

Differentiated Learning (DL)

MATHEMATICS

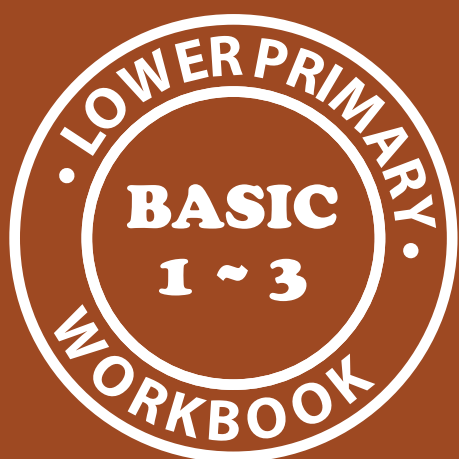
WORKBOOK

FOR LOWER PRIMARY



LEVEL
2

LEARNER'S WORKBOOK



Ghana Education
Service (GES)

unicef 
for every child

Differentiated Learning (DL)

*Mathematics Workbook for
Lower Primary*

Level 2

Copyright © MoE/GES 2020

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior permission of Ministry of Education and Ghana Education Service.

ISBN XXX-XXXX-XXXX-X-X

Acknowledgement:

The Ministry of Education (MoE) and the Ghana Education Service (GES) gratefully acknowledge the immense contribution of the following people for the successful development of the DL Workbooks.

Writers:

Isaac Buabeng, Francis Martey Asare, Edward Mills, Eric Osei-Adofo, Reginald Quartey, Anita Cordei Collison

TABLE OF CONTENT

MODULE 2	6
Lesson 1: Counting Numbers (1-50).....	7
Lesson 2: Counting Numbers (1-50).....	9
Lesson 3: Counting and Representing numbers (1-100).....	10
Lesson 4: Place value (1-100).....	15
Lesson 5: Making estimates (1-20).....	18
Lesson 6: Comparing numbers (1-100).....	20
Lesson 7: Adding 1-digit and 2-digit numbers.....	25
Lesson 8: Subtraction of 1-di git numbers from 2-digit numbers.....	27
 MODULE 3	 29
Lesson 1: Counting Quantities of objects.....	30
Lesson 2: Place value (1 -100).....	32
Lesson 3: Comparing 2-digit numbers.....	34
Lesson 4: Addition (sum 1-100).....	37
Lesson 5: Subtraction of 1-digit number from 2-digit number.....	39
Lesson 6: Addition and Subtraction of Word Problems.....	41
Lesson 7: Multiplication (1-digit by 1-digt numbers).....	43
Lesson 8: Division of 2-digit numbers by a 1-digit numbers.....	45
 MODULE 4	 48
Lesson 1: Counting And Representing.....	49
Lesson 2: Place value of 2-digit numbers.....	51
Lesson 3: Comparing 2-digit numbers using <or>.....	53
Lesson 4: Adding 1-digit numbers to 2-digit numbers.....	56
Lesson 5: Subtracting a 1-digit number from a 2-digit number.....	59
Lesson 6: Solving addition word problems.....	61
Lesson 7: Multiplication of two 1-digit numbers.....	63
Lesson 8: Division of 2-digit numbers by a 1-digit numbers.....	66

MODULE 2

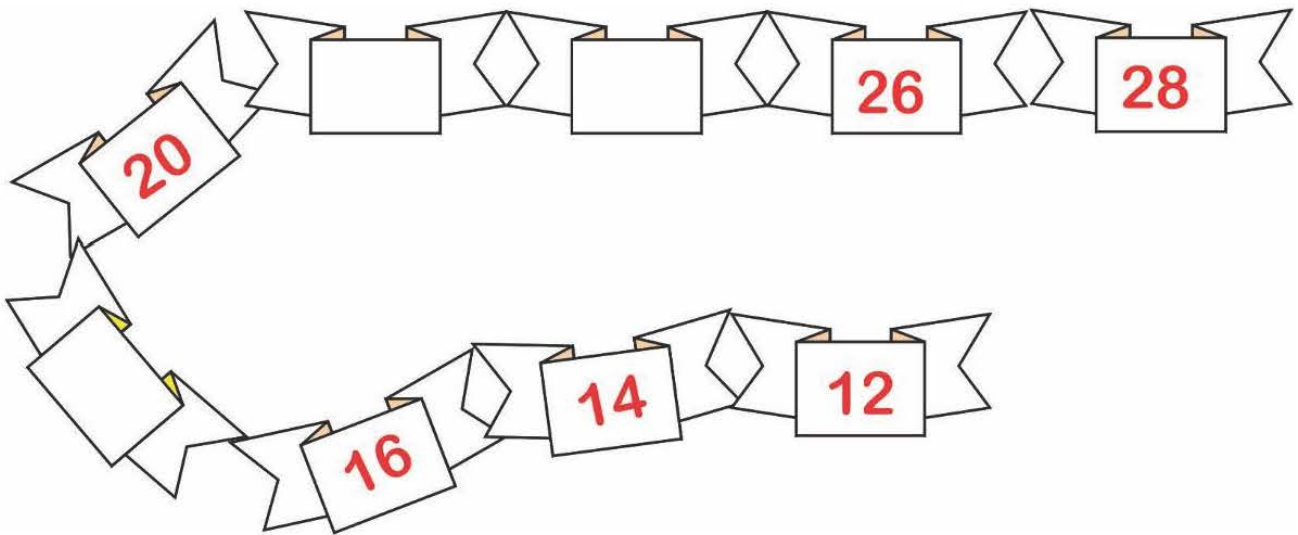
LESSON 1

Counting Numbers (1-50)

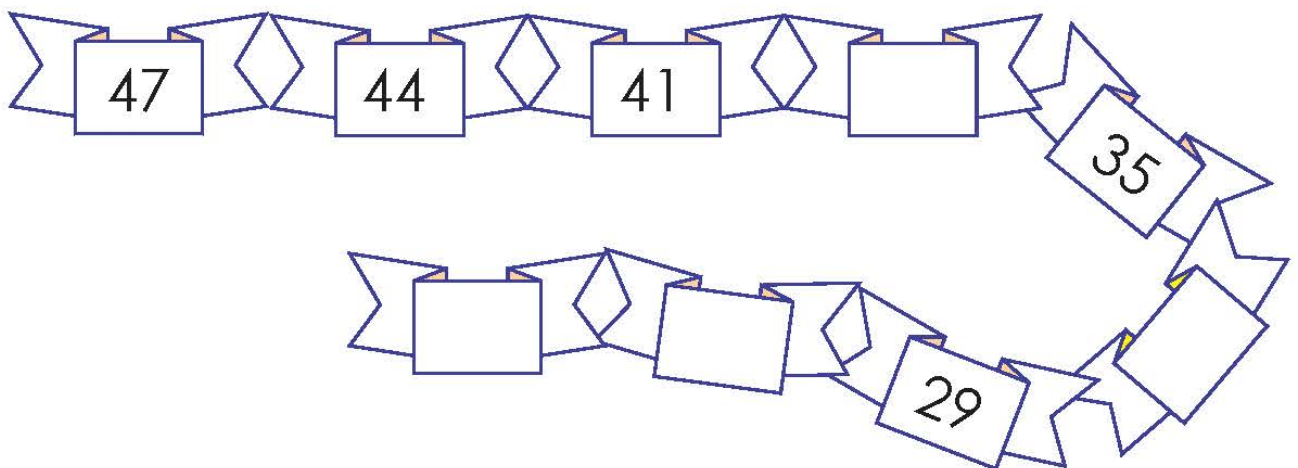
Activity 1B

Task 1: Complete the number tracks.

a.

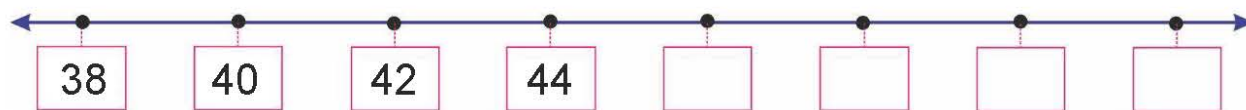


b.



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		
---	---	---	--	--	--	--	----	--	--

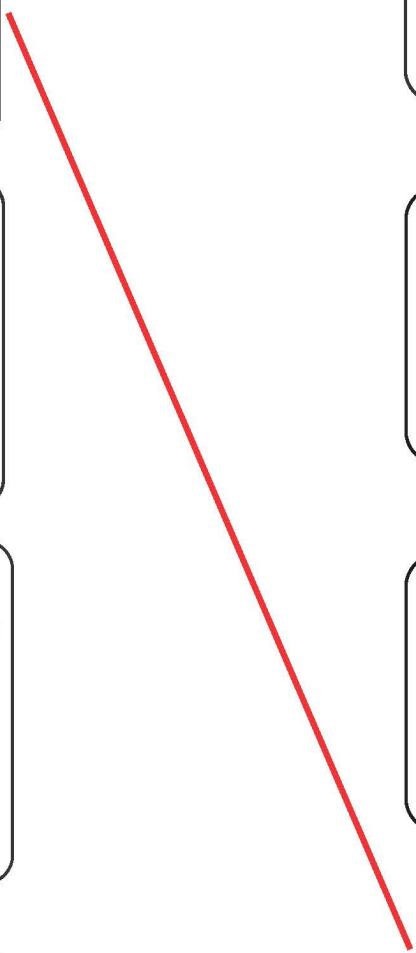
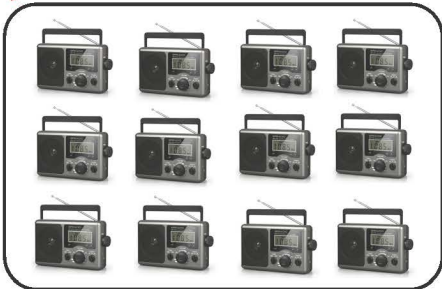
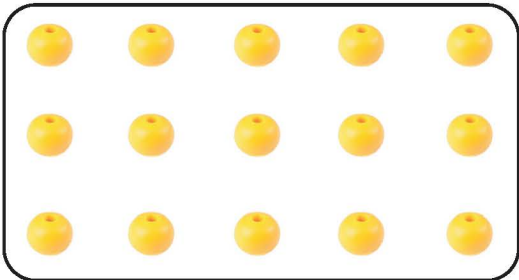
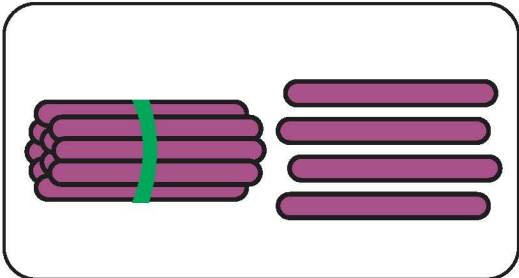
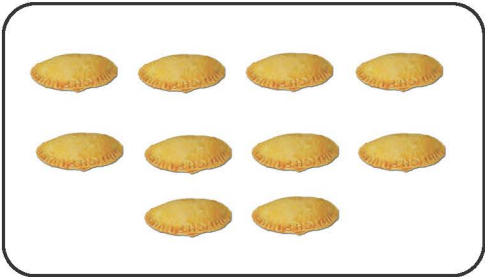
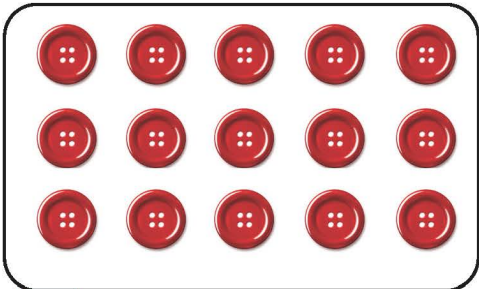
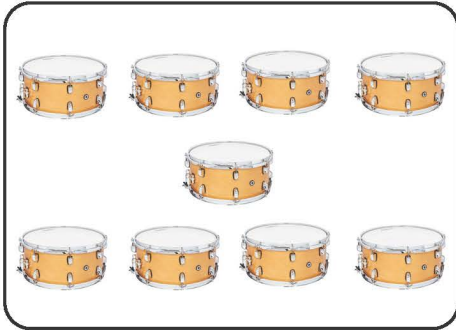
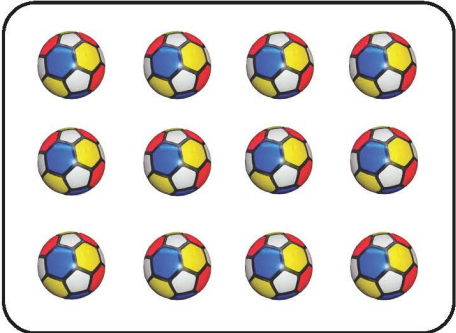
Task 2: Circle the numbers from 30 to 50.

