English–Afrikaans

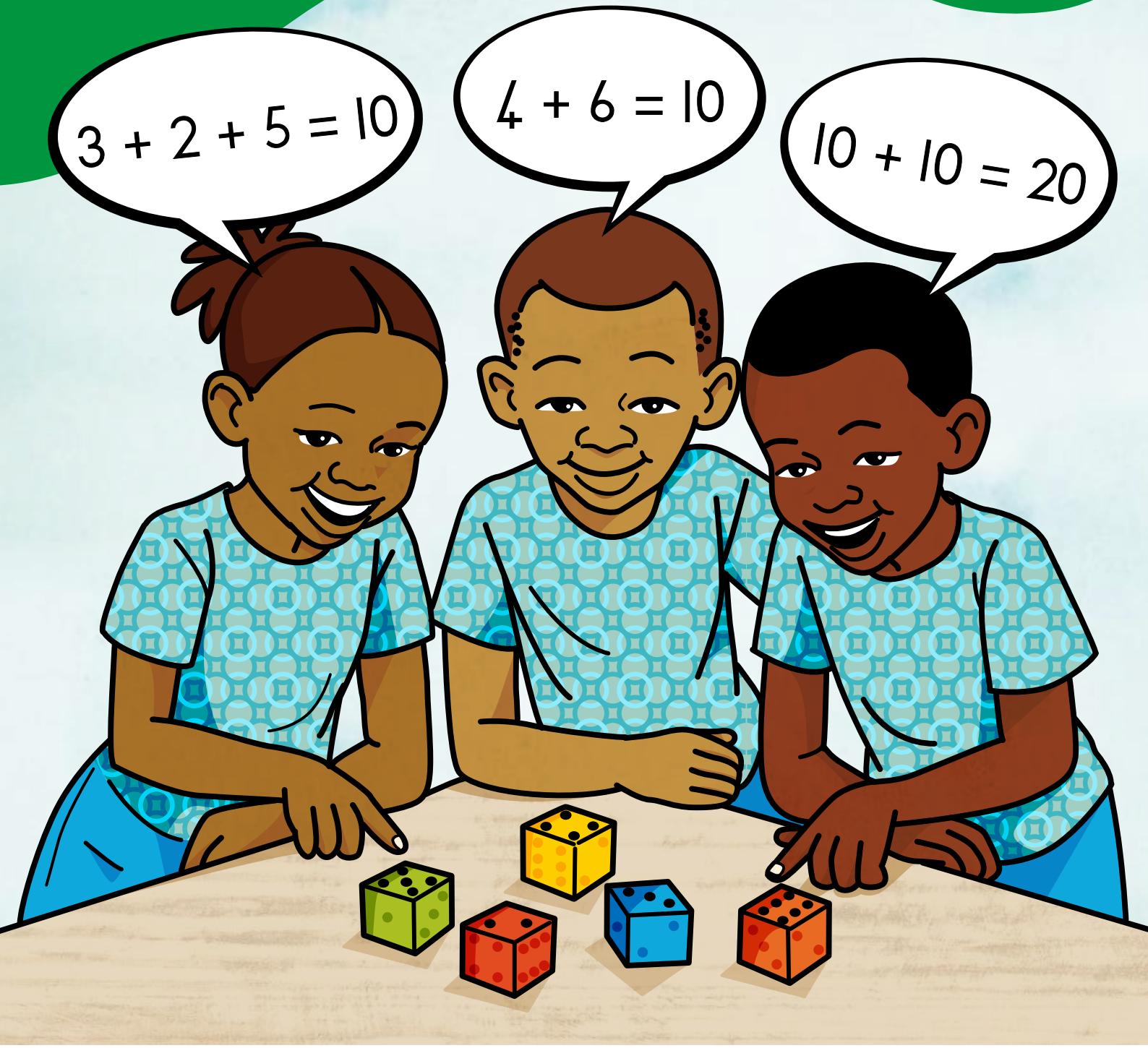
Mathematics

Wiskunde

PILOT

2

Term 1 | Kwartaal 1



Learner | Leerder: .....

Bala Wande
Calculating with Confidence

2

Term 1 ⋮ Kwartaal 1

Mathematics
Wiskunde

Learner's Book
Leerderboek

English ⋮ Afrikaans

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.

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.

Artists: Mary-Anne Hampton and Angie Bowring

www.fundawande.org
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Using the Bala Wande Learner's Book

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

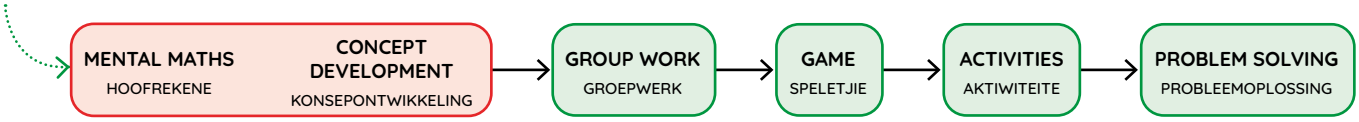
The material is presented using a bilingual format. We hope that presenting the activities in two languages will help learners to become familiar with maths words in both their home language and in English. This will equip them for lifelong learning of maths.

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

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

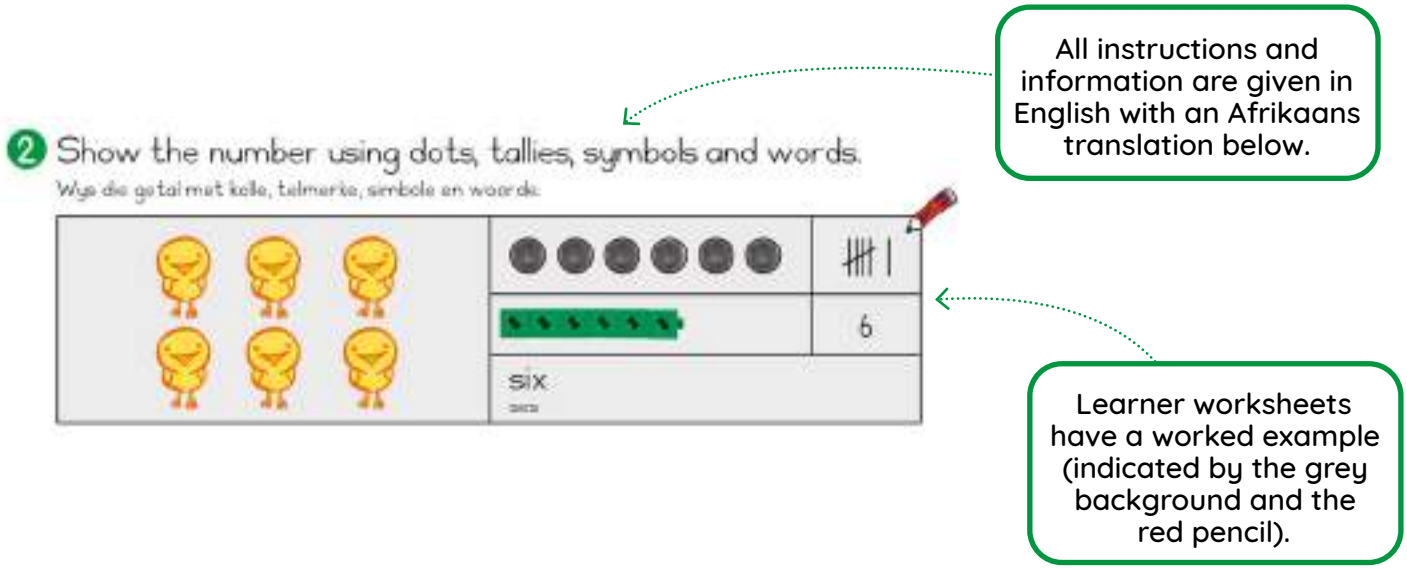


Underneath the banner is a flow diagram that summarises the sequence of activities for the day.



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

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



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

Die gebruik van die Bala Wande-leerderboek

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

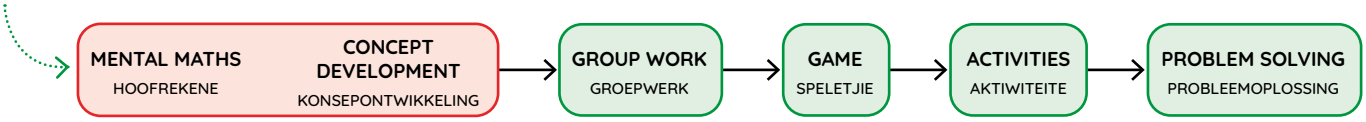
Die materiaal word in 'n tweetalige formaat aangebied. Ons hoop dat die aanbieding van die aktiwiteite in twee tale die leerders sal help om vertroud te raak met wiskundewoorde in hul huistaal asook in Engels. Dit behoort hulle vir die lewenslange leer van wiskunde toe te rus.

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

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



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



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

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

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



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

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

Representation of numbers
Stel getalle voor

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

Game: Tally
Speletjie: Telmerk

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

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





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



1 Tally.
Wys met telmerke.

15	𝍸 𝍸 𝍸	12		9	
14		16		20	

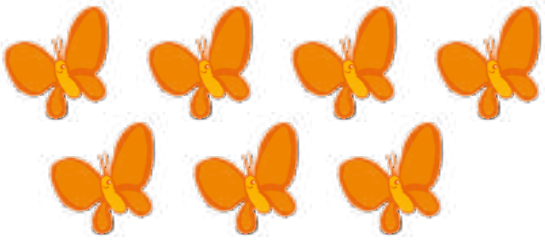
2 Show the number using dots, tallies, symbols and words.

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

		
		6
	six ses	

Number lines
Getallelyne

MENTAL MATHS
HOOFREKENE

CONCEPT DEVELOPMENT
KONSEPONTWIKKELING

→ GROUP WORK
GROEPWERK

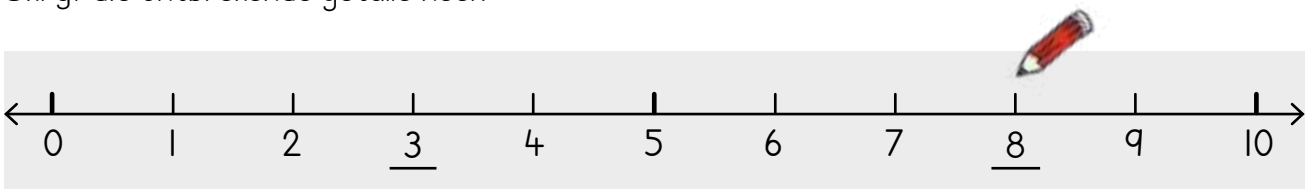
→ GAME
SPELETJIE

→ ACTIVITIES
AKTIWITEITE

→ PROBLEM SOLVING
PROBLEEMOPLOSSING

1 Write the missing numbers.

Skryf die ontbrekende getalle neer.



0 1 ___ 3 4 5 ___ 7 8 ___ 10

0 ___ 2 3 ___ 5 6 7 8 9 ___

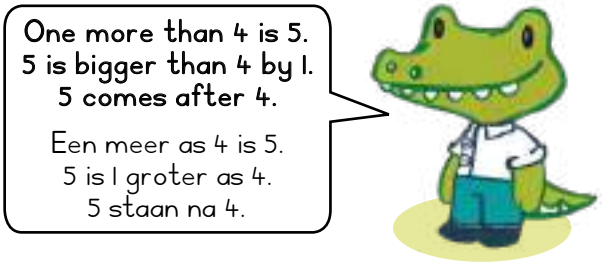
10 11 12 13 ___ 15 ___ 17 18 ___ 20

10 11 ___ 13 14 ___ 16 17 18 19 20

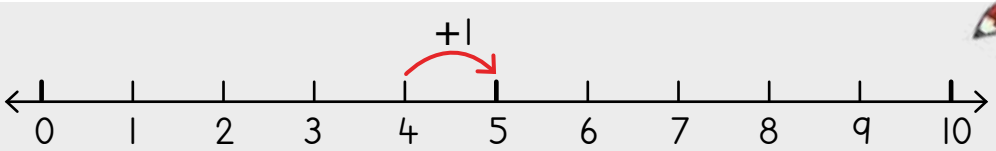
___ 11 12 ___ 14 15 16 ___ 18 19 20

2 Add on the number line.

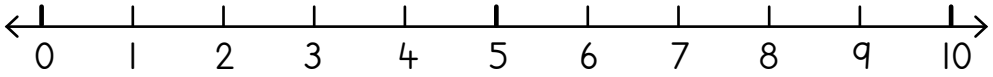
Tel op die getallelyn op.



4 + 1 = 5



7 + 1 = ____

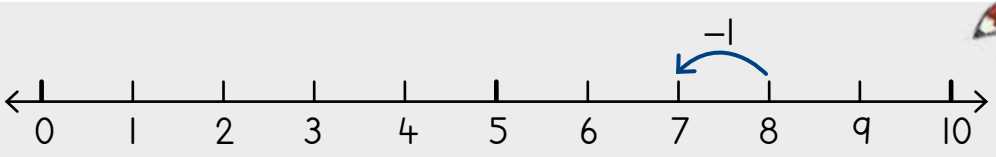


3 Subtract on the number line.

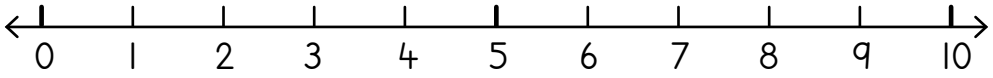
Trek op die getallelyn af.



8 − 1 = 7



10 − 1 = ____



4 Write one more.

Skryf een meer neer.

7	8
10	
19	

5	
9	
0	

5 Write one less.

Skryf een minder neer.

6	5
20	
11	

10	
18	
8	

DAY 3 • DAG 3

Smallest to biggest
Van die kleinste tot die grootste

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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



5

Lulo carries 15 litres of water.

Neo carries 12 litres of water.

Who carries more water?

_____

How much more? _____

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

The cat weighs 5 kilograms.

The small dog weighs 10 kilograms.

Which animal weighs more?

_____

How much more? _____

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

6 Complete the number patterns.

Voltooi die getalpatrone.

3	4	5	6	7	8
10	9				5
22	21				

15	16				
14	13				
18	19				

7 Circle the coin that shows more money.

Omkring die muntstuk wat meer geld wys.

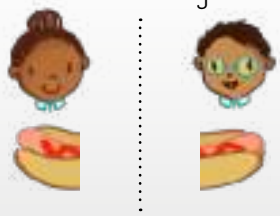
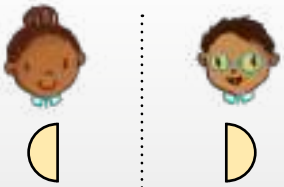


WEEK • WEEK 1

DAY 4 • DAG 4

Half
Halwe/die helfte van

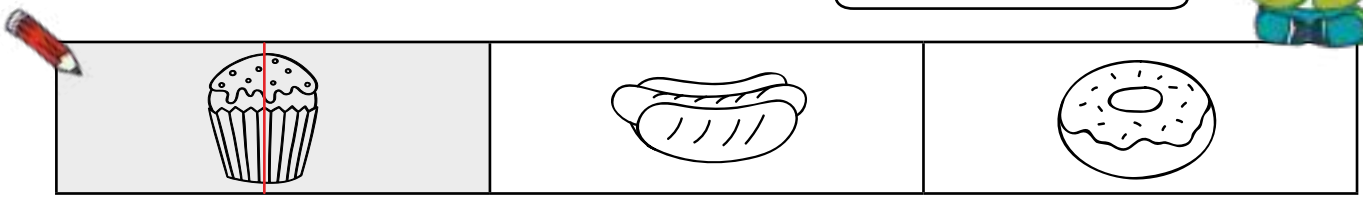
MENTAL MATHS HOOFREKENE | CONCEPT DEVELOPMENT KONSEPONTWIKKELING → GROUP WORK GROEPWERK → GAME SPELETJIE → ACTIVITIES AKTIWITEITE → PROBLEM SOLVING PROBLEEMOPLOSSING

1 hot dog 1 worsbroodjie	1 sandwich 1 toebroodjie	1 dot 1 kol
		
half halwe / half halwe	half halwe / half halwe	half halwe / half halwe

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

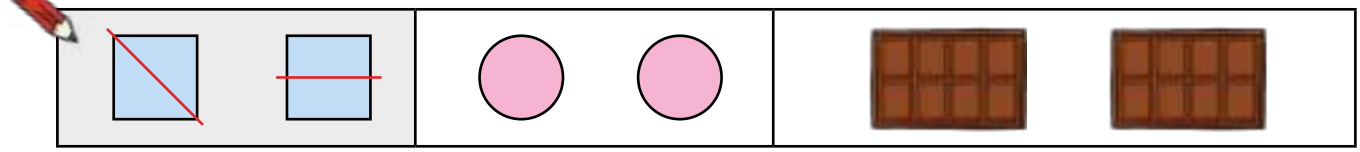
Deel gelykop tussen 2 leerders. Trek 'n streep in die middel af. Kleur 'n halwe in.





2 Show 2 halves in two different ways.

Wys 2 halwes op twee verskillende maniere.



3

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

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

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

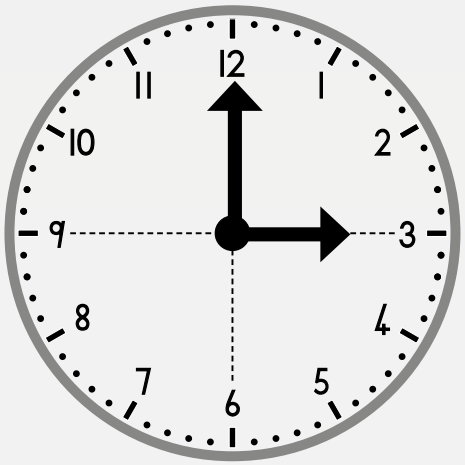
Ek deel 1 sjokolade gelykop tussen 2 leerders. Hoeveel van die sjokolade kry elke leerder? _____

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

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

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

Daar is 24 uur in een dag.
Op 'n horlosie se wyserplaat word 12 ure gewys.
'n Horlosie het 2 wysers.



The short hand points to the hours.

Die kort wyser dui die ure aan.

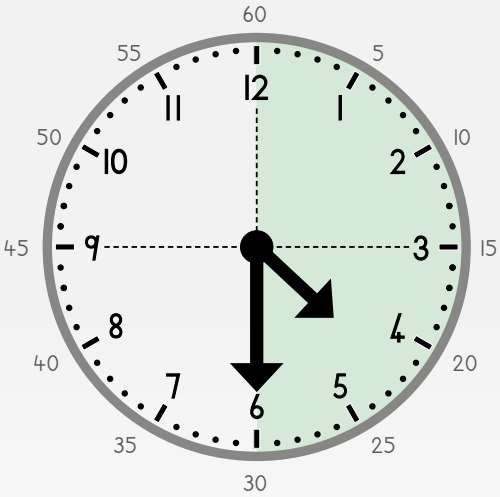
The long hand points to the minutes.

Die lang wyser dui die minute aan.



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

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



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

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

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

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

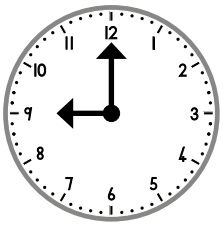
What is the time?

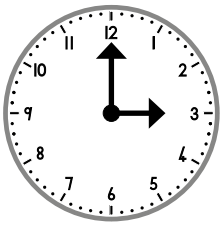
Hoe laat is dit?

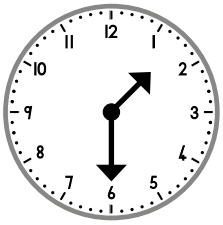


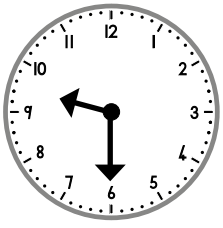
1 o'clock

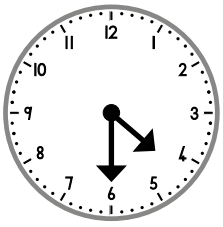
1-uur











Consolidation
Vaslegging

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

Let's talk Maths!
Kom ons praat Wiskunde!



