



Kwartaal 2 | Term 2



**Bala
Wande**

Calculating with Confidence

Wiskunde

Mathematics

Leerderaktiwiteitsboek

Learner Activity Book

Afrikaans | English

Die ontwikkeling van hierdie werkboek is met die medewerking van die *Bala Wanda-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, Angie Bowring and Lexi Meier

Photos on page 88: Briangeorge1945 (round tile); Gerd Eichmann (garden)

www.fundawande.org

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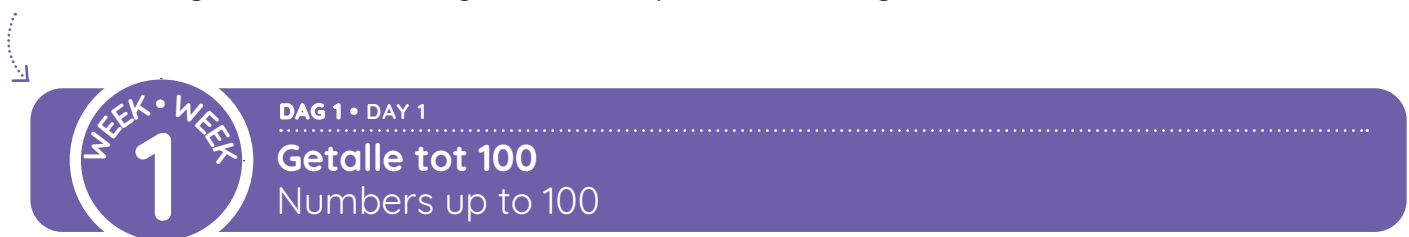
Die gebruik van die Bala Wande-leerderaktiwiteitsboek

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

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

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

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



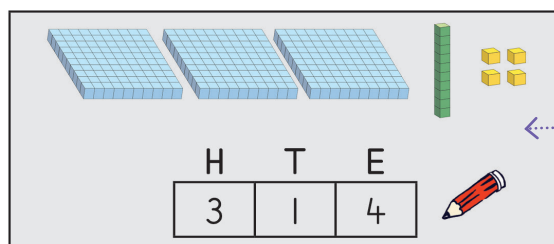
Onder die banier is daar 'n vloeiagram wat die opeenvolging van aktiwiteite vir die dag opsom.



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

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

2 Skryf die getal neer.
Write the number.



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 Wandé Learner Activity Book

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

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

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

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



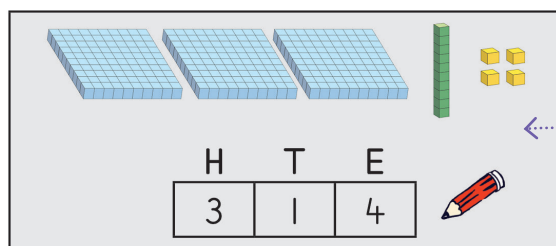
Underneath the banner is a flow diagram that summarises the sequence of activities for the day.



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

All the other pages in the book are for learners to work on independently or in groups with guidance and support from the teacher. They may be 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 Skryf die getal neer.
Write the number.



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.



HOOFREKENE
MENTAL MATHS

MAAK 20
MAKE 20

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

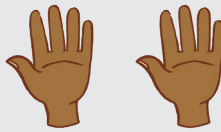

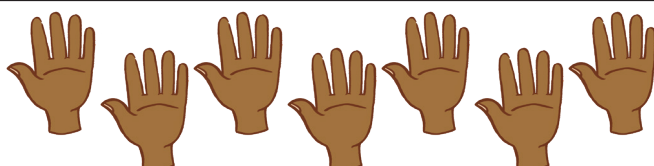

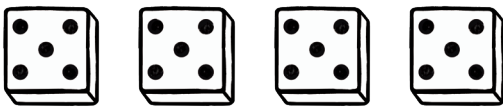
WERKKAARTE
WORKSHEETS

Speletjie: Vinnige wiskunde met dobbelstene en kaarte - vermenigvuldig!
Game: Fast maths with dice and cards - multiply!

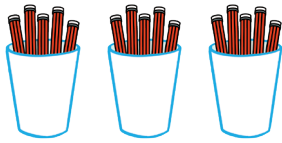
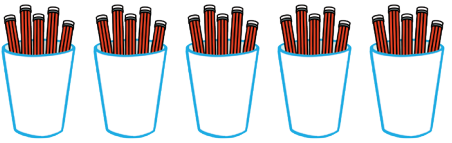
- Speel saam in pare.
Draai 'n kaart om en gooi die dobbelsteen.
Play in pairs. Turn a card and throw the dice.
- Vermenigvuldig!
Multiply!



1 Hoeveel?
How many?



	hande hands	vingers fingers
	2	$2 \times 5 = 10$ 
	hande hands	vingers fingers
	muntstukke coins	hoeveel? how much?
	dobbelstene dice	kolle dots

2 Daar is 5 potlode in 'n houer. Hoeveel potlode is daar in:
There are 5 pencils in a pot. How many pencils in:

3 houers? 3 pots?		5 houers? 5 pots?	
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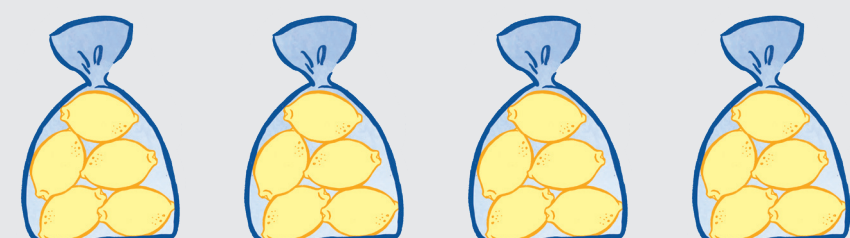

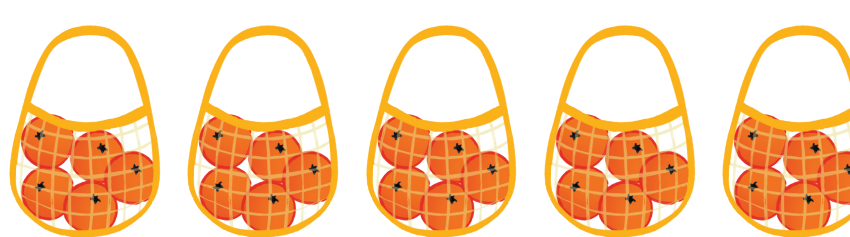

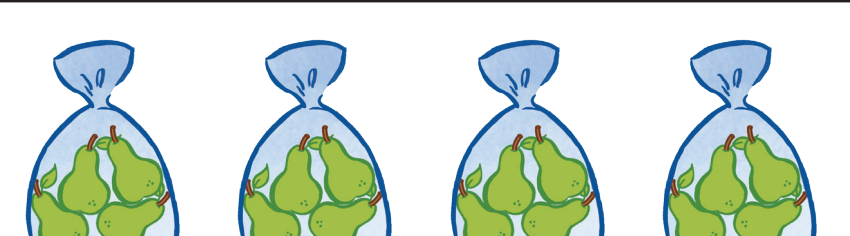
3 Skryf 'n optellings- en vermenigvuldigingsin wat by elke prent pas.

Write an addition and a multiplication sentence to match each picture.

4 Skryf 'n vermenigvuldigingsin.

Write a multiplication sentence.

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

Vermenigvuldig met behulp van rangskikkingsdiagramme
Multiplication using array diagrams

HOOFREKENE
MENTAL MATHS

MAAK 20
MAKE 20

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

1. Tel die aantal rye.

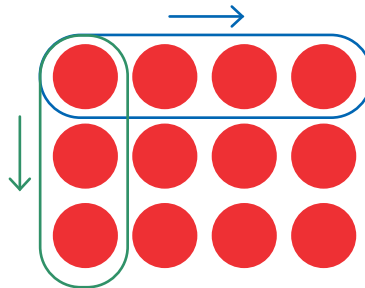
Count the number of rows.

2. Tel die aantal kolomme.

Count the number of columns.

3. Vermenigvuldig die aantal rye met die aantal kolomme.

Multiply the number of rows by the number of columns.



'n Rangskikking is die ordening van voorwerpe in rye en kolomme. Jy kan 'n rangskikking gebruik om te vermenigvuldig!

An array is an arrangement of objects in rows and columns. You can use an array to multiply!



3	x	4	=	12
rye rows		kolomme columns		produkt product

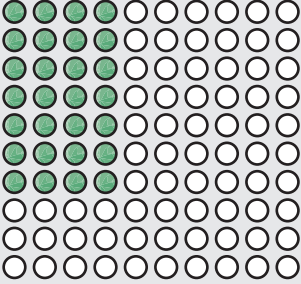
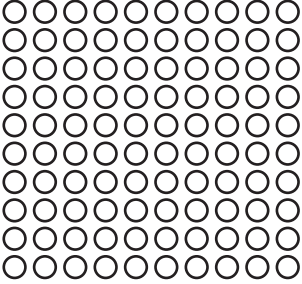
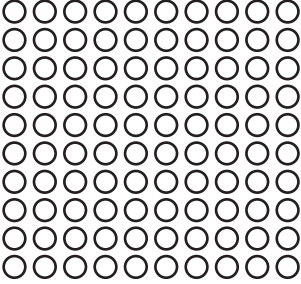
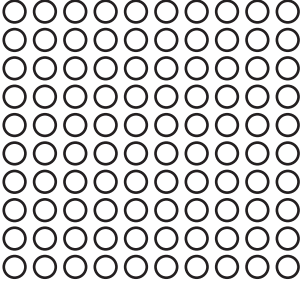
1 Skryf die vermenigvuldigingsin vir elke rangskikking.

Write the multiplication sentence for each array

	rye rows 5		rye rows
	kolomme columns 3		kolomme columns
	vermenigvuldiging multiplication $\underline{5} \times \underline{3} = \underline{15}$		vermenigvuldiging multiplication $\underline{\quad} \times \underline{\quad} = \underline{\quad}$
	rye rows 		rye rows
	kolomme columns 		kolomme columns
	vermenigvuldiging multiplication $\underline{\quad} \times \underline{\quad} = \underline{\quad}$		vermenigvuldiging multiplication $\underline{\quad} \times \underline{\quad} = \underline{\quad}$

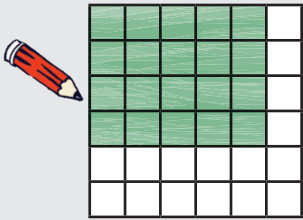
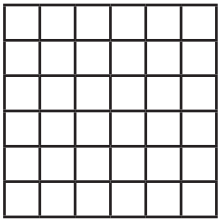
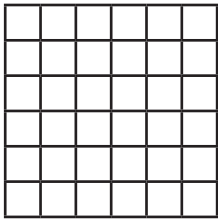
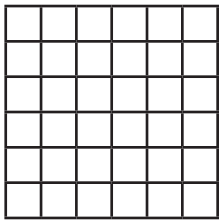
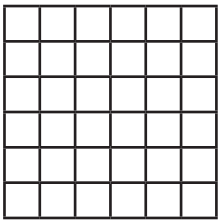
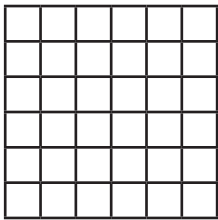
2 Kleur elke rangskikking in en wys:

Colour in each array to show:

<p>7 rye en 4 kolomme 7 rows and 4 columns</p>  <p>$7 \times 4 = \underline{28}$</p>	<p>4 rye en 7 kolomme 4 rows and 7 columns</p>  <p>$4 \times 7 = \underline{\quad}$</p>
<p>8 rye en 5 kolomme 8 rows and 5 columns</p>  <p>$8 \times 5 = \underline{\quad}$</p>	<p>5 rye en 8 kolomme 5 rows and 8 columns</p>  <p>$5 \times 8 = \underline{\quad}$</p>

3 Kleur die rangskikkings in.

Colour in the arrays.

<p>4×5</p> 	<p>3×4</p> 	<p>4×4</p> 
<p>5×4</p> 	<p>4×3</p> 	<p>5×5</p> 

HOOFREKENE
MENTAL MATHS

MAAK 20
MAKE 20

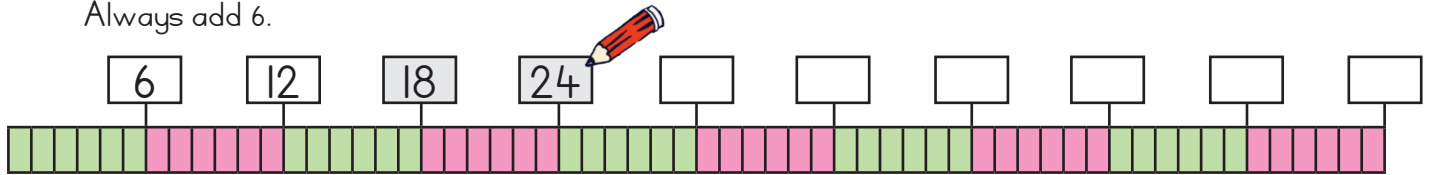
SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

1 Tel elke slag 6 by.

Always add 6.



Een vlieg
het 6 pote.
One fly has 6 legs.



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









2 Hoeveel eiers is daar altesame?
Skryf 'n vermenigvuldigingsin.

How many eggs altogether?

Write a multiplication sentence.

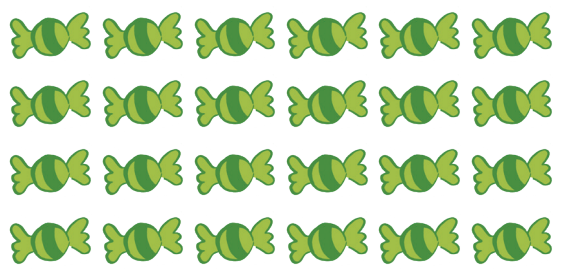
Daar is 6 eiers
in een houer.
6 eggs in one box.



 $2 \times 6 = 12$	 $\underline{\quad} \times \underline{\quad} = \underline{\quad}$
 $\underline{\quad} \times \underline{\quad} = \underline{\quad}$	 $\underline{\quad} \times \underline{\quad} = \underline{\quad}$
 $\underline{\quad} \times \underline{\quad} = \underline{\quad}$	 $\underline{\quad} \times \underline{\quad} = \underline{\quad}$
 $\underline{\quad} \times \underline{\quad} = \underline{\quad}$	 $\underline{\quad} \times \underline{\quad} = \underline{\quad}$

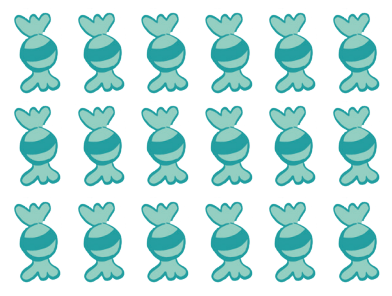
3 Skryf 2 vermenigvuldigingsinne vir elke rangskikking.

Write 2 multiplication sentences for each array.



_____ x _____ = _____

_____ x _____ = _____

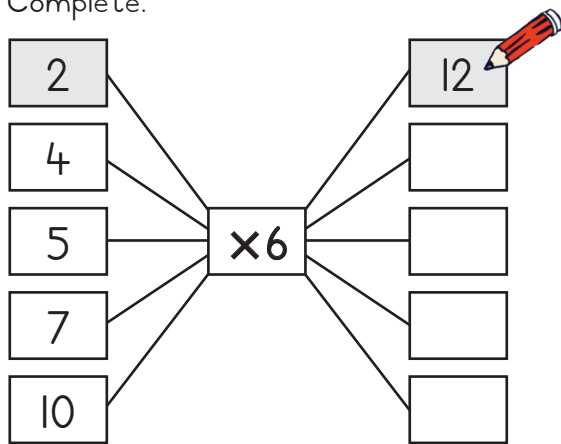
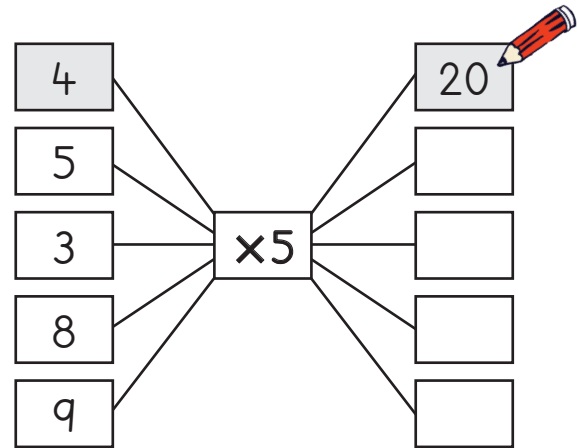


_____ x _____ = _____

_____ x _____ = _____










4 Voltooi.

Complete.

5 Hoeveel kos die items altesame?

How much do the items cost altogether?

 R3	 R6	 R2
  <p> $7 \times R3 + 5 \times R6$ $= R21 + R30$ $= R51$ </p>	  <p>_____</p> <p>_____</p> <p>_____</p>	  <p>_____</p> <p>_____</p> <p>_____</p>

HOOFREKENE
MENTAL MATHS

MAAK 20
MAKE 20

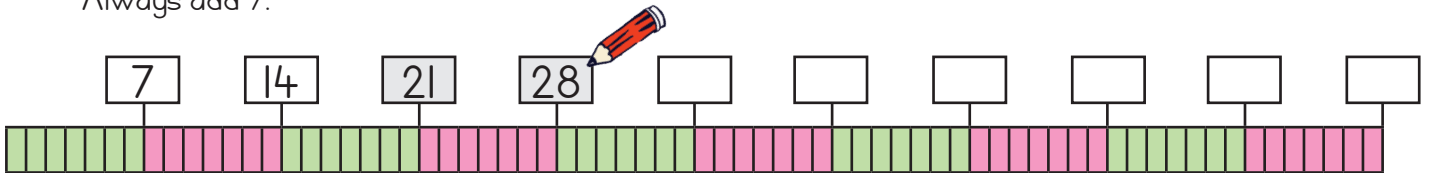
SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

1 Tel elke slag 7 by.

Always add 7.



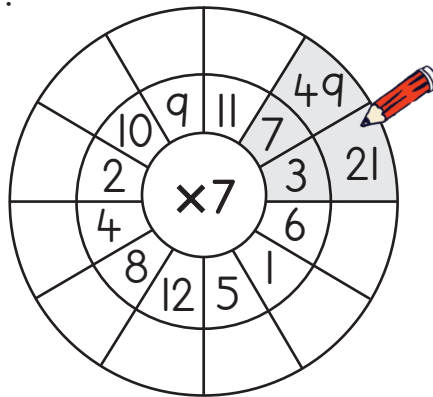
Tel in 7's en voltooi.

Count in 7s and complete.

7 14 21 _____ 70 _____

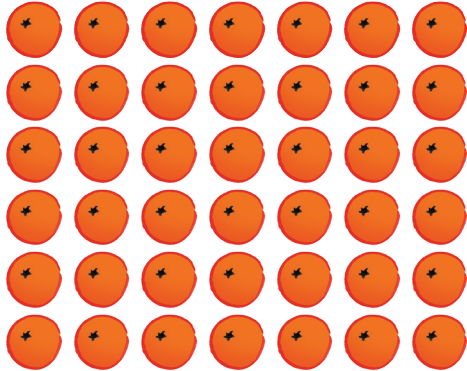
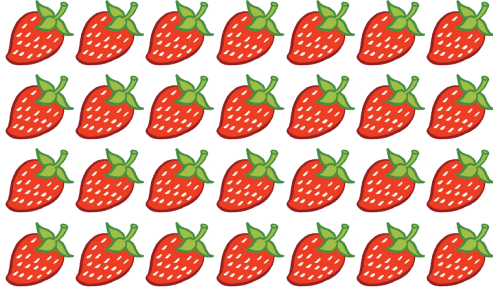
2 Vermenigvuldig met 7.

Multiply by 7.




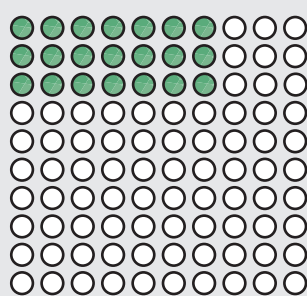
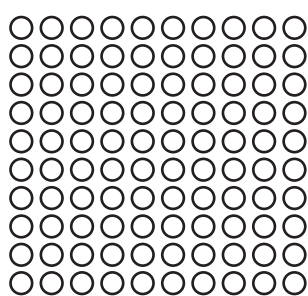
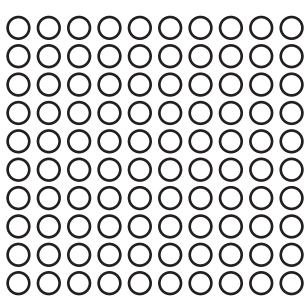
3 Skryf 2 vermenigvuldigingsinne wat by die rangskikkings pas.

Write 2 multiplication sentences to match the arrays.

	
<p>_____ x _____ = _____</p> <p>_____ x _____ = _____</p>	<p>_____ x _____ = _____</p> <p>_____ x _____ = _____</p>




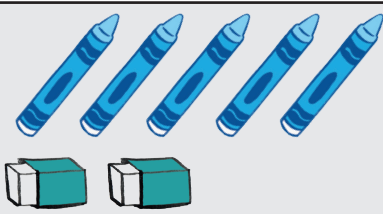

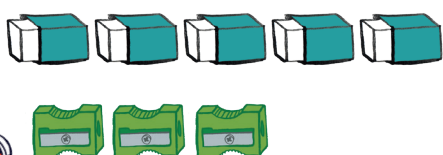
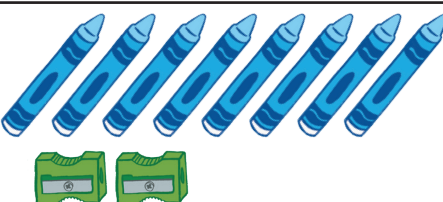
4 Kleur die kolle in.

Colour in the dots.

$3 \times 7 = \underline{21}$ 	$6 \times 7 = \underline{\quad}$	$9 \times 7 = \underline{\quad}$
		


5 Hoeveel kos die items altesame?

How much do the items cost altogether?

 R7	 R3	 R6
 $5 \times R7 + 2 \times R3$ $= R35 + R6$ $= R41$ 	 <hr/> <hr/> <hr/>	 <hr/> <hr/> <hr/>












6 Vermenigvuldig.

Multiply.

$3 \times 6 = \underline{18}$ 	$5 \times 6 = \underline{\quad}$	$4 \times 7 = \underline{\quad}$	$5 \times 7 = \underline{\quad}$
$6 \times 6 = \underline{\quad}$	$7 \times 6 = \underline{\quad}$	$3 \times 7 = \underline{\quad}$	$2 \times 7 = \underline{\quad}$
$4 \times 6 = \underline{\quad}$	$8 \times 6 = \underline{\quad}$	$6 \times 7 = \underline{\quad}$	$9 \times 7 = \underline{\quad}$
$2 \times 6 = \underline{\quad}$	$9 \times 6 = \underline{\quad}$	$8 \times 7 = \underline{\quad}$	$7 \times 7 = \underline{\quad}$

7 Kleur die getalle in wat nie veelvoude van 7 is nie.

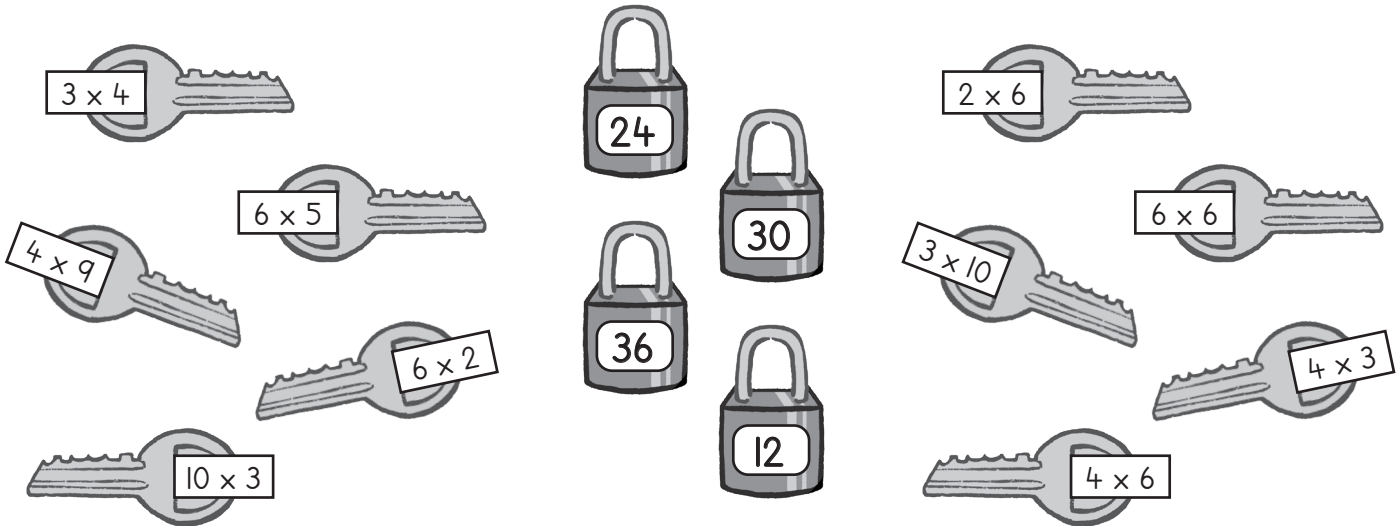
Colour the numbers that are **not** multiples of 7.

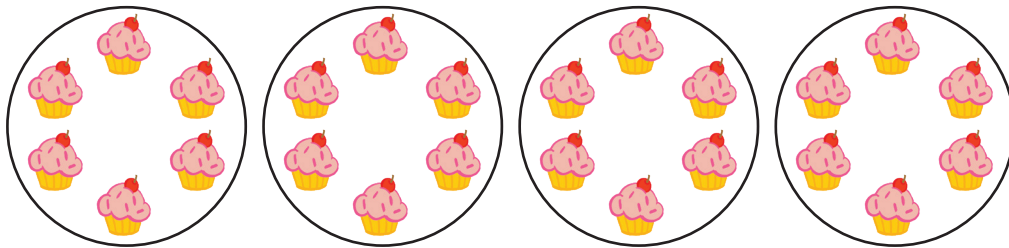
WERKKAART
WORKSHEET

WERKKAART
WORKSHEET

- 1 Verbind die sleutels met die korrekte slot.
Connect the keys to the correct lock.



- 2 Skryf 'n getalsin wat by elke prent pas.
Write a number sentence to match the picture.



Kom ons praat Wiskunde!

Let's talk Maths!