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

Counting and representing numbers (1 – 100)

Activity 3B

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



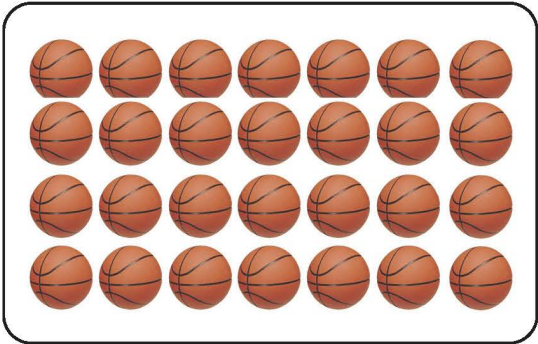
Task 2: Match the correct numerals to the group.

a.

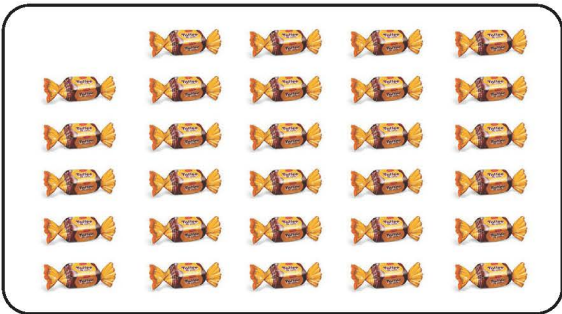
29



30



25

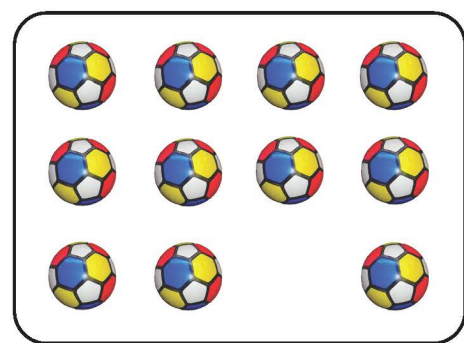


28

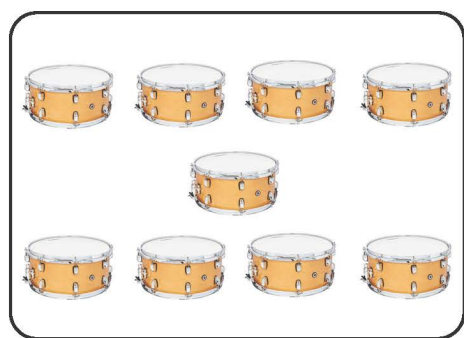


Match the correct numerals to the group.

b.



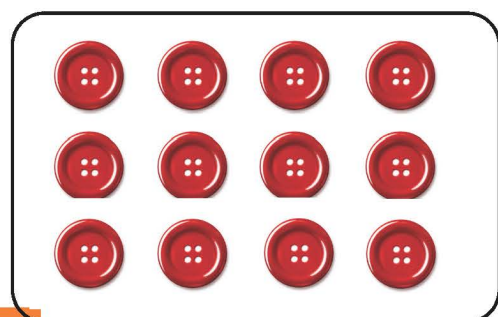
12



11

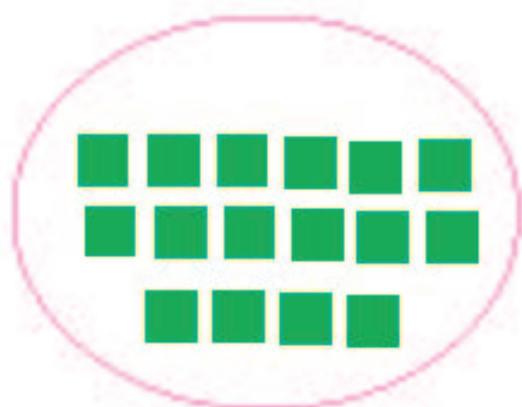


13



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



Place value (1-100)

Activity 4A

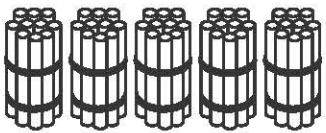
Task 1: How many tens and ones?

a)

Tens	Ones
	

There are ____ tens, ____ ones.

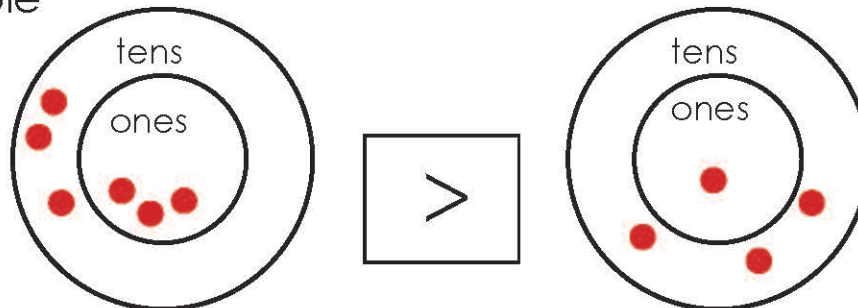
b.

Tens	Ones
	

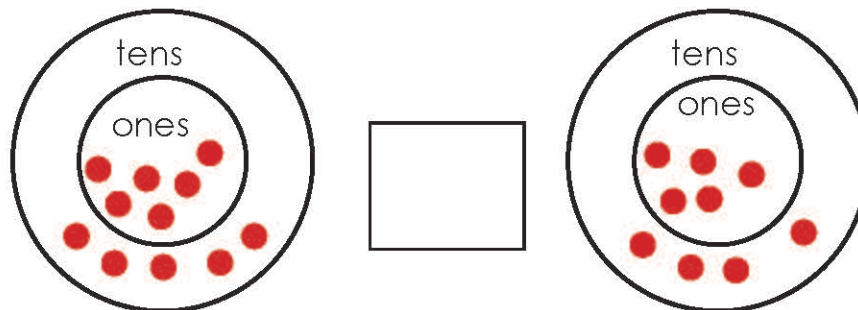
There are ____ tens, ____ ones.

Task 3: Compare using < or >.

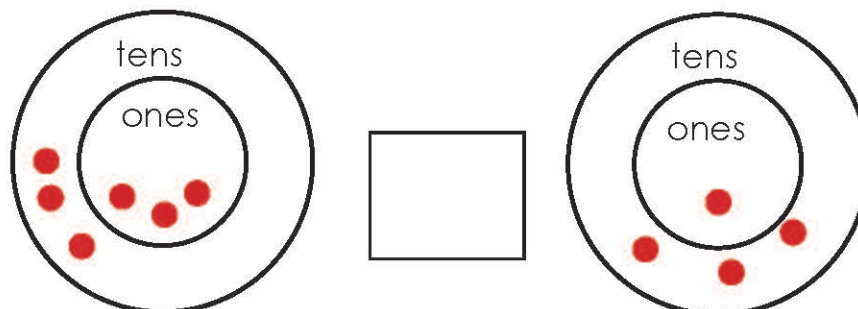
Example



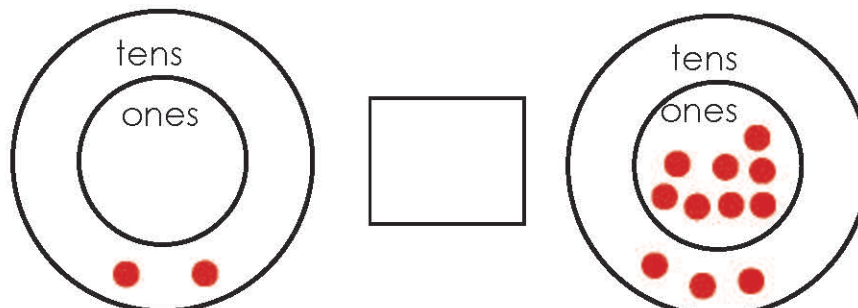
a.



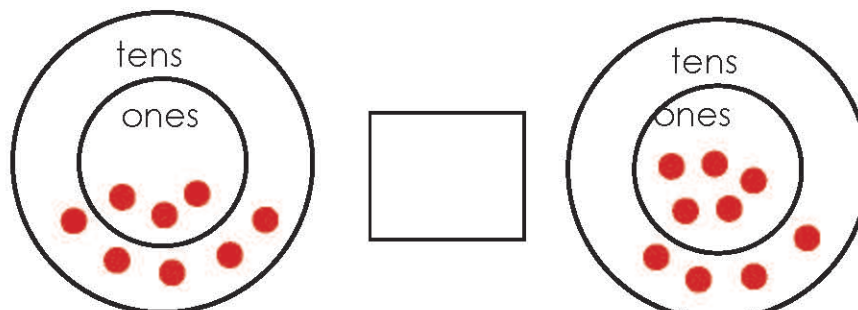
b.



c.

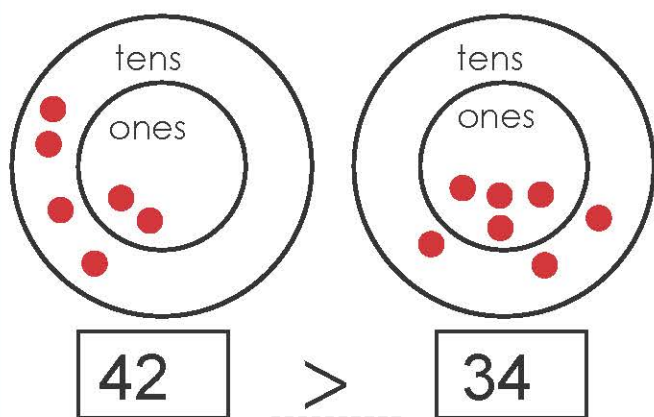


d.

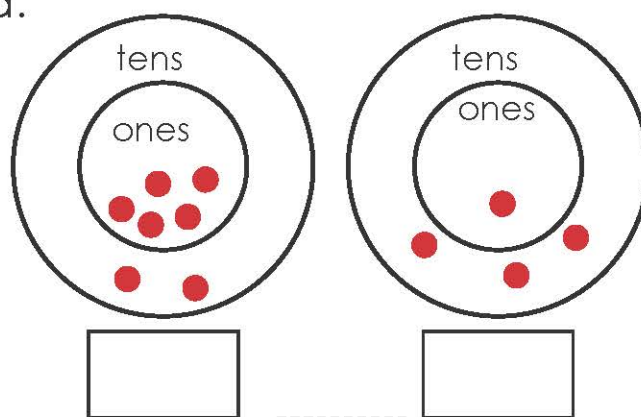


Task 2: Compare using <, > or =.

