

# Wiskunde

## Mathematics

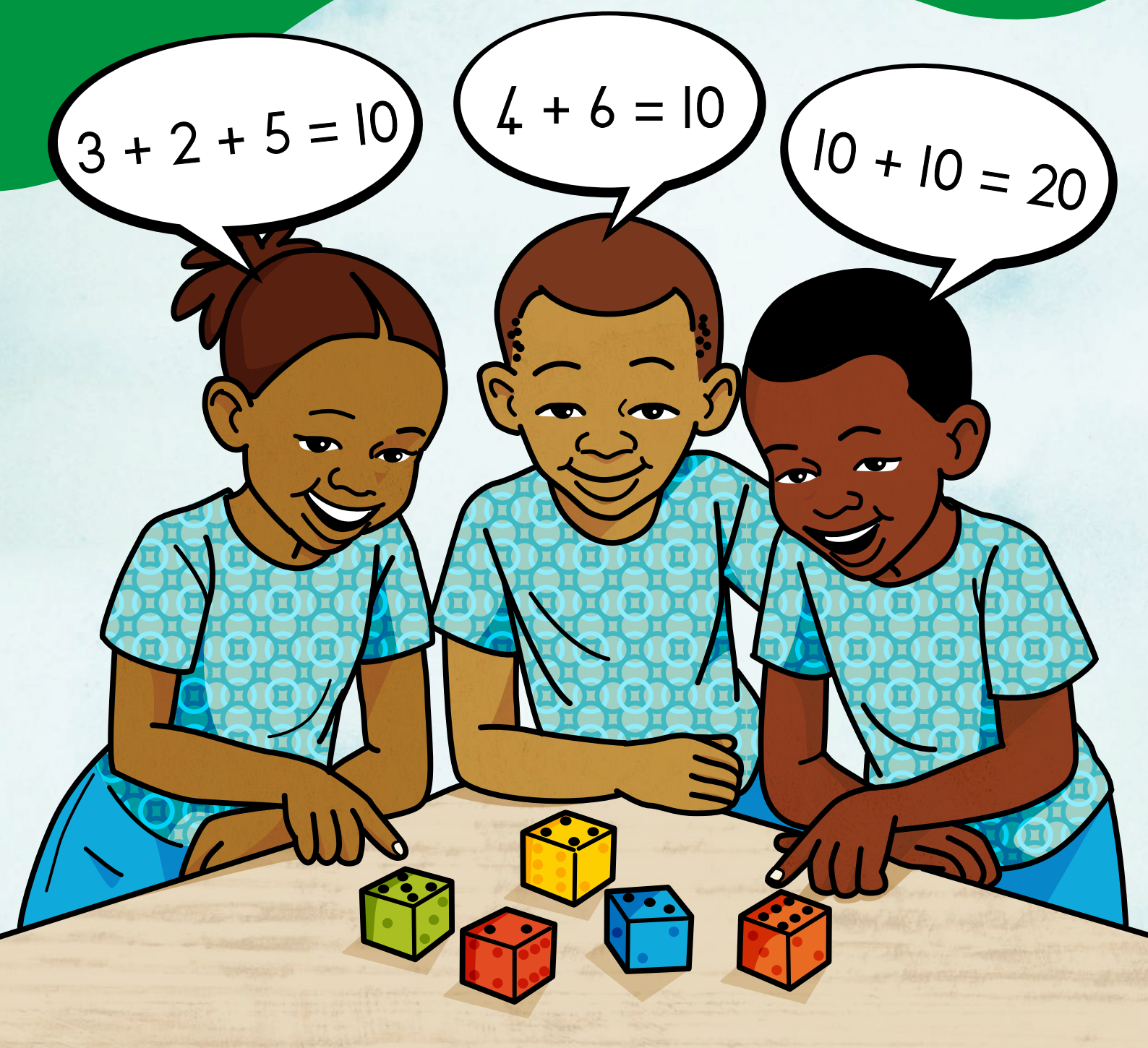
2

Kwartaal 2 : Term 2

$$3 + 2 + 5 = 10$$

$$4 + 6 = 10$$

$$10 + 10 = 20$$





**Bala  
Wande**

Calculating with Confidence

Kwartaal 2 | Term 2

# Wiskunde

## Mathematics

**Leerderaktiwiteitsboek**

Learner Activity Book

Afrikaans | English

Die ontwikkeling van hierdie werkboek is met die medewerking van die *Bala Wande-Magic Classroom Collective*-span moontlik gemaak, in oorleg met 'n verwysingspan wat saamgestel is uit individue van etlike universiteite, wiskunde-NRO's en die Departement van Basiese Onderwys. Hierdie materiaal is gebaseer op die werk van die DBO-werkboeke en bestaande iterasies van lesplanne (GPLMS, Jika iMfundo, NECT en TMU).

Die Bala Wande-bokse met manipuleerbare items is in oorleg met Jade Education ontwerp. Dié bokse voorsien hoëgehalte-materiaal wat 'n integreerende deel van die onderrig-en-leerprogram uitmaak.

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

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[www.fundawande.org](http://www.fundawande.org)

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## Die gebruik van die Bala Wande-leerderaktiwiteitsboek

In hierdie Leerderaktiwiteitsboek is aktiwiteite vervat wat vir 50 dae van onderrig in kwartaal 2 beplan is. Daar is konsepontwikkeling-aktiwiteite, individuele leerdersaktiwiteite en speletjies wat die leerders in pare en in groepe kan speel. Die oplossings vir die aktiwiteite kan in hierdie boek ingeskryf word.

Die materiaal word in 'n tweetalige formaat aangebied. Ons hoop dat die aanbieding van die aktiwiteite in twee tale die leerders sal help om vertrouwd 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 werkboek-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 vloeiagram 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 selfstandig of in groepe, met die onderwyser se begeleiding en ondersteuning, daaraan moet werk. Dit kan die vorm van werkkaarte of speletjies aanneem om die begrippe wat op daardie dag behandel is, vas te lê. Speletjies word met behulp van tekenprente van leerders aangebied om te wys hoe die speletjie gespeel moet word.

**2** Wys die getal met kolle, tellings, simbole en woorde.  
Show the number using dots, tallies, symbols and words.

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

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

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

## Using the Bala Wande Learner Activity Book

This Learner Activity Book has activities planned for 50 days of teaching in Term 2. There are concept development activities, individual learner activities and games for learners to play in pairs and groups. Answers to the activities can be written in this book.

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

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

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

**WEEK • WEEK**  
**1**

**DAG 1 • DAY 1**

**Stel getalle voor**  
Representation of numbers

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 worksheets 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.

**2** Wys die getal met kolle, tellings, simbole en woorde.  
Show the number using dots, tallies, symbols and words.

ses six		

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

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

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

Breek getalle in 10'e en 1'e af  
Breaking down numbers into 10s and 1s

HOOFREKENE  
MENTAL MATHS

1 MEER / 1 MINDER  
1 MORE / 1 LESS

SPELETJIE  
GAME

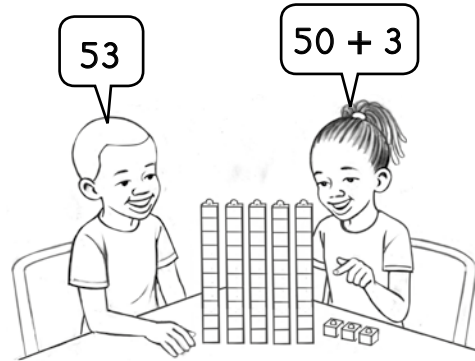
KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

WERKKAARTE  
WORKSHEETS

**Speletjie: Hoeveel 10'e? Hoeveel 1'e?**

Game: How many 10s? How many 1s?

- Werk in pare met julle blokkies.  
Work in pairs with your blocks.
- Bou die getal met julle blokkies.  
Build the number using your blocks.
- Hoeveel tiene is daar?  
Hoeveel ene?  
How many tens? How many ones?
- Wat is die getal?  
What number?

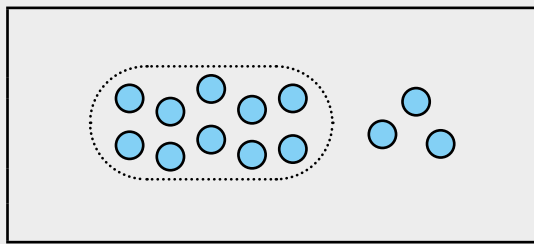


**1 Omkring groepies van 10.  
Wat is die getal?**

Circle groups of 10. What is the number?

Wanneer jy 'n getal sien, soek eerste na die tiene!

When you see a number, look for the tens!



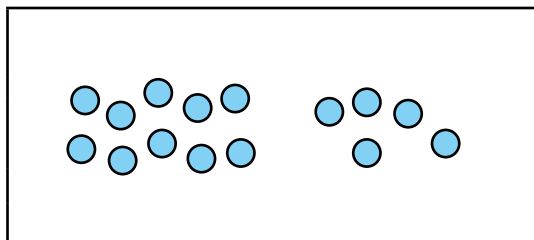
Hoeveel 10'e is daar? 1

How many 10s? 1

Hoeveel 1'e? 3

How many 1s? 3

13

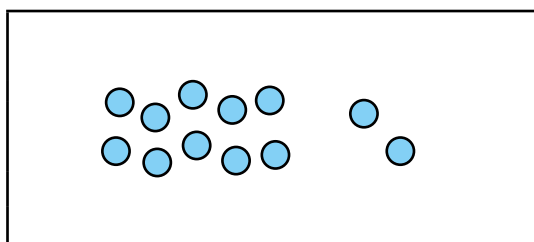


Hoeveel 10'e is daar? \_\_\_\_\_

How many 10s? \_\_\_\_\_

Hoeveel 1'e? \_\_\_\_\_

How many 1s? \_\_\_\_\_



Hoeveel 10'e is daar? \_\_\_\_\_

How many 10s? \_\_\_\_\_

Hoeveel 1'e? \_\_\_\_\_

How many 1s? \_\_\_\_\_

## 2 Omkring die tiene. Wat is die getal?

Circle the tens. What is the number?

		<p>Hoeveel 10'e is daar? <u>1</u></p> <p>How many 10s? <u>1</u></p> <p>Hoeveel 1'e? <u>4</u></p> <p>How many 1s? <u>4</u></p> <p><u>10</u> + <u>4</u> = <u>14</u></p>
		<p>Hoeveel 10'e is daar? _____</p> <p>How many 10s? _____</p> <p>Hoeveel 1'e? _____</p> <p>How many 1s? _____</p> <p>_____ + _____ = _____</p>



Ek kan getalle met kubusse of blokkies bou. Ek kan getalle met kolle teken. Ek maak altyd groepies van 10.

I can build numbers with cubes. I can draw numbers with dots. I always make groups of 10.



## 3 Breek die getal in 10'e en 1'e af.

Break down the number into 10s and 1s.

$16 = 10 + 6$	$17 = \underline{\hspace{2cm}}$
$19 = \underline{\hspace{2cm}}$	$12 = \underline{\hspace{2cm}}$

Breek die getal in 10'e en 1'e af. Skryf 'n getalsin. Sit die 10'e eerste.

Break down the number into 10s and 1s. Write a number sentence. Put the 10s first.

## 4 Bereken!

Calculate!

$10 + \underline{\hspace{1cm}} = 11$	$10 + \underline{\hspace{1cm}} = 14$	$10 + \underline{\hspace{1cm}} = 17$
$10 + \underline{\hspace{1cm}} = 12$	$10 + \underline{\hspace{1cm}} = 15$	$10 + \underline{\hspace{1cm}} = 18$

**Breek getalle in 10'e en 1'e af**  
Breaking down numbers into 10s and 1s

HOOFREKENE  
MENTAL MATHS

2 MEER / 2 MINDER  
2 MORE / 2 LESS

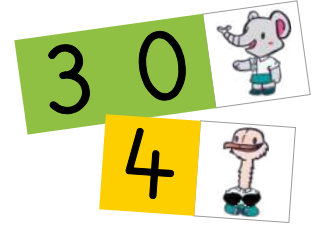
SPELETJIE  
GAME

KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

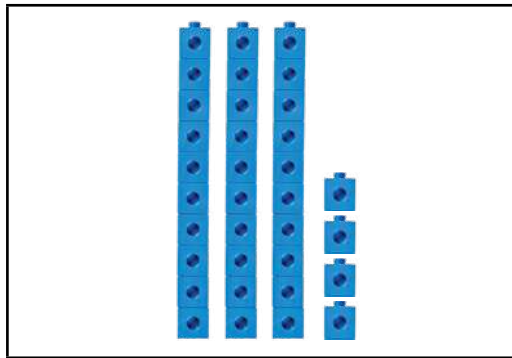
WERKKAARTE  
WORKSHEETS



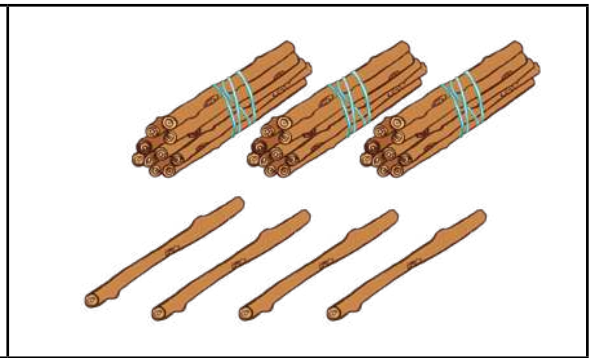
Wanneer ek 'n getal kry, vra ek:  
"Hoeveel tiene is daar?  
Hoeveel ene is daar?"  
When I meet a number,  
I ask, "How many tens?  
How many ones?"



Ek kan getalle met kubusse (blokkies) bou.  
I can build numbers using cubes.

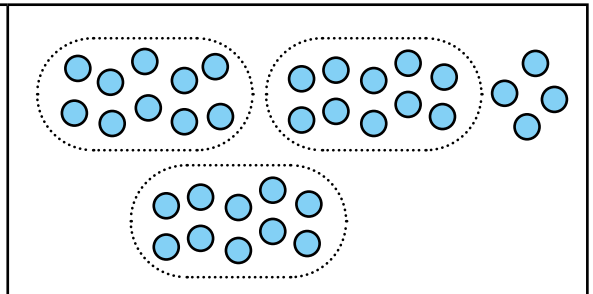
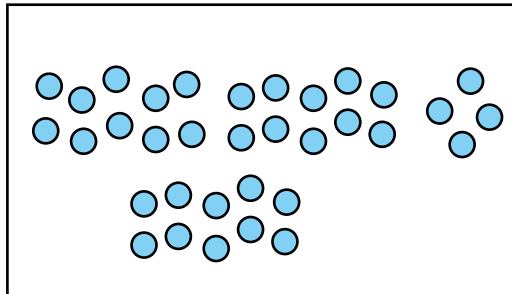


vier-en-dertig  
thirty four



vier-en-dertig  
thirty four

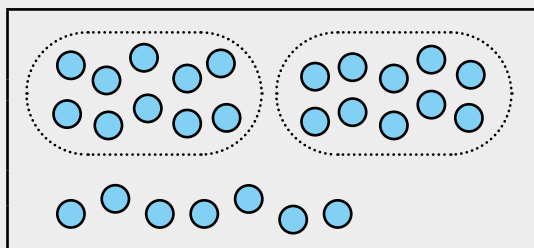
As ek teken, omkring ek elke tien!  
When I draw, I circle each ten!



vier-en-dertig  
thirty four

**1 Omkring groepe van 10. Wat is die getal?**

Circle groups of 10. What is the number?



Hoeveel 10'e is daar? 2

How many 10s? 2

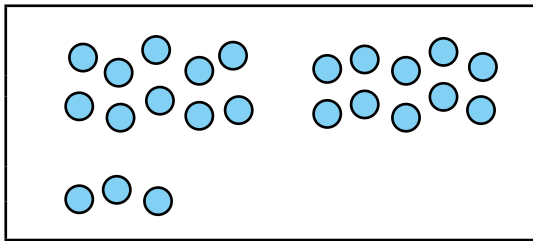
Hoeveel 1'e? 7

How many 1s? 7

27

twee tiene en sewe ene

two tens seven ones



Hoeveel 10'e is daar? \_\_\_\_\_

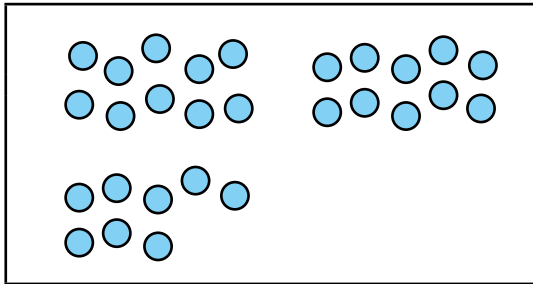
How many 10s? \_\_\_\_\_

Hoeveel 1'e? \_\_\_\_\_

How many 1s? \_\_\_\_\_

\_\_\_\_\_ tiene \_\_\_\_\_ ene

\_\_\_\_\_ tens \_\_\_\_\_ ones



Hoeveel 10'e is daar? \_\_\_\_\_

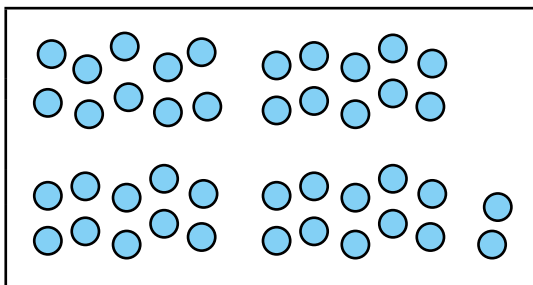
How many 10s? \_\_\_\_\_

Hoeveel 1'e? \_\_\_\_\_

How many 1s? \_\_\_\_\_

\_\_\_\_\_ tiene \_\_\_\_\_ ene

\_\_\_\_\_ tens \_\_\_\_\_ ones



Hoeveel 10'e is daar? \_\_\_\_\_

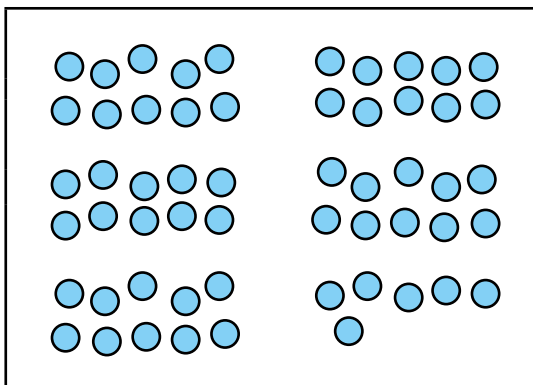
How many 10s? \_\_\_\_\_

Hoeveel 1'e? \_\_\_\_\_

How many 1s? \_\_\_\_\_

\_\_\_\_\_ tiene \_\_\_\_\_ ene

\_\_\_\_\_ tens \_\_\_\_\_ ones



Hoeveel 10'e is daar? \_\_\_\_\_

How many 10s? \_\_\_\_\_

Hoeveel 1'e? \_\_\_\_\_

How many 1s? \_\_\_\_\_

\_\_\_\_\_ tiene \_\_\_\_\_ ene

\_\_\_\_\_ tens \_\_\_\_\_ ones

Hoeveel 10'e is daar? Hoeveel 1'e?  
How many 10s? How many 1s?

HOOFREKENE  
MENTAL MATHS

3 MEER / 3 MINDER  
3 MORE / 3 LESS

SPELETJIE  
GAME

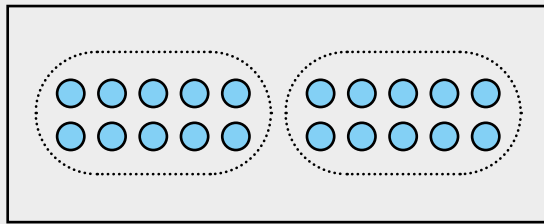
KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

WERKKAARTE  
WORKSHEETS

1 Omkring groepe van 10.  
Wat is die getal?

Circle groups of 10. What is the number?

Hoeveel 10'e is daar?  
Hoeveel 1'e?  
How many 10s?  
How many 1s?



Hoeveel 10'e is daar? 2

How many 10s? 2

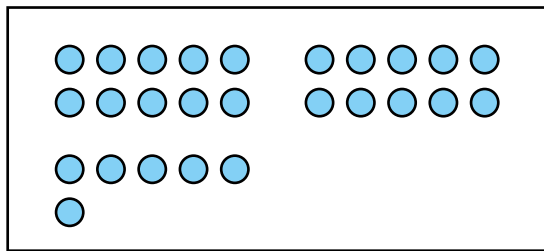
Hoeveel 1'e? 0

How many 1s? 0

20

twee tiene nul ene

two tens zero ones



Hoeveel 10'e is daar? \_\_\_\_\_

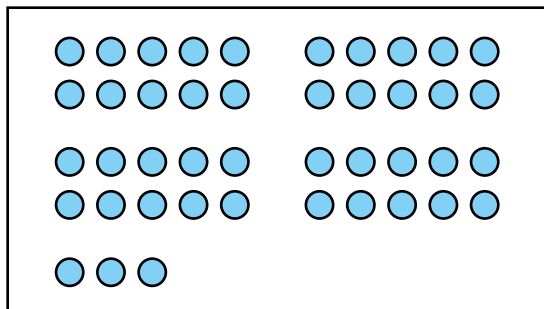
How many 10s? \_\_\_\_\_

Hoeveel 1'e? \_\_\_\_\_

How many 1s? \_\_\_\_\_

\_\_\_\_\_ tiene \_\_\_\_\_ ene

\_\_\_\_\_ tens \_\_\_\_\_ ones



Hoeveel 10'e is daar? \_\_\_\_\_

How many 10s? \_\_\_\_\_

Hoeveel 1'e? \_\_\_\_\_

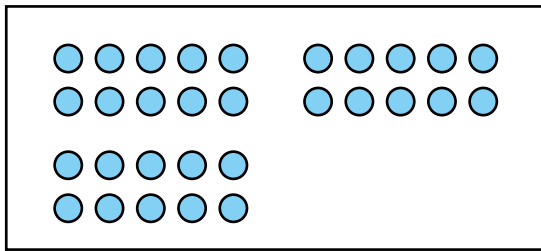
How many 1s? \_\_\_\_\_

\_\_\_\_\_ tiene \_\_\_\_\_ ene

\_\_\_\_\_ tens \_\_\_\_\_ ones

## 2 Omkring groepe van 10. Wat is die getal?

Circle groups of 10. What is the number?



Hoeveel 10'e is daar? \_\_\_\_\_

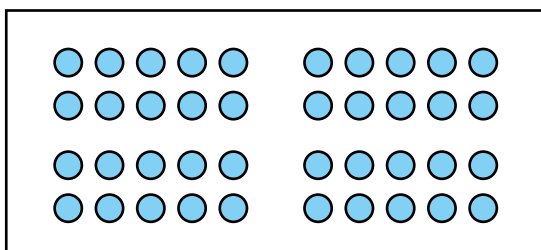
How many 10s? \_\_\_\_\_

Hoeveel 1'e? \_\_\_\_\_

How many 1s? \_\_\_\_\_

\_\_\_\_\_ tiene \_\_\_\_\_ ene

\_\_\_\_\_ tens \_\_\_\_\_ ones



Hoeveel 10'e is daar? \_\_\_\_\_

How many 10s? \_\_\_\_\_

Hoeveel 1'e? \_\_\_\_\_

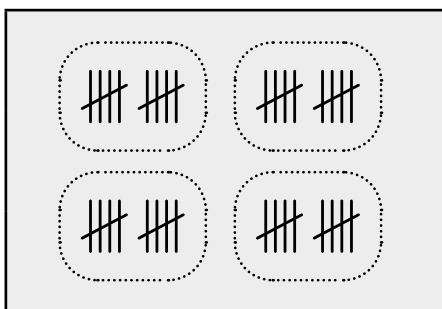
How many 1s? \_\_\_\_\_


\_\_\_\_\_ tiene \_\_\_\_\_ ene

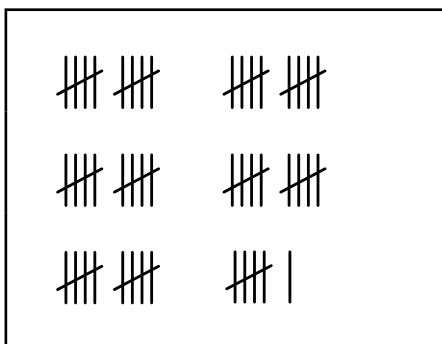
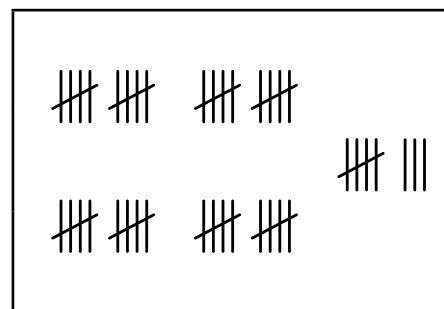
\_\_\_\_\_ tens \_\_\_\_\_ ones

## 3 Omkring groepe van 10. Wat is die getal?

Circle groups of 10. What is the number?



40 



Het jy blokkies?  
Bou die getalle  
met blokkies!

Do you have cubes?  
Build the numbers  
using cubes!



HOOFREKENE 4 MEER / 4 MINDER  
MENTAL MATHS 4 MORE / 4 LESS

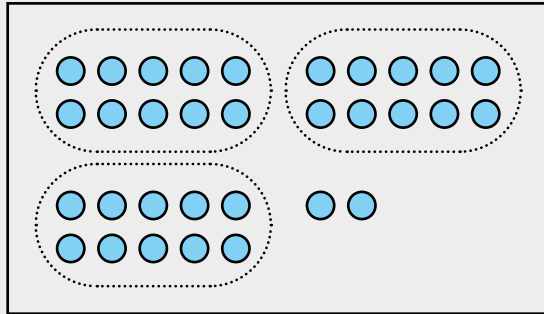
SPELETJIE  
GAME

KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

WERKKAARTE  
WORKSHEETS

**1** Omkring groepe van 10.  
Wat is die getal?  
Circle groups of 10. What is the number?

Hoeveel 10'e is daar?  
Hoeveel 1'e?  
How many 10s?  
How many 1s?



Hoeveel 10'e is daar? 3

How many 10s? 3

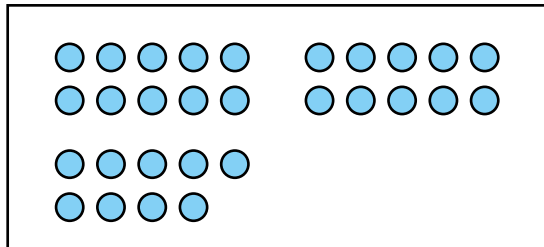
Hoeveel 1'e? 2

How many 1s? 2

32

drie tiene twee ene

three tens two ones



Hoeveel 10'e is daar? \_\_\_\_\_

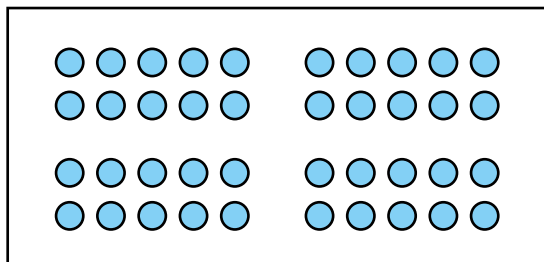
How many 10s? \_\_\_\_\_

Hoeveel 1'e? \_\_\_\_\_

How many 1s? \_\_\_\_\_

\_\_\_\_\_ tiene \_\_\_\_\_ ene

\_\_\_\_\_ tens \_\_\_\_\_ ones



Hoeveel 10'e is daar? \_\_\_\_\_

How many 10s? \_\_\_\_\_

Hoeveel 1'e? \_\_\_\_\_

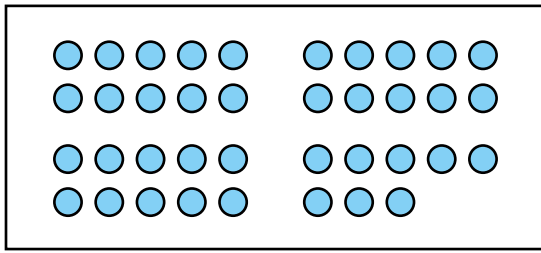
How many 1s? \_\_\_\_\_

\_\_\_\_\_ tiene \_\_\_\_\_ ene

\_\_\_\_\_ tens \_\_\_\_\_ ones

## 2 Omkring groepe van 10. Wat is die getal?

Circle groups of 10. What is the number?



Hoeveel 10'e is daar? \_\_\_\_\_

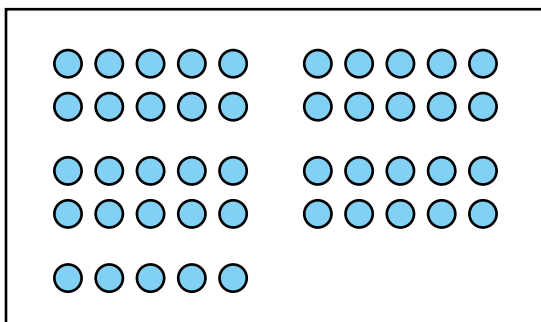
How many 10s? \_\_\_\_\_

Hoeveel 1'e? \_\_\_\_\_

How many 1s? \_\_\_\_\_

\_\_\_\_\_ tiene \_\_\_\_\_ ene

\_\_\_\_\_ tens \_\_\_\_\_ ones



Hoeveel 10'e is daar? \_\_\_\_\_

How many 10s? \_\_\_\_\_

Hoeveel 1'e? \_\_\_\_\_

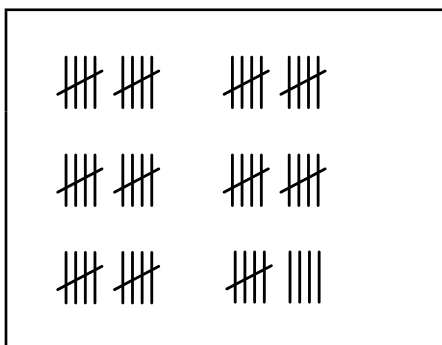
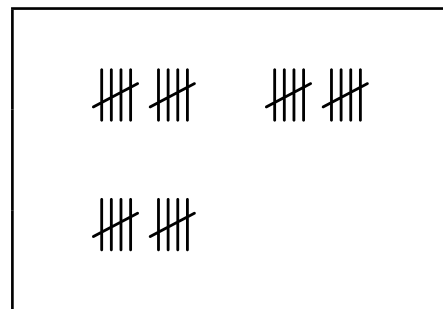
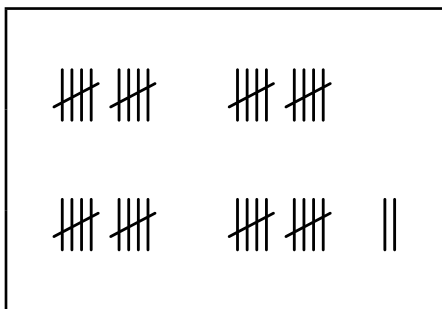
How many 1s? \_\_\_\_\_

\_\_\_\_\_ tiene \_\_\_\_\_ ene

\_\_\_\_\_ tens \_\_\_\_\_ ones

## 3 Omkring groepe van 10. Wat is die getal?

Circle groups of 10. What is the number?



