

# MATH-MAGIC

Book 2

Textbook in Mathematics for Class II



0219



एन सी ई आर टी  
NCERT

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्  
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## 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  
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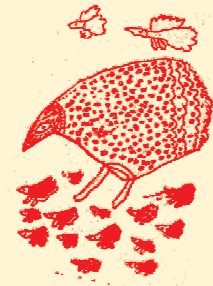
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## MATH-MAGIC 2

What is inside this book?

- |                                 |     |
|---------------------------------|-----|
| 1. What is Long, What is Round? | 1   |
| 2. Counting in Groups           | 9   |
| 3. How Much Can You Carry?      | 18  |
| 4. Counting in Tens             | 24  |
| 5. Patterns                     | 30  |
| 6. Footprints                   | 39  |
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| 10. Add our Points              | 76  |
| 11. Lines and Lines             | 84  |
| 12. Give and Take               | 90  |
| 13. The Longest Step            | 104 |
| 14. Birds Come, Birds Go        | 111 |
| 15. How Many Ponytails?         | 124 |

## A Page to Cut Out

### Your Game Board



91	92	93	94	95	96	97	98	99	100	
81	82	83	84	85	86	87	88	89	90	
71	72	73	74	75	76	77	78	79	80	
61	62	63	64	65	66	67	68	69	70	
51	52	53	54	55	56	57	58	59	60	
41	42	43	44	45	46	47	48	49	50	
31	32	33	34	35	36	37	38	39	40	
21	22	23	24	25	26	27	28	29	30	
11	12	13	14	15	16	17	18	19	20	
Start	1	2	3	4	5	6	7	8	9	10

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.