

Differentiated Learning (DL)

MATHEMATICS

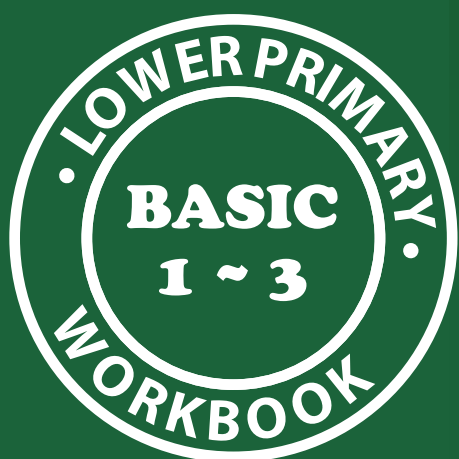
WORKBOOK

FOR LOWER PRIMARY



LEVEL
3

LEARNER'S WORKBOOK



Ghana Education
Service (GES)

unicef 
for every child

Differentiated Learning (DL)

*Mathematics Workbook for
Lower Primary*

Level 3

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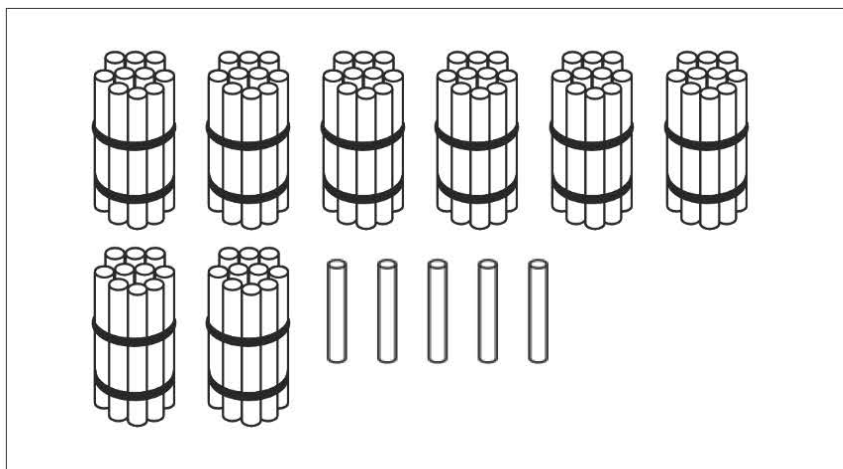
MODULE 3

Counting quantities of objects

Activity 3C

Task 1: Count and write the number.

a.

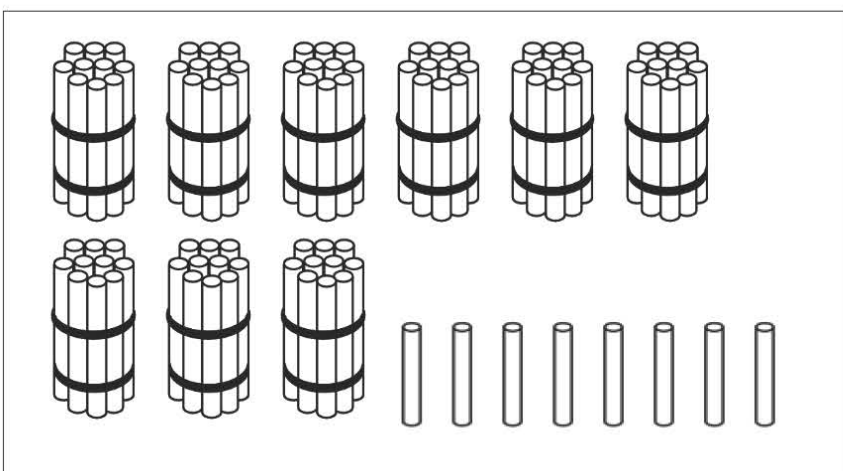


a) How many tens? _____ tens

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

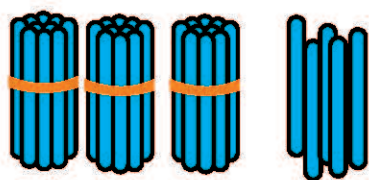
b. Count backwards

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

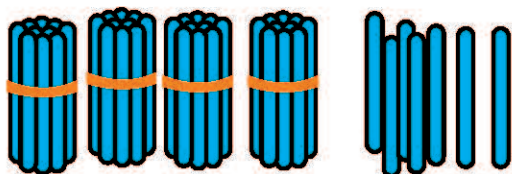
Place value (1 -100)

Activity 2C

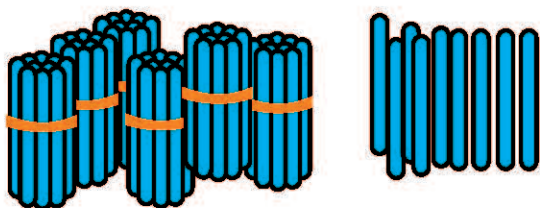
Task 1: How many tens and ones?



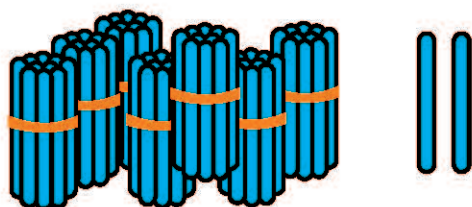
..... tens ones =



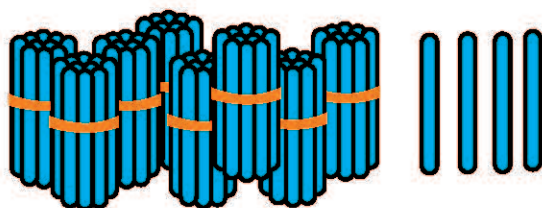
..... tens ones =



..... tens ones =

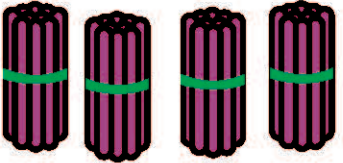
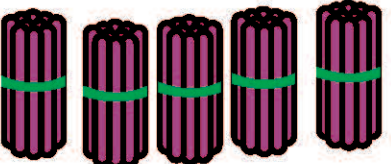
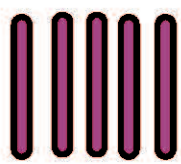


..... tens ones =

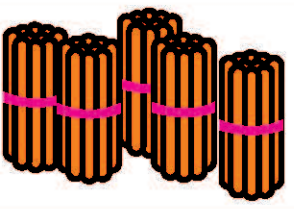
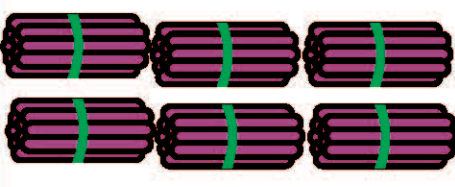


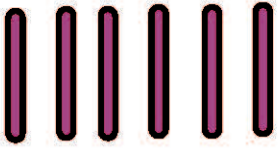
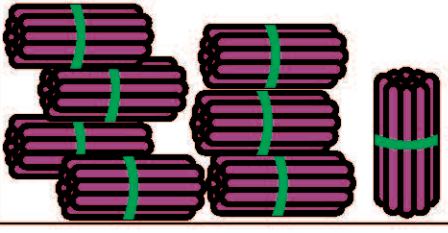
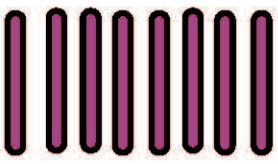
..... tens ones =

Task 2: Count and write the number.

Tens	Ones
	
	

42

Tens	Ones
	
	

Tens	Ones
	
	

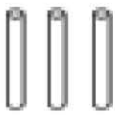
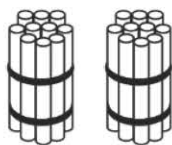
Lesson 3

Comparing 2-digit numbers

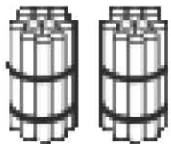
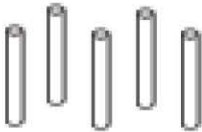
Activity 3C

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

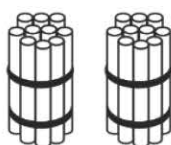
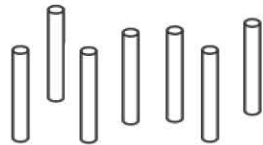
Example

Tens	Ones		Tens	Ones
		$<$		

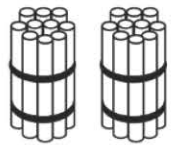
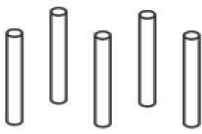
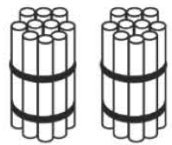
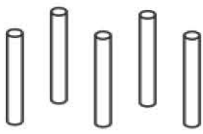
a.

Tens	Ones		Tens	Ones
		$=$		

b.

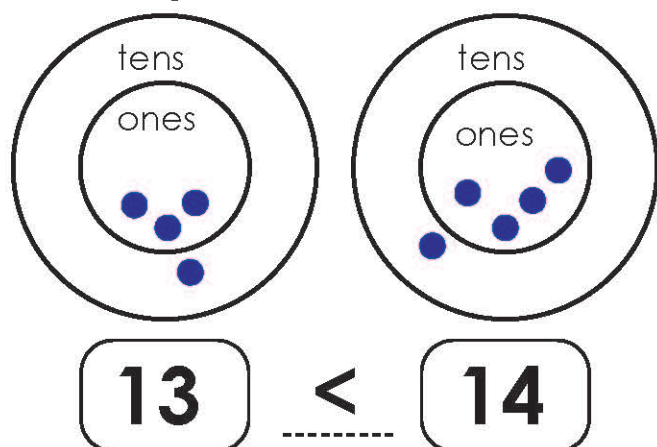
Tens	Ones		Tens	Ones
		$=$		

c.

