



Kwartaal 4 : Term 4



**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.

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www.fundawande.org

ISBN: 978-1-998960-63-7

Version 2.0: 2024



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Die gebruik van die Bala Wande-leerderaktiwiteitsboek

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



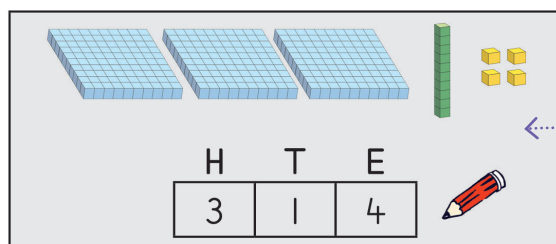
Onder die banier is daar 'n vloeiagram wat die opeenvolging van aktiwiteite vir die dag opsom.



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 Wande Learner Activity Book

This Learner Activity Book has activities planned for 40 days of teaching in Term 4. There are concept development activities, individual learner activities and games for learners to play in pairs and groups. Answers to the activities can be written in this book.

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

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

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



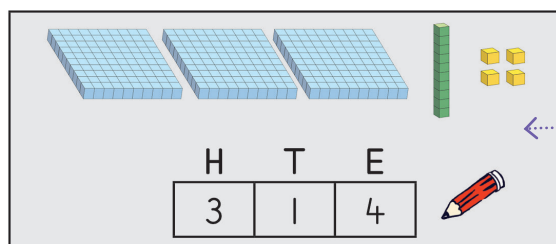
Underneath the banner is a flow diagram that summarises the sequence of activities for the day.



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.



Hersien deling (1) Review of division (1)

HOOFREKENE
MENTAL MATHS

MAAK 20 MET KOLKAARTE
MAKE 20 USING DOT CARDS

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 'n dobbelsteen.
Turn a card and throw a dice.
- Vermenigvuldig!
Multiply!



1 Kleur in. Colour.

54 wat in 9 groepe van 6 ingedeel word. 54 divided into 9 groups of 6.	64 wat in 8 groepe van 8 ingedeel word. 64 divided into 8 groups of 8.	50 wat in 5 groepe van 10 ingedeel word. 50 divided into 5 groups of 10.
$6 \times 9 = 54$	$_____ \times _____ = _____$	$_____ \times _____ = _____$
$54 \div 9 = 6$	$_____ \div _____ = _____$	$_____ \div _____ = _____$

Kyk na die getalsinne. Kyk hoe vermenigvuldiging en deling met mekaar verband hou!

Look at the number sentences. See how multiplication and division are related!



2 Verdeel die roomyse onder die maats.

Share the ice creams between friends.



2  $\underline{48} \div \underline{2} = \underline{24}$ 	4  _____ $\div$ _____ = _____
6  _____ $\div$ _____ = _____	12  _____ $\div$ _____ = _____
24  _____ $\div$ _____ = _____	8  _____ $\div$ _____ = _____

3 Verdeel 45 koekies onder 5 maats.

Share 45 biscuits between 5 friends.

Teken. Draw.	
vermenigvuldigingsgetalsin multiplication number sentence	delingsgetalsin division number sentence
Antwoord. Answer.	

Daar is 8 sjokolades in 'n boksie. Hoeveel boksies het jy vir 48 sjokolades nodig?

There are 8 chocolates in a box. How many boxes will you need for 48 chocolates?

Teken. Draw.	
vermenigvuldigingsgetalsin multiplication number sentence	delingsgetalsin division number sentence
Antwoord. Answer.	

Hersien deling (2) Review of division (2)

HOOFREKENE
MENTAL MATHS

MAAK 20 MET KOLKAARTE
MAKE 20 USING DOT CARDS

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

1

$36 \div 9 = \underline{4}$ 	$24 \div 8 = \underline{\hspace{2cm}}$	$45 \div 9 = \underline{\hspace{2cm}}$
$21 \div 7 = \underline{\hspace{2cm}}$	$48 \div 8 = \underline{\hspace{2cm}}$	$81 \div 9 = \underline{\hspace{2cm}}$
$35 \div 7 = \underline{\hspace{2cm}}$	$56 \div 8 = \underline{\hspace{2cm}}$	$49 \div 7 = \underline{\hspace{2cm}}$
$72 \div 8 = \underline{\hspace{2cm}}$	$42 \div 7 = \underline{\hspace{2cm}}$	$64 \div 8 = \underline{\hspace{2cm}}$

2

Verdeel 28 ballonne onder 4 maats.

Share 28 balloons between 4 friends.

Teken.

Draw.

vermenigvuldigingsgetalsin
multiplication number sentence

delingsgetalsin
division number sentence

Antwoord.

Answer.

Daar is 10 eiers in 'n eierboksie. Hoeveel eierboksies het jy vir 60 eiers nodig?

There are 10 eggs in a carton. How many cartons will you need for 60 eggs?

Teken.

Draw.

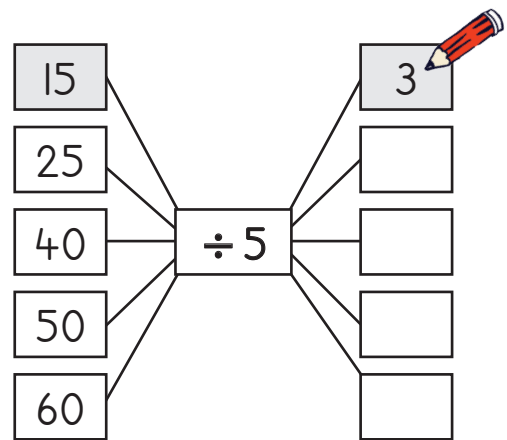
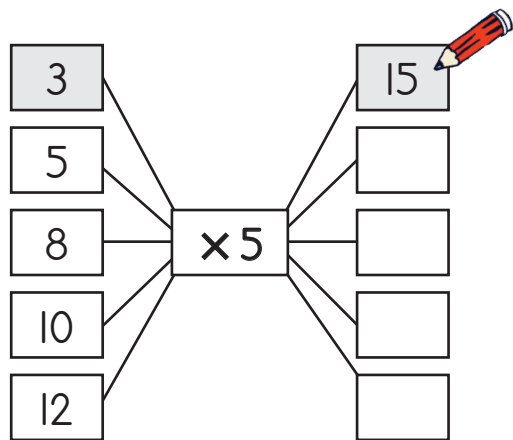
vermenigvuldigingsgetalsin
multiplication number sentence

delingsgetalsin
division number sentence

Antwoord.

Answer.

3



4

Skryf die vermenigvuldigingsgetalsinne en delingsgetalsinne.

Write the multiplication and division number sentences.

	$\begin{array}{rcl} 5 & \times & 3 = 15 \\ 15 & \div & 5 = 3 \end{array}$		$\begin{array}{rcl} 3 & \times & 5 = 15 \\ 15 & \div & 3 = 5 \end{array}$
	$\begin{array}{rcl} _ & \times & _ = _ \\ _ & \div & _ = _ \end{array}$		$\begin{array}{rcl} _ & \times & _ = _ \\ _ & \div & _ = _ \end{array}$
	$\begin{array}{rcl} _ & \times & _ = _ \\ _ & \div & _ = _ \end{array}$		$\begin{array}{rcl} _ & \times & _ = _ \\ _ & \div & _ = _ \end{array}$
	$\begin{array}{rcl} _ & \times & _ = _ \\ _ & \div & _ = _ \end{array}$		$\begin{array}{rcl} _ & \times & _ = _ \\ _ & \div & _ = _ \end{array}$
	$\begin{array}{rcl} _ & \times & _ = _ \\ _ & \div & _ = _ \end{array}$		$\begin{array}{rcl} _ & \times & _ = _ \\ _ & \div & _ = _ \end{array}$

Hersien deling (3) Review of division (3)

HOOFREKENE
MENTAL MATHS

MAAK 20 MET KOLKAARTE
MAKE 20 USING DOT CARDS

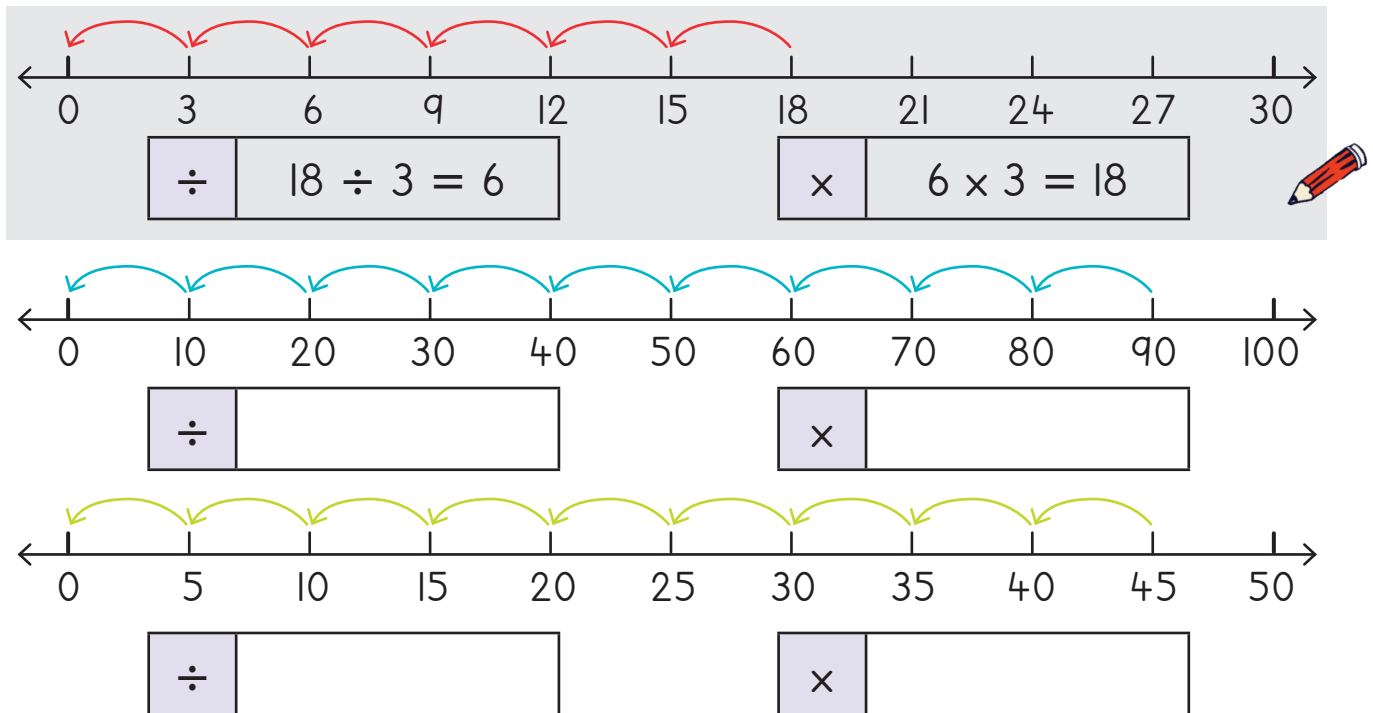
SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

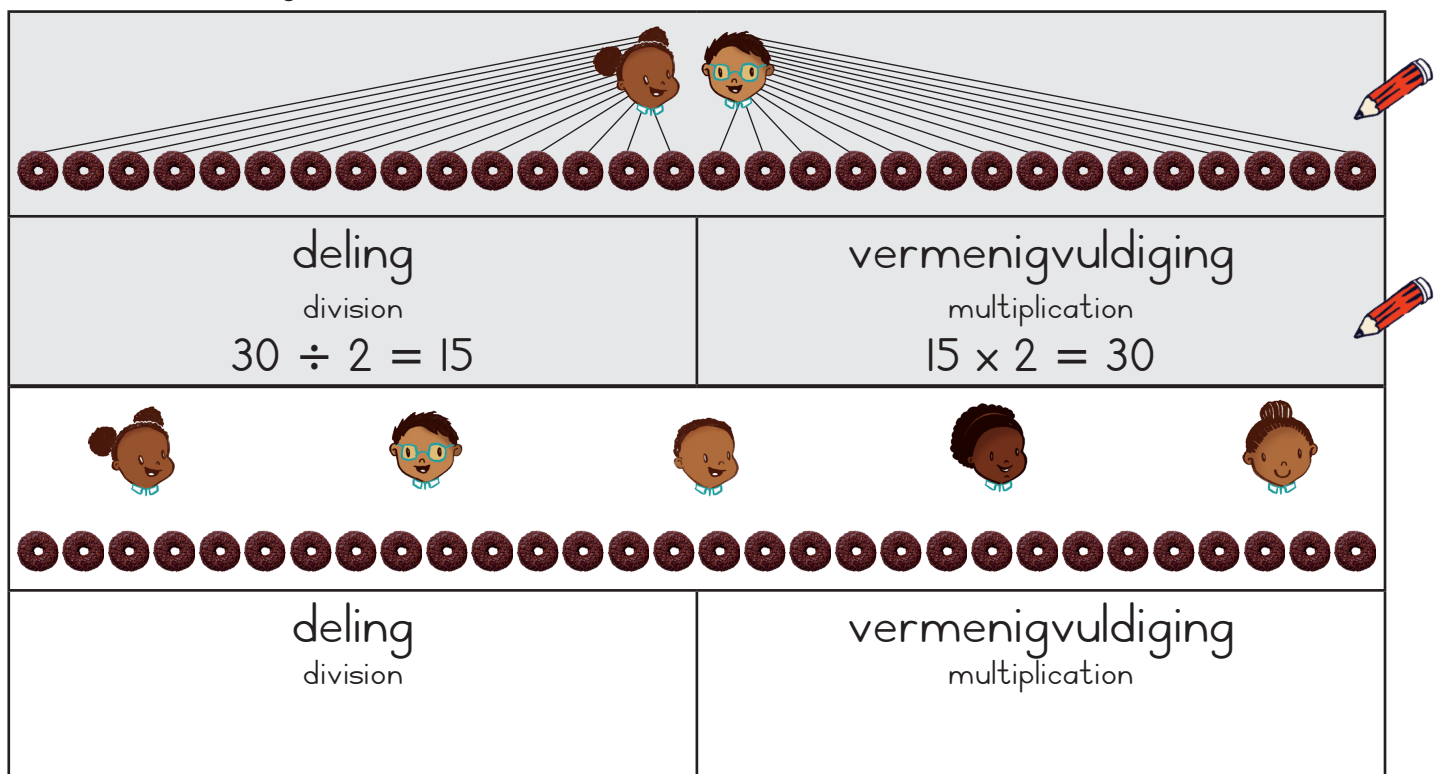
1 Skryf vermenigvuldigings- en delingsgetalsinne met behulp van die veelvoude.

Use the multiples to write multiplication and division number sentences.



2 Verdeel die oliebolle onder die maats.

Share the doughnuts between the friends.



3

Verdeel 56 roomyse
onder 7 kinders.

Share 56 ice creams between 7 children.

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

roomyse

ice creams

Verdeel 30 koekies
onder 6 kinders.

Share 30 biscuits between 6 children.

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

koekies

biscuits

Hoeveel groepe van 4
kan jy met 28 maak?

How many groups of 4 can you
make from 28?

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

groepe

groups

Hoeveel groepe van 10
kan jy met 90 maak?

How many groups of 10 can you
make from 90?

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

groepe

groups

4

Die rooi lint is 81 m lank. Die blou lint is 9 m lank. Hoeveel maal
is die rooi lint langer as die blou lint?

The red ribbon is 81 m long. The blue ribbon is 9 m long. How many times longer is the red
ribbon than the blue ribbon?

Teken.

Draw.

delingsgetalsin

division number sentence

Antwoord.

Answer.

Verdubbel en halveer

Doubling and halving

HOOFREKENE
MENTAL MATHS

MAAK 20 MET KOLKAARTE
MAKE 20 USING DOT CARDS

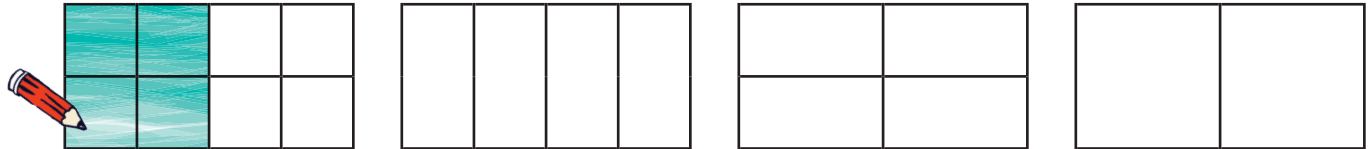
SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

1 Kleur 'n halwe in.

Colour half.



2

Die verdubbeling van: Double.		'n Halwe van: Halve.	
7 is <u>14</u> . 7 is <u>14</u> .	8 is ____. 8 is ____.	14 is <u>7</u> . 14 is <u>7</u> .	16 is ____. 16 is ____.
9 is ____. 9 is ____.	11 is ____. 11 is ____.	18 is ____. 18 is ____.	22 is ____. 22 is ____.
40 is ____. 40 is ____.	25 is ____. 25 is ____.	80 is ____. 80 is ____.	50 is ____. 50 is ____.
50 is ____. 50 is ____.	35 is ____. 35 is ____.	100 is ____. 100 is ____.	60 is ____. 60 is ____.

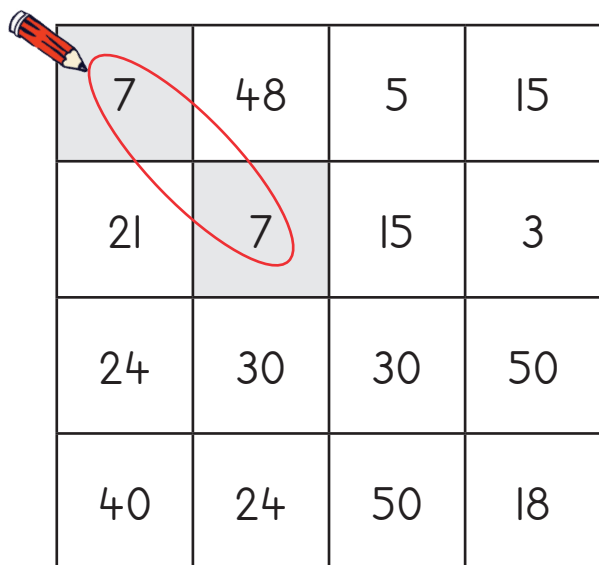
3 Voltooi die getaltabelle deur te verdubbel of te halveer.

Complete the number tables using doubles or halves.

2 4 2 4	8 	12 	6 	16
4 8 4 8	10 	2 	7 	18
14 	22 	10 	 13	12

4 Omkring die dubbelgetalle en skryf die getalsin.

Circle the doubles and write the number sentence.



7	48	5	15
21	7	15	3
24	30	30	50
40	24	50	18

$$\underline{7} + \underline{7} = \underline{14}$$

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

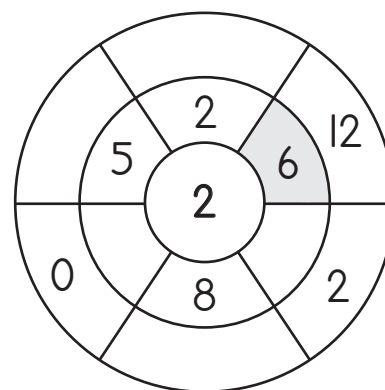
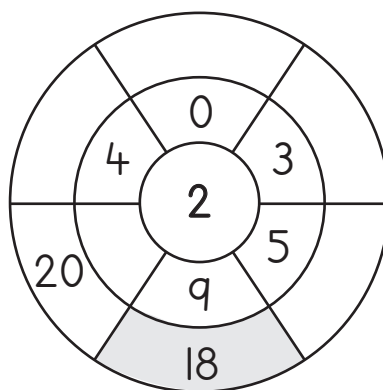
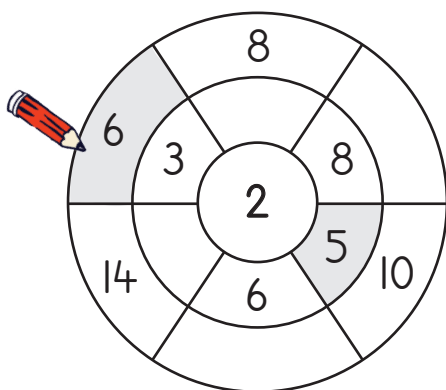
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

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

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

5 Vermenigvuldig met 2 of deel deur 2.

Multiply or divide by 2.



6 Kleur die breukdele in.

Colour in the fraction parts.

$\frac{1}{2}$	
$\frac{1}{2}$	
$\frac{1}{2}$	



Wat merk jy op omtrent die halwes wat jy ingekleur het?

What do you notice about the halves you shaded?

