

Differentiated Learning (DL)

# MATHEMATICS

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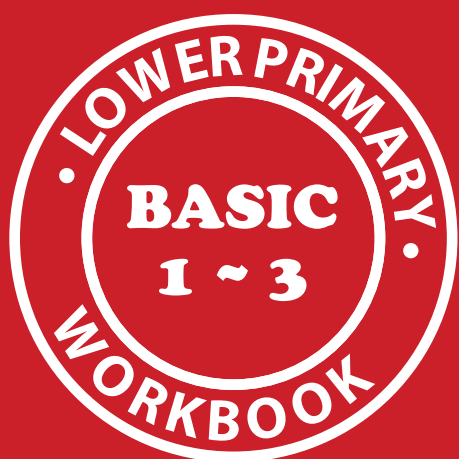
# WORKBOOK

FOR LOWER PRIMARY



**LEVEL**  
**1**

## LEARNER'S WORKBOOK



Ghana Education  
Service (GES)

unicef   
for every child

# **Differentiated Learning (DL)**

*Mathematics Workbook for  
Lower Primary*

**Level 1**

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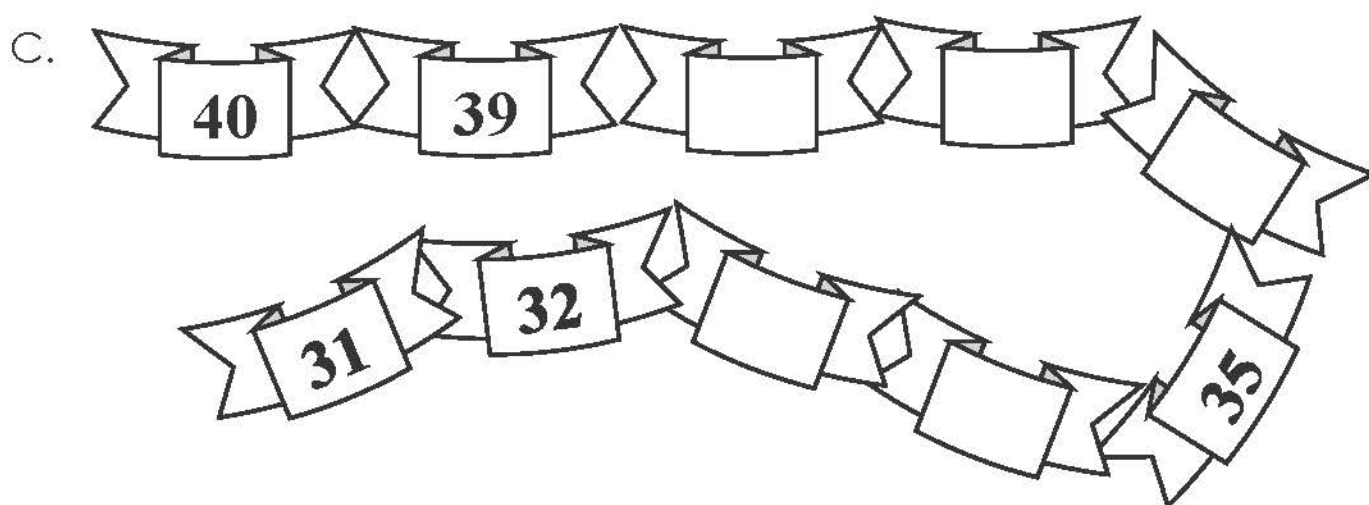
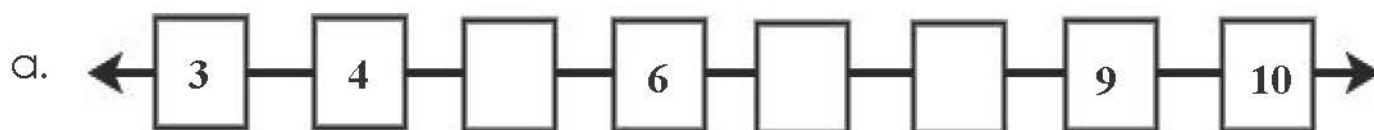
# MODULE 1

# LESSON 1

## Counting Numbers (1-50)

### Activity 1A

**Task:** Complete the number tracks.

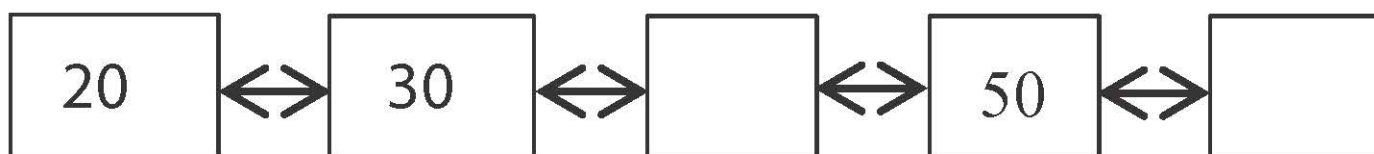


## Counting Numbers (1-50)

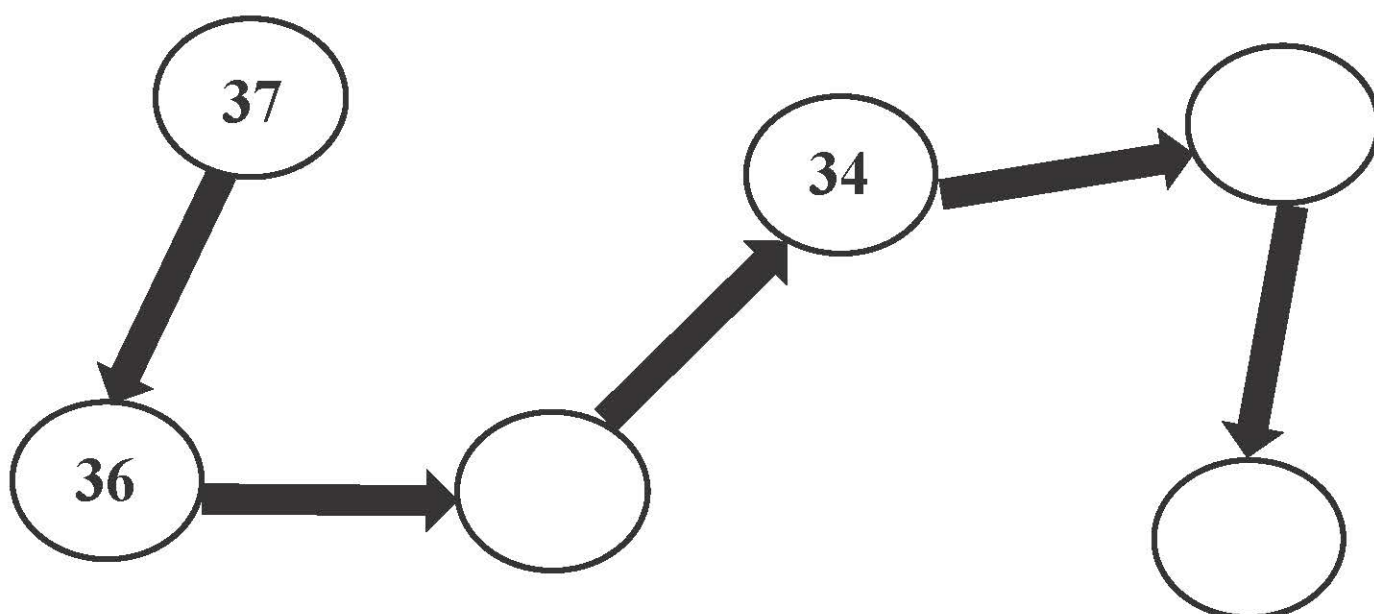
### Activity 4A

**Task 1: Complete the number tracks.**

a.



b.



## Task 2: Complete the number charts.

a.

|    |    |    |    |
|----|----|----|----|
| 2  | 4  |    | 8  |
| 10 |    | 14 | 16 |
|    | 20 | 22 | 24 |
| 26 |    | 30 |    |

b.

|    |    |    |    |    |    |
|----|----|----|----|----|----|
| 50 | 49 | 48 | 47 | 46 |    |
| 44 |    | 42 | 41 |    | 39 |
| 38 | 37 |    |    | 34 | 33 |
|    | 31 | 30 | 29 | 28 |    |

**LESSON 3****Counting and Representing numbers (1-19)****Activity 3A****Task 1: Count and match correctly.**

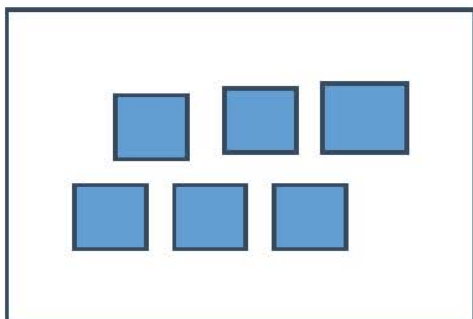
The image shows a matching exercise. On the left, there are four boxes, each containing a different set of objects:

- Box 1: 8 blue squares arranged in a grid-like pattern.
- Box 2: 7 yellow stars arranged in a cluster.
- Box 3: 6 green triangles arranged in a cluster.
- Box 4: 3 blue smiley faces arranged in a cluster.

On the right, there is a vertical list of numbers: 7, 8, 6, and 3. A red line connects the first box (8 blue squares) to the number 8.

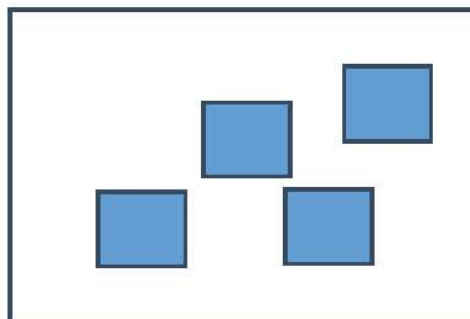
**Task 2: Count and write the number in the box.**

Example

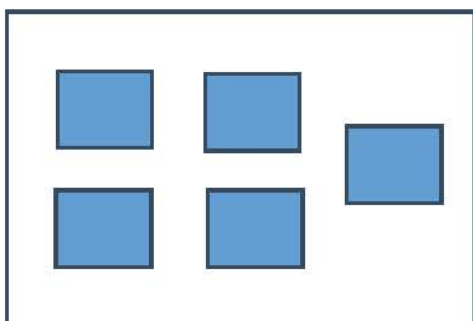


6

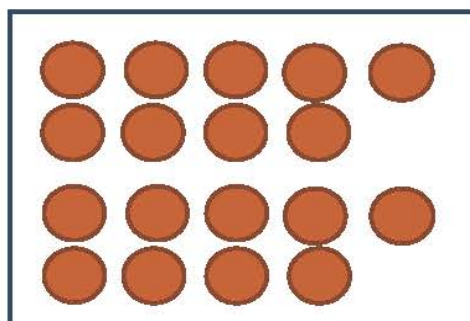
a.



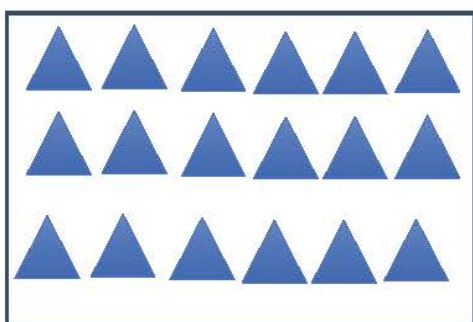
b.



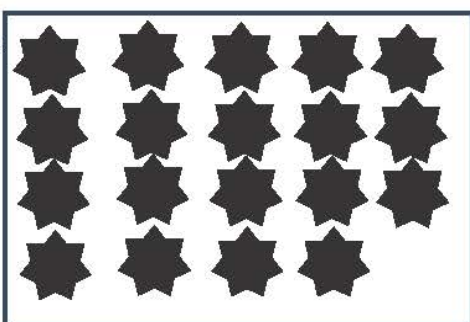
c.



d.



e.

