



Grade 2

Mathematics

Term 1

Lesson 2

Teachers

We trust that you have studied the error analysis, recorded it, located the skills and knowledge gaps in the CAPS document and are reteaching and remediating where needed. The teacher must be alert stay positive and focus on core teaching. Allow for good practise activities to work at these learning deficits. Provide the concrete/ physical apparatus and give the learners the time to talk about what they have learnt. In this way you can check if the learners understand the knowledge and can demonstrate the skills learnt. Practice is key. Acknowledge all efforts big or small. Keep encouraging learners to do their best. Be mindful that you are responsible to teach so that the learners can demonstrate by doing, talking and recording their understanding. Only this can influence their progress to the next level. Make Maths fun, foster positive mindsets as this builds confidence which is necessary for the learner to develop fluency in Maths.

Whole Class Activity: Counting integrated with Mental Maths (5min + 10 min) and consolidation of concepts taught (20 min).

MENTAL CALCULATIONS: Remediate where applicable the baseline assessment knowledge and skill gaps before Grade 2 work is taught. Also concentrate on the errors noted when marking learner books. Be sure to cultivate the practice of doing corrections. Ask at least 10 short mental questions every day to assess the child's mental skills. Increase the questions by changing the numbers. Study and plan well notice how this Mental exercise mostly builds on the numerosity of 10. You are challenged to do the same with the numbers 10 to 15 and consolidate this well. This is also a good opportunity to remediate the gaps as noted in the Baseline Assessment. Be vigilant, do the informal assessment as it will inform on how to teach effectively.

Design more questions to allow learners to explore the numerosity of numbers. Simply change the numbers only.

- | | |
|---|--|
| <ul style="list-style-type: none"> • Yesterday was...; today is...; tomorrow will be ... • How many school days are there in 3 school weeks? • How many days are there in 2 weeks? • How many fingers and toes do 2 children have? • $7+6 =$; $8+5 =$; $7+2+3 =$ • 3 less than 11/ $11-3$; • Double 4; 6; 8; 10, etc. • How many 50c pieces can I get for my R20? • Half of 10 and 4 more is? • Count in 10s: 40, __, __, __, __, __, 100 • Today is Friday, in 4 days' time it will be? • How many months are there in $1\frac{1}{2}$ years? • What month comes after January? What month comes before April? • The 9th month of the year is _____. • $10-3 =$; $20-3 =$; $30-3 =$; • $5+5+5 =$; $10+5 =$; $11+4 =$; • Share 5 oranges amongst 4 girls, each will get? • Share 3 oranges amongst 6 boys, each will get? • Two apples cost R6. How much will 2 cost? • Continue the pattern 20, 22, 24, _____ | <ul style="list-style-type: none"> • How many groups of 2 are there in 16; 18; 20? • How many eggs in a 1; $1\frac{1}{2}$; 2 dozen? • If 3 eggs of my $1\frac{1}{2}$ dozen are cracked, how many eggs are not cracked? • Five children have __ fingers. • Five children have ____ toes. • How many R10 notes can I get for my R100; R50? • Which number is bigger 23 or 32? • Twelve is how many more than 9? • Ten balloons, 3 pop. How many are left? What is the sum of 3 and 7? $11-6 =$; $11-3 =$; $11-4 =$; $11-5 =$ • The tenth month of the year is... • The last month of the year is... How many months are there in one year? • How many buns are there in $1\frac{1}{2}$; 1; 2 dozen? • Seven of the 12 books are fiction, how many are non-fiction. • Nine pies are shared amongst 3 boys. Each receives___? • I share 15 chocolates between 2 boys., each will get... and if I share the 8 amongst 4 boys, each would get? • The difference between 10 and 4? • $11-9$; $20-9$; $30-9$ |
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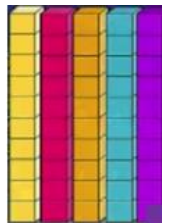
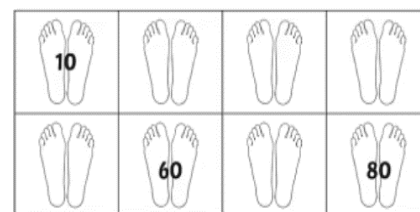
Counting patterns.

