Wizz World of SCIENCE

GRADE 2



Aligned with Single National Curriculum

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PREFACE

Wizz World of Science for grades I to 7 has been conceptualized, penned, composed and designed by professionals and educators who have vast experience of dealing with subject of science in the past. Our books lie well within the frameworks defined by National Curriculum. The newly introduced National Assessment Framework (NAF), that is now an integral part of National Curriculum Framework (NCF) has been particularly incorporated in Wizz World of Science Series to make sure that basic purpose of this initiative regarding policy and practice level to improve quality of education is actually met. The quality of education has been further made sure with holistic and cognitive approach that identifies specific areas of learning and development that a today's student requires. The series:

- Guides students in a very simple way how to solve the cognitive tasks by creating a comfortable zone.
- Encourages students to practice and apply concepts.
- Involves students in interactive exercise and activities.
- Help students to create a natural space for thinking through well-planned activities.

WHY WIZZ PUBLISHERS?

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- Backed by practical experience and critical analysis for over 30 years.
- Developed, designed and printed with the latest and modern techniques.
- Available at economical prices keeping in view the recent economic melt down domestically.
- Based on well-planned activities and systematically developed exercises.
- Helpful for students to develop the 21st century life skills for a bright future.

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Wizz World of SCIENCE GRADE 2

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UNIT 1

Plants and their Importance

Students' Learning Outcomes

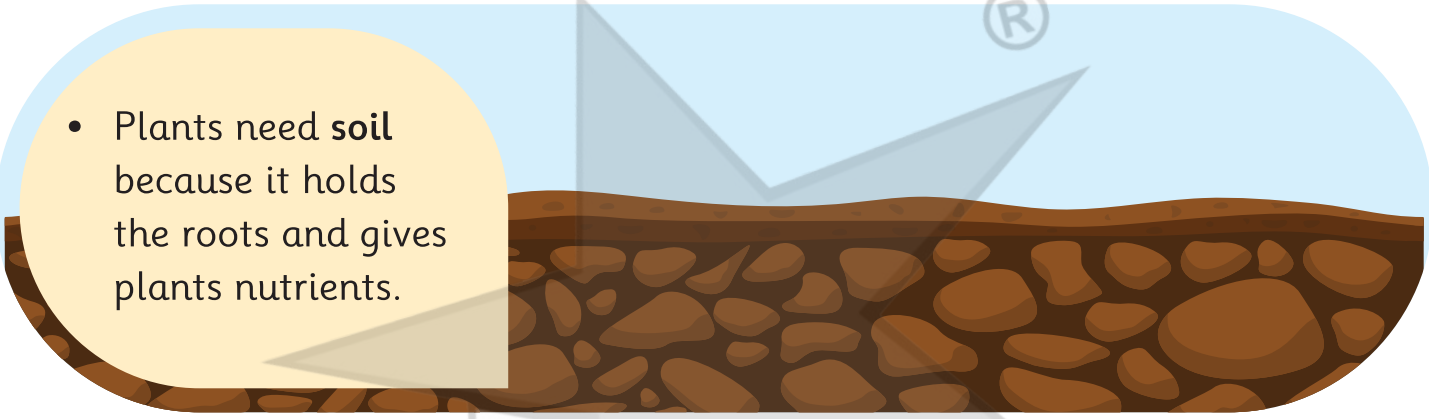
All students will be able to:

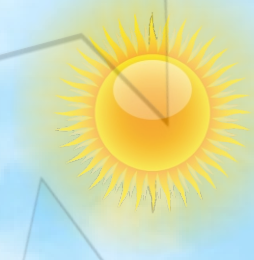
- Identify that soil, light, air and water are needed to grow a plant.
- Recognize that plants make their own food in the presence of sunlight.
- Identify major parts of a plants (root, stem, leaf and flower).
- List the functions of roots, stem, leaf and flower.
- Identify different shapes of leaves found around them.
- Identify that the roots, stems, flowers and leaves are eaten by people.
- Identify the fruits which have seeds in them.
- Recognize that some plants grow from seeds while other grow from stem or roots.
- Highlight the importance of plants for a clean environment.



Plants are living things, and they need good soil, light, air and water to grow strong and healthy.

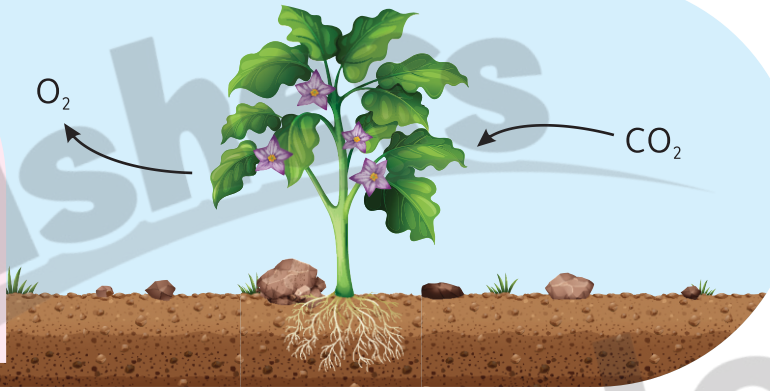
- Plants need **soil** because it holds the roots and gives plants nutrients.





- Plants need **sunlight** to make their own food. Without sunlight, plants become weak and cannot grow properly.

- Just like humans plants also need **air** to breathe. They take in carbon dioxide from the air and release oxygen.





- Plants need **water** because water contains important nutrients. Plants absorb water through their roots.

