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TERM - I

VOLUME - 2

MATHEMATICS
ENVIRONMENTAL SCIENCE

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Department Of School Education

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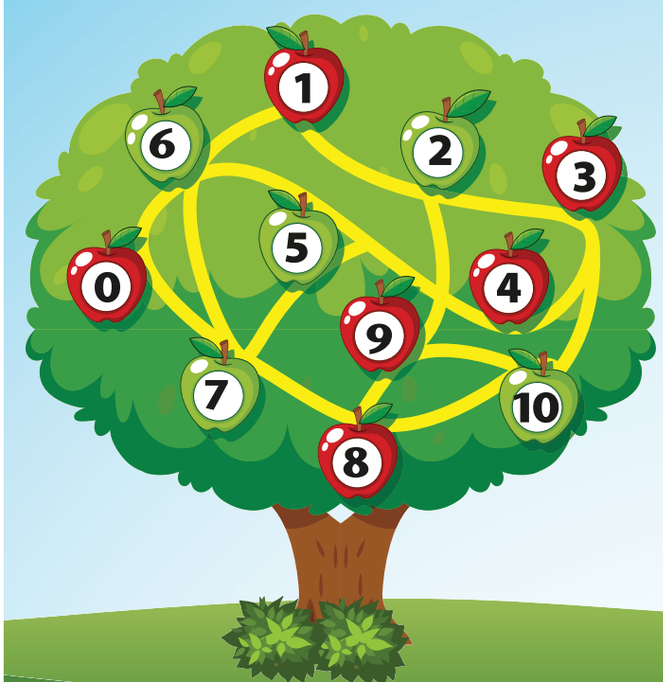
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MATHEMATICS

2

Term - I







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E-BOOK

ASSESSMENT



UNIT 1

Geometry



Recall

Red Carpet welcomes you



Count ■ , ▬ , ▲ and ● in the red carpet above and write their numbers.

 _____  _____  _____  _____

Learn

Shape Towers

Pile up the given objects and observe the change in their shapes.





Teacher's Note:

Teacher can involve the children to arrange the given objects such as square, rectangle shaped papers and coins etc., to appreciate the formation of objects formed.

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1.1 Introduction to 3 dimensional (3D) shapes

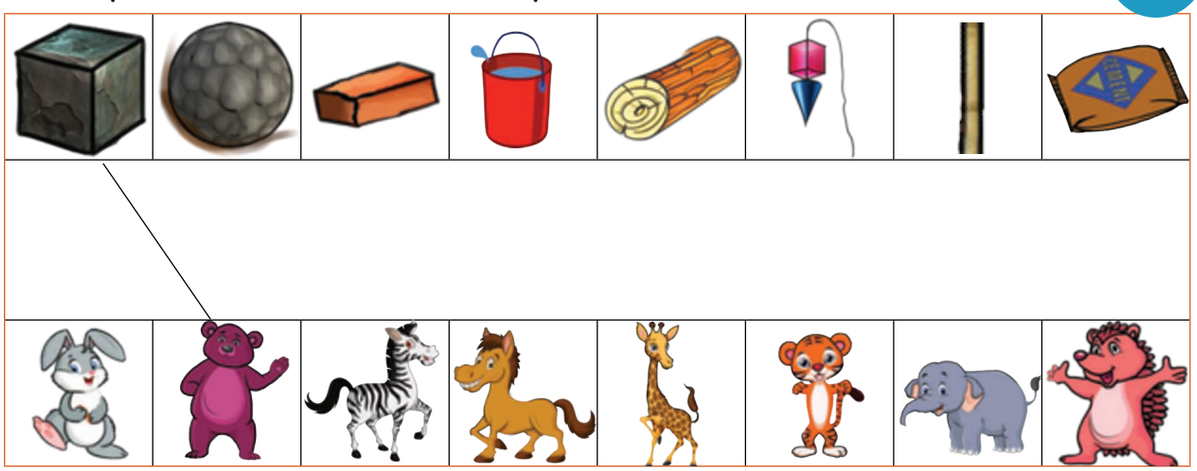
Travel Through King's Palace

Animals build a palace for the lion, their king. Each of them brought an object for the palace. Observe the objects brought by them.

Keywords
Cube
Cuboid
Cylinder
Cone
Sphere



Match the items brought by the animals as seen in the above picture. One is done for you.



Teacher's Note:

Teacher can narrate the above story of the King's Palace for enhancing the mathematical vocabulary such as cube, cuboid, cylinder, cone and sphere.

2nd std Maths 1-term Unit_1.indd 2 02/02/2023 17:46:05

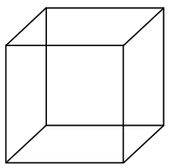
Learn

Cube

The following objects are in the shape of cube.





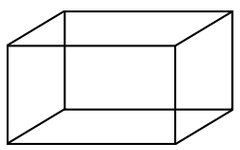
Cube

Cuboid

The following objects are in the shape of cuboid.





Cuboid

Practice

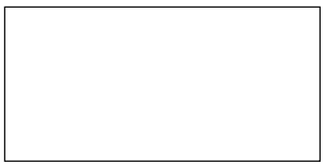
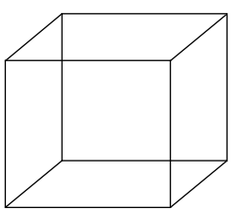
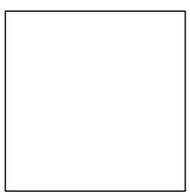
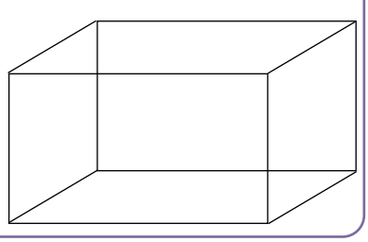
1. Identify the cube and cuboid shaped objects and write 'A' for cube and 'B' for cuboid inside the box given below.







2. Colour the cube shape with **red** and cuboid shape **green**.

2nd std Maths 1-term Unit_1.indd 3 02/02/2023 17:46:08

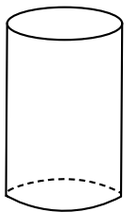
Learn

Cylinder

The following objects are in the shape of cylinder.







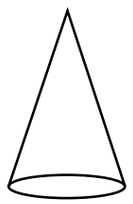
Cylinder

Cone

The following objects are in the shape of cone.



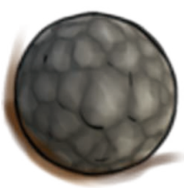




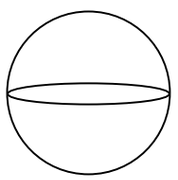
Cone

Sphere

The following objects are in the shape of sphere.







Sphere

Practice

Identify the cylinder, cone and sphere shaped objects and write '1' for cylinder,'2' for cone and '3' for sphere.



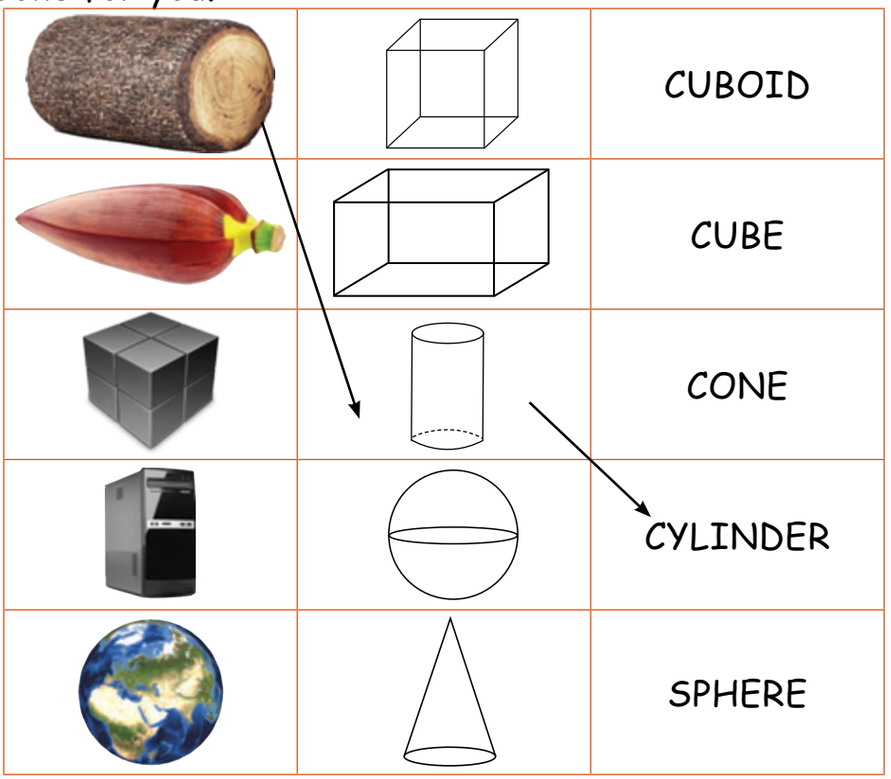





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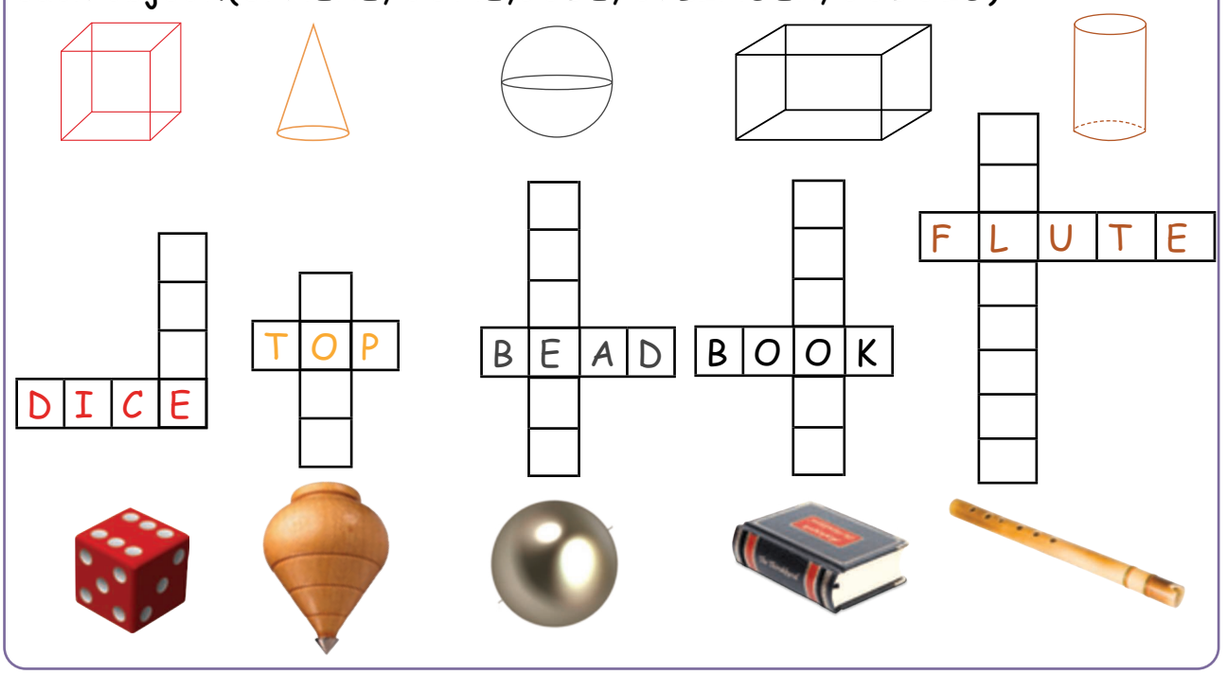
Try This

Match the objects with their shapes and names of the shapes. One is done for you.



Practice

The names of the objects are given in the boxes. Observe the shapes of the given objects. Write them in the empty squares matching each object.(SPHERE, CONE,CUBE, CYLINDER, CUBOID)



2nd std Maths 1-term Unit_1.indd 5 02/02/2023 17:46:14

Pleasure Time

Help your toy friends to reach their houses.



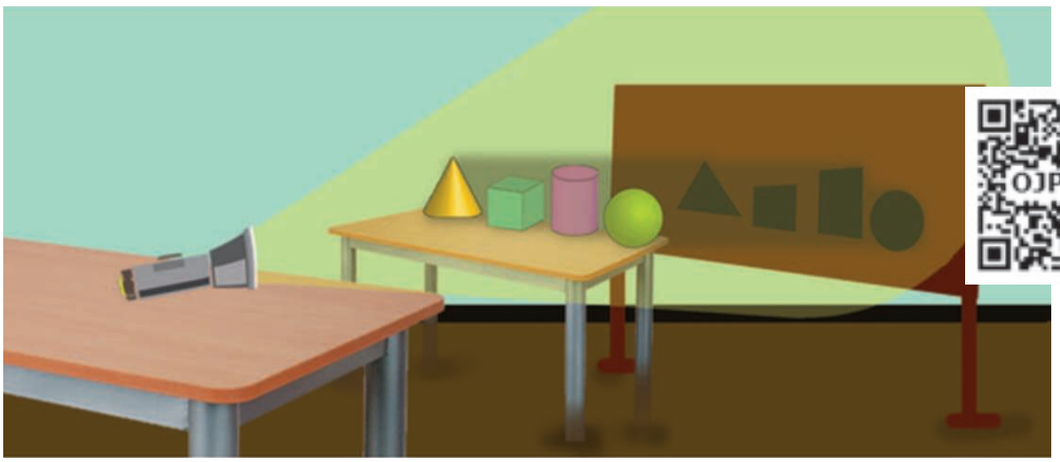
Teacher's Note:

Teacher can encourage students to draw the path for the toy children to reach their houses. They need to collect their identical shapes on their way. Example cube, cylinder, sphere, cone, cuboid.

2nd std Maths 1-term Unit_1.indd 6 02/02/2023 17:46:16

1.2 Identification of 2D shapes and 3D objects

Travel Through



Teacher's Note:

Place the objects on a table as given in the picture and fix a cardboard behind the objects. Now glow a torch light from the front side of the objects horizontally and make students see the images of the objects on the cardboard.

Learn

2D impressions of 3D



Take an inkpad.



Press an eraser on the inkpad.



Remove the eraser. Press it on white paper and see the 2D impression.

Teacher's Note:

The teacher can explain that various 2D shapes can be obtained as per the 3D objects used.

Practice

Based on the above activity, fill in the table given below.

Objects used	Shapes formed
Eraser	Rectangle
Sharpener	
Dice	
Bead	

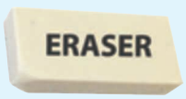
Teacher's Note:

Do the activity by using the objects like pencil, sharpner, dice, ball, beads etc., Observe the impression.

2nd std Maths 1-term Unit_1.indd 7 02/02/2023 17:46:17

Try This

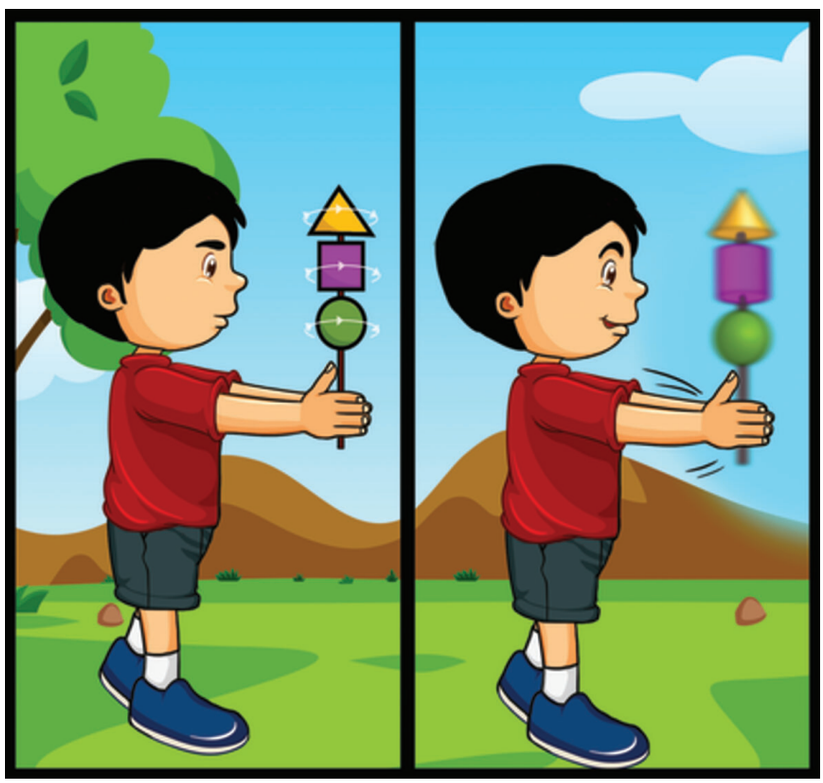
Draw the outline of the objects using pencil. Remove the objects and write the names of the shapes formed.

3D Shaped objects	Traced figure	Name of the 2D shape
		Rectangle
		
		

Activity

3D figures from 2D shapes

Take triangle, rectangle,circle shaped colour papers. Paste it firmly with a stick and rotate the stick. Observe the 3D figures formed from 2D shapes.



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Activity

3D objects using clay

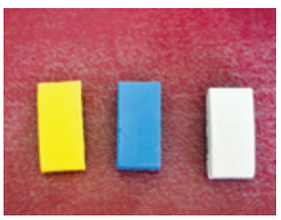
Make the sphere into cylinder, cylinder into cuboid and cuboid into cube by following the instructions given.



1. Make balls using clay.



2. Roll the balls on a tray and cut both the edges to form cylinders.



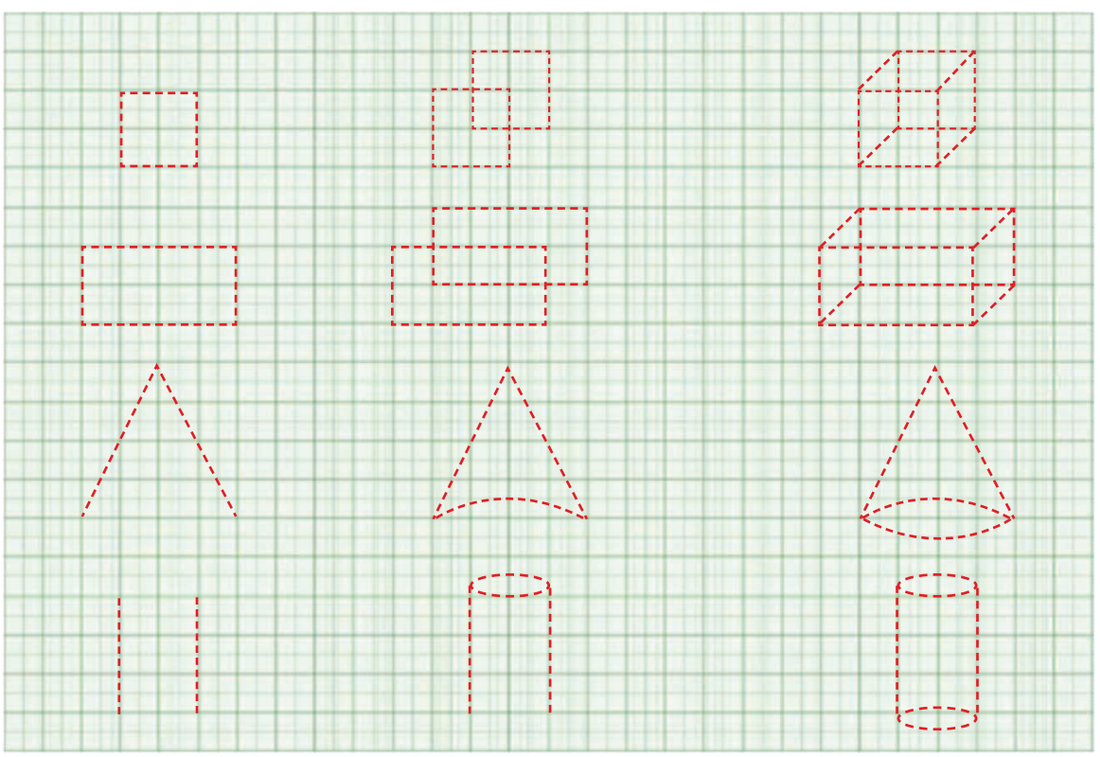
3. Pat the cylinders to make cuboids.



4. Pat the cuboids to make cubes.

Pleasure Time

Let us join the dots and draw shapes like cube, cuboid, cone and cylinder.



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UNIT 2

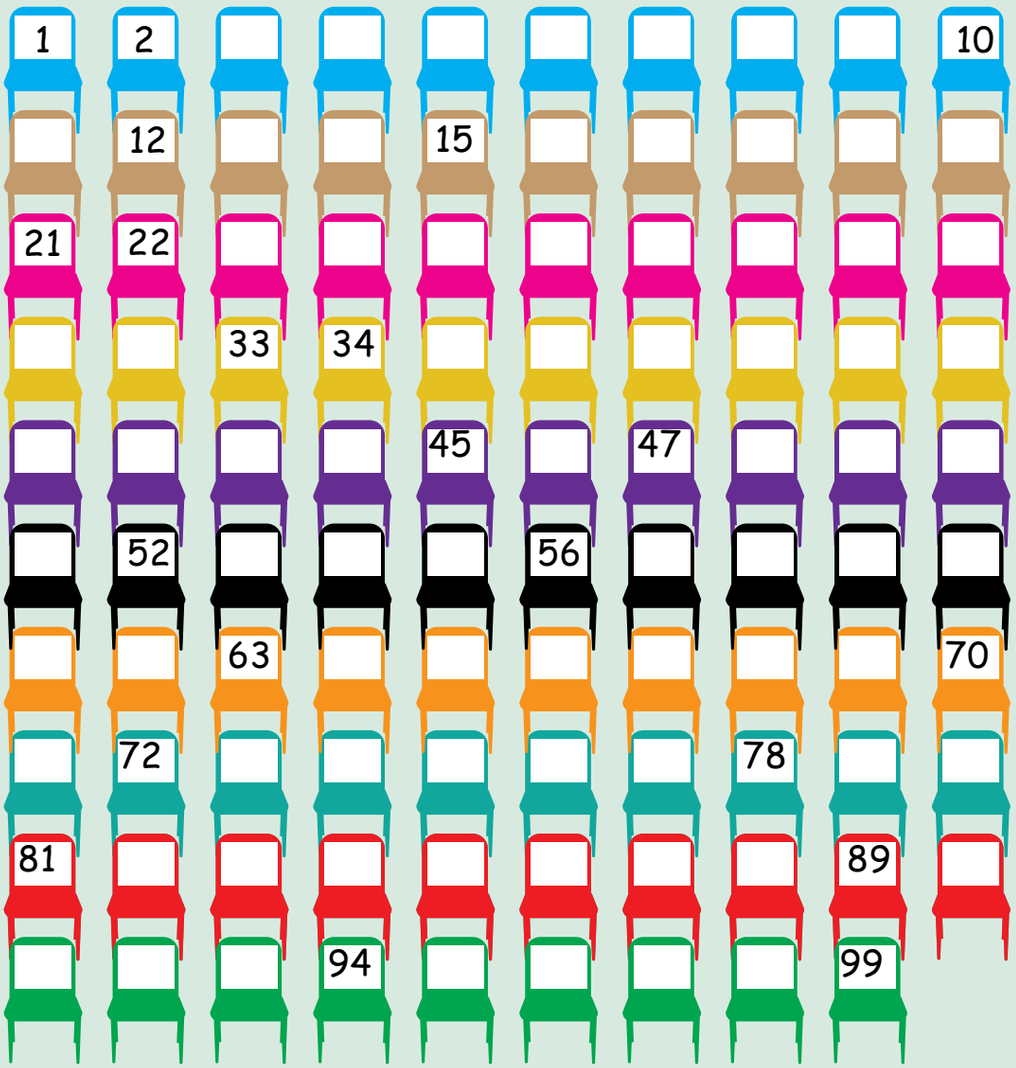
Numbers



Recall

Numbers from 1 to 99

Write the missing numbers in the chairs of the auditorium.