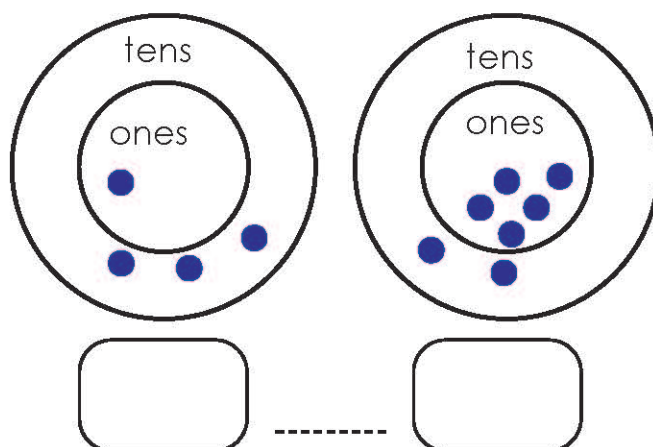
Tens	Ones		Tens	Ones
		$=$		

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

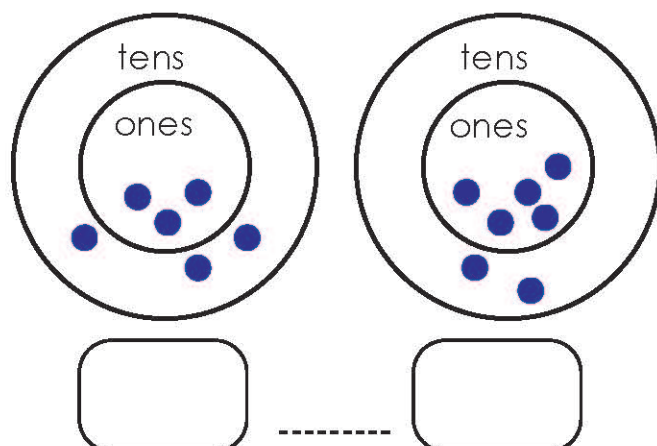
Example:



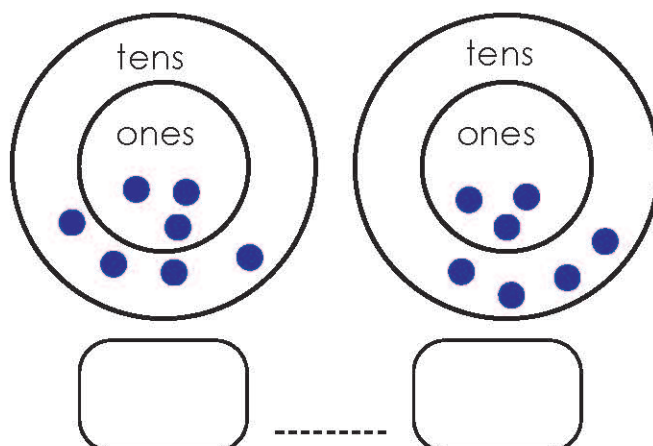
a.



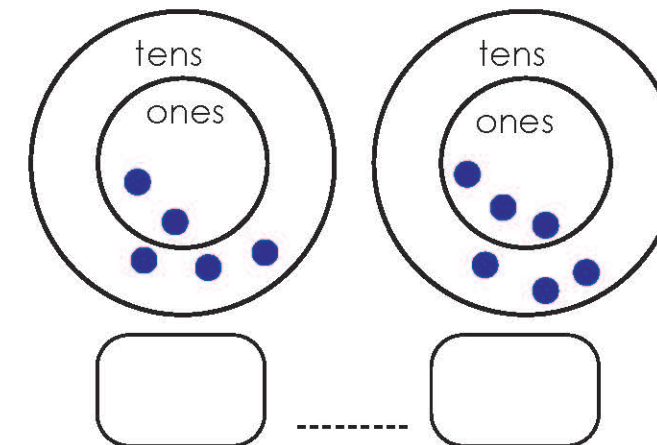
b.



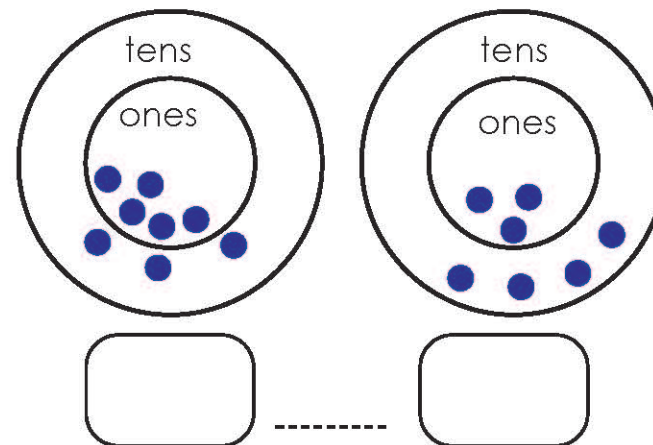
c.



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

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

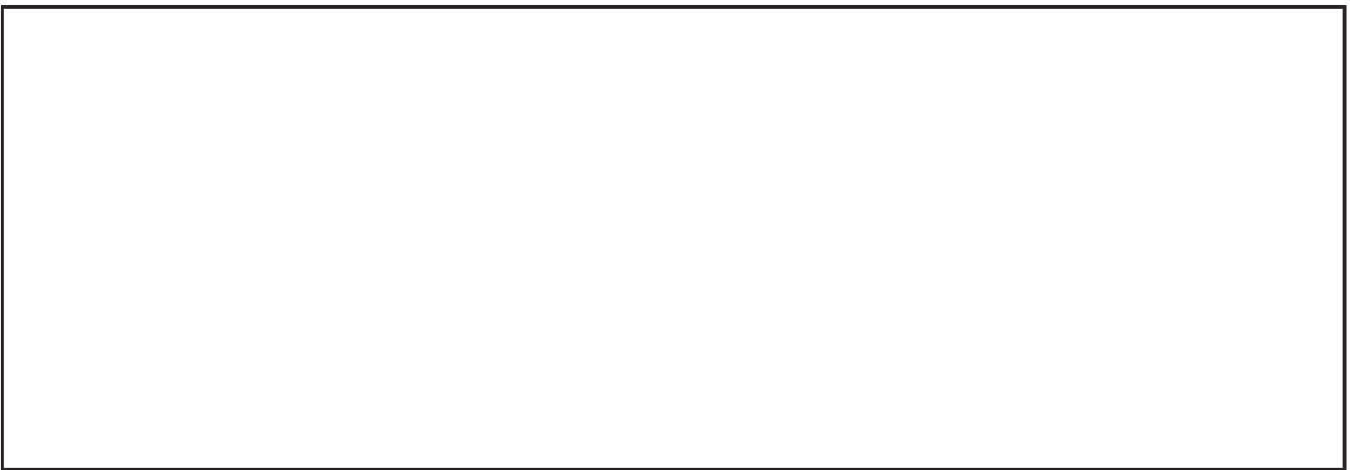
Activity 9C

Task 1: Solve the word problems.

a. Jane has 15 pencils.

She bought 12 more pencils.

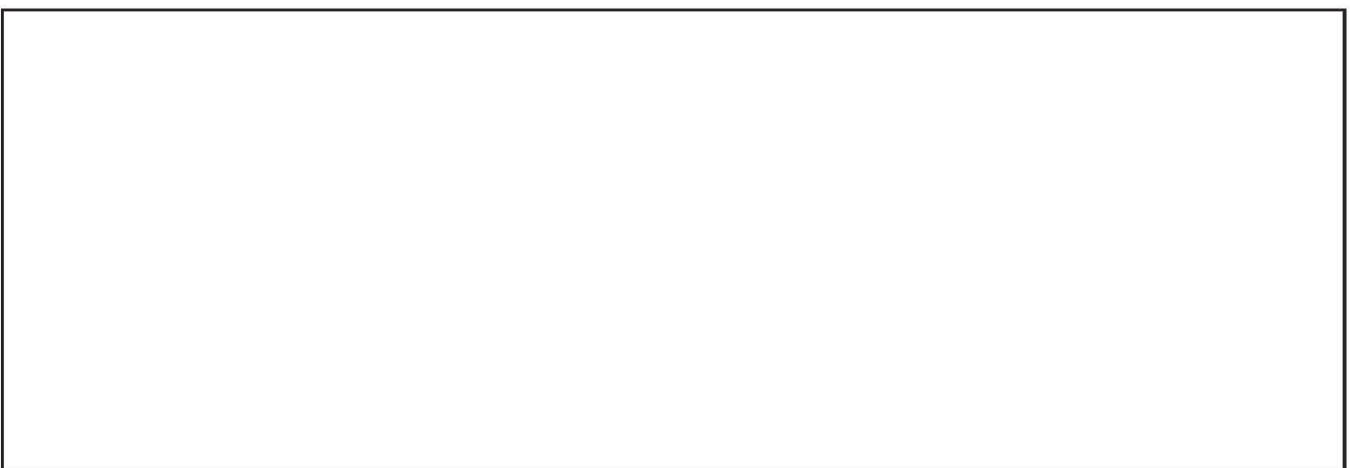
How many pencils does Jane have altogether?



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?

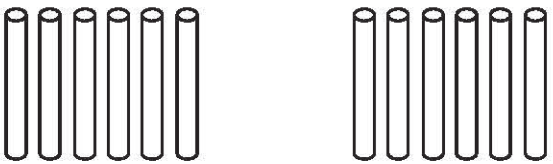
- b. Kwamena bought 34 eggs.
He ate 15 of the eggs.
How many of the eggs are left?

Multiplication (1-digit by 1-digit numbers)

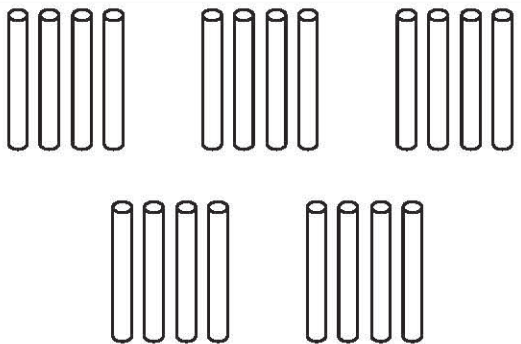
Activity 10C

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

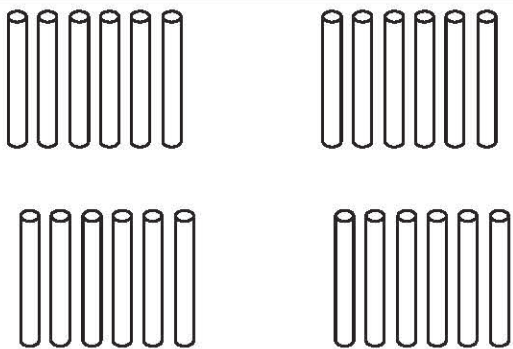
Example:

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

a.

