Afrikaans

Wiskunde

Mathematics

PILOT

1

Kwartaal 3 ⁞ Term 3



Leerder ⁞ Learner: .....

Bala Wande
Calculating with Confidence

1

Kwartaal 3 | Term 3

Wiskunde
Mathematics

Leerdersboek
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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www.fundawande.org
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INHOUD | CONTENTS

WEEK 1 • DIE GETALLE TOT 20 WEEK 1 • NUMBERS TO 20 2

DAG 1 • DAY 1 **Hersiening van die getalle 0 tot 10** Numbers 0 to 10 revision 2
DAG 2 • DAY 2 **Die getalle tot 15 Numbers up to 15** 4
DAG 3 • DAY 3 **Die getalle 16 tot 20** Numbers 16 to 20 6
DAG 4 • DAY 4 **Die getalle tot 20** Numbers up to 20 8
DAG 5 • DAY 5 **Vaslegging** Consolidation 10

WEEK 2 • VERGELYK, TEL OP EN TREK AF TOT 20
WEEK 2 • COMPARE, ADD AND SUBTRACT UP TO 20 12

DAG 1 • DAY 1 **Vergelyk en orden die getalle 0 tot 20** Compare and order numbers 0 to 20 12
DAG 2 • DAY 2 **Optelling tot 20** Addition up to 20 14
DAG 3 • DAY 3 **Aftrekking tot 20** Subtraction up to 20 16
DAG 4 • DAY 4 **Nog optelling en aftrekking tot 20** More addition and subtraction up to 20 18
DAG 5 • DAY 5 **Vaslegging** Consolidation 21

WEEK 3 • OPTELLING- EN AFTREKKINGSPROBLEME
WEEK 3 • ADDITION AND SUBTRACTION PROBLEMS 23

DAG 1 • DAY 1 **Optellingswoordprobleme** Addition word problems 23
DAG 2 • DAY 2 **Aftrekkingswoordprobleme** Subtraction word problems 25
DAG 3 • DAY 3 **Die optelling en aftrekking van 3 getalle**
Addition and subtraction of 3 numbers 27
DAG 4 • DAY 4 **Gemengde bewerkings** Mixed operations 29
DAG 5 • DAY 5 **Vaslegging** Consolidation 31

WEEK 4 • VOLUME EN KAPASITEIT WEEK 4 • VOLUME AND CAPACITY 33

DAG 1 • DAY 1 **Vergelyk volume en kapasiteit** Comparing volume and capacity 33
DAG 2 • DAY 2 **Meet volume en kapasiteit** Measuring volume and capacity 35
DAG 3 • DAY 3 **Meet volume en kapasiteit** Measuring volume and capacity 37
DAG 4 • DAY 4 **Meet volume en kapasiteit** Measuring volume and capacity 39
DAG 5 • DAY 5 **Vaslegging** Consolidation 41

WEEK 5 • OPTELLINGSPATRONE WEEK 5 • ADDITION PATTERNS 43

DAG 1 • DAY 1 **Die getalle op 'n getallelyn** Numbers on a number line 43
DAG 2 • DAY 2 **Tel by 9 by** Adding on to 9 45
DAG 3 • DAY 3 **Tel by 8 en 7 by** Adding on to 8 and 7 47
DAG 4 • DAY 4 **Optellingspatrone** Addition patterns 49
DAG 5 • DAY 5 **Vaslegging** Consolidation 51

WEEK 6 • OPTELLING MET OORBRUGGING VAN 10 WEEK 6 • ADDITION BRIDGING 10 53

DAG 1 • DAY 1 **Optelling met oorbrugging van 10** Addition bridging 10 53
DAG 2 • DAY 2 **Optelling met oorbrugging van 10** Addition bridging 10 55
DAG 3 • DAY 3 **Optellingswoordprobleme** Addition word problems 57
DAG 4 • DAY 4 **Optellingstories** Addition stories 59
DAG 5 • DAY 5 **Vaslegging** Consolidation 61

WEEK 7 • DATAHANTERING WEEK 7 • DATA HANDLING 63
DAG 1 • DAY 1 **Organiseer data** Organising data 63
DAG 2 • DAY 2 **Organiseer en ontleed data** Organising and analysing data 65
DAG 3 • DAY 3 **Stel data voor en interpreteer dit** Representing and interpreting data 67
DAG 4 • DAY 4 **Stel data voor en interpreteer dit** Representing and interpreting data 69
DAG 5 • DAY 5 **Vaslegging** Consolidation 71

WEEK 8 • AFTREKKINGSPATRONE WEEK 8 • SUBTRACTION PATTERNS 73
DAG 1 • DAY 1 **Aftrekking met oorbrugging van 10** Subtraction bridging 10 73
DAG 2 • DAY 2 **Trek 9 af** Subtracting 9 75
DAG 3 • DAY 3 **Trek 8 en 7 af** Subtracting 8 and 7 77
DAG 4 • DAY 4 **Aftrekkingspatrone** Subtraction patterns 79
DAG 5 • DAY 5 **Vaslegging** Consolidation 81

WEEK 9 • AFTREKKING MET OORBRUGGING VAN 10
WEEK 9 • SUBTRACTION BRIDGING 10 83
DAG 1 • DAY 1 **Aftrekking met oorbrugging van 10** Subtraction bridging 10 83
DAG 2 • DAY 2 **Aftrekking met oorbrugging van 10** Subtraction bridging 10 85
DAG 3 • DAY 3 **Kry die ontbrekende getal** Find the missing number 87
DAG 4 • DAY 4 **Aftrekking met oorbrugging van 10** Subtraction bridging 10 89
DAG 5 • DAY 5 **Vaslegging** Consolidation 91

WEEK 10 • AFTREKKINGSPROBLEME WEEK 10 • SUBTRACTION PROBLEMS 93
DAG 1 • DAY 1 **Aftrekkingswoordprobleme** Subtraction word problems 93
DAG 2 • DAY 2 **Aftrekkingstories** Subtraction stories 95
DAG 3 • DAY 3 **Getalsinne** Number sentences 97
DAG 4 • DAY 4 **Getalkombinasiepatrone** Number bond patterns 99
DAG 5 • DAY 5 **Vaslegging** Consolidation 101

HULPBRONNE RESOURCES 103
Dae van die week Days of the week 103
Maande van die jaar Months of the year 104
Speletjie: Maak die druiwekorrels toe Game: Cover the grapes 105
Getallebaan Number track 107



Die gebruik van die Bala Wande-Leerdersboek

In hierdie Leerdersboek word aktiwiteite vir 50 dae van onderrig in Kwartaal 3 vervat. Daar is konsepontwikkeling-aktiwiteite, individuele leerdersaktiwiteite en speletjies wat die leerders in pare en groepe kan speel. Die oplossings vir die aktiwiteite kan in hierdie boek ingeskryf word.

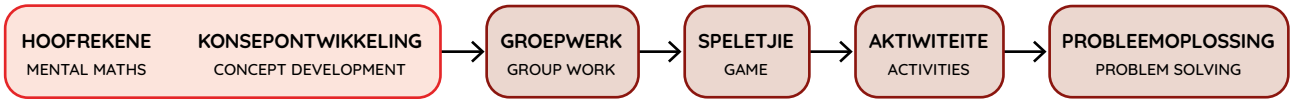
Die materiaal word in 'n tweetalige formaat aangebied. Ons hoop dat die aanbieding van die aktiwiteite in twee tale die leerders sal help om vertroud te raak met wiskundewoorde in hul huistaal en in Engels. Dit sal hulle vir die lewenslange leer van wiskunde toerus.

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

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



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

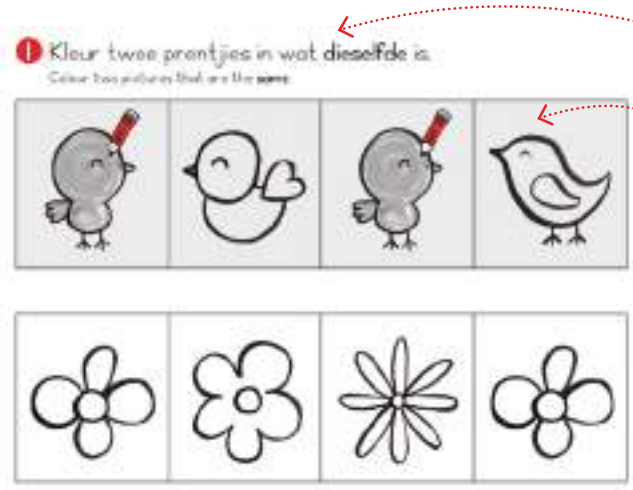


Hoofrekene is die eerste aktiwiteit van elke dag. Die onderwyser begelei die leerders deur hierdie aktiwiteit. Jy kan die speletjie op enige dag van die week speel.

Hierdie ikoon dui die konsepontwikkeling-aktiwiteit aan waarin die onderwyser die leiding neem.



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 werkkaarte of speletjies aanneem om die begrippe wat op daardie dag behandel is, vas te lê. Speletjies word met behulp van tekenprente van leerders aangebied om te wys hoe die speletjie gespeel moet word.



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

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

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 3. There are concept development activities, individual learner activities and games for learners to play in pairs and groups. Answers to the activities can be written in this book.

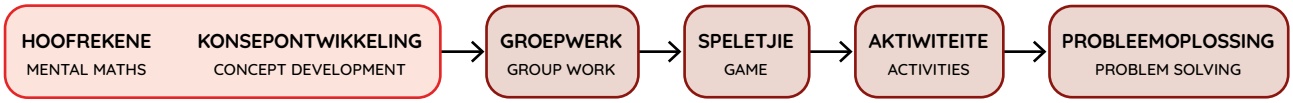
The material is presented using a bilingual format. We hope that presenting the activities in two languages will help learners to become familiar with maths words in both their home language and in English. This will equip them for lifelong learning of maths.

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

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



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

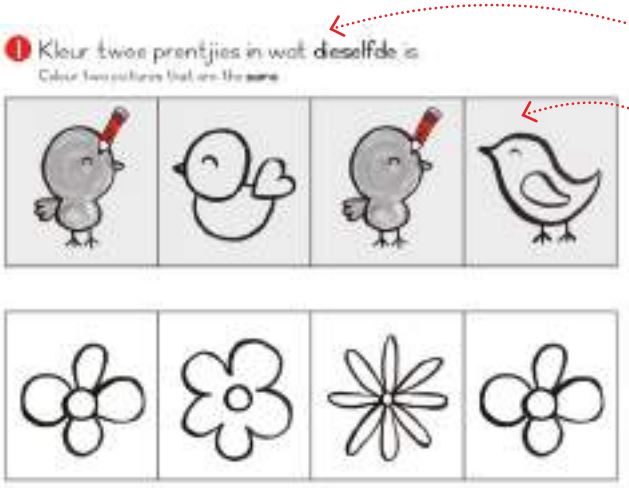


Mental Maths is the first activity every day. The teacher will lead this activity. You can play the game any day of the week.

This icon marks the concept development activity that the teacher will lead.



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



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

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

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

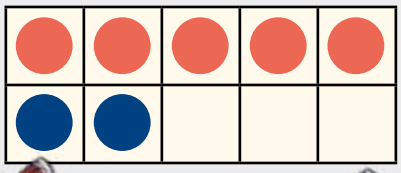
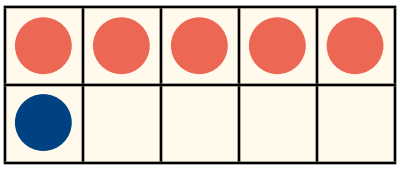
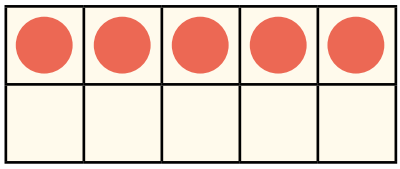
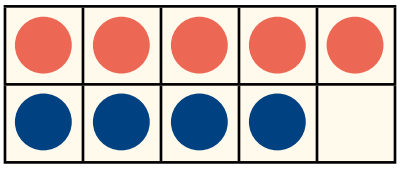
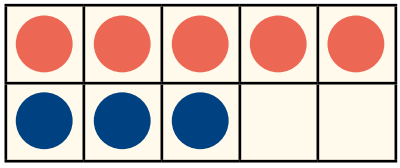
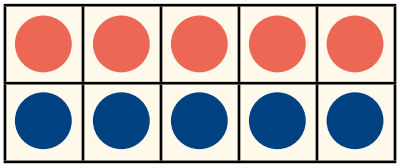
WEEK 1 WEEK

DAG 1 • DAY 1

Hersiening van die getalle 0 tot 10
Numbers 0 to 10 revision

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

1 Hoeveel is dit? Skryf die getalsin neer.
How many? Write the number sentence.

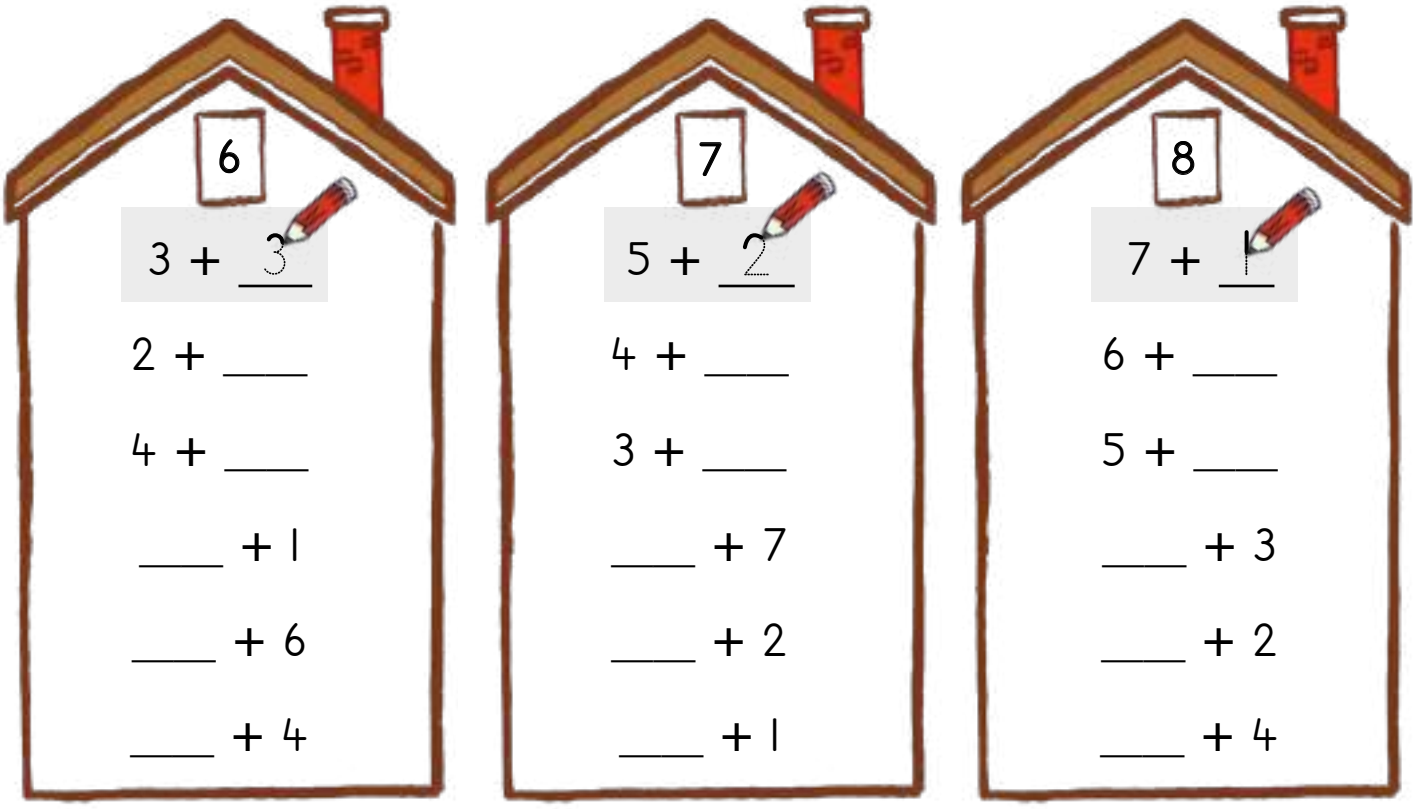
 7	5 + 2 = 7
	5 + ___ = ___
	5 + ___ = ___
	5 + ___ = ___
	5 + ___ = ___
	5 + ___ = ___

2 Hoeveel blokkies is daar?
How many blocks?

	5 + 5 = 10
	___ + ___ = ___
	___ + ___ = ___
	___ + ___ = ___
	___ + ___ = ___
	5 + 0 = 5

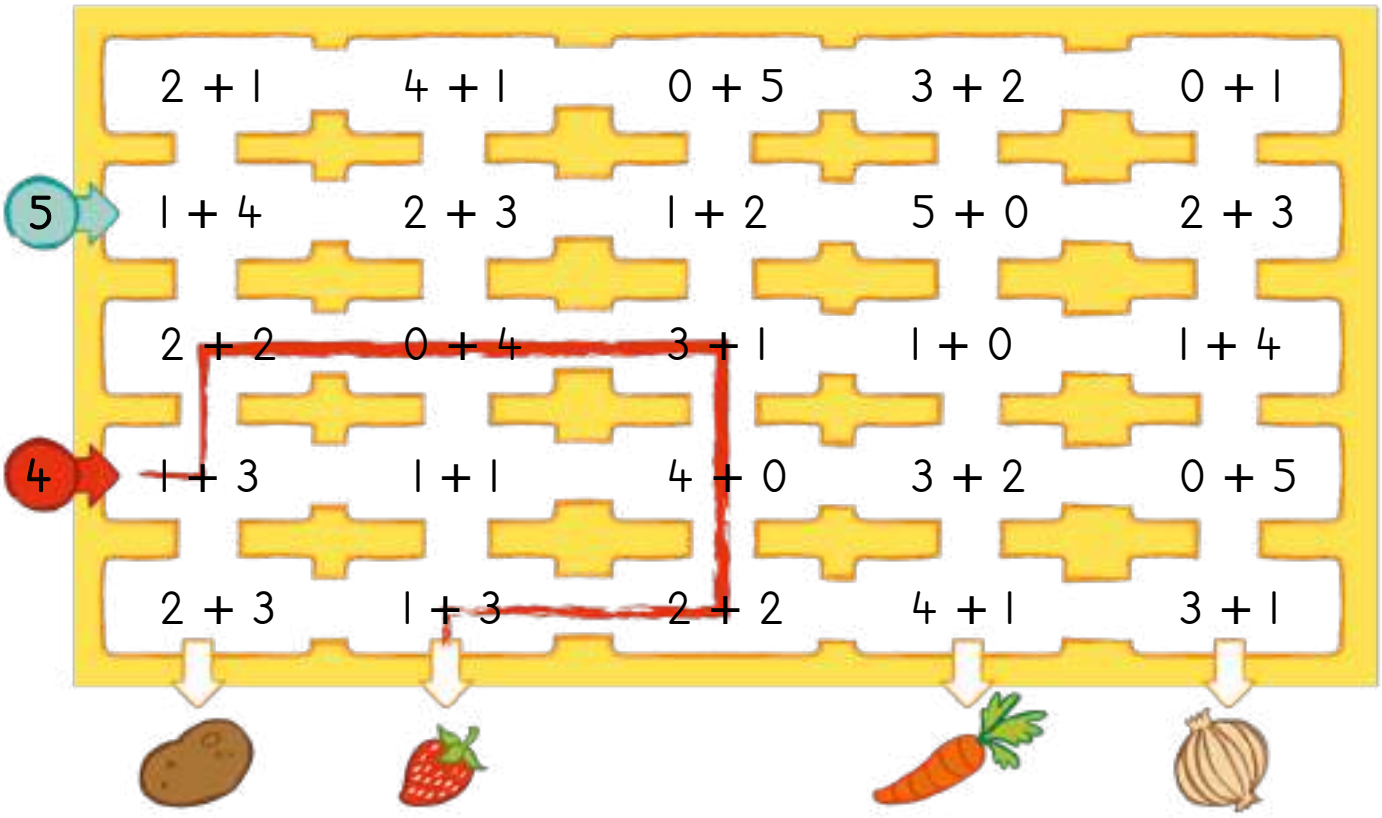
3 Voltooi om die boonste getal te kry.

Complete to match the number at the top.



4 Volg die pad wat 5 gee. Die pad wat 4 gee, is reeds gedoen.

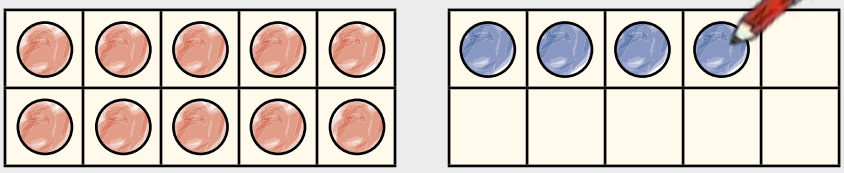
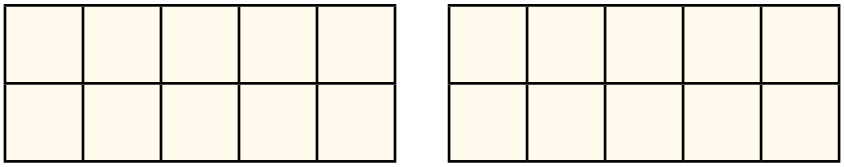
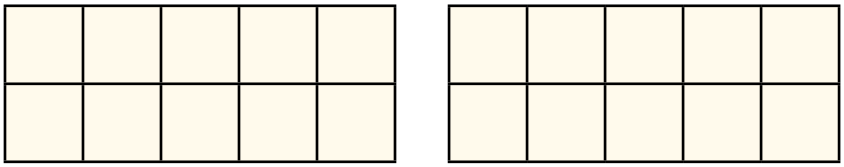
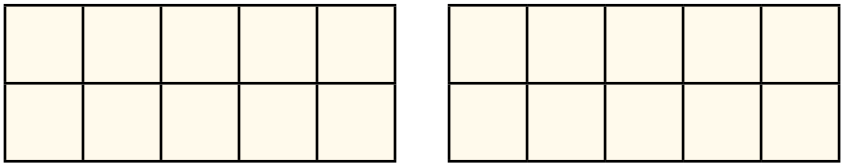
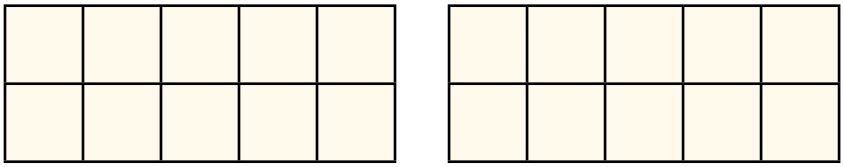
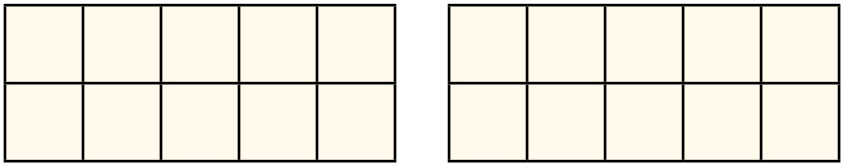
Follow the path of 5. The path of 4 has been done for you.



Die getalle tot 15
Numbers up to 15

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

1 Skryf die getalsin neer. Teken die kolle.
Write the number sentence. Draw the dots.

14 = 10 + 4	
15 = 10 + ____	
12 = 10 + ____	
10 = 10 + ____	
11 = 10 + ____	
13 = 10 + ____	

2 Vul die ontbrekende getalle in.
Fill in the missing numbers.

1	2	3	4	5		7		9	
11		13		15		17		19	

3 Skryf die getalle neer.

Write the numbers.

staan na comes after	
10	11
8	
11	
9	
14	
7	
12	

staan voor comes before	
12	13
	7
	10
	5
	9
	15
	14

staan tussen comes between		
9	10	11
5		7
8		10
12		14
13		15
10		12
6		8

4 Omkring die getal wat **groter** is.

Circle the **bigger** number.

7	5
11	9
15	10
7	12

5 Omkring die getal wat **kleiner** is.

Circle the **smaller** number.

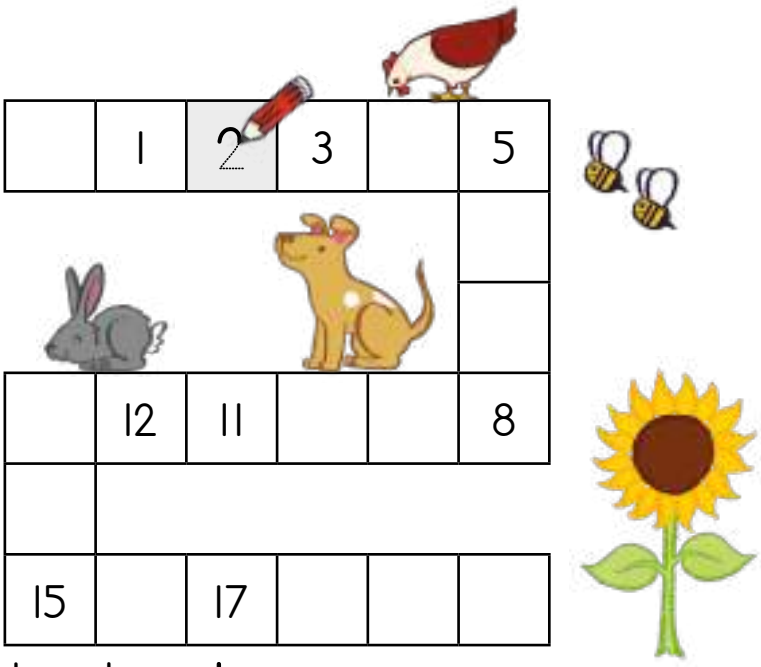
11	5
9	14
12	2
5	15

DAG 3 • DAY 3

Die getalle 16 tot 20
Numbers 16 to 20

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

1 Vul die ontbrekende getalle in.
Fill in the missing numbers.



	1	2	3		5
	12	11			8
15		17			

2 Omkring die getal wat **groter** is.
Circle the **bigger** number.

12	20	9	19	13	15	16	11

3 Omkring die getal wat **kleiner** is.
Circle the **smaller** number.

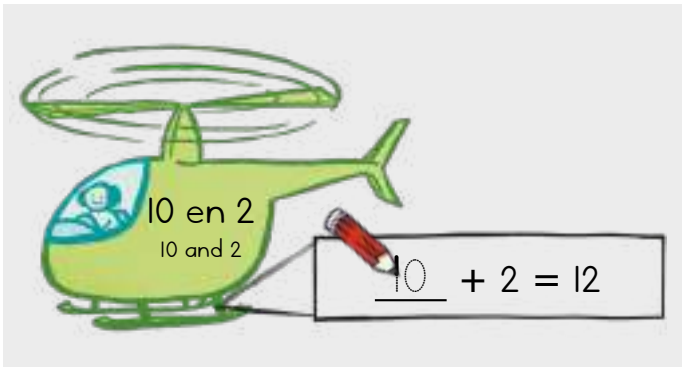
9	6	20	2	5	8	15	17

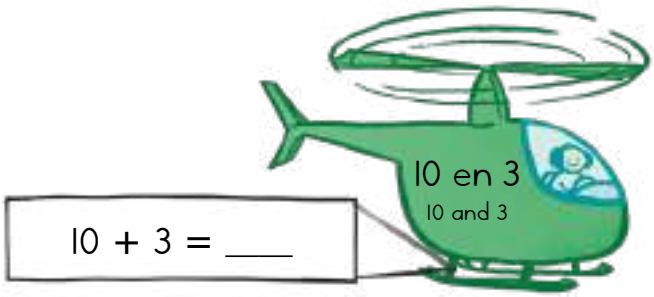
4 Breek die getalle in tiene en ene af.
Break down the numbers into tens and ones.

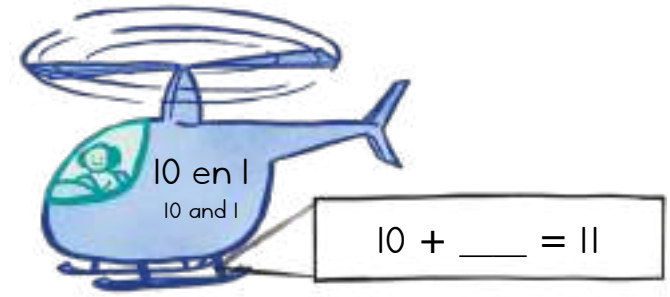
12	15	11
10 + 2		
13	14	10

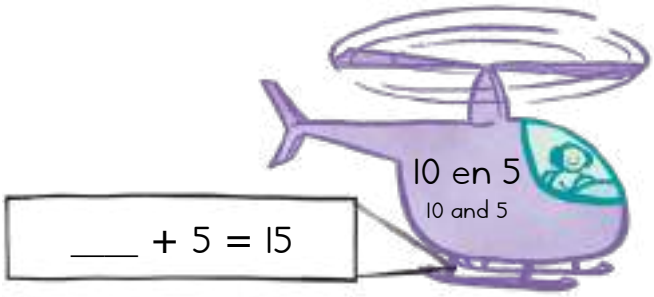
5 Voltooi die getalsinne.

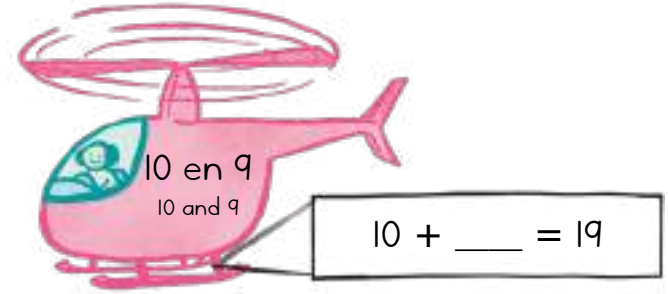
Complete the number sentences.

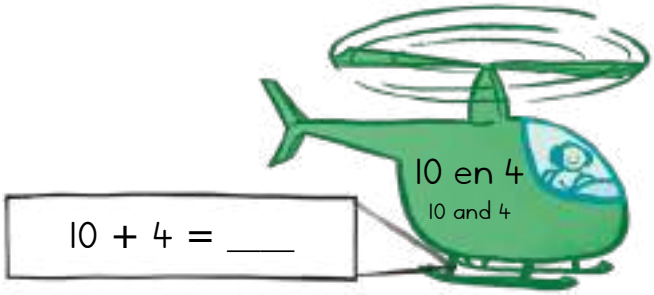


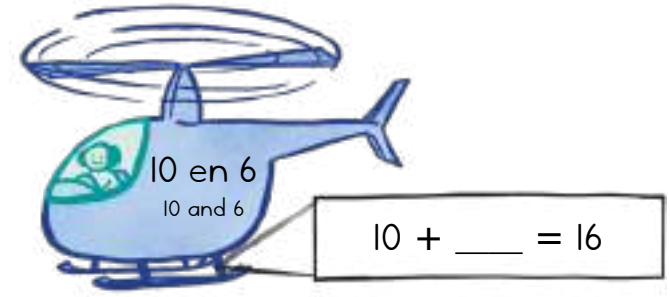


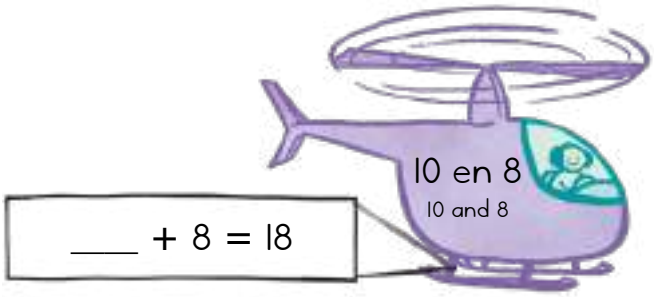








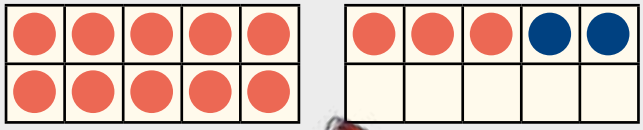
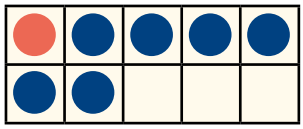
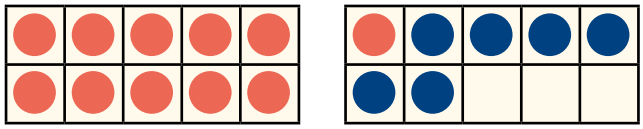
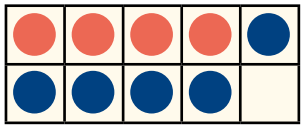
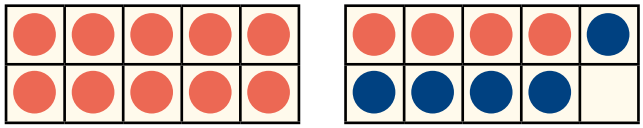
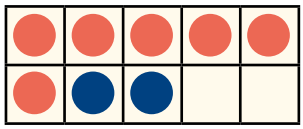
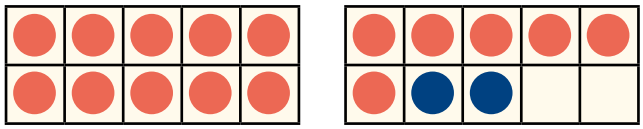
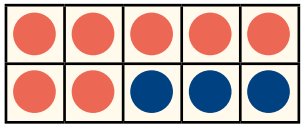
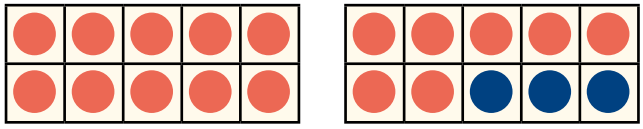
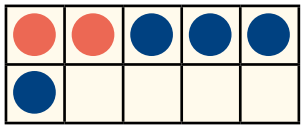
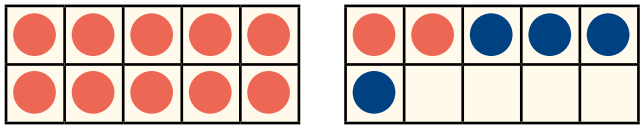
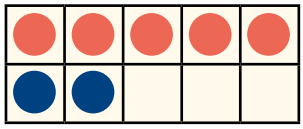
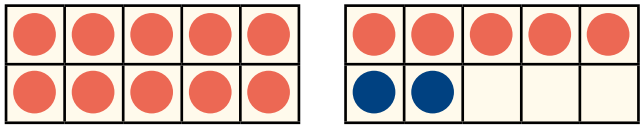




Die getalle tot 20
Numbers up to 20

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

1 Tel die blou en rooi kolle op.
Add the blue and red dots.

 3 + 2 = 5	 13 + 2 = 15
 1 + 6 = ____	 11 + 6 = ____
 4 + 5 = ____	 14 + 5 = ____
 6 + 2 = ____	 16 + 2 = ____
 7 + 3 = ____	 17 + 3 = ____
 2 + 4 = ____	 12 + 4 = ____
 5 + 2 = ____	 15 + 2 = ____

Speletjie: Tjieng, tjong, tja!
Game: Ching, chong, cha!

Begin die speletjie met 20 tellers. As jy wen, neem jy een teller. Die leerder met die meeste tellers aan die einde is die wenner.

Start the game with 20 counters. If you win a draw, take a counter. The learner with the most counters at the end is the winner.







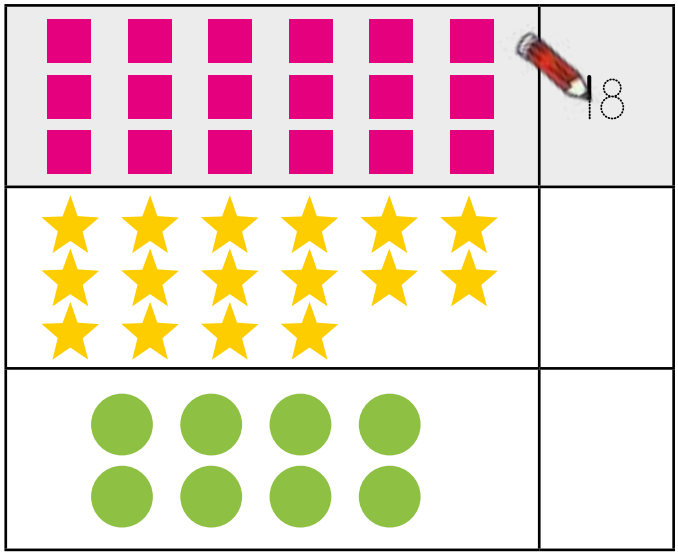


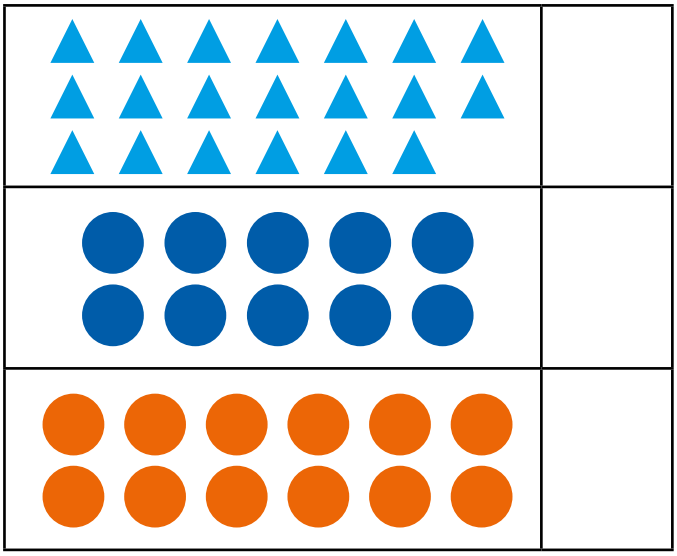


Vaslegging
Consolidation

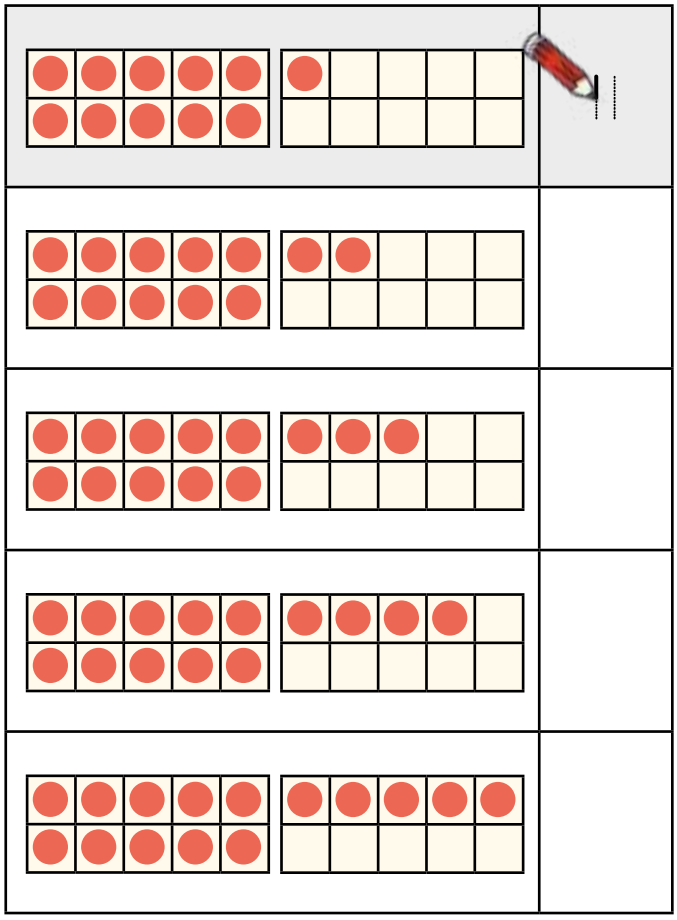
HOOFREKENE MENTAL MATHS | ASSESSERING ASSESSMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

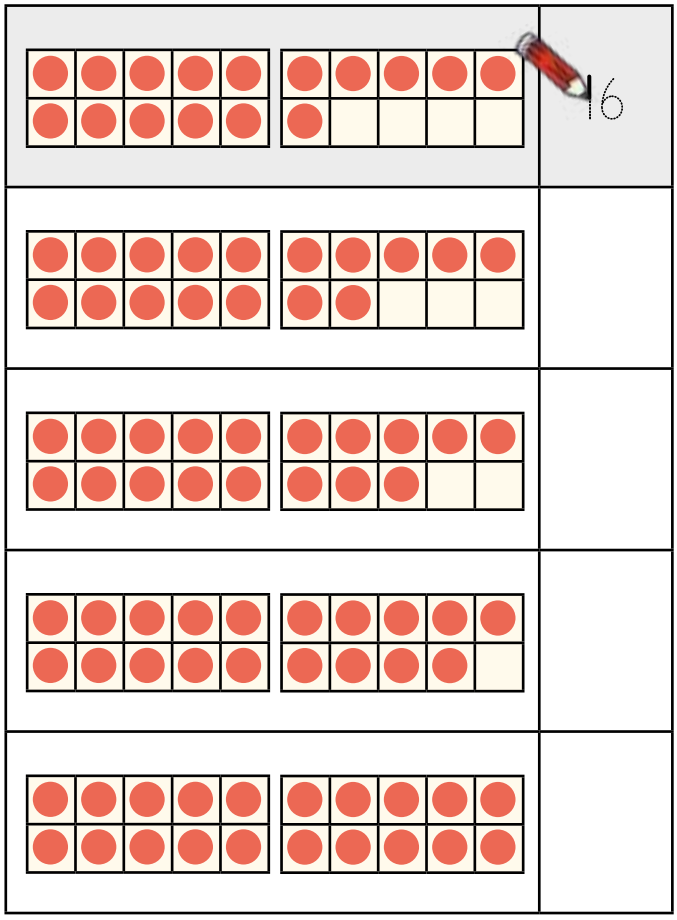
1 Hoeveel vorms is daar?
How many shapes?





