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STANDARD ONE

TERM - III

VOLUME - 2

MATHEMATICS
ENVIRONMENTAL SCIENCE

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Department of School Education

Untouchability is Inhuman and a Crime

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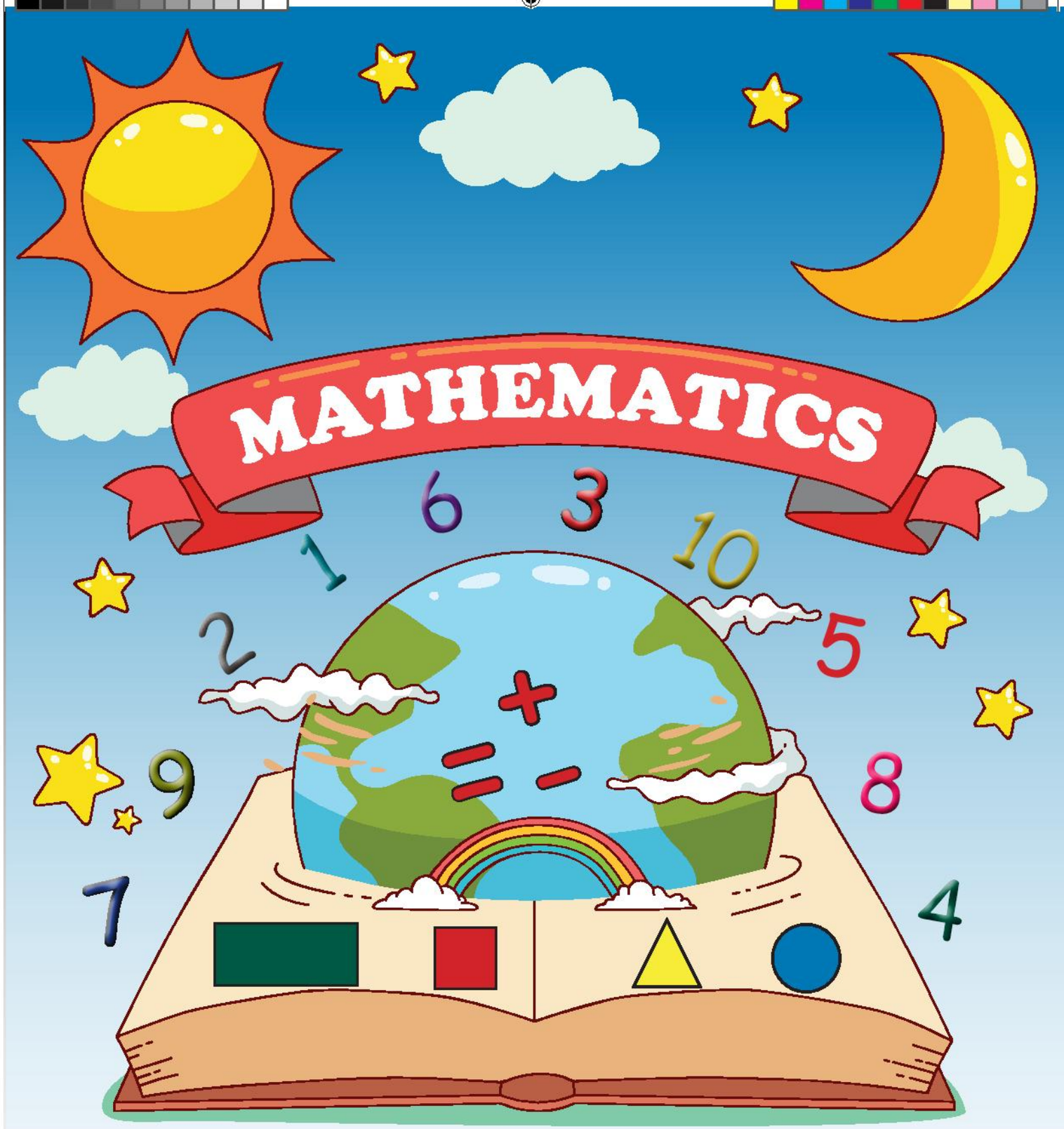
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Standard - 1

Term-III

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MATHEMATICS

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Text Book

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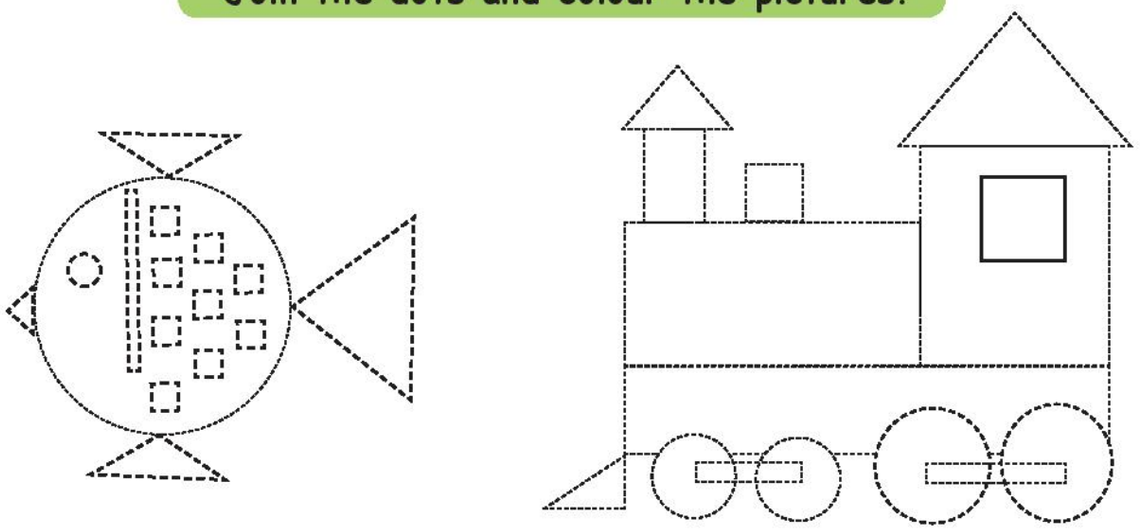
Evaluation

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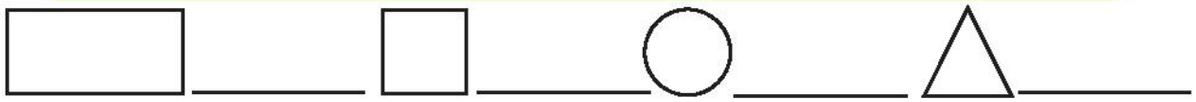
Unit 1 Geometry

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.



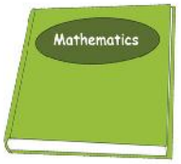




Tick (✓) the flat object.





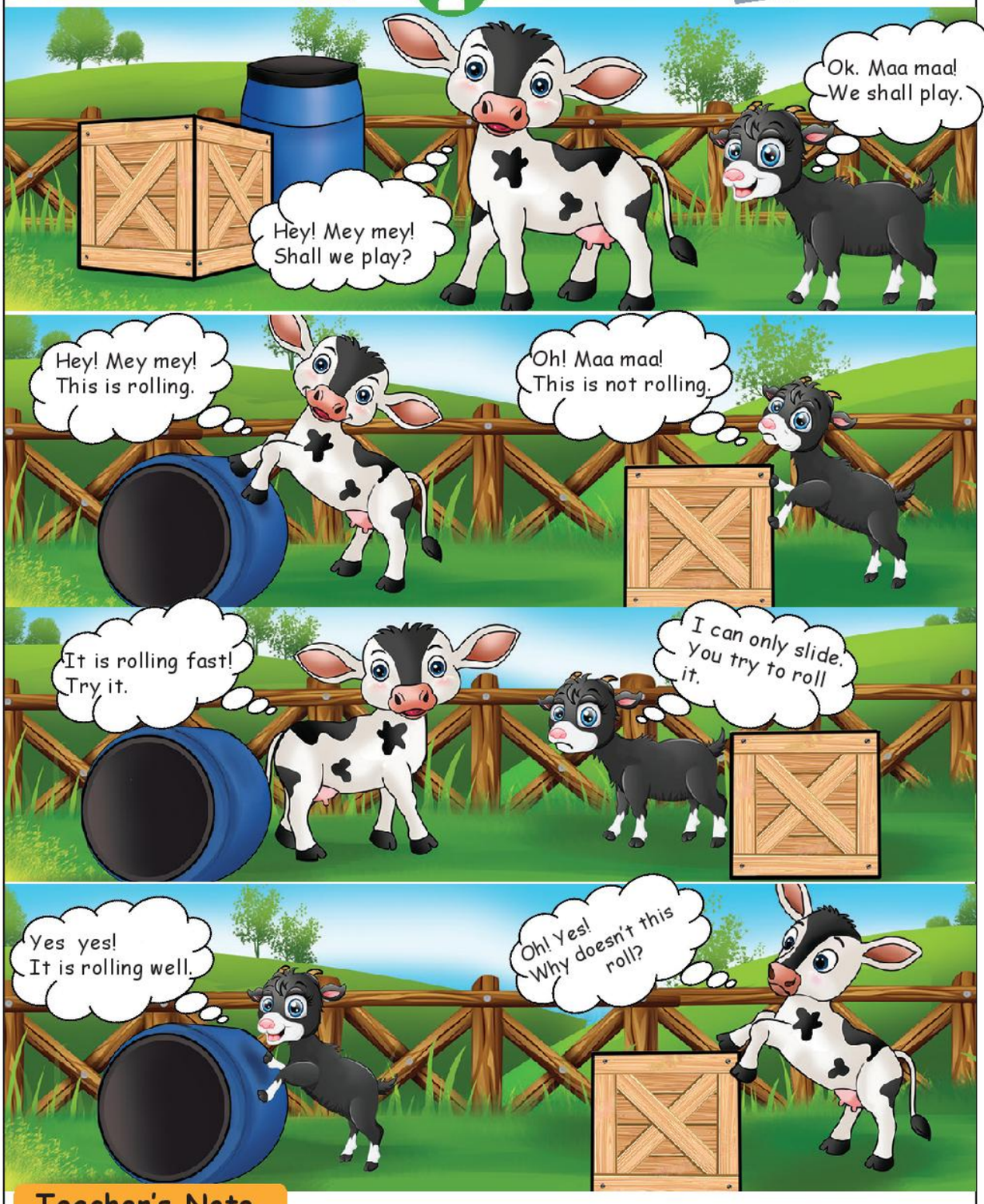


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1.1 Rolling and Sliding

Keywords
Roll
Slide

Travel through



Teacher's Note

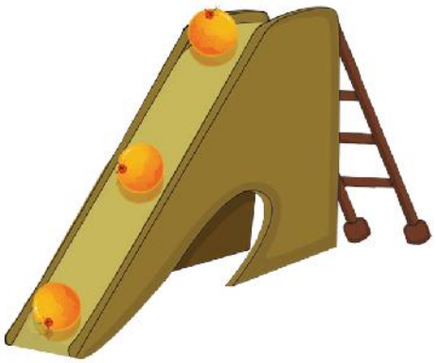
Through the above pictures teacher can emphasise that the round objects alone roll.

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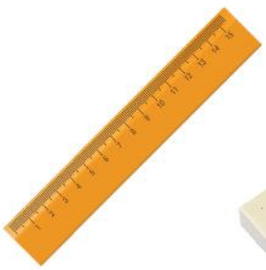
Learn

Round objects roll on a slide.



Flat objects slide on a slide.

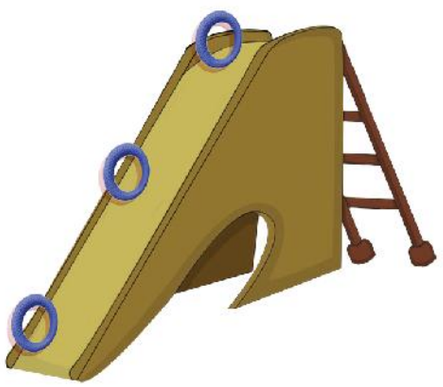






Both round and flat objects either roll or slide on a slide according to the nature of an object.



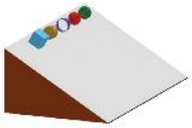



Slide

Roll

1std Maths Term 3 Unit_1.indd 3 20/08/2022 11:38:33

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?

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Practice

Circle the objects that can only roll.










Circle the objects that can only slide.

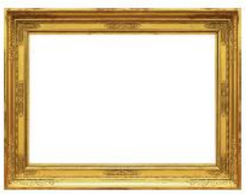









Tick (✓) the objects that can both roll and slide.

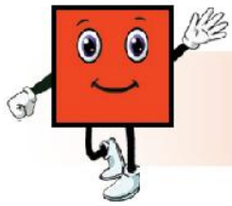


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1.2 Classification of objects

Keywords
Square, Rectangle, Triangle , Circle

Learn



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 don't have sides and corners.
I am round.



Practice

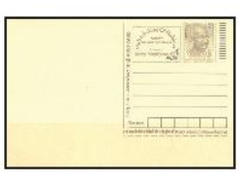
Circle the triangle shaped picture.







Circle the rectangle shaped picture.







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Try this

Match the objects with their basic shapes.





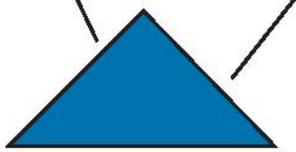






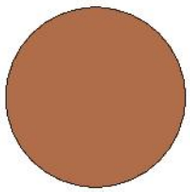












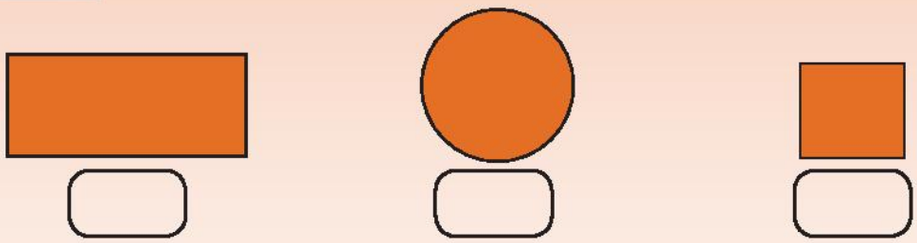


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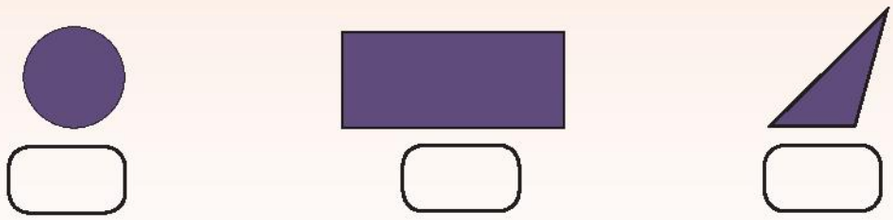
Pleasure time

Tick (✓) the correct one.

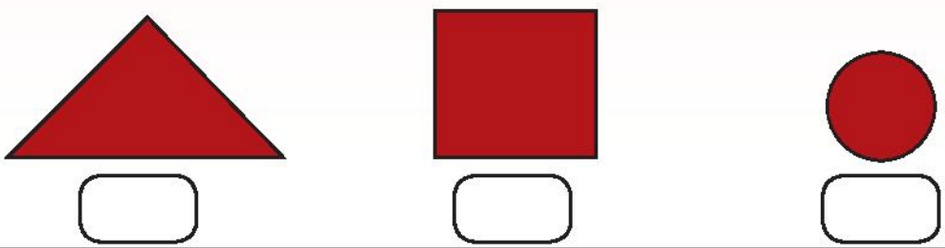
Which shape has 4 equal sides?



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.

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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 questions similar to the above example on subtraction concept and elicit the answers from the students.

Subtract

7	2	5	9
−3	−1	−4	−2
☐	☐	☐	☐

8 − 4 = ☐

3 − 1 = ☐

6 − 5 = ☐

Know more

Subtracting 1 from any number gives its preceding number.

9	5	8	4
−1	−1	−1	−1
☐	☐	☐	☐

Subtracting the preceding number from any number gives 1.

7	3	6	9
−6	−2	−5	−8
☐	☐	☐	☐

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2.1 Subtracting Zero

Travel through

Care the nature.



