Mathematics Worksheets for Basic 3 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

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Open Learning Platform for Primary Education

www.olppe.org

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: 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 3 or grade 3 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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TECHNOLOGY FOR A GREAT START
www.olppe.org

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 3 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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B3.1.1.2.1
QUIZ 1

School _____ Class _____

SCORE: .....

Name _____ Date _____

POSITIVE AND NEGATIVE INTEGERS

Arrange positive and negative integers in ascending and descending order.

Arrange the following sets of numbers in <u>ascending order:</u>

1, -2, 14, -10, 2, -5, 4 , 12, -15, 20, -21, 23, -17

-101, 111, -51, 15, -151, 5, -5, -8, -15, 34, 100, -100

-205, -25, 20, 5, -2, 102, -105, 152, -198, 198

Arrange the following sets of numbers in <u>descending order:</u>

13, 11, -13, -4, 8, -6, 3, -3, -16, 19, -19, 24, -11

-1, -15, 13, 12, -8, -16, 7, 2, 0, -3, 15, 22, 32, -23

202, -10, -11, -21, 102, -2, 120, -201, 22, 100, -51

TEACHER: .....

B3.1.1.2.1
QUIZ 2

School _____ Class _____

SCORE: .....

Name _____ Date _____

POSITIVE AND NEGATIVE INTEGERS

Fill in the blank boxes with the correct inequality symbol (< or >).

Name: _____ Class: _____

11	☐	-15
20	☐	-3
-13	☐	8
-2	☐	-5
2	☐	-42
16	☐	9
-23	☐	-8

19	☐	-15
-4	☐	-3
41	☐	38
-12	☐	-20
102	☐	-38
4	☐	7
-13	☐	-1

/14

TEACHER: .....

B3.1.2.4
QUIZ 3A

School _____ Class _____

SCORE: .....

Name _____ Date _____

PLACE VALUE DIGITS

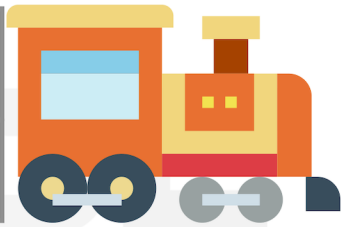
Partition these numbers into their hundreds, tens and ones place value.

1 138

Hundreds	Tens	Ones

2 530

Hundreds	Tens	Ones

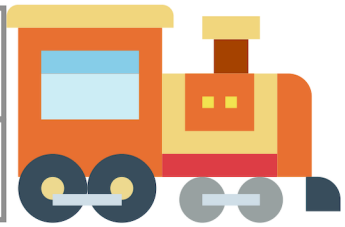


3 904

Hundreds	Tens	Ones

4 876

Hundreds	Tens	Ones



5 446

Hundreds	Tens	Ones

TEACHER: .....

B3.1.2.4
QUIZ 3B

School _____ Class _____

SCORE: .....

Name _____ Date _____

ADDING IN THREE-DIGITS

Write the number represented by each of the following on the space provided.

600	+	20	+	9	=			
900	+	50	+	8	=			
800	+	40	+	7	=			
400	+	90	+	0	=			
200	+	10	+	1	=			
300	+	0	+	2	=			
100	+	70	+	3	=			

TEACHER: .....

B3.1.2.4
QUIZ 4A

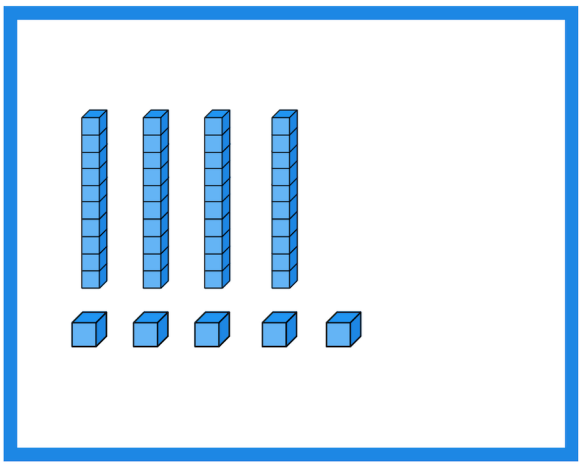
School _____ Class _____

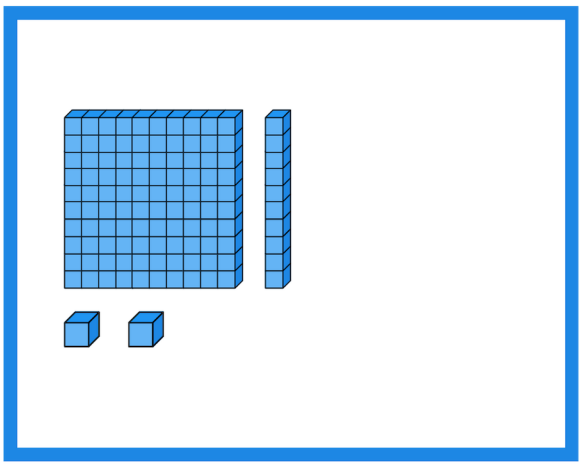
SCORE: .....

