

Mathematics Worksheets for Basic 2 Term 3

Developed for Primary Schools in Ghana

**Open Learning Platform
for Primary Education**





Mathematics Worksheets for Basic 2 Term 3

: 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 third 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.



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 3

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**



School _____ Class _____

SCORE:

Name _____ Date _____

COMPARE AND ORDER WHOLE NUMBERS UP TO 100

Comparing Number

Compare the numbers by using the right symbol :



is greater than



is equal to



is less than

10 11

13 34

34 34

14 23

15 26

22 24

17 11

25 21

26 12

12 12

30 22

17 16

11 13

27 27

24 22

21 27

22 23

11 10

19 22

14 15

38 25

8 11

11 15

33 33

TEACHER:

School _____

Class _____

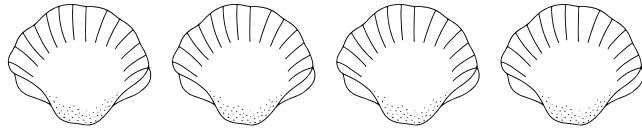
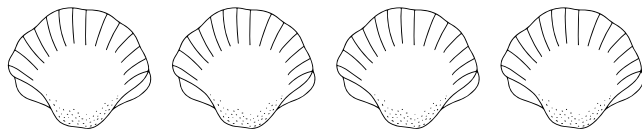
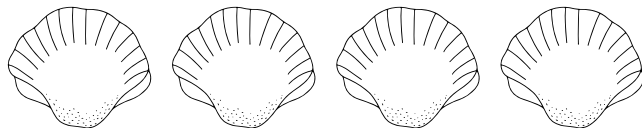
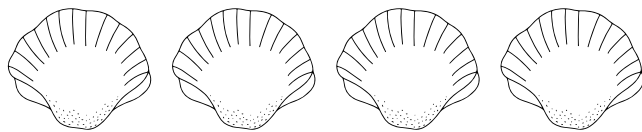
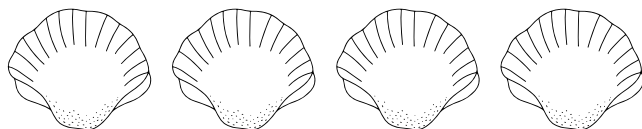
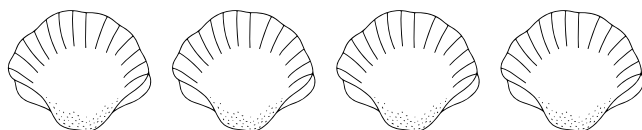
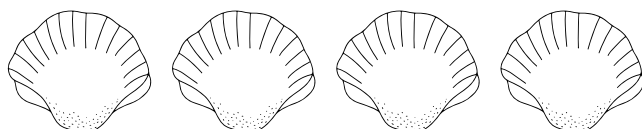
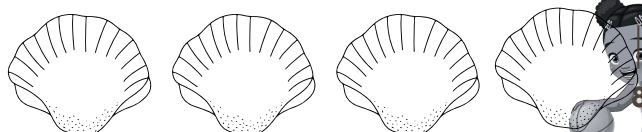
SCORE:

Name _____

Date _____

Descending Order

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****11, 9, 81, 98****88, 78, 18, 76****67, 34, 77, 56**

TEACHER:

School _____ Class _____

SCORE:

Name _____ Date _____

Friendly Numbers | Addition and Subtraction**Adjust either numbers by adding or subtracting to find friendly numbers.**

$$34 - 22 = 12$$

$$(34 - 20 = 14)$$

$$\downarrow$$

$$(14 - 2 = 12)$$

$$28 + 12 = 40$$

$$(28 + 2) = 30 \quad (12 - 2) = 10$$

$$\downarrow$$

$$30 + 10 = 40$$

$$55 - 13 = \dots\dots\dots 39 + 43 = \dots\dots\dots$$

$$63 - 41 = \dots\dots\dots 79 - 19 = \dots\dots\dots$$

$$95 - 35 = \dots\dots\dots 47 + 12 = \dots\dots\dots$$

$$85 - 21 = \dots\dots\dots 49 - 19 = \dots\dots\dots$$

$$95 - 55 = \dots\dots\dots 55 + 15 = \dots\dots\dots$$

$$83 - 49 = \dots\dots\dots 39 - 10 = \dots\dots\dots$$

TEACHER:



