



MINISTRY OF EDUCATION

PRIMARY ENGAGEMENT PROGRAMME  
GRADE TWO WORKSHEET  
SUBJECT: MATHEMATICS

LESSON: 1 WEEK 1

TOPIC: COUNTING; READING AND WRITING NUMBERS

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**FACT**

A number which can be divided by 2 and not have 1 remaining is known as an even number.

An odd number is a number which cannot be divided by 2.

All the numbers ending with 1, 3, 5, 7 and 9 are odd numbers.

All the numbers ending with 0, 2, 4, 6 and 8 are even numbers.

**PRACTICE EXAMPLE:**

Group the numbers as odd and even numbers

<b>25, 32, 38, 87, 95, 64, 76, 53</b>	
<b>Even</b>	<b>Odd</b>
<b>32, 38, 64, 76</b>	<b>25, 87, 95, 53</b>

**ON YOUR OWN:**

Group the numbers as odd and even numbers

<b>16, 10, 18, 25, 12, 22, 23</b>	
<b>Even</b>	<b>Odd</b>

**HOMEWORK**

Use numbers 1- 20 and group them as odd or even numbers.



MINISTRY OF EDUCATION

PRIMARY ENGAGEMENT PROGRAMME

GRADE TWO WORKSHEET

SUBJECT: MATHEMATICS

LESSON: 2 WEEK 1

TOPIC: COUNTING; READING AND WRITING NUMBERS

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**FACT:**

1. Even numbers can be divided by 2 and will not have any remainder.
2. Odd numbers always give a remainder of 1.

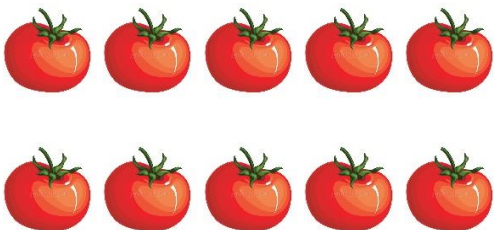
**PRACTICE EXAMPLE:** Make groups of two to see which number is odd and which is even.

8 is an even number

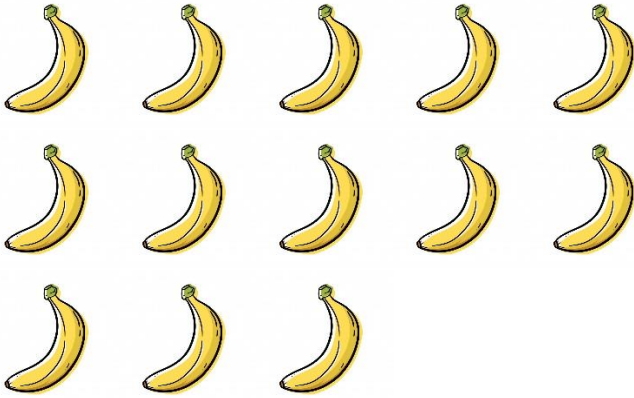
9 is an odd number

**ON YOUR OWN:**

1. Put the tomatoes into groups of 2. Say if the number of tomatoes is odd or even.



2. Put the bananas into groups of 2. Say if the number of bananas is odd or even.



### **HOMEWORK**

Put these numbers into groups of 2. Use objects like corks, bricks or seeds. Say if the number is odd or even.

**17**

**5**

**12**

**16**



MINISTRY OF EDUCATION

PRIMARY ENGAGEMENT PROGRAMME

GRADE TWO WORKSHEET

SUBJECT: MATHEMATICS

LESSON: 3 WEEK 1

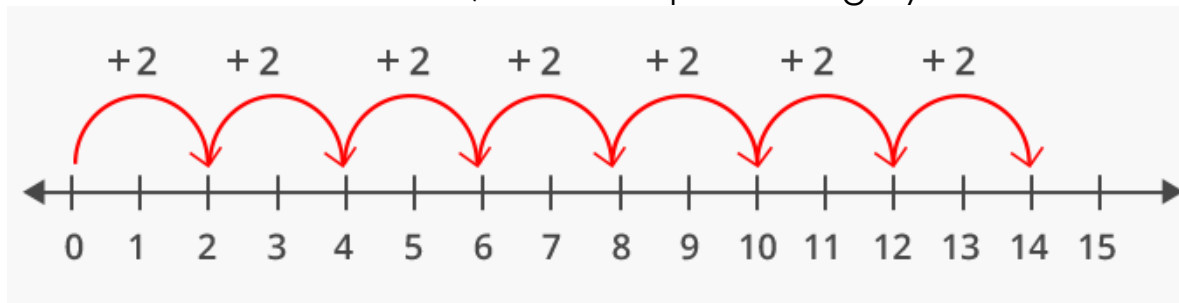
TOPIC: COUNTING; READING AND WRITING NUMBERS

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**FACT/TIP:**

In Mathematics, skip counting is the method of counting forward by numbers other than 1.