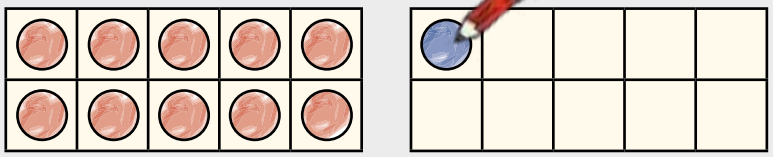
2 Hoeveel is daar?
How many?





3 Hoeveel is daar? Teken die kolle.

How many? Draw the dots.

10 + 1 = 11	
10 + 2 = ____	
10 + 3 = ____	
10 + 4 = ____	
10 + 5 = ____	
10 + 6 = ____	
10 + 7 = ____	
10 + 8 = ____	
10 + 9 = ____	
10 + 10 = ____	

DAG 1 • DAY 1

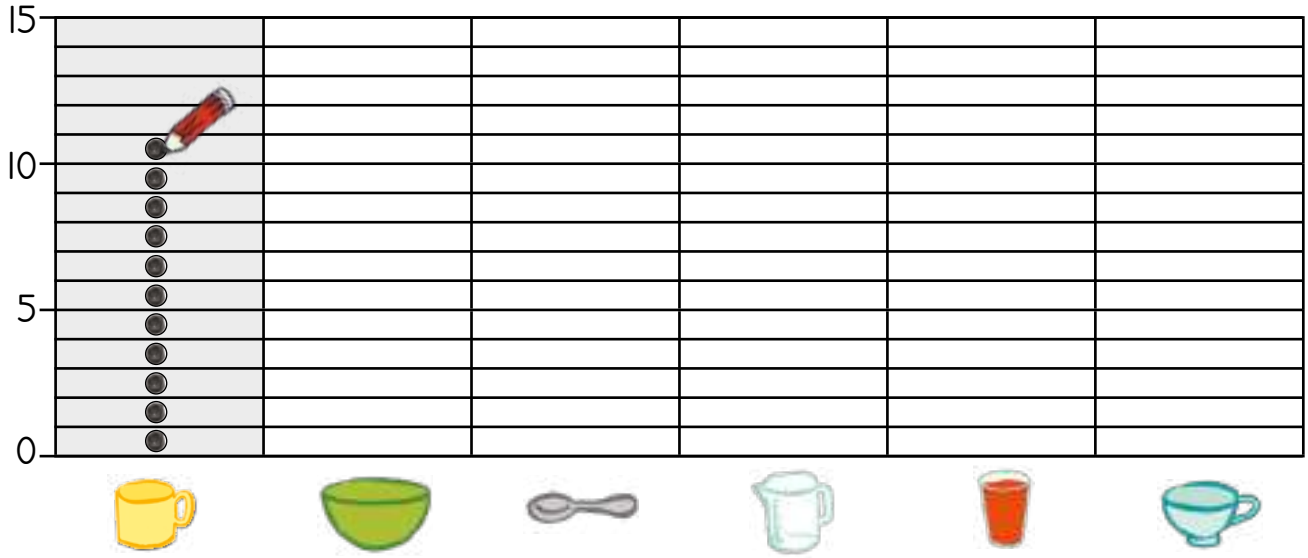
Vergelyk en orden die getalle 0 tot 20
Compare and order numbers 0 to 20

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

1 Daar kom baie goed in die kombuis voor.
There are lots of things in the kitchen.

					
14	11	12	3	4	6

Teken kolle om die getal van elke ding in die kombuis te wys.
Draw dots to show the number of each thing in the kitchen.



2 Hoeveel goed is daar altesaam?
How many things are there altogether?

 en and  4 + 14 = 18	 en and  ___ + ___ = ___
 en and  ___ + ___ = ___	 en and  ___ + ___ = ___
 en and  ___ + ___ = ___	 en and  ___ + ___ = ___



0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

3 Skryf die getalle neer.

Write the numbers.

staan na comes after	
16	17
15	
13	
19	

staan voor comes before	
19	20
	12
	18
	16

staan tussen comes between		
12	13	14
17		19
9		11
15		17

4 Omkring die getalle.

Circle the numbers.

groter bigger	
11	6
18	8
9	11
6	16
15	9
11	20
15	10

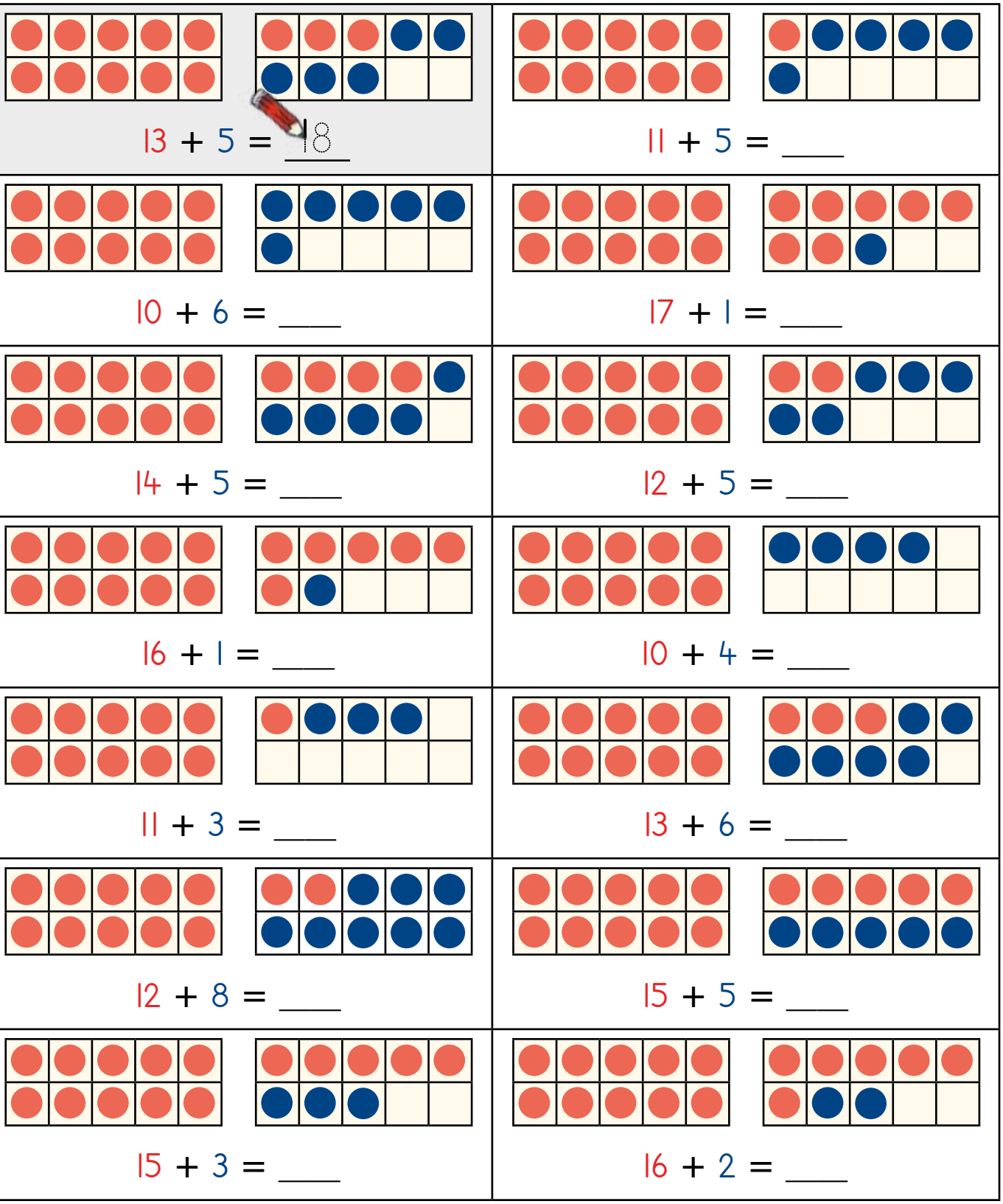
kleiner smaller	
13	5
18	20
7	6
8	18
13	3
2	20
9	11

dieselfde as the same as		
20	11	20
7	7	12
12	13	13
8	10	8
9	9	18
6	16	6
14	4	4

Optelling tot 20
Addition up to 20

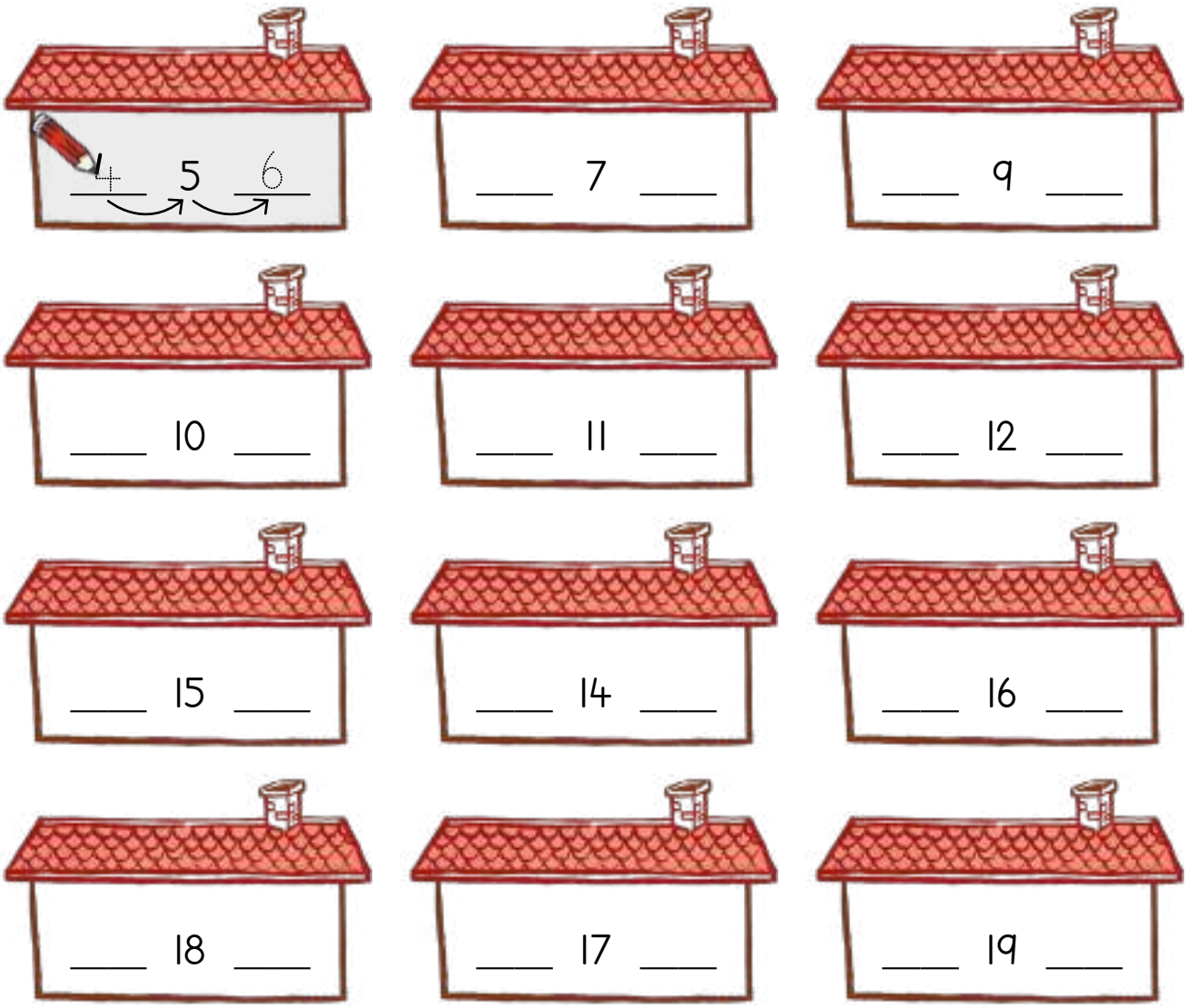
HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

1 Tel die blou en rooi kolle bymekaar.
Add the blue and red dots.



2 Skryf die getalle neer wat **voor** en **na** die gegewe getalle staan.

Write the numbers that come **before** and **after**.





0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

3 Tel op.

Add.

17 + 2 = 19

10 + 8 = 18

17 + 3 = ____

15 + 3 = ____

16 + 3 = ____

17 + 1 = ____

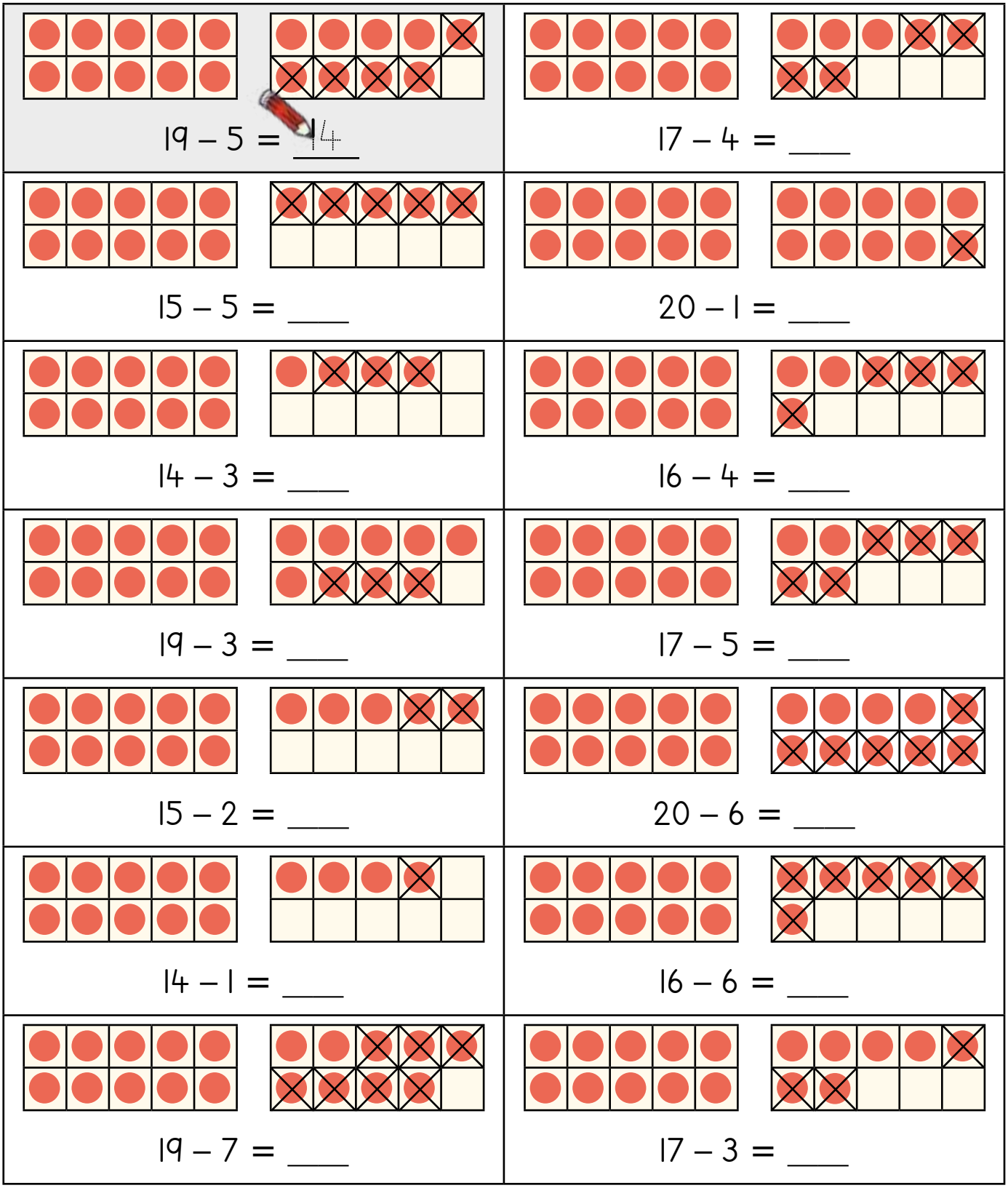
17 + 0 = ____

15 + 4 = ____

Aftrekking tot 20
Subtraction up to 20

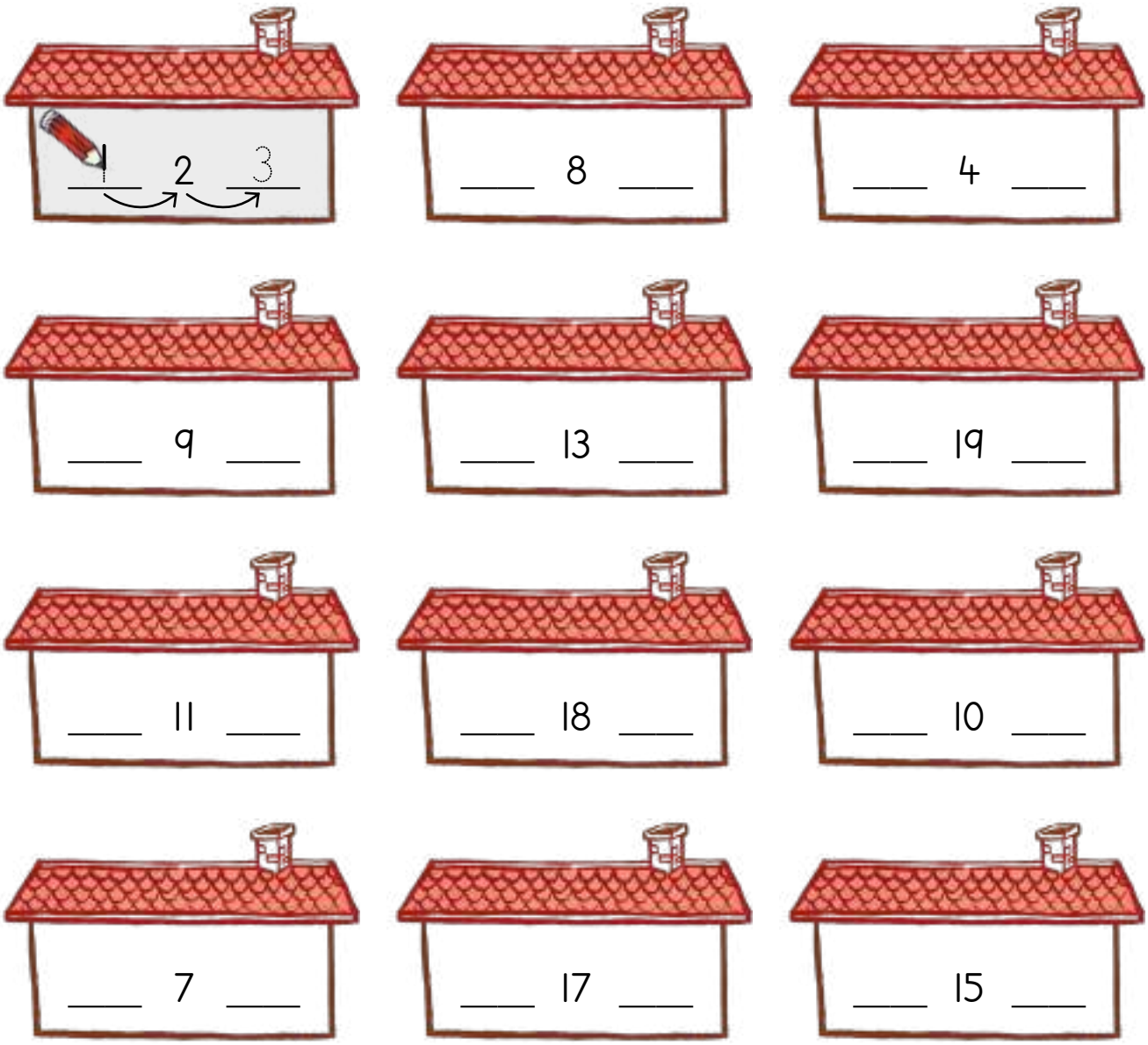
HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

1 Trek die kolle met behulp van die tienrame af.
Use the ten frames to subtract the dots.



2 Skryf die getalle neer wat **voor** en **na** die gegewe getal staan.

Write the numbers that come **before** and **after**.





0 1 2 3 4 **5** 6 7 8 9 **10** 11 12 13 14 **15** 16 17 18 19 20

3 Los hierdie aftrekkingsprobleme op.

Solve these subtraction problems.

17 – 2 = 15

16 – 2 = ____

18 – 3 = ____

17 – 4 = ____

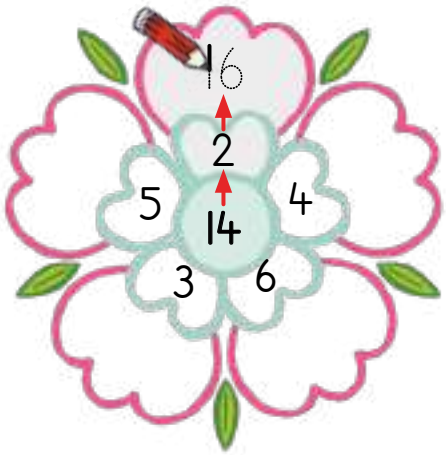
16 – 4 = ____

18 – 5 = ____

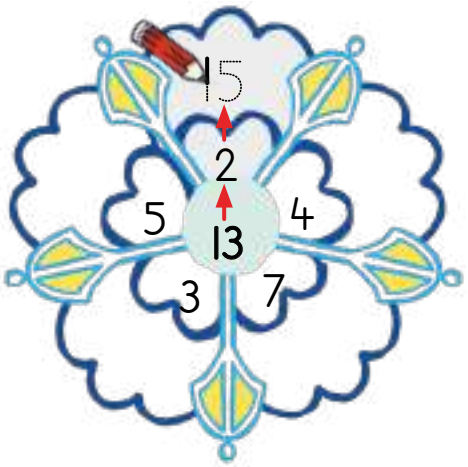
DAG 4 • DAY 4

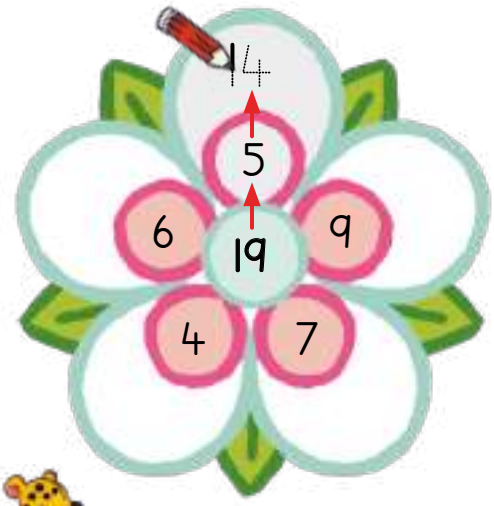
Nog optelling en aftrekking tot 20
More addition and subtraction up to 20

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

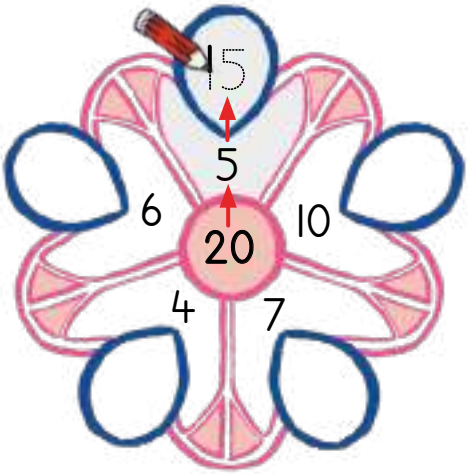


1 Tel op.
Add.





2 Trek af.
Subtract.





0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

3 Los die optelling- en aftrekkingsprobleme op.
Solve the addition and subtraction problems.

10 + 7 = 17	17 – 4 = 13	12 + 3 = 15
16 + 1 = ___	17 – 6 = ___	14 + 2 = ___
15 + 2 = ___	16 – 3 = ___	13 + 3 = ___
14 + 3 = ___	16 – 6 = ___	15 + 1 = ___

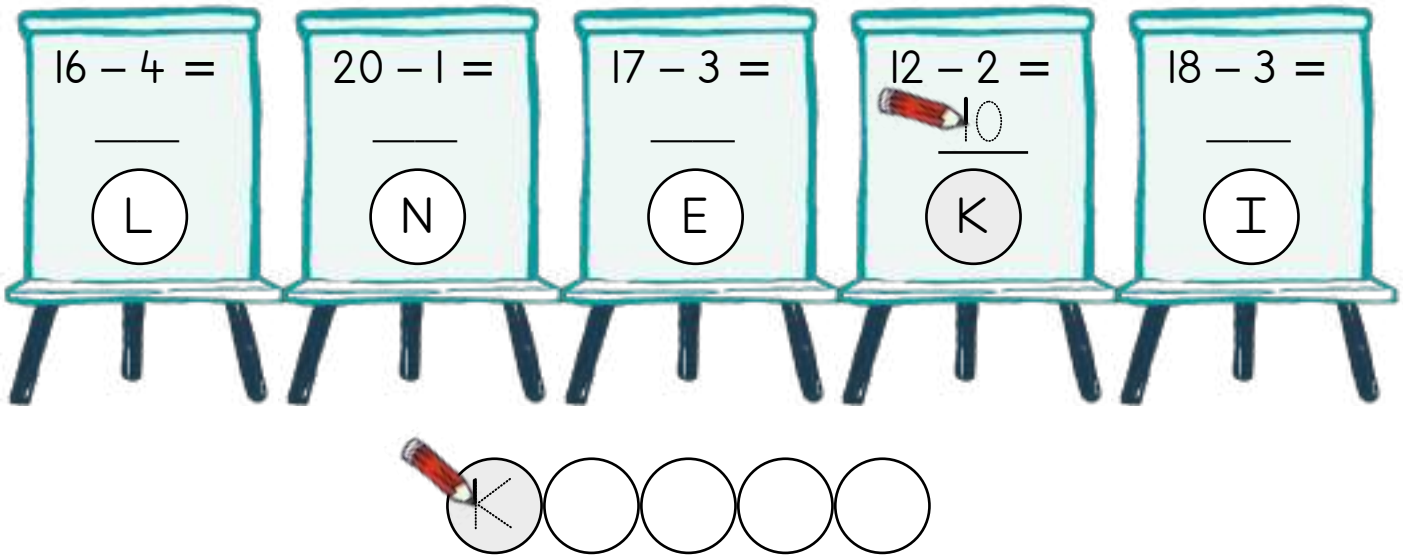
4 Los die aftrekkingsprobleme op.

Solve the subtraction problems.

20 – 3 = 17	20 – 6 = ____	14 – 4 = ____
20 – 2 = ____	20 – 7 = ____	18 – 8 = ____
20 – 4 = ____	20 – 5 = ____	13 – 3 = ____

5 Skryf die antwoorde van die **kleinste** tot die **grootste** neer.

Write the answers from the **smallest** to the **largest**.



K _____ _____ _____ _____

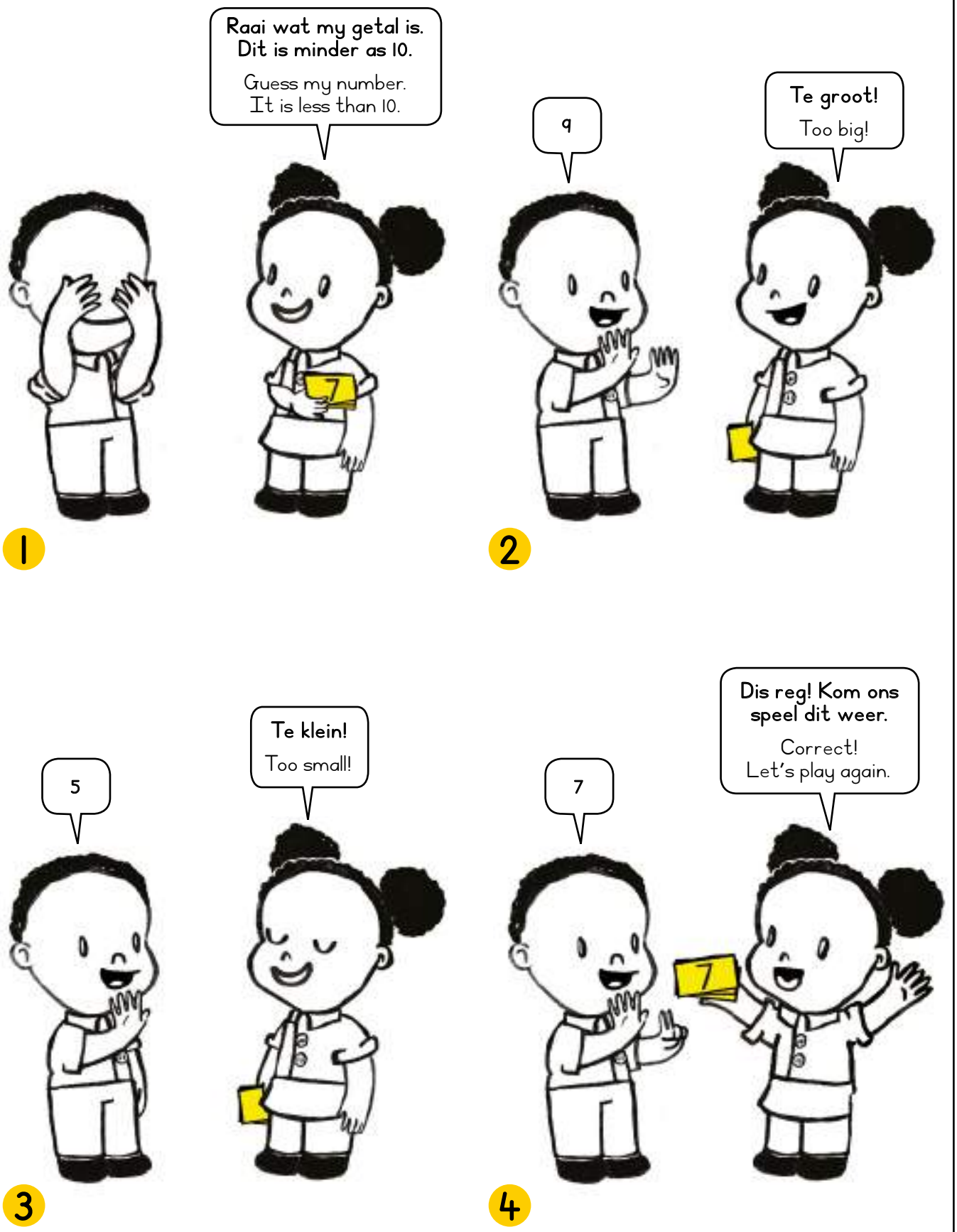
6 Skryf die antwoorde van die **grootste** tot die **kleinste** neer.

Write the answers from the **largest** to the **smallest**.



G _____ _____ _____ _____

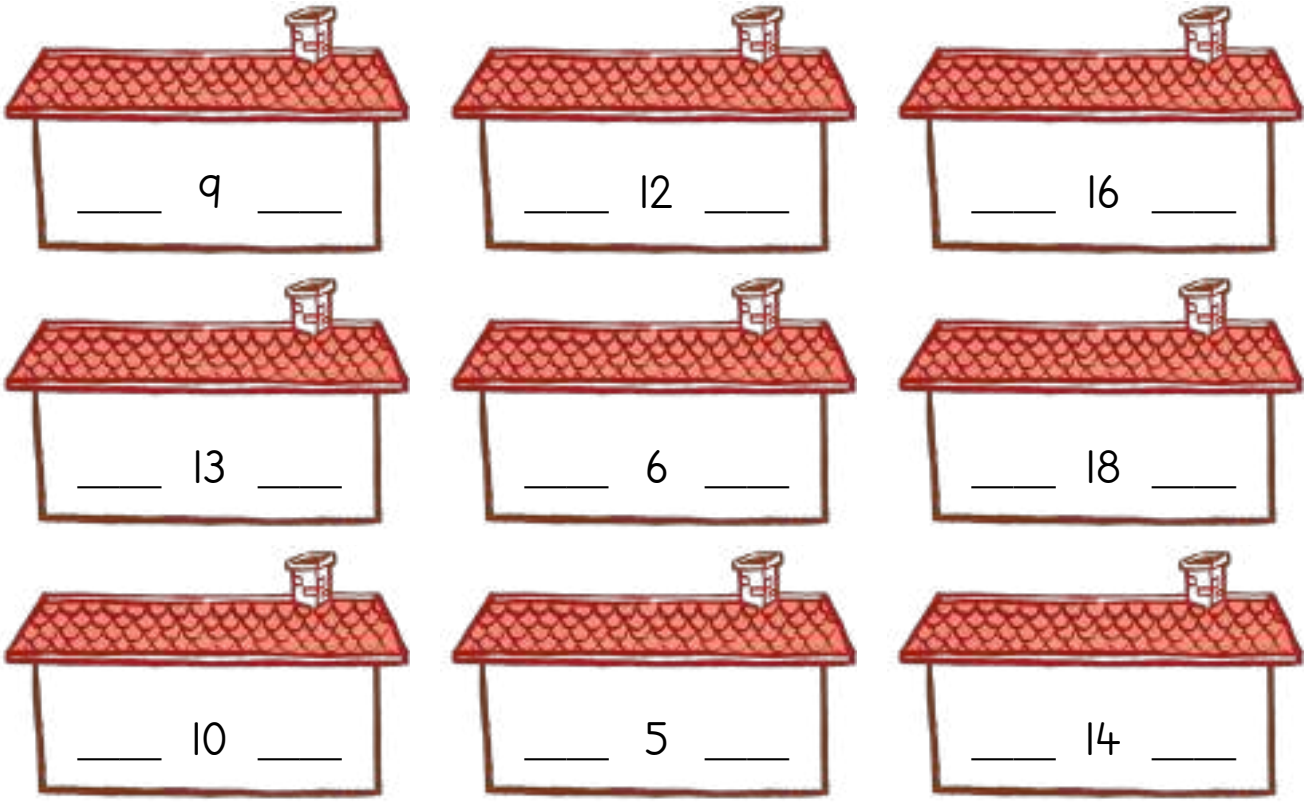
Speletjie: Raai my getal
Game: Guess my number



Vaslegging
Consolidation

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

1 Skryf die getalle neer wat **voor** en **na** die gegewe getal staan.
Write the numbers that come **before** and **after**.



2 Skryf die getalle neer.
Write the numbers.

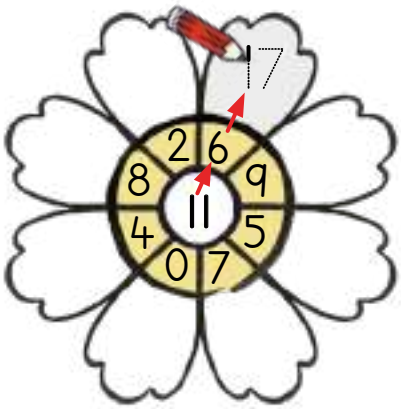
staan voor comes before	
	5
	9
	14
	17
	11
	18

staan na comes after	
7	
10	
16	
20	
13	
17	

staan tussen comes between		
6		8
17		19
13		15
9		11
18		20
16		18

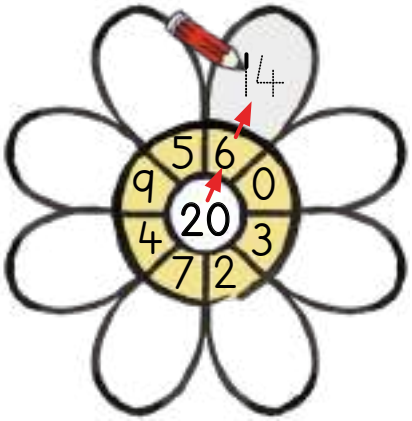
3 Tel op om die probleme op te los.

Add to solve the problems.



Trek af om die probleme op te los.

Subtract to solve the problems.





0 1 2 3 4 **5** 6 7 8 9 10 11 12 13 14 **15** 16 17 18 19 20

4 Los hierdie optellings- en aftrekkingsprobleme op.

Solve these addition and subtraction problems.

10 + 7 = ____	12 + 7 = ____	19 – 1 = ____
10 + 9 = ____	13 + 5 = ____	19 – 4 = ____
10 + 8 = ____	14 + 5 = ____	19 – 3 = ____
10 + 10 = ____	15 + 4 = ____	19 – 5 = ____

5 Los die probleme op en skryf die letters in die onderste vierkante neer om die woord te kry.

Solve the problems and write the letters in the squares below to find the word.

