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NOT FOR SALE

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FOREWORD

The Colourful world of children is full of excitement and spectacular thoughts! Their imaginative power can even attract the wild creatures to accompany them in a friendly manner. Their enthusiasm and innovative prescription can even trigger the non-living entities and enchant the poetic Tamil. It is nothing but a bundle of joy blended with emotions when you travel into their creative world.

We have tried our level best to achieve the following objectives through the new Text Books by gently holding the tender hands of those little lads.

- To tune their mind away from rote-learning and guide them into the world of creativity.
- To make the children be proud of their ancient history, culture, art and rich Tamil literature.
- To march triumphantly with confidence into the modern world with the help of Science and Technology.
- To facilitate them to extend their journey of learning beyond the text book into the world of wisdom.

These new Text Books are studded with innovative design, richer content blended with appropriate psychological approach meant for children. We firmly believe that these newly designed text books will certainly create a sparkle in your mind and make you explore the world afresh.
THE NATIONAL ANTHEM

Jana-gana-mana-adhinayaka jaya he
Bharata-bhagya-vidhata.
Punjab-Sindh-Gujarat-Maratha-
Dravida-Utkal-Banga
Vindhya-Himachal-Yamuna-Ganga
Uchchhala-jaladhi-taranga
Tava subha name jage,
Tava Subha asisa mage,
Gahe tava jaya-gatha.
Jana-gana-mangala-dayaka jaya he
Bharata-bhagya-vidhata
Jaya he, jaya he, jaya he,
Jaya jaya, jaya, jaya he.

- Rabindranath Tagore.
குறிக்கட்ட பாணிகள்

நான் கட்டிய விளக்கத்தில் வருகையில் அதிகம் முதலிலே நிற்புனை வாய்வெடுவதில்லை நேராக வாய்வில்லை அதிகம் நிற்புனையான வைக்கப்பட்டுள்ளது குறிக்கட்ட பாணிகள் அதிகம் வாய்வெடுக்கலாம் இருந்து வைக்கப்பட்டுள்ளது குறிக்கட்ட பாணிகள் அதிகம் வாய்வெடுக்கலாம்

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- 'முக்கியமானவர்' இல. கரஞ்சா.

குறிக்கட்ட பாணிகள் - நூற்றாண்டு

நான் கட்டிய விளக்கத்தில் வருகையிலே நிற்புனை வாய்வெடுவதில்லை நேராக வாய்வில்லை அதிகம் நிற்புனையான வைக்கப்பட்டுள்ளது குறிக்கட்ட பாணிகள் அதிகம் வாய்வெடுக்கலாம் இருந்து வைக்கப்பட்டுள்ளது குறிக்கட்ட பாணிகள் அதிகம் வாய்வெடுக்கலாம்

- முக்கியமானவர்
THE NATIONAL INTEGRATION PLEDGE

“I solemnly pledge to work with dedication to preserve and strengthen the freedom and integrity of the nation.”

“I further affirm that I shall never resort to violence and that all differences and disputes relating to religion, language, region or other political or economic grievances should be settled by peaceful and constitutional means.”

A STUDENT’S VOW BEFORE MOTHER INDIA

Name:

Class: School:

“I shall overcome the obstacles raised by caste and communal prejudices and work for the greatness of my Motherland putting to the fullest use the benefits that I derive through education.

Vande mataram!

Signature

Untouchability is Inhuman and a Crime

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Unit 1  Geometry

1.1 Comparisons

Keywords

<table>
<thead>
<tr>
<th>Top - Bottom</th>
<th>Above - Below</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inside - Outside</td>
<td>Far - Near</td>
</tr>
<tr>
<td>On - Under</td>
<td>Big - Small</td>
</tr>
</tbody>
</table>

Travel through

Sit sit sit
sit **inside** the class;

Jump jump jump
jump **on** the floor;

Crawl crawl crawl
crawl **under** the table;

**Go** go go
**go** far from the table;

Come come come
come **near** the board;

Play play play
play **outside** the class.

