

**JAMAICA**

# Primary Mathematics

NSC Edition

Grade  
**2**

**SAMPLE**



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 **HODDER**  
EDUCATION

# Contents

## September

### Chapter 1: Sets and numbers ..... 6

|                                     |    |
|-------------------------------------|----|
| Comparing sets .....                | 7  |
| Using signs to compare .....        | 9  |
| Equivalent sets .....               | 11 |
| Number names to 100 .....           | 13 |
| Partitioning sets .....             | 14 |
| More partitioning .....             | 15 |
| Renaming tens and ones .....        | 16 |
| Partitioning tens and ones .....    | 17 |
| 3-digit numbers .....               | 18 |
| Hundreds .....                      | 19 |
| Hundreds, tens and ones .....       | 21 |
| Thinking about bigger numbers ..... | 23 |
| What zero means .....               | 24 |
| Place value practice .....          | 25 |
| Numbers and number names .....      | 27 |
| Comparing numbers .....             | 28 |

### Chapter 2: Money ..... 32

|                                      |    |
|--------------------------------------|----|
| Coins and notes .....                | 33 |
| Different ways to make a value ..... | 35 |
| Calculate the value .....            | 36 |

### Chapter 3: Measuring and comparing ..... 38

|                          |    |
|--------------------------|----|
| Comparing sizes .....    | 39 |
| Near and far .....       | 40 |
| Length .....             | 41 |
| Non-standard units ..... | 43 |
| Standard units .....     | 45 |

### Chapter 4: Shapes and paths ..... 48

|                             |    |
|-----------------------------|----|
| Open and closed paths ..... | 49 |
| Joining paths .....         | 50 |
| Shapes .....                | 52 |

## October

### Chapter 5: Numbers to 1000 ..... 54

|                     |    |
|---------------------|----|
| Expanded form ..... | 55 |
|---------------------|----|

|                                    |    |
|------------------------------------|----|
| More hundreds, tens and ones ..... | 57 |
| Greatest and least .....           | 59 |
| Using a number line .....          | 61 |
| Counting by tens .....             | 63 |
| Skip counting .....                | 64 |
| More skip counting .....           | 66 |
| Numbers in order .....             | 67 |
| Ordinals .....                     | 68 |
| More ordinals .....                | 70 |

### Chapter 6: Measuring length ..... 73

|                                        |    |
|----------------------------------------|----|
| Instruments for measuring length ..... | 74 |
| Centimetres .....                      | 76 |
| Estimating length .....                | 77 |
| More measuring in centimetres .....    | 78 |
| Sunflowers .....                       | 79 |
| A decimetre strip .....                | 80 |
| A metre stick .....                    | 82 |
| Selecting the best unit .....          | 84 |

## November

### Chapter 7: Addition and subtraction ..... 86

|                                            |     |
|--------------------------------------------|-----|
| Adding tens .....                          | 87  |
| Tens and ones .....                        | 89  |
| Subtraction .....                          | 91  |
| Equal or not equal? .....                  | 93  |
| Addition and subtraction facts to 18 ..... | 95  |
| Addition table .....                       | 96  |
| Adding 2-digit numbers .....               | 98  |
| Regrouping .....                           | 100 |
| Subtracting 1-digit numbers .....          | 102 |
| More subtraction .....                     | 104 |
| Exchanging .....                           | 105 |
| Subtracting in columns .....               | 106 |
| Adding 3-digit numbers .....               | 108 |
| Solving problems .....                     | 110 |

## Chapter 8: Patterns ..... 114

|                                         |     |
|-----------------------------------------|-----|
| Patterns in nature .....                | 115 |
| Patterns in design .....                | 116 |
| Making sound patterns .....             | 117 |
| Addition and subtraction patterns ..... | 118 |
| Complete the pattern .....              | 120 |
| More rules and patterns .....           | 122 |

## Chapter 9: Data ..... 126

|                       |     |
|-----------------------|-----|
| Collecting data ..... | 127 |
| Tally charts .....    | 129 |
| Bar graphs .....      | 132 |

## December

## Chapter 10: Solids ..... 136

|                                   |     |
|-----------------------------------|-----|
| Solids around us .....            | 137 |
| Solid shapes .....                | 138 |
| Talking about solids .....        | 139 |
| Drawing cuboids .....             | 140 |
| Drawing cones and cylinders ..... | 141 |
| Making solids .....               | 142 |
| Nets .....                        | 143 |

## Chapter 11: Solving problems ..... 146

|                                |     |
|--------------------------------|-----|
| Writing number sentences ..... | 147 |
| What number is missing? .....  | 148 |
| Bar models .....               | 150 |
| More puzzles .....             | 152 |

## January

## Chapter 12: More addition and subtraction ..... 156

|                                          |     |
|------------------------------------------|-----|
| Parts of a sum .....                     | 157 |
| Doubles .....                            | 159 |
| Near doubles .....                       | 161 |
| Zero .....                               | 162 |
| Adding multiples of ten .....            | 164 |
| Adding 2- and 3-digit numbers .....      | 166 |
| Subtracting 2- and 3-digit numbers ..... | 168 |
| Problem solving .....                    | 169 |

## Chapter 13: Time ..... 172

|                                     |     |
|-------------------------------------|-----|
| Time of day .....                   | 173 |
| Days, weeks, months and years ..... | 174 |

|                                              |     |
|----------------------------------------------|-----|
| Using a calendar .....                       | 176 |
| Events in a year .....                       | 178 |
| Units of time .....                          | 180 |
| Time on clocks .....                         | 182 |
| Half past, quarter past and quarter to ..... | 184 |
| Digital times .....                          | 186 |
| Five minutes or fifteen minutes? .....       | 187 |
| Longer intervals .....                       | 188 |

## February

## Chapter 14: Fractions ..... 192

|                                         |     |
|-----------------------------------------|-----|
| Counting numbers and whole numbers .... | 193 |
| Even and odd numbers .....              | 194 |
| More about even and odd numbers .....   | 195 |
| Fractions .....                         | 197 |
| Equal and unequal parts .....           | 199 |
| Fraction of a shape .....               | 200 |
| Half of a set .....                     | 201 |
| A fraction of a set .....               | 202 |
| More fractions of sets .....            | 203 |
| Equivalent fractions .....              | 205 |
| Fractions that show a whole .....       | 206 |

## Chapter 15: Capacity ..... 210

|                                            |     |
|--------------------------------------------|-----|
| The litre .....                            | 211 |
| How much does it hold? .....               | 212 |
| Estimate, measure and record capacity .... | 213 |

## March

## Chapter 16: Multiplication ..... 216

|                            |     |
|----------------------------|-----|
| Repeat addition .....      | 217 |
| More repeat addition ..... | 218 |
| The $\times$ sign .....    | 219 |
| Arrays .....               | 221 |
| Draw your own arrays ..... | 222 |
| Roll the dice .....        | 223 |
| Word problems .....        | 224 |

## Chapter 17: Mass ..... 226

|                           |     |
|---------------------------|-----|
| Heavier and lighter ..... | 227 |
| Comparing objects .....   | 228 |
| More comparing .....      | 229 |
| The kilogram .....        | 231 |

|                             |     |
|-----------------------------|-----|
| Kilogram and grams .....    | 232 |
| Reading scales .....        | 233 |
| More reading scales .....   | 234 |
| Solving mass problems ..... | 235 |

## Chapter 18: Plane shapes ..... 238

|                                         |     |
|-----------------------------------------|-----|
| Plane shapes .....                      | 239 |
| Rectangles, squares and triangles ..... | 240 |
| Circles .....                           | 242 |
| Sorting shapes .....                    | 244 |

## April

## Chapter 19: Division ..... 248

|                                   |     |
|-----------------------------------|-----|
| Repeat subtraction .....          | 249 |
| Division .....                    | 250 |
| Divide into groups .....          | 252 |
| Division on a number line .....   | 253 |
| Using arrays again .....          | 254 |
| Remainders .....                  | 255 |
| Using $<$ and $>$ symbols .....   | 257 |
| Completing number sentences ..... | 259 |

## Chapter 20: Prisms ..... 262

|                         |     |
|-------------------------|-----|
| Triangular prisms ..... | 263 |
| Draw a prism .....      | 264 |
| Nets of prisms .....    | 265 |
| Some other prisms ..... | 267 |

## Chapter 21: Making patterns ..... 270

|                     |     |
|---------------------|-----|
| Pattern rules ..... | 271 |
| Attributes .....    | 272 |
| More patterns ..... | 273 |

## Chapter 22: Data ..... 276

|                                               |     |
|-----------------------------------------------|-----|
| Constructing pictographs with a 1:1 key ..... | 277 |
| Constructing pictographs with a 1:2 key ..... | 278 |
| Interpreting bar graphs .....                 | 280 |
| Collect and present your data .....           | 282 |
| Interpreting information .....                | 283 |

## May

## Chapter 23: Working with fractions ..... 286

|                               |     |
|-------------------------------|-----|
| Understanding fractions ..... | 287 |
| Fraction families .....       | 288 |

|                                             |     |
|---------------------------------------------|-----|
| Adding fractions .....                      | 291 |
| Pizza fractions .....                       | 293 |
| Subtracting fractions .....                 | 294 |
| More adding and subtracting fractions ..... | 296 |