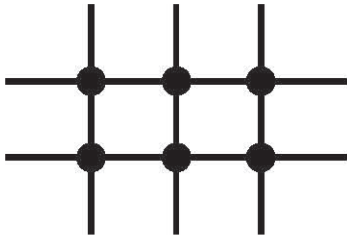
	_____ groups of _____ =
---	--------------------------------

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, $5 \times 5 =$

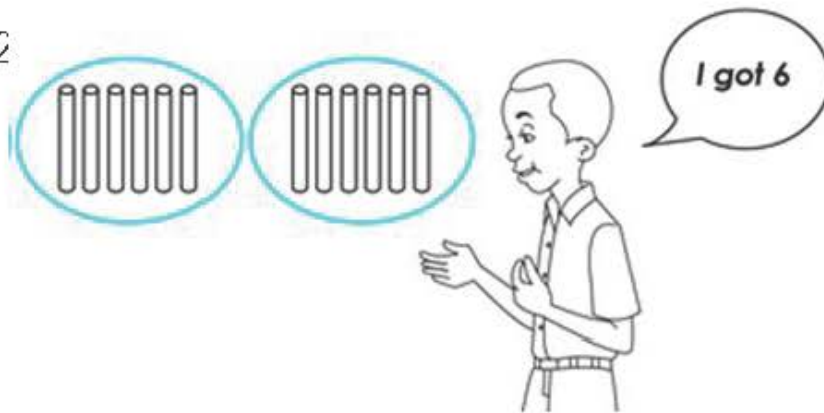
Lesson 8

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

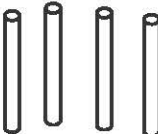
Lesson 1

Counting and Representing

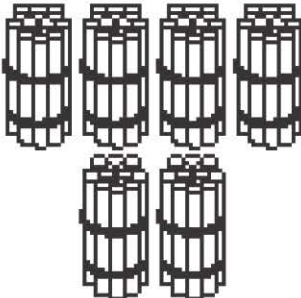
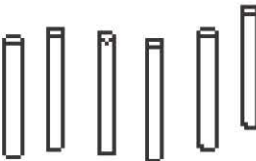
Activity 1C

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

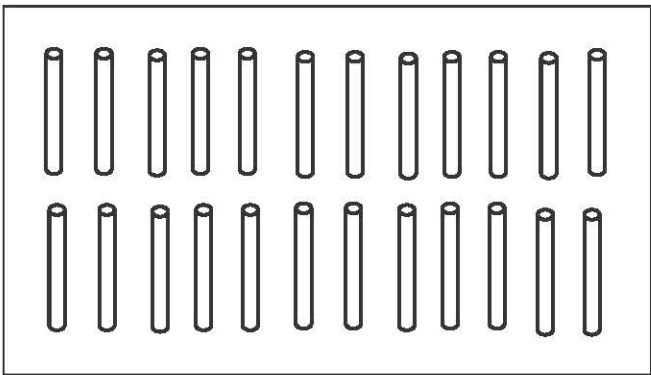
Lesson 2

Place value of 2-digit numbers

Activity 2C

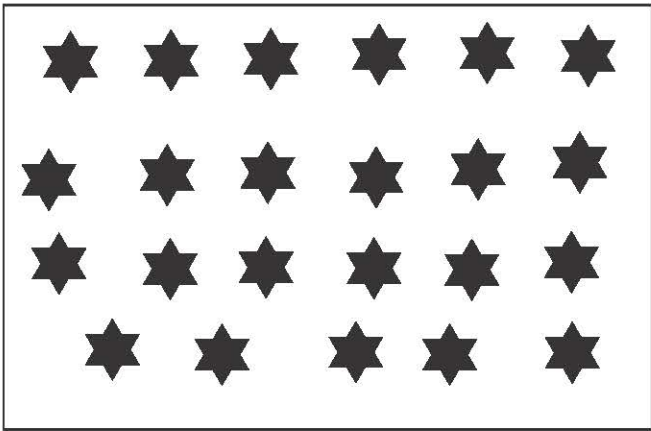
Task 1: How many tens and how many ones can we get from each group?

a.



Tens	Ones

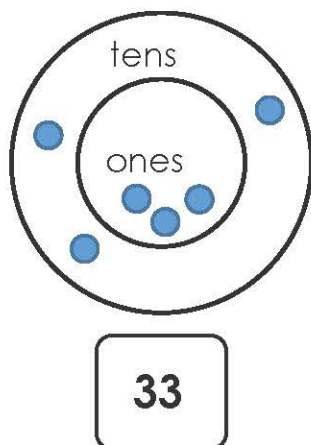
b.



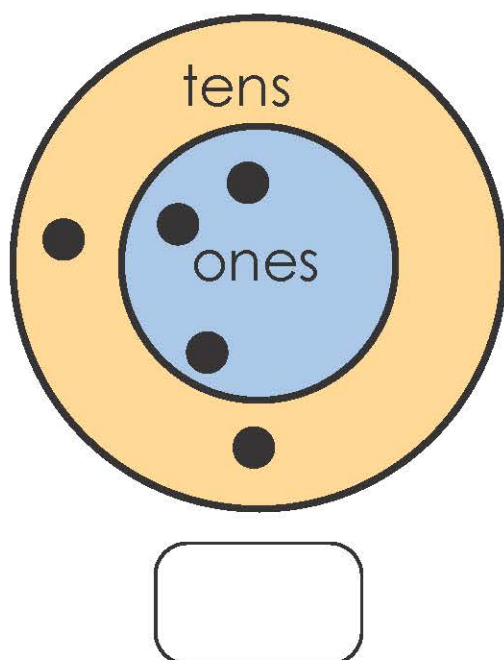
Tens	Ones

Task 2: What number does the wheel represent?

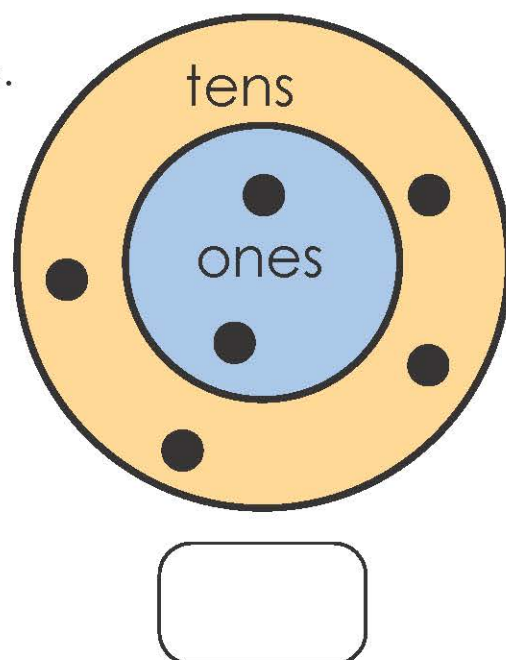
Example:



a.

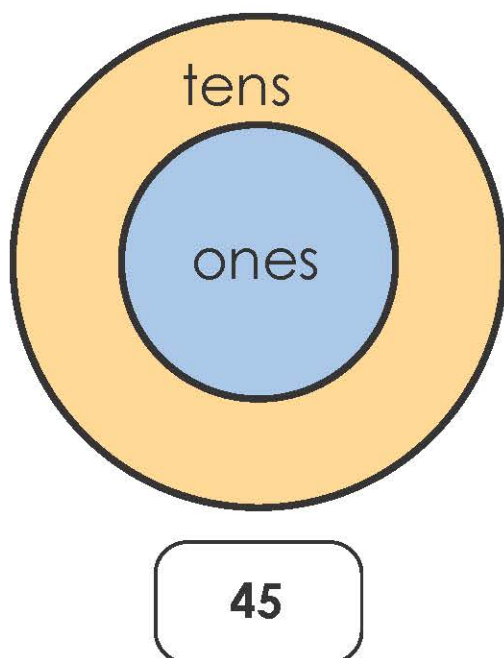


b.

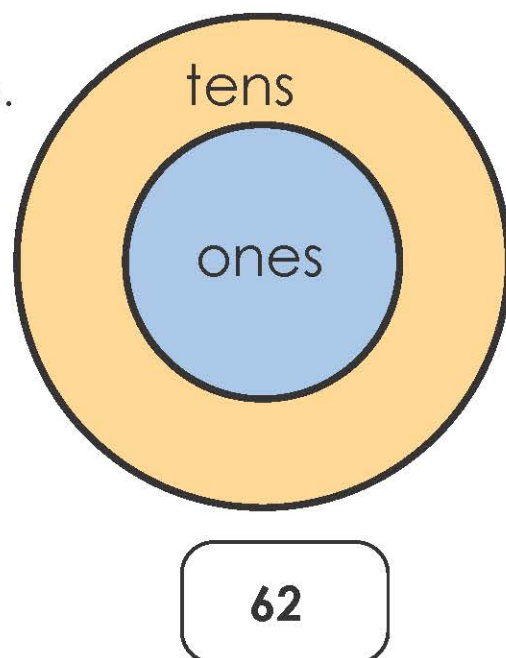


Task 3: Draw pebbles (•) on the number wheel to show the number given.

a.



b.

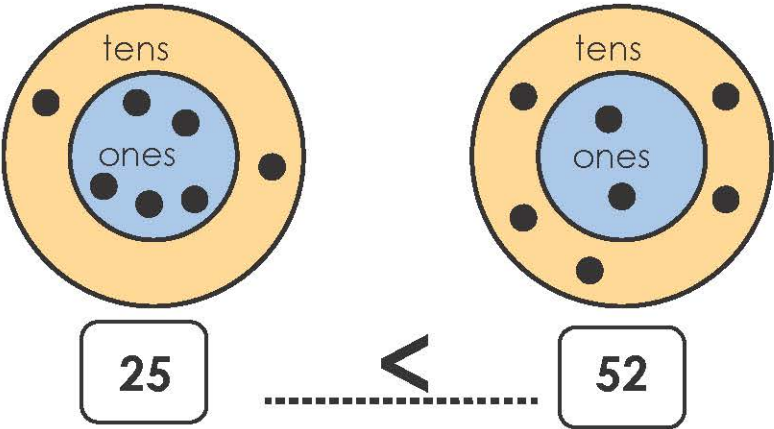


Comparing 2-digit numbers using < or >.