Teacher's note

Teacher can create a rhyme using other spatial vocabulary such as Top-Bottom, Above-Below and Big-Small.
Top - Bottom

Learn
The blue colour book is at the top. The red colour book is at the bottom.

Practice
Tick (✓) the boy at the bottom of the slide. Tick (✓) the pot at the top.

Try this
How will you arrange these items inside the bag? Why?
Inside - Outside

Learn

Papaya has its seeds inside. Cashew has its nut outside.

Practice

Tick (✓) the dog inside the kennel. Circle the sparrow outside the nest.

Try this

Where will you play these games? Why?
Teacher's note

Teacher narrates the story of 'Monkey and the Cap seller' for enhancing the spatial vocabulary, on - under.
Practice

Circle the toy seen under the table.
Circle the ball lying on the bed.

Pleasure time

Colour the train moving on the bridge with brown and the boat moving under the bridge with red.
Above - Below

**Learn**

Eyes are **above** the nose.
The mouth is **below** the nose.

**Practice**

Circle the bird flying **below** the tree.
Circle the clock seen **above** the calendar.

**Pleasure time**

Colour the flying aeroplane **above** the clouds with **red** and the kite **below** the clouds with **orange**.
Far - Near

Learn
The bus is near the bus stop.
The car is far from the bus stop.

Practice
Colour the T-shirt of the boy who is near the ball.
Circle the cat which is far from the bowl.

Try this
Who will win the race? Why?
Big - Small

Learn

The shark is **big**. The zebra fish is **small**.

Practice

Tick (✓) the **bigger** one.  
Tick (✓) the **smaller** fruit.

Pleasure time

Colour the **big** cake with **brown** and the **small** cake with **blue**.
1.2 Shapes

Keywords
- Round
- Corner
- Flat
- Edge

Teacher can display the objects similar to the ones shown above and help the children to identify each object. The teacher can help them say orally the names of the objects that are round and flat by touching the objects.

Learn
- The ball is round.
- The slate is flat.
- The book is flat.
- The orange is round.

Practice
Tick (✓) the following objects as round or flat.

<table>
<thead>
<tr>
<th>Object</th>
<th>Round</th>
<th>Flat</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Image of a watermelon]</td>
<td></td>
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<tr>
<td>[Image of a remote control]</td>
<td></td>
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</tr>
</tbody>
</table>
Corner, Edge

Learn

This is an edge

This is a corner

Practice

Colour the corner

Trace the edge

Think like a mathematician

Do round objects have corner?

Are there any objects that are both round and flat?
Unit 2  Numbers

2.1 Numbers from 1 to 9

Keywords
Numbers
Count
More/Less
Order

Travel through

One little kitten is sitting in the garden;
Two pretty birds are flying over there;
Three clever monkeys are jumping on the tree;
Four dotted deer are making them glad;
Five dark clouds are joining over the sky;
Six pretty peacocks are dancing side by side;
Seven coloured rainbow is bowing its head;
Eight legged spider is knitting its web;
Nine cute rabbits are watching all these.

Teacher's note
Teacher should make the children to sing after her with action and to count the numbers from 1 to 9 spontaneously.
Matching one to one

Learn

Practice

Observe the above pictures and colour the following.

- Eggplant
- Grapes
- Apple
- Carrot
- Pumpkin
- Pear
Learn
Connect the pairs

Practice
Connect the pairs

More or Less

Tick (✓) the box that has more watches.

Tick (✓) the box that has less smileys.
Practice

Count the objects and match with the number of dots.

Teacher's note
Teacher should make the children to count the number of pictures and match with the dots.
Number 1

Learn

Let us learn numbers from 1 to 9 in different ways.

<table>
<thead>
<tr>
<th>One bus</th>
<th>One bead</th>
<th>One finger</th>
<th>One</th>
</tr>
</thead>
</table>

Practice

Count and write

How many tails do animals have?
Number 2

Learn

Two fishes Two beads Two fingers Two

Practice

\(\begin{array}{cccc}
2 & 2 & 2 & 2 \\
\end{array}\)

Try this

Shade the stars that are numbered 2 and say the pattern in it.

