



DIE ANKER SKOOL / SCHOOL



GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA



MATHEMATICS

WISKUNDE BOOK / BOEK : 2

DATE / DATUM.....

ONTVANG / RECEIVED.....

SKILLS LEVEL 3

SL 3.....

DATE / DATUM.....

NAME / NAAM.....

MR. G. OOSTHUIZEN

Wiskunde JAAF

Mathematics YEAR 3

ACTIVITY 1^a

WHOLE NUMBERS

1. Count in 7's up to 70.
2. Write down the multiples of 9 smaller than 100.
3. Arrange the numbers in raising order:

12 564 12 765 12 500 12 654 12 987 12 876

4. Write the number in words:

1 765 987

5. What is the place value of 5 in the following numbers?

564 999 123.956 876 564 987 215

6. Round off to the nearest 10.

123 876 1 876 387

7. Round off to the nearest 100.

18 776 32 655 2 981

8. Complete the sums

$$\underline{\quad} + 24 + 36 = 100 \qquad 150 = \underline{\quad} + 75 + 20$$

9. Write the number in extended notation.

765 968

10. Add in columns:

$$987\,432 + 876 + 556 =$$

$$956 + 653 + 12\,865 =$$

11. Subtract:

$$987\,673 - 87\,622 =$$

Wiskunde JAAR 3 Mathematics YEAR 3

AKTIWITEIT 19

HEELGETALLE

1. Tel in 7's tot by 70.
2. Skryf die veelvoude neer van 9 kleiner as 100.
3. Rangskik die getalle in stygende orde:

12 564 12 765 12 500 12 654 12 987 12 876

4. Skryf die getal in woorde:

1 765 987

5. Wat is die plekwaarde van die 5 in die volgende getalle?

564 999 123 956 876 564 987 215

6. Rond af tot die naaste 10.

123 876 1 876 387

7. Rond af tot die naaste 100.

18 776 32 655 2 981

8. Voltooi die somme

$$\underline{\hspace{2cm}} + 24 + 36 = 100 \qquad 150 = \underline{\hspace{2cm}} + 75 + 20$$

9. Skryf die getal in uitgebreide notasie.

765 968

10. Tel op in kolomme:

$$987\,432 + 876 + 556 =$$

$$956 + 653 + 12\,865 =$$

11. Trek af:

$$987\,673 - 87\,622 =$$

Wiskunde JAAR 3

Mathematics YEAR 3

ACTIVITY 18

WHOLE NUMBERS: 4 MAIN CALCULATIONS

COMPLETE THE CALCULATIONS:

1) $23\,546 + 4\,598 =$

2) $124\,564 - 57\,987 =$

3) $968 \times 45 =$

4) $34\,785 \div 13 =$

5) $876\,656 + 232\,879 =$

6) $543\,891 - 78\,325 =$

7) $6\,732 \times 342 =$

8) $43\,456 \div 21 =$

9) $3\,769 \times 564 =$

10) $658\,549 \div 14 =$

Wiskunde JAAR 3 Mathematics YEAR 3

AKTIWITEIT 18

HEELGETALLE: 4 HOOFBEWERKINGS

VOLTOOI DIE BEREKENINGE:

1) $23\,546 + 4\,598 =$

2) $124\,564 - 57\,987 = 66\,577$

3) $968 \times 45 =$

4) $34\,785 \div 13 =$

5) $876\,656 + 232\,879 = 1\,109\,535$

6) $543\,891 - 78\,325 = 465\,566$

7) $6\,732 \times 342 =$

8) $43\,456 \div 21 =$

9) $3\,769 \times 564 =$

10) $658\,549 \div 14 =$

12
14

108

Wiskunde JAAR 3

Mathematics YEAR 3

ACTIVITY 17

WHOLE NUMBERS: DIVISION (long)

eg. 12 $\overline{) 8426}$ 702r2

$$\begin{array}{r}
 8426 \\
 - 0 \\
 \hline
 84 \\
 - 84 \\
 \hline
 02 \\
 - 0 \\
 \hline
 26 \\
 - 24 \\
 \hline
 2
 \end{array}$$

Does	÷	Division
Mc Donald's	×	Multiplication
Sell	-	Subtraction
Burgers	↓	Bring down

Calculate the answers:

1. $7234 \div 48$
2. $3267 \div 24$
3. $9500 \div 364$
4. $8347 \div 24$
5. $2754 \div 22$
6. $4866 \div 33$
7. $500 \div 25$
8. $6800 \div 45$
9. $10000 \div 440$
10. $24500 \div 25$

Wiskunde JAAR 3

Mathematics YEAR 3

AKTIWITEIT 17

HEELGETALLE: DELING(lang)

eg. 12 $\overline{) 8426}$ 702r2

$$\begin{array}{r}
 8426 \\
 -0\downarrow \\
 \hline
 84 \\
 -84\downarrow \\
 \hline
 02 \\
 -0\downarrow \\
 \hline
 26 \\
 -24\downarrow \\
 \hline
 2
 \end{array}$$

Does	÷	Division Deel.
Mc Donald's	×	Multiplication Maal
Sell	-	Subtraction Minus
Burgers	↓	Bring down Bring af.