11 + 3 = ____	E	15 – 5 = 10	A
11 + 6 = ____	I	18 – 5 = ____	R
12 + 3 = ____	K	17 – 5 = ____	T
12 + 4 = ____	K	19 – 8 = 11	F
13 + 5 = ____	N	20 – 1 = ____	G

10	11	12	13	14	15	16	17	18	19
A	F								

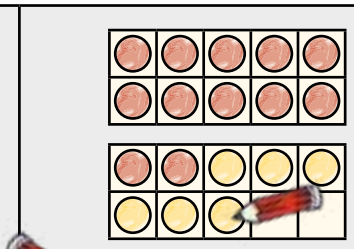
Optellingswoordprobleme
Addition word problems

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

1 Los hierdie woordprobleme met behulp van die tienrame op.
Solve these word problems using the ten frames.

Ek het 12 ballonne.
My maat het 6 ballonne meer as ek. Hoeveel ballonne het sy?
I have 12 balloons. My friend has 6 more balloons than me. How many balloons does she have?

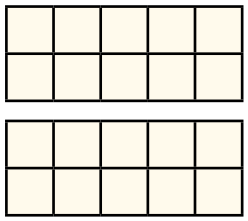




12 + 6 = 18

Nosisi het 13 groen albasters en 4 blou albasters.
Hoeveel albasters het sy?
Nosisi has 13 green marbles and 4 blue marbles. How many marbles does she have?

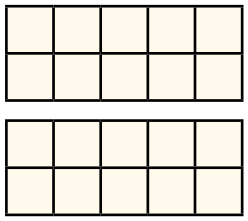




____ + ____ = ____

Ek het 11 appels.
Khwezi het 5 appels meer as ek.
Hoeveel appels het hy?
I have 11 apples. Khwezi has 5 more apples than me. How many apples does he have?

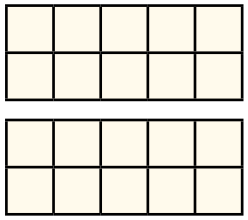




____ + ____ = ____

Tumelo het 10 rooi lekkers en 9 blou lekkers. Hoeveel lekkers het sy altesaam?
Tumelo has 10 red sweets and 9 blue sweets. How many sweets does she have altogether?

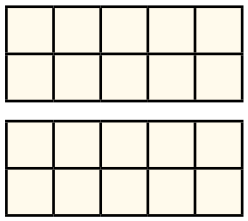




____ + ____ = ____

Ek het 15 potlode.
My maat het 3 potlode meer as ek.
Hoeveel potlode het hy?
I have 15 pencils. My friend has 3 more pencils than me. How many pencils does he have?

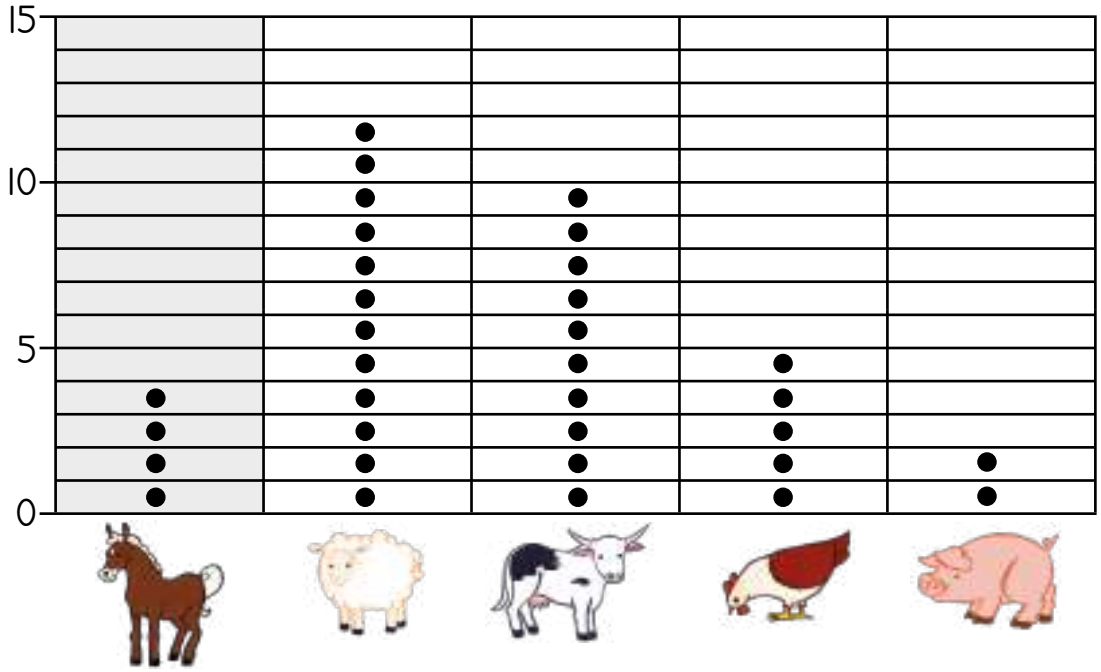




____ + ____ = ____

2 Ons maats

Our friends



Hoeveel van elke dier word op die grafiek gewys?

How many of each animal is shown on the graph?

4				

3 Hoeveel is daar altesaam?

How many altogether?

4 + 5 = 9	12 + 4 = 16
___ + ___ = ___	___ + ___ = ___
___ + ___ = ___	___ + ___ = ___

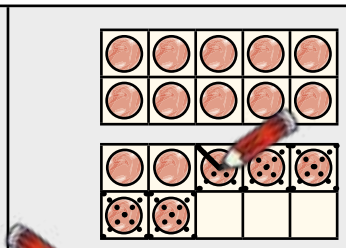
Aftrekkingswoordprobleme
Subtraction word problems

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

1 Los die woordprobleme met behulp van die tienrame op.
Solve the word problems using the ten frames.

Daar sit 17 voëls op 'n tak. 5 voëls vlieg weg. Hoeveel voëls bly oor?
There are 17 birds on the branch. 5 of them fly away. How many birds are left?

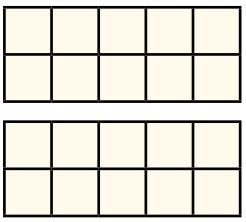




17 – 5 = 12

Daar is 20 skape op die plaas. 9 skape verdwaal. Hoeveel skape bly oor?
There are 20 sheep on the farm. 9 of them get lost. How many sheep are left?

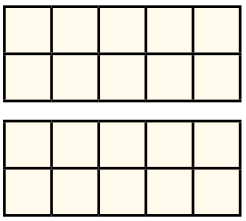




___ – ___ = ___

Daar is 18 sokkerballe in die sak. 6 van die balle word gebruik. Hoeveel sokkerballe bly oor?
There are 18 soccer balls in the bag. 6 of them are used. How many soccer balls are left?

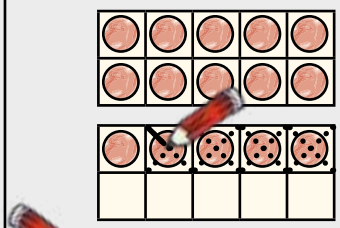




___ – ___ = ___

Daar is 15 rooi albasters en 4 groen albasters in 'n sakkie. Wat is die verskil tussen die aantal rooi en groen albasters?
There are 15 red marbles and 4 green marbles in a bag. What is the difference between the number of red and green marbles?

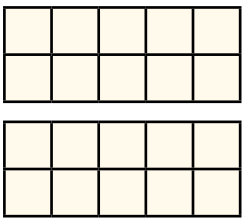




15 – 4 = 11

Daar is 19 potlode en 6 penne in 'n houer. Wat is die verskil tussen die aantal potlode en penne?
There are 19 pencils and 6 pens in the jar. What is the difference between the number of pencils and pens?

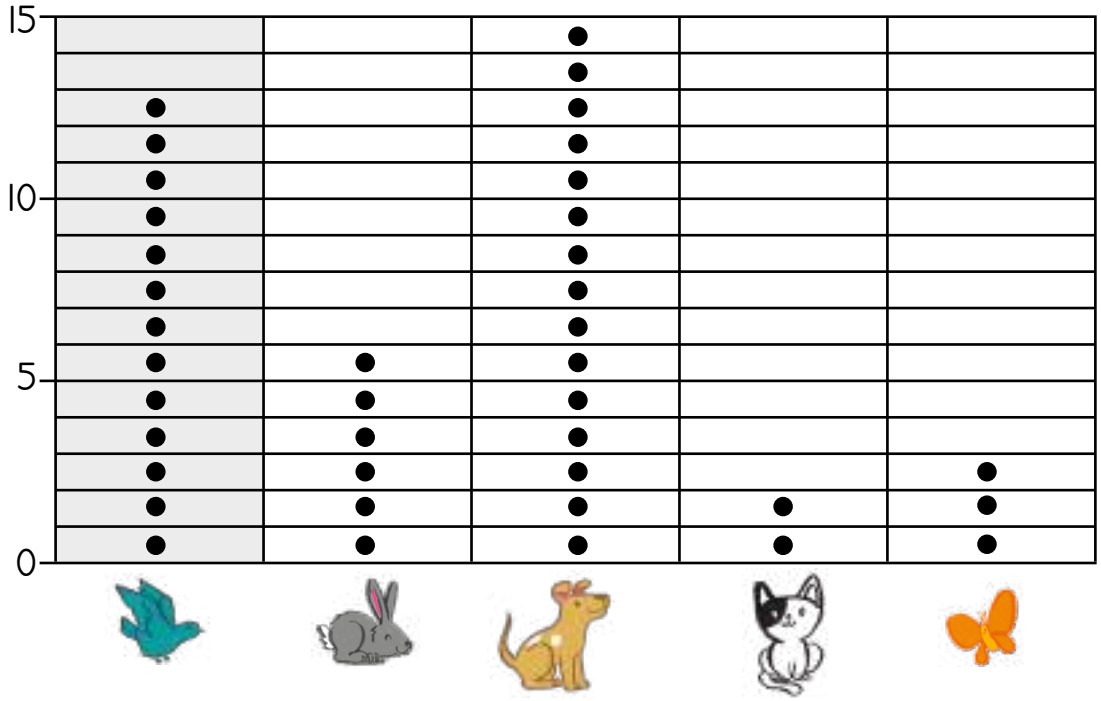




___ – ___ = ___

2 Ons maats

Our friends



Hoeveel van elkeen word op die grafiek gewys?

How many of each are shown on the graph?

13				

3

Hoeveel meer as is daar? How many more than ?	6 – 2 = 4
Hoeveel meer as is daar? How many more than ?	___ – ___ = ___
Hoeveel meer as is daar? How many more than ?	___ – ___ = ___

Die optelling en aftrekking van 3 getalle
Addition and subtraction of 3 numbers

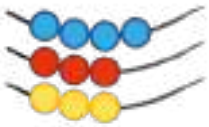
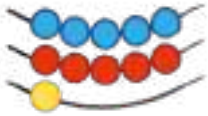
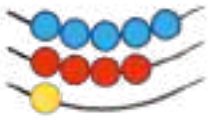
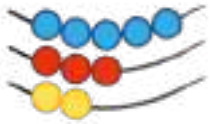
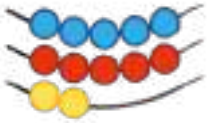
HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING



Gebruik jou getallebaan.
Use your number track.

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

1 Hoeveel krale is daar altesaam?
How many beads altogether?

 4 + 4 + 2 = 10	 ___ + ___ + ___ = ___
 ___ + ___ + ___ = ___	 ___ + ___ + ___ = ___
 ___ + ___ + ___ = ___	 ___ + ___ + ___ = ___

2 Trek af. Hoeveel krale bly oor?
Subtract. How many beads are left?

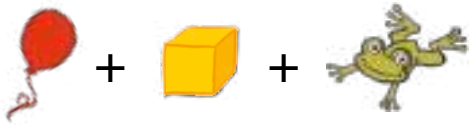
 13 – 3 – 3 = 7	 14 – 4 – 3 = ___
 15 – 5 – 4 = ___	 16 – 6 – 2 = ___
 17 – 7 – 3 = ___	 18 – 8 – 4 = ___

3

					
10	1	12	4	3	4

Hoeveel is daar?

How many?

 10 + 1 + 4 = 15	 ___ + ___ + ___ = ___

Wat is die **verskil**?

What is the **difference**?

 4 − 3 = 1	 ___ − ___ = ___

4 Los die probleem op en kleur dan die antwoord heel onder in.

Solve and then colour the answer below.

8 + 2 + 2 = 12	10 + 5 + 5 = 20
20 − 2 − 3 = ___	20 − 4 − 5 = ___
12 − 2 − 1 = ___	8 + 2 + 6 = ___
6 + 4 + 8 = ___	20 − 5 − 5 = ___
7 + 3 + 4 = ___	5 + 5 + 3 = ___
7 + 3 + 7 = ___	5 + 5 + 9 = ___

9 10 11 12 13 14 15 16 17 18 19 20

Gemengde bewerkings
Mixed operations

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

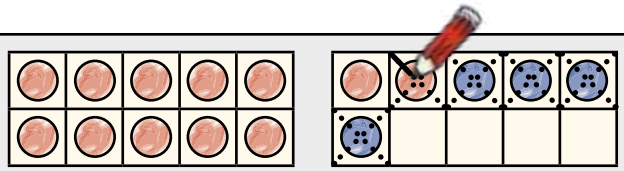


1 Los die probleme op.
Solve the problems.

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

9 + 4 − 2 = 11	7 + 7 − 3 = 11	12 − 2 − 2 = 8
8 + 6 − 3 = ____	8 + 8 − 2 = ____	11 − 3 − 3 = ____
9 + 5 − 4 = ____	9 + 9 − 5 = ____	12 − 4 − 4 = ____
8 + 9 − 5 = ____	6 + 6 − 2 = ____	11 − 5 − 5 = ____

2 Tel op en trek af met behulp van die tienrame.
Use the ten frames to add and subtract.

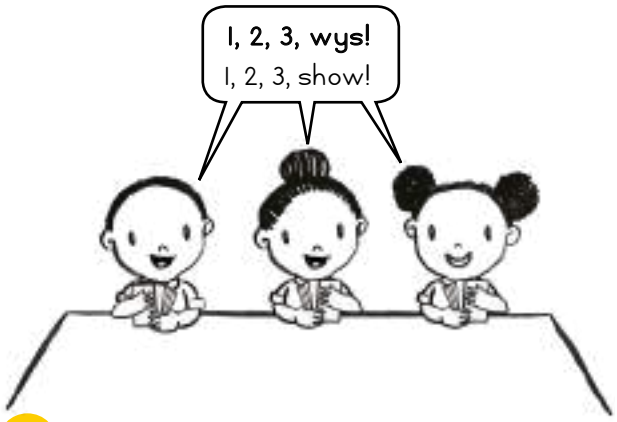
12 + 4 − 5 = 11	
17 + 2 − 6 = ____	
16 + 1 − 6 = ____	
11 + 7 − 4 = ____	
13 + 4 − 7 = ____	
10 + 1 − 1 = ____	
14 + 5 − 8 = ____	

Speletjie: 1, 2, 3, wys! – optelling
Game: 1, 2, 3, show! – addition

Speel met die getalkaarte 0 tot 5. Skommel julle kaarte en sit dit met die gesig na onder op die skoolbank neer.
Play with the cards 0–5. Shuffle your number cards and put them face down on the desk.

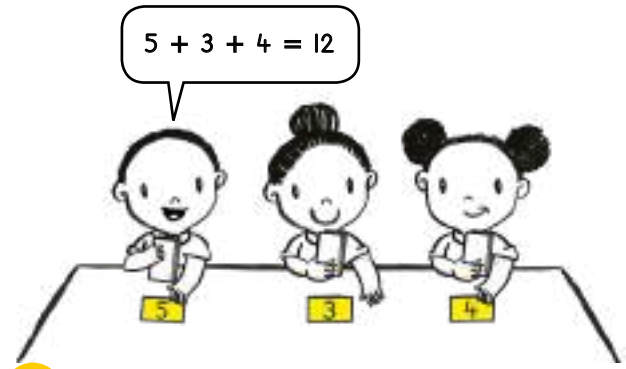


1



2

Die eerste leerder wat die getalle bymekaartel en die antwoord uitroep, hou die kaarte.
The first person to add the numbers and call out the answer keeps the cards.



3



4



5

Die leerder met die meeste kaarte aan die einde is die wenner van die speletjie.
The learner with the most cards at the end wins the game.

Vaslegging
Consolidation

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



1 Los hierdie probleme op.
Solve these problems.

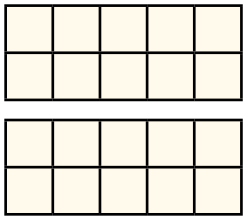
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

6 + 4 + 5 = ____	13 – 3 – 4 = ____	7 + 3 + 8 = ____
16 – 6 – 5 = ____	5 + 5 + 7 = ____	19 – 9 – 2 = ____
8 + 2 + 9 = ____	17 – 7 – 6 = ____	9 + 1 + 6 = ____
15 – 5 – 3 = ____	4 + 2 + 6 = ____	18 – 8 – 7 = ____

2 Los hierdie woordprobleme met behulp van die tienrame op.
Solve these word problems using the ten frames.

Mamma sit 8 rooi appels en 6 groen appels in 'n bak. Hoeveel appels sit sy altesaam in die bak?
Mother puts 8 red apples and 6 green apples in a bowl. How many apples does she put in the bowl altogether?

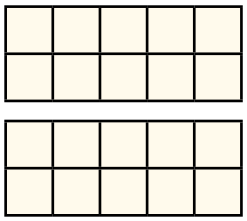




____ + ____ = ____

Daar is 18 koeie op die plaas. 5 van hierdie koeie verdwaal. Hoeveel koeie bly daar oor?
There are 18 cows on the farm. 5 of these cows get lost. How many cows are left?

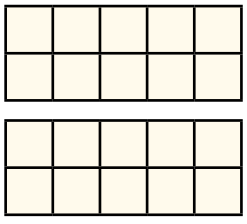




____ – ____ = ____

Juffrou het 20 nuwe potlode in haar laai. 12 potlode word gebruik. Hoeveel potlode is steeds nuut?
Teacher has 20 new pencils in her drawer. 12 pencils are used. How many pencils are still new?





____ – ____ = ____

3 Bereken.

Calculate.



 6 + 5 + 7 = 18	 ___ + ___ + ___ = ___
 ___ – ___ – ___ = ___	 ___ – ___ – ___ = ___
 ___ – ___ – ___ = ___	 ___ – ___ – ___ = ___



4 Los die probleme op.

Solve the problems.

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

11 + 3 – 2 = ___	14 + 2 – 5 = ___	12 – 5 + 2 = ___
13 + 6 – 5 = ___	16 + 2 – 6 = ___	11 – 7 + 4 = ___
16 – 4 + 2 = ___	19 – 7 + 2 = ___	14 – 8 + 3 = ___
15 – 3 + 4 = ___	18 – 6 + 7 = ___	13 – 6 + 2 = ___
4 + 5 + 1 = ___	7 + 3 – 5 = ___	20 – 7 – 3 = ___
5 + 5 + 2 = ___	6 + 4 – 6 = ___	20 – 4 – 5 = ___

DAG 1 • DAY 1

Vergelyk volume en kapasiteit
Comparing volume and capacity

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

1 Omkring die houer wat die **meeste** kan hou.

Circle the container that can hold the **most**.



2 Omkring **meer as** of **minder as**.

Circle **more than** or **less than**.

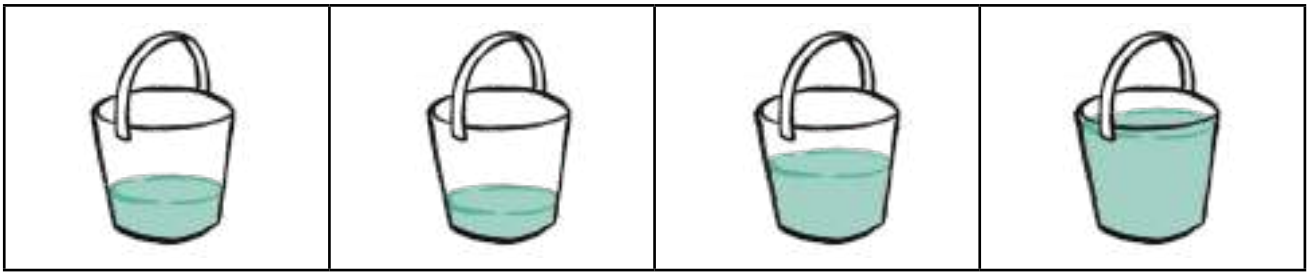
Die lepel hou The spoon holds 	meer as more than minder as less than	die koppie. the cup. 
Die beker hou The jug holds 	meer as more than minder as less than	die glas. the glass. 
Die glas hou The glass holds 	meer as more than minder as less than	die teekoppie. the teacup. 
Die beker hou The jug holds 	meer as more than minder as less than	die blou emmer. the blue bucket. 
Die bottel hou The bottle holds 	meer as more than minder as less than	die lepel. the spoon. 
Die rooi emmer hou The red bucket holds 	meer as more than minder as less than	die koppie. the cup. 

Meet volume en kapasiteit
Measuring volume and capacity

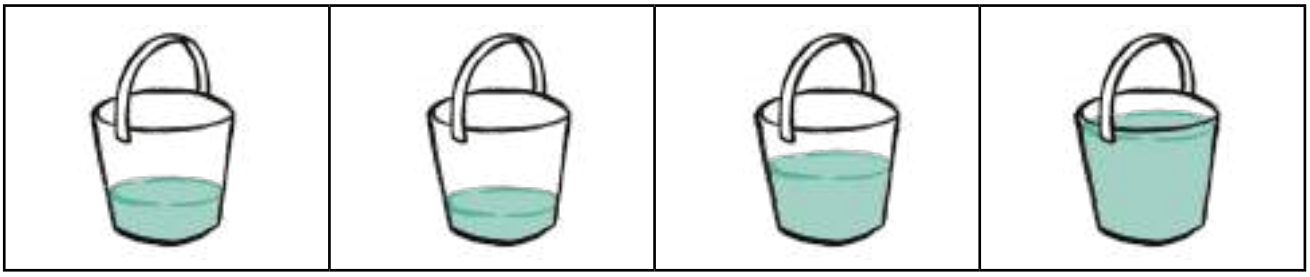
HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

vol full	leeg empty	dieselfde hoeveelheid the same amount
		

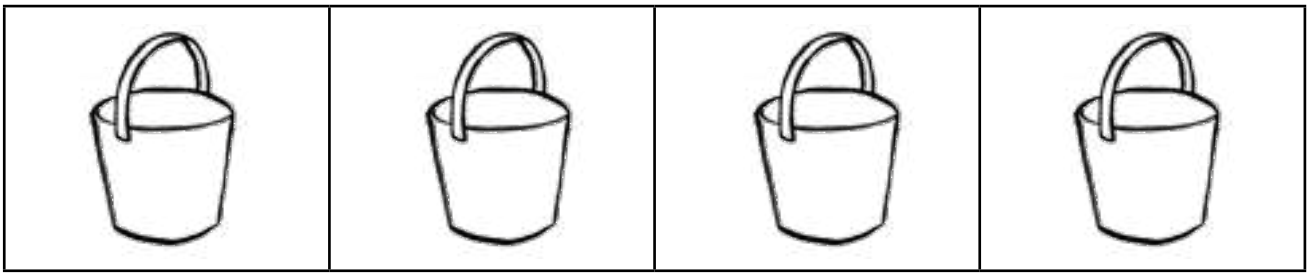
1 Omkring die emmer met die **meeste** water.
Circle the bucket with the **most** water.



2 Omkring die emmer met die **minste** water.
Circle the bucket with the **least** water.



3 Teken **dieselfde** hoeveelheid water in elke emmer.
Draw the **same** amount of water in each bucket.



4 Kleur die korrekte woord in wat by die prent pas.

Colour the correct word to match the picture.

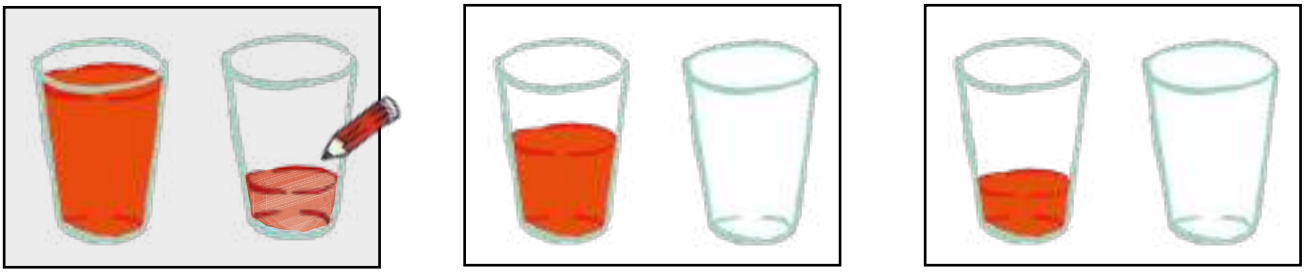
	vol full	leeg empty
	vol full	leeg empty
	vol full	leeg empty
	vol full	leeg empty
	vol full	leeg empty
	vol full	leeg empty
	vol full	leeg empty

Meet volume en kapasiteit
Measuring volume and capacity

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

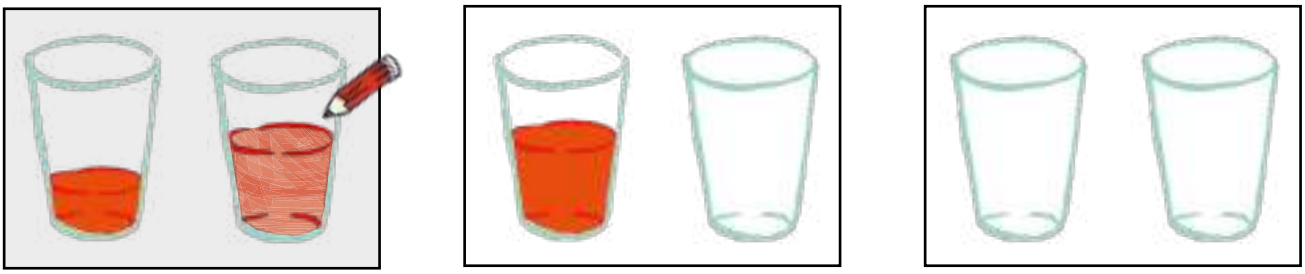
1 Kleur die tweede glas in sodat dit **minder as** die eerste glas bevat.

Colour in the second glass so that it has **less than** the first glass.



2 Kleur die tweede glas in sodat dit **meer as** die eerste glas bevat.

Colour in the second glass so that it has **more than** the first glass.



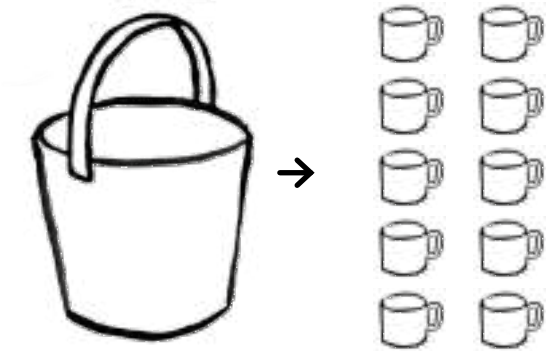
3 Merk die korrekte woord wat die prente beskryf.

Tick the correct word to describe the pictures.

					
vol full	✓	vol full		vol full	
leeg empty		leeg empty		leeg empty	
halfvol half full		halfvol half full		halfvol half full	

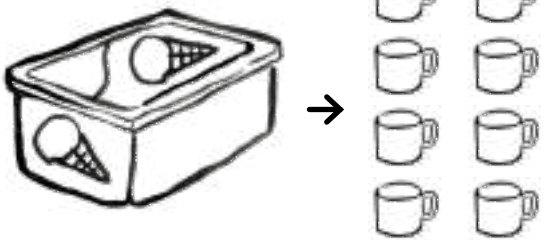
4 Kyk na die prente en voltooi die sinne.

Look at the pictures and complete the sentences.



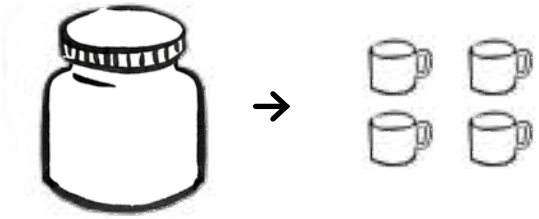
Die emmer hou ____ klein koppies.

The bucket holds _____ small cups.



Die roomyshouer hou ____ klein koppies.

The ice-cream tub holds _____ small cups.



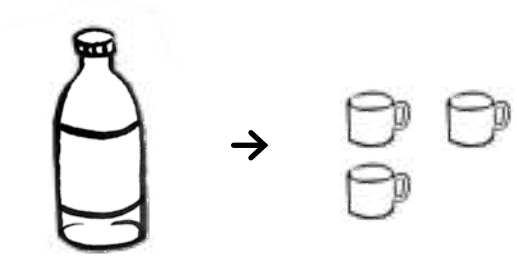
Die fles hou ____ klein koppies.

The jar holds _____ small cups.



Die groot glas hou ____ klein koppies.

The large glass holds _____ small cups.



Die bottel hou ____ klein koppies.

The bottle holds _____ small cups.

Meet volume en kapasiteit
Measuring volume and capacity

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

Speletjie: Watter houer hou meer?
Game: Which container holds more?

1
Maak julle oë toe terwyl ek al die goed in 'n ry pak. Voel aan die voorwerpe en kies die een wat die meeste hou.

Close your eyes while I put all the things in a row. Feel them and choose the one that holds the most.



2
Die lepel hou minder as die koppie.

The spoon holds less than the cup.

Die koppie hou meer as die lepel. Ek wen!

The cup holds more than the spoon. I win!



3
Die beker hou meer as die koppie. Ek wen!

The jug holds more than the cup. I win!

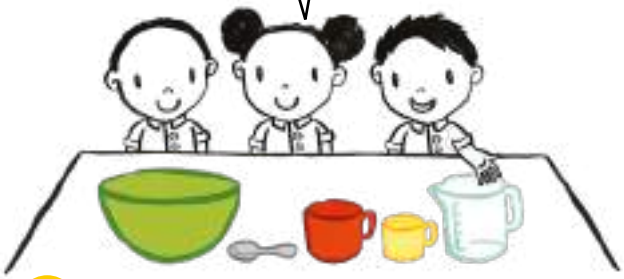
Die koppie hou minder as die beker.

The cup holds less than the jug.



4
Kom ons kies nou die een wat minder hou.

Now let's choose the one that holds less.

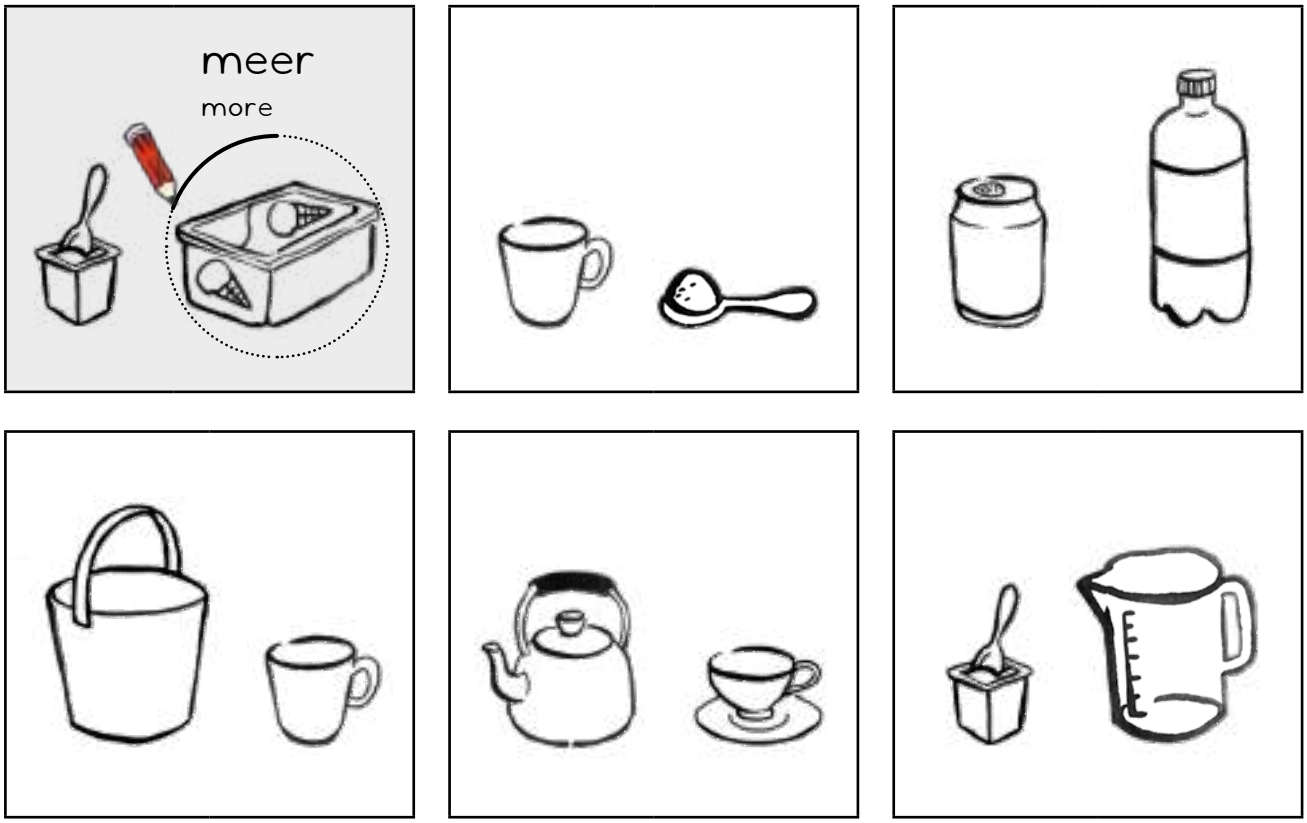


Die leerders maak beurte om items te kies. Hulle kan aantekeninge maak van hoeveel keer hulle 'n punt wen.

Learners take turns to choose items. They can keep a record of how many times they win a point.

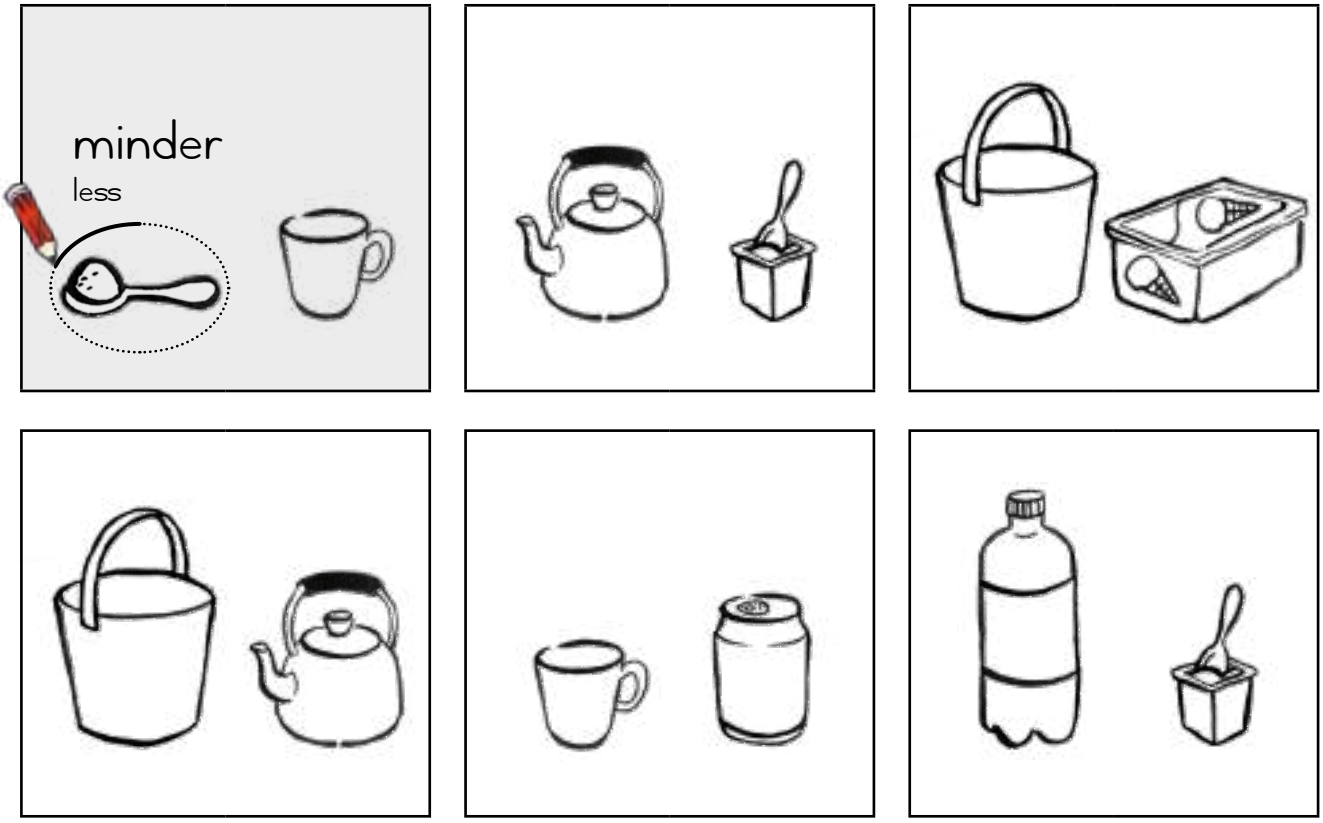
1 Omkring die houer wat **meer** hou.

Circle the container that holds **more**.



2 Omkring die houer wat **minder** hou.

Circle the container that holds **less**.



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

1 Skryf **vol** of **leeg**.

Write **full** or **empty**.

	vol full		leeg empty
			
			
			

2 Kleur die houers in om dit **vol**, **halfvol** en **leeg** te wys.

Colour the containers to show them **full**, **half full** and **empty**.

