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

Artists: Mary-Anne Hampton, Angie Bowring and Lexi Meier
Photos on page 210: Briangeorge1945 (round tile); Gerd Eichmann (garden)
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Die onderrig van Grondslagfase-wiskunde met behulp van Bala Wande

1. Wat is Bala Wande?
Bala Wande is Funda Wande se wiskundeprogram.

Funda Wande is ’n organisasie sonder winsoogmerk wat ten doel het om te verseker dat alle leerders in Suid-Afrika teen 10-jarige ouderdom 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 leerders in Suid-Afrika gelê word.

Ons ontwikkel video- en gedrukte materiaal om onderwysers met die onderrig van wiskunde van Graad R tot 3 by te staan. Al ons materiaal is geredelik beskikbaar en omdat dit as Creative Commons gelisensieer is, kan enigiemand daarvan gebruik maak.

Die ondersteuning wat die Bala Wande-program bied, sluit in:

1.1 Onderwysersgids
Die Bala Wande-onderwysersgids is ’n dag-tot-dag-handleiding oor wiskunde-onderrig wat die leerders in staat stel om hul begrip van wiskunde uit te bou en, met behulp van die hulpbronne in die Bala Wande-boks, berekeninge met selfvertroue te doen.

Daar is riglyne van twee bladsye vir elke week se beplande lesaktiwiteite wat oorsig oor die komponente van hoofrekene en konsepontwikkeling van die les verskaf, insluitende:

- die hulpbronne wat vir elke dag se aktiwiteite benodig word
- die doelwitte vir die daaglikse lesaktiwiteite
- die dinge wat in aanmerking geneem moet word wanneer die lesaktiwiteite, wat vir die week beplan is, onderrig word.

Assessering op ’n deurlopende grondslag maak deel van die Bala Wande-program uit. Die finale les vir elke week word toegewys aan assessering oor en vaslegging van die inhoud wat gedurende daardie week behandel is.
Using Bala Wande for teaching Foundation Phase mathematics

1. What is Bala Wande?

Bala Wande is the mathematics programme of Funda Wande.

Funda Wande is a not-for-profit organisation that aims to ensure that all learners in South Africa can read for meaning 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.

We develop video and print materials to support teachers in the teaching of mathematics in Grades R–3. All our materials are freely available and are Creative Commons licensed, so anyone can use them.

The Bala Wande programme support includes:

1.1 Bala Wande Teacher Guide

The Bala Wande Teacher Guide 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 using the resources in the Bala Wande box.

For each week of planned lesson activities, there is a two-page guide that gives an overview of the Mental Maths and concept development components of the lessons, including:

- resources teachers will need for each day’s activities
- objectives for the daily lesson activities
- things to think about when teaching the lesson activities for the week

Assessment is built into the Bala Wande programme on a continuous basis.
1.2 Bykomende leerder-en-onderwyserondersteuningsmateriaal

Al die deelnemende skole ontvang bykomende leerder-en-onderwyserondersteuningsmateriaal (LOOM) wat met die Bala Wande-lesplanne verband hou. Die Bala Wande-leerderaktiwiteitsboek (LAB) is ’n leerderswerkboek met sorgvuldig opeenvolgende aktiwiteite wat met die KABV in lyn gebring is en ten doel het om die werk te dek wat gedurende die kwartaal gedoen moet word. Die LAB bevat aktiwiteitskaarte vir konseptontwikkelingsaktiwiteite, werkkaarte wat leerders individueel moet invul, en speletjies vir die aktiewe leer van die begrippe wat onderrig word.

Daar is ook ’n tweetalige woordeboek met wiskundewoordeskat in die Bala Wande-program beskikbaar.

Ander LOOM wat voorsien word, is manipuleerbare voorwerpe soos tienrame, tellers, flitkaarte (getalsimbole, getalname en kolkaarte), koppies en dobbelstene, stringe krale en multifix-kubusse (blokkies).

Sien asseblief goed om na die LOOM. Hierdie materiaal is duur en kan nie sommer vervang word nie. Jy sal moet teken as bevestiging dat jy die boks aanvaar het en sal verantwoordelik gehou word vir die versorging van al die materiaal wat aan jou gegee word.

1.3 Bala Wande-video’s deur meesteronderwysers

Die Bala Wande-video’s bevat kort snitte van klaslooppnames waarin kernaspekte van die lesaktiwiteite toegelig word. Dit kan deur onderwysers gebruik word wanneer hulle voorbereiding doen om die lesse self te onderrig. Langer snitte van die lesaktiwiteite word ook beskikbaar gestel.

Die video’s voorsien ons meesteronderwysers se insigte in bepaalde wiskundebegrippe of onderrigtegnieke.

Voldoen Bala Wande aan die KABV?

Ja, die oogmerk van die Bala Wande-program is om leerders sodanig te onderrig dat hulle aan die einde van Graad 3 met selfvertroue berekeninge kan doen. Dit is spesifiek vir die Suid-Afrikaanse curriulum ontwikkel en voldoen aan die KABV. Bala Wande volg die gereorganiseerde KABV se Onderrig van Wiskunde vir Begrip-program (TMU-program), met die DBO se vergunning.

- Die inhoud, tydskoening en assessering vir leer is alles op die KABV gebaseer.
- Die insette vir die weeklikse dag 1 tot 4 voorsien beplande lesaktiwiteite vir 4 dae. Dit behels 90-minuut-lesse (wat ’n daaglike aanvanklik aktiwiteit in die vorm van hoofrekenlike, die onderrig van kernbegrippe elke dag, en enkele selfstandige of groepswerk-leerdersaktiwiteite elke dag insluit).
- Op dag 5 word ’n geleentheid gebied om leer vas te lê en te assesseer. Hierdie les duur 60 minute.
- Daar word assesseringskortplanne en -puntestate voorsien. Al die assesserings word as voorbeeld gegee om die onderrig-en-leer-program te ondersteun.
1.2 Additional LTSM materials

All participating schools receive additional Learner and Teacher Support Materials (LTSM) that support the Bala Wande lesson plans. The Bala Wande Learner Activity Book (LAB) is a CAPS-aligned, carefully sequenced learner workbook that is designed to cover the work to be done in the term. The LAB contains activity sheets for the concept development activities, worksheets for learners to complete individually and games for active learning of concepts being taught.

There is also a Bala Wande bilingual dictionary of mathematical vocabulary.

Other LTSM that will be provided are manipulatives such as base ten blocks, solid shapes, analogue clocks, flard cards and mutitfix cubes.

Please take good care of the LTSM. These materials are costly and cannot be replaced. Teachers will sign to indicate your acceptance of the box and will be held responsible for the care of all the materials given to you.

1.3 The Bala Wande videos of master teachers

The Bala Wande videos contain short clips of classroom footage that exemplify core aspects of the lesson activities. These can be used by teachers as they prepare to teach the lessons themselves. Longer clips of the lesson activities will also be made available.

The videos provide insights from our master teachers into particular mathematical concepts or teaching techniques.

Is Bala Wande CAPS compliant?

The Bala Wande programme was developed specifically for the South African curriculum and is CAPS-compliant. The course follows the TMU reorganised CAPS with permission from the DBE.

- The content, time allocation and assessment for learning all are based on the CAPS.
- Days 1-4 input each week provides planned lesson activities for 4 days. These are 90 minute lessons which include a Mental Maths daily starter activity and core concept teaching suggestions as well as some independent or group work learner activities for each day.
- Day 5 provides an opportunity for consolidation and assessment for learning. It is a 60 minute lesson.
- Assessment term plans and mark sheets are provided. All assessments are given as exemplars to support the teaching and learning programme.
Welkom by Graad 3!

Ons doel is dat die leerders in graad 3 goeie gewoontes moet aankweek terwyl hulle wiskunde doen. Hulle moet dus daarop gewys word dat hulle aandagtig moet kyk na dit wat hulle veronderstel is om te doen. Wanneer jy elke dag die selfstandige klaswerk bekendstel, vra die leerders om na die bladsye te kyk en jou te vertel wat hulle sien. Wat dink hulle is hulle veronderstel om te doen?

**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 leerders by die aktiewe heleklas-besprekings te betrek. Loop in die klas rond en fasiliteer die selfstandige klaswerk – vra deurtastende vrae om uit te vind of die leerders 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 leerders wat sukkel met dinge soos 'n basiese getalbegrip. As daar kinders is wat oënskynlik 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 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.

’n Speciale kenmerk van die graad 3-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 sleutelfrases en -woorde wat tydens die week geleer is, te hersien.

---

**Kom ons praat Wiskunde!**

**Let’s talk Maths!**

<table>
<thead>
<tr>
<th>In Afrikaans sê ons:</th>
<th>In English we say:</th>
</tr>
</thead>
<tbody>
<tr>
<td>tel op of tel bymekaar</td>
<td>add</td>
</tr>
<tr>
<td>neem weg</td>
<td>take away</td>
</tr>
<tr>
<td>tel een by</td>
<td>add one</td>
</tr>
<tr>
<td>neem een weg</td>
<td>take away one</td>
</tr>
<tr>
<td>vergelyk</td>
<td>compare</td>
</tr>
<tr>
<td>die koei is groter as die kat</td>
<td>the cow is bigger than the cat</td>
</tr>
<tr>
<td>die kat is kleiner as die koei</td>
<td>the cat is smaller than the cow</td>
</tr>
<tr>
<td>vier is groter as drie</td>
<td>four is bigger than three</td>
</tr>
<tr>
<td>drie is kleiner as vier</td>
<td>three is smaller than four</td>
</tr>
</tbody>
</table>
Welcome to Grade 3!

In Grade 3 we would like learners to establish good habits while doing maths. Talk to them about looking carefully at what they are supposed to do. Each day when you introduce the independent classwork, ask learners to look at the pages and tell you what they see. What do they think they are supposed to do?

Habit 1: We look by 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. Every day, you should aim to involve as many learners as possible in the active concept development activity. 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 to what they have asked.

Keep your eye out for learners who are struggling with things such as basic number concept. If there are some 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.

A special feature of the Grade 3 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 IsiXhosa and revise key phrases and words learned over the week.

Kom ons praat Wiskunde!
Let’s talk Maths!

In Afrikaans sê ons:                 In English we say:
tel op of tel bymekaar                add
neem weg                             take away
neem een by                          add one
neem een weg                         take away one
vergelyk                             compare
die koei is groter as die kat        the cow is bigger than the cat
die kat is kleiner as die koei       the cat is smaller than the cow
vier is groter as drie               four is bigger than three
drie is kleiner as vier              three is smaller than four
2. **Wat is in die boks?**

Jy sal al die hulpbronne wat jy benodig om die Bala Wande-program te volg, binne-in die boks kry.

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<td>kernkonsep-onderrigaktiwiteite wat deur plakkate en manipuleerbare voorwerpe uit die boks ondersteun word (dag 1-4)</td>
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<tbody>
<tr>
<td>'n tweetalige woordeboek wat wiskundeterme met verduidelikings en voorbeelde vir die Grondslagfase bevat</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Leerderaktiwiteitsboek</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>daaglikske aktiwiteite wat met die lesaktiwiteite ooreenstem</td>
<td></td>
</tr>
<tr>
<td>daaglikske aktiwiteite waaraan die leerders selfstandig of in groepe kan werk</td>
<td></td>
</tr>
<tr>
<td>speletjies wat met die lesaktiwiteite verband hou</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Plakkate</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>'n 2023-kalender</td>
<td></td>
</tr>
<tr>
<td>plakkate wat met die lesplande verband hou</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Manipuleerbare voorwerpe vir die onderwyser</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>'n verskeidenheid manipuleerbare voorwerpe wat jy in jou onderrig kan aanwend</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Boks met manipuleerbare voorwerpe vir die leerders</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>een boks vir elke groep van 6 leerders</td>
<td></td>
</tr>
<tr>
<td>die boks bevat ‘n verskeidenheid manipuleerbare voorwerpe wat die leerders in die aktiwiteite kan gebruik</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Assesseringshulpmiddels</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>‘n assesseringskwartaalplan</td>
<td></td>
</tr>
<tr>
<td>mondelinge en praktiese aktiwiteite (2 per kwartaal)</td>
<td></td>
</tr>
<tr>
<td>take en aktiwiteite vir beplande assessering op dag 5 van elke week (week 2-7)</td>
<td></td>
</tr>
<tr>
<td>‘n puntestaat wat gebruik kan word om punte op SA SAMS in te sleutel</td>
<td></td>
</tr>
</tbody>
</table>
2. **What’s in the box?**

Inside the box, you’ll find all the resources you need to follow the Bala Wande programme.

<table>
<thead>
<tr>
<th>Bala Wande Teacher Guide</th>
<th><img src="image1.png" alt="Image" /></th>
</tr>
</thead>
<tbody>
<tr>
<td>• overview of the concepts to be taught each week</td>
<td></td>
</tr>
<tr>
<td>• Mental Maths planned for every day (Days 1-4)</td>
<td></td>
</tr>
<tr>
<td>• enrichment activities (weekly – Days 1-4)</td>
<td></td>
</tr>
<tr>
<td>• core concept teaching activities supported by posters and manipulatives from the box (Days 1-4)</td>
<td></td>
</tr>
<tr>
<td>• copies of the Learner Activity Book pages for the day (embedded in sequence in the teacher’s guide)</td>
<td></td>
</tr>
<tr>
<td>• assessment for learning (Day 5 Weeks 2-9)</td>
<td></td>
</tr>
<tr>
<td>• consolidation (Day 5 Weeks 1-9)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Videos</th>
<th><img src="image2.png" alt="Image" /></th>
</tr>
</thead>
<tbody>
<tr>
<td>• clips showing master teachers teaching and discussing the lessons</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Bala Wande bilingual dictionary</th>
<th><img src="image3.png" alt="Image" /></th>
</tr>
</thead>
<tbody>
<tr>
<td>• a bilingual dictionary of Foundation Phase mathematical terms with explanations and examples</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Bala Wande Learner Activity Book</th>
<th><img src="image4.png" alt="Image" /></th>
</tr>
</thead>
<tbody>
<tr>
<td>• daily activities that align with the lesson activities</td>
<td></td>
</tr>
<tr>
<td>• daily activities for learners to work on independently or in groups</td>
<td></td>
</tr>
<tr>
<td>• games aligned with the lesson activities</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Posters</th>
<th><img src="image5.png" alt="Image" /></th>
</tr>
</thead>
<tbody>
<tr>
<td>• a 2023 calendar</td>
<td></td>
</tr>
<tr>
<td>• posters aligned to the lesson plans</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Manipulatives for the teacher</th>
<th><img src="image6.png" alt="Image" /></th>
</tr>
</thead>
<tbody>
<tr>
<td>• a variety of manipulatives for you to use in your teaching</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Box of manipulatives for learners</th>
<th><img src="image7.png" alt="Image" /></th>
</tr>
</thead>
<tbody>
<tr>
<td>• one box for each group of 6 learners</td>
<td></td>
</tr>
<tr>
<td>• the box contains a variety of manipulatives for learners to use in the activities</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tools for assessment</th>
<th><img src="image8.png" alt="Image" /></th>
</tr>
</thead>
<tbody>
<tr>
<td>• assessment term plan</td>
<td></td>
</tr>
<tr>
<td>• oral and practical activities (2 per term)</td>
<td></td>
</tr>
<tr>
<td>• planned written assessment tasks and activities on the 5th day of each week (Weeks 2-8)</td>
<td></td>
</tr>
<tr>
<td>• mark record sheet that can be used to enter marks on SA SAMS</td>
<td></td>
</tr>
</tbody>
</table>
Kontrolelys

’n Lys van al die Bala Wande-hulpbronne in die graad 3-boks

1. *Bala Wande-Onderwysersgids*
2. *Bala Wande- Tweetalige Woordeboek*
3. *Bala Wande-Leerderaktiviteitsboek vir elke leerder*

4. Plakkate
   a. kalender
   b. getallelyn (0–10, leeg)
   c. getallelyn (0–20, leeg)
   d. 100-blok
   e. 1 000-blok
   f. getalname 0–20 (Afrikaans)
   g. getalname 10–100 (Afrikaans)
   h. getalname 100–1 000 (Afrikaans)
   i. geld
   j. dae van die week
   k. maande van die jaar
   l. plakkaat oor tydsverloop
   m. breukmure
   n. 2D vorms
   o. 3D vorms

5. Een demonstrasiegrootte pak kaarte vir onderwysers:
   a. Bala Wande-getalkaarte 0–1 000
   b. Bala Wande-spreikaarte 0–1 000

6. 100 Multifix-blokkies

7. Basis 10-blokkies (1 000’e, 100’e, 10’e, 1’e)

8. *’n Stel magnetiese breuke*

9. *’n Geldpakkie*

10. *’n Klein 24-uur-horlosie (onderwyser, vir demonstrasie)*

11. *’n Stel groot maatbekers*

12. 1 m-opvouliniaal

13. Vormnette (papier)

14. 6 leerdersbokse wat die volgende insluit:
   a. 2 dobbelstene per leerder
   b. 6 leerdersgrootte pakke kaarte:
      • Bala Wande-getalkaarte 0–20
      • Bala Wande-spreikaarte 0–1 000
   c. basis tien-blokkies (100’e, 10’e en 1’e) om te deel
   d. 1 m-maatband (2 om te deel)
   e. 1 m-opvouliniaal (2 om te deel)
   f. twee 24-uur-horlosies (om te deel)
   g. geldpakkies (2 om te deel)
   h. breukstelle (2 om te deel)
   i. vormnette (papier – 3 om te deel)
### Checklist

List of all Bala Wande resources in the Grade 3 box.

1. **Bala Wande Teacher Guide**
2. **Bala Wande bilingual dictionary**
3. **Bala Wande Learner Activity Books** for each learner

4. **Posters**
   - calendar
   - number line (0–10 blank)
   - number line (0-20 blank)
   - 100 square
   - 1000 square
   - number names 0–20 (IsiXhosa)
   - number names 10–100 (IsiXhosa)
   - number names 100–1000 (IsiXhosa)
   - money
   - days of the week
   - months of the year
   - time elapsed poster
   - fraction walls
   - 2-D shapes
   - 3-D shapes

5. One teacher demo size pack of cards:
   - Bala Wande number cards 0-1000 (demo size)
   - Bala Wande flard cards 0-1000 (demo size)

6. **Multifix blocks** (100)

7. **Base ten blocks** (1000, 100s, 10s, 1s)

8. **Magnetic fraction kit**

9. **Money pack**

10. **24-hour small clock** (teacher demo)

11. **Measuring jugs** set

12. **1 m fold up ruler**

13. **Shape nets** (paper)

14. **6 learner boxes** that include:
   - 2 dice per learner
   - 6 learner size packs of cards:
     - Bala Wande number cards 0-20 (learner size)
     - Bala Wande flard cards 0-1000 (learner size)
   - base ten blocks (100s 10s 1s) to share.
   - 1 m tape measure (2 to share)
   - 1 m fold up ruler (2 to share)
   - two 24-hour clocks (to share)
   - money packs (2 to share)
   - fractions kits (2 to share)
   - shape nets (paper – 3 to share)
3. Watter taal gebruik ek om wiskunde te onderrig?

Die Bala Wande-materiaal is alles tweetalig. Dit is om die ontwikkeling van wiskundetaal in sowel Afrikaans as Engels te ondersteun. Dit bied ondersteuning vir jou om op ‘n natuurlike wyse van een taal na ‘n ander oor te skakel wanneer daar oor wiskunde gesels word. Die Bala Wande-woordeboek sal jou help om meer as een taal te gebruik om wiskundeterme te verduidelik, indien nodig.

Talle Suid-Afrikaanse wiskunde-onderwysers maak reeds van kode- of taalwisseling gebruik om hul leerders te help om wiskundebegripie en -terme te verstaan. Dit beteken dat hulle twee of meer tale afwisselend gebruik wanneer hulle wiskunde verduidelik. Daar is deur navorsing getoon dat hierdie gebruik uitsluitend is en die leerders inderdaad help om te verstaan. Taalwisseling stel die onderwysers en leerders in staat om al hul taalvaardighede in te span om te leer in plaas daarvan om tot slegs een taal beperk te wees. Hierdie praktiek word internasionaal beoefen en staan ook as translanguaging bekend.

Die hersiene KABV-afdeling 4 (Assessering) onderskryf die gebruik van meer as een taal om wiskundig te kommunikeer.

4. Die gebruik van die lesplante en die Leerderaktiwiteitsboek

Berei vir die week voor – die eerste bladsy van die week se oorsig bied aan jou:

- ’n Bondige oorsig van die hoofrekene en lesaktiwiteite 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 assessoringsaktiwiteit wat op dag 5 van die week gedoen word
3. What language do I use when I teach mathematics?

The Bala Wande material is all bilingual. It supports the development of mathematics language in both isiXhosa 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. This means that they alternate between two or more languages when explaining mathematics. Research has shown that this is a very useful practice that does indeed help learners to understand. Code-switching allows teachers and learners to draw on all of their language skills to learn, rather than to be limited by one language only. This practice is used internationally and is also called ‘translanguaging’.

The revised CAPS Section 4 (Assessment) endorses the use of more than one language to speak mathematically.

4. Using the lesson plans and Bala Wande Learner Activity Book

Prepare for the week – the first page of the week overview gives you:

A quick overview of the Mental Maths, games and lesson activities for the week and the resources you need to have ready.

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

A description of the assessment activity which is done on day 5 of the week.
Die tweede bladsy van die week se oorsig bied aan jou:

’n Beskrywing van hoe die hoofrekene-aktiwiteite met verloop van die week vorder en ’n herinnering aan die speletjesvideo

’n Beskrywing van die sleutelbegrippe wat jy gedurende die week sal onderrig en notas oor die woordeskat wat hierdie week beklemtone moet word

Enkele bepaalde dinge waarna jy gedurende die week moet oplet. Dit kan fouty wees wat ons weet of die leerders dikwels begin of belangrike idees wat beklemtone moet word

Hierdie bladsy verwys jou ook na die videosnitte waarin ons meesteronderwysers se insigte in bepaalde wiskundebegrippe of onderrigtechnieke vir elke dag voorsien word.

Daar word hiperskakels na die video’s in die Onderwysersgids se digitale weergawe op die webtuiste voorsien. As jy op die videoskyfie vir die hoofrekene-aktiwiteit, Speletjie of Weeklikse Oorsig klick, word jy na daardie video geneem.

Wat jy moet doen om vir elke week voor te berei
- Lees die Onderwysersgids en doen voorbereiding vir die week asook vir elke les.
- Kyk na die video’s. Hierdie video’s wys opnames wat in werkelike klasruimtes gemaak is, waarin die lesaktiwiteite van die onderwysers met behulp van die vloeidiagram gevorder het. Kyk na hoe die leerders gedurende die week vorder en maak notas oor die woordeskat wat hierdie week beklemtone moet word.
- Enkele bepaalde dinge waarna jy gedurende die week moet oplet. Dit kan fouty wees wat ons weet of die leerders dikwels begin of belangrike idees wat beklemtone moet word.
- Jy moet in week 2 tot 8 vir die assesseringsaktiwiteit van die week voorberei.

Elke dag
Gebruik die vloeidiagram om die opeenvolging van aktiwiteite vir die dag te beskou

Daar word aan die begin van elke dag ’n vloeidiagram voorsien waarop die opeenvolgende aktiwiteite vir die dag opsom word.

As jy op die speelknoppie in die Konsepontwikkeling-borrel op die vloeidiagram klick, word jy na daardie dag se videosnit geneem.
The second page provides more details about the week's activities.

A description of how the Mental Maths activities progress over the week and a reminder of the game video.

A description of the key concepts to be taught over the week.

A list of things teachers must watch out for such as mistakes learners often make or important ideas to emphasise. Notes about the vocabulary to emphasise this week.

This page also refers you to the video clips that provide insights from our master teachers into particular mathematical concepts or teaching techniques.

In the digital version of the Teacher Guide on the website, hyperlinks are provided to the videos. If you click on the video slide for the Mental Maths, Game and Weekly Overview, you will be taken to that video.

What teachers need to do to prepare for each week

• Read and prepare for the week and for each lesson
• Watch the videos – these show clips from real classrooms where the lesson activities have been trialled and where the teachers who have taught them provide insights and advice.
• 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 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.

Each day

Use the flow diagram to see the sequence of activities for the day

At the start of each day, a flow diagram is given which summarises the sequence of activities for the day. If you click on the play button in the concept development bubble in the flow diagram, you will be taken to that day’s video clip.
Bespreek vandag se datum met die leerders deur die kalender te gebruik.
In die raam is daar ’n voorbeeld van ’n kalender. Identifiseer elke dag die jaar, maand en dag saam met die klas. Merk die datum op die muurkalender af. Dui enige verjaarsdae aan.

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.

Bladsye en uitknipsels agter in die LAB
Agter in die LAB verskyn bepaalde inhoud en uitknipbladsye wat die leerders kan gebruik. Dit word ook agter in die Onderwysergids vir maklike verwysing ingesluit.
Discuss the date with learners using the calendar
In the box there is a calendar. Each day identify the year, month, day and date with the class. Mark the date on the wall calendar. Note any birthdays.

Enrichment activities
There are enrichment activities provided for Days 1-4 each week. These can also be found in the Resource section at the back of the LAB. Learners who finish the classwork quickly can do these enrichment activities at the end of a lesson.

LAB resource pages
At the back of the LAB there are some content and cut-out pages for learners to use. They are also included at the end of the Teacher Guide for easy reference.
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 getoon word hoe die hoofrekene-aktiwiteite in die klaskamer gedoen word, en ‘n beskrywing van die hoofrekene-aktiwiteite word in die oorsig vir die week gegee.

Daar word elke dag ’n fotografiese herinnering aan die hoofrekene-aktiwiteit vir die dag in die Onderwysersgids voorsien.

**HOOFREKENE | MENTAL MATHS**

Die leerders gebruik kalkaal om te sien hoeveel meer daar nodig is om 20 te kry.
Learners use dot cards to see how many more are needed to make 20.

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.

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 weekliks speletjies in om belangrike basiese begrippe en vaardighede wat die leerders moet ken, te onderrig en vas te lê.

Die speletjies kom in tekenprentformaat 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.

**Speletjie: Vinnige wiskunde met kaarte – rangskik**
Game: Fast maths with cards – order

- **Skommeel die 0-20-kaarte.**
  Mix cards from 0 to 20!

- **Sit dit op ’n hopie**
  Place in a pile!

- **Draai drie kaarte om.**
  Flip up three cards!

- **Rangskik dit van die kleinste tot die grootste.**
  Order from smallest to largest!
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 videos showing the Mental Maths activities in action in the classroom and there is a description of each Mental Maths activity in the overview for the week.

On Day 1, the Teacher Guide provides a photographic sequence of the Mental Maths activity for the day. On Days 2, 3 and 4 there is a reminder to do the same activity at the start of the lesson.

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.
Doen die konsepontwikkeling-aktiwiteit
Daar sal op die meeste dae ‘n konsepontwikkeling-aktiwiteit wees waartydens jy saam met al die leerders werk om die sleutelidees van die dag te bespreek.

Daar is video’s waarin getoon word hoe die konsepontwikkeling-aktiwiteit in die klaskamer gedoen word, en ‘n beskrywing van die aktiwiteite word in die oorsig vir die week gegee.

Die Onderwysersgids voorsien elke dag ‘n fotogradiese herinnering aan die konsepontwikkeling vir die dag.
Do the concept development activity

Most days there will be a concept development activity where the learners work together as a class to discuss the key ideas of the day.

There are videos showing the concept development activity in action in the classroom and there is a description of each activity in the overview for the week.

For each day, the Bala Wande Teacher Guide provides a photographic sequence of the concept development activity for the day.
Die Leerderaktiwiteitsboek is in die Onderwysersgids opgeneem

Die merker dui aan dat dit 'n werkkaart is.

Die aktiwiteite lyk presies soos die leerders dit in hul boeke sal sien. Hier word byvoorbeeld 'n tekenprent gegee van 'n speletjie wat die leerders kan speel. Wanneer 'n nuwe speletjie aan die leerders bekendgestel word, is dit die beste om die speletjie eers aan die hele klas te demonstreer voordat die leerders dit in pare of groepe speel.

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

Die leerderswerkkaarte bevat 'n uitgewerkte voorbeeld (deur die grys agtergrond en rooi potlood aangedui).
The *Bala Wande Learner Activity Book* is embedded in the *Teacher Guide*

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.

The tag indicates that this is a worksheet.

