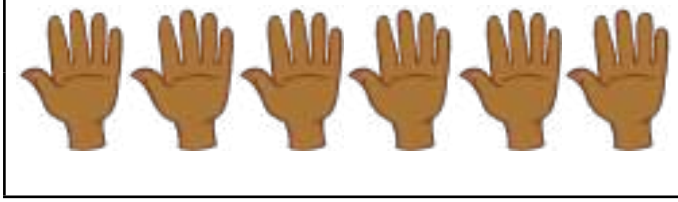
Hoeveel kos 4 penne? How much do 4 pens cost?	
Hoeveel kos 7 penne? How much do 7 pens cost?	

DAG 3 • DAY 3

Vermenigvuldig met 5
Multiplying by 5

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

1



hande? hands?	
vingers? fingers?	



hande? hands?	
vingers? fingers?	

Ons tel in 5'e. Daar is 5 vingers aan een hand!

We count in 5s. One hand has 5 fingers!



2 Tel in 5'e.

Count in 5s.

5	10	15							

3

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

4

hande hands	vingers fingers	getalsin number sentence
1	5	1 x 5 = 5
4	20	4 x 5 = 20
3		
5		
6		
2		
7		
10		

5



Hoeveel seesterre is daar? How many starfish?	
Hoeveel punte altesaam? How many arms altogether?	

seesterre starfish	1	2	3	4	5	6	7	8	9	10
punte arms	5	10								

6 Hoeveel seesterpunte?

How many arms?

3 _____ punte arms	6 _____ punte arms
5 _____ punte arms	10 _____ punte arms

7

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

8 Hoeveel:

How many:

5's in 15? 5s in 15?		5's in 10? 5s in 10?	
5's in 25? 5s in 25?		5's in 20? 5s in 20?	

9 Een appel kos R5.

One apple costs R5.



Hoeveel kos 5 appels? How much do 5 apples cost?	
Hoeveel kos 9 appels? How much do 9 apples cost?	

DAG 4 • DAY 4

Los geldprobleme op
Solving money problems

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

1



Hoeveel muntstukke? How many coins?	
Hoeveel rand? How many rand?	

2



muntstukke coins	1	2	3	4	5	6	7	8	9	10
rand rand	2	4								

3

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

4 Hoeveel:

How many:

2's in 4? 2s in 4?		2's in 10? 2s in 10?	
2's in 14? 2s in 14?		2's in 20? 2s in 20?	

5



Hoeveel note? How many notes?	
Hoeveel rand? How many rand?	

6



note notes	1	2	3	4	5	6	7	8	9	10
rand rand	10	20								

7

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

8 Hoeveel:

How many:

5'e in 30? 5s in 30?		5'e in 80? 5s in 80?	
5'e in 50? 5s in 50?		5'e in 100? 5s in 100?	

9



Hoeveel muntstukke? How many coins?	
Hoeveel rand? How many rand?	

10



muntstukke coins	1	2	3	4	5	6	7	8	9	10
rand rand	5	10								

11

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

12 Hoeveel:

How many:

10'e in 30? 10s in 30?		10'e in 80? 10s in 80?	
10'e in 70? 10s in 70?		10'e in 90? 10s in 90?	

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

Kom ons praat Wiskunde!

Let's talk Maths!



In Afrikaans sê ons:	In English we say:
twee vermenigvuldig met vier	two multiplied by four
Hoeveel twees is daar in 8?	How many twos in 8?
vyf vermenigvuldig met drie	five multiplied by three
Hoeveel vywe is daar in 15?	How many fives in 15?
tien vermenigvuldig met vier	ten multiplied by four
Hoeveel tiene is daar in 40?	How many tens in 40?
Veertig is tien meer as dertig.	Forty is ten more than thirty.
Dertig is tien minder as veertig.	Thirty is ten less than forty.
Veertig staan ná dertig.	Forty comes after thirty.
Dertig staan voor veertig.	Thirty comes before forty.

1



Hoeveel fietse? How many bicycles?	
Hoeveel wiele? How many wheels?	



hande? hands?	
vingers? fingers?	



boksies? boxes?	
kryte? crayons?	



muntstukke? coins?	
rand? rand?	

2 Teken die pizzas!

Draw the pizzas!

1 en 'n half 1 and a half	2	2 en 'n half 2 and a half	3

3 Voltooi die getaltabel.

Complete the number table.



Skryf 2 optellingsgetalsinne en 2 aftrekkingsgetalsinne.

