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 vanBasiese 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 integrerende deel van die onderrig-en-leerprogram uitmaak.

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

Artists: Mary-Anne Hampton and Angie Bowring
Photos on page 166: Freepik
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Die Bala Wande-wiskundeprogram vir die Grondslagfase

Funda Wande is ‘n organisasie sonder winsoogmerk wat ten doel het om te verseker dat alle leersders in Suid-Afrika teen 10-jarige oudersdom met begrip in hul huistaal kan lees. Bala Wande is die wiskundeprogram wat hiermee gepaard gaan, met die oogmerk om te verseker dat daar in die vroeë laerskooljare ’n effektiewe grondslag in wiskunde by alle leersders in Suid-Afrika gelê word.

Die Bala Wande-wiskundeprogram is ‘n dag-tot-dag-handleiding oor wiskundeonderrig wat die leersders in staat stel om hul begrip van wiskunde uit te bou en berekeninge met selfvertroue te doen. Dit is spesifiek vir die Suid-Afrikaanse kurrikulum ontwikkel en voldoen aan die KABV. Die inhoud, tydstoekenning en assessering vir leer is alles op die KABV gebaseer.

Die Bala Wande-kursusmateriaal omvat ’n Onderwysersgids, ’n Leerderaktiwiteitsboek en manipuleerbare items vir beide onderwyser en leersders (sien bladsy 6 & 7).

Welkom by graad 2!

Ons doel is dat die leersders goeie gewoontes moet aankweek terwyl hulle wiskunde doen. Hulle moet dus daarop gewys word dat hulle aandagagtig moet kyk na dit wat hulle veronderstel is om te doen. Wanneer jy elke dag die selfstandige klaswerk bekendstel, moet jy die leersders help om hierdie gewoontes aan te leer:

**Gewoonte 1:** Ons kyk self. Wat sien ek? Wat moet ek doen?
**Gewoonte 2:** Ons teken prente. Wat kan ek teken wat my sal help om die probleem op te los?
**Gewoonte 3:** Ons gesels hardop oor wiskunde.

Dit is hierdie jaar ons grootste oogmerk om die kinders aan te moedig om hardop oor wiskunde te gesels. Jy moet elke dag daarop ingestel wees om soveel moontlik leersders by die aktiewe heleklasbesprekings te betrek. Loop in die klas rond en faciliteer die selfstandige klaswerk – vra deurtastende vrae om uit te vind of die leersders dit waarmee hulle besig is, verstaan. Luister na die vrae wat hulle vra en reageer so duidelik moontlik op dit wat hulle gevra het.

Wees op die uitkyk na leersders wat sukkel met dinge soos ’n basiese getalbegrip. As daar kinders is wat oëskynlik nie basiese getalle van 0 tot 10 verstaan nie, gee ekstra aktiwiteite aan hulle om met getalle in hierdie getalgebied te werk. Hou aan om vir hulle vrae oor getalle en getalkombinasies in hierdie getalgebied te vra totdat jy sien dat hulle met selfvertroue met die getalle 0 tot 10 kan werk.

Die Bala Wande-materiaal is alles tweetalig. Dit is om die ontwikkeling van wiskundetaal in sowel Afrikaans as Engels te ondersteun. Die materiaal is beplan om dit jou met hierdie onderrig bystaan.

In die Grondslagfase gaan die onderrig van wiskunde en die onderrig van taal hand aan hand. Die Bala Wande-program is sodanig beplan dat dit jou met hierdie onderrig bystaan.
The Bala Wande Foundation Phase mathematics programme

Funda Wande is a not-for-profit organisation that aims to ensure that all learners in South Africa can read for meaning and calculate with confidence in their home language by the age of 10. Bala Wande is the accompanying mathematics programme that aims to ensure that all learners in South Africa get an effective grounding in mathematics in the early primary school years.

The Bala Wande mathematics programme provides a day-by-day guide on how to teach mathematics so that learners will develop their mathematical understanding and begin to calculate with confidence. The programme was developed specifically for the South African curriculum and is CAPS-compliant. The content, time allocation and assessment for learning all are based on the CAPS.

The Bala Wande course materials comprise a Teacher’s Guide, a Learner Activity Book and manipulatives for both teacher and learners (see pages 6 & 7).

1. Welcome to Grade 2!

We would like learners to establish good habits while doing maths right from the start. Talk to them about looking carefully at what they are supposed to do. Each day when you introduce the independent classwork, help learners develop these habits:

**Habit 1:** We look for ourselves. What do I see? What must I do?

**Habit 2:** We draw pictures. What can I draw to help me solve the problem?

**Habit 3:** We talk out loud about maths.

Our biggest goal this year is to encourage learners to start to talk out loud about maths. Aim to involve as many learners as possible in the active whole class discussions. Walk around and facilitate the independent classwork – ask probing questions to find out if learners understand what they are doing. Listen to the questions they ask and respond as clearly as possible.

Keep an eye out for learners who are struggling with things such as basic number concept. If there are learners who do not seem to understand basic numbers from 0 to 10, give them extra activities to work with numbers in this range. Keep asking them questions about numbers and number bonds in this range until you see that they are able to work confidently with the numbers 0 to 10.

The Bala Wande material is all bilingual. It supports the development of mathematics language in both Afrikaans and English by moving naturally between languages when speaking about mathematics. The Bala Wande dictionary will help teachers use more than one language to explain mathematical words if necessary.

Many South African mathematics teachers already code-switch to help their learners understand mathematical concepts and terms. Code-switching allows teachers and learners to draw on all of their language skills to learn, rather than being limited by one language only. This practice is used internationally and is also called ‘translanguaging’.

In the Foundation Phase, teaching mathematics and teaching language go together. The Bala Wande programme has been planned to support you in this teaching.
2. Bala Wande-leerder-en-onderwyser-ondersteuningsmateriaal

### Bala Wande-onderwysersgids
- ’n oorsig van die begrippe wat elke week onderrig moet word
- die hoofrekene wat vir elke dag beplan is (dag 1–4)
- kernkonseps-onderwijsaktiwiteite wat deur plakkate en manipuleerbare items uit die boks ondersteun word (dag 1–4)
- kopieë van bladsye uit die Bala Wande-leerderaktiwiteitsboek vir die dag (wat agtereenvolgend in die Onderwysersgids opgeneem is), met oplossings en notas aan onderwysers
- assessering vir leer (dag 5 vir week 2–8)
- vaslegging (dag 5 vir week 1–10)

### Bala Wande-leerderaktiwiteitsboek
- daaglikse aktiwiteite wat met die lesaktiwiteite ooreenstem
- daaglikse aktiwiteite waaraan die leerders selfstandig of in groepe kan werk
- speletjies wat met die lesaktiwiteite verband hou

### Tweetalige woordeboek
- ’n tweetalige woordeboek wat wiskundeterme met verdiekelikings en voorbeelde vir die Grondslagfase bevat

### Video’s
- lesvideo’s waarin klaskameropnames van onderwysers, wat van die beplande lesse implementeer, vertoon word
- opleidingsvideo’s waarin klaskameropnames, tesame met animasies, wat goeie metodologieë vir die onderrig van wiskunde in die Grondslagfase beklemttoen en voorhout, voorsien word

### Plakkate
- ’n kalender
- ’n tienraam-klasregister
- plakkate wat met die lesplannree verband hou

### Manipuleerbare items vir onderwysers en leerders
- ’n verskeidenheid manipuleerbare items vir onderwysers en leerders om in die klaskamer te gebruik

### Assesseringshulpmiddels
- ’n assesseringskwartaalplan
- mondelinge en praktiese aktiwiteite met rubrieke/ kontrolelyste (2 per kwartaal)
- take en aktiwiteite vir beplande assessering op dag 5 van elke week (week 2–8: sien die agtereenvolging van hierdie gids)
- SR-kodeskakel na puntestaattemplate
## Bala Wande Learner and Teacher Support Materials

### Bala Wande Teacher’s Guide
- overview of the concepts to be taught each week
- Mental Maths activities for every day (Days 1–4)
- core concept teaching activities supported by posters and manipulatives (Days 1–4)
- copies of the Bala Wande Learner Activity Book pages for the day (embedded in sequence in the Teacher’s Guide) with solutions and teacher notes
- assessment for learning (Day 5, Weeks 2–8)
- consolidation (Day 5, Weeks 1–10)

### Bala Wande Learner Activity Book
- daily activities that align with the lesson activities
- daily activities for learners to work on independently or in groups
- games aligned with the lesson activities

### Bilingual Dictionary
- a bilingual dictionary of Foundation Phase mathematical terms with explanations and examples

### Videos
- lesson videos showing classroom footage of teachers implementing some of the planned lessons
- training videos that provide classroom footage combined with animations which highlight and exemplify good methodologies for the teaching of mathematics in the Foundation Phase

### Posters
- a calendar
- a ten frame class register
- posters aligned to the lesson plans

### Manipulatives for the Teacher and Learners
- a variety of manipulatives for teachers and learners to use in the classroom

### Tools for Assessment
- assessment plan for each term
- oral and practical activities with rubrics/checklists (2 per term)
- planned assessment tasks and activities for Day 5 of each week (Weeks 2–8: see back pages of this guide)
- QR code link to mark sheet templates
# Kontrolelys • Checklist

## Plakkate • Posters

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<th>Image</th>
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<tr>
<td>Register</td>
<td><img src="image2" alt="Class register" /></td>
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<td>100-blok</td>
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<td>Dae van die week</td>
<td><img src="image7" alt="Days of the week" /></td>
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<td>Maande van die jaar</td>
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<td>2D vorms</td>
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<td>Breukemure</td>
<td><img src="image12" alt="Fraction walls" /></td>
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<tr>
<td>Getallelyn 0–20 (leeg)</td>
<td>![Number line 0–20 (blank)]</td>
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<tr>
<td>Getallelyn 0–20</td>
<td><img src="image13" alt="Number line 0–20" /></td>
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### Manipuleerbare voorwerpe vir onderwyser en leerder • Teacher and learner manipulatives

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<td><strong>Kolkaarte 0-10</strong>  &lt;br&gt;(demonstrasiegrootte)  &lt;br&gt;Dot cards 0-10 (demo size)</td>
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</tr>
<tr>
<td><strong>Getalkaarte 0-20</strong>  &lt;br&gt;(leerder)  &lt;br&gt;Number cards 0-20  &lt;br&gt;(learner)</td>
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<td><img src="image2" alt="Flard cards" /></td>
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<td><img src="image3" alt="Number cards" /></td>
<td><img src="image4" alt="Dot cards" /></td>
<td><img src="image5" alt="Flard cards" /></td>
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<td><strong>Multifix-blokkies</strong>  &lt;br&gt;(onderwyser en leerder)  &lt;br&gt;Multifix blocks  &lt;br&gt;(teacher and learner)</td>
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<td><strong>Basis tien-blokkies – 100’e, 10’e, 1’e</strong>  &lt;br&gt;(leerdersgrootte)  &lt;br&gt;Base ten blocks – 100s, 10s, 1s  &lt;br&gt;(learner size)</td>
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<td><strong>3D vormnette</strong>  &lt;br&gt;(onderwyser, demonstrasiegrootte)  &lt;br&gt;3-D shape nets  &lt;br&gt;(teacher demo)</td>
<td><strong>2 dobbelstene per leerder</strong>  &lt;br&gt;2 dice per learner</td>
</tr>
<tr>
<td><img src="image9" alt="24-hour small clock" /></td>
<td><img src="image10" alt="3-D shape nets" /></td>
<td><img src="image11" alt="2 dice" /></td>
</tr>
<tr>
<td><strong>1 maatband (om te deel)</strong>  &lt;br&gt;1 tape measure (to share)</td>
<td></td>
<td></td>
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</tbody>
</table>
3. Hoe om die Bala Wande-wiskundeprogram te gebruik

Berei vir elke week voor

Maak gebruik van die oorsig op die eerste bladsy om vir die week voor te berei.

’n Bondige oorsig van die hoofrekene en les aktiwiteite vir die week asook die hulpbronne wat jy byderhand moet hou

’n Lys doelwitte vir die week wat jy kan gebruik om te kontroleer of jou klas steeds op koers is

’n Beskrywing van die assessorings aktiwiteit wat op dag 5 van die week gedoen word

Daar is meer besonderhede oor die week se aktiwiteite op die tweede bladsy.

’n Beskrywing van die hoofrekene en speletjie vir die week. As daar ’n video bestaan wat hierdie aktiwiteite ondersteun, word die SR-kodes (‘QR codes’) voorsien.

’n Beskrywing van die sleutelbegrippe wat jy gedurende die week moet onderrig. Notas oor die woordeskat wat hierdie week beklemtoon moet word. As daar ’n video bestaan wat hierdie sleutelbegrippe ondersteun, word die SR-kode (‘QR code’) voorsien

’n Lys kwessies waarop die onderwysers bedag moet wees, soos foute wat die leerders dikwels begaan, belangrike idees om te beklemtoon, en sleutelwoordeskat vir die week
3. Using the Bala Wande mathematics programme

Prepare for each week

Use the overview on the first page to prepare for the week.

A quick overview of the Mental Maths and lesson activities for the week and the resources teachers will need.

A list of aims for the week that can be used to check whether your class is on track.

A description of the assessment activity which is done on Day 5 of the week.

The second page provides more details about the week’s activities.

A description of the Mental Maths and game for the week. If there is a video that supports these activities, the QR codes are provided.

A description of the key concepts to be taught over the week. Notes about the vocabulary to emphasise this week. If there is a video that supports these key concepts, the QR codes are provided.

A list of things teachers must watch out for, such as mistakes learners often make, important ideas to emphasise and key vocabulary for the week.
Wat die onderwyser moet doen om vir elke week voor te berei

- Lees die Onderwysersgids en berei vir die week asook vir elke les voor. (Kyk na die video’s as dit relevant is.)
- Nadat jy die les gegee het, moet jy besin oor hoe dit gegaan het. Maak aantekeninge oor jou idees rakende wat jy anders sou doen indien jy die les weer moes aanbied.
- Jy moet gedurende week 2 tot 8 vir die assesseringsaktiviteit van die week voorberei. Dit is in die besonder belangrik dat jy, tydens die weke waarin daar ’n mondelinge en praktiese assessorings plaasvind, moet beplan hoe jy elke leerder se vordering in die loop van die week met behulp van die rubriek kan aanteken.

Elke dag

**Gebruik die register om die leerders in die klas te tel**

Die Bala Wande-program het ’n spesiale klasregisterplakkaat ontwerp. Elke leerder moet hulself elke dag afmerk deur ’n kol of hul voorletters op die register in te vul. Maak seker dat die leerders die tienrame opeenvolgend op die register invul.

Aan die begin van die wiskundeklas tel jy die aantal leerders wat aanwesig is, byvoorbeeld: “Tien; twintig; dertig; veertig; vier. Vier en veertig leerders is vandag teenwoordig.”

Hierdie aktiviteit, wat daagliks herhaal word, versterk die idee dat die groepering en telling in tiene doeltreffend is en voorkom dat die leerders in ene tel.

**Bespreek vandag se datum met die leerders deur die kalender te gebruik**

Gebruik die kalender om elke dag die jaar, maand, dag en datum saam met die klas te identifiseer. Merk die datum op die muurkalender af. Neem kennis van enige verjaarsdae. Dit maak op elke dag van die jaar deel van die onderrig van tyd uit.

**Verrykingsaktiwiteite**

Daar word elke dag, van dag 1 tot 4, verrykingsaktiwiteite voorsien. Skryf hierdie aktiwiteite aan die einde van ’n les op die bord neer vir die leerders wat die klaswerk-aktiwiteite vinniger voltooi.

**Kom ons praat wiskunde**

’n Spesiale kenmerk van die graad 2-LAB is dat daar elke week op dag 5 ’n taalkomponent aan die les verbonde is. Dit gee jou geleentheid om wiskunde in Engels en in Afrikaans te praat en sleutelwoorde en -woorde wat tydens die week geleer is, te hersien.

---

**Kom ons praat Wiskunde!**

<table>
<thead>
<tr>
<th>In Afrikaans se eie:</th>
<th>In English we say:</th>
</tr>
</thead>
<tbody>
<tr>
<td>tot op tot byneklaar</td>
<td>add</td>
</tr>
<tr>
<td>neem weg</td>
<td>take away</td>
</tr>
<tr>
<td>tel en by</td>
<td>add one</td>
</tr>
<tr>
<td>neem aan en weg</td>
<td>take away one</td>
</tr>
<tr>
<td>vergelyk</td>
<td>compare</td>
</tr>
<tr>
<td>die koe is groter as die kat</td>
<td>the cow is bigger than the cat</td>
</tr>
<tr>
<td>die kat is kleiner as die koe</td>
<td>the cat is smaller than the cow</td>
</tr>
<tr>
<td>vier is meer as drie</td>
<td>four is more than three</td>
</tr>
<tr>
<td>drie is minder as vier</td>
<td>three is less than four</td>
</tr>
</tbody>
</table>
What teachers need to do to prepare for each week

• Read the guide and prepare for the week and for each lesson. (Watch the videos if relevant.)
• After teaching the lesson, reflect on how it went. Make notes on what went well and what to do differently next time.
• In Weeks 2–8, prepare for the assessment activity of the week. In the weeks in which there is an oral and practical assessment, teachers need to plan how to record each learner’s progress using the rubric or checklist over the course of the week.

Each day

Use the register to count the learners in the class

The Bala Wande programme has created a special class register poster. Every day, each learner will mark themselves by putting a dot or their initials on the register. Ensure that the learners fill the ten frames on the register in order.

At the start of the maths class, use the register to count the number of learners present. For example, “Ten, twenty, thirty, forty, four. Forty-four learners are present today.”

This repeated daily activity reinforces the idea that grouping and counting in tens is efficient and steers learners away from counting in ones.

Discuss the date with learners using the calendar

Use the calendar to identify the year, month, day and date with the class each day. Mark the date on the wall calendar. Note any birthdays. This forms part of the teaching of time every day of the year.

Enrichment activities

There are enrichment activities provided for Days 1-4. Write these activities on the board at the end of a lesson for learners who finish the classwork activities more quickly.

Let’s talk Maths!

A special feature of the Grade 2 LAB is that on Day 5 every week, there is a language component to the lesson. This gives you an opportunity to speak maths in English and Afrikaans and revise key phrases and words learned over the week.

Kom ons praat Wiskunde!

In Afrikaans we say:  In English we say:

add  sinop   add
take away  name weg   take away one
add one  naam een weg   take away one
compare  vergelyk

the cow is bigger than the cat  die koe is groter as die kat
the cat is smaller than the cow  die kat is kleiner as die koe
three is less than four  drie is minder as vier

100 square

Week 6 • Day 1

Day 1 Day 1
Day 2 Day 2

Day 3 Day 3

Day 4 Day 4
Gebruik die vloeidiagram om die opeenvolging van aktiwiteite vir die dag te beskou
Daar word met die aanvang van elke dag ’n vloeidiagram voorsien waarop die opeenvolging van aktiwiteite vir die dag opgesom word.

**Doen die hoofrekene-aktiwiteit (15 minute)**

Hoofrekene is ’n belangrike komponent van elke les. Ons gebruik die hoofrekene-aktiwiteite om te verseker dat die leerders gemaklik met die basiese feite omgaan. Daar is video’s waarin getoond word hoe die hoofrekene-aktiwiteite in die klas kamer gedoen word, en ’n beskrywing van die hoofrekene-aktiwiteite in die oorsig vir die week gegee. Aan die begin van elke week is daar opeenvolgende foto’s wat die hoofrekene-aktiwiteit wat elke dag van die week gedoen moet word, illustreer.

**Doen die konsepontwikkelingsaktiwiteit (30 minute)**

Konsepontwikkeling vind plaas wanneer die leerders as ’n klas saamwerk om die sleutelwiskundebegrip van die dag te bespreek voordat hulle in kleiner groepe verdeel word of individueel begin werk. Daar bestaan enkele video’s waarop die konsepontwikkelingsaktiwiteite in aksie in die klas kamer vertoon word, en daar word ’n beskrywing van die aktiwiteite in die oorsig vir die week gegee. Daar is daagliks opeenvolgende foto’s wat die konsepontwikkelingsaktiwiteite in die Onderwysersgids demonstreer.

**Speel die speletjie (15 minute)**

Speletjies help die leerders om vaardighede outomaties aan te leer en dit te geniet terwyl hulle dit doen. Ons span weeklikse speletjies in om belangrike basiese begrippe en vaardighede wat die leerders moet ken, te onderrig en vas te lê.

Die speletjies kom in tekenprent formaat in die LAB voor. Die stappe waarvolgens die speletjie gespeel moet word, word voorsien asook ’n illustrasie om die leerders te help om die stappe te volg.
Use the flow diagram to see the sequence of activities for the day

At the start of each day, there is a flow diagram which summarises the sequence of activities for the day.

**Do the Mental Maths activity (15 minutes)**

Mental Maths is an important component of every lesson. We use the Mental Maths activities to ensure that learners become fluent in the basic facts. There are some videos showing the Mental Maths activities in action in the classroom and there is a description of the Mental Maths activity in the overview for the week. At the start of each week, there is a photographic sequence that illustrates the Mental Maths activity that must be done every day of the week.

**Do the Concept Development (30 minutes)**

Concept development is when the learners work together as a class to discuss the key mathematical concept of the day, before they break into smaller groups or work individually. There are some videos showing the concept development activities in action in the classroom and there is a description of the activities in the overview for the week. In the Teacher’s Guide, there is a daily photographic sequence to demonstrate the concept development activities.

**Play the game (15 minutes)**

Games help learners automatise skills and enjoy themselves while they do it. We use weekly games to teach and consolidate important basic concepts and skills learners need to know.

The games appear in the LAB in cartoon format. Steps for how to play the game are provided and an illustration to help learners follow the steps is also given.
Die Bala Wande-leerderaktiwiteitsboek is in die Onderwysergids opgeneem

Wat jy moet doen om voorbereiding vir elke week te doen

- Lees die Onderwysergids en doen jou voorbereiding vir elke les en vir die week.
- Kyk na die video’s. Hierdie video’s wys opnames wat in werlike klasromme gemaak is, waarin die lesaktiwiteite op die proef gestel word en die onderwyser die les versoek en leiding gee.

Nadat jy die les gegee het, moet jy besin oor hoe dit verloop het. Maak notas oor jou idees rakende wat jy anders sou doen indien jy die les weer moes aanbied.

Jy moet gedurende week 2 tot 8 vir die assessoringsaktiwiteit van die week voorberei. Dit is in die besonder belangrik dat jy, tydens die weke waarin daar mondelinge en praktiese assessorings plaasvind, moet beplan hoe jy elke leerder se progressie in die loop van die week met behulp van die rubriek of kontrolelys kan rekordeer.
The Bala Wande Learner Activity Book pages are embedded in the Teacher’s Guide

The green tag indicates that this is a worksheet.

Solutions are provided to support the teacher. On some pages, short comments are written (in English) for additional guidance.

The activities are exactly as the learners will see them in their books. Here, for example, we have a cartoon of a game that the learners will play. In introducing a new game to the learners, it is best to demonstrate the game to the whole class before letting them play in pairs or groups.

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

To prepare for each week, you need to:
• read the Teacher’s Guide and prepare for the week and for each lesson.
• watch the videos – which show clips from real classrooms where the lesson activities have been trialled and the teachers who have taught them provide insights and advice.

After you have taught the lesson, reflect on how it went. Make notes on your ideas for what you would do differently if you taught the lesson again.

In Weeks 2-8 you will need to prepare for the assessment activity of the week. It is particularly important in the weeks in which there is an oral and practical assessment that you plan how you will be able to record each learner’s progress using the rubric or checklist over the course of the week.
### 4. Weeklikse rooster

<table>
<thead>
<tr>
<th>GRAAD 2 (Minimum HT)</th>
<th>Maandag</th>
<th>Dinsdag</th>
<th>Woensdag</th>
<th>Donderdag</th>
<th>Vrydag</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WISKUNDE</strong>*</td>
<td>Mondeling (HT) (Lees hardop)</td>
<td>Mondeling (PSW) (Oplettende ek (Laat les weg vir die inhaalrooster)</td>
<td>Mondeling (PSW) (Ek dink ek voel ... (Laat les weg vir die inhaalrooster)</td>
<td>Mondeling (PSW) (Liedjie/gedig (Laat les weg vir die inhaalrooster)</td>
<td>Mondeling (HT) (Vind uit: Bespreking)</td>
</tr>
<tr>
<td><strong>ANAVANGSKENNIS EN PSW</strong></td>
<td>AK (Teksgebaseerde les)</td>
<td>AK (Aktiwiteit)</td>
<td>AK (Vind uit)</td>
<td>PSW (Aktiwiteit)</td>
<td>AK-aktiwiteit (Vind uit: Skryf! (Laat les weg vir die inhaalrooster en vervang deur ekstra aktiwiteit vir CBL)</td>
</tr>
<tr>
<td><strong>LEES EN SKRYF</strong></td>
<td>15 min</td>
<td>15 min</td>
<td>15 min</td>
<td>10 min</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Klanne (Nuwe letter-klank)</td>
<td>Klanne (Aktiwiteit)</td>
<td>Klanne (Klankfamilies)</td>
<td>Klanne (Aktiwiteit)</td>
<td>Klanne (Diktie/ Spoedlees woorde)</td>
</tr>
<tr>
<td></td>
<td>Lees (Gedeelde)</td>
<td>Lees (Maak sinne)</td>
<td>Lees (In pare en onafhanklik)</td>
<td>Lees</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Skryf (Nuwe)</td>
<td>Gedeelde Skryf</td>
<td>Onafhanklike Skryf</td>
<td>Redigee/ Begriplees</td>
<td>Onafhanklike Skryf</td>
</tr>
<tr>
<td><strong>LEWENSVAAARDIGHEID</strong></td>
<td>10 min</td>
<td>30 min</td>
<td>30 min</td>
<td>10 min</td>
<td>15 min</td>
</tr>
<tr>
<td></td>
<td>Inleiding tot Handskrif en Onafhanklike Werk-aktiwiteit</td>
<td>GBL / Onafhanklike Werk-aktiwiteit</td>
<td>GBL / Onafhanklike Werk-aktiwiteit</td>
<td>GBL / Onafhanklike Werk-aktiwiteit</td>
<td>GBL / Onafhanklike Werk-aktiwiteit</td>
</tr>
<tr>
<td></td>
<td>Aktiwiteit van E-klaskamer</td>
<td>Aktiwiteit van E-klaskamer</td>
<td>Aktiwiteit van E-klaskamer</td>
<td>Aktiwiteit van E-klaskamer</td>
<td>Aktiwiteit van E-klaskamer</td>
</tr>
<tr>
<td></td>
<td>15 min</td>
<td>30 min</td>
<td>30 min</td>
<td>10 min</td>
<td>15 min</td>
</tr>
<tr>
<td></td>
<td>Visuele Kunste</td>
<td>Visuele Kunste (Vir die inhaalrooster: vervang met ekstra aktiwiteit vir GBL en Onafhanklike Werk uit DBO-werkboeke)</td>
<td>Uitvoerende Kunste (Vir die inhaalrooster: vervang met ekstra aktiwiteit vir GBL en Onafhanklike Werk)</td>
<td>Uitvoerende Kunste (Vir die inhaalrooster: vervang met ekstra aktiwiteit vir GBL en Onafhanklike Werk)</td>
<td>Sien na en gee terugvoering</td>
</tr>
</tbody>
</table>

*Nie by hierdie lesplande ingesluit nie*
4. Weekly timetable

<table>
<thead>
<tr>
<th>MATHS*</th>
<th>85 min x 4 days + 55 min x 1 day / 96 mins x 5 days for Recovery Timetable</th>
</tr>
</thead>
</table>

BEGINNING KNOWLEDGE & PSWB

<table>
<thead>
<tr>
<th>15 min</th>
<th>Oral (HL) (Read aloud)</th>
<th>Oral (PSWB) Mindfulness <em>(For recovery timetable: Omit lesson)</em></th>
<th>Oral (PSWB) I think I feel <em>(For recovery timetable: Omit lesson)</em></th>
<th>Oral (PSWB) Song/poem <em>(For recovery timetable: Omit lesson)</em></th>
<th>Oral (HL) <em>(Find out: Discussion)</em></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>15 min</th>
<th>BK <em>(Text-based lesson)</em></th>
<th>BK <em>(Activity)</em></th>
<th>BK <em>(Find Out)</em></th>
<th>PSWB <em>(Activity)</em></th>
<th>BK activity <em>(Find out: Writing)</em> <em>(For recovery timetable: Omit lesson and complete activity during extra GGR)</em></th>
</tr>
</thead>
</table>

READING AND WRITING

<table>
<thead>
<tr>
<th>15 min</th>
<th>Phonics <em>(New letter sound)</em></th>
<th>Phonics <em>(Activity)</em></th>
<th>Phonics <em>(Letter families)</em></th>
<th>Phonics <em>(Activity)</em></th>
<th>Phonics <em>(Dictation/Timed Word Reading)</em></th>
</tr>
</thead>
</table>

| 15 min | Reading *(Shared)* | Reading *(Sentence making)* | Reading *(Paired and independent)* | Reading | |
|--------|-------------------|---------------------------|----------------------------------|---------||

<table>
<thead>
<tr>
<th>15 min</th>
<th>Writing <em>(News)</em></th>
<th>Shared Writing</th>
<th>Independent Writing</th>
<th>Editing / Comprehension</th>
<th>Independent Writing</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>10 min</th>
<th>Introduction to Handwriting and Independent Work activities</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>30 min</th>
<th>GGR / Independent Work Activities</th>
<th>GGR / Independent Work Activities</th>
<th>GGR / Independent Work Activities</th>
<th>GGR / Independent Work Activities</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>10 min</th>
<th>Activities from e-classroom</th>
<th>Activities from e-classroom</th>
<th>Activities from e-classroom</th>
<th>Activities from e-classroom</th>
</tr>
</thead>
</table>

| 15 min | |
|--------||

<table>
<thead>
<tr>
<th>25 min</th>
<th>EFAL*</th>
<th>EFAL*</th>
<th>EFAL*</th>
<th>EFAL*</th>
<th>EFAL*</th>
</tr>
</thead>
</table>

LIFE SKILLS

<table>
<thead>
<tr>
<th>30 min</th>
<th>Visual Arts</th>
<th>Visual Arts <em>(For recovery timetable: Replace with extra GGR &amp; independent work from DBE)</em></th>
<th>Performing Arts</th>
<th>Performing Arts <em>(For recovery timetable: Replace with extra GGR &amp; independent work)</em></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>30 min</th>
<th>Physical Education <em>(Introduction)</em> <em>(For recovery timetable: Replace with extra GGR &amp; Independent Work from DBE)</em></th>
<th>Physical Education <em>(Activity stations)</em></th>
<th>Physical Education <em>(Activity stations)</em> <em>(For recovery timetable: Replace with extra GGR &amp; Independent Work from DBE)</em></th>
<th>Physical Education <em>(Activity stations)</em></th>
</tr>
</thead>
</table>

*Not included in these lesson plans*
### Kwartaalplan

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Dag 1</th>
<th>Dag 2</th>
<th>Dag 3</th>
<th>Dag 4</th>
<th>Dag 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Loop al langs die getallelyn af</td>
<td>Kry die getal</td>
<td>Kry die getal</td>
<td>Hoe ver tot by die volgende tien?</td>
<td>10’e en 1’e</td>
<td>Vaslegging</td>
</tr>
<tr>
<td>Week 2</td>
<td>Optelling en aftrekking op die getallelyn</td>
<td>Kry die tien</td>
<td>Tel op 'n getallelyn op</td>
<td>Hoe ver tot by die vorige tien?</td>
<td>Trek op die getallelyn af</td>
</tr>
<tr>
<td>Week 3</td>
<td>Datahantering</td>
<td>Datahantering</td>
<td>Stel data voor</td>
<td>Werk met tyddata</td>
<td>Assessering en vaslegging</td>
</tr>
<tr>
<td>Week 4</td>
<td>Optelling van 10’e en 1’e</td>
<td>Tel tiene op</td>
<td>Tel 10’e en 1’e op</td>
<td>Tel 10’e en 1’e op</td>
<td>Optellings-woord-probleme</td>
</tr>
<tr>
<td>Week 5</td>
<td>Aftrekking van 10’e en 1’e</td>
<td>Trek tiene af</td>
<td>Trek 10’e en 1’e af</td>
<td>Trek 10’e en 1’e af</td>
<td>Aftrekkings-woord-probleme</td>
</tr>
<tr>
<td>Week 6</td>
<td>Getalle tot 100</td>
<td>100-blok</td>
<td>Ek weet dat ..., daarom weet ek ...</td>
<td>Tien meer en tien minder</td>
<td>Hutsmek!</td>
</tr>
<tr>
<td>Week 7</td>
<td>Patrone</td>
<td>Sit die patroon voort</td>
<td>Geometriese patrone</td>
<td>Geometriese patrone</td>
<td>Geometriese patrone</td>
</tr>
<tr>
<td>Week 8</td>
<td>Kom ons praat oor tyd</td>
<td>Die kalender</td>
<td>Dui die tyd aan – digitaal</td>
<td>Dui die tyd aan – analoog</td>
<td>Ure en halfure</td>
</tr>
<tr>
<td>Week 9</td>
<td>Die vorming van gelyke groepe</td>
<td>Groepe van 2</td>
<td>Groepe van 5</td>
<td>Groepe van 10</td>
<td>Geldprobleme</td>
</tr>
<tr>
<td>Week 10</td>
<td>Hersiening</td>
<td>Tel op tot 75</td>
<td>Trek af tot 75</td>
<td>Optellings- en aftrekkings-woord-probleme</td>
<td>Werk met geld</td>
</tr>
</tbody>
</table>

### Kategorieë
- Getalle, Bewerkings en Verwantskappe
- Patrone, Funksies en Algebra
- Ruimte en Vorm (Geometrie)
- Meting
- Datahantering
## 5. Term plan

<table>
<thead>
<tr>
<th>Week</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td>Walking along the number line</td>
<td>Find the number</td>
<td>Find the number</td>
<td>How far to the next ten?</td>
<td>10s and 1s</td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td>Adding and subtracting on the number line</td>
<td>Finding the ten</td>
<td>Adding on a number line</td>
<td>How far to the previous ten?</td>
<td>Subtracting on the number line</td>
</tr>
<tr>
<td><strong>Week 3</strong></td>
<td>Data handling</td>
<td>Data handling</td>
<td>Representing data</td>
<td>Working with time data</td>
<td></td>
</tr>
<tr>
<td><strong>Week 4</strong></td>
<td>Adding 10s and 1s</td>
<td>Adding 10s and 1s</td>
<td>Adding 10s and 1s</td>
<td>Addition word problems</td>
<td></td>
</tr>
<tr>
<td><strong>Week 5</strong></td>
<td>Subtracting 10s and 1s</td>
<td>Subtracting 10s and 1s</td>
<td>Subtracting 10s and 1s</td>
<td>Subtraction word problems</td>
<td></td>
</tr>
<tr>
<td><strong>Week 6</strong></td>
<td>Numbers to 100</td>
<td>100 square</td>
<td>I know ..., therefore I know ...</td>
<td>Ten more and ten less</td>
<td>Hashtag!</td>
</tr>
<tr>
<td><strong>Week 7</strong></td>
<td>Patterns</td>
<td>Continue the pattern</td>
<td>Geometric patterns</td>
<td>Geometric patterns</td>
<td>Geometric patterns</td>
</tr>
<tr>
<td><strong>Week 8</strong></td>
<td>Let’s talk about time</td>
<td>The calendar</td>
<td>Telling the time – digital</td>
<td>Telling the time – analogue</td>
<td>Hours and half hours</td>
</tr>
<tr>
<td><strong>Week 9</strong></td>
<td>Making equal groups</td>
<td>Groups of 2</td>
<td>Groups of 5</td>
<td>Groups of 10</td>
<td>Money problems</td>
</tr>
<tr>
<td><strong>Week 10</strong></td>
<td>Revision</td>
<td>Addition to 75</td>
<td>Subtraction to 75</td>
<td>Addition and subtraction word problems</td>
<td>Working with money</td>
</tr>
</tbody>
</table>

### Subject Areas

- **Number, Operations and Relationships**
- **Patterns, Functions and Algebra**
- **Space and Shape (Geometry)**
- **Measurement**
- **Data Handling**
## Loop al langs die getallelyn af

<table>
<thead>
<tr>
<th>Hoofreken: Vergelyk getalle tot 75</th>
<th>Hulpbronne</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-blok</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Speletjie: Hoe ver tot by die volgende 10?</th>
<th>Hulpbronne</th>
</tr>
</thead>
<tbody>
<tr>
<td>geen</td>
<td></td>
</tr>
</tbody>
</table>

### Dag 1
- **Lesaktiwiteit:** Kry die getal
- **Leshulpbronne:** LAB, leë getallelyn

### Dag 2
- **Lesaktiwiteit:** Kry die getal
- **Leshulpbronne:** LAB, leë getallelyn

### Dag 3
- **Lesaktiwiteit:** Hoe ver tot by die volgende tien?
- **Leshulpbronne:** LAB, leë getallelyn

### Dag 4
- **Lesaktiwiteit:** 10'e en 1'e
- **Leshulpbronne:** LAB, basis 10-blokkies (onderwyser en leerder)

### Dag 5
- **Lesaktiwiteit:** Vaslegging
- **Leshulpbronne:** LAB

### Ná hierdie week behoort die leerder in staat te wees om

- 'n getal op 'n getallelyn op grond van hul kennis van tiene te kry.
- die ooreenkomste tussen die optelling en aftrekking van ene en die optelling en aftrekking van tiene te herken.

