GOVERNMENT OF TAMILNADU

STANDARD TWO

TERM - II

MATHEMATICS
ENVIRONMENTAL SCIENCE

Department of School Education

Untouchability is inhuman and a crime

Government of Tamil Nadu

First Edition - 2026

(Published under New Syllabus in Trimester Pattern)

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If you are forced into Child Marriage or Child Labour, If you are Emotionally, Physically, Sexually Harassed or Abused,

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14417 Education Information Centre

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Content Creation

State Council of Educational Research and Training

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Printing & Publishing

Tamil Nadu Textbook and Educational Services Corporation

Foreword

The early years of childhood are a time of wonder-when curiosity is boundless, imagination is vivid, and every experience becomes a step in the journey of learning. These textbooks for Classes 1 to 3 have been developed to honour this spirit, creating a learning experience that is joyful, meaningful, and engaging.

Developed as part of the **Tamil Nadu State Education Policy-2025**, these books mark a significant step towards strengthening foundational education in the State. The vision and direction provided by the **Hon'ble Minister for School Education** have ensured that the policy's emphasis on child-centred, competency-based, and inclusive learning is meaningfully reflected in these materials.

The leadership of the **Additional Chief Secretary,** School Education has been instrumental in ensuring the integration of 21st-century skills and knowledge, and in shaping the textbooks into engaging story-driven learning experiences.

This is further reflected in a competency-based approach to curriculum and assessment that moves beyond rote learning to foster deep conceptual understanding and meaningful application. The integration of value education to build character, along with life skills, art and motor skill development, enables the holistic development of the child.

The members of the High-Level Curriculum Expert Committee, the Chairperson and the members of the Curriculum Development Committee, have provided constant guidance, shaping and refining these materials through their insights and expertise, alongside the contributions of educators and practitioners acknowledged elsewhere in this book.

At this foundational stage, learning must build strong foundations while supporting the overall development of the child. These textbooks bring together a carefully designed set of features that make learning active, engaging, and meaningful:

- Opportunities for speaking and listening, building confidence in expression
- Activities that strengthen logical thinking and conceptual understanding
- Integrated spaces for reading and writing practice within lessons
- Fine and gross motor skill development through drawing, colouring, tracing, and movement-based tasks
- Simple avenues for independent learning and self-reflection

The books also integrate values and life skills, helping children develop empathy, cooperation, responsibility and confidence.

Learning is guided by a competency-based approach that moves beyond memorisation towards understanding and application. Assessment is embedded within the learning process, making it continuous, meaningful and supportive.

These textbooks are learning companions that invite children to explore, think and express. They represent a shared commitment to enabling every child to learn with joy, grow with confidence, and build a strong foundation for the future-advancing a vision of **"Education reimagined, inclusive, equitable, and future-ready".**

DIRECTOR

State Council of Educational
Research and Training (SCERT)
Tamil Nadu

THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a **SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC** and to secure to all its citizens:

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity;

and to promote among them all

FRATERNITY assuring the dignity of the individual and the unity and integrity of the Nation;

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

Preface

The Tamil Nadu State Education Policy (TNSEP) 2025 emphasises activity-based, play-oriented and experiential learning at the primary stage to ensure that children attain competency based learning.

Unique elements to develop Math skills



Let us Learn

Connects lessons to everyday experience through stories and life situation



Let us Do

Helps children develop coordination and master new concepts by doing activities



Let us Practise

Strengthens foundational Math through games and activities



Let us Explore

Exhibits logical thinking

The term 2 textbook is organised into two units. These units follow a spiral approach.



Unit - 1

- Handles numbers up to 99.
- Creates and classifies shapes.



Unit - 2

- Performs number operations for numbers not exceeding 99.
- Compares weights of objects using a simple balance.

Distinctive features of the textbook



Holistic Learning
Integrates art, motor skills, life skills and values



Teacher's Handbook
Scaffolds teachers with activity descriptions and additional inputs beyond the textbooks



Digital Resources
Provides children with experiental, self-paced and various learning styles

Assessment and Remediation

The activities suggested in the textbook develop logical thinking, analytical skills, mathematical communication and 21st century skills through open-ended questions and exploration.



Learning Check

Provides scope at the end of each lesson to track the level of attainment of concepts



I can Do

Critical Learning Outcomes (CLOs) are measured through oral activities, written activities and projects

In the present technological era, the children get a lot of exposure through various platforms and social interactions. Besides, the textbook is one of the resources for developing basic numeracy skills in the children. Hence, teachers are expected to go for multiple resources for accessing to additional activities for reinforcement of content, strengthening the content through multiple assessment tools for the effective application of concepts in real life situations and for developing mathematical thinking among our children.

MATHEMATICS

TERM – II

Contents

Unit – 1

Lessons

1. Shining Pebbles 1

2. Look at the Shadow! Say the Name! 17

3. Total Colour Pencils 28



Unit – 2

Lessons



4. How Can We Count Quickly? 39

5. Up... Up... Down... Down... 49

6. Remaining Colour Pencils 54

YM3UU e-book

BG2GZ Inclusive book

WJ7QM THB

TI4ZC Assessment

Unit I

1. Shining Pebbles

Let us Learn

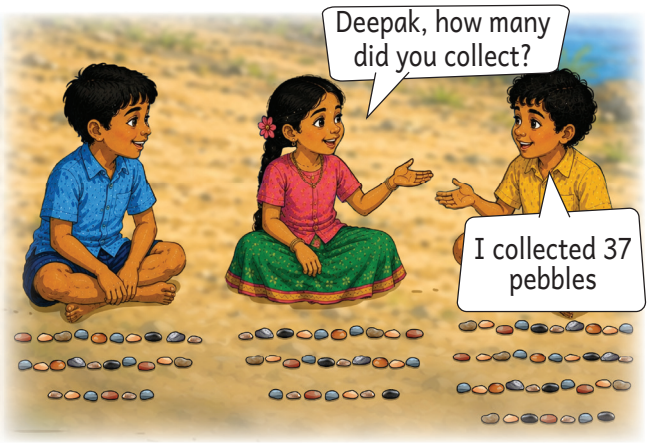
Charumathi, Deepak and Naren went to the riverbank with their mothers.



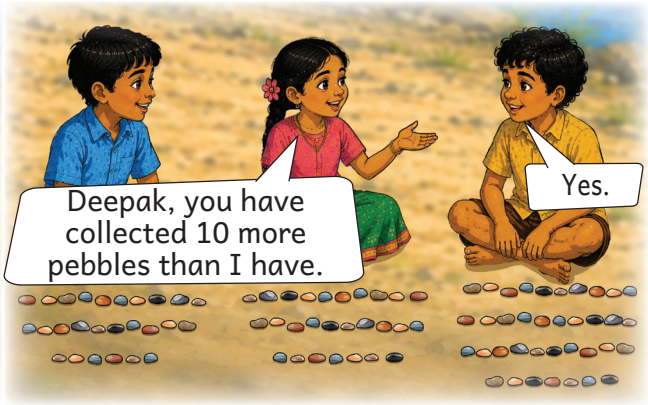


All the three collected their favourite pebbles and started counting them.









All three of them played happily with the pebbles they had collected.

THB Narrate the picture story and reinforce the concepts of '10 more', '10 less', '1 more' and '1 less' than a given number.

Let us Do

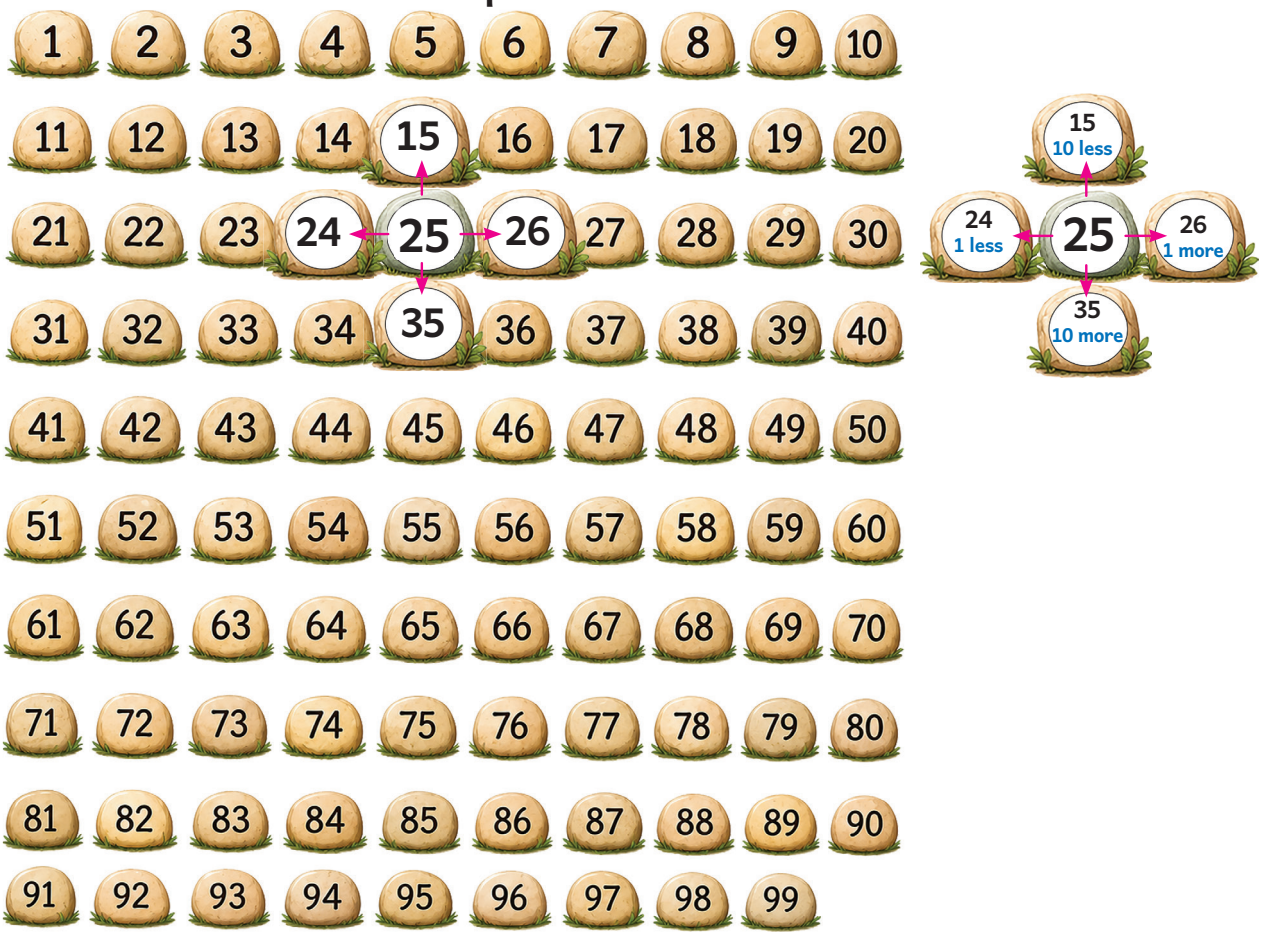




Play in groups of three. The first group has to pick a number card from a jar containing number cards from 1 to 99. The second and third groups toss a ₹10 coin and a ₹1 coin, respectively. If the coin lands on heads, they say the number that is 10 more than the number on the card; if it lands on tails, they say the number that is 10 less. After the correct answers are given, everyone gives a thumbs-up and says the number aloud together.

Let us Practise

Observe the numbers in the pebbles and match.



The number to the left of the given number	10 more
The number to the right of the given number	1 less
The number above the given number	1 more
The number below the given number	10 less

Let us Explore

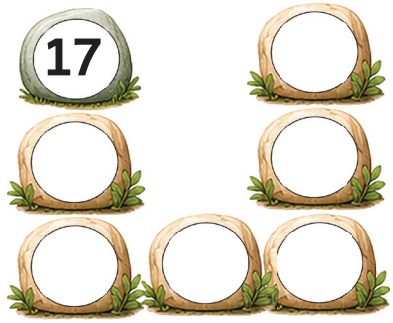
Write the missing numbers.

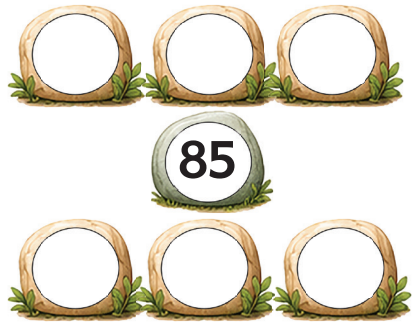


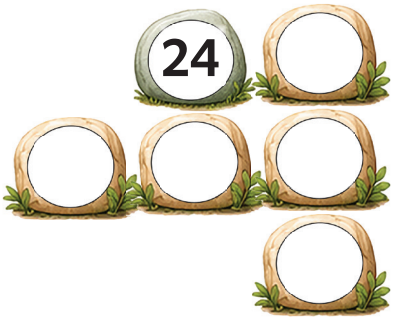




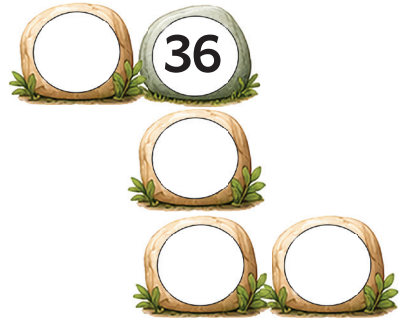






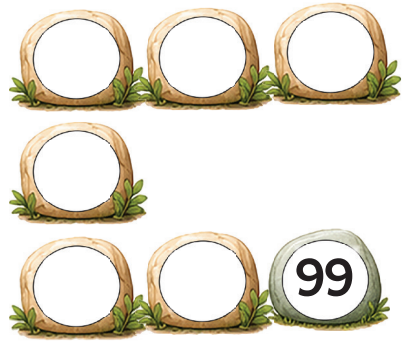














Let us Do

What is 22 more than 35?



10 more than 35 is 45.
10 more than 45 is 55.
2 more than 55 is 57.
So, 22 more than 35 is 57.

2 more than 35 is 37.
10 more than 37 is 47.
10 more than 47 is 57.
So, 22 more than 35 is 57.



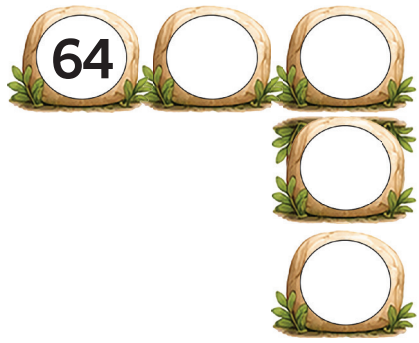


Arrange the children in groups of two. Ask each child to pick a number card. Ask them to find how much greater one number is than the another, using the two methods shown above.



Let us Practise

Fill in the boxes as per the instructions.

20 more than 25	22 more than 64	12 more than 87
		

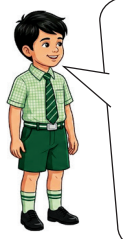
Fill in the blanks.

- 15 more than 44 is 59.
- 24 more than 71 is _____.
- On adding 16 with 31 we get ____.
- On adding 15 with 65 we get ____.
- On adding 54 with _____ we get 85.
- On adding 33 with _____ we get 55.
- On adding _____ with 14 we get 39.
- On adding _____ with 40 we get 82.



Let us Do

What is 36 less than 48?



10 less than 48 is 38.
10 less than 38 is 28.
10 less than 28 is 18.
6 less than 18 is 12.
So, 36 less than 48 is 12.

6 less than 48 is 42.
10 less than 42 is 32.
10 less than 32 is 22.
10 less than 22 is 12.
So, 36 less than 48 is 12.



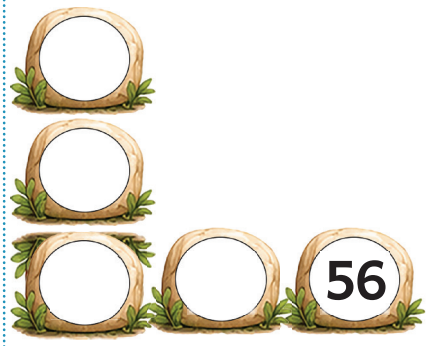


Arrange the children in groups of two. Ask each child to pick a number card. Make them find how much less is one number than another in the two methods shown above.



Let us Practise

Fill in the boxes as per the instructions.

20 less than 38	22 less than 56	12 less than 79
		

Fill in the blanks.

- 31 less than 54 is 23.
- 23 less than 75 is _____.
- On subtracting 11 from 26, we get _____.
- On subtracting 24 from 95, we get _____.
- From 86, if _____ is subtracted we get 70.
- From 38, if _____ is subtracted we get 12.
- From, _____ , if 17 is subtracted we get 31.
- From _____ if 45 is subtracted we get 20.

Let us Do







Give one group number cards from 21 to 99. Give another group number name cards with 'twenty, thirty, ... ninety' and 'one, two, ... nine' written on them. Ask the first group to show a number card between 21 and 99 (for eg., 47). Then ask the second group to choose and form the correct number name cards forty and seven to show and say the number (for eg., forty seven).

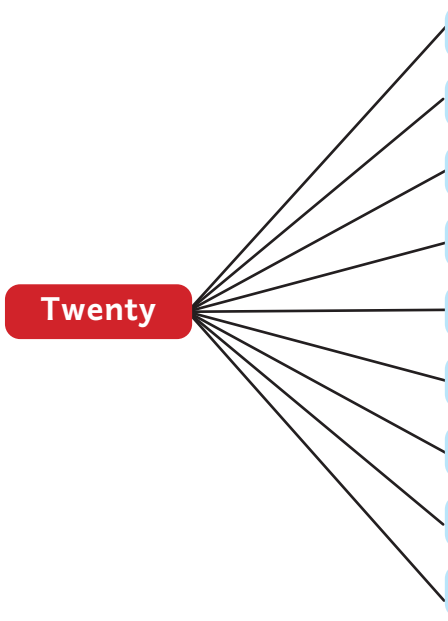
Let us Practise

Practise to read and write the number of sticks and the number name.

Sticks	Number	Number name	Number	Number name
	10	Ten		
	20	Twenty		
	30	Thirty		
	40	Forty		
	50	Fifty		
	60	Sixty		
	70	Seventy		
	80	Eighty		
	90	Ninety		

Let us Practise

Write the number names.



21 Twenty one

22 .....

23 .....

24 .....

25 .....

26 .....

27 .....

28 .....

29 .....



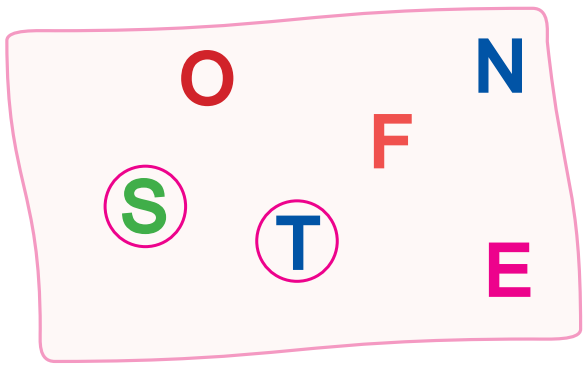
Practise writing the number names for numbers up to 99 by combining the number name cards.

Write the number names for the following numbers.

35	Thirty five	72	
46		79	
53		84	
58		86	
67		99	

Let us Explore

Using any two letters as the first letters, form number names.



Twenty six .....

.....

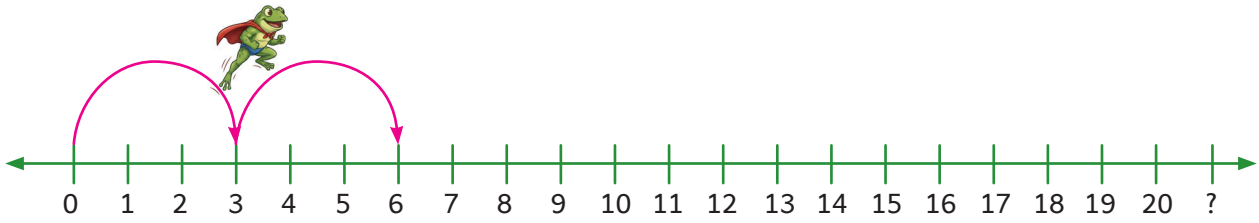
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Let us Learn

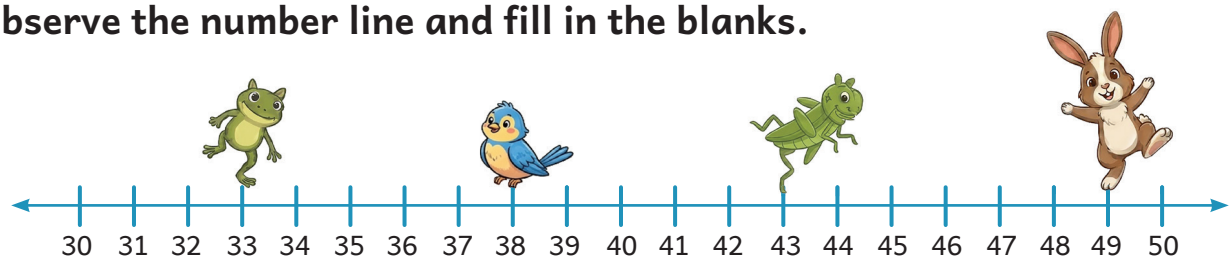
If a frog jumps forward, 7 times in threes from 0, on which number will it stop?



A number line is used to represent numbers at equal intervals. Moving to the right on the number line, the value of numbers increases and moving to the left on the number line the value of numbers decreases.

Let us Practise

Observe the number line and fill in the blanks.



Stands on .....

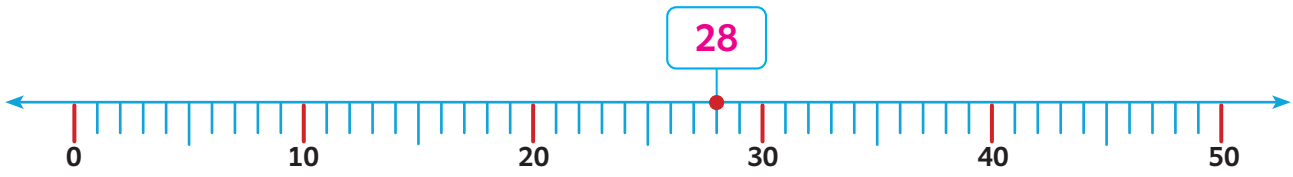
Stands on .....

Stands on .....

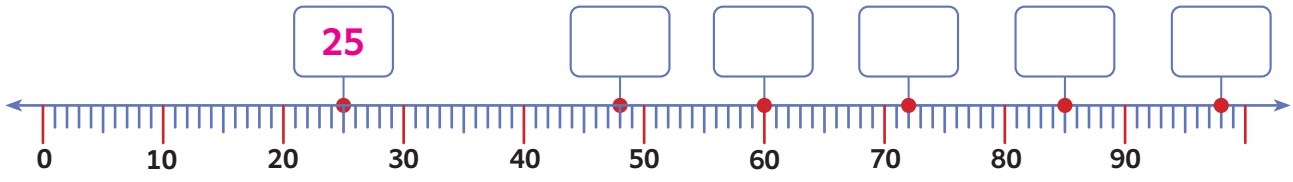
Stands on .....

Mark the given numbers on the number line.

28, 35, 44, 17, 9

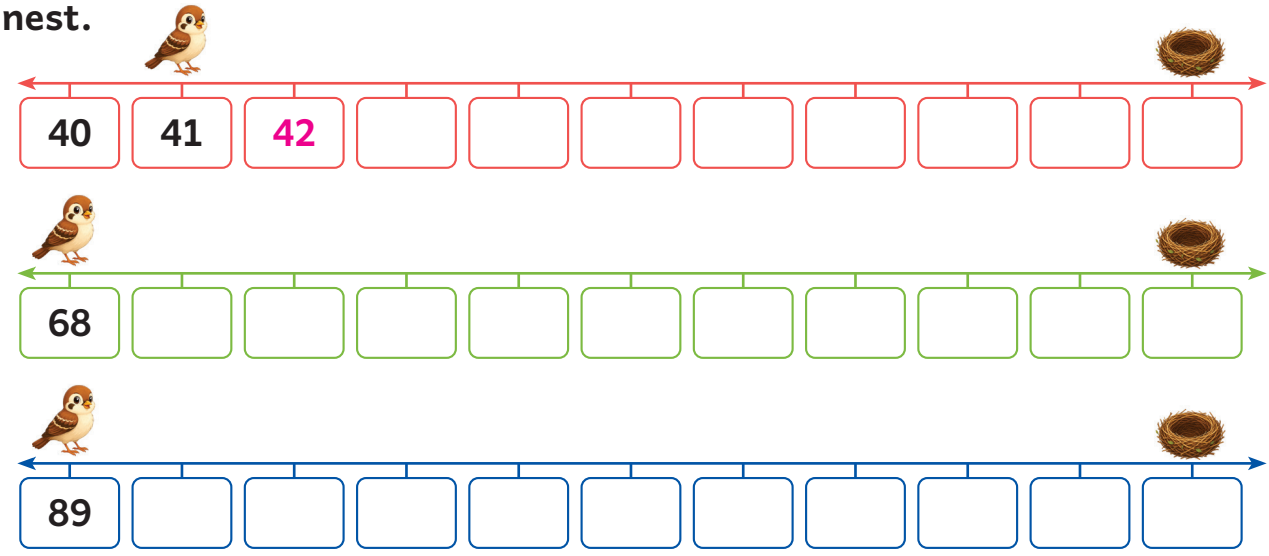


Write the numbers marked on the number line.

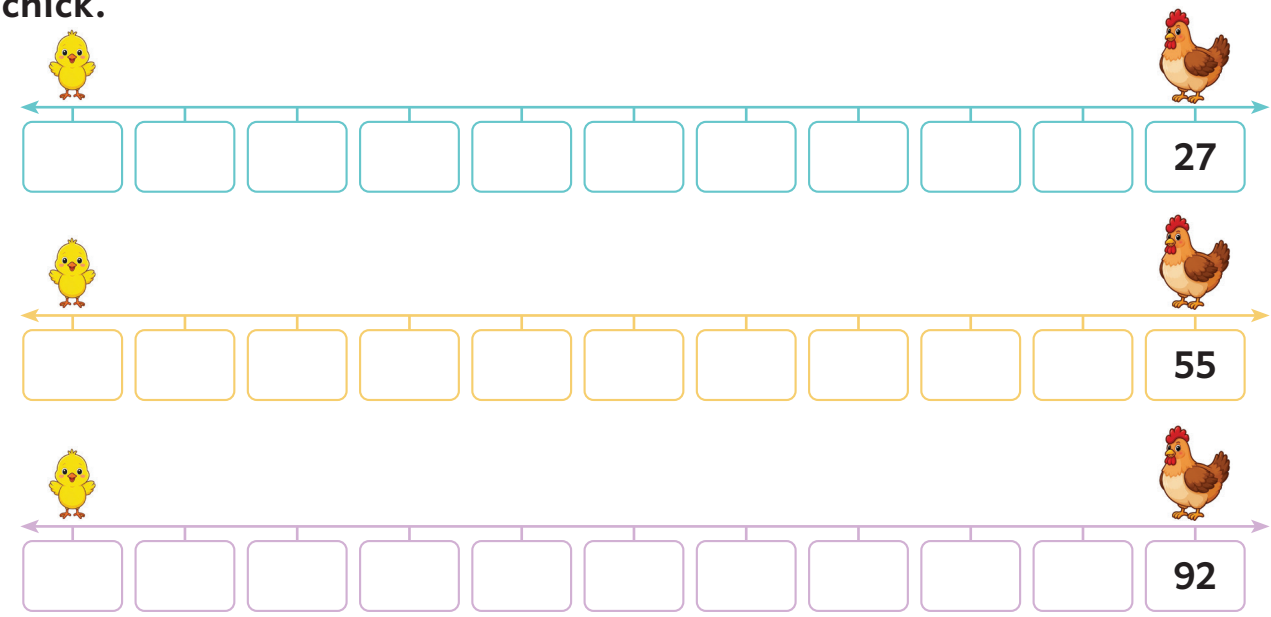


Let us Practise

Write the numbers forward the bird has to pass through, to reach its nest.



Write the numbers backward the hen has to pass through, to reach its chick.



Mark and write the answers on the number line, as per the hints given.

i) The number that comes after 9.