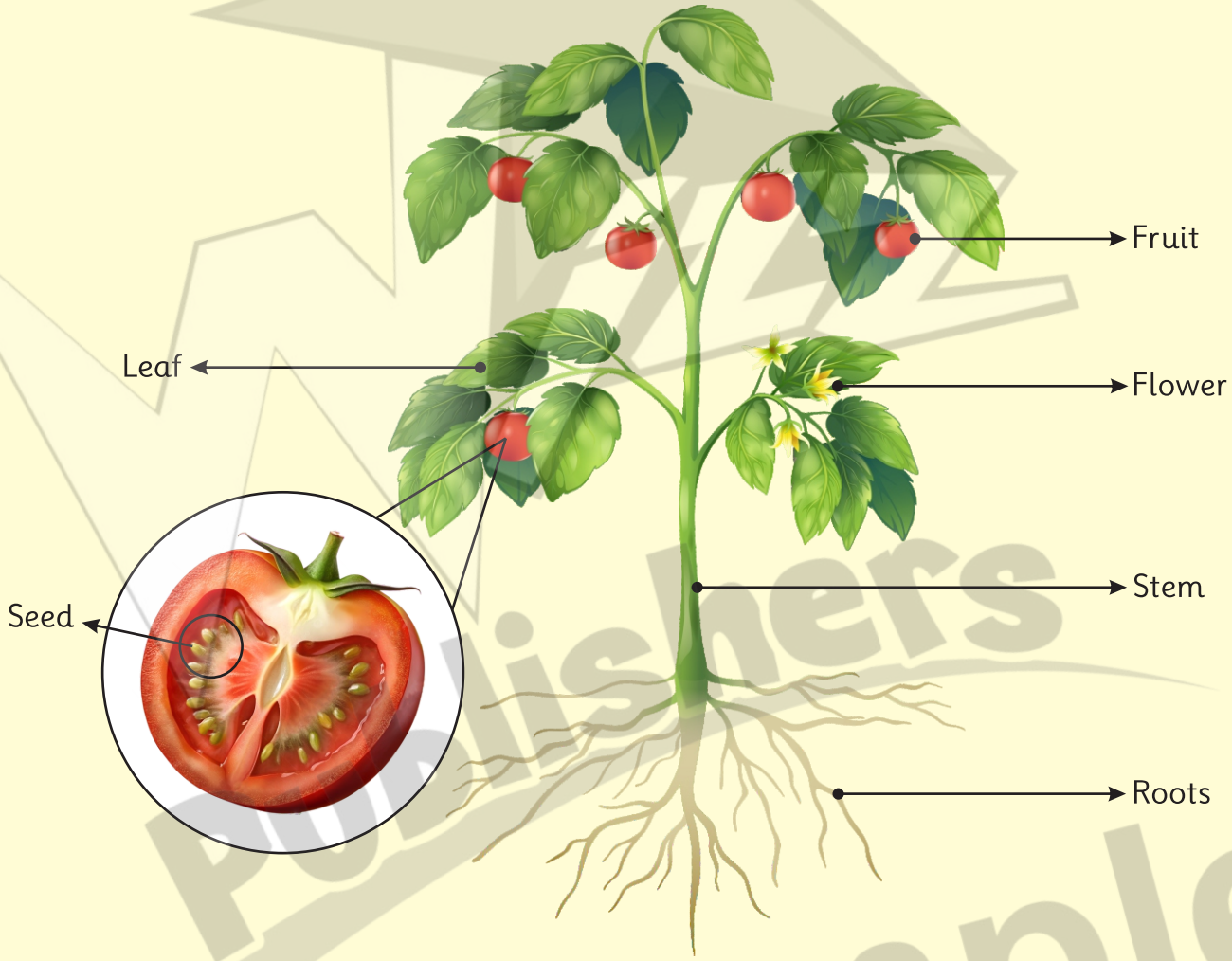
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Plants are nature's food factories because they can make their own food through the process called photosynthesis.

Plants take in sunlight, air, and water to prepare food in their leaves. At the same time, they give out oxygen which is important for humans and animals to breathe.

Parts of a Plant

Plants have following major parts, each with a specific function. Let's learn about them:



a. Roots

Roots grow underground and their functions include:

- Absorbing water and minerals from the soil.
- Anchoring the plant in the soil.
- Storing food for future use.

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b. Stem

The stem supports the plant and connect roots to the rest of the plant. It serves the following purposes:

- Transporting water and nutrients from the roots to the leaves and flowers.
- Carrying food made in the leaves to other parts of the plant.
- Providing support to hold the plant in upright position.

c. Leaves

Leaves are green, flat structures that grow from the stem. They are the site of photosynthesis and gas exchange (taking in carbon dioxide and releasing oxygen).

Different shapes of leaves

Leaves are of many shapes and sizes. If you look around, you will see that different plants have different types of leaves. Here are some common leaf shapes:



Round leaves



Star-shaped leaves



Needle-shaped leaves



Heart-shaped leaves

d. Flowers

Flowers are the reproductive part of flowering plants, their function includes:

- Producing seeds for reproduction (process of producing off-springs of their own kind).
- Developing fruits that protect seeds.

e. Fruits and Seeds

Some plants produce fruits, which contain seeds. Main roles of fruit includes:

- Protecting the seeds inside.

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Ensuring the growth of new plants when the seed begins to grow.

- Fruits have seeds in them. Some have one seed, while others have many seeds.

Fruits with one seed


Mango


Peach


Cherry


Plum


Orange


Apple

Fruits with few seeds

Fruits with many seeds


Watermelon


Papaya

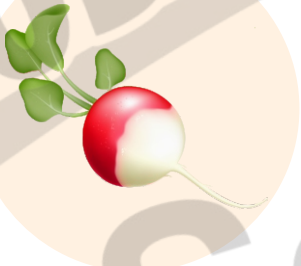

Pomegranate

Edible plant parts

Different parts of plants are used as food. Let's learn about them:

- Some plants have **roots** that are big and store food. Examples include:


Carrot


Radish


Beetroot


Sweet potato



Teacher's Note:

Explain to the students that fruits have seeds from which a new life cycle starts. Some fruits have only one seed, while others have many seeds.

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- Some plant **stems** are soft and full of water and nutrients. Examples include:


Sugarcane

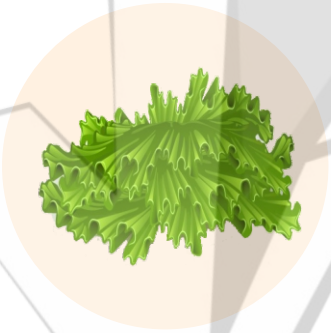

Celery


Ginger

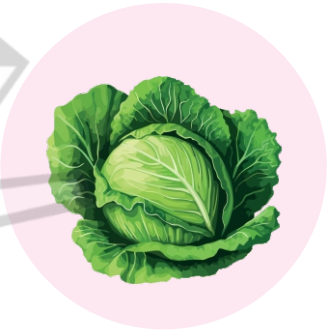

Potato

- Green **leaves** are good for health. Examples include:


Spinach


Lettuce


Coriander


Cabbage

- Some **flowers** are also used as food. Examples include:


Cauliflower


Broccoli

Importance of plants for a clean environment

Plants are very important for us and environment.

- They give us oxygen.
- They clean the air.
- They keep the Earth cool.
- They help save water.
- They make the Earth beautiful.