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

|||||
|||||

tens 10
ones 3

$10 + 3 = 13$

77

tens _____
ones _____

48

tens _____
ones _____

74

tens _____
ones _____

20

tens _____
ones _____

15

tens _____
ones _____

89

tens _____
ones _____

62

tens _____
ones _____



TEACHER:

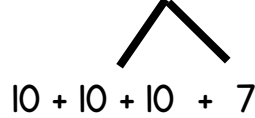
School _____ Class _____

SCORE:

Name _____ Date _____

Friendly Jumps | Addition and Subtraction

$$23 + 37 = \dots\dots$$



$$23 + 10 + 10 + 10 + 7 = \underline{60}$$

$$13 + 40 = \dots\dots$$



$$17 + \dots\dots = \dots\dots$$

$$35 + 54 = \dots\dots$$



$$28 + 28 = \dots\dots$$



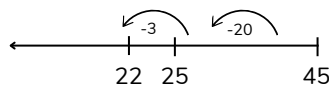
$$30 + \dots\dots = \dots\dots$$

$$30 + \dots\dots = \dots\dots$$

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

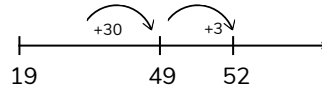
$$45 - 23 = 22$$

(20 + 3)



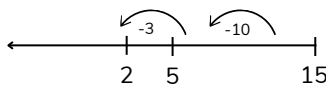
$$19 + 33 = 52$$

30 + 3

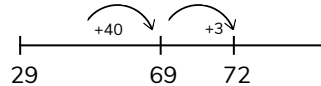


$$15 - 13 = \dots\dots 29 + 43 = \dots\dots$$

(10 + 3)



40 + 3



$$53 - 21 = \dots\dots 39 - 19 = \dots\dots$$

$$91 - 32 = \dots\dots 23 + 21 = \dots\dots$$

TEACHER:

School _____ Class _____

SCORE:

Name _____ Date _____

DECOMPOSITION

How many different ways can you make 35?

$$34 + 1 = 35 \quad \text{or} \quad 40 - 5 = 35$$

How many different ways can you make 89?

--	--	--	--	--

How many different ways can you make 74?

--	--	--	--	--

--	--	--	--	--

How many different ways can you make 57?

--	--	--	--	--

--	--	--	--	--



School _____ Class _____

SCORE:

Name _____ Date _____

Word Problems

Multistep Addition and Subtraction

Solve the word problems using drawings and a number sentence.

1. 59 balls were taken from a box and 23 balls were left in the box. How many balls were in the box at the start?

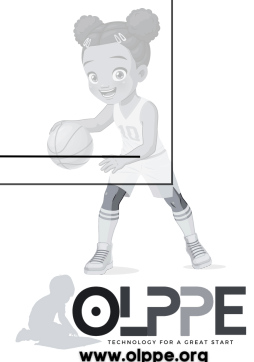
<p>My drawing:</p> 	<p>My equation:</p> <p>My answer: _____</p>
---	--

2. There were 35 students in the Basic 2 at the beginning of the year. By the end of the year there were 17. How many students joined Basic 2?