Teacher's Note:

Teacher can ask questions like the following to familiarize the children on the numbers from 1 to 99.

i) Circle the chair with number 72.

ii) Circle the number before 20.

iii) How many red coloured chairs are there?

iv) What are the numbers that lie between 12 and 15 ?

2nd std Maths 1-term Unit_2_Numbers.indd 10 02/02/2023 17:47:27

2.1 Predecessor,successor and in between numbers

Travel Through

Our journey! Happy journey!!



Keywords

Predecessor
Successor
Between

1. Who is standing before the lion?
2. Who is standing after the panda?
3. Who is standing in between elephant and donkey?

Teacher's Note:

Teacher can ask more questions using before, after and in between.

Learn

Predecessor and Successor

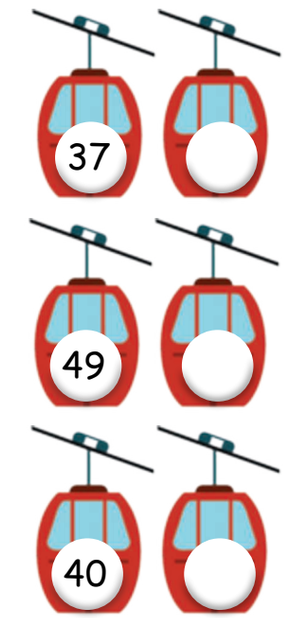
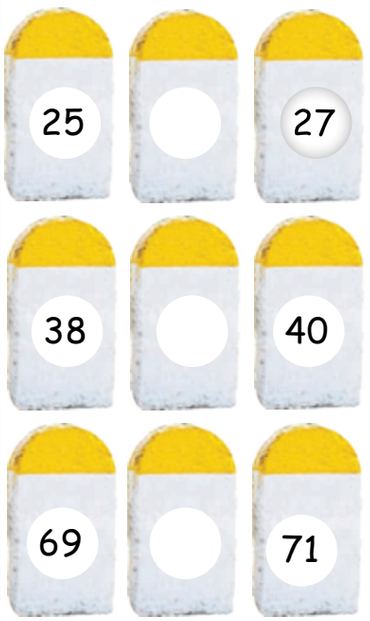

stands before  .
The number 2 comes before 3.
So, 2 is the predecessor of 3.


stands after  .
The number 4 comes after 3.
So, 4 is the successor of 3.


stands between  and  . So, 3 is in between 2 and 4.

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Practice

Write the predecessor (before)	Write the successor (after)	Write the between numbers
		

2.2 Grouping

Travel Through

In a tailor shop



Teacher's Note:

Teacher can explain the situation and ask a few questions like the following to familiarize the things on grouping of objects.

- What are the things you see in the picture? How many scissors are there?
- How many bottles with buttons are there?

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Learn

Group the words that begin with the same letter and count them.


Bat


Cake


Ant


Car

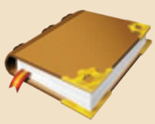

Ape


Bear


Apple


Carrot


Cat


Book


Axe


Cow

ZYOUP

Words that begin with A,B and C are as following.

Ant	Bat	Cake
Ape	Bear	Car
Apple	Book	Carrot
Axe	3	Cat
4		Cow
		5

Practice

Group the words given below by their starting letter, count and write them.

Mugil	Lalitha	Neela
Nisha	Nithya	Lily
Manoj	Lekha	Logesh
Leena	Meera	Mary
Mani	Nizam	Nazar

L	M	N

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Activity

Let us classify and count



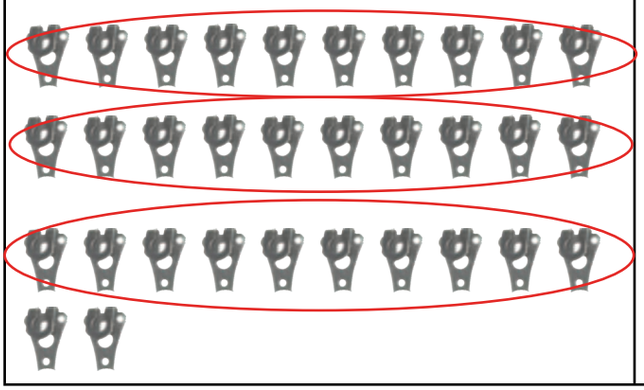
- Take the materials such as beads, neem seeds, tamarind seeds, pebbles and mix them in a tray.
- Ask the students to group them.
- Tell the students to count and say the number.

Learn

Grouping ones

10 ones make 1 ten.

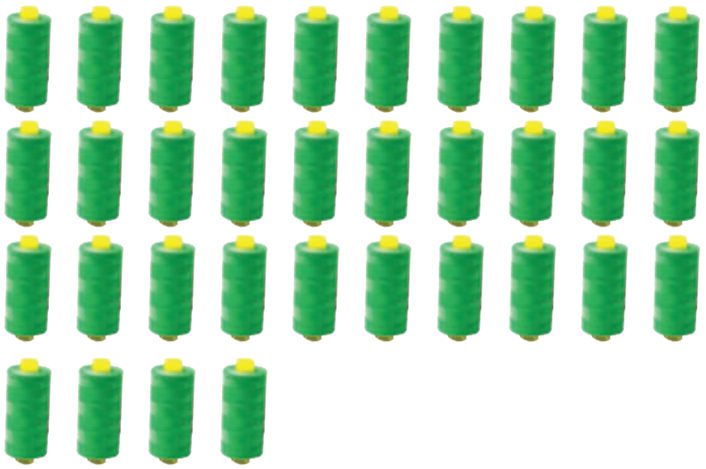
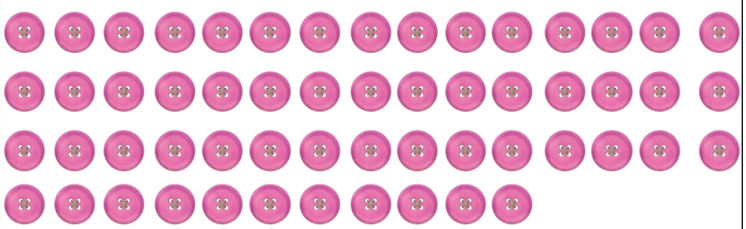
→ Ten

Objects	Tens	Ones	Number
	3	2	32

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Practice

Group the objects in tens and ones and write the number.

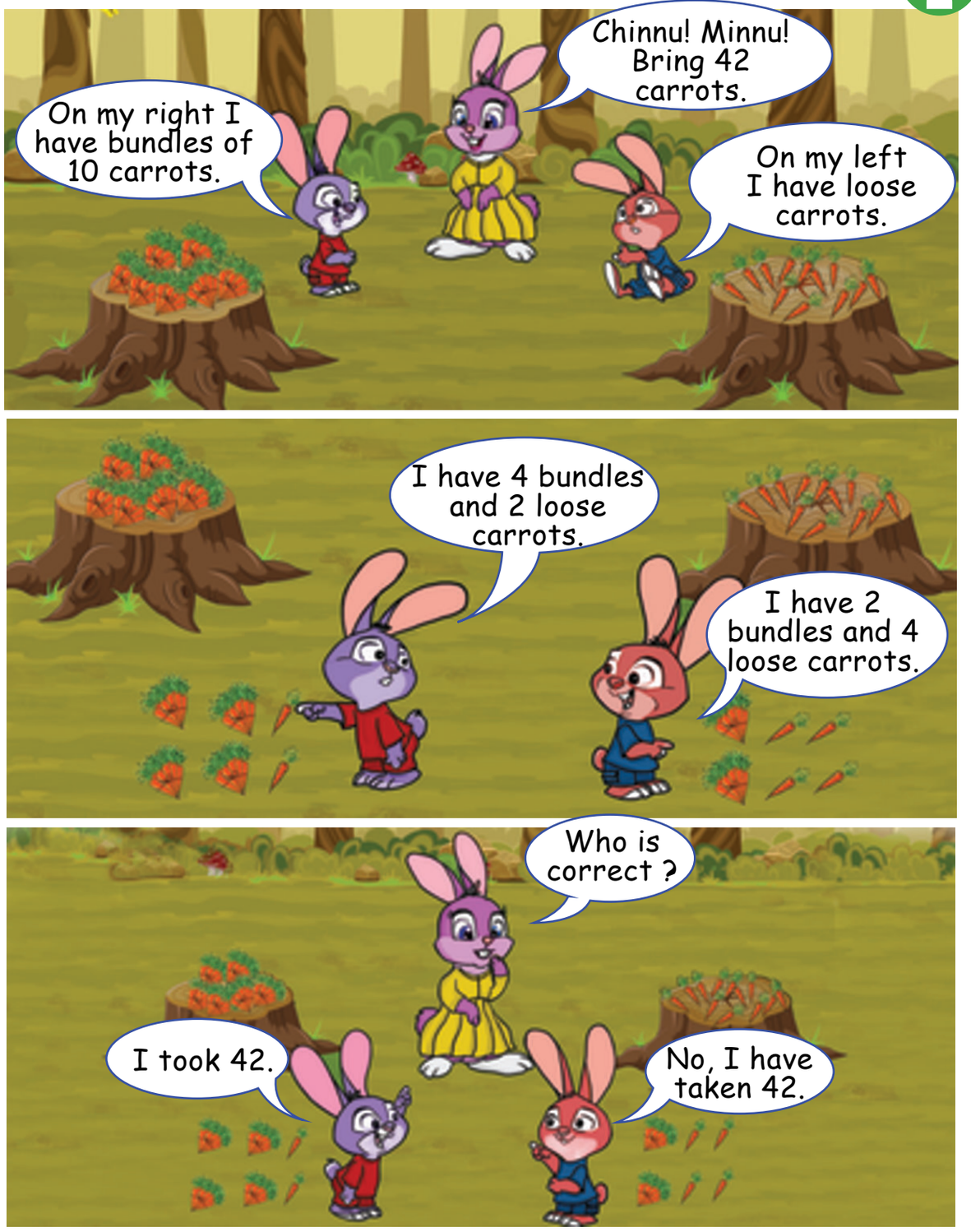
Objects	Tens	Ones	Number
			
			
			
			

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2.3 Place value

Travel Through

Chinnu! Minnu!



Teacher's Note:

Teacher can discuss the above situation and explain place value by varying the numbers of carrots.

2nd std Maths 1-term Unit_2_Numbers.indd 16 02/02/2023 17:47:53

Learn

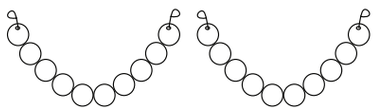
Let us learn about the place value of digits in number using the above situation.

Number	Bundles of ten carrots	Single carrots
42		

The place value of digit in any number depends on its place in that number.

Practice

Draw necklace using beads in tens and ones for the given number.

Number	Necklaces of ten beads	Single beads
24		
53		
38		

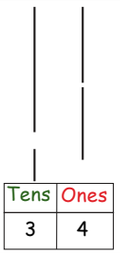
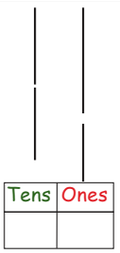
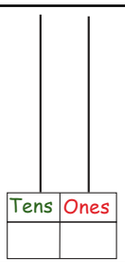
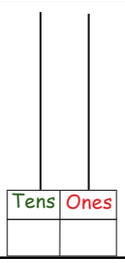
Complete the empty boxes in the table given below.

Number	Place Value		Number	Place Value	
23	2 Tens	3 Ones	32		
16			61		
55			55		
74			47		
92			29		
31		1 One	13	1 Ten	3 Ones
85			58		

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Try This

Complete the table

Beads	Abacus	Numbers
		3 tens 4 Ones 30+4=34
		
		
		4 tens 5 Ones 40+5=45

Activity

- Take 2 sets of cards with numbers 0 to 9.
- Write the words 'Tens', 'Ones' on the board and place one set of cards in front of each word.
- Call two students to stand in the places of ones and tens.
- Each student should pick a number card from the set.
- The student who is standing before 'Tens' should say "I am 2, standing at 'Tens' place. So my place value is 20" and should show twenty beads.
- Next student who is standing before 'Ones' should say, "I am 4,standing at 'Ones' place. So my place value is 4", and should show 4 beads. So,our number is 24. Teacher continues the activity with other students for different two digit numbers.

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Pleasure Time

Colour and answer

Colour the number boxes with blue if the values in 'Tens' place and 'Ones' place are equal.

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	

Observe the number chart and answer the following questions.

Write the numbers with the digit 7 either in 'Ones' place or in 'Tens' place

Write all the numbers with 6 in 'tens' places?

Write all the numbers with 8 in 'ones' places?

Which is the number with 9 in both 'tens' and 'ones' places?

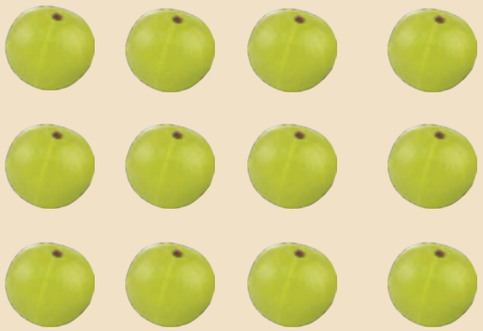
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2.4 Comparing Numbers

Recall

More or less





Sesame balls are less than gooseberries.

Gooseberries are more than sesame balls.

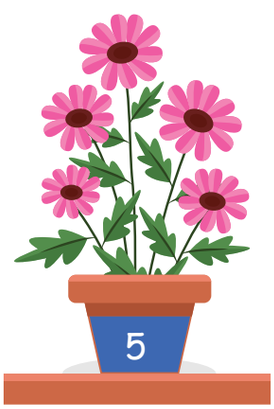
Learn

Compare the number of flowers.



Yellow pot has 9 flowers and blue pot has 5 flowers.
Yellow pot has more flowers than blue pot.
9 is greater than 5.
Blue pot has fewer flowers than yellow pot.
5 is less than 9.





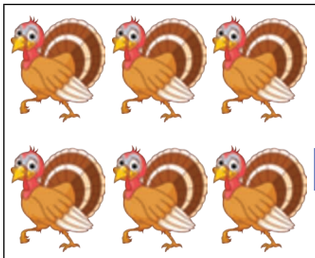
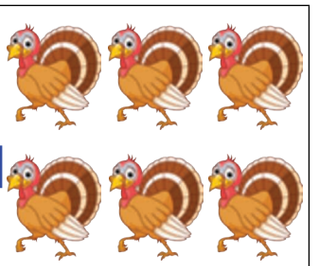
Blue pot has 5 flowers and green pot also has 5 flowers.
Both pots have equal flowers.
5 is equal to 5.



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Practice

Count the objects and write the number in each of the boxes. Compare the number of objects on left and right side and circle the correct statement among the given three.

 6	is greater than is less than is equal to	6 
 ☐	is greater than is less than is equal to	☐ 
 ☐	is greater than is less than is equal to	☐ 
8	is greater than is less than is equal to	7
4	is greater than is less than is equal to	4
3	is greater than is less than is equal to	9

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Learn

Comparing numbers

Let us compare the single digit number with two digit number for example, 9 and 15



9



15

15 is greater than 9

While comparing single digit numbers with two digit numbers, we see that two digit number is always greater than the single digit number.

Let us compare the two digit numbers with different tens 25 and 35	Let us compare the two digit numbers with different ones 27 and 24
It is enough to compare tens place of the two given numbers. There are 2 tens in 25. 3 tens in 35. 2 tens is less than 3 tens. So, 25 is less than 35. 35 is greater than 25.	Here the tens places are equal. Then we have to compare the ones. There are 7 ones in 27. 4 ones in 24. 7 ones is greater than 4 ones. So, 27 is greater than 24. 24 is less than 27.

Teacher's Note:

Teacher should insist that while comparing two digit numbers with different tens place children can compare only tens place. If the tens place are the same, they need to compare the ones place.

Practice

Choose the correct answer and write in the given box.

i) 75 is greater than ____

71 85 98 75

ii) 40 is less than ____

25 49 39 40

iii) 56 is equal to ____

60 65 56 57

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Try This

Put a tick (✓) for the correct answer and (X) for the wrong answer.

i) 3 tens 4 ones is greater than 2 tens 3 ones

ii) 6 tens 5 ones is less than 2 tens 3 ones

iii) 5 tens 3 ones is equal to 53

iv) 55 is equal to 56

v) 65 is greater than 64

vi) 74 is less than 47

2.5 Number name

Travel Through

Sing a rhyme



One one one
One is the Sun
Two two two
Here is my shoe
Three three three
It's a mango tree
Four four four
Knock at the door
Five five five
Bees are in hive
Six six six
Hen has chicks
Seven seven seven
Do you know lemon?
Eight eight eight
Spider's legs are eight
Nine nine nine
Go in a line
Ten ten ten
We make fun



















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Learn

A soldier takes his 20 horses for a parade. Observe the numbers and number names in the horses.



Practice

Write the number names against the numbers and complete the table.

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

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Practice

Match the number name with the numerals.

Seven

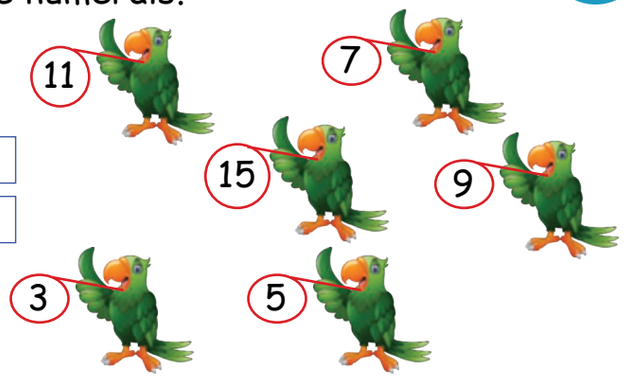
Fifteen

Eleven

Three

Nine

Five



Try This

Find and circle the number names 11-20 hidden in the box.

E	I	G	H	T	E	E	N	O	F
L	P	S	I	X	T	E	E	N	O
E	O	U	F	Q	R	T	E	E	U
V	A	N	I	R	S	T	U	V	R
E	M	N	F	W	X	Y	Z	A	T
N	P	S	T	W	E	L	V	E	E
S	E	V	E	N	T	E	E	N	E
N	I	N	E	T	E	E	N	W	N
T	W	E	N	T	Y	G	M	N	O
R	T	H	I	R	T	E	E	N	P

Activity

Find the number name

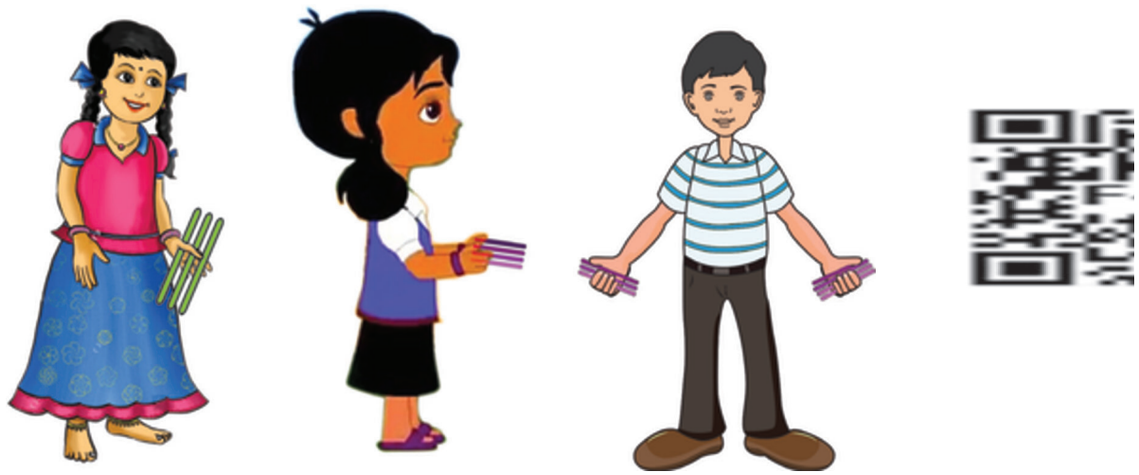
- Take some tamarind seeds and cards with number name from one to twenty.
- Teacher shall call two children and whisper a number into the ear of the first child.
- He / she will pick the tamarind seeds according to the count said by the teacher and pass it on to his partner (without revealing the number).
- The partner will count the seeds and pick the number name card for that number. Teacher will check if the said number name and the whispered number are the same.
- The teacher will continue the game until every child of the class is familiar with number names upto twenty.

