

Pruquest

2

ALL IN ONE

Semester-I



**ALL
IN
ONE**

Semester-I

Content Developed by
A Team of Authors and Subject Consultants

- **English Course Book**
- **English Grammar & Composition**
- **Mathematics**
- **Environmental Studies**
- **General Knowledge**





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English

A communicative, integrated-skills course

Coursebook

CLASS-2 ♦ SEMESTER-I



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1

An Hour of Sharing

Here, Mike, have some chocolate.



Twenty minutes? What do you mean by that?



Thanks, Sammy. That's too much. I only want twenty minutes of it?

We should share the chocolate in minutes!

How do we do that?



It's easy!

I still don't understand.



Let's read about Vishu. Then you'll understand.

Vishu and his family are getting ready for dinner. Vishu's father sets the table. His little sister, Vini, also helps. Vishu's mother carries the food to the table.

'What's for **dessert**, Mum?' Vishu asks his mother after dinner.

'I've baked a pineapple cake,' says Mum.

'Yummy!' Vini says. 'I love pineapple cake!'

'Can I have thirty minutes of cake?' Vishu says with a big smile on his face.

'Thirty minutes of cake?' Vini asks. 'What does that mean?'

'Ms Paul is teaching us telling time,' says Vishu, still smiling. Vishu is in grade two, and he has just learnt how to tell the time in school. Ms Paul is his maths teacher. 'She told us that the clock can be divided into two sections of thirty minutes, just like a cake.'

dessert (pronounced di-ZURT) a sweet dish usually eaten after a meal



'Very good, son,' says Vishu's mother, picking up a knife to cut the cake.

'So now can I have thirty minutes of cake, please?' Vishu asks.

His father looks at him. 'How about you have only ten minutes of cake and leave the rest for us?'



Reading I

- (1) What is Vishu's family getting ready for?
 - (a) a picnic
 - (b) a drive
 - (c) dinner
- (2) What are they having for dessert?
 - (a) pineapple cake
 - (b) apple pie
 - (c) chocolate muffins
- (3) Who is helping Vishu's father?
- (4) Who has taught Vishu to tell the time?
- (5) How much cake does Vishu ask for?





Reading 2

- (1) How many 'minutes' of the cake should everyone get? **HOTS**
- (2) How would you divide a cake amongst the members of your family? **HOTS**



Grammar

Nouns – Common and Proper

You have learnt nouns in Class 1. Nouns are naming words.

Look at this sentence.

Vishu likes cake.

The words *Vishu* and *cake* are nouns. A noun is a naming word. Nouns name a person, place, animal or thing, e.g. *uncle* (person), *school* (place), *cat* (animal) and *cake* (thing). These are *common nouns*.

Some nouns are special. A noun that names a special person, place, animal or thing is called a *proper noun*. The word *Vishu* is a proper noun. Proper nouns always begin with a capital letter.



Circle proper nouns in the following sentences:

- (1) He is going to Mumbai today.
- (2) The monkey's name is George.
- (3) Tomorrow is Christmas.
- (4) Delhi is the capital of India.
- (5) My cats are called Simi and Simba.



Irregular Plurals

You have learnt that we add s or es to a noun to make it plural.

Examples: one grape

a bunch of grapes



one brush

three brushes



Some nouns do not follow this rule. We need to add something other than s or es to make them plural. Such nouns are called *irregular nouns*.

When a noun ends in *f* or *fe*, we drop *f* or *fe* and add *ves* to form its plural.

Examples: one wolf

three wolves



one knife

three knives



When a noun ends with a consonant + y, we drop the y and add *ies* to form its plural.

Examples: one baby

three babies



one lady

three ladies



Exception: When a noun ends with a vowel + y, we add *s* after *y* to form its plural.

Example: one monkey ten monkeys

We change *oo* in some nouns into *ee* to form their plural.

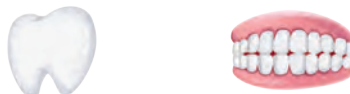
Examples: one foot

two feet



one tooth

a set of teeth



We follow these rules to make irregular plurals. However, some words do not follow any rules. For example, the plural of *cactus* is *cacti*.

Write the plural form of the nouns below.

(1) elf



(2) goose



(3) boy



(4) story



(5) wife



Use correct common and proper nouns from the box to complete the dialogue below. Use the pictures to help you.

eggs parrot cat fruits Tini

Rashi Do you have a pet?

Tarun Yes, I have a Do you have a pet, too?

Rashi Yes, I have a

Tarun What's its name?



Rashi Its name is

Tarun My parrot likes to eat
What does your cat like?

Rashi My cat loves boiled



Speaking

SL

Four-Word Story

Your teacher will use four words to start a story. Take turns to add to the story. Each student should add only four words. Let's see how the story ends. Look at the example below.

Teacher I am going to...

Student 1 have lunch and do...

Student 2 my homework. Then I...

Student 3 shall go out and...

Student 4 play football with my...



Listening

SL



Listen to the passage and underline correct words.

There is a boy whose *home/house* is in the jungle. He is friends with many *animals/people*. One day, a *little/tiny* mouse comes and asks him for food. The boy looks *around/behind* the house. He finds some *cheese/butter*. He offers it to the mouse. The mouse says, 'Mice/Lice do not eat cheese! *It/Them* is not good for us.'





2

Grandpa's Toy

I am bored with my toys, Sammy. What shall I do?



Why don't you ask your grandpa if he has any toys for you?

Grandpas don't play with toys, Sammy!



They used to when they were younger. And they can teach us some of the games they played, just like Vansh's grandpa taught him.



Vansh comes home. He looks for his mother, but it is his grandfather who greets him.

‘Grandpa, where is Mum?’ Vansh asks.

‘Vansh, your mother is at her new job,’ Grandpa replies. ‘Don’t you remember? I am going to take care of you after school from now on.’

‘I just want to watch TV,’ Vansh says. He tries not to show it, but he is sad. He misses his mother.

‘Would you like to play with me?’ Grandpa asks.

‘There are so many fun things we can do together.’

‘Like what?’ Vansh says.

‘I have an idea,’ Grandpa replies. ‘I have a few old albums with me. They have some photographs of me when I was your age. We can look at them.’



Vansh and Grandpa start looking at the photographs. Vansh is still missing his mother. Then, he notices something.

‘Grandpa, what is that?’ he asks.

‘That is a spinning top,’ Grandpa says. ‘I used to play with it. I still have one.’

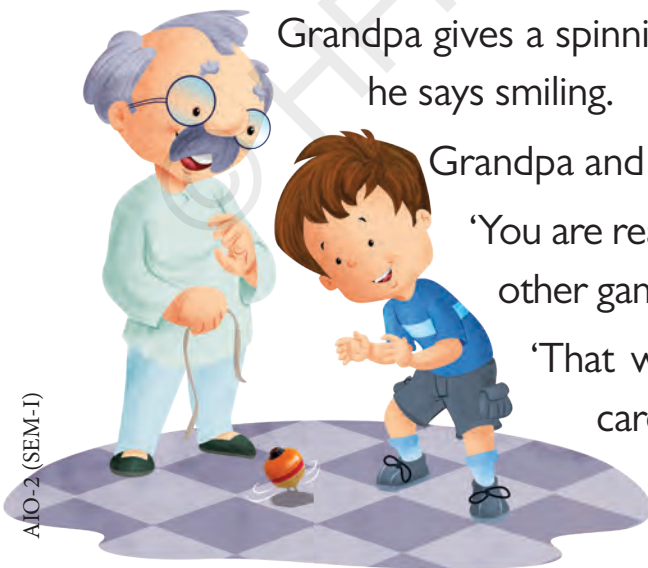
Grandpa gives a spinning top to Vansh. ‘I’ll show you how to use it,’ he says smiling.

Grandpa and Vansh play with it for an hour.

‘You are really good at it,’ Grandpa says. ‘I could teach you other games, too.’

‘That would be great!’ Vansh replies. ‘Can you take care of me every day after school, Grandpa?’

Grandpa winks. ‘I think I can.’ he says.





Reading 1

- (1) What does Vansh say he wants to do after coming home?
 - (a) sing and dance
 - (b) play hopscotch
 - (c) watch TV
- (2) Who is there to take care of Vansh?
 - (a) his grandfather
 - (b) his uncle
 - (c) his sister
- (3) What do Vansh and Grandpa look at?
- (4) What does Vansh notice in one of the pictures?
- (5) How long do Grandpa and Vansh play together?



Reading 2

- (1) How do you spend your time after coming home from school? What do you like to do? Tell the class about it.
- (2) Why do you think Vansh asked if his grandfather could mind him every day after school? **HOTS**





Grammar

Capitals

CAPITALS IN PROPER NOUNS

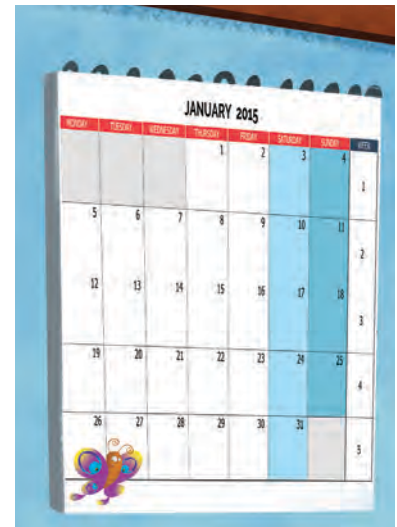
Let's recall what we know about capital letters.

- A sentence always begins with a capital letter.
- A proper noun always begins with a capital letter.

Names of people, places, days of the week and months of the year are all proper nouns. They begin with a capital letter.

Read the proper nouns below. Underline the ones written incorrectly.

- (1) Thursday (2) october
(3) January (4) sunday
(5) wednesday



Writing

Circle the incorrect word in each sentence. Then write the sentence correctly.

- (1) I sat next to jaya.
(2) Ms das is our class teacher.
(3) My birthday is on 3 june.
(4) I wake up late on sunday.
(5) Our school starts in april.

- (6) We are going to bangalore in august.
- (7) Tomorrow is tuesday.
- (8) Pinky, rosie and I are friends.
- (9) I am going to meet rahul on wednesday.
- (10) The name of Rahul's father is sushil singh.



Irregular Plurals

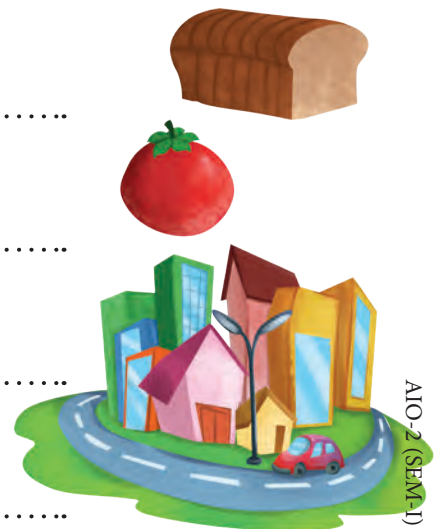
As we learnt in the last chapter, most nouns that end with *f*, *fe* or *y* and some nouns that have *oo* in them are irregular nouns.

Now let's recall how to make their plurals:

- f/fe* → *ves*
- y* → *ies*
- oo* → *ee*

Look at the regular and irregular nouns below. Identify each one correctly, and circle the correct choice. Then write its plural form. Look at the last chapter for help.

- (1) loaf regular/irregular
- (2) tomato regular/irregular
- (3) city regular/irregular
- (4) life regular/irregular



AIO-2 (SEM-1)

- (5) mine regular/irregular
- (6) tooth regular/irregular
- (7) case regular/irregular
- (8) lesson regular/irregular
- (9) foot regular/irregular
- (10) enemy regular/irregular



Listening

SL



Listen to a passage carefully. Then mark each sentence true (✓) or false (×).

- (1) The spinning top is a very old toy.
- (2) It is used in many countries.
- (3) It used to be made of plastic, but now it is made of wood.
- (4) It is spun without any help.
- (5) It keeps on spinning and never stops.



Speaking

SL

Have you been taught a game by your grandfather or grandmother, or by your parents? Tell the class about it. Explain how it is played.



Friend

You give me shade
From the hot summer sun.
Under your shadow
I have so much fun.



Your fruit is so sweet
And your spirit so kind.
Even when picked
Not in the least do you mind.



The birds are also thankful
That they have a place to rest.
In your tall branches
They make their snug nest.



Even though you are big
And we are so small,
You, O **mighty** tree,
Are a true friend to us all.

mighty very big and strong





Reading 1

- (1) Where does the child have fun?
- (2) Who has a kind spirit?
- (3) Who is thankful, and why?
- (4) Where do birds make their nests?
- (5) Who is a true friend to all?



Reading 2

What does the tree give us? Who else does the tree help?

HOTS



Activity

Do you know that wood is one of the most common and useful products that we get from trees? It is used to make many things. Make a list of all those things in your house that are made of wood or have wood in them. Ask your parents to help you.





3

Secret Santa

Mike, do you know we are playing the Secret Santa game this year?

What's a Secret Santa?

Let me tell you the story of Princess Lian. You'll see how she becomes a Secret Santa.



It is a beautiful morning. The sun is shining. Birds are singing loudly, and bees are buzzing from flower to flower. Princess Lian is very busy. She is trying to decide what to wear on Christmas Eve. 'Which dress looks best?' Lian asks her friend Kim, who is helping her.

Oh, I don't want to wear pink in the evening! Show me something else, Kim.

What about this one?




Christmas songs are playing on the radio. Princess Lian and Kim sing along. Then the radio presenter says, 'There are many poor kids who don't have good clothes to wear this Christmas.'

Princess Lian is sad when she hears this. She listens carefully to the radio presenter.



Princess Lian decides to help the poor children.





OK, Kim. I'll wait for the song to finish. I love listening to songs on the radio.

I know you all enjoyed that song. Come to Green Street, where we will be helping poor people this evening. We will give them clothes and food. You can also bring your old toys.


So do I. The radio is great. We learn so many new things from it.



'Great!' Princess Lian says to Kim. 'Now I know where I can take all my old clothes and toys.'

Kim helps Princess Lian pack all the old clothes that she wants to donate. She picks up her yellow dress, a pink T-shirt, a few blue shirts and a red skirt.

Princess Lian also packs some toys. Then she asks her mother for permission to go to Green Street. Her mother is delighted.



Mom, I want to be a Secret Santa. I want to give poor kids my old clothes and toys as a gift.

Well done, Lian. We should always help others. It is a good thing to do.

Princess Lian then goes to Green Street with Kim. She gives the clothes and toys to some poor children.

The children are very happy. They thank Princess Lian. Princess Lian gives them a hug and wishes them a merry Christmas.



Reading I

(I) Fill in the blanks with the words in the box below.

Secret Santa Christmas friend pink toys

- (a) Princess Lian is choosing her dress for Eve.
- (b) Her Kim is helping her.

- (c) Princess Lian does not want to wear a dress.
- (d) She becomes a for poor children.
- (e) She gives clothes and to them.

(2) Mark each sentence true (✓) or false (✗).

- (a) Princess Lian and her friend Kim are watching television.
- (b) Princess Lian hears about poor children on the radio.
- (c) Princess Lian wants to keep all her old clothes and toys.
- (d) Princess Lian's mother gives her permission to donate clothes to poor children.
- (e) The poor children are not happy to get Princess Lian's toys.

(3) Answer the following questions:

- (a) Who helps Princess Lian choose a dress?
- (b) What items does Princess Lian donate to the poor children?
- (c) What does Princess Lian do when she meets the children?
- (d) What gift does Princess Lian get from the children?



Reading 2

- (1) Have you ever given your old clothes or toys to someone? How did you feel after doing that? **LS**
- (2) Work in pairs. Talk to your partner about helping others. **LS HOTS**



Compound Words

Look at these words:

star + fish = starfish

pop + corn = popcorn



We join two words to make a *compound word*.

Match the words in column A to the words in column B to make compound words. Use the compound words to fill in the blanks below. Follow the example.

A	B
rain	cakes
water	ball
pan	bow
sun	pack
foot	melon
back	light

- (1) Aman plays football with his friends every day.
- (2) When there is after rain, we sometimes see a in the sky.
- (3) My mother makes very tasty
- (4) is my favourite fruit.
- (5) Rita picked up her and left for school.



Possessive Pronouns

If it belongs to me, it is *mine*.

If it belongs to you, it is *yours*.