### Assessering
Daar is hierdie week geen formele assessering nie.
Neem die leerders in jou klas daagliks waar en maak notas as deel van jou deurlopende informele assessering vir leer.
Walking along the number line

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Find the number</td>
<td>LAB, blank number line</td>
</tr>
<tr>
<td>2</td>
<td>Find the number</td>
<td>LAB, blank number line</td>
</tr>
<tr>
<td>3</td>
<td>How far to the next ten?</td>
<td>LAB, blank number line</td>
</tr>
<tr>
<td>4</td>
<td>10s and 1s</td>
<td>LAB, base 10 blocks (teacher and learner)</td>
</tr>
<tr>
<td>5</td>
<td>Consolidation</td>
<td>LAB</td>
</tr>
</tbody>
</table>

After this week the learner should be able to:

- use their knowledge of tens to locate a number on a number line.
- recognise the similarities between adding and subtracting ones and adding and subtracting tens.

Assessment

There is no formal assessment this week.

Observe the learners in your class daily and make notes as part of your informal ongoing assessment for learning.
Loop al langs die getallelyn af

Hoofrekene
Ons konsentreer hierdie week in Hoofrekene op die begrippe van meer as en minder as. Die onderwyser wys na getalle op die 100-blok en gee geleentheede dat die leerders 1, 2, 3 of 4 meer of minder as die gegee getal identifiseer. Deurdat die leerders die 100-blok gebruik, kan hulle oefen om getalle 1 tot 75 te identifiseer. Moedig die leerders aan om vinnige antwoorde te gee ten einde hul vermoë om getalfeite doeltreffend te herroep, uit te bou.

Speletjie
In die speletjie, Hoe ver tot by die volgende 10?, roep die leerders getalle uit en identifiseer die tiene wat daarop volg. Hulle werk ook uit hoe ver dit tot by die volgende tien is. Dit is belangrik dat die leerders ‘n goeie begrip van getalle moet ontwikkel en dat hulle in staat moet wees om tiene vinnig en doeltreffend te identifiseer.

Konsepontwikkeling
In die konsepontwikkeling-aktiwiteite kyk ons hierdie week na tiene op ‘n getallelyn, en die leerders identifiseer hoe ver dit tot by die volgende tien is. Dit is belangrik dat die leerders moet insien dat, as hulle ene kan optel en aftrek, hulle ook in staat sal wees om tiene op te tel en af te trek. Ons konsentreer daarop om:
• ’n getal op ‘n getallelyn op grond van die leerders se kennis van tiene te kry.
• ’n getallelyn te gebruik om vas te stel watter grootte sprong nodig is om by die volgende tien uit te kom
• die ooreenkomste tussen die optelling en aftrekking van ene en die optelling en aftrekking van tiene te herken.

Waarna jy hierdie week moet oplet
• Help die leerders om in te sien dat hulle, as hulle ene kan optel en aftrek, ook in staat is om tiene op te tel en af te trek. Moedig hulle aan om patrone te identifiseer terwyl hulle wiskundeprobleme oplos aangesien dit hulle in staat sal stel om vinnig en doeltreffend te werk.
• Belangrike woordeskat: meer as, minder as, tiene, die volgende tien, tel op/by, aftrek
Walking along the number line

Mental Maths

This week we focus on the concepts of more than and less than in Mental Maths. The teacher will point to numbers on the 100 square, and provide opportunities for learners to identify 1, 2, 3 or 4 more or less than the given number. The use of the 100 square allows learners to practise identifying numbers 1 to 75. Encourage learners to provide responses quickly in order to develop their ability to recall number facts efficiently.

Game

In How far to the next 10, learners call out numbers and identify the tens that follow them. Learners will also work out how far it is to the next ten. It is important for learners to develop a good understanding of number, and to be able to identify tens quickly and efficiently.

Concept development

In the concept development activity this week, we look at tens on a number line, and learners will identify how far to the next ten. It is important for learners to recognise that if they are able to add and subtract ones, then they will also be able to add and subtract tens. We will focus on:

- using their knowledge of tens to locate a number on a number line.
- using a number line to determine what size jump is needed to get to the next ten.
- recognising the similarities between adding and subtracting ones and adding and subtracting tens.

What to look out for this week

- Help learners to realise that if they are able to add or subtract ones, then they are also able to add or subtract tens. Encourage them to identify patterns in solving mathematical problems as this will enable them to work more quickly and efficiently.
- Important vocabulary: more than, less than, tens, next ten, add, subtract
Identifiseer getalle (tot by 75) op 'n 100-blok wat 1 meer en 1 minder as 'n gegewe getal is.
Identify numbers (up to 75) that are 1 more and 1 less than a given number using a 100 square.
Onthou om elke dag die datum na te gaan en die register af te merk.
Remember to check the date and mark the register every day.
**WEEK 1 • DAY 1**

Find the number

---

**Verrykingsaktiwiteite • Enrichment activities**

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### Dag 1 Day 1

**Skryf een minder en een meer:**
 Write one less and one more:

| 13 | 23 | 57 | 41 | 68 | 83 | 97 | 35 | 76 | 29 |

### Dag 2 Day 2

**Vul >, < of = in:**
 Fill in >, < or =:

| 32 | 67 | 94 | 12 | 56 | 79 | 48 | 48 | 63 | 36 |

| 39 | 93 | 21 | 51 | 16 | 6 | 85 | 81 | 77 | 17 |

### Dag 3 Day 3

**Omrking die kleinste getal:**
 Circle the smallest number:

| 45 | 25 | 75 | 31 | 13 | 93 |
| 56 | 39 | 82 | 23 | 25 | 21 |
| 88 | 18 | 98 |

**Omrking die grootste getal:**
 Circle the biggest number:

| 23 | 63 | 93 | 46 | 14 | 61 |
| 31 | 39 | 37 | 88 | 44 | 22 |
| 72 | 89 | 52 |

### Dag 4 Day 4

**Voltooi die patroon:**
 Complete the pattern:

| 41 42 43 | 41 42 43 |
| 85 84 83 | 85 84 83 |
| 60 65 70 | 60 65 70 |
| 69 59 49 | 69 59 49 |
| 11 21 31 | 11 21 31 |
| 55 50 45 | 55 50 45 |
| 93 94 95 | 93 94 95 |
| 72 62 52 | 72 62 52 |
| 16 26 36 | 16 26 36 |
| 95 90 85 | 95 90 85 |

---

25
Repeat these steps using different numbers from 0 to 75. Learners should first identify the given number and talk about its position on the number line. It comes before/after what numbers?

Herhaal hierdie stappe met verschillende getalle van 0 tot 75. Die leerders moet eers die gegewe getal identifiseer en oor die posisie daarvan op die getallelyn praat. Voor/ná watter getalle staan dit?
WEEK 1 • DAY 1

Find the number

Kry die getal
Find the number

Speletjie: Hoe ver tot by die volgende 10?
Game: How far to the next 10?

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

14

Hoe kry jy die getal?
How do you find the number?

Draw a dot and write the number on the line. How do you find the number?

14 is een minder as 15.
14 is one less than 15.
2. Maak ’n kols en skryf die getal op die getallelyn neer.
   Draw a dot and write the number on the line.

3. Voltooi die getalsinne.
   Complete the number sentences.

<table>
<thead>
<tr>
<th>Getalsinne</th>
<th>Antwoord</th>
</tr>
</thead>
<tbody>
<tr>
<td>17 + 3 = 20</td>
<td>14 + 6 = 20</td>
</tr>
<tr>
<td>28 + 2 = 30</td>
<td>26 + 4 = 30</td>
</tr>
</tbody>
</table>
Gee veelvuldige geleentheede aan die leerders om getalle op die getallelyn te kry. Moedig hulle aan om te identifiseer watter tien die naaste aan die getalle op die getallelyn is voordat hulle die getal wys.

Provide multiple opportunities for learners to find numbers on the number line. Encourage them to identify which ten the numbers are closer to, before they show the number on the number line.
Kry die getal


2. Maak ’n kol en skryf die getal op die getallelyn neer.

---

Both show multiples of 10 starting at 0 and ending at 100. Only the first number line shows marking for ones.

Kyk na hierdie twee getallelyne. Wat is dieselfde? Wat lyk anders?

Look at these two number lines. What is the same? What is different?

1. Complete.

2. Draw a dot and write the number on the line.

Find the number on the number line. Draw a big dot.

35

25

60

55

45

99

72

86
Hoe ver tot by die volgende tien?

Repeat these using different numbers from 0 to 75, so that learners have multiple opportunities to practice jumping forward to the next 10. Encourage learners to make big jumps not just to jump in ones.
1. Draw a dot and label the number. What is the next 10? How far to the next 10?

- **4**
  - Next 10: 10
  - How far?: 6
- **13**
  - Next 10: 20
  - How far?: 7
- **8**
  - Next 10: 10
  - How far?: 2
- **14**
  - Next 10: 20
  - How far?: 6

2. Complete the number sentences.

<table>
<thead>
<tr>
<th>Expression</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>16 + 4 = 20</td>
<td></td>
</tr>
<tr>
<td>12 + 8 = 20</td>
<td></td>
</tr>
<tr>
<td>11 + 9 = 20</td>
<td></td>
</tr>
<tr>
<td>14 + 6 = 20</td>
<td></td>
</tr>
<tr>
<td>15 + 5 = 20</td>
<td></td>
</tr>
<tr>
<td>13 + 7 = 20</td>
<td></td>
</tr>
<tr>
<td>17 + 3 = 20</td>
<td></td>
</tr>
<tr>
<td>19 + 1 = 20</td>
<td></td>
</tr>
</tbody>
</table>
3. Maak ’n kol by die getal wat gewys word. Wat is die volgende 10? Hoe ver tot by die volgende 10?
Draw a dot at the number. What is the next 10? How far to the next 10?

4. Voltooi die getalsinne.
Complete the number sentences.

| 38 + 2 = 40 | 33 + 7 = 40 | 36 + 4 = 40 | 32 + 8 = 40 |
| 48 + 2 = 50 | 42 + 8 = 50 | 46 + 4 = 50 | 41 + 9 = 50 |

How far to the next ten?
Encourage learners to compare a variety of matched addition and subtraction problems with 1s and 10s. Help them to see that if they can add or subtract ones, then they can also add or subtract tens.
WEEK 1 • DAG 4

10’e en 1’e

Los met behulp van ’n getallelyn op. Solve using the number line.

10 + 30 = 40
20 + 40 = 60
7 + 3 = 10
70 + 30 = 100

1 + 3 = 4
4 + 4 = 8
3 + 5 = 8
6 + 3 = 9
10 + 30 = 40
40 + 40 = 80
30 + 50 = 80
60 + 30 = 90

3 + 2 = 5
4 + 5 = 9
3 + 3 = 6
5 + 4 = 9
30 + 20 = 50
40 + 50 = 90
30 + 30 = 60
50 + 40 = 90

Kan jy sien? Ons kan in 1’e optel en ons kan ook in 10’e optel!
Can you see? We can add in 1s and we can also add in 10s!
### WEEK 1 • DAY 4

#### 10s and 1s

3. **Los op deur dit op die getallelyn te wys.**

Solve by showing on the number line.

- $9 - 3 = 6$
- $90 - 30 = 60$
- $8 - 2 = 6$
- $80 - 20 = 60$
- $7 - 4 = 3$
- $70 - 40 = 30$

4. **Kan jy sien? Ons kan ook in 1's en in 10's aftrek!**

Can you see? We can also subtract in 1s and 10s!

<table>
<thead>
<tr>
<th>Equation</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>$6 - 2 = 4$</td>
<td>$9 - 3 = 6$</td>
</tr>
<tr>
<td>$60 - 20 = 40$</td>
<td>$90 - 30 = 60$</td>
</tr>
<tr>
<td>$10 - 5 = 5$</td>
<td>$9 - 5 = 4$</td>
</tr>
<tr>
<td>$100 - 50 = 50$</td>
<td>$90 - 50 = 40$</td>
</tr>
</tbody>
</table>
1. Draw a dot to show the number on the number line.

![Number Line with Dots](image)

2. Complete the number sentences.

<table>
<thead>
<tr>
<th>Expression</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 + 2 = 6</td>
<td></td>
</tr>
<tr>
<td>8 + 1 = 9</td>
<td></td>
</tr>
<tr>
<td>5 + 2 = 7</td>
<td></td>
</tr>
<tr>
<td>3 + 3 = 6</td>
<td></td>
</tr>
<tr>
<td>40 + 20 = 60</td>
<td></td>
</tr>
<tr>
<td>80 + 10 = 90</td>
<td></td>
</tr>
<tr>
<td>50 + 20 = 70</td>
<td></td>
</tr>
<tr>
<td>30 + 30 = 60</td>
<td></td>
</tr>
<tr>
<td>8 − 3 = 5</td>
<td></td>
</tr>
<tr>
<td>6 − 5 = 1</td>
<td></td>
</tr>
<tr>
<td>9 − 4 = 5</td>
<td></td>
</tr>
<tr>
<td>7 − 2 = 5</td>
<td></td>
</tr>
<tr>
<td>80 − 30 = 50</td>
<td></td>
</tr>
<tr>
<td>60 − 50 = 10</td>
<td></td>
</tr>
<tr>
<td>90 − 40 = 50</td>
<td></td>
</tr>
<tr>
<td>70 − 20 = 50</td>
<td></td>
</tr>
</tbody>
</table>
3. Maak ’n kol en skryf die getal neer. Wat is die volgende 10? Hoe ver tot by die volgende 10?
   Draw a dot and label the number. What is the next 10? How far to the next 10?
   
   Draw a line and label the number. Show the next 10 and how far to the next 10.

   \[ 2 \]
   Die volgende 10: 10
   Hoe ver?: 8

   \[ 17 \]
   Die volgende 10: 20
   Hoe ver?: 3

   \[ 5 \]
   Die volgende 10: 10
   Hoe ver?: 5

   Find the missing numbers.

   \[ 23 + \_ = 30 \]
   \[ 19 + \_ = 20 \]
   \[ 8 + \_ = 10 \]
   \[ 14 + \_ = 20 \]
   \[ 41 + \_ = 50 \]
   \[ 55 + \_ = 60 \]
   \[ 3 + \_ = 10 \]
   \[ 44 + \_ = 50 \]

5. Los op deur dit op die getallelyn te wys.
   Solve by showing on the number line.

   \[ 10 + 60 = \_ \]
   \[ 90 - 50 = \_ \]
Optelling en aftrekking op die getallelyn

<table>
<thead>
<tr>
<th>Hoofrekene: Orden getalle tot 75</th>
<th>geen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speletjie: Voltoo die 10'e!</td>
<td>basis 10-blokkies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dag</th>
<th>Lesaktiwiteit</th>
<th>Leshulpbronne</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Kry die tien</td>
<td>LAB, 100-blok</td>
</tr>
<tr>
<td>2</td>
<td>Tel op 'n getallelyn op</td>
<td>LAB, leë getallelyn</td>
</tr>
<tr>
<td>3</td>
<td>Hoe ver tot by die vorige tien?</td>
<td>LAB, 100-blok</td>
</tr>
<tr>
<td>4</td>
<td>Trek op die getallelyn af</td>
<td>LAB, leë getallelyn</td>
</tr>
<tr>
<td>5</td>
<td>Vaslegging en assessering vir leer</td>
<td>LAB</td>
</tr>
</tbody>
</table>

Ná hierdie week behoort die leerder in staat te wees om:

'n getal op grond van hul kennis van tiene op 'n 100-blok te kry.
ene by tweesyfergetalle op 'n getallelyn by te tel sonder om die tien te oorbrug.
ene van tweesyfergetalle op 'n getallelyn af te trek sonder om die tien te oorbrug.

Assessering (sien die agterblaaiie van hierdie gids)

## Adding and subtracting on the number line

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Finding the ten</td>
<td>LAB, 100 square</td>
</tr>
<tr>
<td>2</td>
<td>Adding on a number line</td>
<td>LAB, blank number line</td>
</tr>
<tr>
<td>3</td>
<td>How far to the previous ten?</td>
<td>LAB, 100 square</td>
</tr>
<tr>
<td>4</td>
<td>Subtracting on the number line</td>
<td>LAB, blank number line</td>
</tr>
<tr>
<td>5</td>
<td>Consolidation and assessment for learning</td>
<td>LAB</td>
</tr>
</tbody>
</table>

### After this week the learner should be able to:

- use their knowledge of tens to locate a number on a 100 square.
- use a number line to add ones to two-digit numbers without bridging the ten.
- use a number line to subtract ones from two-digit numbers without bridging the ten.

### Assessment (see back pages of this guide)

**Written assessment:** Numbers, operations and relationships – addition and subtraction problems and number sentences
Optelling en aftrekking op die getallelyn

**Hoofrekene**
Ons konsentreer hierdie week daarop om getalle agtereenvolgend van die kleinste tot die grootste en van die grootste tot die kleinste te plaas. Die leerders moet die grootste en kleinste getalle kan identifiseer asook getalle in volgorde tot 75 kan rangskik.

**Speletjie**
In die speletjie, Voltooier die 10’e, bou die leerders tiene met multifix-blokkies. Hulle bou torings van tien elke wanneer hulle los multifix-blokkies optel sodat hulle probleme vinnig en doeltreffend kan oplos wanneer hulle tiene oorbrug. Jy kan ook basis 10-blokkies gebruik wanneer julle die speletjie speel.

**Konseptontwikkeling**
Ons konsentreer hierdie week in die konseptontwikkeling-aktiwiteite op optelling en aftrekking. Die leerders kry getalle op hul 100-blok en dink oor dit wat hulle weet om die volgende en vorige 10 te kry. Daar word ook geleenthede aan hulle gegee om probleme op die getallelyn op te los terwyl hulle ene by tweesyfergetalle bytel of daarvan aftrek. Ons konsentreer daarop om:
- ’n getal op grond van die leerders se kennis van tiene op ’n 100-blok te kry.
- ene by tweesyfergetalle op ’n getallelyn by te tel deur die tien te oorbrug.
- ene van tweesyfergetalle op ’n getallelyn af te trek deur die tien te oorbrug.

**Waarna jy hierdie week moet oplet**
- Voordat die leerders ene doeltreffend by tweesyfergetalle kan bytel of daarvan kan aftrek, moet hulle eers die volgende of vorige tien op die getallelyn kry en dan enige oorblywende getalle bytel of aftrek.
- Belangrike woordeskat: die kleinste, die grootste, tiene, die volgende tien, tel op, trek af
Adding and subtracting on the number line

Mental Maths
This week we focus on sequencing numbers from smallest to largest, and from largest to smallest. Learners need to be able to identify the larger and smaller numbers, and to arrange numbers in order up to 75.

Game
In Complete the 10s!, learners will use multifix blocks to make tens. They will build towers of ten when adding loose multifix blocks so that they are able to solve problems quickly and efficiently when bridging tens. You could also use base 10 blocks when you play the game.

Concept development
In the concept development activity this week, we focus on addition and subtraction. Learners use a 100 square to locate numbers, thinking about what they know about finding the next and previous tens. Learners are also given opportunities to solve problems on the number line, as they add and subtract ones to two-digit numbers. We will focus on:

- using their knowledge of tens to locate a number on a 100 square.
- using a number line to add ones to two-digit numbers, bridging the ten.
- using a number line to subtract ones from two-digit numbers, bridging the ten.

What to look out for this week

- In order for learners to efficiently add and subtract ones to and from two digit numbers, they need to first find the next or previous ten on the number line, and then add or subtract any remaining amounts.
- Important vocabulary: smallest, largest, tens, next ten, add, subtract.
Oefen om getalle van die grootste tot die kleinste te orden.
Practise ordering numbers from largest to smallest.

Onthou om elke dag die datum na te gaan en die register af te merk.
Remember to check the date and mark the register every day.

Watter getal is die kleinste?
Which number is the smallest?

36

Watter getal is die grootste?
Which number is the largest?

73

Skryf die getalle van die kleinste tot die grootste op die bord neer.
Write the numbers on the board from smallest to largest.

36 is die kleinste, dan volg 51 en dan is 73 die grootste.
36 is the smallest, then 51, and 73 is the largest.

Kom ons kyk na nog ander getalle!
Let’s look at some other numbers!
### Week 2 • Day 1

**Finding the ten**

<table>
<thead>
<tr>
<th>Dag 1 Day 1</th>
<th>Dag 2 Day 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hoeveel meer om die antwoorde te kry?</strong>&lt;br&gt;How many more to get to?</td>
<td><strong>Los op:</strong>&lt;br&gt;Solve:</td>
</tr>
<tr>
<td>12 + ___ = 30</td>
<td>37 + 10 = ____</td>
</tr>
<tr>
<td>19 + ___ = 40</td>
<td>16 + 20 = ____</td>
</tr>
<tr>
<td>25 + ___ = 50</td>
<td>43 + 30 = ____</td>
</tr>
<tr>
<td>6 + ___ = 20</td>
<td>41 + 20 = ____</td>
</tr>
<tr>
<td>17 + ___ = 30</td>
<td>25 + 50 = ____</td>
</tr>
<tr>
<td>21 + ___ = 40</td>
<td>14 + 30 = ____</td>
</tr>
<tr>
<td>33 + ___ = 50</td>
<td>52 + 10 = ____</td>
</tr>
<tr>
<td>16 + ___ = 30</td>
<td>65 + 20 = ____</td>
</tr>
<tr>
<td>17 + ___ = 40</td>
<td>46 + 10 = ____</td>
</tr>
<tr>
<td>8 + ___ = 20</td>
<td>27 + 40 = ____</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dag 3 Day 3</th>
<th>Dag 4 Day 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Trek af:</strong>&lt;br&gt;Subtract:</td>
<td><strong>Voltooi die patroon:</strong>&lt;br&gt;Complete the pattern:</td>
</tr>
<tr>
<td>35 − 20 = ____</td>
<td>51 52 53 ____ ____</td>
</tr>
<tr>
<td>18 − 10 = ____</td>
<td>65 64 63 ____ ____</td>
</tr>
<tr>
<td>75 − 30 = ____</td>
<td>25 30 35 ____ ____</td>
</tr>
<tr>
<td>69 − 20 = ____</td>
<td>100 90 80 ____ ____</td>
</tr>
<tr>
<td>56 − 30 = ____</td>
<td>13 23 33 ____ ____</td>
</tr>
<tr>
<td>26 − 10 = ____</td>
<td>21 31 41 ____ ____</td>
</tr>
<tr>
<td>49 − 20 = ____</td>
<td>84 85 86 ____ ____</td>
</tr>
<tr>
<td>39 − 20 = ____</td>
<td>39 38 37 ____ ____</td>
</tr>
<tr>
<td>52 − 10 = ____</td>
<td>57 67 77 ____ ____</td>
</tr>
<tr>
<td>65 − 30 = ____</td>
<td>40 45 50 ____ ____</td>
</tr>
</tbody>
</table>
Repeat the steps above using different numbers so that learners have multiple opportunities to practise jumping to the next 10.

Wat is die volgende tien?  
What is the next ten?

Die volgende tien is 50.  
The next ten is 50.

Ek moet 4 plekke spring om by 50 te kom.  
I must jump 4 places to get to 50.

Hoeveel keer moet julle spring om by die volgende 10 te kom?  
How many jumps must you take to get to the next 10?

Wat is die volgende tien?  
What is the next ten?

Die volgende tien is 70.  
The next ten is 70.

Ek moet 9 plekke spring om by 70 te kom.  
I must jump 9 places to get to 70.

Herhaal die stappe hier bo met verskillende getalle sodat die leerders veelvuldige geleenthede kry om te oefen om na die volgende 10 aan te spring.  
Repeat the steps above using different numbers so that learners have multiple opportunities to practise jumping to the next 10.
Finding the ten

- Gebruik jou basistien-blokkies.
  Use your base ten blocks.
- Los die som op wat jou onderwyser op die bord neerskryf.
  Solve the question your teacher writes on the board.
- Doen dit weer!
  Do it again!

1. Wat is die volgende 10? Hoe ver tot by die volgende 10?
   What is the next 10? How far to the next 10?
   - 17 + 3 = 20
   - 22 + 8 = 30
   - 38 + 2 = 40
   - 41 + 9 = 50
   - 46 + 5 = 51
   - 55 + 9 = 64

27 + 8 = 35
We have 3 tens and 5 ones, so 27 + 8 = 35.
2 Kry die getal. Wat is die volgende 10? Hoe ver tot by die volgende 10?
Find the number. What is the next 10? How far to the next 10?

<table>
<thead>
<tr>
<th>Die volgende 10</th>
<th>Hoe ver?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Next 10</td>
<td>How far?</td>
</tr>
<tr>
<td>20</td>
<td>6</td>
</tr>
<tr>
<td>20</td>
<td>9</td>
</tr>
<tr>
<td>40</td>
<td>4</td>
</tr>
<tr>
<td>50</td>
<td>7</td>
</tr>
</tbody>
</table>

3 Voltooi die getalsinne.
Complete the number sentences.

<table>
<thead>
<tr>
<th>67 + _ = 70</th>
<th>64 + _ = 70</th>
<th>76 + _ = 80</th>
<th>73 + _ = 80</th>
</tr>
</thead>
<tbody>
<tr>
<td>85 + _ = 90</td>
<td>82 + _ = 90</td>
<td>95 + 5 = 100</td>
<td>97 + _ = 100</td>
</tr>
</tbody>
</table>

Finding the ten

Week 2 • Day 1
Allow learners multiple opportunities to solve problems involving adding ones to two-digit numbers. Help learners to realise that if they find the next ten first, they will be able to solve problems quickly and efficiently.
**WEEK 2 • DAG 2**

**Tel op ’n getallelyn op**

**Adding on a number line**

1. **Tel met behulp van die getallelyn op.**
   
   **Emphasize bands of 10 in the first jump**

   - **26 + 7 = 33**
     - Band of 10: +4
     - Band of 3: +3
   - **28 + 7 = 35**
     - Band of 10: +3
     - Band of 5: +2
   - **27 + 6 = 33**
     - Band of 3: +3
   - **25 + 8 = 33**
     - Band of 5: +3
     - Band of 3: +2

2. **Ek begin by 27!**
   - I start at 27!

3. **Ek spring tot by die volgende 10!**
   - I jump to the next 10! 27 + 3 = 30.

4. **Ek moet 8 keer aanspring.**
   - I need to jump forward 8. I have already jumped 3.
   - I jump forward 5 more!
Adding on a number line

27 + 8 = 35  25 + 9 = 34
37 + 8 = 45  35 + 9 = 44
47 + 8 = 55  45 + 9 = 54
57 + 8 = 65  55 + 9 = 64

Brian lees 35 bladsye. Hy lees 8 bladsye meer. Hoeveel bladsye het hy altesame gelees?

Brian read 35 pages. He reads 8 more pages. How many pages has he read altogether?

35 + 8 = 43
Repeat the steps above, using different numbers, so that learners have multiple opportunities to practise jumping back to the previous 10. Try it out with other resources (e.g. number lines), too.
How far to the previous ten?

1. Hoe ver tot by die vorige 10?
   How far to the previous 10?
   - 6
   30
   - 4
   36
   - 5
   20
   - 3
   24
   - 7
   40
   - 6
   40
   - 3
   43
   - 7
   50
   - 6
   36
   - 4
   24
   - 5
   45
   - 7
   57

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

<table>
<thead>
<tr>
<th>Die vorige 10</th>
<th>Hoe ver?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Previous 10</td>
<td>30</td>
</tr>
<tr>
<td>Hoe ver?</td>
<td>6</td>
</tr>
<tr>
<td>Previous 10</td>
<td>50</td>
</tr>
<tr>
<td>Hoe ver?</td>
<td>4</td>
</tr>
</tbody>
</table>
**WEEK 2 • DAG 3**

**Hoe ver tot by die vorige tien?**

**3 Trek met behulp van die getallelyn af.**

*Subtract using the number line.*

- **34 – 6 = 28**
  
  - I start at 34.
  - I jump back to the previous 10.
  - Then I subtract the rest.