Het jy blokkies?  
Bou die getalle met blokkies!

Do you have cubes?  
Build the numbers using cubes!



WERKKAART  
WORKSHEET

WERKKAART  
WORKSHEET

## Kom ons praat Wiskunde!

Let's talk Maths!

In Afrikaans sê ons:

Hoeveel 10'e is daar?

Hoeveel 1'e is daar?

Omkring groepe van 10.

Wat is die getal?

Breek in 10'e en 1'e af.

In English we say:

How many 10s?

How many 1s?

Circle groups of 10.

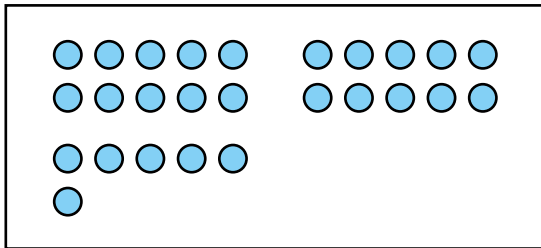
What is the number?

Break down into 10s and 1s.



### 1 Omkring groepe van 10. Wat is die getal?

Circle groups of 10. What is the number?



Hoeveel 10'e is daar? \_\_\_\_\_

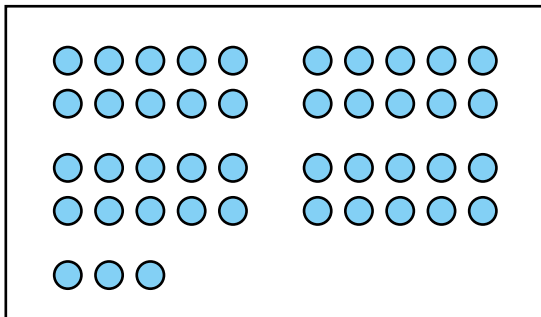
How many 10s? \_\_\_\_\_

Hoeveel 1'e? \_\_\_\_\_

How many 1s? \_\_\_\_\_

\_\_\_\_\_ tiene \_\_\_\_\_ ene

\_\_\_\_\_ tens \_\_\_\_\_ ones



Hoeveel 10'e is daar? \_\_\_\_\_

How many 10s? \_\_\_\_\_

Hoeveel 1'e? \_\_\_\_\_

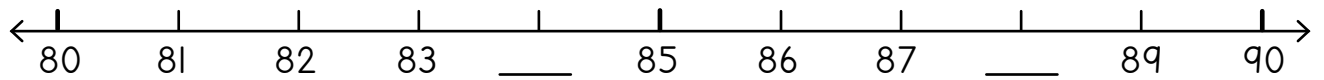
How many 1s? \_\_\_\_\_

\_\_\_\_\_ tiene \_\_\_\_\_ ene

\_\_\_\_\_ tens \_\_\_\_\_ ones

## 2 Voltooi.

Complete.



## 3 Los op.

Solve.

$82 + 6 = \underline{\quad}$	$85 + 5 = \underline{\quad}$	$83 + 6 = \underline{\quad}$
$89 - 4 = \underline{\quad}$	$90 - 6 = \underline{\quad}$	$87 - 5 = \underline{\quad}$

## 4

	Hoeveel kinders is daar? How many children?	
	Hoeveel oë is daar? How many eyes?	

## 5

4 kinders: Hoeveel oë? 4 children, how many eyes?		5 kinders: Hoeveel knieë? 5 children, how many knees?	
6 kinders: Hoeveel ore? 6 children, how many ears?		10 kinders: Hoeveel voete? 10 children, how many feet?	

## 6 Bereken.

Calculate.

$2 \times 3 = \underline{\quad}$	$2 \times 5 = \underline{\quad}$	$2 \times 6 = \underline{\quad}$	$2 \times 2 = \underline{\quad}$
----------------------------------	----------------------------------	----------------------------------	----------------------------------

## 7 Bereken.

Calculate.

Halveer: Half:	6		7	
Verdubbel: Double:	6		7	

HOOFREKENE  
MENTAL MATHS

KLEINSTE TOT  
GROOTSTE  
SMALLEST TO BIGGEST

SPELETJIE  
GAME

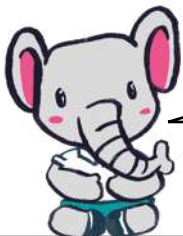
KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

WERKKAARTE  
WORKSHEETS

### Speletjie: KLAP en klik die getalle!

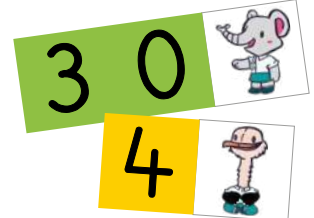
Game: CLAP click numbers!

- Jou juffrou roep 'n getal uit.  
Your teacher calls a number.
- KLAP jou hande vir elke tien en klik jou vingers vir elke een.  
CLAP for each ten, click for each one.
- 32: KLAP, KLAP, KLAP, klik, klik!  
32: CLAP CLAP CLAP click click!
- Drie tiene en 2 ene.  
Three tens and 2 ones.
- KLAP en klik die getalle wat jou juffrou uitroep!  
CLAP click the numbers your teacher calls!

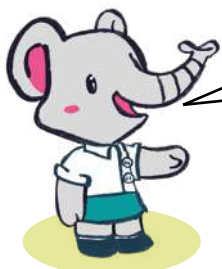


Wanneer ek by 'n getal kom, vra ek: "Hoeveel tiene is daar? Hoeveel ene?"

When I meet a number, I ask, "How many tens? How many ones?"



vier-en-dertig thirty four	vier-en-dertig thirty four	vier-en-dertig thirty four



Wanneer ek getalle teken, teken ek 'n 10 soos dié:

Ek teken 34 dus soos volg:

When I draw numbers, I draw a 10 like this:

So, I draw 34 like this:

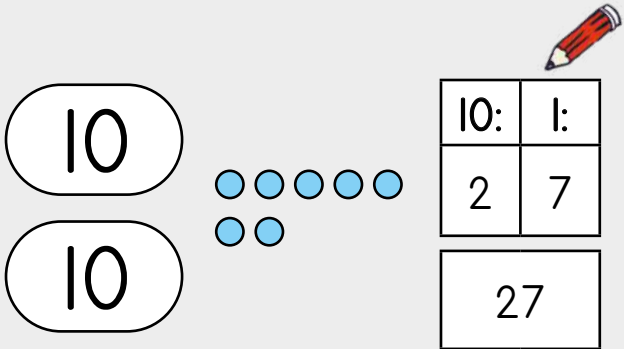
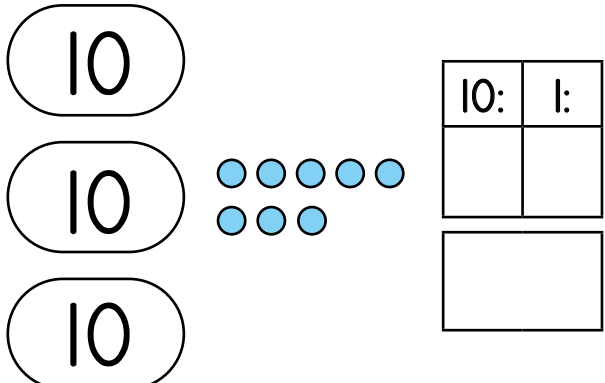
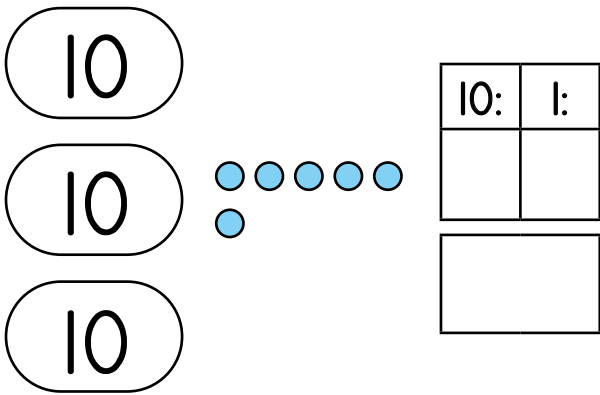
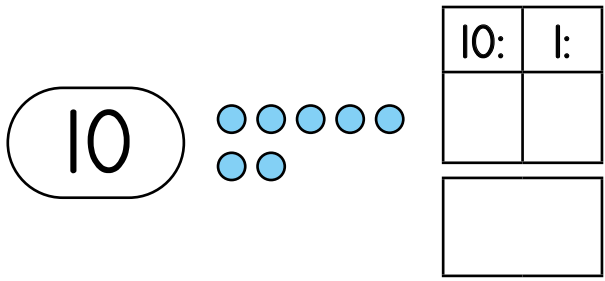
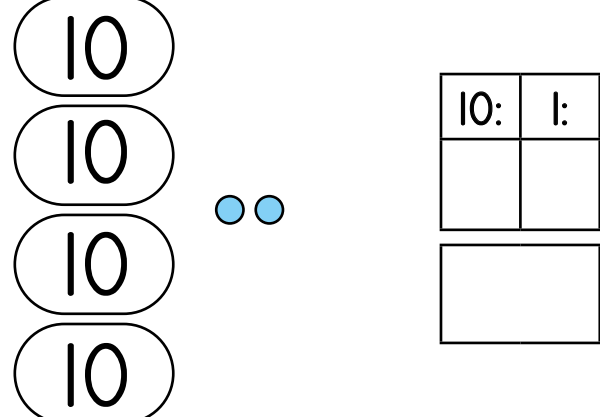
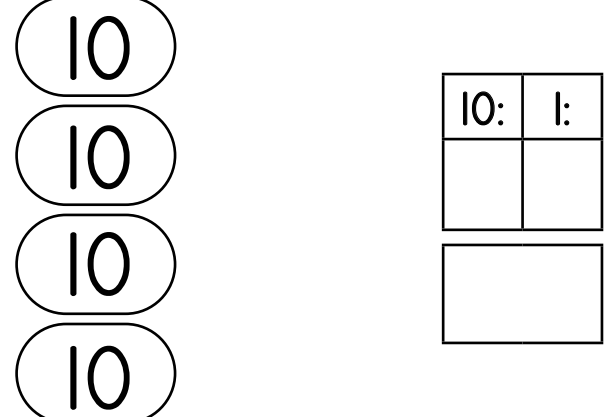
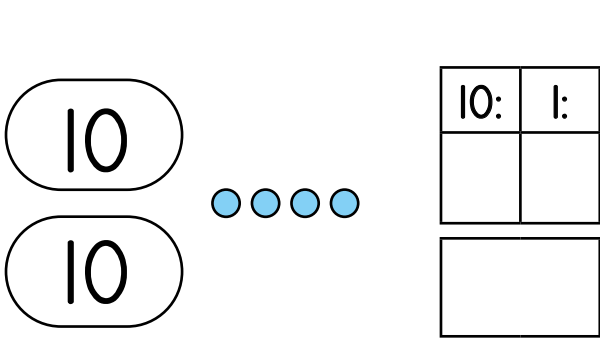
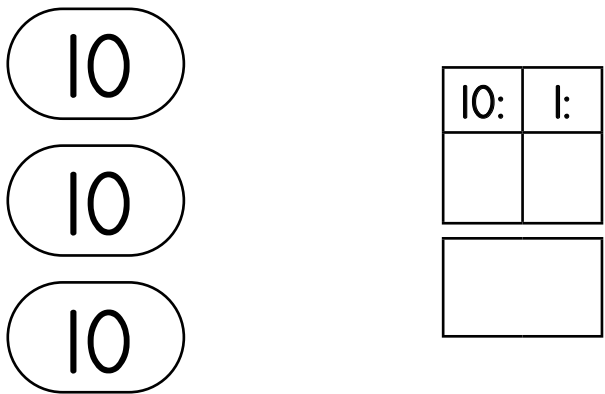


Moet van nou af nie al die ene teken nie. Wys 'n 10 met 'n

From now on, do not draw all the ones. Use a

# Wat is die getal?

What is the number?

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10:	1:												
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HOOFREKENE  
MENTAL MATHS

KLEINSTE TOT  
GROOTSTE  
SMALLEST TO BIGGEST

SPELETJIE  
GAME

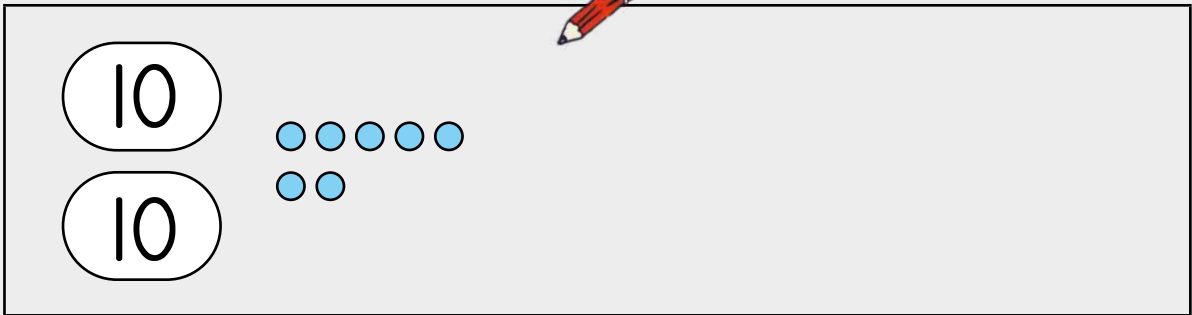
KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

WERKKAARTE  
WORKSHEETS

1 Teken ⑩ om 'n 10 te wys. Teken 'n ● om 'n 1 te wys.

Draw ⑩ to show 10. Draw ● to show 1.

27



$27 = 10 + 10 + 7$

43

43 =

---

84

84 =

---

## 2 Wat is die getal?

What is the number?

Four tens rods (each labeled '10') and six ones units (small blue circles) are shown.

10:	1:
4	6

46

$$46 = 10 + 10 + 10 + 10 + 6$$

$$46 = 40 + 6$$

Three tens rods (each labeled '10') and two ones units (small blue circles) are shown.

10:	1:

Four tens rods (each labeled '10') and six ones units (small blue circles) are shown.

10:	1:

## 3 Breek dit in 10'e en 1'e af.

Break down into 10s and 1s.

$34 = 10 + 10 + 10 + 4$   
 $34 = 30 + 4$

$26 = \underline{\hspace{2cm}}$   
 $26 = \underline{\hspace{2cm}}$

$42 = \underline{\hspace{2cm}}$   
 $42 = \underline{\hspace{2cm}}$

$58 = \underline{\hspace{2cm}}$   
 $58 = \underline{\hspace{2cm}}$

HOOFREKENE  
MENTAL MATHS

GROOTSTE TOT  
KLEINSTE  
BIGGEST TO SMALLEST

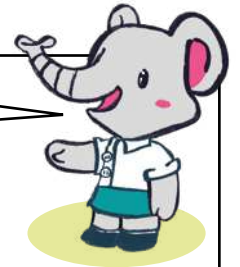
SPELETJIE  
GAME

KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

WERKKAARTE  
WORKSHEETS

**Speletjie: Spring oor en trap op getalle**  
Game: Jump Step numbers

Probeer dit terwyl  
jy buite is.  
Try this when you  
are outside.



**10** = spring      ● = trap  
jump                      step

- Jou maat roep 'n getal uit.  
Your friend calls a number.
- Spring oor die tiene.  
Jump the tens.
- Trap op die ene.  
Step the ones.
- Speel dit by die huis.  
Play at home.



**1** Teken **10** om 'n 10 te wys. Teken 'n ● om 'n 1 te wys.  
Draw **10** to show 10. Draw ● to show 1.

54

$54 = 10 + 10 + 10 + 10 + 10 + 4$

67

$67 =$

## 2 Wat is die getal?

What is the number?

Four tens rods (each labeled '10') and two ones units (small blue circles) are shown.

10:	1:
4	2

42

$$42 = 10 + 10 + 10 + 10 + 2$$

$$42 = 40 + 2$$

Three tens rods (each labeled '10') and five ones units (small blue circles) are shown.

10:	1:

\_\_\_\_\_

Three tens rods (each labeled '10') are shown.

10:	1:

\_\_\_\_\_

## 3 Breek dit in 10'e en 1'e af.

Break down into 10s and 1s.

$26 = 10 + 10 + 6$   
 $26 = 20 + 6$

$57 =$  \_\_\_\_\_  
 $57 =$  \_\_\_\_\_

$42 =$  \_\_\_\_\_  
 $42 =$  \_\_\_\_\_

$35 =$  \_\_\_\_\_  
 $35 =$  \_\_\_\_\_

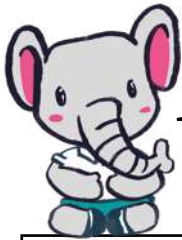
HOOFREKENE  
MENTAL MATHS

GROOTSTE TOT  
KLEINSTE  
BIGGEST TO SMALLEST

SPELETJIE  
GAME

KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

WERKKAARTE  
WORKSHEETS



Ek kan getalle met blokkies bou!  
I can build numbers with blocks!

Ek kan getalprente teken.  
I can draw number pictures.

Ek kan ook getalle met 10'e- en 1'e-kaarte wys.  
I can also show numbers using 10s and 1s cards.

<p>vier-en-dertig thirty four</p>	<p>vier-en-dertig thirty four</p>	<p>vier-en-dertig thirty four</p>

--	--

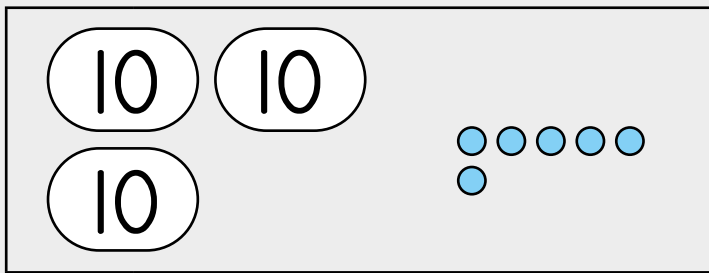
**1** Watter 10'e- en 1'e-kaarte maak saam hierdie getalle?

Which 10s and 1s cards make these numbers?

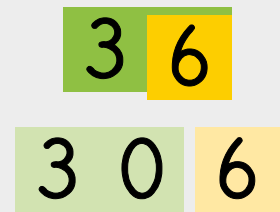
<p>39</p>	<p>16</p>
<p>27</p>	<p>34</p>
<p>57</p>	<p>63</p>

2 Teken die getal. Wys dit met 10'e- en l'e-kaarte.  
Skryf die getalsinne.

Draw the number. Show it with 10s and 1s cards. Write the number sentences.



$$36 = 10 + 10 + 10 + 6$$



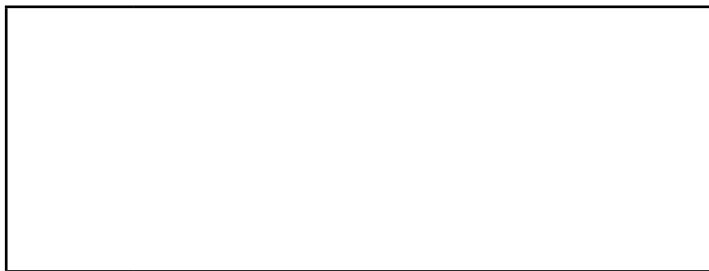
$$36 = 30 + 6$$



$$32 = \underline{\hspace{2cm}}$$



$$32 = \underline{\hspace{2cm}}$$



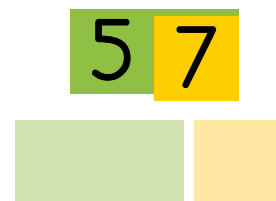
$$46 = \underline{\hspace{2cm}}$$



$$46 = \underline{\hspace{2cm}}$$



$$57 = \underline{\hspace{2cm}}$$



$$57 = \underline{\hspace{2cm}}$$

WERKKAART  
WORKSHEET

WERKKAART  
WORKSHEET

## Kom ons praat Wiskunde!

Let's talk Maths!



In Afrikaans sê ons:

Klik elke 1.

Spring oor elke 10.

Trap op elke 1.

Die waarde van die 3 in 34 is 30.

Die waarde van die 4 in 34 is 4.

Breek in 10'e en 1'e af.

In English we say:

Snap each 1.

Jump each 10.

Step each 1.

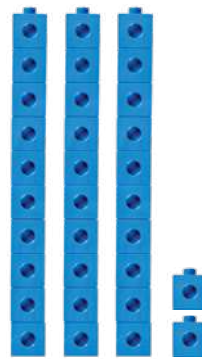
The value of the 3 in 34 is 30.

The value of the 4 in 34 is 4.

Break down into 10s and 1s.

**1** Wat is die getal?

What is the number?



Hoeveel 10'e? \_\_\_\_

How many 10s? \_\_\_\_

Hoeveel 1'e? \_\_\_\_

How many 1s? \_\_\_\_

\_\_\_\_ + \_\_\_\_ = \_\_\_\_

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10:	1:						

**2** Bereken.

Calculate.

$10 + \underline{\quad} = 15$	$10 + \underline{\quad} = 13$	$10 + \underline{\quad} = 18$
-------------------------------	-------------------------------	-------------------------------

**3** Breek in 10'e en 1'e af.

Break down into 10s and 1s.


$14 = \underline{\quad} + \underline{\quad}$	$19 = \underline{\quad} + \underline{\quad}$	$11 = \underline{\quad} + \underline{\quad}$
--	--	--

#### 4 Los op.

Solve.

$73 + 4 = \underline{\quad}$	$32 + 6 = \underline{\quad}$	$28 + 2 = \underline{\quad}$
$59 - 5 = \underline{\quad}$	$38 - 7 = \underline{\quad}$	$43 - 2 = \underline{\quad}$
$39 + 10 = \underline{\quad}$	$56 + 10 = \underline{\quad}$	$84 + 10 = \underline{\quad}$
$69 + 10 = \underline{\quad}$	$17 + 10 = \underline{\quad}$	$54 + 10 = \underline{\quad}$

#### 5

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

#### 6

3 hande: Hoeveel vingers? 3 hands, how many fingers?		5 voete: Hoeveel tone? 5 feet, how many toes?	
7 hande: Hoeveel vingers? 7 hands, how many fingers?		10 voete: Hoeveel tone? 10 feet, how many toes?	

#### 7 Bereken.

Calculate.

$5 \times 2 = \underline{\quad}$	$5 \times 3 = \underline{\quad}$	$5 \times 4 = \underline{\quad}$	$5 \times 5 = \underline{\quad}$
----------------------------------	----------------------------------	----------------------------------	----------------------------------

#### 8 Bereken.

Calculate.

Halveer: Half:	8		9	
Verdubbel: Double:	8		9	

HOOFREKENE  
MENTAL MATHS

5 MEER / 5 MINDER  
5 MORE / 5 LESS

SPELETJIE  
GAME

KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

WERKKAARTE  
WORKSHEETS

**Speletjie: 1, 2, 3 Wys - optelling**

Game: 1, 2, 3 Show - addition

- Werk in pare saam.  
Work in pairs.
- Sê 1, 2, 3, wys!  
Wys elkeen 1 hand.  
Say 1, 2, 3 Show! Show 1 hand each.
- Tel die vingers bymekaar!  
Add the fingers!
- Sê 1, 2, 3 Wys!  
Wys elkeen 2 hande.  
Say 1, 2, 3 Show! Show 2 hands each.
- Tel die vingers bymekaar!  
Soek na die 10'e.  
Add the fingers. Look for 10s.
- Gaan weer.  
Probeer dit vinniger.  
Go again, try faster.

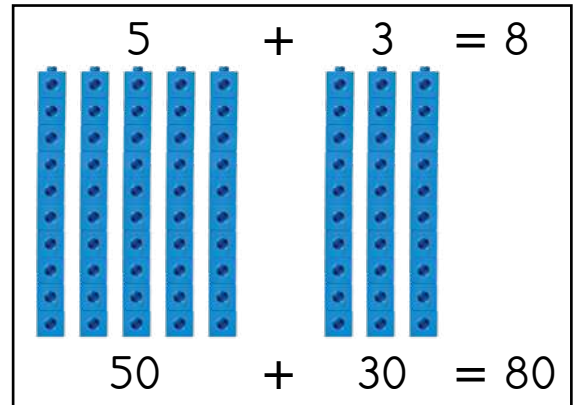
Ek weet dat  $5 + 3 = 8$ ,  
daarom weet ek dat  
 $50 + 30 = 80$ .

I know that  $5 + 3 = 8$ .  
Therefore I know that  
 $50 + 30 = 80$



Ek kan ene  
bymeekaartel.  
Daarom kan ek  
tiene bymekaartel.

I can add ones.  
So I can add tens!



**1** Los met blokkies op.

Solve using blocks.

$2 + 3 = \underline{5}$	$4 + 3 = \underline{\quad}$	$3 + 3 = \underline{\quad}$
$20 + 30 = \underline{50}$	$40 + 30 = \underline{\quad}$	$30 + 30 = \underline{\quad}$

**2** Los op deur prente te teken. Gebruik (10) om 'n 10 te teken.

Solve by drawing pictures. Use (10) to draw 10.

$20 + 30$  (10) (10) (10) (10) (10) = 50

$30 + 40$   =

**3** Los op deur prente te teken.  
Gebruik (10) om 'n 10 te teken.  
Solve by drawing pictures. Use (10) to draw 10.

Ek weet dat  $40 + 30 = 70$ ,  
daarom weet ek dat  
 $43 + 30 = 73$ .  
I know that  $40 + 30 = 70$ .  
So I know that  $43 + 30 = 73$ .



$43 + 30$

(10)	(10)	(10)	(10)	•	•	•
(10)	(10)	(10)				

10:	1:
7	3
73	

$36 + 30$

10:	1:

$45 + 20$

10:	1:

**4** Tel op.  
Add.

$30 + 20 = \underline{50}$	$40 + 50 = \underline{\quad}$	$30 + 30 = \underline{\quad}$
$37 + 20 = \underline{57}$	$45 + 50 = \underline{\quad}$	$39 + 30 = \underline{\quad}$

$70 + 20 = \underline{\quad}$	$30 + 50 = \underline{\quad}$
$73 + 20 = \underline{\quad}$	$34 + 50 = \underline{\quad}$

Ek kan 10 by enige getal bytel!  
I can add 10 to any number!



HOOFREKENE  
MENTAL MATHS

5 MEER / 5 MINDER  
5 MORE / 5 LESS

SPELETJIE  
GAME

KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

WERKKAARTE  
WORKSHEETS

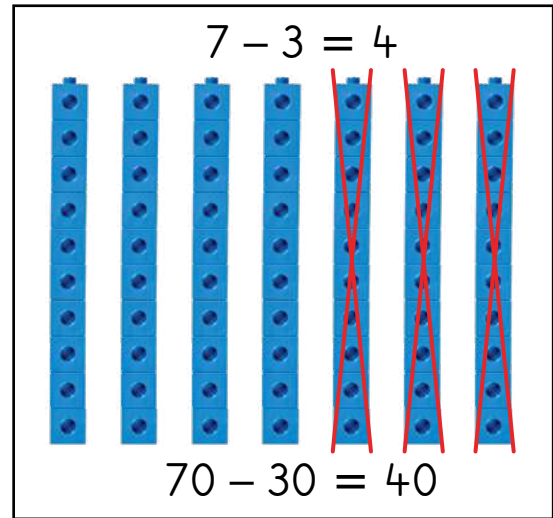


Ek weet dat  $7 - 3 = 4$ ,  
daarom weet ek dat  
 $70 - 30 = 40$ .

I know that  $7 - 3 = 4$   
therefore I know that  
 $70 - 30 = 40$ .

Ek kan ene aftrek, daarom  
kan ek tiene aftrek!

I can subtract ones  
so I can subtract tens!



**1** Los met blokkies op.

Solve using blocks.

$7 - 4 = \underline{3}$	$5 - 2 = \underline{\quad}$	$6 - 4 = \underline{\quad}$
$70 - 40 = \underline{30}$	$50 - 20 = \underline{\quad}$	$60 - 40 = \underline{\quad}$
$9 - 4 = \underline{\quad}$	$8 - 4 = \underline{\quad}$	$9 - 3 = \underline{\quad}$
$90 - 40 = \underline{\quad}$	$80 - 40 = \underline{\quad}$	$90 - 30 = \underline{\quad}$

**2** Los op deur prente te teken. Gebruik (10) om 'n 10 te teken.

Solve by drawing pictures. Use (10) to draw 10.

$70 - 20$  (10) (10) (10) (10) ~~(10)~~ ~~(10)~~ = 50

$50 - 30$   =

### 3 Trek af.

Subtract.

$30 - 10 = \underline{20}$	$50 - 30 = \underline{\quad}$	$60 - 40 = \underline{\quad}$
$70 - 40 = \underline{\quad}$	$80 - 30 = \underline{\quad}$	$90 - 20 = \underline{\quad}$
$60 - 50 = \underline{\quad}$	$80 - 50 = \underline{\quad}$	$90 - 40 = \underline{\quad}$

### 4 Los op deur prente te teken.

Solve by drawing pictures.

