



GOVERNMENT OF TAMIL NADU

STANDARD ONE

TERM - III

VOLUME 2

MATHEMATICS ENVIRONMENTAL SCIENCE

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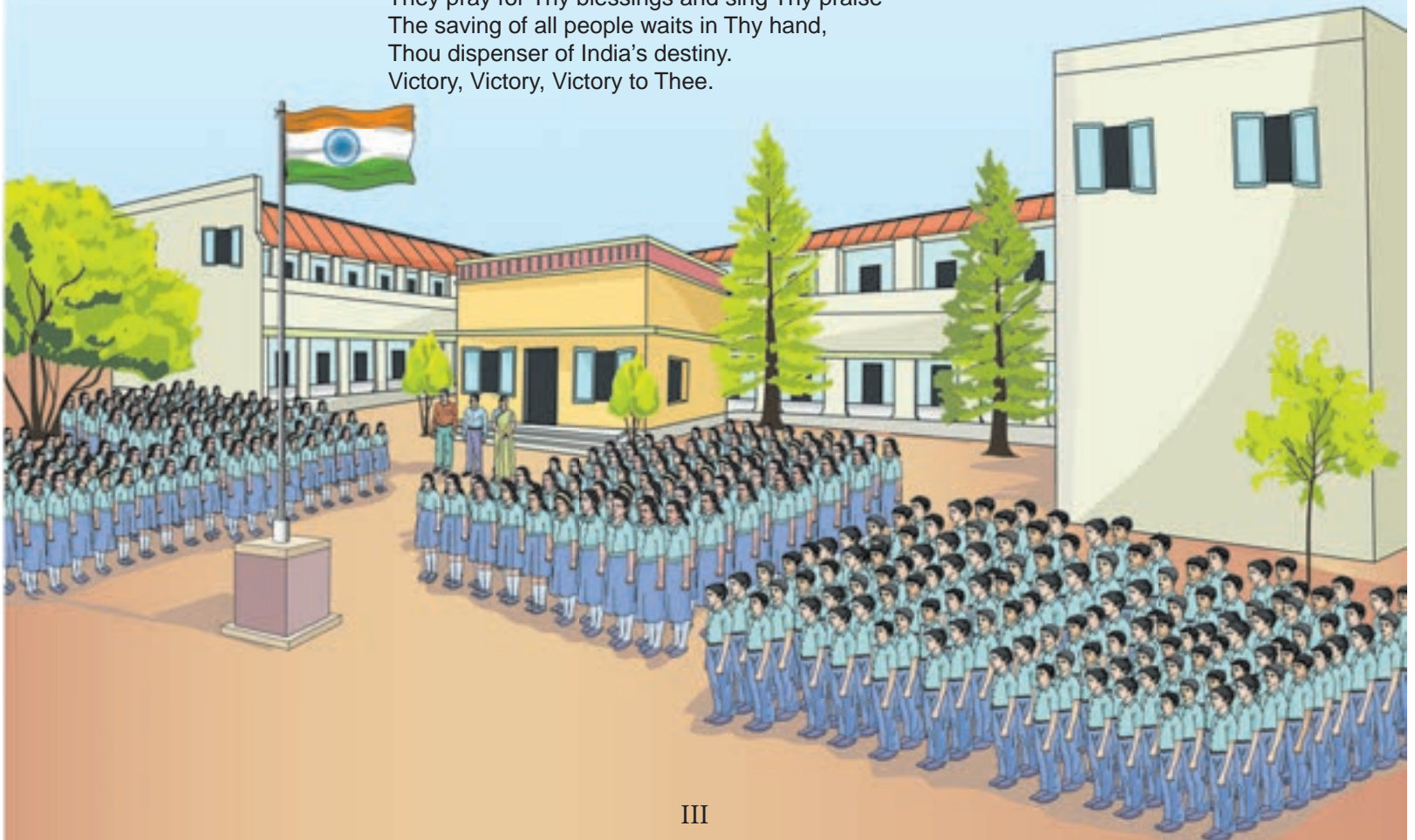
THE NATIONAL ANTHEM

Jana-gana-mana-adhinayaka jaya he
Bharata-bhagya-vidhata.
Punjaba-Sindhu-Gujarata-Maratha-
Dravida-Utkala-Banga
Vindhya-Himachala-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.

Authentic english translation of the national anthem

Thou art the ruler of the minds of all people,
Thou dispenser of India's destiny.
Thy name rouses the hearts of the Punjab, Sind,
Gujarat and Maratha, of Dravid, Orissa and Bengal.
It echoes in the hills of the Vindhyas and Himalayas,
mingles in the music of the Yamuna and Ganges
and is chanted by the waves of the Indian Sea.
They pray for Thy blessings and sing Thy praise
The saving of all people waits in Thy hand,
Thou dispenser of India's destiny.
Victory, Victory, Victory to Thee.



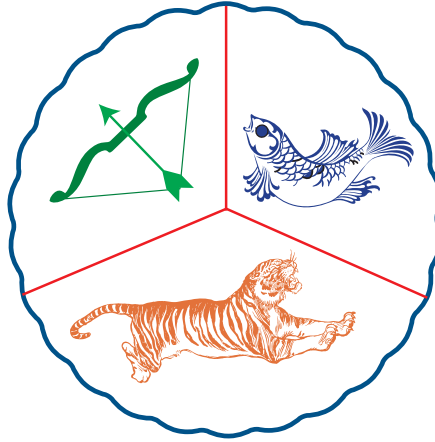


தமிழ்த்தாய் வாழ்த்து

நீராருங் கடலுடுத்த நிலமடந்தைக் கெழிலொழுகும்
 சீராரும் வதனமெனத் திகழ்பரதக் கண்டமிதில்
 தெக்கணமும் அதிற்சிறந்த திராவிடநல் திருநாடும்
 தக்கசிறு பிறைநுதலும் தரித்தநறுந் திலகமுமே!
 அத்திலக வாசனைபோல் அனைத்துலகும் இன்பமுற
 எத்திசையும் புகழ்மணக்க இருந்தபெருந் தமிழணங்கே!
 தமிழணங்கே!

உன் சீரிளமைத் திறம் வியந்து செயல் மறந்து வாழ்த்துதுமே!
 வாழ்த்துதுமே!
 வாழ்த்துதுமே!

- 'மனோன்மணியம்' பெ. சுந்தரனார்.



தமிழ்த்தாய் வாழ்த்து – பொருள்

ஒலி எழுப்பும் நீர் நிறைந்த கடலெனும் ஆடையுடுத்திய நிலமெனும் பெண்ணுக்கு, அழகு மிளிரும் சிறப்பு நிறைந்த முகமாகத் திகழ்கிறது பரதக்கண்டம். அக்கண்டத்தில், தென்னாடும் அதில் சிறந்த திராவிடர்களின் நல்ல திருநாடும், பொருத்தமான பிறை போன்ற நெற்றியாகவும், அதிலிட்ட மணம் வீசும் திலகமாகவும் இருக்கின்றன.

அந்தத் திலகத்தில் இருந்து வரும் வாசனைபோல, அனைத்துலகமும் இன்பம் பெறும் வகையில் எல்லாத் திசையிலும் புகழ் மணக்கும்படி (புகழ் பெற்று) இருக்கின்ற பெருமைமிக்க தமிழ்ப் பெண்ணே! தமிழ்ப் பெண்ணே! என்றும் இளமையாக இருக்கின்ற உன் சிறப்பான திறமையை வியந்து உன் வயப்பட்டு எங்கள் செயல்களை மறந்து உன்னை வாழ்த்துவோமே! வாழ்த்துவோமே! வாழ்த்துவோமே!





Standard - 1

Term-3

MATHEMATICS

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Text Book



Evaluation



DIGI Links



Let's use the QR code in the text books! How?

- Download the QR code scanner from the Google PlayStore/ Apple App Store into your smartphone
- Open the QR code scanner application
- Once the scanner button in the application is clicked, camera opens and then bring it closer to the QR code in the text book.
- Once the camera detects the QR code, a url appears in the screen. Click the url and go to the content page.



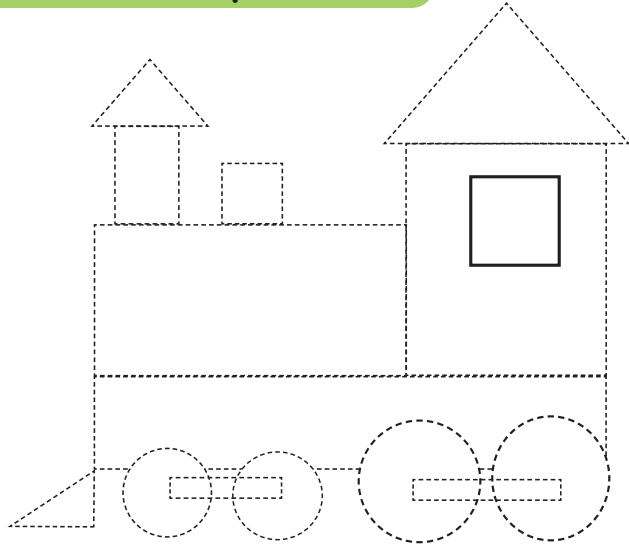
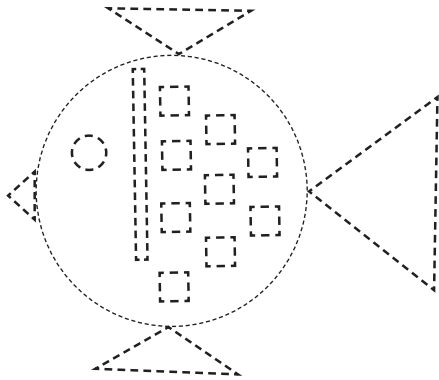
Unit 1

Geometry

Recall



Join the dots and colour the pictures.



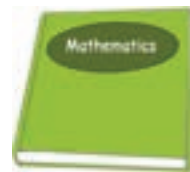
Count the number of each different shapes in the above pictures and write them below.