List out the organs in our body that are 2 in number.
Number 3

Learn

<table>
<thead>
<tr>
<th>Three umbrellas</th>
<th>Three beads</th>
<th>Three fingers</th>
<th>Three</th>
</tr>
</thead>
</table>

Practice

| 3 | 3 | 3 | 3 |

Circle the figures that are seen three times

Know more

A few other names used to denote 3 triple, thrice.
Number 4

Learn

Four flowers  Four beads  Four fingers  Four

Practice

Circle the figures that are seen four times.

Know more

There are 4 directions north, east, west, south.
Number 5

Learn

<table>
<thead>
<tr>
<th>Five chicks</th>
<th>Five beads</th>
<th>Five fingers</th>
<th>Five</th>
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</table>

Practice

```
1 5 5 5 5
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Colour any five pots. How did you choose them?

Know more

The five sense organs in our body
- eyes
- nose
- tongue
- ears
- skin.
Practice

Look at the chart and write how many times each picture is present in the chart.

Activity

Keep some beads on the table. Ask the students to pick up the number of beads as instructed by the teacher and assess their counting.

Teacher’s note

Use only numbers from 1 to 5.
Number 6

Learn

<table>
<thead>
<tr>
<th>Six boats</th>
<th>Six beads</th>
<th>Six fingers</th>
<th>Six</th>
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</thead>
</table>

Practice

6  6  6  6

Activity

Make the star with sticks similar to the picture given. How many sticks do you need?

Try this

Underline the six lettered words in this page.
Number 7

Learn
Seven birds | Seven beads | Seven fingers | Seven

Practice

| 7 | 7 | 7 | 7 |

Colour any seven trees. How did you select these?

Activity
How many colours are there in the rainbow?
Make your own.
Number 8

Learn

Eight starfishes  Eight beads  Eight fingers  Eight

Practice

Circle a group of eight balls. Is there any other way of selection?

Activity

Colour the penguins with different colours. Use only one colour for one penguin. How many colours did you use?
Learn

<table>
<thead>
<tr>
<th>Nine pencils</th>
<th>Nine beads</th>
<th>Nine fingers</th>
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Practice

|   |   |   |   |   |

Colour any nine flowers. Suggest one more way of colouring.

Draw the tail to the kites with number nine.
### Pleasure Time

Count the pictures and circle their correct number.

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Comparison

Bigger Number - Smaller Number

Practice

Write the Count in [square] and Tick (✓) the bigger number

- 5
- 3

Write the Count in [square] and Tick (✓) the smaller number

- 6
- 4

Pleasure time

- Circle the Bigger number:
  a) 7, 8  b) 5, 6  c) 9, 4  d) 1, 3
- Circle the Smaller number:
  a) 1, 5  b) 6, 4  c) 8, 3  d) 7, 9
Learn

Forward - Backward

Forward

1 2 3 4 5 6 7 8 9

Backward

1 2 3 4 5 6 7 8 9

Try this

Fill up the missing numbers.

What are the differences between the numbers that you have filled in the trains above?

Practice

<table>
<thead>
<tr>
<th>After</th>
<th>Before</th>
<th>Between</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 6</td>
<td>6 7</td>
<td>5 6 7</td>
</tr>
<tr>
<td>1 △</td>
<td>○ 3</td>
<td>1 □ 3</td>
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<tr>
<td>7 △</td>
<td>○ 9</td>
<td>7 □ 9</td>
</tr>
<tr>
<td>△</td>
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</tbody>
</table>
**Ordinal numbers**

**Travel through**

Look at the Fruit Babies on the stage

1. Name the fruit-baby standing in first position.
2. 🍏 is standing in the _______________ position.
3. Name the fruit-baby standing in the 7th position.
4. 🍉 is standing in the _______________ position.
5. Which fruit-baby do you like the most? Why?

**Practice**

3rd:

8th:

6th:

7th:
1. Join the dots in order and colour the picture.

2. Form the picture like 🐜 using bindhis.

   4 bindhis 🐜
   3 bindhis 🐜
   5 bindhis 🐜
   9 bindhis 🐜
   7 bindhis 🐜
3. Frame the numbers 1 to 9 by using match sticks.