WERKKAART
WORKSHEET

WERKKAART
WORKSHEET

1

$27 \div 3 = \underline{\quad}$	$56 \div 8 = \underline{\quad}$	$28 \div 7 = \underline{\quad}$
$63 \div 7 = \underline{\quad}$	$40 \div 5 = \underline{\quad}$	$21 \div 7 = \underline{\quad}$
$4 \div 1 = \underline{\quad}$	$63 \div 9 = \underline{\quad}$	$35 \div 5 = \underline{\quad}$

2

Verander die delingsgetalsin in 'n vermenigvuldigingsgetalsin en skryf die ontbrekende getal neer.

Change the division number sentence into a multiplication table and write the missing number.

$15 \div 5 = \square$	$\square \times \underline{\quad} = \underline{\quad}$	$\square =$
$24 \div 2 = \square$	$\square \times \underline{\quad} = \underline{\quad}$	$\square =$
$42 \div 6 = \square$	$\square \times \underline{\quad} = \underline{\quad}$	$\square =$
$63 \div 9 = \square$	$\square \times \underline{\quad} = \underline{\quad}$	$\square =$
$40 \div 8 = \square$	$\square \times \underline{\quad} = \underline{\quad}$	$\square =$
$12 \div 6 = \square$	$\square \times \underline{\quad} = \underline{\quad}$	$\square =$
$45 \div 9 = \square$	$\square \times \underline{\quad} = \underline{\quad}$	$\square =$

Kom ons praat Wiskunde!

Let's talk Maths!

In Afrikaans sê ons:

verdeel/indeed

groepeer

halwe/die helfte

halveer

verdubbel

vermenigvuldig met 2

deel deur twee

In English we say:

share

group

half

halve

double

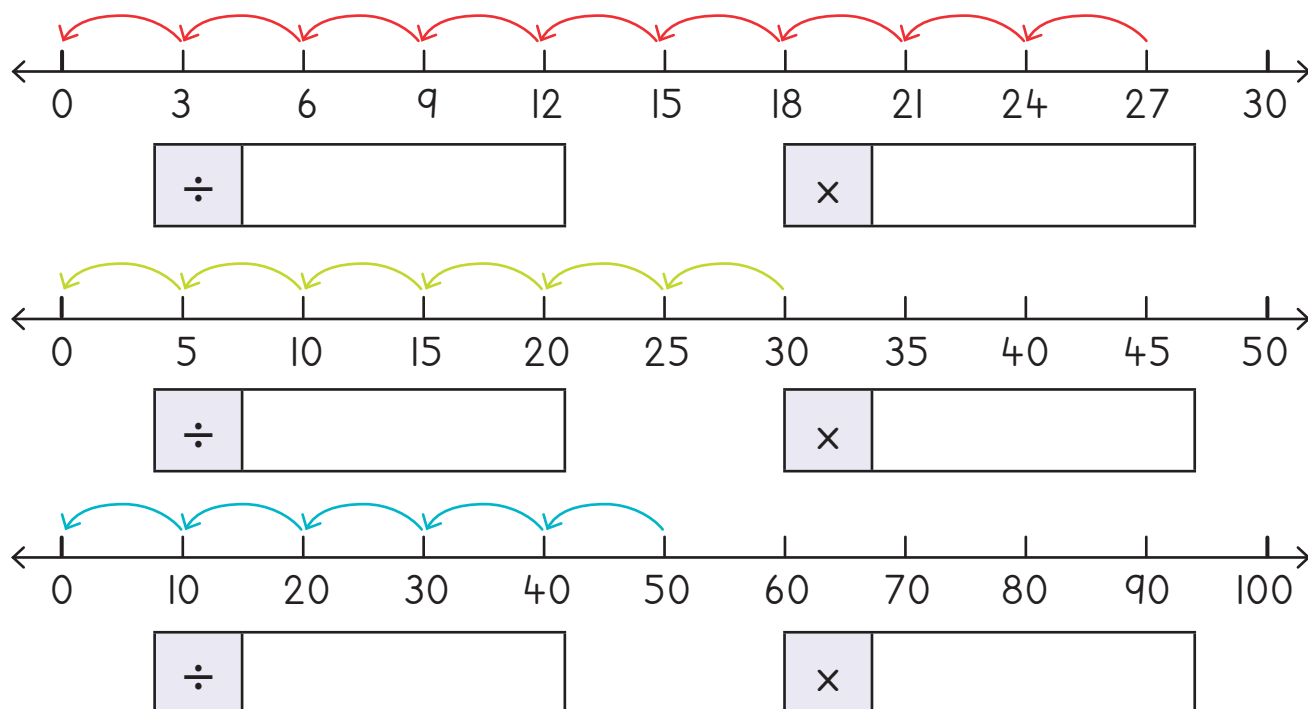
multiply by 2

divide by 2



3 Skryf die vermenigvuldigings- en delingsgetalsinne met behulp van die veelvoude.

Use the multiples to help you write the multiplication and division number sentences.



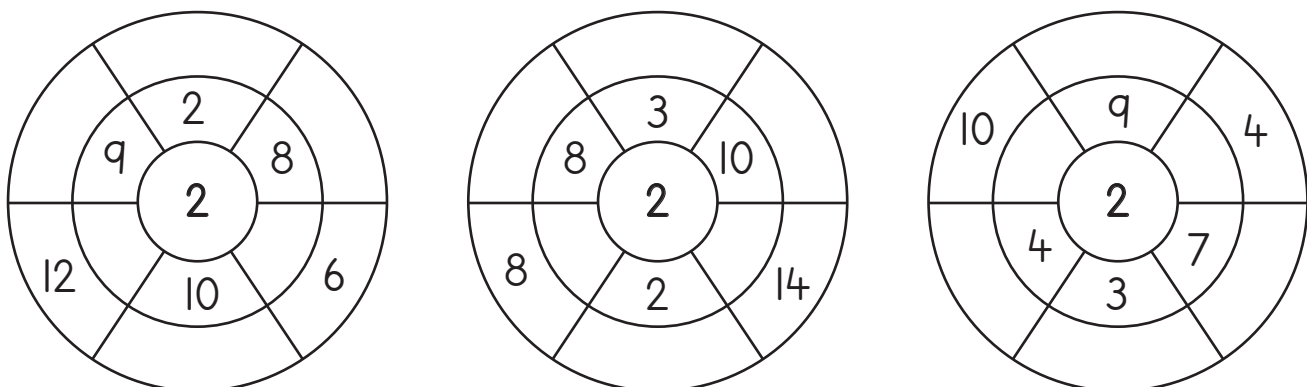
4 Voltooi die getaltabelle deur te verdubbel of te halveer.

Find the doubles and halves.

4		2		7		3		8	
	12		10	30		5		24	
	6	28		9			26	20	

5 Vermenigvuldig met 2 of deel deur 2.

Multiply or divide by 2.



HOOFREKENE
MENTAL MATHS

TREK VEELVOUDE VAN
10 AF EN TEL DIT OP
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 'n dobbelsteen.
Turn a card and throw a dice.
- Vermenigvuldig!
Multiply!



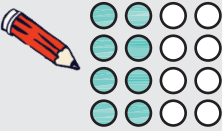
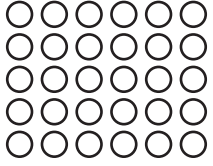
1 Kleur 'n halwe van elke breukestrook in en skryf die breuk neer.

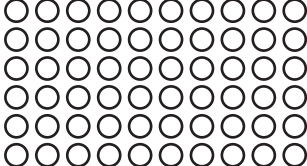
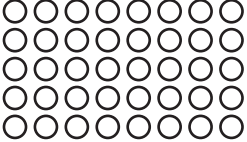
Shade half of each fraction strip and write the fraction.

	$\frac{2}{4}$ 
	
	
	
	

2 Kleur die helfte in.

Colour half.

		
$\frac{1}{2} = 8$ 	$\frac{1}{2} = \underline{\quad\quad}$	$\frac{1}{2} = \underline{\quad\quad}$

		
$\frac{1}{2} = \underline{\hspace{2cm}}$	$\frac{1}{2} = \underline{\hspace{2cm}}$	$\frac{1}{2} = \underline{\hspace{2cm}}$

3

Themba het 30 ballonne. Hy gee die helfte daarvan vir sy maat. Hoeveel ballonne gee hy vir sy maat?

Themba has 30 balloons. He gives half of them to his friend. How many balloons does he give to his friend?

Teken. Draw.	Die hele is <u>30</u> . whole is <u>30</u>	
		
	'n $\frac{1}{2}$ is <u>15</u> . $\frac{1}{2}$ is <u>15</u>	'n $\frac{1}{2}$ is <u>15</u> . $\frac{1}{2}$ is <u>15</u>
		
getalsin number sentence		$30 \div 2 = 15$

Fikile het 48 boeke. Hy gee die helfte daarvan vir sy broer. Hoeveel boeke gee hy vir sy broer?

Fikile has 48 books. He gives half of them to his brother. How many books does he give to his brother?

Teken. Draw.	Die hele is _____. whole is _____	
	'n $\frac{1}{2}$ is _____. $\frac{1}{2}$ is _____	'n $\frac{1}{2}$ is _____. $\frac{1}{2}$ is _____
getalsin number sentence		

HOOFREKENE
MENTAL MATHS

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

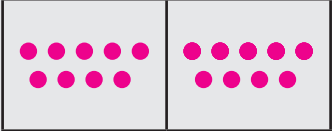
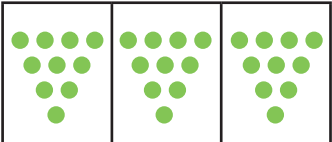
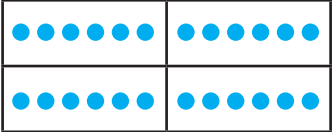
SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

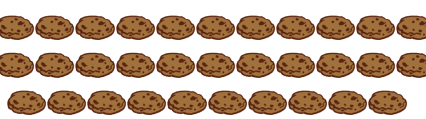
1 Kry die breukdele met behulp van die kolle.

Use the dots to find the fraction parts.

	groepe groups	kolle per groep dots per group	breuk fraction
	<u>2</u>	$\times \underline{9} = \underline{18}$	$\underline{18} \div \underline{2} = \underline{9}$ 'n $\underline{\frac{1}{2}}$ van $\underline{18} = \underline{9}$
	<u> </u>	$\times \underline{\quad} = \underline{\quad}$	$\underline{\quad} \div \underline{\quad} = \underline{\quad}$ $\underline{\quad}$ van $\underline{\quad} = \underline{\quad}$
	<u> </u>	$\times \underline{\quad} = \underline{\quad}$	$\underline{\quad} \div \underline{\quad} = \underline{\quad}$ $\underline{\quad}$ van $\underline{\quad} = \underline{\quad}$

2 Verdeel en kry die breukdele.

Share and find the fraction parts.

		
		
$\frac{1}{3}$	$\frac{1}{5}$	$\frac{1}{4}$
$\frac{2}{3}$	$\frac{2}{5}$	$\frac{2}{4}$
$\frac{3}{3}$	$\frac{3}{5}$	$\frac{3}{4}$
	$\frac{4}{5}$	$\frac{4}{4}$
	$\frac{5}{5}$	

3 Kleur die kolle in om die breuke te wys.

Colour the dots to show the fractions.

$\frac{1}{3}$ ooo ooo ooo	$\frac{2}{5}$ ooooo ooooo	$\frac{2}{3}$ oooooooooooo oooooooooooo oooooooooooo	$\frac{4}{5}$ oooooooooooo oooooooooooo	$\frac{1}{2}$ oooo oooo oooo oooo oooo oooo
------------------------------------	---------------------------------	---	---	--

4 Priya het 40 lekkers. Sy gee die helfte van haar lekkers vir haar maat. Hoeveel lekkers gee sy weg?

Priya has 40 sweets. She gives $\frac{1}{2}$ of her sweets to her friend. How many sweets does she give away?

Teken.

Draw.

	
$\frac{1}{2}$	$\frac{1}{2}$

getalsin: 'n $\frac{1}{2}$ van 40
number sentence: $\frac{1}{2}$ of 40

$$40 \div 2 = 20$$

Antwoord.

Answer.

20 lekkers

20 sweets

Ntando het 33 albasters. Hy gee $\frac{1}{3}$ van sy albasters vir een van sy maats. Hoeveel albasters gee hy weg?

Ntando has 33 marbles. He gives $\frac{1}{3}$ of his marbles to a friend. How many marbles does he give away?

Teken.

Draw.

getalsin: 'n $\frac{1}{3}$ van 33
number sentence: $\frac{1}{3}$ of 33

Antwoord.

Answer.

Deel met veelvoude van 10

Division with multiples of 10

HOOFREKENE
MENTAL MATHS

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

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

1 Hoeveel tiene is daar?

How many tens?

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

2

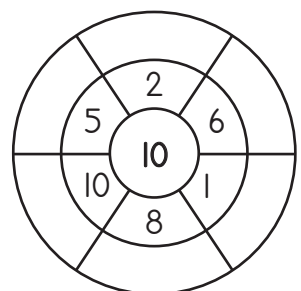
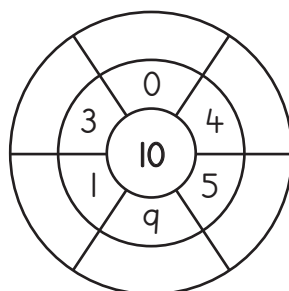
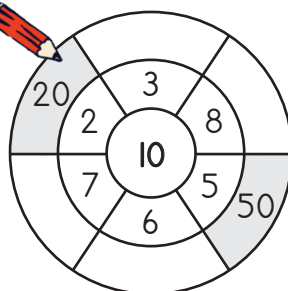
80 is gelyk aan 8 tiene. 8 tiene gedeel deur 4 is gelyk aan 2 tiene! Jy kan jou blokkies gebruik.

80 equals 8 tens. 8 tens divided by 4 equals 2 tens! You can use your blocks.



	Teken die tiene. Draw the tens.	Deel die tiene. Divide the tens.	Skryf die getalsin. Write the number sentence.
$80 \div 4 = \underline{\quad}$		$8 \div 4 = 2$	$80 \div 4 = 20$
$100 \div 5 = \underline{\quad}$			
$90 \div 3 = \underline{\quad}$			
$80 \div 8 = \underline{\quad}$			
$20 \div 2 = \underline{\quad}$			
$80 \div 2 = \underline{\quad}$			
$30 \div 3 = \underline{\quad}$			
$60 \div 3 = \underline{\quad}$			
$100 \div 2 = \underline{\quad}$			

3 Vermenigvuldig. Multiply.



Sit 10'e en l'e met jou blokkies neer.
Use your blocks to lay out 10s and 1s.



4

Nomsa het 60 sjokolades. Sy verdeel haar sjokolades gelykop onder 3 maats. Hoeveel sjokolades kry elke maat?

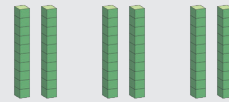
Nomsa has 60 chocolates. She shares her chocolates equally between 3 friends. How many chocolates will each friend get?

Teken.

Draw.

Daar is 6 tiene.

There are 6 tens.



Deel die tiene.

Divide the tens.

$$6 \div 3 = 2$$

getalsin

number sentence

$$60 \div 3 = 20$$



Fikile het 'n lint van 80 m. Hy knip dit in 2 gelyke dele. Hoe lank is elke deel?

Fikile has an 80 m ribbon. He cuts it into 2 equal parts. How long is each part?

Teken.

Draw.

Daar is _____ tiene.

There are _____ tens.

Deel die tiene.

Divide the tens.

getalsin

number sentence

Thabile het 100 albasters. Sy verdeel haar albasters gelykop onder 5 maats. Hoeveel albasters kry elke maat?

Thabile has 100 marbles. She shares her marbles equally between 5 friends. How many marbles will each friend get?

Teken.

Draw.

Daar is _____ tiene.

There are _____ tens.

Deel die tiene.

Divide the tens.

getalsin

number sentence

HOOFREKENE
MENTAL MATHS

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

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

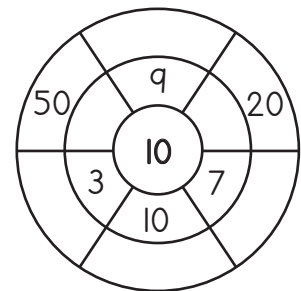
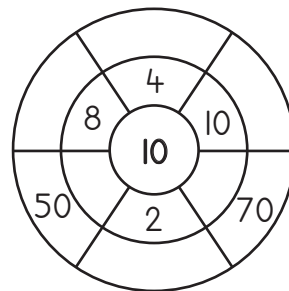
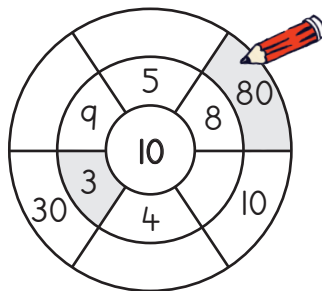
1 Hoeveel tiene en ene is daar?

How many tens and ones?

	tiene tens	ene ones		tiene tens	ene ones
47	4	7	82		
68			75		
21			92		
59			36		

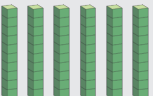
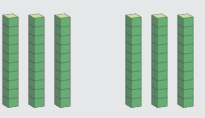
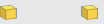
2 Vermenigvuldig met 10 of deel deur 10.

Multiply or divide by 10.



3 Nomsa het 'n tou van 62 m lank. Sy knip die tou in 2 gelyke dele. Hoe lank is elke deel?

Nomsa has a 62 m rope. She cuts the rope into 2 equal parts. How long is each part?

Teken. Draw.	Daar is <u>6</u> tiene. There are <u>6</u> tens.		
	Daar is <u>2</u> ene. There are <u>2</u> ones.		
Deel die tiene. Divide the tens.		Deel die ene. Divide the ones.	
Tel die tiene en ene bymekaar. Add the tens and ones.		$3 \text{ tiene} + 1 = 30 + 1 = 31$	
getalsin number sentence		$62 \text{ m} \div 2 = 31 \text{ m}$	

Sit 10'e en 1'e met jou blokkies neer.
Use your blocks to lay out 10s and 1s.

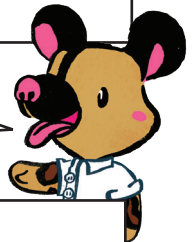


Ntobe het R84. Sy verdeel die geld gelykop onder 4 maats.
Hoeveel geld kry elke maat?

Ntobe has R84. She shares the money equally between 4 friends. How much money does each friend get?

Teken. Draw.	Daar is ____ tiene. There are ____ tens.
	Daar is ____ ene. There are ____ ones.
Deel die tiene. Divide the tens.	
Deel die ene. Divide the ones.	
Tel die tiene en ene bymekaar. Add the tens and ones.	
getalsin number sentence	

46 is gelyk aan 4 tiene en 6 ene.
Ek kan tiene en ene verdeel om te kan deel!
46 equals 4 tens and 6 ones. I can divide tens and ones to divide!



4	Teken tiene en ene. Draw tens and ones.	Deel die tiene en ene. Divide the tens and ones.	Tel die tiene en ene bymekeer. Add the tens and ones.	getalsin number sentence
$46 \div 2$		$4 \div 2 = 2$ $6 \div 2 = 3$	2 tiene + 3 ene $20 + 3 = 23$	$46 \div 2 = 23$
$93 \div 3$				
$86 \div 2$				
$84 \div 4$				
$69 \div 3$				
$42 \div 2$				
$66 \div 6$				
$28 \div 2$				

1 Kleur die kolle in om die breuke te wys.

Colour the dots to show the fractions.

$\frac{1}{3}$ ○○○○○○○○○ ○○○○○○○○○ ○○○○○○○○○	$\frac{3}{5}$ ○○○○○ ○○○○○	$\frac{3}{4}$ ○○○○○○ ○○○○○○ ○○○○○○ ○○○○○○
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2 Bheki het 30 blomme. Hy gee $\frac{3}{5}$ van sy blomme vir sy suster. Hoeveel blomme gee hy vir sy suster?

Bheki has 30 flowers. He gives $\frac{3}{5}$ of his flowers to his sister. How many flowers does he give to his sister?

Teken.

Draw.

getalsin: $\frac{3}{5}$ van 30

number sentence: $\frac{3}{5}$ of 30

Antwoord.

Answer.

3	$50 \div 10 = \underline{\quad}$	$100 \div 10 = \underline{\quad}$	$30 \div 10 = \underline{\quad}$
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Kom ons praat Wiskunde!

Let's talk Maths!

In Afrikaans sê ons:

deel/indeel

veelvoude van 10

'n breuk van 'n versameling

gelyke dele

Hoeveel kry elke maat?