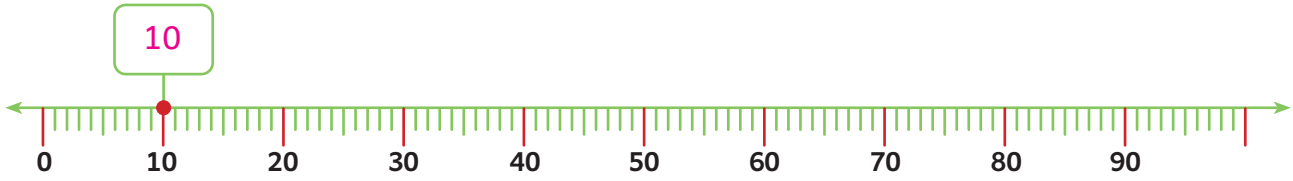
ii) The number that comes before 26

iii) The number that comes between 39 and 41

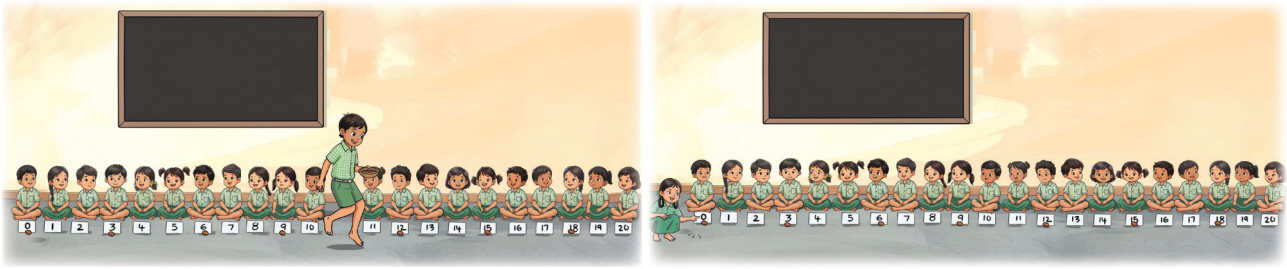
iv) The number that comes before 55

v) The number that comes after 98.

vi) The number that comes between 74 and 76



Let us Do



THB

Place number cards 0 to 20 on the floor in a line. Ask one child to place a certain number seeds on the number line by jumping in equal steps (e.g., in 3s). Ask another child to say the numbers where the seeds are placed. Repeat the activity changing the size of the jumps both forward and backward, to strengthen skip counting.

Let us Practise

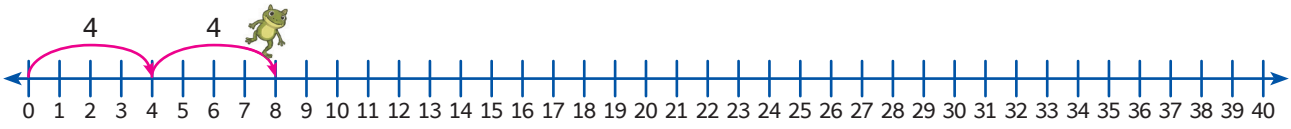
Skip jump forward on the number line and complete the boxes.



0	2	4	6							



0	3	6								



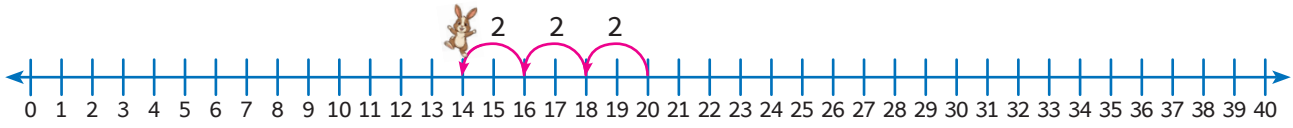
0	4	8								



0	5	10								

Let us Practise

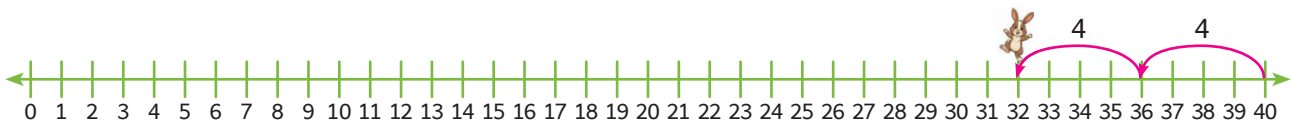
Skip jump backward on the number line and complete the boxes.



20	18	16	14							



30	27	24								



40	36	32								



40	35	30								

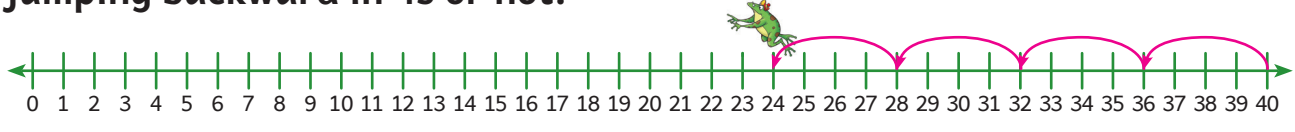
Let us Explore

Observe the frog's jumps on the number line and find out whether it is jumping forward in 2s or not.



☐ Yes ☐ No

Observe the frog's jumps on the number line and find out whether it is jumping backward in 4s or not.



☐ Yes ☐ No

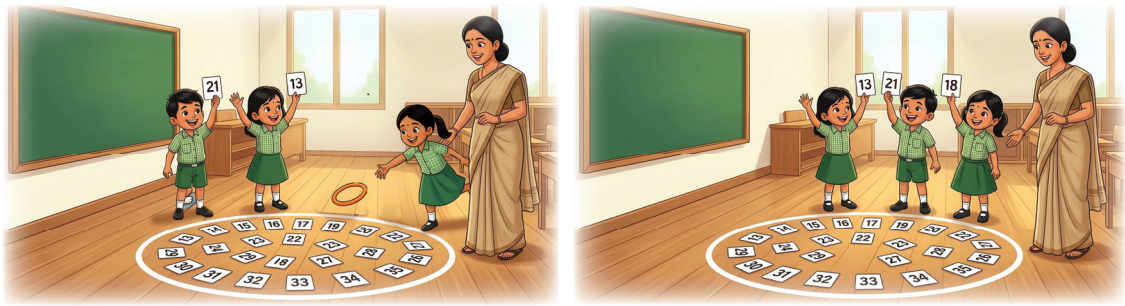
Let us Learn

Mala, Radha and Amala plucked flowers from their garden. Can you tell who has the least number of flowers and who has the most number of flowers?



THB Show the children three objects in different counts. Make them recall and reinforce the concepts of the 'greatest' and the 'smallest' in count.

Let us Do



THB Draw a large circle and place number cards from 1 to 99 inside it. Call three children to throw a tennikoit onto the number cards. Ask them to compare the tens and ones of the number in which the tennikoit has fallen and identify the greatest number and the smallest number.

Let us Practise

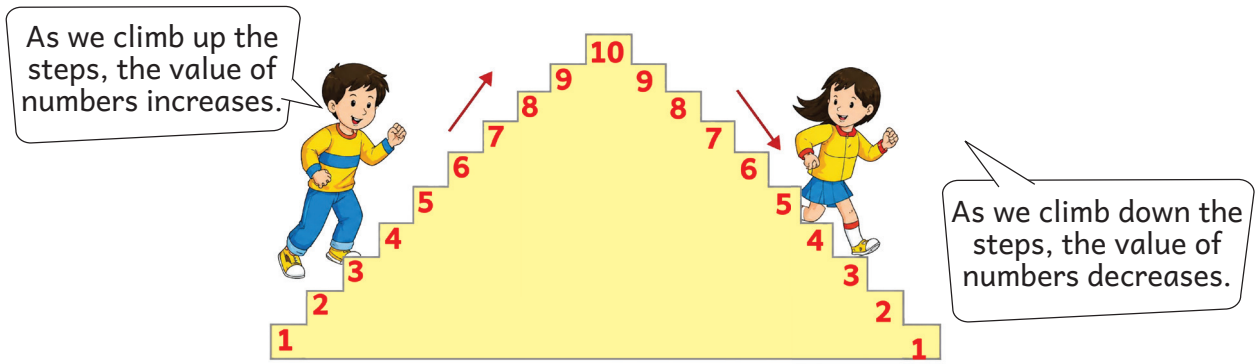
Box the greatest number.

32 **45** 19	95 64 17	50 12 33
71 70 78	45 43 49	83 88 81

Circle the smallest number.

30 74 41	27 17 97	62 43 20
98 91 95	34 37 35	62 68 65

Let us Learn



THB

Introduce 'ascending order' as arranging numbers from the smallest to the greatest.
Introduce 'descending order' as arranging numbers from the greatest to the smallest.





THB

Call four children and ask them to pick any four number cards placed upside down in a circle. First, compare the numbers in the tens place to identify the greater number. If the numbers in the tens place are the same, compare the numbers in the ones place. Then, ask the children to stand in order from the smallest number to the greatest number to introduce ascending order. Next, ask them to stand in order from the greatest number to the smallest number to introduce descending order

Let us Practise

Write the given numbers in the ascending order.

26, 71, 73, 56, 33



29, 82, 23, 76, 27



23, 35, 21, 12, 28



Let us Practise

Write the given numbers in the descending order.

10, 47, 34, 25, 11



20, 52, 47, 65, 32



87, 56, 28, 73, 61



38, 59, 15, 78, 63



Let us Explore

1. If 5 sweets are taken away from each pack, which pack will have the greatest number of sweets left?



2. Who am I? Find out.

I am the smallest two-digit number with both my digits the same.	
I am the greatest number between 30 and 60.	
Both my digits are the same. I am the greatest two-digit number.	
I am the smallest number between 80 and 90.	

Let us Explore

Arrange the numbers in the ascending order and write the greatest number and the smallest number.



64, 46, 84, 48, 68

Smallest number



Greatest number



Tick (✓) the correct order and give reasons.



(a) Ascending order

34, 36, 42, 45 ☐

34, 42, 38, 45 ☐

(b) Descending order

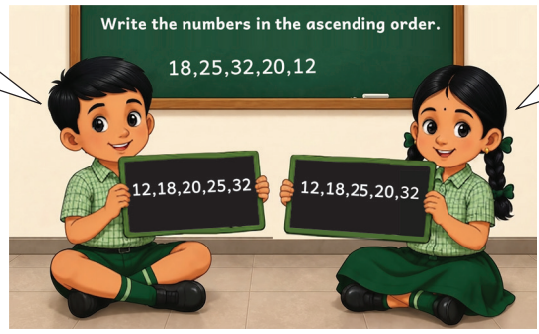
91, 85, 79, 72 ☐

91, 79, 85, 72 ☐



Who did it correctly?

I have written the numbers in ascending order.



I have written the numbers in ascending order.

Find the order of the numbers, choose and write the correct answer.

(a) 32, 45, __, 64


43


52


68

(b) 88, 75, __, 51


78


82


63

Write any 5 two digit numbers of your choice and write them in ascending order and descending order.

Numbers of your choice _____, _____, _____, _____, _____.

Ascending order ☐ ☐ ☐ ☐ ☐

Descending order ☐ ☐ ☐ ☐ ☐

Learning Check

Answer the following.

1. 20 more than 45 is _____ .

2. Mark the numbers that come before and after 35 on the number line.



3. Skip count backwards on the number line and fill in the boxes.



40	36	32							

4. Circle the smallest number.

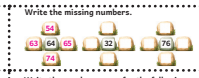
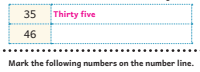
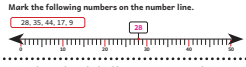
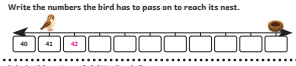
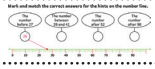
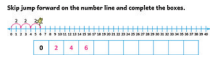
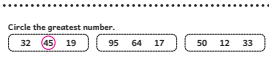
37 73 13

5. Write the given numbers in ascending and descending order.

45, 38, 19, 92, 76

Ascending order					Descending order				

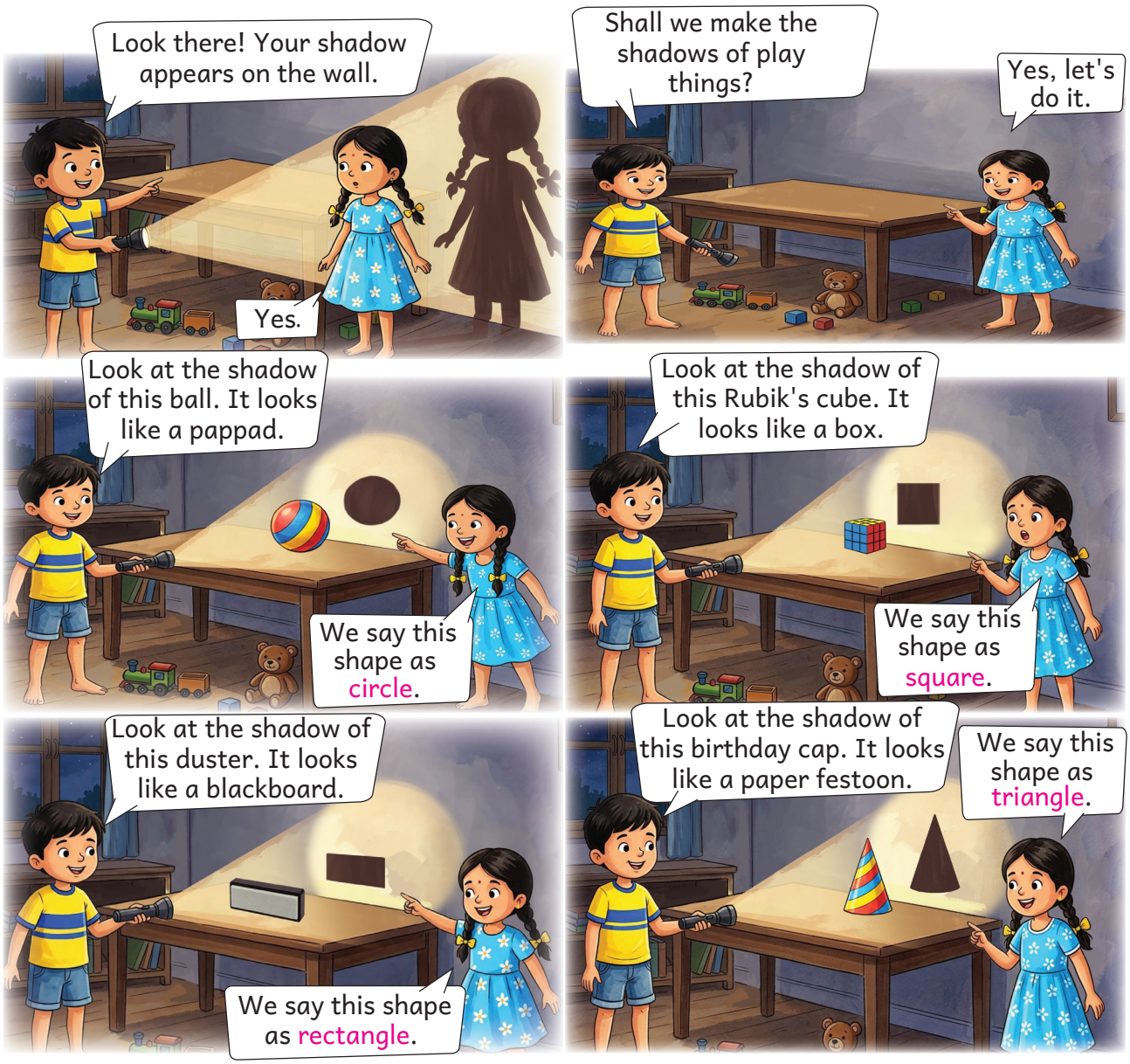
What I Learnt

Numbers 0–99		
Number names 21–99		
Marking numbers on the number line		
Counting forward and backward		
Number that comes before, after, and in between		
Skip counting		
Greatest number - Smallest number		
Ascending order - Descending order		

2. Look at the Shadow! Say the Name!

Let us Learn

In the night time, Chezhiyan and Yazhini were playing with a newly bought torch.



They happily continued to enjoy making and seeing the shadows of different playthings.

THB Narrate the picture story and introduce the shapes like 'circle', 'square', 'rectangle' and 'triangle'.

Let us Do

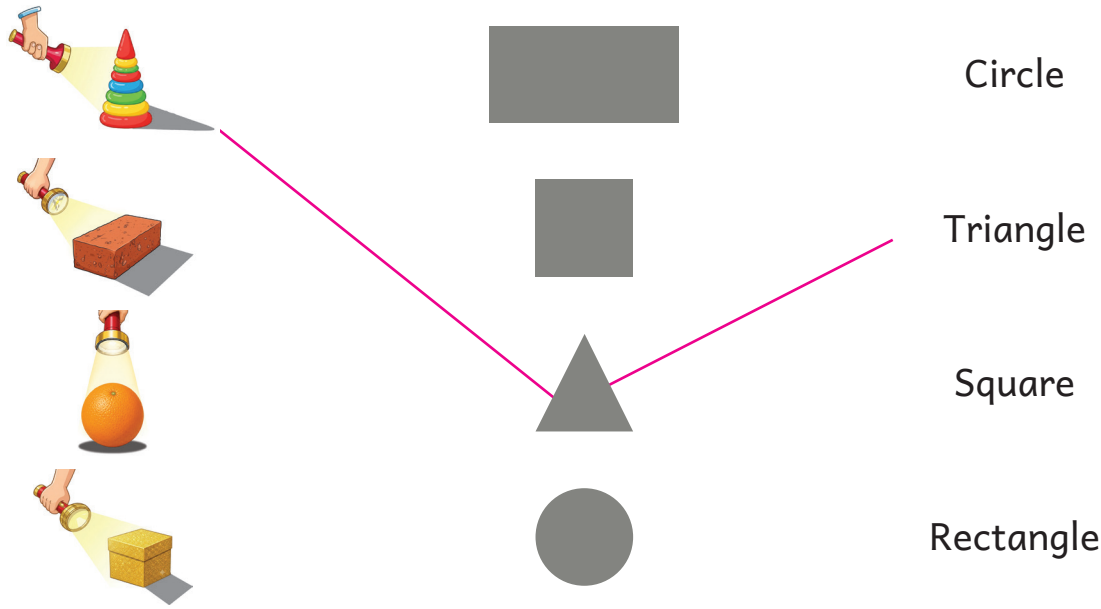
Look at the shadow! say the shape!



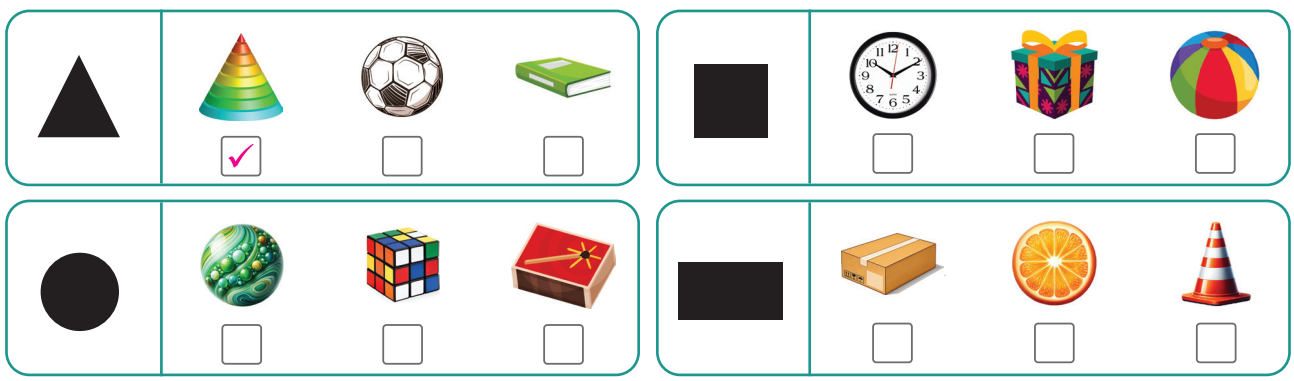
Collect objects that give the shapes such as square, rectangle, circle and triangle. Place them one by one on a table and use a torchlight to create their shadows and ask the children to name the shapes of shadows.

Let us Practise

Match.



Tick (✓) the appropriate object for the given shadow.

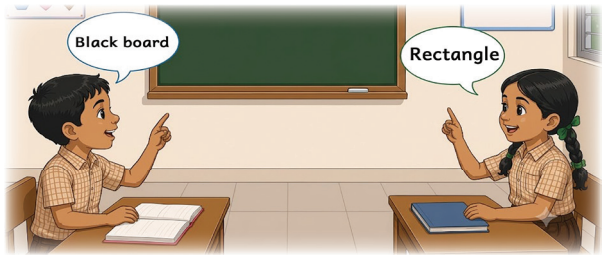


Let us Learn

Shall we know the names of the shapes found in the objects?

  		Square
  		Rectangle
  		Triangle
  		Circle

Let us Do

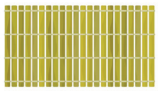




Arrange the children in two groups. One group names an object found in the classroom (e.g., blackboard) and the other group names the shape related to that object (e.g., rectangle).

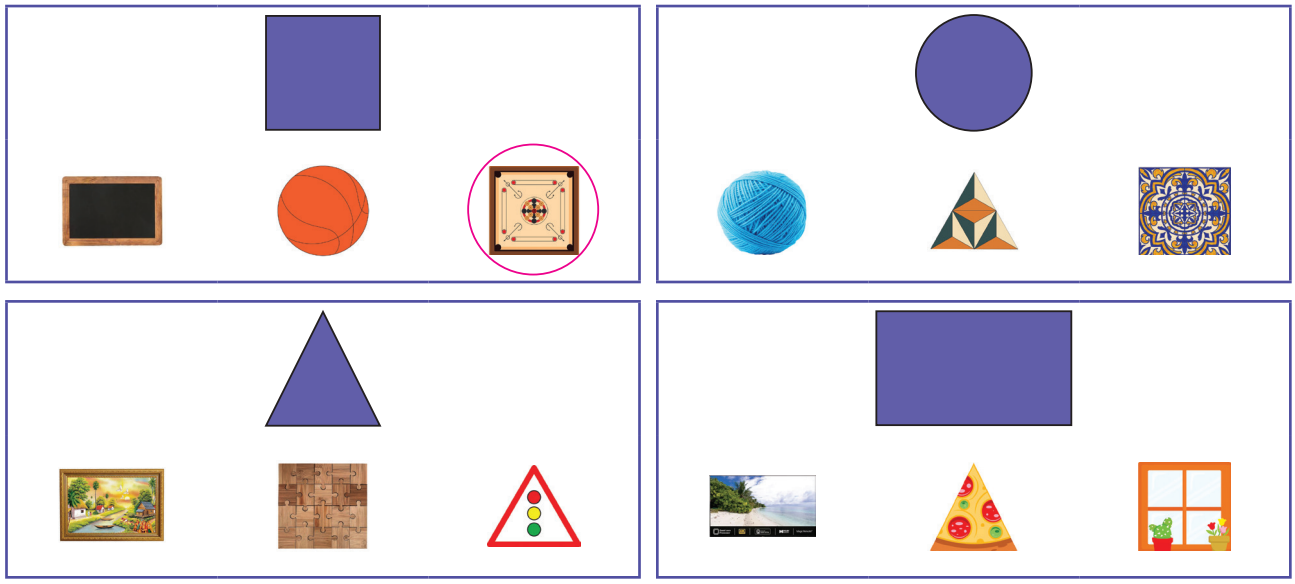
Let us Practise

Colour the shape which is the related to given object and write its name.

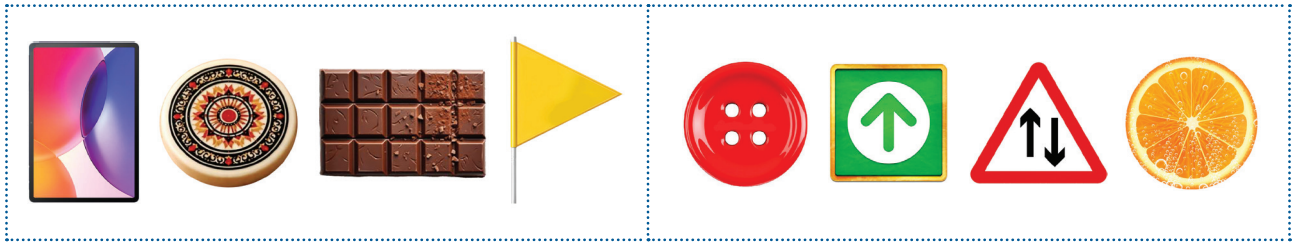
		Triangle
		
		
		

Let us Explore

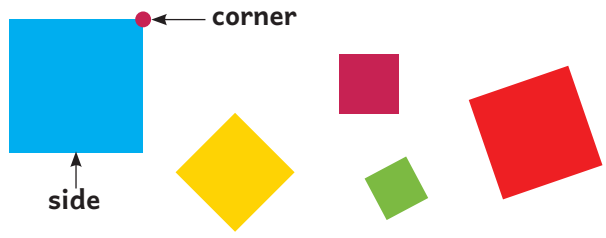
Circle the object which is related to the given shape.



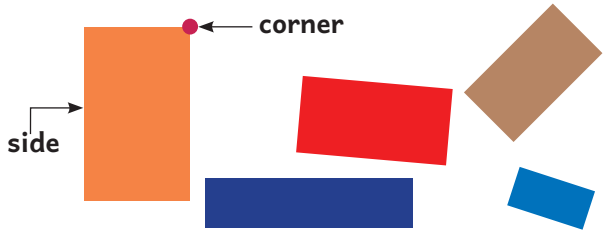
Which two objects have the same shape?



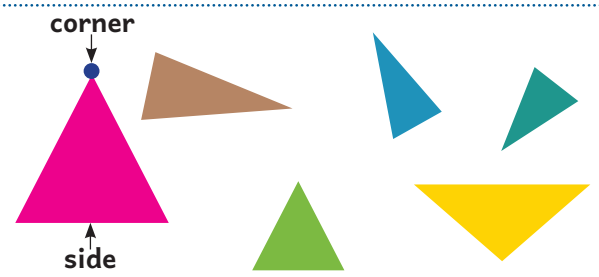
Let us Learn



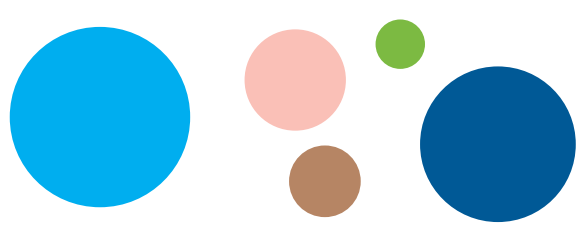
These are all squares.



These are all rectangles.



These are all triangles.



These are all circles.

Let us Do



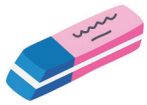
THB

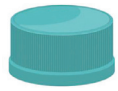
Arrange the children in two groups. Give them some clay and a few objects in the shapes of a cube, cuboid and cylinder. Ask one group to press any one object on the clay. Ask the other group to identify and name the shape formed by the imprint.

Let us Practise

Make an imprint of the given objects and write the names of the shapes obtained.







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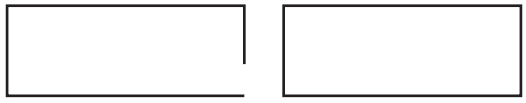
Let us Explore

1. Which object cannot make a circular shape by making an imprint?



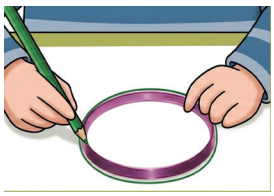
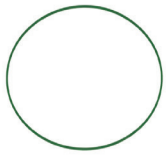


2.Which of the following is a rectangle? Why?



Let us Learn

Have you ever seen tracing around an object, as shown in the picture?

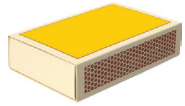





Let us Practise

Trace around the given objects and write the names of the shapes obtained.





....

Let us Explore

1. Are the shapes got by tracing all the edges of a dotted cube the same? Give reason.



2. Are the shapes got by tracing all the edges of a matchbox the same? Give reason.



3. Kabilan traced around an object and got a square. Which object would he have traced?

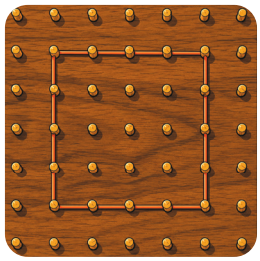


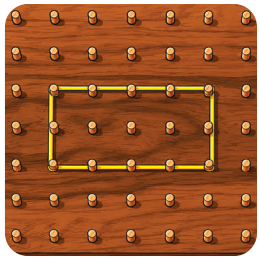



Let us Explore

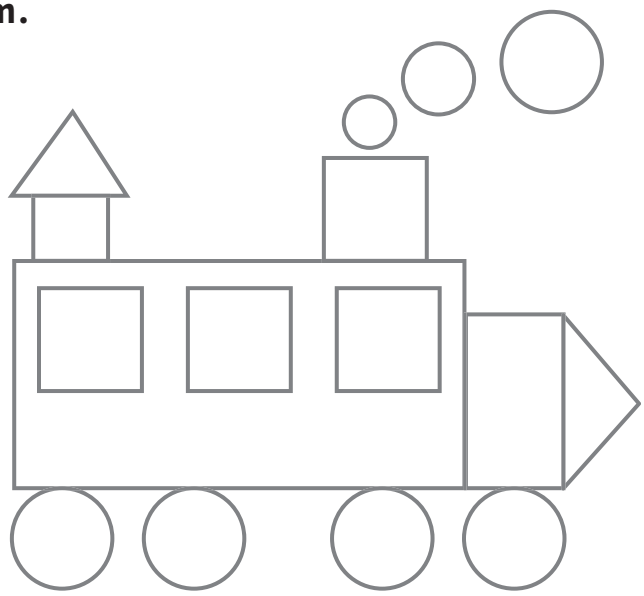
Observe the geoboard and draw the given shapes of different sizes on the adjacent dot grid.