	_____		_____		_____		_____
---	-------	---	-------	--	-------	---	-------

Tick (✓) the **round** object.

☐☐☐

Tick (✓) the **flat** object.

☐☐☐

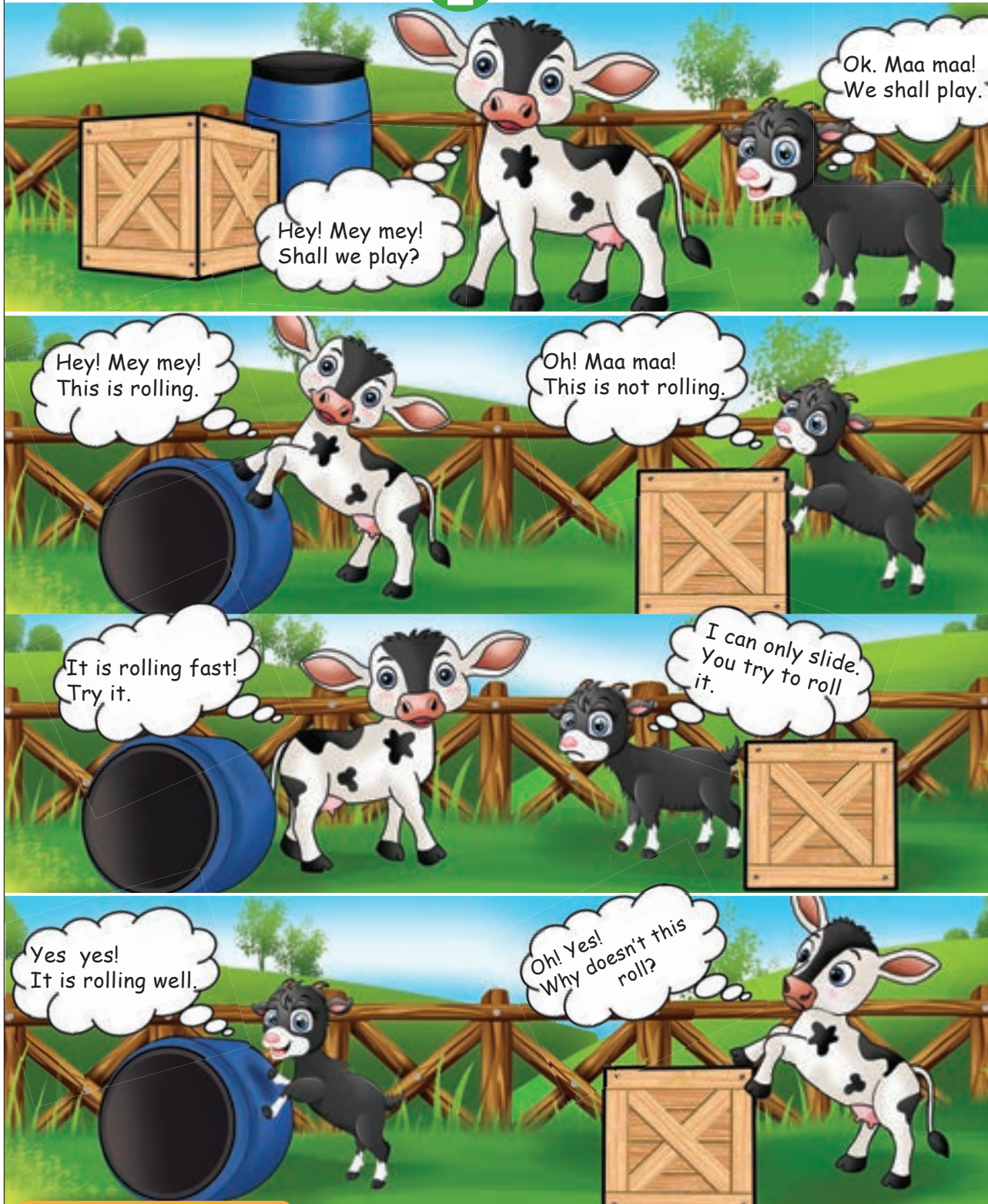


Keywords

Roll
Slide

1.1 Rolling and Sliding

Travel through



Teacher's Note

Teacher can emphasise that the round objects only roll through the above pictures.



Learn



Round objects **roll** on a slide.



Flat objects **slide** on a slide.



Both round and flat objects either **roll** or **slide** on a slide according to the nature of the object.



Slide



Roll











Activity



Use a slide, to test the following objects that are given in the table and draw 😊 in the suitable place.

Objects	Rolling	Sliding
		
		
		
		

Think like a Mathematician



Which box is easy to move? Why?





Practice



Circle the objects that can only **roll**.



Circle the objects that can only **slide**.



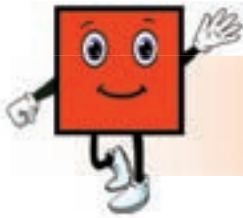
Tick (✓) the objects that can both **roll** and **slide**.

☐☐☐☐

1.2 Classification of objects

Learn

Keywords
Square, Rectangle,
Triangle, Circle



I am **Square**. I have 4 corners and 4 sides.
All my sides are equal.

I am **Rectangle**. I have 4 corners and 4 sides.
Only my opposite sides are equal.



I am **Triangle**. I have 3 corners and 3 sides.

I am **Circle**. I am Round.



Practice



Circle the **triangle** shaped picture.



Circle the **rectangle** shaped picture.

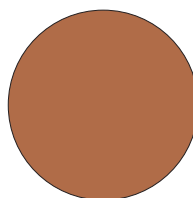
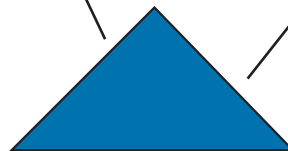
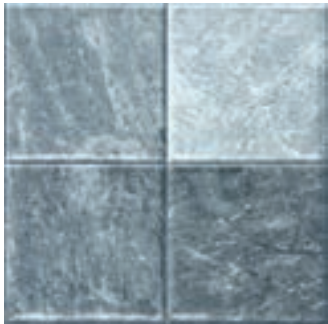




Try this



Match the objects with their basic shapes.

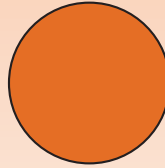


Pleasure time



Tick (✓) the correct one.

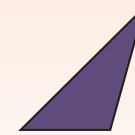
Which shape has 4 equal sides?


☐

☐

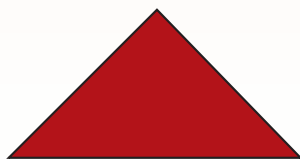
☐

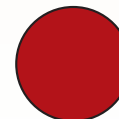
Which shape has equal opposite sides?


☐

☐

☐

Which shape is round?


☐

☐

☐

Game



Who am I?

- ▶ Divide the students into two groups.
- ▶ Let group A say the puzzle and group B answer it.
 1. I have 4 sides and all my sides are equal. Who am I?
 2. I have only 3 sides. Who am I?
 3. I have round surface. Who am I?
 4. I have 4 sides and only opposite sides are equal. Who am I?
- ▶ Change roles among groups and continue the game.

Unit 2

Numbers

Recall

Observe the picture and answer the following.



Total number of fruits in the trees =

Total number of birds in the picture =

If every bird eats 1 fruit, How many fruits will remain in the trees?

Teacher's Note

Teacher can ask a few more possible questions following the above example on subtraction concept and elicit the answers from the students.

Subtract

7	2	5	9
-3	-1	-4	-2
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

$8 - 4 =$	<input type="text"/>
$3 - 1 =$	<input type="text"/>
$6 - 5 =$	<input type="text"/>

Know more

Subtracting 1 from any number gives its preceding number.

9	5	8	4
-1	-1	-1	-1
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Subtracting the preceding number from any number gives 1.

7	3	6	9
-6	-2	-5	-8
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

2.1 Subtracting 0

Travel through

Care the nature.



Number of flowers in the plant =

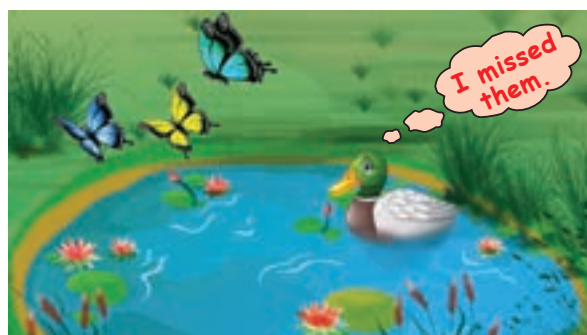
Number of flowers plucked by the girl =

Flowers left in the plant =

Learn

Subtraction using story.

Subtracting 0 from any number gives the same number.

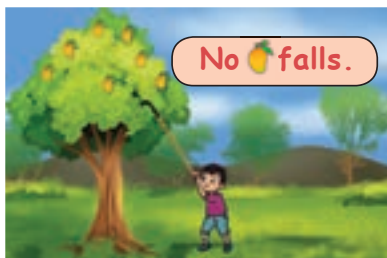
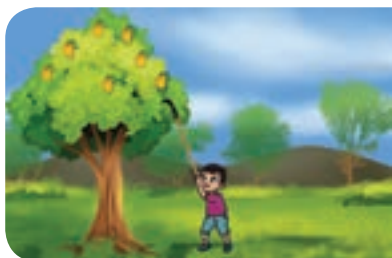


$$3 - 0 = 3$$

Practice



Complete the subtraction fact.