Number of flowers in the plant = ☐

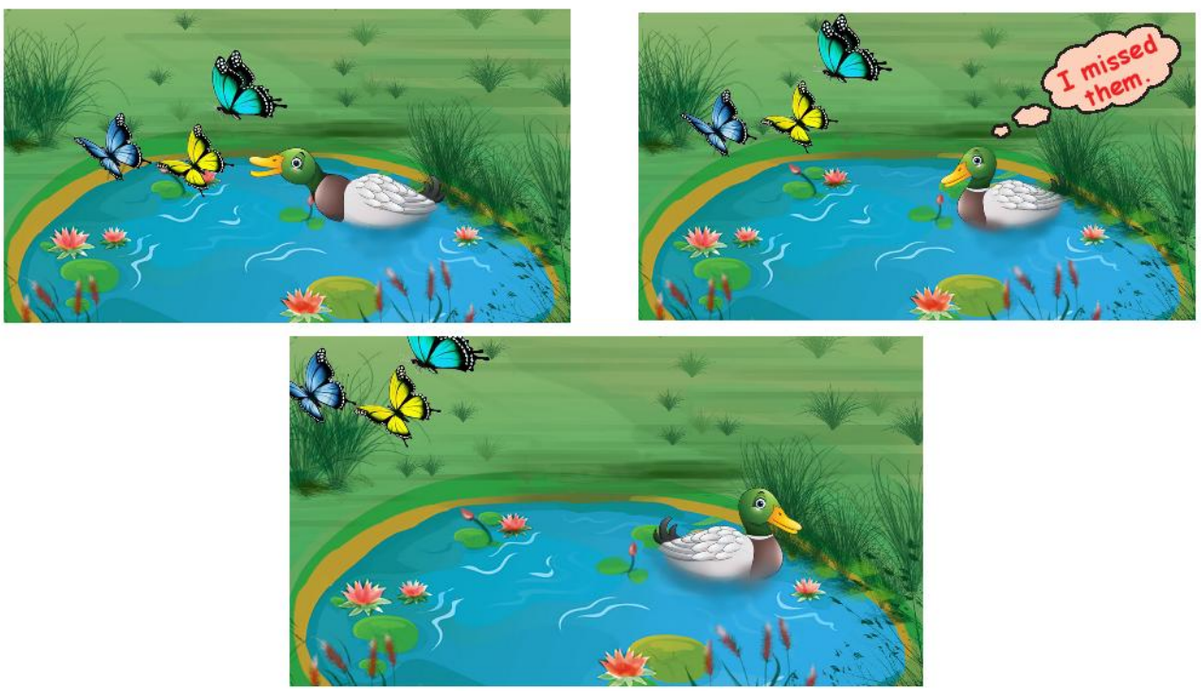
Number of flowers plucked by the girl = ☐

Flowers left in the plant = ☐

Learn

Subtraction using story.

Subtracting 0 from any number gives the same number.



3 − 0 = 3

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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

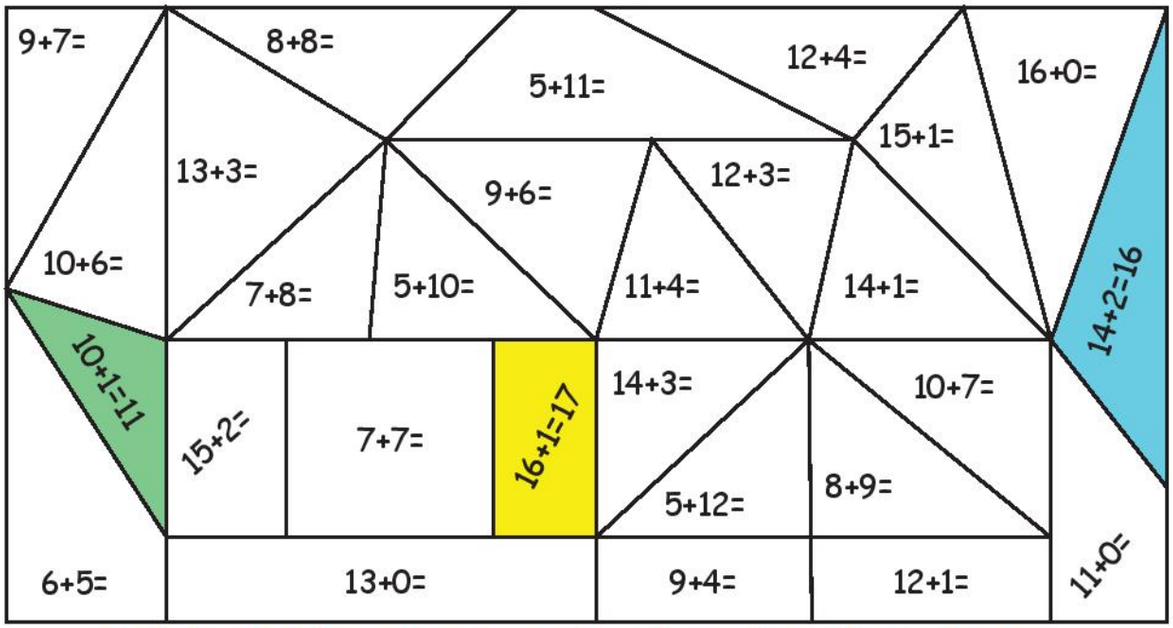
4 – 4 = 4

1std Maths Term 3 Unit_2.indd 11 20/08/2022 14:06:59

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

__ − __ = __

__ − __ = __

5 + 1 = 6

__ − __ = __

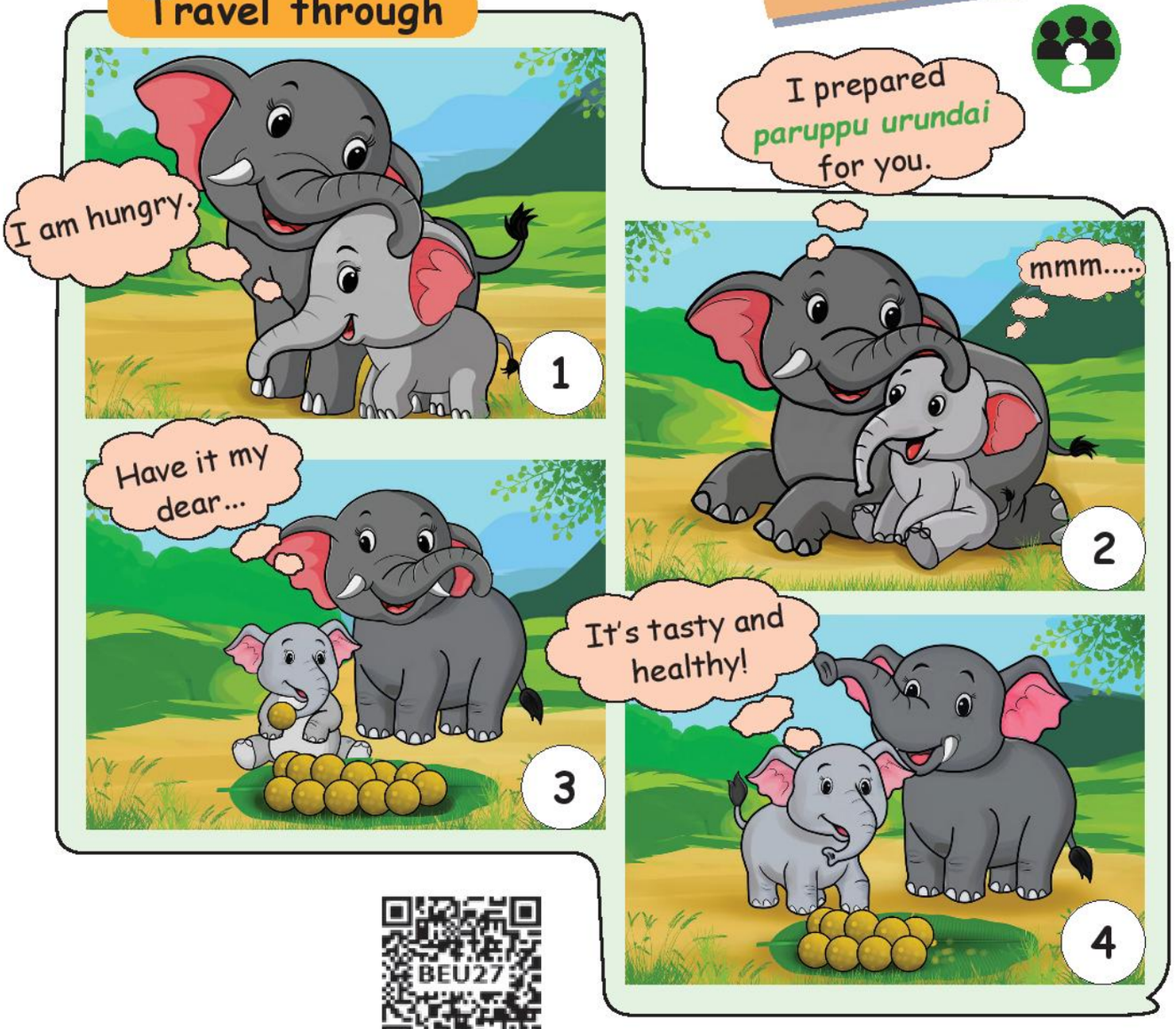
__ − __ = __

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2.2 Subtraction (upto 20)

Keywords
Subtract, Left, Take away, Difference, Remaining

Travel through



BEU27

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?

1std Maths Term 3 Unit_2.indd 13 20/08/2022 14:07:00

Learn

Subtraction

15
−3
12



17 − 4 = 13



Practice

Subtract using lines.

8
−5
( )

9
−3
( )

11
−1
( )

17
−9
( )

15
−8
( )

18
−0
( )

Subtract

19 − 7 = ____ 16 − 5 = ____ 13 − 6 = ____ 11 − 10 = ____

Teacher's Note

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

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Try this

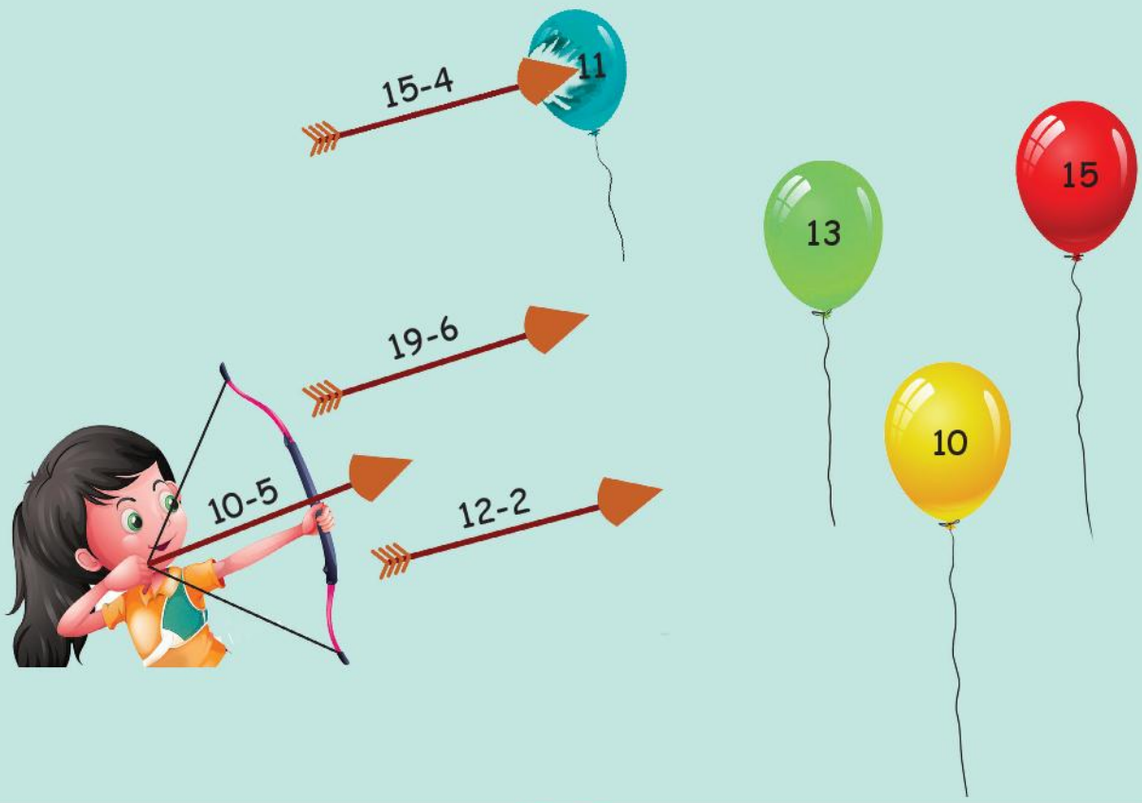
Complete the facts using "+" or "−" symbol.

7		5	=	12
11		0	=	11
13		3	=	10
16		1	=	15

8		8	=	0
19		5	=	14
14		2	=	16
15		3	=	18

Think like a Mathematician

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



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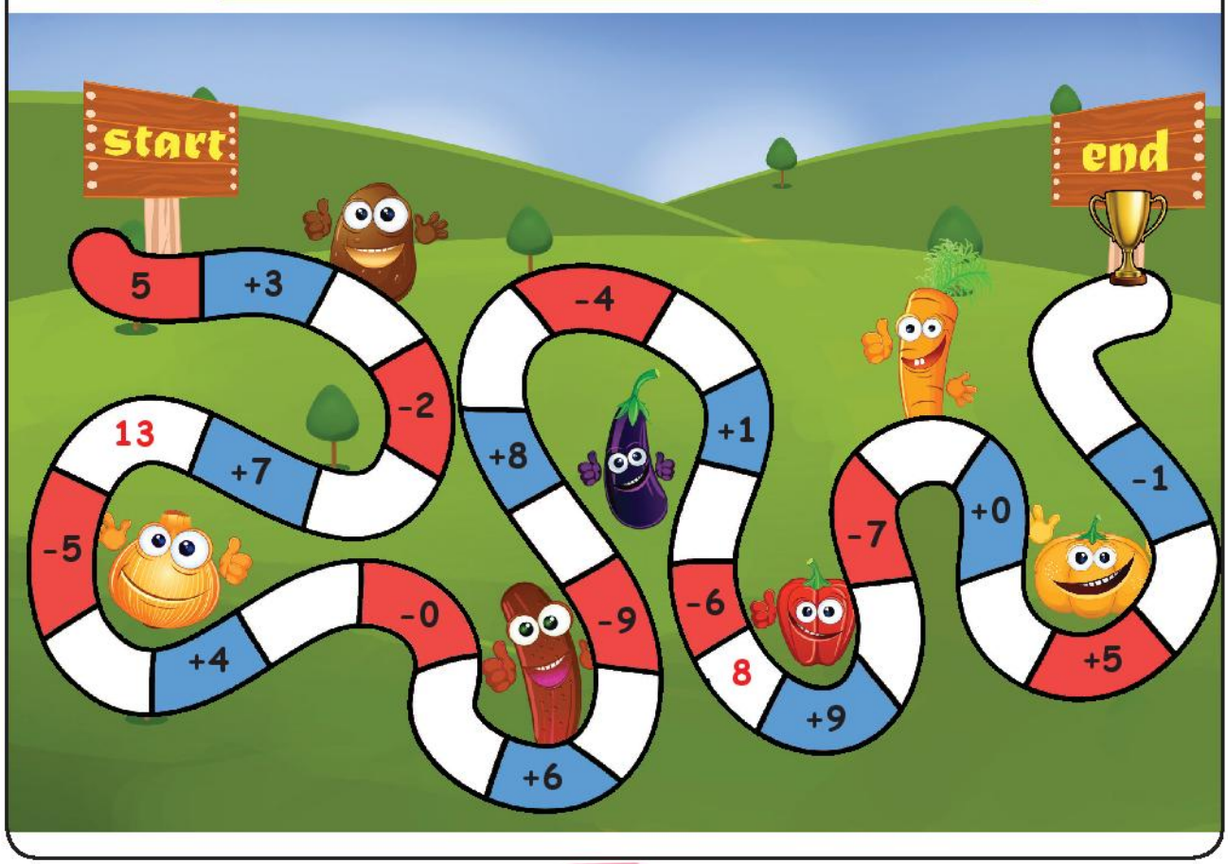
Mental math (Oral)

- 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

N3K2I6

Complete the path to reach the victory cup.

