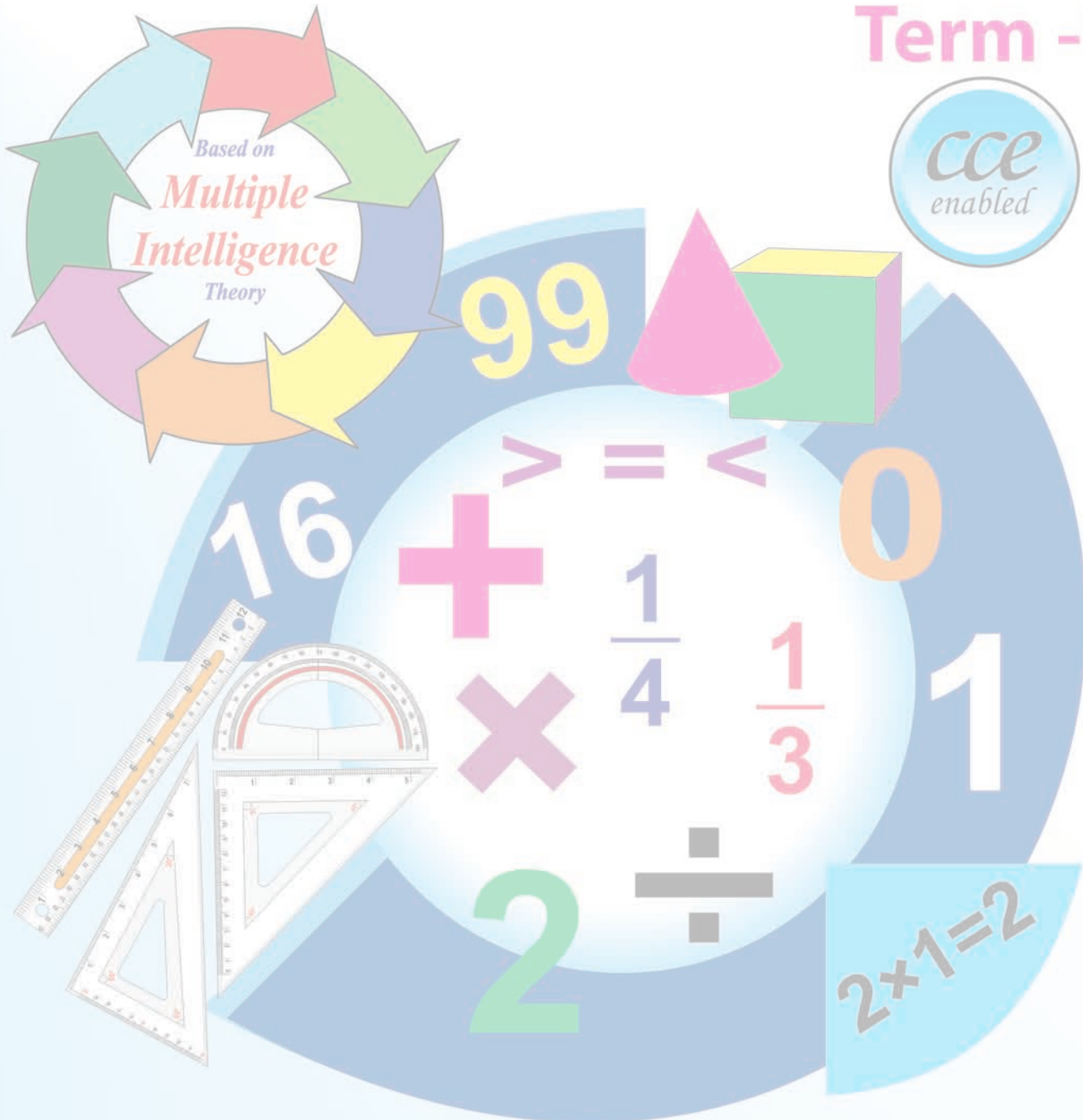


Learning Mathematics



Class 2

Term -1



Based on
**Multiple
Intelligence
Theory**

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16

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$2+1=2$

CCE
enabled



Excerpts from National Curriculum Framework 2005

An overall summary of the National Curriculum Framework 2005

The fact that learning has become a source of burden and stress on children and their parents is an evidence of a deep distortion in educational aims and quality. To correct this distortion, the present NCF proposes five guiding principles for curriculum development

- (i) connecting knowledge to life outside the school;
- (ii) ensuring that learning shifts away from rote methods;
- (iii) enriching the curriculum so that it goes beyond textbooks;
- (iv) making examinations more flexible and integrating them with classroom life; and
- (v) nurturing an over-riding identity informed by caring concerns within the democratic polity of the country

National Curriculum Framework 2005 on the perspective of education

Education must be able to promote values that foster peace, humaneness and tolerance in a multicultural society.

The National Curriculum Framework document seeks to provide a framework within which teachers and schools can choose and plan experiences that they think children should have. In order to realize educational objectives, the curriculum should be conceptualized as a structure that articulates required experiences. For this, it should address some basic questions:

- (i) What educational purposes should the schools seek to achieve?
- (ii) What educational experiences can be provided that are likely to achieve these purposes?
- (iii) How can these educational experiences be meaningfully organized?
- (iv) How do we ensure that these educational purposes are indeed being accomplished?

National Curriculum Framework 2005 on the Guiding Principles of education

Children acquire varied skills naturally while growing up in their environment. They also observe life and the world around them. When imported into classrooms, their questions and queries can enrich the curriculum and make it more creative. Such reforms will also facilitate the practice of the widely acknowledged curricular principles of moving from 'known to unknown', from 'concrete to abstract', and from 'local to global'.

The MFERD books are designed to adhere to the guiding principles laid down in the National Curriculum Framework 2005. We want the followers/students to abide and fulfill the educational objectives framed by the NCF so that they not only become honest and faithful citizens but also to be a part of the ever growing global world and economy. We sincerely believe that by following this curriculum the students will develop their personality which will be a beacon of light for others to reflect and ponder and be like one.

For MFERD's approach to address these perspectives please refer to the back cover page.



Preface

Praise be to Allah who created the man and taught him which he knew not. Peace and blessings of Allah be upon the last Prophet Muhammed (ﷺ) who abolished all the darkneses of ignorance and set human being on the track which leads to paradise, the eternal abode of the believer.

MFERD prepares a series of the books for children which could ingrain in them best and blessed teachings of Quran and Hadees which guarantee the entry in Jannat if obeyed with sincerity of intention.

Learning Mathematics has been written keeping in mind the intention of making math easy to understand and practise for the young learners.

Mathematics is a challenge for many of all ages. This is not unusual phenomenon that even a literate can have a specific phobia when it comes to discussing any mathematical problem. The obvious reason is mathematics was not introduced and explained to them in an easy and desired manner.

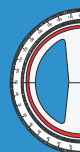
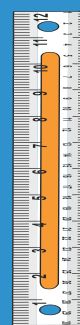
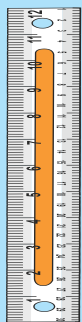
Learning Mathematics focuses on explaining and introducing all mathematical concepts in an easy language using different examples to make the concept clear for young learners.

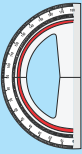
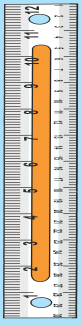
In order to generate interest in the subject multiple intelligence techniques have been used for students with different aptitudes, wherein the exercises are based upon the interest of the young learners.

Every chapter starts with the explanation of the concept that has been introduced in the chapter in a way that generates curiosity in the young minds.

Math swift at the end of the chapter helps the young learner to apply the knowledge gained in the chapter and form the concept learnt.

At places, some very basic Islamic concepts have also been given in mathematical perspective and explained at the child's cozy level. This is to show the fact that Islamic teachings have left no field of knowledge where some clear or exploring idea has not been given. We hope that experts would find the book to be an appreciable endeavour. Suggestions from all sides for improvement of the book are always welcome. We pray to Allah that this book becomes highly beneficial for every learner of mathematics. **Ameen.**

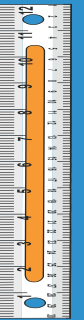


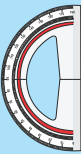
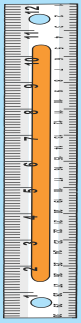


2nd Class

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4.	Subtraction	42
5.	Shapes	52
6.	Patterns and data handling	64

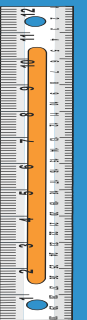
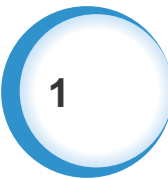


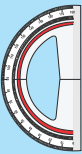
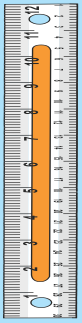


Fun learning numbers

Let's roll and revise

Write the numbers 1 to 100.