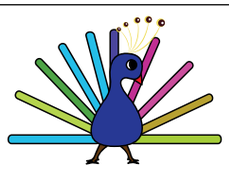
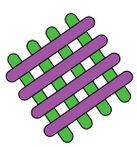
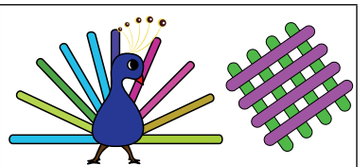
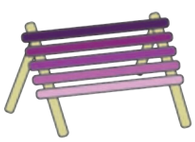
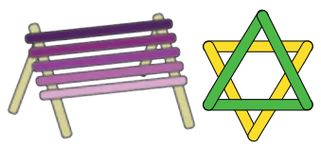
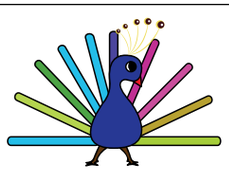
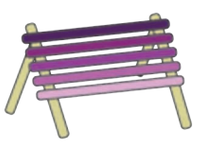
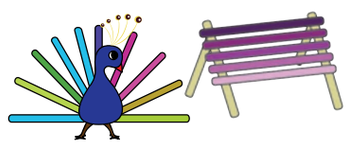
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2.6 Addition

Recall

Kanmani, Asha and Prashanth used ice sticks for their craft work. Find the total number of sticks used by each of them from the picture given below and write them in the blue box.



	 10	+	 8	=	
	 9	+	 6	=	
	 10	+	 9	=	

Teacher's Note:

Teacher can help the students to try adding of numbers using variety of materials.

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Travel Through

A journey to the zoo

Keywords
Count
Add
Total
Combine
Altogether

There are 20 members in the zoo train. Raj counts the members entering into the zoo train at each station in the zoo.



2 children boarded the train after visiting the white tigers.



20 + 2 = 22

From the aquarium, 5 children boarded the train.



22 + ☐ = ☐

2 children boarded the train at the butterfly park.



☐ + ☐ = ☐

Teacher's Note:

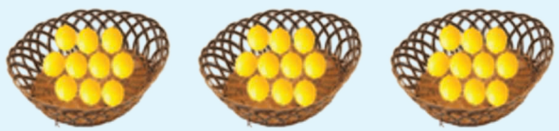
Teacher may extend the situation by varying the number of children who boarded into the train and encourage the students to find the total.

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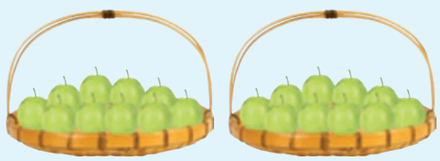
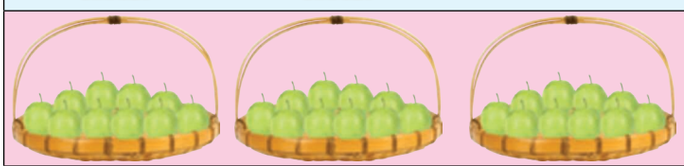
Learn

Addition

1. Muthu bought 32 lemons and Kannan bought 5 lemons. Find the total number of lemons bought by them.

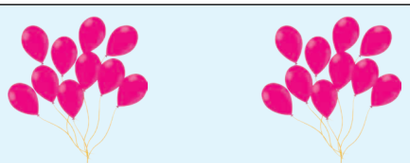
Tens	Ones	T O
		3 2
		+ 5
		3 7

2. Abi plucked 24 guavas, Jesi plucked 33 guavas. How many guavas did Abi and Jesi pluck altogether?

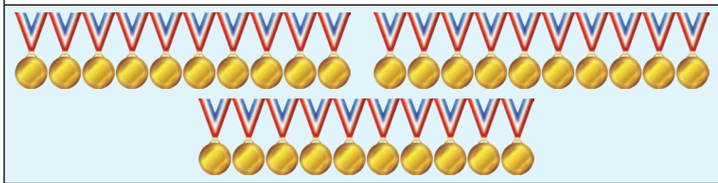
Tens	Ones	T O
		2 4
		+ 3 3
		5 7

Practice

1. A balloon seller has 23 pink balloons and 4 yellow balloons. How many balloons did he has totally?

Tens	Ones	T O
		2 3
		+ 4

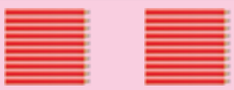
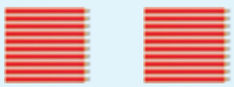
2. In an inter school competition, a school had won 30 gold medals and 21 silver medals. Find the total number of medals won by the school.

Tens	Ones	T O
		3 0
		+ 2 1

3. Reena bought 30 pens from the shop. Next day, she purchased 50 more pens. Count and write the total number of pens she had.

Tens	Ones	T O
		3 0
		+ 5 0

4. Mani has 54 pencils, Benny has 21 pencils and Malini has 23 pencils. How many pencils do they have in total?

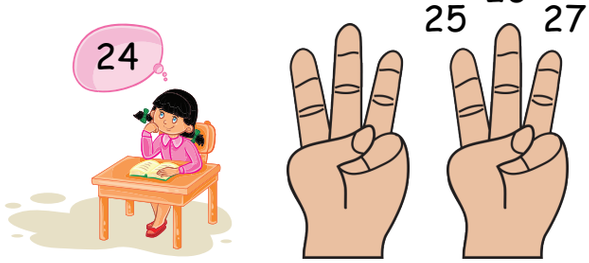
Tens	Ones	T O
		5 4
		2 1
		+ 2 3

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Learn

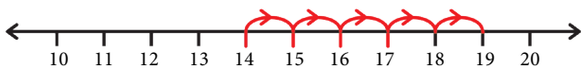
Various ways of addition

1) Add using fingers : 24 + 3



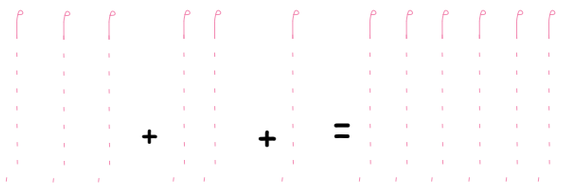
24 + 3 = 27

2) Add using number line : 14 + 5



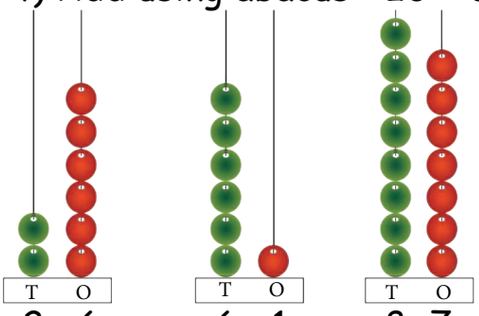
14 + 5 = 19

3) Add using beads : 32 + 24 + 13



32 + 24 + 13 = 69

4) Add using abacus : 26 + 61



2 6 + 6 1 = 8 7

Practice

Add the following

T	O
2	5
+	3

T	O
4	2
+	0

T	O
6	0
+	1

T	O
4	5
+ 2	3

T	O
2	3
+ 4	0

T	O
5	0
+ 3	0

T	O
3	6
2	2
+ 4	1

T	O
4	8
1	0
+ 3	0

T	O
7	6
	2
+ 2	1

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Add the following

i) 34 + 35 = ____ ii) 13 + 2 + 1 = ____ iii) 14 + 10 + 2 = ____

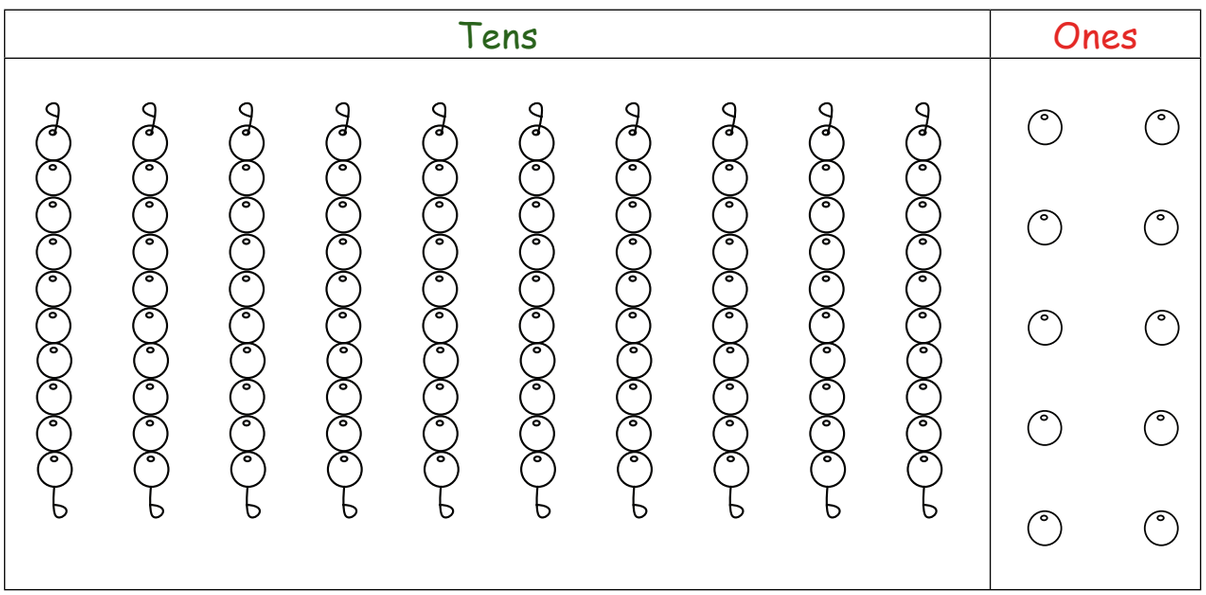
iv) 34 + 30 + 3 = ____ v) 30 + 26 + 40 = ____ iv) 45 + 23 + 21 = ____

Try This

Colour the tens and ones for given numbers 43 and 25. Find the sum: 43+25

Add the ones of the given number by colouring single beads.

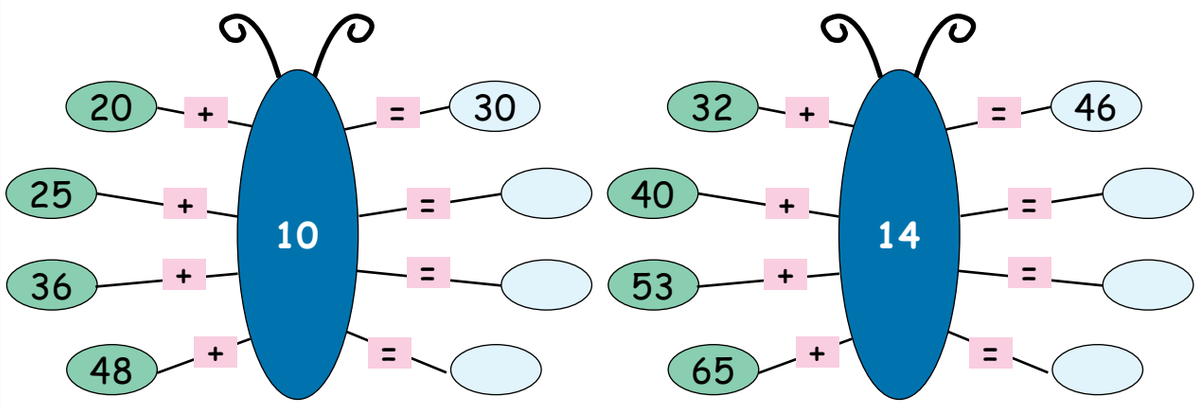
Add the tens of the given number by colouring strips of ten beads.



Total ____

Pleasure Time

Complete the circles on the right by adding each of the numbers on the left with 10 and with 14. One is done for you.



Know more

Both are same



23	+	5	=	28	5	+	23	=	28
13	+	0	=	13	0	+	13	=	13
23	+	35	=	58	35	+	23	=	58

Activity

- Divide the class into 2 groups and give 100 sticks (bundles of 10 sticks and few single sticks) to each group.
- Teacher shall give two numbers to add. For example, 42 and 56
- The first group shall take 40 + 2 sticks and the second group shall take 50 + 6 sticks.
- Both the groups shall combine the sticks. Count the bundles of sticks and single sticks separately and find the total.
- Teacher can instruct the groups to add the single sticks first, write the number below the ones place and then add the bundle of sticks and write the number below the tens place.

Mental Maths

1. 30 children are lined up to jump using a skipping rope. If 20 more children join them, how many children are there in total?
2. In a park, Suji counted 12 children and 15 adults. How many people did she count in total?
3. A fisherman caught 22 fishes in the morning and 12 fishes in the afternoon. How many fishes did he catch totally?
4. There are 15 boys and 24 girls in a class room. How many students are there altogether?
5. In a bird sanctuary, there are 33 parrots and 15 peacocks. How many birds are there in total?



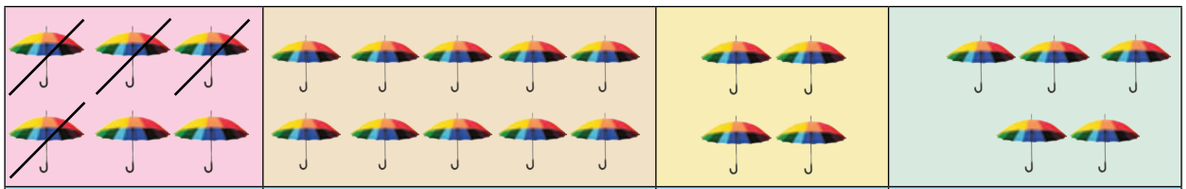
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2.7 Subtraction

Recall

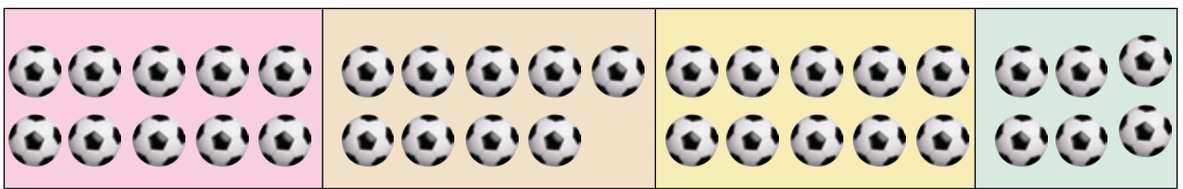
Observe the picture and write the subtraction fact by striking out the objects.

1. Write the subtraction fact inside the box to get the difference 2. One is done for you.



6 - 4			

2. Write the number statement to get the answer 6.



3. Write the subtraction fact to get the answer 1.



4. Subtract the following.

1 3	1 6	1 8	1 0
- 7	- 9	- 4	- 3
_____	_____	_____	_____
_____	_____	_____	_____

Teacher's Note:

Make the children to understand the difference between the numbers and help to find answer.

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Travel Through

Birthday celebration

Satish distributed 20 peanut cakes (kadalai mittai) to his friends on his birthday.



Complete the subtraction fact.

20	–	4	=	16
16	–	3	=	13
13	–	5	=	8
	–	2	=	
	–	3	=	
	–	?	=	0

Keywords
Take away
Difference
Remaining
Left
Balance

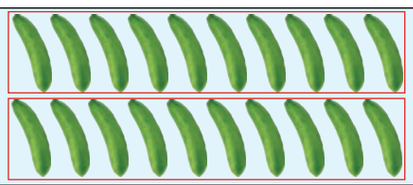
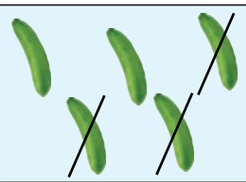


Teacher's Note:

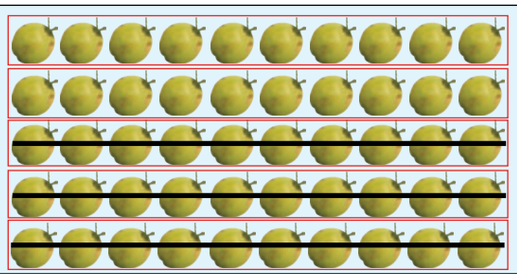
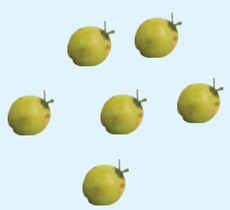
Teacher can create more subtraction facts from the above situation by varying the number of peanut cakes taken by the children.

Learn

1. Kamali had 25 cucumbers She distributed 3 of them to her friends. How many cucumbers are left with kamali?

Tens	Ones	T O
		2 5 – 3 2 2

2. There are 56 tender coconuts in a shop 30 are sold out. How many tender coconuts are remaining in the shop?

Tens	Ones	T O
		5 6 – 3 0 2 6

Practice

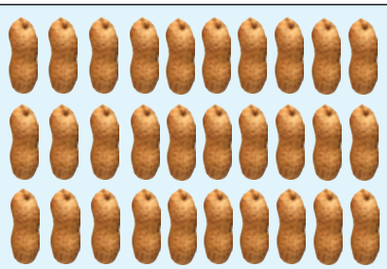
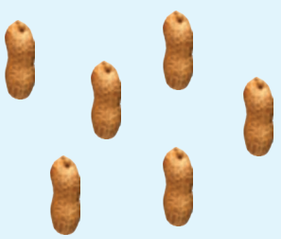
1. Leela plucked 28 lemons and used 5 lemons for preparing juice. How many lemons were left?

Tens	Ones	T O
		2 8 – 5

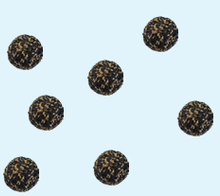
2. Bala made 26 paper boats and Kala made 6 paper boats. How many paper boats did Bala make more than Kala?

Tens	Ones	T O
		2 6 – 6

3. Siva had 36 peanuts, He ate 14 peanuts in the play time. How many peanuts remain in his pocket?

Tens	Ones	T O
		3 6 – 1 4

4. Kaviya's mother prepared 57 sesame balls. She ate 13 sesame balls with her friends. How many sesame balls are left with her?

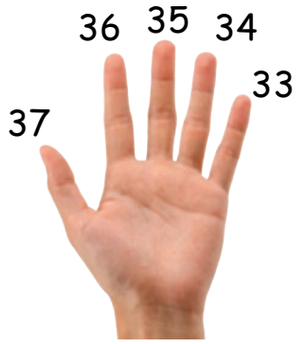
Tens	Ones	T O
		5 7 – 1 3

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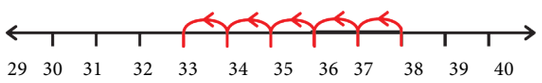
Learn

Various ways of subtraction

Subtraction using fingers :
38 – 5

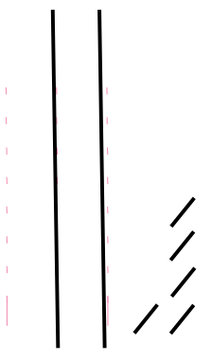


Subtraction using number line
38 – 5



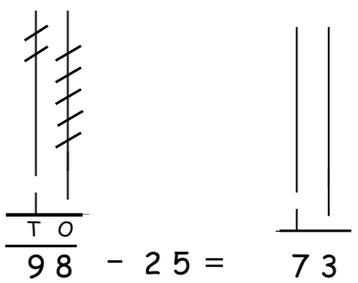
38 – 5 =33

Subtraction using beads 38 – 25



38 – 25 =13

Subtract using abacus 98 - 25

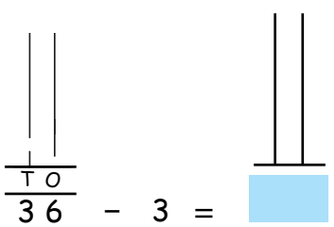


Practice

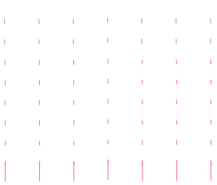
Subtract by striking the beads
48 – 5



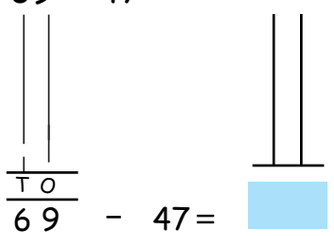
Subtract using abacus
36 - 3



78 – 35



69 – 47



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Find the value.

T	O
8	9
–	7

T	O
5	6
– 2	2

T	O
8	4
– 7	3

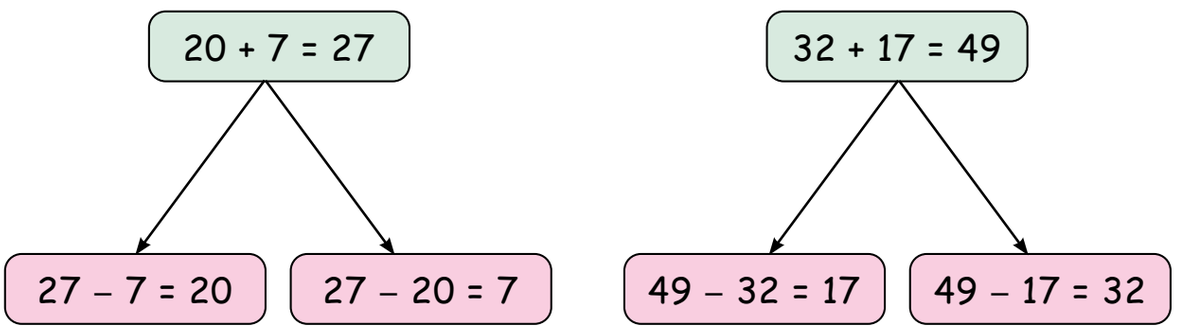
T	O
4	8
–	7

T	O
7	2
– 3	2

T	O
6	0
– 2	0

Know More

For any given addition fact, we can form 2 subtraction facts.



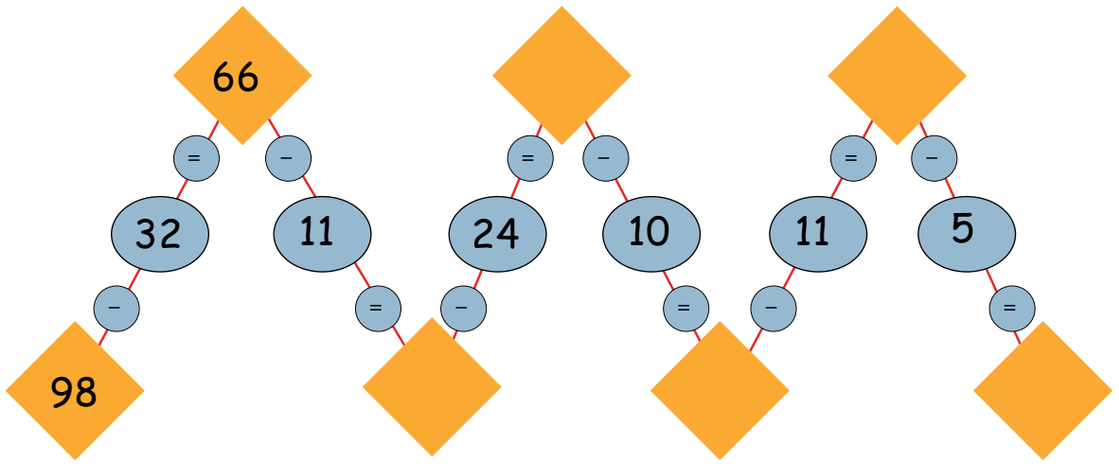
Activity

- Teacher shall divide the class into groups of two members and place 9 bundles of 10 sticks in a box and 9 single sticks in a box.
- Teacher shall write a subtraction fact on the board and call one group to find the answers.
- One member should pick up the bundle of tens and other member should pick up the loose sticks according to the number .
- They shall subtract the numbers by putting the bundles and loose sticks back in box and then show the bundles and loose sticks left with them.
- Teacher can continue the activity with other children.