<p>My drawing:</p> 	<p>My equation:</p> <p>My answer: _____</p>
---	--

3. The store in Kejetia received a box of 57 oranges. They already had 34 oranges. How many oranges do they have total?

<p>My drawing:</p> 	<p>My equation:</p> <p>My answer: _____</p>
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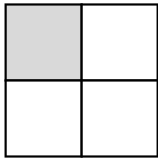
School _____ Class _____

SCORE:

Name _____ Date _____

HALVES AND QUARTERS IN A WHOLE

Circle the fraction that represents the shaded part of the whole:

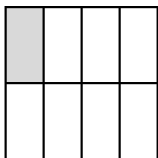


$$\frac{1}{2}$$

$$\frac{3}{4}$$

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

$$\frac{2}{6}$$

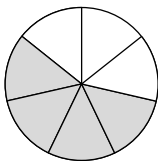


$$\frac{2}{4}$$

$$\frac{7}{8}$$

$$\frac{3}{8}$$

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

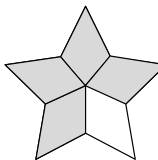


$$\frac{4}{7}$$

$$\frac{2}{3}$$

$$\frac{4}{8}$$

$$\frac{3}{7}$$

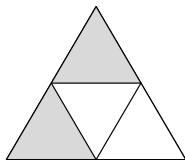


$$\frac{5}{5}$$

$$\frac{4}{6}$$

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

$$\frac{4}{5}$$

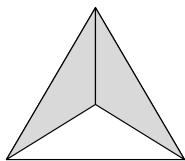


$$\frac{3}{4}$$

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

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

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

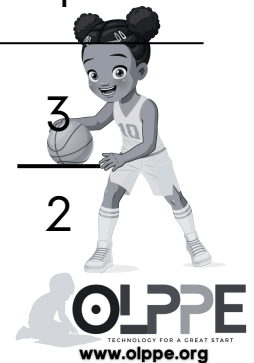


$$\frac{2}{3}$$

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

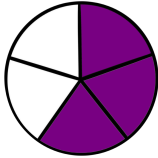
$$\frac{3}{3}$$

$$\frac{3}{2}$$

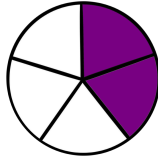


HALVES AND QUARTERS IN A WHOLE

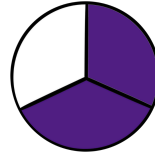
Use <, >, or = to compare the fractions.



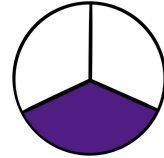
$$\frac{3}{5}$$



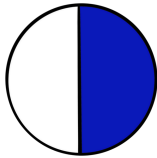
$$\frac{2}{5}$$



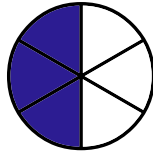
$$\frac{2}{3}$$



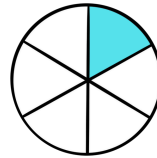
$$\frac{1}{3}$$



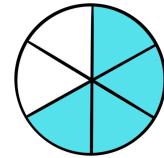
$$\frac{1}{2}$$



$$\frac{3}{6}$$

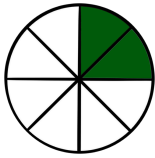


$$\frac{1}{6}$$

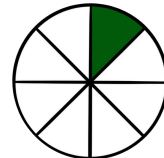


$$\frac{4}{6}$$

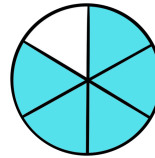
Write fraction of the colored part in each circle. Then, compare using >, <, or =.



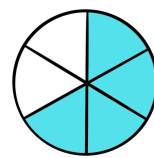
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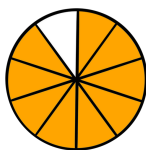
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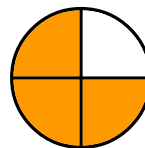
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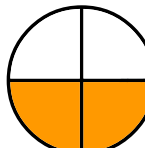
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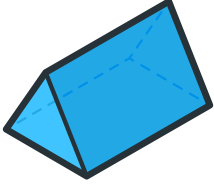

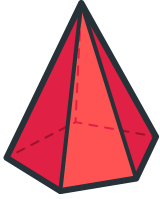
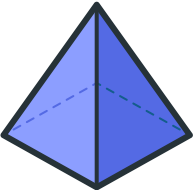
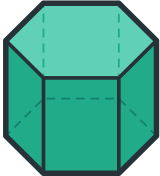
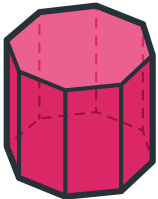