$58 - 30$

10:	1:
2	8
28	

$65 - 30$

10:	1:

Ek kan 10 van enige getal aftrek.

I can subtract 10 from any number!



### 5 Trek af.

Subtract.

$50 - 30 = \underline{20}$	$70 - 40 = \underline{\quad}$	$90 - 20 = \underline{\quad}$
$58 - 30 = \underline{28}$	$75 - 40 = \underline{\quad}$	$97 - 20 = \underline{\quad}$
$60 - 20 = \underline{\quad}$	$70 - 50 = \underline{\quad}$	$80 - 60 = \underline{\quad}$
$62 - 20 = \underline{\quad}$	$75 - 50 = \underline{\quad}$	$83 - 60 = \underline{\quad}$

**Tel 1'e in groter getalle op**  
Adding 1s in bigger numbers

HOOFREKENE  
MENTAL MATHS

10 MEER / 10 MINDER  
10 MORE/10 LESS

SPELETJIE  
GAME

KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

WERKKAARTE  
WORKSHEETS

Ons tel in hierdie ry van 41 tot 50!

In this row we count from 41 to 50!



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

Ek weet dat  $4 + 5 = 9$ ,  
daarom weet ek dat  
 $44 + 5 = 49$ .

I know that  $4 + 5 = 9$ ,  
therefore I know that  
 $44 + 5 = 49$ .

+5

41	42	43	44	45	46	47	48	49	50
----	----	----	----	----	----	----	----	----	----

1

$4 + 5 = \underline{9}$	$3 + 4 = \underline{\quad}$	$3 + 6 = \underline{\quad}$
$44 + 5 = \underline{49}$	$43 + 4 = \underline{\quad}$	$43 + 6 = \underline{\quad}$

-4

41	42	43	44	45	46	47	48	49	50
----	----	----	----	----	----	----	----	----	----

2

$9 - 4 = \underline{5}$	$8 - 3 = \underline{\quad}$	$6 - 3 = \underline{\quad}$
$49 - 4 = \underline{45}$	$48 - 3 = \underline{\quad}$	$46 - 3 = \underline{\quad}$

Ek weet dat  $9 - 4 = 5$ ,  
daarom weet ek dat  
 $49 - 4 = 45$ .

I know that  $9 - 4 = 5$ ,  
therefore I know that  
 $49 - 4 = 45$ .

$7 - 4 = \underline{\quad}$	$9 - 6 = \underline{\quad}$
$47 - 4 = \underline{\quad}$	$49 - 6 = \underline{\quad}$





Kom ons kyk na die 50's!  
 Ons tel in hierdie ry van 51 tot 60.  
 Let's look at the 50s! In this  
 row we count from 51 to 60.

51	52	53	54	55	56	57	58	59	60
----	----	----	----	----	----	----	----	----	----

+4

3	$55 + 4 = \underline{59}$	$52 + 6 = \underline{\quad}$	$55 + 5 = \underline{\quad}$
	$54 + 3 = \underline{57}$	$51 + 5 = \underline{\quad}$	$57 + 2 = \underline{\quad}$

$57 - 2 = \underline{\quad}$	$59 - 4 = \underline{\quad}$	$53 - 3 = \underline{\quad}$
$58 - 4 = \underline{\quad}$	$57 - 5 = \underline{\quad}$	$59 - 6 = \underline{\quad}$

+3

61	62	63	64	65	66	67	68	69	70
----	----	----	----	----	----	----	----	----	----

4	$62 + 3 = \underline{65}$	$64 + 4 = \underline{\quad}$	$65 + 5 = \underline{\quad}$
	$64 + 5 = \underline{69}$	$66 + 3 = \underline{\quad}$	$67 + 3 = \underline{\quad}$

$68 - 3 = \underline{\quad}$	$68 - 5 = \underline{\quad}$	$64 - 3 = \underline{\quad}$
$65 - 2 = \underline{\quad}$	$69 - 6 = \underline{\quad}$	$66 - 4 = \underline{\quad}$

<p>5 Thози bak 69 skons. Haar gesin eet 6 daarvan op. Hoeveel skons bly oor?</p> <p>Thози baked 69 scones. Her family ate 6. How many scones remain?</p> 	<p>Sipho dra 70 liter water. Hy mors 5 liter uit. Hoeveel liter water bly oor?</p> <p>Sipho carried 70 litres of water. He spilled 5 litres. How many litres are left?</p>
--	--

**Trek 1'e in groter getalle af**  
Subtracting 1s in bigger numbers

HOOFREKENE  
MENTAL MATHS

10 MEER / 10 MINDER  
10 MORE/10 LESS

SPELETJIE  
GAME

KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

WERKKAARTE  
WORKSHEETS

Ons tel in hierdie ry van 71 tot 80!

In this row we count from 71 to 80!



Ek weet dat  $5 + 4 = 9$ ,  
daarom weet ek dat  
 $75 + 4 = 79$ .

I know that  $5 + 4 = 9$ ,  
therefore I know that  
 $75 + 4 = 79$ .

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

+4

71	72	73	74	75	76	77	78	79	80
----	----	----	----	----	----	----	----	----	----

1

$5 + 4 = \underline{9}$	$2 + 4 = \underline{\quad}$	$3 + 6 = \underline{\quad}$
$75 + 4 = \underline{79}$	$72 + 4 = \underline{\quad}$	$73 + 6 = \underline{\quad}$

-4

71	72	73	74	75	76	77	78	79	80
----	----	----	----	----	----	----	----	----	----

2

$8 - 4 = \underline{4}$	$9 - 7 = \underline{\quad}$	$8 - 5 = \underline{\quad}$
$78 - 4 = \underline{74}$	$79 - 7 = \underline{\quad}$	$78 - 5 = \underline{\quad}$

Ek weet dat  $8 - 4 = 4$ ,  
daarom weet ek dat  
 $78 - 4 = 74$ .

I know that  $8 - 4 = 4$   
therefore I know that  
 $78 - 4 = 74$ .

$6 - 2 = \underline{\quad}$	$9 - 3 = \underline{\quad}$
$76 - 2 = \underline{\quad}$	$79 - 3 = \underline{\quad}$





Kom ons kyk na die 80's!  
Ons tel in hierdie ry van 81 tot 90.  
Let's look at the 80's! In this row we count from 81 to 90.

81	82	83	84	85	86	87	88	89	90
----	----	----	----	----	----	----	----	----	----

+3

3

$85 + 3 = \underline{88}$	$83 + 6 = \underline{\quad}$	$86 + 4 = \underline{\quad}$
$82 + 3 = \underline{85}$	$82 + 4 = \underline{\quad}$	$87 + 2 = \underline{\quad}$
$87 - 2 = \underline{\quad}$	$89 - 4 = \underline{\quad}$	$84 - 3 = \underline{\quad}$
$86 - 4 = \underline{\quad}$	$88 - 5 = \underline{\quad}$	$87 - 5 = \underline{\quad}$

+4

91	92	93	94	95	96	97	98	99	100
----	----	----	----	----	----	----	----	----	-----

4

$92 + 4 = \underline{96}$	$94 + 3 = \underline{\quad}$	$96 + 4 = \underline{\quad}$
$95 + 5 = \underline{100}$	$96 + 2 = \underline{\quad}$	$93 + 3 = \underline{\quad}$
$96 - 3 = \underline{\quad}$	$98 - 5 = \underline{\quad}$	$95 - 3 = \underline{\quad}$
$97 - 2 = \underline{\quad}$	$99 - 7 = \underline{\quad}$	$96 - 6 = \underline{\quad}$

5

Sam het 81 albasters.  
Hy wen 6 albasters meer.  
Hoeveel albasters  
het hy nou?



Sam had 81 marbles. He won 6 more.  
How many marbles does he have now?

Asa het R98. Sy koop 'n  
appel vir R5. Hoeveel geld  
het sy nou?

Asa has R98. She buys an apple  
for R5. How much money  
does she have now?



## Kom ons praat Wiskunde!

Let's talk Maths!



### In Afrikaans sê ons:

Los op deur getalprente te teken.

Ek weet dat  $4 + 3 = 7$ , daarom  
weet ek dat  $40 + 30 = 70$ .

Ek weet dat  $9 - 4 = 5$ , daarom  
weet ek dat  $90 - 40 = 50$ .

Ek weet dat  $30 + 40 = 70$ , daarom  
weet ek dat  $35 + 40 = 75$ .

Ek weet dat  $70 - 30 = 40$ , daarom  
weet ek dat  $76 - 30 = 46$ .

### In English we say:

Solve by drawing number pictures.

I know that  $4 + 3 = 7$  therefore  
I know that  $40 + 30 = 70$ .

I know that  $9 - 4 = 5$  therefore  
I know that  $90 - 40 = 50$ .

I know that  $30 + 40 = 70$  therefore  
I know that  $35 + 40 = 75$ .

I know that  $70 - 30 = 40$  therefore  
I know that  $76 - 30 = 46$ .

### 1 Los op deur die patroon te gebruik om jou te help.

Solve using the pattern for help.

$3 + 4 = \underline{7}$	$2 + 6 = \underline{\quad}$	$8 - 3 = \underline{\quad}$	$9 - 6 = \underline{\quad}$
$30 + 40 = \underline{70}$	$20 + 60 = \underline{\quad}$	$80 - 30 = \underline{\quad}$	$90 - 60 = \underline{\quad}$

### 2 Los op deur die patroon te gebruik om jou te help.

Solve using the pattern for help.

$20 + 30 = \underline{50}$	$50 + 20 = \underline{\quad}$	$70 - 40 = \underline{\quad}$	$60 - 20 = \underline{\quad}$
$26 + 30 = \underline{56}$	$58 + 20 = \underline{\quad}$	$75 - 40 = \underline{\quad}$	$63 - 20 = \underline{\quad}$

### 3 Los op deur die patroon te gebruik om jou te help.

Solve using the pattern for help.

$2 + 3 = \underline{5}$	$5 + 4 = \underline{\quad}$	$8 - 2 = \underline{\quad}$	$5 - 3 = \underline{\quad}$
$72 + 3 = \underline{75}$	$35 + 4 = \underline{\quad}$	$58 - 2 = \underline{\quad}$	$65 - 3 = \underline{\quad}$



HOOFREKENE  
MENTAL MATHS

FIZZ POP - VERDUBBEL  
FIZZ POP - DOUBLING

SPELETJIE  
GAME

KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

WERKKAARTE  
WORKSHEETS

**Speletjie: Vermenigvuldig met 2**

Game: Multiply by 2

- Bou 10 torings van 2 blokkies elk.  
Build 10 towers of 2 blocks.
- Jou juffrou roep 'n getal uit.  
Your teacher calls a number.
- Neem daardie aantal torings weg.  
Take that many towers.
- Hoeveel blokkies is daar?  
How many cubes?
- Sê die getalsin: "2 maal 4 is 8!"  
Say the number sentence, "4 times 2 equals 8!"

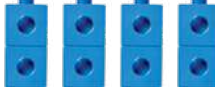
4

2 maal 4 is 8.

4 times 2 equals 8.


2, 4,  
6, 8



$4 \times 2 =$    $4 \times 2 = \underline{8}$


**1** Wys dit met jou getaltorings. Los dit dan op.

Show using your number towers. Then solve.

$3 \times 2 = \underline{6}$ 	$5 \times 2 = \underline{\quad}$	$7 \times 2 = \underline{\quad}$
$4 \times 2 = \underline{\quad}$	$9 \times 2 = \underline{\quad}$	$10 \times 2 = \underline{\quad}$

**2** Voltooi die getalsin vir elke prent.

Complete the number sentence for each picture.

	5 maal 2 is gelyk aan 10 5 times 2 equals 10	 $5 \times 2 = 10$
	_____ maal _____ is gelyk aan _____ _____ times 2 equals _____	_____ $\times$ _____ = _____

Om te vermenigvuldig, is om ewe groot groepe te herhaal. As ons met 2 vermenigvuldig, dink ons aan groepe van 2.

Multiplication is about repeating equal groups. When we multiply by 2, we think about groups of 2.



**3**

	Hoeveel kinders is daar? How many children?	6
	Hoeveel oë? How many eyes?	12

	Hoeveel kinders is daar? How many children?	
	Hoeveel oë? How many eyes?	

	Hoeveel bottels is daar? How many bottles?	5
	Hoeveel liter? How many litres?	10

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

**4** Tel in 2's om die aantal liter te wys.

Count in 2s to show the number of litres.

bottels bottles	1	2	3	4	5	6	7	8	9	10
liter litres	2									

**5** Bereken.

Calculate.

$3 \times 2 = 6$	$5 \times 2 = \underline{\quad}$	$6 \times 2 = \underline{\quad}$	$2 \times 2 = \underline{\quad}$
$1 \times 2 = \underline{\quad}$	$4 \times 2 = \underline{\quad}$	$8 \times 2 = \underline{\quad}$	$10 \times 2 = \underline{\quad}$

HOOFREKENE  
MENTAL MATHS

FIZZ POP - VERDUBBEL  
FIZZ POP - DOUBLING

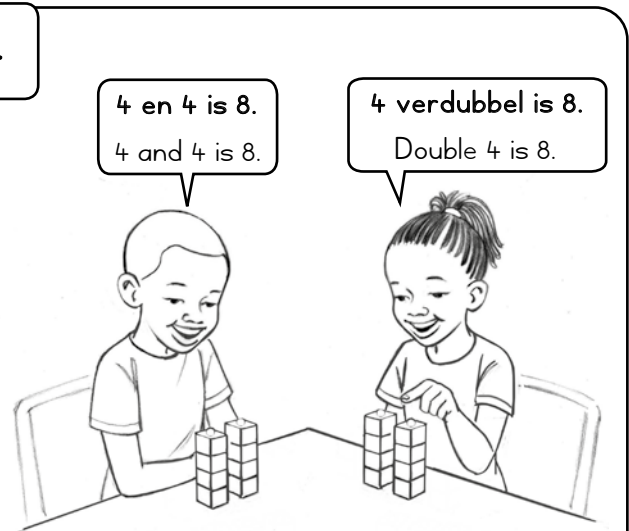
SPELETJIE  
GAME

KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

WERKKAARTE  
WORKSHEETS

**Speletjie: Verdubbel**  
Game: Double


- Jou juffrou roep 'n getal uit.  
Your teacher calls a number.
- Bou die getal met blokkies.  
Build the number using cubes.
- Wys nou 2 ewe groot groepe.  
Verdubbel dit!  
Now show 2 equal groups. Double!
- Hoeveel blokkies is daar?  
How many cubes?
- Sê die getalsin: "4 verdubbel is 8".  
Say the number sentence, "Double 4 is 8."



$2 \times 4 =$    $2 \times 4 = \underline{8}$

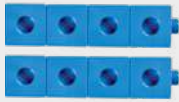

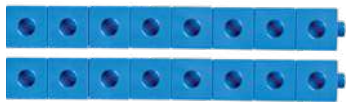
**1** Wys dit met jou getaloringe. Los dit dan op.

Show using your number towers. Then solve

$3 \times 2 = \underline{6}$ 	$5 \times 2 = \underline{\quad}$	$11 \times 2 = \underline{\quad}$
$12 \times 2 = \underline{\quad}$	$9 \times 2 = \underline{\quad}$	$10 \times 2 = \underline{\quad}$

**2** Voltooi die getalsin vir elke prent.

Complete the number sentence for each picture.

	4 verdubbel is 8. Double 4 is 8.	$2 \times 4 = 8$ 
	$\underline{\quad}$ verdubbel is $\underline{\quad}$ . Double $\underline{\quad}$ is $\underline{\quad}$ .	$\underline{\quad} \times \underline{\quad} = \underline{\quad}$

Verbeel jou die lyn is 'n towerspeël.  
Teken die getal aan die een kant.  
Teken dit weer aan die ander kant!

Pretend the line is a magic mirror.  
Draw the number on one side.  
Draw it again on the other side.



3

$4 \times 2$

$4 \times 2 = \underline{8}$

$40 \times 2$

$40 \times 2 = \underline{80}$

$21 \times 2$

$21 \times 2 = \underline{42}$

$3 \times 2$

$3 \times 2 = \underline{\quad}$

$30 \times 2$

$30 \times 2 = \underline{\quad}$

$12 \times 2$

$12 \times 2 = \underline{\quad}$

4 Bereken.

Calculate.

$2 \times 2 = \underline{4}$	$3 \times 2 = \underline{\quad}$	$4 \times 2 = \underline{\quad}$	$5 \times 2 = \underline{\quad}$
$20 \times 2 = \underline{40}$	$30 \times 2 = \underline{\quad}$	$40 \times 2 = \underline{\quad}$	$50 \times 2 = \underline{\quad}$
$6 \times 2 = \underline{\quad}$	$8 \times 2 = \underline{\quad}$	$10 \times 2 = \underline{\quad}$	$12 \times 2 = \underline{\quad}$
$7 \times 2 = \underline{\quad}$	$9 \times 2 = \underline{\quad}$	$11 \times 2 = \underline{\quad}$	$13 \times 2 = \underline{\quad}$

HOOFREKENE  
MENTAL MATHS

FIZZ POP - VERDUBBEL  
FIZZ POP - DOUBLING

SPELETJIE  
GAME

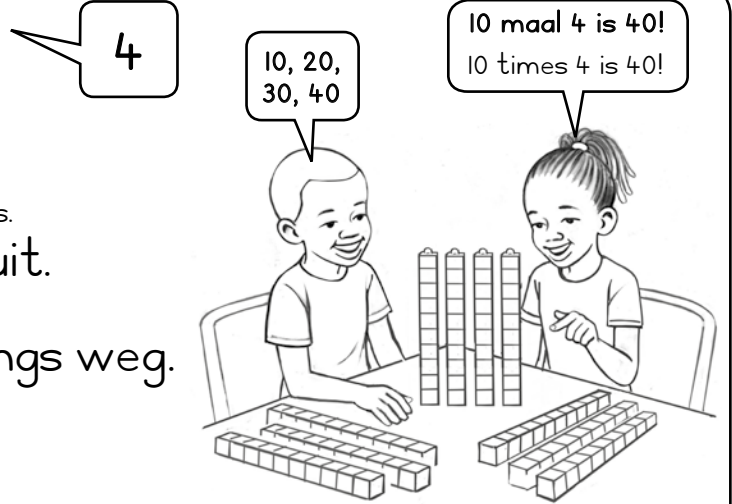
KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

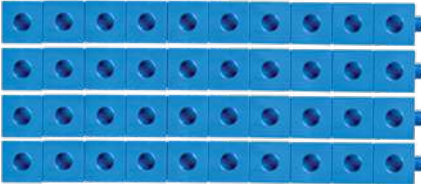
WERKKAARTE  
WORKSHEETS

**Speletjie: Vermenigvuldig met 10**

Game: Multiply by 10


- **Begin deur 10 torings van 10 blokkies elk te bou.**  
Prepare by building 10 towers of 10 blocks.
- **Jou juffrou roep 'n getal uit.**  
Your teacher calls a number.
- **Neem daardie aantal torings weg.**  
Take that many towers.
- **Hoeveel blokkies is daar?**  
How many cubes?
- **Sê die getalsin: "10 maal 4 is 40".**  
Say the number sentence, "10 times 4 is 40".



$10 \times 4 =$    $10 \times 4 = \underline{40}$

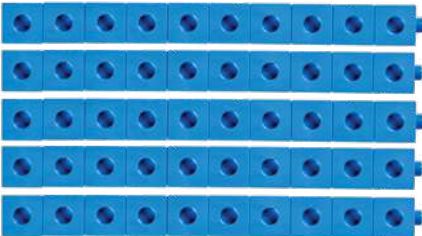
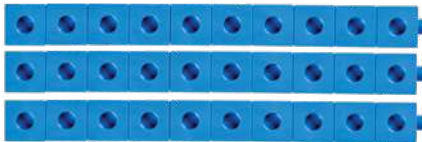
**1** Wys dit met jou getaltorings. Bereken dit dan.

Show using your number towers. Then calculate.


$3 \times 10 = \underline{30}$ 	$5 \times 10 = \underline{\quad}$	$7 \times 10 = \underline{\quad}$
$4 \times 10 = \underline{\quad}$	$9 \times 10 = \underline{\quad}$	$10 \times 10 = \underline{\quad}$


**2** Voltooi die getalsin.


Complete the number sentence.

 <p><math>10 \times \underline{\quad} = \underline{\quad}</math></p>	 <p><math>10 \times \underline{\quad} = \underline{\quad}</math></p>
---	--


3

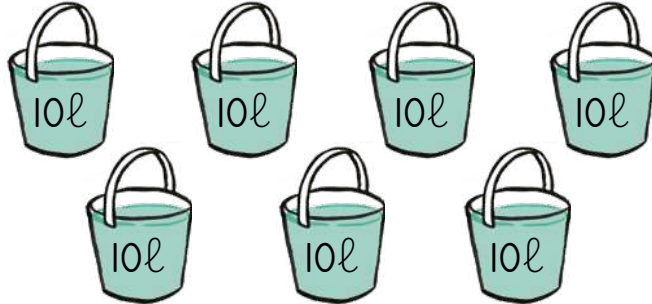
	Hoeveel boksies is daar? How many boxes?	5
	Hoeveel kryte? How many crayons?	50

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

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

4

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

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

5

Bereken.  
Calculate.

Wanneer ek met 10 vermenigvuldig, tel ek in 10'e.  
When I multiply by 10, I count in 10s.



$3 \times 10 = 30$	$5 \times 10 = \underline{\quad}$	$6 \times 10 = \underline{\quad}$	$2 \times 10 = \underline{\quad}$
$1 \times 10 = \underline{\quad}$	$4 \times 10 = \underline{\quad}$	$8 \times 10 = \underline{\quad}$	$10 \times 10 = \underline{\quad}$

HOOFREKENE  
MENTAL MATHS

FIZZ POP - VERDUBBEL  
FIZZ POP - DOUBLING

SPELETJIE  
GAME

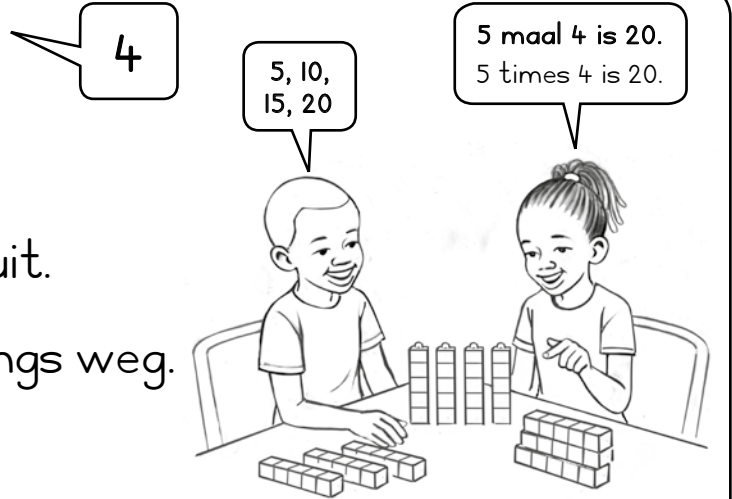
KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

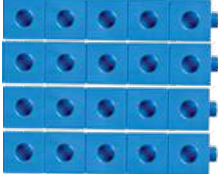
WERKKAARTE  
WORKSHEETS

**Speletjie: Vermenigvuldig met 5**

Game: Multiply by 5


- Bou 10 torings van 5 blokkies elk.  
Build 10 towers of 5 blocks.
- Jou juffrou roep 'n getal uit.  
Your teacher calls a number.
- Neem daardie aantal torings weg.  
Take that many towers.
- Hoeveel blokkies is daar?  
How many cubes?
- Sê die getalsin: "5 maal 4 is 20".  
Say the number sentence, "5 times 4 is 20".



$5 \times 4 =$		$5 \times 4 = \underline{20}$
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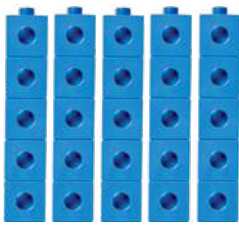

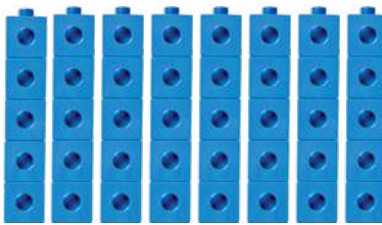
**1** Wys dit met jou getaltorings. Bereken dit dan.

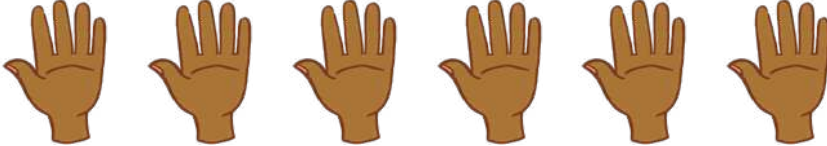

Show using your number towers. Then calculate.

$3 \times 5 = \underline{15}$ 	$5 \times 5 = \underline{\quad}$	$7 \times 5 = \underline{\quad}$
$4 \times 5 = \underline{\quad}$	$9 \times 5 = \underline{\quad}$	$10 \times 5 = \underline{\quad}$

**2** Voltooi die getalsinne.

Complete the number sentences.

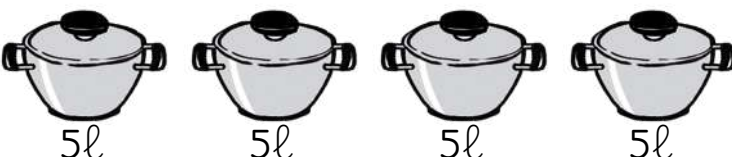
 $5 \times \underline{\quad} = \underline{\quad}$	 $5 \times \underline{\quad} = \underline{\quad}$	 $5 \times \underline{\quad} = \underline{\quad}$
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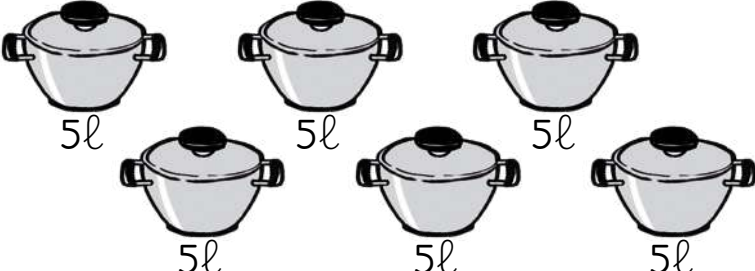
	Hande?	
	Hands?	
	Hande?	
	Hands?	
	Vingers?	
	Fingers?	

### 4 Hoeveel vingers is daar?

How many fingers?

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

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

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

Wanneer ek met 5 vermenigvuldig, tel ek in 5's. Ek onthou hoeveel 5's daar is deur my vingers te gebruik.

When I multiply by 5, I count in 5s. I keep track of how many 5s using my fingers.



### 6 Bereken.

Calculate.

$3 \times 5 = 15$	$5 \times 5 = \underline{\quad}$	$6 \times 5 = \underline{\quad}$	$2 \times 5 = \underline{\quad}$
$1 \times 5 = \underline{\quad}$	$4 \times 5 = \underline{\quad}$	$8 \times 5 = \underline{\quad}$	$10 \times 5 = \underline{\quad}$

## Kom ons praat Wiskunde!

Let's talk Maths!



In Afrikaans sê ons:

ewe groot groepe

Een kind het 2 ore.

5 kinders het 10 ore.

Vyf groepe van twee is tien.

Daar is 5 twees in 10.

Een emmer hou 10 liter.

4 emmers hou 40 liter.

Vier groepe van tien is veertig.

Daar is 4 tiene in 40.

In English we say:

equal groups

One child has 2 ears.

5 children have 10 ears.

Five groups of two is ten.

There are 5 twos in 10.

One bucket has 10 litres.

4 buckets have 40 litres.

Four groups of ten is forty.

There are 4 tens in 40.

### 1 Bereken.

Calculate.

	Hoeveel groot bekers is daar?	
	How many jugs?	
	Hoeveel liter?	
	How many litres?	

### 2 Bereken.

Calculate.

$3 \times 5 = \underline{\quad}$	$7 \times 5 = \underline{\quad}$	$5 \times 5 = \underline{\quad}$	$6 \times 5 = \underline{\quad}$
$9 \times 5 = \underline{\quad}$	$2 \times 5 = \underline{\quad}$	$4 \times 5 = \underline{\quad}$	$8 \times 5 = \underline{\quad}$

### 3 Bereken.

Calculate.

$4 \times 10 = \underline{\quad}$	$6 \times 10 = \underline{\quad}$	$9 \times 10 = \underline{\quad}$	$8 \times 10 = \underline{\quad}$
$7 \times 10 = \underline{\quad}$	$3 \times 10 = \underline{\quad}$	$5 \times 10 = \underline{\quad}$	$2 \times 10 = \underline{\quad}$

4 Teken ⑩ om 'n 10 te wys. Teken 'n ● om 'n 1 te wys.

Draw ⑩ to show 10. Draw ● to show 1.

36

52

5 Breek in 10'e en 1'e af.

Break down into 10s and 1s.

78 = \_\_\_\_\_

53 = \_\_\_\_\_

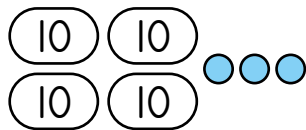
6 Los op.

Solve.

$63 + 6 = \underline{\quad}$	$92 + 5 = \underline{\quad}$	$67 + 3 = \underline{\quad}$
$59 - 5 = \underline{\quad}$	$78 - 4 = \underline{\quad}$	$50 - 3 = \underline{\quad}$
$34 + 30 = \underline{\quad}$	$56 - 20 = \underline{\quad}$	$45 + 40 = \underline{\quad}$

7 Wat is die getal?

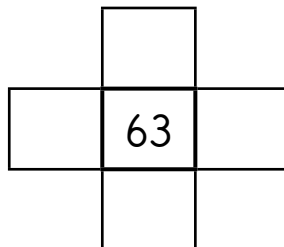
What is the number?



\_\_\_\_\_

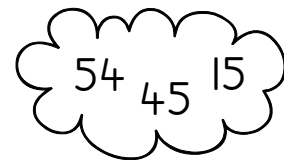
Voltooi die #Hutsmerk!

Complete the #Hashtag!



Rangskik van klein tot groot.

