

Unit 3

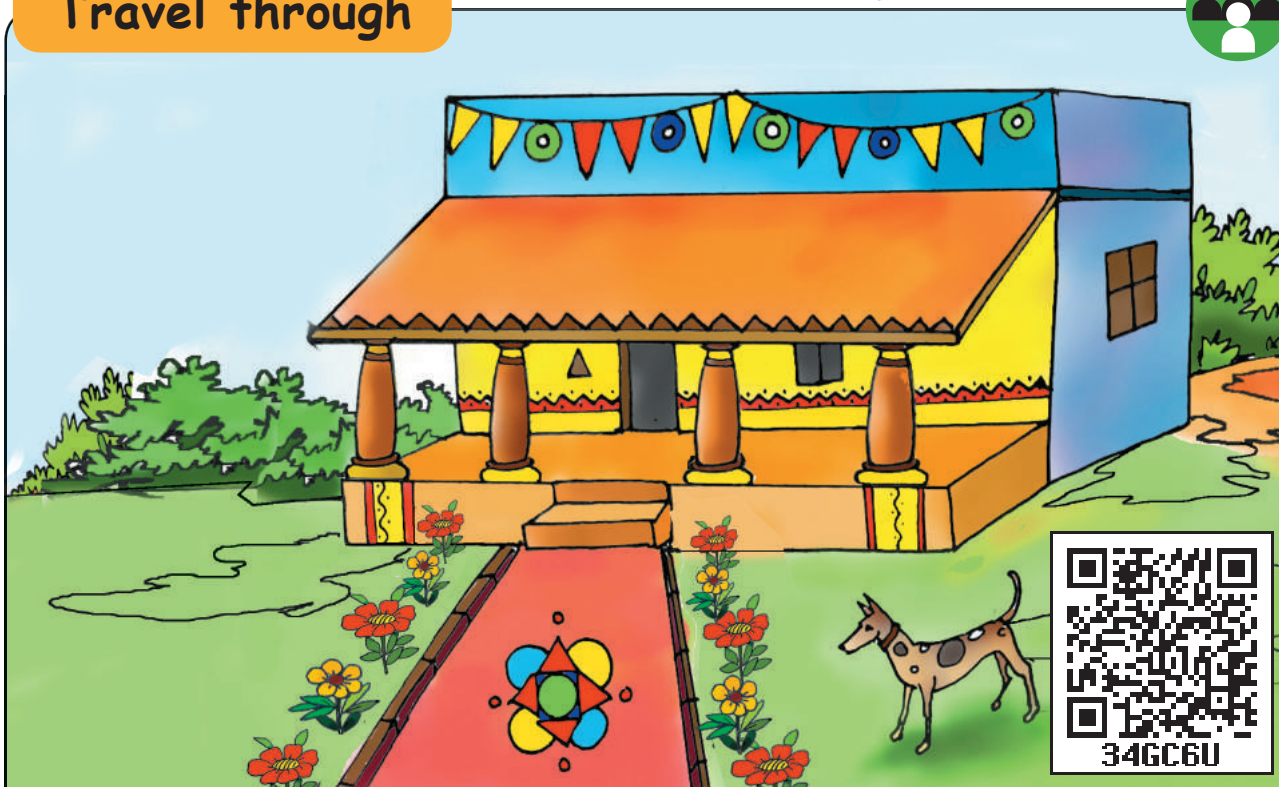
Patterns

Keywords

Body movements,
Patterns

3.1 Patterns in shapes

Travel through



Teacher encourages the children to observe the picture and ask some questions as given below.

1. Name the shapes that you could see in this picture.
2. Where and how these shapes are arranged?

Learn

Observe the patterns in shapes. Complete it.