Work 1.1 out

Complete the given tables.

a.

Number	Number name
28	
85	
64	
72	

b.

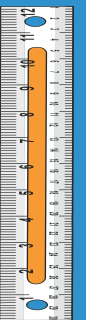
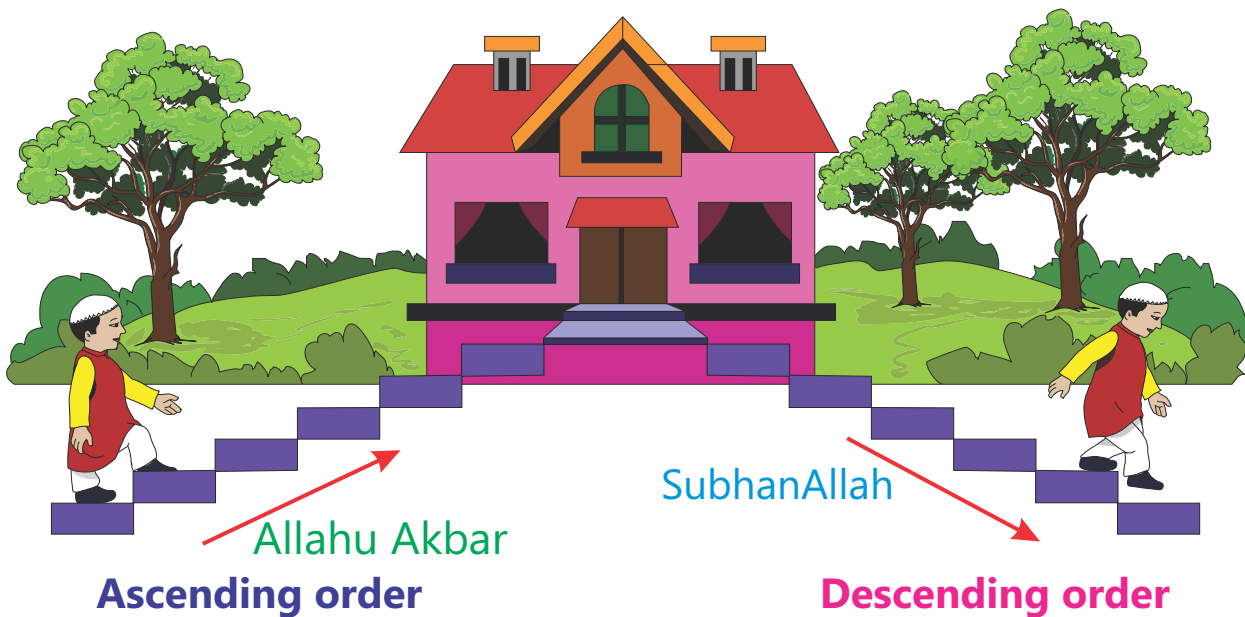
Number	Expanded form
82	8 tens and 2 ones
68	
49	
37	

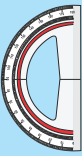
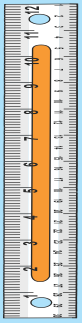
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Order of numbers

Let's revise. Ascending order and Descending order

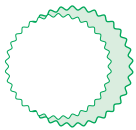
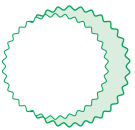
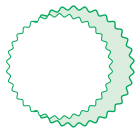
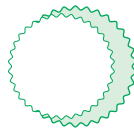
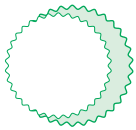
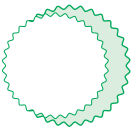
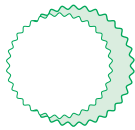
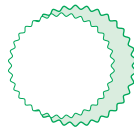
- When we arrange the numbers from small to big, it is 'Ascending order'.
- When we arrange the numbers from big to small, it is 'Descending order'.