- **33 – 7 = 26**

- **32 – 5 = 27**

- **34 – 8 = 26**

- **35 – 9 = 26**

- **38 – 9 = 29**

*The first jump must be one big jump.*

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

**Ek begin by 34.**

**Ek spring terug na die vorige 10**

**Ek moet 6 aftrek. Ek het reeds 4 keer teruggespring. Ek spring dus nog 2 keer terug.**

**Ek begin by 34.**

**I start at 34.**

**I jump back to the previous 10.**

**Then I subtract the rest.**

**I start at 34.**

**I jump back to the previous 10.**

**I need to subtract 6.**

**I have already jumped back 4. Therefore, I jump back 2 more.**
Allow learners multiple opportunities to solve problems that involve subtracting ones from two-digit numbers. Help learners to realise that if they find the previous ten first, they are able to solve problems quickly and efficiently.
Trek met behulp van die getallelyn af. Greet die 10!

Subtract using the number line. Greet the 10!

1. \[54 - 6 = 48\]

2. \[45 - 7 = 38\]

3. \[75 - 9 = 66\]

4. \[74 - 7 = 67\]

5. \[92 - 8 = 84\]

6. \[96 - 9 = 87\]


Asanda has R50. He buys an apple for R6. How much change does he get?

\[
\begin{array}{ccc}
20 - 4 &=& 16 \\
60 - 3 &=& 57 \\
30 - 5 &=& 25 \\
70 - 6 &=& 64 \\
40 - 3 &=& 37 \\
80 - 7 &=& 73 \\
\end{array}
\]

R50 - R6 = R44.
3. Subtract using the number line. Greet the 10!

The units is the size of the first jump backwards.

- \[ 22 - 6 = 16 \]
- \[ 45 - 7 = 38 \]
- \[ 63 - 8 = 55 \]
- \[ 85 - 9 = 76 \]
- \[ 72 - 6 = 66 \]
- \[ 54 - 7 = 47 \]

4. Subtract using the number line.

- \[ 60 - 5 = 55 \]
- \[ 60 - 3 = 57 \]
- \[ 70 - 4 = 66 \]
- \[ 70 - 6 = 64 \]
- \[ 80 - 6 = 74 \]
- \[ 80 - 7 = 73 \]
- \[ 90 - 2 = 88 \]
- \[ 90 - 9 = 81 \]

Mpumzi has R50. He buys a roll for R8. How much change does he get?

\[ R50 - R8 = R42 \]
**Vaslegging**

**KOM ONS PRAAT WISKUNDE!**

**In Afrikaans sê ons:**
- Spring aan/spring vorentoe.
- Spring terug/spring agtertoe.
- Hoe ver tot by die volgende tien?
- Hoe ver tot by die vorige tien?
- Tel op.
- Trek af.
- Getallelyn

**In English we say:**
- Jump forward.
- Jump back.
- How far to the next ten?
- How far to the previous ten?
- Add.
- Subtract.
- Number line

---

1. **Maak ’n kol op die getallelyn om die getal te wys.**
   **Wat is die volgende 10? Hoe ver tot by die volgende 10?**
   Draw a dot on the number line to show the number. What is the next 10?

   ![Number Line]

   - Draw a dot at 72.
   - How far to the next 10?

2. **Voltooi die getalsinne.**
   **Complete the number sentences.**

<table>
<thead>
<tr>
<th>4 + 2 =</th>
<th>8 + 1 =</th>
<th>5 + 2 =</th>
<th>3 + 3 =</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>9</td>
<td>7</td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>40 + 20 =</th>
<th>80 + 10 =</th>
<th>50 + 20 =</th>
<th>30 + 30 =</th>
</tr>
</thead>
<tbody>
<tr>
<td>60</td>
<td>90</td>
<td>70</td>
<td>60</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8 - 3 =</th>
<th>6 - 5 =</th>
<th>9 - 4 =</th>
<th>7 - 2 =</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>1</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>80 - 30 =</th>
<th>60 - 50 =</th>
<th>90 - 40 =</th>
<th>70 - 20 =</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td>10</td>
<td>50</td>
<td>50</td>
</tr>
</tbody>
</table>
3. Solve using the number line.

- \[44 + 9 = 53\]
- \[57 + 6 = 63\]
- \[68 + 5 = 73\]
- \[33 - 9 = 24\]
- \[64 - 8 = 56\]
- \[75 - 7 = 68\]

4. Lisakhanya reads 46 pages. She reads 9 more pages. How many pages does she read altogether?

\[46 + 9 = 55\]

5. Ntando has R73. He spends R7. How much does he have left?

\[R73 - R7 = R66\]
Datahantering

<table>
<thead>
<tr>
<th>Hoofrekene: Vergelyk getalle tot 75</th>
<th>Hulpbronne</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speletjie: Vinnige wiskunde met kaarte – 5 meer en 5 minder</td>
<td>100-blok</td>
</tr>
<tr>
<td>Speletjie: Vinnige wiskunde met kaarte – 5 meer en 5 minder</td>
<td>0–20-getalkaarte</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dag</th>
<th>Lesaktiwiteit</th>
<th>Leshulpbronne</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Datahantering</td>
<td>LAB</td>
</tr>
<tr>
<td>2</td>
<td>Datahantering</td>
<td>LAB</td>
</tr>
<tr>
<td>3</td>
<td>Stel data voor</td>
<td>LAB, multifix-blokkies</td>
</tr>
<tr>
<td>4</td>
<td>Werk met tyddata</td>
<td>LAB, plakkaat met die maande van die jaar</td>
</tr>
<tr>
<td>5</td>
<td>Vaslegging en assessering vir leer</td>
<td>LAB</td>
</tr>
</tbody>
</table>

Ná hierdie week behoort die leerder in staat te wees om

- data in die vorm van 'n piktogram voor te stel en te interpreteer
- data in 'n eenvoudige staafgrafiek voor te stel
- 'n staafgrafiek te lees en te interpreteer deur vrae daaroor te beantwoord

Assessering (sien die agterblaaiie van hierdie gids)

Skrifelike assessering: Datahantering

Mondelinge en praktiese assessering: Ruimte en Vorm – 2D vorms: Neem die leerders waar om hul vermoë te asseeser om 2D vorms te benoem en die woordeskat wat met 2D vorms verband hou, te gebruik.
Data handling

<table>
<thead>
<tr>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mental Maths:</strong> Compare numbers to 75</td>
</tr>
<tr>
<td><strong>Game:</strong> Fast maths with cards – 5 more and 5 less</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Data handling</td>
<td>LAB</td>
</tr>
<tr>
<td>2</td>
<td>Data handling</td>
<td>LAB</td>
</tr>
<tr>
<td>3</td>
<td>Representing data</td>
<td>LAB, multifix blocks</td>
</tr>
<tr>
<td>4</td>
<td>Working with time data</td>
<td>LAB, months of the year poster</td>
</tr>
<tr>
<td>5</td>
<td>Consolidation and assessment for learning</td>
<td>LAB</td>
</tr>
</tbody>
</table>

**After this week the learner should be able to:**

- present and interpret the data in the form of a pictograph
- represent data in a simple bar graph
- read and interpret a bar graph by answering questions

**Assessment** (see back pages of this guide)

*Written assessment:* Data handling

*Oral and practical assessment:* Space and Shape – 2-D shapes: Observe learners to assess their ability to name 2-D shapes and use the vocabulary related to 2-D shapes.
Datahantering

**Hoofrekene**
Ons konsentreer hierdie week in Hoofrekene op die begrippe van meer as en minder as. Die onderwyser wys na die getalle op die 100-blok en gee geleentheid aan die leerders om 5 of 10 meer of 5 of 10 minder te identifiseer. Deurdat die leerders die 100-blok gebruik, word hulle in staat gestel om te oefen om getalle 1 tot 75 te identifiseer. Moedig die leerders aan om hul antwoorde vinnig te gee ten einde hul vermoë om getalfeite doeltreffend te herroep, uit te bou.

**Speletjie**
Ons speel hierdie week die speletjie, Vinnige wiskunde met kaarte! Die doel van hierdie speletjie is om die leerders ’n geleentheid te gee om eenvoudige optellings- en aftrekkingsfeite te oefen totdat hulle vlot daarin word. Hulle kan oefen om elke dag ’n ander getal op te tel en af te trek ten einde hul begrip van optellings- en aftrekkingsfeite uit te brei.

**Konsepontwikkeling**
Ons konsentreer hierdie week op datahantering. Die leerders kry met datahantering geleentheid om data op ’n eenvoudige staafgrafiek voor te stel en die data dan te lees en te interpreteer. In ’n geïntegreerde datahanteringsaktiwiteit word geleentheid aan die leerders gegee om data op ’n eenvoudige staafgrafiek voor te stel en die data dan te lees en te interpreteer. Ons konsentreer daarop om:

- data op ’n eenvoudige staafgrafiek voor te stel.
- ’n staafgrafiek te lees en te interpreteer deur vrae daaroor te beantwoord.

**Waarna jy hierdie week moet oplet**

- Moedig die leerders aan om inligting van eenvoudige grafieke af te lees en te interpreteer. Help hulle om in te sien dat ’n grafiek ’n visuele voorstelling van inligting bied wat met een oogopslag verstaan kan word.
- Belangrike woordeskat: **sorteer, versamel, organiseer, meer, minder, die meeste, die minste**
Data handling

Mental Maths
This week we focus on the concepts of more than and less than in Mental Maths. The teacher will point to numbers on the 100 square and provide opportunities for learners to identify 5 or 10 more and 5 or 10 less. The use of the 100 square allows learners to practise identifying numbers 1 to 75. Encourage learners to provide responses quickly in order to develop their ability to recall number facts efficiently.

Game
This week we play the game Fast maths with cards – 5 more and less! The purpose of this game is to provide learners with an opportunity to practise simple addition and subtraction facts until they become fluent. Learners can practise adding and subtracting a different number each day in order to extend their understanding of addition and subtraction facts.

Concept development
This week we focus on data handling. For data handling, learners will be given opportunities to represent data in a simple bar graph, and then read and interpret the data. In an integrated data handling activity, learners are given opportunities to represent data in a simple bar graph, and then read and interpret the data. We will focus on:
• representing data in a simple bar graph.
• reading and interpreting a bar graph by answering questions.

What to look out for this week
• Encourage learners to read and interpret information from simple graphs. Help learners to see that a graph provides a visual representation of information that can be understood at a glance.
• Important vocabulary: sort, collect, organise, more, less, most, least
Identifiseer getalle (tot 75) wat 5 meer as en 5 minder as ’n gegewe getal is.
Identify numbers (up to 75) that are 5 more and 5 less than a given number.
Onthou om elke dag die datum na te gaan en die register af te merk.
Remember to check the date and mark the register every day.

Watter getal is dit dié?
What number is this?

Watter getal is 5 meer as 70?
What number is 5 more than 70?

Watter getal is dit dié?
What number is this?

Watter getal is 5 minder as 55?
What number is 5 less than 55?
### WEEK 3 • DAY 1

#### Data handling

**Verrykingsaktiwiteite • Enrichment activities**

<table>
<thead>
<tr>
<th>Dag 1 Day 1</th>
<th>Dag 2 Day 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tel op:</strong> Add:</td>
<td><strong>Trek af:</strong> Subtract:</td>
</tr>
<tr>
<td>6 + 2 =</td>
<td>8 – 1 =</td>
</tr>
<tr>
<td>36 + 2 =</td>
<td>88 – 1 =</td>
</tr>
<tr>
<td>3 + 4 =</td>
<td>9 – 4 =</td>
</tr>
<tr>
<td>53 + 4 =</td>
<td>69 – 4 =</td>
</tr>
<tr>
<td>1 + 8 =</td>
<td>4 – 3 =</td>
</tr>
<tr>
<td>41 + 8 =</td>
<td>44 – 3 =</td>
</tr>
<tr>
<td>2 + 1 =</td>
<td>5 – 2 =</td>
</tr>
<tr>
<td>22 + 1 =</td>
<td>65 – 2 =</td>
</tr>
<tr>
<td>4 + 2 =</td>
<td>7 – 2 =</td>
</tr>
<tr>
<td>64 + 2 =</td>
<td>37 – 2 =</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dag 3 Day 3</th>
<th>Dag 4 Day 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tel op:</strong> Add:</td>
<td><strong>Trek af:</strong> Subtract:</td>
</tr>
<tr>
<td>1 + 6 =</td>
<td>8 – 5 =</td>
</tr>
<tr>
<td>41 + 6 =</td>
<td>58 – 5 =</td>
</tr>
<tr>
<td>4 + 5 =</td>
<td>6 – 4 =</td>
</tr>
<tr>
<td>24 + 5 =</td>
<td>66 – 4 =</td>
</tr>
<tr>
<td>4 + 3 =</td>
<td>9 – 8 =</td>
</tr>
<tr>
<td>84 + 3 =</td>
<td>99 – 8 =</td>
</tr>
<tr>
<td>3 + 1 =</td>
<td>6 – 2 =</td>
</tr>
<tr>
<td>33 + 1 =</td>
<td>46 – 2 =</td>
</tr>
<tr>
<td>6 + 2 =</td>
<td>7 – 4 =</td>
</tr>
<tr>
<td>76 + 2 =</td>
<td>37 – 4 =</td>
</tr>
</tbody>
</table>
Gee tyd vir die leerders om die piktogram te voltooi en ondersteun hulle indien nodig. Bespreek vrae wat met die piktogram verband hou – vra oor die meeste/minste vorms en die vergelykings tussen die verskillende hoeveelhede vorms. Die leerders gaan in die klaswerk-aktiwiteit voort om die piktogram te gebruik.

Allow time for the learners to complete the pictograph, supporting them if necessary. Discuss questions related to the pictograph – ask about the most/least shapes and comparisons between different numbers of shapes. The learners will continue to use the pictograph in the classwork activity.
Speletjie: Vinnige wiskunde met kaarte – 5 meer en 5 minder
Game: Fast maths with cards – 5 more and less

- Speel saam in pare.
  Play in pairs.
- Skommel jou 0–20-getalkaarte.
  Mix your 0–20 number cards.
- Roep 5 meer of 5 minder uit.
  Call 5 more or 5 less.
- Doen dit weer!
  Do it again!

<table>
<thead>
<tr>
<th>vierkant</th>
<th>ovaal</th>
<th>reghoek</th>
</tr>
</thead>
<tbody>
<tr>
<td>square</td>
<td>oval</td>
<td>rectangle</td>
</tr>
<tr>
<td>driehoek</td>
<td></td>
<td>sirkel</td>
</tr>
<tr>
<td>triangle</td>
<td></td>
<td>circle</td>
</tr>
</tbody>
</table>

3
6
10
7
1
Remember: pictographs contain pictures or images.

<table>
<thead>
<tr>
<th>10</th>
<th>9</th>
<th>8</th>
<th>7</th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>vierkant</td>
<td>driehoek</td>
<td>sirkel</td>
<td>reghoek</td>
<td>ovaal</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>square</td>
<td>triangle</td>
<td>circle</td>
<td>rectangle</td>
<td>oval</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Beantwoord die vrae met behulp van die piktogram.

Use the pictograph to answer the questions.

| Waarvan is daar meer, vierkante of ovale? |
| Which do we have more of, squares or ovals? |
| Ovals |

| Wat is die verskil tussen die aantal vierkante en die aantal ovale? |
| What is the difference between the number of squares and the number of ovals? |
| 3 more ovals than squares |

| Waarvan is daar minder, reghoeke of driehoeke? |
| Which do we have less of, rectangles or triangles? |
| triangles |

| Wat is die verskil tussen die aantal driehoeke en die aantal reghoeke? |
| What is the difference between the number of triangles and the number of rectangles? |
| 3 more rectangles than triangles |
### Ons gunsteling-blomkleure

Our favourite flower colours

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>10</strong></td>
<td><strong>9</strong></td>
<td><strong>8</strong></td>
<td><strong>7</strong></td>
<td><strong>6</strong></td>
<td><strong>5</strong></td>
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<td><strong>4</strong></td>
<td><strong>3</strong></td>
<td><strong>2</strong></td>
<td><strong>1</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Hoeveel rooi blomme is daar?**
  - How many red flowers are there? 8

- **Hoeveel pers blomme is daar?**
  - How many purple flowers are there? 10

- **Hoeveel geel blomme is daar?**
  - How many yellow flowers are there? 5

- **Watter blomkleur is die meeste gewild?**
  - What is the most popular flower colour? green and purple

- **Watter blomkleur is die minste gewild?**
  - What is the least popular flower colour? yellow

- **Wat is die verskil tussen die aantal groen blomme en die aantal blou blomme?**
  - What is the difference between the number of green flowers and the number of blue flowers? 4 more green flowers than blue

- **Wat is die verskil tussen die aantal pers blomme en die aantal rooi blomme?**
  - What is the difference between the number of purple flowers and the number of red flowers? 2 more purple flowers than red
Voltooi eerstens die tabel van die leerders se verjaarsdae. Gaan voort om interpretasievrae oor die verjaarsdagpiktogram te vra. Moedig die leerders aan om die piktogram te lees en te interpretere. Die leerders gaan voort om in die klaswerk-aktiwiteit aan piktogramme te werk.

First, complete the table of learners’ birthdays. Continue asking interpretive questions about the birthdays pictograph. Encourage learners to read and interpret the pictograph. Learners will continue working with pictographs in the classwork activity.
Data handling

### Die verjaarsdae in ons klas
Birthdays in our class

<table>
<thead>
<tr>
<th></th>
<th>Januarie</th>
<th>Februarie</th>
<th>Maart</th>
<th>April</th>
<th>Mei</th>
<th>Junie</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>January</td>
<td>February</td>
<td>March</td>
<td>April</td>
<td>May</td>
<td>June</td>
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<tr>
<td>19</td>
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<td>12</td>
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<td>11</td>
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<td>10</td>
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<tr>
<td>1</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
Die verjaarsdae in ons klas
Birthdays in our class

<table>
<thead>
<tr>
<th>10</th>
<th>9</th>
<th>8</th>
<th>7</th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Januarie</th>
<th>Februarie</th>
<th>Maart</th>
<th>April</th>
<th>Mei</th>
<th>Junie</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>February</td>
<td>March</td>
<td>April</td>
<td>May</td>
<td>June</td>
</tr>
</tbody>
</table>

Beantwoord die vrag met behulp van die piktogram.
Use the pictograph to answer the questions.

**Hoeveel kinders se verjaarsdae is in Januarie?**
How many children had birthdays in January?

7

**Hoeveel kinders se verjaarsdae is in April?**
How many children had birthdays in April?

0

**Hoeveel kinders se verjaarsdae is in die eerste helfte van die jaar?**
How many children had birthdays in the first half of the year?

27

**Die hoogste aantal verjaarsdae is in**
The highest number of birthdays was in

May

**Die laagste aantal verjaarsdae is in**
The lowest number of birthdays was in

April
## Data handling

### Koeke wat verlede week gebak is

<table>
<thead>
<tr>
<th></th>
<th>Maandag</th>
<th>Dinsdag</th>
<th>Woensdag</th>
<th>Donderdag</th>
<th>Vrydag</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kake</td>
<td>10</td>
<td>9</td>
<td>8</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>Kake</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kake</td>
<td>3</td>
<td>4</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>

### Hoeveel koeke het sy Maandag gebak?

How many cakes did she bake on Monday? **3**

### Hoeveel koeke het sy Woensdag gebak?

How many cakes did she bake on Wednesday? **4**

### Hoeveel koeke het sy Vrydag gebak?

How many cakes did she bake on Friday? **10**

### Hoeveel koeke het sy altesame hierdie week gebak?

How many cakes did she bake altogether this week? **30**

### Op watter dag het sy die meeste koeke gebak?

On what day did she bake the most cakes? **Friday**

### Het sy meer koeke op Donderdag of op Vrydag gebak?

Did she bake more cakes on Thursday or Friday? **Friday**

Hoeveel meer?

How many more? **5**
Take time to talk about the data represented by the blocks, helping learners to understand how they represent colour preferences. When you put the blocks on the board, the common baseline makes it easier to see the differences in height of the towers.
1 Bou torings van blokkies!
Build cube towers!

2 Kleur die blokkies in om die aantal blomme, bye en skoenlappers te wys.
Colour in the blocks to show the number of flowers, bees and butterflies.

Nobuntu bestudeer plante en insekte. Sy neem ‘n foto van ‘n veld.
Nobuntu studies plants and insects. She takes a photo of a field.
3 Vergelyk. Skryf >, < of =.
Compare. Write >, < or =.

Beantwoord die vrae op hierdie bladsy deur die data in vraag 2 te bestudeer.
Study the data from question 2 to answer the questions on this page.

3 Vergelyk. Skryf >, < of =.

Hoeveel meer bye is daar as skoenlappers?
How many more bees than butterflies?
1 more

Hoeveel meer skoenlappers is daar as blomme?
How many more butterflies than flowers?
1 more

Hoeveel insekte is daar?
How many insects?
9

4 Vergelyk. Skryf >, < of =.
Compare. Write >, < or =.

Hoeveel meer bye is daar as skoenlappers?
How many more bees than butterflies?
1 more

Hoeveel meer skoenlappers is daar as blomme?
How many more butterflies than flowers?
1 more

Hoeveel insekte is daar?
How many insects?
9

5 Stel data voor
Representing data

Wat is die gunstelingkleur?
What is the favourite colour?
purple

Hoeveel meer leerders hou van pers as van blou?
How many more learners like purple than blue?
2 more

Hoeveel leerders het Sindi oor hulle gunstelingkleur gevra?
How many learners did Sindi ask about their favourite colour?
13 learners
Working with time data

**KONSEPONTWIKKELING**

Steek julle hand op as julle in Januarie verjaar. Bring julle blokkies na my toe.
Raise your hand if your birthday is in January. Bring me your blocks.

Hoeveel leerders verjaar in Februarie? En hoeveel in Maart? Bring julle blokkies na my toe.
How many learners have birthdays in February? And March? Bring me your blocks.

Gaan voort om te vra hoeveel kinders in elke maand verjaar. Bou torings van multifix-blokkies vir elke maand. Sit die basis van die blokkietorings op ’n reguit lyn sodat dit maklik vergelyk kan word.
Continue asking learners how many children have birthdays in each of the months. Use multifix blocks to make towers for each month. The block towers must have a common baseline so that it is easier to compare them.

Daar is niemand wat in September verjaar nie.
There are no birthdays in September.

Daar is 5 kinders wat in Februarie verjaar.
There are 5 birthdays in February.

In watter maand verjaar die meeste kinders?
Which month has the most birthdays?

In die maand met die hoogste blokkietoring.
The month with the tallest block tower.

Hoeveel verjaarsdae is daar meer in Oktober as wat daar in Maart is?
How many more birthdays are there in October than there are in March?

Gee die leerders tyd om te gesels oor die data wat deur die multifix-blokkies voorgestel word. Die lyn van die gemeenskaplike basis van elke toring van blokkies maak dit maklik om die verskille in die torings raak te sien.
Allow the learners time to talk about the data as represented by the multifix blocks, helping them to understand that one multifix block represents a learner's birthday month. The block towers have a common baseline so that it is easier to see the differences in the towers.
Werk met tydata

WEEK 3 • DAG 4

Gebruik hierdie kleure om die piktogram te voltooi.
Complete the pictograph using these colours.

<table>
<thead>
<tr>
<th>Day</th>
<th>Weather</th>
<th>Weather</th>
<th>Weather</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>☀️</td>
<td>☁️</td>
<td>☁️</td>
</tr>
<tr>
<td>Tuesday</td>
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<td>☁️</td>
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<td>Wednesday</td>
<td>☁️</td>
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<td>Thursday</td>
<td>☀️</td>
<td>☐️</td>
<td>☀️</td>
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<td>Friday</td>
<td>☁️</td>
<td>☁️</td>
<td>☁️</td>
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<tr>
<td>Saturday</td>
<td>☁️</td>
<td>☁️</td>
<td>☁️</td>
</tr>
<tr>
<td>Sunday</td>
<td>☁️</td>
<td>☁️</td>
<td>☁️</td>
</tr>
</tbody>
</table>

Gebruik oranje of geel.
Use orange or yellow.

Gebruik grys of swart.
Use grey or black.

Gebruik groen of blou.
Use green or blue.

Hoeveel?
How many?

8
12
8
2 Hoeveel dae was daar in Februarie 2021?  
How many days in February 2021?  
28 days  

Waarvan was daar meer: of ?  
Which were more: ☀️ or ☁️ ?  

Hoeveel meer?  
How many more?  
4 more  

Waarvan was daar meer:  
Which were more: ☁️ or ☔️ ?  

Hoeveel meer?  
How many more?  
4 more  

Hoeveel naweekdae was daar?  
How many weekend days?  
8  

Hoeveel skooldae was daar?  
How many school days?  
20  

Watter weer het die meeste in Februarie 2021 voorgekom?  
What was the most common weather in February 2021?  
partly cloudy  

3 Sam vra sy maats uit oor hoe hulle skool toe kom. Hy teken hierdie grafiek om die data te wys.  
Sam asked his friends how they travel to school. He drew this graph to show the data.  

How many friends did Sam ask?  
20  

Is daar meer leerders wat loop of wat met ’n taxi ry?  
Do more learners walk or take a taxi?  
more walk  

Hoeveel leerders meer?  
How many more?  
4 more  

Is daar meer leerders wat met ’n taxi of wat met ’n bus ry?  
Do more learners take a taxi or a bus?  
more take a bus  

Hoeveel leerders meer?  
How many more?  
1 more  

Working with time data Week 3 • Day 4
Kom ons praat Wiskunde!
Let’s talk Maths!

In Afrikaans sê ons:   In English we say:

<table>
<thead>
<tr>
<th>Afrikaans</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>data</td>
<td>data</td>
</tr>
<tr>
<td>sorteer</td>
<td>sort</td>
</tr>
<tr>
<td>pictogram</td>
<td>pictograph</td>
</tr>
<tr>
<td>die meeste</td>
<td>most</td>
</tr>
<tr>
<td>die minste</td>
<td>least</td>
</tr>
</tbody>
</table>

1 Tel die vrugte.
Count the fruit.

Apple  7  Pear  9  Strawberry  10  Orange  5  Banana  6
Voltooi die piktogram.
Complete the pictograph.

### Soorte vrugte
**Types of fruit**

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>10</td>
<td>![Apple]</td>
<td>![Pear]</td>
<td>![Strawberry]</td>
<td>![Banana]</td>
</tr>
<tr>
<td>9</td>
<td>![Apple]</td>
<td>![Pear]</td>
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<tr>
<td>2</td>
<td>![Apple]</td>
<td>![Pear]</td>
<td>![Strawberry]</td>
<td>![Banana]</td>
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<tr>
<td>1</td>
<td>![Apple]</td>
<td>![Pear]</td>
<td>![Strawberry]</td>
<td>![Banana]</td>
</tr>
</tbody>
</table>

**Hoeveel pere is daar?**
**How many pears?**
9

**Hoeveel appels is daar?**
**How many apples?**
7

**Van watter vrugte is daar die meeste?**
**Which fruit do we have the most of?**
Strawberries

**Wat is die verskil tussen die aantal pere en die aantal appels?**
**What is the difference between the number of pears and the number of apples?**
2 more pears

**Hoeveel piesangs is daar?**
**How many bananas?**
6

**Hoeveel lemoene is daar?**
**How many oranges?**
5

**Wat is die verskil tussen die aantal lemoene en die aantal piesangs?**
**What is the difference between the number of oranges and the number of bananas?**
1 more banana
Optelling van 10’e en 1’e

| Hoofreken: Fizz-Pop – verdubbel getalle tot 75 | geen |
| Speletjie: Jaag resies tot by 100 | dobbelstene |

<table>
<thead>
<tr>
<th>Dag</th>
<th>Lesaktiwiteit</th>
<th>Leshulpbronne</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tel tiene op</td>
<td>LAB, basis 10-blokkies (onderwyser en leerder)</td>
</tr>
<tr>
<td>2</td>
<td>Tel 10’e en 1’e op</td>
<td>LAB, basis 10-blokkies</td>
</tr>
<tr>
<td>3</td>
<td>Tel 10’e en 1’e op</td>
<td>LAB, basis 10-blokkies</td>
</tr>
<tr>
<td>4</td>
<td>Optellingswoordprobleme</td>
<td>LAB, basis 10-blokkies</td>
</tr>
<tr>
<td>5</td>
<td>Vaslegging en assessering vir leer</td>
<td>LAB</td>
</tr>
</tbody>
</table>

Ná hierdie week behoort die leerder in staat te wees om:

- ’n dubbelsyfergetal by ’n dubbelsyfergetal te tel, sonder om die tien te oorbrug.
- optellingsprobleme met basis 10-blokkies op te los en in tiene en ene op te tel.
- optellingswoordprobleme met basis 10-blokkies op te los en in tiene en ene op te tel.

Assessering (sien die agterblaaiie van hierdie gids)

Skrifelike assessering: Getalle, Bewerkings en Verwantskappe – tel in 1’e en 10’e op
Adding 10s and 1s

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Adding tens</td>
<td>LAB, base 10 blocks (teacher and learner)</td>
</tr>
<tr>
<td>2</td>
<td>Adding 10s and 1s</td>
<td>LAB, base 10 blocks</td>
</tr>
<tr>
<td>3</td>
<td>Adding 10s and 1s</td>
<td>LAB, base 10 blocks</td>
</tr>
<tr>
<td>4</td>
<td>Addition word problems</td>
<td>LAB, base 10 blocks</td>
</tr>
<tr>
<td>5</td>
<td>Consolidation and assessment for learning</td>
<td>LAB</td>
</tr>
</tbody>
</table>

After this week the learner should be able to:

- adding a double digit to a double digit, without bridging the ten.
- solving addition problems by using base 10 blocks and adding in tens and ones.
- solving addition word problems by using base 10 blocks and adding in tens and ones.

Assessment (see back pages of this guide)

Written assessment: Numbers, Operations and Relationships – adding 1s and 10s
Optelling van 10’ë en 1’e

**Hoofrekene**
Ons speel hierdie week Fizz–Pop, met die fokus op verdubbeling. Dit is belangrik dat die leerders verdubbeling moet oefen en hierdie berekeningsstrategie doeltreffend moet kan gebruik. ‘n Begrip van verdubbeling is nodig aangesien die leerders van vermenigvuldiging begin leer.

**Speletjie**
Ons speel hierdie week die speletjie, Vinnige wiskunde met dobbelstene – jaag resies tot by 100. Die leerders speel saam in pare met een dobbelsteen in hierdie speletjie. Hulle maak beurte om die dobbelsteen te gooi en hou aan om die pasgegooide getal by te tel totdat hulle by 100 kom. Hierdie speletjie help die leerders om optellingsprobleme met behulp van hoofrekene op te los asook om probleme vinnig en doeltreffend op te los.

**Konsepontwikkeling**
Ons konsentreer hierdie week op probleme wat optelling behels. Die leerders los optellingsprobleme op sonder om tien te oorbrug en gebruik basis 10-blokkies om hulle daarmee te help. Hulle oefen om probleme op te los deur tiene en ene op/by te tel ten einde vinnig en doeltreffend te kan werk. Terwyl ons met optelling werk, konsentreer ons daarop om:
- ’n dubbelsyfergetal by ’n dubbelsyfergetal te tel, sonder om die tien te oorbrug.
- optellingsvrae en woordprobleme met basis 10-blokkies op te los en met tiene en ene op te tel.

**Waarna jy hierdie week moet oplet**
- Basis 10-blokkies is ’n nuttige, konkrete voorstelling in wiskunde, en die gebruik van hierdie blokkies stel die leerders in staat om berekeninge te visualiseer. Moedig gesprekke tussen die leerders aan sodat hulle kan gesels oor hoe hulle die blokkies aangewend het om oor 10’ë en 1’e te kan praat wanneer hulle optel. Die vermoë om oplossings te verbaliseer en regverdiging vir metodes te gee, is ’n wesentlike aspek van die ontwikkeling van begrip in wiskunde.
- Belangrike woordeskat: verdubbeling, tiene, ene, optelling.
Adding 10s and 1s

Mental Maths
This week we will play Fizz Pop with a focus on doubling. It is important for learners to practise doubling, and to become efficient at using this calculation strategy. An understanding of doubling is necessary as learners begin to learn about multiplication.

Game
This week we play the game Fast maths with dice – race to 100. In this game, learners play in pairs with one dice. Learners take turns to throw the dice and to keep adding the newly thrown number until they reach 100. This game helps learners to solve addition problems mentally and will help them to solve problems quickly and efficiently.

Concept development
This week we focus on problems that involve addition. Learners will solve addition problems without bridging ten, using base 10 blocks to help them. Learners will practise solving problems by adding tens and ones, so as to work quickly and efficiently. In our work on addition, we will focus on:
• adding a double digit number to a double digit number, without bridging the ten.
• solving addition questions and word problems by using base 10 blocks and adding in tens and ones.