In English we say:

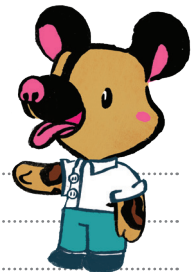
divide

multiples of 10

fraction of a collection

equal parts

How many will each friend get?



1 Kry die breukdele.

Find the fraction parts.

$\frac{1}{5}$	$\frac{1}{4}$	$\frac{1}{3}$
$\frac{2}{5}$	$\frac{2}{4}$	$\frac{2}{3}$
$\frac{3}{5}$	$\frac{3}{4}$	$\frac{3}{3}$
$\frac{4}{5}$	$\frac{4}{4}$	
$\frac{5}{5}$		

2 Mbali het 'n lint van 50 m lank. Sy gee die helfte van haar lint vir haar maat. Hoe lank is die stuk lint wat haar maat kry?

Mbali has 50 m of ribbon. She gives half of her ribbon to her friend. How long is the piece of ribbon that her friend gets?

Teken. Draw.	Die hele is ____. whole is ____	
	'n $\frac{1}{2}$ is ____. $\frac{1}{2}$ is ____	'n $\frac{1}{2}$ is ____. $\frac{1}{2}$ is ____
getalsin number sentence		

3 Nomsa het 28 kg koekmeel. Sy verdeel die koekmeel gelykop onder 2 maats. Hoeveel koekmeel kry elke maat?

Nomsa has 28 kg of flour. She shares the flour equally between 2 friends. How much flour will each friend get?

____ ÷ ____ = ____

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 spreikaarte.

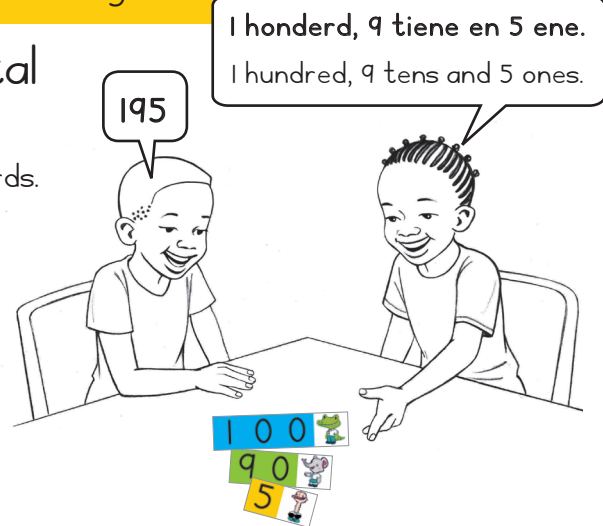
Work in pairs. Build a number using your flard cards.

- 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?



1 Voltooi die getalsinne.

Complete the number sentences.

	Teken kolle. Draw dots.	Antwoord. Answer.
$36 \div 5 =$	●●●●● ●●●●● ●●●●●	$36 \div 5 = 7$ res 1 remainder 1
$24 \div 9 =$		
$28 \div 3 =$		
$34 \div 6 =$		
$37 \div 10 =$		



Hoeveel groepe is daar?
Is daar 'n res?
How many groups?
Is there a remainder?

2 Teken kolle en los op.

Draw dots and solve.

Hoeveel groepe van 4 kan jy met 33 maak? How many groups of 4 can you make from 33?  $33 \div 4 = 8 \text{ res } 1$ remainder 1 	Hoeveel groepe van 3 kan jy met 11 maak? How many groups of 3 can you make from 11?
Hoeveel groepe van 8 kan jy met 26 maak? How many groups of 8 can you make from 26?	Hoeveel groepe van 9 kan jy met 27 maak? How many groups of 9 can you make from 27?

3	groepe van groups of	Teken kolle. Draw dots.	groepe groups	bly oor left over	getalsin number sentence
50	4		12	2	$50 \div 4 = 12$ res 2 remainder 2 
23	5				
16	6				
29	3				
43	7				
34	3				

Deling en reste

Division and remainders

HOOFREKENE
MENTAL MATHS

WYS MY 'N GETAL
SHOW ME A NUMBER

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

1 Teken kolle om die antwoord te kry.

Draw dots to find the answer.

Onthou, die res moet kleiner as die groep se grootte wees!
Remember, the remainder must be smaller than the group size!



	Teken kolle. Draw dots.	Antwoord. Answer.
$28 \div 3 =$		$28 \div 3 = 9$ res 1 remainder 1
$26 \div 4 =$		
$17 \div 5 =$		
$20 \div 6 =$		
$22 \div 3 =$		
$18 \div 4 =$		
$33 \div 5 =$		
$37 \div 6 =$		

2 21 suigstokkies word in groepe van 5 ingedeel. Hoeveel groepe kry jy en hoeveel bly oor?

21 lollipops are divided into groups of 5. How many groups and how many left over?

Teken 'n diagram. Draw a diagram.	Hoeveel groepe is daar? How many groups?	'n Res? Remainder?	getalsin number sentence
	4 groepe 4 groups	1 bly oor 1 left over	$21 \div 5 = 4$ res 1 remainder 1

Los hierdie probleme op!
Teken kolle en kry die reste.
Solve these problems!
Draw dots and find the remainders.



18 suigstokkies word in groepe van 5 ingedeel.
Hoeveel groepe is daar en hoeveel bly oor?

18 suckers are divided into groups of 5. How many groups and how many left over?



23 blomme word in groepe van 6 ingedeel. Hoeveel groepe
is daar en hoeveel bly oor?

23 flowers are divided into groups of 6. How many groups and how many left over?



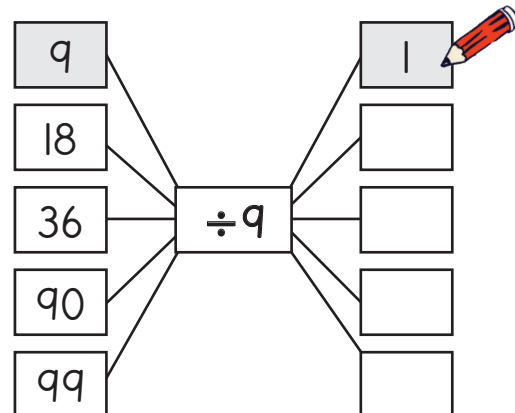
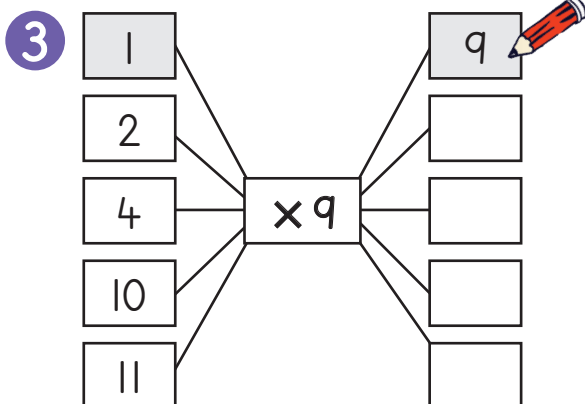
22 kolwyntjies word in groepe van 3 ingedeel. Hoeveel groepe
is daar en hoeveel bly oor?

22 cupcakes are divided into groups of 3. How many groups and how many left over?



39 koekies word in groepe van 4 ingedeel. Hoeveel groepe
is daar en hoeveel bly oor?

39 biscuits are divided into groups of 4. How many groups and how many left over?



HOOFREKENE
MENTAL MATHS

WYS MY 'N GETAL
SHOW ME A NUMBER

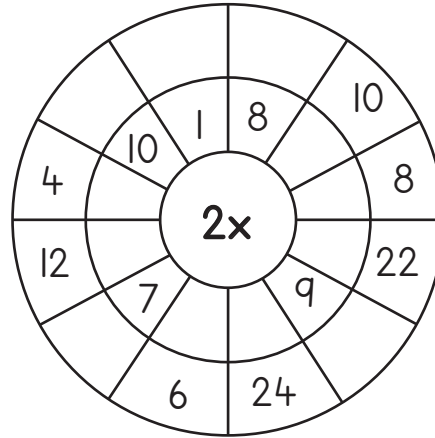
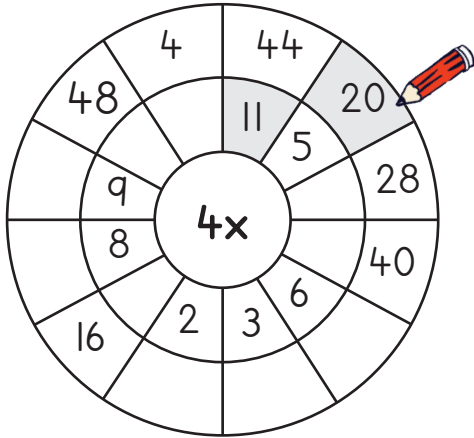
SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

1 Vermenigvuldig of deel.

Multiply or divide.



2 Trek lyne om die getalsinne met die korrekte antwoorde te verbind.

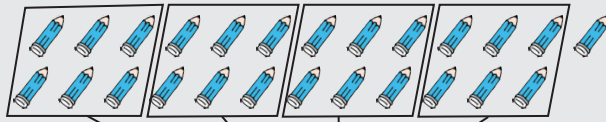
Draw lines to match the number sentences to the correct answer.

$34 \div 5 =$	4 res 3 remainder
$65 \div 9 =$	6 res 2 remainder
$19 \div 4 =$	4 res 1 remainder
$29 \div 7 =$	7 res 3 remainder
$38 \div 6 =$	8 res 3 remainder
$42 \div 5 =$	6 res 4 remainder
$35 \div 4 =$	8 res 2 remainder
$45 \div 6 =$	7 res 2 remainder

3

Verdeel 25 potlode onder 4 kinders.

Share 25 pencils between 4 children.



Elke kind kry 6 potlode.
1 bly oor.

Each child gets 6 pencils. 1 is left over.

$$25 \div 4 = 6$$

res
remainder 1



Verdeel 19 blomme onder 2 kinders.

Share 19 flowers between 2 children.

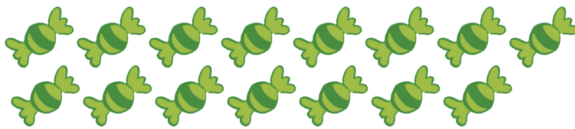


$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

res
remainder

Verdeel 15 lekkers onder 4 maats.

Share 15 sweets between 4 friends.

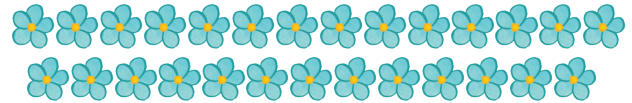


$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

res
remainder

Verdeel 27 blomme onder 5 mense.

Share 27 flowers between 5 people.



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

res
remainder

4

Verdeel 19 roomyse onder 5 kinders.

Share 19 ice creams between 5 children.

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

res
remainder

Verdeel 29 koekies onder 3 kinders.

Share 29 biscuits between 3 children.

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

res
remainder

Kontroleer deling met vermenigvuldiging

Using multiplication to check division

HOOFREKENE
MENTAL MATHS

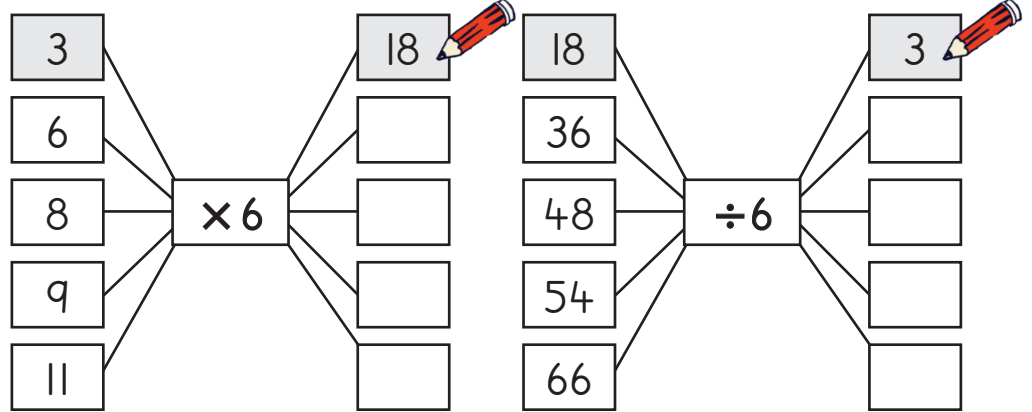
WYS MY 'N GETAL
SHOW ME A NUMBER

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

- 1 Vermenigvuldig en deel.
Multiply and divide.



Los die probleme op! Teken die groepe om uit te vind wat oorbly, en skryf die getalsin met die antwoord.
Solve the problems! Draw the groups to find what is left over and write the number sentence with the answer.

- 2 23 balle word in groepe van 5 ingedeel.
Hoeveel groepe is daar en hoeveel bly oor?



23 balls are divided into groups of 5. How many groups and how many left over?

- 39 koekies word in groepe van 5 ingedeel.
Hoeveel groepe is daar en hoeveel bly oor?



39 biscuits are divided into groups of 5. How many groups and how many left over?

- 21 blomme word in groepe van 4 ingedeel.
Hoeveel groepe is daar en hoeveel bly oor?



21 flowers are divided into groups of 4. How many groups and how many left over?

- 47 blomme word in groepe van 7 ingedeel.
Hoeveel groepe is daar en hoeveel bly oor?



47 flowers are divided into groups of 7. How many groups and how many left over?

3 Kontroleer met behulp van vermenigvuldiging. Korrigeer die foute, indien nodig.

Use multiplication to check. Correct the mistakes where necessary.

	kontroleer check	korreksie correction
$33 \div 6 = 5$ res 1 remainder 1	$5 \times 6 + 1 = 31$	$5 \times 6 + 3 = 33$ res 3 remainder 3
$17 \div 2 = 8$ res 1 remainder 1		
$44 \div 5 = 8$ res 4 remainder 4		
$29 \div 7 = 4$ res 2 remainder 2		
$10 \div 3 = 3$ res 3 remainder 3		
$39 \div 6 = 5$ res 9 remainder 9		
$34 \div 4 = 8$ res 3 remainder 3		
$25 \div 8 = 3$ res 1 remainder 1		
$50 \div 7 = 6$ res 8 remainder 8		
$18 \div 4 = 4$ res 1 remainder 1		





1	Teken kolle. Draw dots.	Antwoord. Answer.	res remainder
$41 \div 5 =$		$\underline{\quad} \div \underline{\quad} = \underline{\quad}$	
$17 \div 2 =$		$\underline{\quad} \div \underline{\quad} = \underline{\quad}$	
$34 \div 3 =$		$\underline{\quad} \div \underline{\quad} = \underline{\quad}$	

2

Bereken.

Calculate.

	res remainder		res remainder
$18 \div 9 = \underline{\quad}$		$31 \div 3 = \underline{\quad}$	
$26 \div 7 = \underline{\quad}$		$19 \div 4 = \underline{\quad}$	
$15 \div 3 = \underline{\quad}$		$75 \div 10 = \underline{\quad}$	

Kom ons praat Wiskunde!

Let's talk Maths!

In Afrikaans sê ons:

13 onder 3 magts

Hoeveel groepe van 4 is daar?

Hoeveel bly oor?

res 3

Kontroleer jou antwoord.

In English we say:

13 between 3 friends

How many groups of 4?

How many are left over?

remainder 3

Check your answer.



1 Hoeveel groepe van 4 kan jy met 19 maak? How many groups of 4 can you make from 19?	Hoeveel groepe van 5 kan jy met 17 maak? How many groups of 5 can you make from 17?
Hoeveel groepe van 6 kan jy met 26 maak? How many groups of 6 can you make from 26?	Hoeveel groepe van 3 kan jy met 31 maak? How many groups of 3 can you make from 31?

2 Kontroleer met vermenigvuldiging. Korrigeer die foute, waar nodig.

Use multiplication to check. Correct the mistakes where necessary.

	kontroleer check	korreksie corrections
$26 \div 5 = 5$ res 1 remainder 1		
$12 \div 2 = 5$ res 4 remainder 4		
$43 \div 6 = 7$ res 2 remainder 2		
$31 \div 7 = 4$ res 3 remainder 3		
$39 \div 4 = 9$ res 2 remainder 2		

Deel met reste

Division with remainders

HOOFREKENE
MENTAL MATHS

WYS MY 'N GETAL
SHOW ME A NUMBER

SPELETJIE
GAME

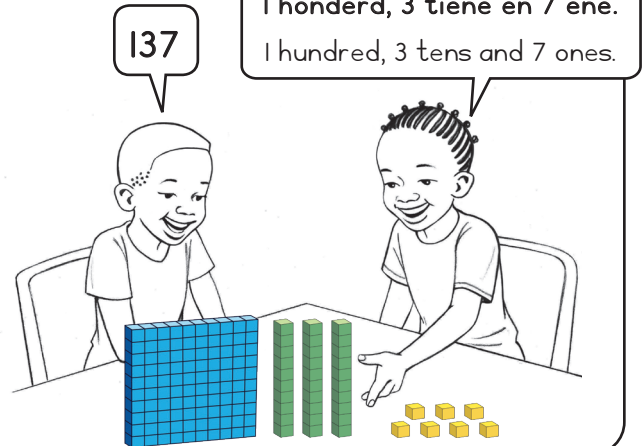
KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

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 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

$24 \div 6 = \underline{\quad}$	$27 \div 9 = \underline{\quad}$	$18 \div 3 = \underline{\quad}$
$16 \div 4 = \underline{\quad}$	$35 \div 7 = \underline{\quad}$	$24 \div 2 = \underline{\quad}$
$56 \div 8 = \underline{\quad}$	$60 \div 5 = \underline{\quad}$	$36 \div 6 = \underline{\quad}$
$81 \div 9 = \underline{\quad}$	$33 \div 3 = \underline{\quad}$	$36 \div 4 = \underline{\quad}$

Los die probleme op! Bly iets oor?
Skryf die getalsin met die antwoord.
Solve the problems! Is something left over?
Write the number sentence with the answer.



2

39 koekies word in groepe van 5 ingedeel. Hoeveel groepe is daar en hoeveel bly oor?

39 biscuits are divided into groups of 5. How many groups and how many left over?

Verdeel 45 ballonne onder 4 maats. Hoeveel ballonne kry elke maat en hoeveel bly oor?

Share 45 balloons between 4 friends. How many does each friend get and how many left over?

3 Kontroleer met vermenigvuldiging. Korrigeer die foute, waar nodig.

Use multiplication to check. Correct the mistakes where necessary.

	kontroleer check	korreksie corrections
$32 \div 6 = 5$ res 4 remainder 4	$6 \times 5 + 4 = 34$	$6 \times 5 + 2 = 32$ 
$41 \div 5 = 7$ res 6 remainder 6		
$11 \div 3 = 3$ res 2 remainder 2		
$37 \div 5 = 6$ res 7 remainder 7		
$27 \div 6 = 4$ res 5 remainder 5		
$14 \div 4 = 2$ res 6 remainder 6		
$65 \div 7 = 9$ res 1 remainder 1		
$46 \div 9 = 5$ res 1 remainder 1		
$50 \div 8 = 6$ res 3 remainder 3		
$26 \div 3 = 7$ res 5 remainder 5		

HOOFREKENE
MENTAL MATHS

WYS MY 'N GETAL
SHOW ME A NUMBER

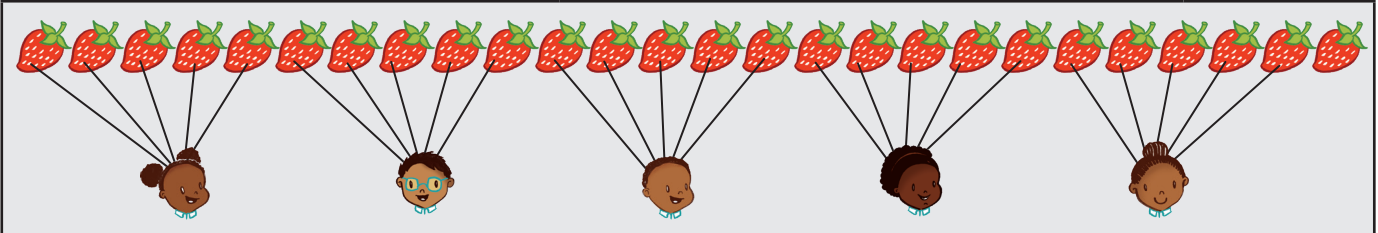
SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

1 Daar is 26 aarbeie. Verdeel dit onder die maats.

There are 26 strawberries. Share them between the friends.



Hoeveel aarbeie kry elke maat?

How many will each friend get?

5

Hoeveel bly oor?

How many will be left over?