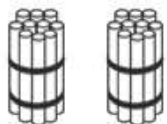
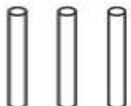


## Place value (1-50)

### Activity 4A

#### Task 1: Count and write the correct number

#### Example

| Tens                                                                               | Ones                                                                               |
|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
|  |  |

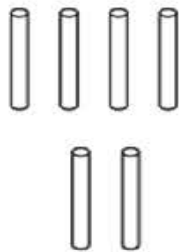
→

2 tens and 3 ones

→

23

a.

| Tens                                                                                | Ones                                                                                |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|  |  |

→

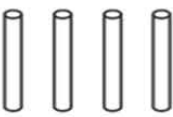
— tens and — ones

→

—



b.

| Tens                                                                              | Ones                                                                              |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
|  |  |

→ — tens and — ones → —

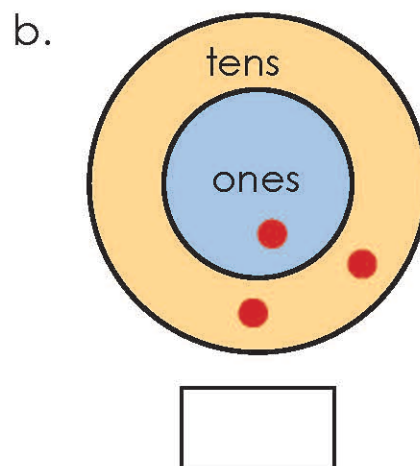
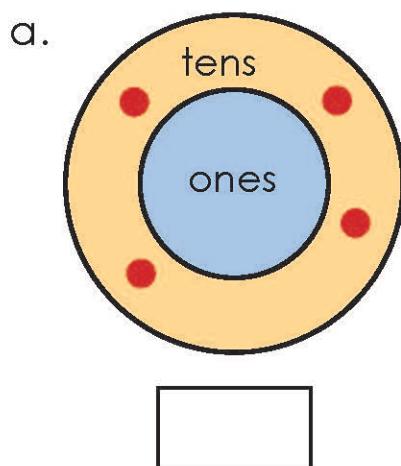
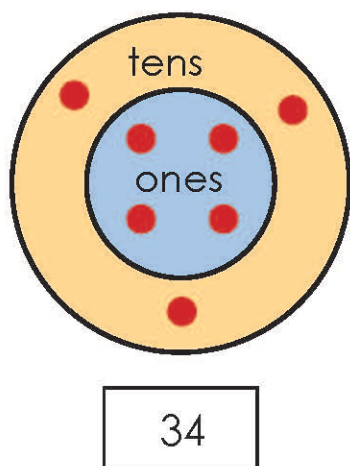
c.

| Tens                                                                                | Ones                                                                                |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|  |  |

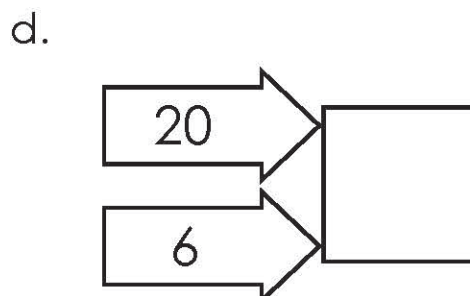
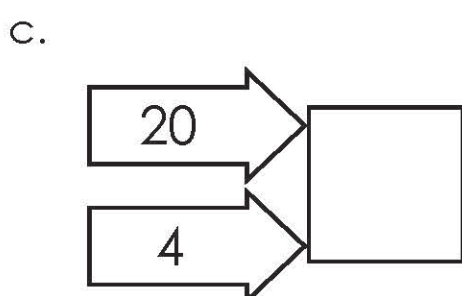
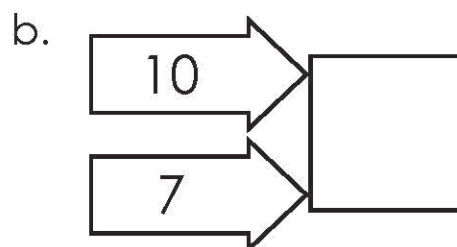
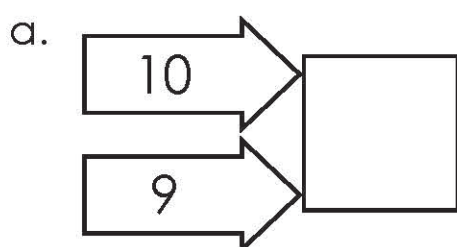
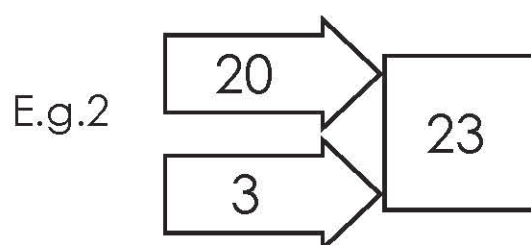
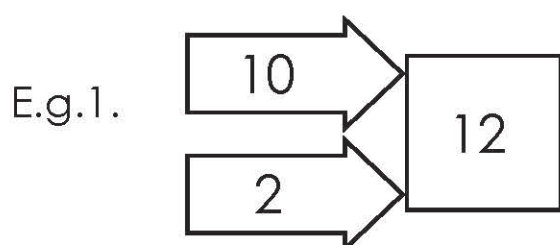
→ — tens and — ones → —

## Task 2: What number does the wheel represent?

Example



## Task 3: Complete the following tasks.

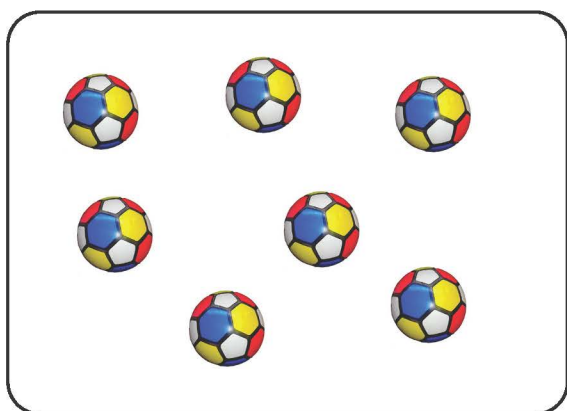


## LESSON 5

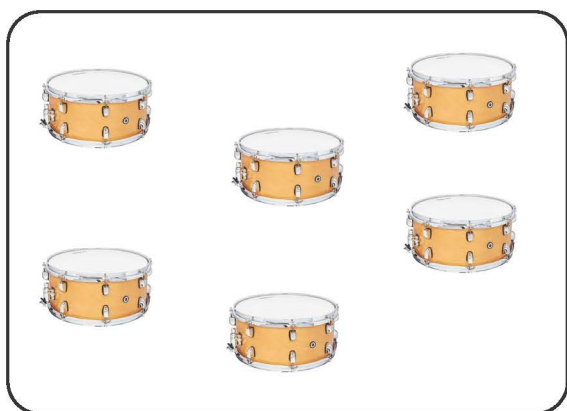
### Making Estimates (1-10)

#### Activity 5A

**Task 1: Estimate the quantity.**



The number of balls are about.....



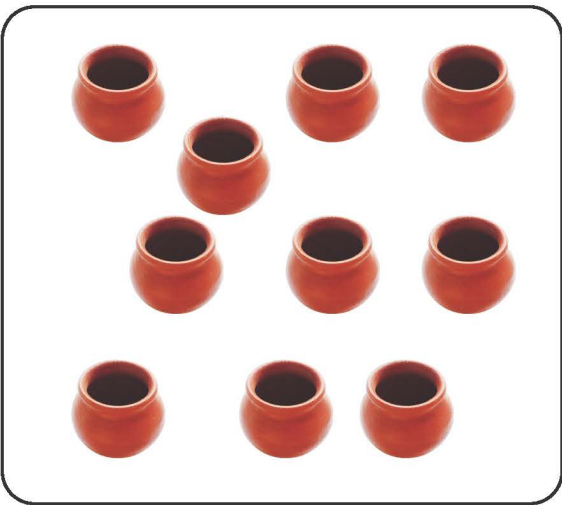
The number of drums are about.....



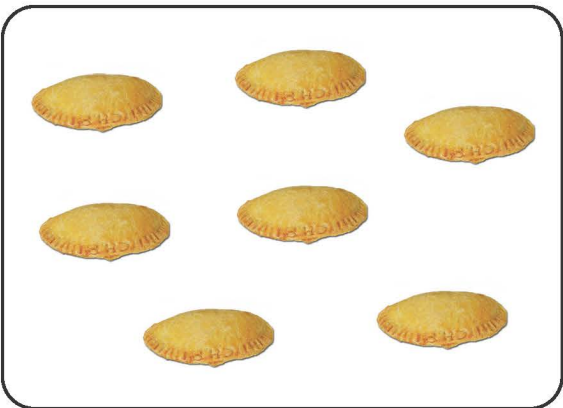
The number of radios are about.....



The number of dresses are about.....

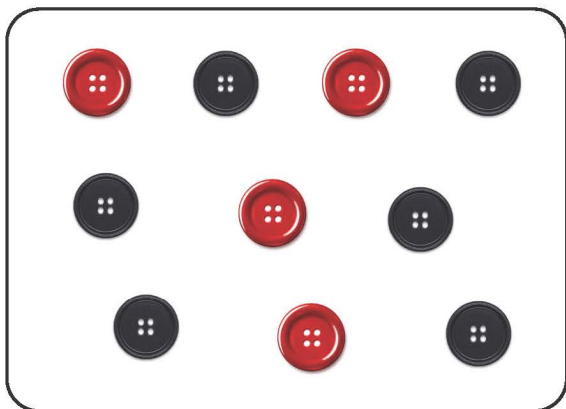


The number of pots are about.....

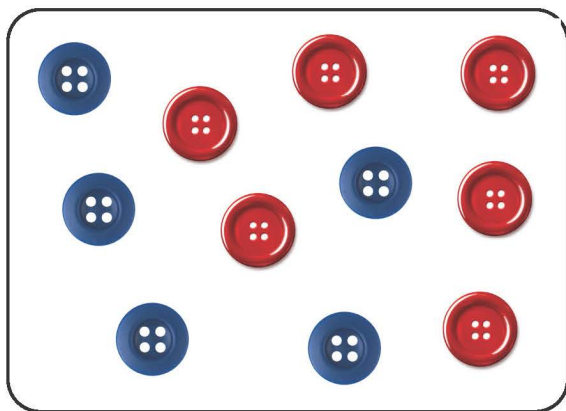


The number of meat pies are about.....

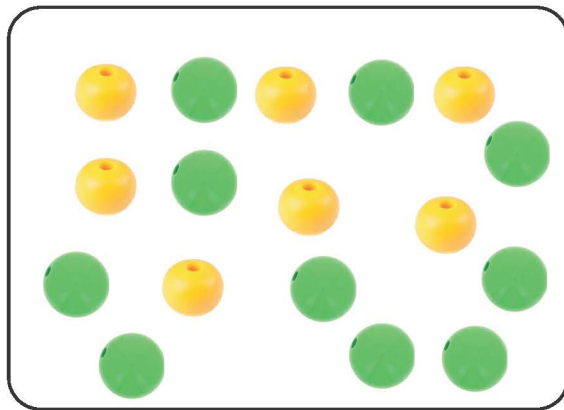
## Task 2: Estimate the quantity.



The number of **red** buttons are about.....

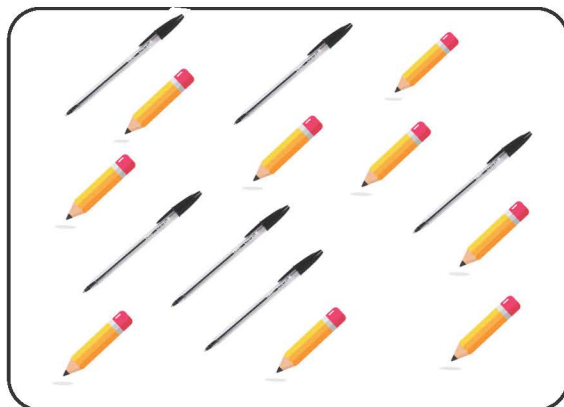


The number of **red** buttons are about.....



The number of **green** beads are about.....

The number of **yellow** beads are about.....



The number of pens are about.....

The number of pencils are about.....

## LESSON 6

### Comparing numbers (1-9)

#### Activity 6A

**Task 1:** Draw lines to join each head to an arrow.



Can each head have an arrow? (Tick ✓) Yes..... No.....

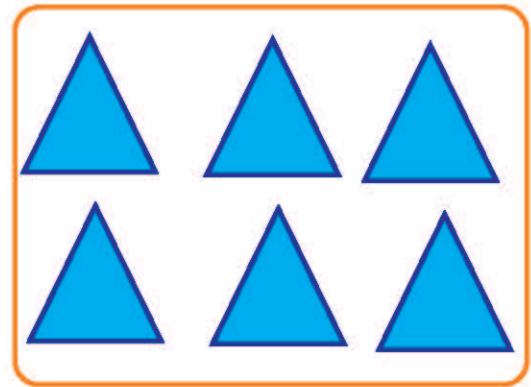
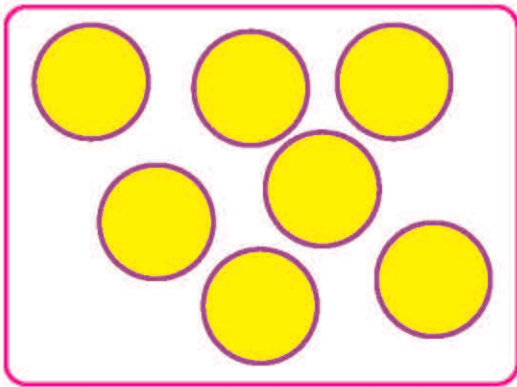
How many  ? .....

How many  ? .....

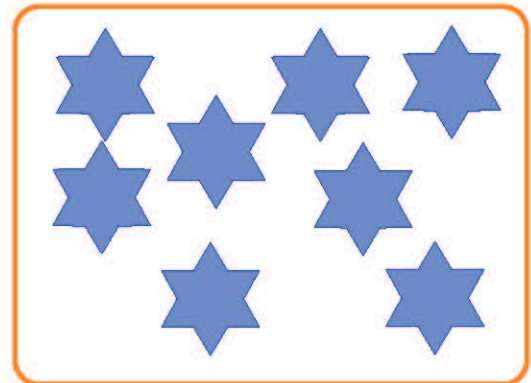
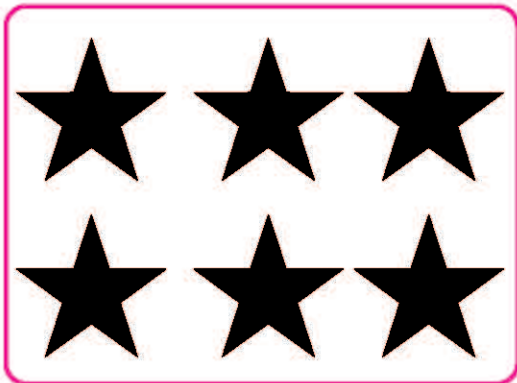
(Tick ✓) the group that has more?

 .....  .....

