Mathematics Worksheets for Basic 2 Term 2

Developed for Primary Schools in Ghana

by
Richard Boateng, Sheena Lovia Boateng,
Joseph Budu, John Serbe Marfo,
Obed Kwame Adzaku Penu and Pasty Asamoah

OLPPE
TECHNOLOGY FOR A GREAT START

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Open Learning Platform for Primary Education

www.olppe.org

Mathematics Worksheets for Basic 2 Term 2

: Developed for Primary Schools in Ghana

Consistent with the Mathematics Curriculum for Primary Schools in Ghana (2019, Ministry of Education), this mathematics worksheet book has been developed to aid the teaching of mathematics for basic 2 or grade 2 learners in the second term of their grade level.

The book is filled with bright, engaging illustrations and simple, rhythmic text that makes learning mathematics both enjoyable and memorable. It's an ideal resource for parents and teachers looking to build foundational math skills in young learners.

This book is one of the works of the Open Learning Platform for Primary Education (www.olppe.org) project funded by CERES and the Jacobs Foundation.

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Open Learning Platform for Primary Education

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What is OLPPE?

Leading institutions from Ghana, including the University of Ghana, Kwame Nkrumah University of Science and Technology, and the Ghana Institute of Management and Public Administration, have joined forces. Their goal? To enhance the role and impact of technology within primary education.

Introducing the **Open Learning Platform for Primary Education** (**OLPPE**): a project dedicated to creating and implementing open e-content, while also establishing methods for seamless curriculum integration. This is all with the aim of elevating learning experiences for primary school students. For the pilot phase, the focus is on one of the cornerstone subjects of education — mathematics, specifically within lower primary education in Ghana.

We're proud to be backed by Connecting the E-Tech Research Eco-System (CERES) and the Jacobs Foundation.

JACOBS FOUNDATION
Our Promise to Youth

ceres
Connecting the Ed•tech Research Eco•System

Who are We?

Steering this initiative is a team comprising four senior researchers — Prof. Richard Boateng, Dr Sheena Lovia Boateng, Dr Joseph Budu and Dr John Serbe-Marfo — and two distinguished CERES scholars — Obed Kwame Adzaku Penu and Pasty Asamoah.

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Mathematics Worksheets for Basic 2 Term 2

Developed for Primary Schools in Ghana

Consistent with the Mathematics Curriculum for Primary Schools in Ghana (2019, Ministry of Education), the content standards and sub-strands are indicated on each worksheet (upper-left corner) to enable teachers to align the worksheets with their lesson plans.

Open Learning Platform for Primary Education

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B2.1.2.4.1
QUIZ 1

School _____ Class _____

SCORE: .....

Name _____ Date _____

Place Value | Tens & Ones

Instructions: Partition these numbers into their tens and ones place value:

1 45 =

Tens	Ones

2 16 =

Tens	Ones

3 65 =

Tens	Ones

4 93 =

Tens	Ones

5 593 =

Tens	Ones

6 55 =

Tens	Ones

7 76 =

Tens	Ones

8 10 =

Tens	Ones

9 30 =

Tens	Ones

10 17

Tens	Ones

11 84 =

Tens	Ones

12 71

Tens	Ones

TEACHER: .....

B2.1.2.4.1
QUIZ 2

School _____ Class _____

SCORE: .....

Name _____ Date _____

Place Value | Tens & Ones | Addition

Instructions: Partition these numbers into their tens and ones place value:

Standard Form	Tally Marks	Tens and Ones	Equation
13	𝍸 𝍸 III	tens 10 ones 3	10 + 3 = 13
52		tens ____ ones ____	
48		tens ____ ones ____	
74		tens ____ ones ____	
20		tens ____ ones ____	
15		tens ____ ones ____	
89		tens ____ ones ____	
62		tens ____ ones ____	

TEACHER: .....

B2.1.2.4.1
LEARN

School _____ Class _____

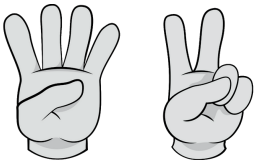
SCORE: .....

Name _____ Date _____

ADDITION STRATEGIES

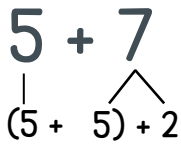
I can use a variety of strategies to add.

I can use my fingers.



4 + 2 = 6

I can make ten.



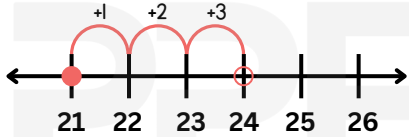
5 + 7 = 12

I can count on.