   The number 2 can be framed as [ ] . Try other numbers.

4. Colour the boxes with nine different colours.

<table>
<thead>
<tr>
<th>Position</th>
<th>1&lt;sup&gt;st&lt;/sup&gt;</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt;</th>
<th>3&lt;sup&gt;rd&lt;/sup&gt;</th>
<th>4&lt;sup&gt;th&lt;/sup&gt;</th>
<th>5&lt;sup&gt;th&lt;/sup&gt;</th>
<th>6&lt;sup&gt;th&lt;/sup&gt;</th>
<th>7&lt;sup&gt;th&lt;/sup&gt;</th>
<th>8&lt;sup&gt;th&lt;/sup&gt;</th>
<th>9&lt;sup&gt;th&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colours</td>
<td></td>
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</table>

Colour the boxes with the specified position.

- 9<sup>th</sup> [ ]
- 2<sup>nd</sup> [ ]
- 8<sup>th</sup> [ ]
- 1<sup>st</sup> [ ]
- 4<sup>th</sup> [ ]

---

**Game**

**Slide and Ladder**

**Objective:**
1. To be familiar with numbers from 1 to 6.
2. To inculcate moral values.

**Materials required:** A dice, different coloured buttons.

**Method:**
1. Students can play alone or in a group of two or more.
2. Each player should throw the dice and move their button in the game chart from their starting point.
3. Throwing the dice should be done in rotation.
4. Whenever they reach the bottom of the ladder, they should climb up and when they reach the head of the slide, they should come down to the bottom of the slide.
5. The player who reaches the end will be the winner.
2.2 Addition

**Travel through**

(a) Appa, is it for me?

(b) Yes, it is for you.

(c) There are 2 fishes in the basket.

(d) Hey! I got one more. How many fishes do we have totally?

**Teacher's note**

Teacher can extend the story up to number 9.

**Keywords**

Add
Total
Altogether
More
Combine together

Learn

Addition means combining or putting things together.

+ is the sign for addition.

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<th></th>
<th>and</th>
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</table>

Practice

Count and Draw together

3 + 1 = 4

4 + 1 = 5

=[Image] + [Image] = [Image]
### Add and write

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<table>
<thead>
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<td>=</td>
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</tbody>
</table>
Practice

Write addition facts

4 + 3 = 7
3 + 4 = 7

Think like a mathematician

Addition facts of 3
2 + 1 and 1 + 2

Find all addition facts of 5.
Find all addition facts of 6.
### Learn

**Addition using beads**

\[
\begin{array}{c}
+3 \\
4 \\
\hline \\
7 \\
\end{array} + 1
\]

\[
\begin{array}{c}
5 \\
\hline \\
6 \\
\end{array}
\]

### Practice

<p>| | | | | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>2</td>
<td>+3</td>
<td></td>
<td>6</td>
<td>+3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td>+3</td>
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<td></td>
<td></td>
<td>4</td>
<td>+4</td>
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<td></td>
<td></td>
<td></td>
<td>7</td>
<td>+2</td>
</tr>
<tr>
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</tr>
</tbody>
</table>
### Learn
Addition using fingers

3 + 5

3 + 5

8

### Practice

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>2 + 3</strong> =</td>
<td>5</td>
</tr>
<tr>
<td><strong>4 + 4</strong> =</td>
<td></td>
</tr>
<tr>
<td><strong>5 + 1</strong> =</td>
<td></td>
</tr>
<tr>
<td><strong>2 + 7</strong> =</td>
<td></td>
</tr>
</tbody>
</table>

<p>| | |</p>
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<thead>
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<th></th>
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</thead>
<tbody>
<tr>
<td>2 + 3 =</td>
<td>5</td>
</tr>
<tr>
<td>4 + 4 =</td>
<td></td>
</tr>
<tr>
<td>5 + 1 =</td>
<td></td>
</tr>
<tr>
<td>2 + 7 =</td>
<td></td>
</tr>
</tbody>
</table>
Pleasure time

Add and tick (✓) the correct answer.

<table>
<thead>
<tr>
<th>2 + 3</th>
<th>3</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 + 5</td>
<td>4</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>3 + 4</td>