## Chapter 24: Measurement ..... 300

|                             |     |
|-----------------------------|-----|
| Measuring temperature ..... | 301 |
| Taking temperature .....    | 303 |
| Recording temperature ..... | 304 |
| Plotting temperatures ..... | 305 |

## Chapter 25: Symmetry ..... 307

|                                  |     |
|----------------------------------|-----|
| Symmetrical shapes .....         | 308 |
| Mirror images .....              | 309 |
| Symmetrical or not? .....        | 311 |
| Checking lines of symmetry ..... | 313 |

## Chapter 26: Simple algebra ..... 316

|                                   |     |
|-----------------------------------|-----|
| The addends and the sum .....     | 317 |
| Work out the missing digits ..... | 318 |
| Using letters .....               | 320 |
| Simple algebra .....              | 322 |
| Solving word problems .....       | 324 |

## June

## Chapter 27: More fractions ..... 328

|                                                 |     |
|-------------------------------------------------|-----|
| Whole numbers as fractions .....                | 329 |
| Mixed numbers .....                             | 331 |
| More mixed numbers .....                        | 333 |
| Improper fractions .....                        | 335 |
| More improper fractions and mixed numbers ..... | 337 |

## Chapter 28: Nets ..... 340

|                                 |     |
|---------------------------------|-----|
| Pyramids .....                  | 341 |
| Making pyramids from nets ..... | 343 |

## Chapter 29: Probability ..... 346

|                                  |     |
|----------------------------------|-----|
| Certain, impossible, maybe ..... | 347 |
| Likely and unlikely .....        | 349 |
| More about probability .....     | 351 |

## 1 Sets and numbers

In this chapter you will:

- compare the sizes of sets
- identify equivalent sets
- partition sets and put them back together
- use numbers and number names up to 999
- work with hundreds, tens and ones
- compare numbers.

### Key words

sets  
equivalent  
partition  
counting

### Starting point

- 1 How many chairs can you count in the picture?
- .....

- 2 Circle the example that best describes the number of chairs in this room.

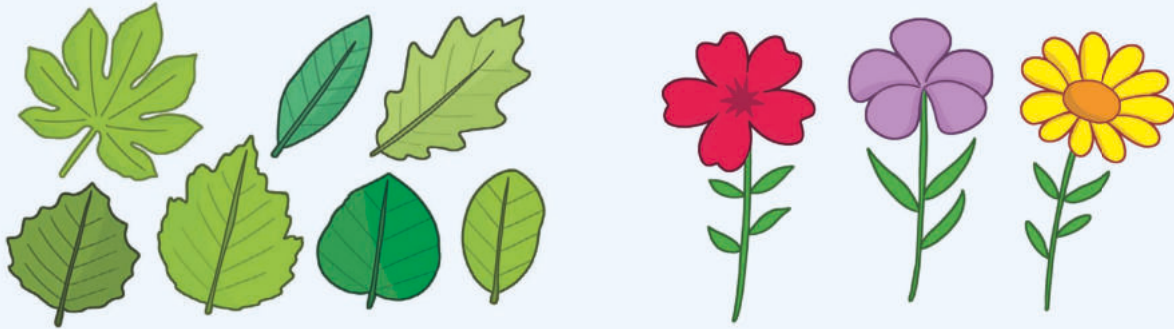
- a about 20
- b about 50
- c more than 100



- 3 How did you know how to answer Exercise 2?
- 4 What places have numbers on chairs like this?
- 5 Why do you think the chairs have numbers on them?
- 6 What would happen if the chairs had no numbers on them?

## Comparing sets

A **set** is a group. When you **compare** sets, you count how many objects the set has. The set that has more is larger. The set that has fewer is smaller.



The set of leaves is larger than the set of flowers.  
There are more leaves than flowers.

1 Count how many in each set. Tick (✓) the larger set in each pair.

**a**

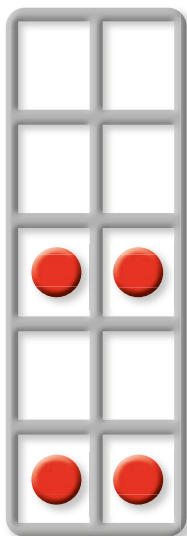
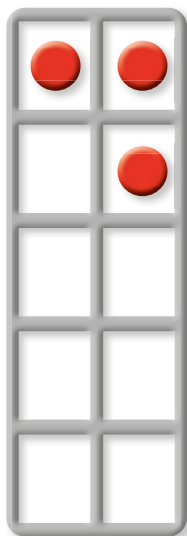
**b**

**c**

**d**

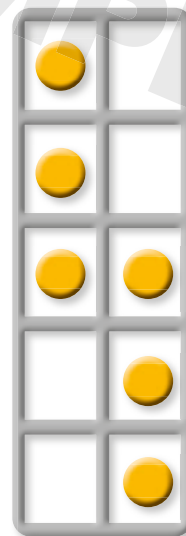
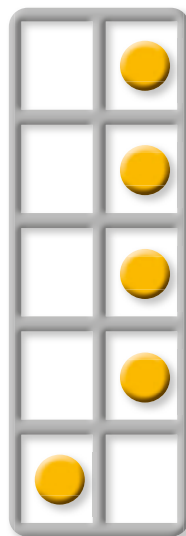
- 2** Count how many in each 10-frame. Tick (✓) the smaller set in each pair.

**a**



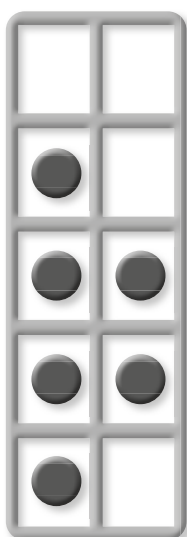
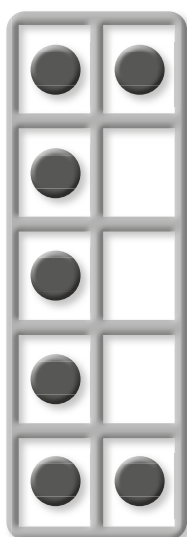


**b**



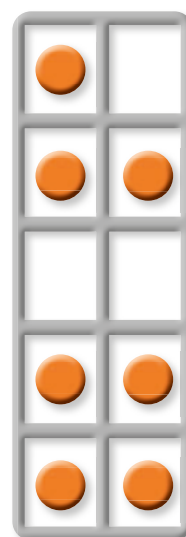
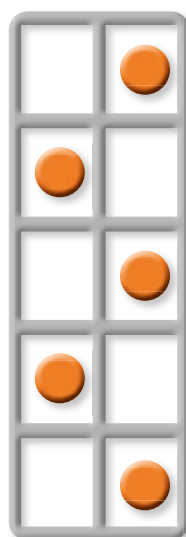


**c**





**d**



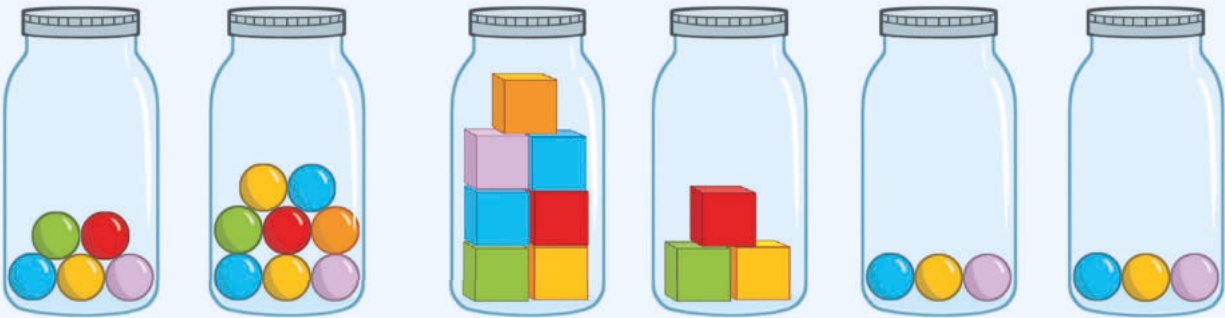
## Using signs to compare

We use signs to compare sets and numbers.

$>$  greater than

$<$  less than

$=$  equal to



5 is less than 8.

$$5 < 8$$

7 is greater than 3.

