

Wiskunde

Mathematics

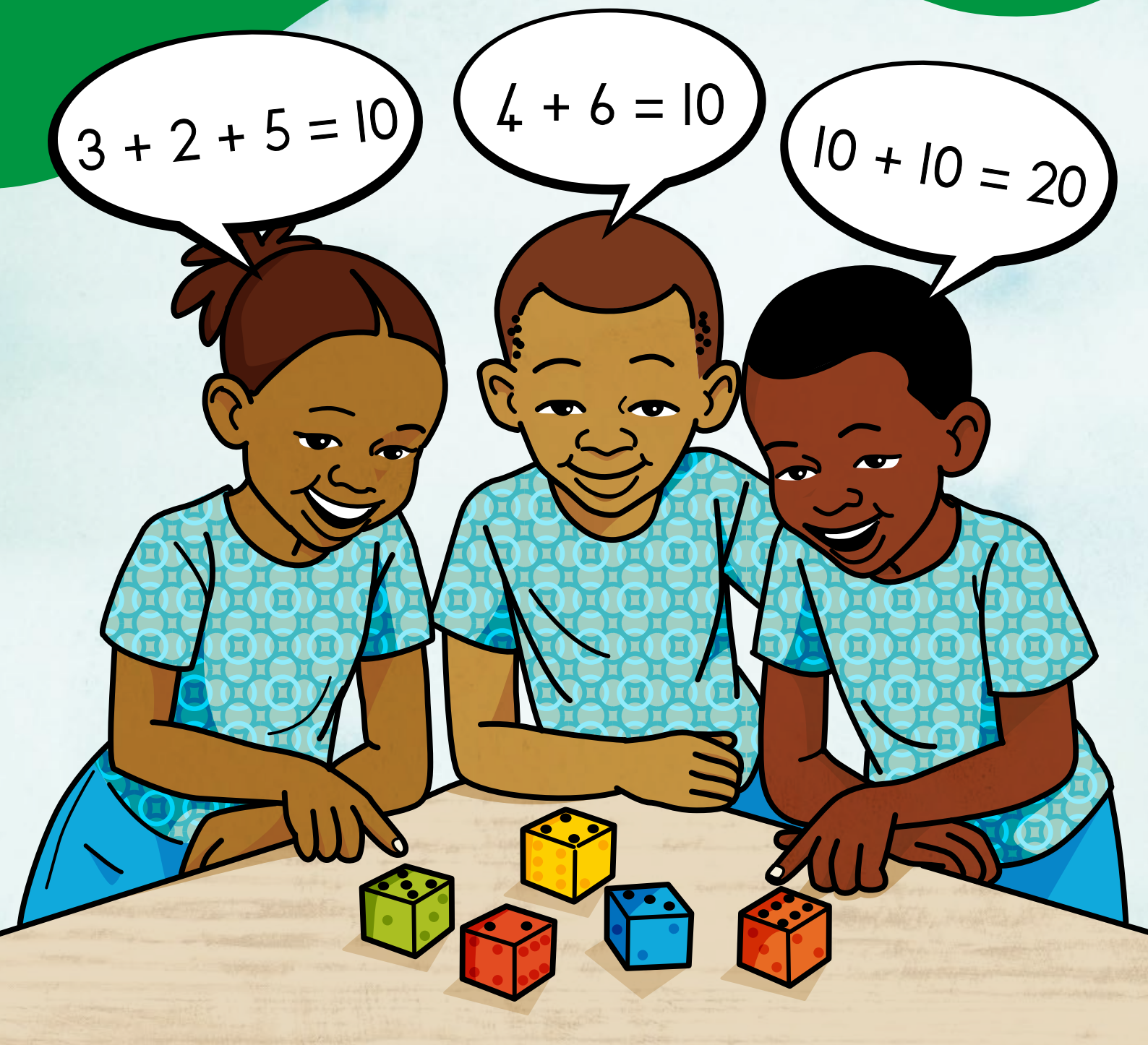
2

Kwartaal 4 Term 4

$$3 + 2 + 5 = 10$$

$$4 + 6 = 10$$

$$10 + 10 = 20$$





**Bala
Wande**

Calculating with Confidence

Kwartaal 4 | Term 4

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.

Artists: Mary-Anne Hampton and Angie Bowring

www.fundawande.org

ISBN: 978-1-998960-15-6

Version 3.0: 2024



Anyone is free to **share** (copy and redistribute the material in any medium or format) or **adapt** (remix, transform and build on the material for any purpose), provided that you credit the work as follows:
Bala Wande, Wiskunde-leerderaktiwiteitsboek, Graad 2, Kwartaal 4, CC BY 4.0.

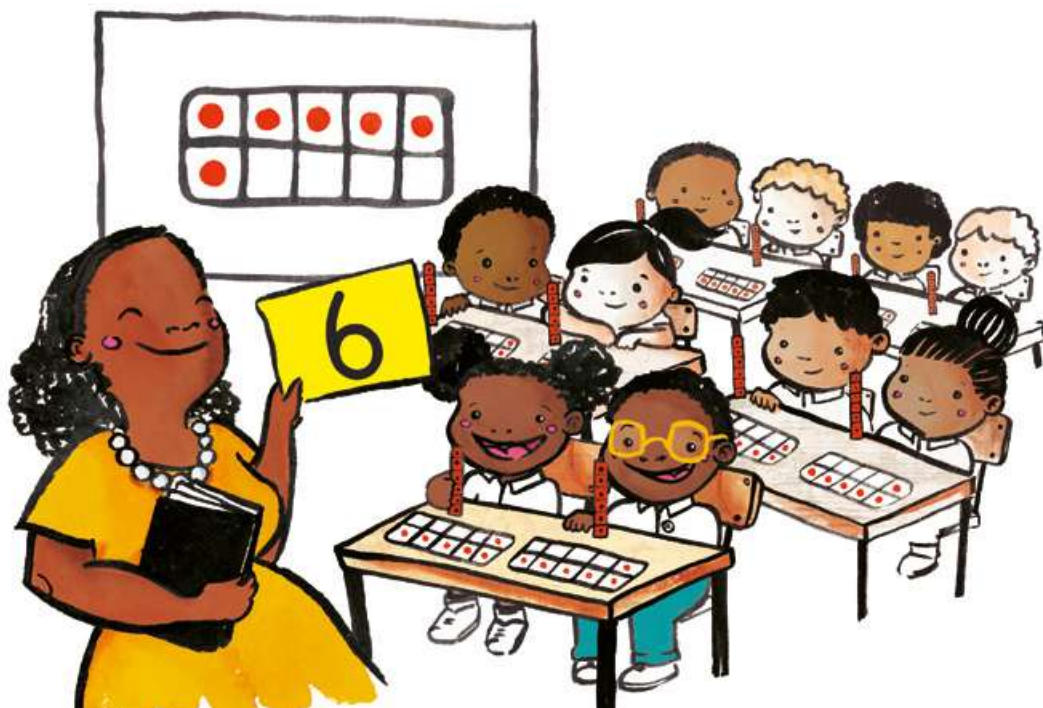
You may not add terms or measures that legally restrict others from doing anything the licence permits.

For more information: <https://creativecommons.org/licenses/by/4.0/>

INHOUD : CONTENTS

WEEK 1 • OPTELLING EN AFTREKKING	WEEK 1 • ADDITION AND SUBTRACTION	2
DAG 1 • DAY 1	Tel op met basis tien-blokkies Addition using base ten blocks	2
DAG 2 • DAY 2	Tel op met basis tien-blokkies Addition using base ten blocks	4
DAG 3 • DAY 3	Trek af met basis tien-blokkies Subtraction using base ten blocks	6
DAG 4 • DAY 4	Trek af met basis tien-blokkies Subtraction using base ten blocks	8
DAG 5 • DAY 5	Vaslegging Consolidation	10
WEEK 2 • OPTELLING EN AFTREKKING	WEEK 2 • ADDITION AND SUBTRACTION	12
DAG 1 • DAY 1	Gebruik getaltabelle Using number tables	12
DAG 2 • DAY 2	Optellingswoordprobleme Addition word problems	14
DAG 3 • DAY 3	Aftrekkingswoordprobleme Subtraction word problems	16
DAG 4 • DAY 4	Aftrekking as verskil Subtraction as difference	18
DAG 5 • DAY 5	Vaslegging Consolidation	20
WEEK 3 • SIMMETRIE, 3D VOORWERPE, POSISIE EN RIGTING		
WEEK 3 • SYMMETRY, 3-D OBJECTS, POSITION AND DIRECTION		22
DAG 1 • DAY 1	Simmetrie Symmetry	22
DAG 2 • DAY 2	Simmetrie Symmetry	24
DAG 3 • DAY 3	3D voorwerpe 3-D objects	26
DAG 4 • DAY 4	Posisie en rigting Position and direction	28
DAG 5 • DAY 5	Vaslegging Consolidation	30
WEEK 4 • RANGGETALLE, GROEPERING EN VERDELING		
WEEK 4 • ORDINAL NUMBERS, GROUPING AND SHARING		32
DAG 1 • DAY 1	Ranggetalle Ordinal numbers	32
DAG 2 • DAY 2	Ranggetalle Ordinal numbers	34
DAG 3 • DAY 3	Groepeer Grouping	36
DAG 4 • DAY 4	Verdeel Sharing	38
DAG 5 • DAY 5	Vaslegging Consolidation	40
WEEK 5 • VERDUBBELING, HALVERING EN BREUKE		
WEEK 5 • DOUBLING, HALVING AND FRACTIONS		42
DAG 1 • DAY 1	Verdubbel Doubling	42
DAG 2 • DAY 2	Halveer Halving	44
DAG 3 • DAY 3	Breuke Fractions	46
DAG 4 • DAY 4	Breuke Fractions	48
DAG 5 • DAY 5	Vaslegging Consolidation	50

WEEK 6 • KAPASITEIT WEEK 6 • CAPACITY.....	52
DAG 1 • DAY 1 Meet kapasiteit Measuring capacity.....	52
DAG 2 • DAY 2 Skat en vergelyk kapasiteit Estimate and compare capacity.....	54
DAG 3 • DAY 3 Werk met kapasiteit Working with capacity.....	56
DAG 4 • DAY 4 Skat en meet kapasiteit Estimating and measuring capacity.....	58
DAG 5 • DAY 5 Vaslegging Consolidation.....	60
WEEK 7 • OTELLING EN AFTREKKING WEEK 7 • ADDITION AND SUBTRACTION.....	62
DAG 1 • DAY 1 Tel op en trek af Addition and subtraction.....	62
DAG 2 • DAY 2 Tel op en trek af Addition and subtraction.....	64
DAG 3 • DAY 3 Tel op deur 10 te oorbrug Addition bridging 10.....	66
DAG 4 • DAY 4 Trek af deur 10 te oorbrug Subtraction bridging 10.....	68
DAG 5 • DAY 5 Vaslegging Consolidation.....	70
WEEK 8 • VERMENIGVULDIGING WEEK 8 • MULTIPLICATION.....	72
DAG 1 • DAY 1 Groepe van 2, 5 en 10 Groups of 2, 5 and 10.....	72
DAG 2 • DAY 2 Groepe van 3 Groups of 3.....	74
DAG 3 • DAY 3 Groepe van 4 Groups of 4.....	76
DAG 4 • DAY 4 Vermenigvuldiging en geld Multiplication and money.....	78
DAG 5 • DAY 5 Vaslegging Consolidation.....	80
HULPBRONNE RESOURCES.....	82
Plekwaardetabel Place value table.....	82
Dae van die week Days of the week.....	83
Maande van die jaar Months of the year.....	84



Die gebruik van die Bala Wand-leerderaktiwiteitsboek

In hierdie Leerderaktiwiteitsboek is aktiwiteite vervat wat vir 40 dae van onderrig in kwartaal 4 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.



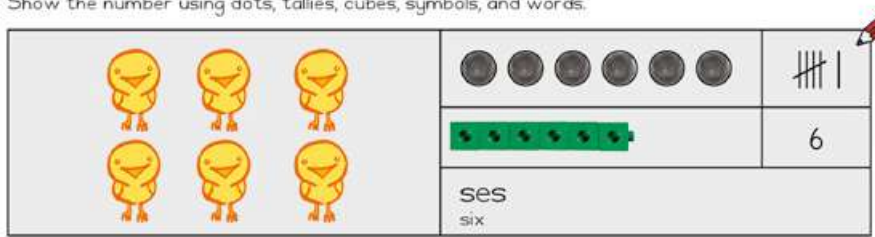
Onder die banier is daar 'n vloeiagram wat die opeenvolging van aktiwiteite vir die dag opsom.



Hoofrekenes 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, blokkies, simbole en woorde.
Show the number using dots, tallies, cubes, 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 40 days of teaching in Term 4. 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

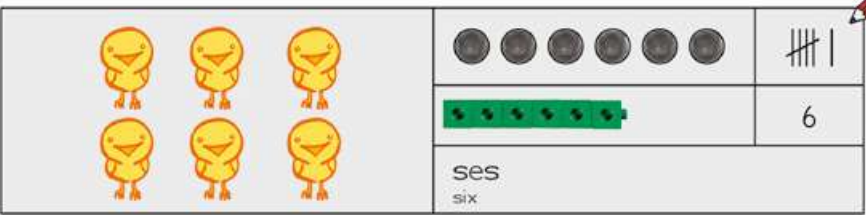
Underneath the banner is a flow diagram that summarises the sequence of activities for the day.







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, blokkies, simbole en woorde.
Show the number using dots, tallies, cubes, symbols, and words.



		
		6
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.

Tel op met basis tien-blokkies
Addition using base ten blocks

HOOFREKENE
MENTAL MATHS

TEL VEELVOUDE
VAN 10 OP
ADD MULTIPLES OF 10

SPELETJIE
GAME

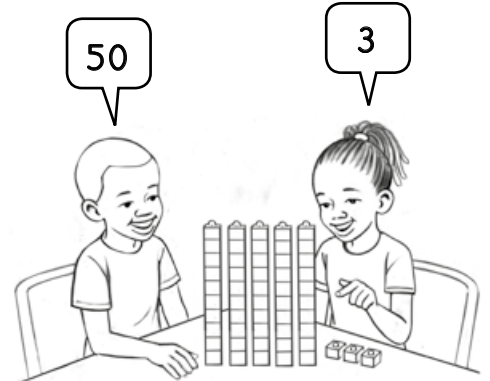
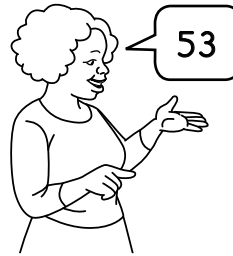
KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

Speletjie: Hoeveel 10'e is daar? Hoeveel 1'e?

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

- Werk saam in pare met julle blokkies.
Work in pairs with your blocks.
- Bou die getal met julle blokkies.
Build the number using your blocks.
- Hoeveel 10'e is daar?
Hoeveel 1'e?
How many 10s? How many 1s?
- Wat is die getal?
What number?



$47 + 20 =$



47 is dieselfde as 40 en 7. 47 is the same as 40 and 7.		
Kom ons tel nou 20 by. Now let's add 20.		
Jy kan met blokkies optel. Kom ons tel 10'e en 1'e bymekaar. You can use blocks to add. Let's add 10s and 1s.		Daar is altesame 6 tiene. There are 6 tens altogether.
		Daar is altesame 7 ene. There are 7 ones altogether.

	tiene tens	ene ones
	4	7

+	2	0
	6	7

	Ek het altesame 67. I have 67 altogether.	

1 Tel op.

Add.

$39 + 50 = 89$	$64 + 20 = \underline{\quad}$	$28 + 70 = \underline{\quad}$
$45 + 30 = \underline{\quad}$	$77 + 10 = \underline{\quad}$	$52 + 40 = \underline{\quad}$



Jy kan met blokkies optel. Wanneer jy die 1'e bymekaartel, wat kry jy? Wanneer jy die 10'e bymekaartel, wat kry jy?

You can use blocks to add. When you add the 1s, what do you get? When you add the 10s, what do you get?

3 tiene en 2 tiene is gelyk aan 5 tiene. 3 tens and 2 tens is 5 tens.	4 ene en 0 ene is gelyk aan 4 ene. 4 ones and 0 ones is 4 ones.

t	e
3	4

+ 2	0
5	4

Ek het altesame 54.
I have 54 altogether.

2

Ek het altesame ____.	
I have ____ altogether.	

5	6

+ 4	0

Ek het altesame ____.	
I have ____ altogether.	

3	7

+ 5	0

Ek het altesame ____.	
I have ____ altogether.	

4	9

+ 3	0

Ek het altesame ____.	
I have ____ altogether.	

2	2

+ 4	0

Tel op met basis tien-blokkies
Addition using base ten blocks

HOOFREKENE
MENTAL MATHS





TEL VEELVOUDE
VAN 10 OP
ADD MULTIPLES OF 10

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

$26 + 33 =$

<p>26 is dieselfde as 20 en 6. 26 is the same as 20 and 6.</p> 																	
<p>Om 33 by te tel, is dieselfde as om 30 en 3 by te tel. Adding 33 is the same as adding 30 and 3.</p> 																	
<p>Kom ons tel 10'e en 1'e bymekaar. Let's add 10s and 1s.</p> 	<p>Daar is altesame 5 tiene. There are 5 tens altogether.</p>	<p>Daar is altesame 9 ene. There are 9 ones altogether.</p>	 <table border="1"> <thead> <tr> <th>tiene tens</th> <th>ene ones</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>6</td> </tr> <tr> <td colspan="2" style="text-align: center;">-----</td> </tr> <tr> <td>+ 3</td> <td>3</td> </tr> <tr> <td colspan="2" style="text-align: center;">-----</td> </tr> <tr> <td>5</td> <td>9</td> </tr> <tr> <td colspan="2"> <p>Ek het altesame 59. I have 59 altogether.</p> </td> </tr> </tbody> </table>	tiene tens	ene ones	2	6	-----		+ 3	3	-----		5	9	<p>Ek het altesame 59. I have 59 altogether.</p>	
tiene tens	ene ones																
2	6																

+ 3	3																

5	9																
<p>Ek het altesame 59. I have 59 altogether.</p>																	

2 tiene en 3 tiene maak 5 tiene.
6 ene en 3 ene maak 9 ene.
Ek het altesame 59.
2 tens and 3 tens makes 5 tens.
6 ones and 3 ones makes 9 ones.
I have 59 altogether.



1 Tel op met blokkies.

Add using blocks.

$65 + 12 = \underline{77}$	$43 + 52 = \underline{\quad}$	$37 + 21 = \underline{\quad}$
$56 + 32 = \underline{\quad}$	$47 + 22 = \underline{\quad}$	$76 + 13 = \underline{\quad}$



Jy kan met blokkies optel. Tel die 10'e en 1'e bymekaar. Hoeveel is daar altesame?

You can use blocks to add. Add the 10s and 1s. How much do you have altogether?

2 tiene en 1 tien maak 3 tiene. 2 tens and 1 ten makes 3 tens.	8 ene en 1 een maak 9 ene. 8 ones and 1 one makes 9 ones.

t	e
2	8

+	1
	1

3	9

Ek het altesame 39. I have 39 altogether.	

2

Ek het altesame ____.	
I have ____ altogether.	

4	3

+	3
	5

Ek het altesame ____.	
I have ____ altogether.	

5	1

+	4
	6

Ek het altesame ____.	
I have ____ altogether.	

5	6

+	1
	2

Ek het altesame ____.	
I have ____ altogether.	

3	5

+	2
	3

Trek af met basis tien-blokkies
Subtraction using base ten blocks

HOOFREKENE
MENTAL MATHS

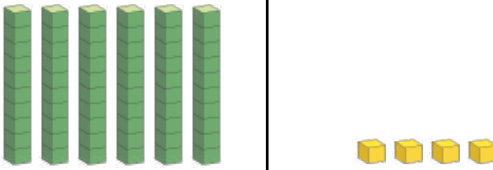
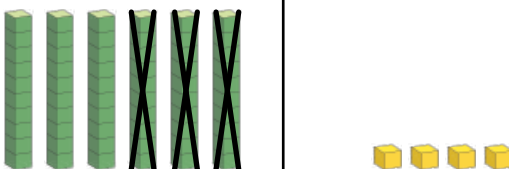

TREK VEELVOUDE
VAN 10 AF
SUBTRACT MULTIPLES OF 10


SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

$64 - 30 =$

<p>64 is dieselfde as 60 en 4. 64 is the same as 60 and 4.</p>		
<p>Kom ons trek nou 30 af. Now let's subtract 30.</p>		
<p>Jy kan met blokkies aftrek. Trek die 10'e en 1'e af. You can use blocks to subtract. Subtract the 10s and 1s.</p> 	<p>Daar bly 3 tiene oor. There are 3 tens left over.</p>	<p>Daar is nog 4 ene. There are still 4 ones.</p>



	tiene tens	ene ones
	6	4
-	3	0
	3	4


Daar bly 34 oor.
There is 34 left over.