<td>3</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>7 + 2</td>
<td>9</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>4 + 4</td>
<td>7</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>6 + 3</td>
<td>6</td>
<td>9</td>
<td>3</td>
</tr>
</tbody>
</table>

Colour two numbers which make 8.

<table>
<thead>
<tr>
<th>4</th>
<th>1</th>
<th>3</th>
<th>7</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>6</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>9</td>
<td>2</td>
<td>3</td>
<td>7</td>
<td>5</td>
</tr>
</tbody>
</table>

Colour two numbers which make 9 in different ways.

<table>
<thead>
<tr>
<th>4</th>
<th>1</th>
<th>5</th>
<th>3</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>4</td>
<td>6</td>
<td>2</td>
<td>7</td>
</tr>
</tbody>
</table>
Try this

Circle the numbers which give a sum of 9.

<table>
<thead>
<tr>
<th></th>
<th>8</th>
<th>2</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>4</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>6</td>
<td>5</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>6</td>
<td>9</td>
<td>1</td>
</tr>
</tbody>
</table>

Mind math

Look at the first one and do the rest.

Mind math (To be done orally).

1. Akilan has 4 pencils. Mukilan gives him 2 more. How many pencils does he have totally?

2. There are 5 flowers in a plant and 3 flowers are there in another plant. How many flowers are there altogether?

3. Ruby’s father gave her 6 chocolates and her mother gave 2 chocolates for her birthday. Totally how many chocolates does Ruby have in her hand?
Think like a mathematician

1. Pick a pair from the above numbers. Write addition fact for it.

2. Pick another pair of numbers. Write addition fact for it.

3. Keep doing it. How many different answers will you get?
2.3 Subtraction

Keywords
Take away
Left
Subtract
Difference
Less

Teacher's note
Teacher narrates the above pictures for enhancing the vocabularies such as difference, less, move away, go away to denote subtraction.
Take away

Learn
Subtraction means to 'take away'.

From 3 take away 1 left 2

Practice

From take away left

From Move away left

From go away left

From fly away left
Subtract

Learn

‘ – ’ is the sign of subtraction.

5  –  2  =  3

Practice

[Images of branches and flowers]

1  –  2  =  
2  –  3  =  
3  –  4  =  
4  –  5  =  
5  –  6  =  
6  –  7  =  
7  –  8  =  
8  –  9  =  
9  –  10 =  

[Images of pots with flowers]

10  –  2  =  
11  –  3  =  
12  –  4  =  
13  –  5  =  
14  –  6  =  
15  –  7  =  
16  –  8  =  
17  –  9  =  
18  –  10 =  

43
Learn

Complete the subtraction fact by circling.

7 - 3 = 4

Practice

5 - 2 =

Learn

Complete the subtraction fact by striking.

4 - 3 = 1

Practice

9 - 6 =
Subtraction using lines

**Learn**

\[
3 - 2 = 1
\]

\[
\cancel{} |-| \\
\cancel{} |-| \\
1
\]

**Practice**

\[
6 - 1 \quad 5 - 2 \quad 9 - 4
\]

\[
\_
\_
\_
\_
\_
\_
\_
\_
\_
\]

Subtraction using beads

**Learn**

\[
5 - 1 = 4
\]

\[
\_ - \_ \quad \_ - \_ \quad \_ - \_ \quad \_ - \_ \quad \_ - \_ \quad \_ - \_ \quad \_
\]

**Practice**

\[
6 - 1 \quad 5 - 2 \quad 9 - 4
\]

\[
\_
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\_
\_
\_
\]

**Try this**

Create your own subtraction fact

\[
\_
- \_ = \_
\]
Mind math

Fill the boxes to get 3.

9 - 6

Mind math (Oral)

1. Pari bought 7 bananas. His brother ate 2 of them. How many bananas are left with Pari?

2. Mani bought 6 eggs. 3 of them were broken. How many eggs are left?

3. Thendral is 8 years old. Her sister Nila is 2 years younger than her. How old is Nila?

Think like a mathematician

How can I fill these boxes using the numbers 8, 5, 3?
Pleasure time

Fill the circle by + or −

<table>
<thead>
<tr>
<th></th>
<th>+</th>
<th></th>
<th></th>
<th>=</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
<td>2</td>
<td></td>
<td></td>
<td>5</td>
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<tr>
<td>4</td>
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<td>2</td>
