CAPS

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GRADE 2 LEARNER'S BOOK

Platinum Mathematics

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EXTRACT PAGES

Platinum Mathematics Grade 2 Learner's Book

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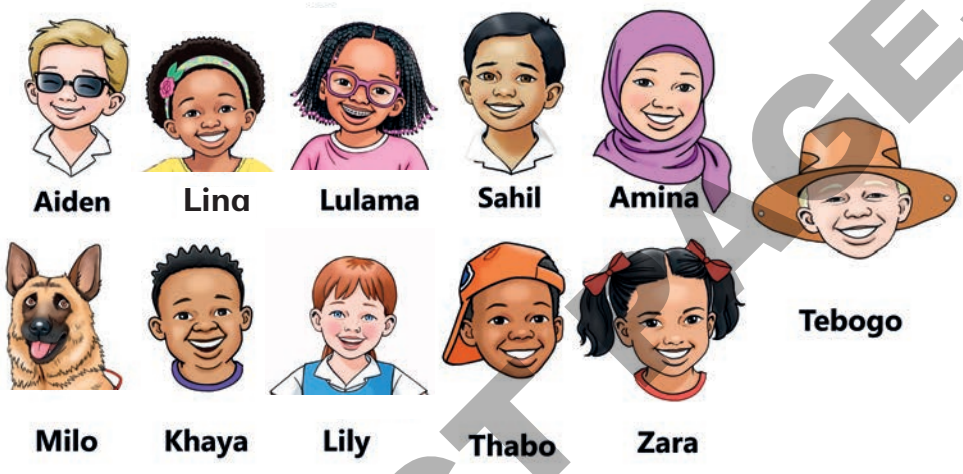
Welcome

Dear Learner,

Welcome to this exciting book, where you will meet amazing characters. Each character is special in their own way, and so are you!



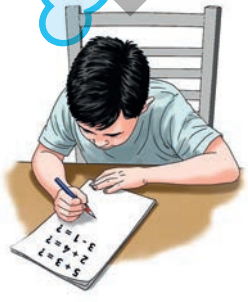
Check-up test

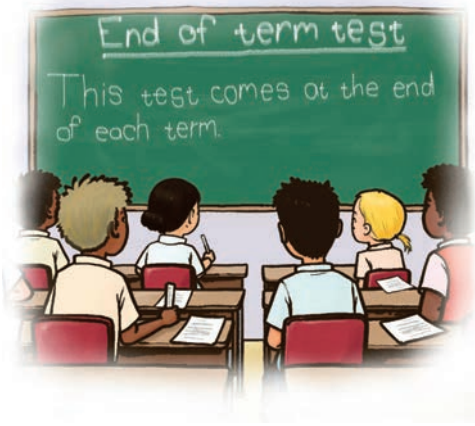
Let us see what you know.

5 + 3 = ?

2 + 4 = ?

3 – 1 = ?





Learn new words in the special blocks throughout this book.

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How to use this book

New vocabulary: terms, use simple language and clear visuals to reinforce each concept.

Pair activity: We work with a friend on a short problem or task.

Oral activity: A class discussion or oral quiz.

Check-up and End-of-term test: This test comes at the end of each term.

Features for activities

Group activity: Group-work task that involves hands-on practical work.

Practical activity: A hands-on activity.

Writing activity: An icon we use to write in our activity books.

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Get ready to learn, play and create with your friends.

Happy learning!

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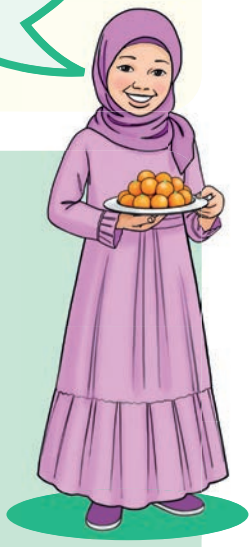
Term 1: Building strong maths foundations!

Did you know Ramadan lasts for 30 days? It's a time to fast, pray, and give to others! We pray 5 times a day, so that's 35 prayers in a week. Counting helps me to keep count of the number of prayers and time frame.



Topics to be covered

- ★ Counting
- ★ Mental maths
- ★ Count objects reliably
- ★ Number symbols and number names
- ★ Describe, compare and order numbers
- ★ Place value
- ★ Solve problems
- ★ Calculations
- ★ Time
- ★ Length
- ★ Geometric patterns
- ★ Number patterns
- ★ 3D objects
- ★ Data handling

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Let's see what you know

Number line

Use the number line to help you find the answers.

1. 1 more than:

a. 3 **b.** 7 **c.** 11 **d.** 13

2. 1 less than:

a. 15 **b.** 12 **c.** 9 **d.** 6

3. Which number is between:

a. 3 and 5 **b.** 13 and 15

c. 8 and 10 **d.** 7 and 9

Number names

4. Write the number names for these numbers.

a. 16 **b.** 13 **c.** 17 **d.** 19

e. 18

Ascending and descending

5. Order these numbers from

a. smallest to greatest.

5; 14; 1; 10; 3; 9; 6; 11

b. greatest to smallest.

