



MINISTRY OF EDUCATION

PRIMARY ENGAGEMENT PROGRAMME

GRADE TWO WORKSHEET: TERM 2

SUBJECT: MATHEMATICS

WEEK 5: LESSON 1

TOPIC: MULTIPLICATION OF TWO COLUMN NUMBERS

Name: _____ Date: _____

FACT\TIP:

When multiplying two digit numbers we begin by multiplying the ones column e.g. $12 \times 3 = 36$

PRACTICE EXERCISE:

T	O
1	2
X	3
<hr/>	
	6

Next, we multiply the tens column e.g. $3 \times 1 = 3$

T	O
1	2
X	3
<hr/>	
3	6

PRACTICE EXAMPLE:

$$\begin{array}{r} \text{T} \quad \text{O} \\ 2 \quad 2 \\ \underline{\text{X} \quad 2} \\ \underline{4 \quad 4} \end{array}$$

ON YOUR OWN

Work the exercises below.

$$\begin{array}{r} \text{T} \quad \text{O} \\ 3 \quad 2 \\ \underline{\text{X} \quad 2} \\ \underline{\quad \quad} \end{array}$$

$$\begin{array}{r} \text{T} \quad \text{O} \\ 1 \quad 4 \\ \underline{\text{X} \quad 2} \\ \underline{\quad \quad} \end{array}$$

$$\begin{array}{r} \text{T} \quad \text{O} \\ 2 \quad 3 \\ \underline{\text{X} \quad 3} \\ \underline{\quad \quad} \end{array}$$

$$\begin{array}{r} \text{T} \quad \text{O} \\ 4 \quad 3 \\ \underline{\text{X} \quad 2} \\ \underline{\quad \quad} \end{array}$$

HOMEWORK

$$\begin{array}{r} \text{T} \quad \text{O} \\ 1 \quad 4 \\ \underline{\text{X} \quad 2} \\ \underline{\quad \quad} \end{array}$$

$$\begin{array}{r} \text{T} \quad \text{O} \\ 3 \quad 2 \\ \underline{\text{X} \quad 3} \\ \underline{\quad \quad} \end{array}$$



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PRIMARY ENGAGEMENT PROGRAMME
GRADE TWO WORKSHEET: TERM 2
SUBJECT: MATHEMATICS

WEEK 5: LESSON 2

TOPIC: MULTIPLICATION OF TWO COLUMN NUMBERS

Name: _____ Date: _____

TIP/ FACT: When numbers are multiplied they get larger.

PRACTICE EXAMPLE:

When multiplying two column numbers we begin by multiplying the ones column e.g. $12 \times 3 = 36$

$$\begin{array}{r} \text{T} \quad \text{O} \\ 1 \quad 2 \\ \times \quad 3 \\ \hline 6 \end{array}$$

Next, we multiply the tens column e.g. $3 \times 1 = 3$

$$\begin{array}{r} \text{T} \quad \text{O} \\ 1 \quad 2 \\ \times \quad 3 \\ \hline 3 \quad 6 \end{array}$$

ON YOUR OWN

Work the exercises below.

$$\begin{array}{r} \text{T} \quad \text{O} \\ 2 \quad 0 \\ \text{X} \underline{\quad 2} \\ \hline \end{array}$$

$$\begin{array}{r} \text{T} \quad \text{O} \\ 1 \quad 2 \\ \text{X} \underline{\quad 3} \\ \hline \end{array}$$

$$\begin{array}{r} \text{T} \quad \text{O} \\ 1 \quad 3 \\ \text{X} \underline{\quad 2} \\ \hline \end{array}$$

$$\begin{array}{r} \text{T} \quad \text{O} \\ 2 \quad 3 \\ \text{X} \underline{\quad 2} \\ \hline \end{array}$$

HOMEWORK

$$\begin{array}{r} \text{T} \quad \text{O} \\ 1 \quad 0 \\ \text{X} \underline{\quad 2} \\ \hline \end{array}$$

$$\begin{array}{r} \text{T} \quad \text{O} \\ 1 \quad 2 \\ \text{X} \underline{\quad 2} \\ \hline \end{array}$$



MINISTRY OF EDUCATION

PRIMARY ENGAGEMENT PROGRAMME
GRADE TWO WORKSHEET: TERM 2
SUBJECT: MATHEMATICS

WEEK 5: LESSON 3

TOPIC: MULTIPLICATION OF TWO COLUMN NUMBERS

Name: _____ Date: _____

TIP/ FACT: When numbers are multiplied they get larger.