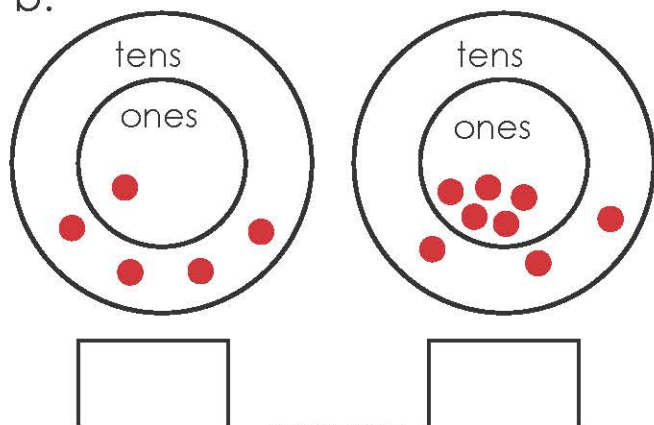
Example



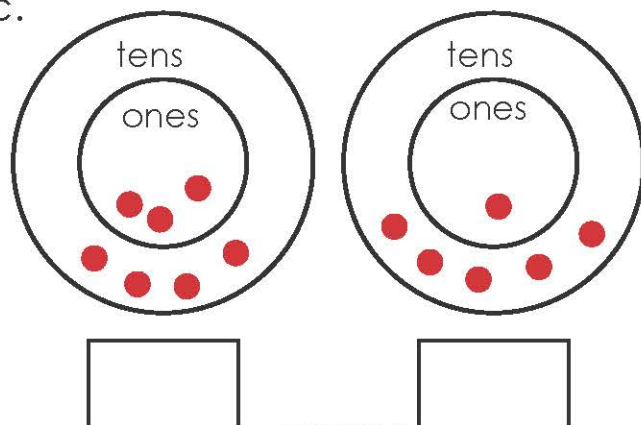
a.



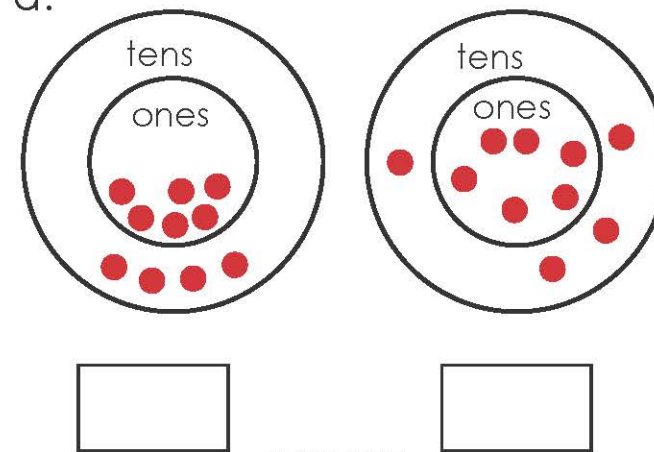
b.



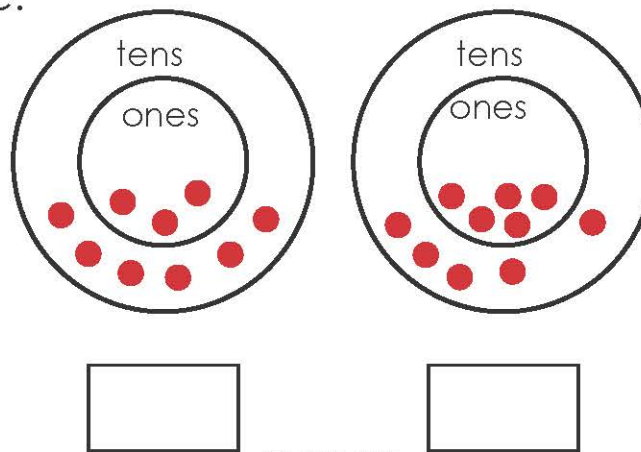
c.



d.



e.



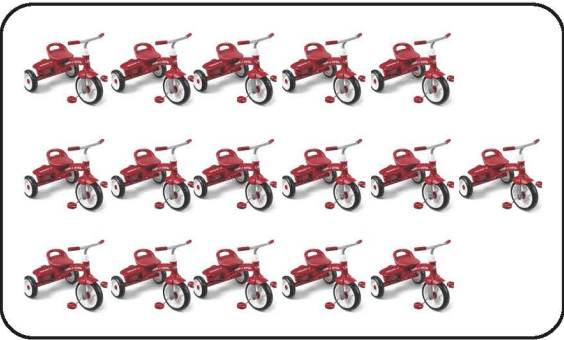
LESSON 5

Making estimates (1-20)

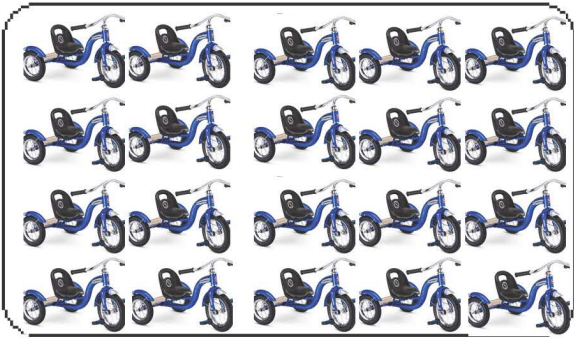
Activity 5B

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

a.

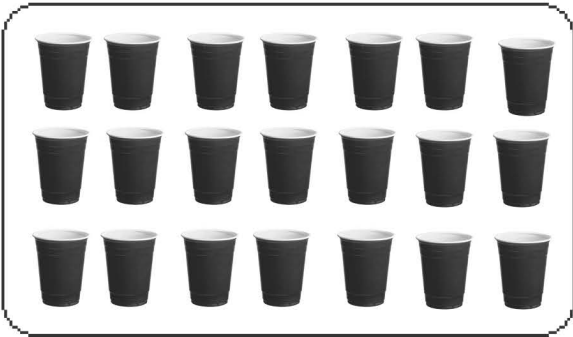


There are about ____ red tricycles.



There are about ____ blues tricycles.

b.

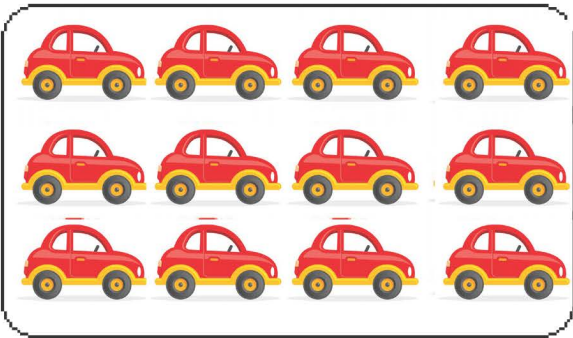


There are about ____ black cups.

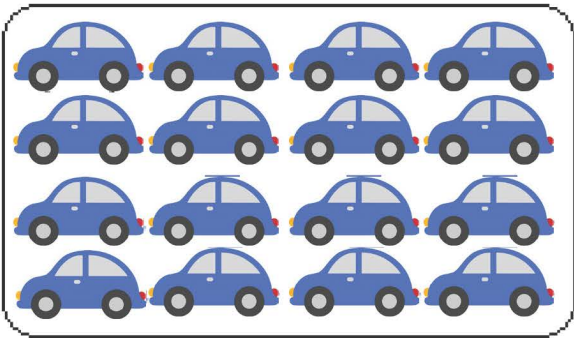


There are about ____ red cups

c.



There are about _____ red cars.

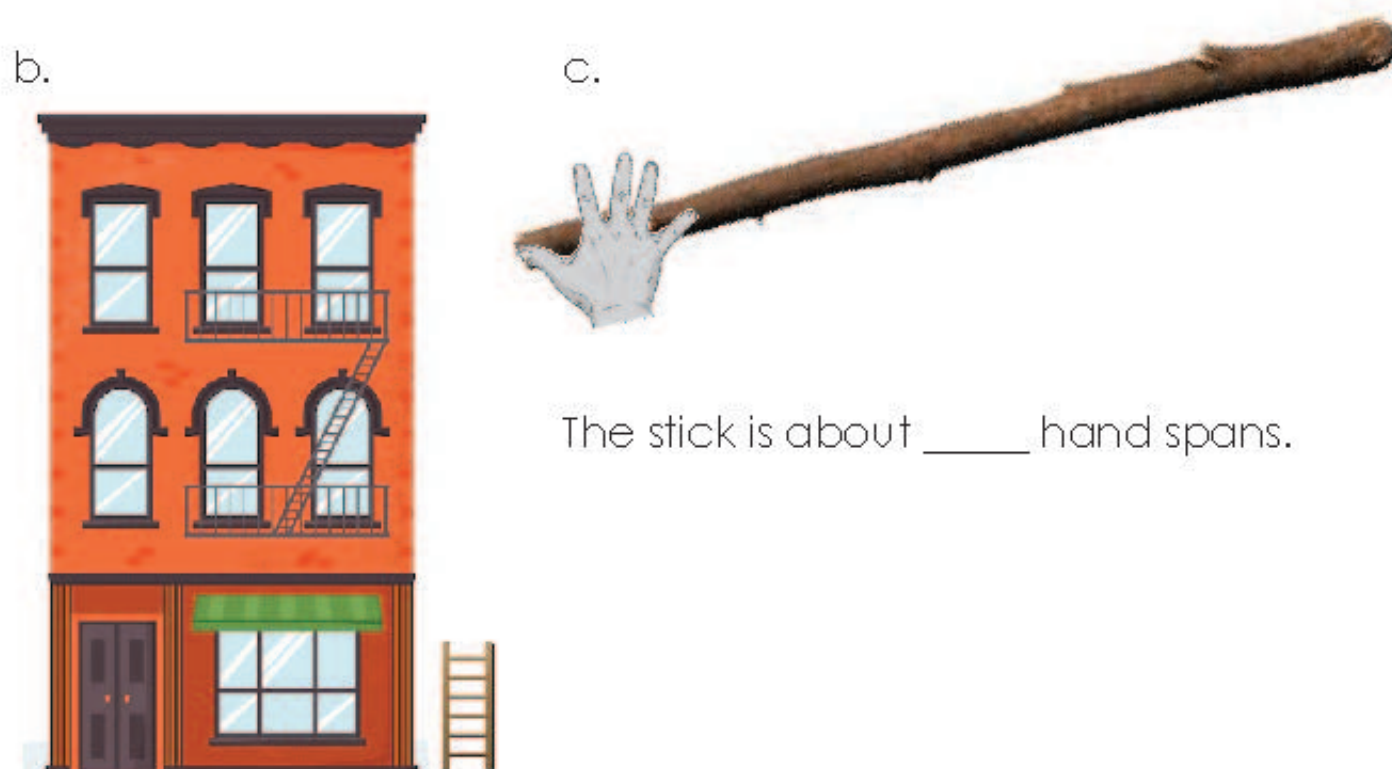


There are about _____ blue cars.

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



The metal bar is about _____ erasers.



The height of the building is about _____ ladders.



The stick is about _____ hand spans.