Write 2 addition and 2 subtraction number sentences.

optelling addition	aftrekking subtraction
7 + 4 = 11	11 – 4 = 7

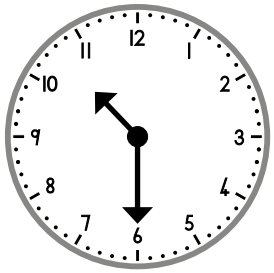
4 Tel op of trek af.

Add or subtract.

54 + 3 = ____	75 + 3 = ____	82 + 6 = ____
59 – 3 = ____	76 – 5 = ____	87 – 4 = ____

5 Hoe laat is dit?

What is the time?

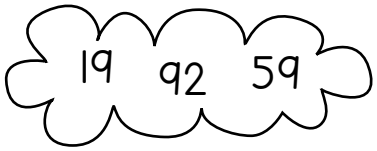


_____

_____

6 Orden van klein tot groot.

Order from small to large.



____ ____ ____

7 Bereken.

Calculate.

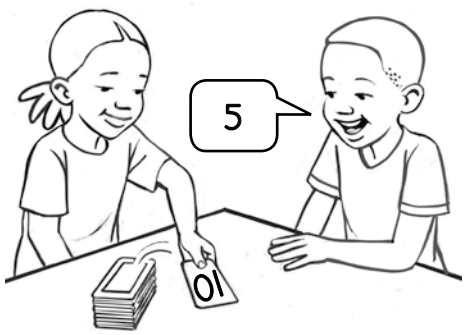
halveer halve				verdubbel double			
9		10		9		10	

Optelling en aftrekking
Addition and subtraction

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

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



1 Skryf die ontbrekende getalle neer.
Write the missing numbers.

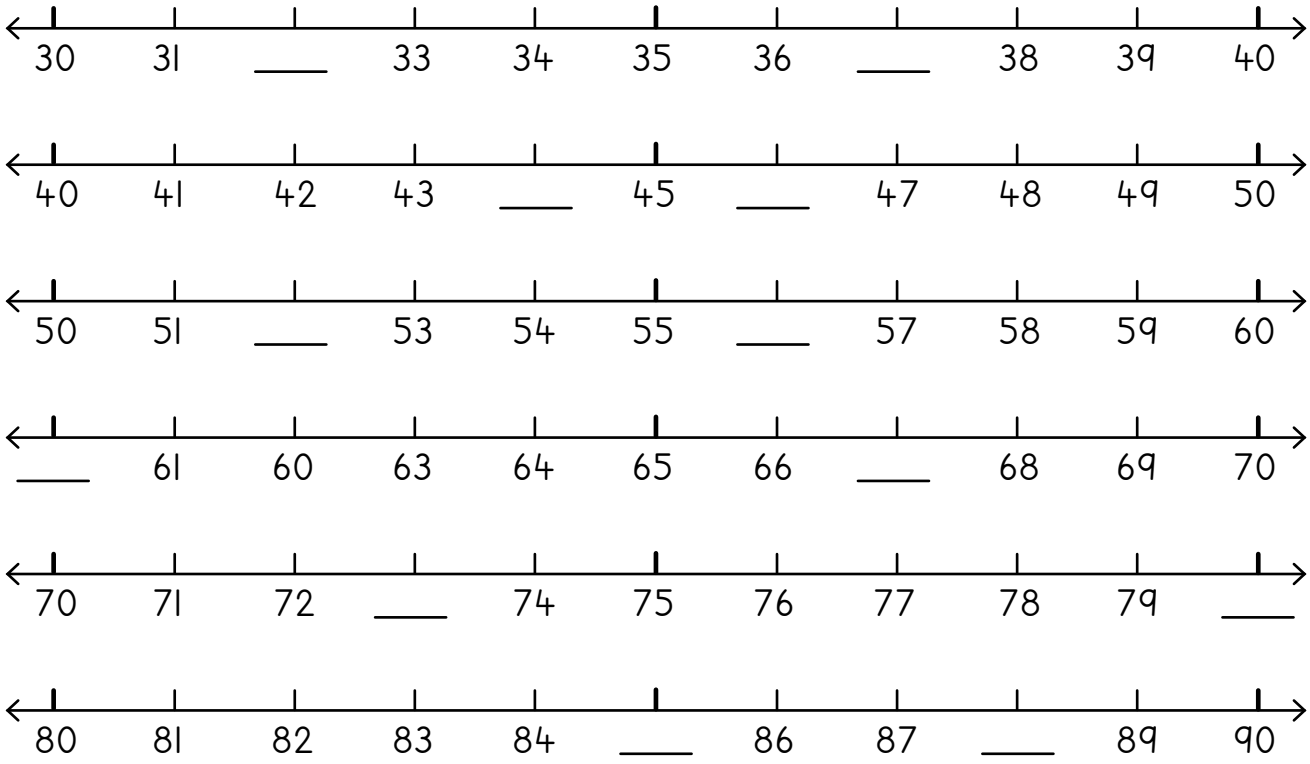
1	2	3	4	5	6	7	8	9	10
21	22	23	24	25	26	27	28	29	
	32	33	34	35	36	37	38	39	
	52								60
	72	73	74	75	76	77	78	79	80
	82	83	84	85	86	87	88	89	90