2; 15; 13; 5; 10; 3; 11; 4

Add and subtract

6. Complete.

a.	5 + 5 =	**d.**	7 – 5 =	**g.**	6 + 4 =	**j.**	10 – 7 =
b.	5 + 3 =	**e.**	7 – 3 =	**h.**	6 + 3 =	**k.**	10 – 9 =
c.	5 + 2 =	**f.**	7 – 1 =	**i.**	6 + 2 =	**l.**	10 – 2 =

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Why counting matters

Ricardo runs a small stand at local schools. As he hands the creamy buns out to Kgotso and his friends, he counts them out loud to ensure that each child receives their fair share. He says "there are 24 creamy buns, and I need to share them among 6 children. If I divide 24 creamy buns by 6, each child will get 4 creamy buns."

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As Kgotso receives his bun, he sees how counting is used in his daily life.

Let's begin our counting journey

The hairdresser's helpers

Tino helped Siya, the hairdresser, to count the beads in Zama's braids. Tino was excited to see the colourful beads and the patterns they formed. As Siya put each bead in a braid, Tino counted out loud "1; 2; 3" all the way up to 30.

New words

Count: tell how many
Count backwards: to count back
Count forwards: to count on

EXTRACT PAGES

Worked examples

1. Tino skipped some numbers for you to complete.

   a. Count in 1s: from 4 to 14.

   4; 5; 6; ___; ___; ___; ___; ___; ___; ___; ___

   b. Count in 1s up to 30.

   ___; ___; ___; ___; ___; 26; 27; 28; ___; ___

Answers

1. a. 4; 5; 6; **7**; **8**; **9**; **10**; **11**; **12**; **13**; **14**

   b. **21**; **22**; **23**; **24**; **25**; 26; 27; 28; **29**; **30**

Activity 1

1. Copy and complete. Count forwards and backwards in 1's, 2's, and 5's.

   a. 23; 24; 25; ___; ___; ___; ___; ___; 31; ___; ___

   b. ___; ___; ___; 53; 54; 55; ___; ___; ___; ___

   c. 40; 38; ___; ___; ___; ___; ___; 26; ___; ___; ___

   d. 15; 20; 25; ___; ___; ___; 45; ___; ___; ___

   e. 55; 50; 45; ___; ___; ___; ___; ___; ___; ___; ___

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New words

Explore: learn about something new.

Count/counting: saying numbers to find out how many there are.

Plus (+): adding numbers/groups together to find the total.

Minus (–): taking away some to find out how many are left.

Counting backwards and forwards

Counting to 100

When we count in 2's, 5's, or 10's, it's like taking bigger steps along the number line. This makes counting faster and helps us with mental maths.

Worked examples

1. Count forwards in 5s starting at 20, count forwards in 5s up to 50.

   Answer: 20; 25; 30; 35; 40; 45; 50.

2. Counting backwards in 10s starting at 100, count backwards in 10s down to 50.

   Answer: 100; 90; 80; 70; 60; 50.

Activity 2

1. Count forwards in 2s from 10, count up to 30 in 2s.
2. Count backwards in 5s from 50 and count down to 0 in 5s.
3. Count forwards in 10s from 60 to 100.
4. Count backwards in 10s from 100 to 60.

EXTRACT PAGES

Time to explore

Choose any number between 0 and 100 and count forwards in 10s until you reach 100. Then, count backwards in 10s until you are back to your starting number. Write down the sequence you created. Explain what you did to your friend.

Counting forwards in 1's is like moving along a line, starting from one number and adding 1 each time to move forward.

Example: starting at 3 and counting forwards:
3, 4, 5, 6, 7…

Counting backwards in 1's is like moving back along the line, starting from one number and taking away 1 each time.

Example: starting at 8 and counting backwards:
8, 7, 6, 5, 4…

Counting forwards moves us up in numbers, and counting backwards moves us down.

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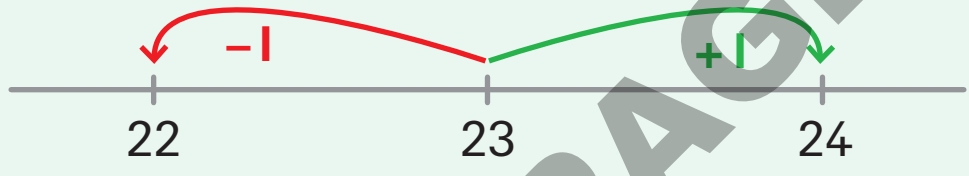
Worked examples

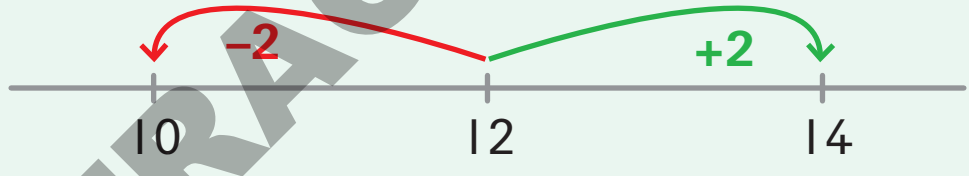
1.

Count backwards in 1s: Subtract 1	Count forwards in 1s: Add 1
23 – 1 = 22	23 + 1 = 24



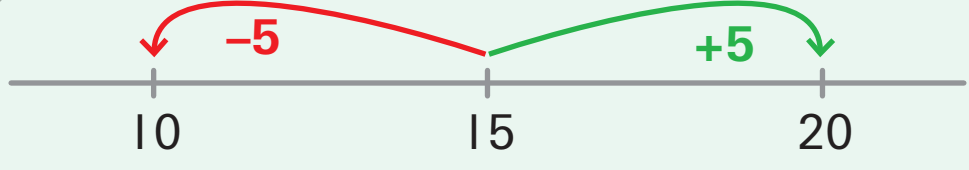
2.