0 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

	45	50	55	60
5s	65	70	75	80

	3	6	9	12
	15	18	21	24

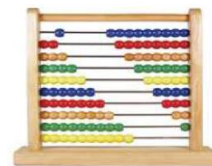
10s



Revision: Skills and Knowledge

Numbers 1 to 15

- Count forwards in 10s, 5s, 2s, 3s to 50 and backwards in 10s, 5s, 2s, 3s from 50
- Allow learners to have use counters, sticks, bottle tops
- 
- Position of numbers (ordinal numbers): first, second, third, fourth, fifth, to fifteenth (1st -10th)
- Compare numbers: more, less. 1 more, 2 more; 1 less, 2 less to 20.
- Sequence numbers. Number patterns. Bonds to 10. Compare and order numbers to 10.
- The learner must know 10 well and must master the bonds of 10.
- Problem solving to 10.
- Addition (+) and Subtraction (-) to 10 and reverse sums.
- Concentrate on allowing the learner to show +, - on the number line.

DBE Workbook
for revision

Day 1

Numbers, Operations and Relationships: Developing Number Sense

Counting: Count forwards in 10s, 5s, 2s, 3s to 50; Count backwards in 1s, 10s, 5s, 2s from 50.

Mental Calculations: Do at least ten similar questions as on page 1.

Problem Solving in context. At least 2-3 every day can be completed in the learners class work books.

Measurement: Time: Days of the week, months of the year, birthdays on calendar, weather chart.

Vocabulary: (today is, tomorrow will be, yesterday was...)

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

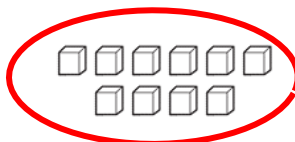
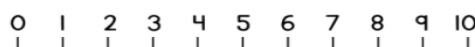
Problem Solving

- There are 4 cups in the cupboard and 10 saucers. How many cups are broken?
- Luvo sells apples in bags of 5. He has 10 apples. How many bags of 5 can he fill?
- There are 7 apples left in the box. Three were eaten. How many apples were there in the box from the start?

What makes 10? Ten comes after which number. One more than 9 is _ . 1 less than 11 is.



top row
bottom row



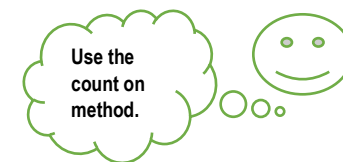
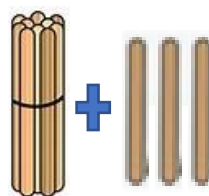
Pack out 2 colours of counters/ bottle tops/ unifix cubes to show 10 +



$$10 + 3 = 13$$

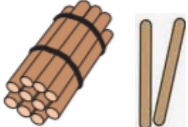
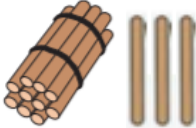
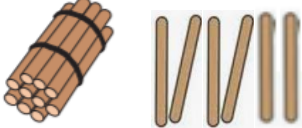
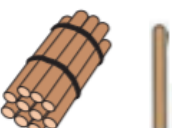