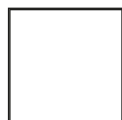
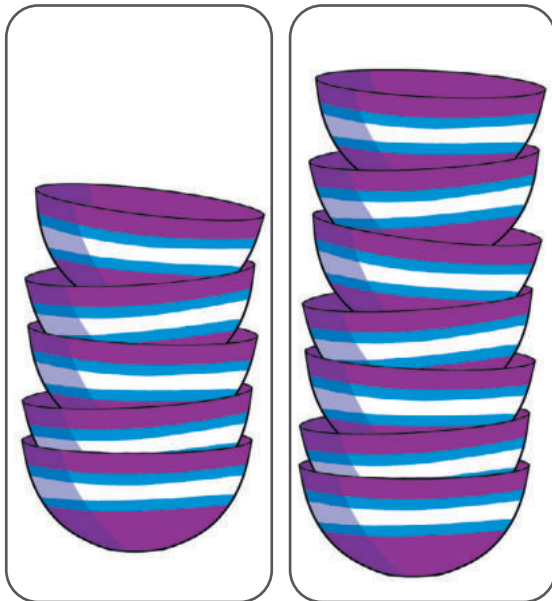
$$7 > 3$$

3 is equal to 3.

$$3 = 3$$

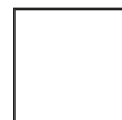
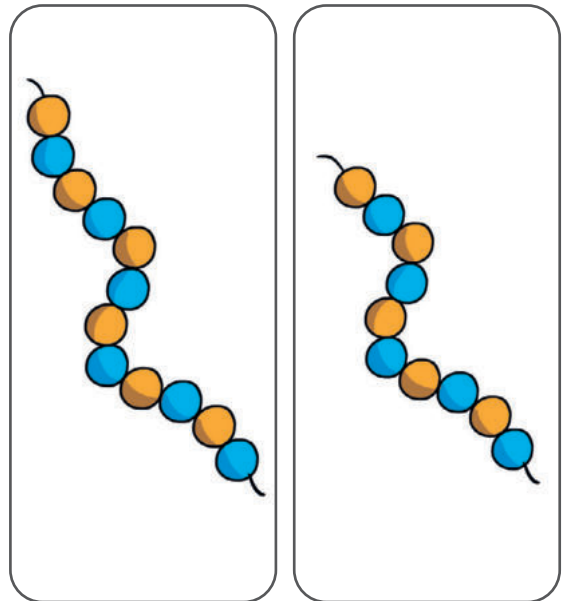
**1** Count how many in each set. Use  $<$ ,  $>$  or  $=$  to compare.

**a**



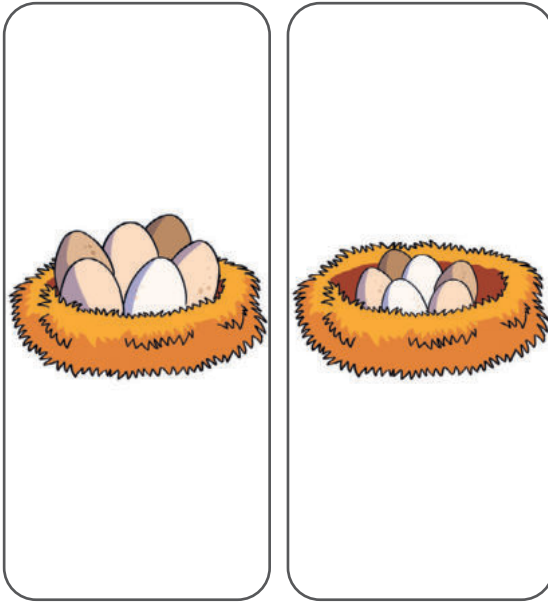
.....

**b**



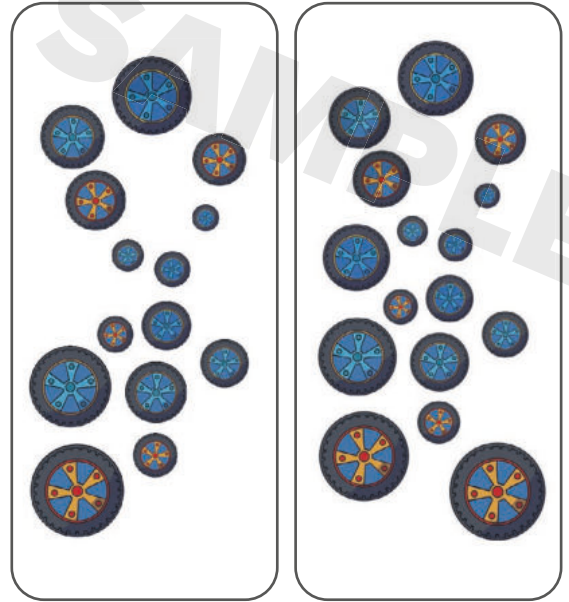
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c



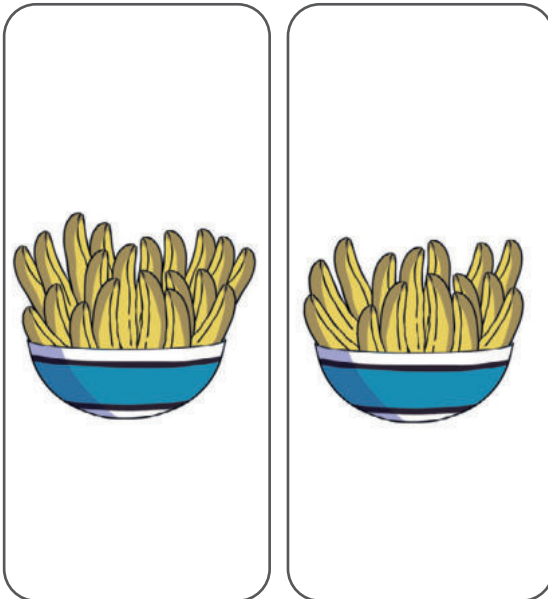
.....  .....

d



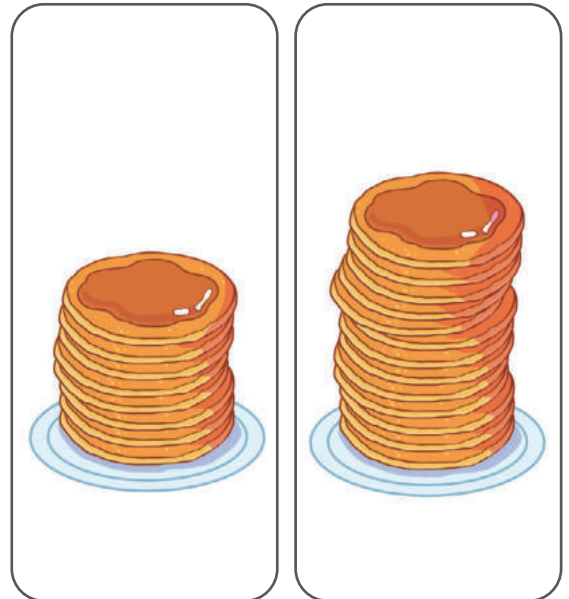
.....  .....

e



.....  .....

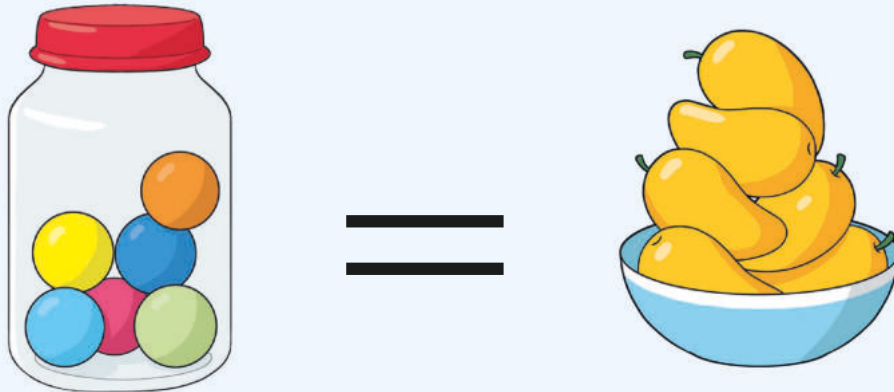
f



.....  .....

## Equivalent sets

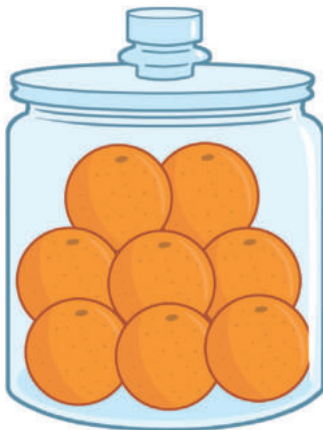
**Equivalent sets** have the same number of objects.



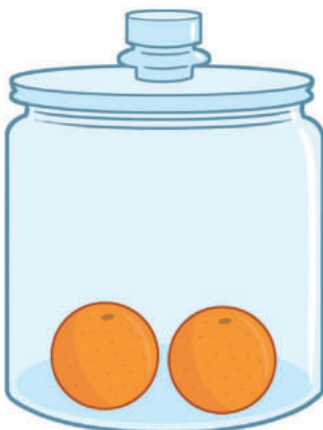
There are 6 balls in the jar. There are 6 mangoes in the bowl.  
The sets are **equivalent**.