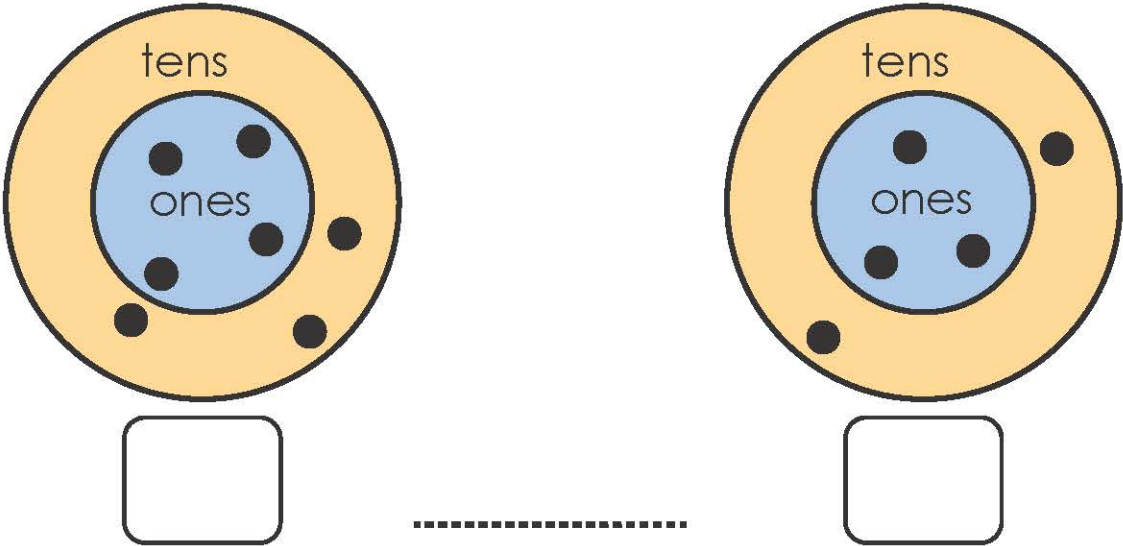
Activity 3C

Task 1: Use < or > to compare the groups

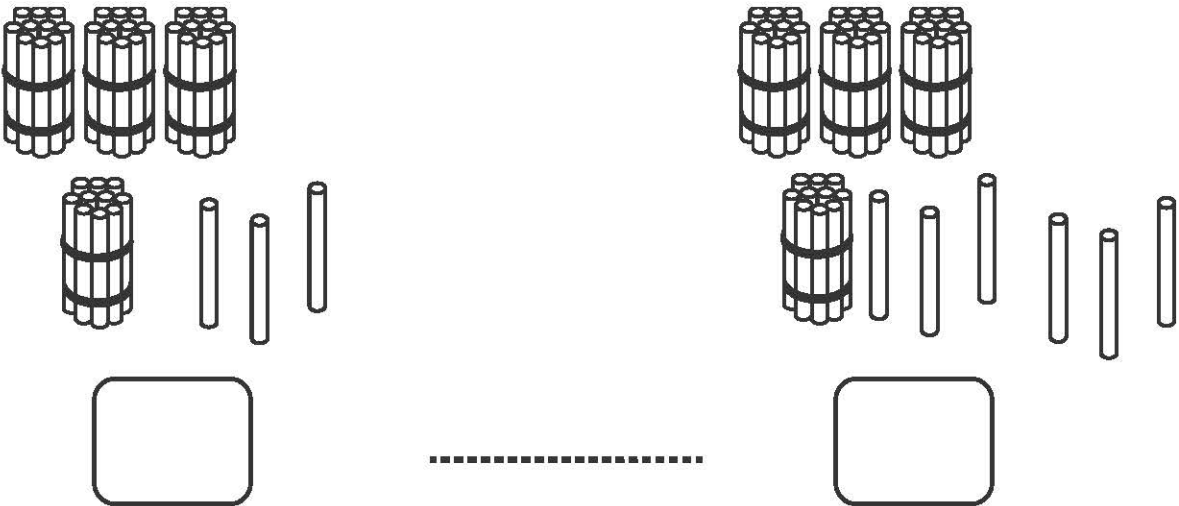
Example:



a.



b.



c.

Place valuechart	
Tens	Ones
4	1

.....

Place valuechart	
Tens	Ones
3	6

d.

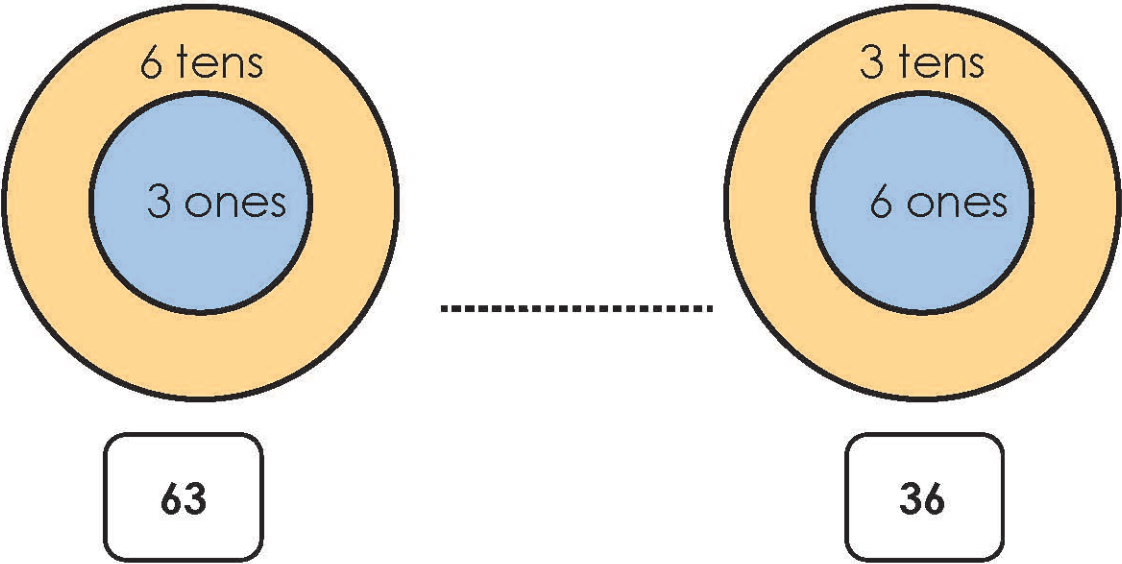
$$2 \times 6 \quad \text{.....} \quad 2 + 6$$

e.

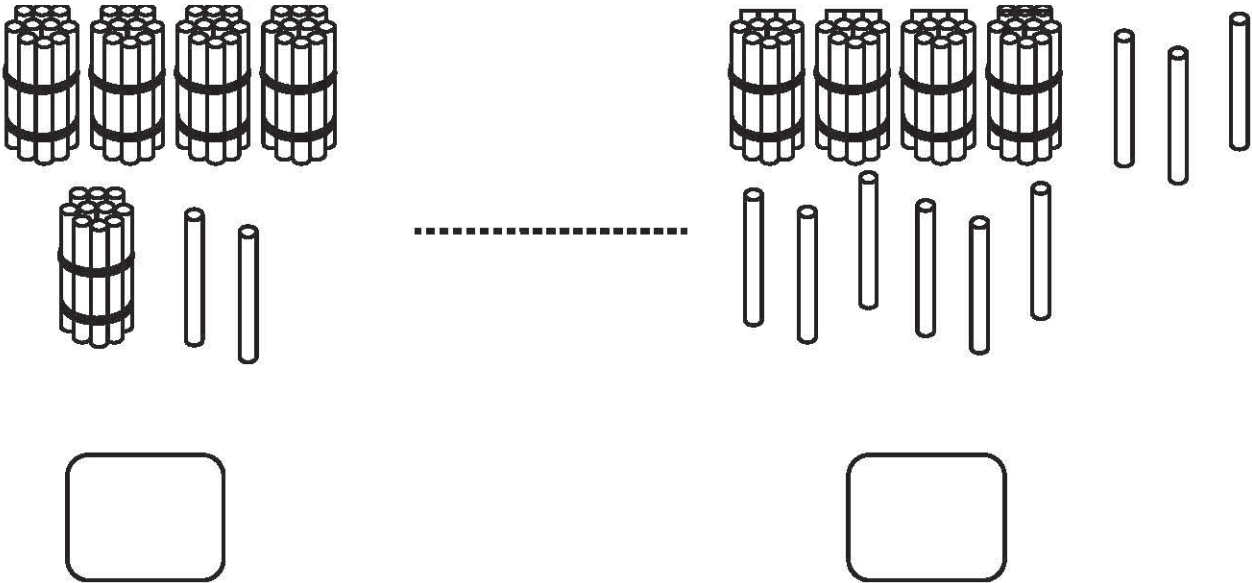
$$8 \div 2 \quad \text{.....} \quad 5 \times 2$$

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

a.



b.



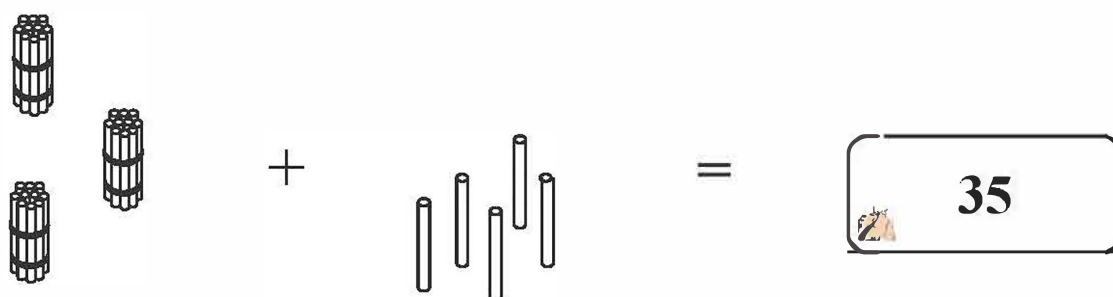
Lesson 4

Adding 1-digit numbers and 2-digit numbers

Activity 4C

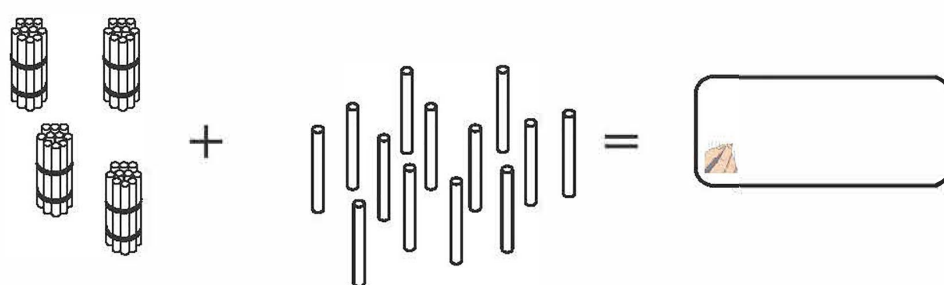
Task 1: Solve the following addition problems.