Bereken die volgende somme:

1. $7\,234 \div 48$
2. $3\,267 \div 24$
3. $9\,500 \div 364$
4. $8\,347 \div 24$
5. $2\,754 \div 22$
6. $4\,866 \div 33$
7. $500 \div 25$
8. $6\,800 \div 45$
9. $10\,000 \div 440$
10. $24\,500 \div 25$

Wiskunde JAAR 3

Mathematics YEAR 3

Skoon Gladsey ②

ACTIVITY 8

ADDING OF WHOLE NUMBERS: EXTENDEND NOTATION

EXAMPLE:

$$378\,539 = 300\,000 + 70\,000 + 8\,000 + 500 + 30 + 9$$

$$+ 46\,285 = \underline{40\,000 + 6\,000 + 200 + 80 + 5}$$

$$\underline{300\,000 + 110\,000 + 14\,000 + 700 + 110 + 14}$$

$$\text{ANSWER} = 424\,824$$

CALCULATE THE FOLLOWING LIKE THE EXAMPLE :

1. $237\,847 + 87\,776$

2. $567\,298 + 392\,076$

3. $28\,867 + 365\,667$

4. $765\,321 + 987\,543$

5. $887\,693 + 765\,493$

Wiskunde JAAR 3

Mathematics YEAR 3

AKTIWITEIT 8

OPTEL VAN HEELGETALLE: UITGEBREIDE NOTASIE

$$378\,539 = 300\,000 + 70\,000 + 8\,000 + 500 + 30 + 9$$

$$+ 46\,285 = \underline{\quad 40\,000 + 6\,000 + 200 + 80 + 5 \quad}$$

$$\underline{300\,000 + 110\,000 + 14\,000 + 700 + 110 + 14}$$

$$\text{ANTWOORD} = 424\,824$$

BEREKEN DIE VOLGENDE OP BG. MANIER :

1. $237\,847 + 87\,776$
2. $567\,298 + 392\,076$
3. $28\,867 + 365\,667$
4. $765\,321 + 987\,543$
5. $887\,693 + 765\,493$

Wiskunde JAAR 3 Mathematics YEAR 3

Steen Bladep.

3

ACTIVITY 7

WHOLE NUMBERS: ADD AND SUBTRACT

EXAMPLE

$$\underline{\hspace{2cm}} + 21 + 53 = 138$$

$$\begin{array}{r} 21 \\ 138 \end{array}$$

$$+ 53 \quad - \quad 74$$

$$\underline{74} \quad \underline{64}$$

DO THE FOLLOWING SUMS LIKE THE EXAMPLE:

1. $57 = 29 + \underline{\hspace{1cm}} + 3$
2. $\underline{\hspace{1cm}} + 64 + 96 = 186$
3. $85 = 38 + \underline{\hspace{1cm}} + 24$
4. $95 + 6 + \underline{\hspace{1cm}} = 146$
5. $103 = 33 + 39 + \underline{\hspace{1cm}}$
6. $71 + \underline{\hspace{1cm}} + 85 = 194$
7. $72 + 41 + \underline{\hspace{1cm}} = 124$
8. $142 = \underline{\hspace{1cm}} + 35 + 42$
9. $155 = \underline{\hspace{1cm}} + 30 + 75$
10. $250 = \underline{\hspace{1cm}} + 75 + 120$

Wiskunde JAAR 3

Mathematics YEAR 3

AKTIWITEIT 7

HEELGETALLE: OPTEL EN AFTREK

VOORBEELD:

$$\underline{\hspace{2cm}} + 21 + 53 = 138$$

$$\begin{array}{r} 21 \\ 138 \end{array}$$

$$+ \underline{53} \quad - \underline{74}$$

$$\underline{74} \quad \underline{64}$$

BEREKEN DIE VOLGENDE SOMME:

1. $57 = 29 + \underline{\hspace{1cm}} + 3$

2. $\underline{\hspace{1cm}} + 64 + 96 = 186$

3. $85 = 38 + \underline{\hspace{1cm}} + 24$

4. $95 + 6 + \underline{\hspace{1cm}} = 146$

5. $103 = 33 + 39 + \underline{\hspace{1cm}}$

6. $71 + \underline{\hspace{1cm}} + 85 = 194$

7. $72 + 41 + \underline{\hspace{1cm}} = 124$

8. $142 = \underline{\hspace{1cm}} + 35 + 42$

9. $155 = \underline{\hspace{1cm}} + 30 + 75$

10. $250 = \underline{\hspace{1cm}} + 75 + 120$

Wiskunde JAAR 3
Mathematics YEAR 3

Bodmas NIB

AKTIWITEIT 3

HEELGETALLE: VOLGORDE VAN BEWERKINGS

Die volgorde waarin bewerkings gedoen word is:

HAKIES - VAN - DELING - VERMENIGVULDIGING - OPTEL - AFTREK

() \div \times $+$ $-$

- | | | |
|------------------------------|------------------------------|-------------------------|
| 1. $4 + (3 - 2)$ | 2. $4 \times (3 + 9)$ | 3. $3 - (10 \times 0)$ |
| 4. $(8 + 4) \div 2$ | 5. $(9 - 3) \div 3$ | 6. $4(3 - 2)$ |
| 7. $3 + 9 \div 3$ | 8. $15 - 4 \times 3$ | 9. $7(3 - 1)$ |
| 10. $7 - (3 - 1)$ | 11. $(3 - 1) + 7$ | 12. $(3 - 1)(7)$ |
| 13. $3 \times 6 + 2$ | 14. $3 + 6 \times 2$ | 15. $(3 + 6) \times 2$ |
| 16. $3 + 7 \times 8 - 3$ | 17. $10 \times 3 - 3$ | 18. $10 \times (3 - 3)$ |
| 19. $2 + 4 - 5 + 2 \times 2$ | 20. $10 \div 2 \times 5 - 5$ | |

