

MATHEMATICS

Grade 2

**English/
Sepedi**

**Teacher's
Resource
Pack**

2020 TERM 1

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I Printable Resources

Printable resource sheets

This is a list of the mathematical resources that you will need this term. You need to make sure that you have them for the lessons for which they are recommended.

1	Number and number name cards English (lesson 1 and other)	2
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RESOURCES FOR EACH DAY OF TEACHING

There are also other resources such as informal resources (old magazines, pieces of string, scrap paper, etc.) that you may need in certain lessons. You should have a careful look at the list of resources needed for each lesson; this list is given in the lesson plans each day. Prepare yourself, so that you have the necessary resources for the lessons on a daily basis.

I Number and number name cards English (lesson 1 and other)

0	zero
1	one
2	two
3	three
4	four
5	five

2 Dikarata tša palo le paloina (Thuto ya I le tše dingwe)

0	lefeela
1	tee
2	pedi
3	tharo
4	nne
5	hlano

3 Number and number name cards English (lesson 1 and other)

6	six
7	seven
8	eight
9	nine
10	ten

4 Dikarata tša palo le paloina (Thuto ya I le tše dingwe)

6	tshela
7	šupa
8	seswai
9	senyane
10	lesome

5 Number and number name cards English (lesson 1 and other)

11	eleven
12	twelve
13	thirteen
14	fourteen
15	fifteen

6 Dikarata tša palo le paloina (Thuto ya I le tše dingwe)

11	lesometee
12	lesomepedi
13	lesometharo
14	lesomenne
15	lesomehlano

7 Number and number name cards English (lesson 1 and other)

16	sixteen
17	seventeen
18	eighteen
19	nineteen
20	twenty

8 Dikarata tša palo le paloina (Thuto ya I le tše dingwe)

16	lesometshela
17	lesomešupa
18	lesomeseswai
19	lesomesenyane
20	masomepedi

9 Number symbol and name cards 21–30 (lesson 7 +)

21	twenty one
22	twenty two
23	twenty three
24	twenty four
25	twenty five

26	twenty six
27	twenty seven
28	twenty eight
29	twenty nine
30	thirty

10 Dikarata tša palo le paloina- 21–30 (Thuto ya 7 le tše dingwe)

21	masomepeditee
22	masomepedipedi
23	masomepeditharo
24	masomepedinne
25	masomepedihlano

26	masomepeditshela
27	masomepedišupa
28	masomepediseswai
29	masomepedisenyane
30	masometharo

II Number symbol and name cards 31–40 (lesson 7 +)

31	thirty one
32	thirty two
33	thirty three
34	thirty four
35	thirty five

36	thirty six
37	thirty seven
38	thirty eight
39	thirty nine
40	forty

12 Dikarata tša palo le paloina 31–40
(Thuto ya 7 le tše dingwe)

31	masometharotee
32	masometharopedi
33	masometharotharo
34	masometharonne
35	masometharohlano

36	masometharotshela
37	masometharoshupa
38	masometharoseswai
39	masometharosenyane
40	masomenne

13 Number symbol and name cards 41–50 (lesson 7 +)

41	forty one
42	forty two
43	forty three
44	forty four
45	forty five

46	forty six
47	forty seven
48	forty eight
49	forty nine
50	fifty

14. Dikarata tša sekapalo le leina 41–50 (Thuto ya 7 le tše dingwe)

41	masomennetee
42	masomennepedi
43	masomennetharo
44	masomennenne
45	masomennehlano

46	masomennetshela
47	masomenne _u lupa
48	masomenneseswai
49	masomennesenyane
50	masomehlano

15 Ordinal number cards I (lesson 48)

first		second	
third		fourth	
fifth		sixth	
seventh		eighth	
ninth		tenth	
1st	2nd	3rd	4th
5th	6th	7th	8th
9th	10th	11th	12th
13th	14th	15th	16th
17th	18th	19th	20th

16 Dikarata tša dipalosešupatatelano I (Thuto ya 48)

mathomo		bobedi	
boraro		bone	
bohlano		botshelela	
bo _l upa		bošeswai	
bosenyane		bolesome	
1st	2nd	3rd	4th
5th	6th	7th	8th
9th	10th	11th	12th
13th	14th	15th	16th
17th	18th	19th	20th