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Check Point

1 **Choose and write the correct option.**

i. Where do plants get their energy from?

a. Moon
b. Sunlight
c. Air
d. Soil

ii. Spinach and lettuce are examples of _____ that we eat.

a. leaves
b. stems
c. roots
d. flowers

iii. Which of the following is a root vegetable?

a. Tomato
b. Radish
c. Ginger
d. Celery

iv. Plants prepare their own food by the process called _____.

a. photosynthesis
b. respiration
c. germination
d. reproduction

v. Which of the following plant have one seed?

a. Mango
b. Apple
c. Orange
d. Papaya

2 **Read the statement carefully. Identify and write name of plant part in the space provided.**

i. They grow underground, their function is to absorb water and minerals from the soil. _____

ii. It supports the plant and connects the roots to the leaves. It also provide support to hold the plant upright. _____

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iii. They are green, flat structures that play a vital role in photosynthesis.

_____

iv. They are the reproductive part of a plant. _____

v. They protect the seed and ensure the growth of a new plant. _____

3 Answer the following questions.

i. Name four things that plants need to grow.

- _____
- _____
- _____
- _____

ii. How do leaves help the plants?

_____

_____

_____

iii. Why are flowers important?

_____

_____

_____

_____

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4 Sort the following into the correct column.

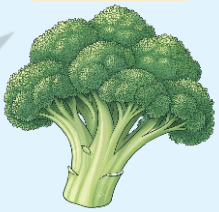
Carrot



Onion



Broccoli



Cauliflower



Celery



Spring onion



Beans



Tomato



Lettuce



Plant parts	Examples
Roots	
Flowers	
Stem	
Fruits and Seeds	
Leaves	

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5 **Design a Plant:** Use the box below to design your own plant. What shape will the leaves be? Which colours will you choose to make the plant? Do not forget to lable it.



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Let's Do It

Objective: To observe the effects of soil, light, air, and water on plant's growth.

What we need:

- 5 small plant pots
- Soil
- Seeds (bean or sunflower seeds work well)
- Plastic wrap
- Marker



What to do:

- Divide the class into five groups and provide each group with the needed supplies.
- Label the pots as follows:
  - ✓ Pot 1: "Control" (Provide soil, water, air, and sunlight)
  - ✓ Pot 2: "No Soil" (Seed placed on a wet paper towel without soil)
  - ✓ Pot 3: "No Water" (Soil and seed, but no water)
  - ✓ Pot 4: "No Sunlight" (Soil, water, but kept in a dark place)
  - ✓ Pot 5: "No Air" (Soil, water, and sunlight, but covered with a plastic wrap tightly)
- Plant the seeds in pots as per their labels.
- Water only the pots that require water. (Pot 1, Pot 4, Pot 5).
- Place the pots in their respective locations. (the "No Sunlight" Pot 4 should be kept in a dark place)
- Observe and record what happens over 7-10 days.



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i. Write down your expected results of seed germination.

Pot 1: "Control"

Pot 2: "No Soil"

Pot 3: "No Water"

Pot 4: "No Sunlight"

Pot 5: "No Air"

ii. Write down your conclusion.

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UNIT 3

Matter and Materials

Students' Learning Outcomes

All students will be able to:

- Recognize some common materials such as wood, plastic, metal, glass, rock, paper and fabric.
- Identify the materials used in some of the objects around them.
- Explore colour, hardness, texture, sink/floats of the materials.
- Differentiate between the natural and man-made materials.
- Explore properties of materials with respect to elastic/ non-elastic, magnetic/ non-magnetic.



Materials around us

A material is something that is used to make something else. Everything around us like clothes, furniture and toys are made from different materials such as fabric, wood, plastic, or glass. Each material has special qualities that make it useful. For example, rubber is soft and stretchy, so it is used for tires. Glass is clear and hard, making it perfect for windows.

Let's learn about some common materials and where we can find them.

- Wood comes from trees. It is strong and is used to make furniture and houses.



Furniture



House

- Plastic is a very light material. We use it to make water bottles, toys and many more things.



Bottle



Lunch box



Toys

- Metal is shiny and strong. It is used to make coins, keys and car parts.



Coins



Keys

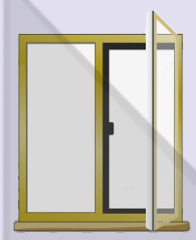


Car

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- Glass is clear and smooth. It is used for making windows, mirrors and drinking glasses.

Glass

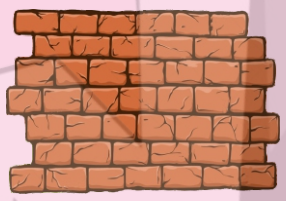

Window


Mirror


Glass

- Stone and rocks are hard and come from the ground. They are used to build roads and walls.


Road


Wall

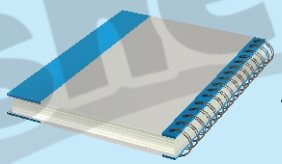

Stones

Stone and rocks

- Paper is light and soft. It is used in books and newspapers.

Paper


Books


Note book



Newspaper

- Fabric is soft and can be colourful. It is used to make clothes, curtains and blankets.


Clothes


Curtain


Blankets

Fabric

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Natural and Man-Made Materials

Materials can be grouped into two main types:

- **Natural materials**

These materials come from nature. They are found in plants, animals, or the Earth and are not made by humans. **Examples include:**


Wood


Cotton


Leather


Stone

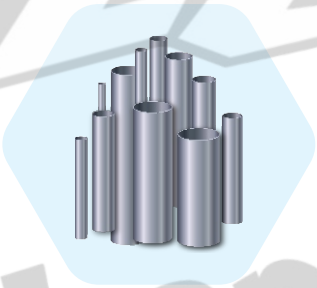

Clay

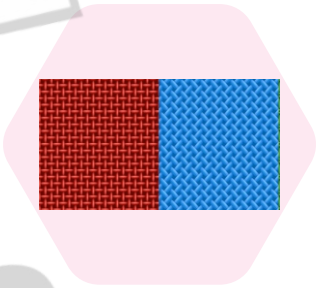
- **Man-made materials**

These materials are made by humans by changing natural materials. Examples include:


Plastic


Glass


Steel


Synthetic fabric

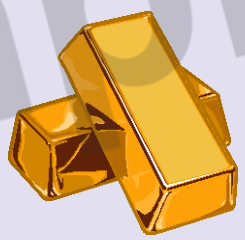
Properties of materials

Materials have different properties that help us decide how and where to use them. Let's explore some of them:

- **Colour**

Materials come in different colours.


Wood is brown in colour.


Gold is yellow in colour.

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Hardness

Hardness tells us how easily a material can be scratched or broken.