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

1 Tally.

Wys die telmerke.

16	

Calculate.

Bereken.

14 + 1 = ____	20 – 1 = ____

2 Order the numbers from smallest to largest.

Rangskik die getalle van die kleinste tot die grootste.

13 6 9	
12 20 19	

3 Write one less.

Skryf een minder.

20	

Write one more.

Skryf een meer.

12	

4 Write the missing numbers.

Skryf die ontbrekende getalle neer.

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

5 Complete the number patterns.

Voltooi die getalpatrone.

23	22				18
14	13				9
7	8	9			

16	17				
8	9				
28	29				

6 Add or subtract.

Tel op of trek af.

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

7 Order the numbers from largest to smallest.

Rangskik die getalle van die grootste tot die kleinste.

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

8 Write the missing numbers.

Skryf die ontbrekende getalle neer.

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

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

9 Complete by writing <, > or =.

Voltooi deur <, > of = te skryf.

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

Counting in 2s
Tel in 2's

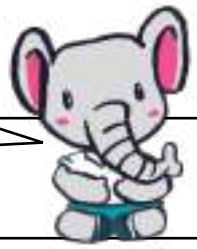
MENTAL MATHS HOOFREKENE | CONCEPT DEVELOPMENT KONSEPONTWIKKELING → GROUP WORK GROEPWERK → GAME SPELETJIE → ACTIVITIES AKTIWITEITE → PROBLEM SOLVING PROBLEEMOPLOSSING

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

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

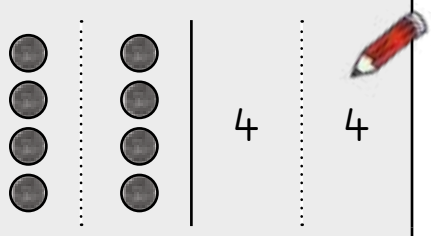


When we double, we repeat a number 2 times.
Wanneer ons verdubbel, herhaal ons 'n getal 2 keer.



1

Double 4
Verdubbel 4



Double 4 is 8.
4 verdubbel is 8.

4 + 4 = 8

2 x 4 = 8

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

Double 3
Verdubbel 3

Double 3 is ____.
3 verdubbel is ____.

3 + 3 = ____

2 x 3 = ____

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

Double 5
Verdubbel 5

Double 5 is ____.
5 verdubbel is ____.

5 + 5 = ____

2 x 5 = ____

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

2



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

3



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

4



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

5 Subtract on the number line.

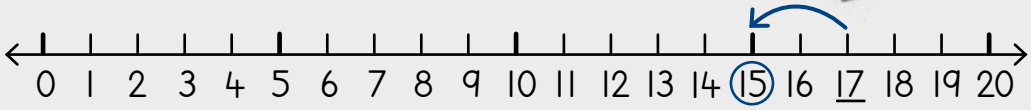
Trek op die getallelyn af.

Underline the first number. Circle the answer.

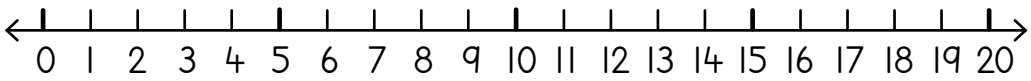
Onderstreep die eerste getal. Omkring die antwoord.



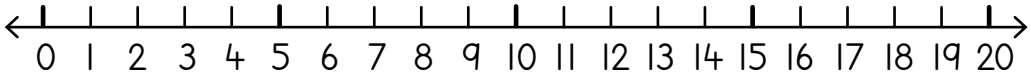
17 – 2 = 15



11 – 2 = ____



10 – 2 = ____



6 Count in 2s starting from 2. Write the numbers.

Tel in 2's deur by 2 te begin. Skryf die getalle.

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

DAY 2 • DAG 2

Counting in 3s
Tel in 3'e

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

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

3	6	9									

2



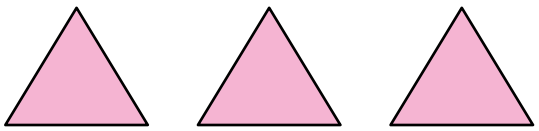
How many pots? Hoeveel potte is daar?	
How many legs? Hoeveel pote is daar?	

3



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

4



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

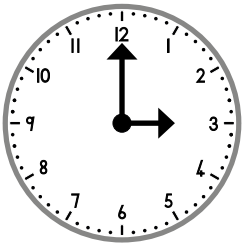
5

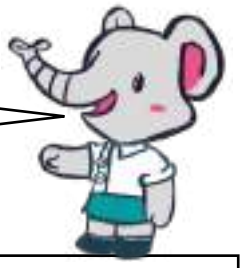
The taxi ride costs R3. How much does it cost for 2 people?
Die taxi-rit kos R3. Hoeveel kos 'n rit vir 2 mense?



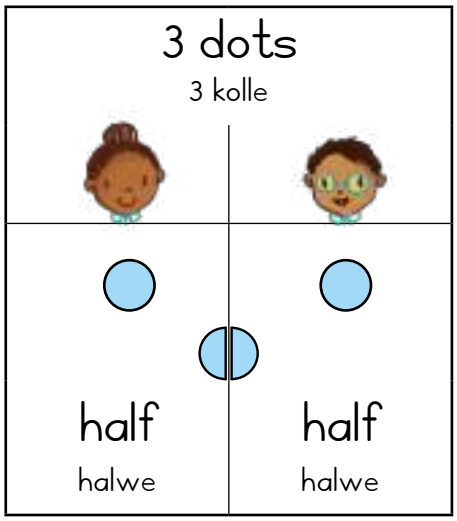
The taxi ride costs R3. How much does it cost for 3 people?
Die taxi-rit kos R3. Hoeveel kos 'n rit vir 3 mense?

6 What is the time?
Hoe laat is dit?





7





How many hotdogs does each learner get?

Hoeveel worsbroodjies kry elke leerder?

_____

8 Add or subtract on the number line.

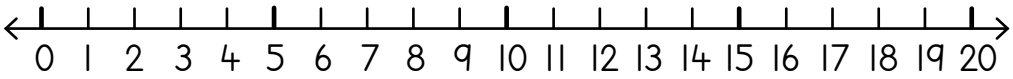
Tel op of trek af op die getallelyn.



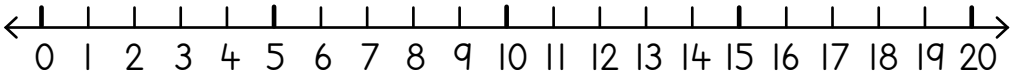
17 + 3 = 20



11 – 3 = ____



9 + 3 = ____



9 Write the missing numbers.

Skryf die ontbrekende getalle neer.

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

DAY 3 • DAG 3

Counting in 4s
Tel in 4'e

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

1



How many cars?
Hoeveel karre is daar?

How many wheels?
Hoeveel wiele is daar?

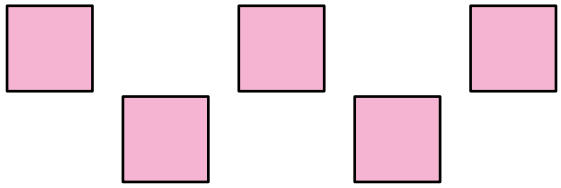
2



How many horses?
Hoeveel perde is daar?

How many legs?
Hoeveel pote is daar?

3



How many squares?
Hoeveel vierkante is daar?

How many sides?
Hoeveel sye is daar?

4

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

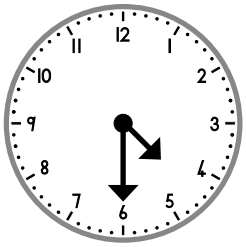


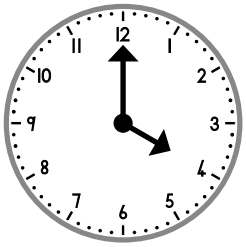
Die taxi-rit kos R4. Hoeveel kos dit vir 2 maats om met die taxi te ry?

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

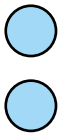
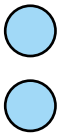
Emihle het R10. Sy betaal R4 om met die taxi te ry. Hoeveel kleingeld kry sy?

5 What is the time?
Hoe laat is dit?





6

4 dots 4 kolle		4 hot dogs 4 worsbroodjies	
			
			
half halwe	half halwe	half halwe	half halwe

How many hotdogs does each learner get?

Hoeveel worsbroodjies kry elke leerder?

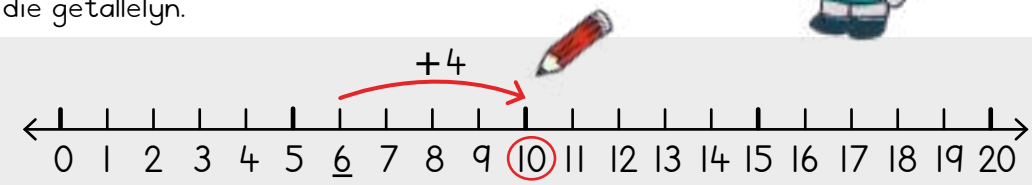
_____

7 Add or subtract on the number line.

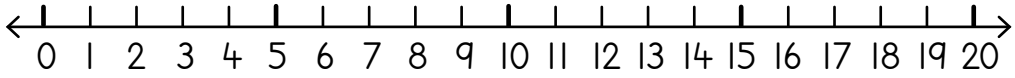
Tel op of trek af op die getallelyn.



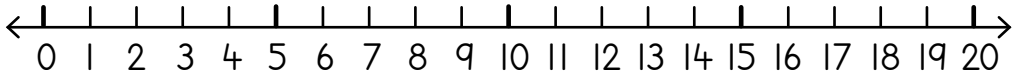
6 + 4 = 10



20 − 4 = ____



8 + 4 = ____



8 Write the missing numbers.

Skryf die ontbrekende getalle neer.

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

DAY 4 • DAG 4

Counting in 5s
Tel in 5'e

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

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

5	10	15			
25	30				
15	20				

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

50	45	40			
35	30				
25	20				

3



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

4



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

5



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

6



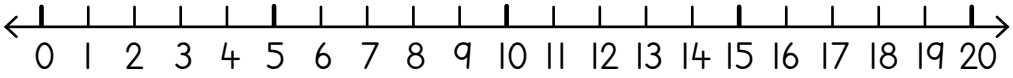
coins muntstukke	1	2	3	4	5	6	7	8	9	10
rand rand	5	10								



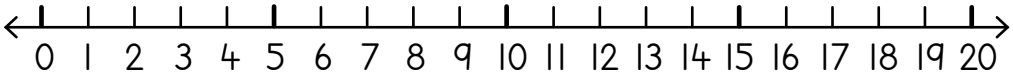
7 Add or subtract using the number line.

Tel op of trek af op die getallelyn.

6 + 5 = ____



12 – 5 = ____



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

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

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

9

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

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



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

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



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

Let's talk Maths!

Kom ons praat Wiskunde!



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

1 Complete the number patterns.

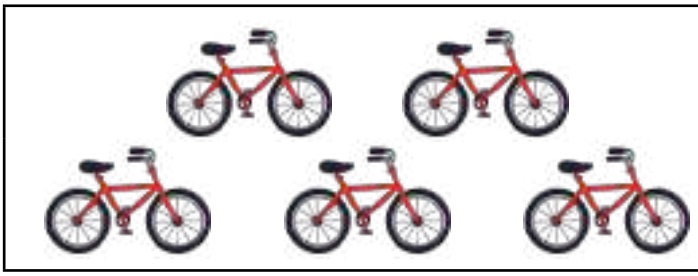
Voltooi die getalpatrone.

3	6	9							
4	8	12							

2

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

3



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

4

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

5



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

6

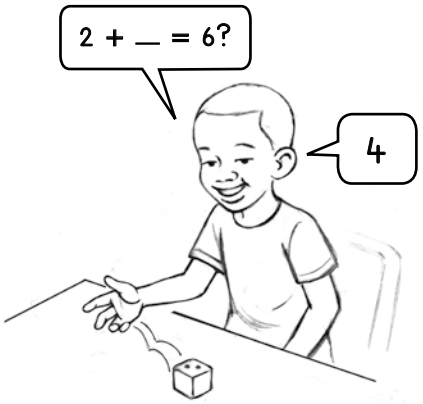
hands hande	1	2	3	4	5	6	7	8	9	10
fingers vingers										

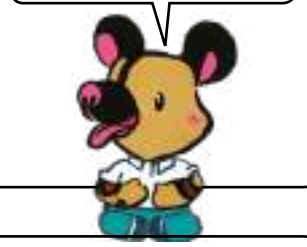
Breaking down 6
Breek 6 af

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

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

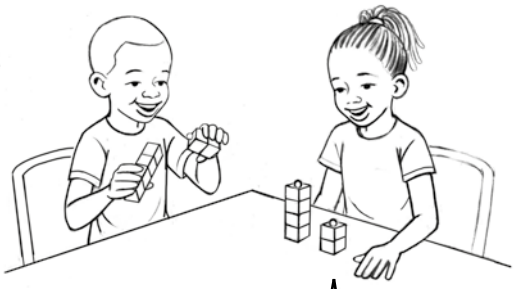
- Roll the dice.
  Gooi die dobbelstene.
- How many more to make 6?
  Hoeveel meer om 6 te maak?
- Do it again. Faster!
  Doen dit weer. Vinniger!





Game: Break 6!
Speletjie: Breek 6 af!

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



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

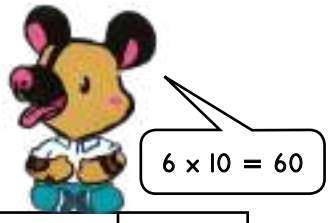
4 + 2 = 6	___ + ___ = 6	___ + ___ = 6
2 + 4 = 6	___ + ___ = 6	___ + ___ = 6

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

3 + ___ = 6	4 + ___ = 6	1 + ___ = 6

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

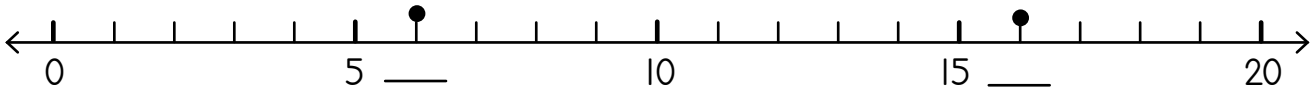
Tel in 6'e deur by 6 te begin. Skryf die 6'e.



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

4 Write the number at the dot.

Skryf die getal by die kolletjie neer.



5

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

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



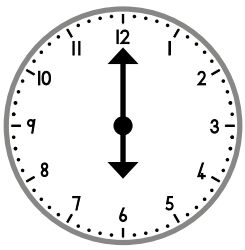
Xola has 10 marbles. 6 are blue. The rest are green.
How many green marbles does he have?

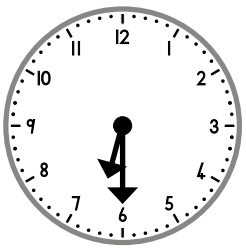
Xola het 10 albasters. 6 albasters is blou. Die res is groen.
Hoeveel groen albasters het Xola?



6 What is the time?

Hoe laat is dit?





Breaking down 7
Breek 7 af

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

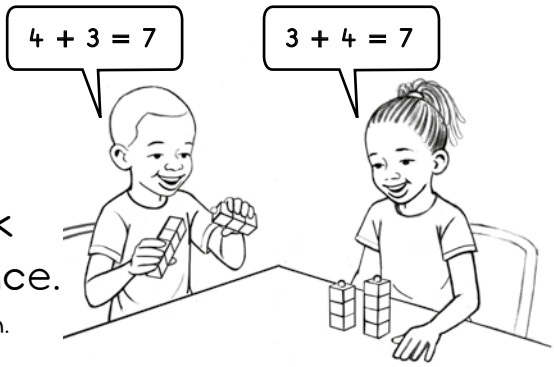
Game: Fast maths with dice – make 7
Speletjie: Vinnige wiskunde met dobbelstene – maak 7

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



Game: Break 7!
Speletjie: Breek 7 af!

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



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

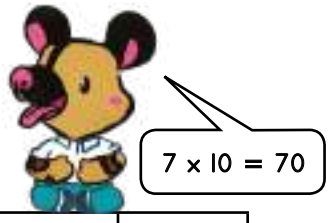
4 + 3 = 7	___ + ___ = 7	___ + ___ = 7
3 + 4 = 7	___ + ___ = 7	___ + ___ = 7

2 Add or subtract.
Tel op of trek af.

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

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

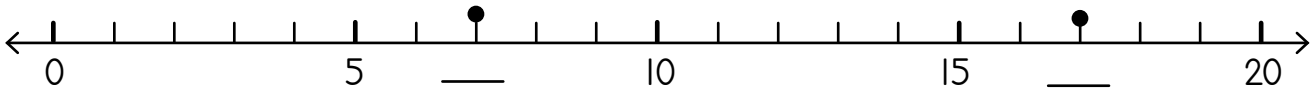
Tel in 7's deur by 7 te begin. Skryf die 7's.



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

4 Write the number at the dot.

Skryf die getal by die kolletjie neer.



5

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



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

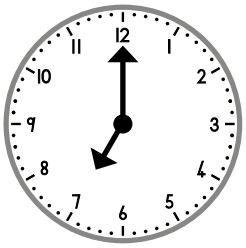
Sithe has R20. He buys an apple for R7. How much change does he get?

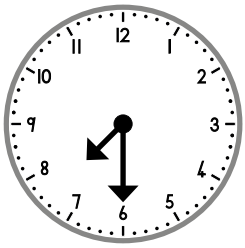


Sithe het R20. Hy koop 'n appel van R7. Hoeveel kleingeld kry hy?

6 What is the time?

Hoe laat is dit?



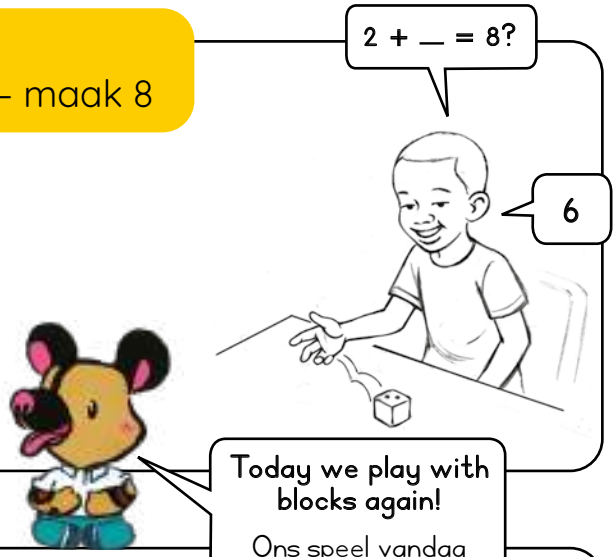


Breaking down 8
Breek 8 af

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

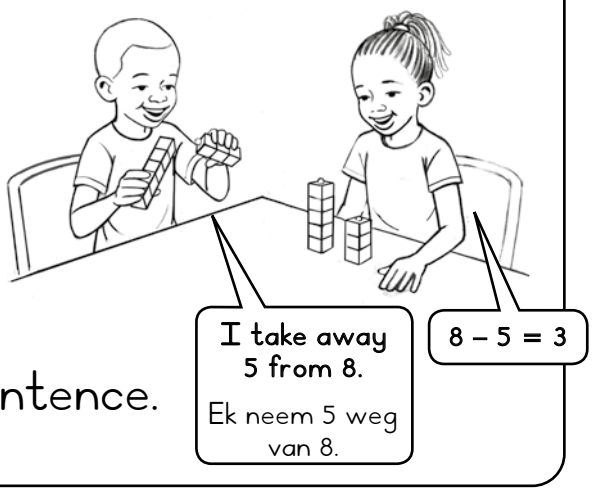
Game: Fast maths with dice – make 8
Speletjie: Vinnige wiskunde met dobbelstene – maak 8

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



Game: Break 8!
Speletjie: Breek 8 af!