Colour the related shapes that are the same, with the same colour and count each of them.



 _____  _____  _____  _____

Let us Do



THB Arrange the children in two groups. Give them shapes of different sizes cut out from chart paper. Make them sort the shapes based on their sides and corners.

Let us Practise

Circle the shapes with sides.



Mark the corners of the given shapes.

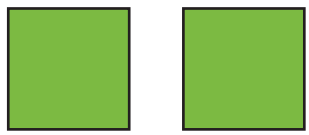


Let us Explore

1.Which shape is different? Why?



2. What shape is formed when two squares of equal size are joined side by side?



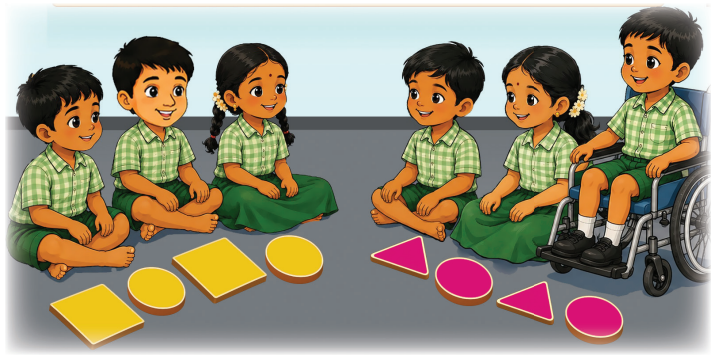
- ◯ Circle
- ◯ Triangle
- ◯ Rectangle

3. Fill in the blanks

The shape that has no corners is .....

The shapes with sides and corners are .....

Let us Do

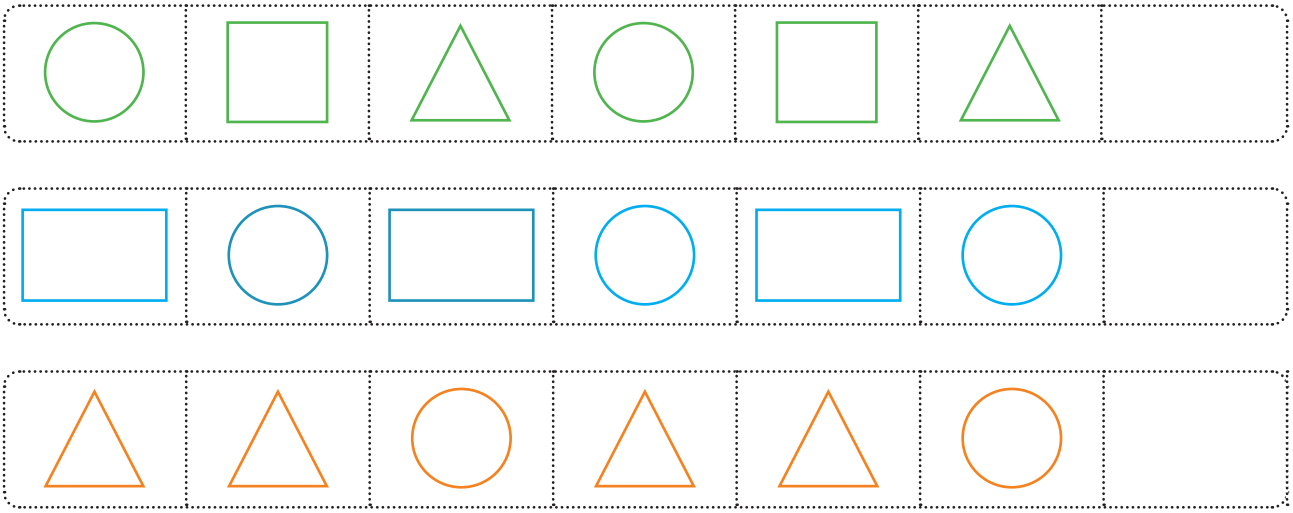


THB

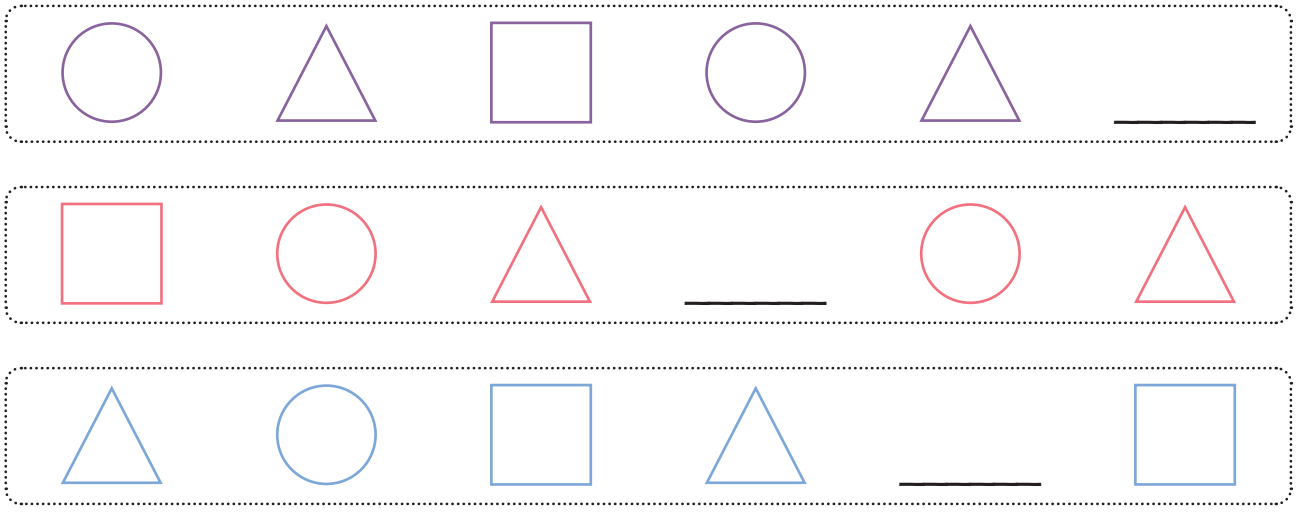
Arrange the children in two groups and give them cut-out shapes. Ask each group to use the shapes to create a pattern. Ask them to discuss the patterns that are created.

Let us Practise

Draw the next pattern.



Fill the missing one and complete the pattern.



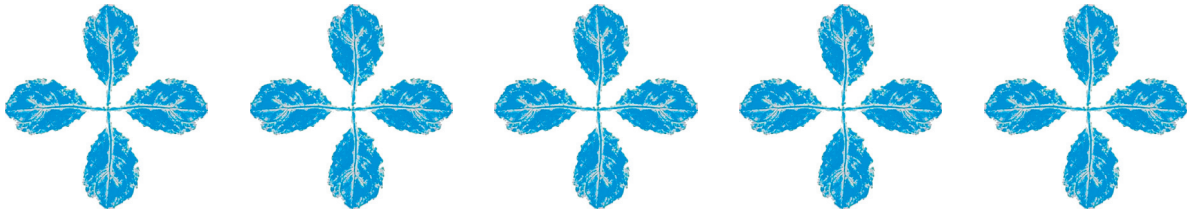
Let us Learn

Arun and Abi went in search of the missing lamb; out of the two, who would have found it?

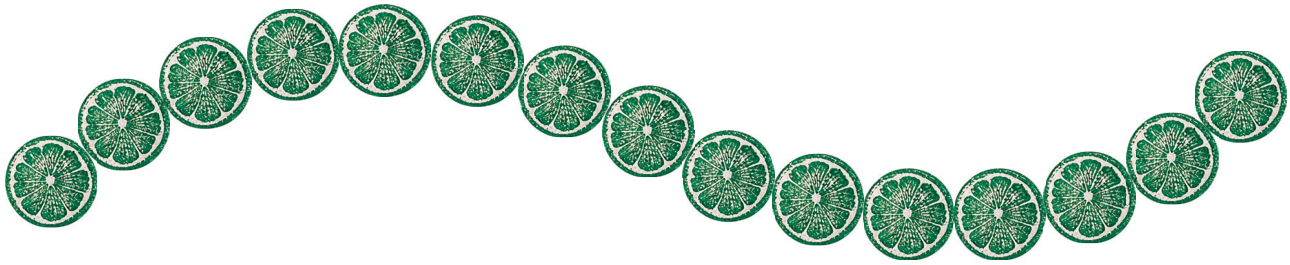




Patterns created using leaf impressions.



Patterns created using impressions of lemon.



Let us Practise

Create a pattern of impressions as you like using a lady's finger.

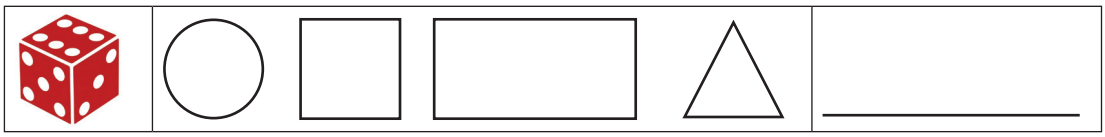


Learning Check

ZA3ZP

Answer the following questions.

1. Colour the shape that is related to the the given object and write its name.



2. Circle the shape that has no sides and no corners.



3. Write the name of the shape obtained by making an impression of the given object.



.....

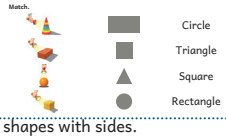
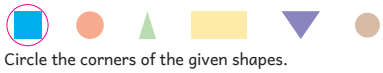
4. Are the shapes got by tracing all the edges of an eraser the same? Give reason.



5. Fill the missing one and complete the pattern.



What I Learnt

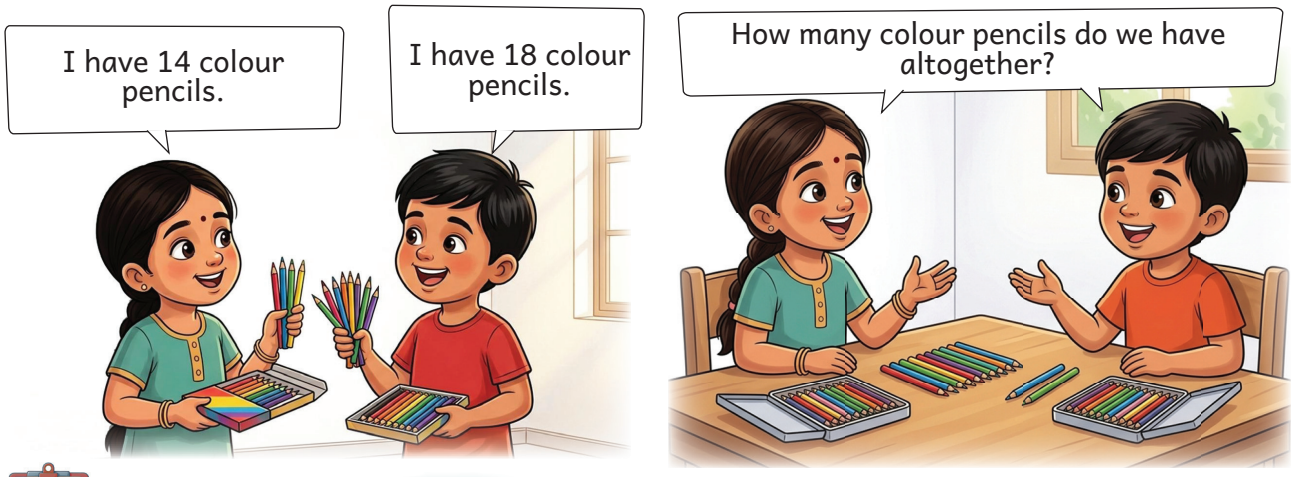
Creating shapes.	
Classifying shapes.	Circle the shapes with sides.  Circle the corners of the given shapes. 
Patterns in shapes.	Complete the missing pattern. 
Block Patterns.	Patterns created using leaf impressions. 

3. Total Colour Pencils

Let us Learn

Let us help Venmathi and Saran to find the total number of colour pencils they have.

EZ4FV

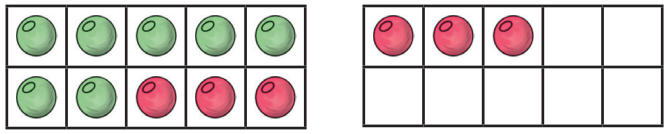
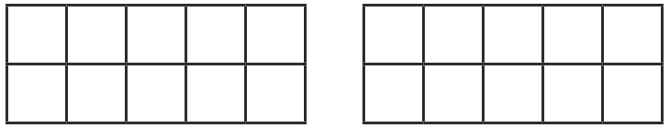
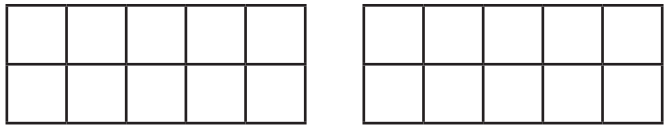


THB

Discuss the above situation with the children. Encourage them to recall the addition of single digit numbers (sum not exceeding 20).

Let us Practise

Draw beads using two different colours as per the numbers and find the total.

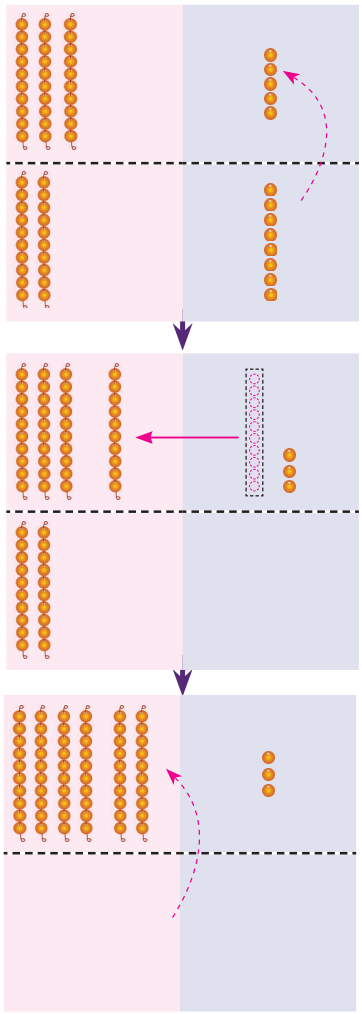
7+6		7 + 6 =
8+4		8 + 4 =
9+5		9 + 5 =

Add and write.

7	8	6	9	8	9
+ 5	+ 6	+ 4	+ 7	+ 5	+ 8

Let us Learn

Add. 35+28



35 + 28 = 63

Addition with regrouping

	Tens	Ones
	3	5
+	2	8

Step-1 Add the ones.
5 ones + 8 ones = 13 ones.

	Tens	Ones
	1	
	3	5
+	2	8
		3

Step-2 Convert ones into tens
13 ones = 1 ten + 3 ones

	Tens	Ones
	1	
	3	5
+	2	8
	6	3

Step-3 Add the tens
1 ten + 3 tens + 2 tens + = 6 tens.

Let us Practise

I have 35 beads and you have 18 beads, Shall we find the total number of beads we have?



We shall add by regrouping the 13 single beads as 1 ten beads string and 3 single beads.

THB Practise the addition by regrouping(sum not exceeding 99), by using beads and beads strings.

Let us Practise

Fill in the blanks.

1 ten and 13 ones = 2 tens and 3 ones

1 ten and 17 ones = _____ tens and _____ ones

2 tens and 15 ones = _____ tens and _____ ones

5 tens and 12 ones = _____ tens and _____ ones

4 tens and 14 ones = _____ tens and _____ ones

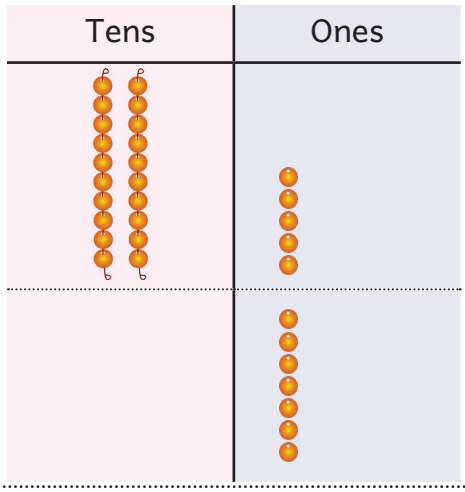
3 tens and 16 ones = _____ tens and _____ ones

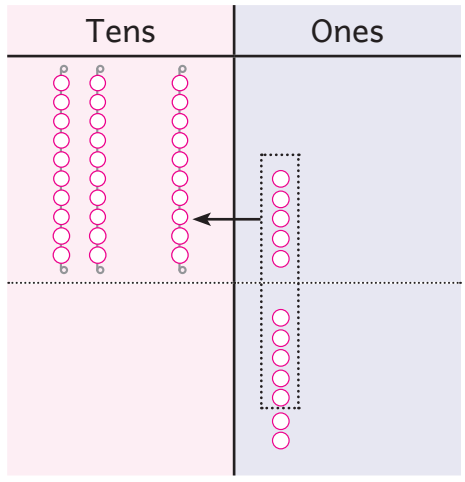
2 tens and 11 ones = _____ tens and _____ ones

5 tens and 18 ones = _____ tens and _____ ones

Regroup the beads and find the sum.

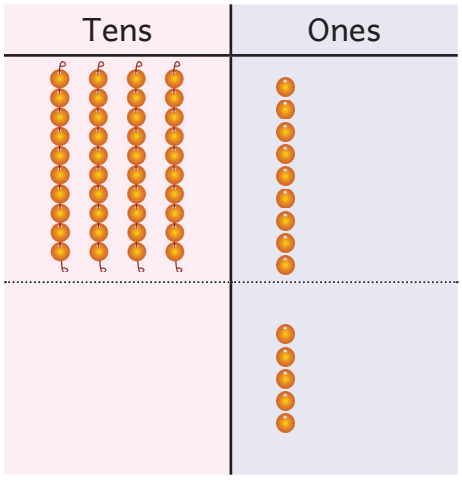
25 + 7 = ?

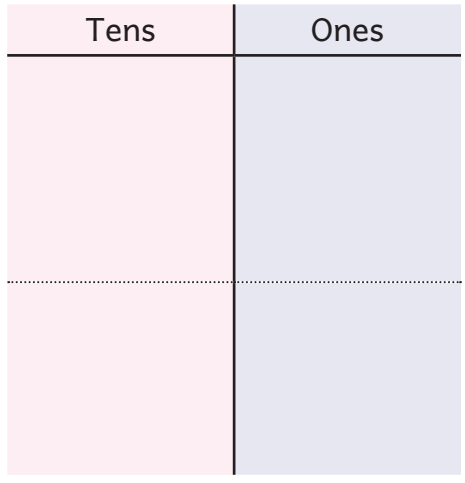




	T	O
	1	
	2	5
+		7
	3	2

49 + 5 = ?





	T	O
+		

Let us Practise

Using the beads, find the sum.

T	O
1	
1	8
+	5
2	3

T	O
1	7
+	6

T	O
1	9
+	8

T	O
2	2
+ 1	7

T	O
2	9
+ 1	2

T	O
5	2
+ 2	8

T	O
6	9
+ 2	3

T	O
7	6
+ 1	9

T	O
4	7
+ 1	5

T	O
3	8
+ 3	7

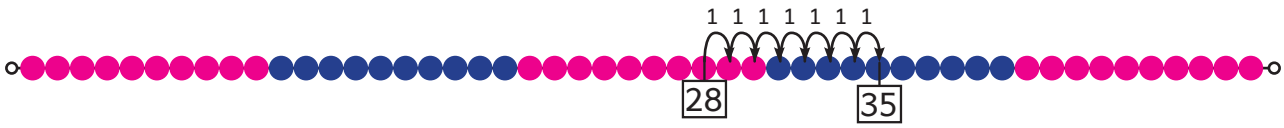
Find the total amount.

Amount you have	Amount your friend has	Total amount with both of you
		T O +
		T O +
		T O +

Let us Practise

Find the sum using the bead garland.

28 + 7 = 35



17 + 9 =



29 + 7 =

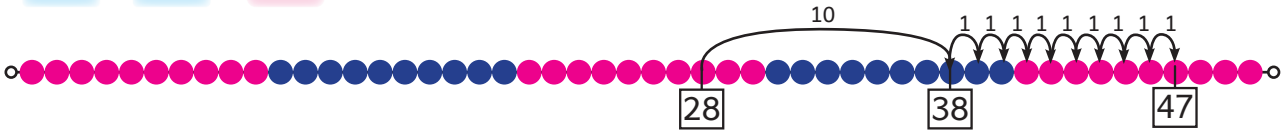


28 + 6 =



Find the sum using the bead garland.

28 + 19 = 47



19 + 17 =



29 + 19 =



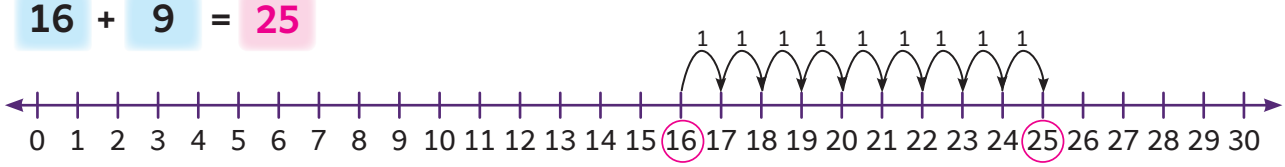
25 + 17 =



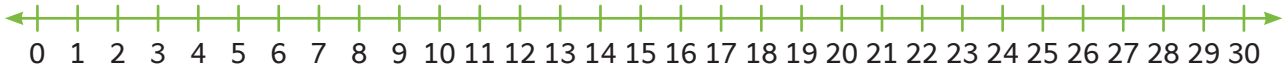
Let us Practise

Find the sum using the number line.

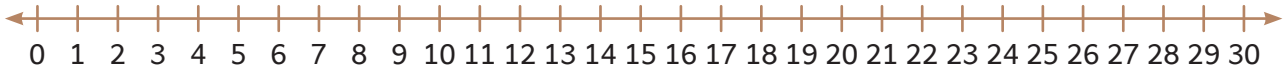
16 + 9 = 25



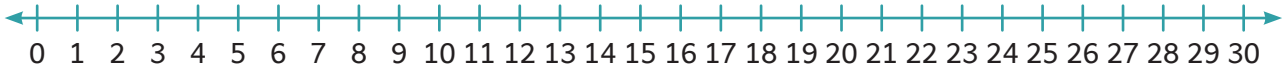
18 + 7 =



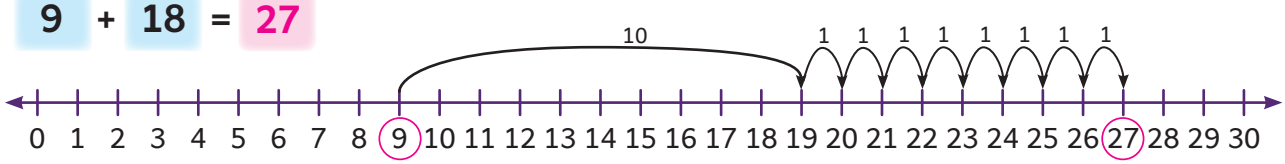
14 + 8 =



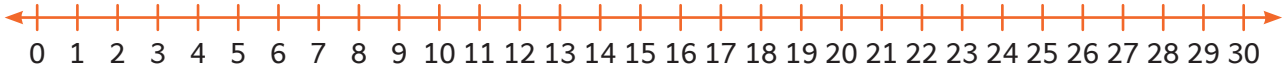
15 + 7 =



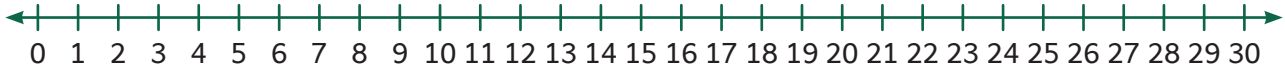
9 + 18 = 27



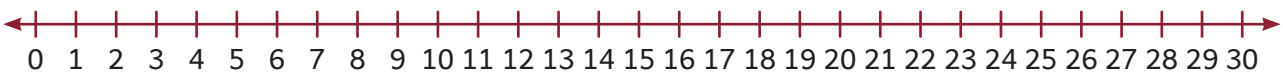
15 + 15 =



8 + 17 =



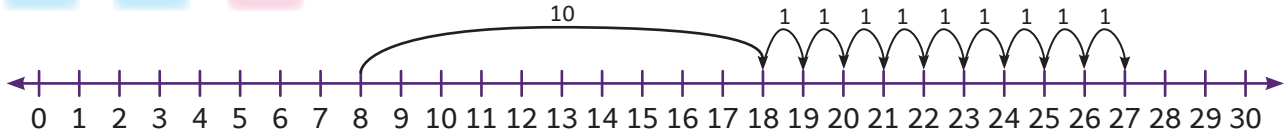
9 + 19 =



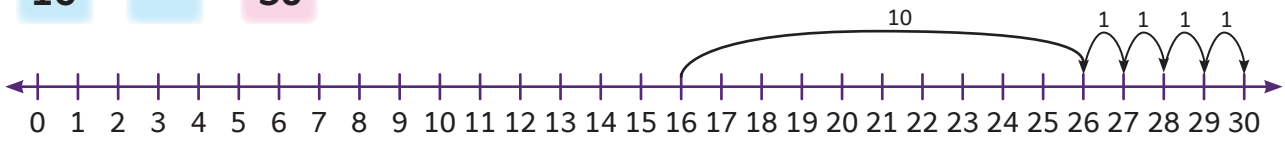
Let us Explore

Observe the number line and complete the addition fact.

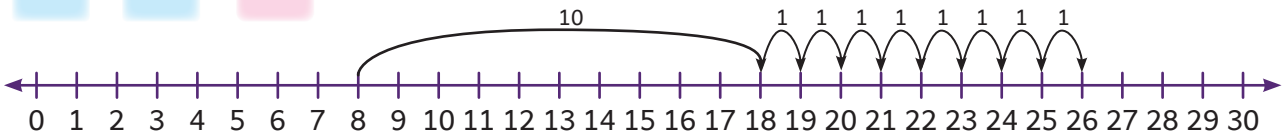
8 + ☐ = 27



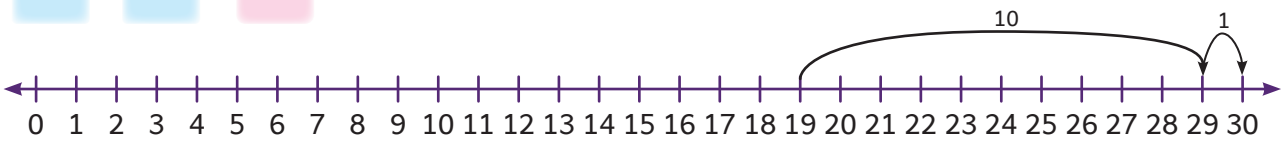
16 + ☐ = 30



☐ + ☐ = ☐



☐ + ☐ = ☐



Let us Practise

Find the sum.

	T	O
	1	
	3	5
+	2	6
	6	1

	T	O
	4	7
+	3	8

	T	O
	5	8
+	1	9

	T	O
	6	2
+	1	8

	T	O
	3	4
+	5	7

	T	O
	4	5
+	3	6

	T	O
	2	7
+	2	9

	T	O
	3	6
+	1	8

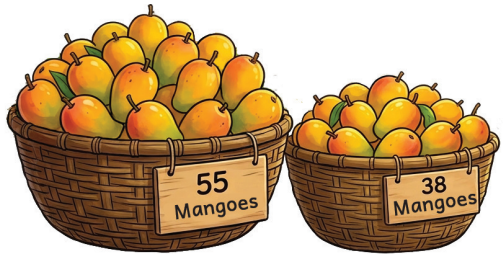
	T	O
	1	9
+	2	8

	T	O
	4	5
+	4	5

Let us Explore

Answer the following questions.

1. There are 55 mangoes in one basket and 38 mangoes in another basket. How many mangoes are there altogether in the two baskets?



	T	O
+		

2. Meena collected 28 shells. Her friend gave her 15 more shells. How many shells does Meena have now in total?



	T	O
+		

3. Kala has 26 pencils. If Mala has 14 pencils more than Kala, then how many pencils does Mala have?



	T	O
+		

4. Kabilan has 13 toys. His uncle gave him 9 more toys as gift. How many toys does Kabilan have altogether now?

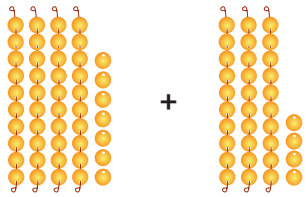


	T	O
+		

Learning Journey

Answer the following questions.