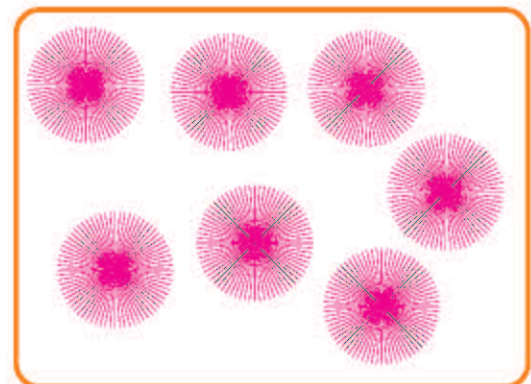
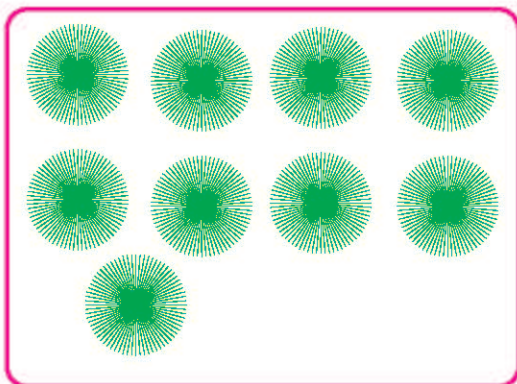
Task 2: Count, write and compare using  $<$  or  $>$ .



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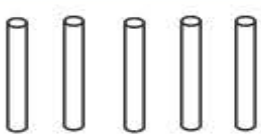
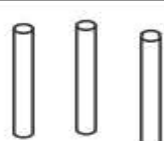
# LESSON 7

## Adding 1-digit and 2-digit numbers

### Activity 7A

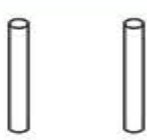
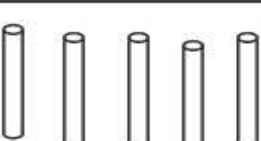
**Task 1:** How many straws are in each place value frame altogether?  
Write the answer in the box.

a.

| Place Value frame |      |                                                                                     |
|-------------------|------|-------------------------------------------------------------------------------------|
|                   | Tens | Ones                                                                                |
| +                 |      |   |
|                   |      |  |
| =                 |      |                                                                                     |

→

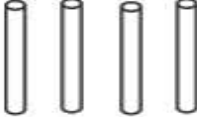
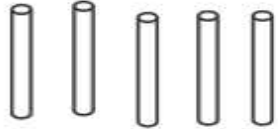
b.

| Place Value frame |      |                                                                                      |
|-------------------|------|--------------------------------------------------------------------------------------|
|                   | Tens | Ones                                                                                 |
| +                 |      |   |
|                   |      |  |
| =                 |      |                                                                                      |

→

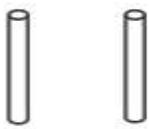
**Task 2: How many straws are in each place value frame altogether?  
Write the answer in the box.**

a.

| Place Value frame |                                                                                    |
|-------------------|------------------------------------------------------------------------------------|
| Tens              | Ones                                                                               |
|                   |   |
|                   |  |
| +                 |                                                                                    |
| =                 |                                                                                    |

→

b.

| Place Value frame |                                                                                     |
|-------------------|-------------------------------------------------------------------------------------|
| Tens              | Ones                                                                                |
|                   |  |
|                   |  |
| +                 |                                                                                     |
| =                 |                                                                                     |

→

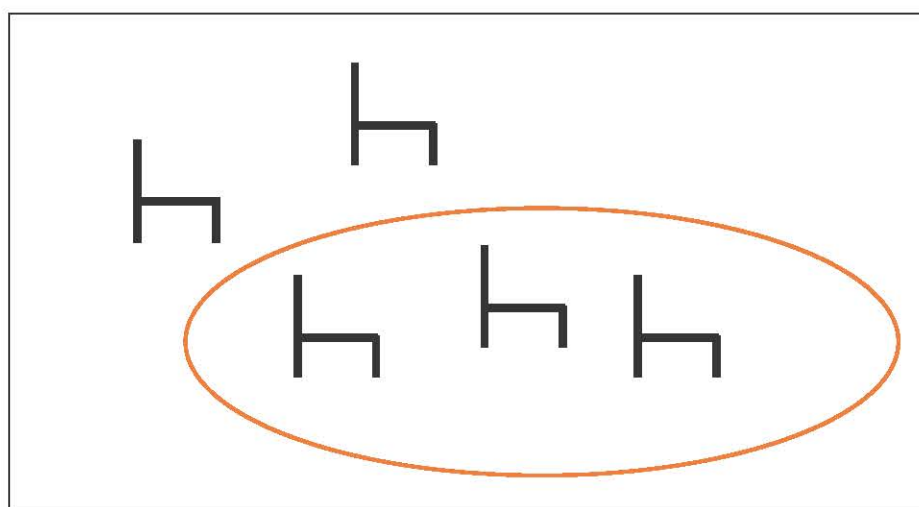
## LESSON 8

### Subtraction of whole numbers

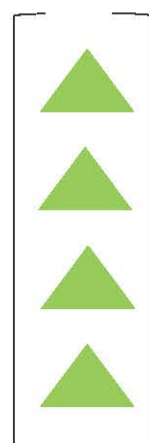
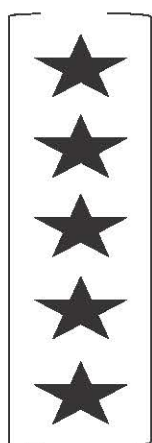
#### Activity 8A

**Task 1: Solve the subtraction problem.**

a.  $5 - 3 = \square$



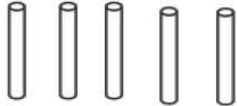
b. Match the ★ to the ▲.



$$5 - 4 = \square$$

Task 2: Use the subtraction frame, the bundles and loose straws to complete the sentences.

Example: 18 - 3 =

| Place Value frame                                                                  |                                                                                     |
|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Tens                                                                               | Ones                                                                                |
|   |   |
|                                                                                    |   |
|  |  |

18

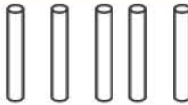
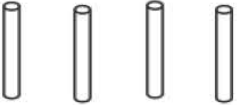
-

3

=

15

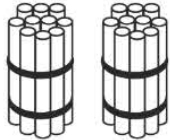
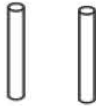
a.

| Place Value frame                                                                   |                                                                                      |
|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Tens                                                                                | Ones                                                                                 |
|  |  |
|                                                                                     |  |
|                                                                                     |                                                                                      |

-

=

b.

|   | Place Value frame                                                                 |                                                                                    |
|---|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
|   | Tens                                                                              | Ones                                                                               |
|   |  |  |
| - |  |  |
| = |                                                                                   |                                                                                    |

-

=

# MODULE 2

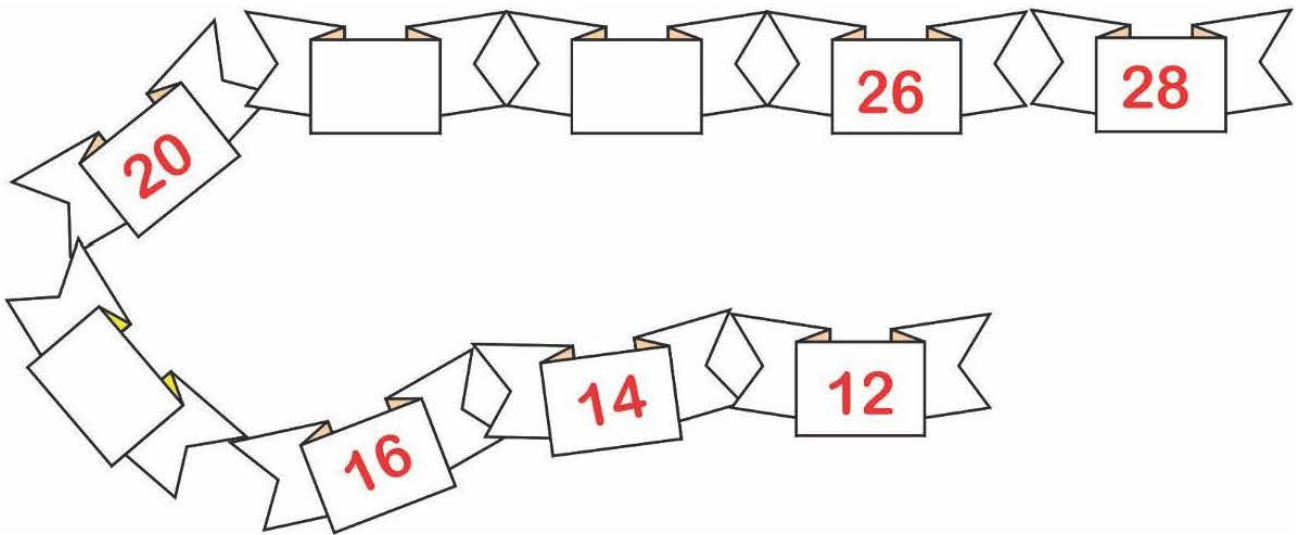
## LESSON 1

### Counting Numbers (1-50)

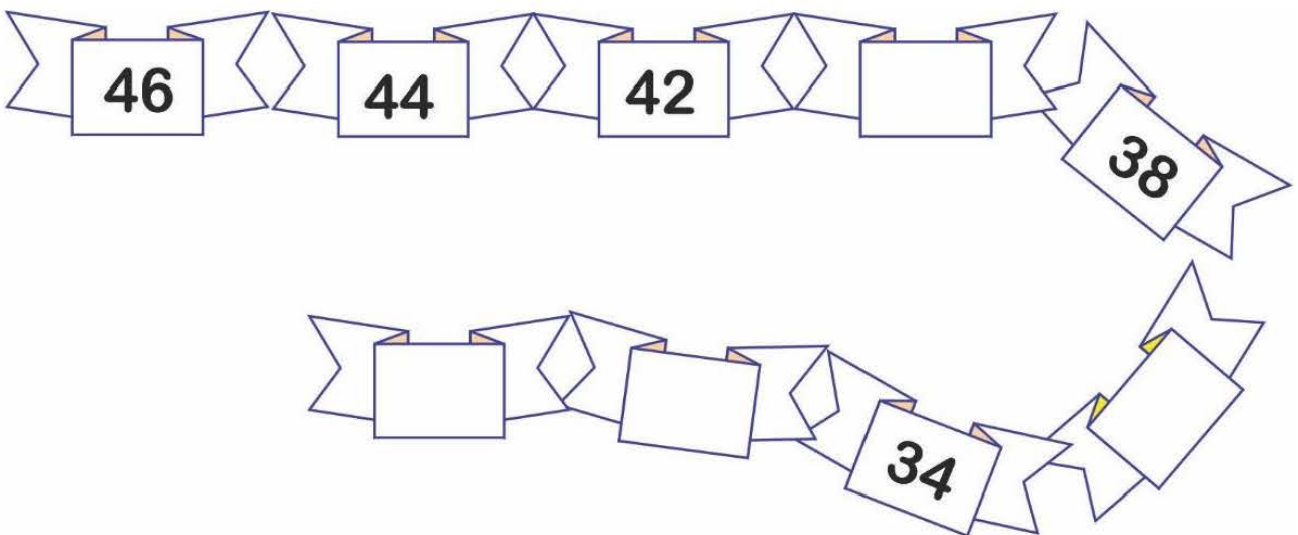
#### Activity 1B

Task 1: Complete the number tracks.

a.



b.



**Task 2: Complete the number tracks.**

a.



b.



c.





Counting Numbers (1-50)

Activity 2B

Task 1: Complete the following.

a.

|    |    |    |    |    |
|----|----|----|----|----|
| 22 | 24 | 26 | 28 | 30 |
| 32 |    |    |    |    |
|    |    |    |    | 50 |

b.

|   |    |  |    |  |  |  |    |  |  |
|---|----|--|----|--|--|--|----|--|--|
| 5 | 10 |  | 20 |  |  |  | 40 |  |  |
|---|----|--|----|--|--|--|----|--|--|

c.

|   |   |   |  |  |  |  |    |  |  |
|---|---|---|--|--|--|--|----|--|--|
| 3 | 6 | 9 |  |  |  |  | 24 |  |  |
|---|---|---|--|--|--|--|----|--|--|

Task 2: Circle the numbers from 30 to 50.