PRACTICE EXERCISE:

When multiplying two column numbers we begin by multiplying the ones column e.g. $12 \times 3 = 36$

$$\begin{array}{r} \text{T} \quad \text{O} \\ 1 \quad 2 \\ \times \quad 3 \\ \hline 6 \end{array}$$

Next, we multiply the tens column e.g. $3 \times 1 = 3$

$$\begin{array}{r} \text{T} \quad \text{O} \\ 1 \quad 2 \\ \times \quad 3 \\ \hline 3 \quad 6 \end{array}$$

ON YOUR OWN

Work the exercises below.

$$\begin{array}{r} \text{T} \quad \text{O} \\ 2 \quad 4 \\ \underline{X \quad 2} \\ \hline \end{array}$$

$$\begin{array}{r} \text{T} \quad \text{O} \\ 1 \quad 1 \\ \underline{X \quad 2} \\ \hline \end{array}$$

$$\begin{array}{r} \text{T} \quad \text{O} \\ 1 \quad 1 \\ \underline{X \quad 3} \\ \hline \end{array}$$

$$\begin{array}{r} \text{T} \quad \text{O} \\ 3 \quad 0 \\ \underline{X \quad 2} \\ \hline \end{array}$$

HOMEWORK

$$\begin{array}{r} \text{T} \quad \text{O} \\ 5 \quad 1 \\ \underline{X \quad 2} \\ \hline \end{array}$$

$$\begin{array}{r} \text{T} \quad \text{O} \\ 1 \quad 0 \\ \underline{X \quad 3} \\ \hline \end{array}$$



MINISTRY OF EDUCATION

PRIMARY ENGAGEMENT PROGRAMME
GRADE TWO WORKSHEET: TERM 2
SUBJECT: MATHEMATICS

WEEK 5: LESSON 4

TOPIC: MULTIPLICATION OF TWO COLUMN NUMBERS

Name: _____ Date: _____

Tip/ Fact: When numbers are multiplied they get larger.

PRACTICE EXERCISE

When multiplying two column numbers we begin by multiplying the ones column e.g. $12 \times 3 = 36$

T	O
1	2
X _____	3
_____	6

Next, we multiply the tens column e.g. $3 \times 1 = 3$

T	O
1	2
X _____	3
_____	6

ON YOUR OWN

Complete the exercises below.

$$\begin{array}{r} \text{T} \quad \text{O} \\ 5 \quad 4 \\ \underline{\text{X} \quad 2} \\ \hline \end{array}$$

$$\begin{array}{r} \text{T} \quad \text{O} \\ 4 \quad 2 \\ \underline{\text{X} \quad 3} \\ \hline \end{array}$$

$$\begin{array}{r} \text{H} \quad \text{T} \quad \text{O} \\ 1 \quad 8 \quad 1 \\ - \underline{2 \quad 0 \quad 3} \\ \hline \end{array}$$

$$\begin{array}{r} \text{T} \quad \text{O} \\ 7 \quad 5 \\ + \underline{1 \quad 2} \\ \hline \end{array}$$

HOMEWORK

$$\begin{array}{r} \text{T} \quad \text{O} \\ 9 \quad 5 \\ - \quad \underline{2} \\ \hline \end{array}$$

$$\begin{array}{r} \text{T} \quad \text{O} \\ 3 \quad 0 \\ \underline{\text{X} \quad 3} \\ \hline \end{array}$$



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PRIMARY ENGAGEMENT PROGRAMME
GRADE TWO WORKSHEET: TERM 2
SUBJECT: MATHEMATICS

WEEK 5: LESSON REVIEW

TOPIC: MULTIPLICATION OF TWO COLUMN NUMBERS

Name: _____ Date: _____

Match the number to its name.