6 tiene neem weg 3 tiene gee 3 tiene. 3 tiene en 4 ene maak 34.
6 tens take away 3 tens leaves 3 tens. 3 tens and 4 ones makes 34.



1 Trek af.

Subtract.



$57 - 20 = 37$	$44 - 30 = \underline{\quad}$	$86 - 50 = \underline{\quad}$
$35 - 10 = \underline{\quad}$	$94 - 40 = \underline{\quad}$	$68 - 20 = \underline{\quad}$
$63 - 30 = \underline{\quad}$	$71 - 50 = \underline{\quad}$	$59 - 40 = \underline{\quad}$



Jy kan met blokkies aftrek.
Trek die 10'e en 1'e af. Hoeveel bly oor?
You can use blocks to subtract.
Subtract the 10s and 1s. How much is left over?

7 tiene neem weg 3 tiene gee 4 tiene. 7 tens take away 3 tens leaves 4 tens.	Daar is nog 3 ene. There are still 3 ones.

t	e
7	3

- 3	0

4	3

Daar bly 43 oor. There is 43 left over.	

2

Daar bly ____ oor. There is ____ left over.	

3	9

- 2	0

Daar bly ____ oor. There is ____ left over.	

5	7

- 4	0

Daar bly ____ oor. There is ____ left over.	

4	7

- 1	0

Daar bly ____ oor. There is ____ left over.	

5	5

- 3	0

Trek af met basis tien-blokkies
Subtraction using base ten blocks

HOOFREKENE
MENTAL MATHS

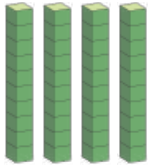


TREK VEELVOUDE
VAN 10 AF
SUBTRACT MULTIPLES OF 10

SPELETJIE
GAME

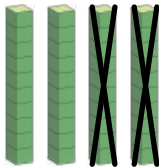


KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

$49 - 21 =$

<p>49 is dieselfde as 40 en 9. 49 is the same as 40 and 9.</p>			 <table border="1"> <thead> <tr> <th>tiene tens</th> <th>ene ones</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>9</td> </tr> <tr> <td colspan="2" style="text-align: center;">-----</td> </tr> <tr> <td>- 2</td> <td>1</td> </tr> <tr> <td colspan="2" style="text-align: center;">-----</td> </tr> <tr> <td>2</td> <td>8</td> </tr> </tbody> </table> <p>Daar bly 28 oor. There is 28 left over.</p>	tiene tens	ene ones	4	9	-----		- 2	1	-----		2	8
tiene tens	ene ones														
4	9														

- 2	1														

2	8														
<p>Kom ons trek nou 21 af. Now let's subtract 21.</p>															
	<p>Daar bly 2 tiene oor. There are 2 tens left over.</p>	<p>Daar bly 8 ene oor. There are 8 ones left over.</p>													

4 tiene neem weg 2 tiene gee 2 tiene.
9 ene neem weg 1 een gee 8 ene.
2 tiene en 8 ene maak 28.

4 tens take away 2 tens leaves 2 tens.
9 ones take away 1 one leaves 8 ones.
2 tens and 8 ones makes 28.



1 Trek af met blokkies.

Subtract using blocks.

$67 - 51 = \underline{16}$	$84 - 42 = \underline{\quad}$	$59 - 27 = \underline{\quad}$
$45 - 33 = \underline{\quad}$	$77 - 53 = \underline{\quad}$	$98 - 67 = \underline{\quad}$



Jy kan met blokkies aftrek.
Trek die 10'en die l'e af. Hoeveel bly oor?
You can use blocks to subtract.
Subtract the 10s and 1s. How much is left over?

5 tiene neem weg 3 tiene gee 2 tiene. 5 tens take away 3 tens leaves 2 tens.	5 ene neem weg 4 ene gee 1 een. 5 ones take away 4 ones leaves 1 one.

t	e
5	5

- 3	4

2	1

Daar bly 21 oor.
There is 21 left over.

2

Daar bly ____ oor. There is ____ left over.	

5	9

- 4	7

Daar bly ____ oor. There is ____ left over.	

6	3

- 3	2

Daar bly ____ oor. There is ____ left over.	

6	5

- 2	1

Daar bly ____ oor. There is ____ left over.	

4	8

- 2	3

WERKKAART
WORKSHEET

WERKKAART
WORKSHEET

Kom ons praat Wiskunde!

Let's talk Maths!

In Afrikaans sê ons:

basis 10-blokkies

Een 10 is dieselfde as tien l'e.

Tel 10'e en l'e op.

Trek 10'e en l'e af.

In English we say:

base 10 blocks

One 10 is the same as ten 1s.

Add 10s and 1s.

Subtract 10s and 1s.



1 Los op. Jy kan jou blokkies gebruik.

Solve. You can use your blocks.

	tiene tens	ene ones
	3	7

+	5	0

	tiene tens	ene ones
	6	2

-	3	0

	tiene tens	ene ones
	5	6

+	4	1

	tiene tens	ene ones
	7	8

-	5	2

	tiene tens	ene ones
	4	4

+	2	5

	tiene tens	ene ones
	5	6

-	3	4

2 Los op met blokkies. Skryf neer wat jy gedoen het om dit uit te werk.

Solve using blocks. Write what you did to work it out.

	tiene tens	ene ones
	6	3

+	2	5

	tiene tens	ene ones
	7	9

-	4	2

	tiene tens	ene ones
	2	4

+	5	1

	tiene tens	ene ones
	5	9

-	3	6

3 Los die woordprobleme op. Jy kan jou blokkies gebruik.

Solve the word problems. You can use your blocks.

Thembi koop 'n boek vir R45 en 'n speelding vir R53.
Hoeveel gee sy altesame uit?

Thembi bought a book for R45 and a toy for R53. How much did she spend altogether?



Ntando het R65 en hy betaal R44 om 'n bal te koop.
Hoeveel bly daar oor?

Ntando had R65 and he spent R44 on a ball. How much does he have left?



HOOFREKENE
MENTAL MATHS

GETALFEITE TOT 20
NUMBER FACTS TO 20

SPELETJIE
GAME

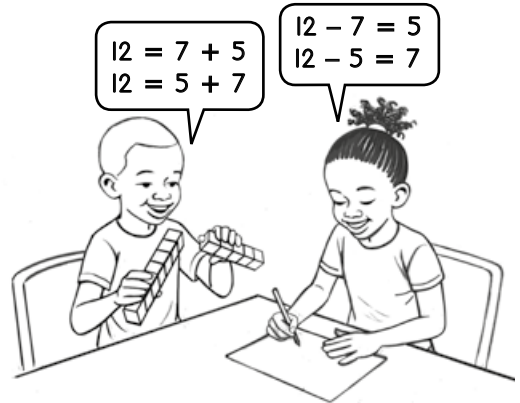
KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

Speletjie: Breek 12 af - deel-deel-geheel

Game: Break 12 - part-part-whole

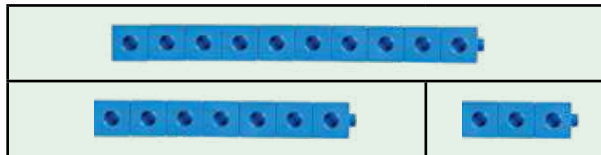
- **Bou 'n toring met 12 blokkies.**
Make a tower with 12 cubes.
- **Breek die toring in 2 dele.**
Break the tower into 2 parts.
- **Teken 'n deel-deel-geheel-prent.**
Draw a part-part-whole picture.
- **Skryf 2 optellingsgetalsinne en 2 aftrekkingsgetalsinne.**
Write 2 addition and 2 subtraction number sentences.



Ons kan enige getal in 2 kleiner getalle afbreek. Ons noem die groot getal die geheel (hele). Ons noem die kleiner getalle die dele.

We can break any number into 2 smaller numbers. We call the big number the whole. We call the smaller numbers the parts.

geheel
whole



deel
part

deel
part

10	
7	3

Ons skryf die 3 getalle op 'n getaltabel in.

We write the 3 numbers in a number table.



1 Voltooi die getaltabelle.

Complete the number tables.

Jy kan optellings- en aftrekkingsgetalsinne met behulp van 'n getaltabel maak.
You can use a number table to find addition and subtraction number sentences.



Optelling en aftrekking is verwant aan mekaar!
Kan jy dit sien?
Addition and subtraction are related! Can you see?



15	
8	7

optelling
addition

$$\begin{array}{r} 8 + 7 = 15 \\ \hline 7 + 8 = 15 \end{array}$$

aftrekking
subtraction

$$\begin{array}{r} 15 - 8 = 7 \\ \hline 15 - 7 = 8 \end{array}$$

2 Skryf 2 optellings- en 2 aftrekkingsgetalsinne.

Write 2 addition and 2 subtraction number sentences.

optelling
addition

aftrekking
subtraction

25	
15	10

_____	_____
_____	_____

70	
50	20

_____	_____
_____	_____



_____	_____
_____	_____



_____	_____
_____	_____



_____	_____
_____	_____

Optellingswoordprobleme
Addition word problems

HOOFREKENE
MENTAL MATHS

GETALFEITE TOT 20
NUMBER FACTS TO 20

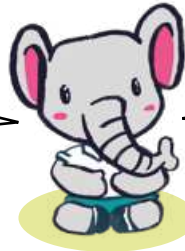
SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

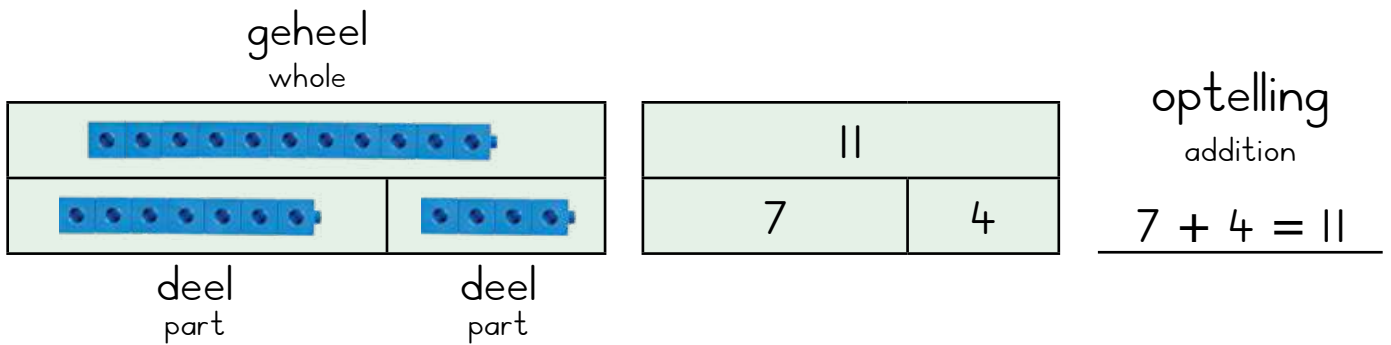
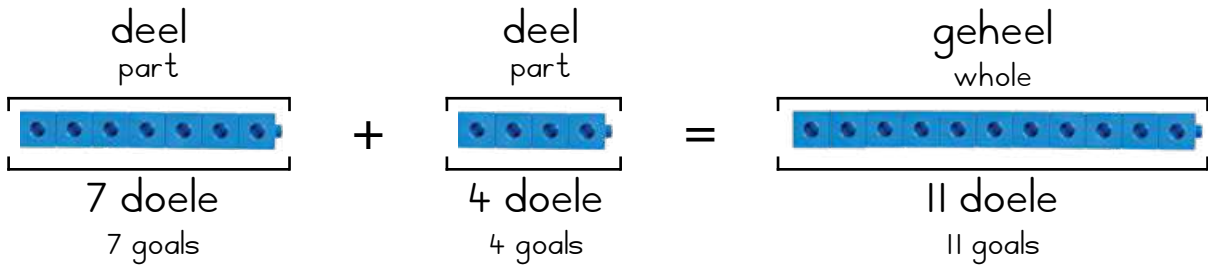
WERKKAARTE
WORKSHEETS

Vuyo teken 7 doele aan. Neo teken 4 doele aan.
Hoeveel doele het hulle altesame aangeteken?
Wys die probleem met blokkies.

Vuyo scored 7 goals. Neo scored 4 goals.
How many goals did they score altogether?
Show the problem using blocks.



By optelling word twee dele saamgevoeg om 'n geheel te kry.
In addition, two parts come together to make a whole.



I Nozi het 7 albasters. Mlu het 5 albasters.
Hoeveel albasters het hulle altesame?

Nozi has 7 marbles. Mlu has 5 marbles. How many marbles do they have altogether?



optelling
addition



Sina het 6 boeke ge lees. Mila het 5 boeke ge lees.
Hoeveel boeke het hulle altesame ge lees?

Sina read 6 books. Mila read 5 books. How many books did they read altogether?

optelling
addition



Owam hardloop 9 kilometer. Iviwe hardloop 5 kilometer.
Hoeveel kilometer hardloop hulle altesame?

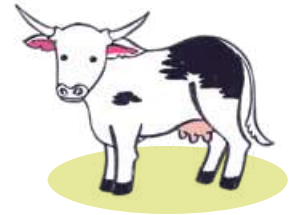
Owam ran 9 kilometres. Iviwe ran 5 kilometres.
How many kilometres did they run altogether?



optelling
addition

Oom Jola het 7 ngunikoeie.
Oom Cina het 3 ngunikoeie.
Hoeveel koeie het hulle altesame?

Baba Jola had 7 Nguni cows. Baba Cina had 3 Nguni cows.
How many cows do they have altogether?



optelling
addition

2 Voltooi die getaltabelle.

Complete the number tables.

18	7

12	8

20	40

15	6

34	10

30	15

3 Skryf 'n woordprobleem vir die getalle in die tabel.

Write a word problem for the numbers in the table.



10	5

Aftrekkingswoordprobleme
Subtraction word problems

HOOFREKENE
MENTAL MATHS

GETALFEITE TOT 20
NUMBER FACTS TO 20

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

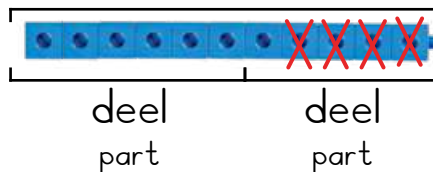
WERKKAARTE
WORKSHEETS

Tannie Viwe bak 11 koeke. Sy verkoop 4 koeke. Hoeveel koeke het sy oor?
Wys die probleem met blokkies.
Ma'Viwe baked 11 cakes. She sold 4. How many cakes remain?
Show the problem using blocks.

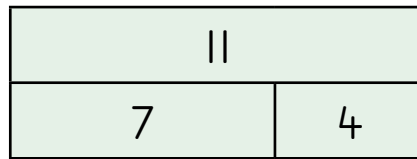
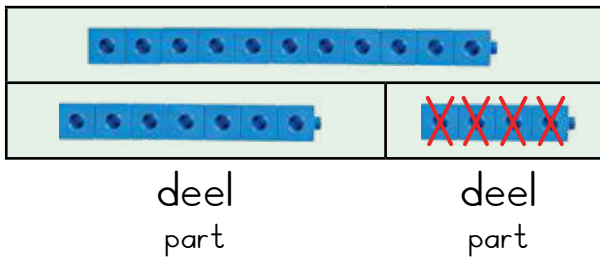


Wanneer ons aftrek, begin ons met die grootste getal en ons neem 'n deel daarvan weg. Die ander deel bly dan oor.
When we subtract, we start with a bigger number and we take away a part from it. We are left with the other part.

geheel
whole



geheel
whole

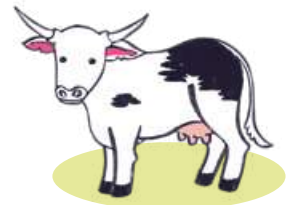


aftrekking
subtraction

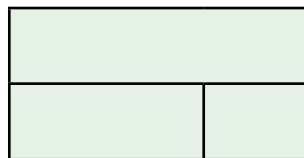
$$11 - 4 = 7$$

1 Tata het 14 koeie. Hy verkoop 5. Hoeveel koeie het hy nou?

Tata has 14 cows. He sells 5. How many cows does he have now?



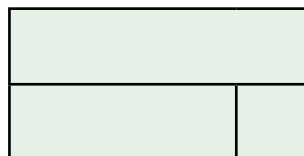
aftrekking
subtraction



Oom Jola het 12 koeie. Hy verkoop 3. Hoeveel koeie het hy nou?

Tata Jola has 12 cows. He sells 3. How many cows does he have now?

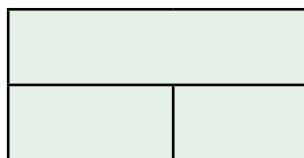
aftrekking
subtraction



Litha en Ina het saam 11 albasters.
Litha het 5 albasters. Hoeveel albasters het Ina?



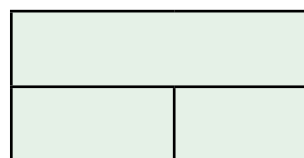
Altogether, Litha and Ina have 11 marbles. Litha has 5 marbles.
How many marbles does Ina have?



af trekking
subtraction

Ava en Olu het hierdie kwartaal 13 boeke gelees.
Ava het 6 boeke gelees. Hoeveel boeke het Olu gelees?

Ava and Olu read 13 books this term. Ava read 6 books.
How many books did Olu read?



af trekking
subtraction

2 Voltooi die getaltabelle hier onder. Dink 'n woordprobleem vir elke getaltabel uit.

Complete the number tables below. Make up a word problem for each number table.

20	
	14

10	
	7

20	
	8

Aftrekking as verskil
Subtraction as difference

HOOFREKENE
MENTAL MATHS

GETALFEITE TOT 20
NUMBER FACTS TO 20

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

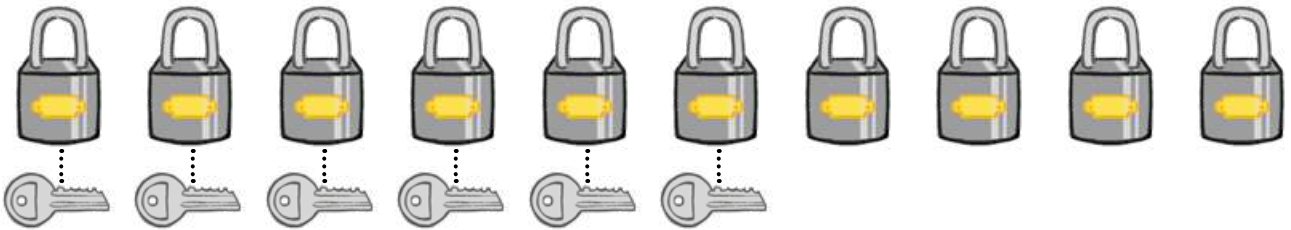
Ek het 10 slotte en 6 sleutels.
Hoeveel meer slotte as sleutels het ek?
Hoeveel sleutels ontbreek?

I have 10 locks and 6 keys. How many more locks than keys do I have? How many keys are missing?

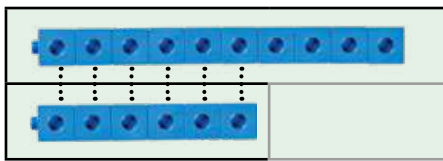


Wanneer ons dinge vergelyk, trek ons ook af. Ons vergelyk 'n geheel met een van die dele.

When we compare, we also subtract. We compare a whole to one of the parts.

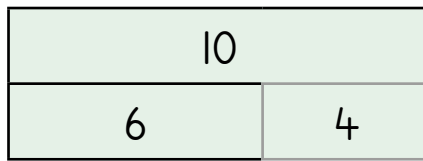


geheel
whole



deel
part

deel
part

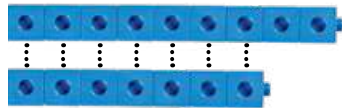


verskil
difference

$$10 - 6 = 4$$

Daar is 9 slotte en 7 sleutels. Hoeveel sleutels ontbreek?