2 Tel op of trek af.
Add or subtract.

35 + 3 = ____	41 + 5 = ____	63 + 6 = ____
48 – 4 = ____	57 – 5 = ____	78 – 4 = ____
45 + 10 = ____	68 + 10 = ____	89 + 10 = ____
43 – 10 = ____	56 – 10 = ____	78 – 10 = ____

3 Voltooi.

Complete.



4 Brei die patroon uit.

Extend the pattern.

76	77	78							
84	83	82							
3	13	23							
109	99	89							
102	92	82							
94	93	92							

DAG 2 • DAY 2

Ordening van getalle en halvering
Ordering numbers and halving

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

1 Tel in 2's.

Count in 2s.

2	4								
84	82								

Tel in 5'e.

Count in 5s.

5	10								
45	40								

Tel in 10'e.

Count in 10s.

10	20								
110	100								

2 Orden die getalle van die kleinste tot die grootste.

Order numbers from smallest to greatest.

30 40 70 100 ___ ___ ___ ___	83 39 58 18 ___ ___ ___ ___	72 27 70 58 ___ ___ ___ ___

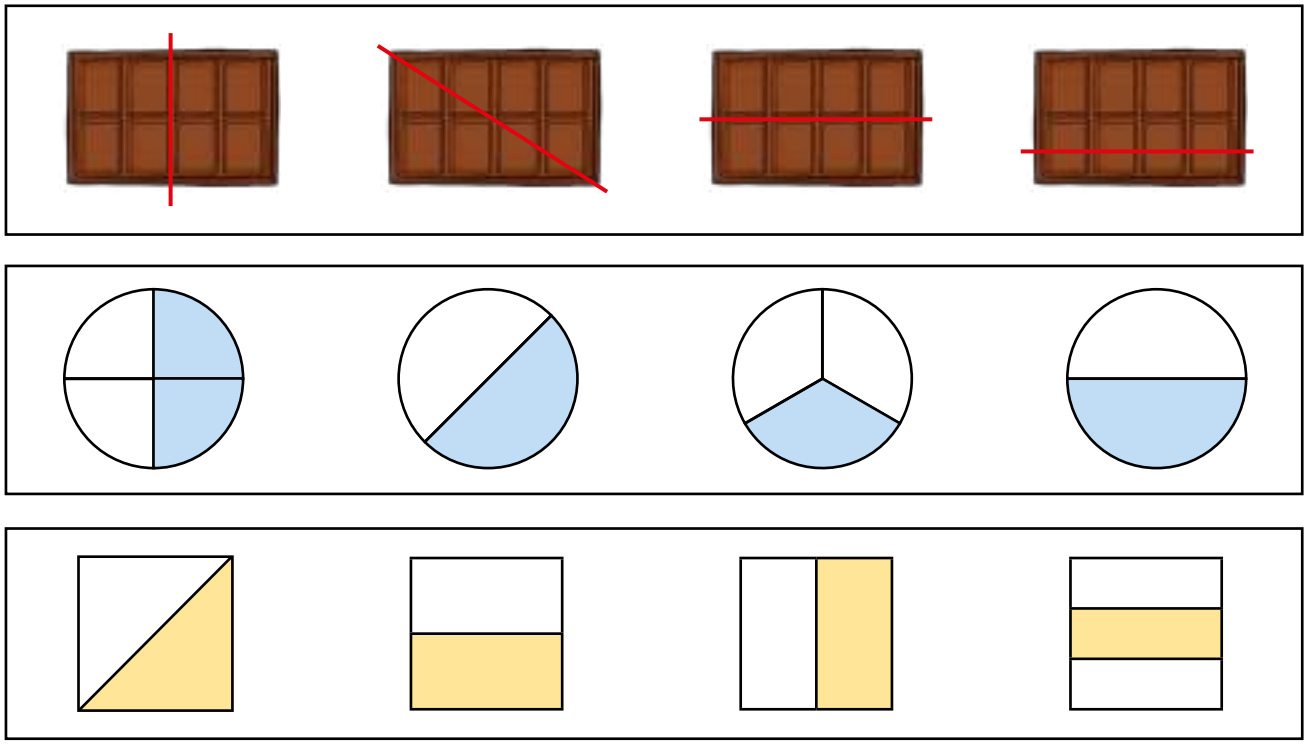
3 Orden die getalle van die grootste tot die kleinste.