If it belongs to the king, it is *his*.

If it belongs to the queen, it is *hers*.

If it belongs to the king and queen, it is *theirs*.

If it belongs to my friends and me, it is *ours*.



Words like *mine*, *yours*, *his*, *hers*, *ours* and *theirs* are used when we talk about something which belongs to a person or persons.

Fill in the blanks with correct possessive pronouns. Choose from the words below.

his hers mine ours theirs yours

- (1) Choose any dress. The choice is
- (2) Their father bought these books for them. These books are
- (3) She bakes cookies. These cookies are
- (4) We book this table every evening. This table is
- (5) He bought this toy. This toy is
- (6) I own these cards. These cards are



Listening

SL



Listen to an audio. Mark each sentence true (✓) or false (×).

- (1) Ali is enjoying his holidays.
- (2) Sherry is the name of Ali's dog.
- (3) The dog likes milk and bread.
- (4) Sherry is a little blue cat.
- (5) Perry and Sherry are good friends.



Imagine you are a radio presenter. Write five sentences about your favourite festival.

Hello, friends!

I am your radio presenter You can call me Rj

Today I will tell you about my favourite festival.

It is called

.....

.....

.....

.....

.....

We all love celebrating festivals.



SL

Present the radio show you prepared in the writing section to your class. Don't forget to sing your favourite song.

ENGLISH

GRAMMAR & COMPOSITION

Easy to teach and easy to learn

A child-friendly book like no other

Strictly within the child's mental range

CLASS-2 ♦ SEMESTER-I

1.	Naming Words	48
2.	Singular and Plural	56
3.	Masculine and Feminine	62
4.	Numbers	65
5.	Describing Words	69
6.	Action Words	72

- Naming Words
- Animals
- Birds
- Fruits
- Vegetables
- Workers
- Parts of the Body
- Clothes
- Days and Months
- Spelling Exercise





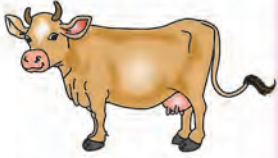





1

NAMING WORDS

➤ A Naming Word is the name of something. In the language of grammar, we call it Noun. There are many different groups of Nouns :

1. ANIMALS

bear	
buffalo	
camel	
cat	
cow	
crocodile	
deer	

donkey	
elephant	
fish	
fox	
frog	
giraffe	
goat	

dog



horse



lion



monkey



mouse



pig



hare



sheep



snake



tiger



wolf



zebra



2. BIRDS

butterfly



cock



crane



crow



dove



duck



eagle



nightingale



owl



parrot



peacock



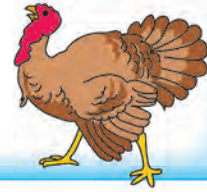
pigeon



sparrow



turkey



3. FRUITS

apple



banana



coconut



grapes



mango



orange



pineapple

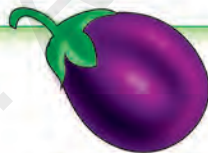


plum



4. VEGETABLES

brinjal



cabbage



carrot



cauliflower



cucumber



onion



peas



potato



radish



tomato



5. WORKERS

barber



carpenter



cobbler



dancer



farmer



fisherman



nurse



painter



potter



soldier



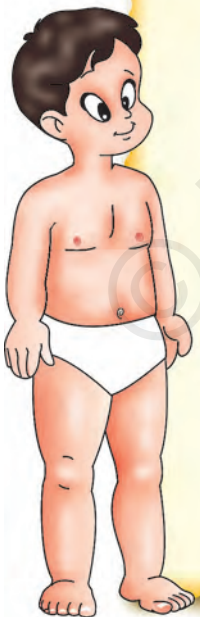
shepherd



tailor



6. PARTS OF THE BODY



hair

mouth

arms

head

lips

fingers

forehead

hands

thumb

eyes

teeth

nails

ears

chin

legs

nose

neck

knees

cheeks

shoulders

feet

7. CLOTHES

blouse	frock	sari	socks
cap	jeans	shirt	trousers
coat	hat	shorts	turban

8. DAYS OF THE WEEK

Sunday	Tuesday	Thursday	Saturday
Monday	Wednesday	Friday	

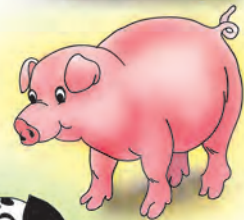
9. MONTHS OF THE YEAR

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

Test Yourself

I. Give any three names for each group.

1. Fruits : _____
2. Foods : _____
3. Drinks : _____
4. Birds : _____
5. Animals : _____
6. Persons : _____
7. Buildings : _____
8. Vegetables : _____



II. Look at the pictures and complete the words in the box with *ee* or *oo*.



1. b ___ t

7. b ___

13. wh ___ l

2. kn ___

8. r ___ ts

14. sp ___ n

3. st ___ l

9. t ___ l

15. sw ___ t

4. sl ___ p

10. tr ___

16. m ___ n

5. w ___ p

11. f ___ t

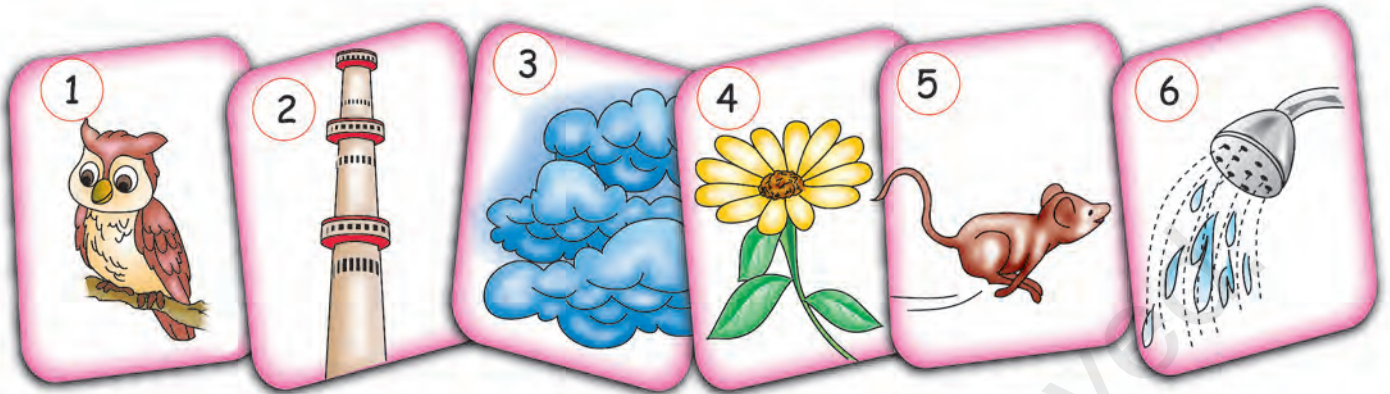
17. g ___ se

6. thr ___

12. j ___ p

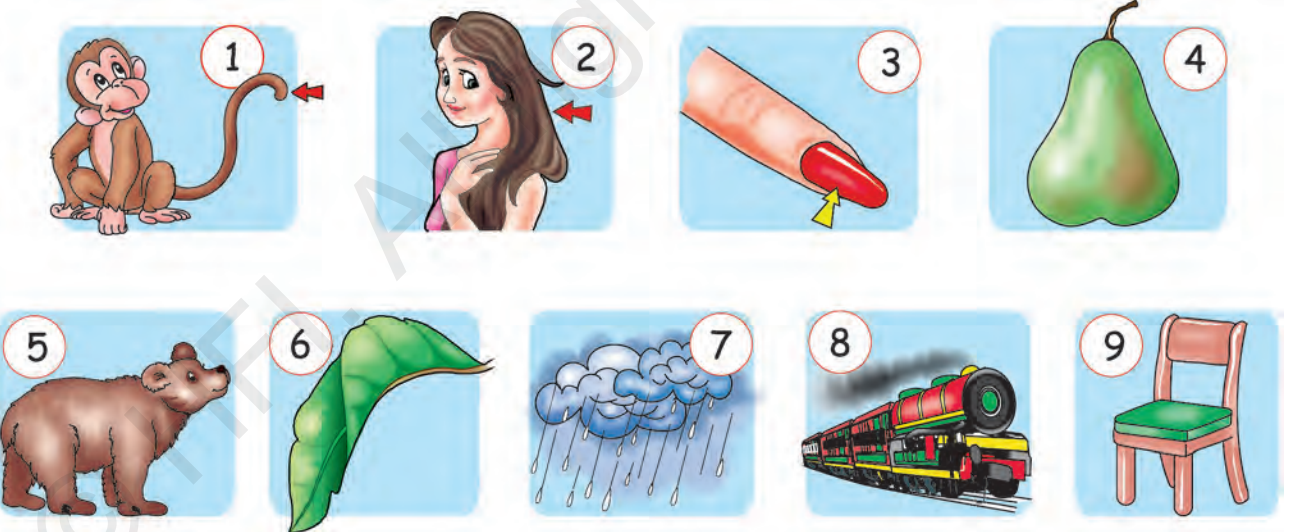
18. ball ___ n

III. Look at the pictures and complete the words in the box with *ou* or *ow*.



1. ___l 3. cl___d 5. m___se
 2. t___er 4. fl___er 6. sh___er

IV. Look at the pictures and complete the words in the box with *ea* or *ai*.



1. t___l 4. p___r 7. r___n
 2. h___r 5. b___r 8. tr___n
 3. n___l 6. l___f 9. ch___r

V. Choose suitable words to make meaningful pairs.

(a)

- | | |
|-----------------------------|--------|
| 1. tables and <u>chairs</u> | feet |
| 2. hands and _____ | forks |
| 3. sheep and _____ | aunts |
| 4. uncles and _____ | chairs |
| 5. knives and _____ | goats |

(b)

- | | |
|---------------------|------------|
| 1. fruits and _____ | key |
| 2. lock and _____ | silver |
| 3. sons and _____ | women |
| 4. men and _____ | daughters |
| 5. gold and _____ | vegetables |

(c)

- | | |
|----------------------|----------|
| 1. friends and _____ | salt |
| 2. pepper and _____ | nurses |
| 3. doctors and _____ | children |
| 4. temples and _____ | enemies |
| 5. parents and _____ | mosques |

(d)

- | | |
|---------------------|-----------|
| 1. cups and _____ | legs |
| 2. pens and _____ | butter |
| 3. arms and _____ | pencils |
| 4. ladies and _____ | saucers |
| 5. bread and _____ | gentlemen |



2 SINGULAR AND PLURAL

- **Singular** means *one*; as —
book, dog, pen, flower.
- **Plural** means *more than one*; as —
books, dogs, pens, flowers.



Plurals with -s	
Singular	Plural
pen	pens
wall	walls
table	tables
hand	hands
book	books
toy	toys
key	keys
boy	boys
day	days
piano	pianos
photo	photos



Plurals with -es

Singular	Plural
----------	--------

ass	asses
-----	-------

fox	foxes
-----	-------

box	boxes
-----	-------

bus	buses
-----	-------

gas	gases
-----	-------

dish	dishes
------	--------

radish	radishes
--------	----------

peach	peaches
-------	---------

bench	benches
-------	---------

brush	brushes
-------	---------

watch	watches
-------	---------

match	matches
-------	---------

church	churches
--------	----------

branch	branches
--------	----------

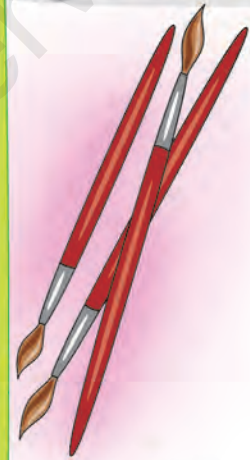
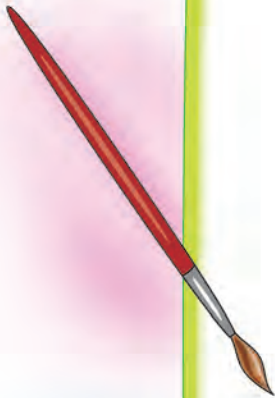
hero	heroes
------	--------

potato	potatoes
--------	----------

mango	mangoes
-------	---------

buffalo	buffaloes
---------	-----------

tomato	tomatoes
--------	----------



Plurals with -ies

Singular	Plural
fly	flies
city	cities
lady	ladies
baby	babies
story	stories
army	armies
family	families
enemy	enemies

Plurals with -ves

Singular	Plural
calf	calves
wife	wives
leaf	leaves
knife	knives
life	lives
shelf	shelves
thief	thieves
wolf	wolves

Change in Spelling

Singular

Plural

foot

feet

man

men

mouse

mice

ox

oxen

tooth

teeth

goose

geese

woman

women

child

children

policeman

policemen



No Change

Singular

Plural

fish

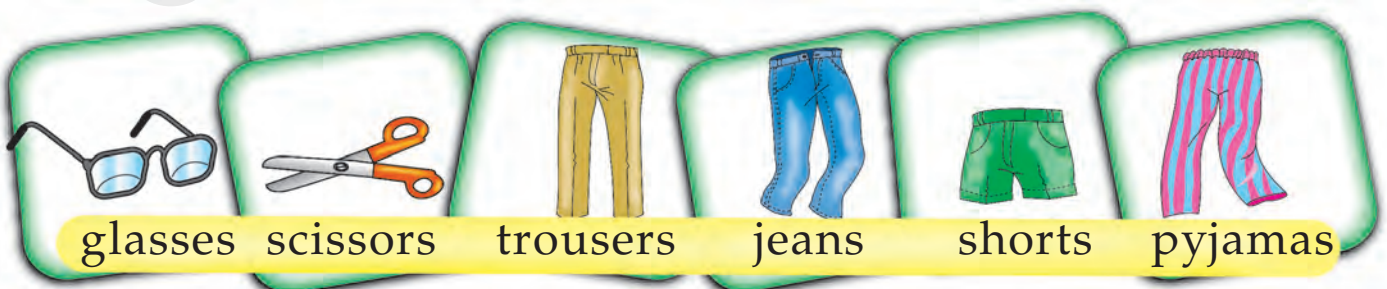
fish

sheep

sheep



- The following naming words are always used in the Plural form :



Test Yourself

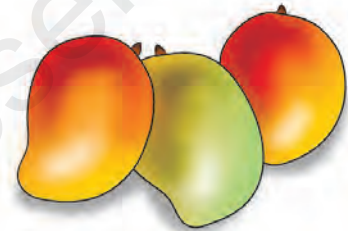
I. Give the **Plural** form of the following :

ox	pen	knife
fly	city	bench
toy	wolf	woman
box	wall	monkey



II. Give the **Singular** form of the following :

men	tables	thieves
keys	babies	branches
teeth	stories	mangoes



III. Rewrite in the **Plural** form.

(a) 1. This is a toy.

These are toys.

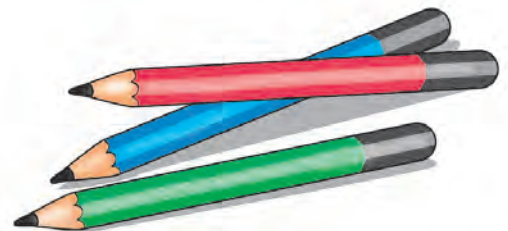
2. This is an ox.
3. This is a baby.
4. This is a mango.
5. This is a woman.



(b) 1. That was a pencil.

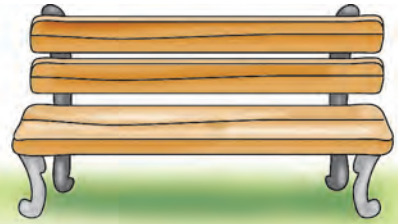
Those were pencils.

2. That was a wolf.
3. That was a brush.
4. That was a mouse.
5. That was a potato.



IV. Rewrite in the Singular form.

- (a) 1. These are benches.
This is a bench.
2. These are eggs.
3. These are apples.
4. These are oranges.
5. These are umbrellas.



- (b) 1. Those were owls.
That was an owl.
2. Those were boxes.
3. Those were calves.
4. Those were knives.
5. Those were children.



V. Rewrite each sentence in the Plural.

1. A doll is a toy.
Dolls are toys.
2. A fly is an insect.
3. A rose is a flower.
4. An eagle is a bird.
5. An ass is an animal.
6. A city is a big town.
7. A dog is a good companion.
8. A watch is a small clock.
9. A soldier is a brave man.