$$10 + 4 = 14$$

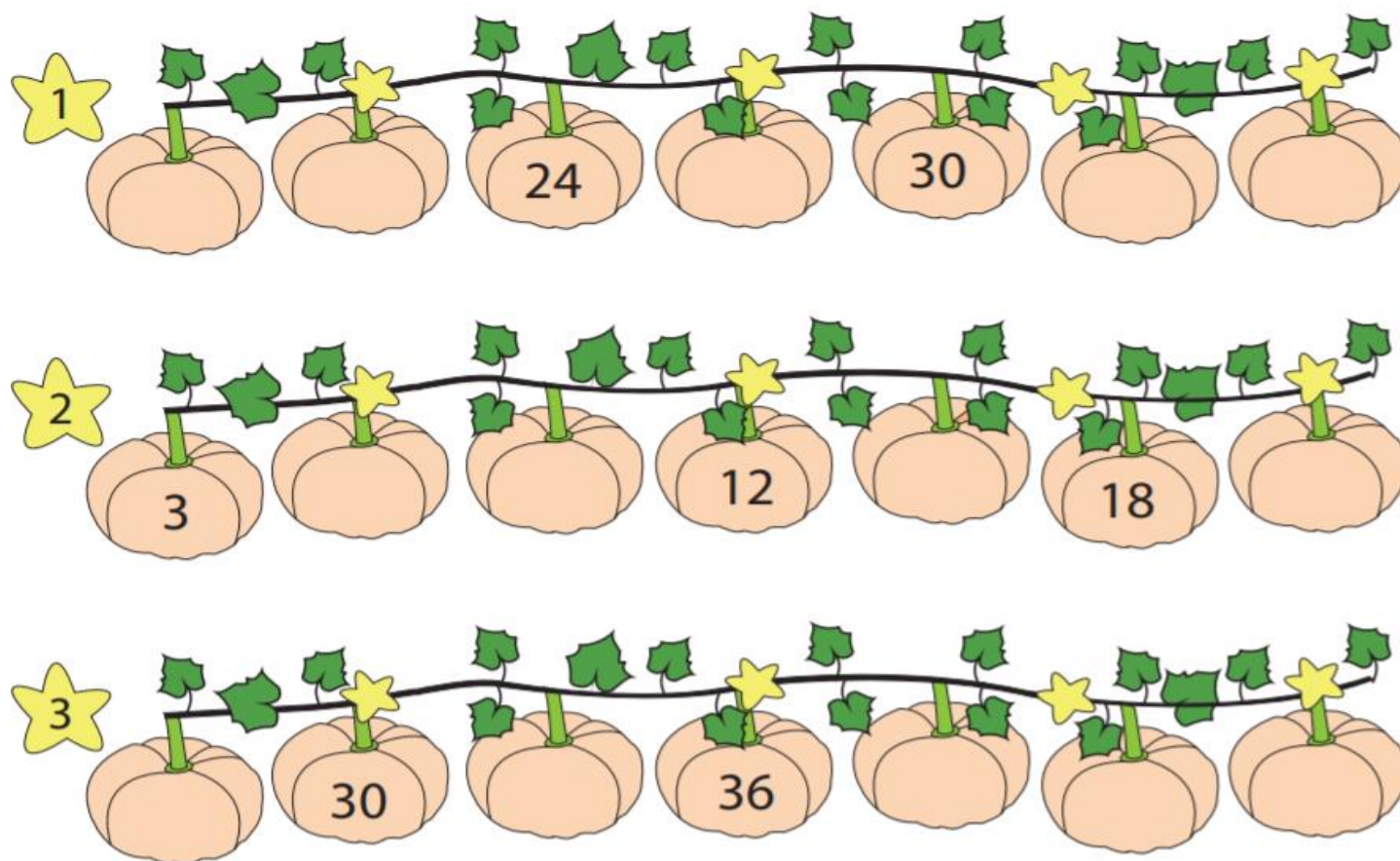


At this stage the Grade 2 learner must also be able know 10 and to 'count on'.

Allow for more practice opportunity. Make sure that the learners understand 10 and can do the 10 plus sums.

1a. How many?	Write the number name.	Pack out the place value cards and write the addition sentence and the subtraction sentences.
 12	 twelve	10 2 $10 + 2 = 12$ $12 - 2 =$
		
		
		
		
		
b. Place value/ flard cards to cut out and use.	Show the following on the number line.	
10 20 30 40 50 60 70 80 90	$10 + 2 =$ 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 $10 + 8 =$ 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 $10 + 5 =$ 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20	

2a. Count in 3s. Fill in the missing numbers on each pumpkin.



b. Fill in the missing facts.

10 is ____ more than 2

2 less than 10 is ____

10 is ____ more than 5

5 less than 10 is ____

10 is ____ more than 6

6 less than 10 is ____

10 is ____ more than 4

4 less than 10 is ____

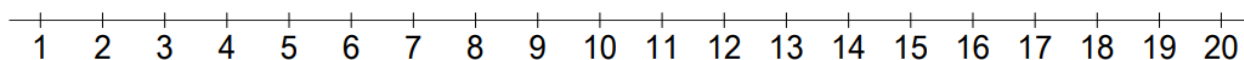
10 is ____ more than 1

1 less than 10 is ____

10 is ____ more than 8

8 less than 10 is ____

c. Show 2 less than 10 on the number line below and write the subtraction sentence.



Day 2

Numbers, Operations and Relationships: Developing Number Sense.

Counting: Count forwards in 10s, 5s, 2s to 50; Count backwards in 1s, 10s, 5s, 2s from 50.

Counting in 10s from any other number

Mental Calculations: Do at least ten similar mental calculations as on page 1.

Problem Solving in context. At least 2-3 every day can be completed in the learners class work books..

Vocabulary (today is, tomorrow will be, yesterday was...)

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

Problem Solving

- Peter has 10 marbles. His dad buys him 5 more marbles. How many does he have altogether?
- Susan has 10 strawberries. She picks 3 more strawberries. How many strawberries does she have altogether?
- Seven empty glasses are on the tray and 10 full glasses. How many glasses in total?

Use the concrete apparatus, the number line to demonstrate. Allow the learner to talk about his/her thinking, the method used and to show workings on the number line.



1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16
17	18	19	20

- At this stage learners can fill the 10 they have practiced $8 + 3 =$ (break down the 3 to $2 + 1$ then fill the 10

$$8 + 2 + 1 = 10 + 1 = 11$$

- The learners must also know all the 10 plus sums to 20. If this has not been mastered, the teacher must go back and reteach the previous lessons.

