



**GOVERNMENT OF TAMILNADU**

# **STANDARD TWO**

## **TERM - I**

**MATHEMATICS**  
**ENVIRONMENTAL SCIENCE**

**Department of School Education**

**Untouchability is inhuman and a crime**



Government of Tamil Nadu

First Edition - 2026

(Published under New Syllabus  
in Trimester Pattern)

**NOT FOR SALE**

### Content Creation



State Council of Educational  
Research and Training

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### Printing & Publishing



Tamil Nadu Textbook and  
Educational Services Corporation

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## Foreword

The early years of childhood are a time of wonder-when curiosity is boundless, imagination is vivid, and every experience becomes a step in the journey of learning. These textbooks for Classes 1 to 3 have been developed to honour this spirit, creating a learning experience that is joyful, meaningful, and engaging.

Developed as part of the **Tamil Nadu State Education Policy-2025**, these books mark a significant step towards strengthening foundational education in the State. The vision and direction provided by the **Hon'ble Minister for School Education** have ensured that the policy's emphasis on child-centred, competency-based, and inclusive learning is meaningfully reflected in these materials.

The leadership of the **Additional Chief Secretary**, School Education has been instrumental in ensuring the integration of 21st-century skills and knowledge, and in shaping the textbooks into engaging story-driven learning experiences.

This is further reflected in a competency-based approach to curriculum and assessment that moves beyond rote learning to foster deep conceptual understanding and meaningful application. The integration of value education to build character, along with life skills, art and motor skill development, enables the holistic development of the child.

**The members of the High-Level Curriculum Expert Committee, the Chairperson and the members of the Curriculum Development Committee**, have provided constant guidance, shaping and refining these materials through their insights and expertise, alongside the contributions of educators and practitioners acknowledged elsewhere in this book.

At this foundational stage, learning must build strong foundations while supporting the overall development of the child. These textbooks bring together a carefully designed set of features that make learning active, engaging, and meaningful:

- Opportunities for speaking and listening, building confidence in expression
- Activities that strengthen logical thinking and conceptual understanding
- Integrated spaces for reading and writing practice within lessons
- Fine and gross motor skill development through drawing, colouring, tracing, and movement-based tasks
- Simple avenues for independent learning and self-reflection

The books also integrate values and life skills, helping children develop empathy, cooperation, responsibility and confidence.

Learning is guided by a competency-based approach that moves beyond memorisation towards understanding and application. Assessment is embedded within the learning process, making it continuous, meaningful and supportive.

These textbooks are learning companions that invite children to explore, think and express. They represent a shared commitment to enabling every child to learn with joy, grow with confidence, and build a strong foundation for the future-advancing a vision of "**Education reimaged, inclusive, equitable, and future-ready**".

**DIRECTOR**

State Council of Educational  
Research and Training (SCERT)  
Tamil Nadu





# THE CONSTITUTION OF INDIA

## PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to  
constitute India into a **SOVEREIGN SOCIALIST SECULAR  
DEMOCRATIC REPUBLIC** and to secure to all its citizens:

**JUSTICE**, social, economic and political;

**LIBERTY** of thought, expression, belief, faith and worship;

**EQUALITY** of status and of opportunity;

and to promote among them all

**FRATERNITY** assuring the dignity of the individual and the  
unity and integrity of the Nation;

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of  
November, 1949, do **HEREBY ADOPT, ENACT AND GIVE TO  
OURSELVES THIS CONSTITUTION.**



# STANDARD TWO

## TERM – I

# MATHEMATICS



# Preface

The Tamil Nadu State Education Policy (TNSEP), 2025 emphasises activity-based, play-oriented and experiential learning at the primary stage to ensure that children attain competency based learning.

## Unique elements to develop Math skills



### Let us Learn

Connects lessons to everyday experience through stories and life situation



### Let us Do

Helps children develop coordination and master new concepts by doing activities



### Let us Practise

Strengthens foundational Math through games and activities



### Let us Explore

Exhibits logical thinking

The term 1 textbook is organised into two units. These units follow a spiral approach.



### Unit - 1

- Strengthens basic numeracy skills during the first ten days in the preparatory pages, enabling a smooth transition into classroom learning
- Classification of shapes
- Reads and understands numbers up to 99
- Compares numbers upto 99



### Unit - 2

- Performs number operations up to 99
- Compares length using non- standard measures

## Distinctive features of the textbook



### Holistic Learning

Integrates art, motor skills, life skills and values



### Teacher's Handbook

Scaffolds teachers with activity descriptions and additional inputs beyond the textbooks



### Digital Resources

Provides children with experiential, self-paced and various learning styles

## Assessment and Remediation

The activities suggested in the textbook develop logical thinking, analytical skills, mathematical communication and 21st century skills through open-ended questions and exploration.

### Learning Check



Provides scope at the end of each lesson to track the level of attainment of concepts



### I can Do

Critical Learning Outcomes (CLOs) are measured through oral activities, written activities and projects

In the present technological era, the children get a lot of exposure through various platforms and social interactions. Besides, the textbook is one of the resources for developing basic numeracy skills in the children. Hence, teachers are expected to go for multiple resources for accessing to additional activities for reinforcement of content, strengthening the content through multiple assessment tools for the effective application of concepts in real life situations and for developing mathematical thinking among our children.



# Contents

## Unit - 1

### Lessons

- |                        |    |
|------------------------|----|
| 1. My Favourite Bird   | 1  |
| 2. My Favourite Shapes | 9  |
| 3. Which is My Place?  | 18 |
| 4. What Next?          | 35 |



## Unit - 2

### Lessons

- |                      |    |
|----------------------|----|
| 5. Favourite Games   | 46 |
| 6. Total Bundles     | 48 |
| 7. How to Measure?   | 58 |
| 8. Remaining Bundles | 65 |



e-book



i-book



THB



## Let us Learn

Nila feeds a sparrow every day. One day, after school, she came home and went to see the sparrow.



## Let us Practise

Read the following numbers.

|    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|
| 16 | 33 | 18 | 14 | 26 | 49 | 30 | 12 |
| 21 | 45 | 13 | 22 | 15 | 35 | 27 | 50 |



## Let us Practise

Observe and complete the following.

| Bananas | Number of bananas in the bunch | Number of single bananas | Number |
|---------|--------------------------------|--------------------------|--------|
|         | 30                             | 4                        | 34     |
|         |                                |                          |        |
|         |                                |                          |        |

Skip count **forward** in 2s.

|   |   |   |  |  |  |  |  |  |
|---|---|---|--|--|--|--|--|--|
| 2 | 4 | 6 |  |  |  |  |  |  |
|---|---|---|--|--|--|--|--|--|

Skip count **backward** in 2s.

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

Write the numbers that come **before** and **after** the given numbers.



Write the numbers that come **in between**.



Circle the **greatest** number.

|   |    |    |    |   |    |   |    |    |
|---|----|----|----|---|----|---|----|----|
| 8 | 10 | 18 | 20 | 2 | 12 | 5 | 11 | 19 |
|---|----|----|----|---|----|---|----|----|

Circle the **smallest** number.

|    |    |    |   |    |   |   |    |    |
|----|----|----|---|----|---|---|----|----|
| 15 | 19 | 11 | 9 | 11 | 1 | 6 | 20 | 12 |
|----|----|----|---|----|---|---|----|----|



Nila applied medicine on the sparrow's wound. Then she helped the sparrow to build a nest.

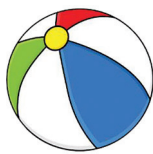


Nila asked the sparrow to sleep and then she too went to sleep.

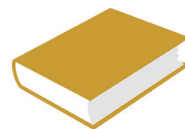
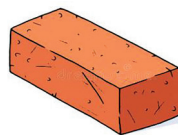


## Let us Practise

Circle the **curved** objects.



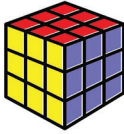
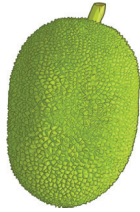
Circle the **flat** objects.



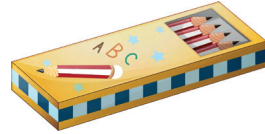


## Let us Practise

Tick (✓) the **rolling** objects.

☐☐☐

Tick (✓) the **sliding** objects.

☐☐☐

Tick (✓) the **shortest** pencil.

☐☐☐

Tick the (✓) **tallest** object.

☐☐☐

Circle the **heaviest** fruit.



Circle the **lightest** object.



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

☐☐☐

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

☐☐☐

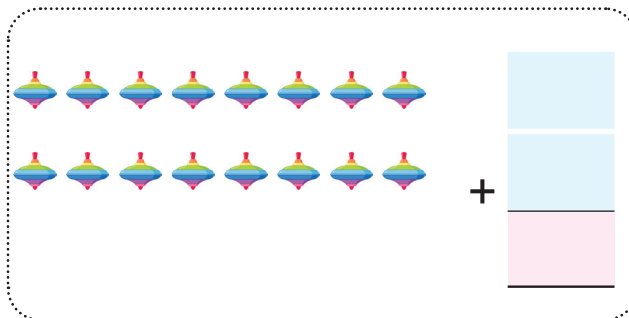
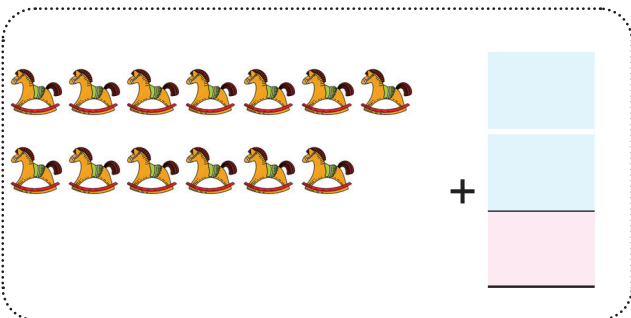


After a week, one morning, as soon as Nila woke up, she looked at the nest. She was surprised.



## Let us Practise

Count, write and add.

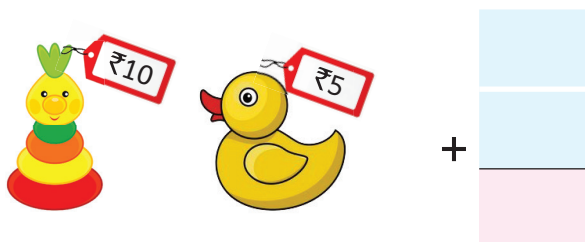
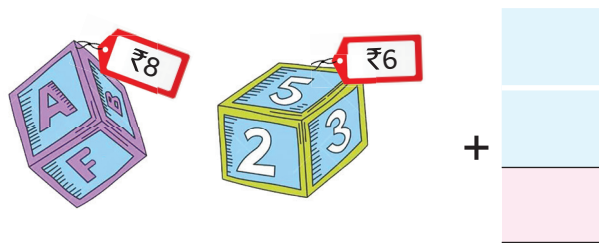






## Let us Practise

Write the cost of the items and add.



Add and write.

$$\begin{array}{r} 9 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 10 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 12 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ + 5 \\ \hline \end{array}$$

Add and write.

$$7 + 6 = \square$$

$$8 + 9 = \square$$

$$9 + 2 = \square$$

$$9 + 9 = \square$$

Complete the addition facts.

$$8 + \square = 15$$

$$9 + \square = 13$$

$$7 + \square = 12$$

$$10 + \square = 20$$

Every day, Nila fed the sparrow and kept checking whether the eggs hatched.



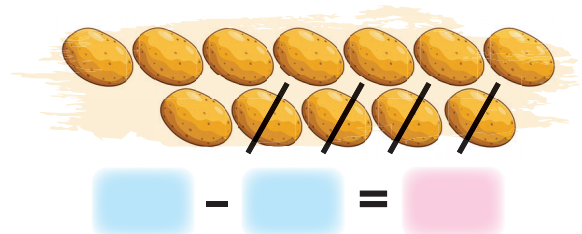
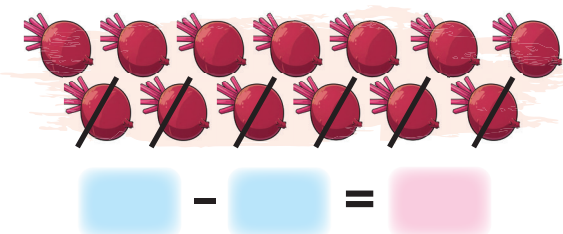
Nila played happily with the sparrow and its babies.



## Let us Practise



Observe the pictures and write the subtraction facts.







## Let us Practise

Find the remaining amount after buying the items.

| Money                                                                             | Price                                                                             | Remaining amount                                                                     |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
|  |  | $\begin{array}{r} \phantom{00} \\ - \phantom{00} \\ \hline \phantom{00} \end{array}$ |

| Money                                                                             | Price                                                                              | Remaining amount                                                                     |
|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
|  |  | $\begin{array}{r} \phantom{00} \\ - \phantom{00} \\ \hline \phantom{00} \end{array}$ |

| Money                                                                              | Price                                                                             | Remaining amount                                                                     |
|------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
|  |  | $\begin{array}{r} \phantom{00} \\ - \phantom{00} \\ \hline \phantom{00} \end{array}$ |

| Money                                                                              | Price                                                                              | Remaining amount                                                                     |
|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
|  |  | $\begin{array}{r} \phantom{00} \\ - \phantom{00} \\ \hline \phantom{00} \end{array}$ |

Subtract and write.

$$\begin{array}{r} 9 \\ - 5 \\ \hline \phantom{00} \end{array}$$

$$\begin{array}{r} 18 \\ - 9 \\ \hline \phantom{00} \end{array}$$

$$\begin{array}{r} 10 \\ - 8 \\ \hline \phantom{00} \end{array}$$

$$\begin{array}{r} 12 \\ - 7 \\ \hline \phantom{00} \end{array}$$

$$\begin{array}{r} 11 \\ - 5 \\ \hline \phantom{00} \end{array}$$

Subtract and write.

$$13 - 4 = \phantom{00}$$

$$16 - 9 = \phantom{00}$$

$$15 - 7 = \phantom{00}$$

$$14 - 8 = \phantom{00}$$

Complete the subtraction facts.

$$19 - \phantom{00} = 11$$

$$11 - \phantom{00} = 10$$

$$12 - \phantom{00} = 6$$

$$17 - \phantom{00} = 9$$

## 2. My Favourite Shapes



### Let us Learn

Which cart can be moved easily? Why?



Discuss the reasons why some objects roll while others do not.



### Let us Do

It rolls.



It does not roll. Why?



What is it?



Face

What is it?



Edge

What is it?



Corner



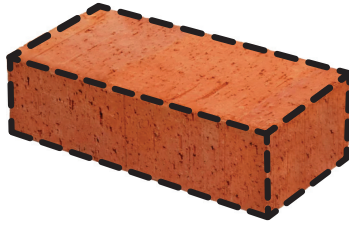
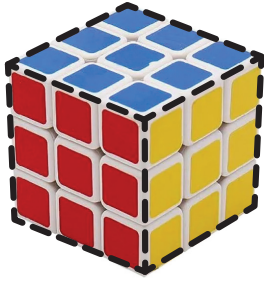
Divide the children into two groups. Give flat objects to one group and curved objects to the other. Ask every child to pick any one of the objects, roll it on the floor and observe how it moves. Further, introduce the concepts of edges, faces and corners.



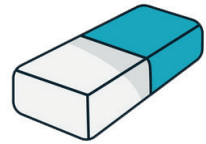


## Let us Practise

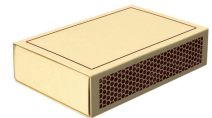
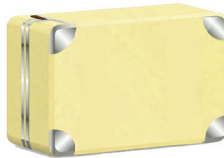
Draw the **edges**.



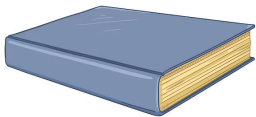
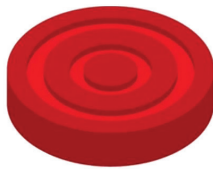
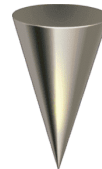
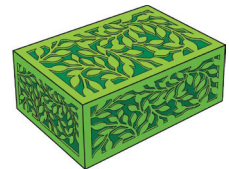
Circle the objects that have **edges**.



Mark the **corners** of the given objects in **blue** colour.



Tick (✓) the objects that have **corners**.

☐☐☐☐☐☐☐☐

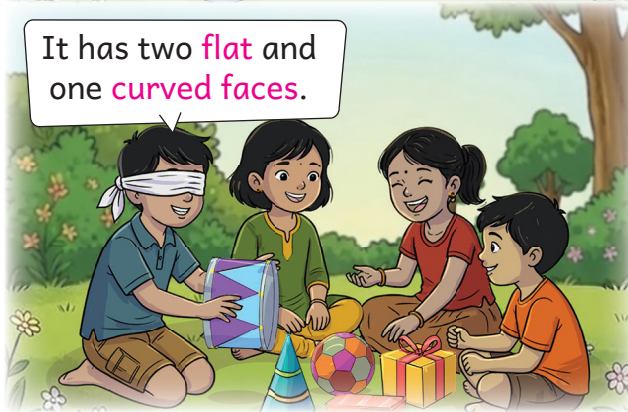


## Let us Learn

## Touch, feel and say!



Kayal and her friends blindfold their eyes one by one. They pick an object. They touch and feel using their fingers. They have started playing a game describing its features.





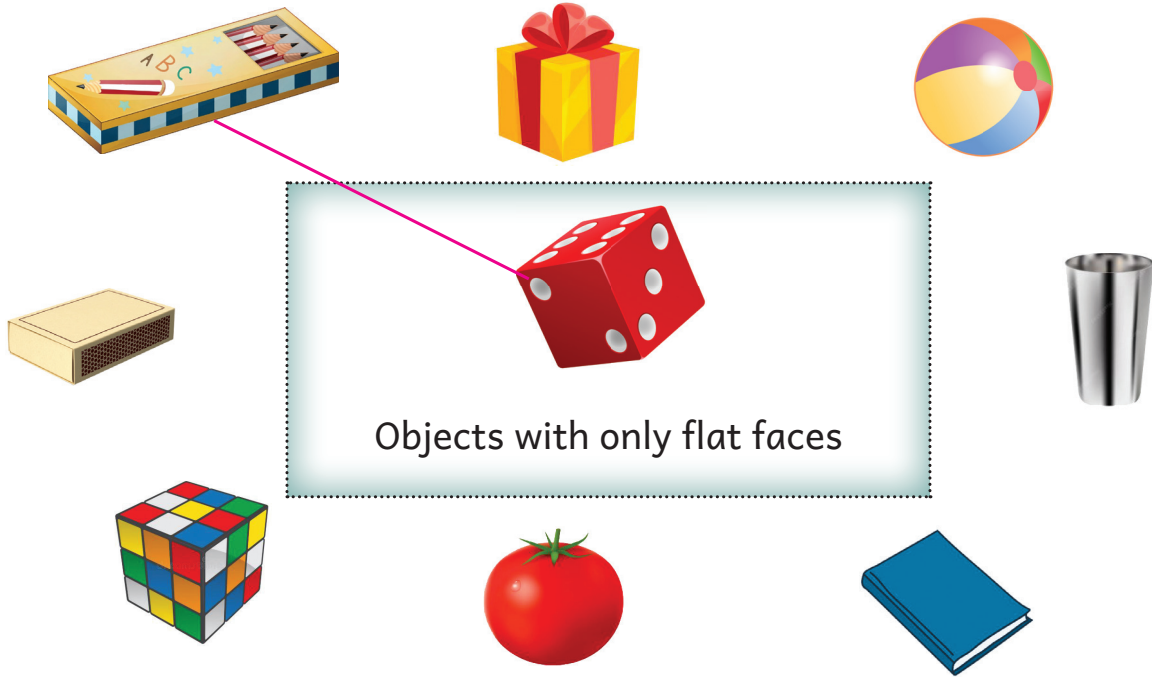


Divide the children into two groups and give them some objects. Ask them to take each object one by one, touch and feel it, and describe its faces, edges, and corners. Then, based on these properties ask them to classify the objects.

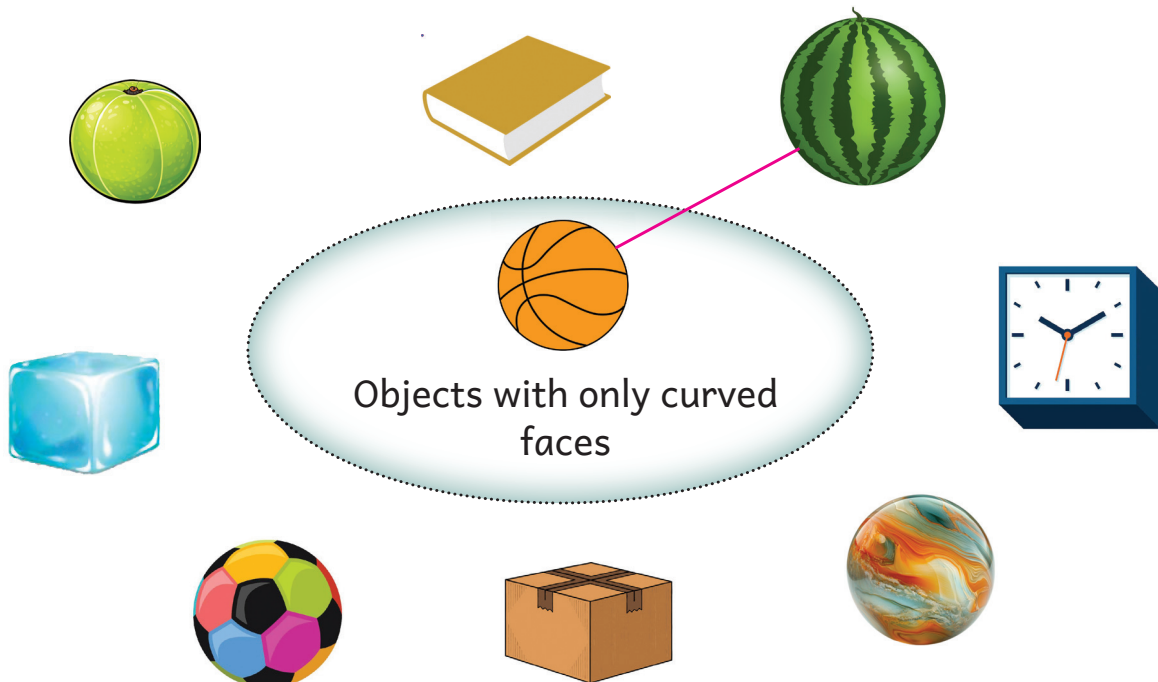


## Let us Practise

Connect objects with **flat faces** only.



Connect objects with **curved faces** only.



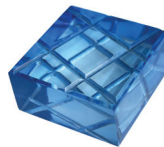


## Let us Practise

Circle the objects with **flat** and **curved faces**.



Circle the objects with **curved edges**.



Circle the objects with **straight edges**.



Observe the objects and tick (✓) in the appropriate boxes.

| Object                                                                              | Faces |        | Edges    |        | Corners |    |
|-------------------------------------------------------------------------------------|-------|--------|----------|--------|---------|----|
|                                                                                     | Flat  | Curved | Straight | Curved | Yes     | No |
|  | ✓     |        | ✓        |        | ✓       |    |
|  |       |        |          |        |         |    |
|  |       |        |          |        |         |    |
|  |       |        |          |        |         |    |
|  |       |        |          |        |         |    |





## Let us Do

Look at the object! Say the name!

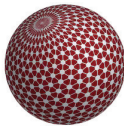
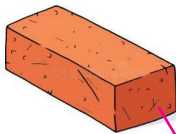


Divide the children into two groups. One group has to show an object and the other group has to show the shape of the object and say its name. Through this activity, shapes and their names can be introduced.



## Let us Practise

Match the following.



