

MATH-MAGIC

Book 2

Textbook in Mathematics for Class II



0219



राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

0219 – MATH MAGIC

Textbook for Class II

ISBN 81-7450-679-9

First Edition

February 2007 Phalguna 1928

Reprinted

November 2007 Kartika 1929
January 2009 Magha 1930
November 2009 Kartika 1931
January 2012 Magha 1933
January 2013 Pausa 1934
November 2013 Kartika 1935
November 2014 Agrahayana 1936
November 2017 Agrahayana 1939
December 2018 Agrahayana 1940
September 2019 Bhadrapada 1941
January 2021 Pausa 1942

PD 300T RSP

© National Council of Educational
Research and Training, 2007

₹ 65.00

Printed on 80 GSM paper with NCERT
watermark

Published at the Publication Division by
the Secretary, National Council of
Educational Research and Training,
Sri Aurobindo Marg, New Delhi 110 016
and printed at Dec Kay Printers, 5/34,
Kirti Nagar, Industrial Area, New Delhi
Pincode - 110 015

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OFFICES OF THE PUBLICATION DIVISION, NCERT

NCERT Campus
Sri Aurobindo Marg
New Delhi 110 016

Phone : 011-26562708

108, 100 Feet Road
Hosdakere Halli Extension
Banashankari III Stage
Bengaluru 560 065

Phone : 080-26725740

Navjivan Trust Building
P.O. Navjivan
Ahmedabad 380 014

Phone : 079-27541446

CWC Campus
Opp. Dhankal Bus Stop
Farihati
Kolkata 700 114

Phone : 033-25530454

CWC Complex
Maligaon
Guwahati 781 021

Phone : 0361-2674869

Publication Team

Head, Publication Division : Anup Kumar Rajput

Chief Editor : Shweta Uppal

Chief Production Officer : Arun Chitkara

Chief Business Manager (In charge) : Vipin Dewan

Editor : Bijan Sutar

Assistant Production Officer : Mukesh Gaur

FOREWORD

The National Curriculum Framework (NCF), 2005, recommends that children's life at school must be linked to their life outside the school. This principle marks a departure from the legacy of bookish learning which continues to shape our system and causes a gap between the school, home and community. The syllabi and textbooks developed on the basis of NCF signify an attempt to implement this basic idea. They also attempt to discourage rote learning and the maintenance of sharp boundaries between different subject areas. We hope these measures will take us significantly further in the direction of a child-centred system of education outlined in the National Policy on Education (1986).

The success of this effort depends on the steps that school principals and teachers will take to encourage children to reflect on their own learning and to pursue imaginative activities and questions. We must recognise that given space, time and freedom, children generate new knowledge by engaging with the information passed on to them by adults. Treating the prescribed textbook as the sole basis of examination is one of the key reasons why other resources and sites of learning are ignored. Inculcating creativity and initiative is possible if we perceive and treat children as participants in learning, not as receivers of a fixed body of knowledge.

These aims imply considerable change in school routines and mode of functioning. Flexibility in the daily time-table is as necessary as rigour in implementing the annual calendar so that the required number of teaching days are actually devoted to teaching. The methods used for teaching and evaluation will also determine how effective this textbook proves for making children's life at school a happy experience, rather than a source of stress or boredom. Syllabus designers have tried to address the problem of curricular burden by restructuring and reorienting knowledge at different stages with greater consideration for child psychology and the time available for teaching. The textbook attempts to enhance this endeavour by giving higher priority and space to opportunities for contemplation and wondering, discussion in small groups, and activities requiring hands-on experience.

National Council of Educational Research and Training (NCERT) appreciates the hard work done by the Textbook Development Committee responsible for this book. We wish to thank the Chairperson of the Advisory Committee, Professor Anita Rampal and the Chief Advisor for this book, Professor Amitabha Mukherjee for guiding the work of this committee. Several teachers contributed to the development of this textbook; we are grateful to their principals for making this possible. We are indebted to the institutions and organisations which have generously permitted us to draw upon their resources, material and personnel. We are especially grateful to the members of the National Monitoring Committee, appointed by the Department of Secondary and Higher Education, Ministry of Human Resource Development under the Chairpersonship of Professor Mrinal Miri and Professor G.P. Deshpande, for their valuable time and contribution. As an organisation committed to the systemic reform and continuous improvement in the quality of its products, NCERT welcomes comments and suggestions which will enable us to undertake further revision and refinement.

New Delhi
20 November 2006

Director
National Council of Educational
Research and Training

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TEXTBOOK DEVELOPMENT COMMITTEE

CHAIRPERSON, ADVISORY COMMITTEE FOR TEXTBOOKS AT THE PRIMARY LEVEL

Anita Rampal, *Professor, Department of Education, Delhi University, Delhi*

CHIEF ADVISOR

Amitabha Mukherjee, *Director, Centre for Science Education and Communication (CSEC), Delhi University, Delhi*

MEMBERS

Anita Rampal, *Professor, Department of Education, Delhi University, Delhi*

Asha Kala, *Primary Teacher, MCD School, Krishi Vihar, G.K. Part I, New Delhi*

Asmita Varma, *Primary Teacher, Navyug School, Lodhi Road, New Delhi*

Bhavna, *Lecturer, DEE, Gargi College, New Delhi*

Dharam Parkash, *Professor, CIET, NCERT, New Delhi*

Hema Batra, *Primary Teacher, CRPF Public School, Rohini, Delhi*

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Preeti Chadha Sadh, *Primary Teacher, Basic School, CIE, Delhi University, Delhi*

Suneeta Mishra, *Primary Teacher, N.P. Primary School, Sarojini Nagar, New Delhi*

MEMBER-COORDINATOR

Inder Kumar Bansal, *Professor, DEE, NCERT, New Delhi*

ILLUSTRATIONS AND DESIGN TEAM

Srivi Kalyan, *Harvard*

Sougata Guha, *The Srijan School, Model Town, Delhi*

S. Nivedita, *Chennai*

Anita Varma, *Bangkok*

Sujasha Dasgupta, *Gurgaon*

Arup Gupta, *New Delhi*

Rajiv Gautam, *New Delhi*

Cover Design: Srivi Kalyan





ACKNOWLEDGEMENTS

National Council of Educational Research and Training (NCERT) thanks the following persons and institutions for their contribution towards this textbook. Special thanks are due to the Centre for Science Education and Communication (CSEC), Delhi University, for providing academic support and hosting all the textbook development workshops. The teams were fully supported by the staff and put in tremendous effort through long working hours even on holidays.