Revise the bonds of 10 (Study the patterns note the integration)

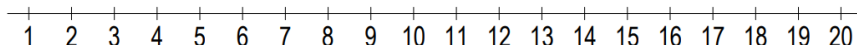
Learners must see the pattern as they complete the bonds of 11.

$10 + 0 = 10$	$10 - 0 = 10$	$11 + 0 = 11$	$11 - 0 = 11$	allow learners to continue.
$9 + 1 = 10$	$10 - 1 = 9$	$10 + 1 = 11$	$11 - 1 = 10$	
$8 + 2 = 10$	$10 - 2 = 8$	$9 + 2 = 11$	$11 - 2 = 9$	
$7 + 3 = 10$	$10 - 3 = 7$	$8 + 3 = 11$	$11 - 3 = 8$	
$6 + 4 = 10$	$10 - 4 = 6$			
$5 + 5 = 10$	$10 - 5 = 5$			
$4 + 6 = 10$	$10 - 6 = 4$			
$3 + 7 = 10$	$10 - 7 = 3$			
$2 + 8 = 10$	$10 - 8 = 2$			
$1 + 9 = 10$	$10 - 9 = 1$			
$0 + 10 = 10$	$10 - 10 = 0$			

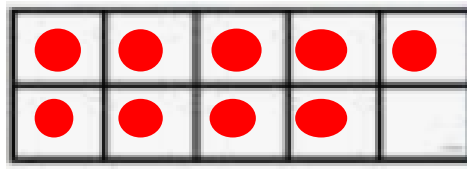
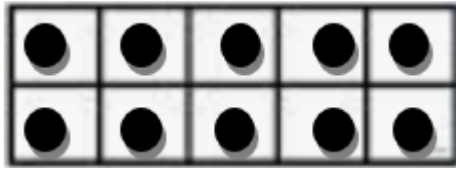
Show how you fill the ten and do the subtraction sentence on the number line.

$$7 + 5 = \underline{\quad}$$

$$\text{Subtraction: } \underline{\quad} - 5 =$$

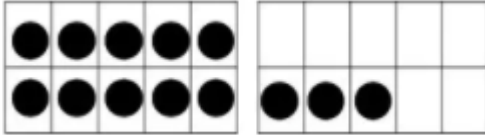


1a. Circle the correct number shown. Write the addition number sentence.

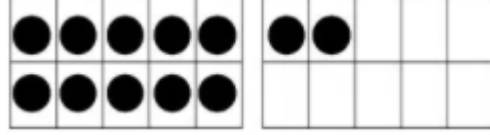


$$10 + 9 = 19$$

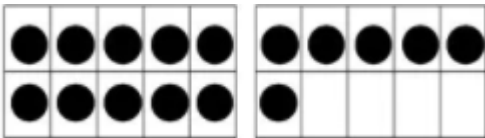
18 19 15



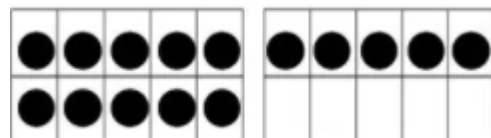
13 18 15 _____



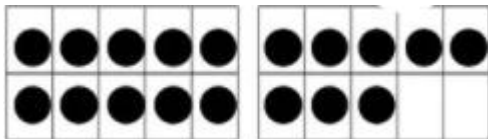
14 16 12 _____



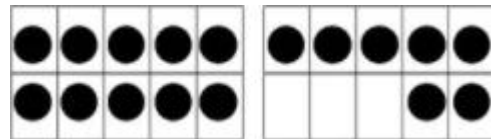
16 11 19 _____



12 15 13 _____



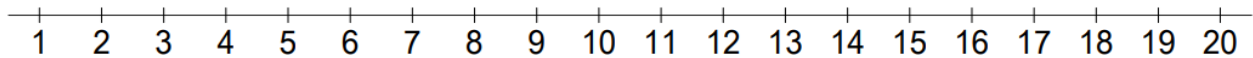
12 18 14 _____



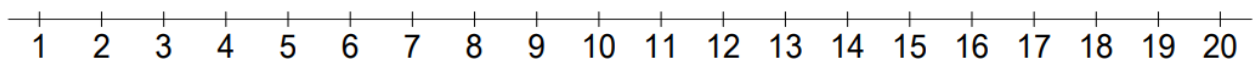
18 17 16 _____

b. Show $10 + 4$ and $10 + 9$ on the number lines below.

$$10 + 4 =$$



$$10 + 9 =$$



1. Comparing number.



- Fill in the missing numbers of the houses in the top and bottom rows.
- Draw a triangle below the house in the middle of the top row.
- Write an addition sentence to show the total number of houses.
- What is the half of the total number of houses?
- Count the windows and doors of the 1st to the 5th house in the top row.
- Draw a circle around half of the houses in the bottom row.
- What is the number of the house below house number 12?
- Write the number names for the last houses in the top and bottom rows. _____
- Write the number names for the first houses in top and bottom rows. _____
- If you add another house next to the last house in the top row, what will the number be? _____
- Draw a triangle above the last house in the bottom row.
- Write down the numbers of the last three houses in the top row.
- Write down the numbers of the first five houses in the top row.