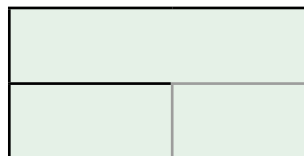
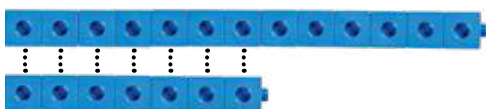
There are 9 locks and 7 keys. How many keys are missing?



verskil
difference

Daar is 13 potte en 7 deksels.
Hoeveel deksels ontbreek?

There are 13 pots and 7 lids. How many lids are missing?



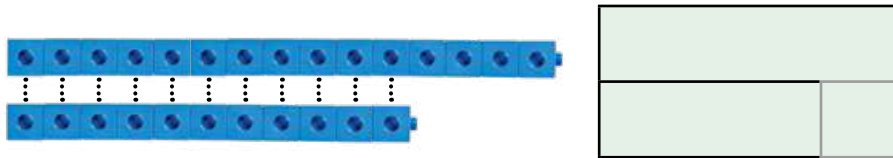
verskil
difference

Daar is 15 leerders en 11 lemoene.
Hoeveel lemoene word nog benodig
sodat al die leerders een lemoen kan kry?

There are 15 learners and 11 oranges. How many more oranges are
needed so that all learners get one orange?



verskil
difference



Daar is 12 leerders en 8 reënjasse.
Hoeveel leerders kry nie 'n reënjas nie?

There are 12 learners and 8 raincoats. How many learners do not get a raincoat?

verskil
difference



2 Voltooi die getaltabelle.

Complete the number tables.

20	
14	

15	
8	

30	
20	

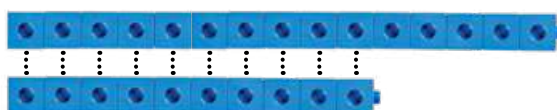
20	
16	

25	
17	

60	
40	

3 Skryf 'n woordprobleem om die getalle wat hier onder gewys word, te vergelyk.

Write a word problem to compare the numbers shown below.



15	
10	

WERKKAART
WORKSHEET

WERKKAART
WORKSHEET

Kom ons praat Wiskunde!

Let's talk Maths!

In Afrikaans sê ons:

deel-deel-geheel

Optelling: Ons voeg dele saam.

Ons begin met 2 dele.

Ons kry 'n geheel.

Aftrekking: Ons neem weg.

Ons neem 'n deel weg.

Daar bly 'n ander deel oor.

Aftrekking: Ons vergelyk 'n groot getal met 'n klein getal.

Ons vra: "Hoeveel meer?"

Ons vra: "Wat is die verskil?"

In English we say:

part-part-whole

Addition: we put parts together.

We start with 2 parts.

We make a whole.

Subtraction: we take away

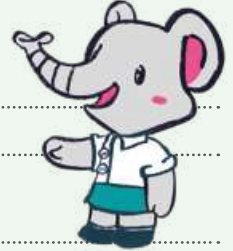
We take away a part.

We are left with another part.

Subtraction: we compare a bigger number with a smaller number.

We ask: "How many more?"

We ask: "What is the difference?"



- 1 Sina het 8 boeke gelees. Mila het 6 boeke gelees.
Hoeveel boeke het hulle altesame gelees?

Sina read 8 books. Mila read 6 books. How many books did they read altogether?



optelling
addition

- 2 Litha en Ina het altesame 13 albasters.
Litha het 7 albasters. Hoeveel albasters het Ina?

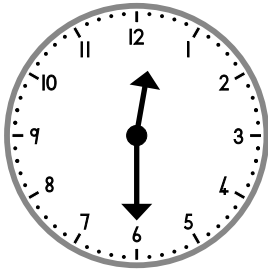
Litha and Ina have 13 marbles altogether. Litha has 7 marbles.
How many marbles does Ina have?



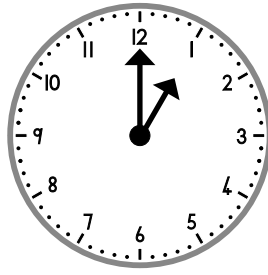
aftrekking
subtraction

3 Hoe laat is dit?

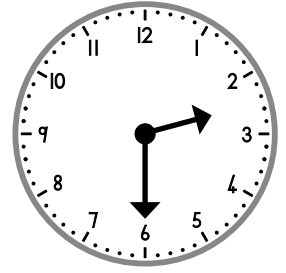
What is the time?



_____ :



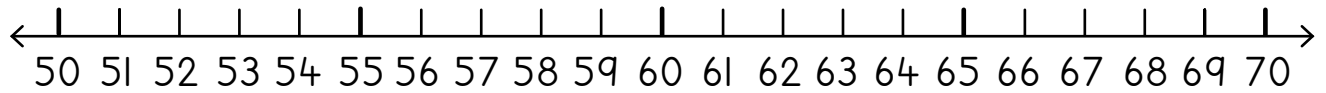
_____ :



_____ :

4 Los op.

Solve.



$55 + 7 = \underline{\quad}$	$59 + 2 = \underline{\quad}$	$63 - 6 = \underline{\quad}$	$65 - 9 = \underline{\quad}$
------------------------------	------------------------------	------------------------------	------------------------------

5 Een gebraaide mielie kos R10. Hoeveel betaal ek vir:

One roasted maize costs R10. How much do I pay for:

2 gebraaide mielies? 2 roasted mealies?		5 gebraaide mielies? 5 roasted mealies?	
7 gebraaide mielies? 7 roasted mealies?		10 gebraaide mielies? 10 roasted mealies?	

6 Skryf die getalsimbool neer.

Write the number symbol.

nege-en-sestig sixty-nine		ses-en-sewentig seventy-six	
------------------------------	--	--------------------------------	--

7 Halveer:

Halve:

5		15	
---	--	----	--

Verdubbel:

Double:

5		15	
---	--	----	--

HOOFREKENE
MENTAL MATHS

WYS MY 'N GETAL!
SHOW ME A NUMBER!

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

Speletjie: Vinnige wiskunde met dobbelstene - jaag na 100

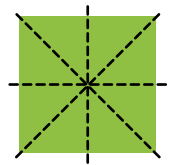
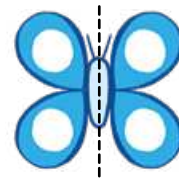
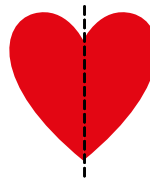
Game: Fast maths with dice - race to 100

- Maak beurte. Gooi die dobbelstene.
Take turns. Roll the dice.
- Onthou julle getal.
Remember your number.
- Tel die getalle bymekaar.
Add the numbers together.
- Hou aan optel totdat julle by 100 kom.
Keep going till you get to 100.



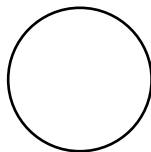
'n Lyn van simmetrie werk soos 'n spieël in 'n simmetriese vorm. Kyk na hierdie lyne van simmetrie.

A line of symmetry acts like a mirror in a symmetrical shape. Look at these lines of symmetry



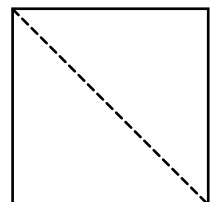
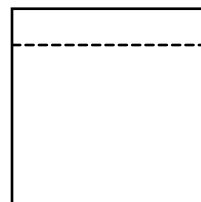
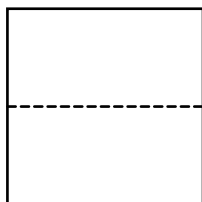
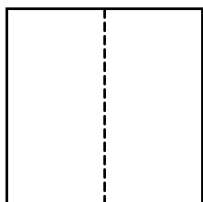
1 Trek lyne van simmetrie op elke vorm.

Draw lines of symmetry in each shape.



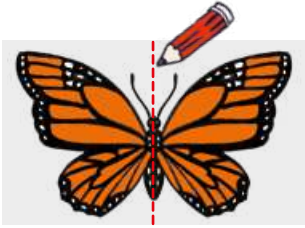
2 Omkring die vorms wat 'n korrekte lyn van simmetrie het.

Circle the shapes with a correct line of symmetry.



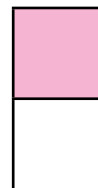
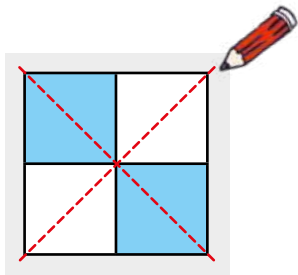
3 Trek die lyne van simmetrie op hierdie insekte.

Draw the lines of symmetry in these insects.



4 Hoeveel lyne van simmetrie kan jy op die tekeninge hier onder raaksien? Trek die lyne.

How many lines of symmetry can you see in the drawings below? Draw them.



5 Teken 'n sirkel.

Draw a circle.

Hoeveel lyne van simmetrie kan jy op 'n sirkel trek?

How many lines of symmetry can you draw on a circle?

Teken 'n gesig.

Draw a face.

Hoeveel lyne van simmetrie kan jy op 'n gesig trek?

How many lines of symmetry can you draw on a face?



Waarom kan jy meer lyne van simmetrie op 'n sirkel as op 'n gesig trek?

Why can you draw more lines of symmetry on a circle than on a face?

HOOFREKENE
MENTAL MATHS

WYS MY 'N GETAL!
SHOW ME A NUMBER!

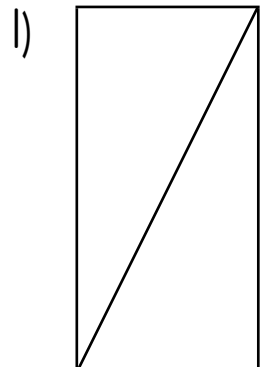
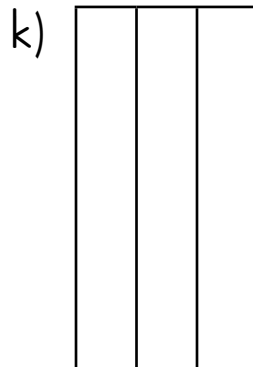
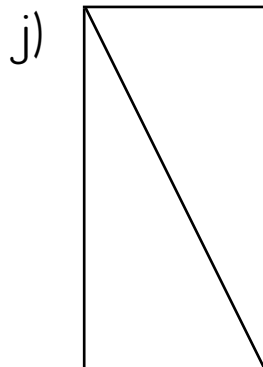
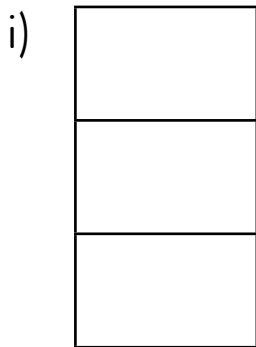
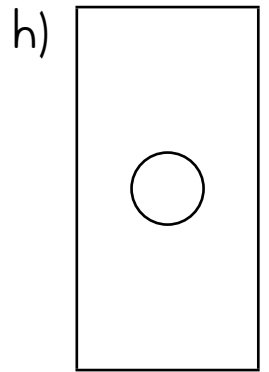
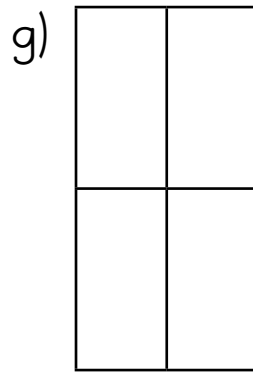
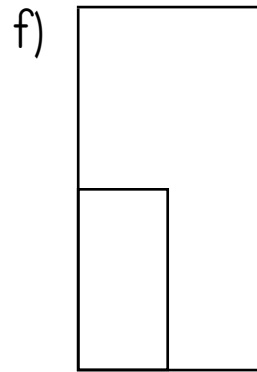
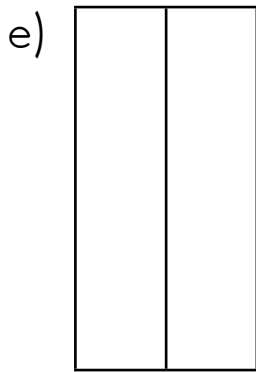
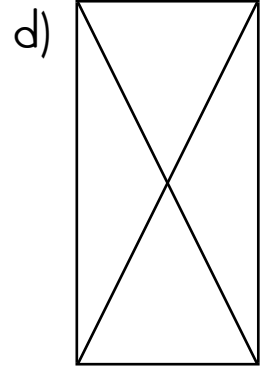
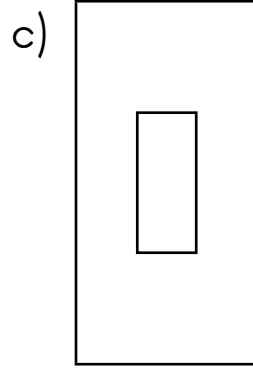
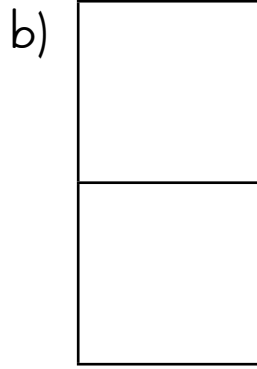
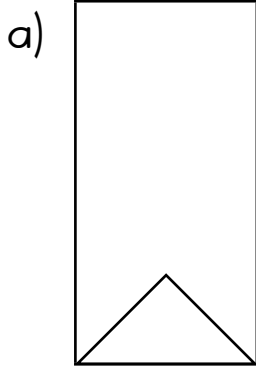
SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

1 Trek die lyne van simmetrie op die vorms hier onder.

Draw the lines of symmetry on the shapes below.

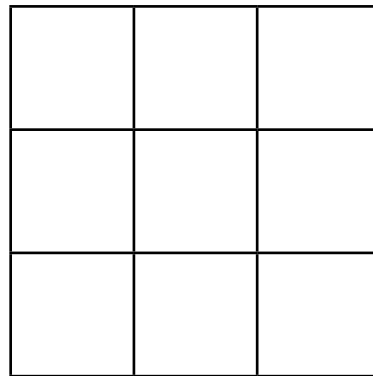
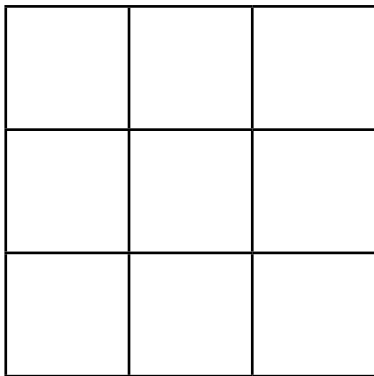
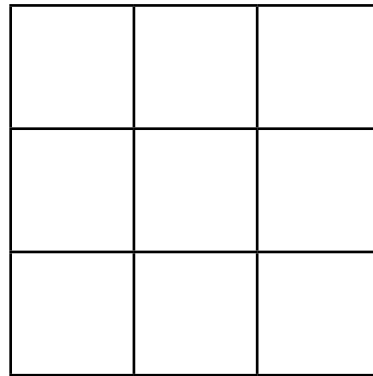
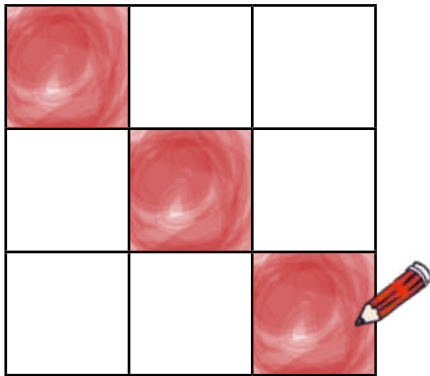


Al die tekeninge het nie lyne van simmetrie nie! Wees versigtig! Toets die lyne deur dit op papier in die helfte te vou.

Not all of the drawings have lines of symmetry! Be careful! Test by folding paper.

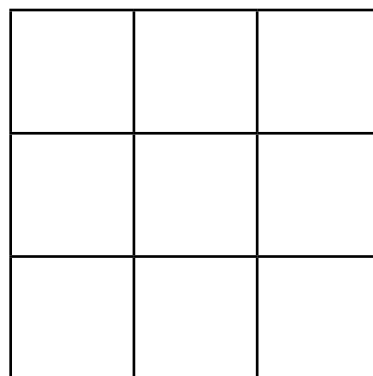
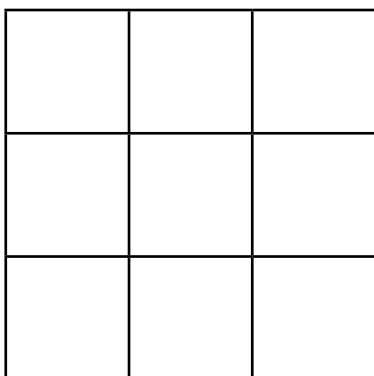
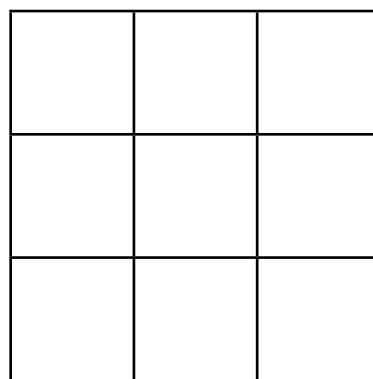
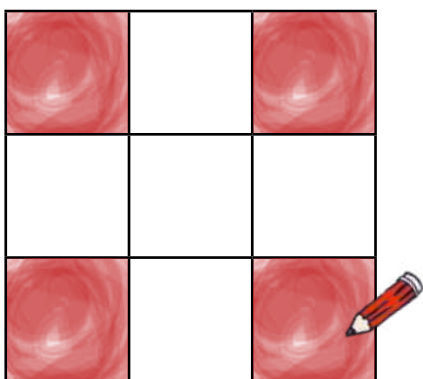
2 Maak patrone wat 2 lyne van simmetrie het.

Make patterns that have 2 lines of symmetry



3 Maak patrone wat 4 lyne van simmetrie het.

Make patterns that have 4 lines of symmetry



HOOFREKENE
MENTAL MATHS

WYS MY 'N GETAL!
SHOW ME A NUMBER!

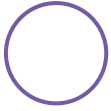
SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

1 Skryf die naam van elke vorm neer.

Write the name of each shape.



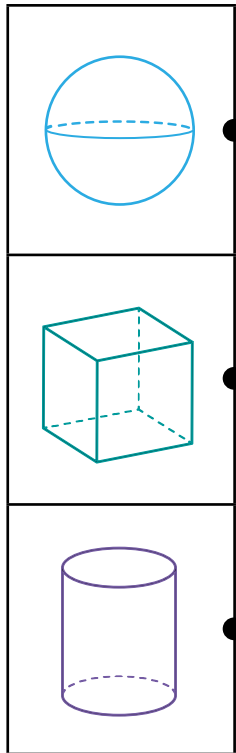






2 Pas bymekaar.

Match.



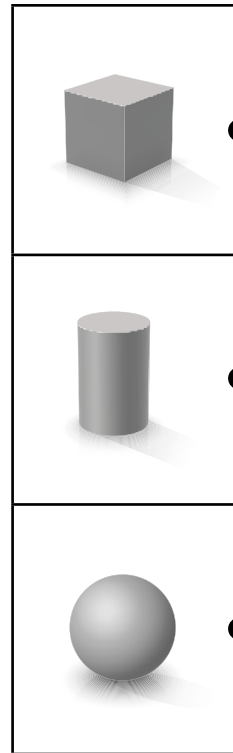
boks
box

silinder
cylinder

sfeer
sphere

3 Pas bymekaar.

Match.