17 Ordinal number cards 2 (lesson 48)

eleventh

twelfth

thirteenth

fourteenth

fifteenth

sixteenth

seventeenth

eighteenth

nineteenth

twentieth

18 Dikarata tša dipalosešupatatelano 2 (Thuto ya 48)

bolesometee

bolesomepedi

bolesometharo

bolesomenne

bolesomehlano

bolesometshela

bolesome_ulupa

bolesomeseswai

bolesomesenyane

bomasomepedi

2 Written assessment tests

Written Assessment Lesson 8

Kelo ya go ngwalwa Thuto ya 8

- 1 Show the number 15 by filling in dots on the ten frames.

Laetša palo ya 15 ka go tlatša marontho diforeiming tša lesome. (2)



- 2 Write the number name for 100.

Ngwala leinapalo la 100. _____ (1)

- 3 Write the number name for 41

Ngwala leinapalo la 41 _____ (1)

- 4 Circle the biggest number and make a cross over the smallest number.

Thala sediko go palo ye kgolokgolo o be o dire sefapano godimo ga palo ye nnyanenyane. (2)

26	44	11	98	77	69	83
----	----	----	----	----	----	----

- 5 Arrange these numbers from biggest to smallest: 91, 100, 97, 90

Beakanya dipalo tše go tloga go ye kgolokgolo go ya go ye nnyanenyane: 91, 100, 97, 90 (1)

_____, _____, _____, _____,

- 6 Arrange these numbers from smallest to biggest: 81, 66, 72, 80

Beakanya dipalo tše go tloga go ye nnyanenyane go ya go ye kgolokgolo:

_____, _____, _____, _____,

- 7 Write down three numbers that are bigger than 91, but smaller than 99.
 Ngwala dipalo tše tharo tšeo di lego tše kgolo go feta 91 efela e le tše nnyane go feta 99. (3)

_____, _____, _____,

- 8 Complete the following:
 Feleletša tše di latelago: (3)

a $10 + 6 = \underline{\hspace{2cm}}$ (16)

b $20 + 8 = \underline{\hspace{2cm}}$ (28)

c $32 = 30 + \underline{\hspace{2cm}}$ (2)

- 9 Complete the place value table.
 Feleletša tafola ya kemapalo. (3)

Tens Masome	Ones Ditee
_____	_____
tens/ masome	ones/ditee

Written Assessment Lesson 14

Kelo ya go ngwalwa Thuto ya 14

- 1 Show the number 26 by drawing the dots on the ten frames.

Laetša palo ya 26 ka go thala marontho godimo ga diforeimi tša lesome. (2)

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

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

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

- 2 Circle the biggest number, and make a cross over the smallest number.

Thala sediko go palo ye kgolokgolo o be o dire sefapano godimo ga palo ye nnyanenyane. (2)

48	21	19	38	14	12	44
----	----	----	----	----	----	----

- 3 Show $30 + 20$ using the number line below:

Laetša $30 + 20$ o šomiša mothalopalo wa ka tlase: (1)



- 4 Fill in the missing numbers:

Tlatša dipalo tšeo di tlogetšwego: (4)

30, 40, _____, _____, _____, 80, _____, 100.

- 5 Write these numbers from the greatest to the smallest: 93, 99, 94, and 96
 Ngwala dipalo tše go tloga go ye kgolo kudu go ya go ye nnyanenyane: 93, 99, 94 le 96. (1)

_____, _____, _____, _____,

- 6 Give two numbers that are greater than 97, but not bigger than 100.
 Efa dipalo tše pedi tšeo e lego tše dikgolokgolo go feta 97, efela e se tše kgolo kudu go feta 100. (2)

_____, _____,

- 7 Give three numbers that are smaller than 74, but not smaller than 71.
 Efa dipalo tše pedi tšeo e lego tše nnyane go fetwa ke 74, efela e se tše nnyane go fetwa ke 71. (3)

_____, _____, _____,

- 8 What is the value of the 6 in 56?
 Na boleng bja 6 ka go 56 ke eng? _____ (1)

- 9 What is the value of the 8 in 85?
 Na boleng bja 8 ka go 85 ke eng? _____ (1)