9, 10, 11, 12

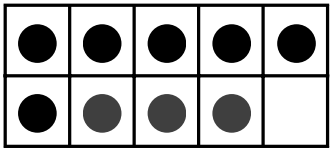
9 + 3 = 12

I can use a number line.



21 + 3 = 24

I can use a ten frame.



6 + 3 = 9

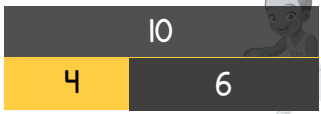
I can draw pictures.

5 + 3 = 8

I can use base ten blocks.

11 + 24 = 35

I can use part-part-whole.



4 + 6 = 10

B2.1.2.4.1
QUIZ 3

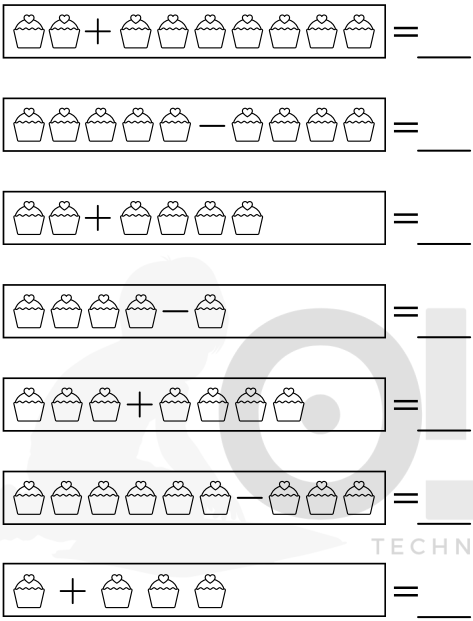
School _____ Class _____

SCORE: .....

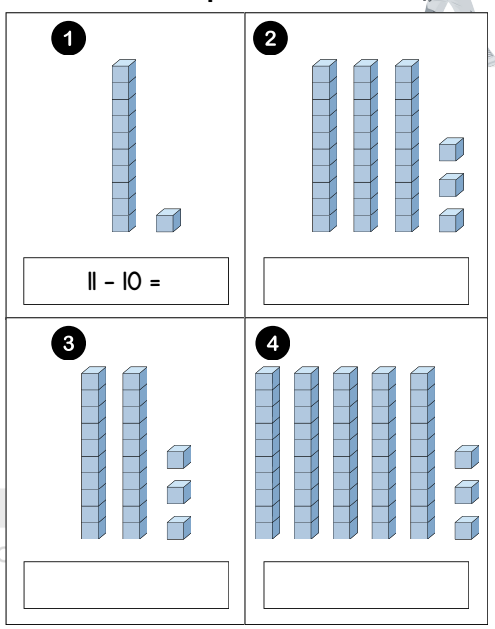
Name _____ Date _____

Tens & Ones | Addition and Subtraction

Add or Subtract the cupcakes using the cues provided:



Find the total and subtract ten. Then write the equation and the answer:



Add or Subtract by Expanding into Tens and Ones

84 + 16 = 100

Tens: 80 + 10 = 90

Ones: 4 + 6 = 10

Total = 100

34 - 12 = 22

Tens: 30 - 10 = 20

Ones: 4 - 2 = 2

Total = 22

24 + 49 = ...

Tens: _____

Ones: _____

Total = ...

63 + 24 = ...

Tens: _____

Ones: _____

Total = ...

42 - 17 = ...

Tens: _____

Ones: _____

Total = ...

73 - 13 = ...

Tens: _____

Ones: _____

Total = ...

TEACHER: .....

B2.1.2.4.2
QUIZ 1

School _____ Class _____

SCORE: .....

Name _____ Date _____

Friendly Jumps | Addition and Subtraction

23 + 37 = ...

10 + 10 + 10 + 7

23 + 10 + 10 + 10 + 7 = 60

17 + 42 = ...

_____

17 + = ...

30 + 54 = ...

_____

30 + = ...

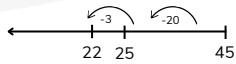
18 + 28 = ...

_____

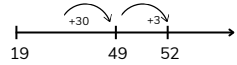
30 + = ...

Keep one number whole and split the other one apart into place value.
Jump each piece along the way

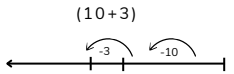
45 - 23 = 22 (20+3)



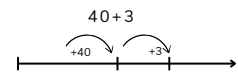
19 + 33 = 52 30+3



15 - 13 = ... (10+3)



29 + 43 = ... 40+3



43 - 21 = ...