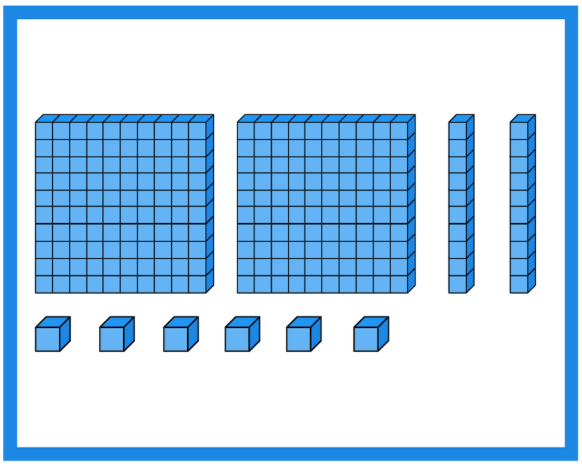
Name _____ Date _____

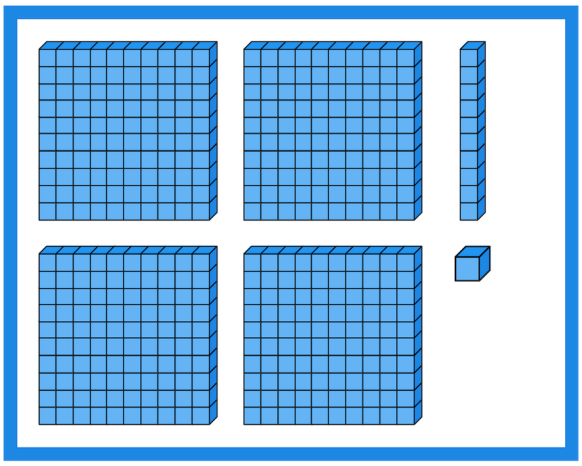
BASE 10 - 3 DIGIT NUMBERS

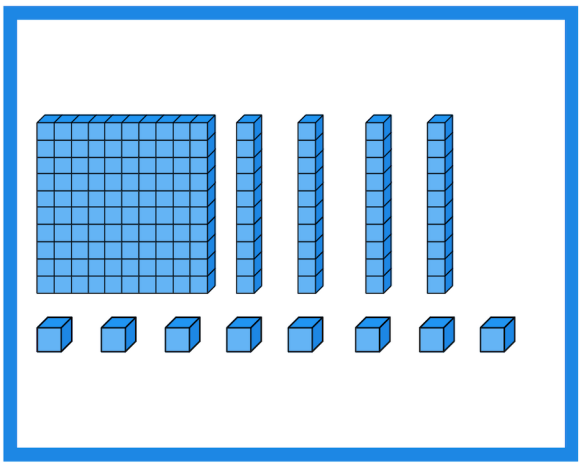
Write the number shown in the boxes below:

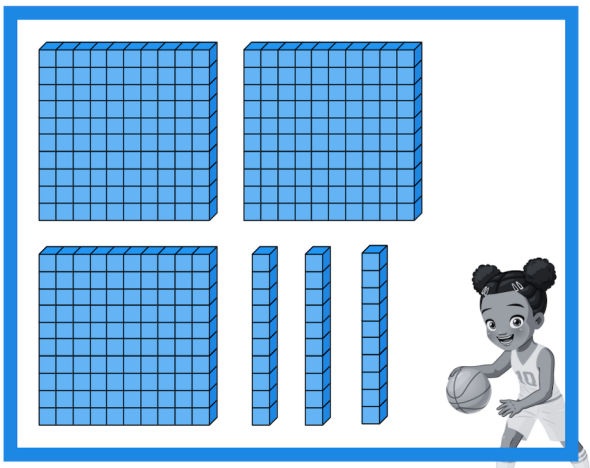












TEACHER: .....

B3.1.2.4
QUIZ 4B

School _____ Class _____

SCORE: .....

Name _____ Date _____

ADDING IN THREE-DIGITS

Solve each addition equation.

643 +132 775	223 +157	361 +729	146 +611
356 +951	241 +614	238 +152	643 +132
219 +852	358 +232	178 +335	727 +152
382 +266	711 +244	455 +782	468 +481

TEACHER: .....

B3.1.2.4
QUIZ 5A

School _____ Class _____

SCORE: .....

Name _____ Date _____

SUBTRACTING IN THREE-DIGITS

852 - 325 =

300 20 5

852 - 300 = 552
552 - 20 = 532
532 - 5 = 527

851
- 324

152 - 105 =

151
- 109

487 - 289 =

491
- 389

810 - 515 =

527
- 389

683 - 496 =

947
- 479

TEACHER: .....