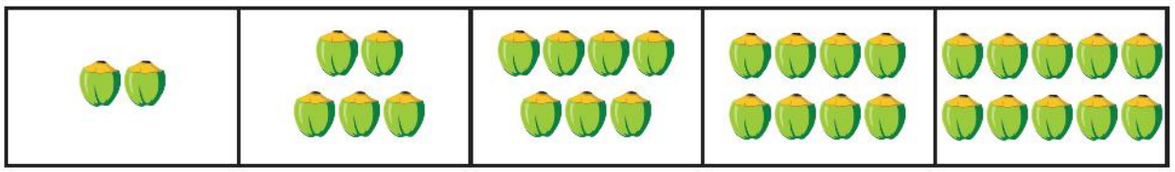


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Numbers

Recall

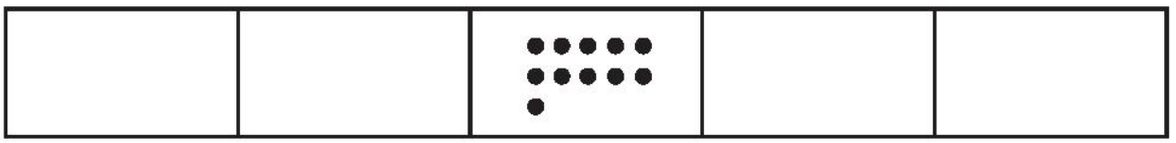
How many tender coconuts are there in each box?



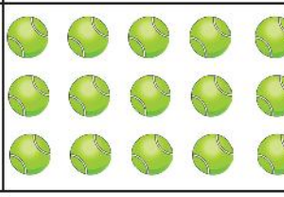
2				

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.

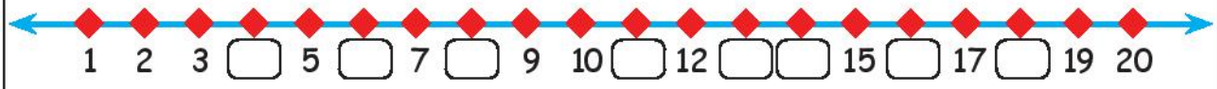
Fewer	Pictures	More
 5	 7	 10
		
		

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.

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Write the missing numbers on the number line.



What comes after the given number?

6		10		15		19	

What comes before the given number?

	3		8		13		17

What comes in between the given numbers?

4		6	12		14	17		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 11



Total 12

2.

I see



Total

3.

I see



Total

4.

I see



Total

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Complete the table.

Beads	Expansion	Number
	10 + 1	11
	10 + 2	
	10 + ☐	
	10 + ☐	
	10 + ☐	

Beads	Expansion	Number
	☐ + ☐	
	☐ + ☐	
	☐ + ☐	
	☐ + ☐	
	20 + 0	20

Draw more beads to show the given number.

12	14	17	20

1std Maths Term 3 Unit_2-1.indd 19 20/08/2022 11:39:20

2.3 Numbers from 21 to 99

Keywords
Numbers, Forward, Backward, Skip count

Learn

10's family

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

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.

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Practice

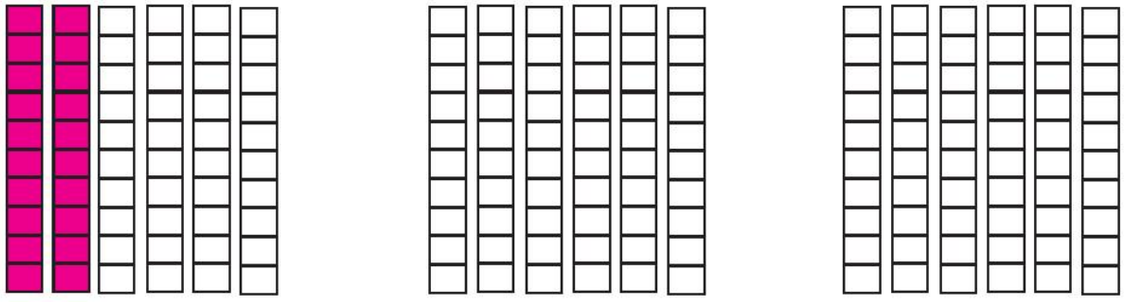
Write the numbers.

10	20	30	40	50	60	70	80	90

Try this

Colour the boxes below for the given numbers.

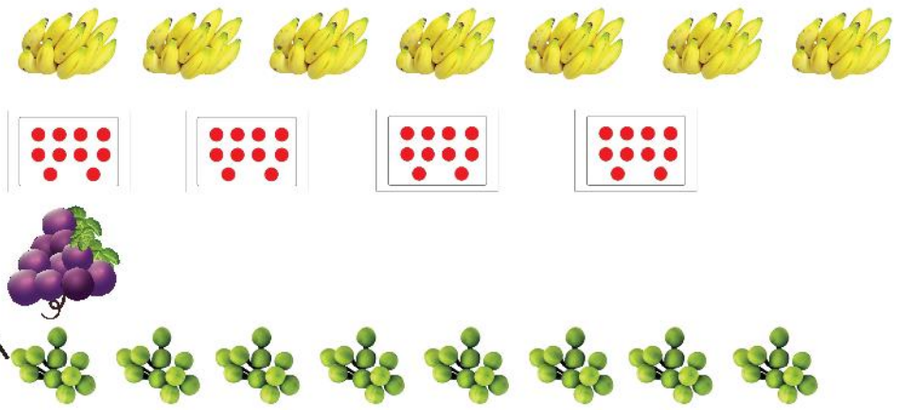
20 30 50



Practice

Match the following.

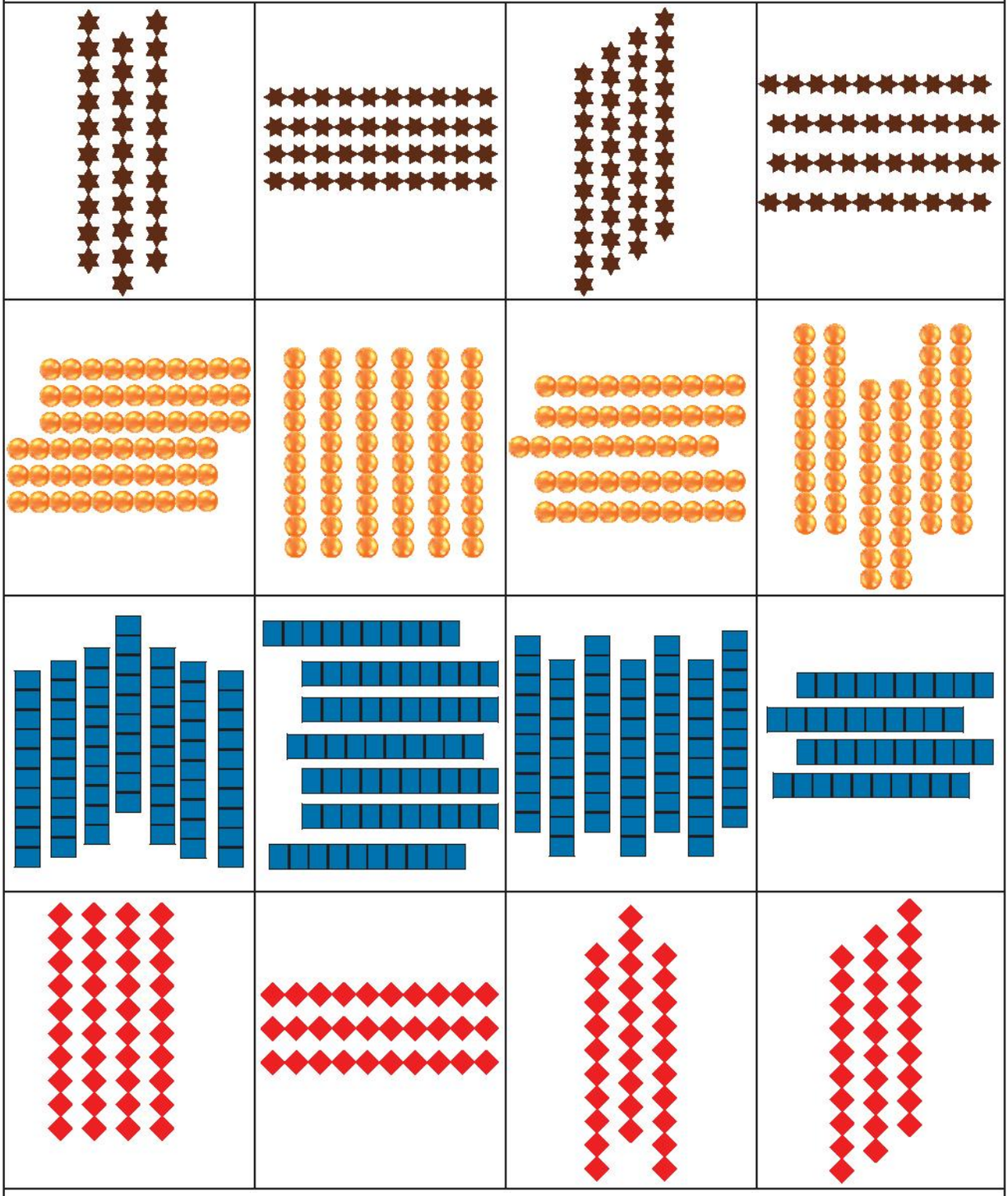
80
70
40
10



1std Maths Term 3 Unit_2-1.indd 21 20/08/2022 11:39:25

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.

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Learn

Numbers from 21 to 30

Bunch of *Panangizhangu*	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

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Learn

Numbers from 31 to 40

Bunch of *Nellikai*	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

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Learn

Numbers from 41 to 50

Bunch of *Panangai*	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

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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.

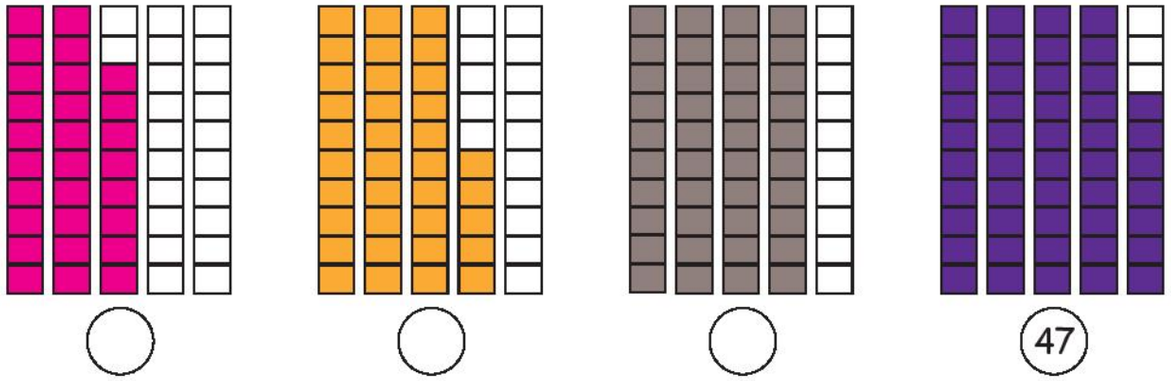
Procedure

- 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.

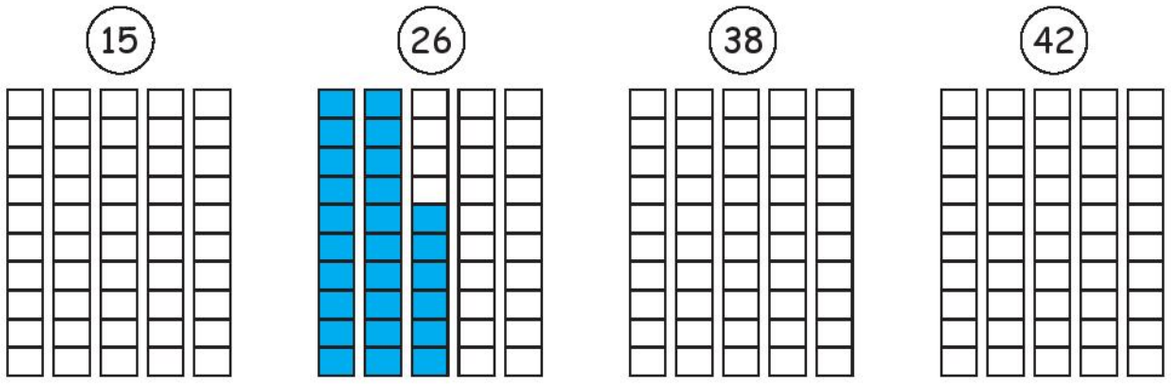
1std Maths Term 3 Unit_2-1.indd 26 20/08/2022 11:39:54

Try this

Count the shaded boxes and write the numbers below.



Colour the boxes according to the number.



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

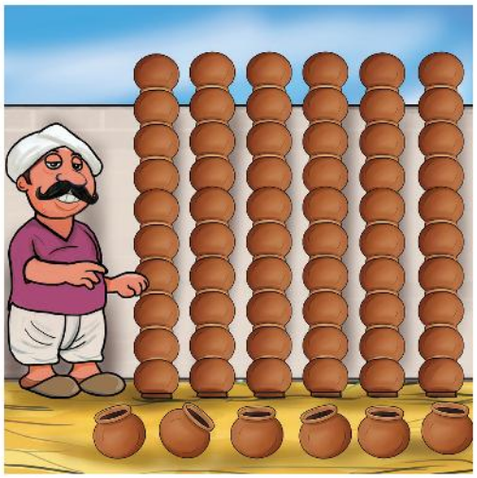
1std Maths Term 3 Unit_2-1.indd 27 20/08/2022 11:39:55

Learn

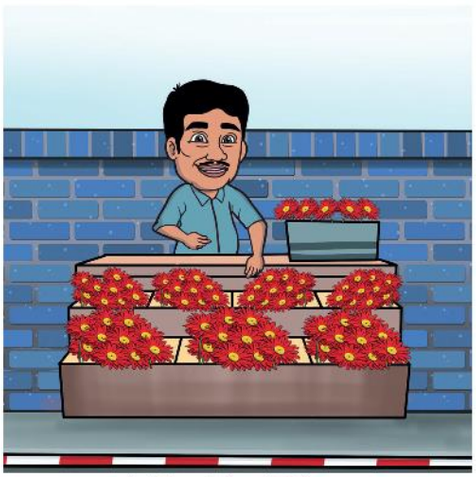
Numbers from 51 - 99



50 + 3 = 53



60 + 6 = 66



70 + 5 = 75



80 + 7 = 87



90 + 2 = 92

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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

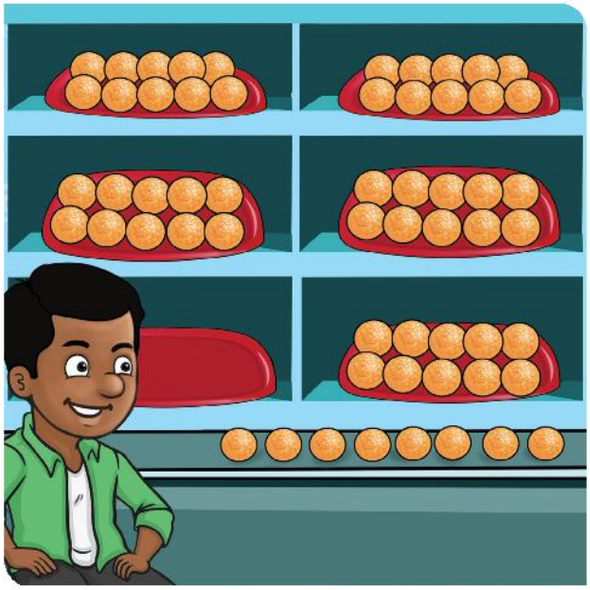
Write the numbers.

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	

1std Maths Term 3 Unit_2-1.indd 29 20/08/2022 11:39:58

Try this

How many laddus?