Example:



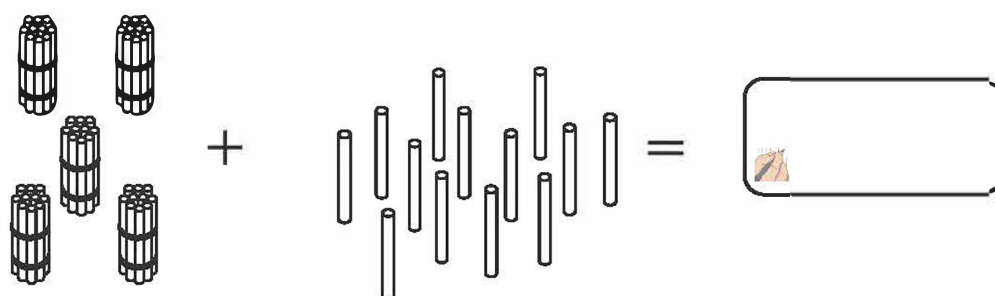
The example shows 3 tens rods and 5 ones units. The tens rods are arranged in two columns of two and one single rod. The ones units are arranged in a single column of five. An equals sign follows, leading to a box containing the number 35.

a.



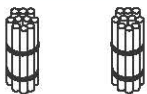
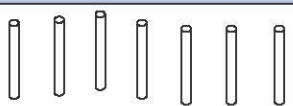
Problem a shows 4 tens rods and 15 ones units. The tens rods are arranged in two columns of two. The ones units are arranged in a single column of fifteen. An equals sign follows, leading to an empty box for the answer.

b.



Problem b shows 5 tens rods and 25 ones units. The tens rods are arranged in two columns of three. The ones units are arranged in a single column of twenty-five. An equals sign follows, leading to an empty box for the answer.

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

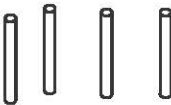
Lesson 5

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

Activity 8A

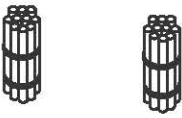
Task 1: Solve the following problems.

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?

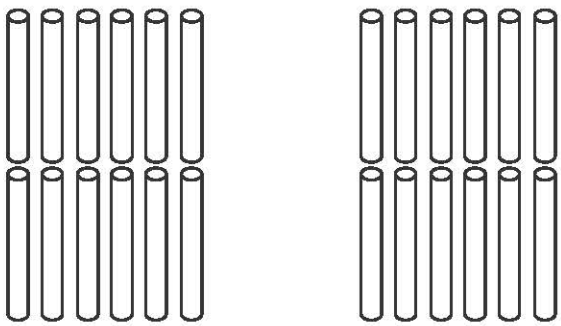
- b. 52 learners were invited for a party.
13 learners could not attend, how many attended the party?

Multiplication of two 1-digit numbers

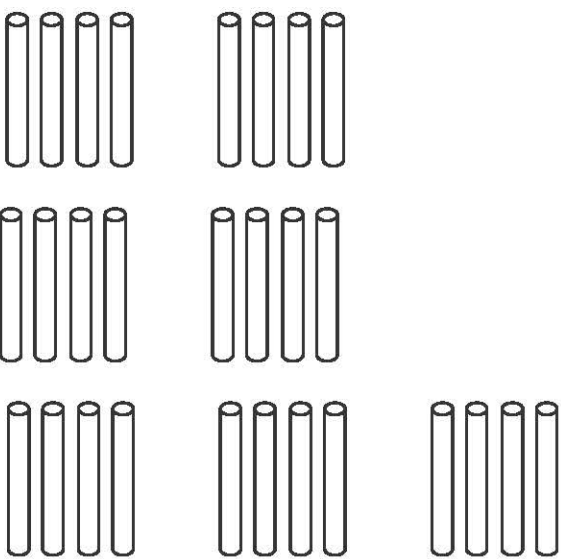
Activity 10C

Task 1: Use the grouping strategy to solve.

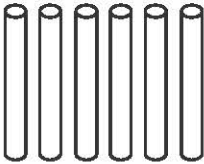
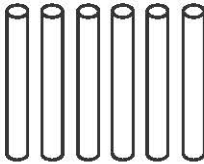
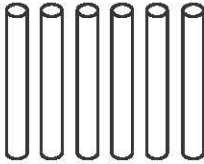
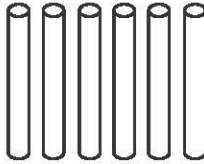
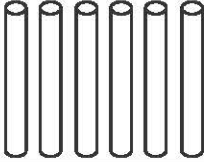
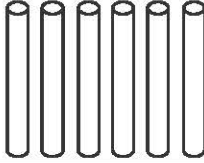
Example:

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

a.

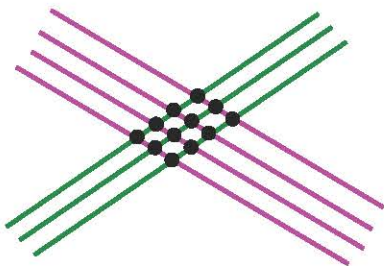
	$\underline{\hspace{1cm}} \text{ groups of } \underline{\hspace{1cm}} =$
---	--

b.

		____ groups of ____ =
		
		

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

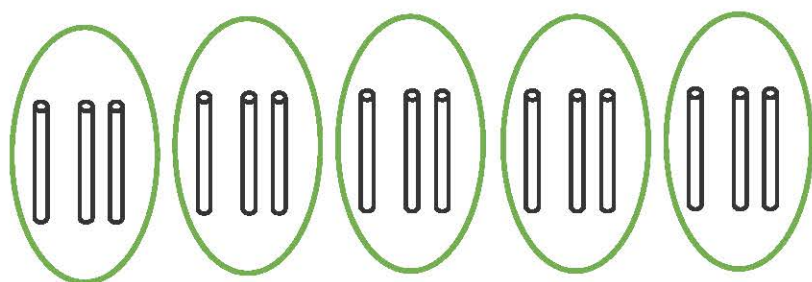
Lesson 8

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: $20 \div 4 =$

$$20 - 4 = 16$$

$$16 - 4 = 12$$

$$12 - 4 = 8$$

$$8 - 4 = 4$$

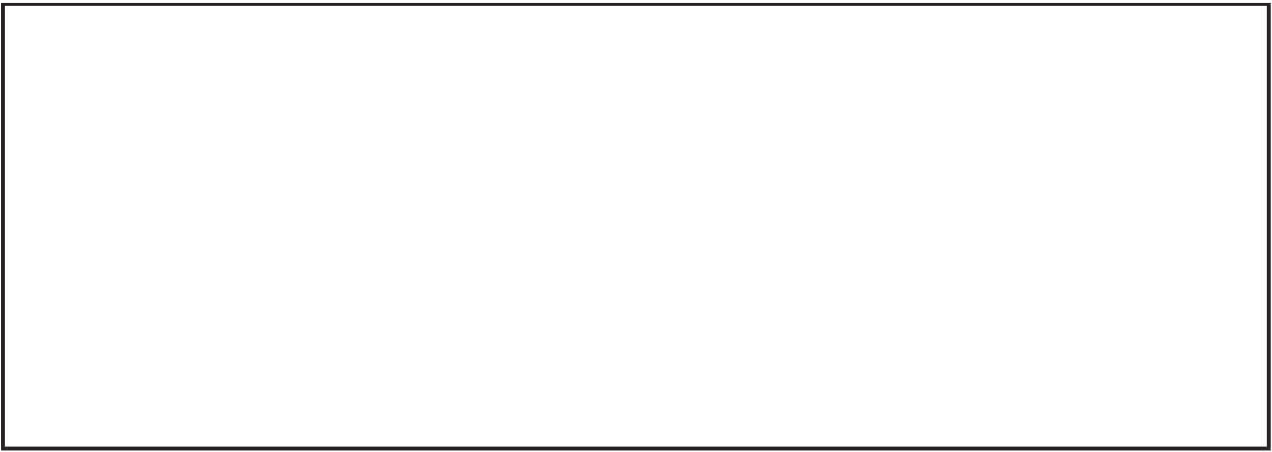
$$4 - 4 = 0$$

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?



MODULE 5

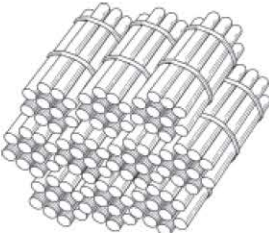
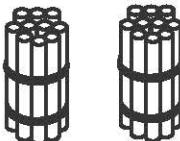
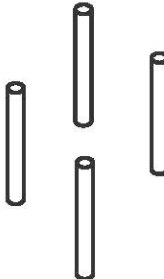
Lesson 1

Counting numbers

Activity 1C

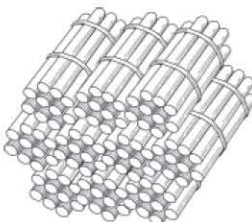
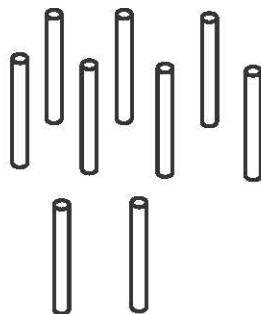
Task 1: How many hundreds, tens and ones?