39 - 19= .....

85 - 35 = ...

27 +11= .....

TEACHER: .....

B2.1.2.4.2
QUIZ 1

School _____ Class _____

SCORE: .....

Name _____ Date _____

Friendly Numbers | Addition and Subtraction

Adjust either numbers by adding or subtracting to find friendly numbers.

34 - 22 = 12
(34-20=14)
↓
(14-2=12)

28 + 12 = 40
(28+2)=30 (12-2)=10
↓
30+10=40

25 - 13 = ... 19 + 43 = ...

73 - 41 = ... 69 - 19= .....

85 - 35 = ... 27 +11= .....

35 - 21 = ... 69 - 19= .....

95 - 33 = ... 55 + 51= .....

73 - 41 = ... 32 - 14= .....

TEACHER: .....

B2.1.2.4.2
QUIZ 2

School _____ Class _____

SCORE: .....

Name _____ Date _____

DECOMPOSITION

How many different ways can you make 35?

34 + 1 = 35 or 40 - 5 = 35

_____

_____

_____

_____

TEACHER: .....

B2.1.2.4.3
QUIZ 1

School _____ Class _____

SCORE: .....

Name _____ Date _____

Word Problems

Multistep Addition and Subtraction

Solve the word problems using drawings and a number sentence.

1. **34 balls were taken from a box and 11 balls were left in the box. How many balls were in the box at the start?**

My drawing:	My equation: My answer: _____

2. **There were 25 students in the Basic 2 at the beginning of the year. By the end of the year there were 12. How many students joined Basic 2?**

My drawing:	My equation: My answer: _____

3. **The store in Kejetia received a box of 48 oranges. They already had 15 oranges. How many oranges do they have total?**

My drawing:	My equation: My answer: _____

TEACHER: .....

B2.1.2.4.3
QUIZ 2

School _____ Class _____

SCORE: .....

Name _____ Date _____

Word Problems

Multistep Addition and Subtraction

Solve the word problems using drawings and a number sentence.

1. **23 pencils were taken from a box and 11 pencils were left in the box. How many pencils were in the box at the start?**

My drawing:	My equation: My answer: _____

2. **There were 67 students in the Basic 2 at the end of the year. At the beginning of the year there were 25. How many students left Basic 2?**

My drawing:	My equation: My answer: _____

3. **The store in Adum received a box of 78 tomatoes. They already had 12 tomatoes. How many tomatoes do they have total?**

My drawing:	My equation: My answer: _____

TEACHER: .....

B2.1.2.4.3
QUIZ 3

School _____ Class _____

SCORE: .....

Name _____ Date _____

Word Problems

Addition and Subtraction

Solve the word problems using number sentences.

1. **Abena gave Akua 58 oranges. Akua gave 13 oranges back to Abena. How many oranges does Akua have now?**

My equation:	My answer: _____

2. **Abena gave Akua 58 oranges. Akua gave 13 oranges back to Abena. How many oranges does Abena have now?**

My equation:	My answer: _____

3. **Abena gave Akua 58 oranges. Akua gave 23 oranges back to Abena. How many books does Abena and Akua have in total now?**

My equation:	My answer: _____

4. **Abena gave Akua 58 oranges. Akua gave 23 oranges back to Abena. How many oranges does Akua have more than Abena?**

My equation:	My answer: _____

TEACHER: .....

B2.1.3.1.1
LEARN

School _____ Class _____

SCORE: .....

Name _____ Date _____

Fractions

Learn the Fractions

1 WHOLE

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

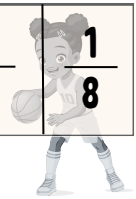
$\frac{1}{3}$	$\frac{1}{3}$	$\frac{1}{3}$

$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{4}$

$\frac{1}{5}$	$\frac{1}{5}$	$\frac{1}{5}$	$\frac{1}{5}$	$\frac{1}{5}$

$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$

$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$



TEACHER: .....

B2.1.3.1.1
QUIZ 1

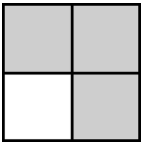
School _____ Class _____

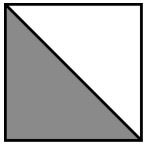
SCORE: .....