-

=



Practice



Subtract

2

4

5

9

- 0

- 0

- 0

- 0

1 - 0 =

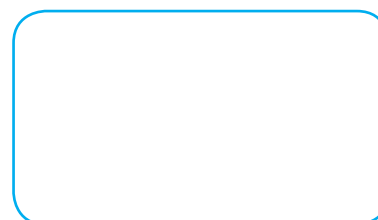
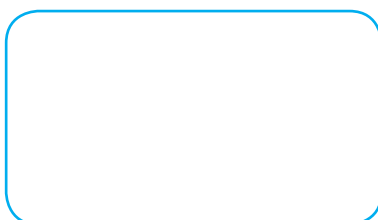
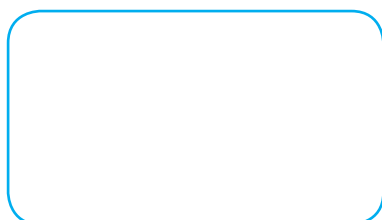
6 - 0 =

8 - 0 =

Try this



Draw suitable pictures and complete the subtraction fact.



-

0

=

Know more



Subtracting any number with the same number gives 0.

6

-

6

=

0

Try this



Say true or false. Why?

$$8 - 8 = 0$$

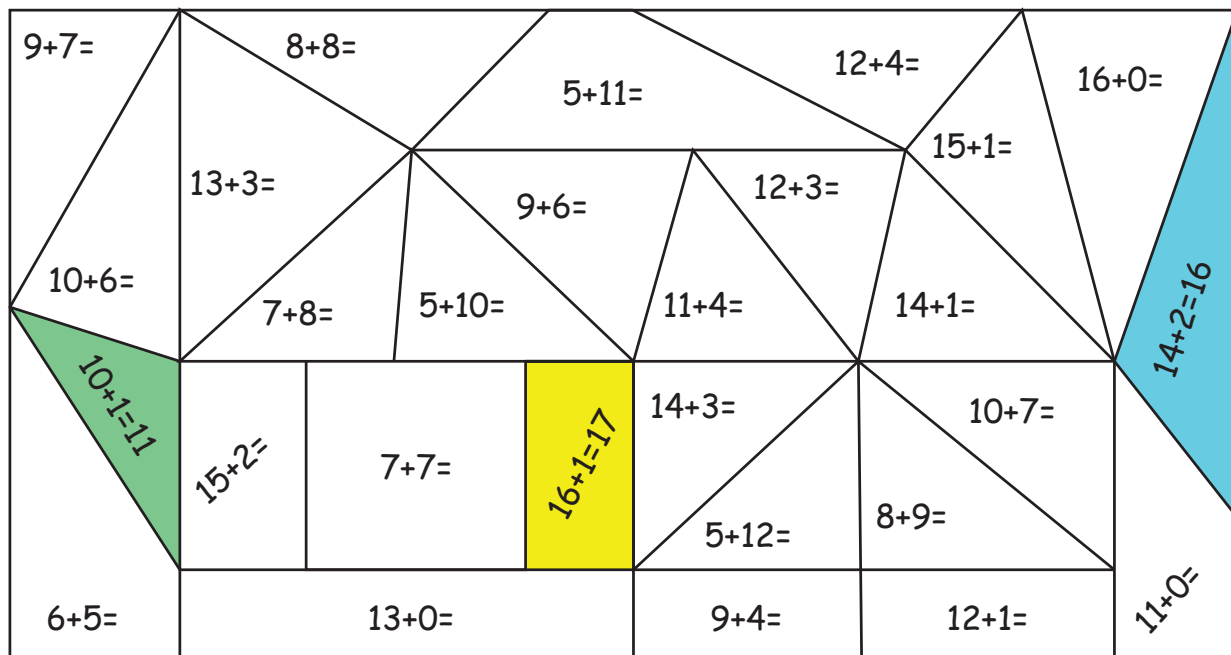
$$7 - 0 = 0$$

$$4 - 4 = 4$$

Recall

Addition upto 20

Add



Find the hidden picture in the above chart by colouring, using the following instructions.

If the total is	17	16	15	14	13	11
Use the Colour						

Know more

Creating two subtraction facts from the addition fact.

Example $4 + 5 = 9$

$9 - 5 = 4$

$9 - 4 = 5$

Create your own.

$3 + 4 = 7$

$\square - \square = \square$

$\square - \square = \square$

$5 + 1 = 6$

$\square - \square = \square$

$\square - \square = \square$

2.2 Subtraction (upto 20)

Travel through

Keywords

Subtract, Left,
Take away, Difference,
Remaining

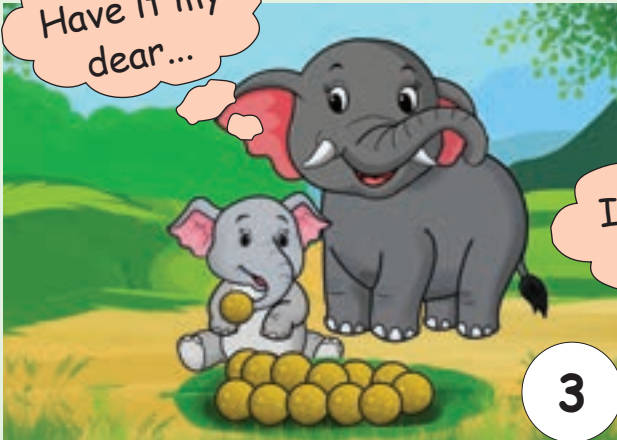


I am hungry.



1

Have it my
dear...



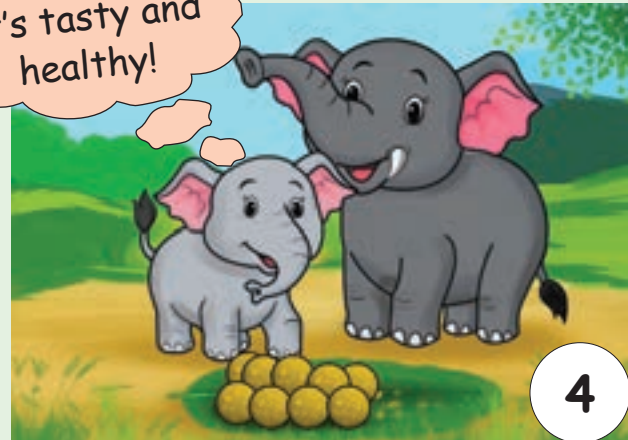
3

It's tasty and
healthy!



2

mmm.....



4



Teacher's Note

Teacher can narrate the story and ask questions given below to motivate the students to answer.

Number of **paruppu urundai** in the 3rd picture :

Number of **paruppu urundai** in the 4th picture :

Could you tell the number of **paruppu urundai** eaten by the calf? How?

Learn



Subtraction

$$\begin{array}{r} 15 \\ -3 \\ \hline 12 \end{array}$$

$$17 - 4 = 13$$



Practice



Subtract using lines.

8

-5

9

-3

11

-1

17

-9

15

-8

18

-0

Subtract

$19 - 7 = \underline{\quad}$

$16 - 5 = \underline{\quad}$

$13 - 6 = \underline{\quad}$

$11 - 10 = \underline{\quad}$

Teacher's Note

The students can also use the beads in the Maths kit box, to solve the sums given above.

Try this



Complete the facts using “+” or “-” symbol.

7		5	=	12
---	--	---	---	----

8		8	=	0
---	--	---	---	---

11		0	=	11
----	--	---	---	----

19		5	=	14
----	--	---	---	----

13		3	=	10
----	--	---	---	----

14		2	=	16
----	--	---	---	----

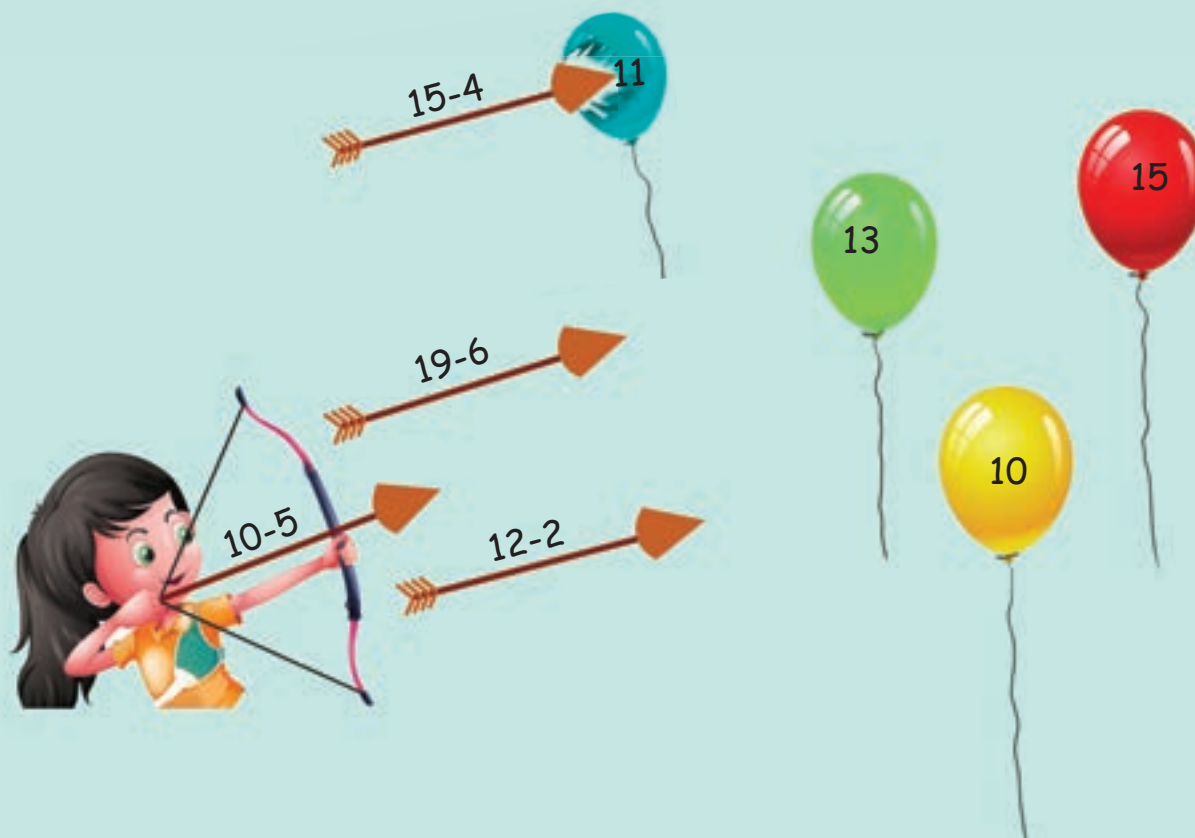
16		1	=	15
----	--	---	---	----

15		3	=	18
----	--	---	---	----

Think like a Mathematician














Work out the subtraction fact on each arrow. Which colour balloon does not get burst? Circle it.



