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VOLUME 2

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ENVIRONMENTAL SCIENCE

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Department Of School Education

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MATHEMATICS

2

Term - 2





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UNIT 1

Geometry



1.1 Properties of 2D shapes

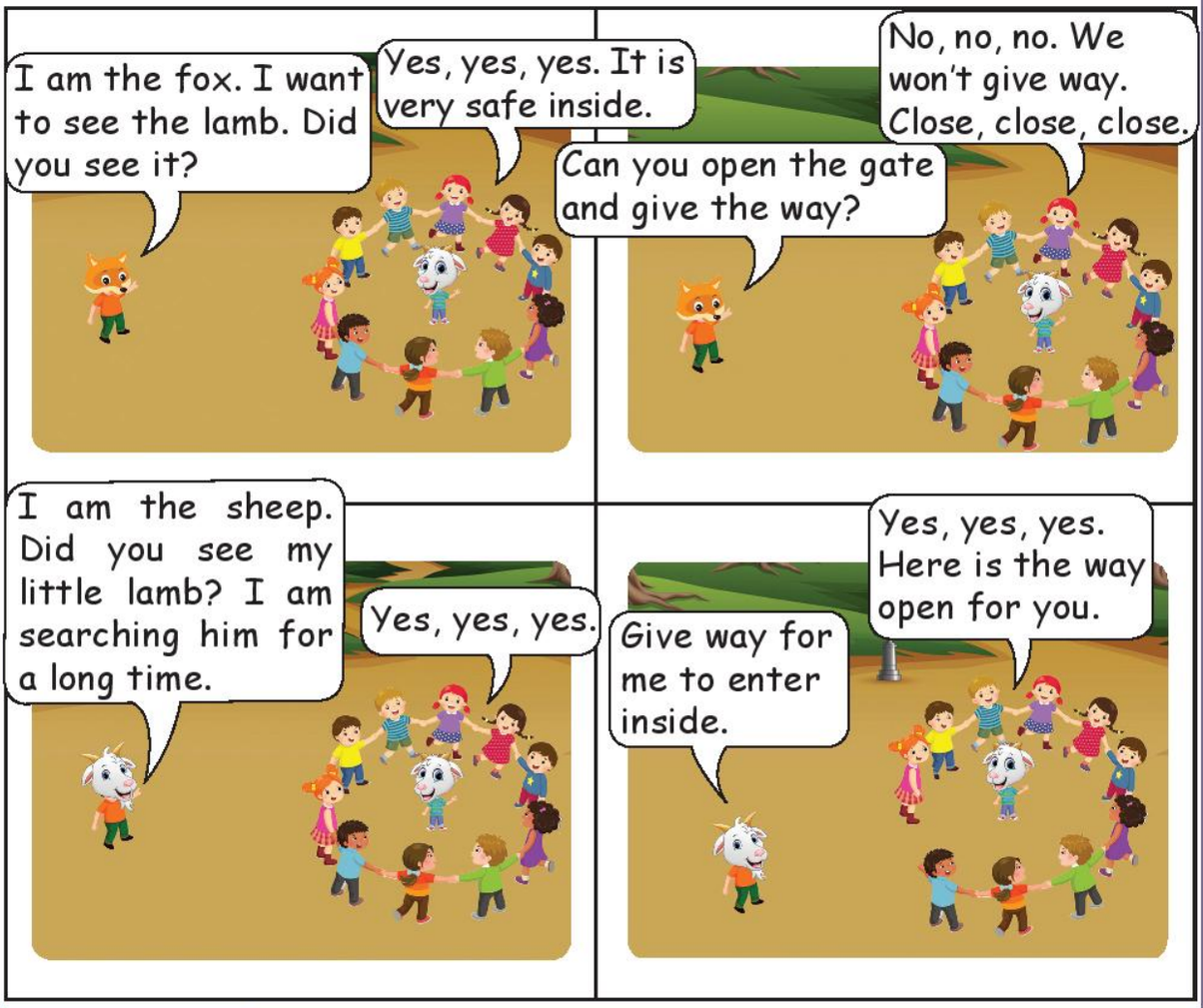
Keywords

Open shape
Closed shape

Travel Through

Ask the students to form a circle by holding their hands. Then call any three students to act like lamb, sheep and fox. Make them play the game as follows.

7YU8V



Teacher's Note:

Teacher narrates the story of sheep and fox to enhance the usage of the words such as close and open.

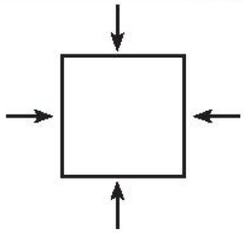
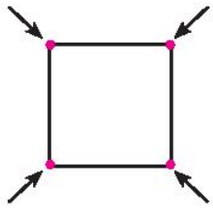
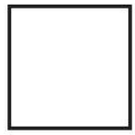
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Learn

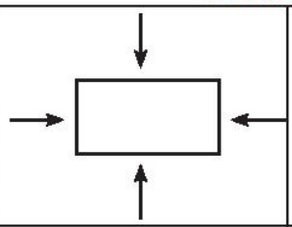
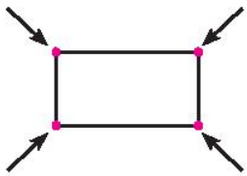
Properties of 2D shapes

Let us learn the properties of 2D shapes.

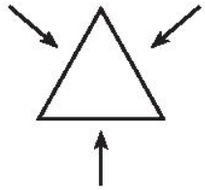
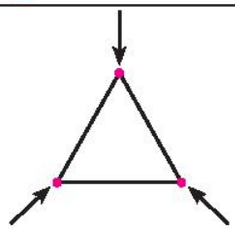
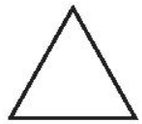
Square

			
This stamp is in the shape of a square.	Square is a closed shape. Square has four sides.	It has four corners.	All the four sides are equal.

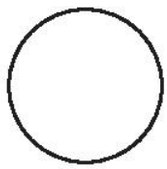
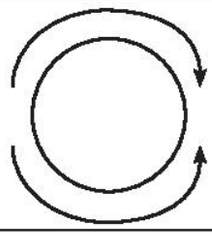
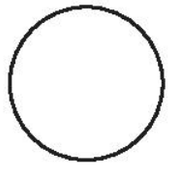
Rectangle

			
50 rupees note is in the shape of a rectangle.	Rectangle is a closed shape. It has four sides.	It has four corners.	Opposite sides are equal.

Triangle

			
Traffic signal is in the shape of a triangle.	Triangle is a closed shape. It has three sides.	It has three corners.	Sides can be equal or unequal.

Circle

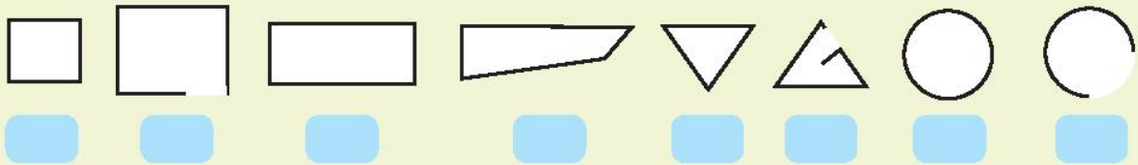
			
Coin is in the shape of a circle.	Circle is a closed curve.		

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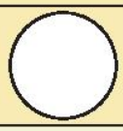
Practice

Write "C" for closed shapes and "O" for open shapes in the given space.



Draw open shapes of your choice	Draw closed shapes of your choice

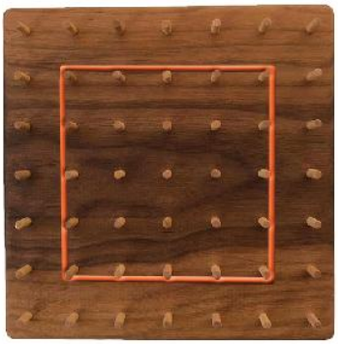
Complete the table.

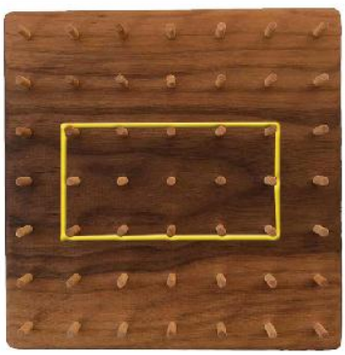
Shape	Number of sides	Number of corners	Tick (✓) one of the statement true for the shape	Name of the shape
			All sides are equal. All sides are unequal.	
			Opposite sides are equal. Opposite sides are unequal.	
			It has three sides. It has four sides.	
			It is a straight line. It is a curved line.	

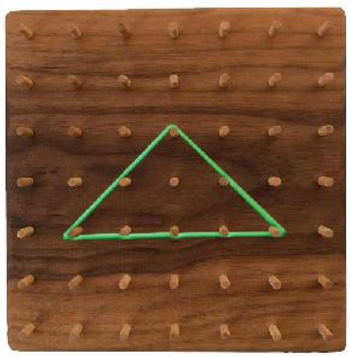
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Try This

Observe the shape in the geoboard and draw as many similar shapes of various sizes in the dot sheet given on the right side of it.







Teacher's Note:

Teacher can facilitate children to form 2D shapes in geoboard using rubberbands.

Think Like a Mathematician

Can you form a circle using rubberband in a geoboard?

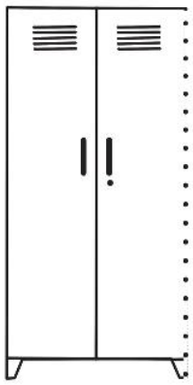
O8LN4

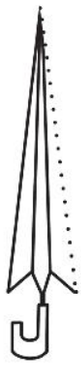
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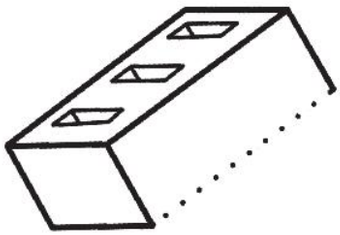
1.2 Identification of objects by blind folding

Recall

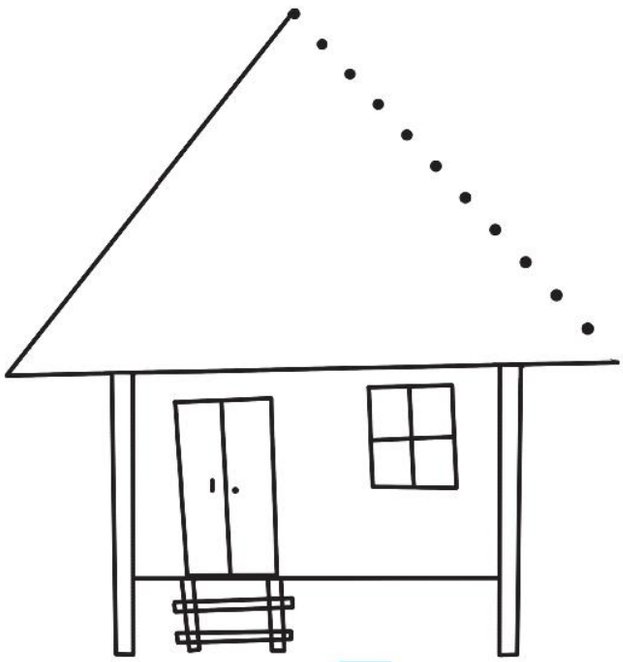
Join the dotted line in each of the given figure and write 'H' for horizontal line, 'V' for vertical line, 'S' for slanting line and 'C' for curved line.

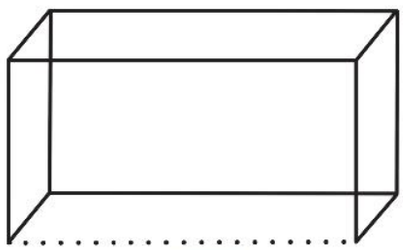


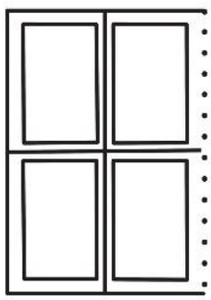












Teacher's Note:

Teacher can extend this activity and ask children to discuss the other types of lines observed in each of the given figures.

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Travel Through

The teacher blindfolds one of the students and asks him/her to take an object and identify the objects by asking questions based on the properties as follows.

Teacher : Is the object in your hand flat or round?

Student : The object is _____.

Teacher : Now feel the sides. How many sides it has?

Student : It has ___ sides.

Teacher : Are the sides equal, say yes or no ?

Student : _____.

Teacher : Can you guess the shape of the object now?

Student : It's shape is _____.

Keywords
Cube
Cuboid
Cylinder
Cone
Sphere
Circle
Square
Corner
Edge
Curve
Straight line



Teacher's Note:

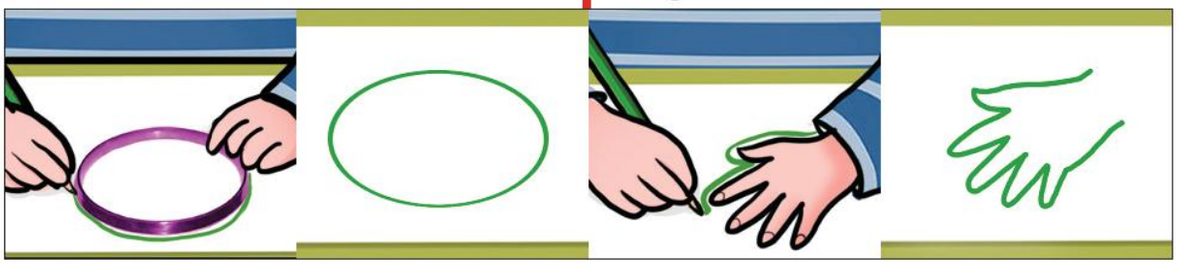
Teacher should provide opportunities for all children to familiarize the properties of different shapes.

Learn

Tracing curved lines

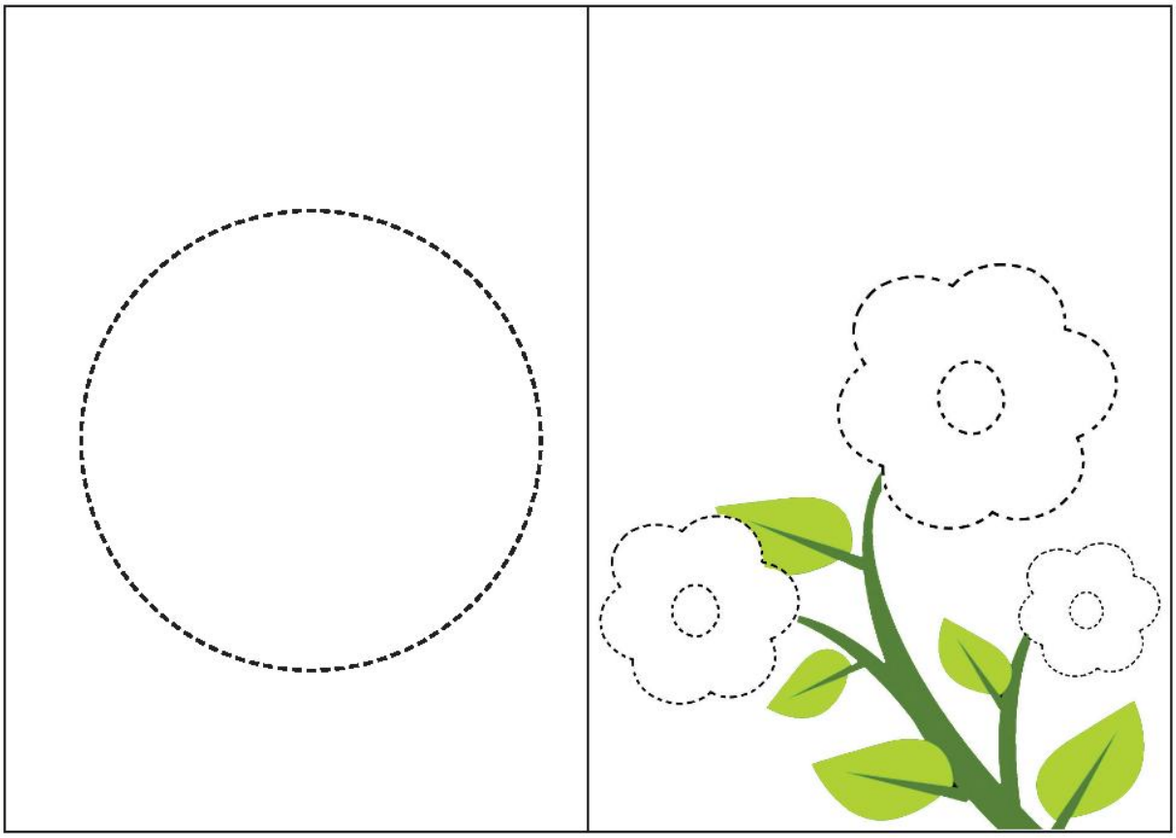
Keep a bangle on a paper and trace its outline.