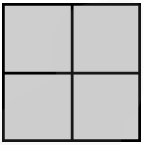
Name _____ Date _____

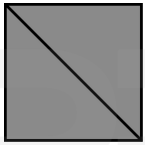
Fractions

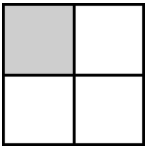
Identify the Fractions

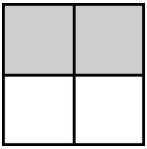
What fraction?	
	one fourth
	two fourths
	three fourths

What fraction?	
	one half
	one third
	one fourth

What fraction?	
	one half
	one whole
	two fourths

What fraction?	
	one half
	one whole
	one third

What fraction?	
	one half
	one third
	one fourth

What fraction?	
	one half
	one fourth
	one third

TEACHER: .....

B2.1.3.1.2
QUIZ 1

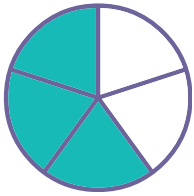
School _____ Class _____

SCORE: .....

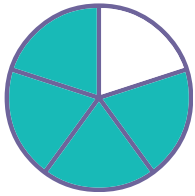
Name _____ Date _____

Fractions

Write the fraction for the shaded area of each shape.

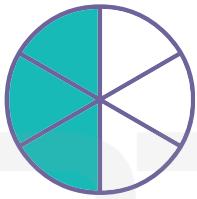


(example) $= \frac{3}{5}$

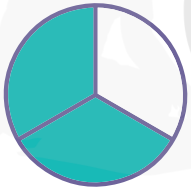


$= \frac{\quad}{\quad}$

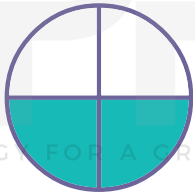
$= \frac{\quad}{\quad}$



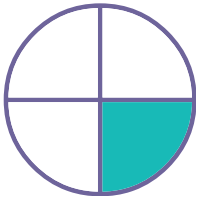
$= \frac{\quad}{\quad}$



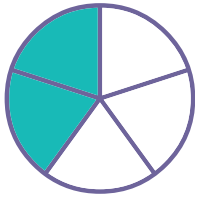
$= \frac{\quad}{\quad}$



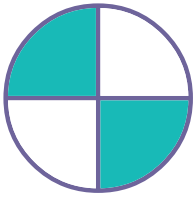
$= \frac{\quad}{\quad}$



$= \frac{\quad}{\quad}$



$= \frac{\quad}{\quad}$



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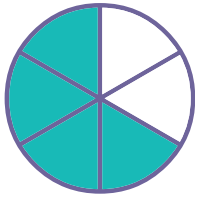


$= \frac{\quad}{\quad}$

TEACHER: .....

B2.1.3.1.2
QUIZ 2

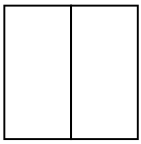
School _____ Class _____

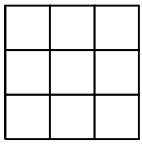
SCORE: .....

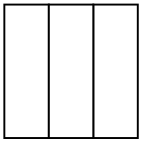
Name _____ Date _____

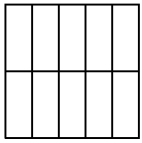
Fractions

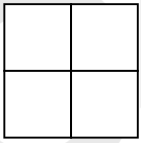
Shade the parts according to the fraction.

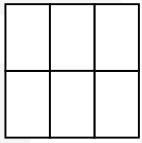
$\frac{1}{2}$ 

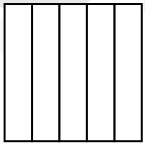
$\frac{4}{9}$ 

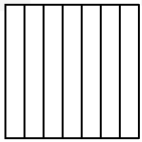
$\frac{2}{3}$ 

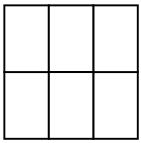
$\frac{5}{10}$ 

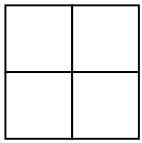
$\frac{3}{4}$ 

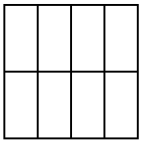
$\frac{5}{6}$ 

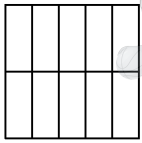
$\frac{2}{5}$ 

$\frac{3}{7}$ 

$\frac{3}{6}$ 

$\frac{2}{4}$ 

$\frac{5}{8}$ 

$\frac{4}{10}$ 

TEACHER: .....

B2.1.4.1.1
LEARN

School _____ Class _____

SCORE: .....