Hard materials are strong and do not break easily.
Examples:

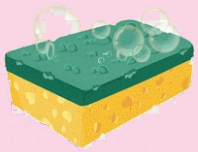

Metal

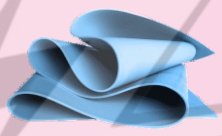

Glass


Stone

Soft materials can be easily bent, cut or scratched.
Examples:


Cotton


Sponge


Rubber

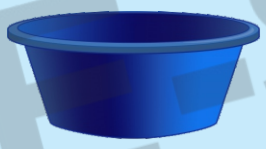
Texture

Texture is how a material feels when we touch it. Texture can be smooth or rough.

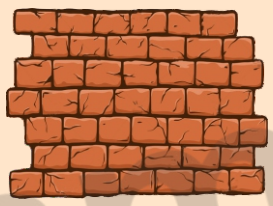
Smooth materials feel soft and even.
Examples:


Polished wood


Glass


Plastic

Rough materials feel bumpy or uneven.
Examples:


Bricks


Sponge


Sand paper

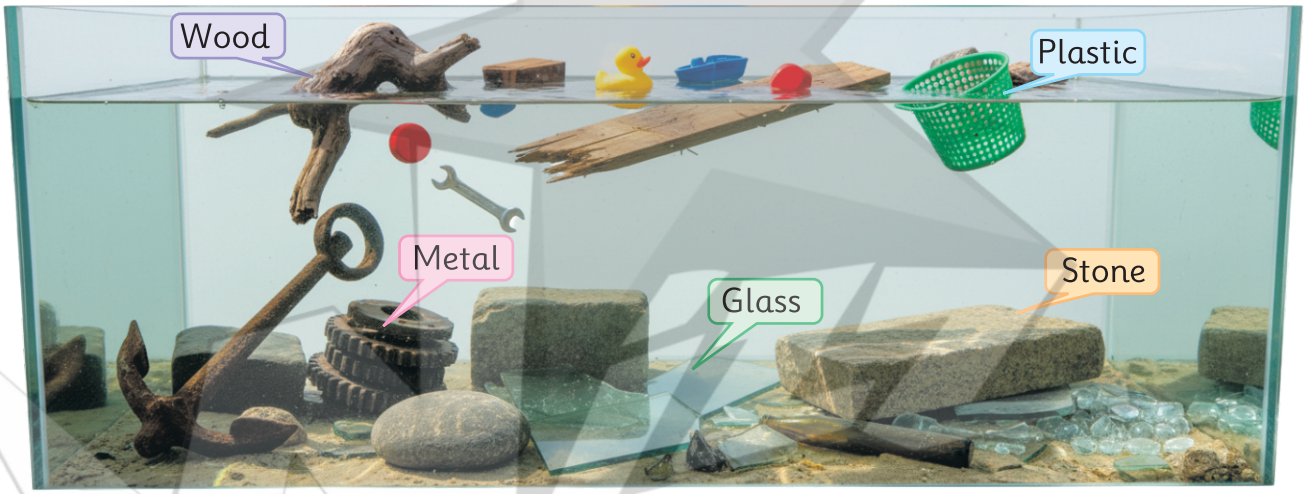
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Sink or Float

Some materials float in water, while others sink.

Floating materials like wood and plastic are light and float over water.
Examples:

Sinking materials like metal, stone and glass are heavy and sink in water.
Examples:



Elasticity

It is the ability of a material to stretch and return to its original shape. Materials like rubber and elastic can stretch but materials like wood and metal do not stretch.

Elastic materials
Examples:


Rubber band


Balloon


Fabric

Non-elastic materials
Examples:


Wood


Metal

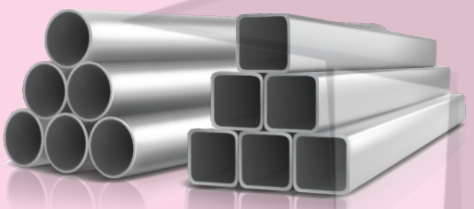

Glass

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Magnetic and non-magnetic materials

- Magnetic materials are materials that are attracted towords magnets.They usually contain iron, nickel or cobalt.
- Non-magnetic materials are not attracted towords magnets.

Magnetic materials
Examples:



Steel



Nickel



Iron

Non-magnetic materials
Examples:



Plastic



Glass



Wood



Activity

Many objects are made from more than one material. If you are sitting on a chair, if may be made from wood and metal. What other objects can you think of that are made from more than one material? Make a list of them in your notebooks.

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Check Point

1 Choose and write the correct option.

i. Which of the following is made of wood?

a. Glass tumbler
b. Chair
c. Plastic bottle
d. Steel spoon

ii. Which material is used to make windows?

a. Metal
b. Glass
c. Paper
d. Fabric

iii. Which of the following is a natural material?

a. Rock
b. Plastic
c. Paper
d. Glass

iv. Which material is hard and shiny?

a. Metal
b. Paper
c. Fabric
d. Wood

v. Which material can float on water?

a. Rock
b. Glass
c. Wood
d. Metal

vi. Which of the following is man-made?

a. Tree
b. Plastic
c. Rock
d. Cotton plant

vii. Which material is elastic?

a. Rubber band
b. Stone
c. Metal spoon
d. Paper

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2 Rewrite the correct statement.

i. Leather is a man-made material.

ii. Synthetic fabric is a natural material.

iii. Texture tells us how easily a material can be scratched or broken

iv. Cotton fabric is more elastic than rubber.

v. Iron is an example of non-magnetic material.

3 Answer the following questions.

i. Define elasticity.

ii. Name two objects made from each material given below.

Glass _____

Metal _____

Rocks _____

iii. Which property of wood makes it suitable for making furniture?

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iv. Differentiate between magnetic and non-magnetic material.

_____

_____

4 Sort the following into natural and man-made materials.


Wood


Wool


Silk


Clay


Fur


Sponge

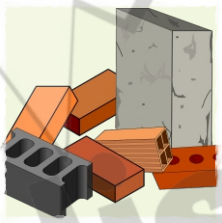

Stone

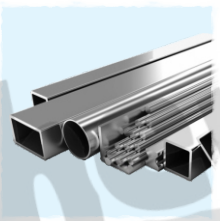

Paper


Paint


Glass


Feather


Concrete


Metal


Plastic

Natural materials	Man-made materials

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Let's Do It

Sinking and Floating

Objective: To investigate which objects sink or float in water and understand the reasons behind it.