Order numbers from greatest to smallest.

6 66 16 60 ___ ___ ___ ___	93 56 26 41 ___ ___ ___ ___	47 72 81 85 ___ ___ ___ ___

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

Circle the pictures in each group that show half.



5 Pas bymekaar.

Match.

2 halwes 2 halves	1 en 1 halwe 1 and 1 half
3 halwes 3 halves	twee heles two wholes
4 halwes 4 halves	een hele one whole
5 halwes 5 halves	2 en 1 halwe 2 and 1 half

6 Teken die pizzas!

Draw the pizzas!

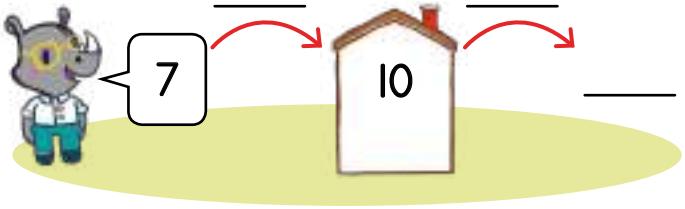
1 en 'n half 1 and a half	3	3 en 'n half 3 and a half	4

Optelling en aftrekking
Addition and subtraction

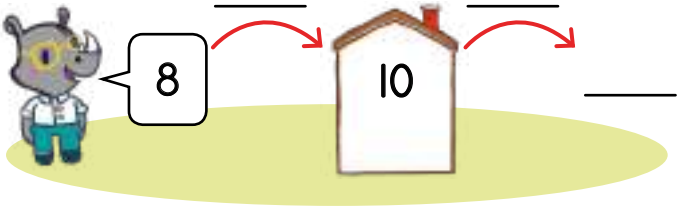
HOOFREKENE (MENTAL MATHS) | KONSEPONTWIKKELING (CONCEPT DEVELOPMENT) → GROEPWERK (GROUP WORK) → SPELETJIE (GAME) → AKTIWITEITE (ACTIVITIES) → PROBLEEMOPLOSSING (PROBLEM SOLVING)