How many eggs?

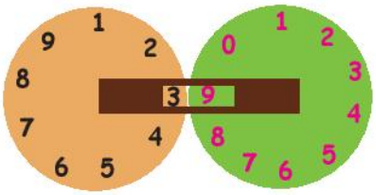


Game

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.

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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, _____, _____, _____, _____, _____, _____, _____, _____

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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



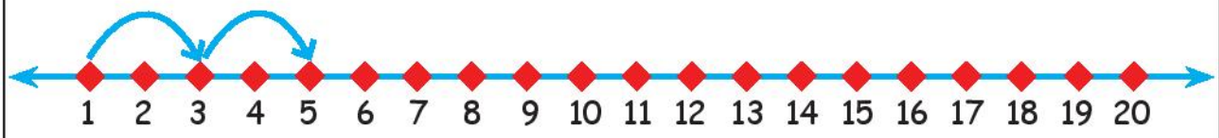
Can you say the numbers on which jumped on?

Can you say in which numbers will jump on?

1std Maths Term 3 Unit_2-1.indd 32 20/08/2022 11:40:01

Learn

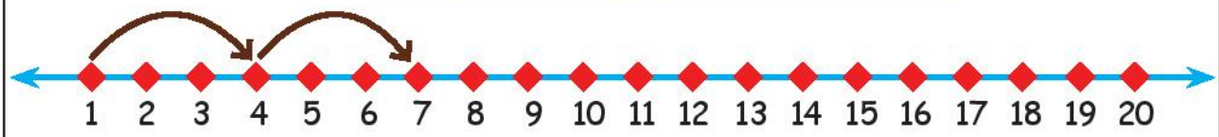
Skip counting by 2's forward.



Using the number line, complete the following.

1	3	5	7						

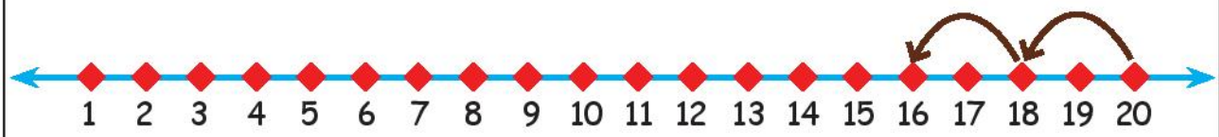
Skip counting by 3's forward.



Using the above number line, complete the following.

1	4	7				

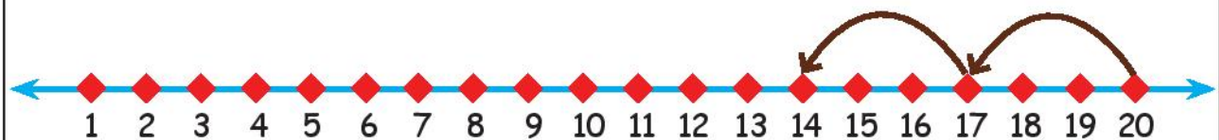
Skip counting by 2's backward.



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				

1std Maths Term 3 Unit_2-1.indd 33 20/08/2022 11:40:01

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.
  Example: 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.

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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.

DHXAC

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Unit 3 Money

Keywords
Coin,
Currency

Travel through



SZPI1

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?

1st Std Maths_Term 3_Unit 3_EM.indd 36 11/10/2022 17:26:17

Learn

The existing coins and currency notes in India.

Coins / Currency notes	Value
	₹1
	₹2
	₹5
 	₹10
 	₹20

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

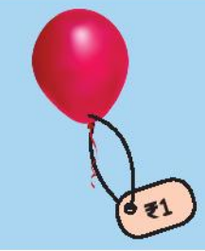
Know more

'₹' Symbol is used for representing Rupee, the Indian currency.

1st Std Maths_Term 3_Unit 3_EM.indd 37 11/10/2022 17:26:18

Practice

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

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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



1st Std Maths_Term 3_Unit 3_EM.indd 39 11/10/2022 17:26:23

Learn

₹10 in different ways.

₹10	
₹10	
₹10	
₹10	
₹10	

Game

Change, change, exchange

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

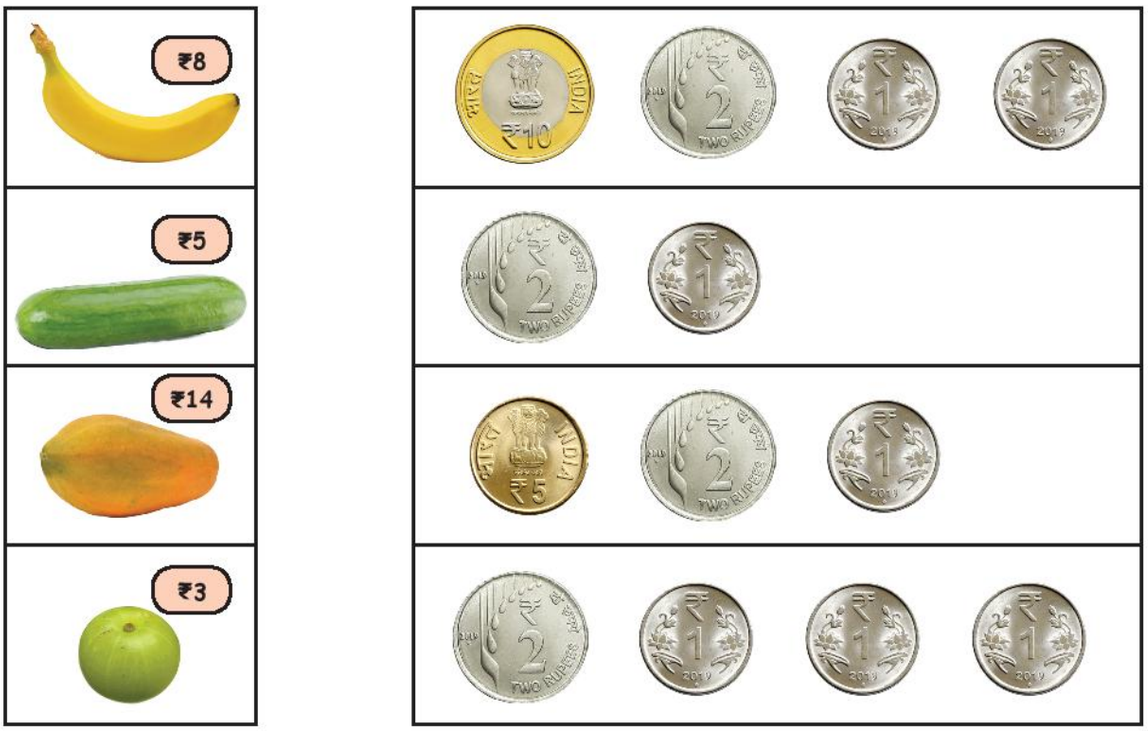
Procedure:

- 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.

1st Std Maths_Term 3_Unit 3_EM.indd 40 11/10/2022 17:26:26

Practice

Match the objects with its correct money value.



Pleasure time

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



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Unit 4 Time

Travel through

YGVOQ

Keywords
Time, Earlier, Later, Fast, Slow

A day with Mugil



1st Std Maths_Term 3_Unit 4_EM.indd 42 9/12/2022 5:11:18 PM

Practice

Colour the boxes for the morning activities with blue and the evening activities with red.





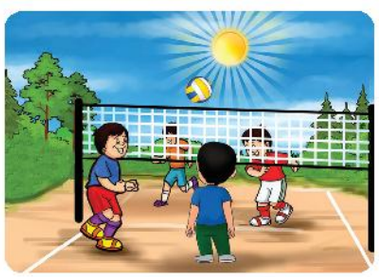

Activity

- 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


Evening


Night

1st Std Maths_Term 3_Unit 4_EM.indd 43 9/12/2022 5:11:21 PM

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









1st Std Maths_Term 3_Unit 4_EM.indd 44 9/12/2022 5:11:24 PM

Learn

Earlier - Later

Earlier



Stone

Later



Mortar (*ural*)

Try this

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

















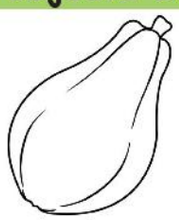


Practice

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



Earlier



Later



Earlier



Later

1st Std Maths_Term 3_Unit 4_EM.indd 45 9/12/2022 5:11:28 PM

Learn

Old - New



Old Television



New Television

Practice

Match the old objects with the new objects.













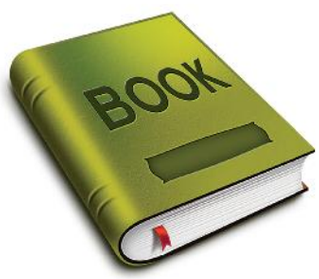




Know More

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

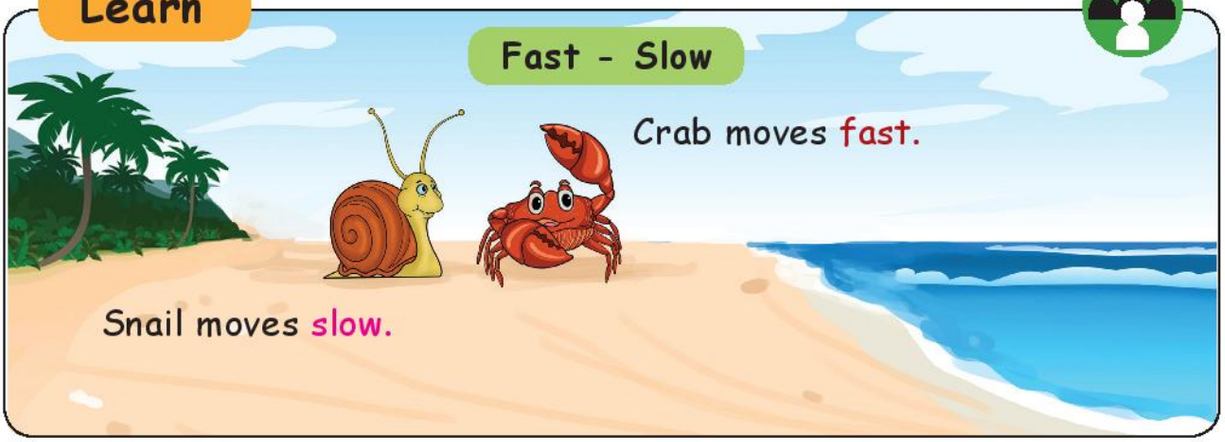




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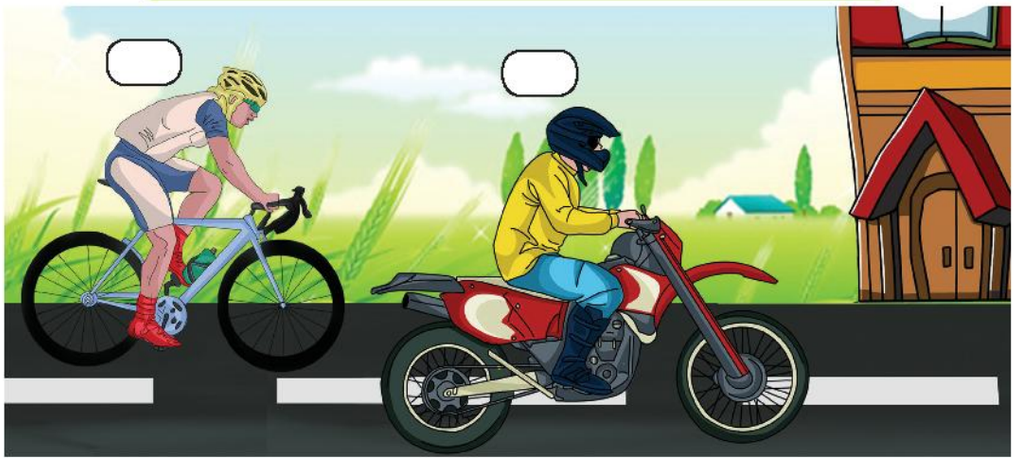
Learn

Fast - Slow



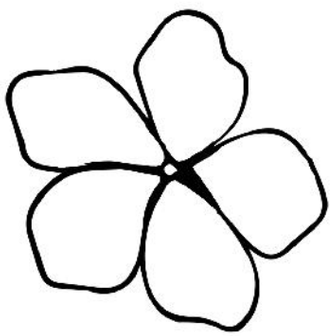
Practice

Tick (✓) the vehicle which moves fast.



Pleasure time

Let us colour!



ZQD0M



Which picture could be coloured neat and fast? why?

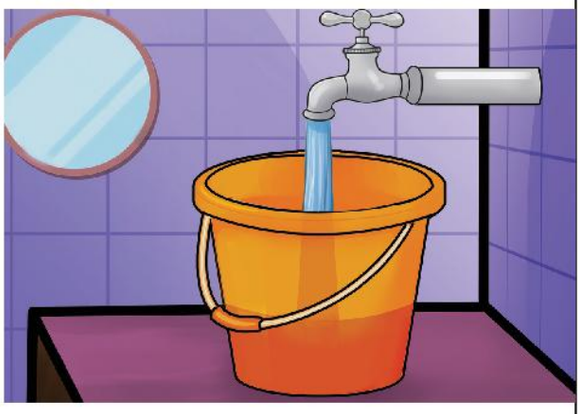
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Learn

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?



1st Std Maths_Term 3_Unit 4_EM.indd 48 9/12/2022 5:11:37 PM

Unit 5 Information Processing

5.1 Assembling Parts

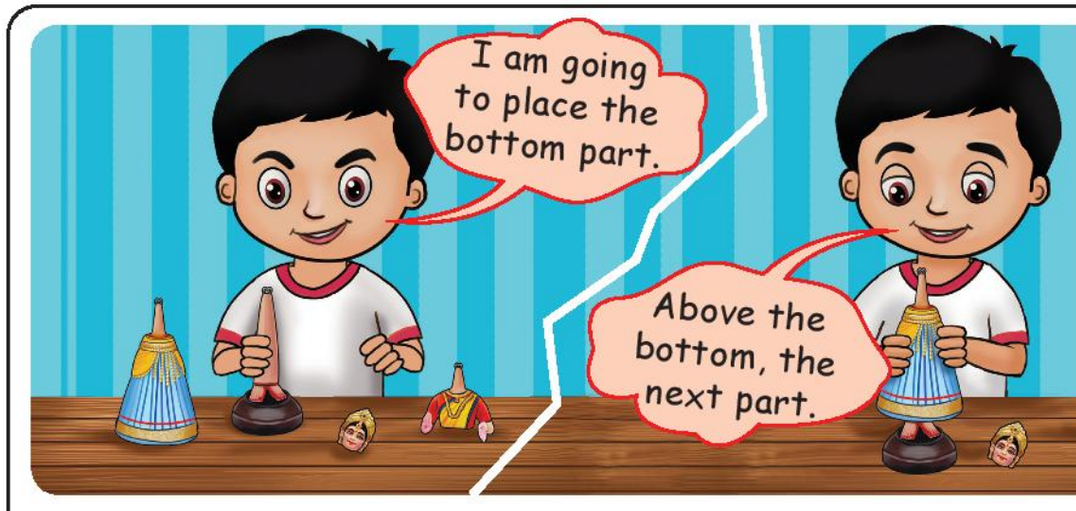
COR5W

Keywords
Parts, Dismantle, Assemble, Instructions

Travel through

Shall we assemble the doll?





1std Maths Term 3 Unit_5.indd 49 20/08/2022 11:43:15

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.





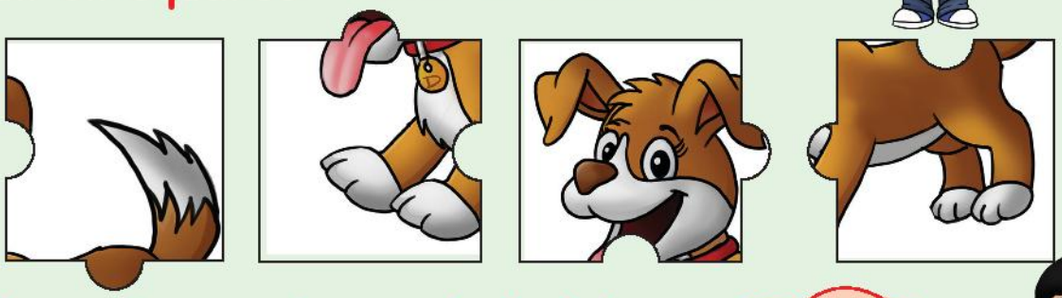
1std Maths Term 3 Unit_5.indd 50 20/08/2022 11:43:17

Learn



I found this puppy picture pieces in a magazine.

