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NEW
Amazing
Science
TEACHING GUIDE



SHAHEENA IMRAN

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Introduction

The New Amazing Science Teaching Guide is a valuable key resource for science teachers. It helps deliver knowledge, introduce concepts, and clearly explain them by effectively utilizing various skills, thus reaching academic objectives for primary students.

Key Terms

Starter Activity:

These help in bringing focus to the lesson and set the tone for learning.

Learning Methodology:

It suggests the method to cover the learning objectives for having a complete teaching and learning experience.

PMI Chart:

It is a graphic organizer where students examine the pluses, minuses, and interests.

Plus — Advantage

Minus — disadvantages

Interesting — Implications

It is filled using a Tick or Cross

PLUS	MINUS	INTERESTING
×	×	✓
✓	✓	✓

Home Learning:

For revision and reinforcement of the topic learned to strengthen the knowledge of students.

Activity:

Field trips and hands-on activities are suggested to enhance the knowledge further and for students to learn and enjoy.

Contents

UNIT 1	More About Animals Lesson Plans Worksheets Answer Key
UNIT 2	All About Plants Lesson Plans Worksheets Answer Key
UNIT 3	The Natural Environment Lesson Plans Worksheets Answer Key
UNIT 4	Water Lesson Plans Worksheets Answer Key
UNIT 5	Materials Lesson Plans Worksheets Answer Key
UNIT 6	Heat Lesson Plans Worksheets Answer Key
UNIT 7	Light Lesson Plans Worksheets Answer Key
UNIT 8	The Solar System Lesson Plans Worksheets Answer Key

Unit 1

MORE ABOUT ANIMALS

SUB-TOPICS

- Introduction
 - Land
 - Land and water
 - Water
 - Land Animals Live In
 - Forests
 - Mountains
 - Deserts
- Water Animals
- Different water animals
- Land and Water Animals
- Animals and their homes
- Nest (birds)
- Burrow (Rabbit)
- Young Animals
- babies/young ones--(mammals)
- eggs(animals lay eggs and babies hatch) --(birds)
- some young ones look like their parents
- some young ones do not look like their parents

LESSON PLAN #1

Class: II

Subject: General Science

Unit: 1

Topic: More About Animals

Sub-Topics:

- Introduction
 - Land
 - Land and water
 - Water
- Land Animals Live In
 - Forests
 - Mountains
 - Deserts
- Water Animals
 - Different water animals
- Land and Water Animals

Date :

Duration:

2x40

Term :

Week:

Learning objectives

- To enable students to identify various animals in their environment, both in land and water
- To give awareness of differences between features of animals found on land and in water or both.
- To enable them to recognize various places animals live in.

Resources:

- Textbook NAS 2
- Charts Posters

Activity Material:

- Flash cards with pictures of animals like lions, cats, dogs, crows, and sparrows

Starter Activity: (10 min)

- Teacher will randomly call out five students, giving them one flash card each. Then let them describe the animal on the card and make its sound too.

Methodology: (25 min)

- Teacher will write keywords on board, i.e., Land animals, Water animals and Land and water animals and briefly explain.
- Students will be asked to open their books to assigned page numbers and read silently. Teacher will stay on round and facilitate accordingly. Loud reading will be done by the teacher followed by explanation with examples. All the available resources will be effectively used during the explanation.
- Teacher will conduct a discussion with the students to further elaborate the topic.
- A quick analysis will follow to further emphasize key points.
- Students will be asked to do 'Quick Review' on page 6.

Plenary: (5 min)

- Students will fill quick PMI (Plus, Minus, Interesting)) on board.

Assessment Opportunities: (25 min)

- Students will be asked to attempt 'Chapter Review' Q.2-1.

Home Learning:

- Students will be asked to read the topic for revision and reinforcement.

Lesson Evaluation:

- Students will be given worksheet 1, to do.

Activity:

- A documentary on the topic will be shown to students.
- Link: <https://youtu.be/INOIXpewItg?si=GuY7km84rRGaRxpY>

Teacher Ideas

LESSON PLAN #2

Class: II

Subject: General Science

Unit: 1

Topic: All About Animals

Sub-Topics:

- Animals and their homes
 - Nest (birds)
 - Nest (tiger)
 - Burrow (Rabbit)
- Young Animals
 - babies/young ones--(mammals)
 - eggs(animals lay eggs and babies hatch) --(birds)
 - some young ones look like their parents
 - some young ones do not look like their parents

Date :

Duration:

2x40

Term :

Week:

Learning objectives:

- To enable students to learn the names of animals and their young ones
- To make them aware that some animal babies do not look like their parents
- To give them awareness that many animals feed their young ones and take care of them
- To give knowledge of places animals live in
- To give information about a variety of animal homes

Resources:

- Textbook NAS 2
- Charts

Activity Material:

- Zoological(animal) Specimens available in the school Science lab.

Starter Activity: (10 min)

- Teacher will take students to science lab and show zoological specimens of animals and aquarium. They will be able to see the animals more closely. Ideally class could be conducted in lab.

Lesson Methodology: (30 min)

- Teacher will write key words on the board, like young ones, breathe, gills, and briefly explain.
- Next, students will be asked to open their books to assigned page numbers and read silently. Teacher will stay on round and facilitate accordingly. Furthermore, loud reading will be done by the teacher and using the available resources explanation of the topic will follow.
- Teacher-student discussion will take place. Teacher will elicit examples from students.
- A quick analysis of the topic, will be done by the teacher to elaborate key points.

Plenary: (5 min)

- Students will fill out quick PMI (Plus, Minus, Interesting)) on board.

Assessment opportunities:(30 min)

- Students will be asked to do Q. 1,2—2,3 and 3,4,5., Of Chapter Review.

Home learning:

- Students will be asked to study the topic, for revision and reinforcement.

Lesson Evaluation: (15 min)

- Students will be given worksheet 2, to do.

Activity:

- A visit to local Aquarium.

Teacher Ideas

Further Notes

Worksheet # 1

1. Fill in the blanks:

- We can see animals in a local _____.
- _____ are mammals that live in water.
- _____ is an animal that lives both on land and water.

2. Match the following:

Animals	Place
Horse	Water
Blue whale	Land
Frog	Land and water

3. Name the animals in the picture and places they live in.













Answer Key

Worksheet 1

1. Fill in the blanks:

- We can see animals in a local zoo.
- Dolphins are mammals that live in water.
- Newt is an animal that lives both on land and water.

2. Match the following:

Animals		Place	
Horse		Water	
Blue whale		Land	
Frog		Land and water	

3. Name the animals in the picture and places they live in.



Snake (land)



Shark (Water)



Turtle (Both land and water)

Worksheet 2

1. Write whether the statement is True or False:

- The animals live in specific homes they build. _____
- Some adult animals raise their young ones. _____
- Birds feed their babies after they hatch from eggs. _____
- All types of snakes lay eggs. _____

2. Match the following:

Animal	Home
Eagle	Den
Lion	Nest
Badger	Lodge
Beaver	Burrow

3. Name the young ones of animals in the given pictures.



Answer Key

Worksheet 2

1. Write whether the statement is True or False:

- The animals live in specific homes they build. True
- Some adult animals raise their young ones. True
- Birds feed their babies after they hatch from eggs. True
- All types of snakes lay eggs. False

2. Match the following:

Animal	Home
Eagle	Den
Lion	Nest
Badger	Lodge
Beaver	Burrow

3. Name the young ones of animals in the given pictures.



Puppy



Foal



Kitten



Duckling

Quick Review

1. Write name and draw a land animal and water animal.

- Land animal:
- Water animal:



Land Animal: Cat



Water Animal: Goldfish

Quick Review

1. Write the name of home of the animal

Animals	Home
Bird	Nest
Lion	Den
Rabbit	Burrows

Chapter Review

1. CHOOSE THE BEST ANSWER

Number	Answer
1	c
2	b
3	a
4	c
5	a

2. GIVE SHORT ANSWERS TO THE FOLLOWING

- Camel
- Ducks
- Markhor

VOCABULARY REVIEW

1. ANIMALS THAT LIVE ON LAND

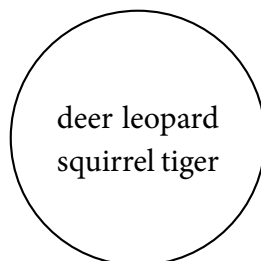
- Fox
- Eel
- Fins

2. NAME THE YOUNG ONES OF THE FOLLOWING ANIMALS

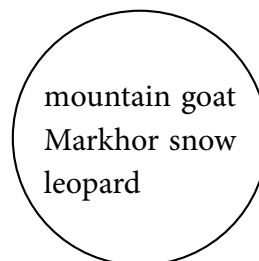
- Foal
- Tadpole
- Caterpillar
- Puppy

3. WHERE DO THE FOLLOWING ANIMALS LIVE? WRITE IN THE CIRCLES.

Forest



Mountain



Unit 2

ALL ABOUT PLANTS

SUB-TOPICS

- Introduction
- Importance of plants
- Parts of a plant
- Flower
- Leaf
- Fruit
- Roots
- Fruits are of different shapes and sizes
- Leaves are of different shapes and sizes
- Types of Plants:
 - Flowering Plants
 - Non-flowering Plants
- How do plants grow

LESSON PLAN #1

Class: II

Subject: General Science

Unit: 2

Topic: All About Plants

Sub-Topics:

- Introduction
 - Importance of plants
- Parts of a plant
 - Flower
 - Leaf
 - Fruit
 - Roots

Date :

Duration:

2x40

Term :

Week:

Learning objectives:

- To give clear concept of the topic.
- To give knowledge of plant body(flowering plants)
- To give knowledge of some edible roots.

Resources

- Text Book NAS 2
- Charts—NAS 2 diagram on page 14 for poster

Activity Material:

- Potted plants, e.g., Marigold, Sunflower, periwinkle, petunia
- Pea pods, one for each child

Starter Activity:

- Teacher will place two potted plants on a table.
- Students will be called to the table and asked to observe the plants.
- The teacher will distribute pea pods to all the students. They will be asked to open and see. (The seeds are not fully mature at this stage).

Methodology: (30 min)

- The teacher will write keywords, i.e., root, stem, leaves, and flowers on the board and briefly explain.
- Students will be asked to open their books to assigned page numbers and read silently. Teacher will take rounds and facilitate. The teacher will do loud reading. Explanation will follow. The resources will be used effectively.
- A teacher-student discussion will follow.
- The teacher to elaborate on key points further, will give a quick analysis.
- Students will attempt Quick Review on page 17.

Plenary: (5 min)

- Students will fill out quick PMI (Plus, Minus, Interesting) on board.

Assessment Opportunities: (20 min)

- Students will be asked to attempt Q.1 and 2 of Chapter Review.

Home Learning:

- Students will study the topic for revision and reinforcement.

Lesson Evaluation: (10 min)

- Students will be given worksheet 2, to do.

Activity:

- Students will be taken on a round of any green area in school, for observation and hands-on experience.

Teacher Ideas

LESSON PLAN #2

Class: II

Subject: General Science

Unit: 2

Topic: All About Plants

Sub-Topics:

- Fruits are of different shapes and sizes
- Leaves are of different shapes and sizes
- Types of Plants:
- Flowering Plants
- Non-flowering Plants
- How do plants grow

Date :

Duration:

2x 40

Term :

Week:

Learning objectives:

- To give more knowledge on fruits and leaves
- To give awareness of two major groups of plants

Resources:

- Text Book NAS 2
- Charts

Activity Material (5 min)

- Dry seeds: Pumpkin, coriander, and seeds of any seasonal fruit like peach.
- Dry/fresh leaves of various shapes and sizes.
- A fresh fruit like papaya or any ripe seasonal fruit.
- Knife, paper trays

Starter Activity (10 min)

- Teacher will display dry seeds on trays for display.
- Students will be called to the display area for observation. Teacher will ask them to touch and feel.
- Teacher will cut open papaya and show seeds.

Methodology: (25 min)

- Teacher will use key words like nutrients and carbon dioxide and briefly explain.
- Students will be asked to open their books to assigned page number and read silently. Teacher will take rounds and facilitate. The teacher will do loud reading. The topic will be explained. The available resources will be effectively used.
- Teacher will conduct a discussion with students to further elaborate.
- A quick analysis will be given by the teacher.
- Students will be asked to do Quick Reviews on page 15 and 16.

Teacher Ideas

Plenary: (5 min)

- Students will fill out quick PMI (Plus, Minus, Interesting)) on board.

Assessment opportunities: (25 min)

- Students will do Chapter Review Q. 3,4 and 5.

Home learning:

- Students will be asked to read the topic for revision and reinforcement.

Lesson Evaluation: (15 min)

- Students will be given Worksheet 2, to do.

Further Notes

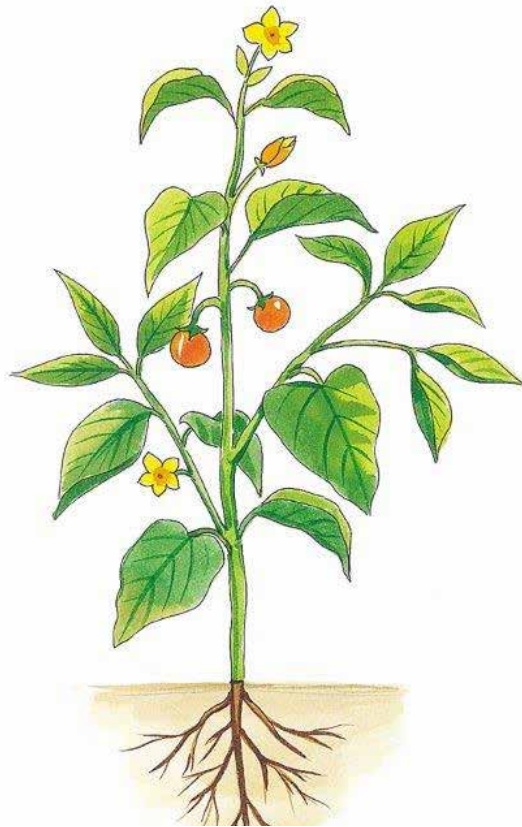
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Worksheet 1

1. Tick ✓ the correct answer

- Plants are living things. _____
- Trees are small plants. _____
- Plants give out oxygen which is needed for breathing. _____
- Climate change is heating up the Earth due to harmful gases. _____

2. Label the following flowering plant.



a. Name the following roots:



b. What is the common feature of these roots?

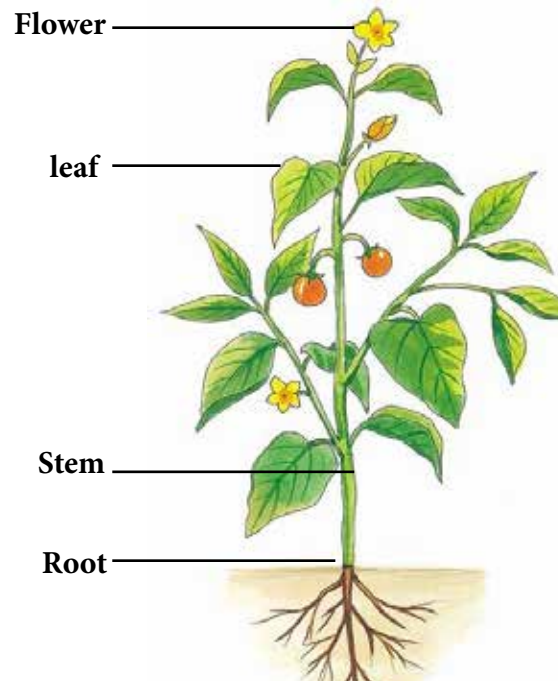
Answer key

Worksheet 1

1. Tick ✓ the correct answer

- Plants are living things. ✓
- Trees are small plants. _____
- Plants give out oxygen which is needed for breathing. ✓
- Climate change is heating up the Earth due to harmful gases. ✓

2. Label the following flowering plant.



a. Name the following roots:



Turnip



Carrots



Potato

b. What is the common feature of these roots?

Ans They are edible.

Worksheet 2

1. Fill in the blanks:

- Fruits have _____.
- Some leaves are _____ and _____.
- _____ is an example of one-seeded fruit.

2. Identify the following as flowering plants or non-flowering plants.



2. Mark as True or False:

- Oxygen is taken in for breathing by us. _____
- Carbon dioxide is needed for green plants to make food. _____
- Seeds take nutrients from the atmosphere. _____
- Flowers grow as the seed germinates. _____

Answer key

Worksheet 2

1. Fill in the blanks:

- Fruits have seeds.
- Some leaves are thin and long.
- Mango is an example of one-seeded fruit.