1 Tel op deur die 10 te besoek.
Add by visiting the 10.

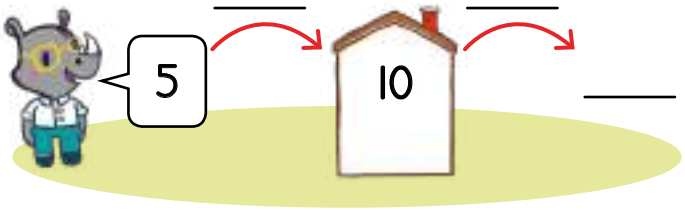
7 + 5 = ____



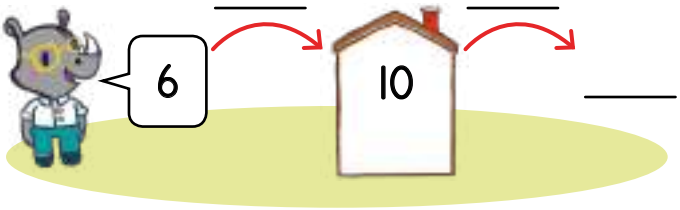
8 + 6 = ____



5 + 9 = ____

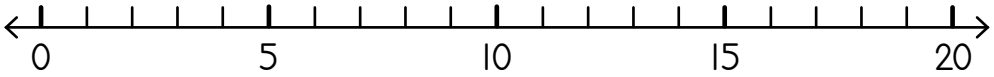


6 + 8 = ____

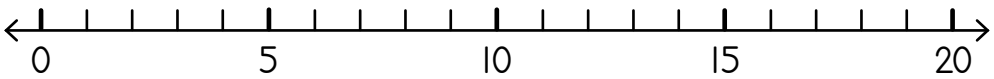


2 Tel op die getallelyn op. Besoek die 10!
Add on the number line. Visit the 10!

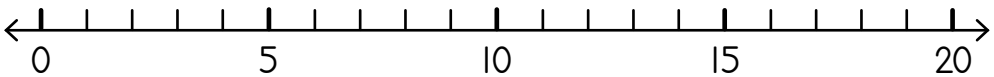
8 + 6 = ____



5 + 7 = ____



7 + 6 = ____



3

7 + 5 = ____	8 + 4 = ____	6 + 5 = ____
4 + 8 = ____	7 + 9 = ____	6 + 8 = ____

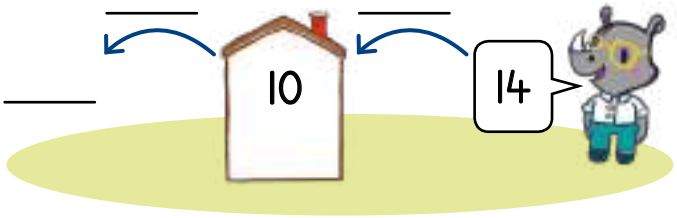
4 Litha dra 8 emmers water. Sethu dra 9 emmers water. Hoeveel emmers water dra hulle altesaam?
Litha carried 8 buckets of water. Sethu carried 9 buckets.
How many buckets did they carry altogether?



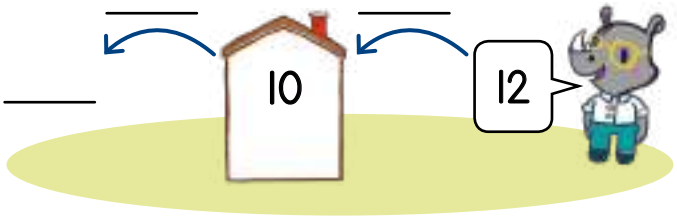
5 Trek af deur die 10 te besoek.

Subtract by visiting the 10.

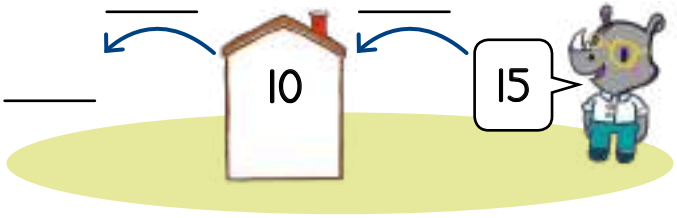
14 – 8 =



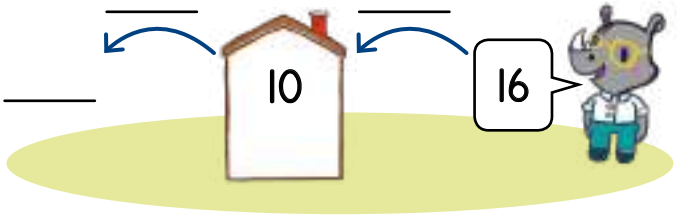
12 – 7 =



15 – 8 =



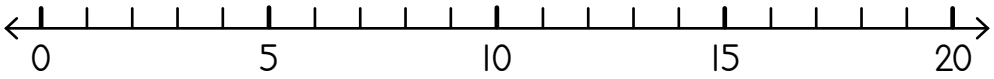
16 – 8 =



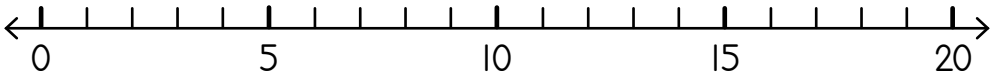
6 Trek op die getallelyn af. Besoek die 10!

Subtract on the number line. Visit the 10!

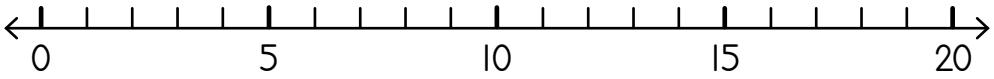
14 – 8 = ____



17 – 9 = ____



13 – 7 = ____



7

14 – 6 = ____	13 – 7 = ____	16 – 9 = ____
15 – 7 = ____	12 – 5 = ____	13 – 8 = ____

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

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



DAG 4 • DAY 4

Verdubbeling en vermenigvuldiging met 2
Doubling and multiplying by 2

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

1 Verdubbel.
Double.

12 worsbroodjies 12 hotdogs	13 worsbroodjies 13 hotdogs	14 worsbroodjies 14 hotdogs
		
_____	_____	_____

2 Voltooi die verdubbelingstabel.
Complete the doubles table.

	1	2	3	4	5	6	7	8	9	10
verdubbel double	2	4								

3 Verdubbel.
Double.

8	16	11
8 verdubbel is ____. Double 8 is ____.	16 verdubbel is ____. Double 16 is ____.	11 verdubbel is ____. Double 11 is ____.