- 10 Complete the table:
 Feleletša tafola: (6)

7 less than 7 go fetwa ke	7 more than 7 go feta
10 _____	20 _____
20 _____	90 _____
30 _____	40 _____

Written Assessment Lesson 18

Kelo ya go ngwalwa Thuto ya 18

1 What is ...?:

Ke eng?:

(6)

a 7 tens + 1 one =

masome a 7 + tee e 1 = _____

b 5 tens + 4 ones =

masome a 5 + ditee tše 4 = _____

c 9 tens + 9 ones =

masome a 9 + ditee tše 9 = _____

d 8 tens + 5 ones =

masome a 8 + ditee tše 5 = _____

e $34 =$ _____ tens + _____ ones

$34 =$ masome a _____ + ditee tše _____

f $42 =$ _____ tens + _____ ones

$42 =$ masome a _____ + ditee tše _____

- 2 Calculate using your base ten kit. Record the answers in the place value tables.

Balela o šomiša khiti ya gago ya sehlopha sa lesome. Rekhota dikarabo ka gare ga ditafola tša kemapalo. ($3 \times 3 = 9$)

a $20 + 4 = \underline{\quad\quad}$

Tens Masome	Ones Ditee
<u> </u> tens/masome	<u> </u> ones/ditee
<u> </u>	

b $50 + 8 = \underline{\quad\quad}$

Tens Masome	Ones Ditee
<u> </u> tens/masome	<u> </u> ones/ditee
<u> </u>	

c $16 - 6 = \underline{\quad\quad}$

Tens Masome	Ones Ditee
<u> </u> tens/masome	<u> </u> ones/ditee
<u> </u>	

Written Assessment Lesson 23

Kelo ya go ngwalwa Thuto ya 23

- 1 Complete the place value tables.
 Feleletša ditafola tša kemapalo. ($5 \times 3 = 15$)

a 16

Tens Masome	Ones Ditee
_____	_____
tens/masome	ones/ditee

b 31

Tens Masome	Ones Ditee
_____	_____
tens/masome	ones/ditee

c 50

Tens Masome	Ones Ditee
_____	_____
tens/masome	ones/ditee

d 35

Tens Masome	Ones Ditee
_____	_____
tens/masome	ones/ditee

e 62

Tens Masome	Ones Ditee
_____	_____
tens/masome	ones/ditee

2 Complete the following:

Feletša tše di latelago: ($5 \times 1 = 5$)

a $30 + 10 =$ _____

b $50 - 20 =$ _____

c $40 - 30 =$ _____

d $80 + 10 =$ _____

e $100 - 60 =$ _____

3 Calculate using your base ten kit. Record the answers in the place value tables.

Balela o šomiša khiti ya gago ya sehlopha sa lesome. Rekhota dikarabo ka gare ga ditafola tša kemapalo. ($5 \times 3 = 15$)

a $24 + 4 =$ _____

Tens Masome	Ones Ditee
_____	_____
tens/masome	ones/ditee

b $56 - 4 =$ _____

Tens Masome	Ones Ditee
_____	_____
tens/masome	ones/ditee

c $35 + 10 =$ _____

Tens Masome	Ones Ditee
_____	_____
tens/masome	ones/ditee

d $76 - 20 =$ _____

Tens Masome	Ones Ditee
_____	_____
tens/masome	ones/ditee

e $30 + 30 = \underline{\hspace{2cm}}$

Tens Masome	Ones Ditee
<u> </u> tens/masome	<u> </u> ones/ditee
<u> </u>	

Written Assessment Lesson 29

Kelo ya go ngwalwa Thuto ya 29

1 Complete the following:

Feleletša tše di latelago:

(8)

a 6 tens + 3 ones =

masome a 6 + ditee tše 3 = _____

b 3 tens + 9 ones =

masome a 3 + ditee tše 9 = _____

c $42 = 40 +$ _____

d $50 +$ _____ $= 93$

e _____ $+ 6 = 66$

f $72 =$ _____ $+ 2$

g $80 =$ _____ tens $+$ _____ ones

$80 =$ Masome a _____ $+$ ditee tše _____

4 Calculate. Show working using columns.

Balela. Laetša dipalelo ka go šomiša dikholomo.