ACTIVITY 3

WHOLE NUMBERS: ORDER OF CALCULATIONS:

BRACKETS - OF - DIVIDE - MULTIPLY - ADD - SUBTRACT

(BODMAS)

CALCULATE THE ABOVE SUMS:

Wiskunde JAAR 3

Mathematics YEAR 3

AKTIWITEIT 2

HEELGETALLE: PLEKWAARDES

MILJOENE			DUISENDE			ENE		
Honderde	Tiene	Ene	Honderde	Tiene	Ene	Honderde	Tiene	Ene
1	5	6	6	8	7	2	5	3

Die boonste getal lees: Eenhonderd ses- en- vyftig miljoen, seshonderd- sewe- en tagtig duisend, tweehonderd drie- en- vyftig.

1. Trek 'n blok soos bo en vul die volgende getalle in en skryf dit in woorde:

1.1 87 605 121

1.2 123 857 001

1.3 12 000 611

1.4 1 556 986

1.5 32 665 432

ACTIVITY 2

WHOLE NUMBERS: PLACE VALUES

MILLIONS			THOUSANDS			ONES		
HUNDRED	TENS	ONES	HUNDREDS	TENS	ONES	HUNDREDS	TENS	ONES
1	5	6	6	8	7	2	5	3

The number reads: One hundred fifty six million, six hundred and eighty seven thousand, two hundred and fifty three .

1. Draw a block like above and fill in the following numbers and write it in words:

1.1 87 605 121

1.5 32 665 432

1.2 123 857 001

1.3 12 000 611

1.4 1 556 986



Afrikaans skills level 3

Opskrif: _____

Datum: _____

Ongewone beroepe

Leesstuk

Lees die leesstuk hieronder deur en doen die oefeninge wat volg.

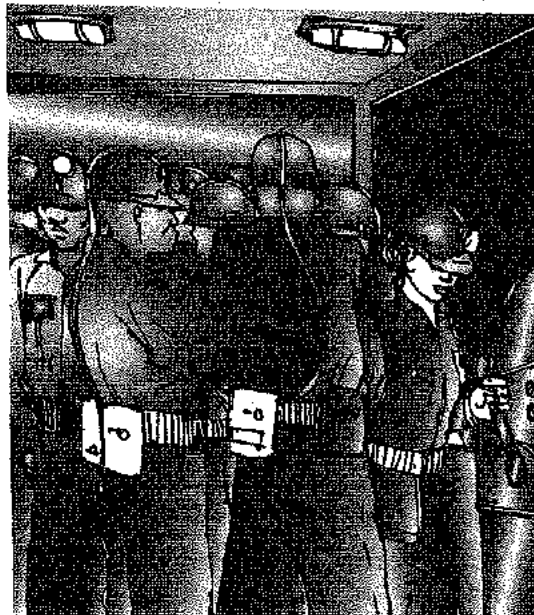
Myn-vroue is staatmakers

AngloGold Ashanti se projek om vroue in die werkplek te bemagtig, het reeds heelwat vrugte gedra. Daar is baie beroepe in die mynweese, ondergronds en bogronds, waar vroue reeds 'n stewige vastrapplek gekry het.

Dit sluit in beroepe soos geoloë, opmeters, ambagsmanne, ingenieurs, lokomotief-operateurs en selfs mynwerkers wat ondergronds werk. AngloGold se doelwit is dat sy persentasie vroulike werknemers in die volgende aantal jare nog heelwat moet styg.

By die Great Noli-gwa-goudmyn naby Orkney is reeds verskeie vroulike hysmasjienoperateurs. Hulle werk dieselfde skofte as die mans.

Carike Pienaar (26) is een van die vroue by Great Noli-gwa wat saam met manlike kollegas as hysmasjienoperateur optree. Sy het reeds verskeie gevorderde kursusse voltooi en haar volgende doelwit is om deel van die myn se protospaan te word wat



reddingswerk doen tydens rampe.

"Om 'n hysmasjien te opereer is 'n sensitiërende en harde werk – beslis nie vir sissies nie. 'n Mens moet geweldig konsentreer om nie foute te begaan nie. Ek moet elke dag honderde mynwerkers veilig in hul werkplekke onder die grond aflaai. Een klein foutjie kan fataal wees," sê Pienaar.

Pienaar, wat getroud is, sê dit was altyd haar droom om by 'n myn te werk. Al haar broers en haar pa is ook mynwerkers.

"Daar word beslis nie teen vroue by AngloGold

gediskrimineer nie. Die mans kan soms rof wees, maar hulle is baie beskermend teenoor my. Hulle is soos eie familie."

Mnr. Japie Harmse, 'n ingenieur en kollega van Pienaar, sê hy is trots op die werk wat sy doen. "Carike is net so bekwaam soos enige man. Sy is 'n ware staatmaker."

(Verwerk uit Rapport, 29 Augustus 2004)

woord die volgende vrae mondeling.