• He-words and
• She-words
• Change of Gender

3 MASCULINE AND FEMININE

- **He-words** are called words of the *Masculine* gender; as — king, son, father, dog, cock.
- **She-words** are called words of the *Feminine* gender; as — queen, daughter, mother, bitch, hen.

Masculine

Feminine

boy

girl

man

woman

brother

sister

father

mother

papa

mama

son

daughter

husband

wife

uncle

aunt

nephew

niece

bridegroom

bride

gentleman

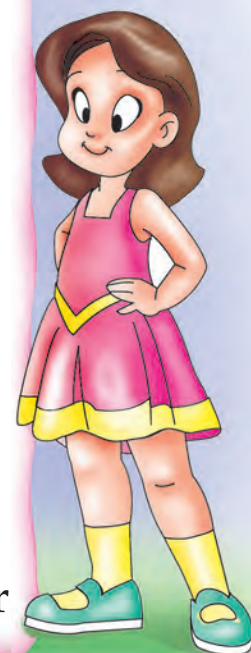
lady

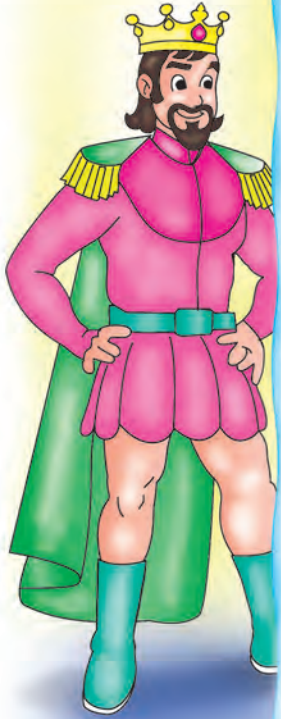
grandfather

grandmother

grandson

granddaughter





Masculine

Feminine

prince

princess

king

queen

hero

heroine

sir

madam

actor

actress

bull

cow

cock

hen

dog

bitch

horse

mare

ox

cow

god

goddess

lion

lioness

tiger

tigress

he

she

his

her

Test Yourself

1. Give the feminine form of the following :

god

horse

brother

man

father

husband

cock

prince

gentleman



II. Give the *masculine* form of the following :

girl	niece	queen
cow	vixen	actress
bitch	mama	daughter



III. Give the *opposite* gender of the following :

ox	hero	queen
dog	wife	tigress
sister	uncle	madam

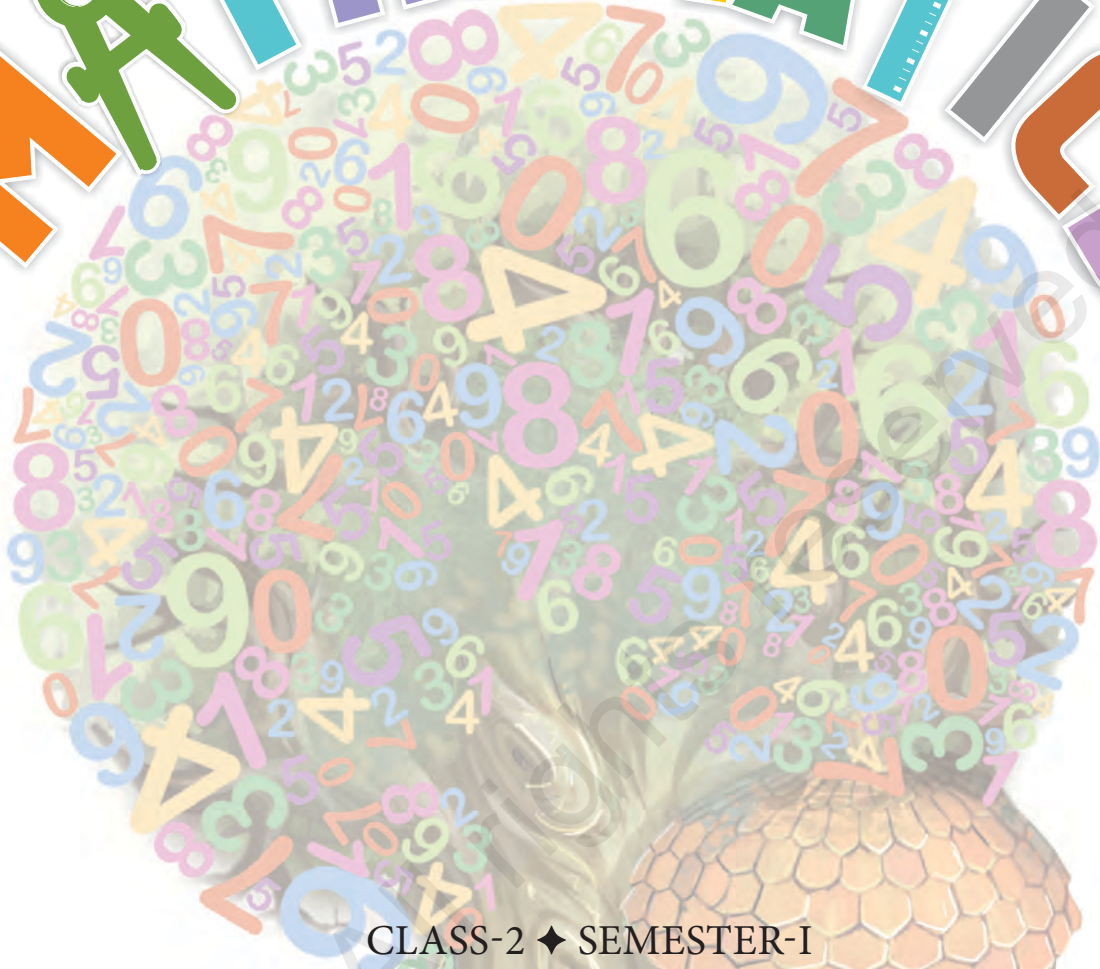


IV. Rewrite changing the gender of the underlined words.

1. May I come in, sir ?
2. Her uncle is a teacher.
3. The prince has a horse.
4. That boy is my nephew.
5. I have a cow and a hen.
6. The king was very angry.
7. That man is a good actor.
8. The bridegroom is my uncle.
9. Who was the hero of that film ?



MATHEMATICS



CLASS-2 ♦ SEMESTER-I

1. Shapes	78
2. Numbers Up to 200	86
3. Numbers Up to 1000	101
4. Addition	112
5. Subtraction	129
6. Multiplication	140
7. Patterns	155

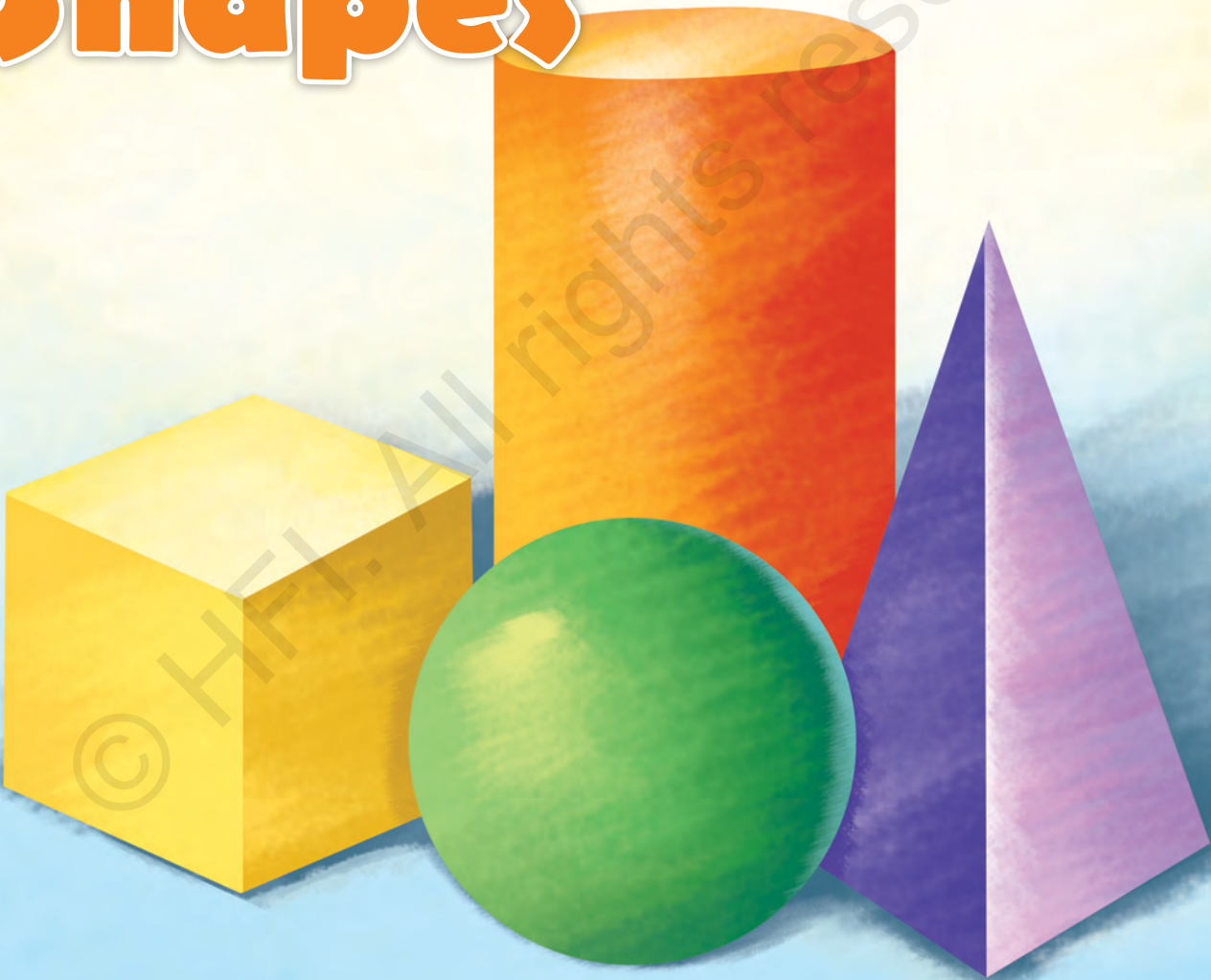


1

By the end of this chapter, you will be able to understand

- shapes
- solid shapes
- names of solid shapes
- rolling and sliding
- straight and curved lines
- sleeping, standing and slanting lines

Shapes

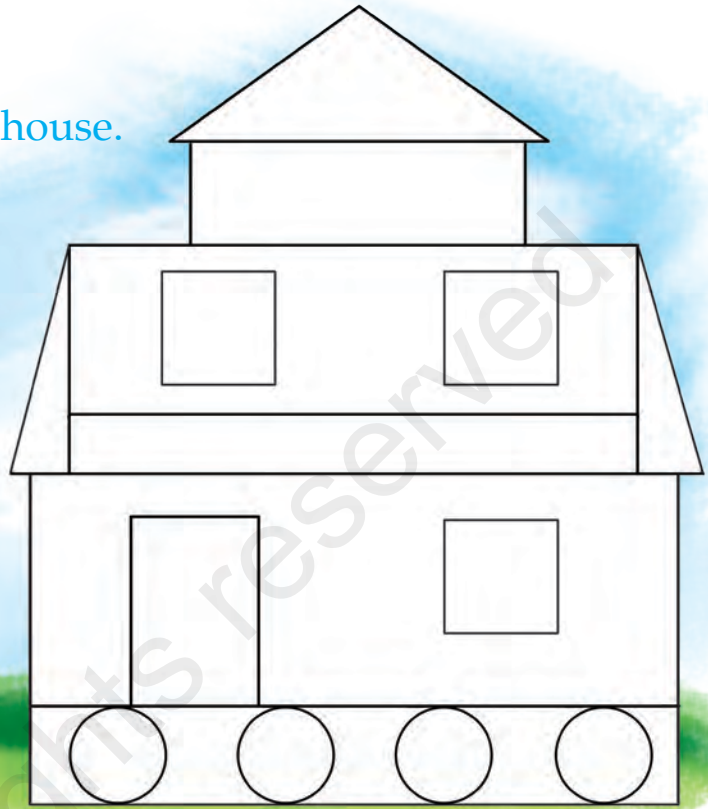




RECAP

(1) Help Uncle John paint his house.

Colour the circles in red, the rectangles in pink, the squares in green and the triangles in orange.



(2) Anshu and Pinky have drawn alien faces.

Find out the type of lines used (straight/curved) for each part of the face.



MADE BY ANSHU

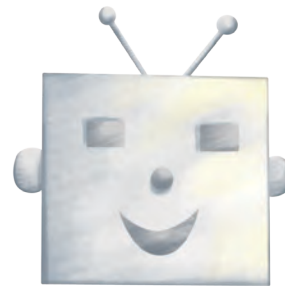
Face Outline: Curved line

Eyes: _____

Nose: _____

Lips: _____

Ears: _____



MADE BY PINKY

Face Outline: Straight lines

Eyes: _____

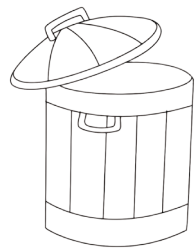
Nose: _____

Lips: _____

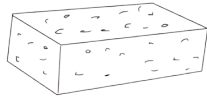
Ears: _____

Cleanliness is important for good health.

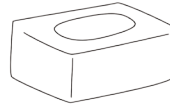
Below are a few things that we use for cleaning. Colour them according to the colour codes given.



dustbin



cleaning sponge

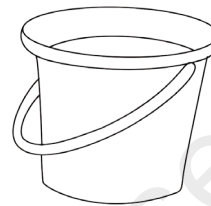
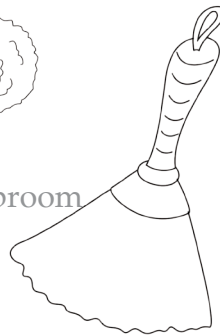


soap

bath sponge

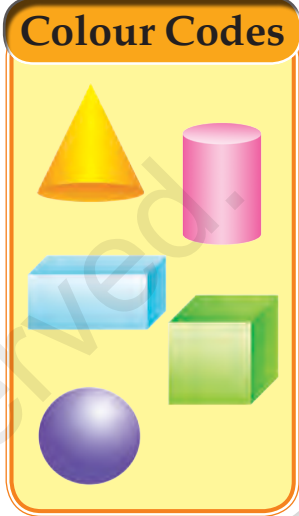
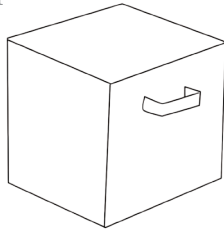


broom



bucket

laundry box



NAMES OF SOLID SHAPES

We have studied these shapes in class 1. These shapes are called solid shapes.

Following are the names of the solid shapes we have learnt so far:



Cuboid



Cube



Cylinder



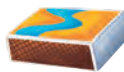
Sphere



Cone

Look at the pictures below. Number each object according to its shape using the codes.

Cuboid	Cube	Cylinder	Cone	Sphere
1	2	3	4	5



ROLLING AND SLIDING

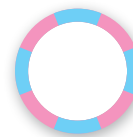
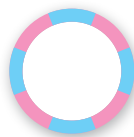
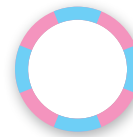
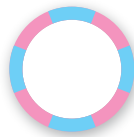
When I ski, the skis *slide*.



When I ride my bicycle, the wheels *roll*.



Look at the pictures below. Write R for the objects that roll, S for the objects that slide and RS for the objects that both roll and slide.





PRACTICE GROUND



When we play carrom, the discs on the board _____ (roll/slide/roll and slide).



In the game of bowling, when we throw the ball, it _____ (rolls/slides/rolls and slides) on the floor.

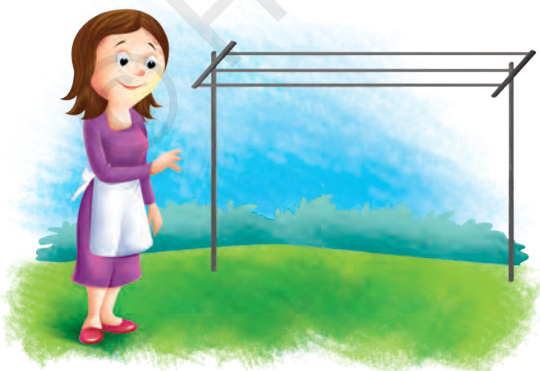


PROJECT

Discuss different indoor and outdoor games with your friends where the object rolls or slides or both rolls and slides.