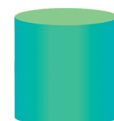
Cylinder

Cube

Sphere

Cuboid

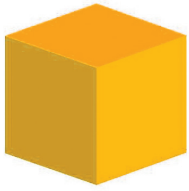
Cone





## Let us Practise

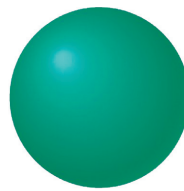
Observe the shapes and tick (✓) their names.



- ☐ Cylinder
- ☐ Cube
- ☐ Sphere
- ☐ Cone



- ☐ Cylinder
- ☐ Cube
- ☐ Sphere
- ☐ Cone



- ☐ Cylinder
- ☐ Cube
- ☐ Sphere
- ☐ Cone



- ☐ Cylinder
- ☐ Cube
- ☐ Sphere
- ☐ Cone

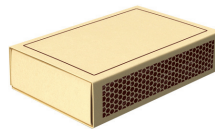
Observe the objects and tick (✓) the names of their shapes.



- ☐ Cylinder
- ☐ Cube
- ☐ Sphere
- ☐ Cone



- ☐ Cylinder
- ☐ Cube
- ☐ Sphere
- ☐ Cone

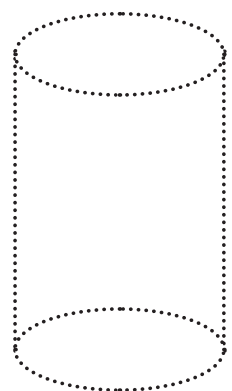
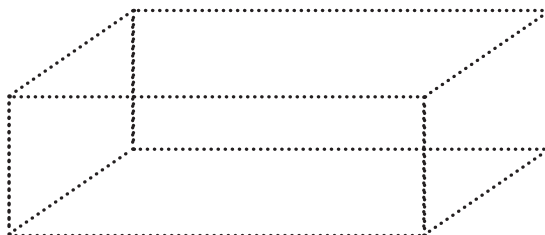
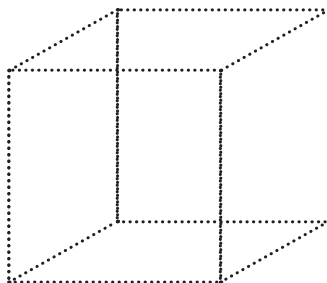
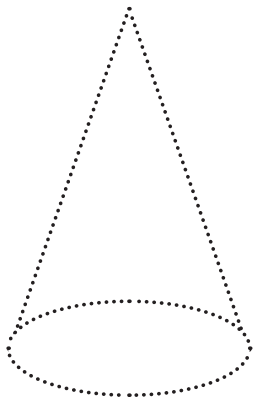


- ☐ Cylinder
- ☐ Cube
- ☐ Sphere
- ☐ Cuboid



- ☐ Cylinder
- ☐ Cube
- ☐ Sphere
- ☐ Cone

Join the dots to complete the shape.







## Let us Do



Divide the children into two groups and give them the shapes. Ask each group to create a pattern using these shapes and discuss the pattern.



## Let us Practise

Tick (✓) the missing shapes.

(i)



(ii)



(iii)



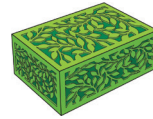


## Learning Check



Answer the following questions.

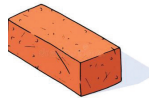
1. Tick (✓) the object that has corners.

☐☐☐

2. Tick (✓) the object that has both flat and curved faces.

☐☐☐

3. Circle the object that has curved edges.



4. Say the names of the given shapes.



5. Tick (✓) the shape that comes next.



\_\_\_\_\_

☐☐☐

## What I Learnt

Identify the faces, edges and corners.

Classify the objects based on faces.

Classify the objects based on edges.

Identify the shapes and their names.

Identify the patterns in shapes.



- ☐ Cylinder
- ☐ Cube
- ☐ Sphere
- ☐ Cone



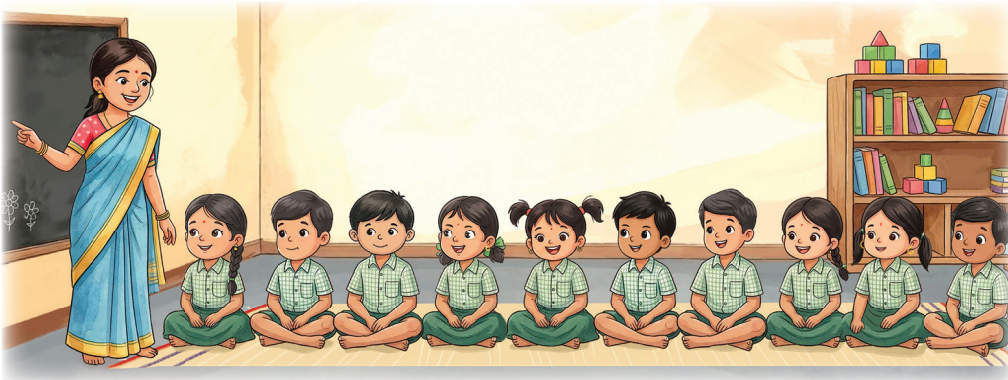
- ☐ Cylinder
- ☐ Cube
- ☐ Sphere
- ☐ Cone



### 3. Which is My Place?



#### Let us Learn



Introduce ordinal numbers by asking questions like, “Starting from the left to right, in which place do you sit in your class?” In which place did you stand in the morning assembly line?” and so on.



#### Let us Practise

Observe the order of animals from the left to right.



Match the **ordinal numbers** with the animals.

3<sup>rd</sup>

10<sup>th</sup>

4<sup>th</sup>

5<sup>th</sup>

2<sup>nd</sup>

8<sup>th</sup>

1<sup>st</sup>

9<sup>th</sup>







## Let us Practise

Observe the flowers from the left to right and write their **ordinal numbers**.



\_\_\_<sup>th</sup> place



\_\_\_<sup>th</sup> place



\_\_\_<sup>st</sup> place



\_\_\_<sup>th</sup> place



\_\_\_<sup>th</sup> place



\_\_\_<sup>th</sup> place



\_\_\_<sup>rd</sup> place



\_\_\_<sup>th</sup> place



\_\_\_<sup>nd</sup> place



\_\_\_<sup>th</sup> place

Colour according to the **ordinal number** from the left to right.

5<sup>th</sup> place



7<sup>th</sup> place

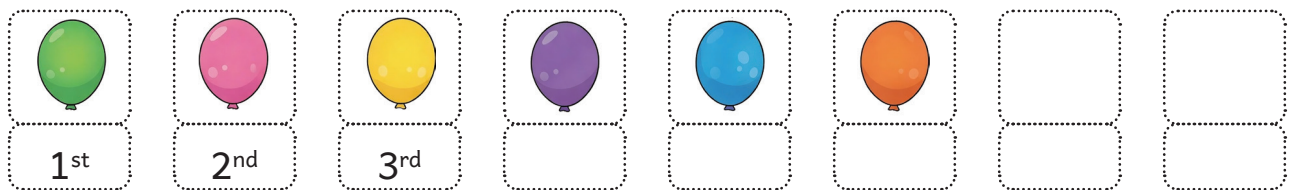
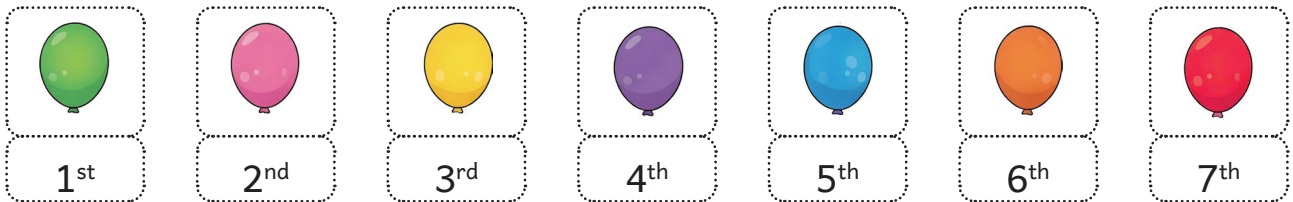


10<sup>th</sup> place



## Let us Explore

Draw balloons and write the **ordinal numbers**.



Give practice in ordinal numbers from left to right and right to left.



## Let us Learn

Have you looked at the value of money written both in number and in number name on rupee notes?



### Number names (1-10)

|                                                                                     |                                                                                     |                                                                                     |                                                                                      |                                                                                       |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|    |    |    |    |    |
| 1<br>One                                                                            | 2<br>Two                                                                            | 3<br>Three                                                                          | 4<br>Four                                                                            | 5<br>Five                                                                             |
|  |  |  |  |  |
| 6<br>Six                                                                            | 7<br>Seven                                                                          | 8<br>Eight                                                                          | 9<br>Nine                                                                            | 10<br>Ten                                                                             |



## Let us Do

Match the number and the number name.



Children have to pick a number card and a number name card. The student who picks the matching cards is the winner.



## Let us Practise

Connect the **number** with the **number name**.



10

Six



4

Ten



6

Four



5

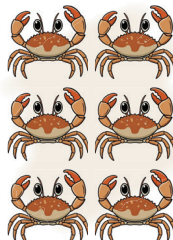
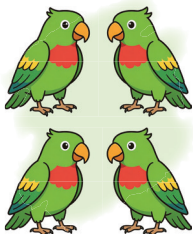
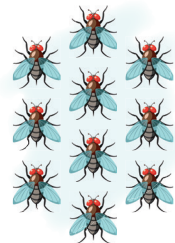
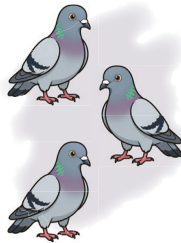
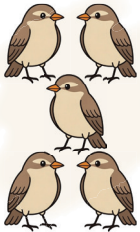
Seven



7

Five

Count and write the **number** and the **number name**.

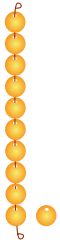






## Let us Learn

### Number names (11-20)



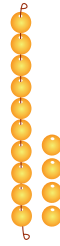
11  
Eleven



12  
Twelve



13  
Thirteen



14  
Fourteen



15  
Fifteen



16  
Sixteen



17  
Seventeen



18  
Eighteen



19  
Nineteen



20  
Twenty



## Let us Practise

Count the birds and write the **number names**.



.....



.....



.....



.....



.....



.....



## Let us Do

How can we count easily?

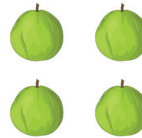
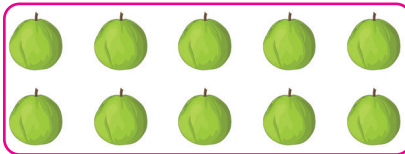
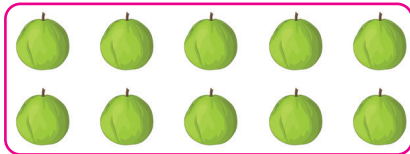


Arrange the seeds into a group not exceeding 99. Ask them to first count the seeds one by one, and then count them in groups of 10. While doing so, discuss which method required repeated counting and which method made counting easier.

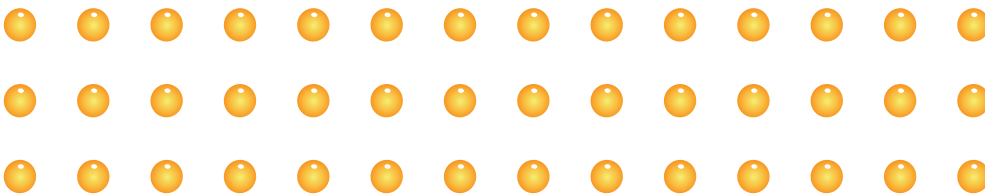
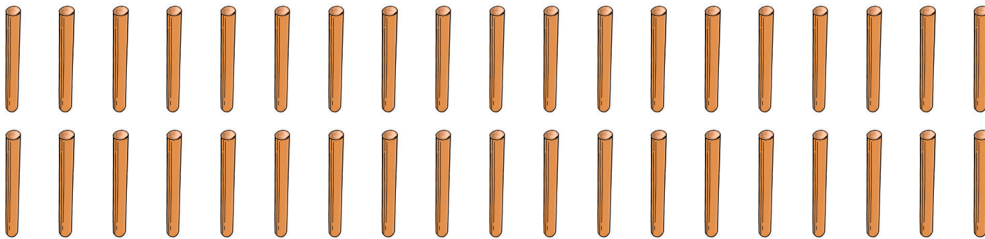


## Let us Practise

Box in **groups of ten**, count and write.



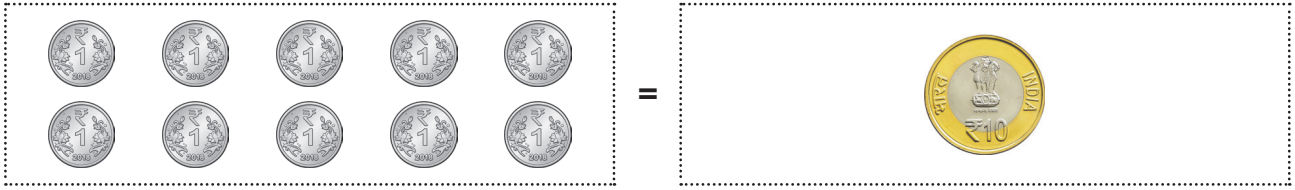
24





## Let us Learn

Observe the coins in both the boxes. Do you know that 10 one rupee coins are equal to 1 ten rupee coin?



That is 10 one rupee = 1 ten rupee



## Let us Practise

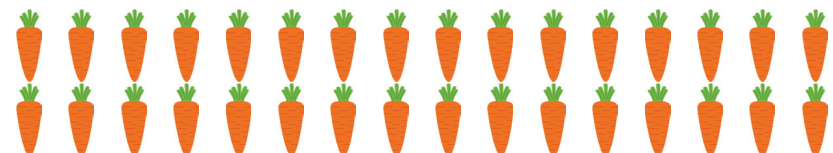
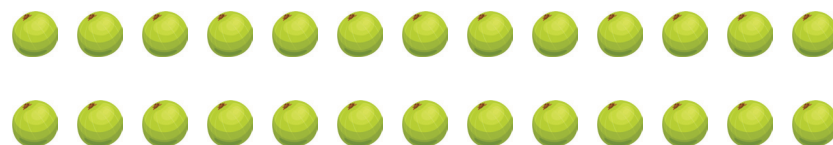
10 Ones = 1 Ten

Circle the coins in **groups of 10**, count and match.



## Let us Practise

Box the objects in **groups of tens**, count and write.



| Tens | Ones |
|------|------|
| 2    | 8    |

| Tens | Ones |
|------|------|
|      |      |

| Tens | Ones |
|------|------|
|      |      |





## Let us Practise

Count in groups and write the number of balloons.



30



Tick (✓) the correct answer.

(i) How many teeth do you have?

☐

More than 20

☐

Less than 20



(ii) How many students are there in your class?

☐

More than 30

☐

Less than 30



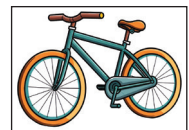
(iii) How many spokes are there in a bicycle wheel?

☐

More than 40

☐

Less than 40



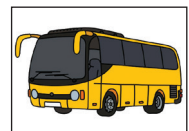
(iv) How many seats are there in a bus?

☐

More than 50

☐

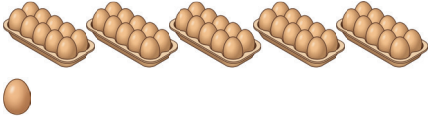
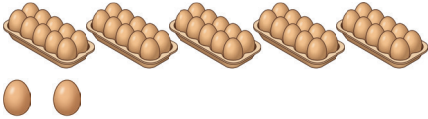
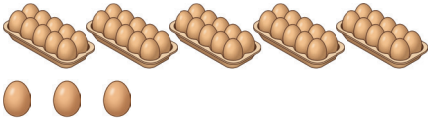
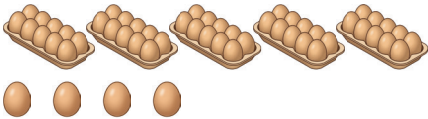
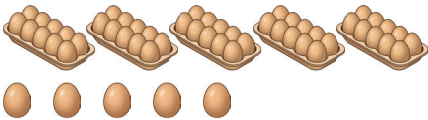
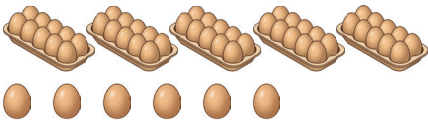
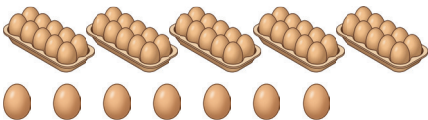
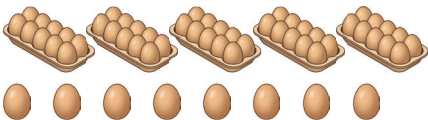
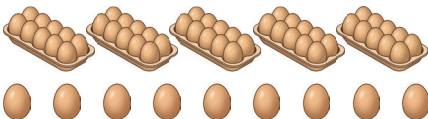
Less than 50





## Let us Practise

Complete the table.

| Eggs                                                                                | Tens | Ones | Number   |    |
|-------------------------------------------------------------------------------------|------|------|----------|----|
|    | 5    | 1    | $50 + 1$ | 51 |
|    |      |      |          |    |
|    |      |      |          |    |
|    |      |      |          |    |
|  |      |      |          |    |
|  |      |      |          |    |
|  |      |      |          |    |
|  |      |      |          |    |
|  |      |      |          |    |
|  | 6    | 0    | $60 + 0$ |    |



## Let us Practise

Complete the table.

| Tens | Ones | Number   |    |
|------|------|----------|----|
| 6    | 1    | $60 + 1$ | 61 |
| 6    | 2    |          |    |
| 6    | 3    |          |    |
| 6    | 4    |          |    |
| 6    | 5    |          |    |
| 6    | 6    |          |    |
| 6    | 7    |          |    |
| 6    | 8    |          |    |
| 6    | 9    |          |    |
| 7    | 0    |          |    |

| Tens | Ones | Number   |    |
|------|------|----------|----|
| 7    | 1    | $70 + 1$ | 71 |
| 7    | 2    |          |    |
| 7    | 3    |          |    |
|      |      |          |    |
|      |      |          |    |
|      |      |          |    |
|      |      |          |    |
|      |      |          |    |
|      |      |          |    |
|      |      |          |    |





## Let us Practise

Complete the table.

| Tens | Ones | Number   |    |
|------|------|----------|----|
| 8    | 1    | $80 + 1$ | 81 |
| 8    | 2    |          |    |
| 8    | 3    |          |    |
|      |      |          |    |
|      |      |          |    |
|      |      |          |    |
|      |      |          |    |
|      |      |          |    |
|      |      |          |    |
|      |      |          |    |
|      |      |          |    |

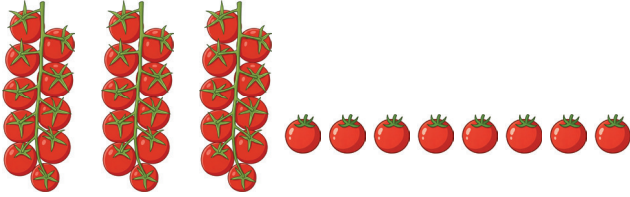
| Tens | Ones | Number   |    |
|------|------|----------|----|
| 9    | 1    | $90 + 1$ | 91 |
|      |      |          |    |
|      |      |          |    |
|      |      |          |    |
|      |      |          |    |
|      |      |          |    |
|      |      |          |    |
|      |      |          |    |
|      |      |          |    |
|      |      |          |    |
|      |      |          |    |





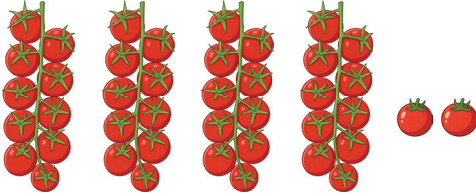
## Let us Practise

Count and write.

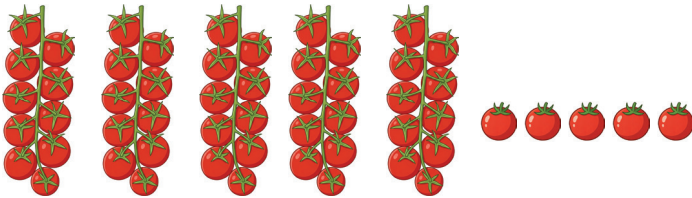


| Tens (T) | Ones (O) |
|----------|----------|
| T        | O        |
| 3        | 8        |

38



| T | O |
|---|---|
|   |   |

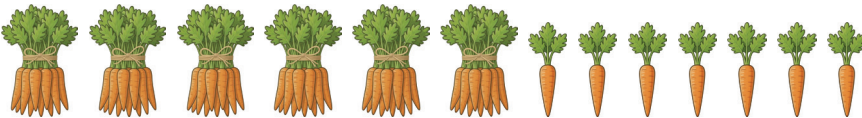


| T | O |
|---|---|
|   |   |



| T | O |
|---|---|
|   |   |

Count and write.



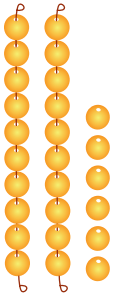
67



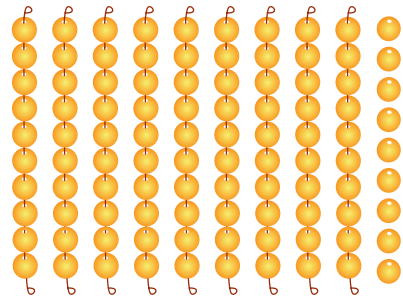
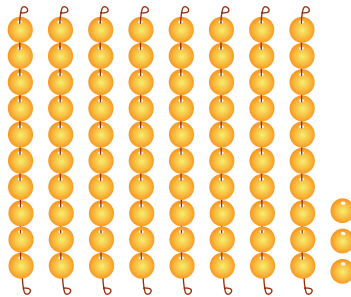
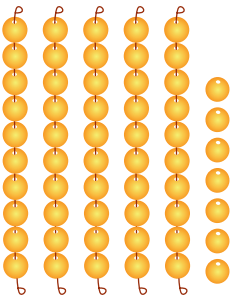
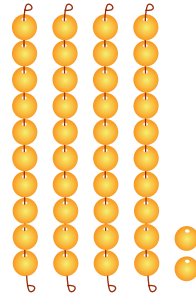
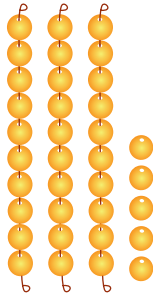


## Let us Practise

Count and write.



26



Write the **tens** and **ones**.



Tens

Ones



Tens

Ones



Tens

Ones



Tens

Ones



Tens

Ones



Tens

Ones



Tens

Ones



Tens

Ones



Tens

Ones





## Let us Do

### Forming two-digit numbers



First, one child has to take the tens number card and the second child has to take the ones number card. Make the children to place the ones card on the tens card as shown in the picture and to tell the two-digit number formed.



## Let us Practise

Form **two-digit numbers** using the number cards given.