In Afrikaans sê ons:

gelyke groepe

veelvoude

produk

maal

rangskikking

vermenigvuldig

In English we say:

equal groups

multiples

product

times

array

multiply



3	vermenigvuldiging multiplication	herhaalde optelling repeated addition	antwoord answer
	3×6	$6 + 6 + 6$	18
	6×3		
	5×6		
	2×6		
	6×2		

4 Kleur die rangskikkings in en wys:

Colour in the arrays to show:

$9 \times 6 = \underline{\quad}$	$8 \times 6 = \underline{\quad}$	$48 = 8 \times \underline{\quad}$

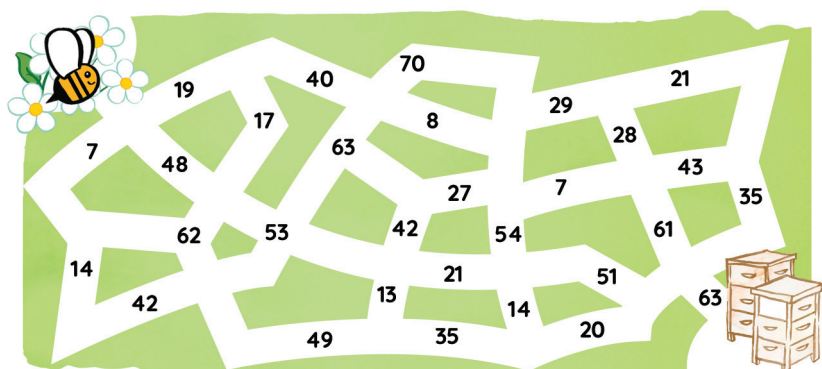
5 Mamma Padda en baba Padda spring tot by die visdam. Baba Padda moet vier klein spronge gee vir elke sprong wat mamma Padda gee. Mamma Padda spring 3 keer en sy is by die visdam. Hoeveel keer moet baba Padda spring?

Mommy Toad and Baby Toad hopped to the pond. Baby Toad had to take four small hops for every jump that Mommy Toad took. Mommy Toad took 3 jumps to get to the pond. How many hops did Baby Toad have to take?

	_____		_____
--	-------	--	-------

6 Volg die veelvoude van 7 en wys die by hoe om by die byekorf uit te kom.

Follow the multiples of 7 to show the bee how to get to the hive.



WEEK • WEEK
2

DAG 1 • DAY 1

8 maal-tafel
8 times table

HOOFREKENE
MENTAL MATHS

TEL VEELVOUDE VAN 10
OP EN TREK DIT AF
ADD AND SUBTRACT MULTIPLES OF 10

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

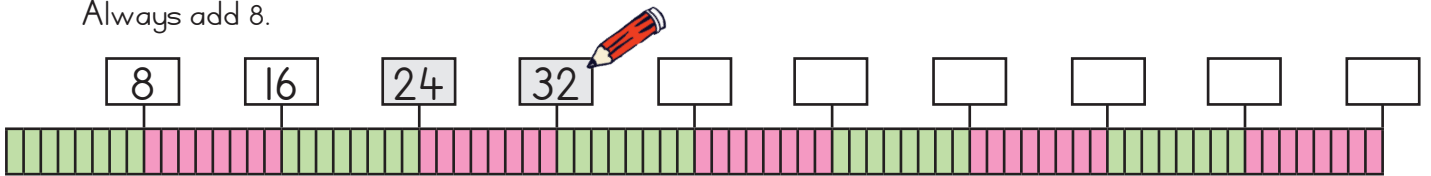
WERKKAARTE
WORKSHEETS

Speletjie: Vinnige wiskunde met dobbelstene en kaarte - vermenigvuldig!
Game: Fast maths with dice and cards - multiply!

- **Speel saam in pare.**
Play in pairs.
- **Draai 'n kaart om en gooi die dobbelsteen.**
Turn a card and throw the dice.
- **Vermenigvuldig!**
Multiply!



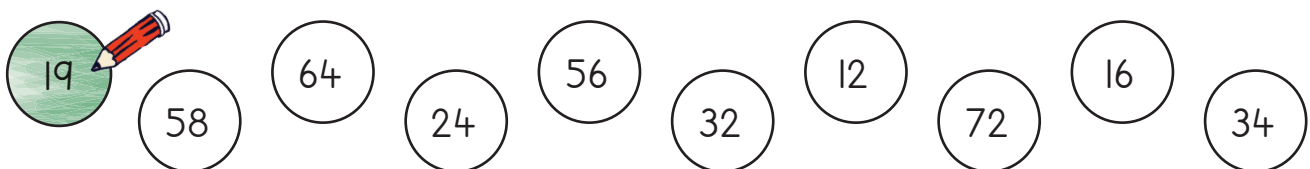
1 Tel elke slag 8 by.
Always add 8.



2 Tel in 8's.
Count in 8s.




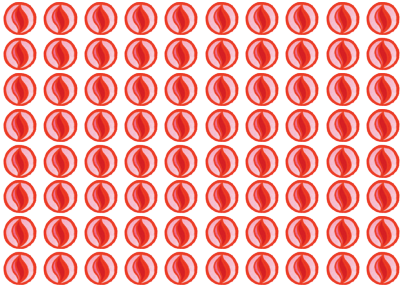
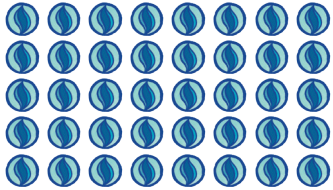
	1	2	3	4	5	6	7	8	9	10
pote legs	8	16								

3 Kleur die getalle in wat nie veelvoude van 8 is nie.
Colour the numbers that are **not** multiples of 8.






4 Skryf 2 vermenigvuldigingsinne vir elke rangskikking.

Write 2 multiplication sentences for each array.

 $\begin{array}{l} 4 \times 8 = 32 \\ 8 \times 4 = 32 \end{array}$ 	 <hr/> <hr/>
 <hr/> <hr/>	 <hr/> <hr/>

5 Lees die woordsomme. Skryf 'n getalsin en los dit op.

Read the word sums. Write a number sentence and solve.

<p>Daar is 8 snye in een pastei. Hoeveel snye is daar in 4 pasteie?</p>  <p>One pie has 8 slices. How many slices in 4 pies?</p>	$4 \times 8 = 32$ <div style="border: 1px solid black; display: inline-block; padding: 2px 10px;">32</div> snye slices 
<p>Een sak hondkos weeg 8 kg. Wat weeg 7 sakke hondkos?</p> <p>One bag of dog food weighs 8 kg. What will 7 bags of dog food weigh?</p>	<hr/> <div style="border: 1px solid black; display: inline-block; width: 40px; height: 30px; vertical-align: middle;"></div> kilogram kilograms
<p>Die bakker pak 8 oliebolle in 'n boks. Hoeveel oliebolle kan hy in 5 bokse verpak?</p>  <p>The baker packs 8 doughnuts in a box. How many doughnuts will he pack in 5 boxes?</p>	<hr/> <div style="border: 1px solid black; display: inline-block; width: 40px; height: 30px; vertical-align: middle;"></div> oliebolle doughnuts

HOOFREKENE
MENTAL MATHS

TEL VEELVOUDE VAN 10
OP EN TREK DIT AF
ADD AND SUBTRACT MULTIPLES OF 10

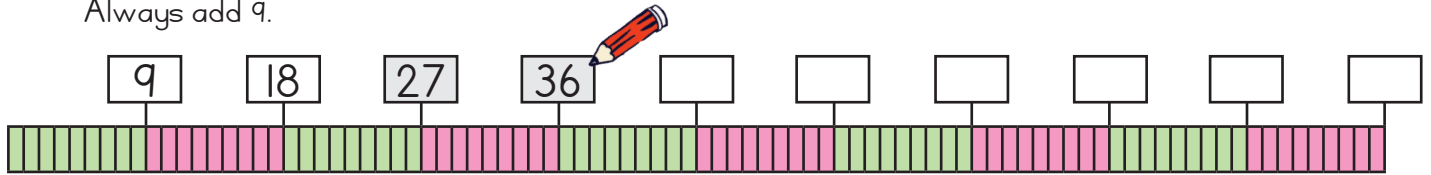
SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

1 Tel elke slag 9 by.

Always add 9.



2 Kleur die kolle in die rangskikking in.
Colour the dots in the array.

Wat merk jy op wanneer jy die rangskikkings inkleur? Wat is dieselfde? Wat is anders?
What do you notice when you colour the arrays? What is the same? What is different?



$4 \times 9 = \underline{36}$	$9 \times 4 = \underline{36}$
$3 \times 9 = \underline{\quad}$	$9 \times 3 = \underline{\quad}$
$7 \times 9 = \underline{\quad}$	$9 \times 7 = \underline{\quad}$

3 Bereken met behulp van die rangskikkings.

Use the array to calculate.

$7 \times 9 = \underline{\quad}$	$8 \times 9 = \underline{\quad}$	$9 \times 9 = \underline{\quad}$

4 Los op.

Solve.

$\begin{array}{r} 6 \times 9 \\ \swarrow \searrow \\ 5 \times 9 = 45 \\ 1 \times 9 = 9 \\ \hline 54 \end{array}$	
$\begin{array}{r} 7 \times 9 \\ \swarrow \searrow \\ 5 \times 9 = \square \\ 2 \times 9 = \square \\ \hline \square \end{array}$	
$\begin{array}{r} 8 \times 9 \\ \swarrow \searrow \\ 5 \times 9 = \square \\ 3 \times 9 = \square \\ \hline \square \end{array}$	

5 Vermenigvuldig.

Multiply.

$3 \times 9 = 27$	$8 \times 9 = \underline{\quad}$	$9 \times 2 = \underline{\quad}$	$9 \times 3 = \underline{\quad}$
$1 \times 9 = \underline{\quad}$	$5 \times 9 = \underline{\quad}$	$9 \times 5 = \underline{\quad}$	$9 \times 4 = \underline{\quad}$
$2 \times 9 = \underline{\quad}$	$6 \times 9 = \underline{\quad}$	$9 \times 7 = \underline{\quad}$	$9 \times 8 = \underline{\quad}$
$4 \times 9 = \underline{\quad}$	$10 \times 9 = \underline{\quad}$	$9 \times 9 = \underline{\quad}$	$9 \times 10 = \underline{\quad}$

HOOFREKENE
MENTAL MATHS

TEL VEELVOUDE VAN 10
OP EN TREK DIT AF
ADD AND SUBTRACT MULTIPLES OF 10

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

1 Voltooi die vermenigvuldigingsdiagram.

Complete the multiplication chart.

x	1	2	3	4	5	6	7	8	9
1	1								
2	2								
3	3		9						
4									
5									
6						36			
7									
8									
9									81

2 Hoeveel?

How many?

driewiele tricycles		wiele wheels	

3 Kleur die kolle in die rangskikkings in en wys:

Colour the dots in the array to show:

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











Kyk na die sak!
Dit bevat tennisballe,
rugbyballe en sokkerballe.



Look at the bag!
It has tennis balls, rugby
balls and soccer balls.



4 Hoeveel:
How many:

				balle altesame? balls altogether?
	4	2	3	9 
				
				
				

5 Op hoeveel maniere kan jy 12 maak?
How many ways can you make 12?

	$12 \times 1 = 12$ $1 \times 12 = 12$ 
	
	

HOOFREKENE
MENTAL MATHS

TEL VEELVOUDE VAN 10
OP EN TREK DIT AF
ADD AND SUBTRACT MULTIPLES OF 10

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

Enige getal vermenigvuldig met 1 is altyd gelyk aan daardie selfde getal.

Any number multiplied by 1 always equals the same number.


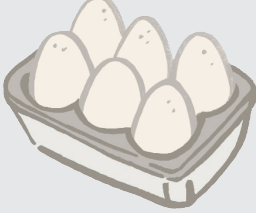
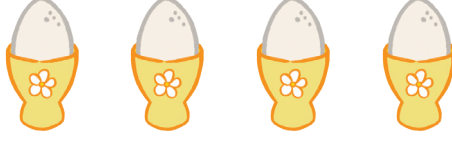
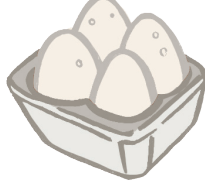
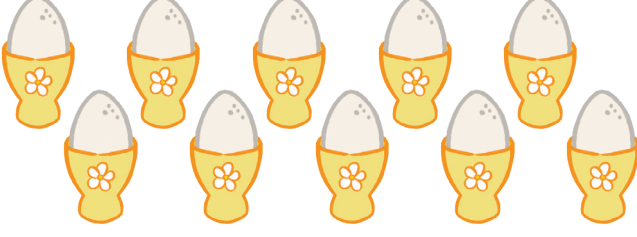
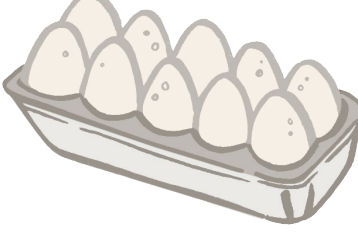


1

	<p>Daar is <u>6</u> ene. There are <u>6</u> ones. <u>6</u> x <u>1</u> = <u>6</u></p>
	<p>Daar is <u>1</u> groep van 6. There is <u>1</u> group of 6. <u>1</u> x <u>6</u> = <u>6</u></p>
	<p>Daar is ___ ene. There are ___ ones. ___ x ___ = ___</p>
	<p>Daar is ___ groep van 4. There is ___ group of 4. ___ x ___ = ___</p>
	<p>Daar is ___ ene. There are ___ ones. ___ x ___ = ___</p>
	<p>Daar is ___ groep van 7. There is ___ group of 7. ___ x ___ = ___</p>
	<p>Daar is ___ ene. There are ___ ones. ___ x ___ = ___</p>
	<p>Daar is ___ groep van 5. There is ___ group of 5. ___ x ___ = ___</p>

2 Hoeveel eiers is daar? Skryf 'n vermenigvuldigingsgetalsin.

How many eggs? Write a multiplication number sentence.

	
$6 \times 1 = 6$	$1 \times 6 = 6$
	
	

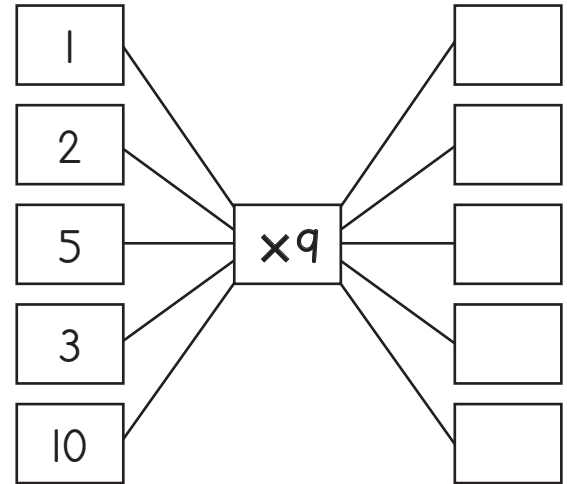
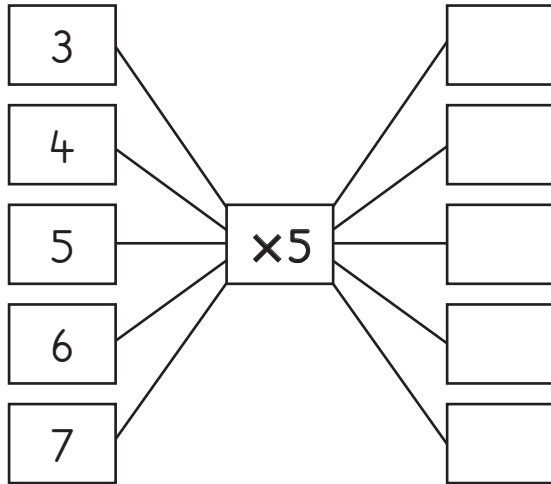
3 Kleur die veelvoude van een in. Skryf die vermenigvuldigingsgetalsinne.

Colour the multiples of one. Write the multiplication number sentences.

<table border="1"> <tr><td>x</td><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>1</td><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>2</td><td>0</td><td>2</td><td>4</td><td>6</td><td>8</td><td>10</td></tr> <tr><td>3</td><td>0</td><td>3</td><td>6</td><td>9</td><td>12</td><td>15</td></tr> <tr><td>4</td><td>0</td><td>4</td><td>8</td><td>12</td><td>16</td><td>20</td></tr> <tr><td>5</td><td>0</td><td>5</td><td>10</td><td>15</td><td>20</td><td>25</td></tr> </table>	x	0	1	2	3	4	5	0	0	0	0	0	0	0	1	0	1	2	3	4	5	2	0	2	4	6	8	10	3	0	3	6	9	12	15	4	0	4	8	12	16	20	5	0	5	10	15	20	25	<table border="1"> <tr><td>$0 \times 1 = 0$</td><td>$1 \times 0 = 0$</td></tr> <tr><td>$1 \times 1 = 1$</td><td>$1 \times 1 = 1$</td></tr> <tr><td>$1 \times 2 = \underline{\quad}$</td><td>$2 \times 1 = \underline{\quad}$</td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> </table>	$0 \times 1 = 0$	$1 \times 0 = 0$	$1 \times 1 = 1$	$1 \times 1 = 1$	$1 \times 2 = \underline{\quad}$	$2 \times 1 = \underline{\quad}$						
x	0	1	2	3	4	5																																																								
0	0	0	0	0	0	0																																																								
1	0	1	2	3	4	5																																																								
2	0	2	4	6	8	10																																																								
3	0	3	6	9	12	15																																																								
4	0	4	8	12	16	20																																																								
5	0	5	10	15	20	25																																																								
$0 \times 1 = 0$	$1 \times 0 = 0$																																																													
$1 \times 1 = 1$	$1 \times 1 = 1$																																																													
$1 \times 2 = \underline{\quad}$	$2 \times 1 = \underline{\quad}$																																																													

1 Voltooi die vloedigramme.

Complete the flow charts.



2 Daar is 5 trosse met 3 piesangs elk.
Ons eet 4 piesangs. Hoeveel piesangs bly oor?

There are 5 bunches of 3 bananas each. We eat 4 bananas.
How many bananas are left?



Kom ons praat Wiskunde!

Let's talk Maths!

In Afrikaans sê ons:

rangskikking

ry

kolom

vermenigvuldig

maal

vermenigvuldiging

In English we say:

array

row

column

multiply

times

multiplication



1 Kleur die kolle op die rangskikkings in om te wys:

Colour the dots in the array to show:

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

2 Skryf die getalsin, met die antwoord.

Write the number sentence with the answer.

	getalsin number sentence

3 Daar is 4 bokse met speelgoed in. Daar is 3 trokke, 5 balle en 1 teddiebeer in elke boks.

There are 4 boxes of toys. Each box has 3 trucks, 5 balls and 1 teddy bear inside.



Hoeveel:

How many:

			speelgoed altesame? toys altogether?

HOOFREKENE
MENTAL MATHS

WYS MY 'N GETAL
SHOW ME A NUMBER

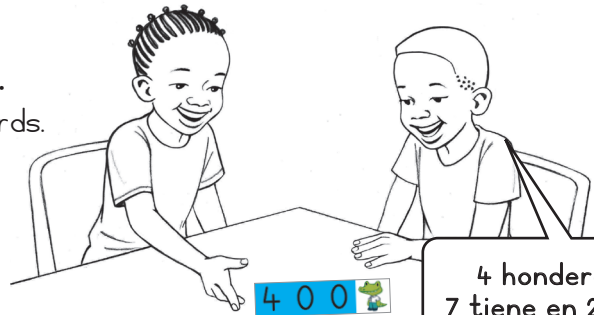
SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

Speletjie: Hoeveel 100'e is daar? Hoeveel 10'e? Hoeveel 1'e?
Game: How many 100s? How many 10s? How many 1s?

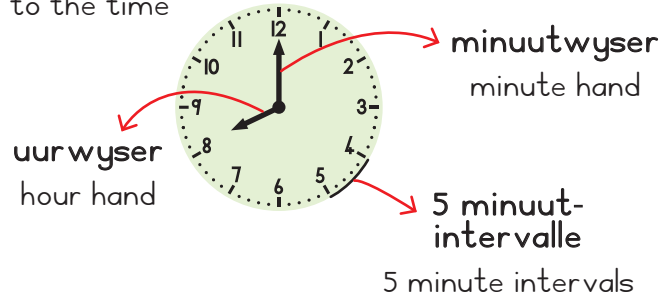
- Werk saam in pare.
Maak 'n getal met julle blokkies.
Work in pairs. Build a number using your flard cards.
- Hoeveel 100'e is daar?
Hoeveel 10'e? Hoeveel 1'e?
How many 100s? How many 10s? How many 1s?
- Wat is die getal?
What number?



4 honderde,
7 tiene en 2 ene.
4 hundreds, 7 tens
and 2 ones.

Analooghorlosie: het 'n wyserplaat en wysers wat wys hoe laat dit is

Analogue clock: has a face and hands to point to the time



Digitale horlosie: gebruik getalle om te wys hoe laat dit is

Digital clock: uses numbers to show the time



1 Teken die minuutwyser op die horlosies in om die tyd aan te dui:

Draw the minute hand on the clock to show these times:

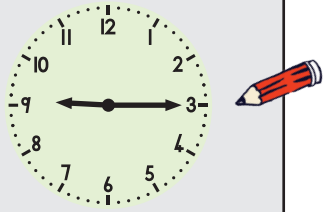
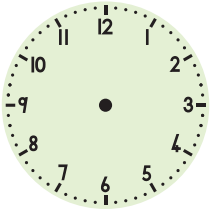
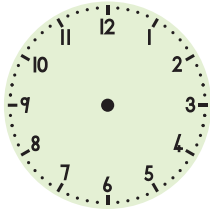
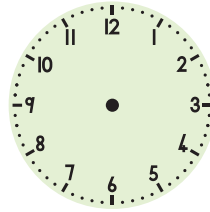
5-uur 5 o'clock	4-uur 4 o'clock

2 Skryf die tyd op die digitale horlosies in.

Write the time on the digital clocks.


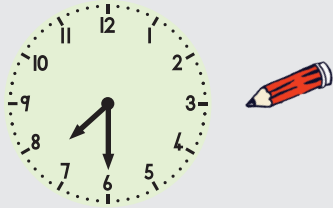

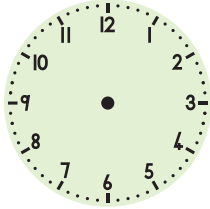
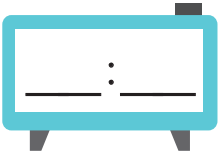
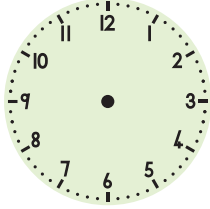

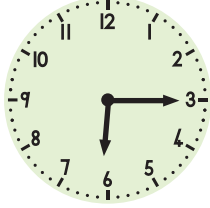

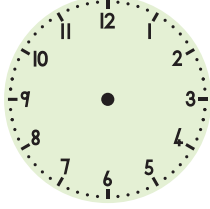
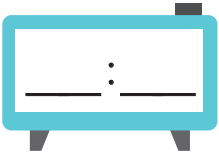
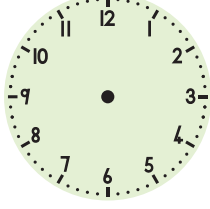
3 Dui die tyd op elke horlosie aan.

Show the times on the clocks.

09:15	07:30	11:45	10:20
			

4 Vul die tyd in.

Fill in the time.

halfagt half past seven		
_____		
_____		
_____		
_____		
_____		
tienuur ten o'clock		

HOOFREKENE
MENTAL MATHS

WYS MY 'N GETAL
SHOW ME A NUMBER

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS



1 Hoeveel minute het daar verloop?

How many minutes have passed?

Tel die minute mooi in 5's af!
Count the minutes carefully in 5s!

0 minute minutes	_____ minute minutes	_____ minute minutes	_____ minute minutes

2 Omkring die horlosies waarop kwart oor drie gewys word.

Circle the clocks that show quarter past three.

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3 Skryf die digitale tyd neer.

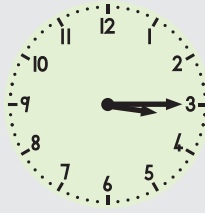
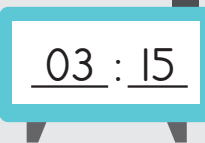
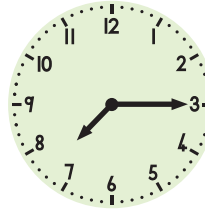

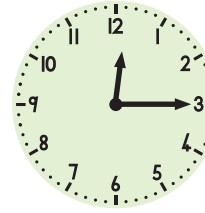

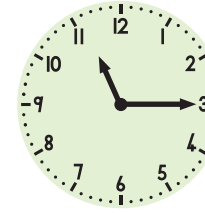

Write the digital time.

-uur o'clock			
07 : 00	_____ : _____	_____ : _____	_____ : _____

4 Skryf die digitale tyd neer.

Write the digital time.

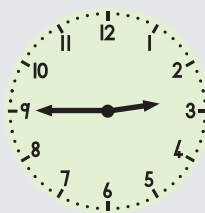
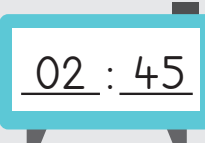
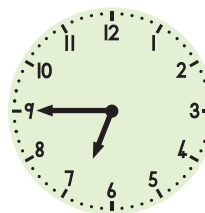
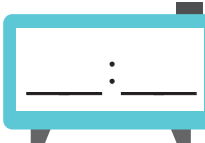

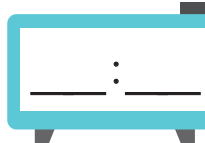
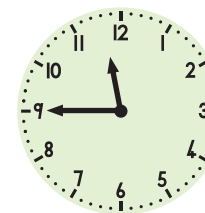

kwart oor
quarter past

 	 	 	 
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5 Skryf die digitale tyd neer.

Write the digital time.


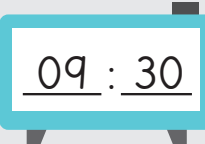






kwart voor
quarter to

 	 	 	 
--	--	--	--

6 Skryf die digitale tyd neer.

Write the digital time.

half-
half past

 	 	 	 
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HOOFREKENE
MENTAL MATHS

WYS MY 'N GETAL
SHOW ME A NUMBER

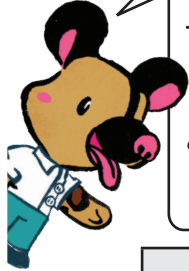
SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

Die tydsverloop is die hoeveelheid tyd wat tussen twee gebeurtenisse verbygegaan het.

Time elapsed is the amount of time that has passed between two events.



1 Teken die wysers op die horlosies in en skryf neer hoe laat dit is.

Draw the hands on the clock and write the time.

	15 minute later 15 minutes later		15 minute vroeër 15 minutes earlier

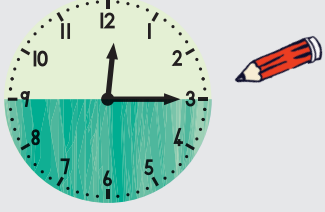


2 Hoeveel minute het verloop?

How many minutes have passed?

15 minute minutes	_____ minute _____ minutes
_____ minute _____ minutes	_____ minute _____ minutes


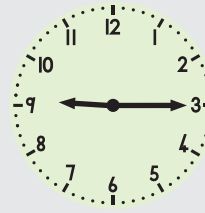

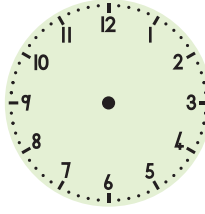
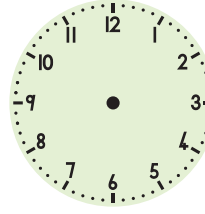
3 Kleur in om te wys hoeveel tyd verloop het.

Shade to show the time elapsed.