21 thirty seven

37 twelve

12 twenty one

Complete the exercise below.

$$\begin{array}{r} \text{T} \quad \text{O} \\ 3 \quad 1 \\ \times \quad 3 \\ \hline \end{array}$$

$$\begin{array}{r} \text{T} \quad \text{O} \\ 1 \quad 4 \\ \times \quad 2 \\ \hline \end{array}$$



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PRIMARY ENGAGEMENT PROGRAMME
GRADE TWO WORKSHEET: TERM 2
SUBJECT: MATHEMATICS

WEEK 6: LESSON 1

TOPIC: COUNTING IN TENS AND ONES

Name: _____ Date: _____

TIPS/FACTS:

When counting in tens and ones. You count the amount of tens boxes and then count the ones marbles.

PRACTICE EXAMPLES:

Each box represents ten.

Each marble represents ones. ○

Count and write.

○○○○ = 2 tens and 4 ones = 24

○○○○○○ = 35

ON YOUR OWN

Count and write.

$$\square \circ \circ = \underline{\hspace{2cm}}$$

$$\square \square \circ \circ \circ \circ \circ \circ = \underline{\hspace{2cm}}$$

$$\square \circ \circ \circ \circ = \underline{\hspace{2cm}}$$

HOMEWORK

$$\square \square \square \circ \circ \circ = \underline{\hspace{2cm}}$$

$$\square \circ = \underline{\hspace{2cm}}$$



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PRIMARY ENGAGEMENT PROGRAMME
GRADE TWO WORKSHEET: TERM 2
SUBJECT: MATHEMATICS

WEEK 6: LESSON 2

TOPIC: COUNTING IN TENS AND ONES

Name: _____ Date: _____

TIP/FACT:

When counting in tens and ones you count the amount of tens boxes and then count the ones marbles.

PRACTICE EXAMPLES:

Each box represents ten.

Each marble represents one. ○

Count and write.

○○○○ = 2 tens and 4 ones = 24

○○○○○○ = 35

ON YOUR OWN

Count and write.

$$\square \quad \square \quad \circ \circ \circ = \underline{\hspace{2cm}}$$

$$\square \quad \square \quad \circ \circ \circ \circ \circ = \underline{\hspace{2cm}}$$

$$\square \quad \square \quad \square \quad \square \quad \circ \circ \circ \circ = \underline{\hspace{2cm}}$$

HOMEWORK

$$\square \quad \square \quad \circ \circ \circ \circ \circ \circ \circ \circ = \underline{\hspace{2cm}}$$

$$\square \quad \circ \circ \circ \circ \circ \circ = \underline{\hspace{2cm}}$$



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PRIMARY ENGAGEMENT PROGRAMME
GRADE TWO WORKSHEET: TERM 2
SUBJECT: MATHEMATICS

WEEK 6: LESSON 3

TOPIC: COUNTING IN TENS AND ONES

Name: _____ Date: _____

TIP/FACT:

When counting in tens and ones, you count the amount of tens boxes and then count the ones marbles.

PRACTICE EXAMPLES:

Each box represents ten.

Each marble represents one. ○

Count and write.

○○○○ = 2 tens and 4 ones = 24

○○○○○○ = 35

ON YOUR OWN

Count and write.

○○○○ = _____

○○○ = _____

○○○○○○○○ = _____

HOMEWORK

○○○○○○○○○ = _____

T	O
2	4
X _____	2

T	O
3	2
X _____	3



MINISTRY OF EDUCATION

PRIMARY ENGAGEMENT PROGRAMME
GRADE TWO WORKSHEET: TERM 2
SUBJECT: MATHEMATICS

WEEK 6: LESSON 4

TOPIC: COUNTING IN TENS AND ONES

Name: _____ Date: _____

TIP/FACT:

When counting in tens and ones, you count the amount of tens boxes and then count the ones marbles.

PRACTICE EXAMPLES:

Each box represents ten.