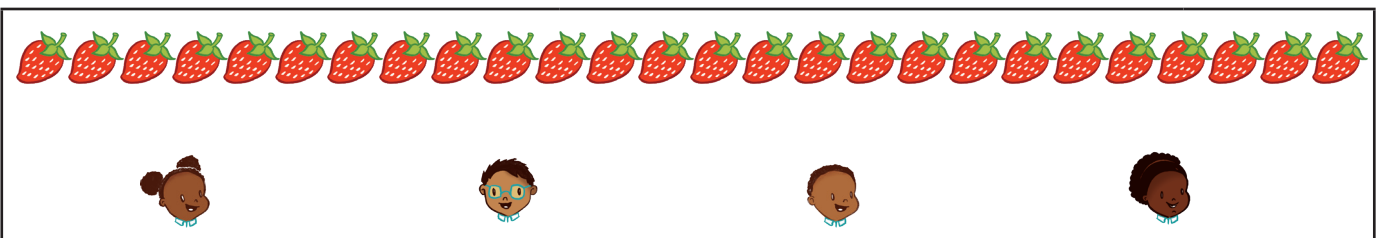
1

Skryf die getalsin.

Write the number sentence.

$$26 \div 5 = 5 \text{ res } 1$$

remainder 1



Hoeveel kry elke maat?

How many will each friend get?

Hoeveel bly oor?

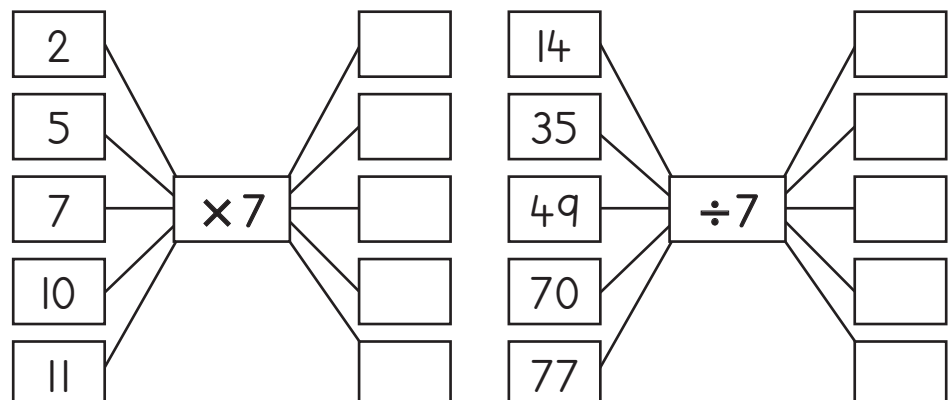
How many will be left over?

Skryf die getalsin.

Write the number sentence.

2 Vermenigvuldig en deel.

Multiply and divide.



3

Daar is 44 mense. Daar is motors wat elk 7 passasiers kan vervoer. Hoeveel motors het jy nodig om al die mense te vervoer?

There are 44 people. There are cars which can each hold 7 passengers. How many cars do you need to transport all the people?

aantal motors number of cars	1	2	3	4	5	6	7
aantal mense number of people	7	14	21	28	35	42	49

getalsin

number sentence

$$44 \div 7 = 6 \text{ res } 2$$

remainder 2

Antwoord.

Answer.

6 motors met 2 mense wat oorbly

6 cars with 2 people left over

Hoeveel motors is nodig?

How many cars are needed?

7 motors

7 cars



Daar is 29 borde. Daar is skinkborde waarop 3 borde op 'n slag gedra kan word. Hoeveel skinkborde het jy nodig om al die borde te dra?

There are 29 plates. There are trays which can each hold 3 plates. How many trays do you need to carry all the plates?

aantal skinkborde number of trays								
aantal borde number of plates								

getalsin

number sentence

Antwoord.

Answer.

Hoeveel skinkborde is nodig?

How many trays are needed?

HOOFREKENE
MENTAL MATHS

WYS MY 'N GETAL
SHOW ME A NUMBER

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

1 Voltooi die getalsinne.

Complete the number sentences.

	Teken kolle. Draw dots.	Antwoord. Answer.
$22 \div 4 =$	•••• •••• •••• •••• •••• ••	$22 \div 4 = 5$ res 2 remainder 2
$67 \div 6 =$		
$35 \div 4 =$		

2 Hoeveel tiene en ene is daar?

How many tens and ones?

	tiene tens	ene ones		tiene tens	ene ones
31	3	1	99		
29			53		
84			45		

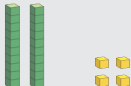
3

	Teken die tiene en ene. Draw the tens and ones.	Deel die tiene en ene. Divide the tens and ones.	Tel die tiene en ene bymekaar. Add the tens and ones.	getalsin number sentence
$48 \div 2 =$	••••	••••	$20 + 4$	$48 \div 2 = 24$
$62 \div 2 =$				
$66 \div 3 =$				

4

Thabile het 24 kg suiker. Sy verdeel die suiker gelykop onder 2 maats. Hoeveel suiker kry elke maat?

Thabile has 24 kg of sugar. She shares the sugar equally between 2 friends. How much sugar will each friend get?

Teken die tiene en ene. Draw the tens and ones.	Deel die tiene en ene. Divide the tens and ones.	Tel die tiene en ene bymekaar. Add the tens and ones.	getalsin number sentence
		$10 + 2$	$24 \div 2 = \underline{12}$ 

Volg die voorbeeld na! Deel die tiene en ene om op te los. Skryf die getalsin.

Follow the example! Divide the tens and ones to solve. Write the number sentence.



Ntobe het R88. Sy verdeel die geld gelykop onder 4 maats. Hoeveel geld kry elke maat?

Ntobe has R88. She shares the money equally between 4 friends. How much money will each friend get?

Teken. Draw.	Deel. Divide.	Tel bymekaar. Add.	getalsin number sentence

Mbali het 'n tou van 99 m lank. Sy knip dit in 3 gelyke lengtes. Hoe lank is elke stuk tou?

Mbali has a 99 m rope. She cuts it into 3 equal lengths. How long is each length of rope?

Teken. Draw.	Deel. Divide.	Tel bymekaar. Add.	getalsin number sentence

Optellings- en aftrekkingswoordprobleme

Addition and subtraction word problems

HOOFREKENE
MENTAL MATHS

WYS MY 'N GETAL
SHOW ME A NUMBER

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

1 Herlei die volgende bedrae tot rand.

Convert the following amounts into Rands.

100c	900c	2360c	1470c
R <u>1</u> 	R _____	R _____	R _____

Onthou
100c = R1,00.

Remember
100c = R1,00.

2 Herlei die volgende bedrae tot sent.

Convert the following amounts into cents.

R3,60	R0,90	R17,30	R43,10
<u>360</u> c 	_____c	_____c	_____c

Onthou
R1,00 = 100c.

Remember
R1,00 = 100c.



3 Los op.

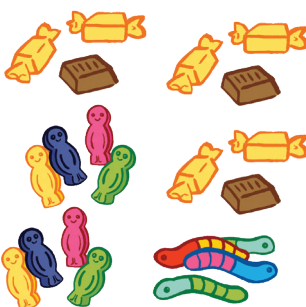
Solve.

Een boks koekies kos R7,00. Hoeveel kos 8 bokse koekies? One box of biscuits costs R7,00. How much will 8 boxes cost? 	R7 x 8 = R56 
Een boksie eiers kos R13,00. Hoeveel kos 6 boksies eiers? One carton of eggs costs R13,00. How much will 6 cartons cost? 	
Vusi betaal R24,00 om per taxi na sy tannie se huis te ry. Wat kos dit hom om daar te kom en weer terug te ry? Vusi pays R24,00 to take a taxi to his aunt's house. What does it cost him to get there and back? 	
Vyf vrugmotors ry op 'n tolpad en word elk met R35 belas. Hoeveel betaal die bestuurders altesame? Five trucks drive on a toll road and are charged R35 each. How much do they pay in total? 	

4 Kyk na die pryse van
lekkergoed in die snoepie.
Look at the prices of sweets in the tuck shop.

Jy het R15,00. Watter
lekkers kan jy koop?
You have R15,00.
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
	$R2,50 + R2,50$ $+ R1,50 + R1,50$ $+ R1,00 = R9,00$	$R20,00 - \underline{R9,00} = \underline{R11,00}$ 
		$R20,00 - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$
		$R20,00 - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$
		$R20,00 - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$
		$R20,00 - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

1

13 blomme word in bossies van 4 ingedeel. Hoeveel bossies is daar en hoeveel blomme bly oor?



13 flowers are divided into bunches of 4.
How many bunches and how many flowers left over?

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

res

remainder

Verdeel 38 blomme onder 6 kinders.

Share 38 flowers between 6 children.



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

res

remainder

2

Ek koop twee boeke wat R24 elk kos. Ek koop ook drie balle wat R15 elk kos. Wat is die totale koste en hoeveel kleingeld kry ek uit as ek met R100 betaal?

I buy two books that cost R24 each. I also buy three balls that cost R15 each. What is the total cost and how much change will I get if I pay with R100?

totale koste

total cost

kleingeld vir R100

change from R100

Kom ons praat Wiskunde!

Let's talk Maths!

In Afrikaans sê ons:

res

rand

sent

lengte

kilogram

gram

In English we say:

remainder

Rands

cents

length

kilogram

gram



1

Ntando het 24 rubberballetjies. Hy gee $\frac{2}{6}$ van sy balletjies vir 'n maat. Hoeveel rubberballetjies gee hy weg?

Ntando has 24 bouncy balls. He gives $\frac{2}{6}$ of his bouncy balls to a friend. How many bouncy balls does he give away?

1	2	3	4	5	6

$\frac{2}{6}$ van 24
 $\frac{2}{6}$ of 24

Antwoord.
Answer.

Nomsa het R64. Sy verdeel die geld onder 2 maats. Hoeveel geld kry elke maat?

Nomsa has R64. She shares the money between 2 friends. How much money will each friend get?

Teken 'n diagram met tiene en ene.

Draw a diagram with tens and ones.

Deel die tiene.

Divide the tens.

Deel die ene.

Divide the ones.

Tel die tiene en ene bymekaar.

Add the tens and ones.

getalsin
number sentence

2

Kontroleer met vermenigvuldiging. Korrigeer die foute, waar nodig.

Use multiplication to check. Correct the mistakes where necessary.

	kontroleer check	korreksie corrections
17 ÷ 3 = 5 res 1 remainder 1		
39 ÷ 6 = 5 res 9 remainder 9		

HOOFREKENE
MENTAL MATHS

GEE MY MEER AS
GIVE ME MORE THAN

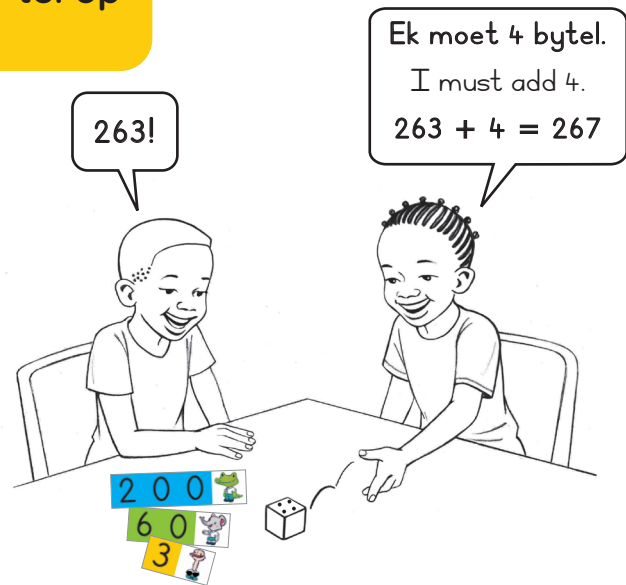
SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

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

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



I Los op.
Solve.

Mandla koop brood en melk by die winkel. Die brood kos R1,40 en die melk kos R2,30. Hoeveel gee hy altesame uit?

Mandla buys bread and milk at the shop. The bread costs R1,40 and the milk costs R2,30. How much does he spend altogether?



Een fiets kos R320. Hoeveel kos twee fietse?

One bicycle costs R320. How much will two bicycles cost?



Nkhanyiso koop vier kortbroeke vir R55 elk. Hoeveel kleingeld kry hy uit as hy met R300 betaal?

Nkhanyiso bought four pairs of shorts for R55 each. How much change will he get from R300?



2 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	totale koste total cost	kleingeld change
  	$R10 + R10 + R10 + R15 + R5 = R50$	$R100 - \underline{R50} = \underline{R50}$ 
  		$R100 - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$
      		$R100 - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$
    		$R100 - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$
     		$R100 - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$
		$R100 - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$
 		$R100 - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$
     		$R100 - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

Optellings- en aftrekkingswoordprobleme

Addition and subtraction word problems

HOOFREKENE
MENTAL MATHS

GEE MY MEER AS
GIVE ME MORE THAN

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

- 1 Ek het R150. Watter items kan ek by die skoolwinkel koop? Noem vier opsies.

I have R150. Which items can I buy from the shop? List four options.

Jy hoef nie die hele R150 uit te gee nie.

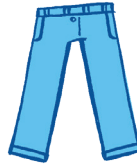
You don't have to spend the whole R150.



R30



R25



R55



R15



R50

1

Ek kan 'n hemp, 'n kortbroek, 'n pet en 'n denimbreek koop.

I can buy a shirt, shorts, a cap and jeans.



2

3

4

- 2 Tel op.

Add.

$$125 + 53 = \underline{\hspace{2cm}}$$

$$801 + 154 = \underline{\hspace{2cm}}$$

$$564 + 132 = \underline{\hspace{2cm}}$$

$$331 + 208 = \underline{\hspace{2cm}}$$

$$75 + 717 = \underline{\hspace{2cm}}$$

$$664 + 87 = \underline{\hspace{2cm}}$$

- 3 Ek het 15 kg koekmeel. My maat het 12 kg suiker. My broer het 35 kg aartappels. Hoeveel weeg die bestanddele altesame?

I have 15 kg of flour. My friend has 12 kg of sugar. My brother has 35 kg of potatoes. How much do all the ingredients weigh altogether?



Fana koop 625 g kompos. Hy gee 134 g vir Mandla.
Hoeveel kompos bly daar vir Fana oor?

Fana buys 625 g of compost. He gives 134 g to Mandla. How much compost does Fana have left?



Nosipho het 5 stukkies tou. Die toue is onderskeidelik 35 m, 29 m, 45 m, 11 m en 52 m lank. Wat is die totale lengte van die stukkies tou?

Nosipho has 5 lengths of rope. The ropes measure as 35 m, 29 m, 45 m, 11 m and 52 m respectively. What is the total length of the ropes?

4

Ntando het R130. Hy koop 'n speelding vir R37, 'n notaboek vir R16, 'n bal vir R11 en 'n trui vir R54. Wat is die totale koste van sy items?

Ntando has R130. He buys a toy for R37, a notebook for R16, a ball for R11 and a jersey for R54. What is the total cost of his items?



Hoeveel kleingeld kry hy uit?

How much change will he get?

Thandekile het R200. Sy koop 'n bromponie vir R113, 'n boksie sjokolade vir R27 en 'n boek vir R45. Wat is die totale koste van haar items?

Thandekile has R200. She buys a scooter for R113, a box of chocolate for R27 and a book for R45. What is the total cost of her items?

Hoeveel kleingeld kry sy uit?

How much change will she get?

HOOFREKENE
MENTAL MATHS

GEE MY MEER AS
GIVE ME MORE THAN

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

1 Kyk na die oppervlakke van die voorwerpe. Skryf neer of die oppervlakke plat of geboë (krom) is.

Look at the surfaces of the objects. Write down whether the surfaces are flat or curved.

voorwerpe objects	plat of geboë oppervlakke flat or curved surfaces
balle balls   	
bokse boxes   	
silinders cylinders   	
piramides pyramids  	
keëls cones   	

2 Beantwoord die vrae.

Answer the questions.

voorwerp object	geboë oppervlakke / plat oppervlakke? flat surfaces / curved surfaces?	rol / gly? roll / slide?
	geboë curved	rol roll
		
		

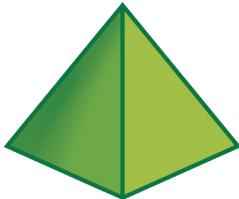
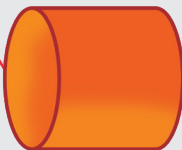
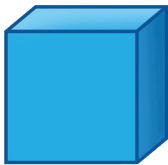
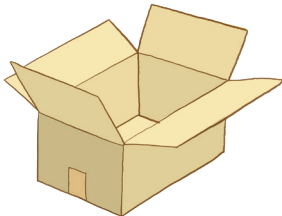
- 3 Kyk in die klaskamer rond of jy 3D voorwerpe kan sien. Gebruik dit dan om die tabel hier onder te voltooi.

Look around the classroom for 3-D objects. Use these to fill in the table below.

Teken die voorwerp. Draw the object.	plat oppervlakke / geboë oppervlakke / plat en geboë oppervlakke flat surfaces / curved surfaces / flat and curved surfaces	rol / gly / rol en gly roll / slide / roll and slide

1 Trek lyne om die voorwerpe by die korrekte 3D voorwerp te pas.

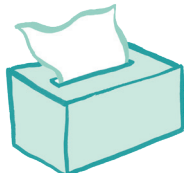
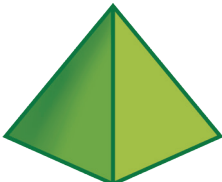
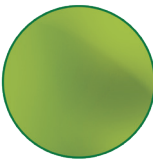
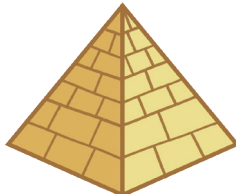
Draw lines to match the objects to the correct 3-D object.

silinder cylinder		
keël cone		
reghoekige prisma rectangular prism		
piramide pyramid		
kubus cube		
sfeer sphere		

2 Gebruik die woorde in die woordbank om die 3D voorwerpe te benoem.

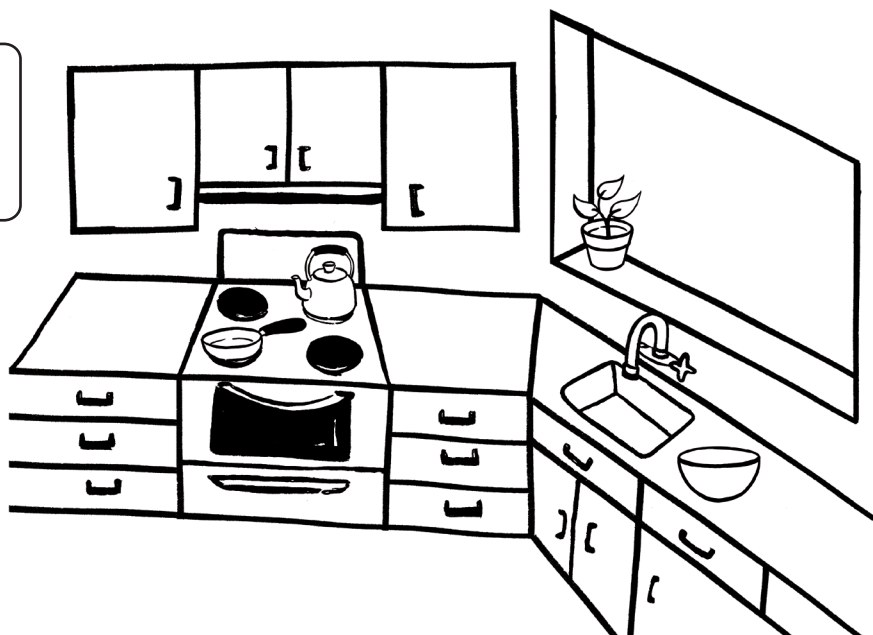
Use the words from the word bank to name the 3-D objects.

sfeer sphere	reghoekige prisma rectangular prism	silinder cylinder	piramide pyramid	keël cone	kubus cube
-----------------	--	----------------------	---------------------	--------------	---------------

3

Hoeveel vorms kan jy sien?
Gesels met jou maat daaror.
How many shapes do you see?
Talk to your friend.



- 1 Beskryf die oppervlakke van die voorwerpe:
plat / geboë / plat en geboë.

Describe the surfaces of the objects: flat / curved / flat and curved.

- 2 Fikile het R100. Hy koop sjampoe vir R25, waspoeier vir R47 en 'n kers vir R19. Wat is die totale koste van sy items en hoeveel kleingeld kry hy uit?

Fikile has R100. He buys shampoo for R25, washing powder for R47 and a candle for R19. What is the total cost of his items and how much change will he get?

Phindi het R200. Sy koop sokkerstewels vir R68, skeenstutte vir R23 en doelwagtershandskoene vir R41. Wat is die totale koste van haar items en hoeveel kleingeld kry sy uit?