B3.1.2.4
QUIZ 5B

School _____ Class _____

SCORE: .....

Name _____ Date _____

SUBTRACTING IN THREE-DIGITS

Making friendlier numbers

852
- 328
_____

852 + 2
- 328 + 2
_____

854
- 330
_____

524

751
- 227
_____

123
- 99
_____

492
- 178
_____

374
- 256
_____

781
- 407
_____

662
- 148
_____

884
- 339
_____

982
- 327
_____

272
- 159
_____

554
- 129
_____

TEACHER: .....

B3.1.2.5
QUIZ 6

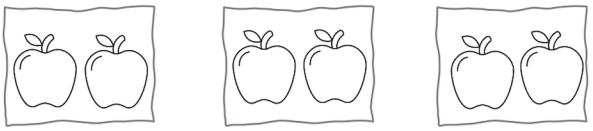
School _____ Class _____

SCORE: .....

Name _____ Date _____

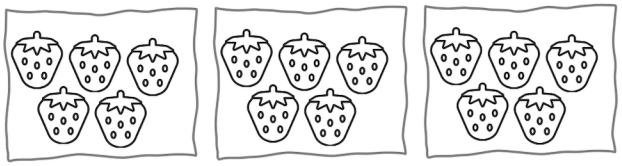
MULTIPLICATION BY GROUPINGS

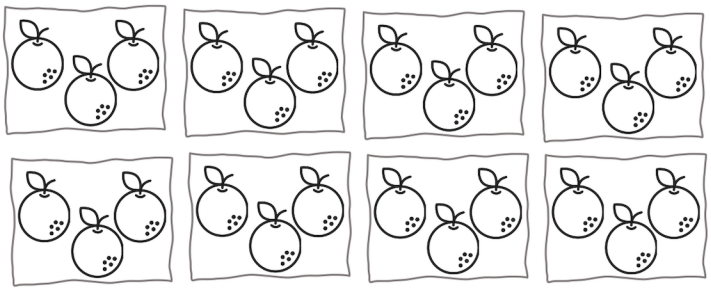
Use the addition method to solve the illustration.

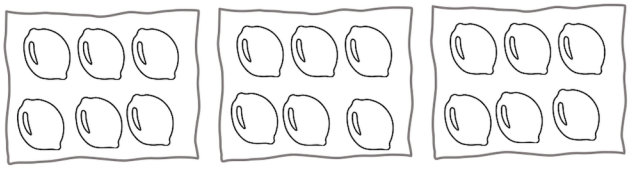


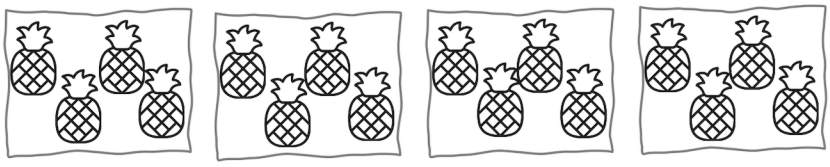
3 X 2 = 6

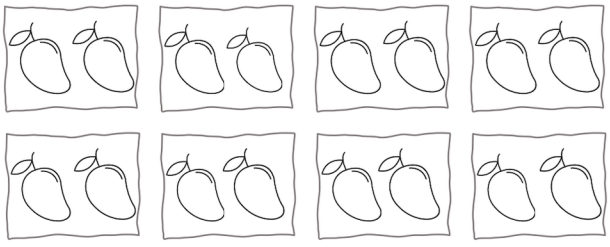
2 + 2 + 2 = 6

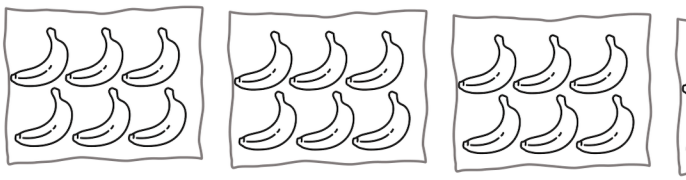












TEACHER: .....

B3.1.2.5
QUIZ 7A

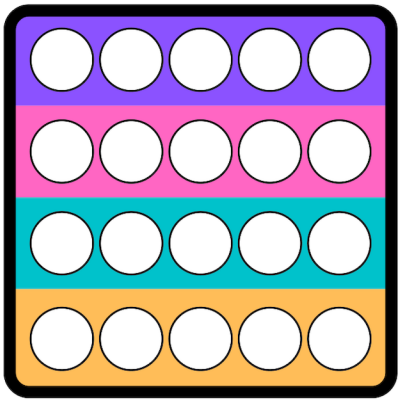
School _____ Class _____

SCORE: .....