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



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

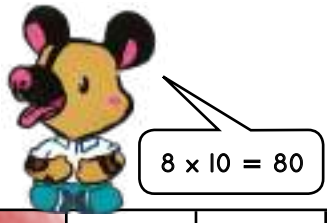
8 – 5 = 3	8 – ____ = ____	8 – ____ = ____
8 – 3 = 5	8 – ____ = ____	8 – ____ = ____

2 Add or subtract.
Tel op of trek af.

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

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

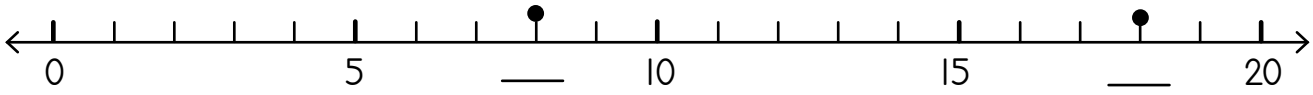
Tel in 8's deur by 8 te begin. Skryf die 8's.



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

4 Write the number at the dot.

Skryf die getal by die kolletjie neer.



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

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



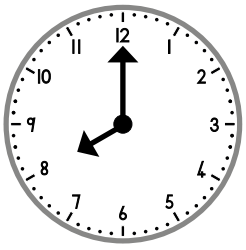
The taxi ride costs R8. How much will it cost for 2 people?

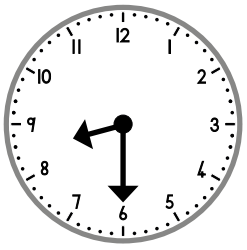
Die taxi-rit kos R8. Hoeveel kos die rit vir 2 mense?



6 What is the time?

Hoe laat is dit?





Breaking down 9
Breek 9 af

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

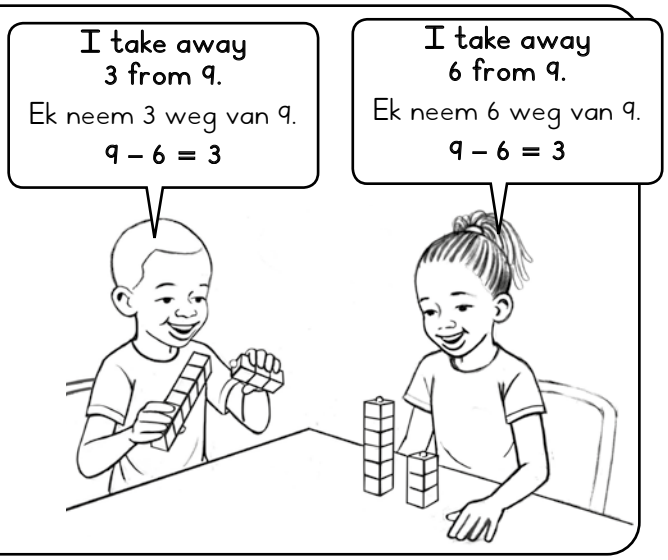
Game: Fast maths with dice – make 9
Speletjie: Vinnige wiskunde met dobbelstene – maak 9

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



Game: Break 9!
Speletjie: Breek 9 af!

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



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

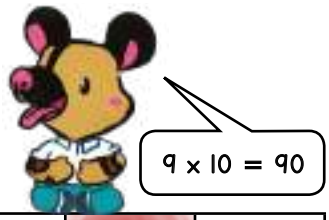
9 – 6 = 3	9 – ___ = ___	9 – ___ = ___
9 – 3 = 6	9 – ___ = ___	9 – ___ = ___

2 Add or subtract.
Tel op of trek af.

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

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

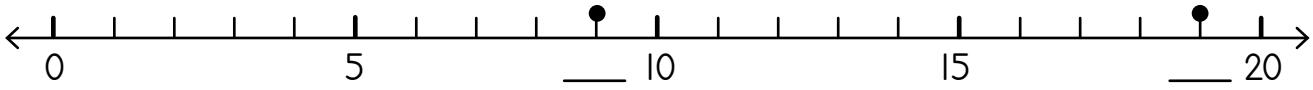
Tel in 9's deur by 9 te begin. Skryf die 9's.



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

4 Write the number at the dot.

Skryf die getal by die kolletjie neer.



5

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

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



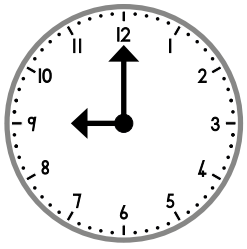
The netball game started at 9.30 in the morning.
It ended at 10.30 in the morning. How long was the game?

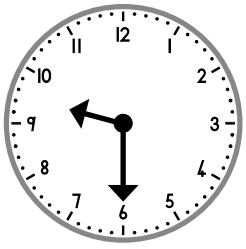
Die netbalwedstryd het om 9.30 in die oggend begin.
Dit het later die oggend om 10.30 geëindig. Hoe lank was die wedstryd?



6 What is the time?

Hoe laat is dit?





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

Let's talk Maths!

Kom ons praat Wiskunde!



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

1 Complete the number patterns.

Voltooi die getalpatrone.

70	69	68							
22	24	26							

2

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

3



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

4



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

5



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

6



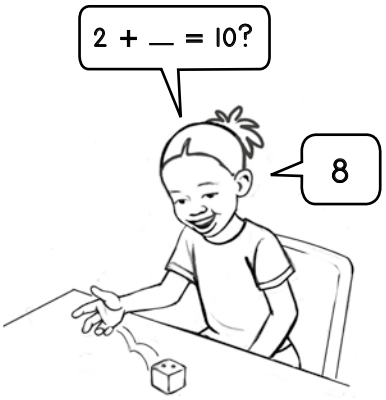
hands hande	1	2	3	4	5	6	7	8	9	10
fingers vingers										

Breaking down 10
Breek 10 af

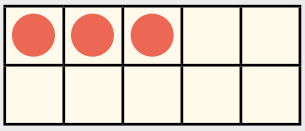
MENTAL MATHS HOOFREKENE | CONCEPT DEVELOPMENT KONSEPONTWIKKELING → GROUP WORK GROEPWERK → GAME SPELETJIE → ACTIVITIES AKTIWITEITE → PROBLEM SOLVING PROBLEEMOPLOSSING

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

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

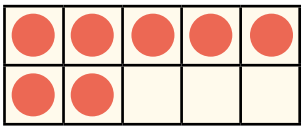


1



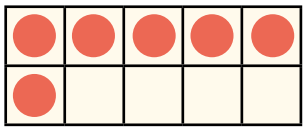
How many? Hoeveel is daar? 3

How many to make 10? Hoeveel om 10 te kry? 7



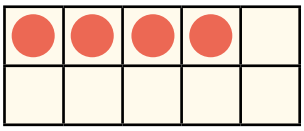
How many? Hoeveel is daar? ____

How many to make 10? Hoeveel om 10 te kry? ____



How many? Hoeveel is daar? ____

How many to make 10? Hoeveel om 10 te kry? ____

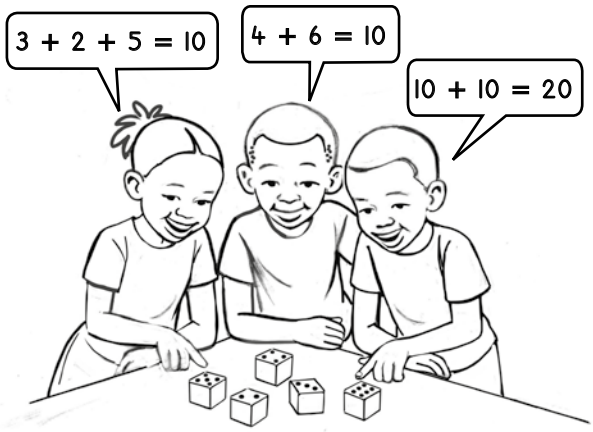


How many? Hoeveel is daar? ____

How many to make 10? Hoeveel om 10 te kry? ____

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

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



2 10 learners can fit into Ta' Jola's taxi.

10 leerders kan in Ta' Jola se taxi inpas.



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

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

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

6 4 9 1 20	2 9 5 3 1 ☐	6 7 3 2 2 ☐

4 Find the 10. Then add.

Kry die 10. Tel dan op.

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

5 Circle the 10s. How much money?

Omkring die 10'e. Hoeveel geld is daar?

R11	☐	☐

6 Ta' Jola's taxi can take 10 learners.

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



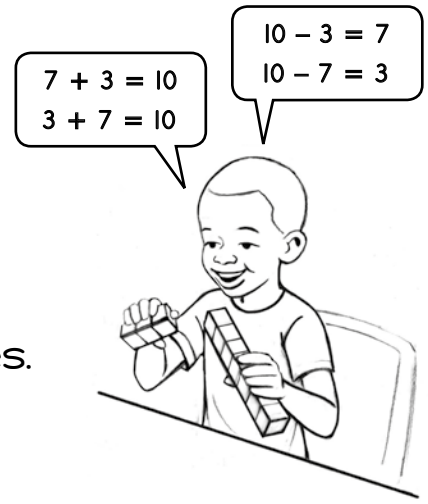
His taxi is half full. How many learners are in the taxi? Sy taxi is halfvol. Hoeveel leerders is daar in die taxi?	His taxi is half full. How many more learners can get in the taxi? Sy taxi is halfvol. Hoeveel meer leerders kan in die taxi inklim?

Find the 10s
Kry die 10'e

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

Game: Break 10!
Speletjie: Breek 10 af!

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



1 Write the number sentences.
Skryf die getalsinne neer.



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



addition optelling	subtraction aftrekking



addition optelling	subtraction aftrekking



addition optelling	subtraction aftrekking



addition optelling	subtraction aftrekking

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

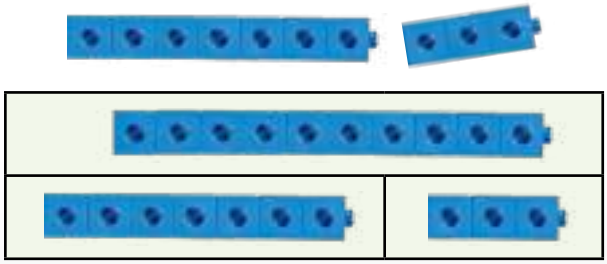
Wanneer ek iets in twee gelyke stukke of dele breek, is daar slegs een optellingsgetalsin en een aftrekkingsgetalsin.





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

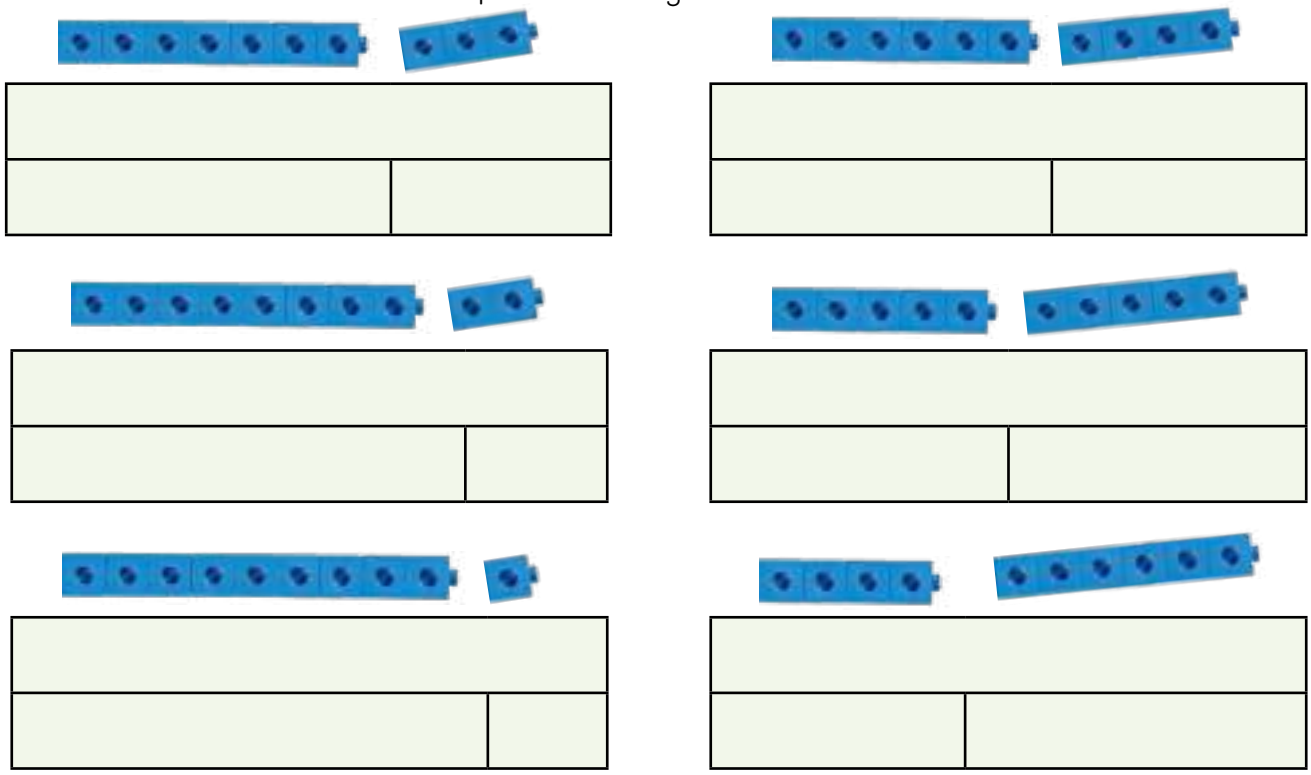
Ons kan enige getal in 2 kleiner getalle afbreek. Ons kan die 3 getalle op 'n getaltabel soos dié inskryf:



10	
7	3

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

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



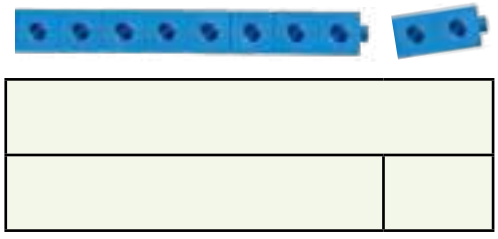
3 Write 2 addition and 2 subtraction number sentences.

Skryf 2 optellings- en 2 aftrekkingsgetalsinne neer.

There are 4 number sentences we can write.

Daar is 4 getalsinne wat ons kan skryf.



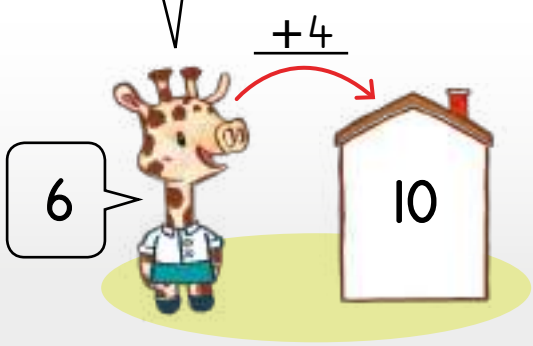


addition optelling	subtraction aftrekking

Next 10
Die volgende 10

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

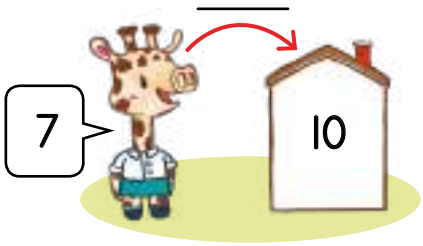
When I add, I ask myself, "How far to the next 10?"
As ek optel, vra ek myself af: "Hoe ver tot by die volgende 10?"
I must jump 4 places to get to 10!
Ek moet 4 plekke spring om by 10 te kom!

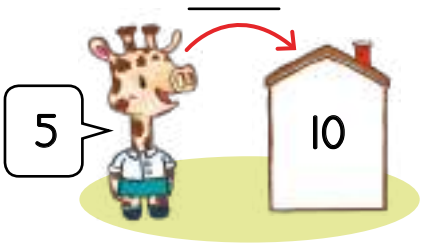


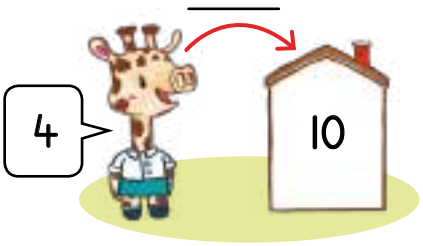
1 What is the next 10?
Wat is die volgende 10?

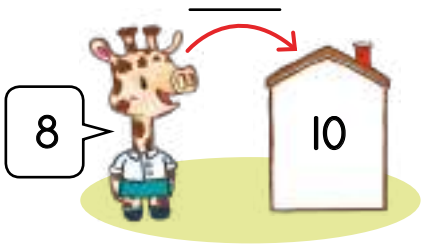
6 — 10
4 — ____
16 — ____
14 — ____

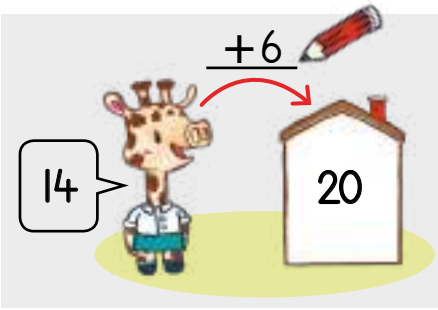
2 How far to the next 10?
Hoe ver tot by die volgende 10?

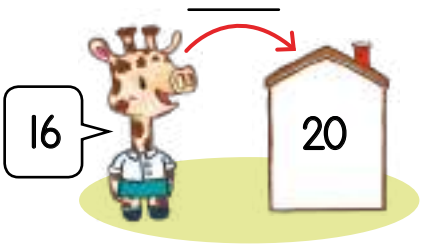










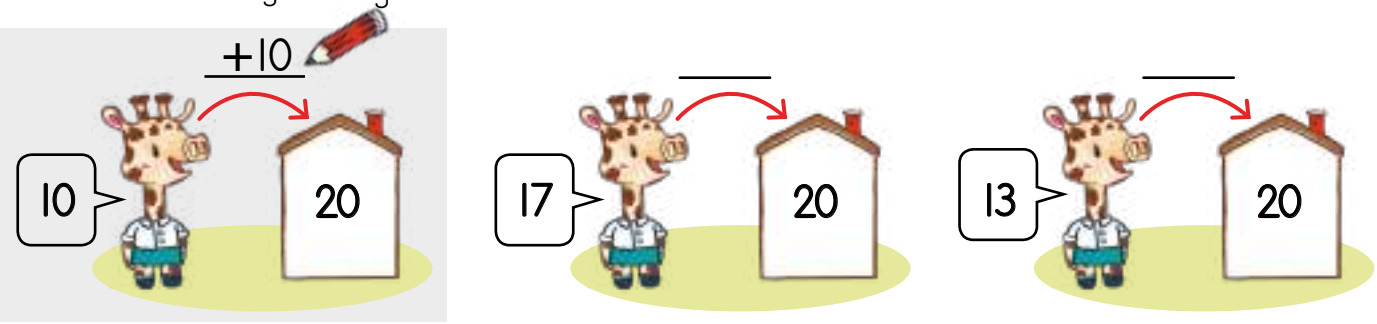


3 Write the missing numbers.
Skryf die ontbrekende getalle neer.

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

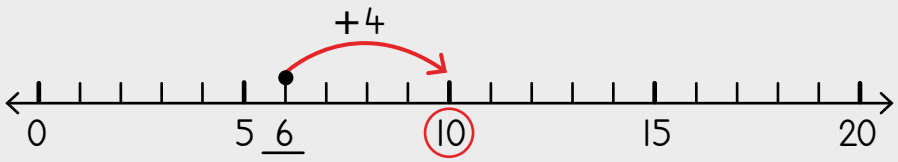
4 How far to the next 10?

