Mathematics

WS No. 1
Numbers;
Number Sequence

Name: _____Grade: II Sec: ___ Week: **1** Day: **1** Date: _____

Note: This work can be done on notebooks or loose sheets.

_____

1. Make 3-digit numbers using the digit cards.

| **1** | **2** | **3** | **4** | **5** | **6** |

A: Instructions:

- Pick three digit cards and record your answer in the table given below:
- Rearrange the digits to make 6 different numbers in total.

| **My digits**	Number 1	Number 2	Number 3	Number 4	Number 5	Number 6
2,5,6	256	265	526	562	625	652

What is the **largest possible 3-digit number** you can make using the above digits?

What is the **smallest possible 3-digit number** you can make using the above digits?

B: Instructions:

- Pick 2 different numbers from the table above and mark them on the number line.
- **Click on the following links and watch these videos first: D1- V1, D2-V2:**
    https://drive.google.com/open?id=1vEY8F2xWJIYDYEOGgLplqLa_H4KUtBY1
    https://drive.google.com/open?id=1Xw6qfESzaWTthRkwxOLwAPU23GcHpybP
- Mark with an arrow head (↓) the position of the numbers.
- You can mark the number line in multiples of 10 or in multiples of 100.

My number is _____

←——+——+——+——+——+——+——+——+——+——+——+——→
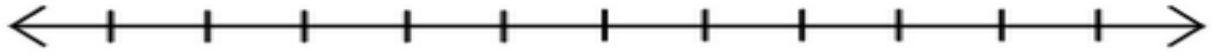
My number is _____

←——+——+——+——+——+——+——+——+——+——+——+——→
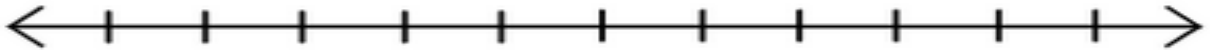
2. Complete the following number sentences by choosing any 3-digit number.

   a) _____ > 235

   b) 521 > _____

   c) _____ < 465

   d) 325 < _____

> **Example:**
>
> _____ > 546;
>
> Answer:
>
> 600 > 546

3. a) Find 12 on the 100 square and colour it in.
   - Count on in **2s** and shade the numbers **red**.
   - Count on in 3**s** and shade the numbers **blue**.
   - Count on in **4s** and shade the numbers **yellow.**
   - Count on in **5s** and shade the numbers **green.**

> *There can be certain numbers which will be shaded in more than one colour, so do not colour the whole square in one colour. Rather, you can shade a small portion at first so that if you have to shade any other colour also, you would have space for it as in the following figure.*

.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

b) Choose a number between 95 and 99.

Count back in **2s** and shade the numbers **red**.

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

i.   Did you finish on zero? _____
ii. Write two numbers you could start on to finish on zero.

c) Complete the number sequence and describe the pattern.

95, 93, 91, _____, _____, _____.

_____

_____

For describing the pattern you can write as:

Add 2, 3…

Subtract 4, 5…

Or you can write a complete sentence to describe your pattern.

Mathematics

Self-Assessment-Day 1

Grade II
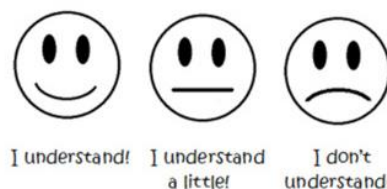
Name: _____

Date: _____

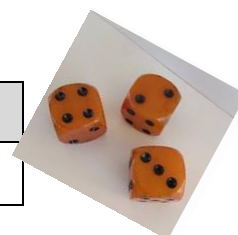I understand!   I understand a little!   I don't understand!

Instructions: After attempting this assessment colour on the level of your understanding above.

_____

[/10]

1. Ali rolled three dices and the scores shown on the top of these dices were 4, 2 and 3.   (/5)

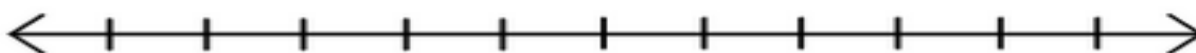   Rearrange these digits to make 6 numbers in total.

