

Islamic Educational College

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Grade 2
Science Booklet
1st Semester
2025-2026
Science York B

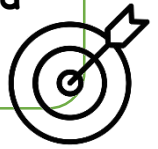


My name is : _____

Grade 2 ()

Lesson 1: How do you group objects? P.6

Outcome: Students will be able to sort and group objects based on their characteristics such as color, size, shape, and use.



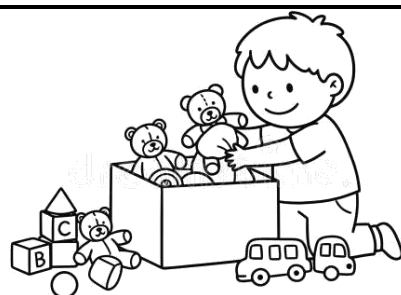
Q1) Write True or False:

1. We can group objects by their color, size, or shape. ()
2. Sorting objects makes it easier to find them. ()
3. All objects can only belong to one group. ()
4. We cannot group objects by the way they feel. ()

Q2) Answer the following questions:

A. Can one object belong to more than one group? Give an example.

B. If you had to group your toys at home, what ways would you use (color, size, type)?



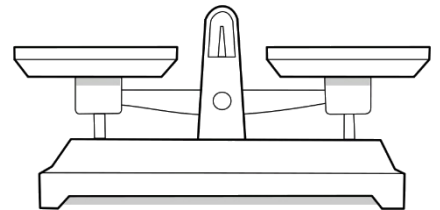
Using a Balance P.8

Outcome: Students will be able to use a balance to compare the weights of objects.



Q1) Write True or False:

1. A balance helps us compare the weight of objects. ()
2. The heavier object makes the balance go up. ()
3. If both sides of the balance are the same level, then the objects have the same weight. ()
4. Big objects are always heavier than small objects. ()
5. We can use a balance to find out how many small objects equal one heavy object. ()



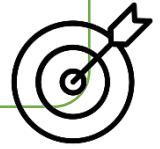
Q2) Circle the correct answer:

1. What does a balance show us?
a) color of objects c) size of objects
b) weight of objects
2. If one side of the balance goes down, that side is:
a) lighter b) heavier c) empty

Q3) If the balance does not move, what can you say about the objects on both sides?

Lesson 2 : What is light & what is heavy? P.10

Outcome: Students will be able to identify and compare objects as light or heavy



Q1) Fill in the blanks with heavy / light:

1. _____ **objects:** Objects that weigh a lot.
2. _____ **objects:** Objects that don't weigh much.



Q2) Circle the correct answer:

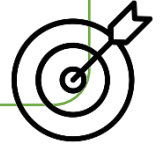
Why do shopkeepers use a balance?

- a) to count fruits
- b) to compare the weight of things
- c) to play games

Q3) Can a small object be heavier than a big object? Give an example.

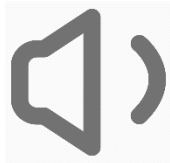
Lesson 1: What sounds might you hear? P18

Outcome: Students will be able differentiate between the loud sounds and soft sounds.



Q1) Fill in the blanks with soft / loud:

1. _____ **sounds:** Sounds that are strong and easy to hear.
2. _____ **sounds:** Sounds that are quiet and not easy to hear.



Q2) Write True or False next to each statement.

1. A drum can make a loud sound. _____
2. A whisper is a soft sound. _____
3. Loud sounds are easy to hear from far away. _____
4. Soft sounds can be hard to hear if the room is noisy. _____
5. All sounds are the same volume. _____

Q3) If you tap a table gently and then strongly, what changes about the sound?



Lesson 2: What is hot & what is cold? P.20

Outcome: Students will be able to differentiate between the hot objects and cold objects.



Q1) Fill in the blanks with hot / cold:

1. _____ **objects:** Things that feel very warm when you touch them.
2. _____ **objects:** Things that feel cool when you touch them.



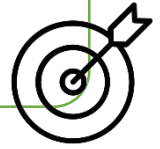
Q2) Write True or False next to each statement.

1. Ice is a cold object. _____
2. The sun is extremely hot. _____
3. Hot objects are always dangerous to touch. _____
4. All objects feel the same temperature. _____

Q3) Can the temperature of an object change during the day? Give an example.

Lesson 1: How do things move? P.32

Outcome: Students will be able to identify how do things move.



Q1) How these things move?

rolling

sliding

spinning

bouncing

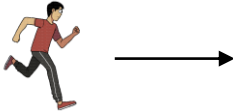
Q2) How do our bodies move?

marching

tiptoeing

running

jumping

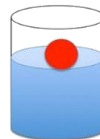
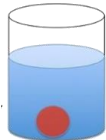
Lesson 2: What will float & what will sink? P.34

Outcome: Students will be able to identify the objects that float and the objects that sink.



Q1) Fill in the blanks with float / sink:

1. _____ing objects: Objects that **go under the water** when you put them in.
2. _____ing objects: Objects that **stay on top of the surface of water** and don't go under the surface.



Q2) Write True or False next to each statement.