Counting in 2s: Subtract 2	Counting in 2s: Add 2
12 – 2 = 10	12 + 2 = 14



3.

Counting in 5s: Subtract 5	Counting in 5s: Add 5
15 – 5 = 10	15 + 5 = 20



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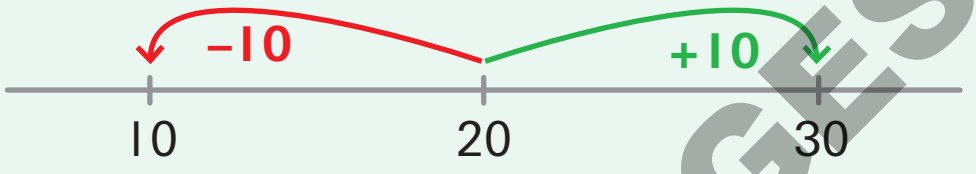
4.

Counting in **10s**: Subtract 10	Counting in **10s**: Add 10
20 **– 10** = 10	20 **+ 10** = 30



Adding and subtracting help us to find the missing number.

Activity 3

1. Write the missing numbers.

a. 67 + ☐ = 68

b. 67 – ☐ = 66

c. 80 + ☐ = 85

d. 80 – ☐ = 75

e. 90 + ☐ = 100

f. 90 – ☐ = 80

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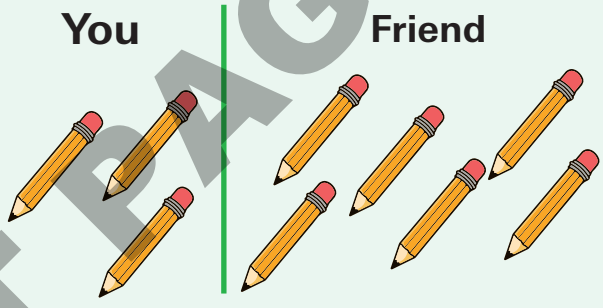
More than and less than

Have you ever wondered how to figure out if one number is bigger or smaller than the other number? Well, that is what "more than" and "less than" are all about.

Worked example

1. If you have 3 pencils and your friend has 6. Who has more and who has less?



Answer

6 is **more than** 3. So, your friend has more pencils than you.

3 is **less than** 6. So, you have less pencils than your friend.

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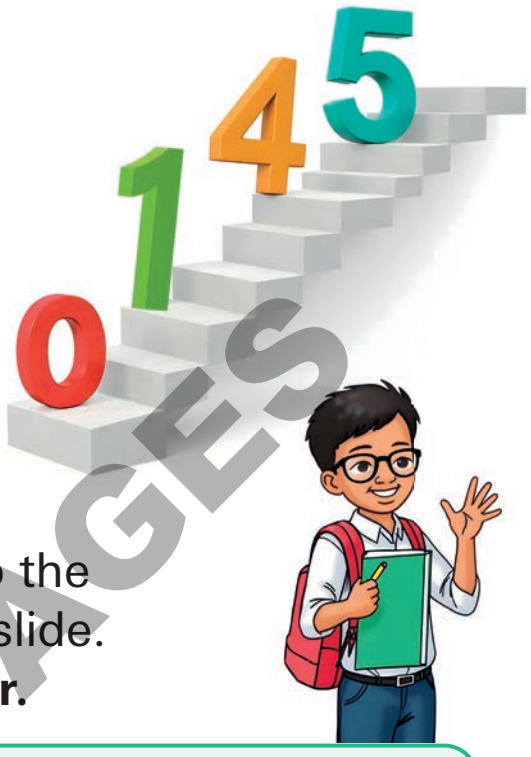
Activity 4

Write **more than** or **less than**.

1. 14 is _____ 28
2. 50 is _____ 25
3. 40 is ____ 80
4. 15 is _____ 3
5. 9 is _____ 45
6. 75 is ____ 15
7. 30 is ____ 60
8. 100 is ____ 25

From start to finish



When you count forwards, the numbers go up from the smallest to the biggest number, like climbing a ladder. The numbers are in **ascending order**.

When you count backwards, the numbers go down from the biggest to the smallest number, like sliding down a slide. The numbers are in **descending order.**

Worked examples

1. Arrange the numbers in ascending order.
   10; 5; 15; 20; 25

   Answer: 5; 10; 15; 20; 25

2. Arrange the numbers in descending order.
   32; 38; 40; 36; 34; 42

   Answer: 42; 40; 38; 36; 34; 32

3. Arrange the numbers in ascending order.
   100; 90; 70; 80; 60

   Answer: 60; 70; 80; 90; 100

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Activity 5

1. Look at these numbers. Write the numbers in ascending order: 30; 10; 20; 15; 25
2. Write these numbers in descending order.