**1** Draw shapes in the empty jar to make an equivalent set.

**a**

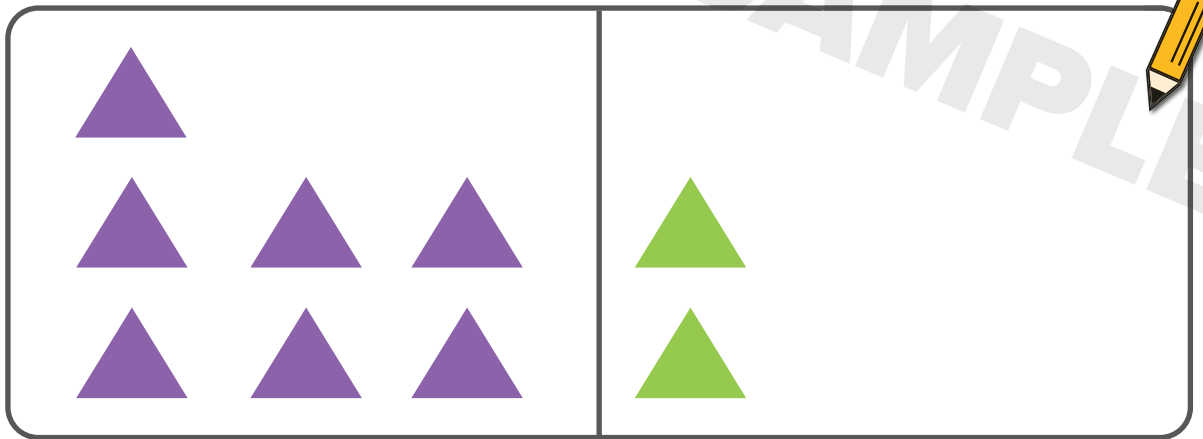


**b**

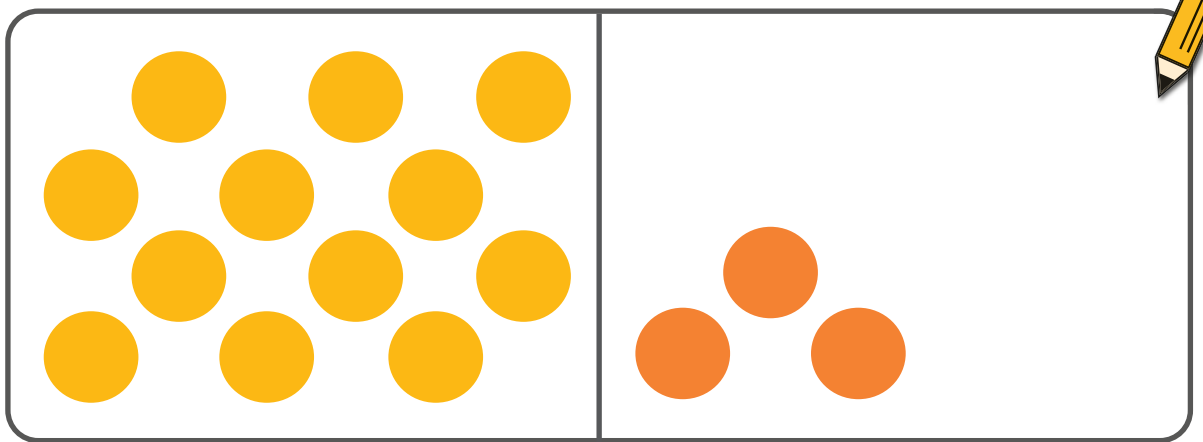


**2** Add more shapes so that the sets are equivalent.

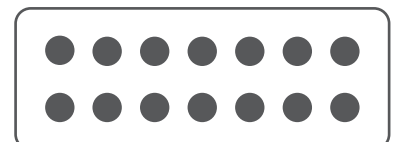
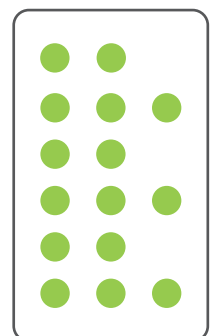
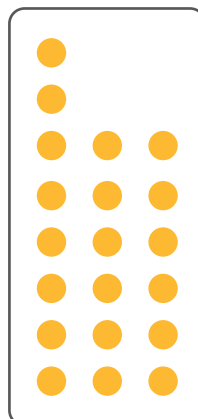
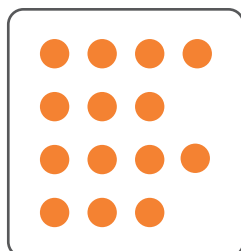
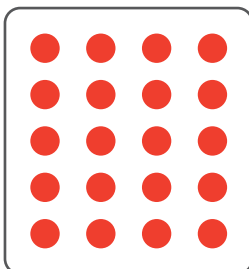
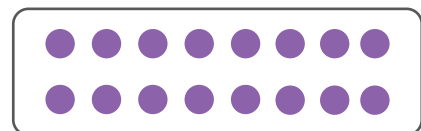
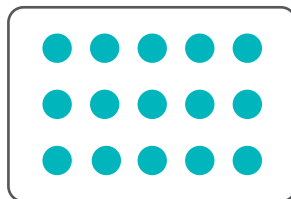
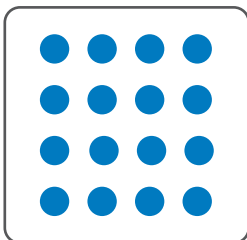
**a**



**b**



**3** Draw lines to match the equivalent sets.



## Number names to 100

- 1** Use different colours. Circle the ball that matches the number name. Then copy the number name in the same colour as the number. The first one has been done for you.

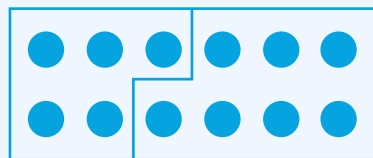
|             |                        |                                                                                        |     |
|-------------|------------------------|----------------------------------------------------------------------------------------|-----|
| ten         | ..... <b>ten</b> ..... |  10 |     |
| twenty      | .....                  |                                                                                        | 60  |
| thirty      | .....                  | 20                                                                                     |     |
| forty       | .....                  |                                                                                        | 70  |
| fifty       | .....                  | 30                                                                                     |     |
| sixty       | .....                  |                                                                                        | 80  |
| seventy     | .....                  | 40                                                                                     |     |
| eighty      | .....                  |                                                                                        | 90  |
| ninety      | .....                  | 50                                                                                     |     |
| one hundred | .....                  |                                                                                        | 100 |

- 2** Write these numbers using numerals.

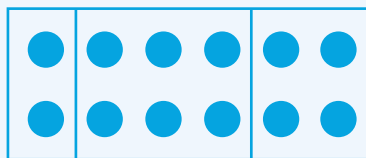
|                       |                      |                      |                      |
|-----------------------|----------------------|----------------------|----------------------|
| <b>a</b> forty-three  | <input type="text"/> | <b>b</b> seventeen   | <input type="text"/> |
| <b>c</b> twenty-eight | <input type="text"/> | <b>d</b> fifteen     | <input type="text"/> |
| <b>e</b> fifty-six    | <input type="text"/> | <b>f</b> ninety-five | <input type="text"/> |

## Partitioning sets

When you **partition** a set, you break the **whole** set into smaller **parts**. You can add the parts to make the whole.



$$5 + 7 = 12$$



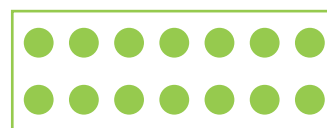
$$2 + 6 + 4 = 12$$

**1** Partition these numbers. Write sums to show how you partitioned them.

**a**



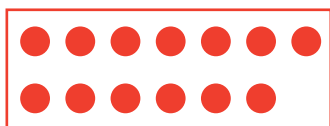
**b**



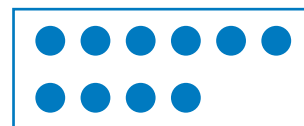
.....

.....

**c**



**d**



.....

.....



## Problem solving

**1** Zizi has 20 fruits. She puts them into 3 jars so that each jar has a different number of fruits. Draw one of the ways she could share them and write a sum to describe your picture.



$$\square + \square + \square = \square$$

**2** Compare your work with other students in your class. Use sums to show some other ways they shared the fruits.

Name: .....

$$\square + \square + \square = \square$$

Name: .....

$$\square + \square + \square = \square$$

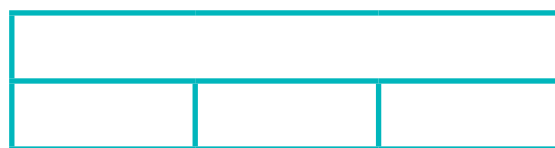
## More partitioning

We can use bar models to show partitioning.

These bar models show two different ways to partition the number 15.



- 1 Show two more ways to partition 15.

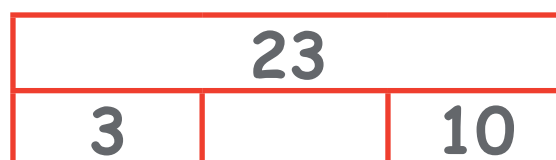
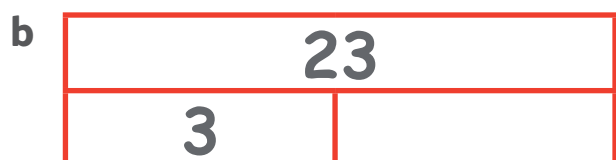


- 2 Work out the missing numbers.



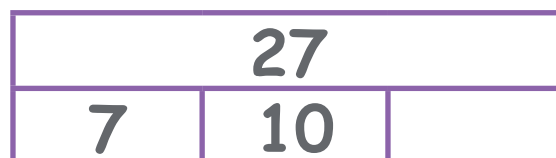
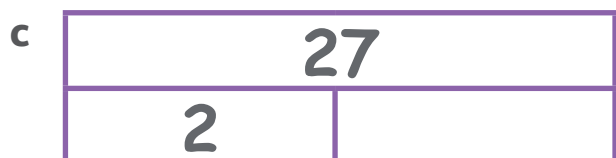
$$18 = 5 + \dots\dots\dots$$

$$18 = 1 + \dots\dots\dots + 9$$



$$23 = 3 + \dots\dots\dots$$

$$23 = 3 + \dots\dots\dots + 10$$



$$27 = 2 + \dots\dots\dots$$

$$27 = 7 + 10 + \dots\dots\dots$$

- 3 Partition these numbers in any way you like. Show the sum for each bar model.