Hoe ver tot by die volgende 10?

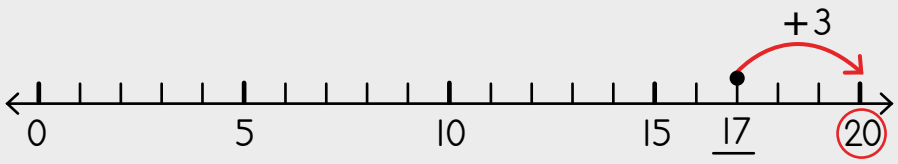


5 Write the number at the dot. Circle the next 10. How far to the next 10?

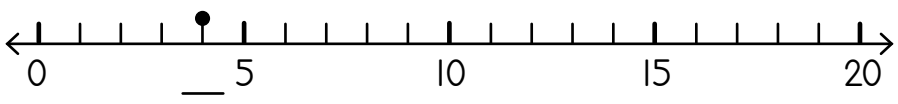
Skryf die getal by die kolletjie neer. Omkring die volgende 10. Hoe ver tot by die volgende 10?



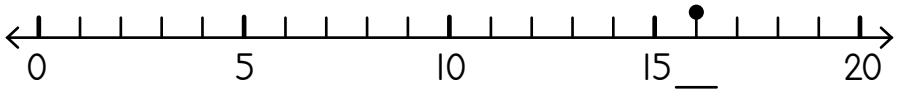
next 10 die volgende 10	10
How far? Hoe ver is dit?	4



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



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



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

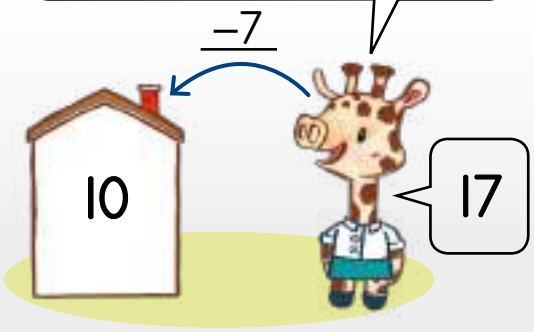
DAY 4 • DAG 4

Previous 10
Die vorige 10

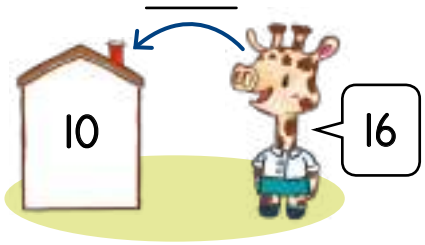
MENTAL MATHS HOOFREKENE | CONCEPT DEVELOPMENT KONSEPONTWIKKELING → GROUP WORK GROEPWERK → GAME SPELETJIE → ACTIVITIES AKTIWITEITE → PROBLEM SOLVING PROBLEEMOPLOSSING

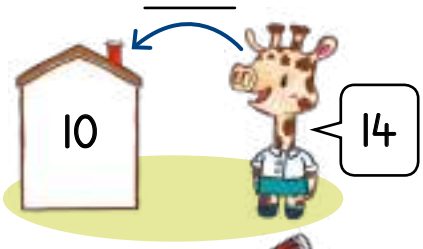
When I subtract, I ask myself, "How far to the previous 10?"
As ek aftrek, vra ek myself af: "Hoe ver tot by die vorige 10?"

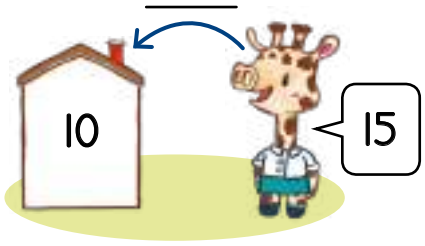
When I subtract 7 from 17, I go back 7 places to get to 10!
Wanneer ek 7 van 17 aftrek, spring ek 7 plekke terug om by 10 te kom!

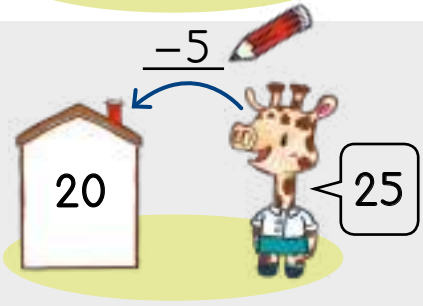


1 How far to the previous 10?
Hoe ver tot by die vorige 10?

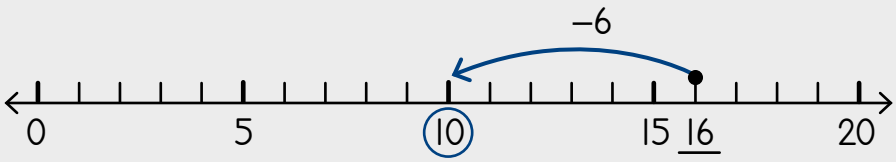




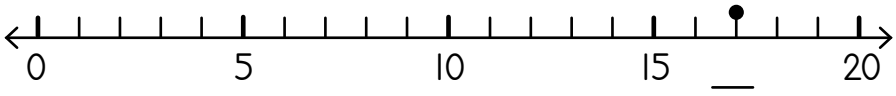




2 Write the number at the dot. Circle the previous 10. How far to the previous 10?
Skryf die getal by die kolletjie neer. Omkring die vorige 10. Hoe ver tot by die vorige 10?



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



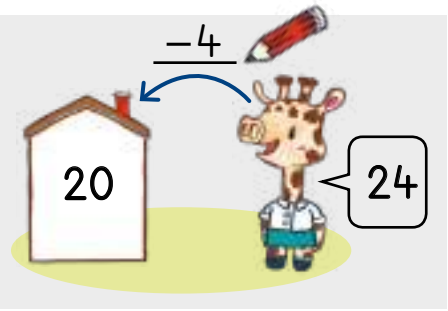
previous 10 die vorige 10	
How far? Hoe ver is dit?	

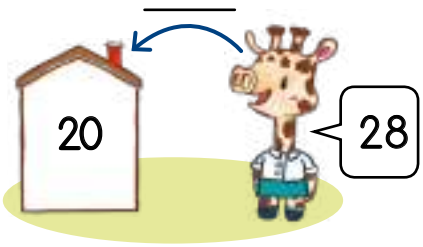
3 Write the missing numbers.
Skryf die ontbrekende getalle neer.

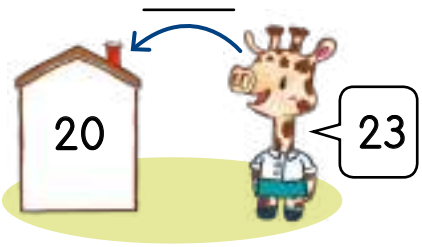
15 − ____ = 10	16 − ____ = 10	22 − ____ = 20	26 − ____ = 20
12 − ____ = 10	19 − ____ = 10	24 − ____ = 20	28 − ____ = 20

4 How far to the previous 10?

Hoe ver tot by die vorige 10?

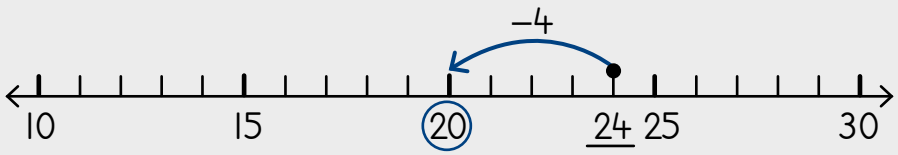




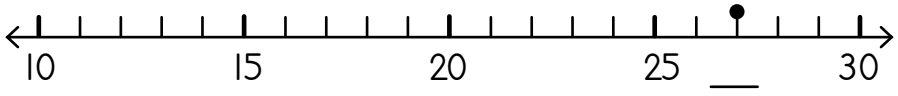


5 Write the number at the dot. Circle the previous 10. How far to the previous 10?

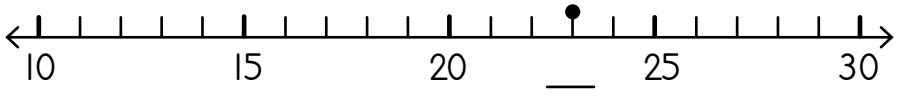
Skryf die getal by die kolletjie neer. Omkring die vorige 10. Hoe ver tot by die vorige 10?



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



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



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

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

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



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

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

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

Let's talk Maths!

Kom ons praat Wiskunde!



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

1 Complete the number tables.

Voltooi die getaltabelle.





Write 2 addition and 2 subtraction number sentences.

Skryf 2 optellings- en 2 aftrekkingsgetalsinne neer.

addition optelling	subtraction aftrekking

addition optelling	subtraction aftrekking

2 Find the 10. Then add.

Kry die 10. Tel dan op.

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

3 Complete the number patterns.

Voltooi die getalpatrone.

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

4 Calculate.

Bereken.

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

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

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

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

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



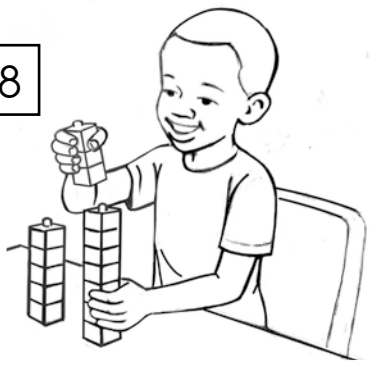
Game: Add by making a 10
Speletjie: Tel op om 'n 10 te maak



No more counting in ones when we add. Make a 10!
Ons tel glad nie meer in ene wanneer ons optel nie. Maak 'n 10!

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

7 + 8



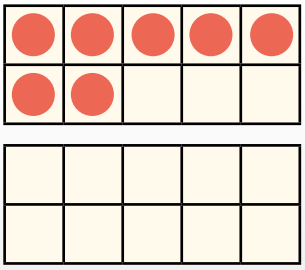
1 Use blocks to build each number. Share blocks to make a 10.
Bou elke getal met blokkies. Ruil blokkies onder mekaar uit om 'n 10 te maak.

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

7 + 8

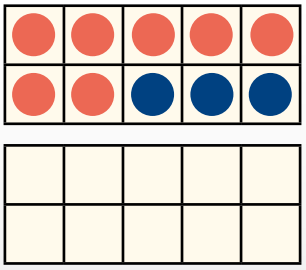
I start with 7.

Ek begin by 7.



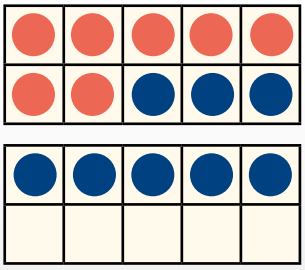
I add 3 to make a 10.

Ek tel 3 by om 'n 10 te maak.



I add 5 more.

Ek tel nog 5 by.



7 + 8 = 15

10 3 5

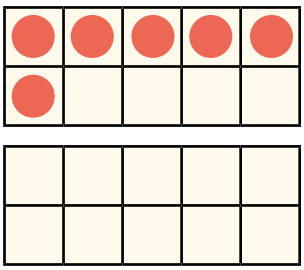
10 + 5 = 15

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

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



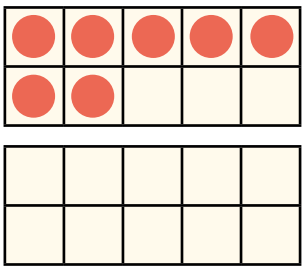
6 + 7



6 + 7 = ___

__ __

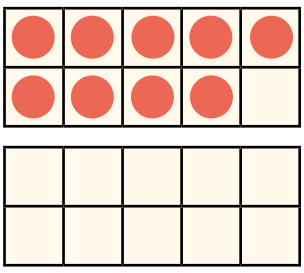
7 + 5



7 + 5 = ___

__ __

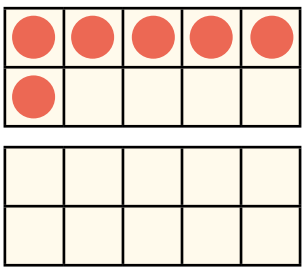
9 + 7



9 + 7 = ___

__ __

6 + 8



6 + 8 = ___

__ __

DAY 2 • DAG 2

Jump forwards to 10
Spring aan tot by 10

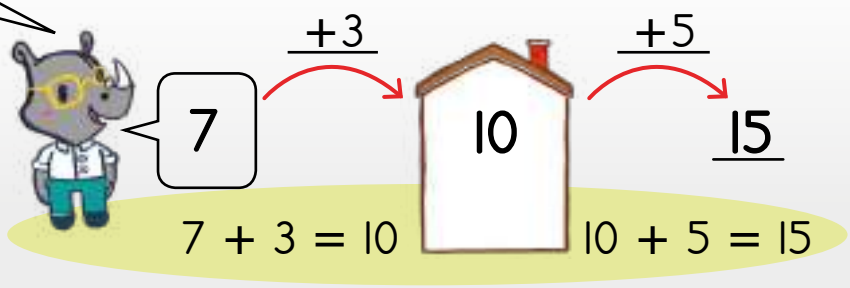
MENTAL MATHS HOOFREKENE | CONCEPT DEVELOPMENT KONSEPONTWIKKELING → GROUP WORK GROEPWERK → GAME SPELETJIE → ACTIVITIES AKTIWITEITE → PROBLEM SOLVING PROBLEEMOPLOSSING

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

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

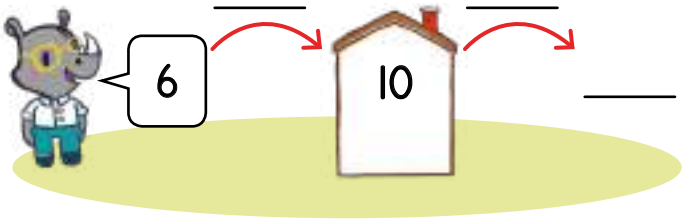
I jump 5 more to get to 15.
Ek spring nog 5 keer om by 15 uit te kom.

7 + 8 = 15

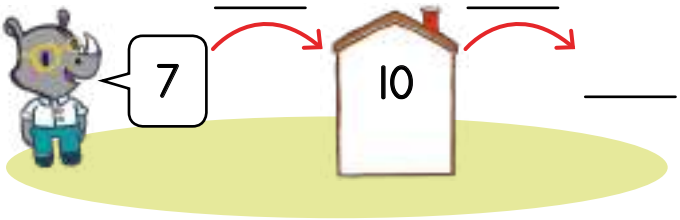


1 Add by visiting the 10.
Tel op deur die 10 te besoek.

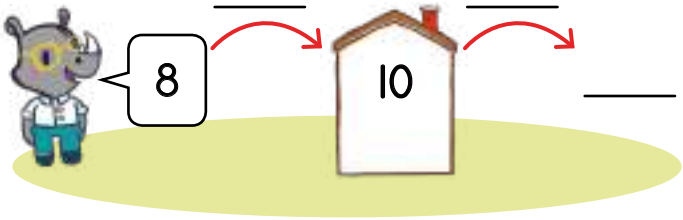
6 + 7 =



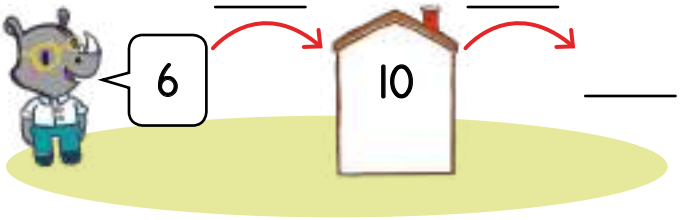
7 + 5 =



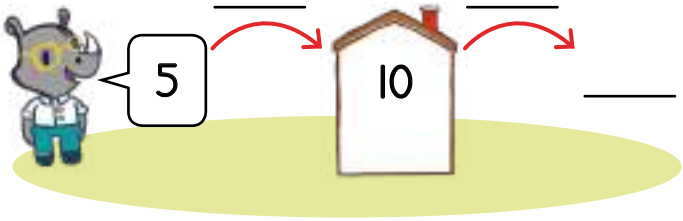
8 + 7 =



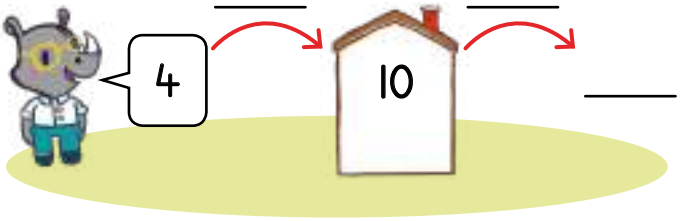
6 + 8 =



5 + 6 =



4 + 8 =



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

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

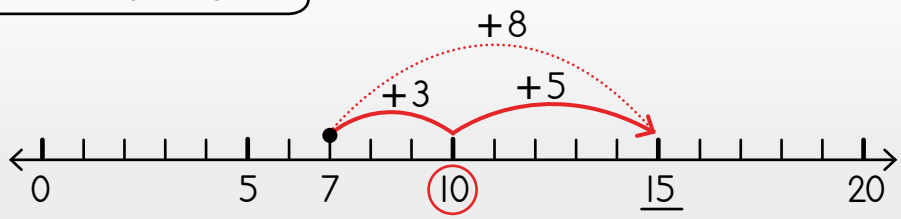




Adding 8 is the same as adding 3 and then adding 5!

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

7 + 8

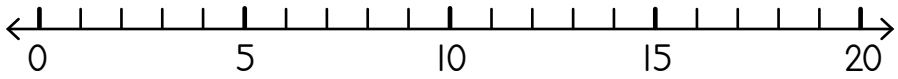


7 + 8 = 15

2 Add by showing on the number line.

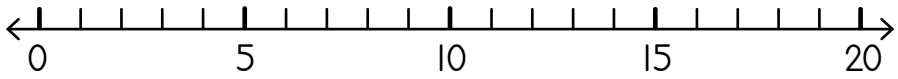
Tel op deur dit op die getallelyn te wys.

6 + 7



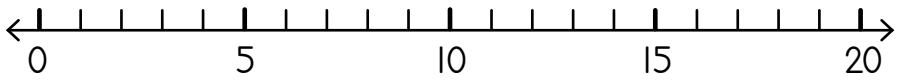
6 + 7 = ____

8 + 5



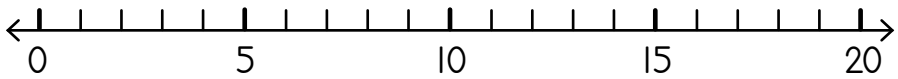
8 + 5 = ____

7 + 7



7 + 7 = ____

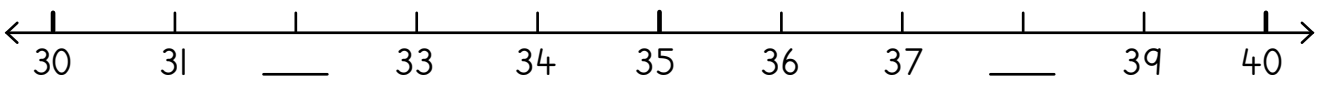
6 + 8



6 + 8 = ____

3 Complete.

Voltooi.