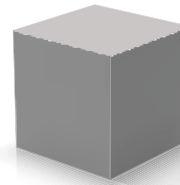
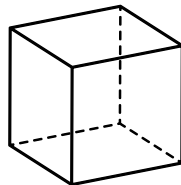
kan net gly
slide only

kan net rol
roll only

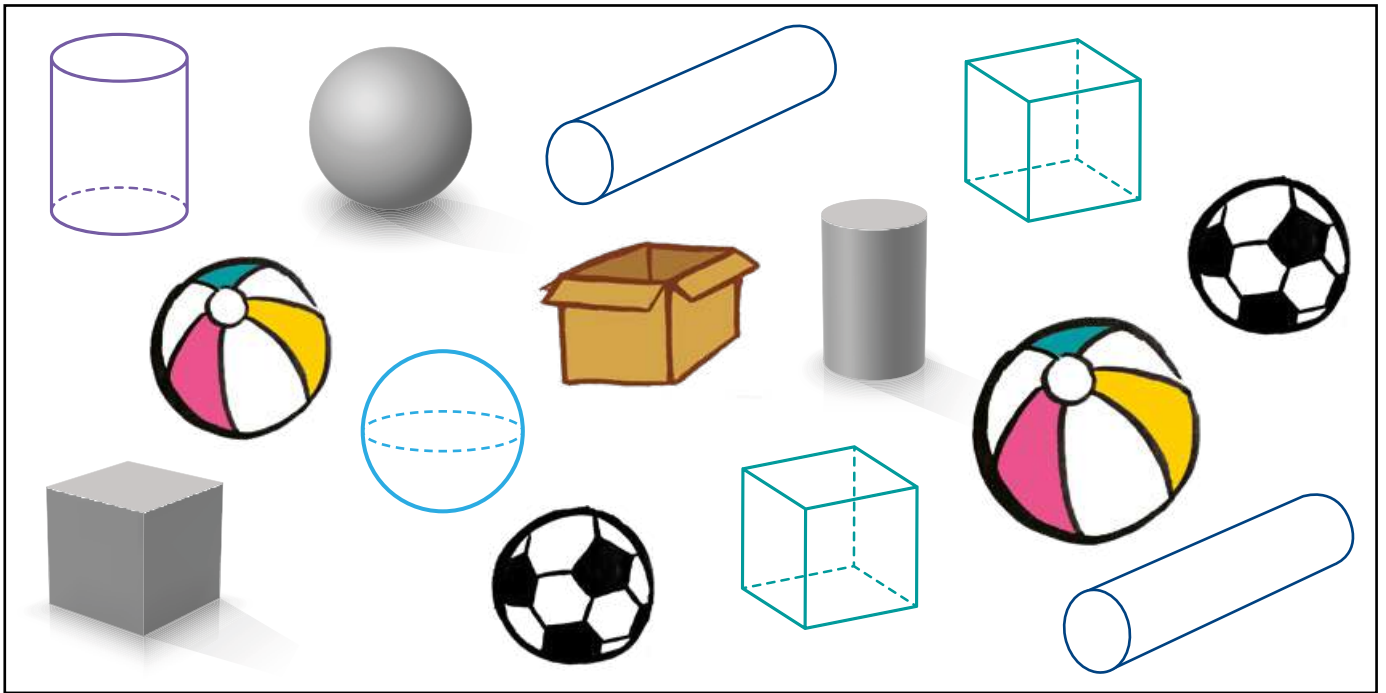
kan gly en rol
slide and roll

4 Hoeveel is daar?

How many?

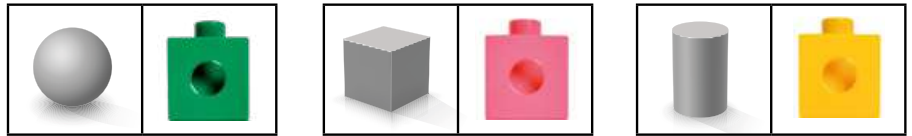


hoeke corners	kante edges	aansigte faces



5 Tel. Bou torings!

Count. Build towers!

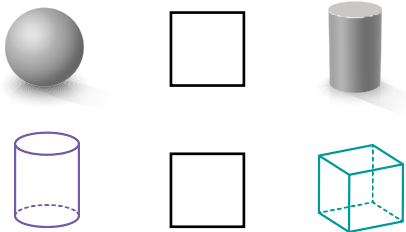


6 Kleur die blokkies in om die getal te wys.

Colour in the blocks to show the number.

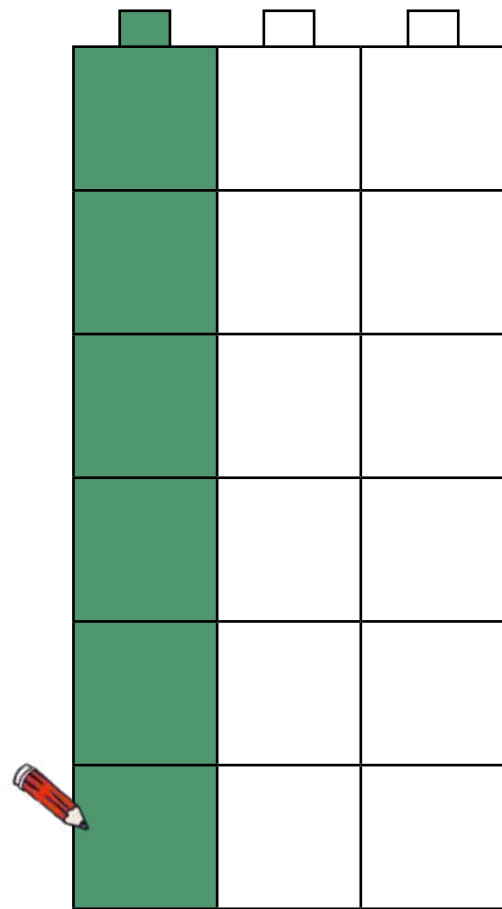
7 Vergelyk. Skryf $>$, $<$ of $=$ neer.

Compare. Write $>$, $<$ or $=$.



8 Hoeveel meer sferes as silinders is daar?

How many more spheres than cylinders are there?



HOOFREKENE
MENTAL MATHS

WYS MY 'N GETAL!
SHOW ME A NUMBER!

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

1

Gebruik hierdie leidrade om die vorms in te kleur.

Use these clues to colour the shapes.



- Die onderste driehoek is groen.

The bottom triangle is green.

- Die sirkel aan die regterkant is blou.

The circle on the right is blue.

- Die boonste vierkant is geel.

The top square is yellow.

- Die vorm onder die blou sirkel is rooi.

The shape below the blue circle is red.

- Die sirkel bo die driehoek is groen.

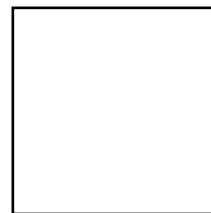
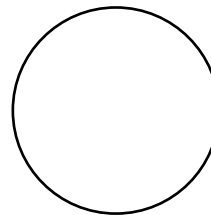
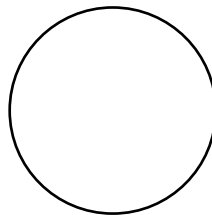
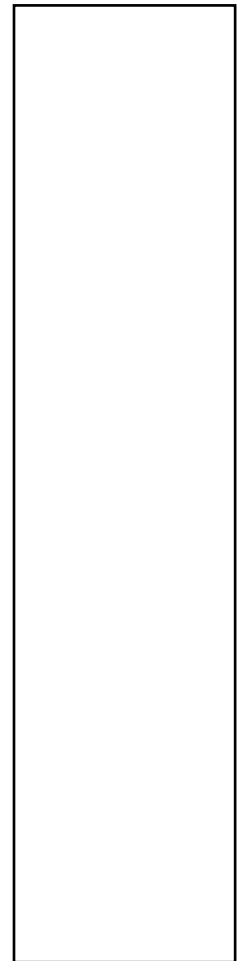
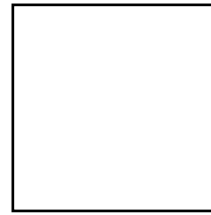
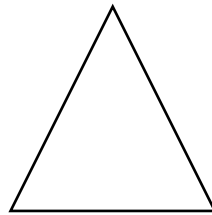
The circle above the triangle is green.

- Die boonste driehoek is rooi.

The top triangle is red.

- Die vorm wat oorbly, is geel.

The remaining shape is yellow.



2 Verduidelik vir jou maat hoe jy van een plek na 'n ander plek op die rooster kan skuif. Dink 'n storie uit oor waarheen jy op pad is!

Explain to your partner how to move from one place to another on the grid.
Make a story about where you go!

				
				
				
				
Begin Start				



vorentoe
forward



agtertoe
backward



na links
right



na regs
left

WERKKAART
WORKSHEET

WERKKAART
WORKSHEET

Kom ons praat Wiskunde!

Let's talk Maths!

In Afrikaans sê ons:

simmetries

lyn van simmetrie

bo-op

voor

agter

langs

links en regs

op en af

In English we say:

symmetrical

line of symmetry

on top of

in front of

behind

next to

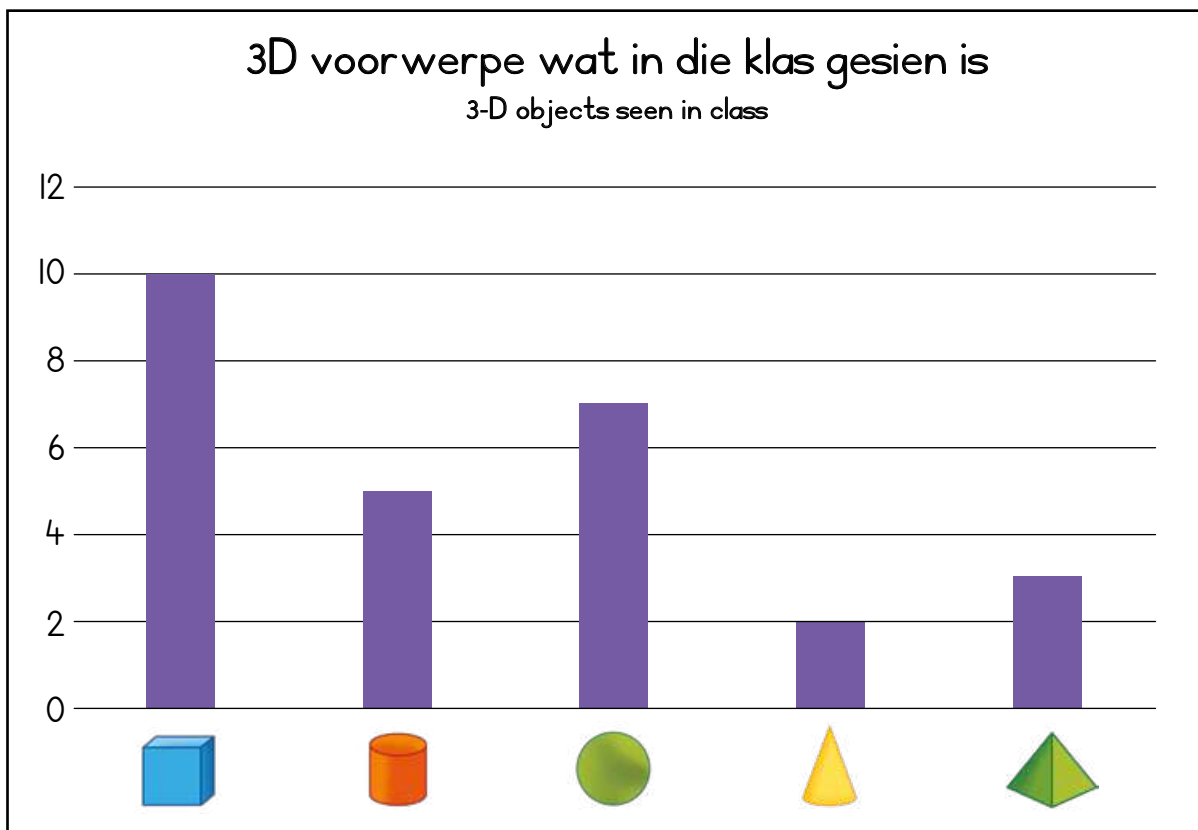
left and right

up and down



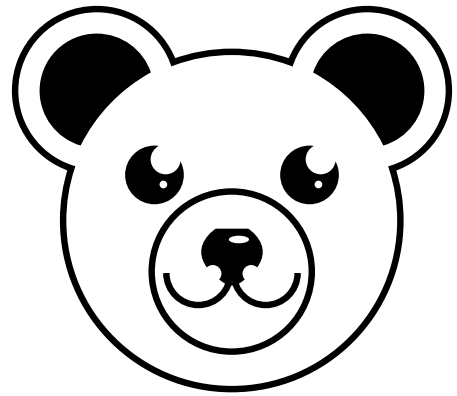
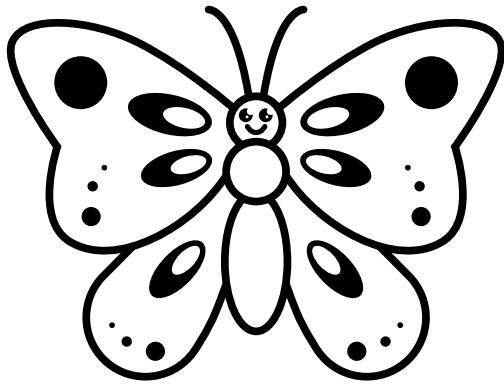
- 1 Die klas het die 3D voorwerpe wat hulle rondom hulle kan sien, getel. Dit is wat hulle gekry het. Gesels met jou maat oor die data wat in die grafiek gewys word.

The class counted the 3-D objects they could see around them. This is what they found. Talk to your partner about the data shown in the graph.



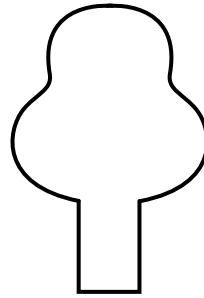
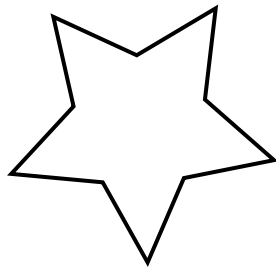
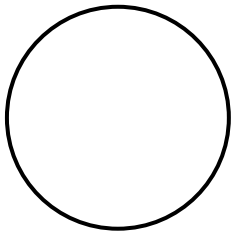
2 Trek 'n lyn van simmetrie op elke prent.

Draw a line of symmetry on each picture.



3 Trek die lyne van simmetrie op elke vorm.

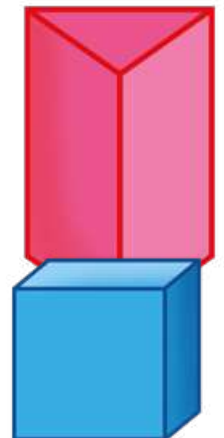
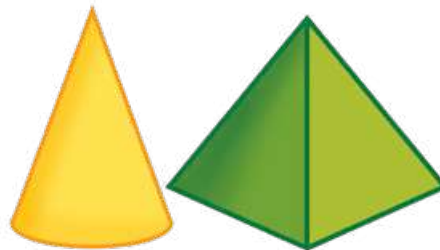
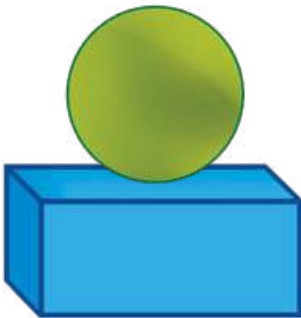
Draw the lines of symmetry in each shape.



4

Gesels met jou maat oor die posisies van die voorwerpe op elke prent.

Talk to your partner about the positions of the objects in the picture.



HOOFREKENE
MENTAL MATHS

FIZZ-POP - RANGGETALLE!
FIZZ POP - ORDINAL NUMBERS!

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

Speletjie: Vinnige wiskunde met dobbelstene - jaag na 0








































































Game: Fast maths with dice - race to 0

- **Speel in pare saam.**
Play in pairs.
- **Gooi die dobbelstene.**
Trek julle getal van 100 af.
Roll the dice. Subtract your number from 100.
- **Maak beurte. Gooi weer.**
Take turns. Roll again.
- **Hou aan aftrek totdat julle by 0 uitkom.**
Keep subtracting till you get to 0.



I In watter posisie is die ingekleurde voorwerp?

What position is the shaded object in?

										
eerste 1ste	tweede 2de	derde 3de	vierde 4de	vyfde 5de	sesde 6de	sewende 7de	agste 8ste	negende 9de	tiende 10de	
										tweede 2de 
										
										
										
										
										

HOOFREKENE
MENTAL MATHS

FIZZ-POP - RANGGETALLE!
FIZZ POP - ORDINAL NUMBERS!

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

1 Watter sirkel?

Which circle?

Trek 'n kruisie deur die negende sirkel van regs af.

Cross out the ninth circle from the right.

Teken 'n gesig in die derde sirkel van regs af.

Draw a face in the third circle from the right.

Teken 'n driehoek in die laaste sirkel van regs af.

Draw a triangle in the furthestest circle from the right.

Kleur die eerste sirkel van regs af in.

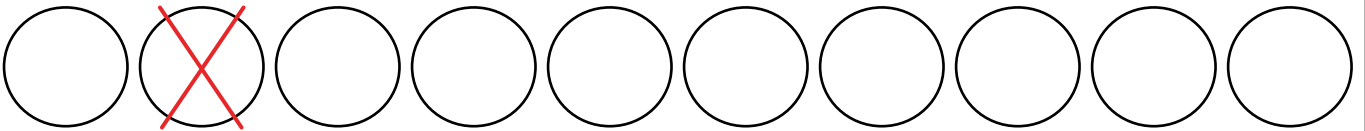
Colour in the first circle from the right.

Teken 'n hart in die vierde sirkel van regs af.

Draw a heart in the fourth circle from the right.

Teken 'n vierkant in die sewende sirkel van regs af.

Draw a square in the seventh circle from the right.



2 Kleur die korrekte sirkel of sirkels in:


Colour the correct circle or circles:

die derde sirkel van regs af the third circle from the right	○ ○ ○ ○ ○ ○ ○ ○ ○ ○
die drie sirkels van regs af three circles from the right	○ ○ ○ ○ ○ ○ ○ ○ ○ ○
die vyfde sirkel van links af the fifth circle from the left	○ ○ ○ ○ ○ ○ ○ ○ ○ ○
die vyf sirkels van links af five circles from the left	○ ○ ○ ○ ○ ○ ○ ○ ○ ○
die agtste sirkel van regs af the eighth circle from the right	○ ○ ○ ○ ○ ○ ○ ○ ○ ○
die agt sirkels van regs af eight circles from the right	○ ○ ○ ○ ○ ○ ○ ○ ○ ○

3 Beantwoord die vrae met behulp van die 100-blok.

Use the 100 square to answer the questions.

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

<p>Wat is die eerste getal? What is the first number?</p>	1 
<p>Wat is die laaste getal? What is the last number?</p>	
<p>Omkring die tweede getal regs van die getal 31. Circle the second number to the right of the number 31.</p>	
<p>Wat is die sewende getal op die blok as jy by 1 begin? What is the seventh number on the square, starting from 1?</p>	
<p>Wat is die sewende getal ná die getal 1? What is the seventh number after the number 1?</p>	
<p>Wat is die eerste 3 getalle links van die getal 10? What are the first 3 numbers to the left of the number 10?</p>	
<p>Wat is die sewentiende getal op die blok? What is the seventeenth number on the square?</p>	
<p>Wat is die vyfde getal ná 10? What is the fifth number after 10?</p>	
<p>Wat is die vyftiende getal ná 10? What is the fifteenth number after 10?</p>	
<p>8 is die _____ getal. 8 is the _____ number.</p>	

HOOFREKENE
MENTAL MATHS

FIZZ-POP - RANGGETALLE!
FIZZ POP - ORDINAL NUMBERS!

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

1 Hoeveel groepe is daar?

How many groups are there?

As ons 11 appels het:

Using 11 apples:



3 groepe van 3

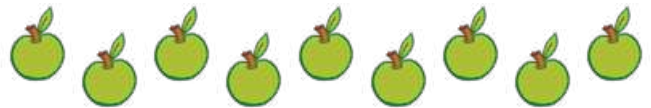
3 groups of 3

Hoeveel bly oor? 2

How many are left over? 2

As ons 9 appels het:

Using 9 apples:



_____ groepe van 5

_____ groups of 5

Hoeveel bly oor? _____

How many are left over? _____

As ons 14 appels het:

Using 14 apples:



_____ groepe van 3

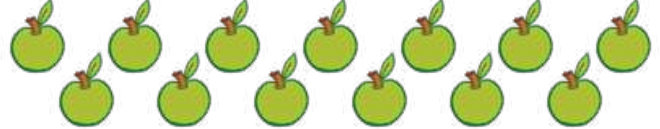
_____ groups of 3

Hoeveel bly oor? _____

How many are left over? _____

As ons 13 appels het:

Using 13 apples:



_____ groepe van 2

_____ groups of 2

Hoeveel bly oor? _____

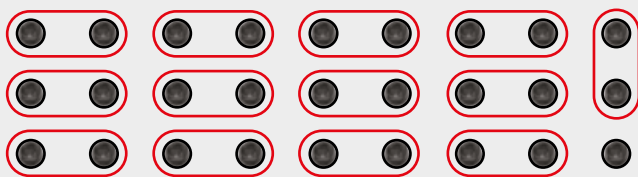
How many are left over? _____

2 Maak tekeninge om die groepe te kry.

Draw to find the groups.