2. Identify the following as flowering plants or non-flowering plants.



Sunflower—A Flowering Plant



Fern—A non-flowering Plant



Rose—A flowering Plant



Conifers—Non-Flowering Plants

3. Mark as True or False:

- Oxygen is taken in for breathing by us. **True**
- Carbon dioxide is needed for green plants to make food. **True**
- Seeds take nutrients from the atmosphere. **False**
- Flowers grow as the seed germinates. **False**

Quick Review

Discuss and share with your classmates, the information about the following:

- Names of fruits with one seed and many seeds.

Names of fruits with one seed	Names of fruits with many seeds
Mango	Guava
Avocado	Apple
Peach	Papaya
Olive	Kiwi
Cherry	Pomegranate

- Different shapes of leaves

Ans. Some are thin and long and some are large and broad.

Quick Review

Search and write names of some flowering plants and some non-flowering plants.

No	Flowering Plants	Non-Flowering Plants
1	Rose	Ferns
2	Sunflower	Mosses
3	Mango	Conifers
4	Strawberries	Gingko

Chapter Review

Choose the best answer

Number	Answer
1	b
2	a
3	a
4	a
5	c

Write Whether Following Statements are True or False

Number	True/False
1	True
2	True
3	True
4	False
5	False

Give short answers to the following

Ans. 1. Plants provide us with Oxygen

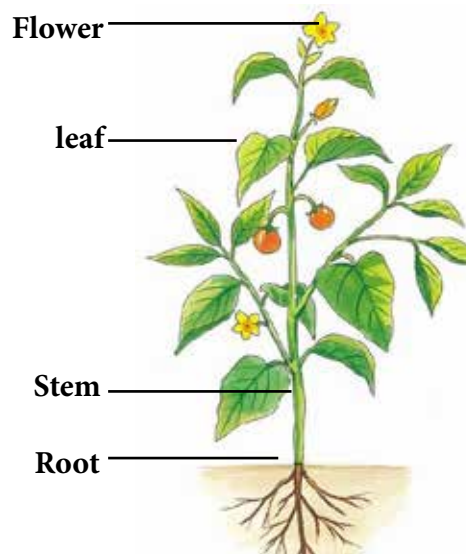
Ans. 2. The stem takes water to the leaves.

Ans. 3. Plants need water, nutrients, and sunlight to grow.

VOCABULARY REVIEW

1. Flower
2. Leaves
3. Stem
4. Fruit
5. Roots

Label the Parts of the Plant



Unit 3

THE NATURAL ENVIRONMENT

SUB-TOPICS

- Introduction
- Natural Resources
- Natural Resources from land
- Natural Resources from Water
- Natural Resources from Air
- Natural Resources from Land

LESSON PLAN #1

Class: II

Subject: General Science

Unit: 3

Topic: The Natural Environment

Sub-Topics:

- Introduction
- Natural Resources
- Natural Resources from land

Date : Duration: 2x40 Term : Week:

Learning objectives:

- To raise awareness of the environment and three main resources.
- To enable them to grasp the concept of natural resources fully.
- To make them aware of land as a natural resource.

Resources:

- Text Book NAS 2
- Charts/Poster: Natural Resources—land, water, and air

Starter Activity: (5 min)

- Students will be asked to name what they understand to be natural resources.
- Teacher will write keywords—environment and natural resources with their definitions, on the board and read out.

Methodology: (30 min)

- Students will be asked to open their books to assigned page numbers and read. Teacher will take rounds and facilitate accordingly. Loud reading will be done. Furthermore, explanation will be given. The resources will be used effectively.
- Student-teacher discussion will be conducted, to further elaborate.
- A quick analysis will be given by the teacher to emphasize key points.
- Students will be asked to do Quick Review on page 24.

Plenary: (5 min)

- Students will fill out quick PMI (Plus, Minus, Interesting)) on board.

Assessment opportunities: (25 min)

- Students will be asked to do Q.1 and 4 of Chapter Review.

Home learning:

- Students will be asked to read the topic for revision and reinforcement.

Lesson Evaluation (15 min)

- Students will be given Worksheet 1 to do.

Further Notes

[illegible]

Teacher Ideas

LESSON PLAN #2

Class: II

Subject: General Science

Unit: 3

Topic: The Natural Environment

Sub-Topics:

- Natural Resources from Water
- Natural Resources from Air
- Natural Resources from Land

Date :

Duration:

Term :

Week:

Learning objectives:

- To become aware of some natural resources (land, water and air)
- To list how people use natural resources.
- To give knowledge of items made from natural resources

Resources:

- Text Book NAS 2
- Charts

Starter Activity: (5 min)

- Teacher will write keywords, natural resources—land, air and water; on the board
- Students will be asked to name some items from the classroom, which are made from natural resources. For example, pencil, table, and chair. Note their responses on the board.

Methodology: (30 min)

- Teacher will ask students to open their books to assigned page numbers and read silently. Teacher will take rounds and facilitate students accordingly. Explanation will be given. The resources will be used effectively.
- A discussion between students and teacher will be carried out. This will help in better understanding of the concept.
- Teacher will give a quick analysis of the topic to elaborate on key points.

Plenary: (5 min)

- Students will fill out quick PMI (Plus, Minus, Interesting)) on board.

Assessment opportunities: (30 min)

- Students will be asked to do Q. 2,3 and 5 from Chapter Review.

Teacher Ideas

Home learning:

- Students will be asked to read the topic for revision and reinforcement.

Lesson Evaluation: (10 min)

- Students will be given Worksheet 2 to do.

Activity:

- To prepare a list of items made from natural resources.

Further Notes

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Worksheet 1

1. Name the three major natural resources:

- _____
- _____
- _____

2. Give short answers

- It is formed by living things and non-living things.

- They are needed for life on Earth.

- This resource is required for growing crops.

3. Draw a landscape to show land as a resource.

Answer Key

Worksheet 1

1. Name the three major natural resources:

- Land
- Air
- Water

2. Give short answers

- It is formed by living things and non-living things.

Ans. Our environment.

- They are needed for life on Earth.

Ans. Natural resources are needed.

- This resource is required for growing crops.

Ans. Plants grow on land.

3. Draw a landscape to show land as a resource.



Worksheet 2

1. Mark as True or False:

- Most of the life will not be possible without water. _____
- Land provides us with vegetables and fruits. _____
- We can drink seawater. _____
- Oxygen is used in breathing process. _____

2. Match the following:

Source	Objects made
Tree	Frying pan
Iron	Table
Stones	Walls
Sheep	Wool

3. a. Draw a wind turbine and colour it.

b. What is the use of wind turbine?

Answer Key

Worksheet 2

1. Mark as True or False:

- Most of the life will not be possible without water. **True**
- Land provides us with vegetables and fruits. **True**
- We can drink seawater. **False**
- Oxygen is used in breathing process. **True**

2. Match the following:

Source		Objects made
Tree		Frying pan
Iron		Table
Stones		Walls
Sheep		Wool

3. a. Draw a wind turbine and colour it.



b. What is the use of wind turbine?

Ans. They produce electricity due to wind.

Quick Review

True or False

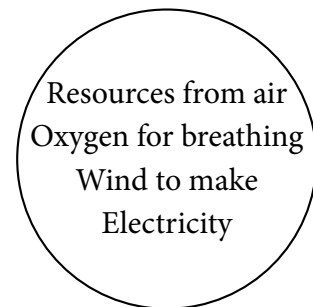
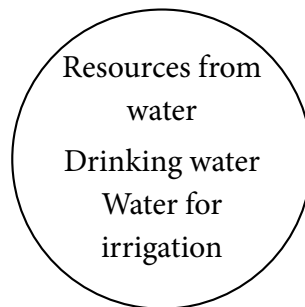
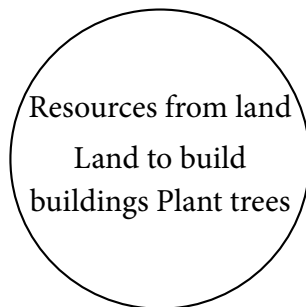
1. True
2. False
3. True
4. True
5. True

Chapter Review

CHOOSE THE BEST ANSWER

Number	Answer
1	b
2	a
3	d
4	a
5	a

FILL THE FOLLOWING CIRCLES WITH TWO EXAMPLES OF EACH TYPE OF RESOURCE.