Phindi has R200. She buys soccer boots for R68, shin pads for R23 and goalie gloves for R41. What is the total cost of her items and how much change will she get?

Kom ons praat Wiskunde!

Let's talk Maths!

In Afrikaans sê ons:

plat oppervlak

geboë oppervlak

keël

prisma

kubus

In English we say:

flat surface

curved surface

cone

prism

cube



- 1 Ntando koop 500 g koekmeel. Hy gee 350 g vir Thandi. Hoeveel koekmeel bly daar vir Ntando oor?

Ntando buys 500 g of flour. He gives 350 g to Thandi. How much flour does Ntando have left?

Fana koop rooi, blou, groen en geel materiaal. Die rooi materiaal is 79 m lank, die blou is 64 m lank, die groen is 53 m lank en die geel is 88 m lank. Wat is die totale lengte van al die materiaal?

Fana buys red, blue, green and yellow fabric. The red fabric is 79 m, the blue is 64 m, the green is 53 m and the yellow is 88 m. What is the total length of all the fabric?

2	sfeer sphere 	reghoekige prisma rectangular prism 	silinder cylinder 	piramide pyramid 	keël cone 	kubus cube 
---	--	---	---	---	---	--

Benoem hierdie voorwerpe as 3D voorwerpe.

Name these objects as 3-D objects.

- 3 Teken 'n prent met 3D voorwerpe.

Draw a picture using 3-D objects.



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 'n dobbelsteen - trek af!
Throw a dice - subtract!
- Doen dit weer!
Do it again!



1 Omkring die konstruksie wat met die twee 3D voorwerpe in die eerste kolom gemaak kan word.

Circle the constructions that can be built using the two 3-D objects in the first column.

2 Pas die 3D voorwerpe by die korrekte konstruksie.

Match the 3-D objects to the correct construction.

3 Kleur die 3D voorwerpe in waaruit elke konstruksie bestaan.

Colour the 3-D objects that make up each construction.

4 Watter 3D voorwerpe kan jy sien? Skryf die name neer.

What 3-D objects can you see? Write the names.

keël cone		
kubus cube		

HOOFREKENE
MENTAL MATHS

GEE MY
MINDER AS
GIVE ME LESS THAN

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

1 Benoem die silinders, bokse en balle hier onder.

Label the cylinders, boxes and balls below.



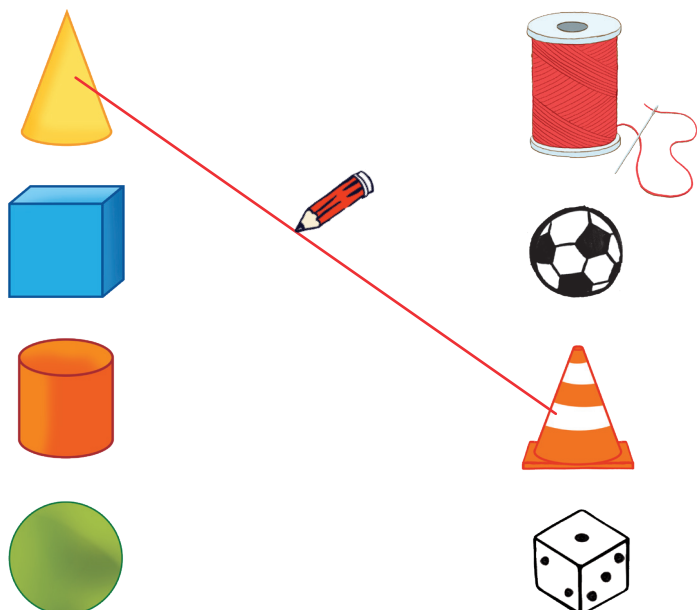
2 Kyk in die klaskamer rond op soek na 'n voorwerp wat jy in elke raam kan teken.

Look around the classroom and find an object to draw in each box.

bal ball	boks box	silinder cylinder

3 Trek lyne om die 3D voorwerpe korrek te verbind.

Draw lines to match the 3-D objects.



4 Omkring die korrekte antwoord.

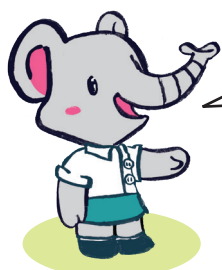
Circle the correct answer.

'n Tamatie het die vorm van 'n <u>bal</u> / boks / silinder. A tomato is a <u>ball</u> / box / cylinder shape.	
'n Drinkglas het die vorm van 'n bal / boks / silinder. A drinking glass is a ball / box / cylinder shape.	
'n Boek het die vorm van 'n bal / boks / silinder. A book is a ball / box / cylinder shape.	

5 Omkring die korrekte keuse vir elke voorwerp.

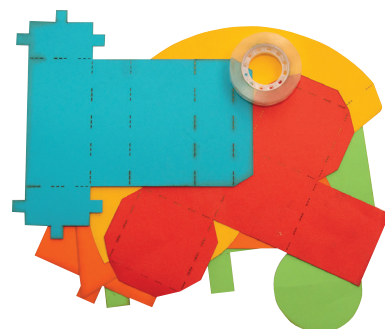
Circle the correct choices for each object.

silinder cylinder	keël cone	sfeer sphere
		
soort oppervlak kind of surface		
plat / geboë / plat en geboë flat / curved / flat and curved	plat / geboë / plat en geboë flat / curved / flat and curved	plat / geboë / plat en geboë flat / curved / flat and curved
hoe dit rol how it rolls		
ver / in 'n reguitlyn / in enige rigting far / in a straight line / any direction	ver / in 'n reguitlyn / in enige rigting far / in a straight line / any direction	ver / in 'n reguitlyn / in enige rigting far / in a straight line / any direction



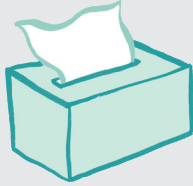
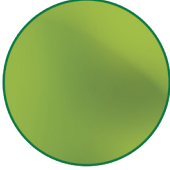
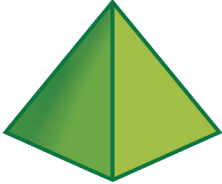
'n Plat oppervlak wat opgevou kan word om 'n vaste vorm te maak, word 'n net genoem. Gesels met jou maat oor die voorwerpe wat jy vandag met behulp van nette gemaak het.

A flat shape that can fold up to make a solid figure is called a net. Talk to your partner about the objects you made using nets today.

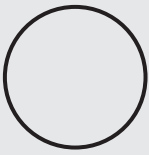
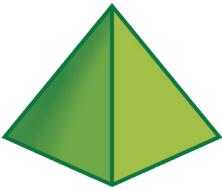
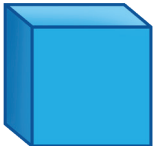


I Teken 'n voorbeeld van elke 3D voorwerp.

Draw an example of each 3-D object.

	Benoem die 3D voorwerp. Name the 3-D object.	Voorbeeld uit die regte lewe Real life example
	reghoekige prisma rectangular prism	 
		
		
		
		
		

- 2 Teken die 2D vorms waaruit die 3D voorwerpe bestaan.
Draw the 2-D shapes that make up the 3-D objects.

- 3 Teken 'n prent met 3D voorwerpe en 2D vorms.
Draw a picture using 3-D objects and 2-D shapes.

HOOFREKENE
MENTAL MATHS

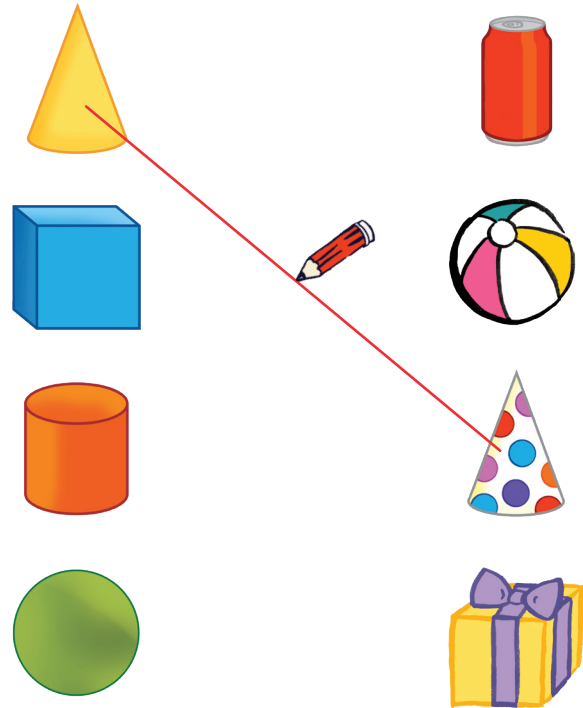
GEE MY
MINDER AS
GIVE ME LESS THAN

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

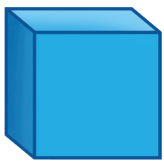
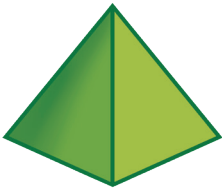
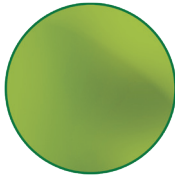
WERKKAARTE
WORKSHEETS

- 1 Trek lyne om die 3D voorwerpe korrek te verbind.
Draw lines to match the 3-D objects.



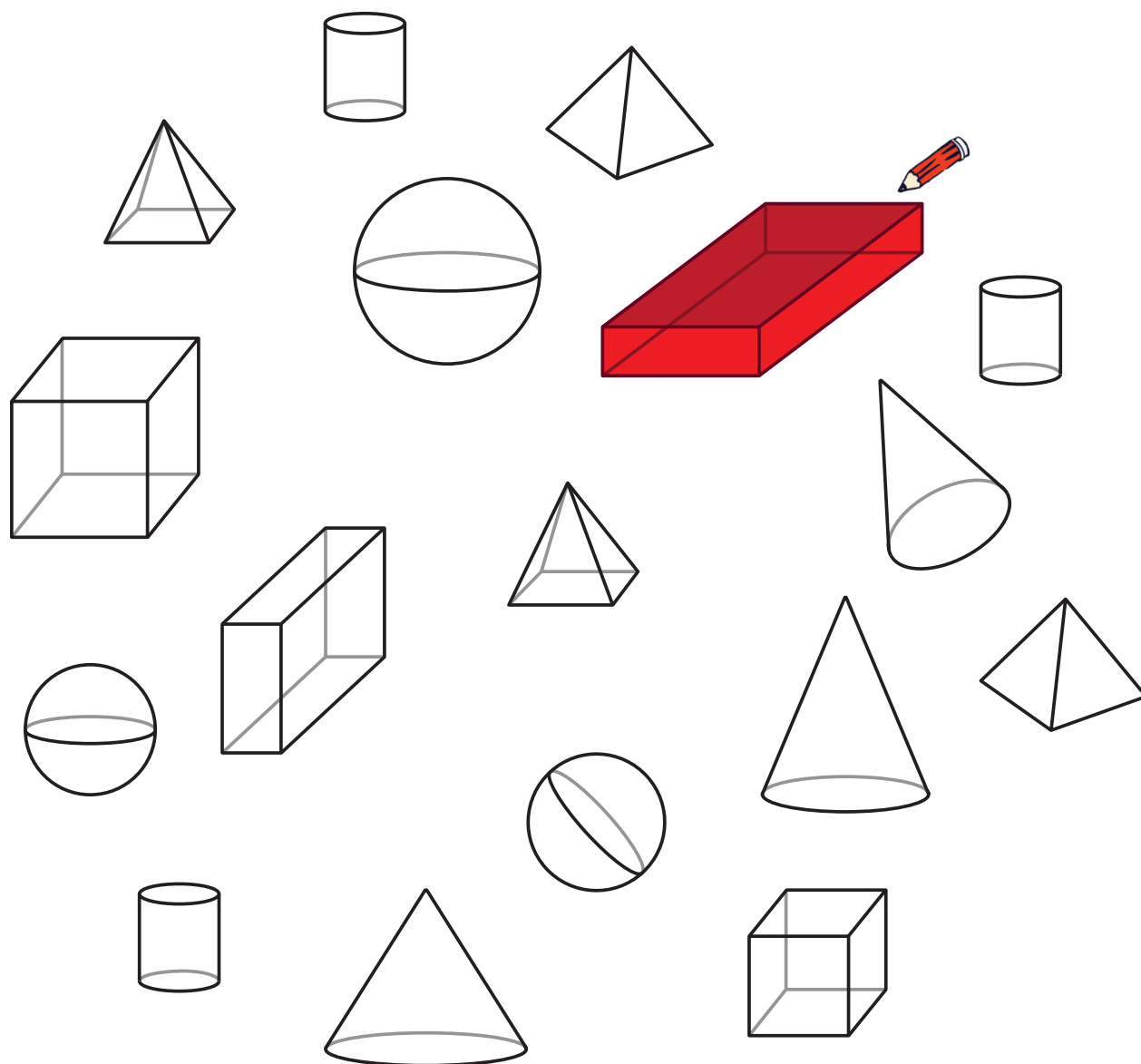
- 2 Skryf die name van hierdie voorwerpe en vorms op die regte plek hier onder neer.
Write the names of these objects and shapes in the right place below.

sfeer sphere	sirkel circle	reghoekige prisma rectangular prism	reghoek rectangle	piramide pyramid	kubus cube	vierkant square	driehoek triangle
-----------------	------------------	--	----------------------	---------------------	---------------	--------------------	----------------------

3 Kleur die voorwerpe in hierdie kleure in.

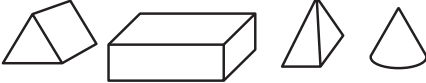
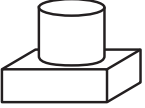
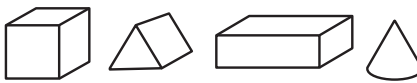
Colour the objects using these colours.



4 Skryf die name neer van al die 3D voorwerpe wat jy ken.

Write the names of the 3-D objects you know.

- 1 Kleur die 3D voorwerpe in waaruit elke konstruksie bestaan.
Colour the 3-D objects that make up each construction.

- 2 Teken die 2D vorms waaruit die 3D voorwerpe bestaan.
Draw the 2-D shapes that make up the 3-D objects.

Kom ons praat Wiskunde!

Let's talk Maths!

In Afrikaans sê ons:

vlakke

prisma

piramide

silinder

konstruksie

bou/maak

In English we say:

faces

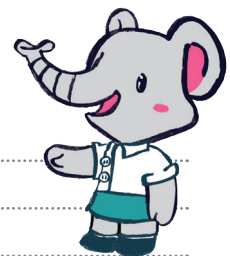
prism

pyramid

cylinder

construction

build



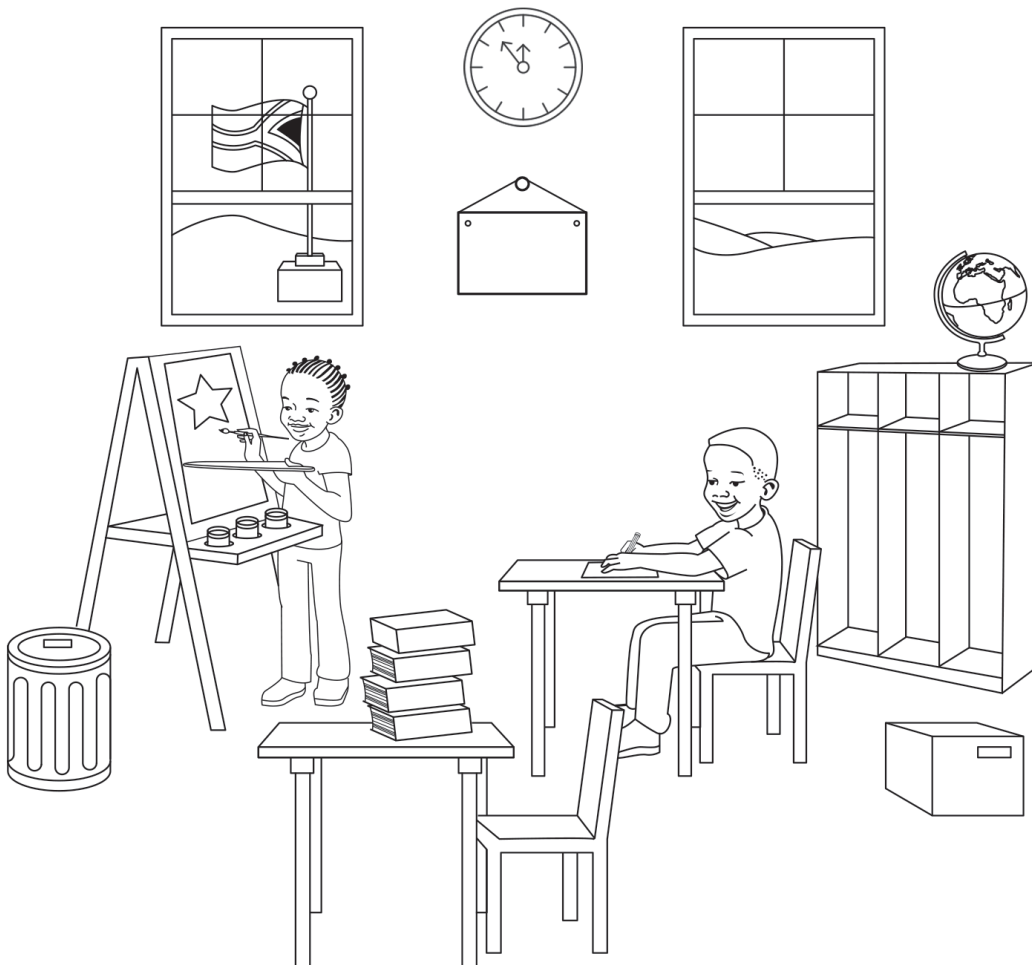
1 Teken die prente.

Draw the pictures.

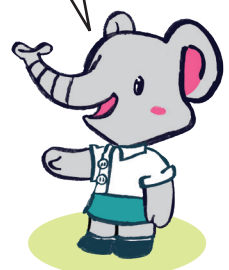
'n boks wat op 'n silinder balanseer a cube balancing on a cylinder	'n bal wat op 'n silinder balanseer a sphere balancing on a cylinder	'n silinder wat op 'n boks balanseer a cylinder balancing on a cube

2 Kleur die reghoekige prisma's in blou in.

Colour the rectangular prisms blue.



Watter ander voorwerpe kan jy sien? Soek daarna en gesels met jou maat daaroor.
What other objects can you see? Find them and talk to your partner about them.



HOOFREKENE
MENTAL MATHS

FIZZ-POP
HALVEER
FIZZ POP - HALVE

SPELETJIE
GAME

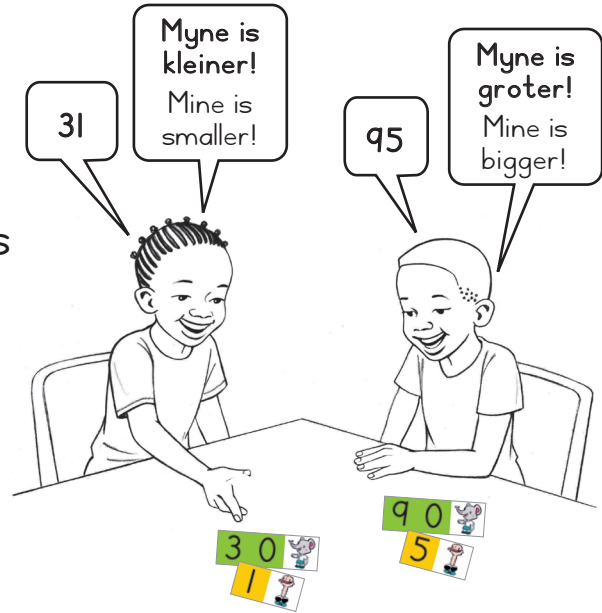
KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

Speletjie: 1, 2, 3 Wys - vergelyk!

Game: 1, 2, 3 Show - compare!

- Werk saam in pare. Wys 'n getal met julle 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 as die ander een? Hoeveel kleiner?
Which one is smaller? How much?
- Doen dit weer!
Do it again!



- 1 Trek die tellingsmerkies sodat dit by die getalle pas.
Draw the tally marks to match the numbers.

13		
21		
35		
42		
67		

- 2 Skryf die getalle neer wat by die tellingsmerkies pas.
Write the numbers to match the tally marks.

	13

3 Voltooi die tellingstabel deur die prente van blikkies wat ingesamel is, te gebruik. Vul die totale in.

Use the picture of cans that were collected to complete the tally table. Fill in the totals.



gaskoeldrank fizzy drink	telling tally	totaal total
		
		
		
		

Watter gaskoeldrank is die gewildste?

Which fizzy drink is the most popular?

Watter gaskoeldrank is die minste gewild?

Which fizzy drink is the least popular?

Hoeveel mense hou van Cola en Fizz?