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<td></td>
<td>2</td>
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<tr>
<td>8</td>
<td></td>
<td>3</td>
<td></td>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th>3</th>
<th>=</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
<td></td>
<td>3</td>
<td></td>
<td>6</td>
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<td>9</td>
<td></td>
<td>2</td>
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<td></td>
<td>7</td>
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<tr>
<td>2</td>
<td></td>
<td>6</td>
<td></td>
<td></td>
<td>8</td>
</tr>
</tbody>
</table>

Try this
I am more than 5 and less than 8. I am not 7. Who am I?

Activity

Aim: Creating subtraction stories.
Things needed: Flash card with subtraction facts like

- 5 − 2
- 4 − 1
- 7 − 3
- 9 − 4

Procedure:
1. Divide the class into two groups.
2. Let the students from one group pick up the card from the deck and show it to the other group.
3. Students from that group have to make a subtraction story for that card.
4. This activity can be interchanged between the groups and continued.

Teacher’s note
Teacher can encourage the children to tell stories on addition and subtraction on their own. This encourages mathematical communication in the classroom.
2.4 Zero

**Travel through**

I am the Hero My name is Zero

Three bits of paper lying on the floor,
pick one up, put it in the bin;
Look at the floor now, two are left.

Two bits of paper lying on the floor,
pick one up, put it in the bin;
Look at the floor now, one is left.

One bit of paper lying on the floor,
pick it up, put it in the bin;
Look at the floor now, there is no paper left.

**Learn**

2 parrots in the cage.  
1 parrot in the cage.  
0 parrot in the cage.

0 is also a number.

**Teacher's note**

Teacher can use the spindle board of SLM kit for enhancing the concept of Zero.
Practice

Pleasure time

1. Count and write the number of butterflies.

2. Count and write the number of pencils.

3. Count and write the number of tomatoes.
3.1 Patterns in sounds

**On my way to school!**

Mathi is going to school. On the way, she hears many sounds. She is enjoying the patterns in it. Let us go along with her and enjoy it.

**Teacher's note**

- Enact the situation in the classroom by producing the above sounds.
- Encourage the children to mimic some other sounds that they have heard in their real life situations. Example: Sounds of birds, animals, vehicles, etc.,
I am happy!

Learn

Clap, clap, clap
I am happy at my home;
So, I clap, clap, clap.

Snap, snap, snap
I am happy at my school;
So, I snap, snap, snap.

Stamp, stamp, stamp
I am happy at my class;
So, I stamp, stamp, stamp.

Tap, tap, tap
I am happy everywhere;
So I tap, tap, tap.

Teacher’s note

- Sing the song by making the sounds.
- Further in the next rounds, while singing, the teacher should make the sounds instead of using the words clap, snap, stamp, and tap. This will add flavour to the sound pattern.

Practice

Let us clap

Teacher initiates the activity by clapping in a definite pattern.

* 1 clap - 1 clap - 1 clap...
* 2 claps - 2 claps - 2 claps...
* 1 clap - 1 clap - 3 claps, 1 clap - 1 clap - 3 claps, ...
* 3 claps - 3 claps - 1 clap - 1 clap - 1 clap, ...
Try this

Meow and Bow-Bow are friends. They are meeting after a longtime. Think how their conversation would be like!

Activity

Act and enjoy

**Aim:** Creating patterns in sounds.

**Things needed:** Pencil, steel spoon, plastic scale, wooden duster, steel tumbler.

**Procedure:** By gently tapping these, make different sound patterns and enjoy. Follow the patterns given below. Try some other patterns also.

<table>
<thead>
<tr>
<th>Number of taps</th>
<th>1</th>
<th>1</th>
<th>1</th>
<th>1</th>
<th>1</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2</td>
<td>2 2</td>
<td>2 2</td>
<td>2 2</td>
<td>2 2</td>
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<td>1 2</td>
<td>2 1</td>
<td>1 2</td>
<td>1 2</td>
<td>1 2</td>