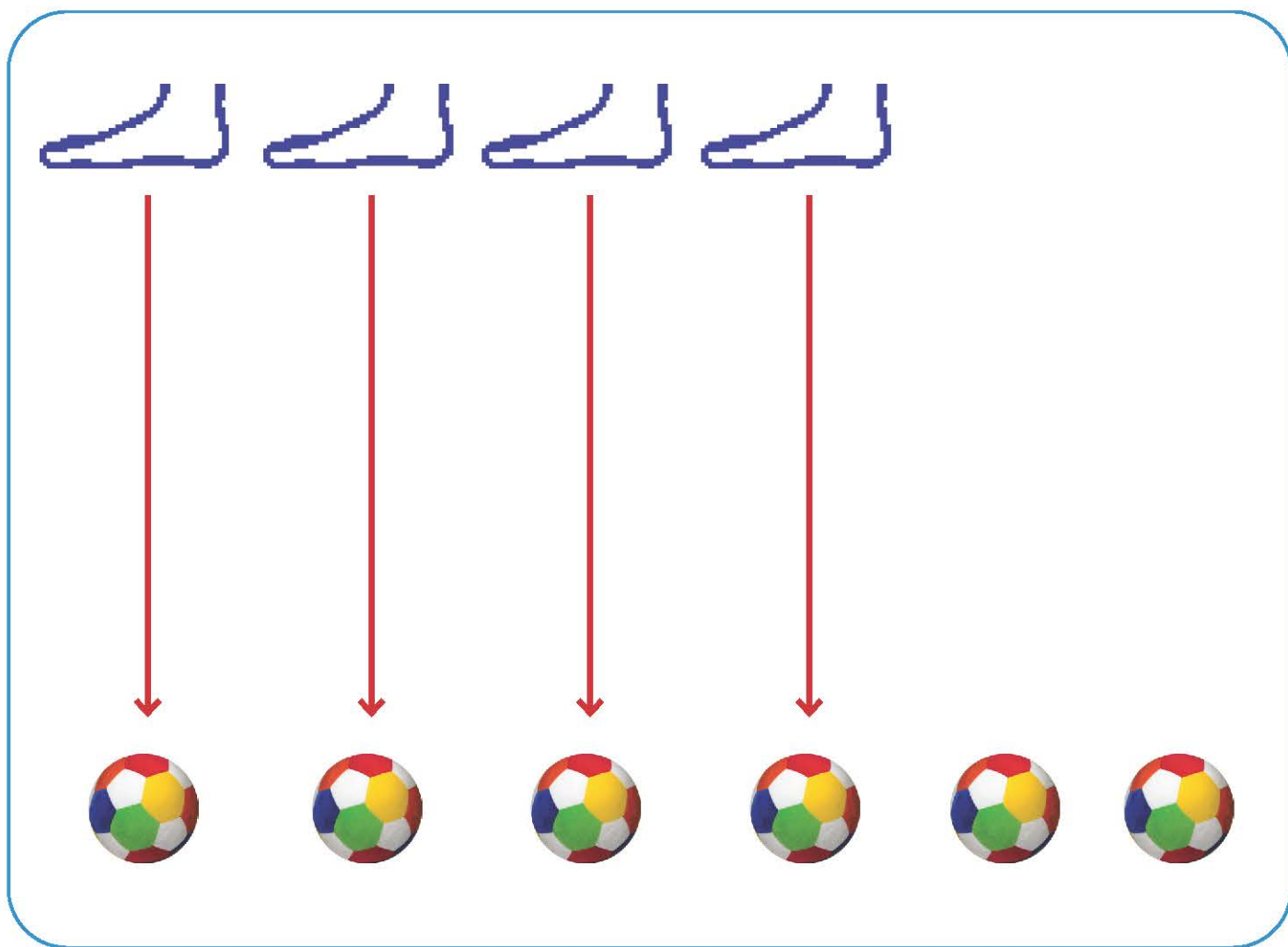
LESSON 6

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")

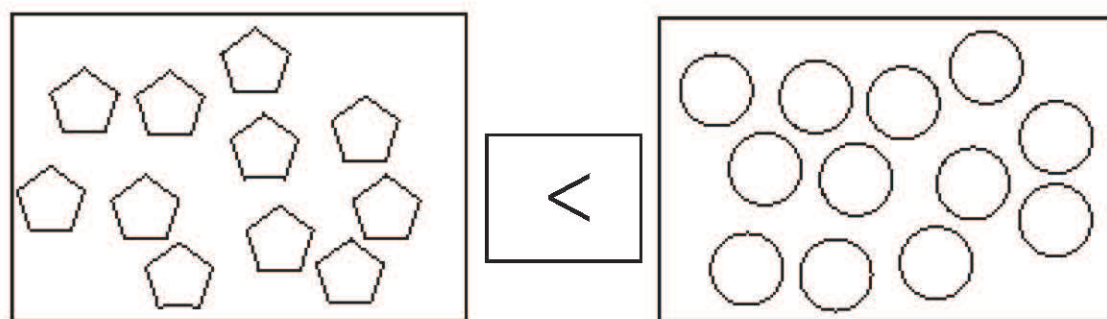


- c. The apples are _____ the oranges.
("more than", "less than", "as same as")

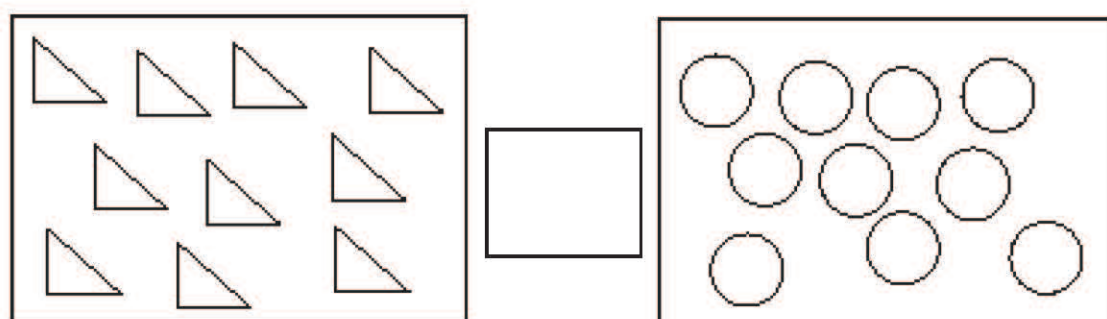


Task 2: Compare using $<$, $>$ or $=$.

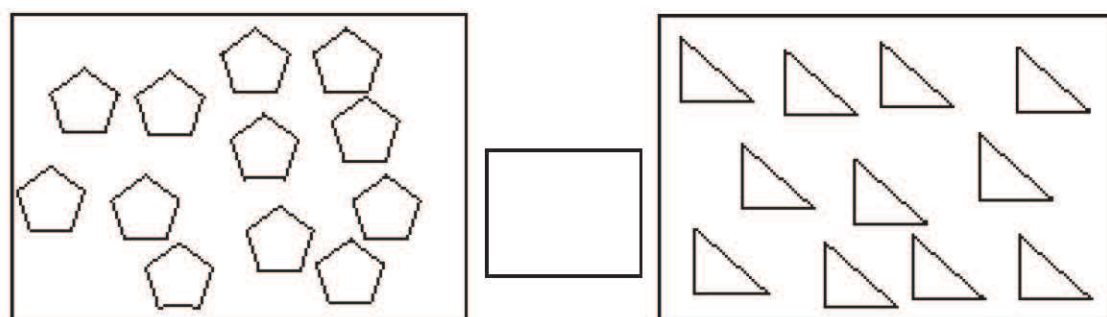
Example



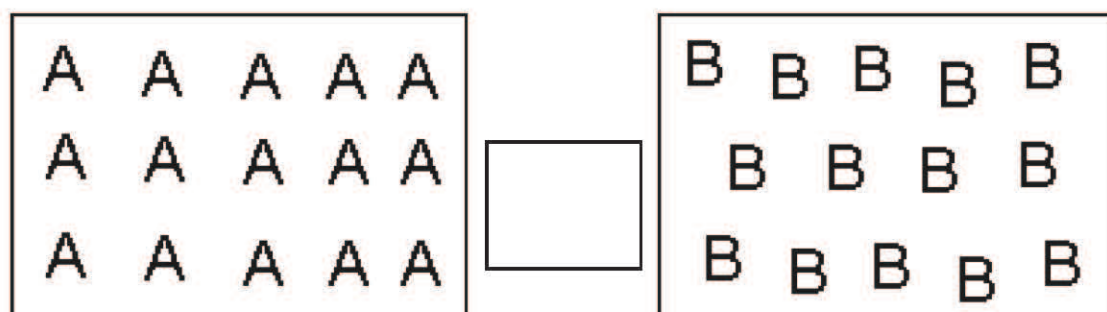
a.



b.

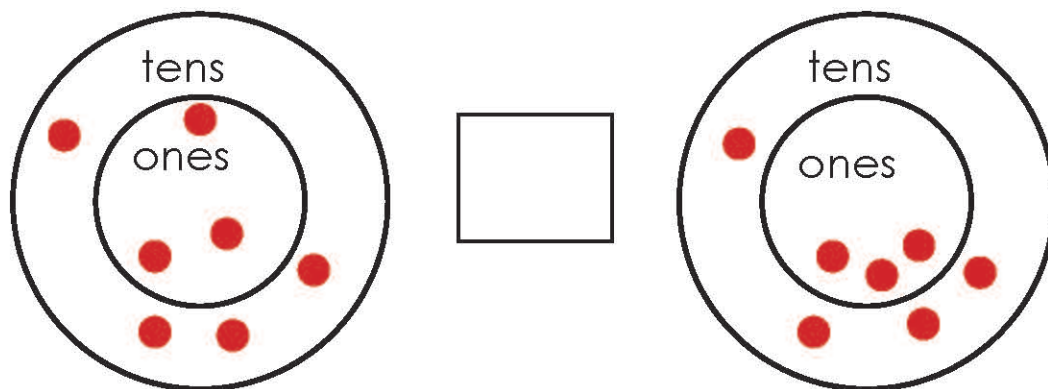


c.

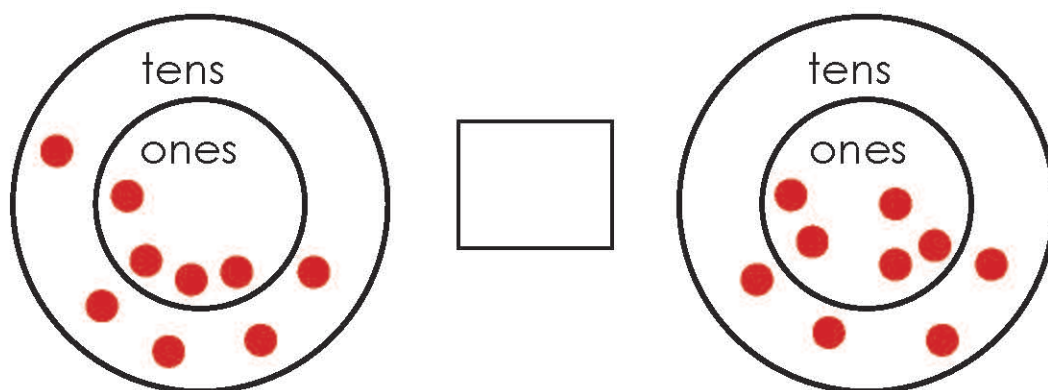


Task 3: Compare using $<$, $>$ or $=$.

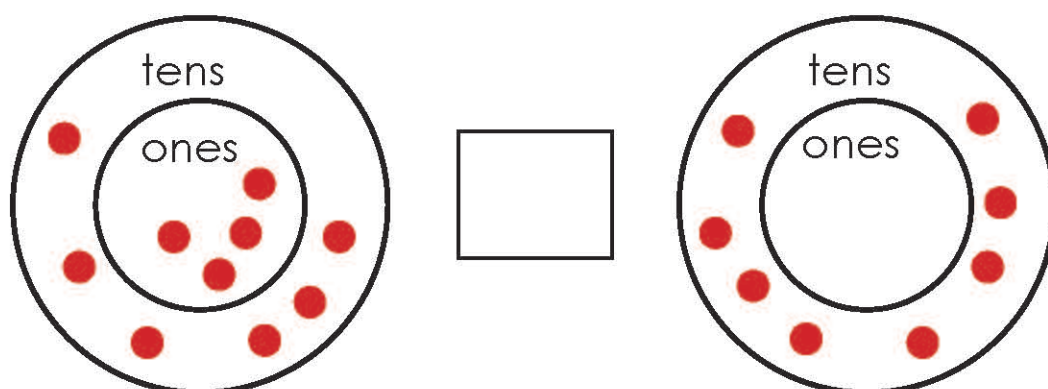
a.



b.



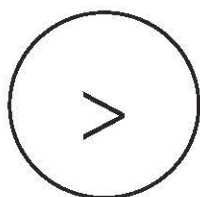
c.



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

Example

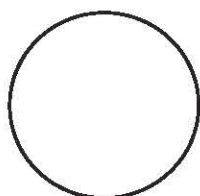
Tens	Ones
4	4



Tens	Ones
3	7

a.

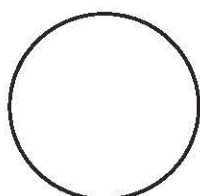
Tens	Ones
6	2



Tens	Ones
6	5

b.

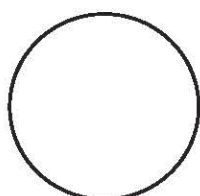
Tens	Ones
7	1



Tens	Ones
4	6

c.