1. Count the beads, write and add them.



	T	O
+		

2. Add and write.

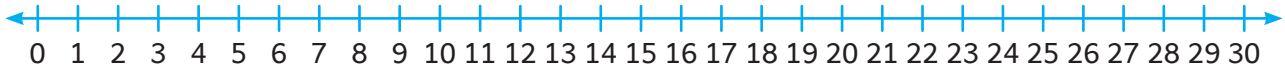
	T	O
	5	6
+	3	9

3. Find the sum using the bead garland.

27 + 18 = ____

4. Find the sum using the number line.

15 + 14 = ____



5. Meena had saved ₹35. Her father gave her ₹59 more. How much money does Meena have in her savings now in total?



	T	O
+		

What I Learnt

Addition (with regrouping) of numbers with sum not exceeding 99.	Add and write. T O: 1 / 5 2 + 2 8 = 8 0; 6 9 + 2 3 = ____; 7 6 + 1 9 = ____; 4 7 + 1 5 = ____; 3 8 + 3 7 = ____
Finding answer for story problems	Meena collected 28 shells. Her friend gave her 15 more shells. How many shells does Meena have now?  U H + ____

I can Do

Answer the following questions.

1. Skip jump forward on the number line and complete the boxes.



0										

2. Write in ascending order and descending order.

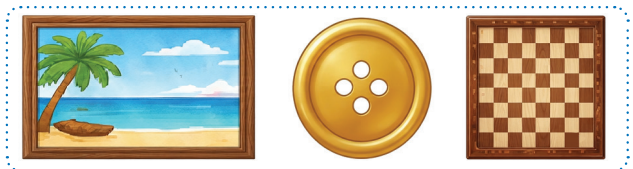
52, 37, 48, 29, 61

Ascending order

Descending order

3. Tick (✓) the object that is related to the given shape.





4. Add and write.

	T	O
	3	5
+	2	8

5. There are 48 apples in one basket and 47 apples in another basket. How many apples are there in both the baskets altogether?





	T	O
+		

Oral Task

6. Say True or False.

   i) 75 is 10 more than 65.

   ii) 1 less than 80 is 81.

   iii) The value of numbers increases in the ascending order.

   iv) A shape which has no sides and corners is a triangle.

   v) If Uma has 25 flowers and Rama has 25 flowers, then both of them will have a total of 50 flowers.

7. Identify and tell the error.

T	O
2	
5	8
+ 1	4
8	1

T	O
4	7
+ 1	5
5	12

T	O
	1
3	6
+ 1	8
4	4

T	O
1	
7	2
+ 1	8
8	0

T	O
6	4
+ 1	0
61	40

Project

8. Answer the following questions.

   i) Write your five favourite numbers among 47, 82, 96, 35, 58, 17, 72, 68, 39, 26.

   _____ _____ _____ _____ _____

   ii) The biggest number among them _____

   iii) The smallest number among them _____

   iv) Write them in ascending order _____

   v) Write them in descending order _____

9. Ask any five of your friends the ages of their parents, write and add them.

Friend's name					
Father's age					
Mother's age					
Total age					

Unit II

4. How Can We Count Quickly?

Let us Learn

VA2NR

A coconut seller had kept coconuts in two heaps. Just then, his children, Alvin and Angel came there.



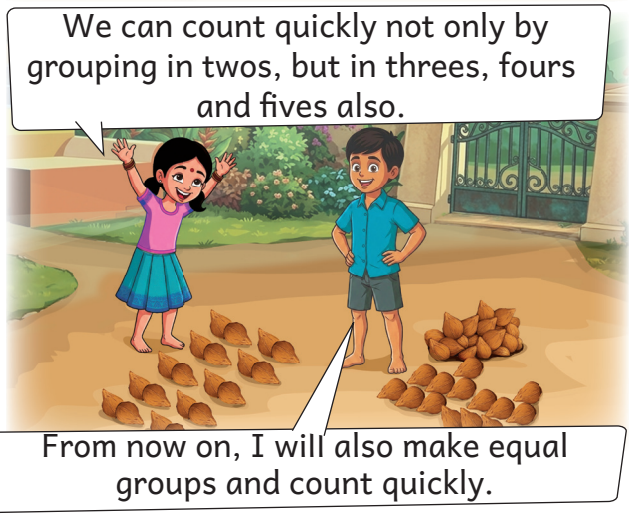


At that time, their mother called them for lunch. They replied that they would come after counting the coconuts.





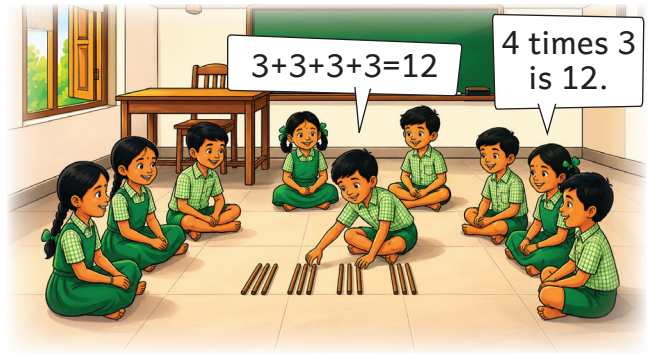




THB Narrate the story to explain that objects can be counted more quickly by arranging them into equal groups instead of counting them one by one.

Let us Do





THB

Ask the first group to place sticks on the floor (not exceeding 99). Ask the second group to arrange the sticks into equal groups and express the total as repeated addition (e.g., 3 + 3 + 3 + 3 = 12). The third group has to say it as a sentence (e.g. 4 times 3 is 12).

Let us Practise



Number of equal groups 4
Number of hens in each group 2
4 groups of 2 hens each
Total number of hens = 2 + 2 + 2 + 2 = 8
4 times 2 is 8



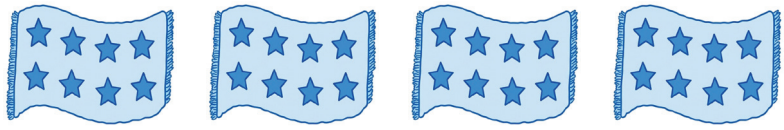
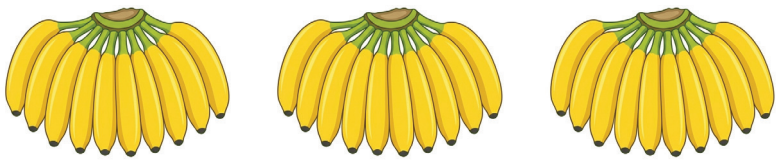
Number of equal groups _____
Number of puppies in each group _____
_____ groups of _____ puppies.
Total number of puppies = _____
_____ times _____ is _____



Number of equal groups _____
Number of frogs in each group _____
_____ groups of _____ frogs
Total number of frogs = _____
_____ times _____ is _____

Let us Practise

Observe the pictures and fill in the table.

	2 + 2 + 2 + 2 + 2 = 10 5 times 2 is 10
	_____ ____ times ____ is ____
	_____ ____ times ____ is ____
	_____ ____ times ____ is ____
	_____ ____ times ____ is ____
	_____ ____ times ____ is ____
	_____ ____ times ____ is ____
	_____ ____ times ____ is ____
	_____ ____ times ____ is ____

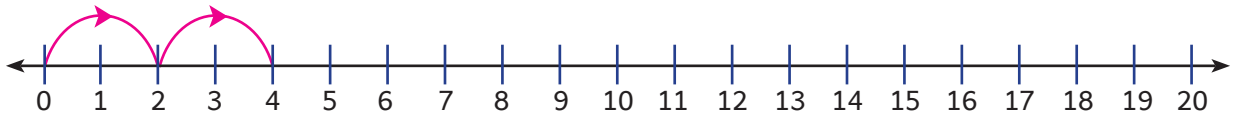
Let us Practise

Observe the pictures and fill in the table.

	2 1 time 2 is 2
	____ times ____ is ____
	____ times ____ is ____
	____ times ____ is ____
	____ times ____ is ____
	____ times ____ is ____
	____ times ____ is ____
	____ times ____ is ____
	____ times ____ is ____
	____ times ____ is ____

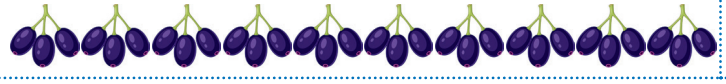
Let us Practise

Complete the number line and fill in the table.



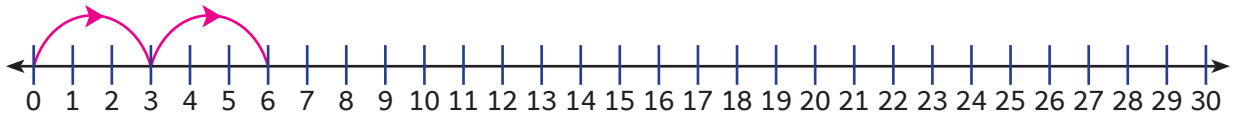
2	1 time 2 is 2
2 + 2 = 4	2 times 2 is 4
	____ times ____ is ____
	____ times ____ is ____
	____ times ____ is ____
	____ times ____ is ____
	____ times ____ is ____
	____ times ____ is ____
	____ times ____ is ____
	____ times ____ is ____

Observe the pictures and fill in the table.

	1 time 3 is 3
	2 times 3 is 6
	____ times ____ is ____
	____ times ____ is ____
	____ times ____ is ____
	____ times ____ is ____
	____ times ____ is ____
	____ times ____ is ____
	____ times ____ is ____
	____ times ____ is ____

Let us Practise

Fill in the table by drawing forward in threes on the number line.



3	1 time 3 is 3
3 + 3 = 6	2 times 3 is 6
	____ times ____ is ____
	____ times ____ is ____
	____ times ____ is ____
	____ times ____ is ____
	____ times ____ is ____
	____ times ____ is ____
	____ times ____ is ____
	____ times ____ is ____

Tick (✓) the correct one.

5 times 3	—	5 + 5 + 5			3 + 3 + 3 + 3 + 3		
4 times 3	—	3 + 3 + 3 + 3			4 + 4 + 4		
7 times 2	—	7+7			2 + 2 + 2 + 2 + 2 + 2+ 2		
5 times 2	—	5 + 5			2+ 2 + 2 + 2 + 2		

Find the total of the repeated addition fact.

2 + 2 + 2 + 2 + 2 = 10	3 + 3 + 3 + 3 + 3 + 3 + 3 + 3 + 3 = _____
3 + 3 + 3 + 3 + 3 + 3 + 3 = _____	2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 = _____
2 + 2 + 2 + 2 + 2 + 2 + 2 = _____	3 + 3 + 3 + 3 + 3 + 3 + 3 + 3 = _____

Let us Practise

Observe the pictures and fill in the table.

	1 time 4 is 4
	____ times ____ is ____
	____ times ____ is ____
	____ times ____ is ____
	____ times ____ is ____
	____ times ____ is ____
	____ times ____ is ____
	____ times ____ is ____
	____ times ____ is ____
	____ times ____ is ____

Observe the pictures and fill in the table.

	1 time 5 is 5
	____ times ____ is ____
	____ times ____ is ____
	____ times ____ is ____
	____ times ____ is ____
	____ times ____ is ____
	____ times ____ is ____
	____ times ____ is ____
	____ times ____ is ____
	____ times ____ is ____

Let us Practise

Match the following.

4 times 5		25
6 times 4		12
5 times 5		20
3 times 4		24

Find the total of the repeated addition fact.

5 + 5 + 5 + 5 + 5 + 5	= 30	4 + 4 + 4 + 4 + 4 + 4 + 4	= _____
4 + 4 + 4 + 4 + 4	= _____	5 + 5 + 5 + 5 + 5 + 5 + 5 + 5 + 5	= _____
5+5+5+5+5+5+5+5	=_____	4 + 4 + 4 + 4 + 4 + 4 + 4 + 4	= _____

Complete the table.

10	1 time 10 is 10
10 + 10 = 20	2 times 10 is 20
	____ times ____ is ____
	____ times ____ is ____
	____ times ____ is ____
	____ times ____ is ____
	____ times ____ is ____
	____ times ____ is ____
	____ times ____ is ____
	____ times ____ is ____

Let us Explore

Answer the following.

Kaviyarasan bought 3 packets of chocolates. Each packet had 5 chocolates in it. How many chocolates did he buy in all?



__ + __ + __ = __

Malarvizhi has 4 flower pots at home. In each flower pot 3 flowers have bloomed. What is the total number of flowers in the pots?



__ + __ + __ + __ = __

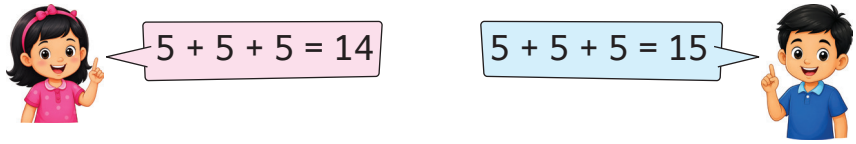
Kayalvizhi is counting the flowers in her garden at home. There are 4 rows each with 5 flowers. She writes it in repeated addition as follows.

4 + 4 + 4 + 4 + 4 = 20

Is Kayalvizhi right or wrong? Give reason.



Who is correct? Give reason.



Draw your favourite flowers in 3 groups of equal numbers and create a repeated addition fact for it.

__ + __ + __ = __

Learning Check

HT2RN

Answer the following questions.

1. Observe the pictures and fill in the blanks.



Number of equal groups _____

Number of ducks in each group _____

_____ groups of _____ ducks.

Total number of ducks = _____

___ times ___ is ___

2. Observe the pictures and fill in the blanks.



___ times ___ is ___

3. Find the sum of the repeated addition statement.

5 + 5 + 5 + 5 + 5 + 5 + 5 + 5 = _____

4. Fill in the blank.

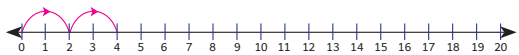
7 times 2 is ___

5. Mugilan has 3 fish tanks. If there are 10 fish in each tank, what is the total number of fish in the tanks?



☐ + ☐ + ☐ = ☐

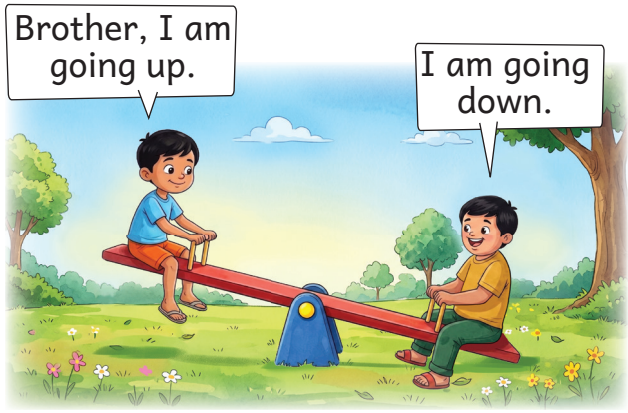
What I Learnt

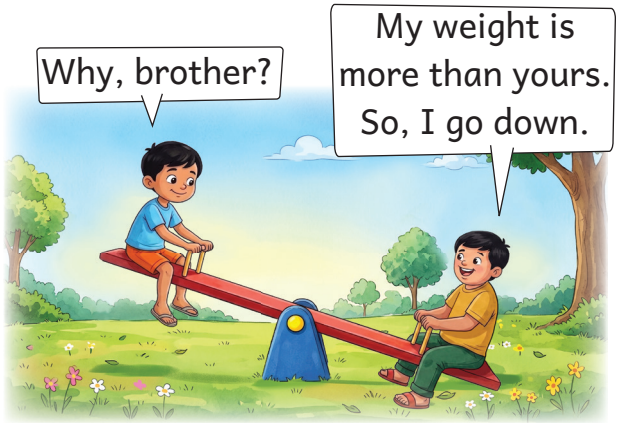
Knows repeated addition through equal groups.	Observe the pictures and fill in the table.  2 + 2 + 2 + 2 + 2 = 10 5 times 2 is 10		
Knows repeated addition using a number line.	Complete the number line and fill in the table. 		

5. Up... Up... Down... Down...

Let us Learn

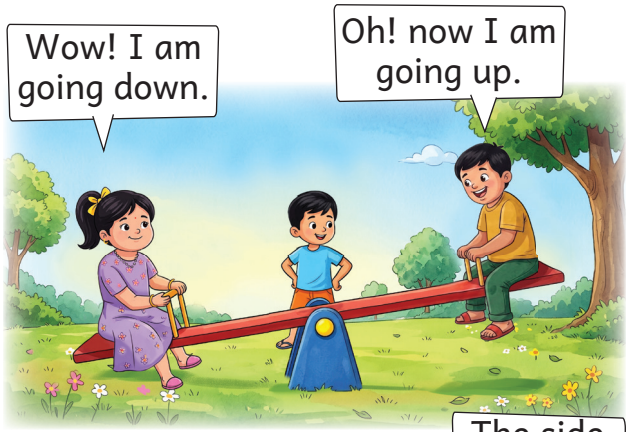
Varun and Naveen are siblings. They were playing on a see-saw in the park.



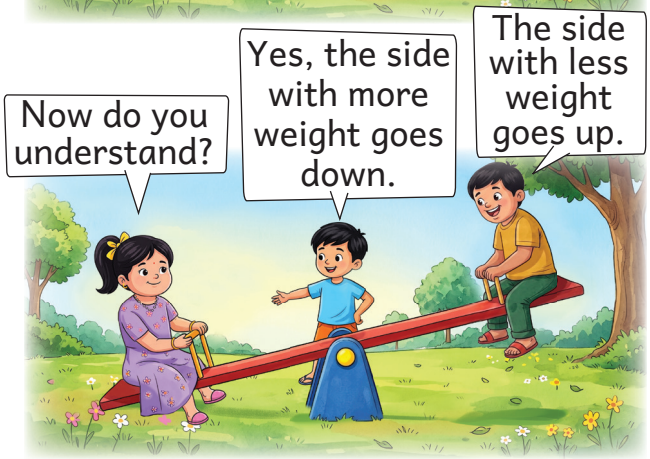


Just then, their elder sister Kavya came there.









They continued playing happily on the see-saw.

THB Narrate the story to explain that the side with 'more weight' goes down and the side with 'less weight' goes up. Then make the children play on the school see-saw to reinforce the concept.

Let us Do





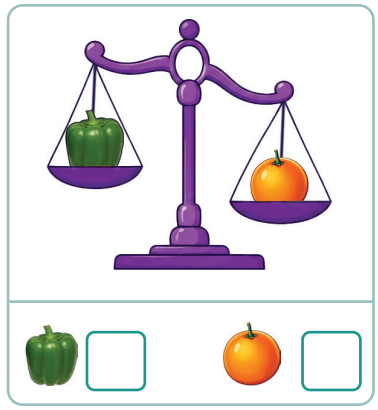
THB

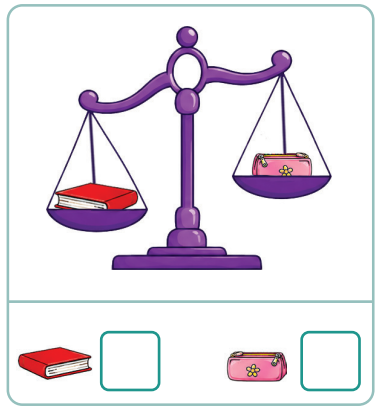
Prepare a simple balance. Place a few objects on the table. Call two children. Let one child pick any two objects and say which one is 'heavier' and which one is 'lighter'. Let the other child place the objects on the balance and observe the position of the pans to check the answer of the first child.

Let us Practise

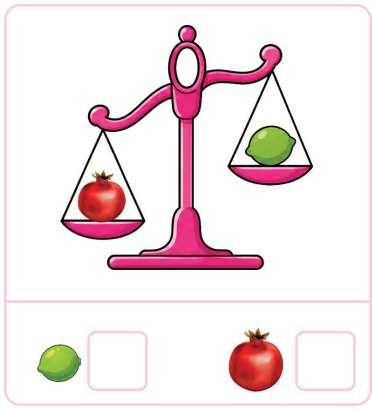
Observe the simple balance and tick (✓) the heavier object.

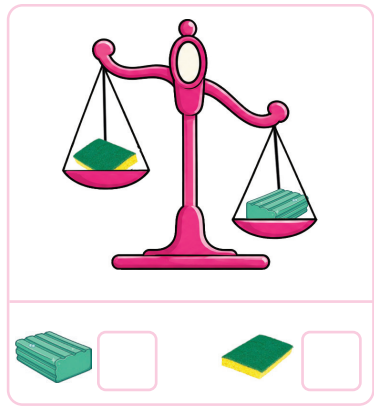






Observe the simple balance and tick (✓) the lighter object.

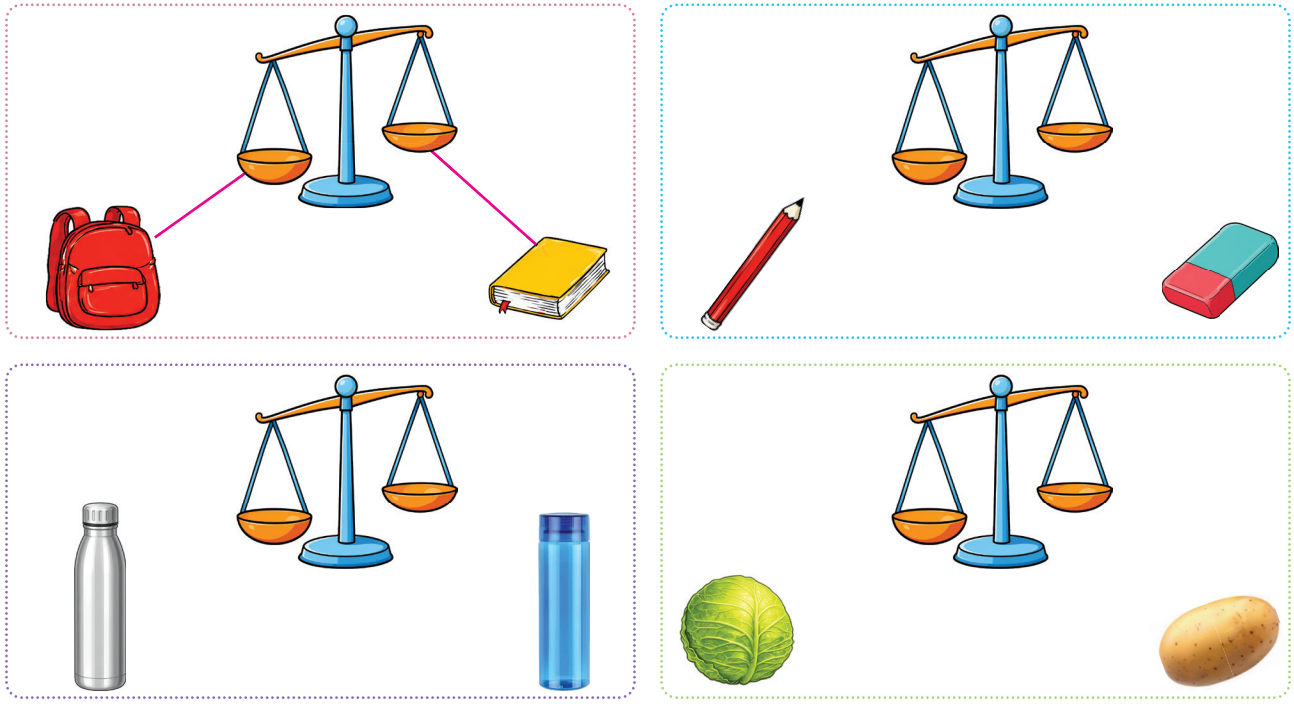




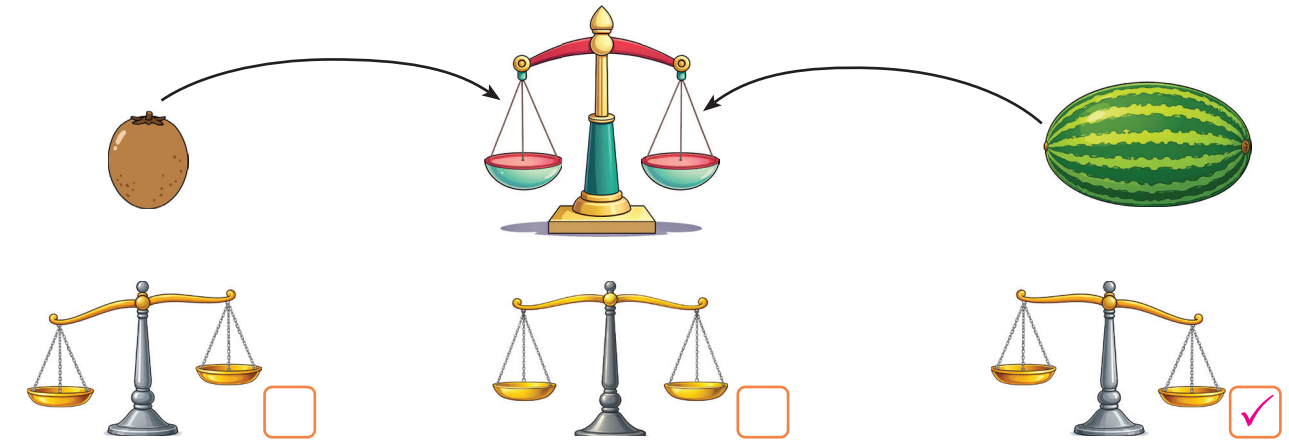


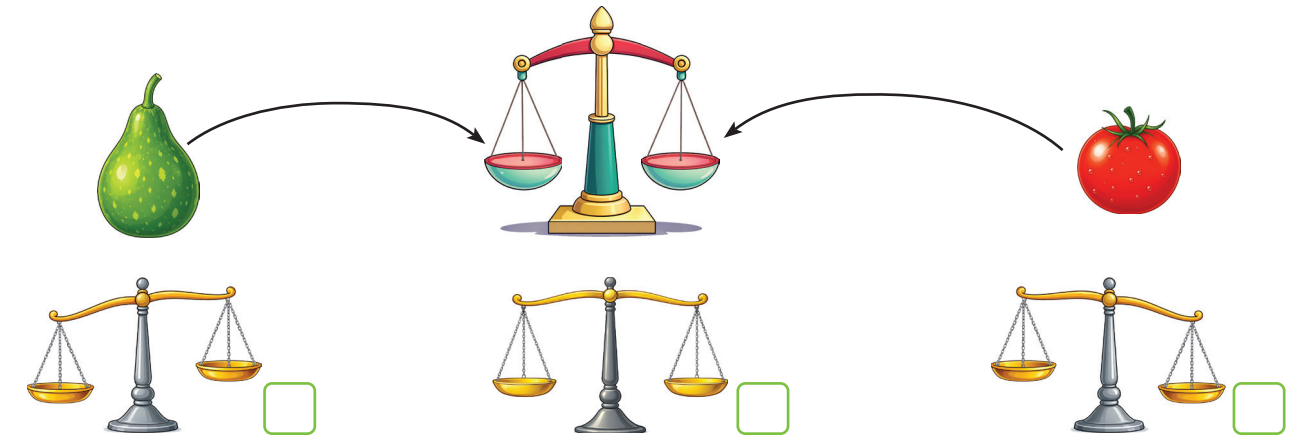
Let us Practise

Compare the weights of the objects and match them with the correct pan.



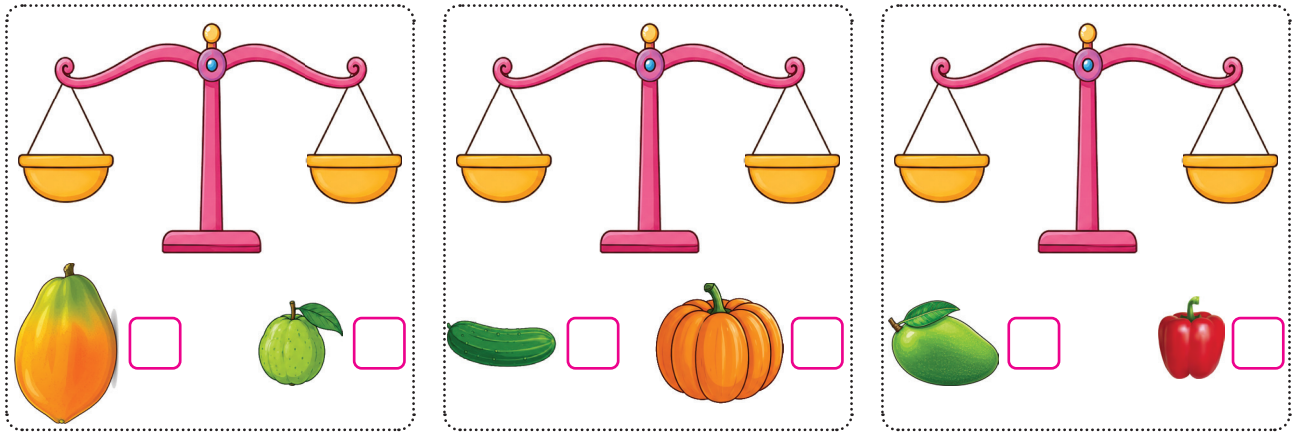
Tick (✓) the correct position of the balance after placing the objects on it.