a $45 + 23 =$ _____ (3) b $22 + 57 =$ _____ (3)

5 Calculate using the number line below: $61 + 14 =$

Balela ka go šomiša mothalo palo wa ka tlase: $61 + 14 =$ _____ . (2)



Written Assessment Lesson 39

Kelo ya go ngwalwa Thuto ya 39

1 Calculate using the column method:

Balela ka go šomiša mokgwa wa kholomo:

a $70 + 26 =$ _____

(3)

b $86 - 32 =$ _____

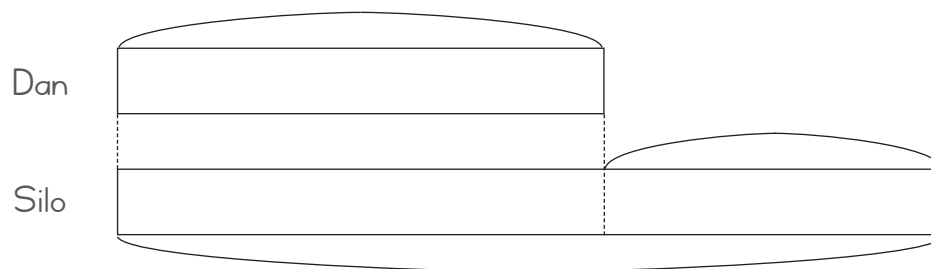
(3)

2 Solve the following word problems, use the bar diagrams to help you.

Rarolla mararantšu a a latelago, šomiša diswantšho tša methalopepetla go go thuša. ($3 \times 3 = 9$)

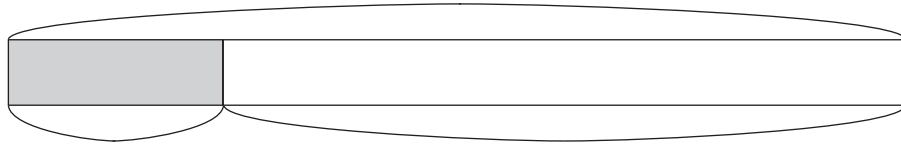
a Dan has 10 pencils. Silo has 7 more pencils than Dan. How many pencils does Silo have?

Dan o na le dipentshele tše 10, Silo o fetiša Dan ka diphentshele tše 7. Na Silo o na le diphentshele tše kae?



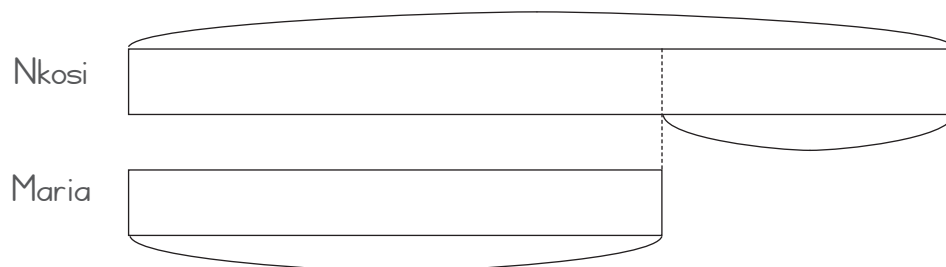
- b Tina had 14 stickers in total and gave 4 of them to her sister. How many stickers does Tina have now?

Tina o be a na le maswo a 14 ka palo, o file sesi wa gagwe a 4. Na Tina o na le maswao a makae gabjale?



- c Nkosi has 20 sweets and Maria has 6 less than her. How many sweets does Maria have?

Nkosi o na le malekere a 20, Maria o fetišwa ke Nkosi ka 6. Na Maria o na le malekere a makae?



Written Assessment Lesson 4.7

Kelo ya go ngwalwa Thuto ya 4.7

- 1 Circle the line that is shortest:

Thala sediko go mothalo wo mokopana:

(1)



- 2 Circle the stick that is the longest.

Thala sediko go patlana ye telele go di feta.

(1)



- 3 Circle the correct answer.

Thala sediko go karabo ya maleba.