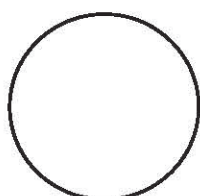
Tens	Ones
8	3



Tens	Ones
7	9

d.

Tens	Ones
5	6



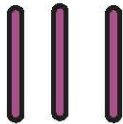
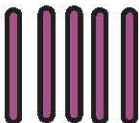
Tens	Ones
3	8

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
	
+	
=	1 8

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
+		
=		

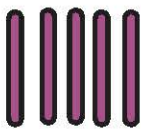
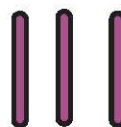
So, $14 + 4 =$ _____

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, $15 - 3 = 12$

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

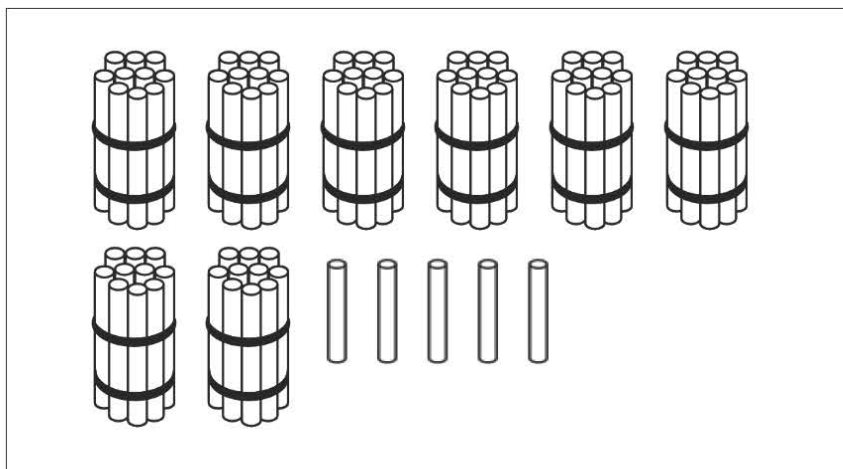
Lesson 1

Counting quantities of objects

Activity 3C

Task 1: Count and write the number.

a.

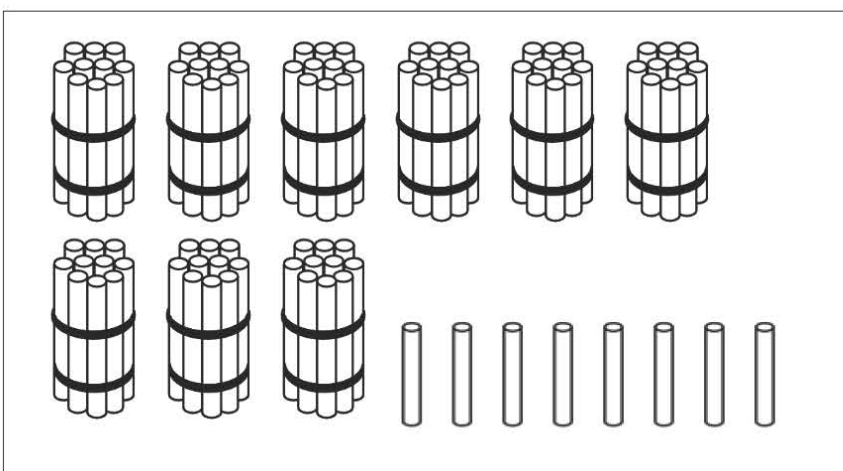


a) How many tens? _____ tens

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

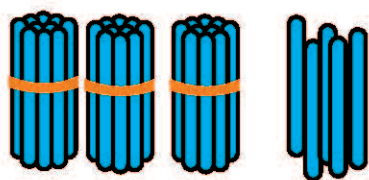
70	69	68	67	66	65				61
60									
50	49				45				41
40									
30									

Lesson 2

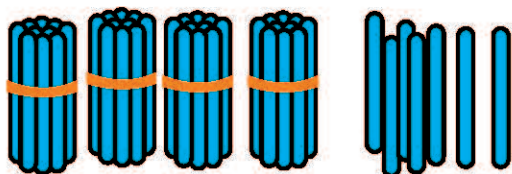
Place value (1 -100)

Activity 2C

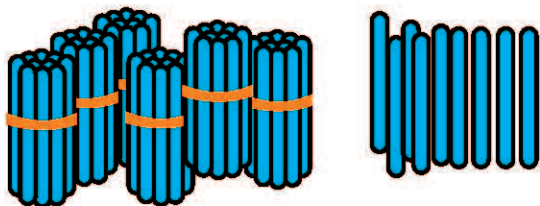
Task 1: How many tens and ones?



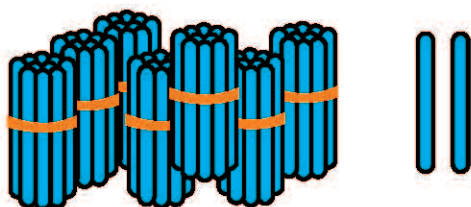
..... tens ones =



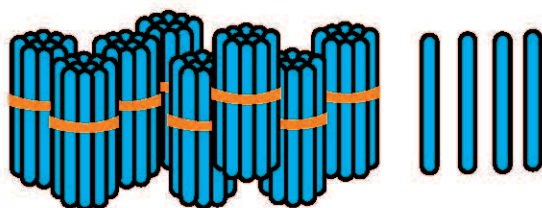
..... tens ones =



..... tens ones =

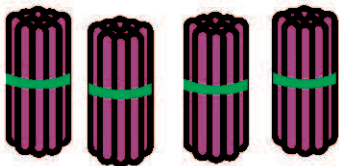
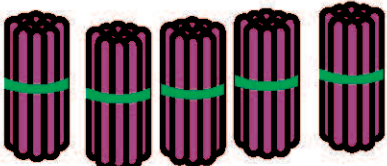
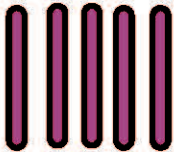


..... tens ones =

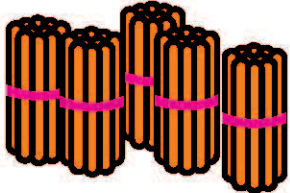
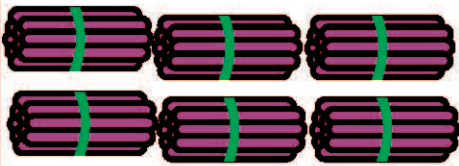


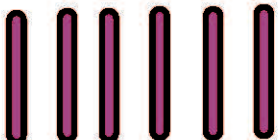
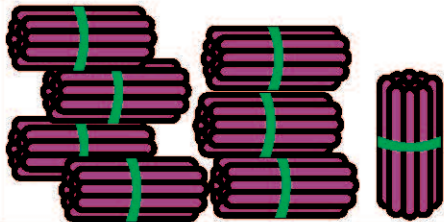
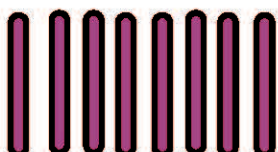
..... tens ones =

Task 2: Count and write the number.

Tens	Ones
	
	

42

Tens	Ones
	
	

Tens	Ones
	
	

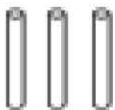
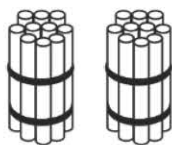
Lesson 3

Comparing 2-digit numbers

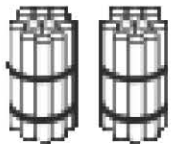
Activity 3C

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

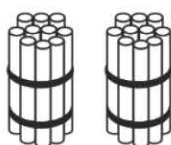
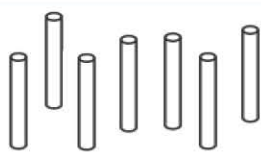
Example

Tens	Ones		Tens	Ones
		$<$		

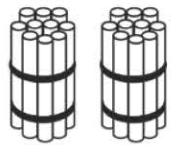
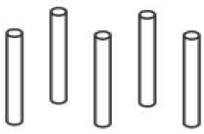
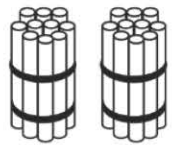
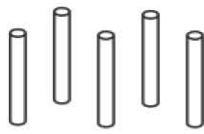
a.

Tens	Ones		Tens	Ones
		$=$		

b.

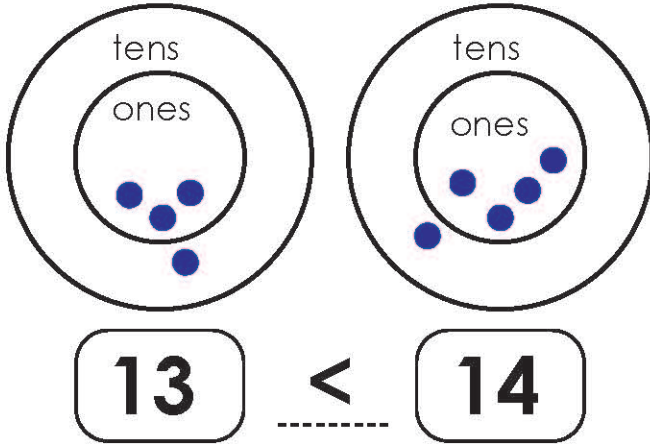
Tens	Ones		Tens	Ones
		$=$		

c.

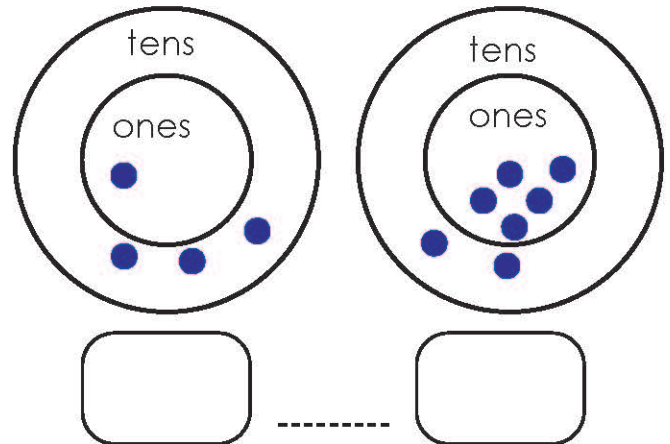
Tens	Ones		Tens	Ones
		$=$		

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

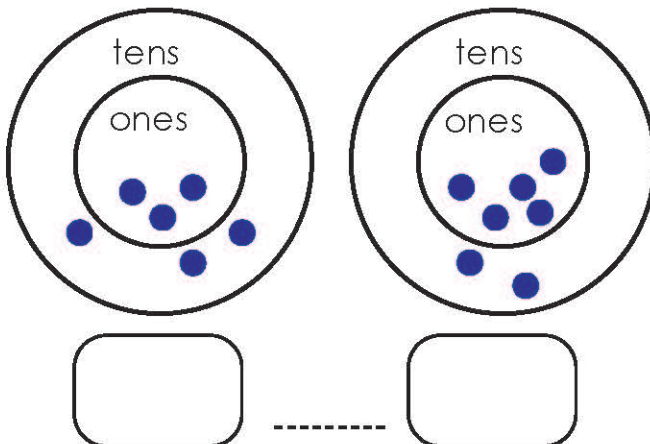
Example:



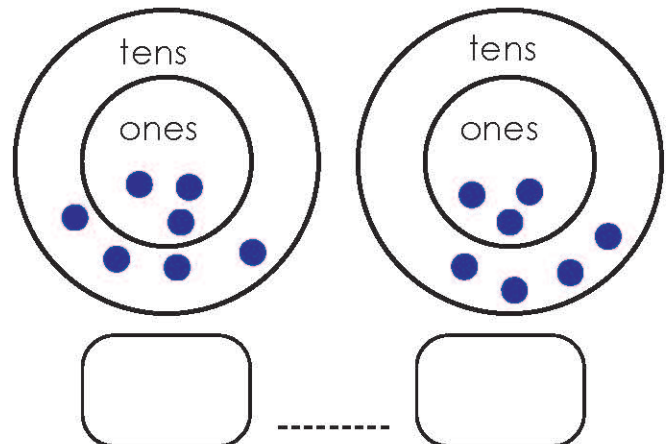
a.