3 Kleur die korrekte woord in wat by die prent pas.

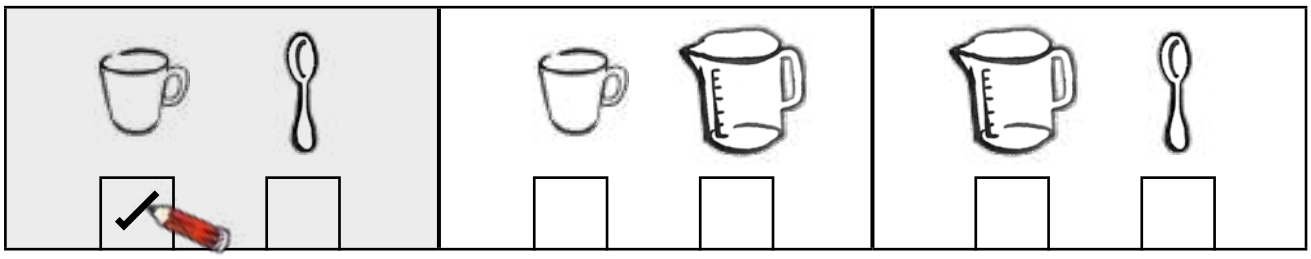
Colour the correct word to match the picture.

	vol full	leeg empty
	vol full	leeg empty
	vol full	leeg empty
	vol full	leeg empty

	vol full	leeg empty
	vol full	leeg empty
	vol full	leeg empty
	vol full	leeg empty

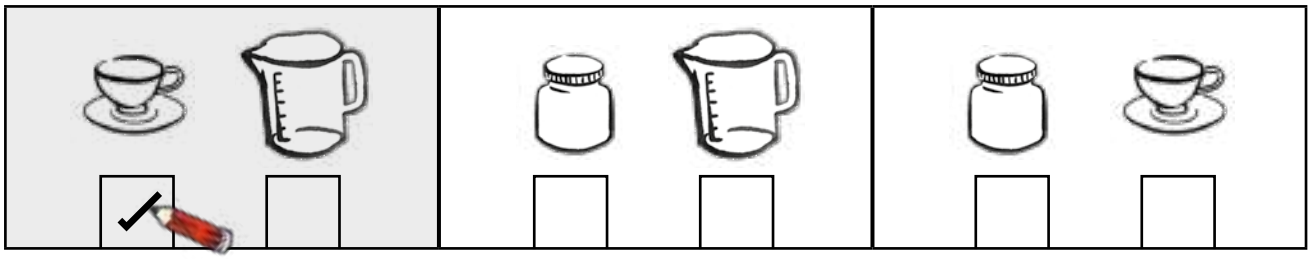
4 Merk die voorwerp wat **meer** hou.

Tick the item that holds **more**.



5 Merk die voorwerp wat **minder** hou.

Tick the item that holds **less**.

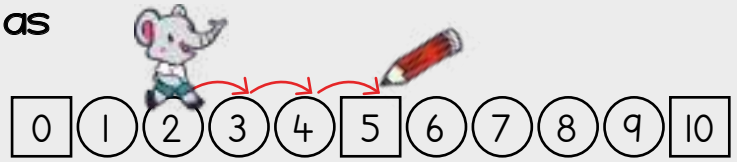
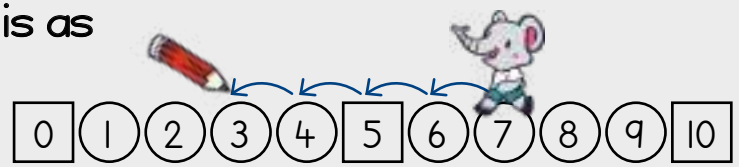
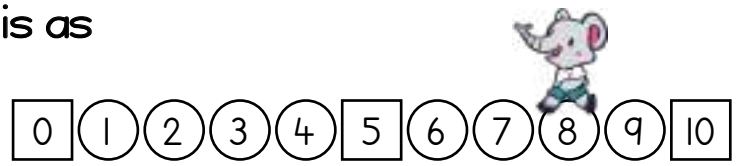
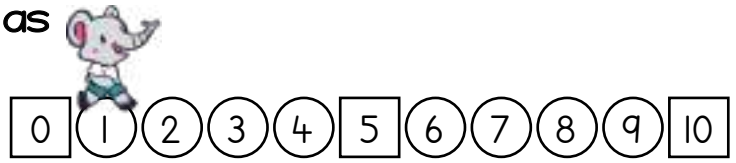


DAG 1 • DAY 1

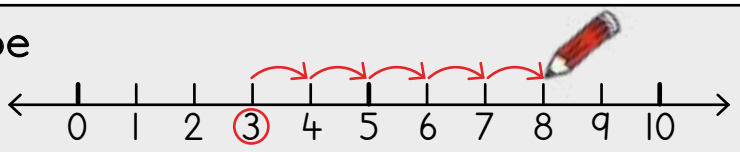
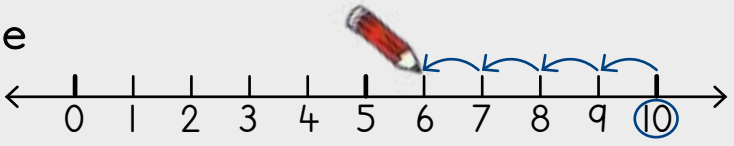
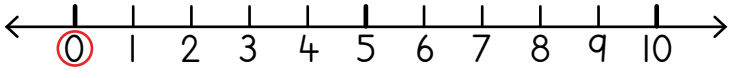
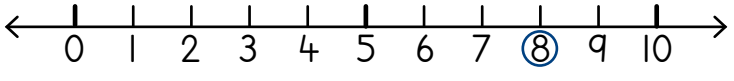
Die getalle op 'n getallelyn
Numbers on a number line

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

1

Spring na die getal wat: / Jump to the number that is:	Waar is jy nou? / Where are you now?
3 meer is as / 3 more than 	
4 minder is as / 4 less than 	
4 minder is as / 4 less than 	
6 meer is as / 6 more than 	

2

Spring vorentoe of agtertoe. / Jump forwards or backwards.	Waar is jy nou? / Where are you now?
5 vorentoe / Forwards 5 	
4 agtertoe / Backwards 4 	
8 vorentoe / Forwards 8 	
7 agtertoe / Backwards 7 	

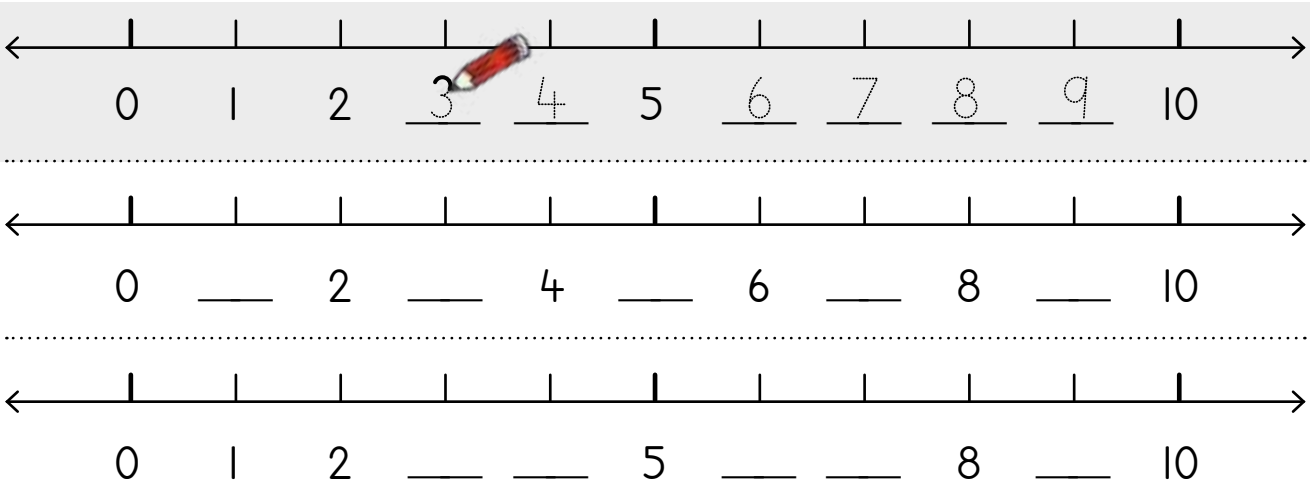
3 Vul die ontbrekende getalle in.

Fill in the missing numbers.

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

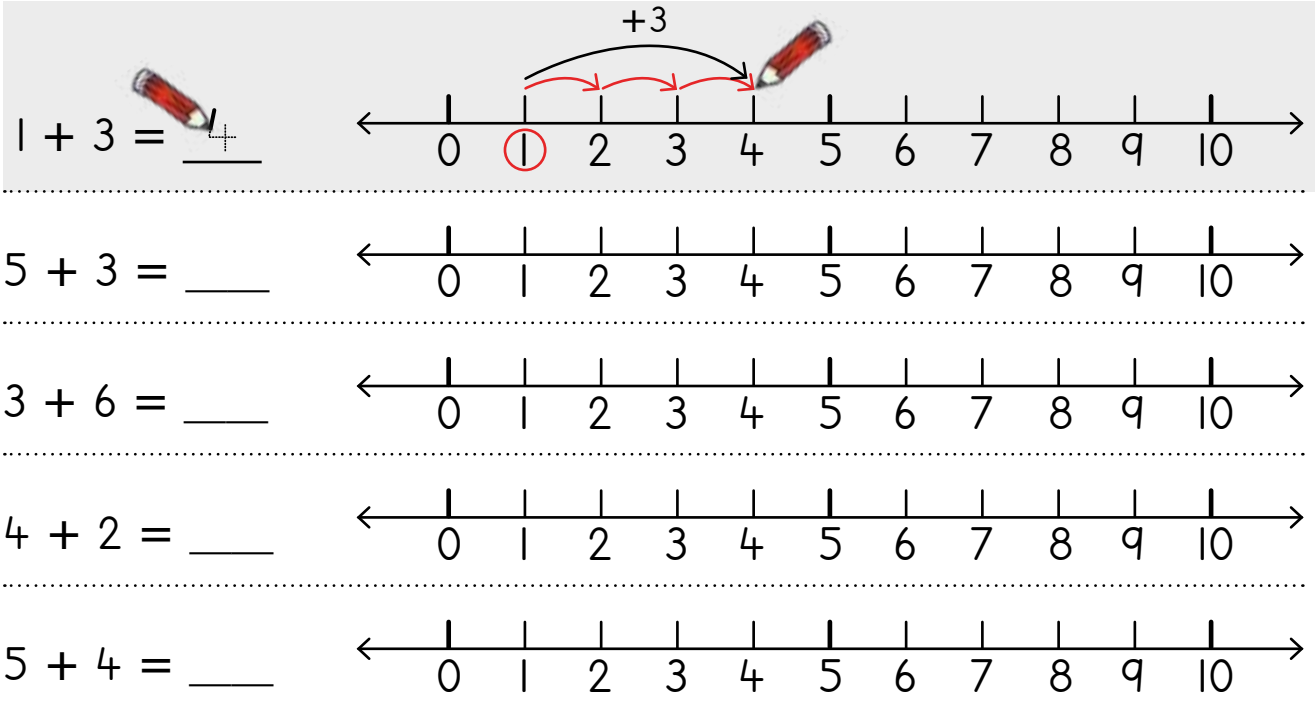
4 Vul die ontbrekende getalle in.

Fill in the missing numbers.



5 Tel op. Wys jou spronge op die getallelyn.

Add. Show the steps on the number line.



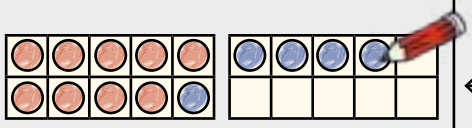
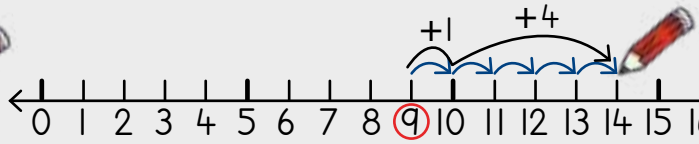
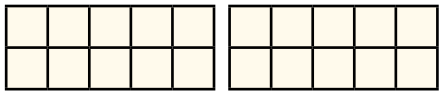
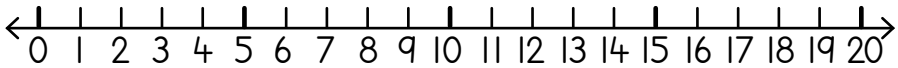
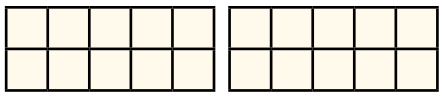
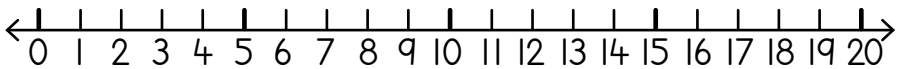
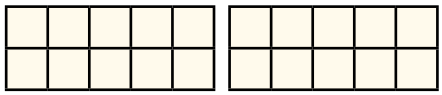
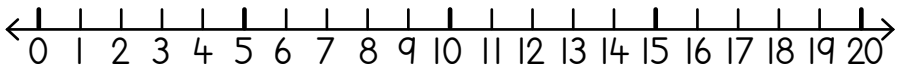
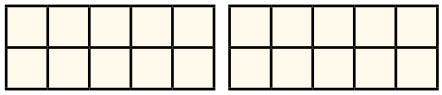
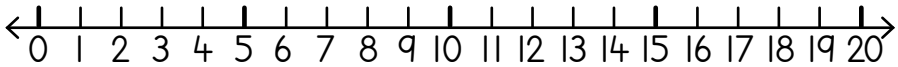
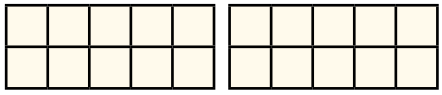
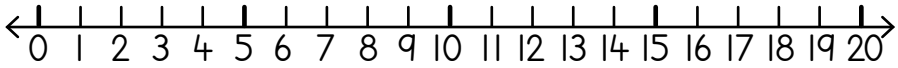
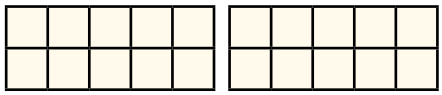
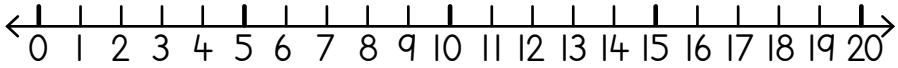
Tel by 9 by
Adding on to 9

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

1 Tel op.
Add.

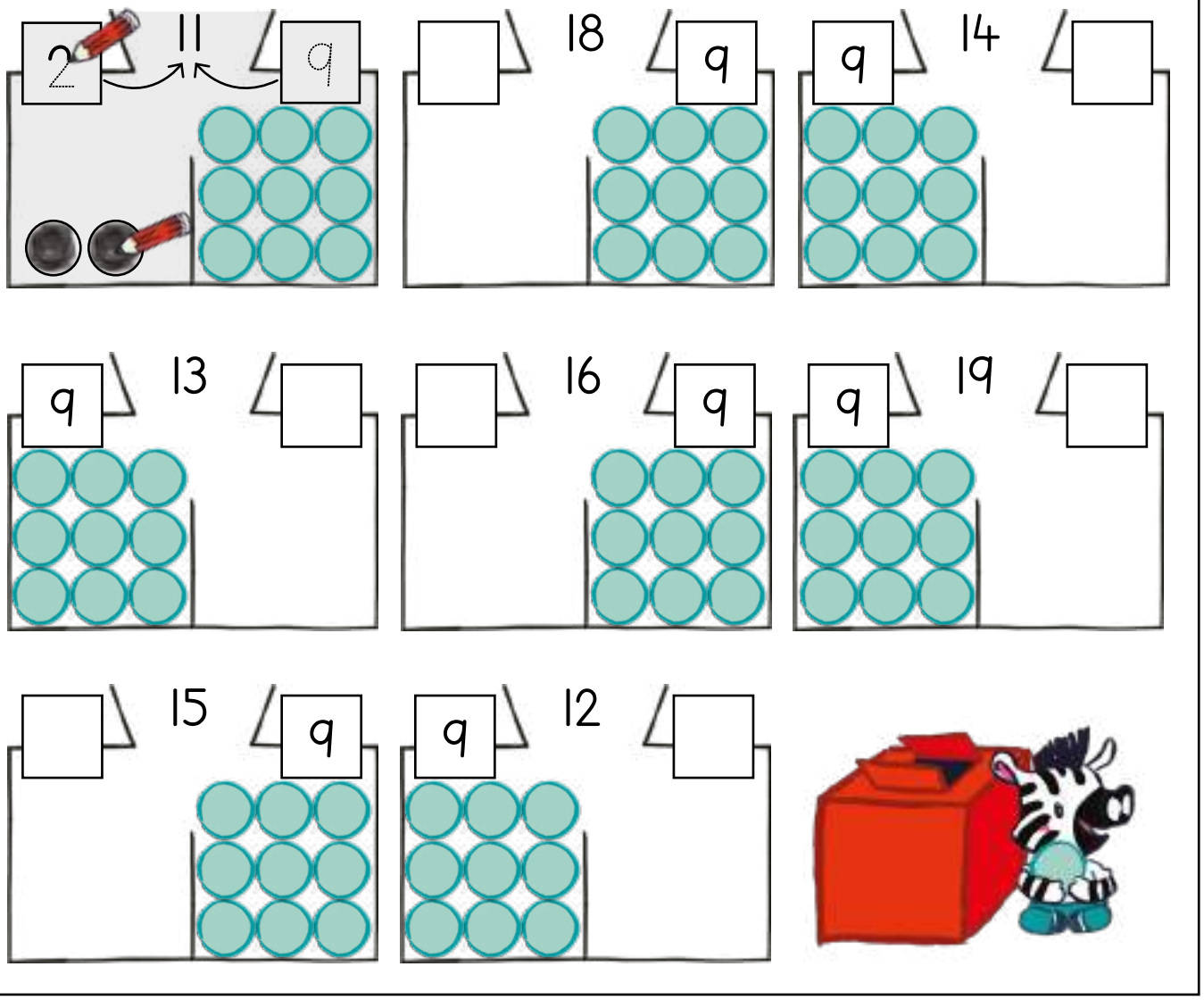


Wat merk jy op as jy by 9 bytel?
What do you notice when you add on to 9?

 9 + 5 = 14	 9 + 5 = 14
 9 + 2 = ____	 9 + 2 = ____
 9 + 9 = ____	 9 + 9 = ____
 9 + 4 = ____	 9 + 4 = ____
 9 + 6 = ____	 9 + 6 = ____
 9 + 3 = ____	 9 + 3 = ____
 9 + 7 = ____	 9 + 7 = ____

2 Hoeveel balle moet bygetel word om die boonste getal te kry?

How many balls must be added to make the top number?



3 Los die probleme op deur die ontbrekende getalle in te vul.

Fill in the missing numbers to solve these problems.

9 + 9 = 18	9 + ___ = 13	9 + 5 = ___
9 + 2 = 11	9 + 7 = ___	9 + ___ = 19
9 + 6 = ___	9 + ___ = 12	9 + 1 = ___
9 + ___ = 14	9 + 2 = ___	9 + ___ = 15
9 + 4 = ___	9 + ___ = 16	9 + 3 = ___

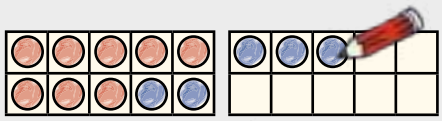
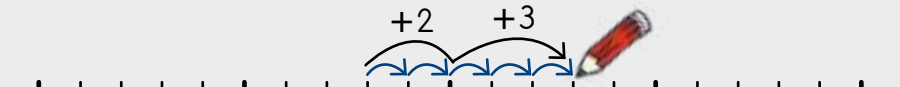
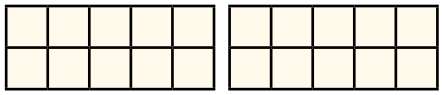
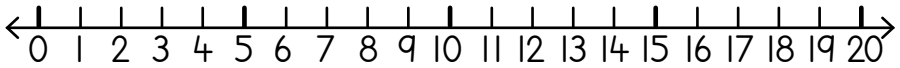
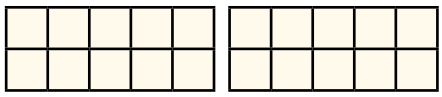
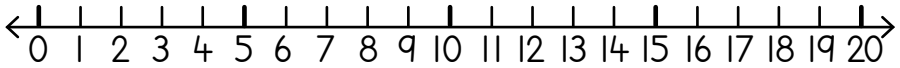
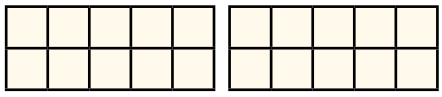
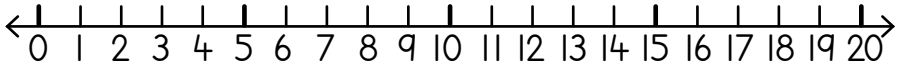
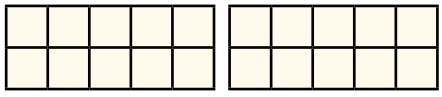
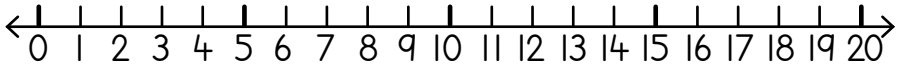
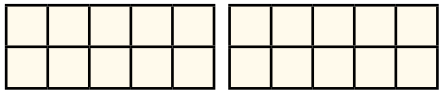
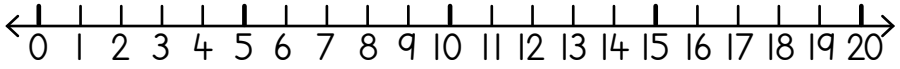
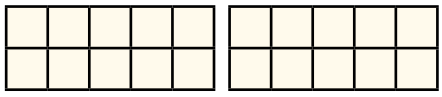
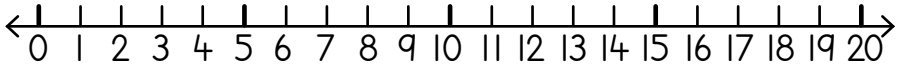
Tel by 8 en 7 by
Adding on to 8 and 7

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

1 Tel op.
Add.



Wat merk jy op as jy by 8 bytel?
What do you notice when you add on to 8?

 8 + 5 = 13	 8 + 5 = 13
 8 + 4 = ____	 8 + 4 = ____
 8 + 6 = ____	 8 + 6 = ____
 8 + 3 = ____	 8 + 3 = ____
 8 + 7 = ____	 8 + 7 = ____
 8 + 9 = ____	 8 + 9 = ____
 8 + 8 = ____	 8 + 8 = ____

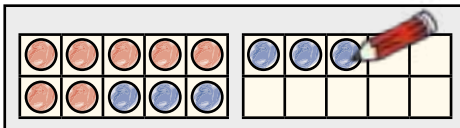
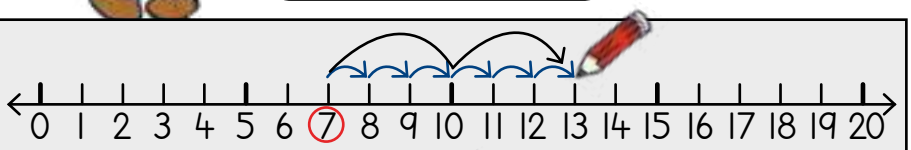
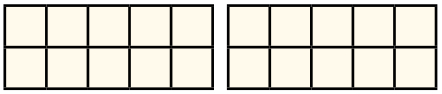
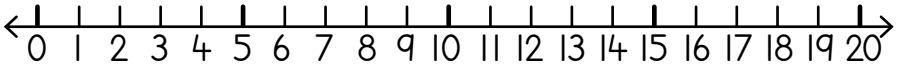
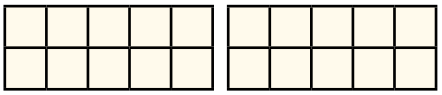
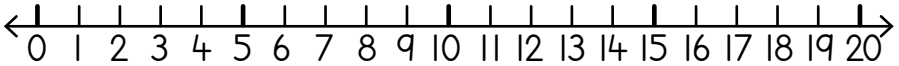
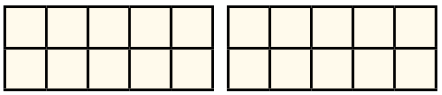
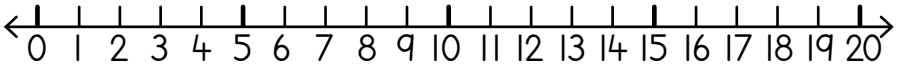
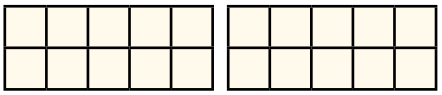
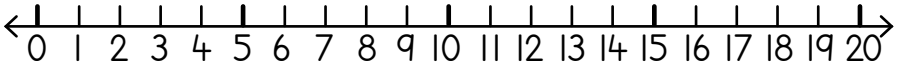
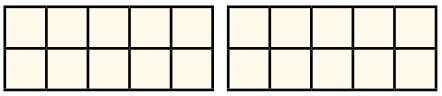
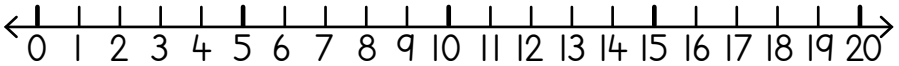
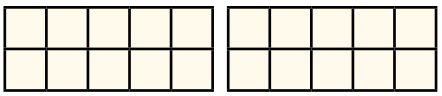
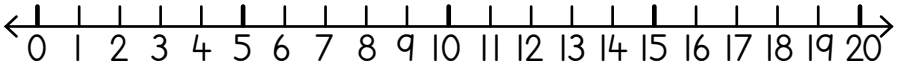
2 Tel op.

Add.



Wat merk jy op as jy by 7 bytel?

What do you notice when you add on to 7?

 7 + 6 = 13	 7 + 6 = 13
 7 + 9 = ____	 7 + 9 = ____
 7 + 4 = ____	 7 + 4 = ____
 7 + 8 = ____	 7 + 8 = ____
 7 + 5 = ____	 7 + 5 = ____
 7 + 3 = ____	 7 + 3 = ____
 7 + 7 = ____	 7 + 7 = ____

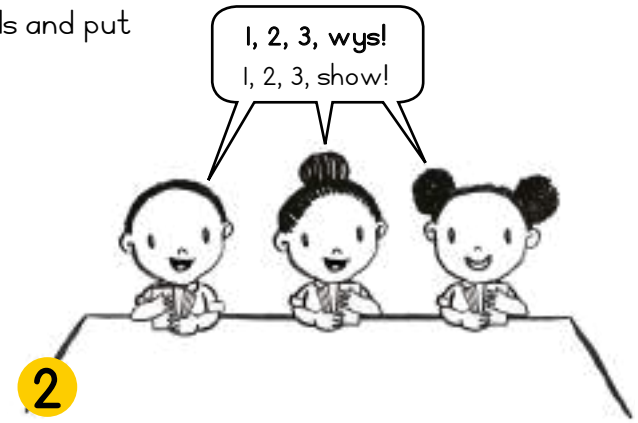
Optellingspatrone
Addition patterns

Speletjie: 1, 2, 3, wys! – optelling
Game: 1, 2, 3, show! – addition

Speel met die getalkaarte 0 tot 5. Skommel julle kaarte en sit dit met die gesig na onder op die skoolbank neer.

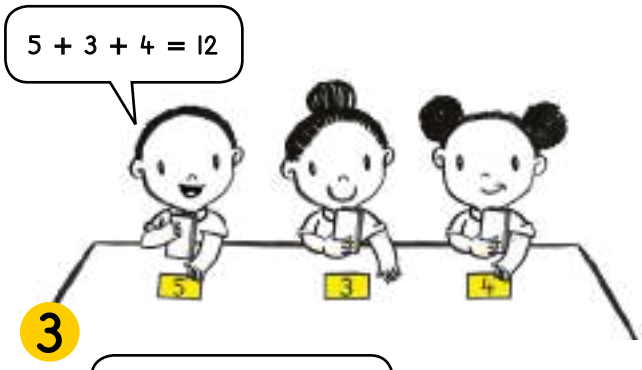
Play with the number cards 0–5. Shuffle your cards and put them face down on the desk.

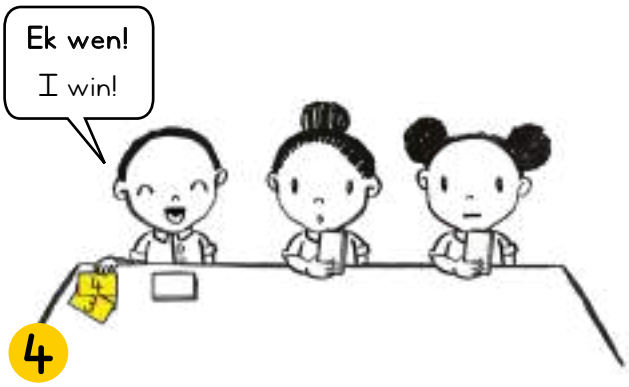




Die eerste leerder wat die getalle bymekaartel en die antwoord uitroep, hou die kaarte.

The first person to add the numbers and call out the answer keeps the cards.





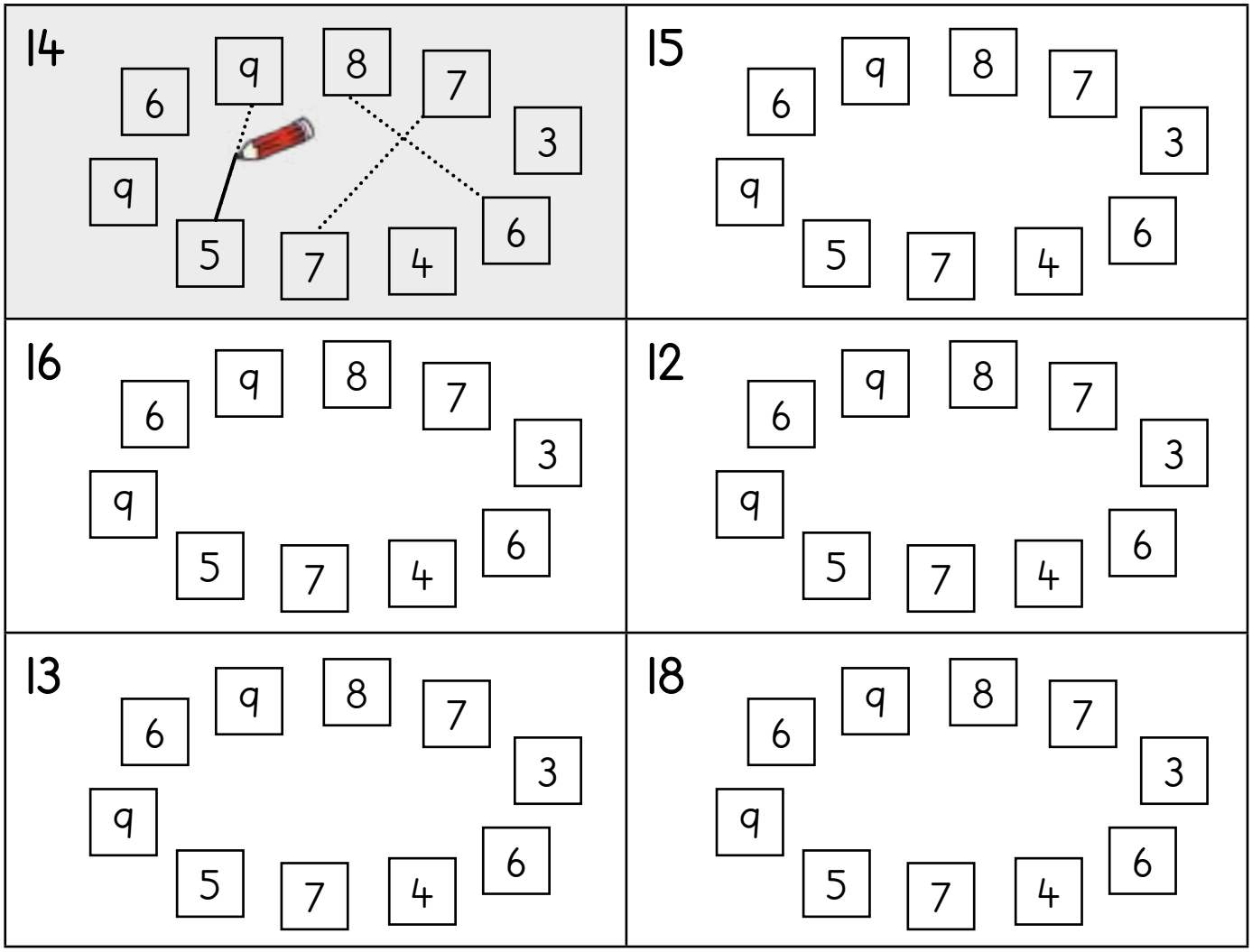


Die leerder met die meeste kaarte aan die einde is die wenner van die speletjie.

The learner with the most cards at the end wins the game.

1 Verbind 2 getalle om die antwoord in die linkerhoek te kry.

Join 2 numbers to get the answer in the left corner.



2 Los die probleem op en kleur dan die antwoord aan die onderkant in.

Solve the problem and then colour the answer on the bottom line.

7 + 4 = 11	6 + 6 = 12
8 + 6 = ___	7 + 8 = ___
9 + 8 = ___	9 + 9 = ___
8 + 8 = ___	8 + ___ = 17
7 + 6 = ___	5 + ___ = 13
3 + 7 = ___	7 + ___ = 14

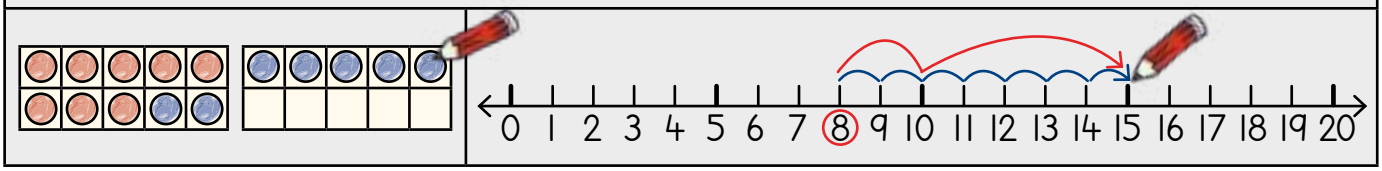
7 8 9 10 11 12 13 14 15 16 17 18

Vaslegging
Consolidation

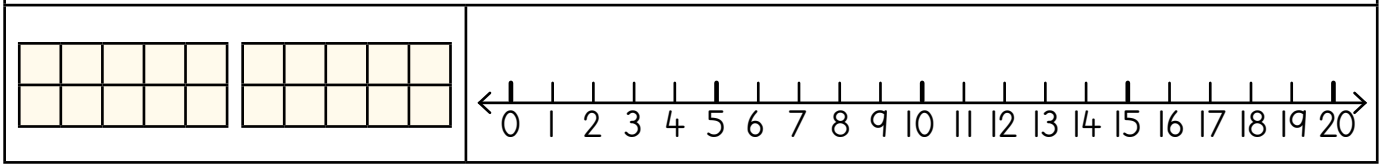
HOOFREKENE MENTAL MATHS | ASSESSERING ASSESSMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

1 Tel op met behulp van die tienraam en die getallelyn.
Add using the ten frame and number line.

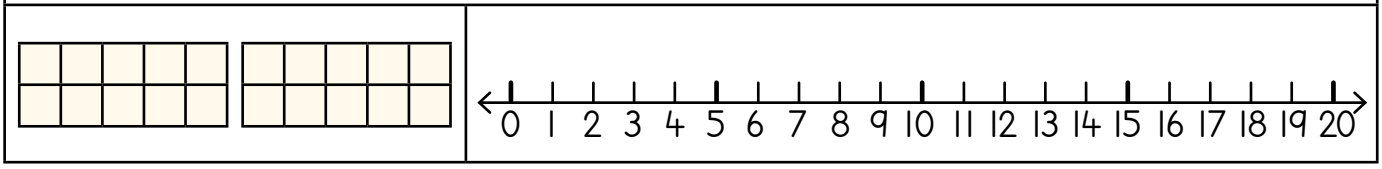
8 + 7 = 15



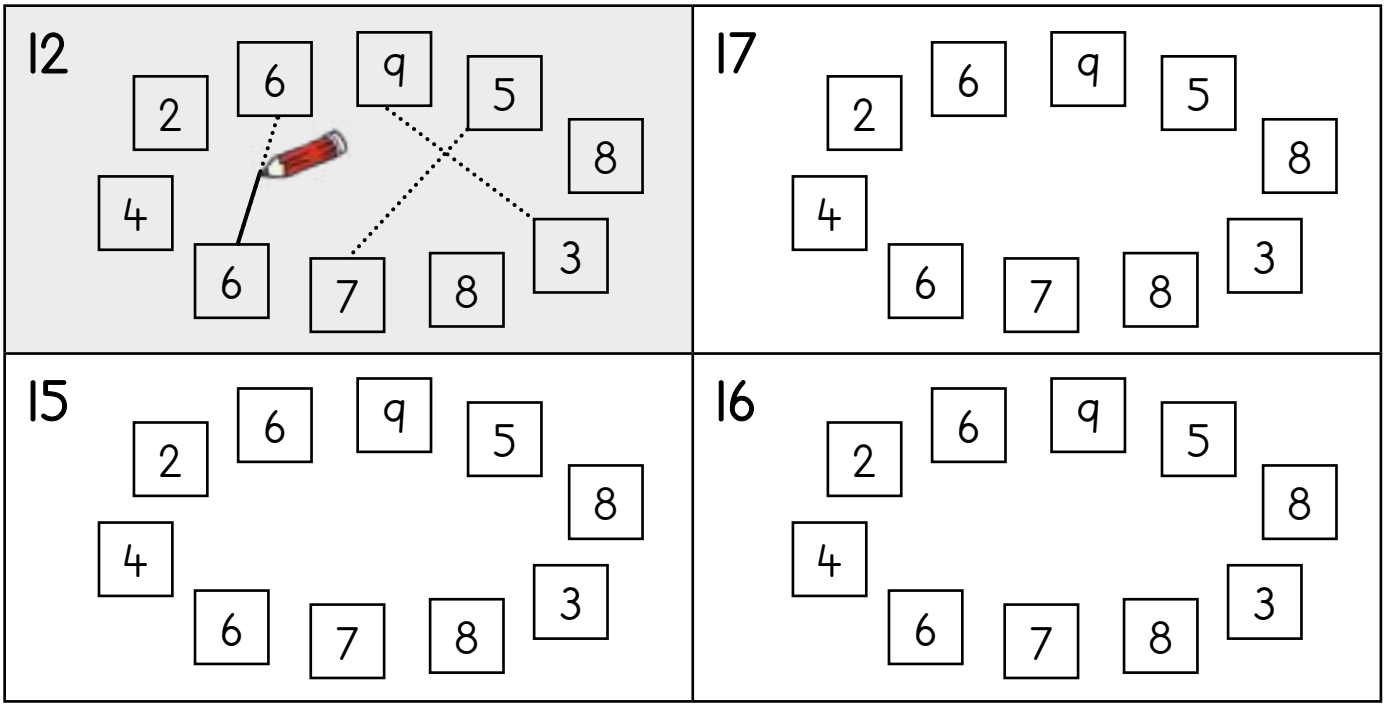
7 + 5 = ____



9 + 8 = ____



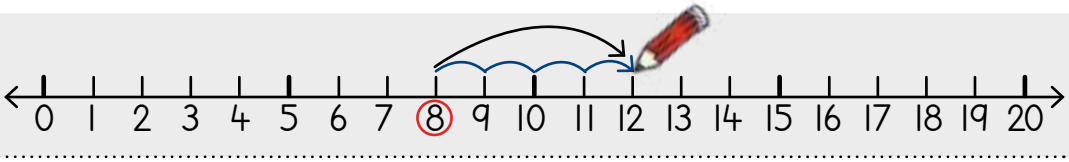
2 Verbind 2 getalle om die antwoord in die linkerhoek te kry.
Join 2 numbers to get the answer in the left corner.