30 minute 30 min	15 minute 15 min	45 minute 45 min
		




4 Los die tydsprobleme op.

Solve the time problems.

	begin start	eindig end
Die bus vertrek om 08:30 van die skool af. Ons kom om 09:15 by die museum aan. Hoe lank het die busrit geduur? The bus left school at 08:30. We arrived at the museum at 09:15. How long was the bus trip?		
tydsverloop time elapsed	45 minute 45 minutes 	
Ons begin om 09:30 met ons toer. Ons kry ná $2\frac{1}{2}$ uur iets te ete. Hoe laat eet ons? We started the tour at 09:30. We had a snack break after $2\frac{1}{2}$ hours. What time was the snack break?		
tydsverloop time elapsed		

5 Hoeveel uur het daar verloop?

How many hours have passed?

	 <u>6</u> uur hours
	____ uur hours

HOOFREKENE
MENTAL MATHS

WYS MY 'N GETAL
SHOW ME A NUMBER

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS



Gebruik die kalender om die vrae te beantwoord.

Use the calendar to answer the questions!



1 Omkring die volgende datums op die kalender en skryf die datum neer.


Circle the following dates on the calendar and write the date.

	datum date	Hoeveel tyd verloop tussen hierdie dae? How long is between these days?
vandag today		
volgende Maandag next Monday		
jou verjaarsdag your birthday		
jou maat se verjaarsdag your partner's birthday		

	datum date	Hoeveel tyd verloop tussen hierdie dae? How long is between these days?
Erfenisdag Heritage Day		
Jeugdag Youth Day		


2 Skryf die name van hierdie maande van die jaar neer.

Write the names of these months of the year.

die eerste maand first month	Januarie January 
die derde maand third month	
die sewende maand seventh month	
die tiende maand tenth month	

3 Benoem die maand.

Name the month.

3 maande ná Maart 3 months after March	Junie June 
5 maande ná Oktober 5 months after October	
4 maande voor Junie 4 months before June	
7 maande voor Desember 7 months before December	

4 Siphos gaan van 24 Junie tot 19 Julie met vakansie. Hoeveel dae gaan hy altesame weg wees?

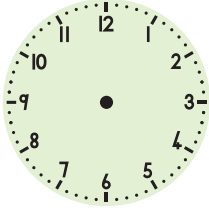
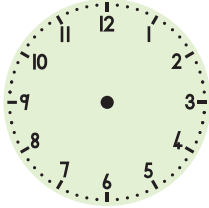
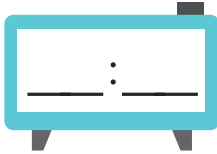
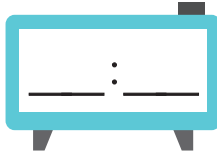
Siphos is going on holiday from 24 June to 19 July. How many days will he be away?

ASSESSERING
ASSESSMENT

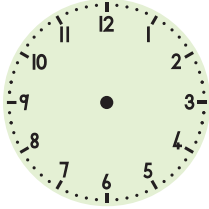
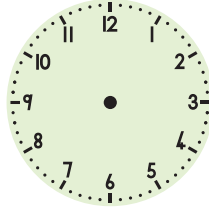
WERKKAART
WORKSHEET

1 Wys hoe laat dit op die horlosies is.

Show the time on the clock.

07:00	05:30	11-uur 11 o'clock	kwart oor 12 quarter past 12
			

2

	begin start	hou op stop
Sipho gaan om 3-uur na sy sokkeroefening. Hy speel een en 'n halwe uur lank. Wanneer hou hy op oefen? Sipho went to soccer practice at 3 o'clock. He played for one and a half hours. What time did he stop playing?		
tydsverloop time elapsed		

Kom ons praat Wiskunde!

Let's talk Maths!

In Afrikaans sê ons:

In English we say:

tyd

time

horlosie

clock

uur

hours

minute

minutes

halfuur

half hour

kwartier

quarter hour

tydsverloop

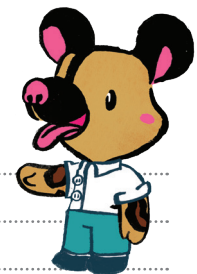
time elapsed

analooghorlosie

analogue clock

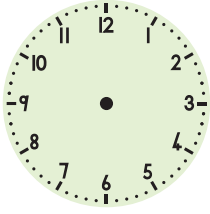
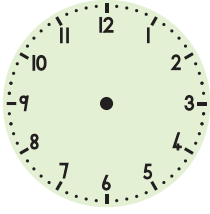
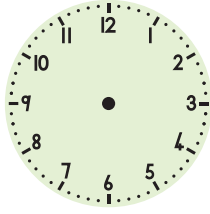
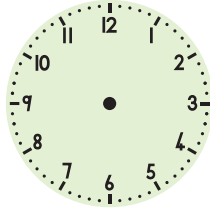
digitale horlosie

digital clock



1 Teken die wysers op die horlosies in.

Draw the hands on the clock.

06:15	09:30	07:45	09:00
			



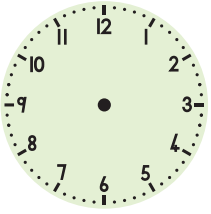
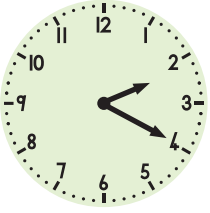

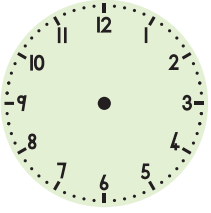


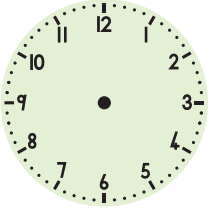
2 Dit is 09:00. Wys die nuwe tyd op die horlosies.

The time is 09:00. Show the new time on the clock.

30 minute later 30 minutes later	15 minute vroeër 15 minutes earlier	15 minute later 15 minutes later
		

3 Wanneer sal aandete gereed wees?

When will dinner be ready?

nou now	gaarmaaktyd cooking time	gereed ready
 _____	10 minute 10 min 	 _____
 _____	20 minute 20 min 	 _____
 _____	15 minute 15 min 	 _____

HOOFREKENE
MENTAL MATHS

WYS MY 'N GETAL
SHOW ME A NUMBER

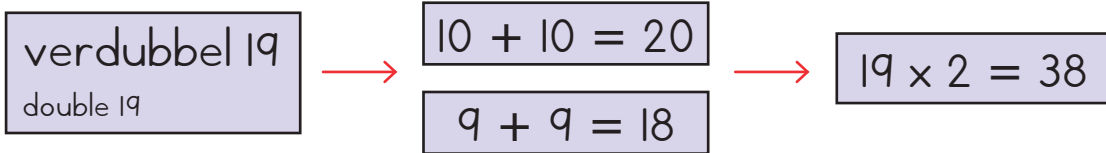
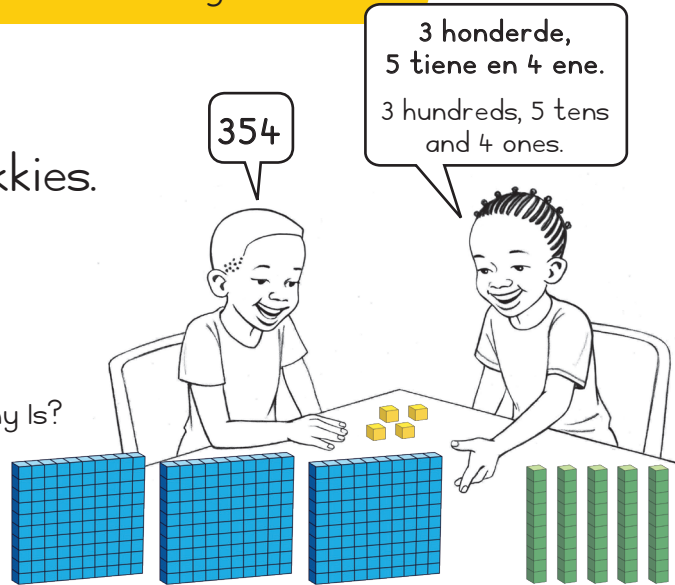
SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

Speletjie: Hoeveel 100'e is daar? Hoeveel 10'e? Hoeveel 1'e?
Game: How many 100s? How many 10s? How many 1s?

- Werk saam in pare.
Work in pairs.
- Maak 'n getal met julle blokkies.
Build a number using your blocks.
- Hoeveel 100'e is daar?
Hoeveel 10'e? Hoeveel 1'e?
How many 100s? How many 10s? How many 1s?
- Wat is die getal?
What number?




1 Bereken.

Calculate.

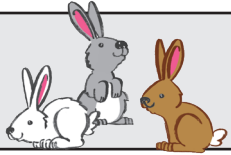




vermenigvuldig multiple	verdubbel double	antwoord answer
$2 \times 15 =$	$15 + 15$	30
$2 \times 20 =$		
$2 \times 25 =$		
$2 \times 35 =$		
$2 \times 10 =$		
$2 \times 40 =$		
$2 \times 50 =$		
$2 \times 45 =$		
$2 \times 60 =$		

Verdubbeling en x 2 gee dieselfde resultaat.
Doubles and x 2 gives the same result.








<p>2 18 voëls: Hoeveel vlerke? 18 birds: How many wings?</p> 	<p>24 pikkewyne: Hoeveel pote? 24 penguins: How many legs?</p> 
---	--

3 Hoeveel ore en hoeveel pote is daar altesame?
How many ears and how many paws altogether?

	ore ears	pote paws
	$3 \times 2 = 6$	$3 \times 4 = 12$ 
		
		
		

4 Daar is 2 mense in elke kar wat 4 wiele het. Hoeveel is daar altesame?
Each car has 2 people and 4 wheels. How many altogether?

karre cars	mense people	wiele tyres
	10	20 
		
		
		

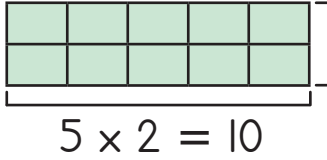
HOOFREKENE
MENTAL MATHS

WYS MY 'N GETAL
SHOW ME A NUMBER

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS



$2 \times 5 = 10$

Wanneer jy vermenigvuldig, maak die volgorde van die getalle nie saak nie; die antwoord bly dieselfde.

When you multiply, the order of the numbers does not matter, you get the same answer.



1 Skryf die vermenigvuldigingsin vir elke rangskikking.
Write the multiplication sentence for each array.

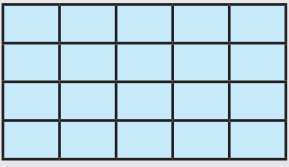
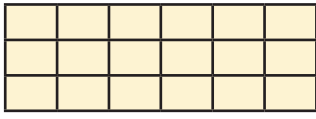
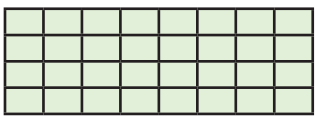
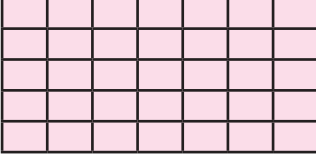
<p>$2 \times 1 = 2$</p>	<p>_____ x _____ = _____</p>
<p>_____ x _____ = _____</p>	<p>_____ x _____ = _____</p>

2 Kyk na die rangskikkings van balle.
Look at the arrays of balls.

<p>3 balle in 'n ry balls in a row</p> <p>5 rye balle rows of balls</p> <p>$5 \times 3 = 15$</p>	<p>_____ balle in 'n ry balls in a row</p> <p>_____ rye balle rows of balls</p> <p>_____ x _____ = _____</p>
<p>_____ balle in 'n ry balls in a row</p> <p>_____ rye balle rows of balls</p> <p>_____ x _____ = _____</p>	<p>_____ balle in 'n ry balls in a row</p> <p>_____ rye balle rows of balls</p> <p>_____ x _____ = _____</p>

3 Skryf twee vermenigvuldigingsinne vir elke rangskikking.

Write two multiplication sentences for each array.

	$4 \times 5 = 20$		
	$5 \times 4 = 20$		
			

4

Neliswa orden 12 sterplakkers in 'n rangskikking.

Neliswa arranges 12 star stickers in an array.



$2 \times 6 = 12$

Wys nog 'n manier waarop sy die plakkers kan orden.

Show another way she could arrange the stickers.

_____ x _____ = _____

Nomsa orden 18 plakkers in 'n rangskikking.

Nomsa arranges 18 stickers in an array.



_____ x _____ = _____

Wys nog 'n manier waarop sy die plakkers kan orden.

Show another way she could arrange the stickers.

_____ x _____ = _____

Sipho het 20 plakkers.

Sipho has 20 stickers.



_____ x _____ = _____

In watter ander rangskikking kan hy die plakkers orden?

What other array could the stickers be arranged in?

_____ x _____ = _____

Patrone in maaltafels
Patterns in multiplication tables

HOOFREKENE
MENTAL MATHS

WYS MY 'N GETAL
SHOW ME A NUMBER

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS


1 Voltooi die vermenigvuldigingsdiagram.

Complete the multiplication chart.

	x 1	x 2	x 3	x 4	x 5	x 6	x 7	x 8	x 9	x 10
x 1	1	2	3	4	5	6	7	8	9	10
x 2	2	4	6	8	10	12	14	16	18	20
x 3	3		9	12	15	18	21	24	27	30
x 4	4			16	20	24	28	32	36	40
x 5	5				25	30	35	40	45	50
x 6	6					36	42	48	54	60
x 7	7						49	56	63	70
x 8	8							56	72	80
x 9	9								81	90
x 10	10									100






2 Soek na die ontbrekende getal.

Find the missing number.

$6 \times 3 = 18$ 	$___ \times 6 = 24$	$___ \times 2 = 16$	$___ \times 3 = 24$
$___ \times 6 = 18$	$___ \times 4 = 24$	$___ \times 3 = 9$	$___ \times 6 = 30$
$___ \times 4 = 32$	$___ \times 3 = 27$	$___ \times 6 = 42$	$___ \times 4 = 16$

3 Gebruik jou vermenigvuldigingsdiagram om uit te vind hoeveel pare getalle jou hierdie produkte gee.

Use your multiplication chart to find how many pairs of numbers will give you these products.

	$12 \times 2 = 24$  $6 \times 4 = 24$ $8 \times 3 = 24$		
			

4 Voordat die atletiekspan begin oefen, doen hulle die opwarmingsoefeninge drie maal.

Before practice, the athletics team complete three sets of exercises to warm up.

6 sterspronge 6 jumping jacks	4 opstote 4 push-ups	5 buikknakke 5 tummy crunches	10 vorentoe- been-strekke 10 lunges	8 hurkstote 8 squats

Werk uit hoeveel van elke oefening hulle doen.

Calculate how many of each exercise they do.

	doen oefeninge 1 maal 1 practice	doen oefeninge 2 maal 2 practices
sterspronge jumping jacks	$1 \times 6 = 6$	$2 \times 6 = 12$
opstote push ups		
buikknakke tummy crunches		
vorentoebeen- strekke lunges		
hurkstote squats		

5 Skryf 'n getalsin vir elkeen van die bedekte getalle.

Write the number sentence for each of the covered numbers.

	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	
3	3	6		12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30		40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56		70
8	8		24	32	40	48	56	64	72	80
9	9	18	27	36	45	54		72	81	90
10	10	20	30	40	50	60	70	80	90	100

$10 \times 2 = 20$

HOOFREKENE
MENTAL MATHS

WYS MY 'N GETAL
SHOW ME A NUMBER

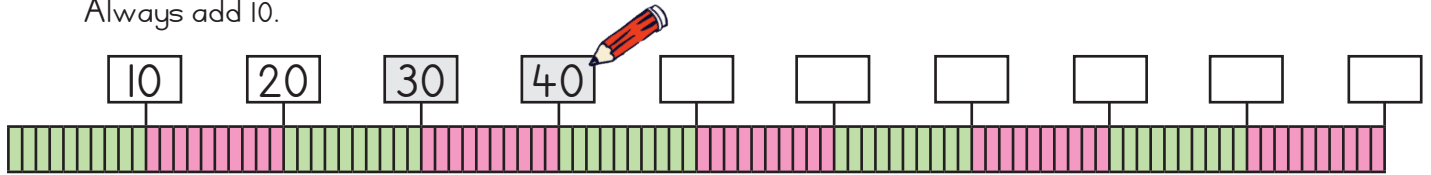
SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

1 Tel elke slag 10 by.

Always add 10.



2	kinders children	1	2	3	4	5	6	7	8	9	10
	vingers fingers	10	20								

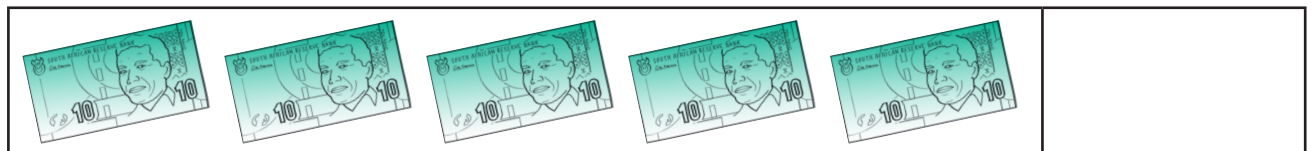
3 Hoeveel sent?

How many cents?

	vermenigvuldiging multiplication	antwoord answer
	$4 \times 10c =$	40c

4 Hoeveel rand?

How many Rand?



5 Ek het sewe R10-note. Hoeveel geld het ek altesame?

I have 7 R10 notes. How much money do I have altogether?

6 Ek het tien R10-note. Hoeveel kleingeld moet ek kry?

I have ten R10 notes. How much change will I get?



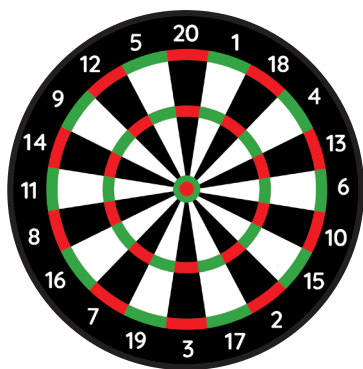
7 Vermenigvuldig.

Multiply.

$2 \times 10 = \underline{20}$	$3 \times 10 = \underline{\quad}$	$5 \times 10 = \underline{\quad}$	$2 \times 5 = \underline{\quad}$
$3 \times 5 = \underline{\quad}$	$5 \times 5 = \underline{\quad}$	$4 \times 10 = \underline{\quad}$	$10 \times 10 = \underline{\quad}$
$6 \times 10 = \underline{\quad}$	$4 \times 5 = \underline{\quad}$	$10 \times 5 = \underline{\quad}$	$6 \times 5 = \underline{\quad}$

8 Vier maats speel veerpyltjies. Elke speler kry 6 kanse. Voltooi die tellingstabel.

Four friends were playing darts. Each player got 6 chances. Complete the score chart.



	10	5	2	totaal total
Yusuf	2	1	3	
Njongo	2	3	1	
Lebo		1	4	23
Ayanda	3		0	45

9 Los op.

Solve.

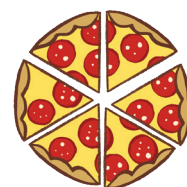
Daar is 10 boksies eiers. Elke boksie kan 6 eiers hou. Die bakker gebruik 13 eiers. Hoeveel eiers bly oor?



There are 10 boxes of eggs. Each box has 6 eggs in it. The baker uses 13 eggs. How many eggs are left?

eiers
eggs

Die klas hou 'n pizzadag. Ons koop 10 pizzas en sny elke pizza in 6 snye. Hoeveel snye pizza is daar altesame?



The class had a pizza day. We bought 10 pizzas and cut each pizza in 6 slices. How many slices did we have altogether?

snye pizza
pizza pieces

ASSESSERING
ASSESSMENT

WERKKAART
WORKSHEET

1 Los op.
Solve.

$2 \times 6 = \underline{\quad}$	$2 \times 10 = \underline{\quad}$	$10 \times 1 = \underline{\quad}$	$10 \times 9 = \underline{\quad}$
$2 \times 4 = \underline{\quad}$	$8 \times 10 = \underline{\quad}$	$4 \times \underline{\quad} = 24$	$9 + 9 =$ $\underline{\quad} \times 9$

2 Lebo het 24 plakkers. In watter ander rangskikking kan sy plakkers georden word?

Lebo has 24 stickers. What other array could his stickers be arranged in?

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

3 Jabu het 16 jelliemannetjies. Teken 2 aparte rangskikkings waarin sy haar jelliemannetjies kan orden.
Jabu has 16 jelly babies. Draw 2 separate arrays that she could arrange her jelly babies in.

Kom ons praat Wiskunde!

Let's talk Maths!

In Afrikaans sê ons:

produk

paar

vermenigvuldig

verdubbel

ontbrekende getal

In English we say:

product

pair

multiply

double

missing number



1 Voltooi.

Complete.

2	x6		2	x7		5	x10	
5			4			8		
8			6			9		
6			8			10		

2 Los op.

Solve.

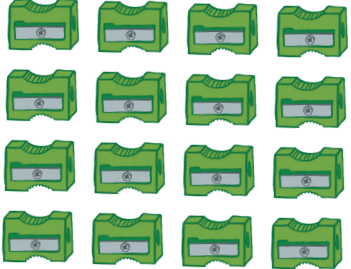
Ayanda pak haar kryte in 'n boksie in. Sy kan 3 rye van 8 kryte in elke ry inpas. Hoeveel kryte kan daar in haar boksie inpas?

Ayanda packs her crayons in a box. She can fit 3 rows of 8 crayons. How many crayons can fit in her box?



Skryf 2 vermenigvuldigingsinne.

Write 2 multiplication sentences.



_____ x _____ = _____

_____ x _____ = _____


Hoeveel kersies is daar altesame:

How many cherries are there:

in 8 trossies?

in 8 bunches?


_____ x _____ = _____



in 6 trossies?


in 6 bunches?

_____ x _____ = _____



Skryf 2 vermenigvuldigingsinne.

Write 2 multiplication sentences.



_____ x _____ = _____

_____ x _____ = _____

HOOFREKENE
MENTAL MATHS

GEE MY MEER AS
GIVE ME MORE THAN

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

Speletjie: Vinnige wiskunde met kaarte - tel op
Game: Fast maths with cards - add


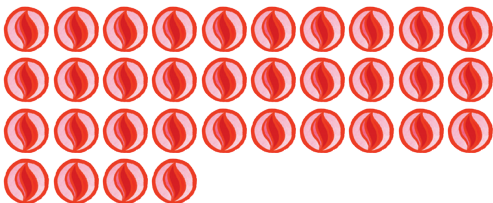
- Speel saam in pare. Wys 'n getal met julle spreikaarte.
Play in pairs. Show a number using your flard cards.
- Gooi 'n dobbelsteen - tel op!
Throw a dice - add!
- Doen dit weer!
Do it again!



1 Daar is tien albasters in een sakkie.
One bag has ten marbles.

sakkies bags	albasters marbles	sakkies bags	albasters marbles
9	90	6	
4		8	
2		11	
12		3	

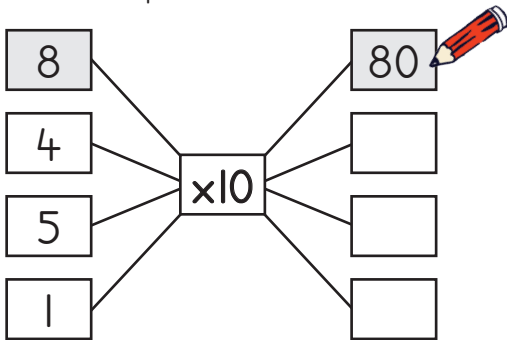


	Hoeveel albasters? How many marbles?	17
	Hoeveel sakkies? How many bags?	1
	Hoeveel albasters bly oor? How many marbles left over?	7
	Hoeveel albasters? How many marbles?	
	Hoeveel sakkies? How many bags?	
	Hoeveel albasters bly oor? How many marbles left over?	

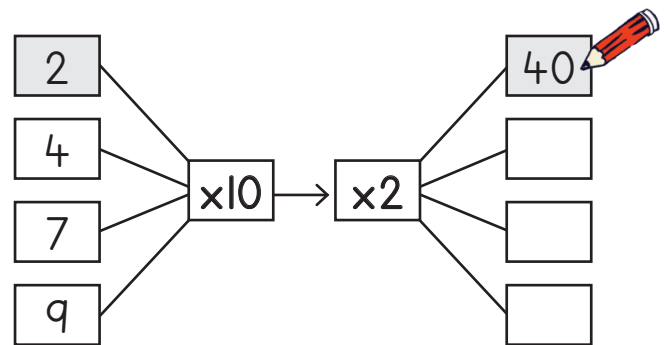
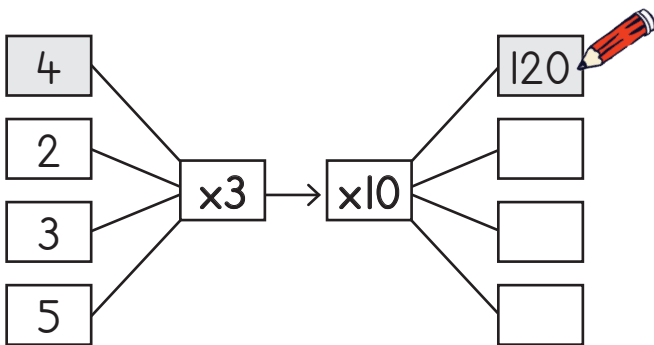
	Hoeveel albasters? How many marbles?	
	Hoeveel sakkies? How many bags?	
	Hoeveel albasters bly oor? How many marbles left over?	

2 Voltooi die vloedigramme.

Complete the flow charts.



Werk mooi met die vloedigramme hier onder! Daar is twee stappe in die berekening.
Take care with the flow diagrams below! They have two steps in the calculation.



3 Bereken.

Calculate.

$4 \times 10 = 40$	$4 \times 2 \times 10 = \underline{\quad}$	$4 \times 3 \times 10 = \underline{\quad}$
$2 \times 10 = \underline{\quad}$	$2 \times 2 \times 10 = \underline{\quad}$	$4 \times 3 \times 10 = \underline{\quad}$
$3 \times 10 = \underline{\quad}$	$3 \times 10 \times 2 = \underline{\quad}$	$3 \times 10 \times 3 = \underline{\quad}$
$5 \times 10 = \underline{\quad}$	$5 \times 10 \times 2 = \underline{\quad}$	$5 \times 10 \times 3 = \underline{\quad}$
$7 \times 10 = \underline{\quad}$	$7 \times 10 \times 2 = \underline{\quad}$	$7 \times 10 \times 3 = \underline{\quad}$
$9 \times 10 = \underline{\quad}$	$9 \times 10 \times 2 = \underline{\quad}$	$9 \times 10 \times 3 = \underline{\quad}$

HOOFREKENE
MENTAL MATHS

GEE MY MEER AS
GIVE ME MORE THAN

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

1 Wanneer ons 'n getal met nul vermenigvuldig, is die antwoord altyd _____.

When we multiply a number by zero, the answer is always _____.

Tien groepe van nul of nul groepe van tien beteken dat daar altesame nul is.

Ten groups of zero or zero groups of ten means we have zero altogether.



2 Bereken.

Calculate.

$0 \times 5 = \underline{0}$	$4 \times 10 = \underline{\quad}$	$0 \times 3 = \underline{\quad}$
$7 \times 10 = \underline{\quad}$	$8 \times 0 = \underline{\quad}$	$10 \times 4 = \underline{\quad}$
$0 \times 2 = \underline{\quad}$	$0 \times 10 = \underline{\quad}$	$8 \times 10 = \underline{\quad}$
$0 \times 0 = \underline{\quad}$	$9 \times 0 = \underline{\quad}$	$0 \times 8 = \underline{\quad}$


3 Skryf 'n vermenigvuldigingsin wat by die prente pas.

Write a multiplication sentence to match the pictures.