30 7

37

50 2

20 8

70 5

40 6

80 1

90 4

60 9

Write the **place value** of the underlined digit.

|            |        |            |  |
|------------|--------|------------|--|
| <u>5</u> 3 | 3 Ones | <u>3</u> 1 |  |
| <u>7</u> 2 | 7 Tens | <u>8</u> 4 |  |
| <u>4</u> 7 |        | <u>5</u> 8 |  |
| <u>2</u> 4 |        | <u>9</u> 1 |  |
| <u>8</u> 6 |        | <u>7</u> 7 |  |
| <u>3</u> 5 |        | <u>2</u> 1 |  |
| <u>1</u> 8 |        | <u>1</u> 5 |  |
| <u>2</u> 9 |        | <u>9</u> 9 |  |



## Let us Practise

Complete the following.

| Number cards                         | Number |
|--------------------------------------|--------|
| 10 10 10 10 10 1 1 1 1 1 1 1         | 57     |
| 10 10 10 10 10 10 1 1 1 1 1          |        |
| 10 10 10 10 10 10 10 10 10 1         |        |
| 10 10 10 10 10 10 10 10 1 1 1 1 1 1  |        |
| 10 10 10 10 1 1 1 1 1 1 1 1 1        |        |
| 10 10 10 10 10 10 10 1 1 1 1 1 1 1 1 |        |

Colour the **number cards** as per the number.

| Number | Number cards                                                       |
|--------|--------------------------------------------------------------------|
| 35     | <div>10 10 10 10 10 10 10 10 10</div> <div>1 1 1 1 1 1 1 1 1</div> |
| 76     | <div>10 10 10 10 10 10 10 10 10</div> <div>1 1 1 1 1 1 1 1 1</div> |
| 89     | <div>10 10 10 10 10 10 10 10 10</div> <div>1 1 1 1 1 1 1 1 1</div> |
| 94     | <div>10 10 10 10 10 10 10 10 10</div> <div>1 1 1 1 1 1 1 1 1</div> |



Encourage the children to use the number cards, twigs, bead strings until they clearly understand the place values - tens and ones in the numbers.



## Let us Practise

Complete the table.

|    |    |    |    |   |    |    |    |    |                                                                                       |
|----|----|----|----|---|----|----|----|----|---------------------------------------------------------------------------------------|
|    |    |    |    | 5 |    |    |    |    | 10                                                                                    |
|    | 12 |    |    |   |    |    |    |    |                                                                                       |
|    |    |    |    |   |    |    | 28 |    |                                                                                       |
| 31 |    |    |    |   |    |    |    |    |                                                                                       |
|    |    |    | 44 |   |    |    |    |    |                                                                                       |
|    | 52 |    |    |   |    |    |    |    |                                                                                       |
|    |    |    |    |   |    |    |    | 69 |                                                                                       |
|    |    |    |    |   |    | 77 |    |    |                                                                                       |
|    |    | 83 |    |   |    |    |    |    |                                                                                       |
|    |    |    |    |   | 96 |    |    |    |  |



## Let us Explore

Fill in the blanks.

- (i) In the number 85, there are \_\_\_\_\_ tens.
- (ii) In the number 62, there are \_\_\_\_\_ tens.
- (iii) In the number 95, there are \_\_\_\_\_ tens and \_\_\_\_\_ ones.
- (iv) In the number 16, there are \_\_\_\_\_ ten and \_\_\_\_\_ ones.
- (v) The number with 3 tens and 7 ones is \_\_\_\_\_.
- (vi) The number with 5 tens and 3 ones is \_\_\_\_\_.



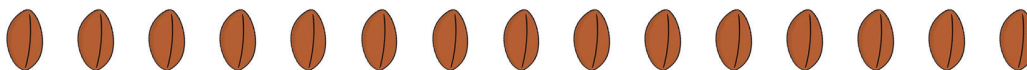


# Learning Check



Answer the following questions.

1. Circle the 10<sup>th</sup> object from the left to right.

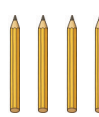
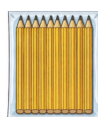
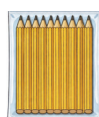
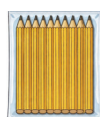
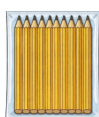
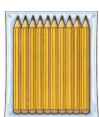
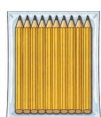


2. Count the fruits, write the number and the number name.



3. In the number 87, there are \_\_\_\_ tens and \_\_\_\_ ones.

4. Count and write.



5. Write the number formed by the number cards.

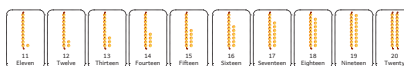


## What I Learnt

Understand Ordinal numbers (1 -10)



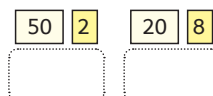
Learn number names (1-20)



Count by grouping objects



Understand place value



Count and write



## 4. What Next?



### Let us Learn



Have you ever seen numbers appearing in a fuel filling machine in a particular order?



Have you ever seen numbers appearing in traffic signals in a particular order?



Ask the children to observe the pictures. Through discussion and questioning make them say the numbers counting forward and backward.



### Let us Do

11, 12, 13,....



1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20



Write the numbers upto 20 on the floor. Ask a child to stand on a number. On saying **count forward** the child has to jump and tell the numbers counting forward and saying **count backward** the child has to jump and tell the numbers counting backward.



### Let us Practise

Write the numbers by **counting forward**.

|    |    |    |  |  |  |  |  |  |  |
|----|----|----|--|--|--|--|--|--|--|
| 21 | 22 | 23 |  |  |  |  |  |  |  |
| 50 | 51 | 52 |  |  |  |  |  |  |  |
| 89 | 90 | 91 |  |  |  |  |  |  |  |



## Let us Practise

Write the numbers by **counting backward**.

|    |    |    |  |  |  |  |  |  |  |
|----|----|----|--|--|--|--|--|--|--|
| 30 | 29 | 28 |  |  |  |  |  |  |  |
| 60 | 59 | 58 |  |  |  |  |  |  |  |
| 99 | 98 | 97 |  |  |  |  |  |  |  |

Write the numbers by **counting forward** and **backward**.

|  |  |  |    |    |  |  |  |  |  |
|--|--|--|----|----|--|--|--|--|--|
|  |  |  |    | 38 |  |  |  |  |  |
|  |  |  | 73 |    |  |  |  |  |  |
|  |  |  |    | 90 |  |  |  |  |  |

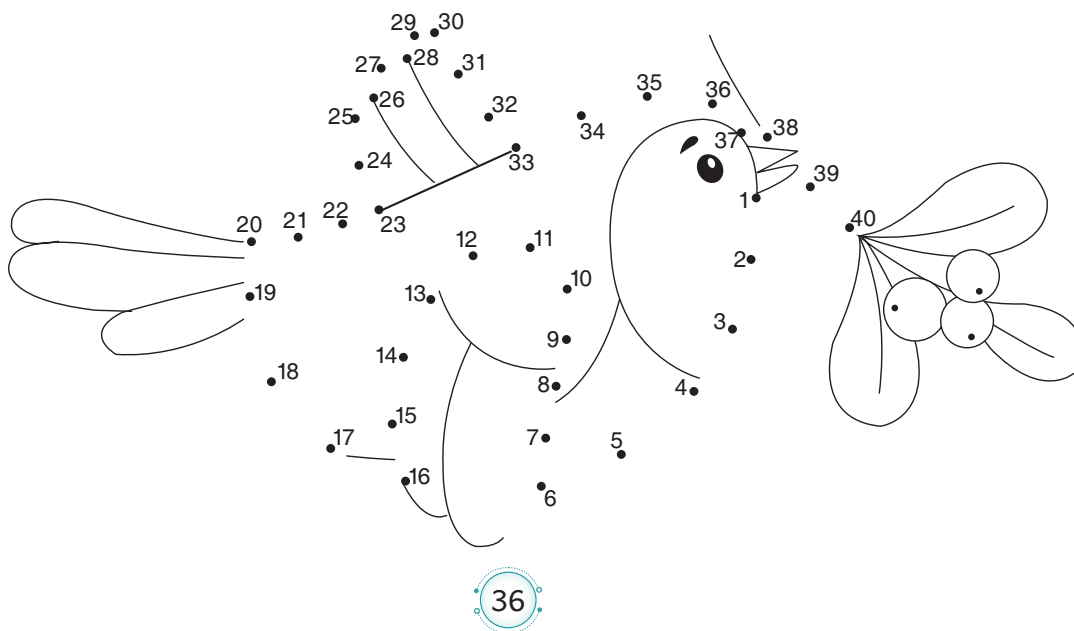


## Let us Explore

Write the numbers by **counting forward**, starting from 80.

|  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|
|  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|

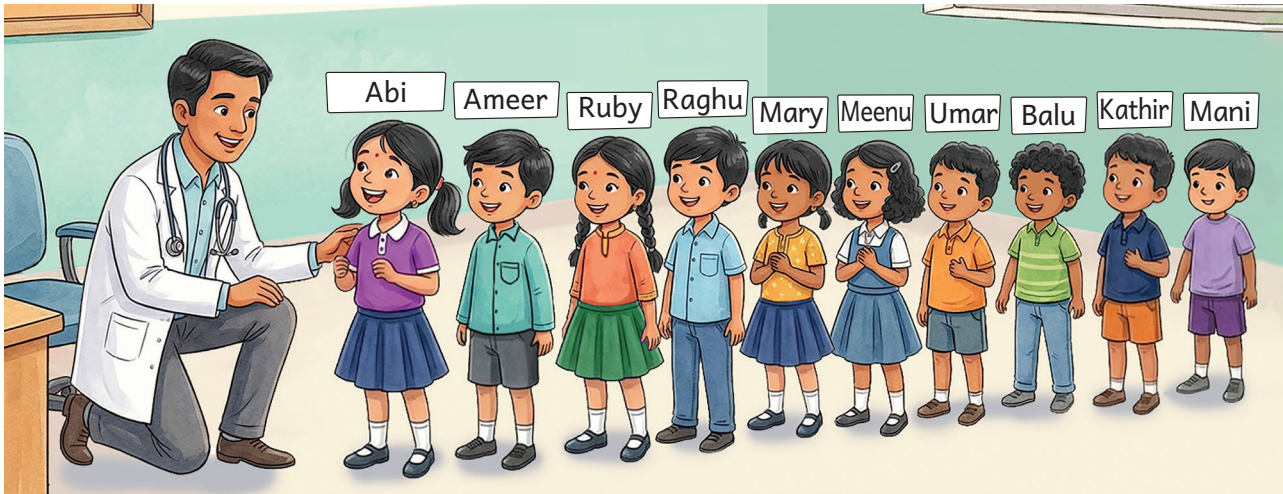
Join the dots by counting the numbers **forward**.







## Let us Learn



Who is standing **before** me?



Who is standing **after** me?



Who is standing **between** us?



Ask the children to observe the picture and ask them a few more questions like who is standing in front? who is standing behind? and who is standing in between?



## Let us Practise

Write the numbers that come **before** and **after**.

..... **23** ..... **24** ..... **25** .....

..... **39** .....

..... **71** .....

..... **87** .....

..... **90** .....

..... **17** .....

..... **28** .....

..... **54** .....

..... **79** .....

..... **98** .....



## Let us Practise

Write the number **in between** the given numbers.

33  35

69  71

51  53

79  81

96  98

Write the numbers **in between** the given numbers.

18   21

30   33

42   45

29   32

88   91



## Let us Explore

Fill in the blanks.

- (i) The number that comes before 50 is \_\_\_\_\_.
- (ii) The number that comes after 80 is \_\_\_\_\_.
- (iii) The number in between 89 and 91 is \_\_\_\_\_.
- (iv) The number that comes before 11 is \_\_\_\_\_.
- (v) The number that comes after 59 is \_\_\_\_\_.
- (vi) The number that comes between 76 and 78 is \_\_\_\_\_.



## Let us Do

2, 4, 6, ...



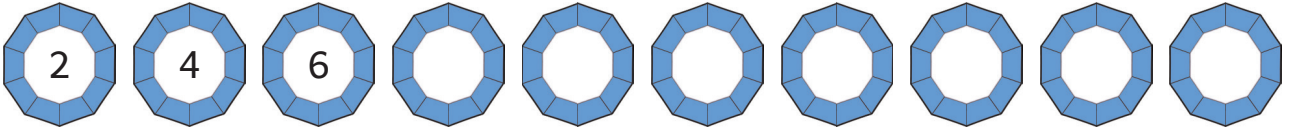
Ask a child stand on any number. If you say count **forward in 2s**, the child has to jump forward and say the numbers by counting forward.



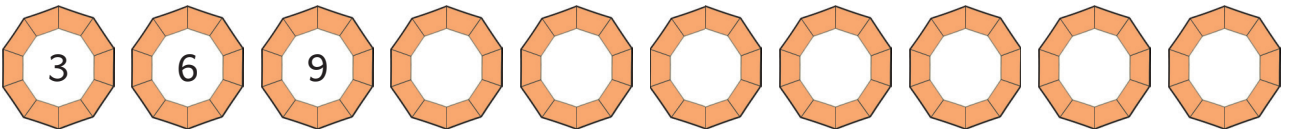
## Let us Practise



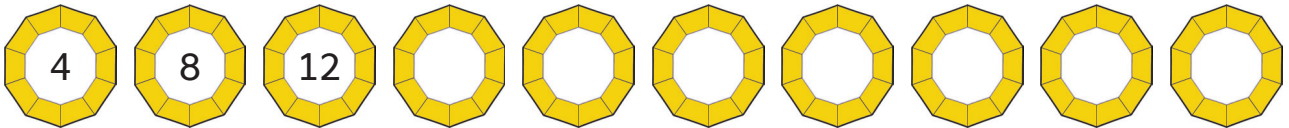
Skip count **forward in 2s** and write.



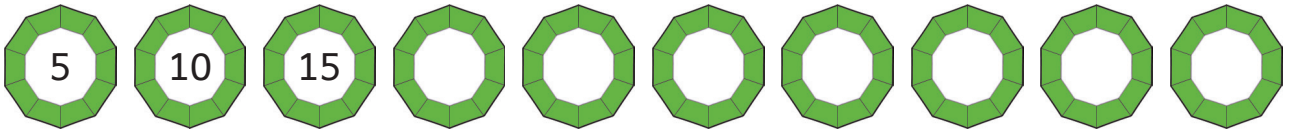
Skip count **forward in 3s** and write.



Skip count **forward in 4s** and write.



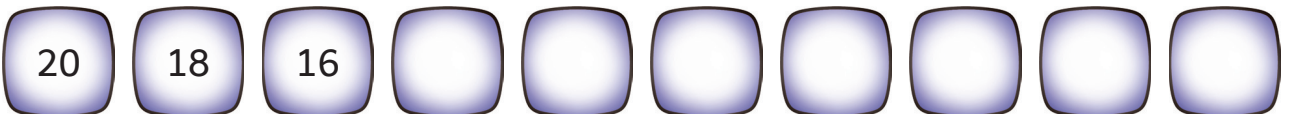
Skip count **forward in 5s** and write.



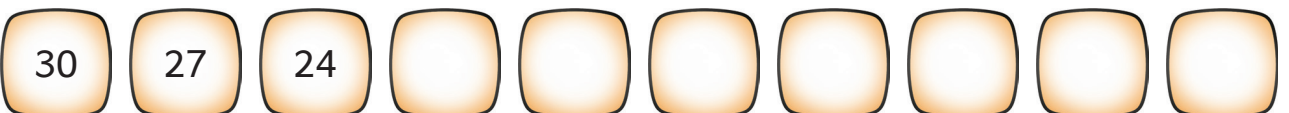
.....



Skip count **backward in 2s** and write.



Skip count **backward in 3s** and write.







## Let us Explore

Write the **missing** numbers in the pattern.

|    |    |  |  |  |    |  |  |    |
|----|----|--|--|--|----|--|--|----|
| 10 | 20 |  |  |  | 60 |  |  | 90 |
|----|----|--|--|--|----|--|--|----|

|    |    |  |  |  |    |  |  |    |
|----|----|--|--|--|----|--|--|----|
| 11 | 22 |  |  |  | 66 |  |  | 99 |
|----|----|--|--|--|----|--|--|----|

|    |    |  |  |  |    |  |  |    |
|----|----|--|--|--|----|--|--|----|
| 90 | 80 |  |  |  | 40 |  |  | 10 |
|----|----|--|--|--|----|--|--|----|

|    |    |  |  |  |    |  |  |    |
|----|----|--|--|--|----|--|--|----|
| 99 | 88 |  |  |  | 44 |  |  | 11 |
|----|----|--|--|--|----|--|--|----|

Find the **pattern** in the number pattern and tick (✓) the correct one.

☐

Increases in 2s.

☐

Decreases in 2s.

☐

Increases in 4s.

☐

Decreases in 4s.

☐

Increases in 5s.

☐

Decreases in 5s.

Which one is correct?



It increases by 2

☐

It increases by 3

☐

Starting with a number you like, **skip count** and write in **5s**.

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|--|--|--|--|--|



## Let us Learn

I bought 32 sweets.

I bought 26 sweets.

You have lesser number of sweets than me.

How did you find?

I have 3 boxes of 10 each and you have only 2 boxes.

Yes, you have more number of sweets than me.

3 tens is more than 2 tens. So 32 is greater than 26.

2 tens is lesser than 3 tens. So, 26 is smaller than 32.

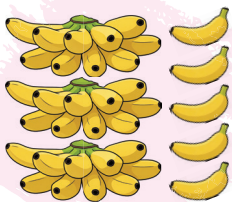
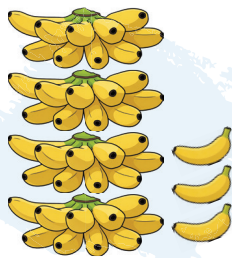


Make the children understand that to compare two-digit numbers, the tens has to be compared first. Emphasize that if the tens are same, the ones have to be compared.



## Let us Practise

Tick (✓) the group which has **more** bananas.


☐

☐

Tick (✓) the group which has **less** sweet balls.


☐

☐



## Let us Practise

Circle the **greater** number.

|    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|
| 37 | 54 | 82 | 28 | 69 | 96 | 79 | 97 |
| 58 | 52 | 73 | 77 | 86 | 89 | 99 | 90 |

Circle the **smaller** number.

|    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|
| 70 | 80 | 84 | 48 | 19 | 91 | 98 | 89 |
| 69 | 62 | 78 | 71 | 89 | 85 | 98 | 99 |

Complete the number chart and do as instructed.

|    |    |    |    |    |    |    |    |    |                                                                                       |
|----|----|----|----|----|----|----|----|----|---------------------------------------------------------------------------------------|
| 1  |    | 3  |    | 5  |    |    | 8  |    | 10                                                                                    |
|    | 12 |    |    |    | 16 |    |    | 19 |                                                                                       |
| 21 |    |    | 24 |    |    | 27 |    |    |                                                                                       |
|    |    | 33 |    |    |    |    |    | 39 |                                                                                       |
| 41 |    |    |    | 45 |    |    |    |    | 50                                                                                    |
|    |    |    | 54 |    |    |    | 58 |    |                                                                                       |
| 61 |    |    |    |    | 66 |    |    |    |                                                                                       |
|    |    | 73 |    |    |    |    |    |    | 80                                                                                    |
|    | 82 |    |    |    |    |    |    | 89 |                                                                                       |
| 91 |    |    |    | 95 |    |    |    |    |  |

- (i) Colour the numbers between 75 and 83 in pink.
- (ii) Box the number that comes before 89.
- (iii) Underline the number that comes after 45.
- (iv) Circle the number bigger than 98.
- (v) Colour in green the two-digit numbers that have the same number in both the tens and ones places.



## Learning Check



- (i) Write the numbers by counting forward and backward from the given number.

|  |  |  |  |    |  |  |  |  |  |
|--|--|--|--|----|--|--|--|--|--|
|  |  |  |  | 94 |  |  |  |  |  |
|--|--|--|--|----|--|--|--|--|--|

- (ii) Write numbers that comes before and after the given number.



- (iii) The number that comes in between 54 and 56 is \_\_\_\_\_.

- (iv) Skip count backwards in 5s and write.



- (v) Circle the bigger number.

|    |    |
|----|----|
| 69 | 61 |
|----|----|



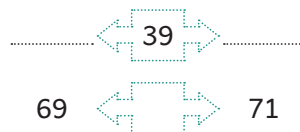
## What I Learnt

Counting forward and backward

|    |    |    |  |  |  |  |    |
|----|----|----|--|--|--|--|----|
| 21 | 22 | 23 |  |  |  |  | 30 |
| 30 | 29 | 28 |  |  |  |  | 21 |



Number that comes before, after and in between



Skip counting

|    |    |    |  |  |  |  |  |
|----|----|----|--|--|--|--|--|
| 2  | 4  | 6  |  |  |  |  |  |
| 20 | 18 | 16 |  |  |  |  |  |



More-Less



Greater number -  
Smaller number

|    |    |
|----|----|
| 82 | 28 |
| 19 | 91 |







## I Can Do

Answer the following questions.

1. Tick (✓) the correct one.

i)  ☐ straight edges  
☐ curved edges

ii)  ☐ flat face  
☐ curved face

2. Count and write.

i) 

ii) 

3. Answer the following.

i) In the number 68, there are  
 \_\_\_\_\_ tens and  
 \_\_\_\_\_ ones

ii) Write the number name of 17  
 \_\_\_\_\_

4. i) Skip count forward in 3s and write.

|   |   |  |  |  |  |  |  |  |  |
|---|---|--|--|--|--|--|--|--|--|
| 3 | 6 |  |  |  |  |  |  |  |  |
|---|---|--|--|--|--|--|--|--|--|

ii) Skip count backward in 2s and write.

|    |    |  |  |  |  |  |  |  |  |
|----|----|--|--|--|--|--|--|--|--|
| 20 | 18 |  |  |  |  |  |  |  |  |
|----|----|--|--|--|--|--|--|--|--|

5. i) Circle the greater number.

|    |    |
|----|----|
| 38 | 89 |
|----|----|

ii) Colour the smaller number.

|    |    |
|----|----|
| 43 | 92 |
|----|----|



## Oral Task

6. Read the numbers aloud.

27

62

81

38

54

93

79

55

46

11

7. Express the following numbers as tens and ones and show the beads as per the number.

45

31

97

69

80



## Project

8. Get some money - notes or coins, from an elder in your family and write the money values and their number names.

| Value of Notes / coins | Number names |
|------------------------|--------------|
|                        |              |
|                        |              |
|                        |              |
|                        |              |
|                        |              |

9. Write the dates of the monthly calendar backwards.



## Let us Practise

Observe the picture and fill in the table.



| Games              | Skipping | Train Cart | Tennikoit | Hide and Seek | Throw Ball |
|--------------------|----------|------------|-----------|---------------|------------|
| Number of Children |          |            |           |               |            |

Observe the table and fill in the blanks.

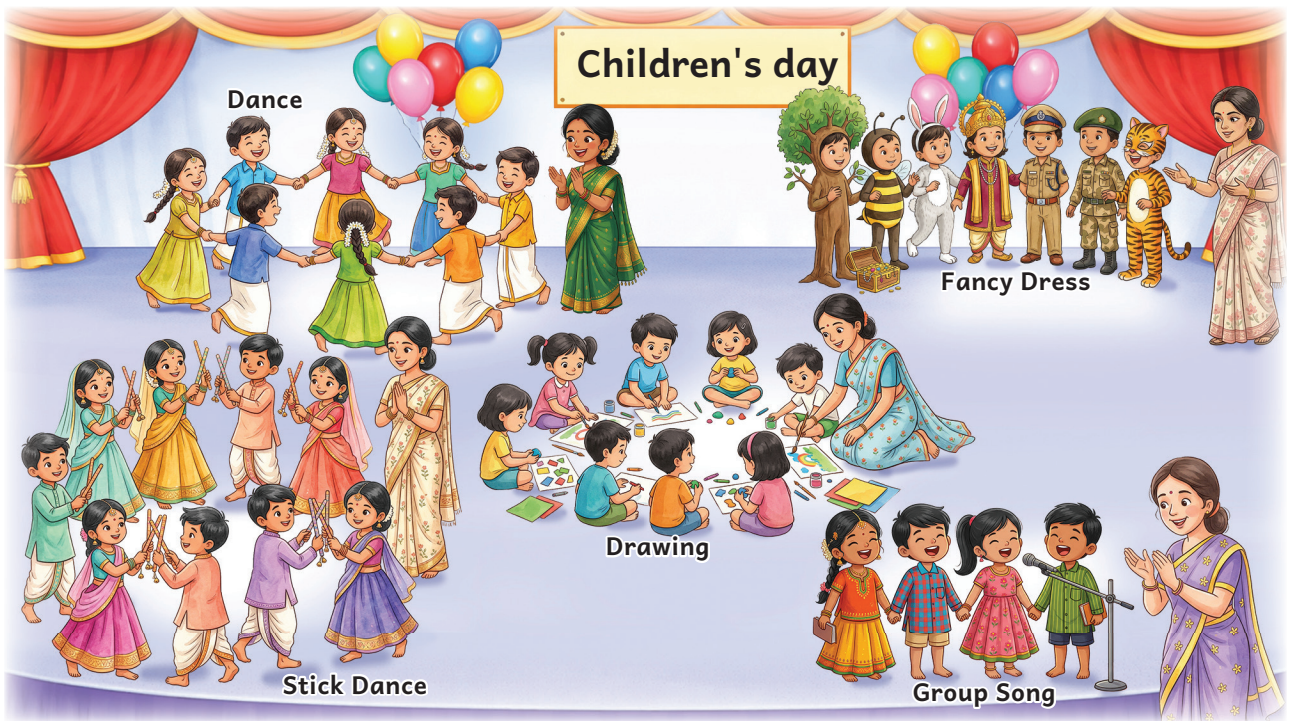
1. **The most** number of children are playing \_\_\_\_\_ game.
2. **The least** number of children are playing \_\_\_\_\_ game.
3. The number of children playing \_\_\_\_\_ is more than the number of children playing hide and seek.
4. The number of children playing skipping is \_\_\_\_\_ the number of children playing tennikoit. (more than/less than/equal to).