Name _____ Date _____

MONEY

Money used in Ghana

1 Pesewa Coin

10 Pesewas Coin

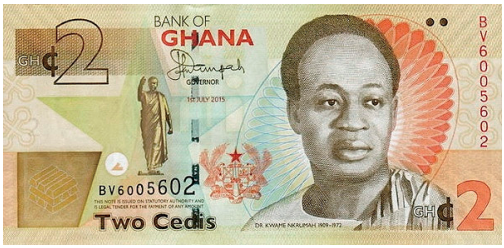
20 Pesewas Coin

50 Pesewas Coin

1 Cedi Note

1 Cedi Coin

2 Cedi Note



2 Cedis Coin

TEACHER: .....

B2.1.4.1.1
LEARN

School _____ Class _____

SCORE: .....

Name _____ Date _____

MONEY

Money used in Ghana

5 Cedis Note

10 Cedis Note

20 Cedis Note

TEACHER: .....

B2.1.4.1.1
LEARN

School _____ Class _____

SCORE: .....

Name _____ Date _____

MONEY

Money used in Ghana

50 Cedis Note

100 Cedis Note

200 Cedis Note

TEACHER: .....

B2.1.4.1.1
LEARN

School _____ Class _____

SCORE: .....

Name _____ Date _____

MONEY

Money used in Ghana

10 One Pesewa Coins

=

10 Pesewas Coin

10 One Pesewa Coins+ 10 One Pesewa Coins = ... Pesewas

20 One Pesewa Coins + 15 One Pesewa Coins = ... Pesewas

20 Ten Pesewas Coins + 2 One Pesewa Coins = ... Pesewas

17 Ten Pesewas Coins + 5 One Pesewa Coins = ... Pesewas

17 Ten Pesewas Coins + 8 Ten Pesewa Coins = ... Pesewas

TEACHER: .....

B2.1.4.1.1
LEARN & PRACTICE

School _____ Class _____

SCORE: .....

Name _____ Date _____

MONEY

Money used in Ghana

10

Ten Pesewa Coins

=

1 Cedi Coin

1 Cedi Note

TEACHER: .....

B2.1.4.1.1
LEARN

School _____ Class _____

SCORE: .....

Name _____ Date _____

MONEY

Money used in Ghana

5 Cedis + 5 Cedis = 10 Cedis

10 Cedis + 10 Cedis = 20 Cedis

20 Cedis + 20 Cedis = 40 Cedis

40 Cedis + 10 Cedis = 50 Cedis

TEACHER: .....

B2.1.4.1.1
LEARN & PRACTICE

School _____ Class _____

SCORE: .....

Name _____ Date _____

MONEY

Money used in Ghana

50 Cedis + **50 Cedis** = **100 Cedis**

100 Cedis + **100 Cedis** = **200 Cedis**

100 Cedis + **100 Cedis** = **200 Cedis**

50 Cedis + 20 Cedis + 1 Cedi Coin = ...

20 Cedis + 10 Cedis + 5 Cedis Coin = ...

100 Cedis + 50 Cedis + 5 Cedis Coin = ...

20 Cedis + 10 Cedis + 2 Cedis Coin = ...

TEACHER: .....

B2.1.2.1.1
QUIZ 1

School _____ Class _____

SCORE: .....

Name _____ Date _____

Number Patterns

Find out the missing numbers and figure out what the pattern rule is for each box.

17, 20, 23, 26, 29, __, __, __

25, 30, 35, 40, 45, __, __, __

__, __, __, 60, 70, 80, 90,100

8, __, 24, __, 40, __, __,64

__, __, __, 36, 45, 54, 63, 72

Arrange the given numbers in descending order.

8, 18, 16, 76

24, 40, 15, 52

2, 14, 26, 49

70, 98, 99, 90

75, 53, 66, 57

TEACHER: .....

B2.1.2.1.1
QUIZ 2

School _____ Class _____

SCORE: .....

Name _____ Date _____

Number Patterns

Find out the missing numbers and figure out what the pattern rule is for each box.