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

Learner worksheets have a worked example (indicated by the grey background and the red pencil).
5. Daaglikse skedule, tyd rooster en kwartaalplan

Daaglikse skedule vir dag 1 tot 4

1. Register, datum en verjaarsdae
2. Hoofrekene 15 minute
3. Speletjie 15 minute
4. Konseptontwikkeling • Werkkaarte 75 minute

Daaglikse skedule vir dag 5

Week 1, 9 en 10
1. Register, datum en verjaarsdae
2. Kom ons praat Wiskunde!
3. Lê die weke se werk vas Vasleggingswerkkaart in die LAB

Week 2 tot 8
1. Register, datum en verjaarsdae
2. Skriftelike assessering (formeel)
3. Kom ons praat Wiskunde!
4. Lê die weke se werk vas Vasleggingswerkkaart in die LAB

Week 2 en 7
1. Finaliseer en teken punte vir mondelinge en praktiese assessorings vir die week aan
5. Daily schedule, time table and term plan

Daily schedule Days 1–4

- Register, date and birthdays
  - Mental Maths
    - 15 minutes
  - Game
    - 15 minutes
  - Concept development • Worksheets
    - 75 minutes

Daily schedule Day 5

Weeks 1, 9 and 10
- Register, date and birthdays
- Let’s talk Maths!
- Consolidate the weeks’ work
  Consolidation worksheet in LAB

Weeks 2–8
- Register, date and birthdays
- Written assessment (formal)
- Let’s talk Maths!
- Consolidate the weeks’ work
  Consolidation worksheet in LAB

Weeks 2 and 7
- Finalise and record marks for oral and practical assessment for the week
## 6. Tydrooster

<table>
<thead>
<tr>
<th>Tyd per dag</th>
<th>Maandag</th>
<th>Dinsdag</th>
<th>Woensdag</th>
<th>Donderdag</th>
<th>Vrydag</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 min</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Admin.-periode: Register/kalender/verjaarsdae/aankondigings</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 uur 30 min</td>
<td>WISKUNDEBLOK</td>
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</table>

<table>
<thead>
<tr>
<th>1 uur 35 min</th>
<th>GELETTERDHEIDSBLOK</th>
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<tbody>
<tr>
<td>15 min</td>
<td>Mondeling: Nuus</td>
</tr>
<tr>
<td></td>
<td>Luister en Praat</td>
</tr>
<tr>
<td></td>
<td>Luister en Praat</td>
</tr>
<tr>
<td></td>
<td>Luister en Praat</td>
</tr>
<tr>
<td></td>
<td>Mondeling: Hersiening van week</td>
</tr>
</tbody>
</table>

**OORGANGSTYD: Skerpmaak van potlode, uitdeel van boeke, handoefeninge**

<table>
<thead>
<tr>
<th>15 min</th>
<th>*Klanke</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>*Klanke</td>
</tr>
<tr>
<td></td>
<td>*Klanke</td>
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<tr>
<td></td>
<td>*Klanke</td>
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<td>*Klanke</td>
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<table>
<thead>
<tr>
<th>10 min</th>
<th>*Handskrif</th>
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</thead>
<tbody>
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</tr>
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</tr>
</tbody>
</table>

**OORGANGSTYD: Aksierympie/-liedjie**

<table>
<thead>
<tr>
<th>15 min</th>
<th>Lees: Die onderwyser Hardop lees</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Gedeelde Lees: Begrip</td>
</tr>
<tr>
<td></td>
<td>Gedeelde Lees: Woordeskat</td>
</tr>
<tr>
<td></td>
<td>Gedeelde Lees: A. Taal B. Vlotheids-oefening</td>
</tr>
<tr>
<td></td>
<td>Lees: Onafhanklike werk hersiening</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>15 min</th>
<th>E-klaskamer</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>*Skryf: Begrip</td>
</tr>
<tr>
<td></td>
<td>*Skryf: Woordeskat</td>
</tr>
<tr>
<td></td>
<td>*Skryf: Taal</td>
</tr>
<tr>
<td></td>
<td>*Onahanklike Skryf</td>
</tr>
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</table>

**OORGANGSTYD: Strek en skud. Groep beweeg na die mat vir GBL**

<table>
<thead>
<tr>
<th>15 min</th>
<th>GBL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>GBL</td>
</tr>
<tr>
<td></td>
<td>GBL</td>
</tr>
<tr>
<td></td>
<td>GBL</td>
</tr>
<tr>
<td>(30 min parallel met GBL)</td>
<td>*Onahanklike Werk</td>
</tr>
<tr>
<td></td>
<td>*Onahanklike Werk</td>
</tr>
<tr>
<td></td>
<td>*Onahanklike Werk</td>
</tr>
<tr>
<td></td>
<td>*Onahanklike Werk</td>
</tr>
</tbody>
</table>

| 35 min       | EAT-BLOK |

**LEWENSAARDEIGHEIDSBLOK**

<table>
<thead>
<tr>
<th>1 uur 25 min</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>30 min</td>
<td>*Aanvankie-kennis en PSW</td>
</tr>
<tr>
<td></td>
<td>*Aanvankie-kennis en PSW</td>
</tr>
<tr>
<td></td>
<td>*Aanvankie-kennis en PSW</td>
</tr>
<tr>
<td></td>
<td>Aanvankie-kennis: Hersiening van konsep</td>
</tr>
<tr>
<td></td>
<td>DBO-werkboek Lewensvaardigheidsblad Leusaal-blad</td>
</tr>
</tbody>
</table>

**OORGANGSTYD: Asemhalingsoefening, uitdeel van materiaal**

<table>
<thead>
<tr>
<th>30 min</th>
<th>Visuele Kunst: Visuele Geletterdheid* / Prakties</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Visuele Kunst: Prakties</td>
</tr>
<tr>
<td></td>
<td>Uitvoerende Kunst</td>
</tr>
<tr>
<td></td>
<td>Uitvoerende Kunst</td>
</tr>
</tbody>
</table>

**OORGANGSTYD: Verklee, beweeg na buite, voorsien apparaat**

<table>
<thead>
<tr>
<th>25 min</th>
<th>Liggaams- opvoeding: Opstel</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Liggaams- opvoeding: Aktiwiseitstasies</td>
</tr>
<tr>
<td></td>
<td>Liggaams- opvoeding: Aktiwiseitstasies</td>
</tr>
<tr>
<td></td>
<td>Liggaams- opvoeding: Aktiwiseitstasies</td>
</tr>
</tbody>
</table>

*Dui LAB-blad sy aan*
6. Timetable

<table>
<thead>
<tr>
<th>Time per day</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 min</td>
<td>Admin Period: Register/calendar/birthdays/announcements</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1h 30 min</td>
<td>MATHS BLOCK</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1h 35 min</th>
<th>LITERACY BLOCK</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 min</td>
<td>Oral: News</td>
</tr>
</tbody>
</table>

**TRANSITION:** sharpen pencils, hand out books, hand exercises

| 15 min | *Phonics | *Phonics | *Phonics | *Phonics | *Phonics |
| 10 min | *Handwriting | Handwriting | Handwriting | Handwriting | Handwriting |

**TRANSITION:** Action rhyme/song

| 15 min | Reading: Teacher read-aloud | Shared Reading: Comprehension | Shared Reading: Vocabulary | Shared Reading: A. Language B. Fluency practice* | Reading: Independent work review |
| 15 min | E-classroom | *Writing: Comprehension | *Writing: Vocabulary | *Writing: Language | *Independent Writing |

**TRANSITION:** Stretch and shake. Group moves to mat for GGR

| 15 min | GGR | GGR | GGR | GGR | GGR |
| 15 min | GGR | GGR | GGR | GGR | GGR |

<table>
<thead>
<tr>
<th>35 min</th>
<th>EFAL BLOCK</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>1h 25 min</th>
<th>LIFE SKILLS BLOCK</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 min</td>
<td>*Beginning Knowledge &amp; PSWB</td>
</tr>
</tbody>
</table>

**TRANSITION:** breathing exercise, hand out materials

| 30 min | Visual Arts Visual Literacy* /Practical | Visual Arts Practical | Performing Arts | Performing Arts |

**TRANSITION:** Change clothes, move outside, provide equipment

| 25 min | PE set up | PE Activity stations | PE Activity stations | PE Activity stations | PE Activity stations |

*Indicates LAB page
### 7. 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>Vermenigvuldiging</td>
<td>Maaltafels tot 5</td>
<td>Vermenigvuldig met behulp van rangskikkings-diagramme</td>
<td>6 maal-tafel</td>
<td>7 maal-tafel</td>
<td>Vaslegging</td>
</tr>
<tr>
<td>Week 2</td>
<td>Vermenigvuldiging</td>
<td>8 maal-tafel</td>
<td>9 maal-tafel</td>
<td>Maaltafels</td>
<td>1 maal-tafel</td>
</tr>
<tr>
<td>Week 3</td>
<td>Tyd</td>
<td>Sê hoe laat dit is</td>
<td>Meet tyd</td>
<td>Tydsverloop</td>
<td>Kalenders</td>
</tr>
<tr>
<td>Week 4</td>
<td>Vermenigvuldiging en patrone</td>
<td>Verdubbeling en herhaalde optelling</td>
<td>Vermenigvuldiging en patrone</td>
<td>Patrone in maaltafels</td>
<td>Vermenigvuldig met 10</td>
</tr>
<tr>
<td>Week 5</td>
<td>Vermenigvuldiging en patrone</td>
<td>Vermenigvuldig met 10</td>
<td>Vermenigvuldig met 0</td>
<td>Kry die ontbrekende getal</td>
<td>Nog vermenigvuldigingspatrone</td>
</tr>
<tr>
<td>Week 6</td>
<td>2D vorms</td>
<td>Sirkels</td>
<td>Driehoekte</td>
<td>Vierkante</td>
<td>Reghoekte</td>
</tr>
<tr>
<td>Week 7</td>
<td>2D vorms en simmetrie</td>
<td>Sorteer en vergelyk 2D vorms</td>
<td>Simmetrie (1)</td>
<td>Simmetrie (2)</td>
<td>Simmetrie (3)</td>
</tr>
<tr>
<td>Week 8</td>
<td>Geld</td>
<td>Suid-Afrikaanse geld</td>
<td>Geld- en woordprobleme (1)</td>
<td>Geld- en woordprobleme (2)</td>
<td>Geld – rond af</td>
</tr>
<tr>
<td>Week 9</td>
<td>Geometriese patrone</td>
<td>Geometriese patrone wat herhaal word</td>
<td>Geometriese patrone wat meer word</td>
<td>Geometriese patrone</td>
<td>Verken geometriese patrone</td>
</tr>
<tr>
<td>Week 10</td>
<td>Hersiening</td>
<td>Vermenigvuldig</td>
<td>Vermenigvuldig</td>
<td>Vermenigvuldigingspatrone</td>
<td>Werk met geld</td>
</tr>
</tbody>
</table>

| Getalle, Bewerkings en Verwantskappe | Patrone, Funksies en Algebra | Meting | Ruimte en Vorm |
### 7. Term plan

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Multiplication</th>
<th>Week 2</th>
<th>Multiplication</th>
<th>Week 3</th>
<th>Time</th>
<th>Week 4</th>
<th>Multiplication and patterns</th>
<th>Week 5</th>
<th>Multiplication and patterns</th>
<th>Week 6</th>
<th>2-D shapes</th>
<th>Week 7</th>
<th>2-D shapes and symmetry</th>
<th>Week 8</th>
<th>Money</th>
<th>Week 9</th>
<th>Geometric patterns</th>
<th>Week 10</th>
<th>Revision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1</td>
<td>Multiplication tables up to 5</td>
<td>Day 2</td>
<td>Multiplication using array diagrams</td>
<td>Day 3</td>
<td>6 times table</td>
<td>Day 4</td>
<td>7 times table</td>
<td>Day 5</td>
<td>Consolidation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 1</td>
<td>Multiplication</td>
<td>Day 2</td>
<td>Multiplication</td>
<td>Day 3</td>
<td>Times tables</td>
<td>Day 4</td>
<td>1 times table</td>
<td>Day 5</td>
<td>Assessment and consolidation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 1</td>
<td>Telling the time</td>
<td>Day 2</td>
<td>Measuring time</td>
<td>Day 3</td>
<td>Time elapsed</td>
<td>Day 4</td>
<td>Calendars</td>
<td>Day 5</td>
<td>Assessment and consolidation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 1</td>
<td>Doubling and repeated addition</td>
<td>Day 2</td>
<td>Multiplication patterns</td>
<td>Day 3</td>
<td>Patterns in multiplication tables</td>
<td>Day 4</td>
<td>Multiply by 10</td>
<td>Day 5</td>
<td>Assessment and consolidation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 1</td>
<td>Multiply by 10</td>
<td>Day 2</td>
<td>Multiply by 0</td>
<td>Day 3</td>
<td>Find the missing number</td>
<td>Day 4</td>
<td>More multiplication patterns</td>
<td>Day 5</td>
<td>Assessment and consolidation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Day 1</td>
<td>Circles</td>
<td>Day 2</td>
<td>Triangles</td>
<td>Day 3</td>
<td>Squares</td>
<td>Day 4</td>
<td>Rectangles</td>
<td>Day 5</td>
<td>Assessment and consolidation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 1</td>
<td>Sort and compare 2-D shapes</td>
<td>Day 2</td>
<td>Symmetry (1)</td>
<td>Day 3</td>
<td>Symmetry (2)</td>
<td>Day 4</td>
<td>Symmetry (3)</td>
<td>Day 5</td>
<td>Assessment and consolidation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 1</td>
<td>South African money</td>
<td>Day 2</td>
<td>Money and word problems (1)</td>
<td>Day 3</td>
<td>Money and word problems (2)</td>
<td>Day 4</td>
<td>Money - rounding off</td>
<td>Day 5</td>
<td>Assessment and consolidation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Day 1</td>
<td>Geometric patterns that repeat</td>
<td>Day 2</td>
<td>Geometric patterns that increase</td>
<td>Day 3</td>
<td>Geometric patterns</td>
<td>Day 4</td>
<td>Exploring geometric patterns</td>
<td>Day 5</td>
<td>Consolidation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 1</td>
<td>Multiplication</td>
<td>Day 2</td>
<td>Multiplication</td>
<td>Day 3</td>
<td>Patterns of multiplication</td>
<td>Day 4</td>
<td>Working with money</td>
<td>Day 5</td>
<td>Time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Number, Operations and Relationships** | **Patterns, Functions and Algebra** | **Measurement** | **Space and Shape**
8. Kwartaal 2-assesseringsplan

Die assessering vir die kwartaal word in die lesplaine vervat. Die assessering sluit skriftelike, mondelinge en praktiese aktiwiteite in. Die assesseringsplan vir kwartaal 2 word hier onder voorsien.

Dag 5 van elke week is vir assessorings en vaslegging bedoel

In week 1, 9 en 10 is daar geen aktiwiteite vir formele assessorings nie. Die leerders moet op dag 5 aan die werkkaarte, wat in die Leerderaktiwiteitsboek voorsien word, werk om die werk vir die week vas te lé. Informele assessorings kan gedaan word.

Aktiwiteite vir mondelinge en praktiese assessorings word in week 2 en 7 beplan. Jy gebruik die praktiese aktiwiteite en die rubriek wat in die week se oorsig voorsien word, om die leerders te assesser. Mondelinge en praktiese aktiwiteite moet deurgaans in die week, individueel of in groepe leerders, uitgevoer word terwyl die klas met die aktiwiteite vir selfstandige werk besig is.

Aktiwiteite vir skriftelike assessorings word in week 2 tot 8 beplan. Dit word in die Leerderaktiwiteitsboek voorsien. Nadat die leerders die aktiwiteit vir skriftelike assessorings voltoo, kan hulle aan die vasleggingswerkkaarte in die Leerderaktiwiteitsboek werk.

Die assessorings vir kwartaal 2 is soos volg:

<table>
<thead>
<tr>
<th>Week</th>
<th>Aktiwiteit</th>
<th>Punte</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Vermenigvuldiging</td>
<td>skrif</td>
</tr>
<tr>
<td></td>
<td>skriftelik</td>
<td>12</td>
</tr>
<tr>
<td>2</td>
<td>Neem die leerders waar om hul vermoë te assesseer om met veelvoude te werk en veelvoude met behulp van 'n rangskikkingsdiagram te wys.</td>
<td>mondeling en prakties</td>
</tr>
<tr>
<td>3</td>
<td>Tyd</td>
<td>skrif</td>
</tr>
<tr>
<td></td>
<td>skriftelik</td>
<td>14</td>
</tr>
<tr>
<td>4</td>
<td>Vermenigvuldiging</td>
<td>skrif</td>
</tr>
<tr>
<td></td>
<td>skriftelik</td>
<td>13</td>
</tr>
<tr>
<td>5</td>
<td>Patrone</td>
<td>skrif</td>
</tr>
<tr>
<td></td>
<td>skriftelik</td>
<td>12</td>
</tr>
<tr>
<td>6</td>
<td>2D vorms</td>
<td>skrif</td>
</tr>
<tr>
<td></td>
<td>skriftelik</td>
<td>8</td>
</tr>
<tr>
<td>7</td>
<td>Simmetrie</td>
<td>skrif</td>
</tr>
<tr>
<td></td>
<td>skriftelik</td>
<td>10</td>
</tr>
<tr>
<td>7</td>
<td>Neem die leerders waar om hul vermoë te assesseer om lynne van simmetrie te kry en te trek.</td>
<td>mondeling en prakties</td>
</tr>
<tr>
<td>8</td>
<td>Geld</td>
<td>skrif</td>
</tr>
<tr>
<td></td>
<td>skriftelik</td>
<td>10</td>
</tr>
</tbody>
</table>
8. Term 2 assessment plan
The assessment for the term is designed into the lesson plans. Assessment includes written, oral and practical activities. The assessment plan for Term 2 is provided 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 2 and 7, oral and practical assessment activities are planned. You will use practical activities and the rubric provided in the week overview 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 the Learner Activity Book. After they have completed the written assessment activity learners can work on the consolidation worksheets in the Learner Activity Book.

Term 2 assessments are as follows

<table>
<thead>
<tr>
<th>Week</th>
<th>Activity</th>
<th>Assessment Type</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Multiplication</td>
<td>written</td>
<td>12</td>
</tr>
<tr>
<td>2</td>
<td>Observe learners to assess their ability to work with multiples and use an array chart to show multiples</td>
<td>oral and practical</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>Time</td>
<td>written</td>
<td>14</td>
</tr>
<tr>
<td>4</td>
<td>Multiplication</td>
<td>written</td>
<td>13</td>
</tr>
<tr>
<td>5</td>
<td>Patterns</td>
<td>written</td>
<td>12</td>
</tr>
<tr>
<td>6</td>
<td>2-D shapes</td>
<td>written</td>
<td>8</td>
</tr>
<tr>
<td>7</td>
<td>Symmetry</td>
<td>written</td>
<td>10</td>
</tr>
<tr>
<td>7</td>
<td>Observe learners to assess their ability to find and draw lines of symmetry</td>
<td>oral and practical</td>
<td>5</td>
</tr>
<tr>
<td>8</td>
<td>Money</td>
<td>written</td>
<td>10</td>
</tr>
</tbody>
</table>
### 9. Kwartaal 2-assesseringspuntestaat

<table>
<thead>
<tr>
<th>Week</th>
<th>2</th>
<th>2</th>
<th>4</th>
<th>8</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>7</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graad 3 Kwartaal 2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Wiskunde</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Punte</strong></td>
<td>12</td>
<td>5</td>
<td>13</td>
<td>10</td>
<td>40</td>
<td>12</td>
<td>8</td>
<td>10</td>
<td>5</td>
</tr>
</tbody>
</table>

Die leerder se naam en van

---

**Getalle, Bewerkings en verwantskappe** | **Patrone, Funksies en Algebra** | **Ruimte en vorm** | **Meting**
9. Term 2 assessment mark sheet

<table>
<thead>
<tr>
<th>Week</th>
<th>2</th>
<th>2</th>
<th>4</th>
<th>8</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>7</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marks</td>
<td>12</td>
<td>5</td>
<td>13</td>
<td>10</td>
<td>40</td>
<td>12</td>
<td>8</td>
<td>10</td>
<td>5</td>
</tr>
</tbody>
</table>

Learner name and surname

<table>
<thead>
<tr>
<th></th>
<th>Number, Operations and Relationships</th>
<th>Patterns, Functions and Algebra</th>
<th>Space and Shape</th>
<th>Measurement</th>
</tr>
</thead>
</table>

Total for Number: 12
Total for Patterns: 12
Total for Space and Shape: 23
Total for Measurement: 14

Term Total: 89
## Vermenigvuldiging

### Hoofrekenes
- **Maak 20 met kolkaarte**
  -onderwyser-kolkaarte

### Speletjie
- **Vinnige wiskunde met dobbelstene en kaarte – vermenigvuldig!**
  - dobbelstene, leerder-getalkaarte

<table>
<thead>
<tr>
<th>Dag</th>
<th>Lesaktiwiteit</th>
<th>Leshulpbronne</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Maaltafels tot 5</td>
<td>LAB</td>
</tr>
<tr>
<td>2</td>
<td>Vermenigvuldig met behulp van rangskikkingsdiagramme</td>
<td>LAB, rangskikkingsdiagram (agter in LAB)</td>
</tr>
<tr>
<td>3</td>
<td>6 maal-tafel</td>
<td>LAB, rangskikkingsdiagram (agter in LAB)</td>
</tr>
<tr>
<td>4</td>
<td>7 maal-tafel</td>
<td>LAB, rangskikkingsdiagram (agter in LAB)</td>
</tr>
<tr>
<td>5</td>
<td>Vaslegging</td>
<td>LAB</td>
</tr>
</tbody>
</table>

### Ná hierdie week behoort die leerder in staat te wees om:
- met maaltafels van 5, 6 en 7 te werk.
- vermenigvuldigingsprobleme met behulp van ’n rangskikkingsdiagram op te los.
- te verstaan hoe herhaalde optelling gebruik kan word om vermenigvuldiging te bereken.
- te verstaan waarmee die getalle in ’n vermenigvuldigingsgetalsin verband hou.

### Assessering
Daar is hierdie week geen formele assessering nie.

Jy moet die leerders in jou klas daagliks waarnem en notas as deel van jou deurlopende informele assessering vir leer maak.
### Multiplication

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Multiplication tables up to 5</td>
<td>LAB</td>
</tr>
<tr>
<td>2</td>
<td>Multiplication using array diagrams</td>
<td>LAB, array chart (back of LAB)</td>
</tr>
<tr>
<td>3</td>
<td>6 times tables</td>
<td>LAB, array chart (back of LAB)</td>
</tr>
<tr>
<td>4</td>
<td>7 times tables</td>
<td>LAB, array chart (back of LAB)</td>
</tr>
<tr>
<td>5</td>
<td>Consolidation</td>
<td>LAB</td>
</tr>
</tbody>
</table>

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

- Work with multiplication tables of 5, 6 and 7.
- Use an array diagram to solve multiplication problems.
- Understand how repeated addition can be used to calculate multiplication.
- Understand what the numbers in a multiplication number sentence relate to.

**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.
Vermenigvuldiging

**Hoofrekenevideo**
Ons lê hierdie week kennis van die getalkombinasies van 20 met kolkaarte vas, soos ons in kwartaal 1 gedoen het. Vra die leerders om 10 te visualiseer deur die *tienrame*, wat deur middel van die gedrukte kolkaarte gemaak is, vol te maak en dan 20 te maak. Hierdie aktiwiteit versterk die leerders se begrip van hul getalkombinasies van tien en additiewe verwantskappe.

**Speletjiesvideo**
Ons speel hierdie week *Vinnige wiskunde met dobbelstene en kaarte – vermenigvuldig!* Hierdie speletjie stel die leerders in staat om hul vermenigvuldigingsfeite vlot te leer ken. Om hierdie speletjie te kan speel, het die leerders hul 0–20-getalkaarte en een dobbelsteen nodig. Om die speletjie eenvoudiger te maak, kan hulle slegs eensyfergetalkaarte gebruik. Laat die leerders wat ’n uitdaging nodig het, al die kaarte gebruik.

**Video oor konseptuele ontwikkeling**
Ons leer hierdie week hoe om die rangskikkingsdiagram as hulpbron te gebruik om die 5 maal-, 6 maal- en 7 maal-tafels te leer en te oefen. Ons verduidelik aan die hand van die rangskikkingsdiagram wat die getalle in ’n vermenigvuldigingsins beteken, byvoorbeeld 4 x 6 wat as die aantal kolle in 4 rye en 6 kolomme gesien kan word. Ons gebruik ook die rangskikkingsdiagram om die verband tussen herhaalde optelling en vermenigvuldiging te toon. Ons konsentreer hierdie week daarop om:
- veelvoude met behulp van die rangskikkingsdiagram te kry.
- die 5 maal-, 6 maal- en 7 maal-tafels met behulp van die rangskikkingsdiagram te leer en patrone in hierdie maaltafels te herken.

**Waarna jy hierdie week moet oplet**
- Die rangskikkingsdiagram is ’n nuttige visuele voorstelling wat duidelik die belangrike kenmerke van vermenigvuldiging illustreer. Maak seker dat die leerders insien dat 4 x 6 neerkom op 4 gelyke groepe van 6 en nie 4 + 6 beteken nie. Die leerders moet nie optelling met vermenigvuldiging verwar nie. Hulle moet die verskil tussen die +-teken en die x-teken ken en dit korrek lees.
- Moedig gesprekke tussen die leerders aan sodat hulle hul wiskundetaal kan uitbou. Maak seker dat die leerders die korrekte woordskat gebruik: *veelvoude, rangskikking, rye, kolomme, brei uit, verskil, word groter/meer, bereken, vermenigvuldig, maal, produk.*
Multiplication

Mental Maths video
This week we consolidate knowledge of the bonds of 20 using dot cards like we did in Term 1. Tell learners 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 video
This week we will be playing Fast maths with dice and cards – multiply! This game will promote fluency of multiplication facts. To play this game, learners will need their 0-20 number cards and one dice. To simplify the game, use only one-digit number cards. For learners who need a challenge, let them use all the cards.

Conceptual development video
This week we will learn how to use the array diagram as a resource to learn and practise the 5, 6 and 7 multiplication times tables. We will use the array diagram to explain what the numbers in a multiplication sentence mean, for example, 4 x 6 can be seen as the number of dots in 4 rows and 6 columns. We will also use the array to show the connection between repeated addition and multiplication. This week we will focus on:
• using the array diagram to find multiples.
• using the array diagram to learn the 5, 6 and 7 times tables and recognise patterns in these times tables.

What to look out for this week
• The array diagram is a useful visual representation that clearly illustrates the important features of multiplication. Make sure that learners realise that 4 x 6 means 4 equal groups of 6 and not 4 + 6. They must not confuse addition with multiplication. They should know the difference between the + and x signs and read them correctly.
• Encourage conversation between learners so that they can develop their mathematical language. Ensure that learners are using the correct vocabulary: multiples, array, rows, columns, extend, difference, increasing, calculate, multiply, times, product.
WEEK 1 • DAG 1
Maaltafels tot 5

Die leerders gebruik kolkaarte om te sien hoeveel meer nodig is om 20 te maak.
Learners use dot cards to see how many more are needed to make 20.
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?

Hoeveel meer om 20 te maak?
How many more to make 20?

Hoeveel meer om 20 te maak?
How many more to make 20?
### WEEK 1 • DAY 1

**Multiplication tables up to 5**

<table>
<thead>
<tr>
<th><strong>Dag 1 Day 1</strong></th>
<th><strong>Dag 2 Day 2</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tel op en trek af.</strong> Add and subtract.</td>
<td><strong>Tel op en trek af.</strong> Add and subtract.</td>
</tr>
<tr>
<td>25 + 37 = ____</td>
<td>47 + 24 = ____</td>
</tr>
<tr>
<td>36 + 25 = ____</td>
<td>35 + 47 = ____</td>
</tr>
<tr>
<td>64 + 28 = ____</td>
<td>28 + 67 = ____</td>
</tr>
<tr>
<td>78 + 17 = ____</td>
<td>54 + 37 = ____</td>
</tr>
<tr>
<td>57 + 26 = ____</td>
<td>56 + 28 = ____</td>
</tr>
<tr>
<td>34 – 18 = ____</td>
<td>80 – 36 = ____</td>
</tr>
<tr>
<td>45 – 17 = ____</td>
<td>72 – 28 = ____</td>
</tr>
<tr>
<td>60 – 25 = ____</td>
<td>54 – 37 = ____</td>
</tr>
<tr>
<td>74 – 35 = ____</td>
<td>65 – 29 = ____</td>
</tr>
<tr>
<td>81 – 43 = ____</td>
<td>48 – 27 = ____</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Dag 3 Day 3</strong></th>
<th><strong>Dag 4 Day 4</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tel op en trek af.</strong> Add and subtract.</td>
<td><strong>Tel op en trek af.</strong> Add and subtract.</td>
</tr>
<tr>
<td>69 + 24 = ____</td>
<td>37 + 26 = ____</td>
</tr>
<tr>
<td>28 + 36 = ____</td>
<td>58 + 29 = ____</td>
</tr>
<tr>
<td>47 + 48 = ____</td>
<td>43 + 18 = ____</td>
</tr>
<tr>
<td>36 + 37 = ____</td>
<td>49 + 29 = ____</td>
</tr>
<tr>
<td>58 + 23 = ____</td>
<td>67 + 18 = ____</td>
</tr>
<tr>
<td>43 – 17 = ____</td>
<td>51 – 26 = ____</td>
</tr>
<tr>
<td>75 – 46 = ____</td>
<td>72 – 39 = ____</td>
</tr>
<tr>
<td>67 – 28 = ____</td>
<td>35 – 26 = ____</td>
</tr>
<tr>
<td>84 – 58 = ____</td>
<td>42 – 24 = ____</td>
</tr>
<tr>
<td>95 – 37 = ____</td>
<td>74 – 47 = ____</td>
</tr>
</tbody>
</table>
Gee die leerders talle geleenthede om vermenigvuldigingsberekenings soos 4 x 3, 5 x 3, 6 x 3, en so meer te oefen. Dis belangrik om kennis te neem dat ons op die verwantskap tussen die aantal roomyshorings en skeppe roomys per roomyshoring konsentreer. ’n Algemene fout is om die twee getalle bymekaar te tel in plaas daarvan om dit te vermenigvuldig. Wees bedag daarop en gesels daaroor wanneer dit voorkom.

Allow the learners many opportunities to practice multiplication calculations such as 4 x 3, 5 x 3, 6 x 3 and so on. It is important to note that we are focusing on the relationship between the number of cones and scoops of ice cream per cone. A common mistake is to add the two numbers rather than to multiply - watch out for this and address it if it occurs.
WEEK 1 • DAY 1

Multiplication tables up to 5

1. Hoeveel?
   How many?

<table>
<thead>
<tr>
<th>hande</th>
<th>vingers</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>2 \times 5 = 10</td>
</tr>
</tbody>
</table>

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

   - Vermenigvuldig!
   - Multiply!

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

<table>
<thead>
<tr>
<th>3 houers?</th>
<th>5 houers?</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 pots?</td>
<td>5 pots?</td>
</tr>
</tbody>
</table>
### WEEK 1 • DAG 1

**Maaltafels tot 5**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>![Picture 1]</td>
<td>![Picture 2]</td>
</tr>
</tbody>
</table>

**3** Skryf ’n optellings- en vermenigvuldigingsin wat by elke prent pas.
Write an addition and a multiplication sentence to match each picture.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>![Picture 3]</td>
<td>![Picture 4]</td>
</tr>
</tbody>
</table>

**4** Skryf ’n vermenigvuldigingsin.
Write a multiplication sentence.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>![Picture 5]</td>
<td>![Picture 6]</td>
</tr>
</tbody>
</table>

\[4 \times 5 = 20\]

**Multiplication tables up to 5**

Week 1 • Day 1
Multiplication using array diagrams

Gee die leerders bykomende geleenthede om saam in pare te werk en die vermenigvuldigingsprobleme met behulp van rangskikkingsdiagramme op te los, byvoorbeeld 6 x 4, 4 x 6, 7 x 4, 4 x 7, 8 x 4, 4 x 8. Draai die faktorpare om sodat die leerders kan sien dat die volgorde nie die antwoord verander nie. Die leerders moet kan verbaliseer dat die eerste getal die aantal rye tel en die tweede getal die kolle in elke ry tel.

Give learners additional opportunities to work in pairs to use array diagrams to solve the multiplication problems, for example, 6 x 4 and 4 x 6, 7 x 4 and 4 x 7, 8 x 4 and 4 x 8. Flip the factor pairs so that learners can see that the order does not change the answer. Learners need to be able to verbalise that the first number counts the number of rows and the second number counts the dots in each row.
### WEEK 1 • DAG 2

**Vermenigvuldig met behulp van rangskikkingsdiagramme**

1. Tel die aantal rye.
   Count the number of rows.

2. Tel die aantal kolomme.
   Count the number of columns.

3. Vermenigvuldig die aantal rye met die aantal kolomme.
   Multiply the number of rows by the number of columns.

   \[
   3 \times 4 = 12
   \]

   - **rye**: rows
   - **kolomme**: columns
   - **produk**: product

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

<table>
<thead>
<tr>
<th>rye</th>
<th>kolomme</th>
<th>vermenigvuldiging</th>
<th>5 x 3 = 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>rows</td>
<td>columns</td>
<td>multiplication</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>rye</th>
<th>kolomme</th>
<th>vermenigvuldiging</th>
<th>x   =</th>
</tr>
</thead>
<tbody>
<tr>
<td>rows</td>
<td>columns</td>
<td>multiplication</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>rye</th>
<th>kolomme</th>
<th>vermenigvuldiging</th>
<th>x   =</th>
</tr>
</thead>
<tbody>
<tr>
<td>rows</td>
<td>columns</td>
<td>multiplication</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>rye</th>
<th>kolomme</th>
<th>vermenigvuldiging</th>
<th>x   =</th>
</tr>
</thead>
<tbody>
<tr>
<td>rows</td>
<td>columns</td>
<td>multiplication</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>rye</th>
<th>kolomme</th>
<th>vermenigvuldiging</th>
<th>x   =</th>
</tr>
</thead>
<tbody>
<tr>
<td>rows</td>
<td>columns</td>
<td>multiplication</td>
<td></td>
</tr>
</tbody>
</table>


(n Rangskikking is die ordening van voorwerpe in rye en kolomme. Jy kan ’n rangskikking gebruik om te vermenigvuldig!
An array is an arrangement of objects in rows and columns. You can use an array to multiply!