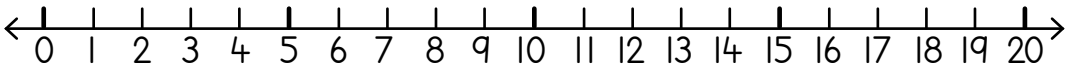
3 Tel op.

Add.

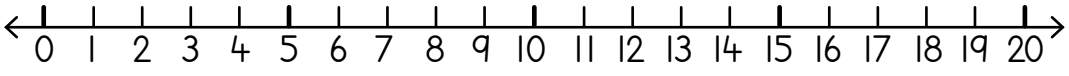
4 + 8 = 12



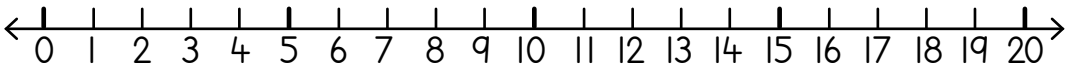
6 + 10 = ____



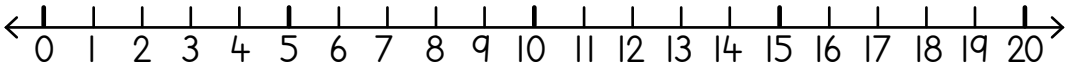
5 + 4 = ____



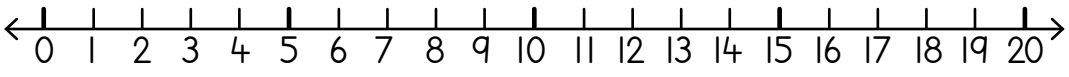
2 + 14 = ____



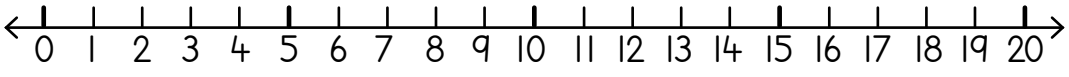
10 + 7 = ____



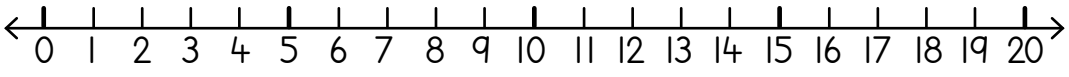
9 + 6 = ____



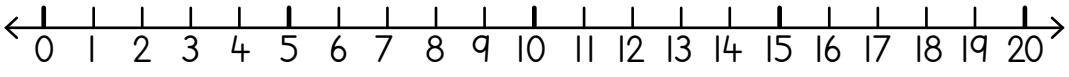
8 + 8 = ____



7 + 9 = ____



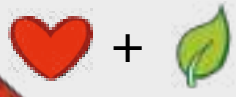
6 + 7 = ____



4 Kry die getalle en tel dit bymekaar.

Find the numbers and add.

 = 9 = 8 = 7 = 6 = 5



9 + 7 = 16



____ + ____ = ____



____ + ____ + ____ = ____



____ + ____ + ____ = ____

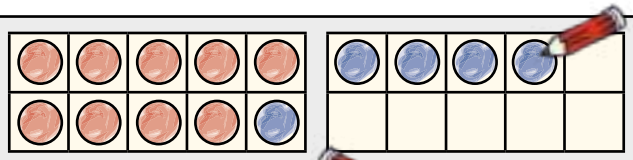
DAG 1 • DAY 1

Optelling met oorbrugging van 10
Addition bridging 10

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

1 Los op deur tien te maak.

Make a ten to solve.



9 + 5 = 14

8 + 6 = ____

6 + 6 = ____

7 + 8 = ____

5 + 8 = ____

8 + 9 = ____

7 + 6 = ____

7 + 7 = ____

8 + 5 = ____

3 + 8 = ____

6 + 9 = ____

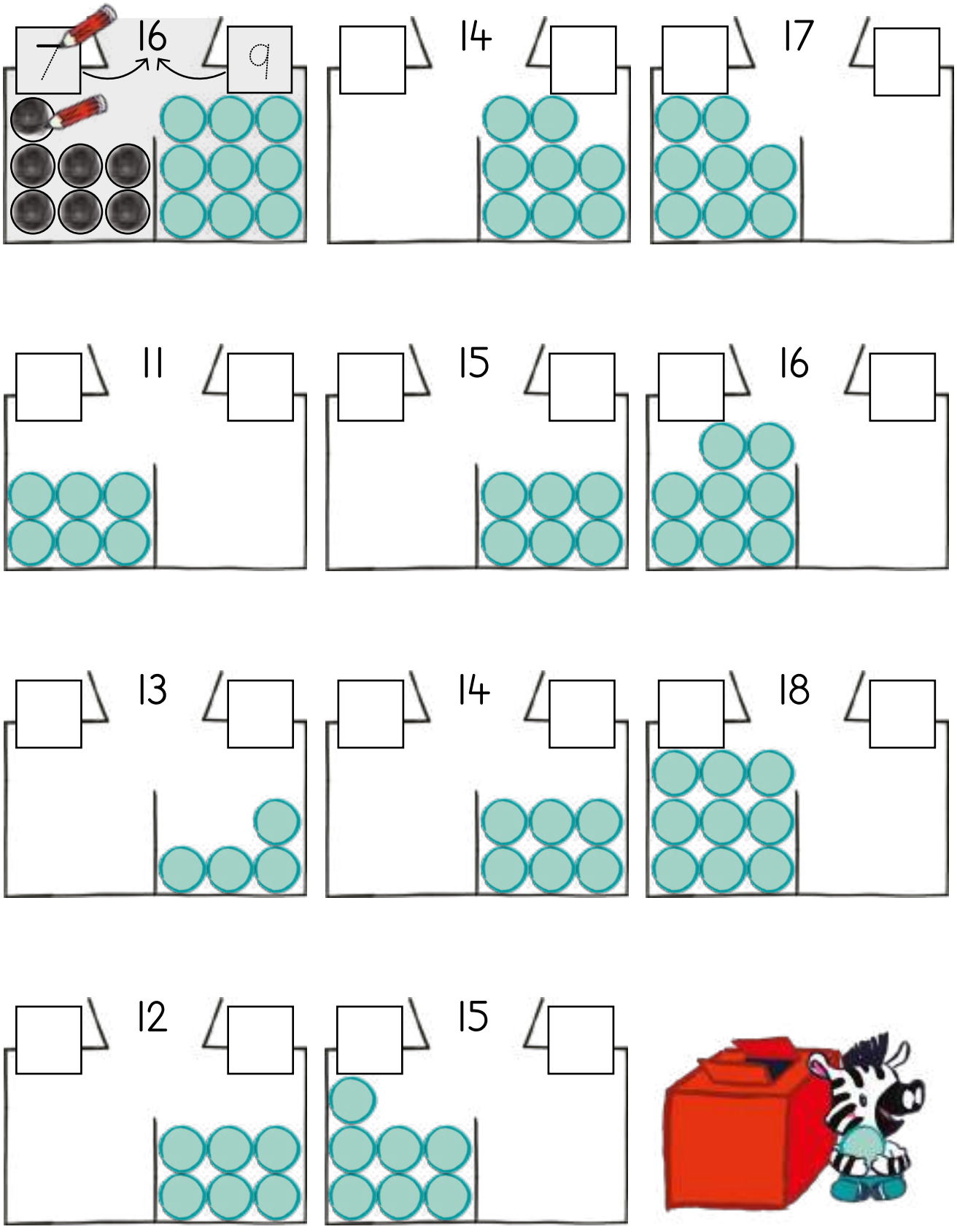
4 + 7 = ____

8 + 8 = ____

4 + 9 = ____

2 Hoeveel balle moet bygetel word om die boonste getal te kry?

How many balls must be added to make the top number?



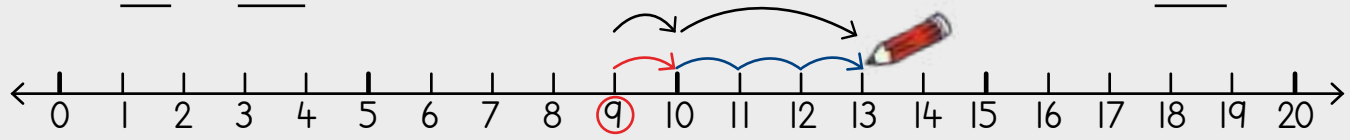
DAG 2 • DAY 2

Optelling met oorbrugging van 10
Addition bridging 10

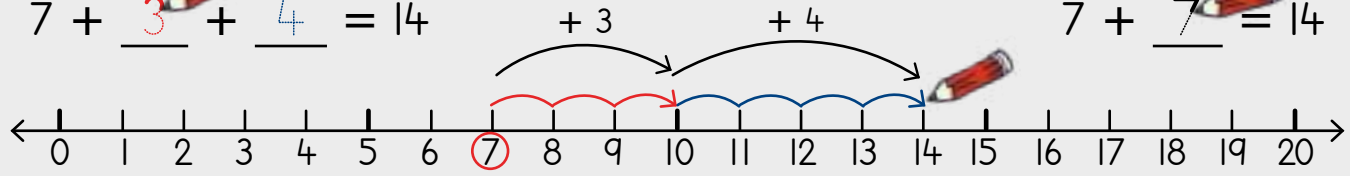
HOOFREKENE / MENTAL MATHS | KONSEPONTWIKKELING / CONCEPT DEVELOPMENT → GROEPWERK / GROUP WORK → SPELETJIE / GAME → AKTIWITEITE / ACTIVITIES → PROBLEEMOPLOSSING / PROBLEM SOLVING

1 Kry die ontbrekende getalle met behulp van die getallelyne.
Use the number lines to find the missing numbers.

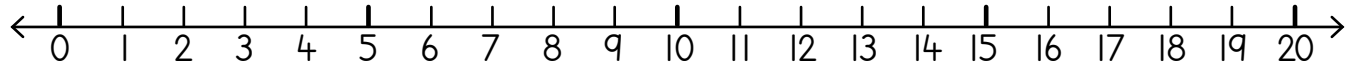
9 + 1 + 3 = 13 | 9 + 4 = 13



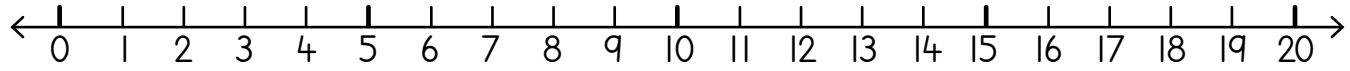
7 + 3 + 4 = 14 | 7 + 7 = 14



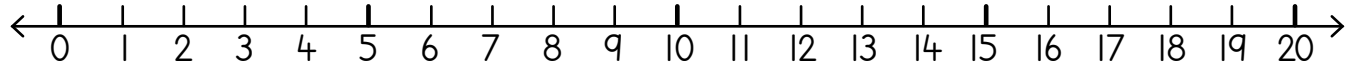
8 + ____ + ____ = 15 | 8 + ____ = 15



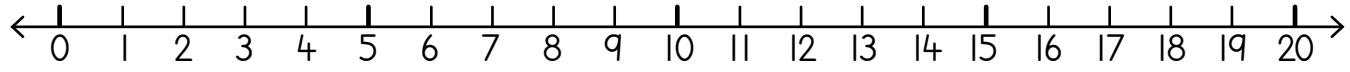
9 + ____ + ____ = 18 | 9 + ____ = 18



8 + ____ + ____ = 14 | 8 + ____ = 14

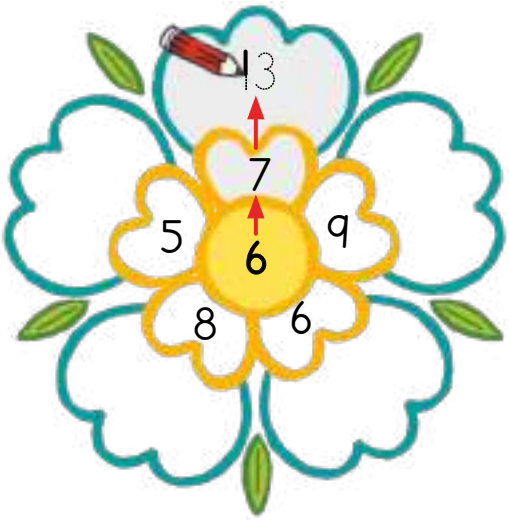


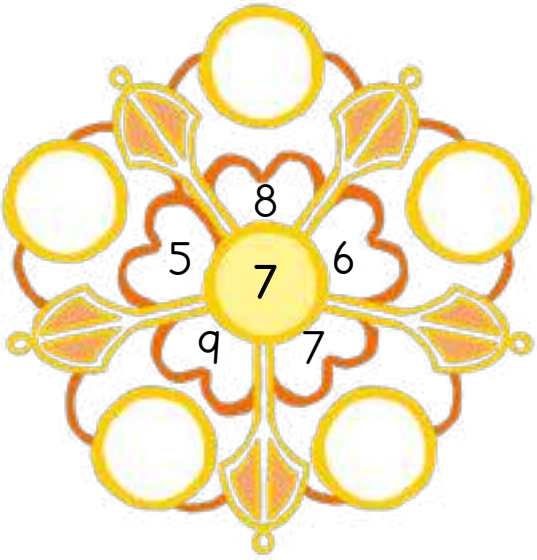
7 + ____ + ____ = 15 | 7 + ____ = 15

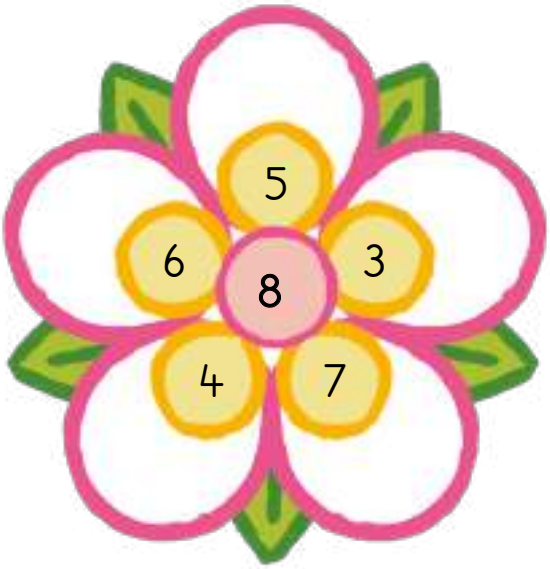


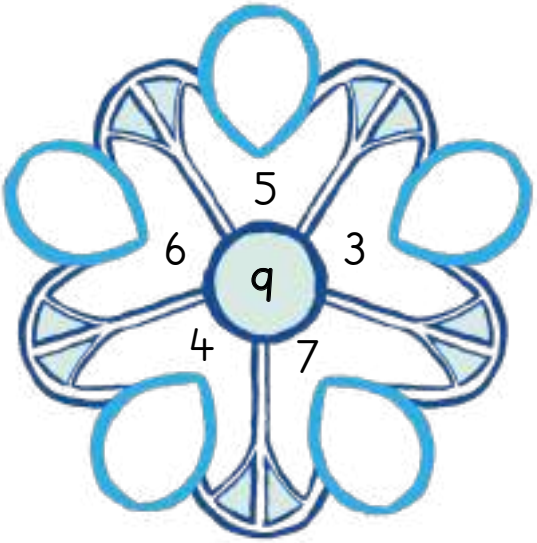
2 Tel op.

Add.











0 1 2 3 4 **5** 6 7 8 9 **10** 11 12 13 14 **15** 16 17 18 19 20

3 Tel op.

Add.

6 + 5 = 11

7 + 7 = ____

9 + 9 = ____

6 + 6 = ____

8 + 7 = ____

7 + 9 = ____

7 + 6 = ____

8 + 8 = ____

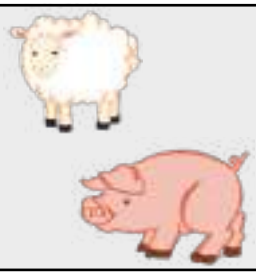
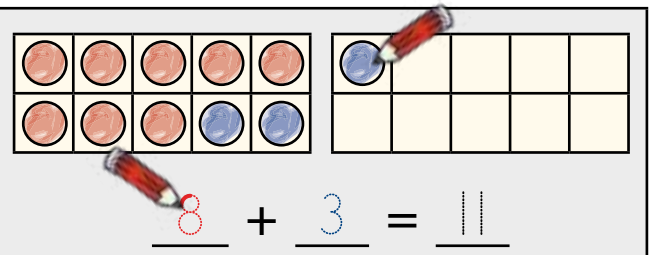
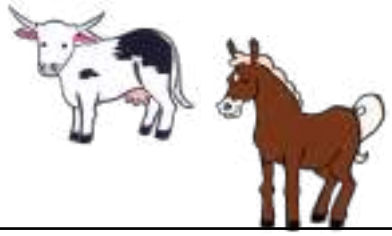
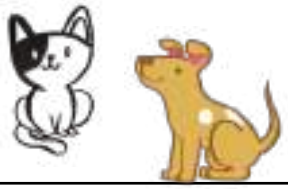
6 + 9 = ____

Optellingswoordprobleme
Addition word problems

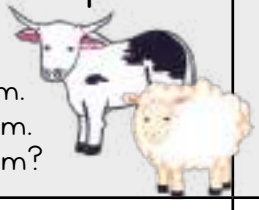
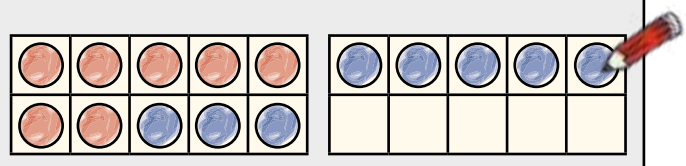
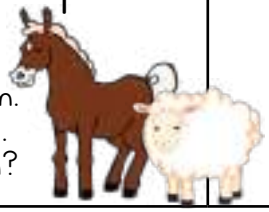
HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

1 Hoeveel is daar altesaam? Los die probleme met behulp van die tienrame op.

How many altogether? Solve these problems using the ten frames.

3 skape 3 sheep 8 varke 8 pigs 	 8 + 3 = 11
6 koeie 6 cows 9 perde 9 horses 	___ + ___ = ___
7 katte 7 cats 5 honde 5 dogs 	___ + ___ = ___

2

Daar is 7 koeie op die plaas. Daar is 8 skape op die plaas. Hoeveel diere is daar op die plaas? There are 7 cows on the farm. There are 8 sheep on the farm. How many animals on the farm? 	 7 + 8 = 15
Daar is 4 perde op die plaas. Daar is 7 skape op die plaas. Hoeveel diere is daar op die plaas? There are 4 horses on the farm. There are 7 sheep on the farm. How many animals on the farm? 	___ + ___ = ___

3 Tel by die getal op die boks by.

Add to the number in the box.

9 +  = 12	8 +  = ____
7 +  = ____	6 +  = ____
9 +  = ____	8 +  = ____

4 Skryf die getalle in en tel dit bymekaar.

Write in the numbers and add.

 = 9  = 8  = 7  = 6  = 5  = 4

 +  +  9 + 4 + 4 = 17	 +  +  ____ + ____ + ____ = ____
 +  +  ____ + ____ + ____ = ____	 +  +  ____ + ____ + ____ = ____
 +  +  ____ + ____ + ____ = ____	 +  +  ____ + ____ + ____ = ____

Optellingstories
Addition stories

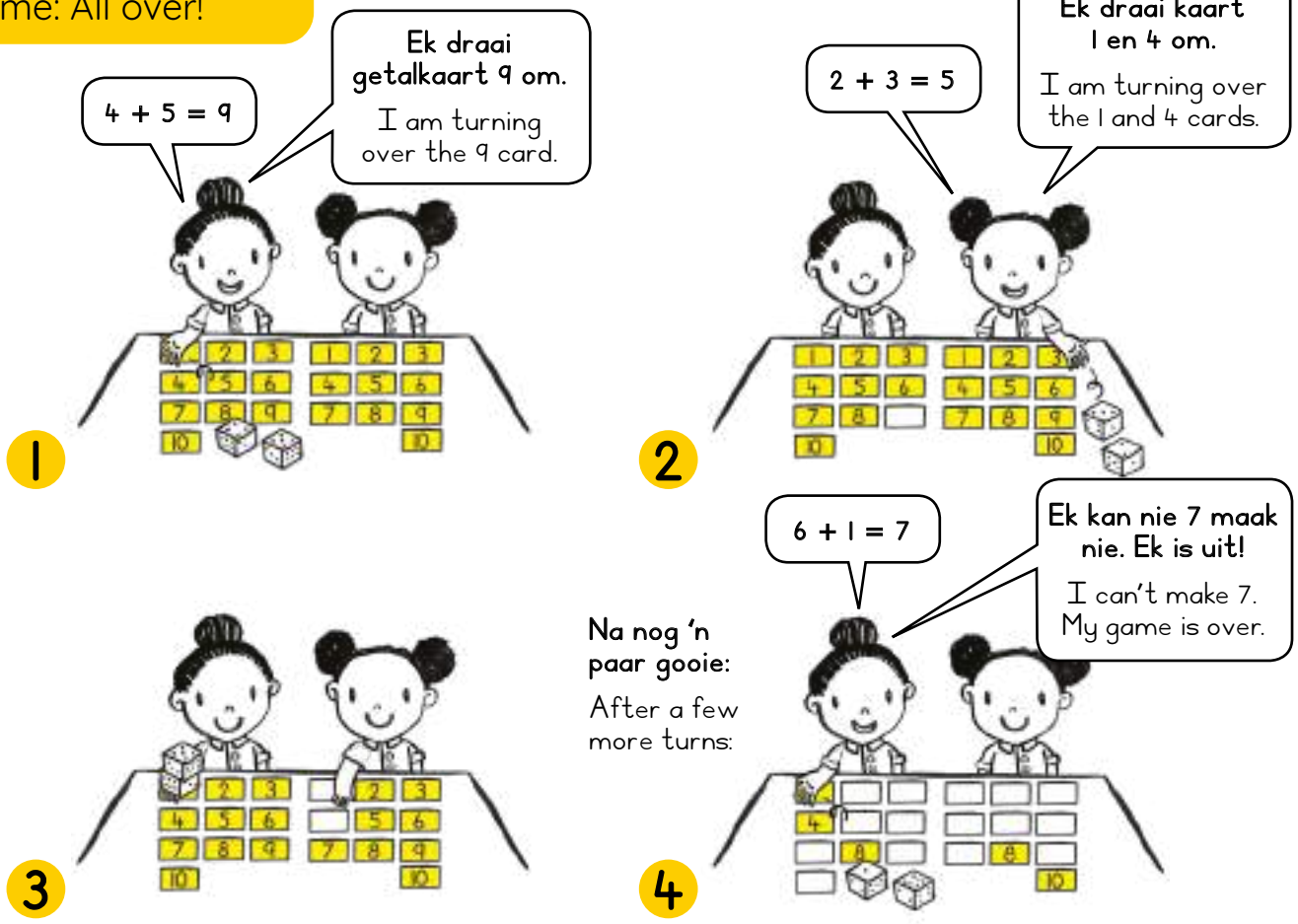
HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

1 Vertel 'n optellingstorie oor die prent aan jou maat en skryf dan die getalsin neer.

Tell your partner an addition story about the picture and then write the number sentence.

	Getalsin Number sentence
	9 + 6 = 15
	___ + ___ = ___
	___ + ___ = ___
	___ + ___ = ___
	___ + ___ = ___
	___ + ___ = ___
	___ + ___ = ___

Speletjie: Ek is uit!
Game: All over!



Hou aan met die speletjie totdat jy 'n totaal gooi wat jy nie deur 'n kombinasie van die oorblywende kaarte kan maak nie. Dan is jy uit die spel.

Continue in this way until you throw a total that you can't make using a combination of the cards that remain. Then your game is over.



Tel jou kaarte. Die persoon met minder kaarte oor is die wenner.

Count your cards. The person with less cards left is the winner.

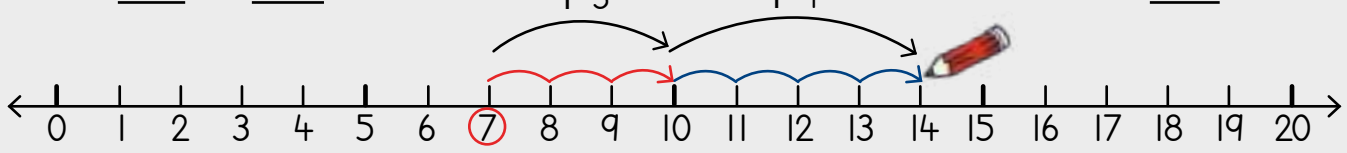
Vaslegging
Consolidation

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

1 Kry die ontbrekende getalle met behulp van die getallelyne.
Use the number lines to find the missing numbers.

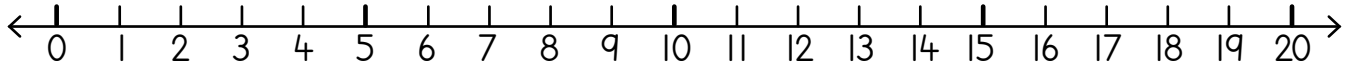
7 + 3 + 4 = 14

7 + 7 = 14



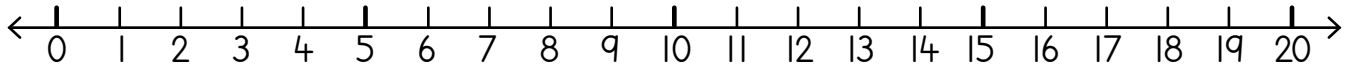
9 + ____ + ____ = 15

9 + ____ = 15



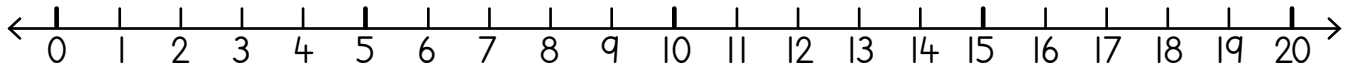
8 + ____ + ____ = 17

8 + ____ = 17

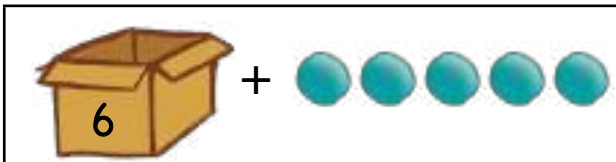


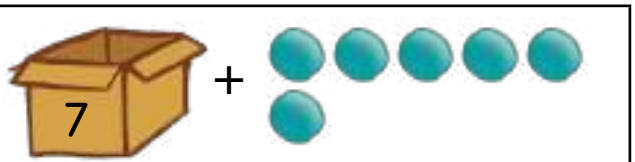
7 + ____ + ____ = 12

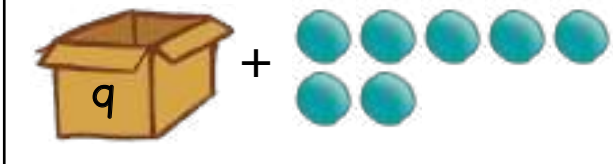
7 + ____ = 12

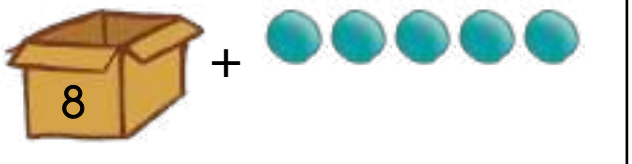


2 Tel die getal op die boks by.
Add to the number in the box.









3 Los die probleme op en skryf die letters onderaan om die woorde te kry.

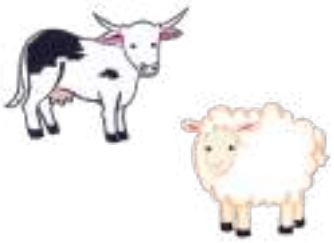
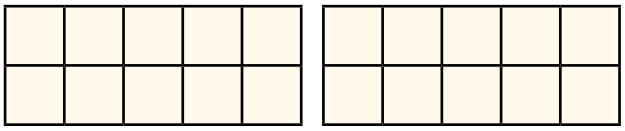
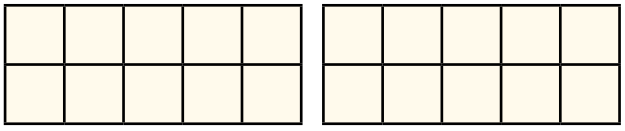
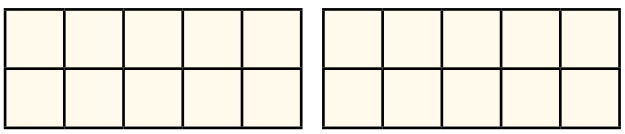
Solve the problems and write the letters below to find the words.

6 + 6 = ___	V	9 + 10 = ___	E
7 + 7 = ___	R	7 + 4 = ___	F
8 + 8 = ___	U	5 + 5 = ___	Y
9 + 9 = ___	B	4 + 5 = ___	R
10 + 10 = ___	L	3 + 5 = ___	K
6 + 7 = ___	E	8 + 9 = ___	B
7 + 8 = ___	D	1 + 6 = ___	S

7	8	9	10	11	12	13	14	15	16	17	18	19	20

4 Hoeveel is daar altesaam? Los die probleme met behulp van die tienrame op.

How many altogether? Solve these problems using the ten frames.

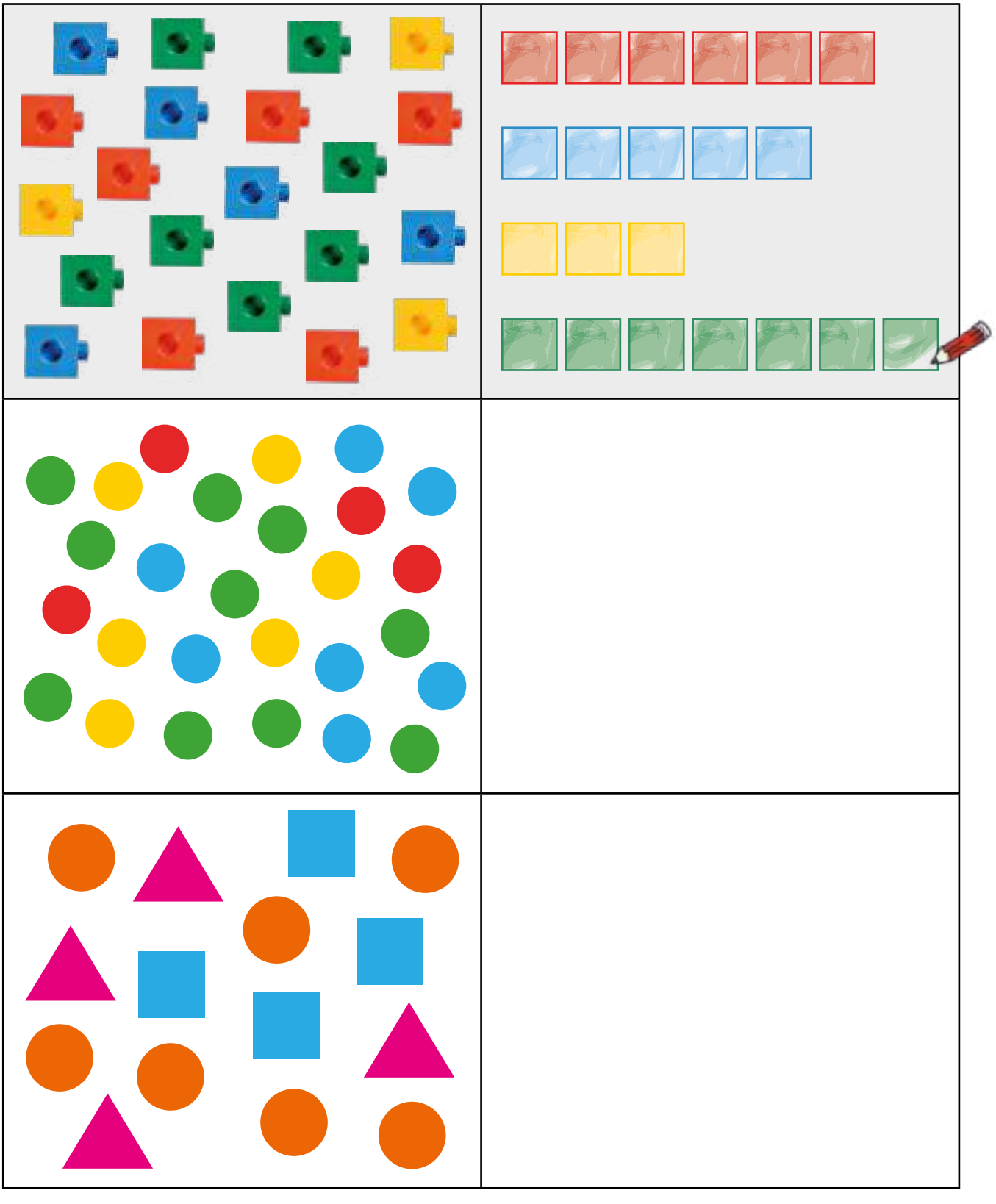
8 koeie 8 cows 7 skape 7 sheep 	 ___ + ___ = ___
9 katte 9 cats 4 varke 4 pigs 	 ___ + ___ = ___
Daar is 6 perde op die plaas. Daar is 5 skape op die plaas. Hoeveel diere is daar op die plaas? There are 6 horses on the farm. There are 5 sheep on the farm. How many animals on the farm?	 ___ + ___ = ___

Organiseer data
Organising data

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

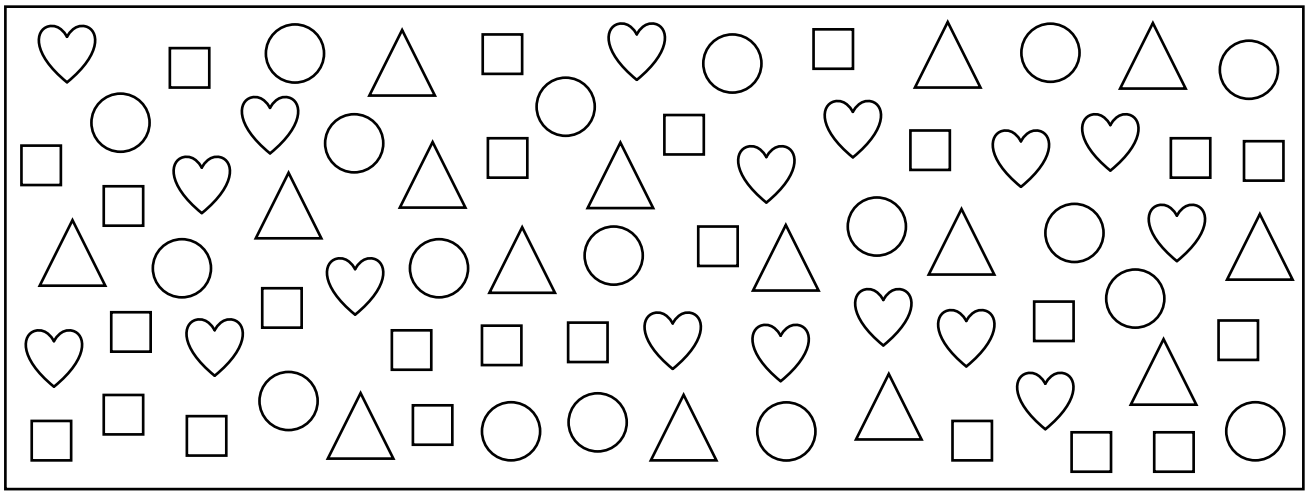
1 Sorteer die items en teken dit.

Sort the items and make a drawing.



2 Kleur in en tel. Hoeveel is daar van elke vorm?

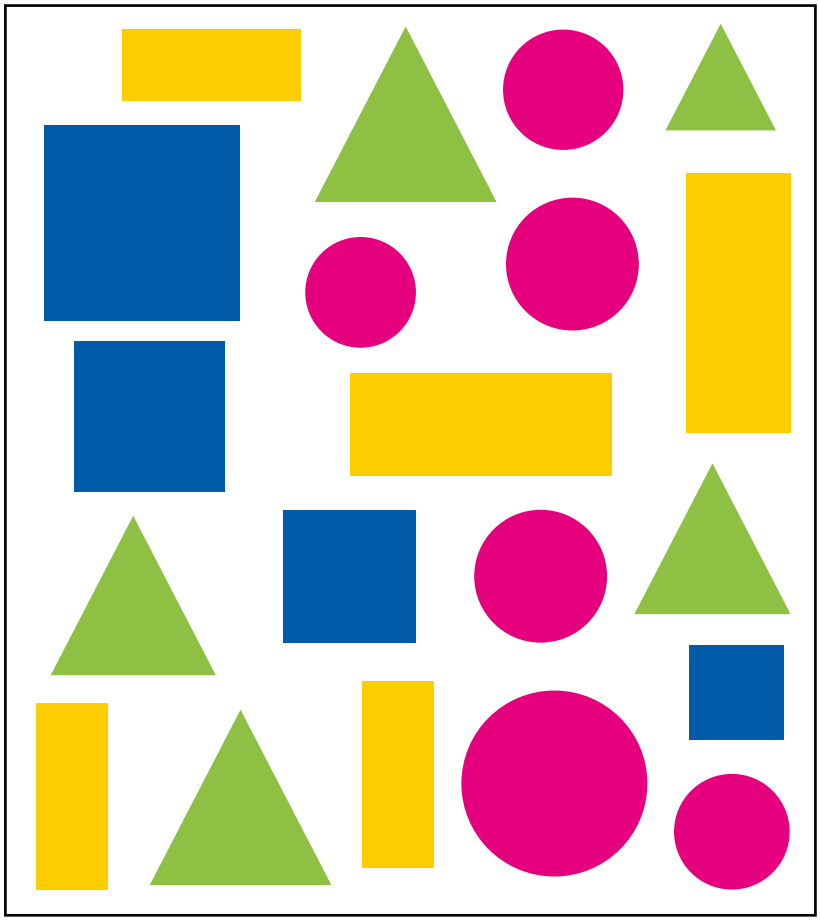
Colour and count. How many of each shape?



△	○	♡	□
5			

3 Kyk na die prent. Tel die vorms.

Look at the picture. Count the shapes.



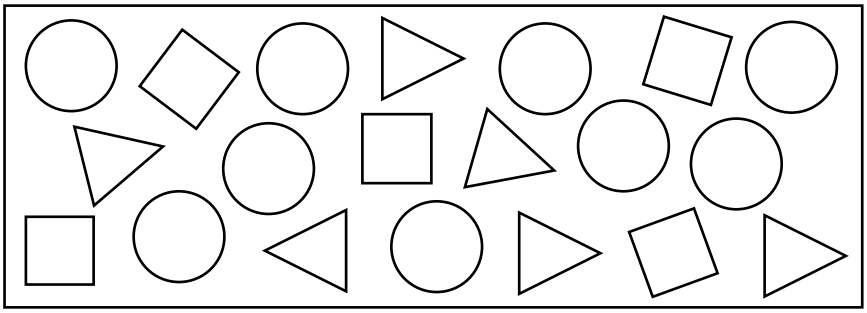
Hoeveel van elk? How many?	
■	1
▲	
▬	
●	

Organiseer en ontleed data
Organising and analysing data

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

1 Sorteer die vorms en teken dit.

Sort the shapes and make a drawing.