## Let us Practise

Observe the picture and fill in the table.



| Competitions       | Drawing | Group Song | Fancy Dress | Dance | Stick Dance |
|--------------------|---------|------------|-------------|-------|-------------|
| Number of Children |         |            |             |       |             |

Observe the table and fill in the blanks.

- The competition in which the most number of children participated is \_\_\_\_\_.
- The competition in which the least number of children participated is \_\_\_\_\_.
- The number of children who participated in the drawing competition is equal to the number of children who participated in the \_\_\_\_\_ competition.
- The number of children who participated in the \_\_\_\_\_ competition is less than the number of children who participated in the Fancy dress competition.



## What I Learnt

Prepare a table

More than/Less than/Equal to

| Games played       | Skiping | Train Cart | Tennikoit | Hide and Seek | Throw Ball |
|--------------------|---------|------------|-----------|---------------|------------|
| Number of Children |         |            |           |               |            |



- The competition in which the most number of children participated is \_\_\_\_\_.
- The competition in which the least number of children participated is \_\_\_\_\_.



## 6. Total Bundles

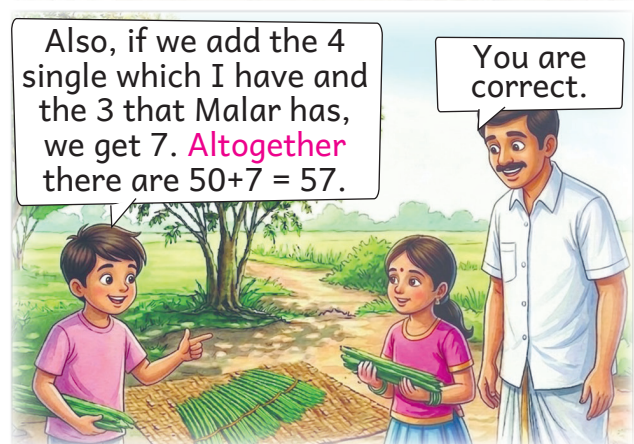
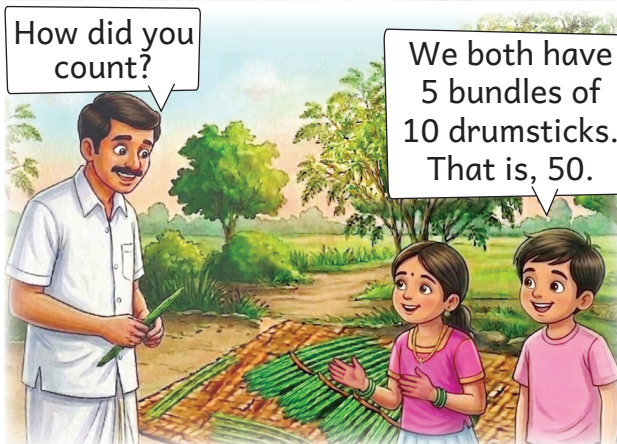


### Let us Learn

Arun and Malar went to the garden with their father to pluck drumsticks.



Both of them started to count the drumsticks they collected.



Narrate the story in such a way that it kindles the interest of the children in understanding how addition is used in day-to-day life situations.



## Let us Practise

Count the drumsticks, write the number and find the sum.

|   |                                                                                                                                                                        |   |   |   |   |   |     |   |   |  |                                                                                                                                                                        |   |                                                                                                                                                                        |   |   |  |  |  |  |  |  |  |  |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|-----|---|---|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|--|--|--|--|--|--|--|--|
|   | <table border="1"><tr><td>T</td><td>O</td></tr><tr><td>2</td><td>5</td></tr><tr><td>+</td><td>1 4</td></tr><tr><td>3</td><td>9</td></tr></table>                       | T | O | 2 | 5 | + | 1 4 | 3 | 9 |  | <table border="1"><tr><td>T</td><td>O</td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td colspan="2"></td></tr></table> | T | O                                                                                                                                                                      |   |   |  |  |  |  |  |  |  |  |
| T | O                                                                                                                                                                      |   |   |   |   |   |     |   |   |  |                                                                                                                                                                        |   |                                                                                                                                                                        |   |   |  |  |  |  |  |  |  |  |
| 2 | 5                                                                                                                                                                      |   |   |   |   |   |     |   |   |  |                                                                                                                                                                        |   |                                                                                                                                                                        |   |   |  |  |  |  |  |  |  |  |
| + | 1 4                                                                                                                                                                    |   |   |   |   |   |     |   |   |  |                                                                                                                                                                        |   |                                                                                                                                                                        |   |   |  |  |  |  |  |  |  |  |
| 3 | 9                                                                                                                                                                      |   |   |   |   |   |     |   |   |  |                                                                                                                                                                        |   |                                                                                                                                                                        |   |   |  |  |  |  |  |  |  |  |
| T | O                                                                                                                                                                      |   |   |   |   |   |     |   |   |  |                                                                                                                                                                        |   |                                                                                                                                                                        |   |   |  |  |  |  |  |  |  |  |
|   |                                                                                                                                                                        |   |   |   |   |   |     |   |   |  |                                                                                                                                                                        |   |                                                                                                                                                                        |   |   |  |  |  |  |  |  |  |  |
|   |                                                                                                                                                                        |   |   |   |   |   |     |   |   |  |                                                                                                                                                                        |   |                                                                                                                                                                        |   |   |  |  |  |  |  |  |  |  |
|   |                                                                                                                                                                        |   |   |   |   |   |     |   |   |  |                                                                                                                                                                        |   |                                                                                                                                                                        |   |   |  |  |  |  |  |  |  |  |
|   |                                                                                                                                                                        |   |   |   |   |   |     |   |   |  |                                                                                                                                                                        |   |                                                                                                                                                                        |   |   |  |  |  |  |  |  |  |  |
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| T | O                                                                                                                                                                      |   |   |   |   |   |     |   |   |  |                                                                                                                                                                        |   |                                                                                                                                                                        |   |   |  |  |  |  |  |  |  |  |
|   |                                                                                                                                                                        |   |   |   |   |   |     |   |   |  |                                                                                                                                                                        |   |                                                                                                                                                                        |   |   |  |  |  |  |  |  |  |  |
|   |                                                                                                                                                                        |   |   |   |   |   |     |   |   |  |                                                                                                                                                                        |   |                                                                                                                                                                        |   |   |  |  |  |  |  |  |  |  |
|   |                                                                                                                                                                        |   |   |   |   |   |     |   |   |  |                                                                                                                                                                        |   |                                                                                                                                                                        |   |   |  |  |  |  |  |  |  |  |
|   |                                                                                                                                                                        |   |   |   |   |   |     |   |   |  |                                                                                                                                                                        |   |                                                                                                                                                                        |   |   |  |  |  |  |  |  |  |  |
| T | O                                                                                                                                                                      |   |   |   |   |   |     |   |   |  |                                                                                                                                                                        |   |                                                                                                                                                                        |   |   |  |  |  |  |  |  |  |  |
|   |                                                                                                                                                                        |   |   |   |   |   |     |   |   |  |                                                                                                                                                                        |   |                                                                                                                                                                        |   |   |  |  |  |  |  |  |  |  |
|   |                                                                                                                                                                        |   |   |   |   |   |     |   |   |  |                                                                                                                                                                        |   |                                                                                                                                                                        |   |   |  |  |  |  |  |  |  |  |
|   |                                                                                                                                                                        |   |   |   |   |   |     |   |   |  |                                                                                                                                                                        |   |                                                                                                                                                                        |   |   |  |  |  |  |  |  |  |  |
|   |                                                                                                                                                                        |   |   |   |   |   |     |   |   |  |                                                                                                                                                                        |   |                                                                                                                                                                        |   |   |  |  |  |  |  |  |  |  |
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| T | O                                                                                                                                                                      |   |   |   |   |   |     |   |   |  |                                                                                                                                                                        |   |                                                                                                                                                                        |   |   |  |  |  |  |  |  |  |  |
|   |                                                                                                                                                                        |   |   |   |   |   |     |   |   |  |                                                                                                                                                                        |   |                                                                                                                                                                        |   |   |  |  |  |  |  |  |  |  |
|   |                                                                                                                                                                        |   |   |   |   |   |     |   |   |  |                                                                                                                                                                        |   |                                                                                                                                                                        |   |   |  |  |  |  |  |  |  |  |
|   |                                                                                                                                                                        |   |   |   |   |   |     |   |   |  |                                                                                                                                                                        |   |                                                                                                                                                                        |   |   |  |  |  |  |  |  |  |  |
|   |                                                                                                                                                                        |   |   |   |   |   |     |   |   |  |                                                                                                                                                                        |   |                                                                                                                                                                        |   |   |  |  |  |  |  |  |  |  |
| T | O                                                                                                                                                                      |   |   |   |   |   |     |   |   |  |                                                                                                                                                                        |   |                                                                                                                                                                        |   |   |  |  |  |  |  |  |  |  |
|   |                                                                                                                                                                        |   |   |   |   |   |     |   |   |  |                                                                                                                                                                        |   |                                                                                                                                                                        |   |   |  |  |  |  |  |  |  |  |
|   |                                                                                                                                                                        |   |   |   |   |   |     |   |   |  |                                                                                                                                                                        |   |                                                                                                                                                                        |   |   |  |  |  |  |  |  |  |  |
|   |                                                                                                                                                                        |   |   |   |   |   |     |   |   |  |                                                                                                                                                                        |   |                                                                                                                                                                        |   |   |  |  |  |  |  |  |  |  |
|   |                                                                                                                                                                        |   |   |   |   |   |     |   |   |  |                                                                                                                                                                        |   |                                                                                                                                                                        |   |   |  |  |  |  |  |  |  |  |
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| T | O                                                                                                                                                                      |   |   |   |   |   |     |   |   |  |                                                                                                                                                                        |   |                                                                                                                                                                        |   |   |  |  |  |  |  |  |  |  |
|   |                                                                                                                                                                        |   |   |   |   |   |     |   |   |  |                                                                                                                                                                        |   |                                                                                                                                                                        |   |   |  |  |  |  |  |  |  |  |
|   |                                                                                                                                                                        |   |   |   |   |   |     |   |   |  |                                                                                                                                                                        |   |                                                                                                                                                                        |   |   |  |  |  |  |  |  |  |  |
|   |                                                                                                                                                                        |   |   |   |   |   |     |   |   |  |                                                                                                                                                                        |   |                                                                                                                                                                        |   |   |  |  |  |  |  |  |  |  |
|   |                                                                                                                                                                        |   |   |   |   |   |     |   |   |  |                                                                                                                                                                        |   |                                                                                                                                                                        |   |   |  |  |  |  |  |  |  |  |
| T | O                                                                                                                                                                      |   |   |   |   |   |     |   |   |  |                                                                                                                                                                        |   |                                                                                                                                                                        |   |   |  |  |  |  |  |  |  |  |
|   |                                                                                                                                                                        |   |   |   |   |   |     |   |   |  |                                                                                                                                                                        |   |                                                                                                                                                                        |   |   |  |  |  |  |  |  |  |  |
|   |                                                                                                                                                                        |   |   |   |   |   |     |   |   |  |                                                                                                                                                                        |   |                                                                                                                                                                        |   |   |  |  |  |  |  |  |  |  |
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| T | O                                                                                                                                                                      |   |   |   |   |   |     |   |   |  |                                                                                                                                                                        |   |                                                                                                                                                                        |   |   |  |  |  |  |  |  |  |  |
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| T | O                                                                                                                                                                      |   |   |   |   |   |     |   |   |  |                                                                                                                                                                        |   |                                                                                                                                                                        |   |   |  |  |  |  |  |  |  |  |
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## Let us Do

I have 1 ten and 3 ones.  
That is, 13 sticks.

I have 1 ten and 4 ones.  
That is, 14 sticks.

First, adding the ones we get  $3+4=7$ .  
Then, adding the tens we get  $10+10=20$ .  
There are  $20+7=27$  sticks in total.

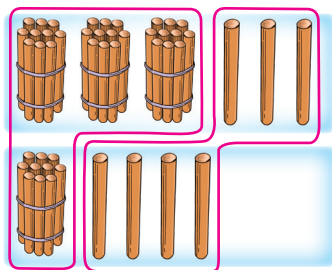


Divide the children into groups of two. Give them 9 bundles of 10 sticks each and 9 single sticks too. Tell both of them to pick some sticks. Let them add the single sticks first and then bundles of 10 sticks. Let the children tell the total number of sticks aloud.



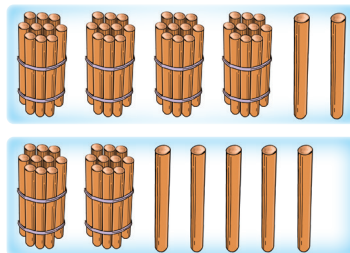
## Let us Practise

Count the sticks, write the number and find the **sum**.



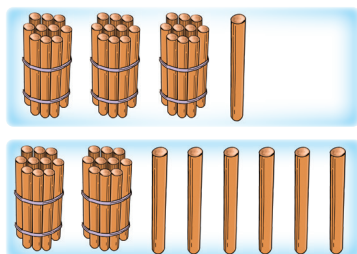
+

| T | O |
|---|---|
| 3 | 3 |
| 1 | 4 |
| 4 | 7 |



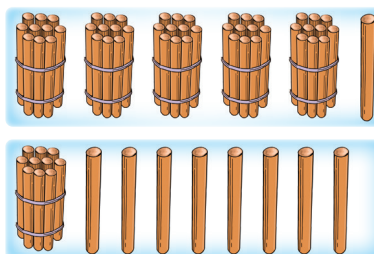
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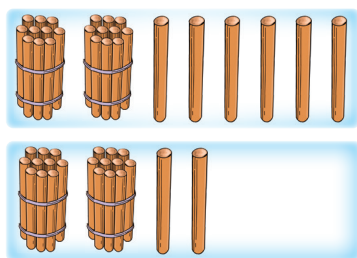
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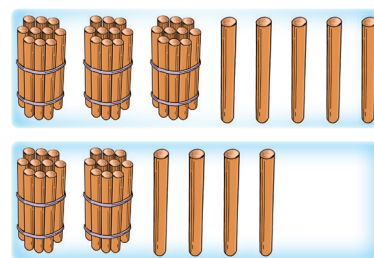
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| T | O |
|---|---|
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+

| T | O |
|---|---|
|   |   |
|   |   |
|   |   |



+

| T | O |
|---|---|
|   |   |
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## Let us Practise

Count the beads, write the number and find the sum.

|  |  |  |
|--|--|--|
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |



Emphasise that, to find the sum of the beads, the children have to add the number of single beads first and then add the number of bead strings.





## Let us Practise

Write the value of the coins and find the sum.

| <br>+    | <table border="1"><thead><tr><th>T</th><th>O</th></tr></thead><tbody><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td colspan="2"></td></tr></tbody></table> | T | O |  |  |  |  |  |  |
|-------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|--|--|--|--|--|--|
| T                                                                                         | O                                                                                                                                                                         |   |   |  |  |  |  |  |  |
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| T                                                                                         | O                                                                                                                                                                         |   |   |  |  |  |  |  |  |
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| T                                                                                         | O                                                                                                                                                                         |   |   |  |  |  |  |  |  |
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| T                                                                                         | O                                                                                                                                                                         |   |   |  |  |  |  |  |  |
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| T                                                                                         | O                                                                                                                                                                         |   |   |  |  |  |  |  |  |
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| T                                                                                         | O                                                                                                                                                                         |   |   |  |  |  |  |  |  |
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| T                                                                                         | O                                                                                                                                                                         |   |   |  |  |  |  |  |  |
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| T                                                                                         | O                                                                                                                                                                         |   |   |  |  |  |  |  |  |
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| T                                                                                         | O                                                                                                                                                                         |   |   |  |  |  |  |  |  |
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| T                                                                                         | O                                                                                                                                                                         |   |   |  |  |  |  |  |  |
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|                                                                                           |                                                                                                                                                                           |   |   |  |  |  |  |  |  |
|                                                                                           |                                                                                                                                                                           |   |   |  |  |  |  |  |  |



## Let us Practise

Add.

|   |   |   |
|---|---|---|
|   | T | O |
|   | 4 | 1 |
| + |   | 8 |
|   | 4 | 9 |

|   |   |   |
|---|---|---|
|   | T | O |
|   | 5 | 2 |
| + |   | 7 |
|   |   |   |

|   |   |   |
|---|---|---|
|   | T | O |
|   | 9 | 4 |
| + |   | 5 |
|   |   |   |

|   |   |   |
|---|---|---|
|   | T | O |
|   | 6 | 3 |
| + | 1 | 0 |
|   |   |   |

|   |   |   |
|---|---|---|
|   | T | O |
|   | 7 | 2 |
| + | 1 | 0 |
|   |   |   |

|   |   |   |
|---|---|---|
|   | T | O |
|   | 2 | 5 |
| + | 1 | 3 |
|   |   |   |

|   |   |   |
|---|---|---|
|   | T | O |
|   | 3 | 7 |
| + | 1 | 2 |
|   |   |   |

|   |   |   |
|---|---|---|
|   | T | O |
|   | 8 | 1 |
| + | 1 | 4 |
|   |   |   |

|   |   |   |
|---|---|---|
|   | T | O |
|   | 6 | 5 |
| + | 1 | 3 |
|   |   |   |

|   |   |   |
|---|---|---|
|   | T | O |
|   | 6 | 2 |
| + | 1 | 2 |
|   |   |   |

|   |   |   |
|---|---|---|
|   | T | O |
|   | 3 | 5 |
| + | 1 | 4 |
|   |   |   |

|   |   |   |
|---|---|---|
|   | T | O |
|   | 3 | 3 |
| + | 2 | 5 |
|   |   |   |

|   |   |   |
|---|---|---|
|   | T | O |
|   | 3 | 4 |
| + | 5 | 4 |
|   |   |   |

|   |   |   |
|---|---|---|
|   | T | O |
|   | 5 | 3 |
| + | 2 | 1 |
|   |   |   |

|   |   |   |
|---|---|---|
|   | T | O |
|   | 4 | 4 |
| + | 4 | 2 |
|   |   |   |

|   |   |   |
|---|---|---|
|   | T | O |
|   | 6 | 0 |
| + | 2 | 6 |
|   |   |   |

|   |   |   |
|---|---|---|
|   | T | O |
|   | 4 | 5 |
| + | 2 | 0 |
|   |   |   |

|   |   |   |
|---|---|---|
|   | T | O |
|   | 5 | 4 |
| + | 2 | 5 |
|   |   |   |

|   |   |   |
|---|---|---|
|   | T | O |
|   | 4 | 3 |
| + | 2 | 4 |
|   |   |   |

|   |   |   |
|---|---|---|
|   | T | O |
|   | 7 | 2 |
| + | 2 | 4 |
|   |   |   |



Encourage the children to first estimate the sum of the given numbers before performing the addition. Then, let them find the actual sum and finally compare their estimation with the exact answer.

# Let us Explore

Find the sum, and connect with the correct answers in the circle.

Math problems around the circle:

- $42+11$
- $33+20$
- $43+22$
- $60+24$
- $52+24$
- $45+31$
- $61+23$
- $31+34$
- $56+43$
- $35+64$

Central circle contents:

- Mouse: 65
- Meat: 76
- Fish: 84
- Egg: 99
- Bowl: 53

Add the numbers and connect the balloons with the correct baskets.

Balloon math problems:

- $28+21$
- $35+33$
- $52+23$
- $70+11$
- $62+15$
- $43+12$
- $36+20$

Basket answers:

- 75
- 56
- 49
- 81
- 68
- 77
- 55



## Let us Practise

Find the answer.

There are 26  in the first plant. There are 33  in the second plant. How many  are there in both the plants **altogether**?

| T | O |
|---|---|
|   |   |
|   |   |
|   |   |
| + |   |
|   |   |

There are 24  in class 2 and 33  in class 3.

How many  are there in both the classes **altogether**?

| T | O |
|---|---|
|   |   |
|   |   |
|   |   |
| + |   |
|   |   |

Priya has 12  and her mother gave her 7 more  .  
how many  does she have now **altogether**?

| T | O |
|---|---|
|   |   |
|   |   |
|   |   |
| + |   |
|   |   |

Kavitha had 24  . Her friend gave her 15 more  .  
How many  does she have **in all**?

| T | O |
|---|---|
|   |   |
|   |   |
|   |   |
| + |   |
|   |   |

In a library, there were 82  and 17 more  were bought. How many  are there **altogether**?

| T | O |
|---|---|
|   |   |
|   |   |
|   |   |
| + |   |
|   |   |





Add and colour according to the total.

34 + 42 =

63 + 36 =

25 + 51 =

44 + 22 =

72 + 17 =

45 + 44 =

32 + 54 =

64 + 25 =

41 + 16

25 + 32

35 + 22

56 + 33 =

63 + 23 =

15 + 13

61 + 15 =

43 + 33 =

28

57

66

76

86

89

99

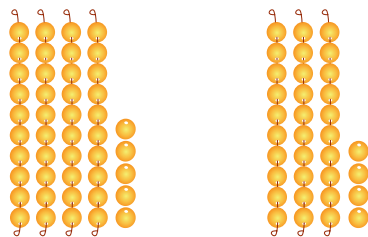


## Learning Check



Answer the following questions.

1. Count the beads, write and add.



| T | O |
|---|---|
|   |   |
|   |   |
|   |   |

2. Write the value of the coins and add.



| T | O |
|---|---|
|   |   |
|   |   |
|   |   |

3. Add:  $62 + 25$

| T | O |
|---|---|
|   |   |
|   |   |
|   |   |
|   |   |

4. Add:  $43 + 56$

| T | O |
|---|---|
|   |   |
|   |   |
|   |   |
|   |   |

5. Mary had 34 . Her mother gave her 15 more . How many  does she have now altogether?

| T | O |
|---|---|
|   |   |
|   |   |
|   |   |
|   |   |



## What I Learnt

Addition of numbers

| T | O |
|---|---|
| 4 | 1 |
|   | 8 |
| 4 | 9 |



Solving story problems

There are 26  in the first plant. There are 33  in the second plant. How many  are there in both the plants altogether?

| T | O |
|---|---|
|   |   |
|   |   |
|   |   |



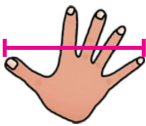
# 7. How to Measure?