<p>$\underline{5} \times \underline{0} = \underline{0}$ </p>	
<p>_____ x _____ = _____</p>	
<p>_____ x _____ = _____</p>	<p>_____ x _____ = _____</p>

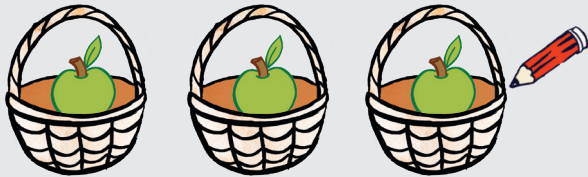

4 Vul $<$, $>$ of $=$ in.

Fill in $<$, $>$ or $=$.

$2 + 2$ <u> </u> 2×2 	$2 - 1$ <u> </u> 2×1	1×1 <u> </u> $1 + 1$
1×0 <u> </u> $1 + 0$	4×10 <u> </u> $2 \times 2 \times 10$	$5 + 1$ <u> </u> 5×1




5 Teken appels in die mandjie sodat dit by die vermenigvuldigingsin pas.

Draw apples in the basket to match the multiplication sentence.

 $3 \times 1 = 3$	 $3 \times 0 = 0$
---	--

6 Teken kryte in die boksies sodat dit by die getalsinne pas.

Draw crayons in the box to match the number sentence.

	$1 \times 4 =$ <u> </u>
	$4 \times 1 =$ <u> </u>
	$4 \times 0 =$ <u> </u>

Kry die ontbrekende getal
Find the missing number

HOOFREKENE
MENTAL MATHS

GEE MY MEER AS
GIVE ME MORE THAN


SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS







1 Kry die ontbrekende getal met behulp van jou maaltafels.



Use your multiplication table to find the missing number.

$\underline{5} \times 4 = 20$	$\underline{3} \times 6 = 18$ 	$5 \times \underline{\quad} = 25$
$5 \times \underline{\quad} = 45$	$2 \times \underline{\quad} = 14$	$\underline{\quad} \times 7 = 35$
$\underline{\quad} \times 7 = 28$	$9 \times \underline{\quad} = 36$	$8 \times \underline{\quad} = 32$
$8 \times \underline{\quad} = 0$	$4 \times \underline{\quad} = 16$	$10 \times \underline{\quad} = 70$
$\underline{\quad} \times 5 = 30$	$6 \times \underline{\quad} = 54$	$\underline{\quad} \times 8 = 80$


2 Skryf die vermenigvuldigingsgetalsin vir die weggesteekte getalle.


Write the multiplication number sentence for the hidden number.


	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18		24	27	30
4	4	8	12		20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24		36	42	48	54	60
7	7	14		28	35	42	49	56		70
8	8	16	24	32	40		56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100

 $3 \times 7 = 21$ 

 _____

 _____

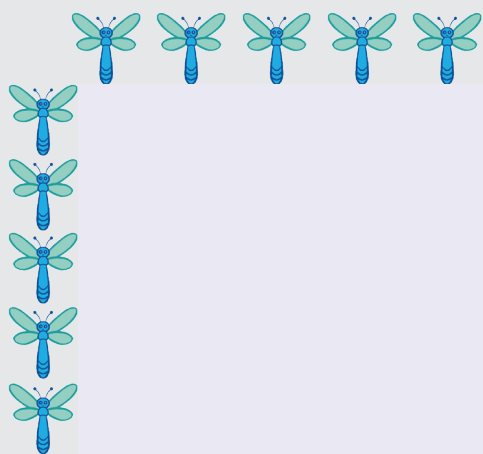
 _____


 _____

 _____

3

Hoeveel  is daar?
How many are there?



5 × 5 = 25 

Hoeveel  is daar?
How many are there?



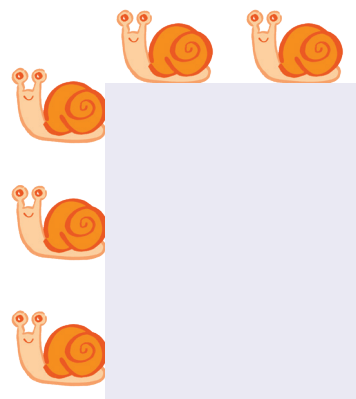
_____ × _____ = _____

Hoeveel  is daar?
How many are there?



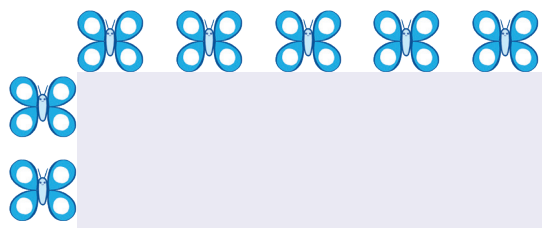
_____ × _____ = _____

Hoeveel  is daar?
How many are there?



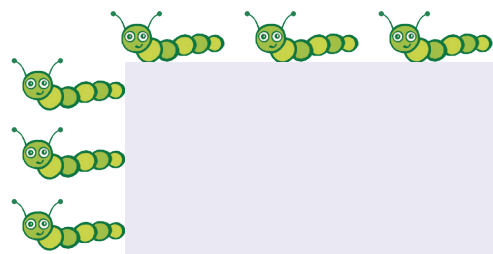
_____ × _____ = _____

Hoeveel  is daar?
How many are there?



_____ × _____ = _____

Hoeveel  is daar?
How many are there?



_____ × _____ = _____

HOOFREKENE
MENTAL MATHS

GEE MY MEER AS
GIVE ME MORE THAN

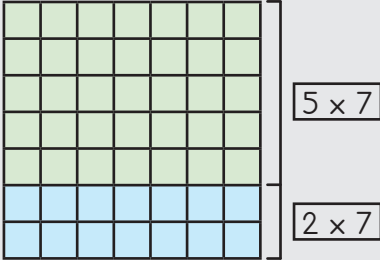
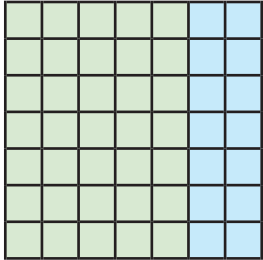
SPELETJIE
GAME

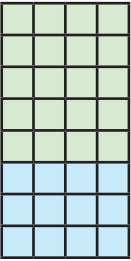
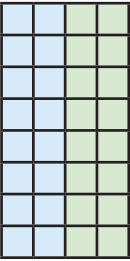
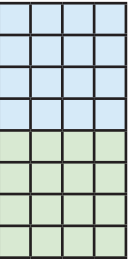
KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

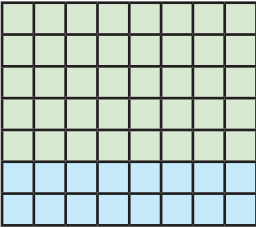
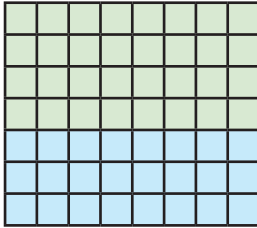
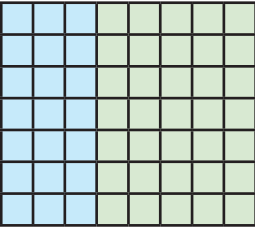
WERKKAARTE
WORKSHEETS

1 Skei die rangskikkings op verskillende maniere om te bereken.

Spilt the arrays in different ways to calculate.

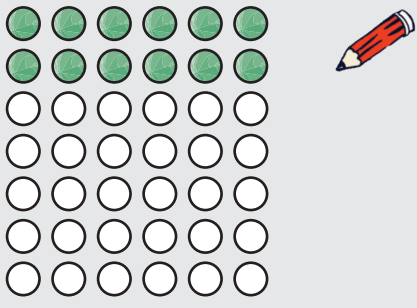
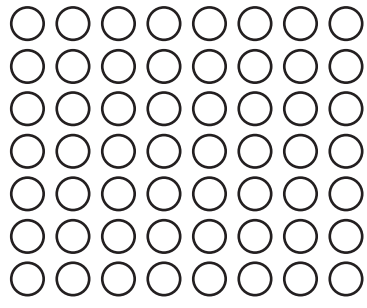
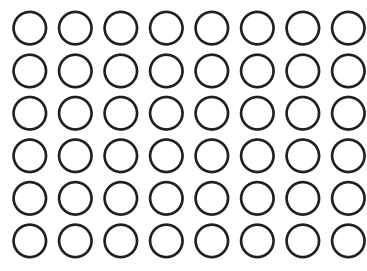
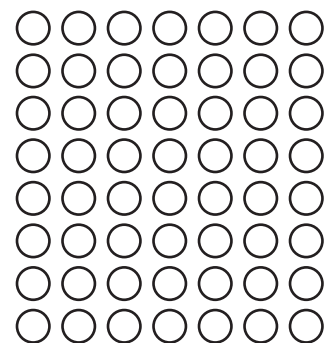
$7 \times 7 = (5 \times 7) + (2 \times 7)$ $= 35 + 14$ $= 49$ 	$7 \times 7 = \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$ $= \underline{\hspace{2cm}}$ $= \underline{\hspace{2cm}}$ 
--	---

8×4 $= \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$ $= \underline{\hspace{2cm}}$ $= \underline{\hspace{2cm}}$ 	8×4 $= \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$ $= \underline{\hspace{2cm}}$ $= \underline{\hspace{2cm}}$ 	8×4 $= \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$ $= \underline{\hspace{2cm}}$ $= \underline{\hspace{2cm}}$ 
---	--	---

8×8 $= \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$ $= \underline{\hspace{2cm}}$ $= \underline{\hspace{2cm}}$ 	8×8 $= \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$ $= \underline{\hspace{2cm}}$ $= \underline{\hspace{2cm}}$ 	8×8 $= \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$ $= \underline{\hspace{2cm}}$ $= \underline{\hspace{2cm}}$ 
---	---	---

2 Hoe sou jy elke rangskikking opbreek om dit makliker te maak om te vermenigvuldig? Kleur die kulle in en skryf 'n getalsin.

How would you break up each array to make it easier to multiply? Colour in the dots and write a number sentence.

<p style="text-align: center;">7×6</p> <div style="display: flex; justify-content: space-around; align-items: center;">  </div> <p>$7 \times 6 = \underline{(2 \times 6)} + \underline{(5 \times 6)}$</p> <p>$= \underline{12 + 30}$</p> <p>$= \underline{42}$</p>	<p style="text-align: center;">7×8</p> <div style="display: flex; justify-content: center; align-items: center;">  </div> <p>$7 \times 8 = \underline{\quad} + \underline{\quad}$</p> <p>$= \underline{\quad}$</p> <p>$= \underline{\quad}$</p>
<p style="text-align: center;">6×8</p> <div style="display: flex; justify-content: center; align-items: center;">  </div> <p>$6 \times 8 = \underline{\quad} + \underline{\quad}$</p> <p>$= \underline{\quad}$</p> <p>$= \underline{\quad}$</p>	<p style="text-align: center;">9×7</p> <div style="display: flex; justify-content: center; align-items: center;">  </div> <p>$9 \times 7 = \underline{\quad} + \underline{\quad}$</p> <p>$= \underline{\quad}$</p> <p>$= \underline{\quad}$</p>

- 1 Trek 'n streep tussen die getalsinne wat dieselfde antwoord het.

Draw a line between number sentences that have the same answer.

3×6
4×7
9×4
8×7
1×9
5×8

4×9
7×8
6×3
8×5
7×4
9×1

- 2 Kry die ontbrekende getal.

Find the missing number.

$\underline{\quad} \times 6 = 18$	$7 \times \underline{\quad} = 35$
-----------------------------------	-----------------------------------

- 3 Teken 'n rangskikkingsdiagram om die volgende te wys:

Draw an array diagram to show these:

3×3	4×5

Kom ons praat Wiskunde!

Let's talk Maths!

In Afrikaans sê ons:

gelyke groepe

vermenigvuldig

maal

vermenigvuldiging

produk

In English we say:

equal groups

multiply

times

multiplication











product



1	vermenigvuldiging-sin multiplication sentence		vermenigvuldiging-sin multiplication sentence
3 groepe van 8 3 groups of 8		5 groepe van 7 5 groups of 7	
8 groepe van 3 8 groups of 3		7 groepe van 5 7 groups of 5	
9 groepe van 2 9 groups of 2		4 groepe van 6 4 groups of 6	
2 groepe van 9 2 groups of 9		6 groepe van 4 6 groups of 4	
5 groepe van 1 5 groups of 1		7 groepe van 0 7 groups of 0	
1 groep van 5 1 group of 5		0 groepe van 7 0 groups of 7	

2 Bereken die koste.

Calculate the cost.

 R5	 R7	 R4	 R3
  <hr/> <hr/> <hr/>	  <hr/> <hr/> <hr/>	  <hr/> <hr/> <hr/>	

HOOFREKENE
MENTAL MATHS

GEE MY MINDER AS
GIVE ME LESS THAN

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

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

- Speel saam in pare.
Play in pairs.
- Wys 'n getal met julle spreikaarte.
Show a number using your flard cards.
- Gooi die dobbelsteen - trek af.
Throw the dice - subtract.
- Doen dit weer!
Do it again!



Vandag werk ons met sirkels.
Sirkels is rond en het net een kant.
Today we are working with circles.
They are round and have only one edge.

Hou jou uitgeknipte vorms op 'n veilige plek.
Keep your cut out shapes in a safe place.

1 Teken sirkels binne-in die tabel.

Cut out the circles from the back of your book.

Hoeveel sirkels het jy? How many do you have?	
Watter kleur is dit? What colour are they?	



2 Teken sirkels binne-in die tabel.

Draw circles in the table.

groot sirkel big circle	kleiner sirkel smaller circle	klein sirkel small circle

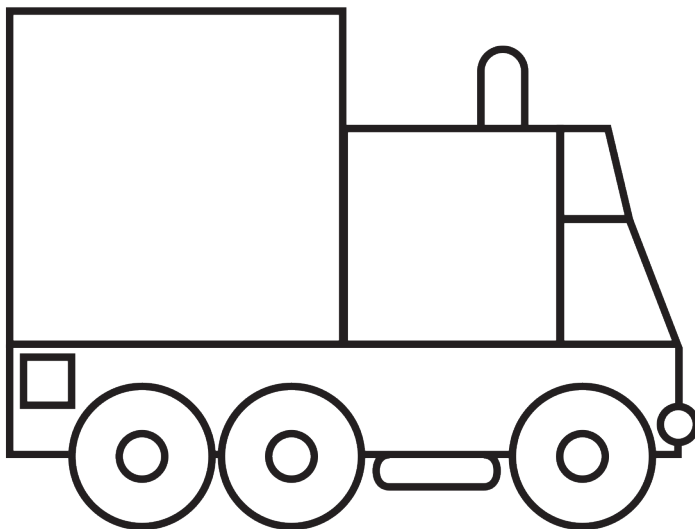
3 Teken sirkels binne-in die tabel.

Draw circles in the table.

'n sirkel aan die bokant circle at the top	'n sirkel in die middel circle in the middle	'n sirkel aan die onderkant circle at the bottom

4 Hoeveel sirkels is daar in hierdie prent?

How many circles in this picture?



Is die sirkels groot of klein?
Are the circles big or small?

5 Teken 'n prent en gebruik 10 sirkels daarin.

Draw a picture using 10 circles.

A large empty rectangular box with a black border, intended for drawing a picture using 10 circles.

HOOFREKENE
MENTAL MATHS

GEE MY MINDER AS
GIVE ME LESS THAN

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS



Vandag werk ons met driehoeke!
Driehoeke het 3 reguit sye.
Driehoeke kan groot of klein wees.
Today we are working with triangles!
They have 3 straight sides.
They can be big or small.

Hou jou uitgeknipte
vorme op 'n veilige plek.
Keep your cut out
shapes in a safe place.



1 Knip die driehoeke agter in jou boek uit.

Cut out the triangles from the back of your book.

Hoeveel driehoeke is daar? How many do you have?	
Watter kleur is dit? What colour are they?	

2 Teken driehoeke binne-in die tabel.

Draw triangles in the table.

groot driehoek big triangle	kleiner driehoek smaller triangle	klein driehoek small triangle

3 Hoeveel driehoeke?

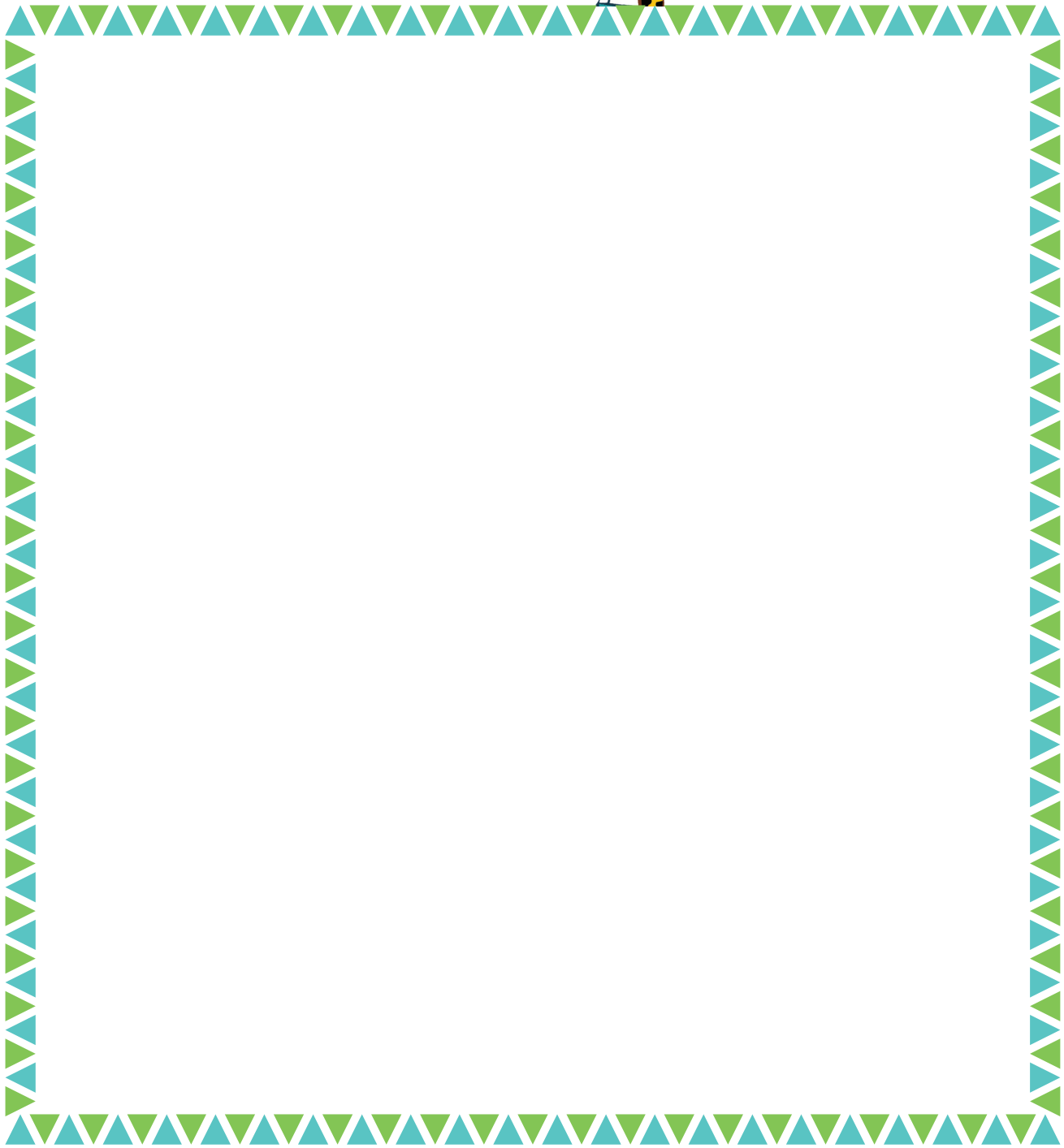
How many triangles?

<p>5 driehoeke triangles</p>	<p>_____ driehoeke triangles</p>
<p>_____ driehoeke triangles</p>	<p>_____ driehoeke triangles</p>

4 Teken 5 driehoeke.
Elkeen moet anders lyk.
Draw 5 triangles. They must all look different.



Teken dit in verskillende groottes en met verskillende kleure en oriëntasies.
Draw them in different sizes, colours and orientations.



Hoeveel sye het elke driehoek? How many sides does each triangle have?	
Is die sye reguit of rond? Are the sides straight or round?	
Hoeveel hoeke het elke driehoek? How many corners does each triangle have?	

HOOFREKENE
MENTAL MATHS

GEE MY MINDER AS
GIVE ME LESS THAN

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS



Vandag werk ons met vierkante!
Vierkante het 4 reguit sye wat ewe lank is en 4 vierkantige hoeke.
Today we are working with squares!
They have 4 straight sides that are the same length and 4 square corners.

Hou jou uitgeknipte vorms op 'n veilige plek.
Keep your cut out shapes in a safe place.

1 Knip die vierkante agter in jou boek uit.

Cut out the squares from the back of your book.

Hoeveel vierkante is daar? How many do you have?	
Watter kleur is dit? What colour are they?	



2 Teken vierkante binne-in die tabel.

Draw squares in the table.

groot vierkant big square	kleiner vierkant smaller square	klein vierkant small square

3 Hoeveel vierkante?

How many squares?

<p>5 vierkante squares</p>	<p>_____ vierkante squares</p>
<p>_____ vierkante squares</p>	<p>_____ vierkante squares</p>

4 Gebruik jou liniaal om vier verskillende vierkante te trek:

Use a ruler to draw four different squares:



met sye van
4 cm lank.
with 4 cm long sides.

met sye van
5 cm lank.
with 5 cm long sides.

met sye van
6 cm lank.
with 6 cm long sides.

met sye van
3 cm lank.
with 3 cm long sides.

Hoeveel sye het elke vierkant? How many sides does each square have?	
Is die sye reguit of rond? Are the sides straight or round?	
Hoeveel hoeke het elke vierkant? How many corners does each square have?	

HOOFREKENE
MENTAL MATHS

GEE MY MINDER AS
GIVE ME LESS THAN

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS



Vandag werk ons met reghoeke!
'n Reghoek het 4 reguit sye en
4 vierkantige hoek. Die pare sye wat
teenoor mekaar staan, is ewe lank.

Today we are working with rectangles!
A rectangle has 4 straight sides and
4 square corners. The opposite pairs
of side are equal in length.

Hou jou
uitgeknipte vorms
op 'n veilige plek.

Keep your cut out
shapes in a safe place.

1 Knip die reghoeke agter in jou boek uit.

Cut out the rectangles from the back of your book.

Hoeveel reghoeke is daar? How many do you have?	
Watter kleur is dit? What colour are they?	



2 Teken reghoeke binne-in die tabel.

Draw rectangles in the table.

groot reghoek big rectangle	kleiner reghoek smaller rectangle	klein reghoek small rectangle

3 Hoeveel reghoeke?

How many rectangles?

9 reghoeke
 rectangles

 reghoeke
 rectangles

Onthou dat alle vierkante
reghoeke is, maar nie alle
reghoeke is vierkante nie.

Remember all squares
are rectangles but not all
rectangles are squares.



4

Meet hoe lank die sye van die reghoeke is.

Measure the lengths of the sides of the rectangles.



Gebruik 'n liniaal om twee verskillende reghoeke te trek:

Use a ruler to draw two different rectangles:

- 6 cm lank en 4 cm breed
6 cm long and 4 cm wide
- 3 cm lank en 2 cm breed
3 cm long and 2 cm wide

Hoeveel sye het elke reghoek? How many sides does each rectangle have?	
Is die sye reguit of rond? Are the sides straight or round?	
Hoeveel hoeke het elke reghoek? How many corners does each rectangle have?	

ASSESSERING
ASSESSMENT

WERKKAART
WORKSHEET

1 Omkring die vorms met reguit sye.

Circle which of these shapes have straight sides.

vierkant square	sirkel circle	reghoek rectangle	driehoek triangle
--------------------	------------------	----------------------	----------------------

2 Teken drie sirkels van verskillende groottes.

Draw three circles that are different sizes.

3 Gebruik 'n liniaal om hierdie vorms te trek.

Use a ruler to draw these shapes.

- 'n vierkant met sye van 3 cm
a square with sides of 3 cm
- 'n reghoek wat 5 cm lank en 4 cm breed is
a rectangle that is 5 cm long and 4 cm wide

Kom ons praat Wiskunde!

Let's talk Maths!

In Afrikaans sê ons:

vorm

sirkel

driehoek

vierkant

reghoek

reguit sye

ronde sye

hoek

In English we say:

shape

circle

triangle

square

rectangle

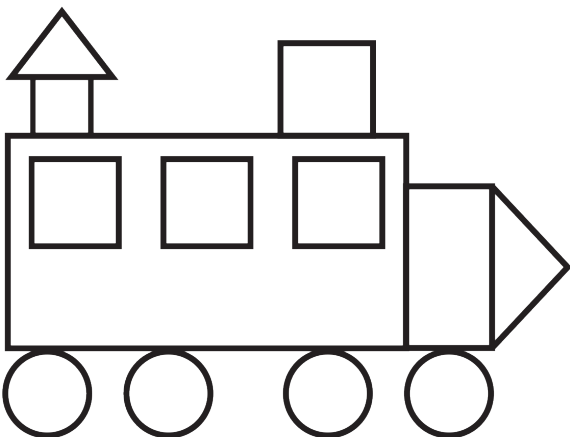
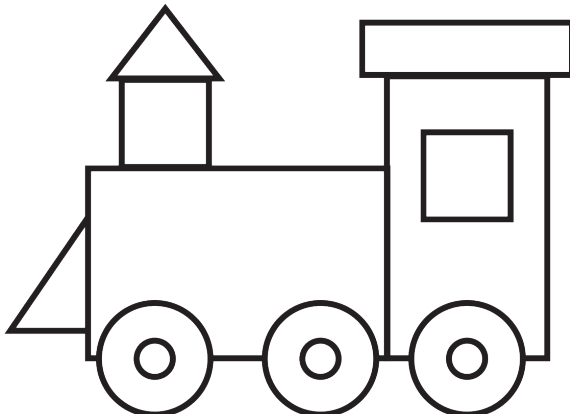
straight sides

round sides

angle



1 Hoeveel?
How many?

	driehoeke triangles	
	sirkels circles	
	vierkante squares	
	reghoeke rectangles	
	driehoeke triangles	
	sirkels circles	
	vierkante squares	
	reghoeke rectangles	

2 Teken vorms om die tabel te voltooi.
Draw shapes to complete the table.

vorm shape	'n verskillende kleur different colour	'n verskillende grootte different size	'n verskillende posisie different position
			
			
			
			

HOOFREKENE
MENTAL MATHS

FIZZ-POP
HALVEER
FIZZ POP - HALVE

SPELETJIE
GAME

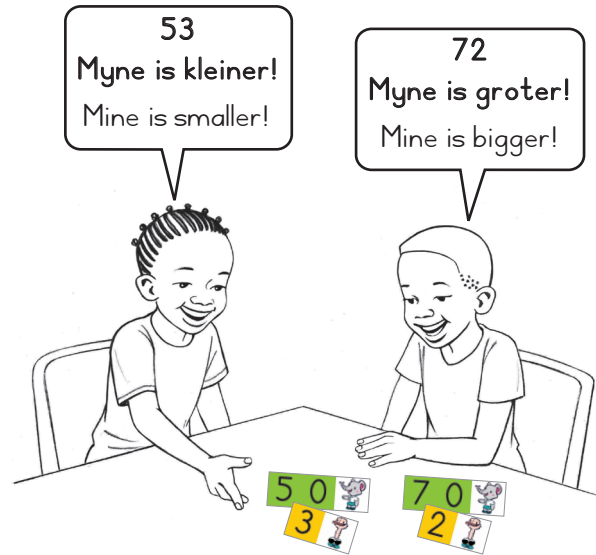
KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS




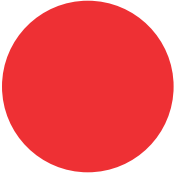

Speletjie: 1, 2, 3 Wys - vergelyk!