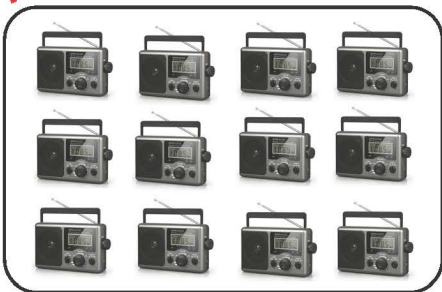
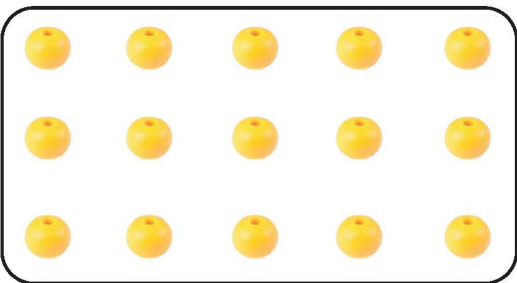
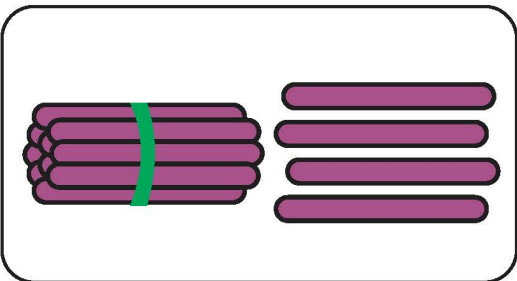
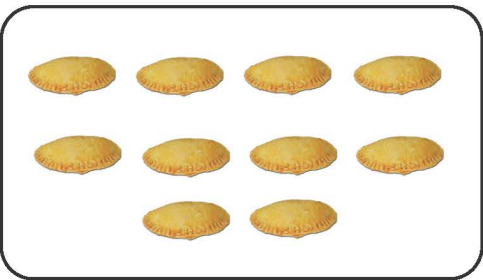
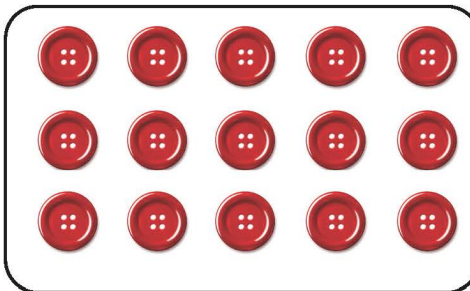
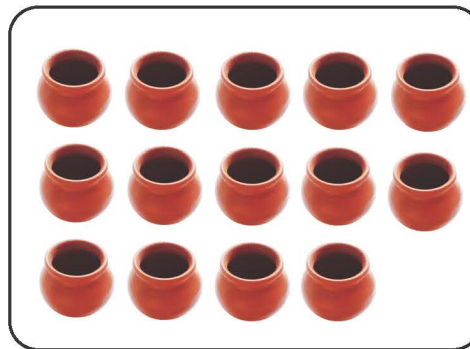
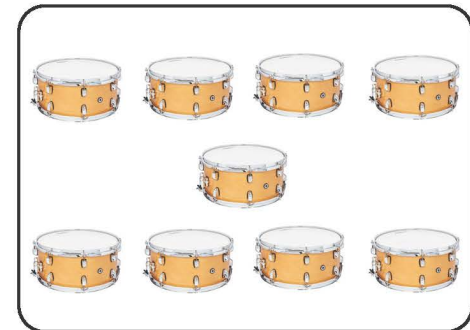
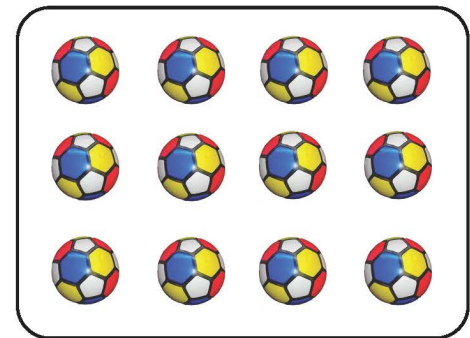
|    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|
| 43 | 74 | 56 | 1  | 88 | 49 | 81 |
| 99 | 33 | 5  | 25 | 30 | 70 | 73 |
| 18 | 7  | 55 | 44 | 29 | 98 | 38 |
| 50 | 65 | 47 | 72 | 43 | 94 | 93 |

LESSON 3

Counting and representing numbers (1 – 100)

Activity 3B

Task 1: Count and match the groups with the same quantity.



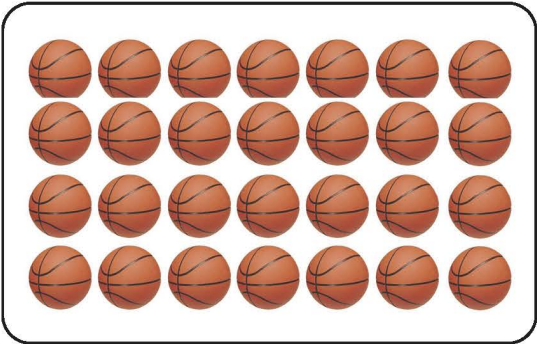
Task 2: Match the correct numerals to the group.

a.

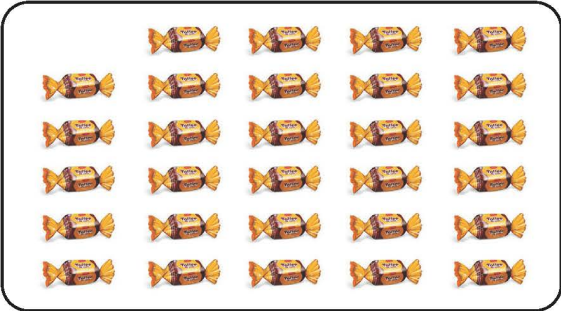
29



30



25

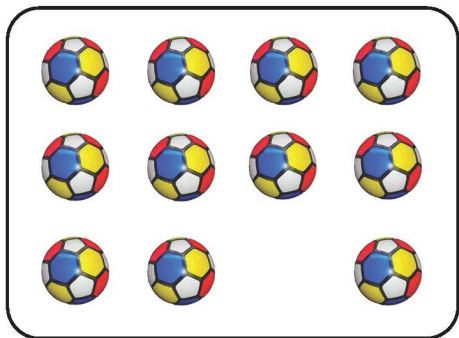


28

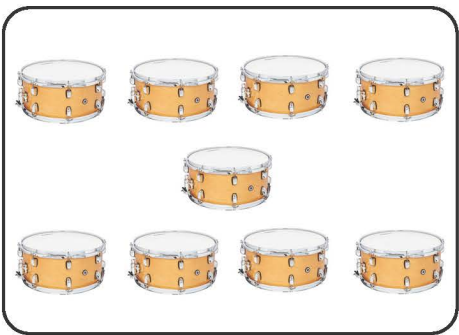


Match the correct numerals to the group.

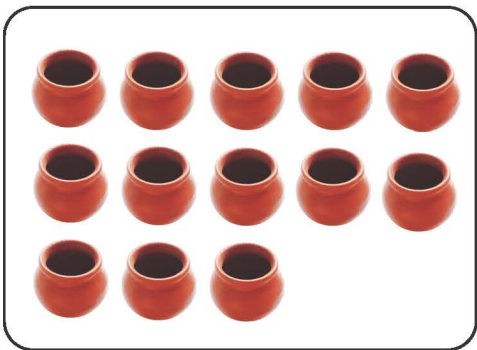
b.



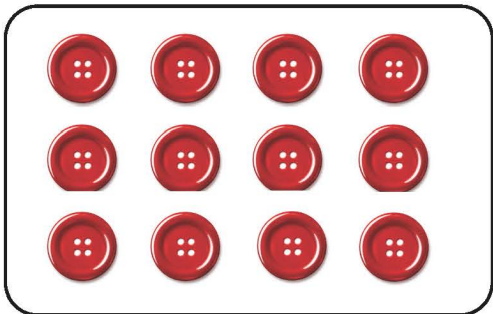
12



11



13

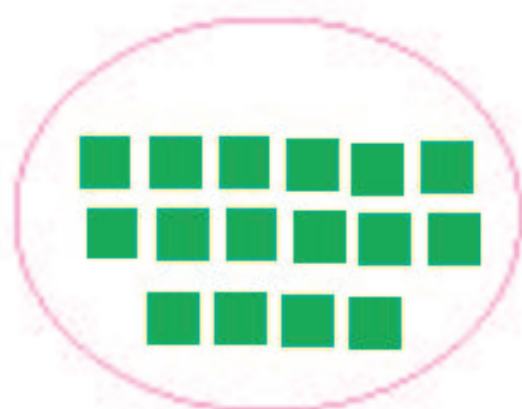


9

C.



**16**



**20**



**18**



**11**



## Task 2: Estimate the length

- a. The length of the table is \_\_\_\_\_ sharpeners.



- b. The length of the table is \_\_\_\_\_ pens.



- c. The length of the wall is \_\_\_\_\_ feet



## LESSON 4

### Place value (1-100)

#### Activity 4A

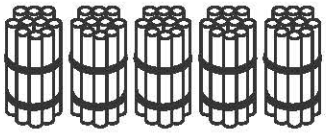
#### Task 1: How many tens and ones?

a)

| Tens                                                                               | Ones                                                                               |
|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
|  |  |

There are \_\_\_\_ tens, \_\_\_\_ ones.

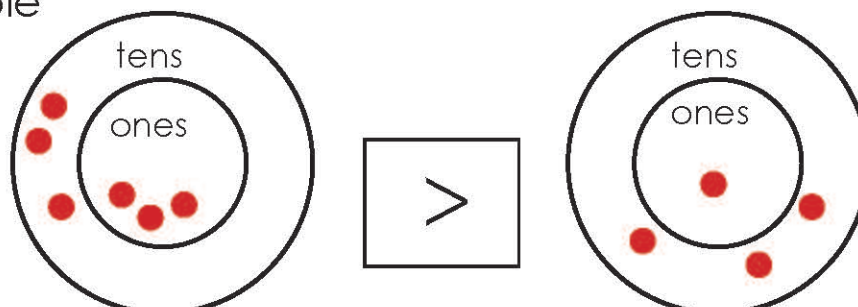
b.

| Tens                                                                                | Ones                                                                                 |
|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
|  |  |

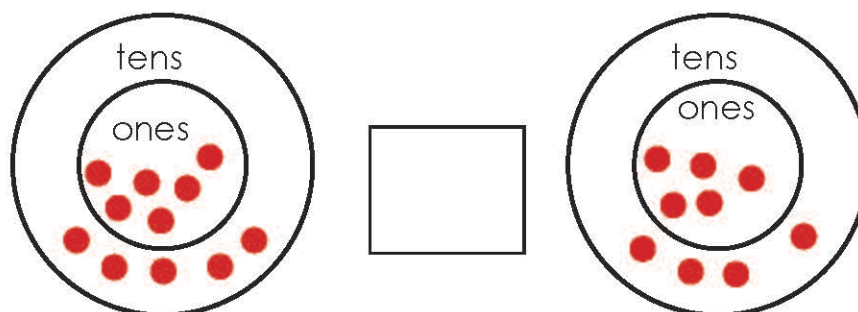
There are \_\_\_\_ tens, \_\_\_\_ ones.

# Task 3: Compare using < or >.

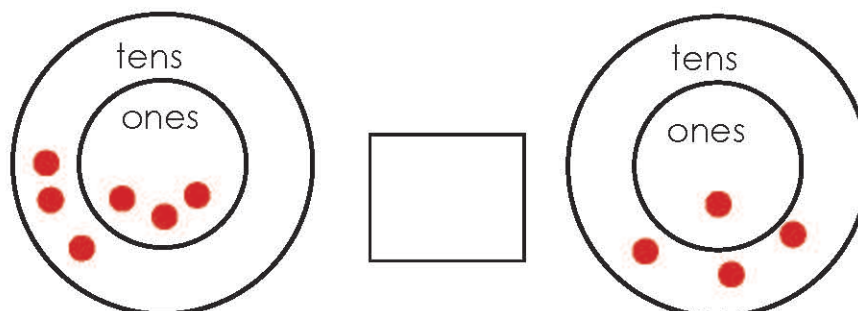
Example



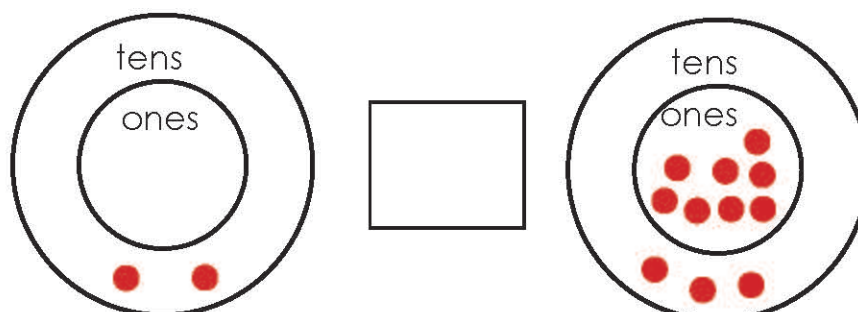
a.



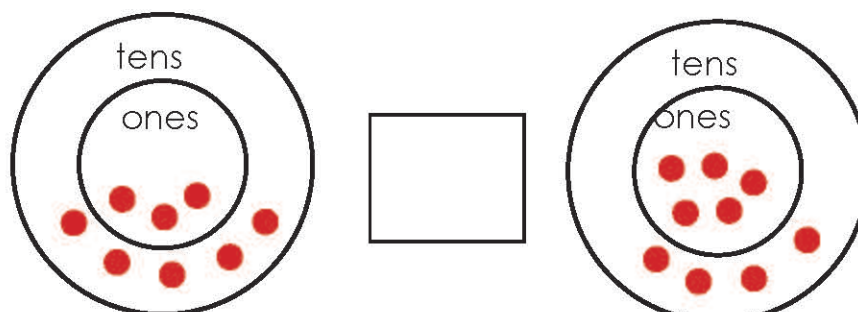
b.



c.



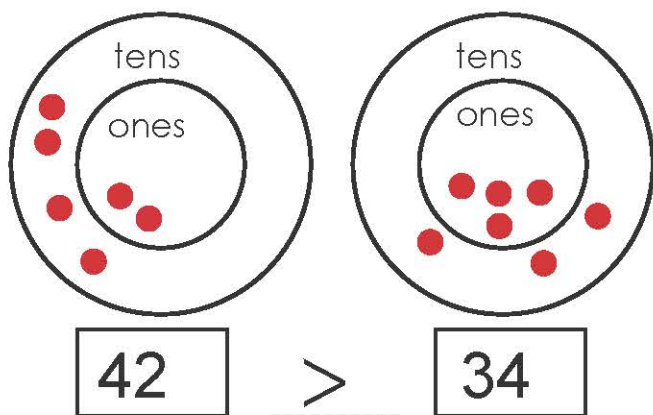
d.