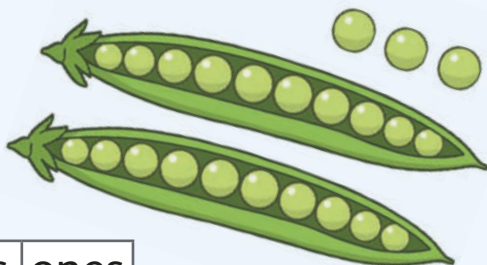


a  $14 = \square + \square$

b  $11 = \square + \square$

## Renaming tens and ones

Each pod has ten peas. A pod = 1 ten.



| tens | ones |
|------|------|
| 2    | 3    |

twenty-three

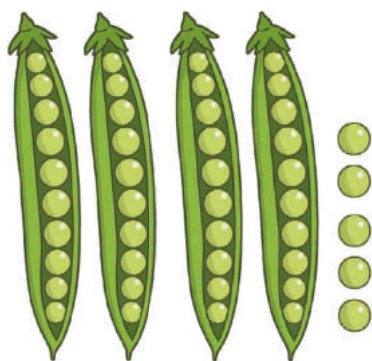
2 tens and 3 ones

We can rename a number by partitioning it into tens and ones.

$23 = 2$  tens and 3 ones

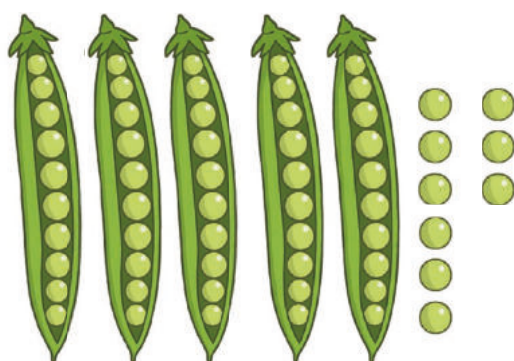
**1** Rename each number using tens and ones.

**a** forty-five



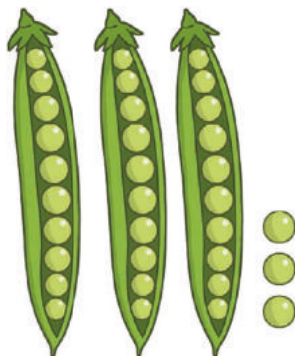
..... tens ..... ones

**b** fifty-nine



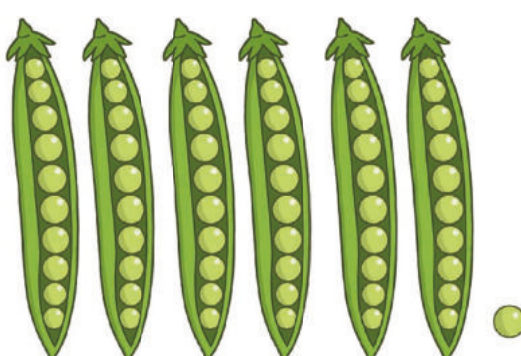
..... tens ..... ones

**c** thirty-three



..... tens ..... ones

**d** sixty-one



..... tens ..... ones

## Partitioning tens and ones

We can rename a number as a sum of tens and ones.

$$\boxed{53} = \boxed{50} + \boxed{3}$$

5 tens          3 ones

|    |   |
|----|---|
| 53 |   |
| 50 | 3 |

- 1** Rename these numbers as tens and ones. Also show the sum in a bar model.

**a**  $\boxed{29} = \boxed{\phantom{00}} + \boxed{\phantom{00}}$



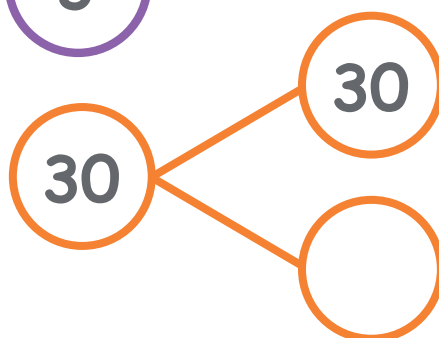
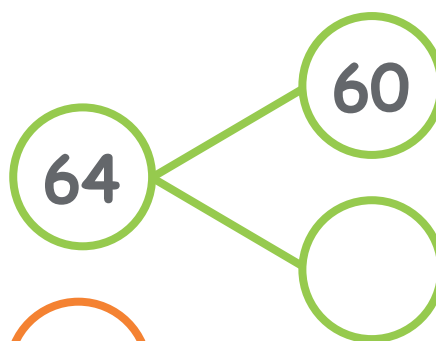
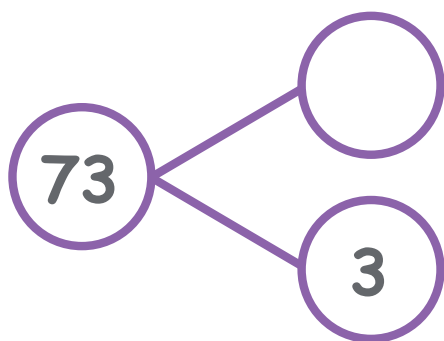
**b**  $\boxed{78} = \boxed{\phantom{00}} + \boxed{\phantom{00}}$



**c**  $\boxed{50} = \boxed{\phantom{00}} + \boxed{\phantom{00}}$



- 2** Partition each number into tens and ones.



## 3-digit numbers

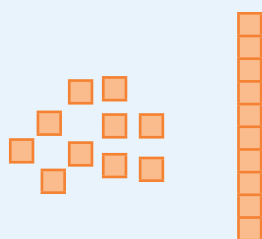
- 1** Your parent or teacher can count with you from 100 to 200.  
Count together. Discuss what is the same about these numbers.

|     |     |     |     |     |     |     |     |     |     |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 101 | 102 | 103 | 104 | 105 | 106 | 107 | 108 | 109 | 110 |
| 111 | 112 | 113 | 114 | 115 | 116 | 117 | 118 | 119 | 120 |
| 121 | 122 | 123 | 124 | 125 | 126 | 127 | 128 | 129 | 130 |
| 131 | 132 | 133 | 134 | 135 | 136 | 137 | 138 | 139 | 140 |
| 141 | 142 | 143 | 144 | 145 | 146 | 147 | 148 | 149 | 150 |
| 151 | 152 | 153 | 154 | 155 | 156 | 157 | 158 | 159 | 160 |
| 161 | 162 | 163 | 164 | 165 | 166 | 167 | 168 | 169 | 170 |
| 171 | 172 | 173 | 174 | 175 | 176 | 177 | 178 | 179 | 180 |
| 181 | 182 | 183 | 184 | 185 | 186 | 187 | 188 | 189 | 190 |
| 191 | 192 | 193 | 194 | 195 | 196 | 197 | 198 | 199 | 200 |

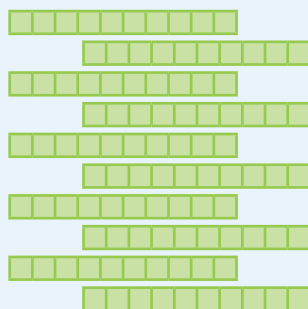
- 2** Only one number does not start with 1. Discuss which number it is and why.
- 3** Complete the missing numbers in these patterns.

|   |     |     |     |     |     |  |  |  |
|---|-----|-----|-----|-----|-----|--|--|--|
| a | 123 | 124 |     | 126 |     |  |  |  |
| b | 166 | 167 |     |     | 170 |  |  |  |
| c | 199 | 198 | 197 |     |     |  |  |  |
| d | 156 | 155 | 154 |     |     |  |  |  |

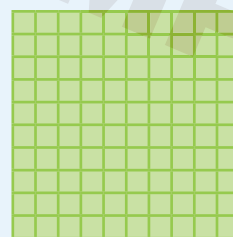
# Hundreds



10 ones = 1 ten

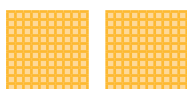


10 tens = 1 hundred



- 1 How many hundreds? Write how many. Then write the number and number name. The first one has been done for you.

a



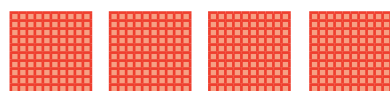
2

hundreds

two hundreds

| H | T | O |
|---|---|---|
| 2 | 0 | 0 |

b

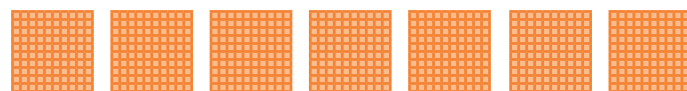


hundreds

.....

| H | T | O |
|---|---|---|
|   |   |   |

c



hundreds

.....

| H | T | O |
|---|---|---|
|   |   |   |

d

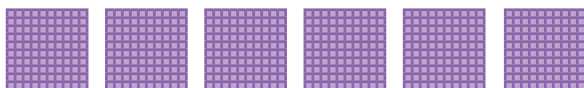


hundreds

.....

| H | T | O |
|---|---|---|
|   |   |   |

e

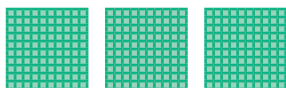


hundreds

.....

| H | T | O |
|---|---|---|
|   |   |   |

f



hundreds

.....

| H | T | O |
|---|---|---|
|   |   |   |



## Problem solving

How many hundred-dollar notes do I need to make:

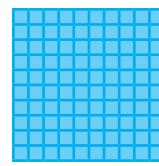
a \$500? .....

b \$800? .....