STRAIGHT AND CURVED LINES

Aunt Monica tied a clothes line to hang up wet clothes.



The clothes line is a straight line.

Then she hung the clothes on the clothes line.



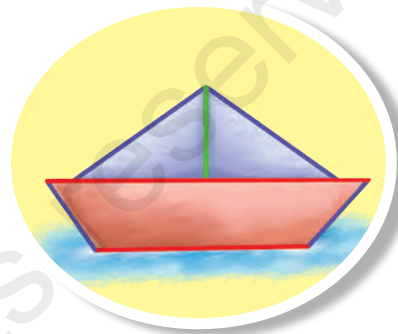
The clothes line is a curved line.

SLEEPING, STANDING AND SLANTING LINES

It is raining heavily. There is water everywhere. Niki wants to play.



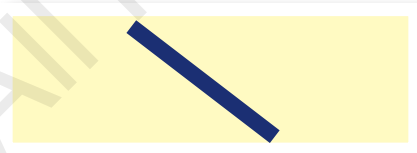
She has an idea. She makes a paper boat and plays with it in the water.



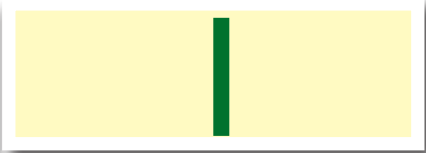
Look at the boat. What type of lines does she use to make the boat? Match the colour codes.



Sleeping lines



Slanting lines



Standing lines

Match the colours and see how many of the following are there:

Sleeping lines _____ Standing lines _____ and

Slanting lines _____



The minute and hour hands in a clock are straight lines. They become standing, sleeping, and slanting lines at different times.

What time will it be if the minute hand is a standing line and the hour hand is a sleeping line?

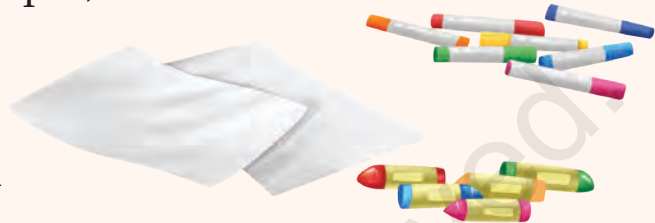


FUN ACTIVITY

Materials needed: A sheet of paper, coloured pens and crayons.

Instructions:

- (1) Take the sheet of paper and make a paper boat.
- (2) Now unfold the paper boat.
- (3) You will see many lines on the paper. Use colour pens to mark the standing lines in **red**, the sleeping lines in **blue** and the slanting lines in **green**.
- (4) You will get a beautiful rangoli design. Use crayons to colour the design.



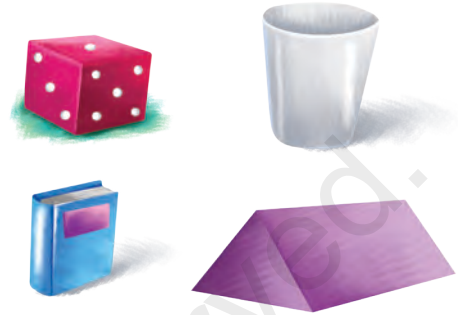


MATH LAB ACTIVITY

Material needed: a book, a dice, a glass, a prism.

Instructions:

- (1) Divide the class into groups of four.
- (2) Give one object (book / dice / glass / prism) to each student in a group.
- (3) Ask the students in each group to place the object on a sheet of paper and trace its boundary.
- (4) Ask them to observe the shape and describe its properties to the other students of the group.
- (5) The remaining students of the group then guess the name of the shape from the properties described to them.



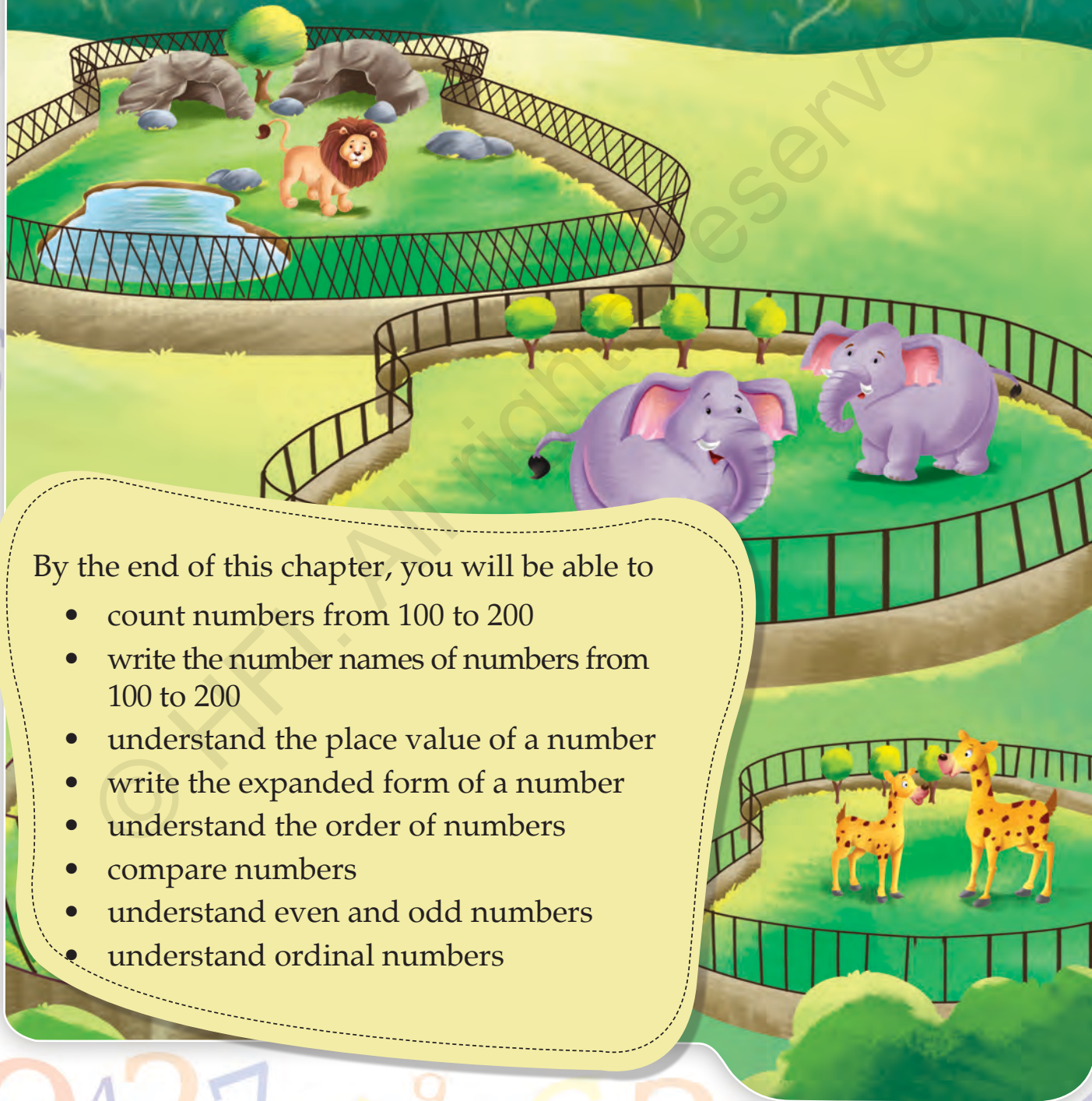
Weblink:

<http://www.mathworksheets4kids.com/solid-shapes/movements-large.png>
<http://www.mathworksheets4kids.com/solid-shapes/cut-glue-object-large.png>
<https://www.youtube.com/watch?v=CaBdzLDQ2ok>



2

Numbers Up to 200



By the end of this chapter, you will be able to

- count numbers from 100 to 200
- write the number names of numbers from 100 to 200
- understand the place value of a number
- write the expanded form of a number
- understand the order of numbers
- compare numbers
- understand even and odd numbers
- understand ordinal numbers

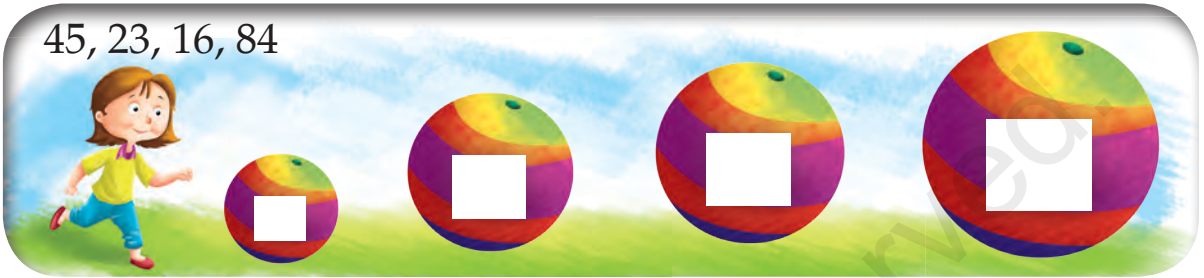


RECAP

(1) Write the following numbers in increasing order:

(a)

45, 23, 16, 84



(b)

31, 8, 54, 17



(c)

12, 72, 98, 45

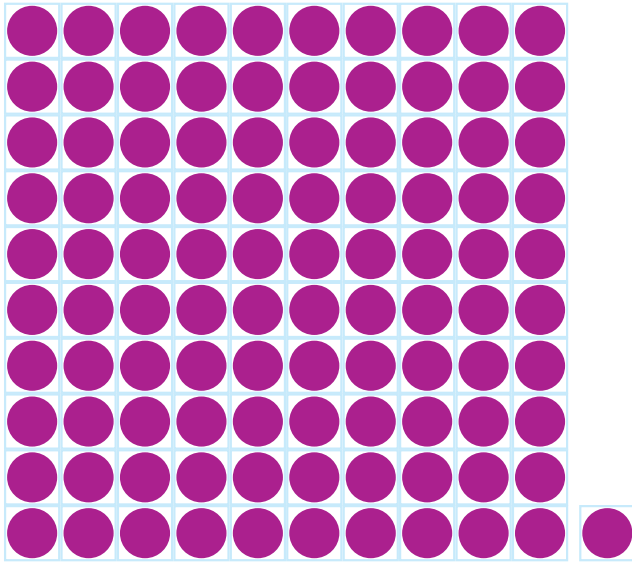


FACTS

- ✓ Numbers from 0 to 9 are one-digit numbers.
- ✓ Ones and tens digit together form two-digit numbers.
- ✓ Two-digit numbers are numbers from 10 to 99.
- ✓ Ones, tens and hundreds digit together form three-digit numbers.
- ✓ 100 is the first three-digit number.

HUNDREDS	TENS	ONES

WHAT COMES AFTER 100?



Let's count these counters.

10 groups of 10 make a hundred.

100 is a three-digit number.

It has 3 digits at different places.

These are 100 and 1 counters.

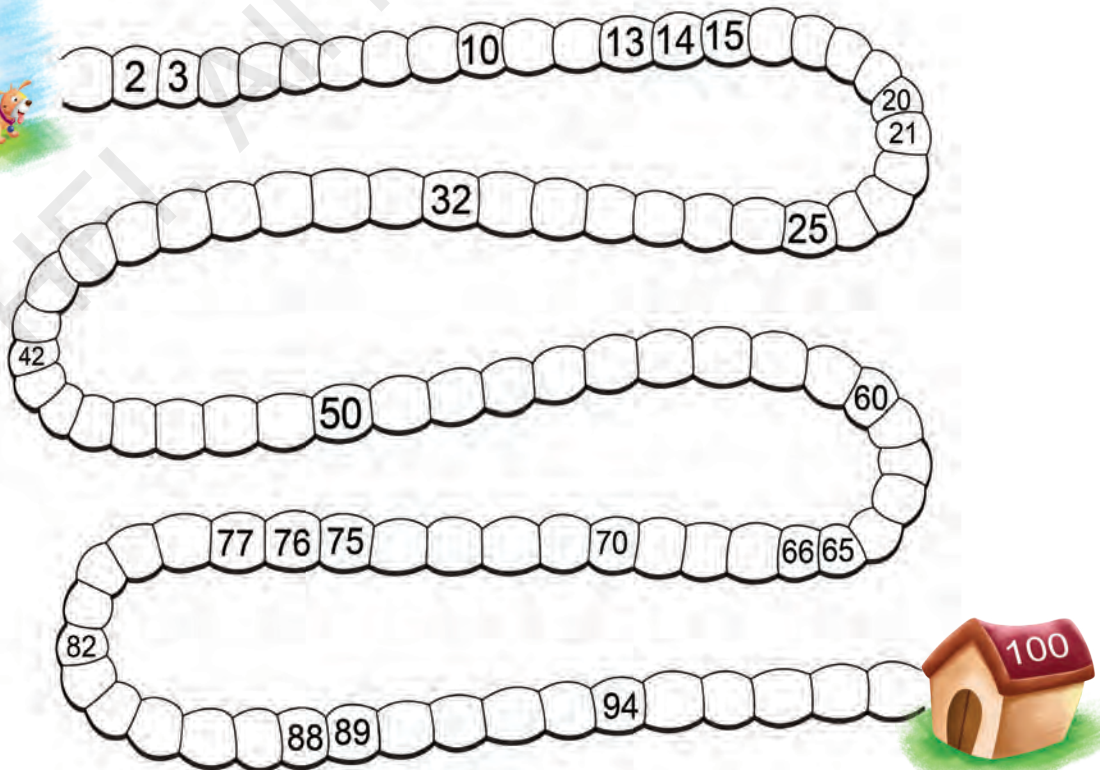
We write it 101 and read it one hundred one.

The number that comes just after a given number is called its *successor*. 101 is successor of 100.

The number that comes just before a given number is called its *predecessor*.

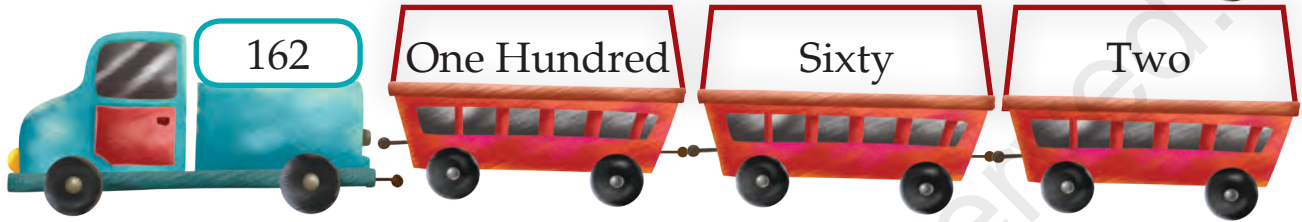
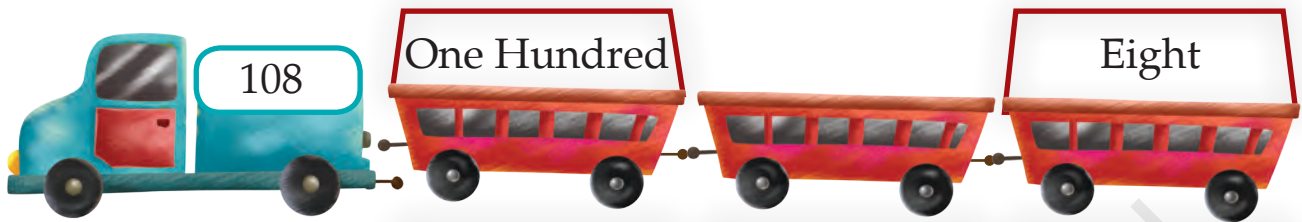
COUNTING AHEAD TO 100

Help Shaurya reach the kennel.