How many people like Cola and Fizz?

Hoeveel mense was daar altesame?

How many people were there altogether?

HOOFREKENE
MENTAL MATHS

FIZZ-POP
HALVEER
FIZZ POP - HALVE

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

- 1 Trek die tellingsmerkies vir hierdie getalle.

Draw the tally marks for these numbers.

49	
17	
23	
55	
61	

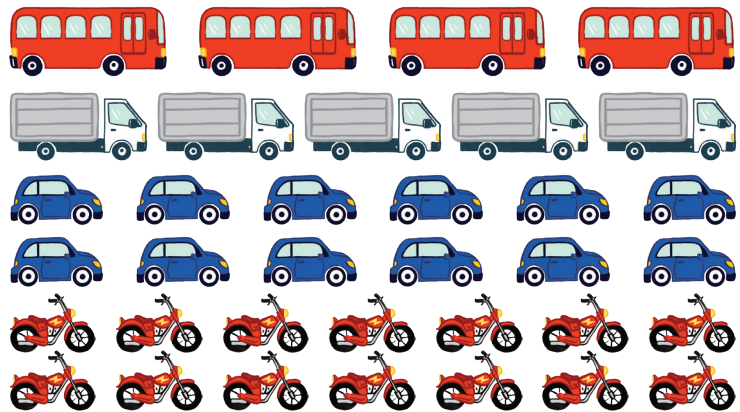
- 2 Skryf die getal neer wat by die tellingsmerkies pas.

Write the numbers to match the tally marks.

	22

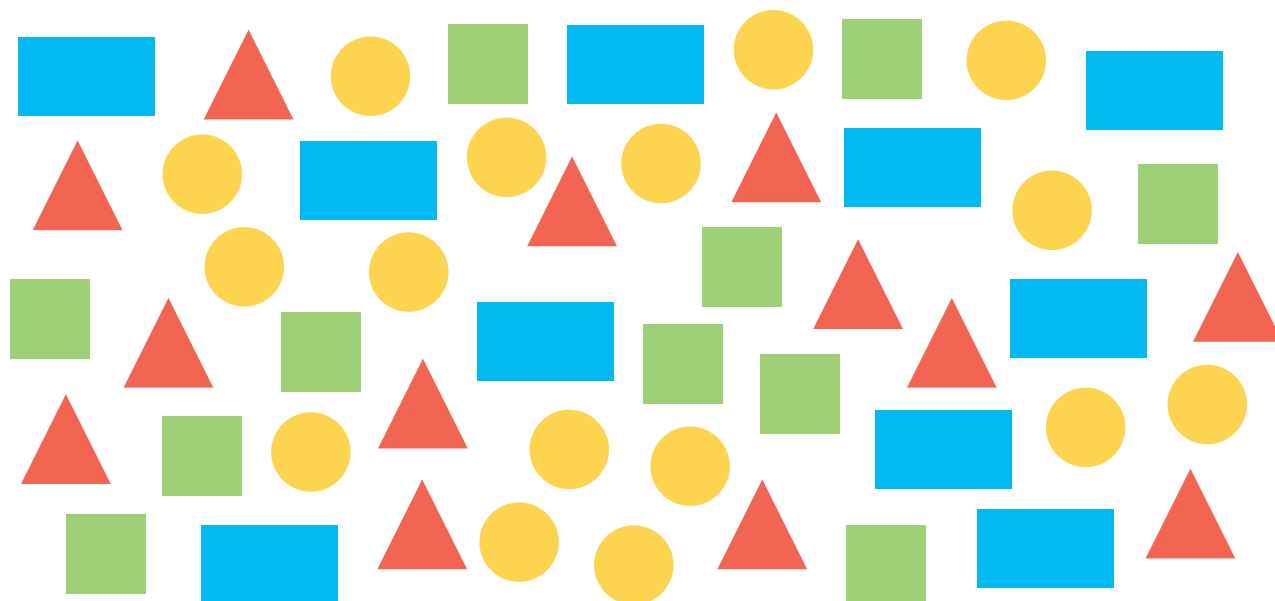
- 3 Phindi tel die voertuie wat by die skool verbyry. Voltooi die tellingstabel namens haar.

Phindi counted the vehicles passing the school. Complete the tally chart for her.



voertuig vehicle	telling tally	totaal total

- 4 Voltooi die tellingstabel vir hierdie versameling vorms.
Complete the tally table for this collection of shapes.



vorm shape	telling tally	totaal total
		
		
		
		

Van watter vorm is daar die meeste?

Which shape has the most?

Van watter vorm is daar die minste?

Which shape has the least?

Hoeveel sirkels en vierkante is daar altesame?

How many circles and squares are there altogether?

Hoeveel vorms is daar altesame?

How many shapes are there altogether?

HOOFREKENE
MENTAL MATHS

FIZZ-POP
HALVEER
FIZZ POP - HALVE

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

1 Vyf
polisiebeamptes
doen
verskillende
soorte werk.

Five policemen
do different jobs.

			
Serufe			X
Maria	X		
Sam	X		
Amos		X	
Dudu			X

Wie is waar?
Skryf die
name neer.

Who is where?
Write the names.

2 Beantwoord die
vrae met behulp
van die piktogram.

Use the pictograph to answer
the questions.

Sleutel
Key



= 2

Maandag Monday	  
Dinsdag Tuesday	    
Woensdag Wednesday	     
Donderdag Thursday	

Hoeveel kolwyntjies is daar Maandag geëet?

How many cupcakes were eaten on Monday?

Hoeveel kolwyntjies is daar Woensdag geëet?

How many cupcakes were eaten on Wednesday?

3 Die aantal kere per dag wanneer kinders hulle tande borsel, word in die tabel gewys.

The table shows the number of times a day children brush their teeth.

Sleutel
Key  = 1 keer
1 time

	✓	✓	✓	✓	✓	✓	✓	✓	✓					
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	✓	✓	✓	✓	✓									

Tel die aantal merkies om die tellingstabel te voltooi.

Count the ticks to complete the tally chart.

	telling tally	totaal total
		
		
		

Teken die piktogram oor kinders wat hulle tande borsel.

Draw the pictograph about children brushing their teeth.

15			
14			
13			
12			
11			
10			
9			
8			
7			
6			
5			
4			
3			
2			
1			
			

HOOFREKENE
MENTAL MATHS

FIZZ-POP
HALVEER
FIZZ POP - HALVE

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

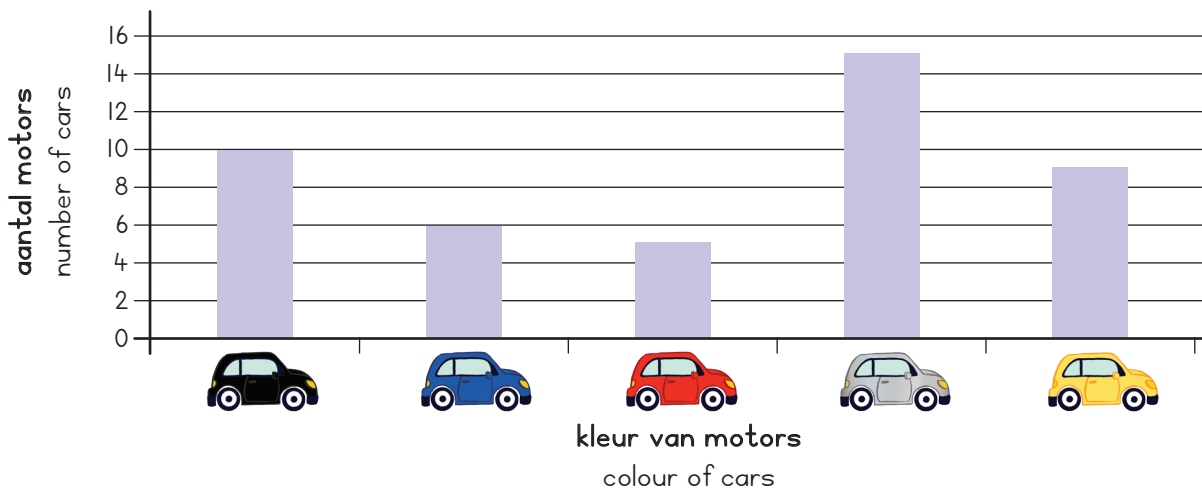
WERKKAARTE
WORKSHEETS

1 Beantwoord die vrae hier onder met behulp van hierdie staafigrafiek.

Use this bar graph to answer the questions below.

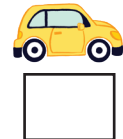
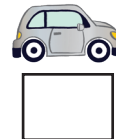
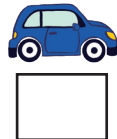
Aantal motors volgens kleur

Number of cars by colour



Hoeveel motors is daar in elke kleur?

How many cars of each colour?



Wat is die gewildste kleur?

What is the most popular colour?

Wat is die minste gewilde kleur?

What is the least popular colour?

Hoeveel swart motors is daar meer as geel motors?

How many more black cars are there than yellow cars?

Hoeveel blou motors is daar minder as silwer motors?

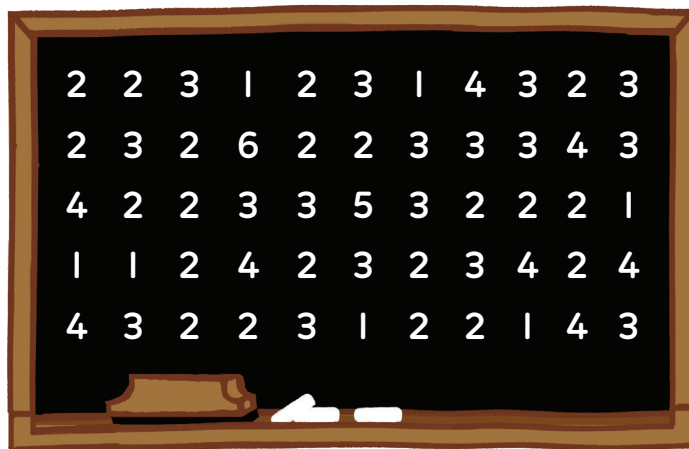
How many less blue cars are there than silver cars?

Wat is die totale aantal motors?

What is the total number of cars?

- 2 Die getalle op die bord wys die skoengroottes van die leerders in mev Cele se klas.

The numbers on the board show shoe sizes of learners in Mrs Cele's class.



Voltooi die tellingstabel.

Complete the tally chart.

skoengrootte shoe size	telling tally	totaal total
1		
2		
3		
4		
5		
6		

Trek 'n staafigrafiek om jou data voor te stel.

Draw a bar graph to represent your data.



A blank bar graph template with a vertical axis on the left and a horizontal axis at the bottom. The vertical axis has 10 horizontal grid lines. The horizontal axis has 10 vertical grid lines. The graph is intended for drawing a bar chart based on the data from the tally chart.

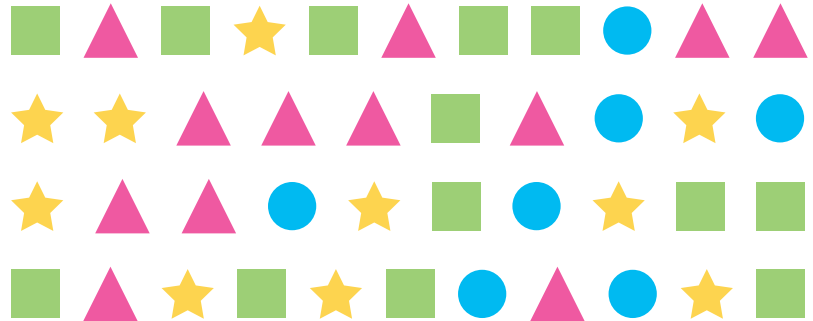
Onthou om die asse te benoem en 'n titel vir die grafiek te gee.

Remember to label the axes and give a graph title.



- 1 Voltooi die tellingstabel vir hierdie versameling vorms.

Complete the tally table for this collection of shapes.



vorm shape	telling tally	totaal total

- 2 Die algemeenste vorm is:

The most common shape is:

Wat is die verskil tussen die aantal en die aantal ?

What is the difference between the number of and the number of ?

Kom ons praat Wiskunde!

Let's talk Maths!

In Afrikaans sê ons:

tellingsmerkies

piktogram

opskrif/titel

as/asse

benoem/byskrif

staafgrafiek

In English we say:

tally marks

pictograph

heading

axis/axes

label

bar graph



- 1 Teken die piktogram vir die data oor die vorms wat jy getel het.

Draw the pictograph for the shapes data that you tallied.

Onthou om die asse te benoem en 'n titel vir die grafiek te gee.

Remember to label the axes and give a graph title.



15				
14				
13				
12				
11				
10				
9				
8				
7				
6				
5				
4				
3				
2				
1				
	★	▲	●	■



Gesels met jou maat oor die data. Watter vorm is die algemeenste een? Die minste algemeen? Wat is die verskil tussen die aantal verskillende vorms?

Talk to your partner about the data. Which shape is most common? Least common? What is the difference between numbers of different shapes?

HOOFREKENE
MENTAL MATHS

FIZZ-POP
VERDUBBEL
FIZZ POP - DOUBLE

SPELETJIE
GAME

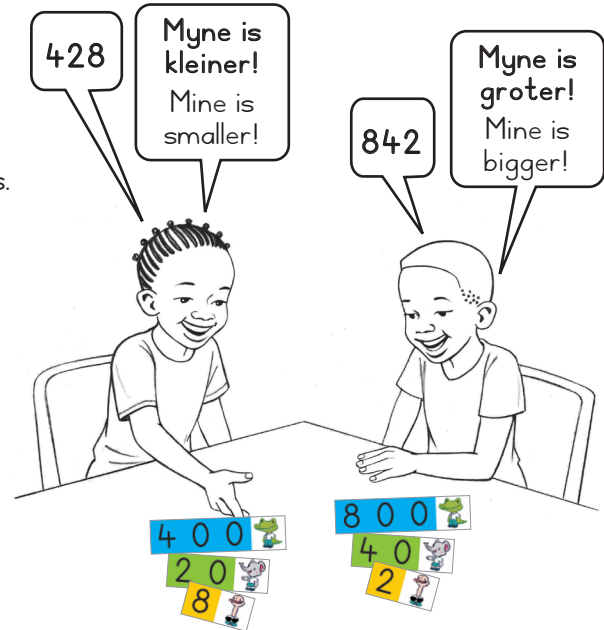
KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

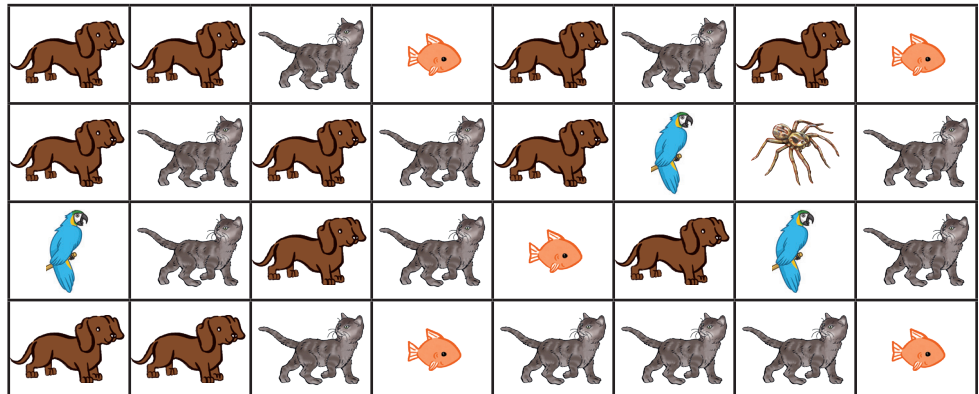
Speletjie: 1, 2, 3 Wys - vergelyk!

Game: 1, 2, 3 Show - compare

- Werk saam in pare. Wys 'n getal met julle 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?
Which one is smaller? How much?
- Doen dit weer!
Do it again!



- 1 Voltooi die tellingstabel oor troeteldiere.
Complete the tally chart about pets.



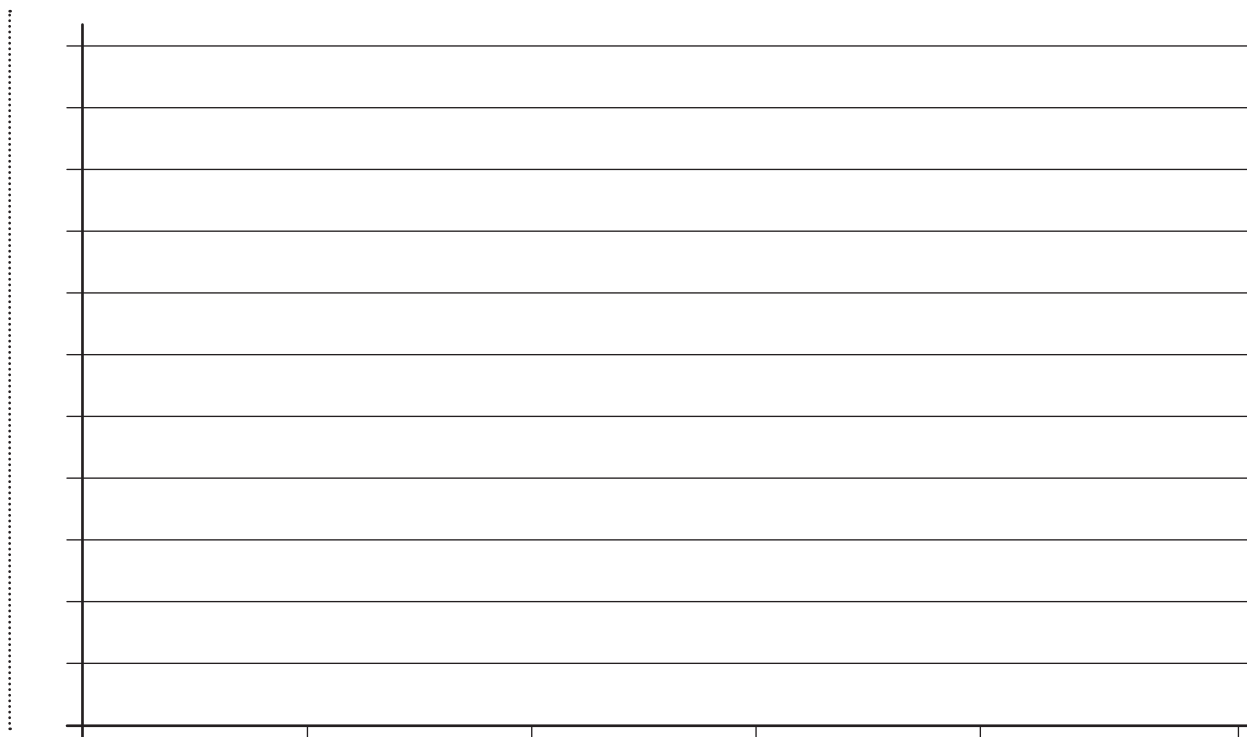
troeteldier pet	telling tally	totaal total

2 Trek 'n staafgrafiek om die data oor troeteldiere te wys.

Draw a bar graph to show the data about pets.

Onthou om die asse te benoem en 'n titel vir die grafiek te gee.

Remember to label the axes and give a graph title.



Beantwoord die vrae met behulp van die grafiek.

Use the graph to answer the questions.

Wat is die gewildste troeteldier?

What is the most popular pet?

Wat is die minste gewilde troeteldier?

What is the least popular pet?

Hoeveel leerders is daar in die klas?

How many learners are there in the class?



Gesels met jou maat oor die data.
Wat anders merk julle op?

Talk to your partner about the data.
What else do you notice?

Tellings en staafgrafieke

Tallies and bar graphs

HOOFREKENE
MENTAL MATHS

FIZZ-POP
VERDUBBEL
FIZZ POP - DOUBLE

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

1 Trek die tellingsmerkies wat by die getalle pas.

Draw the tally marks to match the numbers.

65		11	
84		37	
43		26	

2 Kyk na die piktogramme en beantwoord die vrae.

Look at the pictographs and answer the questions.

Sleutel
Key  = 5

Maandag Monday	 
Dinsdag Tuesday	    
Woensdag Wednesday	   
Donderdag Thursday	 

Hoeveel kolwyntjies is daar Maandag geëet?

How many cupcakes were eaten on Monday?

Hoeveel kolwyntjies is daar Woensdag geëet?

How many cupcakes were eaten on Wednesday?

Donderdag Thursday	   
Vrydag Friday	    
Saterdag Saturday	     
Sondag Sunday	  

Sleutel
Key  = 2

Hoeveel appels is daar Donderdag en Vrydag verkoop?

How many apples were sold on Thursday and Friday?

Hoeveel appels is daar Saterdag en Sondag verkoop?

How many apples were sold on Saturday and Sunday?