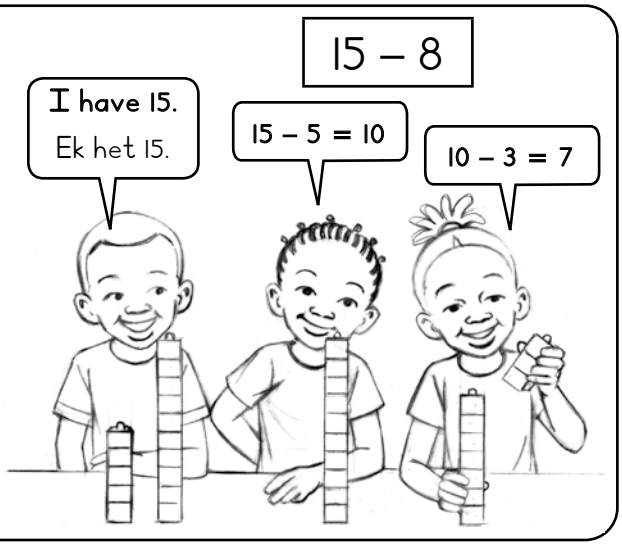


Get to 10 (subtraction)
Kom by 10 uit (aftrekking)

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

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

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

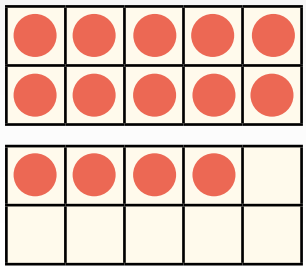


1 Use blocks to build each number. Take away blocks to get 10. Then solve.
Bou elke getal met blokkies. Neem blokkies weg om by 10 te kom. Los dit dan op.

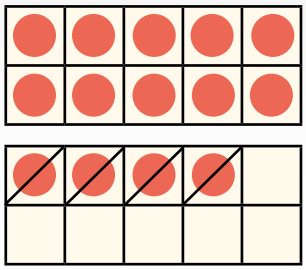
14 – 6 = ____	12 – 5 = ____	15 – 8 = ____
13 – 7 = ____	16 – 9 = ____	15 – 7 = ____

14 – 6

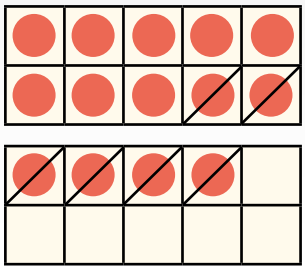
I start with 14.
Ek begin met 14.



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



I subtract 2 more.
Ek trek nog 2 af.



14 – 6 = 8

10 4 2

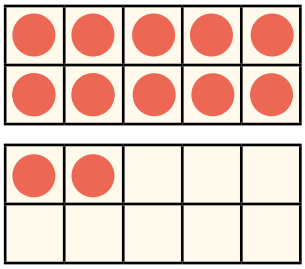
14 – 6 = 8

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

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



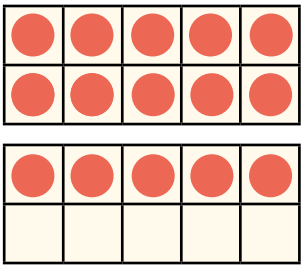
12 – 7



12 – 7 = ____

__ __

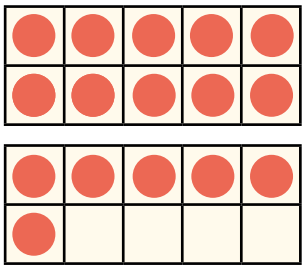
15 – 7



15 – 7 = ____

__ __

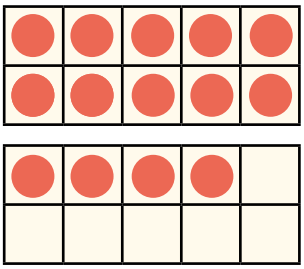
16 – 9



16 – 9 = ____

__ __

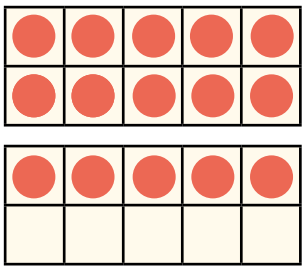
14 – 6



14 – 6 = ____

__ __

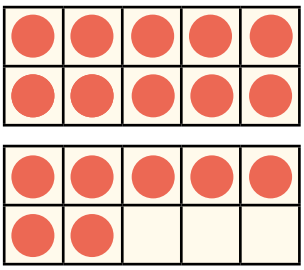
15 – 9



15 – 9 = ____

__ __

17 – 9

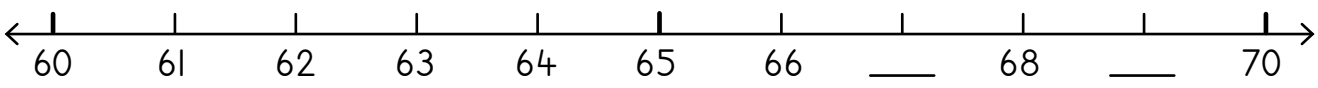


17 – 9 = ____

__ __

3 Complete.

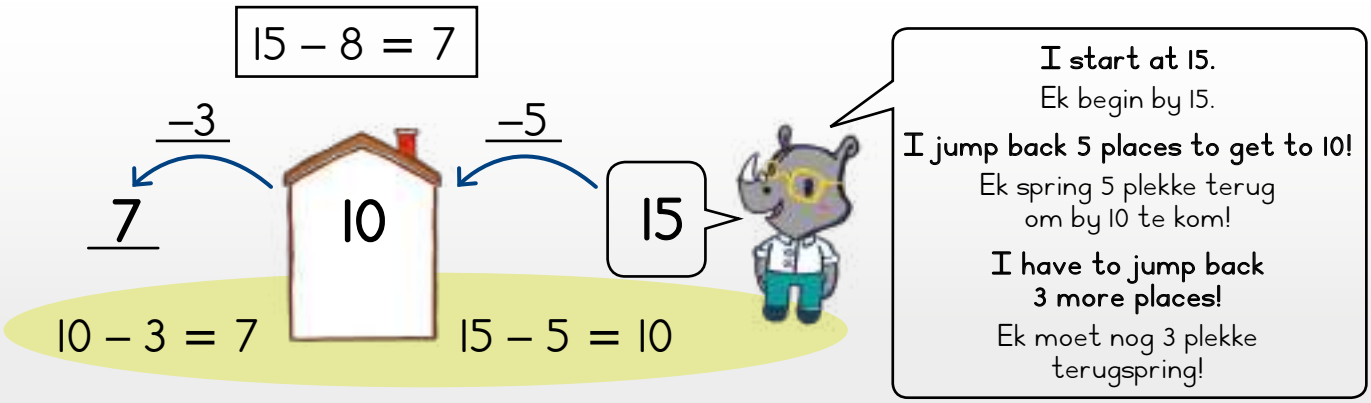
Voltooi.



DAY 4 • DAG 4

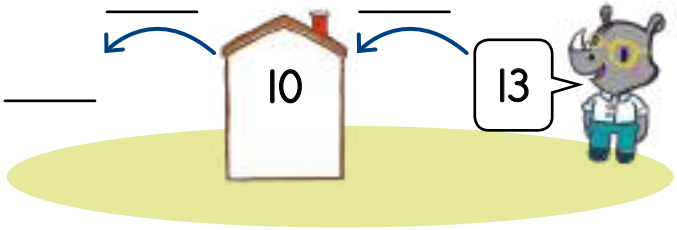
Jump backwards to 10
Spring terug tot by 10

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

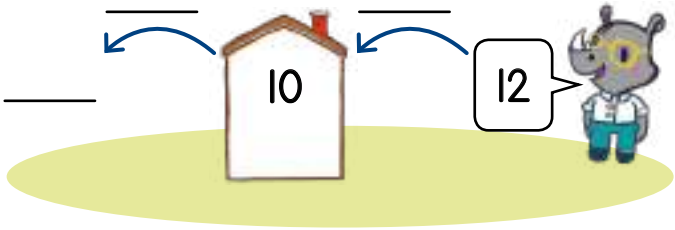


1 Subtract by visiting the 10.
Trek af deur die 10 te besoek.

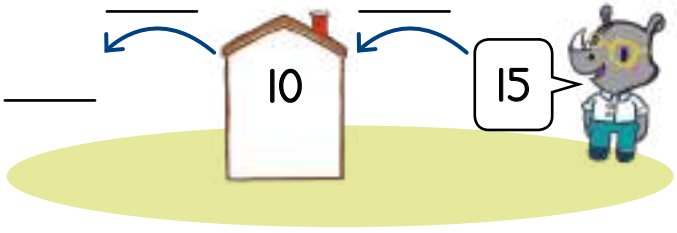
13 – 7 = ____



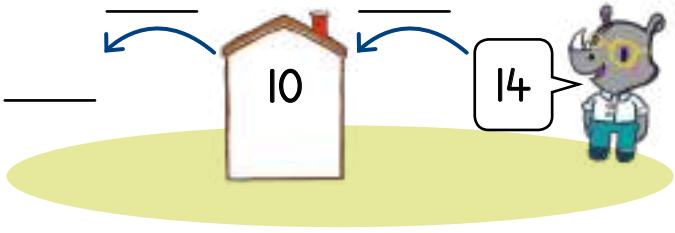
12 – 5 = ____



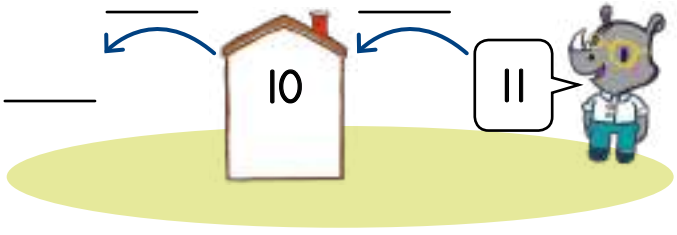
15 – 7 = ____



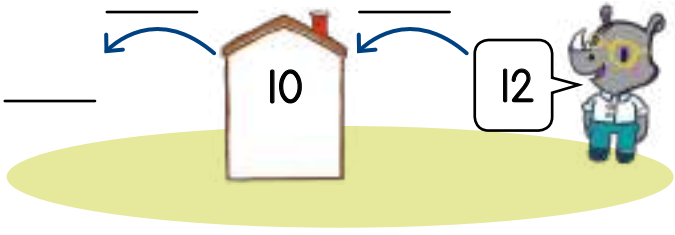
14 – 6 = ____



11 – 5 = ____



12 – 4 = ____



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

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

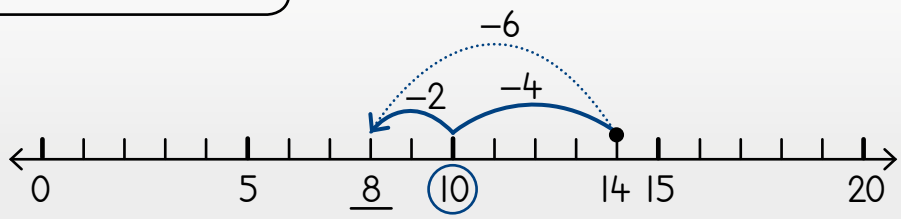




Subtracting 6 is the same as subtracting 4 and then subtracting 2!

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

14 – 6

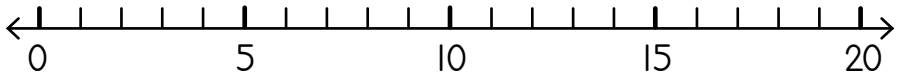


14 – 6 = 8

2 Subtract by showing on the number line.

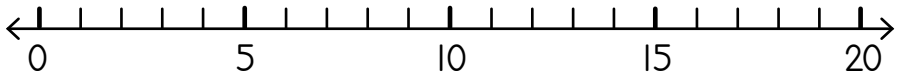
Trek af deur dit op die getallelyn te wys.

13 – 7



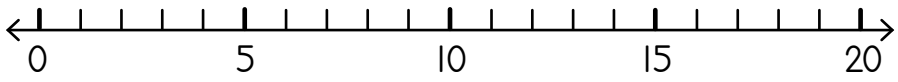
13 – 7 = ____

12 – 5



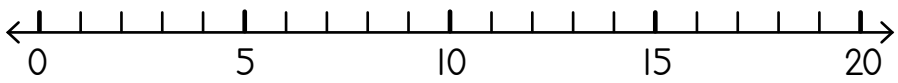
12 – 5 = ____

16 – 8



16 – 8 = ____

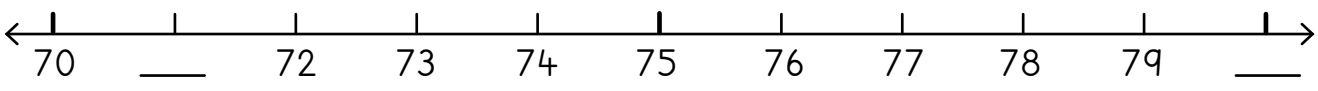
13 – 6



13 – 6 = ____

3 Complete.

Voltooi.



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

Let's talk Maths!

Kom ons praat Wiskunde!



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

1 Complete the number table.

Voltooi die getaltabel.



Write 2 addition and 2 subtraction number sentences.

Skryf 2 optellings- en 2 aftrekkingsgetalsinne neer.

addition optelling	subtraction aftrekking

2 Complete the number patterns.

Voltooi die getalpatrone.

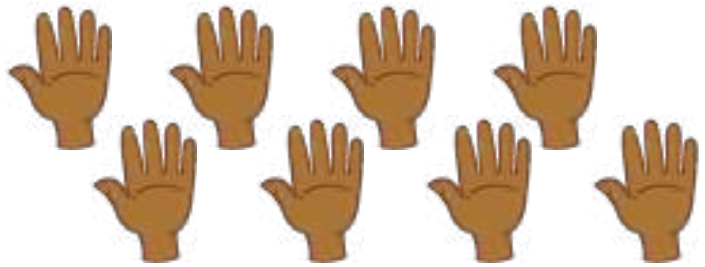
24	26	28							
40	38	36							

3 Find the 10. Then add.

Kry die 10. Tel dan op.

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

4



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

5



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

6

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

Length
Lengte

MENTAL MATHS
HOOFREKENE

CONCEPT DEVELOPMENT
KONSEPONTWIKKELING

→ GROUP WORK
GROEPWERK

→ GAME
SPELETJIE

→ ACTIVITIES
AKTIWITEITE

→ PROBLEM SOLVING
PROBLEEMOPLOSSING

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

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



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

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

2 Measure these lengths.
Meet hierdie lengtes.

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

3 Use your hand to measure:

Meet met jou hand:

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

4 Use your pencil to measure:

Meet met jou potlood:

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

5 Use your feet to measure:

Meet met jou voete:

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

Measuring length
Meet die lengte

MENTAL MATHS
HOOFREKENE

CONCEPT DEVELOPMENT
KONSEPONTWIKKELING

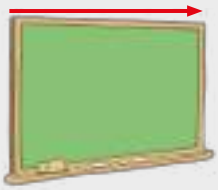
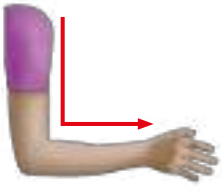
→ GROUP WORK
GROEPWERK

→ GAME
SPELETJIE

→ ACTIVITIES
AKTIWITEITE

→ PROBLEM SOLVING
PROBLEEMOPLOSSING

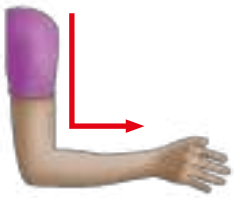
1 How long? Measure the length.
Hoe lank is dit? Meet die lengte.

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

2 Use two pencils of different lengths to measure:

Meet met twee potlode, waarvan een korter is:



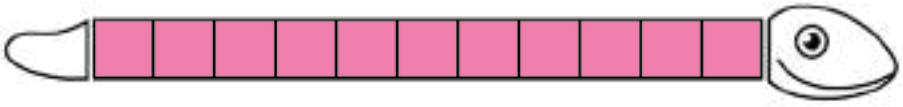
	pencil 1 potlood 1	pencil 2 potlood 2	What is the difference? Wat is die verskil
	1 pencil 1 potlood	2 pencils 2 potlode	1 pencil 1 potlood
			
			
			
			
			
			

Measuring length
Meet die lengte

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

1 How many blocks long is the snake?

Hoeveel blokkies lank is die slang?

	14
	
	
	
	
	

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

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

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

Metres and centimetres
Meter en sentimeter

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

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

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

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

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

3 Estimate and then use your tape measure to measure.

Skat en meet dan met jou maatband.

To estimate is to make a good guess.

Om te skat, is om 'n goeie raaiskoot te waag.



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

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

Let's talk Maths!

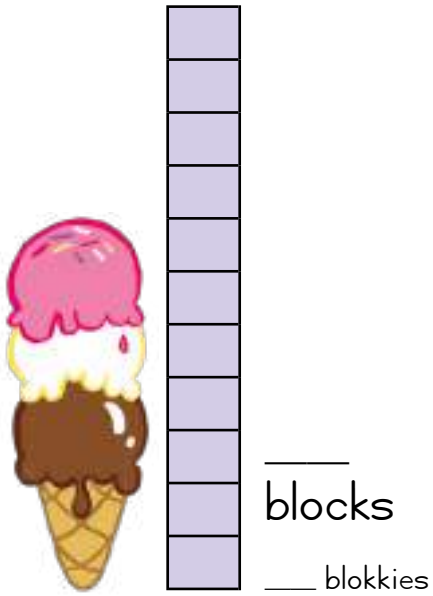
Kom ons praat Wiskunde!



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

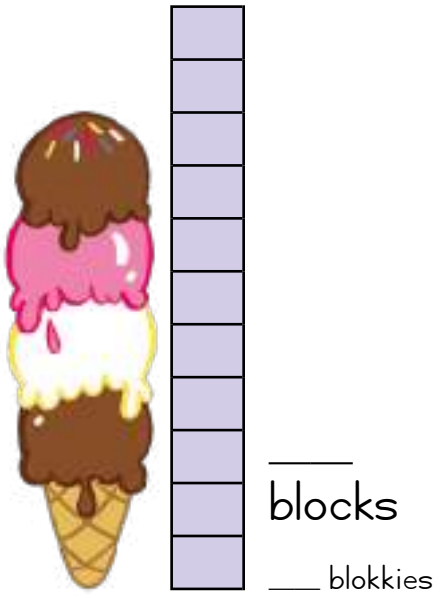
1 About how long is each ice cream cone in blocks?

Omtrent hoe lank is elke roomyshorinkie in blokkies?