Each marble represents one. ○

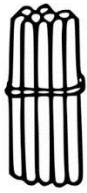
Count and write.

○○○○ = 2 tens and 4 ones = 24

○○○○○○ = 35

ON YOUR OWN

Each bundle has 10. Count and write.

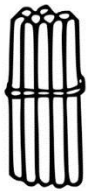


20

+

2

= _____



30

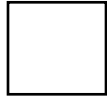
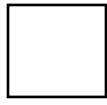
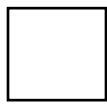
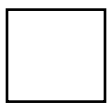
+

1

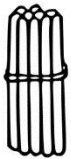
= _____

HOMEWORK

Each square or bundle represents 10. Count and write.



○ = _____

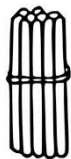
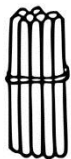


20

+

4

= _____



30

+

3 = _____



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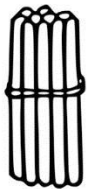
PRIMARY ENGAGEMENT PROGRAMME
GRADE TWO WORKSHEET: TERM 2
SUBJECT: MATHEMATICS

WEEK 6: LESSON REVIEW

TOPIC: COUNTING IN TENS AND ONES

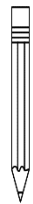
Name: _____ Date: _____

Count and write.



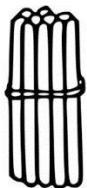
10

+



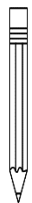
3

=



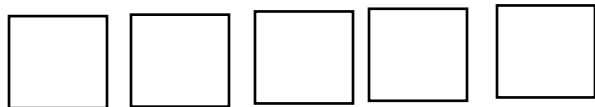
20

+



2

=



○○○○○○○ = _____

Work the exercises below.

$$\begin{array}{r} \text{T} \quad \text{O} \\ 4 \quad 4 \\ \underline{\text{X} \quad 2} \\ \hline \end{array}$$

$$\begin{array}{r} \text{H} \quad \text{T} \quad \text{O} \\ 8 \quad 5 \quad 2 \\ \underline{+ \quad 4 \quad 1 \quad 2} \\ \hline \end{array}$$



MINISTRY OF EDUCATION

PRIMARY ENGAGEMENT PROGRAMME
GRADE TWO WORKSHEET: TERM 2
SUBJECT: MATHEMATICS

WEEK 7: LESSON 1

TOPIC: FRACTIONS

Name: _____ Date: _____

TIPS/FACTS:

A fraction is a part of a whole. When comparing fractions with the same number at the bottom, we compare the top numbers only. The fraction with the larger number at the top is greater.

PRACTICE EXAMPLE

Look at the two fractions below. Mark **X** on the greater fraction.

$$\frac{1}{5} \quad \frac{\cancel{2}}{\cancel{5}}$$

ON YOUR OWN

Mark **X** on the greater fraction.

$$\frac{2}{7} \quad \frac{1}{7}$$

Mark **X** on the greater fraction.

$$\frac{4}{8} \quad \frac{3}{8}$$

$$\frac{5}{10} \quad \frac{7}{10}$$

HOMEWORK

Mark X on the greater fraction.

$$\frac{1}{7} \quad \frac{3}{7}$$

$$\frac{3}{6} \quad \frac{5}{6}$$

$$\frac{3}{4} \quad \frac{1}{4}$$



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PRIMARY ENGAGEMENT PROGRAMME
GRADE TWO WORKSHEET: TERM 2
SUBJECT: MATHEMATICS

WEEK 7: LESSON 2

TOPIC: FRACTIONS

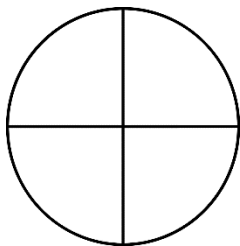
Name: _____ Date: _____

TIP/FACT:

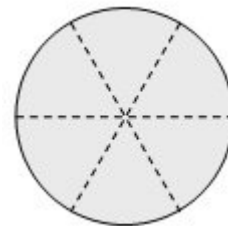
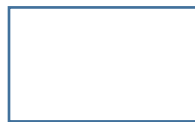
A fraction is a part of a whole. We can draw and shade fractions to see which one is greater.