## Hundreds, tens and ones

When we make bigger numbers, we add up the hundreds, tens and ones.



1 hundred



1 ten



1 one

| hundreds | tens | ones |
|----------|------|------|
|          |      |      |
| 3        | 2    | 5    |

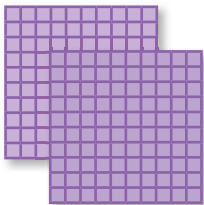
| H | T | O |
|---|---|---|
| 3 | 2 | 5 |

$$300 + 20 + 5 = 325$$

$$3 \text{ hundreds} + 2 \text{ tens} + 5 \text{ ones} = 325$$

**1** Complete the place value chart and the sum for each number.

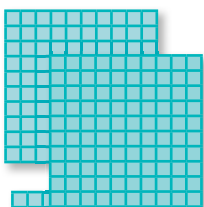
**a**



$$\dots\dots\dots + \dots\dots\dots + \dots\dots\dots = \dots\dots\dots$$

| H | T | O |
|---|---|---|
|   |   |   |

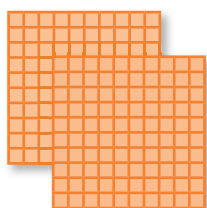
**b**



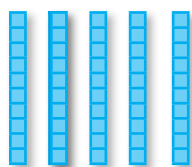
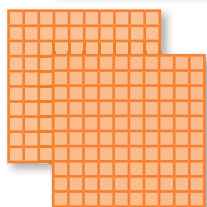
$$\dots\dots\dots + \dots\dots\dots + \dots\dots\dots = \dots\dots\dots$$

| H | T | O |
|---|---|---|
|   |   |   |

c

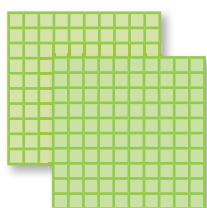


..... + ..... + ..... = .....

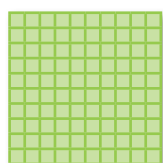
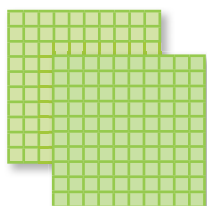


| H | T | O |
|---|---|---|
|   |   |   |

d

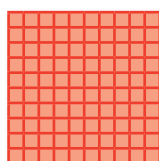


..... + ..... + ..... = .....



| H | T | O |
|---|---|---|
|   |   |   |

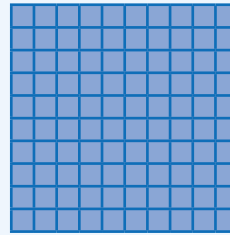
e



..... + ..... + ..... = .....

| H | T | O |
|---|---|---|
|   |   |   |

## Thinking about bigger numbers

 10 ones make 1 ten.


10 tens make 1 hundred.

Look at these numbers.

| H | T | O | H | T | O |
|---|---|---|---|---|---|
| 1 | 9 | 9 | 2 | 0 | 0 |

199 has 1 hundred, 9 tens and 9 ones.

What happens if we add 1 more one?

1 Write the number that comes after:

a 128

b 185

c 199

2 Write the number that comes before:

a

235

b

311

c

520

3 Write the numbers that come between:

a

|     |  |  |  |  |     |
|-----|--|--|--|--|-----|
| 342 |  |  |  |  | 347 |
|-----|--|--|--|--|-----|

b

|     |  |  |  |  |     |
|-----|--|--|--|--|-----|
| 787 |  |  |  |  | 792 |
|-----|--|--|--|--|-----|



## Problem solving

1 Jenna has read 100 pages of her book. She reads 25 more.

What page is she on now? .....

2 Dana has 100 beads and her brother also has 100 beads.

How many do they have altogether? .....

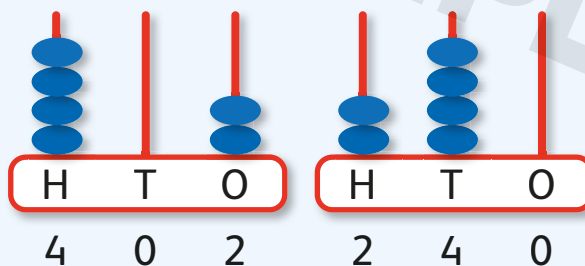
## What zero means

When a set is empty, we use the number **zero (0)**.

In bigger numbers, a zero shows that there is nothing in that place.

$$4 \text{ hundreds} + 0 \text{ tens} + 2 \text{ ones} = 402$$

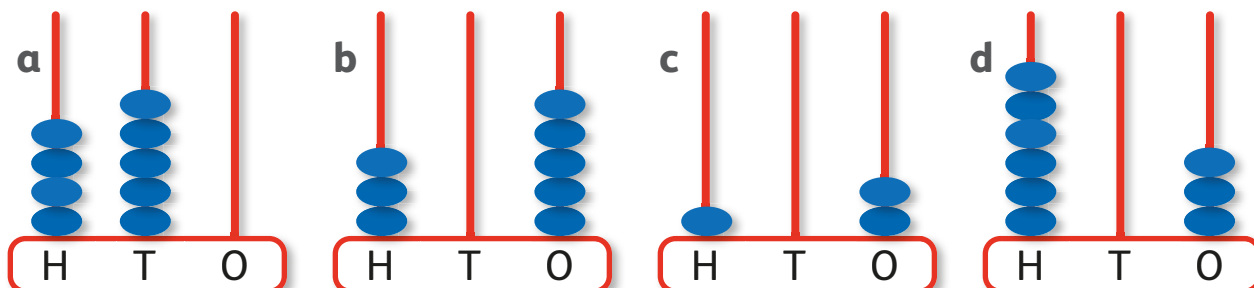
$$2 \text{ hundreds} + 4 \text{ tens} + 0 \text{ ones} = 240$$



**1** What does the zero show in each number?

- a 301 ..... **0 tens** .....      b 30 .....
- c 120 .....      d 390 .....

**2** Write the number under each abacus.



.....

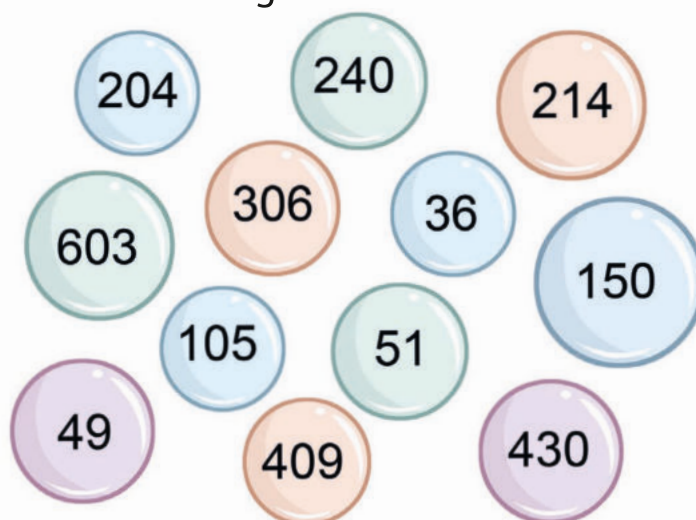
**3** Draw a line from each sum to the matching bubble.