   74; 76; 80; 82
3. Write the numbers in ascending order: 70; 50; 40; 30; 60; 20
4. Order the ages of this family from the oldest to the youngest:

   32; 91; 6; 84; 34; 3; 12

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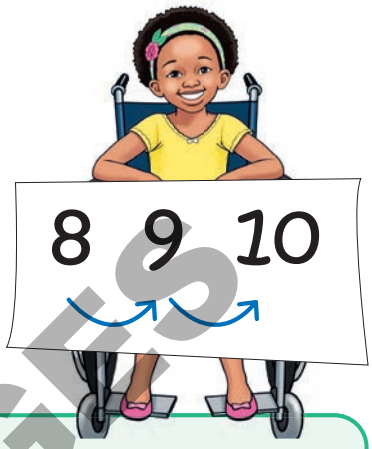
Quick thinking!

When Liam came to school on Monday, he showed his teacher the poster he had made over the weekend.

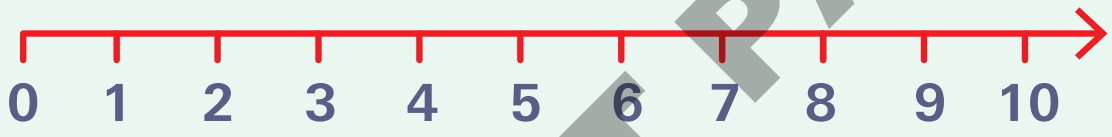
The teacher asked him to use his poster to teach the class how to count on.

Liam also did the example on the board.



Worked example

Write the number which is 2 more than 8.



Answer

The given number is 8. Now, count 2 more.

You land on 10, so your answer is 10.

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Activity 6

1. Use the number line to help you count on. Tell your friend what the answer is.

   a. 1 more than 14; 2; 11

   b. 2 more than 7; 9; 11

2. Order the numbers in ascending order.

a. 2; 15; 18; 7; 10; 3; 19; 11

b. 14; 23; 16; 18; 24; 21; 5; 14

c. 25; 16; 3; 21; 20; 6; 18; 9

3. Order the numbers in descending order.

a. 2; 15; 18; 7; 10; 3; 19; 11

b. 14; 23; 16; 18; 24; 21; 5

c. 25; 16; 3; 21; 20; 6; 18; 9

4. Add and subtract the following.

a. What is 6 + 2?

b. What is 5 + 4?

c. What is 10 – 8?

d. What is 9 – 6?

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Object counting

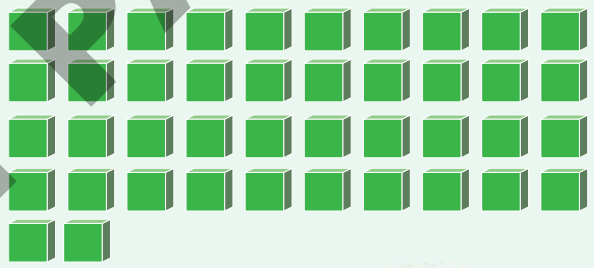
When you estimate, you look at something, like a group of apples or counters, and quickly decide how many there are. It is a helpful way to figure things out when you don't have the **exact** number but just want to be close enough.

New words

Estimating: means to make a good guess

Worked example

Amina looks at the counters and **estimates** how many there are. What is your **estimation**? Now, count them. Was your estimation close to 42? Was it more or less than 42?



Answer

Amina says, "I estimated 40 counters. When I counted, I counted 42. So my estimation of 40 was close to the exact number."

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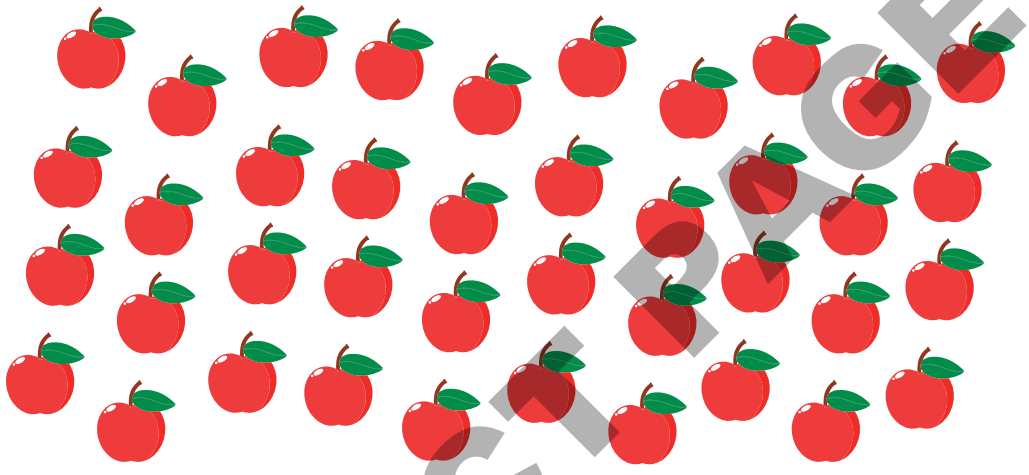
Activity

Estimate, then count and write how many objects there are.