GIVE ONE WORD ANSWER

Number	Answer
1	Sun
2	Wood (Trees)
3	Wind

VOCABULARY REVIEW

Number	Answer
1	Natural Resources
2	Environment

Imagine you are in a forest. Draw all the natural resources you can think of in the box below.



Unit 4

WATER

SUB-TOPICS

- Introduction
- Sources of water
- Natural sources of water
- Human-made sources of water
- Uses of water
- Do not waste water
- Ways to reduce water waste
- Always drink clean water

LESSON PLAN #1

Class: II

Subject: General Science

Unit : 4

Topic: Water

Sub-Topics:

- Introduction
- Sources of water
- Natural sources of water
- Human-made sources of water

Date :

Duration:

2x40

Term :

Week:

Learning objectives:

- To give students knowledge of sources of water
- To give a clear concept of water made available to us through natural resources and human-made resources.

Resources:

- Text Book NAS 2
- Charts:--Pictures of animals drinking water (on a chart).
- Picture of 'The Journey of Water' from NAS 2 page 31 (on a poster)

Activity Material:

- Beaker, clean water

Starter Activity: (5 min)

- Teacher will show clean water in a glass beaker and ask students the following questions:
 1. What is inside the beaker?
 2. What are the uses of water?
 3. What are the sources of water?
 4. How do we get this water in our homes?

Student's responses will be noted on the board.

Methodology: (30 min)

- Students will be asked to open their books to assigned page numbers and read silently. Teacher will take rounds and facilitate. Teacher will do loud reading, followed by explanation. The resources will be effectively used.
- Teacher will conduct a discussion with the students, to further elaborate the topic.
- A quick analysis of the key points will be given.
- Students will be asked to do Quick Review on page 31.

Plenary: (5 min)

- Students will fill out quick PMI (Plus, Minus, Interesting)) on board.

Assessment opportunities: (25 min)

- Students will be asked to do Q. 1 and 2, of Chapter Review.

Home learning:

- Students will be given reading of the topic for revision and reinforcement.

Lesson Evaluation: (15 min)

- Students will be given Worksheet 1 to do.

Activity:

- Students will be asked to watch a video on water on Internet

Link: <https://youtu.be/46AfS-lfbXY?si=VyptXMfVWY6JDNs>

Teacher Ideas

LESSON PLAN #2

Class: II

Subject: General Science

Unit: 4

Topic: Water

Sub-Topics:

- Uses of water
- Do not waste water
- Ways to reduce water waste
- Always drink clean water

Date :

Duration: 2x40

Term :

Week:

Learning objectives:

- To give knowledge of importance of water and its uses.
- To raise awareness of water conservation and to stop its wastage by taking responsibility.
- To ensure that students understand the value of health and hygiene and drink clean water only.

Resources:

- Text Book NAS 2
- Charts

Starter Activity: (10 min)

- Teacher will ask students to unscramble words, written earlier on the board and teacher will note responses on the board.

Terwa (water)

Nclean (clean)

Pat (tap)

Revir (river)

Mad (dam)

Ellw (well)

Methodology: (25 min)

- Teacher will ask students to open their books to assigned page numbers and read silently. Teacher will take rounds and facilitate. Furthermore, teacher will read the lesson loudly. Explanation will follow.
- Teacher-student discussion will be carried out, for further elaboration.
- A quick analysis will be given by the teacher to emphasize key points.

Teacher Ideas

Worksheet 1

1. Name four natural sources of water.

-
-
-
-

2. Name two human-made sources of water

-
-

3. Name the sources of water in the following pictures



Answer Key

Worksheet 1

1. Name four natural sources of water.

- Oceans
- Rivers
- Ponds
- Lakes

2. Name two human-made sources of water

- Dam
- Tube well

3. Name the sources of water in the following pictures



Ocean



River



Dam



hand pump

Worksheet 2

1. Fill in the blanks:

- Water is used in many countries to produce _____.
- We wash our _____ with water.
- _____ is when water resources become dirty.
- _____ should be used for drinking.

2. Name two human-made sources of water

- R _____
- R _____
- R _____

3. Name two ways by which water is made clean and germ free:

- _____
- _____

4. Name the action in the given pictures:



Answer Key

Worksheet 2

1. Fill in the blanks:

- Water is used in many countries to produce electricity.
- We wash our clothes with water.
- Pollution is when water resources become dirty.
- Clean water should be used for drinking.

2. Name two human-made sources of water

- Reduce
- Reuse
- Recycle

3. Name two ways by which water is made clean and germ free:

- Boiling
- Filtering

4. Name the action in the given pictures:



Drinking water



Washing Vegetables

Quick Review

Can you identify and name the sources of water shown below:

- Ocean
- Tube well
- Dam

Chapter Review

CHOOSE THE BEST ANSWER

Number	Answer
1	b
2	b
3	b
4	c
5	a

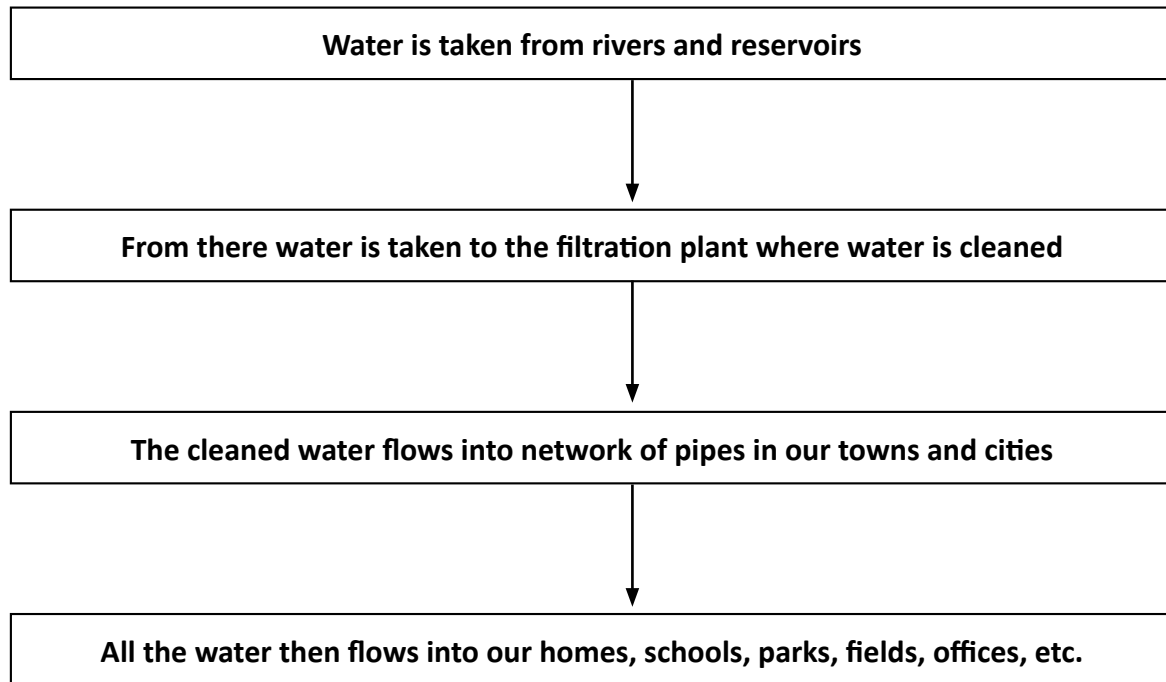
WRITE WHETHER THE FOLLOWING STATEMENTS ARE TRUE OR FALSE:

1. True
2. False
3. True
4. False
5. False

GIVE ONE-WORD ANSWERS TO THE FOLLOWING:

1. River
2. Dam
3. Purification

LIST THE STEPS IN WHICH WATER REACHES OUR HOMES:



WRITE SOME WAYS TO REDUCE THE WATER WASTE

- Reduce the use of water
 1. Take short five-minute showers
 2. Turn off the tap while bathing
- Reuse water
 1. Collect water after washing vegetables. Use it to water plants
 2. Collect and store rainwater
- Recycle water
 1. clean water, and use
 2. sewage water purification through recycling plants