The Council gratefully acknowledges the contributions of Sandeep Mishra for the voluntary technical support and of Sadiq Saced, *DTP Operator*; Pratul Kumar Vasistha, *Copy Editor*; Binod Kumar Jena, *Proof Reader* and Shakamber Dutt, *Computer Station Incharge*, in shaping this book. This book has drawn upon ideas from existing materials, such as Worksheets for Class II (School Mathematics Project, CSEC) and Mathematics: A Textbook for Class II (SCERT, Delhi).

The Council also acknowledges the following teachers—Indira Ramesh, Sandhya Kumar, P.K. Abdul Lathif and Cheggareddy F.C.—for participating in discussions and some book development workshops. The support offered by K.K. Vashishtha, *Professor and Head*, Department of Elementary Education, NCERT is also gratefully acknowledged.



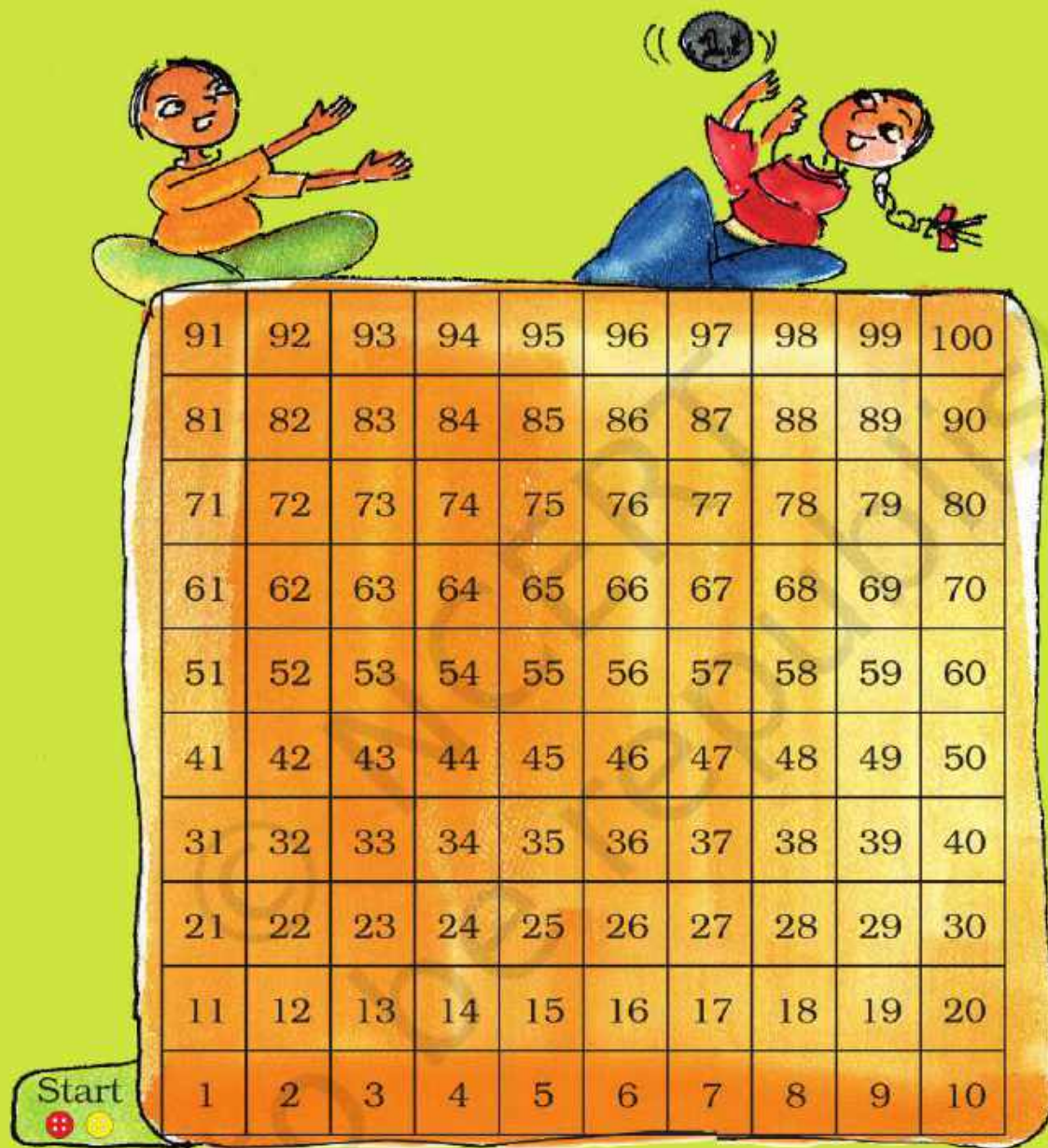
MATH-MAGIC 2

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A Page to Cut Out

Your Game Board



Use this board to play games like those given on page 79 and page 83. You can also make your own games by changing the rules.