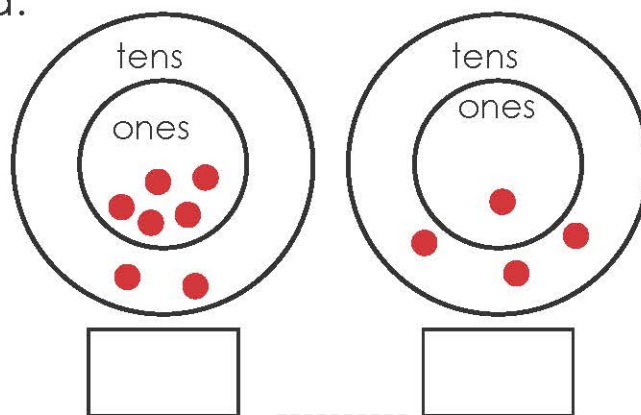


# Task 2: Compare using <, > or =.

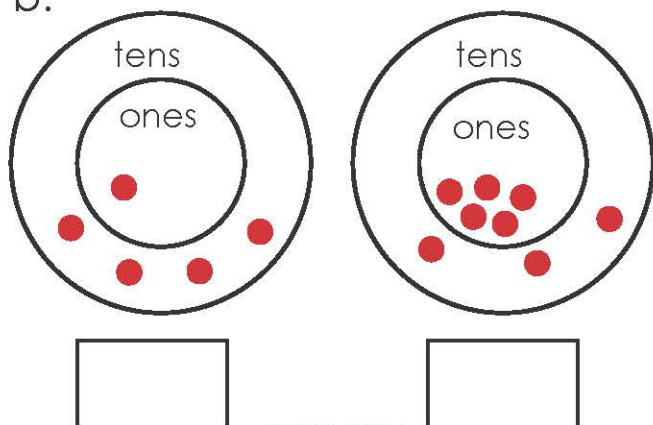
Example



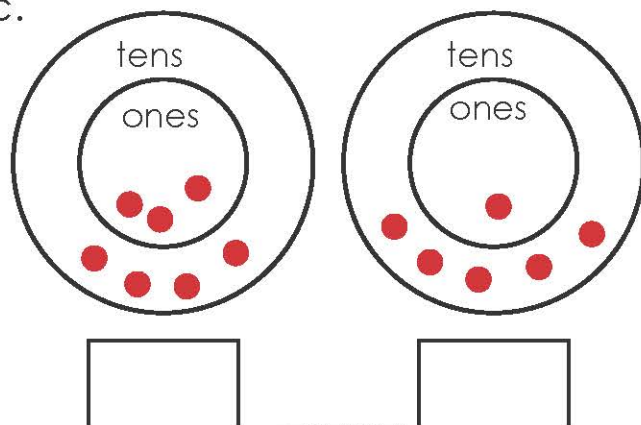
a.



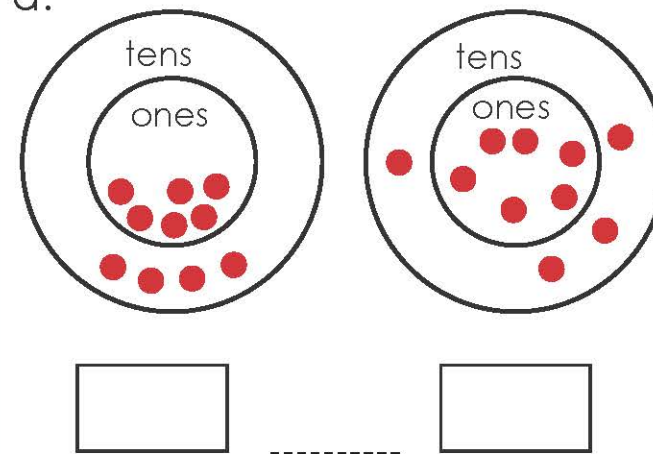
b.



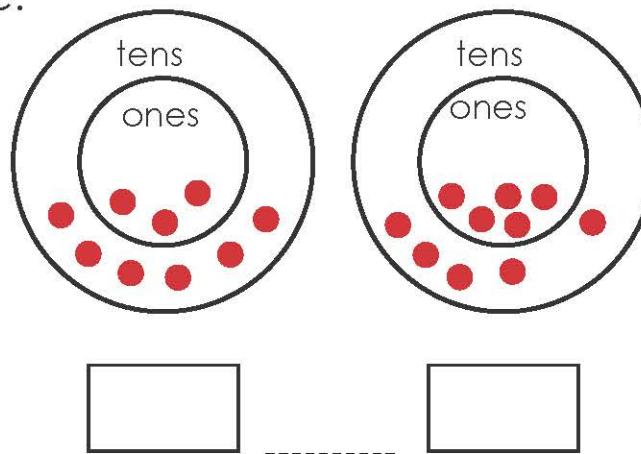
c.



d.



e.



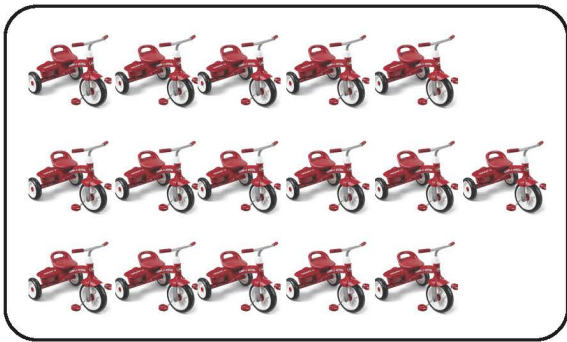
# LESSON 5

## Making estimates (1-20)

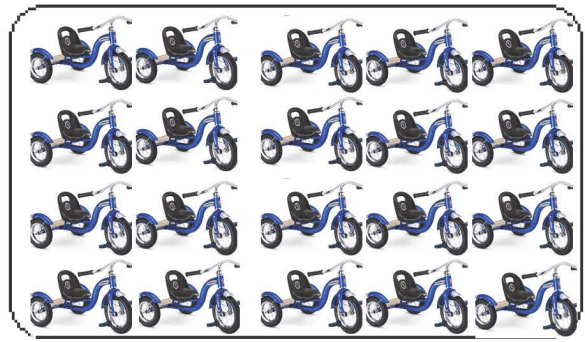
### Activity 5B

**Task 1: Estimate the number of items in each group.**

a.

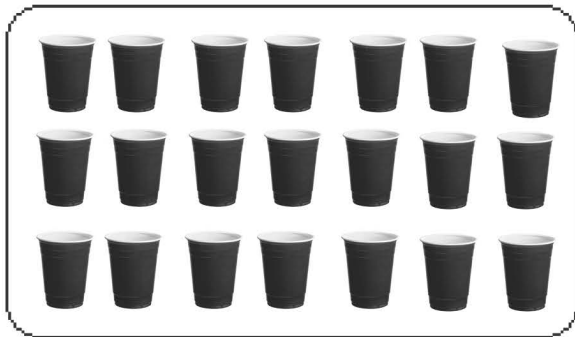


There are about \_\_\_\_ red tricycles.

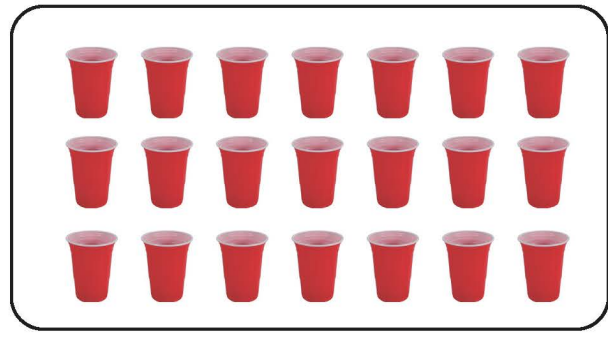


There are about \_\_\_\_ blue tricycles.

b.

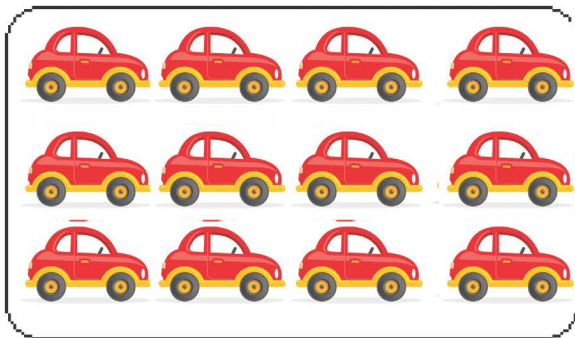


There are about \_\_\_\_ black cups.

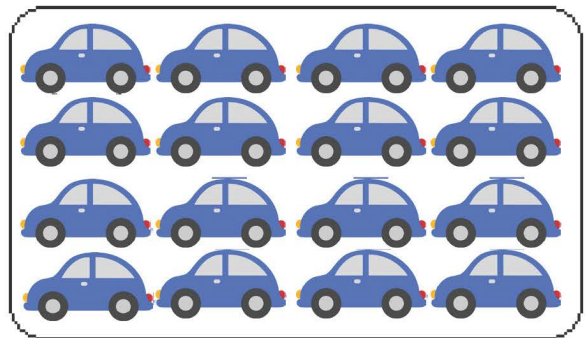


There are about \_\_\_\_ red cups.

c.



There are about \_\_\_\_ red cars.

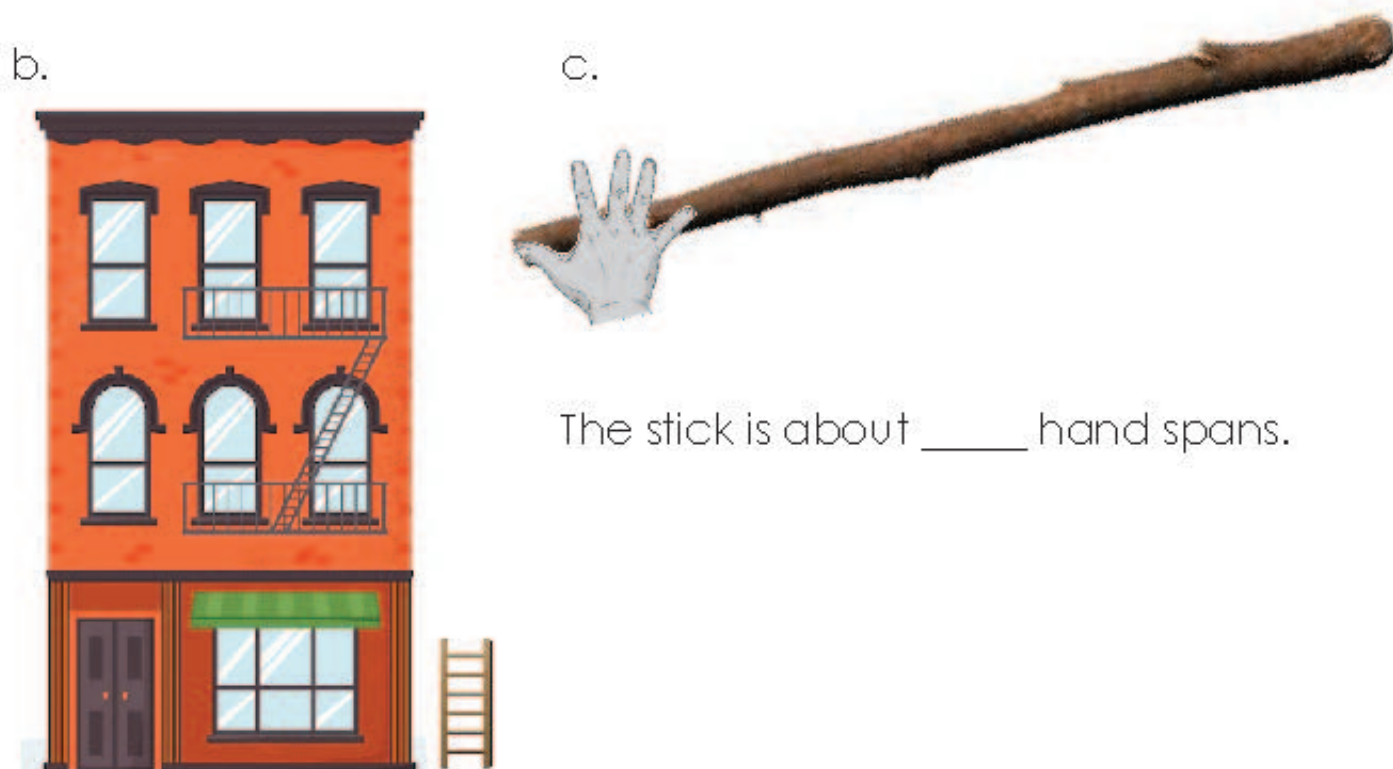


There are about \_\_\_\_ blue cars.

## Task 2: How many of the smaller object is the bigger object?



The metal bar is about \_\_\_\_\_ erasers.



The stick is about \_\_\_\_\_ hand spans.