Digits						
4, 2, 3						

   What is the largest possible 3-digit number he can make using the above digits? _____

   What is the smallest possible 3-digit number he can make using the above digits? _____

2. Mark the ends of the number line and mark the following number with an arrow head
   (↓) on the number line: (/2)

   350

3. Complete the following number sentences by using any 3-digit number.   (/2)
   a) _____ > 221

   b) 560 < _____

4. Complete the number sequence.   (/1)
   1, 5, 9, _____, _____.

Mathematics

WS No. 2

Fractions

Name: _____Grade: II Sec: __ Week: **1** Day: **2** Date: _____

Note: This work can be done on notebooks or loose sheets.

_____

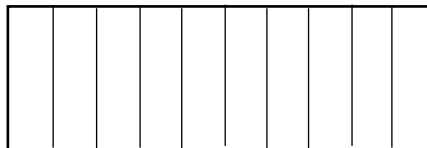Click on the following link and watch this video first. D2-V1:
https://drive.google.com/open?id=1Us3Ch1xXWuoAvVbcL7YaSmaZqBwiOMPz

1. Shade in the given fractions in the shapes below:

   a) $\dfrac{3}{8}$
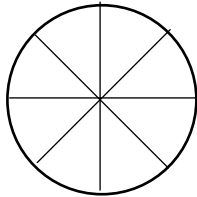
   b) $\dfrac{9}{10}$

   c) $\dfrac{1}{2}$
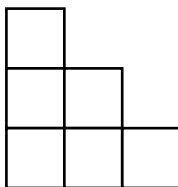
   > *Count the total number of blocks in this figure. Half that number of blocks and shade the blocks it will be $\frac{1}{2}$ of the whole figure.*

2. What fraction of the square is shaded?
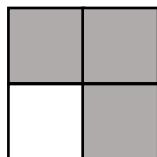
   Answer: _____

3. Ali has **16** erasers.

   a) $\frac{1}{2}$ of 16 erasers is _____.

   b) $\frac{1}{4}$ of 16 erasers is _____. (Half of half will be ¼)

4. Alia has **20** stuffed toys.

   a) $\frac{1}{2}$ of 20 stuffed toys is _____.
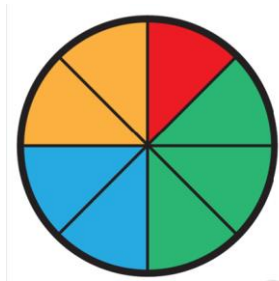
   b) $\frac{1}{4}$ of 20 stuffed toys is _____.

5. Write the fractions for each of the shaded part of the circle.

   a) Red _____

   b) Yellow_____

   c) Blue _____

   d) Green _____

Fractions are equal parts of the whole.
The bottom number of the fraction shows how many parts the whole is divided into.
The top number of the fraction is how many parts of the whole you have.

6. 5 friends went for a picnic.

  They had 5 juices, 10 candies and 15 balloons.
  How will they share it out equally?

Make groups of 5 for dividing each item equal number of item in each group will give you the answer.

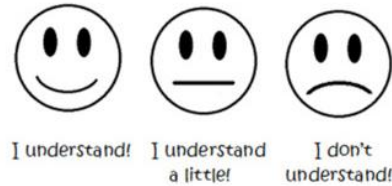*You can give your answer in fractional form e.g., 2/10 of 10 items etc.*

_____

_____

_____

_____

Mathematics

Name: _____

Date: _____

I understand!   I understand   I don't
                a little!   understand!

Instructions: After attempting this assessment colour on the level of your understanding above.

_____

[/10]

1. Find the fractions: (/2)

    i.   What fraction of the following figure is **shaded**?

                                                  _____

    ii.   What fraction of the following figure is **not shaded**?

                                                  _____

2. Fill in the blanks.   (/2)

    i. $\frac{1}{2}$ of 14 is _____ .

    ii. $\frac{1}{4}$ of 16 is _____ .

3. Shade the following block in 4 different colours and write the fraction of each colour. (/2)

   _____ colour has fraction _____

   _____ colour has fraction _____

   _____ colour has fraction _____

   _____ colour has fraction _____

4. 5 friends want to share 15 cupcakes equally.
   What fraction of the cupcakes does each friend get?   (/2)

   _____

5. There are 8 erasers in a box.   (/2)
   $\frac{2}{8}$ of the erasers are red.
   What fraction of the erasers is not red?