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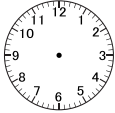
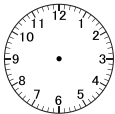
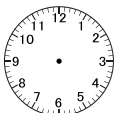

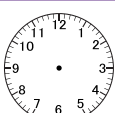
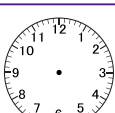
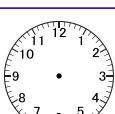
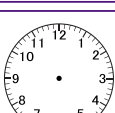
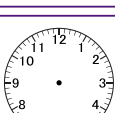
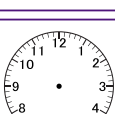
ATTRIBUTES OF 3D SHAPES

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:	

MEASURING TIME

Identify the routine, draw the clock, and write the sentence!

1.		I wake up at
2.		I take a shower at
3.		I have breakfast at
4.		I go to school at
5.		I have lunch at
6.		I take a nap at.....
7.		I do my homework at.....
8.		I watch TV at.....
9.		I have dinner at.....
10.		I go to bed at.....

School _____ Class _____

SCORE:

Name _____ Date _____

CALENDAR: DAYS, WEEKS AND MONTHS

**30 days has September, April, June, and
November. All the rest have 31,
Except for February alone, which has 28 days
clear, and 29 in each leap year.**

2024 CALENDAR**JANUARY**

M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

FEBRUARY

M	T	W	T	F	S	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29			

MARCH

M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

APRIL

M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

MAY

M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JUNE

M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

JULY

M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

AUGUST

M	T	W	T	F	S	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

SEPTEMBER

M	T	W	T	F	S	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

OCTOBER

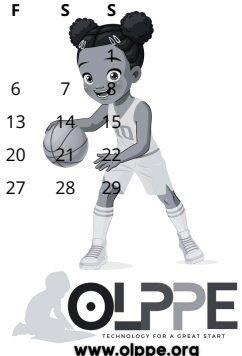
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	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

NOVEMBER

M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

DECEMBER

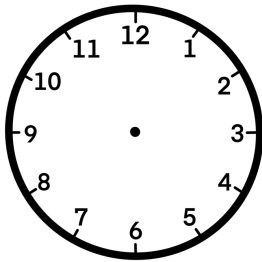
M	T	W	T	F	S	S
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					



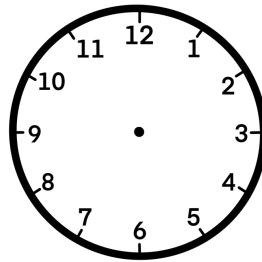
TEACHER:

Telling The Time

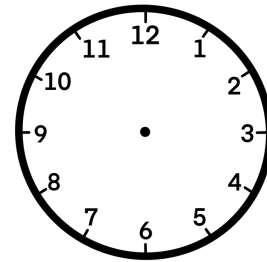
Read and draw the hands on the clocks to show the time