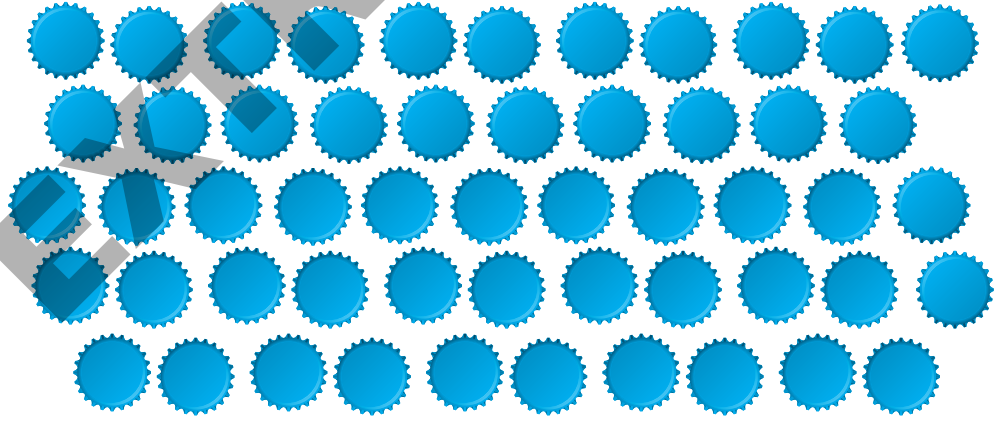
1.



Estimation: _____

How many apples did you count? _____

2.



Estimation: _____

How many bottle tops did you count? _____

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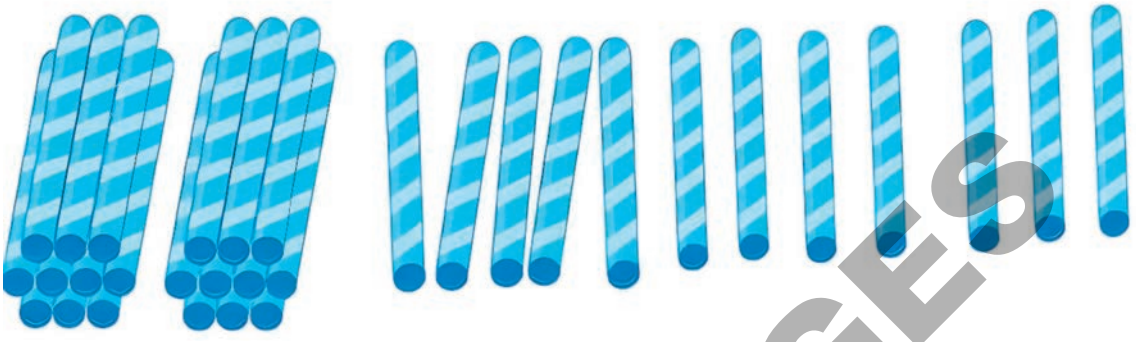
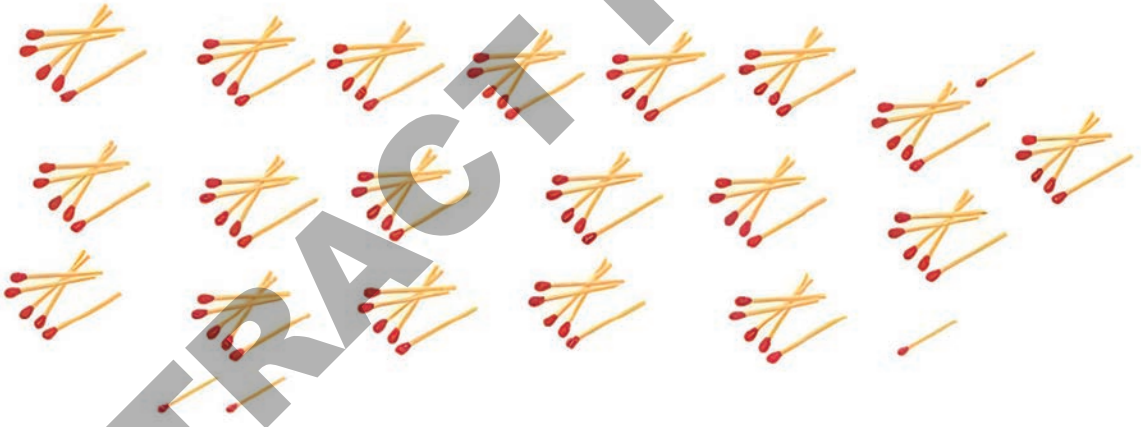
3.



Estimation: _____

How many straws did you count?

4.



Estimation: _____

How many match sticks did you count?

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Count and spell

Lily, Thabo and their friends are eager to show their teacher how well they remember the number names they learnt in Grade 1.

Number symbols are figures we use to represent numbers that show how many things we have.

Number names are the words that represent numbers.

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Activity 1

1. Matching game

   a. Use scrap paper to make these cards.

ten	eleven	twelve	thirteen	fourteen	fifteen
10	11	12	13	14	15

   b. Ask one learner in your group to shuffle all the cards.

   c. The teacher will give a signal, so that the whole group matches the number names to the number symbols.

   d. When you are done, ask your teacher to come and check. The first group to place all the cards correctly wins.

Activity 2

Look at the table below. Find the numbers 51 to 100 in ascending order. Read the numbers out loud as a class. Point to each number as you read it.

77	61	73	88	58
53	82	64	55	81
96	70	86	90	68
67	51	78	75	95
76	83	60	94	59
87	66	84	65	98
56	71	52	100	72
93	89	74	79	91
63	57	99	62	54
97	80	69	92	85

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Time to explore

Write down the number symbol of the following Roman symbols.

I II III IV V VI VII VIII IX X XI XII

All kinds of special numbers

Lulama, Aiden and their friends are all different from each other, but they are all special. In the same way, some numbers are tall and strong, like 25. Others are small and cute, like 2. We can describe and compare them. We can say whether they are **greater than**, **smaller than** or **equal to** another number.