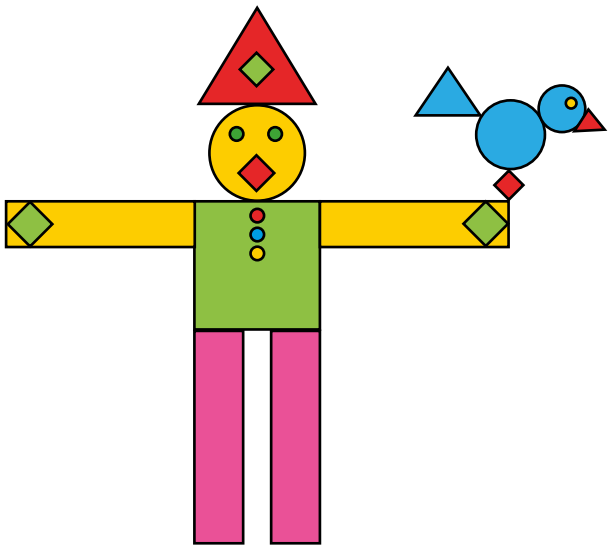


driehoeke triangles	sirkels circles	vierkante squares

Hoeveel driehoeke is daar? How many triangles are there?	
Hoeveel sirkels is daar? How many circles are there?	
Hoeveel vierkante is daar? How many squares are there?	

2 Kyk na die prent en beantwoord die vrae.

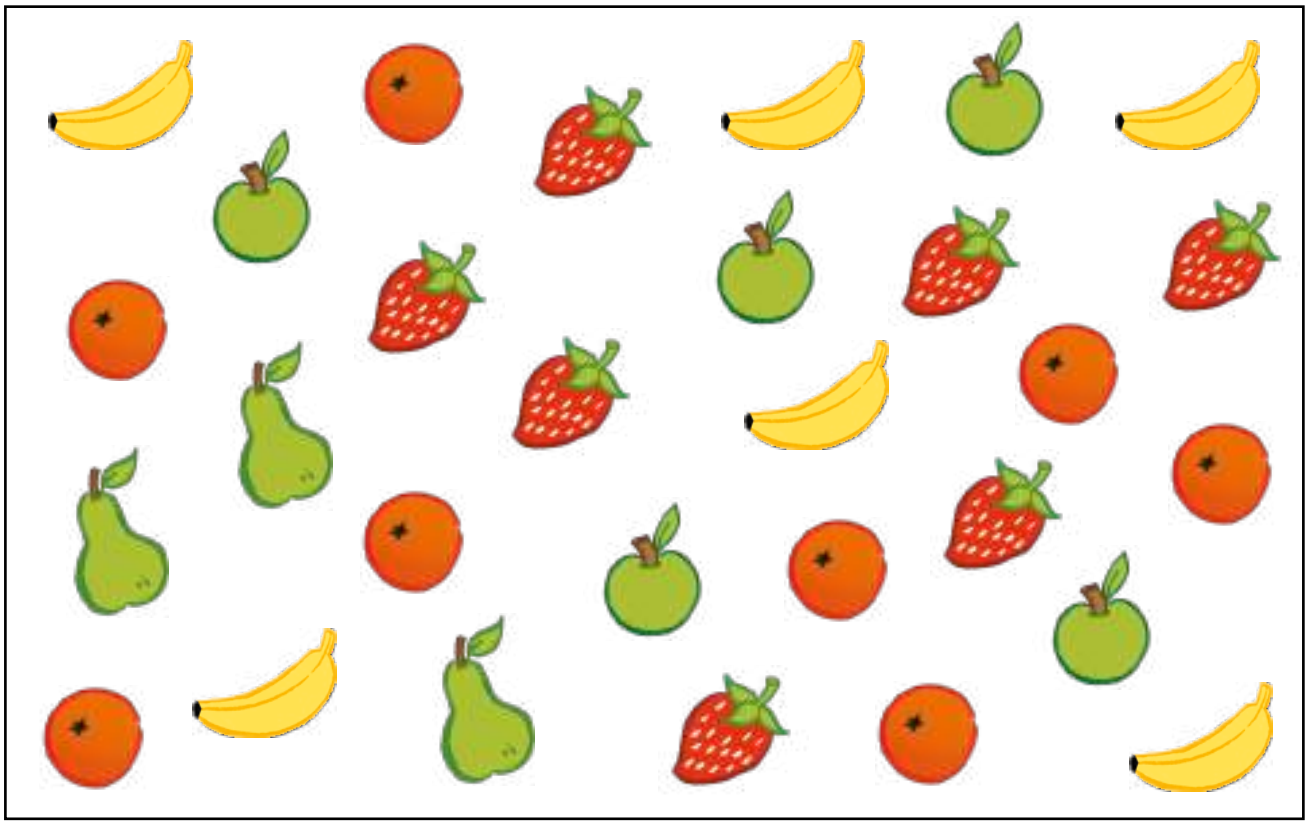
Look at the picture and answer the questions.



Hoeveel is daar? How many?	
vierkante squares	
sirkels circles	
driehoeke triangles	
reghoeke rectangles	

3 Sorteer die vrugte en beantwoord dan die vrae.

Sort the fruit and then answer the questions.



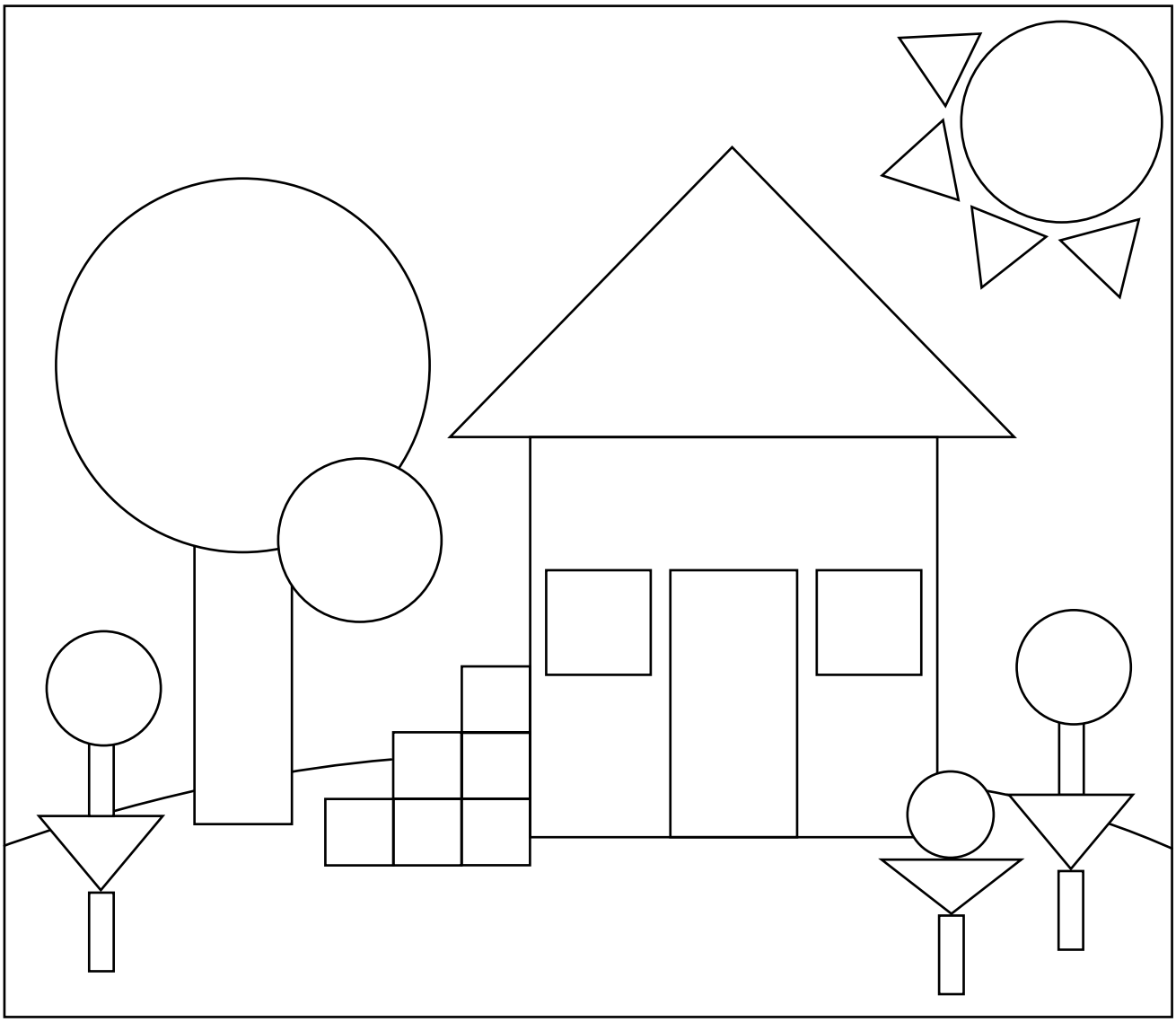
Ons gunstelingvrugte Our favourite fruit				

Watter vrug is die gewildste? Which fruit is most popular?	
Watter vrug is die minste gewild? Which fruit is least popular?	

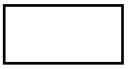
Stel data voor en interpreteer dit
Representing and interpreting data

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

1 Kyk na die prent.
Look at the picture.



Tel hoeveel daar is.
Count how many.

 6			
 sirkels circles	 vierkante squares	 reghoeke rectangles	 driehoeke triangles

2 Voltooi die piktogram vir die vorms in vraag 1.

Complete the pictograph for the shapes in question 1.

Aantal vorms Number of shapes				
10				
9				
8				
7				
6	○			
5	○			
4	○			
3	○			
2	○			
1				
	○ sirkels circles	□ vierkante squares	▭ reghoeke rectangles	△ driehoeke triangles

3 Beantwoord die vrae.

Answer the questions.

Van watter vorm is daar die meeste? Which shape appears most often?	
Van watter vorm is daar die minste? Which shape appears least often?	
Van watter vorm is daar 2 meer as die ○? Which shape has 2 more than the ○?	
Hoeveel ○ en △ is daar altesaam? How many ○ and △ are there altogether?	

Stel data voor en interpreteer dit
Representing and interpreting data

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

1

Januarie
January

So Sun	Ma Mon	Di Tues	Wo Wed	Do Thur	Vr Fri	Sa Sat
		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		

Tel die weertipes en skryf neer hoeveel daar is.
Count the weather types and write how many.

1				
reënerig rainy	sonnig sunny	gedeeltelik bewolk partly cloudy	bewolk cloudy	winderig windy

2 Voltooi die piktogram vir die tipes weer in vraag 1.

Complete the pictograph for the weather types in question 1.

12					
11					
10					
9					
8					
7					
6					
5					
4					
3					
2					
1					
	 reënerig rainy	sonnig sunny	 gedeeltelik bewolk partly cloudy	 bewolk cloudy	 winderig windy

Beantwoord die vrae.

Answer the questions.

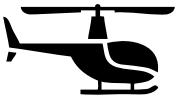
Hoeveel sonnige dae was daar in Januarie? How many sunny days were there in January?	 12
Hoeveel winderige dae was daar in Januarie? How many windy days were there in January?	
Die meeste dae in Januarie was _____. Most days in January were _____.	
Hoeveel meer sonnige dae as reënerige dae was daar in Januarie? How many more sunny days than rainy days were there in January?	

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

1 By die lughawe
At the airport



Kyk na die prent. Hoeveel is daar?
Look at the picture. How many?

		ambulanse ambulances
		polisiemotors police cars
		busse buses
		bagasietrokkies luggage trucks
		helikopters helicopters
		vliegtuie aeroplanes

2 Kleur die raampies met behulp van die data in.

Colour in the blocks using the data.

By die lughawe At the airport						
10						
9						
8						
7						
6						
5						
4						
3						
2						
1						
						

3 Beantwoord die vrae.

Answer the questions.

Hoeveel motors kan jy sien? How many cars can you see? 	
Van watter voertuie is daar die meeste? Which vehicles appear most often?	
Van watter voertuie is daar die minste? Which vehicles appear least often?	
Hoeveel  en  is daar altesaam? How many and altogether?	
Hoeveel  en  is daar altesaam? How many and altogether?	

DAG 1 • DAY 1

Aftrekking met oorbrugging van 10
Subtraction bridging 10

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



1 Trek af.
Subtract.

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

11 – 1 – 2 = 8

11 – 1 – 4 = ____

11 – 1 – 6 = ____

11 – 1 – 5 = ____

11 – 1 – 7 = ____

12 – 2 – 3 = 7

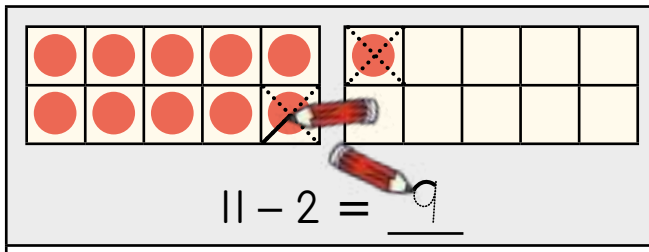
12 – 2 – 2 = ____

12 – 2 – 4 = ____

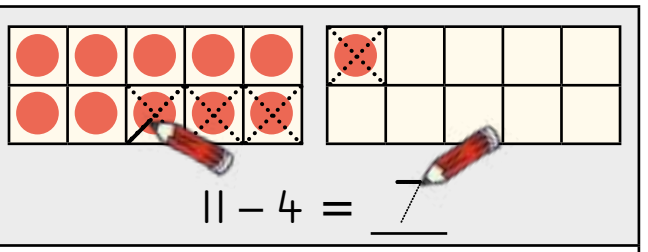
12 – 2 – 6 = ____

12 – 2 – 5 = ____

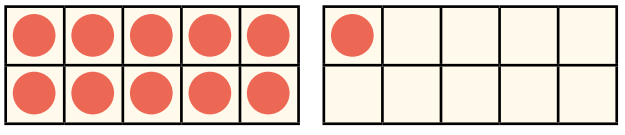
2 Trek af van 11.
Subtract from 11.



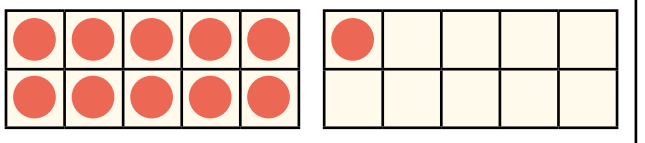
11 – 2 = 9



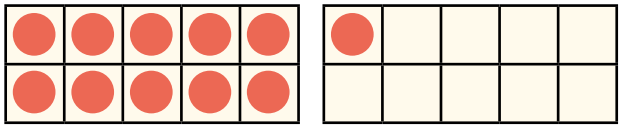
11 – 4 = 7



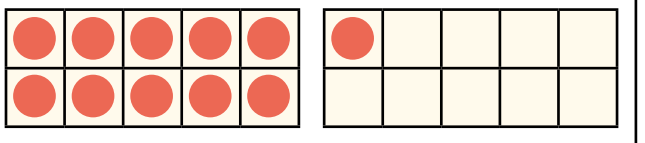
11 – 3 = ____



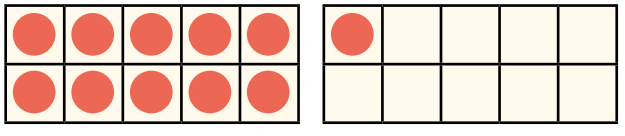
11 – 5 = ____



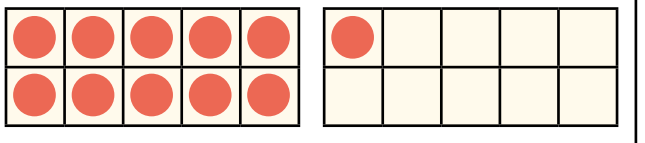
11 – 7 = ____



11 – 6 = ____



11 – 8 = ____



11 – 9 = ____

3 Trek af.

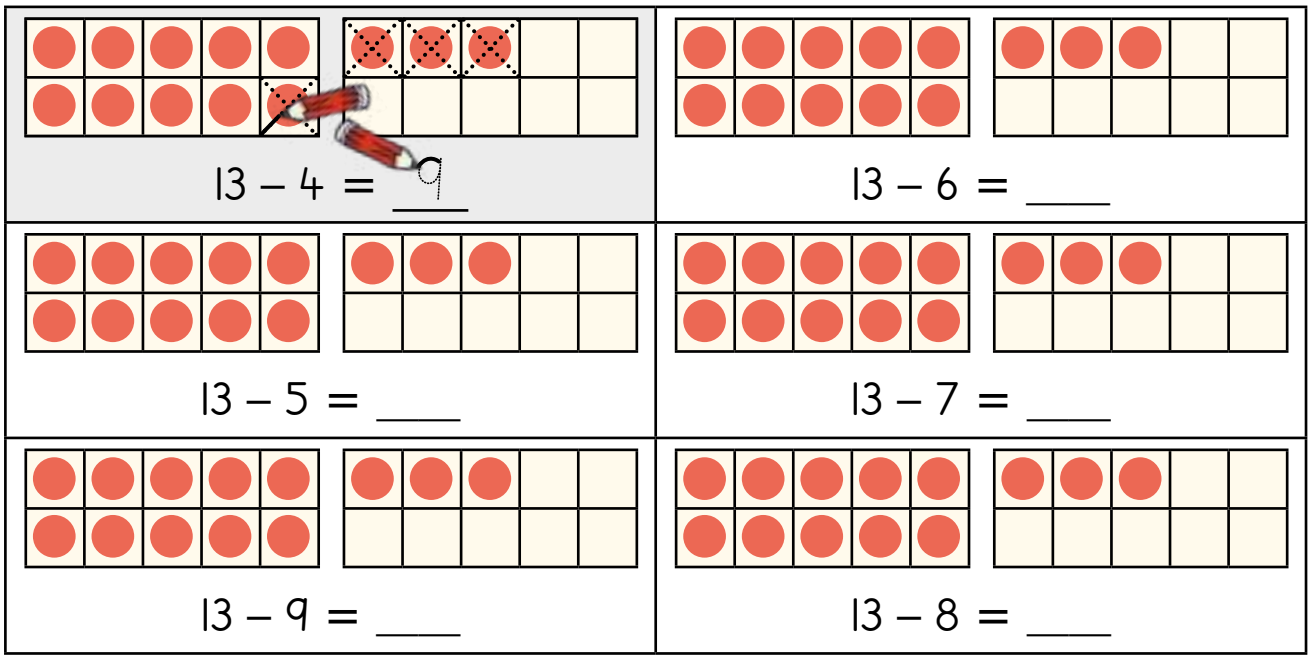
Subtract.

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

13 – 3 – 3 = 7	14 – 4 – 2 = ____	13 – 3 – 6 = ____
13 – 3 – 2 = ____	14 – 4 – 3 = ____	13 – 3 – 5 = ____
13 – 3 – 4 = ____	14 – 4 – 1 = ____	14 – 4 – 5 = ____

4 Trek af van 13.

Subtract from 13.



13 – 4 = 9

13 – 6 = ____

13 – 5 = ____

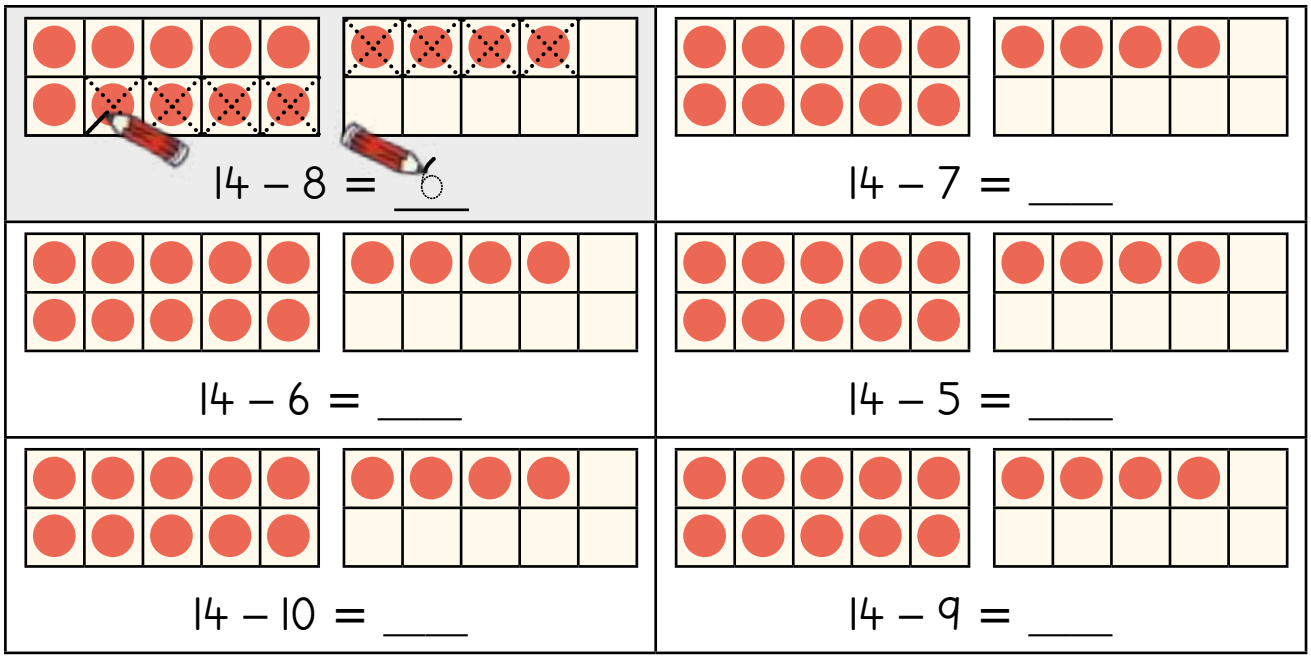
13 – 7 = ____

13 – 9 = ____

13 – 8 = ____

5 Trek af van 14.

Subtract from 14.



14 – 8 = 6

14 – 7 = ____

14 – 6 = ____

14 – 5 = ____

14 – 10 = ____

14 – 9 = ____

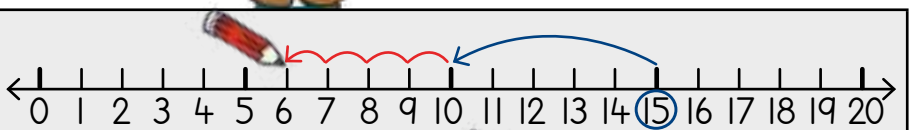
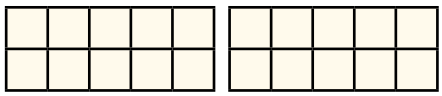
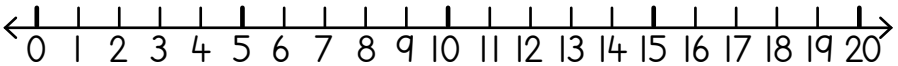
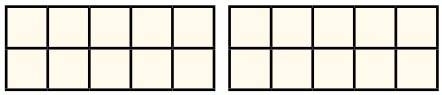
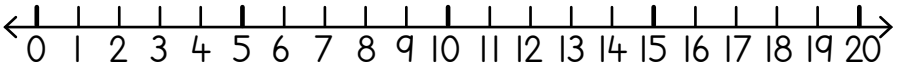
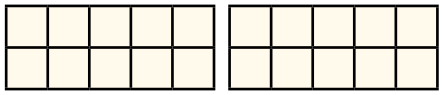
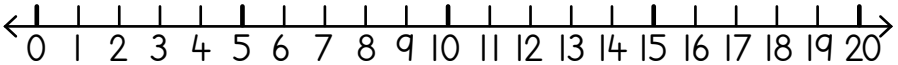
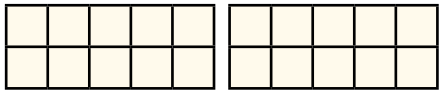
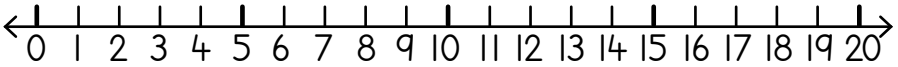
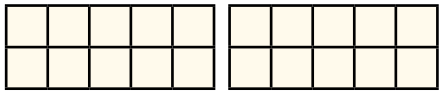
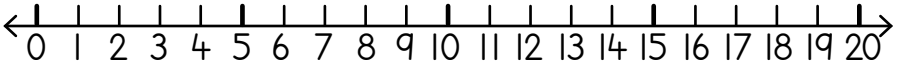
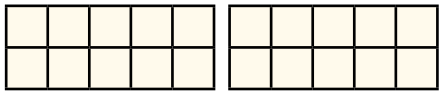
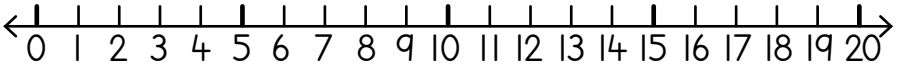
Trek 9 af
Subtracting 9

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

1 Trek af.
Subtract.



Wat merk jy op as jy 9 aftrek?
What do you notice when you subtract 9?

 15 – 9 = 6	 15 – 9 = 6
 17 – 9 = ____	 17 – 9 = ____
 11 – 9 = ____	 11 – 9 = ____
 13 – 9 = ____	 13 – 9 = ____
 16 – 9 = ____	 16 – 9 = ____
 12 – 9 = ____	 12 – 9 = ____
 14 – 9 = ____	 14 – 9 = ____

2 Los op en kleur die antwoord in.

Solve and colour the answer.

17 – 9 = 8	20 – 7 = 13
18 – 9 = ___	14 – 9 = ___
20 – 10 = ___	12 – 6 = ___
16 – 9 = ___	20 – 9 = ___
11 – 8 = ___	12 – 8 = ___
20 – 8 = ___	11 – 9 = ___

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



3 Trek af.

Subtract.

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

13 – 5 = 8	15 – 7 = ___	14 – 8 = ___
14 – 7 = ___	14 – 6 = ___	13 – 6 = ___
14 – 5 = ___	13 – 4 = ___	13 – 8 = ___
15 – 6 = ___	15 – 8 = ___	15 – 9 = ___
13 – 7 = ___	13 – 9 = ___	14 – 9 = ___

4 Vul die ontbrekende getalle in om hierdie probleme op te los.

Fill in the missing numbers to solve these problems.

12 – 9 = 3	15 – ___ = 9	16 – 9 = ___
14 – 5 = 9	11 – 9 = ___	18 – ___ = 9
17 – 9 = ___	13 – ___ = 9	12 – ___ = 9

DAG 3 • DAY 3

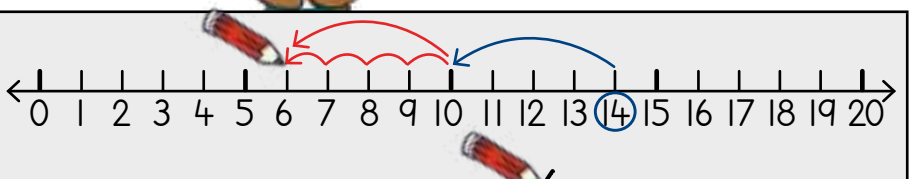
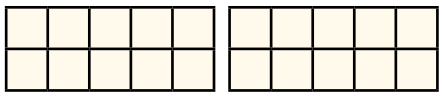
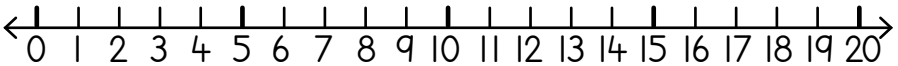
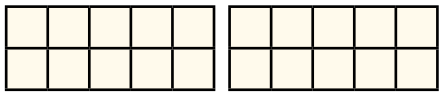
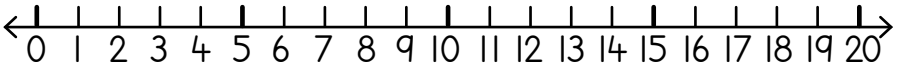
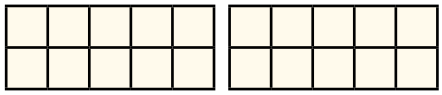
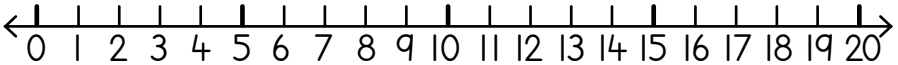
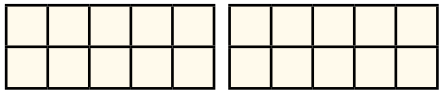
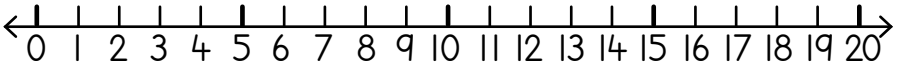
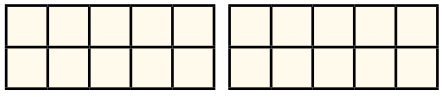
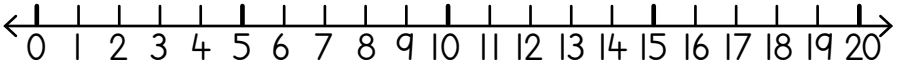
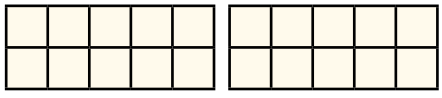
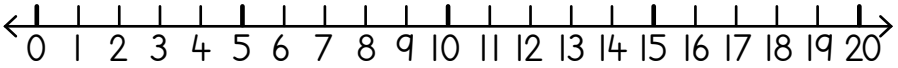
Trek 8 en 7 af
Subtracting 8 and 7

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

1 Trek af.
Subtract.



Wat merk jy op as jy 8 aftrek?
What do you notice when you subtract 8?

 14 – 8 = 6	 14 – 8 = 6
 17 – 8 = ____	 17 – 8 = ____
 11 – 8 = ____	 11 – 8 = ____
 13 – 8 = ____	 13 – 8 = ____
 16 – 8 = ____	 16 – 8 = ____
 12 – 8 = ____	 12 – 8 = ____
 15 – 8 = ____	 15 – 8 = ____

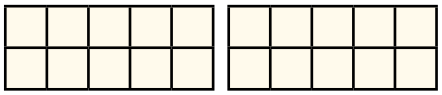
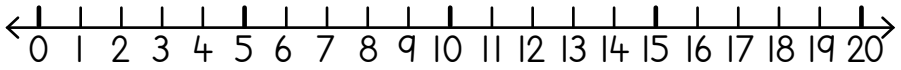
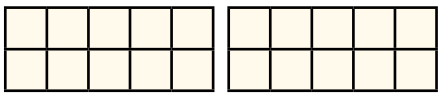
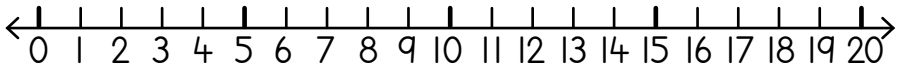
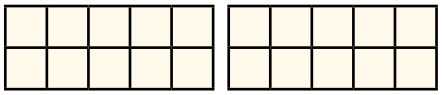
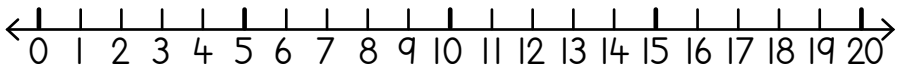
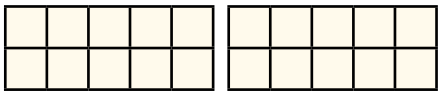
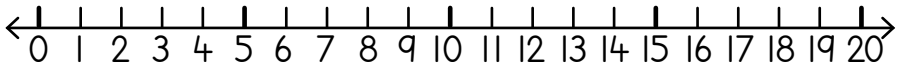
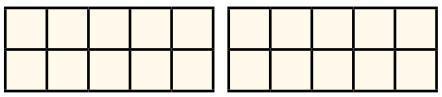
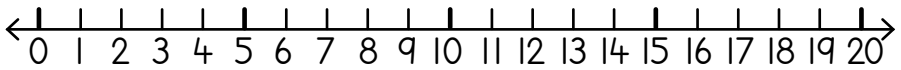
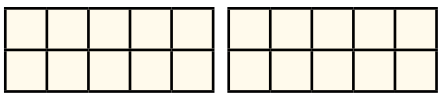
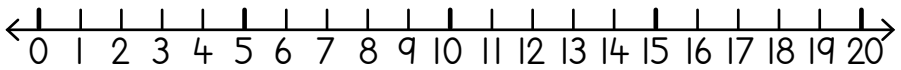
2 Trek af.

Subtract.



Wat merk jy op as jy 7 aftrek?

What do you notice when you subtract 7?

 15 – 7 = 8	 15 – 7 = 8
 17 – 7 = ____	 17 – 7 = ____
 11 – 7 = ____	 11 – 7 = ____
 13 – 7 = ____	 13 – 7 = ____
 16 – 7 = ____	 16 – 7 = ____
 12 – 7 = ____	 12 – 7 = ____
 14 – 7 = ____	 14 – 7 = ____

Aftrekkingspatrone
Subtraction patterns

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

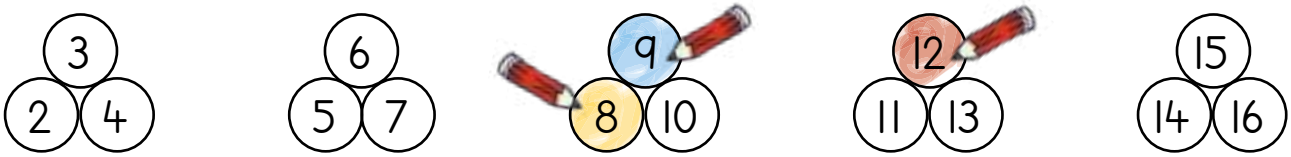
1 Los op en kleur in om die patroon te kry.
Solve and colour to find the pattern.

9 + 9 = 18	5 + 5 = 10
4 + 4 = ___	4 + 5 = ___
7 + 7 = ___	5 + 6 = ___
6 + 6 = ___	8 + 8 = ___
9 + 8 = ___	3 + 4 = ___
8 + 7 = ___	7 + 6 = ___



2 Los op en kleur in om die patroon te kry.
Solve and colour to find the pattern.

11 – 3 = 8	13 – 4 = 9	9 + 3 = 12
11 – 6 = ___	11 – 9 = ___	8 + 5 = ___
11 – 8 = ___	14 – 7 = ___	7 + 9 = ___
12 – 6 = ___	15 – 5 = ___	7 + 8 = ___
12 – 8 = ___	20 – 9 = ___	6 + 8 = ___

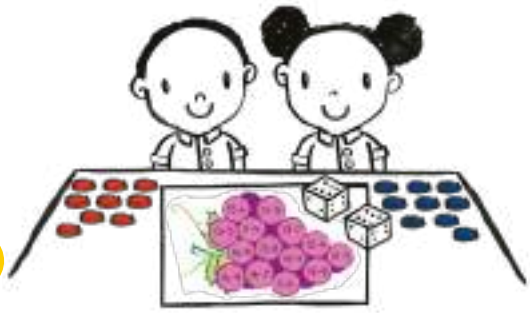


Speletjie: Maak die druiwekorrels toe
Game: Cover the grapes

Gebruik die spelbord op bladsy 105. Gooi die dobbelstene en tel op. Kry die druiwekorrel met jou antwoord daarop. Jy kan daardie korrel toemaak.

Use the game board on page 105. Roll the dice and add. Find a grape with your answer. You can cover that grape.

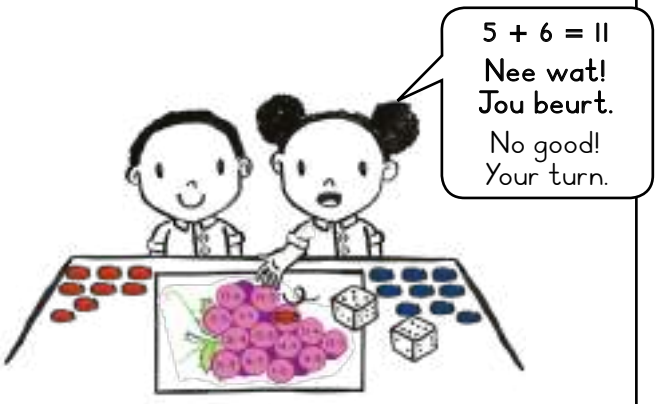
1



2

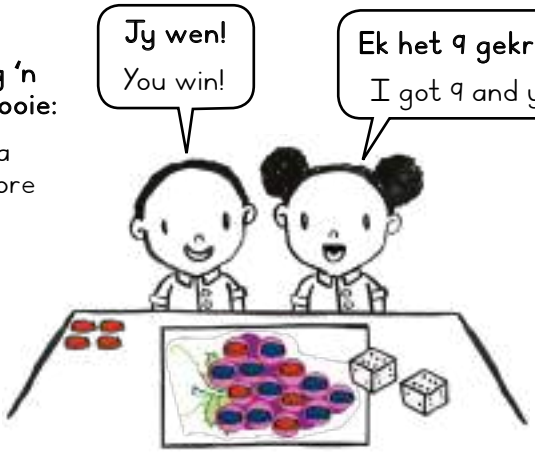


3



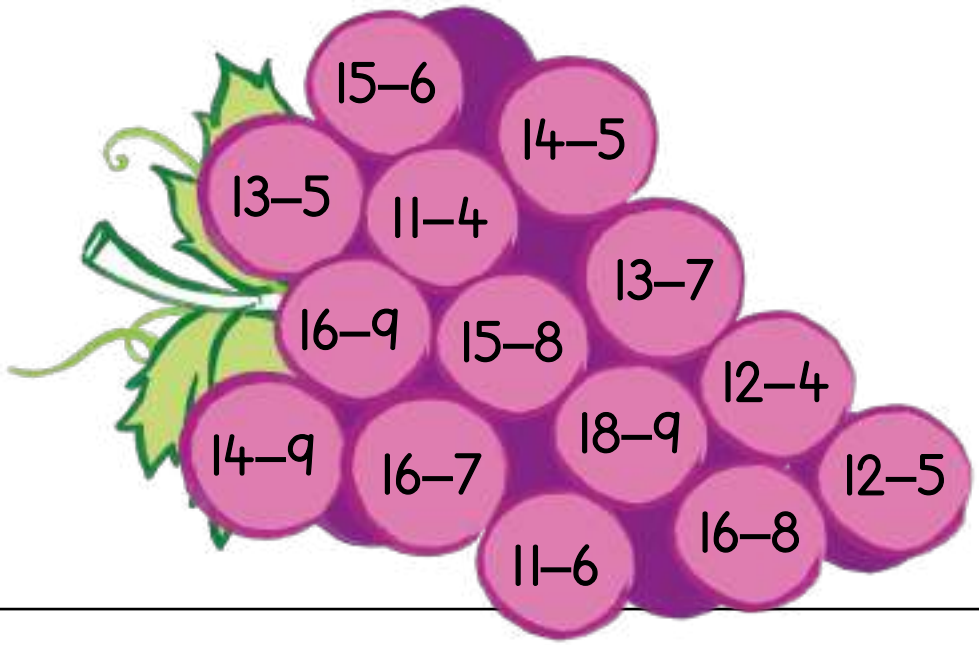
Na nog 'n paar gooie:
After a few more turns:

4



Die leerder wat die meeste korrels op die bord toemaak, is die wenner.