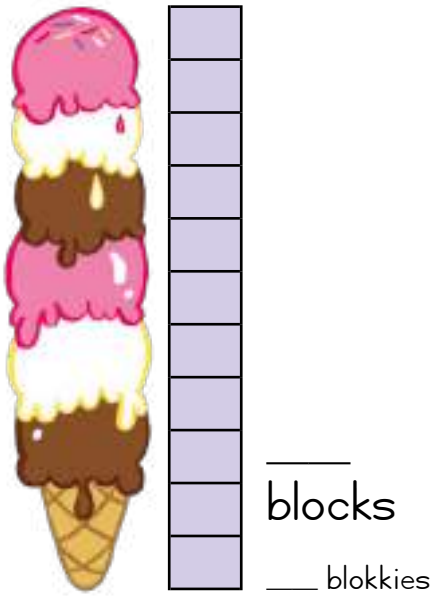
____ blocks

___ blokkies



____ blocks

___ blokkies

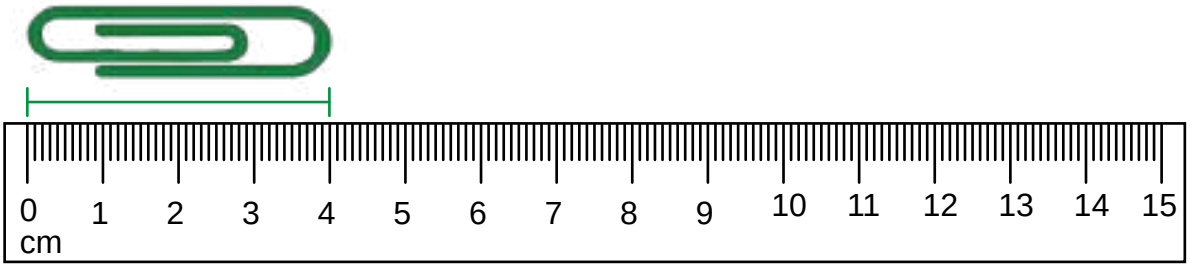


____ blocks

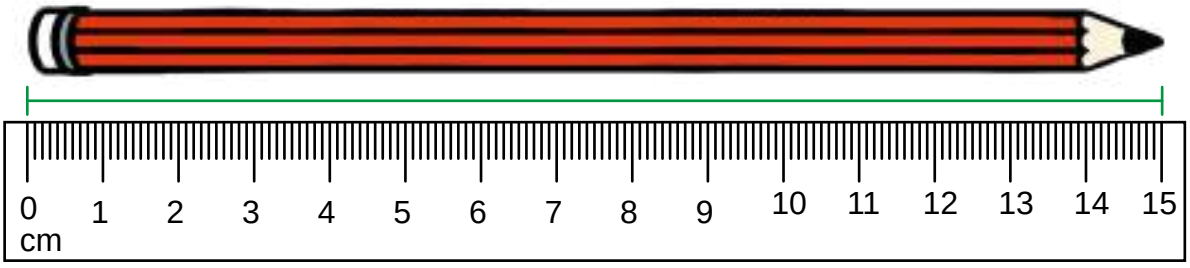
___ blokkies

2 Use the ruler to measure the length of each object.

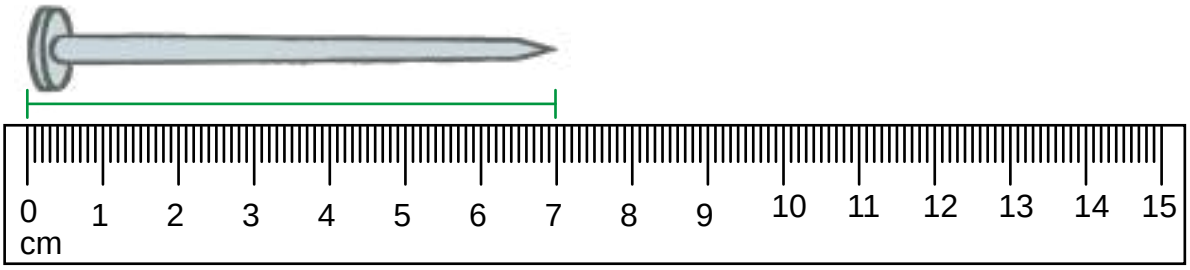
Meet die lengte van elke voorwerp met die liniaal.



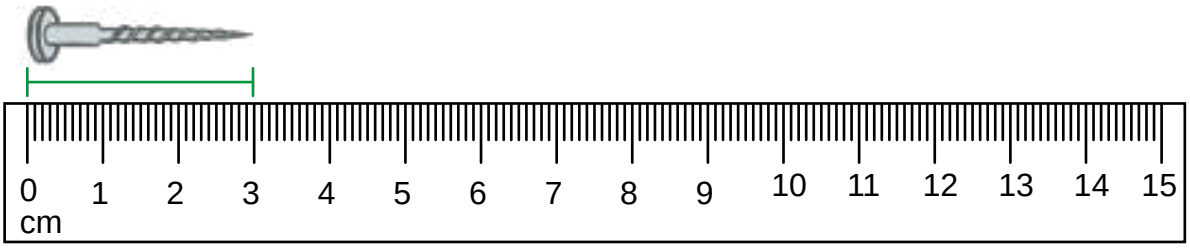
_____



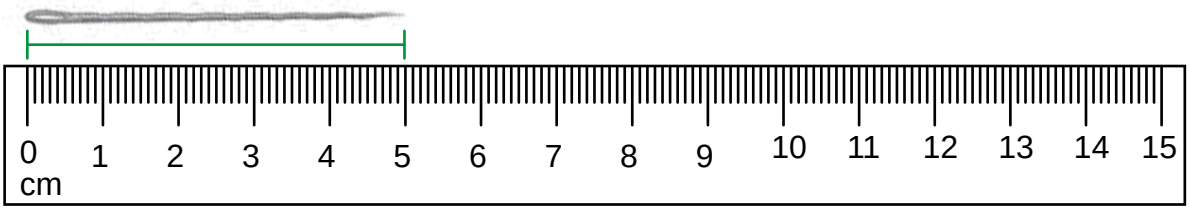
_____



_____



_____



_____

3-D objects
3D voorwerpe

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

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

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



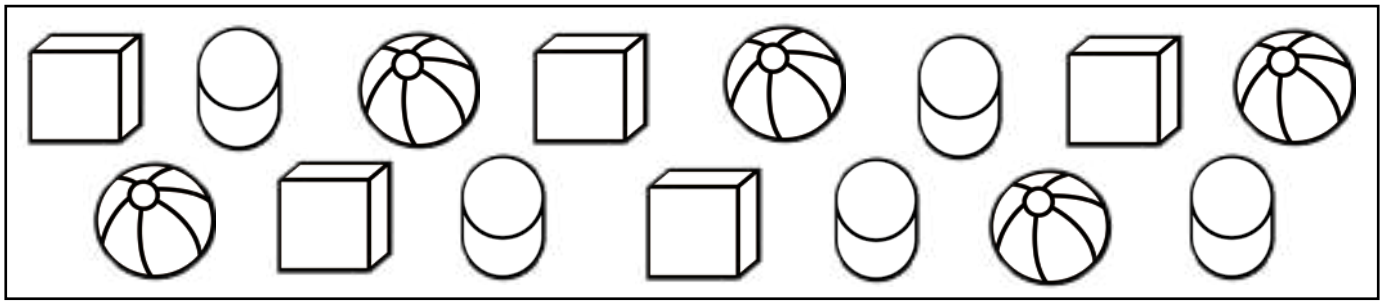
1

	sphere sfeer
	cylinder silinder
	prism prisma

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



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

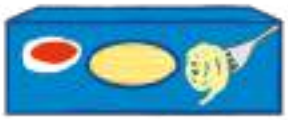


3 Sphere, cylinder or prism?

Sfeer, silinder of prisma?

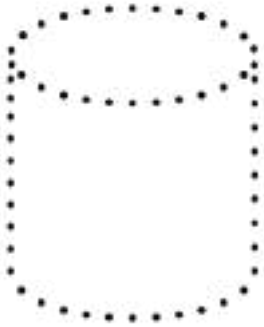
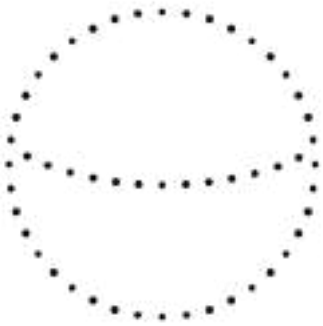
			
sphere sfeer	prism prisma	cylinder silinder	

4 Trace and colour the objects.

Trek die voorwerpe na en kleur hulle in.

prism prisma	cylinder silinder	sphere sfeer
		

3-D objects
3D voorwerpe

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

1 Write the correct answers.

Skryf die korrekte antwoorde neer.

A cylinder can roll and slide! It has flat and curved sides.

'n Silinder kan rol en gly! Dit het plat en ronde sye.



	roll rol	slide gly	roll and slide rol en gly
	✓		
			
			
			
			
			
			
			

2 Curved sides or flat sides?

Ronde sye of plat sye?

			
curved	flat	flat	rond
rond	plat	plat	rond

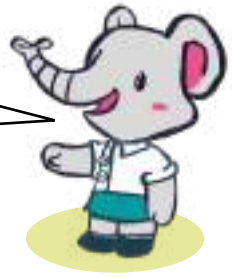
			
flat			
plat			

3 Write the correct answers to complete the table.

Skryf die korrekte antwoorde neer om die tabel te voltooi.

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

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



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

Building with 3-D objects
Bou met 3D voorwerpe

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

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

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



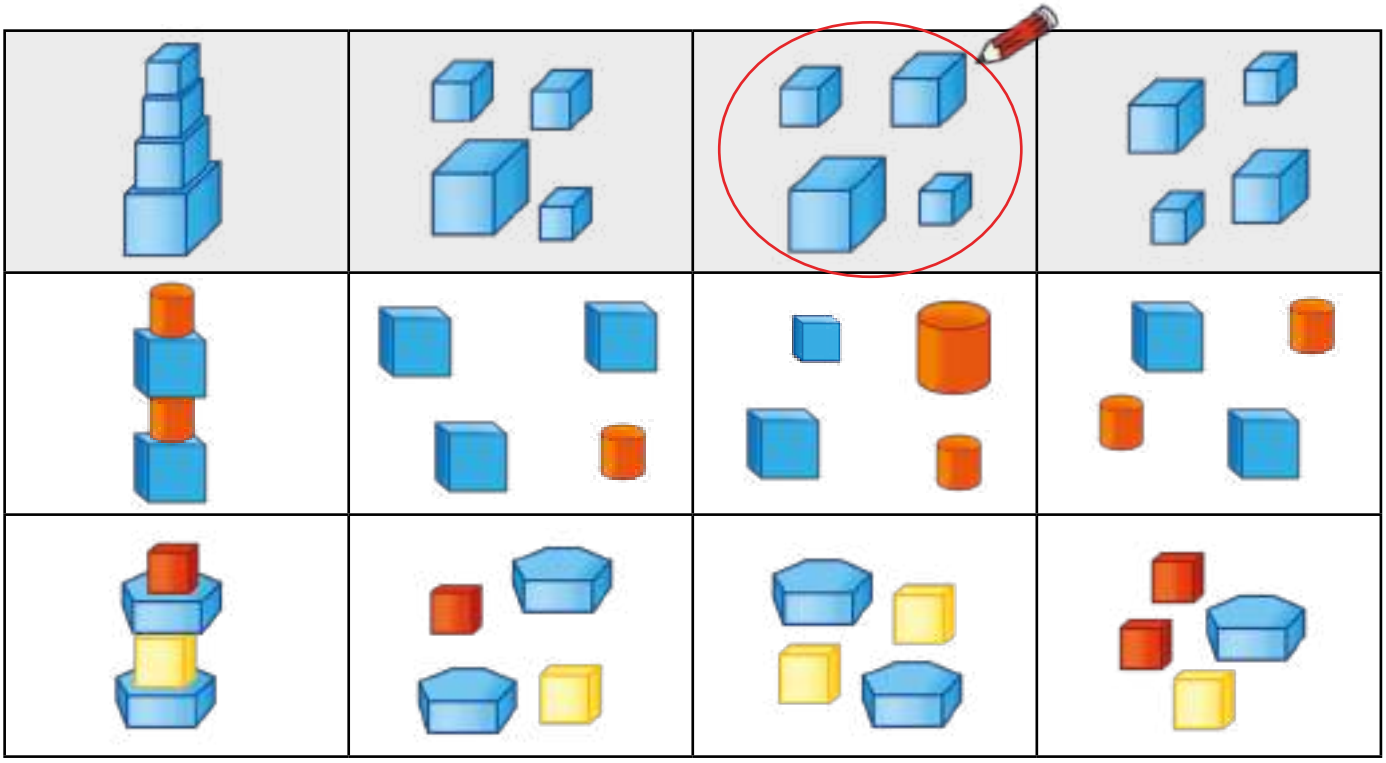
1 Look at the pictures. Write **balance** or **cannot balance**.

Kyk na die prente. Skryf **balanseer** of **kan nie balanseer nie**.

	balance balanseer	cannot balance kan nie balanseer nie
	✓	
		
		
		
		

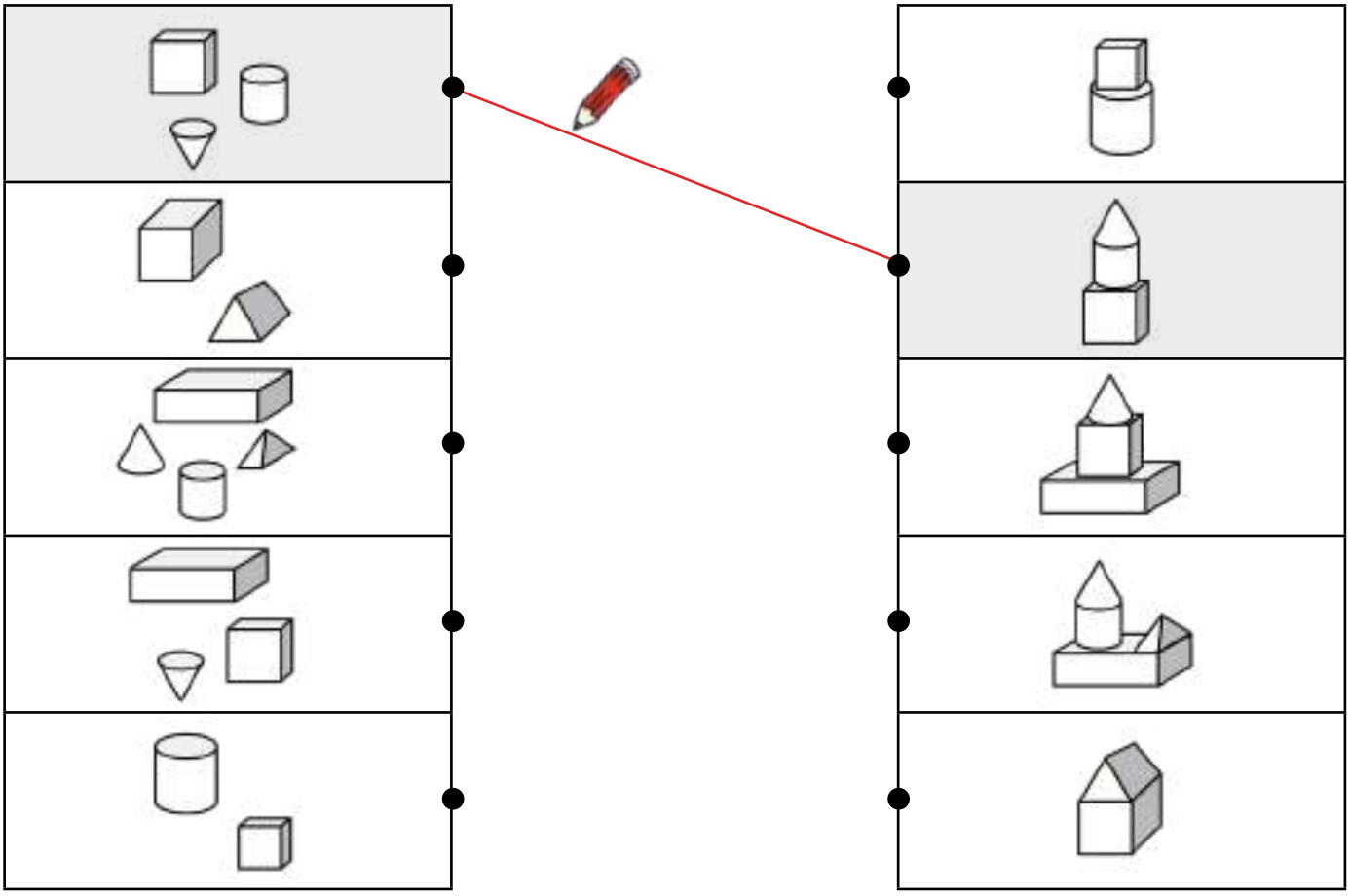
2 Circle the set of objects used to build the tower.

Omkring die versameling voorwerpe waarmee die toring gebou is.



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

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



Position and views
Posisie en aansig

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



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

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

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

			
front view voor-aansig			
			
			

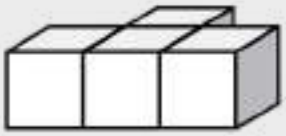
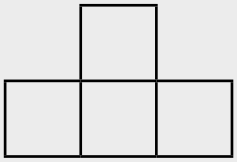
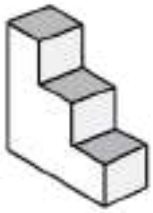
2 Write the correct answer.

Skryf die korrekte antwoord neer.

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

3 Draw the views.

Teken die aansigte.

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

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

Let's talk Maths!

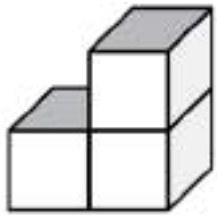
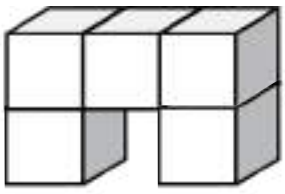
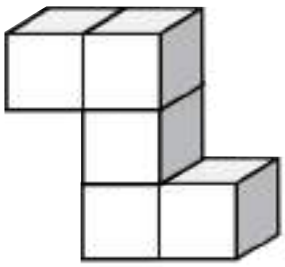
Kom ons praat Wiskunde!



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

1 Draw the views.

Teken die aansigte.

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

2 Write the correct answer.

Skryf die korrekte antwoord neer.

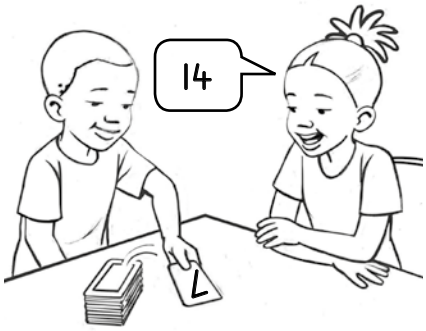
	roll rol	slide gly	roll and slide rol en gly
			
			
			
			
			
			
			
			
			

Double is two equal groups
Verdubbling beteken twee ewe groot groepe

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

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

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



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





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

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

3 + 3 = 6
2 x 3 = 6

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



Double 3 is ____.
3 verdubbel is ____.
3 + 3 = ____
2 x 3 = ____
How many 3s in 6? ____
Hoeveel 3'e is daar in 6? ____



Double 2 is ____.
2 verdubbel is ____.
2 + 2 = ____
2 x 2 = ____
How many 2s in 4? ____
Hoeveel 2's is daar in 4? ____



Double 4 is ____.
4 verdubbel is ____.
4 + 4 = ____
2 x 4 = ____
How many 4s in 8? ____
Hoeveel 4'e is daar in 8? ____

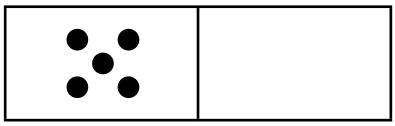
2 Complete the domino dots to double.

Voltooi die domino-kolle om te verdubbel.



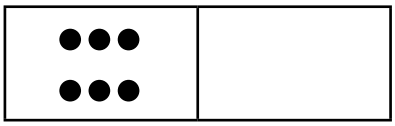
Double 4 is ____.

4 verdubbel is ____.



Double 5 is ____.

5 verdubbel is ____.



Double 6 is ____.

6 verdubbel is ____.

3

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

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

4 Let's double our money.

Kom ons verdubbel ons geld.



Double R2

Verdubbel R2

R4



Double 5

Verdubbel R5



Double R10

Verdubbel R10

5 Find the double. Then add.

Kry die dubbelgetalle. Tel dan alles bymekaar.

10

5 + 3 + 5 = 13

4 + 4 + 3 = ____

3 + 5 + 3 = ____

10 + 4 + 10 = ____

6 + 3 + 6 = ____

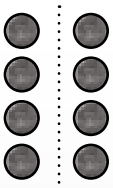
7 + 7 + 4 = ____

8 + 8 + 4 = ____

Doubling bigger numbers
Verdubbel groter getalle

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

Double 4
Verdubbel 4



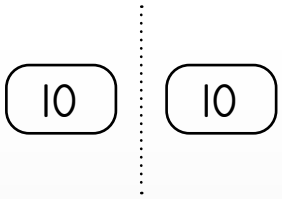
Double 4: 8
Verdubbel 4: 8

4 + 4 = 8

2 x 4 = 8

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

Double 10
Verdubbel 10



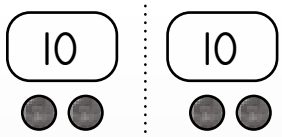
Double 10: 20
Verdubbel 10: 20

10 + 10 = 20

2 x 10 = 20

There are two 10s in 20.
Daar is twee 10'e in 20.