Game: 1, 2, 3 Show - compare!

- Werk saam in pare.
Wys 'n getal met spreikaarte.
Work in pairs. Show a number using flard cards.
- Wat is die getal? Watter een is groter as die ander een?
What number? Which one is bigger?
- Watter een is kleiner?
Met hoeveel is dit kleiner?
Which one is smaller? How much?
- Doen dit weer!
Do it again!



1

vorm shape	naam name	Hoeveel hoeke? How many corners?	Hoeveel sye? How many sides?
	driehoek triangle	3	3 
			
			
			

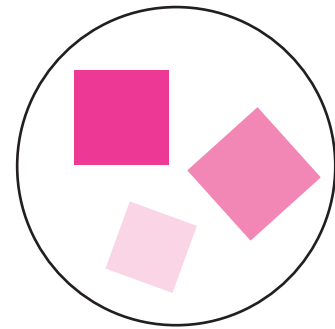
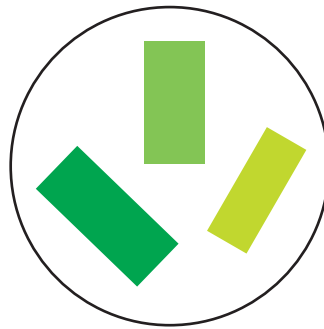
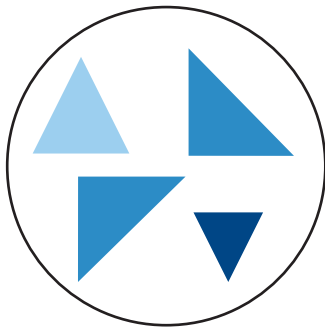
Kan jy dit op 'n ander manier sorteer?

Can you sort them in a different way?




2 Hoe is hierdie vorms gesorteer? Bespreek dit met jou maat.

How have these shapes been sorted? Discuss with your partner.



3 Soek na driehoeke, sirkels, vierkante en reghoeke van verskillende groottes in 'n tydskrif of koerant en knip dit uit. Plak die vorms in jou boek in. Probeer om een van elke vorm te kry.

Find and cut triangles, circles, squares and rectangles of different sizes from a magazine or newspaper. Stick them into your book. Try to find one of each.

	driehoek triangle	sirkel circle	vierkant square	reghoek rectangle
Hoeveel sye? How many sides?	3			
Reguit of rond? Straight or round?	reguit straight 			

HOOFREKENE
MENTAL MATHS

FIZZ-POP
HALVEER
FIZZ POP - HALVE

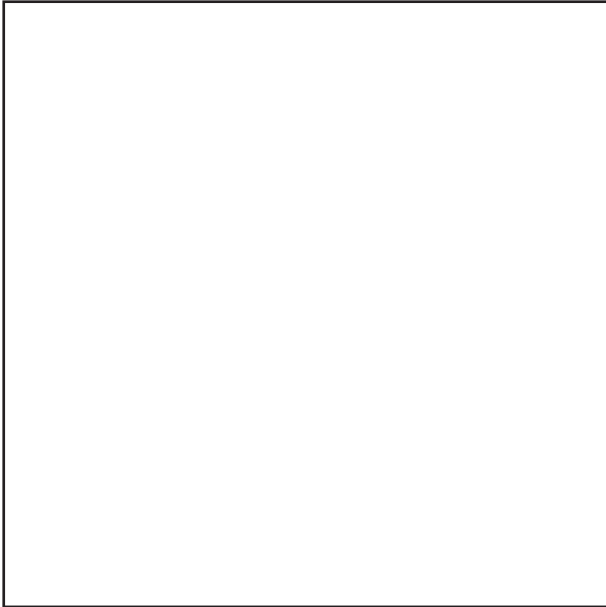
SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

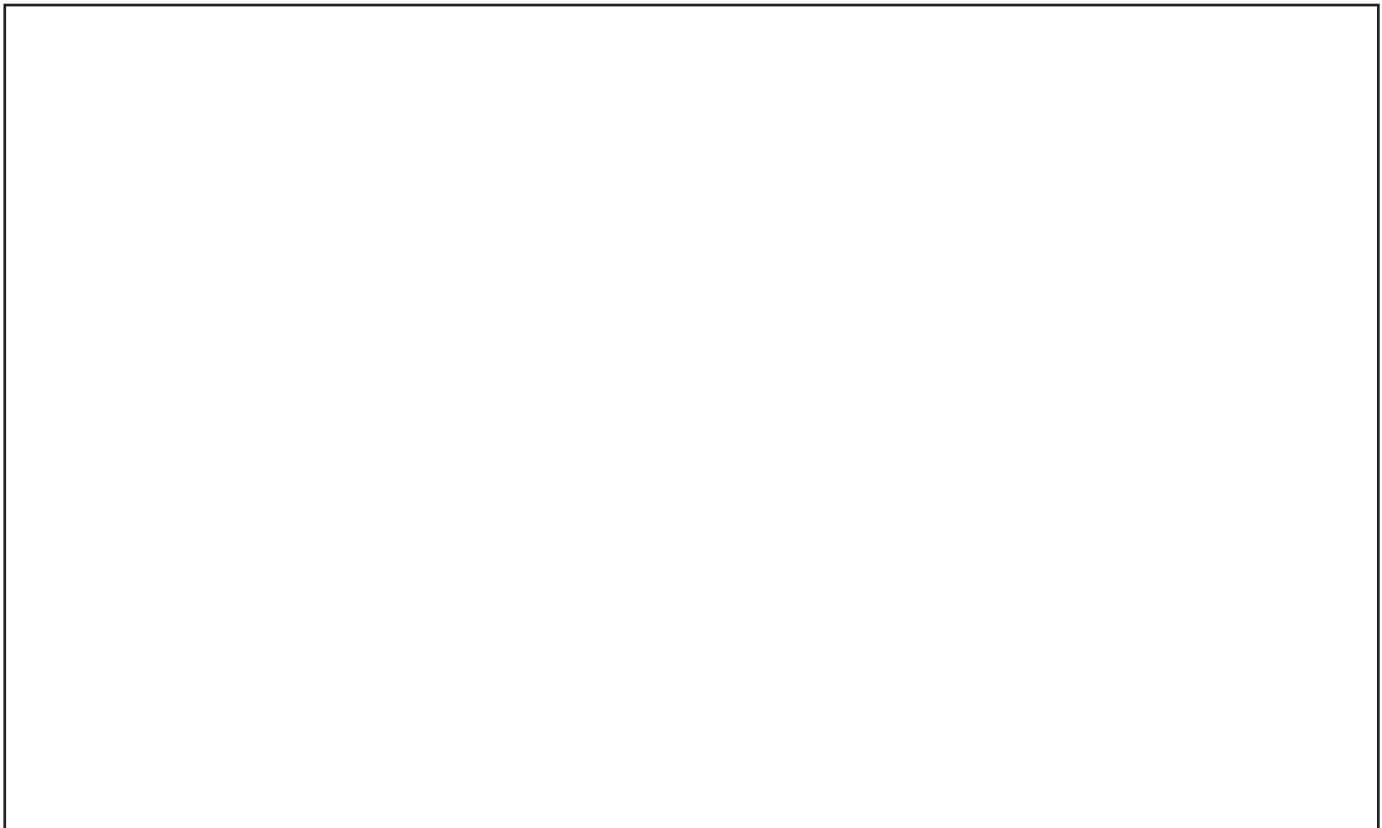
1 Plak jou gevoude vorms hier. Trek dit op die voulyne na om die lyne van simmetrie te wys.

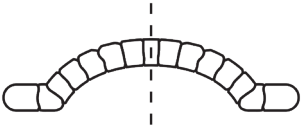

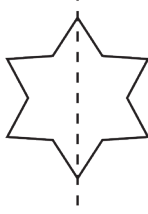
Paste your folded shapes here. Trace on the fold lines to show the lines of symmetry.



Jy kan ook die lyne van simmetrie op hierdie vorms intrek!

You can also draw in the lines of symmetry on these shapes!



		
ja yes	nee no	ja yes







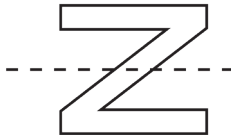
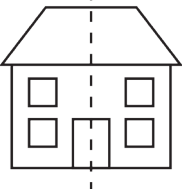
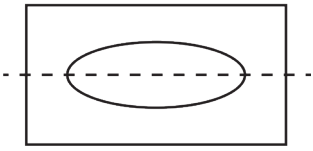
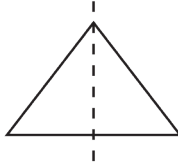
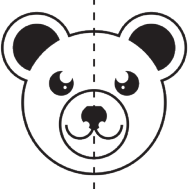


Ons kan met behulp van 'n spieël vir simmetrie toets. Kyk hierna! Is die lyn 'n lyn van simmetrie?

We can use a mirror to test for symmetry. Look at this! Does the line show a line of symmetry?



2 Wys die stippellyn 'n lyn van simmetrie?
Skryf ja of nee neer.

Does the dotted line show a line of symmetry? Write yes or no.

		
ja yes 		
		
		
		

HOOFREKENE
MENTAL MATHS

FIZZ-POP
HALVEER
FIZZ POP - HALVE

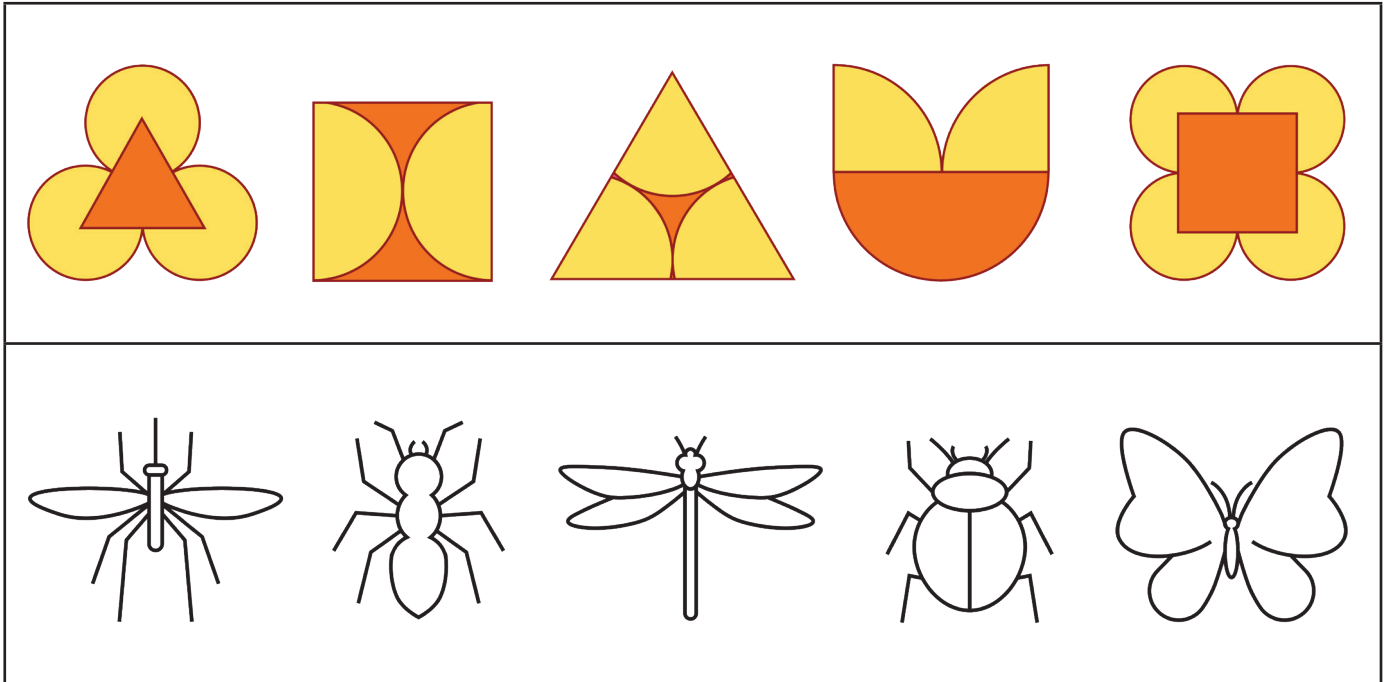
SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

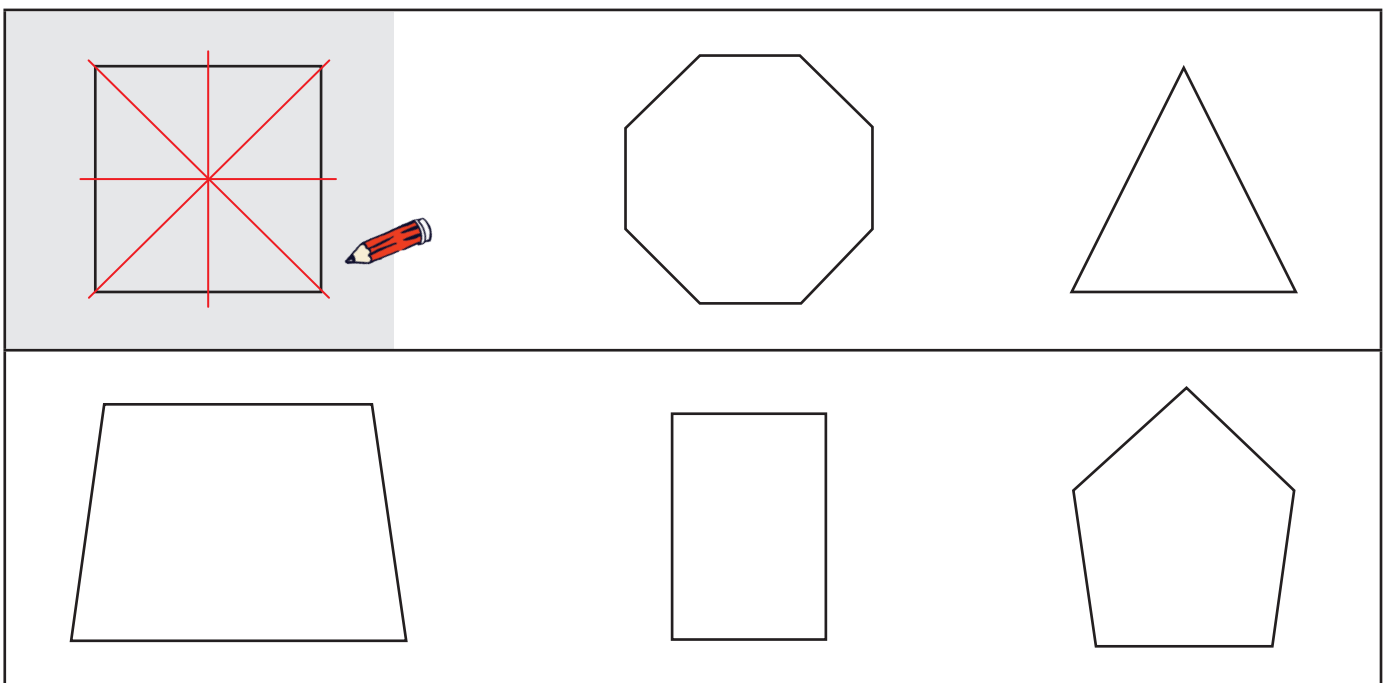
1 Trek soveel lyne van simmetrie op hierdie prente in as wat jy kan.

Draw as many lines of symmetry as you can on these pictures.



2 Trek soveel lyne van simmetrie op hierdie vorms in as wat jy kan.

Draw as many lines of symmetry as you can on these shapes.



Beantwoord hierdie vrae oor al die vorms hier onder.

Answer these questions about all the shapes below.




3 Is die vorm simmetries?
ja/nee

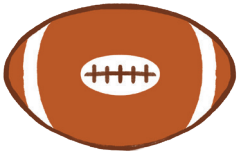


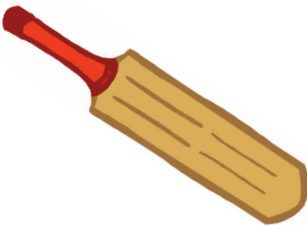


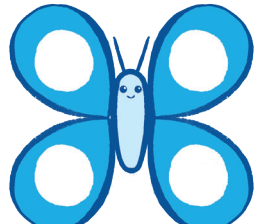
Is the shape symmetrical? yes/no

4 Trek die lyne van simmetrie in op die vorms wat simmetries is.

Draw the lines of symmetry on the shapes which are symmetrical.



nee
no

HOOFREKENE
MENTAL MATHS

FIZZ-POP
HALVEER
FIZZ POP - HALVE

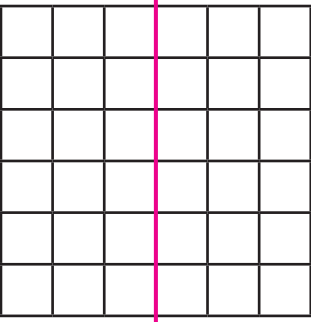
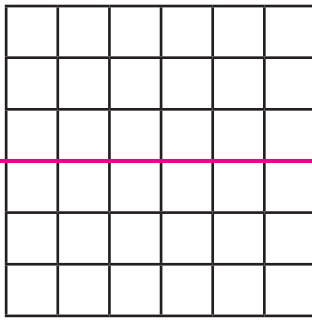
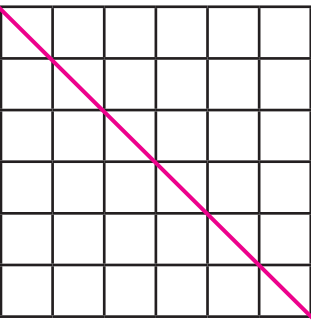
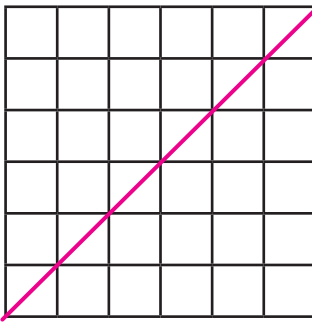
SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

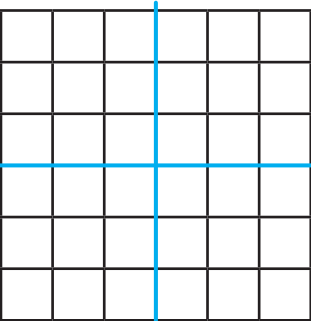
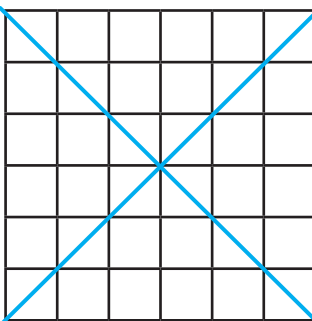
1 Teken 'n simmetriese patroon met 1 lyn van simmetrie op die rooster. Gebruik die lyn van simmetrie wat gegee is.

Draw a symmetrical pattern with 1 line of symmetry in the grid. Use the given line of symmetry.

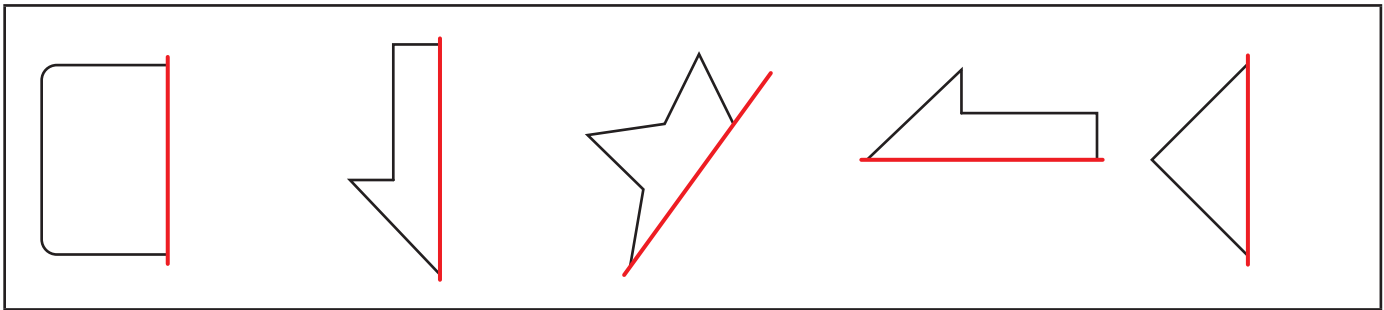
2 Teken 'n simmetriese patroon met 2 lyne van simmetrie op die rooster. Gebruik die lyne van simmetrie wat gegee is.

Draw a symmetrical pattern with 2 lines of symmetry in the grid. Use the given lines of symmetry.

	
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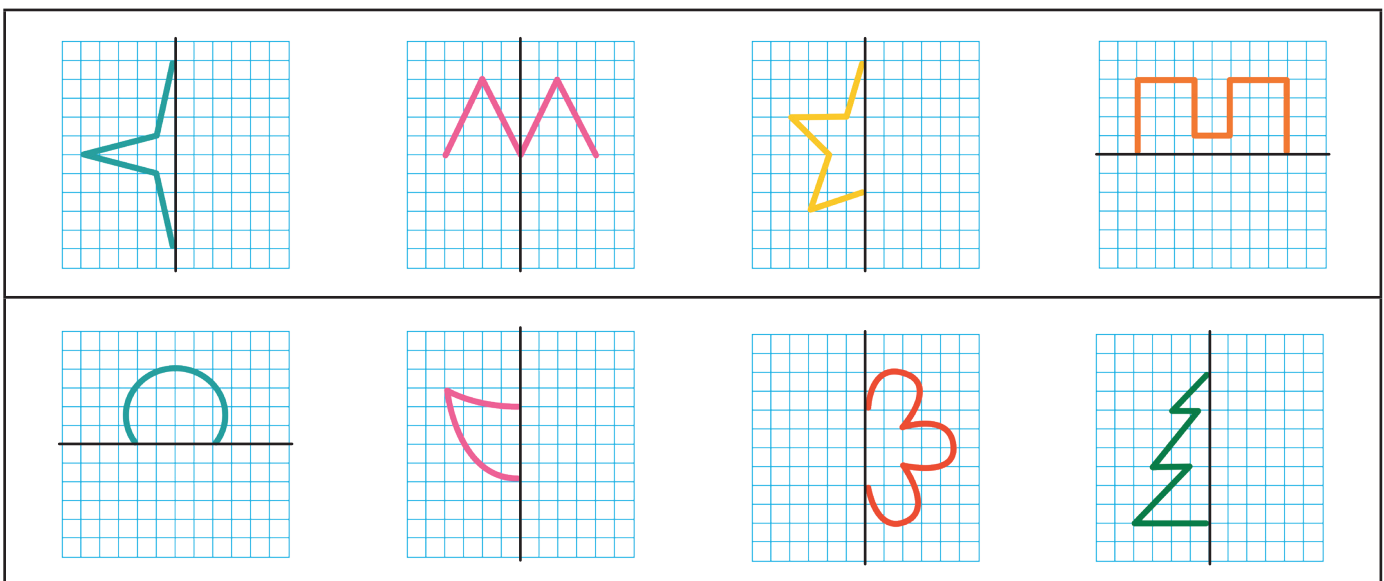
3 Voltooi die vorms. Die lyn wat getrek is, is 'n lyn van simmetrie.

Complete the shapes. The line is a line of symmetry.



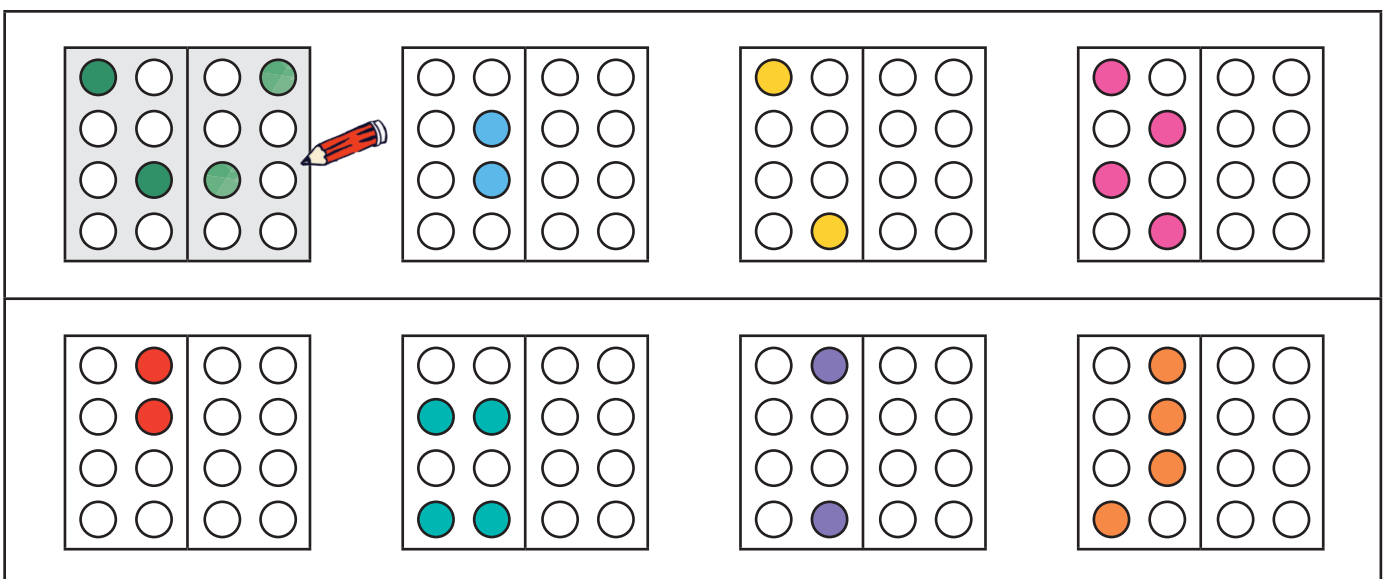
4 Voltooi die vorms. Die lyn wat getrek is, is 'n lyn van simmetrie.

Complete the shapes. The line is a line of symmetry.