1. Wat is die betekenis van "het heelwat vrugte gedra"?
2. Wat sou die volgende beroepe behels?
 - a. geoloog
 - b. ambagsmanne
 - c. hysmasjienoperateur
3. Waar werk Carike Pienaar?
4. Wat is haar volgende doelwit?
5. Wat beteken, "beslis nie vir sissies nie"?
6. "Om 'n hysmasjien te opereer is 'n senutergende werk." Vervang *senutergend* met 'n sinoniem.
7. Een foutjie kan fataal wees. Verduidelik die betekenis van *fataal*.
8. Verduidelik die betekenis van die volgende woorde: *diskrimineer, bekwaam, staatmaker*.
9. Wie en wat is Carike se kollega?
10. Wat is AngloGold se doelwit?
11. Hoe tree haar kollegas teenoor haar op?

Woordeskat

Gebruik die volgende woorde wat uit die leesstuk kom en vul dit op die korrekte plekke by die onderstaande sinne in. Gebruik elke woord net een keer.

projek, beroepe, mynwerkers, skofte, werknemers, kursusse, doelwit, konsentreer, fataal, reddingswerk, rampe, senutergend, beskermend, bekwaam, kollega

a) _____ moet gereeld b) _____ bywoon. Om elke dag diep in die myn af te gaan is c) _____ en as jy foute begaan of agterlosig is, kan dit d) _____ wees vir jou eie en ander e) _____ se lewens. Dikwels vind daar f) _____ plaas, dan moet daar g) _____ uitgevoer word. Mynwerkers werk in h) _____, want dit kan uitputtend wees om vir lang ure ondergronds te werk en is belangrik dat jy goed moet i) _____. Daar is ook ander mynbou j) _____ wat 'n mens bogronds kan beoefen. Dit is belangrik om 'n k) _____ te hê as jy op 'n l) _____ werk. As jy m) _____ is in jou werk, sal jy gou vordering maak in jou beroep, en sal jou n) _____ respek hê vir jou as 'n goeie werker. As jy as mynwerker ondergronds moet werk, moet jy ander werkers se veiligheid in ag neem, en o) _____ teenoor hulle optree.

[15]

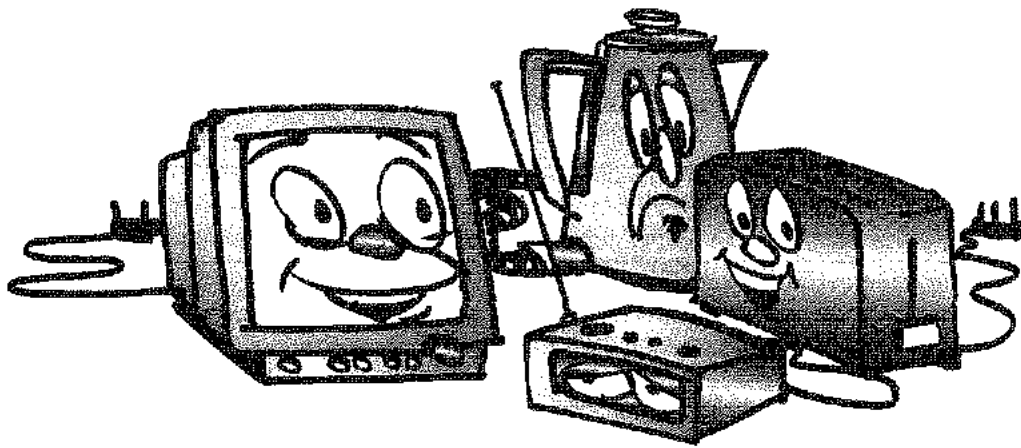
Vul die onderstaande voorsetsels op die korrekte plekke in.

onder, op, om, in, van

1. Om _____ die grond te werk is gevaarlik en senutergend.
2. Dit is my doelwit _____ deel te wees _____ die myn se protospan.
3. Carike sê sy is trots _____ die werk wat sy doen.
4. Japie werk _____ die beheerkamer waar hy daagliks honderde mynwerkers ondergronds vervoer.

[5]

Bespaar elektrisiteit en energie



Wenke aan verbruikers:

Wenk 1 Verminder die temperatuur van die geiser tot ongeveer 55 grade sodat jy nie nodig het om koel water te gebruik wanneer jy stort of skottelgoed was nie.

Wenk 2 Onthou om die deksel op 'n pot te sit wanneer jy kook. Dit behou hitte en energie. Die grootte van die pot moet pas by die grootte van die stooftaak. Dit sal jou ongeveer 25% aan elektrisiteit, wat jy gebruik terwyl jy kook, spaar.

Wenk 3 Maak vensters en deure toe wanneer die verwarmers aan is om geld te bespaar.

Wenk 4 Maak elke keer die yskas se deur toe wanneer jy iets uit die yskas haal. Maak ook seker dat die yskas dig sluit.

Wenk 5 Week bone, stampmelies en ander soortgelyke droë voedsel oornag in water. Dit sal tyd, geld en ure se kook bespaar.

Wenk 6 Kook net soveel water as wat jy nodig het in plaas van 'n vol kastrol of ketel.

Wenk 7 Isoleer jou geiser deur koerante, ou komberse of ander isoleringsmateriaal daarom, asook om die warmwaterpype, te sit.

Wenk 8 Skakel ligte, waaiers, rekenaars en ander toestelle wat energie gebruik, af wanneer jy die vertrek verlaat. Dit sal geld bespaar.

Wenk 9 Gebruik die regte kookware wanneer jy kook, met ander woorde kastrolle en panne met plat bome. Dit gebruik 50% minder energie. Onthou, elektrise stowe gebruik baie energie, gebruik die plate en die oond so min as moontlik.