4

'n Halwe van Half of						Verdubbel Double					
16		20		14		8		10		7	

5



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

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

6 Hoeveel is daar?

How many?

3  _____ oë eyes	6  _____ oë eyes
5  _____ oë eyes	10  _____ oë eyes

7

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

8 Hoeveel:

How many:

2's in 4? 2s in 4?		2's in 8? 2s in 8?	
2's in 10? 2s in 10?		2's in 14? 2s in 14?	

9 Een lekker kos R2.

One sweet costs R2.



Hoeveel kos 5 lekkers? How much do 5 sweets cost?	
Hoeveel kos 8 lekkers? How much do 8 sweets cost?	

DAG 5 • DAY 5

Vermenigvuldiging met 5 en met 10
Multiply by 5 and 10

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

1



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

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

2 Hoeveel kryte is daar?
How many crayons?

2 _____ kryte crayons	5 _____ kryte crayons
8 _____ kryte crayons	10 _____ kryte crayons

3

2 x 5 = ____	6 x 5 = ____	3 x 5 = ____
2 x 10 = ____	6 x 10 = ____	3 x 10 = ____

4 Hoeveel:
How many:

2's in 30? 2s in 30?		5'e in 50? 5s in 50?	
10'e in 70? 10s in 70?		5'e in 100? 5s in 100?	

5 Een boksie sap kos R10.
One juice costs R10.



Hoeveel kos 3 boksies sap? How much do 3 juices cost?	Hoeveel kos 5 boksies sap? How much do 5 juices cost?

6



hande? hands?	
vingers? fingers?	

7 Skryf die getalle neer. Omkring die getalle wat 10 gee as dit bymekaargetel word.

Write the numbers. Circle the numbers that add up to 10.

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

8 Hoeveel is daar?

How many?

2  _____ vingers fingers	6  _____ vingers fingers
5  _____ vingers fingers	10  _____ vingers fingers

9

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

10 Hoeveel:

How many:

5'e in 15? 5s in 15?		5'e in 25? 5s in 25?	
5'e in 20? 5s in 20?		5'e in 50? 5s in 50?	

11 Een pakkie grondboontjies kos R5.



One bag of peanuts costs R5.

Hoeveel kos 3 pakkies grondboontjies? How much do 3 bags of peanuts cost?	Hoeveel kos 10 pakkies grondboontjies? How much do 10 bags of peanuts cost?





100-blok

100 square

(1–100)



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



100-blok

100 square

(101–200)



101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120
121	122	123	124	125	126	127	128	129	130
131	132	133	134	135	136	137	138	139	140
141	142	143	144	145	146	147	148	149	150
151	152	153	154	155	156	157	158	159	160
161	162	163	164	165	166	167	168	169	170
171	172	173	174	175	176	177	178	179	180
181	182	183	184	185	186	187	188	189	190
191	192	193	194	195	196	197	198	199	200



Getalname

Number names



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

10	tien ten
11	elf eleven
12	twaalf twelve
13	dertien thirteen
14	veertien fourteen
15	vyftien fifteen
16	sestien sixteen
17	sewentien seventeen
18	agtien eighteen
19	negentien nineteen