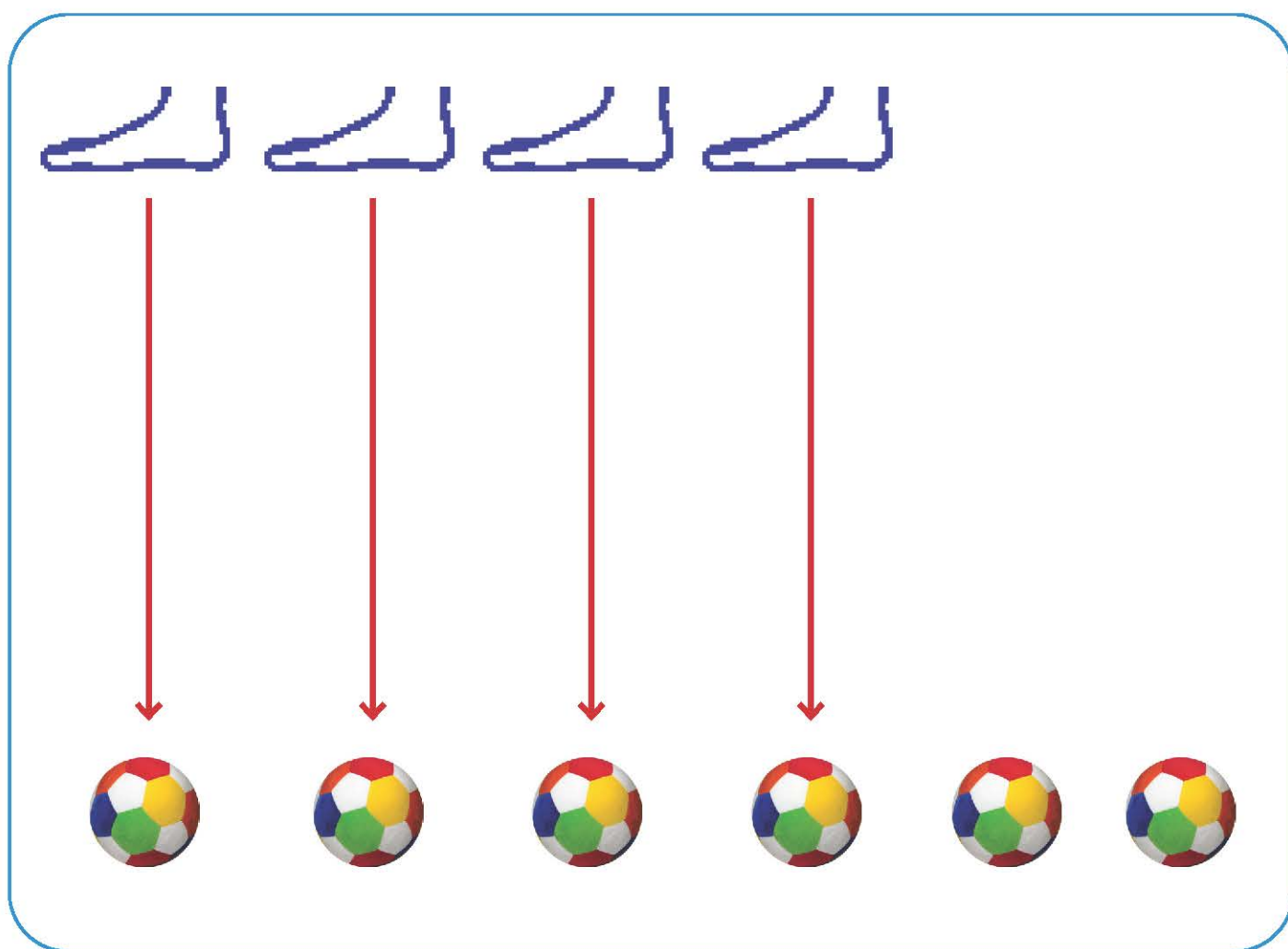
The height of the building is about \_\_\_\_\_ ladders.

## Comparing numbers (1-100)

### Activity 6B

**Task 1:** “more than”, “less than” or “as same as”.

**Example:**



The balls are more than the feet.

The feet are less than the balls.



a. The maths sets are \_\_\_\_\_ the bicycles.  
("more than", "less than", "as same as")



The bicycles are \_\_\_\_\_ the maths sets.  
("more than", "less than", "as same as")



The maths sets are \_\_\_\_\_ the bicycles.  
("more than", "less than", "as same as")



b. The pencils are \_\_\_\_\_ the books.  
("more than", "less than", "as same as")



The books are \_\_\_\_\_ the pencils.  
("more than", "less than", "as same as")

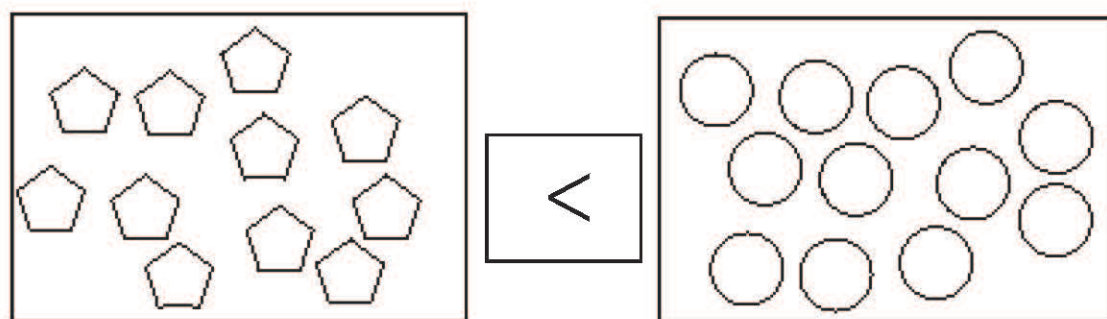


c. The apples are \_\_\_\_\_ the oranges.  
("more than", "less than", "as same as")

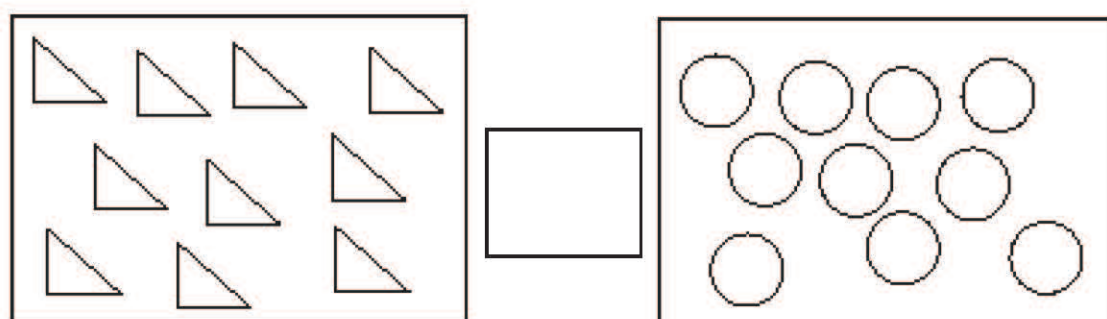


## Task 2: Compare using $<$ , $>$ or $=$ .

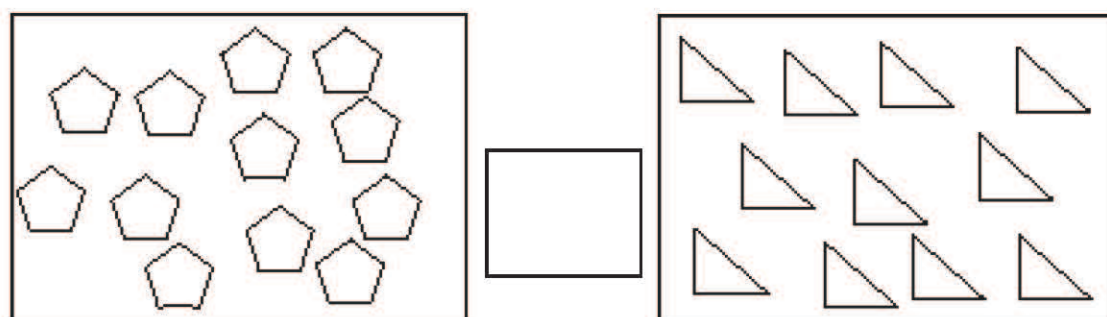
### Example



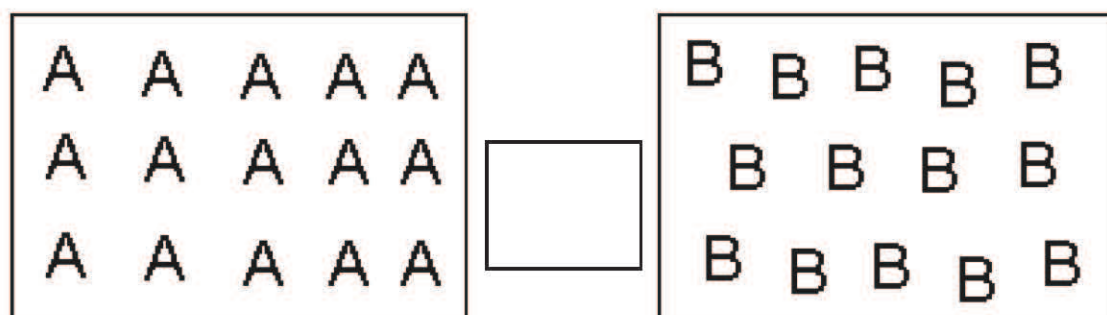
a.



b.

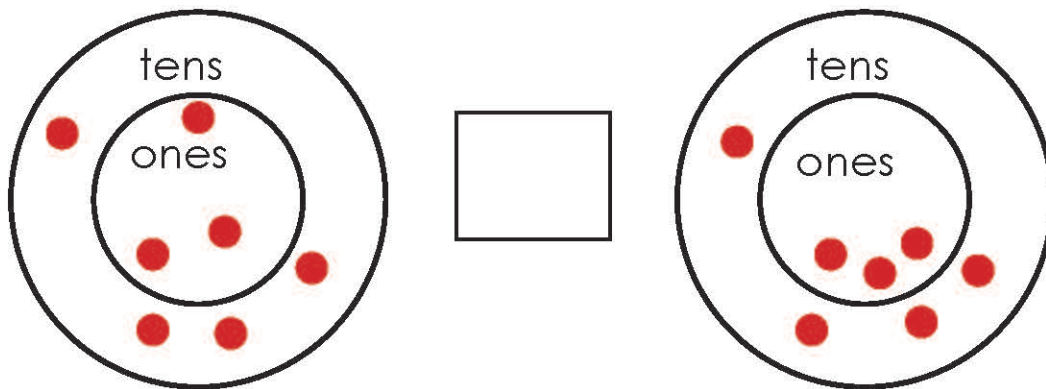


c.

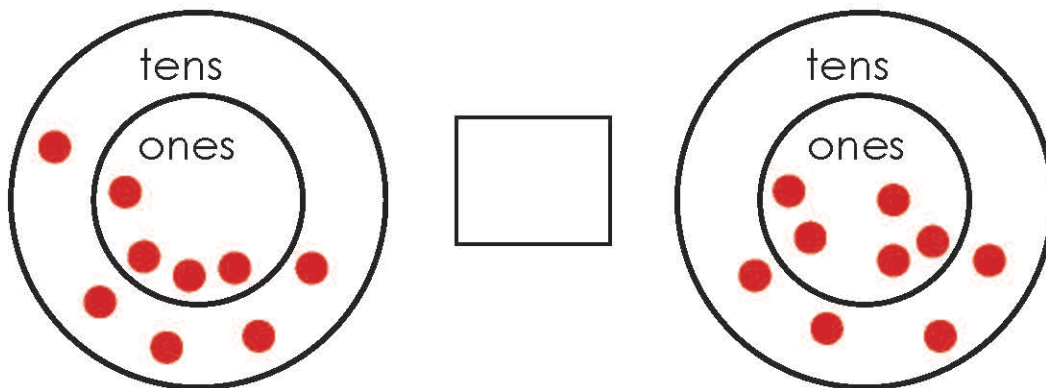


### Task 3: Compare using $<$ , $>$ or $=$ .

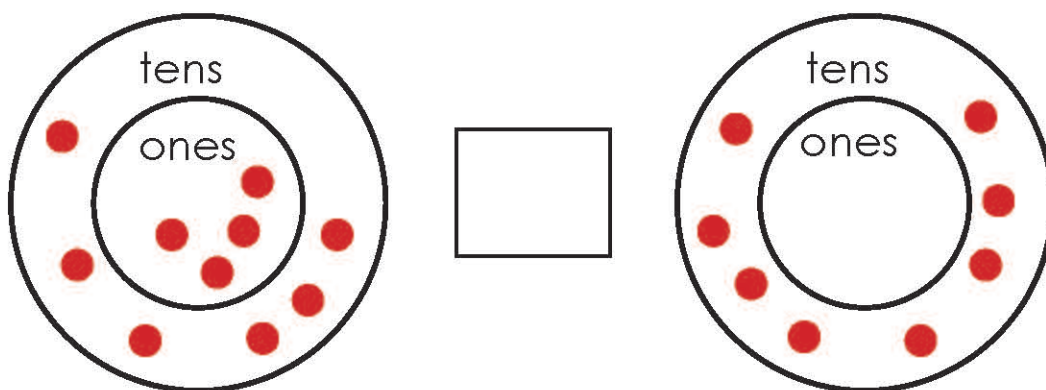
a.



b.



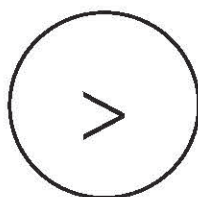
c.



## Task 4: Compare using $<$ , $>$ or $=$ .

### Example

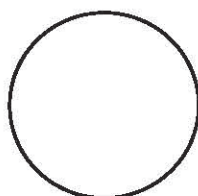
| Tens | Ones |
|------|------|
| 4    | 4    |



| Tens | Ones |
|------|------|
| 3    | 7    |

a.

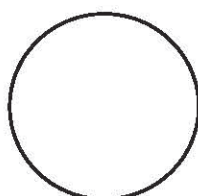
| Tens | Ones |
|------|------|
| 6    | 2    |



| Tens | Ones |
|------|------|
| 6    | 5    |

b.

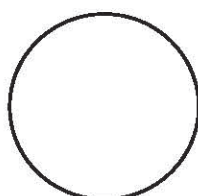
| Tens | Ones |
|------|------|
| 7    | 1    |



| Tens | Ones |
|------|------|
| 4    | 6    |

c.