Double 12
Verdubbel 12



Double 12: 24
Verdubbel 12: 24

12 + 12 = 24

2 x 12 = 24

There are two 12s in 24.
Daar is twee 12's in 24.



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

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

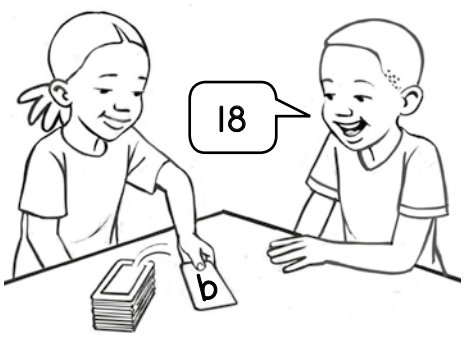
1 Double.
Verdubbel.

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

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

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

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



2 Complete the doubles table.

Voltooi die verdubbelingstabel.

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

3 Double.

Verdubbel.

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

4 Double.

Verdubbel.

5		10		6		4	
8		9		15		19	

5 Find the doubles. Then add.

Kry die dubbelgetalle. Tel dan alles bymekaar.

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

Halving
Halveer

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

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



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

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

How many?
Hoeveel?



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

1 Draw the pizzas!
Teken die pizzas!

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

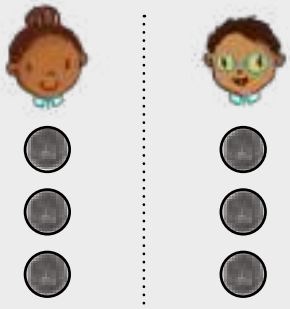
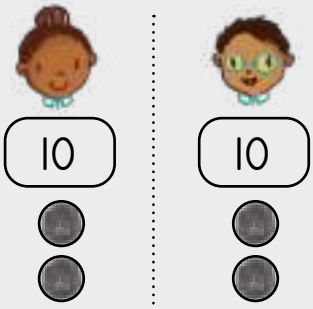
2 What fraction does each learner get? How many sweets does each learner get?

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



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

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

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

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

3 Half of

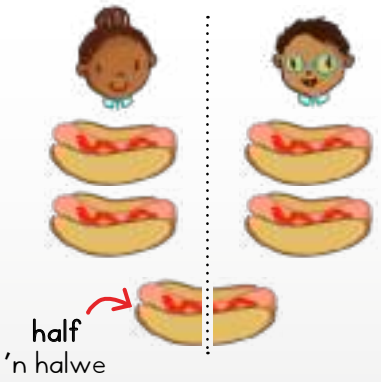
'n Halwe van

6		8		10		12	

Half with a remainder
Halveer met 'n res

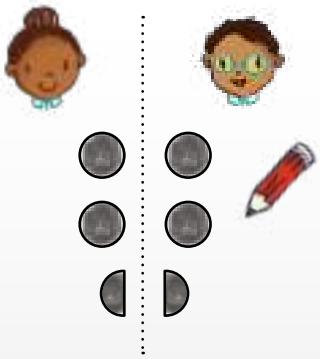
MENTAL MATHS HOOFREKENE | CONCEPT DEVELOPMENT KONSEPONTWIKKELING → GROUP WORK GROEPWERK → GAME SPELETJIE → ACTIVITIES AKTIWITEITE → PROBLEM SOLVING PROBLEEMOPLOSSING

5 hotdogs
5 worsbroodjies



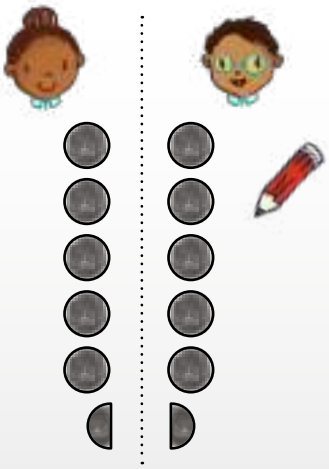
Half of 5 is 2 and a half.
Die helfte van 5 is 2 en 'n half.

5 hotdogs
5 worsbroodjies



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

11 hotdogs
11 worsbroodjies



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

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



3 hotdogs
3 worsbroodjies

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

7 hotdogs
7 worsbroodjies

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

9 hotdogs
9 worsbroodjies

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

15 hotdogs
15 worsbroodjies

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

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

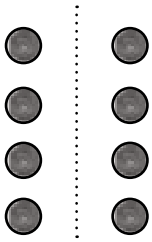
- Build 4.
  Bou met 4 blokkies.
- Build double 4.
  Verdubbel 4 en bou dit.
- Break double 4 in half.
  Breek die geboude antwoord in die helfte.
- Do again with numbers 3, 5, 6 and 10.
  Doen dit weer met getalle 3, 5, 6 en 10.





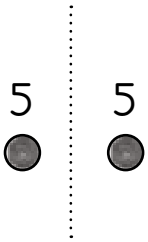
Think about the relationship between half and double.
Dink aan die verwantskap tussen halveer en verdubbel.

2 Find double and half.
Verdubbel en halveer.



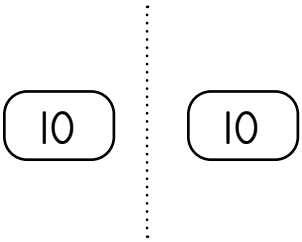
Double 4 is ____.
4 verdubbel is ___.

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



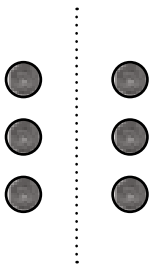
Double 6 is ____.
6 verdubbel is ___.

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



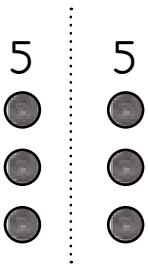
Double 10 is ____.
10 verdubbel is ___.

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



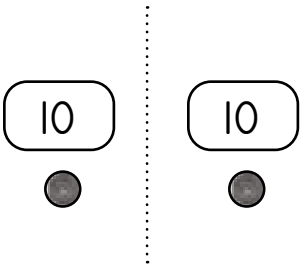
Double 3 is ____.
3 verdubbel is ___.

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



Double 8 is ____.
8 verdubbel is ___.

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



Double 11 is ____.
11 verdubbel is ___.

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

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

Let's talk Maths!

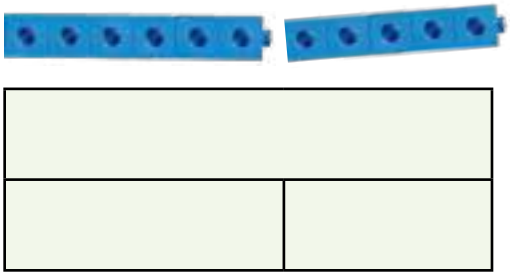
Kom ons praat Wiskunde!

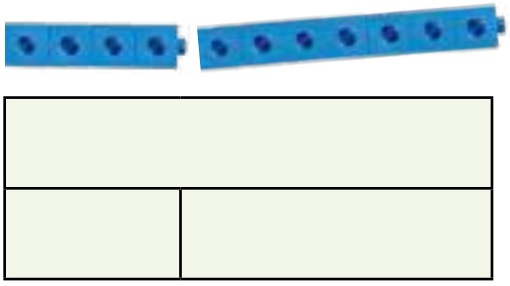


In English we say:	In Afrikaans sê ons:
double	verdubbel
Double 3 cakes is 6 cakes.	3 koeke verdubbel gee 6 koeke.
double 3 is 6	3 verdubbel is 6
When I share something equally between 2 learners, each learner receives half.	Wanneer ek iets gelykop tussen 2 leerders verdeel, kry elke leerder 'n halwe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

1 Complete the number tables.

Voltooi die getaltabelle.





Write 2 addition and 2 subtraction number sentences.

Skryf 2 optellingsgetalsinne en 2 aftrekkingsgetalsinne.

addition optelling	subtraction aftrekking

addition optelling	subtraction aftrekking

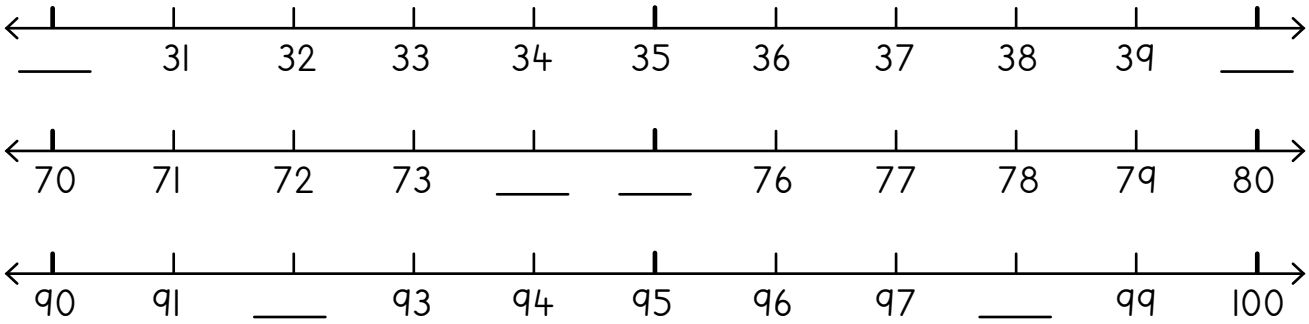
2 Extend the pattern.

Brei die patroon uit.

31	32	33							
38	39	40							
100	99	98							

3 Complete.

Voltooi.



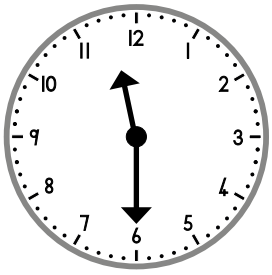
4 Add or subtract.

Tel op of trek af.

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

5 What is the time?

Hoe laat is dit?



_____

_____

6

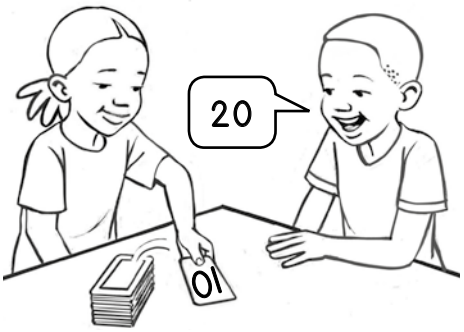
halve halveer		double verdubbel
5	10	20
	50	
	5	
	12	

Multiplying by 2
Vermenigvuldig met 2

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

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

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



1

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

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



2



pairs of shoes pare skoene	
shoes skoene	



pairs of shoes pare skoene	
shoes skoene	

3

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

4



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

5



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

6 How many wheels?

Hoeveel wiele?

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

7 How many:

Hoeveel:

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

8 The taxi costs R2 for one learner.

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

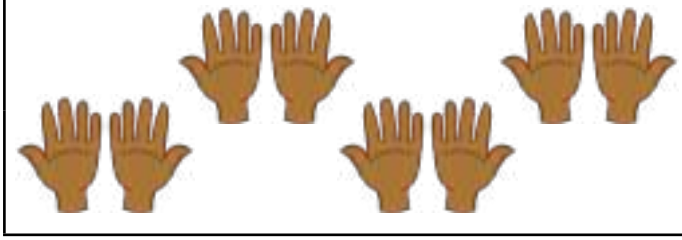


How much does it cost for 5 learners? Hoeveel kos dit vir 5 leerders?	
How much does it cost for 8 learners? Hoeveel kos dit vir 8 leerders?	

Multiplying by 10
Vermenigvuldig met 10

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

1



learners? leerders?	
fingers? vingers?	



learners? leerders?	
fingers? vingers?	

When we multiply 10s, we think about groups of 10.
Wanneer ons 10'e vermenigvuldig, dink ons aan groepe van 10.



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

10	20	30							

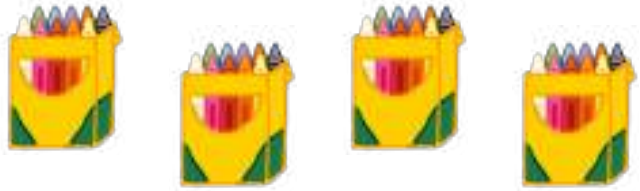
3

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

4

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

5



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

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

6 How many crayons?

Hoeveel kryte?

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

7

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

8 How many:

Hoeveel:

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

9 One pen costs R10.

Een pen kos R10.



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

DAY 3 • DAG 3

Multiplying by 5
Vermenigvuldig met 5

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

1



hands? hande?	
fingers? vingers?	



hands? hande?	
fingers? vingers?	

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

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



2 Count in 5s.

Tel in 5'e.

5	10	15							

3

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

4

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

5



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

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

6 How many arms?

Hoeveel seesterpunte?

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

7

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

8 How many:

Hoeveel:

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

9 One apple costs R5.



Een appel kos R5.

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

DAY 4 • DAG 4

Solving money problems
Los geldprobleme op

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

1



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

2



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

3

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

4 How many:

Hoeveel:

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

5



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

6



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

7

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

8 How many:

Hoeveel:

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

9



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

10



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

11

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

12 How many:

Hoeveel:

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

Consolidation
Vaslegging

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

Let's talk Maths!
Kom ons praat Wiskunde!



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

1



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



hands? hande?	
fingers? vingers?	



boxes? boksies?	
crayons? kryte?	



coins? muntstukke?	
rand? rand?	

2 Draw the pizzas!

Teken die pizzas!

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



3 Complete the number table.

Voltooi die getaltabel.



Write 2 addition and 2 subtraction number sentences.

Skryf 2 optellingsgetalsinne en 2 aftrekkingsgetalsinne.

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

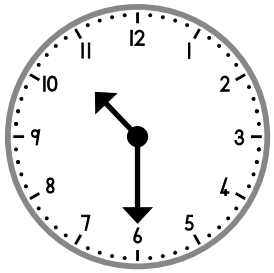
4 Add or subtract.

Tel op of trek af.

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

5 What is the time?

Hoe laat is dit?

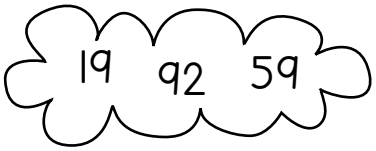


_____

_____

6 Order from small to large.

Orden van klein tot groot.



____ ____ ____

7 Calculate.

Bereken.

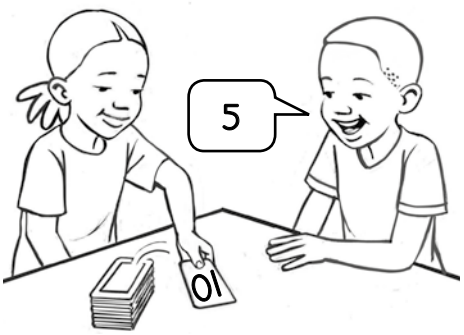
halve halveer				double verdubbel			
9		10		9		10	

Addition and subtraction
Optelling en aftrekking

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

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

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



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

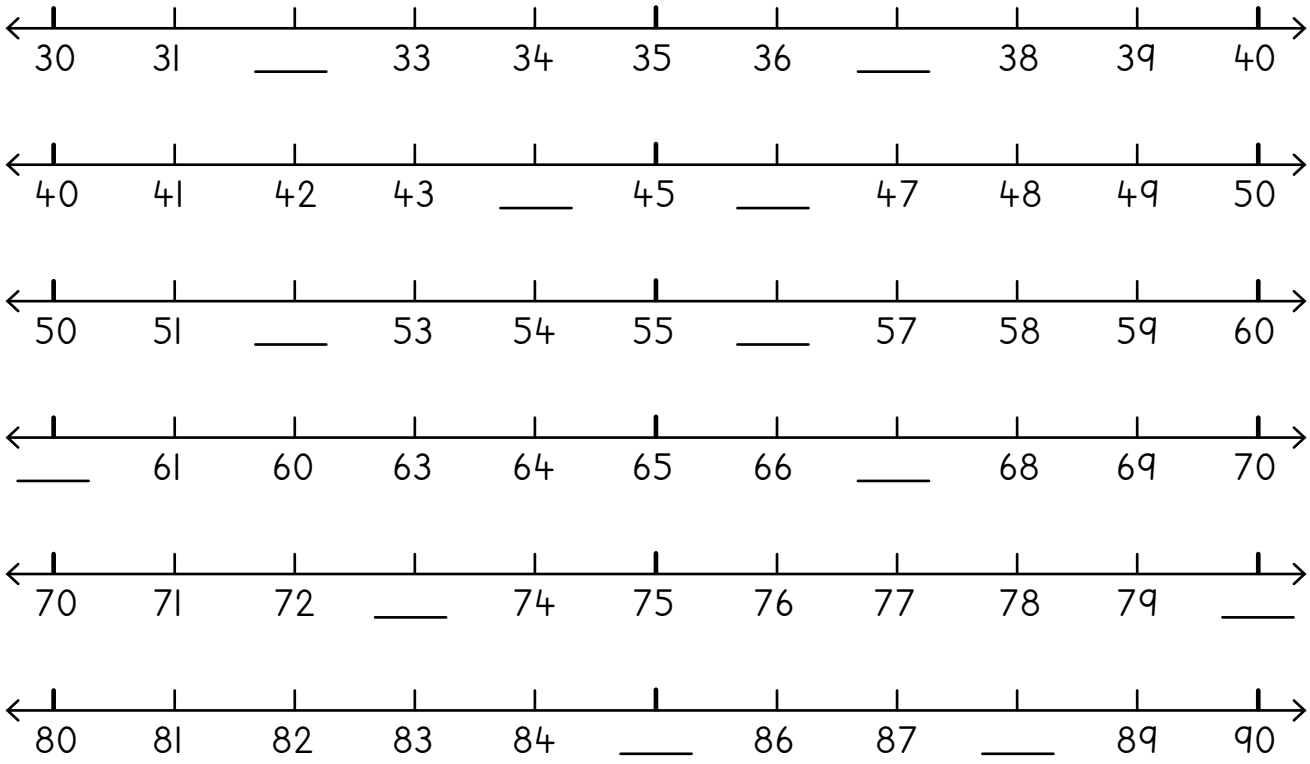
1	2	3	4	5	6	7	8	9	10
21	22	23	24	25	26	27	28	29	
	32	33	34	35	36	37	38	39	
	52								60
	72	73	74	75	76	77	78	79	80
	82	83	84	85	86	87	88	89	90

2 Add or subtract.
Tel op of trek af.

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

3 Complete.

Voltooi.



4 Extend the pattern.

Brei die patroon uit.

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

DAY 2 • DAG 2

Ordering numbers and halving
Ordening van getalle en halvering

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

1 Count in 2s.

Tel in 2's.

2	4								
84	82								

Count in 5s.

Tel in 5'e.

5	10								
45	40								

Count in 10s.

Tel in 10'e.

10	20								
110	100								

2 Order numbers from smallest to greatest.

Orden die getalle van die kleinste tot die grootste.