Mental math (Oral)

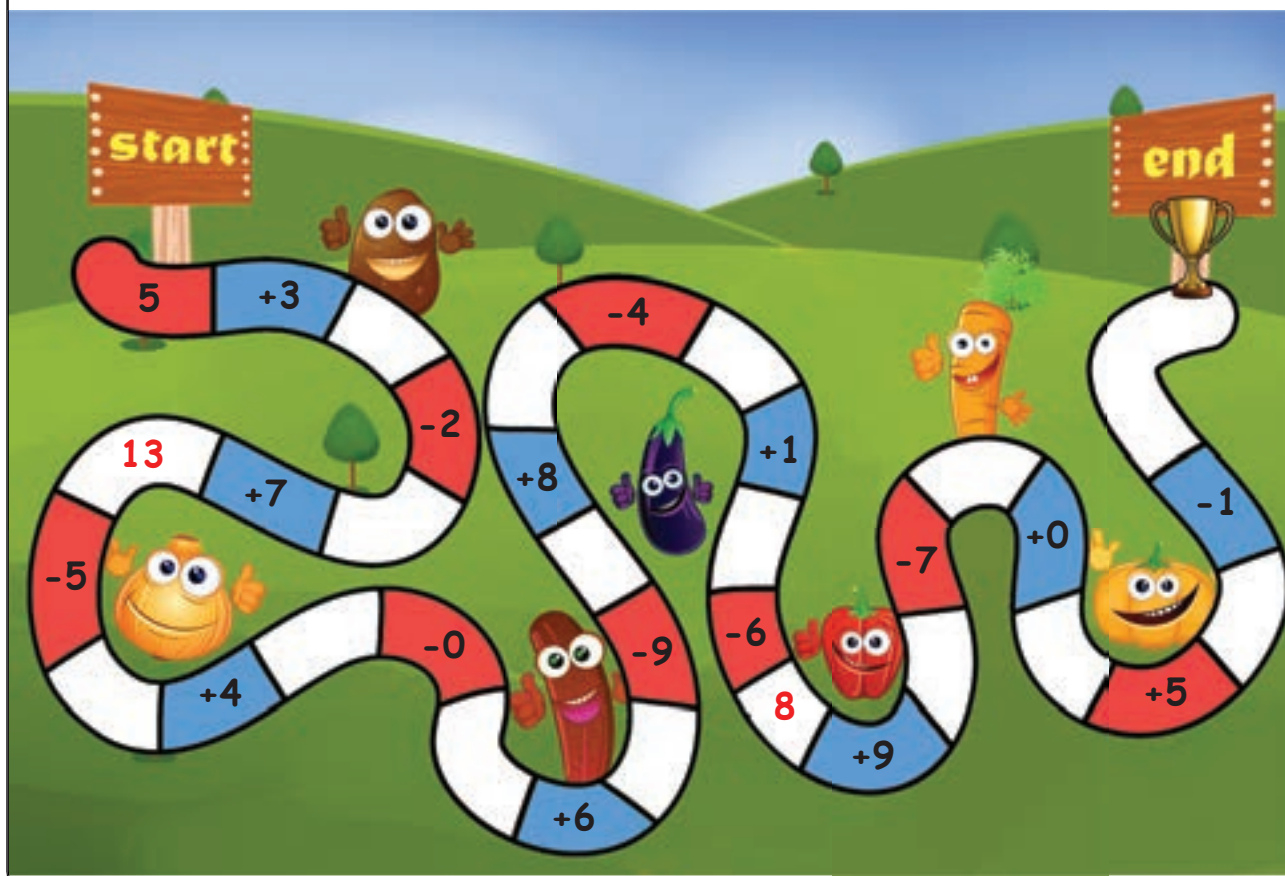


- ❖ There are 18  drinking honey in a garden. After sometime 6 of them returned to their . How many  will be left?
- ❖  saw 16  in a tree. The next day  found that 5  fell down. How many  are remaining in the tree now?
- ❖ A parking area can accommodate 15 . If 10  were already parked in it then how many more  could be parked there?

Pleasure time



Complete the path to reach the victory cup.

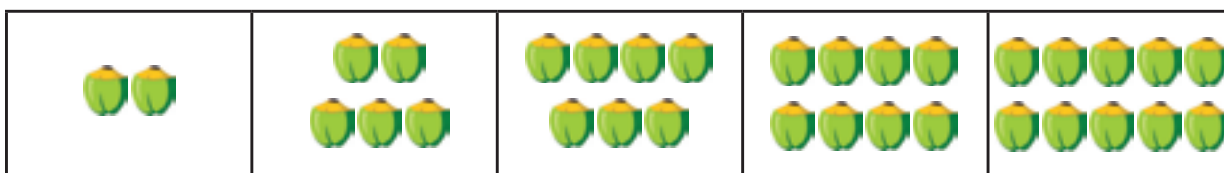


Numbers

Recall



How many tender coconuts are there in each box?



2

Draw the correct number of dots in each box.

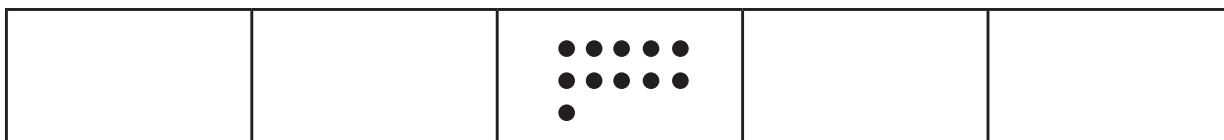
3

9

11

15

18



Draw **fewer** and **more** for the given pictures. One is done for you.

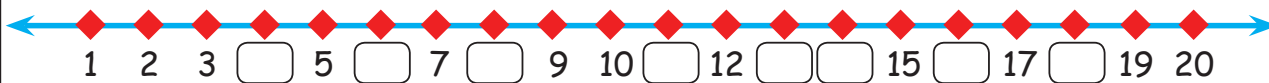
Fewer	Pictures	More
 <input type="text"/>	 <input type="text"/>	 <input type="text"/>
<input type="text"/>	 <input type="text"/>	<input type="text"/>
<input type="text"/>	 <input type="text"/>	<input type="text"/>

Teacher's Note

Teacher has to facilitate the children to draw fewer as well as more pictures in any possible ways with respect to the pictures given in the middle column.



Write the missing numbers on the number line.



What comes **after** the given number?

6	<input type="text"/>
---	----------------------

10	<input type="text"/>
----	----------------------

15	<input type="text"/>
----	----------------------

19	<input type="text"/>
----	----------------------

What comes **before** the given number?

<input type="text"/>	3
----------------------	---

<input type="text"/>	8
----------------------	---

<input type="text"/>	13
----------------------	----

<input type="text"/>	17
----------------------	----

What comes **in between** the given numbers?

4	<input type="text"/>	6
---	----------------------	---

12	<input type="text"/>	14
----	----------------------	----

17	<input type="text"/>	19
----	----------------------	----



Count and write the number of beads that you see. Draw one more bead and write the new total. One is done for you.

1.

I see



Total

3.

I see



Total

2.

I see



Total

4.

I see



Total

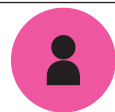


Complete the table.

Beads	Expansion	Number
	$10 + 1$	11
	$10 + 2$	
	$10 + \square$	
	$10 + \square$	
	$10 + \square$	

Beads	Expansion	Number
	$\square + \square$	
	$\square + \square$	
	$\square + \square$	
	$\square + \square$	
	$20 + 0$	20

Draw more beads to show the given number.



12

14

17

20





2.3 Numbers from 21 to 99










Keywords

Numbers, Forward,
Backward, Skip count

Learn

10's family



Bundles of <i>Neem sticks</i>	How many 10's?	Number
	1	10
	2	20
	3	30
	4	40
	5	50
	6	60
	7	70
	8	80
	9	90



CPYCNI

Teacher's Note

Teacher can make students to familiarize the above numbers with the help of locally available materials such as pebbles, seeds, beads, sticks etc.





Practice



Write the numbers.

10	20	30	40	50	60	70	80	90

Try this



Colour the boxes below for the given numbers.

20

30

50

Practice



Match the following.

80



70



40



10





Think like a Mathematician













Tick (✓) the odd one out.

Teacher's Note

The value of the number of items does not change in vertical or horizontal order.



**Learn****Numbers from 21 to 30**

Bunch of <i>Panangizhangu</i>	How many?		Expansion	Number
	Tens	Ones		
	2	1	$20 + 1$	21
	2	2	$20 + 2$	22
			$20 + 3$	
	2	4	$20 + 4$	
	2	5		25
				
				
				
	2	9		29
	3	0	$30 + 0$	30















Learn



Numbers from 31 to 40

Bunch of <i>Nellikai</i>	How many?		Expansion	Number
	Tens	Ones		
	3	1	$30 + 1$	31
	3	2	$30 + 2$	32
	3	3	$30 + 3$	33
			$30 + 4$	
				35
				
				
				
				39
	4	0	$40 + 0$	40















Learn



Numbers from 41 to 50

Bunch of <i>Panangai</i>	How many?		Expansion	Number
	Tens	Ones		
	4	1	$40 + 1$	41
	4	2	$40 + 2$	42
				
				
				
	4	6	$40 + 6$	46
				
				
				
	5	0	$50 + 0$	50



Practice



Write the numbers.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

Activity



Things needed

- ❖ 50 sticks (4 bundles in tens and 10 sticks.)
- ❖ Number cards 1 to 50.