Hoeveel groepe van 2 kan jy met 27 maak? 13

How many groups of 2 can you make from 27? 13



Hoeveel bly oor? 1

How many are left over? 1

Hoeveel groepe van 4 kan jy met 50 maak? _____

How many groups of 4 can you make from 50? _____

Hoeveel bly oor? _____

How many are left over? _____

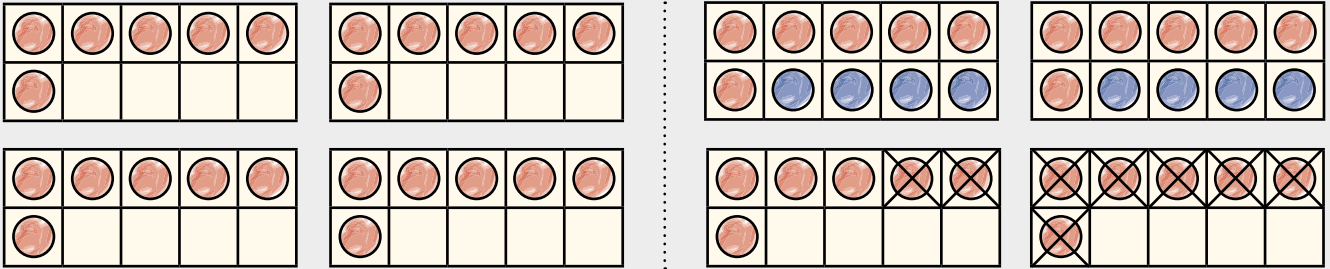
3 Hoeveel boksies van 10 kan jy maak? Hoeveel bly daar oor?

How many boxes of 10 can you make? How many are left over?



Jy koop 4 boksies met 6 lekkers in elkeen.

You buy 4 boxes with 6 sweets each.



Hoeveel boksies van 10 kan jy maak?

How many boxes of 10 can you make?

2

Hoeveel los lekkers bly daar oor?

How many loose sweets are left over?

4

Jy koop 8 boksies met 4 potlode in elkeen.

You buy 8 boxes with 4 pencils each.

Hoeveel boksies van 10 kan jy maak?

How many boxes of 10 can you make?

Hoeveel los potlode bly daar oor?

How many loose pencils are left over?

Jy koop 5 boksies met 9 sjokolades in elkeen.

You buy 5 boxes with 9 chocolates each.

Hoeveel boksies van 10 kan jy maak?

How many boxes of 10 can you make?

Hoeveel los sjokolades bly daar oor?

How many loose chocolates are left over?

Jy koop 9 bokse met 7 suurlemoene in elkeen.

You buy 9 boxes with 7 lemons each.

Hoeveel bokse van 10 kan jy maak?

How many boxes of 10 can you make?

Hoeveel los suurlemoene bly daar oor?

How many loose lemons are left over?

HOOFREKENE
MENTAL MATHS

FIZZ-POP - RANGGETALLE!
FIZZ POP - ORDINAL NUMBERS!

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

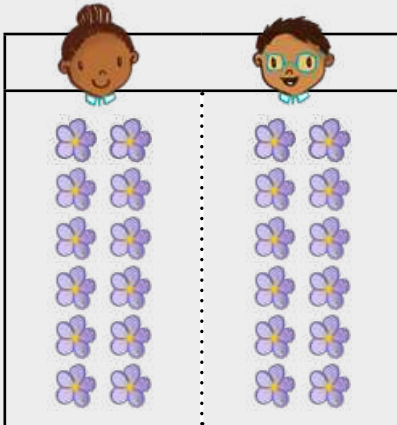
WERKKAARTE
WORKSHEETS

I Verdeel gelykop. Hoeveel bly daar oor?

Share equally. How many are left over?

Verdeel 25 blomme tussen 2 kinders.

Share 25 flowers between 2 children.



$$\frac{25}{25} \div \frac{2}{2} = \frac{12}{12} \text{ en } \frac{1}{1} \text{ wat oorbly}$$

$$\frac{25}{25} \div \frac{2}{2} = \frac{12}{12} \text{ and } \frac{1}{1} \text{ left over}$$

Verdeel 19 balle tussen 5 kinders.

Share 19 balls among 5 children.

$$\frac{\quad}{\quad} \div \frac{\quad}{\quad} = \frac{\quad}{\quad}$$

en $\frac{\quad}{\quad}$ wat oorbly

$$\frac{\quad}{\quad} \div \frac{\quad}{\quad} = \frac{\quad}{\quad}$$

and $\frac{\quad}{\quad}$ left over

Verdeel 30 blomme tussen 7 mense.

Share 30 flowers among 7 people.

$$\frac{\quad}{\quad} \div \frac{\quad}{\quad} = \frac{\quad}{\quad}$$

en $\frac{\quad}{\quad}$ wat oorbly

$$\frac{\quad}{\quad} \div \frac{\quad}{\quad} = \frac{\quad}{\quad}$$

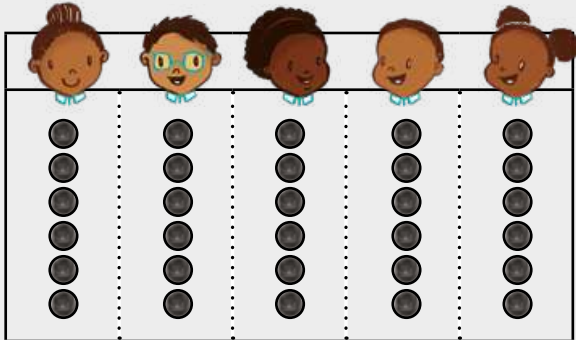
and $\frac{\quad}{\quad}$ left over

2 Verdeel gelykop. Hoeveel bly daar oor?

Share equally. How many are left over?

Verdeel 34 balle tussen 5 kinders.

Share 34 balls among 5 children.



$$\underline{34} \div \underline{5} = \underline{6}$$

en 4 wat oorbly

$$\underline{34} \div \underline{5} = \underline{6} \text{ and } \underline{4} \text{ left over}$$

Verdeel 27 sjokolades tussen 4 mense.

Share 27 chocolates among 4 people.

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

en wat oorbly

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

and left over

Verdeel 33 potlode tussen 7 kinders.

Share 33 pencils among 7 children.

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

en wat oorbly

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

and left over

Verdeel 45 lemoene tussen 8 leerders.

Share 45 oranges among 8 learners.

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

en wat oorbly

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

and left over

WERKKAART
WORKSHEET

WERKKAART
WORKSHEET

Kom ons praat Wiskunde!

Let's talk Maths!

In Afrikaans sê ons:

ranggetal

eerste

laaste

posisie

groepeer

verdeel

In English we say:

ordinal number

first

last

position

group

share



- 1 Thandeka bak 32 kolwyntjies om by die skool te verkoop. Sy sit 4 kolwyntjies in elke boks. Hoeveel bokse kolwyntjies kan sy maak?

Thandeka bakes 32 cupcakes to sell at school. She puts 4 cupcakes in each box. How many boxes of cupcakes can she make?

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

Thandeka kan $\underline{\quad}$ bokse kolwyntjies maak.

Thandeka can make $\underline{\quad}$ boxes of cupcakes.

- 2 Khanye verdeel 20 koekies tussen haar 4 maats. Hoeveel koekies kry elke maat? Hoeveel koekies bly daar oor?

Khanye shares 20 biscuits among her 4 friends. How many biscuits will each friend get? How many biscuits are left over?

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

Khanye gee $\underline{\quad}$ koekies vir elke maat. Daar bly $\underline{\quad}$ koekies oor.

Khanye gives each friend $\underline{\quad}$ biscuits. There are $\underline{\quad}$ biscuits left over.

3 Kleur in:

Shade:

die tweede sirkel van regs af the second circle from the right	○○○○○○○○○○○○○○
twee sirkels van regs af two circles from the right	○○○○○○○○○○○○○○
die tiende sirkel van links af the tenth circle from the left	○○○○○○○○○○○○○○
tien sirkels van links af ten circles from the left	○○○○○○○○○○○○○○
die eerste sirkel van regs af the first circle from the right	○○○○○○○○○○○○○○
een sirkel van regs af one circle from the right	○○○○○○○○○○○○○○
die vierde sirkel van links af the fourth circle from the left	○○○○○○○○○○○○○○
vier sirkels van links af four circles from the left	○○○○○○○○○○○○○○
die derde sirkel van onder af the third circle from the bottom	○○○○○○○○○○○○○○
die sesde sirkel van bo af the sixth circle from the top	○○○○○○○○○○○○○○
drie sirkels van onder af three circles from the bottom	○○○○○○○○○○○○○○
ses sirkels van bo af six circles from the top	○○○○○○○○○○○○○○

4 Los op.

Solve.

Hoeveel groepe van 10 kan jy met 19 maak? How many groups of 10 can you make from 19?			
Hoeveel groepe van 10? How many groups of 10?		Wat bly daar oor? What is left over?	

HOOFREKENE
MENTAL MATHS

WYS MY 'N GETAL!
SHOW ME A NUMBER!

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

Speletjie: Hoeveel 10'e is daar? Hoeveel 1'e?

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

- Werk in pare saam. Wys die getal met julle basis 10-getalkaarte.

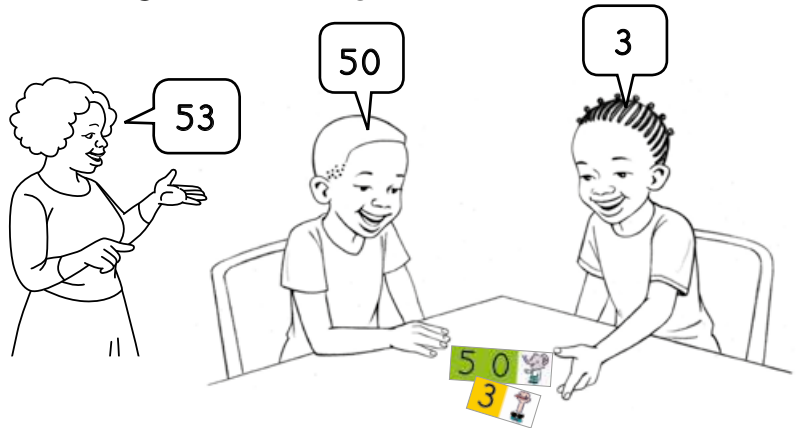
Work in pairs. Show the number using your base 10 number cards.

- Hoeveel 10'e is daar? Hoeveel 1'e?

How many 10s? How many 1s?





- Wat is die getal?

What number?



Kom ons verdubbel 13. 13 is dieselfde as 10 en 3. Om 13 te verdubbel, beteken dat ons twee 13's moet gebruik.

Let's double 13. 13 is the same as 10 and 3. Doubling 13 means we take two 13s.

	
	
Daar is altesame 2 tiene. There are 2 tens altogether.	Daar is altesame 6 ene. There are 6 ones altogether.



	tiene tens	ene ones
	1	3
+	1	3
	2	6

Ek het altesame 26.
I have 26 altogether.

1 Verdubbel. Gebruik jou blokkies.

Double. Use your blocks.

11	22 	21		32	
42		12		24	

3 ene en 3 ene maak 6 ene.
1 tien en 1 tien maak 2 tiene.
Ek het altesame 26.

3 ones and 3 ones makes 6 ones.
1 ten and 1 ten makes 2 tens.
I have 26 altogether.



Verdubbel 22.

Double 22.

	t	e
	2	2

+	2	2
	4	4



Verdubbel die getalle! Hoeveel is daar altesame?

Double the numbers!
How much is there altogether?

2 Verdubbel 31.

Double 31.

	t	e

+		

3 Verdubbel 14.

Double 14.

	t	e

+		

Verdubbel 24.

Double 24.

	t	e

+		

Verdubbel 23.

Double 23.

	t	e

+		

Verdubbel 33.

Double 33.

	t	e

+		

HOOFREKENE
MENTAL MATHS

WYS MY 'N GETAL!
SHOW ME A NUMBER!

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS



82 is dieselfde as 80 en 2. Ek kan die helfte van 82 kry deur die helfte ('n halwe) van 80 en die helfte ('n halwe) van 2 te kry.

82 is the same as 80 and 2. I can find half of 82 by finding half of 80 and half of 2.

tiene tens	ene ones
Die helfte van 8 tiene is 4 tiene. Half of 8 tens is 4 tens.	Die helfte van 2 ene is 1 een. Half of 2 ones is 1 one.

Die helfte van 82 is 41.
Half of 82 is 41.




1 Kry die helfte van elke getal met jou blokkies.

Find half of each number using your blocks.

28	14	64		42	
86		48		66	

2 Die helfte ('n halwe) van 22 Half of 22		Die helfte ('n halwe) van 60 Half of 60	
Die helfte ('n halwe) van 46 Half of 46		Die helfte ('n halwe) van 82 Half of 82	

3

tiene tens	ene ones
<p>Die helfte van 26 is <u>13</u>.</p> <p>Half of 26 is <u>13</u>.</p> 	
<p>Die helfte van 64 is _____.</p> <p>Half of 64 is _____.</p>	
<p>Die helfte van 82 is _____.</p> <p>Half of 82 is _____.</p>	



Kry die helfte met jou blokkies.
Use your blocks to find half.

Om die helfte te kry, moet jy die helfte van die tiene en die helfte van die ene kry.
To find half, find half of the tens and half of the ones.



4

Die helfte van 42 Half of 42		Die helfte van 68 Half of 68	
Die helfte van 80 Half of 80		Die helfte van 86 Half of 86	

HOOFREKENE
MENTAL MATHS

WYS MY 'N GETAL!
SHOW ME A NUMBER!



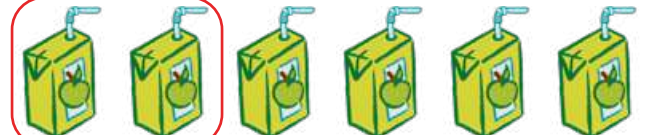







SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

1 Maak 'n regmerkie by die breuk wat op die prent omkring is.

Tick the box to show what fraction has been circled.

			
een derde one third	<input checked="" type="checkbox"/>	een halwe one half	
			
een kwart one quarter		een derde one third	
			
een derde one third		een halwe one half	
			
een halwe one half		een derde one third	
			
een derde one third		een halwe one half	

Wanneer ons iets gelykop tussen 3 kinders verdeel, kry elke kind een derde.

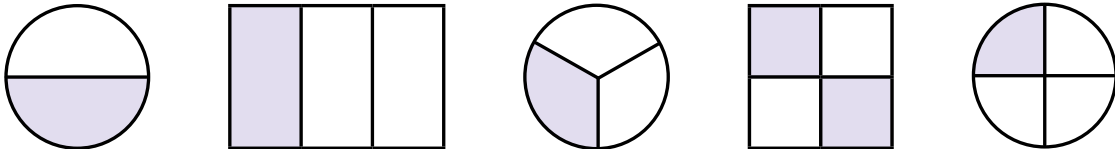
When we share equally among 3 children, each child gets one third.



2		<p>Hoeveel gelyke dele is daar?</p> <p>How many equal parts are there?</p>		<p>Die breuk se naam:</p> <p>Fraction name:</p>
----------	--	--	--	---

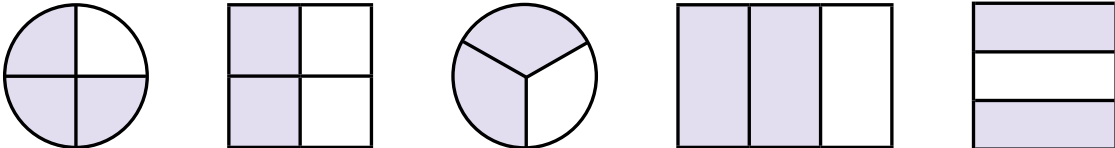
Omkring die prente wat een derde wys.

Circle the pictures that show one third.



Omkring die prente wat twee derdes wys.

Circle the pictures that show two thirds.



Wanneer ons iets gelykop tussen 4 kinders verdeel, kry elke kind een kwart.

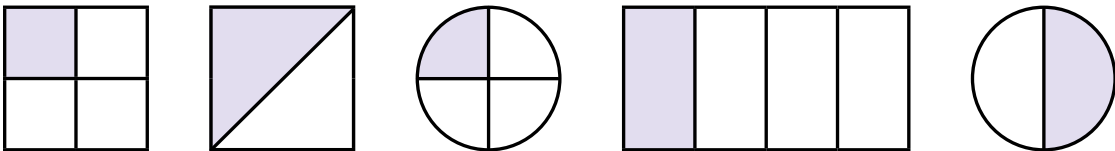
When we share equally among 4 children, each child gets one quarter.



3		<p>Hoeveel gelyke dele is daar?</p> <p>How many equal parts are there?</p>		<p>Die breuk se naam:</p> <p>Fraction name:</p>
----------	--	--	--	---

Omkring die prente wat een kwart wys.

Circle the pictures that show one quarter.



4		<p>Hoeveel gelyke dele is daar?</p> <p>How many equal parts are there?</p>		<p>Die breuk se naam:</p> <p>Fraction name:</p>
----------	--	--	--	---



Vier kwarte is dieselfde as een hele. Kan jy dit raaksien?

Four quarters is the same as one whole. Can you see?

HOOFREKENE
MENTAL MATHS

WYS MY 'N GETAL!
SHOW ME A NUMBER!

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

1 Sizwe loop elke dag skool toe. Halfpad skool toe is daar 'n boom. Teken die boom op die getallelyn in.

Sizwe walks to school every day. Halfway to school, there is a tree. Draw the tree on the number line.



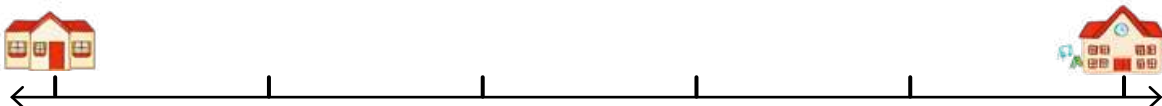
Sy maat se huis is een kwart weg op pad skool toe. Teken 'n vierkant om sy maat se huis op die getallelyn te wys.

His friend's house is one quarter of the way to school. Draw a square to show his friend's house on the number line.



Daar is 'n rivier wat een vyfde weg op pad skool toe is. Trek 'n streep om die rivier op die getallelyn te wys.

One fifth of the way to school, there is a river. Draw a line to show the river on the number line.



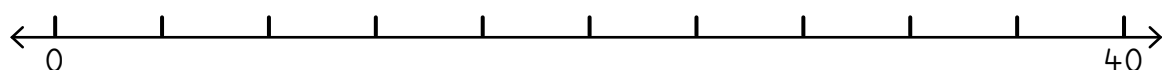
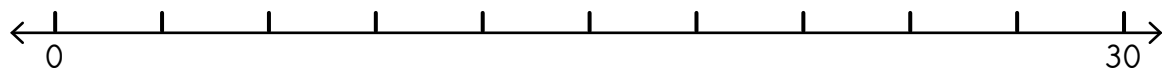
Hy kry 'n hond een sesde weg op pad skool toe. Teken 'n kol om die hond op die getallelyn te wys.

One sixth of the way to school, there is a dog. Draw a dot to show the dog on the number line.