The person who covers the most grapes on the board wins.

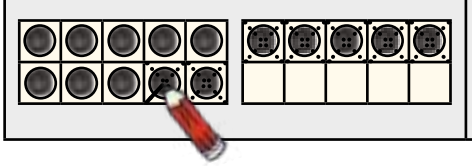


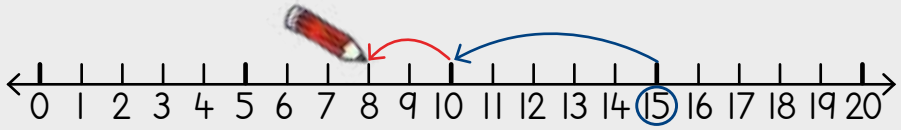
Vaslegging
Consolidation

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

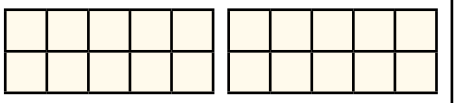
1 Trek af met behulp van die tienraam en die getallelyn.
Subtract using the ten frame and number line.

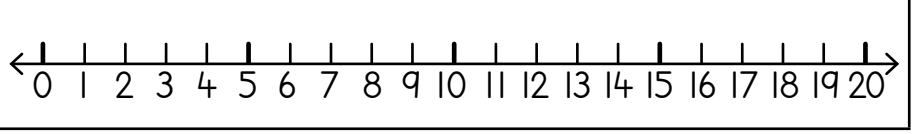
15 – 7 = 8



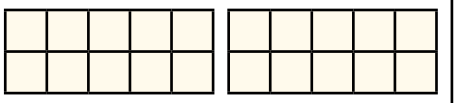


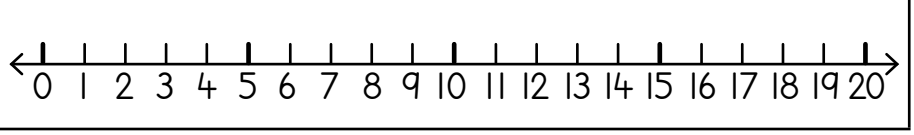
16 – 9 = ____



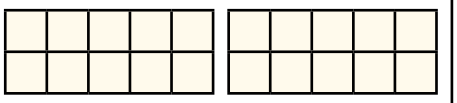


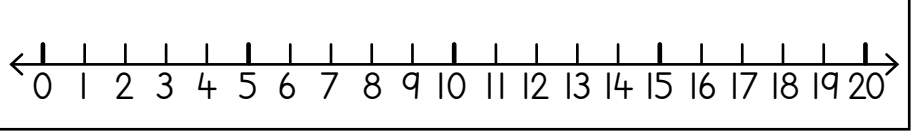
15 – 8 = ____





17 – 9 = ____





2 Vul die ontbrekende getalle in om hierdie probleme op te los.
Fill in the missing numbers to solve these problems.

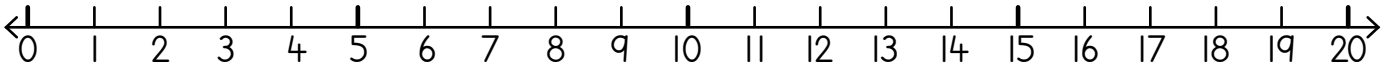
14 – 7 = ____	11 – 7 = ____	15 – ____ = 7
12 – ____ = 7	18 – ____ = 7	16 – 7 = ____
13 – 7 = ____	17 – ____ = 7	20 – 7 = ____

3 Gebruik enige metode om af te trek.

Subtract using any method.



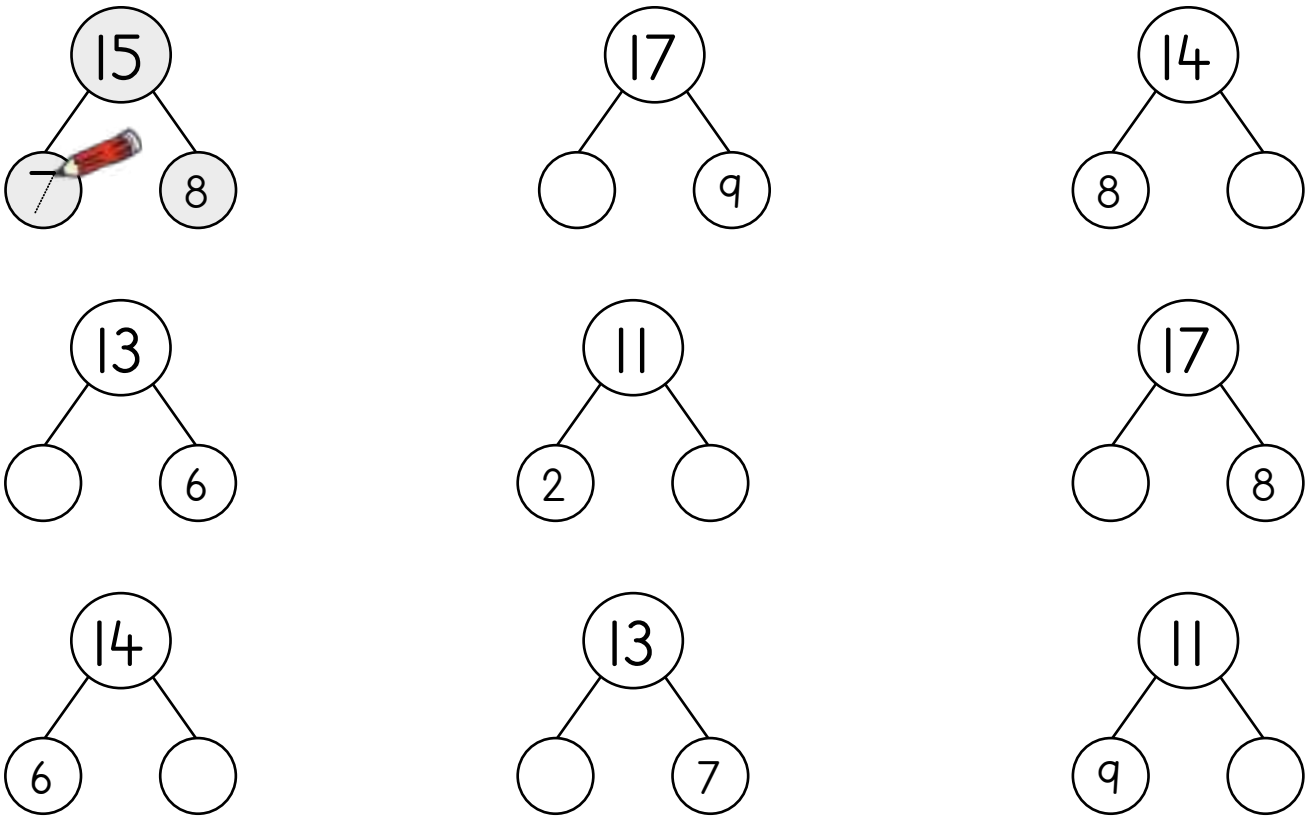
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20



18 – 9 = ____	11 – 7 = ____	13 – 8 = ____
14 – 6 = ____	15 – 9 = ____	12 – 7 = ____
17 – 8 = ____	13 – 6 = ____	11 – 9 = ____

4 Vul die oop sirkels in.

Fill the empty circles.



DAG 1 • DAY 1

Aftrekking met oorbrugging van 10
Subtraction bridging 10

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

1 Trek af.
Subtract.



14 – 8 = 6

17 – 9 = ____

12 – 7 = ____

16 – 8 = ____

13 – ____ = 7

18 – ____ = 9

14 – ____ = 7

15 – ____ = 6

13 – 9 = ____

12 – 8 = ____

11 – 9 = ____

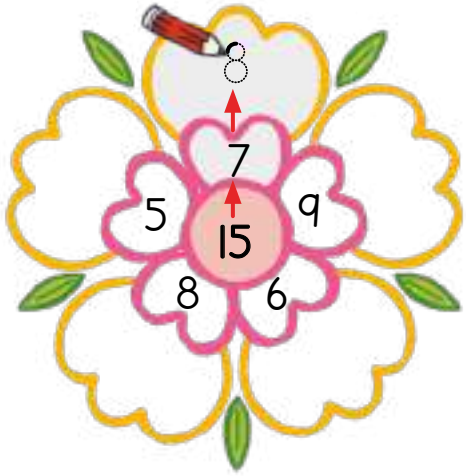
14 – 9 = ____

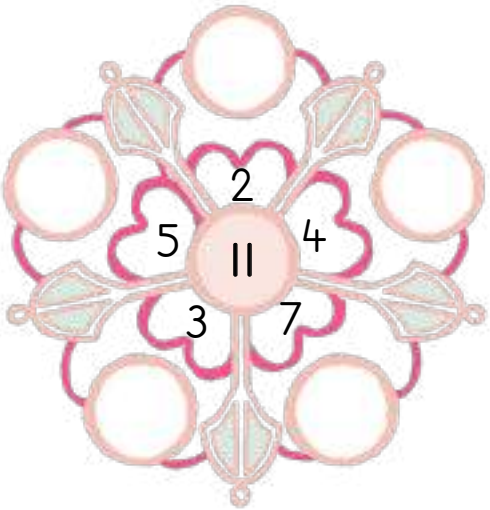
16 – ____ = 9

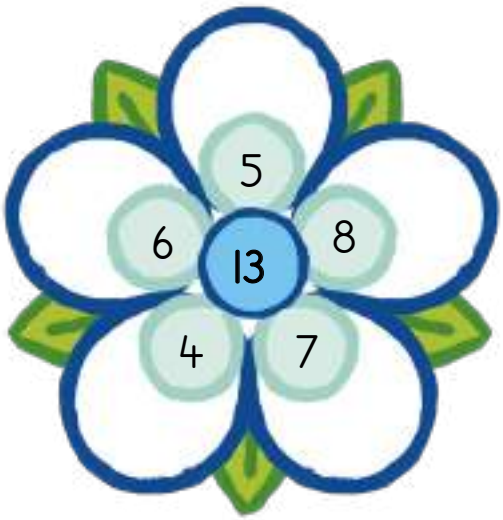
11 – ____ = 3

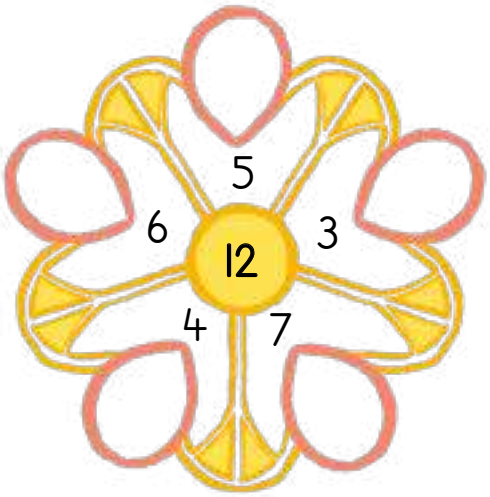
2 Trek af.

Subtract.







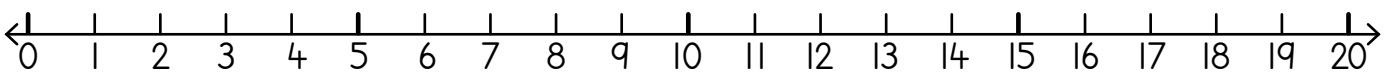


3 Trek af.

Subtract.



0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20



18 – 7 = 11

12 – 8 = ____

17 – 9 = ____

16 – 9 = ____

13 – 6 = ____

15 – 6 = ____

15 – 8 = ____

18 – 9 = ____

13 – 7 = ____

14 – 6 = ____

14 – 7 = ____

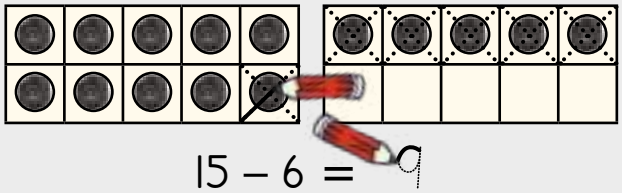
11 – 8 = ____

DAG 2 • DAY 2

Aftrekking met oorbrugging van 10
Subtraction bridging 10

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

1 Trek af.
Subtract.



15 – 6 = 9

13 – ____ = 9

17 – 8 = ____

12 – 8 = ____

14 – ____ = 8

16 – 7 = ____

12 – ____ = 7

11 – ____ = 6

16 – 8 = ____

15 – 8 = ____

14 – ____ = 9

11 – 9 = ____

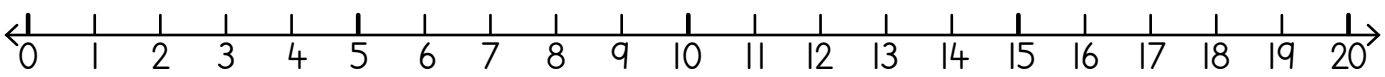
13 – ____ = 9

17 – ____ = 3

2 Trek af.

Subtract.

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20



11 – 9 = 2

11 – 5 = 6

14 – 8 = ____

12 – 8 = ____

12 – 6 = ____

15 – 9 = ____

15 – 7 = ____

14 – 7 = ____

13 – 8 = ____

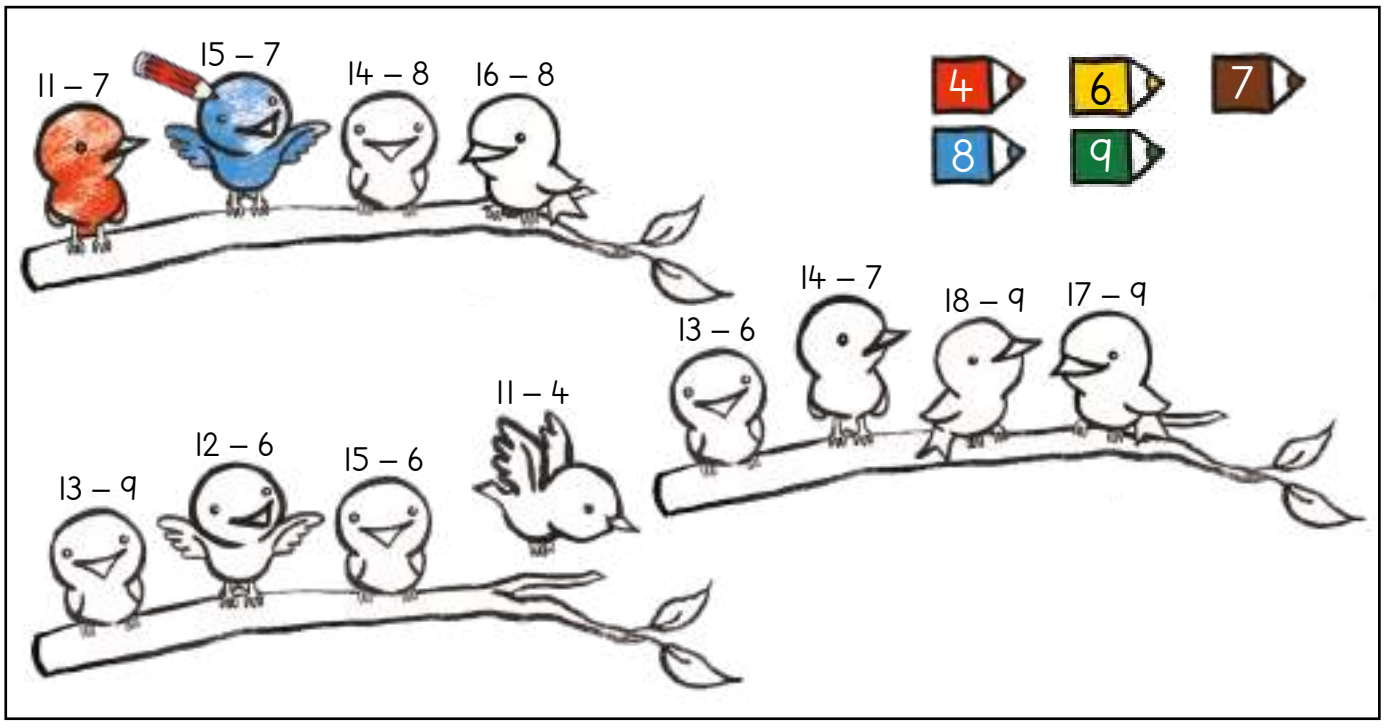
13 – 6 = ____

15 – 8 = ____

14 – 9 = ____

3 Trek af en kleur in.

Subtract and colour.

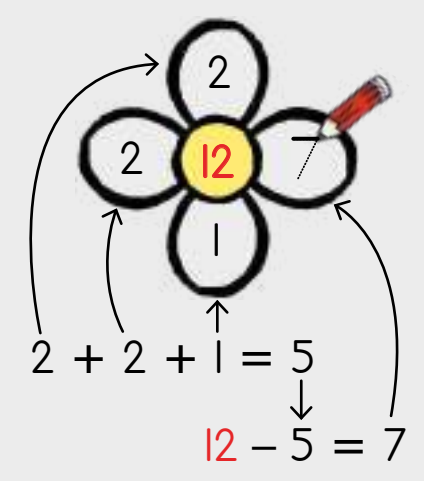


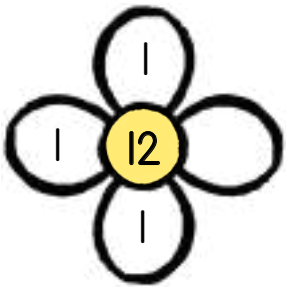
DAG 3 • DAY 3

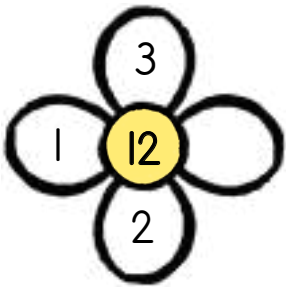
Kry die ontbrekende getal
Find the missing number

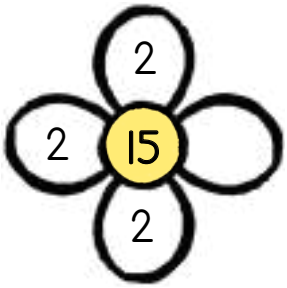
HOOFREKENE MENTAL MATHS | KONSEPONTWIKKELING CONCEPT DEVELOPMENT → GROEPWERK GROUP WORK → SPELETJIE GAME → AKTIWITEITE ACTIVITIES → PROBLEEMOPLOSSING PROBLEM SOLVING

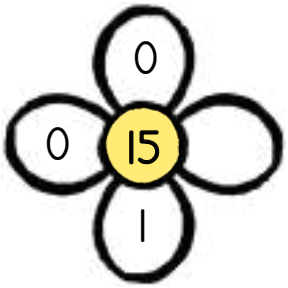
1 Kry die ontbrekende getal.
Find the missing number.

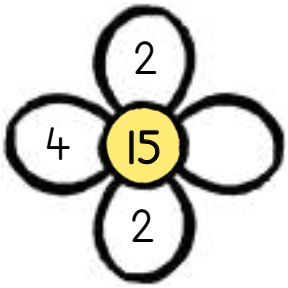


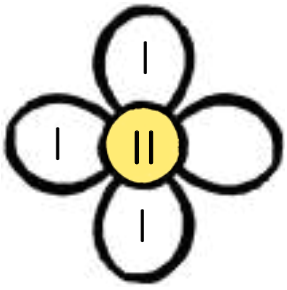


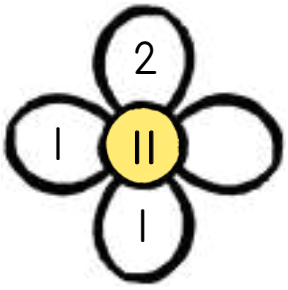


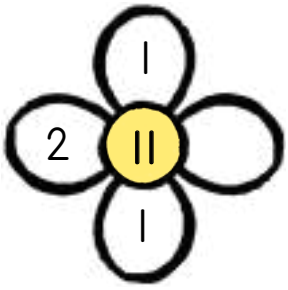


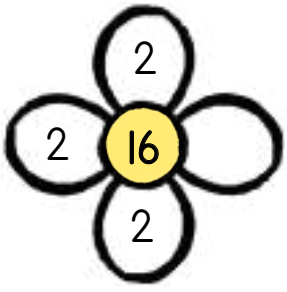


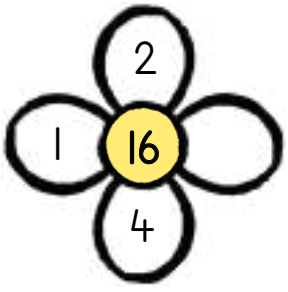


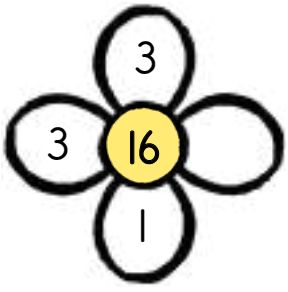












2 Kry die ontbrekende getal.

Find the missing number.

11 – 4 = 7	15 – ____ = 7
14 – 6 = 8	____ – 4 = 8
13 – ____ = 9	14 – ____ = 7
____ – 9 = 6	____ – 8 = 9

3 Los op en kleur in.

Solve and colour.

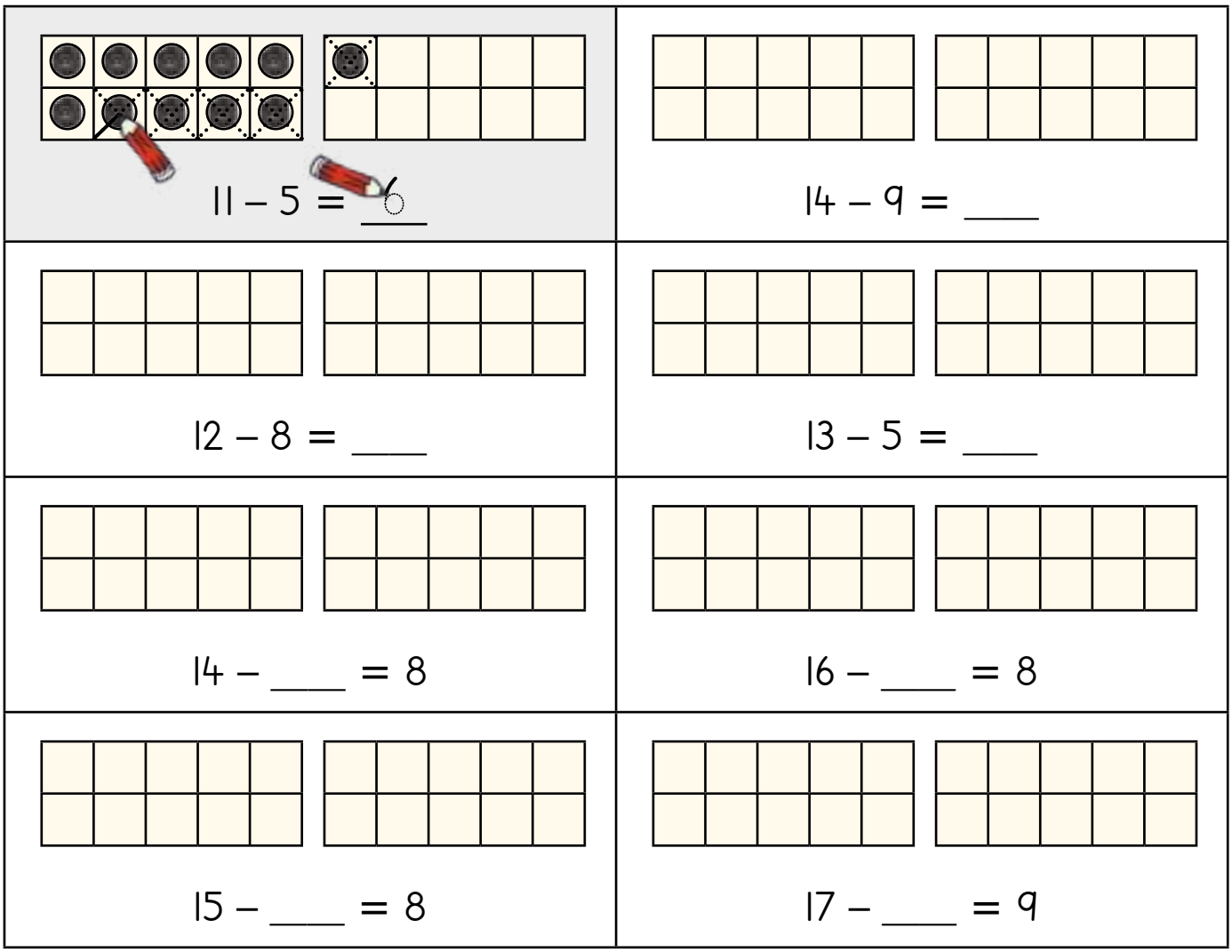
12 – 7 = 5	11 – 6 = 5
17 – 8 = ____	____ – 7 = 7
____ – 9 = 9	16 – 6 = ____
____ – 7 = 8	____ – 8 = 5
14 – 6 = ____	15 – 8 = ____
____ – 9 = 8	____ – 9 = 7

7 8 9 10 11 12 13 14 15 16 17 18

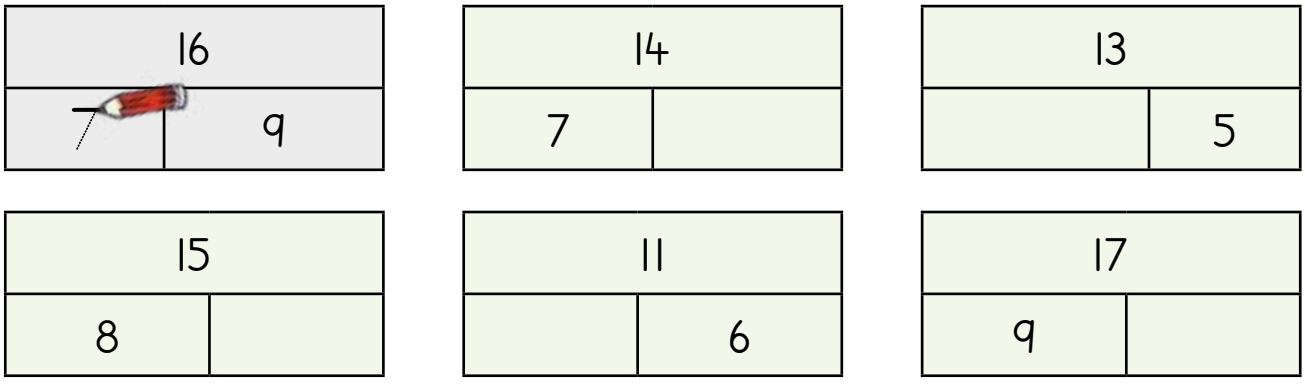
Aftrekking met oorbrugging van 10
Subtraction bridging 10

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

1 Trek af.
Subtract.

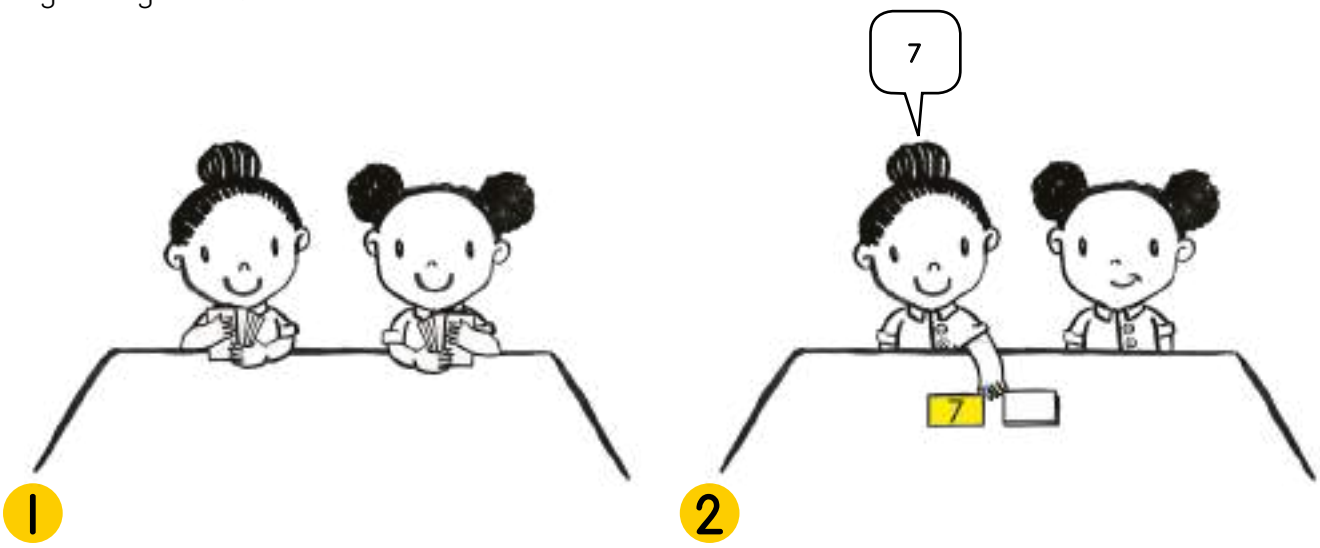


2 Vul die ontbrekende getalle in.
Fill in the missing numbers.



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

Speel met julle getalkaarte van 0 tot 10.
Play with your 0–10 number cards.



1 2

As jy 'n kaart optel, maak een optellingsgetalsin en een aftrekkingsgetalsin wat gelyk is aan die getal wat op jou kaart gewys word.
When you pick up a card, make one addition number sentence and one subtraction number sentence that equal the number shown on your card.



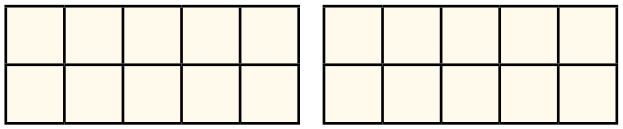
3 4

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

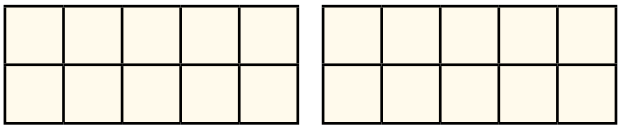
Vaslegging
Consolidation

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

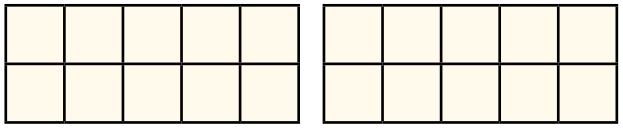
1 Trek af.
Subtract.



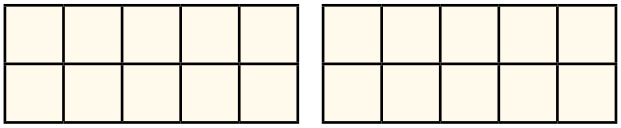
17 – 8 = ____



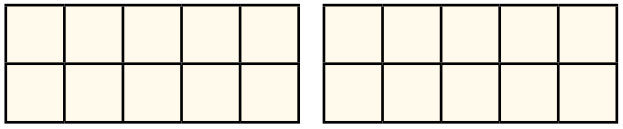
11 – 6 = ____



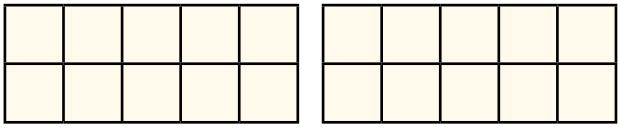
13 – 7 = ____



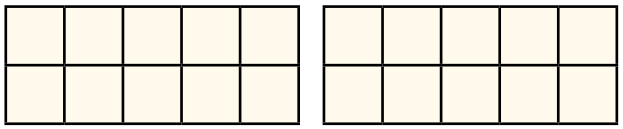
15 – ____ = 7



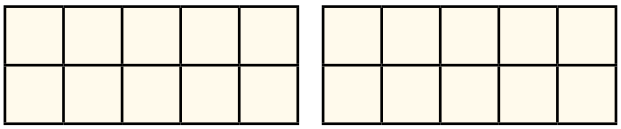
16 – ____ = 7



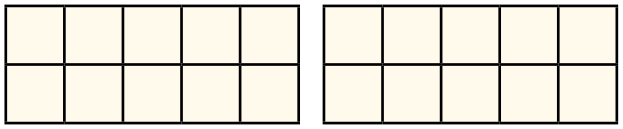
12 – ____ = 6



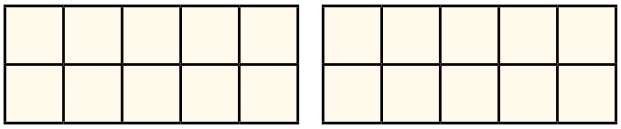
11 – ____ = 2



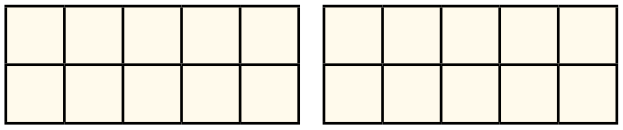
14 – ____ = 8



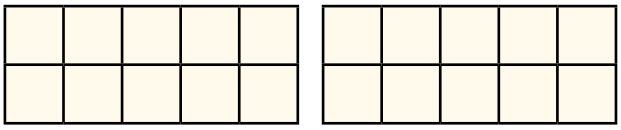
18 – 9 = ____



15 – 9 = ____



12 – 9 = ____



16 – 8 = ____

2 Vul die ontbrekende getalle in.

Fill in the missing numbers.

8		
3		

10		
		4

7		
2		

12		
	9	

16		
8		

13		
7		

14		
9		

15		
	6	

11		
9		

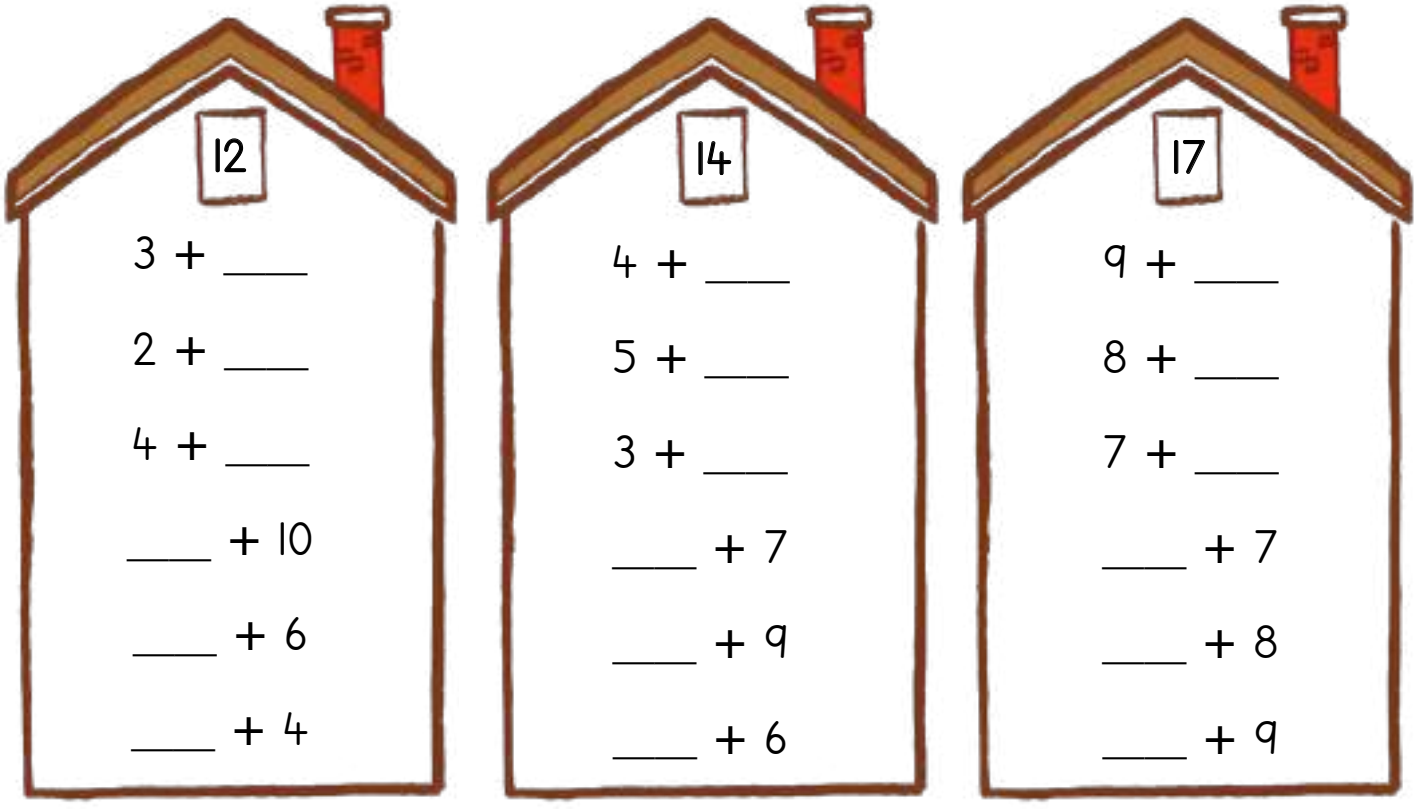
17		
8		

18		
9		

19		
	10	

3 Voltooi om die getal aan die bokant te kry.

Complete to match the number at the top.