Greater than: more than

Smaller than: less than

Worked examples

Use the words greater than, smaller than or equal to, to compare the numbers. Then say how many more or less.

1. 11 is _____ 12.

Answer

11 is **smaller than** 12.

11 is **1 less than** 12.

2. 16 _____ 19

Answer

16 is **smaller than** 19

16 is 3 **less than** 19

EXTRACT PAGES

Activity 1

Choose words from the boxes to complete each sentence.

1 more than	2 more than	3 more than	4 more than
1 less than	2 less than	3 less than	4 less than

1. 9 is _____ 10
2. 13 is _____ 11
3. 18 is _____21
4. 19 is _____15
5. 23 is ___ 20
6. 21 is ___ 25

EXTRACT PAGES

Worked examples

1. Arrange the following numbers from smallest to greatest.

   7; 6; 3; 15; 11

2. Arrange the following numbers from greatest to smallest.

   23; 21; 17; 25; 24

Remember

Greatest: The largest or biggest number in a group.

Smallest: The smallest or least number in a group.

Answers

1. 3; 6; 7; 11; 15
2. 25; 24; 23; 21; 17

Activity 2

1. Order the numbers from smallest to greatest.

2. Order the numbers from greatest to smallest.

   14; 23; 12; 7; 21; 19

3. Order numbers from smallest to greatest.

   17; 15; 22; 11; 1; 6

EXTRACT PAGES

Time to explore

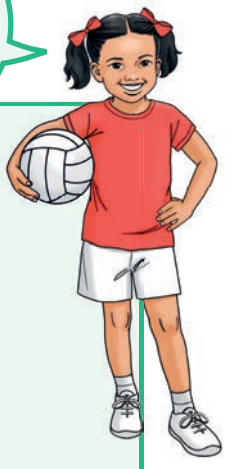
Arrange items, like blocks, from **smallest to greatest**.

Place value champions

Zara's number puzzle

Zara has 15 shells. She sees that 15 is made up of a group of 10 shells and 5 more shells. She thinks, "I can break it down into tens and units. 15 is 10 and 5. Now I know that the 1 in 15 means 10, and the 5 means 5 ones!"

Sam used the example below to explain further.



Worked example

What is the place value of each digit in **42**?

Answer

The number **42** has **2 digits**.

4 represent **tens place**, and **2** represent **ones place**.

40 (four tens) + 2 (two ones) = 42

So, **42** means **4 tens** and **2 ones**.

When we talk about place value, we are looking at the value of each digit in a number. In **42**, the **4** tells us there are **4 groups of ten**, and the **2** tells us there are **2 single units**.

EXTRACT PAGES

Activity

1. Draw your own pictures to match the number sentences. Group the tens first.
   - **a.** 10 + 5 = 15 (oranges)
   - **b.** 10 + 2 = 12 (apples)
   - **c.** 4 + 10 = 14 (balls)
   - **d.** 15 + 5 =20 (bananas)
2. Give the value for each digit. Write the value like this: Tens: ____ Ones: ____

a. 13	**b.** 19	**c.** 14	**d.** 8
e. 21	**f.** 16	**g.** 23	**h.** 25

3. If I have 13 apples, how many tens and ones do I have?
4. Lulama has 16 balloons. How many tens and ones of balloons are there?
5. Count the cars on this page. How many tens and ones of cars are there?

EXTRACT PAGES

Real-life puzzles

We will explore how to solve some real-life problems. You'll learn how to break numbers apart and put them back together, making problem-solving fun and easy.

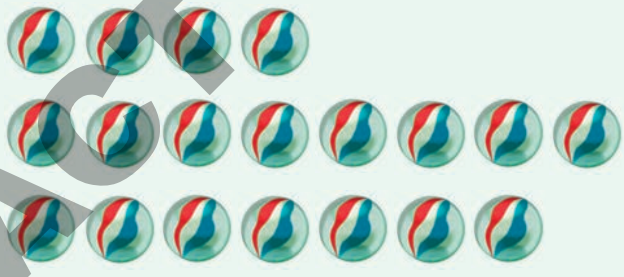
Worked examples

At playtime Thabo, Khaya and Lulama took their bags of marbles to play. Thabo has 4 marbles, Khaya had 8. Lulama has 3 more marbles than Thabo.

Thabo's marbles –

Khaya's marbles –

Lulama's marbles –



1. How many marbles did each learner have?

Answer: Thabo had **4**; Khaya had **8**; Lulama had **7**.

2. After playtime:

a. Khaya only had half his marbles. How many marbles does Khaya now have?

Answer: Khaya had **4** (half of 8 = **4**)

EXTRACT PAGES

b. Thabo had doubled his marbles. How many marbles does he have now?

Answer: Thabo had **8** (double 4 = **8**)

c. Lulama still had the same amount. How many did she have?

Answer: Lulama had **7**.

3. After school, the boys played another round.

a. Thabo took 4 marbles from Khaya. How many marbles did Khaya have left?