Example

Place Value Mat		
Hundreds	Tens	Ones
		

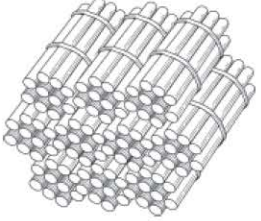
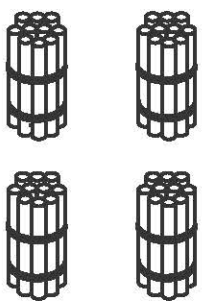
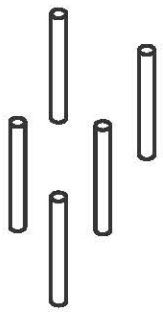
There are 1 hundred 2 tens and 4 ones. —→ 124

a.

Place Value Mat		
Hundreds	Tens	Ones
		

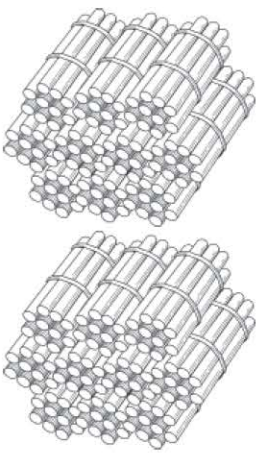
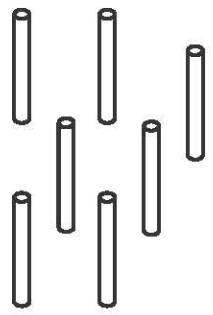
There are ____ hundred ____ tens and ____ ones. —→

b.

Place Value Mat		
Hundreds	Tens	Ones
		

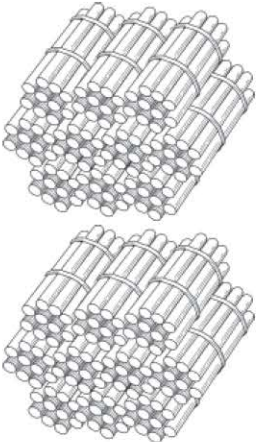
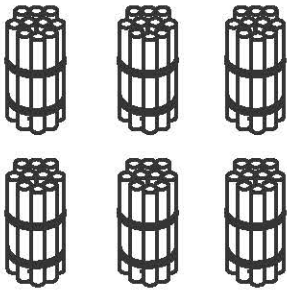
There are ____ hundred ____ tens and ____ ones. →

c.

Place Value Mat		
Hundreds	Tens	Ones
		

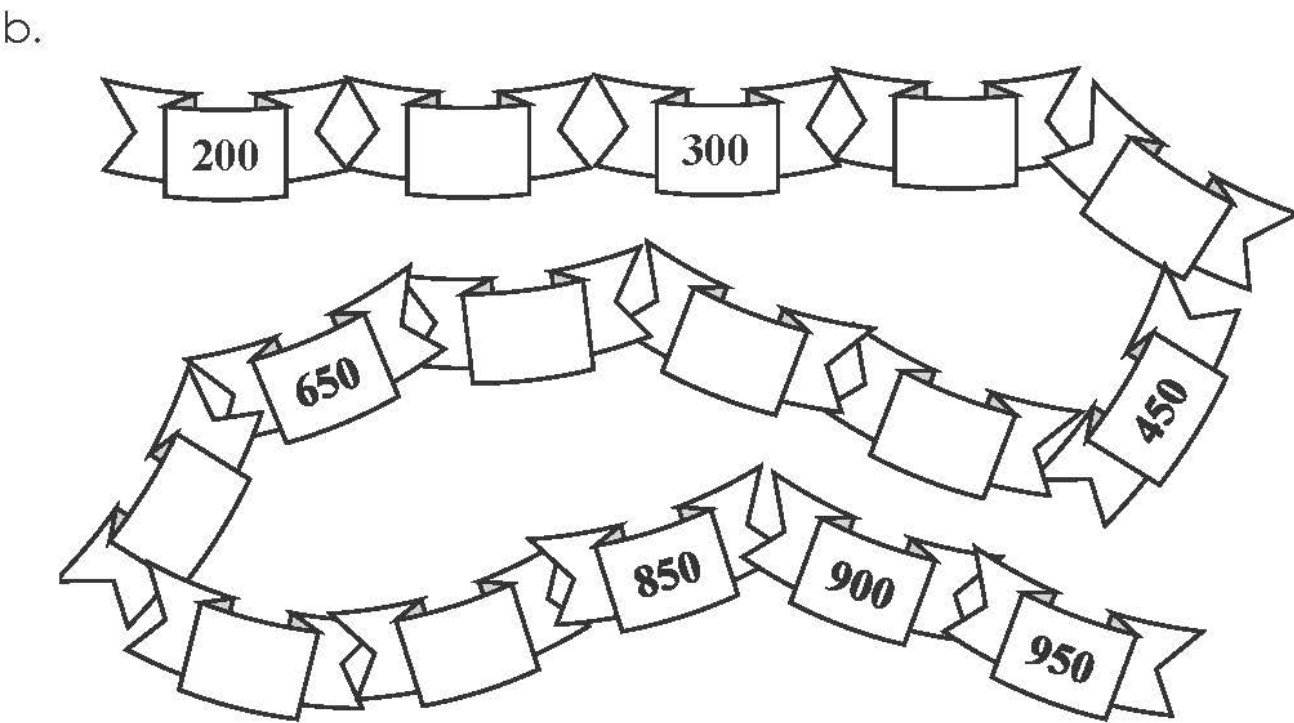
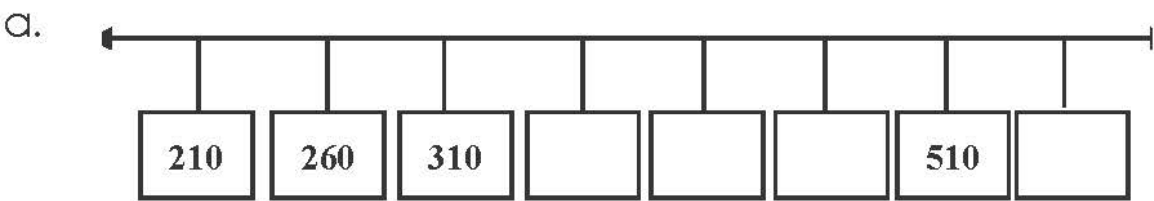
There are ____ hundreds ____ ten and ____ ones. →

d.

Place Value Mat		
Hundreds	Tens	Ones
		

There are ____ hundreds ____ tens and ____ ones. →

Task 1: Complete the number track.



Task 3

a. Write the missing numbers to complete the number chart.

100	110		130	140	150	160		180	190
	210	220	230		250	260	270	280	290
300	310	320	330	340		360	370	380	
400	410	420		440	450	460	470		490
500		520	530	540	550	560	570	580	590
	610	620	630	640	650		670	680	690

b. Arrange the mixed numbers orderly in the box.

250	160	200	110	290
300	280	130	210	180
120	270	140	260	190
220	230	240	150	170



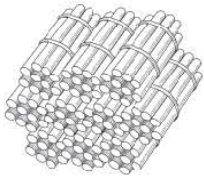
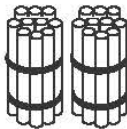
Lesson 2

Place value of 3-digit numbers

Activity 4C

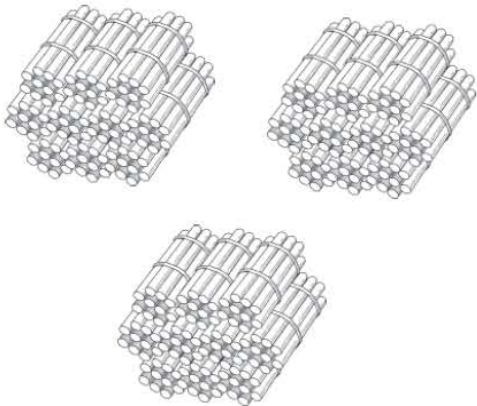
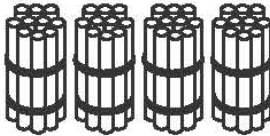
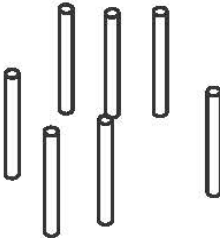
Task 1: Write the number represented on the place value mats?

a.

Hundreds	Tens	Ones
		



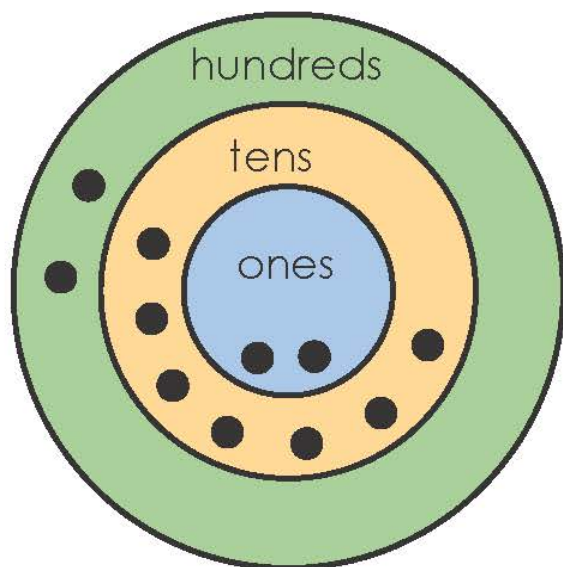
b.