a  $200 + 4$

b  $30 + 6$

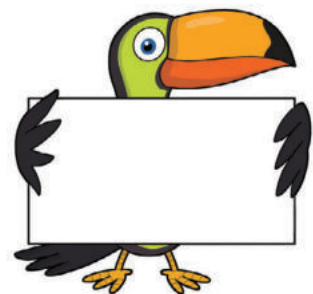
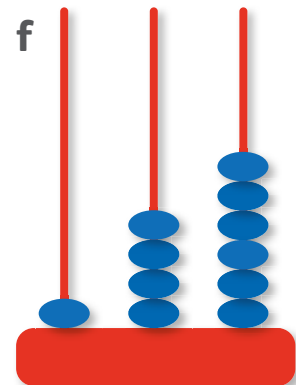
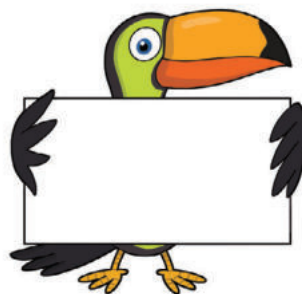
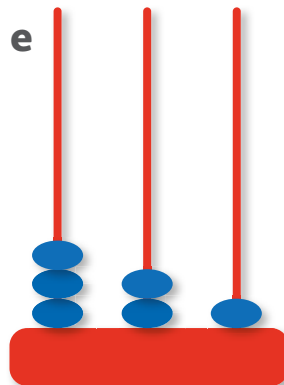
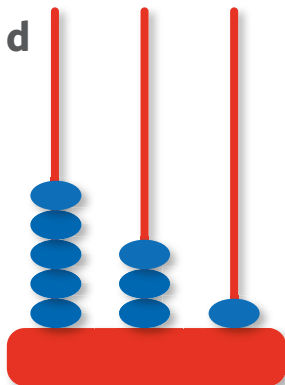
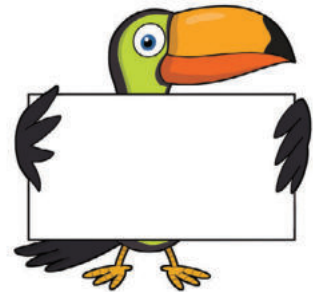
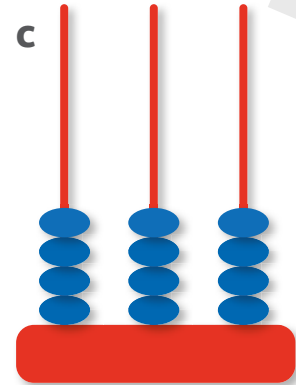
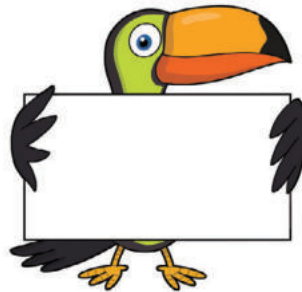
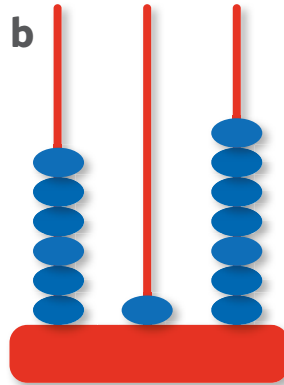
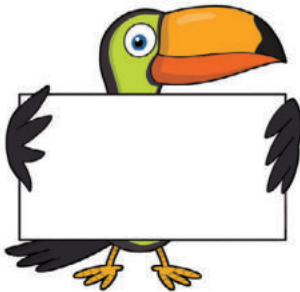
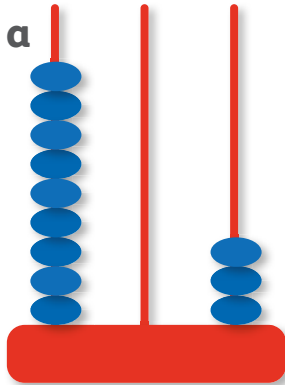
c  $100 + 50$

d  $400 + 9$

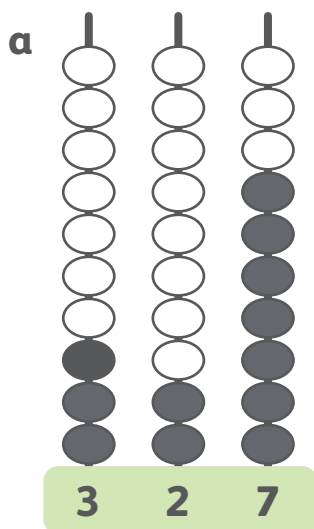


## Place value practice

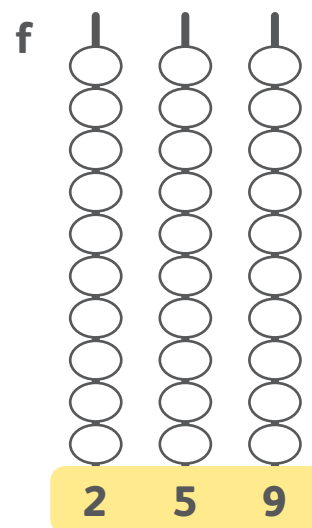
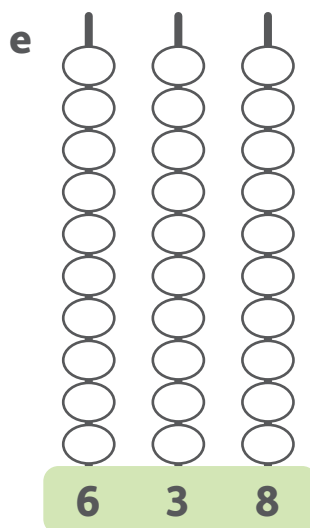
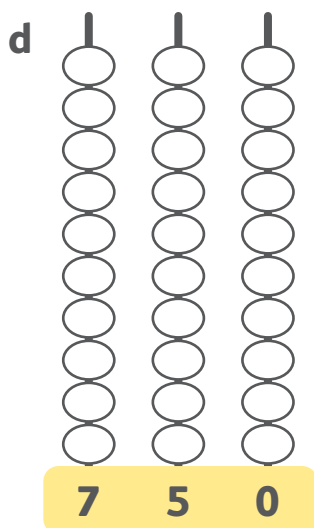
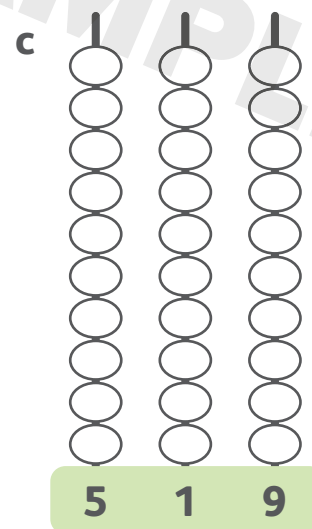
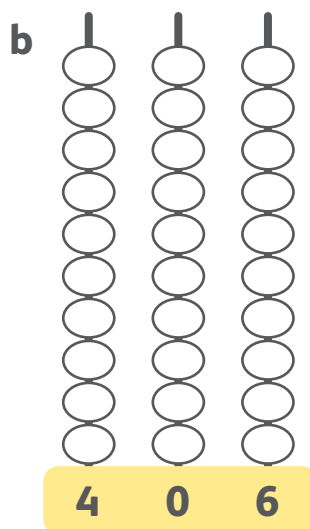
- 1 Count the hundreds, tens and ones. Write the number on the card. Write the number name underneath.



- 2** Colour the beads to show the correct number. Write the number name underneath. The first one has been done for you.

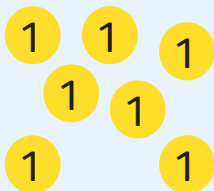


three hundred  
twenty-seven

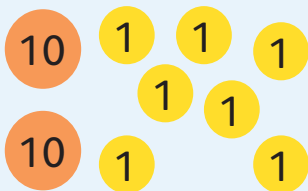


Numbers and number names

We write numbers using the numerals 0, 1, 2, 3, 4, 5, 6, 7, 8 and 9.  
We can also write the number name using words.



7  
seven



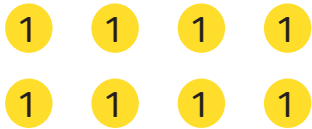
27  
twenty-seven



235  
two hundred thirty-five

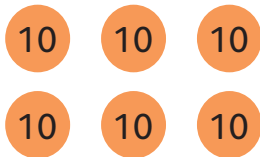
1 Write the number and the number name.

a



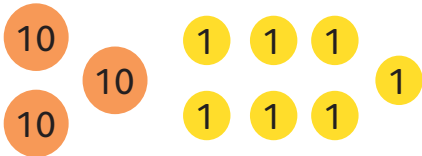
.....

b



.....

c



.....

d



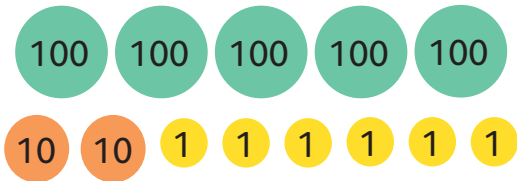
.....

e



.....

f



.....

## Comparing numbers

When you compare numbers, you say which is greater than or less than the other. You can use these signs:

$<$  less than

$>$  greater than

$=$  equal to

When you compare 3-digit numbers, first look at the hundreds.

$200 > 133$        $142 < 405$

200 is greater than 133      142 is less than 405

If the hundreds are the same, look at the tens.

$421 > 400$        $415 < 437$

421 is greater than 400      415 is less than 437

**1** Use the  $>$  and  $<$  signs to compare these numbers.

**a** 105 ..... 205      **b** 318 ..... 218      **c** 500 ..... 700

**d** 975 ..... 945      **e** 315 ..... 410      **f** 801 ..... 699

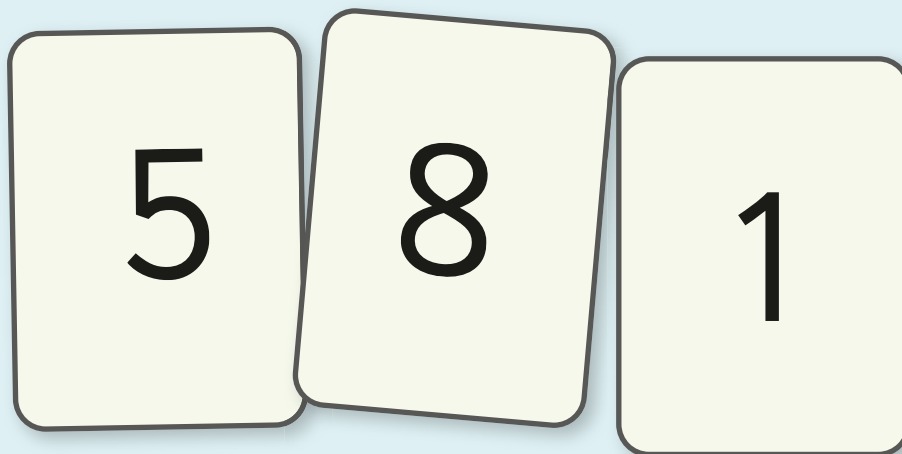
**2** Complete the table.