Wenk 10 Gebruik die regte energie vir die regte doel, byvoorbeeld gebruik 'n verwarmers, eerder as 'n warmplaat om 'n vertrek te verwarm, gebruik 'n ketel om water in te kook, eerder as 'n kastrol. Onthou: elektrisiteit is goed vir elektriese toebehore, maar gas is goedkoper om mee te kook of vir verwarming.

Wenk 11 Jy kan 'n aangename klimaat in jou vertrekke hê, as jy die vertrekke winter en somer elke dag goed ventileer. Onthou om verwarmers, waaiers of lugversorging af te skakel wanneer die vensters oop is.

Wenk 12 Jy kan baie water en elektrisiteit bespaar indien jy die voorwassiklus van jou wasmasjien oorslaan as jou klere nie baie vuil is nie.

Wenk 13 Bespaar water en elektrisiteit deur bedlinne teen 60 grade in plaas van 90 grade te was. Dit sal steeds skoon wees.

Wenk 14 Verminder die temperatuur van 'n verwarmers tot 'n gemaklike hitte.

Wenk 15 Gebruik energiebesparende gloeilampies. Hulle hou langer en gebruik minder energie.

Wenk 16 Verminder jou elektrisiteitsrekening deur al jou strykwerk op een slag te doen.

Wenk 17 Gaan jou rekening na en neem kennis van jou energieverbruik.

Wenk 18 Deel jou energiebesparende wenke met jou bure – bespreek julle elektrisiteitsrekeninge.

1. Vul die korrekte woorde uit die lysie hieronder in die oopgelate spasies in.

**waarop, waarin, waarteen, waarmee, waarby, waarvoor,
waarvan, wat, waar, watter**

- 1.1 Die elektriese lig _____ ek lees, is skerp genoeg. (1)
1.2 Die yster _____ ek stryk, is baie warm. (1)
1.3 Die temperatuur _____ jy die vertrek verhit, moet gemaklik wees. (1)
1.4 Die kastrol _____ jy kook, moet die regte grootte vir die stoofplaat wees. (1)
1.5 Die plaat _____ ek kook, is op laag gestel. (1)
1.6 Besikbaarheid sal bepaal _____ energiebron jy kan gebruik. (1)
1.7 Maak seker jy weet _____ om jou elektrisiteitstoevoer af te skakel in 'n noodgeval. (1)
1.8 Die man _____ die elektrisiteit geïnstalleer het, het vir jou goeie wenke oor kragbesparing gegee. (1)
1.9 Die yskas, _____ die deur stukkend is, gebruik baie krag. (1)
1.10 Die waaier, _____ ons so baie betaal het, werk nie. (1)
[10]

2. Gee een woord vir die woorde tussen hakies.

- 2.1 Die _____ (al die borde, messe, vurke, ens.) is in die wasbak. (1)
2.2 Sit die _____ (boonste deel van die pot) terug wanneer jy die kos geroer het. (1)
2.3 Maak die _____ (raam met glas in die muur) soggens oop om vars lug in jou kamer in te laat. (1)
2.4 Die _____ (toestel waarin kos koud gehou word) is al oud. (1)
2.5 Sal jy asseblief die _____ (toestel waarin 'n bietjie water op 'n slag gekook word) aanskakel. Ek is lus vir koffie. (1)
2.6 Wanneer jy jou _____ (lakens en kussingslope) was, hoef die water nie so warm te wees nie. (1)
2.7 Sal jy asseblief die kos uit die _____ (deel van die stoof waar kos gebak word) haal? (1)
2.8 Die _____ (glasbal wat lig verskaf) het afweer geblaas. (1)
2.9 Gooi asseblief al jou vuil klere sommer in die _____ (toestel waarmee klere, ens. gewas word). (1)
2.10 Die _____ (staat waarop jou elektrisiteitsverbruik verskyn) was gelukkig nie hierdie maand laat nie. (1)
[10]

3. Skryf die sinne hieronder oor soos aangedui.

'n Paar maklike wenke oor hoe om water (en geld) tuis te bespaar:

- 3.1 Draai die kraan toe. Jy borsel jou tande. Jy bespaar tot 20 liter water.
Mits _____ wanneer _____, _____ (3)
3.2 Stort eerder as om te bad.
Jy behoort _____ (1)



Die Ankerskool / Die Ankerschool



GAUTENG PROVINCE
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Life Skills

Skill Level 3

Name: _____

SL: _____

Development of the self in the society

Self-awareness, self-esteem and self-development

Self-awareness and self-esteem are closely related to one another. Self-awareness is the way we see ourselves and think about ourselves. It is our ability to recognise both our strong points and our weak points and to be able to make choices and decisions based on these abilities. Self-esteem is the way we feel about ourselves. It is our image of our worth as a person. Self-esteem can be boosted or destroyed by the different relationships a person has with others and by the influence of external factors such as TV and magazines.

Self-development builds self-confidence

Our self-esteem and self-awareness affect the way we live our life. If we feel good about ourselves and think highly of ourselves, we are likely to have more self-confidence. People with low self-esteem generally lack confidence. Very few people feel totally confident all the time. We are all sure of ourselves in some situations and less sure in others. You need to develop your self-esteem by building on the situations in which you are confident and aim to extend that confidence to other areas. On the next page, you can read about ideas for **self-development to** boost your self-esteem and self-awareness to develop your self-confidence.

Question 1: Underline the correct answer.