1. 10, 20, 30 — 70 60 40
2. 18, 20, 22 — 24 30 28
3. 40, 45, 50 — 60 55 65
4. 44, 46, 48 — 56 60 50
5. 55, 60, 65 — 66 75 70
6. 72, 74, 76 — 78 79 80

1 Write in the missing numbers by following the pattern and counting by 10's.

20 ___ 40 50 ___ 80 90 ___ 110 120

___ 140 ___ 160 170 ___ 190 200 ___ 220 ___

2

400 ____ 420 430 ____ 450 ____ 470 480

____ 500 510 520 ____ 540 550 ____ 570

____ 590 600 ____ 620 630 ____ 650 660

____ ____ 690 ____ 710 720 ____ 740 750 ____

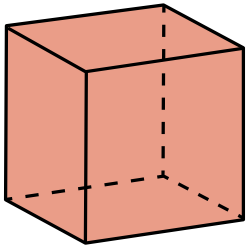
TEACHER: .....

B2.3.1.1.1
LEARN

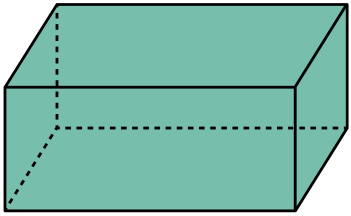
School _____ Class _____

SCORE: ..... Name _____ Date _____

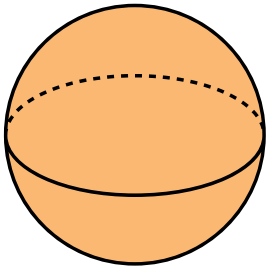
3D SHAPES



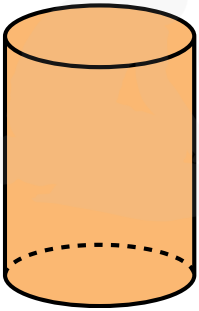
Cube



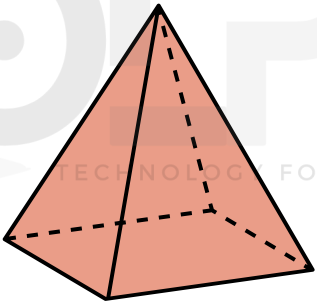
Rectangular Prsim



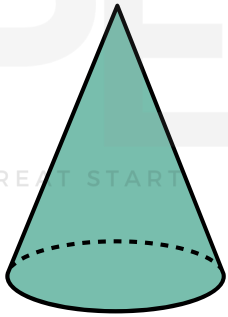
Sphere



Cylinder



Pyramid



Cone

TEACHER: .....

B2.3.1.1.2
LEARN

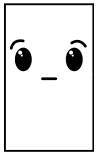
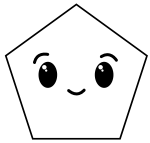
School _____ Class _____

SCORE: .....

Name _____ Date _____

2D Shapes

Look at the pictures and circle the correct words

 RECTANGLE / TRIANGLE	 SQUARE / RECTANGLE
 SQUARE / RECTANGLE	 PENTAGON / HEPTAGON
 HEXAGON / HEPTAGON	 OCTAGON / HEPTAGON
 OCTAGON / TRAPEZIUM	 CIRCLE / OVAL
 SEMICIRCLE / OVAL	 SEMICIRCLE / OVAL

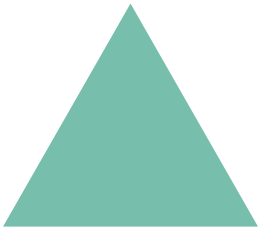
TEACHER: .....

B2.3.1.1.1
LEARN

School _____ Class _____

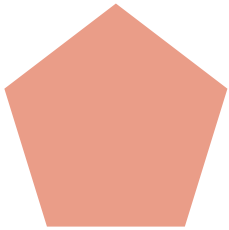
SCORE: ..... Name _____ Date _____

Regular Polygons

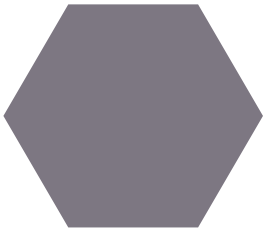


Triangle

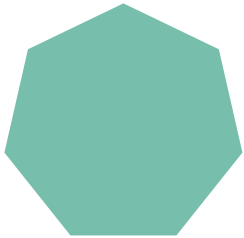
Quadrilateral



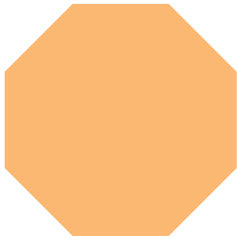
Pentagon



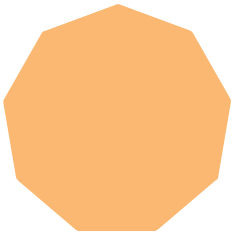
Hexagon



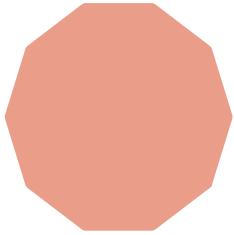
Heptagon



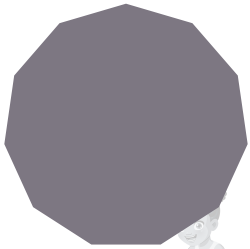
Octagon



Nonagon



Decagon



Hendecagon

TEACHER: .....

B2.3.1.1.1
QUIZ 1

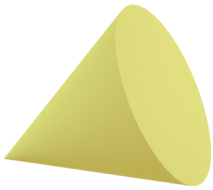
School _____ Class _____

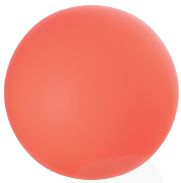
SCORE: .....

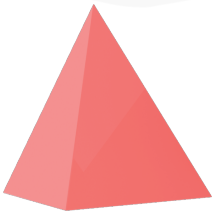
Name _____ Date _____

3D SHAPES

Join the matching 3D shapes.







TEACHER: .....

B2.3.1.1.1
QUIZ 1

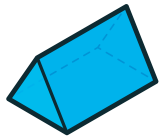
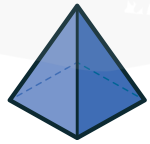
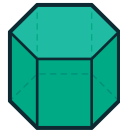
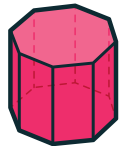
School _____ Class _____

SCORE: .....

Name _____ Date _____

ATTRIBUTES OF 3D SHAPES

Complete the chart with information about 3D shapes

Picture	Name	Properties	Real life objects
		Faces: Edges: Vertices:	
		Faces: Edges: Vertices:	
		Faces: Edges: Vertices:	
		Faces: Edges: Vertices:	
		Faces: Edges: Vertices:	
		Faces: Edges: Vertices:	

TEACHER: .....

B2.3.1.1.2
QUIZ 1

School _____ Class _____

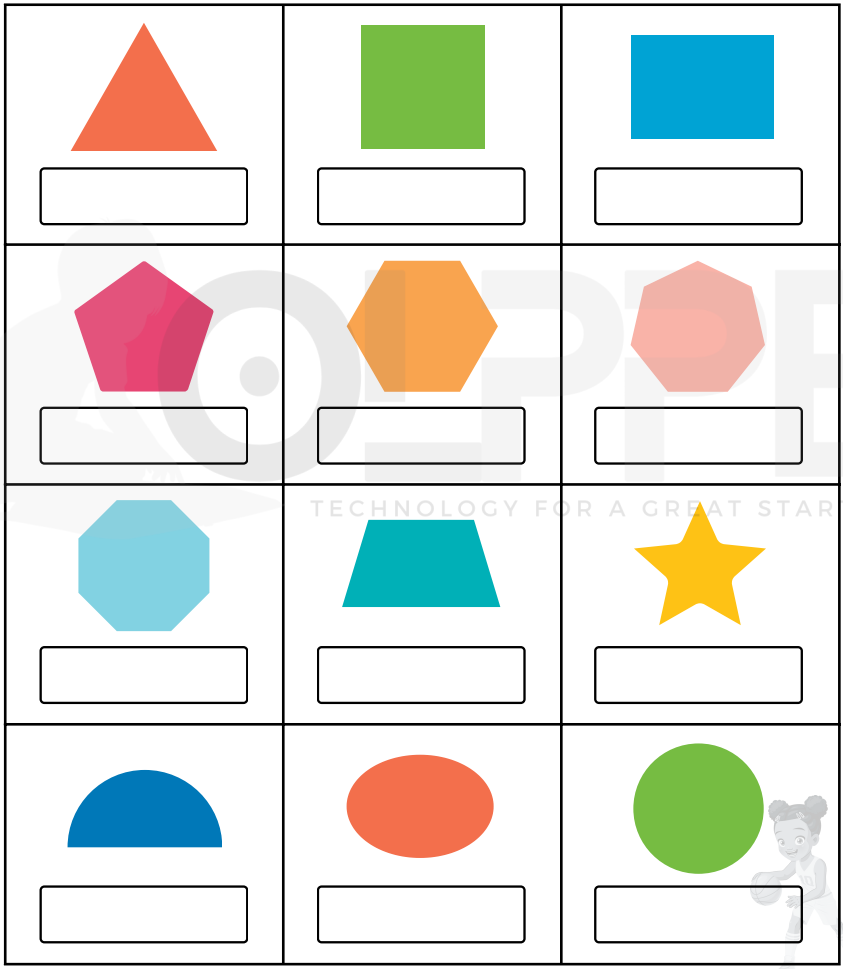
SCORE: .....

Name _____ Date _____

2D Shapes

Look at the pictures and write the names of the 2D geometric shapes

CIRCLE	TRIAPEZIUM	SQUARE	PENTAGON
OVAL	RECTANGLE	TRIANGLE	HEPTAGON
STAR	SEMICIRCLE	OCTAGON	HEXAGON



TEACHER: .....

B2.3.1.1.2
QUIZ 1

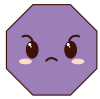
School _____ Class _____

SCORE: .....

Name _____ Date _____

Attributes of 2D Shapes

Complete the chart with information about 2D shapes

Picture	Name	Properties	Real life objects
		Sides: Vertices:	
		Sides: Vertices:	
		Sides: Vertices:	
		Sides: Vertices:	
		Sides: Vertices:	
		Sides: Vertices:	
		Sides: Vertices:	
		Sides: Vertices:	
		Sides: Vertices:	

TEACHER: .....

B2.3.1.1.2
QUIZ 2

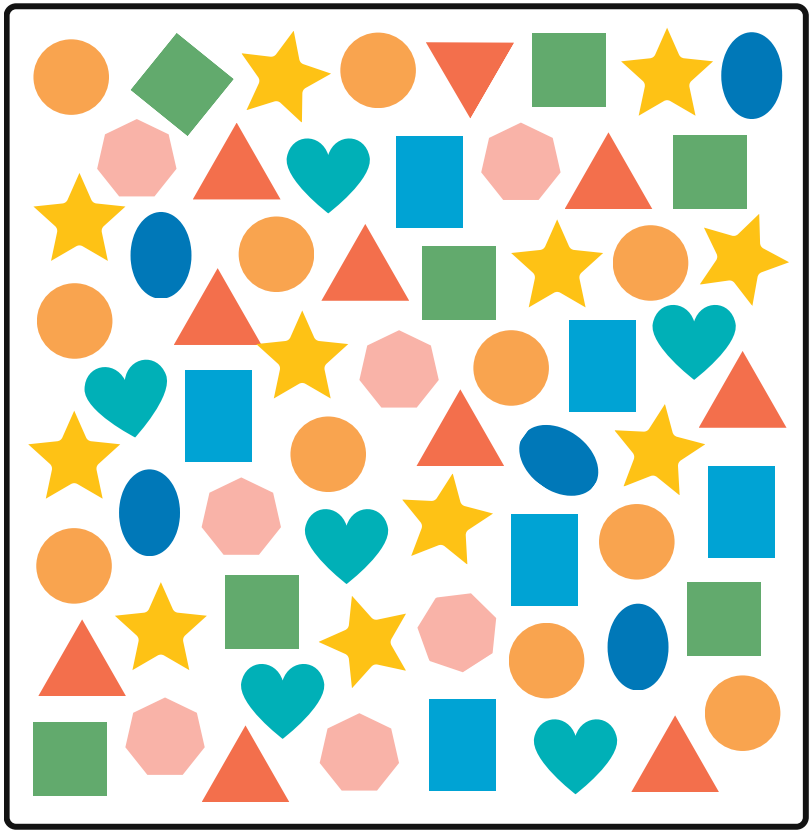
School _____ Class _____

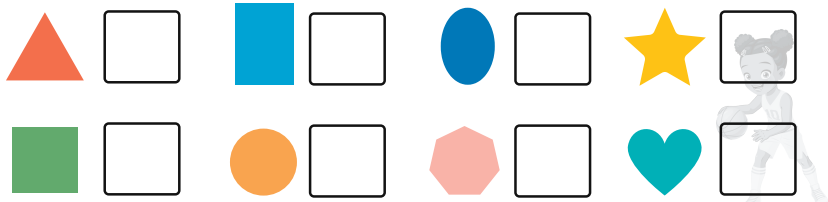
SCORE: .....

Name _____ Date _____

Let's Count Shapes!

Count and write your answers in the chart below





TEACHER: .....


abc

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The book is filled with bright, engaging illustrations and simple, rhythmic text that makes learning mathematics both enjoyable and memorable. It's an ideal resource for parents and teachers looking to build foundational math skills in young learners.

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