Unit 5

MATERIALS

SUB-TOPICS

- Introduction
- Materials are used in many ways
- Same materials can be used to make different things
- Natural Materials
- Natural materials from the ground
- Natural materials from Plants
- Natural materials from animals
- Human-made materials or artificial materials
- Using sand, oils or clay
- Properties of materials
- Hard, soft. Waterproof, transparent

LESSON PLAN #1

Class: II

Subject: General Science

Unit: 5

Topic: Materials

Sub-Topics:

- Introduction
- Materials are used in many ways
- Same materials can be used to make different things
- Natural Materials
- Natural materials from the ground
- Natural materials from Plants
- Natural materials from animals

Date :

Duration:

2x40

Term :

Week:

Learning objectives:

- To give a clear concept of the topic to students
- To make them aware of the uses of the materials
- To give them knowledge of natural materials and their uses

Resources:

- Text Book NAS 2
- Charts. NAS 2-page 38 to be copied and posted on a chart

Activity Material:

- Materials definition to be written on board
- Videos on Materials

Link: https://youtu.be/340MmuY_osY?si=uFY6KU1_K5yYhdSM

Starter Activity: (10 min)

- Following definition of materials will be written on the board.
- 'Materials are substances used to make something.'
- Students will be shown a video on materials

Methodology: (25 min)

- Students will be asked to open their books to assigned page numbers and read silently. Teacher will stay on rounds and facilitate, accordingly. Teacher will read the topic loudly. Furthermore, the topic will be explained. The resources will be effectively used. Teacher will explain the lesson after reading.
- A Teacher-student discussion will take place. This will elaborate on the topic.
- The teacher will give a quick analysis to emphasize key points.

Plenary: (5 min)

- Students will fill out quick PMI (Plus, Minus, Interesting) on board.

Assessment opportunities: (30 min)

- Students will be taken on a school round and will later make a list of things they have observed. They will divide them into natural and man-made things. (This information will be used for answering Chapter Review Q. 2)

Home learning:

- Students will be asked to read the topic for revision and reinforcement.

Lesson Evaluation (10 min)

- Students will be given Worksheet 1 to do.

Activity:

- Students will be asked to observe objects at home and note the kind of materials used in their making.

Further Notes

Teacher Ideas

LESSON PLAN #2

Class: II

Subject: General Science

Unit: 5

Topic: Materials

Sub-Topics:

- Human-made materials or artificial materials
- Using sand, oils or clay
- Properties of materials
- Hard, soft. Waterproof, transparent

Date : Duration: 2x40

Term : Week:

Learning objectives:

- To enable students to recognize objects made by humans from natural resources.
- To enable students to differentiate between man-made and natural materials.
- To make them aware of properties of materials.

Resources:

- Textbook NAS 2
- Charts

Activity Material:

- Variety of objects like toys, mittens, ball, cooking utensils, plastic bowl, pencils,.

Starter Activity: (10 min)

- Teacher will display a variety of objects on the table and write, 'Materials are fantastic' on the board.
- Teacher will ask students to name the objects and tell the kind of material used in the making.

Methodology: (25 min)

- Students will be asked to open their books, read the assigned page numbers silently. The teacher will stay on round and facilitate accordingly. Furthermore, teacher will read loudly. Explanation will follow. All the available resources will be used effectively.
- A students-teacher discussion will follow.
- A quick analysis will be given by the teacher to further emphasize key words.
- Students will be asked to do Quick Review on page 40.

Teacher Ideas

Plenary: (5 min)

- Students will fill out quick PMI (Plus, Minus, Interesting) on board.

Assessment opportunities: (30 min)

- Students will be asked to do Chapter Review Q. 1,2,3,4.

Home learning

- Students will be asked to study the topic for revision and reinforcement.

Lesson Evaluation (10 min)

- Students will be given Worksheet 2, to do.

Teacher Ideas

Further Notes

Worksheet 1

1. Mark whether True or False:

- Materials are substances that are used to make materials. _____
- All materials are natural.
- Pulped wood is the substance used to make paper. _____
- We can make only one type of object from one kind of material. _____
- Wood is taken from trees to make furniture. _____

2. Look at the images and identify whether the material used is from ground, plants, or animals.



3. Name the objects made from the following material:

Material	Objects
Wood	
Rock	
Cotton	
Silk	

Answer Key

Worksheet 1

1. Mark whether True or False:

- Materials are substances that are used to make objects. True
- All materials are natural. False
- Pulped wood is the substance used to make paper. True
- We can make only one type of object from one kind of material. False
- Wood is taken from trees to make furniture. True

2. Look at the images and identify whether the material used is from ground, plants, or animals.



Ground



Plants



Animals

3. Name the objects made from the following material:

Material	Objects
Wood	Chair
Rock	Road
Cotton	Cloth
Silk	Fabric

Worksheet 2

1. Match the following

Substance	Artificial Material
Sand	Plastic and petrol
Oil	Ceramic
Clay	Glass is made

2. Give examples for the given properties of materials:

- Hard like _____
- Soft like _____
- Elastic like _____
- Waterproof like _____
- Transparent like _____

3. Draw and colour:

A Book

A Glass

Answer Key

Worksheet 2

1. Match the following

Substance	Artificial Material
Sand	Plastic and petrol
Oil	Ceramic
Clay	Glass is made

2. Give examples for the given properties of materials:

- Hard like wood
- Soft like cotton
- Elastic like rubber
- Waterproof like nylon
- Transparent like glass

3. Draw and colour:

A Book



A Glass



Answer Key

Quick Review

Put the following materials in the correct column according to their properties.

Hard	Soft	Elastic
Wood	Silk	Plastic
Metal	Cotton	Rubber
Glass	Wool	Sponge

Answer Key

Chapter Review

Choose the best answer

Number	Answer
1	a
2	b
3	c
4	a
5	c

Look around your school and make a list of different things, divide them according to the materials used to make them in the table below:

Made of human-made material	Made of natural material
Backpack	Chair
Protractor	Desk
Calculator	leaves
Compass	Twigs
Blackboard	Wooden bowls

GIVE ONE-WORD ANSWERS TO THE FOLLOWING:

Number	Answer
1	Sand
2	Natural
3	Wood
4	Hard
5	Rubber

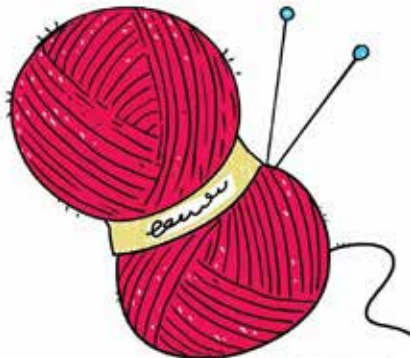
DRAW THINGS MADE OF THE MATERIALS LISTED BELOW:

wool

glass

metal

paper



Unit 6

HEAT

SUB-TOPICS

- Introduction
- Heat is energy
- Heat flows
- Heat flows from warmer objects to cooler objects
- Uses of heat
- Sources of heat
- Natural Sources of heat
- The Sun
- Earth's heat
- Man-made sources of heat
- Heaters
- Stoves and ovens
- Intensity of Heat
- Producing Heat

LESSON PLAN #1

Class: II

Subject: General Science

Unit: 6

Topic: Heat

Sub-Topics:

- Introduction
- Heat is energy
- Sources of heat
- Natural Sources of heat
- The Sun
- Earth's heat
- Man-made sources of heat
- Heaters
- Stoves and ovens

Date :

Duration:

2x40

Term :

Week:

Learning objectives:

- To have clear concept of the topic.
- To give knowledge of how heat is used
- To make them aware of sources of heat

Resources:

- Text Book NAS 2
- Charts

Starter Activity: (5 min)

- Teacher will ask students to rub their hands together and then touch their cheeks.
- Teacher will ask:
 - What happened when they rubbed their hands together?
(Palms were warm)
 - What did they feel?
(Felt warm)
 - Why do we stay indoors during summer days and what do we do?
(It is hot and we turn in fans so stay cool).
 - How do we manage in winter?
(We use warm water and electric heaters).

Methodology: (25 min)

- Teacher will ask students to open their books to assigned page numbers and read silently. Teacher will take rounds and facilitate accordingly. Furthermore, teacher will read loudly and explain. The available resources will be effectively used.
- Teacher-students discussion will be carried out, to elaborate.
- The teacher will give a quick analysis to emphasize key points.