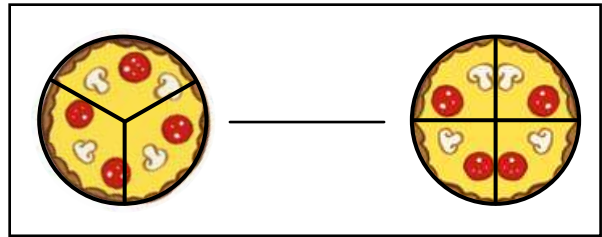
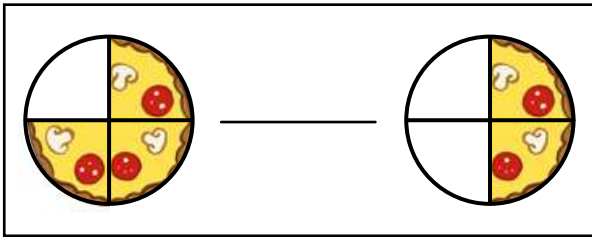
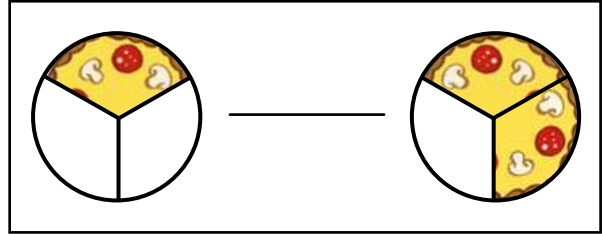
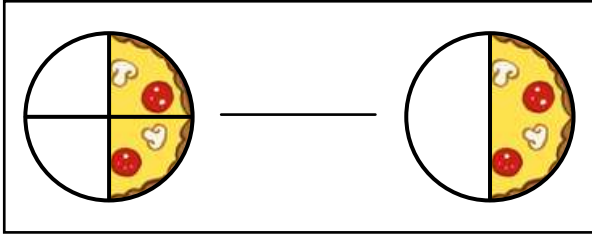
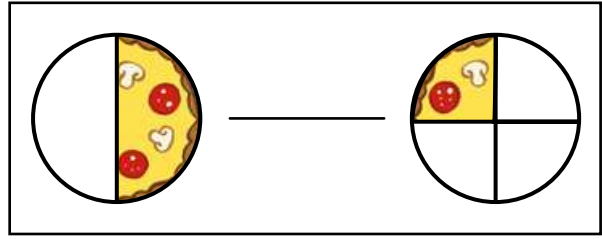
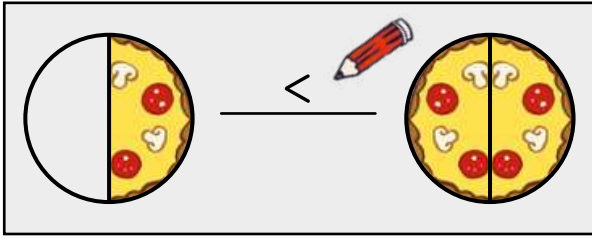
2 Skryf die getal neer wat halfpad op hierdie twee getallelyne staan.

Write the number that is halfway along these number lines.



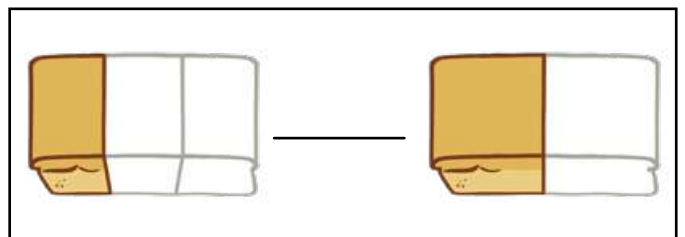
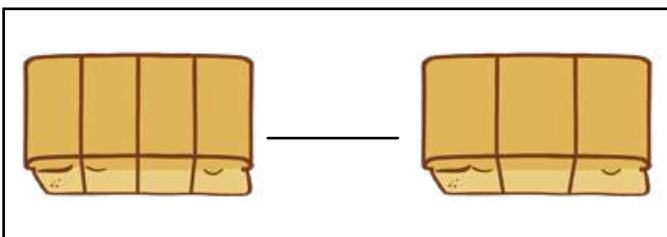
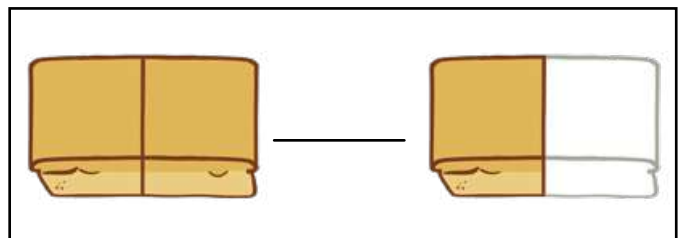
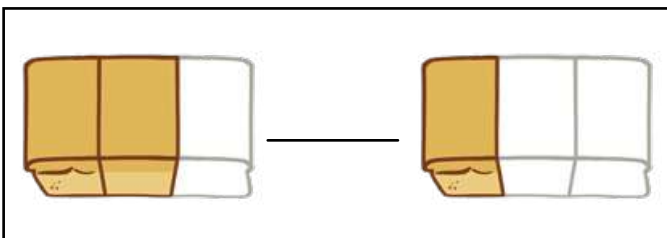
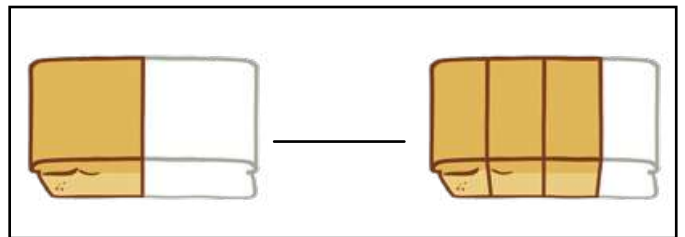
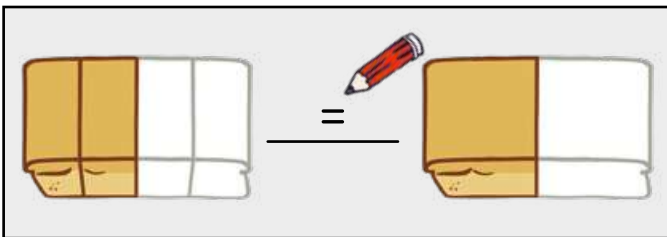
3 Kyk na die ingekleurde dele van die pizza.
Skryf dan $>$, $<$ of $=$ neer.

Look at the coloured parts of the pizza. Write $>$, $<$ or $=$.



4 Kyk na die ingekleurde dele van die brode.
Skryf dan $>$, $<$ of $=$ neer.

Look at the coloured parts of the loaves. Write $>$, $<$ or $=$.



Gesels met jou maat oor die breukdele wat julle op hierdie bladsy kan sien.

Talk to your friend about the fraction parts you can see on this page.

WERKKAART
WORKSHEET

WERKKAART
WORKSHEET

Kom ons praat Wiskunde!

Let's talk Maths!

In Afrikaans sê ons:

dubbel/verdubbel

'n halwe/die helfte

halveer

een halwe

een derde

een kwart

een vyfde

een sesde

In English we say:

double

half

halve

one half

one third

one quarter

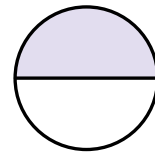
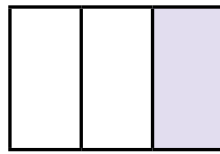
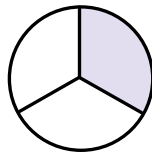
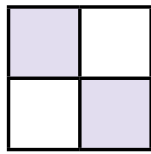
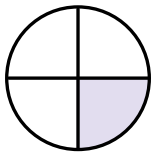
one fifth

one sixth



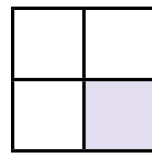
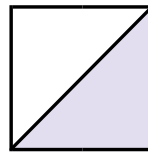
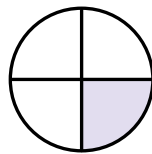
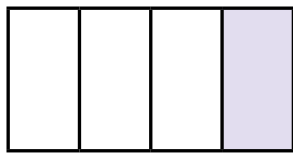
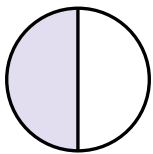
1 Omkring die prente wat een derde wys.

Circle the pictures that show one third.



2 Omkring die prente wat een kwart wys.

Circle the pictures that show one quarter.



3 Verdubbel 12. Verdubbel 25. Verdubbel 23. Verdubbel 34.

Double 12.

Double 25.

Double 23.

Double 34.

t	e

+	

t	e

+	

t	e

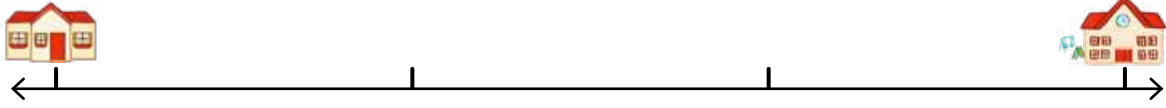
+	

t	e

+	

- 4 Sizwe rus by 'n boom een derde weg op pad skool toe. Teken die boom op die getallelyn in.

Sizwe rests at a tree one third of the way to school. Draw the tree on the number line.



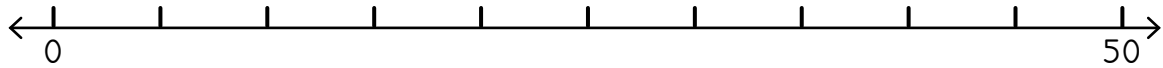
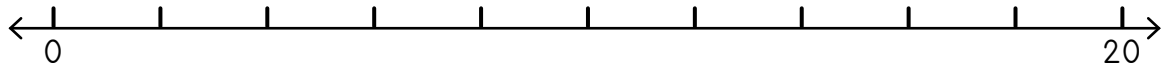
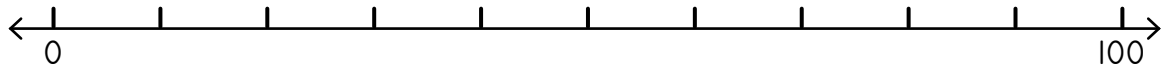
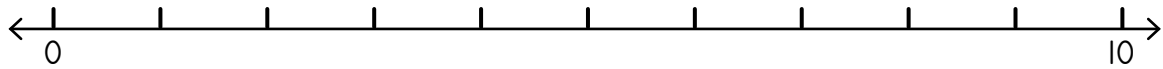
- 5 Buhle kry haar maat twee derdes weg op pad kerk toe. Teken haar maat se gesig op die getallelyn in.

Buhle meets her friend two thirds of the way to church. Draw her friend's face on the number line.



- 6 Skryf die getal neer wat halfpad op elk van hierdie getallelyne staan.

Write the number that is halfway along these number lines.



- 7 Verdubbel die getal.

Double the number.

24		13		41	
34		20		32	

- 8 Kry die helfte.

Find half.

26		88		42	
60		84		18	

HOOFREKENE
MENTAL MATHS

MAAK 20
MET KOLKAARTE
MAKE 20 USING DOT CARDS

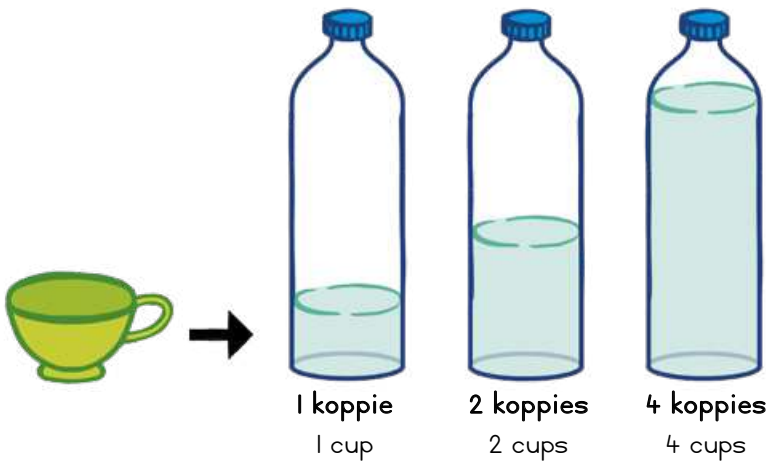
SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

Speletjie: 1, 2, 3 Wys - tel op
Game: 1, 2, 3 Show - addition

- **Speel saam in pare met julle 0–20-kaarte.**
Play in pairs with your 0–20 cards.
- **Albei leerders draai 'n kaart om.**
Both learners flip a card.
- **Tel op! Hou altwee kaarte as jy dit regkry.**
Add! Keep the cards if you get it right.
- **Doen dit weer!**
Go again!



1 liter is dieselfde as 4 koppies.
1 litre is the same as 4 cups.



I Kan die houer meer of minder as 1 liter hou? Omkring die korrekte antwoord.

Does the container hold more or less than 1 litre? Circle the correct answer.

meer more	minder less	meer more	minder less





2 Hoeveel koppies het jy nodig om die bottels vol te maak?

How many cups do you need to fill the bottles?

Wanneer jy skat, dink jy na oor wat die waarde kan wees. Dit moet naby aan die regte antwoord wees om 'n goeie skatting te wees.

When you estimate, you think about what the value will be. It must be close to the right answer to be a good estimate.



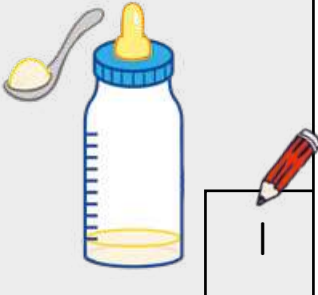
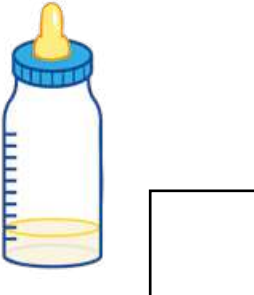
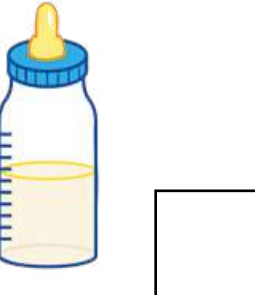
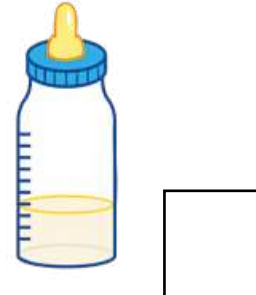
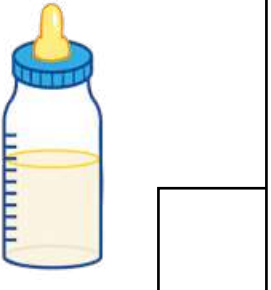
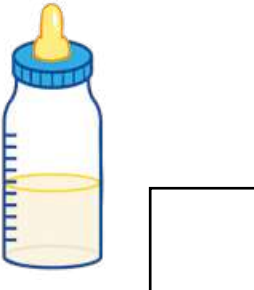
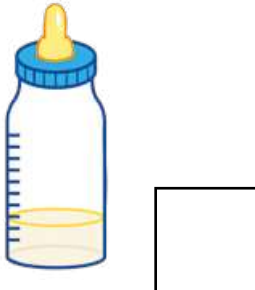
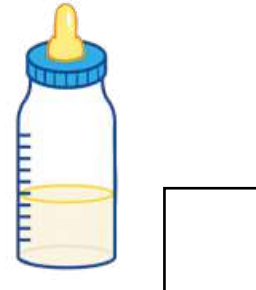
	skatting estimation	meting measurement
	4	4 
		
		



Een lepel water maak die bottel tot by die eerste merkie vol. Hoeveel lepels water is in die bottels ingegooi?

One spoon of water fills this bottle up to the first mark. How many spoons of water have been put into the bottle?

3

HOOFREKENE
MENTAL MATHS

MAAK 20
MET KOLKAARTE
MAKE 20 USING DOT CARDS

SPELETJIE
GAME

























KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

1

kapasiteit in koppies

capacity in cups

10				
9				
8				
7				
6				
5				
4				
3				
2				
1				
	 ketel kettle	 koffiebeker mug	 bak bowl	 maatbeker jug



Daar word op die piktogram gewys hoeveel koppies elke houer kan hou.

The pictograph shows how many cups each container can hold.



Gesels met jou maats oor hierdie vrae.

Talk to your friends about these questions.

Hoeveel  om die  vol te maak?
How many fill the ?

10 

Hoeveel  om die  vol te maak?
How many fill the ?

Hoeveel  om die  vol te maak?
How many fill the ?

Hoeveel  om die  vol te maak?
How many fill the ?

Jy nooi 7 maats na jou huis toe. Sou jy 1 liter vrugtesap koop wat hulle kan drink en waarom?

You have invited 7 friends to your house. Would you buy 1 litre of juice for them to drink and why?

Ma koop 2 liter melk. Daar is 3 mense in ons gesin. Elkeen van ons drink elke dag 1 liter melk. Het Ma genoeg melk gekoop?

Mom buys 2 litres of milk. There are 3 people in our family. Each of them drinks 1 litre of milk every day. Did Mom buy enough milk?






2



5 koppies maak
een maatbeker vol.
5 cups fill one jug.

Hoeveel koppies maak die volgende maatbekers vol?

How many cups fill the following jugs?

	10 		
			
			

$5 \times 1 = \underline{\quad}$	$5 \times 4 = \underline{\quad}$	$5 \times 3 = \underline{\quad}$	$5 \times 2 = \underline{\quad}$
----------------------------------	----------------------------------	----------------------------------	----------------------------------




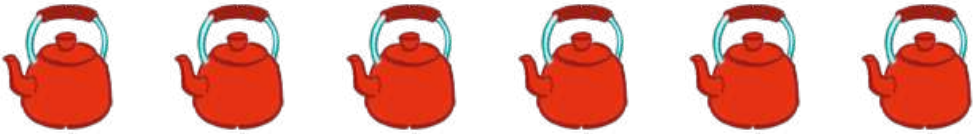

3



10 koppies maak
een ketel vol.
10 cups fill one kettle.

Hoeveel koppies maak die volgende ketels vol?

How many cups fill the following kettles?

	20 		
			
			

$10 \times 1 = \underline{10}$ 	$10 \times 3 = \underline{\quad}$	$10 \times 2 = \underline{\quad}$	$10 \times 5 = \underline{\quad}$
--	-----------------------------------	-----------------------------------	-----------------------------------

HOOFREKENE
MENTAL MATHS


MAAK 20
MET KOLKAARTE
MAKE 20 USING DOT CARDS

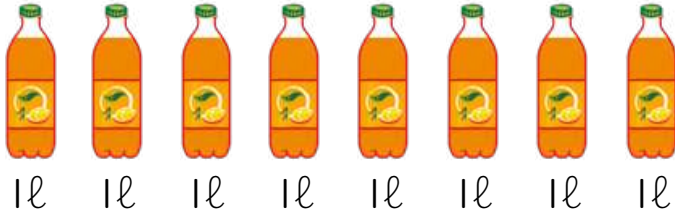
SPELETJIE
GAME

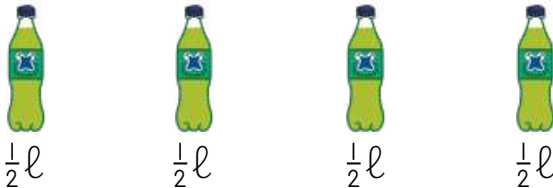
KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

1

	Hoeveel bottels? How many bottles?	3
	Hoeveel liter? How many litres?	3

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

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

2

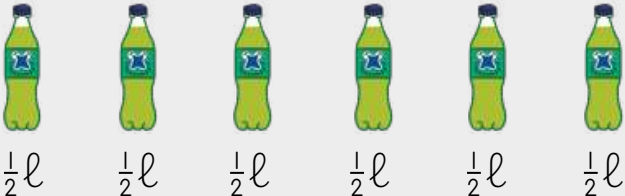

Ma koop 2 liter melk, en Pa koop nog 5 liter. Altesame hoeveel liter melk koop hulle?


Mom buys 2 litres of milk and Dad buys another 5 litres. How many litres of milk did they buy altogether?


Jabu koop 2 liter kola-koeldrank, en Vusi koop 1 liter. Hoeveel liter kola-koeldrank het hulle altesame?


Jabu buys 2 litres of cola and Vusi buys 1 litre. How many litres of cola do they have altogether?

3

 <p>$\frac{1}{2}l$ $\frac{1}{2}l$ $\frac{1}{2}l$ $\frac{1}{2}l$ $\frac{1}{2}l$ $\frac{1}{2}l$</p>	<p>Hoeveel bottels?</p> <p>How many bottles?</p>	6
	<p>Hoeveel liter?</p> <p>How many litres?</p>	3 

 <p>2l 2l 2l</p>	<p>Hoeveel bottels?</p> <p>How many bottles?</p>	
	<p>Hoeveel liter?</p> <p>How many litres?</p>	


 <p>2l 2l 2l 2l 2l 2l</p>	<p>Hoeveel bottels?</p> <p>How many bottles?</p>	
	<p>Hoeveel liter?</p> <p>How many litres?</p>	


 <p>2l 2l 2l 2l</p>	<p>Hoeveel bottels?</p> <p>How many bottles?</p>	
	<p>Hoeveel liter?</p> <p>How many litres?</p>	

4

Hoeveel liter is daar in elke boks?