What to look out for this week
• Base 10 blocks are a useful concrete mathematical representation, and the use of these blocks helps learners to visualise computations. Encourage conversation between learners so that they can talk about how they used the blocks to talk about 10s and 1s when they add. The ability to verbalise solutions and justify methods is an essential aspect of the development of mathematical understanding.
• Important vocabulary: doubling, tens, ones, addition
Tel tien op

**HOOFREKENE | MENTAL MATHS**

Gee geleentheede aan die leerders om verdubbeling te oefen deur die Fizz-Pop-speletjie te speel.

Provide opportunities for learners to practise doubling by playing Fizz Pop.

Onthou om elke dag die datum na te gaan en die register af te merk.

Remember to check the date and mark the register every day.
### WEEK 4 • DAY 1

**Adding tens**

---

**Verrykingsaktiwiteite • Enrichment activities**

#### Dag 1 Day 1

- Voltooi die getalsinne. Skryf die 10’e en 1’e neer.
- Complete the number sentences. Write the 10s and 1s.

<table>
<thead>
<tr>
<th>Number</th>
<th>10’s</th>
<th>1’s</th>
</tr>
</thead>
<tbody>
<tr>
<td>99</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
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</tr>
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<td>69</td>
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<td>33</td>
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<td>58</td>
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<td>73</td>
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<td>88</td>
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<td>____</td>
</tr>
<tr>
<td>76</td>
<td>____</td>
<td>____</td>
</tr>
</tbody>
</table>

#### Dag 2 Day 2

- Voltooi die getalsinne. Skryf die 10’e en 1’e neer.
- Complete the number sentences. Write the 10s and 1s.

<table>
<thead>
<tr>
<th>Number</th>
<th>10’s</th>
<th>1’s</th>
</tr>
</thead>
<tbody>
<tr>
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<td>____</td>
<td>____</td>
</tr>
<tr>
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<td>27</td>
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<td>45</td>
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<td>91</td>
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<td>55</td>
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<td>68</td>
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<td>73</td>
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<td>____</td>
</tr>
<tr>
<td>85</td>
<td>____</td>
<td>____</td>
</tr>
</tbody>
</table>

#### Dag 3 Day 3

- Maak die volgende met julle plekwaardekaarte:
- Use your place value cards to make:

<table>
<thead>
<tr>
<th>Number</th>
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<th>1’s</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
</tr>
<tr>
<td>65</td>
<td></td>
<td></td>
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<tr>
<td>84</td>
<td></td>
<td></td>
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<tr>
<td>55</td>
<td></td>
<td></td>
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<tr>
<td>27</td>
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<tr>
<td>38</td>
<td></td>
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<tr>
<td>71</td>
<td></td>
<td></td>
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<tr>
<td>43</td>
<td></td>
<td></td>
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<tr>
<td>98</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Dag 4 Day 4

- Maak die volgende met julle plekwaardekaarte:
- Use your place value cards to make:

<table>
<thead>
<tr>
<th>Number</th>
<th>10’s</th>
<th>1’s</th>
</tr>
</thead>
<tbody>
<tr>
<td>58</td>
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<td></td>
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<tr>
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<td>71</td>
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<tr>
<td>33</td>
<td></td>
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<td>82</td>
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<tr>
<td>17</td>
<td></td>
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<tr>
<td>44</td>
<td></td>
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<tr>
<td>96</td>
<td></td>
<td></td>
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<tr>
<td>65</td>
<td></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Tel tien op

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Kom ons tel tien met ons blokkies op. Hoeveel het ek hier?
Let’s use blocks to add tens. How much have I got here?

Wat moet ons doen om hierdie getalle op te tel?
What should we do to add these numbers?

Daar is 3 tien en daar is 5 ene.
That is 3 tens and that is 5 tens.

Ons sit die getalle saam.
We put them together.

Wat is 27 + 40?
What is 27 + 40?

Ons sit die getalle saam.
We put them together.

Gee veelvuldige geleenthede aan die leerders om tien met of sonder basis 10-blokkies op te tel. Moedig hulle aan om te gesels oor die getalle wat hulle optel en die oplossings wat hulle kry.
Allow learners multiple opportunities to add tens with or without base 10 blocks. Encourage them to talk about the numbers they are adding and the solutions they find.
Speletjie: Vinnige wiskunde met dobbelstene – jaag resies tot by 100
Game: Fast maths with dice – race to 100

- Speel saam in pare.
  Play in pairs.
- Gooi die dobbelsteen. Onthou jou getal.
  Roll the dice. Remember your number.
- Maak beurte. Gooi weer.
  Take turns. Roll again.
- Tel die getalle op.
  Add the numbers together.
- Hou aan totdat julle by 100 uitkom.
  Keep going till you get to 100.

Los met blokkies op.
Solve using blocks.

| 40 + 20 = 60 | 10 + 40 = 50 | 50 + 20 = 70 |
| 20 + 60 = 80 | 40 + 40 = 80 | 80 + 20 = 100 |

Jy kan dit ook in jou kop doen!
You can also do it mentally!

Jy kan met blokkies optel. Kom ons tel 10’e op.
You can use blocks to add. Let’s add 10s.
**WEEK 4 • DAG 1**

**Tel tiene op**

53 + 30 = __

53 is dieselfde as 50 en 3.
53 is the same as 50 and 3.

Ek sit die blokkies bymekaar wanneer ek optel.
I put the blocks together when I add.

30

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

Ek tel 30 by.
I add 30.

Daar is 5 tiene en 3 ene.
That makes 8 tiene.

Ek het altesame 83.
I have 83 altogether.

2 Los met of sonder blokkies op.
Solve with or without blocks.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>22 + 50 = 72</td>
<td>41 + 20 = 61</td>
<td>54 + 40 = 94</td>
</tr>
<tr>
<td>26 + 30 = 56</td>
<td>17 + 60 = 77</td>
<td>45 + 40 = 85</td>
</tr>
</tbody>
</table>
Adding 10s and 1s

Allow learners multiple opportunities to solve problems involve adding 10s and 1s with or without base 10 blocks. Encourage them to talk about the numbers they are adding and the solutions they find.

Gee veelvuldige geleenthede aan die leerders om probleme, wat behels dat 10’e en 1’e met of sonder basis 10-blokkies opgetel word, op te los. Moedig hulle aan om te gesels oor die getalle wat hulle optel en die oplossings wat hulle kry.
WEEK 4 • DAG 2
Tel 10’e en 1’e op

Adding 10s and 1s

Learners who don’t need to use blocks can add mentally.

42 + 27 = __

42 is the same as 40 and 2.

Om 27 op te tel, is dieselfde as om 20 en 7 op te tel.

Adding 27 is the same as adding 20 and 7.

Ek sit die blokkies bymekaar wanneer ek optel.

I put the blocks together when I add.

42 + 27 = 69

Los met blokkies op.

Solve using blocks.

| 32 + 23 = 55 | 21 + 32 = 53 | 46 + 31 = 77 |
| 36 + 51 = 87 | 55 + 24 = 79 | 62 + 17 = 79 |
**Adding 10s and 1s**

### Solve using blocks.

<table>
<thead>
<tr>
<th>Expression</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>45 + 34</td>
<td>79</td>
</tr>
<tr>
<td>35 + 61</td>
<td>96</td>
</tr>
<tr>
<td>22 + 26</td>
<td>48</td>
</tr>
<tr>
<td>64 + 24</td>
<td>88</td>
</tr>
<tr>
<td>31 + 58</td>
<td>89</td>
</tr>
<tr>
<td>21 + 51</td>
<td>72</td>
</tr>
</tbody>
</table>

### Do these without your blocks!

<table>
<thead>
<tr>
<th>Expression</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 + 20</td>
<td>50</td>
</tr>
<tr>
<td>50 + 30</td>
<td>80</td>
</tr>
<tr>
<td>70 + 10</td>
<td>80</td>
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<tr>
<td>30 + 30</td>
<td>60</td>
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<tr>
<td>40 + 30</td>
<td>70</td>
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<tr>
<td>50 + 40</td>
<td>90</td>
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<tr>
<td>20 + 40</td>
<td>60</td>
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<tr>
<td>70 + 20</td>
<td>90</td>
</tr>
<tr>
<td>70 + 10</td>
<td>80</td>
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<td>38 + 20</td>
<td>58</td>
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<td>58 + 30</td>
<td>88</td>
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<td>71 + 10</td>
<td>81</td>
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<td>37 + 30</td>
<td>67</td>
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<td>44 + 30</td>
<td>74</td>
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<tr>
<td>53 + 40</td>
<td>93</td>
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<tr>
<td>27 + 40</td>
<td>67</td>
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<tr>
<td>72 + 20</td>
<td>92</td>
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<td>64 + 30</td>
<td>94</td>
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<td>38 + 21</td>
<td>59</td>
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<tr>
<td>58 + 31</td>
<td>89</td>
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<tr>
<td>71 + 12</td>
<td>83</td>
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<tr>
<td>37 + 32</td>
<td>69</td>
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<tr>
<td>44 + 33</td>
<td>77</td>
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<tr>
<td>53 + 45</td>
<td>98</td>
</tr>
<tr>
<td>27 + 41</td>
<td>68</td>
</tr>
<tr>
<td>72 + 25</td>
<td>97</td>
</tr>
<tr>
<td>64 + 34</td>
<td>98</td>
</tr>
</tbody>
</table>
Tel 10’e en 1’e op

1. Ek tel die 1’e op en ek tel die tien e op. Ek kry altesame 6 tien e en 8 ene. I add the 1s and I add the tens. I get 6 tens and 8 ones altogether.

2. Hoe het jy daarby uitgekom? How did you get that?

3. Ek het 4 tien e en 2 tien e, wat vir my altesame 6 tien e gee. I had 4 tens and 2 tens which gave me 6 tens altogether.

4. Ek het 6 ene en 2 ene, wat vir my altesame 8 ene gee. I had 6 ones and 2 ones which gave me 8 ones altogether.

5. Hoe gaan julle dit met blokkies optel? How will you use blocks to add this?

Gee veelvuldige geleenthede aan die leerders om probleme, wat behels dat tien e en ene met of sonder blokkies opgetel word, op te los. Help die leerders om te sien hoe ons die getalsinne skryf om hulle bewerkings te wys.

Allow learners multiple opportunities to solve problems that involve adding tens and ones with or without blocks. Help the learners to see how we write the number sentences to show their working.
WEEK 4 • DAY 3

Adding 10s and 1s

34 + 25 = ____

34 is the same as 30 and 4.

Om 25 op te tel, is dieselfde as om 20 en 5 op te tel.

Adding 25 is the same as adding 20 and 5.

34 + 25 = 30 + 20 + 4 + 5
          = 50 + 9
          = 59

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

24 + 12 = 20 + 10 + 4 + 2
          = 30 + 6
          = 36

+2 + 25 = 40 + 20 + 2 + 5
          = 60 + 7
          = 67

Kom ons wys nou ons werk met die blokkies en skryf ons werk in getalsinne.

Now let's show our work with the blocks and write our work in number sentences.

Ek sit die blokkies byeinkaar wanneer ek optel.

I put the blocks together when I add.

Ons kan ons berekening soos volg skryf. Tel die 10's en 1's op. Wat kry ons altesame?

We can write our calculation like this. Add the 10s and the 1s. What do we get altogether?
### Week 4 • Day 3

#### Tel 10’e en 1’e op

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

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

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>33 + 23 =</td>
<td>30 + 20 + 3 + 3</td>
<td>61 + 32 =</td>
<td>60 + 30 + 1 + 2</td>
</tr>
<tr>
<td></td>
<td>50 + 6</td>
<td></td>
<td>90 + 3</td>
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<td></td>
<td>36</td>
<td></td>
<td>93</td>
</tr>
<tr>
<td>23 + 54 =</td>
<td>20 + 50 + 3 + 4</td>
<td>42 + 55 =</td>
<td>40 + 50 + 2 + 5</td>
</tr>
<tr>
<td></td>
<td>70 + 7</td>
<td></td>
<td>90 + 7</td>
</tr>
<tr>
<td></td>
<td>77</td>
<td></td>
<td>97</td>
</tr>
<tr>
<td>22 + 44 =</td>
<td>20 + 40 + 2 + 4</td>
<td>74 + 11 =</td>
<td>70 + 10 + 4 + 1</td>
</tr>
<tr>
<td></td>
<td>60 + 6</td>
<td></td>
<td>80 + 5</td>
</tr>
<tr>
<td></td>
<td>66</td>
<td></td>
<td>85</td>
</tr>
</tbody>
</table>

**3** Thando koop petrol vir R53. Hy koop kos vir R22. Hoeveel gee hy altesame uit?

Thando bought petrol for R53. He bought food for R22. How much did he spend altogether?

R53 + R22 = R50 + R20 + R3 + R2
= R70 + R5
= R75

Oyama koop petrol vir R62. Hy koop kos vir R32. Hoeveel gee hy altesame uit?

Oyama bought petrol for R62. He bought food for R32. How much did he spend altogether?

R62 + R32 = R60 + R30 + R2 + R2
= R90 + R4
= R94
Repeat the steps with other addition word problems. Allow learners multiple opportunities to solve word problems using base 10 blocks. Encourage learners to work without blocks as soon as they are able to.
Lebo bought shorts for R45 and a shirt for R32. How much did he spend altogether?

\[
R45 + R32 = R40 + R30 + R5 + R2 \\
= R70 + R7 \\
= R77
\]

Likho bought a ball for R52 and socks for R24. How much did he spend altogether?

\[
R52 + R24 = R50 + R20 + R2 + R4 \\
= R70 + R6 \\
= R76
\]

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

<table>
<thead>
<tr>
<th>36 + 31</th>
<th>43 + 25</th>
</tr>
</thead>
<tbody>
<tr>
<td>( = 30 + 30 + 6 + 1 )</td>
<td>( = 40 + 20 + 3 + 5 )</td>
</tr>
<tr>
<td>( = 60 + 7 )</td>
<td>( = 60 + 8 )</td>
</tr>
<tr>
<td>( = 36 )</td>
<td>( = 68 )</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>55 + 24</th>
<th>41 + 38</th>
</tr>
</thead>
<tbody>
<tr>
<td>( = 50 + 20 + 5 + 4 )</td>
<td>( = 40 + 30 + 1 + 8 )</td>
</tr>
<tr>
<td>( = 70 + 9 )</td>
<td>( = 70 + 9 )</td>
</tr>
<tr>
<td>( = 79 )</td>
<td>( = 79 )</td>
</tr>
</tbody>
</table>
Addition word problems

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

<table>
<thead>
<tr>
<th>Number 1</th>
<th>Number 2</th>
<th>Sum</th>
<th>Calculation</th>
</tr>
</thead>
<tbody>
<tr>
<td>28</td>
<td>31</td>
<td>59</td>
<td>20 + 30 + 8 + 1 = 50 + 9 = 59</td>
</tr>
<tr>
<td>43</td>
<td>35</td>
<td>78</td>
<td>40 + 30 + 3 + 5 = 70 + 8 = 78</td>
</tr>
<tr>
<td>57</td>
<td>22</td>
<td>79</td>
<td>50 + 20 + 7 + 2 = 70 + 9 = 79</td>
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<td>83</td>
<td>12</td>
<td>95</td>
<td>80 + 10 + 3 + 2 = 90 + 5 = 95</td>
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<tr>
<td>53</td>
<td>42</td>
<td>95</td>
<td>50 + 40 + 3 + 2 = 90 + 5 = 95</td>
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<td>57</td>
<td>32</td>
<td>89</td>
<td>50 + 30 + 7 + 2 = 80 + 9 = 89</td>
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<tr>
<td>65</td>
<td>24</td>
<td>89</td>
<td>60 + 20 + 5 + 4 = 80 + 9 = 89</td>
</tr>
<tr>
<td>55</td>
<td>23</td>
<td>78</td>
<td>50 + 20 + 5 + 3 = 70 + 8 = 78</td>
</tr>
</tbody>
</table>

4. Thomas bought a book for R32 and paper for R24. How much did he spend altogether?

R32 + R24 = R56

Fundi bought a dictionary for R36 and a notebook for R23. How much did she spend altogether?

R36 + R23 = R59
Kom ons praat Wiskunde!
Let’s talk Maths!

In Afrikaans sê ons:  
In English we say:

- basistien-blokkies  
base 10 blocks
- Een 10 is dieselfde as tien 1’s.  
One 10 is the same as ten 1s.
- Ek kan die tiene optel en ek kan die 1’s optel.  
I can add the tens and I can add the 1s.
- Om 25 op te tel, is dieselfde as om 20 en 5 op te tel.  
Adding 25 is the same as adding 20 and 5.

Los op.
Solve.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 40 + 10 = _50_ | 20 + 30 = _60_ | 30 + 40 = _70_
| 20 + 40 = _60_ | 30 + 40 = _80_ | 50 + 10 = _60_
| 60 + 10 = _70_ | 40 + 40 = _80_ | 30 + 60 = _90_
|       |       |       |
| 44 + 10 = _54_ | 25 + 30 = _55_ | 37 + 40 = _77_
| 28 + 40 = _68_ | 34 + 40 = _74_ | 52 + 10 = _62_
| 61 + 10 = _71_ | 43 + 40 = _83_ | 34 + 60 = _94_
|       |       |       |
| 44 + 12 = _56_ | 25 + 32 = _57_ | 37 + 41 = _78_
| 28 + 41 = _69_ | 34 + 45 = _79_ | 52 + 15 = _67_
| 61 + 12 = _73_ | 43 + 42 = _85_ | 34 + 64 = _98_

WERKKAARTE
WORKSHEETS
2 Los met blokkies op. Skryf neer wat jy gedoen het om dit uit te werk.
Solve using blocks. Write what you did to work it out.

<table>
<thead>
<tr>
<th>Calculation</th>
<th>Steps</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>$47 + 32$</td>
<td>$40 + 30 + 7 + 2$</td>
<td>$70 + 9$</td>
</tr>
<tr>
<td>$52 + 14$</td>
<td>$50 + 20 + 2 + 4$</td>
<td>$70 + 6$</td>
</tr>
<tr>
<td>$36 + 51$</td>
<td>$30 + 50 + 6 + 1$</td>
<td>$80 + 7$</td>
</tr>
<tr>
<td>$73 + 14$</td>
<td>$70 + 10 + 3 + 4$</td>
<td>$80 + 7$</td>
</tr>
</tbody>
</table>

3 Los die woordprobleme op. Jy kan jou blokkies gebruik.
Solve the word problems. You can use your blocks.

Thembi koop ’n teddiebeer vir R31 en ’n boek vir R26. Hoeveel gee sy altesame uit?
Thembi bought a teddy for R31 and a book for R26. How much did she spend altogether?

\[
\text{R31 + R26} = \text{R30 + R20 + R1 + R6} \\
= \text{R50 + R7} \\
= \text{R57}
\]

Ntando koop ’n hemp vir R44 en ’n bal vir R15. Hoeveel gee hy altesame uit?
Ntando bought a shirt for R44 and a ball for R15. How much did he spend altogether?

\[
\text{R44 + R15} = \text{R40 + R10 + R4 + R5} \\
= \text{R50 + R9} \\
= \text{R59}
\]

Permie koop appels vir R25 en piesangs vir R12. Hoeveel gee sy altesame uit?
Permie bought apples for R25 and bananas for R12. How much did she spend altogether?

\[
\text{R25} + \text{R12} = \text{R37}
\]
### Aftrekking van 10’en 1’e

| Hoofrekene: Hoeveel om 20 te kry? | kolkaarte |
| Speletjie: Jaag resies tot by 0 | dobbelstene |

<table>
<thead>
<tr>
<th>Dag</th>
<th>Lesaktiwiteit</th>
<th>Leshulpbronne</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Trek tiene af</td>
<td>LAB, basis 10-blokkies (onderwyser en leerder)</td>
</tr>
<tr>
<td>2</td>
<td>Trek 10’e en 1’e af</td>
<td>LAB, basis 10-blokkies</td>
</tr>
<tr>
<td>3</td>
<td>Trek 10’e en 1’e af</td>
<td>LAB, basis 10-blokkies</td>
</tr>
<tr>
<td>4</td>
<td>Aftrekkingswoordprobleme</td>
<td>LAB, basis 10-blokkies</td>
</tr>
<tr>
<td>5</td>
<td>Vaslegging en assessering vir leer</td>
<td>LAB</td>
</tr>
</tbody>
</table>

### Ná hierdie week behoort die leerder in staat te wees om

- ’n dubbelsyfergetal van ’n dubbelsyfergetal af te trek, sonder om die tien te oorbrug.
- aftrekkingsprobleme met basis 10-blokkies op te los en tiene en ene af te trek.
- aftrekkingswoordprobleme met basis 10-blokkies op te los en met tiene en ene af te trek.

### Assessering (sien die agterblaaiie van hierdie gids)

**Skriftelike assessering:** Getalle, Bewerkings en Verwantskappe – trek 10’e en 1’e af
## Subtracting 10s and 1s

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Subtracting tens</td>
<td>LAB, base 10 blocks (teacher and learner)</td>
</tr>
<tr>
<td>2</td>
<td>Subtracting 10s and 1s</td>
<td>LAB, base 10 blocks</td>
</tr>
<tr>
<td>3</td>
<td>Subtracting 10s and 1s</td>
<td>LAB, base 10 blocks</td>
</tr>
<tr>
<td>4</td>
<td>Subtraction word problems</td>
<td>LAB, base 10 blocks</td>
</tr>
<tr>
<td>5</td>
<td>Consolidation and assessment for learning</td>
<td>LAB</td>
</tr>
</tbody>
</table>

### Assessment

After this week the learner should be able to:

- subtracting a double digit from a double digit, without bridging the ten.
- solving subtraction problems by using base 10 blocks and subtracting tens and ones.
- solving subtraction word problems by using base 10 blocks and subtracting in tens and ones.

Assessment (see back pages of this guide)

Written assessment: Numbers, Operations and Relationships – subtracting 10s and 1s
Aftrekking van 10’en 1’e

Hoofrekene
In Hoofrekene hierdie week maak ons 20. Ons bou met behulp van kolkaarte voort op en lê kennis van die getalkombinasies van 10 vas. Die leerders moet 10 visualiseer deur die tienrame, wat deur die gedrukte kolkaarte geskep is, vol te maak om 20 te maak. Hierdie aktiviteit versterk die leerders se begrip van hul getalkombinasies van 10 en additiewe verwantskappe.

Speletjie
Ons speel hierdie week die speletjie, Vinnige wiskunde met dobbelstene – jaag resies tot by 0. Die leerders oefen aftrekking met hierdie speletjie deur die getal wat gegooi is, herhaaldelik van ‘n getal af te trek totdat hulle by 0 uitkom. Hoewel party leerders steeds die aftrekkingsprobleme wil oplos deur van die getal af terug te tel, is dit belangrik om hulle aan te moedig om die probleme in hulle kop te probeer oplos.

Konseptontwikkeling
Ons konsentreer hierdie week op probleme wat aftrekking behels. Die leerders moet aftrekkingsprobleme oplos met die gebruik van basis 10-blokies om hulle te help. Hulle oefen om probleme op te los deur die tien en ene af te trek ten einde vinnig en doeltreffend te werk. Terwyl ons met aftrekking werk, konsentreer ons daarop om:
• ‘n dubbelsyfergetal van ‘n dubbelsyfergetal af te trek, sonder om die tien te oorbrug.
• aftrekkingsvrae en woordprobleme met basis 10-blokies op te los met tiene en ene af te trek.

Waarna jy hierdie week moet oplet
• Basis 10-blokies is ‘n nuttige, konkrete voorstelling in wiskunde, en die gebruik van hierdie blokies stel die leerders in staat om berekeninge te visualiseer. Moedig gesprekke tussen die leerders aan sodat hulle kan gesels oor hoe hulle die blokies aangewend het om oor 10’e en 1’e te praat terwyl hulle aftrek. Die vermoë om oplossings te verbaliseer en regverdiging vir metodes te gee, is ‘n wesentlike aspek van die ontwikkeling van begrip in wiskunde.
• Belangrike woordeskat: tiene, ene, aftrekking
**Subtracting 10s and 1s**

**Mental Maths**
In Mental Maths this week we make 20. We build on and consolidate knowledge of the **bonds of 10** using dot cards. Learners have to visualise 10 by filling the ten frames created by the printed dot cards and then make 20. This activity strengthens learners understanding of their bonds of 10 and additive relations.

**Game**
This week we will play the game Fast maths with dice – race to 0. In this game, learners will practise **subtraction**, by repeatedly subtracting the number rolled until they reach 0. While some learners may still solve the subtraction problems by counting back from the number, it is important to encourage learners to work towards solving the problems mentally.

**Concept development**
This week we focus on problems that involve subtraction. Learners will solve subtraction problems without bridging ten, using base 10 blocks to help them. Learners will practise solving problems by subtracting tens and ones, so as to work quickly and efficiently. In our work on subtraction, we will focus on:
- Subtracting a double digit number from a double digit number, without bridging the ten.
- Solving **subtraction** questions and word problems by using base 10 blocks and subtracting in tens and ones.

**What to look out for this week**
- Base 10 blocks are a useful concrete mathematical representation and the use of these blocks helps learners to visualise computations. Encourage conversation between learners so that they can talk about how they used the blocks to talk about 10s and 1s when they subtract. The ability to verbalise solutions and justify methods is an essential aspect of the development of mathematical understanding.
- Important vocabulary: **tens, ones, subtraction**
Oefen om 20 met behulp van kolkaarte te kry.
Practise making 20 using dots cards.
Onthou om elke dag die datum na te gaan en die register af te merk.
Remember to check the date and mark the register every day.

Hoeveel meer om 20 te kry?
How many more to make 20?
## Subtracting tens

### WEEK 5 • DAY 1

### Verrykingsaktiwiteite • Enrichment activities

<table>
<thead>
<tr>
<th>Dag 1 Day 1</th>
<th>Dag 2 Day 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Maak die volgende met jou basis</strong> 10-blokkies: Use your base 10 blocks to make:</td>
<td><strong>Maak die volgende met jou basis 10-blokkies:</strong> Use your base 10 blocks to make:</td>
</tr>
<tr>
<td>52</td>
<td>56</td>
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<td>29</td>
<td>43</td>
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<td>84</td>
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<td>36</td>
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<td>65</td>
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<td>13</td>
<td>19</td>
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<td>91</td>
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<table>
<thead>
<tr>
<th>Dag 3 Day 3</th>
<th>Dag 4 Day 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Voltooie die getalsinne. Skryf die 10’e en 1’e neer.</strong> Complete the number sentences. Write the 10s and 1s.</td>
<td><strong>Voltooie die getalsinne. Skryf die 10’e en 1’e neer.</strong> Complete the number sentences. Write the 10s and 1s.</td>
</tr>
<tr>
<td>96 = _____ + _____</td>
<td>12 = _____ + _____</td>
</tr>
<tr>
<td>28 = _____ + _____</td>
<td>86 = _____ + _____</td>
</tr>
<tr>
<td>71 = _____ + _____</td>
<td>31 = _____ + _____</td>
</tr>
<tr>
<td>32 = _____ + _____</td>
<td>25 = _____ + _____</td>
</tr>
<tr>
<td>87 = _____ + _____</td>
<td>73 = _____ + _____</td>
</tr>
<tr>
<td>65 = _____ + _____</td>
<td>94 = _____ + _____</td>
</tr>
<tr>
<td>14 = _____ + _____</td>
<td>47 = _____ + _____</td>
</tr>
<tr>
<td>41 = _____ + _____</td>
<td>18 = _____ + _____</td>
</tr>
<tr>
<td>53 = _____ + _____</td>
<td>66 = _____ + _____</td>
</tr>
<tr>
<td>35 = _____ + _____</td>
<td>54 = _____ + _____</td>
</tr>
</tbody>
</table>
WEEK 5 • DAG 1
Trek tiene af

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Kom ons trek tiene af met blokkies. Wat moet ons doen?
Let’s use blocks to subtract tens. What should we do?

Ja, ons moet 40 van 70 aftrek.
Yes, we need to subtract 40 from 70.

Ek kan 70 blokkies neersit en dan neem ek 40 weg.
I can put out 70 and then I will take away 40.

Ons neem weg.
70 – 40 = 30.
We take away.

Wat is 65 – 40?
What is 65 – 40?

Ons neem weg.
65 – 40 = 25.
We take away.

Gee veelvuldige geleenthede aan die leerders om tiene met of sonder blokkies af te trek. Die leerders moet ook hul eie basis 10-blokkies gebruik. Moedig hulle aan om te gesels oor die getalle wat hulle aftrek en die oplossings wat hulle kry.
Allow learners multiple opportunities to subtract tens with or without blocks. Learners must also use their own base 10 blocks. Encourage them to talk about the numbers they are subtracting and the solutions they find.
**WEEK 5 • DAY 1**

Subtracting tens

---

**SPELETJIE: Vinnige wiskunde met dobbelstene – jaag resies tot by 0**

Game: Fast maths with dice – race to 0

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

---

1. **Los met blokkies op.**
   Solve using blocks.

   | 60 – 30 = 30 | 40 – 20 = 20 | 50 – 20 = 30 |
   | 60 – 50 = 10 | 80 – 40 = 40 | 90 – 60 = 30 |
Trek tiene af

68 - 30 = ____

68 is dieselfde as 60 en 8.
Ek neem 30 weg.

Ek kyk wat oorbly nadat ek afgetrek het.

68 - 30 = 38

63 - 20 = 43  
59 - 30 = 29  
72 - 40 = 32

87 - 30 = 57  
68 - 60 = 8   
45 - 10 = 35

Jy kan met blokkies aftrek. Kom ons trek van 10'e en 1'e af.
You can use blocks to subtract. Let's subtract from 10s and 1s.

Daar is 3 tiene en 8 ene.
Dit maak 38. Daar bly 38 oor.
There are 3 tens and 8 ones. That makes 38. There is 38 left.

Los met of sonder blokkies op.
Solve with or without blocks.

2 Subtracting tens Week 5 • Day 1 45
WEEK 5 • DAY 2
Subtracting 10s and 1s

Gee veelvuldige geleenthede aan die leerders om probleme, wat behels dat 10'e en 1'e met of sonder blokkies afgetrek word, op te los. Moedig hulle aan om te gesels oor die getalle wat hulle aftrek en die oplossings wat hulle kry.

Allow learners multiple opportunities to solve problems involving subtracting 10s and 1s with or without blocks. Encourage them to talk about the numbers they are subtracting and the solutions they find.
Trek 10’e en 1’e af

Subtracting 10s and 1s

88 - 23 = ___

88 is dieselfde as 80 en 8.
88 is the same as 80 and 8.

Om 23 af te trek, is dieselfde
as om 20 en 3 af te trek.
Subtracting 23 is the same as subtracting
20 and 3.

Ek neem blokkies weg wanneer
ek aftrek.
I take away blocks when I subtract.

88 – 23 = 65

Los met blokkies op.
Solve using blocks.

| 58 – 24 = 34 | 63 – 32 = 31 | 46 – 31 = 15 |
| 86 – 54 = 32 | 55 – 42 = 13 | 69 – 17 = 52 |
### Subtracting 10s and 1s

#### 2. Los met blokkies op.
Solve using blocks.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>45 – 34 =</td>
<td>11</td>
</tr>
<tr>
<td>39 – 11 =</td>
<td>28</td>
</tr>
<tr>
<td>83 – 42 =</td>
<td>41</td>
</tr>
<tr>
<td>64 – 51 =</td>
<td>13</td>
</tr>
<tr>
<td>99 – 57 =</td>
<td>42</td>
</tr>
<tr>
<td>77 – 63 =</td>
<td>14</td>
</tr>
</tbody>
</table>

#### 3. Los op.
Solve.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>40 – 20 =</td>
<td>20</td>
</tr>
<tr>
<td>50 – 30 =</td>
<td>20</td>
</tr>
<tr>
<td>60 – 20 =</td>
<td>40</td>
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<tr>
<td>40 – 22 =</td>
<td>23</td>
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<td>59 – 30 =</td>
<td>29</td>
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<td>59 – 37 =</td>
<td>22</td>
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<td>67 – 20 =</td>
<td>47</td>
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<td>67 – 23 =</td>
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<td>45 – 20 =</td>
<td>25</td>
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<td>59 – 30 =</td>
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<td>67 – 20 =</td>
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<td>45 – 22 =</td>
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<td>59 – 37 =</td>
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<td>67 – 23 =</td>
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<td>80 – 40 =</td>
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<td>90 – 60 =</td>
<td>30</td>
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<td>70 – 10 =</td>
<td>60</td>
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<td>78 – 30 =</td>
<td>48</td>
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<td>82 – 40 =</td>
<td>42</td>
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<tr>
<td>94 – 60 =</td>
<td>34</td>
</tr>
<tr>
<td>71 – 10 =</td>
<td>61</td>
</tr>
<tr>
<td>86 – 10 =</td>
<td>76</td>
</tr>
<tr>
<td>93 – 50 =</td>
<td>43</td>
</tr>
<tr>
<td>86 – 15 =</td>
<td>71</td>
</tr>
<tr>
<td>93 – 51 =</td>
<td>42</td>
</tr>
<tr>
<td>71 – 11 =</td>
<td>60</td>
</tr>
</tbody>
</table>
Gee veelvuldige geleenthede aan die leerders om probleme, wat behels dat tiene en ene met of sonder blokkies afgetrek word, op te los. Wys vir die leerders hoe ons die getalsinne skryf om hul bewerking te wys.