Plenary: (5 min)

- Students will fill out quick PMI (Plus, Minus, Interesting) on board.

Assessment opportunities: (25 min)

- Students will be asked to do Chapter Review Q.1 and 3.

Home learning

- Students will be asked to study the topic for revision and reinforcement.

Lesson Evaluation: (15 min)

- Students will be asked to do Worksheet 1.

Activity:

- Students will be asked to watch some relevant videos on heat using the Internet.

Teacher Ideas

LESSON PLAN #2

Class: II

Subject: General Science

Unit: 6

Topic: Heat

Sub-Topics:

- Intensity of Heat
- Producing Heat

Date :

Duration: 2x40

Term :

Week:

Learning objectives:

- To give a clear concept of heat flow and its intensity.
- To give awareness of methods and means of heat production.

Resources:

- Text Book NAS 2
- Charts: picture on page 47 to be copied and posted on a chart paper

Starter Activity: (10 min)

- Students will be asked to share lists of links they noted from the Internet, to be shared with the class,.
- A sheet will be distributed with the following words to unscramble:
- Tensity (Intensity)
- Ources (Sources)
- Iref (Fire)
- Doow (Wood)
- Ertoast (Toaster)
- Onesst (stones)
- Bur (Rub)
- Eaht (Heat)

Methodology: (25 min)

- Students will be asked to open their books to assigned page numbers and read silently. Teacher will take rounds and facilitate accordingly. Loud reading will be done by teacher. Furthermore, the explanation will be done. All the available resources will be utilized effectively.
- The teacher will discuss the topic with the students to further elaborate it.
- The key points will be highlighted through a quick analysis of the topic by the teacher.
- Students will be asked to do Quick Reviews on page 47 and 48.

Plenary (5 min)

- Students will fill out quick PMI (Plus. Minus, Interesting)) on board.

Teacher Ideas

Assessment opportunities: (30 min)

- Teacher will ask students to do Q 2, and 4 of Chapter Review.

Home learning

- Students will be asked to study the topic for revision and reinforcement.

Lesson Evaluation: (10 min)

- Students will be given Worksheet 2 to do.

Activity:

- Students will be asked to share their learning with a sibling or a friend.

Further Notes

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Worksheet 1

1. Tick ✓ the correct answer.

- If you walk outdoors in winter you enjoy the warmth of the Sun. ____
- The ability to do work is energy. ____
- The heat moves from cooler objects to warmer objects. ____
- When we fan ourselves in hot weather, heat moves towards us. ____

2. Write any two uses of heat:

- ____
- ____

3. Identify the sources of heat in the following pictures:



4. Match the following:

Source	Use
Heater	Used to cook food
Stove	Machine that produces heat
Sun	Keeps us warm
Blanket	Main source of heat in nature

Answer key

Worksheet 1

1. Tick ✓ the correct answer.

- If you walk outdoors in winter you enjoy the warmth of the Sun. ✓
- The ability to do work is energy. ✓
- The heat moves from cooler objects to warmer objects. _____
- When we fan ourselves in hot weather, heat moves towards us. _____

2. Write any two uses of heat:

- A hot iron helps iron clothes
- In cold weather, heaters keep us warm

3. Identify the sources of heat in the following pictures:



The sun



Volcano

4. Match the following:

Source		Use	
Heater		Used to cook food	
Stove		Machine that produces heat	
Sun		Keeps us warm	
Blanket		Main source of heat in nature	

Worksheet 2

1. Mark as True or False:

- Heat from a source like fire spreads out in all directions. _____
- We feel more heat, when we are closer to the source. _____
- It is warmer under the shade of a tree. _____
- Heat is flowing energy. _____

2. Match the following:

Terms	Facts
Warm hands	Burning it produces heat
Coal, wood	Machines make heat with it
Electricity	Heat produced by rubbing
Natural gas	Burns in stoves to produce fire

3. Name the items in the pictures:



Answer Key

Worksheet 2

1. Mark as True or False:

- Heat from a source like fire spreads out in all directions. True
- We feel more heat, when we are closer to the source. True
- It is warmer under the shade of a tree. False
- Heat is flowing energy. True

2. Match the following:

Terms	Facts
Warm hands	Burning it produces heat
Coal, wood	Machines make heat with it
Electricity	Heat produced by rubbing
Natural gas	Burns in stoves to produce fire

3. Name the items in the pictures:



Electric Heater



Electric Iron

Answer Key

Quick Review

Fill in the blanks:

1. Heat
2. Warm
3. Close
4. Shade
5. Energy

Quick Review

Look at the picture below and list the sources of heat:



Sources of heat:

- The Sun
- Oven with stove
- Charcoal Grill
- Heater

Answer Key

Chapter Review

CHOOSE THE BEST ANSWER

Number	Answer
1	a
2	b
3	d
4	a

GIVE ONE-WORD ANSWER

Number	Answer
1	Heat
2	Stove
3	Heat

LIST DOWN THREE USES OF HEAT

- It helps us to cook food
- It helps us in drying clothes
- It helps us feel warm in cold weather

Write yes for the objects that produce heat and no for those objects that do not:

Objects	Yes/No
Candle	Yes
Fan	No
Mirror	No
Iron	Yes
Toaster	Yes

Unit 7

LIGHT

SUB-TOPICS

- | | |
|---|--|
| ■ Introduction | e.g., Burning of wood, candle, electric bulbs, and torches |
| ■ Sources of light | |
| ■ Natural sources of light.e.g., The Sun, some animals and plants | ■ Uses of light |
| | ■ Intensity of light |
| ■ Human-made or artificial sources of light. | |

LESSON PLAN #1

Class: II

Subject: General Science

Unit: 7

Topic: Light

Sub-Topics:

- Introduction
- Sources of light
- Natural sources of light.e.g., The Sun, some animals and plants
- Human-made or artificial sources of light. e.g., Burning of wood, candle, electric bulbs, and torches.

Date :

Duration:

2x40

Term :

Week:

Learning objectives:

- To give the students the knowledge of sources of light
- To enable them to understand types of light sources.

Resources:

- Text Book NAS 2
- Charts

Activity Material:

- Miscellaneous objects like torch, candle, lamp, lantern, bulbs, tube light

Starter Activity: (10 min)

- Teacher will write the following on the board:
'Light is a form of energy which enables us to see things.'
- The activity material will be placed on a table. Students will be asked to observe. Then the students will be asked to recognize the objects and their common use. Furthermore, following questions will be asked:
 1. What is the major source of light on Earth? (Sun)
 2. Name some natural sources of light? (Moon, stars, Firefly)
 3. Name some human-made sources of light. (Street lights, Tube light)

Methodology: (25 min)

- Students will be asked to open their books to assigned page numbers and read silently. The teacher will take rounds and facilitate accordingly. The teacher will do loud reading followed by an explanation. The available resources will be used effectively.
- A teacher-student discussion will follow, to further elaborate the topic.
- Teacher will give a quick analysis of the topic, to emphasize key points.
- Students will be asked to attempt Quick Review, page 53.

Plenary: (5 min)

- Students will fill out quick PMI (Plus, Minus, Interesting) on board.

Assessment opportunities: (25 min)

- Students will be asked to do Chapter Review Q.1,2 and 3.

Home learning:

- Students will be instructed to study the topic for revision and reinforcement.

Lesson Evaluation (15 min)

- Students will be given Worksheet 1 to do.

Activity:

- Students will be asked to observe and draw four light sources from the environment, on A4 size chart paper, for soft board display.

Teacher Ideas

LESSON PLAN #2

Class: II

Subject: General Science

Unit: Z

Topic: Light

Sub-Topics:

- Uses of light
- Intensity of light

Date :

Duration:

2x40

Term :

Week:

Learning objectives:

- To give students knowledge of uses of light and enable them to make a list.
- To give awareness that light is felt more as one moves nearer to the source.

Resources:

- Text Book NAS 2
- Charts

Activity Material: (5 min)

Starter Activity: (5 min)

- Teacher will write the following groups of sources of light on the board and ask students to pick the odd one out:
 1. Tube light, candle, Sun
 2. Bulb, Moon, Stars
 3. Street lights, Sun, Traffic Signals
 4. Sun, Moon, Candles

Answer:

1. Sun
2. Bulb
3. Sun
4. Candles

Methodology: (30 min)

- Students will be asked to open their assigned page numbers and do silent reading. The teacher will stay on round and facilitate. The teacher will then read the topic loudly. Using available resources, teacher will explain the topic.
- Teacher-student discussion will be conducted to further elaborate.
- Teacher will give a quick analysis for further clarity of the topic.