Trace the outline of your fingers.



Pleasure time

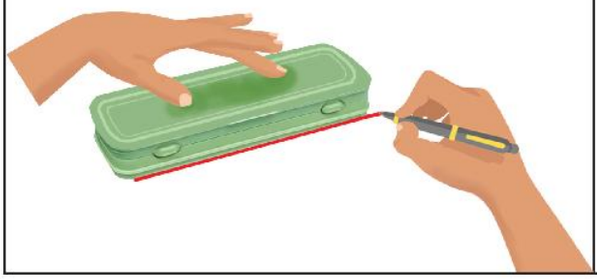
Join the dots and form the shape.



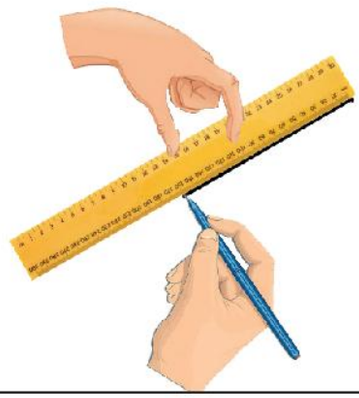
Learn

Tracing straight lines

Run a pencil along the box to draw the outline of the shape.



Take a ruler and run a pencil along its side to get its shape.

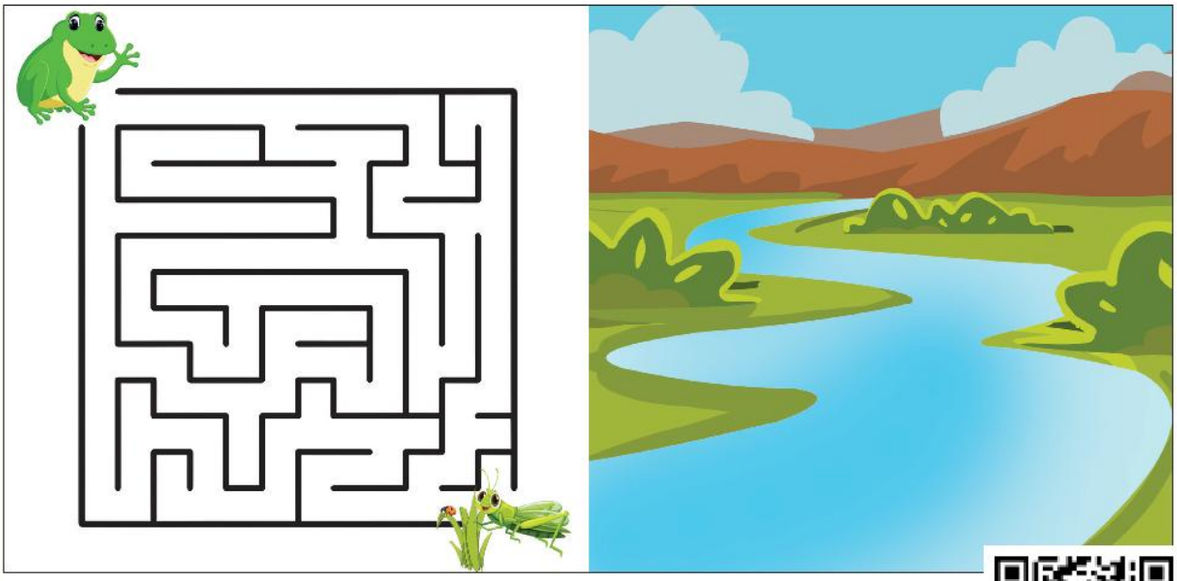


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Practice

i) Using a ruler, draw straight line path to help the frog to have his food.

ii) Draw the outline of the river and the cloud using appropriate colour pencil.



EBQI3

Pleasure Time

Tick the lines found in the alphabets and numerals.

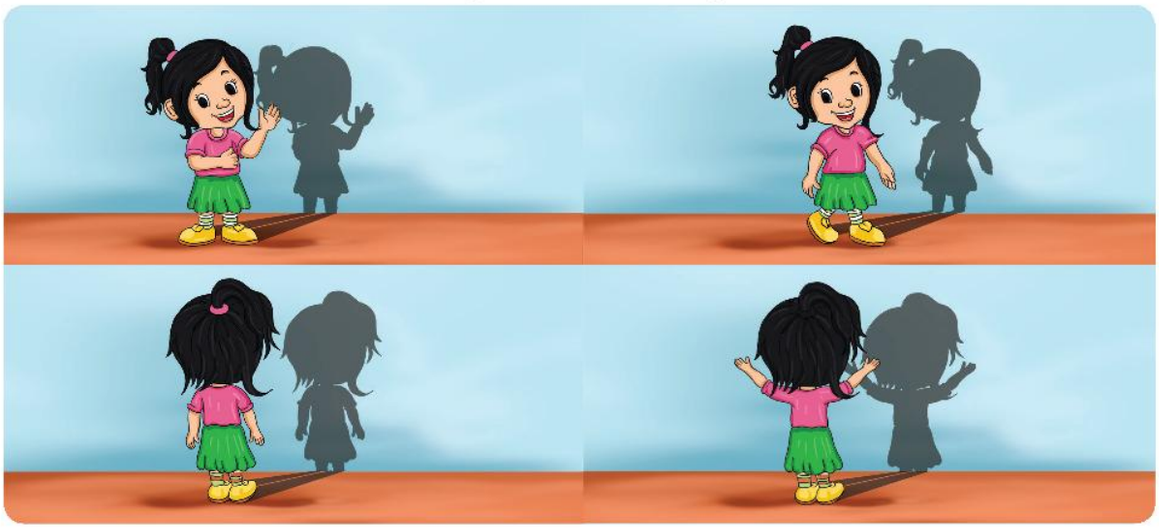
Alphabets and numerals	Horizontal line	Vertical line	Slanting line	Curved line
A				
B				
R				
C				
H				
I				
J				
K				
0				
3				
5				
6				
7				

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1.3 Identification of objects by observing the shadows

Learn

Look at the shadow of the girl in various positions.

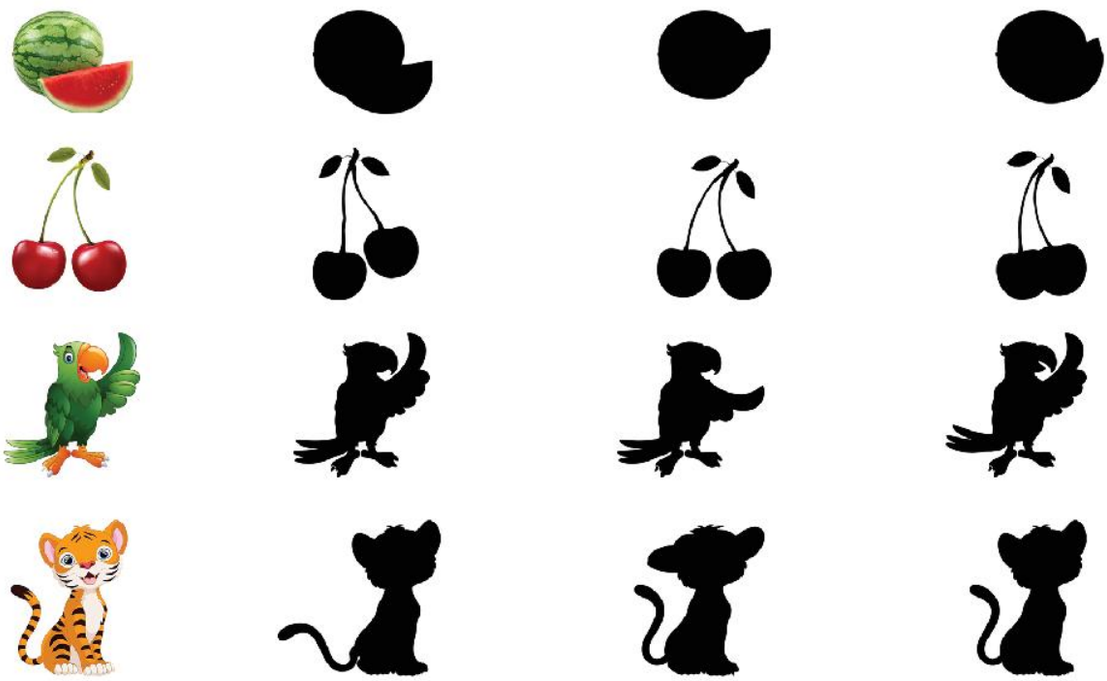


Teacher's Note:

Teacher can discuss the size and position of shadows formed. Help the children to observe and discuss about shadows.

Practice

Circle the correct shadow of the given objects.



2nd std Maths II-term Unit_1.indd 9 02-06-2022 10:09:46

UNIT 2

Numbers



2.1 Comparison and formation of numbers

Keywords
Biggest
Smallest
Bigger
Smaller

Recall

Compare the numbers

i) Colour the bigger number in each of the given pairs.

26	38	60	59	30	50	96	72

ii) Tick the smaller number in each of the given pairs.

15	25	37	34	60	50	69	96
☐	☐	☐	☐	☐	☐	☐	☐

iii) Connect the number which is equal to the given number in each of the given groups.

26		62	65		56	99		99
		29			65			69
		26			36			96

Learn

Biggest and smallest number

(i) Let us compare the given two-digit numbers.

Take the numbers 20, 70, 90
Here, 2 tens is less than 7 tens and 7 tens is less than 9 tens.
So, 2 tens is the smallest and 9 tens is the biggest.
20 is the smallest number and 90 is the biggest number.

2nd std Maths II-term Unit_2_Numbers.indd 10 7/13/2022 12:36:59 PM

(ii) Let us compare the numbers which have same digits in the tens place 25,23,26

Here the tens are equal. So we compare the ones. 23, 25, 26

Among 3, 5 and 6,

6 ones is the biggest and

3 ones is the smallest.

So, 26 is the biggest number and 23 is the smallest number.

JDL8HE

(iii) Let us compare the numbers which have different digits in both the places 25, 31, 40.

Though the digits in ones place are different, it has no significance in the comparison of numbers.

So, it is enough to compare the tens place: 25, 31, 40

4 tens is the biggest and 2 tens is the smallest.

So, 40 is the biggest number and 25 is the smallest number.

Practice

Circle the biggest number.

i) 34, 35, 39.

ii) 30, 80, 50.

iii) 41, 79, 19, 48.

iv) 62, 54, 76, 67.

v) 75, 57, 63, 36.

Box the smallest number.

i) 70, 20, 10.

ii) 89, 82, 85.

iii) 35, 43, 17, 29.

iv) 59, 51, 15, 57.

v) 91, 19, 96, 69.

Choose the correct answer.

1. 85 is the biggest number among _____.

(i) 90, 74, 85 (ii) 60, 85, 58

2. Among 50,40,18 and 71 the smallest number is _____.

(i) 18 (ii)71 (iii) 50 (iv) 42

3. Among 62,45,75 and 52 the biggest number is 62.

(i) True (ii) False

2nd std Maths II-term Unit_2_Numbers.indd 11 7/13/2022 12:37:00 PM

Learn

Formation of two-digit numbers

Take 2 sets of number cards.
One set from 0 to 9 and the other set from 10 to 90.
Call 2 children to take one card from each set and form a two-digit number.

Formation of two-digit numbers without repetition of digits.

Let us consider the two-digit number 45. To form this number, we need to select the cards 40 and 5.

Let us consider the two-digit number 54. To form the two-digit number 54 (digits interchanged) we choose the cards 50 and 4.



Formation of two-digit numbers with repetition of digits.

Let us take the example of forming the two-digit number 66. Here we need to select the cards 60 and 6.



1L70F

Ask other children to take different set of cards and to form various two-digit numbers with and without repetition of digits.

Practice

Form different two-digit numbers using the number cards given below. One is done for you.

Tens

30 70 90

Ones

1 6 2 3 7 9

Formation of two-digit numbers with repetition of digits

Tens	Ones	Two-digit numbers
30	3	33

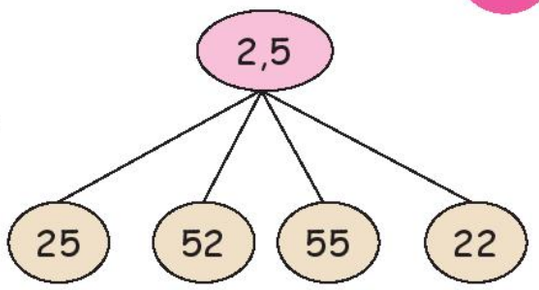
Formation of two-digit numbers without repetition of digits

Tens	Ones	Two-digit numbers
30	1	31

Tens	Ones	Two-digit numbers

Try This

Take 2 dice and throw them.
Note down the two-digit numbers (with and without repetition) formed.
For example, if the numbers seen on the face of the dice are 2 and 5, then the different ways of forming two-digit numbers are shown.



Face Numbers	Two-digit Numbers				Biggest Number	Smallest Number

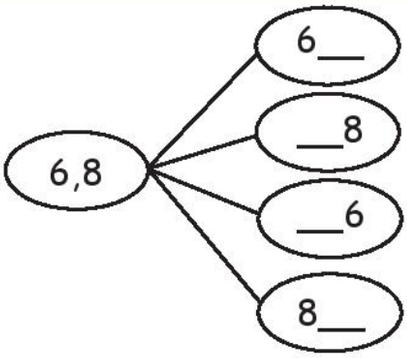
Using the given numbers, form all possible two-digit numbers and complete the table.

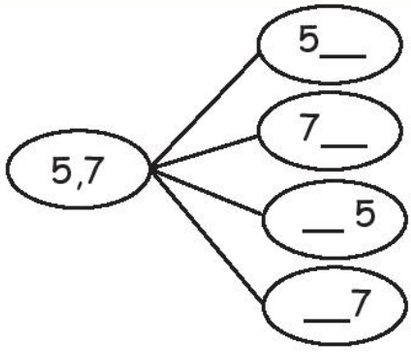
Numbers	Two-digit Numbers				Biggest Number	Smallest Number
9,2						
1,7						
8,3						
6,9						
0,6						

2nd std Maths II-term Unit_2_Numbers.indd 13 7/13/2022 12:37:02 PM

Pleasure Time

Complete all possible two-digit numbers (with and without repetition of digits).





2.2 Ordering of numbers

Travel Through

D9ALFE

Keywords

Ascending order

Descending order

Kavitha arranged her toys in an order as shown below. Guess the order of her arrangement.

1



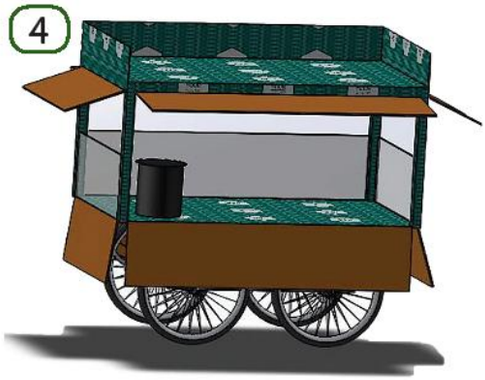
2



3



4



Learn

Arrangement in alphabetical order

We can arrange the names of things in alphabetical order.


Cap


Doll


Gift


Fan


Apple


Egg


Ball

Alphabetical order: Apple, Ball, Cap, Doll, Eggs, Fan, Gift

Practice

Arrange the given things in alphabetical order and fill in the blanks.