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

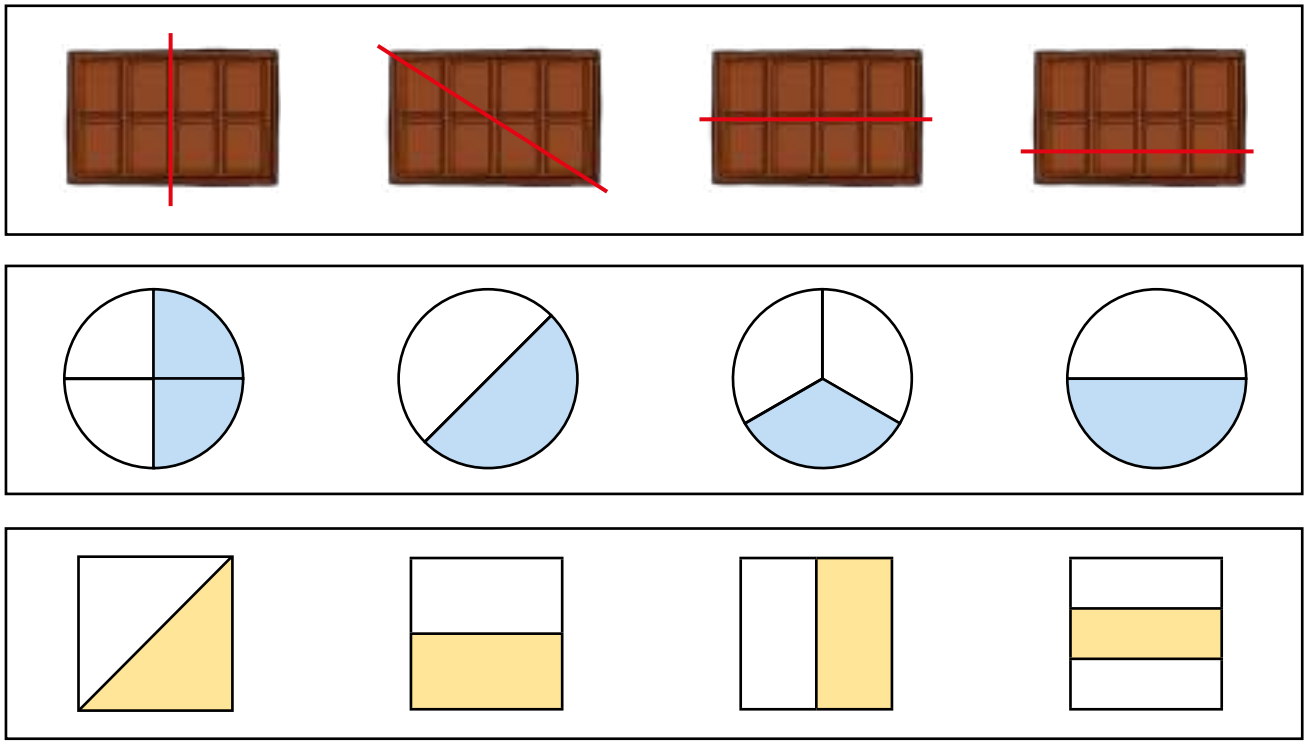
3 Order numbers from greatest to smallest.

Orden die getalle van die grootste tot die kleinste.

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

4 Circle the pictures in each group that show half.

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



5 Match.

Pas bymekaar.

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

6 Draw the pizzas!

Teken die pizzas!

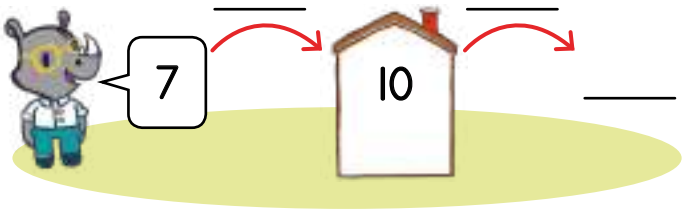
1 and a half 1 en 'n half	3	3 and a half 3 en 'n half	4

Addition and subtraction
Optelling en aftrekking

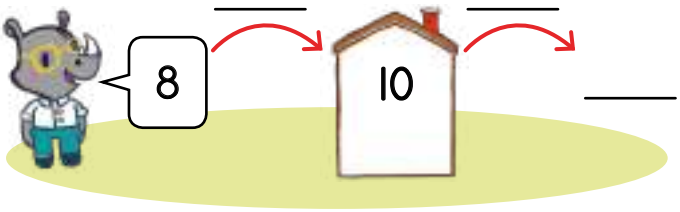
MENTAL MATHS HOOFREKENE | CONCEPT DEVELOPMENT KONSEPONTWIKKELING → GROUP WORK GROEPWERK → GAME SPELETJIE → ACTIVITIES AKTIWITEITE → PROBLEM SOLVING PROBLEEMOPLOSSING

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

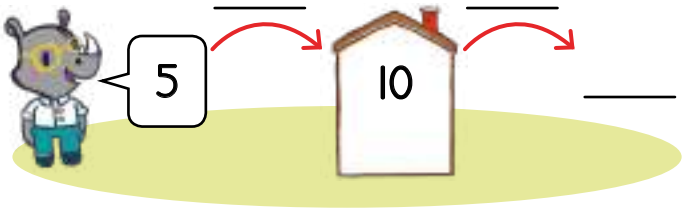
7 + 5 =



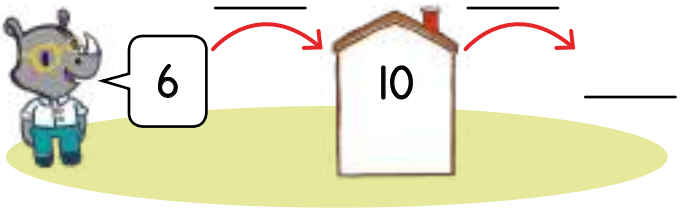
8 + 6 =



5 + 9 =

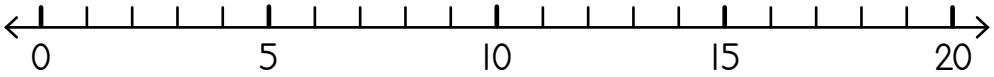


6 + 8 =

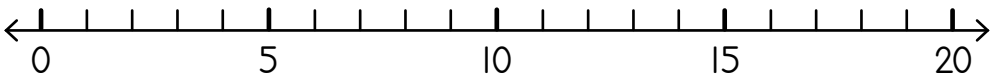


2 Add on the number line. Visit the 10!
Tel op die getallelyn op. Besoek die 10!

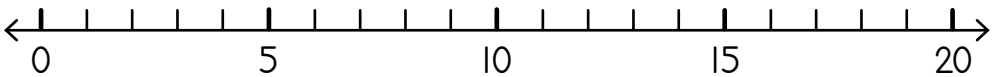
8 + 6 = ____



5 + 7 = ____



7 + 6 = ____



3

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

4
Litha carried 8 buckets of water. Sethu carried 9 buckets. How many buckets did they carry altogether?

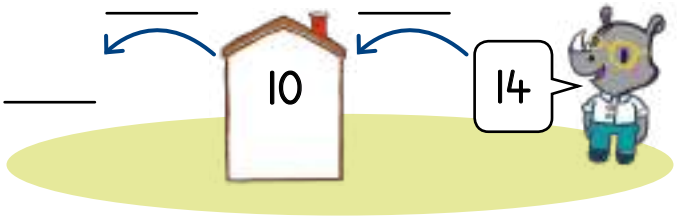
Litha dra 8 emmers water. Sethu dra 9 emmers water. Hoeveel emmers water dra hulle altesaam?



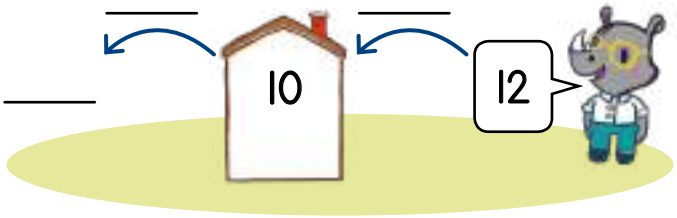
5 Subtract by visiting the 10.

Trek af deur die 10 te besoek.

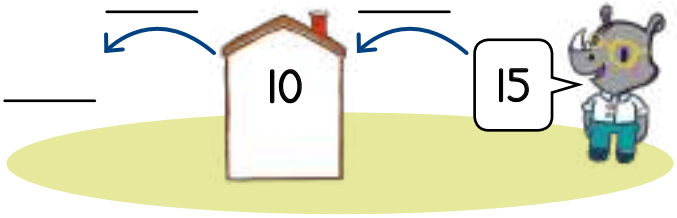
14 – 8 =



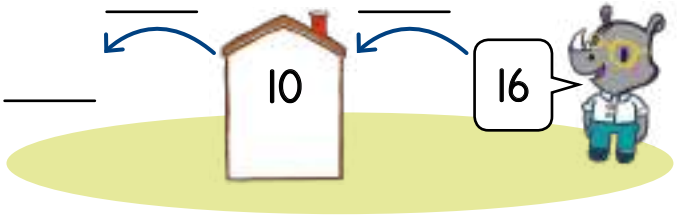
12 – 7 =



15 – 8 =



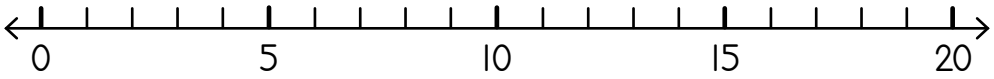
16 – 8 =



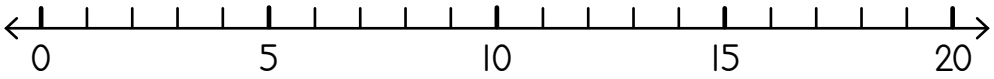
6 Subtract on the number line. Visit the 10!

Trek op die getallelyn af. Besoek die 10!

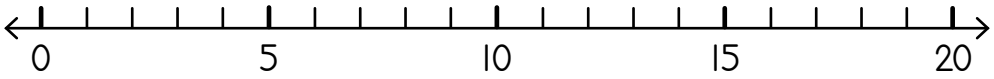
14 – 8 = ____



17 – 9 = ____



13 – 7 = ____



7

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

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

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



Doubling and multiplying by 2
Verdubbeling en vermenigvuldiging met 2

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

1 Double.
Verdubbel.

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

2 Complete the doubles table.
Voltooi die verdubbelingstabel.

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

3 Double.
Verdubbel.

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

4

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

5



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

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

6 How many?

Hoeveel is daar?

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

7

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

8 How many:

Hoeveel:

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

9 One sweet costs R2.



Een lekker kos R2.

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

DAY 5 • DAG 5

Multiply by 5 and 10
Vermenigvuldiging met 5 en met 10

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

1



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

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

2 How many crayons?

Hoeveel kryte is daar?

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

3

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

4 How many:

Hoeveel:

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

5 One juice costs R10.

Een boksie sap kos R10.



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

6



hands? handw?	
fingers? vingers?	

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

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

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

8 How many?

Hoeveel is daar?

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

9

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

10 How many:

Hoeveel:

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

11 One bag of peanuts costs R5.

Een pakkie grondboontjies kos R5.



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





100 square

(1–100)

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



100 square

(101–200)



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



Number names



0	zero
1	one
2	two
3	three
4	four
5	five
6	six
7	seven
8	eight
9	nine

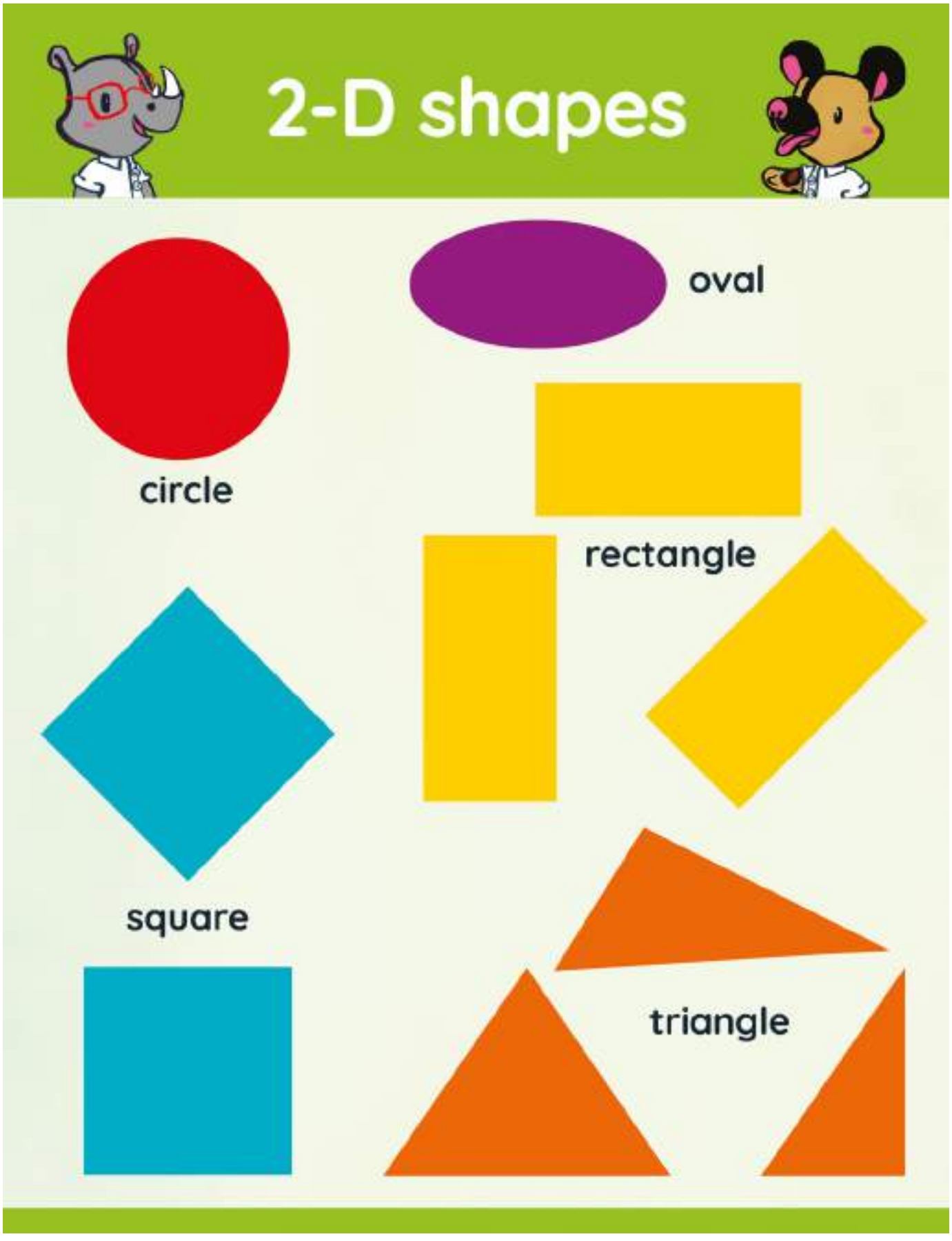
10	ten
11	eleven
12	twelve
13	thirteen
14	fourteen
15	fifteen
16	sixteen
17	seventeen
18	eighteen
19	nineteen



Number names



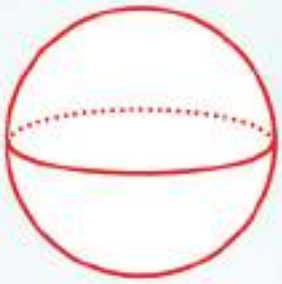
10	ten
20	twenty
30	thirty
40	forty
50	fifty
60	sixty
70	seventy
80	eighty
90	ninety
100	one hundred


2-D shapes
oval
circle
rectangle
square
triangle



3-D objects





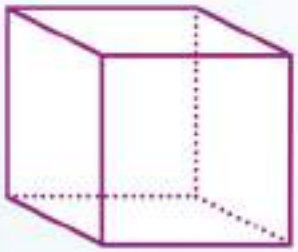
sphere



cone



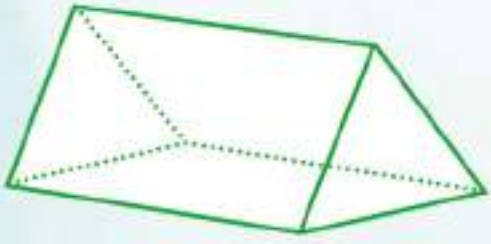
cylinder



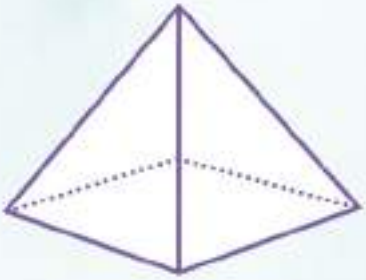
cube



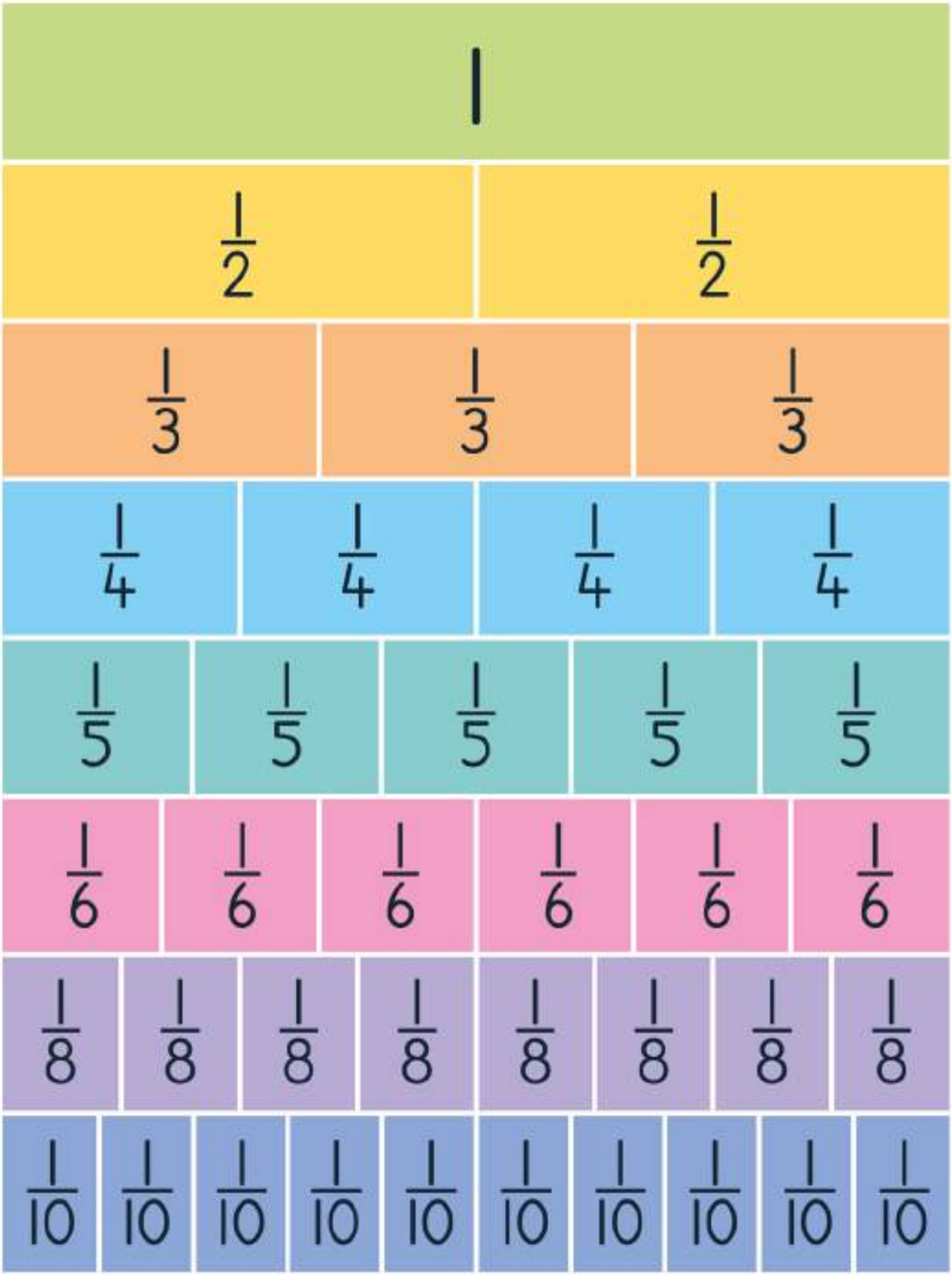
rectangular prism



triangular prism



pyramid


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

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