Procedure

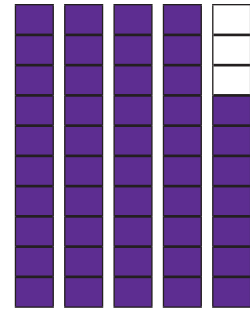
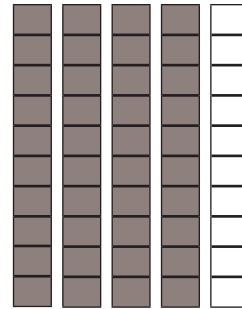
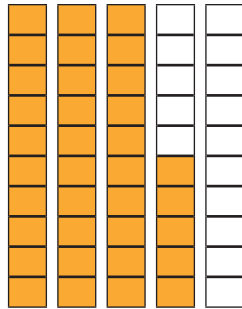
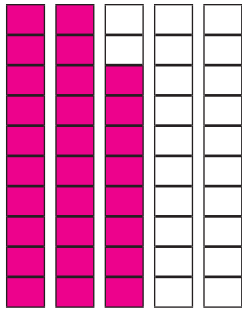
- ❖ Divide the class into two groups.
- ❖ Give sticks to one group and number cards to other group.
- ❖ One group has to show the number card and the other group has to show the sticks according to the number.
- ❖ The number card group has to check the number of sticks.
- ❖ Teacher has to facilitate the activity till the numbers get familiarised.



Try this

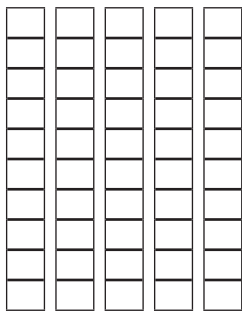


Count the shaded boxes and write the numbers below.

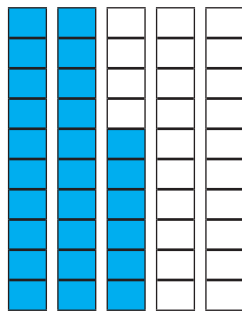


Colour the boxes according to the number.

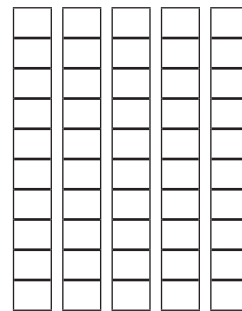
15



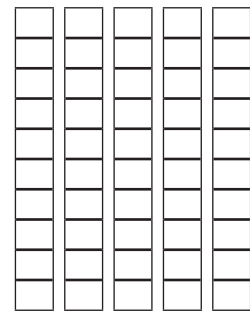
26



38



42



Pleasure time



Write the missing numbers.

1	2			5		7			10
	12	13		15	16			19	
21			24		26		28		30
31		33				37		39	
	42		44	45			48		50





Learn



Numbers from 51 - 99



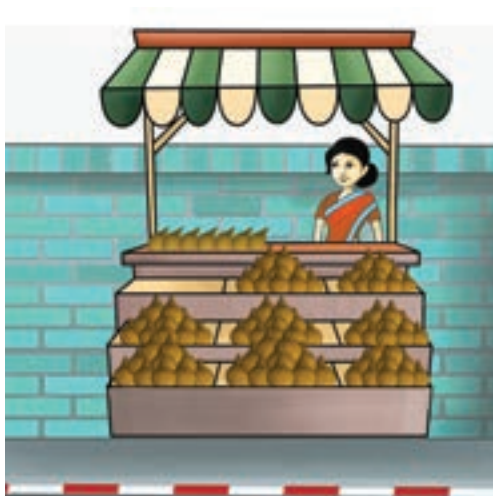
$$50 + 3 = 53$$



$$60 + 6 = 66$$



$$70 + 5 = 75$$



$$80 + 7 = 87$$



$$90 + 2 = 92$$





Learn



Numbers from 51 - 99

51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	

Practice



Write the numbers.

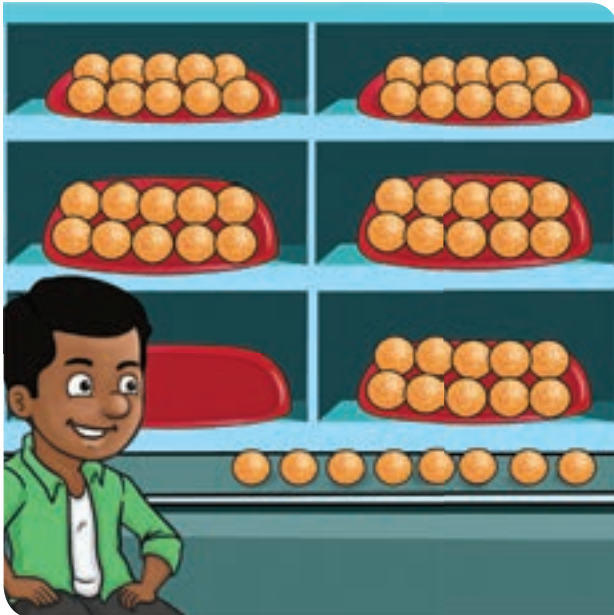
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	



Try this



How many laddus?



How many eggs?



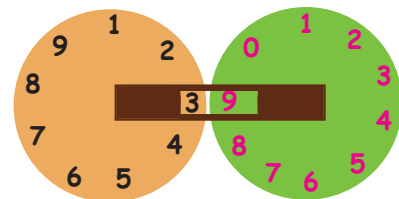
Game



Number wheels

Things needed

- ❖ Number wheels as shown in the figure.
- ❖ 99 Beads / seeds / sticks
(Locally available materials) - 2 sets.



Procedure

- ❖ Divide the class into 2 groups and give 99 beads/seeds/sticks to each group.
- ❖ Call one student from each group to form a number by rotating the spin wheels.
- ❖ The respective group has to arrange the beads/seeds/sticks in tens and ones according to the number obtained.
Example: If the first group obtains the number 34, they have to arrange 3 tens and 4 ones.
- ❖ Continue the process among groups for other numbers.
- ❖ Let them compare the numbers obtained in both groups to say which is bigger and smaller.

Think like a Mathematician



Complete the number chart.

1	2		4	5	6		8	9	
	12	13		15	16	17		19	20
21		23	24	25		27	28		30
	32		34		36	37		39	40
41		43		45	46	47	48	49	
	52	53	54		56	57		59	60
61	62		64			67	68	69	70
71		73	74	75	76		78		
81	82			85		87		89	90
	92	93	94	95		97	98		

Write the numbers starting with 2

--	--	--	--	--	--	--	--	--	--	--

Write the numbers starting with 6

--	--	--	--	--	--	--	--	--	--	--

Write the numbers ending with 1

--	--	--	--	--	--	--	--	--	--	--

Write the numbers ending with 4

--	--	--	--	--	--	--	--	--	--	--

Colour the boxes in the above number chart wherever the same number occurs twice. Write them in the boxes given below.

--	--	--	--	--	--	--	--	--	--	--

Complete the Pattern.

a. 10, 20, 30, _____, _____, _____, _____, _____.

b. 5, 15, 25, _____, _____, _____, _____, _____.

c. 3, 13, 23, _____, _____, _____, _____, _____.

Pleasure time



Write the missing numbers by **forward** counting.

34		36	37			40			43
52	53				57			60	
85			88			91	92		

Write the missing numbers by **backward** counting.

12	11			8			5		3
55	54			51		49		47	
73			70			67	66		

2.4 Skip counting



Travel through



Do you say the stone's numbers in which  jumped on?

Then can you say in which stone's numbers  will jump on?



Learn



Skip counting by 2's forward.



Using the number line, complete the following.

1	3	5	7						
---	---	---	---	--	--	--	--	--	--

Skip counting by 3's forward.



Using the above number line, complete the following.

1	4	7				
---	---	---	--	--	--	--

Skip counting by 2's backward.



Using the above number line, complete the following.

20	18	16							
----	----	----	--	--	--	--	--	--	--

Skip counting by 3's backward.



Using the above number line, complete the following.

20	17	14				
----	----	----	--	--	--	--



Practice



Complete the table by skip counting 2's.

80		84	86			92			
51	49	47					37		33

Complete the table by skip counting 3's.

53	56				68				80
44	41	38					23		17

Activity



2019 JANUARY						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

- ❖ Divide the class into teams based on the strength.
- ❖ Give monthly calendar to each team.
- ❖ Provide any two different colour bindhis to denote 2's, 3's.
Ex: 2's - ● colour, 3's - ● colour.
- ❖ If the team assigned with **2's skip count forward** then they should place the ● coloured bindhis starting from 2 in the calendar.
- ❖ Similarly the team assigned with **3's skip count forward** should place the ● coloured bindhis starting from 3 in the calendar.
- ❖ The teams can interchange the above skip counts to continue the activity.

Think like a Mathematician



Write the missing numbers.

- ❖ 2, 4, 6, _____, _____, _____, _____, _____, 20.
- ❖ 3, 6, 9, _____, _____, _____, _____, _____, 30.
- ❖ Observe the patterns in the above series.
Can you guess the rule used in it?

Pleasure time



Do the skip counting by 2's, 3's starting from 2 and 3 respectively in the given table. Shade the number with for 2's and for 3's.

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

Have you shaded any numbers more than one colour?
What are they? Write them in the given boxes.



Unit 3 Money

Keywords

Coin
Currency

Travel through



Teacher's Note

Teacher has to ask the students to observe the above picture. Elicit reply for the following questions to introduce the concept of money.

1. What are the items do you see in the stationery shop?
2. What is your favourite item in the shop?
3. In order to buy your favourite item from the shop, what do you need to pay to the shopkeeper?

Learn



The existing **coins** and **currency** notes in India.

Coins	Currency notes	Value
		₹1
		₹2
		₹5
		₹10
No coin for ₹20		₹20

The same valued **coins** and **currency** notes make no difference in terms of their values.

Know more



‘₹’ Symbol is used for representing Rupee, the **Indian currency**.