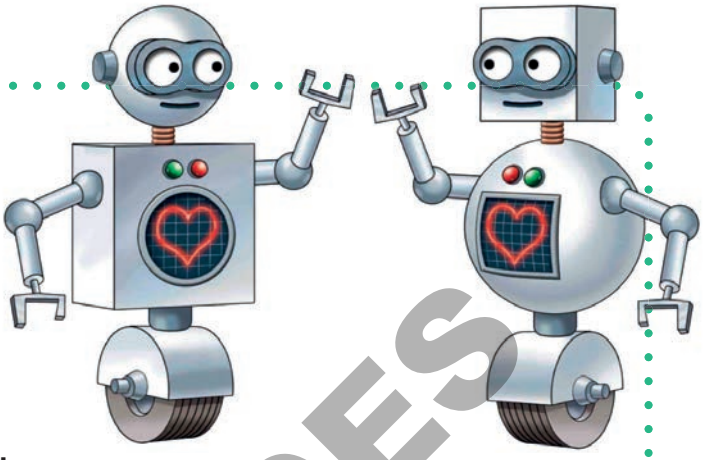
Answer: 4 – 4 = 0 marbles. Khaya was out of the game.

b. Thabo challenged Lulama and won 4 marbles from Lulama.

Fhulu came along and gave Thabo 4 marbles. How many marbles did Thabo have in the end?

Answer: 8 + 4 + 4 + 4 = 8 + 8 + 4 = 20

EXTRACT PAGES



Activity 1

Rasheed and Alma brought their toy robots to school. Rasheed had 10 robots and Alma had 4 more robots than Rasheed.

1. How many toy robots did each have?
2. After playtime:
   - **a.** Alma only had half her robots. How many was that?
   - **b.** Rasheed had doubled his robots. How many did he have?
   - **c.** Kabo gave Alma 3 more robots. How many robots did he have then?
3. **a.** During the next playtime, Alma gave Rasheed 2 robots. How many robots did Alma have left?
   - **b.** Zaza gave Rasheed 2 more robots. Then Lerato gave him 2 more robots, and then another 2. How many toy robots did Rasheed have after all the gifts?

EXTRACT PAGES

Repeated addition

Treezy the magical number tree

A magical tree named Treezy grew in the land of numbers. One day, Lily and Amina visited Treezy with a fun challenge. They wanted to pick 20 fruits quickly, using Treezy's magical power.

Treezy said, "Add the same number over and over and you'll reach 20 in no time. Start with 2!"

Lily and Amina picked 2 fruits at a time, and counted 2, 4, 6, 8 ... They reached 20 in no time!

"Wow!" said Tweezy. "You counted in 2s ten times to get to 20! Let me show you a shorter way to write that."

EXTRACT

Worked examples

3 times 2 is $3 \times 2 = 2 + 2 + 2 = 6$

or $3 \times 2 = 6$

Activity 2

1. Look at the picture and then fill in the missing numbers.

   a. There are ___ coins in the picture.

   b. Count in twos: 2 + 2 + 2 = ___

   c. 3 × 2 = 2 + 2 + ___ = ___

   d. 2 + 2 + 2 = ___ × 2 = ___

2. Look at the picture and then fill in the missing numbers.

   a. There are ___ cats in the picture.

   b. Count in threes: 3 + 3 + 3 = ___

   c. 3 + 3 + 3 = 3 × ___ = ___

   d. 3 × 3 = 3 + 3 + ___ = ___

EXTRACT PAGES

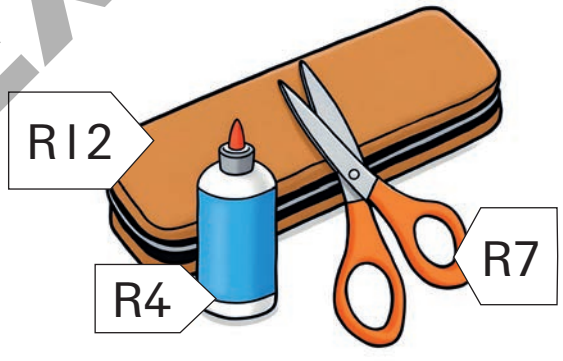
3. Work in pairs. Take turns to count. Explain to your friend how you got your answer.

Count:	Copy and complete:
2 + 2 =	**a.** 2 × 2 = ____
2 + 2 + 2 + 2 =	**b.** 4 × 2 = ____
2 + 2 + 2 + 2 + 2 =	**c.** 5 × 2 = ____
2 + 2 + 2 =	**d.** ____ × ____ = ____

4. How much do the items in each item cost. Write just the answer.

a.

b.



EXTRACT PAGES

Magical sharing

Treezy tells the girls, "We can also do some sharing magic. Let's share some treats!

Worked example

Imagine you want to share 12 cookies equally among 3 friends. How would you do it?"

Answer

Make sure each group has the same number of cookies.

So, 12 cookies divided by 3 friends equals 4 cookies for each friend.

EXTRACT PAGES

When you share the cookies equally, you're actually **dividing** them. Isn't that cool? Dividing helps you figure out how many cookies each person gets.

Activity 3

1. 8 stickers are shared equally among 4 friends. How many stickers will each friend get?
2. There are 15 crayons and 3 boxes. If the crayons are shared equally among the boxes, how many crayons will be in each box?
3. If 20 flowers are divided equally among 5 learners, how many flowers will each learner have?
4. There are 30 litchis and 10 friends. If the litchis are shared equally, how many pieces will each friend get?

EXTRACT PAGES

Thabo learns about change

Thabo went shopping with his big sister, Jade. Thabo paid the R15, and the shopkeeper handed him some coins back, saying "Here's your change." Aiden wondered, “What is change?” **Change** is the money you get back when you pay more than what something costs.