Order from small to big.



\_\_\_\_\_

8 Halveer:

Half:

10

11

Verdubbel:

Double:

10

11

HOOFREKENE  
MENTAL MATHS

TEL OP EN TREK AF  
ADD AND SUBTRACT

SPELETJIE  
GAME

KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

WERKKAARTE  
WORKSHEETS

**Speletjie: Vinnige wiskunde met kaarte - trek van 10 af!**

Game: Fast maths with cards - subtract from 10!

- Sit die 0- tot 10-getalkaarte op 'n hapie neer.  
Place number cards 0 to 10 in a pile.
- Draai een kaart om.  
Flip over one card.
- Trek van 10 af. Doen dit weer.  
Subtract from 10. Do it again.
- Werk nou vinniger deur die hapie.  
Now work through the pile faster.

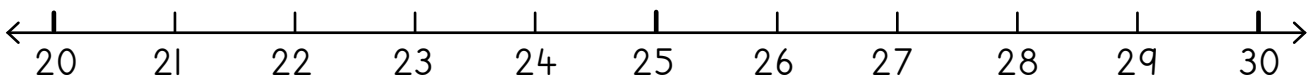


**1** Los op. Gebruik die getallelyn om jou te help.

Solve. Use the number line for help.

$1 + 3 = \underline{4}$	$3 + 4 = \underline{\quad}$	$5 - 1 = \underline{4}$	$6 - 4 = \underline{\quad}$
$21 + 3 = \underline{24}$	$23 + 4 = \underline{\quad}$	$25 - 1 = \underline{24}$	$26 - 4 = \underline{\quad}$

$25 + 3 = \underline{28}$	$24 + 5 = \underline{\quad}$	$29 - 3 = \underline{26}$	$28 - 4 = \underline{\quad}$
$22 + 8 = \underline{\quad}$	$22 + 6 = \underline{\quad}$	$28 - 6 = \underline{\quad}$	$29 - 5 = \underline{\quad}$



**2** Sizwe het 29 albasters. Hy gee 7 vir sy maat. Hoeveel albasters het Sizwe nou?

Sizwe has 29 marbles. He gave 7 to his friend. How many marbles does Sizwe have now?

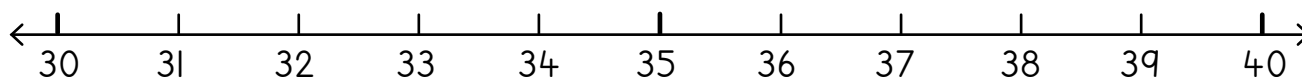


**3** Los op. Gebruik die getallelyn om jou te help.  
Solve. Use the number line for help.

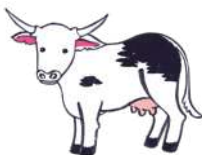
$4 + 6 = 10$ , daarom is  $34 + 6 = 40$ .  
 $4 + 6 = 10$  therefore  $34 + 6 = 40$ .  
 $6 - 4 = 2$ , daarom is  $36 - 4 = 32$ .  
 $6 - 4 = 2$  therefore  $36 - 4 = 32$ .



$30 + 4 = \underline{\quad}$	$35 + 3 = \underline{\quad}$	$39 - 3 = \underline{\quad}$	$34 - 3 = \underline{\quad}$
$32 + 5 = \underline{\quad}$	$36 + 3 = \underline{\quad}$	$37 - 4 = \underline{\quad}$	$40 - 6 = \underline{\quad}$
$33 + 5 = \underline{\quad}$	$34 + 6 = \underline{\quad}$	$40 - 4 = \underline{\quad}$	$36 - 4 = \underline{\quad}$



**4** Oom Jola het 32 beeste.  
Hy koop nog 6 beeste.  
Hoeveel beeste het hy nou?  
Tata Jola had 32 head of cattle.  
He bought 6 more. How many cows does he have now?



Sanele het laas maand 38 kilometer gehardloop.  
Entle het 4 kilometer minder gehardloop. Hoeveel kilometer het Entle gehardloop?

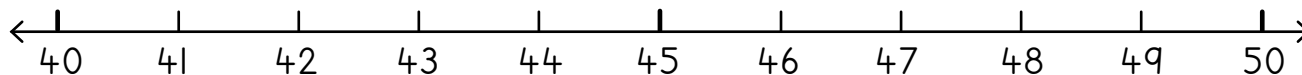
Sanele ran 38 kilometres last month. Entle ran 4 kilometres less. How many kms did Entle run?

**5** Los op. Gebruik die getallelyn om jou te help.  
Solve. Use the number line for help.

$5 + 4 = 9$ , daarom is  $45 + 4 = 49$ .  
 $5 + 4 = 9$  therefore  $45 + 4 = 49$ .  
 $8 - 7 = 1$ , daarom is  $48 - 7 = 41$ .  
 $8 - 7 = 1$  therefore  $48 - 7 = 41$ .



$40 + 8 = \underline{\quad}$	$43 + 3 = \underline{\quad}$	$49 - 2 = \underline{\quad}$	$48 - 4 = \underline{\quad}$
$44 + 5 = \underline{\quad}$	$45 + 3 = \underline{\quad}$	$50 - 5 = \underline{\quad}$	$49 - 6 = \underline{\quad}$
$42 + 5 = \underline{\quad}$	$43 + 7 = \underline{\quad}$	$50 - 8 = \underline{\quad}$	$48 - 7 = \underline{\quad}$



HOOFREKENE  
MENTAL MATHS

TEL OP EN TREK AF  
ADD AND SUBTRACT

SPELETJIE  
GAME

KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

WERKKAARTE  
WORKSHEETS

- 1 Los op. Gebruik die getallelyn om jou te help.  
Solve. Use the number line for help.

$3 + 7 = 10$ , daarom is  $53 + 7 = 60$ .

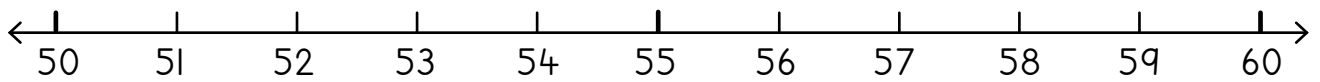
$7 - 5 = 2$ , daarom is  $57 - 5 = 52$ .

$3 + 7 = 10$  therefore  $53 + 7 = 60$ .

$7 - 5 = 2$  therefore  $57 - 5 = 52$ .



$50 + 4 = \underline{\quad}$	$55 + 3 = \underline{\quad}$	$58 - 2 = \underline{\quad}$	$54 - 4 = \underline{\quad}$
$54 + 5 = \underline{\quad}$	$56 + 2 = \underline{\quad}$	$57 - 5 = \underline{\quad}$	$60 - 3 = \underline{\quad}$



- 2 Sane het laas week 57 bladsye ge lees. Bella het 4 bladsye minder ge lees. Hoeveel bladsye het Bella ge lees?

Sane read 57 pages last week. Bella read 4 pages less. How many pages did Bella read?

Die skoolkoor het laas jaar 52 kinders gehad. Hierdie jaar is daar 5 kinders meer. Hoeveel kinders is daar vanjaar in die koor?

The school choir had 52 children last year. This year it has 5 more. How many children are in the choir this year?

- 3 Los op. Gebruik die getallelyn om jou te help.  
Solve. Use the number line for help.

$5 + 4 = 9$ , daarom is  $65 + 4 = 69$ .

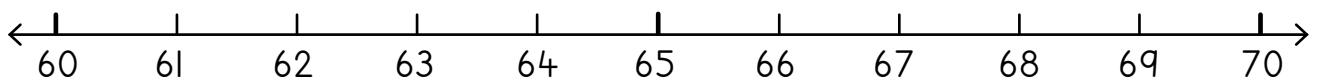
$8 - 4 = 4$ , daarom is  $68 - 4 = 64$ .

$5 + 4 = 9$  therefore  $65 + 4 = 69$ .

$8 - 4 = 4$  therefore  $68 - 4 = 64$ .



$60 + 8 = \underline{\quad}$	$65 + 4 = \underline{\quad}$	$69 - 2 = \underline{\quad}$	$68 - 4 = \underline{\quad}$
$65 + 5 = \underline{\quad}$	$64 + 3 = \underline{\quad}$	$70 - 5 = \underline{\quad}$	$69 - 6 = \underline{\quad}$

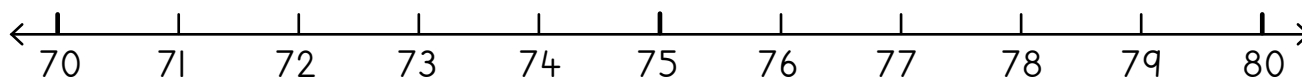


**4** Los op. Gebruik die getallelyn om jou te help.  
Solve. Use the number line for help.

$4 + 6 = 10$ , daarom is  $74 + 6 = 80$ .  
 $6 - 4 = 2$ , daarom is  $76 - 4 = 72$ .  
 $4 + 6 = 10$  therefore  $74 + 6 = 80$ .  
 $6 - 4 = 2$  therefore  $76 - 4 = 72$ .



$70 + 5 = \underline{\quad}$	$76 + 3 = \underline{\quad}$	$80 - 3 = \underline{\quad}$	$74 - 3 = \underline{\quad}$
$72 + 4 = \underline{\quad}$	$75 + 2 = \underline{\quad}$	$77 - 4 = \underline{\quad}$	$80 - 6 = \underline{\quad}$
$75 + 5 = \underline{\quad}$	$74 + 6 = \underline{\quad}$	$80 - 4 = \underline{\quad}$	$76 - 4 = \underline{\quad}$



**5** Tumi ry 98 kilometer op haar fiets. Sam ry 5 kilometer minder. Hoeveel kilometer ry Sam?  
Tumi rode her bicycle for 98 kilometres. Sam rode 5 kilometres less. How many kilometres did Sam ride?

Shona het 98 albasters. Hy gee 7 vir sy maat. Hoeveel albasters het hy nou?

Shona has 98 marbles. He gives 7 to his friend. How many marbles does he have now?

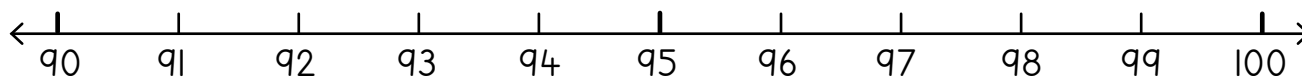


**6** Los op. Gebruik die getallelyn om jou te help.  
Solve. Use the number line for help.

$5 + 4 = 9$ , daarom is  $95 + 4 = 99$ .  
 $8 - 7 = 1$ , daarom is  $98 - 7 = 91$ .  
 $5 + 4 = 9$  therefore  $95 + 4 = 99$ .  
 $8 - 7 = 1$  therefore  $98 - 7 = 91$ .



$90 + 8 = \underline{\quad}$	$95 + 3 = \underline{\quad}$	$99 - 2 = \underline{\quad}$	$98 - 4 = \underline{\quad}$
$94 + 5 = \underline{\quad}$	$96 + 3 = \underline{\quad}$	$100 - 5 = \underline{\quad}$	$99 - 6 = \underline{\quad}$
$93 + 5 = \underline{\quad}$	$93 + 7 = \underline{\quad}$	$100 - 8 = \underline{\quad}$	$98 - 7 = \underline{\quad}$



HOOFREKENE  
MENTAL MATHS

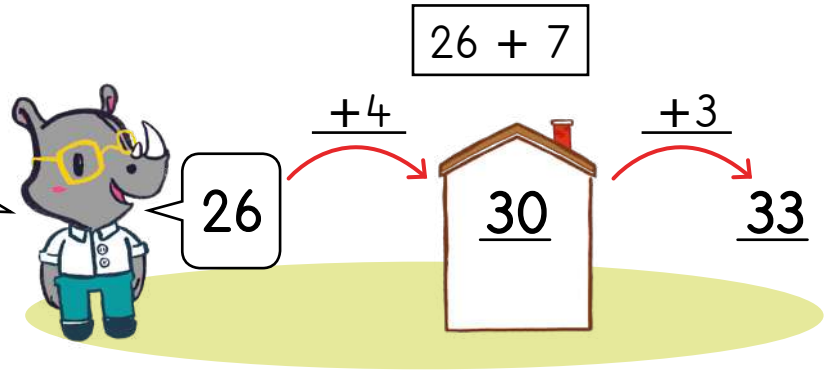
TEL OP EN TREK AF  
ADD AND SUBTRACT

SPELETJIE  
GAME

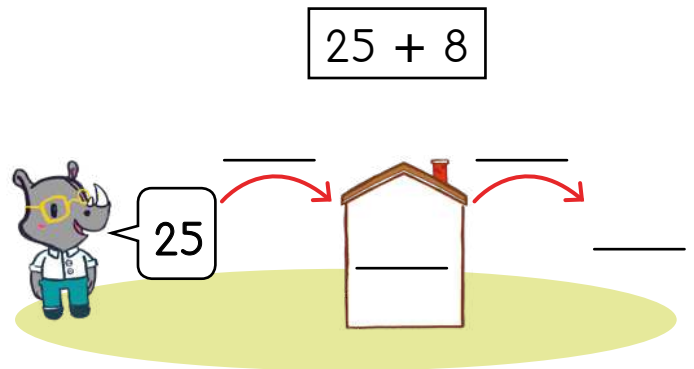
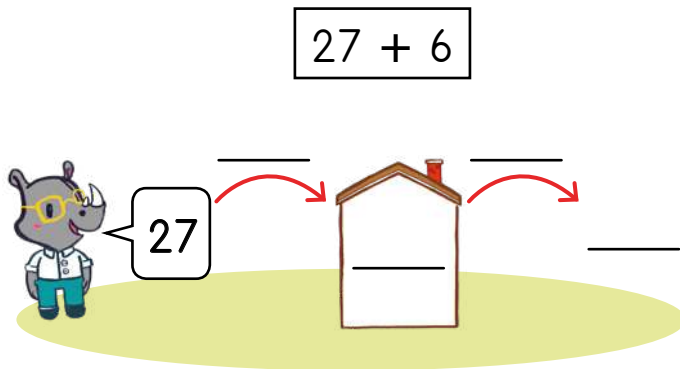
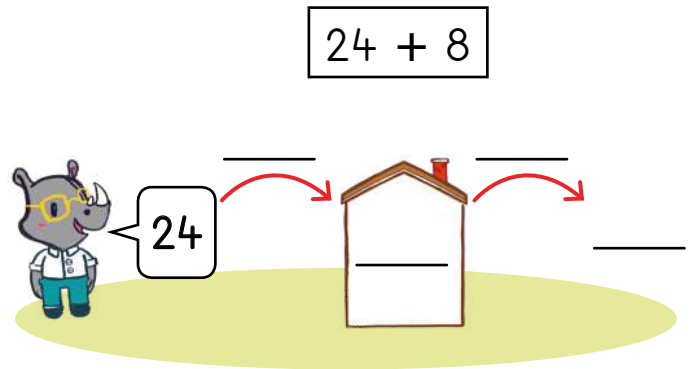
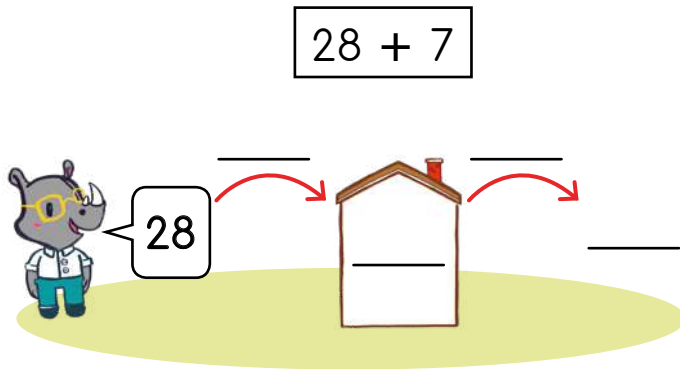
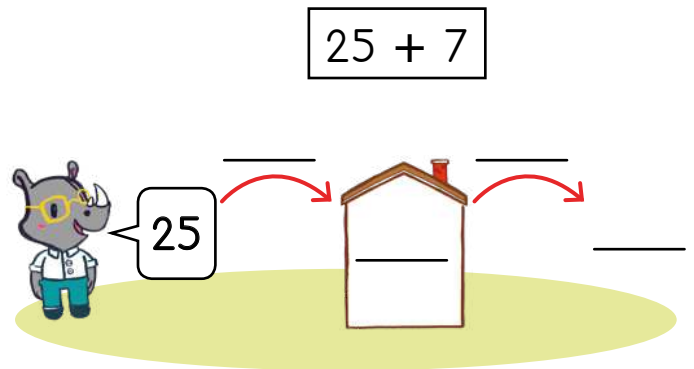
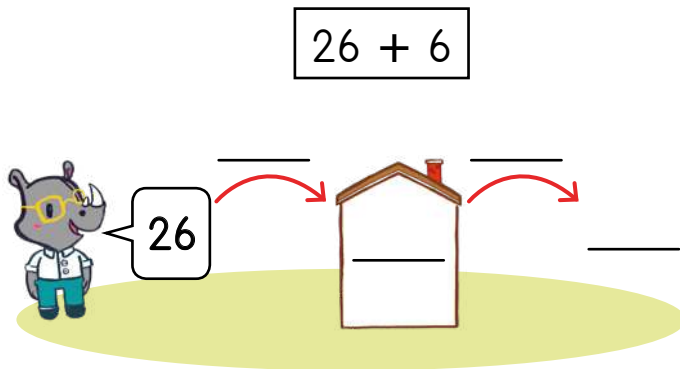
KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

WERKKAARTE  
WORKSHEETS

Ek begin by 26. Die volgende 10 is 30!  
Ek spring 4 keer tot by 30.  
Ek moet 7 bytel.  
Ek het reeds 4 bygetel.  
Hoeveel moet ek nog bytel?  
I start at 26. The next 10 is 30!  
I jump 4 to 30.  
I have to add 7. I have added 4.  
How much more must I add?

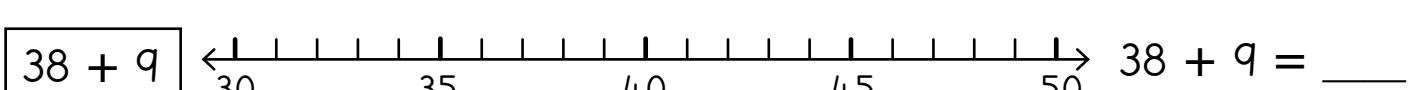
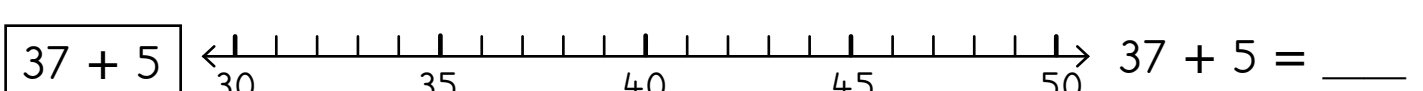
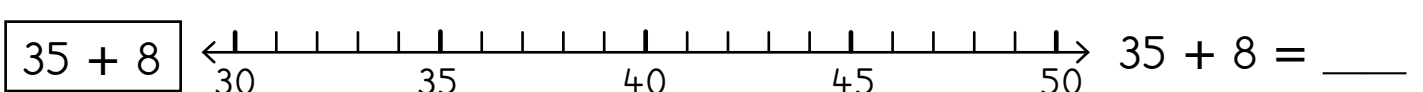
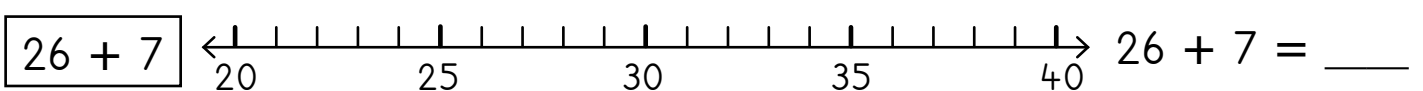
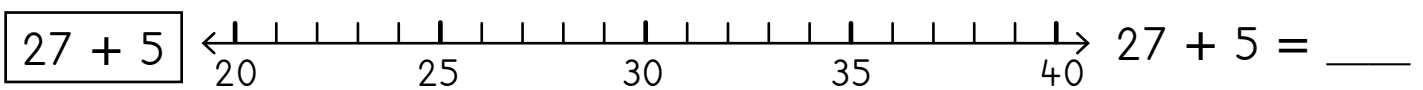
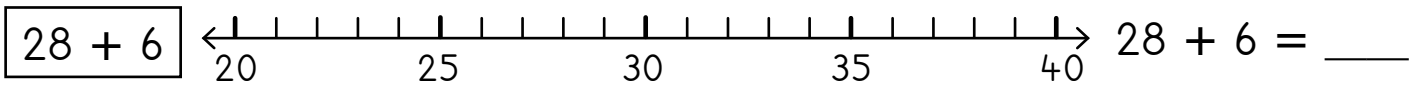
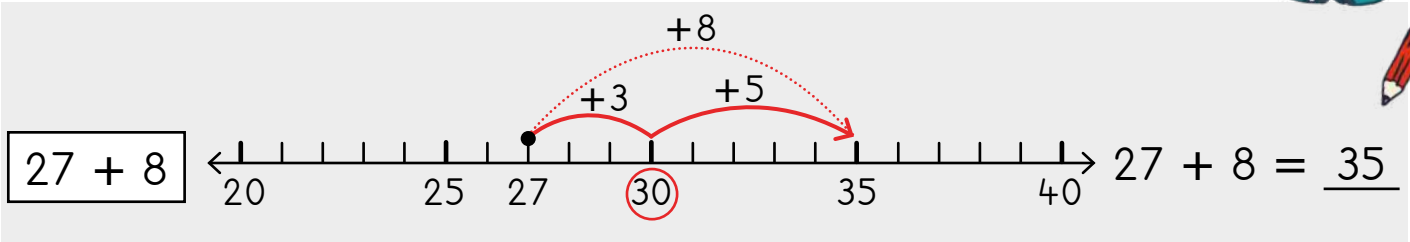


**I** Wys hoe jy optel.  
Show how to add.



**2** Tel op deur dit op die getalrelyn te wys.  
Add by showing on the number line.

Omkring die volgende 10.  
Spring na die volgende 10.  
Hoeveel meer moet ek bytel?  
Circle the next 10. Jump to the next 10. How much more must I add?



HOOFREKENE  
MENTAL MATHS

TEL OP EN TREK AF  
ADD AND SUBTRACT

SPELETJIE  
GAME

KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

WERKKAARTE  
WORKSHEETS

$32 - 7$

25      30      32

$-5$        $-2$

Ek begin by 32. Die vorige 10 is 30.  
Ek trek 2 af om by die 30 te kom.  
Ek moet 7 aftrek.  
 $7 - 2 = 5$

I start at 32. The previous 10 is 30.  
I subtract 2 to visit the 30.  
I have to subtract 7.  
 $7 - 2 = 5$

1 Wys hoe jy aftrek.  
Show how to subtract.

$32 - 7$

32

$34 - 8$

34

$35 - 7$

35

$33 - 9$

33

$44 - 8$

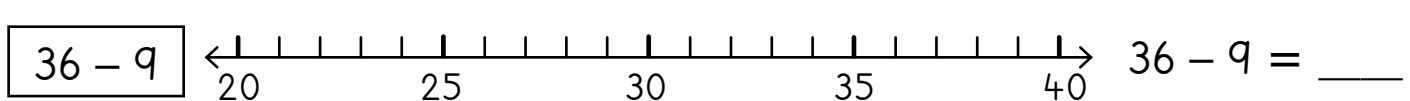
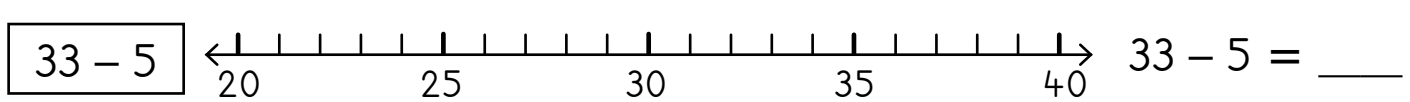
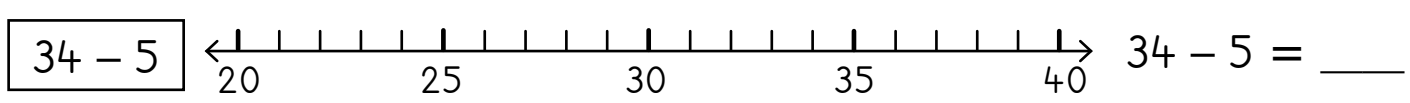
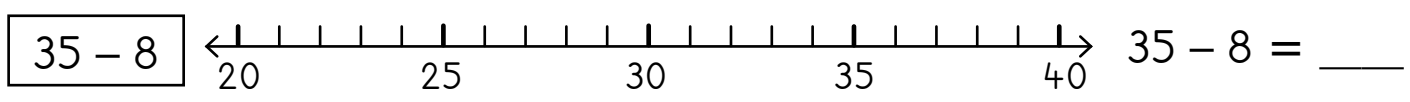
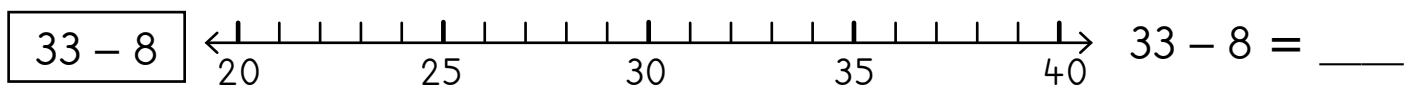
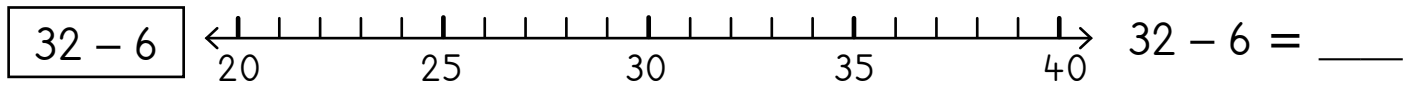
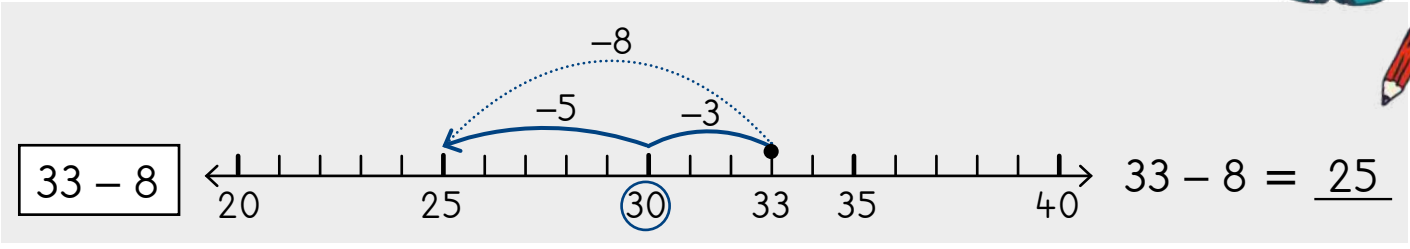
44

$45 - 8$

45

**2** Trek af deur dit op die getalrelyn te wys.  
Subtract by showing on the number line.

Begin by 33. Omkring die vorige 10.  
Hoe ver is dit tot by die vorige 10?  
Hoeveel meer moet ek aftrek?  
Start at 33. Circle the previous 10.  
How far to the previous 10? How  
much more must I subtract?



WERKKAART  
WORKSHEET

WERKKAART  
WORKSHEET

## Kom ons praat Wiskunde!

Let's talk Maths!



### In Afrikaans sê ons:

Optelling: Twee dele word saamgevoeg om die hele te maak.

Optelling: Twee getalle word saamgevoeg om 'n totaal te maak.

Lwazi lees 10 bladsye.

Sindi lees 20 bladsye.

Hoeveel bladsye lees hulle altesame?

### In English we say:

Addition: two parts come together to make the whole.

Addition: two numbers come together to make a total.

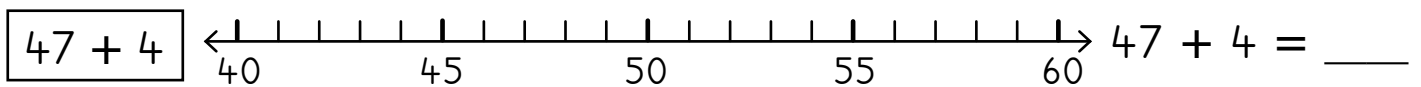
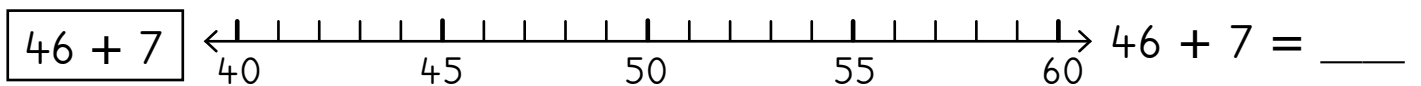
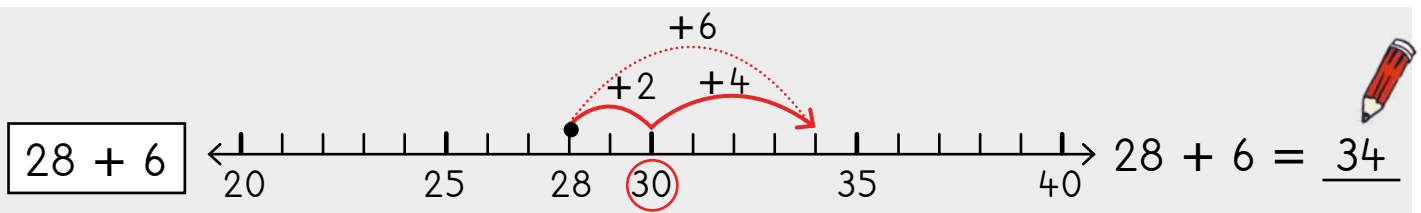
Lwazi reads 10 pages.

Sindi reads 20 pages.

How many pages do they read altogether?