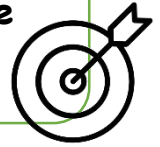
1. All heavy objects sink in water. ()
2. Wood usually floats in water. ()
3. A metal spoon always floats. ()
4. All objects that float are light. ()

Q3) If a plastic bottle floats, can you make it sink? How?



Lesson 3: What will a magnet attract? P.36

Outcome: Students will be able to identify objects that are attracted to a magnet (magnetic objects) and those that are not.



Q1) Color this magnet and write the name of each pole:



Q2) Write **True or **False** next to each statement.**

1. A magnet can attract plastic objects. ()
2. Wood is attracted to magnets. ()
3. Magnets have a north pole and a south pole. ()
4. Magnets have two ends called poles: north and south. ()
5. Opposite poles of magnets will push each other away. ()

Q3) How can you test whether an object in your classroom is magnetic or not?



Lesson 1: What is Earth like? P. 48

Outcome: Students will be able to identify the landforms.



Q1) Write the name of each land form:

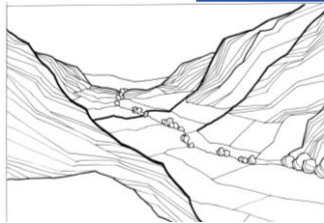
valley

hill

mountain

plain

desert



Q2) Write **True** or **False** next to each statement.

1. Mountains are very high landforms. ()
2. Valleys are low areas between mountains or hills. ()
3. Rivers are landforms made of dry land only. ()
4. Plains are flat areas of land. ()
5. Hills are taller than mountains. ()

Lesson 2: What do you see in the daytime sky? P50

Outcome: Students will be able to use a balance to compare the weights of objects



Q1) Write the names of the things you see:

day time

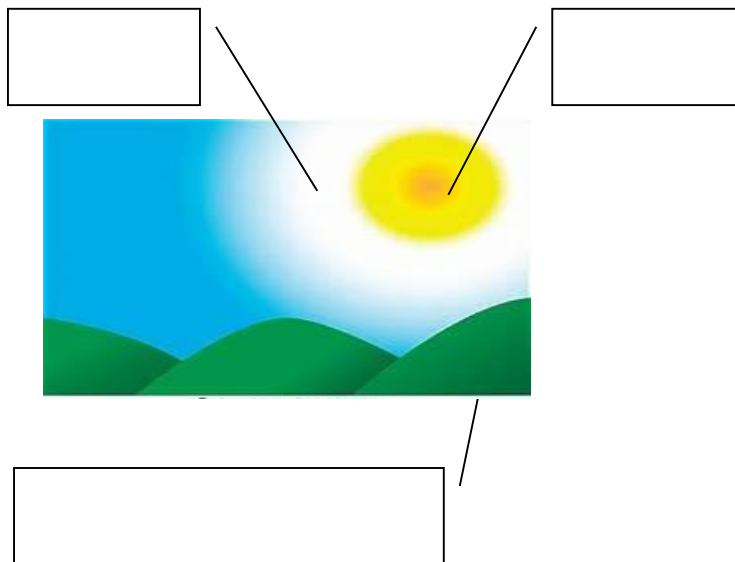
moon

nighttime

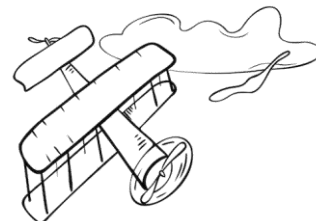
stars

sun

light



Q2) How do we see airplanes or birds in the sky during the day?



Lesson 3: What do you see in the nighttime sky? P.54

Outcome: Students will be able to use a balance to compare the weights of objects



Q1) Write the names of the things you see:

day time

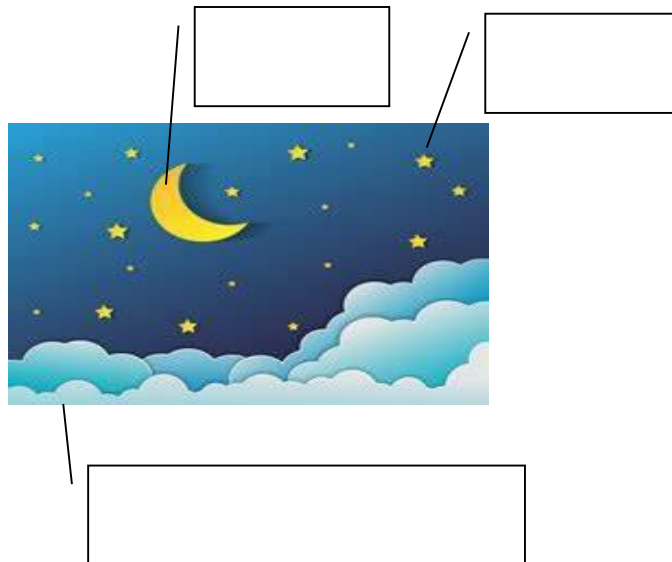
moon

nighttime

stars

sun

light



Q2) Why do we see stars and the moon at night but not during the daytime?