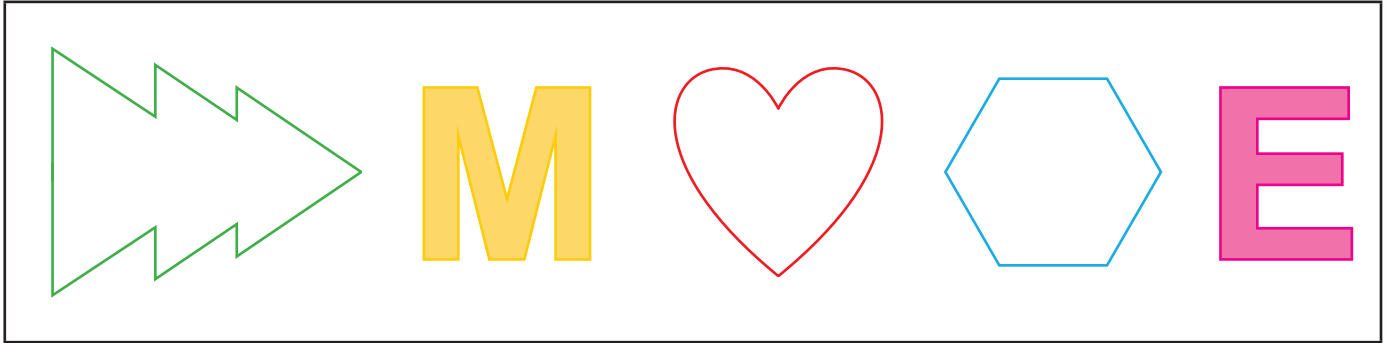


5 Die vertikale lyn is 'n lyn van simmetrie. Kleur die kulle aan die teenoorstaande kant in.

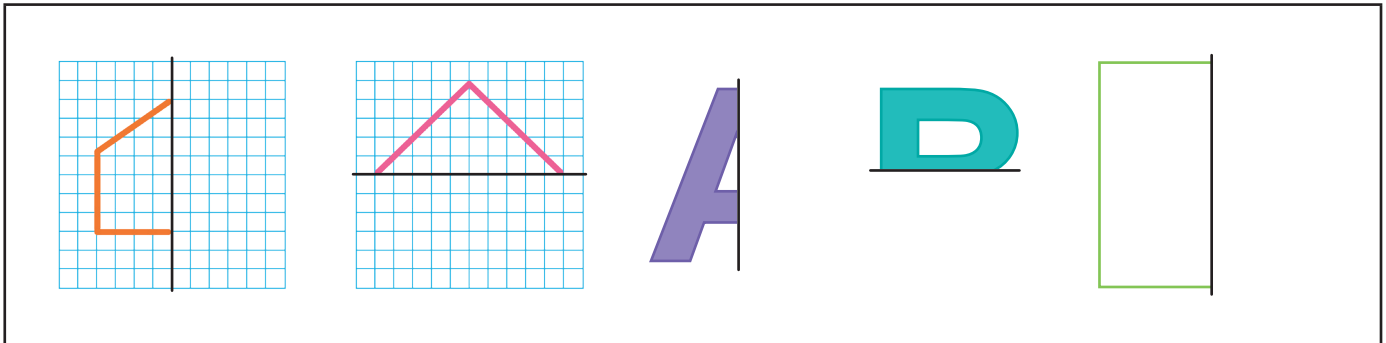
The vertical line is a line of symmetry. Colour in the dots on the other side.



- 1 Trek die lyne van simmetrie op hierdie vorms in.
Draw the lines of symmetry on these shapes.



- 2 Voltooi die vorms. Die lyn wat getrek is, is 'n lyn van simmetrie.
Complete the shapes. The line is a line of symmetry.



Kom ons praat Wiskunde!

Let's talk Maths!

In Afrikaans sê ons:

simmetrie

simmetries

lyn van simmetrie

'n Diagonale lyn loop van een
hoek na 'n teenoorstaande hoek.

vorm

sirkel

driehoek

vierkant

reghoek

In English we say:

symmetry

symmetrical

line of symmetry

A diagonal line joins two opposite
corners of a shape.

shape

circle

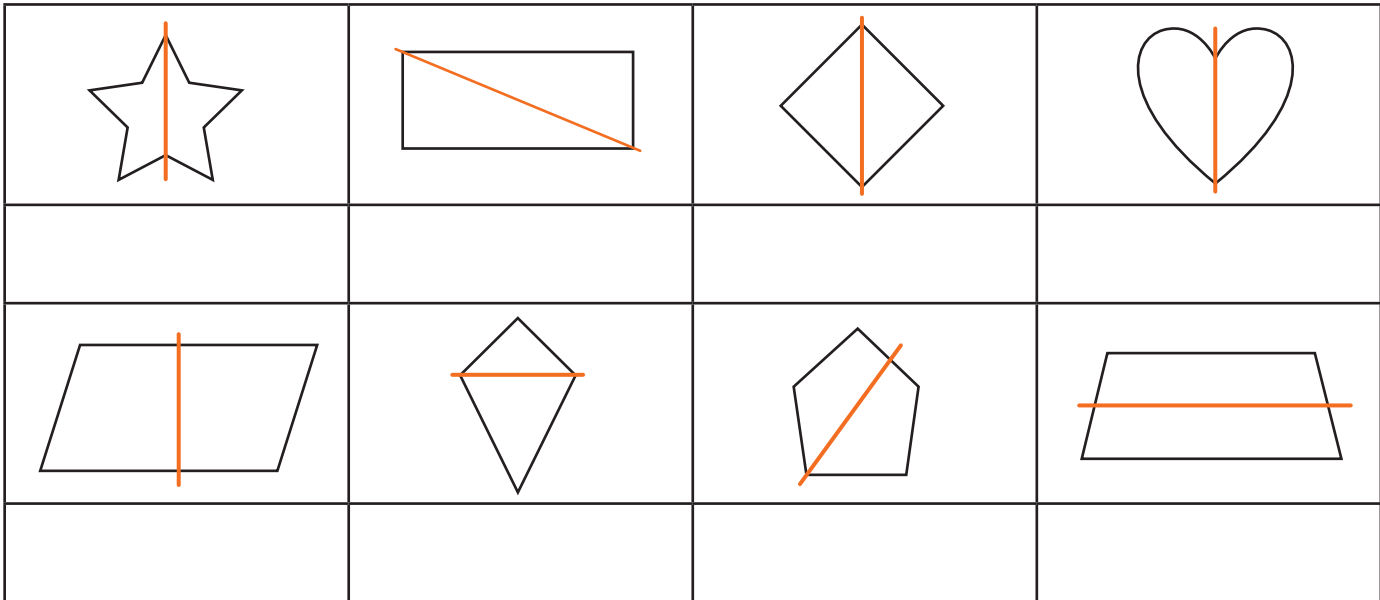
triangle

square

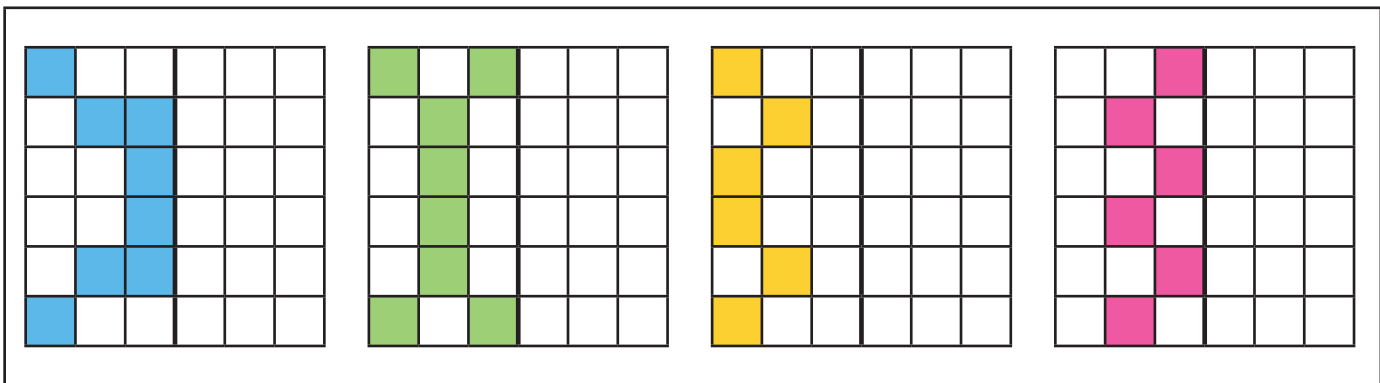
rectangle



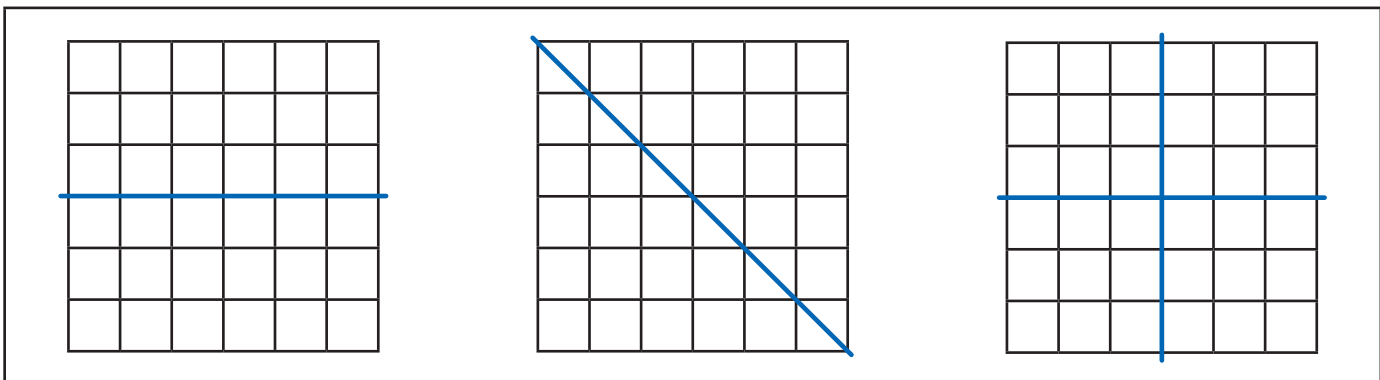
1 Is hierdie 'n lyn van simmetrie? ja/nee
Is this a line of symmetry? yes/no



2 Kleur die teenoorstaande blokkies in om simmetriese vorms te maak. Die getrekte lyn is 'n lyn van simmetrie.
Colour the blocks to make symmetrical shapes. The line is a line of symmetry.



3 Teken 'n simmetriese patroon. Gebruik die lyn van simmetrie wat gegee is.
Draw a symmetrical pattern. Use the given line of symmetry.



HOOFREKENE
MENTAL MATHS

FIZZ-POP
VERDUBBEL
FIZZ POP - DOUBLE

SPELETJIE
GAME

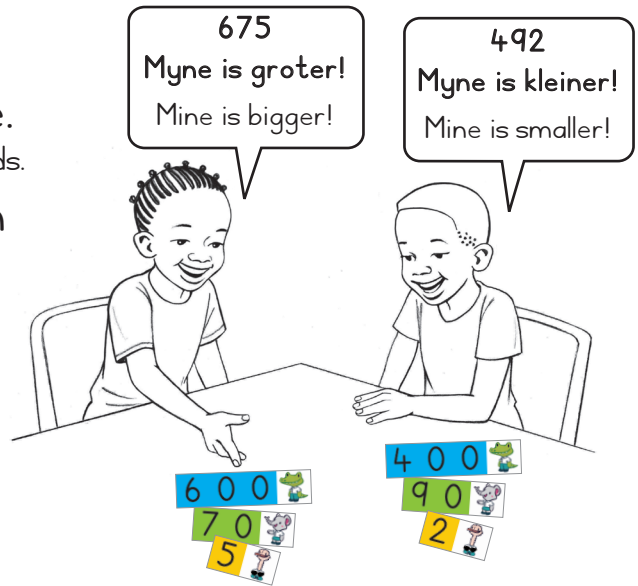
KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

Speletjie: 1, 2, 3 Wys - vergelyk!


Game: 1, 2, 3 Show - compare!

- Werk saam in pare.
Wys 'n getal met spreikaarte.
Work in pairs. Show a number using flard cards.
- Wat is die getal? Watter een is groter as die ander een?
What number? Which one is bigger?
- Watter een is kleiner?
Hoeveel kleiner is dit?
Which one is smaller? How much?
- Doen dit weer!
Do it again!



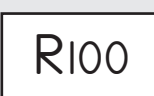
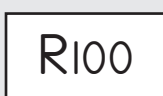

1 Maak hierdie bedrae met die munte in jou speelgeld en teken dit dan.

Use your play money to make these amounts using coins, then draw.

R10,50	   
R8,70	
R15,80	
R10,90	
R20,00	

2 Maak hierdie bedrae met die note in jou speelgeld en teken dit dan.

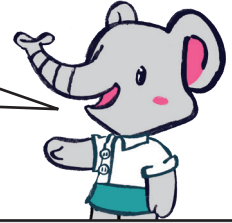
Use your play money to make these amounts using notes, then draw.

R200	  
R150	
R250	
R400	
R550	

3 Maak hierdie bedrae met die munte en note in jou speelgeld en teken dit dan.

Use your play money to make these amounts using coins and notes, then draw.

Werk eers met die speelgeld en teken dan!
First work with play money then draw!



R235	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; margin: 2px;">R100</div> <div style="border: 1px solid black; padding: 5px; margin: 2px;">R100</div> <div style="border: 1px solid black; padding: 5px; margin: 2px;">R20</div> <div style="border: 1px solid black; padding: 5px; margin: 2px;">R10</div> <div style="border: 1px solid black; border-radius: 50%; padding: 5px; margin: 2px;">R5</div> </div>
R420	
R180	
R330	
R475	

4 Teken banknote om te wys op hoeveel verskillende maniere jy R300 kan maak.

Draw bank notes to show how many different ways you can make up R300.

HOOFREKENE
MENTAL MATHS

FIZZ-POP
VERDUBBEL
FIZZ POP - DOUBLE















SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

1 Hoeveel kleingeld kry jy as jy met R100 betaal?

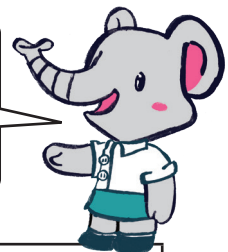
How much change if you pay with R100?

 R10  R5  R3  R7  R15	
jy koop you buy	kleingeld change
	$R100 - \underline{R40} = \underline{R60}$ 
	$R100 - \underline{\quad\quad} = \underline{\quad\quad}$
	$R100 - \underline{\quad\quad} = \underline{\quad\quad}$
	$R100 - \underline{\quad\quad} = \underline{\quad\quad}$
	$R100 - \underline{\quad\quad} = \underline{\quad\quad}$
	$R100 - \underline{\quad\quad} = \underline{\quad\quad}$
	$R100 - \underline{\quad\quad} = \underline{\quad\quad}$
	$R100 - \underline{\quad\quad} = \underline{\quad\quad}$


2 Ek het R200. Ek moet 4 balle koop.
Watter balle kan ek koop?
Gee vier opsies.

I have R200. I need to buy 4 balls. Which balls can I buy? Give four options.

Jy hoef nie die hele R200 uit te gee nie.
You don't have to spend the whole R200.



 R50
  R40
  R45
  R55
  R15

1     

2

3

4

3 Los op.
Solve.

Mandla betaal R2,50 om in 'n taxi skool toe te gaan. Hoeveel kos dit hom om elke dag skool toe en later terug huis toe te ry?

Mandla pays R2,50 to take a taxi to school. How much does it cost him to get to and from school each day?

$R2,50 + R2,50 = R5,00$ 



Een paar skoene kos R250. Hoeveel kos twee pare skoene?

One pair of shoes costs R250. How much will two pairs of shoes cost?



Peter koop 3 T-hemde vir R90 elk. Hoeveel kleingeld sal hy kry as hy met R300 betaal?

Peter bought 3 T-shirts for R90 each. How much change will he get from R300?



HOOFREKENE
MENTAL MATHS

FIZZ-POP
VERDUBBEL
FIZZ POP - DOUBLE


SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

1 Herlei die volgende bedrae na rand.

Convert the following amounts into Rands.


100c	700c	1980c	9500c
R <u>1</u> 	R _____	R _____	R _____

Onthou 100c
= R1,00.

Remember 100c
= R1,00.

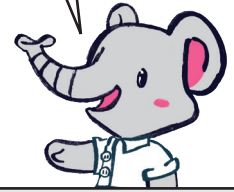
2 Herlei die volgende bedrae na sent.

Convert the following amounts into cents.

R6,10	R0,80	R11,50	R60,00
<u>610</u> c 	_____ c	_____ c	_____ c

Onthou R1,00
= 100c.

Remember R1,00
= 100c.




3 Los op.

Solve.

Een brood kos R10,00. Hoeveel kos 6 brode?

One loaf of bread costs R10,00. How much will 6 loaves cost?

$R10 \times 6 = R60$ 



Een boks melk kos R15,00. Hoeveel kos 4 bokse melk?

One carton of milk costs R15,00. How much will 4 cartons cost?



Vusi betaal R35,00 om in 'n taxi dorp toe te gaan.
Wat kos dit hom om dorp toe en weer terug te ry?

Vusi pays R35,00 to take a taxi to town. What does it cost him to get there and back?



Drie busse ry op 'n tolpad en betaal elk R65 tolgeld.
Wat is die totale tolgeld wat die busse betaal?

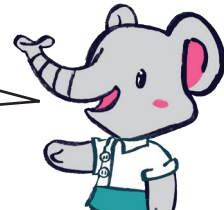
Three buses drive on a toll road and are charged R65 each. How much do they pay in total?





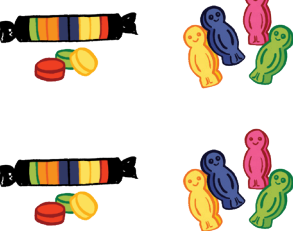




4 Kyk na die pryse van lekkers in die snoepie.

Look at the prices of sweets in the tuck shop.

Jy het R10,00. Watter lekkers kan jy koop?
You have R10,00. What sweets will you buy?



 R2,50	 R1,50	 R1,00	 R1,25	 R2,00	 R0,50
jy koop you buy	jy betaal you pay	kleingeld vir R20 change from R20			
	$R2,50 + R1,50 + R1,00 = R5,00$	$R20,00 - \underline{R5,00} = \underline{R15,00}$ 			
		$R20,00 - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$			
		$R20,00 - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$			
		$R20,00 - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$			
		$R20,00 - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$			

HOOFREKENE
MENTAL MATHS

FIZZ-POP
VERDUBBEL
FIZZ POP - DOUBLE

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS



	naby aan close to		naby aan close to		naby aan close to
99c	R1,00	R9,00	R10,00	R99,00	R100
95c		R8,00		R95,00	










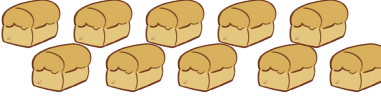

Jy kan afrond om te skat hoeveel iets gaan kos.
You can round off to estimate how much something costs.

1 Rond af.












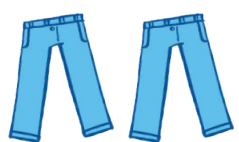

Round off.

$R4,99 = R5$	$R89,99 = R90$	$R299,00 = R300$
$R1,99 =$	$R29,99 =$	$R199,00 =$
$R9,99 =$	$R19,99 =$	$R399,00 =$

2

 R8,99	 R18,00	 R1,99	 R14,99	 R4,99	 R24,99
wat jy wil hê you want	geskatte koste estimated cost	Is R100 genoeg? ja/nee Is R100 enough? yes/no			
	$R25 \times 6 = R150$	$R150 > R100$	nee no		
	$R9 \times 10 = R90$	$R90 < R100$	ja yes		
		_____			
		_____			
		_____			

3

 R99,99	 R24,99	 R199,99	 R44,99	 R19,99	 R179,99
wat jy wil hê you want	geskatte koste estimated cost	Is R200 genoeg? ja/nee Is R200 enough? yes/no			
	$R100 + R25 = R125$	$R200 - \underline{R125} = \underline{R75}$ ja yes 			
		$R200 - \underline{\quad} = \underline{\quad}$			
		$R200 - \underline{\quad} = \underline{\quad}$			
		$R200 - \underline{\quad} = \underline{\quad}$			
		$R200 - \underline{\quad} = \underline{\quad}$			
		$R200 - \underline{\quad} = \underline{\quad}$			

4










Rond af om op te tel.

Round off to add.

$R8 + R9$	$R\underline{10} + R\underline{10} = \underline{R20}$
$R99 + R199$	$R\underline{\quad} + R\underline{\quad} = \underline{\quad}$
$R89,99 + R99$	$R\underline{\quad} + R\underline{\quad} = \underline{\quad}$
$R1,99 + R2,99$	$R\underline{\quad} + R\underline{\quad} = \underline{\quad}$

ASSESSERING
ASSESSMENT

WERKKAART
WORKSHEET

1	jy koop you buy	kleingeld change
	 R7  R3  R3	R20 - _____ = _____
	 R10  R10  R10  R10  R10  R7	R100 - _____ = _____

2 Herlei die volgende bedrae na rand of sent.

Convert the following amounts into Rands/cents.

200c = R_____	5000c = R_____
R6,00 = _____c	R0,90 = _____c

3 Teken note om te wys hoe jy R100 met net banknote op twee verskillende maniere kan maak.

Draw notes to show two different ways to make R100 using only bank notes.

--	--

Kom ons praat Wiskunde!

Let's talk Maths!

In Afrikaans sê ons:

geld

rand

sent

kleingeld

totaal

herlei

Afgeronde getalle is in 10'e of in 100'e.

In English we say:

money

rands

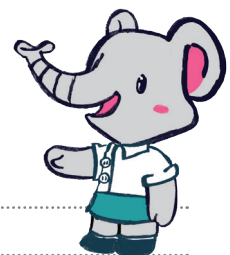
cents

change

total

exchange







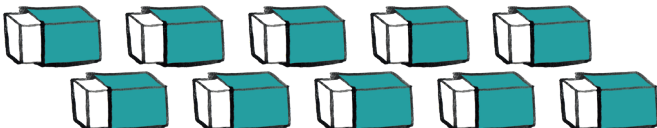


Rounded numbers are 10s or 100s.



1 Werk eers met speelgeld en teken dan. Op hoeveel maniere kan jy R400 met net banknote maak?

First work with play money then draw. How many ways can you make R400 using only bank notes?

2

 R15  R5  R10  R8  R8	
jy koop you buy	kleingeld change
	$R50 - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$
	$R50 - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$
	$R50 - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$
	$R50 - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

3 Rond af om op te tel.

Round off to add.

R18 + R19	R_____ + R_____ = _____
R299 + R89	R_____ + R_____ = _____
R69,99 + R399	R_____ + R_____ = _____
R499 + R299	R_____ + R_____ = _____
R199 + R399	R_____ + R_____ = _____

HOOFREKENE
MENTAL MATHS

MEER AS EN
MINDER AS
MORE THAN AND LESS THAN

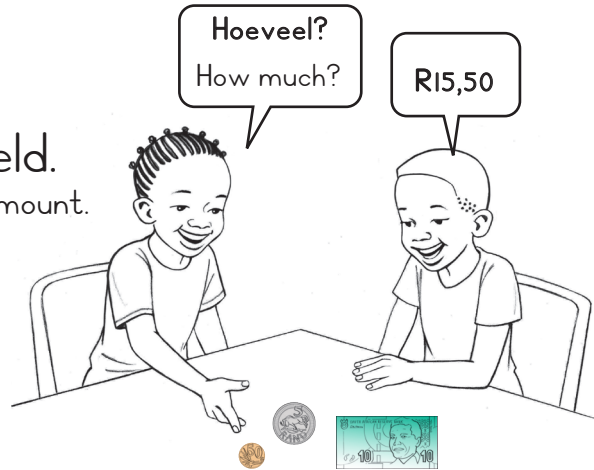
SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

Speletjie: Vinnige wiskunde - geld
Game: Fast maths - money

- Werk saam in pare.
Wys 'n bedrag met julle speelgeld.
Work in pairs. Use your play money to show an amount.
- Hoeveel word gewys? Tel op!
How much? Add!
- Doen dit weer!
Maak beurte.
Do it again! Take turns.



Jy kan patroonreëls uitdink sodat jy weet wat moet volg of wat ontbreek.
Sommige patrone word herhaal. Kyk hierna!
You can find pattern rules to know what comes next or what is missing. Some patterns repeat. Look at this!



1 Kopieer die patrone presies soos dit op die rooster hier onder voorkom.

Copy the patterns exactly as they are in the grid below.

2 Sit die patrone voort. Die groep vorms wat gegee word, moet herhaal word.

Continue the patterns. The given group of shapes repeats.

3 Kyk na die patroon. Omkring die vorm wat by die vraagteken moet staan.

Look at the pattern. Circle the shape that fits on the question mark.

Geometriese patrone wat meer word
Geometric patterns that increase

HOOFREKENE
MENTAL MATHS

MEER AS EN
MINDER AS
MORE THAN AND LESS THAN

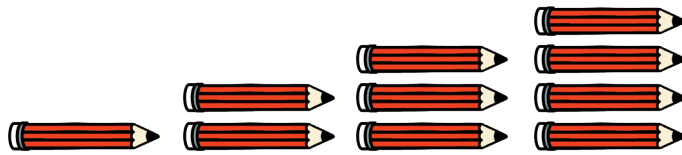
SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

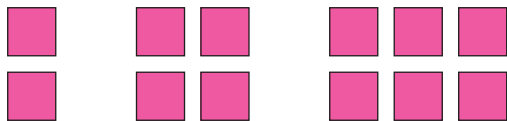
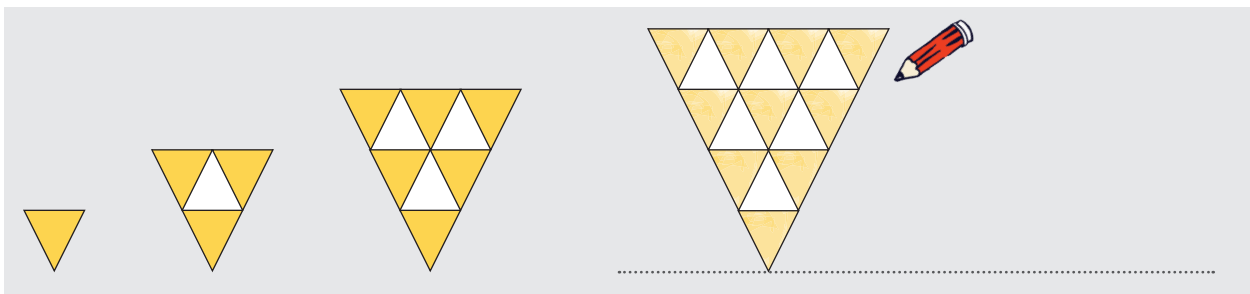


Jy kan patroonreëls uitdink sodat jy weet wat moet volg en wat ontbreek. Sommige patrone word groter of meer. Kyk hierna!
You can find pattern rules to know what comes next and what is missing. Some patterns increase. Look at this!

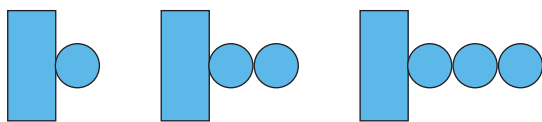


1 Teken die vorm wat moet volg.

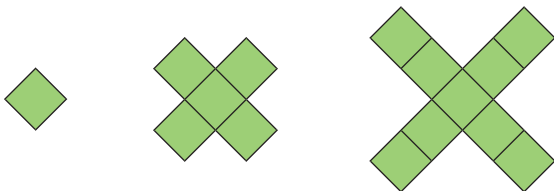
Draw the shape that comes next.