<td>1 2</td>
</tr>
</tbody>
</table>

Oh! sound patterns are everywhere! Where do you hear such patterns in sound? Share it!
3.2 Patterns in colour

Travel through

Colourful Garden

Speak out

• Look at the trees and the plants. How are they arranged?
• Look at the colours of the slides. What is the pattern here?
• Look at the colourful balloons. What is the pattern in it?
• Do you see any other colourful patterns in the garden? Share it in the class with your friends.
Learn
Observe and identify the pattern.

Practice
Colour and complete the pattern.

Pleasure time
Observe the pattern and choose the correct one by ticking it.

---

---
Activity

Make a colourful Pattern on your own.
Unit 4  Information Processing

4.1 Systematic listing

Keywords

<table>
<thead>
<tr>
<th>Information</th>
<th>Organise</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data</td>
<td>Group</td>
</tr>
<tr>
<td>List</td>
<td>Collect</td>
</tr>
</tbody>
</table>

Travel through

Colourful fishes

Learn

Count the number of fishes of each kind in the tank and colour them below.
Answer the following from the picture:

1. Number of children playing seven shots _________
2. Number of electric posts _________
3. Number of children sitting under the tree _________
4. Number of crows _________
5. If all the children join together in the train game, then how many will be there in the game?
6. Tell the other games that you play.
Practice

Birthday celebration

Look at the picture. Count and write.

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</thead>
<tbody>
<tr>
<td><img src="image1" alt="Toy" /></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td><img src="image2" alt="Gift" /></td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image3" alt="Party Hat" /></td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image4" alt="Flowers" /></td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image1" alt="Toy" /></td>
<td></td>
<td>3</td>
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<tr>
<td><img src="image5" alt="Glass" /></td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image3" alt="Party Hat" /></td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image6" alt="Balloon" /></td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image4" alt="Flowers" /></td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image7" alt="Candle" /></td>
<td></td>
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</tbody>
</table>
### 4.2 Organising information

#### Learn

**Know your relatives.**

<table>
<thead>
<tr>
<th>Relationship</th>
<th>Number of relatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brother</td>
<td></td>
</tr>
<tr>
<td>Sister</td>
<td></td>
</tr>
<tr>
<td>Grand Father</td>
<td></td>
</tr>
<tr>
<td>Grand Mother</td>
<td></td>
</tr>
<tr>
<td>Uncle</td>
<td></td>
</tr>
<tr>
<td>Aunt</td>
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</tr>
</tbody>
</table>

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**Activity**

**Means of transport**

**Procedure:**

1. Divide the class into small groups.
2. Discuss among the group members how each child comes to school?
3. Ask them to complete the table by marking the symbol “●” in the table.
4. Example: If 3 students come to school by bicycle, then mark the symbol “●” 3 times against the bicycle.

<table>
<thead>
<tr>
<th>How do they come to school?</th>
<th>“●” denoting number of students</th>
<th>Total</th>
</tr>
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<tbody>
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</tr>
</tbody>
</table>

60
Answer the following based on the data collected.

1. How do you come to school? Tick (✓) it.

2. How many friends in your group come to school by walk?  

3. Total number of members in your group  

4. Tick (✓) the means of transport which is used most in your group?

5. Tick (✓) the means of transport which is used least in your group?
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