Let us Explore

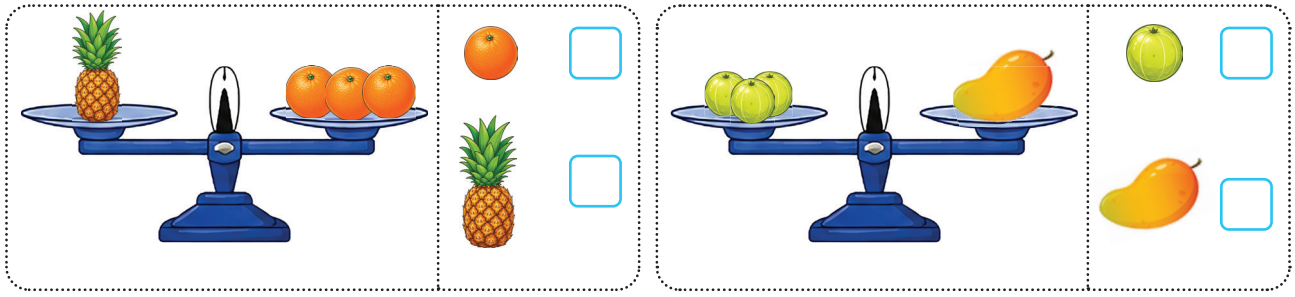
Place the vegetables on the balance. If the pan goes down, mark ↓. If the pan goes up, mark ↑.



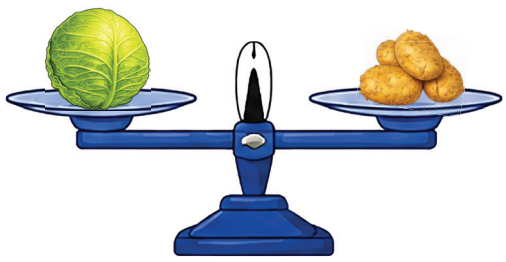
Which would be harder to lift a watermelon or a bunch of grapes? Why?



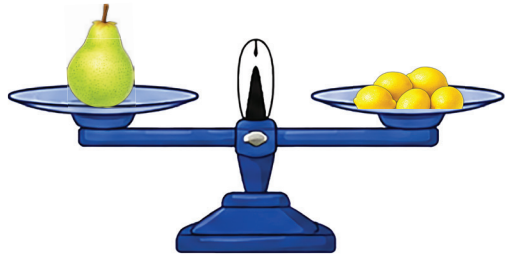
Write 'H' for the heavier object and 'L' for the lighter object.



Observe the picture and fill in the blanks.



The weight of 1 cabbage is equal to the weight of _____ potatoes.

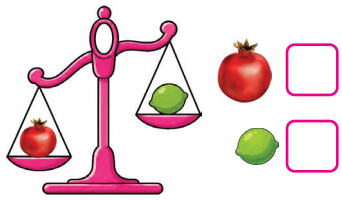


The weight of 1 pear is equal to the weight of _____ lemons.

Learning Check

Answer the following questions.

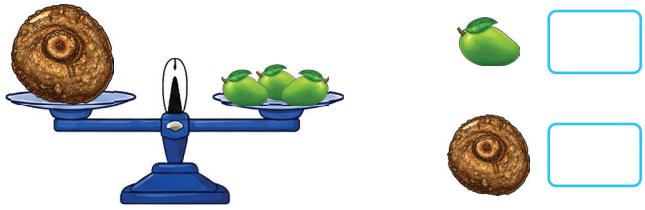
1. Observe the simple balance and tick (✓) the lighter object.



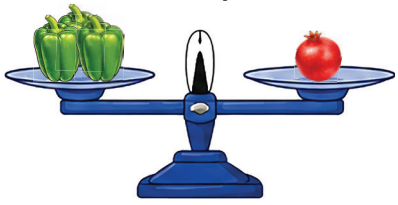
2. Compare the weights of the animals and match them with the correct pan.



3. Write 'H' for the heavier object and 'L' for the lighter object.

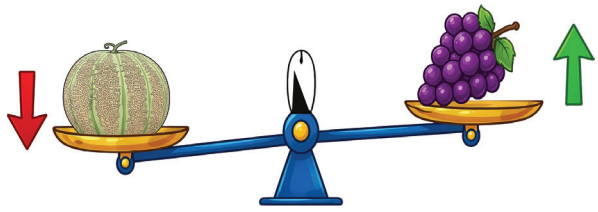


4. Observe the picture and fill in the blanks.

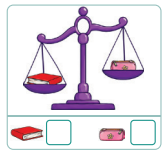


The weight of 1 pomegranate is equal to the weight of _____ capsicums.

5. On which pan of the balance would you add more fruit to bring the weighing balance to a level position? Why?



What I Learnt

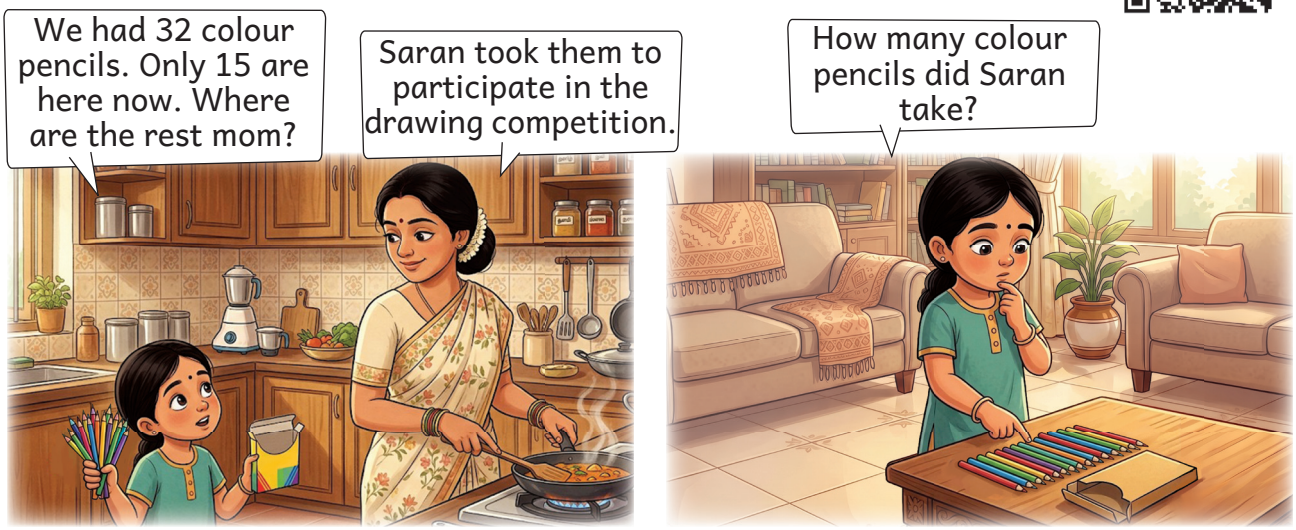
To compare objects as heavier and lighter using a simple balance.			

6. Remaining Colour Pencils

Let us Learn

Shall we help Venmathi find out how many colour pencils Saran had taken to the drawing competition?

RB1CI

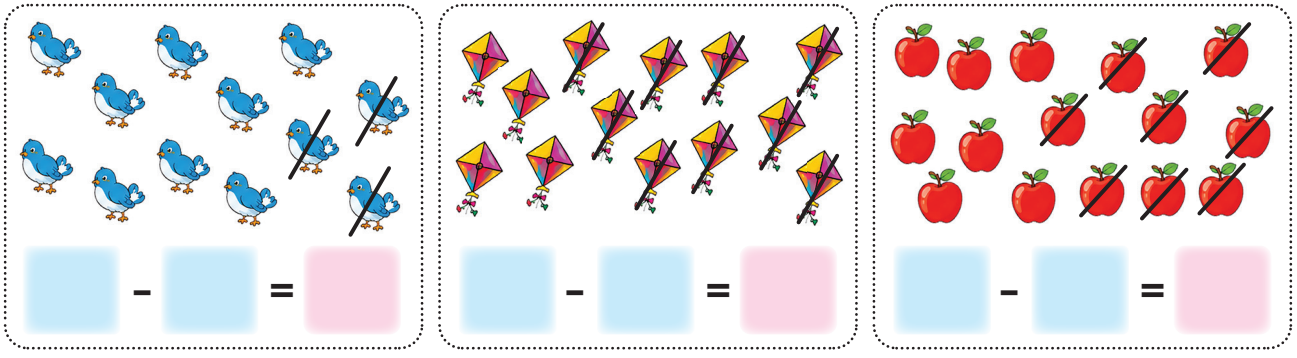


THB

Discuss the above situation with the children. Encourage them to recall subtraction of single digit numbers (within 20) which they have learnt in class 1 to find the answer.

Let us Practise

Observe the pictures and complete the subtraction fact.

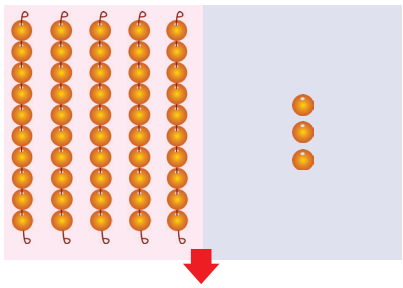


Count backwards and subtract.

14	12	16	15	12	13
- 8	- 7	- 9	- 6	- 9	- 8

Let us Learn

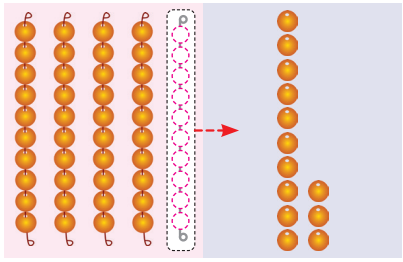
Subtract 53 – 16



	Tens	Ones
	5	3
–	1	6

Step - 1

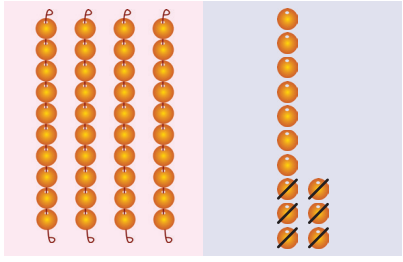
Subtract the ones.
6 ones cannot be subtracted from 3 ones



	Tens	Ones
	4	13
	~~5~~	~~3~~
–	1	6

Step - 2

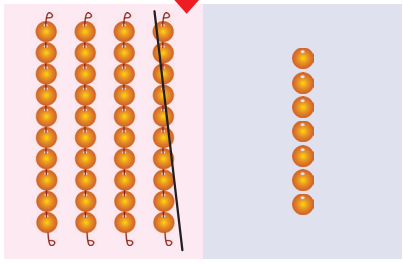
To subtract the ones regroup
5 tens and 3 ones as ,
4 tens and 13 ones.



	Tens	Ones
	4	13
	~~5~~	~~3~~
–	1	6
		7

Step - 3

Subtract the ones.
13 ones - 6 ones = 7 ones.



	Tens	Ones
	4	13
	~~5~~	~~3~~
–	1	6
	3	7

Step - 4

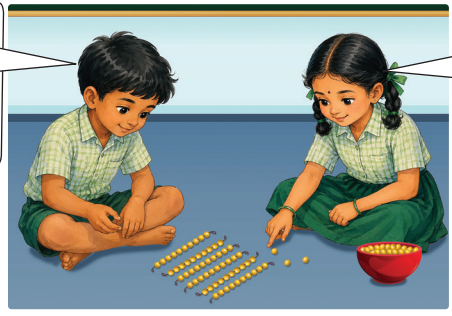
Subtract the tens.
4 tens - 1 ten = 3 tens

3 tens and 7 ones = 37

53 - 16 = 37

Let us do

How will you give me the 18 beads I need out of the 63 beads you have?



First, I will give one ten-bead string. Then, I will regroup the ten-bead string into 10 single beads and give 8 single beads.

THB

Practise subtraction of numbers (with regrouping) up to 99 using beads and bead strings.

Let us Practise

Fill in the blanks.

i) 4 tens and 8 ones = 3 tens and 18 ones.

ii) 7 tens and 3 ones = _____ tens and _____ ones

iii) 9 tens and 6 ones = _____ tens and _____ ones

iv) 5 tens and 7 ones = _____ tens and _____ ones

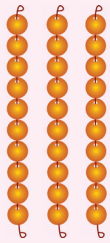
v) 2 tens and 4 ones = _____ tens and _____ ones

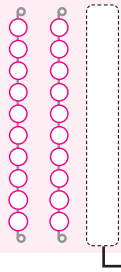
vi) 8 tens and 3 ones = _____ tens and _____ ones

vii) 3 tens and 2 ones = _____ tens and _____ ones

Regroup the bead strings, subtract and write.

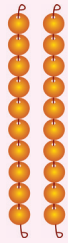
36 - 9 = ?

Tens	Ones
	

Tens	Ones
	

	T	O
	2	16
	~~3~~	~~6~~
−		9
	2	7

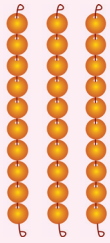
27 - 8 = ?

Tens	Ones
	

Tens	Ones

	T	O
−		

32 - 7 = ?

Tens	Ones
	

Tens	Ones

	T	O
−		

Let us Practise

Subtract using beads and write the answer.

T	O
2	17
~~3~~	~~7~~
−	8
2	9

T	O
3	3
−	7

T	O
2	8
−	9

T	O
5	1
−	4

T	O
7	2
−	5

T	O
5	4
−	8

T	O
6	2
−	4

T	O
6	1
−	3

T	O
7	4
−	5

T	O
9	3
−	6

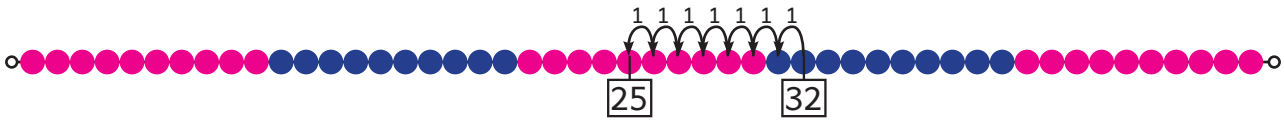
Find the remaining amount.

Amount you have	Amount spent	Amount remaining
		T O −
		T O −
		T O −

Let us Practise

Subtract using the bead garland.

32 - 7 = 25



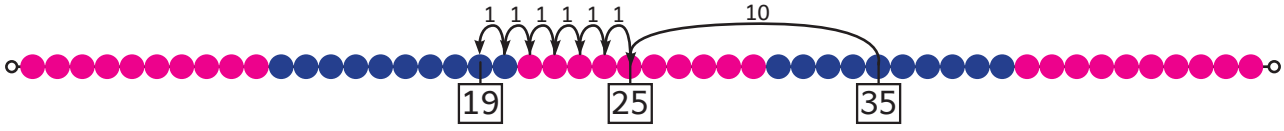
24 - 9 =

32 - 8 =

41 - 6 =

Subtract using the bead garland.

35 - 16 = 19



40 - 26 =

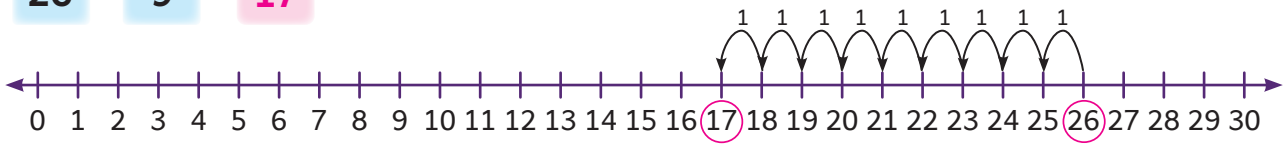
38 - 19 =

40 - 27 =

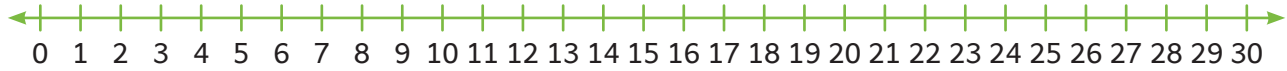
Let us Practise

Subtract using the number line.

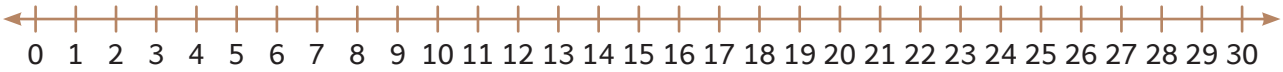
26 - 9 = 17



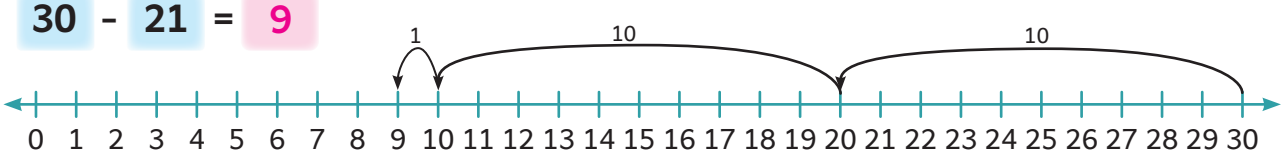
25 - 8 =



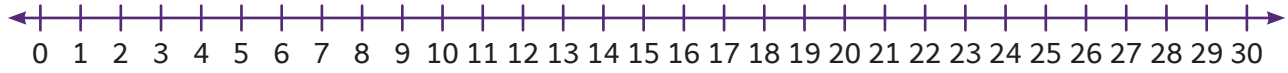
26 - 7 =



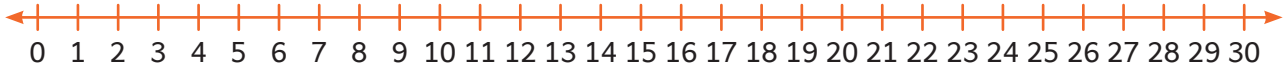
30 - 21 = 9



25 - 14 =



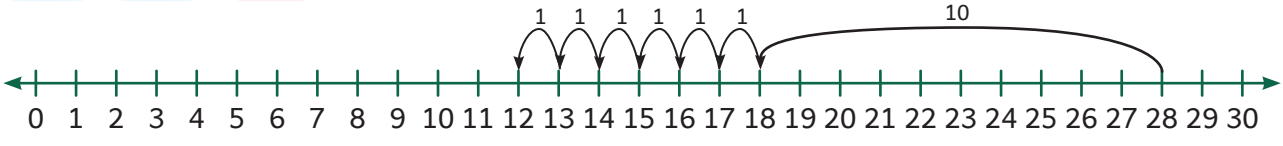
29 - 25 =



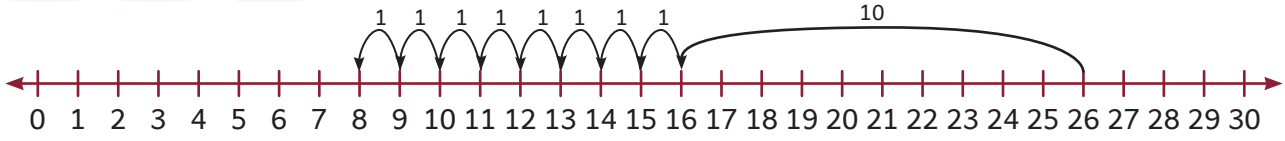
Let us Explore

Observe the number line and complete the subtraction fact.

28 - 16 = 12



26 - ☐ = ☐



Let us Practise

Subtract and write.

	T	O
	8	13
	~~9~~	~~3~~
−	3	6
	5	7

	T	O
	6	5
−	2	8

	T	O
	7	0
−	2	6

	T	O
	8	2
−	3	4

	T	O
	6	3
−	3	4

	T	O
	7	2
−	3	6

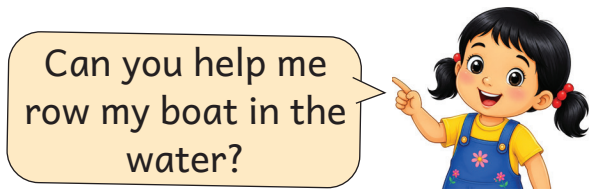
	T	O
	8	4
−	1	8

	T	O
	7	1
−	3	2

	T	O
	5	1
−	2	6

	T	O
	9	8
−	2	9

Let us Explore



Make both the sides equal to help the girl row the boats in the water.



Let us Explore

Answer the following questions.

1. There were 42 apples in a shop. Out of them 18 apples were sold. How many apples remained?



	T	O
–		

2. There were 53 story books in a library. Out of these 27 books were issued to students. How many story books were left?



	T	O
–		

3. In a cricket match, Arun scored 61 runs and Bala scored 37 runs. How many runs did Bala score less than Arun?



	T	O
–		

4. There were 45 passengers on the bus. 28 passengers got down. How many passengers were left in the bus?



	T	O
–		

Learning check

PE1QA

Answer the following questions.

1. Subtract using the beads.

	T	O
	6	5
–	2	8

2. Subtract and write

	T	O
	7	2
–	2	6

3. Subtract using the bead garland.

45 - 18 = ☐



4. Subtract using the number line.

26 - 19 = ☐



5. 85 people attended a programme. If 27 of them were men, how many were women?

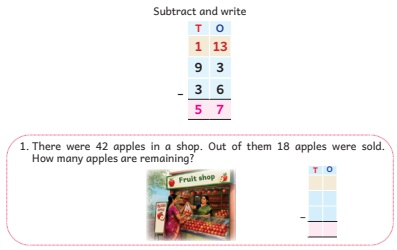


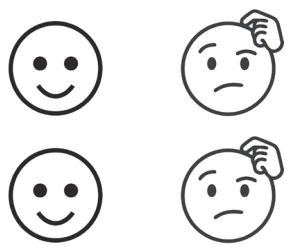
	T	O
–		

What I learnt

Subtraction of numbers up to 99 (with regrouping).

Finding the answer for story problems.





I can Do

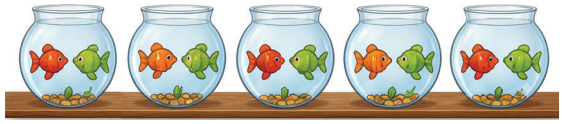
Answer the following questions.

1. Observe the picture and fill in the blanks.



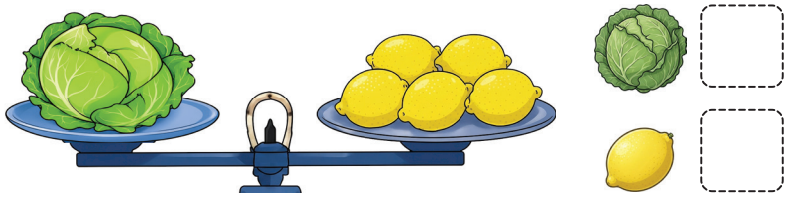
_____ times _____ is _____

2. Write in the form of repeated addition fact and add.



☐ + ☐ + ☐ + ☐ + ☐ = ☐

3. Write 'H' for heavy object and 'L' for light object.



4. Subtract.

	T	O
	6	2
−	2	8

5. Seetha had 45 candies. Out of them, she gave 16 candies to her friends. How many candies were left with her?



	T	O
−		

Oral Task

6. Answer the following questions.



i) What is the total number of flowers in the pots?

ii) How many times 10 must be added to get 50?

iii) In a simple balance, if a pumpkin is placed on one pan and a potato is placed on the other, which pan will go downwards?

iv) Can 35 be subtracted from 18? Give reason.

v) If 20 out of 40 students in a class are boys, how many girls are there?

7. Identify and tell the error.

T	O
2	
8	6
− 3	8
5	2

T	O
6	0
− 1	7
5	7

T	O
	12
7	~~2~~
− 3	5
4	7

T	O
9	1
− 8	
1	1

T	O
7	
~~8~~	2
−	7
8	5

Project

8. Write any five repeated addition facts that give 24 as sum.

_____ = 24

_____ = 24

_____ = 24

_____ = 24

_____ = 24

9. Write any five subtraction facts that give in 30 as answer.

_____ = 30

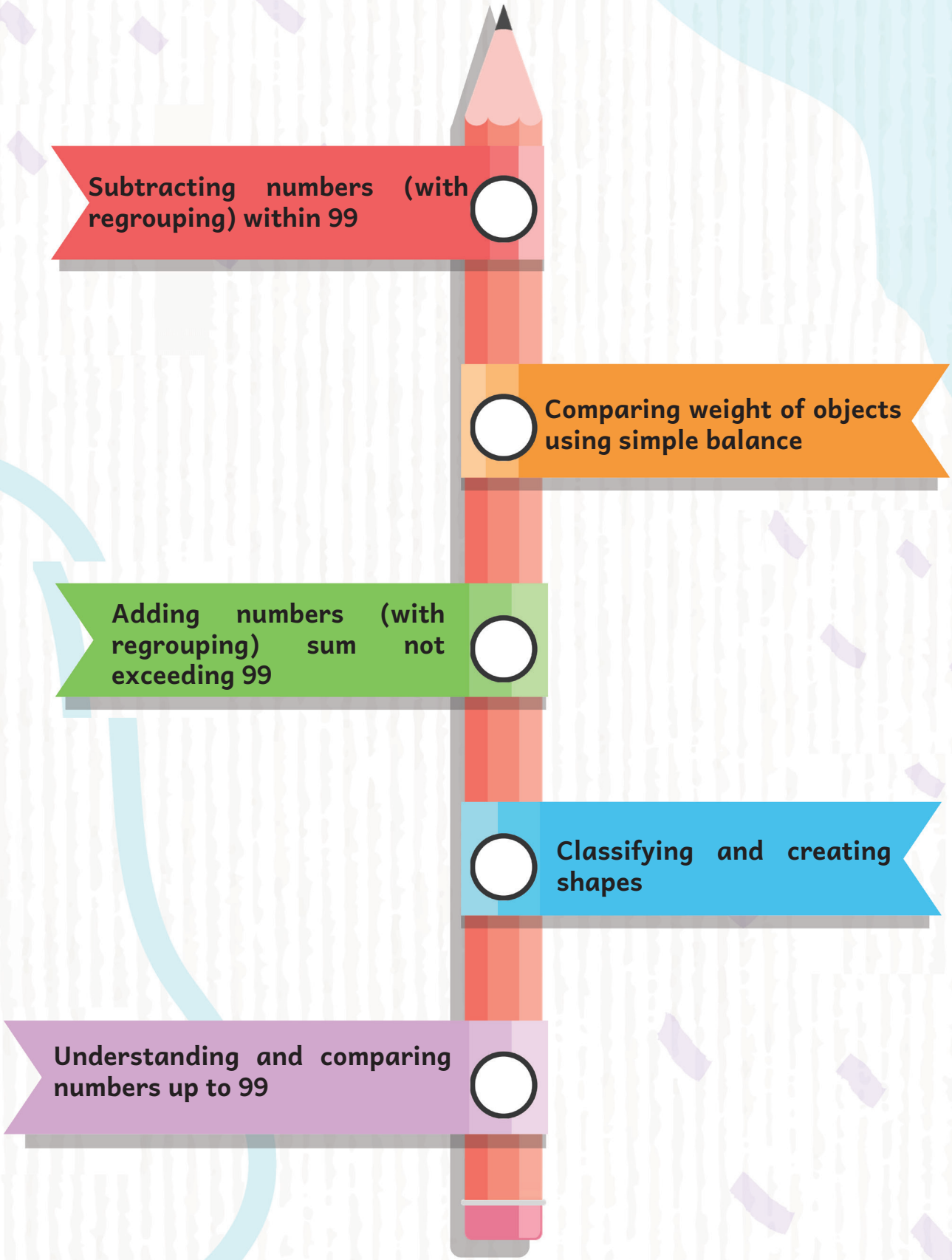
_____ = 30

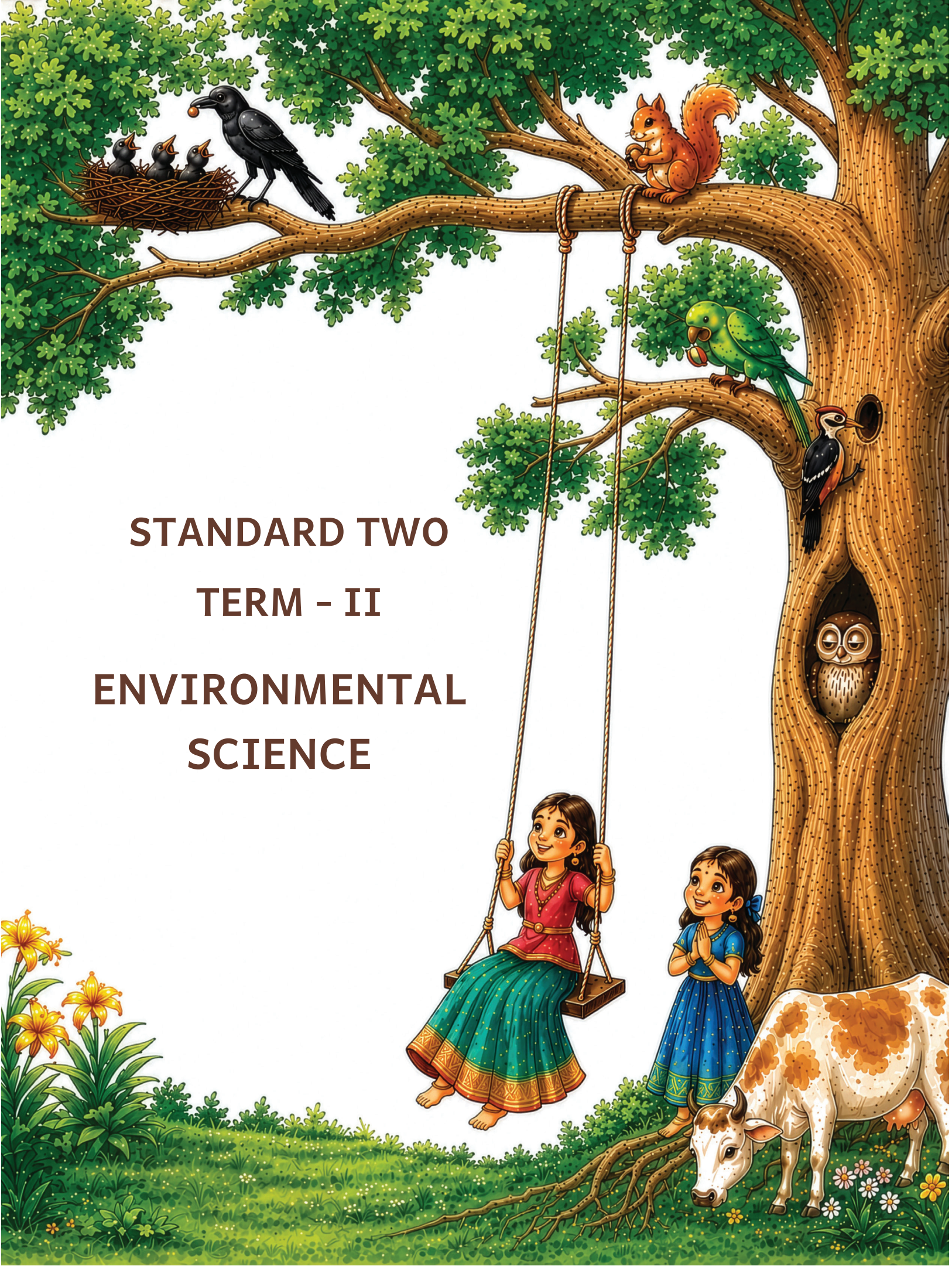
_____ = 30

_____ = 30

_____ = 30

LEARNING JOURNEY





STANDARD TWO

TERM - II

ENVIRONMENTAL SCIENCE

Preface

The Environmental Science textbook has been developed in alignment with the Tamil Nadu State Education Policy (TNSEP) 2025, with a focus on child-centred, experiential and inquiry-based learning.