---

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Multiplication using array diagrams

2 Kleur elke rangskikking in en wys.
Colour in each array to show:

7 rye en 4 kolomme
7 rows and 4 columns

4 x 7 = ___

4 rye en 7 kolomme
4 rows and 7 columns

8 rye en 5 kolomme
8 rows and 5 columns

8 x 5 = ___

5 rye en 8 kolomme
5 rows and 8 columns

5 x 8 = ___

3 Kleur die rangskikkings in.
Colour in the arrays.

4 x 5

3 x 4

4 x 4

5 x 4

4 x 3

5 x 5
Herhaal die stappe hier bo deur die rangskikkings te gebruik om al die veelvoude van 6 te wys:
3 x 6, 4 x 6, 5 x 6, 6 x 6, 7 x 6, 8 x 6, 9 x 6 en 10 x 6. Die leerders moet die patroon kan herken en insien dat, sodra die aantal groepe groter word, die antwoord elke slag met 6 vermeerder. Maak seker dat hulle die rangskikkingsdiagram korrek gebruik. Die leerders kan ’n vel papier gebruik om die ongebruikte kolle te bedek.

Repeat the above steps using the array to show all of the multiples of 6: 3 x 6, 4 x 6, 5 x 6, 6 x 6, 7 x 6, 8 x 6, 9 x 6 and 10 x 6. Learners must recognise the pattern and see that as the number of groups increases, so the answer increases by 6 each time. Make sure that they are using the array diagram correctly. Learners can use a piece of paper to hide the unnecessary dots.
WEEK 1 • DAY 3

6 times table

1. Tel elke slag 6 by.
   Always add 6.

   6 12 18 24

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

<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>
</table>
   pote | 6 |
   legs |

2. Hoeveel eiers is daar allesame?
   How many eggs altogether?
   Skryf ‘n vermenigvuldigingsin.
   Write a multiplication sentence.

   2 × 6 = 12

   6 6 6
   6 6 6
   6 6 6

   ____ × ____ = ____
   ____ × ____ = ____
   ____ × ____ = ____
   ____ × ____ = ____

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

   6 6 6 6 6 6
   6 6 6 6 6 6
   6 6 6 6 6 6
   6 6 6 6 6 6
3 Skryf 2 vermenigvuldigingsinle vir elke rangskikking.
Write 2 multiplication sentences for each array.

\[ \underline{\_\_\_} \times \underline{\_\_\_} = \underline{\_\_\_} \]
\[ \underline{\_\_\_} \times \underline{\_\_\_} = \underline{\_\_\_} \]

4 Voltooi.
Complete.

\[ 2 \]
\[ 4 \]
\[ 5 \]
\[ 7 \]
\[ 10 \]

\[ 12 \]

\[ 4 \]
\[ 5 \]
\[ 3 \]
\[ 8 \]
\[ 9 \]

\[ 20 \]

5 Hoeveel kos die items altesame?
How much do the items cost altogether?

\[ 7 \times \text{R3} + 5 \times \text{R6} \]
\[ = \text{R21} + \text{R30} \]
\[ = \text{R51} \]
Repeat the above steps using the array to show the multiples of 7 as you did with 6s. Watch that learners use the array and cards correctly. Use the array and multiples of 7 to solve word problems as well. For example, there are 3 soccer teams. Each team has 7 players. How many players are there in total?
1. Tel elke slag 7 by.
   Always add 7.
   Tel in 7’s en voltoo.
   Count in 7s and complete.
   7 14 21 ____ ____ ____ ____ ____ ____ 70 ____ ____

2. Vermenigvuldig met 7.
   Multiply by 7.

3. Skryf 2 vermenigvuldigingsinne wat by die rangskikkings pas.
   Write 2 multiplication sentences to match the arrays.
   ____ x ____ = ____
   ____ x ____ = ____
   ____ x ____ = ____
   ____ x ____ = ____
**WEEK 1 • DAY 4**

**7 times table**

4. **Kleur die kolle in.**
   Colour in the dots.

<table>
<thead>
<tr>
<th>3 x 7 = 21</th>
<th>6 x 7 =</th>
<th>9 x 7 =</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Dots" /></td>
<td><img src="image2" alt="Dots" /></td>
<td><img src="image3" alt="Dots" /></td>
</tr>
</tbody>
</table>

5. **Hoeveel kos die items altesame?**
   How much do the items cost altogether?

- 5 x R7 + 2 x R3
- = R35 + R6
- = R41

6. **Vermenigvuldig.**
   Multiply.

<table>
<thead>
<tr>
<th>3 x 6 = 18</th>
<th>5 x 6 =</th>
<th>4 x 7 =</th>
<th>5 x 7 =</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 x 6 =</td>
<td>7 x 6 =</td>
<td>3 x 7 =</td>
<td>2 x 7 =</td>
</tr>
<tr>
<td>4 x 6 =</td>
<td>8 x 6 =</td>
<td>6 x 7 =</td>
<td>9 x 7 =</td>
</tr>
<tr>
<td>2 x 6 =</td>
<td>9 x 6 =</td>
<td>8 x 7 =</td>
<td>7 x 7 =</td>
</tr>
</tbody>
</table>

7. **Kleur die getalle in wat nie veelvoude van 7 is nie.**
   Colour the numbers that are not multiples of 7.

18 80 21 35 56 32 42 72 47 77

*7 times table* }
Vaslegging

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

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

Kom ons praat Wiskunde!
Let's talk Maths!

In Afrikaans sê ons: In English we say:
gelyke groepe equal groups
veelvoude multiples
produk product
maal times
rangskikking array
vermenigvuldig multiply
### WEEK 1 • DAY 5

**Consolidation**

<table>
<thead>
<tr>
<th>multiplication</th>
<th>repeated addition</th>
<th>answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 x 6</td>
<td>6 + 6 + 6</td>
<td>18</td>
</tr>
<tr>
<td>6 x 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 x 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 x 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 x 2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**4.** Kleur die rangskikings in en wys:

**Colour in the arrays to show:**

<table>
<thead>
<tr>
<th>9 x 6 = _____</th>
<th>8 x 6 = _____</th>
<th>48 = 8 x _____</th>
</tr>
</thead>
</table>

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

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

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

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

<table>
<thead>
<tr>
<th>Hoofrekene: Tel veelvoude van 10 op en trek dit af</th>
<th>Hulpbronne</th>
</tr>
</thead>
<tbody>
<tr>
<td>geen</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Speletjie: Vinnige wiskunde met dobbelstene en kaarte - vermenigvuldig!</th>
<th>Hulpbronne</th>
</tr>
</thead>
<tbody>
<tr>
<td>dobbelstene, leerder-getalkaarte</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>8 maal-tafel</td>
<td>LAB, rangskikkingsdiagram (agter in LAB)</td>
</tr>
<tr>
<td>2</td>
<td>9 maal-tafel</td>
<td>LAB, rangskikkingsdiagram (agter in LAB)</td>
</tr>
<tr>
<td>3</td>
<td>Maaltafels</td>
<td>LAB</td>
</tr>
<tr>
<td>4</td>
<td>1 maal-tafel</td>
<td>LAB, rangskikkingsdiagram (agter in LAB)</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:

- Verbaal in veelvoude van 8 en 9 tot by 10 x 8 en 10 x 9 te tel.
- Die struktuur van die 8 maal- en 9 maal-tafels te leer deur patron te identifiseer.
- Die verband tussen herhaalde optelling en vermenigvuldiging te verstaan.
- Te begin om kommutatiwiteit van vermenigvuldiging as berekeningstrategie te ontwikkel.
- Die reël van die 1 maal-tafel te identifiseer.

### Assessering

#### Skriftelike assessering: Teken ’n punt van 12 op die kwartaalpuntaatstaat aan.

#### Mondelinge en praktiese assessering

<table>
<thead>
<tr>
<th>Neem die leerders waar om hul vermoë te assesseer om met veelvoude te werk en ’n rangskikkingsdiagram te gebruik om veelvoude te wys.</th>
<th>Punt 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kontrolelys: Korrek/Verkeerd/Byna korrekt</td>
<td>✓</td>
</tr>
</tbody>
</table>

- In staat om in 5’s tot by 50 aan te tel en vanaf 50 terug te tel
- In staat om in 8’s of 9’s tot by 80 of 90 aan te tel of vanaf 80 of 90 terug te tel
- In staat om veelvoude, byvoorbeeld dat 3 x 8 gelyk is aan 3 rye van 8, met behulp van ’n rangskikkingsdiagram te wys
- In staat om die verband tussen vermenigvuldiging en herhaalde optelling met behulp van byvoorbeeld ’n rangskikking te wys
- In staat om die verband tussen vermenigvuldiging en herhaalde optelling te verduidelik

Teken ’n punt uit 5 op die kwartaalpuntaatstaat aan.
# Multiplication

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8 times table</td>
<td>LAB, array chart (back of LAB)</td>
</tr>
<tr>
<td>2</td>
<td>9 times table</td>
<td>LAB, array chart (back of LAB)</td>
</tr>
<tr>
<td>3</td>
<td>Times tables</td>
<td>LAB</td>
</tr>
<tr>
<td>4</td>
<td>1 times table</td>
<td>LAB, array chart (back of LAB)</td>
</tr>
<tr>
<td>5</td>
<td>Consolidation and assessment for learning</td>
<td>LAB</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>After this week the learner should be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>count verbally in multiples of 8 and 9 up to 10 x 8 and 10 x 9.</td>
</tr>
<tr>
<td>learn the structure of the 8 and 9 times tables by identifying patterns.</td>
</tr>
<tr>
<td>understand the connection between repeated addition and multiplication.</td>
</tr>
<tr>
<td>start to develop commutativity of multiplication as a computational strategy.</td>
</tr>
<tr>
<td>identify the rule of the 1 x table.</td>
</tr>
</tbody>
</table>

## Assessment

### Written assessment
Record a mark out of 12 in the term mark sheet.

### Oral and practical assessment

<table>
<thead>
<tr>
<th>Observe learners to assess their ability to work with multiples and use an array chart to show multiples</th>
<th>Mark 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Checklist: correct/incorrect/almost</td>
<td>✓</td>
</tr>
<tr>
<td>Able to count forwards and backwards in 5s up to 50</td>
<td></td>
</tr>
<tr>
<td>Able to count forwards and backwards in 8s or 9s up to 80 or 90</td>
<td></td>
</tr>
<tr>
<td>Able to use an array chart to show multiples, for example, 3 x 8 is 3 rows of 8</td>
<td></td>
</tr>
<tr>
<td>Able to show the connection between multiplication and repeated addition, for example using an array</td>
<td></td>
</tr>
<tr>
<td>Able to explain the connection between multiplication and repeated addition</td>
<td></td>
</tr>
</tbody>
</table>

Record a mark out of 5 in the term mark sheet.
Vermenigvuldiging

Hoofrekenevideo
Ons oefen hierdie week om veelvoude van tien tot by 100 op te tel en af te trek. Skryf verskillende 2-syfergetalle op die bord neer en roep ’n instruksie uit om ’n bepaalde aantal 10’e op te tel of af te trek. Laat dit meer interaktyf wees deur pare leerders te vra om die 2-syfergetalle en die getalle wat daarby getel of daarvan afgetrek moet word, uit te roep. Moedig die leerders aan om probleme vinnig en doeltreffend op te los deur hul aangeleerde getalfeite te herroep.

Speletjiesvideo
Ons gaan hierdie week Vinnige wiskunde met dobbelstene en kaarte – vermenigvuldig! speel. Met hierdie speletjie word die leerders in staat om vermenigvuldigingsfeite vlot te leer ken. Om die speletjie te kan speel, het die leerders hul 0–20-getalkaarte en een dobbelsteen nodig. Laat die leerders, wat ’n uitdaging nodig het, al die kaarte gebruik.

Video oor konseptuele ontwikkeling
Die leerders gaan hierdie week voort om die rangskikkingsdiagram te gebruik om patrone in die maaltafels raak te sien. Moedig hulle aan om die patrone wat hulle raaksien, te beskryf. Die rangskikkingsdiagram wys duidelik hoe herhaalde optelling tot vermenigvuldiging lei. Ons konsentreer hierdie week daarop om:
- die leerders te wys hoe vermenigvuldigingsprobleme met behulp van die rangskikkingsdiagram opgelos kan word.
- die 8 maal- en 9 maal-tafels met behulp van die rangskikkingsdiagram te leer en patrone in hierdie maaltafels te herken.
- ondersoek in te stel na wat gebeur as ons met 1 vermenigvuldig.

Waarna jy hierdie week moet oplet
- Die leerders lê hierdie week hul begrip van die verband tussen herhaalde optelling en vermenigvuldiging met behulp van rangskikkings vas. Die rangskikkingsdiagram wys hoe die twee getalle in ’n vermenigvuldigingsin in rye en kolomme gesien kan word. Die leerders verken ook nog ’n belangrike kenmerk van vermenigvuldiging, naamlik kommutatiewiteit. Dit beteken dat die volgorde waarin ons die getalle vir vermenigvuldiging skryf, nie saak maak nie (4 x 6 het dieselfde produk as 6 x 4).
- Belangrike woordeskat: veelvoude, rangskiking, rye, kolomme, aan/vorentoe, terug/agtertoe, patrone, bereken, vermenigvuldig, maal.
### Mental Maths video
This week we will practice adding and subtracting multiples of ten up to 100. Write different 2-digit numbers on the board and call out an instruction to add or subtract a certain number of 10s. Make this more interactive by asking pairs of learners to call out the 2-digit numbers and the numbers to add/subtract. Encourage learners to solve problems quickly and efficiently by remembering their learnt number facts.

### Game video
This week we will be playing *Fast maths with dice and cards – multiply*! This game will promote fluency of multiplication facts. To play this game, learners will need their 0-20 number cards and one dice. To simplify the game, use only one-digit number cards. For learners who need a challenge, let them use all the cards.

### Conceptual development video
This week learners will continue to use the array diagram to find patterns in the multiplication times tables. Encourage them to describe the patterns that they notice. The array diagram makes it really clear how repeated addition leads to multiplication. This week we will focus on:
- how to use the array diagram to solve multiplication problems.
- using the array diagram to learn the 8 and 9 times tables and recognise patterns in these times tables.
- investigating what happens when we multiply by 1.

### What to look out for this week
- This week learners will consolidate their understanding of the connection between repeated addition and multiplication using arrays. The array diagram shows how the two numbers in a multiplication sentence can be seen in the rows and columns. Learners will also explore another important feature of multiplication – commutativity: the order we write the numbers doesn’t matter when we multiply $4 \times 6$ has the same product as $6 \times 4$.
- Important vocabulary: *multiples, array, rows, columns, forwards, backwards, patterns, calculate, multiply, times*. 

---

57
Die leerders oefen om veelvoude van tien by ’n gegewe getal by te tel of daarvan af te trek.

Learners practice adding and subtracting multiples of ten to/from 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.
### WEEK 2 • DAY 1

#### 8 times table

**Verrykingsaktiwiteit • Enrichment activities**

<table>
<thead>
<tr>
<th>Dag 1 Day 1</th>
<th>Dag 2 Day 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tel veelvoude van 10 bymekaar.</strong> Add multiples of 10.</td>
<td><strong>Trek veelvoude van 10 af.</strong> Subtract multiples of 10.</td>
</tr>
<tr>
<td>80 + 50 = ____</td>
<td>120 – 40 = ____</td>
</tr>
<tr>
<td>87 + 50 = ____</td>
<td>180 – 90 = ____</td>
</tr>
<tr>
<td>90 + 30 = ____</td>
<td>120 – 50 = ____</td>
</tr>
<tr>
<td>93 + 30 = ____</td>
<td>130 – 70 = ____</td>
</tr>
<tr>
<td>50 + 60 = ____</td>
<td>170 – 80 = ____</td>
</tr>
<tr>
<td>54 + 60 = ____</td>
<td>135 – 60 = ____</td>
</tr>
<tr>
<td>72 + 50 = ____</td>
<td>113 – 50 = ____</td>
</tr>
<tr>
<td>68 + 50 = ____</td>
<td>146 – 40 = ____</td>
</tr>
<tr>
<td>42 + 70 = ____</td>
<td>197 – 50 = ____</td>
</tr>
<tr>
<td>67 + 60 = ____</td>
<td>184 – 60 = ____</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 veelvoude van 10 bymekaar.</strong> Add multiples of 10.</td>
<td><strong>Trek veelvoude van 10 af.</strong> Subtract multiples of 10.</td>
</tr>
<tr>
<td>160 + 30 = ____</td>
<td>150 – 70 = ____</td>
</tr>
<tr>
<td>140 + 50 = ____</td>
<td>130 – 80 = ____</td>
</tr>
<tr>
<td>110 + 70 = ____</td>
<td>110 – 30 = ____</td>
</tr>
<tr>
<td>130 + 50 = ____</td>
<td>138 – 40 = ____</td>
</tr>
<tr>
<td>150 + 30 = ____</td>
<td>174 – 60 = ____</td>
</tr>
<tr>
<td>165 + 20 = ____</td>
<td>195 – 40 = ____</td>
</tr>
<tr>
<td>154 + 30 = ____</td>
<td>116 – 50 = ____</td>
</tr>
<tr>
<td>112 + 70 = ____</td>
<td>198 – 40 = ____</td>
</tr>
<tr>
<td>163 + 30 = ____</td>
<td>127 – 60 = ____</td>
</tr>
<tr>
<td>138 + 20 = ____</td>
<td>143 – 80 = ____</td>
</tr>
</tbody>
</table>
Herhaal die stappe hier bo met behulp van die rangskikking om 7 x 8, 8 x 8, 9 x 8, 10 x 8 te wys. Bespreek dit ook dat die terme omeruil kan word om dit op ’n ander manier uit te werk. Maak seker dat die leerders hul rangskikingsdiagram korrek gebruik. Gee hulle tyd om te gesels oor verskillende maniere om die oplossings te kry. Hulle kan die getalle in kleiner dele afbreek of aan 8 as 4 verdubbel dink.

Repeat the above steps using the array to show 7 x 8, 8 x 8, 9 x 8, 10 x 8. Also discuss reversing the terms to work it out in a different way. Make sure that learners are using their array diagram correctly. Allow them to talk about different ways of finding the solutions. They might break the numbers up into smaller parts or think of 8 as double 4.
WEEK 2 • DAY 1

8 times table

1. Tel elke slag 8 by.
   Always add 8.
   
   8 16 24+ 32

2. Tel in 8’s.
   Count in 8s.
   
   pote legs
   8 16

3. Kleur die getalle in wat nie veelvoude van 8 is nie.
   Colour the numbers that are not multiples of 8.
   19 58 64 24 56 32 12 72 16 34
4. Skryf 2 vermenigvuldigingsinne vir elke rangskikking.
Write 2 multiplication sentences for each array.

\[
\begin{align*}
4 \times 8 &= 32 \\
8 \times 4 &= 32
\end{align*}
\]

5. Lees die woordsomme. Skryf ‘n getalsin en los dit op.
Read the word sum. Write a number sentence and solve.

| Daar is 8 snye in een pastei. | 4 \times 8 = 32 |
| Hoeveel snye is daar in 4 pasteie? | snye | 32 |
| One pie has 8 slices. How many slices in 4 pies? | slices |

| Een sak hondekos weeg 8 kg. | 4 \times 8 = 32 |
| Wat weeg 7 sakke hondekos? | kilogram |
| One bag of dog food weighs 8 kg. What will 7 bags of dog food weigh? | kilograms |

| Die bakker pak 8 oliebolle in ‘n boks. | 4 \times 8 = 32 |
| Hoeveel oliebolle kan hy in 5 bokse verpak? | oliebolle |
| The baker packs 8 doughnuts in a box. How many doughnuts will he pack in 5 boxes? | doughnuts |
Jolie work vandag met 9’s. Die leerders moet insien en kan verduidelik dat, sodra die aantal groepe meer word, die antwoord elke slag met 9 toeneem. Maak seker dat die leerders hul rangskiktingsdiagram korrek gebruik. Werk deur nog voorbeelde waarin twee dele gebruik word om ’n oplossing te kry, byvoorbeeld 3 x 9 om 4 x 9 te kry, of 5 x 9 om 9 x 9 te kry, en so meer.

Today you are working with 9s. Learners must recognise and explain that as the number of groups increases, the answer increases by 9 each time. Make sure that they are using their array diagram correctly. Work through more examples of using two parts to find a solution. For example, 3 x 9 to find 4 x 9 or 5 x 9 to find 9 x 9 and so on.
9 maal-tafel

1. Tel elke slag 9 by.
   Always add 9.

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

   4 × 9 = __

   3 × 9 = __

   7 × 9 = __

   9 × 3 = __

   9 × 4 = 36

   9 × 7 = ___
3 Bereken met behulp van de rangskikkings.
Use the array to calculate.

<table>
<thead>
<tr>
<th>7 × 9 = ___</th>
<th>8 × 9 = ___</th>
<th>9 × 9 = ___</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Array of dots]</td>
<td>[Array of dots]</td>
<td>[Array of dots]</td>
</tr>
</tbody>
</table>

4 Los op.
Solve.

<table>
<thead>
<tr>
<th>6 × 9</th>
<th>5 × 9 = 45</th>
<th>1 × 9 = ___</th>
<th>5 × 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Array of dots]</td>
<td>[Array of dots]</td>
<td>[Array of dots]</td>
<td>[Array of dots]</td>
</tr>
<tr>
<td>1 × 9 = ___</td>
<td>54</td>
<td>1 × 9</td>
<td></td>
</tr>
</tbody>
</table>

5 Vermenigvuldig.
Multiply.

<table>
<thead>
<tr>
<th>3 × 9 = 27</th>
<th>8 × 9 = ___</th>
<th>9 × 2 = ___</th>
<th>9 × 3 = ___</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 × 9 = ___</td>
<td>5 × 9 = ___</td>
<td>9 × 5 = ___</td>
<td>9 × 4 = ___</td>
</tr>
<tr>
<td>2 × 9 = ___</td>
<td>6 × 9 = ___</td>
<td>9 × 7 = ___</td>
<td>9 × 8 = ___</td>
</tr>
<tr>
<td>4 × 9 = ___</td>
<td>10 × 9 = ___</td>
<td>9 × 9 = ___</td>
<td>9 × 10 = ___</td>
</tr>
</tbody>
</table>

9 times table
Repeat the above steps, guiding learners to interpret word problems and calculate the answers using multiples. Use similar problems, such as: There are 3 bags of marbles. Each bag has 4 blue and 6 red marbles. Talk about which multiples you will use. If there are 3 bags, you will use multiples of 3.
WEEK 2 • DAY 3

Times tables

1. **Voltooi die vermenigvuldigingsdiagram.**
   Complete the multiplication chart.

   |   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
---|---|---|---|---|---|---|---|---|---|
1  |   | 1 |
2  | 2 |
3  | 3 | q |
4  |   |
5  |   |
6  |   |   | 36 |
7  |   |
8  |   |
9  |   |

2. **Hoeveel?**
   How many?
   - driewiele: trikes
   - wiele: wheels

3. **Kleur die kolle in die rangskikkings in en wys:**
   Colour the dots in the array to show:

   | 7 \times 3 = ____ | 6 \times 4 = ____ | 5 \times 8 = ____ |
---|-------------------|-------------------|-------------------|
   | [Array of dots]   | [Array of dots]   | [Array of dots]   |
**4. Hoeveel:**

How many:

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>2</th>
<th>3</th>
<th>9</th>
</tr>
</thead>
</table>

**5. Op hoeveel maniere kan jy 12 maak?**

How many ways can you make 12?

<table>
<thead>
<tr>
<th></th>
<th>12 × 1 = 12</th>
<th>1 × 12 = 12</th>
</tr>
</thead>
</table>
KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

What happens when we multiply a number by 1? Use your array to show me 4 x 1.

There are 4 rows and 1 dot in each row.

7 x 1 = 7
The answer is 7.

What do you notice about the answers to the 1 times table number sentences?

The answer is the same as the number of groups.

Continue to work through more examples: 8 x 1, 10 x 1 and so on, so that learners understand the rule for the 1 times table. Give them a multiplication chart and ask them to colour the 1 x tables. Talk about the pattern they notice. Any number multiplied by 1 always equals the same number.
### WEEK 2 • DAG 4

**1 maal-tafel**

| **1** | **Daar is 6 ene.**  
| **There are 6 ones.**  
| **6 x 1 = 6** |
| --- | --- |
| | **Daar is 1 groep van 6.**  
| **There is 1 group of 6.**  
| **1 x 6 = 6** |
| | **Daar is ____ ene.**  
| **There are ____ ones.**  
| **____ x ____ = ____** |
| | **Daar is ____ groep van 4.**  
| **There is ____ group of 4.**  
| **____ x ____ = ____** |
| | **Daar is ____ ene.**  
| **There are ____ ones.**  
| **____ x ____ = ____** |
| | **Daar is ____ groep van 7.**  
| **There is ____ group of 7.**  
| **____ x ____ = ____** |
| | **Daar is ____ ene.**  
| **There are ____ ones.**  
| **____ x ____ = ____** |
| | **Daar is ____ groep van 5.**  
| **There is ____ group of 5.**  
| **____ x ____ = ____** |
2. **Hoeveel eiers is daar? Skryf ’n vermenigvuldigingsgetalsin.**

   How many eggs? Write a multiplication number sentence.

   6 \times 1 = 6

   1 \times 6 = 6

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

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

<table>
<thead>
<tr>
<th>\times</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>8</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>6</td>
<td>9</td>
<td>12</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>8</td>
<td>12</td>
<td>16</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>10</td>
<td>15</td>
<td>20</td>
<td>25</td>
<td></td>
</tr>
</tbody>
</table>

   0 \times 1 = 0

   1 \times 0 = 0

   1 \times 1 = 1

   1 \times 2 = ___

   2 \times 1 = ___
WEEK 2 • DAG 5
Assessering en vaslegging

1. Voltooi die vloeidiagramme.
   Complete the flow charts.

2. Daar is 5 trosse met 3 piesangs elk.
   Ons eet 4 piesangs. Hoeveel piesangs bly oor?
   There are 5 bunches of 3 bananas each. We eat 4 bananas.
   How many bananas are left?

Kom ons praat Wiskunde!
Let's talk Maths!

<table>
<thead>
<tr>
<th>In Afrikaans sê ons:</th>
<th>In English we say:</th>
</tr>
</thead>
<tbody>
<tr>
<td>rangskikking</td>
<td>array</td>
</tr>
<tr>
<td>ry</td>
<td>row</td>
</tr>
<tr>
<td>kolom</td>
<td>column</td>
</tr>
<tr>
<td>vermenigvuldig</td>
<td>multiply</td>
</tr>
<tr>
<td>maal</td>
<td>times</td>
</tr>
<tr>
<td>vermenigvuldiging</td>
<td>multiplication</td>
</tr>
</tbody>
</table>
1. Colour the dots in the array to show:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>$3 \times 4 = ___$</td>
<td>$5 \times 2 = ___$</td>
<td>$9 \times 6 = ___$</td>
</tr>
</tbody>
</table>

2. Write the number sentence with the answer.

<table>
<thead>
<tr>
<th>getalsin number sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

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

Hoeveel:

- speelgoed altesame?
- toys altogether?
Tyd

<table>
<thead>
<tr>
<th>Dag</th>
<th>Lesaktiwiteit</th>
<th>Leshulpbronne</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sê hoe laat dit is</td>
<td>LAB, horlosies</td>
</tr>
<tr>
<td>2</td>
<td>Meet tyd</td>
<td>LAB, horlosies</td>
</tr>
<tr>
<td>3</td>
<td>Tydsverloop</td>
<td>LAB, horlosies, plakkaat met tydsverloop</td>
</tr>
<tr>
<td>4</td>
<td>Kalenders</td>
<td>LAB, kalenderplakkaat, plakkaat met dae van die week, plakkaat met maande van die jaar</td>
</tr>
<tr>
<td>5</td>
<td>Vaslegging en assesering vir leer</td>
<td>LAB</td>
</tr>
</tbody>
</table>

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

- met behulp van analoog- en digitale horlosies te wys hoe laat dit is.
- tyd in minute te meet.
- tydsverloop (hoeveel tyd daar verstryk het) te bereken.
- van ’n kalender af te lees en tydsverloop in dae en weke te bereken.
- probleme wat tydsverloop behels, op te los.

Assessering

Skrifelike assesering: Teken ’n punt uit 14 op die kwartaalpuntekaart aan.
# Time

<table>
<thead>
<tr>
<th>Mental Maths: Show me a number</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Game:</strong> How many 100s? How many 10s? How many 1s?</td>
<td>learner flard cards</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Day</strong></th>
<th><strong>Lesson activity</strong></th>
<th><strong>Lesson resources</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Telling the time</td>
<td>LAB, clocks</td>
</tr>
<tr>
<td>2</td>
<td>Measuring time</td>
<td>LAB, clocks</td>
</tr>
<tr>
<td>3</td>
<td>Time elapsed</td>
<td>LAB, clocks, time elapsed poster</td>
</tr>
<tr>
<td>4</td>
<td>Calendars</td>
<td>LAB, calendar poster, days of the week poster, 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:**

- tell the time using analogue and digital clocks.
- measure time in minutes.
- calculate time elapsed (how much time has passed).
- read a calendar and calculate time passed in days and weeks.
- solve problems that involve elapsed time.

**Assessment**

**Written assessment:** Record a mark out of 14 in the term mark sheet.
**Tyd**

**Hoofrekenevideo**
Ons konsentreer hierdie week daarop om 100'ë, 10'ë en 1'e in 3-syfergetalle te identifiseer. Wys die leerders 100'ë, 10'ë en 1'e met jou demonstrasie-spreikaarte en vra hulle om die getal uit te roep. As alternatief kan jy 'n getal uitroep en die leerders vra om dit met hul spreikaarte te wys. Jy kan met 2-syfergetalle of met 3-syfergetalle werk.

**Speletjiesvideo**
Die leerders gebruik spreikaarte in die speletjie, Hoeveel 100'ë is daar? Hoeveel 10'ë? Hoeveel 1'e? om 3-syfergetalle af te breek. Hulle wys en identifiseer die 100'ë, 10'ë en 1'e in elke getal en stel die getalle met die spreikaarte voor.

**Video oor konseptuele ontwikkeling**
Ons leer hierdie week om met behulp van analooghorlosies en digitale horlosies te sê hoe laat dit is. Verwys op verskillende tye van die dag na die horlosie, byvoorbeeld wanneer die leerders ’n oefening moet voltooi. Sê hulle hoeveel minute daar beskikbaar is om die oefening in te voltooi en vra hulle hoe laat dit dan sal wees. Vra hulle om jou op ’n horlosie te wys en oor die posisie van die minuutwyser en uurwyser te gesels. Ons konsentreer hierdie week daarop om:
- die konsep van tyd vas te lê deur met werlike horlosies te werk om ure, halfure, kwartiere en minute te wys.
- tydsverloop in minute en uur te bereken.
- met kalenders te werk ten einde belangrike datums daarop te kry en die tydsverloop in dae, weke en maande te bereken.

**Waarna jy hierdie week moet oplet**
- Om die tyd van ’n analooghorlosie af te lees, kan nogal problematies vir kinders wees. Hulle moet eerstens tussen die uurwyser en die minuutwyser kan onderskei. Hulle moet tweedens onthou dat, wanneer die uurwyser na ’n getal wys, ons dit as uur aflees, maar wanneer die minuutwyser na dieselfde getal wys, daardie getal met 5 vermenigvuldig moet word en na minute verwys. Werk soveel moontlik met werlike horlosies om die leerders in staat te stel om die vaardigheid om tyd aan te dui, te bemester.
- Moedig gesprekke tussen die leerders aan sodat hulle hul wiskundetaal kan uitbou. Maak seker dat die leerders die korrekte woordeskat gebruik: **uur, ure, halfuur, minuut, minute, dag, week, maand, tyd, tydsverloop.**
Time

**Mental Maths video**
This week we focus on identifying 100s, 10s and 1s in 3-digit numbers. Show the learners 100s, 10s and 1s using your demo flard cards and tell them to call out the number. Alternatively, call out a number and ask learners to show it using their flard cards. You can work with 2-digit or 3-digit numbers.