(1)

	<p>The height of this door is: Bogodimo bja lebati le ke:</p> <p>More than 1 metre Ka godimo ga metara o 1</p> <p>Less than 1 metre Ka tlase ga metara o 1</p>
---	--

- 4 The height of your classroom door is closest to:
 Bogodimo bja lebati la ka phapošing ya gago bo kgauswi le: (1)
 Circle the correct answer:
 Thala sediko go karabo ya maleba:
- a 1 m
 - b 2 m
 - c 3 m
 - d 4 m

- 5 Use the table below. Sort these objects into less/more than 1 m. Tick the correct column.
 A ruler, soccer posts, a book, a bus, a banana
 Šomiša tafola ya ka tlase. Beakanya dilo tše go ya ka botlase/bontši bja go feta metara o 1. Swaya kholomo ya maleba. (5)
 Rula, dipala tša kgwele ya maoto, puku, pese, panana

Object Dilo	Length less than 1 m Botelele bja ka tlase ga 1 m	Length more than 1 m Botelele bja go feta 1 m
A ruler Rula		
A bus Pese		
A book Puku		
A banana Panana		
Soccer posts Dipala tša kgwele ya maoto		

Written Assessment Lesson 49

Kelo ya go ngwalwa Thuto ya 49

- 1 Complete the following table. The first one has been done for you.

Feleletša tafola ye e latelago. O diretšwe ya mathomo.

(10)

Number Palo	Ordinal Number Palosešupatatelano	Numeric form Sebopego sa palo
2	second bobedi	2nd
5		
10		
19		
31		

- 2 Circle the 3rd A from the left and draw triangles around two As from the right.

Thalela A ya boraro go tloga go la ngele o be o thale khutlotharo go dikologa boA ba babedi go tšwa go la go ja. (2)

A A A A A A A A A A A A

3 Colour the correct circle or circles.

Khalara sediko goba didiko tša maleba.

(8)

a The third circle from the right.

Sediko sa boraro go tšwa go la go ja.



b Three circles from the right.

Didiko tše tharo go tšwa go la go ja.



c The fourth circle from the left.

Sediko sa bonne go tšwa go la ngele.



d Four circles from the left.

Didiko tše nne go tšwa go la ngele.



e Five circles from the bottom.

Didiko tše tharo go tšwa tlase.

f The fifth circle from the bottom.

Sediko sa boraro go tšwa tlase.

g Two circles from the top.

Didiko tše pedi go tšwa godimo.

h The second circle from the top.

Sediko sa bobedi go tšwa godimo.

e	f	g	h
○	○	○	○
○	○	○	○
○	○	○	○
○	○	○	○
○	○	○	○
○	○	○	○
○	○	○	○
○	○	○	○
○	○	○	○
○	○	○	○

3 Vocabulary words

mainapalo

dikapalo

dipalotlalo

pele

morago

go teta
kudu

nnyanenyane

nnyane go
feta

kgolo go
feta

palo

go feta

tlase

akanya

pele ga

morago ga

mono

ditee

magareng

masome

kgolo kudu

nnyane
kudu

lekana le

meno

kemapalo

patrone

go bopa

go
hlahlamolla

ditee

hlahlamolla

kgolo go

nnyane go

beakanya

bapetšša

palotlhokatekanelo

dipalotekanelo

lekana

thala
mothalo
(wa go
tloša)

kgolokgolo

nnyanenyane

sekgala

adikatišane tšwa

mathomo

bobedi

boraro

bone

bolesomepedi

dihlano

mothalopalo

balela

palomoka
ya boleng

palo

go ntšha

dikatišane tšwa
tša 10

dipalo tša
mono-pedi/
dipalopedi

dipalo tša
mono-tee/
dipalotee

kholomo

ka moka

palomoka

taekramo ya
methalopapetla

bapetš^va

kopanya

fetola

botelele

bophara

ela

dimetara

yuniti yeo
e sego ya
semolao

kopana go
feta

telele go
feta

khutlonnethwi

monwana
wa
tšhupane

papetla

telele kudu

go ela ka
mokgwa

woo e

sego wa

semmušo

diyuniti
tšeo e
sego tša
semmušo

kopana
kudu

telele kudu

telele

kopana

telele

bophara

kelo

phatana ya
metara

metara

pharalatšo/
go otlologa
ga seatla

khrayone

kelo ya
semolao

kelo yeo
e sego ya
semolao