Day 3

Numbers, Operations and Relationships: Developing Number Sense.

Counting: Count forwards in 10s, 5s, 2s to 50; Count backwards in 1s, 10s, 5s, 2s from 50.

Mental Calculations: Do at least ten similar questions as on page 1.

Problem Solving in context. At least 2-3 every day can be completed in the learners class work books.

Patterns, Functions and Algebra: Number patterns. (Bonds of 10, 11)

Addition and subtraction to 20.

Problem Solving

- Of the 14 sweets I ate 4. How many are left?
- There are 2 broken eggs, how many good eggs are there if there were 12?
- Nosi has 9 oranges and Silo gave her some oranges. Now she has 14 oranges. How many oranges did Silo give her?

• **Pack out /demonstrate / show on white board/ chalk board.**

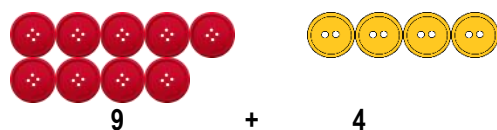
• **We make counters, number line, etc.**

• **Study the number patterns well. Notice the relationship between addition and subtraction.**

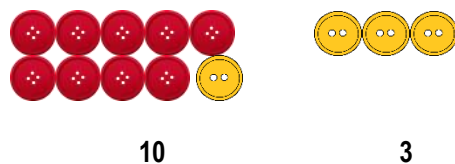
Addition within 20: the learner must learn to:

- Add two 1 digit numbers using the 'make 10 / fill the 10' method.
- Add 1- digit and 2- digit numbers.
- Use the count on method. Know the 10 frame.

Add two 1-digit number by making 10.

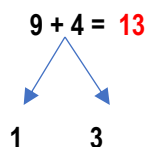


Make a group of 10



9 and 1 make 10

Encourage learners to count on. Remind them that the total number of counters does not remain the same when we move these around.



$$9 + 1 = 10$$

$$10 + 3 = 13$$



First, add 9 and 1 to make 10. Then, add 3.

$9 + 4$ is the same as $10 + 3$

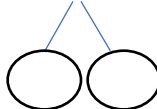
$$9 + 4 = 13$$

There are 13 buttons altogether.

Make a ten.

$$4 + 7 = \underline{\quad}$$

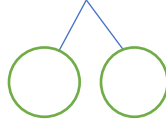
$$6 + 7 = \underline{\quad}$$



1a. Make a ten. If the learners know 10 well, they will break down any number.

$8 + 2 =$

$8 + 6 =$



$6 + 4 =$

$6 + 5 =$



$9 + 1 =$

$9 + 8 =$

$3 + 7 =$

$6 + 7 =$

$1 + 9 =$

$3 + 9 =$

$2 + 8 =$

$5 + 8 =$

b. Complete the addition sentences.