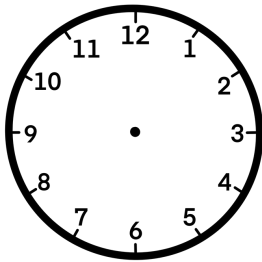
Seven o'clock



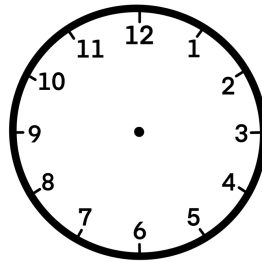
Four o'clock



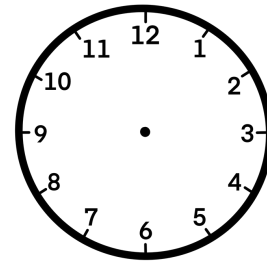
Ten o'clock



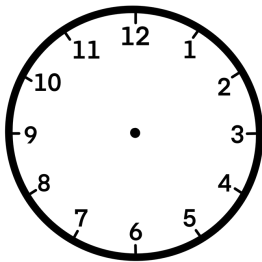
Quarter past six



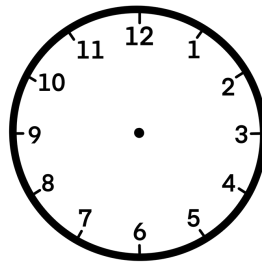
Quarter past eleven



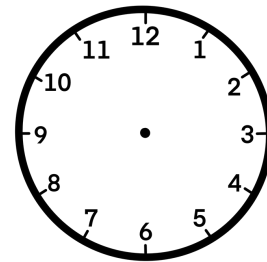
Quarter past two



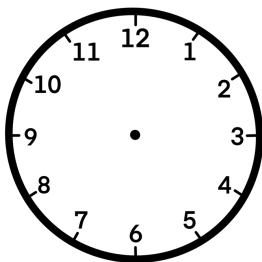
Half past nine



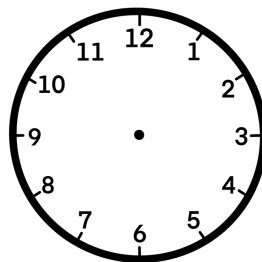
Half past six



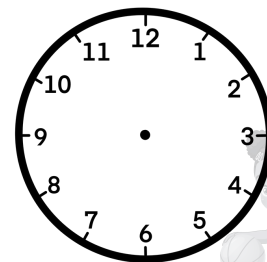
Half past three



Quarter to twelve



Quarter to five



Quarter to one

CALENDAR: DAYS, WEEKS AND MONTHS**HOLIDAYS IN GHANA 2024**

PUBLIC HOLIDAY	DAY/MONTH	DAY OF THE WEEK
1. New Year's Day	1st January	Monday
2. Constitution Day	7th January	Sunday
3. Independence Day	6th March	Wednesday
4. Good Friday	29th March	Friday
5. Easter Monday	1st April	Monday
6. May Day (Workers' Day)	1st May	Wednesday
7. Eid-UI-Fitr	** ***	
8. Eid-UI-Adha	*** ***	
9. Founders' Day	4th August	Sunday
10. Kwame Nkrumah Memorial Day	21st September	Saturday
11. Farmers' Day	6th December	Friday
12. Christmas Day	25th December	Wednesday
13. Boxing Day	26th December	Thursday

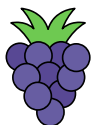
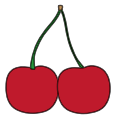
COMMERATIVE HOLIDAYS

- African Union Day 25th May Saturday
- Republic Day 1st July Monday

TALLIES, CHECKMARKS, CHARTS, LISTS OR TABLES

MY FAVOURITE FRUIT TALLY

Tally your class's favourite fruit in the table below:

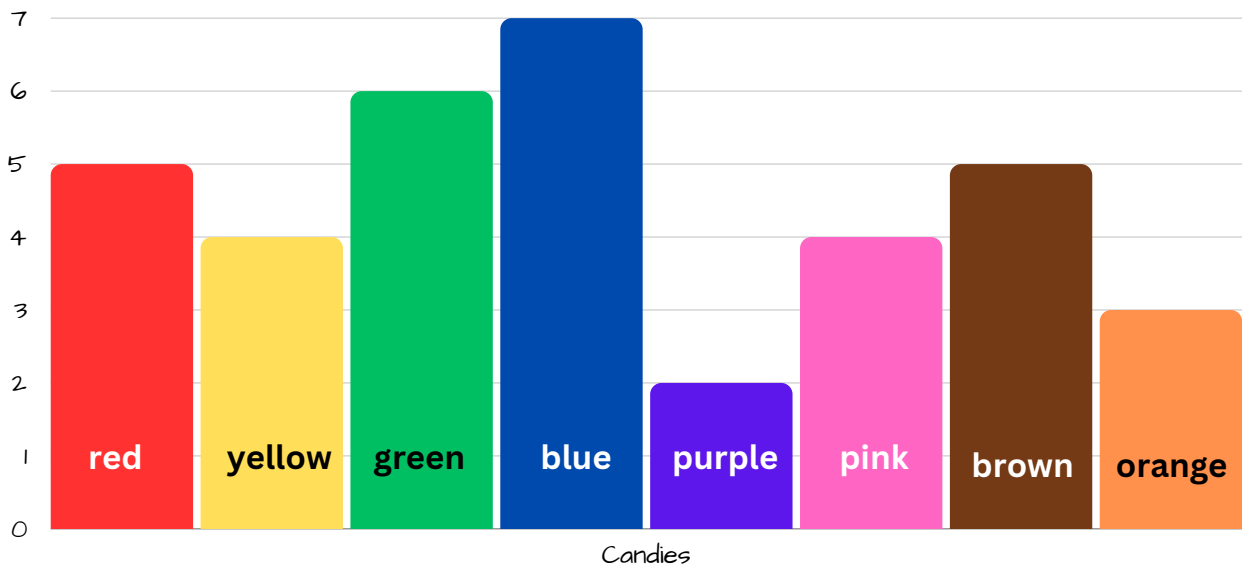


BAR GRAPH WORKSHEET

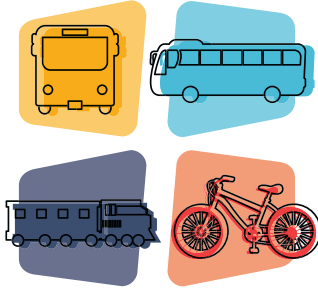
Review: Bar graphs use bars, either vertically or horizontally, to show independent data collected under the same topic.

Directions: Match the candy color data in the bar graph to the correct color amount in the chart.

Colors of Candies in One Box



Color	How Many?	Colors	How Many?
Red	5	Purple	
Yellow		Pink	
Green		Brown	
Blue		Orange	

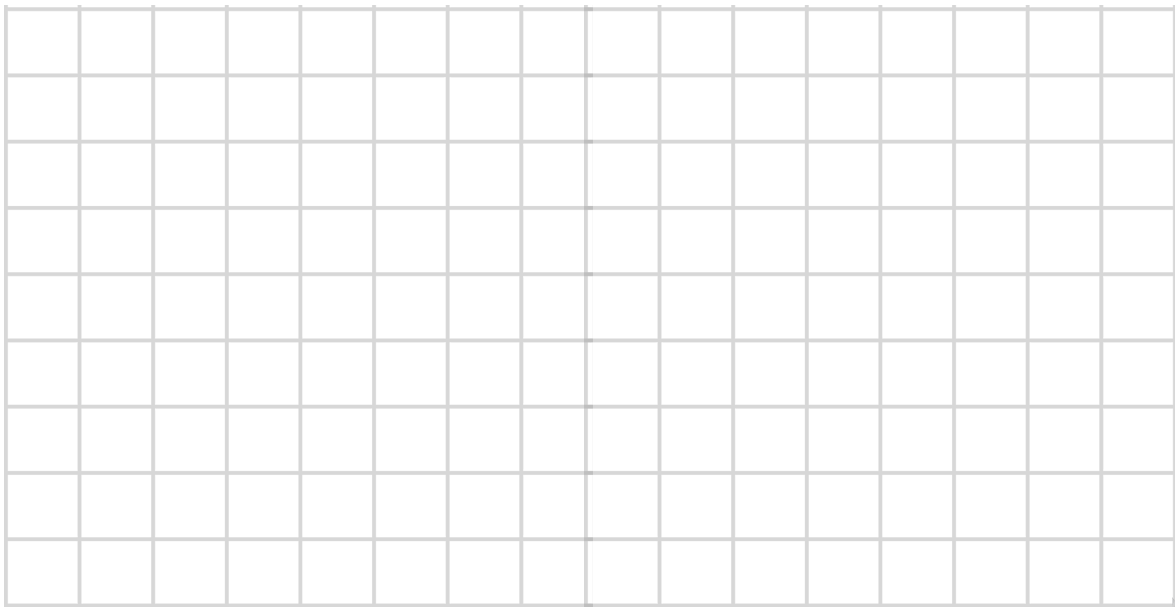


Drawing Bar Graphs

The table below shows the number of students who use the mode of transportation to school. Draw a bar graph for the given data.