Allow learners multiple opportunities to solve problems that involve subtracting tens and ones with or without blocks. Help the learners to see how we write the number sentences to show their working.
### Subtracting 10s and 1s

#### WEEK 5 • DAY 3

**Trek 10'e en 1'e af**
Subtracting 10s and 1s

<table>
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<tr>
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<th>WERKKAARTE</th>
<th>WORKSHEETS</th>
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</table>

- **Hoofrekenen**
  - Mental Math
  - Number Facts to 20
- **Speletjie**
  - Game
- **Koncepontwikkeling**
  - Concept Development
- **Werkkaarte**
  - Worksheets

---

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

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

<table>
<thead>
<tr>
<th>Math Expression</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>56 – 22 = _____</td>
<td>56 – 20 – 2 = 36 – 2 = 34</td>
</tr>
<tr>
<td>86 – 25 = _____</td>
<td>86 – 20 – 5 = 66 – 5 = 61</td>
</tr>
<tr>
<td>67 – 31 = _____</td>
<td>67 – 30 – 1 = 37 – 1 = 36</td>
</tr>
<tr>
<td>74 – 43 = _____</td>
<td>74 – 40 – 3 = 34 – 3 = 31</td>
</tr>
</tbody>
</table>

---

**58 – 31 = ____**

- **58 is diezelfde as 50 en 8.**
  - 58 is the same as 50 and 8.

- **Om 31 af te trek, is diezelfde as om 30 en 1 af te trek.**
  - Subtracting 31 is the same as subtracting 30 and 1.

- **Daar bly 2 tiene en 7 ene oor. Dit maak 27. Die verskil tussen 58 en 31 is 27.**
  - There are 2 tens and 7 ones left. That makes 27. The difference between 58 and 31 is 27.

---

**58 – 31 = 58 – 30 – 1**

1. **58 – 31 = 58 – 30 – 1**
   - = 28 – 1
   - = 27
### WEEK 5 • DAG 3

**Trek 10\'e en 1\'e af**

---

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

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

<table>
<thead>
<tr>
<th>Expression</th>
<th>Blocks</th>
<th>Calculation</th>
</tr>
</thead>
<tbody>
<tr>
<td>68 – 23</td>
<td>68 – 20 – 3</td>
<td>= 48 – 3 = 45</td>
</tr>
<tr>
<td>76 – 42</td>
<td>76 – 40 – 2</td>
<td>= 36 – 2 = 34</td>
</tr>
<tr>
<td>94 – 53</td>
<td>94 – 50 – 3</td>
<td>= 44 – 3 = 41</td>
</tr>
<tr>
<td>55 – 35</td>
<td>55 – 30 – 5</td>
<td>= 25 – 5 = 20</td>
</tr>
<tr>
<td>68 – 56</td>
<td>68 – 50 – 6</td>
<td>= 18 – 6 = 12</td>
</tr>
<tr>
<td>87 – 33</td>
<td>87 – 30 – 3</td>
<td>= 57 – 3 = 54</td>
</tr>
</tbody>
</table>

---


Maya has R85. She buys food for R21. How much money does she have now?

\[
\text{R85} \quad \text{R21} = \text{R85} \quad \text{R20} \quad \text{R1} = \text{R65} \quad \text{R1} = \text{R64}
\]

Maya has R85. She buys food for R21. How much money does she have now?

Khanyi het R75. Hy koop ’n boek vir R34. Hoeveel geld het hy nou?

Khanyi has R75. He buys a book for R34. How much money does he have now?

\[
\text{R75} \quad \text{R34} = \text{R75} \quad \text{R30} \quad \text{R4} = \text{R45} \quad \text{R4} = \text{R41}
\]
Repeat the steps with other subtraction word problems. Allow learners multiple opportunities to solve word problems with or without blocks.
### Trek 10’e en 1’e af
Subtracting 10s and 1s

#### 1
Bev het R55. Sy koop ’n tydskrif vir R23. Hoeveel geld het sy nou?
Bev had R55. She bought a magazine for R23. How much money does she have now?

\[
\begin{align*}
\text{R55 – R23} &= \text{R55 – R20 – R3} \\
&= \text{R35 – R3} \\
&= \text{R32}
\end{align*}
\]

Brian het R75. Hy koop petrol vir R32. Hoeveel geld het hy nou?
Brian had R75. He bought petrol for R32. How much money does he have now?

\[
\begin{align*}
\text{R75 – R32} &= \text{R75 – R30 – R2} \\
&= \text{R45 – R2} \\
&= \text{R43}
\end{align*}
\]

#### 2
Los met blokkies op. Skryf neer wat jy gedoen het om dit uit te werk.
Solve using blocks. Write what you did to work it out.

\[
\begin{array}{ccc}
86 – 24 &=& 86 – 20 – 4 \\
&=& 66 – 4 \\
&=& 62 \\
74 – 32 &=& 74 – 30 – 2 \\
&=& 44 – 2 \\
&=& 42 \\
95 – 43 &=& 95 – 40 – 3 \\
&=& 55 – 3 \\
&=& 52 \\
68 – 55 &=& 68 – 50 – 5 \\
&=& 18 – 5 \\
&=& 13
\end{array}
\]
3. Solve using blocks. Write what you did to work it out.

<p>| | | | | | | | | | | |</p>
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<thead>
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<td>28 – 21</td>
<td>= 28 – 20 – 1</td>
<td>67 – 31</td>
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<tr>
<td>78 – 43</td>
<td>= 78 – 40 – 3</td>
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<td>= 53 – 40 – 2</td>
<td>57 – 32</td>
<td>= 57 – 30 – 2</td>
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<td>89 – 42</td>
<td>= 89 – 40 – 2</td>
<td>76 – 24</td>
<td>= 76 – 20 – 4</td>
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<td>= 49 – 2</td>
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<td>= 56 – 4</td>
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</tr>
</tbody>
</table>

Ndumiso has R55. He buys bread for R23. How much money does he have now?

R55 – R23 = \[R 32\]

Muzi het R58. Hy koop ’n bal vir R36. Hoeveel geld het hy nou?
Muzi has R58. He buys a ball for R36. How much money does he have now?

R 58 – R 36 = R 22
**Kom ons praat Wiskunde!\(^1\)**

Let’s talk Maths!

**In Afrikaans sê ons:**

<table>
<thead>
<tr>
<th>basis 10-blokkies</th>
<th>In English we say:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Een 10 is dieselfde as tien 1'e.</td>
<td>One 10 is the same as ten 1s.</td>
</tr>
<tr>
<td>Ek trek eers ene af en dan trek ek tiene af.</td>
<td>First I subtract ones, then I subtract tens.</td>
</tr>
<tr>
<td>Om 36 af te trek, is dieselfde as om 30 en 6 af te trek.</td>
<td>Subtracting 36 is the same as subtracting 30 and 6.</td>
</tr>
</tbody>
</table>

---

1. **Los op.** These 3 sets of tasks are related.

<table>
<thead>
<tr>
<th>30 – 10 = ___</th>
<th>50 – 20 = ___</th>
<th>60 – 10 = ___</th>
</tr>
</thead>
<tbody>
<tr>
<td>40 – 20 = ___</td>
<td>80 – 30 = ___</td>
<td>90 – 50 = ___</td>
</tr>
<tr>
<td>70 – 30 = ___</td>
<td>60 – 40 = ___</td>
<td>70 – 10 = ___</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>35 – 10 = ___</th>
<th>57 – 20 = ___</th>
<th>67 – 10 = ___</th>
</tr>
</thead>
<tbody>
<tr>
<td>49 – 20 = ___</td>
<td>86 – 30 = ___</td>
<td>94 – 50 = ___</td>
</tr>
<tr>
<td>76 – 30 = ___</td>
<td>65 – 40 = ___</td>
<td>79 – 10 = ___</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>35 – 12 = ___</th>
<th>57 – 23 = ___</th>
<th>67 – 11 = ___</th>
</tr>
</thead>
<tbody>
<tr>
<td>49 – 24 = ___</td>
<td>86 – 35 = ___</td>
<td>94 – 52 = ___</td>
</tr>
<tr>
<td>76 – 34 = ___</td>
<td>65 – 42 = ___</td>
<td>79 – 12 = ___</td>
</tr>
</tbody>
</table>
Learners should only use blocks when needed.

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

<table>
<thead>
<tr>
<th>Calculation</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>$67 - 32$</td>
<td>$37 - 2$</td>
</tr>
<tr>
<td></td>
<td>$35$</td>
</tr>
<tr>
<td>$87 - 24$</td>
<td>$67 - 4$</td>
</tr>
<tr>
<td></td>
<td>$63$</td>
</tr>
<tr>
<td>$56 - 41$</td>
<td>$15$</td>
</tr>
<tr>
<td>$99 - 57$</td>
<td>$42$</td>
</tr>
</tbody>
</table>

3. Solve the word problems. You can use your blocks.

Ndumiso has R68. He spends R22. How much money does he have left over?

\[
\text{R68} - \text{R22} = \text{R48} - \text{R2} = \text{R46}
\]

Muzi has R99. He spends R45. How much money does he have left over?

\[
\text{R99} - \text{R45} = \text{R54}
\]

Vuyo has R55. She spends R20. How much money does she have left over?

\[
\text{R55} - \text{R20} = \text{R35}
\]
Getalle tot 100

<table>
<thead>
<tr>
<th>Hoofrekene:</th>
<th>Springtel</th>
<th>100-blok</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speletjie:</td>
<td>Vinnige wiskunde met kaarte – 6 minder en #Hutsmerk 100</td>
<td>getalkaarte</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dag</th>
<th>Lesaktiwiteit</th>
<th>Leshulpbronne</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>100-blok</td>
<td>LAB, 100-blok, multifix-blokkies</td>
</tr>
<tr>
<td>2</td>
<td>Ek weet dat ..., daarom weet ek ...</td>
<td>LAB, 100-blok</td>
</tr>
<tr>
<td>3</td>
<td>Tien meer en tien minder</td>
<td>LAB, 100-blok</td>
</tr>
<tr>
<td>4</td>
<td>Hutsmerk!</td>
<td>LAB, 100-blok</td>
</tr>
<tr>
<td>5</td>
<td>Vaslegging en assessering vir leer</td>
<td>LAB</td>
</tr>
</tbody>
</table>

Ná hierdie week behoort die leerder in staat te wees om

- die 10-struktuur op die 100-blok te identifiseer
- 'n enkelsyfergetal met behulp van die 100-blok by 'n dubbelsyfergetal te tel of van 'n dubbelsyfergetal af te trek
- 'n tien met behulp van die 100-blok by 'n dubbelsyfergetal te tel of van 'n dubbelsyfer af te trek

Assessering (sien die agterblaaiie van hierdie gids)

Skrifelike assessering: Patrone, Funksies en Algebra - getalpatrone

Mondelinge en praktiese assessering: Getalle, Bewerking en Verwantskappe – getalle tot 100: Neem die leerders waar om vas te stel of hulle in staat is om met selfvertroue met behulp van 'n 100-blok met die getalgebied 0 tot 100 te werk.
# Numbers to 100

**Resources**

<table>
<thead>
<tr>
<th>Mental Maths: Skip counting</th>
<th>100 square</th>
</tr>
</thead>
<tbody>
<tr>
<td>Games: Fast maths with cards - 6 less and # Hashtag 100!</td>
<td>number cards</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>100 square</td>
<td>LAB, 100 square, multifix blocks</td>
</tr>
<tr>
<td>2</td>
<td>I know..., therefore I know...</td>
<td>LAB, 100 square</td>
</tr>
<tr>
<td>3</td>
<td>Ten more and ten less</td>
<td>LAB, 100 square</td>
</tr>
<tr>
<td>4</td>
<td>Hashtag!</td>
<td>LAB, 100 square</td>
</tr>
<tr>
<td>5</td>
<td>Consolidation and assessment for learning</td>
<td>LAB</td>
</tr>
</tbody>
</table>

**After this week the learner should be able to:**

- identify the 10 structure on the 100 square.
- use the 100 square to add or subtract a single digit to or from a double digit.
- use the 100 square to add or subtract a ten to or from a double digit.

**Assessment** (see back pages of this guide)

**Written assessment:** Patterns, Functions and Algebra – number patterns

**Oral and practical assessment:** Numbers, Operations and Relationships – numbers to 100: Observe learners to determine if they are able to work confidently in the number range 0-100 using a hundred square.
Getalle tot 100

Hoofrekene
Die leerders oefen hierdie week om weer in 2's, 5'e en 10'e te springtel. Hulle tel tot 'n hoër getalgebied as wat hulle in week 5 gedoen het. Die leerders gebruik 'n 100-blok sodat hulle die patrone kan sien en verstaan. Moedig hulle aan om te oefen om vinniger aan en terug te springtel sodat hulle hul vlotheid daarin kan uitbou.

Speletjie
Ons speel hierdie week die speletjies, Vinnige wiskunde met kaarte: 6 minder en #Hutsmerk 100!. Ons konsentreer in die eerste speletjie daarop om, elke keer dat 'n kaart omgedraai word, 6 af te trek. Die leerders oefen om by tien uit te kom deur na die vorige tien terug te spring en dan elke keer die oorblywende hoeveelheid af te trek. Om die 10 te oorbrug, is 'n belangrike vaardigheid wat die leerders moet ontwikkel sodat hulle probleme doeltreffend kan oplos. Moedig die leerders aan om te gesels oor hoe hulle by tien uitkom deur na die vorige tien terug te spring sodat dit 'n strategie word wat hulle met selfvertroue kan inspan om probleme op te los.

Konsepontwikkeling
Ons konsentreer hierdie week op getalle tot 100. Die leerders oefen om met die 100-blok op te tel en af te trek deur hul kennis van die getalpatrone in te span om probleme te help oplos. Terwyl ons aan getalle tot 100 werk, konsentreer ons daarop om:
• die 10-struktuur op die 100-blok te identifiseer.
• met behulp van die 100-blok 'n enkelsyfergetal by 'n dubbelsyfergetal te tel of daarvan af te trek.
• met behulp van die 100-blok 'n tien by 'n dubbelsyfergetal te tel of van 'n dubbelsyfergetal af te trek.

Waarna jy hierdie week moet oplet
• Dit is belangrik dat die leerders met selfvertroue tien kan bytel en tien kan aftrek; daarom behoort hulle heelwat oefening hierin te kry. Hulle moet probleme met behulp van die 100-blok vinnig en doeltreffend kan oplos.
• Moedig gesprekke onder die leerders aan sodat hulle hul oplossingsmetodes kan uitruil. Maak seker dat die leerders die korrekte woordeskat kan gebruik: tiene, ene, voor, ná, tussen, plus, en, tel by, meer as, trek af, neem weg, minder as en spring
Numbers to 100

Mental Maths
This week the learners practise skip counting in 2s, 10s and 5s again. They will count to higher number ranges than they did in Week 5. Learners use a 100 square so that they can see and understand the patterns. Encourage learners to practise skip counting forwards and backwards more quickly so that they can develop their fluency.

Game
This week we play the games Fast maths with cards; 6 less and # Hashtag 100! In the first game we focus on subtracting 6 each time a new card is turned over. Learners will practise getting to ten by going back to the previous ten, and then subtracting the remaining amount each time. Bridging the 10 is an important skill for learners to develop so that they can solve problems efficiently. Encourage learners to talk about getting to ten by going back to the previous ten so that this becomes a strategy that they are confident in using to solve problems.

Concept development
This week we focus on numbers to 100. Learners will practise using the 100 square to add and subtract numbers, using their knowledge of the number patterns to help them solve problems. In our work on numbers to 100, we will focus on:

- identifying the 10 structure on the 100 square.
- using the 100 square to add or subtract a single digit to or from a double digit.
- using the 100 square to add or subtract a ten to or from a double digit.

What to look out for this week

- It is important for learners to be confident in adding and subtracting ten, and so they should have much practise with this. They need to be able to use the 100 square to help them solve problems quickly and efficiently.
- Encourage conversation between learners so that they can share their solution methods. Ensure that learners are using the correct vocabulary: tens, ones, before, after, in between, add, and, more than, subtract, take away, less than, jump.
Tel met behulp van die 100-blok. Tel aan en tel dan terug.

Use 100 squares to count. Count forwards and then backwards.

Onthou om elke dag die datum na te gaan en die register af te merk.

Remember to check the date and mark the register every day.

Kom ons tel tot 50 in 2’s aan.
Let’s count forwards in 2s up to 50.

Ja, 50! Maak beurte om tussen 0 en 50 aan te tel en terug te tel.
Yes, 50! Take turns to count forwards and backwards between 0 and 50.
### WEEK 6 • DAY 1

**100 square**

#### Verryningsaktiwiteite • Enrichment activities

<table>
<thead>
<tr>
<th>Dag 1 Day 1</th>
<th>Dag 2 Day 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Brei die patroon uit.</strong> Extend the pattern.</td>
<td><strong>Hoeveel meer is:</strong> How much more is:</td>
</tr>
<tr>
<td>□ □ □ □</td>
<td>6 as/than 4?</td>
</tr>
<tr>
<td>□ □ □ □ □ □</td>
<td>7 as/than 3?</td>
</tr>
<tr>
<td>√ √ √ √ √ √ √</td>
<td>5 as/than 2?</td>
</tr>
<tr>
<td>□ √ √ √ √ √</td>
<td>6 as/than 2?</td>
</tr>
<tr>
<td>√ √ √ √ √ √ √ √</td>
<td>8 as/than 6?</td>
</tr>
<tr>
<td>√ √ √ √ √ √ √</td>
<td>9 as/than 7?</td>
</tr>
<tr>
<td>√ √</td>
<td>7 as/than 4?</td>
</tr>
<tr>
<td>√</td>
<td>6 as/than 1?</td>
</tr>
<tr>
<td>□ √ √ √ √ √</td>
<td>5 as/than 3?</td>
</tr>
<tr>
<td>□ √ √ √ √ √</td>
<td>3 as/than 2?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dag 3 Day 3</th>
<th>Dag 4 Day 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vul &gt;; &lt; of = in.</strong> Fill in &gt;; &lt; or =.</td>
<td><strong>Hoeveel meer het ek nodig?</strong> How much more do I need?</td>
</tr>
<tr>
<td>74 ___ 98</td>
<td>14 + ___ = 17</td>
</tr>
<tr>
<td>35 ___ 18</td>
<td>7 + ___ = 9</td>
</tr>
<tr>
<td>62 ___ 62</td>
<td>5 + ___ = 8</td>
</tr>
<tr>
<td>59 ___ 95</td>
<td>11 + ___ = 14</td>
</tr>
<tr>
<td>41 ___ 42</td>
<td>10 + ___ = 13</td>
</tr>
<tr>
<td>86 ___ 46</td>
<td>18 + ___ = 19</td>
</tr>
<tr>
<td>24 ___ 41</td>
<td>6 + ___ = 11</td>
</tr>
<tr>
<td>13 ___ 3</td>
<td>7 + ___ = 15</td>
</tr>
<tr>
<td>78 ___ 62</td>
<td>3 + ___ = 8</td>
</tr>
<tr>
<td>71 ___ 71</td>
<td>2 + ___ = 9</td>
</tr>
</tbody>
</table>
Produce many opportunities for learners to look at the 100 square and to talk about the position of different numbers.

What do you notice about the numbers before and after the number 27?

They all start with 2, so they all have 2 tens.

The numbers get bigger by 1 as we move along the row to the right.

What do you notice?

Now look at the numbers 38, 48 and 58. What do you notice?

The tens are different.

They all end with 8 so they all have 8 ones.

What do you think the hidden number could be?

33, it is 10 more than 23.

33, it is 10 less than 43.

Provide many opportunities for learners to look at the 100 square and to talk about the position of different numbers.
Speletjie: Vinnige wiskunde met kaarte – 6 minder

Game: Fast maths with cards – 6 less

- Use number cards 6 to 16. Flip one.
- Subtract 6. Try again. Faster!
- Play and practise every day this week.

1. Vul die ontbrekende getalle op die 100-blok in

Fill in the missing numbers on the 100 square.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<th>6</th>
<th>7</th>
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<td>96</td>
<td>97</td>
<td>98</td>
<td>99</td>
<td>100</td>
</tr>
</tbody>
</table>

2. Skryf.

Write.

<table>
<thead>
<tr>
<th>I minder</th>
<th>I meer</th>
<th>die getal tussenin</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 less</td>
<td>1 more</td>
<td>the number between</td>
</tr>
<tr>
<td>80</td>
<td>81</td>
<td>30</td>
</tr>
<tr>
<td>94</td>
<td>95</td>
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<td>81</td>
<td>82</td>
<td>32</td>
</tr>
<tr>
<td>95</td>
<td>96</td>
<td>28</td>
</tr>
<tr>
<td>29</td>
<td>30</td>
<td>70</td>
</tr>
</tbody>
</table>
3. **Brei die patroon uit.**
   Extend the pattern.
   
<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
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<td>96</td>
<td>97</td>
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<td>99</td>
<td>100</td>
</tr>
</tbody>
</table>

4. 26 + 1 = **27**
   18 + 1 = **19**
   91 - 1 = **90**
   30 - 1 = **29**
   43 + 1 = **44**
   56 + 1 = **57**
   82 - 1 = **81**
   47 - 1 = **46**

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

6. **Tel aan in 2’s.**
   Count forwards in 2s.
   
   2 4 6 8 10 12 14
   36 38 40 42 44 46 48

7. **Tel terug in 2’s.**
   Count backwards in 2s.
   
   48 46 44 42 40 38 36
   68 66 64 62 60 58 56

8. **Tel aan in 2’s.**
   Count forwards in 2s.
   
   2 4 6 8 10 12 14 16 18 20

9. 7 + 8 = **15**

100 square
Repeat the steps above, using lots of different numbers to practise addition and subtraction using the 100 square. Help learners to see that ‘if you know that 9 − 4 = 5, you will also know that 49 − 4 = 45’.

As you know that 5 + 2 = 7, you also know that 35 + 2 = 37.

If you know that 5 + 2 = 7, you also know that 35 + 2 = 37.

The 100 square has patterns we can use!
Ek weet dat..., daarom weet ek...

As ek van 0 tot 10 kan optel en aftrek, kan ek ook tot 100 optel en aftrek. Kyk aandagdig na hierdie ry. 

As ek van 0 tot 10 kan optel en aftrek, kan ek ook tot 100 optel en aftrek. Kyk aandagdig na hierdie ry. 

Ons tel in elke ry van 1 tot 10. In hierdie ry tel ons van 31 tot 40! 

In elke ry van 1 tot 10. In hierdie ry tel ons van 31 tot 40! 

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

1 + 3 = 5
32 + 3 = 35

2 + 3 = 5
32 + 3 = 35

5 + 4 = 9
45 + 4 = 49

3 + 6 = 9
53 + 6 = 59

Ek weet dat 2 + 3 = 5, daarom weet ek dat 32 + 3 = 35.

I know that 2 + 3 = 5, therefore I know that 32 + 3 = 35.

7 – 3 = 4
37 – 3 = 34

5 – 2 = 3
35 – 2 = 33

6 – 3 = 3
36 – 3 = 33

Ek weet dat 7 – 3 = 4, daarom weet ek dat 37 – 3 = 34.

I know that 7 – 3 = 4, therefore I know that 37 – 3 = 34.
I know ..., therefore I know ...

3

Kom ons kyk na die 60's.
Ons tel in hierdie ry van 61 tot 70!

Let's look at the 60s.
In this row, we count from 61 to 70!

Ek weet dat 5 + 4 = 9, daarom weet ek dat 65 + 4 = 69.
I know that 5 + 4 = 9, therefore I know that 65 + 4 = 69.

I know that 5 + 4 = 9, therefore I know ...

61 62 63 64 65 66 67 68 69 70

4

Ek weet dat 8 – 3 = 5, daarom weet ek dat 68 – 3 = 65.
I know that 8 – 3 = 5, therefore I know that 68 – 3 = 65.

I know that 8 – 3 = 5, therefore I know ...

61 62 63 64 65 66 67 68 69 70

5

7 + 9 = 16

I know ..., therefore I know ...
Discuss the way the 10s increase and decrease when we move up and down in a column. Repeat the steps above with many different numbers so that learners practise adding and subtracting 10 and thinking about patterns on the 100 square.
WEEK 6 • DAY 3

Ten more and ten less

1. **Fill in the missing numbers.**

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>96</td>
<td>97</td>
<td>98</td>
<td>99</td>
<td>100</td>
</tr>
</tbody>
</table>

2. **Write 10 less and 10 more.**

<table>
<thead>
<tr>
<th>43</th>
<th>57</th>
<th>31</th>
<th>69</th>
</tr>
</thead>
<tbody>
<tr>
<td>53</td>
<td>67</td>
<td>41</td>
<td>79</td>
</tr>
<tr>
<td>63</td>
<td>77</td>
<td>51</td>
<td>89</td>
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<td></td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>

3. **Calculate.**

- \(22 + 10 = 32\)
- \(34 + 10 = 44\)
- \(48 + 10 = 58\)
- \(51 + 10 = 61\)

4. **Calculate.**

- \(24 - 10 = 14\)
- \(42 - 10 = 32\)
- \(35 - 10 = 25\)
- \(47 - 10 = 37\)
**Tien meer en tien minder**

**5** Tel van 10 tot 100 in 10’e.  
Kleur die 10’e in.  
Count in 10s from 10 to 100. Colour the 10s.

**6** Tel aan in 10’e.  
Count forwards in 10s.

**7** Tel terug in 10’e.  
Count backwards in 10s.

**8** Tel aan in 10’e.  
Count forwards in 10s.

**9** Tel terug in 10’e.  
Count backwards in 10s.

**10**

<table>
<thead>
<tr>
<th>23 + 10 =</th>
<th>26 + 10 =</th>
<th>31 − 10 =</th>
<th>34 − 10 =</th>
</tr>
</thead>
<tbody>
<tr>
<td>33</td>
<td>36</td>
<td>21</td>
<td>24</td>
</tr>
<tr>
<td>42 + 10 =</td>
<td>32 − 10 =</td>
<td>41 − 10 =</td>
<td>45 − 10 =</td>
</tr>
<tr>
<td>52</td>
<td>22</td>
<td>31</td>
<td>35</td>
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<tr>
<td>52 + 10 =</td>
<td>62</td>
<td>41 − 10 =</td>
<td>43 − 10 =</td>
</tr>
<tr>
<td>62</td>
<td>49</td>
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<td>33</td>
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<tr>
<td>67 + 10 =</td>
<td>43 + 10 =</td>
<td>47 − 10 =</td>
<td></td>
</tr>
<tr>
<td>77</td>
<td>53</td>
<td>37</td>
<td></td>
</tr>
</tbody>
</table>
Die leerders kan Hutsmerk! in pare speel. Trek die hutsmerk en skryf enige getal in die middel daarvan neer. Die leerders maak beurte om die ontbrekende getalle op die hutsmerk in te skryf. Hulle kan die ontbrekende getalle ook op die hoeke invul as hulle wil.

Learners can play Hashtag in pairs. Draw the hashtag and write any number in the middle. They must take turns to fill in the missing numbers in the hashtag. They can fill in the missing numbers in the corners as well if they want to.
WEEK 6 • DAG 4

Hutsmerk!

1. Vul die ontbrekende getalle in.
   Fill in the missing numbers.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>2</td>
<td>11</td>
<td>12</td>
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<tr>
<td>34</td>
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<tr>
<td>65</td>
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</tbody>
</table>

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

<p>| | | | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>36 &gt;</td>
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<td>20 &lt;</td>
<td>40</td>
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<tr>
<td>28 &gt;</td>
<td>24</td>
<td>31 &lt;</td>
<td>57</td>
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<tr>
<td>62 &lt;</td>
<td>68</td>
<td>58 &gt;</td>
<td>42</td>
</tr>
</tbody>
</table>
3. Tel van 5 tot 100 in 5’e.
   Kleur die 5’e in.

   Count in 5s from 5 to 100. Colour the 5s.

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

4. Tel aan in 5’e.
   Count forwards in 5s.

   5 10 15 20 25 30 35
   55 60 65 70 75 80 85

5. Tel terug in 5’e.
   Count backwards in 5s.

   85 80 75 70 65 60 55
   95 90 85 80 75 70 65

6. Tel aan in 5’e.
   Count forwards in 5s.

   5 10 15 20 25 30 35 40 45 50
   50 55 60 65 70 75 80 85 90 95

7. Tel terug in 5’e.
   Count backwards in 5s.

   100 95 90 85 80 75 70 65 60 55
   55 50 45 40 35 30 25 20 15 10

8. Orden! Skryf die getalle van die kleinste tot die grootste.
   Order! Write the numbers from smallest to greatest.

   20 50 70
   73 78 71
   88 83 83

Hashtag!
Kom ons praat Wiskunde!
Let’s talk Maths!

**In Afrikaans sê ons:**
**In English we say:**
- Skryf een meer.
  - Write one more.
- Een meer as 30 is 31.
  - One more than 30 is 31.
- 31 is 1 groter as 30.
  - 31 is bigger than 30 by 1.
- 31 staan ná 30.
  - 31 comes after 30.
- Skryf een minder.
  - Write one less.
- Een minder as 30 is 29.
  - One less than 30 is 29.
- 29 is 1 kleiner as 30.
  - 29 is smaller than 30 by 1.
- 29 staan voor 30.
  - 29 comes before 30.

1. **Orden! Skryf die getalle van die grootste tot die kleinste.**
   Order! Write the numbers from greatest to smallest.

   ![Numbers 15 25 52, 45 49 54, 67 76 87 in order]

2. **Orden! Skryf die getalle van die kleinste tot die grootste.**
   Order! Write the numbers from smallest to greatest.

   ![Numbers 17 31 71, 89 90 99, 37 54 73 in order]

3. **Tel aan in 5’e.**
   Count forwards in 5s.

   ![Numbers 25 30 35 40 45 50 55 60 65 70]
4 Tel terug in 5’s.
Count backwards in 5s.

5 Voltooi.
Complete.

6 Los op.
Solve.

7 Voltooi.
Complete.

8 Los op.
Solve.

9 # Hutsmerk! Voltooi.
# Hashtag! Complete.
PATrone

<table>
<thead>
<tr>
<th>Hoofrekene: Tel veelvoude van 10 by 0 tot 50 of trek 10 daarvan af</th>
<th>Hulpbronne</th>
</tr>
</thead>
<tbody>
<tr>
<td>geen</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hoofrekene: 1, 2, 3, wys!</th>
<th>Hulpbronne</th>
</tr>
</thead>
<tbody>
<tr>
<td>getalkaarte 1 tot 20</td>
<td></td>
</tr>
</tbody>
</table>

**Dag** | **Lesaktiwiteit** | **Leshulpbronne**
---|------------------|------------------
1  | Sit die patroon voort | LAB               
2  | Geometriese patrone  | LAB               
3  | Geometriese patrone  | LAB               
4  | Geometriese patrone  | LAB               
5  | Vaslegging en assessering vir leer | LAB               

**Ná hierdie week behoort die leerder in staat te wees om**

- eenvoudige geometriese patrone, wat met lyn-, vorm- of voorwerpsekening gemaak is, te kopieer, uit te brei, te skep en in woorde te beskryf.
- geometriese patrone in die natuur, in die alledaagse lewe en uit ons kultuurerfenis te identifiseer, in woorde te beskryf en te kopieer.

**Assessering** (sien die agterblaaie van hierdie gids)

**Skriftelike assessering:** Patrone, Funksies en Algebra – patrone
Patterns

<table>
<thead>
<tr>
<th>Resources</th>
<th>Resources</th>
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</thead>
<tbody>
<tr>
<td><strong>Mental Maths</strong>: Add or subtract multiples of 10 from 0 to 50</td>
<td>none</td>
</tr>
<tr>
<td><strong>Game</strong>: 1, 2, 3, show!</td>
<td>number cards 1-20</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Continue the pattern</td>
<td>LAB</td>
</tr>
<tr>
<td>2</td>
<td>Geometric patterns</td>
<td>LAB</td>
</tr>
<tr>
<td>3</td>
<td>Geometric patterns</td>
<td>LAB</td>
</tr>
<tr>
<td>4</td>
<td>Geometric patterns</td>
<td>LAB</td>
</tr>
<tr>
<td>5</td>
<td>Consolidation and assessment for learning</td>
<td>LAB</td>
</tr>
</tbody>
</table>

**After this week the learner should be able to:**
- copy, extend, create and describe in words simple geometric patterns made with drawings of lines, shapes or objects.
- identify, describe in words and copy geometric patterns in nature, from everyday life and from our cultural heritage.