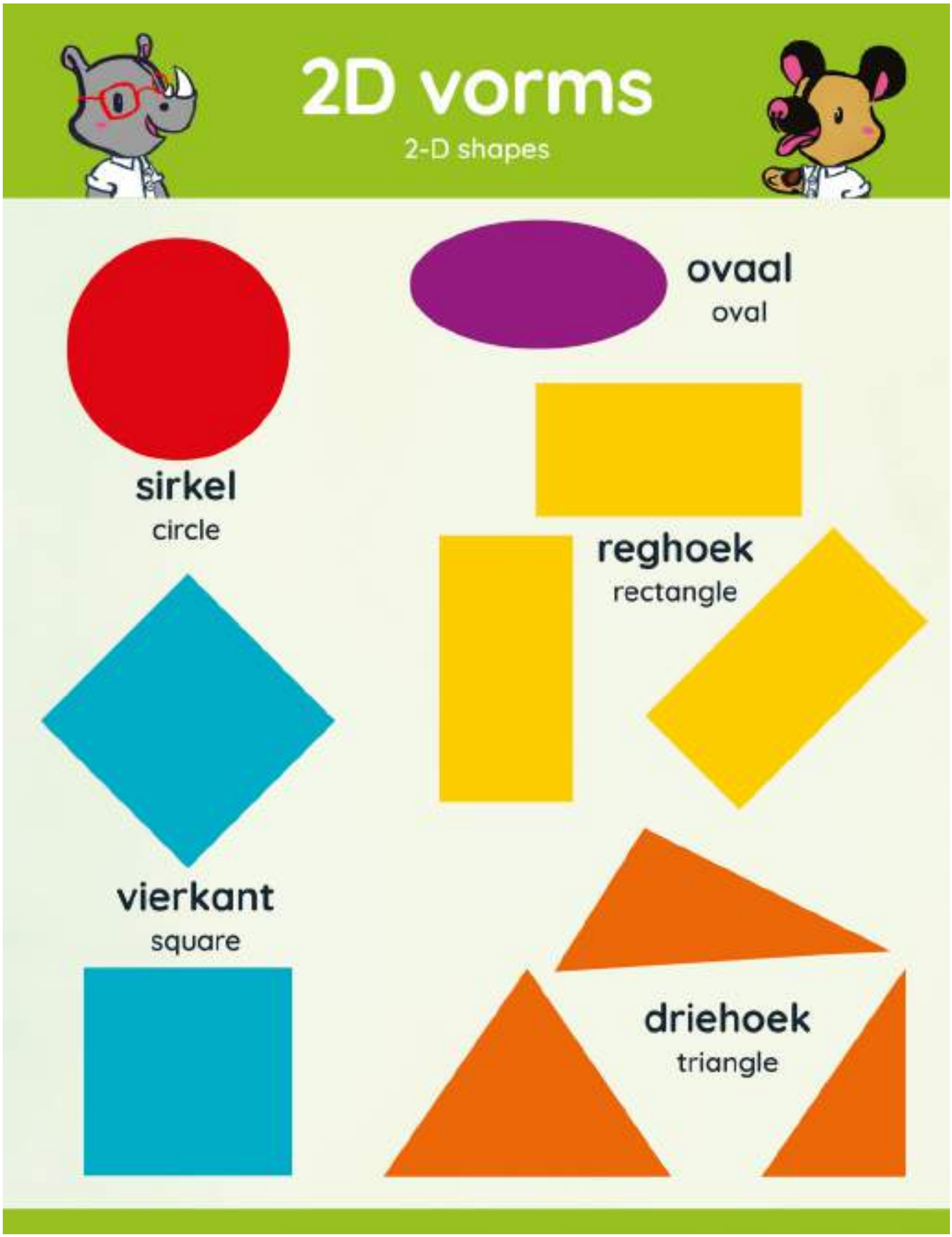


Getalname

Number names



10	tien ten
20	twintig twenty
30	dertig thirty
40	veertig forty
50	vyftig fifty
60	sestig sixty
70	sewentig seventy
80	tagtig eighty
90	negentig ninety
100	eenhonderd one hundred

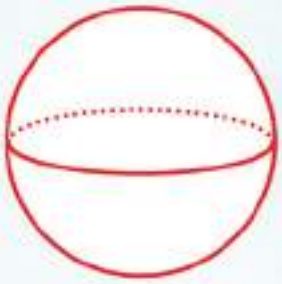

2D vorms
2-D shapes
ovaal
oval
sirkel
circle
reghoek
rectangle
vierkant
square
driehoek
triangle