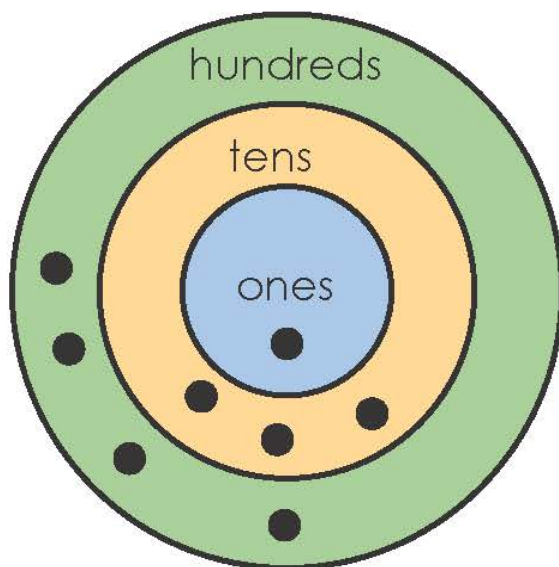
Hundreds	Tens	Ones
		



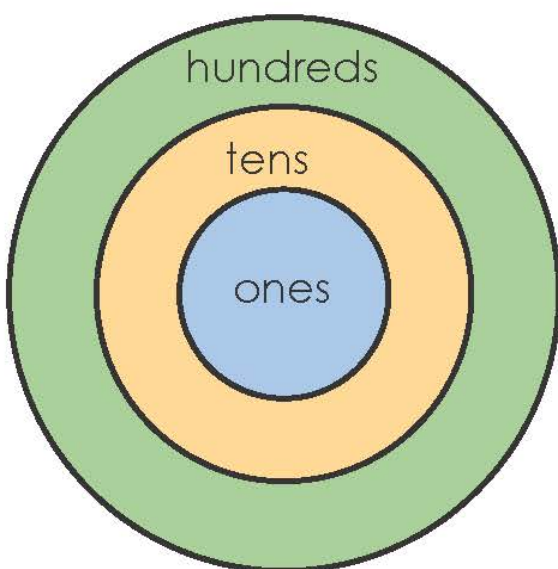
Task 2

a. What number/numeral does each wheel represent?

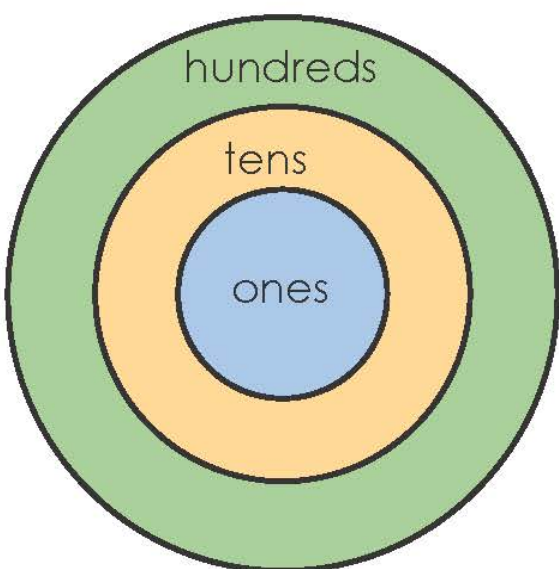




b. Make dots on the number wheels to show the number written under each wheel.



419



802

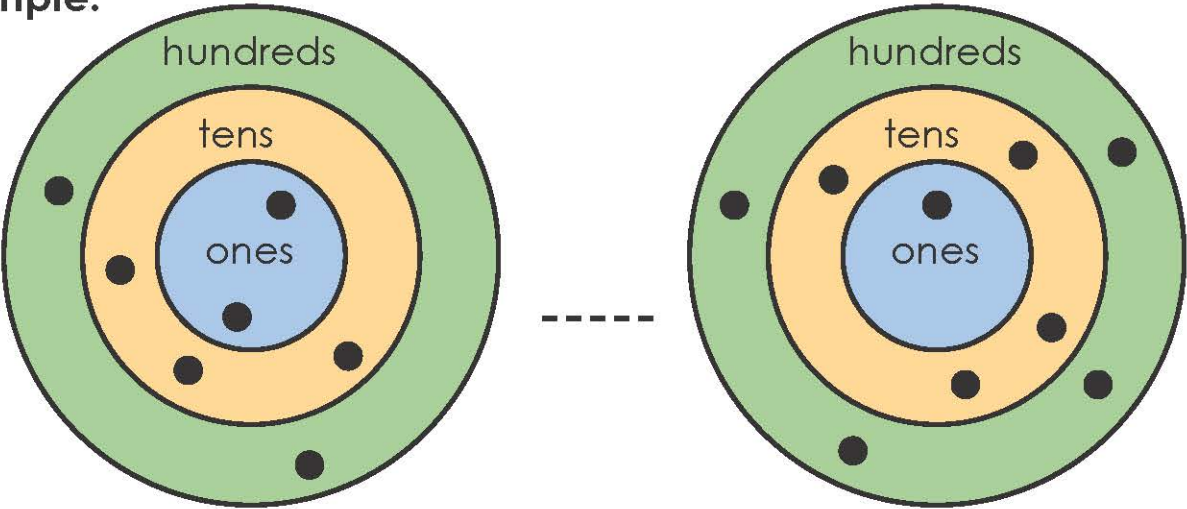
Lesson 3

Comparing and ordering 3-digit numbers using $<$, $>$ or $=$

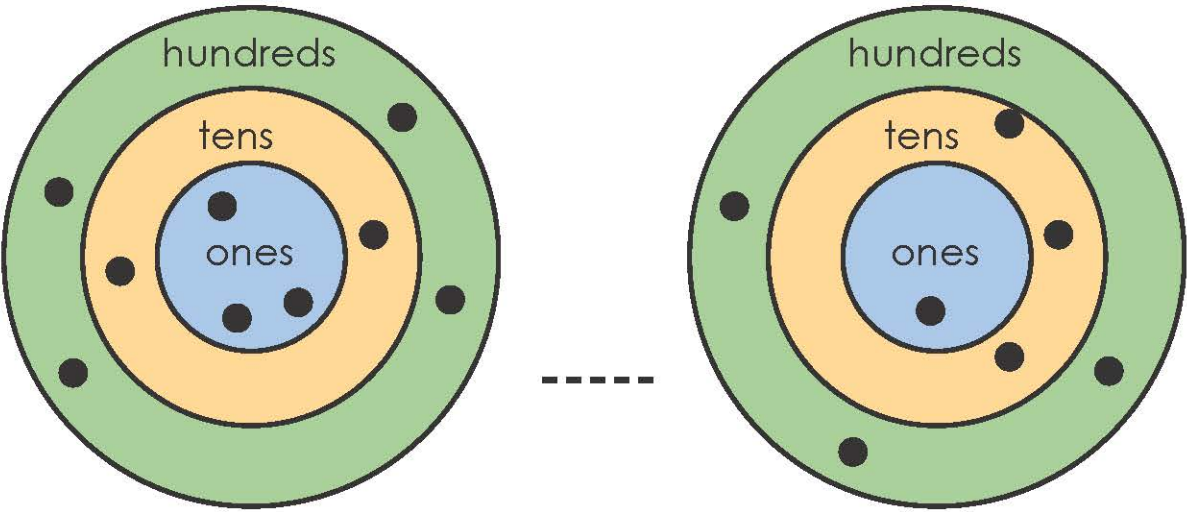
Activity 6

Task 1: Use $<$, $>$ or $=$ to compare the following groups of items.

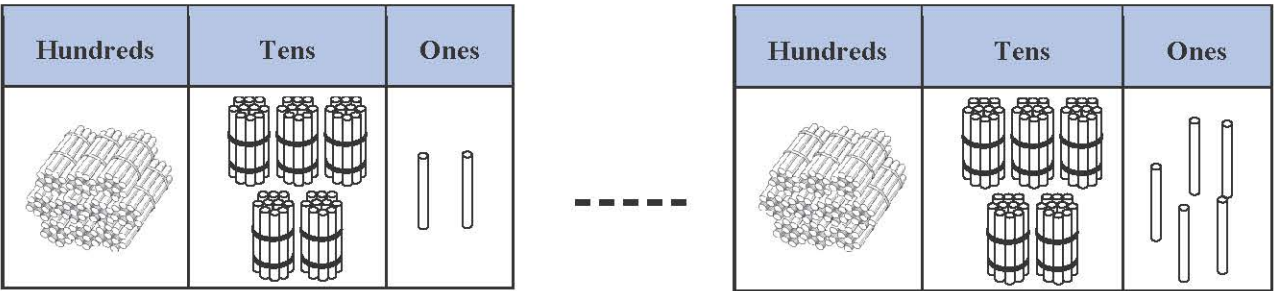
Example:



a.



b.



Task 2: Compare the numbers using $<$, $>$ or $=$ **Example**

265	$>$	105
------------	--------------------------	------------

a.

203		129
------------	--	------------

b.

157		236
------------	--	------------

c.

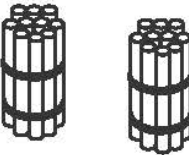
320		230
------------	--	------------

Addition of two 2-digit numbers.

Activity 7A Step 3

Task1: Solve the problem.

a.

Tens	Ones
	
+ 	
=	



b. Make dots (●) to show your answer and write it.

tens

ones

●

●

●

●

●

+

tens

ones

●

●

●

●

●

=

tens

ones



Solve the following problems.

c. $\begin{array}{r} 73 \\ + 12 \\ \hline \end{array}$

d. $\begin{array}{r} 64 \\ + 15 \\ \hline \end{array}$

Task 2: Use the number chart to solve the following addition problems.

Example: $24 + 15 =$

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, $24 + 15 = 39$

a. $34 + 11 =$

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, $34 + 11 =$

b. $46 + 15 =$

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, $46 + 15 =$

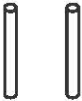
Lesson 5

Subtraction of two 2-digit numbers

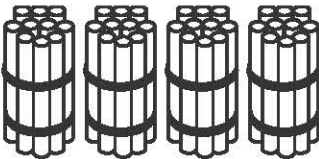
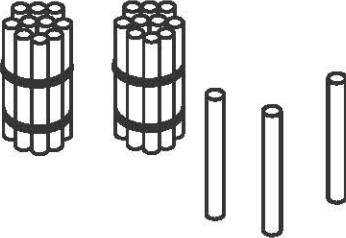
Activity 8B

Task 1: Solve the following problems

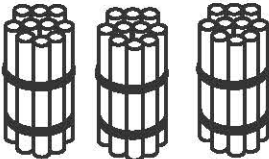
a.

	Tens	Ones
		
-		
=		

b.

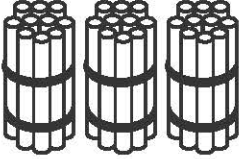
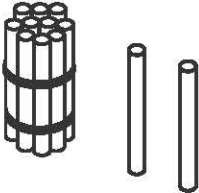
-



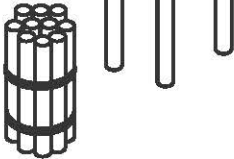

=



c.

-

=



a.

	Tens	Ones
	4	6
-	3	1
=		

b.