**Game video**
In the game, *How many 100s, 10s and 1s*, learners use flard cards to deconstruct 3-digit numbers. They will show and identify the 100s, 10s and 1s in each number and represent the numbers using the flard cards.

**Conceptual development video**
This week we will be learning how to tell time using analogue and digital clocks. Refer to the clock at various times during the day, for example, when learners have an exercise to complete, tell them how many minutes they will have to complete the exercise and ask them what time that will be. Ask them to show you on a clock and talk about the position of the minute hand and hour hand. This week we focus on:
- consolidating the concept of time by working with real clocks to show hours, half hours, quarter hours and minutes.
- calculating time elapsed in minutes and hours.
- working with calendars to find important dates and calculate the time passed in days, weeks and months.

**What to look out for this week**
- Reading the time from an analogue clock can be quite problematic for children. Firstly, they have to distinguish between the hour hand and minute hands. Secondly, they have to remember that when the hour hand points to a number, we read it as hours, but when the minute hand points to the same number, that number is multiplied by 5 and refers to the minutes. Work with real clocks as much as possible to help them master the skill of telling the time.
- Encourage conversation between learners so that they can develop their mathematical language. Ensure that learners are using the correct vocabulary: *hour, hours, half hour, minute, minutes, day, week, month, time, time passed.*
WEEK 3 • DAG 1

Sê hoe laat dit is

Maak getalle met spreikaarte en gesels oor 100'e, 10'e en 1'e.
Use flard cards to make numbers and talk about 100s, 10s and 1s.

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.

Ye 100'e, 10'e en 1'e kan julle sien?
How many 100s, 10s and 1s do you see?

Watter getal het ons met 4 honderde, 2 tiene en 3 ene gemaak?
What number have we made with 4 hundreds, 2 tens and 3 ones?

Maak die getal 168 met julle spreikaarte.
Use your flard cards to make the number 168.

Met watter kaarte het jy die getal 168 gemaak?
What cards did you use to make the number 168?

Ek het 1 honderd, 6 tiene en 8 ene gebruik!
I used 1 hundred, 6 tens and 8 ones!
**WEEK 3 • DAY 1**

Telling the time

**Verrykingsaktiwiteite • Enrichment activities**

<table>
<thead>
<tr>
<th>Dag 1 Day 1</th>
<th>x 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vermenig-vuldiging</strong></td>
<td><strong>Herhaalde optelling</strong></td>
</tr>
<tr>
<td>Multiplication</td>
<td>Repeated addition</td>
</tr>
<tr>
<td>4 x 2</td>
<td>2 + 2 + 2 + 2 + 2 + 2</td>
</tr>
<tr>
<td>3 x 2</td>
<td>2 + 2 + 2 + 2 + 2 + 2 + 2 + 2</td>
</tr>
<tr>
<td>5 x 2</td>
<td>2 + 2</td>
</tr>
<tr>
<td>7 x 2</td>
<td>2 + 2 + 2 + 2 + 2 + 2 + 2 + 2</td>
</tr>
<tr>
<td>10 x 2</td>
<td>2 + 2 + 2 + 2 + 2 + 2 + 2 + 2</td>
</tr>
<tr>
<td>8 x 2</td>
<td>2 + 2 + 2 + 2 + 2 + 2 + 2 + 2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dag 2 Day 2</th>
<th>x 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vermenig-vuldiging</strong></td>
<td><strong>Herhaalde optelling</strong></td>
</tr>
<tr>
<td>Multiplication</td>
<td>Repeated addition</td>
</tr>
<tr>
<td>4 x 3</td>
<td>3 + 3 + 3 + 3 + 3 + 3</td>
</tr>
<tr>
<td>3 x 3</td>
<td>3 + 3</td>
</tr>
<tr>
<td>5 x 3</td>
<td>3 + 3 + 3 + 3 + 3 + 3</td>
</tr>
<tr>
<td>8 x 3</td>
<td>3 + 3</td>
</tr>
<tr>
<td>10 x 3</td>
<td>3 + 3 + 3 + 3 + 3 + 3</td>
</tr>
<tr>
<td>9 x 3</td>
<td>3 + 3 + 3 + 3 + 3 + 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dag 3 Day 3</th>
<th>x 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vermenig-vuldiging</strong></td>
<td><strong>Herhaalde optelling</strong></td>
</tr>
<tr>
<td>Multiplication</td>
<td>Repeated addition</td>
</tr>
<tr>
<td>5 x 4</td>
<td>4 + 4 + 4 + 4 + 4 + 4 + 4 + 4</td>
</tr>
<tr>
<td>10 x 4</td>
<td>4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4</td>
</tr>
<tr>
<td>2 x 4</td>
<td>4 + 4 + 4 + 4</td>
</tr>
<tr>
<td>3 x 4</td>
<td>4 + 4 + 4 + 4</td>
</tr>
<tr>
<td>6 x 4</td>
<td>4 + 4 + 4 + 4 + 4 + 4 + 4 + 4</td>
</tr>
<tr>
<td>9 x 4</td>
<td>4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4</td>
</tr>
<tr>
<td>5 x 4</td>
<td>4 + 4 + 4 + 4 + 4 + 4 + 4 + 4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dag 4 Day 4</th>
<th>x 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vermenig-vuldiging</strong></td>
<td><strong>Herhaalde optelling</strong></td>
</tr>
<tr>
<td>Multiplication</td>
<td>Repeated addition</td>
</tr>
<tr>
<td>5 x 5</td>
<td>5 + 5 + 5</td>
</tr>
<tr>
<td>7 x 5</td>
<td>5 + 5 + 5 + 5 + 5</td>
</tr>
<tr>
<td>9 x 5</td>
<td>5 + 5 + 5 + 5 + 5</td>
</tr>
<tr>
<td>2 x 5</td>
<td>5 + 5 + 5 + 5 + 5</td>
</tr>
<tr>
<td>4 x 5</td>
<td>5 + 5 + 5 + 5 + 5</td>
</tr>
<tr>
<td>10 x 5</td>
<td>5 + 5 + 5 + 5 + 5</td>
</tr>
<tr>
<td>8 x 5</td>
<td>5 + 5 + 5 + 5 + 5</td>
</tr>
<tr>
<td>6 x 5</td>
<td>5 + 5 + 5 + 5 + 5</td>
</tr>
</tbody>
</table>
Give learners many opportunities to show the time on the analogue clock and write the time in digital format. Compare how the times for quarter past, half past and quarter to the hour are written in the two ways. Help learners who are still struggling to differentiate between the hour hand and the minute hand.
**Telling the time**

**WEEK 3 • DAY 1**

**Speelnie: Hoeveel 100e is daar? Hoeveel 10e? Hoeveel 1e?**
*Game: How many 100s? How many 10s? How many 1s?*

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

**Analooighorlosie: het ’n wyserplaat en wyisers wat wys hoe laat dit is**
*Analogue clock: has a face and hands to point to the time*

| uurwyser | 5 minuut-intervalle  
|----------|----------------------
| hour hand | 5 minute intervals |

<table>
<thead>
<tr>
<th>minuutwyser</th>
<th>minute hand</th>
</tr>
</thead>
</table>

**Digitale horlosie: gebruik getalle om te wys hoe laat dit is**
*Digital clock: uses numbers to show the time*

<table>
<thead>
<tr>
<th>ure</th>
<th>minute</th>
</tr>
</thead>
<tbody>
<tr>
<td>hours</td>
<td>minutes</td>
</tr>
</tbody>
</table>

**1 Teken die minuutwyser op die horlosies in om die tyd aan te dui:**
*Draw the minute hand on the clock to show these times:*

<table>
<thead>
<tr>
<th>5-uur</th>
<th>4-uur</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 o’clock</td>
<td>4 o’clock</td>
</tr>
</tbody>
</table>

**2 Skryf die tyd op die digitale horlosies in.**
*Write the time on the digital clocks:*
3. Dui die tyd op elke horlosie aan.
Show the times on the clocks.

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

4. Vul die tyd in.
Fill in the time.

| halfagt
half past seven | 07:30 |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>03:30</td>
</tr>
<tr>
<td></td>
<td>05:45</td>
</tr>
</tbody>
</table>
| twaalfuur
twelve o’clock |       |
| tienuur
ten o’clock |       |
Measuring time

1. Give learners opportunities to show quarter past, quarter to and half past the hour on their clocks.

2. Make sure that they understand that the minute hand is the long hand and that we count minutes in intervals of 5. Allow them chances to show the times on the clock and to speak about how they find them by moving the hands.

3. What do the numbers represent on the clock face?

4. How do we count the minutes?

5. Die getalle wys die ure. Daar is 24 uur in een dag.

6. Where will the minute hand be at half past 10?

7. Where will the minute hand be at quarter past 10?

8. Gee die leerders geleenthede om kwart oor, kwart voor en halfuur op hul horlosies te wys.

9. Maak seker dat hulle verstaan dat die minuutwyser die lang een is en dat ons minute in intervalle van 5 tel.

10. Hoe tel ons die minute? We count in 5s!
**WEEK 3 • DAG 2**

**Meet tyd**

1. **Hoeveel minute het daar verloop?**
   How many minutes have passed?

   - 0 minute
   - ___ minute
   - ___ minute
   - ___ minute

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

2. **Omkring die horlosies waarop kwart oor drie gewys word.**
   Circle the clocks that show quarter past three.
   - 03:15
   - 03:30
   - 03:45

3. **Skryf die digitale tyd neer.**
   Write the digital time.
   - uur
   - o’clock
   - 07:00
   - -
   - -
   - -
4  Skryf die digitale tyd neer. 
Write the digital time.

<table>
<thead>
<tr>
<th>kwart oor</th>
<th>quarter past</th>
</tr>
</thead>
<tbody>
<tr>
<td>03 : 15</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>kwart voor</th>
<th>quarter to</th>
</tr>
</thead>
<tbody>
<tr>
<td>02 : 45</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>half-</th>
<th>half past</th>
</tr>
</thead>
<tbody>
<tr>
<td>09 : 30</td>
<td></td>
</tr>
</tbody>
</table>
Tydsverloop

Ons kan die horlosies gebruik om uit te werk hoeveel tyd daar verloop het. Ek word soggens om 4-uur wakker en gaan saans om 8-uur bed toe. Hoeveel uur het daar verloop?

We can use the clock to calculate how much time has passed. I wake up at 4 and I go to bed at 8. How many hours have passed?

Ons kan die ure met behulp van ’n spesiale getallelyn tel.

We can use a special number line to count the hours.

Hoeveel tyd het daar verloop?

How much time has passed?

Die minuutwyser het 15 minute aangeskuif. Daar het 15 minute verloop.

The minute hand has moved 15 minutes. 15 minutes have passed.

Dink stories uit wat oor tydsverloop handel. Jy kan oor die skooldag, aktiwiteite by die skool of by die huis, en so meer gesels. Gee die leerders geleenthede om te praat oor tyd wat verloop het en uit te werk hoeveel tyd daar verloop het deur elke slag hul horlosies en tydsverloopplakkaat te gebruik.

Make up stories that involve time elapsed. You can talk about the school day, activities at school and at home, and so on. Give learners opportunities to speak to about time passed and work out how much time has passed each time using their clocks and time elapsed posters.
Time elapsed

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

   Draw the hands on the clock and write the time.

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

2. Hoeveel minute het verloop?

   How many minutes have passed?

   - 15 minute
   - 15 minutes
   - ___ minute
   - ___ minutes

   - ___ minute
   - ___ minutes
### WEEK 3 • DAG 3

**Tydsverloop**

3 **Kleur in om te wys hoeveel tyd verloop het.**
Shade to show the time elapsed.

<table>
<thead>
<tr>
<th>30 minute</th>
<th>15 minute</th>
<th>45 minute</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 min</td>
<td>15 min</td>
<td>45 min</td>
</tr>
</tbody>
</table>


4 **Los die tydsprobleme op.**
Solve the time problems.

<table>
<thead>
<tr>
<th>Tydsverloop</th>
<th>begin</th>
<th>eindig</th>
</tr>
</thead>
<tbody>
<tr>
<td>tydsverloop</td>
<td>start</td>
<td>eindig</td>
</tr>
</tbody>
</table>

**Tydsverloop**

Die bus vertrek om 08:30 van die skool af. Ons kom om 09:15 by die museum aan. Hoe lank het die busrit geduur?
The bus left school at 08:30. We arrived at the museum at 09:15. How long was the bus trip?

**Die bus vertrek om 08:30 van die skool af. Ons kom om 09:15 by die museum aan. Hoe lank het die busrit geduur?**

**Tydsverloop**

Ons begin om 09:30 met ons toer. Ons kry ná 2½ uur iets te ete. Hoe laat eet ons?
We started the tour at 09:30. We had a snack break after 2½ hours. What time was the snack break?

5 **Hoeveel uur het daar verloop?**
How many hours have passed?

<table>
<thead>
<tr>
<th>Time elapsed</th>
<th>6 uur</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time elapsed</th>
<th>6 uur</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>hours</td>
</tr>
</tbody>
</table>

*Week 3 • Day 3*
Calendars

**HOOFREKENEN**
MENTAL MATHS

**WYS MY ‘N GETAL**
SHOW ME A NUMBER

**SPELETJE**
GAME

**KONSEPONTWIKKELING**
CONCEPT DEVELOPMENT

**WERKKAARTE**
WORKSHEETS

**KONSEPONTWIKKELING | CONCEPT DEVELOPMENT**

1. Wys na die dag waarop julle verjaar! Point to the date of your birthday!
2. Hoeveel tyd in dae en weke is daar tussen die twee verjaarsdae? How long is between the two birthdays in days and weeks?
3. Die wintersportdag vind op 8 April plaas en die skoolkonsert is presies 7 weke later. Omkring die datum van die skoolkonsert. Sport’s Day is on 8 April and the school concert is exactly 7 weeks later. Circle the date of the school concert.

Gee die leerders kans om in groepe van twee of drie saam te werk om die datums van ander gebeurtenisse te kry en die tydspan tussen die gebeurtenisse met die kalender te bereken. As jy ‘n kalender van ‘n vorige jaar het, gebruik dit om uit te vind op watter dag die verjaarsdae in ‘n ander jaar was. Werk in dae, weke en maande. Gebruik al die plakkate om die leerders in staat te stel om die name van die dae en maande af te lees.

Allow learners to work in groups of two or three to find dates of other events and calculate the time between the events using the calendar. If you have a calendar from another year, use it to find out what day the birthdays fell on in a different year. Work in days, weeks and months. Refer to all of the posters to help learners to read the names of the days and months.
Omkring die volgende datums op die kalender en skryf die datum neer.

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

<table>
<thead>
<tr>
<th>datum date</th>
<th>Hoeveel tyd verloop tussen hierdie dae? How long is between these days?</th>
</tr>
</thead>
<tbody>
<tr>
<td>vandag today</td>
<td>vandag today</td>
</tr>
<tr>
<td>volgende Maandag next Monday</td>
<td>volgende Maandag next Monday</td>
</tr>
<tr>
<td>jou verjaarsdag your birthday</td>
<td>jou verjaarsdag your birthday</td>
</tr>
<tr>
<td>jou maat se verjaarsdag your partner’s birthday</td>
<td>jou maat se verjaarsdag your partner’s birthday</td>
</tr>
</tbody>
</table>
WEEK 3 • DAY 4

Calendars

<table>
<thead>
<tr>
<th></th>
<th>datum</th>
<th>Hoeveel tyd verloop tussen hierdie dae?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>date</td>
<td>How long is between these days?</td>
</tr>
<tr>
<td>Erfenisdag</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heritage Day</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jeugdag</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Youth Day</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 Skryf die name van hierdie maande van die jaar neer.
Write the names of these months of the year.

<table>
<thead>
<tr>
<th>die eerste maand</th>
<th>Januarie</th>
</tr>
</thead>
<tbody>
<tr>
<td>first month</td>
<td>January</td>
</tr>
<tr>
<td>die derde maand</td>
<td></td>
</tr>
<tr>
<td>third month</td>
<td></td>
</tr>
<tr>
<td>die sewende maand</td>
<td></td>
</tr>
<tr>
<td>seventh month</td>
<td></td>
</tr>
<tr>
<td>die tiende maand</td>
<td></td>
</tr>
<tr>
<td>tenth month</td>
<td></td>
</tr>
</tbody>
</table>

3 Benoem die maand.
Name the month.

<table>
<thead>
<tr>
<th>3 maande ná Maart</th>
<th>Junie</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 months after March</td>
<td>June</td>
</tr>
<tr>
<td>5 maande ná Oktober</td>
<td></td>
</tr>
<tr>
<td>5 months after October</td>
<td></td>
</tr>
<tr>
<td>4 maande voor Junie</td>
<td></td>
</tr>
<tr>
<td>4 months before June</td>
<td></td>
</tr>
<tr>
<td>7 maande voor Desember</td>
<td></td>
</tr>
<tr>
<td>7 months before December</td>
<td></td>
</tr>
</tbody>
</table>

4 Sipho gaan van 24 Junie tot 19 Julie met vakansie. Hoeveel dae gaan hy altesame weg wees?
Sipho is going on holiday from 24 June to 19 July. How many days will he be away?
WEEK 3 • DAG 5
Assessering en vaslegging

1. Wys hoe laat dit op die horlosies is.
Show the time on the clock.

<table>
<thead>
<tr>
<th>07:00</th>
<th>05:30</th>
<th>11-uur</th>
<th>kwart oor 12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>11 o’clock</td>
<td>quarter past 12</td>
</tr>
</tbody>
</table>

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

Kom ons praat Wiskunde!
Let’s talk Maths!

In Afrikaans sê ons: In English we say:
tyd time
horlosie clock
uur hours
minute minutes
haluur half hour
kwartier quarter hour
tydsverloop time elapsed
analooghorlosie analogue clock
digitale horlosie digital clock
**Assessment and consolidation**

1. **Teken die wysers op die horlosies in.**
   **Draw the hands on the clock.**
   - 06:15
   - 09:30
   - 07:45
   - 09:00

2. **Dit is 09:00. Wys die nuwe tyd op die horlosies.**
   **The time is 09:00. Show the new time on the clock.**
   - 30 minute later
   - 15 minute vroëer
   - 15 minute later

3. **Wanneer sal aandete gereed wees?**
   **When will dinner be ready?**
   - nou
   - gaarmaaktyd
   - gereed
   - 10 minute
   - 10 min
   - 20 minute
   - 20 min
   - 15 minute
   - 15 min
Vermenigvuldiging en patrone

**Hoofrekenes:** Wys my ’n getal

Hulpbronne: onderwyser-spreikaarte en leerders se basis tien-blokkies

**Speletjie:** Hoeveel 100’e is daar? Hoeveel 10’e? Hoeveel 1’e?

Hulpbronne: basis tien-blokkies

---

<table>
<thead>
<tr>
<th>Dag</th>
<th>Lesaktiwiteit</th>
<th>Leshulpbronne</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Verdubbeling en herhaalde optelling</td>
<td>LAB</td>
</tr>
<tr>
<td>2</td>
<td>Vermenigvuldigingspatrone</td>
<td>LAB, vermenigvuldigingsdiagram (agter in LAB)</td>
</tr>
<tr>
<td>3</td>
<td>Patrone in maaltafels</td>
<td>LAB, vermenigvuldigingsdiagram (agter in LAB)</td>
</tr>
<tr>
<td>4</td>
<td>Vermenigvuldig met 10</td>
<td>LAB</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:**

- verdubbeling in verband te bring met vermenigvuldiging met 2.
- die kommutatiewe kenmerk van vermenigvuldiging te verstaan en toe te pas.
- die distributiewe kenmerk van vermenigvuldiging te verstaan en toe te pas.
- ’n getal met 10 te vermenigvuldig.

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**Assessering**

**Skrifelike assessering:** Getalle, bewerkings en verwantskappe

Teken ’n punt uit 13 op die kwartaalpuntestataat aan.
Multiplication and patterns

<table>
<thead>
<tr>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mental Maths:</strong> Show me a number</td>
</tr>
<tr>
<td>teacher flard cards and learner base ten blocks</td>
</tr>
<tr>
<td><strong>Game:</strong> How many 100s, 10s and 1s?</td>
</tr>
<tr>
<td>base ten 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>Doubling and repeated addition</td>
<td>LAB</td>
</tr>
<tr>
<td>2</td>
<td>Multiplication patterns</td>
<td>LAB, multiplication chart (back of LAB)</td>
</tr>
<tr>
<td>3</td>
<td>Patterns in multiplication tables</td>
<td>LAB, multiplication chart (back of LAB)</td>
</tr>
<tr>
<td>4</td>
<td>Multiply by 10</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:

- relate doubling to multiplying by 2.
- understand and apply the commutative property to multiplication.
- understand and apply the distributive property of multiplication.
- multiply a number by 10.

Assessment

**Written assessment:** Numbers, operations and relationships

Record a mark out of 13 in the term mark sheet.
Vermenigvuldiging en patrone

**Hoofrekenvideo**
Ons konsentreer hierdie week daarop om 100’e, 10’e en 1’e in driesyfergetalle te identifiseer. Wys die leerders 100’e, 10’e, en 1’e met jou demonstrasie-spreekaarte, en die leerders roep die getal uit. Vra hulle daarna om jou ander getalle met hul basis tien-blokkies te wys. Jy kan met tweesyfer- of driesyfergetalle werk.

**Speletjiesvideo**
Die leerders breek 3-syfergetalle in die speletjie, Hoeveel 100’e is daar? Hoeveel 10’e? Hoeveel 1’e? met basis tien-blokkies af. Hulle wys en identifiseer die 100’e, 10’e en 1’e in elke getal en stel die getalle met hul basis tien-blokkies voor.

**Video oor konseptuele ontwikkeling**
Ons brei hierdie week ons begrip van vermenigvuldiging uit om die kommutatiewe en distributiewe wette van vermenigvuldiging in te sluit. Die leerders hoef nie noodwendig die name van hierdie wette te ken nie, maar hulle moet die begrippe verstaan. Ons gaan voort om die rangskikkings- en vermenigvuldigingsdiagramme as ons primêre hulpbronne te gebruik. Ons konsentreer hierdie week daarop om:

- patrone van vermenigvuldiging te verken.
- die x 2-patroon te verken en dit met verdubbeling in verband te bring ten einde dit makliker te maak om groter getalle te vermenigvuldig.
- die x 10-patroon te verken en te kyk hoe dit tot veelvoude van 10 uitgebrei kan word.

**Waarna jy hierdie week moet oplet**

- Die leerders gebruik rangskikkingsdiagramme en vermenigvuldigingsdiagramme om hulle in staat te stel om patrone te identifiseer en in te sien hoe hierdie patrone as reëls beskou kan word, soos die kommutatiewe en distributiewe wette van vermenigvuldiging, om hulle met hul werk te help. Sien toe dat hulle die diagramme korrek gebruik sodat hulle patrone daarmee kan identifiseer.
- Moedig gesprekke tussen die leerders aan sodat hulle hul wiskundetaal kan uitbou. Maak seker dat hulle die korrekte woordeskat gebruik: veelvoude, patrone, rye, kolomme, rangskikking, vermenigvuldig, maal.
## Multiplication and patterns

### Mental Maths video
This week we focus on identifying 100s, 10s and 1s in 3-digit numbers. Show the learners 100s, 10s and 1s using your demo flard cards, and the learners will call out the number. After that, ask them to show you numbers using their base 10 blocks. You can work with 2-digit or 3-digit numbers.

### Game video
In the game, *How many 100s, 10s and 1s with base ten blocks*, learners use base ten blocks to deconstruct 3-digit numbers. They will show and identify the 100s, 10s and 1s in each number and represent the numbers using their base ten blocks.

### Conceptual development video
This week we will extend our understanding of multiplication to include the commutative and distributive laws of multiplication. Learners should not necessarily learn the names of these laws but they need to understand the concepts. We will continue to use the array and multiplication charts as our primary resources. This week we will focus on:
- exploring patterns of multiplication.
- exploring the $x2$ pattern and relating it to doubling to help make it easier to multiply larger numbers.
- exploring the $x10$ pattern and seeing how this can be extended to multiples of 10.

### What to look out for this week
- Learners will use array charts and multiplication charts to help them identify patterns and to recognise how these patterns can be seen as rules to help you work with numbers, such as the commutative and distributive laws of multiplication. Help them to use the charts correctly and be able to use them to identify patterns.
- Encourage conversation between learners so that they can develop their mathematical language. Ensure that they are using the correct vocabulary: *multiples, patterns, rows, columns, array, multiply, times*
Maak getalle met basis 10-blokkies en spreikaarte en gesels oor 100'e, 10'e en 1'e.
Use base 10 blocks and flard cards to make numbers and talk about 100s, 10s and 1s.
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.

1. Hoeveel 100'e, 10'e en 1'e kan julle sien?
   How many 100s, 10s and 1s do you see?

2. 4 honderde, 2 tiene en 3 ene.
   What number have we made with 4 hundreds, 2 tens and 3 ones?

3. Watter getal het ons met 4 honderde, 2 tiene en 3 ene gemaak?
   What number have we made with 4 hundreds, 2 tens and 3 ones?

4. Watter blokkies het julle gebruik om die getal 253 te maak?
   What blocks did you use to make the number 253?
### Week 4 • Day 1
Doubling and repeated addition

<table>
<thead>
<tr>
<th>Dag 1 Day 1</th>
<th>Dag 2 Day 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vermenigvuldig.</strong> Multiply.</td>
<td><strong>Vermenigvuldig.</strong> Multiply.</td>
</tr>
<tr>
<td>4 x 6 = ____</td>
<td>4 x 10 = ____</td>
</tr>
<tr>
<td>3 x 6 = ____</td>
<td>3 x 3 = ____</td>
</tr>
<tr>
<td>5 x 6 = ____</td>
<td>2 x 3 = ____</td>
</tr>
<tr>
<td>2 x 9 = ____</td>
<td>3 x 9 = ____</td>
</tr>
<tr>
<td>3 x 4 = ____</td>
<td>2 x 9 = ____</td>
</tr>
<tr>
<td>2 x 7 = ____</td>
<td>6 x 4 = ____</td>
</tr>
<tr>
<td>5 x 3 = ____</td>
<td>8 x 4 = ____</td>
</tr>
<tr>
<td>2 x 10 = ____</td>
<td>7 x 5 = ____</td>
</tr>
<tr>
<td>8 x 3 = ____</td>
<td>9 x 3 = ____</td>
</tr>
<tr>
<td>6 x 5 = ____</td>
<td>8 x 4 = ____</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>Vermenigvuldig.</strong> Multiply.</td>
<td><strong>Vermenigvuldig.</strong> Multiply.</td>
</tr>
<tr>
<td>6 x 5 = ____</td>
<td>5 x 8 = ____</td>
</tr>
<tr>
<td>4 x 6 = ____</td>
<td>4 x 3 = ____</td>
</tr>
<tr>
<td>1 x 3 = ____</td>
<td>8 x 2 = ____</td>
</tr>
<tr>
<td>4 x 4 = ____</td>
<td>9 x 4 = ____</td>
</tr>
<tr>
<td>3 x 2 = ____</td>
<td>10 x 4 = ____</td>
</tr>
<tr>
<td>6 x 3 = ____</td>
<td>7 x 2 = ____</td>
</tr>
<tr>
<td>4 x 8 = ____</td>
<td>6 x 3 = ____</td>
</tr>
<tr>
<td>7 x 4 = ____</td>
<td>4 x 7 = ____</td>
</tr>
<tr>
<td>5 x 5 = ____</td>
<td>3 x 8 = ____</td>
</tr>
<tr>
<td>2 x 4 = ____</td>
<td>1 x 9 = ____</td>
</tr>
</tbody>
</table>
Verdubbeling en herhaalde optelling

**KONSEPONTWIKKELING | CONCEPT DEVELOPMENT**

1. **Op watte manier is dit dieselfde? Hoe verskil dit?**
   - How are these the same? How are they different?
   - 2 x 10 = 20 is dieselfde as 10 + 10 = 20.
   - Dies verdubbeling.
   - 2 x 10 = 20 is the same as 10 + 10 = 20.
   - It’s doubling.

2. **Discuss. Two groups of 10 can be written as 10 + 10 or as 2 x 10. So we can use our doubles facts to help us solve 2 x 10.**
   - Bespreek dit. Twee groepe van 10 kan as 10 + 10 of as 2 x 10 geskryf word. Ons kan dus ons verdubbelingsfeite gebruik om ons te help om 2 x 10 op te los.

3. **Baie mooi! Jy het opgemerk dat, wanneer jy verdubbel, jy met 2 vermenigvuldig.**
   - That’s very good! You noticed that when you double, you’re multiplying by 2.
   - Los nou 2 x 5 op.
   - Now solve 2 x 5.

**Herhaal die stappe met verskillende probleme wat behels dat verdubbeling gebruik word, byvoorbeeld 2 x 20, 2 x 15, 2 x 5, 2 x 30, 2 x 25, 2 x 40, 2 x 35, 2 x 50. Die gebruik van verdubbeling om te vermenigvuldig, is ’n nuttige vaardigheid, veral wanneer die leerders dit op x 4 (2 verdubbel is 4) en x 8 (4 verdubbel is 8), en so meer kan toepas.**

- Repeat the steps with different problems involving doubles, for example, 2 x 20, 2 x 15, 2 x 5, 2 x 30, 2 x 25, 2 x 40, 2 x 35, 2 x 50. Doubling to multiply is a helpful skill, especially when learners can apply it to x 4 (4 is double 2) and x 8 (8 is double 4) and so on.
Doubling and repeated addition

**Werk kaart | Worksheets**

**Week 4 • Day 1**

**Dag 1 • Day 1**

**Verdubbeling en herhaalde optelling**

**Doubling and repeated addition**

**Speletjie: Hoeveel 100’s is daar? Hoeveel 10’s? Hoeveel 1’s?**

Game: How many 100s? How many 10s? How many 1s?

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

**Bereken.**

Calculate.

<table>
<thead>
<tr>
<th>vermengvuldig multiple</th>
<th>verdubbel double</th>
<th>antwoord answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 x 15 =</td>
<td>15 + 15 =</td>
<td>30 =</td>
</tr>
<tr>
<td>2 x 20 =</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 x 25 =</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 x 35 =</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 x 10 =</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 x 40 =</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 x 50 =</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 x 45 =</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 x 60 =</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Verdubbeling en x 2 gee dieselfde resultaat.**

Doubles and x 2 gives the same result.
Werkkaart | Worksheets
WEEK 4 • DAG 1

Verdubbeling en herhaalde optelling

2 18 voëls. Hoeveel vlerke? 24 pikkewyne: Hoeveel pote?
18 birds: How many wings?
24 penguins: How many legs?

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

<table>
<thead>
<tr>
<th>ore</th>
<th>pote</th>
</tr>
</thead>
<tbody>
<tr>
<td>ears</td>
<td>paws</td>
</tr>
<tr>
<td>3 x 2 = 6</td>
<td>3 x 4 = 12</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>karre</th>
<th>mense</th>
<th>wiele</th>
</tr>
</thead>
<tbody>
<tr>
<td>cars</td>
<td>people</td>
<td>tyres</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>20</td>
</tr>
</tbody>
</table>
Multiplication patterns

Engage with many statements and check that they are correct. Focus on the commutative law of multiplication: the factors in a multiplication sentence are reversible (5 x 3 = 3 x 5). Explain factor pairs and how some products have several factor pairs, for example, discuss how 12 has 3 factor pairs (1 and 12, 3 and 4, 6 and 2). Explore other numbers such as 9, 20, 24 and so on to find their factor pairs.