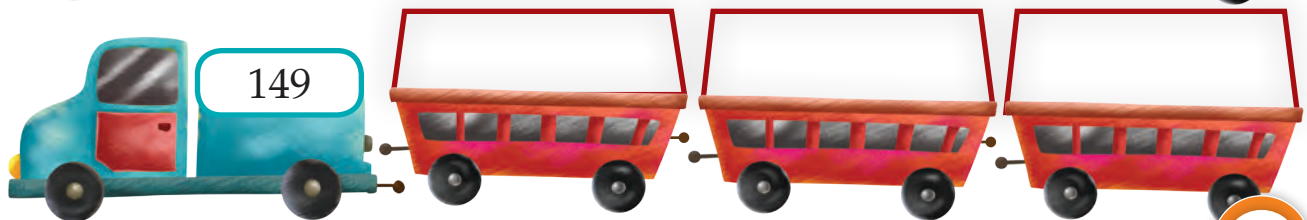
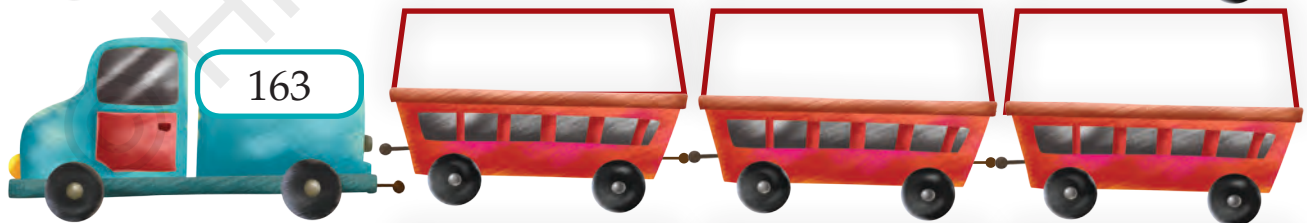
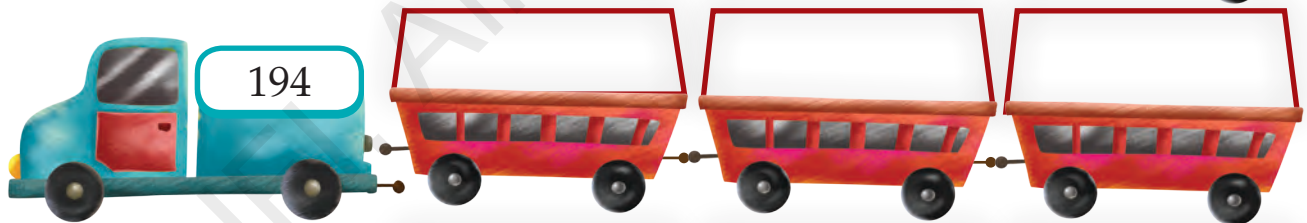
NUMBER NAME

We can write the number names for numbers up to 200.



PRACTICE GROUND

(1) Write the number name. One has been done as an example.



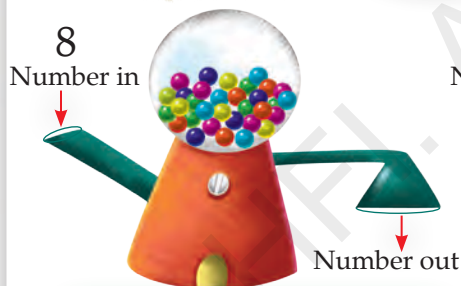
(2) Write the numbers for the number names below:

One hundred fifty six	156
One hundred seventy three	
One hundred twenty seven	
One hundred thirty eight	
One hundred five	
One hundred eighty two	
One hundred fifteen	
One hundred ninety nine	

NUMBERS HAVE A PLACE VALUE

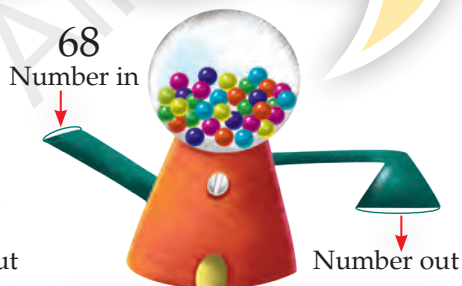


Hi! I am Number Machine. Put any number in me, and I will tell you the place value of the digits in the number.



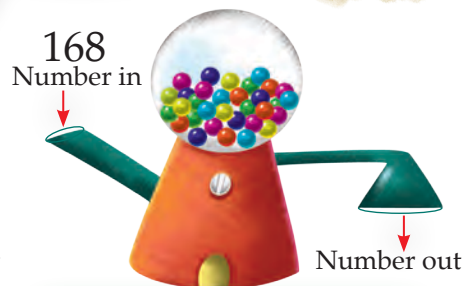
One-Digit Number

hundreds	tens	ones
		8



Two-Digit Number

hundreds	tens	ones
	6	8



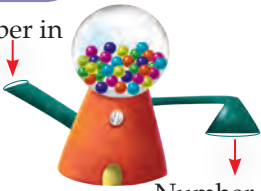
Three-Digit Number

hundreds	tens	ones
1	6	8

We can tell the place value of each digit in a number.

129

Number in



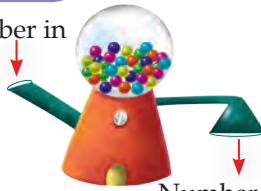
H	T	O
1	2	9

Number out

Place value of 1 in 129 is 100.
Place value of 2 in 129 is 20.
Place value of 9 in 129 is 9.

172

Number in



H	T	O
1	7	2

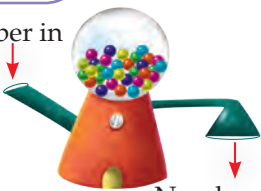
Number out

Place value of 1 in 172 is 100.
Place value of 7 in 172 is 70.
Place value of 2 in 172 is 2.

Now tell the place value of each digit in numbers below.

143

Number in

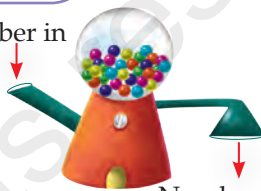


H	T	O
1	4	3

Number out

136

Number in



H	T	O
1	3	6

Number out



I am a number more than 100 and less than 200.
All my digits are the same. What number am I?

EXPANDED FORM OF A NUMBER

When we write a number by adding the value of its digits, we are writing the number in **expanded form**.

In the number 152, the place value of each digit is

H	T	O
1	5	2

Therefore, the expanded form of 152 is

1 hundred + 5 tens + 2 Ones

Or $152 = 100 + 50 + 2$

The expanded form of 189 is

1 hundred + 8 tens + 9 Ones

Or $189 = 100 + 80 + 9$



PRACTICE GROUND

We can write numbers in three ways.

Standard form: 135

Word form:

One hundred thirty five

Expanded form:

$100 + 30 + 5$

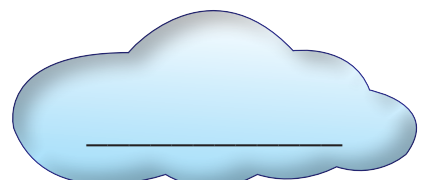
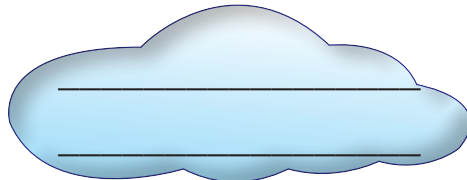
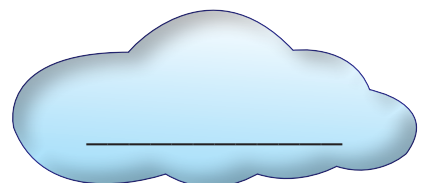
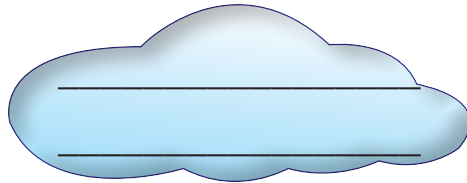
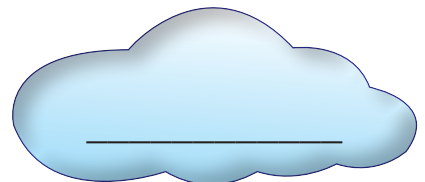
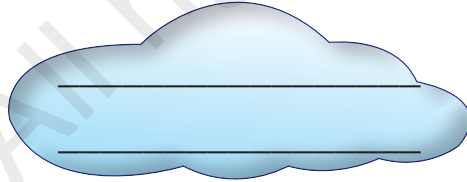
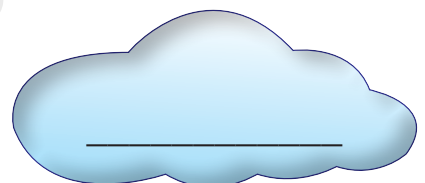
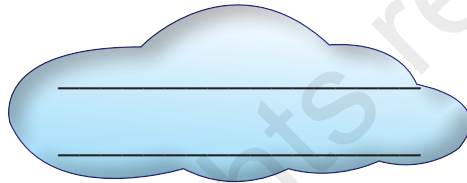


(1) Write the given numbers in three ways: 115, 164, 122, 179

STANDARD FORM

WORD FORM

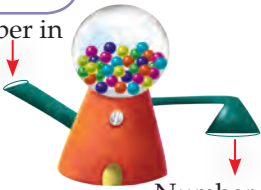
EXPANDED FORM



(2) Write the place value of each digit in the numbers below.

148

Number in

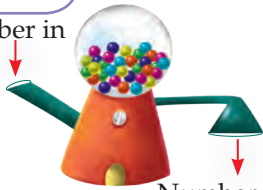


Number out

H	T	O

110

Number in

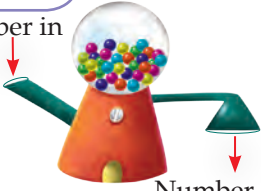


Number out

H	T	O

135

Number in

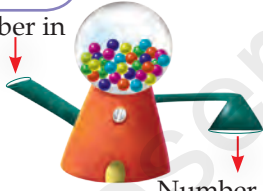


Number out

H	T	O

161

Number in



Number out

H	T	O

(3) Write the number. One has been done as an example.

1 hundred
2 tens
8 ones



128

1 hundred
4 tens
6 ones



1 hundred
7 tens
8 ones



1 hundred
9 tens
4 ones



ORDER OF NUMBERS

Write the names of the students in your class according to their roll numbers.

The roll numbers begin from 1 and go on increasing.

We are writing the students' names in an order.

Class Roll Call

1	_____	13	_____
2	_____	14	_____
3	_____	15	_____
4	_____	16	_____
5	_____	17	_____
6	_____	18	_____
7	_____	19	_____
8	_____	20	_____
9	_____	21	_____
10	_____	22	_____
11	_____	23	_____
12	_____	24	_____

Increasing order:
means small to big

Decreasing order:
means big to small

COMPARING NUMBERS

Mani and Mukul are collecting shells. Mani collected 123 shells. Mukul collected 84 shells. Who has more shells?

H	T	O
1	2	3

A three-digit number is always greater than a two-digit number

H	T	O
	8	4

Mani has more shells.

Simi collected 104 shells. Mani has 123 shells. Who has more shells?

H	T	O
1	0	4

H	T	O
1	2	3

Start comparing from the hundreds place.

If the digits at hundreds place are the same, compare the digits at the tens place. $2 > 0$

$104 < 123$
Mani has more shells.

If we want to compare three-digit numbers with the same digits on the hundreds and tens places, we compare their digits at the ones place.

H	T	O
1	7	8

H	T	O
1	7	2

As the digits at both the hundreds and tens places are the same, we compare the digits at the ones place ($2 < 8$).

$$172 < 178$$



PRACTICE GROUND

- (1) Arrange the numbers below in increasing order. One has been done as an example.

140, 182, 107

107	140	182
-----	-----	-----

118, 134, 127

--	--	--

195, 183, 145

--	--	--

178, 124, 188

--	--	--

- (2) Compare the numbers by using the symbol $<$ or $>$. One has been done as an example.

168	$<$	192
-----	-----	-----

134		129
-----	--	-----

152		163
-----	--	-----

184		149
-----	--	-----

158		185
-----	--	-----

193		195
-----	--	-----

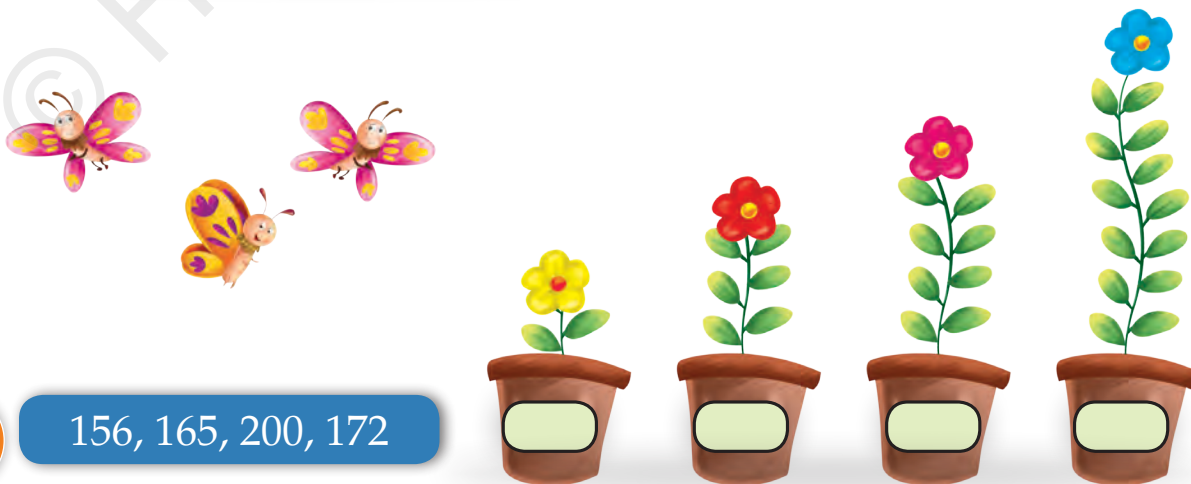
(3) Arrange these numbers in increasing order. One has been done as an example.



109, 112, 102, 118



195, 135, 185, 105

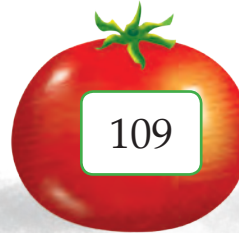


96

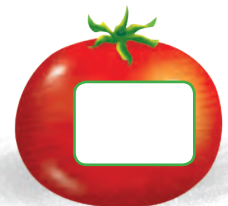
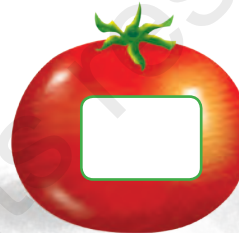
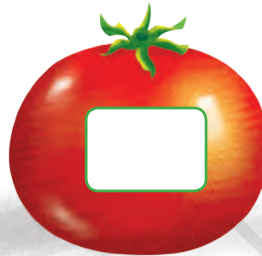
156, 165, 200, 172

(4) Arrange the numbers in decreasing order. One has been done as an example.

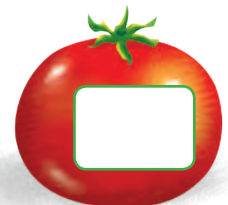
109, 112, 102, 118



135, 103, 156, 142



195, 135, 185, 105



156, 165, 200, 172



EVEN AND ODD NUMBERS

Hi! I am Ladybird. I have spots on my back. If the spots are in pairs, they make an even number. If they are not in pairs, they make an odd number.



1

ODD



2

EVEN



3

ODD



4

EVEN



5

ODD



6

EVEN



7

ODD



8

EVEN



9

ODD



10

EVEN

Even numbers are those numbers that can be put in pairs.

Example: 2, 4, 6, 8, 10, 12, 14

Odd numbers are those numbers that cannot be put in pairs.

Example: 1, 3, 5, 7, 9, 11, 13, 15



PROJECT

Write down numbers up to 20. Then, in front of each number, write if it is odd or even.

Do you notice any pattern?

Discuss with your parents.