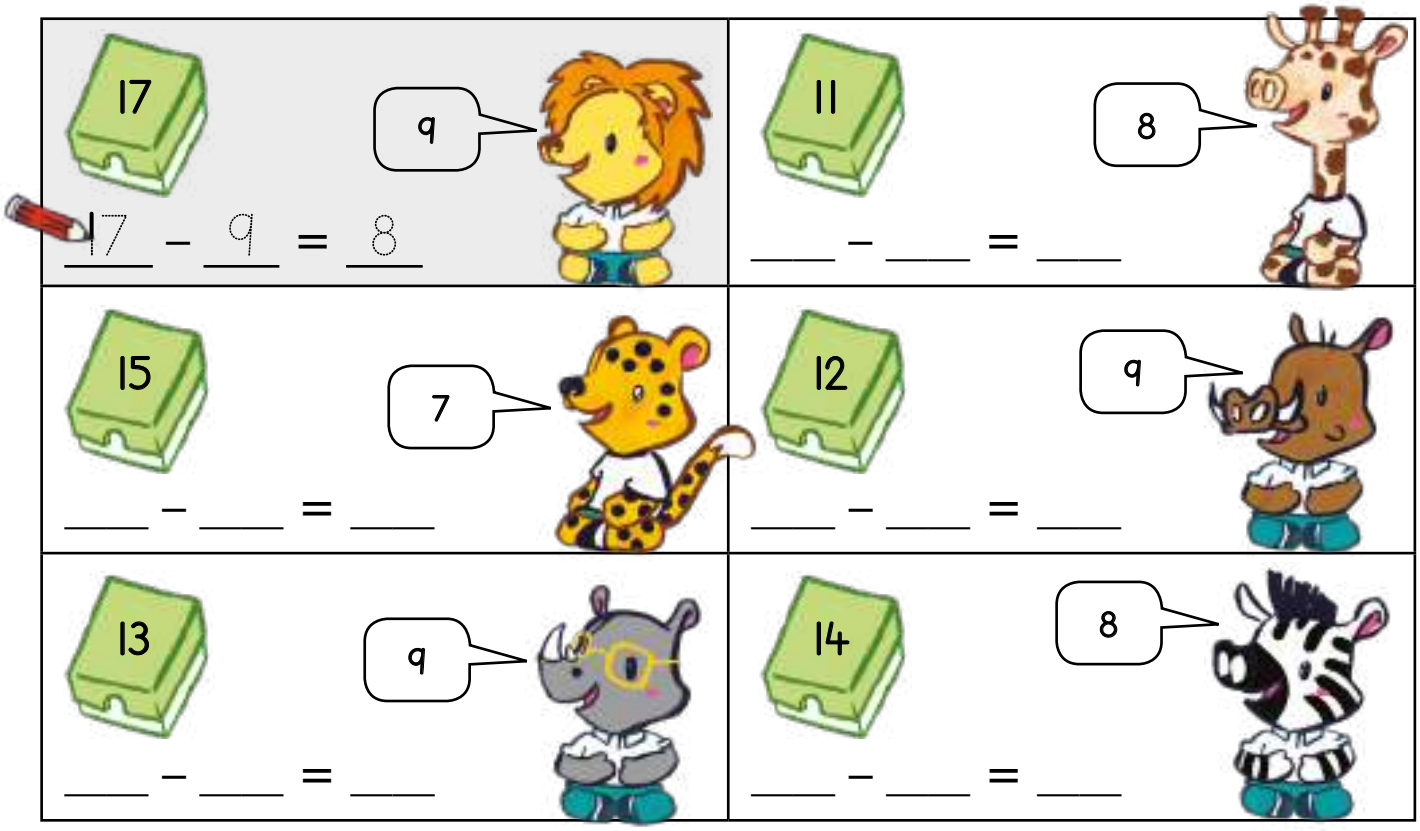


Aftrekkingswoordprobleme
Subtraction word problems

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

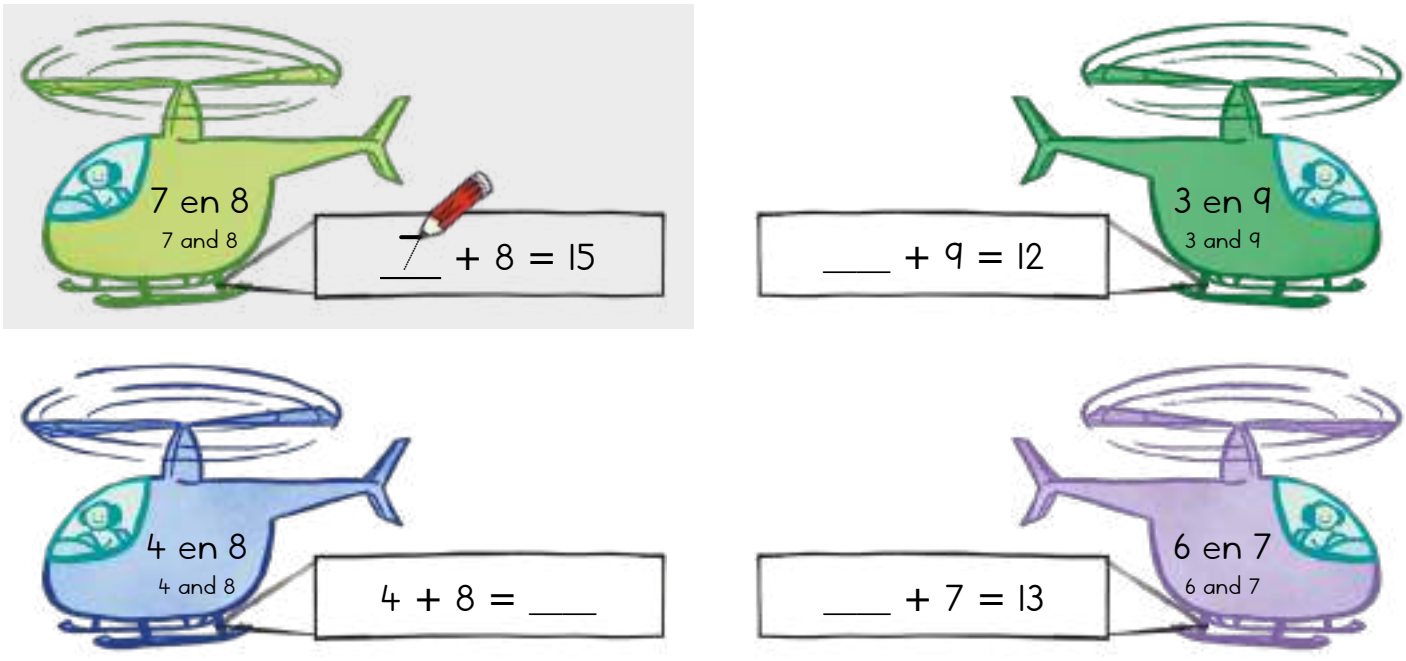
1 Hoeveel krale bly oor as ek _____ wegneem?

How many beads are left if I take away ___?



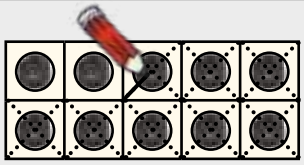
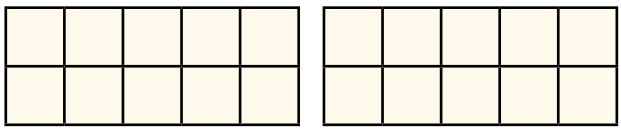
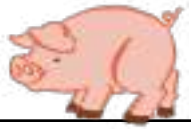
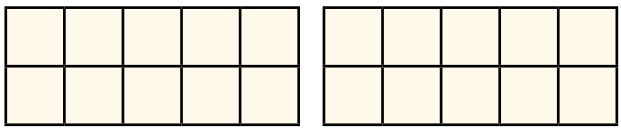
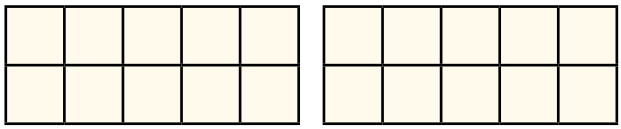
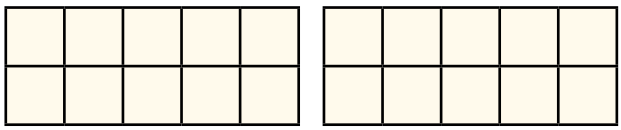
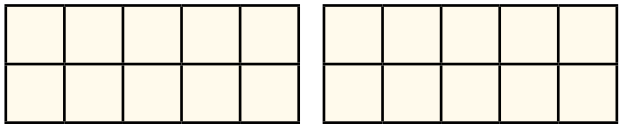
2 Voltooi die getalsinne.

Complete the number sentences.



3 Los op.

Solve.

Daar is 11 skape. 9 skape hardloop weg. Hoeveel skape bly oor? There are 11 sheep. 9 of them run away. How many sheep are left? 	 11 – 9 = 2
Daar is 12 koeie. 5 koeie loop na die melkskuur. Hoeveel koeie bly oor? There are 12 cows. 5 go to the milking shed. How many cows are left? 	 ___ – ___ = ___
Daar is 16 varke. 7 varke gaan speel in die modder. Hoeveel varke bly oor? There are 16 pigs. 7 go to play in the mud. How many pigs are left? 	 ___ – ___ = ___
Daar is 14 perde. 8 perde loop die veld in. Hoeveel perde bly oor? There are 14 horses. 8 go to the field. How many horses are left? 	 ___ – ___ = ___
Daar is 17 katte. 9 katte hardloop weg. Hoeveel katte bly oor? There are 17 cats. 9 cats run away. How many cats are left? 	 ___ – ___ = ___
Daar is 15 honde. 8 honde hardloop weg. Hoeveel honde bly oor? There are 15 dogs. 8 dogs run away. How many dogs are left? 	 ___ – ___ = ___

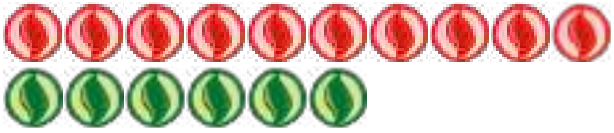
DAG 2 • DAY 2

Aftrekkingstories
Subtraction stories

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

1 Vertel jou maat 'n aftrekkingstorie oor die prent en skryf dan die getalsin neer.

Tell a subtraction story to your partner about the picture and then write the number sentence.

	Getalsin Number sentence
 Wat is die **verskil** tussen die aantal rooi albasters en die aantal blou albasters? What is the **difference** between the number of red marbles and blue marbles?	13 – 6 = 7
	____ – ____ = ____
	____ – ____ = ____
	____ – ____ = ____
	____ – ____ = ____
	____ – ____ = ____

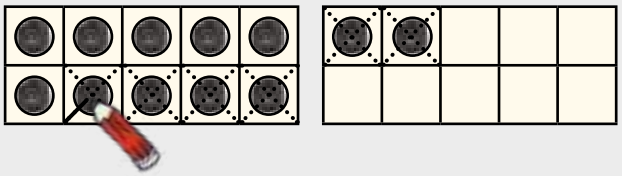
2 Los die probleme met behulp van die tienrame op.

Solve the word problems using the ten frames.

Daar is 12 suigstokkies.
6 word opgeëet.
Hoeveel suigstokkies bly oor?

There are 12 suckers.
6 are eaten.
How many suckers are left?



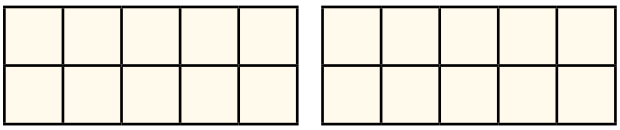


12 – 6 = 6

Daar is 14 suigstokkies.
9 word opgeëet.
Hoeveel suigstokkies bly oor?

There are 14 suckers.
9 are eaten.
How many suckers are left?



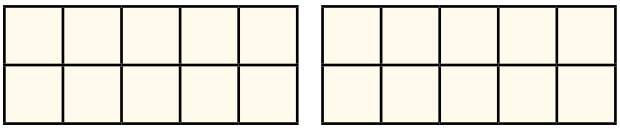


____ – ____ = ____

Daar is 17 appels.
8 word opgeëet.
Hoeveel appels bly oor?

There are 17 apples.
8 are eaten.
How many apples are left?



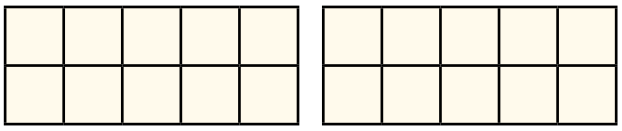


____ – ____ = ____

Daar is 11 ballonne.
7 sweef weg.
Hoeveel ballonne bly oor?

There are 11 balloons.
7 float away.
How many balloons are left?



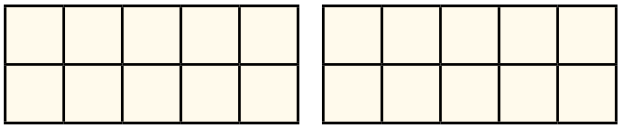


____ – ____ = ____

Daar is 16 blomme.
7 word weggegee.
Hoeveel blomme bly oor?

There are 16 flowers.
7 are given away.
How many flowers are left?





____ – ____ = ____

Getalsinne
Number sentences

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

1 Skryf vier getalsinne vir elke getalkombinasietabel.
Write four number sentences for each bond table.

	15 6 | 9	6 + 9 = 15 9 + 6 = 15	15 − 6 = 9 15 − 9 = 6
	11 3 | 8	___ + ___ = ___ ___ + ___ = ___	___ − ___ = ___ ___ − ___ = ___
	12 7 | 5	___ + ___ = ___ ___ + ___ = ___	___ − ___ = ___ ___ − ___ = ___
	16 9 | 7	___ + ___ = ___ ___ + ___ = ___	___ − ___ = ___ ___ − ___ = ___
	14 6 | 8	___ + ___ = ___ ___ + ___ = ___	___ − ___ = ___ ___ − ___ = ___
	17 8 | 9	___ + ___ = ___ ___ + ___ = ___	___ − ___ = ___ ___ − ___ = ___

2 Vul die getalkombinasietabelle in om die boonste getal te maak.

Fill the bond tables to make the top number.

11	
6	5

14	

12	

13	

12	

15	

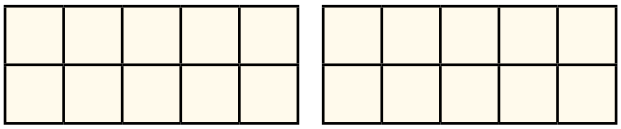
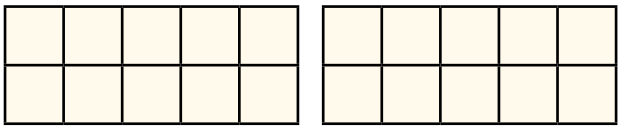
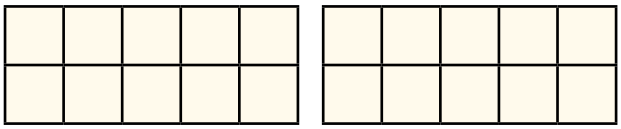
16	

17	

18	

2 Los op.

Solve.

Daar is 14 voëls in die boom. 8 voëls vlieg weg. Hoeveel voëls bly oor? There are 14 birds in the tree. 8 of them fly away. How many birds are left? 	 ____ – ____ = ____
Daar is 17 plakkers. Mpho vat 8 plakkers. Hoeveel plakkers bly oor? There are 17 stickers. Mpho takes 8 stickers. How many stickers are left? 	 ____ – ____ = ____
Daar is 15 eiers in die mandjie. 8 eiers breek. Hoeveel eiers bly oor? There are 15 eggs in the basket. 8 of them get broken. How many eggs are left? 	 ____ – ____ = ____

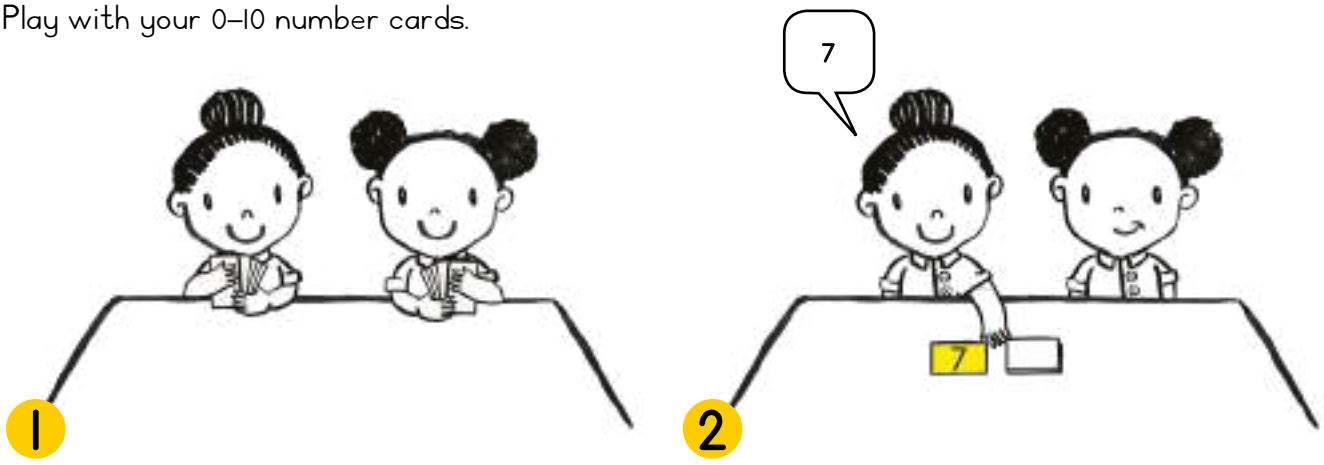
Getalkombinasiepatrone
Number bond patterns

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

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

Speel met julle getalkaarte van 0 tot 10.

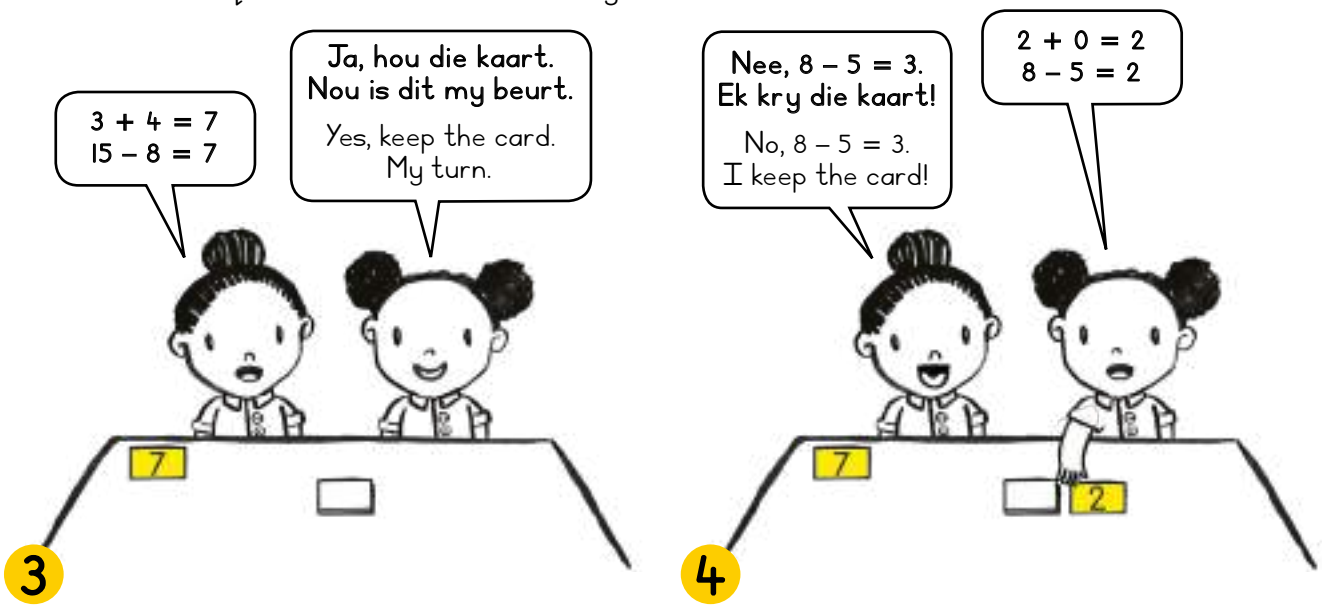
Play with your 0–10 number cards.



1 2

As jy 'n kaart optel, maak een optellingsgetalsin en een aftrekkingsgetalsin wat gelyk is aan die getal wat op jou kaart gewys word.

When you pick up a card, make one addition number sentence and one subtraction number sentence that equal the number shown on your card.



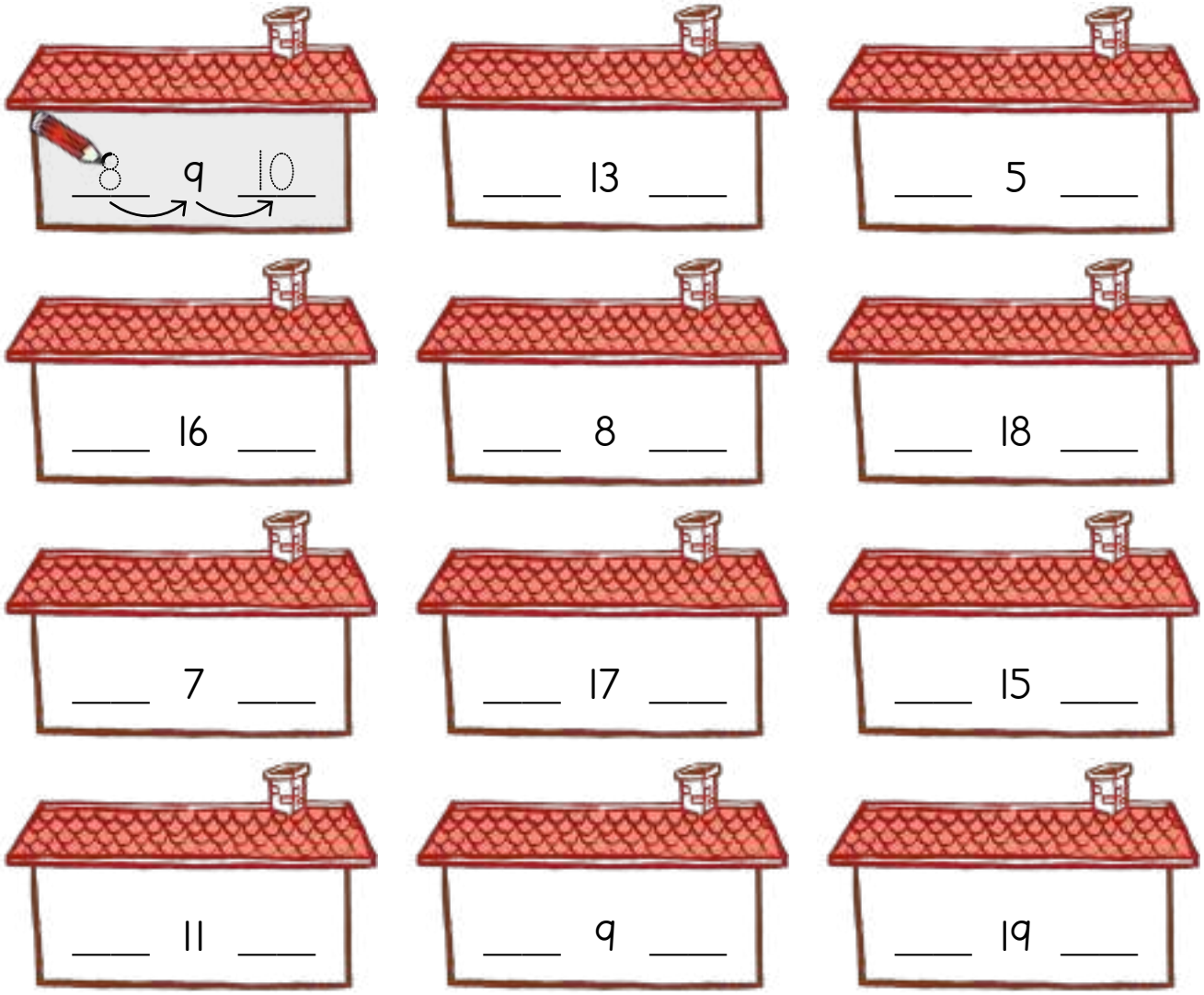
3 4

Hou aan speel totdat al die kaarte op is. Die speler wat die meeste kaarte gekry het, is die wenner.

Keep going until all the cards are used. The player who kept the most cards wins.

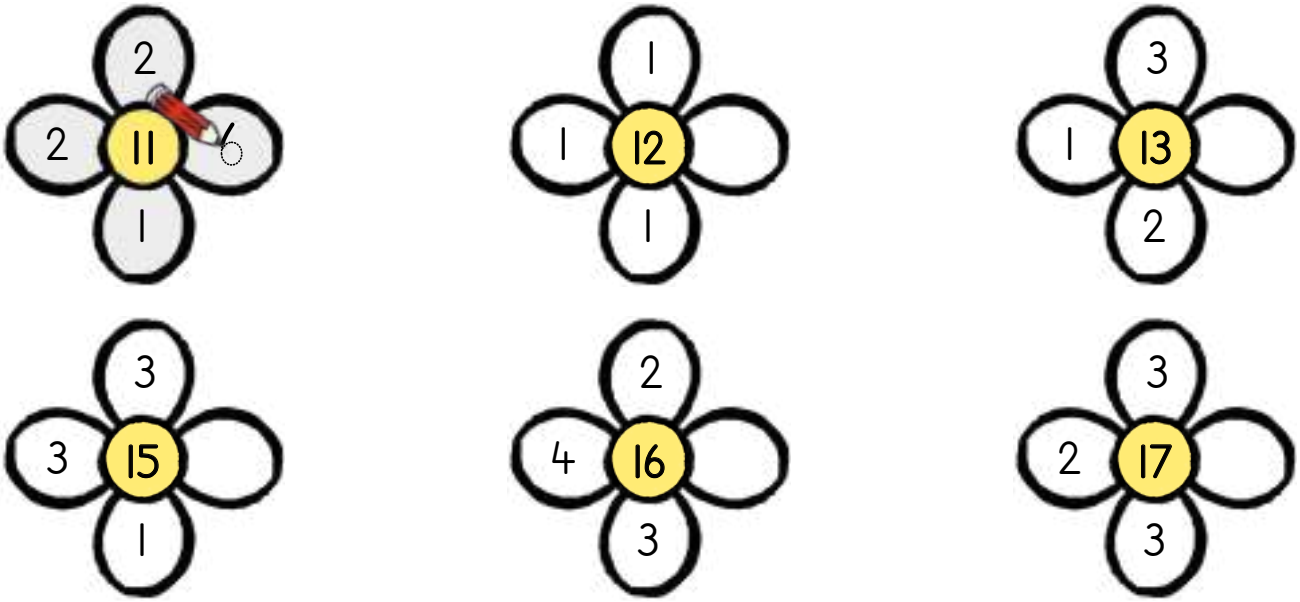
1 Skryf die getal in wat **voor** en **na** die gegewe getal staan.

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



2 Kry die ontbrekende getal.

Find the missing number.



Vaslegging
Consolidation

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

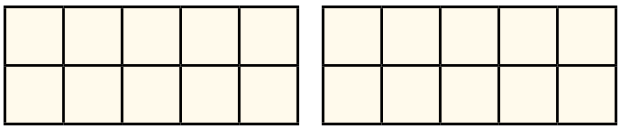
1 Los die woordprobleme met behulp van die tienrame op.

Solve the word problems using the ten frames.

Daar is 17 appels.
8 word opgeëet.
Hoeveel appels bly oor?

There are 17 apples. 8 are eaten.
How many apples are left?



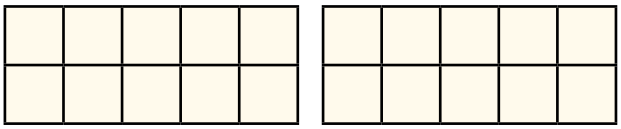


____ – ____ = ____

Daar is 15 ballonne.
8 ballonne sweef weg.
Hoeveel ballonne bly oor?

There are 15 balloons. 8 float away.
How many balloons are left?



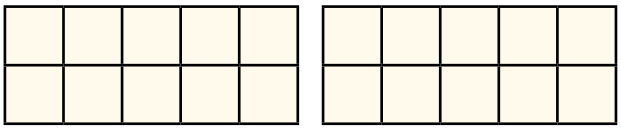


____ – ____ = ____

Daar is 14 blomme.
7 blomme word weggegee.
Hoeveel blomme bly oor?

There are 14 flowers. 7 are given away.
How many flowers are left?





____ – ____ = ____

2 Vul die getalkombinasietabelle in om die boonste getal te maak.

Fill the bond tables to make the top number.

17	

14	

11	

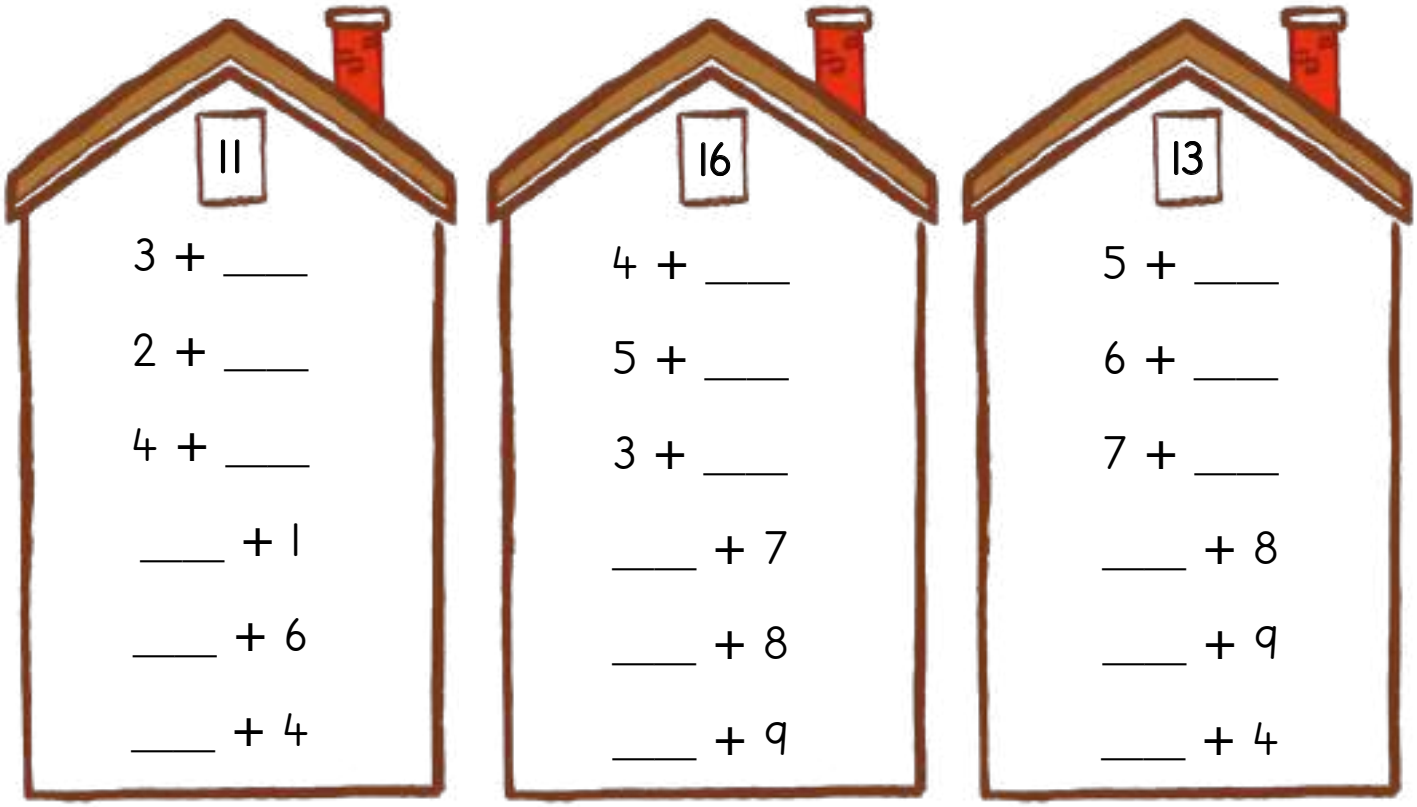
13	

15	

18	

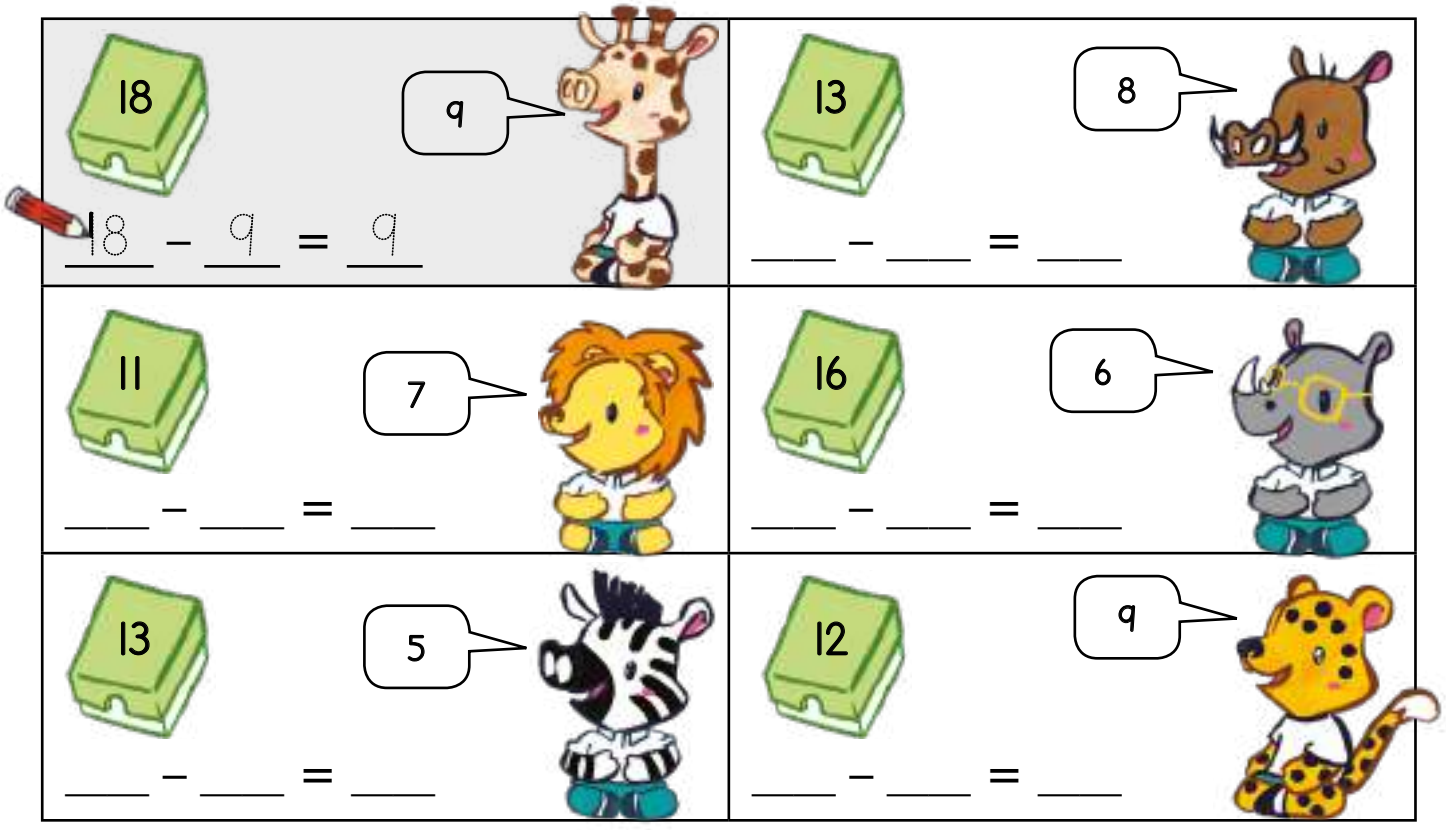
3 Voltooi om die boonste getal te kry.

Complete to match the number at the top.



4 Hoeveel krale bly oor as ek _____ wegneem?

How many beads are left if I take away ___?





Dae van die week

Days of the week

Maandag Monday	Dinsdag Tuesday
Woensdag Wednesday	Donderdag Thursday
Vrydag Friday	Saterdag Saturday
Sondag Sunday	



Maande van die jaar

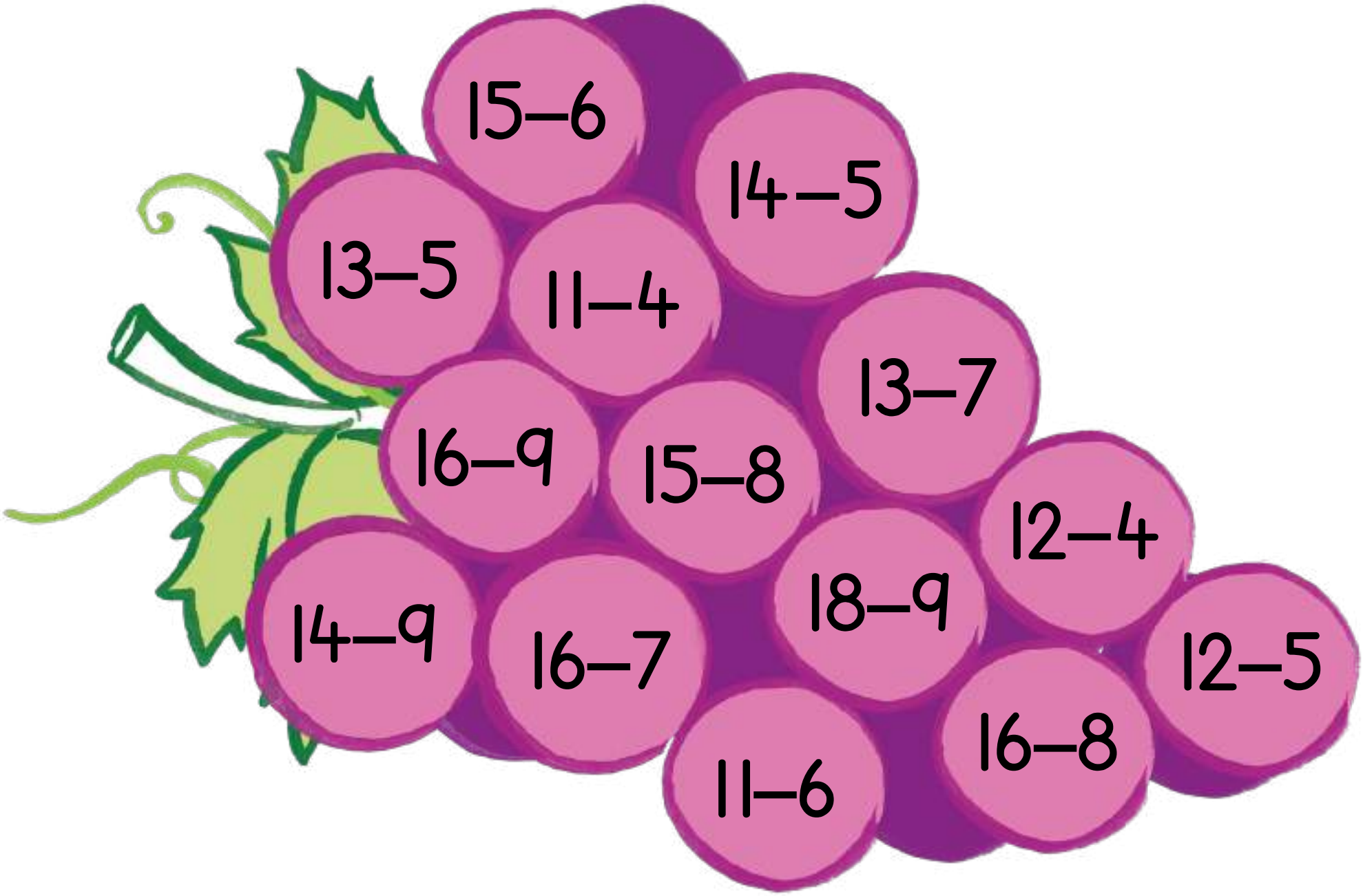




Months of the year

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




15–6
14–5
13–5
11–4
13–7
16–9
15–8
12–4
18–9
14–9
16–7
12–5
16–8
11–6



0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

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