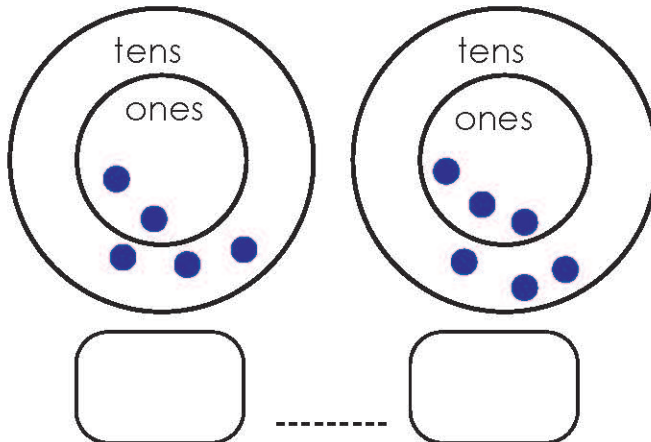
b.



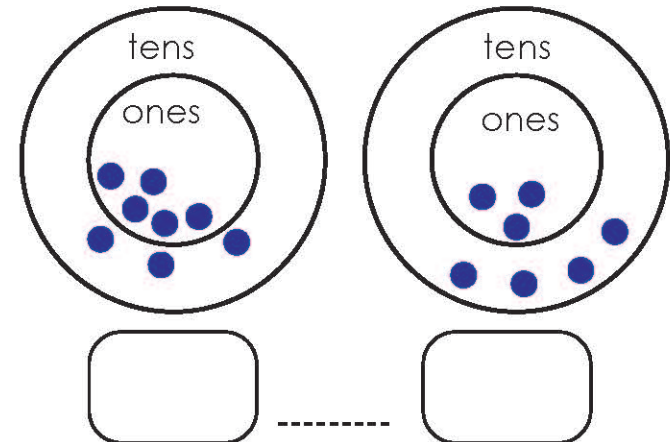
c.



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

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

Lesson 6

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?

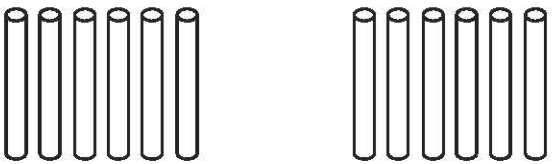
- b. Kwamena bought 34 eggs.
He ate 15 of the eggs.
How many of the eggs are left?

Multiplication (1-digit by 1-digit numbers)

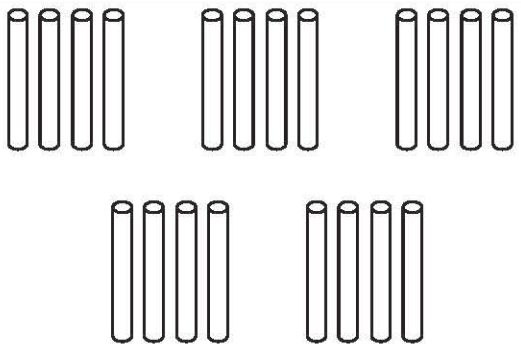
Activity 10C

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

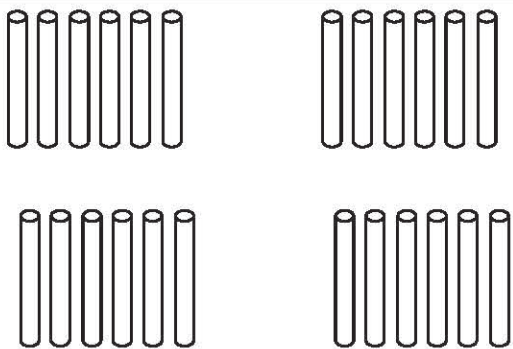
Example:

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

a.

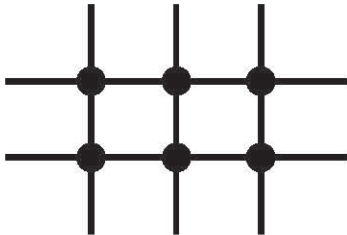
	_____ groups of _____ =
---	--------------------------------

b.

	_____ groups of _____ =
---	--------------------------------

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

Example: $2 \times 3 = 6$



So, $2 \times 3 = 6$

a. 4×8

b. 6×2

--	--

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, $5 \times 5 =$

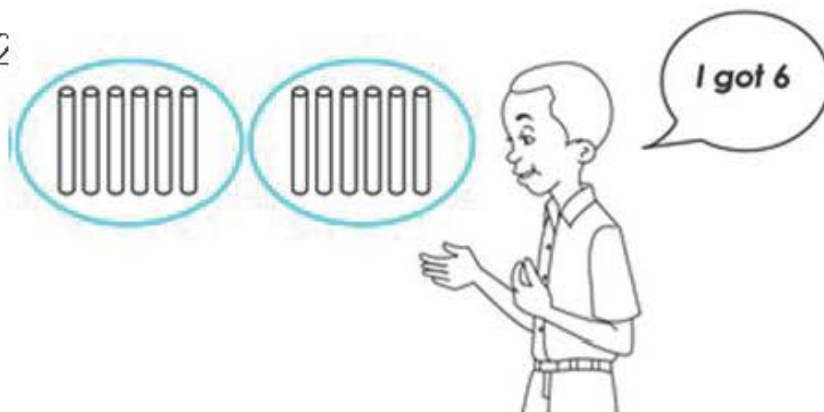
Lesson 8

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?

MODULE 4

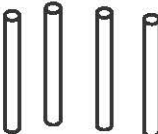
Lesson 1

Counting and Representing

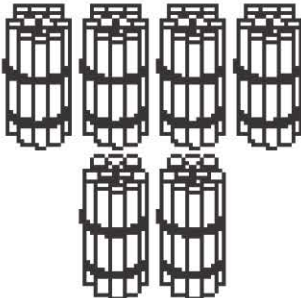
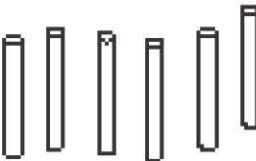
Activity 1C

Task 1

a. Count and write the number of tens and ones.

Tens	Ones
	

b. Cross out (x) to show the number 34.

Tens	Ones
	

Task 2

a. Circle the following numbers/numerals on the number chart

13	35	31	
20	15	7	64

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. Complete the number chart.

1	2	3	4	5					
	12						18		
		23				27			
31					36				40

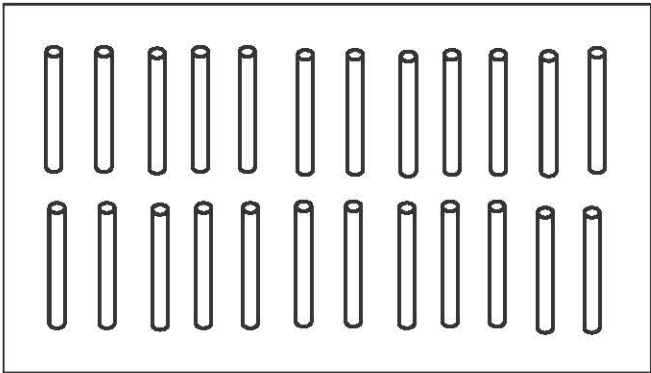
Lesson 2

Place value of 2-digit numbers

Activity 2C

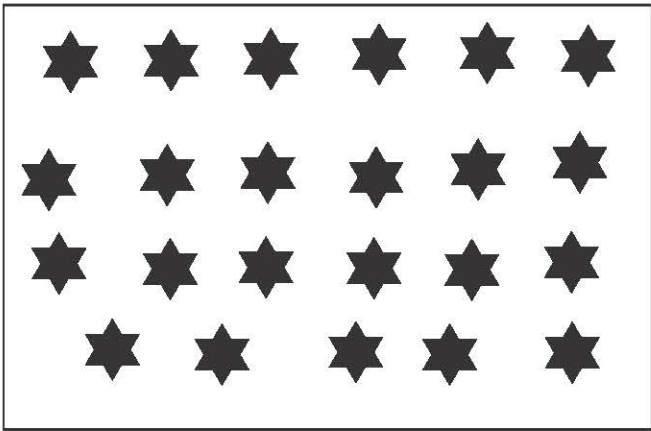
Task 1: How many tens and how many ones can we get from each group?

a.



Tens	Ones

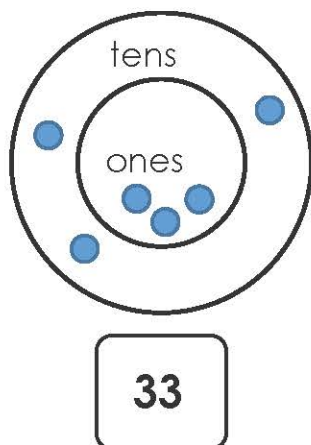
b.



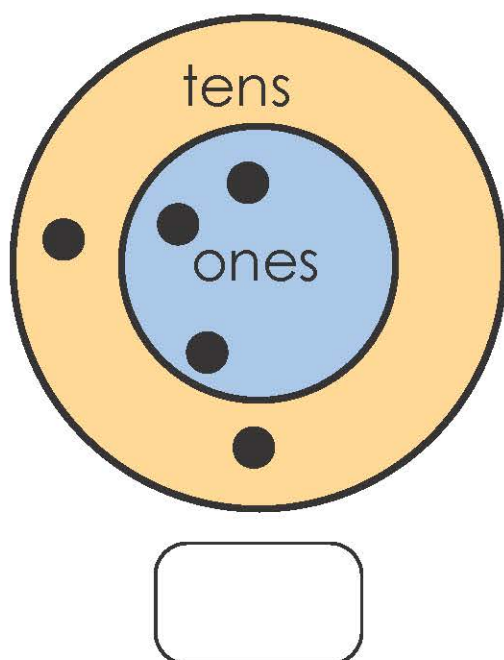
Tens	Ones

Task 2: What number does the wheel represent?

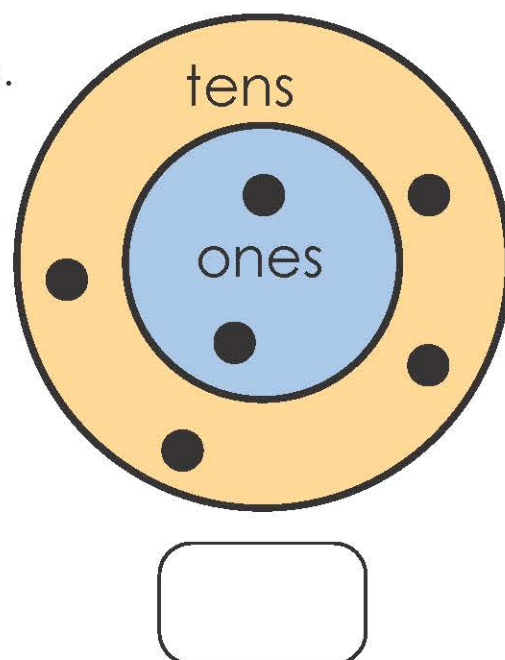
Example:



a.

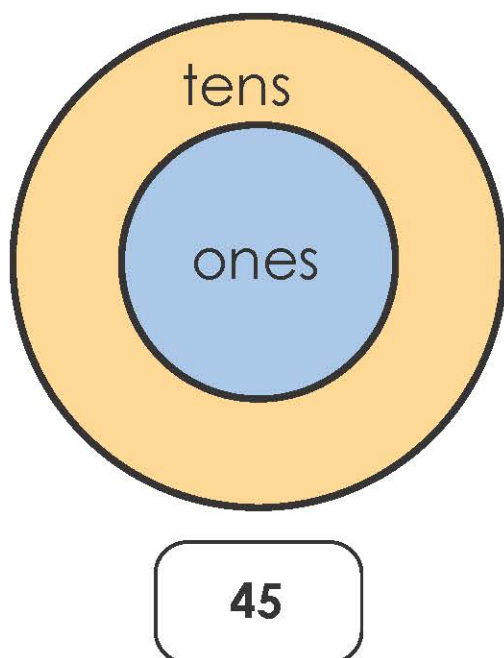


b.