   _____

   _____

Mathematics

WS No. 3

Mental Calculations

Name: _____Grade: II Sec: ___ Week: **1** Day: **3** Date: _____

Note: This work can be done on notebooks or loose sheets.

_____

1. Make a two digit number using the following digit cards:

| 0 | 5 | 2 | 4 |

Write the following **multiplication** and **division** facts about your numbers:

Example:

My number is ____42____

____42____ is / ~~is not~~ divisible by 2

____42____ ~~is~~ / is not divisible by 5

____42____ ~~is~~ / is not divisible by 10

> *Recall divisibility rules of 2, 5 and 10*
>
> ✓ *All even numbers are multiples of 2*
> ✓ *All numbers having 5 or 0 in the ones column, are multiples of 5*
> ✓ *All numbers having 0 in the ones column, are multiples of 10*

My number is _____

_____ is / is not divisible by 2

_____ is / is not divisible by 5

_____ is / is not divisible by 10

My number is _____

_____ is / is not divisible by 2

_____ is / is not divisible by 5

_____ is / is not divisible by 10

2. Put a ring around all the multiples of 5.

5   **71**   **310**   **512**   **55**

3. Circle true or false next to each statement.

   a) 234 is divisible by 5   true / false

   b) 625 is divisible by 2   true / false

   c) 356 is divisible by 2   true / false

   d) 820 is divisible by 10   true / false

   e) 415 is divisible by 5   true / false

4. Use the Venn diagram below to sort the following numbers.

   ✓ **Click on the following link and watch this video first. D3-V1**
      https://drive.google.com/open?id=10K0xhnJsLIPaJfIt_uX3zc3ntqBi_aNk

   ✓ In a Venn diagram, common numbers will come in the middle called the overlapping region

   12   **15**   **20**   **75**   **46**   **30**

Even numbers   Multiples of 5
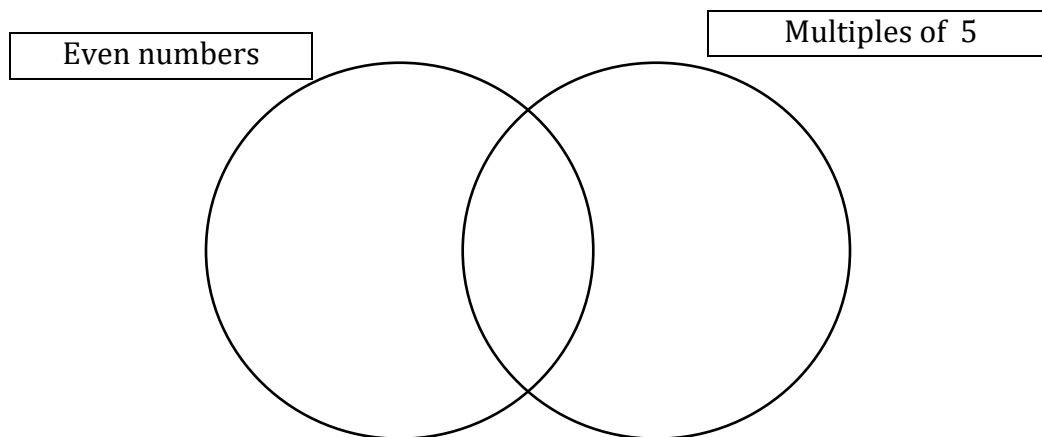
5. Complete this **Carroll diagram** with numbers of your own.
   Write 2 numbers in each cell.

	Multiples of 2	Multiples of 5
Even numbers		
Odd numbers		

_____

Mathematics

Name: _____

Date: _____

I understand!   I understand a little!   I don't understand!

Instructions: After attempting this assessment colour on the level of your understanding above.

_____

[/ 10]

1. Circle the number which is a multiple of both 2 and 10.   (/1)
    a) 630   c) 221

    b) 524   d) 759

2. Write 2 multiples of 10 between 15 and 31.   (/1)

   [   ]   [   ]

3. Write an even multiple of 5 less than 20.   (/1)

   [   ]

4. Complete the following statements.   (/1)

   i. [   ] is not divisible by 2.

   ii. [   ] is divisible by 10.

5. 3 friends were sitting in a room.
   Each friend has 4 candies.
   How many candies do they have in total?   (/2)

   _____

   _____

6. Complete this Carroll diagram by writing two numbers in each section.   (/2)

	multiples of 3	multiples of 5
Even numbers		

7. Use the Venn diagram below to sort the following numbers.   (/2)

12   **15**   **21**   **7**   **6**   **30**

Odd numbers   Multiples of 3

_____
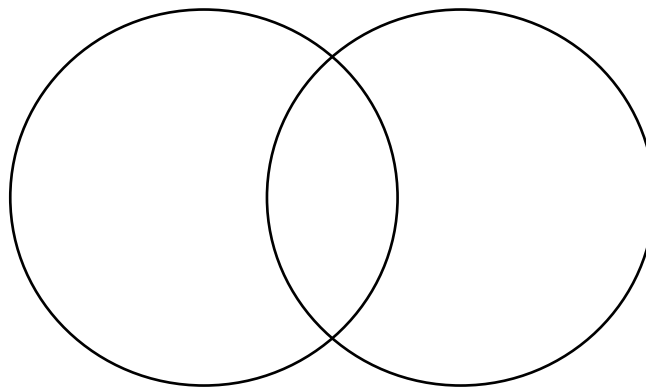
Mathematics

WS No. 4
Adding and subtracting numbers
 Word problems

Name: _____Grade: II Sec: ___ Week: **2** Day: **4** Date: _____
Note: This work can be done on notebooks or loose sheets.

_____

Watch **W2-D4-V1** for adding numbers using number line.
https://drive.google.com/open?id=1Azyk7VQbwFrzNBHIyR2i4kRm584xWG7o
Watch **W2-D4-V2** for subtracting numbers using number line.
https://drive.google.com/open?id=1BXPxIBpmdumk_Fj0Ol5_Ut6vQK2TayK

1. Draw the calculations on the given number lines.

Work out the calculation.

Example:

45 - 6 = __39__ (place the number on **the right extreme** position while subtracting and **move back to subtract** the given number)

-1   -5

39 40   45
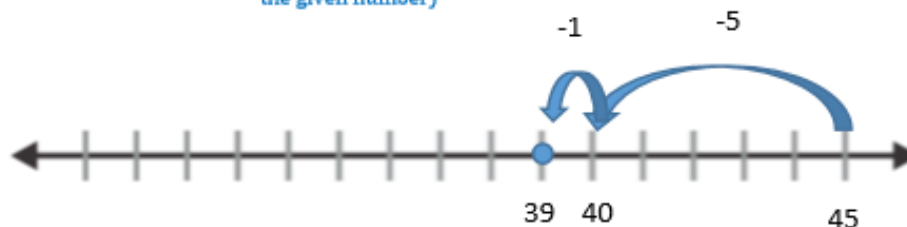
Instructions:
In the links given above we have provided guideline on the use of a number line for addition and subtraction. However, subtraction of a number from a 2-digit number can be done in multiple ways. You can take small steps or jump onto a bigger number that can be easily and quickly subtracted.
E.g.   78 - 9
Step 1: 78 – 8 – 1   (look for a number that can be easily subtracted like 8 instead of 9)
Step 2: 78 – 8= 70
Step 3: 70 – 1 =69   (then subtract the other number that is 1 in this case)
Even if you move back in ones it doesn't matter however, if done in the way explained above it will improve your mental maths.

a) 138 - 7 =

138

b) 99 - 4 =

99

c) 595 - 6 =

595

d) 368 - 9 =

368
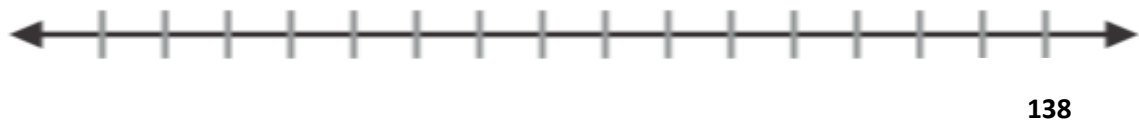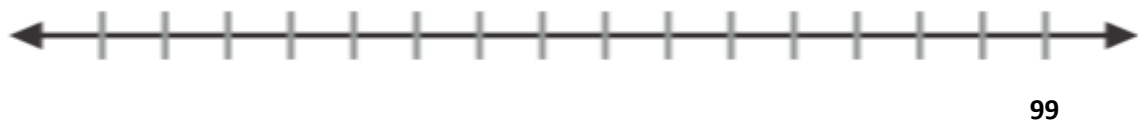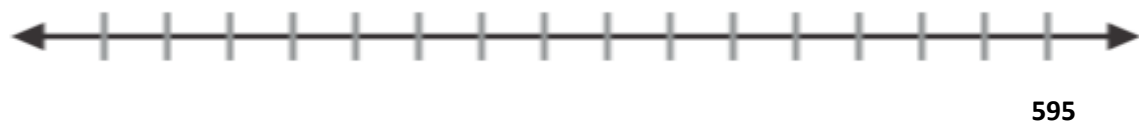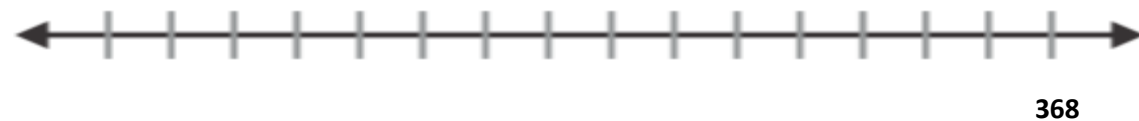
2. Look at the pictures.
   Write two number stories linked to the picture.
   Illustrate the story with a number line.

   | Bear
Rs.20 | Pack of candies
Rs.10 | 100 |

A._____

_____

_____

B._____

_____

_____

_____

Mathematics

Self-Assessment-Day 4
Grade II

Name: _____

Date: _____

I understand! I understand a little! I don't understand!

Instructions: After attempting this assessment colour on the level of your understanding above.

_____

[/5]

1. Use the number line to subtract and write the answer in the given box.
    Mark the numbers and the arrows on the number line also.   (/2)

    i.   19 – 4 =
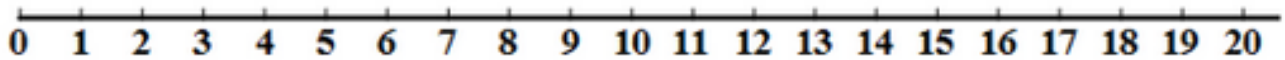
    ii. 899 – 7 =   (/2)

2. Write a number story related to the following number line. (/2)

15 16 17 (18) 19 20 21 22 23 24 (25)

_____

_____

_____
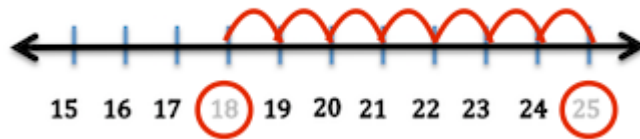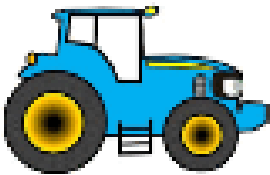
3. Write a number story linked to the picture. (/2)

soft toy cat	basketball	toy car	tractor
Rs.50	Rs. 100	Rs. 30	Rs. 80

_____

_____

_____

Mathematics
WS No. 5
Length, Mass and Capacity

Name: _____Grade: II Sec: ___ Week: **2** Day: **5** Date: _____
Note: This work can be done on notebooks or loose sheets.

_____

Click on the following links and watch D5-V1, D5-V2 and D5-V3 before attempting the worksheet.
https://drive.google.com/open?id=1Gocw4EYhjJ3konPqBAozi3eJMlZhvDyv
https://drive.google.com/open?id=1ksEnJCHvxQIx6nxdUGCs-PfzPITavN_h
https://drive.google.com/open?id=1EPMynN_1Itg25VXkOHZEyCswDYn11sUr

1. Circle weight that you think is closest to the weight of the real object.

120g 12kg	8kg 800g	30g 3kg

2. i) Length of an object can be measured in:
    a)   litre
    b)   kg
    c)   cm

   ii) Litre is a measurement of _____.

    a)   length
    b)   volume / capacity
    c)   mass

3.   How many centimetres long is this eraser?

    It is _____. *(mention the unit also)*

4. Fill in the blanks.

1l	= 1000ml
1kg	= 1000gms
1km	= 1000m
1m	= 100cm

   i.   2000 g = _____ kg

   ii.   300 cm = _____ m

   iii.   2000ml = _____ l

   iv.   1500m = _____ km _____ m

5. An eraser is 4 cm long and a pencil is 6 cm longer than the eraser?
   What is the length of the pencil?

   _____

6. Asim bought 4 books of 250 gm each.
   What is the total mass of the books in grams and kilograms?

   _____

7. A boy runs on a 1200 metres track daily.
   Write the length of the track in km and m.

   _____

   _____

Mathematics
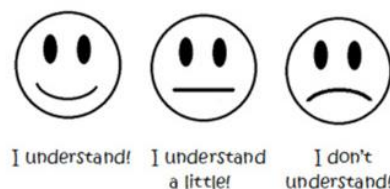
Grade II

Name: _____

Date: _____

I understand!   I understand a little!   I don't understand!

Instructions: After attempting this assessment colour on the level of your understanding above.

_____

Solve the following word problems.   **[/6]**

1. The pencil in my pencil case is 10 cm long.   (/2)
    My scale is 5 cm longer than the pencil, and the eraser is 3 cm long.
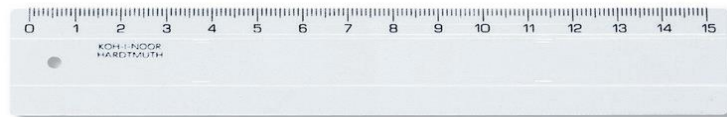
    a) What is the length of the scale? _____

    b) How much longer is pencil than the eraser? _____

2. I have three toys to parcel to a friend.   (/2)
    They weigh 300 grams, 250 grams and 400 grams.

    a) What is the total weight of the three toys? _____

        My parcel must weigh less than 1 kg.

    b) Is this more or less than 1 kg? By how much? _____

3. A fish tank has a capacity of 5 litres of water. (/2)

I pour three different containers to fill it.

Container 1:   Container 2:   Container 3:

| 750 millilitres | 800 millilitres | 3 litres |

a) How much have I poured in total? _____

b) What is the remaining capacity of the fish tank? _____

_____

Mathematics
WS No. 6
Data Handling

Name: _____Grade: II Sec: ___ Week: **2** Day: **6** Date: _____

Note: This work can be done on notebooks or loose sheets.

_____

Click on the following link and watch this video first. D6-V1:

https://drive.google.com/open?id=1HDBEfgLodrUD4HRdergv5D84nUMSmV4u

1. Raza, Ali, Ahmed and Javeria are neighbours.
   The data shows the number of fish in each of their fish tank.
   Draw a pictograph to represent the data.

Raza	Ali	Ahmed	Javeria
6	2	5	8

Key: ⟨fish⟩ *= 1*

Fish Tank	
Name	**Number of fish**
Raza	
Ali	⟨fish⟩ ⟨fish⟩
Ahmed	
Jaweria	

Now complete these sentences about your pictogram.

a) Who has most fish? _____

b) Who has 6 fish? _____

c) How many fewer fish did Javeria have than Ali? _____

d) How many fish did Raza and Ahmed have altogether? _____

2. Here is a tally chart about the favourite fruit in a class.
   Use this information to construct a frequency table.

Fruits	Frequency
apple	
banana	
peach	
pear	

Fruit	Votes
Apple	卌 |||
Banana	卌 卌 |||
Peach	卌 ||||
Pear	卌

First four tallies are like vertical lines and the fifth one is drawn right to left downwards.

Click on the following link and watch this video first. D6-V2
https://drive.google.com/open?id=11pCgCAe86S8xsYq9s0sK2Bd7cuNE0TvI