Kite

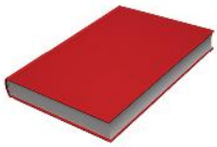

Jar


Eraser


Cup


Lock


Gum


Book


Fish

Book, _____ , _____ , _____ , _____ , _____ , _____ , _____

Teacher's Note:

Teacher can extend the above activity for different objects.

Try This

Write the names of your classmates in strips. Arrange them in alphabetical order.

Teacher's Note:

Teacher can guide students if two or more names begin with same alphabet.

2nd std Maths II-term Unit_2_Numbers.indd 15 7/13/2022 12:37:18 PM

Learn

Ascending and descending order

Ascending or increasing order

The bananas are arranged by counts.



1 2 3 4 5

The numbers have been arranged from the smallest to the biggest.
This order of arrangement is called 'Ascending order'.

Descending or decreasing order



5 4 3 2 1

The numbers have been arranged from the biggest to the smallest.
This order of arrangement is called 'Descending order'.

The oranges in the plates are arranged by counts. We can arrange the plates according to the number of oranges in them.



Ascending order: 5,7,9,10.



Descending order: 10,9,7,5.

2nd std Maths II-term Unit_2_Numbers.indd 16 7/13/2022 12:37:18 PM

Practice

1. Count the given things and write them in the boxes. Arrange in ascending and descending orders.

i)



Ascending order				
Descending order				

ii)



Ascending order				
Descending order				

2. Write the following numbers in ascending and descending order.

i) 9,5,7,3

Ascending order				
Descending order				

ii) 4,12,15,17

Ascending order				
Descending order				

iii) 8,6,10,3

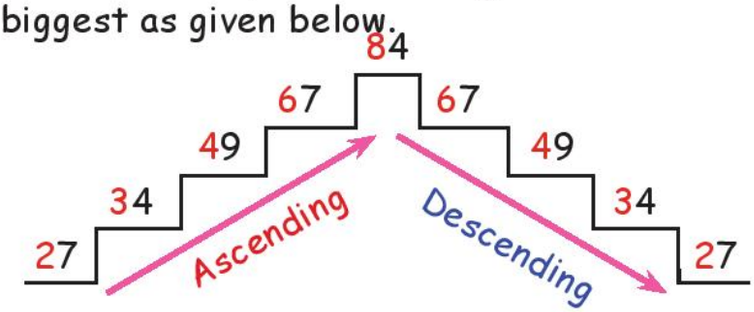
Ascending order				
Descending order				

2nd std Maths II-term Unit_2_Numbers.indd 17 7/13/2022 12:37:23 PM

Learn

Arrange the given two digit numbers in ascending and descending order:
34,67,84,27,49.

To arrange the given numbers in ascending order, let us look at the digits in tens places 34,67,84,27,49 and arrange them. 2 tens is the smallest among these and next is 3 tens followed by 4 tens 6 tens and 8 tens. So,we can arrange the numbers from smallest to the biggest as given below.



Ascending order = 27,34,49,67,84.

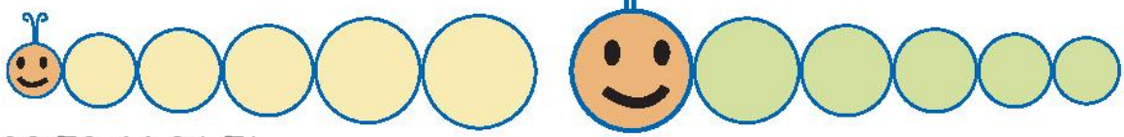
To arrange the numbers in descending order we arrange the numbers from biggest to smallest.

Descending order = 84,67,49,34,27.

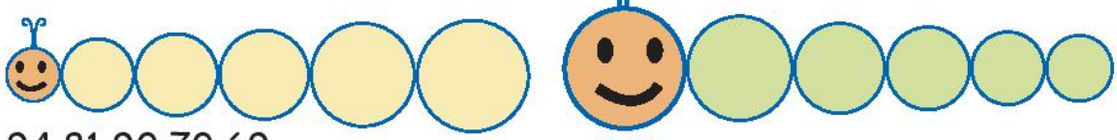
Practice

Write the numbers in ascending and descending orders.

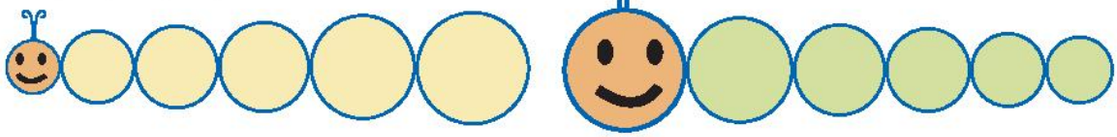
i) 12,24,35,17,9.



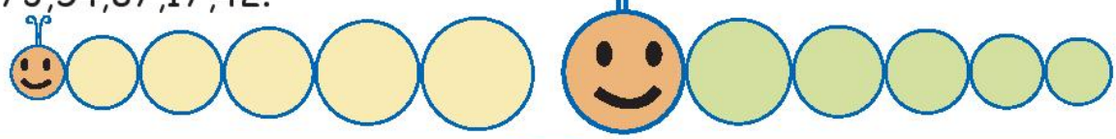
ii) 39,70,44,86,71.



iii) 94,81,90,70,69.



iv) 73,54,87,17,42.



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Activity

Classroom activity

- Take cards with numbers written from 0-9.
- Divide the class into two groups. Three children from one group take cards with numbers. Say 3, 2, 5 and make as many two-digit numbers as possible.
- The next group of children shall arrange the numbers formed in ascending and descending order.

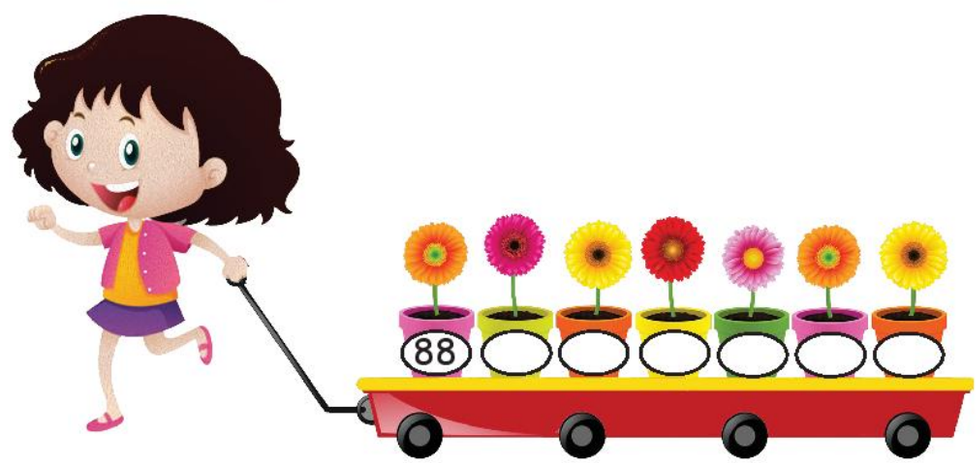
Try This

Fill in the flowerpots using given numbers only once.
72,17,88,15,93,10,60,53,21,44,39,78,65,49.

i) Write the ascending order of numbers beginning with 21.



ii) Write the descending order of numbers starting with 88.



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2.3 Number name

Recall

Count and write the number and number name for the given aquatic creatures.



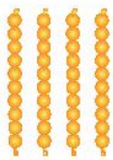
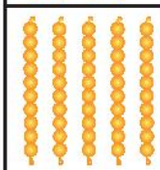
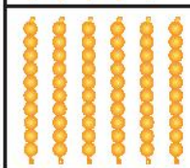
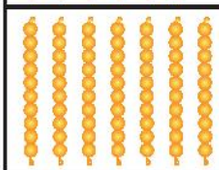
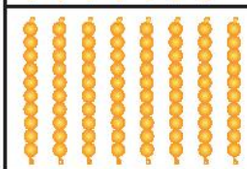
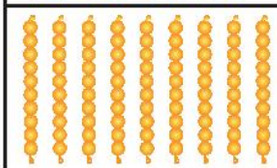
Complete the given table by writing the number and number names.

Beads	Number	Number name	Beads	Number	Number name
	1	one		11	eleven
	2	two			

2nd std Maths II-term Unit_2_Numbers.indd 20 7/13/2022 12:37:41 PM

Learn

Read and write the given number names.

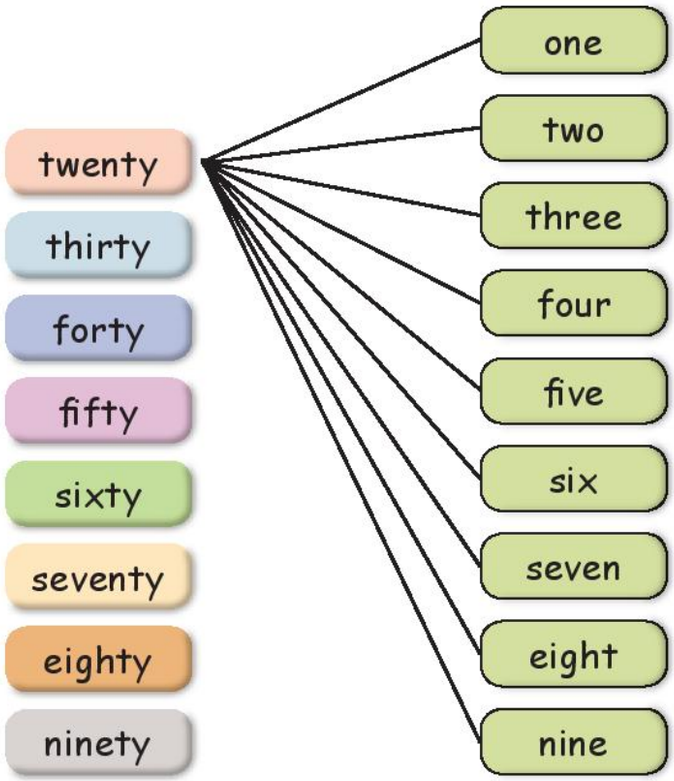
Beads	Number	Read the number name	Write the number name
	10	ten	
	20	twenty	
	30	thirty	
	40	forty	
	50	fifty	
	60	sixty	
	70	seventy	
	80	eighty	
	90	ninety	

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Learn

Number name 21-30

To learn to write the number names from 21 to 99. First, we shall familiarize number names from 21 to 29. As we know the numbers 21, 22 and so on upto 29, all have 2 tens and different ones. These numbers are formed by adding 1, 2, 3 and so on upto 9 with 20. Hence we shall write the number names as follows.



21 twenty one

22 twenty two

23 twenty three

24 _____

25 _____

26 _____

27 _____

28 _____

29 _____

We can write number names for numbers upto ninety nine using the above example.

Practice

Write number names from 30 to 99.

30	thirty	35	_____
31	_____	36	thirty six
32	_____	37	_____
33	_____	38	_____
34	_____	39	_____

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40	forty	50	
41		51	fifty one
42		52	
43		53	
44		54	
45		55	
46		56	
47		57	
48		58	
49		59	
60	sixty	70	
61		71	
62		72	
63		73	
64		74	
65		75	seventy five
66		76	
67		77	
68		78	
69		79	
80		90	
81		91	
82		92	
83		93	
84	eighty four	94	
85		95	ninety five
86		96	
87		97	
88		98	
89		99	

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Try this

i) Complete the number names.

75 = seventy _____

82 = eighty _____

93 = _____ three

60 = _____

79 = _____

88 = _____ eight

41 = _____ one

35 = _____ five

ii) Write the number name for the numbers in the sports T-shirts.













Pleasure Time

Write the numeral and draw the beads for the given number names.

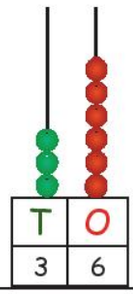
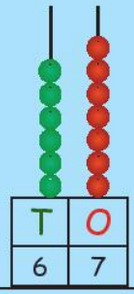
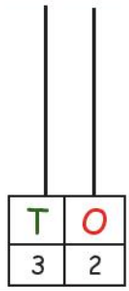
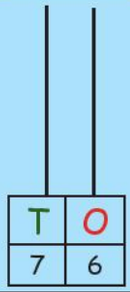
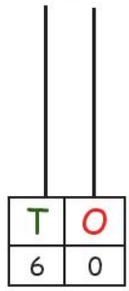
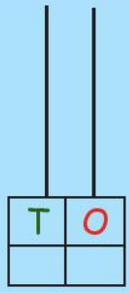
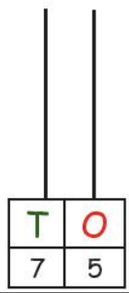
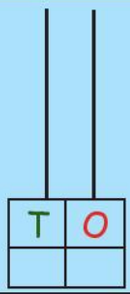
Number name	Numeral	Beads
twenty five		
thirty six		
forty eight		

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2.4 Addition upto 99 with regrouping

Recall

Add the following two-digit numbers and verify your answer using abacus.

T O 3 6 + 3 1	Take 36 beads in the abacus. 	Add 31 beads to it.  We get 67 beads.
T O 3 2 + 4 4	Take 32 beads in the abacus. 	Add 44 beads to it.  We get 76 beads.
T O 6 0 + 2 0		
T O 7 5 + 1 0		

i) 33 + 41 = ____ ii) 52 + 27 = ____

iii) 63 + 24 = ____ iv) 44 + 33 = ____

v) 35 + 23 = ____ vi) 32 + 27 = ____

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Travel Through

Blow, Pick and Add

Agaran, Kuralini, Ezhisai and Agilan played, 'Blow, Pick and Add' game using tamarind seeds by forming two teams. Each of the players in the teams were given three chances. Players seperate the tamarind seeds from the heap of seeds by blowing and pick only the seperated seeds by counting them. While collecting the seperated seeds if it touches the other seeds then the player looses his chance and the next player get the chance to play.



Number of seeds picked by each of the players is given in the table.

Team	Name	Chance 1	Chance 2	Chance 3
A	Agaran	15	33	29
	Kuralini	9	37	34
B	Ezhisai	14	23	26
	Agilan	16	38	37

The team which collects maximum number of seeds are declared as winner.

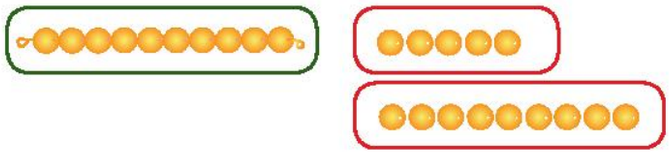
2nd std Maths II-term Unit_2_Addition.indd 26 02-06-2022 10:21:42

Learn

Add using seeds

What is the total number of seeds collected by team A in chance 1? Team A consists of two players Agaran and Kuralini. From the table, in chance 1, the seeds collected by them are 15 and 9. So, let us add 15 and 9 using beads, followed by the procedure for addition.

Take 15 seeds and 9 seeds as shown below.



Ten Ones

Seperate the seeds into the groups of tens and ones. Seperate 15 seeds as 1 tens and 5 ones. Take 9 seeds as 9 ones.

	T	O
	1	5
+		9

Step 1: Add ones

We add ones, we get 14 ones.



1 Ten 14 Ones

	T	O
	1	5
+		9

Step 2: Regroup ones

Regrouping ones we get 1 ten + 4 ones. So, write 4 in ones place and carry over 1 ten in tens place.



1 Ten 14 Ones

	T	O
	1	
	1	5
+		9
		4

Step 3: Add tens



2 Tens 4 Ones

	T	O
	1	
	1	5
+		9
	2	4

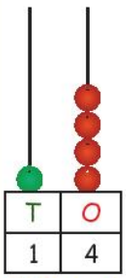
The total number of seeds collected by Team A in chance 1 is 24.

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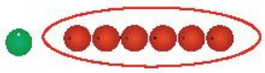
Learn

Add using abacus

What is the total number of seeds collected by team B in chance 1? Team B consists of two players Ezhisai and Agilan. They collected 14 and 16 seeds in chance 1. Hence we need to add 14 and 16 using Abacus followed by addition procedure. Put 14 beads in the abacus first and then add 16 beads to it.