PRACTICE EXAMPLE

Look at the shapes, colour the fractions, then write =, < or > in the box to compare.



$\frac{3}{4}$



$\frac{4}{6}$

ON YOUR OWN

Draw a shape and divide it to show the fraction.

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

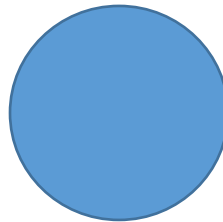


Draw shapes and divide them to show the fractions below

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



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



HOMEWORK

Draw and colour to show the fractions below.

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

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



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PRIMARY ENGAGEMENT PROGRAMME
GRADE TWO WORKSHEET: TERM 2
SUBJECT: MATHEMATICS

WEEK 7: LESSON 3

TOPIC: FRACTIONS

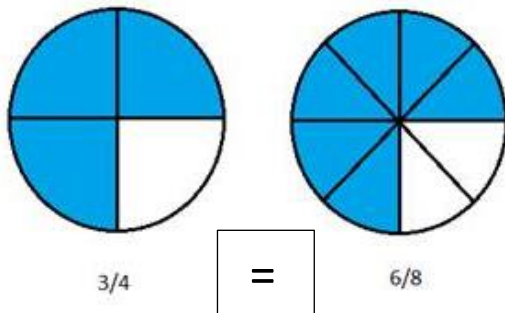
Name: _____ Date: _____

TIPS/FACTS:

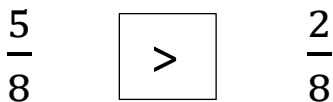
A fraction is a part of a whole. We can draw and shade fractions to see which one is greater.

PRACTICE EXAMPLES

Compare the fractions by putting $>$, $<$ or $=$.



three fourths is the **same as** six eighths.



five eighths is **greater than** two eighths.

ON YOUR OWN

Use > or < to compare each row.

$$\frac{1}{3} \quad \square \quad \frac{2}{3}$$

$$\frac{2}{8} \quad \square \quad \frac{5}{8}$$

$$\frac{3}{7} \quad \square \quad \frac{6}{7}$$

HOMEWORK

Use > or < to compare each row.

$$\frac{2}{4} \quad \square \quad \frac{3}{4}$$

$$\frac{2}{5} \quad \square \quad \frac{1}{5}$$

$$\frac{3}{6} \quad \square \quad \frac{5}{6}$$



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PRIMARY ENGAGEMENT PROGRAMME
GRADE TWO WORKSHEET: TERM 2
SUBJECT: MATHEMATICS

WEEK 7: LESSON 4

TOPIC: FRACTIONS

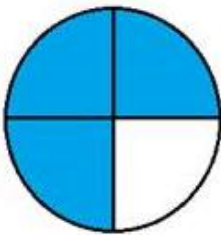
Name: _____ Date: _____

TIPS/FACTS:

A fraction is a part of a whole. When writing fractions, the shaded number(s) goes at the top. All the parts in the whole are counted up and written at the bottom.

PRACTICE EXAMPLE

Look at the shape, then write the correct fraction.



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

The whole shape is divided into four parts

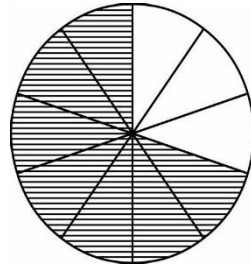
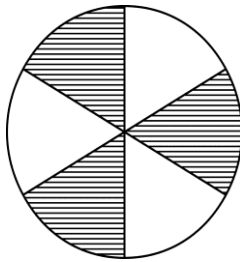
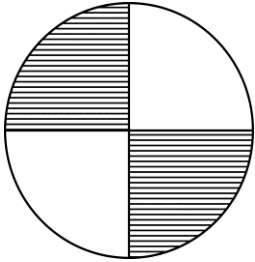
4 – **the bottom number**

Three out of the four parts are shaded.