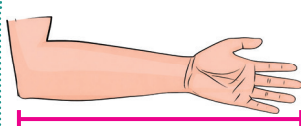
## Let us Learn



Make the students observe the picture and ask them what the people in the picture are doing. Then, introduce the non-standard units we use to measure length. Later, demonstrate how to measure the length of objects using them.



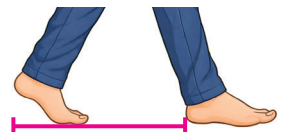
Handspan



Cubit



Footspan

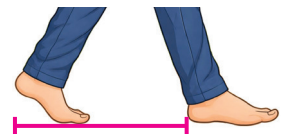
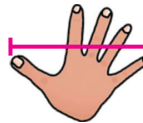
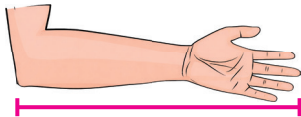


Pace



## Let us Practise

Match the following.



Cubit

Footspan

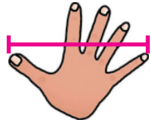
Pace

Handspan

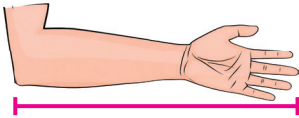
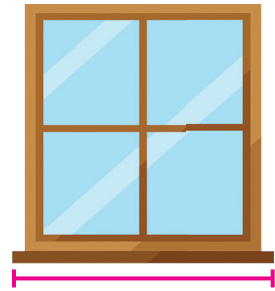


## Let us Practise

Measure and write the length of the following objects in your classroom / school using the given units.



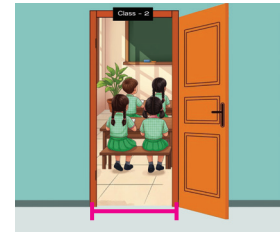
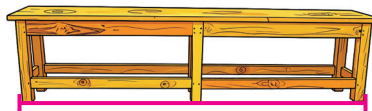
Handspan



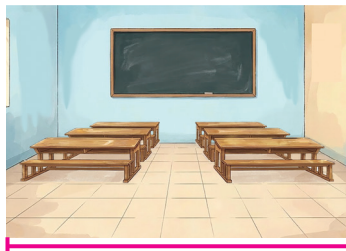
Cubit



Footspan



Pace







## Let us Do

While measuring,  
I get 7 handspans  
and you get 6  
handspans.

Why do both the  
measures differ?



While measuring,  
I get 4 cubits and  
you get 3 cubits.

Why do both  
the measures  
differ?

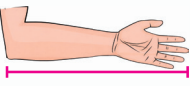


Ask the children to measure the length of the desk using measures such as handspan and cubit, and the length of their classroom using measures such as footspan and pace. Make them realise that they differ from one person to another.



## Let us Practise

Complete the table by estimating the length of the desk and the classroom and also measuring them with the given units.

| Units                                                                               | Estimated length of the table |                           | Actual length of the table |                           |
|-------------------------------------------------------------------------------------|-------------------------------|---------------------------|----------------------------|---------------------------|
|                                                                                     | Your measurement              | Your friend's measurement | Your measurement           | Your friend's measurement |
|  |                               |                           |                            |                           |
|  |                               |                           |                            |                           |

| Units                                                                               | Estimated length of the classroom |                           | Actual length of the classroom |                           |
|-------------------------------------------------------------------------------------|-----------------------------------|---------------------------|--------------------------------|---------------------------|
|                                                                                     | Your measurement                  | Your friend's measurement | Your measurement               | Your friend's measurement |
|  |                                   |                           |                                |                           |
|  |                                   |                           |                                |                           |

What did you learn from the table given above?

☐

Both got the same measurements.

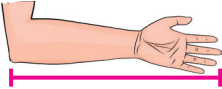
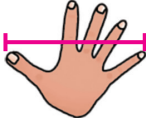
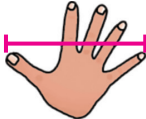
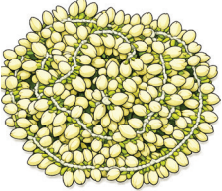
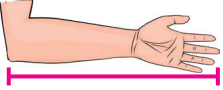
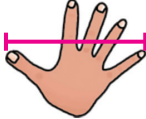
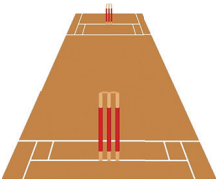
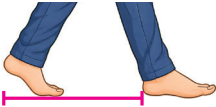
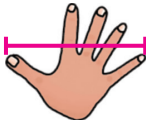
☐

Both got different measurements.



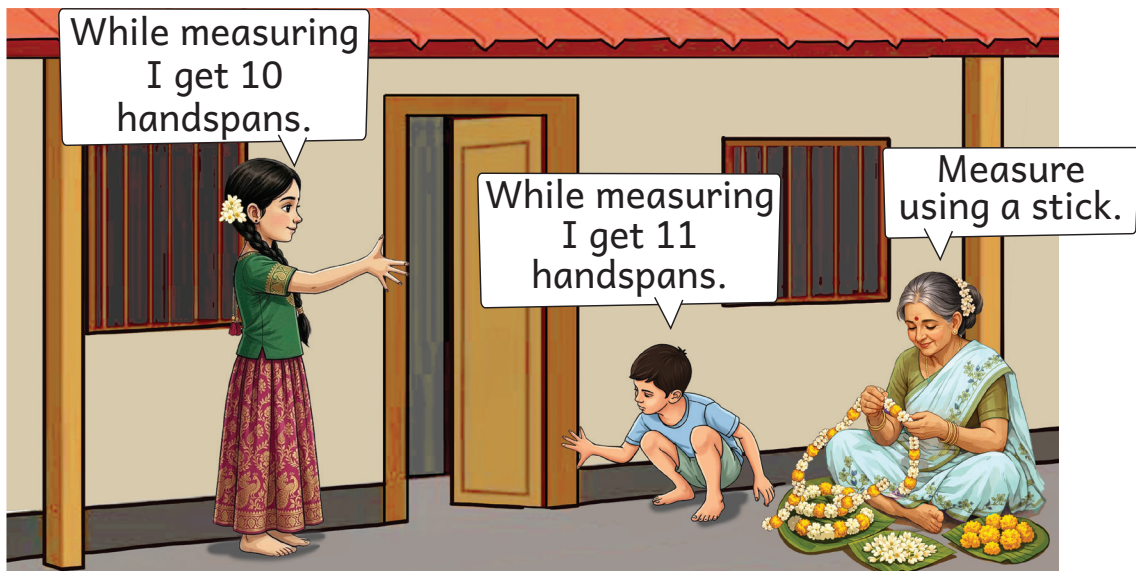
## Let us Practise

Tick (✓) the appropriate unit of measurement to measure the length of the given objects.

|                                                                                    |                                                                                    |                                                                                      |
|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
|   |   |   |
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## Let us Do

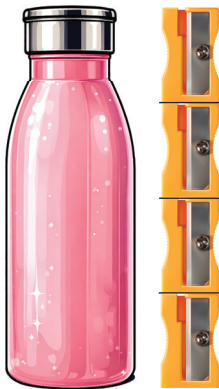


Encourage the children to use uniform non-standard units such as a stick, eraser or sharpener so that the measured length / height of objects does not change from one person to another.



## Let us Practise

Count the sharpeners and write the length/height of the given objects.



4



Complete the table by estimating and measuring the length of the given objects.

| Object to be measured | Object used for measuring | Estimated length of the object | Actual length of the object |
|-----------------------|---------------------------|--------------------------------|-----------------------------|
|                       |                           |                                |                             |
|                       |                           |                                |                             |
|                       |                           |                                |                             |
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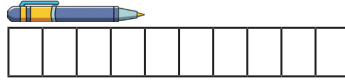


## Let us Practise

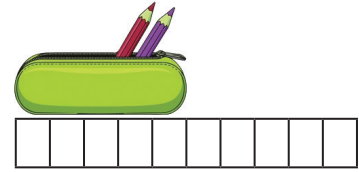
Colour the boxes as per the length of the objects, count and write.



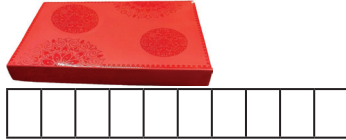
2



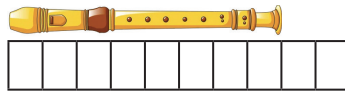
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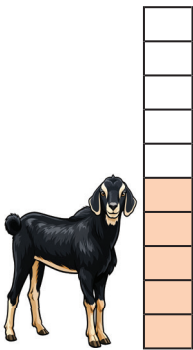


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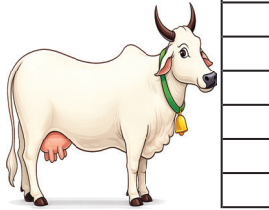


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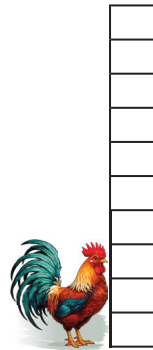
Colour the boxes as per the height of the domestic animals, count and write.



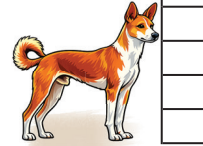
5



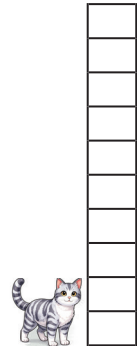
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## Let us Explore

Tick (✓) the correct answer.

- (i) If your brother and you measure the doorstep of your house using the same stick, both of your measurements will be the same. Yes / No
- (ii) The distance between the school entrance and the school office can be measured using cubits. Yes / No
- (iii) The length of the blackboard can be measured using handspans. Yes / No



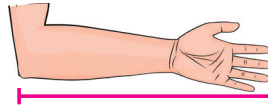
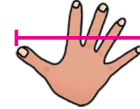


## Learning Check

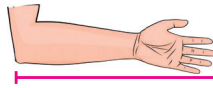
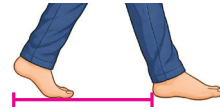


Answer the following questions.

1. Tick (✓) the appropriate unit of measurement to measure the length of the given object.


☐

☐

2. Tick (✓) the appropriate unit of measurement to measure the length of the given object.


☐

☐

3. Count the sharpeners and write the length of the given object.



4. Colour the boxes as per the length of the object, count and write.



|  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
|  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|

\_\_\_ ☐

5. Tick (✓) the correct answer.

The length of a room can be measured using footspans.

Yes / No



## What I Learnt

Understand non- standard measures



Measure the length/height using non-standard units

| Units | Estimated length of the table |                           | Actual length of the table |                           |
|-------|-------------------------------|---------------------------|----------------------------|---------------------------|
|       | Your measurement              | Your friend's measurement | Your measurement           | Your friend's measurement |
|       |                               |                           |                            |                           |
|       |                               |                           |                            |                           |



Measure the length/height using non-standard uniform units



2 ☐





## Let us Learn

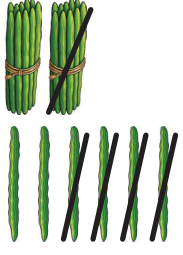
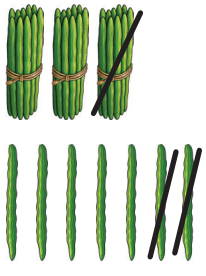
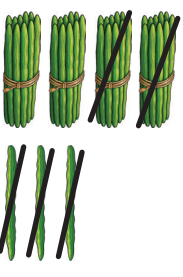
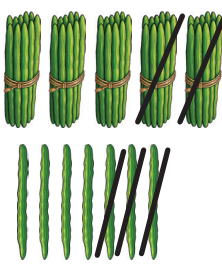
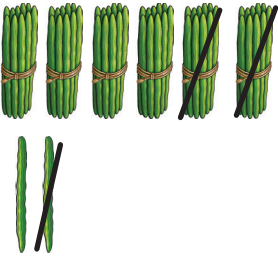
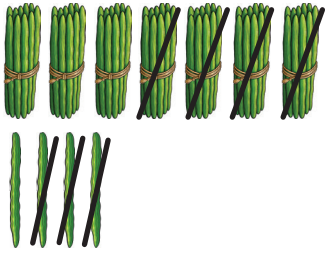
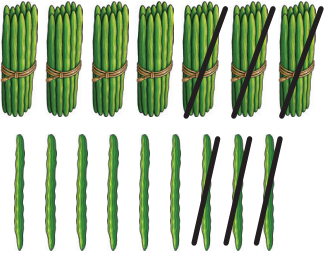
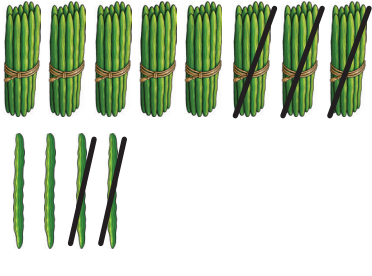
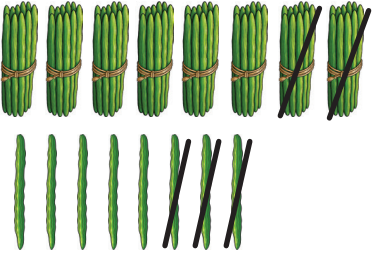
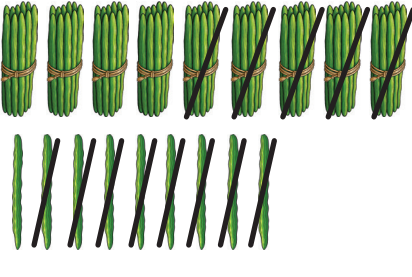
Arun and Malar went home with the drumsticks they had collected.





## Let us Practise

**Subtract** and find the number of remaining drumsticks.

|                                                                                     |                                                                                                                                                |   |   |   |   |   |   |   |   |                                                                                      |                                                                                                                                          |   |   |  |  |  |  |  |  |
|-------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|---|---|--------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|---|---|--|--|--|--|--|--|
|    | <table border="1"><tr><td>T</td><td>O</td></tr><tr><td>2</td><td>6</td></tr><tr><td>1</td><td>4</td></tr><tr><td>1</td><td>2</td></tr></table> | T | O | 2 | 6 | 1 | 4 | 1 | 2 |     | <table border="1"><tr><td>T</td><td>O</td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table> | T | O |  |  |  |  |  |  |
| T                                                                                   | O                                                                                                                                              |   |   |   |   |   |   |   |   |                                                                                      |                                                                                                                                          |   |   |  |  |  |  |  |  |
| 2                                                                                   | 6                                                                                                                                              |   |   |   |   |   |   |   |   |                                                                                      |                                                                                                                                          |   |   |  |  |  |  |  |  |
| 1                                                                                   | 4                                                                                                                                              |   |   |   |   |   |   |   |   |                                                                                      |                                                                                                                                          |   |   |  |  |  |  |  |  |
| 1                                                                                   | 2                                                                                                                                              |   |   |   |   |   |   |   |   |                                                                                      |                                                                                                                                          |   |   |  |  |  |  |  |  |
| T                                                                                   | O                                                                                                                                              |   |   |   |   |   |   |   |   |                                                                                      |                                                                                                                                          |   |   |  |  |  |  |  |  |
|                                                                                     |                                                                                                                                                |   |   |   |   |   |   |   |   |                                                                                      |                                                                                                                                          |   |   |  |  |  |  |  |  |
|                                                                                     |                                                                                                                                                |   |   |   |   |   |   |   |   |                                                                                      |                                                                                                                                          |   |   |  |  |  |  |  |  |
|                                                                                     |                                                                                                                                                |   |   |   |   |   |   |   |   |                                                                                      |                                                                                                                                          |   |   |  |  |  |  |  |  |
|    | <table border="1"><tr><td>T</td><td>O</td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table>       | T | O |   |   |   |   |   |   |    | <table border="1"><tr><td>T</td><td>O</td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table> | T | O |  |  |  |  |  |  |
| T                                                                                   | O                                                                                                                                              |   |   |   |   |   |   |   |   |                                                                                      |                                                                                                                                          |   |   |  |  |  |  |  |  |
|                                                                                     |                                                                                                                                                |   |   |   |   |   |   |   |   |                                                                                      |                                                                                                                                          |   |   |  |  |  |  |  |  |
|                                                                                     |                                                                                                                                                |   |   |   |   |   |   |   |   |                                                                                      |                                                                                                                                          |   |   |  |  |  |  |  |  |
|                                                                                     |                                                                                                                                                |   |   |   |   |   |   |   |   |                                                                                      |                                                                                                                                          |   |   |  |  |  |  |  |  |
| T                                                                                   | O                                                                                                                                              |   |   |   |   |   |   |   |   |                                                                                      |                                                                                                                                          |   |   |  |  |  |  |  |  |
|                                                                                     |                                                                                                                                                |   |   |   |   |   |   |   |   |                                                                                      |                                                                                                                                          |   |   |  |  |  |  |  |  |
|                                                                                     |                                                                                                                                                |   |   |   |   |   |   |   |   |                                                                                      |                                                                                                                                          |   |   |  |  |  |  |  |  |
|                                                                                     |                                                                                                                                                |   |   |   |   |   |   |   |   |                                                                                      |                                                                                                                                          |   |   |  |  |  |  |  |  |
|   | <table border="1"><tr><td>T</td><td>O</td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table>       | T | O |   |   |   |   |   |   |   | <table border="1"><tr><td>T</td><td>O</td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table> | T | O |  |  |  |  |  |  |
| T                                                                                   | O                                                                                                                                              |   |   |   |   |   |   |   |   |                                                                                      |                                                                                                                                          |   |   |  |  |  |  |  |  |
|                                                                                     |                                                                                                                                                |   |   |   |   |   |   |   |   |                                                                                      |                                                                                                                                          |   |   |  |  |  |  |  |  |
|                                                                                     |                                                                                                                                                |   |   |   |   |   |   |   |   |                                                                                      |                                                                                                                                          |   |   |  |  |  |  |  |  |
|                                                                                     |                                                                                                                                                |   |   |   |   |   |   |   |   |                                                                                      |                                                                                                                                          |   |   |  |  |  |  |  |  |
| T                                                                                   | O                                                                                                                                              |   |   |   |   |   |   |   |   |                                                                                      |                                                                                                                                          |   |   |  |  |  |  |  |  |
|                                                                                     |                                                                                                                                                |   |   |   |   |   |   |   |   |                                                                                      |                                                                                                                                          |   |   |  |  |  |  |  |  |
|                                                                                     |                                                                                                                                                |   |   |   |   |   |   |   |   |                                                                                      |                                                                                                                                          |   |   |  |  |  |  |  |  |
|                                                                                     |                                                                                                                                                |   |   |   |   |   |   |   |   |                                                                                      |                                                                                                                                          |   |   |  |  |  |  |  |  |
|  | <table border="1"><tr><td>T</td><td>O</td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table>       | T | O |   |   |   |   |   |   |  | <table border="1"><tr><td>T</td><td>O</td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table> | T | O |  |  |  |  |  |  |
| T                                                                                   | O                                                                                                                                              |   |   |   |   |   |   |   |   |                                                                                      |                                                                                                                                          |   |   |  |  |  |  |  |  |
|                                                                                     |                                                                                                                                                |   |   |   |   |   |   |   |   |                                                                                      |                                                                                                                                          |   |   |  |  |  |  |  |  |
|                                                                                     |                                                                                                                                                |   |   |   |   |   |   |   |   |                                                                                      |                                                                                                                                          |   |   |  |  |  |  |  |  |
|                                                                                     |                                                                                                                                                |   |   |   |   |   |   |   |   |                                                                                      |                                                                                                                                          |   |   |  |  |  |  |  |  |
| T                                                                                   | O                                                                                                                                              |   |   |   |   |   |   |   |   |                                                                                      |                                                                                                                                          |   |   |  |  |  |  |  |  |
|                                                                                     |                                                                                                                                                |   |   |   |   |   |   |   |   |                                                                                      |                                                                                                                                          |   |   |  |  |  |  |  |  |
|                                                                                     |                                                                                                                                                |   |   |   |   |   |   |   |   |                                                                                      |                                                                                                                                          |   |   |  |  |  |  |  |  |
|                                                                                     |                                                                                                                                                |   |   |   |   |   |   |   |   |                                                                                      |                                                                                                                                          |   |   |  |  |  |  |  |  |
|  | <table border="1"><tr><td>T</td><td>O</td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table>       | T | O |   |   |   |   |   |   |  | <table border="1"><tr><td>T</td><td>O</td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table> | T | O |  |  |  |  |  |  |
| T                                                                                   | O                                                                                                                                              |   |   |   |   |   |   |   |   |                                                                                      |                                                                                                                                          |   |   |  |  |  |  |  |  |
|                                                                                     |                                                                                                                                                |   |   |   |   |   |   |   |   |                                                                                      |                                                                                                                                          |   |   |  |  |  |  |  |  |
|                                                                                     |                                                                                                                                                |   |   |   |   |   |   |   |   |                                                                                      |                                                                                                                                          |   |   |  |  |  |  |  |  |
|                                                                                     |                                                                                                                                                |   |   |   |   |   |   |   |   |                                                                                      |                                                                                                                                          |   |   |  |  |  |  |  |  |
| T                                                                                   | O                                                                                                                                              |   |   |   |   |   |   |   |   |                                                                                      |                                                                                                                                          |   |   |  |  |  |  |  |  |
|                                                                                     |                                                                                                                                                |   |   |   |   |   |   |   |   |                                                                                      |                                                                                                                                          |   |   |  |  |  |  |  |  |
|                                                                                     |                                                                                                                                                |   |   |   |   |   |   |   |   |                                                                                      |                                                                                                                                          |   |   |  |  |  |  |  |  |
|                                                                                     |                                                                                                                                                |   |   |   |   |   |   |   |   |                                                                                      |                                                                                                                                          |   |   |  |  |  |  |  |  |





## Let us Do

I have 2 tens and 7 ones. That is 27 sticks.

How many will be left if 1 ten and 4 ones are taken from them?

First, if we take 4 ones from 7 ones,  $7 - 4 = 3$ . Then, if we take 1 ten from 2 tens,  $20 - 10 = 10$ . So,  $27 - 14 = 13$  sticks will be left.

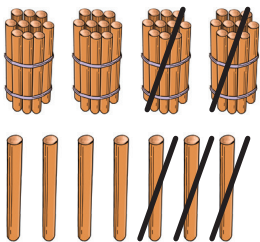


From a collection of sticks not exceeding 99, ask one child to say a number smaller than the total number of sticks; ask another child to remove the sticks as per that number and then say the number of remaining sticks.

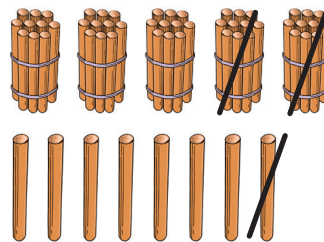


## Let us Practise

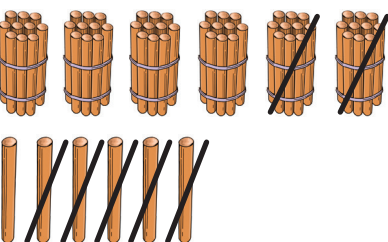
Subtract and find the number of remaining sticks.