a) $9 + 3 =$

b) $10 + 2 =$

c) $19 + 1 =$

d) $11 + 3 =$

e) $15 + 1 =$

f) $17 + 2 =$

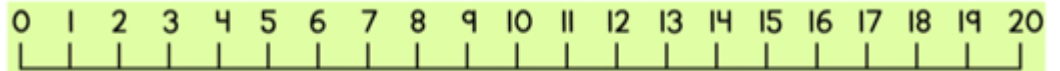
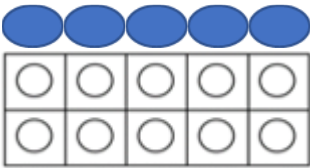
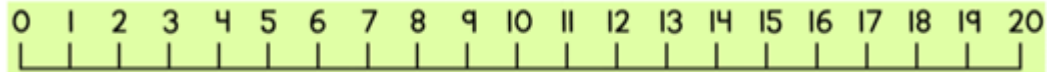
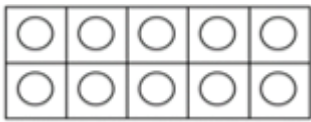
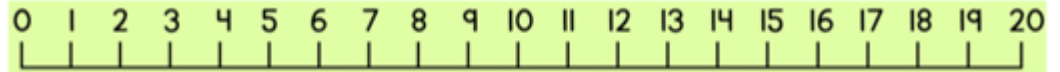
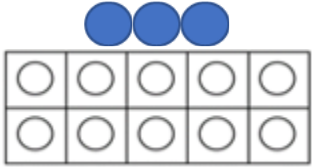
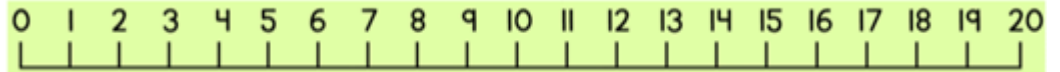
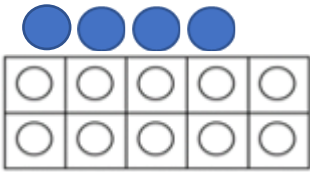
g) $16 + 1 =$

h) $14 + 1 =$

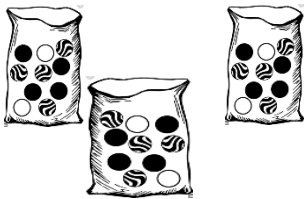
Show (g) and (h) on the number line.



2a. Show the addition sentence on the number line.



b. How many? Write the number symbol and the number name.





Day 4

Numbers, Operations and Relationships: Developing Number Sense.

Counting: Count forwards in 10s, 5s, 2s to 50; Count backwards in 1s, 10s, 5s, 2s from 50.

Mental calculations: do at least ten similar questions as on page 1.

Problem Solving in context. At least 2-3 every day can be completed in the learners class work books.

Measurement: Time: Days of the week months of the year, birthdays on calendar, weather chart.

Problem Solving

- Garry and his 5 friends each have 2 sweets. How many sweets are there altogether?
- If I thread 4 blue beads and 3 yellow beads. How many green must I thread if I must thread 10 beads in total?
- Judy pays R10 for travel costs per day. Complete the table.

chocolate/s	1	2	3	4	5	6	7	8	9	10
R10	10	20								



Number Patterns integrated with Numbers Operations and Relationships.

At this stage in grade 2 must be able to count in 2s, 5s, 10s and understand the purpose thereof. And know:

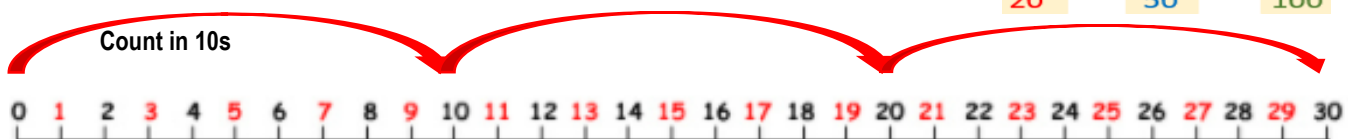
- Bonds of 10.
- Value of 10.
- Count on from 10.
- See 10 in all 2-digit numbers to 20

Ascending order / vertical number patterns/ smallest to biggest.

2s	5s	10s
2	5	10
4	10	20
6	15	30
8	20	40
10	25	50
12	30	60
14	35	70
16	40	80
18	45	90
20	50	100

Think about the following: can the learner:

- link counting in 2s, 5s, 10s to repeated addition and.
2, 4, 6, 8, ... ; 10, 20,
- Numbers increase or decrease in these multiples.
- See the patterns in the tables above where costs are calculated.
- Notice that the bonds 10, 11, etc. as number patterns.
- See the odd and even number patterns on the number line.



Count in 5s



Count in 5s from any number.

Talk about the patterns in number bonds.

10 + 0 = 10
9 + 1 = 10
8 + 2 = 10
7 + 3 = 10
6 + 4 = 10
5 + 5 = 10
4 + 6 = 10
3 + 7 = 10
2 + 8 = 10
1 + 9 = 10
0 + 10 = 10

1. How many?

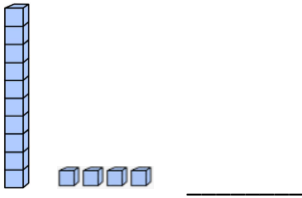
a. Match the number sentence to the correct number.

$11 + 1$	$11 + 2$	$11 + 3$	$11 + 4$	$11 + 5$	$11 + 6$	$11 + 7$	$11 + 8$
13	12	14	15	18	17	16	11

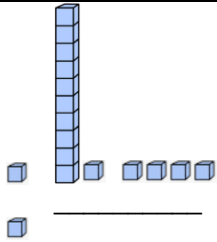
b. How many?