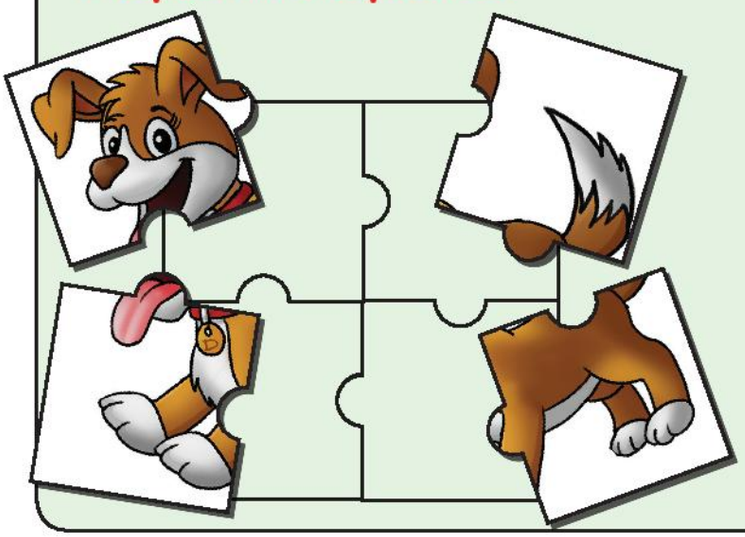
Fun on squares

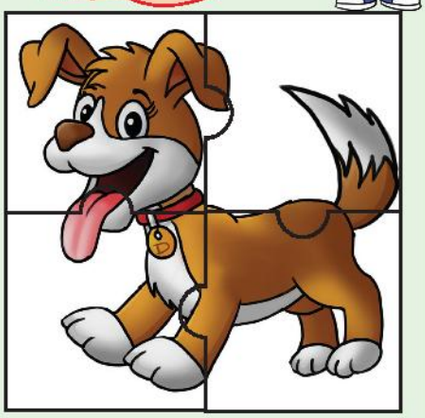


Place the puzzle cards in it's respective squares.



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

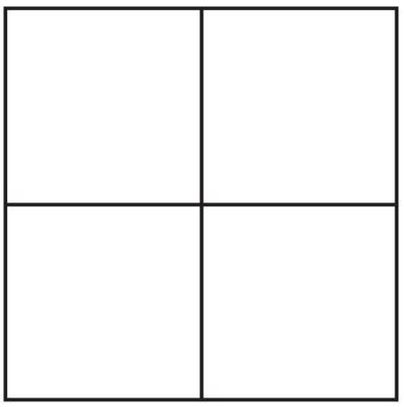




Activity

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.



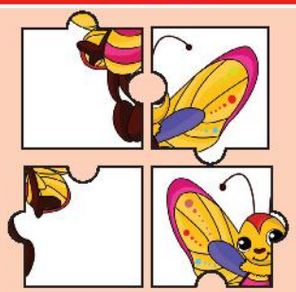
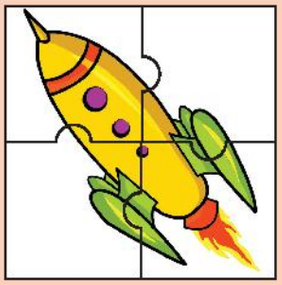
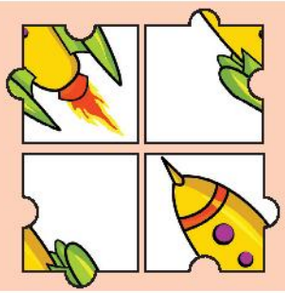
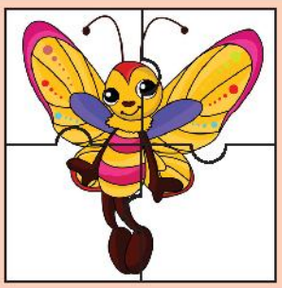
1std Maths Term 3 Unit_5.indd 51 20/08/2022 11:43:18

Practice



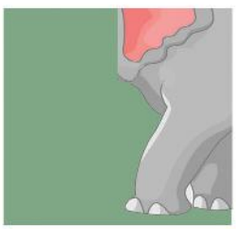
Fix the pictures.

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.



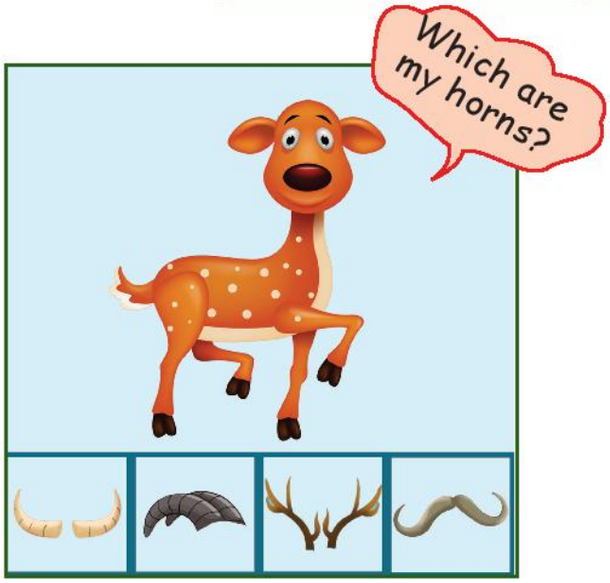
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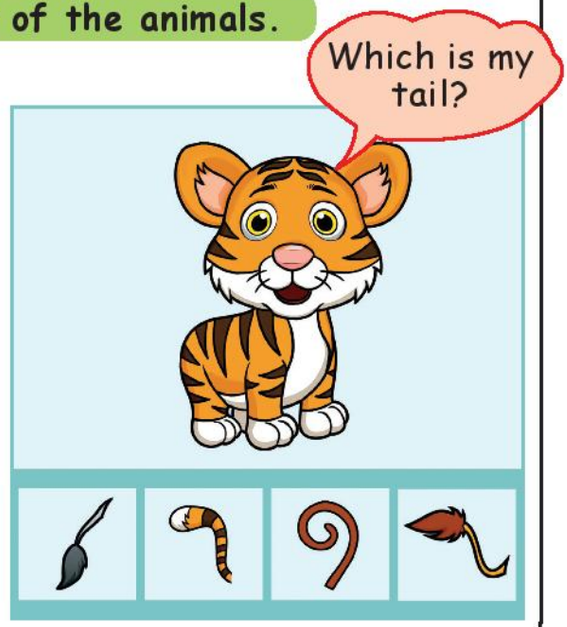


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Activity

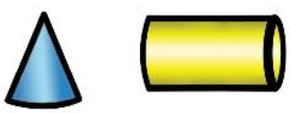
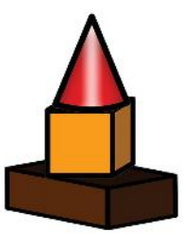
Circle the correct part of the animals.





Practice

Match the math block.

Math blocks	Designs
	
	
	

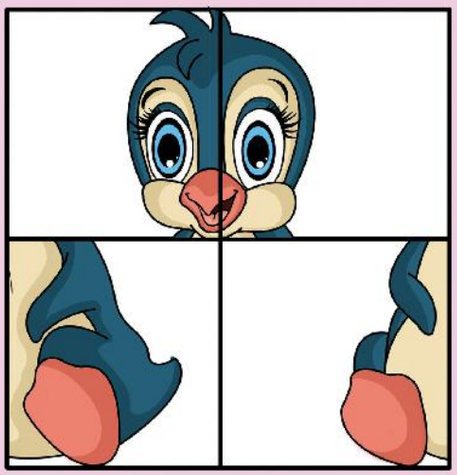
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Pleasure time

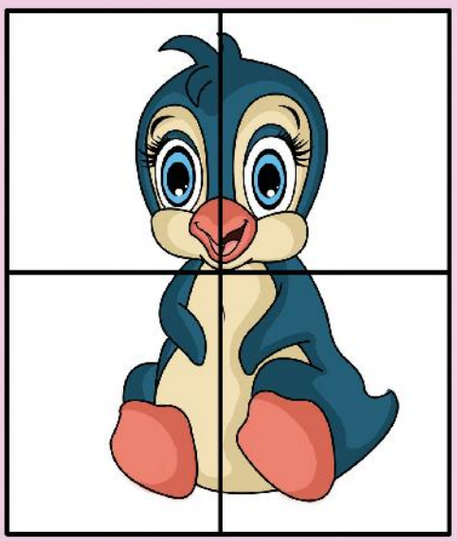
DXWPK



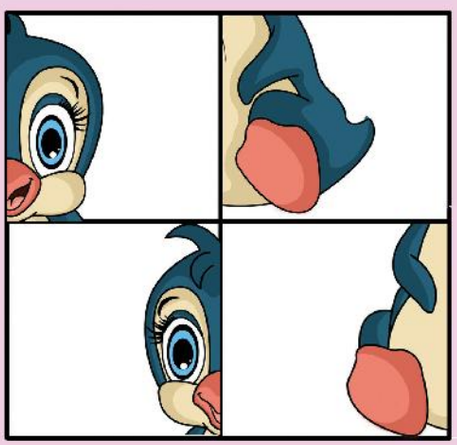
Find the correctly arranged picture set and tick (✓) it.













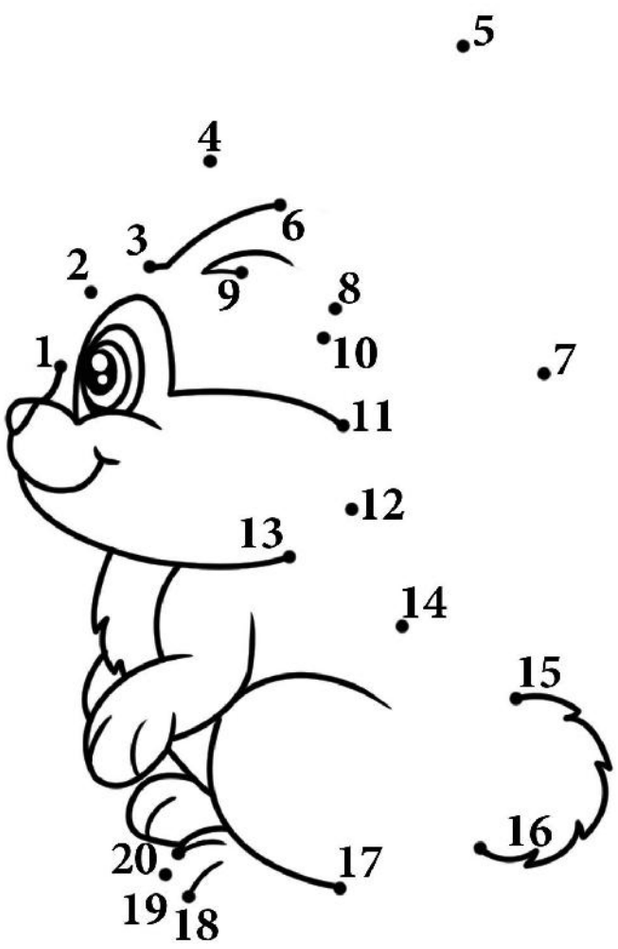
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5.2 Formation of Pictures

Learn

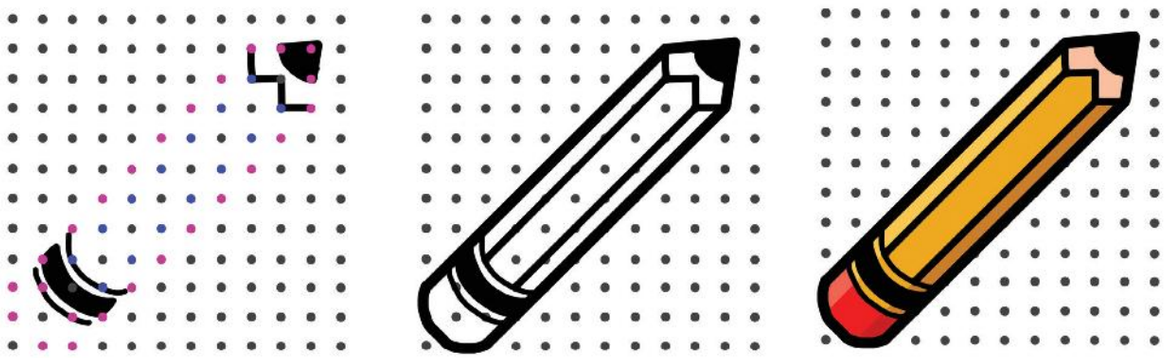
Join the dots in order.







Learn

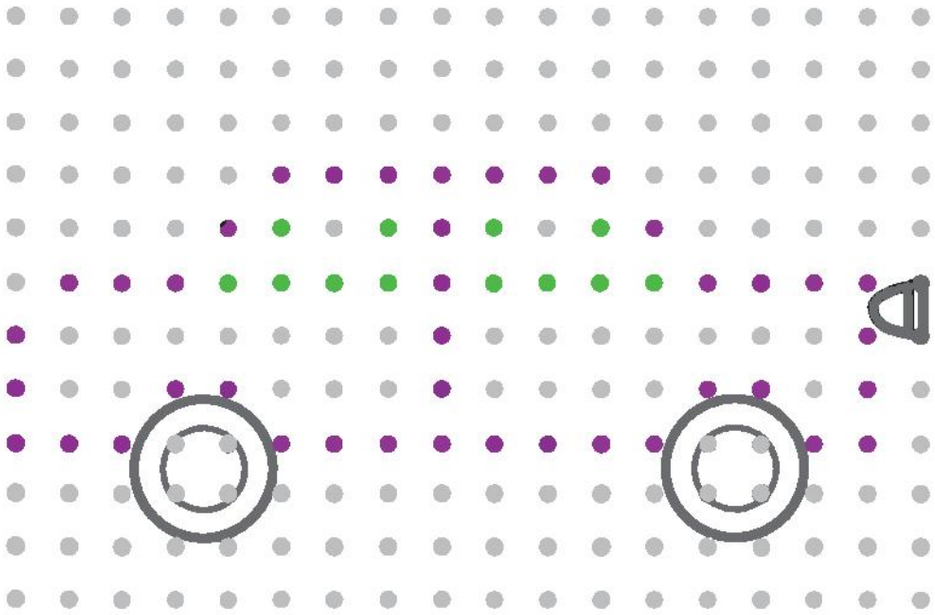


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Practice

Let us make a car.