**PRACTICE EXAMPLE:** Here, we are skip counting by 2 on a number line.



We can skip count by any number. Here's how skip counting by numbers 2 and 5, begin to form patterns.

Count by	Skip Counting											
2s	2	4	6	8	10	12	14	16	18	20	22	24

5s	5	10	15	20	25	30	35	40	45	50	55	60
----	---	----	----	----	----	----	----	----	----	----	----	----

**ON YOUR OWN:**

Count by 2 to fill in the missing numbers.

2	4		8	
12	14			
22		26		30

**HOMEWORK:**

Count by 5 to fill in the missing numbers.

5	10		20		30		40
---	----	--	----	--	----	--	----

10		30			60		80
----	--	----	--	--	----	--	----



MINISTRY OF EDUCATION

PRIMARY ENGAGEMENT PROGRAMME

GRADE TWO WORKSHEET

SUBJECT: MATHEMATICS

LESSON: 4 WEEK 1

TOPIC: COUNTING; READING AND WRITING NUMBERS

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**FACT/TIP:**

Numbers get bigger when you count forward: 1, 2, 3, 4, 5.

Numbers get smaller when you count backward: 5, 4, 3, 2, 1

**PRACTICE EXAMPLE:** Count forward. Write the numbers.

6, 7, 8, \_\_\_\_\_, \_\_\_\_\_

Answers 9, 10

10, 11, 12, \_\_\_\_\_, \_\_\_\_\_

Answers 13, 14

Count backward. Write the numbers.

12, 11, 10, \_\_\_\_\_, \_\_\_\_\_

Answers 9, 8

17, 16, 15, \_\_\_\_\_, \_\_\_\_\_

Answers 14, 13

**ON YOUR OWN:**

Count forward. Write the numbers.

1, 2, 3, \_\_, \_\_, \_\_, \_\_.

15, 16, 17, \_\_, \_\_, \_\_.

Count backward. Write the numbers

6, 5, 4, \_\_, \_\_, \_\_.

20, 19, 18, \_\_, \_\_, \_\_.

**HOMEWORK:**

Jamal starts at 10 and counts forward by 3. Write the number he stopped at in the box. How can you tell your answer is correct?



MINISTRY OF EDUCATION

PRIMARY ENGAGEMENT PROGRAMME

GRADE TWO WORKSHEET

SUBJECT: MATHEMATICS

LESSON: REVIEW WEEK 1

TOPIC: COUNTING; READING AND WRITING NUMBERS

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Count by 2 to fill the missing numbers

	4				12	14		18	
	24	26		30	32		36	38	40

Count by 5 to fill the missing numbers

5			20	25		35	
---	--	--	----	----	--	----	--

Count in 10s to fill the missing numbers

10		30			60		80
----	--	----	--	--	----	--	----

Look at the number. Trace odd or even to describe the number.

2      

odd	even
-----	------

6      

odd	even
-----	------

14      

odd	even
-----	------

9      

odd	even
-----	------





MINISTRY OF EDUCATION

PRIMARY ENGAGEMENT PROGRAMME

GRADE TWO WORKSHEET

SUBJECT: MATHEMATICS

LESSON: 1 WEEK 2

TOPIC: COUNTING; READING AND WRITING NUMBERS

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**FACT:**

1. The greater than symbol is written as  $>$ .
2. The less than symbol is written as  $<$ .

**PRACTICE EXAMPLE:**

Compare each set of numbers. Write the correct symbol in the box.

35      54                      Answer    35  54

16      11                      Answer    16  11

**ON YOUR OWN:**

Write  $>$  or  $<$  to complete each number statement

5  3

8  12

17  8

3  2

## HOMEWORK:

Write  $>$  or  $<$  to complete each number statement.

$30 \quad \square \quad 20$

$43 \quad \square \quad 45$

$13 \quad \square \quad 20$

$18 \quad \square \quad 15$



MINISTRY OF EDUCATION  
PRIMARY ENGAGEMENT PROGRAMME  
GRADE TWO WORKSHEET  
SUBJECT: MATHEMATICS  
LESSON: 2 WEEK 2

TOPIC: COUNTING; READING AND WRITING NUMBERS

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**FACT/TIP:**

The greater than symbol is written as >.