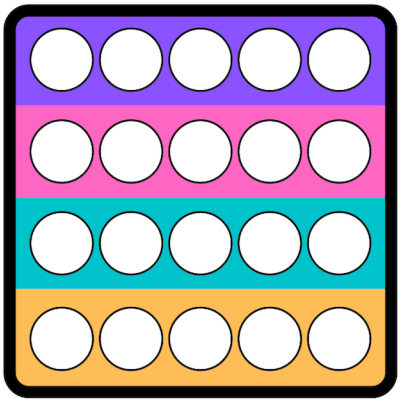
Name _____ Date _____

MULTIPLICATION ARRAYS

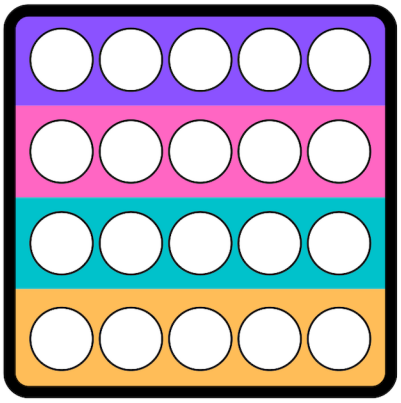
Color across then down, to solve the following multiplication sums:



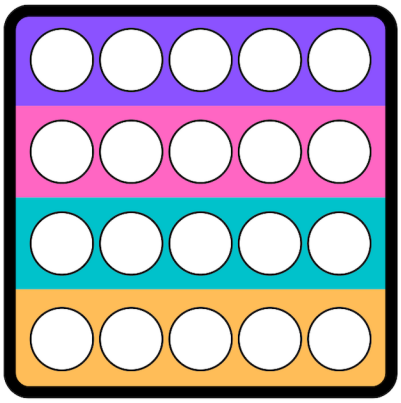
5 x 2 =



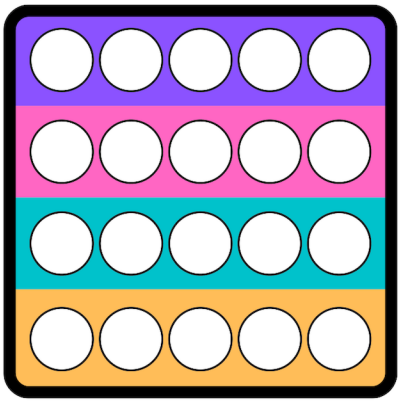
1 x 5 =



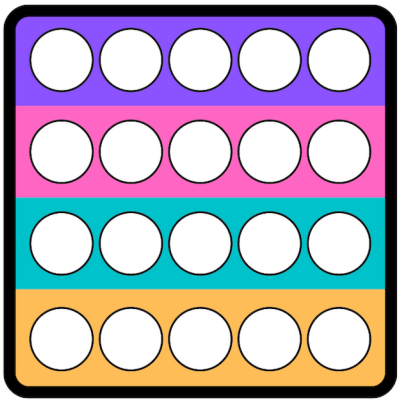
2 x 4 =



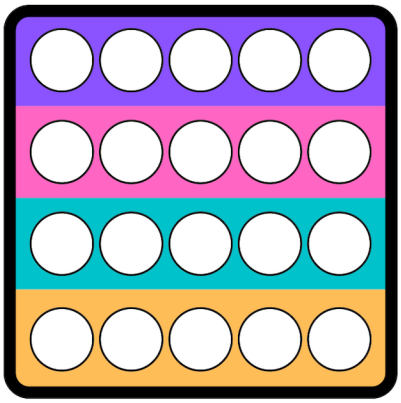
3 x 4 =



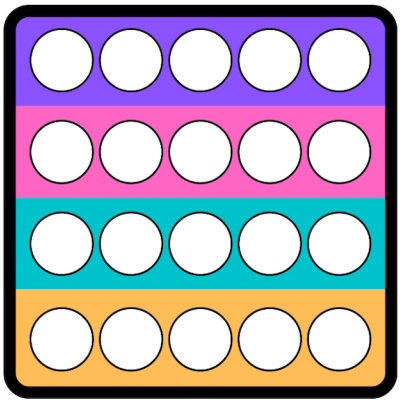
4 x 4 =



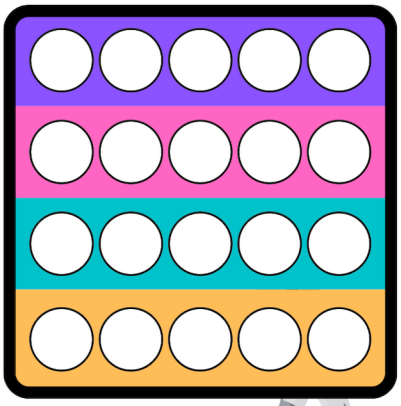
2 x 1 =



4 x 2 =



3 x 5 =



5 x 2 =

TEACHER: .....