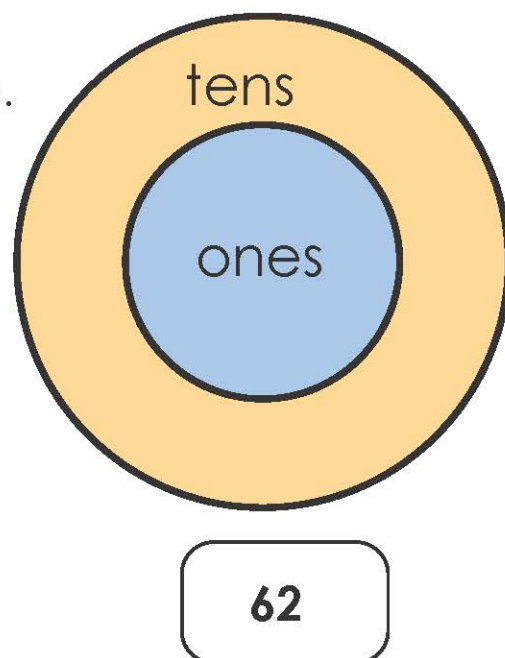


Task 3: Draw pebbles (•) on the number wheel to show the number given.

a.



b.

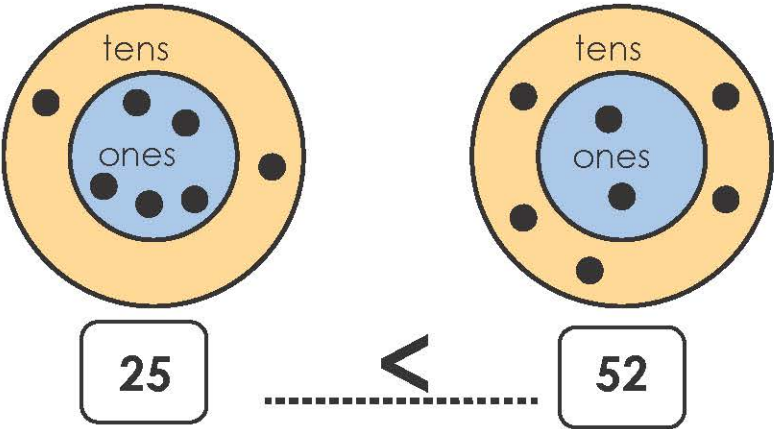


Comparing 2-digit numbers using < or >.

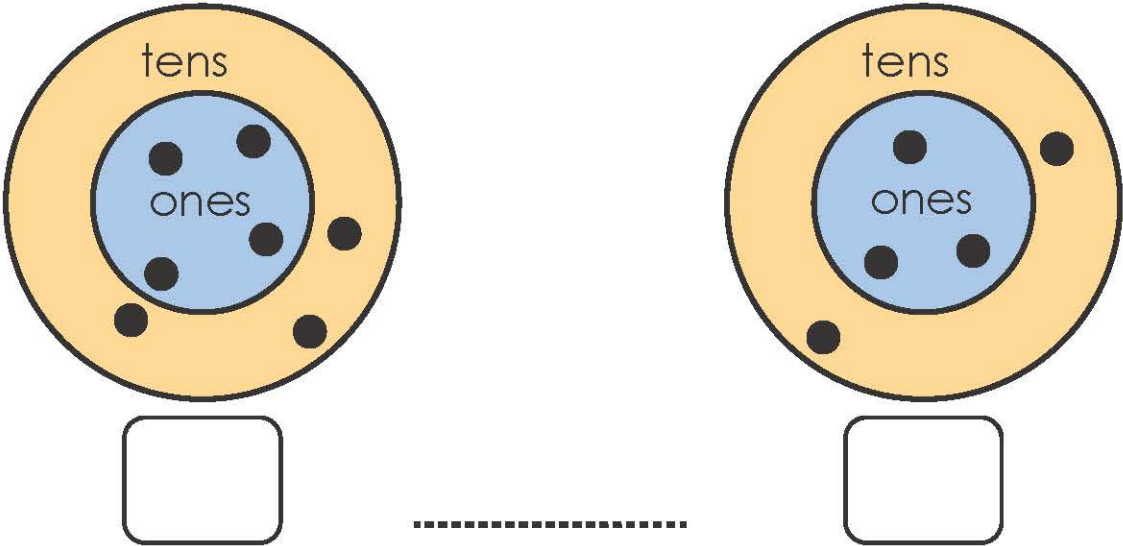
Activity 3C

Task 1: Use < or > to compare the groups

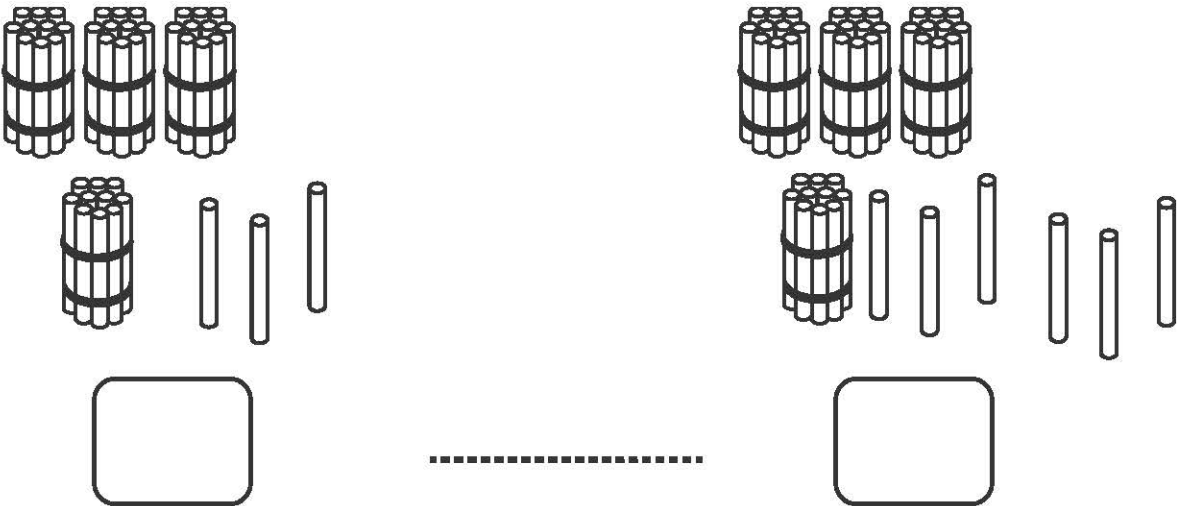
Example:



a.



b.



c.

Place valuechart	
Tens	Ones
4	1

.....

Place valuechart	
Tens	Ones
3	6

d.

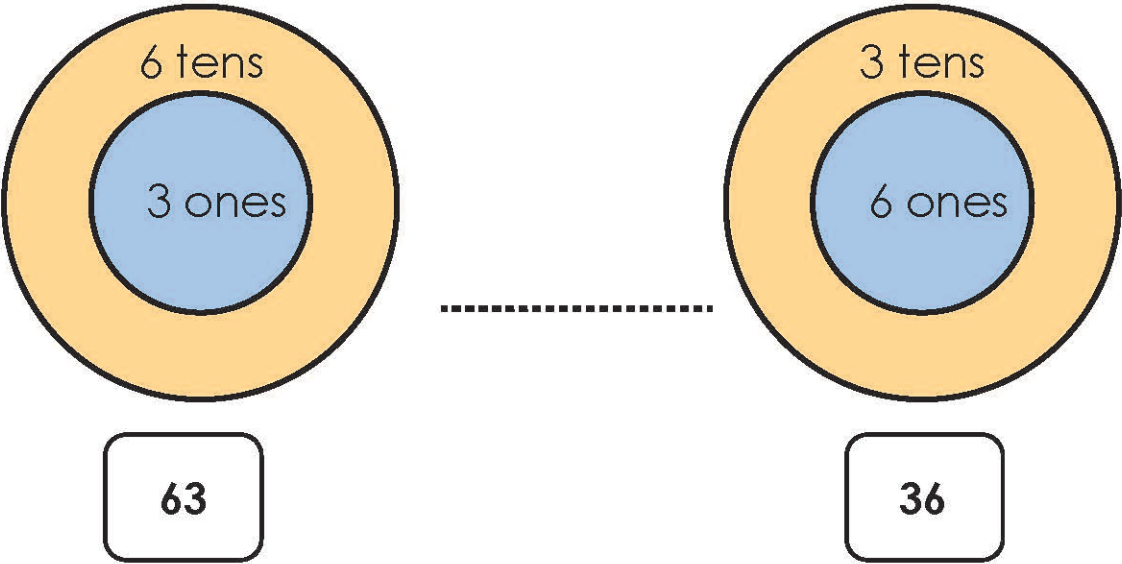
2×6 $2 + 6$

e.

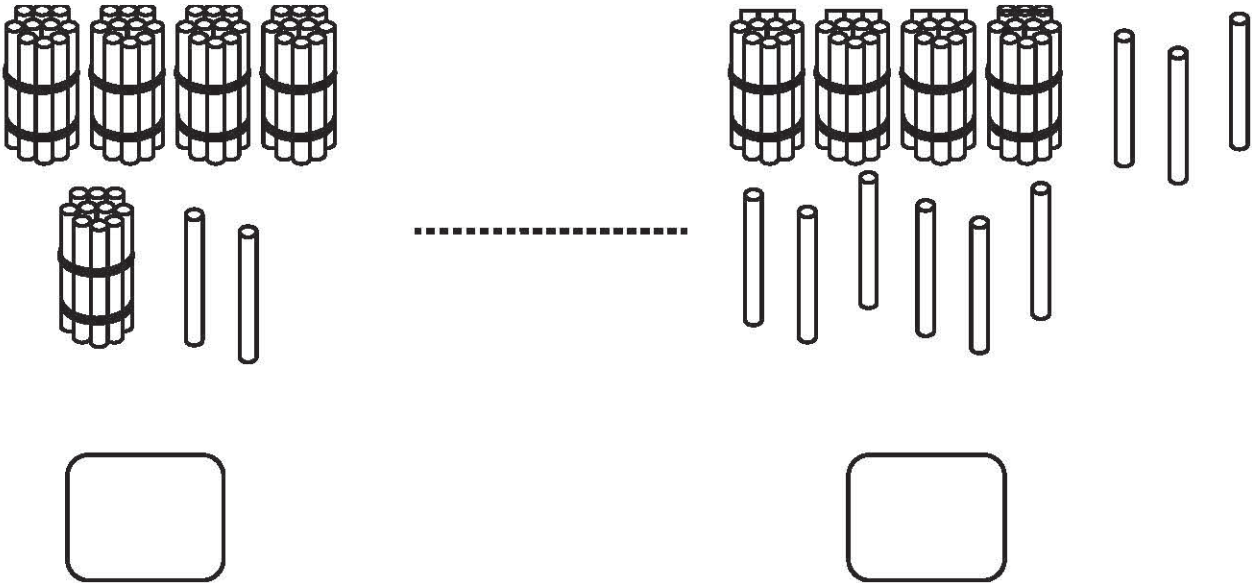
$8 \div 2$ 5×2

Task 2: Use <, > or = to compare the groups.

a.



b.