Transportation	Number of Students
motorcycle	23
train	75
bus	100
bicycle	50







Draw your graph here:



COUNT AND GRAPH

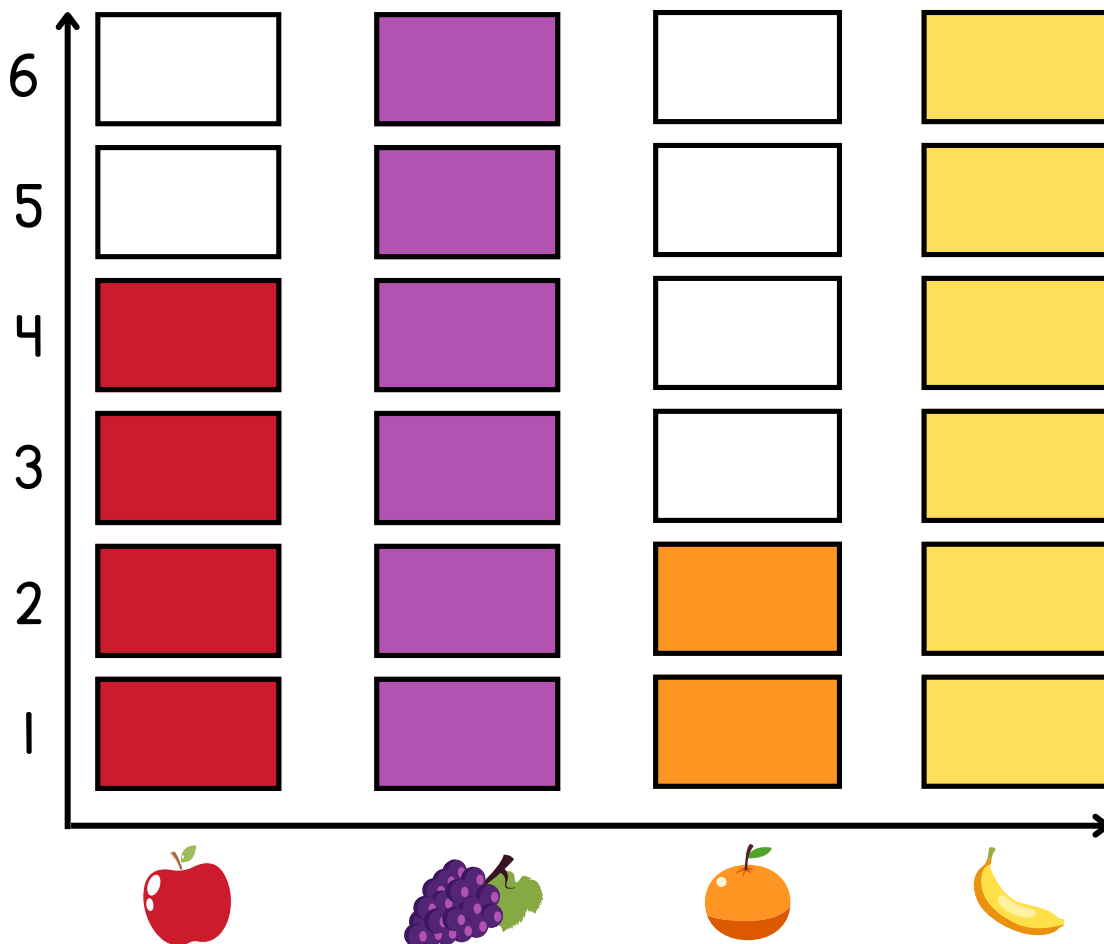
Count the objects and color the graph accordingly.



9						
8						
7						
6						
5						
						

Favourite Fruits

Look at the bar graph below. Use the graph to answer the questions.



How many people like apples?

How many people like grapes?

How many people like oranges?

How many people like bananas?

How many people like grapes more than oranges?