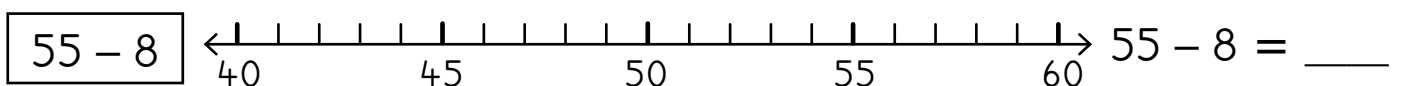
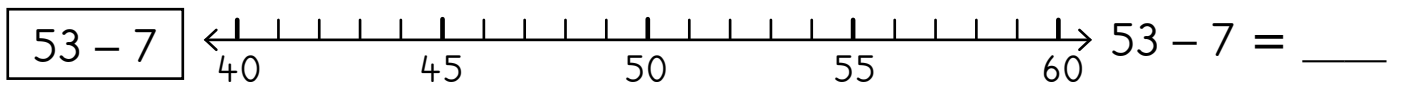
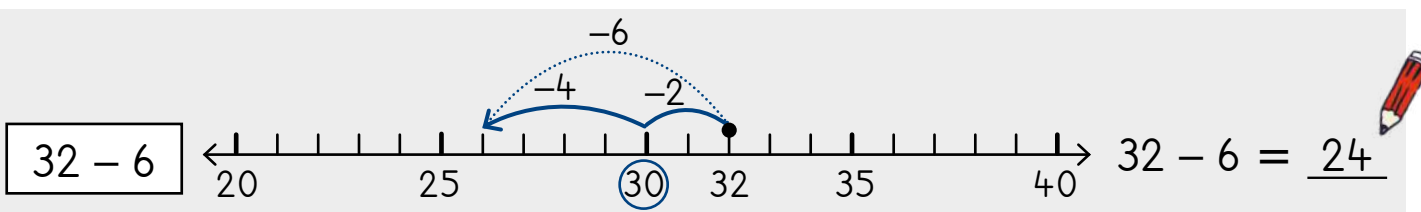
## 1 Tel op deur dit op die getallelyn te wys.

Add by showing on the number line.






## 2 Trek af deur dit op die getallelyn te wys.

Subtract by showing on the number line.




3	3 kinders: Hoeveel oë? 3 children, how many eyes?		6 kinders: Hoeveel ore? 6 children, how many ears?	
	4 fietse: Hoeveel wiele? 4 bicycles, how many wheels?		10 kinders: Hoeveel hande? 10 children, how many hands?	

4	 2ℓ      2ℓ      2ℓ      2ℓ	Hoeveel bottels? How many bottles?	
		Hoeveel liter? How many litres?	

5  Een lekker kos R2. Hoeveel betaal ek vir:   
 One sweet costs R2. How much do I pay for:

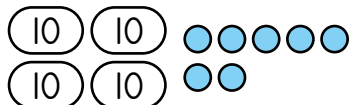
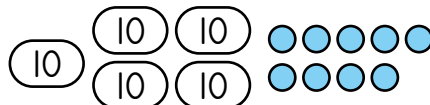
3 lekkers 3 sweets		5 lekkers 5 sweets	
6 lekkers 6 sweets		10 lekkers 10 sweets	

6		Hoeveel munte? How many coins?	
		Hoeveel rande? How many Rands?	

7	Halveer: Half:				Verdubbel: Double:			
	10		11		10		11	
	12		13		12		13	
	14		15		14		15	

8 Wat is die getal?

What is the number?

			
---	--	--	--

HOOFREKENE  
MENTAL MATHS

TEL 10'E OP  
ADDING 10S

SPELETJIE  
GAME

KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

WERKKAARTE  
WORKSHEETS

**Speletjie: Vinnige wiskunde met kaarte - halveer**  
Game: Fast maths with cards - halving

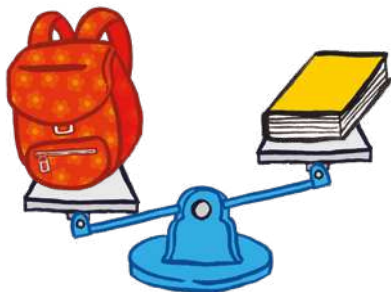
- Gebruik julle 0–20-getalkaarte.  
Use your 0–20 number cards.
- Draai een kaart om.  
Bereken die helfte.  
Flip one. Calculate half.
- Probeer weer. Vinniger!  
Try again. Faster!



**I** Kyk na die prente en vul die korrekte woorde in:

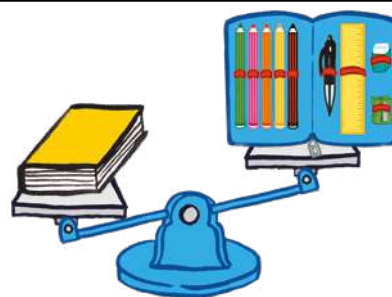
Look at the pictures and fill in the correct words:

ligter as lighter than	swaarder as heavier than	dieselfde as the same as
Die potloodsakkie is <u>swaarder as</u> die appel. The pencil case is <u>heavier than</u> the apple.	Die lemoen is _____ die appel. The orange is _____ the apple.	
Die potloodsakkie is _____ die lemoen. The pencil case is _____ the orange.		



Die rugsak is \_\_\_\_\_  
die boek.

The bag is \_\_\_\_\_ the book.



Die potloodsakkie is \_\_\_\_\_  
die boek.

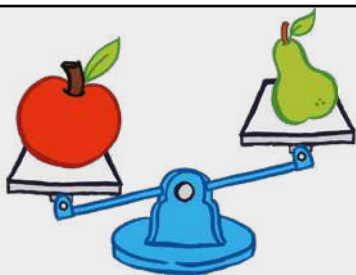
The pencil case is \_\_\_\_\_ the book.

Die potloodsakkie is \_\_\_\_\_ die rugsak.

The pencil case is \_\_\_\_\_ the bag.

## 2 Kyk na die balanseerskale en vul die woord **swaarder** of **ligter** in.

Look at the balance scales and fill in the word **heavier** or **lighter**.



Die appel is swaarder as die peer.  
Die peer is ligter as die appel.

The apple is heavier than the pear.

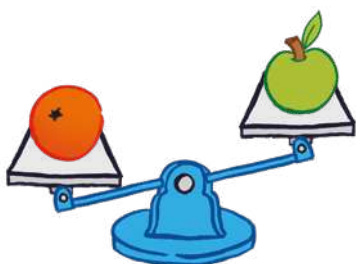
The pear is lighter than the apple.



Die lemoen is \_\_\_\_\_  
as die geskenk. Die geskenk is  
\_\_\_\_\_ as die lemoen.

The orange is \_\_\_\_\_ than the gift.

The gift is \_\_\_\_\_ than the orange.



Die appel is \_\_\_\_\_  
as die lemoen. Die lemoen is  
\_\_\_\_\_ as die appel.

The apple is \_\_\_\_\_ than the orange.

The orange is \_\_\_\_\_ than the apple.



Die lemoen is \_\_\_\_\_  
as die potlood. Die potlood is  
\_\_\_\_\_ as die lemoen.

The orange is \_\_\_\_\_ than the pencil.

The pencil is \_\_\_\_\_ than the orange.

HOOFREKENE  
MENTAL MATHS

TEL 10'E OP  
ADDING 10S

SPELETJIE  
GAME

KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

WERKKAARTE  
WORKSHEETS

1 Teken die vorms om die skale te laat balanseer.

Draw the shapes to make the scales balance.

	<p>5 driehoeke het dieselfde massa as 3 vierkante. 5 triangles has the same mass as 3 squares.</p>
	<p>5 aarbeie het dieselfde massa as 9 lekkers. 5 strawberries has the same mass as 9 sweets.</p>
	<p>4 vierkante het dieselfde massa as 5 sirkels. 4 squares has the same mass as 5 circles.</p>

2 Hoeveel albasters sal die skaal laat balanseer?

How many marbles will balance the scale?

<p><math>5 = 1 + \underline{4}</math></p>	<p><math>6 = 2 + \underline{\quad}</math></p>
<p><math>3 + \underline{\quad} = \underline{\quad}</math></p>	<p><math>10 = \underline{\quad} + 4</math></p>

### 3 Wat is die massa?

What is the mass?



Massa van wortel =  
3 batterye.

Carrot mass = 3 batteries.



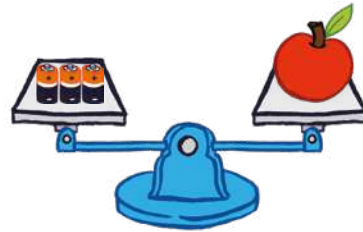
Massa van kers =  
\_\_\_ batterye.

Candle mass = \_\_\_ batteries.



Massa van plant =  
\_\_\_ batterye.

Plant mass = \_\_\_ batteries.



Massa van appel =  
\_\_\_ batterye.

Apple mass = \_\_\_ batteries.



Massa van koffie =  
\_\_\_ batterye.

Coffee mass = \_\_\_ batteries.



Massa van kolwyntjie =  
\_\_\_ batterye.

Cupcake mass = \_\_\_ batteries.

Watter voorwerp is die swaarste? \_\_\_\_\_

Which object is the heaviest? \_\_\_\_\_

Vergelyk die massa van die appel met die massa van die wortel.

Compare the mass of the apple and the carrot.

HOOFREKENE  
MENTAL MATHS

TEL 10'E OP  
ADDING 10S

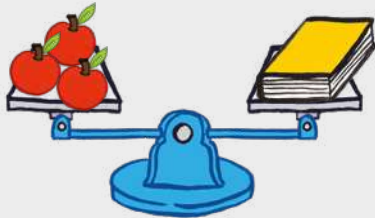
SPELETJIE  
GAME

KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

WERKKAARTE  
WORKSHEETS

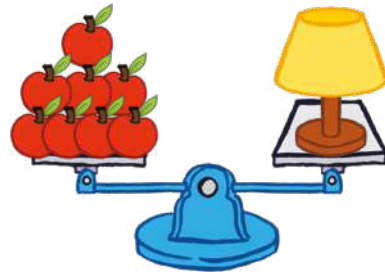
# 1 Wat is die massa?

What is the mass?



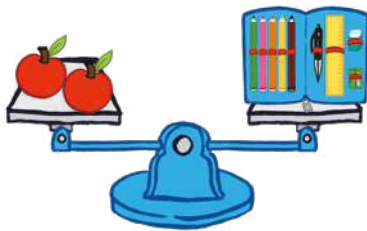
Massa van boek =  
3 appels.

Book mass = 3 apples.



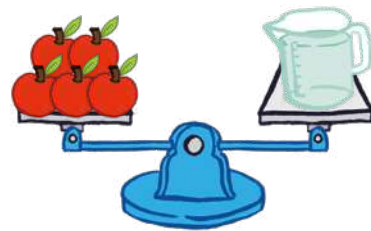
Massa van lamp =  
\_\_\_ appels.

Lamp mass = \_\_\_ apples.



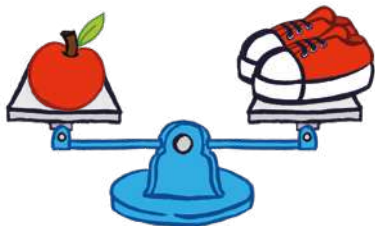
Massa van potloodsakkie =  
\_\_\_ appels.

Pencil case mass = \_\_\_ apples.



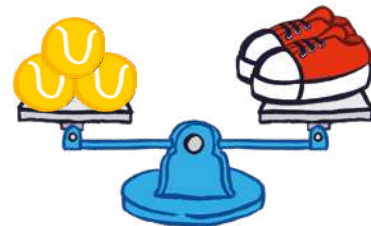
Massa van maatbeker =  
\_\_\_ appels.

Jug mass = \_\_\_ apples.



Massa van tekkies =  
\_\_\_ appel.

Takkies mass = \_\_\_ apple.



Massa van tekkies =  
\_\_\_ tennisballe.

Takkies mass = \_\_\_ tennis balls.

Watter voorwerp is die ligste? \_\_\_\_\_

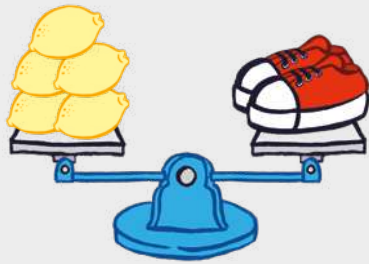
Which object is the lightest? \_\_\_\_\_

Wat is swaarder, die appel of die tennisballe?  
\_\_\_\_\_

Which is heavier, the apple or the tennis balls? \_\_\_\_\_

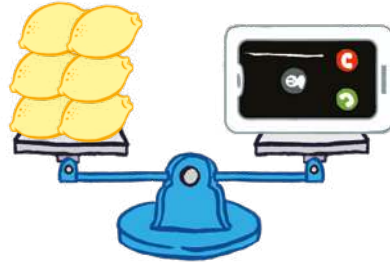
## 2 Wat is die massa?

What is the mass?



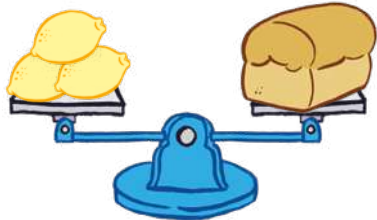
Massa van tekkies =  
5 suurlemoene.

Takkies mass = 5 lemons.



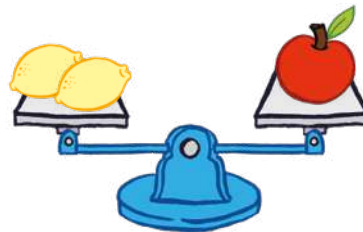
Massa van selfoon =  
\_\_\_ suurlemoene.

Phone mass = \_\_\_ lemons.



Massa van brood =  
\_\_\_ suurlemoene.

Bread mass = \_\_\_ lemons.



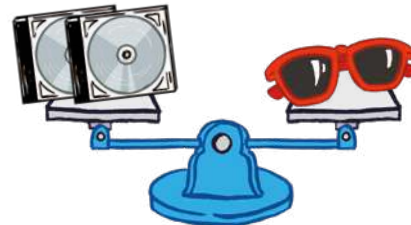
Massa van appel =  
\_\_\_ suurlemoene.

Apple mass = \_\_\_ lemons.



Massa van sonbril =  
\_\_\_ suurlemoen.

Sunglasses mass = \_\_\_ lemon.



Massa van sonbril =  
\_\_\_ KS'e.

Sunglasses mass = \_\_\_ CDs.

Watter een is ligter: die brood of die appel?  
\_\_\_\_\_

Which one is lighter, the bread or the apple? \_\_\_\_\_

Watter een is swaarder: 'n suurlemoen of 'n KS?  
\_\_\_\_\_

Which one is heavier, a lemon or a CD? \_\_\_\_\_

HOOFREKENE  
MENTAL MATHS

TEL 10'E OP  
ADDING 10S



SPELETJIE  
GAME






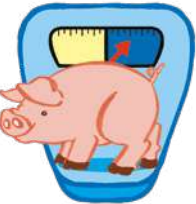

KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

WERKKAARTE  
WORKSHEETS


1

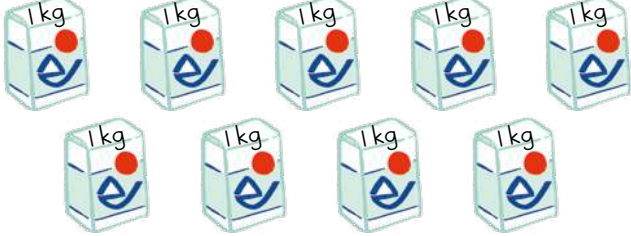
## Skaallesings Scale reading

 <p>swaar heavy</p>	 <p>lig light</p>
--	---

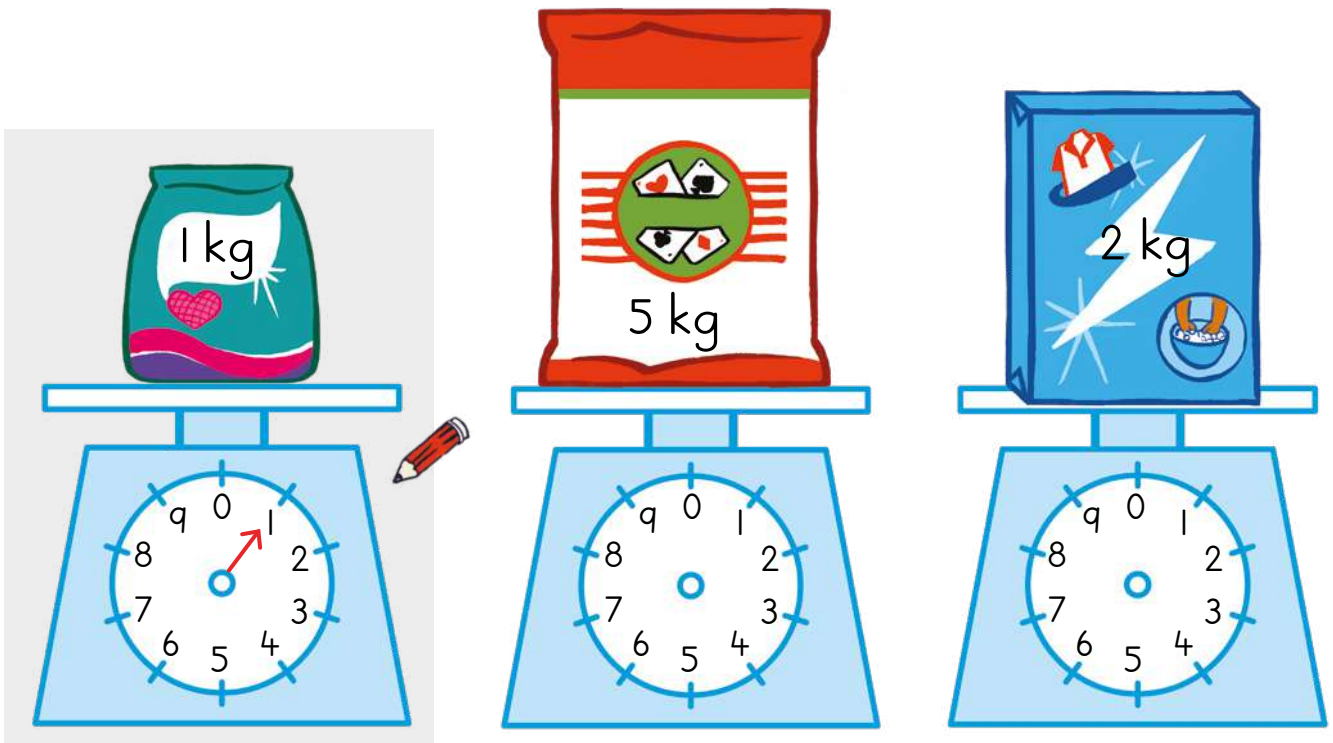
	swaar of lig? heavy or light?
	<p>lig</p> <p>light</p> 
	<p>swaar</p> <p>heavy</p> 
	
	
	

**2**

	Hoeveel pakkies? How many packets?	6
	Hoeveel kilogram? How many kilograms?	6

	Hoeveel pakkies? How many packets?	
	Hoeveel kilogram? How many kilograms?	

**3** Teken die naald op die skale in om die massa van hierdie produkte te wys. Omkring die ligste item.  
Draw the arms on the scales to show the mass of these products. Circle the lightest item.



The image shows three blue kitchen scales. The first scale has a green bag labeled '1 kg' on top, and its circular dial has a red needle pointing to the number 1. The second scale has a white and red bag labeled '5 kg' on top, and its dial has a needle pointing to 0. The third scale has a blue box labeled '2 kg' on top, and its dial has a needle pointing to 0. A red pencil is shown next to the first scale, indicating where to draw the needle.

**4** Jabu koop 2 kg suiker en Vusi koop 5 kg suiker. Hoeveel kilogram suiker het hulle altesame?  
Jabu buys 2 kg of sugar and Vusi buys 5 kg of sugar. How many kilograms of sugar do they have altogether?

WERKKAART  
WORKSHEET

WERKKAART  
WORKSHEET

## Kom ons praat Wiskunde!

Let's talk Maths!

In Afrikaans sê ons:

balanseerskaal

swaar

swaarder

ligter

dieselfde as

massa

kilogram

In English we say:

balance scale

heavy

heavier

lighter

the same as

mass

kilogram



1 Kyk na die balanseerskaal en vul die woord **swaarder** of **ligter** in.

Look at the balance scales and fill in the word **heavier** or **lighter**.



Die toebroodjie is \_\_\_\_\_ as die aarbei.

Die aarbei is \_\_\_\_\_ as die toebroodjie.

The sandwich is \_\_\_\_\_ than the strawberry

The strawberry is \_\_\_\_\_ than the sandwich.



Die boks kryte is \_\_\_\_\_ as die uitveër.

Die uitveër is \_\_\_\_\_ as die kryte.

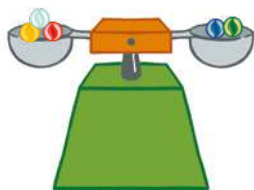
The box of crayons is \_\_\_\_\_ than the eraser.

The eraser is \_\_\_\_\_ than the crayons.

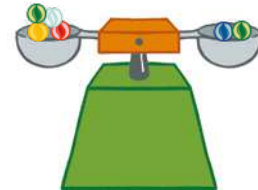
2 Hoeveel albasters sal die skaal laat balanseer?

How many marbles will balance the scale?

$$5 = 2 + \underline{\quad}$$



$$6 = \underline{\quad} + 2$$



3

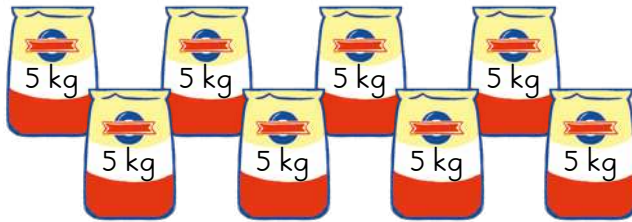


Hoeveel pakkies?

How many packets?

Hoeveel kilogram?

How many kilograms?



Hoeveel pakkies?

How many packets?

Hoeveel kilogram?

How many kilograms?



Hoeveel pakkies?

How many packets?

Hoeveel kilogram?

How many kilograms?

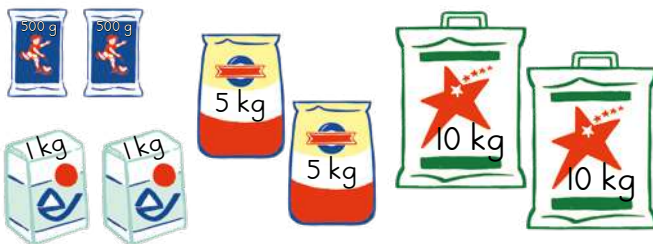


Hoeveel pakkies?

How many packets?

Hoeveel kilogram?

How many kilograms?



Hoeveel pakkies?

How many packets?

Hoeveel kilogram?

How many kilograms?

4

Ayanda koop 3 kg suiker en 5 kg koekmeel. Hoeveel kilogram is dit altesame?

Ayanda buys 3 kg of sugar and 5 kg of flour. How many kilograms altogether?

Sam koop 4 kg suiker en 10 kg meliemeel. Hoeveel kilogram is dit altesame?

Sam buys 4 kg of sugar and 10 kg of mealie meal. How many kilograms altogether?

HOOFREKENE  
MENTAL MATHS

TEL VEELVOUDE  
VAN 10 OP  
ADD MULTIPLES OF 10

SPELETJIE  
GAME

KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

WERKKAARTE  
WORKSHEETS

**Speletjie: Hoe ver tot by die volgende 10?**






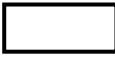
Game: How far to the next 10?

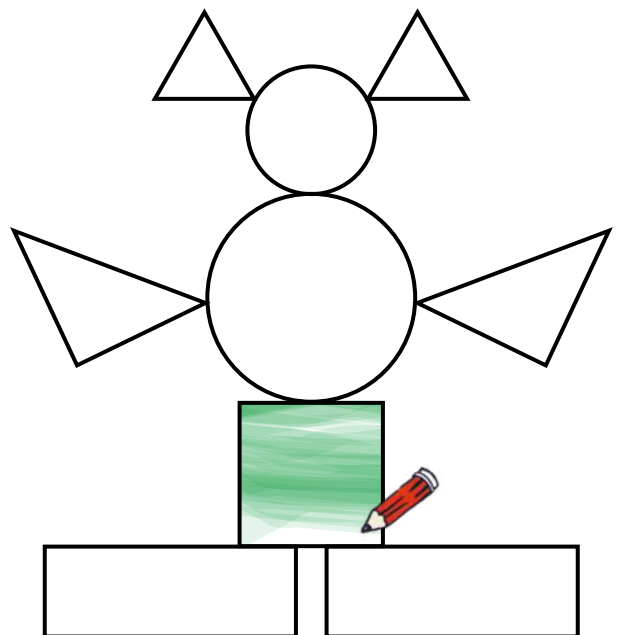
- Werk in pare saam.  
Work in pairs.
- Kies 'n getal.  
Choose a number.
- Wat is die volgende 10?  
What is the next 10?
- Hoe ver is dit tot by die volgende 10?  
How far to the next 10?
- Doen dit weer!  
Do it again!



**1** Benoem en kleur hierdie vorms in.

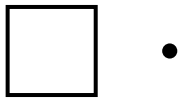
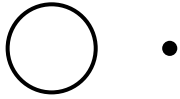
Name and colour these shapes.

	vierkant square	_____	groen green
	_____	_____	pienk pink
	_____	_____	rooi red
	_____	_____	blou blue
	_____	_____	geel yellow
	_____	_____	oranje orange



**2** Trek 'n lyn vanaf die 2D vorms om dit by die korrekte naam te pas.

Draw lines to match the 2-D shapes to the correct names.



• sirkel  
circle

• reghoek  
rectangle

• vierkant  
square

• driehoek  
triangle

**3** Knip die vorms op bladsy 103 uit en plak dit hier om by die korrekte name te pas.

Cut out the shapes on page 103 and paste them to match the correct names.

<p>sirkel circle</p>	<p>driehoek triangle</p>
<p>vierkant square</p>	<p>reghoek rectangle</p>

HOOFREKENE  
MENTAL MATHS

TEL VEELVOUDE  
VAN 10 OP  
ADD MULTIPLES OF 10





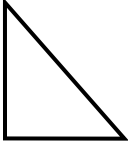
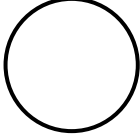


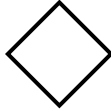

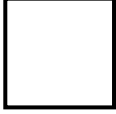
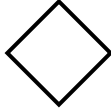

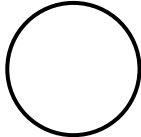
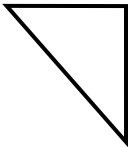
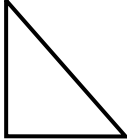

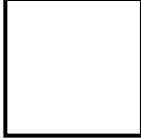
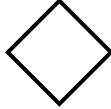

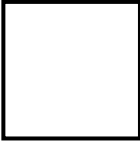



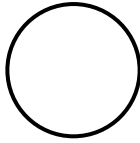
SPELETJIE  
GAME

KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

WERKKAARTE  
WORKSHEETS

**I** Kry die vorms.



Find the shapes.

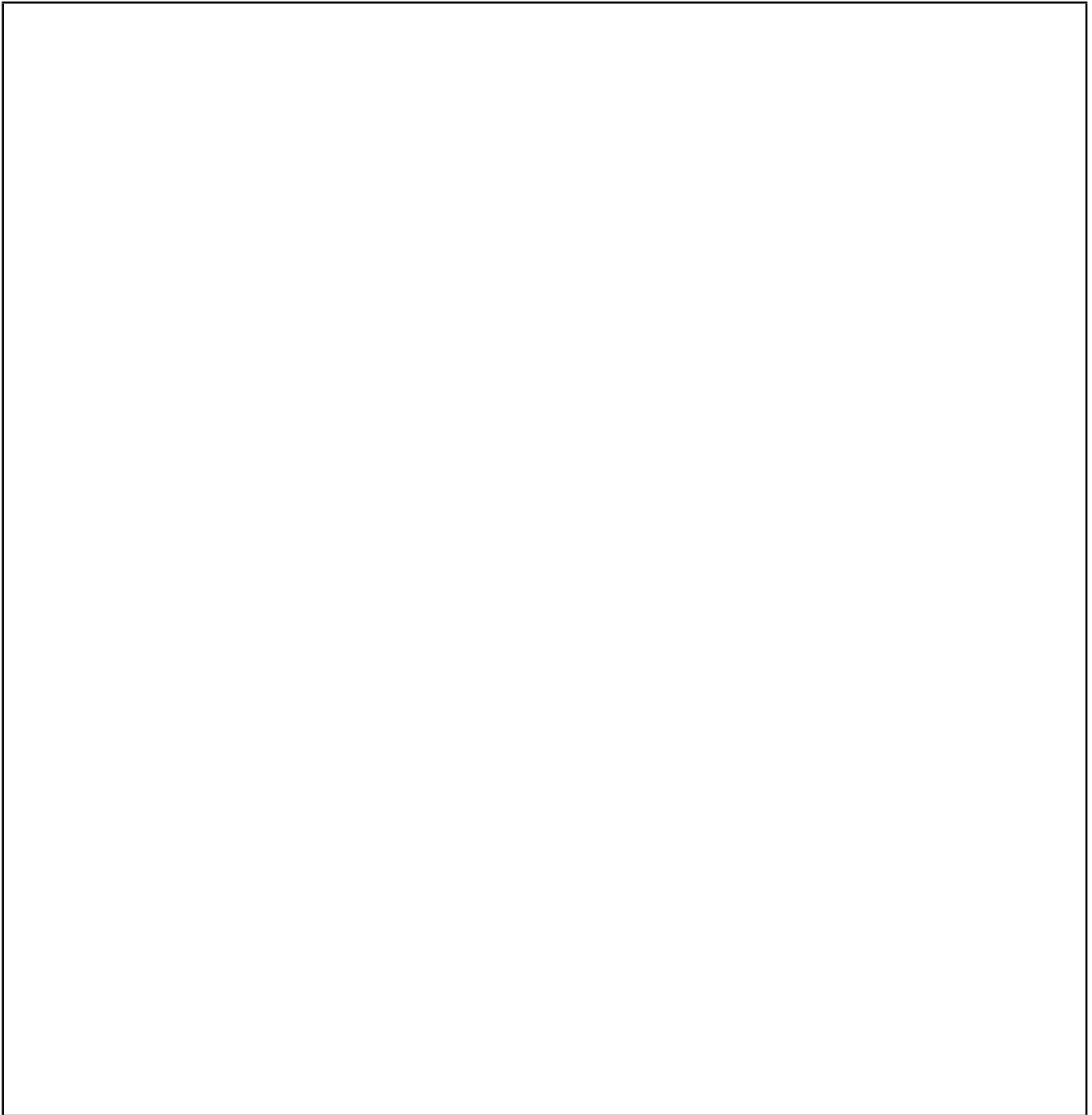
				
				
				
				
				

- Omkring die klein vierkante.  
Draw a circle around the small squares.
- Kleur al die groot vierkante in blou in.  
Colour all the big squares blue.
- Trek 'n kruisie (X) oor al die groot sirkels.  
Put a X on all the big circles.
- Kleur al die klein sirkels in rooi in.  
Colour all the small circles red.
- Maak 'n regmerk (✓) op al die groot reghoeke.  
Put a ✓ on all the big rectangles.
- Kleur al die klein reghoeke in groen in.  
Colour all the small rectangles green.
- Teken 'n \* op al die klein driehoeke.  
Put a \* on all the small triangles.
- Kleur al die groot driehoeke in blou in.  
Colour all the big triangles blue.