3D voorwerpe

3-D objects





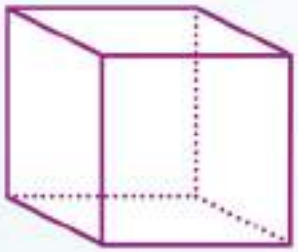
sfeer
sphere



keël
cone



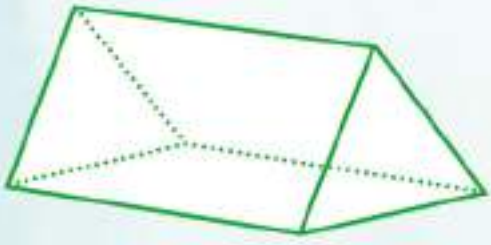
silinder
cylinder



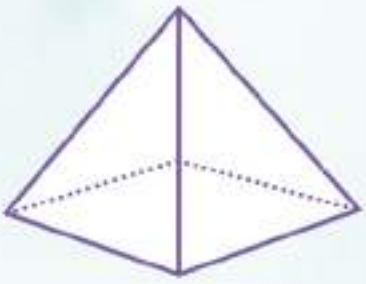
kubus
cube



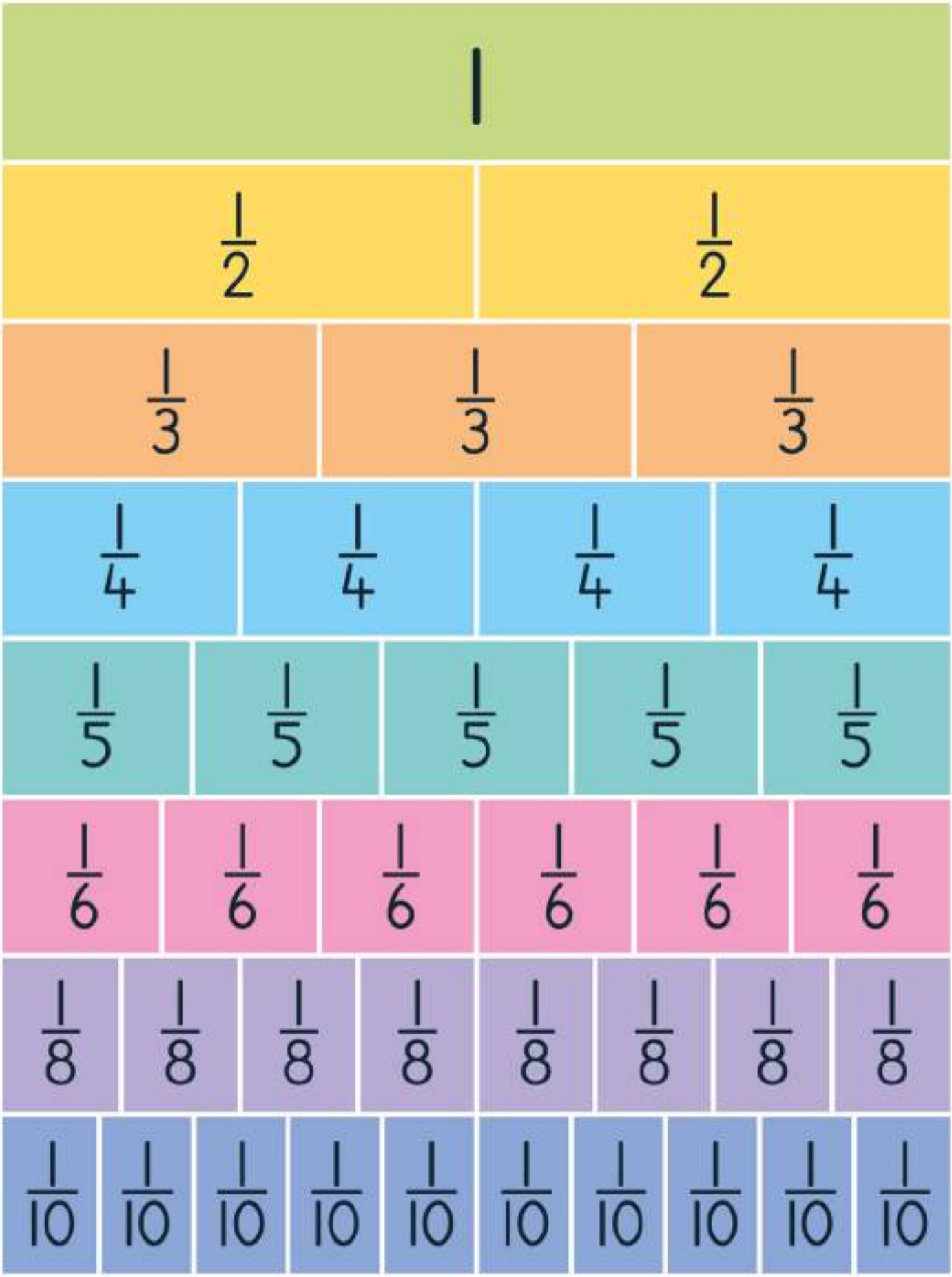
reghoekige prisma
rectangular prism



driehoekige prisma
triangular prism



piramide
pyramid


1
1/2 1/2
1/3 1/3 1/3
1/4 1/4 1/4 1/4
1/5 1/5 1/5 1/5 1/5
1/6 1/6 1/6 1/6 1/6 1/6
1/8 1/8 1/8 1/8 1/8 1/8 1/8 1/8
1/10 1/10 1/10 1/10 1/10 1/10 1/10 1/10 1/10 1/10

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