1. Die getalle in die 3 maal-tafel word elke slag met 3 groter. The numbers increase by 3 in the 3 times table.

2. Ja! 4 x 5 = 20. Ek kan die antwoord op twee verskillende maniere kry. Yes! 4 x 5 = 20. I can find the answer in 2 different ways. Look for other pairs of numbers that give us the same answer.

3. Wys my enkele ander veelvoude. Show me some other multiples.
1. Skryf die vermenigvuldigingsin vir elke rangskikking.

Write the multiplication sentence for each array.

\[
\begin{align*}
2 \times 1 &= 2 \\
\hline
\text{2 x } &\text{ } = \\
\hline
\text{3 x } &\text{ } = \\
\hline
\text{4 x } &\text{ } = \\
\hline
\text{5 x } &\text{ } = \\
\hline
\end{align*}
\]

2. Kyk na die rangskikkings van balle.

Look at the arrays of balls.

\[
\begin{align*}
\text{3 balle in ‘n ry} &\quad \text{2 x } = 15 \\
\text{5 rye balle} &\quad \text{3 x } = \\
\hline
\text{5 balle in ‘n ry} &\quad \text{3 x } = \\
\text{5 rye balle} &\quad \text{3 x } = \\
\hline
\text{3 balle in ‘n ry} &\quad \text{3 x } = \\
\text{5 rye balle} &\quad \text{3 x } = \\
\hline
\end{align*}
\]
**Multiplication patterns**

3. **Skryf twee vermenigvuldingsinne vir elke rangskikking.**
Write two multiplication sentences for each array.

<table>
<thead>
<tr>
<th>4x5 = 20</th>
<th>5x4 = 20</th>
</tr>
</thead>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>

4. **Neliswa orden**
Neliswa arranges 12 star stickers in an array.

\[
\begin{array}{c|c}
2 \times 6 & = 12 \\
\end{array}
\]

Wys nog ‘n manier waarop sy die plakkers kan orden.
Show another way she could arrange the stickers.

\[
\begin{array}{c|c}
\_ \times \_ & = \_ \\
\end{array}
\]

**Nomso orden 18 plakkers in ‘n rangskikking.**
Nomso arranges 18 stickers in an array.

\[
\begin{array}{c|c}
\_ \times \_ & = \_ \\
\end{array}
\]

Wys nog ‘n manier waarop sy die plakkers kan orden.
Show another way she could arrange the stickers.

\[
\begin{array}{c|c}
\_ \times \_ & = \_ \\
\end{array}
\]

**Sipho het 20 plakkers.**
Sipho has 20 stickers.

\[
\begin{array}{c}
\_ \times \_ & = \_ \\
\end{array}
\]

In watter ander rangskikking kan hy die plakkers orden?
What other array could the stickers be arranged in?

\[
\begin{array}{c}
\_ \times \_ & = \_ \\
\end{array}
\]
Gee die leerders baie geleenthede om te oefen deur saam met ’n maat na veelvoude op die diagram te soek. Hulle moet beurte maak om ’n getal op die vermenigvuldigingsdiagram met ’n bottelprop te bedek en die getalsin te identifiseer. Moedig die leerders aan om te bespreek hoe hulle die probleme opgelos het.

Give learners lots of opportunities to practice finding multiples on the chart with a partner. They must take turns to cover a number on the multiplication chart with a bottle top and identify the number sentence. Encourage learners to discuss how they solved the problems.
WEEK 4 • DAY 3
Patterns in multiplication tables

1. Voltooi die vermenigvuldigingsdiagram.
   Complete the multiplication chart.

<table>
<thead>
<tr>
<th>x 1</th>
<th>x 2</th>
<th>x 3</th>
<th>x 4</th>
<th>x 5</th>
<th>x 6</th>
<th>x 7</th>
<th>x 8</th>
<th>x 9</th>
<th>x 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>x 1</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>x 2</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>8</td>
<td>10</td>
<td>12</td>
<td>14</td>
<td>16</td>
<td>18</td>
</tr>
<tr>
<td>x 3</td>
<td>3</td>
<td>6</td>
<td>9</td>
<td>12</td>
<td>15</td>
<td>18</td>
<td>21</td>
<td>24</td>
<td>27</td>
</tr>
<tr>
<td>x 4</td>
<td>4</td>
<td>8</td>
<td>12</td>
<td>16</td>
<td>20</td>
<td>24</td>
<td>28</td>
<td>32</td>
<td>36</td>
</tr>
<tr>
<td>x 5</td>
<td>5</td>
<td>10</td>
<td>15</td>
<td>20</td>
<td>25</td>
<td>30</td>
<td>35</td>
<td>40</td>
<td>45</td>
</tr>
<tr>
<td>x 6</td>
<td>6</td>
<td>12</td>
<td>18</td>
<td>24</td>
<td>30</td>
<td>36</td>
<td>42</td>
<td>48</td>
<td>54</td>
</tr>
<tr>
<td>x 7</td>
<td>7</td>
<td>14</td>
<td>21</td>
<td>28</td>
<td>35</td>
<td>42</td>
<td>49</td>
<td>56</td>
<td>63</td>
</tr>
<tr>
<td>x 8</td>
<td>8</td>
<td>16</td>
<td>24</td>
<td>32</td>
<td>40</td>
<td>48</td>
<td>56</td>
<td>64</td>
<td>72</td>
</tr>
<tr>
<td>x 9</td>
<td>9</td>
<td>18</td>
<td>27</td>
<td>36</td>
<td>45</td>
<td>54</td>
<td>63</td>
<td>72</td>
<td>81</td>
</tr>
<tr>
<td>x 10</td>
<td>10</td>
<td>20</td>
<td>30</td>
<td>40</td>
<td>50</td>
<td>60</td>
<td>70</td>
<td>80</td>
<td>90</td>
</tr>
</tbody>
</table>

2. Soek na die ontbrekende getal.
   Find the missing number.

   | 6  x 3 = 18 | ___ x 6 = 24 | ___ x 2 = 16 | ___ x 3 = 24 |
   |___ x 6 = 18 | ___ x 4 = 24 | ___ x 3 = 9  | ___ x 6 = 30 |
   |___ x 4 = 32 | ___ x 3 = 27 | ___ x 6 = 42 | ___ x 4 = 16 |

3. Gebruik jou vermenigvuldigingsdiagram om uit te vind hoeveel pare getalle jou hierdie produkte gee.
   Use your multiplication chart to find how many pairs of numbers will give you these products.

   Star 24: 12 x 2 = 24
   Star 30: 6 x 4 = 24
   Star 20: 8 x 3 = 24
   Star 16: 24
WEEK 4 • DAG 3

Patrone in maaltafels

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

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

<table>
<thead>
<tr>
<th>6 sterspunge</th>
<th>4 opstote</th>
<th>5 buikknakke</th>
<th>10 vorentoebeen-strekke</th>
<th>8 hurkstote</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 jumping jacks</td>
<td>4 push-ups</td>
<td>5 tummy crunches</td>
<td>10 lunges</td>
<td>8 squats</td>
</tr>
</tbody>
</table>

Werk uit hoeveel van elke oefening hulle doen.
Calculate how many of each exercise they do.

<table>
<thead>
<tr>
<th></th>
<th>doen oefeninge 1 maal</th>
<th>doen oefeninge 2 maal</th>
</tr>
</thead>
<tbody>
<tr>
<td>sterspunge</td>
<td>1 × 6 = 6</td>
<td>2 × 6 = 12</td>
</tr>
<tr>
<td>opstote</td>
<td></td>
<td></td>
</tr>
<tr>
<td>buikknakke</td>
<td></td>
<td></td>
</tr>
<tr>
<td>vorentoebeen-strekke</td>
<td></td>
<td></td>
</tr>
<tr>
<td>hurkstote</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Write the number sentence for each of the covered numbers.

Patterns in multiplication tables Week 4 • Day 3
Multiply by 10

1 x 10 = 10, so 3 x 10 is 10 + 10 + 10.
Mom knitted 30 squares.

1 x 10 = 10, dus is 3 x 10 gelyk aan 10 + 10 + 10.
Haar ma het 30 blokke gebrei.

Ek moet 7 met tien vermenigvuldig, en 7 x 10 = 70.
I need to multiply 7 ten times and 7 x 10 = 70.

Herhaal die stappe met 9 x 10 en 10 x 10 en bespreek die patroon wat ontstaan wanneer daar met 10 vermenigvuldig word. As die leerders opmerk dat jy ’n nul aan die einde van die getal byvoeg, moet jy dit duidelik stel dat hierdie reël net op telgetalle van toepassing is. Verduidelik eerder dat, wanneer ons met 10 vermenigvuldig, die getal in die ene-plek na die tien-plek oorskuif.

Repeat the steps with 9 x 10 and 10 x 10 and discuss the pattern for multiplying by 10. If learners comment that you add a zero at the end of the number, make sure to tell them that this rule only applies to whole numbers. Rather explain to that when we multiply by 10, the number in the ones place moves to the tens place (for example, 2 x 10 = 20).
WEEK 4 • DAG 4

Vermenigvuldig met 10

1. Tel elke slag 10 by.
   Always add 10.

2. 

<table>
<thead>
<tr>
<th>kinders</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>vingers</td>
<td>10</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Hoeveel sent?
   How many cents?

<table>
<thead>
<tr>
<th></th>
<th>vermenigvuldiging</th>
<th>antwoord</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="4x10c" alt="Cents" /></td>
<td>4 x 10c =</td>
<td>40c</td>
</tr>
</tbody>
</table>

4. Hoeveel rand?
   How many Rand?

5. Ek het sewe R10-note. Hoeveel geld het ek altesame?
   I have 7 R10 notes. How much money do I have altogether?
Ek het tien R10-note. Hoeveel kleingeld moet ek kry?
I have ten R10 notes. How much change will I get?

| 2 × 10 = 20 | 3 × 10 = ____ | 5 × 10 = ____ | 2 × 5 = ____ |
| 3 × 5 = ____ | 5 × 5 = ____ | 4 × 10 = ____ | 10 × 10 = ____ |
| 6 × 10 = ____ | 4 × 5 = ____ | 10 × 5 = ____ | 6 × 5 = ____ |

Vier maats speel veerpultjes. Elke speler kry 6 kanse. Voltooi die tellingskaart.
Four friends were playing darts. Each player got 6 chances. Complete the score chart.

<table>
<thead>
<tr>
<th></th>
<th>10</th>
<th>5</th>
<th>2</th>
<th>totaal total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yusuf</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Njongo</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Lebo</td>
<td></td>
<td>4</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>Ayanda</td>
<td>3</td>
<td>0</td>
<td>45</td>
<td></td>
</tr>
</tbody>
</table>

Los op.
Solve.

Daar is 10 boksies eiers. Elke bokse kan 6 eiers hou. Die bakker gebruik 13 eiers. Hoeveel eiers bly oor?
There are 10 boxes of eggs. Each box has 6 eggs in it. The baker uses 13 eggs. How many eggs are left?

47 eiers
47 eggs

Die klas hou ’n pizzadag. Ons koop 10 pizzas en sny elke pizza in 6 snye. Hoeveel snye pizza is daar altesame?
The class had a pizza day. We bought 10 pizzas and cut each pizza in 6 slices. How many slices did we have altogether?

snye pizza
pizza pieces
**Week 4 • Dag 5**

Assessering en vaslegging

1. **Los op.**
   
   Solve.
   
   \[
   \begin{align*}
   2 \times 6 &= \_\_\_ \\
   2 \times 10 &= \_\_\_ \\
   10 \times 1 &= \_\_\_ \\
   10 \times 9 &= \_\_\_
   \end{align*}
   \]

   \[
   \begin{align*}
   2 \times 4 &= \_\_\_ \\
   8 \times 10 &= \_\_\_ \\
   4 \times \_\_\_ &= 24 \\
   q + q &= \_\_\_ \times q
   \end{align*}
   \]

2. **Lebo het 24 plakkers. In watter ander rangskikking kan sy plakkers geordendraad word?**
   
   Lebo has 24 stickers. What other array could his stickers be arranged in?
   
   \[
   \begin{align*}
   \_\_\_ \times \_\_\_ &= \_\_\_ \\
   \_\_\_ \times \_\_\_ &= \_\_\_
   \end{align*}
   \]

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

---

**Kom ons praat Wiskunde!**

Let’s talk Maths!

<table>
<thead>
<tr>
<th>In Afrikaans sê ons:</th>
<th>In English we say:</th>
</tr>
</thead>
<tbody>
<tr>
<td>produk</td>
<td>product</td>
</tr>
<tr>
<td>paar</td>
<td>pair</td>
</tr>
<tr>
<td>vermengvulig</td>
<td>multiply</td>
</tr>
<tr>
<td>verdubbel</td>
<td>double</td>
</tr>
<tr>
<td>ontbrekende getal</td>
<td>missing number</td>
</tr>
</tbody>
</table>
WEEK 4 • DAY 5

Consolidation

1 Voltooi.
Complete.

2 Los op.
Solve.

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

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

Hoeveel kersies is daar altesame? How many cherries are there:

in 8 trossies?
in 8 bunches?

____ x ____ = ____

in 6 trossies?
in 6 bunches?

____ x ____ = ____

Skryf 2 vermenigvuldigingsinne. Write 2 multiplication sentences.

____ x ____ = ____

____ x ____ = ____
Vermenigvuldiging en patrone

<table>
<thead>
<tr>
<th>Hoofrekene: Gee my meer as! (wissel af: 1, 2, 3, 4, 5 en 10 meer)</th>
<th>onderwyser- en leerder-spreikaarte</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speletjie: Vinnige wiskunde met kaarte en dobbelstene: 1, 2, 3, 4, 5 of 6 meer</td>
<td>leerder-spreikaarte en dobbelstene</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dag</th>
<th>Lesaktiwiteit</th>
<th>Leshulpbronne</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Vermenigvuldig met 10</td>
<td>LAB, vermenigvuldigingsdiagram (agter in LAB)</td>
</tr>
<tr>
<td>2</td>
<td>Vermenigvuldig met 0</td>
<td>LAB</td>
</tr>
<tr>
<td>3</td>
<td>Kry die ontbrekende getal</td>
<td>LAB</td>
</tr>
<tr>
<td>4</td>
<td>Nog vermenigvuldigingspatrone</td>
<td>LAB</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 patrone (reëls), wat met die vermenigvuldiging met 0 geassosieer word, te verstaan.
- die patrone (reëls), wat met die vermenigvuldiging met 10 geassosieer word, te verstaan.
- die kommutatiewe wet van vermenigvuldiging te verstaan.
- die distributiewe wet van vermenigvuldiging te verstaan.

Assessering

**Skriftelike assessering:** Getalle, bewerkings en verwantskappe

Teken 'n punt uit 12 op die kwartaalpunte staat aan.
Multiplication and patterns

<table>
<thead>
<tr>
<th>Mental Maths: Give me more than! (vary: 1, 2, 3, 4, 5 and 10 more)</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>teacher and learner flard cards</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Game: Fast maths with cards and dice - 1, 2, 3, 4, 5 or 6 more</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>learner flard cards and dice</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>Multiply by 10</td>
<td>LAB</td>
</tr>
<tr>
<td>2</td>
<td>Multiply by 0</td>
<td>LAB</td>
</tr>
<tr>
<td>3</td>
<td>Find the missing number</td>
<td>LAB, multiplication chart (back of LAB)</td>
</tr>
<tr>
<td>4</td>
<td>Multiplication 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:

- understand the patterns (rules) associated with multiplying by 0.
- understand the patterns (rules) associated with multiplying by 10.
- understand the commutative law of multiplication.
- understand the distributive law of multiplication.

Assessment

Written assessment: Numbers, operations and relationships
Record a mark out of 12 in the term mark sheet.
Vermenigvuldiging en patrone

**Hoorekenevideo**
Ons konsentreer hierdie week op die begrip van meer as in Hoorekene. Wys 'n 2-syfer- of 3-syfergetal met jou spreikaarte, en die leerders wys dan 'n getal wat 1, 2, 3, 4, 5 of 10 meer is met hul spreikaarte. Die spreikaarte stel die leerders in staat om hul getalgevoel uit te bou - hulle werk met die kaarte om getalle, wat uit 1e, 10e en 100e bestaan, te maak. Praat met hulle oor die getalle wat hulle憋is is om te maak.

**Speletjiesvideo**
Ons speel hierdie week die speletjie, *Vinnige wiskunde met kaarte en dobbelstene: 1, 2, 3, 4, 5 of 6 meer as!* Die speletjie gee die leerders geleenthede om 1, 2, 3, 4, 5 of 6 by 'n getal by te tel. Een leerder wys 'n 2-syfer- of 3-syfergetal met spreikaarte. Die ander leerder gooi 'n dobbelsteen en tel dan 1, 2, 3, 4, 5 of 6 by die getal wat gewys word, by. Hierdie speletjie stel die leerders in staat om eensyfergetalle vinnig en maklik bymekaar te tel.

**Video oor konseptuele ontwikkeling**
Die leerders gaan hierdie week voort om patrone (reëls) in vermenigvuldiging te ondersoek. Die rangskikkingsdiagram maak die reëls baie duidelik en bied 'n goeie visuele voorstelling van veelvoude. Ons konsentreer hierdie week daarop om:
- die reëls betreffende die vermenigvuldiging met tien en met nul te leer asook omtrent die distributiewe en kommutatiewe wette van vermenigvuldiging te leer.
- die leerders te onderrig in hoe hierdie reëls toegepas kan word wanneer vermenigvuldigingsprobleme opgelos en ontbrekende getalle gekry word.

**Waarna jy hierdie week moet oplet**
- Tydens die leerders se werk met patrone in vermenigvuldiging hierdie week is daar moontlik twee wanopvattings wat hieruit kan voortspruit. Die leerders kan voortgaan om getalle bymekaar te tel in plaas daarvan om getalle te vermenigvuldig. Maak seker jy beklemtoon dat die begrip van vermenigvuldiging geverbaliseer moet word om die leerders sover te kry om oor byvoorbeeld 4 groepe van 6 te gesels. Sodoende kan hulle die verskil tussen vermenigvuldiging en optelling duidelik maak. Maak verder seker dat die leerders die getalle 10 en 0 as die vermenigvuldiger (die aantal groepe) en as die getal wat vermenigvuldig word (die aantal in een groep) gebruik.
- Belangrike woordeskat: vermenigvuldiging, veelvoude, vermenigvuldig, maal.
Multiplication and patterns

**Mental Maths video**
This week we focus on the concept of more than in Mental Maths. Show a 2- or 3-digit number using your flard card and learners then show a number that is 1, 2, 3, 4, 5 or 10 more using their flard cards. The flard cards allow learners to develop their number sense – they work with cards to construct numbers made of 1s, 10s and 100s. Talk to them about the numbers they make.

**Game video**
This week we play the game Fast maths with cards and dice – 1, 2, 3, 4, 5 or 6 more than! The game provides opportunities for the learners to add 1, 2, 3, 4, 5 or 6 to a number. One learner shows a 2- or 3-digit number using flard cards. The other learner throws a dice and must add 1, 2, 3, 4, 5 or 6 to the number that is shown. This game will help learners to practice adding single digit numbers quickly and easily.

**Conceptual development video**
This week learners will continue to investigate patterns (rules) in multiplication. The array chart makes the rules explicit and it provides a great visual display of multiples. This week we will focus on:
- learning about the rules when multiplying by ten, multiplying by zero and the distributive and commutative laws of multiplication.
- how these rules can be applied when solving multiplication problems and finding missing numbers.

**What to look out for this week**
- In this week’s work on patterns in multiplication, there are two possible misconceptions that may arise. Learners may continue to add numbers rather than multiply numbers. Ensure that you have emphasised the verbalising of the concept of multiplication by getting learners to talk about, for example, 4 groups of 6, so that they can clarify the difference between multiplication and addition. Ensure that learners use the numbers 10 and 0 as the multiplier (the number of groups) and as the multiplicand (the number in one group).
- Important vocabulary: multiplication, multiples, multiply, times.
Wys 1, 2, 3, 4, 5 of 10 meer met spreikaarte.
Use flard cards to show 1, 2, 3, 4, 5 or 10 more.

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.

Wys my 2 meer.
Show me 2 more.

78 is 2 meer as 76.
78 is 2 more than 76.

Wys my 4 meer.
Show me 4 more.

369 is 4 meer as 365.
369 is 4 more than 365.
WEEK 5 • DAY 1

Multiply by 10

Verrykingsaktiwiteite • Enrichment activities

### Dag 1 Day 1

**Tel 10 by.**
Add 10.

- 60
- 70
- 80
- 120
- 130
- 140
- 74
- 84
- 94
- 102
- 112
- 122
- 137
- 167
- 177

### Dag 2 Day 2

**Tel 20 by.**
Add 20.

- 80
- 100
- 70
- 90
- 110
- 35
- 55
- 75
- 69
- 89
- 109
- 83
- 103
- 123

### Dag 3 Day 3

**Tel 50 by.**
Add 50.

- 0
- 50
- 100
- 200
- 250
- 300
- 30
- 80
- 130
- 10
- 60
- 110
- 25
- 75
- 125

### Dag 4 Day 4

**Tel 100 by.**
Add 100.

- 100
- 200
- 300
- 74
- 174
- 274
- 302
- 402
- 502
- 280
- 380
- 480
- 300
- 400
- 500
Ask learners to explain what they notice when multiplying a number by ten. The number in the ones place moves to the tens place (for example, 10 x 2 = 20). The number gets 10x bigger. Discuss other scenarios with other scores and ask learners to draw the score cards and calculate the overall score.

Sipho played darts and these are his scores. What is the total score for 10 darts with a score of 4 for each dart?

What is the total score for 3 darts of 10 points each?

Sipho threw another 2 darts that each scored 10. What will his overall score be?

Hy het reeds ‘n telling van 70 plus 20 meer. Sy totale telling is dus 90.
He has 70 already, plus 20 more, his score will be 90.
**WEEK 5 • DAY 1**

**Multiply by 10**

**Speletjie: Vinnige wiskunde met kaarte - tel op**

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

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

<table>
<thead>
<tr>
<th>sakkies bags</th>
<th>albasters marbles</th>
<th>sakkies bags</th>
<th>albasters marbles</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>90</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Hoeveel albasters?
- How many marbles?

Hoeveel sakkies?
- How many bags?

Hoeveel albasters bly oor?
- How many marbles left over?

Ek moet 2 bytel.
- I must add 2.

372 + 2 = 374
2 Voltooi die vloediagramme.

Complete the flow charts.

3 Bereken.

Calculate.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>$4 \times 10 = 40$</td>
<td>$4 \times 2 \times 10 = \square$</td>
<td>$4 \times 3 \times 10 = \square$</td>
</tr>
<tr>
<td>$2 \times 10 = \square$</td>
<td>$2 \times 2 \times 10 = \square$</td>
<td>$4 \times 3 \times 10 = \square$</td>
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<tr>
<td>$3 \times 10 = \square$</td>
<td>$3 \times 10 \times 2 = \square$</td>
<td>$3 \times 10 \times 3 = \square$</td>
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<tr>
<td>$5 \times 10 = \square$</td>
<td>$5 \times 10 \times 2 = \square$</td>
<td>$5 \times 10 \times 3 = \square$</td>
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<tr>
<td>$7 \times 10 = \square$</td>
<td>$7 \times 10 \times 2 = \square$</td>
<td>$7 \times 10 \times 3 = \square$</td>
</tr>
<tr>
<td>$9 \times 10 = \square$</td>
<td>$9 \times 10 \times 2 = \square$</td>
<td>$9 \times 10 \times 3 = \square$</td>
</tr>
</tbody>
</table>
Lei die leerders om te verstaan dat, wanneer ons ’n getal met 0 vermenigvuldig, die antwoord altyd nul sal wees.

Guide the learners to understand that when we multiply a number by zero, the answer is always zero.

Sipho speel ’n spel met veerpyltjies. As jy die bord misgooi, kry jy 0 punte.

Sipho was playing a game of darts where, if you miss the board, you score 0.

Sipho gooie die bord 7 keer mis.

Sipho threw 7 darts that missed the board.

Wat is die totale telling wanneer 7 veerpyltjies met ’n telling van 0 gegooi word?

What’s the total score for 7 darts with a score of 0?

7 veerpyltjies x 0 punte = 0. Sy telling is dus 0 punte.

7 darts x 0 points = 0. So, he scored 0 points.

Wat is die totale telling vir die 0 punte wat verkry is?

What’s the total score for score 0 thrown?

0 groepe van enigiets is nul, want daar is geen groepe met getalle nie.

0 groups of anything is zero, because there are no groups.

Lei die leerders om te verstaan dat, wanneer ons ’n getal met 0 vermenigvuldig, die antwoord altyd nul sal wees.

Guide the learners to understand that when we multiply a number by zero, the answer is always zero.
VERKENNINGSISTRUKTIEUWEN

1. Wanneer ons 'n getal met nul vermenigvuldig, is die antwoord altyd _____.
   When we multiply a number by zero, the answer is always _______.

2. Bereken.
   Calculate.

   | 0 \times 5 = 0 | 4 \times 10 = ____ | 0 \times 3 = ____ |
   | 7 \times 10 = ____ | 8 \times 0 = ____ | 10 \times 4 = ____ |
   | 0 \times 2 = ____ | 0 \times 10 = ____ | 8 \times 10 = ____ |
   | 0 \times 0 = ____ | 9 \times 0 = ____ | 0 \times 8 = ____ |

3. Skryf 'n vermenigvuldigingsin wat by die prente pas.
   Write a multiplication sentence to match the pictures.

   \[ 5 \times 0 = 0 \]

   ____ \times ____ = ____

   ____ \times ____ = ____
   ____ \times ____ = ____
Multiply by 0

4. Fill in <, > or =.

<table>
<thead>
<tr>
<th>2 + 2 = 2 x 2</th>
<th>2 - 1 ___ 2 x 1</th>
<th>1 x 1 ___ 1 + 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 x 0 ___ 1 + 0</td>
<td>4 x 10 ___ 2 x 2 x 10</td>
<td>5 + 1 ___ 5 x 1</td>
</tr>
</tbody>
</table>

5. Draw apples in the basket to match the multiplication sentence.

- 3 x 1 = 3
- 3 x 0 = 0

6. Draw crayons in the box to match the number sentence.

- 1 x 4 = ___
- 4 x 1 = ___
- 4 x 0 = ___
Kry die ontbrekende getal

Hoe kan julle uitwerk wat die ontbrekende getal is?
How can you work out what the missing number is?

Ek gaan met die kolom van 2 af totdat ek by 18 uitkom. Die hoeveelheid rye waarmee jy afbeweeg om by 18 uit te kom, is dan die ontbrekende getal.
I go down the column of 2 until I reach 18. The number of the row that 18 is on will be the missing number.

Die ontbrekende getal is 9. 9 x 2 = 18.
The missing number is 9. 9 x 2 = 18.

Ons beweeg langs die ry van 3 af totdat ons by 21 uitkom. Die hoeveelheid kolomme waaroor jy beweeg om by 21 uit te kom, is dan die ontbrekende getal.
We go along the row of 3 until we get to 21. The number of the column that 21 is on will be the missing number.

Die ontbrekende getal is 7, dus is 3 x 7 = 21.
The missing number is 7, so 3 x 7 = 21.

Herhaal die stappe hier bo en gee die leerders nog geleenthede om te oefen om die ontbrekende getal te kry. As die leerders hul vermenigvuldigingsfeite ken, hoef hulle nie die maaltafel te gebruik nie.
Repeat the steps and give learners more opportunities to practice finding the missing number. If learners know their multiplication facts, then they don’t need to use the multiplication table.
Kry die ontbrekende getal
Find the missing number

1. Kry die ontbrekende getal met behulp van jou maaltafels.
   Use your multiplication table to find the missing number.

   \[
   \begin{array}{ccc}
   5 \times 4 &=& 20 \\
   5 \times \_\_\_ &=& 45 \\
   \_\_\_ \times 7 &=& 28 \\
   8 \times \_\_\_ &=& 0 \\
   \_\_\_ \times 5 &=& 30 \\
   \end{array}
   \begin{array}{ccc}
   3 \times 6 &=& 18 \\
   2 \times \_\_\_ &=& 14 \\
   9 \times \_\_\_ &=& 36 \\
   4 \times \_\_\_ &=& 16 \\
   6 \times \_\_\_ &=& 54 \\
   \_\_\_ \times 8 &=& 80 \\
   \_\_\_ \times 7 &=& 35 \\
   \_\_\_ \times 7 &=& 32 \\
   10 \times \_\_\_ &=& 70 \\
   \_\_\_ \times 8 &=& 80 \\
   \end{array}
   \]

2. Skryf die vermenigvuldigingsgetalsin vir die weggesteekte getalle.
   Write the multiplication number sentence for the hidden number.

<p>| | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<td>72</td>
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<td>10</td>
<td>10</td>
<td>20</td>
<td>30</td>
<td>40</td>
<td>50</td>
<td>60</td>
<td>70</td>
<td>80</td>
</tr>
</tbody>
</table>

\[3 \times 7 = 21\]
Kry die ontbrekende getal

3. Hoeveel is daar?
How many are there?

5 x 5 = 25

____ x ____ = ____

____ x ____ = ____

____ x ____ = ____

____ x ____ = ____

Find the missing number

Week 5 • Day 3
Work through some more examples such as $8 \times (4 + 2)$ as being equal to $(8 \times 4) + (8 \times 2)$. Use the array diagram to demonstrate how the multiples can be split up into parts. Sometimes this makes it easier to work with.
Nog vermenigvuldigingspatrone

1. Skei die rangskikkings op verskillende maniere om te bereken.

\[
7 \times 7 = (5 \times 7) + (2 \times 7) \\
= 35 + 14 \\
= 49
\]

\[
7 \times 7 = \_\_\_\_\_\_\_ + \_\_\_\_\_\_\_\_ \\
= \_\_\_\_\_\_\_ \\
= \_\_\_\_\_\_\_
\]

\[
8 \times 4 = \_\_\_\_\_\_ + \_\_\_\_\_\_ \\
= \_\_\_\_\_\_ \\
= \_\_\_\_\_\_ \\
= \_\_\_\_\_\_
\]

\[
8 \times 4 = \_\_\_\_\_\_ + \_\_\_\_\_\_ \\
= \_\_\_\_\_\_ \\
= \_\_\_\_\_\_ \\
= \_\_\_\_\_\_
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\[
8 \times 8 = \_\_\_\_\_\_ + \_\_\_\_\_\_ \\
= \_\_\_\_\_\_ \\
= \_\_\_\_\_\_ \\
= \_\_\_\_\_\_
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\[
8 \times 8 = \_\_\_\_\_\_ + \_\_\_\_\_\_ \\
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8 \times 8 = \_\_\_\_\_\_ + \_\_\_\_\_\_ \\
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8 \times 8 = \_\_\_\_\_\_ + \_\_\_\_\_\_ \\
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8 \times 8 = \_\_\_\_\_\_ + \_\_\_\_\_\_ \\
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8 \times 8 = \_\_\_\_\_\_ + \_\_\_\_\_\_ \\
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8 \times 8 = \_\_\_\_\_\_ + \_\_\_\_\_\_ \\
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8 \times 8 = \_\_\_\_\_\_ + \_\_\_\_\_\_ \\
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8 \times 8 = \_\_\_\_\_\_ + \_\_\_\_\_\_ \\
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8 \times 8 = \_\_\_\_\_\_ + \_\_\_\_\_\_ \\
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8 \times 8 = \_\_\_\_\_\_ + \_\_\_\_\_\_ \\
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8 \times 8 = \_\_\_\_\_\_ + \_\_\_\_\_\_ \\
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8 \times 8 = \_\_\_\_\_\_ + \_\_\_\_\_\_ \\
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8 \times 8 = \_\_\_\_\_\_ + \_\_\_\_\_\_ \\
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\]

\[
8 \times 8 = \_\_\_\_\_\_ + \_\_\_\_\_\_ \\
= \_\_\_\_\_\_ \\
= \_\_\_\_\_\_ \\
= \_\_\_\_\_\_
\]

\[
8 \times 8 = \_\_\_\_\_\_ + \_\_\_\_\_\_ \\
= \_\_\_\_\_\_ \\
= \_\_\_\_\_\_ \\
= \_\_\_\_\_\_
\]

\[
8 \times 8 = \_\_\_\_\_\_ + \_\_\_\_\_\_ \\
= \_\_\_\_\_\_ \\
**More multiplication patterns**

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

<table>
<thead>
<tr>
<th>7 \times 6</th>
<th>7 \times 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 \times 6 = (2 \times 6) + (5 \times 6)</td>
<td>7 \times 8 = ______ + ______</td>
</tr>
<tr>
<td>= 12 + 30</td>
<td>= ______</td>
</tr>
<tr>
<td>= 42</td>
<td>= ____</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6 \times 8</th>
<th>9 \times 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 \times 8 = ______ + ______</td>
<td>9 \times 7 = ______ + ______</td>
</tr>
<tr>
<td>= ________</td>
<td>= _______</td>
</tr>
<tr>
<td>= ____</td>
<td>= ____</td>
</tr>
</tbody>
</table>
**Assessering en vaslegging**

WEEK 5 • DAG 5

---

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

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

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

**2. Kry die ontbrekende getal.**

Find the missing number.

\[ \quad \times 6 = 18 \quad \text{and} \quad 7 \times \quad = 35 \]

**3. Teken 'n rangskikkingsdiagram om die volgende te wys:**

Draw an array diagram to show these:

| 3 x 3 | 4 x 5 |

---

**Kom ons praat Wiskunde!**

Let's talk Maths!