Worked examples

You pay with a R50. Work out the change you get back for these items.

Item	Price	Change
	R2,00	R50 – R2 = R48
	R8,00	R50 – R8 = R42
	R12,00	R50 – R12 = R38
	R1,00 and R8,00	First add: R1 + R8 = R9 R50 – R9 = R41

EXTRACT PAGES

Activity 4

1. Use the information below to calculate how much change Thabo will get.

   Work out the change if you pay with a R20.

Item	Price	Change
Chicken pie	R8,00	**a.**
Packet of chips	R6,00	**b.**
Salad	R9,00	**c.**
Banana and apple	R3,00 R4,00	**d.**

EXTRACT PAGES

Number bonds

Tebogo and his grandpa love playing maths games. They play the bonds of 10 game. Tebogo will show you how.

Activity 1

How to make your bonds game

1. You will need scrap paper or cards.
2. Make 11 cards of the same size in one colour and 11 cards in another, for example, yellow and green.

EXTRACT PAGES

3. Write 0 to 10 on one side of the yellow cards and 0 to 10 on one side of the green cards.
4. Play with a friend.
5. Set out the cards like this, with no numbers showing.

0	1	2	3	4	5
6	7	8	9	10	

0	1	2	3	4	5
6	7	8	9	10	

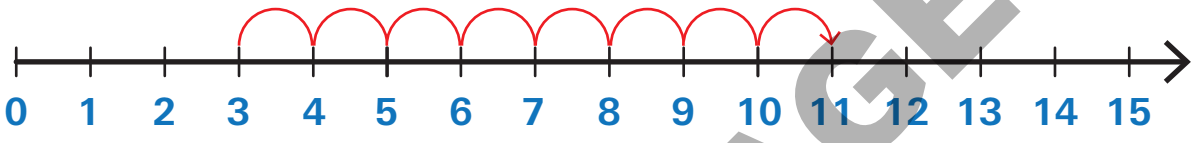
6. You flip one yellow card and one green card, showing only those 2 numbers.
7. If they add up to 10, you keep the cards and have another turn.
8. If they don't, flip them back again and your friend has a turn.
9. Try to remember where the numbers are that have been flipped.
10. Play until there are no cards left.
11. The one with the most cards wins. HAVE FUN!

EXTRACT PAGES

Number lines

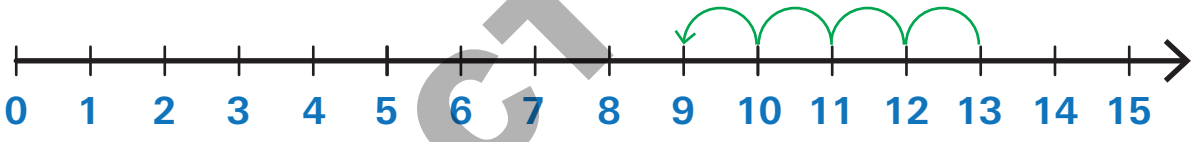
Number lines clearly show the order of the numbers, and they make thinking easier.

1. Start at 3. Jump forwards to 11. How many jumps do you make?



You can see you make 8 jumps, so 3 + 8 = 11.

2. Start at 13. Make 4 jumps backwards. Where do you land?



EXTRACT PAGES

Activity 2

1. Complete the sums.

a. 13 + 1 = ☐ **b.** 3 + ☐ = 12

c. 15 – 4 = ☐ **d.** 7 + 2 = ☐

e. 11 – 0 = ☐ **f.** 12 – ☐ = 9

2. Fill in the missing numbers.

a. 13 – 2 = ☐ **b.** 18 + 2 = ☐

c. 20 – 4 = ☐ **d.** 3 + 11 = ☐

Magical multiplying

Remember Treezy's magic power of adding again and again? Let's do some more magic.

Activity 3

1. Count out loud in twos. Write down all the numbers you say from 2 up to 20.

2. Copy and complete the sums. Then use the **magic × sign**.

   a. 2 + 2 = ☐ so 2 × 2 = ☐

   b. 2 + 2 + 2 = ☐ so 2 × ☐ = 6

   c. 2 + 2 + 2 + 2 = ☐ so 2 × 4 = ☐

   d. 2 + 2 + 2 + 2 + 2 = ☐ so 2 × ☐ = 10

3. Count in 5s and fill in the answers. Check your answers with your friend.

   a. 5 + 5 = ____

   b. 5 + 5 + 5 = ___

   c. 5 + 5 + 5 + 5 = ___

   d. 5 + 5 + 5 + 5 + 5 = ___

EXTRACT PAGES

4. What are we counting in here? Explain to a friend how you got to your answers.

a. 3 + 3 = ____

b. 3 + 3 + 3 = ____

c. 3 + 3 + 3 + 3 + 3 = ____

d. 4 + 4 = ____

e. 4 + 4 + 4 = ____

f. 4 + 4 + 4 + 4 + 4 = ____

5. Copy and complete the sums. Then use the **magic × sign**.

a. 10 + 10 = ☐ so 10 × 2 = ☐

b. 10 + 10 + 10 + 10 = ☐ so 10 × ☐ = 40

c. 10 + 10 + 10 = ☐ so 10 × 3 = ☐

EXTRACT PAGES