**Assessment** (see back pages of this guide)

**Written assessment**: Patterns, Functions and Algebra – patterns
## Patrone

### Hoofrekene
Ons konsentreer hierdie week daarop om veelvoude van tien op te tel en af te trek. Roep 'n getal uit, en 'n leerder stel 'n veelvoud van 10 voor om by die gegewe getal by te tel. Die leerders moet die getalle vinnig optel aangesien hulle besig is om te leer om probleme doeltreffend op te los.

### Speletjie
Die leerders oefen met hierdie week se speletjie om twee getalle op te tel. Die doel is om die getalle vinnig op te tel en om hul herroeping van getalfeite uit te bou. Dit sal die leerders in staat stel om probleme doeltreffend op te los.

### Konseptontwikkeling
Ons konsentreer hierdie week op geometriese patrone. Vir die werk met geometriese patrone moet die leerders patrone identifiseer, beskryf en uitbrei. 'n Belangrike aspek van patrone is dat dit herhaal word en dat elke herhaling presies dieselfde as die voriges is. Ons konsentreer daarop om:
- eenvoudige geometriese patrone, wat met lyn-, vorm- of voorwerpaktekinge gemaak is, te kopieer, uit te brei, te skep en in woorde te beskryf.
- te leer om geometriese patrone in die natuur, in die alledaagse lewe en uit ons kultuурfenis te identifiseer, in woorde te beskryf en te kopieer.

### Waarna jy hierdie week moet oplet
- 'n Geometriese patroon is 'n rangskikking van vorms. Die vermoë om patrone te herken en te skep, stel die leerders in staat om voorspellings op grond van hul waarnemings te maak. Deurdat hulle patrone verstaan, word hulle in staat gestel om verwantskappe raak te sien en veralgemenings te ontwikkel.
- Belangrike woordeskat: meer, minder, die meeste, die minste, patroon
Patterns

Mental Maths
This week we focus on adding and subtracting multiples of ten. The teacher will call out a number, and a learner will suggest a multiple of 10 to add to the number. Learners will have to add the numbers quickly as they learn to solve problems efficiently.

Game
In this week’s game, learners will practise adding two numbers. The goal is to add the numbers quickly and to develop their recall of number facts. This will help learners to solve problems efficiently.

Concept development
This week we focus on geometric patterns. Learners will identify, describe and extend patterns. An important aspect of patterns is that they repeat and that each repetition is exactly the same as the other. We will focus on:
• copying, extending, creating and describing in words simple geometric patterns made with drawings of lines, shapes or objects.
• learning to identify, describe in words and copy geometric patterns in nature, from everyday life and from our cultural heritage.

What to look out for this week
• A geometric pattern is an arrangement of shapes. The ability to recognise and create patterns helps learners make predictions based on their observations. Understanding patterns helps learners to recognise relationships and develop generalisations.
• Important vocabulary: more, less, most, least, pattern
Die leerders tel so vinnig moontlik veelvoude van 10 by 'n gegewe getal en trek veelvoude van 10 daarvan af.

Learners add and subtract multiples of 10 to a given number as fast as possible.

Onthou om elke dag die datum na te gaan en die register af te merk.

Remember to check the date and mark the register every day.
## WEEK 7 • DAY 1

Continue the pattern

### Verrykingsaktiwiteite • Enrichment activities

<table>
<thead>
<tr>
<th>Dag 1 Day 1</th>
<th>Dag 2 Day 2</th>
</tr>
</thead>
</table>
| **Trek af.**  
**Subtract.**  
56 – 23 =  
75 – 42 =  
29 – 16 =  
34 – 31 =  
42 – 4 =  
66 – 52 =  
71 – 31 =  
37 – 26 =  
53 – 42 =  
29 – 18 =  |
| **Trek af.**  
**Subtract.**  
49 – 37 =  
67 – 25 =  
24 – 12 =  
51 – 40 =  
35 – 21 =  
69 – 48 =  
19 – 9 =  
54 – 13 =  
47 – 27 =  
32 – 20 =  |

<table>
<thead>
<tr>
<th>Dag 3 Day 3</th>
<th>Dag 4 Day 4</th>
</tr>
</thead>
</table>
| **Trek af.**  
**Subtract.**  
56 – 15 =  
73 – 61 =  
65 – 42 =  
24 – 14 =  
42 – 31 =  
36 – 24 =  
71 – 60 =  
44 – 33 =  
73 – 11 =  
27 – 16 =  |
| **Trek af.**  
**Subtract.**  
43 – 22 =  
74 – 24 =  
25 – 13 =  
61 – 41 =  
39 – 28 =  
69 – 16 =  
72 – 41 =  
57 – 35 =  
48 – 24 =  
36 – 11 =  |
Gee veelvuldige geleenthede aan die leerders om ‘n verskeidenheid eenvoudige patrone te oefen, waarin vorms of groepe vorms op presies dieselfde manier herhaal word.

Provide other opportunities for the learners to practise a variety of simple patterns in which shapes, or groups of shapes are repeated in exactly the same way.
**WEEK 7 • DAY 1**

Continue the pattern

---

**Sit die patroon voort**

Continue the pattern

---

**HOOFREKENES | MENTAL MATHS**

**TEL VEELVOUDE VAN 10 OP | ADD MULTIPLES OF 10**

**SPELETJIE | GAME**

**KONSEPONTWIKKELING | CONCEPT DEVELOPMENT**

**WERKKAARTE | WORKSHEETS**

---

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

Game: 1, 2, 3 Show – addition

- Speel saam in pare met jou 0–20-getalkaarte.
  Play in pairs with your 0–20 cards.
- Albei leerders draai ’n kaart om.
  Both learners flip a card. Add!
- Hou die kaarte as jou antwoord reg is
  Keep the cards if you get it right.
- Speel weer!
  Go again!

---

1. **Brei die patroon 4 keer uit.**
   Extend the pattern 4 times.

2. **Tel in 2's. Kleur die getalle in wat jy tel.**
   Count in 2s. Colour the numbers you count.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
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<td>16</td>
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<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
</tr>
</tbody>
</table>

3. **Skep ’n telritme.**
   Make a counting rhythm.

   \[\text{○} = \text{klap} \quad \text{△} = \text{klik}\]

   \[\text{△} \quad 2 \quad 3 \quad 4 \quad 5 \quad 6 \quad 7 \quad 8 \quad 9 \quad 10 \quad 11 \quad 12 \quad 13 \quad 14\]

   **Sê die getalle in die △ saggies en die getalle in die ○ hard terwyl jy tel.**
   Say the △ numbers quietly and the ○ numbers loudly as you count.
Ask learners to identify the unit.

4 Brei die patroon 2 keer uit.
Extend the pattern 2 times.

△△○△△○△△○△△○△△○△△○△△○△△○△△○△△○

5 Tel in 3’s. Kleur elke sprong in.
Count in 3s. Colour each jump.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>3</th>
<th></th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
</tr>
</tbody>
</table>

6 Skep die ritme.
Make the rhythm.

○ = klap
△ = klik

1 2 3 4 5 6 7 8 9
△ △ ○ ○ ○ △ △ △ △

Sê die getalle en die getalle in die saggies en die hard terwyl jy tel.
Say the △ numbers quietly and the ○ numbers loudly as you count.

7 Skep jou eie ritme deur te klap en te klik.
Make a rhythm of your own using claps and clicks.

○ = klap
△ = klik

Accept any rhythm that contains repetition in the pattern.

△ △ △ ○ ○ △ △ △ ○ ○ △ △ △ ○ ○ △ △ △ ○ ○ △ △ △

Continue the pattern

Week 7 • Day 1
Encourage learners to identify patterns in real life. Help them to see that some real-life patterns are regular and some have irregular repetitions of shapes, lines or dots.
Geometriese patrone

Gesels oor die patrone wat hier onder op die foto’s gewys word. Van watter vorms is dit gemaak? Hoe?

Talk about the patterns shown in the pictures below. What shapes are they made of? How?
2. Teken jou eie patroon.
   Draw your own pattern.

   met vierkante en driehoek
   using squares and triangles

   met regthoek en vierkante
   using rectangles and squares

   met enige vorms
   using any shapes
Watter patroon kan julle sien?
What pattern can you see?

Dis&#39;n patroon wat van blokkies en tellers gemaak is.
It is a pattern made of blocks and counters.

Wat moet ons hierby voeg om hierdie patroon uit te brei?
What must we add to extend this pattern?

Ek voeg nog twee blokkies en dan&#39;n teller by.
I will put two more blocks and then a counter.

Teken jou eie patroon met vorms op die bord.
Draw your own pattern on the board using shapes.

Moedig die leerders aan om hul eie patrone uit te dink en dan hul patrone vir hul maats te beskryf. Gee tyd dat die leerders mekaar se patrone kan uitbrei. Hulle kan patrone met vorms, blokkies of klanke, soos klappe en klikke, maak.

Encourage learners to make up their own patterns and to describe their patterns to their partners. Allow time for learners to extend each other’s patterns. They can make patterns with shapes, blocks or sounds, like claps and clicks.

My patroon is driehoek, sirkel, reghoek, driehoek, sirkel, reghoek.
My pattern is triangle, circle, rectangle, triangle, circle, rectangle.
1. Kopieer die patroon.
Copy the pattern.

2. Teken die volgende versameling vorms in die patroon.
Draw the next set of shapes in the pattern.

Get learners to talk about the patterns. Ask learners to identify the unit in repeating patterns by drawing a box around it.
3. Trek lyne na die bypassende patrone en kleur die vorms in.
   Draw lines and colour the shapes to match the patterns.

4. Teken die volgende versameling vorms in die patroon.
   Draw the next set of shapes in the pattern.

5. Teken die volgende vorm in die patroon.
   Draw the next shape in the pattern.

These are growing patterns.
Talk about how each pattern grows.
Encourage learners to recognise that patterns can be extended by increasing the size or quantity of shapes, rather than just alternating colours or shapes.
### Geometriese patrone

**Week 7 • Day 4**

**Kopieer die kleurpatrone.**

Copy the colour patterns.

<table>
<thead>
<tr>
<th>Pattern 1</th>
<th>Pattern 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Pattern 1" /></td>
<td><img src="image2" alt="Pattern 2" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pattern 3</th>
<th>Pattern 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image3" alt="Pattern 3" /></td>
<td><img src="image4" alt="Pattern 4" /></td>
</tr>
</tbody>
</table>

**Brei die patrone uit.**

Let learners describe each pattern.

<table>
<thead>
<tr>
<th>Pattern 5</th>
<th>Pattern 6</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image5" alt="Pattern 5" /></td>
<td><img src="image6" alt="Pattern 6" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pattern 7</th>
<th>Pattern 8</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image7" alt="Pattern 7" /></td>
<td><img src="image8" alt="Pattern 8" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pattern 9</th>
<th>Pattern 10</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image9" alt="Pattern 9" /></td>
<td><img src="image10" alt="Pattern 10" /></td>
</tr>
</tbody>
</table>

What is the same and different about the bead patterns?
3. Teken jou eie patroon met hierdie vorms:  
Draw your own pattern using these shapes:

4. Teken jou eie patroon met enige vorms.  
Draw your own pattern using any shapes:

5. Voltooi die patrone.  
Complete the patterns.

Create your own colour patterns.
Vaslegging

Kom ons praat Wiskunde!
Let’s talk Maths!

In Afrikaans sê ons:  
In English we say:
sirkel  
circle  
driehoek  
triangle  
vierkant  
square  
reghoek  
rectangle  
geometriese patroon  
geometric pattern  
Brei die patroon uit.  
Extend the pattern.

1 Skeep jou eie kleurpatroon op die rooster. 
Create your own colour pattern in the grid.  

any acceptable pattern
2. **Brei die patroon uit.**
Extend the pattern.

3. **Voltoo die patroon.**
Complete the pattern.

4. **Teken jou eie patroon met hierdie vorms:**
Draw your own pattern using these shapes:

- any acceptable pattern
- any acceptable pattern
Kom ons praat oor tyd

<table>
<thead>
<tr>
<th>Hoofrekene: Fizz Pop - tel 10 by</th>
<th>Hulpbronne</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speletjie: Vinnige wiskunde met kaarte - 6 meer</td>
<td>100-blok (opsioneel)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dag</th>
<th>Lesaktiwiteit</th>
<th>Leshulpbronne</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Die kalender</td>
<td>LAB, kalenderplakkaat</td>
</tr>
<tr>
<td>2</td>
<td>Dui die tyd aan – digitaal</td>
<td>LAB, horlosies</td>
</tr>
<tr>
<td>3</td>
<td>Dui die tyd aan – analoog</td>
<td>LAB, horlosies</td>
</tr>
<tr>
<td>4</td>
<td>Ure en halfure</td>
<td>LAB, horlosies</td>
</tr>
<tr>
<td>5</td>
<td>Vaslegging en assessoring vir leer</td>
<td>LAB</td>
</tr>
</tbody>
</table>

Ná hierdie week behoort die leerder in staat te wees om:
- dae van die week en maande van die jaar met behulp van ’n kalender in volgorde te plaas
- die tyd met behulp van ’n digitale horlosie in ure en halfure aan te dui
- die tyd met behulp van ’n analooghorlosie in ure en halfure aan te dui

Assessering (sien die agterblaaie van hierdie gids)

Skrifelike assessering: Meting – tyd
Let’s talk about time

<table>
<thead>
<tr>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mental Maths:</strong> Fizz Pop – adding 10</td>
</tr>
<tr>
<td><strong>Game:</strong> Fast maths with cards – 6 more</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The calendar</td>
<td>LAB, calendar poster</td>
</tr>
<tr>
<td>2</td>
<td>Telling the time – digital</td>
<td>LAB, clocks</td>
</tr>
<tr>
<td>3</td>
<td>Telling the time – analogue</td>
<td>LAB, clocks</td>
</tr>
<tr>
<td>4</td>
<td>Hours and half hours</td>
<td>LAB, clocks</td>
</tr>
<tr>
<td>5</td>
<td>Consolidation and assessment for learning</td>
<td>LAB</td>
</tr>
</tbody>
</table>

After this week the learner should be able to:

- use a calendar to sequence days of the week and months of the year.
- use a digital clock to tell the time in hours and half hours.
- use an analogue clock to tell the time in hours and half hours.

**Assessment** (see back pages of this guide)

**Written assessment:** Measurement – time
Kom ons praat oor tyd

Hoofrekene
Ons speel ‘n gunstelingspeletjie, Fizz Pop, om te oefen om 10 by te tel. Die vermoë om 10 meer as die gegee getalle vinnig te herroep, help die leerders om probleme doeltreffend op te los. Moedig die leerders aan om die patroon van 10 of meer met behulp van die 100-blok te identifiseer.

Speletjie
Ons speel hierdie week die speletjie, Vinnige wiskunde met kaarte: 6 meer. Ons konsentreer daarop om elke keer, wanneer ‘n nuwe kaart omgedraai word, 6 by te tel. Daar word geleentheid aan die leerders gegee om te oefen om ‘n tien te kry en dan elke keer die oorbywendende hoeveelheid by te tel. Die oorbrugging van die 10 is ‘n belangrike vaardigheid wat die leerders moet ontwikkelsodat hulle probleme doeltreffend kan oplos. Moedig die leerders aan om te gesels oor hoe hulle ‘n tien maak sodat dit ‘n strategie word wat hulle met selfvertroue kan inspan om probleme op te los.

Konsepontwikkeling
Ons konsentreer hierdie week op tyd. Daar word geleentheid aan die leerders gegee om met kalenders, analooghorlosies en digitale horlosies te werk. Die leerders oefen om die tyd in ure en halfure aan te dui. Ons konsentreer daarop om:
• die dae van die week en die maande van die jaar met behulp van ‘n kalender in volgorde te plaas.
• die tyd met behulp van ‘n digitale horlosies in ure en halfure aan te dui.
• die tyd met behulp van ‘n analooghorlosies in ure en halfure aan te dui.

Waarna jy hierdie week moet oplet
• In graad 2 word die leerders geleer om die tyd in ure, halfure en kwartiere aan te dui. Dit is ‘n noodsaaklike vaardigheid, en dis belangrik dat die leerders gemaklik moet wees met die gedagte dat tyd verbygaan. Dit kan hulle help om te verstaan wat die wysers op ‘n horlosie hulle vertel, in plaas daarvan dat hulle bloot reëls en woordeskat memoriseer sonder dat hulle dit verstaan.
• Die leerders oefen om tyd in ure en halfure af te lees en aan te teken (te rekordeer). Digitale tyd word ook aan hulle bekendgestel. Hulle het dus veelvoudige geleentheid nodig om die verbande tussen dit wat hulle van analoogtyd weet en die nuwe konsep van digitale tyd in te sien.
## Let’s talk about time

### Mental Maths
We play a favourite game, Fizz Pop to practise adding 10. The ability to quickly recall 10 more than given numbers will help learners solve problems efficiently. Encourage them to use the 100 square to help them identify the pattern of 10 more.

### Game
This week we play the game Fast maths with cards – 6 more. We focus on adding 6 each time a new card is turned over. Learners will be given opportunities to practise making a ten and then adding the remaining amount each time. Bridging the 10 is an important skill for learners to develop so that they can solve problems efficiently. Encourage them to talk about making a ten so that this becomes a strategy that they are confident in using to solve problems.

### Concept development
This week we focus on time. Learners are given opportunities to work with calendars, analogue clocks and digital clocks. Learners will practise telling the time in hours and half hours. We will focus on:
- using a calendar to sequence days of the week and months of the year.
- using a digital clock to tell the time in hours and half hours.
- using an analogue clock to tell the time in hours and half hours.

### What to look out for this week
- In Grade 2, learners are taught to tell the time in hours, half hours and quarter hours. This is an essential skill, and it is important that learners are comfortable with the notion of time passing. This will help them to understand what the hands on a clock are telling them, rather than the learners just memorising rules and vocabulary without understanding.
- Learners will practise reading and recording time in hours and half hours. They are also introduced to digital time and so will need multiple opportunities to see the connections between what they know about analogue time and the new concept of digital time.
Lê die optelling en aftrekking van 10 tot by 50 met behulp van die Fizz Pop-speletjie vas.

Consolidate adding and subtracting 10 up to 50 using the Fizz Pop game.

Onthou om elke dag die datum na te gaan en die register af te merk.

Remember to check the date and mark the register every day.
**Verrykingsaktiwiteite • Enrichment activities**

<table>
<thead>
<tr>
<th>Dag 1 Day 1</th>
<th>Dag 2 Day 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Los op.</strong></td>
<td><strong>Los op.</strong></td>
</tr>
<tr>
<td>Solve.</td>
<td>Solve.</td>
</tr>
<tr>
<td>6 + 3 = ___</td>
<td>6 − 3 = ___</td>
</tr>
<tr>
<td>1 + 3 = ___</td>
<td>5 − 1 = ___</td>
</tr>
<tr>
<td>2 + 4 = ___</td>
<td>7 − 4 = ___</td>
</tr>
<tr>
<td>4 + 2 = ___</td>
<td>9 − 6 = ___</td>
</tr>
<tr>
<td>5 + 3 = ___</td>
<td>8 − 3 = ___</td>
</tr>
<tr>
<td>2 + 3 = ___</td>
<td>9 − 4 = ___</td>
</tr>
<tr>
<td>3 + 3 = ___</td>
<td>4 − 3 = ___</td>
</tr>
<tr>
<td>4 + 1 = ___</td>
<td>8 − 6 = ___</td>
</tr>
<tr>
<td>6 + 2 = ___</td>
<td>6 − 2 = ___</td>
</tr>
<tr>
<td>7 + 2 = ___</td>
<td>7 − 2 = ___</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dag 3 Day 3</th>
<th>Dag 4 Day 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Los op.</strong></td>
<td><strong>Los op.</strong></td>
</tr>
<tr>
<td>Solve.</td>
<td>Solve.</td>
</tr>
<tr>
<td>7 + 6 = ___</td>
<td>12 − 4 = ___</td>
</tr>
<tr>
<td>8 + 3 = ___</td>
<td>15 − 7 = ___</td>
</tr>
<tr>
<td>9 + 4 = ___</td>
<td>13 − 5 = ___</td>
</tr>
<tr>
<td>5 + 6 = ___</td>
<td>11 − 6 = ___</td>
</tr>
<tr>
<td>9 + 3 = ___</td>
<td>14 − 8 = ___</td>
</tr>
<tr>
<td>7 + 5 = ___</td>
<td>11 − 4 = ___</td>
</tr>
<tr>
<td>5 + 8 = ___</td>
<td>16 − 9 = ___</td>
</tr>
<tr>
<td>4 + 7 = ___</td>
<td>12 − 7 = ___</td>
</tr>
<tr>
<td>6 + 8 = ___</td>
<td>13 − 6 = ___</td>
</tr>
<tr>
<td>6 + 5 = ___</td>
<td>15 − 8 = ___</td>
</tr>
</tbody>
</table>
Vra die leerders verskeie vragie oor die maande van die jaar met behulp van die kalender. Moedig hulle aan om na die kalender te kyk en sin te maak van die inligting wat daarop voorkom.

Use the calendar to ask the learners a variety of questions about the months of the year. Encourage them to look at the calendar and to make sense of the information they find there.
1. **Hoeveel maande is daar in ’n jaar?**
   How many months in a year?  
   12

2. **Hoeveel maande is daar in ’n halwe jaar?**
   How many months in half a year?  
   6

3. **Watter maand staan reg voor Desember?**
   What month comes just before December?  
   November

4. **Watter maand staan ná Desember?**
   What month comes after December?  
   January

5. **Mamma Kholwa se baba word op 1 Februarie 2021 gebore. Hoeveel maande oud was haar baba:**
   Mama Kholwa gave birth to her baby on 1 February 2021. How many months old was her baby:

   - op 1 Maart 2021?  
     on 1 March 2021?  
     1 month old

   - op 1 Desember 2021?  
     on 1 December 2021?  
     10 months old

   - op 1 Junie 2021?  
     on 1 June 2021?  
     4 months old

   - op 1 Februarie 2022?  
     on 1 February 2022?  
     1 year old
### Hoeveel dae is daar in April?
How many days in April?

30 days

### Op watter dag van die week val Vryheidsdag?
What day of the week is Freedom Day?

Tuesday

### Kleur die naweke in groen in.
Colour the weekends in green.

### Hoeveel naweke is daar in April?
How many weekends in April?

4 weekends

### Vir hoeveel dae het Makhulu kom kuier?
How many days did Makhulu visit?

11 days

### Skryf hierdie 3 skoolvakansies op die kalender in:
Write these 3 school holidays on the calendar:

<table>
<thead>
<tr>
<th>Goeie Vrydag val op 2 April.</th>
<th>Gesinsdag val op 5 April.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good Friday is on the 2nd of April.</td>
<td>Family Day is on the 5th of April.</td>
</tr>
<tr>
<td>Vryheidsdag val op 27 April.</td>
<td></td>
</tr>
<tr>
<td>Freedom Day is on the 27th of April.</td>
<td></td>
</tr>
</tbody>
</table>
WEEK 8 • DAY 2

Telling the time – digital

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Dit is ‘n digitale horlosie.
This is a digital clock.

Hoe sou jy halftien op hierdie horlosie skryf?
So how would you write half past nine on this clock?

Ons skryf die uur en dan die minute soos volg.
We’d write the hours and then the minutes like this.

Kyk na die manier waarop die analooghorlosie die tyd wys.
Look at the way the analogue clock shows the time.

Gebruik hierdie geleentheid om te bespreek waarom die leerders digitaal tyd as 09:30 geskryf sien. Help die leerders om te verstaan dat die 0 voor die 9 'n plekhouer is en dat die tyd in halfure anders in Afrikaans gesê word. Wanneer ons in Afrikaans sê dis halftien bedoel ons dis 'n halfuur voor tienuur en nie 'n halfuur ná 9-uur soos daar in Engels gesê word nie.

Use this opportunity to discuss why learners may see digital time written as 09:30. Help learners to understand that the 0 in front of the 9 is a place holder.

Gee die leerders geleentheid om die tyd op hul analooghorlosies aan te dui en om dan te bespreek hoe dit as digitaal tyd geskryf moet word.
Allow learners opportunities to show the time on their analogue clocks and to then discuss how this would be written as digital time.
Dui die tyd aan – digitaal

1. Skryf die digitale tyd neer.
   Write the digital time.

   Sihlo word 10 minute oor 5 wakker.
   Sihlo wakes up at 10 minutes past 5.

   Sihlo loop 30 minute ná 6 (halfsewe) skool toe.
   Sihlo walks to school at 30 minutes past 6.

   Sihlo speel 15 minute oor 2 sokker ná skool.
   Sihlo plays soccer after school at 15 minutes past 2.

   Sihlo slaap om 20 oor 8.
   Sihlo sleeps at 20 past 8.

   Dineo loop om 2-uur van die skool af huis toe.
   Dineo walks home from school at 2 o’clock.
### 2. Write the time in words.

<table>
<thead>
<tr>
<th>Time</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>6:30 pm</td>
<td>30 minutes past 6</td>
</tr>
<tr>
<td>7:10 am</td>
<td>10 minutes past 7</td>
</tr>
<tr>
<td>10:15 am</td>
<td>15 minutes past 10</td>
</tr>
<tr>
<td>2:25 pm</td>
<td>25 minutes past 2</td>
</tr>
<tr>
<td>5:20 pm</td>
<td>20 minutes past 5</td>
</tr>
<tr>
<td>8:30 pm</td>
<td>half past 8</td>
</tr>
</tbody>
</table>

Learners’ times will vary

### 3. Write in digital time. The time you:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wake up</td>
<td>05:30 am</td>
</tr>
<tr>
<td>Go to school</td>
<td>07:00 am</td>
</tr>
<tr>
<td>Start class</td>
<td>07:30 am</td>
</tr>
<tr>
<td>Have a long break</td>
<td>10:30 am</td>
</tr>
<tr>
<td>End class</td>
<td>01:45 pm</td>
</tr>
<tr>
<td>Arrive home</td>
<td>02:30 pm</td>
</tr>
<tr>
<td>Eat supper</td>
<td>06:30 pm</td>
</tr>
<tr>
<td>Go to sleep</td>
<td>08:00 pm</td>
</tr>
</tbody>
</table>
Encourage learners to realise that the hands of the clock only move in one direction, and that both hands move around the clock. It is important for learners to see that it takes an hour for the long hand to move the whole way around the clock, and for the short hand to move from one number to the next.
**Hoe laat is dit?**

**What is the time?**

1. 9:30
2. 05:00
3. 02:30
4. 10:00
5. 07:30
6. 01:30
2) Mzi se gesinslede verlaat op die volgende tye hulle huis en kom op die volgende tye terug by die huis. Hoeveel uur lank is hulle van die huis af weg?

Mzi’s family members leave home and arrive home at the following times. How many hours are they away from home?

<table>
<thead>
<tr>
<th>Verlaat die huis (Leave home)</th>
<th>Kom terug by die huis (Arrive home)</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Clock 1" /></td>
<td><img src="image2" alt="Clock 2" /></td>
</tr>
<tr>
<td><img src="image3" alt="Clock 3" /></td>
<td><img src="image4" alt="Clock 4" /></td>
</tr>
<tr>
<td><img src="image5" alt="Clock 5" /></td>
<td><img src="image6" alt="Clock 6" /></td>
</tr>
<tr>
<td><img src="image7" alt="Clock 7" /></td>
<td><img src="image8" alt="Clock 8" /></td>
</tr>
<tr>
<td><img src="image9" alt="Clock 9" /></td>
<td><img src="image10" alt="Clock 10" /></td>
</tr>
</tbody>
</table>

2 uur lank (2 hours)

- 1 hour
- 4 hours
- 3 hours
- 9 hours

Telling the time – analogue
Be sure to explain to learners that when the long hand is on the 12, we say o’clock. So, if the short hand is on the 9, it is 9 o’clock. Also explain that saying half past comes from the fact that the long hand has moved past the hour, halfway around the clock.

Demonstrate the way the hands on the clock move to show learners that the hands of the clock only move in one direction and that both hands move around the clock. It is important for learners to see that it takes an hour for the long hand to move the whole way around the clock and for the short hand to move from one number to the next. Talk about how to tell the time in hours and half hours.
WEEK 8 • DAG 4

Ure en halfure

Hours and half hours

1. Hoe laat is dit?
What is the time?

<table>
<thead>
<tr>
<th>Time</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>02:00</td>
<td>2 o'clock</td>
</tr>
<tr>
<td>03:00</td>
<td>3 o'clock</td>
</tr>
<tr>
<td>06:00</td>
<td>6 o'clock</td>
</tr>
<tr>
<td>08:00</td>
<td>8 o'clock</td>
</tr>
<tr>
<td>10:00</td>
<td>10 o'clock</td>
</tr>
<tr>
<td>05:00</td>
<td>5 o'clock</td>
</tr>
</tbody>
</table>

2. Teken die kort wyser in.
Draw the short hand.

- 06:00
- 09:00
- 02:00
3. **Hoe laat is dit?**  
*What is the time?*

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Clock 1" /></td>
<td><img src="image2.png" alt="Clock 2" /></td>
<td><img src="image3.png" alt="Clock 3" /></td>
</tr>
<tr>
<td>02:30</td>
<td>09:30</td>
<td>03:30</td>
</tr>
<tr>
<td><strong>half past 2</strong></td>
<td><strong>half past 9</strong></td>
<td><strong>half past 3</strong></td>
</tr>
</tbody>
</table>

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image4.png" alt="Clock 4" /></td>
<td><img src="image5.png" alt="Clock 5" /></td>
<td><img src="image6.png" alt="Clock 6" /></td>
</tr>
<tr>
<td>06:30</td>
<td>16:30</td>
<td>01:30</td>
</tr>
<tr>
<td><strong>half past 6</strong></td>
<td><strong>half past 10</strong></td>
<td><strong>half past 1</strong></td>
</tr>
</tbody>
</table>

4. **Teken die kort wyser in.**  
*Draw the short hand.*

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image7.png" alt="Clock with short hand" /></td>
<td><img src="image8.png" alt="Clock with short hand" /></td>
<td><img src="image9.png" alt="Clock with short hand" /></td>
</tr>
<tr>
<td>06:30</td>
<td>09:30</td>
<td>02:30</td>
</tr>
</tbody>
</table>

*The hour hand must be between the two numbers when it is half past the hour.*
Kom ons praat Wiskunde!
Let’s talk Maths!

In Afrikaans sê ons:
Hoe laat is dit?
Daar is 24 uur in ’n dag.
Daar is 60 minute in ’n uur.
Daar is 60 sekondes in ’n minuut.
Daar is 12 maande in een jaar.
Daar is 7 dae in ’n week.
agtuur
halfnege

In English we say:
What is the time?
There are 24 hours in a day.
There are 60 minutes in an hour.
There are 60 seconds in a minute.
There are 12 months in one year.
There are 7 days in one week.
eight o’clock
half past eight

1 Hoe laat is dit?
What is the time?

2 Hoeveel minute is daar in ’n uur?
How many minutes in an hour? 60

Hoeveel ure is daar in ’n dag?
How many hours in a day? 24

Hoeveel dae is daar in ’n week?
How many days in a week? 7

Watter maand staan voor Oktober?
What month comes before October? September

Watter maand staan ná Oktober?
What month comes after October? November
3. Skryf die digitale tyd neer.
Write the digital time.

Phoebe word 5 minute oor 6 wakker.
Phoebe wakes up at 5 minutes past 6.

Phoebe loop 30 minute ná 6 skool toe.
Phoebe walks to school at 30 minutes past 6.

Phoebe loop om 3-uur van die skool af huis toe.
Phoebe walks home from school at 3 o’clock.

4. Skryf die tyd in woorde neer.
Write the time in words.

<table>
<thead>
<tr>
<th>5:30 vm/am</th>
<th>half past 5 in the morning</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:30 vm/am</td>
<td>half past 11 in the morning</td>
</tr>
<tr>
<td>7:15 nm/pm</td>
<td>a quarter past 7 in the evening</td>
</tr>
<tr>
<td>3:20 nm/pm</td>
<td>20 minutes past 3 in the afternoon</td>
</tr>
</tbody>
</table>

5. Teken die horlosiewysers in.
Draw the clock hands.

04:00

08:00

10:00
Die vorming van gelyke groepe

<table>
<thead>
<tr>
<th>Hoofreken: Inverse bewerkings</th>
<th>Hulpbronne: geen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speletjie: Deel deur 2</td>
<td>multifix-blokkies</td>
</tr>
</tbody>
</table>

Dag | Lesaktiwiteit | Leshulpbronne  
---|---------------|----------------|
1   | Groepe van 2  | LAB, multifix-blokkies |
2   | Groepe van 5  | LAB, multifix-blokkies |
3   | Groepe van 10 | LAB, multifix-blokkies |
4   | Geldprobleme  | LAB, multifix-blokkies |
5   | Vaslegging    | LAB |

Ná hierdie week behoort die leerder in staat te wees om met behulp van springtel met 2, 5 en 10 te vermenigvuldig. probleme op te los deur groepe van 2, 5 en 10 te identifiseer. vermenigvuldigingsgetalsinne te identifiseer en te gebruik. geldprobleme wat totale en kleingeld behels, op te los.