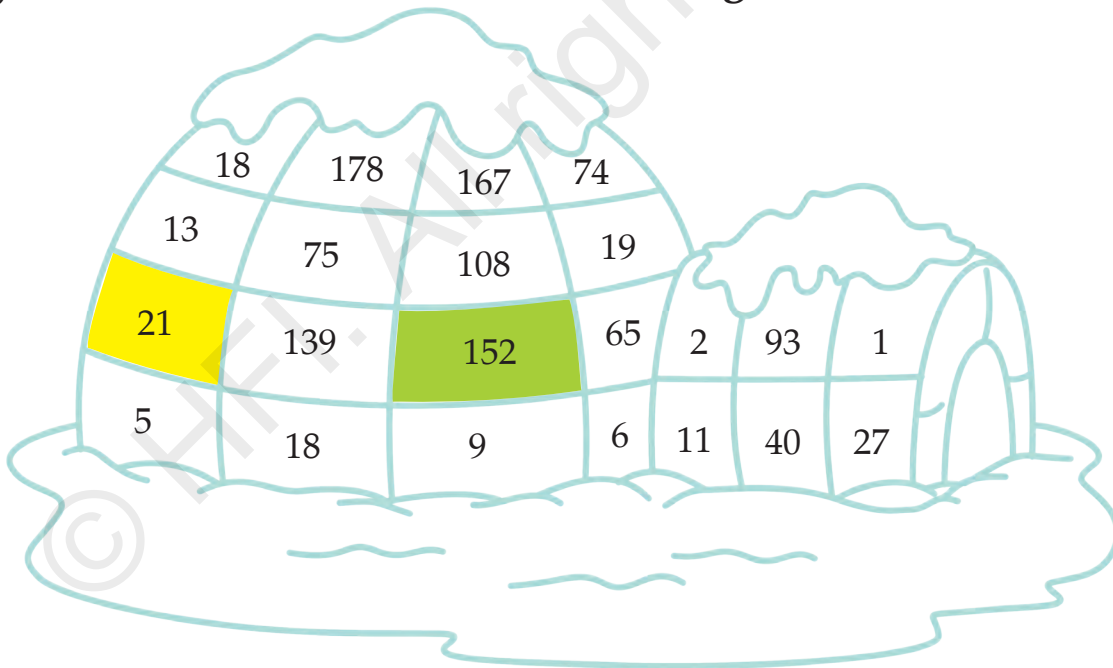
Numbers which have even numbers as their ones digit are even.

Numbers which have odd numbers as their ones digit are odd.



PRACTICE GROUND

Look at the picture. Colour the ice bricks with odd numbers yellow and those with even numbers green.



Weblink:

<https://www.youtube.com/watch?v=omkDLmfvetk>

<https://www.ixl.com/math/grade-2/place-value-models-up-to-hundreds#>

<https://www.youtube.com/watch?v=uuD5JlrMnAk>

<http://www.mathworksheets4kids.com/activities/2nd-grade.html>

ORDINAL NUMBERS

When we number objects according to their position, we use ordinal numbers. 1st (first), 2nd (second), 3rd (third) and so on are ordinal numbers.



FUN ACTIVITY

Materials Required: Alphabet Stickers

Use the hints to paste alphabet stickers in the correct order.

(a)

1. D is **fourth** letter of my name.
2. P is **first** letter of my name.
3. The second and **fifth** letters of my name are the same. It is first letter of the English alphabet.
4. N is **third** letter of my name.



(b)

1. C is **first** letter of my name.
2. M is **fourth** letter of my name.
3. Z is **eighth** letter of my name.
4. E is **tenth** letter of my name.
5. N is **seventh** letter of my name.
6. H is **second** letter of my name.
7. P is **fifth** letter of my name.
8. I is **third** letter of my name.
9. A is **sixth** letter of my name.
10. E is **ninth** letter of my name.

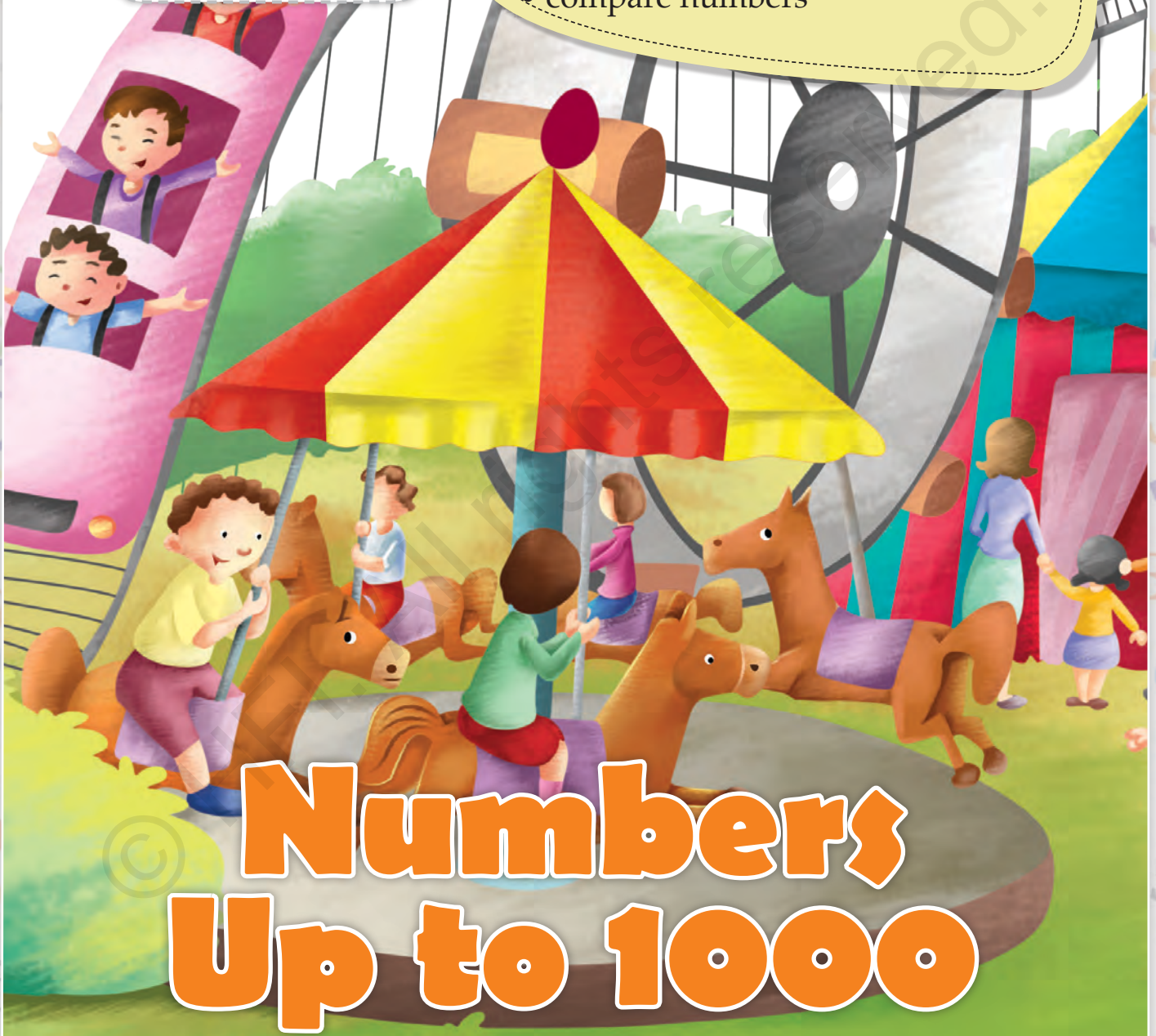


By the end of this chapter, you will be able to

- write numbers up to 1000
- build 100s
- count ahead to 1000
- write number names up to 1000
- write the expanded form of a number
- compare numbers



3



Numbers Up to 1000

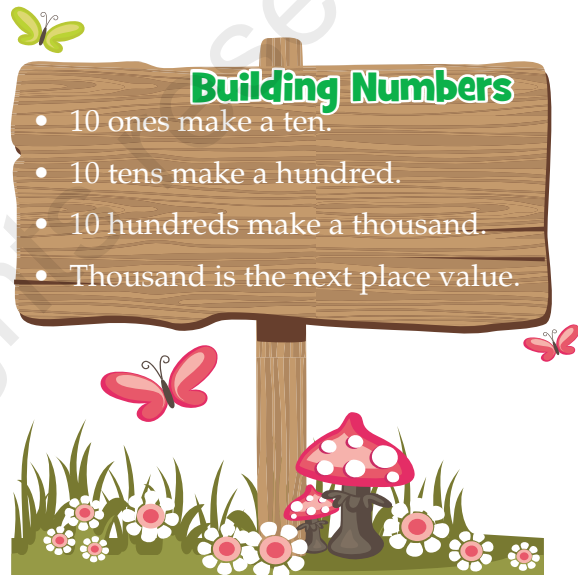
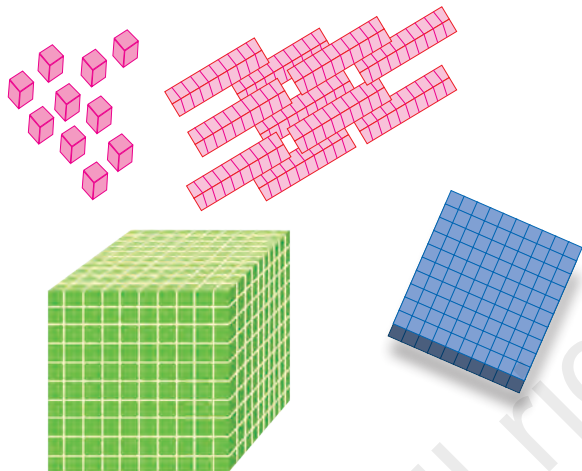
Myra: Papa, how many people are there in the fair?

Father: There are around thousand people here.

Myra: What number is a thousand? I know the numbers up to 200. Is it bigger than 200?

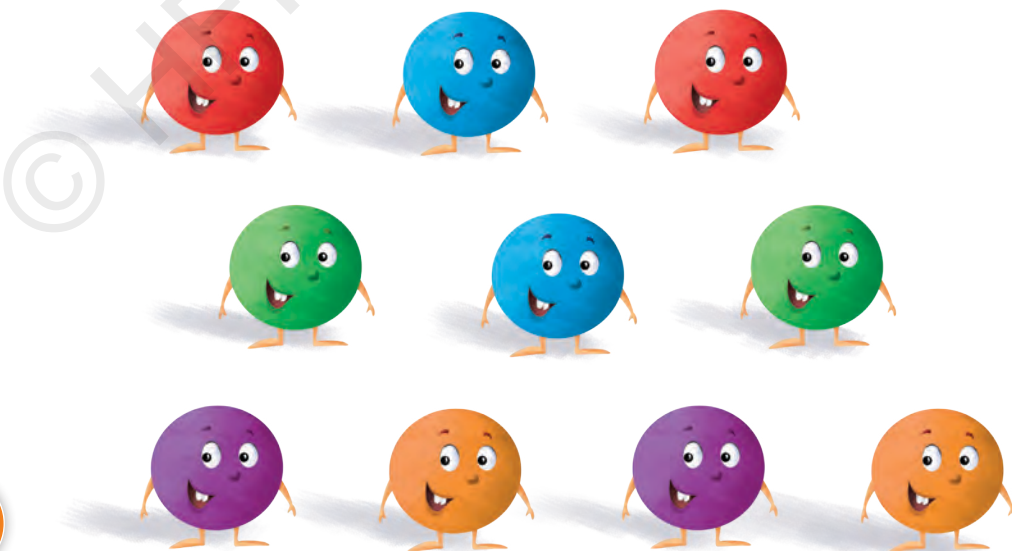


Father: Myra, 10 ones make a ten and 10 tens make a hundred. Similarly, 10 hundreds make a thousand.



BUILDING 100s

Suppose each of these is a 100.



Let's count them together.

	1 Hundred	100
	2 Hundreds	200
	3 Hundreds	300
	4 Hundreds	400
	5 Hundreds	500
	6 Hundreds	600
	7 Hundreds	700
	8 Hundreds	800
	9 Hundreds	900
	10 Hundreds = 1 Thousand	1000

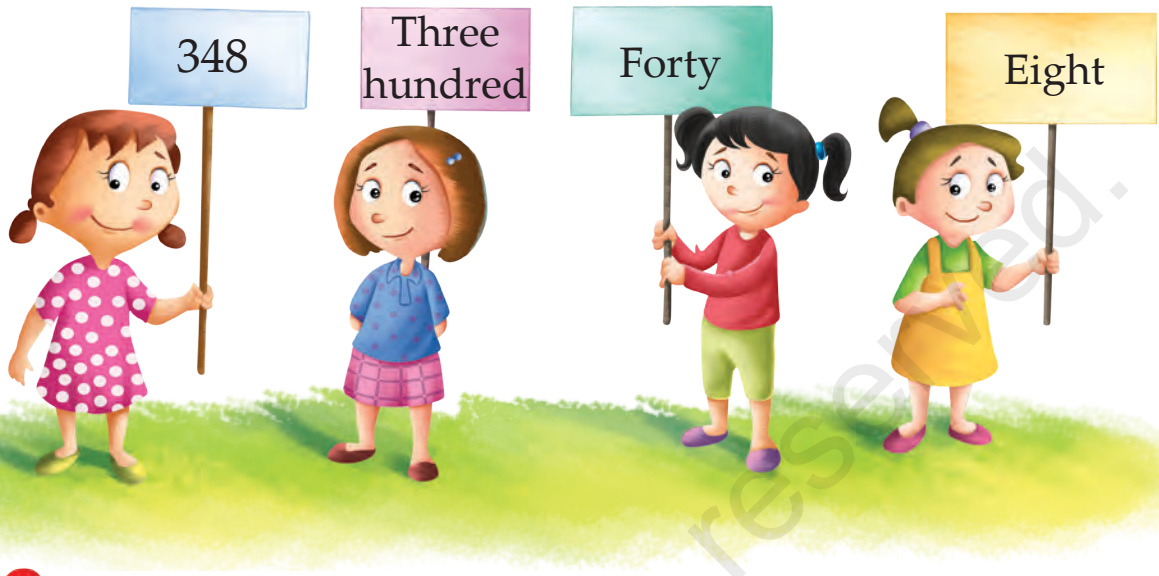
COUNTING AHEAD TO 1000

Somu Painter has finished painting milestones up to 200. A *milestone* helps us know how far a place is. He is painting the milestones using skip counting by 10. Let's help him paint the rest of the milestones.



















NUMBER NAME

We can write the number names for numbers up to 1000.



PRACTICE GROUND

(1) Write the number name. One has been done as an example.

(2) Write the number for the number names below:

Two hundred fifty six	256
Seven hundred seventy three	
Nine hundred twenty seven	
Five hundred thirty eight	
Six hundred five	
Two hundred eighty two	
Eight hundred fifteen	
Nine hundred ninety nine	



EXPANDED FORM OF A NUMBER

When we write a number by adding the value of its digits, we are writing the number in expanded form.

In the number 482, the place value of each digit is

H	T	O
4	8	2

Therefore, the expanded form of 482 is

4 hundreds + 8 tens + 2 ones

Or $482 = 400 + 80 + 2$

To write the expanded form of 769

7 hundreds + 6 tens + 9 ones

Or $769 = 700 + 60 + 9$

We can write numbers in three ways.

Standard form: 735

Word Form: Seven hundred thirty five

Expanded form: $700 + 30 + 5$



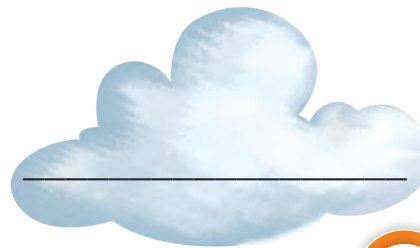
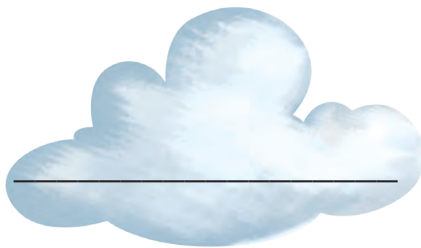
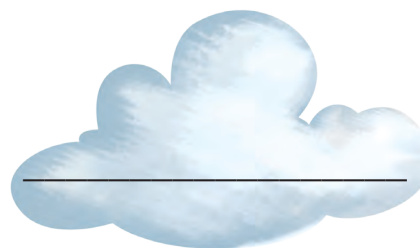
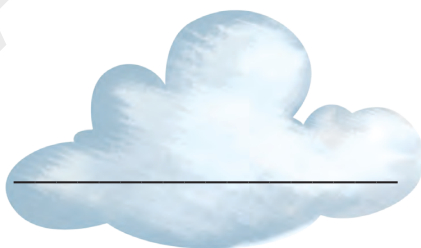
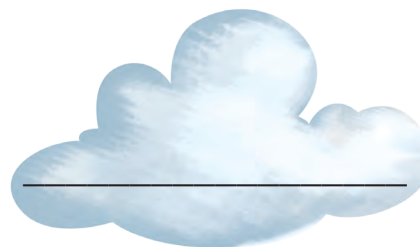
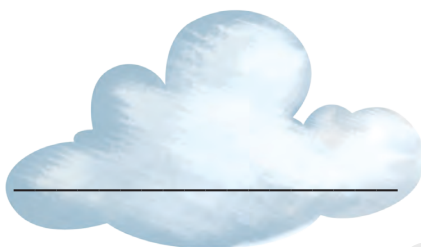
PRACTICE GROUND

(1) Write these numbers three ways: 854, 348, 429, 623

STANDARD
FORM

WORD
FORM

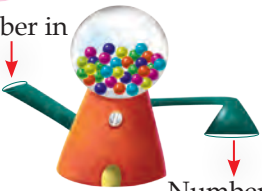
EXPANDED
FORM



(2) Write the place value of each digit in the number.