Activity



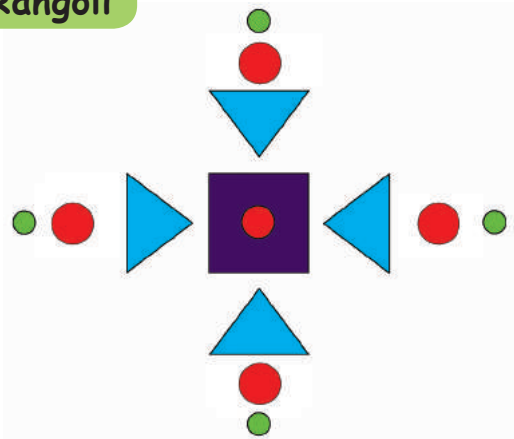
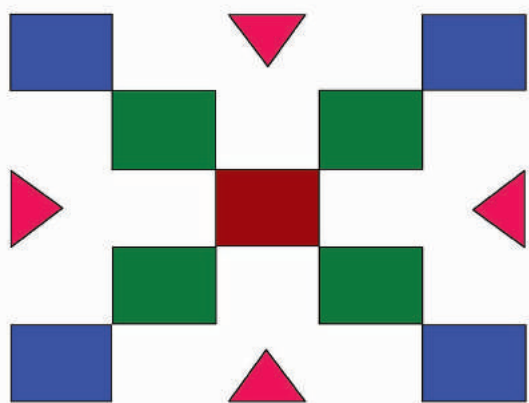
Decorate your class.

- Prepare similar shapes as given.
 - Cut out a long strip in a chart as shown below.
 - Make your own pattern by using the prepared shapes and strips.
- Use it to decorate your classroom with the help of the teacher.

Know more



Rangoli



Draw shapes in different pattern to make your own Rangoli.

Pleasure time



Match the similar pattern.



3.2 Patterns in body movements

Travel through

Body movements



Ma ma maah...
I can run; I can run

La la laah...
I can jump; I can jump

Oh oh oh...
I can swim; I can swim

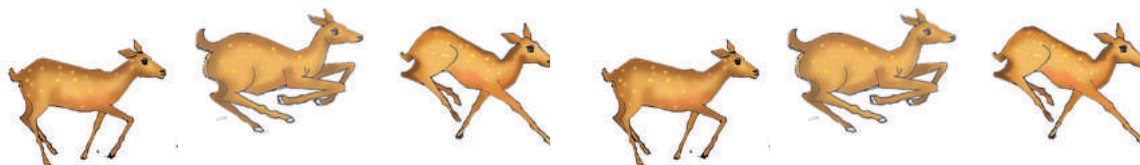
Pa pa paah...
I can swing; I can swing

Hey hey hey...
I can do; I can do



Learn

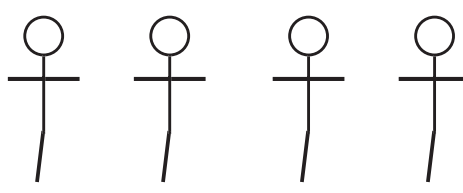
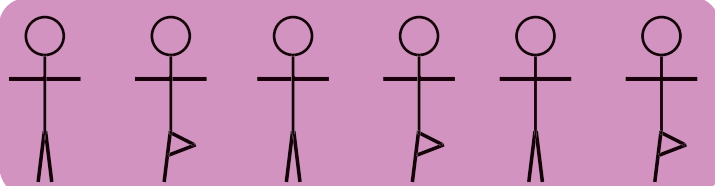
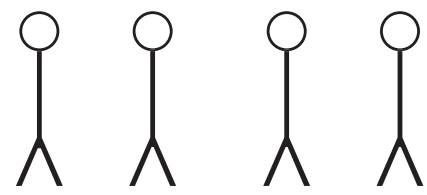
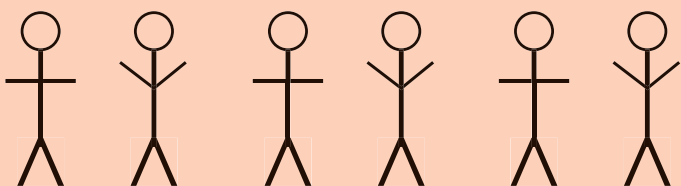
Observe the patterns in body movements.



Practice



Complete the patterns.