<table>
<thead>
<tr>
<th>In Afrikaans sê ons:</th>
<th>In English we say:</th>
</tr>
</thead>
<tbody>
<tr>
<td>gelijke groepes</td>
<td>equal groups</td>
</tr>
<tr>
<td>vermenigvuldig</td>
<td>multiply</td>
</tr>
<tr>
<td>maal</td>
<td>times</td>
</tr>
<tr>
<td>vermenigvuldiging</td>
<td>multiplication</td>
</tr>
<tr>
<td>produk</td>
<td>product</td>
</tr>
</tbody>
</table>
### Consolidation

**Vaslegging**

<table>
<thead>
<tr>
<th>1</th>
<th>vermenigvuldigingsent</th>
<th>2</th>
<th>vermenigvuldigingsent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>multiplication sentence</td>
<td></td>
<td>multiplication sentence</td>
</tr>
<tr>
<td>3</td>
<td>3 groepe van 8</td>
<td>5</td>
<td>5 groepe van 7</td>
</tr>
<tr>
<td></td>
<td>3 groups of 8</td>
<td></td>
<td>5 groups of 7</td>
</tr>
<tr>
<td>8</td>
<td>8 groepe van 3</td>
<td>7</td>
<td>7 groepe van 5</td>
</tr>
<tr>
<td></td>
<td>8 groups of 3</td>
<td></td>
<td>7 groups of 5</td>
</tr>
<tr>
<td>9</td>
<td>9 groepe van 2</td>
<td>4</td>
<td>4 groepe van 6</td>
</tr>
<tr>
<td></td>
<td>9 groups of 2</td>
<td></td>
<td>4 groups of 6</td>
</tr>
<tr>
<td>2</td>
<td>2 groepe van 9</td>
<td>6</td>
<td>6 groepe van 4</td>
</tr>
<tr>
<td></td>
<td>2 groups of 9</td>
<td></td>
<td>6 groups of 4</td>
</tr>
<tr>
<td>5</td>
<td>5 groepe van 1</td>
<td>7</td>
<td>7 groepe van 0</td>
</tr>
<tr>
<td></td>
<td>5 groups of 1</td>
<td></td>
<td>7 groups of 0</td>
</tr>
<tr>
<td>1</td>
<td>1 groep van 5</td>
<td>0</td>
<td>0 groepe van 7</td>
</tr>
<tr>
<td></td>
<td>1 group of 5</td>
<td></td>
<td>0 groups of 7</td>
</tr>
</tbody>
</table>

**Bereken die koste.**

Calculate the cost.

![Image of colored items with prices]

**Assessment and consolidation**

Week 5 • Day 5
## 2D vorms

<table>
<thead>
<tr>
<th>Dag</th>
<th>Lesaktiwiteit</th>
<th>Leshulpbronne</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sirkels</td>
<td>LAB, uitknipsirkels (agter in LAB), plakkaat met 2D vorms</td>
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<tr>
<td>2</td>
<td>Driehoek</td>
<td>LAB, uitknjpdrriehoek (agter in LAB), plakkaat met 2D vorms</td>
</tr>
<tr>
<td>3</td>
<td>Vierkante</td>
<td>LAB, uitknjpvierkante (agter in LAB), plakkaat met 2D vorms</td>
</tr>
<tr>
<td>4</td>
<td>Reghoek</td>
<td>LAB, uitknipreghoek (agter in LAB), plakkaat met 2D vorms</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:

- 2D vorms – sirkels, driehoek, vierkante en reghoek – te benoem.
- tussen reguit sye en ronde/geboë sye te onderskei.
- vorms te beskryf en te sorteer.
- vorms aan die hand van grootte, lengtes van sye en groottes van hoeke te vergelyk.

### Assessoring

**Skrifelike assessoring:** Optellings- en aftrekkingsprobleme en -getalsinne

Teken ’n punt uit 8 op die kwartaalpunte staat aan.
2-D shapes

Resources

Mental Maths: Give me less than:
1, 2, 3, 4, 5 or 10 less

Game: Fast maths with cards and dice –
1, 2, 3, 4, 5 or 6 less

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Circles</td>
<td>LAB, circle shape cut-outs (back of LAB), 2-D shapes poster</td>
</tr>
<tr>
<td>2</td>
<td>Triangles</td>
<td>LAB, triangle shape cut-outs (back of LAB), 2-D shapes poster</td>
</tr>
<tr>
<td>3</td>
<td>Squares</td>
<td>LAB, square shape cut-outs (back of LAB), 2-D shapes poster</td>
</tr>
<tr>
<td>4</td>
<td>Rectangles</td>
<td>LAB, rectangle shape cut-outs (back of LAB), 2-D shapes 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:

- name 2-D shapes – circles, triangles, squares and rectangles.
- distinguish between straight sides and round/curved sides.
- describe and sort shapes.
- compare shapes in terms of size, lengths of sides and sizes of corners.

Assessment

Written assessment: Addition and subtraction problems and number sentences

Record a mark out of 8 in the term mark sheet.
2D vorms

Hoofrekenevideo
Ons konsentreer hierdie week op die begrip van minder as in Hoofrekene. Wys die klas ’n 2-syfer- of 3-syfergetal met jou spreikaarte en vra die leerders om ’n getal wat 1, 2, 3, 4, 5 of 10 minder is, met hul spreikaarte te wys. Die spreikaarte stel die leerders in staat om hul getalgevoel te ontwikkel terwyl hulle met die kaarte werk om getalle wat uit 1e, 10e en 100e bestaan, te maak. Gesels met hulle oor die getalle wat hulle so maak.

Speletjiesvideo
Ons speel hierdie week die speletjie, Vinnige wiskunde met kaarte en dobbelstene – 1, 2, 3, 4, 5 of 6 minder as! Dié speletjie bied die leerders geleenthede om 1, 2, 3, 4, 5 of 6 van ’n getal af te trek. Een leerder wys ’n 2-syfer- of 3-syfergetal met spreikaarte. Die ander leerder gooi ’n dobbelsteen en trek 1, 2, 3, 4, 5 of 6 af van die getal wat gewys word. Hierdie speletjie stel die leerders in staat om te oefen om eensyfergetalle vinnig en maklik af te trek.

Video oor konseptuele ontwikkeling
Terwyl die leerders hierdie week met 2D vorms werk, moet hulle sirkels, driehoeke, vierkante en reghoekke beskryf, sorteer en vergelyk. Hulle doen aktiwiteite wat behels dat hulle vorms teken en daaroor gesels. Ons konsentreer hierdie week daarop om:
• vorms te benoem en van die kenmerke daarvan te leer.
• vorms aan die hand van die kenmerke daarvan te identifiseer en daartussen te onderskei.

Waarna jy hierdie week moet oplet
• Maak seker dat die leerders met vorms kan werk. Terwyl hulle daarmee besig is, moet hulle gesels oor dit wat hulle doen sodat hulle die nodige taal ontwikkel. Hulle moet aan die hand van grootte, soort sye en aantal sye oor die ooreenkomste en verskille tussen die vorms (sirkels, driehoeke, vierkante en reghoekke) gesels.
• Belangrike woordeskat: sirkel, vierkant, reghoek, driehoek, reguit sye, ronde sye, vorm
### 2-D shapes

#### Mental Maths video
This week we focus on the concept of less than in Mental Maths. Show the class a 2- or 3-digit number using your flard card and tell learners to show a number 1, 2, 3, 4, 5 or 10 less using their flard cards. The flard cards allow learners to develop their number sense while they work with them to construct numbers made of 1s, 10s and 100s. Talk to them about the numbers they make.

#### Game video
This week we play the game Fast maths with cards and dice – 1, 2, 3, 4, 5 or 6 less than! The game provides opportunities for the learners to subtract 1, 2, 3, 4 or 5 from a number. One learner shows a 2- or 3-digit number using flard cards. The other learner throws a dice and must subtract 1, 2, 3, 4, 5 or 6 from the number that is shown. This game will help learners to practice subtracting single digit numbers quickly and easily.

#### Conceptual development video
In this week’s work on 2-D shapes, learners will describe, sort and compare circles, triangles, squares and rectangles. They will do activities that involve drawing and talking about shapes. This week we will focus on:
- naming shapes and learning about their properties.
- using characteristics of shapes to identify and differentiate between them.

#### What to look out for this week
- Make sure that learners work with shapes. As they work, they should speak about what they are doing so that they develop the necessary language. They should talk about similarities and differences between the shapes (circles, triangles, squares and rectangles) in terms of size, type of sides and number of sides.
- Important vocabulary: circle, square, rectangle, triangle, straight sides, round sides, shape.
WYS 1, 2, 3, 4, 5 of 10 minder met spreikaarte.
Use flard cards to show 1, 2, 3, 4, 5 or 10 less.

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.

1. Wys my 3 minder.
   Show me 3 less.
   80 is 3 minder as 83.
   80 is 3 less than 83.

2. Wys my 10 minder.
   Show me 10 less.
   489 is 10 minder as 499.
   489 is 10 less than 499.
### WEEK 6 • DAY 1

**Circles**

**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 in 10’s.</strong>&lt;br&gt;Count in 10s.</td>
<td><strong>Tel in 20’s.</strong>&lt;br&gt;Count in 20s.</td>
</tr>
<tr>
<td>10, __, 30, 40, ___, 60</td>
<td>20, ___, 60, 80, ___, 120</td>
</tr>
<tr>
<td>50, 60, ___, ___, 90, 100</td>
<td>40, 60, ___, ___, 120, 140</td>
</tr>
<tr>
<td>100, ___, 120, 130, ___, 150</td>
<td>100, ___, 140, 160, ___, 200</td>
</tr>
<tr>
<td>___, 70, 80, ___, ___, 110</td>
<td>___, 200, 220, ___, ___, 280</td>
</tr>
<tr>
<td>200, ___, ___, 230, 240, ____</td>
<td>300, ___, ___, 360, 380, ____</td>
</tr>
<tr>
<td>100, ___, 80, 70, ___, 50</td>
<td>100, ___, 60, 40, ___, 0</td>
</tr>
<tr>
<td>50, 40, ___, ___, 10, 0</td>
<td>260, 240, ___, ___, 180, 160</td>
</tr>
<tr>
<td>320, ___, 300, 290, ___, 270</td>
<td>320, ___, 280, 260, ___, 220</td>
</tr>
<tr>
<td>___, 170, 160, ___, ___, 130</td>
<td>___, 480, 460, ___, ___, 400</td>
</tr>
<tr>
<td>200, ___, ___, 270, 260, ____</td>
<td>600, ___, ___, 640, 620, ____</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 in 50’s.</strong>&lt;br&gt;Count in 50s.</td>
<td><strong>Tel in 100’s.</strong>&lt;br&gt;Count in 100s.</td>
</tr>
<tr>
<td>0, ___, 100, 150, ___, 300</td>
<td>0, ___, 200, 300, ___, 500</td>
</tr>
<tr>
<td>150, 200, ___, ___, 350, 400</td>
<td>400, 500, ___, ___, 800, 900</td>
</tr>
<tr>
<td>300, ___, 400, 450, ___, 500</td>
<td>100, ___, 300, 400, ___, 600</td>
</tr>
<tr>
<td>___, 150, 200, ___, ___, 350</td>
<td>___, 500, 600, ___, ___, 900</td>
</tr>
<tr>
<td>200, ___, ___, 350, 400, ____</td>
<td>300, ___, ___, 600, 700, ____</td>
</tr>
<tr>
<td>1000, ___, 900, 850, ___, 750</td>
<td>1000, ___, 800, 700, ___, 500</td>
</tr>
<tr>
<td>750, 700, ___, ___, 550, 500</td>
<td>500, 400, ___, ___, 100, 0</td>
</tr>
<tr>
<td>300, ___, 250, 200, ___, 100</td>
<td>720, ___, 520, 420, ___, 220</td>
</tr>
<tr>
<td>___, 800, 750, ___, ___, 600</td>
<td>___, 500, 400, ___, ___, 100</td>
</tr>
<tr>
<td>500, ___, ___, 350, 300, ____</td>
<td>870, ___, ___, 570, 470, ____</td>
</tr>
</tbody>
</table>
**Sirkels**

**KONSEPONTWIKKELING | CONCEPT DEVELOPMENT**

Ek dink aan ‘n vorm. Dis rond en het geen hoek nie. Wat is dit?

I am thinking of a shape, it is round and has no corners, what is it?

’n Sirkel!

A circle!

Kom vorentoe en teken 3 sirkels van verskillende groottes op die bord.

Come and draw 3 different sized circles on the board.

Wat is die verskil tussen hierdie 2 sirkels?

What is the difference between these 2 circles?

Die sirkel aan die linkerkant is kleiner, en die een aan die regterkant is groter.

The circle on the left is smaller, the one on the right is bigger.

As dit moontlik is, neem die leerders na buite en vra hulle om sirkels op die grond te teken.

Indien nie, gee hulle rofwerkpapier om in die klas te teken. Die leerders moet met mekaar gesels oor die verskille tussen die sirkels wat hulle teken. Wie het die kleinste sirkel geteken? Wie het die grootste sirkel geteken?

If you can, take the learners outside and let them draw circles in the ground. If not, give them scrap paper to draw on in class. Learners should talk to each other about the differences between the circles they draw. Who drew the smallest circle? Who drew the biggest circle?
Sirkels
Circles

WEEK 6 • DAY 1
Circles

HOOFREKENNE
MENTAL MATHS
GEE MY MINDER AS
GIVE ME LESS THAN

SPELETJE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

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

• Speel saam in pare.
  Play in pairs.

• Wys ’n getal met julle spreikaarte.
  Show a number using your card cards.

• Gooi die dobbelsteen - trek af.
  Throw the dice - subtract.

• Doen dit weer!
  Do it again!

Ek moet 2 aftrek.
I must subtract 2.
372 – 2 = 370

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

1 Teken sirkels binne-in die tabel.
Cut out the circles from the back of your book.

<table>
<thead>
<tr>
<th>Hoeveel sirkels het jy?</th>
<th>Watter kleur is dit?</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many do you have?</td>
<td>What colour are they?</td>
</tr>
</tbody>
</table>

2 Teken sirkels binne-in die tabel.
Draw circles in the table.

<table>
<thead>
<tr>
<th>groot sirkel</th>
<th>kleiner sirkel</th>
<th>klein sirkel</th>
</tr>
</thead>
<tbody>
<tr>
<td>big circle</td>
<td>smaller circle</td>
<td>small circle</td>
</tr>
</tbody>
</table>
3. Teken sirkels binne-in die tabel.
   Draw circles in the table.

<table>
<thead>
<tr>
<th>'n sirkel aan die bokant</th>
<th>'n sirkel in die middel</th>
<th>'n sirkel aan die onderkant</th>
</tr>
</thead>
<tbody>
<tr>
<td>circle at the top</td>
<td>circle in the middle</td>
<td>circle at the bottom</td>
</tr>
</tbody>
</table>

4. Hoeveel sirkels is daar in hierdie prent?
   How many circles in this picture?

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

5. Teken 'n prent en gebruik 10 sirkels daarin.
   Draw a picture using 10 circles.
If you can, take the learners outside and let them draw triangles in the ground. If not, give them scrap paper to draw on in class. Learners should talk to each other about the triangles they draw. How are they different? How are they the same?
WEEK 6 • DAG 2

Driehoekte

1. Knip die driehoekte agter in jou boek uit.
Cut out the triangles from the back of your book.

<table>
<thead>
<tr>
<th>Hoeveel driehoekte is daar?</th>
<th>Watter kleur is dit?</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many do you have?</td>
<td>What colour are they?</td>
</tr>
</tbody>
</table>

2. Teken driehoekte binne in die tabel.
Draw triangles in the table.

<table>
<thead>
<tr>
<th>groot driehoek</th>
<th>kleiner driehoek</th>
<th>klein driehoek</th>
</tr>
</thead>
<tbody>
<tr>
<td>big triangle</td>
<td>smaller triangle</td>
<td>small triangle</td>
</tr>
</tbody>
</table>

3. Hoeveel driehoekte?
How many triangles?

5 driehoekte
5 triangles
Draw 5 triangles. They must all look different.

<table>
<thead>
<tr>
<th>Hoeveel sye het elke driehoek?</th>
<th>How many sides does each triangle have?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is die sye reguit of rond?</td>
<td>Are the sides straight or round?</td>
</tr>
<tr>
<td>Hoeveel hoeke het elke driehoek?</td>
<td>How many corners does each triangle have?</td>
</tr>
</tbody>
</table>
If you can, take the learners outside and let them draw squares in the ground. If not, give them scrap paper to draw on in class. Learners should talk to each other about the squares they draw. How are they different? How are they the same? Show learners how to use a ruler to draw a square.
WEEK 6 • DAY 3

Squares

1. Knip die vierkante agter in jou boek uit. 
Cut out the squares from the back of your book.

Hoeveel vierkante is daar? 
How many do you have?

Watter kleur is dit? 
What colour are they?

2. Teken vierkante binne-in die tabel. 
Draw squares in the table.

<table>
<thead>
<tr>
<th>groot vierkant</th>
<th>kleiner vierkant</th>
<th>klein vierkant</th>
</tr>
</thead>
<tbody>
<tr>
<td>big square</td>
<td>smaller square</td>
<td>small square</td>
</tr>
</tbody>
</table>

3. Hoeveel vierkante? 
How many squares?
Vierkante

4. Gebruik jou liniaal om vier verschillende vierkante te trek:
   Use a ruler to draw four different squares:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>met sye van 4 cm lank.</td>
<td>met sye van 5 cm lank.</td>
</tr>
<tr>
<td>with 4 cm long sides.</td>
<td>with 5 cm long sides.</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>met sye van 6 cm lank.</td>
<td>met sye van 3 cm lank.</td>
</tr>
<tr>
<td>with 6 cm long sides.</td>
<td>with 3 cm long sides.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hoeveel sye het elke vierkant?</th>
<th>Hoeveel sye het elke vierkant?</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many sides does each square have?</td>
<td>How many sides does each square have?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Is die sye reguit of rond?</th>
<th>Hoeveel hoeke het elke vierkant?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are the sides straight or round?</td>
<td>How many corners does each square have?</td>
</tr>
</tbody>
</table>
Rectangles

Indien moontlik, neem die leerders na buite sodat hulle reghoeke op die grond kan teken. Indien nie, gee hulle rofwerkpapier om in die klas te teken. Die leerders moet met mekaar gesels oor die reghoeke wat hulle teken. Hoe verskil dit? Hoe is dit dieselfde?

If you can, take the learners outside and let them draw rectangles in the ground. If not, give them scrap paper to draw on in class. Learners should talk to each other about the rectangles they draw. How are they different? How are they the same?
1. Knip die reghoekie agter in jou boek uit.
   Cut out the rectangles from the back of your book.

Hoeveel reghoekie is daar?
How many do you have?

Watter kleur is dit?
What colour are they?

2. Teken reghoekie binne-in die tabel.
   Draw rectangles in the table.

<table>
<thead>
<tr>
<th>groot reghoek</th>
<th>kleiner reghoek</th>
<th>klein reghoek</th>
</tr>
</thead>
<tbody>
<tr>
<td>big rectangle</td>
<td>smaller rectangle</td>
<td>small rectangle</td>
</tr>
</tbody>
</table>

3. Hoeveel reghoekie?
   How many rectangles?

Onthou dat alle vierkante reghoekie is, maar nie alle reghoekie is vierkante nie.
Remember all squares are rectangles but not all rectangles are squares.
Meet hoe lank die sye van die reghoekie is.
Measure the lengths of the sides of the rectangles.

Gebruik 'n liniaal om twee verskillende reghoekie te trek:
Use a ruler to draw two different rectangles:
• 6 cm lank en 4 cm breed
  6 cm long and 4 cm wide
• 3 cm lank en 2 cm breed
  3 cm long and 2 cm wide

<table>
<thead>
<tr>
<th>Hoeveel sye het elke reghoek?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>How many sides does each rectangle have?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Is die sye reguit of rond?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Are the sides straight or round?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hoeveel hoeke het elke reghoek?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>How many corners does each rectangle have?</td>
<td></td>
</tr>
</tbody>
</table>
WEEK 6 • DAG 5
Assessering en vaslegging

1 Omkring die vorms met reguit sye.
Circle which of these shapes have straight sides.

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

2 Teken drie sirkels van verskillende groottes.
Draw three circles that are different sizes.

3 Gebruik ‘n liniaal om hierdie vorms te trek.
Use a ruler to draw these shapes.

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

Kom ons praat Wiskunde!
Let’s talk Maths!

<table>
<thead>
<tr>
<th>In Afrikaans se ons:</th>
<th>In English we say:</th>
</tr>
</thead>
<tbody>
<tr>
<td>vorm</td>
<td>shape</td>
</tr>
<tr>
<td>sirkel</td>
<td>circle</td>
</tr>
<tr>
<td>driehoek</td>
<td>triangle</td>
</tr>
<tr>
<td>vierkant</td>
<td>square</td>
</tr>
<tr>
<td>reghoek</td>
<td>rectangle</td>
</tr>
<tr>
<td>reguit sye</td>
<td>straight sides</td>
</tr>
<tr>
<td>ronde sye</td>
<td>round sides</td>
</tr>
<tr>
<td>hoek</td>
<td>angle</td>
</tr>
</tbody>
</table>
Assessment and consolidation

1. **Hoeveel?**
   How many?

   - driehoekte: triangles
   - sirkels: circles
   - vierkante: squares
   - reghoekte: rectangles

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

   - vorm: shape
   - ’n verskillende kleur: different colour
   - ’n verskillende grootte: different size
   - ’n verskillende posisie: different position

---

Assessment and consolidation

Week 6 • Day 5

153
### 2D Vorms en Simmetrie

<table>
<thead>
<tr>
<th>Hoofrekene: Fizz-Pop – halveer</th>
<th>geen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speletjie: 1, 2, 3, wys! – vergelyk</td>
<td>spreikaarte</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dag</th>
<th>Lesaktiwiteit</th>
<th>Leshulpbronne</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sorteer en vergelyk 2D vorms</td>
<td>LAB, plakkaat met 2D vorms, ou tydskrifte, uitknipvorms (agter in LAB)</td>
</tr>
<tr>
<td>2</td>
<td>Simmetrie (1)</td>
<td>LAB, rofwerkpapier</td>
</tr>
<tr>
<td>3</td>
<td>Simmetrie (2)</td>
<td>LAB</td>
</tr>
<tr>
<td>4</td>
<td>Simmetrie (3)</td>
<td>LAB</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:**

- sirkels, driehoekse, vierkante en reghoekte te benoem en daartussen te onderskei.
- ’n lyn van simmetrie te kry deur papier te vou en refleksie te gebruik.
- ’n lyn (of lyne) van simmetrie op geometriese en niegeometriese vorms in te trek.
- met lyne van simmetrie, wat nie altyd vertikaal is nie, te werk.

**Assessering**

**Skriftelike assessering:** Optellings- en aftrekkingsprobleme en -getalsinne

Teken ´n punt uit 10 op die kwartaalpuntestaat aan.

**Mondelinge en praktiese assessering**

**Neem die leerders waar om hul vermoë om lyne van simmetrie te kry en te trek, te assesseer.**

<table>
<thead>
<tr>
<th>Kontrolelys: Korrek/Verkeerd/Byna korrek</th>
<th>Punt 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>In staat om ´n lyn van simmetrie in vorms in die natuur te identifiseer</td>
<td>✓</td>
</tr>
<tr>
<td>In staat om ´n enkele lyn van simmetrie in geometriese vorms te identifiseer</td>
<td>X</td>
</tr>
<tr>
<td>In staat om meer as een lyn van simmetrie in geometriese vorms te identifiseer</td>
<td>⬤</td>
</tr>
<tr>
<td>In staat om vertikale lyne van simmetrie in geometriese vorms te identifiseer</td>
<td></td>
</tr>
<tr>
<td>In staat om lyne van simmetrie in geometriese vorms, wat nie vertikaal is nie, te identifiseer</td>
<td></td>
</tr>
</tbody>
</table>

Teken ´n punt uit 5 op die kwartaalpuntestaat aan.
2-D shapes and symmetry

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sort and compare 2-D shapes</td>
<td>LAB, 2-D shapes poster, old magazines, shape cut-outs (back of LAB)</td>
</tr>
<tr>
<td>2</td>
<td>Symmetry (1)</td>
<td>LAB, scrap paper</td>
</tr>
<tr>
<td>3</td>
<td>Symmetry (2)</td>
<td>LAB</td>
</tr>
<tr>
<td>4</td>
<td>Symmetry (3)</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:

- name circles, triangles, squares and rectangles and differentiate between them.
- find a line of symmetry though paper folding and reflection.
- draw a line (or lines) of symmetry in geometric and non-geometric shapes.
- work with lines of symmetry that are not always vertical.

Assessment

**Written assessment:** Addition and subtraction problems and number sentences
Record a mark out of 10 in the term mark sheet.

**Oral and practical assessment**

<table>
<thead>
<tr>
<th>Observe learners to assess their ability to find and draw lines of symmetry</th>
<th>Mark 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Checklist: correct/incorrect/almost</td>
<td>✓</td>
</tr>
<tr>
<td>Able to identify a line of symmetry in natural shapes</td>
<td></td>
</tr>
<tr>
<td>Able to identify a single line of symmetry in geometric shapes</td>
<td></td>
</tr>
<tr>
<td>Able to identify more than one line of symmetry in geometric shapes</td>
<td></td>
</tr>
<tr>
<td>Able to identify vertical lines of symmetry in geometric shapes</td>
<td></td>
</tr>
<tr>
<td>Able to identify lines of symmetry in geometric shapes that are not vertical</td>
<td></td>
</tr>
</tbody>
</table>

Record a mark out of 5 in the term mark sheet.
WEEK 7

2D vorms en simmetrie

Hoofrekenevideo
Ons speel hierdie week weer *Fizz-Pop*, met die fokus op halvering. Dis belangrik dat die leerders halvering moet oefen en hierdie berekeningsstrategie doeltreffend moet kan gebruik. ’n Begrip van halvering is noodskaaklik aangesien die leerders begin om van breuke te leer.

Speletjiesvideo
Ons speel hierdie week die speletjie, 1, 2, 3, wys! – vergelyk. Die speletjie bied die leerders geleenthede om 2-syfergetalle te vergelyk en te sê watter getal groter as of watter getal kleiner as ’n ander een is. Die leerders wys albei ’n 2-syfergetal met spreikaarte. Hulle gesels met mekaar oor wie se getal groter as of kleiner as die ander s’n is. Met hierdie speletjie word getalsbegrip vasgelê.

Video oor konseptuele ontwikkeling
Die leerders lê hierdie week hul kennis van 2D vorms vas en leer van simmetrie. Daar loop ’n lyn van simmetrie deur ’n vorm as die fatsoen aan die een kant van die lyn ’n weerkaatsing/refleksie van die fatsoen aan die ander kant is. Simmetrie kan in die natuur in skoenlappers, blomme en blare gesien word. Ons konsentreer hierdie week daarop om:
- sirkels, driehoeke, vierkante en reghoeke te benoem en daartussen te onderskei.
- lynne van simmetrie te kry deur papier te vou en refleksie te gebruik.
- ’n lyn van simmetrie deur geometriese en niegeometriese vorms te trek.
- te werk met lynne van simmetrie wat nie altyd vertikaal is nie.
- te werk met vorms waardeur meer as een lyn van simmetrie loop.

Waarna jy hierdie week moet oplet
- Die leerders moet die name van sirkels, driehoeke, vierkante en reghoeke ken en oor die kenmerke daarvan – grootte, kleur en soort sye – kan gesels. Maak seker dat hulle verstaan dat alle vierkante ook reghoeke is, maar dat alle reghoeke nie vierkante is nie. Help die leerders om lynne van simmetrie – die lyn wat die vorm in twee presiese speëlbeeldes/halwes verdeel – in ’n vorm te herken.
- Belangrike woordeskat: simmetrie, simmetries, lyn van simmetrie, vorm, sirkel, vierkant, reghoek, driehoek
2-D shapes and symmetry

Mental Maths video
This week we will play Fizz Pop again, with a focus on halving. It is important that learners practice halving and become efficient at using this calculation strategy. An understanding of halving is necessary as learners begin to learn about fractions.

Game video
This week we play the game 1 2 3 Show – compare. The game provides opportunities for the learners to compare 2-digit numbers and say which number is greater, which number is smaller. Both learners show a 2-digit number using flard cards. They talk to each other about whose number is greater and whose is smaller. This game consolidates number concept.

Conceptual development video
This week learners consolidate their knowledge of 2-D shapes and learn about symmetry. A shape has a line of symmetry if the shape on one side of the line mirrors the shape on the other side. Symmetry can be seen in nature in butterflies, flowers and leaves. This week we will focus on:
- naming circles, triangles, squares and rectangles and differentiating between them.
- finding lines of symmetry though paper folding and reflection.
- drawing a line of symmetry in geometric and non-geometric shapes.
- working with lines of symmetry that are not always vertical.
- working with shapes that have more than one line of symmetry.