	Tens	Ones
	5	7
-	1	6
=		

Task 3: Use the number chart to solve the subtraction problems.

Example: 69 - 16 =

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, 69 - 16 = 53

a. 36 - 14 =

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, 36 - 14 =

b. $67 - 27 =$

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, $67 - 27 =$

Lesson 6

Multiplication of a 2-digit number by a 1-digit number

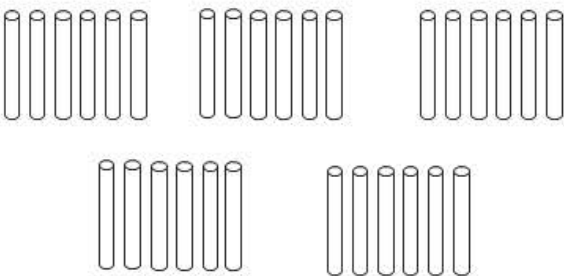
Activity 10C

Task 1: Use the grouping strategy to solve the following multiplication problems

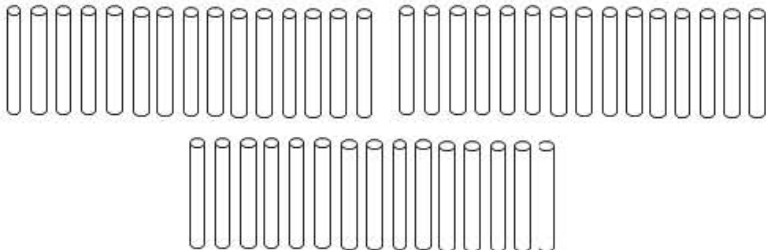
Example

	$2 \text{ groups of } 10 = 2 \times 10 = 20$
--	--

a.

	$\text{ ______ groups of ______ = }$
---	--

b.

	$\text{ ______ groups of ______ = }$
---	--

Task 2 Solve the following problems

Example: $28 \times 6 =$

$$\begin{array}{r}
 20 \quad + \quad 8 \\
 6 \quad \boxed{\begin{array}{|l|l|} \hline 6 \times 20 = 120 & 6 \times 8 = 48 \\ \hline \end{array}} \\
 120 \quad + \quad 48 = 168 \\
 \text{So, } 28 \times 6 = \mathbf{168}
 \end{array}$$

a. $25 \times 5 =$

--	--

So, $25 \times 5 =$

Use the number chart below to solve the problem.

b. $12 \times 6 =$

$\times$	1	2	3	4	5	6	7	8	9	10	11	12
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

So, $12 \times 6 =$

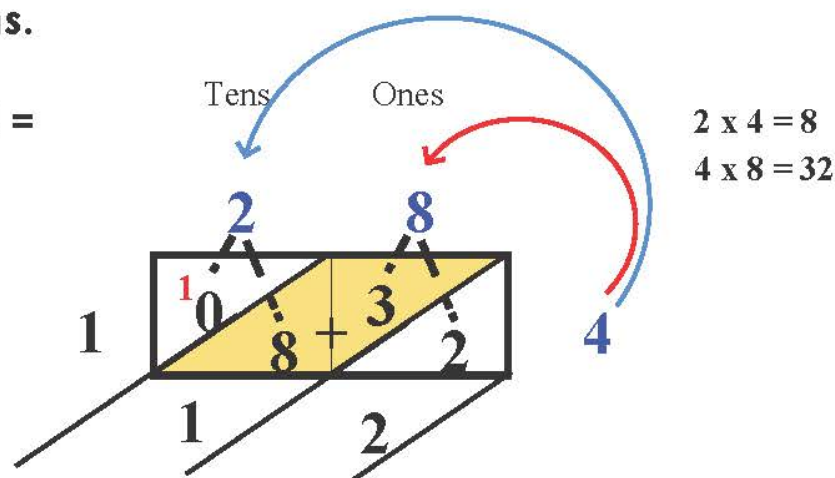
Lesson 7

Multiplication of a 2-digit number by a 1-digit number

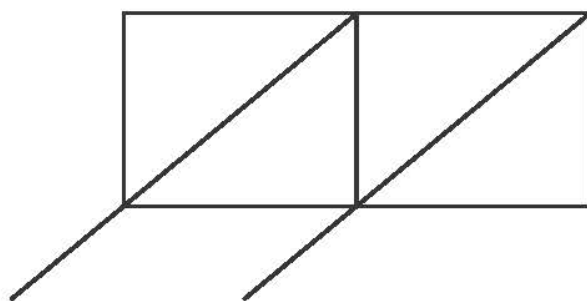
Activity 10C

Task 1: Use the Lattice method to solve the following multiplication problems.

Example $28 \times 4 =$

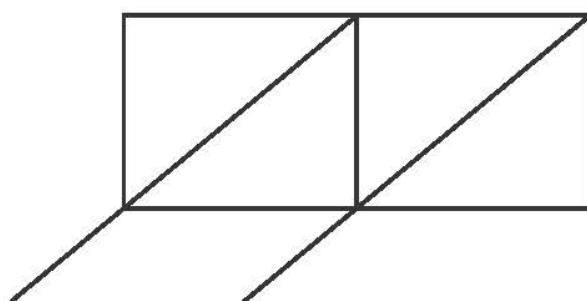


a. $21 \times 5 =$



So, $21 \times 5 =$

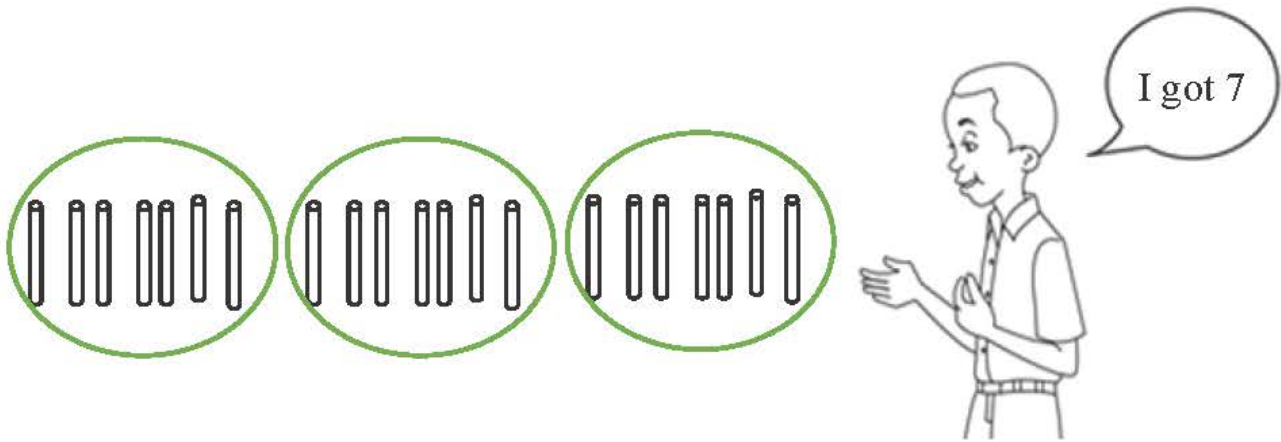
b. $14 \times 6 =$



So, $14 \times 6 =$

Task 2: Solve the following division problems.

Example; $21 \div 3 =$



So, $21 \div 3 = 7$

a. $25 \div 5 =$

So, $25 \div 5 =$

a. $50 \div 10 =$

So, $50 \div 10 =$

Lesson 8

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

Activity 11C

Task 1: Use the grouping strategy to solve the following division problems.

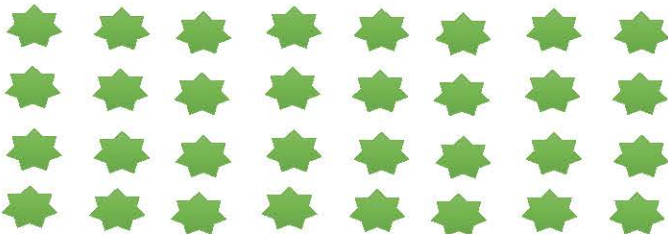
Example: $9 \div 3 =$



When 9 straws are put into groups of 3 members, we have 3 groups.

So, $9 \div 3 = 3$

- a. Make groups of eight members and write the division sentence and solve.



- b. Sixteen (16) number blocks measure one pen as shown in the picture.



If there are 32 number blocks, how many of the pens can be measured at the same time?

Write a division sentence for the problem and solve

Task 2: Solve the following division problems.

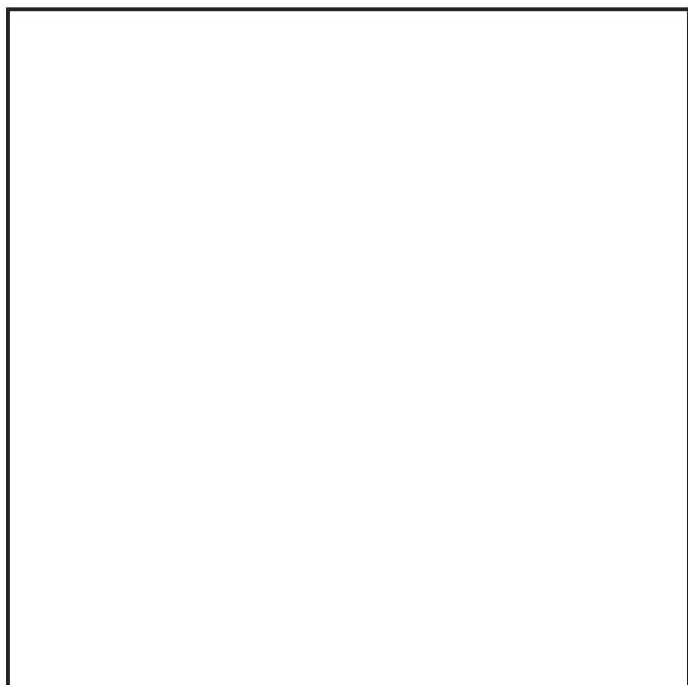
Example $15 \div 3 =$

$15 - 3 = 12$	①
$12 - 3 = 9$	②
$9 - 3 = 6$	③
$6 - 3 = 3$	④
$3 - 3 = 0$	⑤

3 has been subtracted 5 times.

So, $15 \div 3 = 5$

a. $50 \div 10 =$



b. $49 \div 7 =$