## 2 Gebruik al hierdie vorms om 'n dier te teken!

Draw an animal using all these shapes!

<p>sirkel circle</p> 	<p>driehoek triangle</p> 	<p>vierkant square</p> 	<p>reghoek rectangle</p> 
--	--	---	--



Watter dier het jy geteken?

What animal did you draw?

HOOFREKENE  
MENTAL MATHS

TREK VEELVOUDE  
VAN 10 AF  
SUBTRACT MULTIPLES OF 10

SPELETJIE  
GAME

KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

WERKKAARTE  
WORKSHEETS

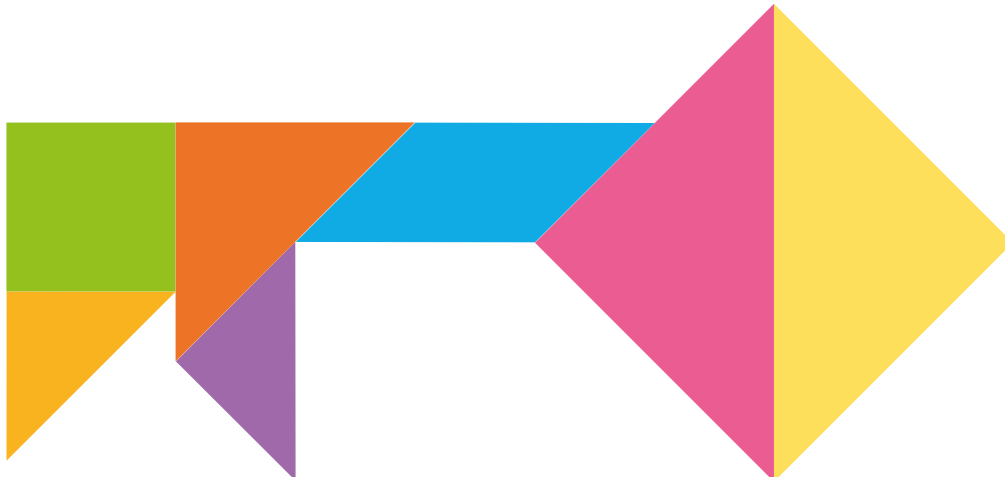
Knip die 7 vorms (wat 'n tangram genoem word) op bladsy 105 uit en gebruik dit dan om hierdie prent te maak.

Cut out the 7 shapes (called a tangram) on page 105 and use them to make this picture.

Maak hierdie vorm.  
Dit lyk soos 'n hemp.  
Make this shape.  
It looks like a shirt.



Maak hierdie vorm.  
Soos wat lyk dit?  
Make this shape.  
What does it look like?





Maak hierdie vorm.  
Soos wat lyk dit?  
Make this shape.  
What does it look like?



Maak hierdie vorm.  
Soos wat lyk dit?  
Make this shape.  
What does it look like?



HOOFREKENE  
MENTAL MATHS

TREK VEELVOUDE  
VAN 10 AF  
SUBTRACT MULTIPLES OF 10


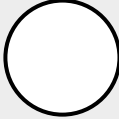


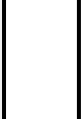
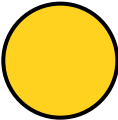
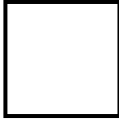
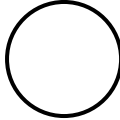
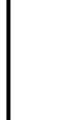


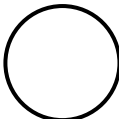
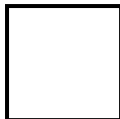

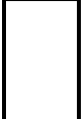

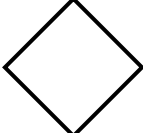
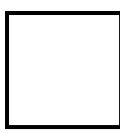
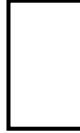

SPELETJIE  
GAME

KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

WERKKAARTE  
WORKSHEETS




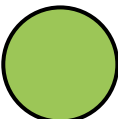

1 Kleur die vorm, wat by die eerste een in elke ry pas, liggies in.

Shade the shape that matches the first one in each row.

2 Skryf die naam van elke vorm neer.

Write the name of each shape.

	vierkant square 
	
	
	

### 3 Maak die sye blou.

Colour the sides blue.

### Kleure die hoeke in rooi in.

Colour the corners red.



	<p>sye sides</p> <p>4</p>		<p>sye sides</p>
	<p>hoeke corners</p> <p>4</p>		<p>hoeke corners</p>
	<p>sye sides</p>		<p>sye sides</p>
	<p>hoeke corners</p>		<p>hoeke corners</p>
	<p>sye sides</p>		<p>sye sides</p>
	<p>hoeke corners</p>		<p>hoeke corners</p>
	<p>sye sides</p>		<p>sye sides</p>
	<p>hoeke corners</p>		<p>hoeke corners</p>

WERKKAART  
WORKSHEET

WERKKAART  
WORKSHEET

## Kom ons praat Wiskunde!

Let's talk Maths!



In Afrikaans sê ons:

vierkant

driehoek

reghoek

sirkel

reguit sye

ronde sye

In English we say:

square

triangle

rectangle

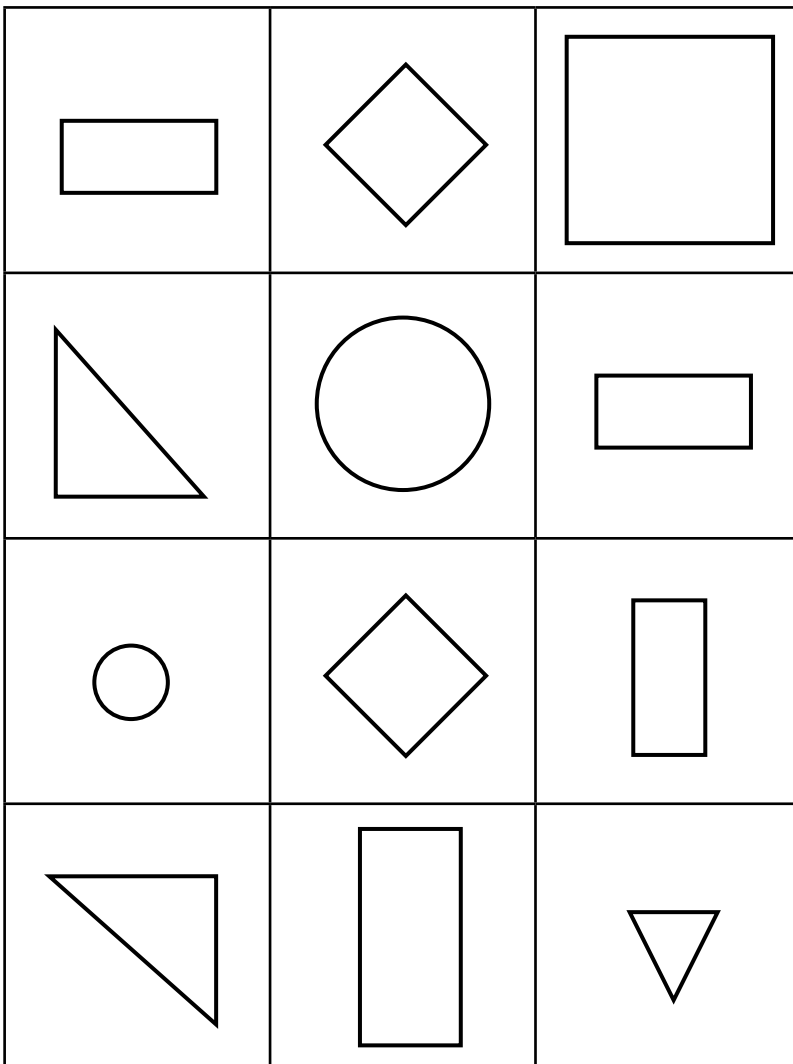
circle

straight sides

round sides

**1** Kry die vorms.

Find the shapes.



Teken 'n sirkel in die groot vierkant.

Draw a circle in the big square.

Sit 'n x op die klein sirkel.

Put a x on the small circle.

Kleur die groot reghoek in rooi in.


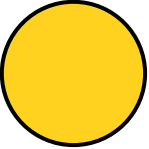
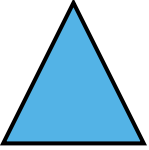

Colour the big rectangle red.

Kleur die klein driehoek in groen in.

Colour the small triangle green.




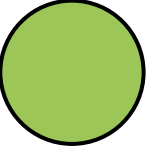


## 2 Vul die tabel in.

Fill in the table.

vorm shape	naam name	aantal hoeke number of corners
		
		
		
		

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

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

HOOFREKENE  
MENTAL MATHS

FIZZ POP - BREEK AF  
FIZZ POP - BREAK

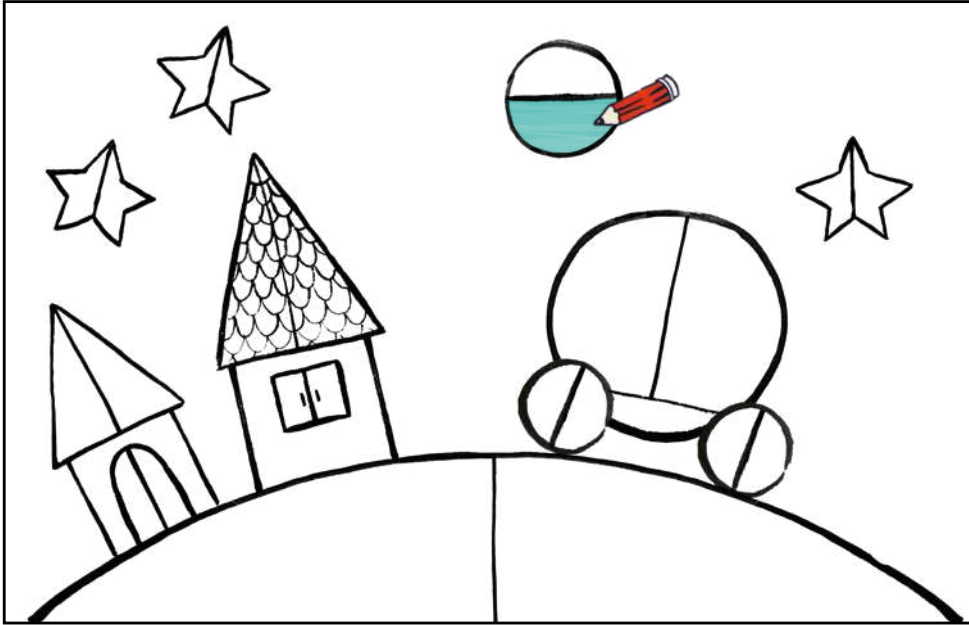
SPELETJIE  
GAME

KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

WERKKAARTE  
WORKSHEETS

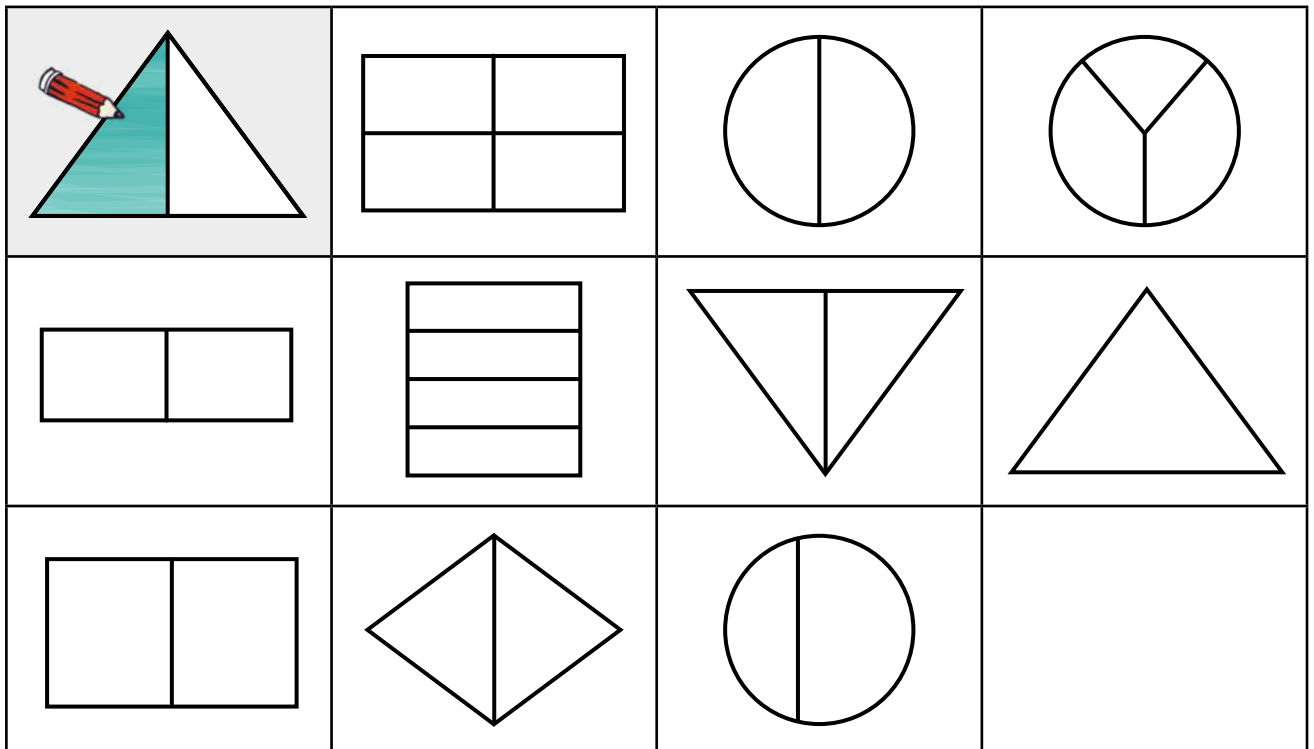
1 Kleur 'n halwe van elke vorm in.

Colour half of each shape.



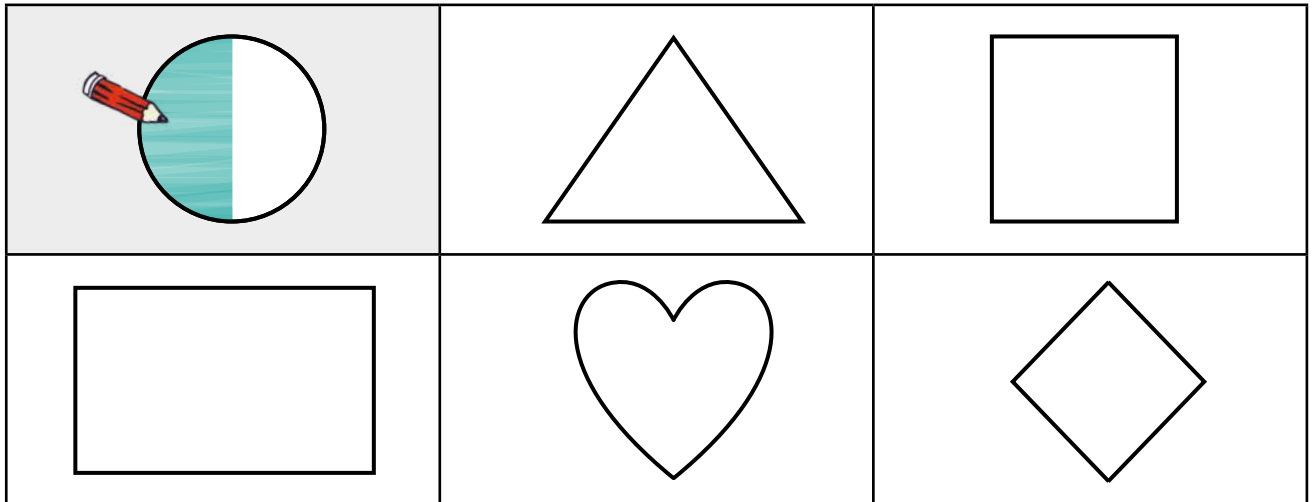
2 Kleur een halwe in van elke vorm wat in halwes verdeel is.

Colour one half of each shape that is divided into halves.



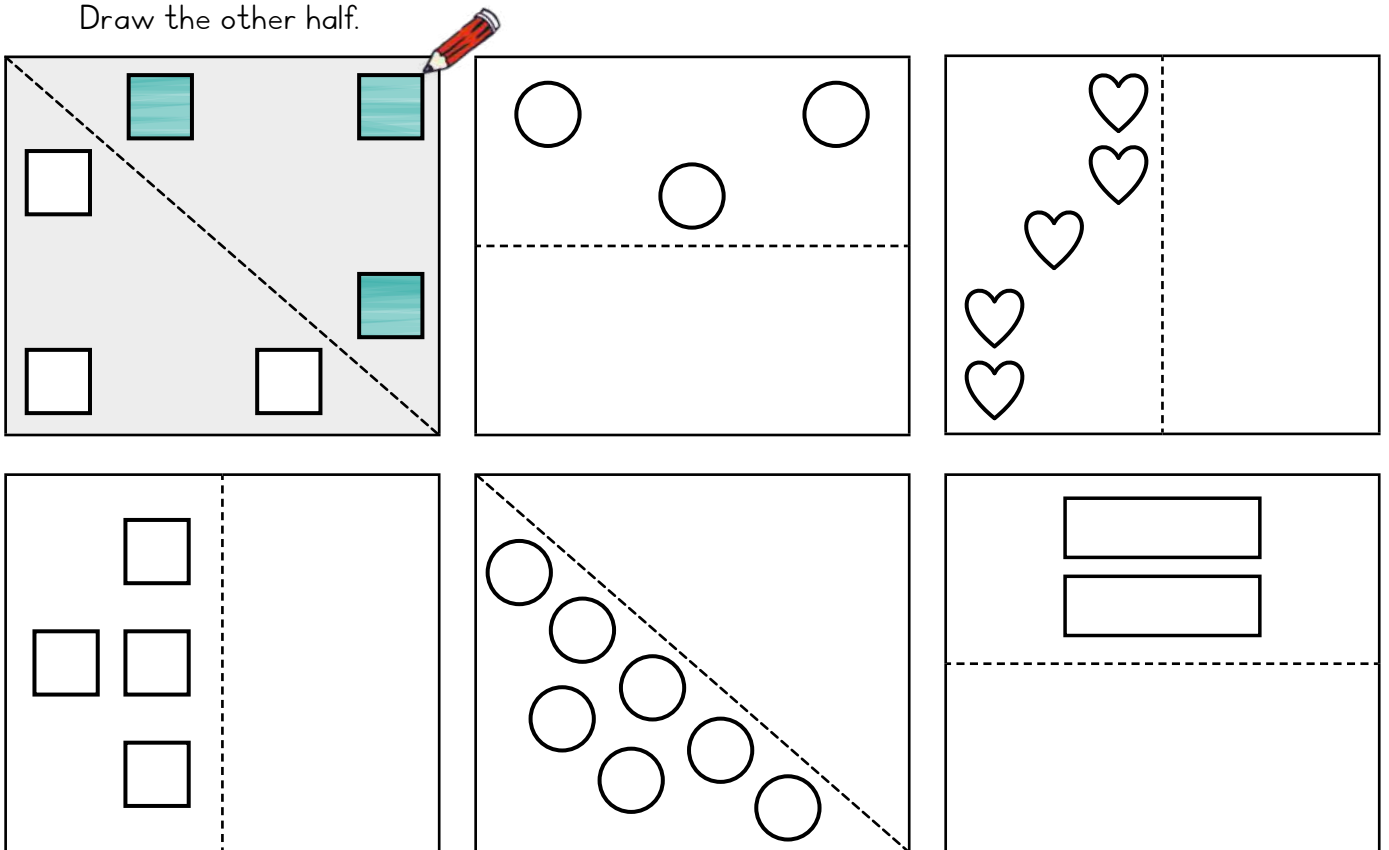
### 3 Kleur 'n halwe van elke vorm in.

Colour half of each shape.



### 4 Teken die ander helfte.

Draw the other half.



### 5 Trek na.

Trace.

halwe halwe half half

HOOFREKENE  
MENTAL MATHS

FIZZ POP - BOU OP  
FIZZ POP - BUILD

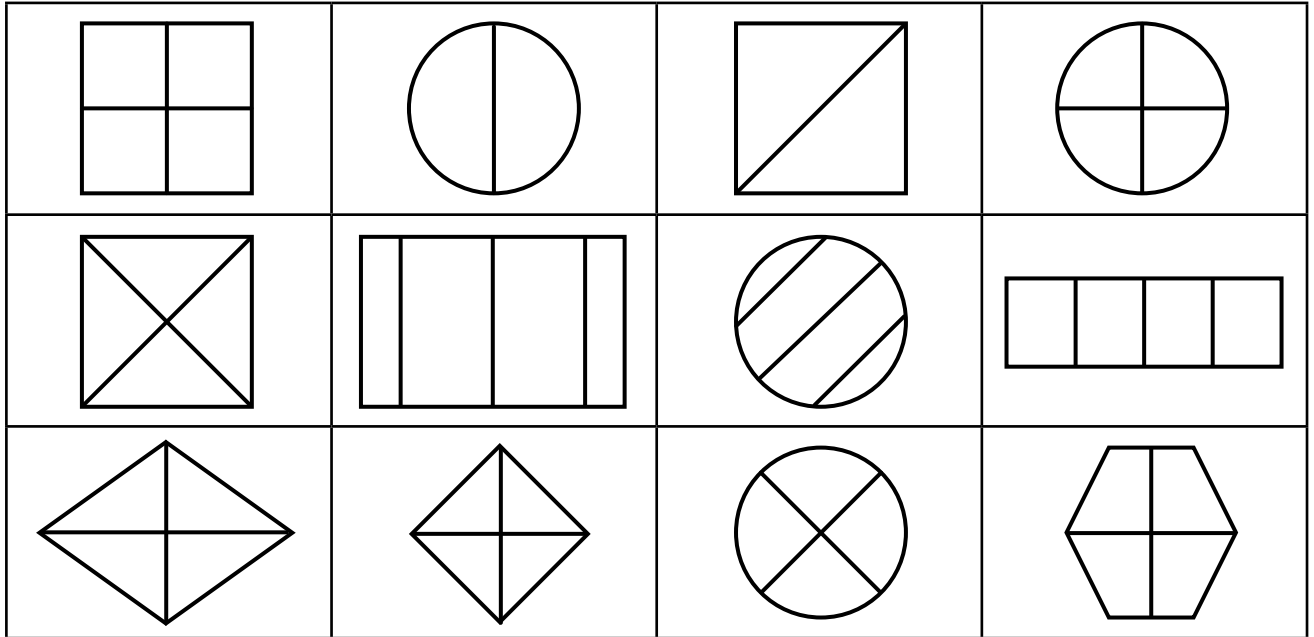
SPELETJIE  
GAME

KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

WERKKAARTE  
WORKSHEETS

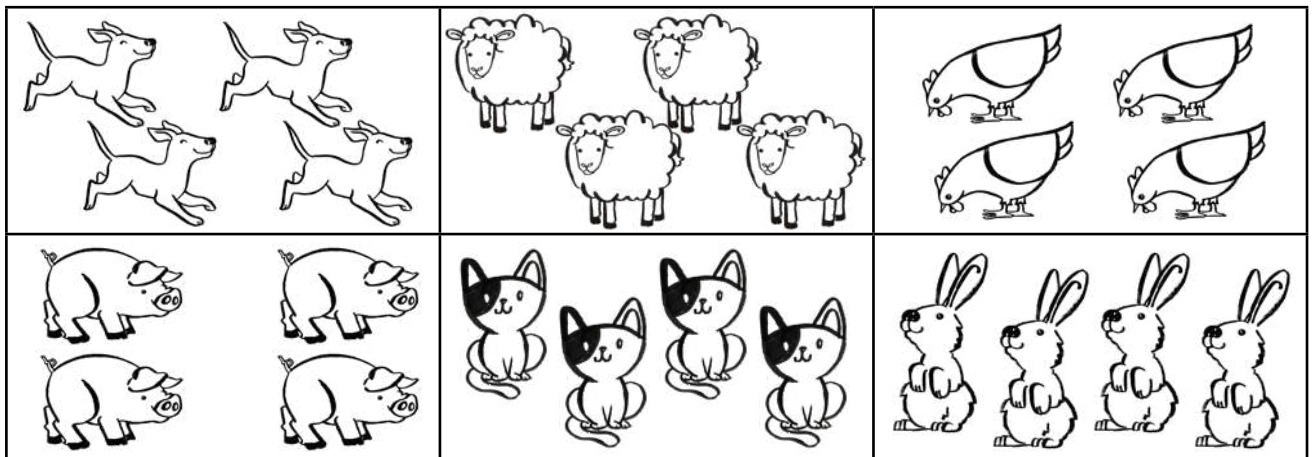
1 Kleur een kwart in van elke vorm wat in kwarte verdeel is.

Colour one quarter of each shape that is divided into quarters.



2 Kleur een kwart van elke groep diere in.

Colour in one quarter of each group of animals.



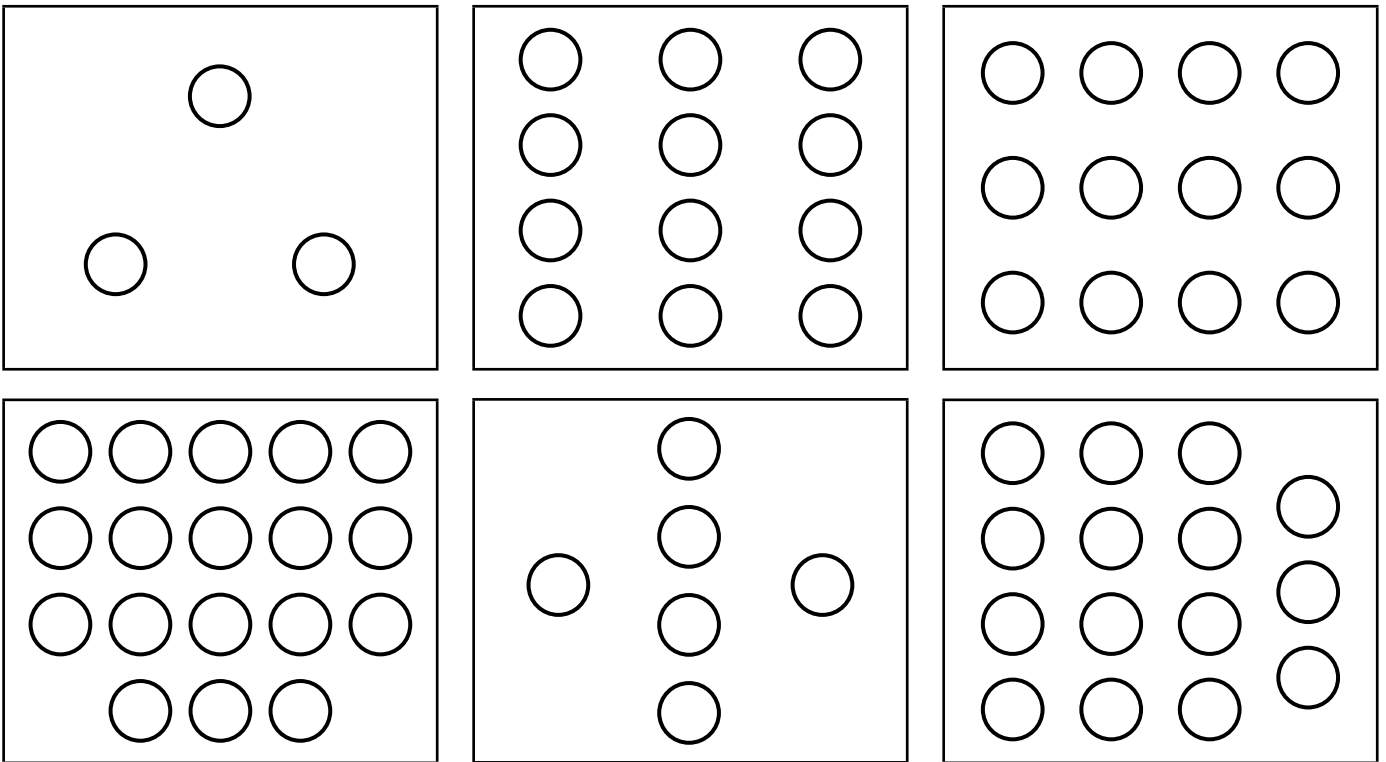
3 Trek na.