Add 1 more than.

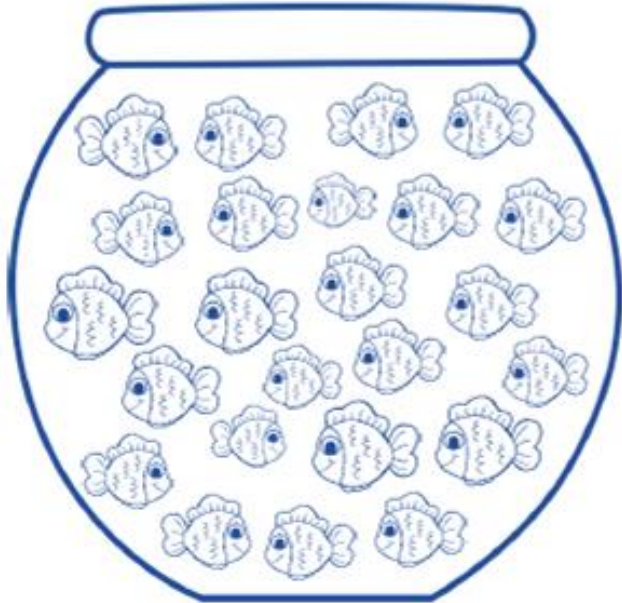
Write the number name once you added the 1 more.



_____ + 1 =



c. Circle two groups of 5 fish.



- Write the number sentence for the 2 groups of 5.

- Double the number.
- Subtract 10 _____
- Now add 2 and write the number name. _____
- Half the number. _____
- Add 10 more. _____
- How many more groups of five fish can you circle?
- Write the repeated addition sentence for all the fish circled.

2a. Count in 10s.

1.  10 30

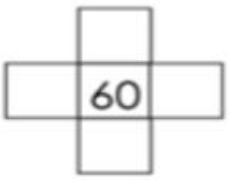
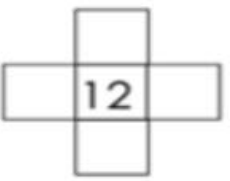
2.  30 60

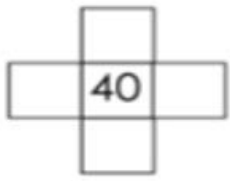
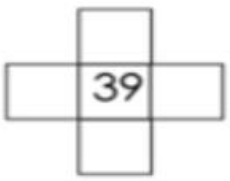
3.  20

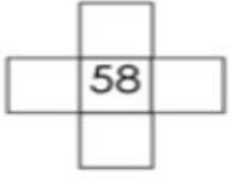
4.  50

5.  70

b. Fill in the missing numbers as on the counting chart.

c. Fill in the missing numbers.

1) 14 24 54 84

2) 28 48 78

3) 6 16 46 76

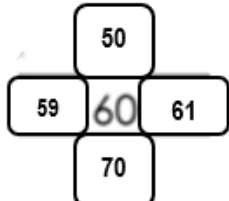
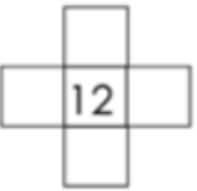
4) 27 57 87

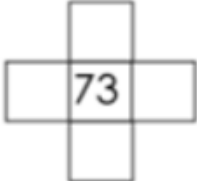
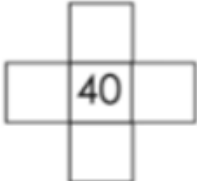
5) 15 35 65

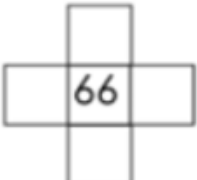
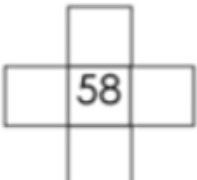
6) 13 53 83

7) 12 62

8) 34 74

Day 5

Numbers, Operations and Relationships: Developing Number Sense.

Counting: Count forwards in 10s, to 60; Count backwards in 1s, 10s, from 60.

Mental calculations: do at least ten similar mental questions as on page 1.

Problem Solving in context. At least 2-3 every day can be completed in the learners class work books.

Measurement: Time: Days of the week months of the year, birthdays on calendar, weather chart.

Revision of the Monday to Thursday's work...

Problem Solving (in learner classwork books)

Revise the work completed. Make sure the learners have a good understanding before you progress to teach other topics.

- ☐ Beryl has 11 sweets. Five are hard. How many are soft sweets?
- ☐ There are 8 sweets in the packet. Mom puts another 3 in the packet. How many sweets are there now?
- ☐ Mark is 15 years old. His sister is 5 years younger than him. How old is his sister?