Assessering
Daar is hierdie week geen formele assessering nie. Neem die leerders in jou klas daaglikls waar en maak notas as deel van jou deurlopende informele assessering vir leer.
Making equal groups

<table>
<thead>
<tr>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mental Maths: Inverse operations none</td>
</tr>
<tr>
<td>Game: Divide by 2 multifix blocks</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Groups of 2</td>
<td>LAB, multifix blocks</td>
</tr>
<tr>
<td>2</td>
<td>Groups of 5</td>
<td>LAB, multifix blocks</td>
</tr>
<tr>
<td>3</td>
<td>Groups of 10</td>
<td>LAB, multifix blocks</td>
</tr>
<tr>
<td>4</td>
<td>Money problems</td>
<td>LAB, multifix blocks</td>
</tr>
<tr>
<td>5</td>
<td>Consolidation</td>
<td>LAB</td>
</tr>
</tbody>
</table>

After this week the learner should be able to:

- use skip counting to multiply by 2, 5 and 10.
- solve problems by identifying groups of 2, 5 and 10.
- identify and use multiplication number sentences
- solve money problems involving totals and change.

Assessment

There is no formal assessment this week.

You should observe the learners in your class daily and make notes as part of your informal ongoing assessment for learning.
Hoofrekenes
Ons gaan hierdie week oefen om optellings- en aftrekkingsgetalsinne as inverse bewerkings te skryf. Ons maak van ’n getaltabel gebruik om die leerders te help om die verwantskappy tussen getalle te identifiseer. Die leerders moet kan insien dat hulle optellings- en aftrekkingsgetalsinne van dié getalle in die getaltabel kan maak. Hulle moet oefen om die getalsinne so vinnig moontlik te skryf.

Speletjie
Ons speel hierdie week die speletjie, Deel deur 2. Die leerders ontwikkel ’n begrip van deling met behulp van die multifix-blockies deur groepe van 2 te vorm. Hulle merk ook op dat getalle soms nie gelykop in groepe van 2 verdeel kan word nie en dat daar ’n res oorblly.

Konsepontwikkeling
Ons konsentreer hierdie week op vermenigvuldiging. Die leerders sien in dat vermenigvuldiging oor gelyke of ewe groot groepe handel, en hulle los vermenigvuldigingsprobleme met behulp van springtel op. Die leerders werk met groepe van 2, 5 en 10. Terwyl ons met vermenigvuldiging werk, konsentreer ons daarop om:
• met behulp van springtel met 2, 5 en 10 te vermenigvuldig. Vermenigvuldiging gaan daaroor dat gelyke groepe herhaal word, dus moet die leerders in staat wees om met selfvertroue te springtel.
• probleme vinnig en doeltreffend op te los deur groepe van 2, 5 en 10 te identifiseer.
• vermenigvuldigingsgetalsinne te identifiseer en te gebruik.
• geldprobleme, wat totale en kleingeld behels, op te los.

Waarna jy hierdie week moet oplet
• Bestee tyd daaraan om die Suid-Afrikaanse munte en note te hersien aangesien dit gebruik word as ’n manier waarop die leerders met groepe van 2’s, 5’e en 10’e kan werk.
• Herinner die leerders daaraan dat vermenigvuldiging behels dat ewe groot groepe herhaal word. Die leerders moet met selfvertroue kan springtel ten einde hierdie probleme vinnig en doeltreffend te kan oplos.
• Moedig die leerders aan om vermenigvuldigingsgetalsinne te verbaliseer en hul oplossing van die probleme te verduidelik om sodoende hul konseptuele begrip te ontwikkel.
• Belangrike woordeskat: gelyke (ewe groot) groepe, vermenigvuldiging
Making equal groups

Mental Maths
This week we will practise writing addition and subtraction number sentences as inverse operations. We will use a number table to help learners identify the relationship between numbers. It is important for learners to recognise that they can write addition and subtraction number sentences from the numbers in the number table. They should practise writing the number sentences as quickly as possible.

Game
This week we will play Divide by 2. Learners will use multifix blocks to help them develop an understanding of division by creating groups of 2. Learners will also notice that sometimes numbers can’t be divided equally into groups of 2, and that there is a remainder left over.

Concept development
This week we focus on multiplication. Learners will recognise that multiplication is about equal groups, and they will use skip counting to solve multiplication problems. Learners will work with groups of 2, 5 and 10. In our work on multiplication, we will focus on:
• using skip counting to multiply by 2, 5 and 10. Multiplication is about repeating equal groups, and so learners need to be able to skip count confidently.
• solve problems quickly and efficiently by identifying groups of 2, 5 and 10.
• identify and use multiplication number sentences.
• solve money problems involving totals and change.

What to look out for this week
• Spend time revising the South African coins and notes as these will be used as a way for learners to work with groups of 2s, 5s and 10s.
• Remind learners that multiplication involves repeating equal groups. Learners need to be confident in skip counting in order to solve these problems quickly and efficiently.
• Encourage learners to verbalise multiplication number sentences and to explain their solution of problems in order to develop their conceptual understanding.
• Important vocabulary: equal groups, multiplication
Die leerders kyk met behulp van hul getaltabel na die verwantskap tussen optellingsgetalsinne en aftrekkingsgetalsinne.

Learners will use a number table to look at the relationship between addition and subtraction number sentences.

Onthou om elke dag die datum na te gaan en die register af te merk.

Remember to check the date and mark the register every day.

Kyk na die getalle in die getaltabel.

Look at the numbers in the number table.

Skryf 2 optellingsgetalsinne met die getalle in die tabel.

Write 2 addition number sentences using the numbers in the table.

Skryf nou 2 aftrekkingsgetalsinne.

Now write 2 subtraction number sentences.
Groups of 2

Verrykingsaktiwiteite • Enrichment activities

WEEK 9 • DAY 1

Dag 1 Day 1

Voltooi die tabel. Skryf 2 optellingsgetalsinne en 2 aftrekkingsgetalsinne vir die tabel. Complete the table. Write 2 addition and 2 subtraction number sentences for the table.

___ + ___ = ___
___ + ___ = ___
___ – ___ = ___
___ – ___ = ___

40 10
60 20

70 30
60 30

Dag 2 Day 2

Voltooi die tabel. Skryf 2 optellingsgetalsinne en 2 aftrekkingsgetalsinne vir die tabel. Complete the table. Write 2 addition and 2 subtraction number sentences for the table.

___ + ___ = ___
___ + ___ = ___
___ – ___ = ___
___ – ___ = ___

35 15
40 5

65 25
75 40

Dag 3 Day 3

Trek af. Subtract.

64 – 41 = ___
75 – 32 = ___
59 – 27 = ___
61 – 50 = ___
18 – 7 = ___

24 – 12 = ___
38 – 34 = ___
46 – 25 = ___
52 – 21 = ___
73 – 52 = ___

Dag 4 Day 4

Trek af. Subtract.

28 – 17 = ___
37 – 23 = ___
55 – 42 = ___
16 – 2 = ___
48 – 36 = ___

69 – 57 = ___
24 – 14 = ___
36 – 11 = ___
75 – 63 = ___
53 – 22 = ___
Allow the learners several opportunities to make groups of 2 using different numbers of blocks. Encourage learners to write and verbalise the number sentences corresponding to the towers of 2 (and left overs) that they find.
Groups of 2

   Work in pairs. Make 10 towers of 2.

2. Jou onderwyser roep ’n getal uit.
   Your teacher calls a number.

3. Wys die getal met torings van 2.
   Show the number with towers of 2.

4. Is daar 1 wat oorbly?
   Do you have 1 left over?

---

### Speletjie: Deel deur 2
**Game: Divide by 2**

<table>
<thead>
<tr>
<th>getal</th>
<th>groeppe van 2</th>
<th>bly oor</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>12</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>13</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>16</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>9</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>11</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>17</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>19</td>
<td>9</td>
<td>1</td>
</tr>
</tbody>
</table>
Discuss with learners what is needed to make a sandwich.

<table>
<thead>
<tr>
<th></th>
<th>Hoeveel toebroodjies is daar? (How many sandwiches?)</th>
<th>Hoeveel snye brood is daar? (How many slices of bread?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Hoeveel toebroodjies? (How many sandwiches?)</th>
<th>Hoeveel snye brood is daar? (How many slices of bread?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Hoeveel snye brood is daar? (How many slices of bread?)</th>
<th>Hoeveel toebroodjies? (How many sandwiches?)</th>
<th>Hoeveel snye bly oor? (How many slices left over?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

3 Tel in 2’s vir jou antwoord. Count in 2s to answer.

<table>
<thead>
<tr>
<th>snye brood (slices of bread)</th>
<th>toebroodjies (sandwiches)</th>
<th>snye wat oorbly (left over slices)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>14</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>15</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>9</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>18</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>19</td>
<td>9</td>
<td>1</td>
</tr>
</tbody>
</table>

Groups of 2
Groups of 5

Hoeveel blokkies is daar in elke toring? How many blocks in each tower?

As ons dus 6 torings het, hoeveel blokkies het ons dan? So, if we have 6 towers, then how many blocks do we have?

Werk saam in pare. Hoeveel torings van 5 kan julle met 17 blokkies bou? Work in pairs. How many towers of 5 can you make with 17 blocks?

Skryf ’n getalsin om jou groepe van 5 te wys. Write a number sentence to show your groups of 5.

Ek kan 3 torings van 5 blokkies elk bou, en 2 blokkies bly oor. I can make 3 towers of 5 and I have 2 blocks left over.

Ek bou 3 torings van 5 en daar bly 2 blokkies oor. Daar is 3 vyfs in 17, met 2 wat oorbly. I made 3 towers of 5 and I had 2 blocks left over. There are 3 fives in 17 and 2 left over.

Gee verskeie geleenthede aan die leerders om groepe van 5 met verskillende hoeveelhede blokkies te vorm. Moedig hulle aan om die getalsinne, wat korrespondeer met die torings van 5 (en die reste) wat hulle kry, te skryf en te verbaliseer.

Allow the learners several opportunities to make groups of 5 using different numbers of blocks. Encourage learners to write and verbalise the number sentences corresponding to the towers of 5 (and left overs) that they find.
Speletjie: Deel deur 5

Game: Divide by 5

- Werk saam in pare. Berei voor deur 10 torings van 5 blokkies elk te bou.
  Work in pairs. Prepare by building 10 towers of 5 blocks.
- Jou onderwyser roep 'n getal uit.
  Your teacher calls a number.
- Wys die getal met torings van 5.
  Show the number with towers of 5.
- Hoeveel bly oor?
  How many left over?

Hoeveel 5’s? Hoeveel bly oor?

Let learners practice counting in 5.

<table>
<thead>
<tr>
<th>getal number</th>
<th>groeps van 5</th>
<th>bly oor left over</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>16</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>15</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>18</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>25</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>27</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>17</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>20</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>24</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>30</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>34</td>
<td>6</td>
<td>4</td>
</tr>
</tbody>
</table>
2 Daar is 5 appels in een sakkie.
One bag has 5 apples.

<table>
<thead>
<tr>
<th>Hoeveel sakkies is daar?</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hoeveel appels is daar?</td>
<td>25</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hoeveel appels is daar?</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hoeveel sakkies?</td>
<td>2</td>
</tr>
<tr>
<td>Hoeveel appels bly oor?</td>
<td>0</td>
</tr>
</tbody>
</table>

count in 2s

<table>
<thead>
<tr>
<th>Hoeveel appels is daar?</th>
<th>16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hoeveel sakkies?</td>
<td>3</td>
</tr>
<tr>
<td>Hoeveel appels bly oor?</td>
<td>1</td>
</tr>
</tbody>
</table>

3 Tel in 5’e vir jou antwoord.
Count in 5s to answer.

<table>
<thead>
<tr>
<th>appels</th>
<th>sakkies</th>
<th>appels wat oorbly</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>left over apples</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>18</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>25</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>27</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>30</td>
<td>6</td>
<td>0</td>
</tr>
</tbody>
</table>
Groepe van 10

Allow the learners several opportunities to make groups of 10 using different numbers of blocks. Encourage learners to write and verbalise the number sentences corresponding to the towers of 10 (and left overs) that they find.

Werk saam in pare. Hoeveel torings van 10 kan julle met 25 blokkies bou?

Work in pairs. How many towers of 10 can you make with 25 blocks?

Ek kan 2 torings van 10 bou, en 5 blokkies bly dan oor.
I can make 2 towers of 10, and I have 5 blocks left over.

Hoeveel blokkies is daar in elke toring?
How many blocks in each tower?

Hoeveel blokkies is daar in 4 torings?
How many blocks are there in 4 towers?

Werk saam in pare. Hoeveel torings van 10 kan julle met 25 blokkies bou?
Work in pairs. How many towers of 10 can you make with 25 blocks?

4 torings met 10 blokkies elk gee vir my 40.
4 towers with 10 blocks each gives me 40.

Ek bou 2 torings van 10, en 5 blokkies bly oor.
Daar is 2 tien in 25, met 5 wat oorbly.
I made 2 towers of 10 and I had 5 blocks left over. There are 2 tens in 25 and 5 left over.

Skryf 'n getalsin om jou groepe van 10 te wys.
Write a number sentence to show your groups of 10.

Gee verskeie geleenthede aan die leerders om groepe van 10 met verskillende hoeveelhede blokkies te vorm. Moedig hulle aan om die getalsinne, wat korrespondeer met die torings van 10 (en die reste) wat hulle kry, te skryf en te verbaliseer.
Allow the learners several opportunities to make groups of 10 using different numbers of blocks. Encourage learners to write and verbalise the number sentences corresponding to the towers of 10 (and left overs) that they find.
Groups of 10

**Speletjie: Deel deur 10**

Game: Divide by 10

- Werk saam in pare.
  Work in pairs.
- Berei voor deur 10 torings van 10 blokkies elk te bou.
  Prepare by building 10 towers of 10.
- Jou onderwyser roep 'n getal uit.
  Your teacher calls a number.
- Wys die getal met torings van 10.
  Show the number with towers of 10.
- Hoeveel bly oor?
  How many left over?

<table>
<thead>
<tr>
<th>getal number</th>
<th>groepe van 10</th>
<th>bly oor left over</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>24</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>37</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>42</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>50</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>55</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>58</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>60</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>71</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>80</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>87</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>96</td>
<td>9</td>
<td>6</td>
</tr>
</tbody>
</table>
2 Daar is 10 kryte in een boksie.
One box has 10 crayons.

<table>
<thead>
<tr>
<th>Hoeveel boksies is daar?</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hoeveel kryte is daar?</td>
<td>50</td>
</tr>
</tbody>
</table>

Hoeveel kryte is daar?
How many crayons?

<table>
<thead>
<tr>
<th>Hoeveel boksies is daar?</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hoeveel kryte bly oor?</td>
<td>1</td>
</tr>
</tbody>
</table>

Hoeveel kryte is daar?
How many crayons?

<table>
<thead>
<tr>
<th>Hoeveel boksies is daar?</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hoeveel kryte bly oor?</td>
<td>5</td>
</tr>
</tbody>
</table>

Hoeveel kryte is daar?
How many crayons?

3 Tel in 10’s vir jou antwoord.
Count in 10s to answer.

<table>
<thead>
<tr>
<th>kryte</th>
<th>boksies</th>
<th>kryte wat oorbly</th>
</tr>
</thead>
<tbody>
<tr>
<td>crayons</td>
<td>boxes</td>
<td>left over crayons</td>
</tr>
<tr>
<td>10</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>15</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>20</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>40</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>55</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

Groups of 10
Week 9 • Day 3
Repeat the steps with other equal sharing word problems. Allow the learners opportunities to work with groups of 2, 5 and 10.

An ice cream costs R5. Mandla has R40. How many ice creams can Mandla buy?

One ice cream costs R5 so I make towers of 5. I can make 8 towers of 5 so Mandla can buy 8 ice creams.

A lollipop costs R2. Omuhle has R14. How many lollipops can Omuhle buy?

One lollipop costs R2 so I make towers of 2. I can make 7 towers of 2 so Omuhle can buy 7 lollipops.

A lollipop costs R2. Omuhle has R14. Hoeveel suigstokkies kan Omuhle koop?

One suigstokkie kos R2, dus bou ek torings van 2 elk. Ek kan 7 torings van 2 bou. Omuhle kan dus 7 suigstokkies koop.

One suigstokkie kos R2. Omuhle het R14. Hoeveel suigstokkies kan Omuhle koop?

Werk met julle blokkies uit hoeveel suigstokkies Omuhle kan koop.

Use your blocks to work out how many lollipops Omuhle can buy.

Herhaal die stappe met ander woordprobleme waarin daar gelykop verdeel word. Gee geleenthede aan die leerders om met groepe van 2, 5 en 10 te werk.

Repeat the steps with other equal sharing word problems. Allow the learners opportunities to work with groups of 2, 5 and 10.
WEEK 9 • DAG 4

Geldprobleme

1. Hoeveel munte is daar? How many coins? 5
   Hoeveel rande is daar? How many Rands? R10

   | munte | coins | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
   | rande | rands | 2 | 4 | 6 | 8 |10 |12 |14 |16 |18 |20 |

   Hoeveel lekkers kan sy koop? How many sweets can she buy? 3
   Hoeveel kleingeld bly oor? How much change left over? R1

   Hoeveel lekkers kan hy koop? How many sweets can he buy? 5
   Hoeveel kleingeld bly oor? How much change left over? 0

   Sipho het R15. Sipho has R15.
   Hoeveel lekkers kan hy koop? How many sweets can he buy? 7
   Hoeveel kleingeld bly oor? How much change left over? R1

3. Een lekker kos R2. Hoeveel lekkers kan jy koop vir:
   One sweet costs R2. How many sweets can you buy for:
   R8 4  R10 5  R20 10  R4 2  R12 6  R16 8

   This is like halving - can you see the pattern?
### Money problems

#### Week 9 • Day 4

**4** Een roomys kos R5. Hoeveel roomyse kan jy koop?

One ice cream costs R5. How many ice creams can you buy?

<table>
<thead>
<tr>
<th></th>
<th>3</th>
<th>5</th>
<th>4</th>
<th>2</th>
<th>6</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>R15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R25</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R50</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**5** Noni het R12. Hoeveel roomyse kan sy koop? Hoeveel kleingeld bly oor?

Noni has R12. How many ice creams can she buy? How much change left over?

<table>
<thead>
<tr>
<th></th>
<th>2</th>
<th></th>
<th>R2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Noni</td>
<td>Hoeveel roomyse kan sy koop?</td>
<td>2</td>
<td>Hoeveel kleingeld bly oor?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th></th>
<th>R1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mila</td>
<td>Hoeveel roomyse kan sy koop?</td>
<td>4</td>
<td>Hoeveel kleingeld bly oor?</td>
</tr>
</tbody>
</table>

**6** Een koeldrank kos R10. Hoeveel koeldranke kan jy koop?

One cold drink costs R10. How many cool drinks can you buy?

<table>
<thead>
<tr>
<th></th>
<th>2</th>
<th>1</th>
<th>5</th>
<th>3</th>
<th>8</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>R20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R50</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R80</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R100</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**7** Cawe het R13. Hoeveel koeldranke kan sy koop? Hoeveel kleingeld bly oor?

Cawe has R13. How many cold drinks can she buy? How much change left over?

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th></th>
<th>R3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cawe</td>
<td>Hoeveel koeldranke kan sy koop?</td>
<td>1</td>
<td>Hoeveel kleingeld bly oor?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>2</th>
<th></th>
<th>R4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sina</td>
<td>Hoeveel koeldranke kan sy koop?</td>
<td>2</td>
<td>Hoeveel kleingeld bly oor?</td>
</tr>
</tbody>
</table>
Vaslegging

**Kom ons praat Wiskunde!**

**In Afrikaans sé ons:**
- ewe groot groepe
- 5 groepe van 2 is 10
- 7 groepe van 5 is 35
- 6 groepe van 10 is 60
- bly oor
- Daar is 3 tiene in 34 en 4 bly oor.

**In English we say:**
- equal groups
- 5 groups of 2 is 10
- 7 groups of 5 is 35
- 6 groups of 10 is 60
- left over
- There are 3 tens in 34 and 4 is left over.

1. **Hoeveel 2’s? Hoeveel bly oor?**
   - How many 2s? How many left over?

<table>
<thead>
<tr>
<th>getal</th>
<th>groepe van 2</th>
<th>bly oor</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>23</td>
<td>11</td>
<td>1</td>
</tr>
<tr>
<td>20</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>25</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>34</td>
<td>17</td>
<td>0</td>
</tr>
<tr>
<td>47</td>
<td>23</td>
<td>1</td>
</tr>
</tbody>
</table>

2. **Voltooi die tabelle.**
   - Complete the tables.

   Ask learners to describe the pattern.
### Consolidation

#### Get learners to count in 3s or 2s.

**3. Pak 2 suigstokkies in 'n sakkie.**
Pack 2 lollipops in a bag.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| ![Lollipops](image) | **Hoeveel suigstokkies is daar?**
**How many lollipops?** | 27 |
| ![Lollipops](image) | **Hoeveel sakkies?**
**How many bags?** | 13 |
| ![Lollipops](image) | **Hoeveel bly oor?**
**How many left over?** | 1 |

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| ![Lollipops](image) | **Hoeveel suigstokkies is daar?**
**How many lollipops?** | 21 |
| ![Lollipops](image) | **Hoeveel sakkies?**
**How many bags?** | 10 |
| ![Lollipops](image) | **Hoeveel bly oor?**
**How many left over?** | 1 |

#### Los die probleme op.
Solve the problems.

**4. Een boek kos R10.**
One book costs R10.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| ![Een boek](image) | **Hoeveel boeke kan sy koop?**
**How many books can she buy?** | 2 |
| ![Roomys](image) | **Hoeveel kleingeld bly oor?**
**How much change is left?** | R6 |

**Omuhle het R26.**
Omuhle has R26.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| ![Lollipops](image) | **Hoeveel boeke kan sy koop?**
**How many books can she buy?** | 2 |
| ![Roomys](image) | **Hoeveel kleingeld bly oor?**
**How much change is left?** | R6 |

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

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| ![Lollipops](image) | **Hoeveel roomyse kan hy koop?**
**How many ice creams can he buy?** | 7 |
| ![Roomys](image) | **Hoeveel kleingeld bly oor?**
**How much change is left?** | R4 |
**Hersiening**

<table>
<thead>
<tr>
<th>Hoofrekenings: Hoeveel om 20 te maak?</th>
<th>Hulpbronne</th>
</tr>
</thead>
<tbody>
<tr>
<td>kolkaarte</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Speletjie: Hoe ver tot by die volgende 10?</th>
<th>Hulpbronne</th>
</tr>
</thead>
<tbody>
<tr>
<td>geen</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dag</th>
<th>Lesaktiwiteit</th>
<th>Leshulpbronne</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tel op tot 75</td>
<td>LAB, basis tien-blokkies</td>
</tr>
<tr>
<td>2</td>
<td>Trek af tot 75</td>
<td>LAB, basis tien-blokkies</td>
</tr>
<tr>
<td>3</td>
<td>Optellings- en aftrekkingswoordprobleme</td>
<td>LAB, basis tien-blokkies</td>
</tr>
<tr>
<td>4</td>
<td>Werk met geld</td>
<td>LAB, geldplakkaat</td>
</tr>
<tr>
<td>5</td>
<td>Werk met geld</td>
<td>LAB, geldplakkaat</td>
</tr>
</tbody>
</table>

**Ná hierdie week behoort die leerder in staat te wees om**
- getalle tot 75 doeltreffend op te tel en af te trek.
- optellingswoordprobleme en aftrekkingswoordprobleme op te los.
- getalle te vergelyk deur die verskil tussen die getalle te bereken.
- berekenings met geld te doen.

**Assessering**
Daar is hierdie week geen formele assessering nie.
Neem die leerders in jou klas daagliks waar en maak notas as deel van jou deurlopende informele assessering vir leer.
## Revision

<table>
<thead>
<tr>
<th>Mental Maths: How much to make 20?</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Game: How far to the next 10?</td>
<td>none</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Addition to 75</td>
<td>LAB, base ten blocks</td>
</tr>
<tr>
<td>2</td>
<td>Subtraction to 75</td>
<td>LAB, base ten blocks</td>
</tr>
<tr>
<td>3</td>
<td>Addition and subtraction word problems</td>
<td>LAB, base ten blocks</td>
</tr>
<tr>
<td>4</td>
<td>Working with money</td>
<td>LAB, money poster</td>
</tr>
<tr>
<td>5</td>
<td>Working with money</td>
<td>LAB, money poster</td>
</tr>
</tbody>
</table>

### After this week the learner should be able to:

- add and subtract numbers to 75 efficiently.
- solve addition and subtraction word problems.
- compare numbers by calculating the difference between them.
- perform calculations with money.

### Assessment

There is no formal assessment this week.

You should observe the learners in your class daily and make notes as part of your informal ongoing assessment for learning.
**Hersiening**

**Hoofrekene**
Hierdie week in Hoofrekene maak ons 20. Ons bou voort op en le die kennis van die getalkombinasies van 10 met behulp van kolkaarte vas. Die leerders moet 10 visualiseer deur die tienrame, wat deur die gedrukte kolkaarte geskep is, vol te maak en dan 20 te maak. Hierdie aktiwiteit versterk die leerders se begrip van hul getalkombinasies van tien en additiewe verwantskappe.

**Speletjie**
Met hierdie speletjie roep die leerders getalle uit en identifiseer dan die tiene wat daarop volg. Hulle werk ook uit hoe ver dit tot by die volgende tien is. Dit is belangrik dat die leerders 'n goeie begrip van getalle moet ontwikkel en in staat moet wees om tiene vinnig en doeltreffend te identifiseer.

**Hersiening**
Ons hersien hierdie week optelling en aftrekking deur numeriese berekenings te doen, woordprobleme op te los en met geld te werk. Daar word geleenthede aan die leerders gegee om dit wat hulle geleer het, te oefen en om hul vermoë om probleme doeltreffend op te los, te ontwikkel. Ons konsentreer op die volgende:

**Dag 1**
• Tel op tot 75 met behulp van basis tien-blokkies of getallelyne (sien week 2 en 4)

**Dag 2**
• Trek af tot 75 met behulp van basis tien-blokkies of getallelyne (sien week 2 en 5)

**Dag 3**
• Optellings- en aftrekkingswoordprobleme (sien week 4 en 5)

**Dag 4**
• Werk met geld

**Dag 5**
• Werk met geld
Revised

Mental Maths
In Mental Maths this week we make 20. We build on and consolidate knowledge of the bonds of 10 using dot cards. Learners have to visualise 10 by filling the ten frames created by the printed dot cards and then make 20. This activity strengthens learners’ understanding of their bonds of ten and additive relations.

Game
In this game learners call out numbers and identify the tens that follow them. Learners will also work out how far it was to the next ten. It is important for learners to develop a good understanding of number, and to be able to identify tens quickly and efficiently.

Revision
This week we revise addition and subtraction by doing numeric calculations, solving word problems and working with money. Learners will be given opportunities to practise what they have learnt, and to develop their ability to solve problems efficiently. We will focus on:

Day 1
• Addition to 75 using base ten blocks or number lines (see Weeks 2 and 4)

Day 2
• Subtraction to 75 using base ten blocks or number lines (see Weeks 2 and 5)

Day 3
• Addition and subtraction word problems (see Weeks 4 and 5)

Day 4
• Working with money

Day 5
• Working with money
Oefen om 20 met behulp van kolkaarte te kry.
Practise making 20 using dots cards.
Onthou om elke dag die datum na te gaan en die register af te merk.
Remember to check the date and mark the register every day.

Hoeveel meer om 20 te maak?
How many more to make 20?
**Addition to 75**

**Verrykingsaktiwiteite • Enrichment activities**

**Dag 1 Day 1**

Voltooi die tabel. Skryf 2 optellingsgetalsinne en 2 aftrekkingsgetalsinne vir die tabel.

Complete the table. Write 2 addition and 2 subtraction number sentences for the table.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>52</td>
<td>40</td>
</tr>
<tr>
<td>15</td>
<td>22</td>
<td>54</td>
</tr>
<tr>
<td>75</td>
<td>69</td>
<td>28</td>
</tr>
<tr>
<td>41</td>
<td>33</td>
<td>14</td>
</tr>
</tbody>
</table>

**Dag 2 Day 2**

Voltooi die tabel. Skryf 2 optellingsgetalsinne en 2 aftrekkingsgetalsinne vir die tabel.

Complete the table. Write 2 addition and 2 subtraction number sentences for the table.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>48</td>
<td>74</td>
<td>40</td>
</tr>
<tr>
<td>46</td>
<td>54</td>
<td>52</td>
</tr>
<tr>
<td>28</td>
<td>14</td>
<td>41</td>
</tr>
<tr>
<td>11</td>
<td>33</td>
<td>14</td>
</tr>
</tbody>
</table>

**Dag 3 Day 3**

Wat is die verskil tussen:

What is the difference between:

<table>
<thead>
<tr>
<th>64 en 41?</th>
<th>64 and 41?</th>
</tr>
</thead>
<tbody>
<tr>
<td>46 en 25?</td>
<td>46 and 25?</td>
</tr>
<tr>
<td>52 en 21?</td>
<td>52 and 21?</td>
</tr>
<tr>
<td>73 en 52?</td>
<td>73 and 52?</td>
</tr>
</tbody>
</table>

**Dag 4 Day 4**

Wat is die verskil tussen:

What is the difference between:

<table>
<thead>
<tr>
<th>28 en 7?</th>
<th>69 en 57?</th>
</tr>
</thead>
<tbody>
<tr>
<td>37 en 23?</td>
<td>36 en 11?</td>
</tr>
<tr>
<td>55 en 42?</td>
<td>53 en 22?</td>
</tr>
<tr>
<td>16 en 2?</td>
<td>75 en 63?</td>
</tr>
<tr>
<td>38 en 34?</td>
<td>38 and 34?</td>
</tr>
<tr>
<td>46 and 25?</td>
<td>46 and 25?</td>
</tr>
<tr>
<td>52 and 21?</td>
<td>52 and 21?</td>
</tr>
<tr>
<td>73 and 52?</td>
<td>73 and 52?</td>
</tr>
</tbody>
</table>
Spleetjie: Hoe ver tot by die volgende 10?
Game: How far to the next 10?

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

32 + 43 = ____

32 is dieselfde as 30 en 2.
32 is the same as 30 and 2.

Om 43 op te tel, is dieselfde as om 40 en 3 op te tel.
Adding 43 is the same as adding 40 and 3.

Ek sit die blokkies bymekaar wanneer ek optel.
I put the blocks together when I add.

32 + 43 = 30 + 40 + 2 + 3
= 70 + 5
= 75

Alternatively:
32 + 43 + 3
= 72 + 3
= 75
1. Solve using blocks. Write what you did to work it out.

   \[
   \begin{align*}
   24 + 31 &= 50 + 5 + 1 \\
   &= 55 \\
   13 + 54 &= 60 + 4 + 1 \\
   &= 67
   \end{align*}
   \]

2. Solve using blocks.

   \[
   \begin{array}{ccc}
   23 + 31 &= 54 \\
   34 + 32 &= 66 \\
   27 + 31 &= 58 \\
   39 + 20 &= 59 \\
   12 + 46 &= 58 \\
   65 + 10 &= 75
   \end{array}
   \]

3. Solve using the number line.

   \[
   \begin{align*}
   26 + 20 &= 46 \\
   11 + 27 &= 38 \\
   42 + 12 &= 54 \\
   5 + 25 &= 30 \\
   41 + 16 &= 57
   \end{align*}
   \]
WEEK 10 • DAG 2

Trek af tot 75

Subtraction to 75

Jy kan met blokkies aftrek. Kom ons trek 10's en 1's af. You can use blocks to subtract. Let’s subtract 10s and 1s.

Daar is 3 tieners en 5 eeners. Dit maak 35. Die verskil tussen 49 en 14 is 35. There are 3 tens and 5 ones left. That makes 35. The difference between 49 and 14 is 35.

Keep the first number whole. Split the second number according to place value. Subtract 10s then 1s.