- a) (Self-awareness / self-esteem) is the way we see ourselves.
- b) (Self-awareness / self-esteem) is the way we feel about ourselves
- c) Self-awareness is about our (ability / inability) to recognize our strong and weak points.
- d) Self-esteem is an (awareness / unawareness) of our worth as a person.
- e) A person's (self-awareness / self-esteem) can be boosted or destroyed by the relationships they have.

Question 2 : Fill in the missing words.

- a) Our self-esteem and self-awareness _____ the way we approach life.

- b) If we feel good about ourselves , we are likely to be more _____ in the things we do.
- c) You need to _____ on the situations in which you are confident.
- d) If your self-esteem is high , you will feel and act _____
- e) There are _____ that you can follow to boost your self-esteem. (5)

Question 3: Answer the questions.

Read what the teens have to say :

A) What factors influence the way they feel about themselves ?

B) What factors influence the way you feel and think about yourself? Don't use the same factors as in question A



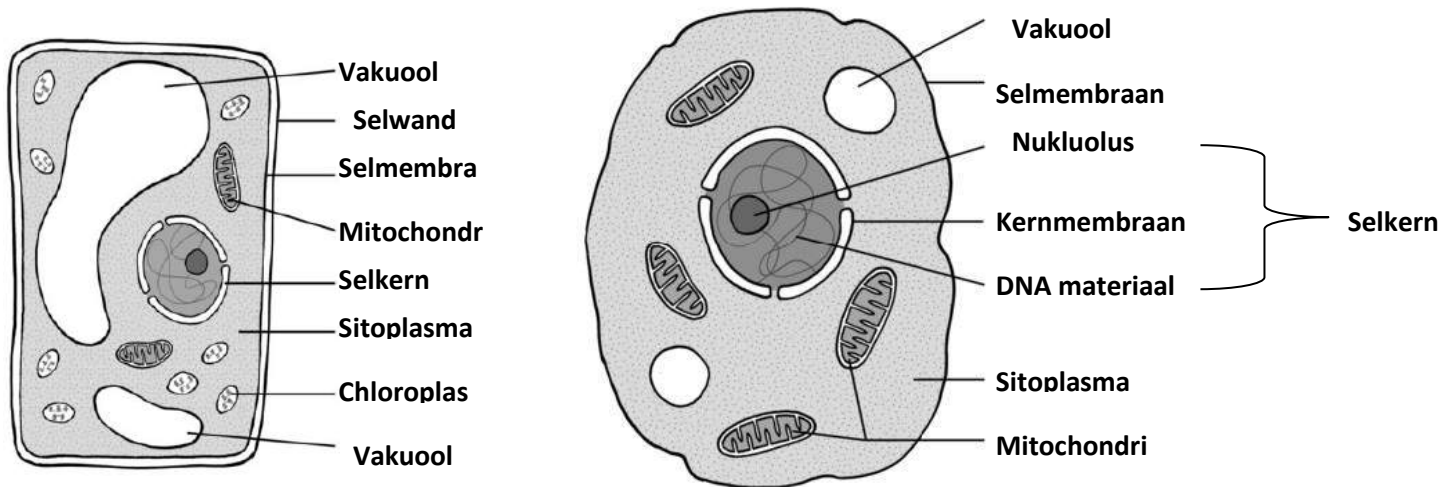
Natuurwetenskap

Huiswerk / Hersiening 1

Naam: _____

SL. 3. _____

Net soos die mure van 'n gebou met baie stene gebou is, bestaan alle lewende dinge (organismes) uit piepklein deeltjies bekend as selle. 'n Sel kan dus beskryf word as die basiese eenheid waaruit die liggame van lewende organismes bestaan.



Die basiese bou van 'n plantsel.

Die basiese bou van 'n diersel

Vraag 1: Teken en benoem die struktuur van 'n plantsel.

Vraag 2: Bespreek die verskille tussen die bou van 'n plantsel en die bou van 'n diersel



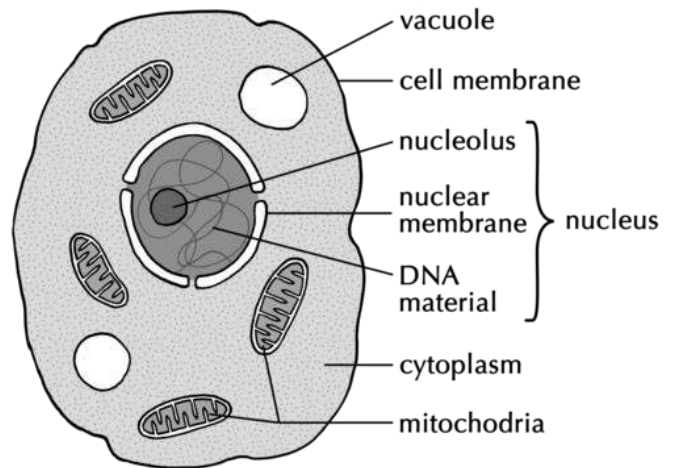
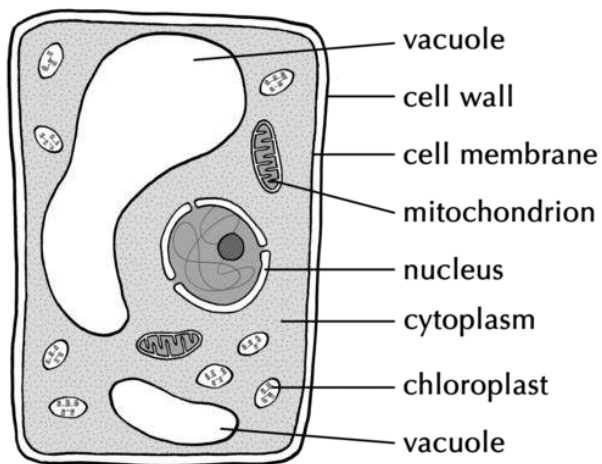
Natural Science

Homework/ Revision 1

Name: _____

SL. 3. _____

Just as bricks are the structural units of a house, cells are the structural units of all living things. Therefore, we can describe a cell as the basic unit out of which organisms consist.