What we need:

- A large container of water
- Various objects (e.g., stone, cork, plastic bottle cap, metal spoon, rubber ball, paperclip, wooden stick, coin, leaf, sponge, etc.)
- Data Sheet
- Pencil



What to do:

- Divide class into small groups.
- Ask each group to gather the listed object mentioned in the data sheet.
- Fill a container with water.
- Before testing, predict whether each object will sink or float and write in the data sheet (column A).
- Drop each object into the water, observe and note down in (column B).
- Compare predictions with actual results.
- Discuss and answers the questions given in the data sheet.

Data Sheet:

Objects	Prediction (Sink/Float) (Column A)	Actual results (Sink/Float) (Column B)	Material of an object
Stone			
Cork			
Plastic bottle cap			
Metal spoon			

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Rubber ball			
Paperclip			
Wooden stick			
Coin			
Leaf			
Sponge			

Questions:

i. What do you notice about the objects that float?

ii. What do you notice about the objects that sink?

iii. What do you think causes some objects to float while others sink?

iv. Write a short paragraph explaining what you have learned about sinking and floating.

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Magnetic and Non-magnetic Materials

Objective: To investigate which objects are magnetic and which are not.

What we need:

- Magnet
- Objects from the classroom

What to do:

- Use magnet to test each object.
- Is the object magnetic or non-magnetic?
- Write the name of each object in the mentioned space.

Magnetic	Non- Magnetic

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UNIT 5

Forces in Action

Students' Learning Outcomes

All students will be able to:

- Recognize that push & pull moves things fast or slow (push and pull as a force).
- Recognize that greater the force, the greater the change in the motion of an object.
- Observe and describe how motion of an object can be changed by applying force (speed up, slow down, stop, change direction, etc.).



Force

When we look around, we see things moving, car driving, door opening, or ball rolling. But have you ever thought about what makes them move? The answer is force. Force is defined as a push or a pull.



Car driving



Door opening



Ball rolling

A push is a force that moves an object away from you. When you push a swing, it moves forward. When you push a shopping cart, it rolls ahead.



Pushing the swing



Pushing a shopping cart

A pull is a force that brings an object towards you. When you pull a wagon, it moves closer. When you pull to open a door, it swings towards you.



Pulling a wagon



Pulling a door

Force and Motion

Have you ever pushed a toy car? What will happen?



When you push a toy car, it starts moving. But how it moves depends on the amount of force applied. A gentle push moves the car slowly and for a short distance.

A stronger push makes it move faster and go farther. It shows that the harder you push or pull, the bigger the change in motion.

A gentle push





A stronger push

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Activity

- Push a small ball softly and watch how far it goes.
- Now push it harder! What happens?

Effects of Force

Force is a push or a pull that can change how things move.

- When you kick a ball, it starts rolling. The kick is a force that makes the ball move.



- If a ball is rolling and you put your hand in front of it, it stops. Your hand applies force to stop the ball.



- If you hit a moving ball from the side, it changes direction. The force from your hand make it go in a different direction.





- A stronger push makes an object move faster. A gentle push makes it move slower. For example: If you push a swing softly, it moves slowly. If you push it hard, it swings high and fast.

- Force can also change the shape of an object. They can bend, stretch, or squeeze things.



Squeezing



Stretehing



Pressing

E-Sample

Check Point

1 Choose and write the correct option.

i. What happens when we push a swing harder?

a. It moves slowly
b. It moves faster
c. It stops
d. It falls down

ii. Greater force causes:

a. No movement
b. Smaller change in motion
c. Greater change in motion
d. No difference

iii. What force do we use to stop a moving ball with our foot?

a. Heat
b. Push
c. Pull
d. Light

iv. What can force do to the motion of an object?

a. Speed it up
b. Stop it
c. Slow it down
d. All of them

2 Write T for true and F for false statement.

i. A pull is a force that moves an object away from you. _____

ii. A push is a force that brings an object towards you. _____

iii. If you give a toy car a little push, it moves slowly. _____

iv. Force can also change the shape of an object. _____

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3 Answer the following questions.

i. Define force.

ii. What is the difference between a push and a pull?

iii. Write down at least three effects of forces.

4 Look at the following images and write down the effect of the force.

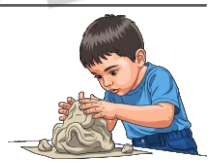
i. A boy is stopping his friend's bicycle.



ii. A boy is hitting a football



iii. A boy is pressing clay.

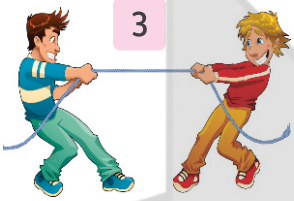


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5 Identify whether each action is a push or a pull and sort them into the correct column by writing the numbers assigned.


1


2


3


4


5


6


7


8


9


10


11


12


13


14


15

Push	Pull

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Let's Do It

Explore Push and Pull

Objective: To observe how different forces (push or pull) change the motion of an object.

What we need:



- Toy car
- Rubber ball
- Empty cardboard box
- String Measuring scale

What to do:



- Divide the class into three groups as A, B & C.
- Assign:
  - ✓ Part I of the activity to Group A
  - ✓ Part 2 of the activity to Group B
  - ✓ Part 3 of the activity to Group C

Part 1: Push to Move (Group A)

- Ask students to place the toy car on the floor.
- Push it gently and measure the distance. _____
- Now, push it harder and measure again. _____
- Discuss: How did the amount of force change the motion of the car?

Part 2: Pull to Move (Group B)

- Ask students to tie a string to the empty cardboard box.
- Pull it gently and measure the distance. _____
- Pull it harder and measure again. _____
- Discuss: How does pulling with more force change the motion of the box?

Part 3: Changing Direction (Group C)

- Ask students to roll a rubber ball in a straight line.
- Gently tap from the side. What happens? Which way does it go?
- Tap it harder. How does the direction change? _____
- Discuss: How does force change the direction of a moving object? _____

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Tug of war

Objective: To observe how friction is created when two textured surfaces are rubbed together under pressure.

What we need:



- Tug of war rope
- Three people
- A tree

What to do:

- Play a game of tug of war with one person serving two people on the other side of the rope. The team with two people will win because they have the advantage of creating a stronger pull force together.
- Play another game of tug of war with the same teams. This time wrap the middle of the rope once around the trunk of a tree.
- Now each team can pull and find out if they still have the advantage.

Explanation:

Friction is created when two textured surfaces are rubbed together under pressure. The harder the team of two pull on the rope the tighter it becomes around the trunk. This means there is more friction helping the team of one resist their pull.