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

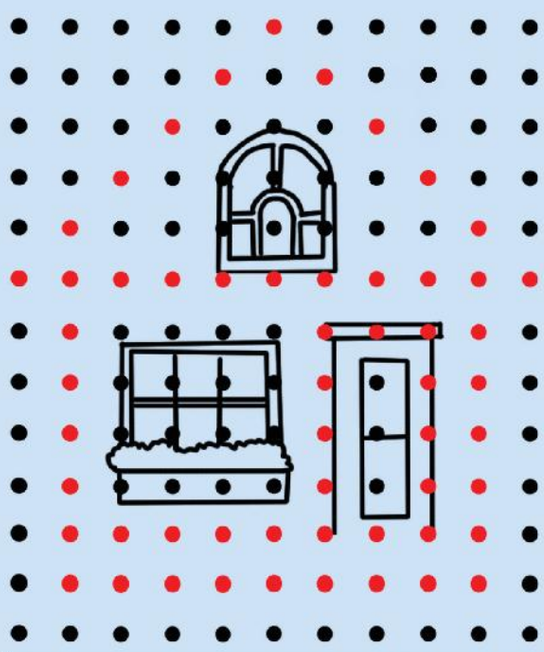


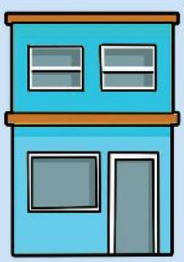




Think like a Mathematician

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









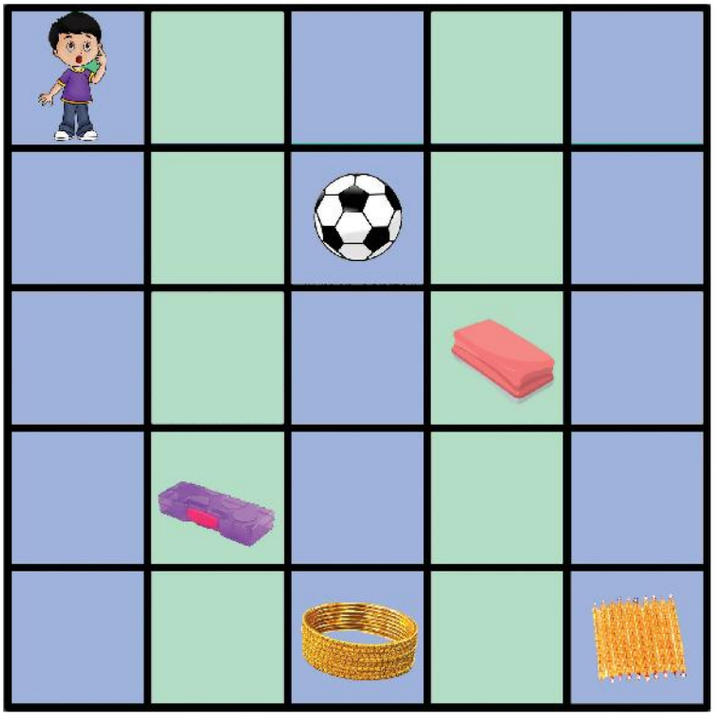


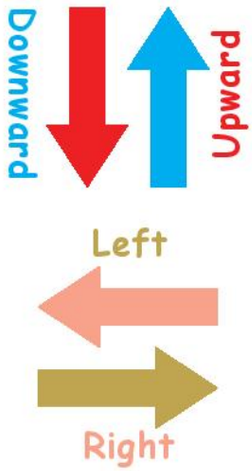
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5.3 Formulating Instructions

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.

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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.

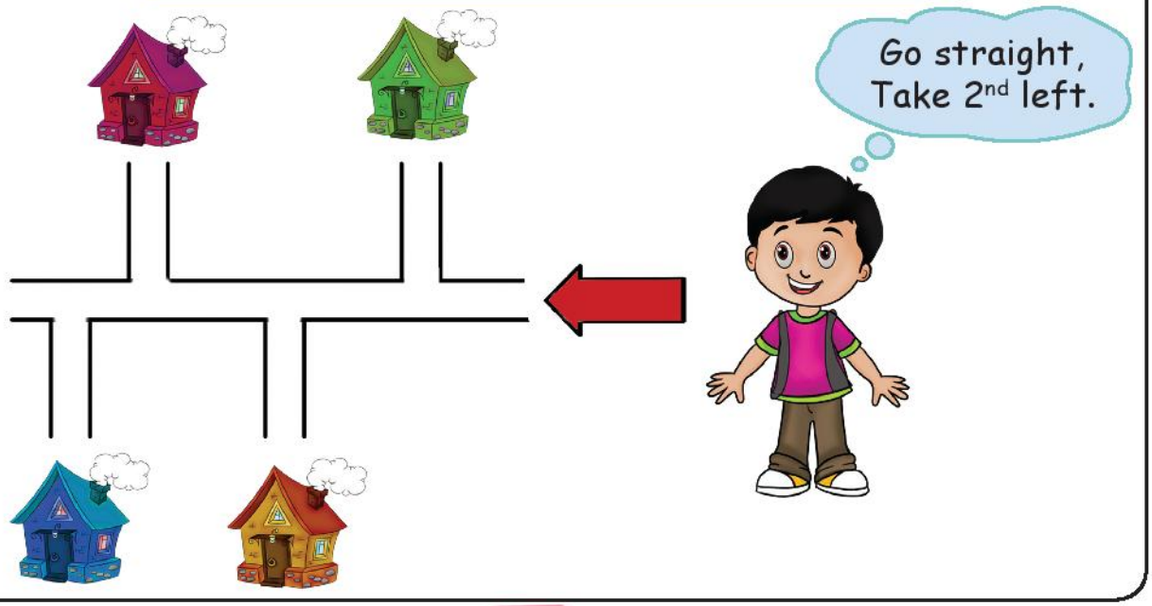
Teacher's Note

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.



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Learn

Framing Instructions

Explain the path



Teacher's Note

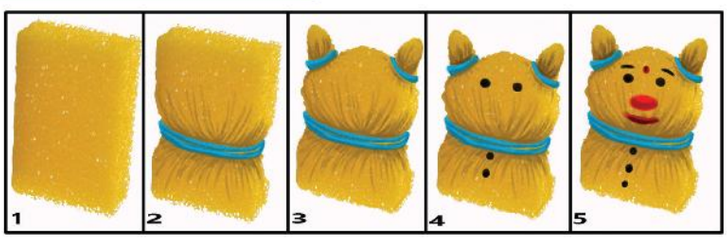
Divide the class room into two groups. Let one group select a place in the picture as it's target to reach. (**Example**: Library) Another group has to tell the path from the ● for the target. Teacher has to facilitate the students to form instructions for the above activity.

Activity

My favourite toy.

Materials Required :

Sponge, Rubber bands, Bindhis.



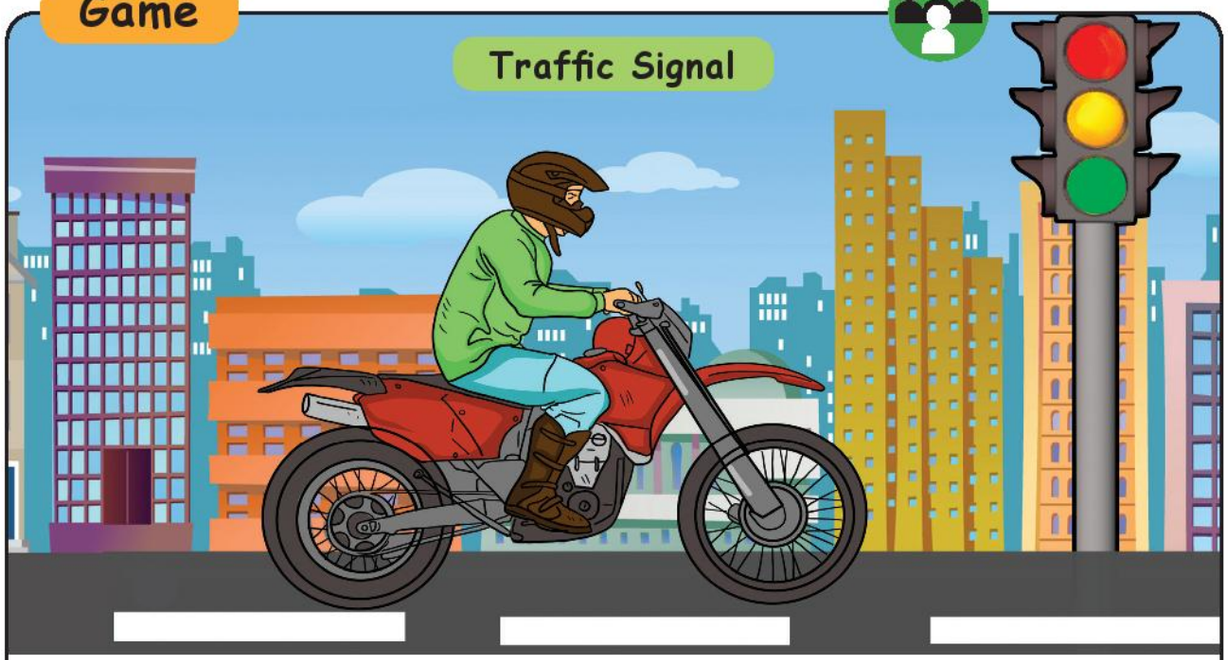
Procedure :

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.

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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.

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Primary Mathematics – Class I (Term 3)

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ENVIRONMENTAL SCIENCE

STANDARD ONE

TERM - III

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1

Environmental Science



Term-III

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Environmental Science

Class - I (Term - III)

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E-Book

Evaluation

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UNIT 1

Materials Around Us

Learning Objectives

The Learners

- ❖ Identify the different materials around them
- ❖ Differentiate between the materials

Let Us Talk

Observe the picture and talk about the different objects and what they are made of.



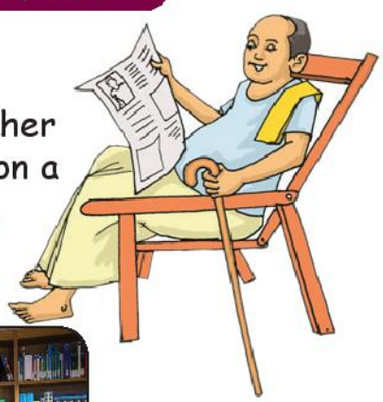
All the objects that we use are made of different kinds of materials like wood, clay, stone, sand and metals.

Wood

Meera is colouring with a pencil.



Grand father is sitting on a chair.





Books are arranged in the bookshelf.

Vimal is playing with a doll.



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Wood is a material got from the trunk and branches of trees. We make many things such as chairs, toys, pencils, ladders, cricket bats, matchsticks, doors and bookshelves from wood.



Can you identify the things made of wood in your classroom?

Tick (✓) the things made of wood.



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Clay



Fathima is planting a sapling in the soil.

Soil is a mixture of clay, sand, small pieces of rock and dried leaves. Clay is sticky. It has the ability to absorb water.



Bricks are made of clay.



Many more things can be made using clay.



Pot



Clay Stove



Lamp



Roof Tiles

Rajan collects wooden toys. Kamala collects clay toys. How many toys do each of them have? Count and write.







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Stone



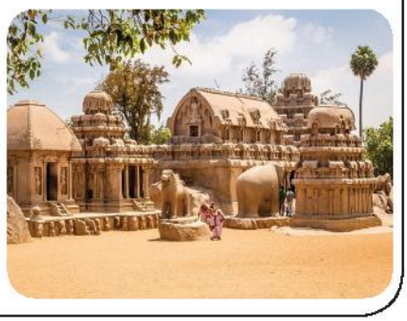
Sandiya and Kaviya are playing with pebbles.

9BT04E

Pebbles are a type of stone.
Stone is a hard substance found on earth.
There are many kinds of stones. We use stone in many ways.

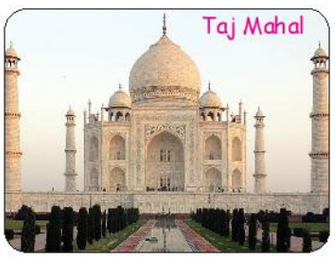


Mahabalipuram is well known for its stone sculptures.





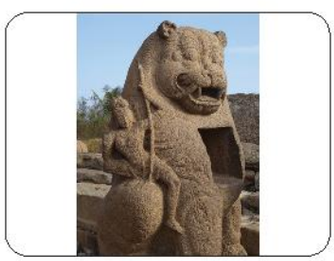
Stones are used to build houses.



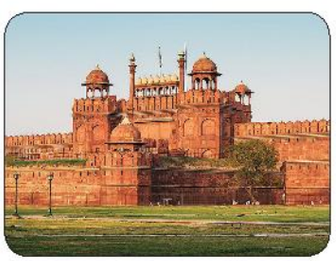
Marble is a kind of stone. It is used to make floors and buildings.



Small stones called gravel are used to make roads.



Stones are used to make statues.



Red stone is also a type of stone used in many buildings.



We can make jewellery using precious stones called gems.

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Join the objects to the materials they are made of.





Wood

Stone

Clay





Sand



Ravi and Prabu are playing in the sand. Do you like playing in the sand?

Sand is formed from broken pieces of rock over a long period of time.

Sand is mixed with cement to construct buildings. Sand is also used in making glass. Beautiful sculptures can be made with the sand. This is called sand art.









Sand clocks were used to measure time in the olden days.

Shall we make a sand clock?

- ☞ Take two similar bottles.
- ☞ Make a hole on the lid of both bottles with the help of your teacher.
- ☞ Fill one half of one bottle with sand.
- ☞ Paste both bottles with tape as shown in the picture.
- ☞ Now the sand clock is ready.





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Let us play with a sand clock

Find out how many times you can jump by the time the sand moves from one bottle to the other. Use the clock to measure the time taken for other activities.

Metals



Surya is riding a bicycle. Bicycles are made of metal. Metal is a hard and shiny material. We use metals in our daily life in many ways. Look at the following examples.



Ring



Vessel



Tap



Car



Wires



Coin

Circle the things made of metals.



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Evaluation

1. Which material is used to make the given objects? Enter the correct number in the circle.

(Sand - 1, Wood - 2, Clay - 3, Stone - 4, Metal - 5)











2. Find and circle the hidden words.



Box



Lamp



Pot

L	U	R	R	O	A	D
A	S	A	L	V	A	C
M	T	P	O	T	M	T
P	O	Z	C	E	P	S
N	N	A	K	L	S	R
S	E	N	B	O	X	V



Road



Stone



Lock

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3. Connect the objects to the materials they are made of.











Wood



Metal



Clay









4. Put a tick (✓) mark on the correct material. (You can put a tick (✓) in more than one column.)

Material					
Clay					
Wood					
Sand					
Stone					
Metal					

Self Evaluation

- I can identify the different materials around me.
- I can differentiate between the materials.





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UNIT 2

Our Neighbourhood

Learning Objectives

The learners

- Describe their neighbourhood
- Know about different habitats
- Practice safe behaviours



Poonjolai is a beautiful town. **Cheenu** lives there with his parents. He stands in the balcony and looks around. What does he see?

Observe the picture and discuss.

Now talk about your own neighbourhood.



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Our **neighbourhood** is the area around our house.
People who live in the neighbourhood are our **neighbours.** They are known to us.

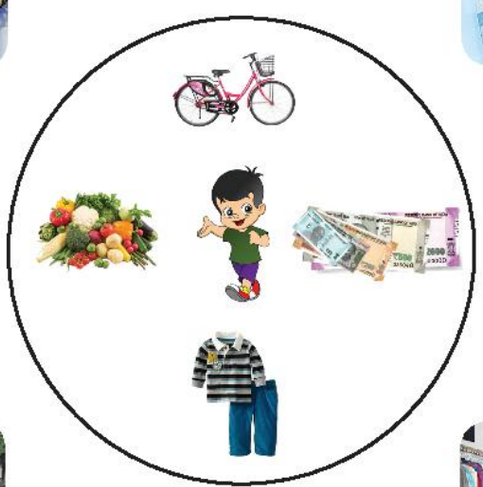
We can get all the things we need from our neighbourhood.
We must take care of our neighbourhood and keep it clean.


Trees and animals are part of our neighbourhood.


Connect the things in the inner circle to the related places in the outer circle.











Habitats

Cheenu : "Where do my cousins Ram, Ramya, Rekha, Ragav and Raghu live?"

Mother : "They live in different places. I will show you the pictures".



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"Ram lives in a village.
This is his house.
He has cows and hens too.
The cowshed is by the side of his house".





"Ramya also lives in a village.
She has a vegetable garden behind her house".





"Rekha lives in a city on the third floor in a tall building. She likes her pet dog very much".

Cheenu : "Even I want a pet dog".

Mother : "Ok, Cheenu".





Mother: "Ragav lives in a hill station. He is fond of flowers. He has a beautiful flower garden in front of his house".





"Raghu lives by the side of a river. There are many coconut trees around his house".

Cheenu : "I like the sound of the river".



Our houses should always be kept clean and tidy. Houses protect us from heat, cold, rain, storm and wild animals.