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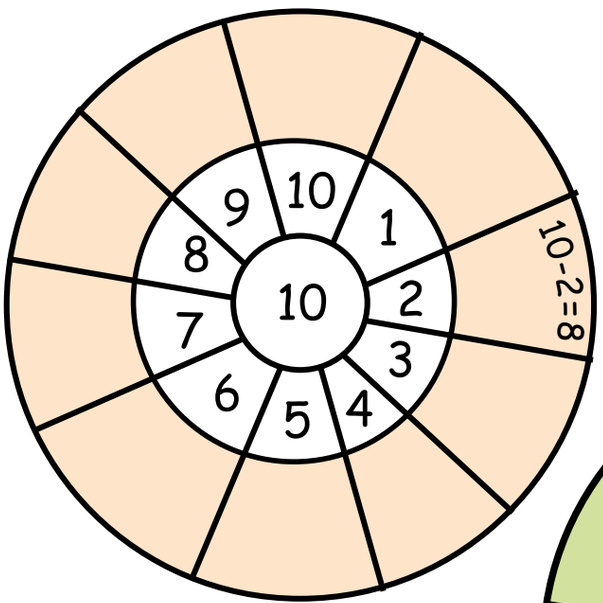
Think like a Mathematician

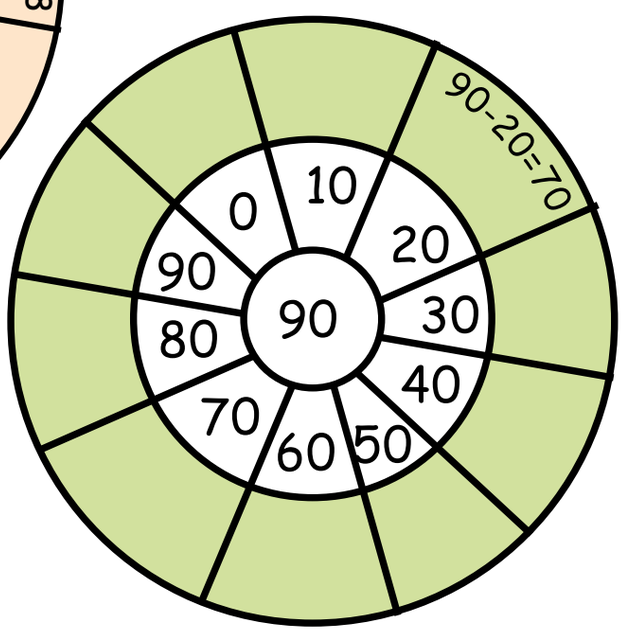
Observe the patterns and complete the subtraction facts.



Pleasure Time

Complete the outer circle by writing the subtraction fact.
One is done for you.





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Try This



Find the answer for the subtraction facts given below.

Subtraction fact	Answers
37 – 30	
46 – 41	
68 – 54	
70 – 70	
57 – 42	
21 – 0	
39 – 20	

Create more subtraction facts using the following numbers 0, 20, 21, 30, 37, 39, 41, 42, 46, 54, 57, 68, 70 and find the solution.

Subtraction fact	Answers

Mental Maths

1. Ilakiya made a bouquet with 29 flowers. As she was arranging the bouquet, 12 flowers fell off. How many flowers were left in the bouquet?
2. There are 19 children in the park. 2 of them went out of the park. How many children are inside the park?
3. There were 33 birds in the garden. 11 flew away. How many birds were left in the garden?
4. There are 64 goats in a farm. 11 of them were taken to another farm. How many goats are left?
5. There are 38 paint brushes in the box. 10 brushes are used. How many brushes are unused?

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UNIT 3

Patterns



3.1 Patterns in sound

Travel Through All through the way...

Keywords
Patterns
Sound

The ox cart makes sound *kada muda kada...*
kada muda kada... kada muda kada...
The ox cart makes sound *kada muda kada...*
All through the way.





The horse cart makes sound *tuck tuck tick...*
tuck tuck tick... tuck tuck tick...
The horse cart makes sound *tuck tuck tick...*
All through the way.

The cycle bell makes sound *tring clink tring...*
Tring clink tring... tring clink tring...
The cycle bell makes sound *tring clink tring...*
All through the way.





The motorcycle makes sound *dub dub dub...*
Dub dub dub... dub dub dub...
The motorcycle makes sound *dub dub dub...*
All through the way.

The train makes sound *chik buk chik...*
chik buk chik... chik buk chik...
The train makes sound *chik buk chik...*
All through the way.



Teacher's Note:

The teacher, along with the children has to sing the rhyme with actions.

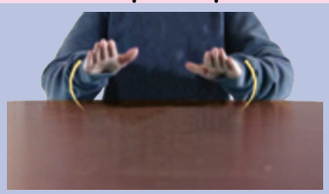
2nd std Maths 1-term Unit_3.indd 40 15-09-2022 3.47.18 PM

Learn

Observe and repeat the patterns in sound.




Clap Clap... — 10 Times

Clap Clap — Tap Tap... — 10 Times



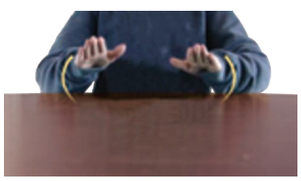


Clap Clap — Tap Tap Tap — Snap — 6 Times

We can extend the patterns in sound in many ways like the above.

Practice

Create patterns in sound by clapping, tapping and snapping.


Once — Twice — Twice

Know More

Music is the sound pattern formed by various musical instruments.








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Activity

Making tunes with vessels

Procedure:

- Divide the students into two groups.
- The first group shall have plates and spoons.
- The second group shall have lunch boxes and spoons.
- If the teacher says 1 and 3, the first group should tap the plates with the spoons one time and the second group should tap the lunch boxes with the spoons 3 times.
- Continue to do it in the similar way till the teacher says the next pair of number.





Try This

My own tune

Create your own patterns in sound using materials available in your locality such as toys, sticks, etc.,











Pleasure Time

Let us create our own musical instrument by following the given steps.



Step 1

Take a tin, a balloon, a rubber band 2 sticks, and a pair of scissors.



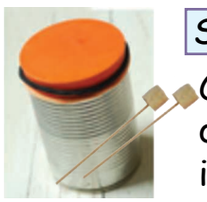
Step 2

Cut the balloon as shown in the figure.



Step 3

Fix the balloon on the tin.



Step 4

Create a sound pattern of your own and share it with your friends.

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3.2 Patterns in body movements and sound

Travel Through *Kummiyattam*

Keywords
Body movements



Observe the picture and discuss.

1. What do you see in above picture?
2. On which occasion this type of dance is performed?
3. What type of sound is the base of *kummiyattam*?

Teacher's Note:

Teacher can play *kummi* or *kollatam* song to facilitate the children to make patterns by combining body movements and sound.

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Learn

Land and Sky game

Play the land and sky game by following instructions given below.



If the teacher says ***Land***, the students should clap their hands ***downwards*** as given in the picture.



If the teacher says ***Sky***,the students should clap their hands ***upwards*** as given in the picture.

Let us play and enjoy the patterns in body movements and sound.

Practice

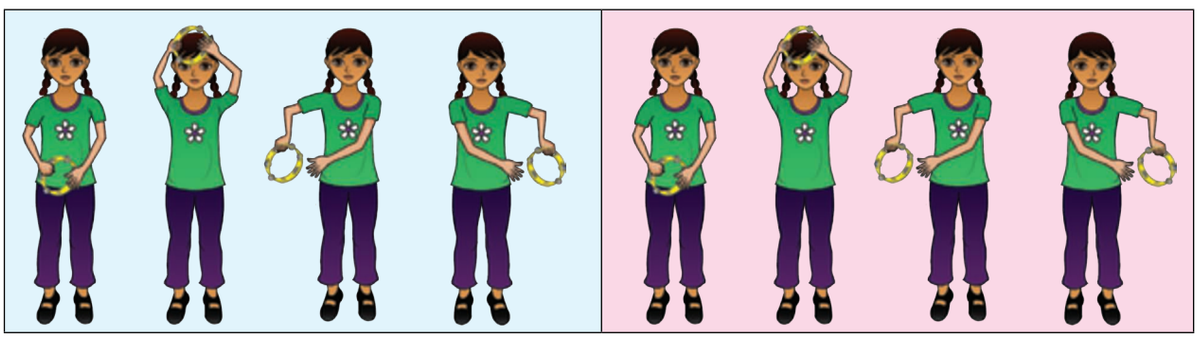
Dance Dance Dance

Observe the variation in pattern. Enjoy and perform the body movements using instruments shown.

First time

Second time





Teacher's Note:

Teacher can facilitate the children to perform different actions following a pattern.

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Know more

Combined patterns of sound and body movements are used in dance forms like *Karagattam*, *Oyilattam* and *Bharatham*.





3.3 Patterns in colours

Travel Through

In a Jungle



Teacher's Note:

Teacher can encourage the children to observe the colour patterns of animals in the above picture. Motivate them to tell about the observed patterns.

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Learn

Observe and identify the patterns of colours in these objects.





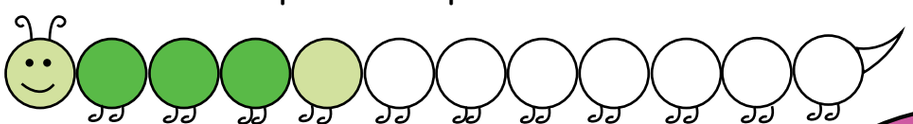
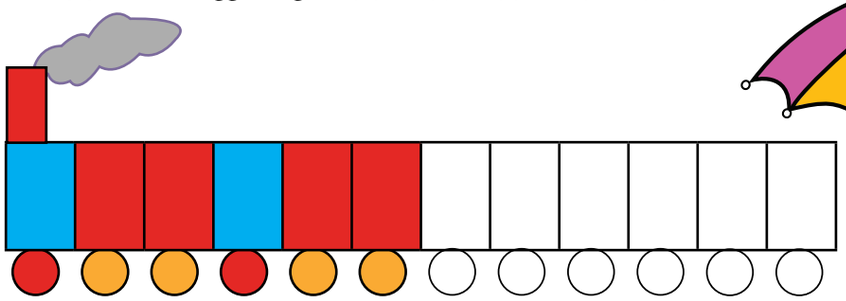
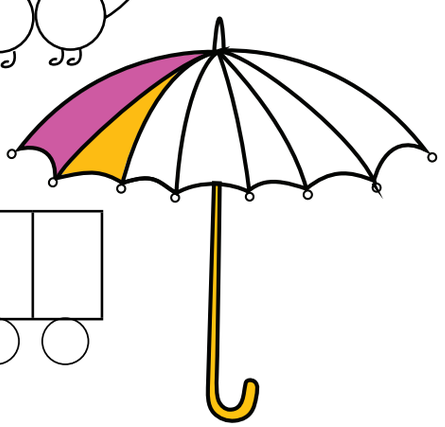


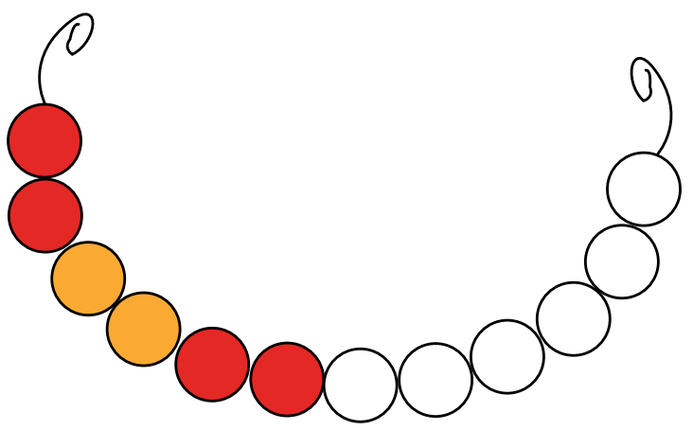





Practice

Colour and complete the patterns.



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Try This

Collect the things with colour patterns seen in your surroundings. Discuss about the patterns in them.

Know more

Patterns in colours are seen in dress, rangoli, decoration and painting.






Activity

Plait a bunting

Prepare a bunting by pasting colour papers of different colours in a pattern as shown below.

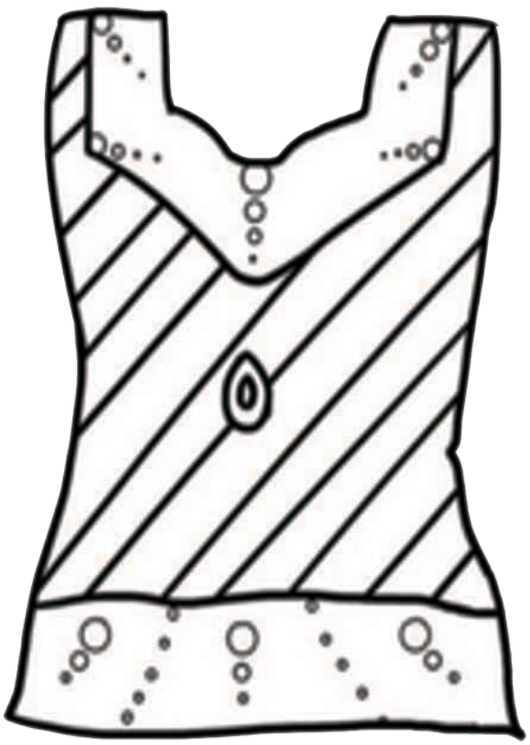


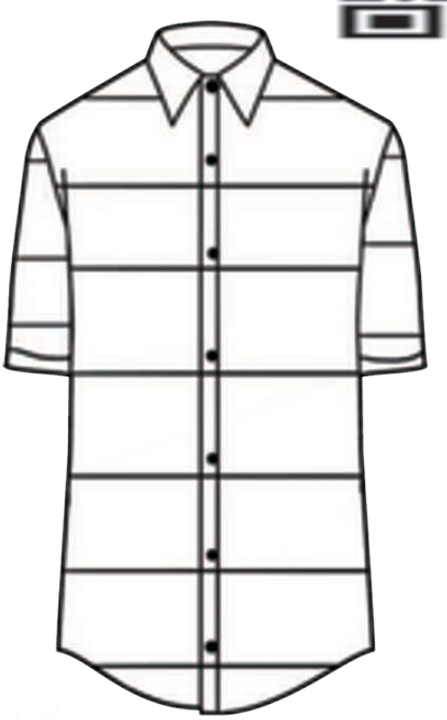
2nd std Maths 1-term Unit_3.indd 47 15-09-2022 3.47.33 PM

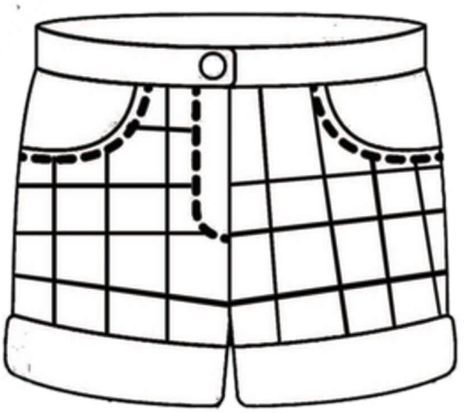
Pleasure Time

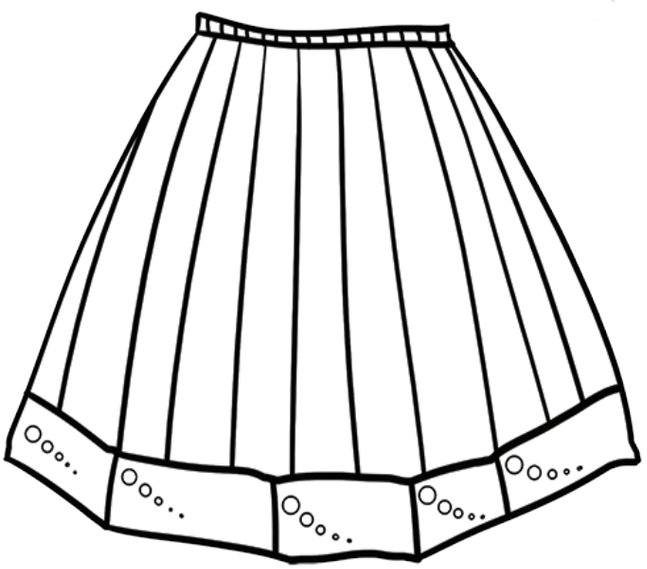
Let's design a dress

Follow your own colour patterns and design the dresses given below.





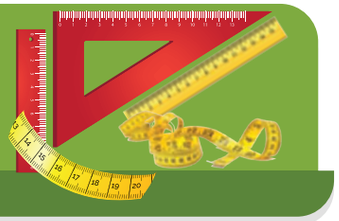




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UNIT 4

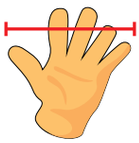
Measurement



Recall

Measuring Length

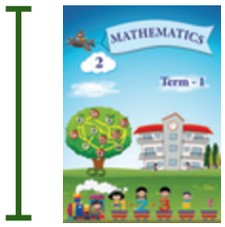
Use the given measurement and find the length of the real objects depicted in the picture.



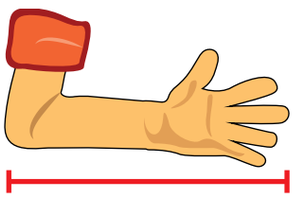
Hand span



Hand span



Hand span



Cubit



Cubit



Cubit



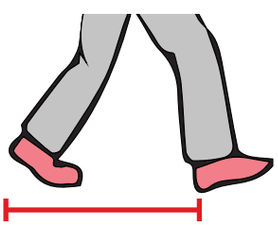
Foot span



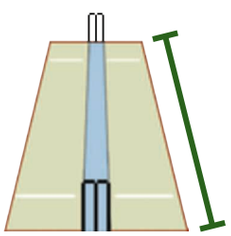
Foot span



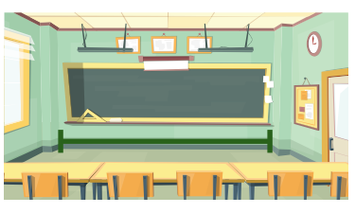
Foot span



Pace



Pace



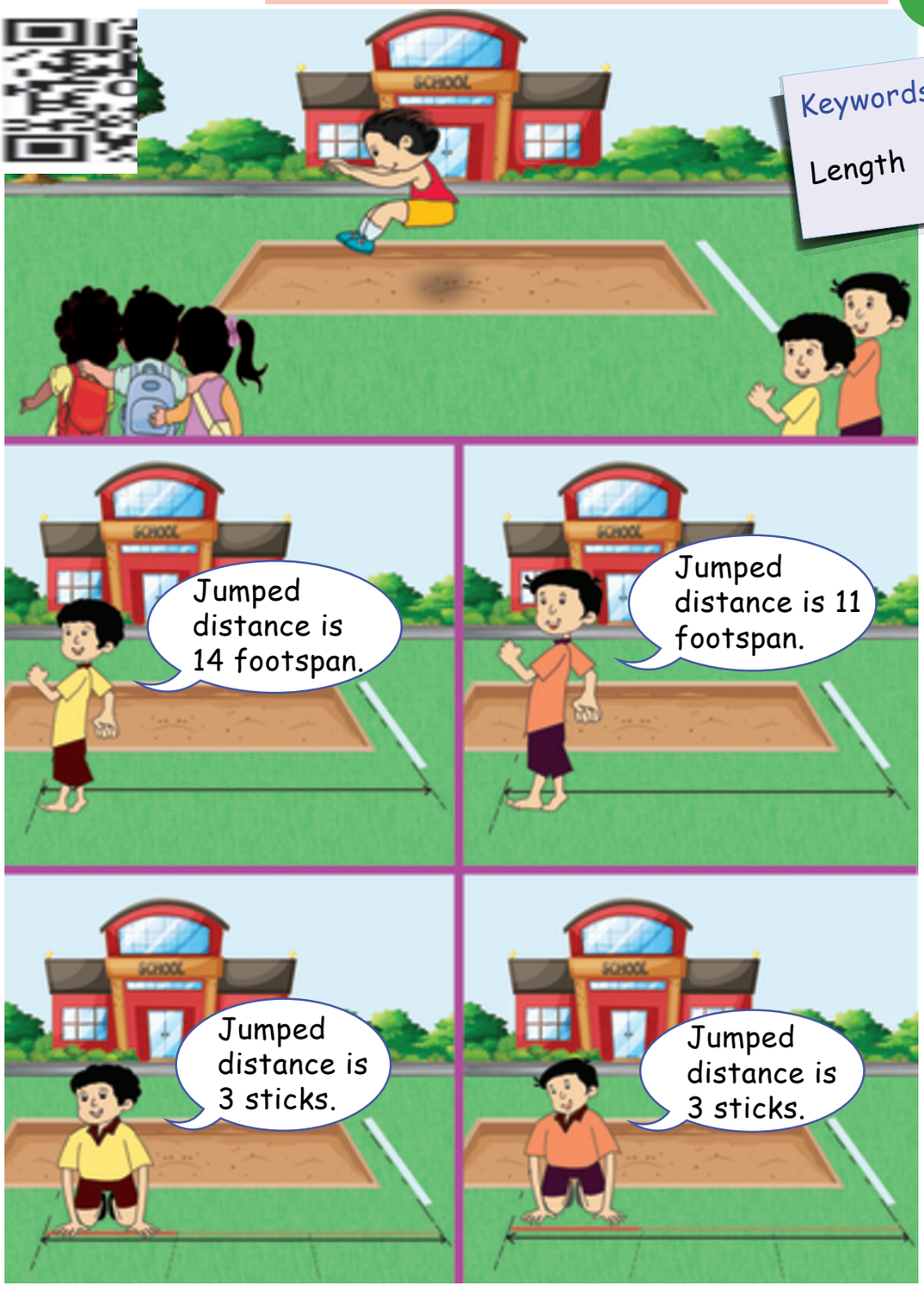
Pace

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4.1 Measuring length using uniform non standard tools

Travel Through Measuring length in a long jump ground

Keywords
Length



Teacher's Note:

Teacher can guide the students to know the difference in measurements observed by measuring footspan (non uniform non standard) and a stick (uniform non standard).