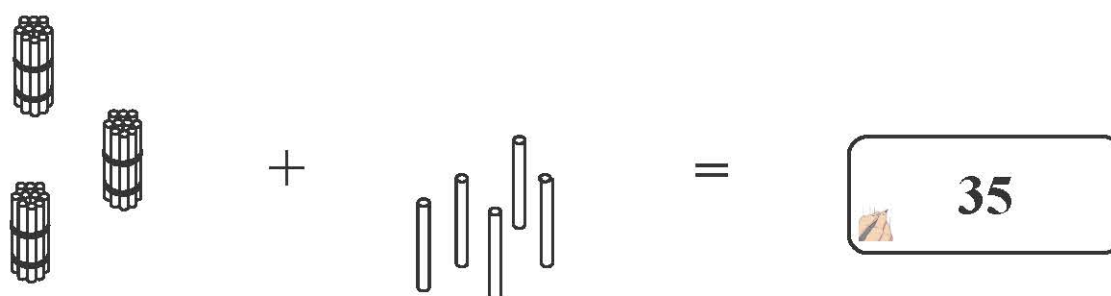
Lesson 4

Adding 1-digit numbers and 2-digit numbers

Activity 4C

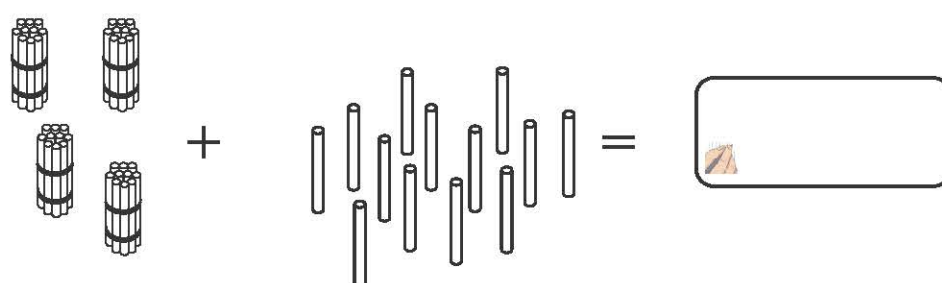
Task 1: Solve the following addition problems.

Example:



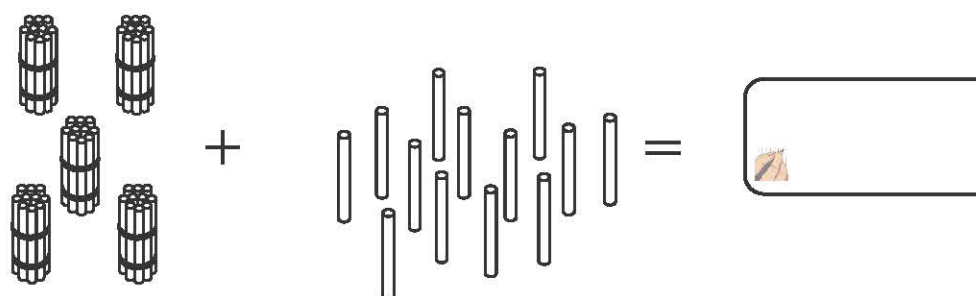
The example shows 3 tens rods and 5 ones units (35) plus 5 more ones units (5). The result is 40, represented by 4 tens rods. The number 35 is shown in a box with a pencil icon.

a.



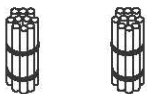
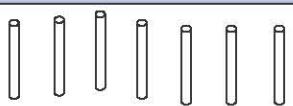
Problem a shows 2 tens rods and 4 ones units (24) plus 6 more ones units (6). The result is 30, represented by 3 tens rods. The box for the answer is empty.

b.



Problem b shows 3 tens rods and 2 ones units (32) plus 8 more ones units (8). The result is 40, represented by 4 tens rods. The box for the answer is empty.

C.

	Tens	Ones
		
+		
=		

Task 2: Solve the following addition problems.

a. 1 1
 + 8

b. 2 4
 + 7

c. 44 + 8 =

d. 34 + 6 =

e. Use the number chart to solve $22 + 6 =$

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

Lesson 5

Subtracting a 1-digit number from a 2-digit number

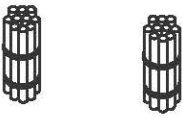
Activity 8A

Task 1: Solve the following problems.

a.

	Tens	Ones	
			
-			
=			

b.

	Tens	Ones	
			
-			
=			

Task 2: Solve the following problems.

a. 4 9
 - 4

a. 5 7
 - 7

c. 38 - 6 =

d. 26 - 4 =

Task 3: Use the number chart to do the subtraction problem.

Example: 48 – 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

So, 48 – 5 = 43

31 – 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

So, 31 – 8 =

Lesson 6

Solving the addition word problems

Activity 9C

Task 1: Read and solve.

- a. Mrs. Mensah sells goat meat at the Sandema market.
Last Saturday, she sold 35kg
She also sold 9kg on Monday.
How many kilograms of meat did she sell altogether?

- b. There are 36 learners in Basic 6 at Odupongkpehe M/A Basic School. If 12 new learners are admitted to the class, how many learners are now in Basic 6?

Task 2: Read and solve.

- a. Papa Kuma went to the market with 53 mangoes to sell.
He sold only 9 of them.
How many mangoes were left?

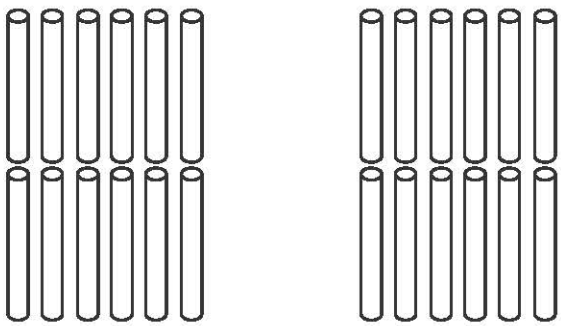
- b. 52 learners were invited for a party.
13 learners could not attend, how many attended the party?

Multiplication of two 1-digit numbers

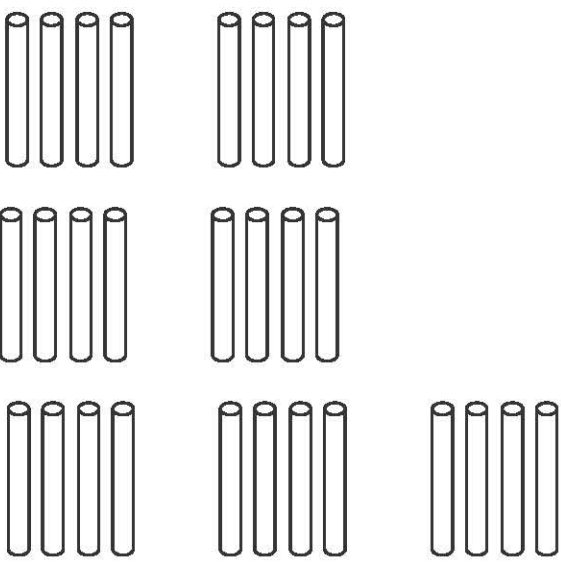
Activity 10C

Task 1: Use the grouping strategy to solve.

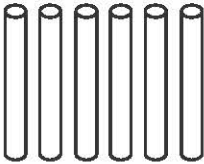
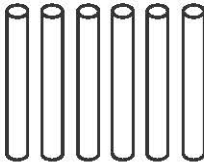
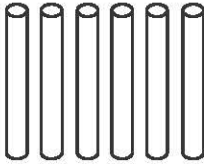
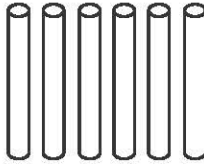
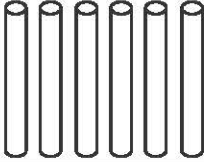
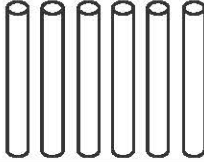
Example:

	$4 \text{ groups of } 6 = 4 \times 6 = 24$
--	--

a.

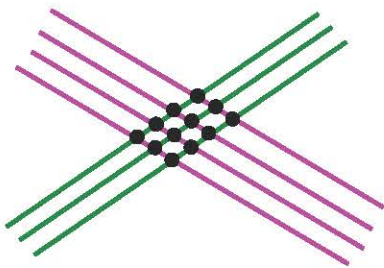
	$\underline{\hspace{1cm}} \text{ groups of } \underline{\hspace{1cm}} =$
---	--

b.

		$\underline{\hspace{1cm}}$ groups of $\underline{\hspace{1cm}}$ =
		
		

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

Example: $3 \times 4 = 12$



a. $5 \times 6 =$

b. $7 \times 4 =$

--	--

Tasks 3: Use the number chart below to solve:

$7 \times 7 =$

×	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
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84

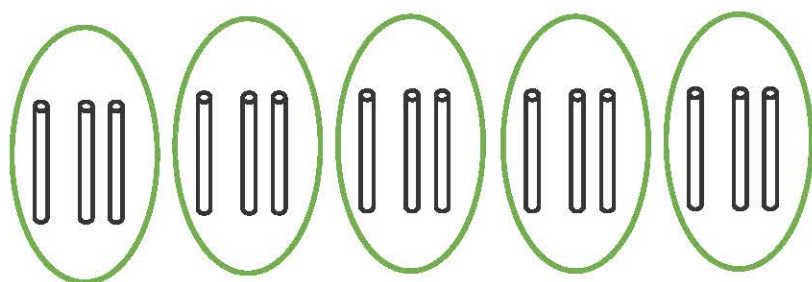
Lesson 8

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

Activity 11C

Task 1: Solve the following problems. (Use equal sharing strategy).

Example: $15 \div 5 =$



So, $15 \div 5 = 3$



a. $21 \div 3 =$

So, $21 \div 3 =$

b. $30 \div 2 =$

Task 2: Use repeated subtraction to solve the following division problems

Example: $20 \div 4 =$

$$20 - 4 = 16$$

$$16 - 4 = 12$$

$$12 - 4 = 8$$

$$8 - 4 = 4$$

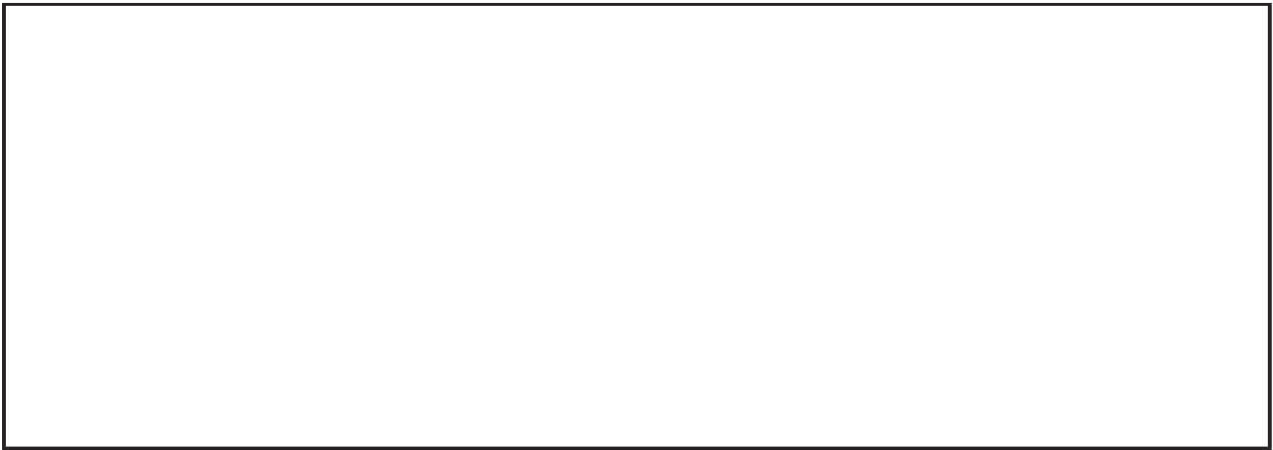
$$4 - 4 = 0$$

I subtracted the number five times. so $20 \div 4 =$

a. $24 \div 3 =$

So, $24 \div 3 =$

b. $64 \div 8 =$



So, $32 \div 4 =$

- c. Write a mathematical sentence for the word problem and solve.

There are 15 oranges.

5 people are to share the oranges equally.

How many oranges will each person get?