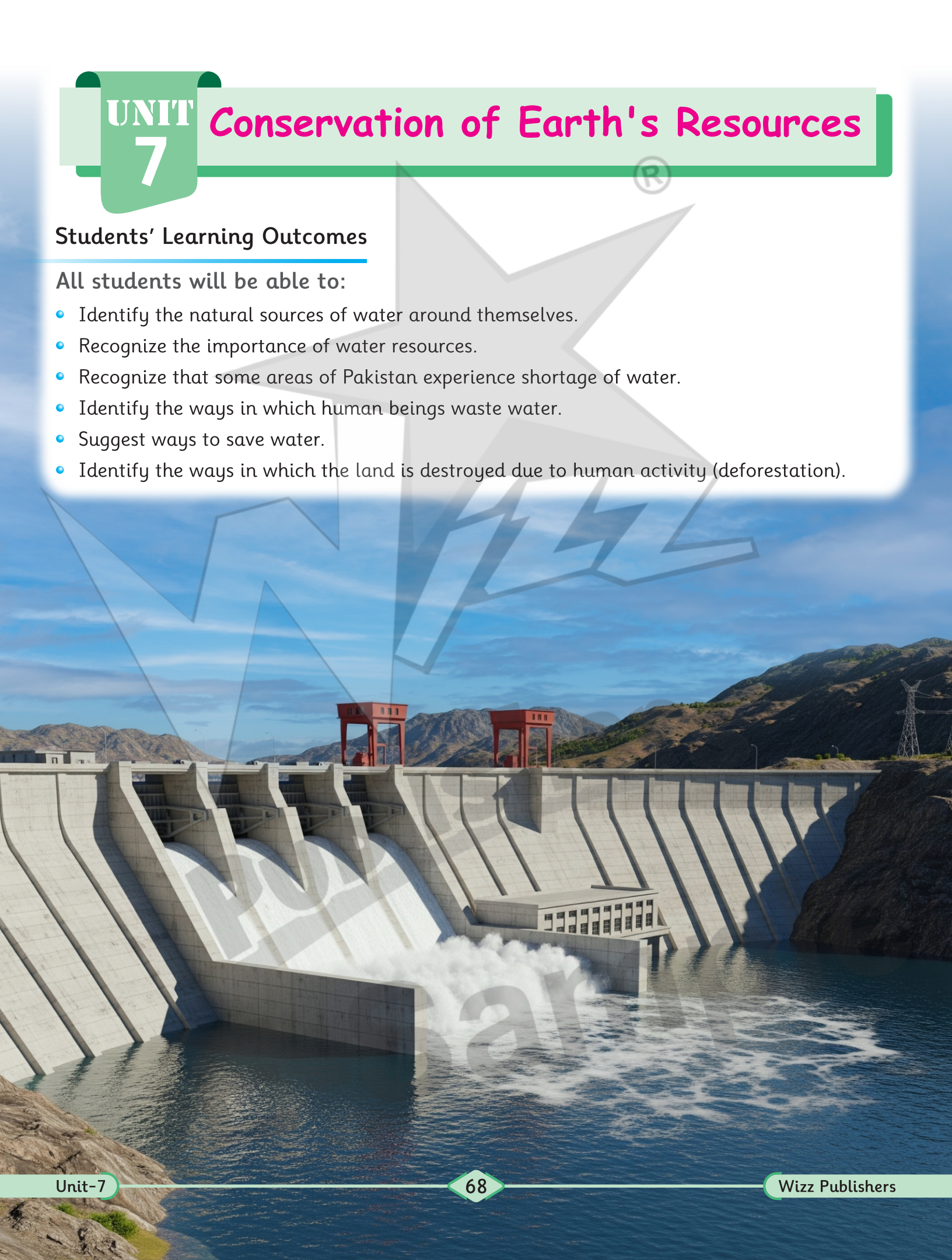
Sample

UNIT 7 Conservation of Earth's Resources

Students' Learning Outcomes

All students will be able to:

- Identify the natural sources of water around themselves.
- Recognize the importance of water resources.
- Recognize that some areas of Pakistan experience shortage of water.
- Identify the ways in which human beings waste water.
- Suggest ways to save water.
- Identify the ways in which the land is destroyed due to human activity (deforestation).



Imagine a world without water.Think what will happen?

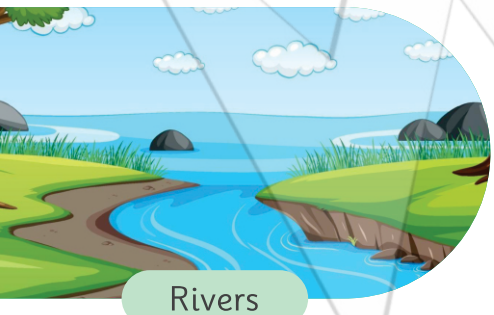




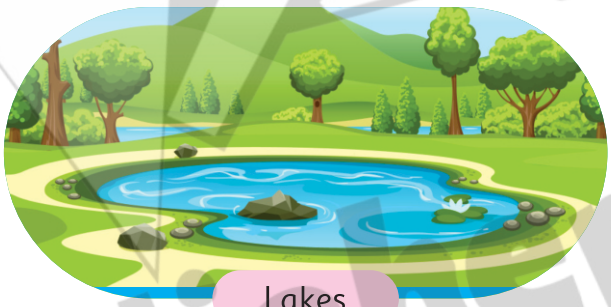
Without water, life on Earth would not exist. Every plant, animal and human depends on water to survive. No water means no life. Therefore, we must conserve it. To conserve means to save something from overuse or wastage. Some areas of Pakistan, especially Karachi (Sindh), are facing an acute shortage of water.

Have you ever wondered, where does water come from?