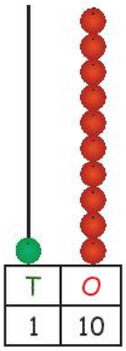
T	O
1	4



	T	O
	1	4
+	1	6

Step 1: Add ones

If we add ones, we get 10 ones.



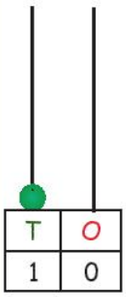
T	O
1	10



	T	O
	1	4
+	1	6

Step 2: Regroup the ones

Regrouping ones we get 1 ten and no ones. So, write 0 in ones place and carry over 1 ten in tens place.



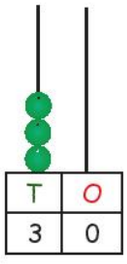
T	O
1	0



10

	T	O
	1	
	1	4
+	1	6
		0

Step 3: Add Tens



T	O
3	0

	T	O
	1	
	1	4
+	1	6
	3	0

Altogether, team B collected 30 seeds in chance 1.

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Practice

i) Find the team that wins in chance 2.

Team A

	T	O
+		

Team B

	T	O
+		

The team that wins in chance 2 is_____.

ii) Find the team that wins in chance 3?

Team A

	T	O
+		

Team B

	T	O
+		

The team that wins in chance 3 is_____.

iii) Find the total number of seeds collected by Agaran and Agilan.

	T	O
	1	5
	3	3
+	2	9

	T	O
	1	6
	3	8
+	3	7

The total number of seeds collected by Agaran is_____.
The total number of seeds collected by Agilan is_____.

2nd std Maths II-term Unit_2_Addition.indd 29 02-06-2022 10:21:43

Try This

i) Frame the appropriate question for the number fact given in the table (page number 26) of the 'Blow, Pick and Add' game.

1. 33+37=70

Agaran collected 33 seeds.
Kuralini collected 37 seeds.
Find the total number of seeds collected by both of them.

2. 26+37=63

ii) Add the numbers.

	T	O
	5	4
+		7

	T	O
	6	2
+		8

	T	O
	3	7
+		7

	T	O
	4	9
	5	2
+		5

	T	O
	4	7
+	2	4

	T	O
	7	8
+	1	5

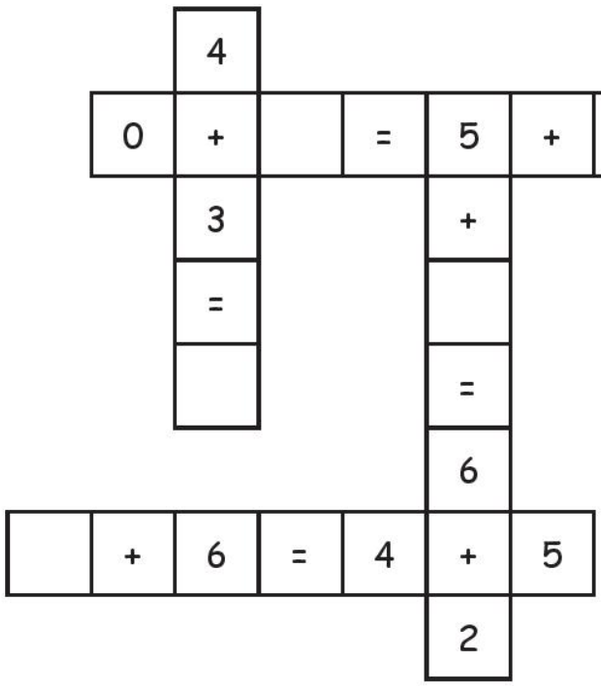
	T	O
	3	7
+	5	8

	T	O
	8	6
		5
+	1	0

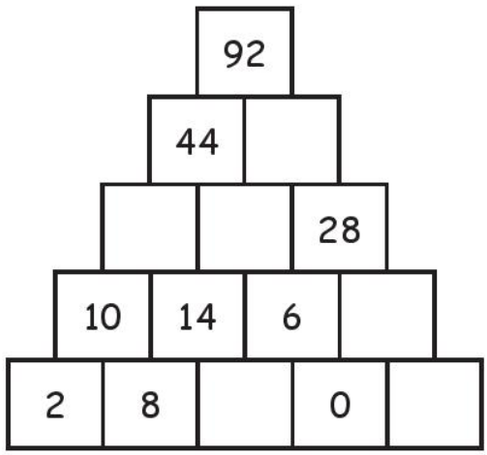
2nd std Maths II-term Unit_2_Addition.indd 30 02-06-2022 10:21:44

Pleasure Time

Fill in the empty boxes given below.



4T39F



Mental maths

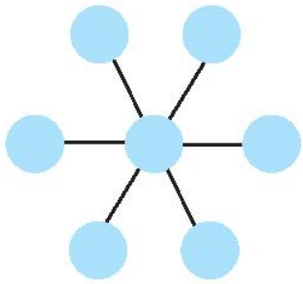
1. A vegetable seller packs 72 cauliflowers on the first day and 18 cauliflowers on the second day. Find the total number of cauliflowers packed in two days?
2. Sujitha counts 24 mango trees on one side of the field and Babitha counts 36 mango trees on the other side of the field. What is the total number of mango trees counted?
3. An ice cream parlour sells 28 ice creams on monday and 53 ice creams on tuesday. How many ice creams does it sell in two days?
4. The teacher checks 12 note books on a day. She checks 18 more note books on the next day. What is the total number of note books checked by the teacher on the two days?
5. A gardener plucks 28 lemons in the morning and 15 lemons in the afternoon. Find the total number of lemons he plucked.

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Think Like A Mathematician

Number puzzle

Put the numbers 11, 12, 13, 14, 15, 16 and 17 in the circles so that addition of three numbers in a straight line gives the same total.



Pleasure Time

i) Find the missing digits of the additon facts given below.

	T	O
	2	7
+	6	
Total	8	9

	T	O
	4	
+	3	
Total	7	8

	T	O
		5
+	6	
Total	8	0

	T	O
	3	9
+		
Total	6	4

ii) Raghul gives the sales record sheet to his father to keep a track of the dress materials sold on the first three days of the week.

Day	Morning	Afternoon	Evening
Monday	15 sarees	10 sarees	20 sarees
Tuesday	25 sarees	12 sarees	14 sarees
Wednesday	30 sarees	13 sarees	35 sarees

Look at the sales record sheet and find the total number of sarees he sold on the following days by completing the information.

Monday

	T	O
	1	5
	1	0
+	2	0

Tuesday

	T	O
+		

Wednesday

	T	O
+		

2.5 Subtraction upto 99 with regrouping

Recall

i) Subtract the following two-digit numbers.

	T	O
	5	6
−	1	2

	T	O
	9	0
−	4	0

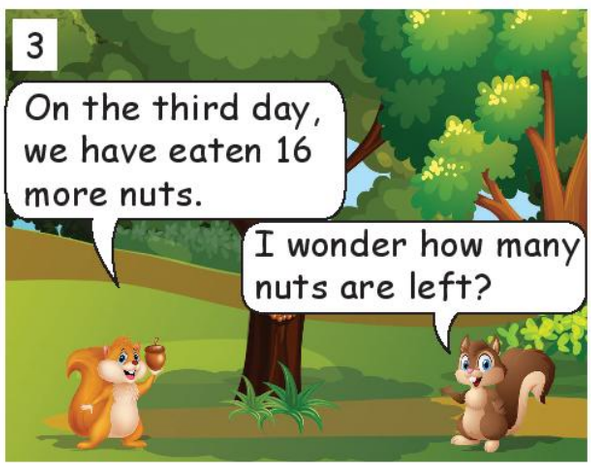
	T	O
	6	7
−	1	0

	T	O
	2	5
−	1	5

ii) Two squirrels collected nuts in the hollow of tree trunk. Listen to their conversation.







Can you help the squirrels to find the number of nuts that are left?

Total number of nuts = 58

To find the remaining number of nuts at the end of the first day, we need to subtract 12 from 58.

	T	O
	5	8
−	1	2

Continue subtracting successively for finding the number of nuts that are left at the end of second and third day complete the subtraction procedure.

	T	O
−	1	0

	T	O
−	1	6

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Travel Through

Keywords
Subtract
Difference
Balance

Each of the four friends Kavin, Kavini, Thirumagan and Sudar collected tamarind seeds and made geometrical shapes using the seeds.



2S009



The number of seeds used by them are tabulated as follows:

Name	Shapes	Seeds taken	Seeds used
Kavin	▲	22	9
Kavini	●	30	18
Thirumagan	■	24	16
Sudar	▬	54	38

Kavin takes 22 seeds and used 9 seeds for making a triangle. How many seeds are left with him?

Sudar takes 54 seeds and used 38 seeds to make a rectangle. Find the number of seeds left with her?

Teacher's Note:

Teacher can motivate children to frame different subtraction questions and subtract them using the information given in the above table.

2nd std Maths II-term Unit_2_Subtraction.indd 34 02-06-2022 10:25:45

Learn

Subtract using seeds

Kavin make a triangular shape using the seeds collected by him. Observe the table, write the subtraction fact to find the number of seeds left with him.
To find the number of seeds left with Kavin, we need to subtract the number of seeds used from the number of seeds taken by him.

Let us subtract 9 from 22 using the seeds followed by the subtraction procedure. Take 22 seeds into groups of tens and ones.

Step 1: Subtract the ones Represent 22 as 2 tens and 2 ones and cancel 9 seeds from ones.

2tens 2ones



	T	O
	2	2
-		9

Step 2: Regroup by converting tens to ones
We need to take away 9 seeds so we subtract the ones. We cannot subract 9 ones from 2 ones. So, we should regroup the seeds to overcome the shortage of seeds. For that 1 ten is changed into 10 ones.

1ten 12ones



	T	O
	1	12
	~~2~~	~~2~~
-		9

Step 3: Subtract the ones Subtract 9 ones from 12 ones.

1ten 12ones



	T	O
	1	12
	~~2~~	~~2~~
-		9
		3

Step 4 : Subtract the tens. Now subtract tens. There is no tens to subtract.
So 1 ten is to be written.

1ten 3ones



	T	O
	1	12
	~~2~~	~~2~~
-		9
	1	3

Hence, the number of seeds left with Kavin is 13.

2nd std Maths II-term Unit_2_Subtraction.indd 35 02-06-2022 10:25:45

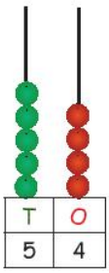
Learn

Subtraction using abacus

Sudar collected 54 seeds and used 38 seeds to form a rectangle. How many seeds are left with her?

To find the number of seeds left with Sudar we shall subract 38 from 54. We can do the subtraction 54-38 using abacus followed by the subtraction procedure. 54 has 5tens and 4ones.

So, put 5green beads in tens place and 4 red beads in ones place. To take away 38 from 54 we need to take away 3tens and 8 ones from 5 tens and 4 ones.



	T	O
	5	4
-	3	8

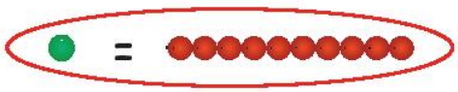
Step 1: Subtract ones

We cannot subtract 8 ones from 4 ones.

So exchange 1 ten as 10 ones.

So we have

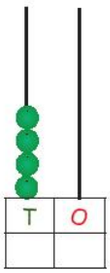


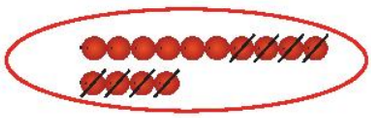


	T	O
	4	14
-	~~5~~	~~4~~
	3	8

Step 2: Cancel 8 ones from 14 ones

Now we can subtract 8 ones from 14 ones.

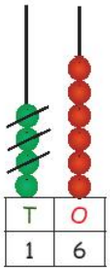




	T	O
	4	14
-	~~5~~	~~4~~
	3	8
		6

Step 3: Subtract tens

Subtract 3 tens from 4 tens.



	T	O
	4	14
-	~~5~~	~~4~~
	3	8
	1	6

So, the number of beads left with Sudar is 16.

Practice

1. How many more seeds were used for making rectangle than triangle ?

	T	O
	3	8
-		9

2. Thirumagan collected 24 seeds and used 16 seeds. How many seeds are left with him?

	T	O
-		

3. Kavini used 18 out of 30 seeds collected by her. What is the difference?

	T	O
-		

4. What is the difference in the number of seeds used by kavin and kavini?

	T	O
-		

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Practice

Subtract the following two-digit numbers.

	T	O
	2	2
-	1	8

	T	O
	3	7
-	2	9

	T	O
	4	0
-	3	5

	T	O
	9	2
-	8	0

	T	O
	7	0
-	2	7

	T	O
	8	4
-	7	8

	T	O
	6	3
-	5	6

	T	O
	8	0
-	5	2

32 - 28 = ____ 94 - 59 = ____ 72 - 46 = ____

46 - 17 = ____ 50 - 36 = ____ 85 - 67 = ____

Think Like a Mathematician

Write the missing numbers in the boxes below.

29	+		=	29	-		=	29

Try This

Find the missing digits in each of the subtraction facts.

	T	O
	3	8
-	1	
Difference	2	2

	T	O
	9	8
-		0
Difference	1	8

	T	O
-	2	7
Difference	3	4

	T	O
		3
-	1	
Difference	2	4

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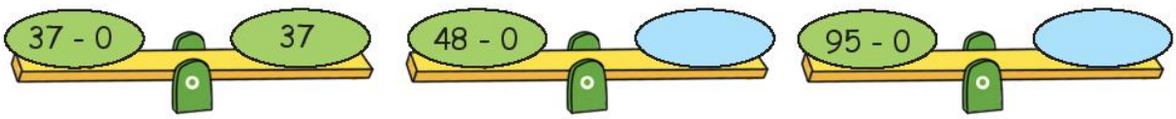
Know more

i) We can check the subtraction process in two ways.
Consider the subtraction fact 53-36=17.

i) By adding: 36+17=53 ii) By subtracting: 53-17=36

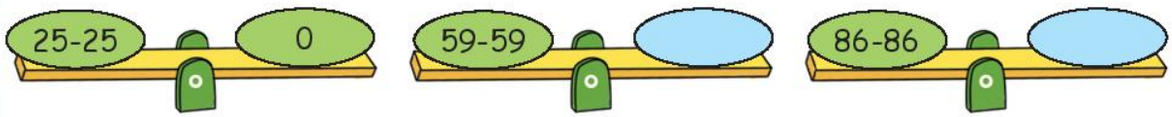
Given two numbers 53 and 36. When 36 is subracted from 53, we get 17. To verify the answer we can either add the number 36 and 17 to get the given number 53 or subract 17 from 53 to get the other number 36.

ii) When we subtract 0 from any number we get the same number.



It means we did not take away anything from the number.

iii) When a number is subtracted from itself it gives 0.



It means we have taken away completely from the given number.

Mental maths

1. Kamal fixed 56 tubelights in a party hall. If 18 tubelights were fused, then how many tubelights were used?
2. A factory produced 95 cars in a day. How many cars were unsold if 37 were sold?
3. Kumar walked 23 steps out of 90 steps to reach a shop. How many more steps he has to walk to reach the shop?
4. Kamali had 31 rupees with her. She bought a pen for 15 rupees. She saved the remaining amount. Find the amount saved by her.
5. In a class of 42 students, 26 are girls. How many are boys?

YTIF3

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UNIT 3 Patterns

3.1 Block patterns

Travel Through Hide and Seek

Keywords
Patterns
Shapes
Impressions

During a rainy season, Inba, the rabbit and his friends (dog, cat, cow, hen, duck, horse) are playing hide and seek. Help him to find his friends who are hiding in the farm.