Key features that build Scientific Temper



Observe and Discuss
Builds observation, questioning, comparison and expression skills by discussing pictures and real-life situations.



Do and Learn
Promotes exploration, creativity, cognitive skills, measurement and recording skills through simple hands-on activities.



Do and Observe
Encourages prediction, observation, reasoning and drawing conclusions through simple experiments.



Activity Time
Promotes exploration, coordination and expression through play-based and group activities.

The Term II textbook is designed as two units that follow a progressive learning approach.



1. World of Plants

- Explores how plants grow from seeds and other plant parts.
- Classifies plants based on their observable features.
- Understands the functions and uses of leaves.
- Recognises common plant products.
- Practises of caring for plants.



2. Our Food

- Identifies and classifies food from plants and animals.
- Relates ingredients to common dishes.
- Understands the journey of food from farm to plate.
- Makes healthy food choices and prepares simple healthy snacks.
- Practises healthy eating habits and responsible use of food.

Assessment and Progress Support



Learning Check

Assesses children's understanding through simple observation-based and activity-based questions and helps identify learning progress and areas that need support.



What I Learnt

Helps children recall and reflect on key concepts learnt and supports revision and reinforcement of learning.



I Can Do

Provides opportunities to apply learning through simple oral and written tasks, projects and real-life activities, promoting confidence and independent learning.

This Environmental Science textbook promotes joyful and meaningful learning and helps children connect science to their everyday life. It supports the overall development of children by building values and skills and encourages them to become curious and responsible individuals.

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QS8RH e-book

MG5PG Inclusive book

IC6YA THB

AW4SI Assessment

1 World of Plants

Seed to Seed!

Observe and Discuss



THB Discuss the seed to seed journey with the children.

Do and Observe

How do seeds grow? Do all seeds grow in the same way? Let us find out.

1 Take 3 plastic/ glass cups.

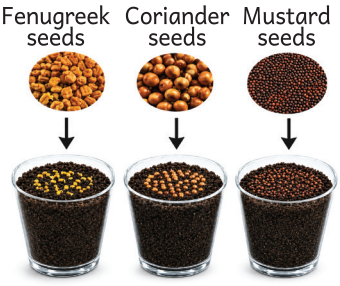


A B C

2 Fill them with soil.



3 Plant



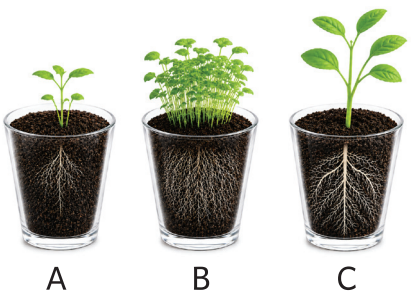
A B C

4 Water them.



A B C

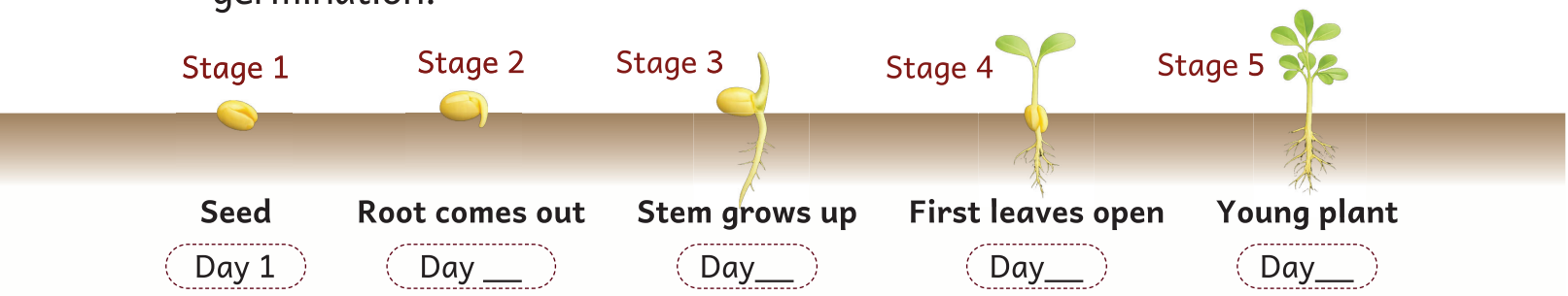
5 Keep them in the sunlight.



A B C

Record

1. Seeds from which cup sprouted first? _____
2. Write the day on which you observed each stage of the fenugreek seed germination.



Different seeds sprout at different times.

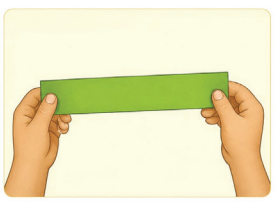
Do and Learn

Word Bank Seed, Root comes out, Stem grows up, First leaves open, Young plant.

1. Draw and label the journey from seed-to-young plant.

2. Make a seed band.

1. Take a paper strip.



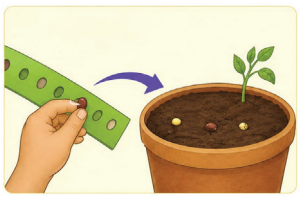
2. Stick the seeds with flour paste.



3. Wear the seed band.



4. Sow the seeds in the soil.



Observe and Discuss

Observe the fruits and vegetables and complete the given table.

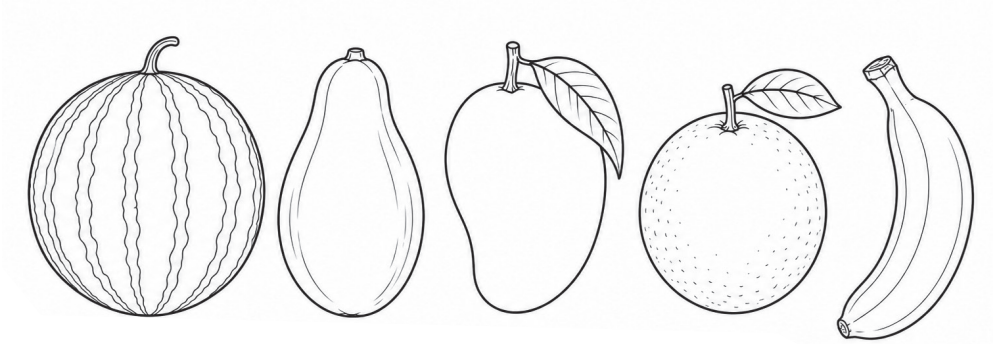


Name of the fruit/ vegetable	Seeds present (Yes/No)	Single seed/ Many seeds	Where are the seeds? (Centre/ Spread)	Colour of the seed	Texture (Hard/ soft)
Sapota	Yes	Many	Centre	Black	Hard

THB Bring different fruits and vegetables to class and help children compare the seeds.

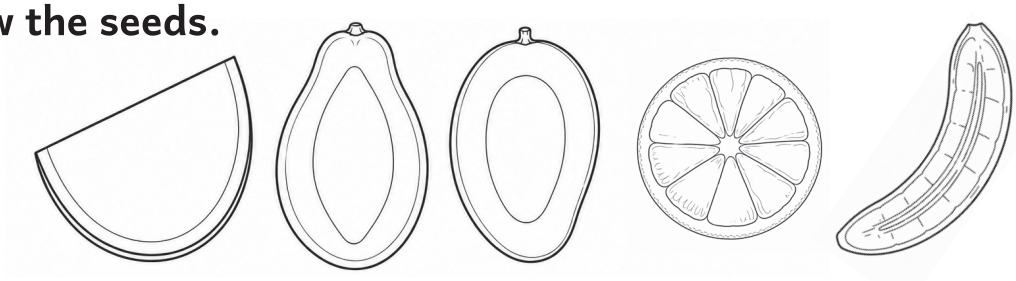
Do and Learn

1. Colour the fruits.



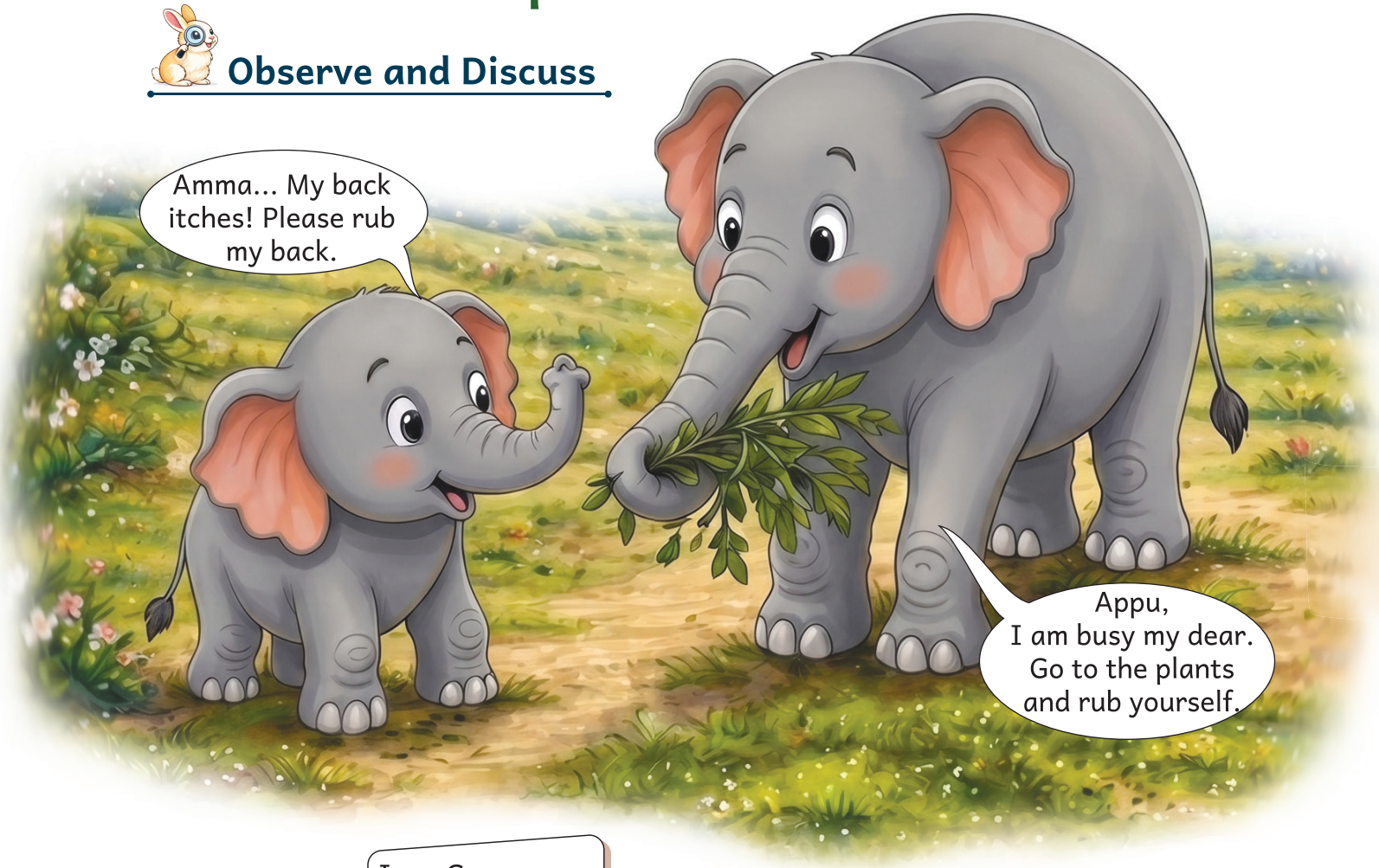
Watermelon Papaya Mango Orange Banana

2. Draw the seeds.

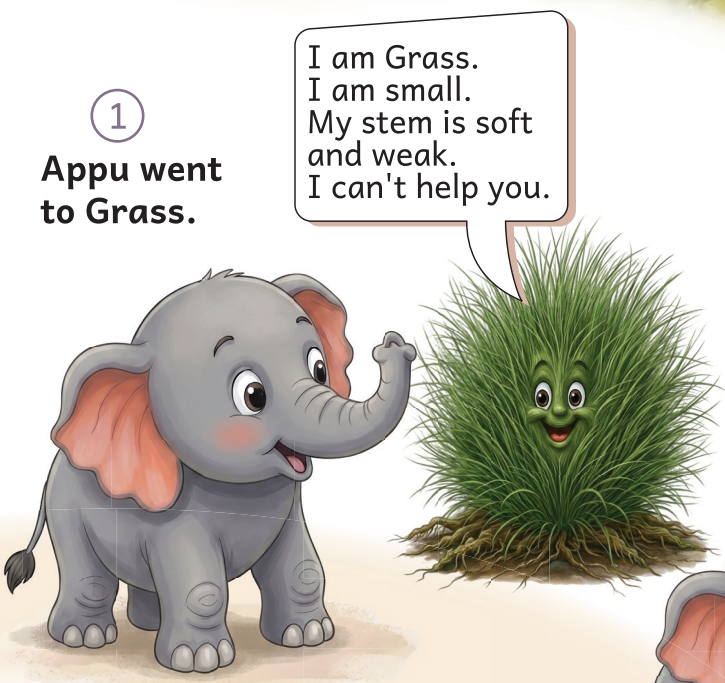


The Little Elephant and Various Plants

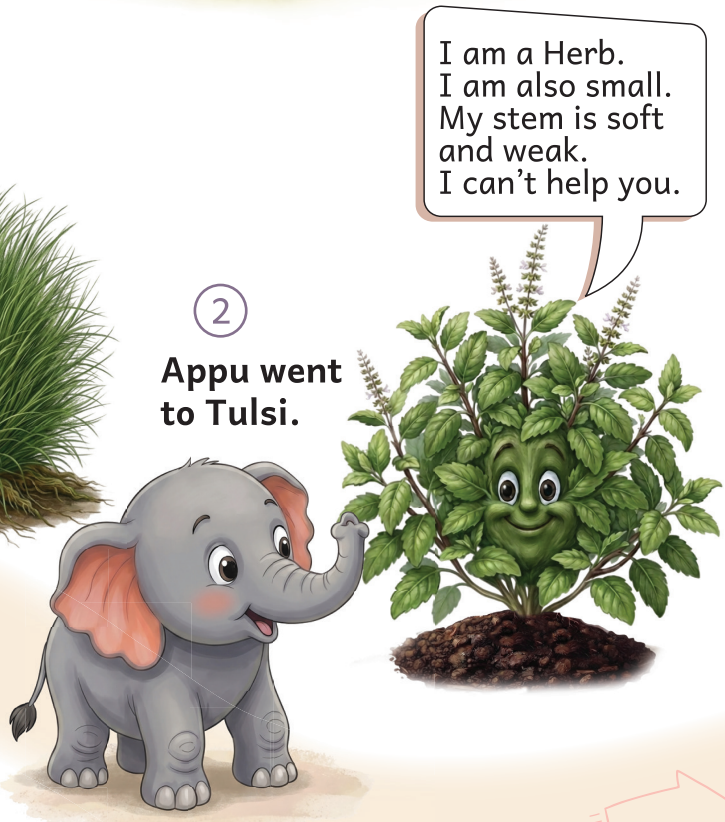
Observe and Discuss



1 **Appu went to Grass.**



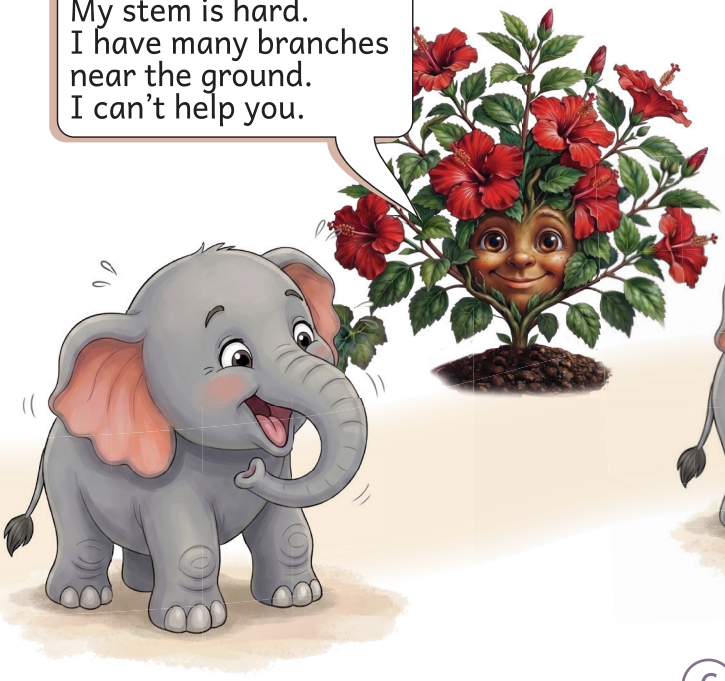
2 **Appu went to Tulsi.**



HS1YY

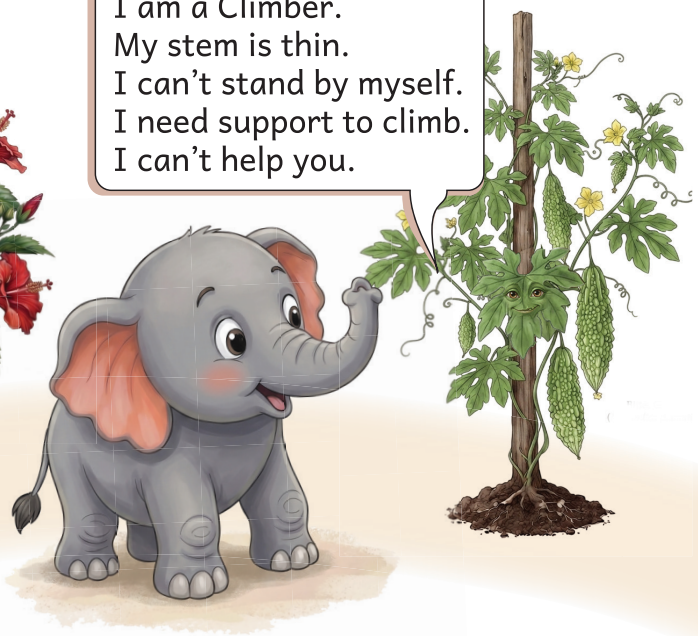
3 **Appu went to Hibiscus.**

I am a Shrub.
I am medium in height.
My stem is hard.
I have many branches near the ground.
I can't help you.



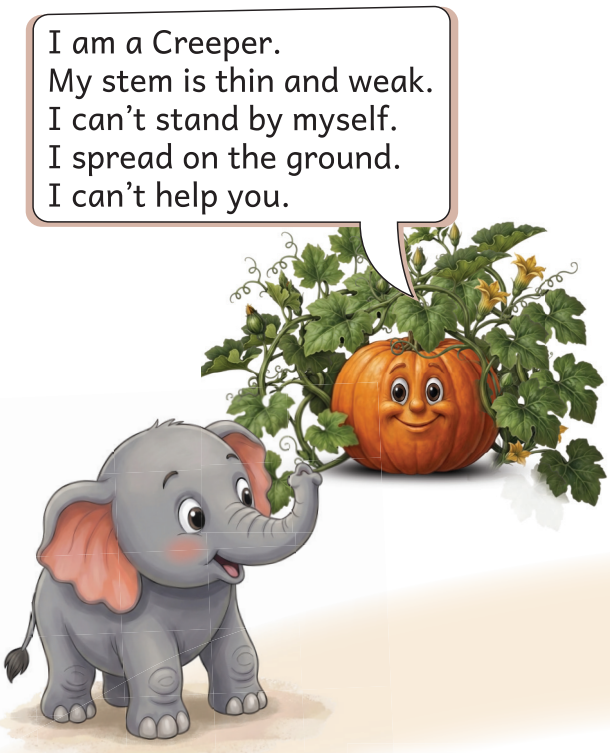
4 **Appu went to Bitter Gourd.**

I am a Climber.
My stem is thin.
I can't stand by myself.
I need support to climb.
I can't help you.



5 **Appu went to Pumpkin.**

I am a Creeper.
My stem is thin and weak.
I can't stand by myself.
I spread on the ground.
I can't help you.

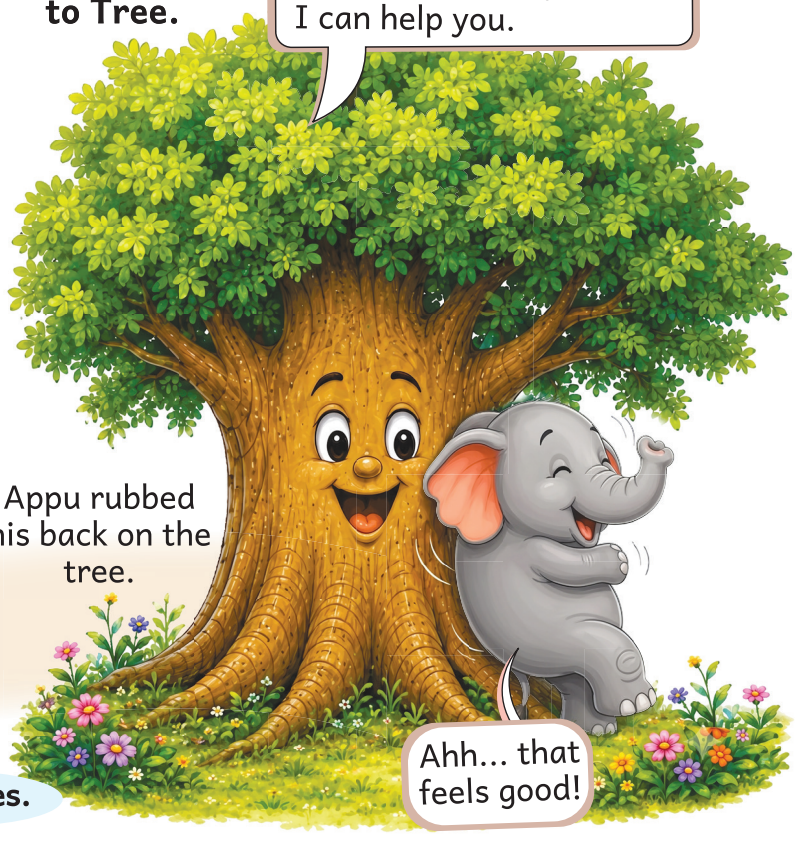


6 **Appu went to Tree.**

I am a Tree.
I am tall and strong.
My stem is thick and hard.
I can stand by myself.
I can help you.

Appu rubbed his back on the tree.

Ahh... that feels good!



Every plant has its own special features.

THB Read the picture story and help children compare the types of plants.

Do and Learn

1. Observe the plants. Choose and write their features.



Features	Herb	Shrub	Creeper	Climber	Tree
Height Short (A)/ Medium (B)/Tall (C)	A				
Stem Soft (A)/Hard (B)/Thick and hard (C)/ Thin and weak (D)	A				
Green (A)/Brown (B)	A				
Many branches near the ground (Yes/No)	No				
Can it stand by itself? (Yes/ No)	Yes				
Needs support? (Yes/ No)	No				
Growth Upright (A)/ Climbs with support (B)/ Spreads on the ground (C)	A				

2. Observe the plants in your school/around your home. Count and write the number.

Herbs ☐ Shrubs ☐ Trees ☐ Creepers ☐ Climbers ☐

The most common kind of plants are: _____

The least common kind of plants are: _____

THB Ask children to share the name of the plants they recognise.

3. Write my features and find out what kind of plant I am.



Stem _____

Can it stand by itself? _____

Needs support _____

Growth _____

This grape plant is a _____

Share your answers with your friend.
Are they the same?

THB Ask children to observe the given plant, complete the table and share it in class.

4. Complete the flow chart using the words given.

(Creeper · Herb · Tree · Climber · Shrub)

START → 1 Does the plant spread on the ground? YES → ____

NO → 2 Does the plant climb using support? YES → ____

NO → 3 Is the stem soft and weak? YES → ____

NO → 4 Is the plant tall with one thick trunk? YES → ____

NO → 5 Does it have many branches from the ground? YES → ____

5. Draw any creeper that you have seen on a sheet of paper.

6. Choose and write the words to describe the plant.

Thick stem • Spread on the ground • Big plant • Grows upward • Thin stem • Cannot stand straight • Tree • Herb • Shrub • Creeper • Climber





_____ _____

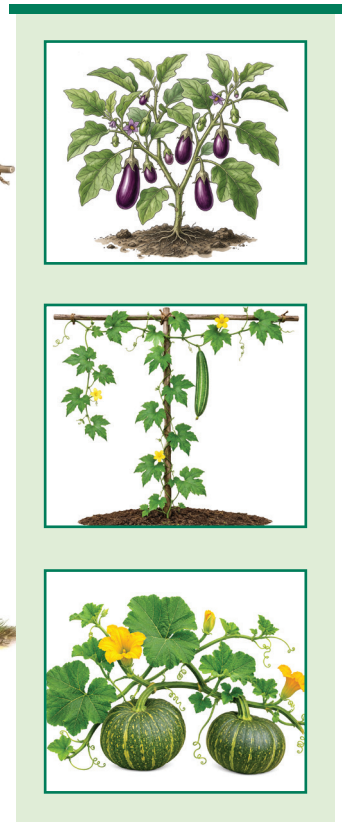
_____ _____

_____ _____

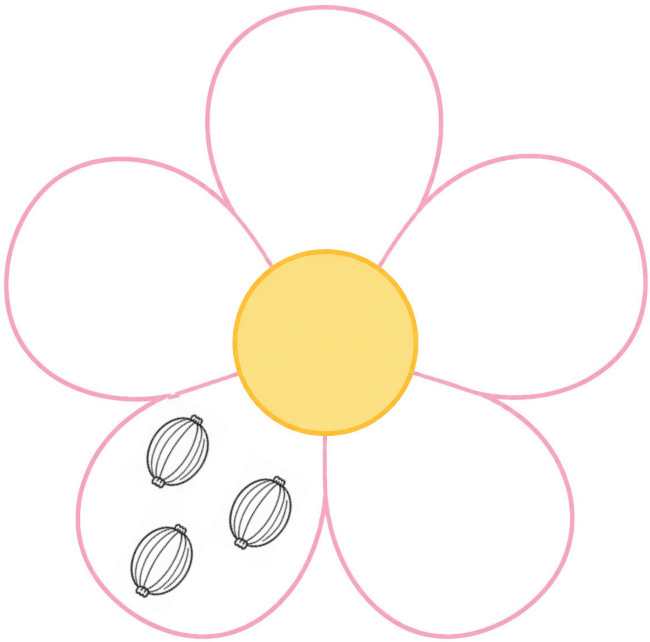
This is *a* _____. This is *a* _____.