Let us learn to write our address

Name : _____

Door number : _____

Name of the street : _____

Name of the village/town/city: _____



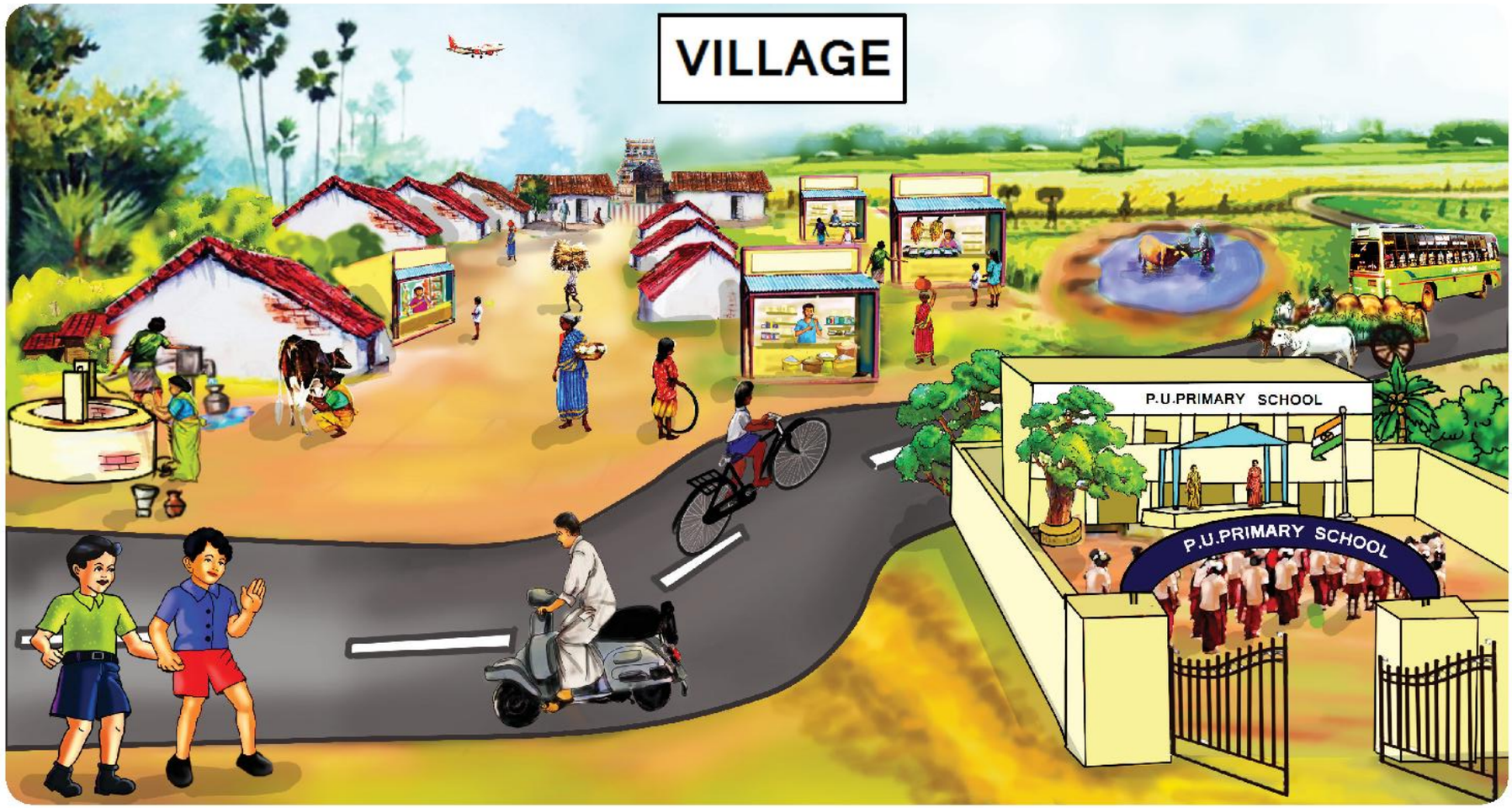


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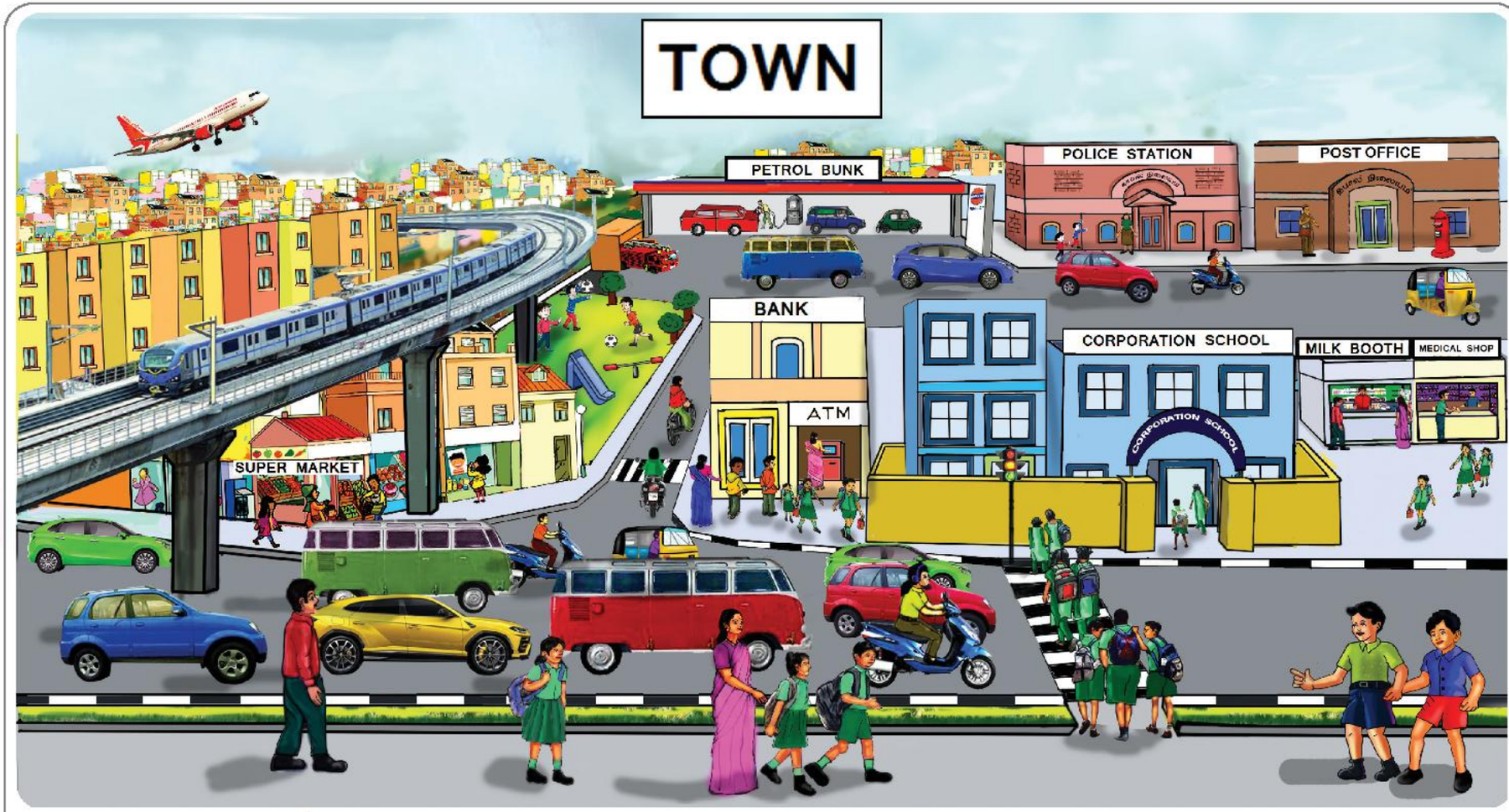
Village and Town

Observe the pictures of a village and a town.
Talk about what you see. What differences do you observe?



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Put a blue star (★) on three things common to the town and the village.

In the village, if you are going from the school to the temple, what will you see on the way?

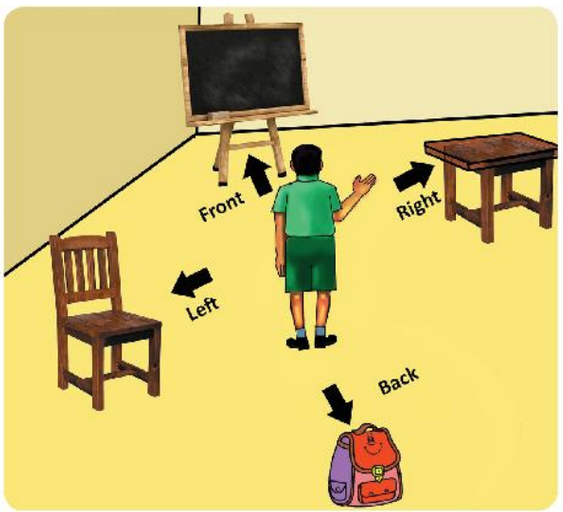
Put a red star (★) on three things that are different in the town and the village.

Name the places that you see in the town.

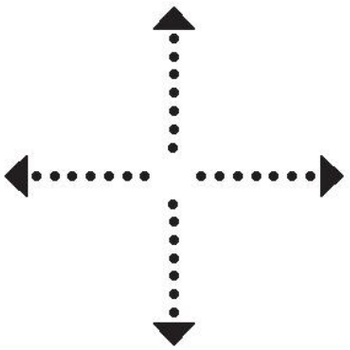
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Directions

Observe the picture and talk about it.



Connect the dotted lines and name the directions.

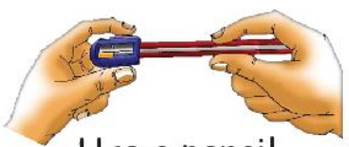


Note for the teacher
Ask students to name friends sitting to their right, left, front and back.

Safety at School



Do not jump on desks/chairs.



Use a pencil sharpener to sharpen the pencils. Do not use a blade.



Form a queue to get into the bus.





Do not harm each other.



Do not put your hand or head out of the moving bus.

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Safety at Home



Do not play with sharp things - knives,blades.





Do not put any object into your nose and ears.



Never touch switches/plugs with your hands, with leaves or with twigs.





Do not play on the banister or balcony.



Do not play near the stove
Do not comb your hair in the kitchen.





Do not catch any insects.



Never play with fire.

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If the action is Safe put a (✓) and if the action is Unsafe put a (X).









Evaluation

1. Write "T" if true and "F" if false.

a. We can buy vegetables and fruits from a market.

b. We can get money from the ATM.

c. We can play with sharp objects.

d. Do not put any objects into your nose.

2. Colour the star green (★) for the correct action and red (★) for the wrong action.






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3. Cross (X) out the objects that you should not play with.







☐ ☐ ☐ ☐ ☐

4. Write the name of the places located in your neighbourhood.
(Police Station, School, Bus stand, Market)



_____



_____



_____



_____

Self Evaluation

- I can describe my neighbourhood.
- I know about different habitats.
- I practice safe behaviours.

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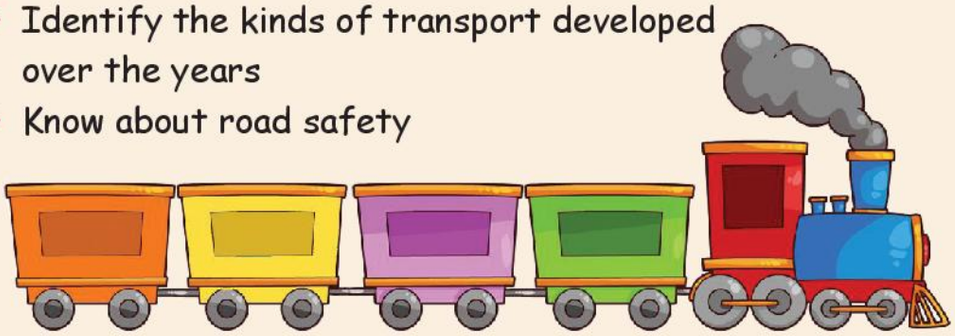
UNIT 3

Transport

Learning Objectives

The Learners

- Identify the kinds of transport developed over the years
- Know about road safety



Let Us Discuss

What are the different vehicles that you see?
How do you come to school?

EB02C



Transport means movement of people and goods from one place to another.

1st_STD_EVS_TERM 3_EM_Unit 3.indd 82 18/10/2022 16:55:05

Today we travel by road using scooters, auto rickshaws, cars, buses, vans, trains. A train can carry many more people than a bus or a van. We travel in the air using aeroplanes and helicopters and on water using ships and boats.

We can travel long distances in a short time using these modes of transport. They need fuel (petrol or diesel) to move.



Scooter



Autorickshaw



Car



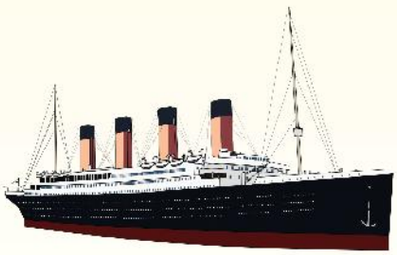
Bus



Van



Aeroplane



Ship



Train

The Fire Rescue vehicle and the ambulance are special vehicles. A fire engine helps us to put out fires. An ambulance helps to take sick people to hospital.

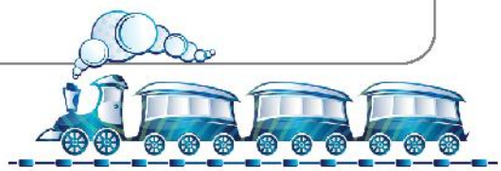


Fire Rescue vehicle





Ambulance



1st_STD_EVS_TERM 3_EM_Unit 3.indd 83 18/10/2022 16:55:07

Tick (✓) the vehicles that use fuel to move.











Story of Transport

In early times man walked, used palanquins or animals like elephants and horses to travel from one place to another.





1st_STD_EVS_TERM 3_EM_Unit 3.indd 84 18/10/2022 16:55:10

Elephants were used to travel across thick forests and were trained to carry loads and people.





Then man invented the wheel. No vehicle on the road can move without the wheel. Man used the wheel to make carts. He used animals like horses, bullocks and donkeys to pull carts with loads and to travel.



Horse Cart



Bullock Cart



Donkey Cart

He made chariots and bicycles using the wheel. Then came all the vehicles that we see today - cars, buses, trains and auto rickshaws.



Chariot



Car



Bus

1st_STD_EVS_TERM 3_EM_Unit 3.indd 85 18/10/2022 16:55:11

Colour the circle for the two wheelers in blue and for the four wheelers in red.



Bicycle ○



Car ○



Motorbike ○



Van ○



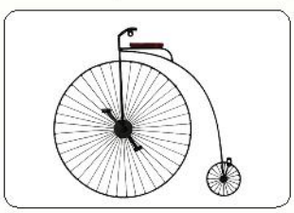
Push Cart ○



Bicycle

All of us love to ride this vehicle. Can you guess what it is? Yes! It is the bicycle. The bicycle has changed from olden times to the present day.



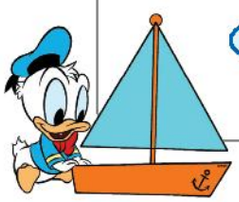






Parts of a Bicycle





1st_STD_EVS_TERM 3_EM_Unit 3.indd 86 18/10/2022 16:55:15

Connect the parts of the bicycle with their names.



Seat

Handle bar

Chain

Pedal

Wheel

Road Safety

To be safe on the road we must follow some rules.

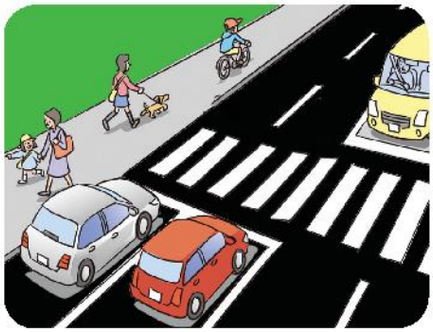


1st_STD_EVS_TERM 3_EM_Unit 3.indd 87 18/10/2022 16:55:16

1. Follow the signal.



- Red - Stop
- Yellow - Get ready
- Green - Go



2. Always walk on the footpath.

3. Cross the road only at the pedestrian crossing (zebra crossing). Cross when the symbol of a person walking turns green.



4. Never hide behind vehicles.



5. Never run or play on the road.



Think and Answer

We should cross the road only at a zebra crossing. Why?

Why is it called a 'zebra' crossing?