Game



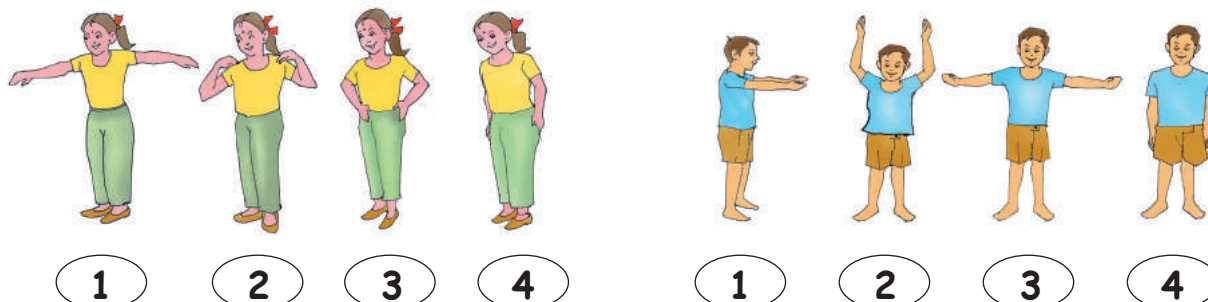
Procedure:

- ❖ Ask the students to stand in a circle.
- ❖ If the teacher says 'small pot', students keep their hands **close** to each other.
- ❖ When the teacher says 'big pot', students keep their hands **wide**.
- ❖ One who does wrongly has to go out of the game.
- ❖ The student who stands till the end is the winner.



Try this

Do these exercises. Enjoy the pattern in it.
Make your own pattern.



Teacher's Note

Teacher makes the students to stand in a line with one arm distance. Then makes them to do the exercises. When teacher says the counting, students do the actions as given above. Let the children observe the patterns in their movements.

3.3 Patterns in numbers

Learn

Observe the numbers given below.



Write the numbers based on your observation.



Now, write the numbers in the Guavas in order as given above.



Write the numbers in the Pomegranates in order as given above.




Observe the above numbers. Is there any pattern in it?
Say what is that?

Practice



Complete the number patterns.

1	2			5			8	
1		5	7					
2	4							
5	4			1				




Pleasure time




Complete the number patterns.