We get water from the following natural sources:



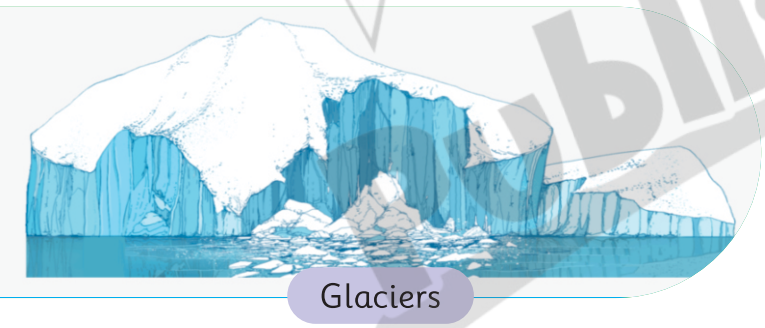
Rivers



Lakes



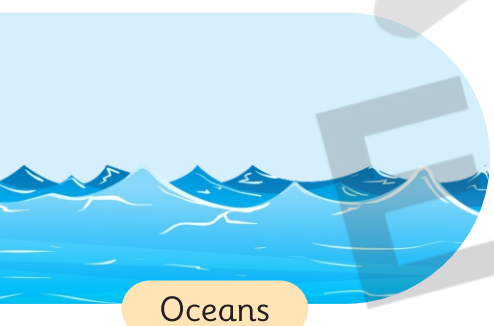
Rain



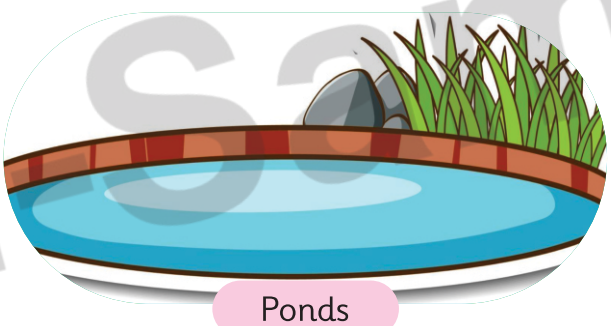
Glaciers



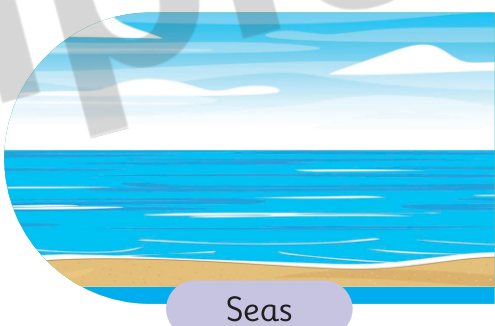
Ice-caps



Oceans



Ponds



Seas

Publishers Sample

Importance of water resources

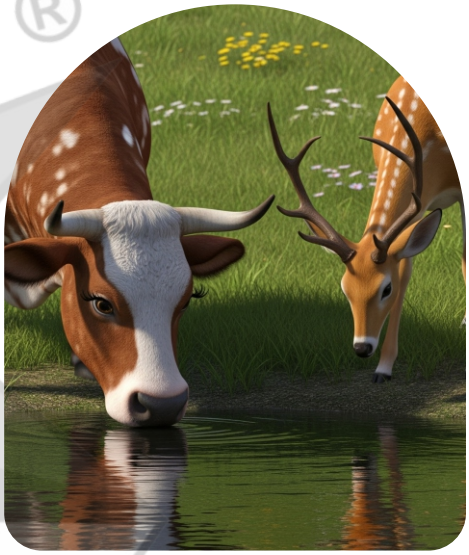
Water is important for many reasons:



Clean water keeps us healthy and helps our bodies function properly.



Farmers use water to grow fruits,vegetables and grains that we eat.



Animals and plants need water to live and grow. Without water, they cannot survive.



We use water for bathing, washing clothes and cleaning our homes.



Some rivers and dams help produce electricity.



Water bodies like rivers and oceans are homes to fish and other aquatic life.

E-Sample

Human activities that waste water

Many human activities lead to water wastage, few of them are as follows:



Leaving taps running



Using too much water in agriculture



Leaking pipes and faucets



Taking long showers



Wasting drinking water



Washing cars with a hose



Over watering lawns and gardens

Ways to reduce water wastage

Water is a precious resource and we must use it wisely to ensure there is enough for everyone. Here are some simple ways we can save water.



Turn off taps when not in use



Use a bucket instead of a hose



Fix leaks in pipes and faucets

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Harvest rain water for reuse



Take shorter showers



Spread awareness about saving water



Report water leaks



Use drip irrigation in gardens

Deforestation and Pollution



Many human activities destroy our land. We pollute our land by throwing litter on it.

Deforestation is one of them, which is defined as when we cut a lot of trees in an area.

Deforestation is not good for the environment. Many animals lose their shelter because of it. As more trees are cut down, there is less oxygen available in the air. Temperature of the Earth also rises as the trees keep the environment cool.

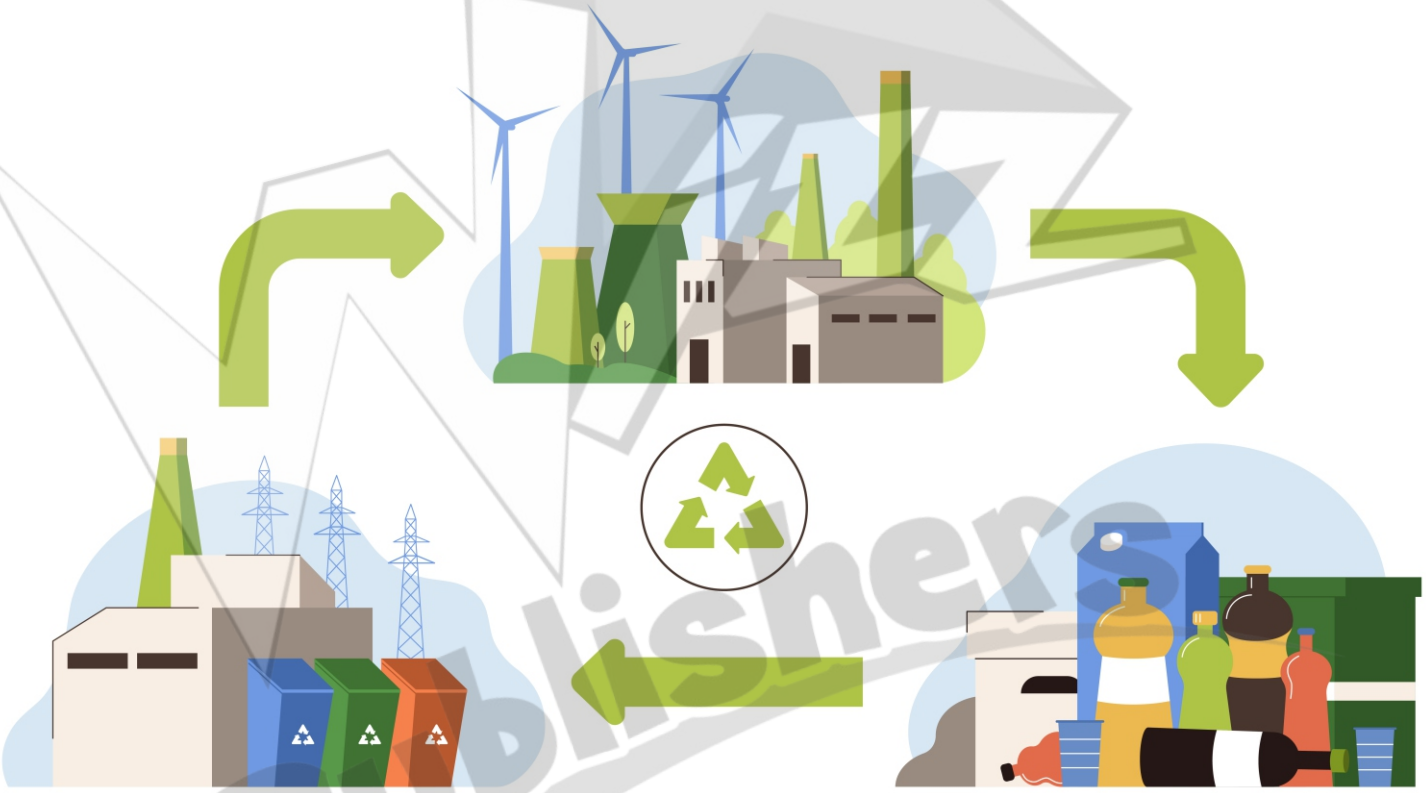
Deforestation is the main cause of air pollution which is defined as; when harmful things like smoke, garbage, or chemicals make the air dirty. It can hurt people, animals and plants.