7. Choose and draw.

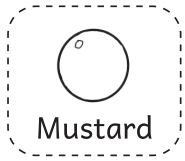




8. Draw the seeds given, on the flower.




Cumin


Mustard


Chickpea


Fenugreek


Coriander

9. Find and write three other seeds used in your kitchen.

_____, _____, _____.



Do and Observe

Can plants grow without seeds and roots?


Take a plastic bottle.


Make small holes.


Fill it with soil.


Insert mint stems into the holes without roots.

Water it and keep it in the sunlight.

Record using the given words.

(From the stem · New roots and leaves grow)

1. What changes do you notice in the mint stem? _____

2. Where do the new roots grow? _____

Do and Observe

Can you measure a tree trunk?

1. Guess!

How many hand spans do you think the tree trunk is? _____ hand spans.

Let us find out!

Name of the tree:

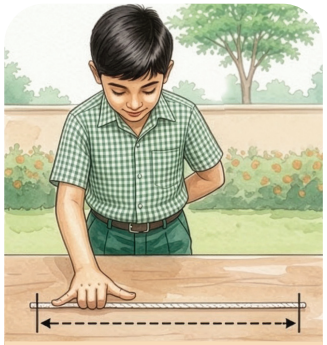
_____



Tie a string around the tree trunk.



Stretch the string straight.



Measure the string using your hand span.

Think and Share

a. Was your guess correct? ☐ Yes ☐ No

b. How many hand spans was the trunk? _____

c. Whose tree trunk is thicker? ☐ Mine ☐ My friend's

2. Measure the leaves using your sharpener. Compare your answer with your friend's.

Leaf	My Count	My Friend's Count
Neem Leaf		
Banana Leaf		



Talk with your friend.

Are your answers the same? ☐ Yes ☐ No

Discuss why/why not?

THB Help children do the activities.

Leaves

Observe and Discuss

Hello, children! Let us play the **"Leaf Says"** game.



Leaf Says – Action	I observed...	My leaf
Look at your leaf carefully.	**Colour:** light green / dark green / yellow / other	
Touch your leaf gently.	**Texture:** smooth / rough / thin / thick	
Smell your leaf.	**Smell:** no smell / mild smell / strong smell	
Observe the size of your leaf.	**Size :** small / medium / big	
Observe the top end of your leaf - tip.	**Tip:** pointed / rounded 	
Observe the shape of your leaf.	**Shape :** long / narrow / broad  round / oval / heart-shaped 	
Observe the edge of your leaf.	**Edge:** smooth / toothed / wavy 	

Leaves are the green part of most plants. They have different shapes, sizes, colours, textures, smells, edges and tips.

My Leaf is _____ _____ _____ _____

_____ _____ _____ _____.

THB Collect and bring a variety of familiar leaves and you role play as a leaf.

Do and Learn

1. My Leaf – Guess it!

Bring a leaf of your choice. Give two clues to your friend.

Clue 1. _____

Clue 2. _____

Draw your Leaf

Ask your friend to guess the leaf and write down the name. _____

2. Observe the given leaves and record your observations in the table below.


Neem


Peepul


Mango


Ashoka

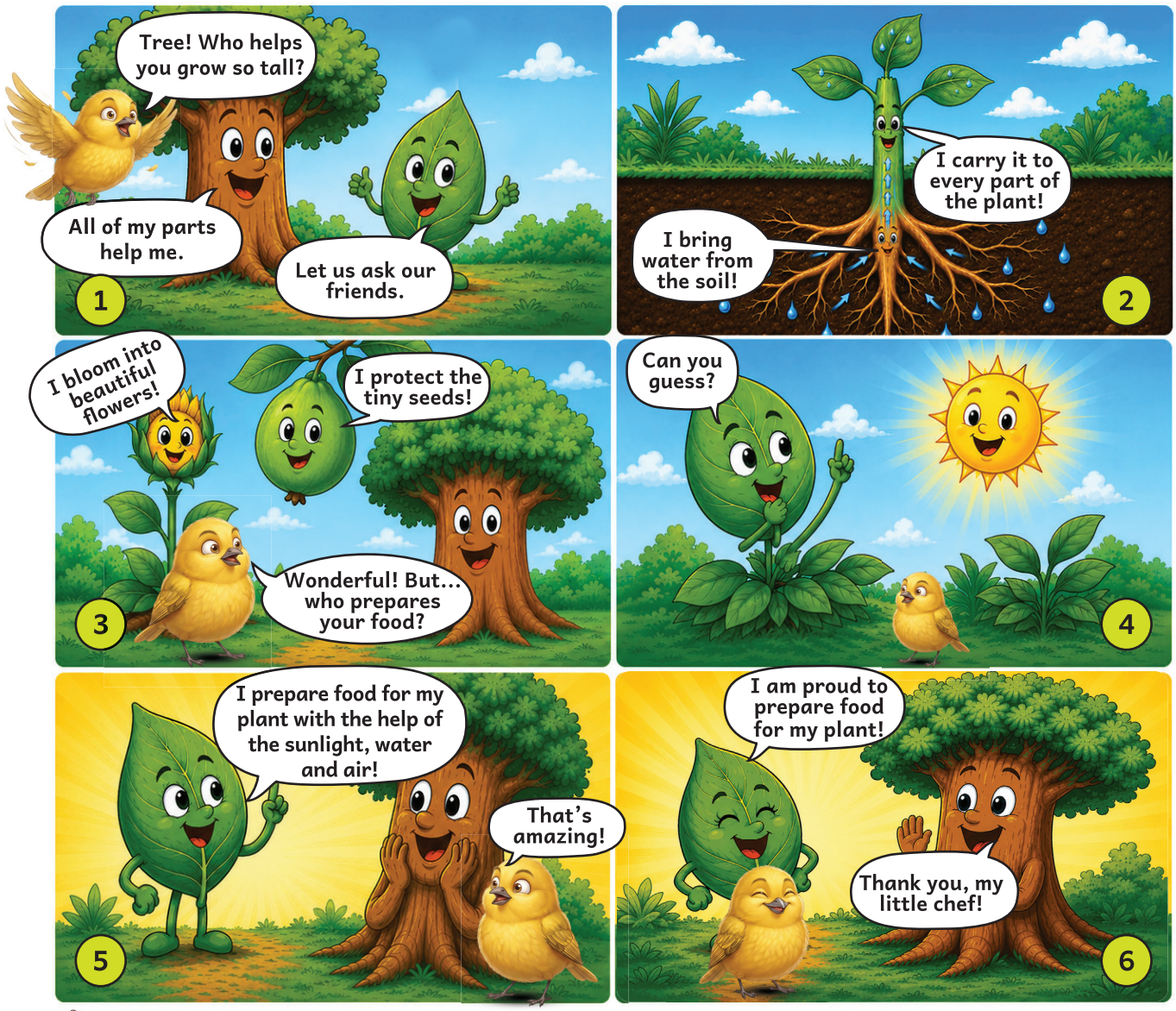

Hibiscus


Guava

S.No	Leaf Name	Size	Shape	Tip	Edge	Texture	Colour	Smell
1	Neem							
2	Peepul							
3	Mango							
4	Ashoka							
5	Hibiscus							
6	Guava							

Observe and Discuss

Can plants make their own food?



Activity Time

Role Play



THB

Discuss the functions of different parts of the plant.

Do and Learn

1. Project

Observe the same leaf in a plant for six weeks, draw the changes and write your leaf observations using the word bank.

An example of changes



Word Bank

Colour:
- Light green
- Dark green
- Yellow
- Brown

Size:
- Small
- Smaller
- Big
- Bigger

Texture:
- Soft
- Smooth
- Dry

Condition:
- Fresh
- Healthy
- Dry
- Fallen

Activity	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Draw & Colour						
Write the changes.						

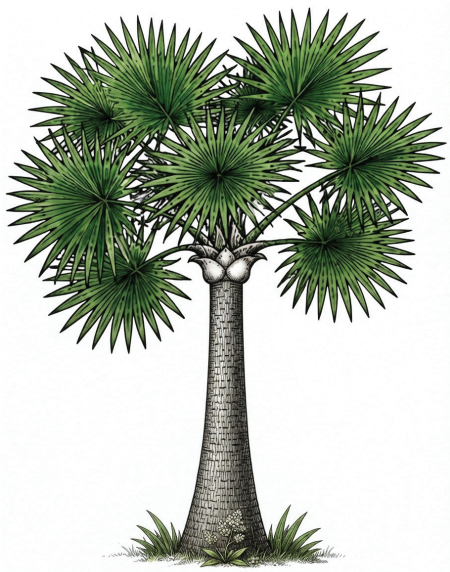


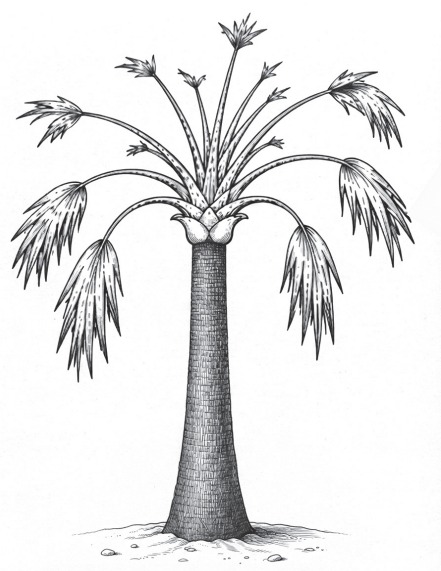


Do you know?

In olden days, people used dried palm leaves to write stories, poems and important information.

2. Look at the two palmyra trees. In which tree will you draw the bunch of palmyra fruits? - Think and answer!







- Help children understand that without leaves, a plant cannot prepare enough food and may not grow fruits.
- Prepare mint tea in class.

Do and Learn

1. Let us prepare and drink mint tea!



Did you like the mint tea? Colour.

Do you know?

1. A cabbage is made up of many layers of leaves.





2. Dried and old leaves become manure.



2. Find out!

Which leaves, other than banana leaves, are used as plates for eating food?

a. _____ b._____

3. Create your own leaf art and display it in the class.



4. Make a poster on a sheet of paper thanking plants. Display it in the classroom.

Plants in Our Everyday Life

Observe and Discuss

Vimal's Dream



Vimal's Action





THB Ask children to share their views of the pictures.

Crow

Squirrel

Parakeet

Woodpecker

Owl

Trees – The Home of Many Living Beings



I eat your fruits every day
Can I live on your trunk and stay?



On your trunk I peck away
Can I live on your trunk and stay?

Slowly chewing my grass, I stay
May I rest in your shade everyday?





Branch to branch I run and play
Will you let me do that everyday?

Caw, caw, I sing on your branches high
May I build my nest beneath the sky?





Awake at night, I take my flight
I rest in your hollow when it's light?

Dear tree, dear tree, strong and tall
May we swing and play with all?

Come, come dear friends one and all!
I have place to welcome you all!

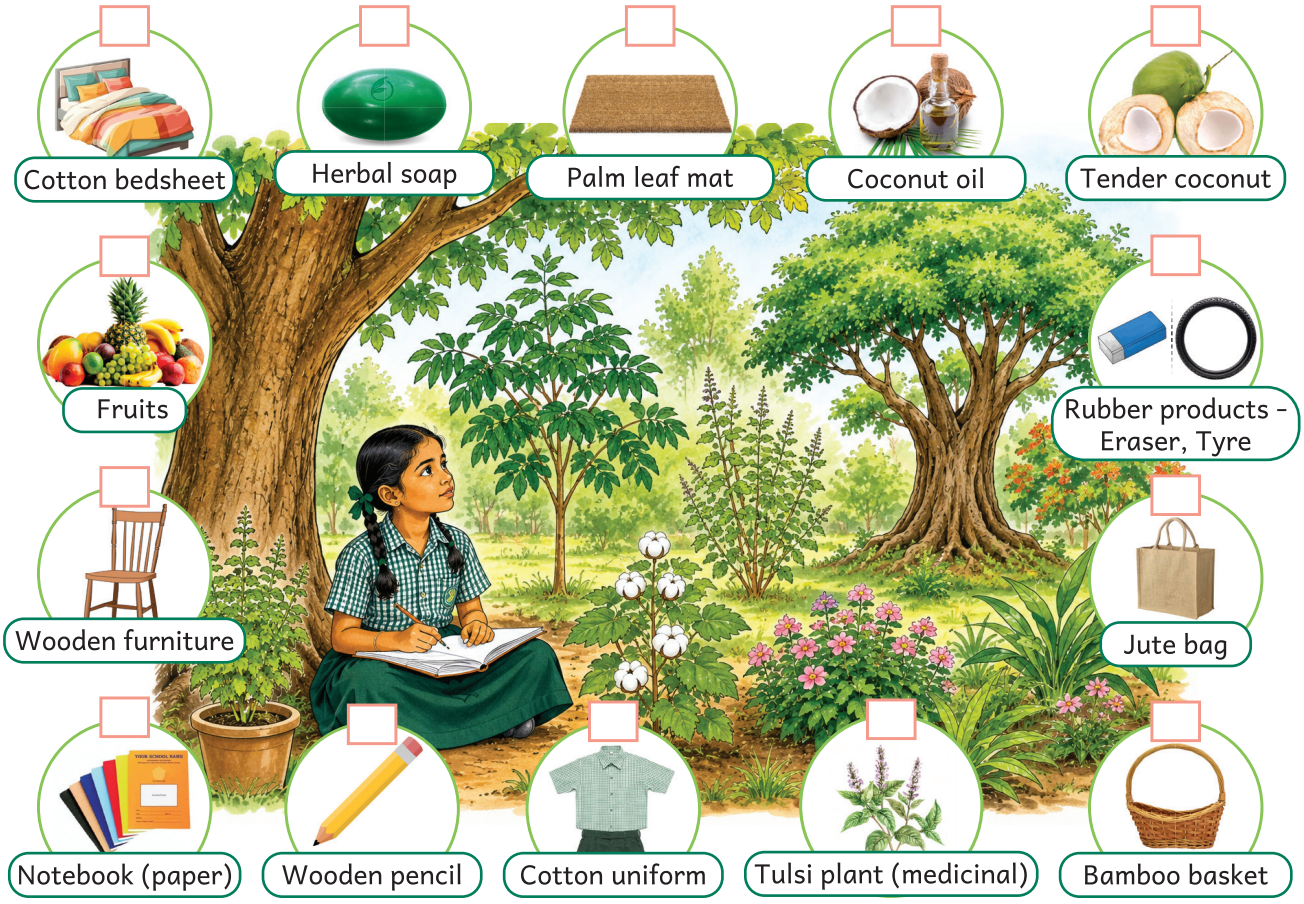
Cow

Do and Learn

1. Use the song and list the animals living in, on and under the tree.

In the tree	On the tree	Under the tree

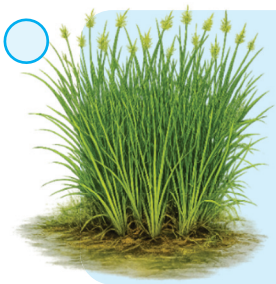
2. Write 'H' for the plant products used at home, 'S' for those used at school and 'B' for both.



Plants are an important part of our life. Let's care for them and thank them always!

THB Discuss the uses of plants in our lives.





Do you know?

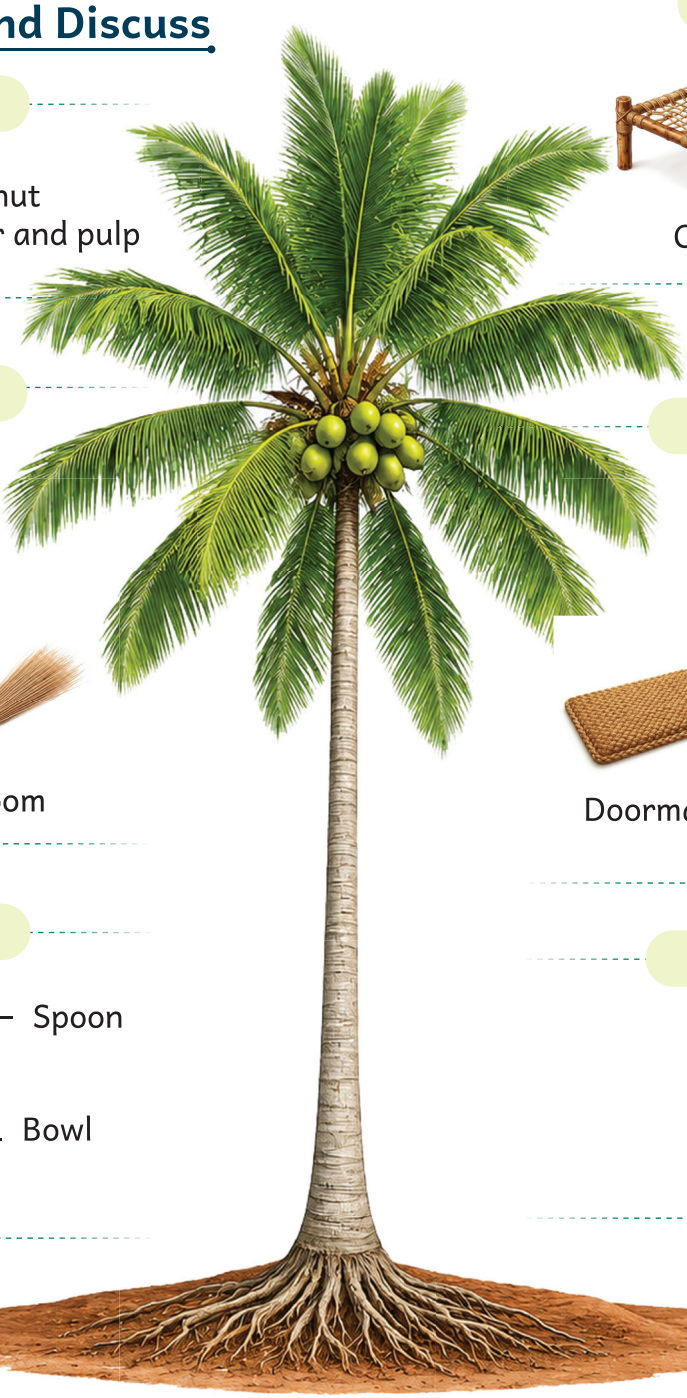
Pattamadai Mat

Pattamadai town in Tirunelveli district of Tamil Nadu is along the banks of the river Tamarabarani. A special grass called Korai grows there. Mats made from the grass are thin, soft and keep us cool.

One Tree - So Many Gifts!



Observe and Discuss



Seed



Coconut water and pulp

Trunk (Stem)



Cot

Stick

Frond (Leaves)



Mat



Hand fan



Broom

Fibre



Rope

Doormat



Brush

Shell



Spoon

Bowl

Outer Cover



Fuel



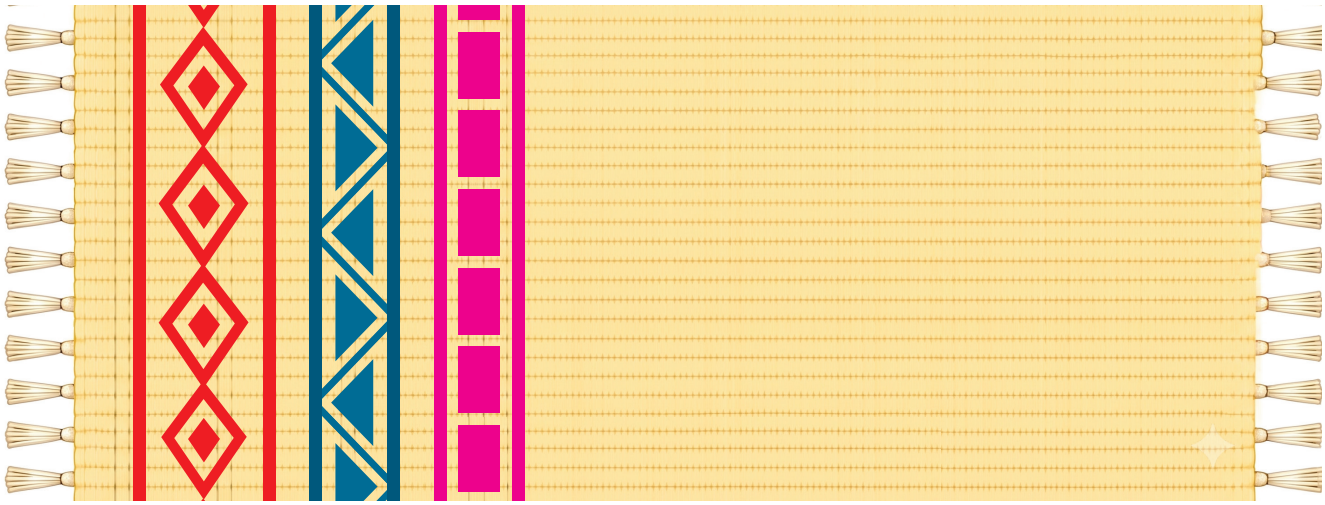
Ask children to find out and share similarly about the palmyra tree.

Do and Learn

TB2PV

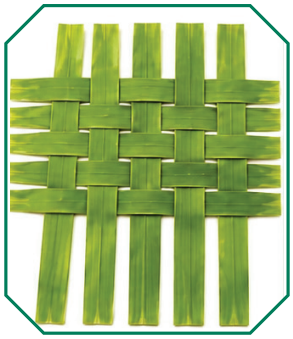
1. Write the products of the coconut tree used at your home and in school.

2. Draw and complete the pattern in the Pattamadai mat.

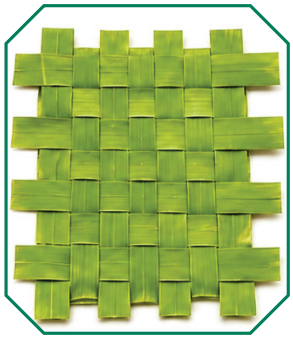


3. Make a small mat using coconut fronds.











THB

Help children make the mat using palmyra leaves or coconut leaves. Encourage them to create other leaf crafts such as a fan, clock, crown, leaf hanging or any other object of their choice.



Learning Check

1. Circle the correct one.

   a. I need a support to grow.



Snakegourd



Pumpkin

   b. I have a thick, woody stem.



Neem



Rose

2. Use the following hints and draw the leaf.

   Tip: pointed

   Shape: narrow

   Edge: toothed

3. Observe the products and write the name of the tree.

 (Rope),  (Tender coconut),  (Hand fan),  (Broom)

   Name of the tree is_____.

4. Oral Question

   Trees are useful only because they give us fruits. Do you agree? If no, share the reason.



What I Learnt

- I understand that plants grow from seeds and other plant parts. ☆
- I can group plants as herbs, shrubs, trees, climbers and creepers. ☆
- I can compare leaves by their shape, size and other features. ☆
- I recognise that leaves make food for plants. ☆
- I relate the plant products to their uses in everyday life. ☆

I Can Do

QI1WK

1. Circle the odd one out. Write down the reason for it.

a. Rose, Jasmine, Mint, Hibiscus

Because _____ is a _____ (herb/shrub)

b. Bottle gourd, Beans, Snakegourd, Pumpkin

Because _____ is a _____ (climber/creeper)

2. Read the hint and tick (✓) the plant.

- It has a thin stem.
- It grows upwards.
- It needs support to grow.





3. Use the hints and describe the plants.

thick woody stem • thin and weak stem

a. Creeper has a _____.

b. Tree has a _____.

4. Match the following.

Leaf as a food	Leaf as a plate	Leaf as a roof	Leaf as a medicine
○	○	○	○









5. Shade the correct boxes.

a. Absorbs water	Root ☐	Stem ☐
b. Protects seeds	Stem ☐	Fruit ☐
c. Prepares food	Leaf ☐	Fruit ☐
d. Carries water to all parts of the plant	Stem ☐	Leaf ☐

6. Oral Questions

a. Your friend planted a bean seed. Explain what changes you would expect to see over the next few days.

b. Share two things that will happen if trees are cut.

7. Project

Observe five different plants near your home or school. With the help of an adult, identify each plant and complete the table.

S. No.	Name of the plants	Types (Herb/Shrub/Tree/ Climber/Creeper)	Any one use of the plants
1.			
2.			
3.			
4.			
5.			

Share: Which plant do you like the most? Why?

2 Our Food

Different Dishes, Different Tastes

How does our food have so many different dishes and tastes?



What did you eat today?

What did you eat? dear child,
what did you eat?

What did you eat for breakfast
this morning?

I ate idlis, I ate soft idlis
this morning.

What did you eat, dear child,
what did you eat?

I ate idlis with sambar
this morning.







THB Continue the song and write the names of the food items mentioned by children, on the blackboard.

GL1SQ

Observe and Discuss

Do these food items taste the same? Why do they taste different?



Idli



Pongal



Lemon Rice

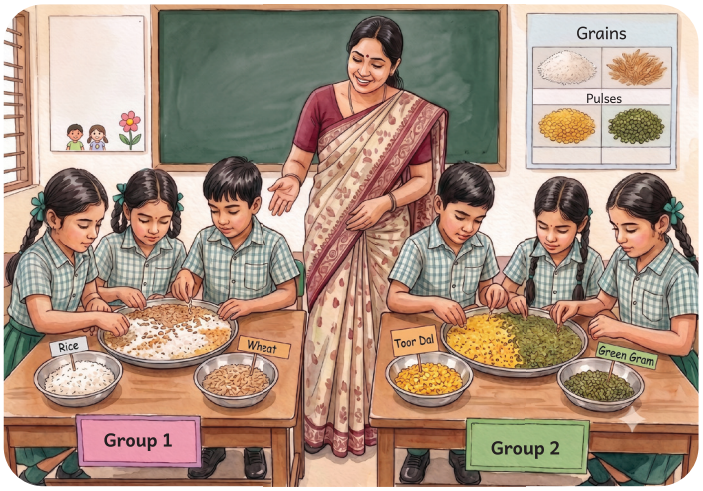


Dosa

Dishes taste different because they are made with different ingredients. Ingredients are what we use to prepare food.

Activity Time

Seperate the cereals and pulses and name them.



Ingredients like rice, ragi and wheat are used to make our main dishes.

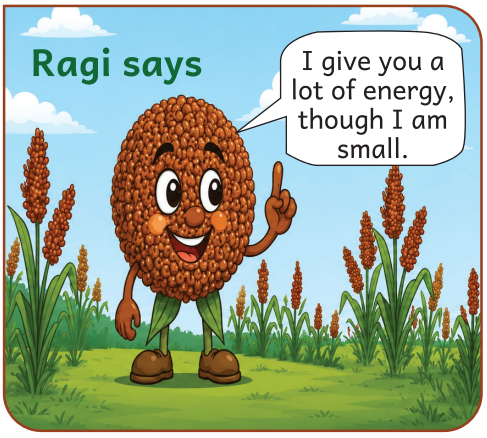
Which ingredient in your kitchen is used to make the most dishes?

One main ingredient makes a variety of dishes with different tastes.

Put a star (★) for your favourite items and a tick (✓) for your friend's favourite items that are made with Ragi.

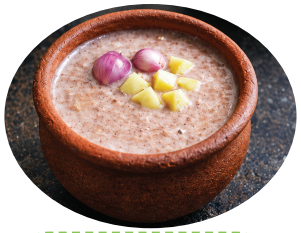


Ragi Adai





Ragi Pittu



Ragi Porridge (Koozh)



Ragi Idiyappam



Ragi Urundai



Ragi Dosa

Activity Time

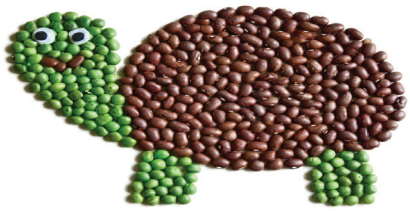
1. Play these games with the children.