The basic structure of a plant cell.

The basic structure of an animal cell.

Question 1: Draw and label the basic structure of a plant cell

Question 2: Discuss the structural differences between a plant cell and an animal cell

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Creative Arts
Class test (Activity 3.1)
Values of creative activities

Indicate whether the below statements are true or false.

	True or False
1). Creative activities allow children to express their ideas.	
2). Creative activities do not allow for creative thinking.	
3). Art provide children the pleasure of working with different materials.	
4). Through art children can self-express.	
5). Social development is not promoted through creative activities.	
6). Creative activities teach children to work together but not to share.	
7). Cooperation is one of the important skills learned through being creative.	

	True or False
8). Art also promotes physical development.	
9). Movement like painting, colouring & drawing improves the gross motor skills of a child.	
10). Moulding clay can help a child to gain control of their fingers.	
11). Art fosters motor- and hand-eye coordination.	
12). Art helps a child to take responsibility.	
13). Art can help an angry child to get rid of some of his frustrations.	
14). Children are not allowed to choose their own activities.	
15). A child has the change to explore and experiment and thus promotes intellectual growth.	
16). Important concepts such as colour and size are also taught.	
17). By doing art, a child is not taught any skills. They have to write an exam in order to	

	True or False
perfect skills like cutting, drawing or rolling.	
18). There is different stages of creative development	
19). The educator should choose the creative activity for a child.	
20). Offer a lot of corrections during the activity and tell them to fill any open spaces	
21). The educator should ask them questions about their projects and observe them while they work	
22). The educator must ensure the art activity is age appropriate.	
23). In the scribble stage a child still learns how to hold the pencils or crayons	
24). X-ray drawings is something you may find in the pre-schematic stage (ages 2 – 4 year olds)	
25). A sky line and ground line start to show in the	

	True or False
pre-schematic stage	

Kreatiewe Kuns
Klastoets (Aktiwiteit 3.1)
Waardes van kreatiewe aktiwiteite

Dui aan of die onderstaande stellings waar of vals is.

	Waar of Vals
1). Kreatiewe aktiwiteite laat kinders toe om hulle idees uit te druk	
2). Kreatiewe aktiwiteite bevorder nie kreatiewe denke nie.	

	Waar of Vals
3). Kuns gee kinders die geleentheid om met verskillende material te werk.	
4). Kinders kan hulself uitdruk deur middel van kuns	
5). Sosiale ontwikkeling word nie deur kreatiewe aktiwiteite bevorder nie.	
6). Kreatiewe aktiwiteite help kinders om saam te werk, maar nie om te deel nie.	
7). Samewerking is een van die belangrikste vaardighede wat aangeleer word deur kuns.	
8). Kuns bevorder ook fisiese ontwikkeling.	
9). Bewegings soos verf, inkleur en teken, bevorder die groot motoriese vaardighede.	
10). Die vorming van klei help 'n kind om beheer oor sy vingerspiere te kry.	
11). Kuns bevorder hand-oog-koördinasie.	
12). Kuns help 'n kind om verantwoordelikheid te neem.	

	Waar of Vals
13). Kuns kan 'n woedende kind help om van sy frustrasies ontslae te raak.	
14). Kinders word nie toegelaat om hulle eie aktiwiteite te kies nie.	
15). 'n Kind het die kans om te verken en te ondersoek en dit bevorder intellektuele groei.	
16). Belangrike konsepte soos kleur en grootte word ook aangeleer.	
17). 'n Kind ontwikkel geen vaardighede deur kuns nie. Hulle moet eksamen skryf om vaardighede soos knip en teken te ontwikkel.	
18). Daar is verskillende fases van kreatiewe ontwikkeling.	
19). Die opvoeder moet vir die kind 'n kreatiewe kuns aktiwiteit kies.	
20). Wys verskeie korreksies uit gedurende die	

	Waar of Vals
aktiwiteit en sê hom aan om oop spasie te vul.	
21). Die opvoeder moet baie vrae vra oor hulle projekte en hulle observeer terwyl hulle werk.	
22). Die opvoeder moet verseker dat die aktiwiteit ouderdomsgerig is.	
23). 'n Kind sal leer hoe om die potlood of vetkryt vas te hou in die krabbelfase.	
24). Jy gaan x-straal-tekeninge in die pre-skematiese fase (ouderdomme 2 – 4 jaar), aantref.	
25). 'n Hemellyn en grondlyn sal begin wys in die pre-skematiese fase	



Creative Arts

The values of creative activities

- ❧ Creative activities allow children to express their ideas. It provides them with time to experiment and explore. It promotes creative thinking.
- ❧ Art pieces provide children the pleasure of working with materials. It fulfils children's need for movement, self-expression and achievement.
- ❧ Social development is also promoted by creative activities. Children learn to work and share with others. Cooperation is an important skill learned during art activities.
- ❧ Art promotes physical development. The movements done in painting, colouring, drawing and scribbling improve the fine motor skills.
- ❧ When children mould clay, they gain control of their fingers and hand muscles. All art activities foster motor and hand-eye coordination.
- ❧ Children learn responsibility. They learn that they must put on their aprons before painting.