1	2							
	4		8					

8		6			3		
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9





5





1

Unit 4 Measurements

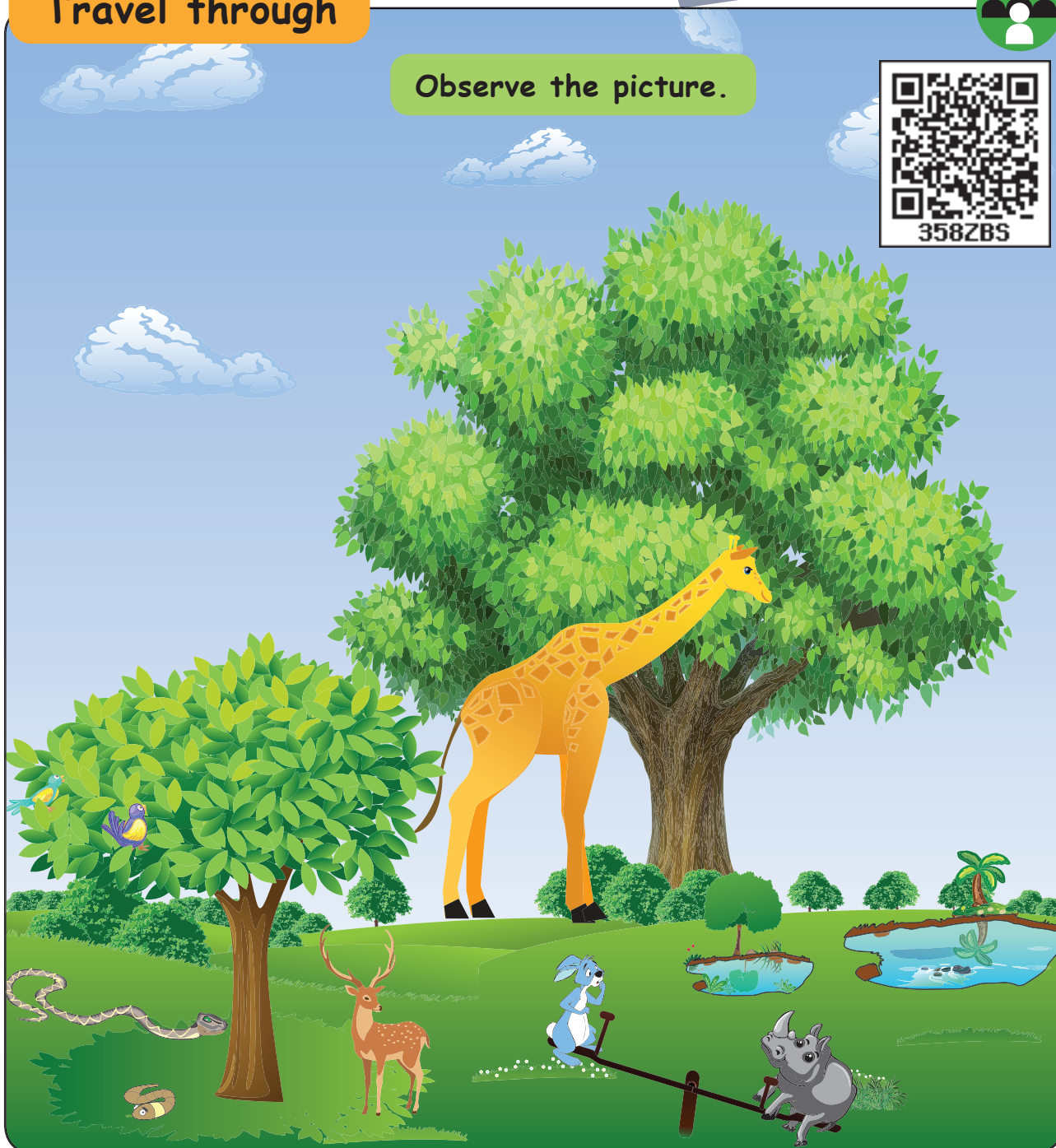
Keywords

Long - Short, Thick - Thin
Tall - Short, Heavy - Light
More - Less

4.1 Comparisons

Travel through

Observe the picture.



Teacher's Note

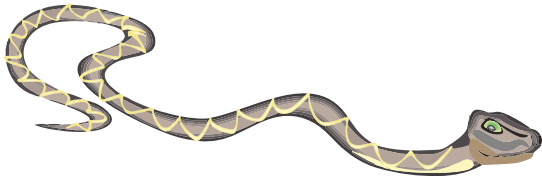
Teacher explains the picture for introducing the above keywords.



Learn



Long - Short



Long



Short

Practice



Colour the **Longer** one with ■ and the **Shorter** one with ■



Think like a Mathematician



Which stick will the mother use to get back the kite ? Why?



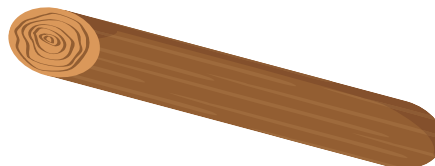
Learn



Thick - Thin



Thick



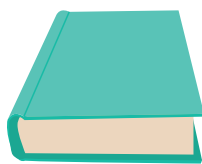
Thin

Practice



Tick (✓) the **thicker** book.

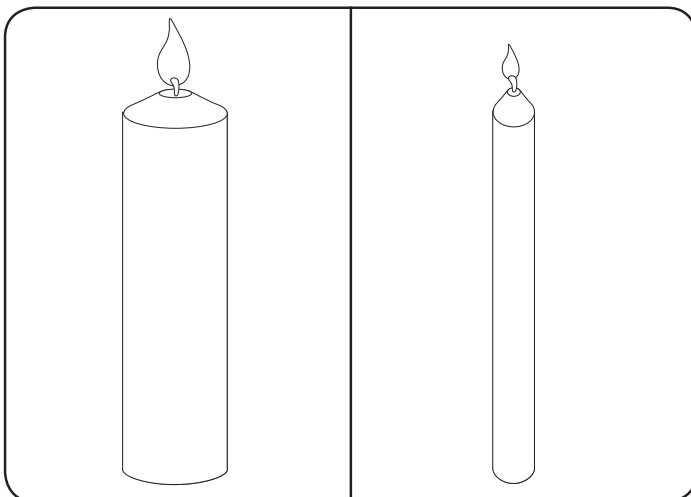
Tick (✓) the **thinner** tyre.

☐☐☐☐

Try this



Colour the **thicker** candle with
and the **thinner** candle with



Which candle will burn
for a long time? Why?