Trace.

kwart kwart quarter quarter

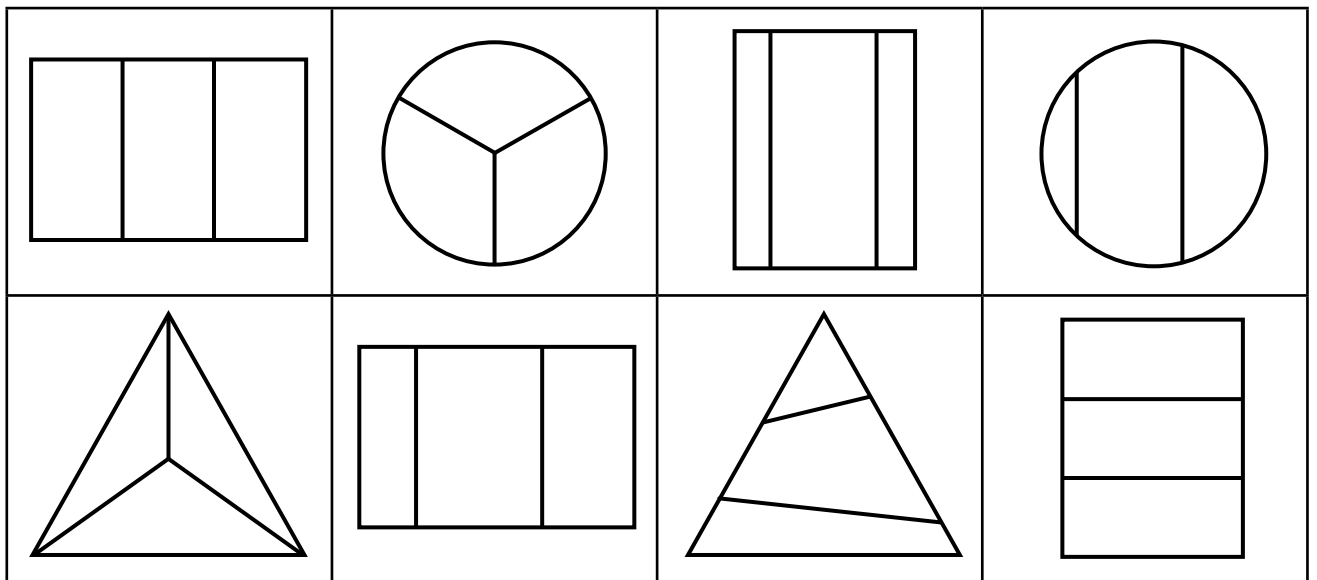
4 Kleur 'n derde van die vorms in.

Colour in a third of the shapes.



5 Kleur een derde in van elke vorm wat in derdes verdeel is.

Colour one third of each shape that is divided into thirds.



6 Trek na.

Trace.

derde derde third third

HOOFREKENE  
MENTAL MATHS

FIZZ POP - BREEK AF  
FIZZ POP - BREAK

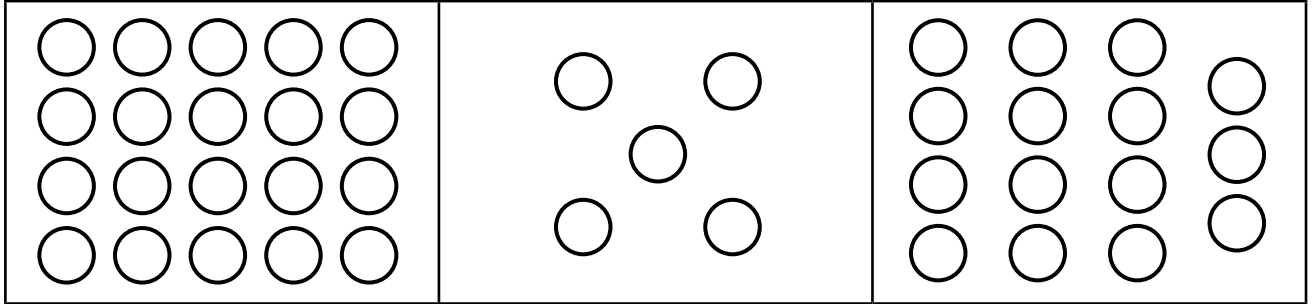
SPELETJIE  
GAME

KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

WERKKAART  
WORKSHEET

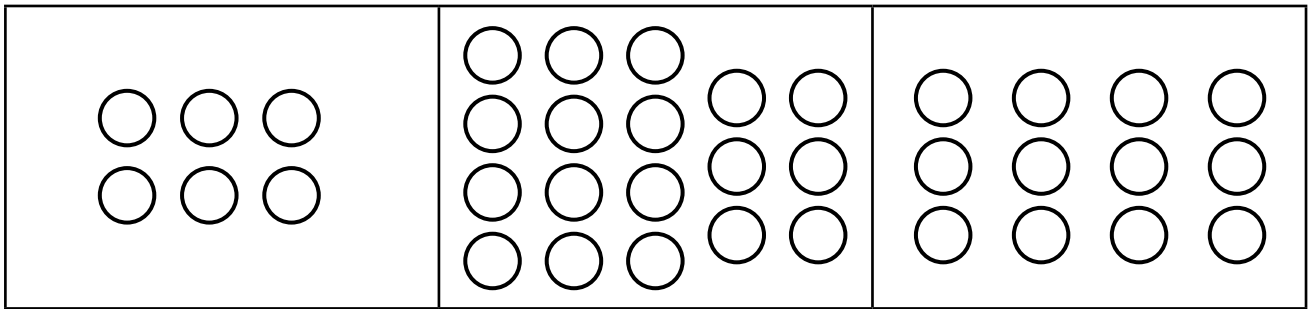
1 Kleur een vyfde in.

Colour in one fifth.



2 Kleur een sesde in.

Colour in one sixth.



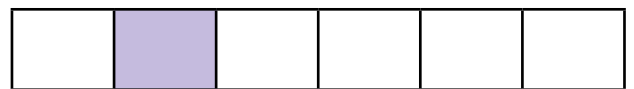
3 Voltooi.

Complete.



\_\_\_\_\_ deel van \_\_\_\_\_ ewe  
groot dele.

\_\_\_\_\_ part of \_\_\_\_\_ equal parts.



\_\_\_\_\_ deel van \_\_\_\_\_ ewe  
groot dele.

\_\_\_\_\_ part of \_\_\_\_\_ equal parts.

4 Trek na.

Trace.

vyfde    vyfde    fifth    fifth  
sesde    sesde    sixth    sixth

**Speletjie: Breuke**  
Game: Fractions

- Speel die speletjie saam met 'n maat.  
Maak beurte om eerste te gaan.  
Play with a friend. Take turns going first.
- Gooi die dobbelsteen en skuif jou teller.  
Roll the dice and move your counter.
- Sê die naam van die breuk hardop.  
Say the name of the fraction.
- Gooi weer as jy dit regkry.  
Roll again if you get it right.

**Slutelwoorde**

Key words

een halwe  
one half

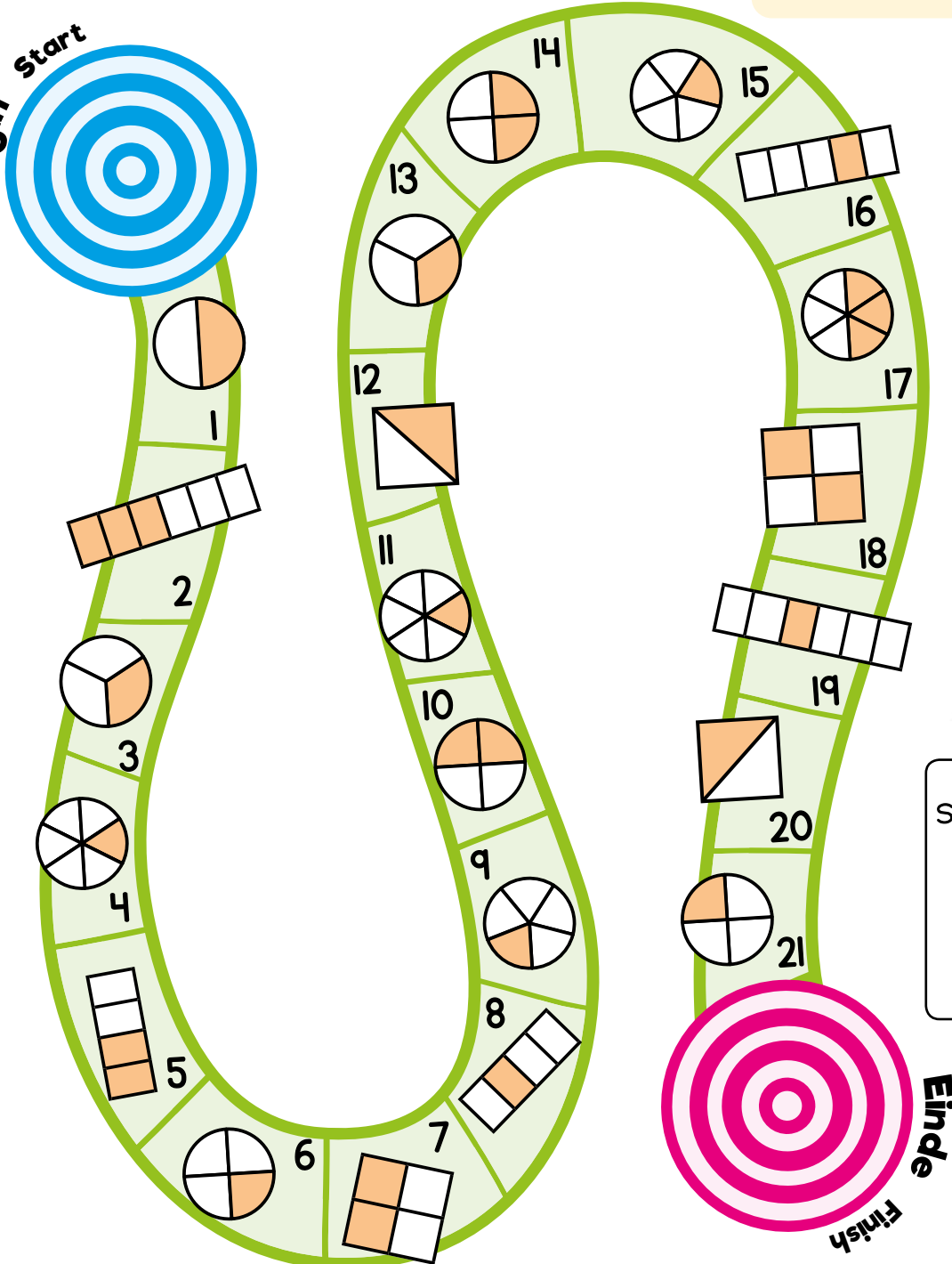
een derde  
one third

een vierde/kwart  
one fourth/quarter

een vyfde  
one fifth

een sesde  
one sixth

**Begin Start**



Speel weer.  
Skrif hierdie keer die breuk se naam neer.  
Play again.  
This time write the name of the fraction.

**Einde Finish**

HOOFREKENE  
MENTAL MATHS

FIZZ POP - BOU OP  
FIZZ POP - BUILD

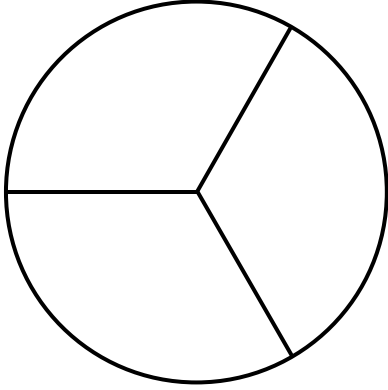
SPELETJIE  
GAME

KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

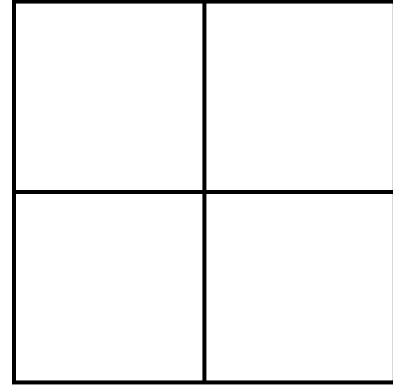
WERKKAARTE  
WORKSHEETS

1 Trek na. Kleur die dele in.

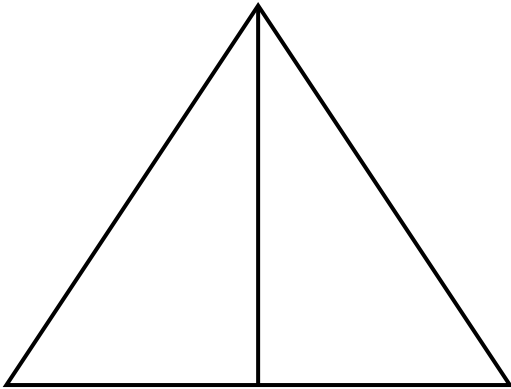
Trace. Colour the parts.



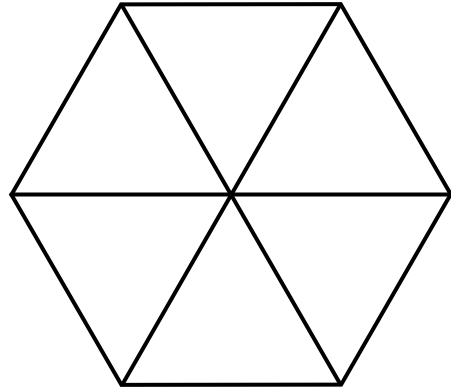
derde third



kwart quarter



halwe half



sesde sixth



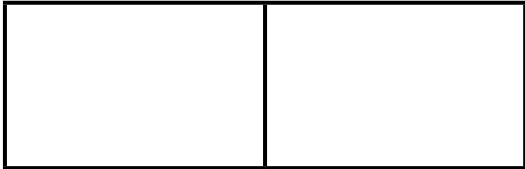
vyfde fifth

**2** Kleur een deel in.  
Trek die breuk se naam na.

Colour one part. Trace the name  
of the fraction.

As ek 'n brood onder  
2 kinders verdeel, kry een  
kind een halwe daarvan.

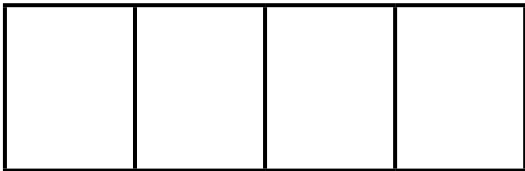
When I share 1 loaf  
between 2 children,  
one child gets one half.



een halwe  
one half



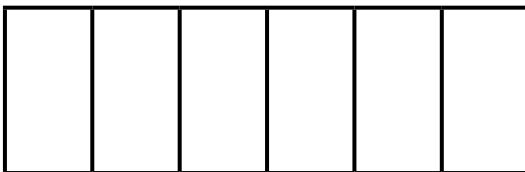
een derde  
one third



een kwart  
one quarter



een vyfde  
one fifth



een sesde  
one sixth

WERKKAART  
WORKSHEET

WERKKAART  
WORKSHEET

## Kom ons praat Wiskunde!

Let's talk Maths!

In Afrikaans sê ons:

een halwe

een van 2 ewe groot dele

een derde

een van 3 ewe groot dele

een kwart

een van 4 ewe groot dele

een vyfde

een sesde

In English we say:

one half

one of 2 equal parts

one third

one of 3 equal parts

one quarter

one of 4 equal parts

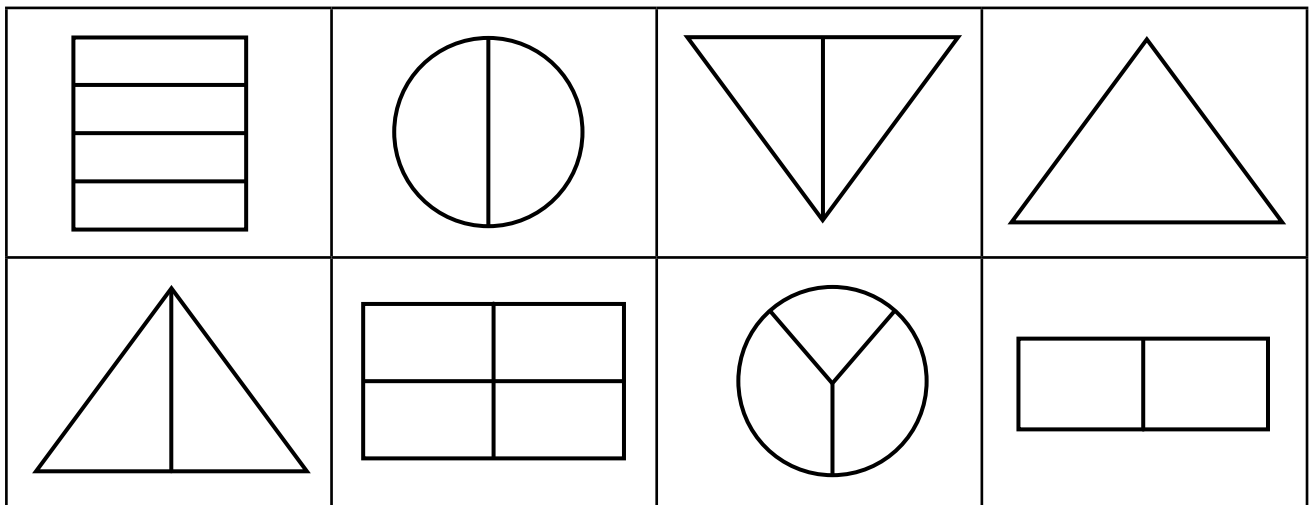
one fifth

one sixth



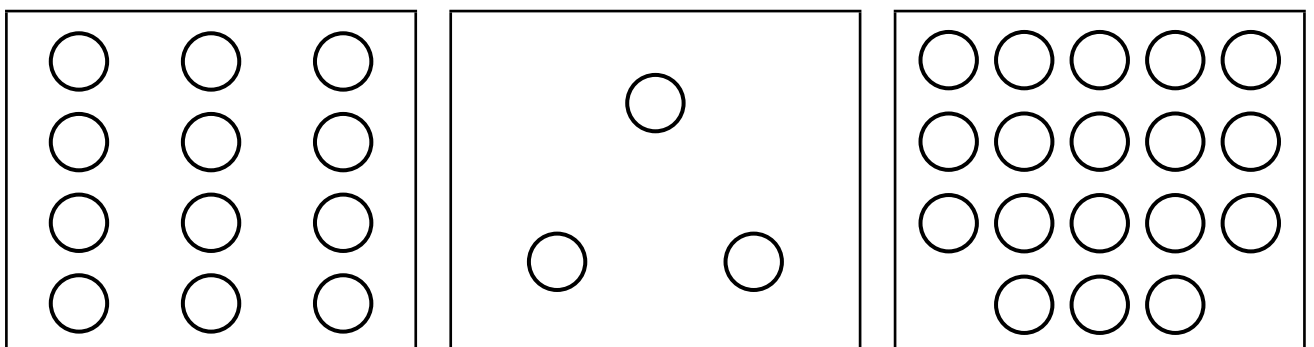
1 Kleur een halwe in van elke vorm wat in halwes verdeel is.

Colour one half of each shape that is divided into halves.



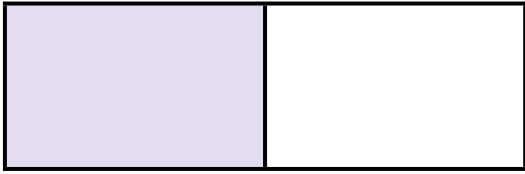
2 Kleur 'n derde van die vorms in.

Colour in a third of the shapes.



**3** Vul die ontbrekende dele in. Skryf dan die breuknaam neer.

Fill in the blanks. Write the fraction name.



\_\_\_\_\_ deel van \_\_\_\_\_ ewe  
groot dele: \_\_\_\_\_.

\_\_\_\_\_ part of \_\_\_\_\_ equal parts.

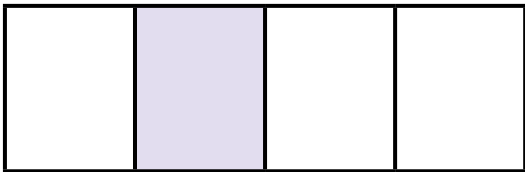
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\_\_\_\_\_ deel van \_\_\_\_\_ ewe  
groot dele: \_\_\_\_\_.

\_\_\_\_\_ part of \_\_\_\_\_ equal parts.

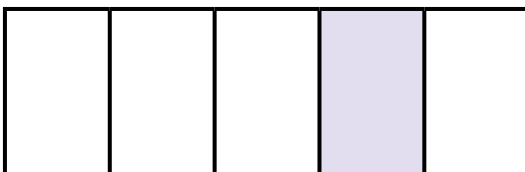
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\_\_\_\_\_ deel van \_\_\_\_\_ ewe  
groot dele: \_\_\_\_\_.

\_\_\_\_\_ part of \_\_\_\_\_ equal parts.

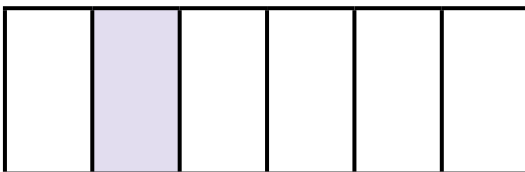
---



\_\_\_\_\_ deel van \_\_\_\_\_ ewe  
groot dele: \_\_\_\_\_.

\_\_\_\_\_ part of \_\_\_\_\_ equal parts.

---



\_\_\_\_\_ deel van \_\_\_\_\_ ewe  
groot dele: \_\_\_\_\_.

\_\_\_\_\_ part of \_\_\_\_\_ equal parts.

---

HOOFREKENE  
MENTAL MATHS

FIZZ POP - HALVEER  
FIZZ POP - HALVING

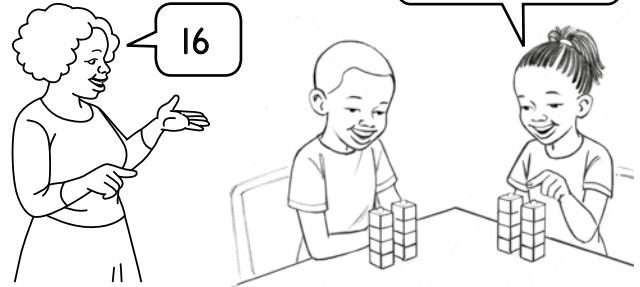
SPELETJIE  
GAME

KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

WERKKAARTE  
WORKSHEETS

**Speletjie: Deel!**  
Game: Sharing!

- Verbeel jou dat elke blokkie 'n lekker is.  
Imagine each block is a sweet!
- Jou juffrou roep 'n getal uit.  
Your teacher calls a number.
- Verdeel die lekkers gelykop onder 2 leerders.  
Share the sweets equally between 2 learners.
- Hoeveel lekkers kry elke leerder?  
How many does each learner get?



10 lekkers  
10 sweets

As ons 10 lekkers onder 2 leerders verdeel, kry elke leerder 'n halwe daarvan.  
When we share 10 sweets between 2 learners, each learner receives half.



6 lekkers  
6 sweets

$6 \div 2 = 3$

60 lekkers  
60 sweets

$60 \div 2 = 30$

6 wat onder 2 verdeel word is gelyk aan 3.  
Ek gee een lekker vir Vuyo en een vir Cebo totdat ek al die lekkers uitgedeel het.  
6 shared between 2 equals 3.  
I give one sweet to Vuyo, and one to Cebo until I share all the sweets.

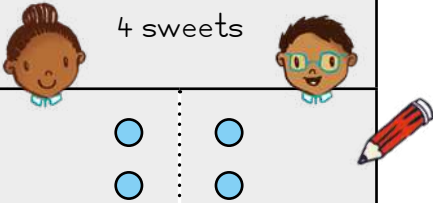
60 wat onder 2 verdeel word, is gelyk aan 30.  
Ek gee 10 lekkers vir Vuyo en 10 vir Cebo totdat ek al 60 lekkers uitgedeel het.  
Ek dink in 10'e.  
60 shared between 2 equals 30.  
I give 10 sweets to Vuyo, and 10 to Cebo until I share all 60 sweets. I think in 10s.



Verdeel lekkers gelykop onder 2 leerders. Hoeveel lekkers kry elke leerder?

Share sweets equally between 2 learners. How many sweets does each learner get?

4 lekkers  
4 sweets



$4 \div 2 = 2$

Ek verdeel 4 lekkers gelykop onder 2 leerders.  
'n Halwe van 4 lekkers is 2 lekkers.  
I share 4 sweets equally between 2 learners.  
Half of 4 sweets is 2 sweets.

40 lekkers  
40 sweets

$40 \div 2 = \underline{\quad}$

2 lekkers  
2 sweets

$2 \div 2 = \underline{\quad}$

20 lekkers  
20 sweets

$20 \div 2 = \underline{\quad}$

26 lekkers  
26 sweets

$26 \div 2 = \underline{\quad}$

10 lekkers  
10 sweets

$10 \div 2 = \underline{\quad}$

18 lekkers  
18 sweets

$18 \div 2 = \underline{\quad}$

14 lekkers  
14 sweets

$14 \div 2 = \underline{\quad}$

Verdeel met 'n res  
Sharing with a remainder

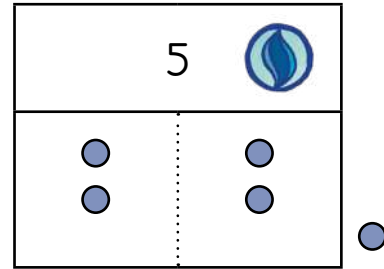
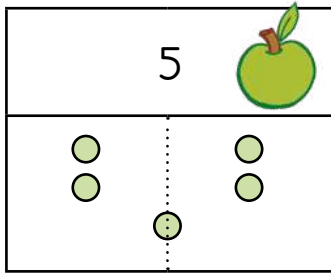
HOOFREKENE  
MENTAL MATHS

FIZZ POP - HALVEER  
FIZZ POP - HALVING

SPELETJIE  
GAME

KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

WERKKAARTE  
WORKSHEETS



Party goed kan in die helfte gesny word. Ons kan verdeel deur in die helfte te sny!

Ek verdeel 5 appels gelykop onder 2 leerders. Elke leerder kry 2 en 'n halwe appels.

Some things can be cut in half. We can share by cutting in half!

I share 5 apples equally between 2 learners. Each learner receives 2 and a half apples.

Party goed kan nie in die helfte gesny word nie. Wanneer ons iets uitdeel, bly daar soms daarvan oor.

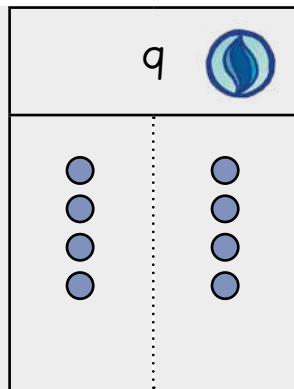
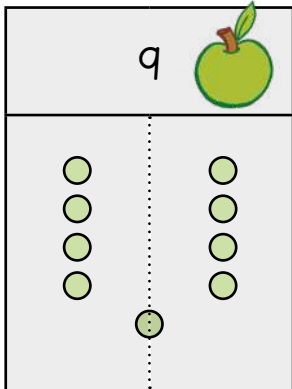
Ek verdeel 5 albasters gelykop onder 2 leerders. Elke leerder kry 2 albasters. Daar bly een albaster oor.


Some things cannot be cut in half. When we share, sometimes we have some left over.


I share 5 marbles equally between 2 learners. Each learner receives 2 marbles. There is one marble left over.

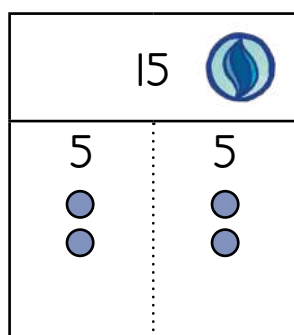
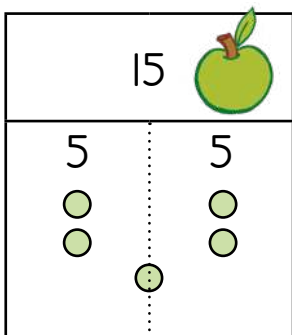
1 Verdeel gelykop onder 2 leerders. Hoeveel kry elke leerder?


Share equally between 2 learners. How many does each learner get?




  $9 \div 2 = \underline{4 \text{ en } 1 \text{ halwe}}$   
 $9 \div 2 = \underline{4 \text{ and } 1 \text{ half}}$

  $9 \div 2 = \underline{4 \text{ en een wat oor bly}}$   
 $9 \div 2 = \underline{4 \text{ and } 1 \text{ left over}}$



  $15 \div 2 = \underline{\hspace{2cm}}$   
 $15 \div 2 = \underline{\hspace{2cm}}$

  $15 \div 2 = \underline{\hspace{2cm}}$   
 $15 \div 2 = \underline{\hspace{2cm}}$

**2** Verdeel gelykop onder 2 leerders. Hoeveel kry elke leerder?  
Teken om dit op te los.

Share equally between 2 learners. How many does each learner receive? Draw to solve.



19

5	5
○	○
○	○
○	○
○	○
○	○
○	○

19

5	5
○	○
○	○
○	○
○	○
○	○
○	○

$19 \div 2 = \underline{9 \text{ en } 1 \text{ halwe}}$   
 $19 \div 2 = \underline{9 \text{ and } 1 \text{ half}}$

$19 \div 2 = \underline{9 \text{ en } 1 \text{ wat oorbly}}$   
 $19 \div 2 = \underline{9 \text{ and } 1 \text{ left over}}$

7


7


$7 \div 2 = \underline{\hspace{2cm}}$   
 $7 \div 2 = \underline{\hspace{2cm}}$

$7 \div 2 = \underline{\hspace{2cm}}$   
 $7 \div 2 = \underline{\hspace{2cm}}$

11


11


$11 \div 2 = \underline{\hspace{2cm}}$   
 $11 \div 2 = \underline{\hspace{2cm}}$

$11 \div 2 = \underline{\hspace{2cm}}$   
 $11 \div 2 = \underline{\hspace{2cm}}$

21


21


$21 \div 2 = \underline{\hspace{2cm}}$   
 $21 \div 2 = \underline{\hspace{2cm}}$

$21 \div 2 = \underline{\hspace{2cm}}$   
 $21 \div 2 = \underline{\hspace{2cm}}$

HOOFREKENE  
MENTAL MATHS

FIZZ POP - HALVEER  
FIZZ POP - HALVING

SPELETJIE  
GAME

KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

WERKKAARTE  
WORKSHEETS

1 Sam maak partytjiekies deur 5 lekkers in elke pakkie in te sit. Hoeveel partytjiekies kan sy met 30 lekkers maak?

Sam makes party packs by putting 5 sweets in each bag. How many party packs can she make with 30 sweets?