- Grouping game
- Bingo game
- Train game





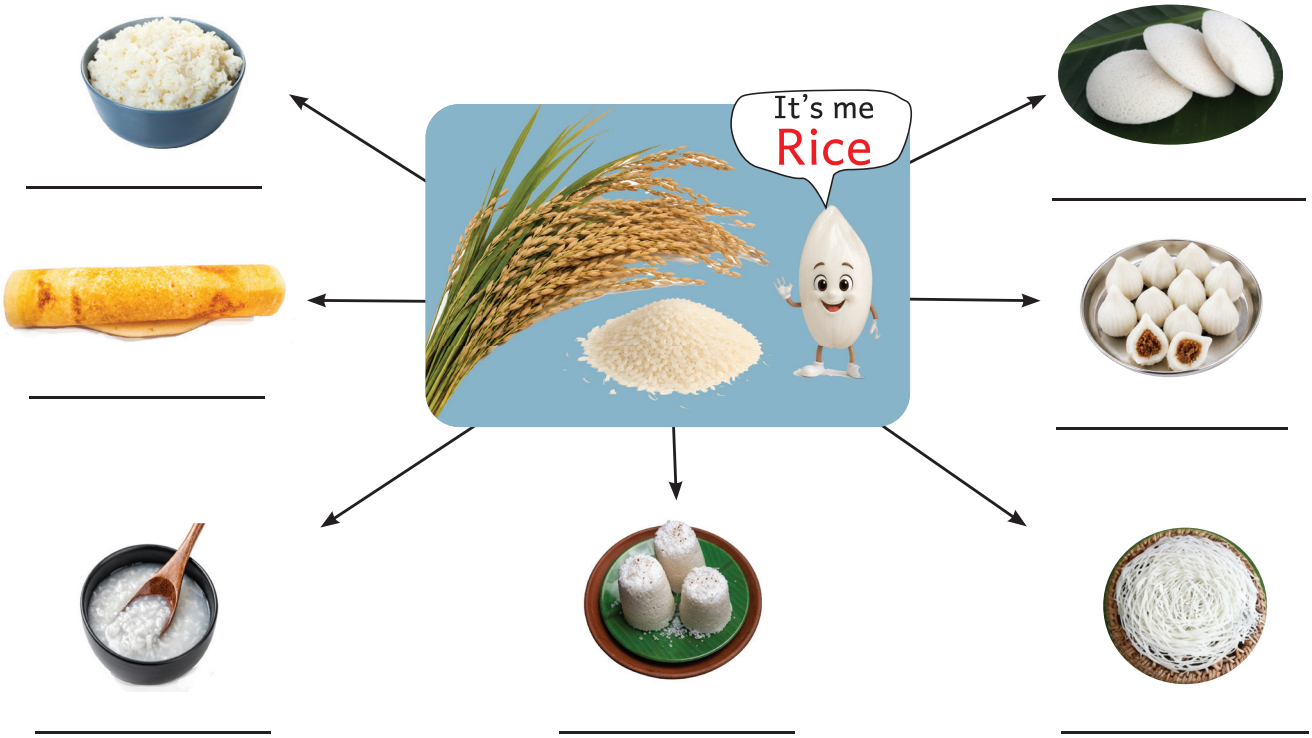
2. Let us make a turtle with various pulses.



Do and Learn

1. Name the dishes made from rice.

Dosa • Pittu • Idli • Rice • Porridge (Kanji) • Idiyappam • Kozhukattai



2. Choose and tick (✓) the food items made only with wheat and name them.

(Rice • Wheat dosa • Bread • Ragi Pittu • Ragi adai • Poori • Chapatti • Idli)






☐ _____ ☐ _____ ☐ _____ ☐ _____






☐ _____ ☐ _____ ☐ _____ ☐ _____

Activity Time

Let us taste! Let us taste!

1 Lemon water



2 Lemon water with salt



3 Lemon water with sugar








1 Cucumber slice | 2 Add salt | 3 Add chilli powder | 4 Add pepper

We add spices to make food tasty.

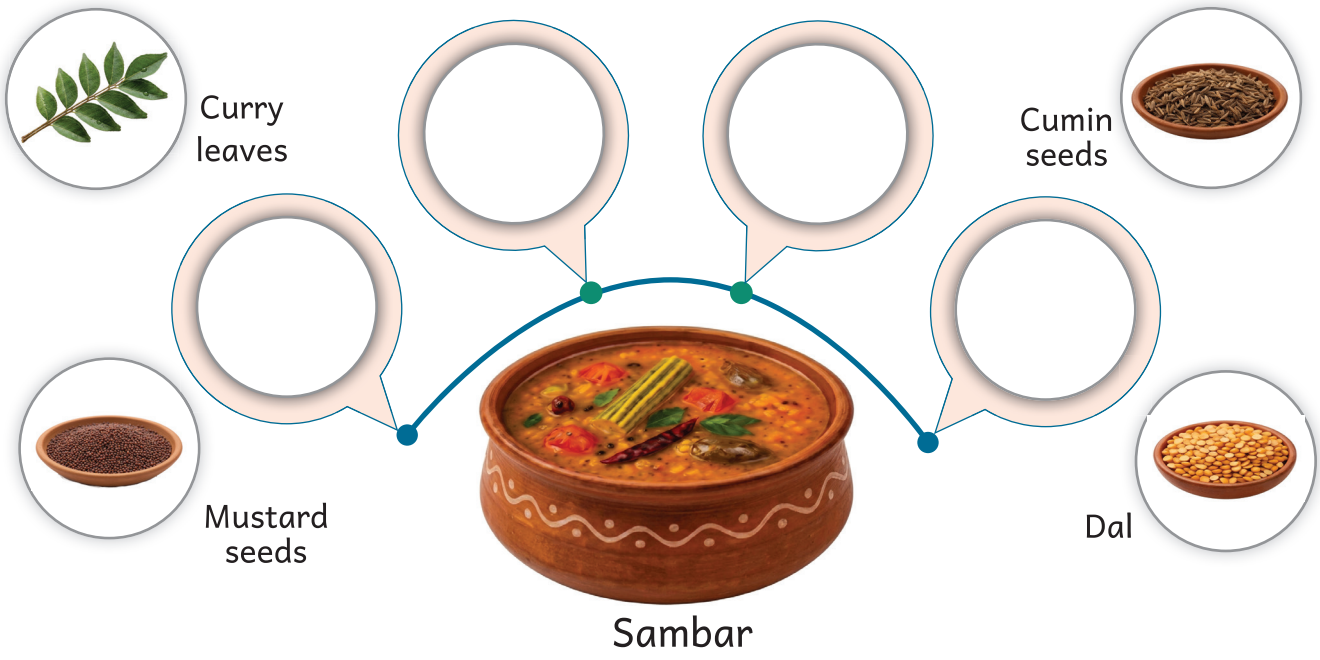
THB

Prepare lemon water and cucumber slices as given above and ask children to share the differences in the taste.

Vegetables and Ingredients in Sambar

Some food items are eaten together, like rice and sambar. Sambar is made with many ingredients like dal, vegetables and spices.

Draw some vegetables used in making sambar.



From Farm To Plate - Path of Food

Observe and Discuss

- **Who are the unseen helpers behind every meal we eat?**
- **Can food reach us without their help?**



Amma replies:



Farmers sow the seeds.



They water the plants.



They harvest them.



They send them to the market.



We buy, cook and eat them.

1. 'What will happen if' - Discuss.

- There is no rain
- There is too much rain
- No one buys the vegetables

2. Role play the steps.



Encourage children to value food and not waste it.



Do and Learn

OV2BB

1. Who all help to provide the food you eat? Write.

(Shopkeeper • Vegetable vendor • Parent • Farmer)



1 _____



2 _____



3 _____



4 _____

2. Make a thank you card on a sheet of paper for someone who helped to bring food to your plate.

Food From Animals

We get fish, milk, meat, eggs and honey from animals.

Milk and its Products

We use the milk of cow, buffalo and goat.

Do and Observe

Set curd in class.

1 Boil milk.	2 Add a teaspoon of curd and mix gently when it is warm.	3 Keep it undisturbed for a few hours.	4 Curd is ready!
			

How long did the milk take to become curd? _____

Activity Time



Sing the song with actions.

Milk, milk, in the pot,

Boil it, boil it, nice and hot!

Add some curd, leave it overnight,

Fresh curd comes by morning light.

Churn, churn, round and round,

Butter, butter, now is found!

Heat the butter, nice and slow,

Golden ghee begins to glow.



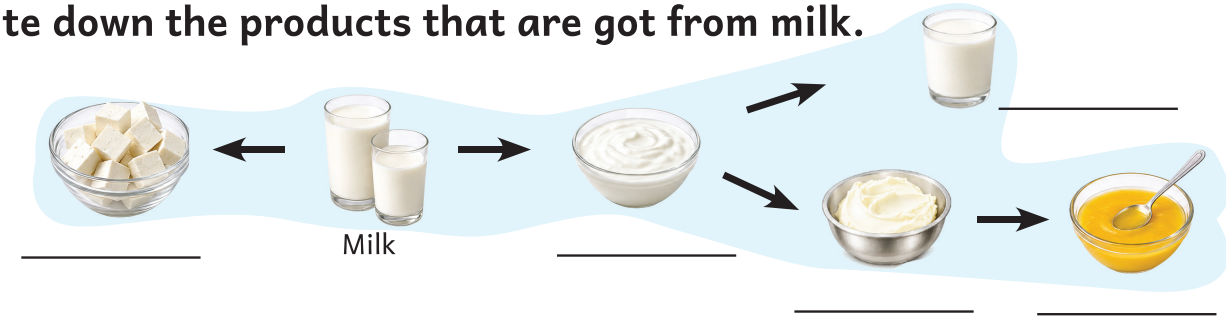






Products from milk are Paneer, Curd, Buttermilk, Butter, Ghee.

Write down the products that are got from milk.



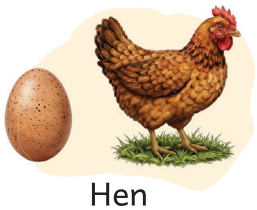
Do and Learn

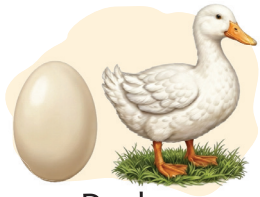
Sequence the steps to make ghee.

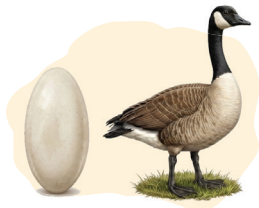


Eggs

The eggs of which birds do we eat?

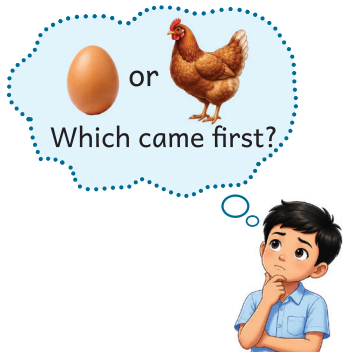

Hen


Duck


Goose

Any other? _____, _____

Chicken or Egg Puzzle



Do and Observe

Fresh egg or stale egg – let us find out!


A very fresh egg sinks and lies flat at the bottom.


A slightly stale egg sinks but stands upright.


A stale egg floats.

Fish and Meat

Commonly eaten river and sea food

River		River and Sea		Sea	
					
Ayirai Fish	Jilebi Fish	Cat Fish	Crab	Prawn	Mathi Fish



Do and Learn

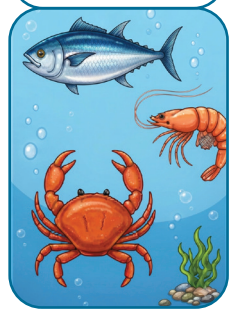
1. Name the fish found in the fish market near your area.

_____, _____, _____, _____

2. The meat of which animals do we eat? Find out.

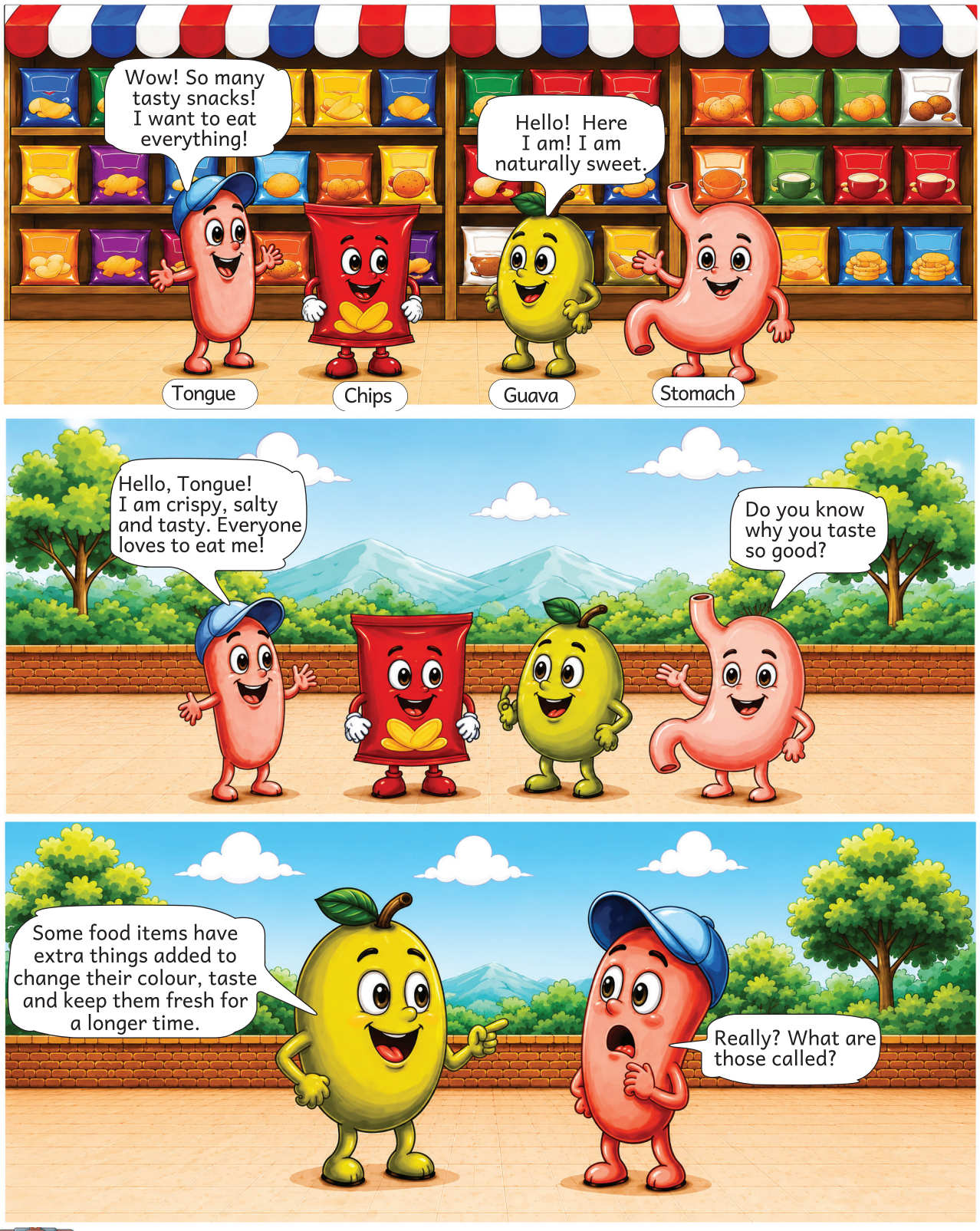
_____, _____, _____, _____

3. Look at the pictures and write the animal sources.

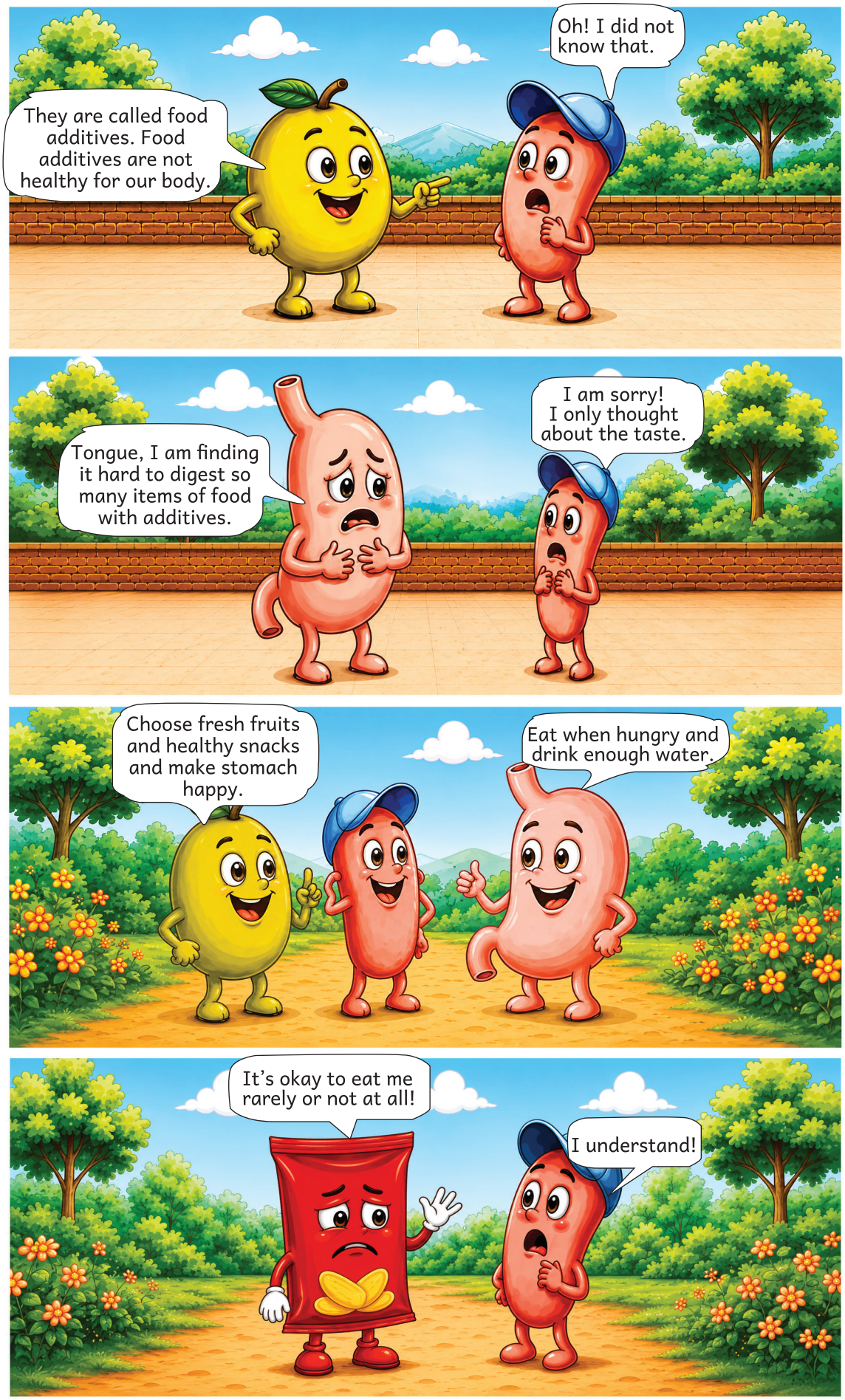
Milk	Eggs	Meat	Sea Food	Honey
				
1. Buffalo	1. Goose	1. Sheep	1. Fish	1.
2.	2.	2.	2.	
3.	3.	3.	3.	

Healthy Food Choices

Observe and Discuss



THB Read the picture story to the children and discuss.


They are called food additives. Food additives are not healthy for our body.
Oh! I did not know that.
Tongue, I am finding it hard to digest so many items of food with additives.
I am sorry! I only thought about the taste.
Choose fresh fruits and healthy snacks and make stomach happy.
Eat when hungry and drink enough water.
It's okay to eat me rarely or not at all!
I understand!

Activity Time

Food Wheel Game



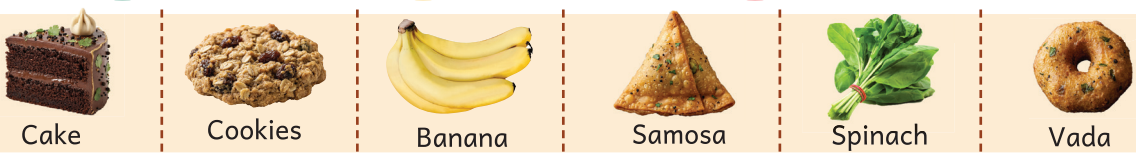
THB Ask children to spin the food wheel and group the food items.

Do and Learn

Write the name of each food item in the correct circle.

HUMAN FOOD TRAFFIC SIGNAL





Healthy Snacks

Can healthy food be tasty too?

Observe and Discuss



Mix it well!

Home made snacks with healthy ingredients are also delicious.

Activity Time



1 Soak green gram seeds in water for 3 to 4 hours.



2 Drain the water.



3 Tie the seeds in a cotton cloth and keep it overnight.



4 Next day, sprouting begins.



5 Fully sprouted seeds

THB Support the children to sprout green gram, make a salad and share it in class.

Observe and Discuss



Do and Learn

1. Prepare snacks by drawing lines and connecting ingredients to their items.


Carrot


Peanut Chikki


Bananas


Apple


Sundal


Cucumber


Chilli and Coconut


Fruit Salad


Peanuts


Jaggery


Carrot Cucumber Salad


Chickpea

2. Try this.

We can make different snacks with one main food item without cooking.



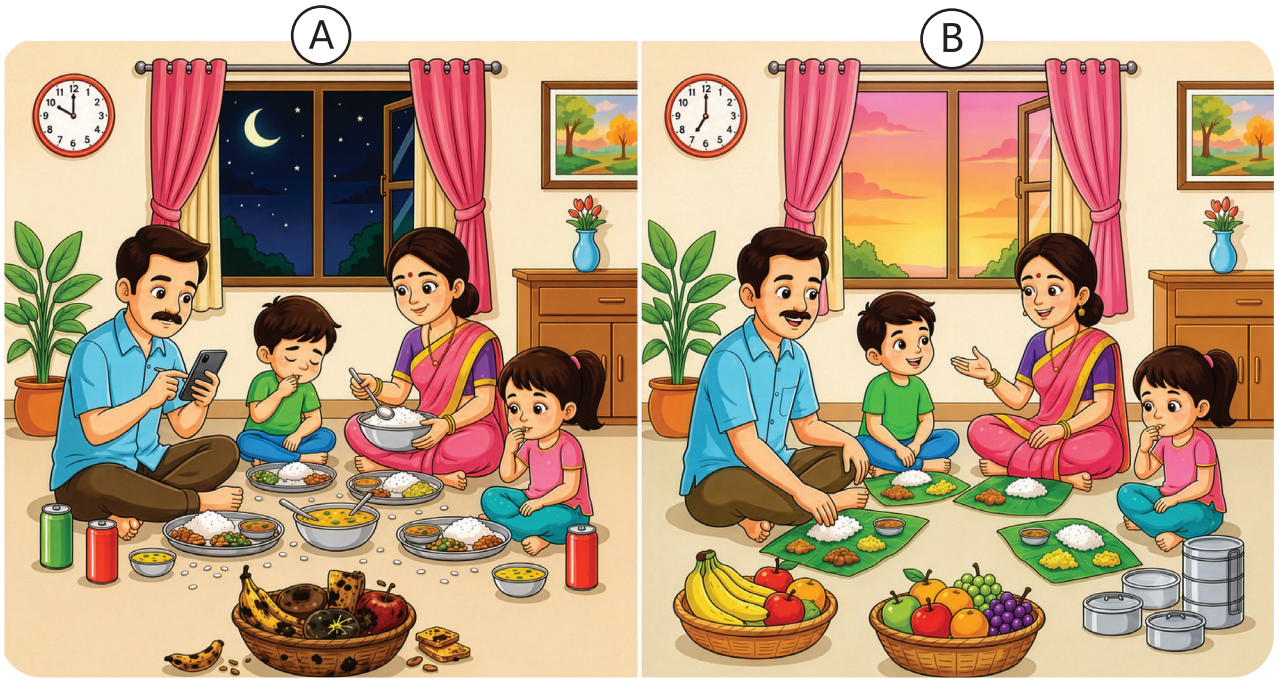


Healthy Eating Habits

Observe and Discuss

1. Spot the differences in the two pictures.

Which picture shows healthy eating habits? Why?

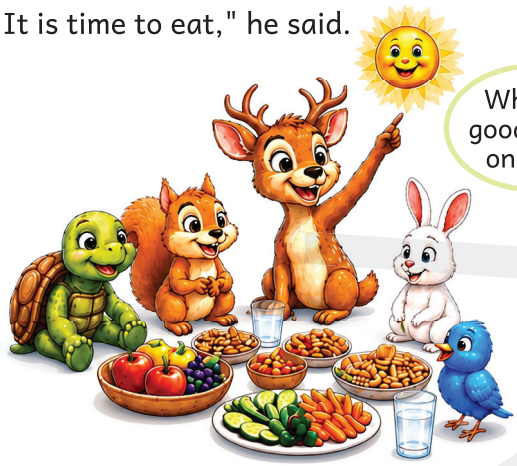


THB Help children relate healthy eating habits to their daily lives.

⭐ Do good eating habits make a difference?

2. Read the story and discuss.

Deer looked at the sun.
"It is time to eat," he said.



Why is it good to eat on time?

Rabbit ate very fast. He did not taste the food. He wasted a lot on his plate.



Why did Rabbit's stomach feel heavy later?

Squirrel shared nuts with Bird, who had nothing to eat.



How did Squirrel make Bird feel?

Tortoise chewed slowly and enjoyed each bite. He said, "Food tastes best when we chew well."



What happens when we chew well?

Deer picked up his lunch but started watching his mobile phone while eating.



Is this a good habit?

"Deer, keep your mobile away. Eating together is more fun", said Squirrel.

Then enjoyed the meal together.



How did they feel when eating together?

THB Help children relate the story to their own mealtime habits.

Learning Check

1. Which one of the food items is made of rice?

 Idli ☐  Poori ☐

2. What do we get by melting butter?

a)  Ghee ☐ b)  Paneer ☐ c)  Buttermilk ☐ d)  Curd ☐

3. Which food comes from animals?

a)  Rice ☐ b)  Meat ☐ c)  Dal ☐ d)  Ragi ☐

4. Cake can be eaten rarely or not at all, because it has _____.

a) additives b) milk c) ghee d) dal

5. Number the steps.

6. Oral Question

How can you avoid wasting food?

What I Learnt

- I can identify the main ingredient of various dishes.
- I can differentiate food from plants and animals.
- I can describe the journey of food from farm to plate and the people who help us.
- I can identify food items with additives.
- I choose healthy food items and avoid food wastage.

I Can Do

1. **What is ghee made from? Tick (✓).**

a)  ◯
Butter

b)  ◯
Paneer

2. **Shade the plant based food items green and the animal based food items red.**

- ☐ Fish curry
- ☐ Boiled egg
- ☐ Mango juice
- ☐ Lemon rice
- ☐ Tomato soup
- ☐ Idli
- ☐ Prawn fry
- ☐ Chicken briyani
- ☐ Sambar rice

3. **Priya wants to eat a healthy snack at home. What should she choose? Tick (✓).**

a)  ◯
Chips

b)  ◯
Samosa

c)  ◯
Sprouted salad

d)  ◯
Cake

4. **Tick (✓) the ingredients used to make**  **chikki.**

- a) Ragi ◯
- b) Jaggery ◯
- c) Peanut ◯
- d) Wheat ◯

5. Meena wants to follow a healthy eating habit. Tick (✓) the picture which shows what she should do.

a)



Watching TV

b)



Using a mobile phone

c)



Eating fast

d)



Chewing slowly and eating

6. Oral Questions

a. Which food items from plants / animals do you like the most?

b. Share the steps involved in the journey of food.

7. Project

My Healthy Food Week

Instruction: For 3 days, write down the foods you ate in the different groups.

Day	Eat 'regularly' items	Eat 'once in a while' items	Eat 'rarely or not at all' items
Day-1			
Day-2			
Day-3			

What healthy food items did you enjoy eating the most this week?

Move Smart! Think Smart!

Perform these five-minute movements daily for better focus and coordination. Do one new movement a week.

1





Draw with both hands. Begin at the two middle dots. Hold a pencil in each hand. Draw circles by moving your right hand downward and left hand upward together. Continue with each pair of dots until all are joined.

2

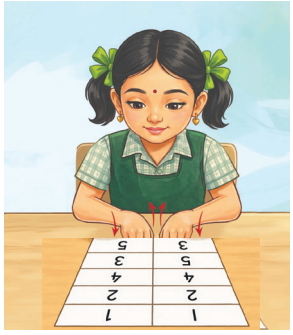




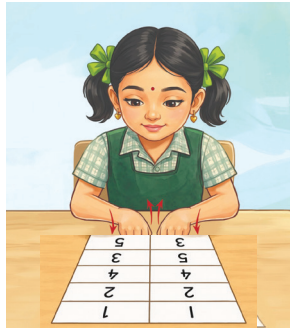


Using both hands, draw the opposite sides of the same shape simultaneously. Move the left hand downward and the right hand upward together.

3







Fold your fingers. Tap both wrists together twice. Open the matching number of fingers on both hands at the same time using the number chart. Continue with all the number pairs.

4







Make fists on the green circles, open both hands on the purple handprints, turn both hands sideways on the orange bars, then close your fists and return to the green circles. Repeat.

Learning Journey

Demonstrates healthy food choices, eating habits and avoids food wastage.

Recognises that different dishes are prepared using different ingredients and traces the journey of food from farm to plate.

Classifies common foods based on their sources (plants and animals) and food groups.

Identifies the uses of leaves and common plant products in everyday life and demonstrates care and responsibility for plants.

Classifies plants as herbs, shrubs, trees, climbers and creepers based on their observable characteristics.

Recognises that plants grow from seeds and that some plants also grow from other plant parts.



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This book has been printed on 80 G.S.M.
Elegant Maplitho paper.
Printed by offset at: