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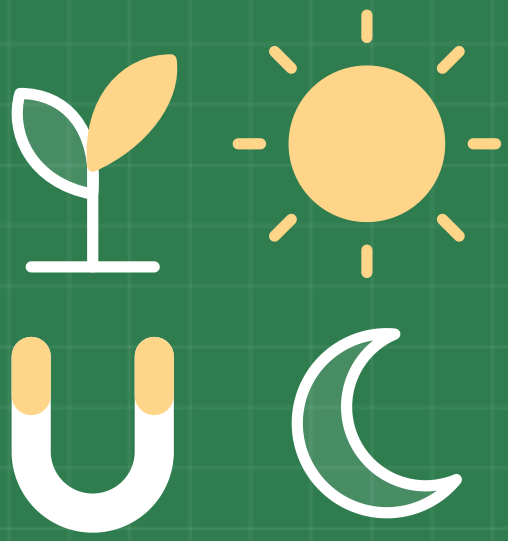
Class II Science Term I

Parent lesson cards for every unit of Term I, with a 50-question term-end practice paper and explained answers

3 units · 22 lesson cards

Practice paper



Unit 1 Plants are living things

Unit 2 Mixing materials

Unit 3 Light and shadow

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For parents of Class II children
Follows the school's Class II syllabus order

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Metals, and where they come from

1. What was taught *for the parent · read in 1 minute*

Metals such as iron, copper, aluminium, silver and gold are useful materials. Metals are usually **hard** and **shiny**, make a **ringing** sound when struck, and let **heat** pass through them (that is why cooking pots are made of metal).

Metals come from rocks called **ores**, which have the metal locked up in them. Ores are dug out of the ground from **mines**. The ore is crushed. **Iron** is got out by heating its ore with coal in a very hot **furnace**; the iron comes out as a hot liquid, and the rock waste is left. Some metals, like aluminium, are got out using **electricity**. The metal is then shaped into rods, sheets and wires. Odisha has many iron-ore and bauxite (aluminium ore) mines. Metals can be **recycled**: old cans and pans can be melted and made into new things.

2. Talk about it *parent and child · 5 minutes*

1. **Name three metals.**
   Listen for: for example iron, copper, aluminium, silver, gold
2. **Where do metals come from?**
   Listen for: from rocks called ores, dug out of mines
3. **How is iron taken out of its ore?**
   Listen for: the ore is heated with coal in a very hot furnace; the iron comes out as a hot liquid
4. **Why are cooking pots made of metal?**
   Listen for: heat passes through metal easily

3. Concept note *for the child*

Metals come from **ores** dug from **mines**. **Iron** is got out by heating its ore with coal in a very hot furnace.



Dig ore from a mine → Crush the ore → Heat it in a hot furnace → Iron comes out → Make useful things

Metal	Used for
Iron and steel	bridges, cars, nails, almirahs
Aluminium	utensils, foil, window frames
Copper	electric wires, pots
Gold and silver	jewellery, medals

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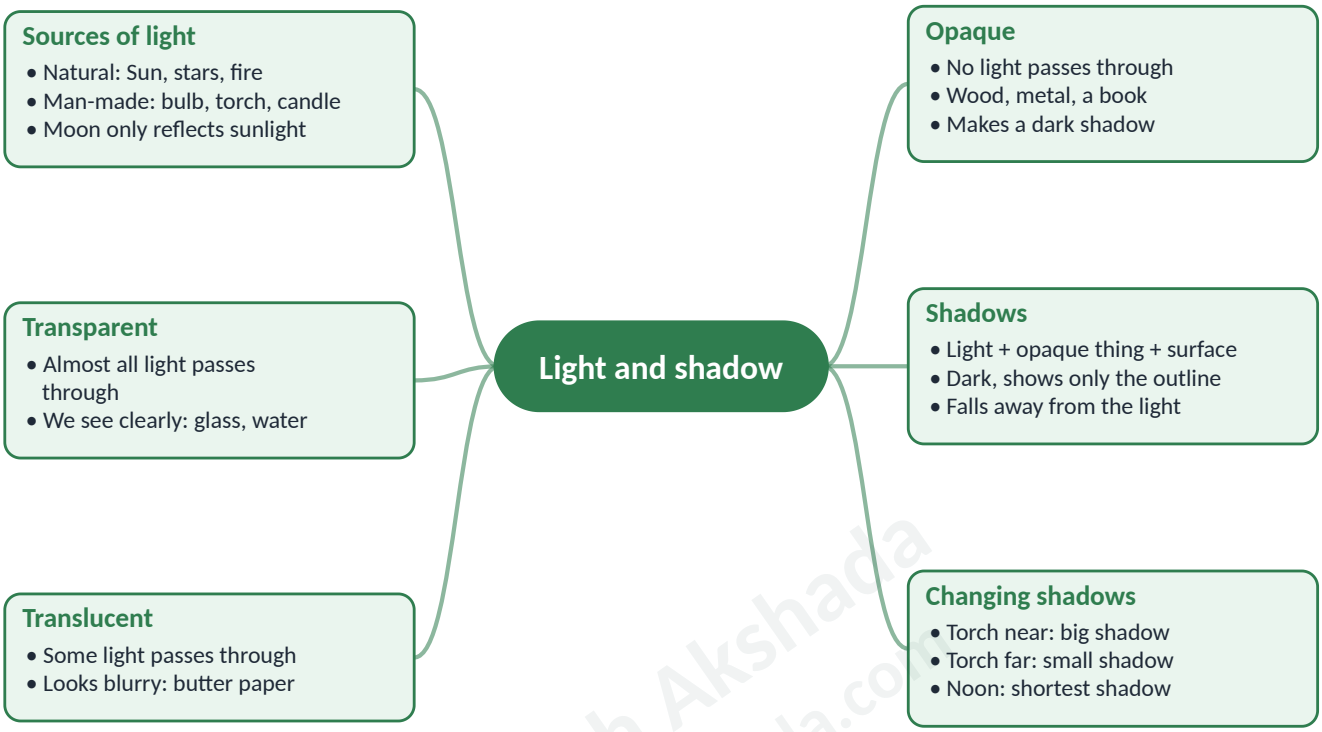
Mind map: Light and shadow