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Learn



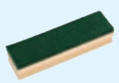
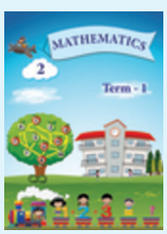
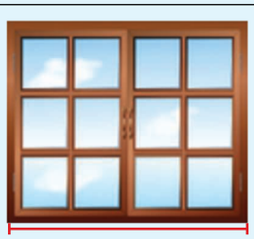
Teacher's Note:

Encourage the students to guess the measurement and verify it by actually measuring them. Try to make the guess close to actual measure by providing various opportunities.

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Practice

Observe the measuring tool, guess and write the length of the real object by guessing. Then, use the measuring tool and write the measured value.

Objects to be measured	Measuring tool	Guess value	Measured value
			
			
			
	Sharpener		
	Colour pencil		

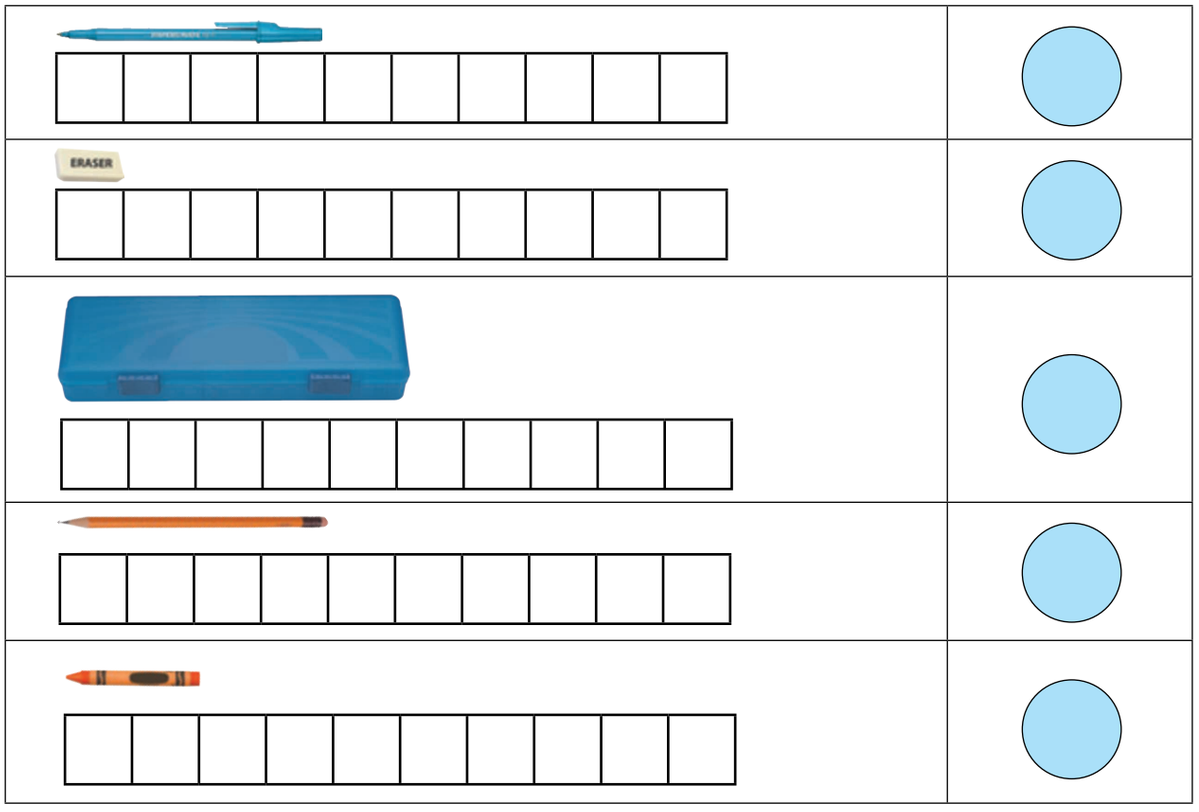
Teacher's Note:

Teacher can make the students to measure various objects in the surrounding by guessing and by actual measurement using non standard tools.

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Try This

Colour the squares to match the length of the objects. Count the coloured squares and write the count inside the circle.

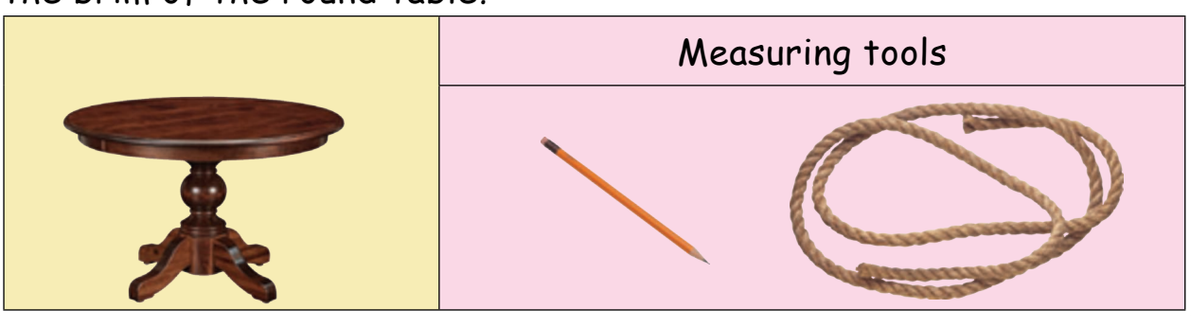


Observe the above table and answer the following questions.

1. Which two objects have the same length?
2. Which is the longest object?
3. What is the total length of the pencil and crayon?
4. Is the pencil box longer than the pencil? If yes, by how many squares?
5. Which is the shortest object?

Think Like A Mathematician

Which among the given tools would be appropriate to measure the brim of the round table?



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4.2 Standard units of measuring length

Travel Through

Keywords

Centimetre
Metre
Scale





Teacher's Note:

Teacher can facilitate the children to discuss about the use of standard units of measurement.

Learn

Measuring by standard unit

Objects of greater length are measured in metre (m) and objects of smaller length are measured in centimetre (cm).

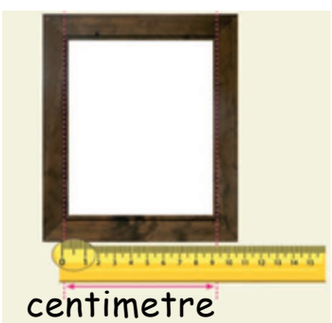


Photo frame is measured in Centimetre.

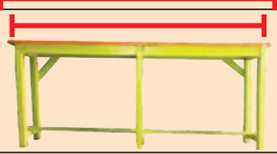


Saree is measured in metre.

2nd std Maths 1-term Unit_4.indd 54 02/02/2023 17:48:55

Practice

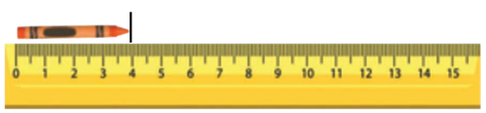
Tick (✓) the appropriate unit to measure the following objects.

Object	Metre	Centimetre
		
		
		
		
		

Learn

Measuring length

Let us learn to measure the length of the objects using scale.









Teacher's Note:

Teacher should encourge children to count the centimetre. The object can be kept at different value say 3cm or 5cm instead of 0 to ensure the children count and right the length of the object.

2nd std Maths 1-term Unit_4.indd 55 02/02/2023 17:48:58

Practice

Observe the picture in previous page and write the length of the objects. One is done for you.



Length of the comb is _12_ cm.

Length of the straw is ___ cm.

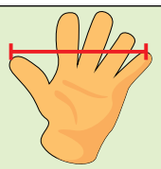
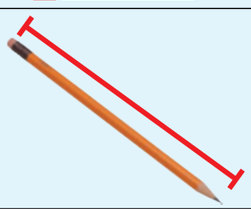
Length of the pencil is ___ cm.



Length of the crayon is ___ cm.

Activity

Fill in the boxes by measuring the length of the objects using handspan, eraser and centimetre scale.

Objects to be measured			
			
			
			

Teacher's Note:

i. Teacher can make the students to measure various objects in the surrounding by guessing and by actual measurement.

ii. Enable the students to appreciate the need for standard tool for measuring length.

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UNIT 5

Time



Recall

Order the activities as 1,2,3 and so on upto 9 from morning to night.















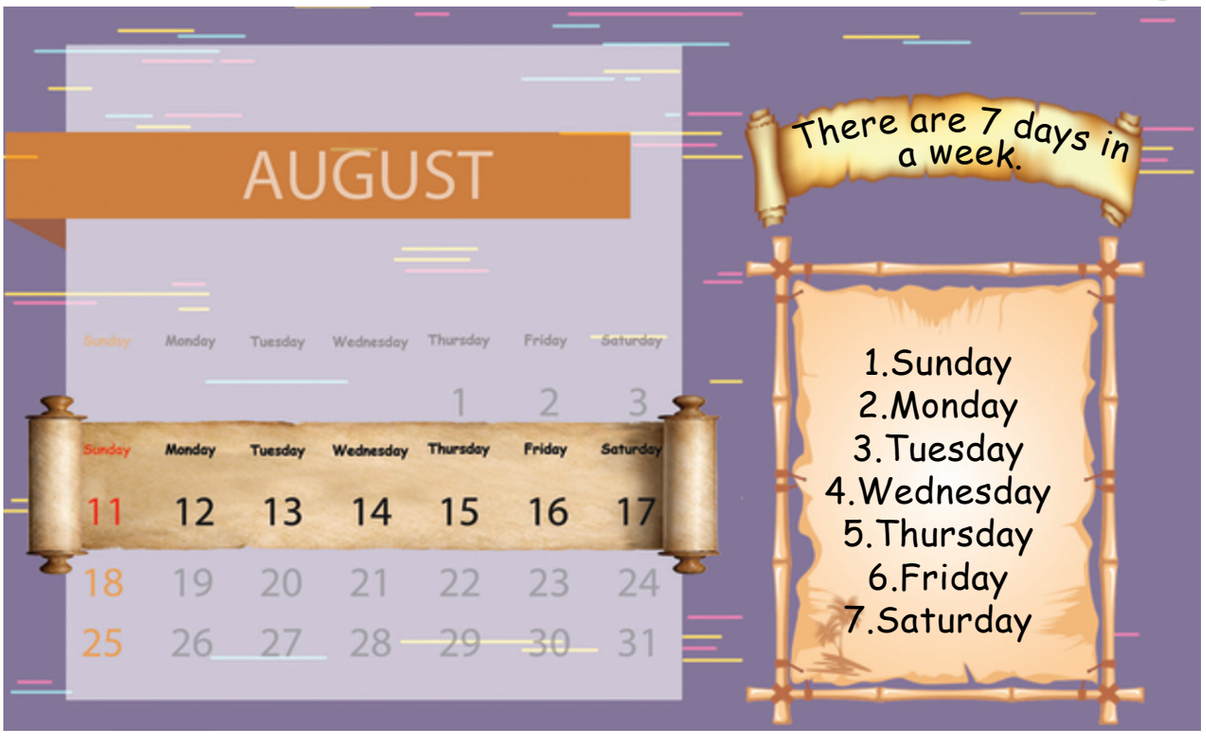




2nd std Maths 1-term Unit_5.indd 57 14-09-2022 3.29.16 PM

Learn

5.1 Days of the week



Sunday is the first day of the week.

Practice

Answer the following.

1. What is the fourth day of the week?
2. What is the seventh day of the week?
3. Which day comes after Thursday?
4. Which day comes before Wednesday?
5. How many days are there in a week?

Try this

Answer the following.

1. Which day comes 2 days after Monday?
2. Which day comes 3 days after Wednesday?
3. Which day comes a day before Sunday?
4. Which day comes 2 days before Saturday?
5. Which day comes 3 days before Friday?

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Try This

Time table of class 2

Period / Day	1	Interval	2	Lunch break	3	Interval	4
Monday	Tamil		Maths		English		Singing
Tuesday	English		EVS		Maths		Art and Craft
Wednes-day	EVS		Tamil		English		Drama
Thursday	Tamil		Maths		EVS		Computer
Friday	Maths		English		Tamil		Yoga

Observe and fill in the table.

Period	Conducted on which day?
Art and Craft	
Drama	
Computer	
Singing	
Yoga	

2nd std Maths 1-term Unit_5.indd 59 14-09-2022 3.29.17 PM

5.2 Months of the year

Travel Through

Keywords

January, February, March, April, May, June, July, August, September, October, November, December

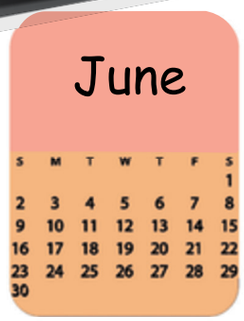
























- There are 12 months in a year.
- January is the first month of a year and December is the last month of a year. January 1 is the first day in a year.
- There are 7 months with 31 days and 4 months with 30 days.
- February month has either 28 or 29 days.

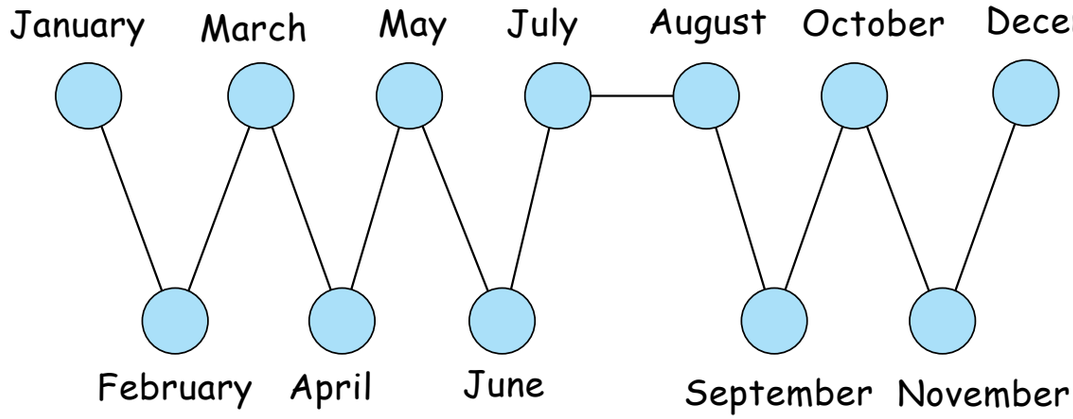
Teacher's Note:

Teacher can discuss the festivals celebrated in each month to motivate the children to know the months in a year.

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Practice

Observe the calendar given in the previous page and write the number of days in each month.



Practice

Write the names of the months in order in the following table.

Months			
1		7	
2		8	
3		9	
4		10	
5		11	
6		12	

Pleasure Time

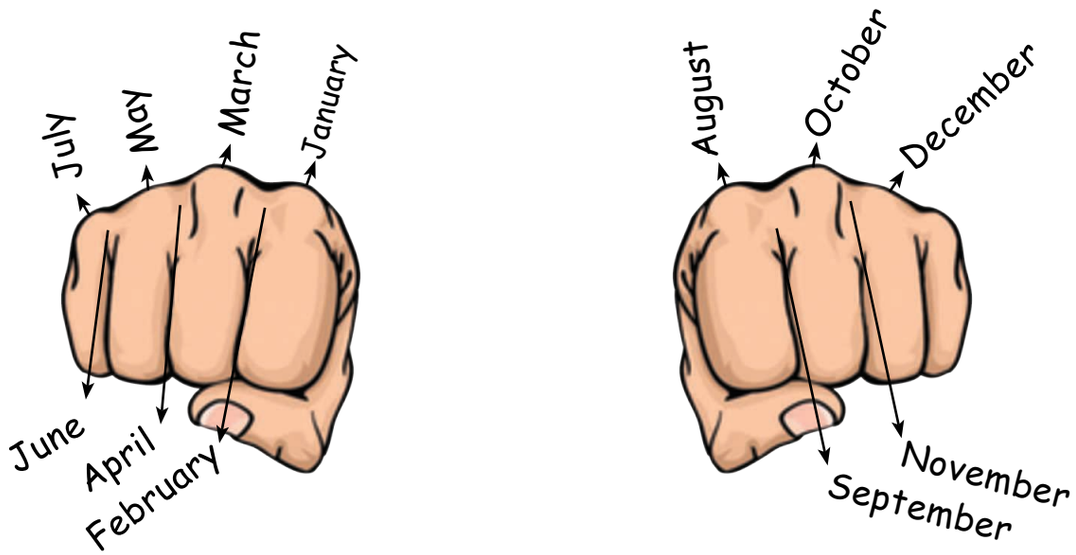
Match the following.

Festival	Month
Republic Day 	November
Independence Day 	January
Teacher's Day 	August
Children's Day 	September

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Know more

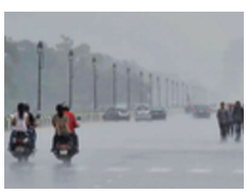
Fix the names of the months in each knuckle as shown in the figure. The months represented by each knuckle has 31 days and the spaces in between have 30 days. But, February has either 28 or 29 days.



5.3 Seasons

Travel Through

Keywords
Summer
Winter
Rainy











Teacher's Note:

Teacher can ask questions about the fruits, things etc., given in the above picture and elicit answers regarding the seasons.

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Learn

SUMMER MONTHS



March, April, May, June

RAINY MONTHS



July, August, September, October

WINTER MONTHS



November, December, January, February

Game

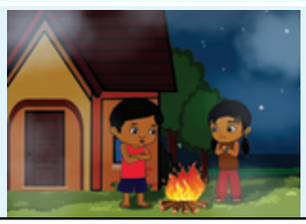
Procedure

1. Teacher can prepare picture cards depicting seasons.
   (Example: Walking with an umbrella)
2. Select a student at random and tell him/her to pick a picture card.
3. Now, the student should explain the picture card by mono acting.
4. Other students must find out the action and tell the relevant season acted by the student.

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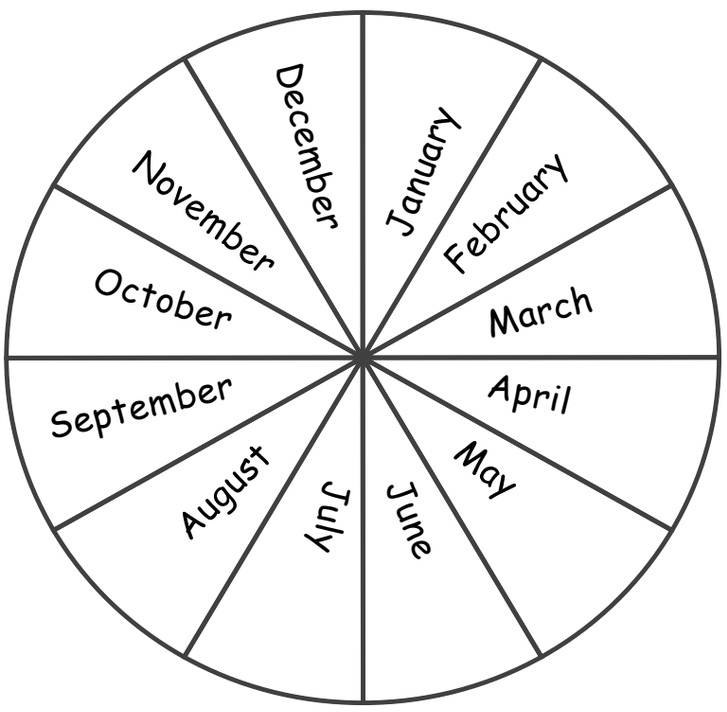
Practice

Tick (✓) the suitable food items we eat in the seasons given.

Season	Food items		
			
			
			

Pleasure Time

Colour the months according to their seasons. Use '**green**' for Winter '**Yellow**' for Summer and '**blue**' for Rainy seasons.



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UNIT 6

Information Processing



6.1 Systematic listing

Keywords
Systematic list
Pair
Way

Travel Through

Arun wants to reach the school from his house. One way is shown for you. List down all the other possible ways.



Teacher's Note:

Teacher may explain one way shown in the picture and let the children discuss about other possible ways.

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Learn

Possible ways of pairing

Let us learn the number of ways of dressing oneself with two shirts and two shorts.



Way 1



Way 2



Way 3



Way 4



There are four ways to wear the dress.

Teacher's Note:

Teacher can use things like pen and cap, bottle and lid,etc., available in the classroom to show different ways of pairing.

Practice

Find all possible ways of arranging a pair of cups among the four cups.



Way 1



Way 2

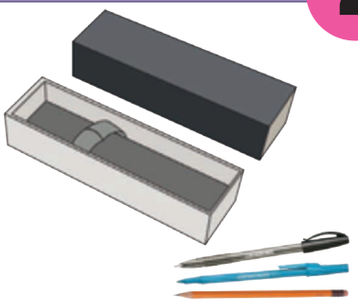


One way is shown. Find all the other possible ways.

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Try This

- Sathya has a pencil, a blue pen and a black Pen.
- She likes to gift two out of these three things to her friend.
- Find all the possible ways to place them in the gift box.



6.2 Selection

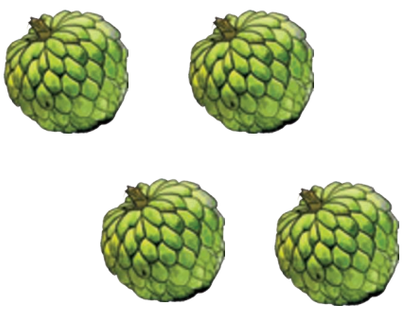
Learn

Selection of two numbers

Let us see the possible ways of keeping 4 custard apples in two baskets.

Keywords

Selection



One of the ways is shown here.



Number of ways	Number of fruits	
		
Way 1	0	4
Way 2	1	3
Way 3	2	2
Way 4	3	1
Way 5	4	0

Teacher's Note:

Teacher may extend the activity by varying the number of objects and encourage the students to find all the possible ways.

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Practice

There are two pots, one with 10 red roses and another with 5 yellow roses in the garden. List down all the possible ways of choosing ten flowers from the pots.



Pot 1



Pot 2

Ways	Flowers Pot 1	Flowers Pot 2	Total
Way 1	10	0	10
Way 2			10
Way 3			10
Way 4			10
Way 5			10
Way 6			10

Teacher's Note:

Teacher can extend the same activity and encourage the students to find the number of ways of getting the sum as 11, 12 and so on .

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6.3 Collection of Data

Travel Through Collection of data through measurement.