Practice



Tick (✓) the correct **coin / currency note** of the objects.






Activity



Trace the coin.

Trace the **coins** and discuss what do you see in the traced images.

Required materials: Coins, Pencil, Eraser, Paper

Value	Head	Tail
₹1		
₹2		
₹5		

Know more



Let us Save!

For survival



For future



For service



Learn

₹10 in different ways.

₹10	
₹10	
₹10	
₹10	
₹10	
₹10	

Game

Change, change, exchange

Materials required: Toy coins and currencies.
Flash cards with money values.

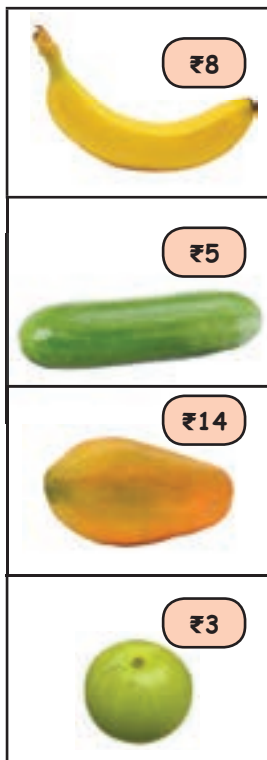
Procedure:

- ❖ Divide the class into two groups.
- ❖ Provide flash cards to one group and toy coins and currencies to other group.
- ❖ Let the first group show a flash card randomly.
- ❖ The second group has to show its equivalent value of money in terms of coins or currencies or combination of both.
- ❖ Teacher has to facilitate the children till the enrichment of the concept.
- ❖ The groups may be interchanged with the materials and continue the same.

Practice



Match the objects with its correct money value.



Pleasure time



Tick (✓) the required money to buy the objects.



<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------



<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------



<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------



Unit 4 Time

Travel through



Keywords

Time, Earlier, Later,
Fast, Slow

A day with Mugil



Practice

Colour the boxes for the **morning** activities with and the **evening** activities with .









Activity

- ❖ Prepare the flashcards with pictures of daily events which happen from morning to evening. **Example:** Going to school.
- ❖ Ask the students to sit in the circular form.
- ❖ Give each student a flashcard.
- ❖ The student has to express the event mentioned in the picture flashcard by miming only.
- ❖ The remaining students have to identify the miming activity and should say by which time interval the activity will take place.
- ❖ Appreciate the group for their correct response and continue the activity till everyone finishes the miming activity.

Learn

Changes in time intervals in a day.



Morning



Afternoon



Night



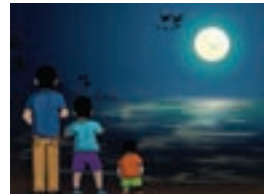
Evening



Practice



Match the activities based on time intervals that occurs.



Try this



Observe the pictures of daily activities and shade as follows.

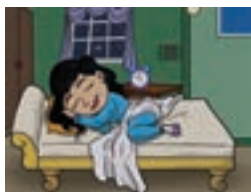


Morning

Afternoon

Evening

Night





Learn



Earlier



Stone

Earlier - Later

Later

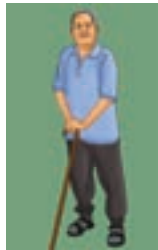


Mortar (*ural*)

Try this



Write the sequence of activities from **Earlier** to **Later** by 1, 2 and 3.



Practice



Observe the pictures and colour the objects based on their stages.



Earlier



Later



Earlier



Later



Learn



Old - New



Old Television



New Television

Practice



Match the **old** objects with the **new** objects.



Know More



In olden days, informations were stored in palm leaves. Later books are used instead of palm leaves.





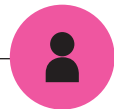
Learn



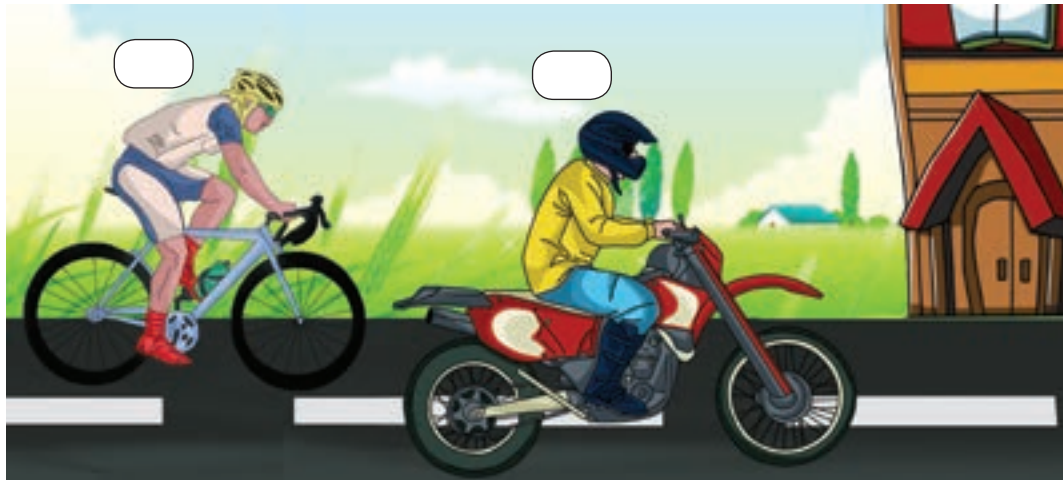
Fast - Slow



Practice



Tick (✓) the vehicle which moves **fast**.



Pleasure time



Let us colour!



Which picture could be coloured neat and **fast**? why?





Learn



Less time - More time



Small bucket takes
less time to fill.



Big bucket takes
more time to fill.

Think like a Mathematician



Which spoon will you use to transfer oil from the bowl to the bottle quickly? Why?



Try this



Who will reach the school first? Why?



Unit 5 Information Processing

5.1 Assembling Parts

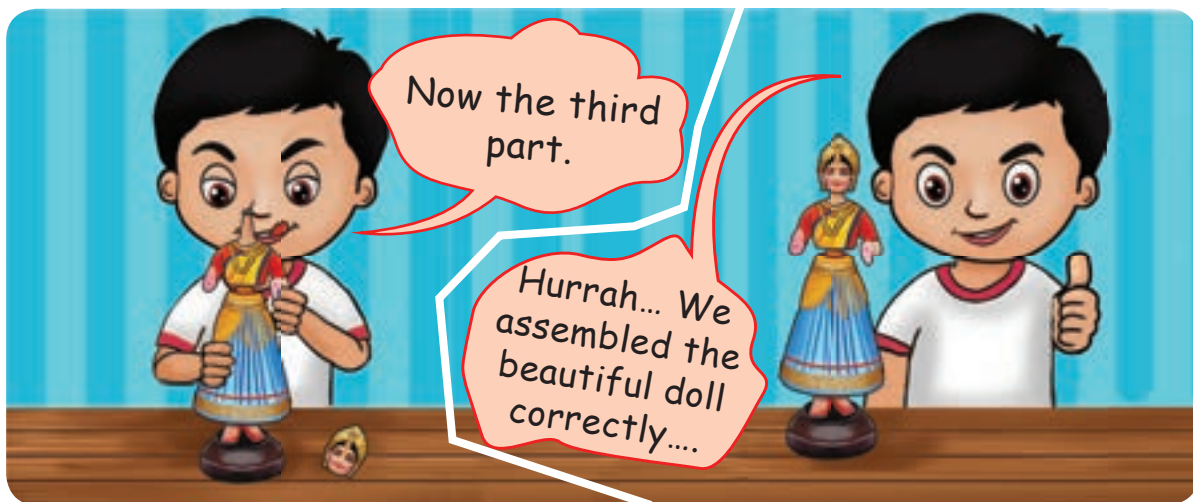
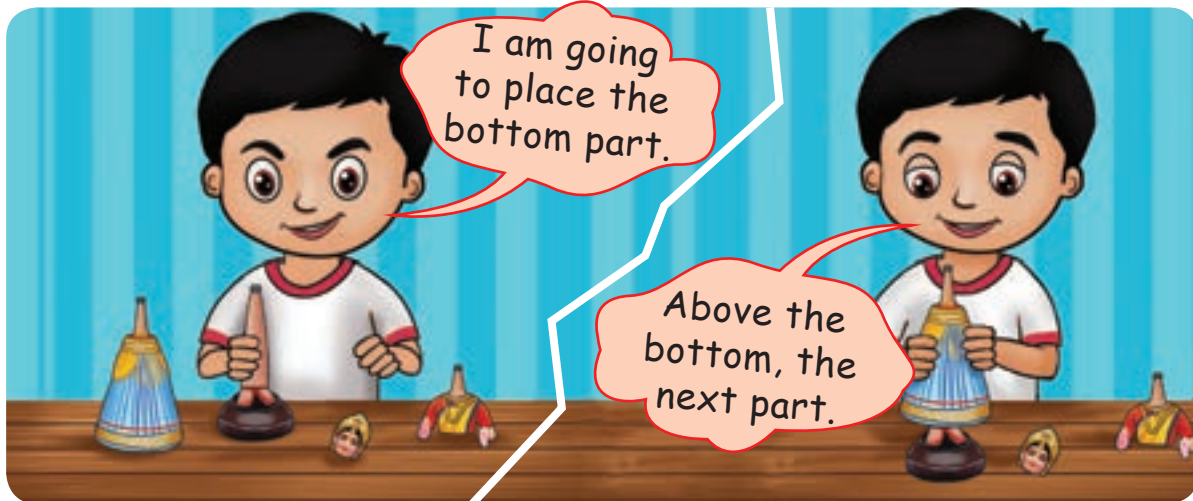


Keywords
Parts, Dismantle,
Assemble,
Instructions

Travel through



Shall we assemble the doll?





Learn

Assembling



Materials required : Any available toy to dismantle and assemble.

Procedure : Teacher can take any toy and dismantle it. Assemble the dismantled toy parts slowly step by step. One example is given below. Teacher can facilitate similar activity for peer group to strengthen the concept.