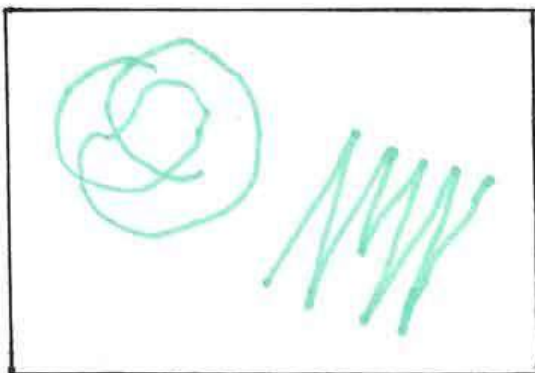
- ❖ Art promotes emotional growth. Through creative activity children are allowed to express emotions. Hitting dough or scribbling with crayons allows angry children to express their frustrations.
- ❖ Children have the change to choose their own activities. They learn how to make choices.
- ❖ Intellectual growth is promoted through art. Children explore and experiment with many materials and tools.
- ❖ They learn important concepts such as colour, size, textures and shapes. They learn skills such as cutting, drawing, rolling, smelling, rubbing, pounding and tearing through manipulation and control of tools.



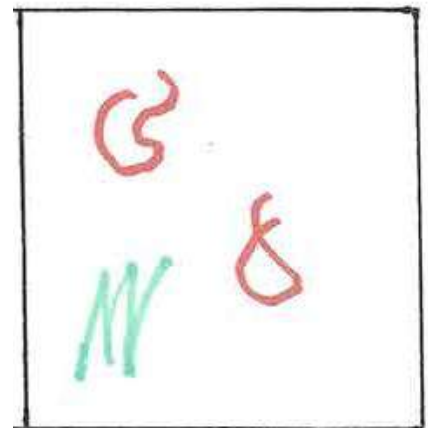
The stages of creative development

The scribble stage

- 👶 2 to 4 years of age.
- 👶 Uncontrolled marks, scribbles, lines or dots on paper.
- 👶 Child has little to no control over motor activity.
- 👶 Colour is not important.
- 👶 Children are experimenting with holding a pencil.
- 👶 They use fat, dark crayons.
- 👶 Moves whole arm while drawing.
- 👶 The drawer discovers and points to a familiar object found in the random scribble – this is called named scribble.














CONTROLLED SCRIBBLING



"MOMMY AND ME SHOPPING"







Pre-schematic stage







-  Ages 4 to 6 years old.
-  First attempts at representation of humans or animals.
-  Typical representation of a person is a large head on top of feet.
-  Tadpole figures – large head with extended arms.
-  Child draws things he perceives as most important.
-  Random placement of objects.
-  Objects are drawn facing forward.
-  Colours are used unrealistically – more emotional than logical
-  Children tend to use their favourite colours.
-  Objects are floating in space – not anchored.
-  Paper may be turned many times while drawing.

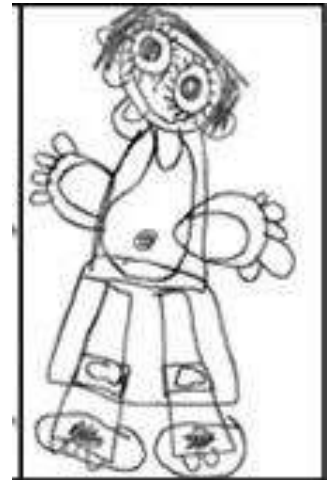


Schematic or symbolic stage

-  Ages 7 to 9 years old.
-  Children have a set concept about a way of drawing – might draw a fish in the same way in many drawings.
-  The use of colour are more realistic
-  A definite sky line and base line start to show.



-  Becomes aware of the concept of space – they know there's a difference between up/down and front/back.
-  More proportionate body and head.
-  Shows more detail.
-  Create stories to go along with their drawings – have strong feelings about a subject.
-  That which is considered important is drawn bigger.
-  X-ray drawings – show interiors and exteriors at the same time.



Realism stage

- ✿ Ages 9 – 13 years.
- ✿ Much more attention to detail
- ✿ Period of self-awareness – very critical about themselves and their drawings.
- ✿ Want images to be very realistic and become awareness of their inability to draw objects the way they appear in real life.
- ✿ Drawings are inspired by what they see.
- ✿ Realism is not necessary real – take it from the child's point of view



The role of the educator during creative activities

- Avoid the use of examples. Give them the chance to choose their own activities and to express their ideas.
- Help them during an art session.
- Tasks done for them or forced on children often causes tension and distress.
- Be involved, but don't interfere.
- Walk through the class.
- Observe what they are doing.
- Ask questions, but don't ask what they are making.
- Ask the child to tell you about his picture.
- Give them freedom to create.
- Do not urge them to fill up space or add to their work – this decreased their pride and confidence.
- Praise their work.
- Don't offer corrections, ridicule or lessons.
- Choose activities carefully – must be appropriate to the child's age.
- Display the art in class.
- Invite the parents to come and see it.