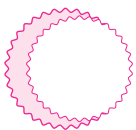
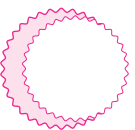
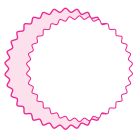
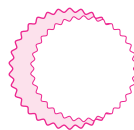
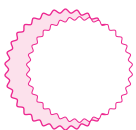
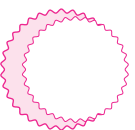
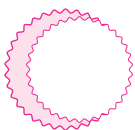
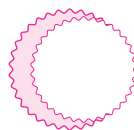


Work 1.2 out









1. Write the number that comes after.

- a. 2  b. 51  c. 67  d. 39 
- e. 14  f. 23  g. 44  h. 15 










2. Write the number that comes before.

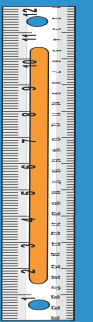
- a.  14 b.  23 c.  51 d.  33
- e.  42 f.  69 g.  87 h.  96

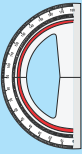
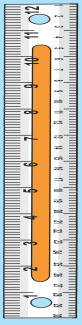
3. Write the number that comes in between.

- a. 4  6 b. 55  57 c. 40  42 d. 76  78
- e. 18  20 f. 92  94 g. 21  23 h. 87  89

4. Fill in the boxes using the correct symbol '>', '<' or '='.

- a. 52  75 b. 19  11 c. 1  3
- d. 80  80 e. 23  19 f. 9  11
- g. 96  69 h. 73  69 i. 21  15



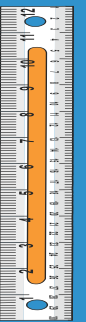


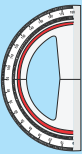
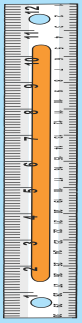
5. Arrange the numbers in ascending order.

- a. 6, 8, 2, 3, 9
- b. 12, 94, 50, 7, 28
- c. 75, 63, 87, 26, 44
- d. 59, 1, 25, 34, 48
- e. 18, 69, 17, 95, 41

6. Arrange the numbers in descending order.

- a. 4, 3, 2, 8, 7
- b. 24, 52, 76, 5, 10
- c. 16, 35, 1, 98, 99
- d. 45, 20, 88, 42, 75
- e. 69, 33, 91, 11, 22



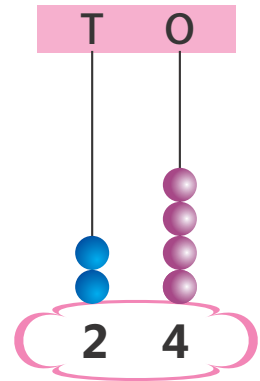


Let's revise

Tens and Ones



$$24 = 20 + 4$$



Twenty four

1. Draw the beads to show the number on the abacus.

(One has been done for you)

a.

T	O
3	8

b.

T	O
4	5

c.

T	O
7	3

d.

T	O
2	2

e.

T	O
6	4

f.

T	O
8	1

g.

T	O
9	6

h.

T	O
1	2

i.

T	O
5	0

j.

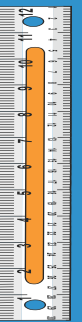
T	O
2	7

k.

T	O
7	4

l.

T	O
4	9



Forming numbers

- We can form four different numbers using **two digits**.
- To form a **bigger number** put the **biggest number** in **ten's place** and to form a **smaller number** put the **smaller number** in **ten's place**.

8,5

T	O
8	5
5	8

bigger number ←

smaller number ←

85 > 58

If we use the same digit twice we get the same number.

T	O
8	8
5	5

same number { ←

The four numbers that can be formed using 8 and 5 are 85, 58, 88 and 55.

Work 1.4 out

1. Form a bigger number and a smaller number using two digits.

(One has been done for you)

a. 3 and 7	b. 9 and 2	c. 4 and 5	d. 3 and 9
<input type="text" value="37"/> <input type="text" value="73"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
<input type="text" value="73"/> > <input type="text" value="37"/>	<input type="text"/> > <input type="text"/>	<input type="text"/> > <input type="text"/>	<input type="text"/> > <input type="text"/>