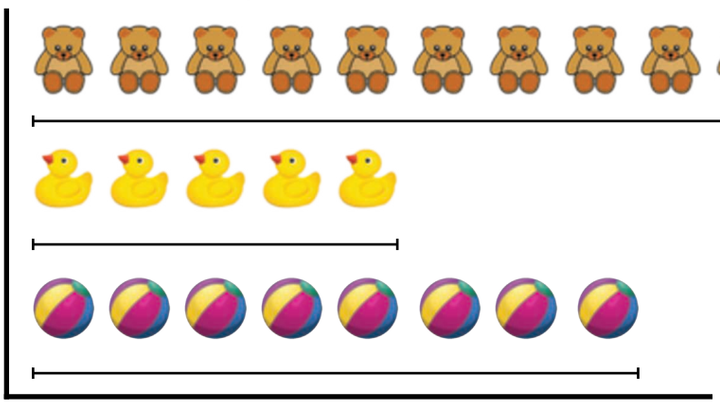
Abishek and his father visit a toy shop. His father promises to buy him a toy if he answers the questions correctly. Can you help him?

Keywords

Data



To find the answer, Abishek groups the toys as shown below.



Speak Out:

1. Which toy is most in number? How many is that item?
2. Which toy is found to be least in the shop?
3. Can you place the rocket and lorry toys in the same shelf? Discuss.

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Learn

Observe the height of the trees in the given picture and write the answer.



Banana Tree | Palm Tree | Mango Tree | Coconut Tree

1. What is the height(in metre) of the following trees?



3	6		

2. Which is the tallest tree ? Palm tree

3. Which is the shortest tree ? Banana tree

4. Name the tree which is 4 - metre tall. _____

5. Name the tree whose height is between 4 metres and 6 metres. ___

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Practice

Children group themselves to take part in three different games.



Running race





Walking race





Frog race



Observe the above picture and answer the following question:

1. How many students like to take part in Walking race?
   _____ Boys _____ Girls.
2. How many students like to take part in Frog race?
   _____ Boys _____ Girls.
3. How many students like to take part in Running race?
   _____ Boys _____ Girls.
4. Which game is played by maximum number of children? _____
5. How many girls are there in both Walking race and Frog race?
   _____
6. Which game is played by minimum number of children? _____
7. How many students play the game Walking race and Running race in total? _____

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Environmental Science 2

Term-1

Volume - 2





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E-Book

Evaluation

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Unit 1

Our Environment



You will learn about

- The nature of different environments-Forests, Plains, Hills, Ponds, Rivers, Seas and Deserts

Our earth has different land forms and water bodies like forests, plains, mountains, hills, deserts, rivers and seas.

There was a big celebration in school for the National Children's Science Congress. Everybody was excited. Students had come from many schools from all over India. They introduced themselves and spoke about the places they had come from.

Forest



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Daniel said,"I live near a forest.

A forest has a large number of trees. The ground is covered with bushes and grass. Streams and ponds are also found in the forest. It is home to many animals like elephants, tigers, deer, lions, bears and snakes. Birds like peacocks, doves, sparrows, parrots and woodpeckers live there. You can hear the different sounds of animals. I like the forest. It is cool and green".

DO YOU KNOW?

The age of a tree can be found by counting the number of annual growth rings in its trunk.



Annual Rings

Forests are useful to us in many ways. We get wood, honey, fruits, rubber and many other things from forests.

Word list

forest, shade, bushes, sounds, ground, grass, cool

Some birds found in forests can also be seen near our houses. Put a tick (✓) mark for the birds that you have seen.

Myna	Parrot	Dove	Crow	Sparrow	Peacock
○	○	○	○	○	○
					

Plain and Hill



Tharun said, "I come from a farming family.

We live in the plains. A plain is a flat land. It is warmer than the hills. Plains are important for growing crops. Without growing crops, how can we get our food?

Farms get water from the rain, rivers, lakes, ponds and wells. We find many animals like cows, goats, sheep, bullocks, buffalo and many kinds of birds there. I like to watch the birds".

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Hill



Kamakshi said, "I live in the hills.

A hill is like a mountain but not so high. Hills are generally green and beautiful. It is also much cooler than the plains. People visit the hill stations especially in summer".

Word list

hill, hill station, summer, farming, crops, step farms



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Look at this picture. This hill looks as if steps have been made on it. Crops are grown in the step farms, also called as terrace farms. Tea and coffee are grown on some hills.



DO YOU KNOW?

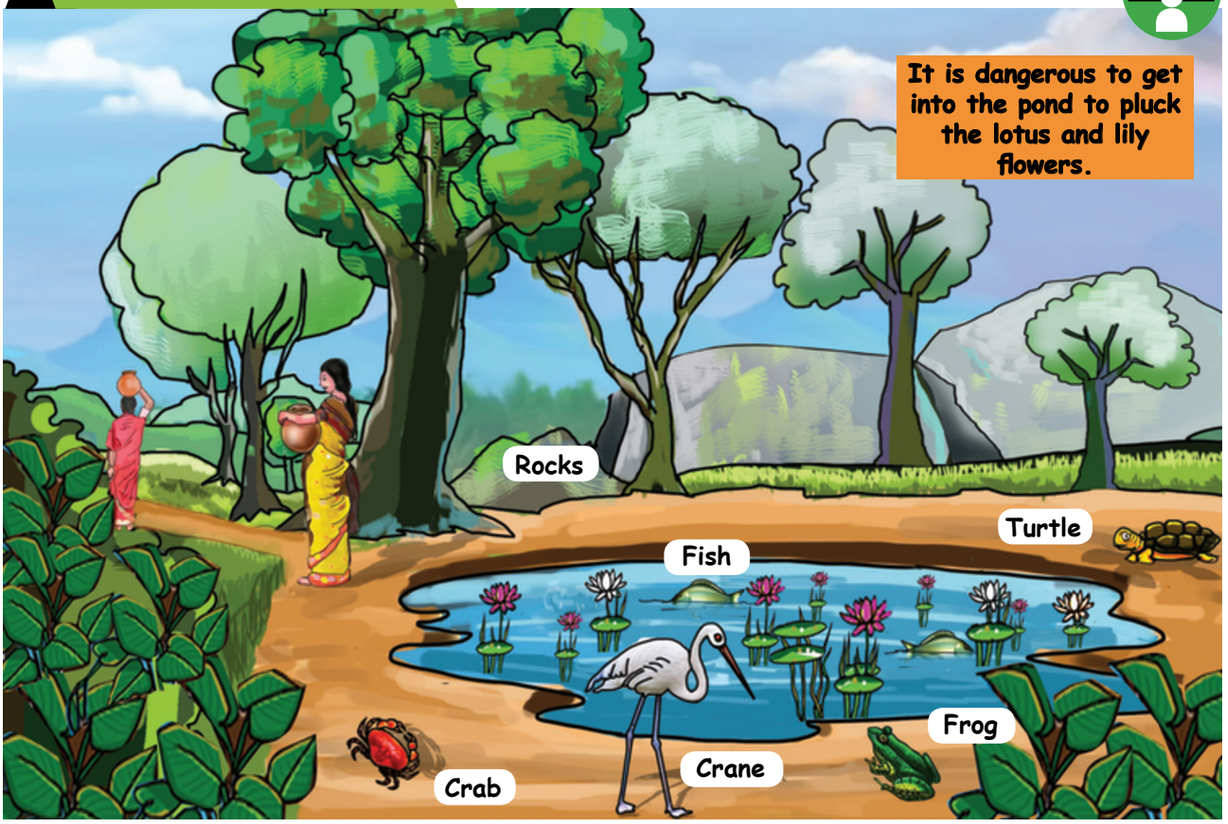
- Udhagamandalam (Ooty) is called the 'Queen' and Kodaikanal is called the 'Princess' of the hill stations in Tamil Nadu.
- Our state animal, the Nilgiri Tahr, is found in the Nilgiri mountains.

Fill in the columns with the given words.

(cool, tea, flat, step farms, warm, sugarcane, hill station, coffee, crops)

Plain	Hill

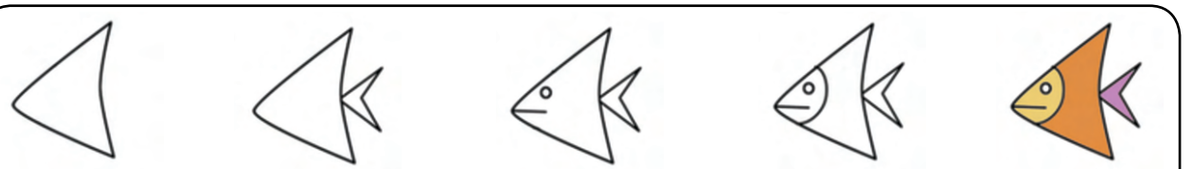
Pond





Sulaiman said, "I would like to speak about the pond in my village. A pond is a place where water collects. It gets filled by rain. Fishes, insects, snakes, frogs, crabs and turtles live in a pond. Flowers like water lily and lotus are also found in ponds. A lake is bigger than a pond".

Draw the fish as given below and colour it.



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River and Sea





Sultana said, "I live near a river. I love to watch the river flowing. It starts its journey on a mountain, follows a path and finally flows into the sea.



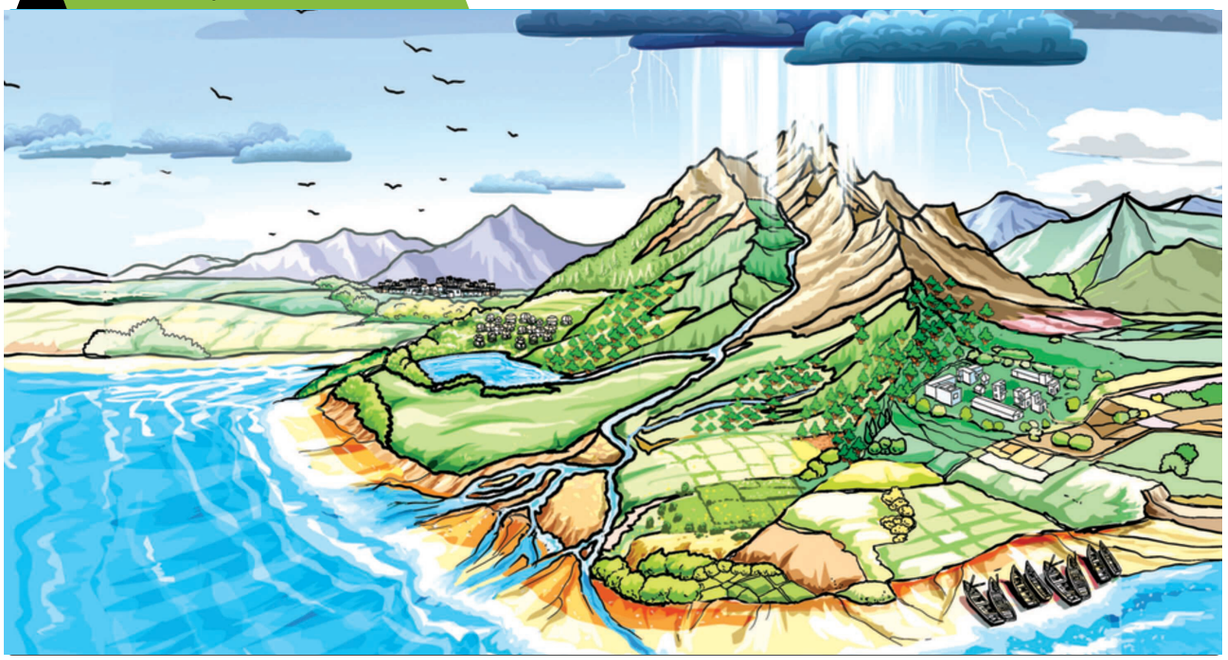
We use river water in many ways. Because of this, in olden days, people lived near rivers. Many kinds of fishes, crabs and birds live in and around the river. Sometimes boat races are also held in the river. My brothers like to participate in the boat races".

Word list

river, sea, path, boat race, salty

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Journey of a River



Sea

Gopal said, "I belong to a family of fisher folk. We live near the sea. A sea is a large water body. Sea water is salty. We get salt from the sea. Plants, fishes, turtles, prawns, dolphins and crabs live in the sea. We go fishing in the sea using fishing boats called Catamarans (Kattumaram) and fishing nets".



DO YOU KNOW?

We get pearls from oysters.





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Put a tick (✓) in the suitable box.

River water is salty. Yes ☐ No ☐	Catamaran is used for fishing. Yes ☐ No ☐	A river starts from a sea. Yes ☐ No ☐
Fish live only in a river. Yes ☐ No ☐	Turtles live in the sea. Yes ☐ No ☐	River water is used for farming. Yes ☐ No ☐

Desert



Word list

desert, sandy, quiet, sand dune, cactus

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Mewa Ram and Kamala said, "We come from a desert area. A desert is a hot and sandy place. There are hills of sand called sand dunes. Cactus plants grow in the desert since they need very little water.

Camels are used for travelling in the desert. The camel is called the 'Ship of the Desert'. Since we have very little water, we use it carefully".



All the students were happy to know about each other's homes and surroundings. They became aware that they were a part of nature. They took a pledge to care for the environment and the natural life around them. Shall we also take such a pledge?

DO YOU KNOW?

The camel can drink a large amount of water at one go. It can live without food and water for many days.

Colour the ones which belong to a desert.



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Evaluation

1. Match the following.

a.	Desert	-	Lion
b.	Plain	-	Camel
c.	Forest	-	Fish
d.	Pond	-	Cow

2. Draw a line to connect the land forms with their names.







Desert

Hill

River

Forest

Sea

Plain







3. Write ' T ' if True and ' F ' if False.

a. Step farming is done in the hills. ( )

b. The horse is called the 'Ship of the Desert'. ( )

c. Lions and tigers are found in the forest. ( )

d. A forest has sand dunes. ( )

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4. Classify the following words.

(Camel, Duck, Tiger, Cactus, Sand, Fish,
Elephant, Water, Lotus, Deer, Palm Tree)

Forest	
Pond	
Desert	

5. Complete the following sentences using the phrases given in the bracket.

(can drink a lot of water at one go, is full of trees, has step farms, has salt water, is smaller than a lake)

a. A forest _____.

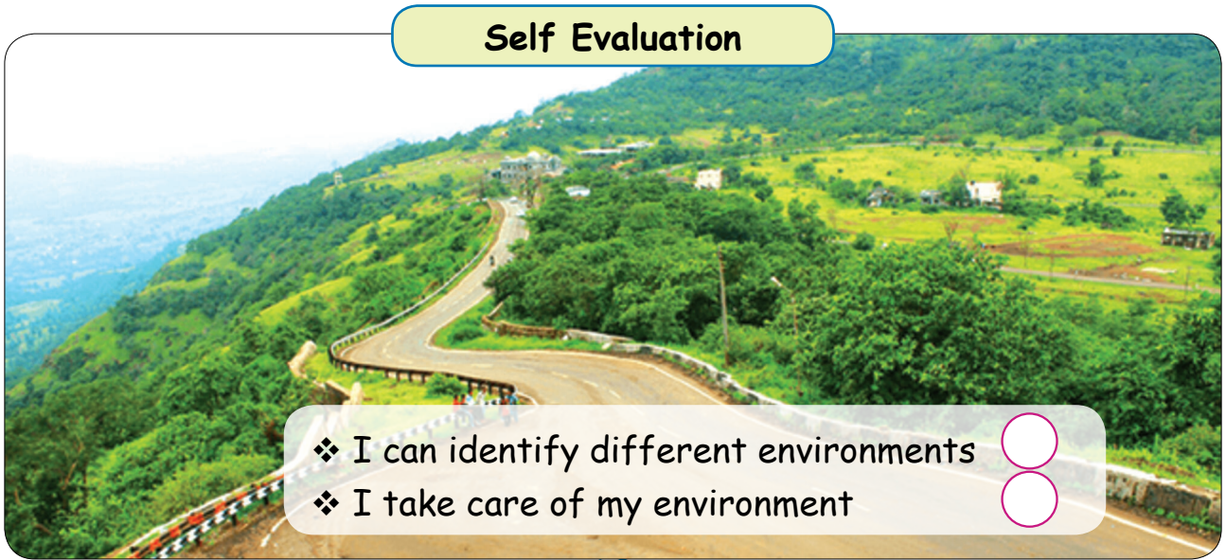
b. The sea _____.

c. A camel _____.

d. A pond _____.

e. A hill _____.

Self Evaluation



- ❖ I can identify different environments
- ❖ I take care of my environment

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Unit 2

My Amazing Body

Simple Movements

Vedha, Yasmin and Rita are friends and neighbours. They enjoy going home from school together. Come, let us join them.

You will learn about

- Simple movements
- Joints
- Role of the sense organs
- Postures
- Stages of growth



"Look! A green frog is hopping. Let us hop too".



"Oh no! Bits of paper make the place untidy. Let us pick them up and put them in the bin".



"We have reached vedha's home. Wow! Look at the ripe mangoes. Let us jump and pluck them".



"Bye, dear friends". They wave goodbye to each other.





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Do the following actions.

a) Walk like an elephant
b) Balance like a crane
c) Hop like a frog
d) Trot like a horse
e) Jump like a rabbit
f) Waddle like a duck

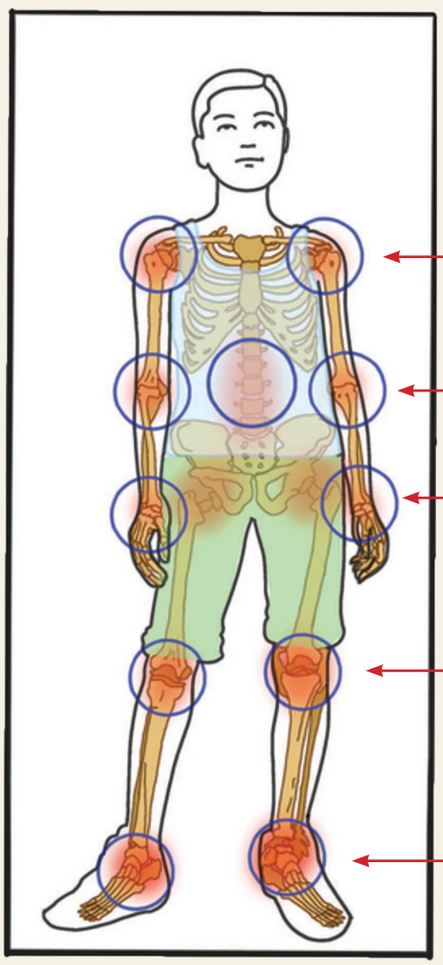
Joints

Keep a book on the floor. Now try to pick it up without bending your knees and back. Can you do it?



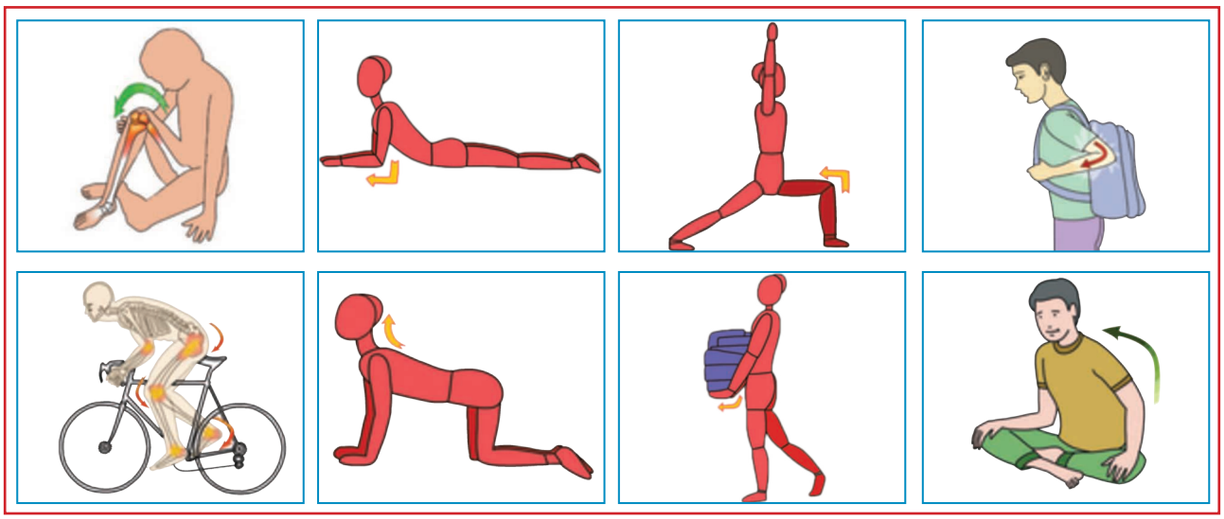
- Our bones help us stand straight and give us shape.
- Without bones, we would be floppy.
- The place where two or more bones meet is called a joint.







We have to bend our body to do many activities. This is made possible by joints.



Note for the teacher

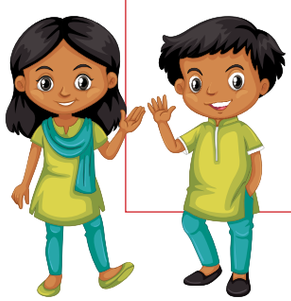
Ask the students to move their fingers, wrist, elbow, shoulder, neck, back, knee and ankle. Let them find out and share which joints can move in all directions and which joints have limited movements.

Try This Out



Circle the joints in the given picture.





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Role of the Sense Organs

Observe and Discuss

What are the sense organs that you use to identify the objects given below?





Our senses work together to tell us about the world we live in. We most often use more than one of our senses at the same time.

Descriptions relating to Popcorn

				
Smell	Sight	Touch	Hearing	Taste
Nice smell when roasted	Yellow, Small, Fluffy	Smooth, Hard, Soft	Pop pop pop, Crunch	Salty, Spicy



The flavour of food is actually a combination of its taste, smell as well as its texture.