What to look out for this week
- Learners should know the names of circles, triangles, squares and rectangles and be able to speak about their properties – size, colour and type of sides. Make sure learners understand that all squares are rectangles but not all rectangles are squares. Help learners to recognize lines of symmetry in a shape – the line that divides the shape into two exact mirror images/halves.
- Important vocabulary: symmetry, symmetrical, line of symmetry, shape, circle, square, rectangle, triangle.
Sorteer en vergelyk 2D vorms

**HOOFREKENES | MENTAL MATHS**

**Speel Fizz-Pop om halvering te oefen.**
Play Fizz Pop to practise halving.

**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

**Sort and compare 2-D shapes**

#### Verrykingsaktiwiteite • Enrichment activities

<table>
<thead>
<tr>
<th>Dag 1 Day 1</th>
<th>Dag 2 Day 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Halveer.</strong></td>
<td><strong>Halveer.</strong></td>
</tr>
<tr>
<td>Halve.</td>
<td>Halve.</td>
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<td>10</td>
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<td>200</td>
<td>240</td>
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<tr>
<td>500</td>
<td>340</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Dag 3 Day 3</th>
<th>Dag 4 Day 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Halveer.</strong></td>
<td><strong>Halveer.</strong></td>
</tr>
<tr>
<td>Halve.</td>
<td>Halve.</td>
</tr>
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<td>126</td>
<td>206</td>
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<td>142</td>
<td>226</td>
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<td>164</td>
<td>408</td>
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<td>186</td>
<td>468</td>
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<td>144</td>
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<td>220</td>
<td>408</td>
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<td>286</td>
<td>206</td>
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<tr>
<td>280</td>
<td>406</td>
</tr>
<tr>
<td>266</td>
<td>666</td>
</tr>
</tbody>
</table>
Sorteer en vergelyk 2D vorms

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Gee die leerders genoegsame tyd en geleentheid om oor die 2D vorms (sirkels, driehoeke, vierkante en reghoeke), waarvan hulle behoort te weet, te gesels. Hulle moet oor die kenmerke daarvan – grootte, kleur, aantal en soort sye – kan praat. Gee tyd dat hulle die uitgeknipte vorms sorteer en daarmee werk.

Give ample time and opportunity for learners to talk about the 2-D shapes (circles, triangles, squares and rectangles) they should know about. They should be able to speak about their properties – size, colour, number and type of sides. Let them sort and work with the shape cut-outs they have made.
**WEEK 7 • DAY 1**

Sort and compare 2-D shapes

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### Sorteer en vergelyk 2D vorms

**Game: 1, 2, 3 Show - compare!**

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

---

<table>
<thead>
<tr>
<th>vorm</th>
<th>naam</th>
<th>Hoeveel hoeke?</th>
<th>Hoeveel sye?</th>
</tr>
</thead>
<tbody>
<tr>
<td>shape</td>
<td>name</td>
<td>How many corners?</td>
<td>How many sides?</td>
</tr>
<tr>
<td>driehoek</td>
<td>driehoek</td>
<td>triangle</td>
<td>3</td>
</tr>
</tbody>
</table>
Sorteer en vergelyk 2D vorms

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

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

2

3

Soek na driehoekte, sirkels, vierkante en reghoekte van verschillende groottes in’n tydskrif of koerant en knip dit uit. Plak die vorms in jou boek in. Probeer om een van elke vorm te kry.

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

<table>
<thead>
<tr>
<th>driehoek (triangle)</th>
<th>sirkel (circle)</th>
<th>vierkant (square)</th>
<th>reghoek (rectangle)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hoeveel sye?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How many sides?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reuit of rond?</td>
<td>reguit straight</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Straight or round?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Can you sort them in a different way?
Make sure all learners fold their papers and talk about the lines of symmetry as they do. Speak to them about the way the line of symmetry works as a mirror, dividing the shape into two exact halves. If you can bring a small mirror to school and show them that is even better. Learners will stick their folded shapes into their LABs today.
Plak jou gevoude vorms hier. Trek dit op die voulyne na om die lyne van simmetrie te wys.
Paste your folded shapes here. Trace on the fold lines to show the lines of symmetry.

Jy kan ook die lyne van simmetrie op hierdie vorms intrek!
You can also draw in the lines of symmetry on these shapes!
### WEEK 7 • DAY 2

**Symmetry (1)**

#### Activity 1

<table>
<thead>
<tr>
<th>Picture 1</th>
<th>Picture 2</th>
<th>Picture 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Diagram 1]</td>
<td>[Diagram 2]</td>
<td>[Diagram 3]</td>
</tr>
</tbody>
</table>

**Question:** Is there a line of symmetry in the shapes shown above?

- **Yes**
- **No**

#### Activity 2

**Question:** Does the dotted line show a line of symmetry?

- **Yes**
- **No**

<table>
<thead>
<tr>
<th>Symbol 1</th>
<th>Symbol 2</th>
<th>Symbol 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Symbol 1]</td>
<td>[Symbol 2]</td>
<td>[Symbol 3]</td>
</tr>
</tbody>
</table>

**Does the dotted line show a line of symmetry?** Write yes or no.
Give learners time to talk in pairs about symmetrical shapes found in non-geometric shapes around them. There is symmetry in the human body, nature, buildings, clothing and so on.

Who can draw the lines of symmetry on these shapes?

- The cone has 1 line of symmetry.
- The square has 4 lines of symmetry.
- The window is symmetrical! It has 1 line of symmetry.
- My face is symmetrical! It has 1 line of symmetry.

We can see symmetry in nature too.

Gee die leerders tyd om in pare oor simmetriese vorms, wat in niegeometriese vorms in hul omgewing voorkom, te gesels. Simmetrie kom voor in die menslike liggaam, die natuur, geboue, klere, en so meer.
1. Trek soveel lyne van simmetrie op hierdie prente in as wat jy kan.
   Draw as many lines of symmetry as you can on these pictures.

2. Trek soveel lyne van simmetrie op hierdie vorms in as wat jy kan.
   Draw as many lines of symmetry as you can on these shapes.
3. Is the shape symmetrical?  
   ja/nee  
   Is the shape symmetrical? yes/no

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

   - [Image of shapes: football, X, circle, K, cricket bat, hat, car, P, butterfly]
Werk deur nog etlike voorbeelde soos dié wat in hierdie les gegee word sodat die leerders verstaan wat hulle moet doen voordat hulle die selfstandige werk aanpak. Maak seker dat jy hulle geleentheid gee om te teken op roosters waarop een of twee lyne van simmetrie gewys word.

Work through several more examples like the ones in this lesson so that learners understand what they must do before doing the independent work. Make sure you give them the opportunity to draw in grids which have one or two lines of symmetry shown.
1. Tekensymmetries patroon met 1 lyn van simmetrie op die rooster. Gebruik die lyn van simmetrie wat gegee is.

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

2. Tekensymmetries patroon met 2 lyne van simmetrie op die rooster. Gebruik die lyne van simmetrie wat gegee is.

Draw a symmetrical pattern with 2 lines of symmetry in the grid. Use the given lines of symmetry.
3. Complete the shapes. The line is a line of symmetry.

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

5. The vertical line is a line of symmetry. Colour in the dots on the other side.
WEEK 7 • DAG 5
Assessering en vaslegging

1 Trek die lyne van simmetrie op hierdie vorms in.

2 Voltooi die vorms. Die lyn wat getrek is, is ’n lyn van simmetrie.
Assessment and consolidation

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

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

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

<table>
<thead>
<tr>
<th>Dag</th>
<th>Lesaktiwiteit</th>
<th>Leshulpbronne</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Suid-Afrikaanse geld</td>
<td>LAB, geldplakkaat, speelgeld</td>
</tr>
<tr>
<td>2</td>
<td>Geld en woordprobleme (1)</td>
<td>LAB, geldplakkaat, speelgeld</td>
</tr>
<tr>
<td>3</td>
<td>Geld en woordprobleme (2)</td>
<td>LAB, geldplakkaat, speelgeld</td>
</tr>
<tr>
<td>4</td>
<td>Geld – rond af</td>
<td>LAB</td>
</tr>
<tr>
<td>5</td>
<td>Vaslegging en assessering vir leer</td>
<td>LAB</td>
</tr>
</tbody>
</table>

**Hulpbronne**

- **Hoofrekene:** *Fizz–Pop – verdubbel*  
  geen
- **Speletjie:** *1, 2, 3, wys! – vergelyk*  
  spreikaarte

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

- die Suid-Afrikaanse munte en banknote te herken en te identifiseer.
- geldprobleme, wat totale en kleingeld in rand en sent behels, op te los.
- tussen rand en sent te herlei.
- geldbedrae af te rond om totale te skat.

**Assessering**

**Skriftelike assesering:** Optellings- en aftrekkingsprobleme en -getalsinne

Teken 'n punt uit 10 op die kwartaalpuntestaat aan.
Money

**Resources**

- **Mental Maths:** *Fizz Pop – doubling*  
  none

- **Game:** *1 2 3 show – compare*  
  flard cards

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>South African money</td>
<td>LAB, money poster, play money</td>
</tr>
<tr>
<td>2</td>
<td>Money and word problems (1)</td>
<td>LAB, money poster, play money</td>
</tr>
<tr>
<td>3</td>
<td>Money and word problems (2)</td>
<td>LAB, money poster, play money</td>
</tr>
<tr>
<td>4</td>
<td>Money – rounding off</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:**

- recognise and identify the South African coins and bank notes.
- solve money problems involving totals and change in rands and cents.
- convert between rands and cents.
- round off money amounts to estimate totals.

**Assessment**

**Written assessment:** Addition and subtraction problems and number sentences

Record a mark out of 10 in the term mark sheet.
**Geld**

**Hoofrekenevideo**
Ons speel hierdie week *Fizz–Pop*, met die fokus op verdubbeling. Dis belangrik dat die leerders verdubbeling moet oefen en hierdie berekeningstrategie doeltreffend moet kan gebruik. ’n Begrip van verdubbeling is noodsaaklik aangesien die leerders van vermenigvuldiging begin leer.

**Speletjiesvideo**
Ons speel hierdie week die speletjie, 1, 2, 3, wys! - vergelyk. Die speletjie bied die leerders geleentheid om 3-syfergetalle te vergelyk en te sê watter getal groter as en watter getal kleiner as ’n ander getal is. Die leerders wys albei ’n 3-syfergetal met spreikaarte. Hulle gesels met mekaar oor wie se getal groter as of kleiner as die ander s’n is. Met hierdie speletjie word getalsbegrip vasgelê.

**Video oor konseptuele ontwikkeling**
Die leerders leer hierdie week meer daarvan om met geld te werk. Hulle los probleme in die konteks van Suid-Afrikaanse geld op. Ons konsentreer hierdie week daarop om:
- met die Suid-Afrikaanse munte en banknote vertroud te raak.
- geldprobleme, wat totale en kleingeld in rand en sent behels, op te los.
- tussen rand en sent te herlei.

**Waarna jy hierdie week moet oplet**
- Terwyl die leerders hierdie week met geld werk, moet jy seker maak dat jy hulle genoegsame tyd gee om aktiviteite te doen waarin hulle die speelgeld kan gebruik, ten einde met die Suid-Afrikaanse munte en banknote vertroud te raak. Om probleme in ’n geldverband op te los, is ’n lewensegte situasie, en die leerders moet dit kan bemeester.
- Belangrike woordeskat: geld, rand, sent, totaal, kleingeld, herlei
Money

Mental Maths video
This week we will play Fizz Pop with a focus on doubling. It is important for learners to practice doubling and to become efficient at using this calculation strategy. Understanding doubling is necessary as they begin to learn about multiplication.

Game video
This week we play the game 1 2 3 Show – compare. The game provides opportunities for the learners to compare 3-digit numbers and say which number is greater and which is smaller. Both learners show a 3-digit number using flard cards. They talk to each other about whose number is bigger and whose is smaller. This game consolidates number concept.

Conceptual development video
This week learners learn more about working with money. They will solve problems in the context of South African money. This week we focus on:
- becoming familiar with the South African coins and bank notes.
- solving money problems involving totals and change in Rands and cents.
- converting between Rands and cents.

What to look out for this week
- In this week’s work on money, make sure you give learners lots of time to do activities using the play money so that they become familiar with the South African coins and bank notes. Problem solving in the money context is a real situation that learners will need to master.
- Important vocabulary: money, rands, cents, total, change, exchange.
Speel Fizz-Pop om verdubbeling te oefen.

Play Fizz Pop to practice doubling.

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 8 • DAY 1

#### South African money

**Verrykingsaktiwiteite • Enrichment activities**

<table>
<thead>
<tr>
<th>Dag 1 Day 1</th>
<th>Dag 2 Day 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verdubbel.</td>
<td>Verdubbel.</td>
</tr>
<tr>
<td>Double.</td>
<td>Double.</td>
</tr>
<tr>
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<td>20</td>
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<td>140</td>
</tr>
<tr>
<td>200</td>
<td>240</td>
</tr>
<tr>
<td>500</td>
<td>340</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dag 3 Day 3</th>
<th>Dag 4 Day 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verdubbel.</td>
<td>Verdubbel.</td>
</tr>
<tr>
<td>Double.</td>
<td>Double.</td>
</tr>
<tr>
<td>123</td>
<td>116</td>
</tr>
<tr>
<td>133</td>
<td>126</td>
</tr>
<tr>
<td>124</td>
<td>127</td>
</tr>
<tr>
<td>134</td>
<td>137</td>
</tr>
<tr>
<td>144</td>
<td>147</td>
</tr>
<tr>
<td>132</td>
<td>238</td>
</tr>
<tr>
<td>142</td>
<td>248</td>
</tr>
<tr>
<td>125</td>
<td>229</td>
</tr>
<tr>
<td>135</td>
<td>239</td>
</tr>
<tr>
<td>145</td>
<td>249</td>
</tr>
</tbody>
</table>
Wetter munte gebruik ons in Suid-Afrika?
What coins do we use in South Africa?

10c, 20c, 50c, R1, R2 en R5.
10c, 20c, 50c, R1, R2 and R5.

Wetter munte maak saam R10?
What coins make R10?

R5 + R5
R2 + R2 + R1 + R5

Watter note gebruik ons in Suid-Afrika?
What notes do we use in South Africa?

R10, R20, R50, R100 en R200.
R10, R20, R50, R100 and R200.

Watter note maak saam R200?
What notes make R200?

R100 + R100
R50 + R50 + R100

Terwyl die leerders met speelgeld werk, stel dit hulle in staat om die Suid-Afrikaanse munte en banknote te herken en te identifiseer. Gee hulle genoegsame tyd om die speelgeld te gebruik terwyl hulle met die aktiwiteite vir klaswerk en selfstandige werk besig is.

Working with play money will help learners recognise and identify the South African coins and bank notes. Allow enough time for them to use the play money while working on the classwork and independent work activities.
WEEK 8 • DAY 1
South African money

**Werk saam in pare.**
Wys n’getal met spreikaarte.
Work in pairs. Show a number using flard cards.

**Wat is die getal? Watter een is groter as die ander een?**
What number? Which one is bigger?

**Watter een is kleiner? Hoeveel kleiner is dit?**
Which one is smaller? How much?

**Doen dit weer!**
Do it again!

---

1. **Maak hierdie bedrae met die munte in jou speelgeld en teken dit dan.**
Use your play money to make these amounts using coins, then draw.

<table>
<thead>
<tr>
<th>R10,50</th>
<th>R5</th>
<th>R5</th>
<th>50c</th>
</tr>
</thead>
<tbody>
<tr>
<td>R8,70</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R15,80</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R10,90</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R20,00</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. **Maak hierdie bedrae met die note in jou speelgeld en teken dit dan.**
Use your play money to make these amounts using notes, then draw.

<table>
<thead>
<tr>
<th>R200</th>
<th>R100</th>
<th>R100</th>
</tr>
</thead>
<tbody>
<tr>
<td>R150</td>
<td></td>
<td></td>
</tr>
<tr>
<td>R250</td>
<td></td>
<td></td>
</tr>
<tr>
<td>R400</td>
<td></td>
<td></td>
</tr>
<tr>
<td>R550</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. Maak hierdie bedrae met die munte en note in jou speelgeld en teken dit dan.

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

<table>
<thead>
<tr>
<th>R235</th>
<th>R100</th>
<th>R100</th>
<th>R20</th>
<th>R10</th>
<th>R5</th>
</tr>
</thead>
<tbody>
<tr>
<td>R420</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R180</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R330</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R475</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Draw bank notes to show how many different ways you can make up R300.
Geldprobleme voorsien ’n nuttige konteks waarin die leerders kan redeneer oor wiskundepollossings wat met die werlike lewe verband hou. Die leerders moet met die speelgeld werk terwyl hulle probleme oplos aangesien dit hulle nog geleenthede bied om met Suid-Afrikaanse munte en banknote vertroud te raak. Moedig hulle aan om hul oplossings vir probleme te verbaliseer en te soek na meer as een manier waarop antwoorde gekry kan word.

Money problems provide a useful context for reasoning about mathematical solutions that relate to real life. Learners should work with the play money while solving problems as this will give them further opportunities to become familiar with South African coins and bank notes. Encourage them to verbalise their solutions to problems and look for more than one way to find answers.
### Hoeveel kleingeld kry jy as jy met R100 betaal?

How much change if you pay with R100?

<table>
<thead>
<tr>
<th>jy koop</th>
<th>kleingeld</th>
</tr>
</thead>
<tbody>
<tr>
<td>R10</td>
<td></td>
</tr>
<tr>
<td>R5</td>
<td></td>
</tr>
<tr>
<td>R3</td>
<td></td>
</tr>
<tr>
<td>R7</td>
<td></td>
</tr>
<tr>
<td>R15</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>you buy</th>
<th>change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>R100 – R40 = R60</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>R100 – _____ = _____</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>R100 – _____ = _____</td>
</tr>
<tr>
<td></td>
<td>R100 – _____ = _____</td>
</tr>
<tr>
<td></td>
<td>R100 – _____ = _____</td>
</tr>
<tr>
<td></td>
<td>R100 – _____ = _____</td>
</tr>
<tr>
<td></td>
<td>R100 – _____ = _____</td>
</tr>
</tbody>
</table>
2. I have R200. I need to buy 4 balls. Which balls can I buy? Give four options.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Solve.

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

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

\[ R2,50 + R2,50 = R5,00 \]

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

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

Peter koop 3 T-hemde vir R40 elk. Hoeveel kleingeld sal hy kry as hy met R300 betaal?

Peter bought 3 T-shirts for R40 each. How much change will he get from R300?
Money problems provide a useful context for reasoning about mathematical solutions that relate to real life. Give learners ample opportunities to explain why they chose the methods they use to find solutions. This will enable them to develop their reasoning ability and strategic competence.
1. Herlei die volgende bedreë na rand.
   Convert the following amounts into Rand.
   
<table>
<thead>
<tr>
<th>100c</th>
<th>700c</th>
<th>1980c</th>
<th>9500c</th>
</tr>
</thead>
<tbody>
<tr>
<td>R__</td>
<td>R____</td>
<td>R____</td>
<td>R____</td>
</tr>
</tbody>
</table>

2. Herlei die volgende bedreë na sent.
   Convert the following amounts into cents.
   
<table>
<thead>
<tr>
<th>R6,10</th>
<th>R0,80</th>
<th>R11,50</th>
<th>R60,00</th>
</tr>
</thead>
<tbody>
<tr>
<td>610c</td>
<td>____c</td>
<td>____c</td>
<td>____c</td>
</tr>
</tbody>
</table>

3. Los op.
   Solve.
   
   Een brood kos R10,00. Hoeveel kos 6 brode?
   One loaf of bread costs R10,00. How much will 6 loaves cost?
   
   $R10 \times 6 = R60$

   Een boks melk kos R15,00. Hoeveel kos 4 bokse melk?
   One carton of milk costs R15,00. How much will 4 cartons cost?

   Vusi betaal R35,00 om in ’n taxi dorp toe te gaan. Wat kos dit hom om dorp toe en weer terug te ry?
   Vusi pays R35,00 to take a taxi to town. What does it cost him to get there and back?

   Drie busse ry op ’n tolpad en betaal elk R65 tolgod. Wat is die totale tolgod wat die busse betaal?
   Three buses drive on a toll road and are charged R65 each. How much do they pay in total?
**Geld- en woordprobleme (2)**

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

<table>
<thead>
<tr>
<th>jy koop</th>
<th>jy betaal</th>
<th>kleingeld vir R20</th>
</tr>
</thead>
<tbody>
<tr>
<td>R2,50</td>
<td>R1,50 + R1,00 = R5,00</td>
<td>R20,00 − R5,00 = R15,00</td>
</tr>
<tr>
<td>R1,25</td>
<td>R1,00 + R1,25 = R2,25</td>
<td></td>
</tr>
<tr>
<td>R2,00</td>
<td>R0,50 + R2,00 = R2,50</td>
<td></td>
</tr>
<tr>
<td>R0,50</td>
<td>R0,50 + R0,50 = R1,00</td>
<td></td>
</tr>
</tbody>
</table>

Jy het R10,00. Watter lekkers kan jy koop? (You have R10,00. What sweets will you buy?)
Money – rounding off

Ons kan pryse afrond om die koste van iets te skat. Naby aan watter afgeronde bedrae is hierdie bedrae?
We can round off prices to estimate costs. What round amounts are these near to?

Bespreek dit met die leerders dat ‘n mens kan afrond om te skat hoeveel iets gaan kos. Verduidelik dat afronding beteken om ‘n afgeronde getal te kry wat naby aan die getal is wat jy het.
Discuss with learners that you can round off to estimate how much something costs. Explain that rounding off means finding a round number that is close to what you have.

99c is naby aan R1. 99c is close to R1.

R9 is naby aan R10. R9 is close to R10.

R89 is naby aan R90. R89 is close to R90.

Een pakkie aartappelskyfies kos R4,99. As ek R50 het, het ek dan genoeg geld om 10 pakkies skyfies te koop?
One packet of chips costs R4,99. If I have R50, have I got enough money to buy 10 packets?

R4,99 is amper R5. Ek sal genoeg geld hê. R4,99 is about R5. I will have enough money.

Om in die konteks van geldprobleme af te rond, gee die leerders insig in die waarde van skatting. Gesels met die klas oor hoe hulle moet afrond sodat hulle berekenings vinnig kan doen om te kontroleer of hulle genoeg geld het om die dinge wat hulle wil hê, te koop.
Rounding off in the context of money problems gives learners insight into the value of estimation. Talk to the class about how to round off so that they can do quick calculations to check if they have enough money to buy the things they want.
WEEK 8 • DAG 4
Geld – rond af

1 Rond af.
Round off:

<table>
<thead>
<tr>
<th></th>
<th>R4,99 = R5</th>
<th>R89,99 = R90</th>
<th>R299,00 = R300</th>
</tr>
</thead>
<tbody>
<tr>
<td>R1,99</td>
<td></td>
<td>R29,99 =</td>
<td></td>
</tr>
<tr>
<td>R9,99</td>
<td>R19,99 =</td>
<td>R399,00 =</td>
<td></td>
</tr>
</tbody>
</table>

2 wat jy wil hê
you want

geskatte koste
estimated cost

<table>
<thead>
<tr>
<th></th>
<th>R25 x 6 = R150</th>
<th>R150 &gt; R100</th>
<th>née</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>R9 x 10 = R90</td>
<td>R90 &lt; R100</td>
<td>ja</td>
</tr>
</tbody>
</table>

|                     |                |             |     |
|                     |                |             |     |
|                     |                |             |     |
### Money – rounding off

#### 3

<table>
<thead>
<tr>
<th>Item</th>
<th>Estimated Cost</th>
<th>Is R200 enough?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jeans</td>
<td>R100 + R25 = R125</td>
<td>ja R200 - R125 = R75</td>
</tr>
<tr>
<td>Shirt</td>
<td>R200 - ____ = ____</td>
<td></td>
</tr>
<tr>
<td>Shorts</td>
<td>R200 - ____ = ____</td>
<td></td>
</tr>
<tr>
<td>Hat</td>
<td>R200 - ____ = ____</td>
<td></td>
</tr>
<tr>
<td>Cap</td>
<td>R200 - ____ = ____</td>
<td></td>
</tr>
<tr>
<td>Shoes</td>
<td>R200 - ____ = ____</td>
<td></td>
</tr>
</tbody>
</table>

#### 4

Rond af om op te tel. (Round off to add.)

<table>
<thead>
<tr>
<th>Amount 1</th>
<th>Amount 2</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>R8 + R9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>R99 + R199</td>
<td></td>
<td></td>
</tr>
<tr>
<td>R89.99 + R99</td>
<td></td>
<td></td>
</tr>
<tr>
<td>R199 + R299</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>R10 + R10 = R20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>R____ + R____ = _______</td>
<td></td>
<td></td>
</tr>
<tr>
<td>R____ + R____ = _______</td>
<td></td>
<td></td>
</tr>
<tr>
<td>R____ + R____ = _______</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Assessering en vaslegging**

1. **jy koop**  
   you buy

<table>
<thead>
<tr>
<th>R7</th>
<th>R3</th>
<th>R3</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>R10</td>
<td>R10</td>
<td>R10</td>
<td>R10</td>
</tr>
<tr>
<td>R10</td>
<td>R7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

   **kleingeld**  
   change

   | R20 – _____ = _____ |
   | R100 – _____ = _____ |

2. Herlei die volgende bedrae na rand of sent.  
   Convert the following amounts into Rands/cent.

   | 200c = R_____ |
   | R6,00 = _____ c |
   | 5000c = R_____ |
   | R0,90 = _____ c |

3. Teken note om te wys hoe jy R100 met net banknote op twee verskillende maniere kan maak.  
   Draw notes to show two different ways to make R100 using only bank notes.

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

<table>
<thead>
<tr>
<th>In Afrikaans sê ons:</th>
<th>In English we say:</th>
</tr>
</thead>
<tbody>
<tr>
<td>geld</td>
<td>money</td>
</tr>
<tr>
<td>rand</td>
<td>rands</td>
</tr>
<tr>
<td>sent</td>
<td>cents</td>
</tr>
<tr>
<td>kleingeld</td>
<td>change</td>
</tr>
<tr>
<td>totaal</td>
<td>total</td>
</tr>
<tr>
<td>herlei</td>
<td>exchange</td>
</tr>
<tr>
<td>Afgereonde getalle is in 10'ë of in 100'ë</td>
<td>Rounded numbers are 10s or 100s.</td>
</tr>
</tbody>
</table>
WEEK 8 • DAY 5
Assessment and consolidation

1. Werk eers met speelgeld en teken dan. Op hoeveel maniere kan jy R400 met net banknote maak?
First work with play money then draw. How many ways can you make R400 using only bank notes?

2. jy koop
you buy

<table>
<thead>
<tr>
<th>jy koop</th>
<th>kleingeld</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>R50 - _____ = _______</td>
</tr>
<tr>
<td>R15</td>
<td>R50 - _____ = _______</td>
</tr>
<tr>
<td>R5</td>
<td>R50 - _____ = _______</td>
</tr>
<tr>
<td>R10</td>
<td>R50 - _____ = _______</td>
</tr>
<tr>
<td>R8</td>
<td>R50 - _____ = _______</td>
</tr>
<tr>
<td>R8</td>
<td>R50 - _____ = _______</td>
</tr>
</tbody>
</table>

3. Rond af om op te tel.
Round off to add.

| R18 + R19 | R_____ + R_____ = _______ |
| R299 + R89 | R_____ + R_____ = _______ |
| R69,99 + R399 | R_____ + R_____ = _______ |
| R499 + R299 | R_____ + R_____ = _______ |
| R199 + R399 | R_____ + R_____ = _______ |
**Geometriese patrone**

<table>
<thead>
<tr>
<th>Dag</th>
<th>Lesaktiwiteit</th>
<th>Leshulpbronne</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Geometriese patrone wat herhaal word</td>
<td>LAB, uitknipvorms (LAB)</td>
</tr>
<tr>
<td>2</td>
<td>Geometriese patrone wat meer word</td>
<td>LAB, uitknipvorms (LAB)</td>
</tr>
<tr>
<td>3</td>
<td>Geometriese patrone</td>
<td>LAB, uitknipvorms (LAB)</td>
</tr>
<tr>
<td>4</td>
<td>Verken geometriese patrone</td>
<td>LAB</td>
</tr>
<tr>
<td>5</td>
<td>Vaslegging</td>
<td>LAB</td>
</tr>
</tbody>
</table>

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

- te bepaal wat volgende in 'n geometriese patroon moet staan of wat daarin ontbreek.
- geometriese patrone – herhalende patrone – te maak, te beskryf en uit te brei.
- geometriese patrone – waar die patrone meer/grater word – te maak, te beskryf en uit te brei.

**Assessering**

Daar is hierdie week geen formele assessering nie.

Jy moet die leerders in jou klas daagliks waarnem en notas as deel van jou deurlopende informele assessering vir leer maak.
Geometric patterns

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Geometric patterns that repeat</td>
<td>LAB, shape cut-outs (LAB)</td>
</tr>
<tr>
<td>2</td>
<td>Geometric patterns that increase</td>
<td>LAB, shape cut-outs (LAB)</td>
</tr>
<tr>
<td>3</td>
<td>Geometric patterns</td>
<td>LAB, shape cut-outs (LAB)</td>
</tr>
<tr>
<td>4</td>
<td>Exploring geometric patterns</td>
<td>LAB</td>
</tr>
<tr>
<td>5</td>
<td>Consolidation</td>
<td>LAB</td>
</tr>
</tbody>
</table>

After this week the learner should be able to:

- find what comes next/what is missing in a geometric pattern.
- create, describe and extend geometric patterns – repeating patterns.
- create, describe and extend geometric patterns – growing patterns.

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.
Geometriese patrone

Hoofrekenevideo
Die leerders vergelyk hierdie week getalle. wys die klas twee getalle met jou getalkaarte of spreikaarte. Die leerders kies watter getal is groter as of kleiner as die ander getal. Hulle moet hul keuse van getalle verduidelik.

Speletjiesvideo
Hierdie week speel ons die speletjie, Vinnige wiskunde – geld. Die speletjie bied die leerders geleenthede om met Suid-Afrikaanse geld te werk (deur die Bala Wande-speelgeld te gebruik). Hulle maak beurte om die geld uit te sit en dan by te tel by dit wat gewys word. Met hierdie speletjie word die leerders se vermoë om geldbedrae bymekaar te tel, vasgelê.

Video oor konseptuele ontwikkeling
Die leerders leer hierdie week van geometriese patrone. ’n Geometriese patroon is ’n rangskikking van vorms. Patrone word volgens verskillende reëls geskep. Die leerders moet werk met patrone wat in die natuur en in kultuurverbande voorkom en uit vorms of objekte bestaan wat op verskillende maniere herhaal of grater/meer word. Ons konsentreer hierdie week daarop om:
- die leerders in staat te stel om patrone te maak, te beskryf en uit te brei.
- patrone te maak waarin vorms of groepe vorms op presies dieselfde manier hehaal word.
- patrone te maak waarin vorms of groepe vorms op ’n voorspelbare manier verander, byvoorbeeld in groter wordende patrone.

Waarna jy hierdie week moet oplet
- Terwyl die leerders hierdie week met geometriese patrone en met patroonreëls werk, word hul redeneervoordighede ontwikkel. Die vermoe om patrone te herken en te maak, stel die leerders in staat om voorspellings aan die hand van hul waarnemings te maak. Die begrip van patroonreëls lê die grondslag vir werk in algebra in later grade. Deurdat die leerders patrone verken, word hulle in staat gestel om verwantskappe raak te sien en veralgemenings te ontwikkel.
- Belangrike woordeskat: patroon, reël, brei uit, beskryf, word herhaal, word meer, word grater
Geometric patterns

**Mental Maths video**
This week learners compare numbers. Show the class two numbers using your number cards or *flard cards*. Learners choose which one is bigger/smaller. They must explain their choice of numbers.

**Game video**
This week we play the game *Fast maths – money*. The game provides opportunities for the learners to work with South African money (using the Bala Wande play money). They take turns to lay out displays of money and add what is shown. This game consolidates learners’ ability to add money amounts.

**Conceptual development video**
This week learners learn more about geometric patterns. A geometric pattern is an arrangement of shapes. Patterns are generated according to different rules. Learners should work with patterns found in nature and cultural contexts, made of shapes or objects that repeat or grow in different ways. This week we will focus on:
- enabling learners to create, describe and extend patterns.
- patterns in which shapes or groups of shapes are repeated in exactly the same way.
- patterns in which shapes or groups of shapes change in a predictable way, for example, increasing patterns.