Wanneer ek weet hoeveel dinge daar in elke groep is, maar nie hoeveel groepe daar is nie, voer ek 'n **groepering-aksie** uit.

When I know how many things are in each group, but not how many groups there are, I do a **grouping** action.



5 lekkers in 1 pakkie.

5 sweets in 1 bag.



10 lekkers in 2 pakkies.

10 sweets in 2 bags.



15 lekkers in 3 pakkies.

15 sweets in 3 bags.



20 lekkers in 4 pakkies.

20 sweets in 4 bags.



25 lekkers in 5 pakkies.

25 sweets in 5 bags.



30 lekkers in 6 pakkies.

30 sweets in 6 bags.

$$30 \div 5 = \underline{6}$$

Sam kan 6 partytjiekies maak.

Sam can make 6 party packs.

Khanyi bak 45 koekies om by die skool te verkoop. Sy sit 5 koekies in elke boks in. Hoeveel bokse koekies kan sy verkoop?

Khanyi baked 45 biscuits to sell at school. She puts 5 biscuits in each box. How many boxes of biscuits can she sell?

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

Khanyi kan      bokse koekies verkoop.

Khanyi can sell      boxes of biscuits.

**2** Mali het 24 aartappels wat sy by haar stalletjie kan verkoop. Sy sit 3 aartappels in elke sakkie in. Hoeveel sakkies gebruik Mali?

Mali has 24 potatoes to sell at her stall. She puts 3 potatoes in every packet. How many packets does Mali use?



$\underline{\quad} \div \underline{\quad} = \underline{\quad}$   
 Mali gebruik  $\underline{\quad}$  sakkies.  
 Mali uses  $\underline{\quad}$  packets.

Bogosi en Luke pak 70 stoele in rye vir die saalbyeenkoms uit. Daar is 10 stoele in elke ry. Hoeveel rye stoele pak hulle uit?

Bogosi and Luke pack 70 chairs in rows for assembly. Each row has 10 chairs. How many rows of chairs do they pack?

$\underline{\quad} \div \underline{\quad} = \underline{\quad}$   
 Bogosi en Luke pak  $\underline{\quad}$  rye stoele uit.  
 Bogosi and Luke pack  $\underline{\quad}$  rows of chairs.

Samir bou torings met sy blokkies. Elke toring word van 4 blokkies gemaak. Hoeveel torings kan Samir met 28 blokkies bou?

Samir uses his blocks to build towers. Every tower is made up of 4 blocks. How many towers can Samir build with 28 blocks?

$\underline{\quad} \div \underline{\quad} = \underline{\quad}$   
 Samir kan  $\underline{\quad}$  torings bou.  
 Samir can build  $\underline{\quad}$  towers.

HOOFREKENE  
MENTAL MATHS

FIZZ POP - HALVEER  
FIZZ POP - HALVING

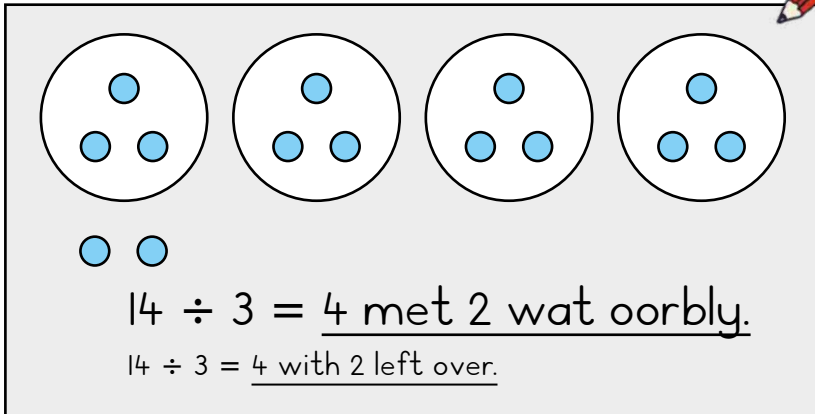
SPELETJIE  
GAME

KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

WERKKAARTE  
WORKSHEETS

1 Sit 14 albasters in groepe van 3. Hoeveel groepe kan jy maak?

Put 14 marbles into groups of 3. How many groups can you make?



$14 \div 3 = 4$  met 2 wat oorbly.  
 $14 \div 3 = 4$  with 2 left over.



Soms bly daar dinge oor nadat ek dit gegroepeer het.

Sometimes I have things left over after I group them.

Die boer plant 44 wortels in sakke. Hy plant 10 wortels in elke sak. Hoeveel sakke kan hy maak?

The farmer puts 44 carrots in bags. He puts 10 carrots in each bag. How many bags can he make?

$44 \div 10 = \underline{\quad}$  met  $\underline{\quad}$   
 wat oorbly.

$44 \div 10 = \underline{\quad}$  with  $\underline{\quad}$  left over.

Phumla het 25 blomme. Sy sit 4 blomme in elke vaas in. Hoeveel vase het Phumla nodig?

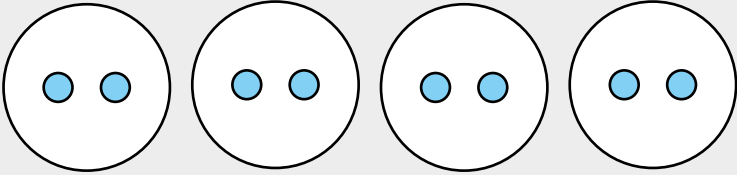
Phumla has 25 flowers. She puts 4 flowers in each vase. How many vases will Phumla need?

$25 \div 4 = \underline{\quad}$  met  $\underline{\quad}$   
 wat oorbly.

$25 \div 4 = \underline{\quad}$  with  $\underline{\quad}$  left over.

## 2 Sit 8 albasters in groepe van 2. Hoeveel groepe kan jy maak?

Put 8 marbles into groups of 2. How many groups can you make?


$$8 \div 2 = \underline{4} \text{ met } \underline{0} \text{ wat oorbly.}$$
$$8 \div 2 = \underline{4} \text{ with } \underline{0} \text{ left over.}$$

## Sit 10 albasters in groepe van 4. Hoeveel groepe kan jy maak?

Put 10 marbles into groups of 4. How many groups can you make?

Onthou, wanneer ons ewe groot groepe maak, bly daar soms albasters oor.

Remember, when we make equal groups, sometimes we have some left over.


$$10 \div 4 = \underline{\quad} \text{ met } \underline{\quad} \text{ wat oorbly.}$$
$$10 \div 4 = \underline{\quad} \text{ with } \underline{\quad} \text{ left over.}$$

## Refeilwe pak appels in sakke. Sy sit 5 appels in elke sak. Hoeveel sakke appels kan sy pak as sy 27 appels het?

Refeilwe is packing bags of apples. She puts 5 apples in each bag. How many bags of apples will she pack if she has 27 apples?

$$27 \div 5 = \underline{\quad} \text{ met } \underline{\quad} \text{ wat oorbly.}$$
$$27 \div 5 = \underline{\quad} \text{ with } \underline{\quad} \text{ left over.}$$

## Mandla het 14 plakkers om met sy maats te deel. Hy gee 3 plakkers vir elke maat. Hoeveel maats kan plakkers kry?

Mandla has 14 stickers to share with his friends. He gives 3 stickers to each friend. How many friends will get stickers?

$$14 \div 3 = \underline{\quad} \text{ met } \underline{\quad} \text{ wat oorbly.}$$
$$14 \div 3 = \underline{\quad} \text{ with } \underline{\quad} \text{ left over.}$$

## Kom ons praat Wiskunde!

Let's talk Maths!



In Afrikaans sê ons:

verdeel

deel

Verdeel 5 appels onder 2 leerders.

Elke leerder kry 2 en 'n half.

Verdeel 5 albasters onder 2 leerders.

Elke leerder kry 2.

Daar bly een oor.

Deel 5 deur 2.

In English we say:

share

divide

Share 5 apples between 2 learners.

Each learner receives 2 and a half.

Share 5 marbles between 2 learners.

Each learner receives 2.

There is one left over.

Divide 5 by 2.

**I** Verdeel 12 albasters gelykop onder 4 leerders.

Share 12 marbles equally between 4 learners.

$12 \div 4 = \underline{\quad}$  met  $\underline{\quad}$   
wat oorbly.

$12 \div 4 = \underline{\quad}$  with  $\underline{\quad}$  left over.

Verdeel 11 albasters gelykop onder 4 leerders.

Share 11 marbles equally between 4 learners.

$11 \div 4 = \underline{\quad}$  met  $\underline{\quad}$   
wat oorbly.

$11 \div 4 = \underline{\quad}$  with  $\underline{\quad}$  left over.

## 2 Hoeveel pizzas is daar?

How many pizzas?



## 3 Brei uit deur in 5's te tel.

Extend by counting in 5s.

	50	45							
--	----	----	--	--	--	--	--	--	--

$58 - 5 = \underline{\quad}$	$34 - 5 = \underline{\quad}$	$39 - 4 = \underline{\quad}$
$28 + 5 = \underline{\quad}$	$35 - 7 = \underline{\quad}$	$44 - 7 = \underline{\quad}$

$36 + 30 = \underline{\quad}$	$42 + 30 = \underline{\quad}$	$2 + 40 = \underline{\quad}$
$56 - 20 = \underline{\quad}$	$72 - 30 = \underline{\quad}$	$91 - 40 = \underline{\quad}$

	34	25
17    18	14	17

$2 \times 4 = \underline{\quad}$	$2 \times 5 = \underline{\quad}$	$2 \times 10 = \underline{\quad}$
$5 \times 2 = \underline{\quad}$	$5 \times 3 = \underline{\quad}$	$5 \times 5 = \underline{\quad}$

Halveer: Half:	9		18	
Verdubbel: Double:	9		18	

HOOFREKENE  
MENTAL MATHS

INVERSE BEWERKINGS  
INVERSE OPERATIONS

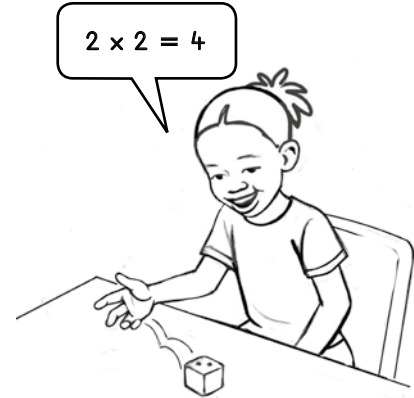
SPELETJIE  
GAME

WERKKAARTE  
WORKSHEETS

## Speletjie: Vinnige wiskunde met dobbelstene - vermenigvuldig met 2

Game: Fast maths with dice - multiply by 2

- Gooi 'n dobbelsteen.  
Roll a dice.
- Vermenigvuldig hierdie getal met 2.  
Doen dit weer. Vinniger!  
Multiply the number by 2. Do it again. Faster!
- Speel hierdie week deur met 2, 5 en 10 te vermenigvuldig!  
Play multiply by 2, 5 and 10 this week!



1 Teken  $\textcircled{10}$  om 'n 10 te wys. Teken 'n  $\textcircled{\bullet}$  om 'n 1 te wys.

Draw  $\textcircled{10}$  to show 10. Draw  $\textcircled{\bullet}$  to show 1.

57

57 = \_\_\_\_\_

73

73 = \_\_\_\_\_

2 Los op!

Solve!

$10 + \underline{\quad} = 19$	$20 + \underline{\quad} = 25$	$30 + \underline{\quad} = 37$
-------------------------------	-------------------------------	-------------------------------

3 Teken ⑩ om 'n 10 te wys. Teken 'n ○ om 'n 1 te wys.

Draw ⑩ to show 10. Draw ○ to show 1.

47 = \_\_\_\_\_



47 = \_\_\_\_\_

52 = \_\_\_\_\_



52 = \_\_\_\_\_

38 = \_\_\_\_\_



38 = \_\_\_\_\_

4 Breek in 10'e en 1'e af.

Break down into 10s and 1s.

28 = \_\_\_\_\_

28 = \_\_\_\_\_

43 = \_\_\_\_\_

43 = \_\_\_\_\_

59 = \_\_\_\_\_

59 = \_\_\_\_\_

84 = \_\_\_\_\_

84 = \_\_\_\_\_

HOOFREKENE  
MENTAL MATHS

INVERSE BEWERKINGS  
INVERSE OPERATIONS

SPELETJIE  
GAME

WERKKAARTE  
WORKSHEETS

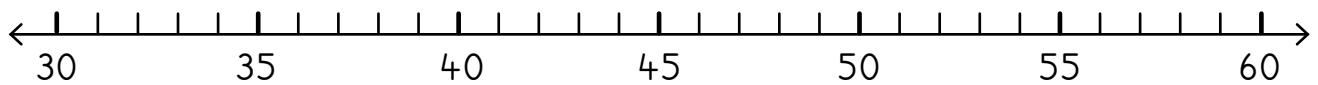
1 Los op! Gebruik jou blokkies.

Solve! Use your blocks.

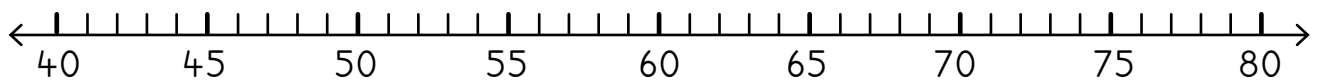
$4 + 4 = \underline{\quad}$	$5 + 3 = \underline{\quad}$	$4 + 5 = \underline{\quad}$
$40 + 40 = \underline{\quad}$	$50 + 30 = \underline{\quad}$	$40 + 50 = \underline{\quad}$
$8 - 3 = \underline{\quad}$	$9 - 6 = \underline{\quad}$	$10 - 3 = \underline{\quad}$
$80 - 30 = \underline{\quad}$	$90 - 60 = \underline{\quad}$	$100 - 30 = \underline{\quad}$

2 Los op met 'n getallelyn.

Solve using the number line.



$56 - 20 = \underline{\quad}$



$78 - 30 = \underline{\quad}$

3 Los op met die getaltabel.

Solve using the number table.

Sonke het gedurende die vakansie 25 bladsye ge lees.  
Emma het 20 bladsye meer as Sonke ge lees.  
Hoeveel bladsye het Emma ge lees?

Sonke read 25 pages over the holiday. Emma read 20 more pages than Sonke. How many pages did Emma read?


#### 4 Los op.

Solve.

$41 + 5 = \underline{\quad}$	$65 + 5 = \underline{\quad}$	$47 - 5 = \underline{\quad}$	$60 - 4 = \underline{\quad}$
$36 + 4 = \underline{\quad}$	$57 + 4 = \underline{\quad}$	$69 - 4 = \underline{\quad}$	$50 - 2 = \underline{\quad}$
$52 + 7 = \underline{\quad}$	$72 + 6 = \underline{\quad}$	$58 - 6 = \underline{\quad}$	$70 - 3 = \underline{\quad}$

Noni het 51 kilometer gery.  
Toe ry sy 5 kilometer meer.  
Hoeveel kilometer het sy  
altesame gery?

Noni has driven 51 kilometres. She drives  
5 kilometres more. How many kilometres has  
she driven altogether?

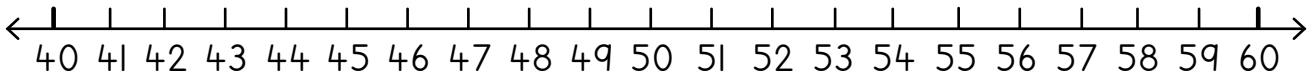
Sane het laas week  
32 kilometer gehardloop.  
Milisa het 4 kilometer  
minder gehardloop.

Hoeveel kilometer het Milisa  
gehardloop?

Sane ran 32 kilometres last week. Milisa ran  
4 less. How many kilometres did Milisa run?

#### 5 Los op. Gebruik die getallelyn om jou te help.

Solve. Use the number line for help.



$56 + 4 = \underline{\quad}$	$48 + 5 = \underline{\quad}$	$60 - 4 = \underline{\quad}$	$52 - 5 = \underline{\quad}$
$46 + 7 = \underline{\quad}$	$45 + 7 = \underline{\quad}$	$50 - 6 = \underline{\quad}$	$53 - 7 = \underline{\quad}$

Tannie Ntombi verkoop 42 skons.  
Toe verkoop sy 7 skons meer.  
Hoeveel skons verkoop  
sy altesame?



Sis Ntombi sold 42 scones. She sells 7 more.  
How many scones does she sell altogether?

Lwazi het R60. Hy koop  
appels vir R8. Hoeveel  
geld bly daar oor?

Lwazi has R60. He buys apples for  
R8. How much money does he  
have left?

HOOFREKENE  
MENTAL MATHS

INVERSE BEWERKINGS  
INVERSE OPERATIONS

SPELETJIE  
GAME

WERKKAARTE  
WORKSHEETS

1 Ek verdeel gelykop onder 2 leerders. Hoeveel kry elke leerder?

I share equally between 2 learners. How many does each learner get?

'n Halwe van: Half of:			
4		14	
10		20	
50		100	

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


3

Verdubbel 5 Double 5
⋮
5 verdubbel is ____. Double 5 is ____.

Verdubbel 15 Double 15
⋮
15 verdubbel is ____. Double 15 is ____.


Verdubbel 25 Double 25
⋮
25 verdubbel is ____. Double 25 is ____.

**4**



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

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



Hoeveel leerders? How many learners?	
Hoeveel vingers? How many fingers?	

leerders learners	1	2	3	4	5	6	7	8	9	10
vingers fingers										

**5** Bereken.

Calculate.

$2 \times 3 = \underline{\quad}$	$2 \times 5 = \underline{\quad}$	$2 \times 6 = \underline{\quad}$	$2 \times 2 = \underline{\quad}$
$2 \times 1 = \underline{\quad}$	$2 \times 4 = \underline{\quad}$	$2 \times 8 = \underline{\quad}$	$2 \times 10 = \underline{\quad}$

**6** Een lekker kos R2. Hoeveel betaal ek vir:



One sweet costs R2. How much do I pay for:



3 lekkers 3 sweets		5 lekkers 5 sweets	
6 lekkers 6 sweets		10 lekkers 10 sweets	


HOOFREKENE  
MENTAL MATHS

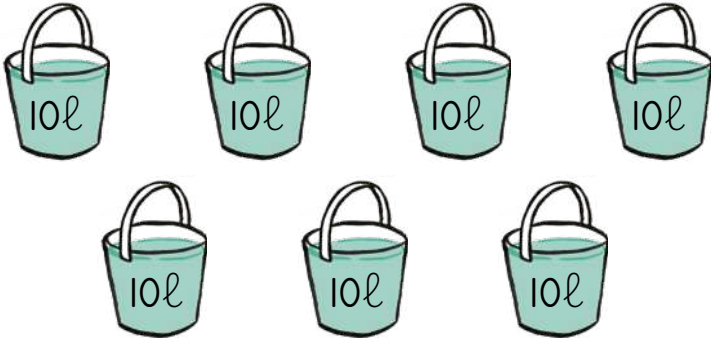
INVERSE BEWERKINGS  
INVERSE OPERATIONS

SPELETJIE  
GAME

WERKKAARTE  
WORKSHEETS

1

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

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

3 emmers: Hoeveel liter? 3 buckets, how many litres?		6 emmers: Hoeveel liter? 6 buckets, how many litres?	
4 emmers: Hoeveel liter? 4 buckets, how many litres?		10 emmers: Hoeveel liter? 10 buckets, how many litres?	

2 Bereken.

Calculate.

$10 \times 3 = \underline{\quad}$	$10 \times 5 = \underline{\quad}$	$10 \times 6 = \underline{\quad}$	$10 \times 2 = \underline{\quad}$
$10 \times 1 = \underline{\quad}$	$10 \times 4 = \underline{\quad}$	$10 \times 8 = \underline{\quad}$	$10 \times 10 = \underline{\quad}$


3 Een boksie sap kos R10. Wat betaal ek vir:

One juice costs R10. What do I pay for:



3 boksies sap? 3 juices?		5 boksies sap? 5 juices?	
6 boksies sap? 6 juices?		11 boksies sap? 11 juices?	

4

	Hoeveel sakkies? How many bags?	
	Hoeveel appels? How many apples?	

	Hoeveel sakkies? How many bags?	
	Hoeveel appels? How many apples?	

4 sakkies: Hoeveel appels? 4 bags, how many apples?		5 sakkies: Hoeveel appels? 5 bags, how many apples?	
6 sakkies: Hoeveel appels? 6 bags, how many apples?		10 sakkies: Hoeveel appels? 10 bags, how many apples?	

## 5 Bereken.

Calculate.

$5 \times 3 = \underline{\quad}$	$5 \times 5 = \underline{\quad}$	$5 \times 6 = \underline{\quad}$	$5 \times 2 = \underline{\quad}$
$5 \times 1 = \underline{\quad}$	$5 \times 4 = \underline{\quad}$	$5 \times 8 = \underline{\quad}$	$5 \times 10 = \underline{\quad}$

## 6 Bereken. Gebruik jou vingers om jou te help onthou!

Calculate. Use your fingers to keep track!

Hoeveel 5's is daar in 20? How many 5s in 20?		Hoeveel 5's is daar in 25? How many 5s in 25?	
Hoeveel 5's is daar in 30? How many 5s in 30?		Hoeveel 5's is daar in 50? How many 5s in 50?	

HOOFREKENE  
MENTAL MATHS

INVERSE BEWERKINGS  
INVERSE OPERATIONS

SPELETJIE  
GAME

WERKKAARTE  
WORKSHEETS

## Speletjie: Breuke

Game: Fractions

- Speel dit saam met 'n maat.  
Maak beurte om eerste te gaan.  
Play with a friend. Take turns going first.
- Gooi die dobbelsteen en skuif jou teller.  
Roll the dice and move your counter.
- Sê die naam van die breuk.  
Say the name of the fraction.
- Gooi weer as jy dit regkry.  
Roll again if you get it right.

### Sleutelwoorde

Key words

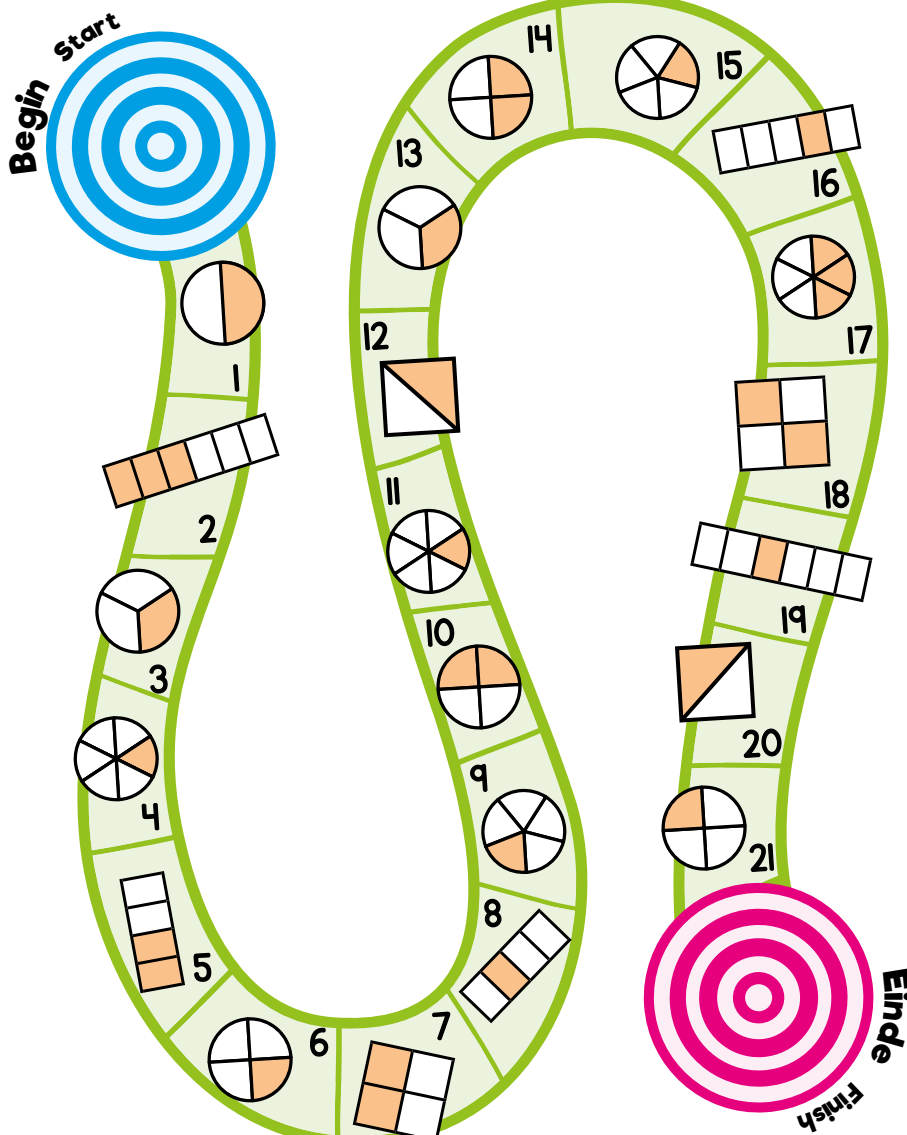
een halwe  
one half

een derde  
one third

een vierde/kwart  
one fourth/quarter

een vyfde  
one fifth

een sesde  
one sixth





Speel weer.  
Skryf hierdie keer  
die naam van die  
breuk neer.


Play again.  
This time write  
the name of the  
fraction.

**1** Verdeel gelykop onder 2 leerders. Hoeveel kry elke leerder?  
Teken om dit op te los.


Share equally between 2 learners. How many does each learner receive? Draw to solve.

9	


9	


  $9 \div 2 =$  \_\_\_\_\_


$9 \div 2 =$  \_\_\_\_\_

  $9 \div 2 =$  \_\_\_\_\_


$9 \div 2 =$  \_\_\_\_\_

7	


7	


  $7 \div 2 =$  \_\_\_\_\_


$7 \div 2 =$  \_\_\_\_\_

  $7 \div 2 =$  \_\_\_\_\_


$7 \div 2 =$  \_\_\_\_\_

11	

11	

  $11 \div 2 =$  \_\_\_\_\_

$11 \div 2 =$  \_\_\_\_\_

  $11 \div 2 =$  \_\_\_\_\_

$11 \div 2 =$  \_\_\_\_\_






























**2** Verdeel die albasters. Hoeveel albasters kry elke leerder?  
Hoeveel is daar oor?

Share the marbles. How many marbles does each learner get? How many left over?

Verdeel 10 albasters onder 3 kinders. Share 10 marbles among 3 children.	_____ met _____ wat oorbly _____ and _____ left over.
Verdeel 10 albasters onder 4 kinders. Share 10 marbles among 4 children.	_____ met _____ wat oorbly _____ and _____ left over.

# Motors wat by die skoolhek verbyry

Cars going past the school gate

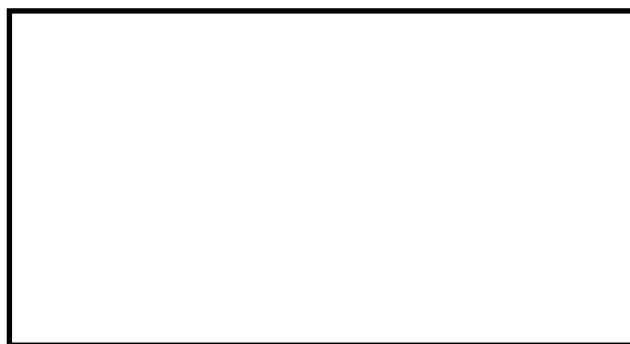
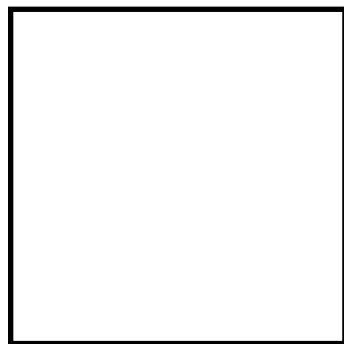
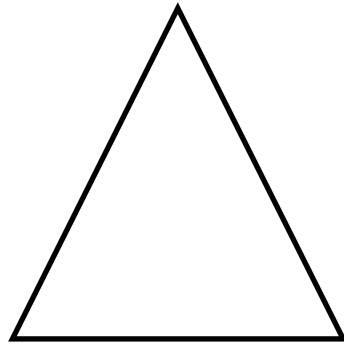
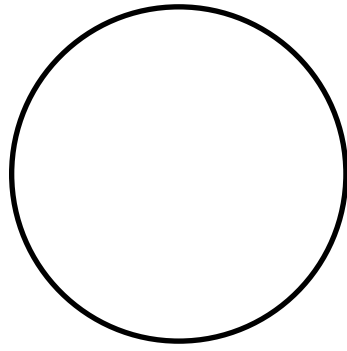
10				
9				
8				
7				
6				
5				
4				
3				
2				
1				
	swart black	rooi red	blou blue	geel yellow

Sleutel

Key



= 1





Hierdie stel met 7 vorms word 'n tangram genoem.

This set of 7 shapes is called a tangram.



Knip eers hierdie bladsy uit jou werkboek uit.

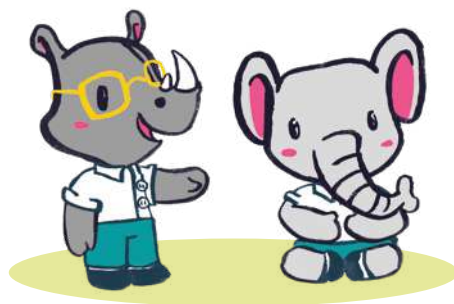
First cut out this page from your workbook.

Knip dan die 7 vorms versigtig uit.

Carefully cut out the 7 shapes.

Bêre dit op 'n veilige plek!

Store them in a safe place!





Derdes Thirds



--	--	--

Vyfdes Fifths

--	--	--	--	--

Sesdes Sixths

--	--	--	--	--	--



# Bala Wande

Calculating with Confidence



VERSION 3.0