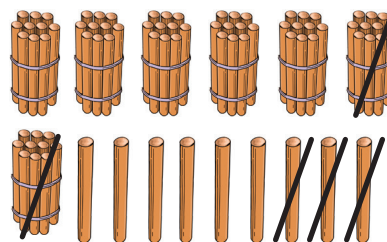
| T | O |
|---|---|
| 4 | 7 |
| 2 | 3 |
| 2 | 4 |



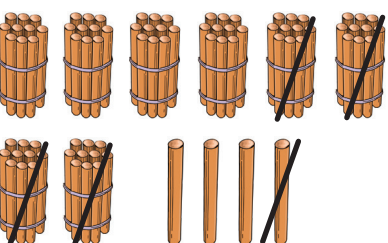
| T | O |
|---|---|
|   |   |
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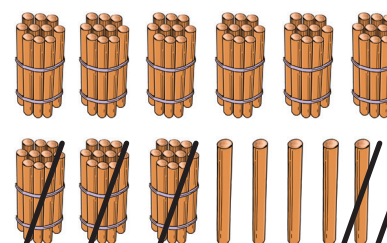
| T | O |
|---|---|
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| T | O |
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| T | O |
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## Let us Practise

Subtract and find the number of remaining beads.

|   |                                                                                                                                               |   |   |  |  |  |  |  |  |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------|---|---|--|--|--|--|--|--|
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| T | O                                                                                                                                             |   |   |  |  |  |  |  |  |
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| T | O                                                                                                                                             |   |   |  |  |  |  |  |  |
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| T | O                                                                                                                                             |   |   |  |  |  |  |  |  |
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|   |                                                                                                                                               |   |   |  |  |  |  |  |  |
|   |                                                                                                                                               |   |   |  |  |  |  |  |  |

Find the remaining amount.

| Amount you have                                                                     | Amount spent                                                                        | Remaining amount                                                                                                              |   |   |  |  |  |  |  |  |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|---|---|--|--|--|--|--|--|
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| T                                                                                   | O                                                                                   |                                                                                                                               |   |   |  |  |  |  |  |  |
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| T                                                                                   | O                                                                                   |                                                                                                                               |   |   |  |  |  |  |  |  |
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| T                                                                                   | O                                                                                   |                                                                                                                               |   |   |  |  |  |  |  |  |
|                                                                                     |                                                                                     |                                                                                                                               |   |   |  |  |  |  |  |  |
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|                                                                                     |                                                                                     |                                                                                                                               |   |   |  |  |  |  |  |  |



## Let us Practise

Subtract and write.

|       |     |
|-------|-----|
| T     | O   |
| 6     | 6   |
| -     | 3 4 |
| <hr/> |     |
|       |     |

|       |     |
|-------|-----|
| T     | O   |
| 4     | 9   |
| -     | 2 3 |
| <hr/> |     |
|       |     |

|       |     |
|-------|-----|
| T     | O   |
| 5     | 7   |
| -     | 4 2 |
| <hr/> |     |
|       |     |

|       |     |
|-------|-----|
| T     | O   |
| 8     | 5   |
| -     | 3 1 |
| <hr/> |     |
|       |     |

|       |     |
|-------|-----|
| T     | O   |
| 4     | 8   |
| -     | 2 5 |
| <hr/> |     |
|       |     |

|       |     |
|-------|-----|
| T     | O   |
| 5     | 2   |
| -     | 3 1 |
| <hr/> |     |
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|       |     |
|-------|-----|
| T     | O   |
| 5     | 9   |
| -     | 4 2 |
| <hr/> |     |
|       |     |

|       |     |
|-------|-----|
| T     | O   |
| 7     | 6   |
| -     | 2 1 |
| <hr/> |     |
|       |     |

|       |     |
|-------|-----|
| T     | O   |
| 5     | 6   |
| -     | 3 3 |
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|       |     |
|-------|-----|
| T     | O   |
| 8     | 7   |
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|       |     |
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| T     | O   |
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| 6     | 8   |
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|       |     |
|-------|-----|
| T     | O   |
| 8     | 9   |
| -     | 3 7 |
| <hr/> |     |
|       |     |

|       |     |
|-------|-----|
| T     | O   |
| 8     | 4   |
| -     | 4 3 |
| <hr/> |     |
|       |     |

|       |     |
|-------|-----|
| T     | O   |
| 9     | 6   |
| -     | 8 2 |
| <hr/> |     |
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|       |     |
|-------|-----|
| T     | O   |
| 7     | 5   |
| -     | 2 5 |
| <hr/> |     |
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|       |     |
|-------|-----|
| T     | O   |
| 7     | 6   |
| -     | 1 4 |
| <hr/> |     |
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|       |     |
|-------|-----|
| T     | O   |
| 9     | 9   |
| -     | 2 5 |
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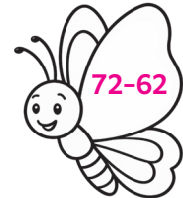
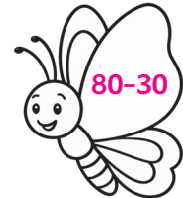
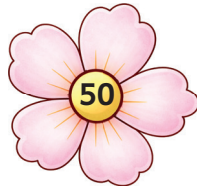


Encourage children to first estimate the difference before performing subtraction. Then, find the actual difference and finally compare their estimation with the correct answer.



## Let us Practise

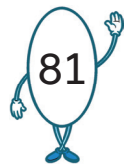
Subtract the numbers, match each butterfly to the correct flower and colour the same answers using the same colour.



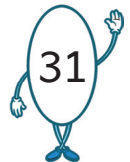
Colour the correct answer.



—



—



—



—





## Let us Practise

Find the answer.

In a garden, 37  had bloomed. Out of these, Kayal plucked 15 . How many  are **remaining** in the garden now?

| T | O |
|---|---|
|   |   |
|   |   |
|   |   |
| - |   |
|   |   |
|   |   |

Mullai had ₹30. She bought a  for ₹20. How much money is **remaining** with her now?

| T | O |
|---|---|
|   |   |
|   |   |
|   |   |
| - |   |
|   |   |
|   |   |

Amudha had 39 . She gave 18  to her younger brother. How many  are **remaining** with her now?

| T | O |
|---|---|
|   |   |
|   |   |
|   |   |
| - |   |
|   |   |
|   |   |

There were 13  swimming in a pond. Some more  joined them and the total number of the  became 25. How many  joined them?

| T | O |
|---|---|
|   |   |
|   |   |
|   |   |
| - |   |
|   |   |
|   |   |

There were 64  in a shop. If 23  were sold out, how many  are **remaining**?

| T | O |
|---|---|
|   |   |
|   |   |
|   |   |
| - |   |
|   |   |
|   |   |





## Let us Do

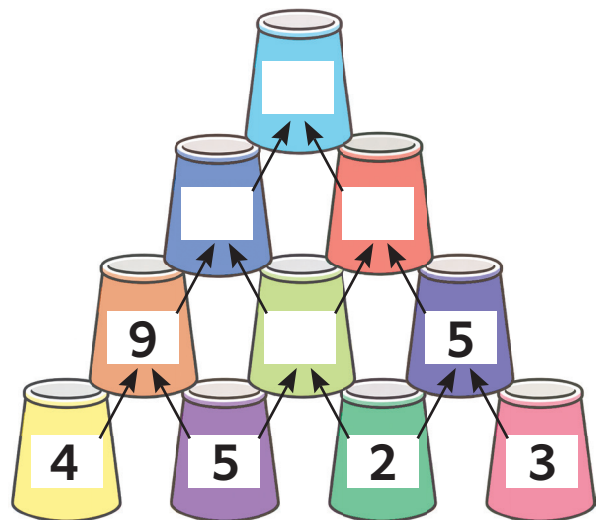
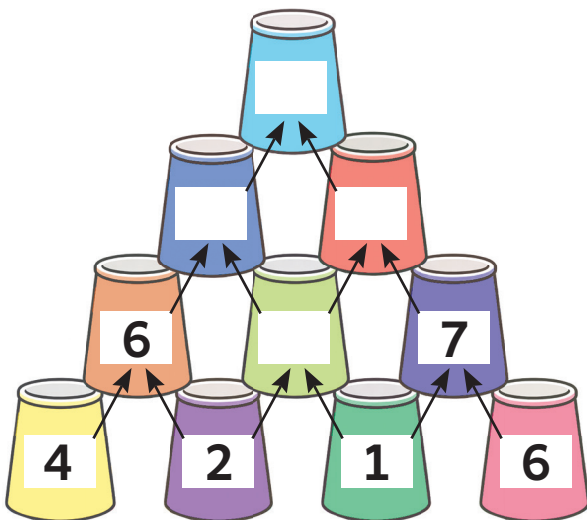
Write the missing numbers and complete the addition facts and subtraction facts.

|                               |
|-------------------------------|
| 60                            |
| 20                  40        |
| $20 + 40 = \underline{\quad}$ |
| $40 + \underline{\quad} = 60$ |
| $60 - 40 = \underline{\quad}$ |
| $\underline{\quad} - 20 = 40$ |

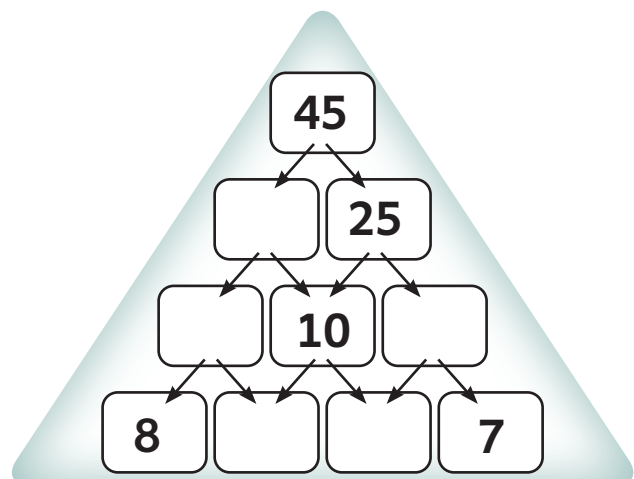
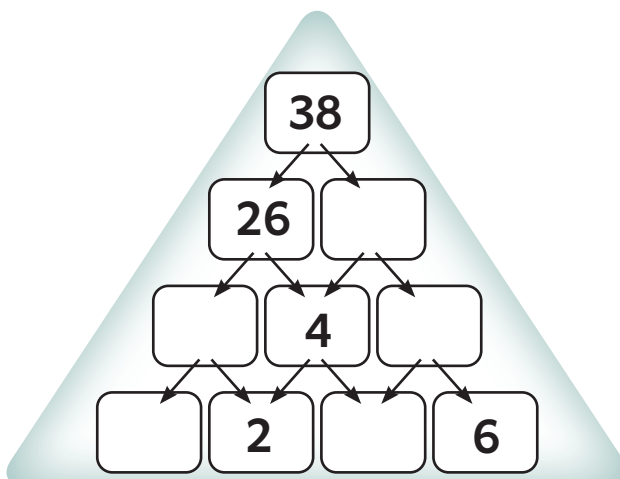
|                                              |
|----------------------------------------------|
| 40                                           |
| 30                  10                       |
| $30 + 10 = \underline{\quad}$                |
| $\underline{\quad} + \underline{\quad} = 40$ |
| $40 - 10 = \underline{\quad}$                |
| $40 - 30 = \underline{\quad}$                |

|                        |
|------------------------|
| 90                     |
| 50                  40 |
|                        |
|                        |
|                        |
|                        |

Complete the addition tower.



Complete the subtraction tower.



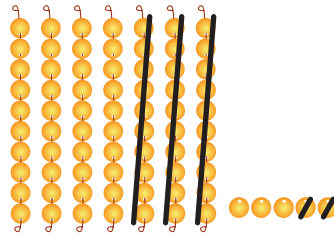


## Learning Check



Answer the following.

1. Subtract and find the number of remaining beads.



|   |   |
|---|---|
| T | O |
|   |   |
|   |   |
| - |   |
|   |   |

2. Find the remaining amount.

| Amount saved                                                                      | Amount spent                                                                      | Remaining amount                                                                                                                                                                                             |  |   |   |  |  |  |  |  |  |   |  |  |  |  |  |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|---|---|--|--|--|--|--|--|---|--|--|--|--|--|
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|                                                                                   | T                                                                                 | O                                                                                                                                                                                                            |  |   |   |  |  |  |  |  |  |   |  |  |  |  |  |
|                                                                                   |                                                                                   |                                                                                                                                                                                                              |  |   |   |  |  |  |  |  |  |   |  |  |  |  |  |
|                                                                                   |                                                                                   |                                                                                                                                                                                                              |  |   |   |  |  |  |  |  |  |   |  |  |  |  |  |
| -                                                                                 |                                                                                   |                                                                                                                                                                                                              |  |   |   |  |  |  |  |  |  |   |  |  |  |  |  |
|                                                                                   |                                                                                   |                                                                                                                                                                                                              |  |   |   |  |  |  |  |  |  |   |  |  |  |  |  |

3. Subtract:  $87 - 41 = ?$

|   |   |
|---|---|
| T | O |
|   |   |
|   |   |
| - |   |
|   |   |

4. Write the missing numbers.

$$40 + 30 = \underline{\quad}$$

$$30 + \underline{\quad} = 70$$

$$70 - 40 = \underline{\quad}$$

$$\underline{\quad} - 30 = 40$$

5. In a shop, there were 58 . If 34 were sold out,

how many are left ?

|   |   |
|---|---|
| T | O |
|   |   |
|   |   |
| - |   |
|   |   |



## What I Learnt

Subtraction of numbers

|   |   |
|---|---|
| T | O |
| 3 | 7 |
| 1 | 2 |
| - |   |
|   |   |



Solving story problems

In a garden, 37 had bloomed. Out of these, Kayal plucked 15 . How many are remaining in the garden now?

|   |   |
|---|---|
| T | O |
|   |   |
|   |   |
| - |   |
|   |   |

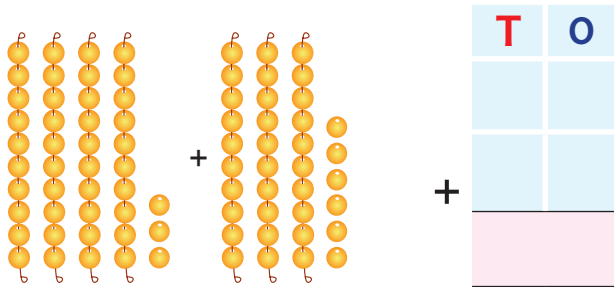




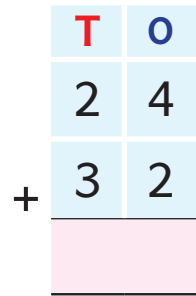
## I can Do

Answer the following questions.

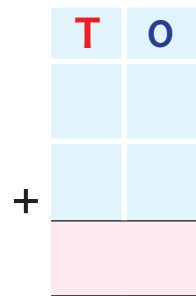
1. i) Count the beads, write the number and find the sum.



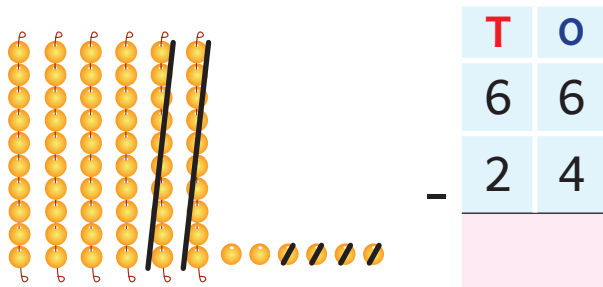
ii) Add.



2. There were 74  in a library. Further, 25  were purchased. How many  are there altogether?



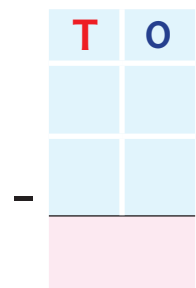
3. i) Subtract and find the number of remaining beads.



ii) Subtract



4. In a shop, there were 68 . If 32  were sold, how many  are remaining?



5. Write the missing numbers and complete the addition facts and subtraction facts.

20      50      30

20 + 30 = \_\_\_\_

30 + \_\_\_\_ = 50

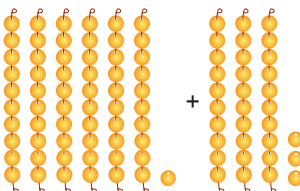
50 - 30 = \_\_\_\_

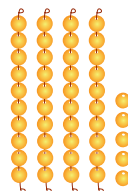
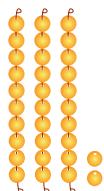
\_\_\_\_ - 20 = 30



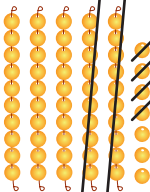
## Oral Task

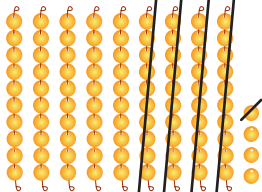
6. Identify the mistake and say.

i)  +   $61 + 3 = 94$

ii)  +   $54 + 23 = 77$

7. Identify the mistake and say.

i)   $57 - 42 = 15$

ii)   $94 - 41 = 35$



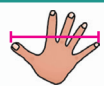
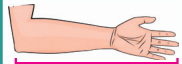
## Project

8. Ask your classmates about the fruits they like and complete the following.

| Name of the fruits  |  |  |  |  |  |
|---------------------|--|--|--|--|--|
| Number of children. |  |  |  |  |  |

- Which fruit is liked by the most number of children? \_\_\_\_\_
- Which fruit is liked by the least number of children? \_\_\_\_\_
- Number of children who like \_\_\_\_\_ is less than the number of children who like \_\_\_\_\_
- Number of children who like \_\_\_\_\_ is more than the number of children who like \_\_\_\_\_
- Is there any fruit liked by equal number of children? \_\_\_\_\_

9. Complete the table by measuring the length of the objects given below with the given units.

| Units                                                                               |  |                                     |  |                                     |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------|---------------------------------------------------------------------------------------|-------------------------------------|
|                                                                                     | Your measurement                                                                    | Your brother's/sister's measurement | Your measurement                                                                      | Your brother's/sister's measurement |
|  |                                                                                     |                                     |                                                                                       |                                     |
|  |                                                                                     |                                     |                                                                                       |                                     |



# LEARNING JOURNEY

**Subtracting numbers  
from 1 to 99**

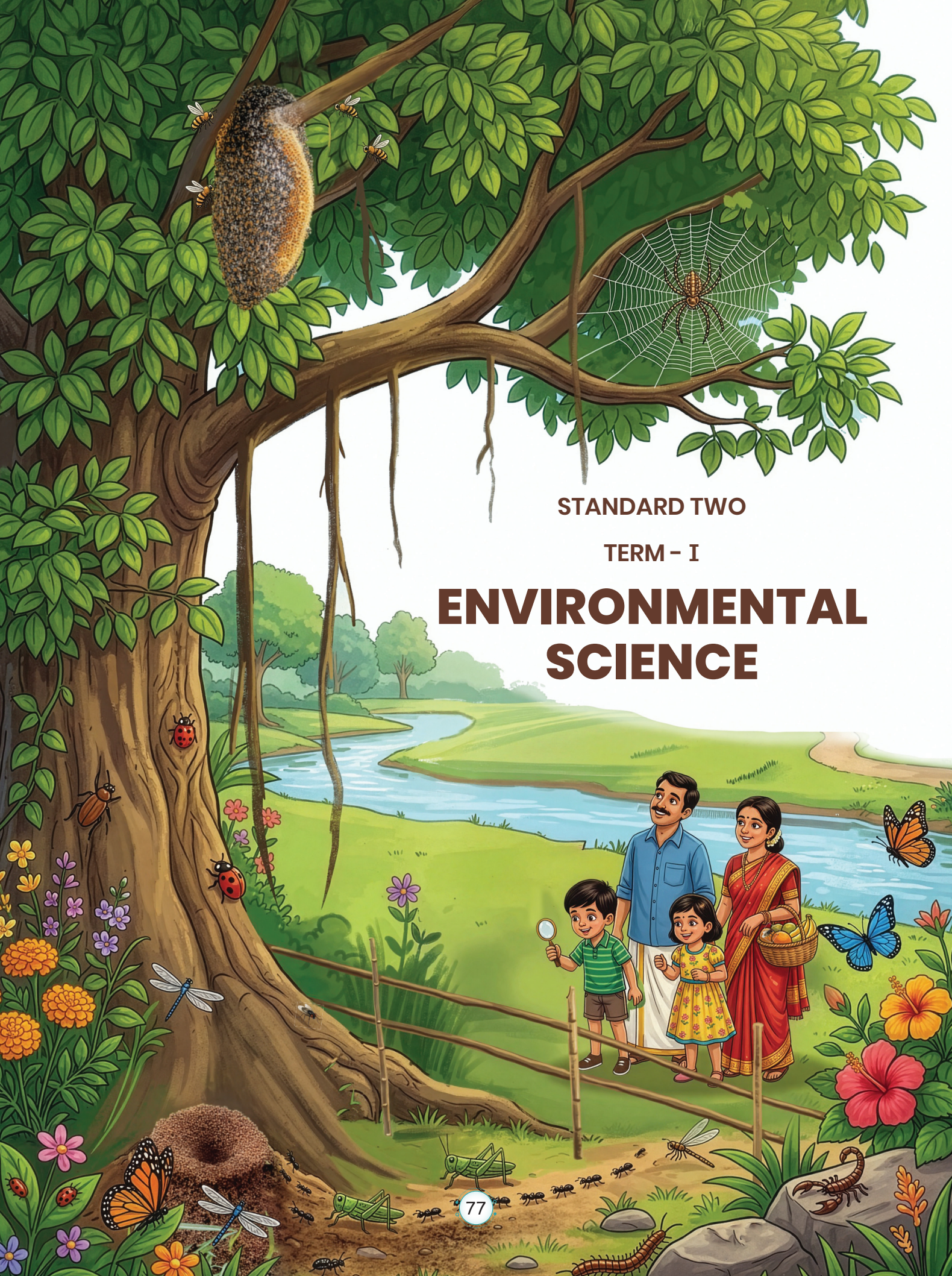
**Adding numbers  
from 1 to 99**

**Comparing numbers  
from 1 to 99**

**Reading and writing  
numbers from 1 to 99**

**Classify objects based on  
faces, edges and corners**





STANDARD TWO

TERM - I

# ENVIRONMENTAL SCIENCE



# Preface

The Environmental Science textbook has been developed in alignment with the Tamil Nadu State Education Policy (TNSEP) 2025, with a focus on child-centred, experiential and inquiry-based learning.

## Key features that build Scientific Temper



### Observe and Discuss

Builds observation, questioning, comparison and expression skills by discussing pictures and real-life situations.



### Do and Learn

Promotes exploration, creativity, cognitive skills, measurement and recording skills through simple hands-on activities.



### Do and Observe

Encourages prediction, observation, reasoning and drawing conclusions through simple experiments.



### Activity Time

Promotes exploration, coordination and expression through play-based and group activities.

The Term I textbook is designed as two units that follow a progressive learning approach.

### 1. About Us



- Learns to share, help, work together with classmates and express feelings in different situations.
- Uses the five senses to observe and describe things.
- Practises safety rules at home, school and in the community.

### 2. Around Us



- Observes light, air, water and soil, and understands their uses.
- Learns about water sources and the importance of keeping the environment clean.
- Appreciates the diversity of animals and groups them based on their features, habitat and movements.

## Salient Features of the Textbook

### Real-life Relevance

- Context-Based Learning
- Connected to day-to-day life experiences
- Environmental and social awareness.

### 21<sup>st</sup> Century Skills

- Focus on critical thinking, creativity, collaboration, communication and problem-solving skills.

### Holistic Development

- Emphasis on values, life skills, social skills and emotional development.
- Development of fine and gross motor skills through activities.

### Learning Support

- Use of simple and age-appropriate language.
- Textbook integrated with workbook.
- Teacher's Handbook
- Digital resources and ICT tools

## Assessment and Progress Support

### Learning Check



Assesses children's understanding through simple observation-based and activity-based questions and helps identify learning progress and areas that need support.



### What I Learnt

Helps children recall and reflect on key concepts learnt and supports revision and reinforcement of learning.



### I Can Do

Provides opportunities to apply learning through simple oral and written tasks, projects and real-life activities, promoting confidence and independent learning.

This Environmental Science textbook promotes joyful and meaningful learning and helps children connect science to their everyday life. It supports the overall development of children by building values and skills, and encourages them to become curious and responsible individuals.