The less than symbol is written as <.

**PRACTICE EXAMPLE:**

Compare the numbers using the signs > or <.

1.  $20+4$   30

$20+4$   30

2.  $10+2$   10

$10+2$   10

**ON YOUR OWN:**

Compare the numbers using the signs > or <.

$30+3$   27

$23+3$   21

$10+9$   20

$20+5$   30

$40+2$   41

$30+2$   20

## HOMEWORK:

Compare the numbers using the signs  $>$  or  $<$ .

$$14 \quad \square \quad 40+1$$

$$62 \quad \square \quad 30+5$$







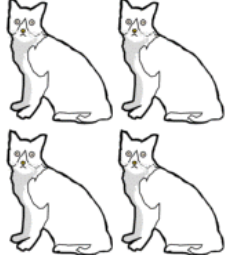
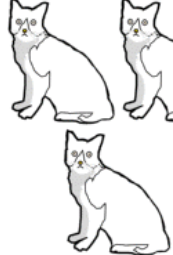




$$57 \quad \square \quad 80+3$$

Name

Date



# GREATER, LESS AND EQUAL SHEET 1

Example		is more than > is equal to = is less than <	
1)		is more than > is equal to = is less than <	
2)		is more than > is equal to = is less than <	
3)		is more than > is equal to = is less than <	
4)		is more than > is equal to = is less than <	
5)		is more than > is equal to = is less than <	



MINISTRY OF EDUCATION  
PRIMARY ENGAGEMENT PROGRAMME  
GRADE TWO WORKSHEET  
SUBJECT: MATHEMATICS  
LESSON: 3 WEEK 2

TOPIC: COUNTING; READING AND WRITING NUMBERS

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**FACT/TIP:**

An Ordinal Number is a number that tells the position of something in a list, such as 1st, 2nd, 3rd, 4th, 5th etc. Most ordinal numbers end in "th" except for one- first (1st) two -second (2nd) three- third (3rd)

**PRACTICE EXAMPLE:** Mark an X on the 3<sup>rd</sup> star



ON YOUR OWN: Mark an X on the 5<sup>th</sup> heart



Mark an X on the 2<sup>nd</sup> triangle



**HOMEWORK:**

Circle the 6<sup>th</sup> letter

X

B

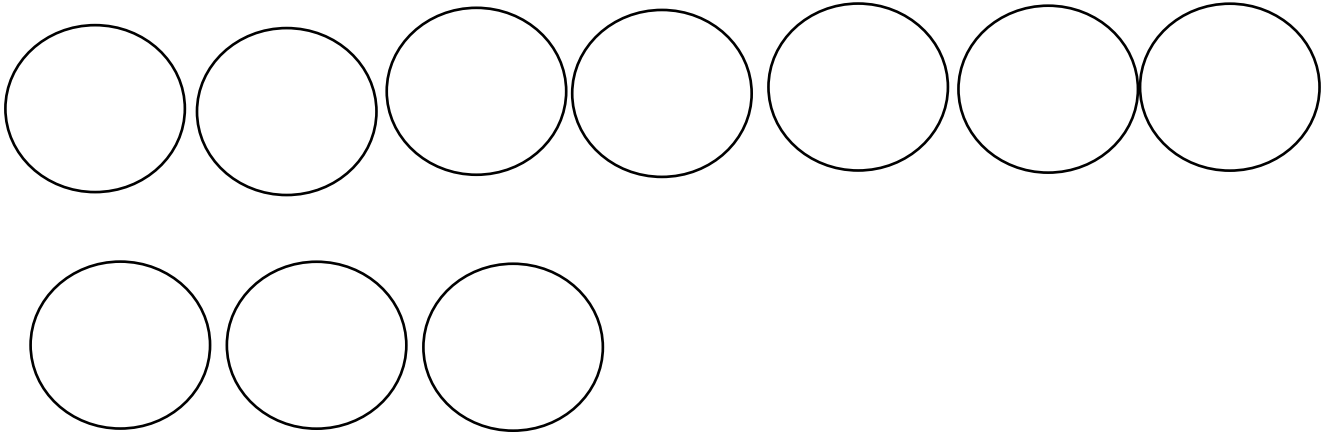
H

O

L

P

Shade the 9<sup>th</sup> circle





MINISTRY OF EDUCATION

PRIMARY ENGAGEMENT PROGRAMME

GRADE TWO WORKSHEET

SUBJECT: MATHEMATICS

LESSON: 4 WEEK 2

TOPIC: COUNTING; READING AND WRITING NUMBERS


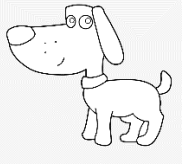
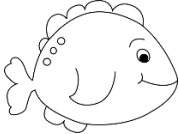

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**FACT/TIP:**

An *Ordinal Number* is a number that tells the position of something in a list, such as 1st, 2nd, 3rd, 4th, 5th etc.