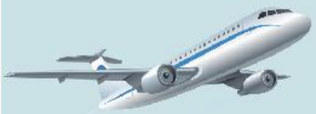
Tick (✓) the correct word/phrase.

1. Go when the yellow / green light is on.
2. Walk on the **footpath / road**.
3. Cross at **the zebra crossing / any other place**.

1st_STD_EVS_TERM 3_EM_Unit 3.indd 88 18/10/2022 16:55:17

Evaluation

1. Tick (✓) the correct one.

Ambulance	 ☐	 ☐	 ☐
Ship	 ☐	 ☐	 ☐
Bus	 ☐	 ☐	 ☐
Aeroplane	 ☐	 ☐	 ☐
Bicycle	 ☐	 ☐	 ☐

2. Number the vehicles from one (least) to four (most) based on the number of people they can carry.



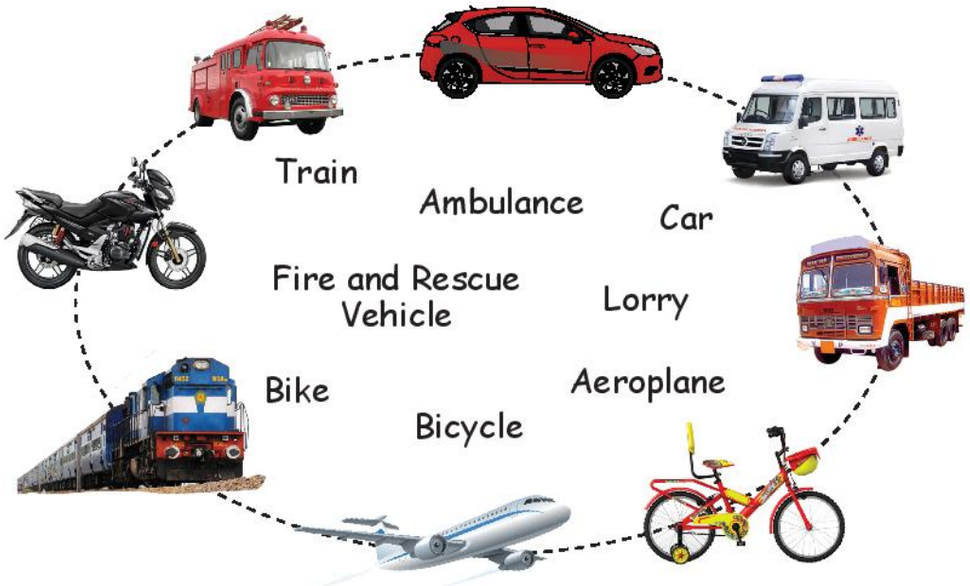



☐ ☐ ☐ ☐



1st_STD_EVS_TERM 3_EM_Unit 3.indd 89 18/10/2022 16:55:19

3. Match the name of the vehicle with its picture.



4. Identify and tick (✓) the modes of transport used in earlier days.

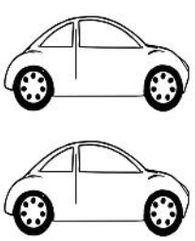


5. Tick (✓) the correct actions.



Self Evaluation

- I can identify the different kinds of transport - old and new.
- I can follow road safety rules.



1st_STD_EVS_TERM 3_EM_Unit 3.indd 90 18/10/2022 16:55:22

UNIT 4

Day and Night

Learning Objectives

The Learners

- Know the differences between day and night
- Describe the Sun, moon, stars, lightning and thunder

Day

Mother: "Kanmani, Kannan wake up. Come and see the **sunrise.** The sky looks beautiful".

Kannan and Kanmani : "Yes, Mother".

What do they see? Can you look at the picture and describe it?



The Sun is a star. We get light and heat from the Sun. There can be no life on earth without the sun.



YOU

The sunflower buds turn and face the Sun.

1st_STD_EVS_TERM 3_EM_Unit 4.indd 91 9/1/2022 1:17:55 PM



Dawn is the early morning just before sunrise. It is good for health to wake up at this time.

Vocabulary

Sun, earth, light, heat, dawn, morning, noon, afternoon, evening, twilight, sky, day

Morning follows the dawn. It's the time to get ready, eat breakfast and go to school.





Lunch is at noon. The time that follows noon is called afternoon.

The Sun sets in the Evening. It is the play time of children.

Evening Activities



Birds returning to their nest



Cows returning to their shed



Children playing outdoors

Twilight is the time after sunset, just before the night.

The time between dawn and sunrise is also called twilight.



Night is the time to sleep.



1st_STD_EVS_TERM 3_EM_Unit 4.indd 92 9/1/2022 1:18:02 PM

Write "M" for the morning and "E" for the evening activities.








Night

Vocabulary

moon, star, cool, night

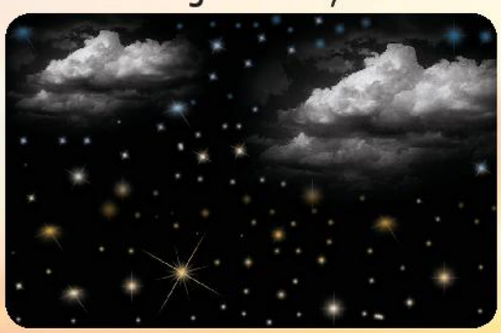
Mother: "It is a lovely cool night. Let us have our dinner outside in the moonlight".




Kannan: "Why is the moon not as bright as the Sun?"

Kanmani: "I know why. The moon has no light of its own unlike the Sun. It gets it's light from the Sun".

Kannan: "I will tell you about the stars. See, there are so many stars in the sky. The stars shine at night. They have their own light. They look small because they are very far away".



YOU KNOW?

Owls and Bats are active at night.



Mother: "Come, it's getting late. Let us go to bed. Early to bed and early to rise is a good habit".

1st_STD_EVS_TERM 3_EM_Unit 4.indd 93 9/1/2022 1:18:05 PM

Identify and tick (✓) the odd one.

1.





2.





3.





Rain, Thunder and Lightning

Vocabulary

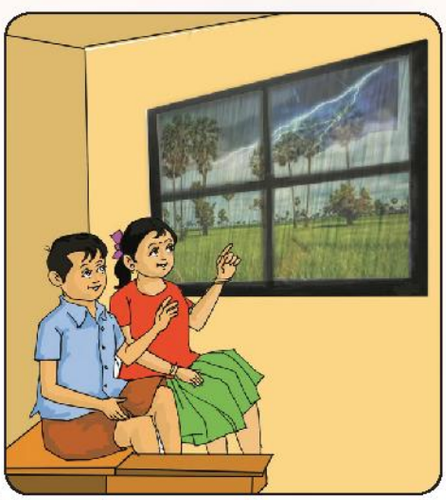
rain, rainclouds, lightning, thunder, rainbow

Kannan and Kanmani loved to watch the sky.

Kanmani : "Today the sky is full of rainclouds".

Kannan : "It has started to rain".

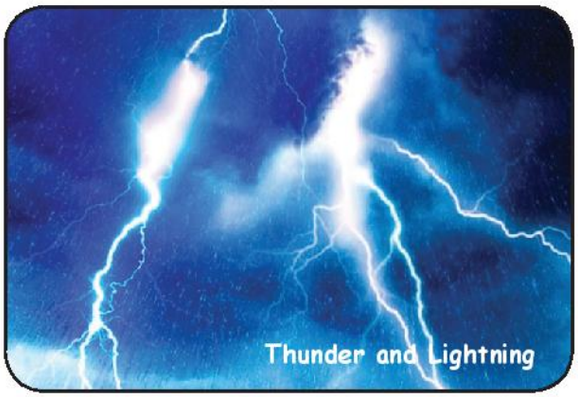




Suddenly they saw a flash of light in the sky followed by loud sounds.

Mother: "It is thunder and lightning. Both occur on a rainy day".

1st_STD_EVS_TERM 3_EM_Unit 4.indd 94 9/1/2022 1:18:08 PM





After a while, the rain stopped. Kannan and Kanmani saw a beautiful **rainbow** in the sky.

When there is thunder and lightning:

- *Do not stand under the trees and electrical wires*
- *Do not touch cut and hanging wires*
- *Do not touch electrical plug points*

Cross (X) the actions that should not be done when it rains.







Evaluation

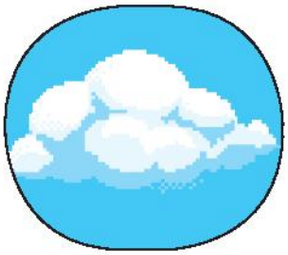
1. Write "T" if True and "F" if False.

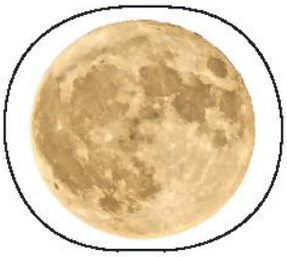
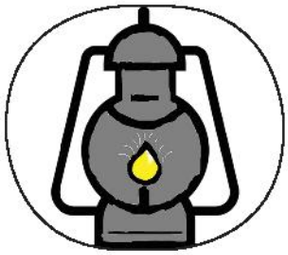
a. The Sun is a star.
b. The moon shines with its own light.
c. We can count the stars in the sky.
d. A rainbow is seen on a rainy day.
e. The Sun gives us heat and light.

SUM07

1st_STD_EVS_TERM 3_EM_Unit 4.indd 95 9/1/2022 1:18:09 PM

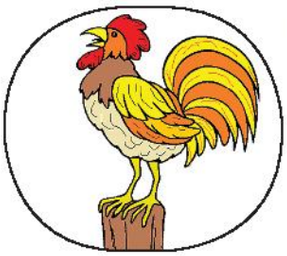
2. Connect the pictures related to day and to night by drawing a line.



Day Night






3. Find and circle the given words.

(LIGHT, STAR, DAY, MOON, NIGHT, SUN)

X	S	T	A	R	V	L
J	D	A	Y	A	K	E
E	K	S	M	O	O	N
S	U	N	N	D	E	R
F	L	N	I	G	H	T
L	I	G	H	T	O	P

Self Evaluation

- I know the differences between the day and night
- I can describe the Sun, moon, stars, lightning and thunder

1st_STD_EVS_TERM 3_EM_Unit 4.indd 96 9/1/2022 1:18:15 PM

UNIT 5

Science in Everyday Life

Learning Objectives

The learners

- Name different kinds of clothes
- Know the importance of clothing
- Identify the types of clothes to suit different weather conditions

Salim :"Parveen! What are you looking at?"

Parveen:"I am looking at the dresses".

Salim :"Which is your favourite dress?"

Parveen:"I like skirts. What about you?"

Salim :"I like shirts and shorts".

Father :"Come, let us look at various kinds of clothes and buy what we want".



Cloth

Material that is used to make **dresses,** towels and bedsheets is cloth.



Clothes

Dresses that **we wear either stitched** (e.g., shirt, skirt) or **unstitched** (e.g., dhoti, saree) are clothes.



Shirt



Skirt



Saree



Dhoti

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Uses of Cloth

The following items are made from cloth.



Bag



Handkerchief



Bedsheet



Curtain



Bandage



Kitchen towel



Bath towel

Match the related pairs.













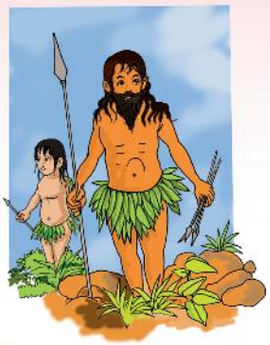




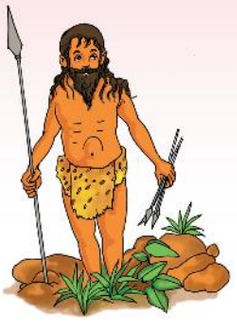
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Story of Clothes

Early man used clothes made of leaves and animal skin.



Leaves as clothes



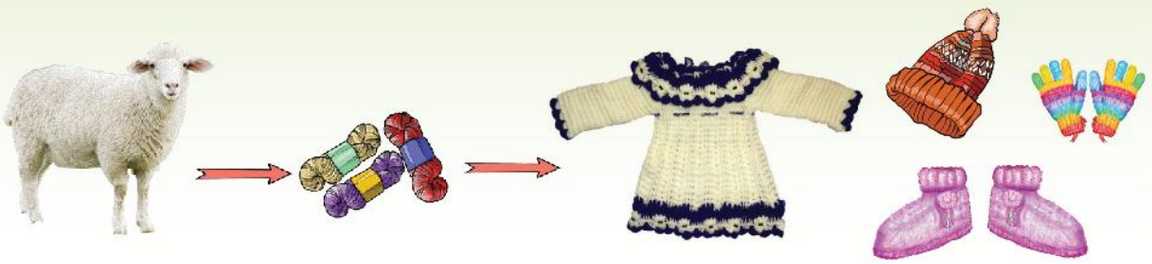
Animal skin as clothes

The clothes we wear nowadays are made of different materials like cotton, wool and silk.

We get **cotton** from the **cotton plant**, from which we make **cotton clothes.**



We get **wool** from **sheep**, from which we make **woollen clothes.**



We get **silk** from the **silkworm**, from which we make **silk clothes.**







1st_STD_EVS_TERM 3_EM_Unit 5.indd 99 9/1/2022 1:24:49 PM

Match the following.








Clothes and Seasons

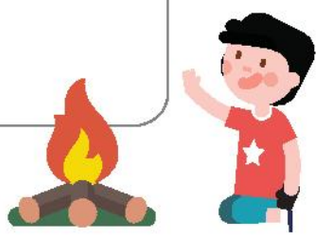
Why do we wear clothes?

We wear clothes to protect our body from heat, cold, rain, dust, insects, germs and small injuries.

We wear different types of clothes in different seasons.

During summer the days are **hot.** We wear **cotton clothes** to keep us **cool.**



1st_STD_EVS_TERM 3_EM_Unit 5.indd 100 9/1/2022 1:24:52 PM

During winter the days are **cold**. We wear **woollen clothes** to keep us **warm**.



Some days of the year are **rainy**.
We wear **raincoats** to keep as dry. We also use an **umbrella**.





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Write "W" for the winter clothes and "S" for the summer clothes.







You are going to the hills where it is very cold. What special kind of clothes will you need there? Put a tick (✓) mark.







Uniforms

Father: "Hi Salim, you are looking very smart in this dress".

Salim: "Thank you pa. This is my new uniform. All students wear uniforms when they go to school".

Father: "Good. Have you seen any other people wearing uniforms?"


Students


Chef


Policewoman


Nurse


Fireman

1st_STD_EVS_TERM 3_EM_Unit 5.indd 102 9/1/2022 1:25:02 PM

Washing Clothes

The clothes we wear should be neat and clean. When we dress neatly, we look smart.

Steps of washing



Soaking in water



Applying soap



Washing



Rinsing



Drying

Match the words with the pictures.





Fireman

Chef

Policewoman

Students





1st_STD_EVS_TERM 3_EM_Unit 5.indd 103 9/1/2022 1:25:09 PM

Special Clothes

When people act in a play or give a dance performance they wear special clothes called costumes.







People in different parts of India wear different kinds of dresses.



Punjab



Kerala



Tamil Nadu

You are given a towel. How can you use it? Show the various actions- for example, wiping, wearing it as a dhoti, turban, etc.

1st_STD_EVS_TERM 3_EM_Unit 5.indd 104 9/1/2022 1:25:16 PM

Evaluation

5MOH6

1. Tick (✓) the correct answer.

a) Clothes protect/harm our body.
b) We wear cotton/wool in summer.
c) We must wear dirty/clean clothes.
d) Mary wears a uniform/frock to school.

2. Circle the odd one.

a.   

b.   

c.   

3. Look at the pictures. Find and circle the given words.
(SHIRT, GLOVE, CAP, SKIRT, SAREE)





S	M	C	A	P	T
H	S	A	R	E	E
I	O	P	Q	R	S
R	G	L	O	V	E
T	S	K	I	R	T







Self Evaluation

- I can name different kinds of clothes.
- I know the importance of clothing.
- I can identify the types of clothes to suit different weather conditions.



1st_STD_EVS_TERM 3_EM_Unit 5.indd 105 9/1/2022 1:25:20 PM

Environmental Science - Class - I, Term-III
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