B3.1.2.5
QUIZ 7B

School _____ Class _____

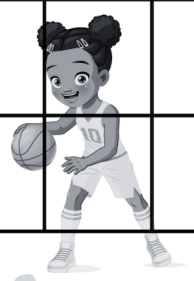
SCORE: .....

Name _____ Date _____

I KNOW MY TIMES TABLES

Challenge yourself to complete all your tables:

x	1	2	3	4	5	6	7	8	9	10	11	12
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												



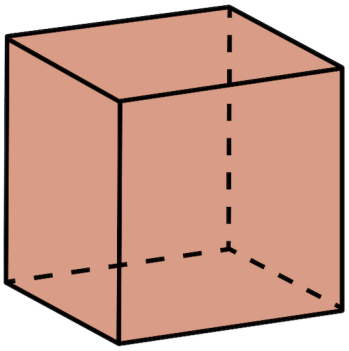
TEACHER: .....

B3.3.1.1
LEARN

School _____ Class _____

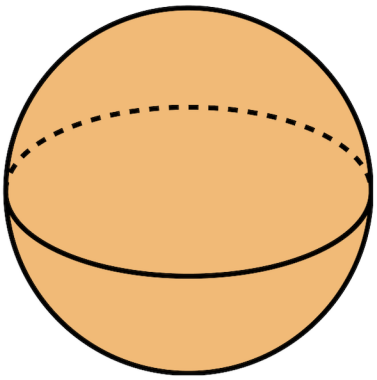
SCORE: ..... Name _____ Date _____

3D SHAPES

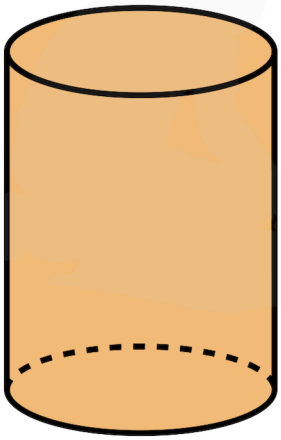


Cube

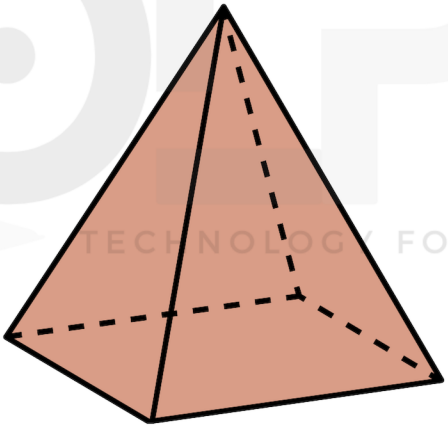
Rectangular Prsim



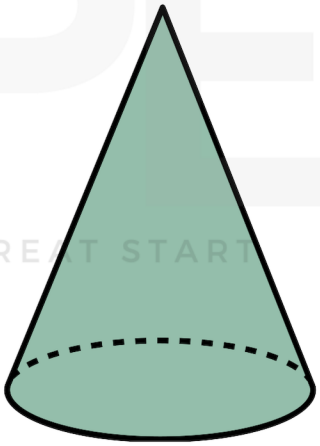
Sphere



Cylinder



Pyramid



Cone

TEACHER: .....

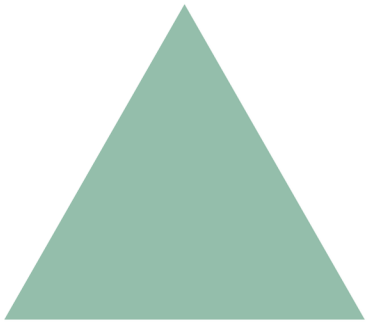
B3.3.1.1
LEARN

School _____ Class _____

SCORE: .....