Example



Think like a Mathematician



Parts are here... Find the vehicle...



Tick (✓) the vehicle assembled by the above parts.

☐☐☐

Learn

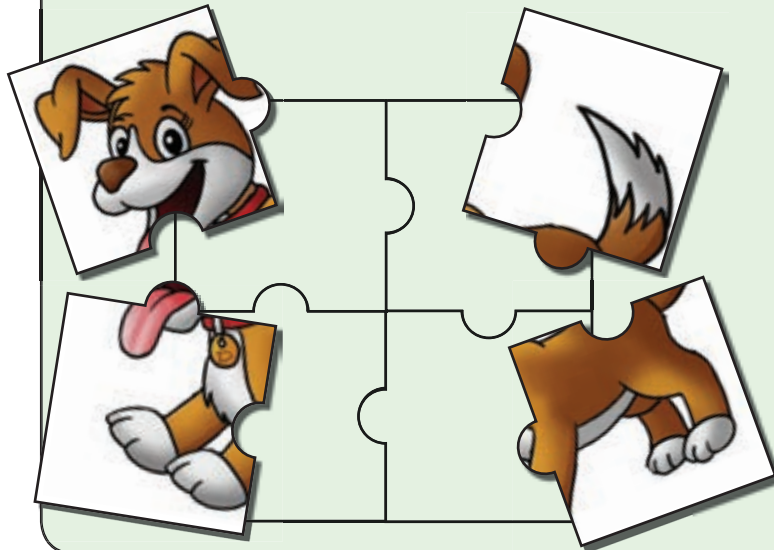
Fun on squares

I found this puppy picture pieces in a magazine.



Place the puzzle cards in it's respective squares.

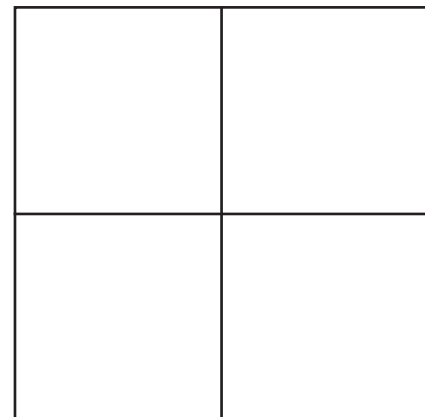
Shall we help the puppy to get back it's shape?



Activity

I myself will arrange.

1. Divide the class into two groups.
2. Teacher asks the groups to collect a picture from magazines, daily newspaper etc. and make it into four pieces and shuffle it.
3. Group B has to arrange the pieces shuffled by Group A and vice versa.
4. Teacher may facilitate, monitor and appreciate.
5. The next round will be continued with another set of picture cards.



Practice

Fix the pictures.

Connect the pieces with correct picture.



Pieces	Picture

Try this

Find the hidden animals.

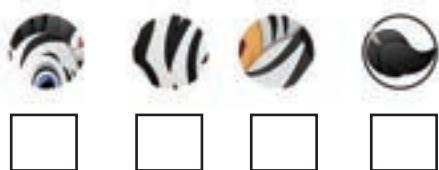


Teacher's Note

Prepare more cards like above and encourage the children to find hidden animals.

Practice

Tick (✓) the missing part.

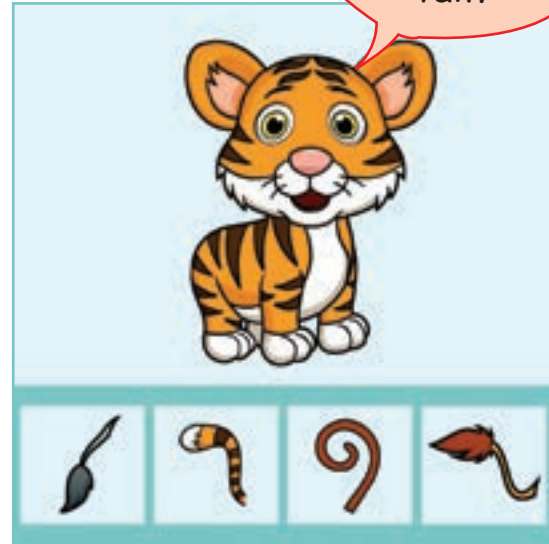
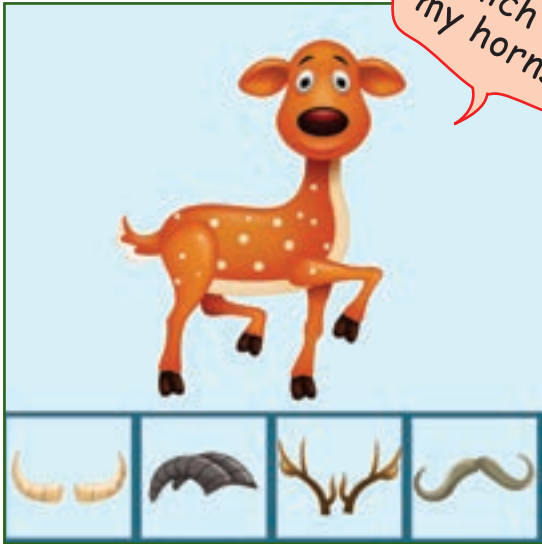

☐
☐
☐
☐




Activity



Circle the correct part of the animals.



Practice



Match the math block.

Math blocks	Designs

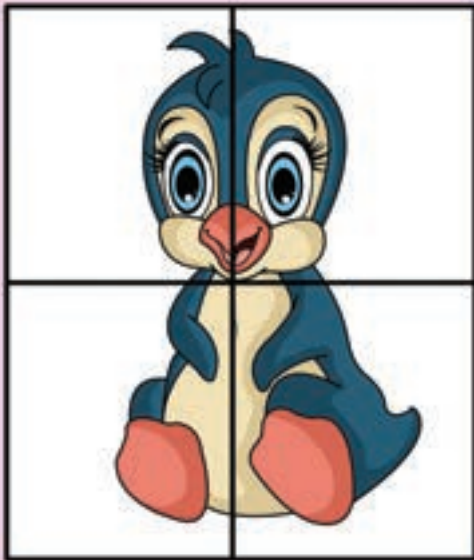
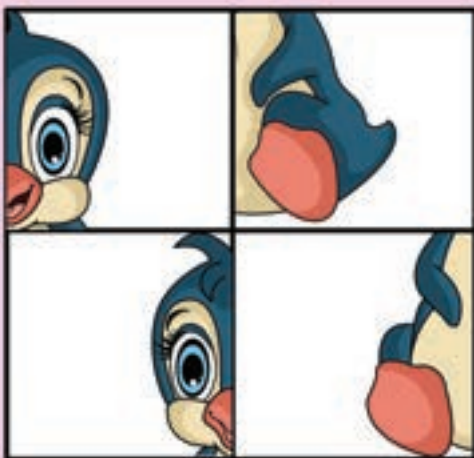




Pleasure time



Find the correctly arranged picture set and tick (✓) it.

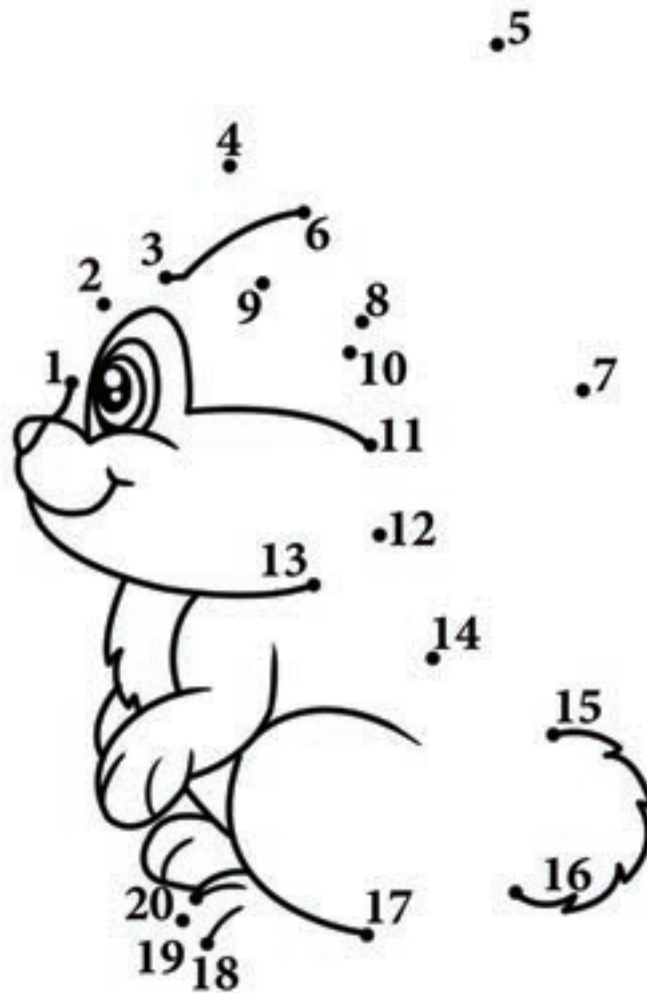
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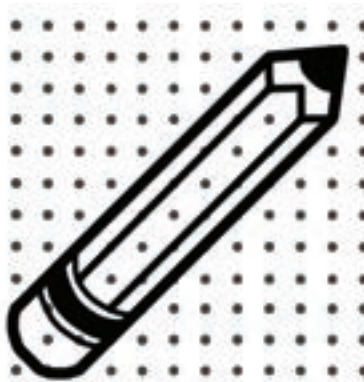
5.2 Formation of Pictures

Learn

Join the dots in order.