Plenary: (5 min)

- Students will fill out quick PMI (Plus, Minus, Interesting) on board.

Assessment opportunities (25 min)

- Students will be asked to do Q.4 and 5 of Chapter Review.

Home learning

- Students will be asked to read the topic for revision and reinforcement.

Lesson Evaluation (15 min)

- Students will be given Worksheet 2 to do.

Activity:

- Students will be instructed to watch documentaries for kids on the topic, 'Marine Animals and Plants that Give out Light', with their parents or siblings on the Internet.

Further Notes

[illegible]

Teacher Ideas

Worksheet 1

1. Mark as True or False:

- We can see things around us due to light. _____
- Light is a form of energy. _____
- The moon is a source of man-made light. _____
- Light comes from only one source. _____

2. Match the following:

Terms	Facts
Natural source	Certain animals like jellyfish and firefly
Artificial source	Do not require human help
Flash light	Are man-made
Produce light	Guides us through dark places like mines

3. Draw and colour:

- A natural Source of light
- A human-made source of light

Answer Key

Worksheet 1

1. Mark as True or False:

- We can see things around us due to light. True
- Light is a form of energy. True
- The moon is a source of man-made light. False
- Light comes from only one source. False

2. Match the following:

Terms	Facts
Natural source	Certain animals like jellyfish and firefly
Artificial source	Do not require human help
Flash light	Are man-made
Produce light	Guides us through dark places like mines

3. Draw and colour:



A natural Source of light



A human-made source of light

Worksheet 2

1. Tick ✓ the correct answer.

- Traffic lights help us only during the night time. _____
- Sun is the source of natural light. _____
- Moon and stars shine bright in the night. _____.
- Candles is a natural source of light. _____

2. Look at the given pictures and write the use of the source:



3. Write any three uses of light for the following.

Source	Uses
The Sun	
Traffic Light	
Moon and Stars	

Answer key

Worksheet 2

1. Tick ✓ the correct answer.

- Traffic lights help us only during the night time. _____
- Sun is the source of natural light. ✓
- Moon and stars shine bright in the night. ✓
- Candles is a natural source of light. ✓

2. Look at the given pictures and write the use of the source:



Sunlight helps in food making in plants.



Candle burns to provide light at night

3. Write any three uses of light for the following.

Source	Uses
The Sun	Helps us see things
Traffic Light	Used to control flow of traffic and pedestrian crossing
Moon and Stars	Help to mark the season

Answer Key

Quick Review

Human made/ Artificial :

Light bulb candle

Natural:

Sun Firefly star burning wood

Chapter Review

Choose the best answer

1. c 2. b 3. c 4. d 5. c

Answer the following questions

- **Ans. 1.** Plants need light to make food.
- **Ans. 2.** Light helps us to see in the dark.
- **Ans. 3.** Candle and torch are two human-made sources of light.

Besides the sun list down three sources of natural light

1. Firefly
2. Moon
3. Stars

Which of the following helps us see in the dark



Look around your home or classroom, observe all the things that give out light. Write them down in your notebooks

- Candle
- Tube light
- Lamp Shade
- Firewood
- Light Bulb

Unit 8

THE EARTH AND ITS RESOURCES

SUB-TOPICS

- Introduction:
- Sun
- Moon

- Planets:
- Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune

LESSON PLAN #1

Class: II

Subject: General Science

Unit: 8

Topic: The Solar System

Sub-Topics:

- Introduction
- Sun
- Moon

Date : Duration: 2x40 Term : Week:

Learning objectives:

- To give clear concept of Our Solar System .i.e., the Sun, Moon, and planets make up the solar system

Resources:

- Text Book NAS 2
- Chart

Activity Material:

- Model of Solar System
- Videos on Solar system

Starter Activity: (10 min)

- Teacher will write the following on board:

‘Our Solar System includes the Sun, eight planets, five officially named dwarf planets, hundreds of moons and thousands of asteroids and comets.’

- Teacher will arrange the following video before start of the lesson and show.
- Link: <https://youtu.be/mQrlgH97v94?si=ViXwVDZC8mQMOgTG>

Methodology: (30 min)

- The teacher will ask students to open their books to assigned page numbers and read silently. The teacher will take rounds and facilitate. The teacher will do loud reading. The topic will be explained by effectively utilizing all the resources.
- A teacher-student discussion will be conducted to further elaborate.
- The teacher will do a quick analysis to emphasize key points.
- Students will be asked to do Quick Review on page 61.

Plenary: (5 min)

- Students will fill out quick PMI (Plus, Minus, Interesting) on board.

Assessment opportunities: (25 min)

- Students will be asked to draw the diagram of the solar system on A4 sheet, from Chapter Review Q. 4 and post it in the notebook.

Home learning:

- Students will be asked to read the topic for revision and reinforcement.

Lesson Evaluation: (15 min)

- Students will be given Worksheet 1 to do.

Teacher Ideas

Further Notes

LESSON PLAN #2

Class: II

Subject: General Science

Unit: 8

Topic: The Solar System

Sub-Topics:

- Planets:
- Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune

Date :

Duration: 2x40

Term :

Week:

Learning objectives:

- To enable students to learn the names of 8 planets of the solar system.
- To give them awareness of the physical features of all the planets.

Resources

- Text Book NAS 2
- Charts

Activity Material:

- A model of solar system (A black box will be prepared with cardboard and sponge balls with threads will be hanged , as planets and sun).

Starter Activity: (10 min)

- Teacher will write names of all eight planets on the board.
- The model will be displayed and students will be asked to observe and recognize Sun, Earth and other planets.

Methodology: (25 min)

- Teacher will write keywords on the board.
- Students will be asked to open their books to assigned page numbers and read silently. Teacher will take rounds and facilitate. Loud reading will be done by the teacher. Furthermore, explanation will be done and available resources will be utilized effectively.
- A teacher-student discussion will be conducted to further elaborate.
- A quick analysis will be given to highlight key points.
- Students will be asked to do Quick Review on page 64.

Plenary: (5 min)

- Students will fill out quick PMI (Plus. Minus, Interesting) on board.

Teacher Ideas

Assessment opportunities: (30 min)

- Students will be asked to do Chapter Review Q. 1,2,3 4. The drawing will be used for Q.4.

Home learning:

- Students will be instructed to read the topic for revision and reinforcement.

Lesson Evaluation: (10 min)

- Students will be given Worksheet 2, to attempt.

Activity:

- Students will be asked to learn names of all eight planets of the Solar System as follows:
- Mercury, Venus, Earth ,Mars, Jupiter, Saturn, Uranus, Neptune

Further Notes

Worksheet 1

1. Fill in the blanks, choose from the following list:

tiny gases stars orbit solar system

- The _____ stars seen in the sky are huge balls of _____.
- The _____ looks small due to their distance from the Earth.
- The planets _____ the Sun.
- The Sun, the planets and their moons form the _____.

2. Match the following:

Objects	Description
Telescope	Huge, glowing ball of gases
Stars	An instrument used to look at distant objects
Sun	Orbits the planets
Moon	Closest star to us

3. Draw and colour the Sun.

Answer key

Worksheet 1

1. Fill in the blanks, choose from the following list:

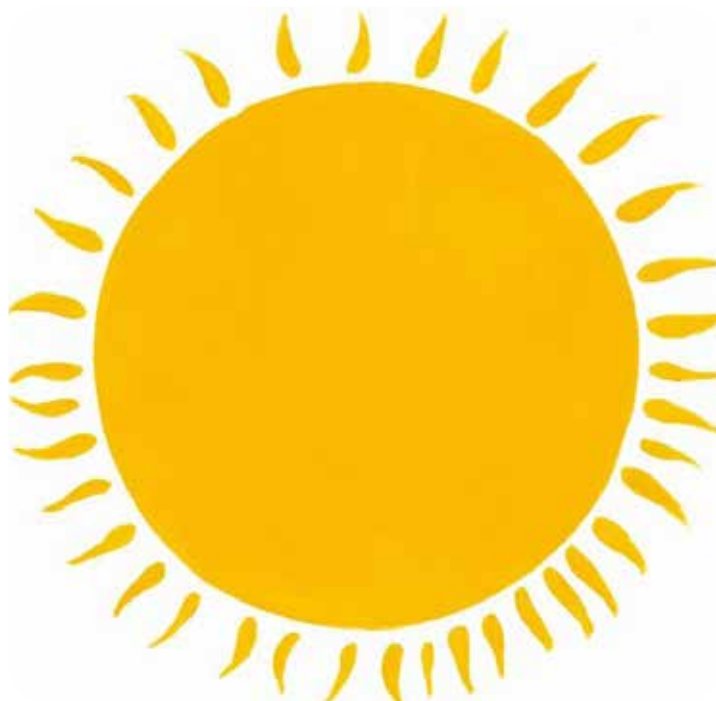
Tiny gases stars orbit solar system

- The tiny stars seen in the sky are huge balls of gases.
- The stars look small due to their distance from the Earth.
- The planets orbit the Sun.
- The Sun, the planets and their moons form the Solar System.