How many litres in each box?

<p>A</p>  <p>$\frac{1}{2}l$ $\frac{1}{2}l$ $\frac{1}{2}l$ $\frac{1}{2}l$ $\frac{1}{2}l$ $\frac{1}{2}l$</p>	
--	--

<p>B</p>  <p>2l 2l</p>	
--	--

<p>Watter boks kan meer liter hou?</p> <p>Which box has more litres?</p>	
<p>Hoeveel meer?</p> <p>How many more?</p>	

HOOFREKENE
MENTAL MATHS

MAAK 20
MET KOLKAARTE
MAKE 20 USING DOT CARDS

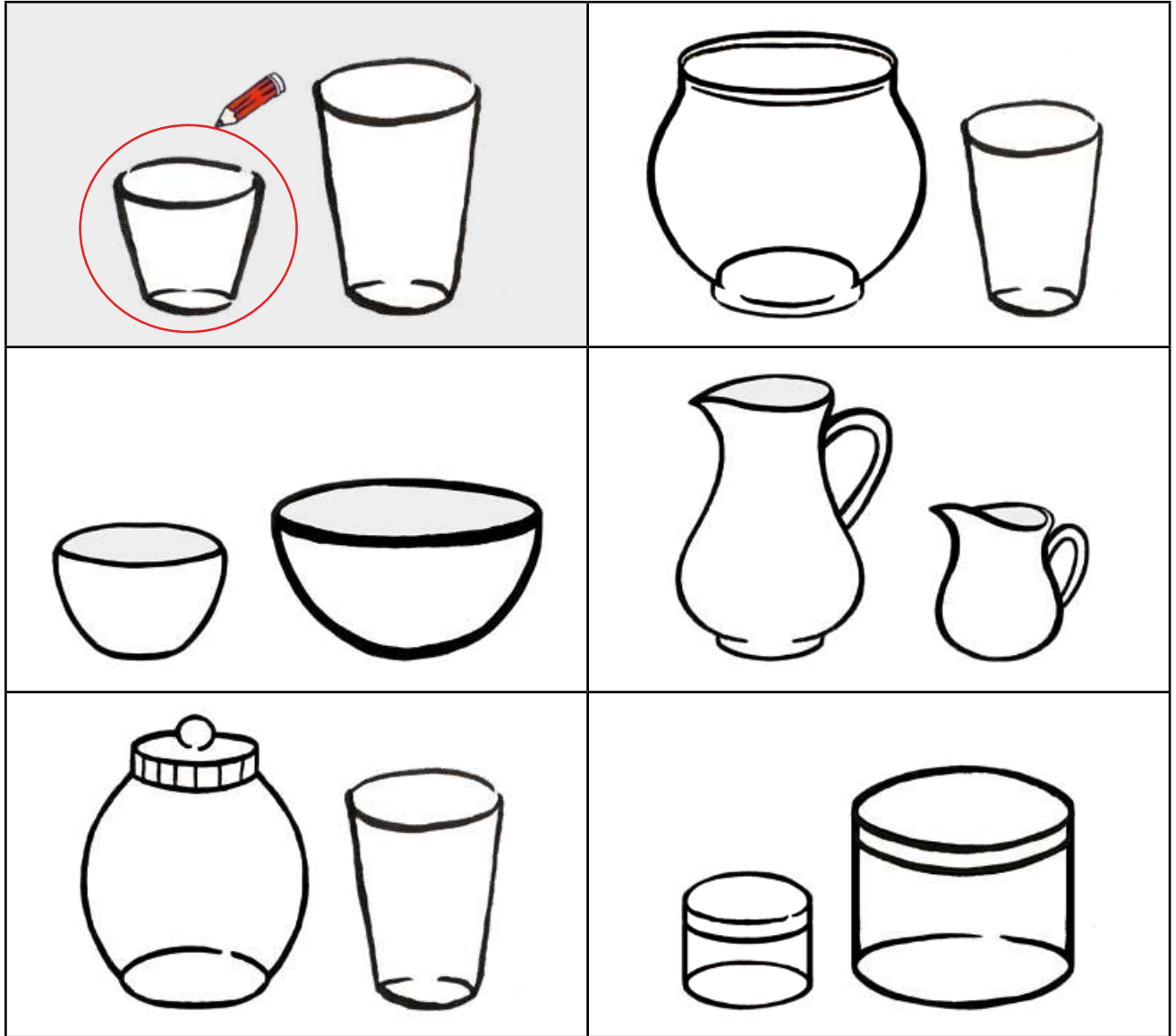
SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

1 Omkring die houer wat minder water kan hou.

Circle the container that will hold less water.



2 Jabu gaan haal 3 l water by die kraan.
Sy ma vra hom om 10 l te gaan haal.
Hoeveel liter water moet hy nog gaan haal?

Jabu has collected 3 l of water from the tap. His mother asked him to collect 10 l. How many more litres must he collect?

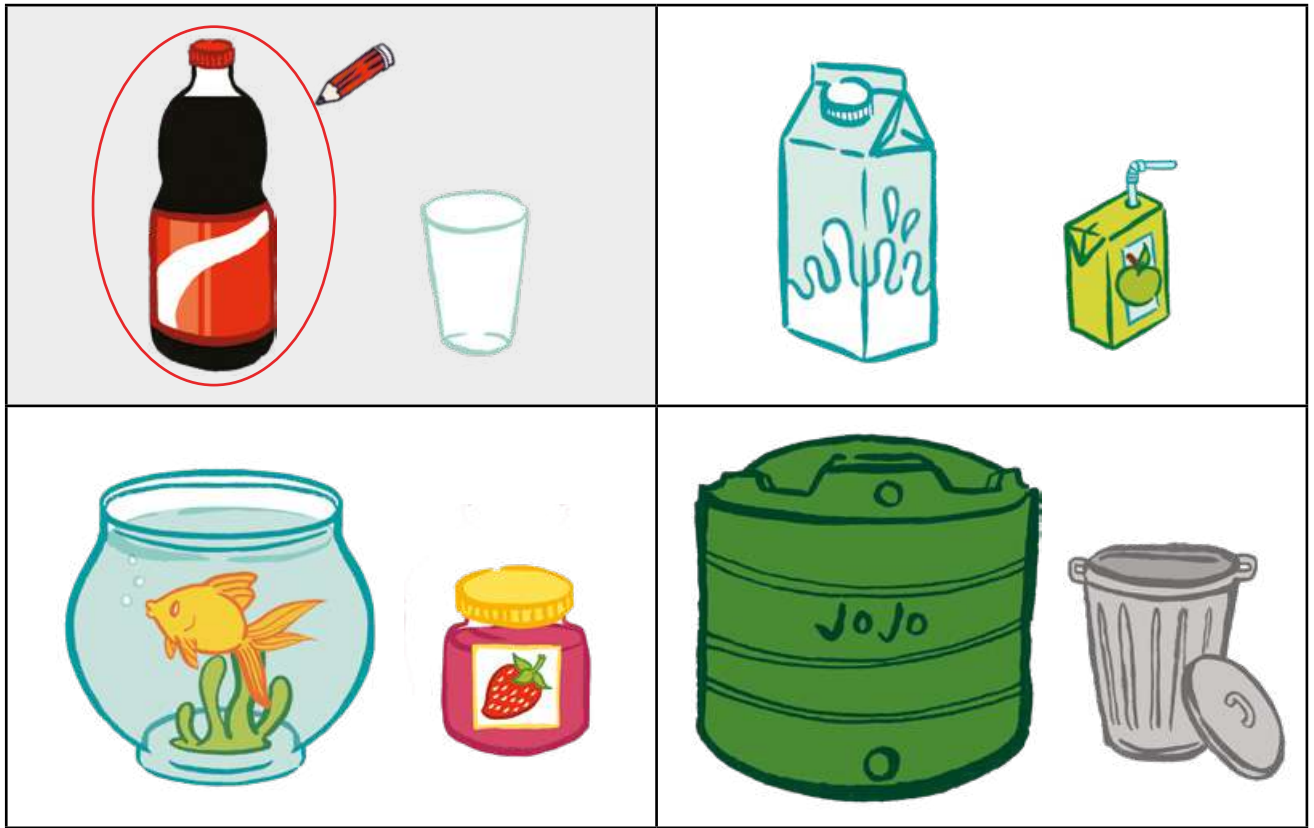
Ons sê die houer wat meer kan hou, het 'n groter kapasiteit.

We say the container that can hold more has a greater capacity.



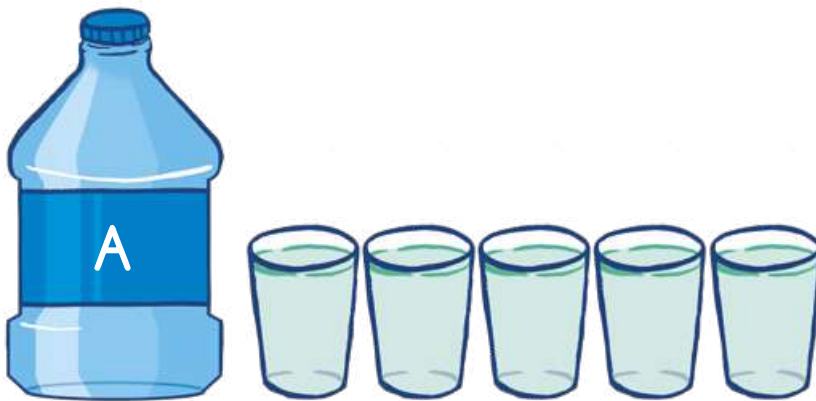
3 Omkring die houer wat meer kan hou.

Circle the container that will hold more.



4 Watter houer kan meer hou?

Which container holds more?



Gesels met jou maats oor hierdie vrae.
Talk to your friends about these questions.



WERKKAART
WORKSHEET

WERKKAART
WORKSHEET

Kom ons praat Wiskunde!

Let's talk Maths!



In Afrikaans sê ons:

kapasiteit

Die bottel kan 4 koppies water hou.

Een liter is dieselfde as 4 koppies.

'n Groot houer het 'n groot kapasiteit.

'n Klein houer het 'n klein kapasiteit.

In English we say:

capacity

The bottle holds 4 cups of water.

One litre is the same as 4 cups.

A big container has a large capacity.

A small container has a small capacity.

1

<p>1l 1l 1l 1l 1l 1l 1l</p>	<p>Hoeveel bottels?</p> <p>How many bottles?</p>	
	<p>Hoeveel liter?</p> <p>How many litres?</p>	

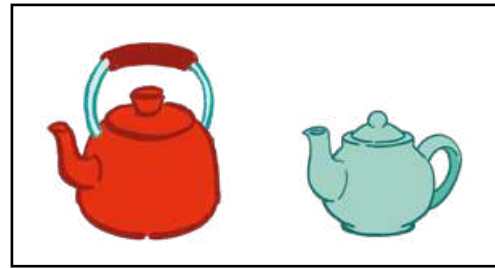
2

Omkring die houer wat meer water kan hou.

Circle the container that will hold more water.

3 Omkring die houer wat minder kan hou.

Circle the container that will hold less.



<p>2 l 2 l 2 l 2 l 2 l 2 l</p>	Hoeveel bottels? How many bottles?	
	Hoeveel liter? How many litres?	

<p>10 l 10 l 10 l 10 l</p>	Hoeveel emmers? How many buckets?	
	Hoeveel liter? How many litres?	

<p>5 l 5 l 5 l</p>	Hoeveel potte? How many pots?	
	Hoeveel liter? How many litres?	

5 Hoeveel liter?

How many litres?

<p>$\frac{1}{2}l$ $\frac{1}{2}l$ $\frac{1}{2}l$</p>		<p>$\frac{1}{2}l$ $\frac{1}{2}l$</p>	
<p>$\frac{1}{2}l$ $\frac{1}{2}l$ $\frac{1}{2}l$ $\frac{1}{2}l$ $\frac{1}{2}l$</p>		<p>$\frac{1}{2}l$ $\frac{1}{2}l$ $\frac{1}{2}l$ $\frac{1}{2}l$ $\frac{1}{2}l$ $\frac{1}{2}l$</p>	

HOOFREKENE
MENTAL MATHS

WYS MY 'N GETAL!
SHOW ME A NUMBER!

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

Speletjie: Vinnige wiskunde met kaarte - trek af
Game: Fast maths with cards - subtract

- Sit die 0-10-getalkaarte op 'n hopie neer.
Place number cards 0 to 10 in a pile.

Place number cards 0 to 10 in a pile.

- Draai een kaart om.
Flip one card.

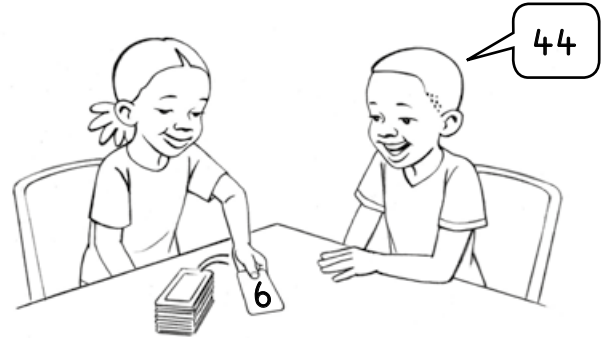
Flip one card.

- Trek die getal van 50 af.
Subtract from 50.

Subtract from 50.

- Probeer nou om van 60, 70 en 80 af te trek.
Now try to subtract from 60, 70 and 80.

Now try to subtract from 60, 70 and 80.



$26 + 71 =$



<p>26 is dieselfde as 2 tiene en 6 ene. 26 is the same as 2 tens and 6 ones.</p>		
<p>Kom ons tel nou 71 by. Now let's add 71.</p>		
	<p>Daar is altesame 9 tiene. There are 9 tens altogether.</p>	<p>Daar is altesame 7 ene. There are 7 ones altogether.</p>

	t	e
	2	6

+	7	1

	9	7

<p>Ek het altesame 97. I have 97 altogether.</p>		

I Tel op met blokkies.

Add using blocks.

$18 + 51 = \underline{69}$	$34 + 42 = \underline{\quad}$	$63 + 25 = \underline{\quad}$
$75 - 14 = \underline{\quad}$	$56 - 32 = \underline{\quad}$	$44 - 23 = \underline{\quad}$

$73 - 42 =$

Los die aftrekkingsprobleem op.
Solve the subtraction problem.



7 tiene neem weg 4 tiene gee 3 tiene. 7 tens take away 4 tens leaves 3 tens.	3 ene neem weg 2 ene gee 1 een. 3 ones take away 2 ones leaves 1 one.

t	e
7	3

- 4	2

3	1

Daar bly 31 oor.
There is 31 left over.

2 Tel op of trek af. Add or subtract.

Ek het altesame ____.	
I have ____ altogether.	

5	1

+ 1	7

Ek het altesame ____.	
I have ____ altogether.	

4	2

+ 2	6

Daar bly ____ oor.	
There is ____ left over.	

6	8

- 5	1

Daar bly ____ oor.	
There is ____ left over.	

5	9

- 1	3

HOOFREKENE
MENTAL MATHS

WYS MY 'N GETAL!
SHOW ME A NUMBER!

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

1 Tel op.
Add.

Ek het altesame ____.	
I have ____ altogether.	

3	3

+	1 5

Ek het altesame ____.	
I have ____ altogether.	

5	2

+	2 5

Ek het altesame ____.	
I have ____ altogether.	

1	7

+	6 2

Ek het altesame ____.	
I have ____ altogether.	

4	3

+	6 1

2 Tel op! Gebruik jou blokkies.
Add! Use your blocks.

Tel die ene op en tel die tiene op.
Add the ones and add the tens.



$24 + 33 = 57$	$56 + 13 = \underline{\quad}$	$11 + 47 = \underline{\quad}$
$36 + 51 = \underline{\quad}$	$71 + 22 = \underline{\quad}$	$84 + 15 = \underline{\quad}$
$14 + 75 = \underline{\quad}$	$56 + 32 = \underline{\quad}$	$23 + 44 = \underline{\quad}$
$52 + 12 = \underline{\quad}$	$27 + 72 = \underline{\quad}$	$43 + 33 = \underline{\quad}$

3 Trek af.

Subtract.

Trek die ene af
en trek die tiene af.
Subtract the ones and
subtract the tens.



		2	7			3	9
		-	1			-	1
Daar bly <u>16</u> oor. There is <u>16</u> left over.			6	Daar bly <u>22</u> oor. There is <u>22</u> left over.			2

		4	8			4	7
		-	2			-	1
Daar bly ____ oor. There is ____ left over.				Daar bly ____ oor. There is ____ left over.			4

		5	6			6	8
		-	3			-	4
Daar bly ____ oor. There is ____ left over.			5	Daar bly ____ oor. There is ____ left over.			7

4 Trek af! Gebruik jou blokkies.

Subtract! Use your blocks.

$97 - 35 = \underline{62}$	$46 - 15 = \underline{\quad}$	$84 - 63 = \underline{\quad}$
----------------------------	-------------------------------	-------------------------------

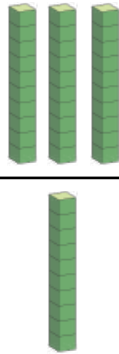
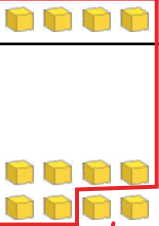


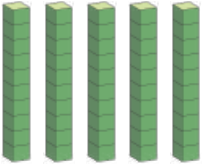

HOOFREKENE
MENTAL MATHS

WYS MY 'N GETAL!
SHOW ME A NUMBER!

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

<p>3 tiene en 1 tien maak 4 tiene. 3 tens and 1 ten makes 4 tens.</p> 	<p>34 + 18 =</p> <p>4 ene en 8 ene maak 12 ene. 4 ones and 8 ones makes 12 ones.</p> 
	<p>12 ene = 1 tien en 2 ene. 12 ones = 1 ten and 2 ones.</p> 
<p>4 tiene en 1 tien maak 5 tiene. 4 tens and 1 ten makes 5 tens.</p> 	<p>2 ene. 2 ones.</p> 

t	e
3	4

+	1 8

As jy meer as 10 ene het, ruil dit vir 'n tien om!
When you have more than 10 ones, exchange for a ten!

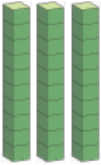

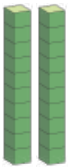

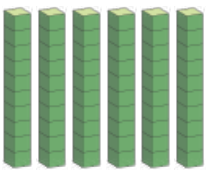



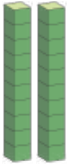

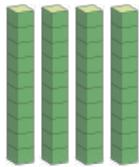

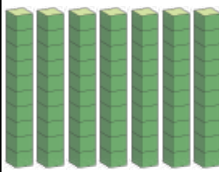

5	2

34 + 18 = 52	

1 Tel op! Gebruik jou blokkies.

Add! Use your blocks.

		3 5
		+ 2 7
		

		2 9
		+ 4 5
		

Jy kan met blokkies optel.
Kom ons tel 10'e en 1'e op.
You can use blocks to add.
Let's add 10s and 1s.



$67 + 25 =$		
<p>12 ene = een tien en twee ene.</p> <p>12 ones = 1 ten and 2 ones.</p>		
<p>Altesame. Altogether.</p>		

	t	e
	6	7

+	2	5

Onthou om die
ene vir 'n tien
om te ruil.
Remember
to exchange.



	9	2

$67 + 25 = 92$		

2 Los op met blokkies.

Solve using blocks.

$36 + 47 = \underline{83}$	$57 + 35 = \underline{\quad}$	$78 + 16 = \underline{\quad}$
$65 + 29 = \underline{\quad}$	$49 + 16 = \underline{\quad}$	$28 + 45 = \underline{\quad}$
$55 + 29 = \underline{\quad}$	$39 + 26 = \underline{\quad}$	$76 + 14 = \underline{\quad}$
$64 + 28 = \underline{\quad}$	$44 + 18 = \underline{\quad}$	$82 + 18 = \underline{\quad}$

Trek af deur 10 te oorbrug
Subtraction bridging 10

HOOFREKENE
MENTAL MATHS

WYS MY 'N GETAL!
SHOW ME A NUMBER!