**PRACTICE EXAMPLE:** If the cat is the first animal

1. Which animal is third?


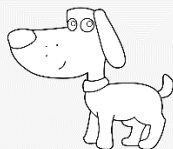
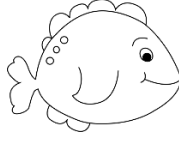
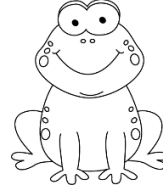
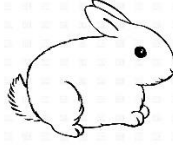
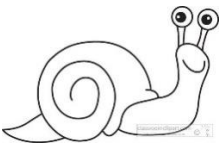
			
cat	dog	fish	cat

fish



**ON YOUR OWN:**

**Study the chart below.**

					
cat	dog	fish	frog	rabbit	snail

If the cat is the first animal;

1. Which animal is 5<sup>th</sup>? \_\_\_\_\_

2. Which position is the dog in? \_\_\_\_\_

Colour the 4<sup>th</sup> animal green

Which animal is last?

**HOMEWORK:**

Draw six of your favourite fruits and rank them 1<sup>st</sup>, 2<sup>nd</sup> and so on.



MINISTRY OF EDUCATION

PRIMARY ENGAGEMENT PROGRAMME

GRADE TWO WORKSHEET

SUBJECT: MATHEMATICS

LESSON: REVIEW WEEK 2

TOPIC: COUNTING; READING AND WRITING NUMBERS

Look at the number sequence.

6      8      9      1      5      3      0      7

Which number is

1. Fourth? \_\_\_\_\_

2. Sixth? \_\_\_\_\_

3. First? \_\_\_\_\_

4. Fifth? \_\_\_\_\_

5. Second? \_\_\_\_\_

Use the symbol  $<$  or  $>$  to show if a number is less than or greater than

$$6+4 \bigcirc 14$$

$$17 \bigcirc 23$$

$$40 + 1 \bigcirc 20$$

$$30 + 2 \bigcirc 25$$



MINISTRY OF EDUCATION

PRIMARY ENGAGEMENT PROGRAMME

GRADE TWO WORKSHEET

SUBJECT: MATHEMATICS

LESSON: 1 WEEK 3

TOPIC: COUNTING; READING AND WRITING NUMBERS

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**TIP:**

There are different ways of **writing** the same **number**.

For example, Here, are some of the many ways to write 8

$2 + 6,$

$12 - 4,$

eight,

VIII,



**PRACTICE EXAMPLE:**

Write two ways to show 6

1.  $2+4$
2.  $9-3$

**ON YOUR OWN:**

Write two ways 10 can be represented

Write two ways 4 can be represented

## **HOMEWORK:**

Find the number that is represented in the following. Write the number on the line.

Half a dozen = \_\_\_\_\_

$9 - 3 =$  \_\_\_\_\_

$3 + 3 =$  \_\_\_\_\_



MINISTRY OF EDUCATION

PRIMARY ENGAGEMENT PROGRAMME  
GRADE TWO WORKSHEET  
SUBJECT: MATHEMATICS

LESSON: 2 WEEK 3

TOPIC: COUNTING; READING AND WRITING NUMBERS

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**TIP:**

There are different ways of **writing** the same **number**.

For example, Here, are some of the many ways to write 8

$2 + 6,$

$12 - 4,$

eight,

VIII,



**PRACTICE EXAMPLE:** We can use tallies to represent a number. Look at the tally chart.

1		6	
2		7	
3		8	
4		9	
5		10	

**OWN YOUR OWN:**

Write the tally for the numbers below

9
---

6
---

11
----

**HOMEWORK:**

Write the number for these tallies.