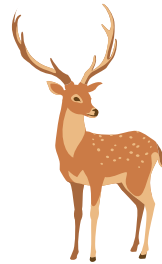
Learn



Tall - Short

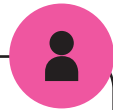


Tall

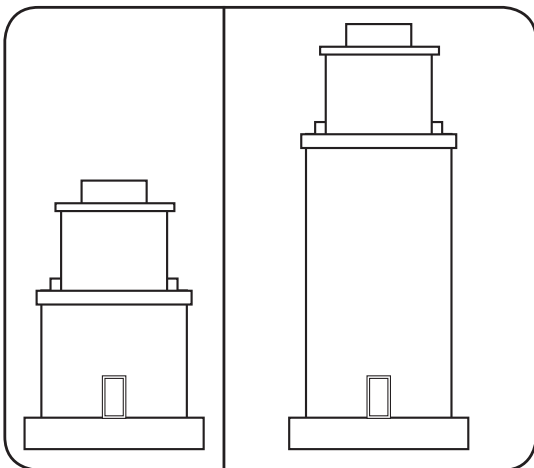


Short

Practice



Colour the **taller** building with 
and the **shorter** building with 

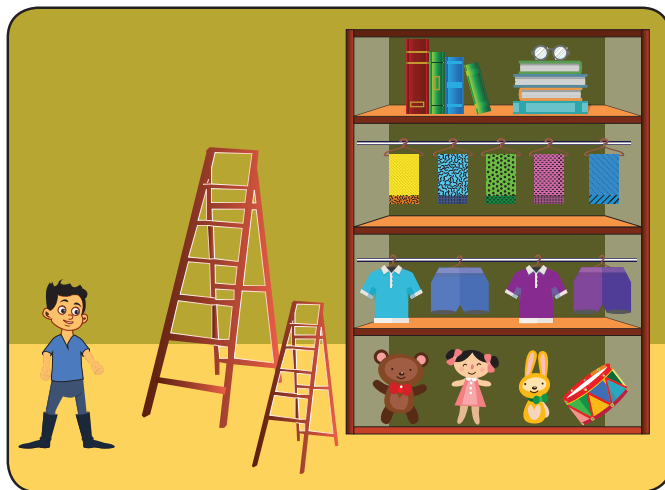


Which building will consume more colour? Why?

Think like a Mathematician



Which ladder will he use to pick the **red coloured book**? Why?

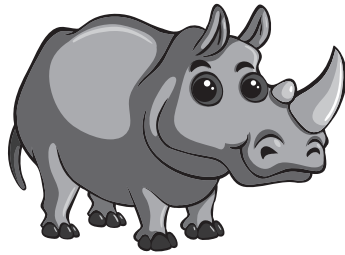




Learn



Heavy - Light



Heavy



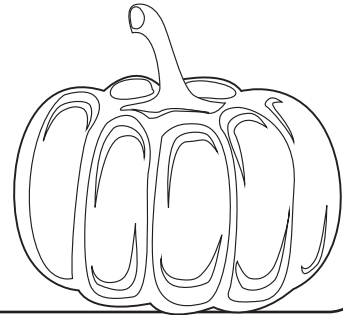
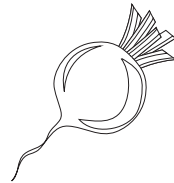
Light

Practice



Colour the **heavier** one with  and the **lighter** one with 

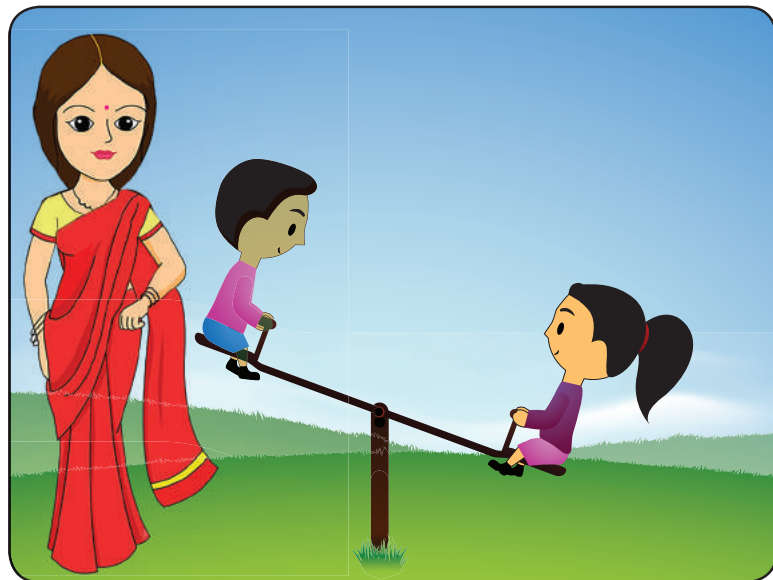
Can you suggest a pair of fruits for this concept?