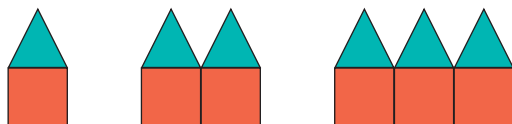
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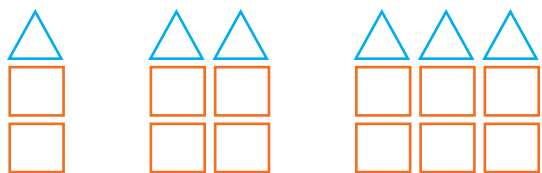
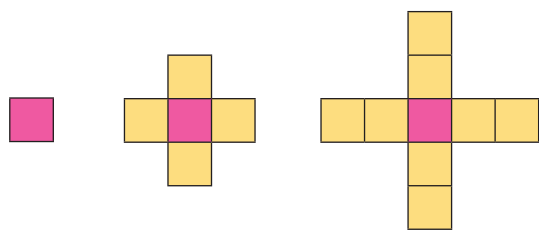
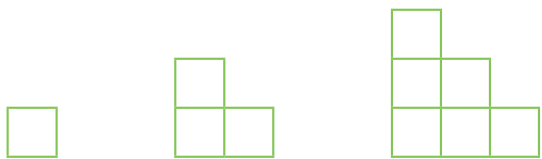
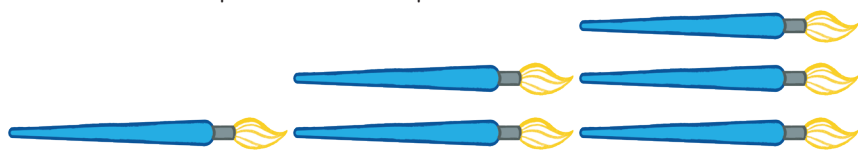
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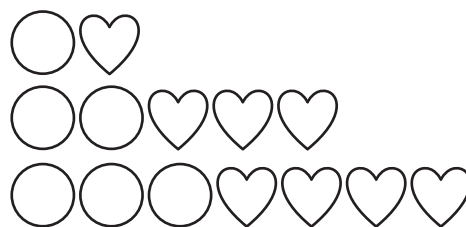
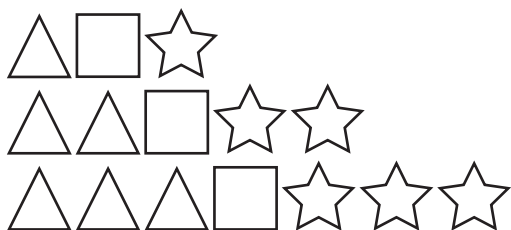
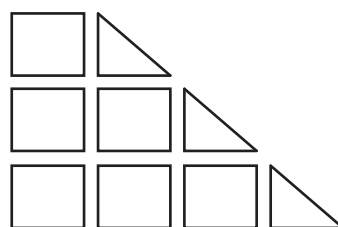
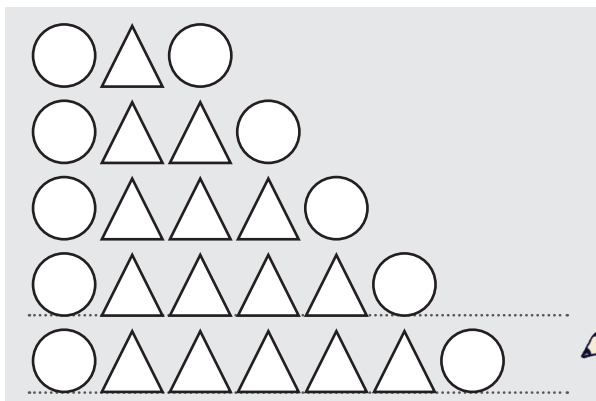
2 Teken die volgende prent in die patroon.

Draw the next picture in the pattern.



3 Kyk na die patrone om te sien hoe dit meer word.
Teken die volgende twee rye in elke patroon.

Look at the patterns to see how they grow. Draw the next two lines of each pattern.



HOOFREKENE
MENTAL MATHS

MEER AS EN
MINDER AS
MORE THAN AND LESS THAN

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

1 Teken jou eie herhalende patroon met hierdie vorms.

Draw your own repeating pattern using these shapes.

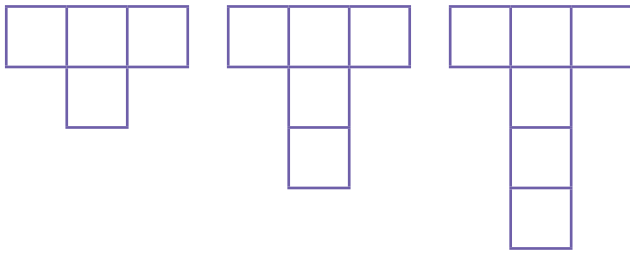
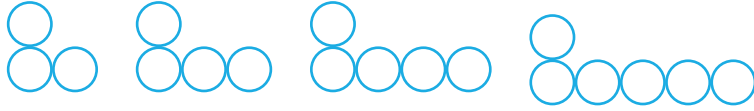
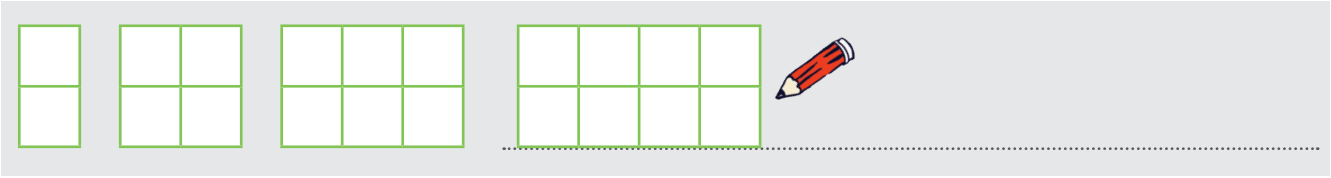



2 Voltooi die herhalende patrone.

Complete the repeating patterns.

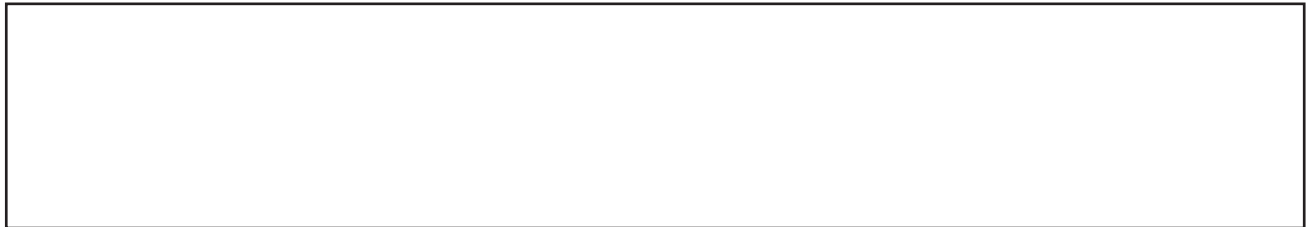
3 Teken die volgende vorm in die patroon.

Draw the next shape in the pattern.



4 Teken jou eie groter wordende patroon met hierdie vorms.

Draw your own growing pattern using these shapes.



HOOFREKENE
MENTAL MATHS

MEER AS EN
MINDER AS
MORE THAN AND LESS THAN

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS



Plante het interessante patrone.
Watter patrone kan jy hier raaksien?
Plants have interesting patterns.
What patterns do you see here?



1 Gesels oor die patrone wat jy in die prente hier onder kan raaksien. Uit watter vorms bestaan dit? Hoe is dit gemaak?

Talk about the patterns you can see in the pictures below. What shapes are they made of? How?



2 Teken jou eie patrone.

Draw your own patterns.

Gebruik vierkante en sirkels. Die patroon moet herhaal word.

Use squares and circles. The pattern must repeat.

Gebruik reghoeke en driehoeke. Die patroon moet groter word.

Use rectangles and triangles. The pattern must grow.

Gebruik enige vorms. Die patroon kan herhaal of groter word.

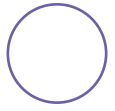

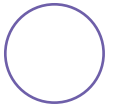

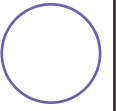










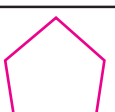
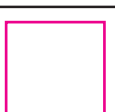
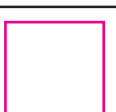
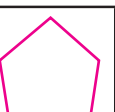
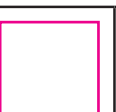




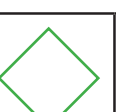



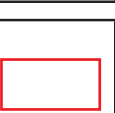

Use any shapes. The pattern can repeat or grow.

WERKKAART
WORKSHEET

WERKKAART
WORKSHEET

1 Teken die volgende vorm in die patroon.

Draw the next shape in the pattern.

Kom ons praat Wiskunde!

Let's talk Maths!

In Afrikaans sê ons:

patroon

reël

brei uit

beskryf

herhaal

herhalende

word groter

word meer

Wat moet volg?

Wat ontbreek?

In English we say:

pattern

rule

extend

describe

repeat

repeating

grow

increase

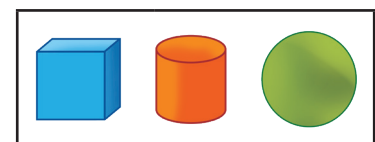
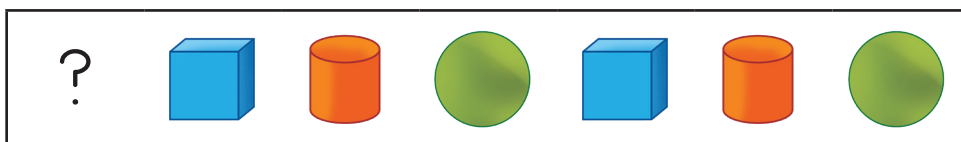
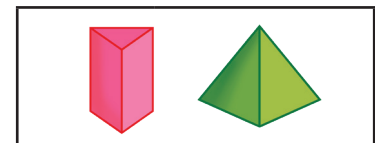
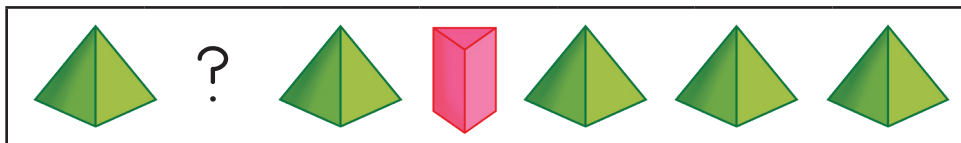
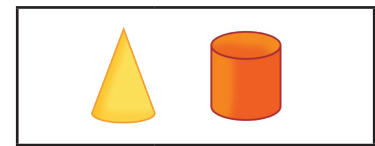
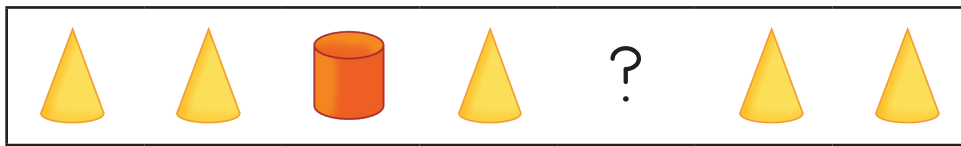
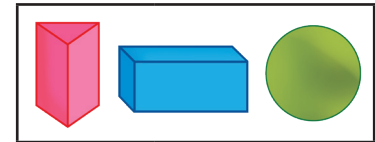
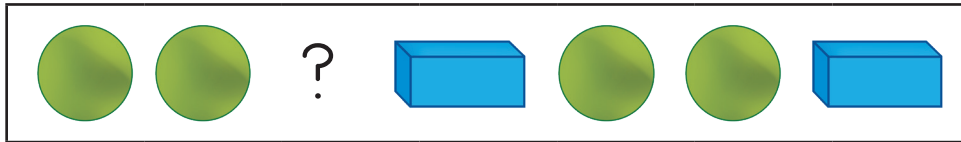
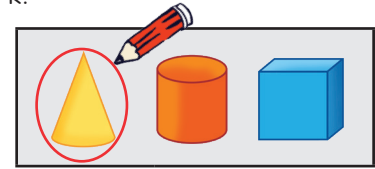
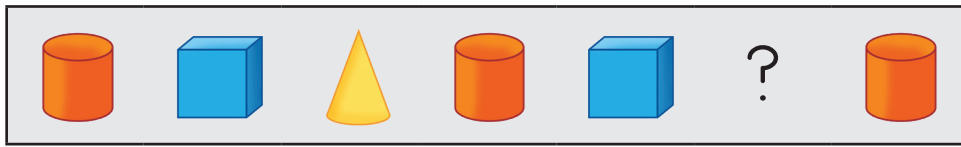
What comes next?

What is missing?



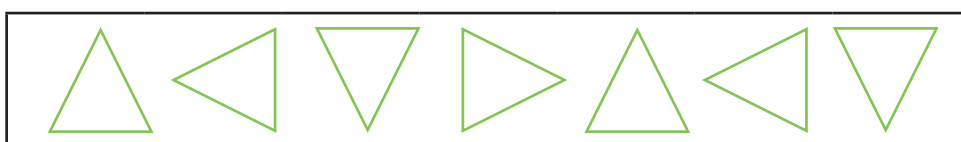
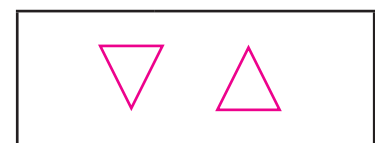
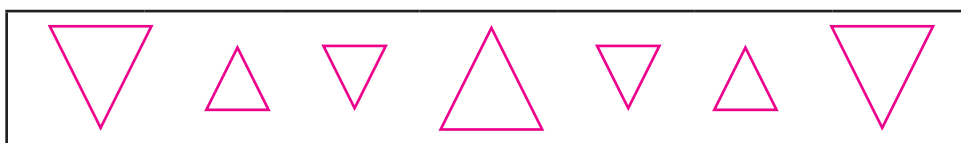
2 Kyk na die patroon. Omkring die vorm wat op die vraagteken moet staan.

Look at the pattern. Circle the shape that fits on the question mark.



3 Kyk na die patroon. Kleur die vorm in wat moet volg.

Look at the pattern. Colour the shape that comes next.



4 Teken jou eie patroon met hierdie vorms wat herhaal of wat meer word.

Draw your own repeating or increasing pattern using these shapes.



HOOFREKENE
MENTAL MATHS

INVERSE BEWERKINGS
INVERSE RELATIONS

SPELETJIE
GAME

WERKKAARTE
WORKSHEETS

Speletjie: Vinnige wiskunde - geld
Game: Fast maths - money

- Werk saam in pare.
Wys 'n bedrag met julle speelgeld.
Work in pairs. Use your play money to show an amount.
- Hoeveel word gewys? Tel op!
How much? Add!
- Doen dit weer!
Maak beurte.
Do it again! Take turns.



1 Hoeveel is daar? Skryf die som met herhaalde optelling en vermenigvuldiging.

How many? Write the repeated addition sum and a multiplication sum.

	dobbelstene dice	kolle (veelvoud) dots (multiple)	kolle (optelling) dots (addition)
	2	2×5	$5 + 5$

2 Los op.
Solve.

	sakkies bags	appels apples
	1	5

Daar is 3 sakkies appels. Ons eet 4 appels. Hoeveel appels bly daar oor?

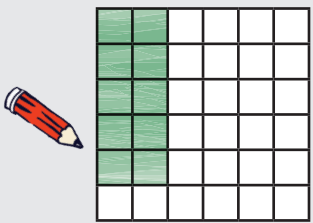
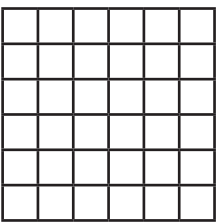
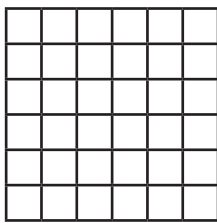
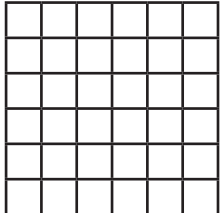
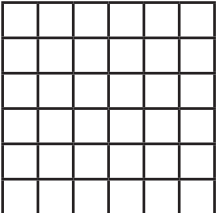
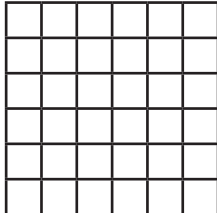
There are 3 bags of apples. We eat 4 apples. How many apples are left?



3	vermenigvuldiging multiplication	herhaalde optelling repeated addition	antwoord answer
	6×5	$5 + 5 + 5 + 5 + 5 + 5$	30
	4×5		
	8×5		
	5×5		
	2×5		




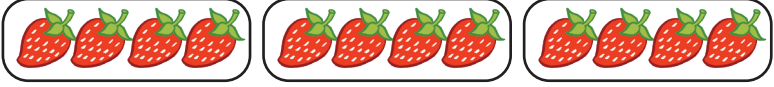
4 Kleur die rangskikkings in.

Colour in the arrays.

5×2 	3×5 	6×1 
5×5 	2×6 	6×4 

5 Skryf die getalsin, met die antwoord.

Write the number sentence with the answer.

	getalsin number sentence
	$2 \times 7 = 14$
	
	
	

HOOFREKENE
MENTAL MATHS

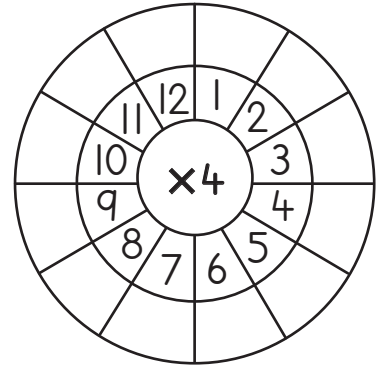
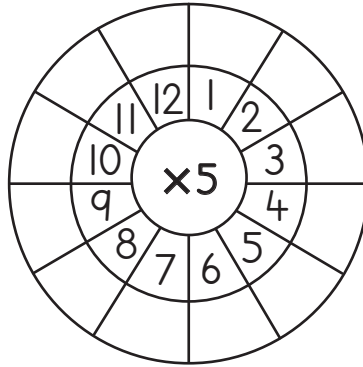
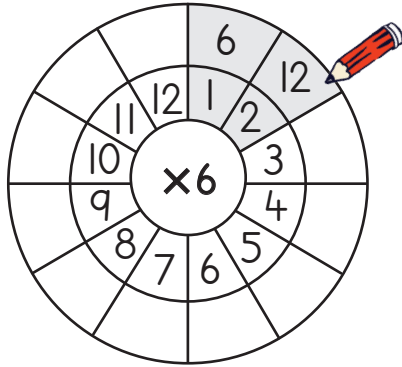
INVERSE BEWERKINGS
INVERSE RELATIONS

SPELETJIE
GAME

WERKKAARTE
WORKSHEETS

1 Voltooi die vermenigvuldigingswiele.

Complete the multiplication wheels.



2 Daar is 5 plakkers op 'n kaartjie en nog 'n paar ekstra. Hoeveel plakkers is daar?

There are 5 stickers on a card and some extra. How many stickers?

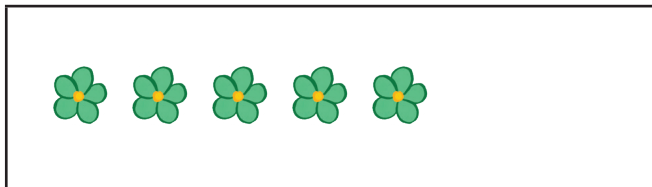
 $4 \times 5 + 6 = 26$	 $\underline{\quad} \times 5 + \underline{\quad} = \underline{\quad}$
 $\underline{\quad} \times 5 + \underline{\quad} = \underline{\quad}$	 $\underline{\quad} \times 5 + \underline{\quad} = \underline{\quad}$

3 Hoeveel kos die items altesame? Skryf 'n getalsin.

How much do the items cost altogether? Write a number sentence.

R4	R5	R6	R8
 $3 \times R8 + 2 \times R5$ $= R24 + R10$ $= R34$	 <hr/> <hr/> <hr/>	 <hr/> <hr/> <hr/>	

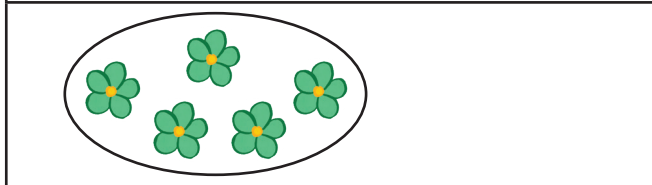
4



Daar is ___ ene.

There are ___ ones.

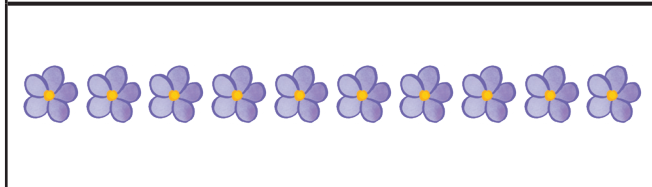
___ x ___ = ___



Daar is ___ groep van 5.

There is ___ group of 5.

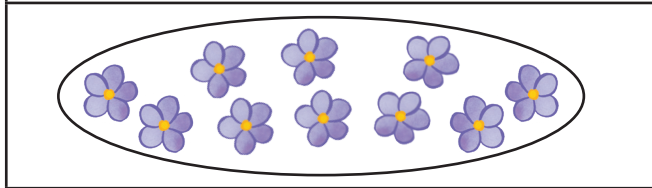
___ x ___ = ___



Daar is ___ ene.

There are ___ ones.

___ x ___ = ___



Daar is ___ groep van 10.

There is ___ group of 10.

___ x ___ = ___

5

Maak die regterkant gelyk aan die linkerkant.

Make the sides equal.

$5 \times 3 = 12 + \underline{\quad}$	$24 = 6 \times \underline{\quad}$	$15 = \underline{\quad} \times 5$
$8 \times 3 = 18 + \underline{\quad}$	$16 = \underline{\quad} \times 4$	$25 = 5 \times \underline{\quad}$
$10 \times 3 = 15 + \underline{\quad}$	$36 = \underline{\quad} \times 4$	$40 = \underline{\quad} \times 5$

6

Tsepo is 8 jaar oud. Sy pa is vier maal ouer as hy. Hoe oud is Tsepo se pa?

Tsepo is 8 years old. His dad is four times older than him. How old is Tsepo's dad?



Daar is 9 balle in 'n boks. Hoeveel balle is daar in 4 bokse?

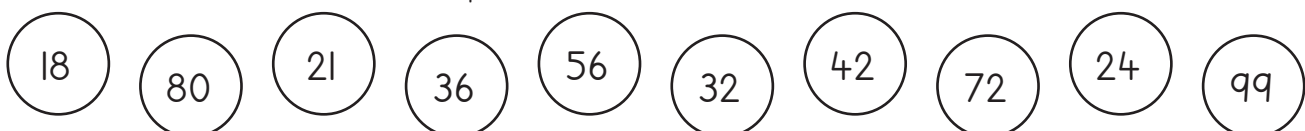
There are 9 balls in a box. How many balls in 4 boxes?



7

Kleur die getalle in wat nie produkte van die 3 maal-tafel is nie.

Colour the numbers that are **not** products of the 3 times table.



HOOFREKENE
MENTAL MATHS

INVERSE BEWERKINGS
INVERSE RELATIONS

SPELETJIE
GAME

WERKKAARTE
WORKSHEETS

Wat merk jy op wanneer jy die pare rangskikkings op hierdie bladsy inkleur? Bespreek dit met 'n maat.

What do you notice when you shade the pairs of arrays on this page? Discuss with a friend.



1 Kleur die rangskikkings in.


Colour in the arrays.

4×1 	2×4 	6×3
4×5 	3×2 	4×4

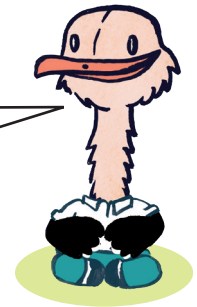
2 Skryf die vermenigvuldigingsin vir elke nuwe rangskikking.

Write the multiplication sentence for each new array.

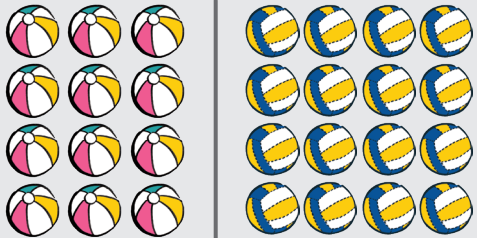


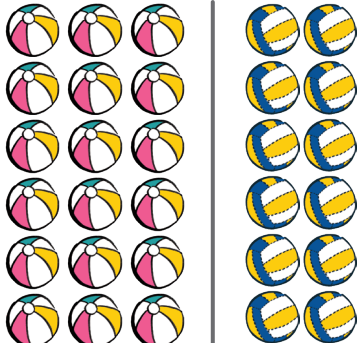
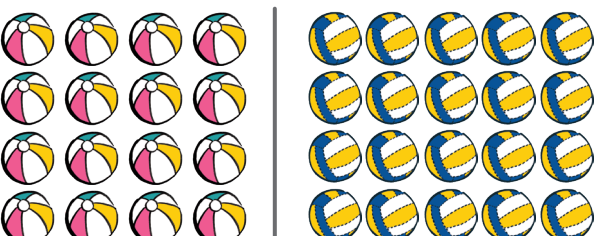
 6×3 $\underline{3} \times \underline{6}$	 8×2 $\underline{\quad} \times \underline{\quad}$
 5×4 $\underline{\quad} \times \underline{\quad}$	 6×4 $\underline{\quad} \times \underline{\quad}$

$2 \times 3 + 2 \times 3$

 2×6

Jy kan 'n rangskikking opbreek
 om 'n veelvoud te kry.
 Kyk hierna!
 You can break up an array
 to find a multiple. Look at this!



3 Bereken deur die dele van die rangskikking te gebruik.
 Calculate using the parts of the array.

 <p> $4 \times 7 =$ $\underline{\quad} \times \underline{\quad} + \underline{\quad} \times \underline{\quad}$  </p>	 <p> $5 \times 4 =$ $\underline{\quad} \times \underline{\quad} + \underline{\quad} \times \underline{\quad}$ </p>
 <p> $6 \times 5 =$ $\underline{\quad} \times \underline{\quad} + \underline{\quad} \times \underline{\quad}$ </p>	 <p> $4 \times 9 =$ $\underline{\quad} \times \underline{\quad} + \underline{\quad} \times \underline{\quad}$ </p>

4

3	$\times 9$	27
4		
5		
6		
7		

3	$\times 5$	15
4		
5		
6		
7		

HOOFREKENE
MENTAL MATHS

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1 Omkring die muntstukke en note wat nodig is om die bedrae te maak.

Circle the coins and notes to make these amounts.













40c	60c	70c
80c	100c	220c
R52	R98	R85

2 Werk eers met speelgeld en teken dan! Op hoeveel maniere kan jy R500 met net banknote maak?

First work with play money then draw! How many ways can you make R500 using only bank notes.

3 Hier volg die pryse van lekkers in die snoepie.

These are the prices of sweets in the tuck shop.