--



--



--



MINISTRY OF EDUCATION

PRIMARY ENGAGEMENT PROGRAMME

GRADE TWO WORKSHEET

SUBJECT: MATHEMATICS

LESSON: 3 WEEK 3

TOPIC: COUNTING; READING AND WRITING NUMBERS

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**TIP:**

A fraction is an equal part of a whole. We can compare fractions.

**Step 1** Look at the bottom numbers, they are the same

**Step 2** Look at the top numbers

**Step 3** The fraction with the larger number at the top is the greater fraction

**PRACTICE EXAMPLE:** Observe the two fractions below and say/ mark the one that is greater.

$1/5$     $3/5$  \_\_\_\_\_   Answer:  $1/5$     ~~$3/5$~~

**ON YOUR OWN:** Look at these fractions. Draw a line on the one that is greater in each row.

1.  $4/6$     $5/6$

2.  $3/4$     $1/4$

3.  $2/5$     $3/5$

4.  $7/10$     $5/10$

**HOMEWORK:** Use < less than, or > greater than to compare each row.

1.  $\frac{3}{6}$        $\frac{2}{6}$

2.  $\frac{5}{8}$        $\frac{2}{8}$

3.  $\frac{7}{10}$        $\frac{3}{10}$

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





MINISTRY OF EDUCATION

PRIMARY ENGAGEMENT PROGRAMME

GRADE TWO WORKSHEET

SUBJECT: MATHEMATICS

LESSON: 4 WEEK 3

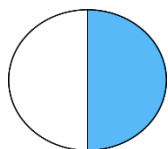
TOPIC: COUNTING; READING AND WRITING NUMBERS

Name: \_\_\_\_\_ Date: \_\_\_\_\_

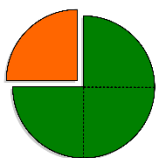
**TIP:** We can shade fractions to see which is greater.

**PRACTICE EXAMPLE:**

Shade the fraction. Write the greater fraction in the box1.



$1/2$

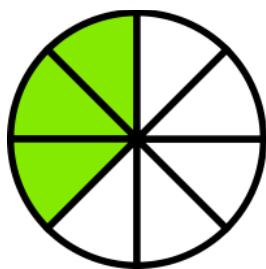


$1/4$

$1/2$
-------

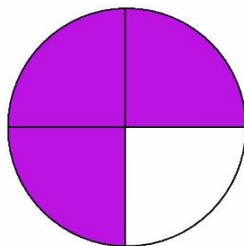
**ON YOUR OWN:**

Look at the fractions in each row. Write the greater fraction in the box.



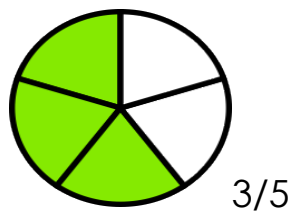
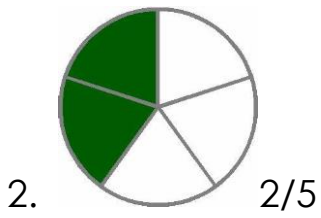
1.

$3/8$



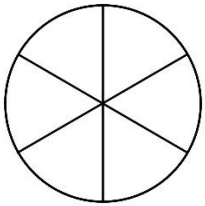
$3/4$

--

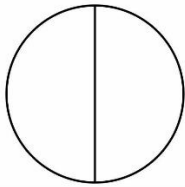


## HOMEWORK

Shade these fractions then say which is greater.



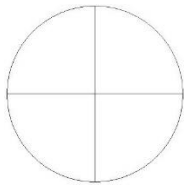
1.  $\frac{5}{6}$



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



$\frac{1}{3}$



$\frac{3}{4}$



**MINISTRY OF EDUCATION**  
**PRIMARY ENGAGEMENT PROGRAMME**  
**GRADE TWO WORKSHEET**  
**SUBJECT: MATHEMATICS**  
**LESSON: REVIEW WEEK 3**  
**TOPIC: COUNTING; READING AND WRITING NUMBERS**

Look at each set of fractions and mark X on the one that is greater.

1.  $\frac{1}{6}$     $\frac{5}{6}$

2.  $\frac{2}{4}$     $\frac{1}{4}$

3.  $\frac{3}{5}$     $\frac{2}{5}$

4.  $\frac{7}{10}$     $\frac{5}{10}$

Use < less than, or > greater than to compare the fractions in each row. You can draw and shade to find your answer.

1.  $\frac{5}{6}$     $\frac{2}{6}$

2.  $\frac{1}{2}$     $\frac{5}{6}$

3.  $\frac{2}{8}$     $\frac{5}{8}$