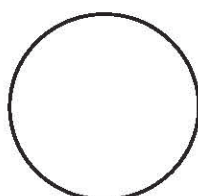
| Tens | Ones |
|------|------|
| 8    | 3    |



| Tens | Ones |
|------|------|
| 7    | 9    |

d.

| Tens | Ones |
|------|------|
| 5    | 6    |



| Tens | Ones |
|------|------|
| 3    | 8    |



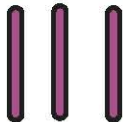
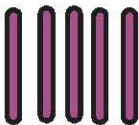
# Lesson 7

## Adding 1-digit and 2-digit numbers

### Activity 7B

**Task 1: Model the addition sentence with bundles and loose sticks.**

Example  $13 + 5 =$

| Addition chart                                                                    |                                                                                     |
|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Tens                                                                              | Ones                                                                                |
|  |    |
| +                                                                                 |  |
| =                                                                                 | <b>1      8</b>                                                                     |

So,  $13 + 5 = 18$

a.  $15 + 3 =$

|   | Tens | Ones |
|---|------|------|
|   |      |      |
| + |      |      |
| = |      |      |

So,  $15 + 3 =$  \_\_\_\_\_

b.  $12 + 6 =$

|   | Tens | Ones |
|---|------|------|
|   |      |      |
| + |      |      |
| = |      |      |

So,  $12 + 6 =$  \_\_\_\_\_

## Task 2: Model the addition sentence with bundles and loose sticks.

a.  $11 + 8 =$

|   | Tens | Ones |
|---|------|------|
|   |      |      |
|   |      |      |
| + |      |      |
| = |      |      |

So,  $11 + 8 =$  \_\_\_\_\_

b.  $5 + 13 =$

|   | Tens | Ones |
|---|------|------|
|   |      |      |
|   |      |      |
| + |      |      |
| = |      |      |

So,  $5 + 13 =$  \_\_\_\_\_

c.  $10 + 6 =$

|   | Tens | Ones |
|---|------|------|
|   |      |      |
|   |      |      |
| + |      |      |
| = |      |      |

So,  $10 + 6 =$  \_\_\_\_\_

d.  $14 + 4 =$

|   | Tens | Ones |
|---|------|------|
|   |      |      |
|   |      |      |
| + |      |      |
| = |      |      |

So,  $14 + 4 =$  \_\_\_\_\_

Subtraction of 1-digit numbers from 2-digit numbers

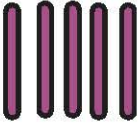
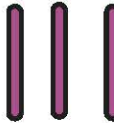
Activity 8B

Task 1: Model the subtraction sentence with bundles and loose sticks.

Example: 15 - 3 =

-

=

| Addition chart                                                                     |                                                                                      |
|------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Tens                                                                               | Ones                                                                                 |
|  |   |
|                                                                                    |  |
| 1                                                                                  | 2                                                                                    |

So, 15 - 3 = 18

a. 18 - 3 =

|   | Tens | Ones |
|---|------|------|
|   |      |      |
| - |      |      |
| = |      |      |

So, 18 - 3 = \_\_\_\_\_

b. 19 - 6 =

|   | Tens | Ones |
|---|------|------|
|   |      |      |
| - |      |      |
| = |      |      |

So, 19 - 6 = \_\_\_\_\_

## Task 2: Model the subtraction sentence with bundles and loose sticks.

a.  $15 - 2 =$

|   | Tens | Ones |
|---|------|------|
|   |      |      |
| - |      |      |
| = |      |      |

So,  $15 - 2 =$  \_\_\_\_\_

b.  $20 - 8 =$

|   | Tens | Ones |
|---|------|------|
|   |      |      |
| - |      |      |
| = |      |      |

So,  $20 - 8 =$  \_\_\_\_\_

c.  $17 - 4 =$

|   | Tens | Ones |
|---|------|------|
|   |      |      |
| - |      |      |
| = |      |      |

So,  $17 - 4 =$  \_\_\_\_\_

d.  $19 - 5 =$

|   | Tens | Ones |
|---|------|------|
|   |      |      |
| - |      |      |
| = |      |      |

So,  $19 - 5 =$  \_\_\_\_\_

# MODULE 3

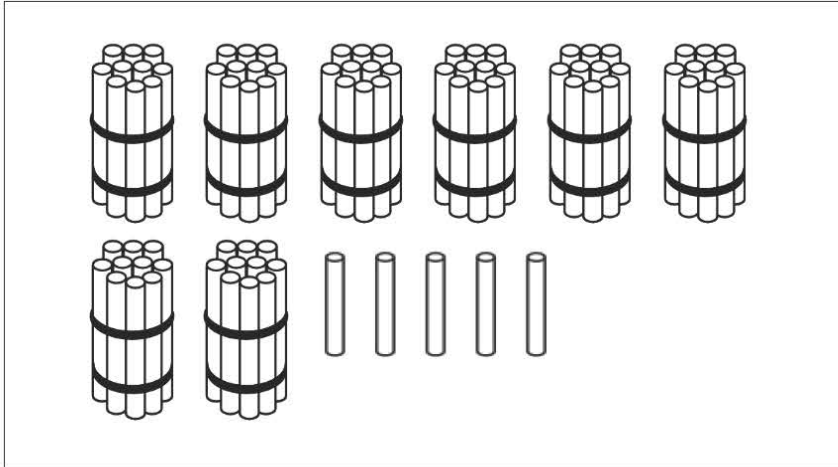
# Lesson 1

## Counting quantities of objects

### Activity 3C

#### Task 1: Count and write the number.

a.

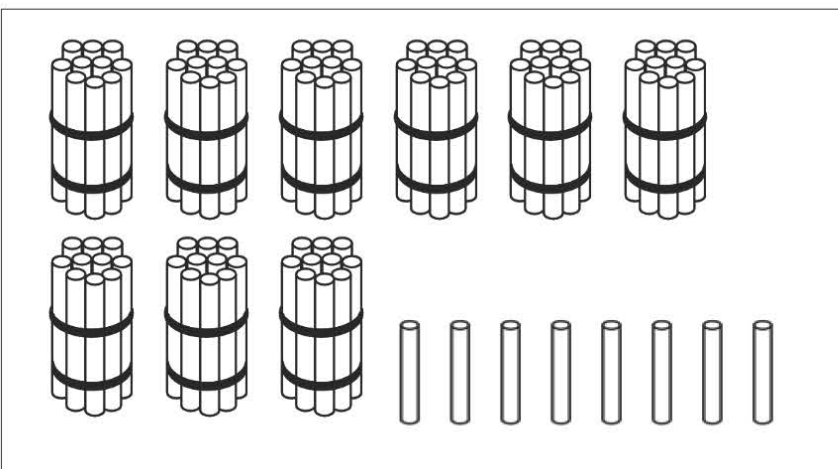


a) How many tens? \_\_\_\_\_ tens

b) How many ones? \_\_\_\_\_ tens

c) Write the number in the box

b.



b) How many tens? \_\_\_\_\_ tens

b) How many ones? \_\_\_\_\_ ones

c) Write the number in the box

# Activity 1C Step 4

## Task 2: Complete the number charts.

a. Count forward

|    |    |    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|----|----|
| 11 | 12 | 13 |    | 15 | 16 | 17 | 18 |    | 20 |
| 21 | 22 |    | 24 | 25 | 26 |    | 28 |    | 30 |
| 31 |    | 33 | 34 |    | 36 | 37 |    | 39 |    |
| 41 | 42 |    | 44 | 45 |    | 47 | 48 |    | 50 |
| 51 |    | 53 |    | 55 | 56 | 57 |    |    | 60 |

b. Count backwards

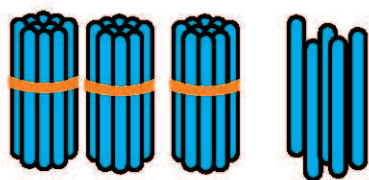
|    |    |    |    |    |    |  |  |  |    |
|----|----|----|----|----|----|--|--|--|----|
| 70 | 69 | 68 | 67 | 66 | 65 |  |  |  | 61 |
| 60 |    |    |    |    |    |  |  |  |    |
| 50 | 49 |    |    |    | 45 |  |  |  | 41 |
| 40 |    |    |    |    |    |  |  |  |    |
| 30 |    |    |    |    |    |  |  |  |    |



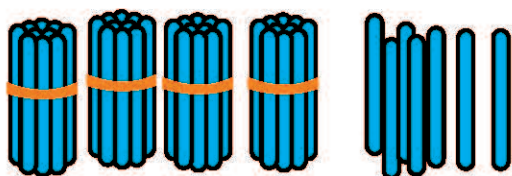
## Place value (1 -100)

### Activity 2C

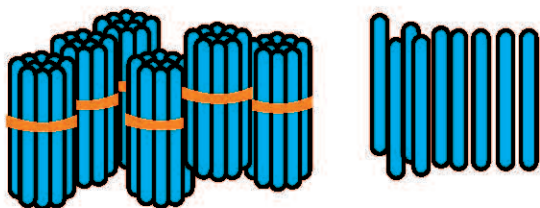
#### Task 1: How many tens and ones?



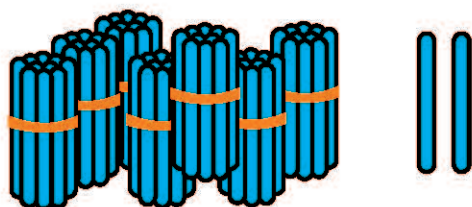
..... tens ..... ones = .....



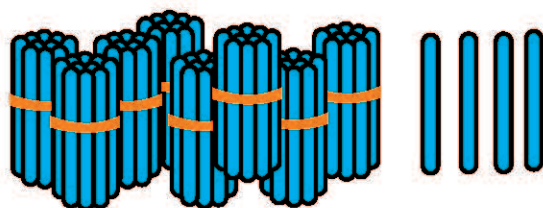
..... tens ..... ones = .....



..... tens ..... ones = .....

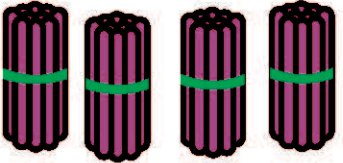
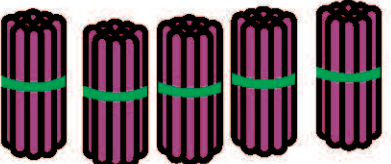
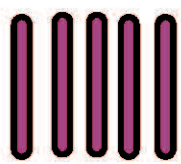


..... tens ..... ones = .....

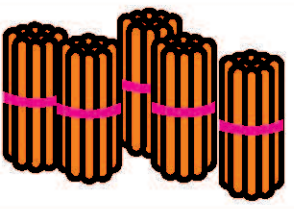
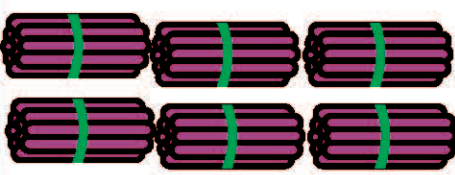


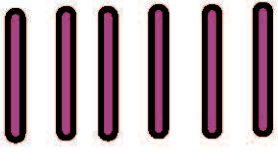
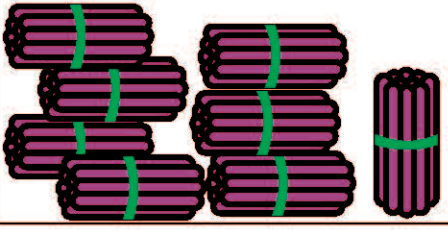
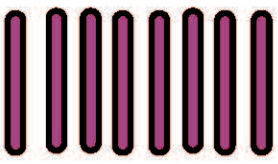
..... tens ..... ones = .....

## Task 2: Count and write the number.

| Tens                                                                              | Ones                                                                              |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
|  |  |
|  |  |

42

| Tens                                                                                | Ones                                                                                |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|   |   |
|  |  |

| Tens                                                                                | Ones                                                                                 |
|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
|  |   |
|  |  |

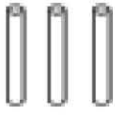
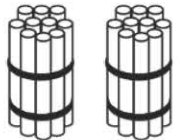
# Lesson 3

## Comparing 2-digit numbers

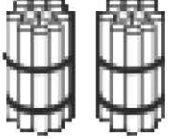
### Activity 3C

#### Task 1: Compare quantities using $<$ , $>$ or $=$

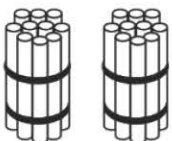
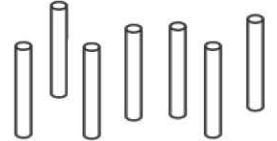
##### Example

| Tens                                                                              | Ones                                                                              |     | Tens                                                                               | Ones |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----|------------------------------------------------------------------------------------|------|
|  |  | $<$ |  |      |

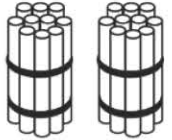
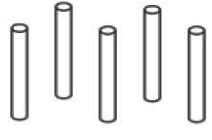
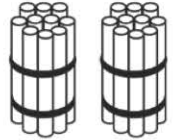
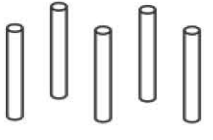
a.

| Tens                                                                                | Ones                                                                                |  | Tens                                                                                 | Ones                                                                                  |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|  |  |  |  |  |

b.

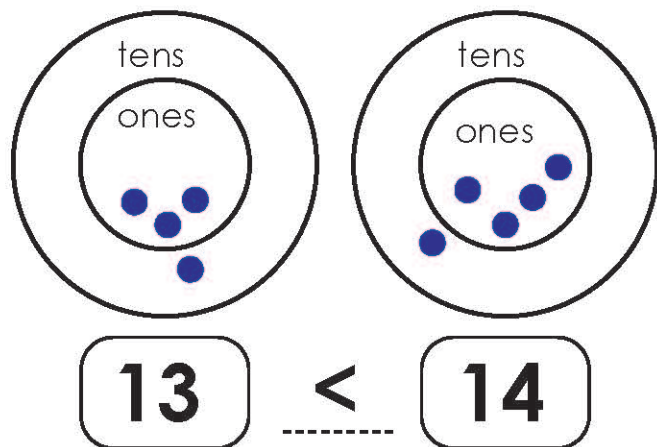
| Tens                                                                                | Ones |  | Tens                                                                                 | Ones                                                                                  |
|-------------------------------------------------------------------------------------|------|--|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|  |      |  |  |  |

c.