Learn



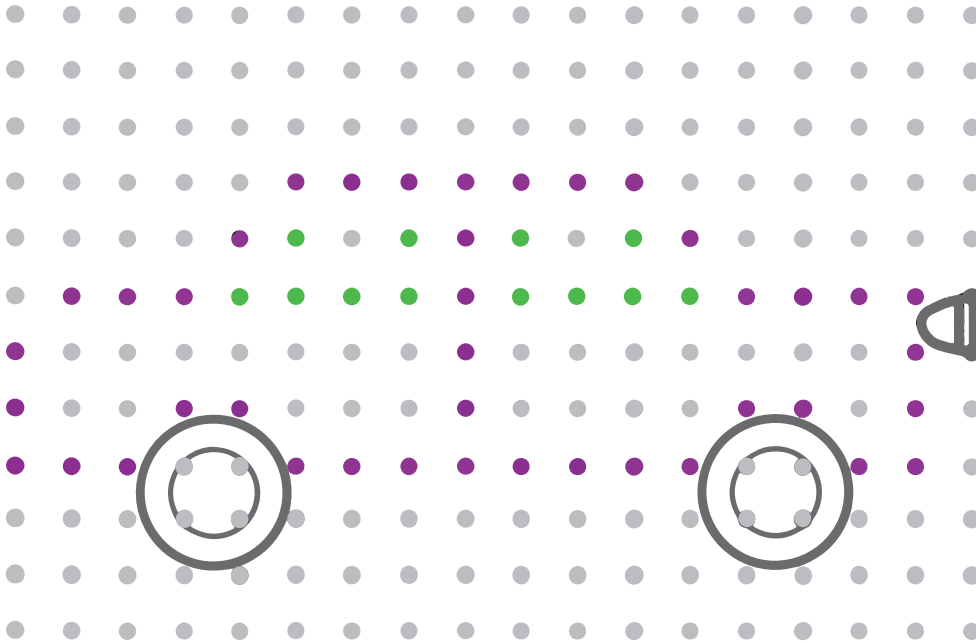


Practice



Let us make a car.

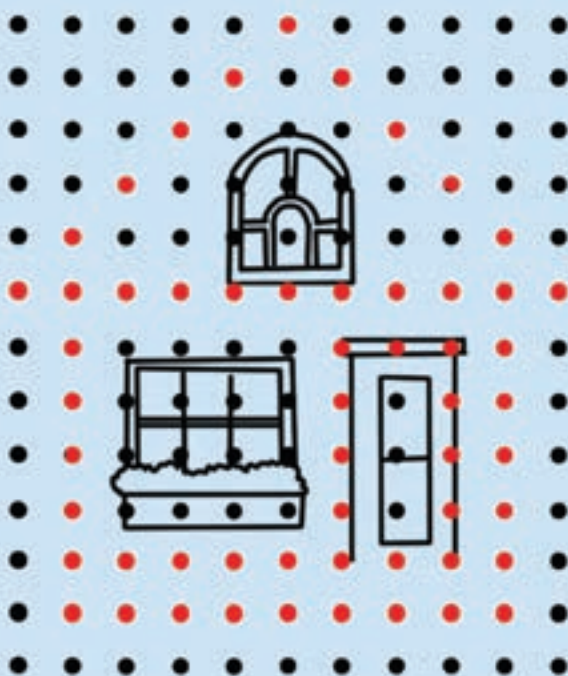
Join the violet coloured dots and then the green coloured dots to get a car.



Think like a Mathematician



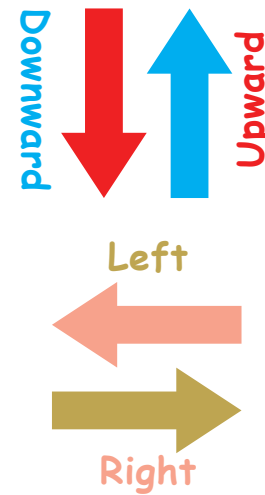
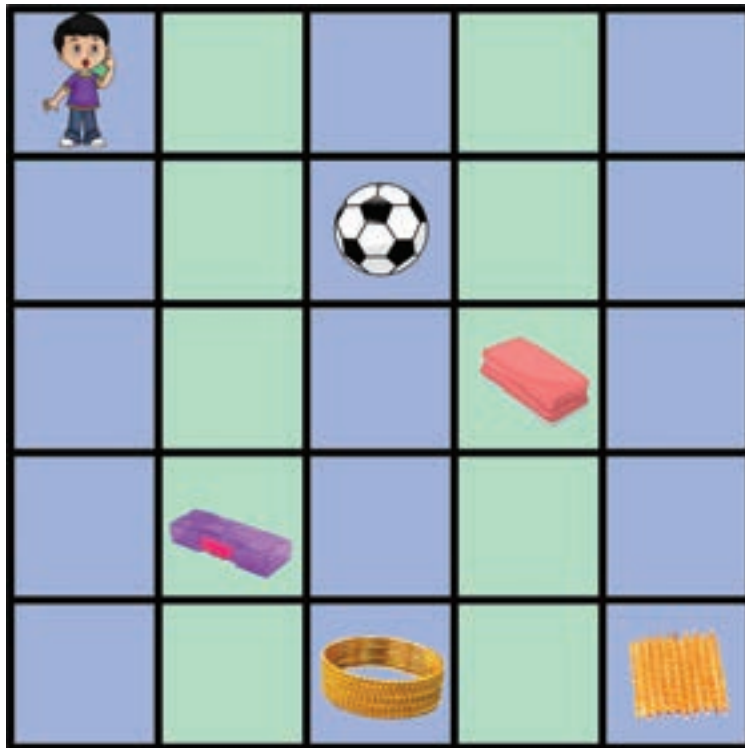
Connect the red dots and tick (✓) the correct house.

☐☐☐☐

5.3 Formulating Instructions

Learn

Follow the path. Find the object.



Teacher's Note

Teacher may give enough practice on the directions (**Upward**, **Downward**, **Left**, **Right**) before starting the game.

Procedure : The game may be played indoor or outdoor. Draw squares and place the objects or toys as shown above. Select any student randomly and play the game with the student as follows.

Teacher : Move 2 squares **right**.
(shows the signs to emphasise the idea)

Student : Yes. Then..

Teacher : Move 1 square **downward**.

Student : Yes. I got the ball.

Student has to show the object what he has got on the place. Continue the same with other student for another object.

Activity



I love picture stories.



1. Go to the shelf and take a book that you like.
2. Go to your place.
3. Open the book and enjoy looking the pictures.
4. Close the book.
5. Put it in the correct place where it was taken from.

Congratulate the winner who does the activity exactly.

Teacher's Note

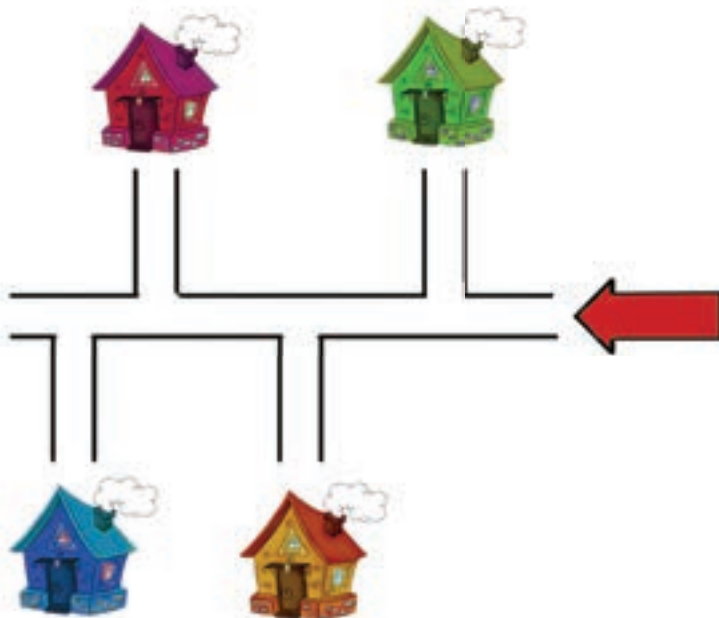
Repeat the same for other classroom activities like **hand washing**, **drinking water**, **taking a pencil** from the pencil box.

(Mono-acting also can be done for the activities like getting ready to school, eating food, toilet habit etc.)

Try this



Which is Deva's house? Find and circle it.



Go straight,
Take 2nd left.



Learn



Framing Instructions

Explain the path



Teacher's Note

Divide the class room into two groups. Let one group select a place in the picture as it's target to reach. (**Example:** Library) Another group has to tell the path from the ● for the target. Teacher has to facilitate the students to form instructions for the above activity.

Activity



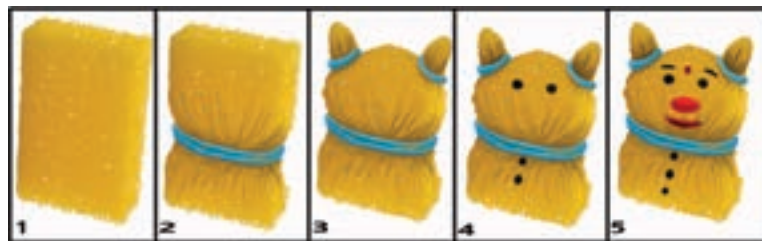
My favourite toy.

Materials Required :

Sponge, Rubber bands, Bindhis.

Procedure :

1. Take a sponge.
2. Put a rubber band in the middle of the sponge.
3. Now put another rubber bands on the top corners to make ears for the teddy bear.
4. Now use bindhis to decorate the teddy bear.
5. Draw eyebrows, nose for the teddy bear.



Game

Traffic Signal



Practice the children with the following instructions along with actions. Then invite the students for peer group activity and facilitate the same.

1. Wear the helmet.
2. Start the vehicle.
3. Signal **red** - stop the vehicle.
4. Signal **yellow** - get ready.
5. Signal **green** - go.

Activity

Fun time



- ❖ Place the objects randomly on the floor. Divide the class into two groups. The selected student in the group should tie the kerchief around his eyes.
- ❖ Now the opponent team has to select the object.
- ❖ The player team has to give the instructions to achieve the target.
- ❖ The teacher should monitor and guide the activities then and there.

Primary Mathematics – Class I (Term 3)

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