3 – **the top number**

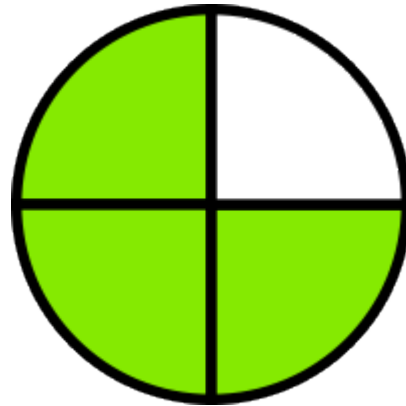
ON YOUR OWN

Write the fractions for the shaded parts.



HOMEWORK

Write the fractions for the shaded parts.





MINISTRY OF EDUCATION

PRIMARY ENGAGEMENT PROGRAMME
GRADE TWO WORKSHEET: TERM 2
SUBJECT: MATHEMATICS

WEEK 7: LESSON REVIEW

TOPIC: FRACTIONS

Name: _____ Date: _____

Mark X on the greater fraction.

$$\frac{4}{9} \quad \frac{6}{9}$$

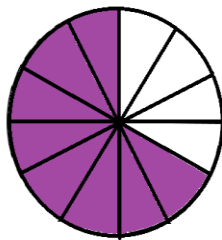
$$\frac{3}{11} \quad \frac{1}{11}$$

Use > or < to compare each row.

$$\frac{6}{7} \quad \square \quad \frac{3}{7}$$

$$\frac{7}{12} \quad \square \quad \frac{9}{12}$$

Write the fraction for the part that is shaded.





MINISTRY OF EDUCATION

PRIMARY ENGAGEMENT PROGRAMME
GRADE TWO WORKSHEET: TERM 2
SUBJECT: MATHEMATICS

WEEK 8: LESSON 1

TOPIC: AREA

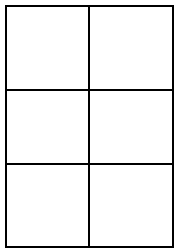
Name: _____ Date: _____

TIPS/FACTS:

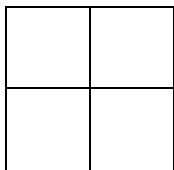
The area is the amount of space that the shape takes up.
To find the area we **count the little squares**. Area is measured in **square units**.

PRACTICE EXAMPLE

Look at the shapes, count the little squares then write the area of each shape.



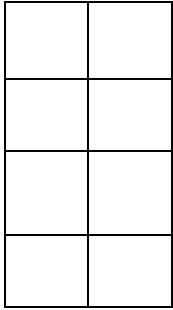
Area = 6 little squares



Area = 4 little squares

ON YOUR OWN

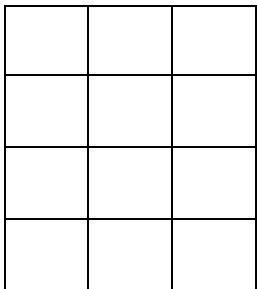
Find the area of the shape below.



Area = _____ little squares



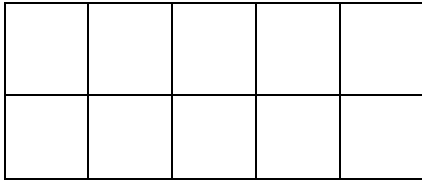
Area = _____ little squares



Area = _____ little squares

HOMEWORK

Find the area of the shape below.



Area = _____ little squares



MINISTRY OF EDUCATION

PRIMARY ENGAGEMENT PROGRAMME
GRADE TWO WORKSHEET: TERM 2
SUBJECT: MATHEMATICS

WEEK 8: LESSON 2

TOPIC: AREA

Name: _____ Date: _____

TIPS/FACTS:

The area is the amount of space that the shape takes up.
To find the area we **count the little squares**. Area is measured in **square units**.

PRACTICE EXAMPLE

Look at the shape, count and write your answer.