YDOX9

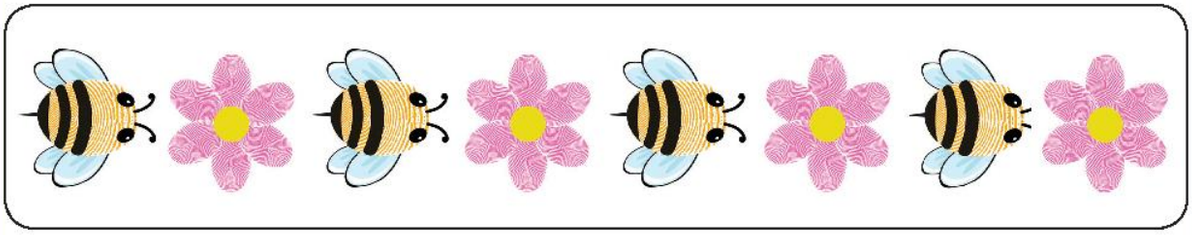


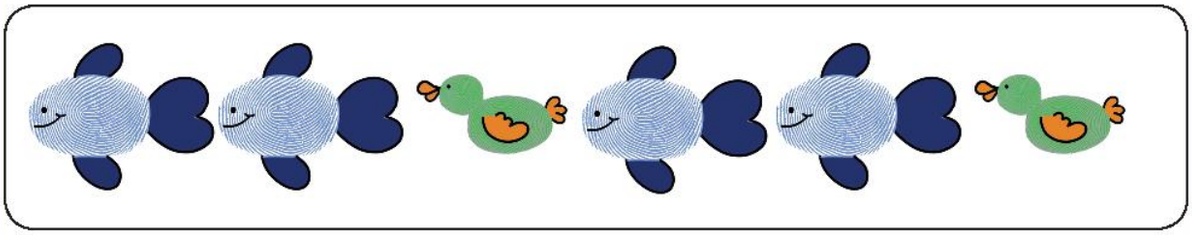


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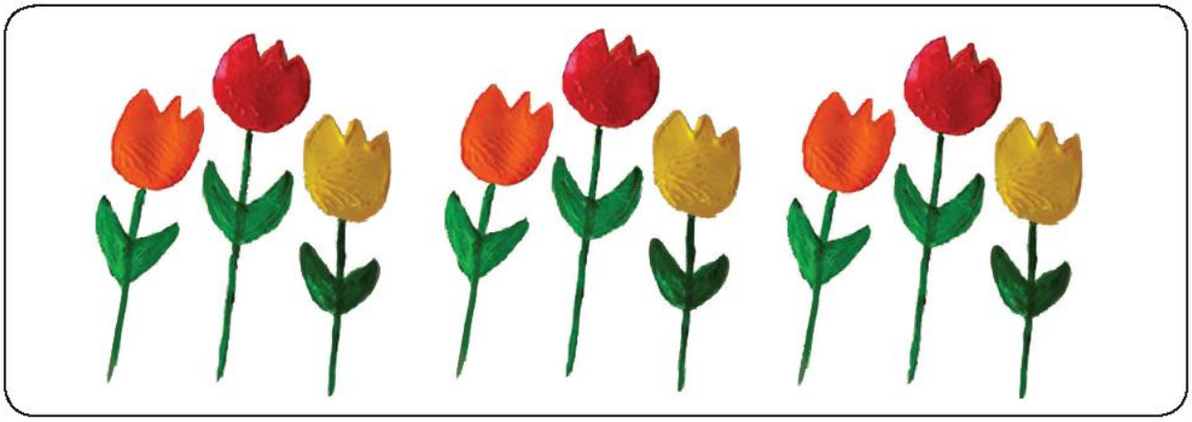
Learn

We can make creative patterns in shapes using thumb as shown below.





We can create patterns in shapes using potato as given below.



These patterns in shapes are formed by impression of leaf.



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Practice

Identify and complete the pattern using thumb.



_____ _____ _____ _____

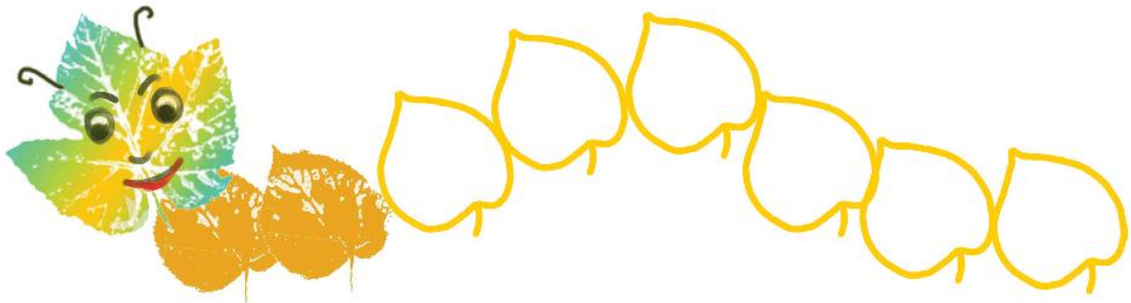


_____ _____ _____

Complete the flower using lady's finger patterns. One is shown for you.



Complete the caterpillar using leaf pattern.

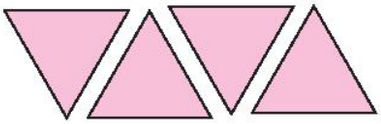


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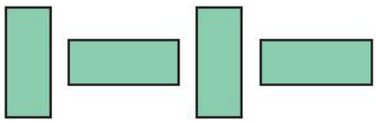
3.2 Patterns in shapes

Recall

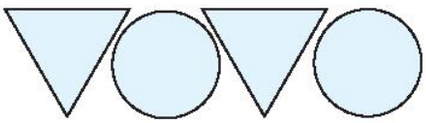
Observe and continue the patterns.



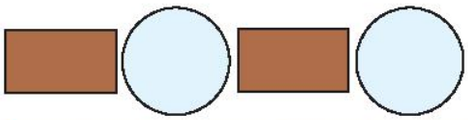
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_____



_____



_____

Keywords
Shapes
Patterns

Travel Through

Pongal



What are the shapes you see in this picture?
Are the shapes repeated? If yes, in what manner?

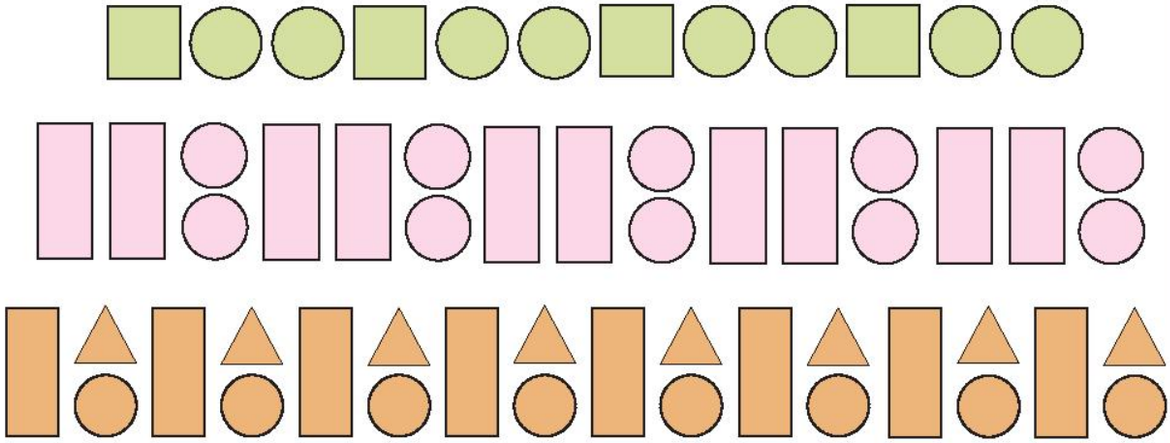
Teacher's Note:

Teacher can encourage children to observe the shapes and discuss the patterns.

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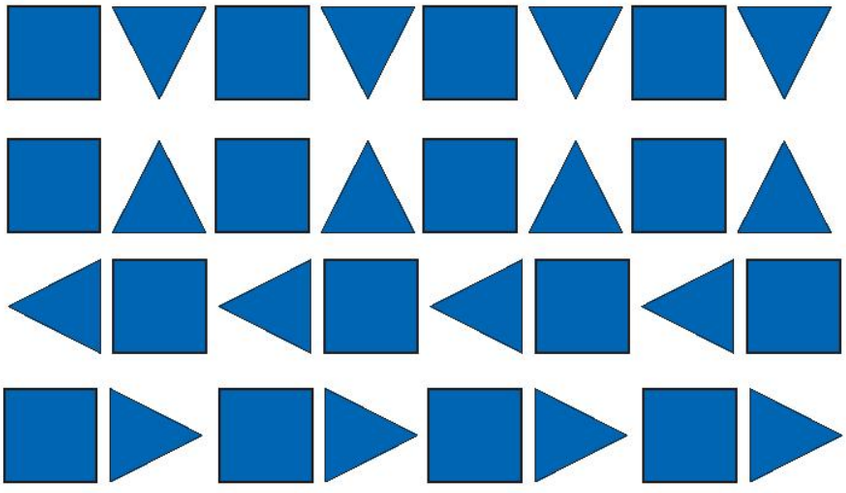
Learn

Let us learn the patterns in shapes by observing them.



Activity

- Take two sets of shapes each namely square and triangle made of colour paper.
- Divide the class into two groups.
- Provide one set of shapes to each group.
- Now the teacher tells the number of shapes to be used to create patterns. (for example, 1 square, 1 triangle)
- Then each of the groups create different patterns on the floor using 1 square and 1 triangle.
- Encourage the groups to create more number of patterns.
- Continue the activity with different number of shapes.
- Various patterns created using the triangle and square shapes are shown below.

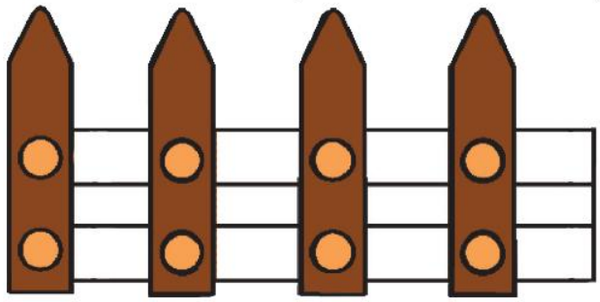


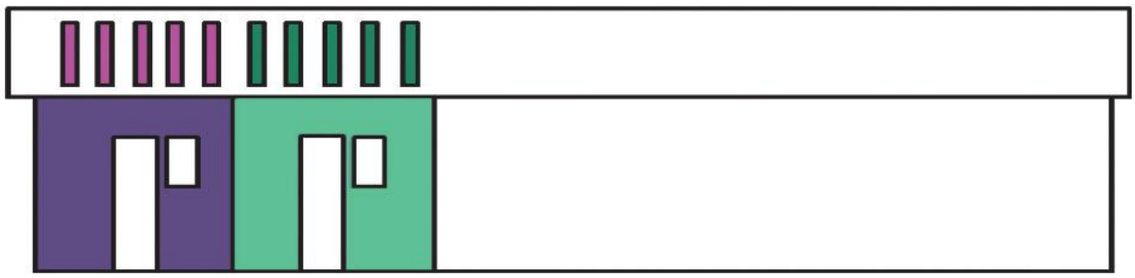
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Try This

Observe and complete the following patterns.

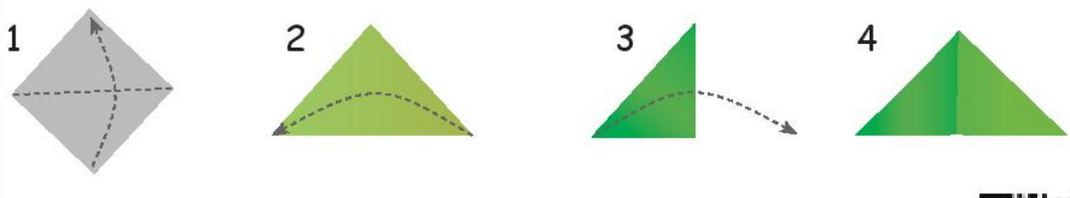






Activity

King's crown





Make a King's crown by folding colour papers into triangles as shown in the above picture.

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Primary Mathematics – Class II (Term 2)

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Environmental Science

2

Term-2



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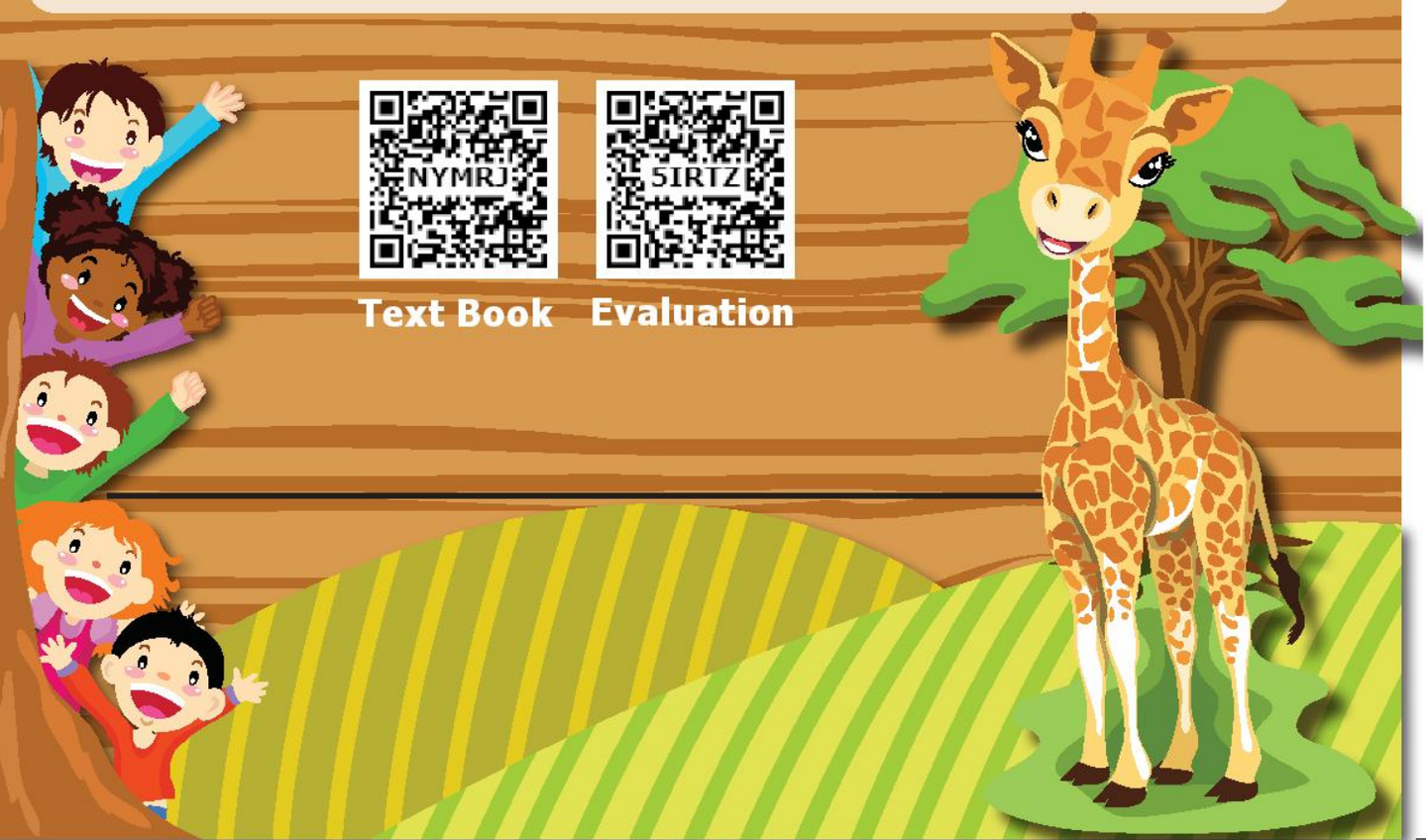
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NYMRJ
Text Book

5IRTZ
Evaluation



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Unit 1

Food and Health



You will learn about

- Sources of food
- Differences between Healthy Food and Junk Food

Nila: "Grandpa! How beautiful this place is! Are these paddy fields?"

Grandpa: "Yes, we get rice from paddy plants".

Nila: "Does all our food come from plants, Grandpa?"

Grandpa: "Yes, plants are our primary source of food. We get some food from animals also".

JPN9H

Plants Give Us...