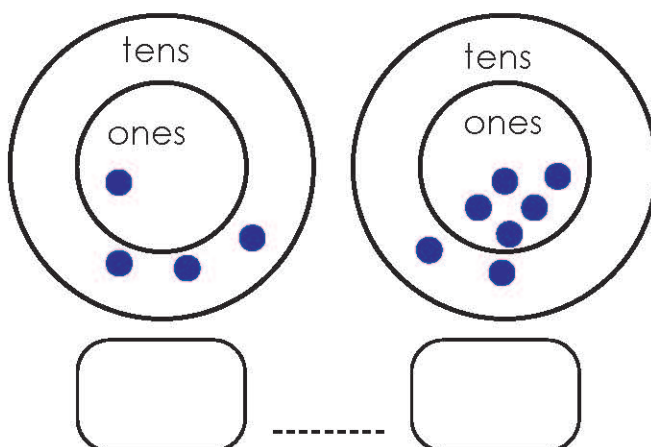
| Tens                                                                                | Ones                                                                                |  | Tens                                                                                 | Ones                                                                                  |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|  |  |  |  |  |

**Task 2: Write the number in the box and compare the two numbers using  $<$ ,  $>$  or  $=$ .**

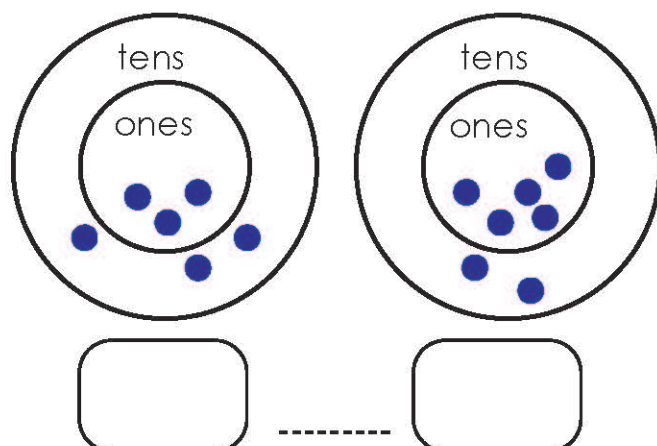
**Example:**



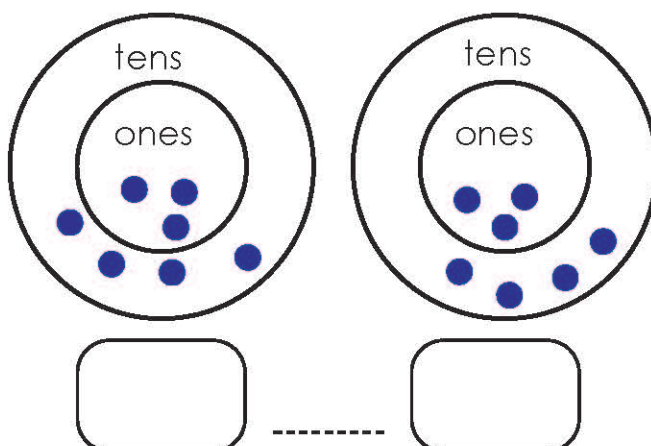
a.



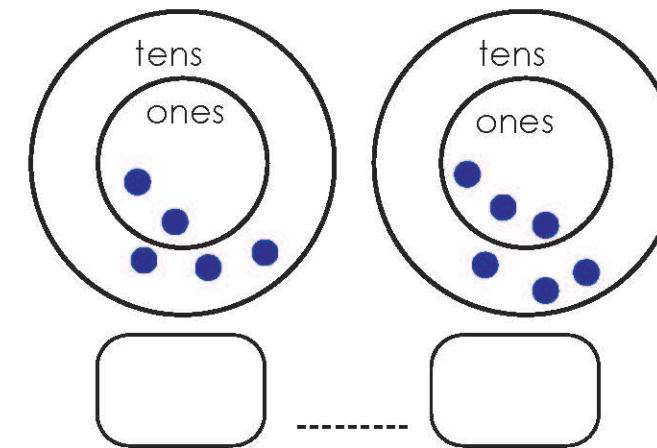
b.



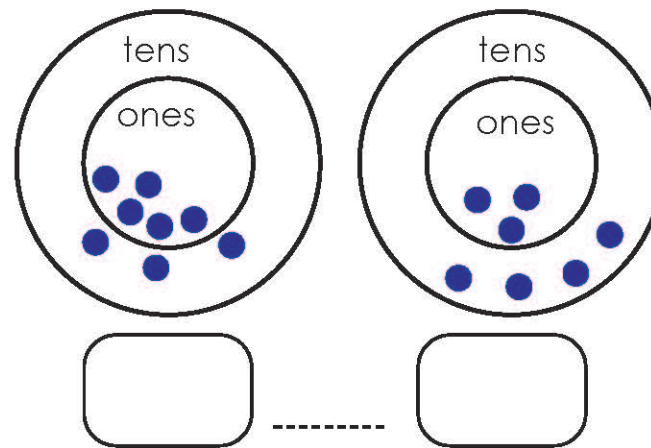
c.



d.



e.



**Task 3: Compare the two numbers using  $<$ ,  $>$  or  $=$ .**

a. **23**  **25**

b. **30**  **28**

c. **15 + 1**  **12 + 3**

c. **7 + 13**  **10 + 10**

# Lesson 4

## Addition (sum 1-100)

### Activity 4C

Task 1: Solve the problems using the number chart.

a.  $45 + 5 =$

|    |    |    |    |    |    |    |    |    |     |
|----|----|----|----|----|----|----|----|----|-----|
| 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 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40  |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50  |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60  |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70  |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80  |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90  |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |

b.  $25 + 9 =$

|    |    |    |    |    |    |    |    |    |     |
|----|----|----|----|----|----|----|----|----|-----|
| 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 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40  |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50  |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60  |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70  |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80  |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90  |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |



## Task 2: Solve the problems using the number chart.

a.  $26 + 32 =$

|    |    |    |    |    |    |    |    |    |     |
|----|----|----|----|----|----|----|----|----|-----|
| 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 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40  |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50  |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60  |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70  |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80  |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90  |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |

b.  $63 + 24 =$

|    |    |    |    |    |    |    |    |    |     |
|----|----|----|----|----|----|----|----|----|-----|
| 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 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40  |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50  |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60  |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70  |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80  |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90  |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |

## Lesson 5

### Subtraction of 1-digit number from 2-digit number.

#### Activity 4D

#### Task 1: Solve the problems using the number chart.

a.  $12 - 3 =$

|    |    |    |    |    |    |    |    |    |     |
|----|----|----|----|----|----|----|----|----|-----|
| 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 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40  |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50  |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60  |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70  |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80  |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90  |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |

b.  $25 - 8 =$

|    |    |    |    |    |    |    |    |    |     |
|----|----|----|----|----|----|----|----|----|-----|
| 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 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40  |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50  |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60  |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70  |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80  |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90  |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |



Task 2: Solve the problems using the number chart.

a.  $76 - 24$

|    |    |    |    |    |    |    |    |    |     |
|----|----|----|----|----|----|----|----|----|-----|
| 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 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40  |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50  |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60  |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70  |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80  |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90  |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |

b.  $58 - 13$

|    |    |    |    |    |    |    |    |    |     |
|----|----|----|----|----|----|----|----|----|-----|
| 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 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40  |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50  |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60  |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70  |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80  |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90  |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |

# Addition and Subtraction of Word Problems

## Activity 9C

### Task 1: Solve the word problems.

a. Jane has 15 pencils.

She bought 12 more pencils.

How many pencils does Jane have altogether?

b. Saratu is in Basic 3.

There are 25 boys and 28 girls in her class.

How many pupils are in Saratu's class?

**Task 2: Solve the word problems.**

- a. Adamu's mother gave him 30 Ghana cedis.  
He spent 12 Ghana cedis on food.  
How much money does he have now?

- b. Kwamena bought 34 eggs.  
He ate 15 of the eggs.  
How many of the eggs are left?

## Lesson 7

### Multiplication (1-digit by 1-digit numbers)

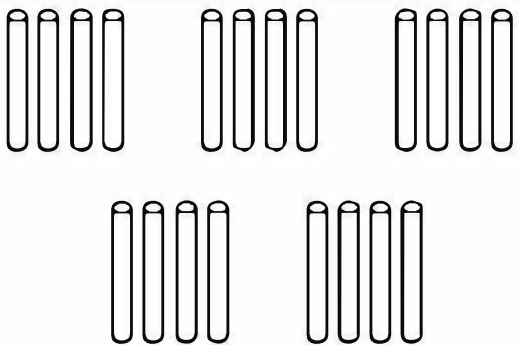
#### Activity 10C

**Task 1: Write multiplication sentence for the following groups of items.**

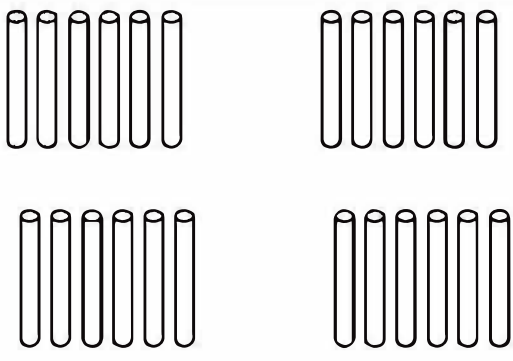
Example:

|                                                                                   |                                            |
|-----------------------------------------------------------------------------------|--------------------------------------------|
|  | $2 \text{ groups of } 6 = 2 \times 6 = 12$ |
|-----------------------------------------------------------------------------------|--------------------------------------------|

a.

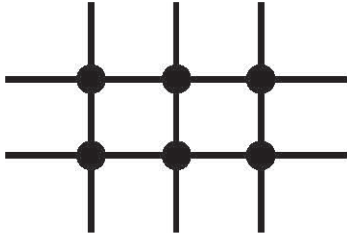
|                                                                                     |                                                                          |
|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------|
|  | $\underline{\hspace{1cm}} \text{ groups of } \underline{\hspace{1cm}} =$ |
|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------|

b.

|                                                                                     |                                                                          |
|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------|
|  | $\underline{\hspace{1cm}} \text{ groups of } \underline{\hspace{1cm}} =$ |
|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------|

**Task 2: Use the ladder strategy to do the following multiplication facts.**

**Example:**       $2 \times 3 = 6$



So,  $2 \times 3 = 6$

a.     $4 \times 8$

b.     $6 \times 2$

|  |  |
|--|--|
|  |  |
|--|--|

So,  $4 \times 8 =$

So,  $6 \times 2 =$

**Task 3 : Use the number chart below to solve:**

$5 \times 5 =$

| × | 1 | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 | 11 | 12 |
|---|---|----|----|----|----|----|----|----|----|----|----|----|
| 1 | 1 | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 | 11 | 12 |
| 2 | 2 | 4  | 6  | 8  | 10 | 12 | 14 | 16 | 18 | 20 | 22 | 24 |
| 3 | 3 | 6  | 9  | 12 | 15 | 18 | 21 | 24 | 27 | 30 | 33 | 36 |
| 4 | 4 | 8  | 12 | 16 | 20 | 24 | 28 | 32 | 36 | 40 | 44 | 48 |
| 5 | 5 | 10 | 15 | 20 | 25 | 30 | 35 | 40 | 45 | 50 | 55 | 60 |

So,  $5 \times 5 =$

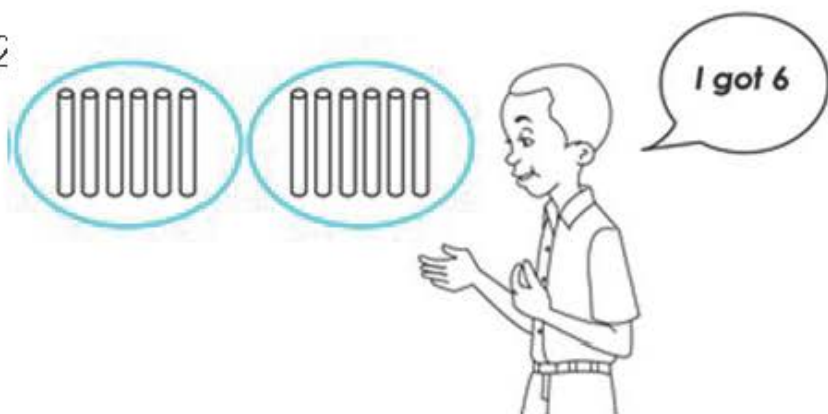
## Lesson 8

### Division of 2-digit numbers by a 1-digit numbers

#### Activity 11C

Task 1: Use equal sharing strategy to solve the problems.

Example:  $12 \div 2$



So,  $12 \div 2 = 6$

a.  $15 \div 3 =$

So,  $15 \div 3 =$

b.  $20 \div 5 =$

So,  $20 \div 5 =$

## Task 2: Use repeated subtraction to solve the following problems.

**Example:**  $12 \div 2 = ?$

$$12 - 2 = 10$$

$$10 - 2 = 8$$

$$8 - 2 = 6$$

$$6 - 2 = 4$$

$$4 - 2 = 2$$

$$2 - 2 = 0$$

I subtracted the number 2, 6 times, so  $12 \div 2 = 6$

a.  $21 \div 3 =$

So,  $21 \div 3 =$

b.  $36 \div 4 =$

So,  $36 \div 4 =$



**Task 3: Write a mathematical sentence for the word problem and solve.**

There are 28 mangoes.

2 people are to share the mangoes equally.

How many mangoes will each person get?