# Contents

## Unit - 1 About Us

My Family and Friends 80

Senses and Safety 88



## Unit - 2 Around Us



Wonders of Nature 103

Animals Around Us 117



e-book



i-book



THB



# 1 About Us



## My Family and Friends



**Observe and Discuss**

### Meena's Family

My father goes fishing early in the morning.



My mother sells the fish.



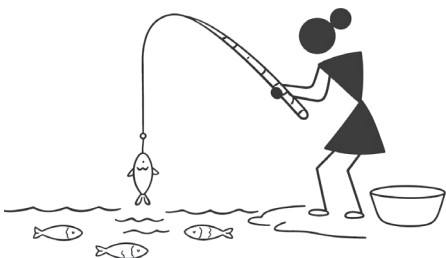
I love to play in the sand.



We eat together at night.



**Draw.**







## Observe and Discuss

My mother has a small shop.



She buys things from the wholesale market.



Mugil's family



She arranges and sells them in our shop.



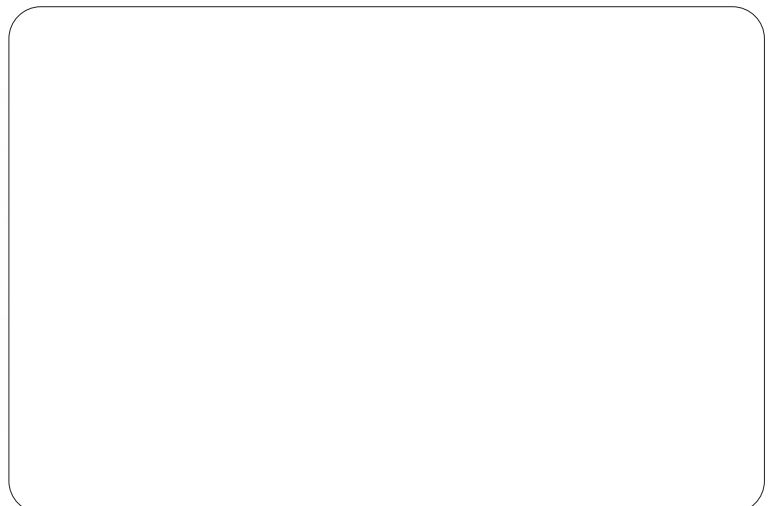
I like to be with my mother in the shop. I am proud of her.

Daily life is different in different families.

★ What is the daily routine in your family? Share.



Draw.



★ How can we help elderly people? Share.



## Do and Learn

1. What does Kavi give her grandparents to help them?  
Draw and write.



umbrella



chair



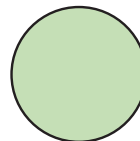
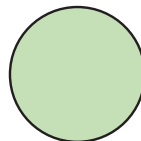
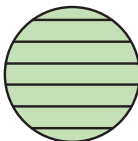
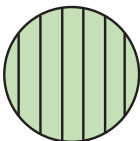
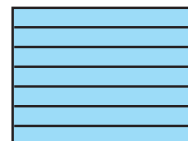
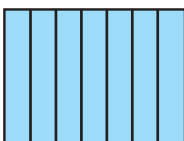
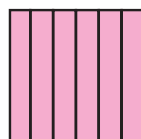
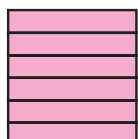
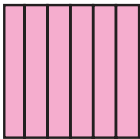
vegetables



water



2. Complete the pattern.



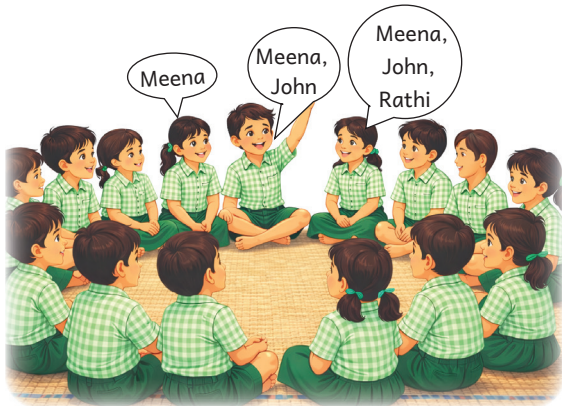




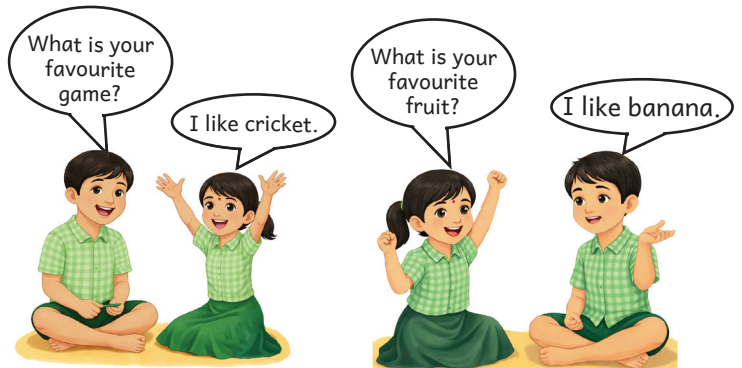
## Activity Time

### ★ Do you know your classmates?

#### 1. I remember!



#### 2. Pair and share

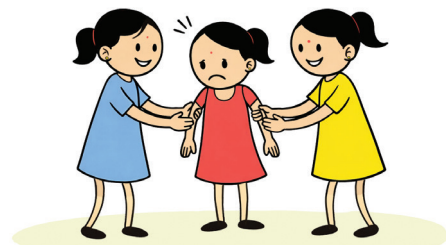


- Continue the game until all the children have said their names.
- Children talk in pairs about their favourite game, food, colour and then share with the whole class.

### School is a place where...



We learn together



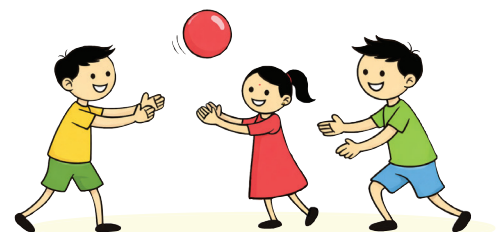
We help each other



We share things with each other



We eat with friends



We play together





## Do and Learn

### 1. Let us play together.



Draw a 4x4 grid on a sheet of A4 paper.



Cut it into 16 cards.



Draw 8 different pictures – each picture on 2 cards.



Place all 16 cards face down.



Turn any two cards. If they match, keep it aside.



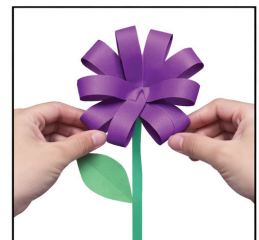
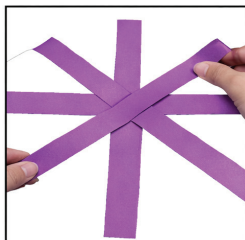
If they do not match, place them back face down.

Continue until all the cards are matched.

### 2. Ask friends to speak about the fruit, vegetable, colour and game they like. Write it down.

| Name of the friend | Fruit | Vegetable | Colour | Game |
|--------------------|-------|-----------|--------|------|
|                    |       |           |        |      |
|                    |       |           |        |      |
|                    |       |           |        |      |

### 3. Make a paper flower and give it to your friend.



Help the children do the above activities.





## Observe and Discuss

How does Nilan feel in these situations? Draw.



Happy



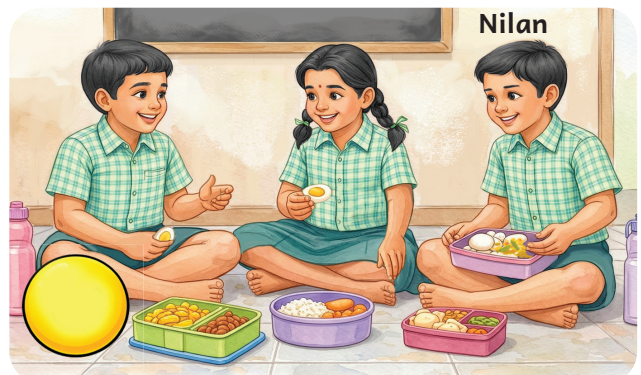
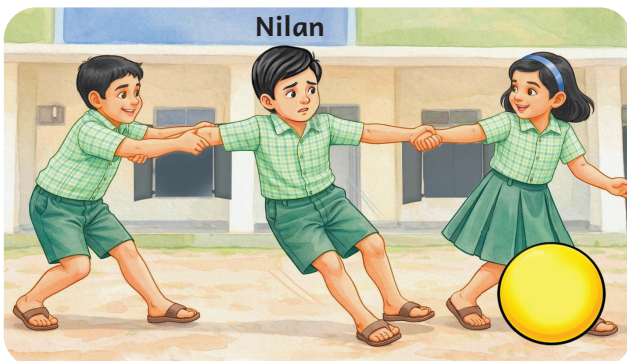
Sad



Afraid



Angry

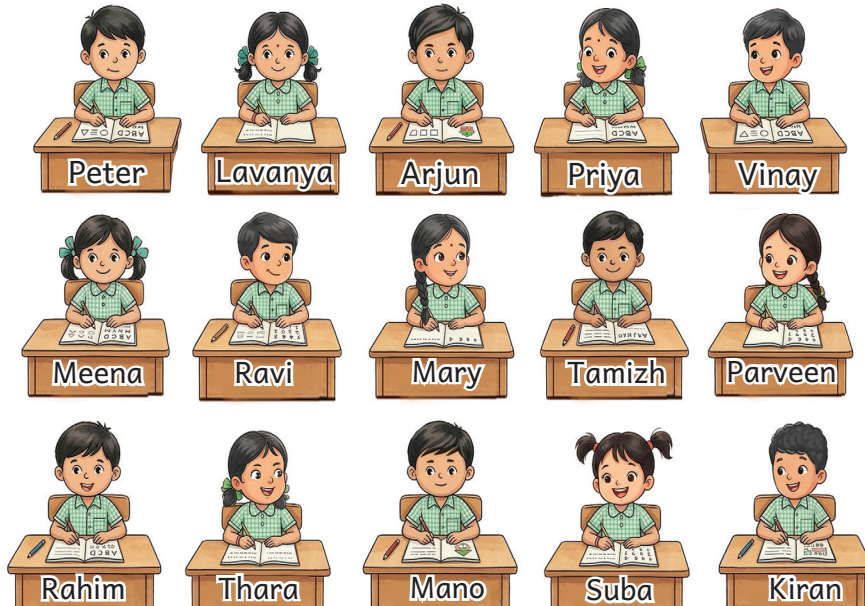






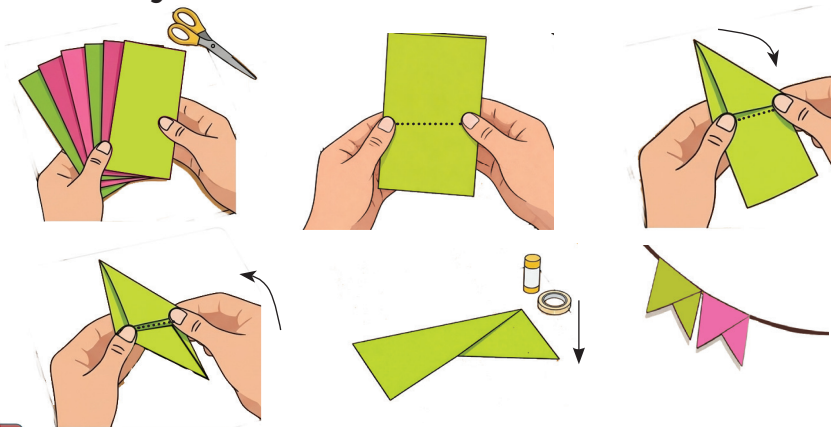
## Do and Learn

### 1. Who sits where?



- Who is sitting to the left of Priya? Vinay.
- Who is sitting in the middle of the second row? \_\_\_\_\_.
- Who is sitting directly behind Meena? \_\_\_\_\_.
- Who are sitting on either side of Thara? \_\_\_\_\_ and \_\_\_\_\_.
- I am sitting in the second row. My name starts with the letter 'P'. Who am I? \_\_\_\_\_.
- Who is sitting to the right of Mary? \_\_\_\_\_.

### 2. Decorate your classroom.

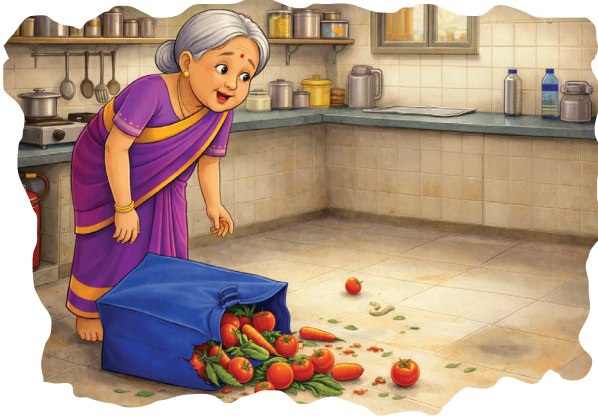


Help the children do the above activities.



## Learning Check

1. Look at the picture. What will you do?



- ☐ I will only watch.
- ☐ I will walk away.
- ☐ I will help grandmother.

2. My friend's name is \_\_\_\_\_.

His / Her favourite

food is \_\_\_\_\_

game is \_\_\_\_\_

colour is \_\_\_\_\_

fruit is \_\_\_\_\_



3. Tick (✓) how you feel when someone shares things with you.

☐☐☐☐

## What I Learnt

- I can talk about my family routines.
- I help elders when they need it.
- I build good relationships with my classmates.
- I share and help my friends.





# Senses and Safety

## Senses



### Observe and Discuss



What are our senses? How do they help us?



Our five senses allow us to see, hear, smell, taste and touch the things around us.



### Do and Learn

#### 1. What colour do you get?



- Shade one colour over another as shown.
- Write the name of the colour obtained.

$$\text{Yellow} + \text{Blue} = \text{Green} \quad \text{Green}$$

$$\text{Yellow} + \text{Red} = \text{Orange} \quad \text{Orange}$$

$$\text{Red} + \text{Blue} = \text{Violet} \quad \text{Violet}$$

Our eyes help us see things - colours and shapes around us.

★ Does the sky look blue always?

2. Draw and colour the evening sky.



### Observe and Discuss

The six tastes are...



Our tongue helps us taste our food.



Encourage children to discuss different food items and their tastes.



## Do and Learn



### 1. Who am I? Draw and write my name.

(Bitter Gourd, Chilli, Lemon, Banana)

I am long, green,  
spicy and hot.

\_\_\_\_\_

I am long, yellow and  
sweet to taste.

\_\_\_\_\_

I am small,  
yellow and sour to taste.

\_\_\_\_\_

I am long, green with  
bumpy skin,  
and bitter to taste.

\_\_\_\_\_

### 2. Touch the objects and write.

(soft, hard, cold, wet, dry, smooth)



Butter is smooth.



This leaf is \_\_\_\_\_.



Stone is \_\_\_\_\_.



Cotton is \_\_\_\_\_.



Ice is \_\_\_\_\_.



Dripping cloth  
is \_\_\_\_\_.

Our skin helps us touch and feel the texture of things.



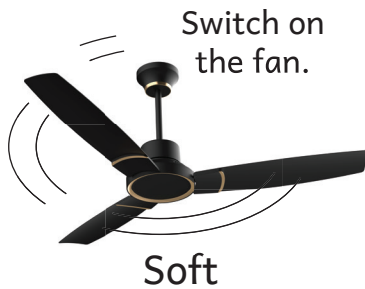
Make children touch various objects around them. Introduce the words given above along with the terms hot, heavy, light, sticky and grainy.





## Activity Time

1. Do the actions and write “loud” or “soft” for the sounds heard.



Stamp your feet.



Move the chair.



Open the door.

---

Write on the board.



Clap your hands.



What sounds do you hear in the morning?



Our ears help us hear sounds - loud and soft.

2. Play with your friends.

- Blindfold one friend.
- Others make animal sounds one by one.
- Blindfolded friend names the animal and points to the direction of the sound.
- Take turns.



Guide the children to do the above activities.







## Do and Learn

1. Colour  for pleasant smells,  
 for unpleasant smells.



Our nose helps us smell pleasant and unpleasant odours.

## 2. Complete the table using the words given below.

- Colour - Yellow, Green, White, Pink, Dark red  
 Texture - Soft, Hard, Smooth, Rough, Grainy  
 Smell - Pleasant, Unpleasant  
 Sound - Loud, Soft  
 Taste - Sour, Sweet, Salty, Astringent

| Objects                                                                                            | Colour | Texture | Smell    | Sound | Taste |
|----------------------------------------------------------------------------------------------------|--------|---------|----------|-------|-------|
|  Lemon          | Yellow | Soft    | Pleasant | x     | Sour  |
|  Sugar          |        |         |          |       |       |
|  Parakeet       |        |         |          |       |       |
|  Salt           |        |         |          |       |       |
|  Bell           |        |         |          |       |       |
|  Cotton         |        |         |          |       |       |
|  Rose           |        |         |          |       |       |
|  Banana blossom |        |         |          |       |       |

# Safety

## Safety at Home



### Observe and Discuss



What safety practices should I follow at home?

Kavin and Kani are with their mother at home.

Kavin wait! Wipe your hands before you touch the switch.



Never put sharp objects into your ears.



Kavin, fire can burn. Keep a safe distance!



Oh... No! Take medicines only with an adult's help.



Oh! What fun!



It is safe to walk on the steps.



Discuss safety rules to be followed at home.



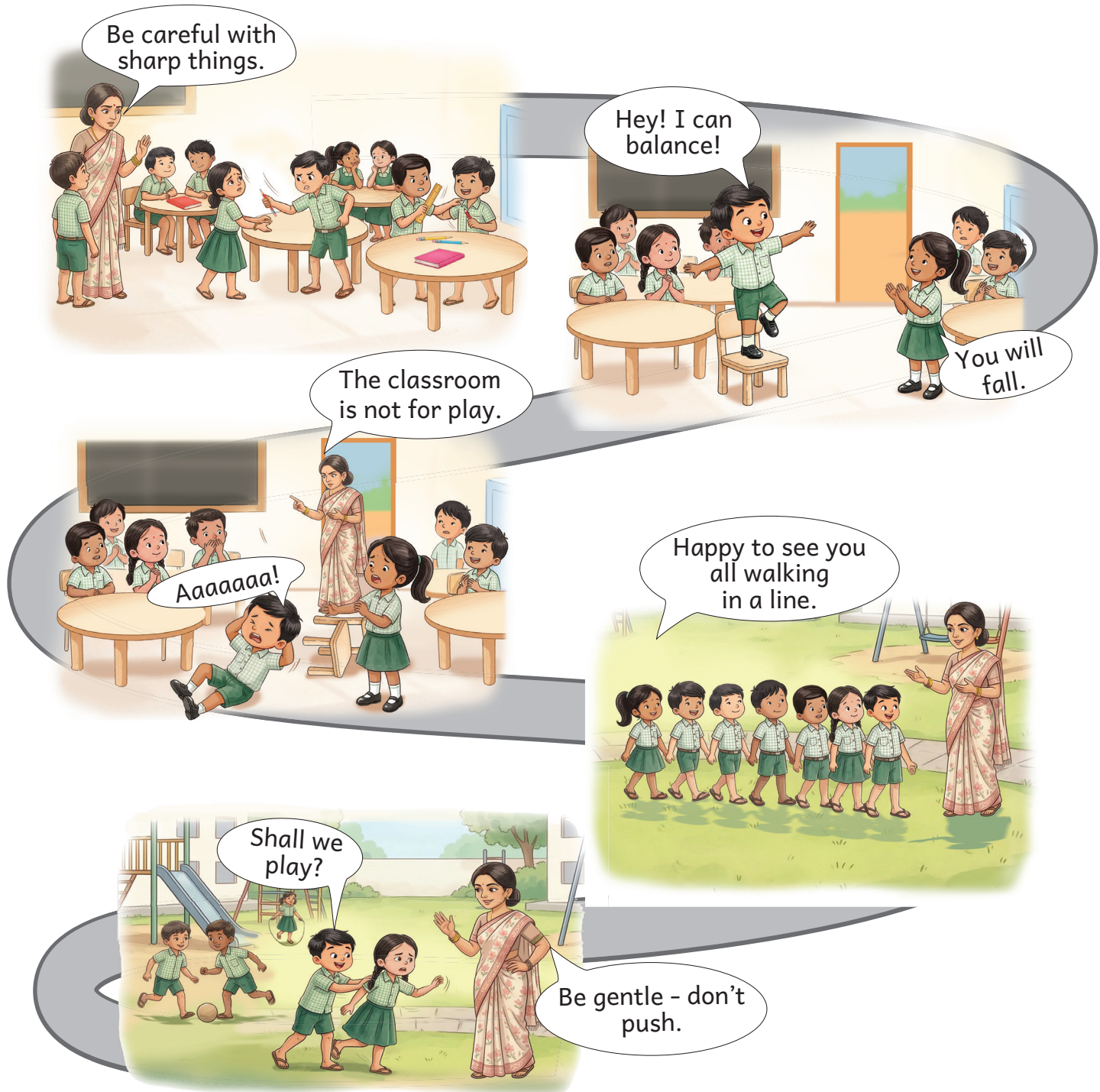
# Safety at School



## Observe and Discuss



How do I keep myself and others safe at school?



"I follow rules because \_\_\_\_\_."



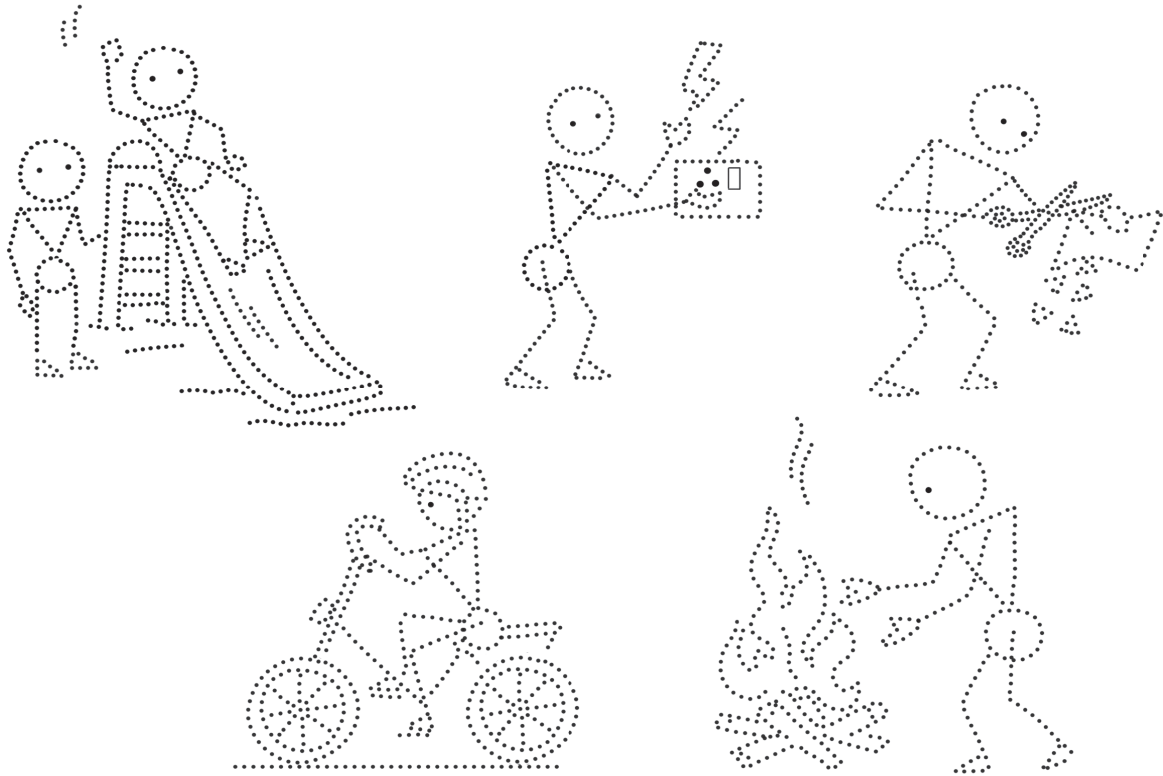
Discuss why rules and safety norms are to be followed at school.