Public E-Sample

The 3Rs of the Environment

Reduce, Recycle and Reuse are the three rules to save the Earth.

- **Reduce** means using less. Example: Buy fewer clothes and use them longer. Avoid single use plastic. Replace plastic with glass or metal.
- **Recycle** means converting waste into useful items. Example: Turn plastic bottles into garden pots.
- **Reuse** means using items again instead of throwing them away. Example: Give old clothes to younger siblings, use cloth bags instead of plastic.



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Check Point

1 Choose and write the correct option.

i. Deforestation is defined as:

a. Planting trees
b. Cutting down trees
c. Watering trees
d. Sowing seeds

ii. To conserve means to:

a. Save
b. Safe
c. Cover
d. Hide

iii. Which of the following is not part of the 3Rs?

a. Reduce
b. Rules
c. Reuse
d. Recycle

iv. Which part of Pakistan has an acute water shortage?

a. Karachi
b. Lahore
c. Multan
d. Faisalabad

v. Pollution is defined as:

a. Keeping the air clean
b. Making the air dirty
c. Planting more trees
d. Saving water

2 Is the resource being wasted? Write Y for Yes and N for No.

i. You leave the room with lights on. _____

ii. Everyone in the family uses a separate vehicle to go to school._____

iii. Turn off taps when not in use._____

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iv. Fill in the plate with more food than needed. _____

v. Everyone sits in one room with the AC on. _____

3 Answer the following questions.

i. Define deforestation.

_____

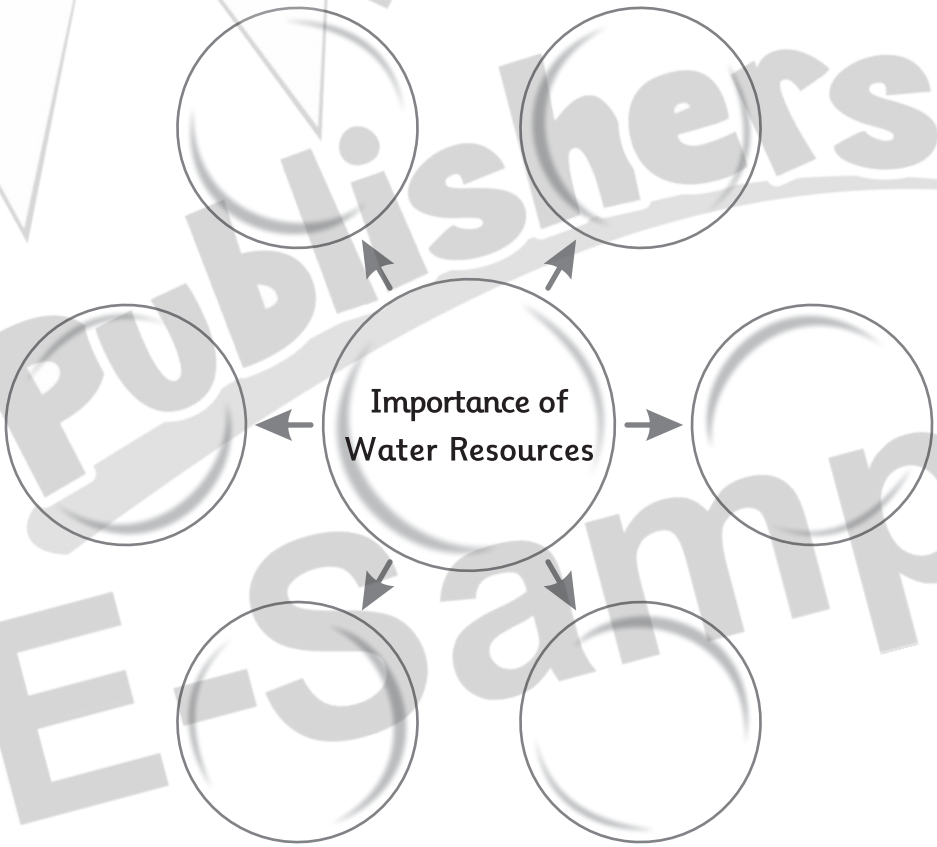
_____

ii. Name two human activities that destroy land.

_____

_____

4 Complete the bubble map by writing the importance of water resources.



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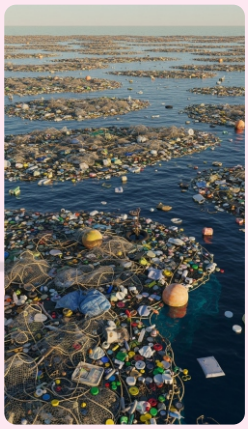
Let's Do It

Think Smart

Take a walk around your school or home and find two places where water is used. Fill in the chart below to show how water can be used more carefully. You can write or draw.

Place where water is used	Ways water might be wasted here	Ways people can save water here

The great Pacific Garbage Patch



Find on internet about the great garbage patch located in the Pacific Ocean. In recent years, garbage thrown into oceans has collected here forming a massive kilo patch of floating waste. This patch covers 1.6 Million square meters, almost three time the size of France.

i. Write three facts about garbage.

_____

_____

ii. What can we do to overcome it? List three solutions.

_____

_____

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