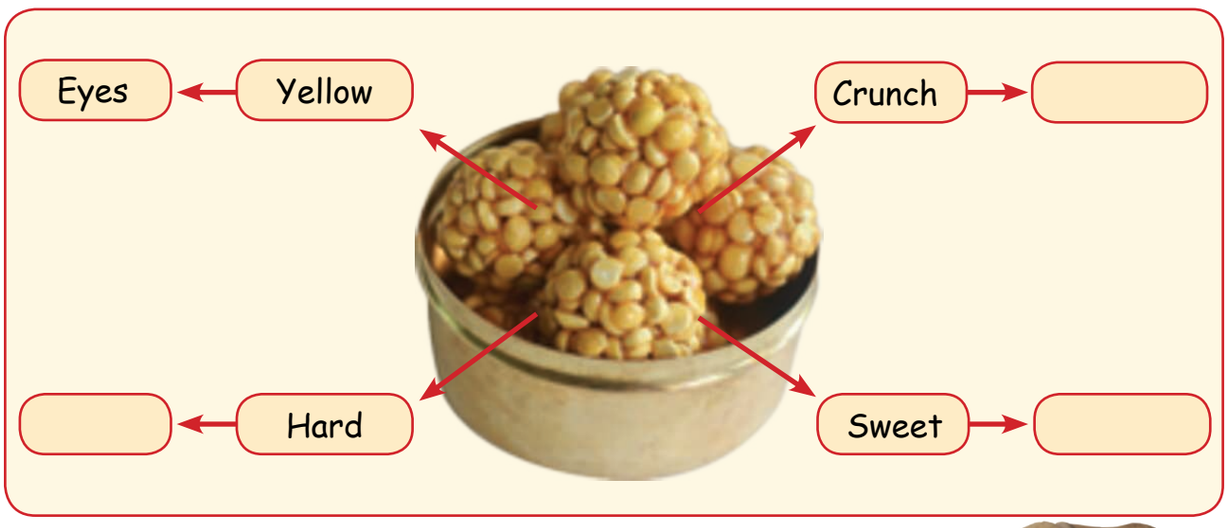
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Sense organs	Role of Sense Organs		
Eyes	Sight	-	shape, size, colour, distance, depth
Ears	Hearing	-	loud and soft sounds
Nose	Smell	-	pleasant and unpleasant
Skin	Touch	-	rough, smooth, soft, hard, fluffy, hot, cold, sticky
Tongue	Taste	-	sweet, sour, salty, spicy, bitter, astringent

Note for the teacher

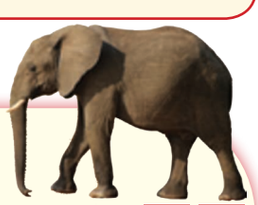
Let the children see, touch, hear, taste and smell different objects like cotton, oil, gum, sponge, bell, stone, chair, soap, flowers, agarbathi, lemon, orange, salt, garlic, betel nut and sugar. Carefully choose what is given to the children to taste. Ask them to describe the objects using the words given above.

Write the names of the sense organs related to the descriptions given.



DO YOU KNOW? The skin is the largest sense organ in our body.

DO YOU KNOW? An elephant's trunk is actually a long nose.

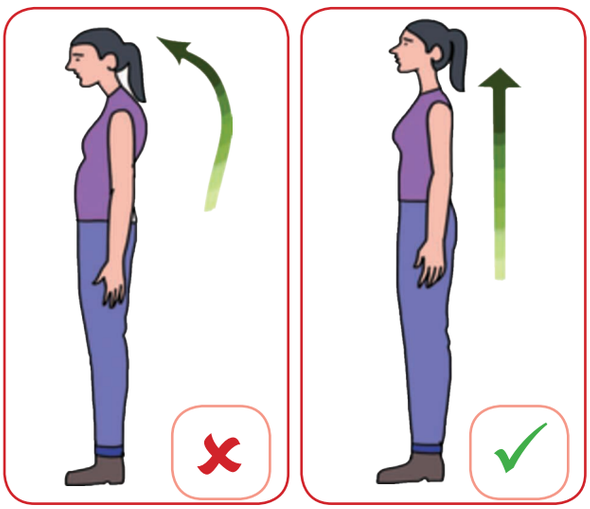


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Postures

The position of our body in doing various actions is called posture. There is a correct way and an incorrect way of doing various actions. Observe the pictures and find out.

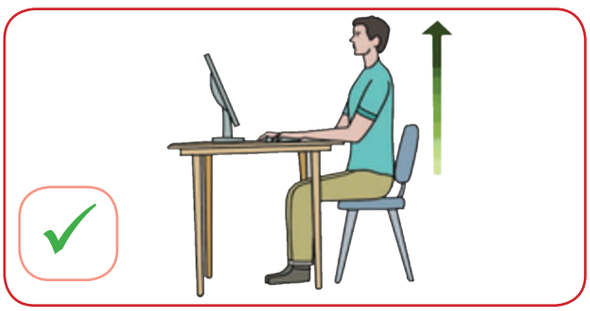
Standing

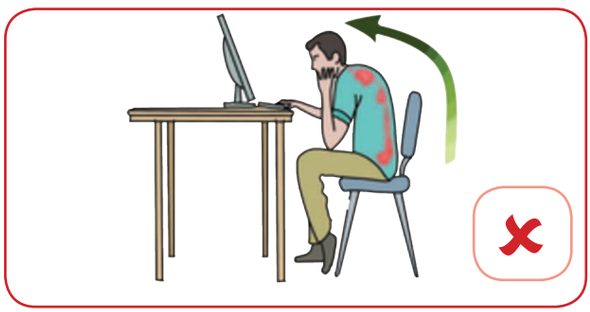


Walking



Sitting





Lifting





Always do the actions in the correct manner.
It is good to sit on the floor.

"A good upright posture prevents backache."

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Stages of Growth

There are three things which make us different from other animals in the world.

- We have an upright posture.
- We can communicate using speech.
- We can think.

I have grown from being a baby to a six/seven year old child.
I can eat on my own.
I can read, write and draw.
I can play many games.

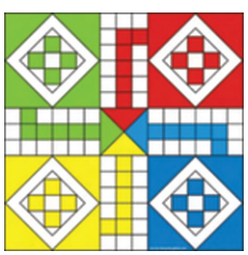


We all love to play games. Games are of two types; indoor and outdoor.

Indoor games	Outdoor games

Pallankuzhi





Dayam

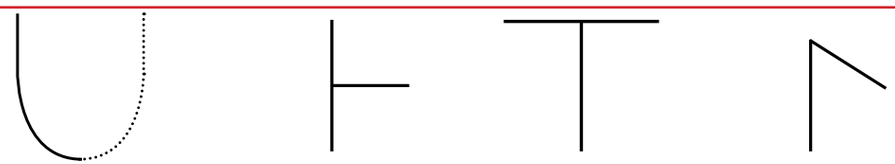


Hopscotch
(Pandi)

Top
(Bambaram)



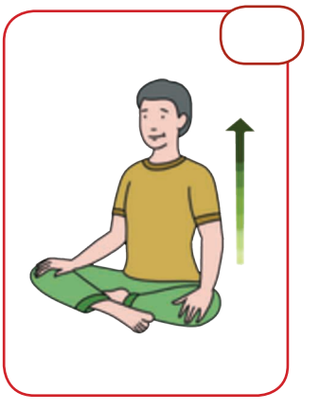
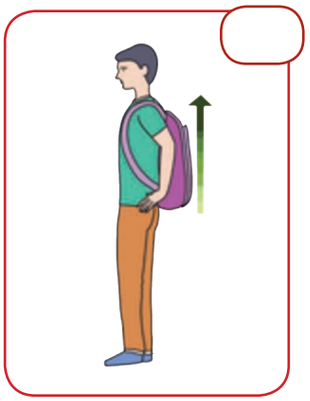
Draw the other side and complete the letters.





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Tick (✓) the correct posture.

Do it with your friends -- Show the correct posture.

a) sit b) stand c) walk d) lift

Evaluation

1. Complete the sentences using the words given in the brackets.

(looks, sound, smell, feels, tastes)

a) Honey _____ sweet.
b) A feather _____ soft.
c) A Jasmine has a pleasant _____ .
d) A flower garden _____ beautiful.
e) The cuckoo makes a musical _____.

2. Write 'L' for those that make loud sounds and 'S' for those that make soft sounds.








3. Match the following.

a. Sugar	--	salty
b. Lemon	--	sweet
c. Chilli	--	sour
d. Sea water	--	spicy

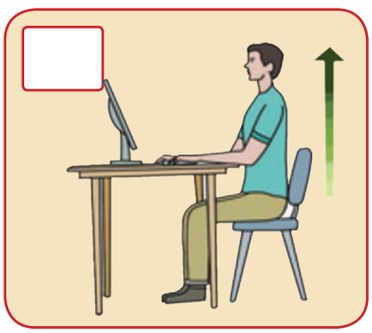
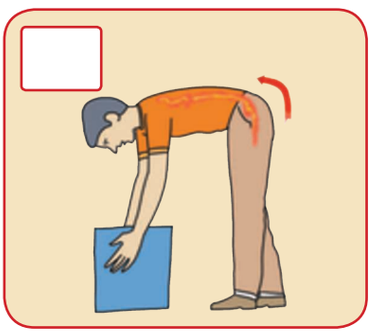
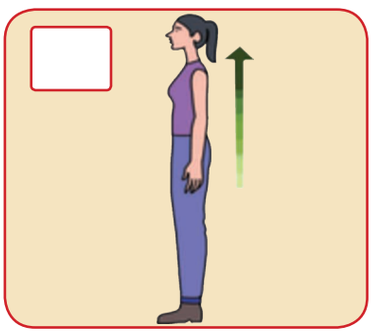



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4. Put tick marks (✓) in the appropriate columns. (Can be in more than one column)

Things	Rough	Soft	Hard	Fluffy	Sticky
Cotton					
Gum					
Stone					
Feather					
Wood					
Flower					
Sponge					
Honey					

5. Put a tick (✓) for the correct posture and a cross (X) for the incorrect posture.

6. Name the joints. (Ankle, Knee, Wrist, Elbow)






_____ _____ _____ _____

Self Evaluation



- ❖ I can do various actions using my body in a correct way
- ❖ I know the movements of different joints in my body
- ❖ I can describe objects known through my sense organs
- ❖ I can identify some stages of growth

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Unit 3

Plants Around Us



You will learn about

- The parts of a plant
- Different kinds of plants
- Benefits of plants
- Trees as habitats for animals

Parts of a Plant

A group of students went on a field visit to a garden. Meena looked at a sapling closely and asked her teacher, "One part of this plant is green while the other part is brown in colour. Why is it so, teacher?"



The teacher explained, "Our body has different parts such as hands, legs and head. In the same way, plants also have different parts. They are of different colours. Let us learn about them".

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Let Us Discuss

Look at a plant. What do you see? Can you guess what the different parts of the plant do?

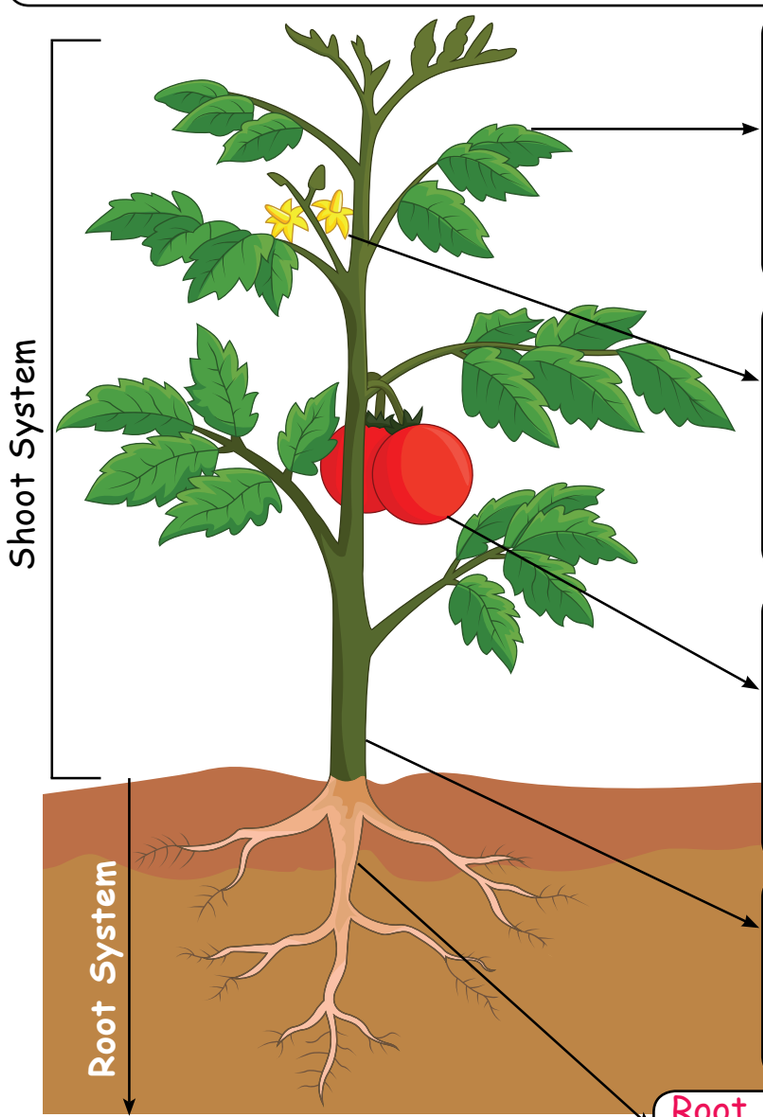
Every plant has a root and a shoot system.

Root System

The part of the plant that grows under the ground is called the root system.

Shoot System

The part of the plant that grows above the ground is called the shoot system. It consists of stem, leaf, flower and fruit.



Leaf
- Grows from the stem
- Most are green in colour
- Makes food for the plant

Flower
- Attractive, colourful
- Grows from a bud
- Has a specific smell
- Attracts birds and insects

Fruit
- Develops from the flower
- Some have seeds
- Most plants grow from seeds

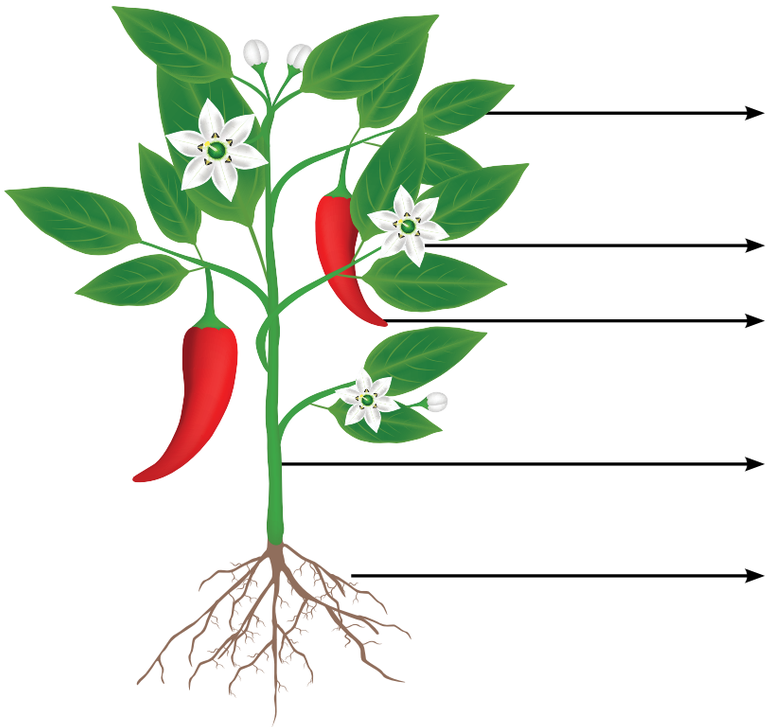
Stem
- Main part of the shoot system
- Gives support

Root
- Fixes the plant in the soil

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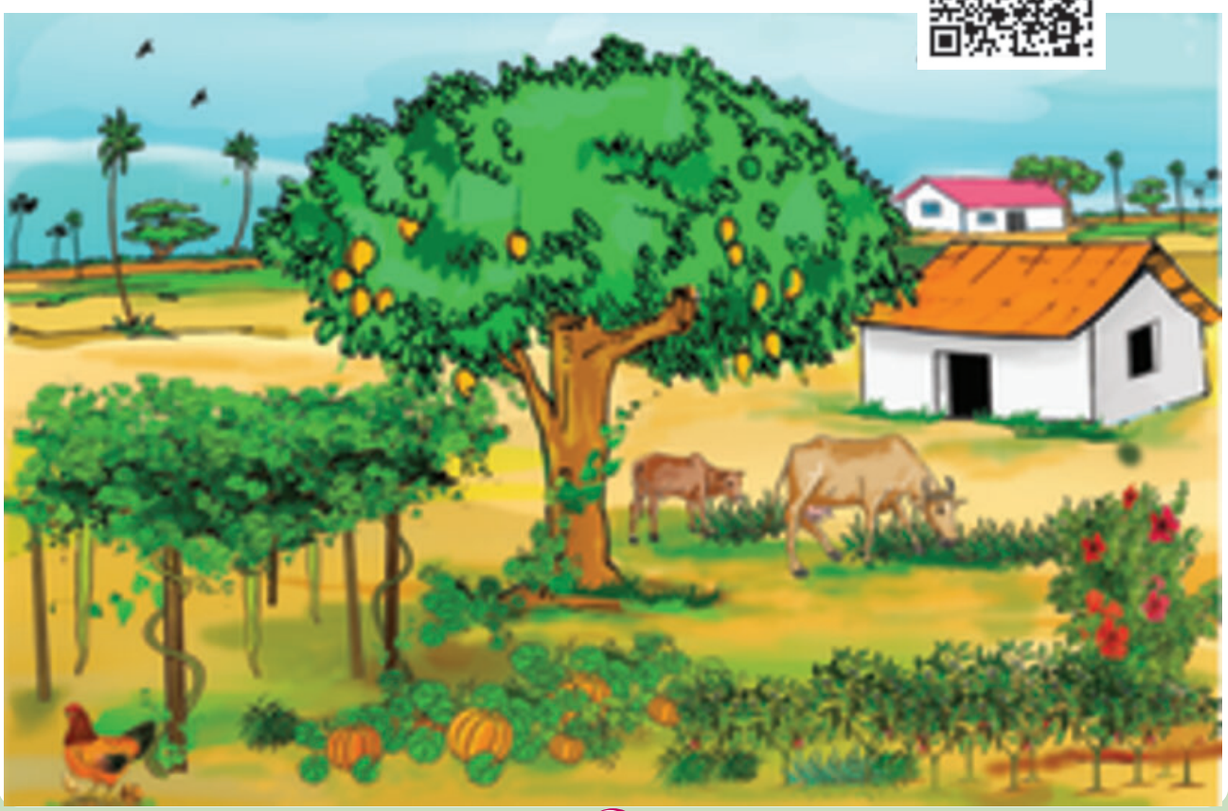
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Label the parts of a plant. (Flower, Leaf, Stem, Root, Fruit)



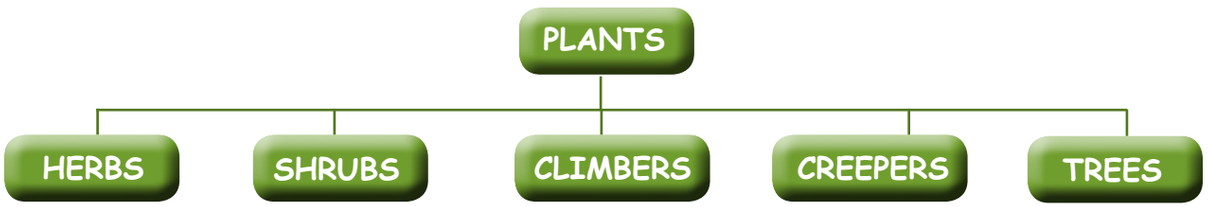
Different Kinds of Plants

Look at the picture and name some of the plants that you know. What else do you observe?



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Plants are of different kinds. They can be grouped based on the size and nature of their stems.



Word List
small, thin, soft, stem, hard, weak, support

Herbs

Herbs are small plants with thin and soft stems. Most of them live for a few months only; e.g., Mint, Coriander, Grass.



Mint (Pudina)



Coriander (Kothamalli)



Grass (Pul)

Shrubs

Shrubs are smaller than trees. They have many stems that grow close to the ground. The stems are thin and hard. Shrubs live for several years; e.g., Shoe flower, Oleander, Jasmine .



Shoe flower (Sembaruthi)



Oleander (Arali)



Jasmine (Malligai)

Note for the teacher: Visit a garden nearby with your students and ask them to observe different kinds of plants.

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Climbers

Climbers have weak stems and they need support to climb and grow. Some of them live for a few months only; e.g., Broad beans, Snake gourd, Ridge gourd.



Broad beans
(Avaraikkai)



Snake gourd
(Pudalankai)



Ridge gourd
(Peerkangkai)

Creepers

Creepers are plants that have weak stems. They grow along the ground and bear large and heavy fruits. Many of them live for a few months only; e.g., Pumpkin, Watermelon, Muskmelon.



Pumpkin
(Poosanikkai)



Watermelon
(Tharpoosani)



Muskmelon
(Mulaam pazham)

Trees

Big and tall plants are called trees. They have hard and thick woody stems called trunks. Trees have many branches. They live for many years; e.g., Banyan tree, Coconut tree, Mango tree.



Banyan tree
(Ala maram)



Coconut tree
(Thennai maram)



Mango tree
(Ma maram)

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Observe the pictures and complete the table.

Sl.No	Plant	Colour of the stem (green / brown /red)	Texture of the stem (hard /soft)
1			
2			
3			
4			
5			

Benefits of Plants

Let Us Discuss

We get vegetables, fruits, cereals, pulses, spices, oil and medicines from trees, shrubs, herbs, climbers and creepers.

Vegetables



Lady's finger
(Vendaikkai)



Devil's fig
(Sundakkai)



Bottle gourd
(Suraikkai)

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Fruits



Pomegranate
(Mathulai)



Grapes
(Thiratchai)



Jackfruit
(Palapazham)

Cereals and Pulses



Rice
(Arisi)



Wheat
(Kothumai)



Red gram-split
(Thoovaram paruppu)

Spices



Bay leaves
(Biriyani elai)



Cardamom
(Elakkai)



Pepper
(Milagu)

Oils



Coconut oil
(Thengai yennai)



Castor oil
(Amanakku yennai)



Groundnut oil
(Kadalai yennai)

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Medicines



Stone breaker
(Keezhanelli)



Climbing brinjal
(Toothuvalai)



Eucalyptus
(Thylamaram)

DO YOU KNOW?

Coconut Oil is used both for cooking and as hair oil.

Find the odd one in the group and put a tick (✓) mark.

a.







b.







c.







d.







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Other Benefits of Plants

We use different parts of the plants in many other ways. Let us talk about it.

As Fibre

The thread-like structure taken from a plant is called a fibre. Fibres are used for making ropes and cloth. We use ropes and cloth in many ways.







As Plates for Eating




Plantain leaf




Areca plate (Pakku mattai)

As Timber




Teak wood




Neem wood



Door made from wood

The thick trunks of some trees are used for making doors, windows, tables, chairs and other things.

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As Cosmetics





Henna
(Marudhani)





Soap pod
(Shikakai)





Aloe vera
(Katrazhai)

As Household Things

Palm leaves are used to make boxes, baskets and hand fans. Bamboo is used to make paper, chairs and winnows.



Palm tree



Bamboo



Palm leaf box



Hand fan



Winnow



Chair

As Ornamental Plants



Rose



Croton



Cactus

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Match the plants with their products.



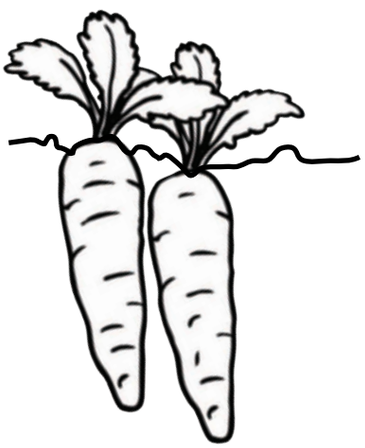


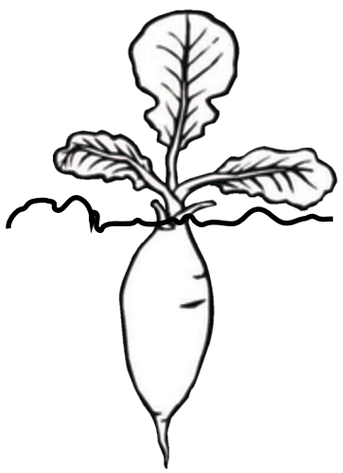


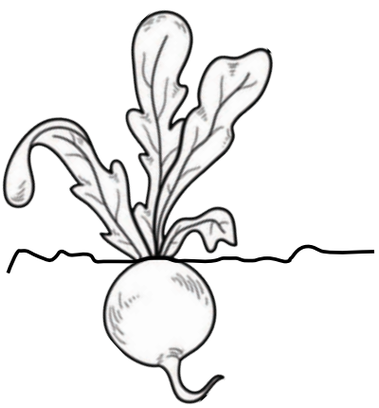




Colour the parts of the plants that you can eat.









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Tree as a Habitat

Let Us Discuss

Observe all the living beings in and around a tree and talk about them. The tree is a home (habitat) for many small animals such as birds, insects, squirrels and monkeys. Trees give us shade and clean air.



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Tick (✓) the animals that you see on the given tree.










Evaluation

1. Match the pictures with the words.



HERB

CLIMBER

CREEPER

TREE

SHRUB






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2. Match the following.

a.	Pumpkin	Climber
b.	Pepper	Fibre
c.	Neem Tree	Creeper
d.	Grapes	Spice
e.	Cotton	Timber

3. Fill in the blanks.

a. The part of the plant that grows _____ the soil is called shoot system. (below / above)

b. The_____ are the green parts of a plant. (root / leaves)

c. Plates can be made from _____ . (areca / neem)

d. Flowers grow from _____ . (buds / fruits)

4. Choose the correct answer and circle it.

a. A plant which gives fibre

(i) Banana (ii) Tulsi (iii) Rose

b. Example of a creeper

(i) Mint (ii) Paddy (iii) Watermelon

c. This is a spice.

(i) Bay leaf (ii) Banana leaf (iii) Mango leaf

d. Winnow is got from

(i) Palm tree (ii) Coconut tree (iii) Bamboo plant

Self Evaluation

- I can name the parts of a plant
- I can identify different kinds of plants
- I know some uses of plants
- I care for the plants that support all life

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Unit 4

Animals Around Us



You will learn about

- Animals and their homes
- Domestic and wild animals
- Young ones of animals

Domestic Animals - Farm Animals

Chicku and Ticku are two little sparrows. One day.....



Chicku was very excited. She flew from the nest on a journey into the world of animals.

Animals are of different kinds. Some live with us in our farms and homes (domestic animals), some live in the forest (wild animals) and some in water.

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Observe the farmer's house. What animals do you see?



These animals are found in and around our homes. We take care of them and they help us in several ways. Such animals are called domestic animals.

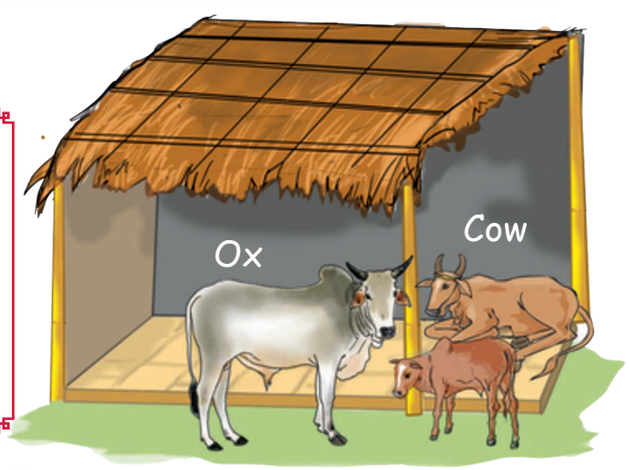
Some domestic animals help us in our farm work. They are called farm animals.

Chicku saw the farm and the farm animals. She introduced herself and spoke to the animals.



"I am a sparrow. My name is Chicku".

Ox: "Hello Chicku! I help to plough the farm".
Cow: "I give milk and my dung is used as manure and fuel.
The farmer provides us a home called a shed. My young one is called a calf".



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"Hello Chicku! I am a horse. People use me to pull carts and for riding. They take care of me. My home is called a stable. This is my young one – a foal.

Do you know? I can sleep both lying down and standing up".



"Hello Chicku! I am a donkey. I am grey in colour. People use me to carry loads. This is my young one - a foal. My home is a stable".

Connect the animals to their homes and young ones by drawing lines.





Stable





Shed









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Domestic Animals

Some domestic animals give us food items like milk, eggs, meat and honey; some give us wool and leather.





"Hello Chicku! I am a goat. My young one is a kid. My home is a shed.

People rear us for our milk and meat. They take us to graze".

"Hello Chicku! I am a sheep.
My home is a shed.
My young one is a lamb.
I give wool. People use wool to make sweaters, gloves and shawls. It keeps them warm".







"Hello Chicku! We are honey bees.

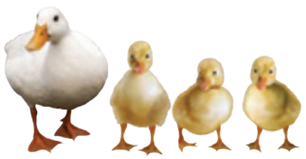
Our home is a beehive.

We live together in large numbers. We make honey from flowers".

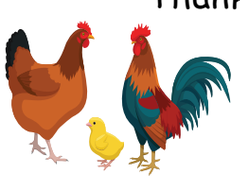
"Hello Chicku, I am a hen.
My home is called a coop. My young one is a chick. We are reared for our eggs and meat. Turkeys and ducks are also reared for their eggs and meat".

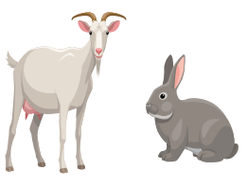






Chicku said, "I feel happy to have met all of you. Thank you and goodbye". She then flew away.





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Name the young ones.



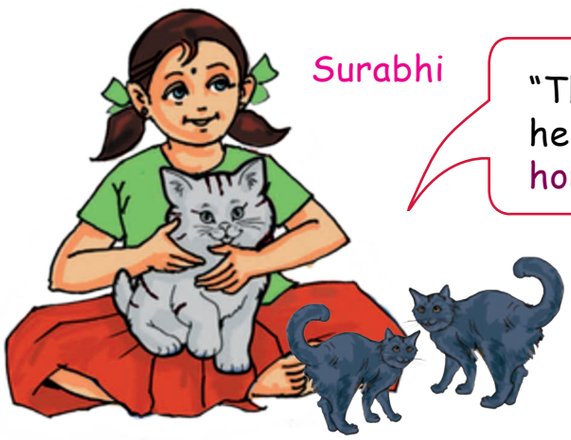




Domestic Animals - Pet Animals

Some domestic animals live with us and share our lives. They are called pet animals.

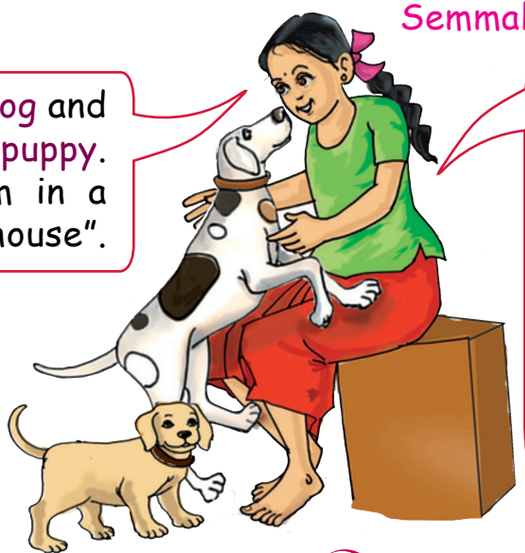
On the way to the forest, Chicku saw Surabhi and Semmalar with their pet animals.



Surabhi

"This is my cat and these are her kittens. They live in our home".

Semmalar



"This is my dog and this is its puppy. I keep them in a kennel in my house".

"I love my pets very much. I feed them and play with them. They love me too. My dogs wag their tails when they see me. I take them to their doctor to keep them healthy".

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Do you have pet animals?
Talk about them with your teacher / friends.

Kinds of pet animals .....
Their names .....
Food that you give them .....
The way you take care of them .....

Fill in the blanks.



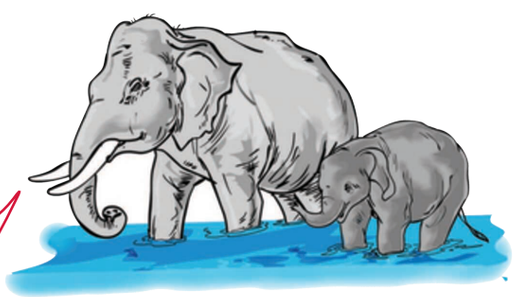
Sankar has two _____ and
three _____.
So Sankar has _____ pets in all.

Wild Animals

Chicku then entered a forest.
The forest is the home of wild animals.



"I am Chicku, a sparrow. May I know about you?"



"Hello Chicku! I am an elephant. I love to play in the water. This is my young one, a calf".



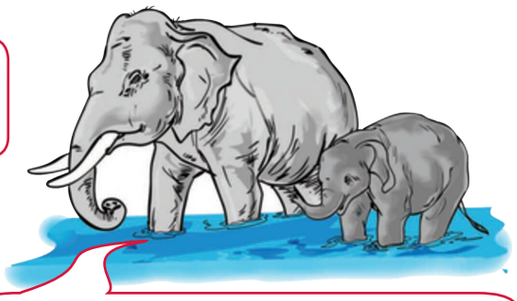
The elephant has a long trunk and big ears. Asian male elephants have tusks. Tusks are a modified form of teeth.



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"Oh, what is this sound? It makes me afraid".





"It is the roar of the lion. The lion's home is called a den. Male lions have a mane".

"Lions and tigers live in the forest. Their young ones are called cubs".



"The tiger's home is called a lair. Tigers have black stripes on their body. Some tigers are white in colour".



Chicku thanked the elephant and flew out of the forest.

Animal Facts

Snail



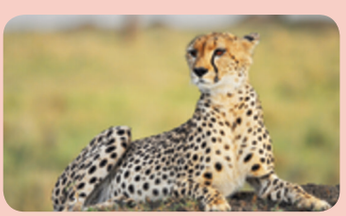
The Slowest Animal

Giraffe



The Tallest Animal

Cheetah



The Fastest Animal

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Choose the right word and fill in the blanks.



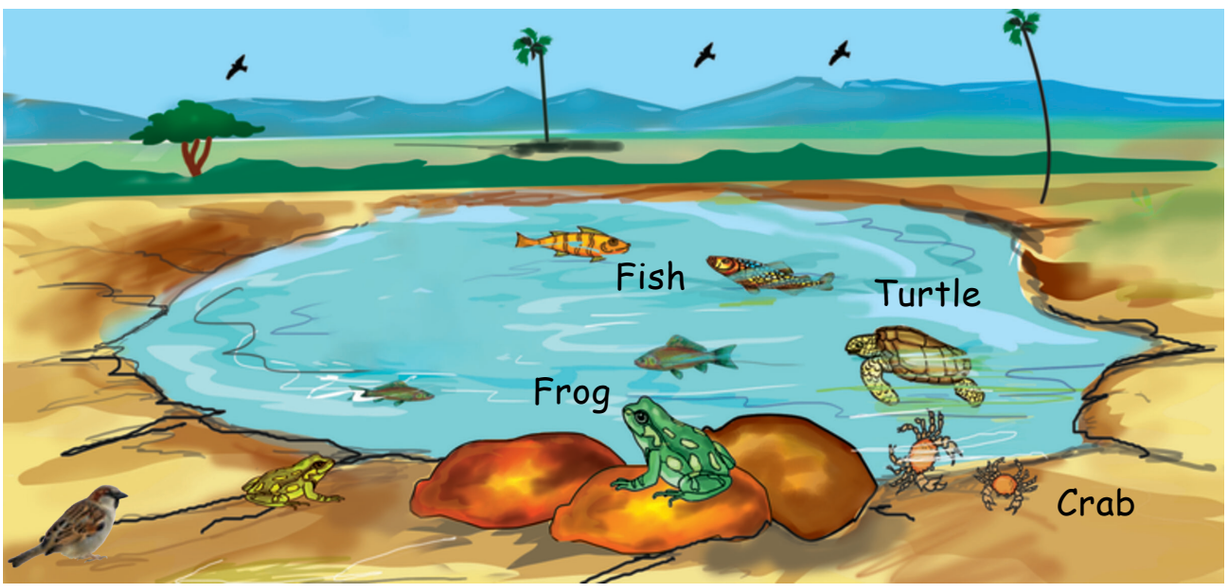
a. Elephants have a _____. (stripe / trunk)

b. _____ are modified form of teeth. (Tusks / Trunks)

c. They have _____ eyes and _____ ears. (small / large)

Water Animals

On the way back to her nest, Chicku saw a pond and some animals in and around it.



Chicku saw some fish, frogs, a turtle and crabs. Frog, crab and turtle live both on land and in water.

DO YOU KNOW?

The young one of a fish is called a fingerling and the young one of a frog is a tadpole.



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Birds and Nests

Chicku also saw some birds and their nests.

Each bird's nest looks different. Birds use sticks, thorns, cotton and fibre to build their nests. Some birds such as the woodpecker, owl and parrot live in the holes in the tree trunks called hollows.



Weaver Bird



Crow



Owl



Parrot

DO YOU KNOW?

The cuckoo does not build a nest. It lays its eggs in the nests of other birds.



Chicku reached home. Ticku and mother were happy to see Chicku. Chicku spoke about her experiences in the animal world.

Select the odd one and put a cross (x) mark in the box.

a.







b.











Evaluation

1. Connect the animals to their homes by drawing lines.













2. Are the animals in their homes? Put a (✓) mark if they are and a (x) mark if they are not.



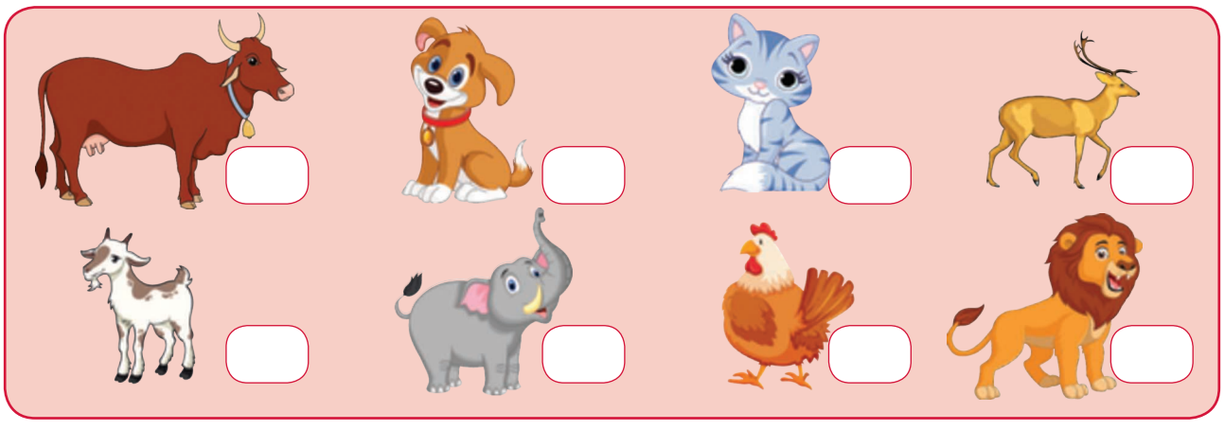




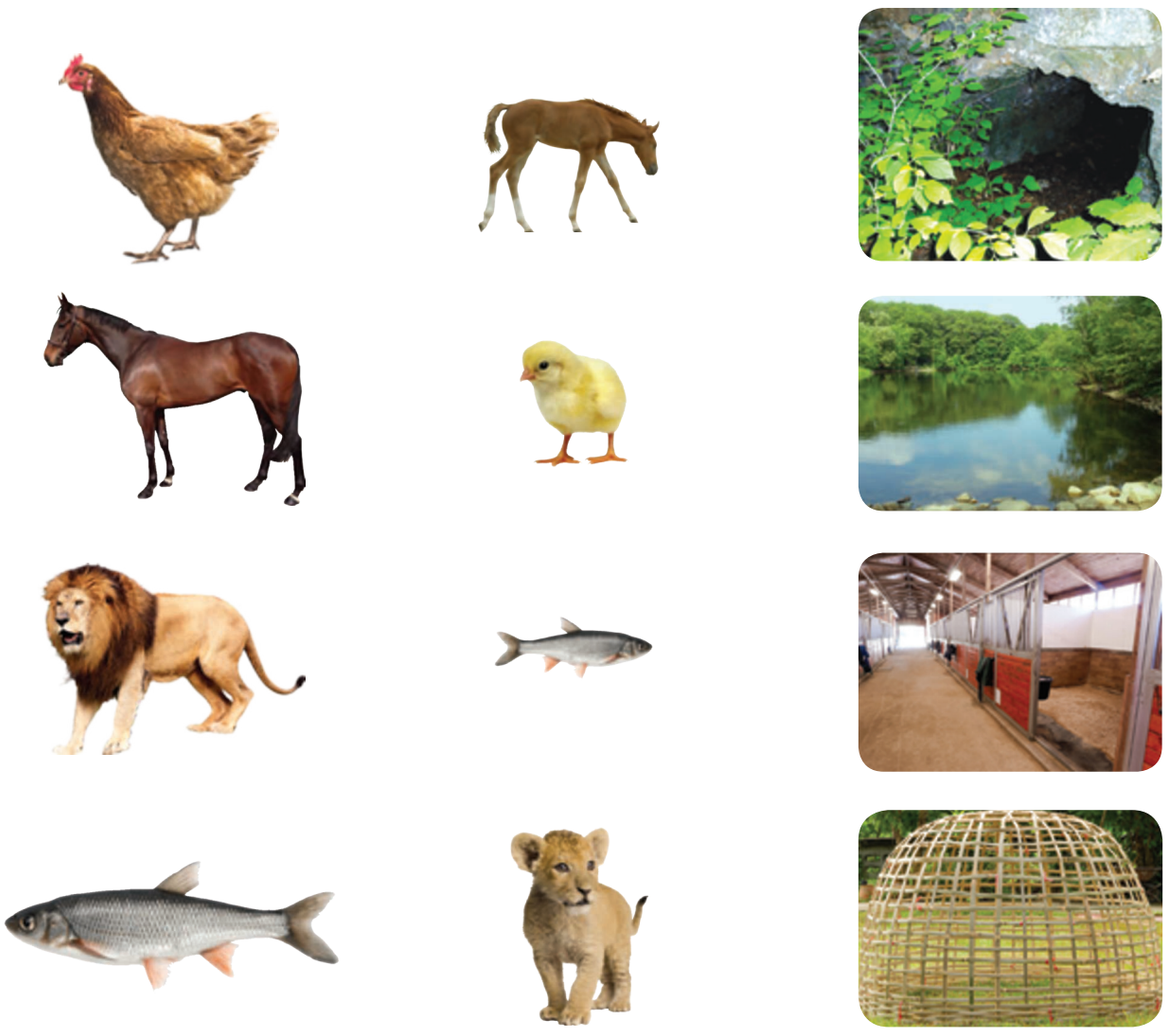



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3. Write 'D' for the domestic animals and 'W' for the wild animals.



4. Connect the animals to their young ones and their homes by drawing lines.



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5. Write '1' for the animals that live only in water.
   Write '2' for the animals that live only on land.
   Write '3' for the animals that live both on land and in water.





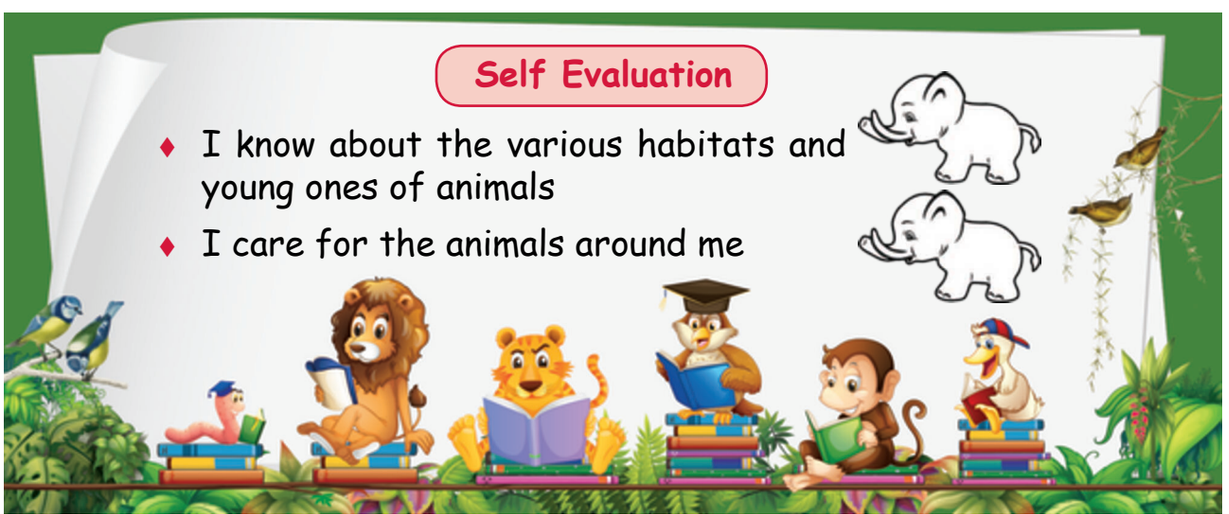






Self Evaluation

- I know about the various habitats and young ones of animals
- I care for the animals around me



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Environmental Science - Class - II, Term-I
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