How many shaded squares are there? _____

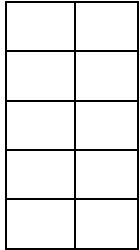
How many squares are unshaded? _____



ON YOUR OWN

Tom wants to buy a rectangular carpet to cover his living room.
What area space the carpet will cover?

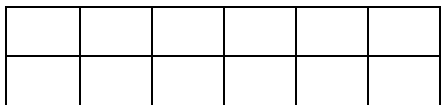
Count and write your answer.



Area = _____ little squares

HOMEWORK

Mary has a strip of cloth, she wants to know how many square units it has, count and write your answer.



Area = _____ little squares



MINISTRY OF EDUCATION

PRIMARY ENGAGEMENT PROGRAMME
GRADE TWO WORKSHEET: TERM 2
SUBJECT: MATHEMATICS

WEEK 8: LESSON 3

TOPIC: AREA

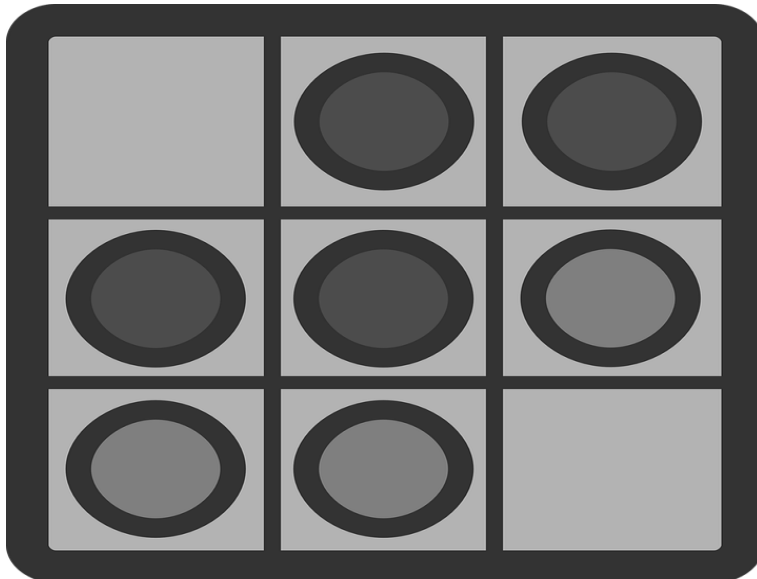
Name: _____ Date: _____

TIPS/FACTS:

The area is the amount of space that the shape takes up.
To find the area we **count the little squares**. Area is measured in **square units**.

PRACTICE EXAMPLE

Look at the shape, count the area covered by circles and write your answer.

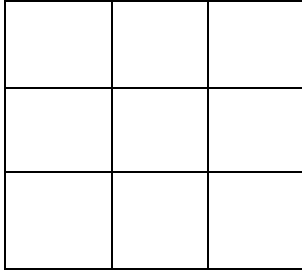


Area = _____

ON YOUR OWN

Question 1

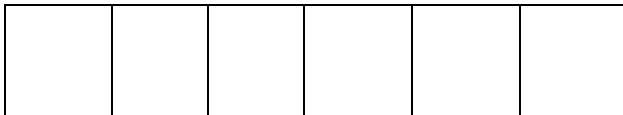
Mommy bought a carpet for my room. What area space does the carpet occupied? Count and write your answer.



Area = _____

Question 2

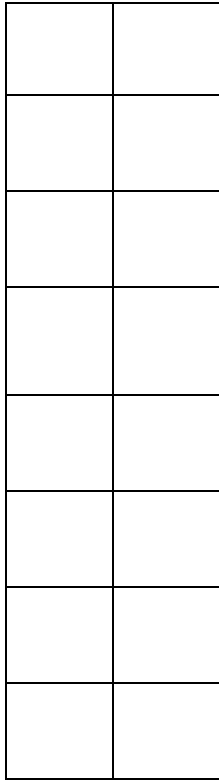
Pam ribbon was cut into square pieces. How many squares pieces did she get?



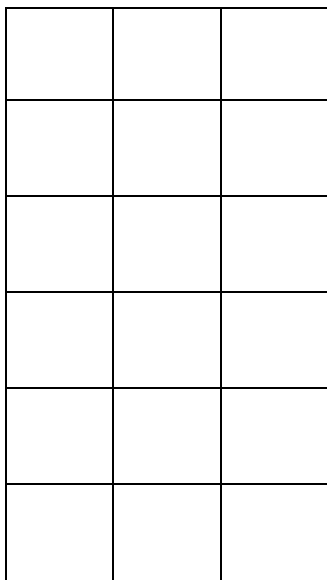
Area = _____

HOMWORK

What is the area of the shapes below?



Area = _____ little squares



Area = _____ little squares



MINISTRY OF EDUCATION

PRIMARY ENGAGEMENT PROGRAMME
GRADE TWO WORKSHEET: TERM 2
SUBJECT: MATHEMATICS

WEEK 8: LESSON 4

TOPIC: AREA

Name: _____ Date: _____

TIPS/FACTS:

The area is the amount of space that the shape takes up.
To find the area we **count the little squares**. Area is measured in **square units**.

PRACTICE EXAMPLE

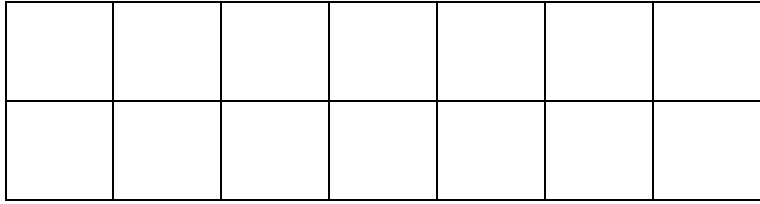
Look at the shape, count the little squares then write the area the amount of corks occupied?



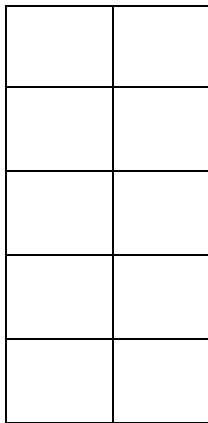
Area = _____

ON YOUR OWN

Count and write.



Area = _____ little squares



Area = _____ little squares

Write the number names.

26 - _____

57 - _____

HOMEWORK

Fill in the missing numbers.

2 4 6 ____ 10

5 6 ____ 8 ____ 10



MINISTRY OF EDUCATION

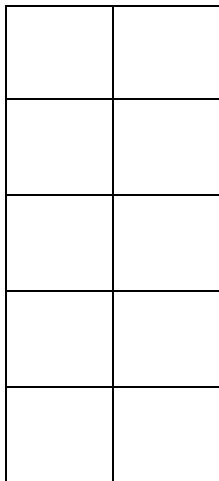
PRIMARY ENGAGEMENT PROGRAMME
GRADE TWO WORKSHEET: TERM 2
SUBJECT: MATHEMATICS

WEEK 8: LESSON REVIEW

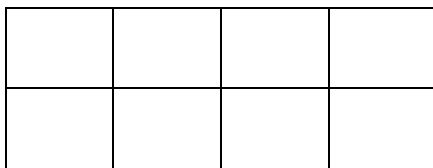
TOPIC: AREA

Name: _____ Date: _____

Find the area of the shapes below.

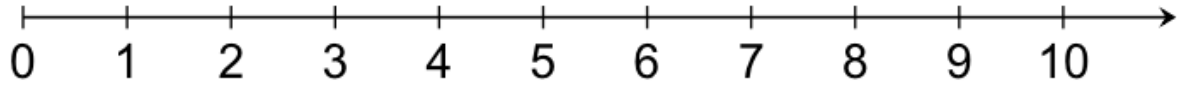


Area = _____ little squares



Area = _____ little squares

Use the number line to work the sum below.



$$2 + 6 = \underline{\quad}$$

Work these exercises below.

$$\begin{array}{r} 4 \quad 0 \\ \times \quad 2 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 2 \quad 8 \quad 3 \\ - 1 \quad 6 \quad 0 \\ \hline \\ \hline \end{array}$$