3 Voltooi hierdie tellingstabel met behulp van die tellings.

Use the tallies to complete this tally chart.

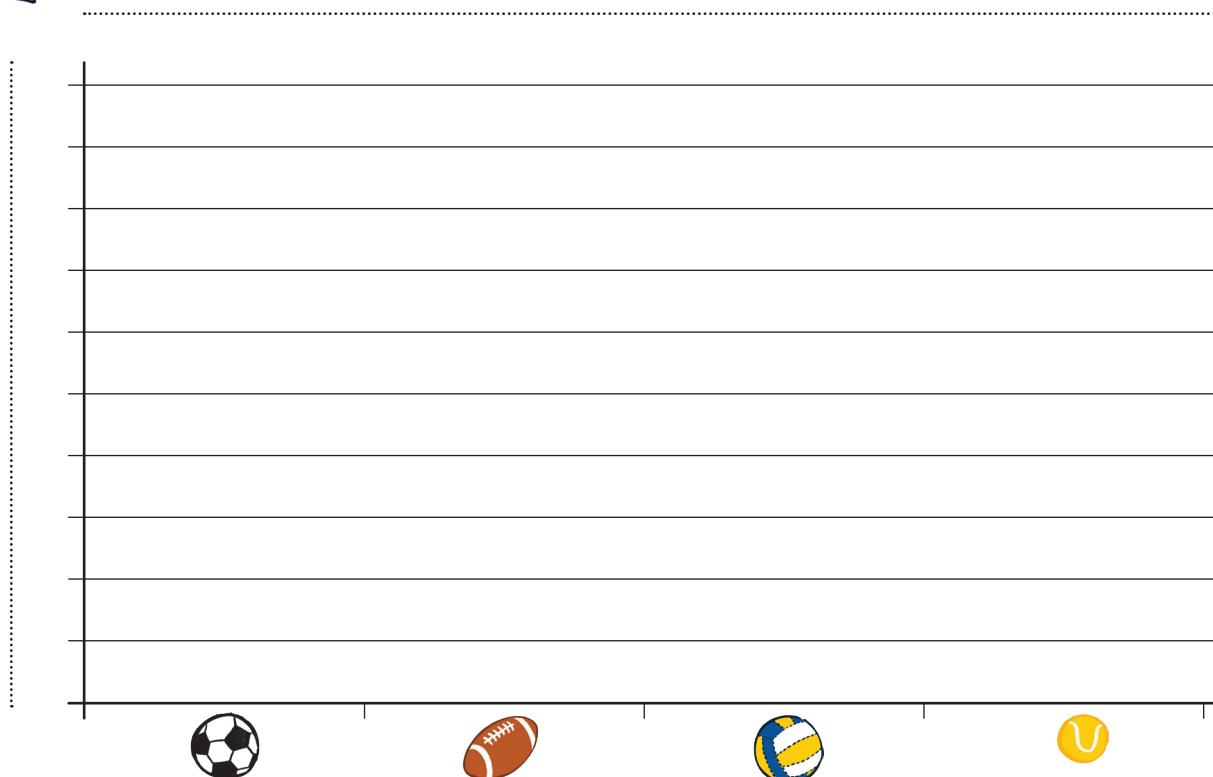
sportsoort sport	telling tally	totaal total
		
		
		
		

4 Gebruik die tellingstotale om 'n staafgrafiek oor gunsteling-sportsoorte te trek.

Use the tally totals to draw a bar graph about favourite sports.

Onthou om die asse te benoem en 'n titel vir die grafiek te gee.

Remember to label the axes and give a graph title.



Gesels met jou maat oor die data.
Wat merk julle op?

Talk to your partner about the data.
What do you notice?

HOOFREKENE
MENTAL MATHS

FIZZ-POP
VERDUBBEL
FIZZ POP - DOUBLE

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

1 Kyk na die
piktogram en
beantwoord
die vrae.

Look at the pictograph and
answer the questions.

Sleutel
Key



Maandag Monday	
Dinsdag Tuesday	
Woensdag Wednesday	
Donderdag Thursday	
Vrydag Friday	

Hoeveel roomyse is daar Maandag en Dinsdag geëet?

How many ice creams were eaten on Monday and Tuesday?

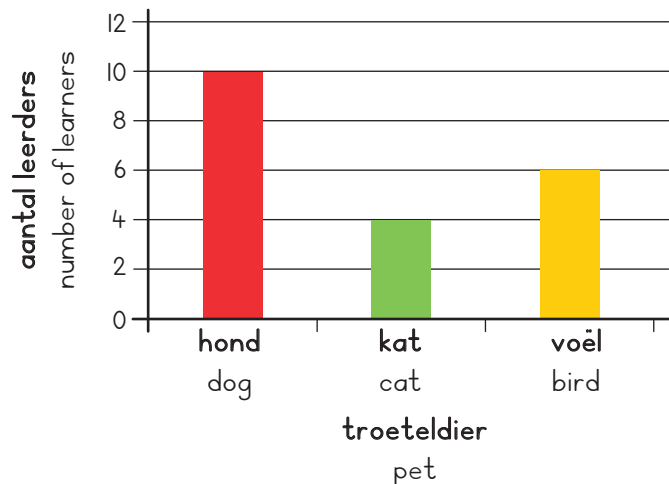
Hoeveel roomyse is daar Woensdag geëet?

How many ice creams were eaten on Wednesday?

2 Beantwoord die
vrae oor gunsteling-
troeteldiere met
behulp van die
staafgrafiek.

Use the bar graph on favourite
pets to answer the questions.

Gunstelingtroeteldier
Favourite pet



Watter 3 troeteldiere word op die staafgrafiek voorgestel?

Which 3 pets are represented in the bar graph?

Watter troeteldier is die gewildste?

Which pet is the most popular?

Watter troeteldier is die minste gewild?

Which pet is the least popular?

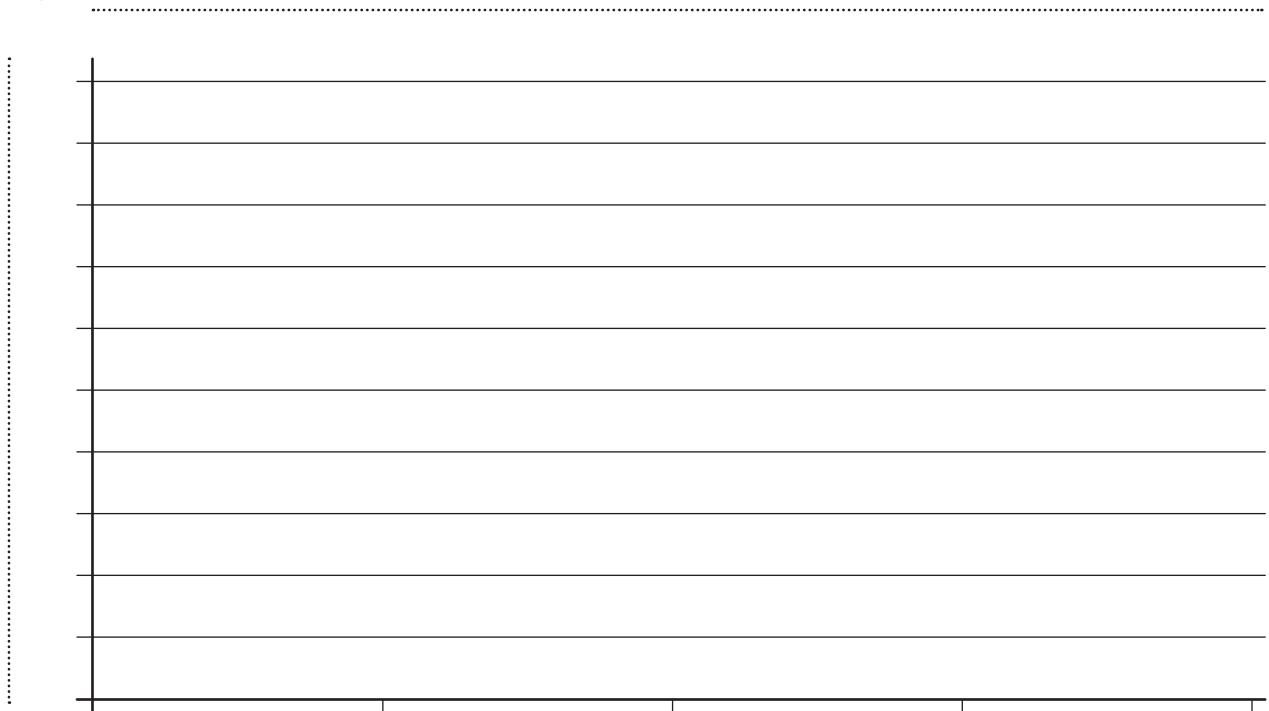
Wat is die verskil tussen die aantal leerders wat van honde hou en die aantal leerders wat van voëls hou?

What is the difference in number between learners who like dogs and learners who like birds?

3 Wys die data oor gunsteling-partytjiekos op 'n staafgrafiek.

Show this data about favourite party food in a bar graph.

				
	10	17	10	15



Gesels met jou maat oor die data.
Wat merk julle op?

Talk to your partner about the data.
What do you notice?

HOOFREKENE
MENTAL MATHS

FIZZ-POP
VERDUBBEL
FIZZ POP - DOUBLE

SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

1 Vyf skole kompeteer met mekaar om te sien wie die meeste bome op Boomplantdag kan plant.

Five schools compete to see which can plant the most trees on Arbour Day.

Klipspruit	      
Mthonjeni	    
Sonskyn	       
Thutong	   
Mosiba	      

As  = 10,
hoeveel bome het
elke skool geplant?

If  = 10, how many
trees did each school plant?

Klipspruit	Mthonjeni	Sonskyn	Thutong	Mosiba

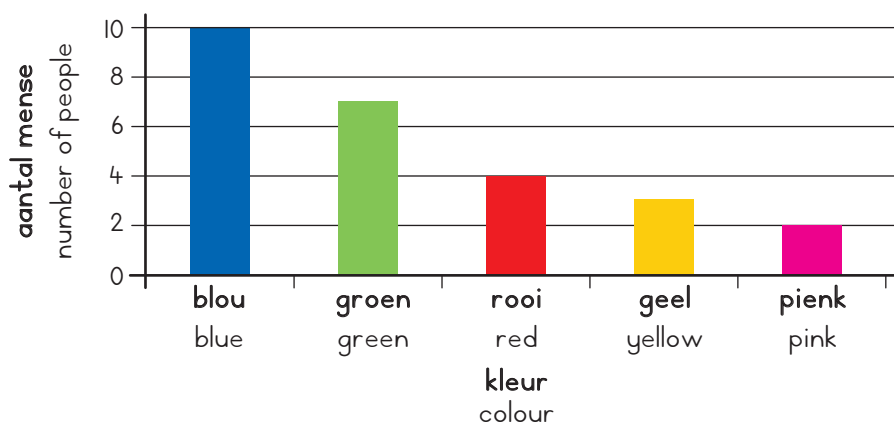
Hoeveel bome het die skole altesame geplant?

How many trees did the schools plant altogether?

2 Beantwoord die vrae met behulp van die staafgrafiek.

Use the bar graph to answer the questions.

Gunstelingkleur
Favourite colour



Van watter kleur hou mense die meeste?

What is the favourite colour?

Van watter kleur hou mense die minste?

What is the least favourite colour?

Wat is die verskil tussen die aantal mense wat van groen hou en die aantal mense wat van rooi hou?

What is the difference between the number of people who like green and the number of people who like red?

Met hoeveel mense is daar 'n onderhoud gevoer?

How many people were interviewed?

3 Beantwoord die vrae oor mense se gunsteling-motorkleure.

Answer the questions about people's favourite car colours.

motorkleur car colour	aantal number	motorkleur car colour	aantal number
	22		20
	65		15

Hoeveel mense hou van motors in hierdie kleure?

How many people like cars in these colours?

			
22 			

Van watter gunstelingkleur hou mense die minste?

What is the least popular colour?

Wat is die gewildste kleur?

What is the most popular colour?

Wat is die verskil tussen die aantal mense wat van silwer motors hou en die aantal mense wat van swart motors hou?

What is the difference between the number of people who like silver cars and the number of people who like black cars?

Wat is die verskil tussen die aantal mense wat van silwer motors hou en die aantal mense wat van rooi motors hou?

What is the difference between the number of people who like silver cars and the number of people who like red cars?

Wys hierdie data op 'n staafgrafiek. Gebruik die templaot op bladsy 96.

Show this data in a bar graph. Use the template on page 96.

1 Trek 'n staafgrafiek deur die data in die tabel te gebruik.

Use the data in the table to draw a bar graph.

span team	aantal sokkerwedstryde wat gewen is number of soccer matches won
Super Stars	7
Bright Players	5
Black Cats	10
Fast Movers	6
Blue Pirates	2

Stel die data op 'n staafgrafiek voor.

Represent the data in a bar graph.



2 Beantwoord die vrae met behulp van jou staafgrafiek.

Use your bar graph to answer the questions.

Hoeveel wedstryde het elkeen van hierdie spanne gewen? How many matches did each of these teams win?					
Super Stars		Black Cats		Fast Movers	
Bright Players		Blue Pirates			
Wie het die meeste wedstryde gewen? Who won the most matches?					
Wie het die minste wedstryde gewen? Who won the fewest matches?					
Wie was tweede? Who came second?					
Wie was tweedelaaste? Who came second last?					
Wat is die verskil tussen die Super Stars en die Black Cats se wenuitslag? What is the difference in wins between the Super Stars and Black Cats?					
Met hoeveel spanne is daar onderhoude gevoer? How many teams were interviewed?					

3 Trek die tellingsmerkies om by die getalle te pas.

Draw the tally marks to match the numbers.

29	
48	
56	
31	
13	

4 Skryf die getal neer wat by die tellingsmerkies pas.

Write the number to match the tally marks.

Dag 1 • Day 1

Wys met spreikaarte en basis 10-blokkies.

Show with flard cards and base 10 blocks.

33

26

89

51

62

84

31

69

22

75

Dag 2 • Day 2

Wys met spreikaarte en basis 10-blokkies.

Show with flard cards and base 10 blocks.

41

26

52

85

63

83

12

99

35

78

Dag 3 • Day 3

Voltooi die getalsinne.
Skryf die 10'e en 1'e neer.

Complete the number sentences.
Write the 10s and 1s.

36 = _____ + _____

51 = _____ + _____

49 = _____ + _____

14 = _____ + _____

71 = _____ + _____

58 = _____ + _____

79 = _____ + _____

81 = _____ + _____

25 = _____ + _____

93 = _____ + _____

Dag 4 • Day 4

Voltooi die getalsinne.
Skryf die 10'e en 1'e neer.

Complete the number sentences.
Write the 10s and 1s.

12 = _____ + _____

37 = _____ + _____

76 = _____ + _____

44 = _____ + _____

58 = _____ + _____

71 = _____ + _____

89 = _____ + _____

27 = _____ + _____

63 = _____ + _____

95 = _____ + _____

Dag 1 • Day 1

Wys met spreikaarte en basis 10-blokkies.

Show with flard cards and base 10 blocks.

143

468

324

234

571

648

953

716

888

309

Dag 2 • Day 2

Wys met spreikaarte en basis 10-blokkies.

Show with flard cards and base 10 blocks.

287

694

472

351

513

689

147

732

940

123

Dag 3 • Day 3

Voltooi die getalsinne.
Skryf die 100'e, 10'e en 1'e.

Complete the number sentences.
Write the 100s, 10s and 1s.

146 = _____ + _____ + _____

527 = _____ + _____ + _____

281 = _____ + _____ + _____

359 = _____ + _____ + _____

875 = _____ + _____ + _____

428 = _____ + _____ + _____

673 = _____ + _____ + _____

794 = _____ + _____ + _____

962 = _____ + _____ + _____

487 = _____ + _____ + _____

Dag 4 • Day 4

Voltooi die getalsinne.
Skryf die 100'e, 10'e en 1'e.

Complete the number sentences.
Write the 100s, 10s and 1s.

456 = _____ + _____ + _____

227 = _____ + _____ + _____

579 = _____ + _____ + _____

383 = _____ + _____ + _____

147 = _____ + _____ + _____

911 = _____ + _____ + _____

654 = _____ + _____ + _____

753 = _____ + _____ + _____

852 = _____ + _____ + _____

951 = _____ + _____ + _____

Dag 1 • Day 1

Los met blokkies op.

Solve using blocks.

$53 + 31 = \underline{\quad}$

$22 + 35 = \underline{\quad}$

$88 + 11 = \underline{\quad}$

$31 + 57 = \underline{\quad}$

$64 + 25 = \underline{\quad}$

$69 - 35 = \underline{\quad}$

$86 - 42 = \underline{\quad}$

$32 - 21 = \underline{\quad}$

$99 - 66 = \underline{\quad}$

$77 - 33 = \underline{\quad}$

Dag 2 • Day 2

Los met blokkies op.

Solve using blocks.

$85 + 41 = \underline{\quad}$

$24 + 65 = \underline{\quad}$

$48 + 21 = \underline{\quad}$

$63 + 34 = \underline{\quad}$

$42 + 57 = \underline{\quad}$

$76 - 41 = \underline{\quad}$

$59 - 25 = \underline{\quad}$

$97 - 14 = \underline{\quad}$

$83 - 62 = \underline{\quad}$

$65 - 53 = \underline{\quad}$

Dag 3 • Day 3

Los met blokkies op.

Solve using blocks.

$48 + 31 = \underline{\quad}$

$28 + 61 = \underline{\quad}$

$51 + 48 = \underline{\quad}$

$12 + 74 = \underline{\quad}$

$87 + 11 = \underline{\quad}$

$74 - 32 = \underline{\quad}$

$35 - 23 = \underline{\quad}$

$88 - 42 = \underline{\quad}$

$96 - 63 = \underline{\quad}$

$69 - 51 = \underline{\quad}$

Dag 4 • Day 4

Los met blokkies op.

Solve using blocks.

$51 + 35 = \underline{\quad}$

$65 + 24 = \underline{\quad}$

$47 + 41 = \underline{\quad}$

$23 + 66 = \underline{\quad}$

$34 + 53 = \underline{\quad}$

$84 - 52 = \underline{\quad}$

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

$58 - 37 = \underline{\quad}$

$27 - 16 = \underline{\quad}$

$45 - 33 = \underline{\quad}$

Dag 1 • Day 1

Tel op.

Add.

$36 + 61 = \underline{\quad}$

$52 + 17 = \underline{\quad}$

$43 + 45 = \underline{\quad}$

$62 + 32 = \underline{\quad}$

$78 + 21 = \underline{\quad}$

$40 + 50 = \underline{\quad}$

$37 + 22 = \underline{\quad}$

$10 + 60 = \underline{\quad}$

$46 + 20 = \underline{\quad}$

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

Dag 2 • Day 2

Tel op.

Add.

$40 + 51 = \underline{\quad}$

$82 + 12 = \underline{\quad}$

$30 + 63 = \underline{\quad}$

$61 + 30 = \underline{\quad}$

$58 + 21 = \underline{\quad}$

$26 + 42 = \underline{\quad}$

$50 + 19 = \underline{\quad}$

$72 + 20 = \underline{\quad}$

$21 + 21 = \underline{\quad}$

$78 + 20 = \underline{\quad}$

Dag 3 • Day 3

Tel op.

Add.

$37 + 52 = \underline{\quad}$

$53 + 46 = \underline{\quad}$

$45 + 33 = \underline{\quad}$

$21 + 65 = \underline{\quad}$

$62 + 16 = \underline{\quad}$

$54 + 44 = \underline{\quad}$

$62 + 35 = \underline{\quad}$

$24 + 21 = \underline{\quad}$

$17 + 71 = \underline{\quad}$

$35 + 11 = \underline{\quad}$

Dag 4 • Day 4

Tel op.

Add.

$53 + 24 = \underline{\quad}$

$47 + 11 = \underline{\quad}$

$73 + 16 = \underline{\quad}$

$22 + 66 = \underline{\quad}$

$67 + 22 = \underline{\quad}$

$51 + 34 = \underline{\quad}$

$46 + 42 = \underline{\quad}$

$63 + 32 = \underline{\quad}$

$82 + 16 = \underline{\quad}$

$14 + 75 = \underline{\quad}$

Dag 1 • Day 1

Trek af.

Subtract.

$75 - 41 = \underline{\quad}$

$56 - 22 = \underline{\quad}$

$28 - 14 = \underline{\quad}$

$82 - 61 = \underline{\quad}$

$67 - 30 = \underline{\quad}$

$89 - 40 = \underline{\quad}$

$38 - 20 = \underline{\quad}$

$56 - 30 = \underline{\quad}$

$69 - 50 = \underline{\quad}$

$98 - 60 = \underline{\quad}$

Dag 2 • Day 2

Trek af.