 R2,50	 R1,50	 R1,00	 R1,25	 R2,00	 R0,50
jy koop you buy	jy betaal you pay	kleingeld vir R50 change from R50			
	$R2,50 + R2,50 + R2,50 + R1,50 + R1,00 = R10,00$	$R50,00 - \underline{R10,00} = \underline{R40,00}$ 			
		$R50,00 - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$			
		$R50,00 - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$			
		$R50,00 - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$			
		$R50,00 - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$			

4 Rond af om op te tel.

Round off to add.

$R4,99 + R99,99$	
$R24,99 + R19,99$	

HOOFREKENE
MENTAL MATHS

INVERSE BEWERKINGS
INVERSE RELATIONS

SPELETJIE
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WORKSHEETS

1 Voltooi die tabel.

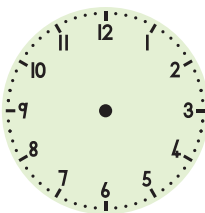
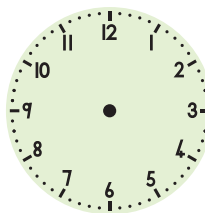
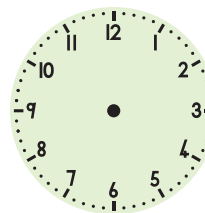
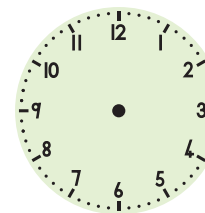
Complete the table.

minute minutes	ure hours
60	1
	2
30	
	4
15	
	3
90	

dae days	weke weeks
14	2
7	
	3
35	
42	
	10
63	

2 Teken die wysers op die horlosies in.

Draw the hands on the clock.

07:30	11:15	05:00	09:45
			

3 Dit is 06:00. Wys hoe laat dit op die horlosies hier onder is.

The time is 06:00. Show these times on the clocks below.

30 minute later 30 minutes later	15 minute vroeër 15 minutes earlier	15 minute later 15 minutes later
		

4 Teken die wysers op die horlosies in en skryf die tyd neer.

Draw the hands on the clock and write the time.

	15 minute later 15 minutes later		15 minute vroeër 15 minutes earlier
07:45			09:15

5 Skryf die digitale tyd neer.

Write the digital time.

Dag 1 • Day 1

Tel op en trek af.

Add and subtract.

$25 + 37 = \underline{\quad}$

$36 + 25 = \underline{\quad}$

$64 + 28 = \underline{\quad}$

$78 + 17 = \underline{\quad}$

$57 + 26 = \underline{\quad}$

$34 - 18 = \underline{\quad}$

$45 - 17 = \underline{\quad}$

$60 - 25 = \underline{\quad}$

$74 - 35 = \underline{\quad}$

$81 - 43 = \underline{\quad}$

Dag 2 • Day 2

Tel op en trek af.

Add and subtract.

$47 + 24 = \underline{\quad}$

$35 + 47 = \underline{\quad}$

$28 + 67 = \underline{\quad}$

$54 + 37 = \underline{\quad}$

$56 + 28 = \underline{\quad}$

$80 - 36 = \underline{\quad}$

$72 - 28 = \underline{\quad}$

$54 - 37 = \underline{\quad}$

$65 - 29 = \underline{\quad}$

$48 - 27 = \underline{\quad}$

Dag 3 • Day 3

Tel op en trek af.

Add and subtract.

$69 + 24 = \underline{\quad}$

$28 + 36 = \underline{\quad}$

$47 + 48 = \underline{\quad}$

$36 + 37 = \underline{\quad}$

$58 + 23 = \underline{\quad}$

$43 - 17 = \underline{\quad}$

$75 - 46 = \underline{\quad}$

$67 - 28 = \underline{\quad}$

$84 - 58 = \underline{\quad}$

$95 - 37 = \underline{\quad}$

Dag 4 • Day 4

Tel op en trek af.

Add and subtract.

$37 + 26 = \underline{\quad}$

$58 + 29 = \underline{\quad}$

$43 + 18 = \underline{\quad}$

$49 + 29 = \underline{\quad}$

$67 + 18 = \underline{\quad}$

$51 - 26 = \underline{\quad}$

$72 - 39 = \underline{\quad}$

$35 - 26 = \underline{\quad}$

$42 - 24 = \underline{\quad}$

$74 - 47 = \underline{\quad}$

Dag 1 • Day 1

Tel veelvoude van 10 bymekaar.

Add multiples of 10.

$80 + 50 = \underline{\quad}$

$87 + 50 = \underline{\quad}$

$90 + 30 = \underline{\quad}$

$93 + 30 = \underline{\quad}$

$50 + 60 = \underline{\quad}$

$54 + 60 = \underline{\quad}$

$72 + 50 = \underline{\quad}$

$68 + 50 = \underline{\quad}$

$42 + 70 = \underline{\quad}$

$67 + 60 = \underline{\quad}$

Dag 2 • Day 2

Trek veelvoude van 10 af.

Subtract multiples of 10.

$120 - 40 = \underline{\quad}$

$180 - 90 = \underline{\quad}$

$120 - 50 = \underline{\quad}$

$130 - 70 = \underline{\quad}$

$170 - 80 = \underline{\quad}$

$135 - 60 = \underline{\quad}$

$113 - 50 = \underline{\quad}$

$146 - 40 = \underline{\quad}$

$197 - 50 = \underline{\quad}$

$184 - 60 = \underline{\quad}$

Dag 3 • Day 3

Tel veelvoude van 10 bymekaar.

Add multiples of 10.

$160 + 30 = \underline{\quad}$

$140 + 50 = \underline{\quad}$

$110 + 70 = \underline{\quad}$

$130 + 50 = \underline{\quad}$

$150 + 30 = \underline{\quad}$

$165 + 20 = \underline{\quad}$

$154 + 30 = \underline{\quad}$

$112 + 70 = \underline{\quad}$

$163 + 30 = \underline{\quad}$

$138 + 20 = \underline{\quad}$

Dag 4 • Day 4

Trek veelvoude van 10 af.

Subtract multiples of 10.

$150 - 70 = \underline{\quad}$

$130 - 80 = \underline{\quad}$

$110 - 30 = \underline{\quad}$

$138 - 40 = \underline{\quad}$

$174 - 60 = \underline{\quad}$

$195 - 40 = \underline{\quad}$

$116 - 50 = \underline{\quad}$

$198 - 40 = \underline{\quad}$

$127 - 60 = \underline{\quad}$

$143 - 80 = \underline{\quad}$

Dag 1 • Day 1

x 2

Vermenigvuldiging Multiplication	Herhaalde optelling Repeated addition
4×2	
	$2 + 2 + 2 + 2 + 2 + 2$
3×2	
5×2	
7×2	
	$2 + 2$
	$2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 + 2$
10×2	
8×2	
	$2 + 2 + 2 + 2 + 2 + 2 + 2 + 2$

Dag 2 • Day 2

x 3

Vermenigvuldiging Multiplication	Herhaalde optelling Repeated addition
4×3	
3×3	
	$3 + 3 + 3 + 3 + 3 + 3 + 3 + 3$
5×3	
8×3	
	$3 + 3$
	$3 + 3 + 3 + 3 + 3 + 3 + 3 + 3 + 3 + 3$
10×3	
9×3	
	$3 + 3 + 3 + 3 + 3 + 3 + 3 + 3 + 3 + 3$

Dag 3 • Day 3

x 4

Vermenigvuldiging Multiplication	Herhaalde optelling Repeated addition
5×4	
10×4	
	$4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4$
2×4	
3×4	
	$4 + 4 + 4 + 4$
6×4	
	$4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4$
9×4	
5×4	

Dag 4 • Day 4

x 5

Vermenigvuldiging Multiplication	Herhaalde optelling Repeated addition
5×5	
	$5 + 5 + 5$
7×5	
9×5	
2×5	
4×5	
	$5 + 5 + 5 + 5 + 5 + 5 + 5 + 5 + 5 + 5$
10×5	
8×5	
4×4	

Dag 1 • Day 1**Vermenigvuldig.**

Multiply.

$4 \times 6 = \underline{\quad}$

$3 \times 6 = \underline{\quad}$

$5 \times 6 = \underline{\quad}$

$2 \times 9 = \underline{\quad}$

$3 \times 4 = \underline{\quad}$

$2 \times 7 = \underline{\quad}$

$5 \times 3 = \underline{\quad}$

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

$8 \times 3 = \underline{\quad}$

$6 \times 5 = \underline{\quad}$

Dag 2 • Day 2**Vermenigvuldig.**

Multiply.

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

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

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

$3 \times 9 = \underline{\quad}$

$2 \times 9 = \underline{\quad}$

$6 \times 4 = \underline{\quad}$

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

$7 \times 5 = \underline{\quad}$

$9 \times 3 = \underline{\quad}$

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

Dag 3 • Day 3**Vermenigvuldig.**

Multiply.

$6 \times 5 = \underline{\quad}$

$4 \times 6 = \underline{\quad}$

$1 \times 3 = \underline{\quad}$

$4 \times 4 = \underline{\quad}$

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

$6 \times 3 = \underline{\quad}$

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

$7 \times 4 = \underline{\quad}$

$5 \times 5 = \underline{\quad}$

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

Dag 4 • Day 4**Vermenigvuldig.**

Multiply.

$5 \times 8 = \underline{\quad}$

$4 \times 3 = \underline{\quad}$

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

$9 \times 4 = \underline{\quad}$

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

$7 \times 2 = \underline{\quad}$

$6 \times 3 = \underline{\quad}$

$4 \times 7 = \underline{\quad}$

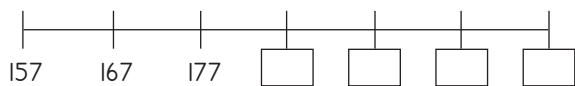
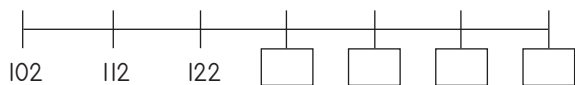
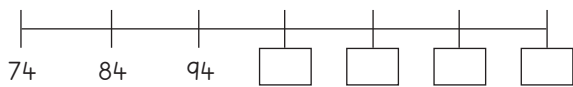
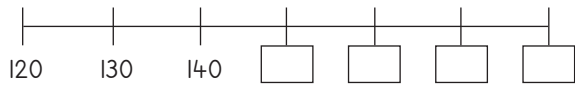
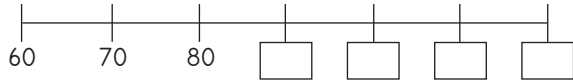
$3 \times 8 = \underline{\quad}$

$1 \times 9 = \underline{\quad}$

Dag 1 • Day 1

Tel 10 by.

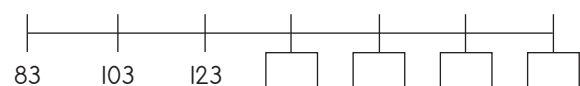
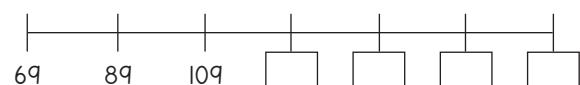
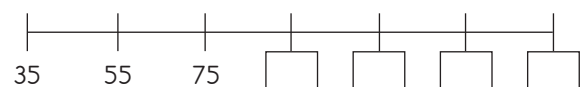
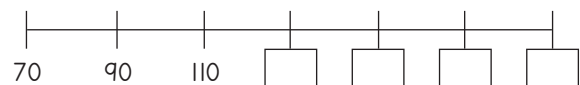
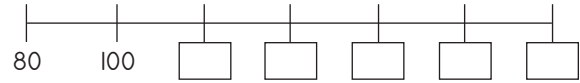
Add 10.



Dag 2 • Day 2

Tel 20 by.

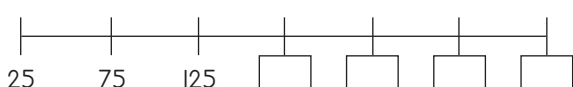
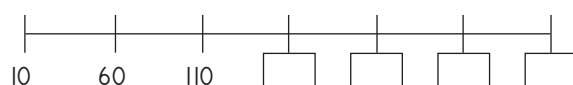
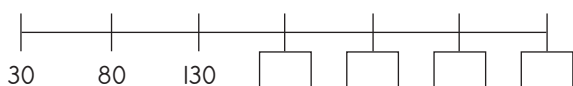
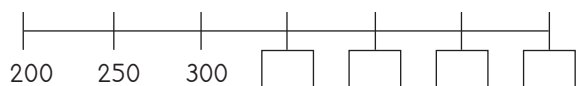
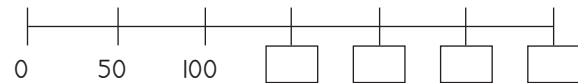
Add 20.



Dag 3 • Day 3

Tel 50 by.

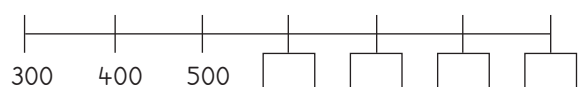
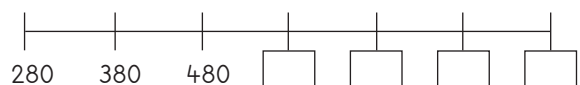
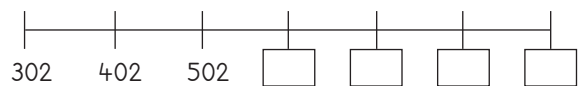
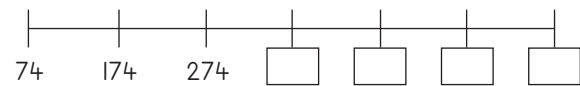
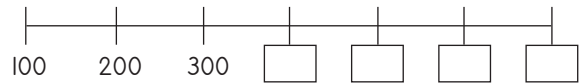
Add 50.



Dag 4 • Day 4

Tel 100 by.

Add 100.



Dag 1 • Day 1

Tel in 10'e.

Count in 10s.

10, _____, 30, 40, _____, 60
50, 60, _____, _____, 90, 100
100, _____, 120, 130, _____, 150
_____, 70, 80, _____, _____, 110
200, _____, _____, 230, 240, _____
100, _____, 80, 70, _____, 50
50, 40, _____, _____, 10, 0
320, _____, 300, 290, _____, 270
_____, 170, 160, _____, _____, 130
200, _____, _____, 270, 260, _____

Dag 2 • Day 2

Tel in 20's.

Count in 20s.

20, _____, 60, 80, _____, 120
40, 60, _____, _____, 120, 140
100, _____, 140, 160, _____, 200
_____, 200, 220, _____, _____, 280
300, _____, _____, 360, 380, _____
100, _____, 60, 40, _____, 0
260, 240, _____, _____, 180, 160
320, _____, 280, 260, _____, 220
_____, 480, 460, _____, _____, 400
600, _____, _____, 640, 620, _____

Dag 3 • Day 3

Tel in 50's.

Count in 50s.

0, _____, 100, 150, _____, 300
150, 200, _____, _____, 350, 400
300, _____, 400, 450, _____, 500
_____, 150, 200, _____, _____, 350
200, _____, _____, 350, 400, _____
1000, _____, 900, 850, _____, 750
750, 700, _____, _____, 550, 500
300, _____, 250, 200, _____, 100
_____, 800, 750, _____, _____, 600
500, _____, _____, 350, 300, _____

Dag 4 • Day 4

Tel in 100'e.

Count in 100s.

0, _____, 200, 300, _____, 500
400, 500, _____, _____, 800, 900
100, _____, 300, 400, _____, 600
_____, 500, 600, _____, _____, 900
300, _____, _____, 600, 700, _____
1000, _____, 800, 700, _____, 500
500, 400, _____, _____, 100, 0
720, _____, 520, 420, _____, 220
_____, 500, 400, _____, _____, 100
870, _____, _____, 570, 470, _____

Dag 1 • Day 1

Halveer.

Halve.

10 _____

40 _____

50 _____

60 _____

70 _____

100 _____

400 _____

300 _____

200 _____

500 _____

Dag 2 • Day 2

Halveer.

Halve.

20 _____

30 _____

80 _____

90 _____

100 _____

120 _____

220 _____

140 _____

240 _____

340 _____

Dag 3 • Day 3

Halveer.

Halve.

126 _____

142 _____

164 _____

186 _____

144 _____

242 _____

220 _____

286 _____

280 _____

266 _____

Dag 4 • Day 4

Halveer.

Halve.

206 _____

226 _____

408 _____

468 _____

444 _____

208 _____

408 _____

206 _____

406 _____

666 _____

Dag 1 • Day 1

Verdubbel.

Double.

10 _____

40 _____

50 _____

60 _____

70 _____

100 _____

400 _____

300 _____

200 _____

500 _____

Dag 2 • Day 2

Verdubbel.

Double.

20 _____

30 _____

80 _____

90 _____

100 _____

120 _____

220 _____

140 _____

240 _____

340 _____

Dag 3 • Day 3

Verdubbel.

Double.

123 _____

133 _____

124 _____

134 _____

144 _____

132 _____

142 _____

125 _____

135 _____

145 _____

Dag 4 • Day 4

Verdubbel.

Double.

116 _____

126 _____

127 _____

137 _____

147 _____

238 _____

248 _____

229 _____

239 _____

249 _____

Dag 1 • Day 1

Skryf 10 minder en 10 meer.

Write 10 less and 10 more.

_____ 143 _____

_____ 325 _____

_____ 446 _____

_____ 442 _____

_____ 267 _____

_____ 182 _____

_____ 467 _____

_____ 333 _____

_____ 378 _____

_____ 294 _____

Dag 2 • Day 2

Skryf 20 minder en 20 meer.

Write 20 less and 20 more.

_____ 143 _____

_____ 325 _____

_____ 446 _____

_____ 442 _____

_____ 267 _____

_____ 182 _____

_____ 467 _____

_____ 333 _____

_____ 378 _____

_____ 294 _____

Dag 3 • Day 3

Skryf 100 minder en 100 meer.

Write 100 less and 100 more.

_____ 143 _____

_____ 325 _____

_____ 446 _____

_____ 442 _____

_____ 267 _____

_____ 182 _____

_____ 467 _____

_____ 333 _____

_____ 378 _____

_____ 294 _____

Dag 4 • Day 4

Skryf 50 minder en 50 meer.

Write 50 less and 50 more.

_____ 143 _____

_____ 325 _____

_____ 446 _____

_____ 442 _____

_____ 267 _____

_____ 182 _____

_____ 467 _____

_____ 333 _____

_____ 378 _____

_____ 294 _____

Dag 1 • Day 1

Vul <, > of = in.

Fill in <, > or =.

$7 \times 4 \text{ _____ } 4 \times 7$

$6 \times 4 \text{ _____ } 4 \times 7$

$7 \times 8 \text{ _____ } 8 \times 7$

$7 \times 8 \text{ _____ } 5 \times 8$

$5 \times 5 \text{ _____ } 4 \times 4$

$10 \times 4 \text{ _____ } 10 \times 7$

$7 \times 10 \text{ _____ } 10 \times 7$

$7 \times 7 \text{ _____ } 6 \times 7$

$9 \times 9 \text{ _____ } 10 \times 9$

$3 \times 10 \text{ _____ } 10 \times 3$

Dag 2 • Day 2

Vul <, > of = in.

Fill in <, > or =.

$3 \times 4 \text{ _____ } 6 \times 2$

$6 \times 4 \text{ _____ } 3 \times 8$

$3 \times 4 \text{ _____ } 6 \times 3$

$6 \times 4 \text{ _____ } 3 \times 4$

$7 \times 7 \text{ _____ } 8 \times 8$

$2 \times 4 \text{ _____ } 1 \times 4$

$1 \times 4 \text{ _____ } 2 \times 2$

$10 \times 4 \text{ _____ } 5 \times 7$

$4 \times 10 \text{ _____ } 8 \times 5$

$9 \times 9 \text{ _____ } 8 \times 8$

Dag 3 • Day 3

Vul <, > of = in.

Fill in <, > or =.

$4 \times 4 \text{ _____ } 4 + 4$

$7 + 7 \text{ _____ } 7 \times 7$

$6 \times 2 \text{ _____ } 3 \times 4$

$7 \times 2 \text{ _____ } 1 \times 14$

$8 \times 5 \text{ _____ } 5 \times 7$

$10 \times 10 \text{ _____ } 10 + 10$

$3 + 3 \text{ _____ } 3 \times 3$

$5 \times 5 \text{ _____ } 4 \times 5$

$5 \times 4 \text{ _____ } 5 \times 5$

$8 \times 4 \text{ _____ } 5 \times 8$

Dag 4 • Day 4

Vul <, > of = in.

Fill in <, > or =.

$2 \times 5 \text{ _____ } 5 + 5$

$18 + 18 \text{ _____ } 6 \times 6$

$5 \times 9 \text{ _____ } 10 \times 5$

$20 + 20 \text{ _____ } 4 \times 10$

$7 \times 2 \text{ _____ } 2 \times 7$

$2 \times 0 \text{ _____ } 2 \times 1$

$0 \times 6 \text{ _____ } 4 \times 0$

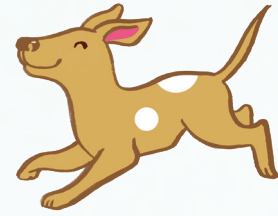
$9 \times 2 \text{ _____ } 9 + 9$

$10 \times 1 \text{ _____ } 9 \times 9$

$8 \times 6 \text{ _____ } 6 \times 8$



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



	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100



Tydsverloop

Time elapsed



Begin tyd

Start time



4:00

vm
am

Eind tyd

Finish time



8:00

nm
pm

Tydlyn

Time line



Verloopte tyd

Elapsed time

16

Uur
Hours

0

Minute
Minutes



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

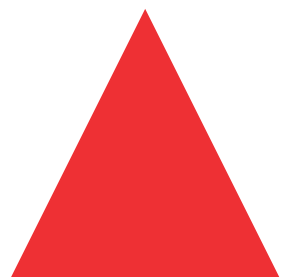
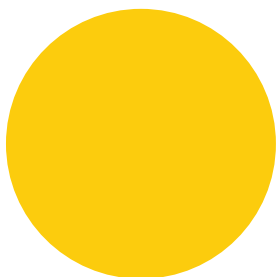
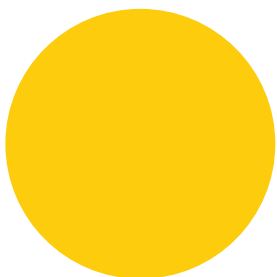
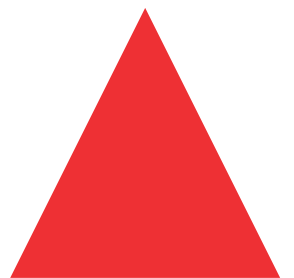
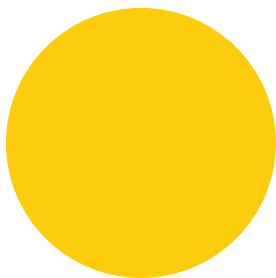
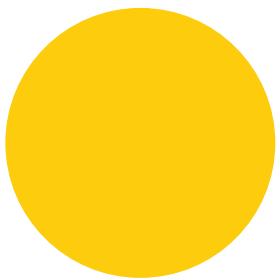
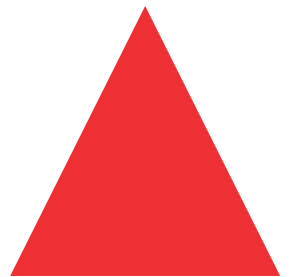
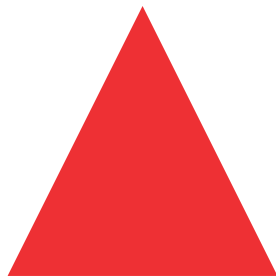
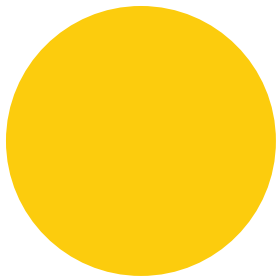
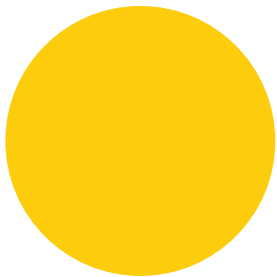
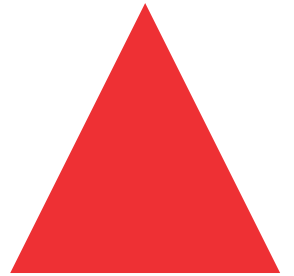
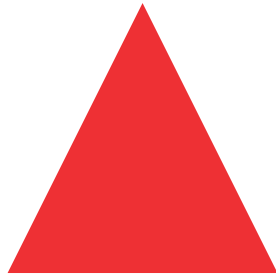
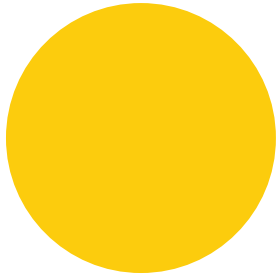
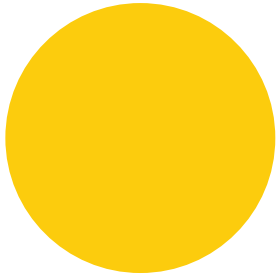
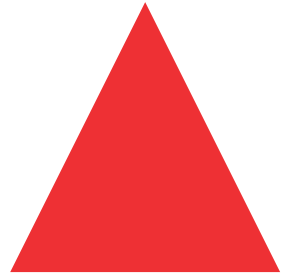
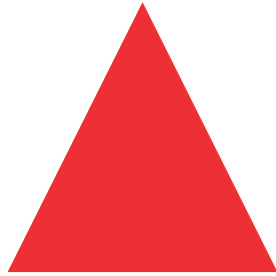
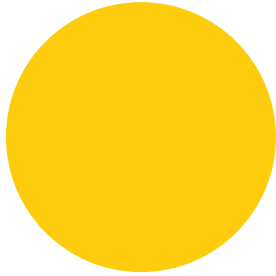
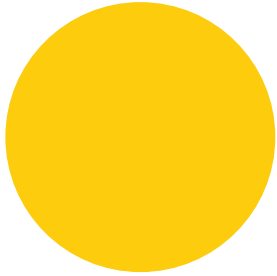
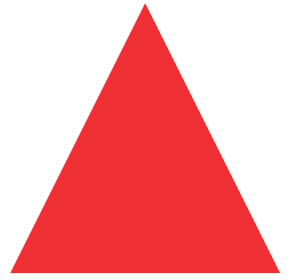
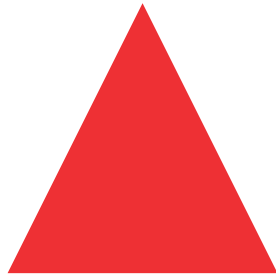
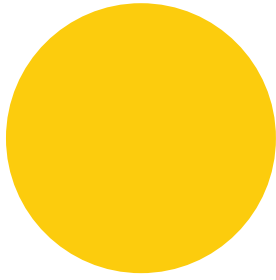
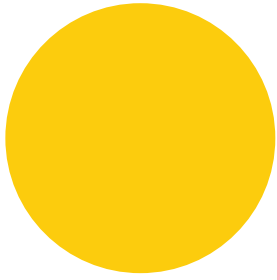


Months of the year



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





Shape cut-outs: circles and triangles

Resources



Shape cut-outs: squares and rectangles

Resources