Cereals and Pulses

We get cereals and pulses from plants. Rice and wheat are cereals. Millets are also a type of cereal. Cereals and pulses (lentils) make up the major part of our food and they keep us healthy.

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Cereals



Rice
(Arisi)



Pearl millet
(Kambu)



Corn
(Makka cholam)



Finger millet
(Kezhvaragu - Ragi)

Pulses



Red kidney beans
(Sivappu karamani)



Cowpeas
(Karamani)



Double beans
(Irattai beans)



Peas
(Pattani)

Oil

Seeds and nuts give us oil. We use oil to cook.



Coconut oil



Groundnut oil



Sunflower oil



Sesame oil

Coffee and Tea

We get coffee from coffee beans and tea from tea leaves.





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Jaggery and Sugar

We get sugar and jaggery from both the sugarcane plant and the palm tree.



Palm jaggery
(Karupatti)



Palm tree
(Panai maram)



Palm sugar
(Panang karkandu)



Jaggery
(Vellam)



Sugarcane
(Karumbu)



Sugar
(Sarkkarai)

Spices

Plants give us spices too. They add flavour and taste to the food.



Curry leaves
(Kariveppilai)



Turmeric
(Manjal)



Chillies
(Milagai)



Cinnamon
(Pattai)



Fenugreek
(Vendhayam)



Mustard
(Kadugu)



Clove
(Lavangam)



Cumin
(Seeragam)

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Vegetables, Fruits and Greens



Vegetables



Fruits



Greens

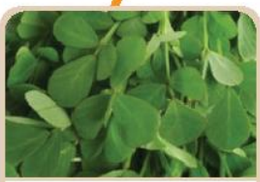
Find and circle the given words and name the pictures.

(Greens, Coffee bean, Sugar, Peas, Tea leaves, Ragi, Chilli, Clove)











L	T	R	C	B	O	P
S	E	I	O	E	Z	E
P	A	F	F	R	X	A
L	L	P	F	A	S	S
C	E	C	E	G	C	G
H	A	S	E	I	L	R
I	V	U	B	T	O	E
L	E	G	E	E	V	E
L	S	A	A	A	E	N
I	P	R	N	J	A	S

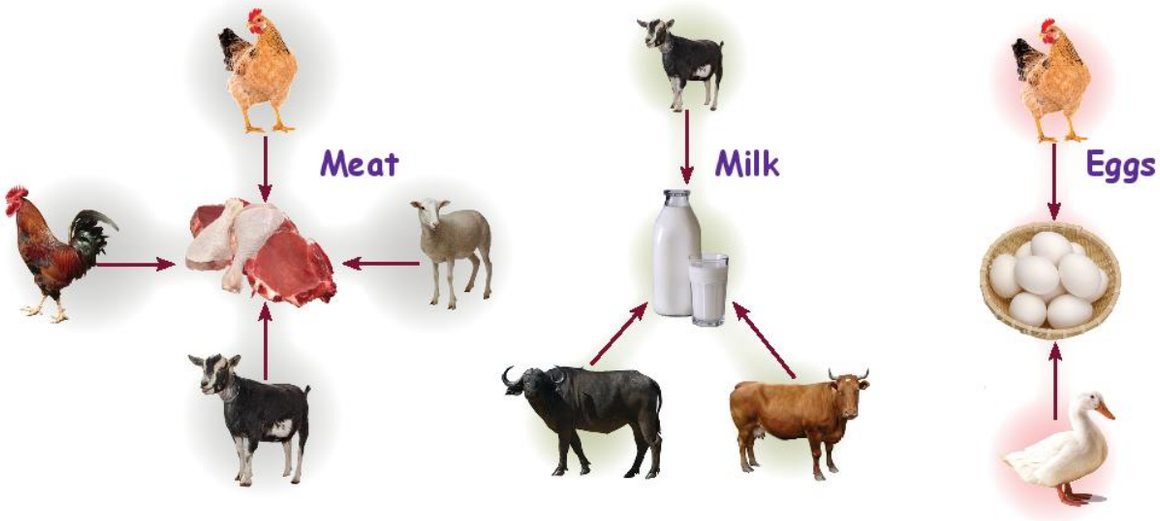




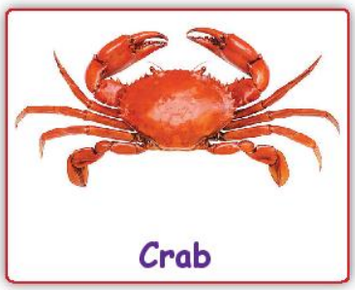


Animals Give Us...

We get meat, milk and eggs from animals.



We get crab, prawns and a wide variety of fishes from water bodies like ponds, lakes, rivers and the sea.


Crab


Prawns


Fishes

We get honey from the honey bee.



Milk Products

We get curd, butter, ghee, paneer and cheese from milk. Having milk or milk products every day keeps us healthy.


Milk


Curd


Butter


Ghee


Paneer

2nd EVS_Term2_Text Book_Food.indd 53 11-07-2022 15:53:55

Observe the pictures and write the names of the various food items.

(Milk, Meat, Eggs, Ghee, Curd)







Healthy Food and Junk Food

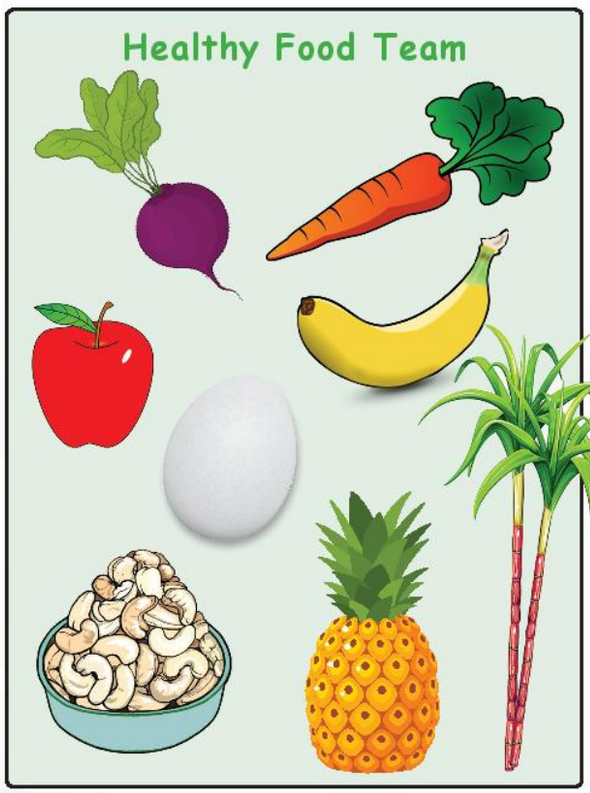
Nila: "Grandpa, shall I eat this pizza?"

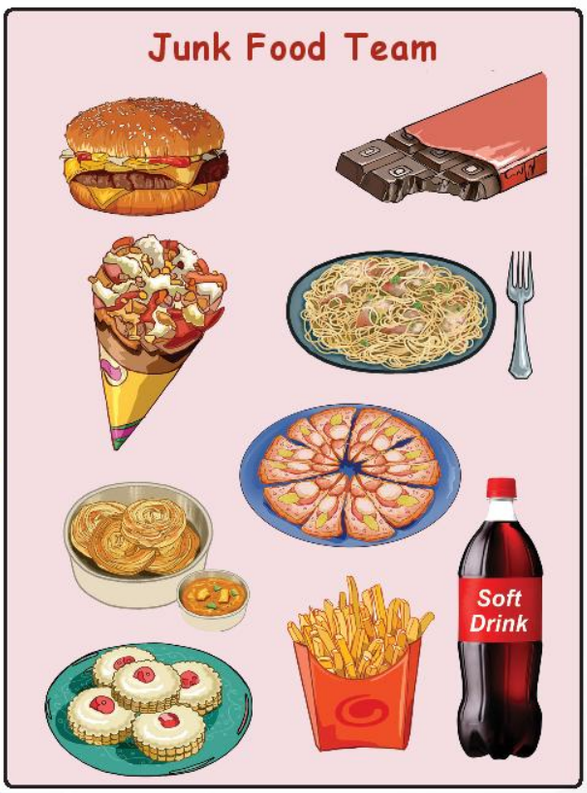


Grandpa: "Wait, let me take you to the Healthy and Junk Food Race. After seeing the race you can decide if you want to eat it or not".

Nila: "Racccceeeeeeeee....."

Grandpa: "Healthy Food and Junk Food had a quarrel on who gave better health and strength. They planned to have a running race to decide on it".

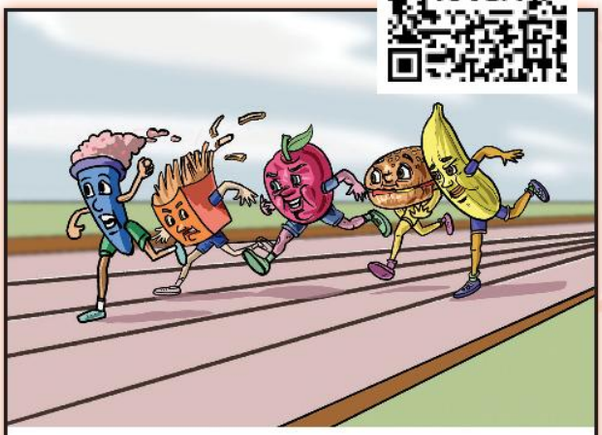




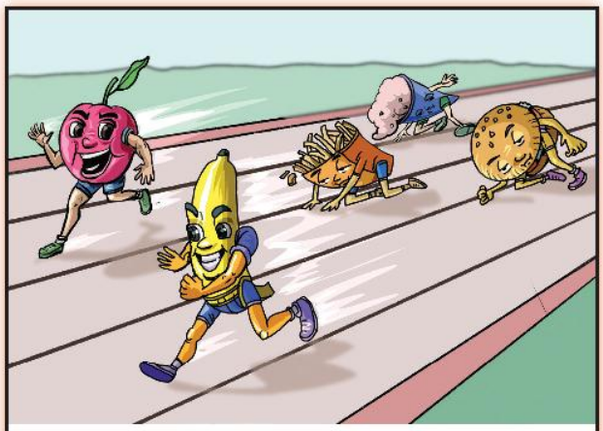
Race between Healthy Food and Junk Food



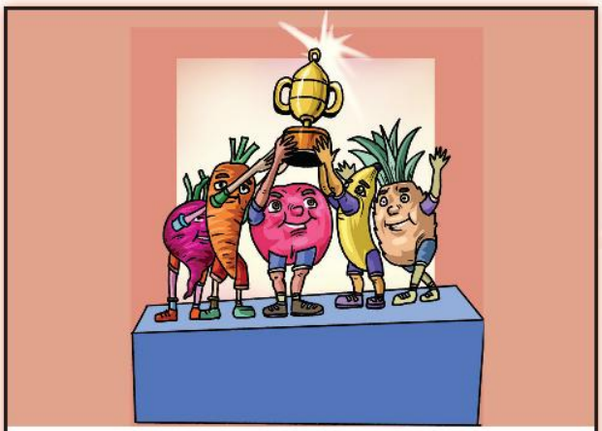
The race starts



Both teams run fast



The Junk Food team gets tired and slows down



The Healthy Food team wins the cup

Grandpa: "Nila, some food items taste nice but do not keep us healthy. They make us put on weight and cause harm to our body. They are called Junk Food. Some food items help us grow and keep us fit and strong. They are called Healthy Food. So, eat healthy, stay energetic!"

Nila: Grandpa, "Now I understand. Henceforth I will eat healthy food".



DO YOU KNOW?

Eating carrots improves our eyesight and prevents night blindness.



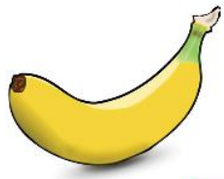
2nd EVS_Term2_Text Book_Food.indd 55 11-07-2022 15:54:12

Write '1' for the foods that you can eat regularly,
'2' for those you can have once in a while and
'3' for those you should avoid.


Athirasam ☐


Nuts ☐


Biscuits ☐


Banana ☐


Maida noodles ☐

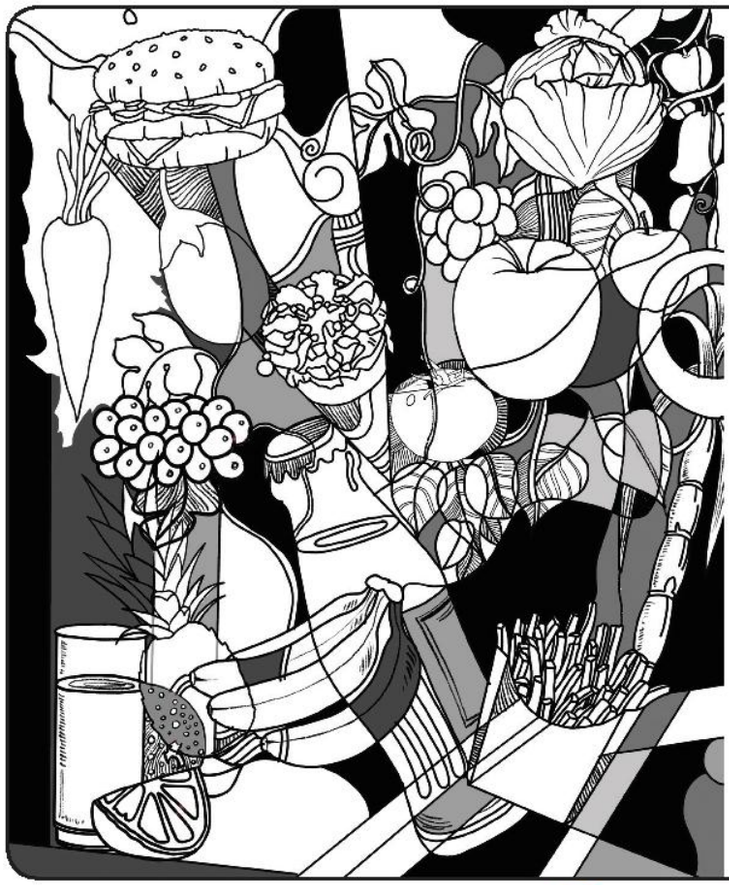

Eggs ☐


Murukku ☐


Chocolate ☐

Note for the teacher
Speak to the students about the ill effects of eating Junk Food often.

Find the hidden food items in the picture.
Colour and count them.



Healthy Food items ☐

Junk Food items ☐

2nd EVS_Term2_Text Book_Food.indd 56 11-07-2022 15:54:18

Evaluation

VFLWC

1. Colour the pictures which belong to the given group.

Milk Group



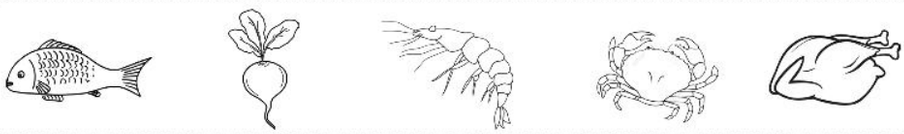
Vegetable Group



Fruit Group



Meat Group



2. Write 'P' for the food from plants and 'A' for the food from animals.





3. Circle every fourth letter and find me!

e c f j l o c a p m n g r p m g r p o e v o c r z x o y

2nd EVS_Term2_Text Book_Food.indd 57 11-07-2022 15:54:28

4. Choose the correct word and fill in the blanks.
(cow, paddy, honey bee, hen)

a. We get  from _____.

b. We get  from the _____.

c. We get  from the _____.

d. We get  from the _____.

5. Tick (✓) the food items that keep us healthy.









Self Evaluation

- I know the sources of the food that I eat.
- I understand the ill effects of Junk Food and I make Healthy Food choices.