298

Number in

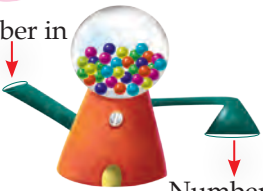


Number out

H	T	O

771

Number in

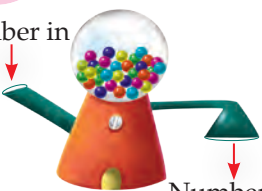


Number out

H	T	O

584

Number in




Number out

H	T	O

897

Number in



Number out

H	T	O

(3) The place value of each digit in a few numbers is written below. Write the number. One has been done as an example.

8 hundreds

6 tens

3 ones



863

5 hundreds

3 tens

7 ones



2 hundreds

9 tens

8 ones



4 hundreds

9 tens

3 ones



COMPARING NUMBERS

Compare 438, 452 and 856.



Increasing order:
Means small to big

Decreasing order:
Means big to small

(1) Start comparing from the hundreds place. 856 is the biggest number of the three.

H	T	O
4	3	8

H	T	O
4	5	2

H	T	O
8	5	6

(2) If the digits on the hundreds place are the same, compare the tens. $5 > 3$
 $452 > 438$

If we want to compare three-digit numbers with the same digits on the hundreds and tens places, we compare their ones.

H	T	O
5	7	8

Because the digits at both the hundreds and tens places are equal in the two numbers, we compare their ones digits. $2 < 8$

H	T	O
5	7	2

$$578 > 572$$



Find a three-digit number such that

- (1) it is greater than 450 and smaller than 500.
- (2) the digit at the ones place is the same as the digit at the hundreds place.
- (3) the digit at the tens place equals the sum of the digits at the ones place and the hundreds place.



PRACTICE GROUND

(1) Write the numbers in increasing order. One has been done as an example.

540, 282, 807

282	540	807
-----	-----	-----

918, 734, 827

--	--	--

795, 483, 645

--	--	--

978, 324, 588

--	--	--

(2) Compare the numbers. One has been done as an example.



(3) Write the numbers in increasing order. One has been done as an example.

(a) 478, 235, 598, 845

235, 478, 598, 845



(b) 927, 728, 228, 872



(c) 284, 459, 367, 764



(d) 495, 958, 365, 567



(4) Write the numbers in decreasing order. One has been done as an example.

(a) 745, 457, 963, 378

963, 745, 457, 378

(b) 202, 817, 718, 871

(c) 564, 645, 456, 546

(d) 789, 978, 987, 897





FUN ACTIVITY

Materials needed: a few decks of cards (according to the strength of the class)

Instructions:

- (1) Divide the class into groups of five.
- (2) Give each group cards numbered 1 to 9.
- (3) Ask the students to shuffle the cards and give 3 cards to each student. Keep the remaining cards aside.
- (4) The students then form a three-digit number from the cards they have.
- (5) Ask the students to compare the numbers formed by each student in the group.
- (6) The student with the greatest number in the group wins.
- (7) Repeat the activity to get sufficient practice.



Weblink:

<http://www.math-salamanders.com/image-files/basic-math-worksheets-ordering-numbers-1-1000-1.gif>

<http://www.mathworksheets4kids.com/place-value/3-digit.pdf>

Environmental Studies

CLASS-2 ♦ SEMESTER-I

1.	My Body	164
2.	Healthy Habits	173
3.	My Family	183
4.	My School	191
5.	My Neighbourhood	198
6.	Festivals We Celebrate	207
7.	Plants Around Us	217
8.	Animals Around Us	225
9.	Domestic Animals	232

1 My Body

This is a picture of Emma and her cousin Bob. Can you identify five body parts that are common to both Emma and Bob?



Body parts common to Emma and Bob.

(1) _____

(4) _____

(2) _____

(5) _____

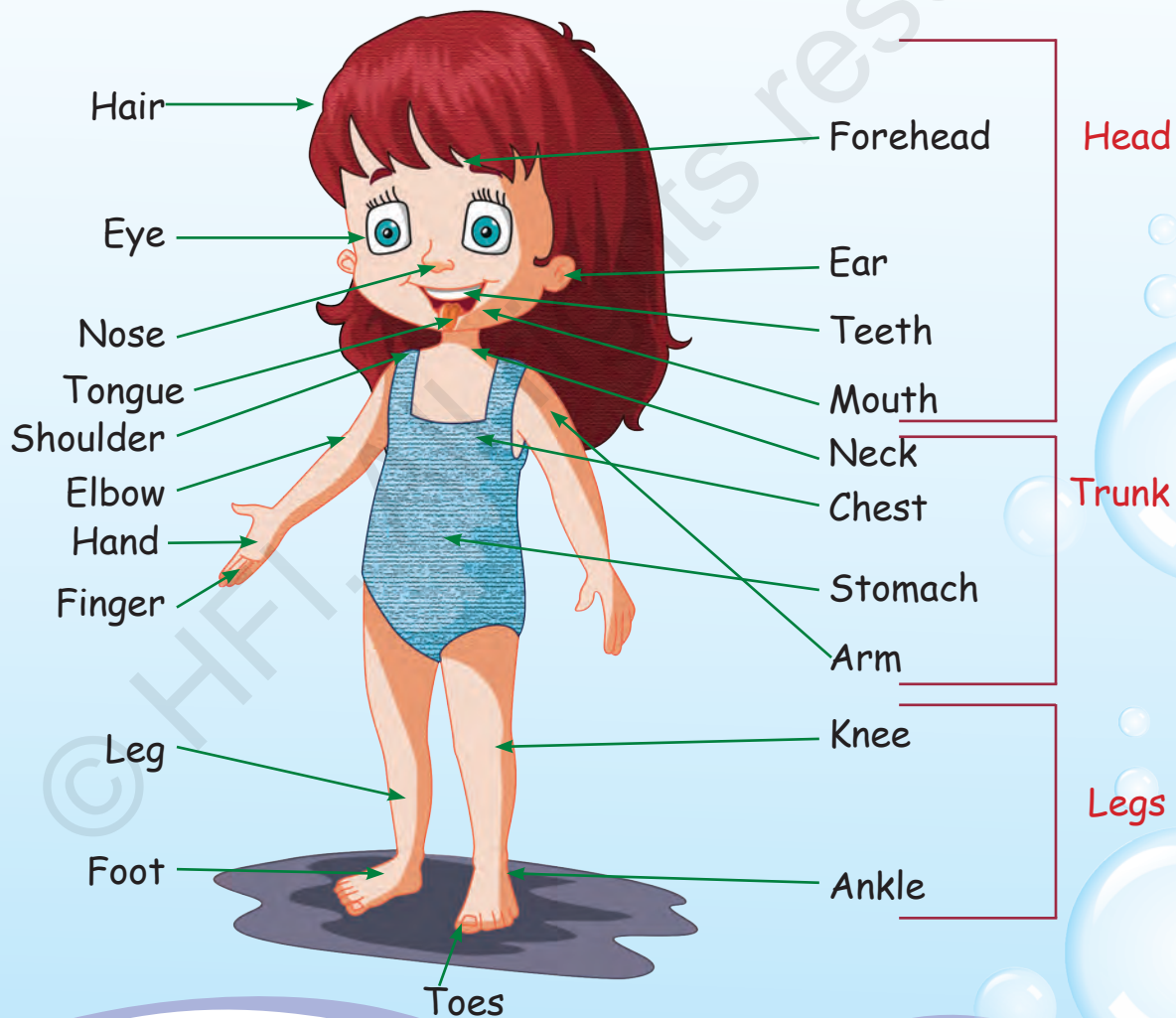
(3) _____

We all have similar-looking body parts. Let us study some more about our body parts.

Body Parts

You can identify body parts of Emma and Bob because they are visible to us. Such body parts are called **external body parts**. Also, there are other body parts which we cannot see. Such body parts are called **internal body parts**.

EXTERNAL BODY PARTS

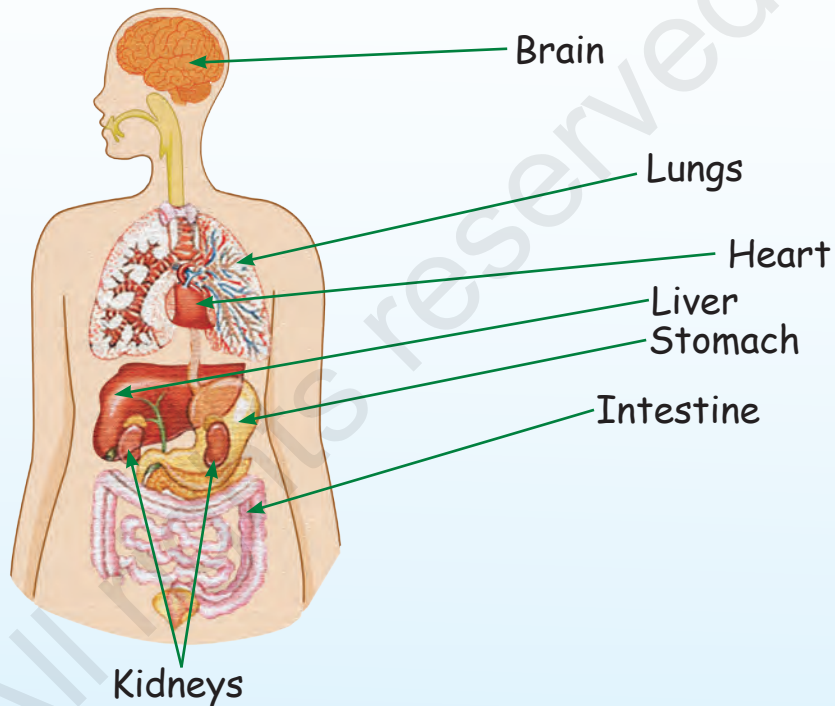




Opening the Oyster

The skin is the outer covering of the body and is an important external body part. It is also the largest body part.

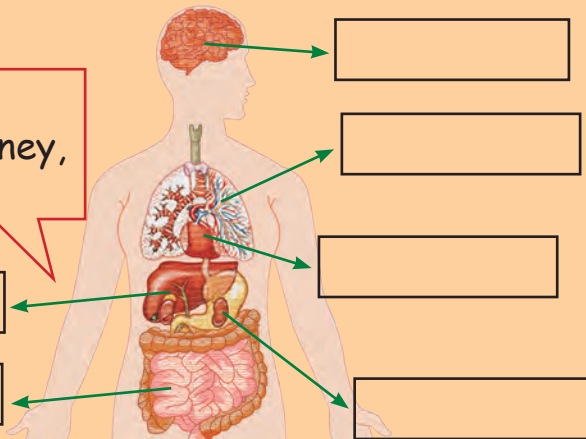
INTERNAL BODY PARTS



Creative Corner

Identify the following body parts and write down their names in the boxes given. You can take help from the words given in the speech box.

Lungs, Liver, Intestine, Kidney, Heart, Brain



Functions of the Body Parts

Our body is made up of many parts. Each body part has its own function. Let us learn about the functions of some body parts.

The **brain** helps us to **think**. It controls all our body movements and other functions.



The **heart pumps blood** to other parts of the body.



The **lungs** help us to **breathe**.



The **stomach** helps us to **digest** the food we eat.



The bones give **shape** and **support** to our body.



The **muscles** help us to **move** our body parts such as hands, legs and head.



Octa Challenges

Can you write down the functions of some external body parts?

- (1) The legs help us to _____ and _____.
- (2) The hands help us to _____ and _____.
- (3) The mouth helps us to _____ and _____.
- (4) The nose helps us to _____ and _____.
- (5) The neck helps us to move our _____.

Sense Organs

Body parts that help us to see, smell, hear, taste and feel are called **sense organs**.

Eyes help us to **see**.

Nose helps us to **smell**.

Ears help us to **hear**.

Tongue helps us to **taste**.

Skin helps us to **feel** things. It covers the whole body and **protects** us from heat, cold, shock and injury.

Creative Corner

Understanding the functions of sense organs

- Look at the outlines given below and draw each of them in your scrap book. Write down the function of each organ.



- There is one sense organ missing in the pictures above. Which organ is that? What is its function?

Brush Up



- Our body is made up of many parts.
- The body parts that are visible to us are called external body parts.
- The body parts that we cannot see from outside are called internal body parts.
- Each body part has a different function.



I Know

(1) Give two examples of each of the following:

- (a) External body parts: _____, _____.
- (b) Internal body parts: _____, _____.

(2) Write down the functions of the following body parts.

- (a) Brain: _____.
- (b) Lungs: _____.
- (c) Stomach: _____.

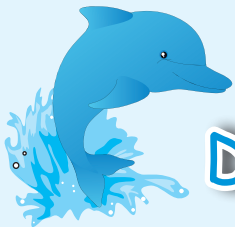
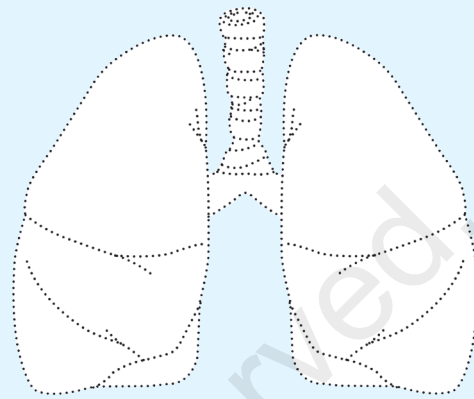
(3) Given below are the pictures of some children. Each child is performing an action. Identify the actions and write the name of the body parts used in doing the action.





Magic Bubbles

Identify the body part shown in dots. Join the dots and colour the body part.

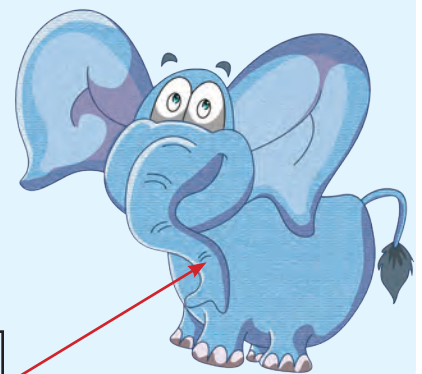


Dive Deep

(1) Swimming is a good exercise that makes us healthy. It uses many body parts from head to toes. Can you name four main body parts used while swimming?



(2) Look at the picture below. A part is marked with an arrow. Identify the body part marked and write down its name in the box.

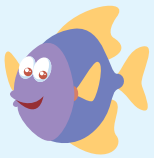




Living Beautifully

A table is given below. Write down the various activities that you do from morning to night in a day. Also write the body parts used in these activities and how many times you do these activities. One has been done for you.

Activities	Body parts used	How many times (Put tick)	Count
Brushing Teeth	Hand	✓ ✓	



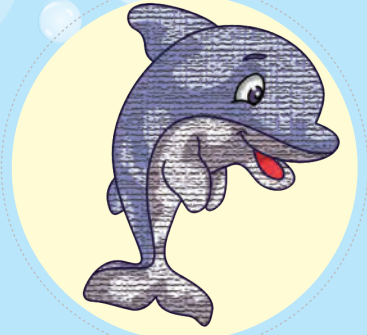
I Can

Paste stickers of different sense organs in the space shown below. Stickers are given at the back of the book.



Save Planet

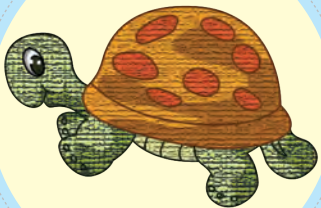
Name the following sea animals. Can you observe their different body parts?