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Learning points *tick each one your child can do on their own*

- ☐ **I can name natural and man-made sources of light.**
  Parent: Ask if the Moon makes its own light.
- ☐ **I can find transparent things that I can see through clearly.**
  Parent: Hunt for see-through things at home.
- ☐ **I can find translucent things that make things look blurry.**
  Parent: Hold butter paper over printed words together.
- ☐ **I can sort materials into transparent, translucent and opaque.**
  Parent: Test objects with a torch in a dark room.
- ☐ **I can say the three things needed to make a shadow.**
  Parent: Ask why a red ball's shadow is not red.
- ☐ **I can make a shadow bigger or smaller by moving the torch.**
  Parent: Measure their shadow at morning and noon.

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Section C · Difficult

25 questions · thinking, combining ideas, spotting mistakes

26. Kabir says, "My battery toy train is alive because it moves." Why is he wrong? Unit 1

(a) He is right; it moves, so it is alive.

(b) Moving is not enough; living things also grow, need food, breathe and have young, and the train cannot do these.

(c) The train was once alive.

(d) The train is natural.

27. Ravi's toy elephant stands still in front of a wall. He holds a torch far from it, then moves the torch very close to it. Next he moves the torch to the left. What happens to the shadow on the wall? Unit 3

(a) It gets bigger, then moves to the right.

(b) It gets smaller, then moves to the left.

(c) It gets bigger, then moves to the left.

(d) It does not change at all.

28. Salty water is poured through filter paper. Will the salt stay on the paper? How can we get the salt back? Unit 2

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29. Put the stages of a gram seed growing into a plant in order. Unit 1

(a) The shoot grows up.

(b) The seed takes in water and swells.

(c) The first leaves open.

(d) The root comes out.

(e) The seed coat splits.

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30. A jar has iron filings (tiny bits of iron), sand and water all mixed together. Which two steps will get all three apart? Unit 2

(a) Shake it in a sieve, then pick out the sand by hand.

(b) Pour it through filter paper, then move a magnet over the solids left on the paper.

(c) Stir it well, then winnow it in the wind.

(d) Pour it through filter paper; that alone separates all three.

31. Why are bathroom windows often made of frosted glass and not clear glass? Unit 3

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32. Two pots of the same plant were watered every day for a week. Pot A stood by a sunny window; Pot B was kept in a dark cupboard. How will Pot B look? Unit 1

(a) green and strong, just like Pot A

(b) covered in new flowers

(c) pale or yellow and weak

(d) greener and bushier than Pot A

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THANK YOU FOR TRYING THE SAMPLE

What is in the full book

You have just seen 3 of its 79 pages. The full Class II Science · Term I book has:

- **3 units, 22 lesson cards**
  Plants are living things, mixing materials,
  and light and shadow.
- **5 parts on every card**
  What was taught · Talk about it · Concept note · Practise · If stuck, and revision.
- **A revision page per unit**
  A mind map and "I can" learning points with a tip for the parent.
- **Unit summary and answers**
  Common mistakes, a short unit check, and every answer at the end of the unit.
- **Term-end practice paper**
  50 questions (10 easy, 15 moderate, 25 difficult) with explained answers
  and a score sheet that shows which units need another look.

Fifteen calm minutes a day

Read part 1 yourself, talk about it at dinner, and do the five questions together the next day.
Every example and question is original and follows the Class II syllabus order.
It is not official school or Cambridge material.

Get the full book at learnwithakshada.com

Class 2 · Science · Term I study materials

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