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

<p>6 tiene neem weg 1 tien gee 5 tiene.</p> <p>6 tens take away 1 ten leaves 5 tens.</p>		<p>$62 - 29 =$</p> <p>10 ene en 2 ene maak 12 ene.</p> <p>10 ones and 2 ones makes 12 ones.</p>		<table border="1"> <tr> <td>t</td> <td>e</td> </tr> <tr> <td>5</td> <td>1</td> </tr> <tr> <td>5</td> <td>2</td> </tr> <tr> <td colspan="2">-----</td> </tr> <tr> <td>- 2</td> <td>9</td> </tr> <tr> <td colspan="2">-----</td> </tr> <tr> <td>3</td> <td>3</td> </tr> <tr> <td colspan="2">-----</td> </tr> <tr> <td colspan="2">$62 - 29 = 33$</td> </tr> </table>	t	e	5	1	5	2	-----		- 2	9	-----		3	3	-----		$62 - 29 = 33$	
					t	e																
5	1																					
5	2																					

- 2	9																					

3	3																					

$62 - 29 = 33$																						
<p>5 tiene neem weg 2 tiene gee 3 tiene.</p> <p>5 tens take away 2 tens leaves 3 tens.</p>		<p>12 ene neem weg 9 ene gee 3 ene.</p> <p>12 ones take away 9 ones leaves 3 ones.</p>																				

Onthou, jy moet omruil as dit nodig is.
Remember to exchange if you need to.



1 Trek af! Gebruik jou blokkies.

Subtract! Use your blocks.

	<table border="1"> <tr> <td>6</td> <td>3</td> </tr> <tr> <td colspan="2">-----</td> </tr> <tr> <td>- 5</td> <td>6</td> </tr> <tr> <td colspan="2">-----</td> </tr> <tr> <td></td> <td></td> </tr> </table>	6	3	-----		- 5	6	-----					<table border="1"> <tr> <td>5</td> <td>1</td> </tr> <tr> <td colspan="2">-----</td> </tr> <tr> <td>- 2</td> <td>5</td> </tr> <tr> <td colspan="2">-----</td> </tr> <tr> <td></td> <td></td> </tr> </table>	5	1	-----		- 2	5	-----			
6	3																						

- 5	6																						

5	1																						

- 2	5																						

Jy kan met blokkies aftrek.
Kom ons trek 10'e en l'e af.

You can use blocks to subtract.
Let's subtract 10s and 1s.



<p>$73 - 35 =$</p> <p>Ruil om. Exchange.</p>		
<p>Trek af! Subtract!</p>		

	t	e
	6	1
	7	3
-	3	5
	3	8
	$73 - 35 = 38$	

2 Los op met blokkies.

Solve using blocks.

$66 - 27 = \underline{39}$	$31 - 18 = \underline{\quad}$	$52 - 36 = \underline{\quad}$
$45 - 29 = \underline{\quad}$	$53 - 15 = \underline{\quad}$	$75 - 48 = \underline{\quad}$
$84 - 39 = \underline{\quad}$	$92 - 64 = \underline{\quad}$	$61 - 25 = \underline{\quad}$
$73 - 56 = \underline{\quad}$	$64 - 25 = \underline{\quad}$	$33 - 14 = \underline{\quad}$
$56 - 12 = \underline{\quad}$	$89 - 45 = \underline{\quad}$	$48 - 17 = \underline{\quad}$

WERKKAART
WORKSHEET

WERKKAART
WORKSHEET

Kom ons praat Wiskunde!

Let's talk Maths!

In Afrikaans sê ons:

basis 10-blokkies

Een 10 is dieselfde as tien 1'e.

tel op

trek af

ruil om

In English we say:

base 10 blocks

One 10 is the same as ten 1s.

add

subtract

exchange



1 Tel op of trek af.

Add or subtract.

Ek het altesame ____.	
I have ____ altogether.	

3	5

+	2 1

Ek het altesame ____.	
I have ____ altogether.	

4	3

+	2 2

Daar bly ____ oor.	
There is ____ left over.	

5	9

-	2 5

Daar bly ____ oor.	
There is ____ left over.	

6	6

-	5 3

2 Los op met jou blokkies.

Solve using your blocks.

$53 + 12 = \underline{\quad}$	$12 + 46 = \underline{\quad}$	$22 + 45 = \underline{\quad}$
$32 - 14 = \underline{\quad}$	$46 - 29 = \underline{\quad}$	$91 - 65 = \underline{\quad}$

3 Los op met blokkies. Skryf neer wat jy gedoen het om dit uit te werk.

Solve using blocks. Write what you did to work it out.

$55 + 14 =$	
t	e
<hr/>	

+	
<hr/>	
<hr/>	

$81 - 37 =$	
t	e
<hr/>	

-	
<hr/>	
<hr/>	

$36 + 47 =$	
t	e
<hr/>	

+	
<hr/>	
<hr/>	

$64 - 29 =$	
t	e
<hr/>	

-	
<hr/>	
<hr/>	

4 Los die woordprobleme op. Jy kan jou blokkies gebruik.

Solve the word problems. You can use your blocks.

Thembi koop 'n boek vir R48 en 'n speelding vir R35.
Hoeveel betaal sy altesame?

Thembi bought a book for R48 and a toy for R35. How much did she spend altogether?

Ntando het R65 en hy betaal R49 om 'n bal te koop.
Hoeveel het hy oor?

Ntando had R65 and he spent R49 on a ball. How much does he have left?

HOOFREKENE
MENTAL MATHS

MAAK 20
MET KOLKAARTE
MAKE 20 USING DOT CARDS

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

Speletjie: Hoeveel 10'e is daar? Hoeveel 1'e?

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

- Werk saam in pare. Wys 'n getal met julle basis 10-getalkaarte.
Work in pairs. Show a number using your base 10 number cards.

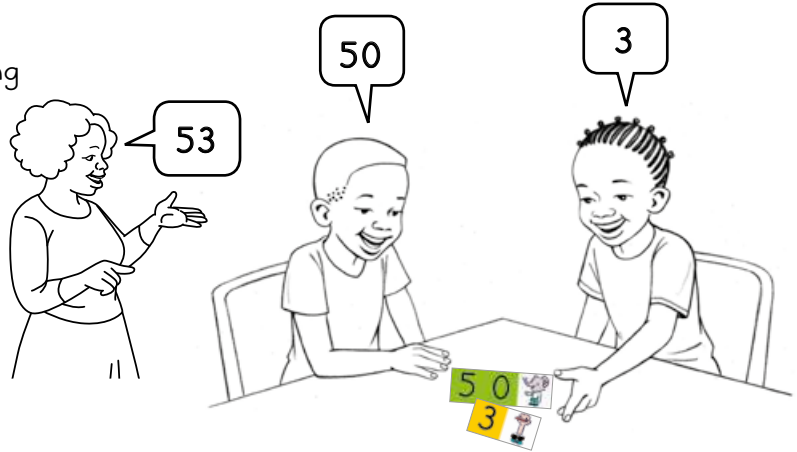
Work in pairs. Show a number using your base 10 number cards.

- Hoeveel 10'e is daar?
Hoeveel 1'e?

How many 10s? How many 1s?

- Wat is die getal?

What number?



1 Hoeveel 2's is daar? Hoeveel bly oor?

How many 2s are there? How many left over?

getal number	Hoeveel groepe is daar? How many groups?	Hoeveel bly oor? How many left over?
10	5	0
25		
18		

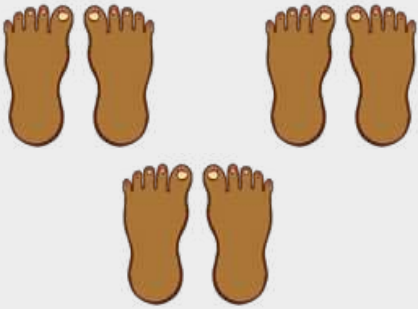

2 Hoeveel 5'e is daar? Hoeveel bly oor?

How many 5s are there? How many left over?

getal number	Hoeveel groepe is daar? How many groups?	Hoeveel bly oor? How many left over?
41	8	1
26		
19		


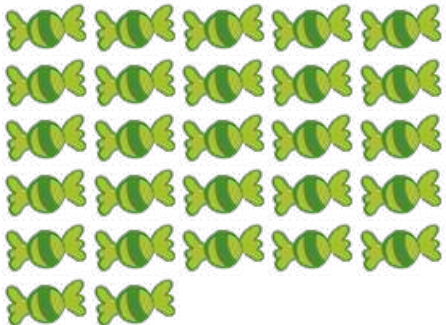
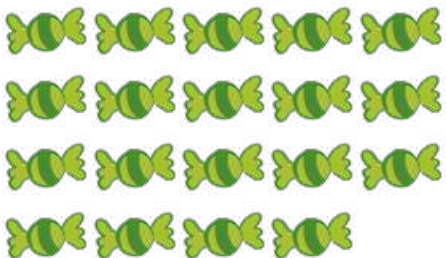
3 5 tone aan 'n voet

5 toes on a foot

	Hoeveel tone? How many toes?	30
	Hoeveel 5'e? How many 5s?	6
	Hoeveel 10'e? How many 10s?	3
	Hoeveel tone? How many toes?	
	Hoeveel 5'e? How many 5s?	
	Hoeveel 10'e? How many 10s?	

4 10 lekkers in 'n sakkie

10 sweets in a bag

	Hoeveel sakkies? How many bags?	5
	Hoeveel lekkers? How many sweets?	50
	Hoeveel bly oor? How many left over?	0
	Hoeveel lekkers? How many sweets?	
	Hoeveel sakkies? How many bags?	
	Hoeveel lekkers bly oor? How many sweets left over?	
	Hoeveel lekkers? How many sweets?	
	Hoeveel sakkies? How many bags?	
	Hoeveel lekkers bly oor? How many sweets left over?	

HOOFREKENE
MENTAL MATHS

MAAK 20
MET KOLKAARTE
MAKE 20 USING DOT CARDS

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

1 Hoeveel 3's is daar? Hoeveel bly oor?

How many 3s? How many left over?


getal number	groepe van 3 groups of 3	bly oor left over
16	5	1
24	8	0
30		
7		
22		
14		
9		
45		
39		
41		
36		

Gebruik jou blokkies om die 3's te kry. Probeer om dit eers in jou kop uit te werk en kyk dan of jy reg is.
Use your blocks to find the 3s. Try to work it out in your head first, then check.



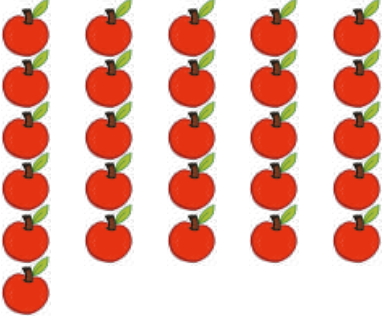
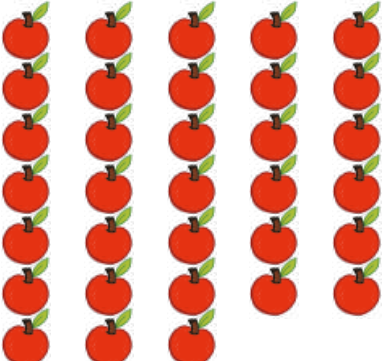
2 Daar is 3 appels in een sakkie.

One bag has 3 apples.

	Hoeveel sakkies? How many bags?	1
	Hoeveel appels? How many apples?	3

Daar is 3 appels in een sakkie.

One bag has 3 apples.

	Hoeveel appels? How many apples?	
	Hoeveel sakkies? How many bags?	
	Hoeveel appels bly oor? How many apples left over?	
	Hoeveel appels? How many apples?	
	Hoeveel sakkies? How many bags?	
	Hoeveel appels bly oor? How many apples left over?	

3 Tel in 3's om te antwoord.

Count in 3s to answer.

appels apples	sakkies bags	appels wat oorbly left over apples
12	4	0
31	10	1
17		
25		
42		
39		
27		
46		
30		

HOOFREKENE
MENTAL MATHS

MAAK 20
MET KOLKAARTE
MAKE 20 USING DOT CARDS

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

1 Hoeveel 4's is daar? Hoeveel bly oor?

How many 4s? How many left over?


getal number	groepe van 4 groups of 4	bly oor left over
40	10	0
22	5	2
16		
31		
28		
50		
44		
18		
37		
25		
49		
34		

Gebruik jou blokkies om die 4's te kry. Probeer om dit eers in jou kop uit te werk en kyk dan of jy reg is.
Use your blocks to find the 4s. Try to work it out in your head first, then check.



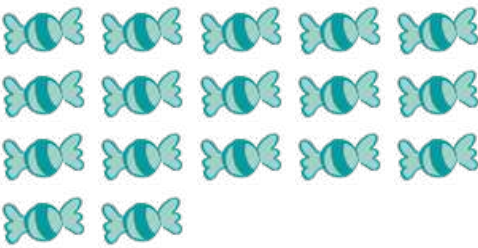
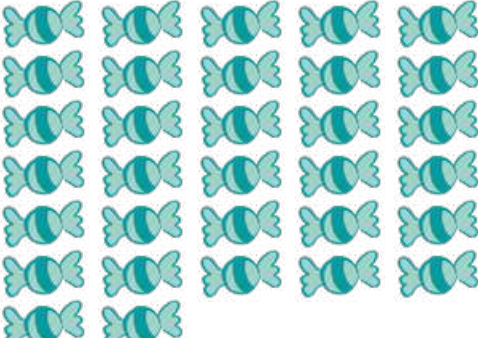
2 Daar is 4 lekkers in een sakkie.

One bag has 4 sweets.

	Hoeveel sakkies? How many bags?	1
	Hoeveel lekkers? How many sweets?	4

Daar is 4 lekkers in een sakkie.

One bag has 4 sweets.

	Hoeveel lekkers? How many sweets?	
	Hoeveel sakkies? How many bags?	
	Hoeveel lekkers bly oor? How many sweets left over?	
	Hoeveel lekkers? How many sweets?	
	Hoeveel sakkies? How many bags?	
	Hoeveel lekkers bly oor? How many sweets left over?	

3 Tel in 4's om te antwoord.

Count in 4s to answer.

lekkers sweets	sakkies bags	lekkers bly oor leftover sweets
8	2	0
23	5	3
44		
17		
9		
49		
31		
29		
35		

HOOFREKENE
MENTAL MATHS

MAAK 20
MET KOLKAARTE
MAKE 20 USING DOT CARDS

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

1

Een koeldrank kos R2.

One cooldrink costs R2.



	<p>Hoeveel koeldranke? How many cooldrinks?</p>	<p>4</p>
	<p>Hoeveel rand kos dit? How many Rands?</p>	<p>R8</p>
	<p>Hoeveel koeldranke? How many cooldrinks?</p>	
	<p>Hoeveel rand kos dit? How many Rands?</p>	
	<p>Hoeveel koeldranke? How many cooldrinks?</p>	
	<p>Hoeveel rand kos dit? How many Rands?</p>	

2



=



Hoeveel betaal jy vir:


How much do you pay for:



$\times 3 = \underline{R6}$	$\times 4 = \underline{\quad}$	$\times 5 = \underline{\quad}$	$\times 8 = \underline{\quad}$
$R2 \times 4 = \underline{R8}$	$R2 \times 6 = \underline{\quad}$	$R2 \times 8 = \underline{\quad}$	$R2 \times 11 = \underline{\quad}$
$R2 \times 5 = \underline{\quad}$	$R2 \times 3 = \underline{\quad}$	$R2 \times 7 = \underline{\quad}$	$R2 \times 12 = \underline{\quad}$

3





Thami het R20. Sy koop 2 koeldranke. Hoeveel kleingeld kry sy?

Thami has R20. She buys 2 cooldrinks. How much change does she get?

4 Een roomys kos R5. 
One ice cream costs R5.

	Hoeveel roomyse? How many ice creams?	
	Hoeveel rand kos dit? How many Rands?	
	Hoeveel roomyse? How many ice creams?	
	Hoeveel rand kos dit? How many Rands?	





5  =  Hoeveel betaal jy vir:
How much do you pay for:

 × 3 = ____	 × 4 = ____	 × 5 = ____	 × 8 = ____
R5 × 4 = ____	R5 × 5 = ____	R5 × 8 = ____	R5 × 10 = ____

6 Een pakkie aartappelskyfies kos R10. 
One packet of chips costs R10.

	Hoeveel pakkies? How many packets?	
	Hoeveel rand kos dit? How many Rands?	

7  =  Hoeveel betaal jy vir:
How much do you pay for:

 × 3 = ____	 × 4 = ____	 × 5 = ____	 × 8 = ____
R10 × 4 = ____	R10 × 5 = ____	R10 × 8 = ____	R10 × 10 = ____

WERKKAART
WORKSHEET

WERKKAART
WORKSHEET

Kom ons praat Wiskunde!

Let's talk Maths!

In Afrikaans sê ons:

gelyke groepe

3 groepe van 2 is 6.

6 groepe van 3 is 18.

4 groepe van 4 is 16.

5 groepe van 5 is 25.

2 groepe van 10 is 20.

bly oor

In English we say:

equal groups

3 groups of 2 is 6.

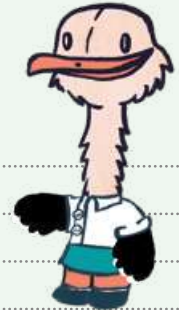
6 groups of 3 is 18.

4 groups of 4 is 16.

5 groups of 5 is 25.























2 groups of 10 is 20.

left over







1 Voltooi die tabelle.

Complete the tables.

								
R2-munte R2 coins	4	7	10	14	16	19	21	25
Hoeveel rand? Rands								
								
R5-munte R5 coins	2	4	5	7	8	9	11	12
Hoeveel rand? Rands								
								
R10-note R10 notes	2	4	5	7	9	10		
Hoeveel rand? Rands								

2

<p>Een boek kos R10.</p> <p>One book costs R10.</p> 	<p>Omuhle het R33.</p> <p>Omuhle has R33.</p>	Hoeveel kan hy koop? How many can he buy?	
		Hoeveel kleingeld? Change?	
<p>Een roomys kos R5.</p> <p>One ice cream costs R5.</p> 	<p>Ntando het R48.</p> <p>Ntando has R48.</p>	Hoeveel kan hy koop? How many can he buy?	
		Hoeveel kleingeld? Change?	
<p>Een lekker kos R2.</p> <p>One sweet costs R2.</p> 	<p>Bheki het R27.</p> <p>Bheki has R27.</p>	Hoeveel kan hy koop? How many can he buy?	
		Hoeveel kleingeld? Change?	
<p>Een appel kos R3.</p> <p>One apple costs R3.</p> 	<p>Fikile het R31.</p> <p>Fikile has R31.</p>	Hoeveel kan sy koop? How many can she buy?	
		Hoeveel kleingeld? Change?	
<p>Een pen kos R4.</p> <p>One pen costs R4.</p> 	<p>Noni het R25.</p> <p>Noni has R25.</p>	Hoeveel kan sy koop? How many can she buy?	
		Hoeveel kleingeld? Change?	
<p>Een boek kos R10.</p> <p>One book costs R10.</p> 	<p>Omuhle het R49.</p> <p>Omuhle has R49.</p>	Hoeveel kan hy koop? How many can he buy?	
		Hoeveel kleingeld? Change?	
<p>Een roomys kos R5.</p> <p>One ice cream costs R5.</p> 	<p>Ntando het R27.</p> <p>Ntando has R27.</p>	Hoeveel kan hy koop? How many can he buy?	
		Hoeveel kleingeld? Change?	
<p>Een lekker kos R2.</p> <p>One sweet costs R2.</p> 	<p>Bheki het R33.</p> <p>Bheki has R33.</p>	Hoeveel kan hy koop? How many can he buy?	
		Hoeveel kleingeld? Change?	

<p>tiene tens</p>	<p>ene ones</p>



Dae van die week



Days of the week

Maandag

Monday

Dinsdag

Tuesday

Woensdag

Wednesday

Donderdag

Thursday

Vrydag

Friday

Saterdag

Saturday

Sondag

Sunday





Maande van die jaar



Months of the year



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





Bala Wande

Calculating with Confidence



VERSION 3.0