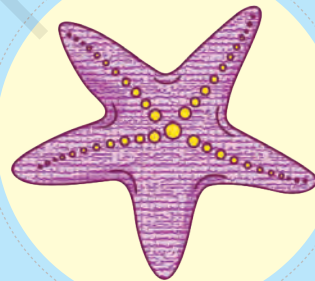
D o _ _ p _ _ i _ _



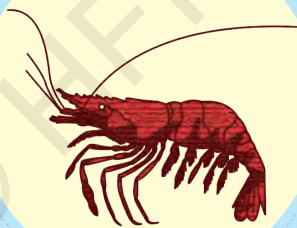
C _ _ _ b



T _ _ _ t l e



S _ _ a _ _ f i _ _ h



L o b _ _ _ e r



O c _ _ _ p u s

2 Healthy Habits

Look at the picture of Emma and her family. What are they doing?



Emma and her family are following certain healthy habits to keep themselves clean. Healthy habits help us to keep our **environment** clean. Clean environment helps us to grow healthy and protects us from diseases.



Environment: our surroundings

Personal Cleanliness

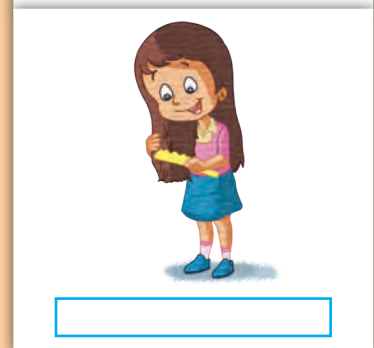
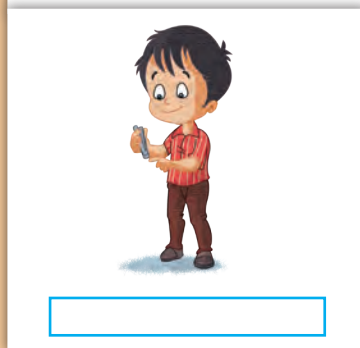
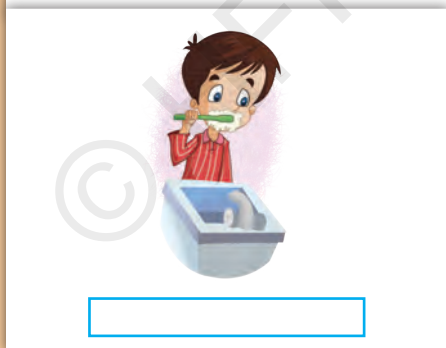
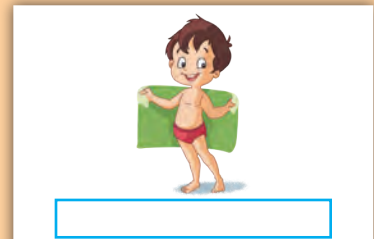
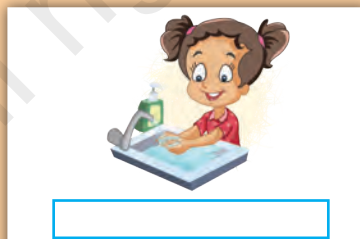
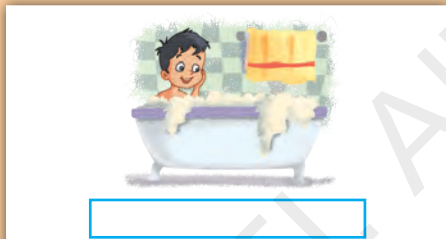
Those habits which we adopt to clean our body are called as **personal cleanliness**. Examples of such habits are as follows:

- (1) Wash hands with a soap/handwash. Always wash hands before and after having a meal.
- (2) Take bath once in the morning and once in the evening.
- (3) Always use a clean and dry towel to wipe your body.
- (4) Brush your teeth twice a day. Brush all the sides of the teeth.
- (5) Always rinse your mouth well after eating to avoid bad smell in the mouth.
- (6) Trim your nails regularly.
- (7) Comb your hair properly.



Creative Corner

Identify the healthy habits shown below and write them in the boxes given.



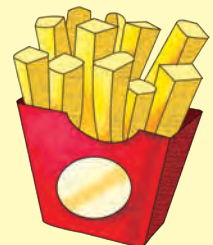
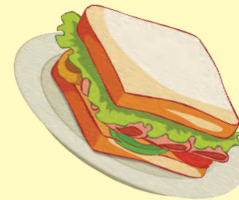
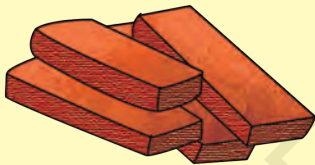
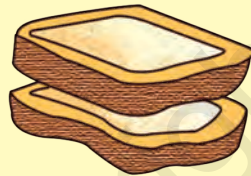
Although sleeping and exercising are not cleanliness habits, they are equally important to stay healthy. We should sleep for 8 to 9 hours everyday. We must also exercise or play outdoor games for at least 1 hour every day.

Healthy Eating Habits

We should eat healthy food to keep us fit and stay healthy.

How to Choose Healthy Food

Don't Eat This!



Public Cleanliness

Look at the picture.

What are these children doing?

These children are cleaning their neighbourhood. We should keep our home and neighbourhood neat and clean. This is called **public cleanliness**. We should never throw garbage and wrappers in open areas.



How to Choose Healthy Food

Eat This!





Opening the Oyster

The 'Swachh Bharat Abhiyan' or 'Clean India Mission' has become the biggest cleaning campaign in India. The people of India are now paying more attention to keep the public places clean.

Swachh Bharat Abhiyan!



Octa Challenges

What steps would you take to keep your school neat and clean? Discuss in the class.

Good Manners

We learn good manners at home and in the school. Good manners make us likeable by other people. No one likes an ill-mannered person.



Say "Thank you" when someone helps you or does you a favour.



Give respect to your elders.



Share your things with your friends.



Be helpful to others.



Always knock before you enter.



Octa Challenges

'Thank you', 'sorry' and 'please' are the three magic words that we should use wherever possible. Can you think of a situation where we can use these magic words? Discuss in the class.

Brush Up



- Healthy habits help us to keep ourselves and our environment clean.
- Habits which we adopt to clean our body are collectively called personal cleanliness.
- Keeping our home and neighbourhood neat and clean is called public cleanliness.
- We should eat healthy food to keep us fit and stay healthy.
- We learn good manners at home and at school.



I Know

(1) Tick (✓) for correct sentences and cross (X) for wrong sentences.

- (a) Trimming nails regularly is a good habit. (____)
- (b) We should throw garbage and wrappers in open areas. (____)
- (c) Eating healthy food keeps us fit and healthy. (____)
- (d) Everyone likes an ill-mannered person. (____)

(2) Match the following.

(a) I brush my teeth every day.



(b) I comb my hair properly.



(c) I eat fresh fruits and vegetables.



(d) I give respect to my elders.



(3) Answer the following questions.

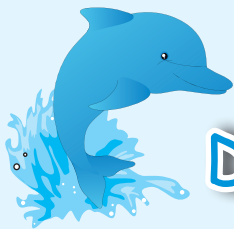
- (a) What is public cleanliness?
- (b) Write two healthy and unhealthy foods.



Magic Bubbles

Make six flash cards on good manners. You can take help from the pictures shown below.

GOOD MANNERS



Dive Deep

- (1) What will happen if you do not get enough sleep and come to school the next day?
- (2) Many children nowadays play only video games all the time. Playing video games is good for us or playing outdoor games? Do you go to play outside?



Living Beautifully

Look around your home and neighbourhood. Are they clean or dirty? Do you see drainage blockage and garbage in open areas? What steps would you take to clean them? Follow the steps as per the 'Swachh Bharat Abhiyan' programme.



I Can

Washing hands is the most important cleanliness habit. But do you know the correct way to wash hands? I can show you how we can wash our hands properly.



Use soap and warm water.



Scrub your hands very well.



Wash between fingers, finger nails and back of hands also. Then rinse with clean water.

Save Planet

Animals are also affected by our habits. Usage of plastic, polythene, pesticides, insect sprays and throwing cigarette butts in the open are few such habits. We should be careful towards them also.



Teacher's note: (1) Explain to the students the proper way of washing hands.
(2) Explain to the students how usage of plastic, polythene, pesticides, insect sprays and throwing cigarette butts in the open can harm both land and sea animals.



3 My Family

Write down the full name of your family members in the space given below. Paste picture of each family member.

Your name

Your brother/sister's name

Your father's name

Your mother's name

Your grandfather's name

Your grandmother's name

Have you noticed that the last name is common for all your family members?

This name is called **surname**. All members of a family have a common surname.

Family

A family is a group of people related to each other and who live together. We all live in a family.

NUCLEAR FAMILY

Father, mother and their children make a small family. A small family is also called a **nuclear family**. Members of a nuclear family live together in the same house.



Opening the Oyster

Some children live with only one parent. It is called a **single-parent** family.

JOINT FAMILY

When parents, children, uncles, aunts and grandparents live together, it is called a big family. **A big family is also called a joint family.** Members of a joint family live together in the same house.



Members in a Family

Our father's parents are called our **paternal grandparents**. Our mother's parents are called our **maternal grandparents**. Maternal grandparents may have same or different surname than our surname. Our parents' brothers and sisters are called our **uncles and aunts**. Our uncles and aunts' children are called our **cousins**.



Octa Challenges

How many members are there in your family? Is it a nuclear family or a joint family? If it is a joint family, do you live with your paternal grandparents or maternal grandparents?



Creative Corner

Look at the pictures below. In each of the picture either Emma or Eva are introducing their family members. Unscramble the letters and write the name of the family member in the box given.



risset



heftar



napgrad



hortreb



ethrom



dangram

Sharing in a Family

We all love our family and care for each other. All family members help each other and share the work at home.





Creative Corner

Who does the following work in your family? Write down the name of the family members. Complete the activity in your notebook.

- (1) Earns money to support the family.
- (2) Helps you in studies.
- (3) Takes you out on car drives.
- (4) Takes care of you when you are sick.
- (5) Cooks food for the family.
- (6) Takes you out for a walk.

Brush Up



- Father, mother and their children living together make a nuclear family.
- Parents, children, uncles, aunts and grandparents living together make a joint family.
- All family members help each other and share the work at home.



I Know

- (1) Write T for True and F for False sentences.
 - (a) Parents and their children make a joint family. _____
 - (b) Our father's parents are called our paternal grand parents. _____
 - (c) Parents, uncles, aunts and children together live in a nuclear family. _____
 - (d) Our parents, brothers and sisters are called our cousins. _____

(2) How do you address the following members in your family?

- (a) Father: _____
- (b) Mother: _____
- (c) Grandfather: _____
- (d) Grandmother: _____

(3) Answer the following questions.

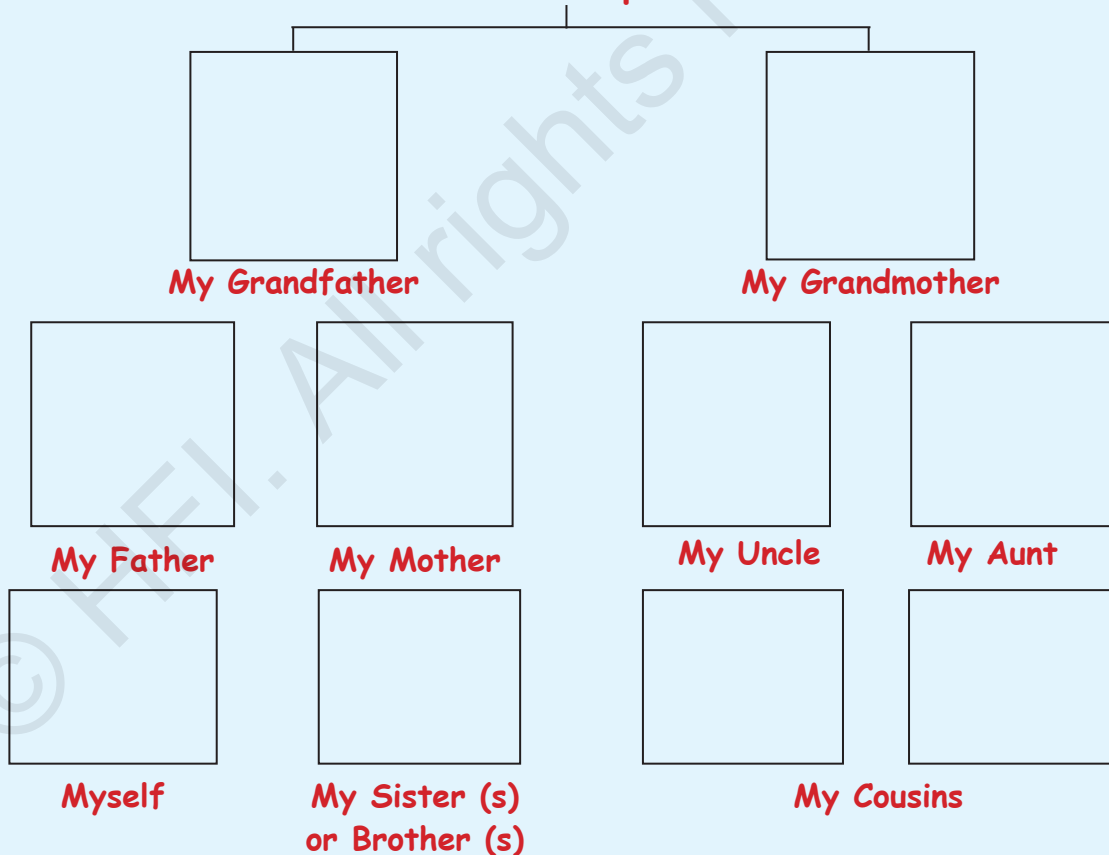
- (a) What is a family?
- (b) How will you help your family members at home?

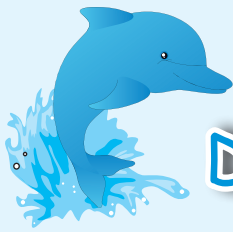


Magic Bubbles

Complete the family flow chart by pasting pictures of your family members.

Paternal Grandparents





Dive Deep

Would you like to live in a nuclear family or a joint family? Why? Give reasons.



Living Beautifully

Members in a family care for each other and share the work. What good is it for us as an individual if we share the work load of the family? Discuss with your parents and teachers.



I Can

I know what are good manners. I can match the following correctly.

1. Letting someone use something you are using is called
2. When you ask for something you say
3. When you receive something you say
4. If your parents ask you to do something, you show them
5. If you make someone else upset or sad, you say

sharing.

I'm sorry.

respect.

thank you.

please.

Save Planet

See how Octa and his family are living happily together in the sea. They never fight. Shouldn't we also live happily with our families without fighting?





GENERAL



KNOWLEDGE

CLASS-2 ♦ SEMESTER-I

1.	Daily Routine	242
2.	Around the City	243
3.	Number of Wheels	244
4.	My Senses	245
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6.	Great Men of India	247
7.	Indian Defence	249
8.	People in Uniforms	250
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10.	The Best of the Lot	252
11.	Animalia	254
12.	Food and its Sources	255
13.	Instruments	256



Daily Routine



We all follow a routine. Fill in the blanks to tell what do you do daily.

1. I wake up in the morning at



2. I have my breakfast at

3. I go to school at



4. I have my lunch at

5. I do my homework at



6. I have my dinner at

7. I go to sleep at





Around the City



Identify the following places and name them. Take help from the clues given in the boxes.

Milk Booth

Grocery Shop

Stationery Shop

Library

Park

Movie Theatre

School

Museum

Zoo

1. We go there to learn and study.



2. We go there to play.



3. We visit this place which takes care of old, cultural, scientific objects.



4. We go there to buy pencils, notebooks, etc.



5. We go there to buy milk.



6. We go there to see animals.



7. We go there to watch films.

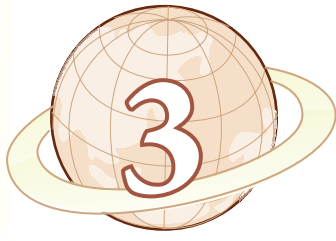


8. We go there to buy goods of daily use.



9. We go there to read books.





Number of Wheels



Colour the circles to show the number of wheels in each vehicle.

Name of the Vehicle	One	Two	Three	Four	More than four
1. 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>