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

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

<table>
<thead>
<tr>
<th>56 – 32</th>
<th>67 – 35</th>
</tr>
</thead>
<tbody>
<tr>
<td>56 - 30 - 2</td>
<td>67 - 30 - 5</td>
</tr>
<tr>
<td>= 26 - 2</td>
<td>= 37 - 5</td>
</tr>
<tr>
<td>= 24</td>
<td>= 32</td>
</tr>
<tr>
<td>48 – 27</td>
<td>75 – 52</td>
</tr>
<tr>
<td>48 - 20 - 7</td>
<td>75 - 50 - 2</td>
</tr>
<tr>
<td>= 28 - 7</td>
<td>= 25 - 2</td>
</tr>
<tr>
<td>= 21</td>
<td>= 23</td>
</tr>
</tbody>
</table>
## Subtraction to 75

### Week 10 • Day 2

### Los met behulp van die getallelyn op.
Solve using the number line.

1. **52 – 21 = 31**
   - [Number line showing subtraction from 52 to 31]

2. **39 – 17 = 22**
   - [Number line showing subtraction from 39 to 22]

3. **64 – 12 = 52**
   - [Number line showing subtraction from 64 to 52]

4. **28 – 16 = 12**
   - [Number line showing subtraction from 28 to 12]

5. **56 – 25 = 31**
   - [Number line showing subtraction from 56 to 31]

6. **45 – 22 = 23**
   - [Number line showing subtraction from 45 to 23]

7. **67 – 15 = 52**
   - [Number line showing subtraction from 67 to 52]

8. **26 – 12 = 14**
   - [Number line showing subtraction from 26 to 14]

### Bereken.
Calculate.

<table>
<thead>
<tr>
<th>Calculation</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>36 – 10</td>
<td>26</td>
</tr>
<tr>
<td>75 – 40</td>
<td>35</td>
</tr>
<tr>
<td>56 – 32</td>
<td>24</td>
</tr>
<tr>
<td>68 – 45</td>
<td>23</td>
</tr>
<tr>
<td>49 – 37</td>
<td>12</td>
</tr>
<tr>
<td>57 – 21</td>
<td>36</td>
</tr>
</tbody>
</table>
1. Kom ons skryf getalsinne met behulp van ons blokkies!
   Let’s use our blocks and write number sentences!

   **Lebo koop ’n hemp vir R30 en ’n pet vir R25. Hoeveel gee hy altesame uit?**
   Lebo bought a shirt for R30 and a cap for R25. How much did he spend altogether?
   
   \[
   \begin{align*}
   R30 + R25 & = R30 + R20 + R5 \\
   & = R55
   \end{align*}
   \]

   **Likho koop ’n sjokolade vir R12 en skyfies vir R15. Hoeveel gee hy altesame uit?**
   Likho bought a chocolate for R12 and chips for R15. How much did he spend altogether?
   
   \[
   \begin{align*}
   R12 + R10 + R5 & = R22 + R5 \\
   & = R27
   \end{align*}
   \]

   **Bev het R60. Sy koop ’n bloes vir R59. Hoeveel geld het sy nou?**
   Bev had R60. She bought a shirt for R59. How much money does she have now?
   
   \[
   \begin{align*}
   R60 - R50 - R9 & = R10 - R9 \\
   & = R1
   \end{align*}
   \]

   **Likho koop ’n sjokolade vir R12 en skyfies vir R15. Hoeveel gee hy altesame uit?**
   Likho bought a chocolate for R12 and chips for R15. How much did he spend altogether?
   
   \[
   \begin{align*}
   R50 - R10 - R5 & = R40 - R5 \\
   & = R35
   \end{align*}
   \]

   Make up your own addition and subtraction problems. Write the solutions here.

   **any suitable 2 digit problems**
   
   \[
   \begin{align*}
   \text{any suitable 2 digit problems} & = \text{any suitable 2 digit problems} \\
   & = \text{any suitable 2 digit problems}
   \end{align*}
   \]
## Addition and subtraction word problems

### Exercise 3

3. **Solve using the number line. Write the number sentence.**

<table>
<thead>
<tr>
<th>Ntando reis 57 kilometer. Zizo reis 18 kilometer. Wie van hulle reis verder?</th>
<th>Ntando</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hoeveel verder?</td>
<td>39 km</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nkhanyiso lees 36 boeke. Thandekile lees 24 boeke. Wie lees meer boeke?</th>
<th>Nkhanyiso</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hoeveel boeke meer?</td>
<td>12 books</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Thando hardloop 17 kilometer. Xoli hardloop 20 kilometer. Wie hardloop verder?</th>
<th>Xoli</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hoeveel verder?</td>
<td>3 km</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Buhle hardloop 13 kilometer. Sam hardloop 10 kilometer. Wie hardloop verder?</th>
<th>Buhle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hoeveel verder?</td>
<td>3 km</td>
</tr>
</tbody>
</table>
Werk met geld

1. Hoeveel moet ek betaal?
How much do I have to pay?

<table>
<thead>
<tr>
<th>50c</th>
<th>10c</th>
<th>= 60c</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>10c</th>
<th>20c</th>
<th>20c</th>
<th>= 50c</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>20c</th>
<th>50c</th>
<th>= 70c</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>50c</th>
<th>50c</th>
<th>= R1</th>
</tr>
</thead>
</table>

2. Tannie Thina verkoop lekkers. ’n Kind gee haar 1 rand om ’n lekker mee te koop. Hoeveel kleingeld gee sy die kind?
Aunty Thina sells sweets. A child gives her 1 Rand to buy a sweet. How much change does she give the child?

<table>
<thead>
<tr>
<th>100c</th>
<th>10c</th>
<th>= 90c</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>100c</th>
<th>50c</th>
<th>= 50c</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>100c</th>
<th>20c</th>
<th>= 80c</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>R1</th>
<th>R1</th>
<th>= 0</th>
</tr>
</thead>
</table>

Daar is 100 sent in een rand!
There are 100 cents in one Rand!
### Working with money

#### 3 Hoeveel moet ek betaal?

_How much do I have to pay?_

<table>
<thead>
<tr>
<th>R1</th>
<th>R2</th>
<th>R5</th>
<th>R10</th>
<th>R20</th>
<th>R50</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. **R2** + **R10** = **R12**

4. **R20** + **R5** + **R1** = **R26**

#### 4 Oom Ndu besit ’n winkel in die dorp. Elke klant kom binne met R100. Hoeveel kleingeld gee hy?

_Uncle Ndu owns a shop in town. Each customer came with R100. How much change does he give?_

<table>
<thead>
<tr>
<th>R100</th>
<th>R10</th>
<th>R50</th>
<th>R20</th>
<th>R5</th>
<th>R2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. **R100** - **R10** = **R90**

5. **R100** - **R20** - **R5** = **R75**

6. **R100** - **R50** = **R50**

7. **R100** - **R50** - **R2** = **R48**

*Learners can use number lines to calculate if needed.*
### Werk met geld

**1. Teken die volgende deur net R10-note en R1-munte te gebruik.**

   Draw the following using only R10 notes and R1 coins.

<table>
<thead>
<tr>
<th>Amount</th>
<th>R10</th>
<th>R10</th>
<th>R10</th>
</tr>
</thead>
<tbody>
<tr>
<td>R37</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R50</td>
<td>R10</td>
<td>R10</td>
<td>R10</td>
</tr>
<tr>
<td>R43</td>
<td>R10</td>
<td>R10</td>
<td></td>
</tr>
<tr>
<td>R62</td>
<td>R10</td>
<td>R10</td>
<td>R10</td>
</tr>
</tbody>
</table>

- **Kyk na hoe ek 'n R10-noot en 'n R1-munt teken!**
- **Look at how I draw a R10 note and a R1 coin!**

**2. Teken geld om R100 te maak.**

   Draw money to make R100.

   **Hoeveel 10’s is daar in 100?**
   - How many 10s in 100?
   - **R10**

   **Hoeveel 20’s is daar in 100?**
   - How many 20s in 100?
   - **R20**

   **Hoeveel 50’s is daar in 100?**
   - How many 50s in 100?
   - **R50**
### Working with money

#### Week 10 • Day 5

3. **Teken die volgende deur R10-note en R1-munte te gebruik.**
   
   Draw the following using R10 notes and R1 coins.

<table>
<thead>
<tr>
<th>Amount</th>
<th>R10</th>
<th>R1</th>
</tr>
</thead>
<tbody>
<tr>
<td>R63</td>
<td></td>
<td></td>
</tr>
<tr>
<td>R72</td>
<td></td>
<td></td>
</tr>
<tr>
<td>R57</td>
<td></td>
<td></td>
</tr>
<tr>
<td>R100</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. **Hoeveel geld is daar? Maak ‘n regmerkie langs die beursie met die meeste geld.**
   
   How much money? Tick the purse with the most money.
**Kwartaal 3-assessering**

Assessering sluit skriflike, mondelinge en praktiese aktiwiteite in. Die volledige assesseringsplan vir kwartaal 3 word in die tabel hieronder voorsien.

**Dag 5 van elke week word vir vaslegging en assessering gebruik.**

Daar is geen aktiwiteite vir formele assessering in week 1, 9 en 10 nie. Die leerders moet op dag 5 aan die werkkaarte werk wat in die Leerderaktiwiteitsboek voorsien word ten einde die werk vir die week vas te le. Informele assessering kan gedoen word.

In week 3 en 7 word aktiwiteite vir **mondelinge en praktiese assessering** beplan. Jy moet die praktiese aktiwiteite en die kontrolelys/rubriek wat in die week se oorsig voorsien word, gebruik om die leerders te assesseer. Daar word werkkaarte in die Leerderaktiwiteitsboek voorsien om die werk vir die week vas te le, en die leerders kan hieraan werk terwyl jy die mondelinge en praktiese assessorings in klein groepe of individueel met die leerders voltooi.

Vir week 2 tot 8 word aktiwiteite vir **skriflike assessering** beplan. Dit word in hierdie assesseringspak voorsien op die bladsye wat in die tabel hieronder aangedui word. Dit word in die Leerderaktiwiteitsboek voorsien. Nadat die leerders die aktiwiteit vir skriflike assessering voltooi het, kan hulle aan die vasleggingswerkkaarte in die Leerderaktiwiteitsboek werk.

Jy moet die **grondlynassessering** uitvoer wat deur jou provinsie vereis word. Die ondersteuningsmateriaal wat deur die provinsie voorsien word, moet gebruik word.

Rekordeer jou punte met behulp van jou standaardpunterekordeerstate vir elke aktiwiteit.

Die assesserings vir kwartaal 3 is soos volg:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Bladsy</th>
<th>Punt</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Optellings- en aftrekkingsprobleme en-getalsinne</td>
<td>skriflik</td>
<td>222</td>
</tr>
<tr>
<td>3</td>
<td>Datahantering</td>
<td>skriflik</td>
<td>224</td>
</tr>
<tr>
<td></td>
<td>Ruimte en Vorm – 2D vorms: Neem die leerders waar om hul vermoë te assesseer om 2D vorms te benoem en die woordeskat verbonde aan 2D vorms te gebruik</td>
<td>mondeling en prakties</td>
<td>221</td>
</tr>
<tr>
<td>4</td>
<td>Optelling van 10’e en 1’e</td>
<td>skriflik</td>
<td>226</td>
</tr>
<tr>
<td>5</td>
<td>Aftrekking van 10’e en 1’e</td>
<td>skriflik</td>
<td>228</td>
</tr>
<tr>
<td>6</td>
<td>Getalpatrone</td>
<td>skriflik</td>
<td>230</td>
</tr>
<tr>
<td></td>
<td>Getalle, Bewerkings en Verwantskappe - getalle tot 100: Neem die leerders waar om vas te stel of hulle in staat is om met selfvertroude met behulp van ’n 100-blok in die getalgebied 0 tot 100 te werk</td>
<td>mondeling en prakties</td>
<td>221</td>
</tr>
<tr>
<td>7</td>
<td>Patronne</td>
<td>skriflik</td>
<td>232</td>
</tr>
<tr>
<td>8</td>
<td>Meting – tyd</td>
<td>skriflik</td>
<td>234</td>
</tr>
</tbody>
</table>
Term 3 assessment

The assessment for the term is designed into the lesson plans. Assessment includes written, oral and practical activities. The full assessment plan for Term 3 is provided in the table below.

Day 5 of each week is planned for assessment and consolidation

In Weeks 1, 9 and 10, there is no formal assessment activity. On Day 5 learners should work on the worksheets provided in the Bala Wande Learner Activity Book to consolidate the work for the week. Informal assessment can be done.

In Weeks 3 and 6, oral and practical assessment activities are planned. You will use practical activities and the checklist/rubric provided to assess learners. Oral and practical activities should be carried out throughout the week, individually or in groups of learners, while the class is busy with the independent classwork activities.

In Weeks 2-8, written assessment activities are planned. These are provided in this assessment pack on the pages indicated in the table below. After they have completed the written assessment activity learners can work on the consolidation worksheets in the Learner Activity Book.

You should carry out baseline assessment as required by your province. The support material provided by them should be used.

Record your marks using your standard mark recording sheets for each activity.

Term 3 assessments are as follows:

<table>
<thead>
<tr>
<th>Day</th>
<th>Topic</th>
<th>Mode</th>
<th>Page</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Addition and subtraction problems and number sentences</td>
<td>Written</td>
<td>222</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>Data handling</td>
<td>Written</td>
<td>224</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Space and shape – 2-D shapes: Observe learners to assess their ability to name 2-D shapes and use the vocabulary related to 2-D shapes</td>
<td>Oral and practical</td>
<td>221</td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>Adding 10s and 1s</td>
<td>Written</td>
<td>226</td>
<td>28</td>
</tr>
<tr>
<td>5</td>
<td>Subtracting 10s and 1s</td>
<td>Written</td>
<td>228</td>
<td>28</td>
</tr>
<tr>
<td>6</td>
<td>Number patterns</td>
<td>Written</td>
<td>230</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Numbers, Operations and Relationships – numbers to 100: Observe learners to determine if they are able to work confidently in the number range 0-100 using a hundred square</td>
<td>Oral and practical</td>
<td>221</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>Patterns</td>
<td>Written</td>
<td>232</td>
<td>12</td>
</tr>
<tr>
<td>8</td>
<td>Measurement – time</td>
<td>Written</td>
<td>234</td>
<td>9</td>
</tr>
</tbody>
</table>
Mondelinge en praktiese assessoring

Gebruik die assessoringskontrolelys/-rubriek hier onder gedurende die weke waaraan dit toegewys is. Jy kan jou klas in groepe verdeel en een groep per dag in daardie week assesseer ten einde die druk te verwyder om hierdie aktiwiteit op een dag saam met die hele klas te doen.

Week 3 Mondelinge en praktiese assessoring: Ruimte en Vorm – 2D vorms

<table>
<thead>
<tr>
<th>Neem die leerders waar om hul vermoë te assesseer om 2D vorms te benoem en die woordeskat verbonde aan 2D vorms te gebruik</th>
<th>Punt: 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kriteriakontrolelys: Korrek/verkeerd/byna</td>
<td>✔</td>
</tr>
<tr>
<td>In staat om vierkante korrek te identifiseer en te benoem</td>
<td>✗</td>
</tr>
<tr>
<td>In staat om reghoeke korrek te identifiseer en te benoem</td>
<td>●</td>
</tr>
<tr>
<td>In staat om driehoek korrek te identifiseer en te benoem</td>
<td></td>
</tr>
<tr>
<td>In staat om sirkels korrek te identifiseer en te benoem</td>
<td></td>
</tr>
<tr>
<td>In staat om oor die kenmerke van 2D vorms te gesels – reguit en ronde sje</td>
<td></td>
</tr>
<tr>
<td>In staat om vorms aan die hand van die kenmerke daarvan te vergelyk</td>
<td></td>
</tr>
</tbody>
</table>

Week 6 Mondelinge en praktiese assessoring: Getalle, Bewerkings en Verwantskappe – getalle tot 100

<table>
<thead>
<tr>
<th>Neem die leerders waar om vas te stel of hulle in staat is om met selfvertrou met behulp van ’n 100-blok in die getalgebied 0 tot 100 te werk</th>
<th>Punt: 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kriteriakontrolelys: Korrek/verkeerd/byna</td>
<td>✔</td>
</tr>
<tr>
<td>In staat om ontbrekende getalle in ’n 100-blok in te vul</td>
<td>✗</td>
</tr>
<tr>
<td>In staat om getalle met behulp van die patrone op ’n 100-blok te kry</td>
<td>●</td>
</tr>
<tr>
<td>In staat om een meer en een minder as ’n gegewe getal tot 100 te kry</td>
<td></td>
</tr>
<tr>
<td>In staat om tien meer en tien minder as ’n gegewe getal tot 100 te kry</td>
<td></td>
</tr>
<tr>
<td>In staat om getalle van die kleinste tot die grootste te orden</td>
<td></td>
</tr>
<tr>
<td>In staat om getalle van die grootste tot die kleinste te orden</td>
<td></td>
</tr>
</tbody>
</table>

Gebruik hierdie SR-kode om die puntestaat vir die assessoringsaktiwiteite af te laai:

[QR Code]

Funda Wande-puntestaat
Oral and practical assessment

Use the assessment checklist/rubric below during the weeks to which they are assigned. You could split your class into groups and assess one group per day in that week in order to remove the pressure on doing this activity with the whole class on one day.

Week 3 Oral and practical assessment: Space and Sshape – 2-D shapes

<table>
<thead>
<tr>
<th>Observe learners to assess their ability to name 2-D shapes and use the vocabulary related to 2-D shapes.</th>
<th>Mark: 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria checklist: Correct/incorrect/almost</td>
<td>✔  x   ●</td>
</tr>
<tr>
<td>Able to identify and name squares correctly</td>
<td></td>
</tr>
<tr>
<td>Able to identify and name rectangles correctly</td>
<td></td>
</tr>
<tr>
<td>Able to identify and name triangles correctly</td>
<td></td>
</tr>
<tr>
<td>Able to identify and name circles correctly</td>
<td></td>
</tr>
<tr>
<td>Able to speak about the properties of 2-D shapes – straight and round sides</td>
<td></td>
</tr>
<tr>
<td>Able to compare shapes according to their properties</td>
<td></td>
</tr>
</tbody>
</table>

Week 6 Oral and practical assessment: Numbers, Operations and Relationships – numbers to 100

<table>
<thead>
<tr>
<th>Observe learners to determine if they are able to work confidently in the number range 0–100 using a hundred square</th>
<th>Mark 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Checklist: Correct/incorrect/almost</td>
<td>✔  x   ●</td>
</tr>
<tr>
<td>Able to fill in missing numbers in a 100 square</td>
<td></td>
</tr>
<tr>
<td>Able to use the patterns on a 100 square to find numbers</td>
<td></td>
</tr>
<tr>
<td>Able to find one more and one less than a given number up to 100</td>
<td></td>
</tr>
<tr>
<td>Able to find ten more and ten less than a given number up to 100</td>
<td></td>
</tr>
<tr>
<td>Able to order numbers from smallest to greatest</td>
<td></td>
</tr>
<tr>
<td>Able to order numbers from greatest to smallest</td>
<td></td>
</tr>
</tbody>
</table>

Use this QR code to download mark sheets for the assessment activities:

Funda Wande mark sheet
Skriftelike assessering • Written assessment

222

1. Maak 'n kol op die getallelyn om die getal te wys.
   Draw a dot on the number line to show the number.
   
   63

2. Skryf die getal by die kol neer. Wat is die volgende 10?
   Hoe ver tot by die volgende 10?
   Write the number at the dot. What is the next 10? How far to the next 10?
   
   | Die volgende 10 | 50 | ✓
   | Hoe ver?        | 4  | ✓

3. Los met behulp van die getallelyn op.
   Solve using the number line.
   
   36 + 7 = 43

   Hoeveel bladsye lees hy altesame?
   Zolani reads 27 pages. He reads 8 more pages. How many pages does he read altogether?
   
   \[27 + 8 = 35 \text{ pages}\]

5. Bokang het R42. Sy bestee R5. Hoeveel geld bly daar oor?
   Bokang has R42. She spends R5. How much does she have left?
   
   \[R42 - R5 = R37\]
1 Maak 'n kol op die getallelyn om die getal te wys.
Draw a dot on the number line to show the number.

2 Skryf die getal by die kol neer. Wat is die volgende 10?
   Hoe ver tot by die volgende 10?
Write the number at the dot. What is the next 10? How far to the next 10?

3 Los met behulp van die getallelyn op.
Solve using the number line.

36 + 7 = __

52 − 6 = __

4 Zolani lees 27 bladsye. Hy lees 8 bladsye meer. Hoeveel bladsye lees hy altesame?
Zolani reads 27 pages. He reads 8 more pages. How many pages does he read altogether?

5 Bokang het R42. Sy bestee R5. Hoeveel geld bly daar oor?
Bokang has R42. She spends R5. How much does she have left?
Lorna vra ’n paar maats wat hulle gunstelingkleure is. Sy teken hierdie grafiek om die data te wys. Beantwoord die vrae met behulp van die grafiek.

Lorna asked some friends about their favourite colours. She drew this graph to show the data. Use the graph to answer the questions.

<table>
<thead>
<tr>
<th>Kleure</th>
<th>Aantal leerders</th>
</tr>
</thead>
<tbody>
<tr>
<td>rooi</td>
<td>5</td>
</tr>
<tr>
<td>pers</td>
<td>1</td>
</tr>
<tr>
<td>groen</td>
<td>6</td>
</tr>
<tr>
<td>gele</td>
<td>4</td>
</tr>
<tr>
<td>geel</td>
<td>4</td>
</tr>
<tr>
<td>blou</td>
<td>2</td>
</tr>
<tr>
<td>blou</td>
<td>2</td>
</tr>
</tbody>
</table>

**Hoeveel leerders hou van rooi?**
- How many learners like red? 5

**Hoeveel leerders hou van blou?**
- How many learners like blue? 4

**Hoeveel leerders hou van groen?**
- How many learners like green? 6

**Wat is die gunstelingkleur?**
- What is the favourite colour? yellow

**Hoeveel leerders hou meer van groen as van rooi?**
- How many more learners like green than red? 1

**Hoeveel leerders hou meer van groen as van blou?**
- How many more learners like green than blue? 2

**Hoeveel maats het Lorna gevra?**
- How many friends did Lorna ask? 27
Lorna asked some friends about their favourite colours. She drew this graph to show the data. Use the graph to answer the questions.

<table>
<thead>
<tr>
<th>Colour</th>
<th>Aantal leerders</th>
<th>Kleur</th>
<th>Colours</th>
</tr>
</thead>
<tbody>
<tr>
<td>rooi</td>
<td>2</td>
<td>red</td>
<td>purple</td>
</tr>
<tr>
<td>pers</td>
<td>1</td>
<td>green</td>
<td>yellow</td>
</tr>
<tr>
<td>groen</td>
<td>8</td>
<td>green</td>
<td>yellow</td>
</tr>
<tr>
<td>geel</td>
<td>5</td>
<td>green</td>
<td>yellow</td>
</tr>
<tr>
<td>blou</td>
<td>2</td>
<td>blue</td>
<td></td>
</tr>
</tbody>
</table>

- Hoeveel leerders hou van rooi? How many learners like red?
- Hoeveel leerders hou van groen? How many learners like green?
- Hoeveel leerders hou meer van groen as van rooi? How many more learners like green than red?
- Hoeveel leerders hou van blou? How many learners like blue?
- Hoeveel leerders hou meer van groen as van blou? How many more learners like green than blue?
- Wat is die gunstelingkleur? What is the favourite colour?
- Hoeveel maats het Lorna gevra? How many friends did Lorna ask?
Assessering Optelling van 10 e en 1 e

Assessment Adding 10s and 1s

Naam | Name
Datum | Date

Memorandum
Total marks 2.8

1 Los op.
Solve.

\[
\begin{array}{ccc}
20 + 30 & = 50 & \checkmark \\
30 + 10 & = 40 & \checkmark \\
20 + 20 & = 40 & \checkmark \\
40 + 20 & = 60 & \checkmark \\
30 + 40 & = 70 & \checkmark \\
10 + 40 & = 50 & \checkmark \\
26 + 30 & = 56 & \checkmark \\
34 + 10 & = 44 & \checkmark \\
25 + 20 & = 45 & \checkmark \\
42 + 20 & = 62 & \checkmark \\
31 + 40 & = 71 & \checkmark \\
14 + 40 & = 54 & \checkmark \\
26 + 32 & = 58 & \checkmark \\
34 + 15 & = 49 & \checkmark \\
25 + 21 & = 46 & \checkmark \\
42 + 25 & = 67 & \checkmark \\
31 + 42 & = 73 & \checkmark \\
14 + 45 & = 59 & \checkmark \\
\end{array}
\]

2 Los met blokkies op. Skryf neer wat jy gedoen het om dit uit te werk.
Solve using blocks. Write what you did to work it out.

\[
\begin{array}{cc}
64 + 23 = 60 + 20 + 4 + 3 & = 80 + 7 & = 87 & \checkmark \\
55 + 34 = 50 + 30 + 5 + 4 & = 80 + 9 & = 89 & \checkmark \\
\end{array}
\]

3 Jaya koop ‘n pen vir R35 en ‘n potlood vir R12. Hoeveel het sy altesame uitgegee?
Jaya bought a pen for R35 and a pencil for R12. How much did she spend altogether?

\[
\begin{array}{c}
R\ 35 + R\ 12 = 30 + 10 + 5 + 2 & \checkmark \\
= 40 + 7 & \checkmark \\
= R\ 47 & \checkmark \\
\end{array}
\]
1 Los op.
Solve.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>20 + 30 = ___</td>
<td>30 + 10 = ___</td>
<td>20 + 20 = ___</td>
</tr>
<tr>
<td>40 + 20 = ___</td>
<td>30 + 40 = ___</td>
<td>10 + 40 = ___</td>
</tr>
<tr>
<td>26 + 30 = ___</td>
<td>34 + 10 = ___</td>
<td>25 + 20 = ___</td>
</tr>
<tr>
<td>42 + 20 = ___</td>
<td>31 + 40 = ___</td>
<td>14 + 40 = ___</td>
</tr>
<tr>
<td>26 + 32 = ___</td>
<td>34 + 15 = ___</td>
<td>25 + 21 = ___</td>
</tr>
<tr>
<td>42 + 25 = ___</td>
<td>31 + 42 = ___</td>
<td>14 + 45 = ___</td>
</tr>
</tbody>
</table>

2 Los met blokkies op. Skryf neer wat jy gedoen het om dit uit te werk.
Solve using blocks. Write what you did to work it out.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>64 + 23 = ___________ = ___ = ___</td>
<td></td>
</tr>
<tr>
<td>55 + 34 = ___________ = ___ = ___</td>
<td></td>
</tr>
</tbody>
</table>

3 Jaya koop ’n pen vir R35 en ’n potlood vir R12. Hoeveel het sy altesame uitgegee?
Jaya bought a pen for R35 and a pencil for R12. How much did she spend altogether?

_________ = ___________

= ___________

= ___
1. Solve.

\[
\begin{align*}
50 - 30 &= 20 \\
70 - 40 &= 30 \\
58 - 30 &= 28 \\
76 - 40 &= 36 \\
58 - 34 &= 24 \\
76 - 43 &= 33 \\
\end{align*}
\]

\[
\begin{align*}
80 - 20 &= 60 \\
90 - 50 &= 40 \\
84 - 20 &= 64 \\
97 - 50 &= 47 \\
84 - 21 &= 63 \\
97 - 52 &= 45 \\
\end{align*}
\]

\[
\begin{align*}
60 - 10 &= 50 \\
50 - 20 &= 30 \\
65 - 10 &= 55 \\
59 - 20 &= 39 \\
65 - 14 &= 51 \\
59 - 27 &= 32 \\
\end{align*}
\]

2. Solve. You can use your blocks. Write what you did to work it out.

\[
\begin{align*}
85 - 31 &= 85 - 30 - 1 \\
&= 55 - 1 \\
&= 54 \\
69 - 36 &= 69 - 30 - 6 \\
&= 39 - 6 \\
&= 33 \\
\end{align*}
\]

3. Brian had R65. He bought a jacket for R42. How much money does he have now?

\[
\begin{align*}
\text{R65} - \text{R42} &= \text{R65} - \text{R40} - \text{R2} \\
&= \text{R25} - \text{R2} \\
&= \text{R23}
\end{align*}
\]
1 Los op.
Solve.

<table>
<thead>
<tr>
<th>50 – 30 = ____</th>
<th>80 – 20 = ____</th>
<th>60 – 10 = ____</th>
</tr>
</thead>
<tbody>
<tr>
<td>70 – 40 = ____</td>
<td>90 – 50 = ____</td>
<td>50 – 20 = ____</td>
</tr>
<tr>
<td>58 – 30 = ____</td>
<td>84 – 20 = ____</td>
<td>65 – 10 = ____</td>
</tr>
<tr>
<td>76 – 40 = ____</td>
<td>97 – 50 = ____</td>
<td>59 – 20 = ____</td>
</tr>
<tr>
<td>58 – 34 = ____</td>
<td>84 – 21 = ____</td>
<td>65 – 14 = ____</td>
</tr>
<tr>
<td>76 – 43 = ____</td>
<td>97 – 52 = ____</td>
<td>59 – 27 = ____</td>
</tr>
</tbody>
</table>

2 Los op. Jy kan jou blokkies gebruik. Skryf neer wat jy gedoen het om dit uit te werk.
Solve. You can use your blocks. Write what you did to work it out.

<table>
<thead>
<tr>
<th>85 – 31 = ___________</th>
<th>69 – 36 = ___________</th>
</tr>
</thead>
<tbody>
<tr>
<td>= ___________</td>
<td>= ___________</td>
</tr>
<tr>
<td>= ____</td>
<td>= ____</td>
</tr>
</tbody>
</table>

3 Brian het R65. Hy koop 'n baadjie vir R42. Hoeveel geld bly daar nou oor?
Brian had R65. He bought a jacket for R42. How much money does he have now?

   ___________ = ___________
   = ___________
   = ____
**Assessering • Numbers to 100**

- **Brei die patroon uit.**
  - Extend the pattern.
  - 83 84 85 86 87 88 89 90 91 92 ✔
  - 94 93 92 91 90 89 88 87 86 85 ✔
  - 12 22 32 42 52 62 72 82 92 102 ✔

- **Los op.**
  - Solve.
  - \[34 + 10 = 44 \, ✔\]
  - \[41 + 3 = 44 \, ✔\]
  - \[48 + 2 = 50 \, ✔\]
  - \[45 - 10 = 35 \, ✔\]
  - \[67 - 10 = 57 \, ✔\]
  - \[54 - 4 = 50 \, ✔\]

- **Tel aan in 5’e.**
  - Count forwards in 5s.
  - 5 10 15 20 25 30 35 ✔

- **Tel terug in 5’e.**
  - Count backwards in 5s.
  - 100 95 90 85 80 75 70 ✔

- **Orden! Skryf die getalle van die kleinste tot die grootste.**
  - Order! Write the numbers from smallest to greatest.
  - 67 60 19 ✔
  - 19 60 67 76
1 Brei die patroon uit.
Extend the pattern.

83 84 85
94 93 92
12 22 32

2 Los op.
Solve.

34 + 10 = ___  
41 + 3 = ___  
48 + 2 = ___  

45 – 10 = ___  
67 – 10 = ___  
54 – 4 = ___  

3 Tel aan in 5’e.
Count forwards in 5s.

5 10

4 Tel terug in 5’e.
Count backwards in 5s.

100 95

5 Orden! Skryf die getalle van die kleinste tot die grootste.
Order! Write the numbers from smallest to greatest.

67 60 19
76 ___ ___ ___ ___
1. Tel in 4’s. Kleur elke sprong in.
   Count in 4s. Colour each jump.

2. Kies die volgende vorms in die patroon en kleur dit in.
   Choose and colour the next shapes in the pattern.

3. Teken die volgende vorm in die patroon.
   Draw the next shape in the pattern.
1. Tel in 4's. Kleur elke sprong in.
   Count in 4s. Colour each jump.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
</tr>
</tbody>
</table>

2. Kies die volgende vorms in die patroon en kleur dit in.
   Choose and colour the next shapes in the pattern.

3. Teken die volgende vorm in die patroon.
   Draw the next shape in the pattern.
1 How is the time?

What is the time?

12:30 ✓
03:00 ✓
03:30 ✓

2 How many months in a year?

How many months in a year? 12 ✓

What month comes before January? December ✓

What month comes after January? February ✓

3 Write the digital time.

Jabu wakes up at 20 minutes past 6.

Jabu walks to school at 5 minutes past 7.

Jabu walks home from school at 2 o'clock.
1. Hoe laat is dit?
   What is the time?

2. Hoeveel maande is daar in ’n jaar?
   How many months in a year?
   Watter maand kom voor Januarie?
   What month comes before January?
   Watter maand kom ná Januarie?
   What month comes after January?

3. Skryf die digitale tyd neer.
   Write the digital time.

   Jabu word 20 minute oor 6 wakker.
   Jabu wakes up at 20 minutes past 6.

   Jabu loop 5 minute ná 7 skool toe.
   Jabu walks to school at 5 minutes past 7.

   Jabu loop om 2-uur van die skool af huis toe.
   Jabu walks home from school at 2 o’clock.