**What to look out for this week**
- In this week’s work on geometric patterns, learners will develop their reasoning skills as they work with pattern rules. The ability to recognise and create patterns helps learners make predictions based on their observations. Understanding pattern rules lays the foundation for work in algebra in later grades. Investigating patterns allows learners to see relationships and develop generalisations.
- Important vocabulary: *pattern, rule, extend, describe, repeat, increase, grow*. 
WEEK 9 • DAG 1

Geometriese patrone wat herhaal word

**HOOFREKENES | MENTAL MATHS**

**Vergelyk getalle en verduidelik elke slag die verskil.**
Compare numbers – explain the difference each time.

**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 groter as die ander?**
Which number is bigger?

500 is groter as 50. 100’s is groter as 10’s.

500 is bigger than 50. 100s are bigger than 10s.

**Watter getal is kleiner as die ander?**
Which number is smaller?

400 is kleiner as 500.
Dit is 100 minder.
400 is smaller than 500.
It is smaller by 100.
## WEEK 9 • DAY 1

**Geometric patterns that repeat**

### Verrykingsaktiwiteite • Enrichment activities

#### Dag 1 Day 1

<table>
<thead>
<tr>
<th>Skryf 10 minder en 10 meer. Write 10 less and 10 more.</th>
</tr>
</thead>
<tbody>
<tr>
<td>143</td>
</tr>
<tr>
<td>182</td>
</tr>
</tbody>
</table>

#### Dag 2 Day 2

<table>
<thead>
<tr>
<th>Skryf 20 minder en 20 meer. Write 20 less and 20 more.</th>
</tr>
</thead>
<tbody>
<tr>
<td>143</td>
</tr>
<tr>
<td>182</td>
</tr>
</tbody>
</table>

#### Dag 3 Day 3

<table>
<thead>
<tr>
<th>Skryf 100 minder en 100 meer. Write 100 less and 100 more.</th>
</tr>
</thead>
<tbody>
<tr>
<td>143</td>
</tr>
<tr>
<td>182</td>
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</tbody>
</table>

#### Dag 4 Day 4

<table>
<thead>
<tr>
<th>Skryf 50 minder en 50 meer. Write 50 less and 50 more.</th>
</tr>
</thead>
<tbody>
<tr>
<td>143</td>
</tr>
<tr>
<td>182</td>
</tr>
</tbody>
</table>
Geometriese patrone wat herhaal word

**KONSEPONTWIKKELING | CONCEPT DEVELOPMENT**

Kom ons gebruik ons vorms om patrone met groepe wat herhaal word, te maak.

Let's use our shapes to make patterns with repeated groups.

Sê vir die leerders om patrone met hul uitgeknipte vorms te maak. Hulle kan met verskillende patrone en verskillende herhalende groepe eksperimenteer. Moedig hulle aan om vir hul maats te verduidelik hoe hulle hul patrone maak en wat volgende in ’n patroon moet staan.

Tell learners they must make patterns using their shape cut-outs. Let them experiment with different patterns and different repeating group sizes. Encourage them to explain to their partners how they made their patterns and what comes next in a pattern.

**My patroon bestaan uit 1 driehoek, 1 vierkant. My patroon gaan so voort: driehoek, vierkant.**

My pattern is 1 triangle, 1 square. My pattern goes on like this: triangle, square.

**My patroon bestaan uit sirkel, sirkel, reghoek. My patroon gaan so voort: sirkel, sirkel, reghoek.**

My pattern is circle, circle, rectangle. My pattern goes on like this: circle, circle, rectangle.

**My patroon bestaan uit reghoek, driehoek, sirkel, vierkant. My patroon gaan so voort: reghoek, driehoek, sirkel, vierkant.**

My pattern is rectangle, triangle, circle, square. My pattern goes on like this: rectangle, triangle, circle, square.

**Gee die leerders tyd om hul eie herhalende patrone op verskillende maniere met die uitgeknipte vorms te maak. Hulle moet die groep identifiseer wat herhaal word om elke slag die patroon te maak. Herinner hulle daaraan om telkens minstens drie herhalings van die patroon te maak sodat die patroonreël duidelik is.**

Give learners time to make their own repeating patterns in different ways using the shape cutouts. They should identify the group that repeats to make the pattern each time. Remind them to make at least three repetitions of the pattern every time, so that the pattern rule is clear.
WEEK 9 • DAY 1

Geometric patterns that repeat

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

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

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

Kopieer die patrone presies soos dit op die rooster hier onder voorkom. Copy the patterns exactly as they are in the grid below.
2 Sit die patrone voort. Die groep vorms wat gegee word, moet herhaal word.
Continue the patterns. The given group of shapes repeats.

3 Kyk na die patroon. Omkring die vorm wat by die vraagteken moet staan.
Look at the pattern. Circle the shape that fits on the question mark.

Geometric patterns that repeat
Geometric patterns that increase

Kom ons gebruik ons vorms om patrone wat groter word, te maak. Let’s use our shapes to make patterns that grow.

Verduidelik aan die leerders hoe hulle patrone, wat groter word, met hul uitgeknipte vorms kan maak. Hulle moet met verskillende patrone en verskillende groepsgrootes wat meer of groter word, kan eksperimenteer. Moedig hulle aan om vir hul maats te verduidelik hoe hulle hul patrone gemaak het en wat die volgende term moet wees.

Gee die leerders tyd om hul eie patrone wat meer word, op verskillende maniere met die uitgeknipte vorms te maak. Hulle moet identifiseer op watter manier die patroon meer word. Herinner hulle daaraan om elke slag minstens drie patrone, met vorms wat meer word, te maak sodat die patroonreël duidelik is.

Give learners time to make their own increasing patterns in different ways using the shape cut-outs. They should identify the way the pattern increases. Remind them to make at least three increasing shape patterns every time, so that the pattern rule is clear.
Geometriese patrone wat meer word

1. Teken die vorm wat moet volg.

Draw the shape that comes next.
Geometric patterns that increase

2. **Teken die volgende prent in die patroon.**
   - Draw the next picture in the pattern.
   - [Pattern image]

3. **Kyk na die patrone om te sien hoe dit meer word.**
   - **Teken die volgende twee rye in elke patroon.**
   - Look at the patterns to see how they grow. Draw the next two lines of each pattern.
   - [Pattern images]

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**Note:**
- [Week 9 • Day 2]
**KONSEPONTWIKKELING | CONCEPT DEVELOPMENT**

Julie weet hoe om herhalende patrone en groter wordende patrone te maak. Wat is die verskil?
You know how to make repeating patterns and growing patterns. What is the difference?

In ‘n herhalende patroon word dieselfde groep vorms herhaal.
In a repeating pattern, the same group of shapes is repeated.

In ‘n groter wordende patroon word die vorm volgens ‘n reël groter.
In a growing pattern, the shape grows following a rule.

**Wys my enkele voorbeelde.**
Show me some examples.

**My patroon word herhaal. Dit bestaan uit: sirkel, vierkant, driehoek.**
My pattern repeats. It goes: circle, square, triangle.

**My patroon word groter. Die huis word elke slag hoër/groter.**
My pattern grows. The house gets higher every time.

**Gee die leerders tyd om hul eie herhalende patrone en patrone wat meer word, op verskillende maniere met die uitgeknipte vorms te maak. Hulle moet die manier waarop die patroon herhaal word of meer/groter word, kan identifiseer. Herinner hulle daaraan om elke slag minstens drie herhalings van die patrone te maak sodat die patroonreël duidelik is.**
Give learners time to make their own repeating and increasing patterns in different ways using the shape cut-outs. They should identify the way the pattern repeats or increases. Remind them to make at least three repetitions of the patterns every time, so that the pattern rule is clear.
WEEK 9 • DAY 3

Geometric patterns

1. Teken jou eie herhalende patroon met hierdie vorms.
   Draw your own repeating pattern using these shapes.

2. Voltooi die herhalende patrone.
   Complete the repeating patterns.
3. **Teken die volgende vorm in die patroon.**

Draw the next shape in the pattern.

4. **Teken jou eie groter wordende patroon met hierdie vorms.**

Draw your own growing pattern using these shapes.
Exploring geometric patterns

Moedig die leerders aan om patrone wat in die werklike lewe voorkom, te identifiseer. Gesels met hulle oor die maniere waarop lewensegte patrone nie altyd presies dieselfde is nie, maar dat ons dit nogtans as patrone kan identifiseer. Bespreek wat dieselfde en wat verskillend is. Kan ’n mens voorspel hoe die patroon herhaal of groter gaan word?

Encourage learners to identify patterns that exist in real life. Talk to them about the ways in which real life patterns are not always exact but we can still identify them as patterns. Discuss – what is the same? What is different? Can you predict how the pattern will repeat or grow?
Verken geometriese patrone

Plante het interessante patrone. Watte patrone kan jy hier raaksien?

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

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

2. Draw your own patterns.

- Use squares and circles. The pattern must repeat.

- Use rectangles and triangles. The pattern must grow.

- Use any shapes. The pattern can repeat or grow.
Vaslegging

1. Teken die volgende vorm in die patroon.

Draw the next shape in the pattern.

---

Kom ons praat Wiskunde!

Let’s talk Maths!

<table>
<thead>
<tr>
<th>Afrikaans sê ons:</th>
<th>In English we say:</th>
</tr>
</thead>
<tbody>
<tr>
<td>patroon</td>
<td>pattern</td>
</tr>
<tr>
<td>real</td>
<td>rule</td>
</tr>
<tr>
<td>bereik uit</td>
<td>extend</td>
</tr>
<tr>
<td>beskryf</td>
<td>describe</td>
</tr>
<tr>
<td>herhaal</td>
<td>repeat</td>
</tr>
<tr>
<td>herhalende</td>
<td>repeating</td>
</tr>
<tr>
<td>word groter</td>
<td>grow</td>
</tr>
<tr>
<td>word meer</td>
<td>increase</td>
</tr>
<tr>
<td>Wat moet volg?</td>
<td>What comes next?</td>
</tr>
<tr>
<td>Wat ontbreek?</td>
<td>What is missing?</td>
</tr>
</tbody>
</table>
2. Kyk na die patroon. Omkring die vorm wat op die vraagteken moet staan.
Look at the pattern. Circle the shape that fits on the question mark.

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

4. Teken jou eie patroon met hierdie vorms wat herhaal of wat meer word.
Draw your own repeating or increasing pattern using these shapes.
Hersiening

<table>
<thead>
<tr>
<th>Hoofrekene: Inverse bewerkings</th>
<th>geen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speletjie: Vinnige wiskunde – geld</td>
<td>speelgeld</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dag</th>
<th>Lesaktiwiteit</th>
<th>Leshulpbronne</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Vermenigvuldig</td>
<td>LAB, rangskikkingsdiagram (agter in LAB)</td>
</tr>
<tr>
<td>2</td>
<td>Vermenigvuldig</td>
<td>LAB</td>
</tr>
<tr>
<td>3</td>
<td>Vermenigvuldigingspatrone</td>
<td>LAB, rangskikkingsdiagram (agter in LAB)</td>
</tr>
<tr>
<td>4</td>
<td>Werk met geld</td>
<td>LAB, geldplakkaat, speelgeld</td>
</tr>
<tr>
<td>5</td>
<td>Tyd</td>
<td>LAB</td>
</tr>
</tbody>
</table>

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

- vlot met die veelvoude van 1 tot 10 te werk, veelvoude met behulp van rangskikkings te kry, en probleme wat vermenigvuldiging behels, op te los.
- vermenigvuldigingspatrone te identifiseer en met veelvoude te werk.
- met Suid-Afrikaanse geld te werk om totale en kleingeld te kry en probleme op te los.
- te sê hoe laat dit op ‘n analoog- en digitale horlosie is en tydsprobleme op te los.

Assessering

Daar is hierdie week geen formele assessering nie.

Jy moet die leerders daagliks in jou klas waarnem en notas as deel van jou deurlopende informele assessering vir leer maak.
Revision

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Multiplication</td>
<td>LAB, array chart (back of LAB)</td>
</tr>
<tr>
<td>2</td>
<td>Multiplication</td>
<td>LAB</td>
</tr>
<tr>
<td>3</td>
<td>Patterns of multiplication</td>
<td>LAB, array chart (back of LAB)</td>
</tr>
<tr>
<td>4</td>
<td>Working with money</td>
<td>LAB, money poster, play money</td>
</tr>
<tr>
<td>5</td>
<td>Time</td>
<td>LAB</td>
</tr>
</tbody>
</table>

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

- work fluently with the multiples from 1 to 10, use arrays to find multiples, solve problems involving multiplication.
- identify patterns of multiplication and work with multiples.
- work with South African money to find totals, change and solve problems.
- tell the time on an analogue and digital clock and solve time problems.

**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

**Hoofrekenevideo**
Ons oefen hierdie week om optellings- en aftrekkingsgetalsinne te skryf. Die leerder identifiseer die inverse verwantskap tussen getalle met behulp van ’n getaltabel. Dis belangrik dat hulle moet insien dat hulle optellings- en aftrekkingsgetalsinne aan die hand van die getalle in die getaltabel kan skryf.

**Speletjiesvideo**
Ons speel hierdie week die speletjie, *Vinnige wiskunde – geld*. Hierdie speletjie bied die klas geleenthede om met Suid-Afrikaanse geld te werk (deur die Bala Wande-speelgeld te gebruik). Die leerders maak beurte om die geld uit te sit en by te tel by dit wat gewys word. Met hierdie speletjie word die leerders se vermoë om geldbedrae bymekaar te tel, vasgelê.
Revision

**Mental Maths video**
This week we practice writing addition and subtraction number sentences. Learners will use a number table to help them identify the inverse relationship between numbers. It is important that they recognise they can write addition and subtraction number sentences from the numbers in the number table.

**Game video**
This week we play the game *Fast maths – money*. The game provides opportunities for the class to work with South African money (using the Bala Wande *play money*). They take turns to lay out displays of money and add what is shown. This game consolidates learners’ ability to add money amounts.
Hersiening

Ons hersien hierdie week die begrippe wat hierdie kwartaal behandel is. Die leerders word geleenthede gebied om dit wat hulle geleer het, te oefen en om hul vermoë om probleme doeltreffend op te los, uit te bou. Daar is elke dag ’n ander fokus.

**Dag 1: Werk met vermenigvuldiging**
Die leerders moet in staat wees om veelvoude met behulp van die rangskikkings- en vermenigvuldigingsdiagramme te kry. Die patrone op die diagramme kan gebruik word om begrip te ondersteun. Die hersiening van al die veelvoude van 1'e, 2's, 3's, ... tot 10'e bou voort op die vermenigvuldiging wat in graad 2 geleer is. Om vlot met vermenigvuldiging te werk, maak deel van die getalgevoel uit wat die leerders in graad 3 moet ontwikkels.

**Dag 2: Werk met vermenigvuldiging**
Hierdie is nog ’n dag waarop vermenigvuldiging hersien word aangesien vlotheid in vermenigvuldiging deel van die getalgevoel uitmaak wat die leerders in graad 3 moet ontwikkels.

**Dag 3: Werk met vermenigvuldigingspatrone**
Dit bou die leerders se kennis en begrip van vermenigvuldiging op asook hul vermoë om met veelvoude te werk. Die leerders se strategiese en redeneerbaarheids vaardighede word ontwikkels wanneer hulle na patrone en reëls soek en naidink oor hoe hulle dit kan toepas en uitbrei.

**Dag 4: Werk met geld**
Hierdie onderwerp bied die leerders geleenthede om met getalle in ’n werlike konteks wat hulle ken, te werk – inkopies. Om met Suid-Afrikaanse geld vertroud te wees en die vermoë te ontwikkels om bedrae op te tel, af te trek of te vermenigvuldig, is noodsaaklik vir al die leerders.

**Dag 5: Werk met tyd**
Om te sê hoe laat dit is, is nog ’n noodsaaklike vaardigheid wat die leerders moet kan bemeester. Met die aktiwiteite op dag 5 word die soort tydsverwante aktiwiteite, waaraan hulle gedurende die kwartaal gewerk het, vasgelê.
Revision

This week we revise the concepts covered this term. Learners will be given opportunities to practise what they have learnt and to develop their ability to solve problems efficiently. Each day has a different focus.

Day 1: Working with multiplication
Learners should be able to use the array and multiplication charts to find multiples. The patterns in the charts can be used to support understanding. Revision of all of the multiples from 1s, 2s, 3s, ... to 10s builds on multiplication learned in Grade 2. Fluency with multiplication is part of the number sense learners need to develop in Grade 3.

Day 2: Working with multiplication
Another day of revision of multiplication is provided since fluency with multiplication is part of the number sense learners need to develop in Grade 3.

Day 3: Working with patterns of multiplication
This builds learners’ knowledge and understanding of multiplication and the ability to work with multiples. Learners’ strategic and reasoning skills are developed when they look for patterns and rules and think about how to apply them and extend them.

Day 4: Working with money
This topic gives learners opportunities to operate on numbers in a real context that they know – shopping. Familiarity with South African money and the ability to add, subtract or multiply amounts is essential for all learners.

Day 5: Working with time
Telling the time is another essential skill learners need to master. The activities on Day 5 consolidate the kinds of time-related activities they have worked on over the term.
Use inverse operations to work with 2- or 3-digit numbers.
Remember to check the date and mark the register every day.

1. Look at the numbers in the number table.

2. Write 2 addition number sentences using the numbers in the table.

3. Now write 2 subtraction number sentences.

4. Now let’s do another one!
### Verrypingsaktiwiteite • Enrichment activities

#### Dag 1 Day 1

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

<table>
<thead>
<tr>
<th>Operation</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 \times 4</td>
<td>4 \times 7</td>
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<tr>
<td>6 \times 4</td>
<td>4 \times 7</td>
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<tr>
<td>7 \times 8</td>
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<tr>
<td>7 \times 8</td>
<td>5 \times 8</td>
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<tr>
<td>5 \times 5</td>
<td>4 \times 4</td>
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<td>10 \times 7</td>
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<tr>
<td>7 \times 10</td>
<td>10 \times 7</td>
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<tr>
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<td>6 \times 7</td>
</tr>
<tr>
<td>9 \times 9</td>
<td>10 \times 9</td>
</tr>
<tr>
<td>3 \times 10</td>
<td>10 \times 3</td>
</tr>
</tbody>
</table>

#### Dag 2 Day 2

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

<table>
<thead>
<tr>
<th>Operation</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 \times 4</td>
<td>6 \times 2</td>
</tr>
<tr>
<td>6 \times 4</td>
<td>3 \times 8</td>
</tr>
<tr>
<td>3 \times 4</td>
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<td>4 \times 10</td>
<td>8 \times 5</td>
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<tr>
<td>9 \times 9</td>
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</table>

#### Dag 3 Day 3

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

<table>
<thead>
<tr>
<th>Operation</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 \times 4</td>
<td>4 + 4</td>
</tr>
<tr>
<td>7 + 7</td>
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<tr>
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<td>3 \times 4</td>
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<td>1 \times 14</td>
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<td>8 \times 5</td>
<td>5 \times 7</td>
</tr>
<tr>
<td>10 \times 10</td>
<td>10 + 10</td>
</tr>
<tr>
<td>3 + 3</td>
<td>3 \times 3</td>
</tr>
<tr>
<td>5 \times 5</td>
<td>4 \times 5</td>
</tr>
<tr>
<td>5 \times 4</td>
<td>5 \times 5</td>
</tr>
<tr>
<td>8 \times 4</td>
<td>5 \times 8</td>
</tr>
</tbody>
</table>

#### Dag 4 Day 4

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

<table>
<thead>
<tr>
<th>Operation</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 \times 5</td>
<td>5 + 5</td>
</tr>
<tr>
<td>18 + 18</td>
<td>6 \times 6</td>
</tr>
<tr>
<td>5 \times 9</td>
<td>10 \times 5</td>
</tr>
<tr>
<td>20 + 20</td>
<td>4 \times 10</td>
</tr>
<tr>
<td>7 \times 2</td>
<td>2 \times 7</td>
</tr>
<tr>
<td>2 \times 0</td>
<td>2 \times 1</td>
</tr>
<tr>
<td>0 \times 6</td>
<td>4 \times 0</td>
</tr>
<tr>
<td>9 \times 2</td>
<td>9 + 9</td>
</tr>
<tr>
<td>10 \times 1</td>
<td>9 \times 9</td>
</tr>
<tr>
<td>8 \times 6</td>
<td>6 \times 8</td>
</tr>
</tbody>
</table>
**WEEK 10 • DAG 1**

**Vermenigvuldig**

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

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

1. **Hoeveel is daar? Skryf die som met herhaalde optelling en vermenigvuldiging.**
   How many? Write the repeated addition sum and a multiplication sum.

<table>
<thead>
<tr>
<th>dobbelstene</th>
<th>kolle (veelvoud)</th>
<th>kolle (optelling)</th>
</tr>
</thead>
<tbody>
<tr>
<td>dice</td>
<td>dots (multiple)</td>
<td>dots (addition)</td>
</tr>
<tr>
<td>🎲🎲</td>
<td>2 x 5</td>
<td>5 + 5</td>
</tr>
<tr>
<td>🎲🎲</td>
<td></td>
<td></td>
</tr>
<tr>
<td>🎲🎲🎲</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. **Los op.**
   Solve.

<table>
<thead>
<tr>
<th>sakkies</th>
<th>appels</th>
</tr>
</thead>
<tbody>
<tr>
<td>bags</td>
<td>apples</td>
</tr>
<tr>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>

**Daar is 3 sakkies appels. Ons eet 4 appels. Hoeveel appels bly daar oor?**
There are 3 bags of apples. We eat 4 apples. How many apples are left?
### WEEK 10 • DAY 1

#### Multiplication

3. **vermenigvuldiging**  
   - **multiplication**  
   - **herhaalde optelling**  
   - **repeated addition**  
   - **antwoord**  
   - **answer**

<table>
<thead>
<tr>
<th>expression</th>
<th>repeated addition</th>
<th>answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 × 5</td>
<td>5 + 5 + 5 + 5 + 5 + 5</td>
<td>30</td>
</tr>
<tr>
<td>4 × 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 × 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 × 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 × 5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. **Kleur die rangskikkings in.**  
   - **Colour in the arrays.**

- **5 × 2**
- **3 × 5**
- **6 × 1**
- **5 × 5**
- **2 × 6**
- **6 × 4**

5. **Skryf die getalsin, met die antwoord.**  
   - **Write the number sentence with the answer.**

<table>
<thead>
<tr>
<th>getalsin</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 × 7 = 14</td>
</tr>
</tbody>
</table>

---

**Multiplication**  
**Week 10 • Day 1**  
**93**
VERKENНИKING

WEEK 10 • DAG 2

Vermenigvuldig

1. Voltooi die vermenigvuldigingswiele.
   Complete the multiplication wheels.

2. Daar is 5 plakkies op ’n kaartjie en nog ’n paar ekstra. Hoeveel plakkies is daar?
   There are 5 stickers on a card and some extra. How many stickers?

   4 x 5 + 6 = 26
   5 x 5 + ___ = ___
   5 x 5 + ___ = ___

3. Hoeveel kos die items allesame? Skryf ’n getalsin.
   How much do the items cost altogether? Write a number sentence.

   3 x R8 + 2 x R5
   = R24 + R10
   = R34

   R4
   R5
   R6
   R8
Multiplication

4

| 4 | Daar is ___ ene.  
There are ___ ones.  
___ x ___ = ___ |
|---|--------------------------------------------------|
|   | Daar is ___ groep van 5.  
There is ___ group of 5.  
___ x ___ = ___ |
|   | Daar is ___ ene.  
There are ___ ones.  
___ x ___ = ___ |
|   | Daar is ___ groep van 10.  
There is ___ group of 10.  
___ x ___ = ___ |

5

Maak die regterkant gelyk aan die linkerkant.  
Make the sides equal.

<table>
<thead>
<tr>
<th>5 x 3 = 12 + ___</th>
<th>24 = 6 x ___</th>
<th>15 = ___ x 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 x 3 = 18 + ___</td>
<td>16 = ___ x 4</td>
<td>25 = 5 x ___</td>
</tr>
<tr>
<td>10 x 3 = 15 + ___</td>
<td>36 = ___ x 4</td>
<td>40 = ___ x 5</td>
</tr>
</tbody>
</table>

6

Tsepo is 8 jaar oud. Sy pa is vier maal ouer as hy.  
Hoe oud is Tsepo se pa?  
Tsepo is 8 years old. His dad is four times older than him. How old is Tsepo’s dad?

Daar is 9 balle in ’n boks. Hoeveel balle is daar in 4 bokse?  
There are 9 balls in a box. How many balls in 4 boxes?

7

Kleur die getalle in wat nie Produkte van die 3 maal-tafel is nie.  
Colour the numbers that are not products of the 3 times table.

18  80  21  36  56  32  42  72  24  99

Multiplication (2)  Week 10 • Day 2  95
Vermenigvuldigingspatrone

**1. Kleur die rangskikkings in.**
Colour in the arrays.

<table>
<thead>
<tr>
<th>4 x 1</th>
<th>2 x 4</th>
<th>6 x 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Array 1]</td>
<td>![Array 2]</td>
<td>![Array 3]</td>
</tr>
<tr>
<td>4 x 5</td>
<td>3 x 2</td>
<td>4 x 4</td>
</tr>
<tr>
<td>![Array 4]</td>
<td>![Array 5]</td>
<td>![Array 6]</td>
</tr>
</tbody>
</table>

**2. Skryf die vermenigvuldigingsin vir elke nuwe rangskikking.**
Write the multiplication sentence for each new array.

- 6 x 3
- 3 x 6
- 8 x 2
- ____ x ____
- 5 x 4
- ____ x ____
- 6 x 4
- ____ x ____

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

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

WEEK 10 • DAY 3

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

\[
\begin{align*}
4 \times 7 &= 4 \times 3 + 4 \times 4 \\
6 \times 5 &= ___ \times ___ + ___ \times ___ \\
5 \times 4 &= ___ \times ___ + ___ \times ___ \\
4 \times 9 &= ___ \times ___ + ___ \times ___
\end{align*}
\]
1. Omkring die muntstukke en note wat nodig is om die bedrae te maak.
   
   **Circle the coins and notes to make these amounts.**

<table>
<thead>
<tr>
<th>40c</th>
<th>60c</th>
<th>70c</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Coins" /></td>
<td><img src="image" alt="Coins" /></td>
<td><img src="image" alt="Coins" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>80c</th>
<th>100c</th>
<th>220c</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Coins" /></td>
<td><img src="image" alt="Coins" /></td>
<td><img src="image" alt="Coins" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>R52</th>
<th>R98</th>
<th>R85</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Notes" /></td>
<td><img src="image" alt="Notes" /></td>
<td><img src="image" alt="Notes" /></td>
</tr>
</tbody>
</table>

2. Werk eers met speelgeld en teken dan! Op hoeveel maniere kan jy R500 met net banknote maak?
   
   **First work with play money then draw! How many ways can you make R500 using only bank notes.**
Working with money

3. Hier volg die pryse van lekkers in die snoepie.
   These are the prices of sweets in the tuck shop.

<table>
<thead>
<tr>
<th>jy koop (you buy)</th>
<th>jy betaal (you pay)</th>
<th>kleingeld vir R50 (change from R50)</th>
</tr>
</thead>
<tbody>
<tr>
<td>R2,50</td>
<td>R2,50 + R2,50 +</td>
<td>R50,00 – R10,00 = R40,00</td>
</tr>
<tr>
<td></td>
<td>R2,50 + R1,50 +</td>
<td></td>
</tr>
<tr>
<td></td>
<td>R1,00 = R10,00</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>R50,00 – ______ = ______</td>
<td></td>
</tr>
<tr>
<td></td>
<td>R50,00 – ______ = ______</td>
<td></td>
</tr>
<tr>
<td></td>
<td>R50,00 – ______ = ______</td>
<td></td>
</tr>
<tr>
<td></td>
<td>R50,00 – ______ = ______</td>
<td></td>
</tr>
</tbody>
</table>

4. Rond af om op te tel.
   Round off to add.

R4,99 + R99,99
R24,99 + R19,99
WEEK 10 • DAG 5

Tyd

1. Voltooi die tabel.
   Complete the table.

<table>
<thead>
<tr>
<th>minute (minutes)</th>
<th>uren (hours)</th>
<th>dae (days)</th>
<th>weke (weeks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>60</td>
<td>1</td>
<td>14</td>
<td>2</td>
</tr>
<tr>
<td>30</td>
<td>2</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>15</td>
<td>4</td>
<td>35</td>
<td>42</td>
</tr>
<tr>
<td>90</td>
<td>3</td>
<td>63</td>
<td>10</td>
</tr>
</tbody>
</table>

2. Teken die wysers op die horlosies in.
   Draw the hands on the clock.

<table>
<thead>
<tr>
<th>07:30</th>
<th>11:15</th>
<th>05:00</th>
<th>09:45</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Clock]</td>
<td>![Clock]</td>
<td>![Clock]</td>
<td>![Clock]</td>
</tr>
</tbody>
</table>

3. Dit is 06:00. Wys hoe laat dit op die horlosies hier onder is.
   The time is 06:00. Show these times on the clocks below.

<table>
<thead>
<tr>
<th>30 minute later</th>
<th>15 minute vroeger</th>
<th>15 minute later</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 minutes later</td>
<td>15 minutes earlier</td>
<td>15 minutes later</td>
</tr>
<tr>
<td>![Clock]</td>
<td>![Clock]</td>
<td>![Clock]</td>
</tr>
</tbody>
</table>
4. **Teken die wysers op die horlosies in en skryf die tyd neer.**

   *Draw the hands on the clock and write the time.*

<table>
<thead>
<tr>
<th>15 minute later</th>
<th>15 minute vroër</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 minutes later</td>
<td>15 minutes earlier</td>
</tr>
</tbody>
</table>

| 07:45 | 09:15 |

5. **Skryf die digitale tyd neer.**

   *Write the digital time.*

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
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</tbody>
</table>
### Rangskikkingsdiagram / Array chart

<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>
<td>⬤</td>
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</tr>
</tbody>
</table>
## Vermenigvuldigingsdiagram / Multiplication chart

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
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<th>4</th>
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<td>80</td>
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<td>9</td>
<td>18</td>
<td>27</td>
<td>36</td>
<td>45</td>
<td>54</td>
<td>63</td>
<td>72</td>
<td>81</td>
<td>90</td>
</tr>
<tr>
<td>10</td>
<td>10</td>
<td>20</td>
<td>30</td>
<td>40</td>
<td>50</td>
<td>60</td>
<td>70</td>
<td>80</td>
<td>90</td>
<td>100</td>
</tr>
</tbody>
</table>
Tydsverloop / Time elapsed

Begintyd
Start time
4:00 am

Eindtyd
Finish time
8:00 pm

Tydlyn
Time line

Verloopte tyd
Elapsed time
16 Hours
0 Minutes
<table>
<thead>
<tr>
<th>Maandag</th>
<th>Dinsdag</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Tuesday</td>
</tr>
<tr>
<td>Woensdag</td>
<td>Donderdag</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Thursday</td>
</tr>
<tr>
<td>Vrydag</td>
<td>Saterdag</td>
</tr>
<tr>
<td>Friday</td>
<td>Saturday</td>
</tr>
<tr>
<td>Sondag</td>
<td></td>
</tr>
<tr>
<td>Sunday</td>
<td></td>
</tr>
</tbody>
</table>
Maande van die jaar / Months of the year

<table>
<thead>
<tr>
<th>Maande van die Jaar</th>
<th>Months of the Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Januarie / January</td>
<td>Februarie / February</td>
</tr>
<tr>
<td>Maart / March</td>
<td>April / April</td>
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HULPBRONNE • RESOURCES
Uitknipvorms – sirkels en driehoekte / Shape cut-outs – circles and triangles
Uitknipvorms – vierkante en reghooeke / Shape cut-outs – squares and rectangles

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