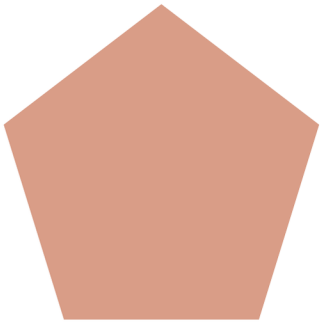
Name _____ Date _____

Regular Polygons

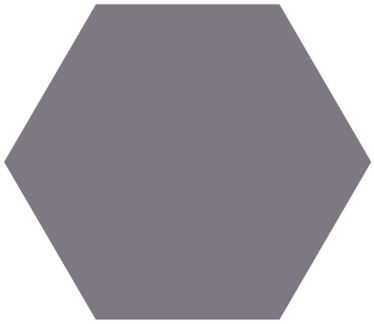


Triangle

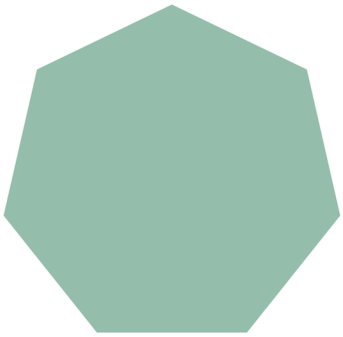
Quadrilateral



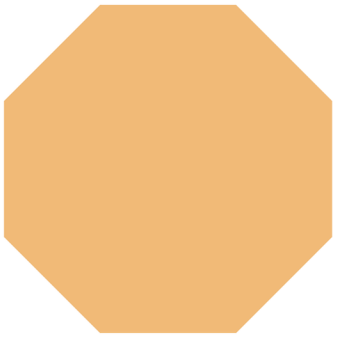
Pentagon



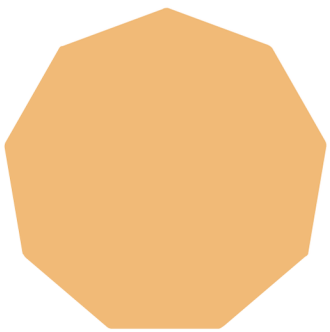
Hexagon



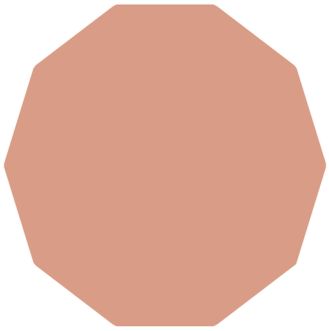
Heptagon



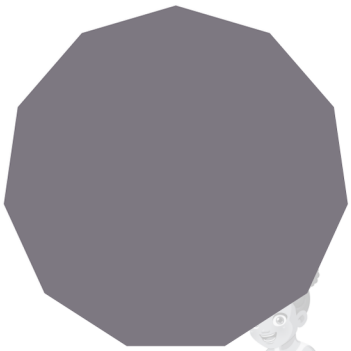
Octagon



Nonagon



Decagon



Hendecagon

TEACHER: .....

B3.3.1.1
LEARN

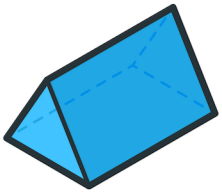
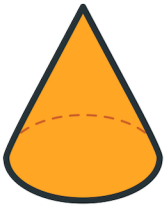
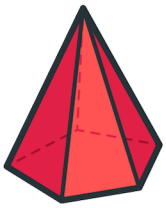
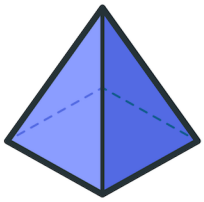
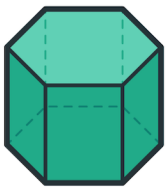
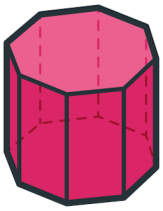
School _____ Class _____

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: .....

B3.3.1.1
QUIZ 8-12

School _____ Class _____

SCORE: ..... Name _____ Date _____

3D SHAPES

I. Identify the solid figure represented by the following.

1.  -_____
2.  -_____
3.  -_____
4.  -_____
5.  -_____
6.  -_____
7.  -_____
8.  -_____
9.  -_____
10.  -_____

II. Write the number of faces, edges and vertices of each solid figure to complete the table.

SOLID FIGURES	NO. OF FACES	NO. OF EDGES	NO. OF VERTICES
Cube			
Rectangular Prism			
Sphere			
Cylinder			
Pyramid			
Cone			

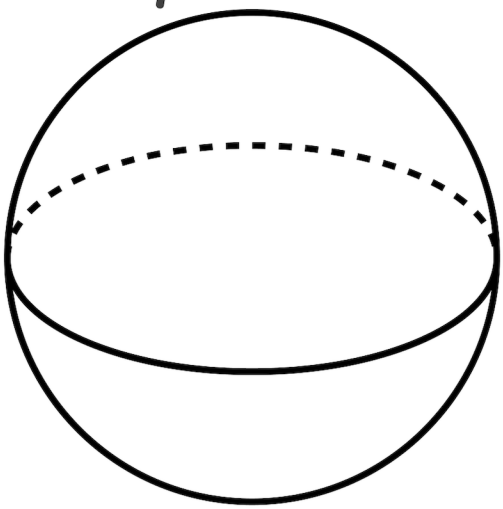
TEACHER: .....