2nd EVS_Term2_Text Book_Food.indd 58 11-07-2022 15:54:35

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Unit 2

Water



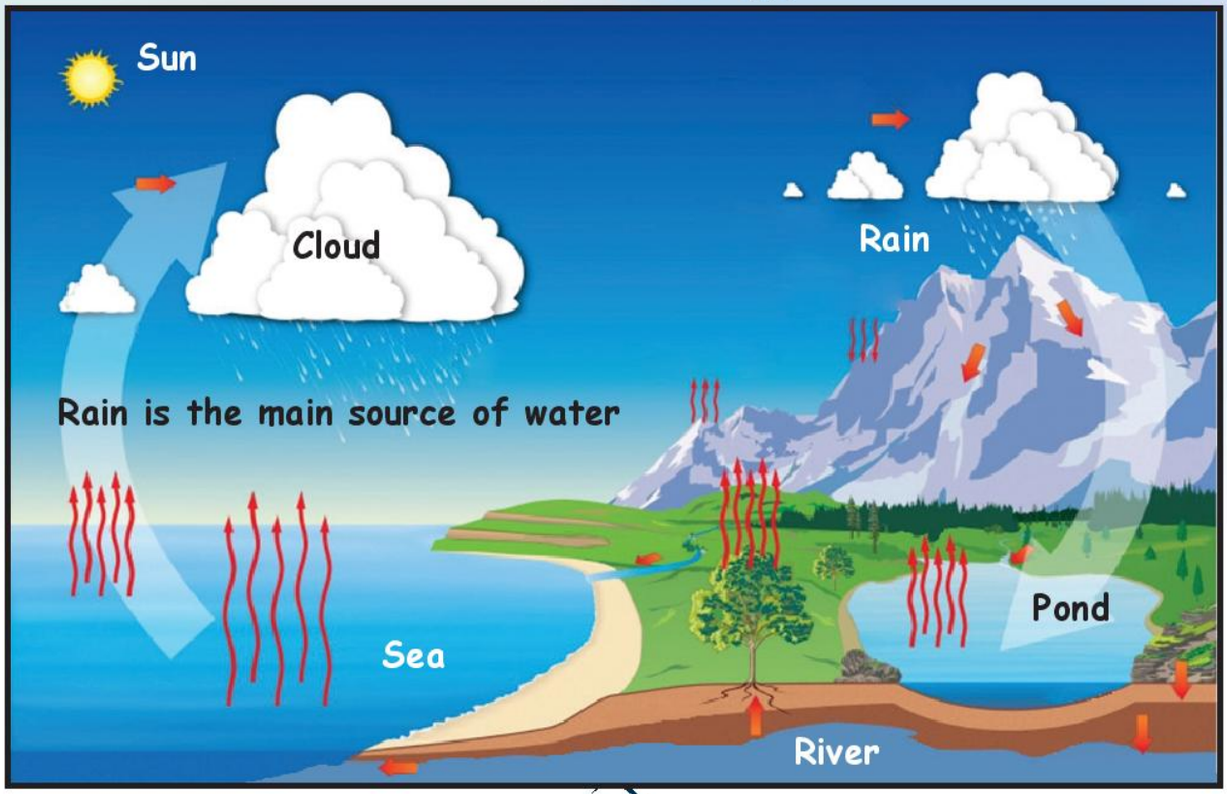
You will learn about

- The journey of rain
- The sources of water

Journey of Rain

Rain Drops

Drip drop drip drop, they drop from the sky
One by one they multiply
Drip drop drip drop, they fall on the ground
Everywhere with a lovely sound
Drip drop drip drop, they seep into the ground
To grow healthy saplings all around
On hot sunny days, they go back to the sky
To come again on another cloudy day
Drip drop drip drop, they drop all the way
To keep all of us happy



2nd EVS_Term2_Text Book_Water.indd 59 02-06-2022 11:11:35

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Complete the sentences using the picture clues.

(rainy, Sun, play, bucket, water, happy, plants)



1. It was a …….. day.

2. I could not go out to …….. .

3. I placed a …….. to collect rain water.



4. After sometime, the ……. shone again.

5. The bucket was filled with ……..



6. I watered some …….. with it.

7. I felt very ……..



Water from Glaciers



A **glacier** is a slow-moving block of ice.



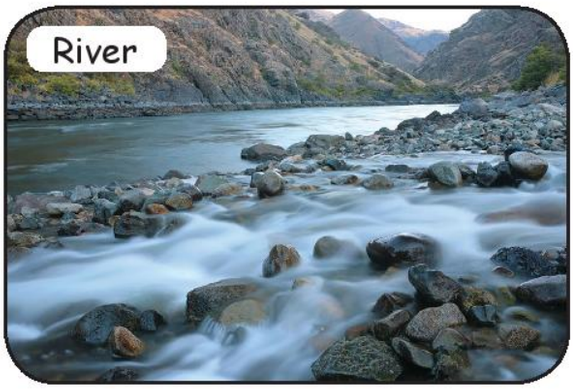
I am a water drop from the snowy **mountains**. I flow from the glacier when the weather becomes warm.

2nd EVS_Term2_Text Book_Water.indd 60 02-06-2022 11:11:39

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From the glacier many of us join together to form small **streams.**



Many mountain streams join together to form a **river.**



Sometimes rivers or streams flow down as **waterfalls.**







As a river, I continue my journey across **forests**, **villages** and **cities**. **Farmers** use me for farming and **people** use me for drinking, cooking and for other needs. I finally reach the **sea**.

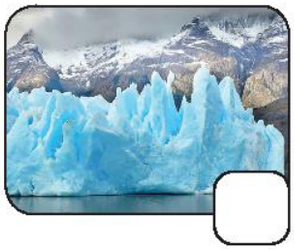
This is what I do with the water left in my water bottle.

2nd EVS_Term2_Text Book_Water.indd 61 02-06-2022 11:11:42

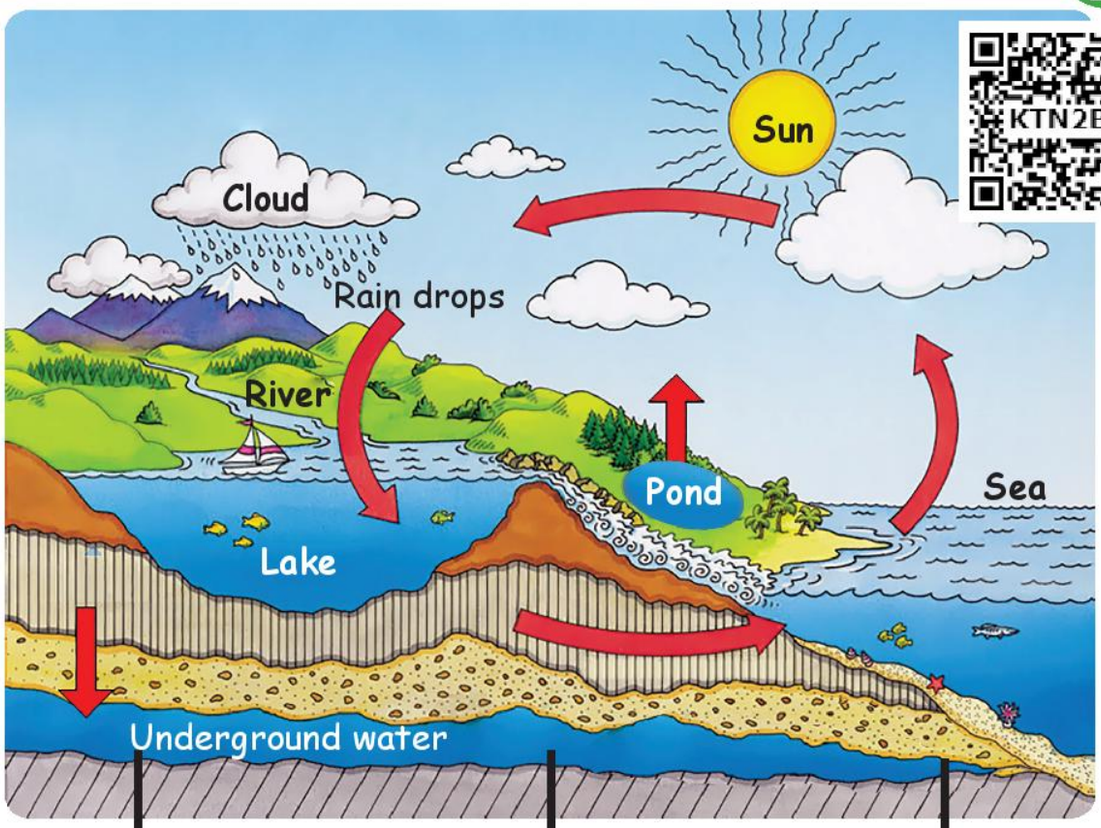
Sequence the pictures by numbering them.

(Glacier-1 Stream-2 River-3 Sea-4)

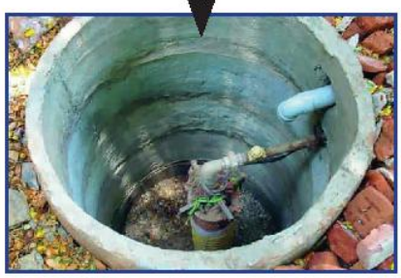





Sources of Water




Well


Borewell


Hand pump

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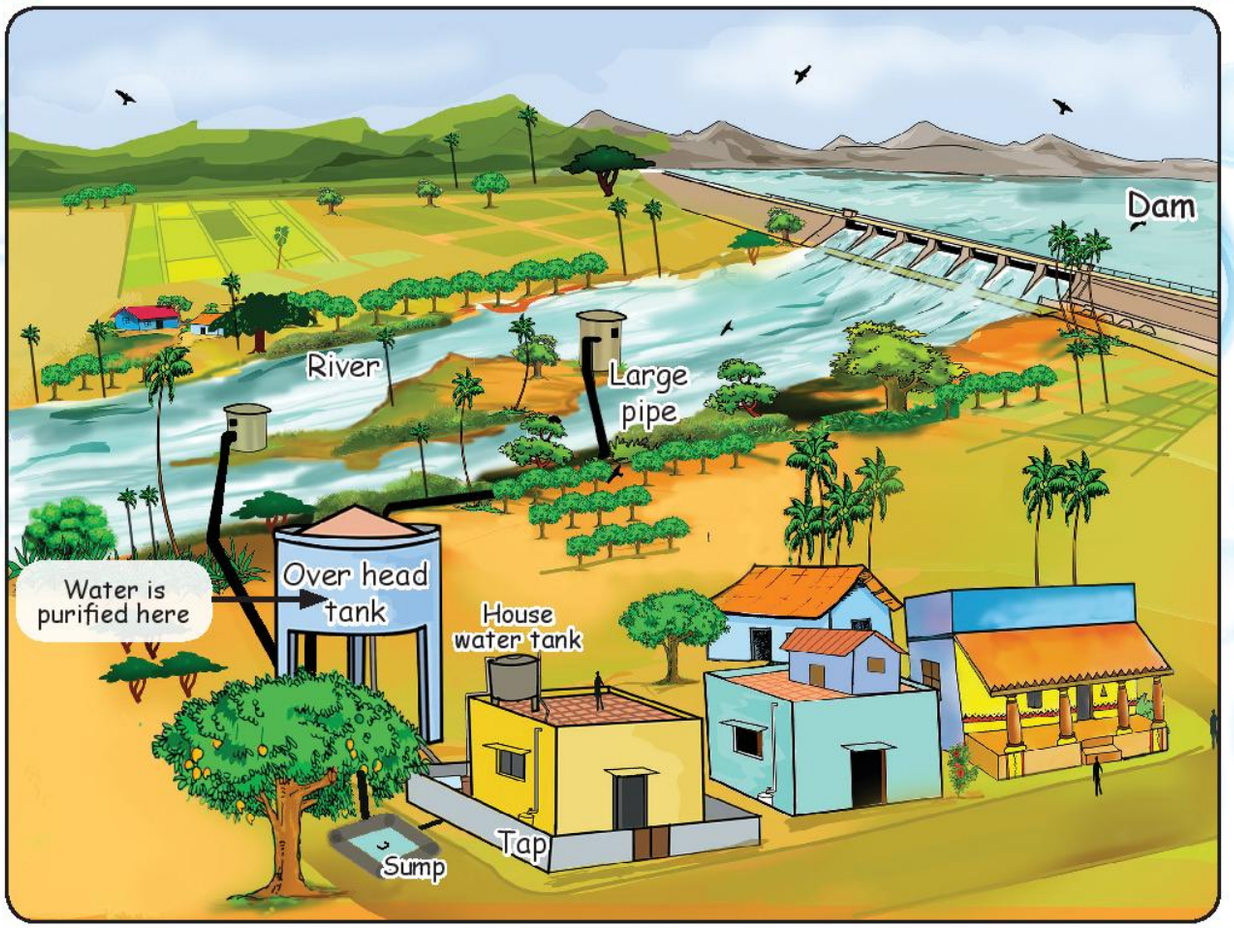


I am a raindrop. I fall on the **earth** and fill **ponds, lakes and rivers**. Rivers flow while lakes and ponds do not. Lakes are bigger than ponds.

I fall on the ground and seep **underground** too. People dig **wells** and **borewells** to reach me. They also use **pumps** to lift me up from the ground. People use me for their needs.

Think! Why do lakes and ponds have less water in summer? Discuss.

Water: From the River to the House



River / Lake / Dam → Large pipes → Over head tank → Sump → House water tank → Tap

DO YOU KNOW?

If you have fever, be sure to drink a lot of water; it will help to bring down the fever.



2nd EVS_Term2_Text Book_Water.indd 63 02-06-2022 11:11:45

Let Us Discuss





What are the sources of water for your house?





Draw an arrow to indicate the direction of the flow of water/juice.

Top to Bottom ↓

Bottom to Top ↑








Evaluation

EM1WR

1. Name the pictures.

(River, Waterfall, Lake, Pond, Glacier, Sea, Stream, Well, Hand pump)











2. Fill in the blanks.

(sea, rain, hand pump, glacier, waterfall)

1. _____ is the main source of water.
2. A river flows down as a _____.
3. A _____ is a block of ice.
4. A river finally reaches the_____.
5. A _____ is used to lift water from the ground.

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3. In the crossword, circle the words given below the pictures.



RAIN



RIVER



STREAM

A	O	R	I	V	E	R	C	S
P	R	A	I	N	G	M	T	R
O	C	X	S	T	R	E	A	M
H	A	N	D	P	U	M	P	P
D	K	M	L	A	K	E	U	O
A	S	L	L	Y	D	A	Y	N
V	W	E	L	L	S	E	A	D



WELL



HAND PUMP



POND



SEA



LAKE

Self Evaluation

- I know about the journey of rain.
- I know about the various sources of water.
- I can identify the sources that supply water to my neighbourhood.

2nd EVS_Term2_Text Book_Water.indd 66 02-06-2022 11:11:47

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Unit 3

Our Society



You will learn about

- Religious and National festivals
- Folk arts
- Our helpers
- Science exhibitions

ED1IZ

Festivals

Let Us Discuss

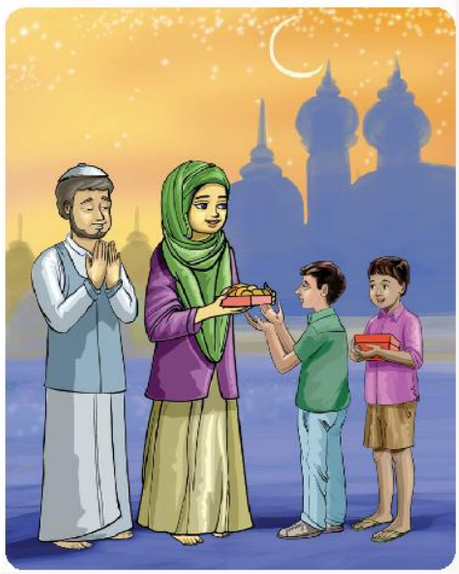
What festivals do you celebrate? What do you do on those days?

Festivals are days of celebration and sharing. Festivals can be religious or national.

Religious Festivals

Karthigai Deepam is a **festival of light**, celebrated in the Tamil month of Karthigai (mid November to mid December) on the **full moon day**. Light removes darkness. It brings brightness and cheer to our lives. Rangoli or kolams are drawn and houses are decorated with lamps.





Eid-ul-Adha is commonly called **Bakrid**. It is a festival of thanksgiving. The spirit of sacrifice is honoured; so it is called **a festival of sacrifice**. On that day, people prepare special meat dishes and sweets and share them with all.