Activities to do in classwork books.

Each group must at least complete 2 written activities per day in their classwork/ workbooks.

Numbers, Operations and Relationships:

Suggested written activities for learner books must be related to the work the learner is familiar with and this must be completed independently by the learner.

Activities must be done independently:

- Order a given set of numbers in ascending, descending order.
- Bonds of 10, 11
- 1, 2, more / less up to 20
- Ring groups of 2, 5, 10

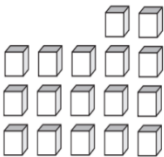
Teachers are advised to consult the DBE workbook carefully for the activities that relate to the skills and knowledge revised or taught.

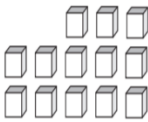
Allow for packing out the counters (bottle-tops, etc.) to show the groups of 10 to help count. Do the same for 5s, 2s.

The learner may also show the number sentence on a number line. (Independent group work)- See the examples below.

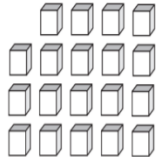
1. Draw one more and write the number.

1)


2)


3)


4)


5)


2. Count in 2s.

1)

2	4	6		10		14	
---	---	---	--	----	--	----	--

2)

0	2		6		10		14
---	---	--	---	--	----	--	----

3)

10	12		16		20		24
----	----	--	----	--	----	--	----

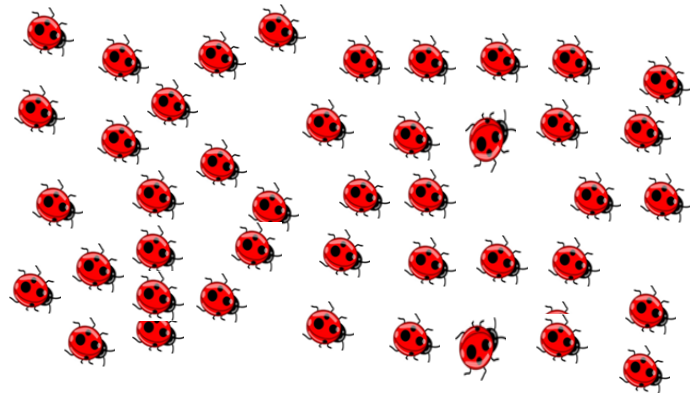
4)

4	6		10		14		
---	---	--	----	--	----	--	--

Draw a set of 10 buttons.

Numbers, Operations and Relationships.

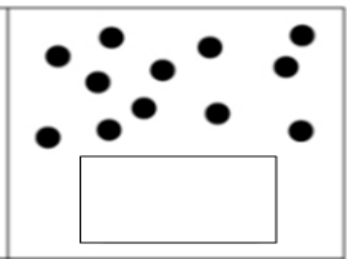
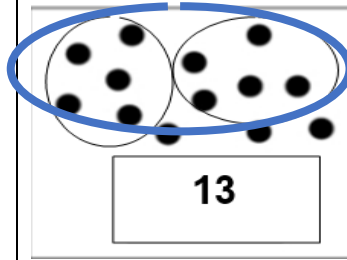
1. Circle groups of 5 below and do the repeated addition sentence.



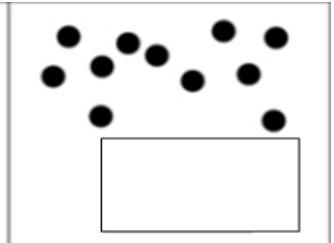
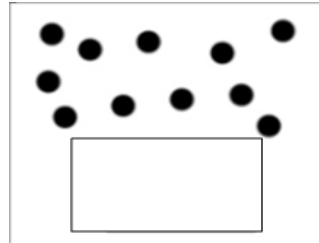
5 + 5 +

2. Draw a circle around the 10 in each of the boxes below. Count the dots and write the numbers in the boxes provided.

a.



b.



3. Complete the tables below.

lollipops	1	2	3	4	5	6	7	8	9	20
R2	2	4								

bicycles	2	3	1	6	7	5	9	10	8	4
wheels	4	6								

tricycles	1	2	3	4	5	6	7	8	9	20
wheels	2	4								

Teachers

The aim is to teach Maths for understanding and to develop the learner numerically. The onus is on the teacher to provide the opportunity for much practise, teach well and remediate the learning gaps. Be sure to document your findings and keep track of the learners progress at all times. Keep the parents updated and involved as well. Good relationships will build confidence support and stimulate the child's love for learning

Use the DBE Rainbow Workbook 1 for more practise activities on pages 8-12.