Think like a Mathematician

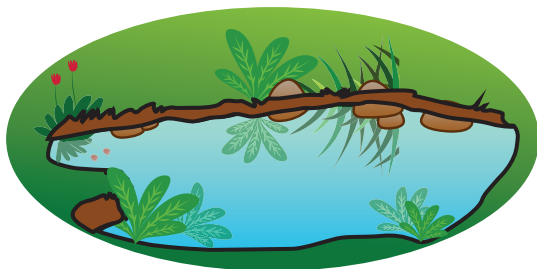


If the mother sits in the place of the boy, what will happen? Why?



Learn

More - Less



More



Less

Practice

Tick (✓) the bottle that contains **less** water.


☐

☐

Tick (✓) the container that can hold **more** water.


☐

☐

Think like a Mathematician



Is it a right vessel to pour the full packet of milk? Why?



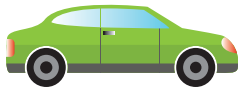
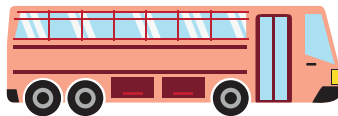
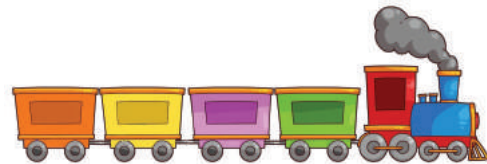


Learn

Ordering



Tick (✓) the longest vehicle.

☐☐☒

Tick (✓) the heaviest vegetable.

☒☐☐

Practice

Tick (✓) the shortest.

☐☐☐

Tick (✓) the tallest.

☐☐☐

Teacher's Note

Teacher can help students to develop the idea of ordering objects based on length, mass and height.



4.2 Measures



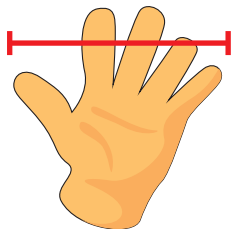
Keywords

Hand span, Cubit, Foot span, Pace, Length

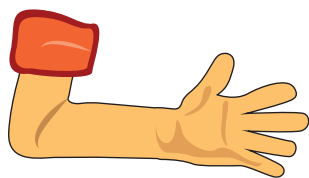
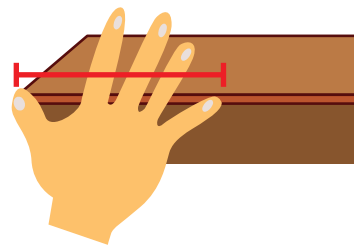
Travel through



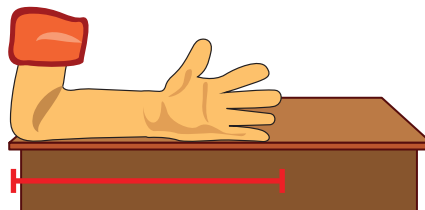
Learn



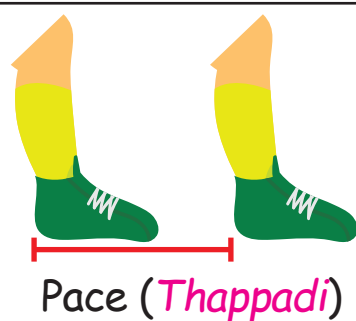
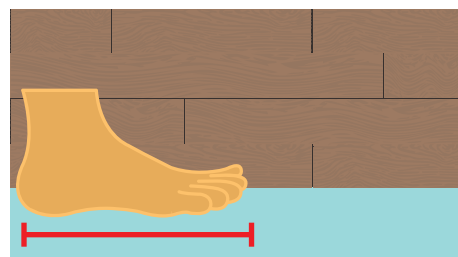
Handspan (*Saan*)



Cubit (*Muzham*)



Learn



Activity

Fill the table and compare



Object	Unit of Measure	Number of units in measuring the length by		
		Teacher	Me	My friend
Window	Hand span			
Table	Cubit			
Mat	Foot span			
Classroom	Pace			

Think like a Mathematician

Why do the lengths measured differ from one another?



Primary Mathematics – Class I (Term 2)

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