|            | 1 more | 1 less | 10 more | 10 less | 100 more | 100 less |
|------------|--------|--------|---------|---------|----------|----------|
| <b>555</b> |        |        |         |         |          |          |
| <b>879</b> |        |        |         |         |          |          |
| <b>362</b> |        |        |         |         |          |          |
| <b>400</b> |        |        |         |         |          |          |

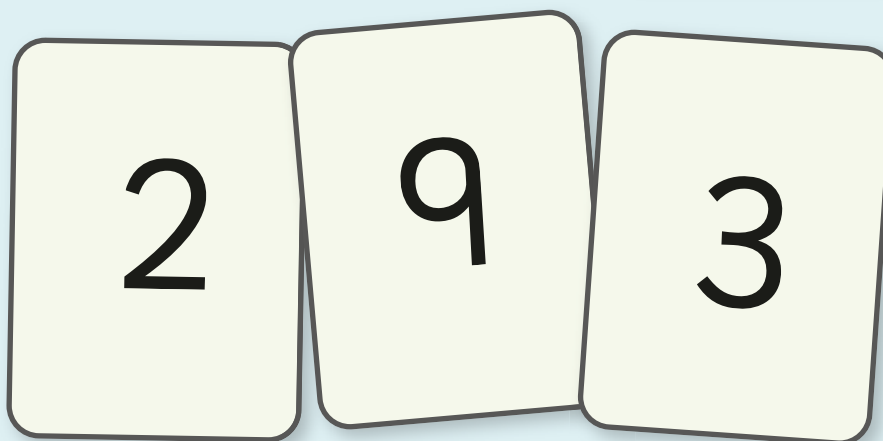
## ? Problem solving

- 1 What is the greatest and smallest number you can make with each set of cards?

a



b



- 2 I have a set of three number cards. The greatest number and the smallest number I can make with the cards are equal. The sum of all the numbers is 15. What are my cards?

A large, empty rectangular box with a black border, intended for the student to write their answer. A small yellow pencil icon is positioned in the top right corner of the box.

## What I have learned

- 1** Write a 3-digit number that uses three different numerals. Show it in four different ways.

|                   |   |   |                               |        |
|-------------------|---|---|-------------------------------|--------|
| Place value chart |   |   | Sum                           |        |
| H                 | T | O | ..... + ..... + ..... = ..... |        |
|                   |   |   | Number name                   | Number |
|                   |   |   | .....                         | .....  |

- 2** Write the number shown in each bar model.

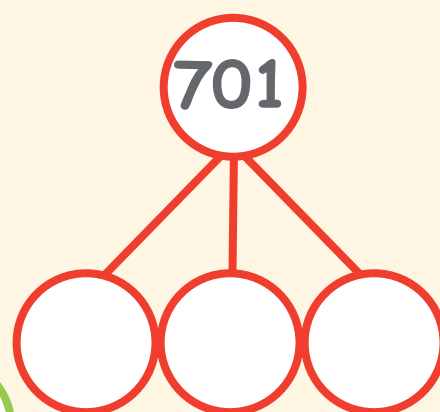
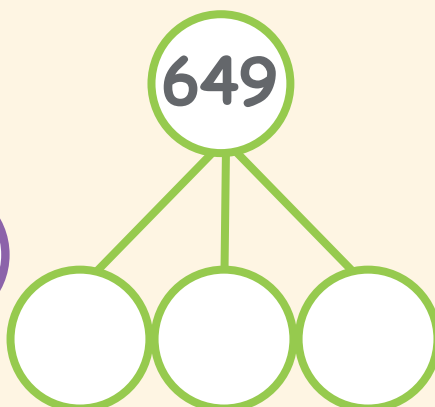
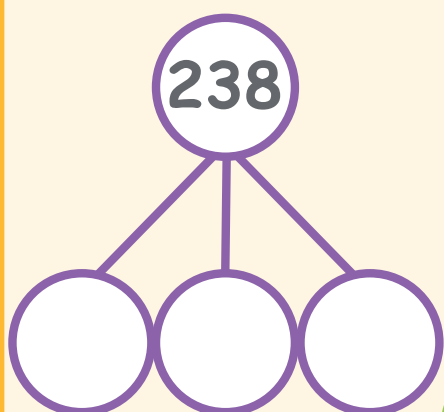


- 3** Rename these numbers.

**a** 729 = ..... hundreds, ..... tens and ..... ones

**b** 973 = ..... hundreds, ..... tens and ..... ones

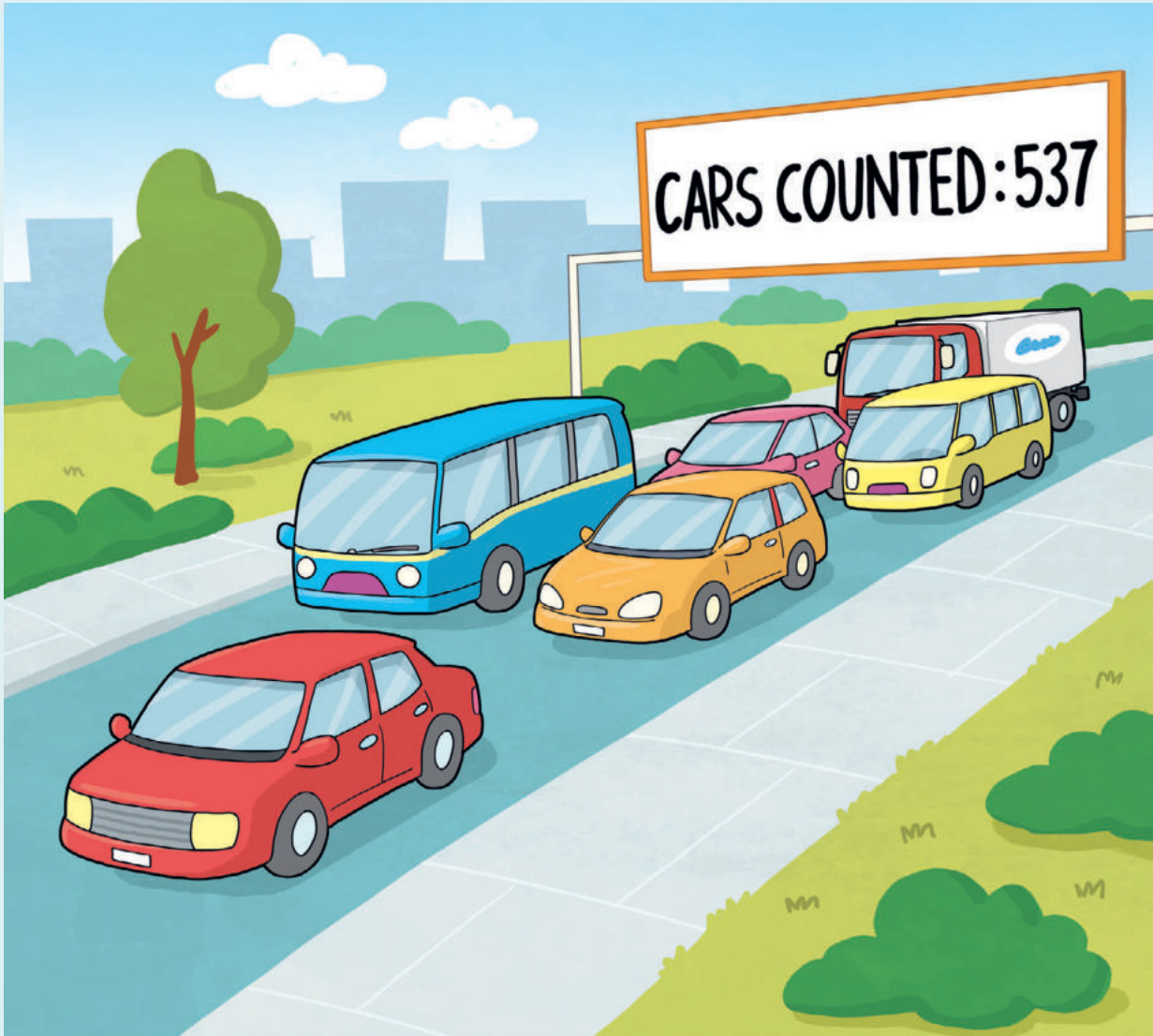
- 4** Partition these numbers into hundreds, tens and ones.





## Problem solving

This display shows how many cars have driven on the road since midnight.



Write the next number that will appear on the display that has:

- a** 4 tens and 7 ones .....
- b** 4 tens .....
- c** the same digit in all three places .....
- d** the same number of ones and tens as 537 .....

**JAMAICA**

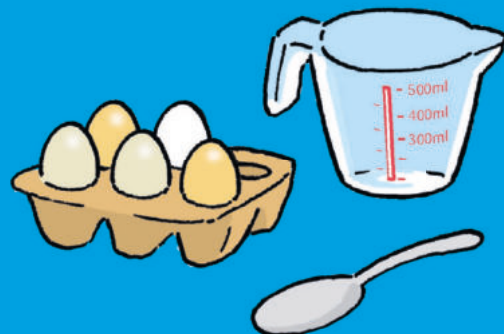
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Grade  
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