Subtract.

$92 - 60 = \underline{\quad}$

$68 - 40 = \underline{\quad}$

$35 - 10 = \underline{\quad}$

$72 - 30 = \underline{\quad}$

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

$78 - 50 = \underline{\quad}$

$24 - 10 = \underline{\quad}$

$93 - 70 = \underline{\quad}$

$35 - 20 = \underline{\quad}$

$88 - 80 = \underline{\quad}$

Dag 3 • Day 3

Trek af.

Subtract.

$74 - 50 = \underline{\quad}$

$88 - 60 = \underline{\quad}$

$43 - 30 = \underline{\quad}$

$65 - 40 = \underline{\quad}$

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

$97 - 80 = \underline{\quad}$

$24 - 10 = \underline{\quad}$

$36 - 20 = \underline{\quad}$

$47 - 30 = \underline{\quad}$

$69 - 60 = \underline{\quad}$

Dag 4 • Day 4

Trek af.

Subtract.

$72 - 60 = \underline{\quad}$

$96 - 70 = \underline{\quad}$

$54 - 30 = \underline{\quad}$

$81 - 50 = \underline{\quad}$

$22 - 10 = \underline{\quad}$

$34 - 21 = \underline{\quad}$

$49 - 40 = \underline{\quad}$

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

$91 - 80 = \underline{\quad}$

$75 - 30 = \underline{\quad}$

Dag 1 • Day 1

Tel op.

Add.

$146 + 372 = \underline{\hspace{2cm}}$

$452 + 246 = \underline{\hspace{2cm}}$

$668 + 121 = \underline{\hspace{2cm}}$

$533 + 465 = \underline{\hspace{2cm}}$

$758 + 250 = \underline{\hspace{2cm}}$

$420 + 366 = \underline{\hspace{2cm}}$

$277 + 721 = \underline{\hspace{2cm}}$

$154 + 643 = \underline{\hspace{2cm}}$

$331 + 567 = \underline{\hspace{2cm}}$

$204 + 704 = \underline{\hspace{2cm}}$

Dag 2 • Day 2

Tel op.

Add.

$742 + 151 = \underline{\hspace{2cm}}$

$205 + 644 = \underline{\hspace{2cm}}$

$509 + 430 = \underline{\hspace{2cm}}$

$175 + 821 = \underline{\hspace{2cm}}$

$600 + 288 = \underline{\hspace{2cm}}$

$263 + 111 = \underline{\hspace{2cm}}$

$549 + 250 = \underline{\hspace{2cm}}$

$156 + 442 = \underline{\hspace{2cm}}$

$381 + 318 = \underline{\hspace{2cm}}$

$642 + 184 = \underline{\hspace{2cm}}$

Dag 3 • Day 3

Tel op.

Add.

$252 + 144 = \underline{\hspace{2cm}}$

$344 + 534 = \underline{\hspace{2cm}}$

$471 + 222 = \underline{\hspace{2cm}}$

$692 + 303 = \underline{\hspace{2cm}}$

$537 + 461 = \underline{\hspace{2cm}}$

$111 + 888 = \underline{\hspace{2cm}}$

$231 + 437 = \underline{\hspace{2cm}}$

$542 + 551 = \underline{\hspace{2cm}}$

$320 + 350 = \underline{\hspace{2cm}}$

$661 + 222 = \underline{\hspace{2cm}}$

Dag 4 • Day 4

Tel op.

Add.

$213 + 266 = \underline{\hspace{2cm}}$

$461 + 436 = \underline{\hspace{2cm}}$

$553 + 112 = \underline{\hspace{2cm}}$

$678 + 321 = \underline{\hspace{2cm}}$

$341 + 555 = \underline{\hspace{2cm}}$

$241 + 251 = \underline{\hspace{2cm}}$

$511 + 411 = \underline{\hspace{2cm}}$

$432 + 234 = \underline{\hspace{2cm}}$

$612 + 331 = \underline{\hspace{2cm}}$

$521 + 160 = \underline{\hspace{2cm}}$

Dag 1 • Day 1

Trek af.

Subtract.

$$877 - 244 = \underline{\hspace{2cm}}$$

$$999 - 444 = \underline{\hspace{2cm}}$$

$$694 - 363 = \underline{\hspace{2cm}}$$

$$543 - 123 = \underline{\hspace{2cm}}$$

$$725 - 510 = \underline{\hspace{2cm}}$$

$$286 - 161 = \underline{\hspace{2cm}}$$

$$347 - 236 = \underline{\hspace{2cm}}$$

$$597 - 597 = \underline{\hspace{2cm}}$$

$$777 - 444 = \underline{\hspace{2cm}}$$

$$466 - 352 = \underline{\hspace{2cm}}$$

Dag 2 • Day 2

Trek af.

Subtract.

$$357 - 142 = \underline{\hspace{2cm}}$$

$$587 - 235 = \underline{\hspace{2cm}}$$

$$724 - 313 = \underline{\hspace{2cm}}$$

$$955 - 553 = \underline{\hspace{2cm}}$$

$$155 - 145 = \underline{\hspace{2cm}}$$

$$849 - 628 = \underline{\hspace{2cm}}$$

$$678 - 465 = \underline{\hspace{2cm}}$$

$$483 - 312 = \underline{\hspace{2cm}}$$

$$255 - 121 = \underline{\hspace{2cm}}$$

$$979 - 534 = \underline{\hspace{2cm}}$$

Dag 3 • Day 3

Trek af.

Subtract.

$$765 - 321 = \underline{\hspace{2cm}}$$

$$159 - 140 = \underline{\hspace{2cm}}$$

$$885 - 463 = \underline{\hspace{2cm}}$$

$$474 - 246 = \underline{\hspace{2cm}}$$

$$679 - 350 = \underline{\hspace{2cm}}$$

$$987 - 853 = \underline{\hspace{2cm}}$$

$$464 - 364 = \underline{\hspace{2cm}}$$

$$582 - 161 = \underline{\hspace{2cm}}$$

$$683 - 460 = \underline{\hspace{2cm}}$$

$$781 - 270 = \underline{\hspace{2cm}}$$

Dag 4 • Day 4

Trek af.

Subtract.

$$446 - 132 = \underline{\hspace{2cm}}$$

$$999 - 524 = \underline{\hspace{2cm}}$$

$$588 - 445 = \underline{\hspace{2cm}}$$

$$315 - 134 = \underline{\hspace{2cm}}$$

$$729 - 218 = \underline{\hspace{2cm}}$$

$$687 - 426 = \underline{\hspace{2cm}}$$

$$529 - 119 = \underline{\hspace{2cm}}$$

$$778 - 637 = \underline{\hspace{2cm}}$$

$$840 - 140 = \underline{\hspace{2cm}}$$

$$947 - 222 = \underline{\hspace{2cm}}$$

Dag 1 • Day 1

Verdubbel.

Double.

10 _____
 60 _____
 50 _____
 90 _____
 200 _____
 900 _____
 200 _____
 500 _____
 400 _____
 100 _____

Dag 2 • Day 2

Verdubbel.

Double.

90 _____
 60 _____
 80 _____
 40 _____
 600 _____
 440 _____
 620 _____
 350 _____
 180 _____
 950 _____

Dag 3 • Day 3

Verdubbel.

Double.

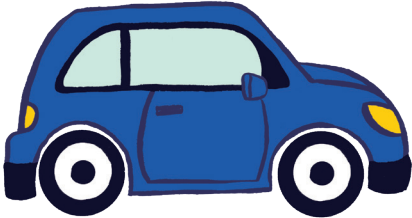
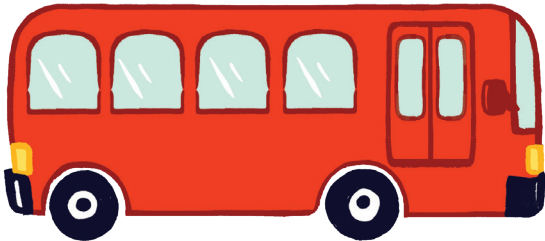
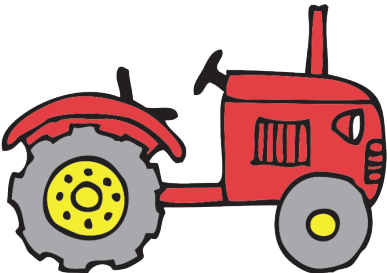
445 _____
 222 _____
 846 _____
 567 _____
 358 _____
 684 _____
 741 _____
 182 _____
 888 _____
 914 _____

Dag 4 • Day 4

Verdubbel.

Double.

426 _____
 336 _____
 247 _____
 192 _____
 557 _____
 928 _____
 789 _____
 573 _____
 648 _____
 582 _____

getelde voertuie counted vehicles	tellingsmerkies tally marks
	/ / / /
	/ / /
	/
	/ /
	

Motors wat by die herstelwinkel in- en uitry

Cars going past the gate at the repair shop

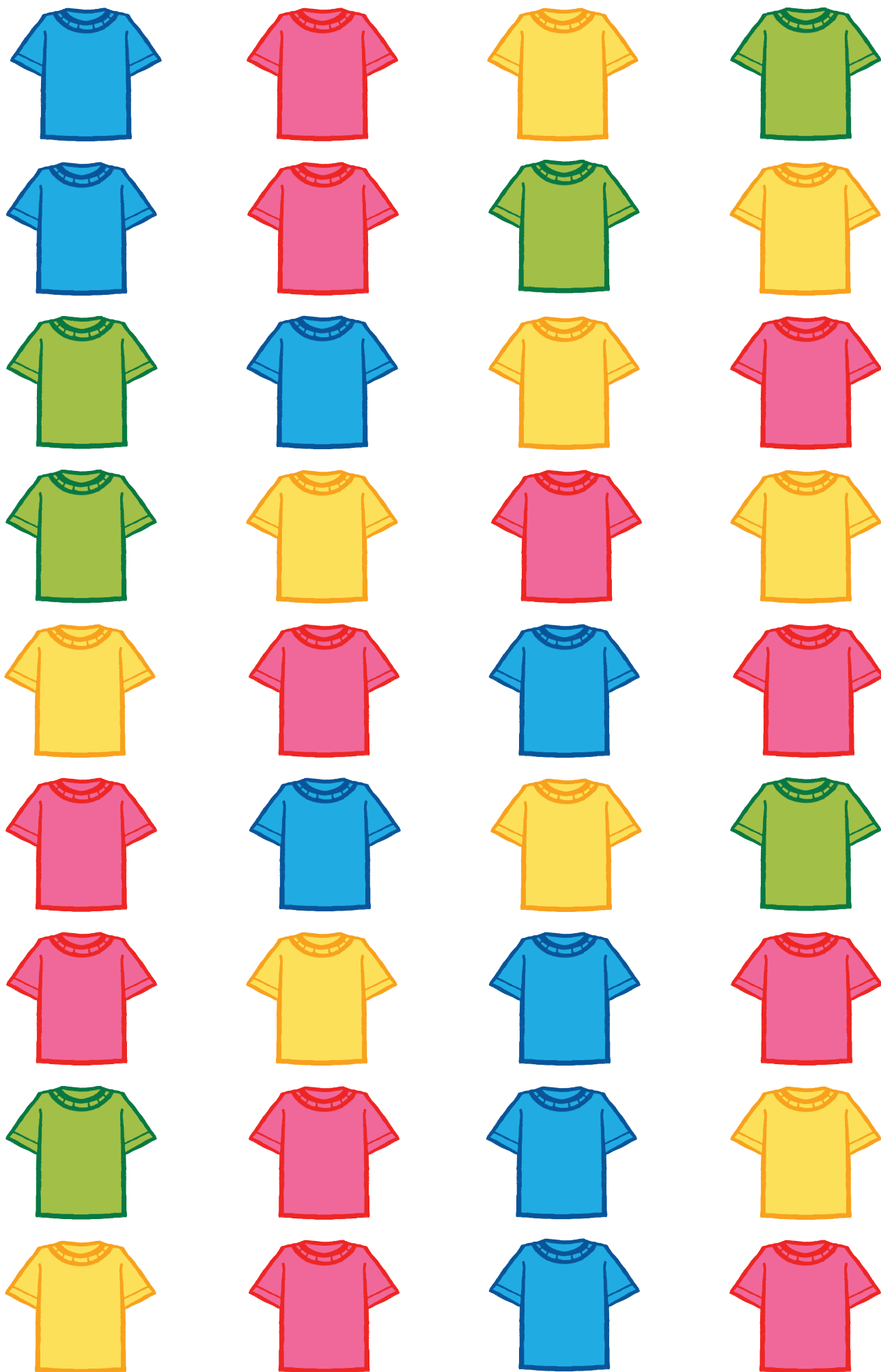
10				
9				
8				
7				
6				
5				
4				
3				
2				
1				
	Vrydag Friday	Saterdag Saturday	Sondag Sunday	Maandag Monday

Sleutel

Key

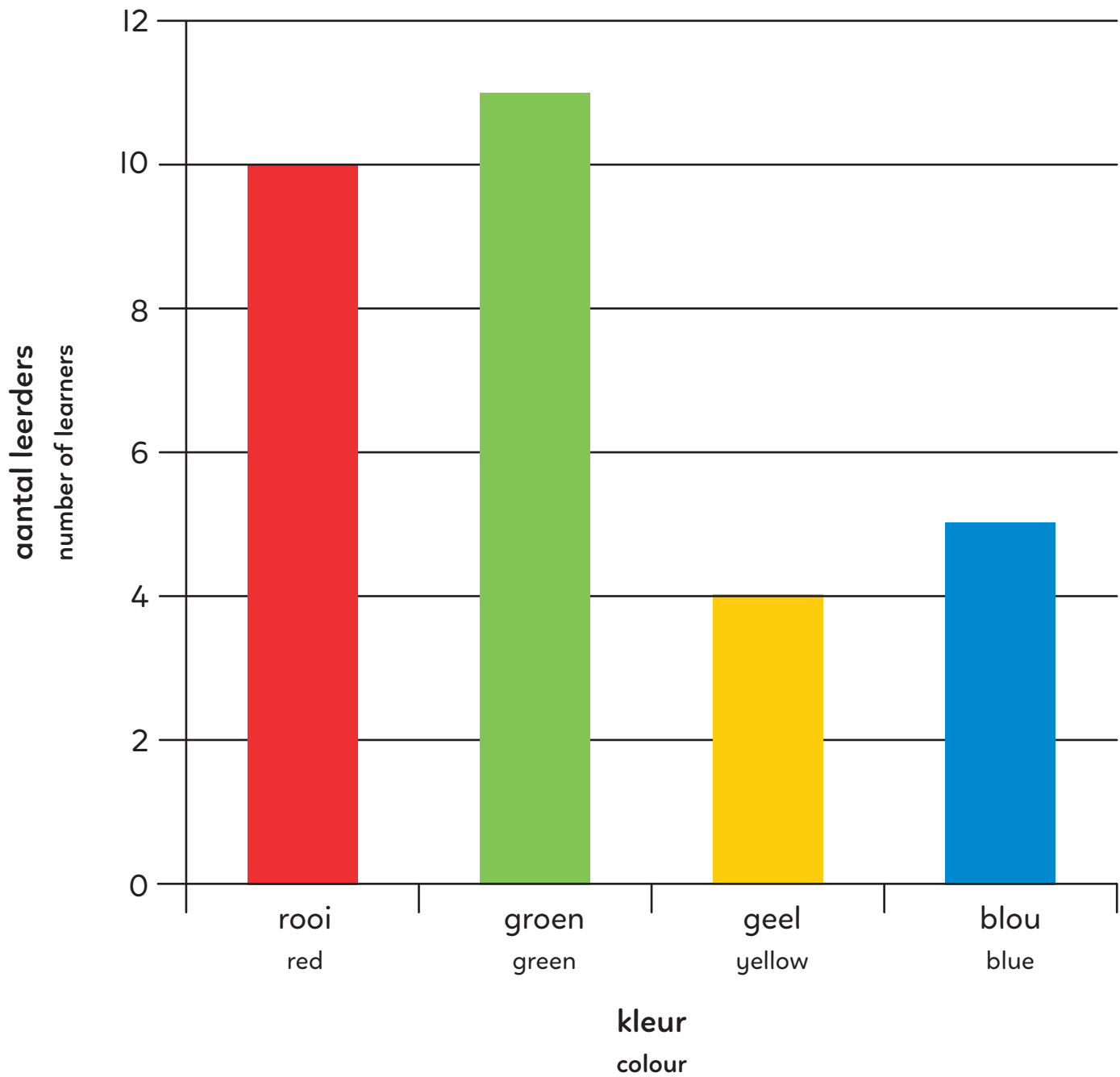


= 2



Gunsteling-T-hempkleur

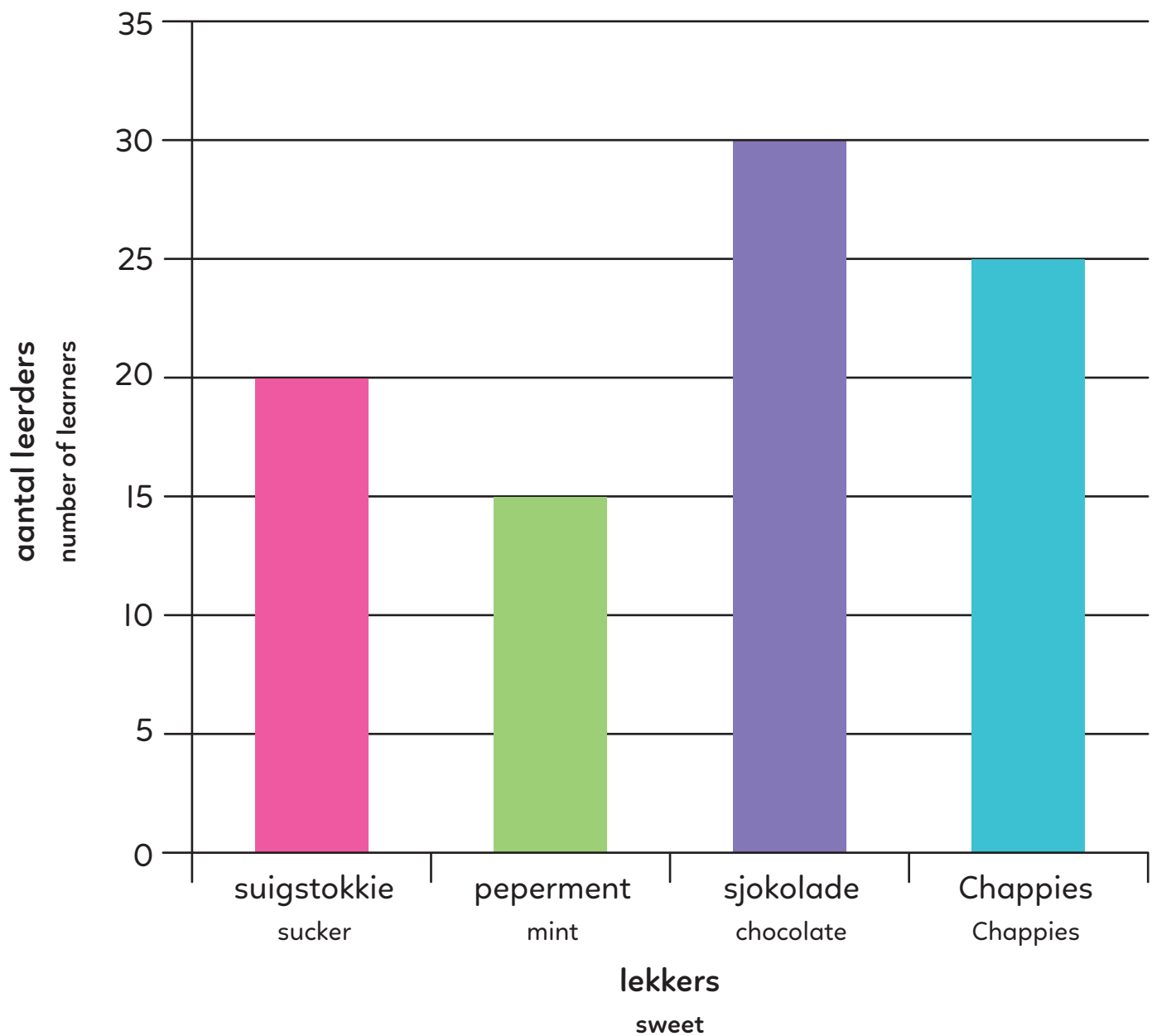
Favourite colour t-shirt



lekkers sweet	telling tally	totaal total
suigstokkie sucker		20
peperment mint		15
sjokolade chocolate		30
Chappies Chappies		25

Gunstelinglekkergoed

Favourite sweet



Gunstelingvrug

Favourite fruit