Sphere

sphere

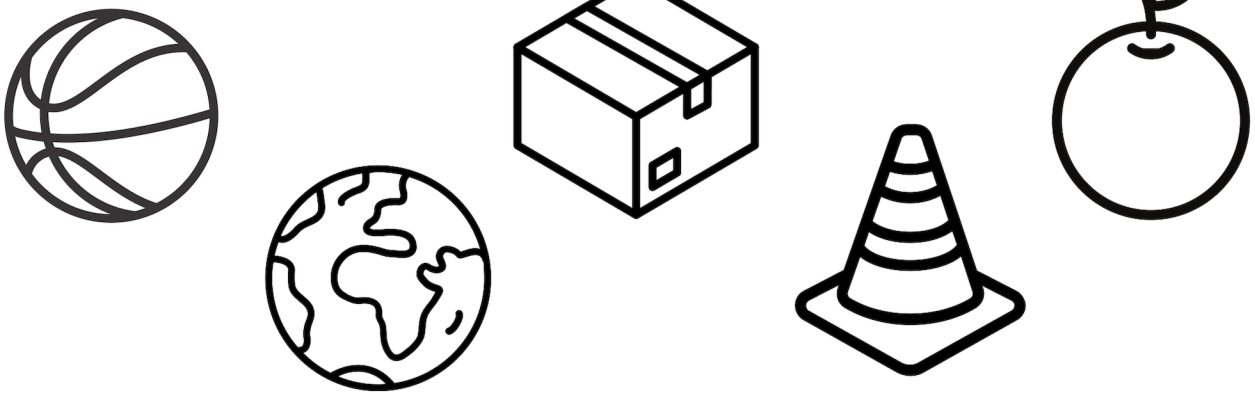
sphere

sphere



Vertices	
Curved Surfaces	
Edges	

Colour the spheres.



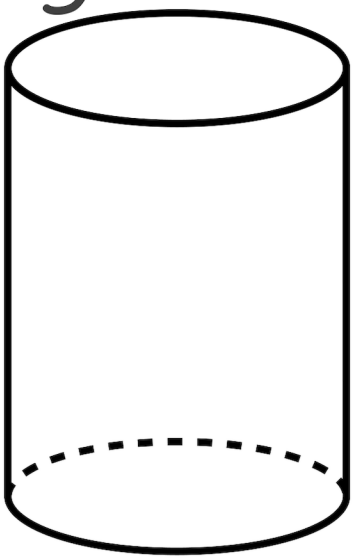
Draw some real-world spheres below:

Cylinder

cylinder

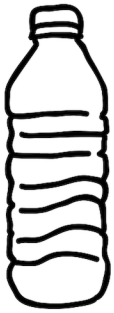
cylinder

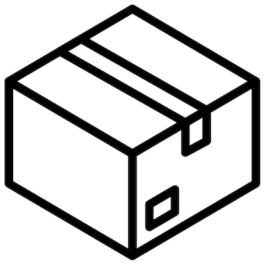
cylinder

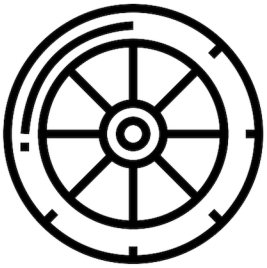


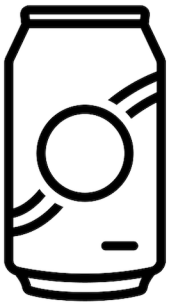
Vertices	
Curved Surfaces	
Faces	

Colour the cylinders.









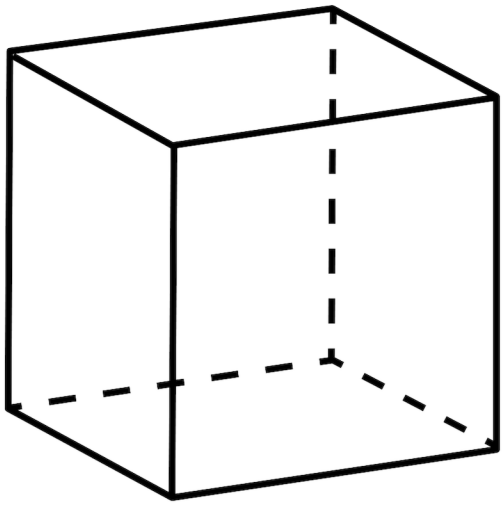
Draw some real-world cylinders below:

Cube

cube

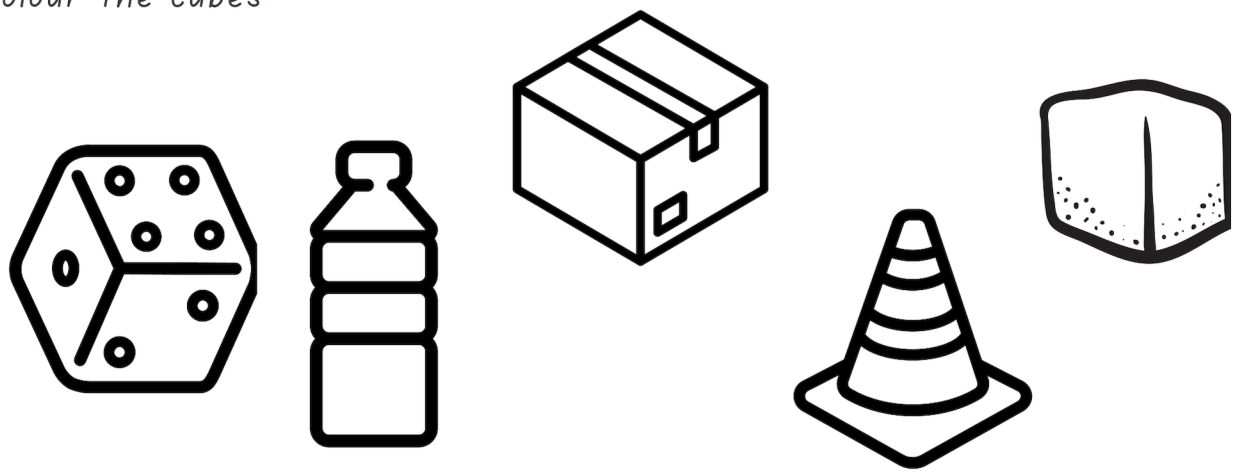
cube

cube



Vertices	
Faces	
Edges	

Colour the cubes:



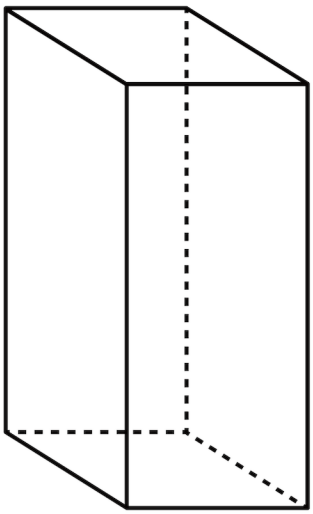
Draw some real-world cubes below:

Rectangular Prism

prism

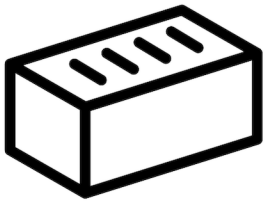
prism

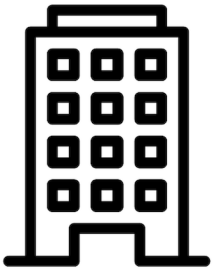
prism

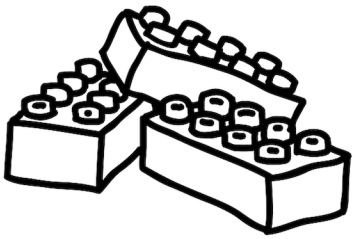


Vertices	
Faces	
Edges	

Colour the rectangular prisms:







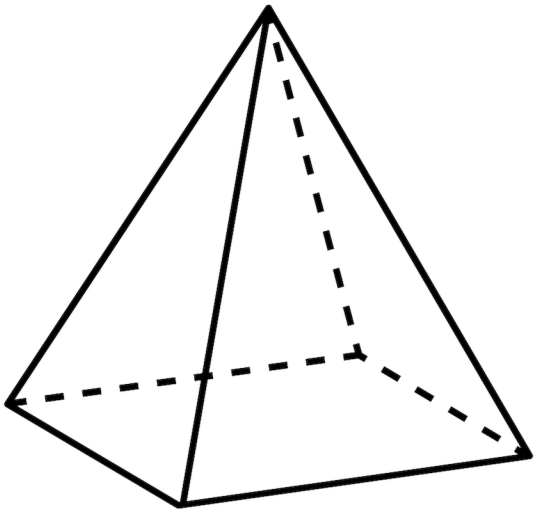
Draw some real-world prisms below:

Square-Based Pyramid

pyramid

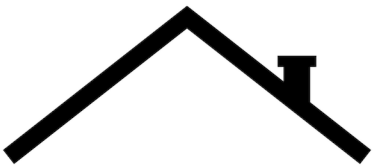
pyramid

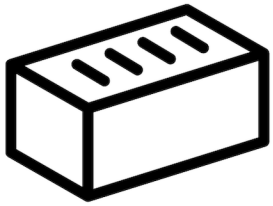
pyramid

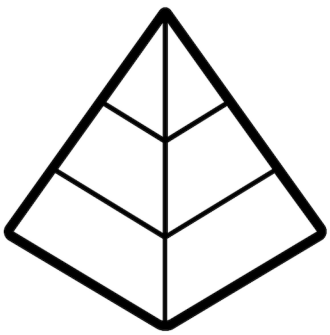


Vertices	
Faces	
Edges	

Colour the pyramids:







Draw some real-world pyramids below:


abc

Mathematics Worksheets for Basic 3 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 3 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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TECHNOLOGY FOR A GREAT START