2. Match the following:

Objects	Description
Telescope	Huge, glowing ball of gases
Stars	An instrument used to look at distant objects
Sun	Orbits the planets
Moon	Closest star to us

3. Draw and colour the Sun.



Worksheet 2

1. Mark as True or False:

- Planets are large objects that orbit around a star. _____
- Nine planets orbit around the Sun in our Solar System. _____
- Mercury and Venus do not have a moon. _____
- Earth is the third planet from the Sun. _____

2. Derive the names of planets from the following mnemonics.

My Very Educated Mother Just Served Us Nuggets.

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

3. Draw and label the diagram of The Solar System.

Answer Key

Worksheet 2

1. Mark as True or False:

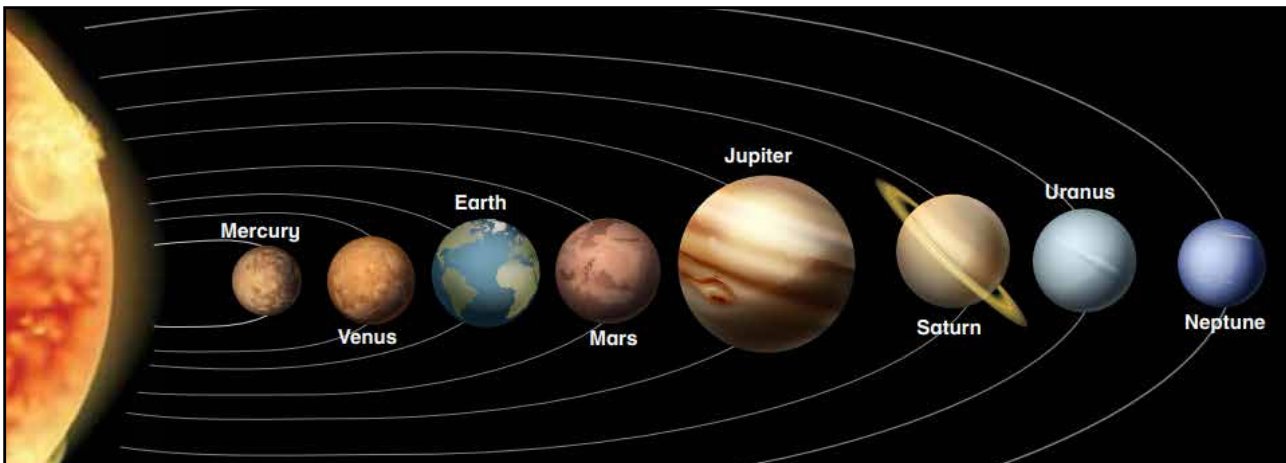
- Planets are large objects that orbit around a star. True
- Nine planets orbit around the Sun in our Solar System. False
- Mercury and Venus do not have a moon. True
- Earth is the third planet from the Sun. True

2. Derive the names of planets from the following mnemonics.

My Very Educated Mother Just Served Us Nuggets.

- Mercury
- Venus
- Earth
- Mars
- Jupiter
- Saturn
- Uranus
- Neptune

3. Draw and label the diagram of The Solar System.



Answer Key

Quick Review

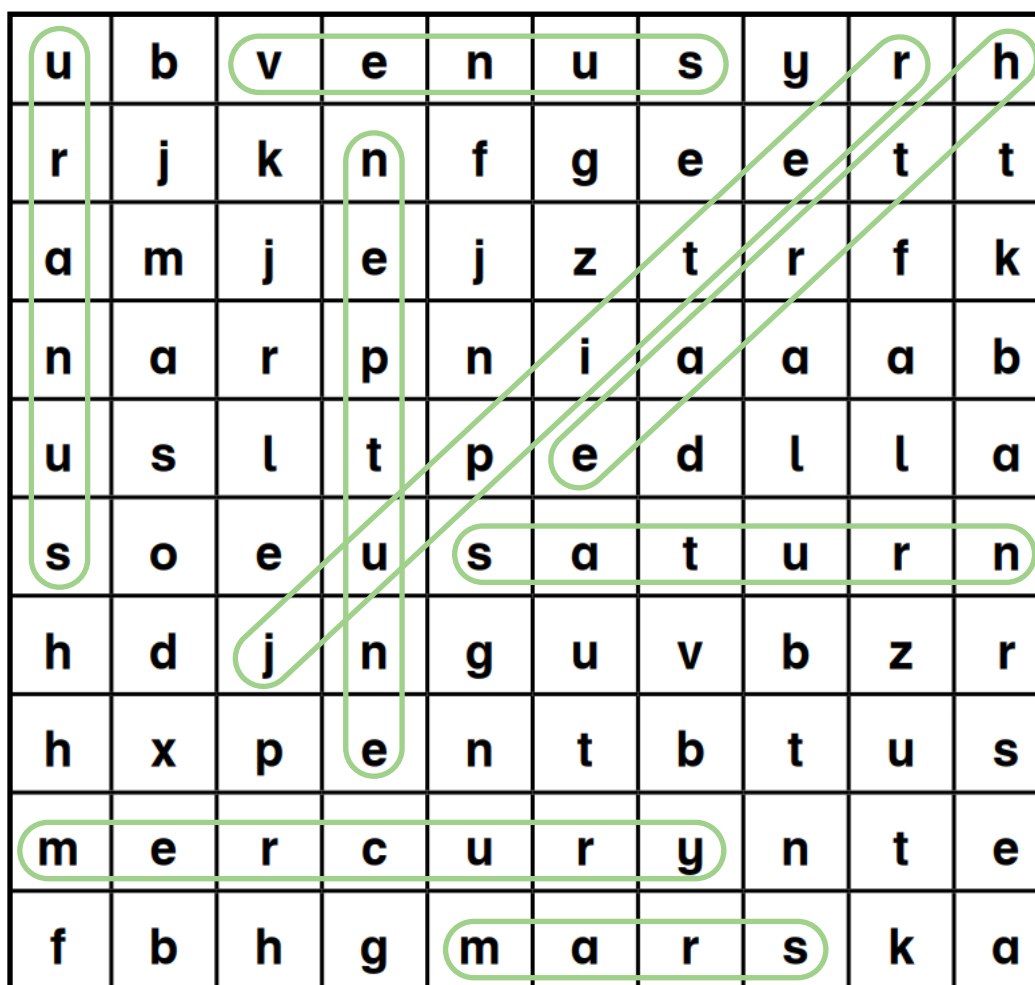
Match the following

Some planets have more than one of these object	Sun
They look tiny and you see them in the sky at night	Moon
All the objects revolve around it	Stars

Quick Review

Find and circle the words listed below

Earth Jupiter Mars Neptune
Uranus Venus Mercury Saturn



Chapter Review

CHOOSE THE BEST ANSWER

Number	Answer
1	a
2	a (2 moons)
3	d
4	c
5	d

ANSWER THE FOLLOWING QUESTIONS

1. Ans. Sun is a star.
2. Ans. Venus has no moons.
3. Uranus is the coldest planet in the solar system.
4. Venus is the second nearest planet.
5. Uranus has 28 moons.

MATCH THE FOLLOWING

Mercury	The second planet in the solar system
Jupiter	The largest planet in the solar system
Mars	The seventh planet from the Sun
Uranus	The smallest planet in the solar system
Venus	The planet with two moons

WRITE THE NAMES OF THE PLANETS IN THE DIAGRAM BELOW.