MENTAL MATH

ADDITION AND SUBTRACTION: SET 1



Name: _____ Class: _____

Learning goal: Practice your mental arithmetic skills.

$13 + 35 =$

$23 - 17 =$

$43 + 19 =$

$78 + 5 =$

$43 - 34 =$

$25 - 16 =$

$5 + 88 =$

$36 - 15 =$

$26 + 18 =$

$51 + 11 =$

$81 - 11 =$

$32 - 26 =$

$12 + 24 =$

$25 - 19 =$

$32 + 17 =$

$34 + 36 =$

$37 - 13 =$

$25 - 15 =$

$31 + 67 =$

$63 - 28 =$

$43 + 14 =$

$41 + 42 =$

$72 - 18 =$

$26 - 12 =$

$13 + 15 =$

$45 - 22 =$

$62 + 52 =$

$44 + 17 =$

$92 - 11 =$

$72 - 34 =$

$12 + 95 =$

$23 - 15 =$

$33 + 16 =$

$13 + 8 =$

$25 - 13 =$

$31 - 18 =$



TEACHER:

MENTAL MATH



ADDITION AND SUBTRACTION: SET 2

Name: _____ Class: _____

Learning goal: Practice your mental arithmetic skills.

$235 + 363 =$

$202 - 162 =$

$113 + 90 =$

$648 + 238 =$

$486 - 127 =$

$182 - 7 =$

$394 + 517 =$

$197 - 17 =$

$196 + 11 =$

$133 + 778 =$

$235 - 78 =$

$125 - 9 =$

$33 + 531 =$

$127 - 21 =$

$152 + 18 =$

$43 + 414 =$

$108 - 40 =$

$212 - 5 =$

$757 + 31 =$

$233 - 53 =$

$67 + 42 =$

$22 + 927 =$

$72 - 25 =$

$181 - 17 =$

$336 + 51 =$

$96 - 57 =$

$62 + 9 =$

$801 + 29 =$

$301 - 19 =$

$82 - 14 =$

$79 + 423 =$

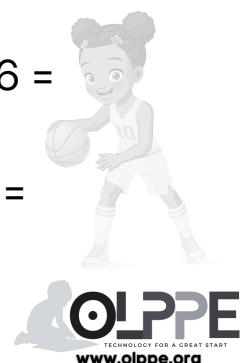
$59 - 41 =$

$213 + 16 =$

$12 + 996 =$

$117 - 90 =$

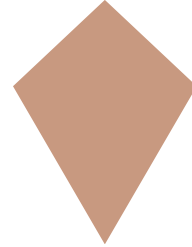
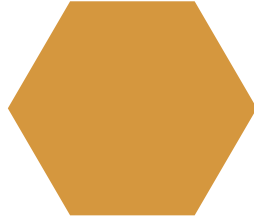
$211 - 8 =$

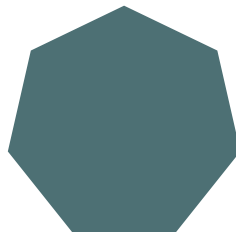
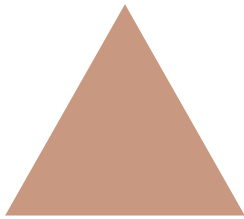


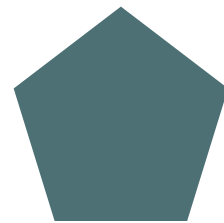
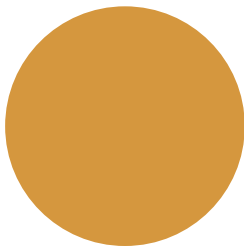
TEACHER:

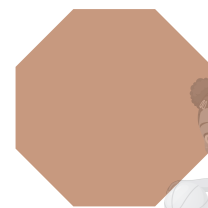


NAME THE SHAPE











TEACHER:



Name _____ Class _____

Mental Math

Follow the instructions and fill in the correct amount in each box.

Number	Add 10	Subtract 10	Add 100	Subtract 100
113				
215				
540				
812				
320				
718				