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Easter is celebrated on the **Sunday** following **Good Friday** in March/April. It follows a period of **40 days** of fasting and prayer called Lent. It is a **festival of hope**. Decorated eggs and sweets are shared as gifts.



Mahaveer Jayanthi



Onam



Guru Nanak Jayanthi

Diwali, Christmas, Ramadhan, Mahaveer Jayanthi, Buddha Purnima, Onam and Guru Nanak Jayanthi are some of the other **religious festivals** celebrated by us.

Religious festivals are days of prayer and are happy occasions to bond with the people around us. We also share and enjoy the special dishes that are made.

National Festivals

National festivals give us a **feeling of oneness**. These festivals are celebrated by people all over India. On these days, we hoist our National Flag with due respect, in all public buildings and schools. We are proud to be Indians.

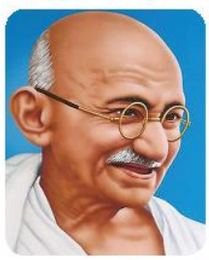
Some of the national festivals are...

Independence Day



India got its freedom on this day-15th August

Gandhi Jayanthi



Birthday of Mahatma Gandhi-2nd October

Republic Day



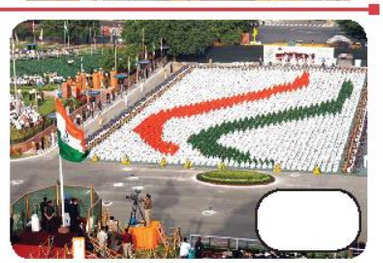
Indian Constitution (laws) came into force-26th January

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Write 'N' for the national festivals and 'R' for the religious festivals.





Note for the teacher: While hoisting the flag, students should stand in attention and salute the flag with their right hand.

Folk Arts

Let Us Discuss

Many of us enjoy dancing and singing, don't we? Look at the pictures. Have you seen these dances? Can you name them?


Karagattam


Oyilattam


Poikkal kuthirai attam


Silambattam

Folk arts include **folk songs (Nattupurapadalgal), dances, stories, puppets** and more. People have developed and followed these art forms over many years.

There are many kinds of dances in Tamil Nadu. The special costumes worn by the dancers are colourful.

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Artists make their own costumes and ornaments from locally available natural materials. They are handmade.



"We dance Kummi during festivals and in the harvest season".



Kummi dance (rhythmic clapping with Kummi songs)

Let us learn to sing this lullaby.



Tha le lo Tha le lo (2)
Sleep little one (2)
As mother sings and swings
Forward and backward
Goes the cradle
Sleep without fear
Smiling all the way
Sleep little one (2)
Tha le lo Tha le lo (2)

Match the following.










Our Friends

Malar's father is a retired **soldier** who worked hard to protect our country. Her family is shifting to a new house. They are travelling by bus to see their new home.

Malar : "What a smooth and enjoyable drive!"

Father : "Yes! Let us thank the **driver** for a safe journey".

Mother : "Let us also thank the **conductor** who gave everybody their tickets with a smiling face".

Malar and her family go around their new house.



"Amma, the house is looking beautiful! All the taps and fans are working".



"That's good. The **mason, plumber** and **electrician** have done their jobs well".



"Amma, this window is damaged".

"Okay, let us call a **carpenter** to repair it".



Father : "We also need to find a **tailor** to stitch some curtains for the doors and windows".

Malar : "Amma, where can we buy fruits and vegetables?"

Mother : "Since it is a village, we can buy fruits and vegetables from the **farmers** directly. They grow them in their fields".

The mason, driver, conductor, plumber, carpenter, electrician, soldier, tailor and farmer are our friends. They help us to make our life comfortable and happy".

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Tick (✓) the people who help to construct a house.



Driver ☐



Conductor ☐



Farmer ☐



Carpenter ☐



Plumber ☐



Electrician ☐



Tailor ☐



Mason ☐



Soldier ☐

The Science Exhibition

Teacher: "Every year we celebrate **February 28th** as **National Science Day**. As you know, there will be a Science Exihibition on this day in our school. We have been preparing for it".



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"This is a plant. It has shoot and root systems".



"I have prepared a chart of different kinds of leaves".



"I have made a chart to explain the role of the internal organs".



"Good work children! You all have done well".

Will the given objects sink or float?

A. Guess and answer.		
Objects	Sink	Float
Leaf		
Plastic ball		
Pencil		
Eraser		
Stone		
Chalk		
Paper		
Coin		
Key		

B. Do and answer.		
Objects	Sink	Float
Leaf		
Plastic ball		
Pencil		
Eraser		
Stone		
Chalk		
Paper		
Coin		
Key		

2nd EVS_Term2_Text Book_Our Society.indd 73 11-07-2022 15:54:32

Evaluation

WTKJC

1. Write the names of the folk arts.

(Silambattam, Karagattam, Poikkalkuthirai, Oyilattam)









2. Group the festivals.

(Diwali, Independence day, Onam, Mahaveer Jayanthi, Republic Day, Pongal, Gandhi Jayanthi, Bakrid)

Religious Festivals	National Festivals

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3. Who am I? (Plumber, Soldier, Conductor, Carpenter, Tailor)

a. I make things out of wood._____

b. I repair a leaking tap._____

c. I stitch your dresses._____

d. I guard the nation._____

e. I issue tickets in a bus._____

4. Choose and write the correct answer.

a. Festivals help us to meet and _____ our friends. (greet / leave)

b. We are _____ to eat the special food. (sad / happy)

c. We hoist our National Flag on _____ festivals. (national / religious)

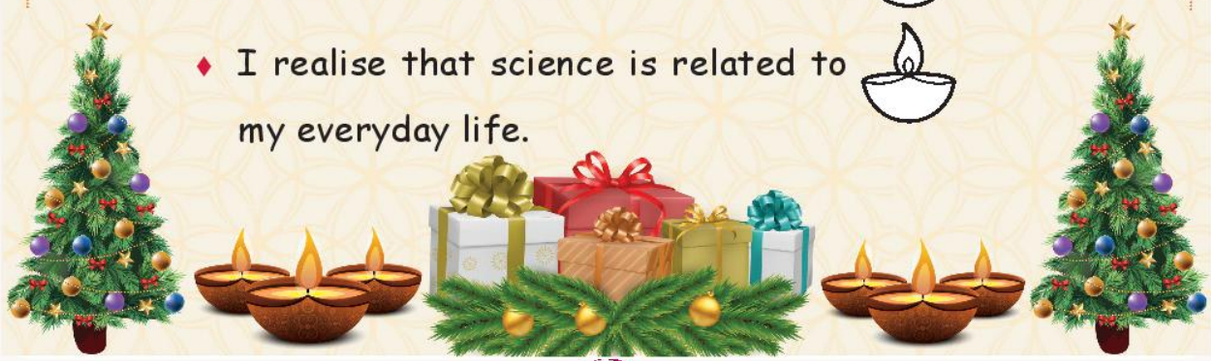
d. Easter is celebrated on _____. (Monday / Sunday)

e. When we drop a coin into the water, it _____. (sinks / floats)

f. National Science Day is celebrated on _____. (February 24 / February 28)

Self Evaluation

- I know the differences between religious and national festivals.
- I appreciate our folk arts.
- I value our helpers.
- I realise that science is related to my everyday life.



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Unit 4

The Pancha Bhutas



You will learn about

- Earth, Water, Fire, Air, Space

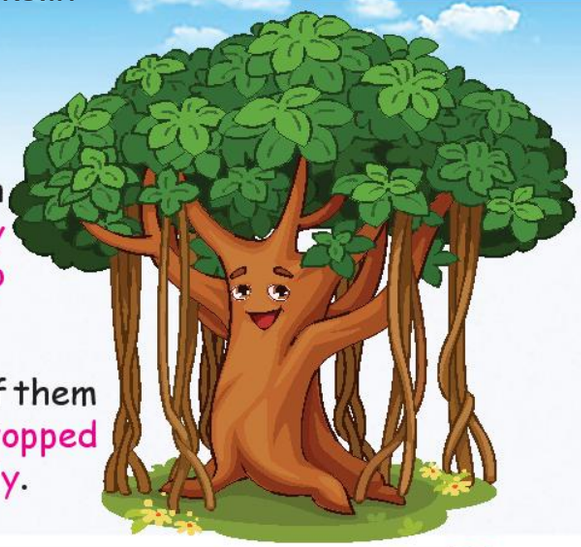
WQ8G1

One day loud sounds were heard near the huge banyan tree. Earth, water, fire, air and space (the Pancha Bhutas) were quarrelling there about who was the most important of them all. Let us hear what they had to say.



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On hearing all of them, the banyan tree said, "No life is possible without any one of you. So, none of you is superior to the other".

The Pancha Bhutas realised that all of them were necessary for life on earth. They stopped quarrelling and greeted each other happily.

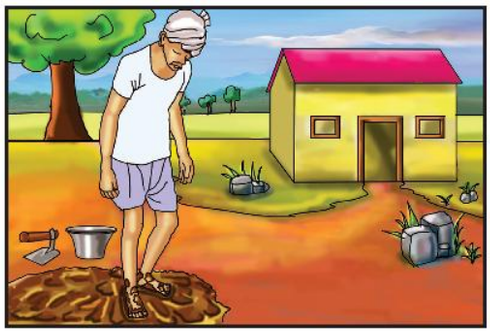
The potter is making a pot. Shall we see how he makes it? Fill in the blanks with the words. (water, clay, air, fire, wheel)



There is a heap of _____.



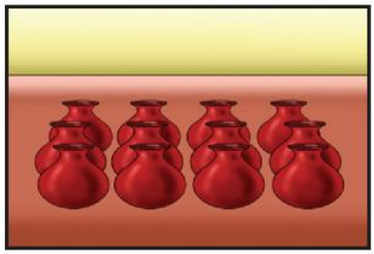
His helper pours _____over it.



The potter mixes both the water and clay.



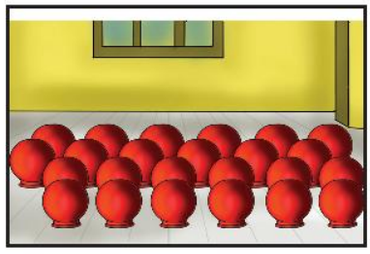
He makes pots using a _____.



After that he leaves them to dry in the _____.



Then he bakes them in the_____.



Now the pots are ready.

2nd EVS_Term2_Text Book_The Pancha Bhutas.indd 77 02-06-2022 11:46:42

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Earth

The earth is the home for plants, animals and for all of us. We grow our food on the land. We move from place to place on the land and play on it. The land gives us all we need to make the different things that we use.








Avoid Using Plastic



Water

Water occupies a major part of the earth. All living things in the world need water to live. We get water from the rain. Water is used to drink, cook, clean things, bathe, swim and grow crops. Can you swim? Learn to swim with the support of your elders.

Many kinds of plants and animals live in water.






Starfish Seahorse Lily Lotus

2nd EVS_Term2_Text Book_The Pancha Bhutas.indd 78 02-06-2022 11:46:43

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Think Zone

Every drop of water is precious.
Do not waste it.



Which is the right way to get more rain? Put a tick (✓) in the box.





Fill in the blanks with the given words. 8

(road, tracks, field, play ground)

a. I  games in the _____.

b. I  the bicycle on the _____.

c. The  moves on the _____.

d. The  is working in the _____.

Air

Observe and Discuss.
What do you see in these pictures?









Air is everywhere around us. We cannot see the air because it has no shape or colour but we can feel it. Without air, living things cannot breathe.

2nd EVS_Term2_Text Book_The Pancha Bhutas.indd 79 02-06-2022 11:46:44

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We can smell things and hear sounds because of air.






Birds and aeroplanes move in the air.




Moving air helps us in many ways.


To dry our wet clothes


To get electricity from windmills

DO YOU KNOW?

During storms and cyclones the wind speed is very high. Cyclones damage our buildings and trees.

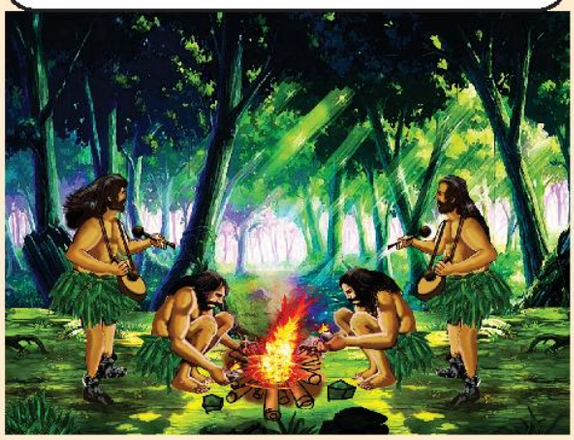


Note for the teacher: Explain precautions to be taken during natural disasters.

Fire

Early man discovered that he could make fire. He used it to get heat and light for his daily needs.

Making fire using stones



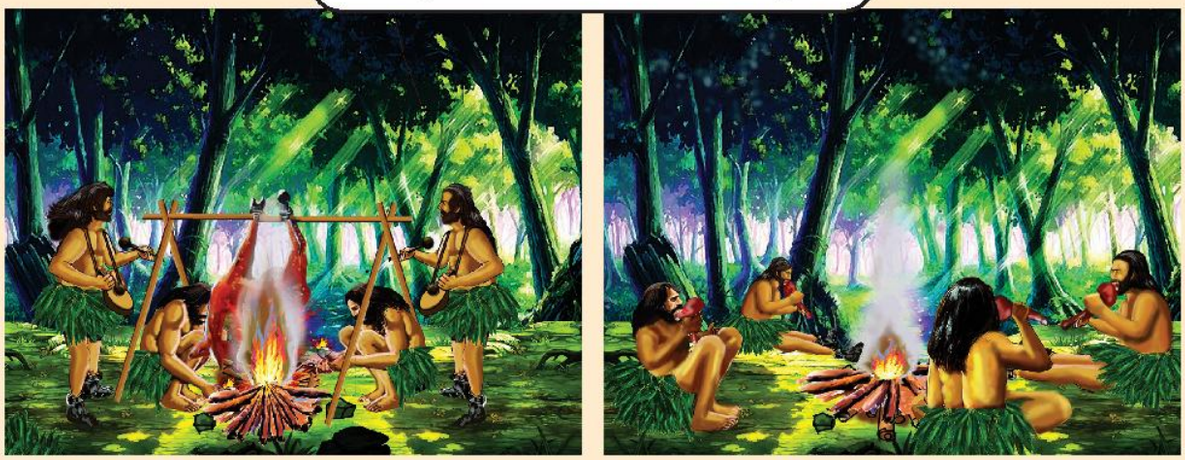
Using fire lamps to give light



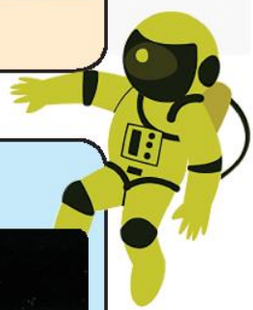
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Cooking the hunted animals using fire



Today we also use fire to make a variety of things.



Space

Space is that within which everything exists.





Put a tick (✓) mark at the places where fire is being used.



2nd EVS_Term2_Text Book_The Pancha Bhutas.indd 81 02-06-2022 11:46:45

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Evaluation

SPFM0

1. Match the following.

a. 



b. 



c. 



d. 



e. 



2. Write the names of the Pancha Bhutas related to the pictures.

(Space, Air, Land, Water, Fire)











....

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3. Where do you see the Pancha Bhutas in the picture? Circle and write their names.

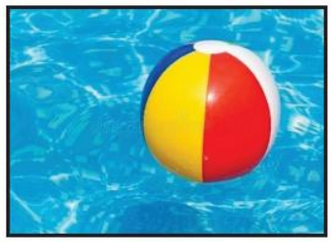
(Space, Air, Land, Water, Fire)



4. Two Pancha Bhutas are shown in each picture. Choose the correct pair and fill in the blanks.

(water and soil, fire and water, water and air)







....

Self Evaluation

I realise the importance of the Pancha Bhutas-earth, water, air, fire and space and their role in my everyday life.

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