Show the above data in the form of a bar chart in the following grid. Label the axes.
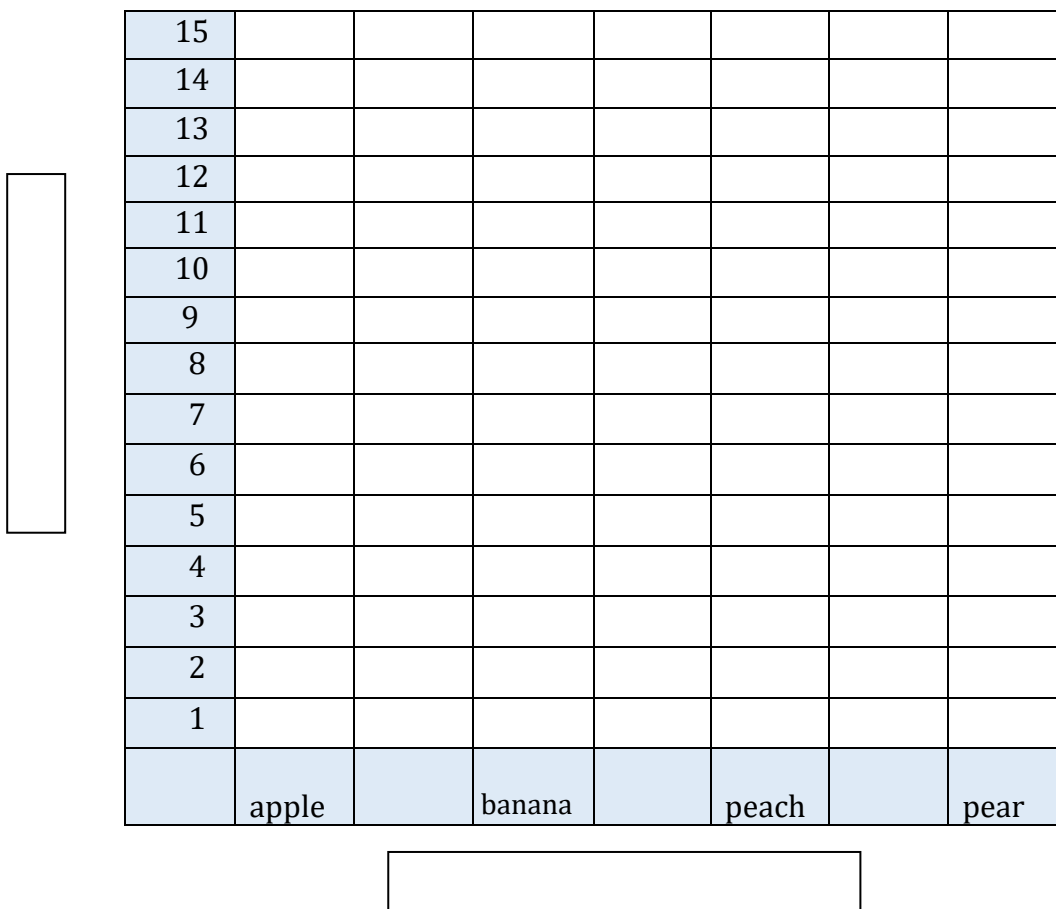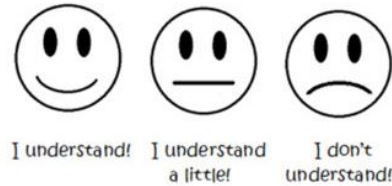
15				
14				
13				
12				
11				
10				
9				
8				
7				
6				
5				
4				
3				
2				
1				
	apple	banana	peach	pear

Mathematics

Grade II

Name: _____

Date: _____

I understand! I understand a little! I don't understand!

Instructions: After attempting this assessment colour on the level of your understanding above.

_____

[/10]

1. The pictogram below shows the number of cars Mr. James repaired last week.

Day	Number of cars repaired
Monday	🚗 🚗 🚗
Tuesday	🚗 🚗 🚗 🚗 🚗
Wednesday	🚗 🚗
Thursday	🚗 🚗 🚗 🚗 🚗 🚗 🚗
Friday	🚗 🚗 🚗 🚗
Saturday	🚗 🚗 🚗 🚗
Sunday	

Key: 🚗   Each = 1 car repair

a) Write the frequency of car repair on each day.   (/3.5)

Days	Frequency
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	

b) Now answer the following questions: (/3)

 i. Draw tallies to show how many cars did he repair on Monday? _____

 ii. On which day the maximum number of cars were repaired? _____

 iii. How many cars did he repair on Saturday and Sunday altogether? _____

2. Show the same data of the given days in the form of a bar chart.
   Label the axes. (/3.5)

	Monday		Tuesday		Wednesday		Thursday		Friday		Saturday		Sunday
8													
7													
6													
5													
4													
3													
2													
1													

_____