## Do and Learn

1. Join the dots using **green** colour for safe actions and **red** colour for unsafe ones.



2. If you are in this situation, what will you do? Tick (✓).



Stay calm

☐

Say "Please stop"

☐

Move away

☐

Pinch back

☐

Tell my teacher

☐

Ask for help

☐

Give similar unsafe situations and discuss how children can respond.  
Point out that other children can intervene and stop the unsafe action.

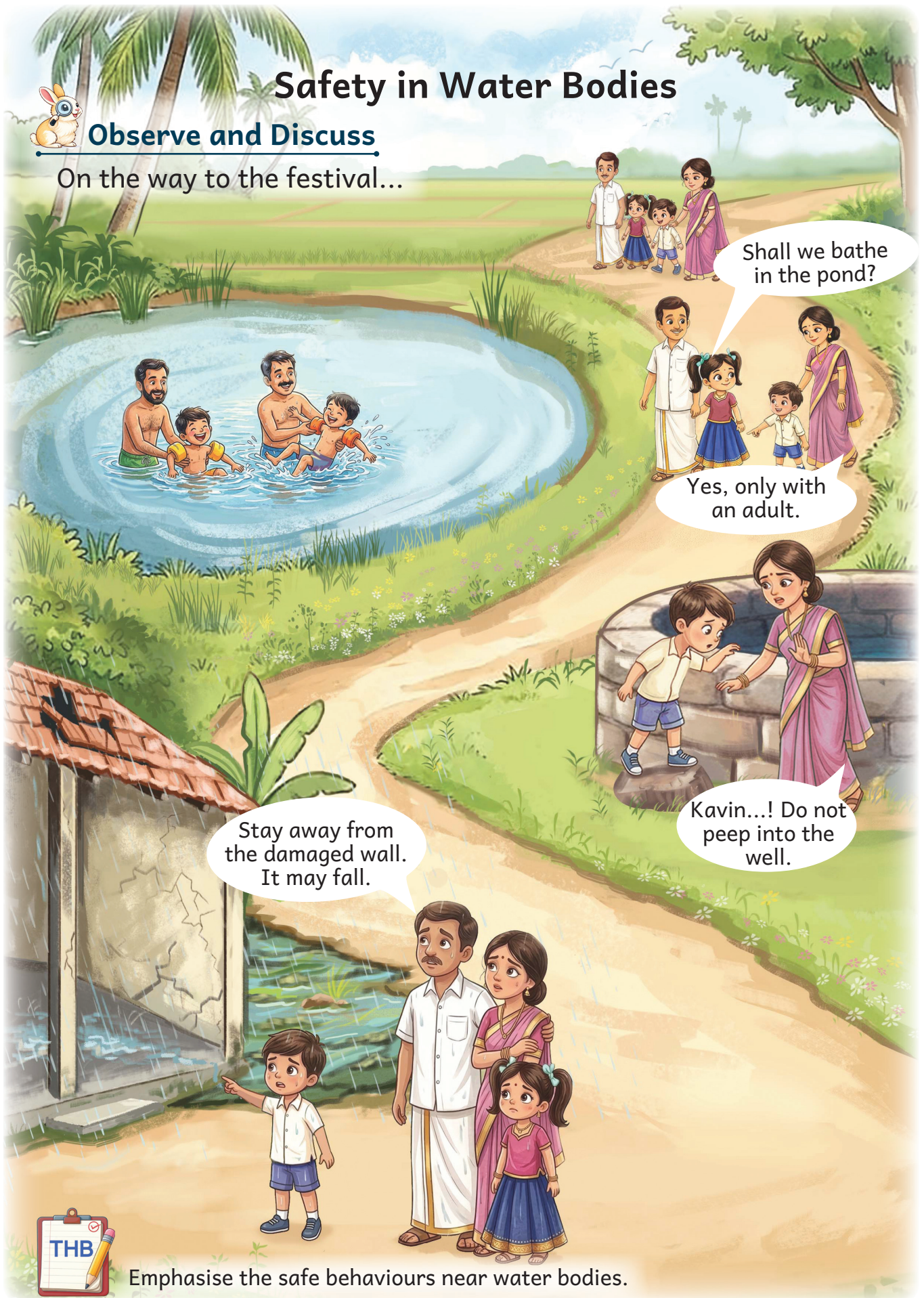




# Safety in Water Bodies

## Observe and Discuss

On the way to the festival...



Shall we bathe in the pond?

Yes, only with an adult.

Kavin...! Do not peep into the well.

Stay away from the damaged wall. It may fall.



Emphasise the safe behaviours near water bodies.





## Do and Learn

### 1. Choose and write.

- Water around the electric pole - Be careful!
- Swim with an adult present.



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- Slippery steps - Walk carefully!
- Water may be deep - Do not step in.



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### 2. Think and Design - Create a poster on firecracker safety.





# Safety in the Community

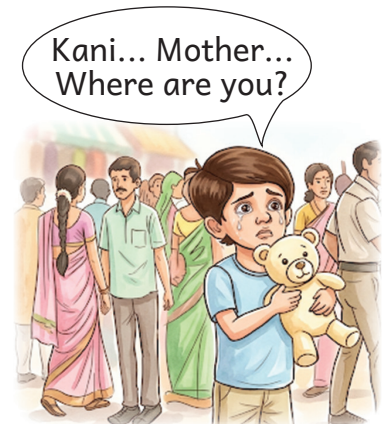


## Observe and Discuss

At the festival...



Wait, stay with us.



## What do you do when you get lost?

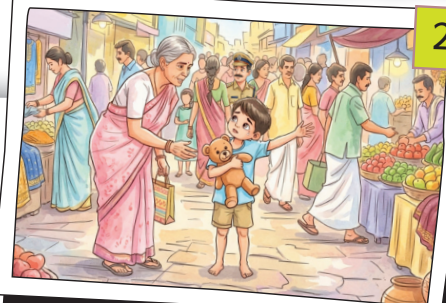
1



Don't be afraid. There are people to help you. Find the help.

Ask people for help to reach a policeman.

2



3

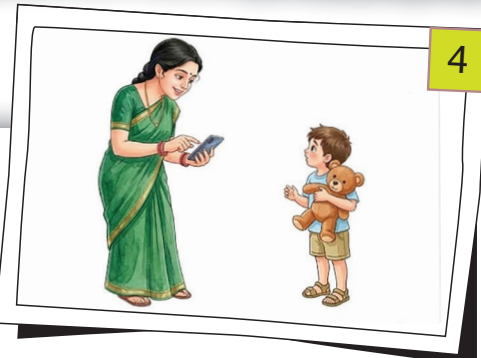


Tell him / her your parent's phone number.

or

Ask an adult around you to dial 1098 or 14417.

4



Discuss the situation with children and ask them to role play the actions to be done.



## Activity Time

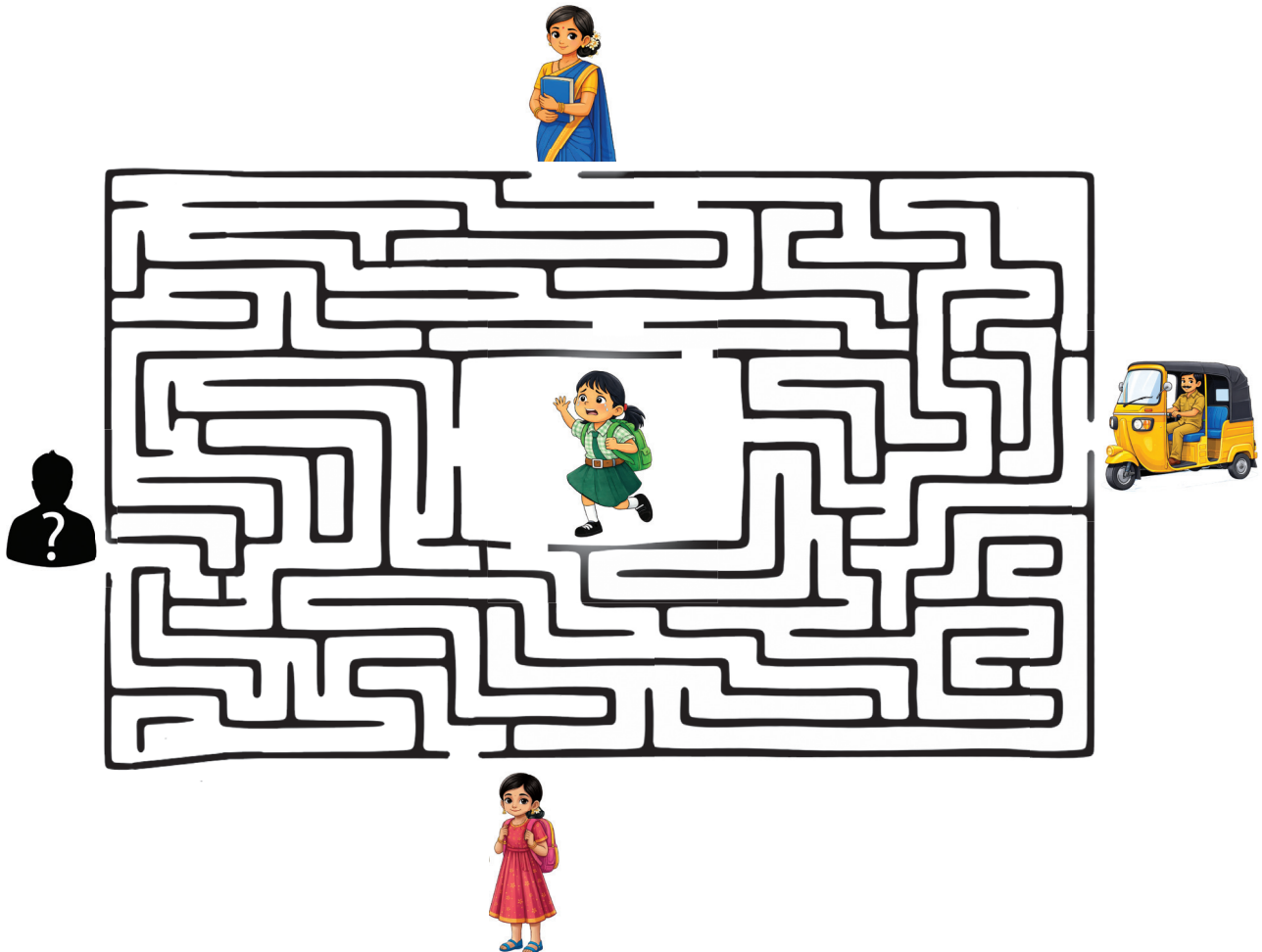


State various actions.  
Children decide if they  
are safe or unsafe and  
jump accordingly.



## Do and Learn

Nobody has come to pick you up after school. Use the maze and find out who you should ask for help.





## Learning Check

1 Circle the odd one.



2. Match the senses that we use with the actions.



☐

☐ Smell



☐

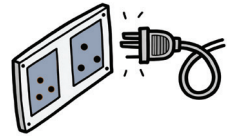
☐ Hearing



☐

☐ Touch

3. Circle the things that can harm you.



4. Meena is lost. What should she do?

☐ Tell a police officer.

☐ Search and find her parents.

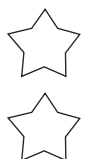
☐ Call 1098/14417.

☐ Go with strangers.



## What I Learnt

- I use my senses and describe objects around me.
- I can be safe at home, at school and in the community.







## I Can Do



1. Look at each picture. Colour safe actions in green and unsafe actions in red.



2. Choose and write the safe action.

a) When I am near a pond or a river, I should \_\_\_\_\_.

(play in water / keep away from water)

b) In the classroom, I should \_\_\_\_\_.

(play on the desk / use the desk to write)

3. Which sense do we use?

(smell, hearing, taste, touch)



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

4. Join the actions to the correct symbol.



5. Oral Questions

- a) Share the daily routines in your family.
- b) If there is stagnant water, what will you do to stay safe?

6. Project

Bring two food items from home.

- a) Name them.
- b) Describe them.





# 2 Around Us

## Wonders of Nature



### Light and Shadows



#### Observe and Discuss



What is a shadow? How does it change?

Stand in the sunlight.  
Do you notice the dark shade?  
That is your shadow.

Light forms shadows.



#### Activity Time

Play the shadow copy game.

Arun

Salim



Arun and Salim are playing in the sunlight.

Arun does the actions as shown.  
Salim watches only Arun's shadow and copies the movements.

Play this game with your friend.

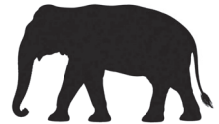
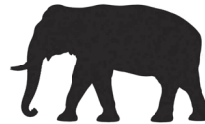
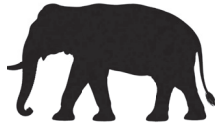
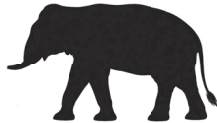






## Do and Learn

1. Circle the correct shadow of the animals.



2. Observe and draw.

Morning - 10:00 a.m.



Afternoon - 1:00 p.m.



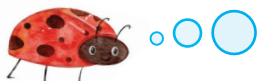
Evening - 3:00 p.m.



When do you see the shortest shadow in the day? \_\_\_\_\_



Ask students to observe the school flag post and draw the shadow.



### Do you know?

Before clocks were made, people used a sundial to tell the time based on the shadow.



## Observe and Discuss

★ Why do people and animals like being under a tree?



The shadow of the tree gives us shade.



## Do and Learn

1. Look at the picture and write the actions.

Talking, Playing, Selling, Sleeping

2. Name the animals in the picture.

---

---

| People   | Action |
|----------|--------|
| Children |        |
| Old man  |        |
| Women    |        |
| Vendor   |        |

3. Compare and share.



Stand in the sunlight.  
Then stand under a tree.  
How do you feel?

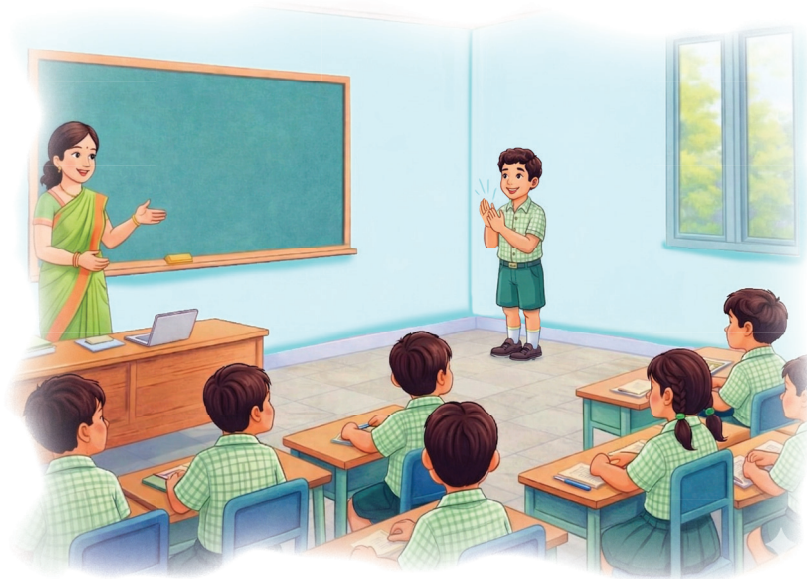
# Air



## Do and Observe

### ★ How does sound reach you?

1. Ask your friend to clap from one corner of the classroom.  
Can you hear the clap?



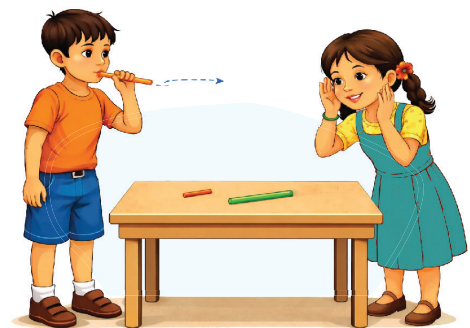
Air moves things.  
Air carries sounds.  
Air spreads smells.

What will  
happen if there  
is no air  
around us?



### 2. Listen to the sound.

- Take two straws of different lengths (long and short).
- Hold one straw and blow air through it to make a sound.
- Now blow through the other straw.
- Listen to the sound from each straw.



| Straw | Loud sound<br>(✓/×) | Soft sound<br>(✓/×) |
|-------|---------------------|---------------------|
| Long  |                     |                     |
| Short |                     |                     |





## Do and Learn

### 1. Circle all that makes sounds.



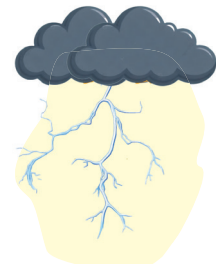
Horn



Rain



Wollen thread



Thunder



Moving vehicle



Grass



Crow



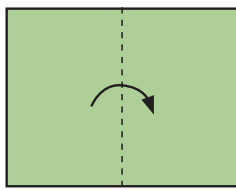
Dog



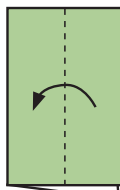
Cloth

Which sound do you like? \_\_\_\_\_

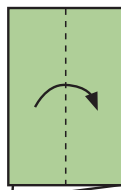
### 2. Fun with paper.



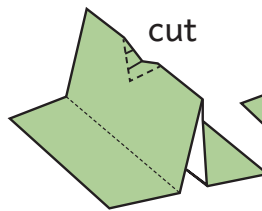
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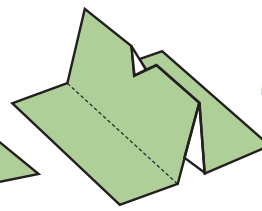
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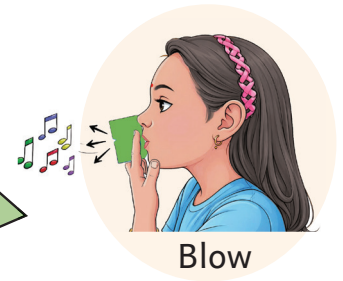
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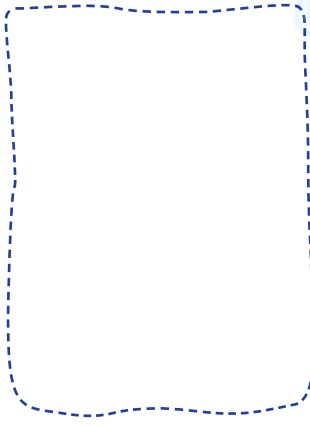
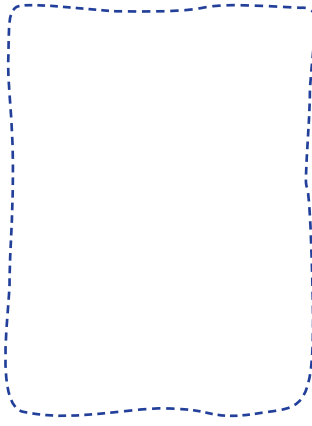
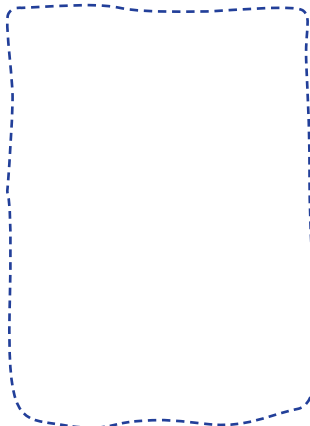
5



Blow

### 3. How do smells reach us?

Draw three objects that have a pleasant smell.



How do the smells of food from the kitchen reach you?



# Kinds of Wind



## Observe and Discuss

★ How strong is the moving air?

Breeze



Strong wind



Gale



Storm



Moving air can be gentle or strong.

Think and write.

(Strong wind, Gale, Breeze, Storm)





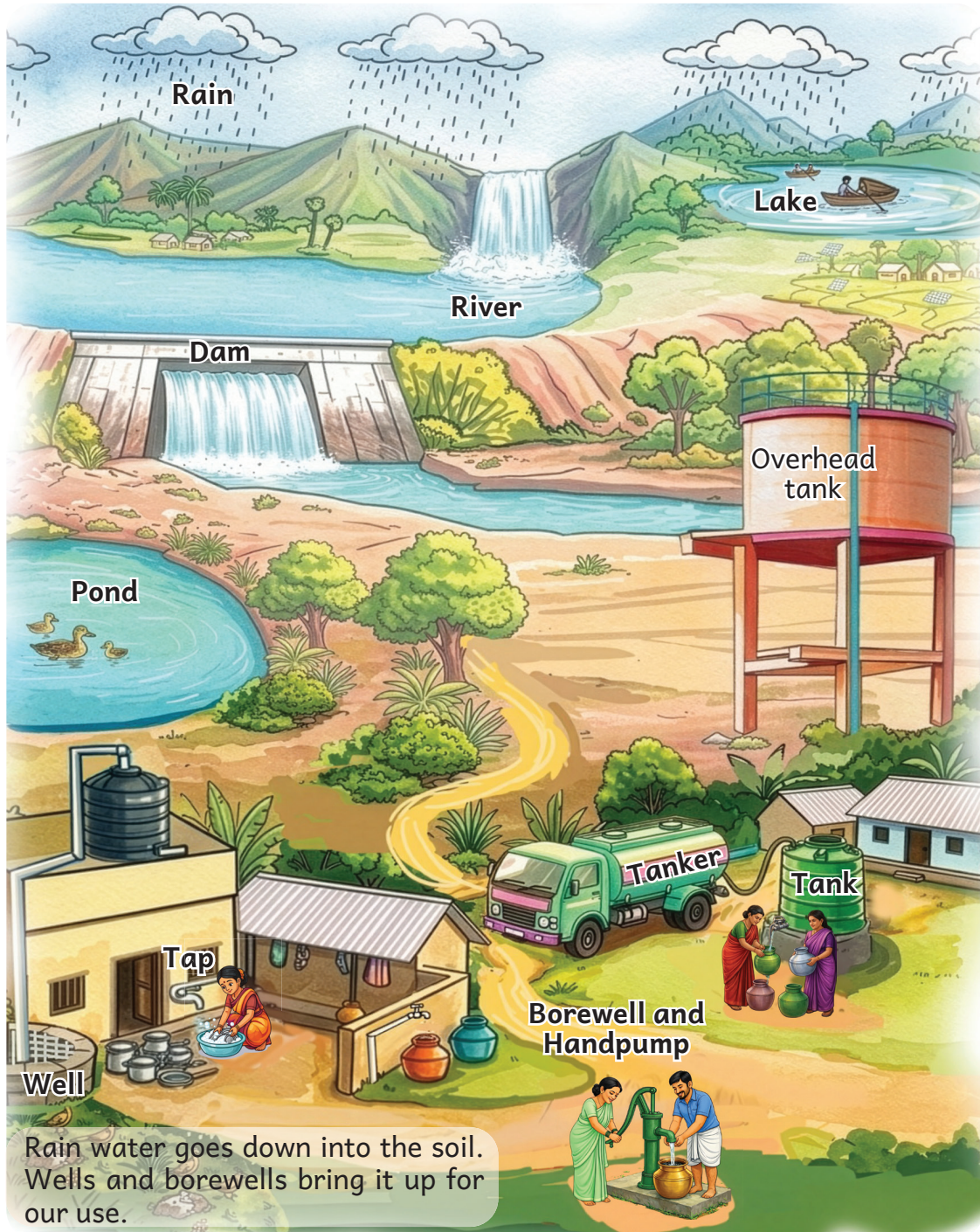
# Water



## Observe and Discuss



★ Where does the water in our homes come from?



Rain water goes down into the soil. Wells and borewells bring it up for our use.

Water travels a long journey before reaching our homes.



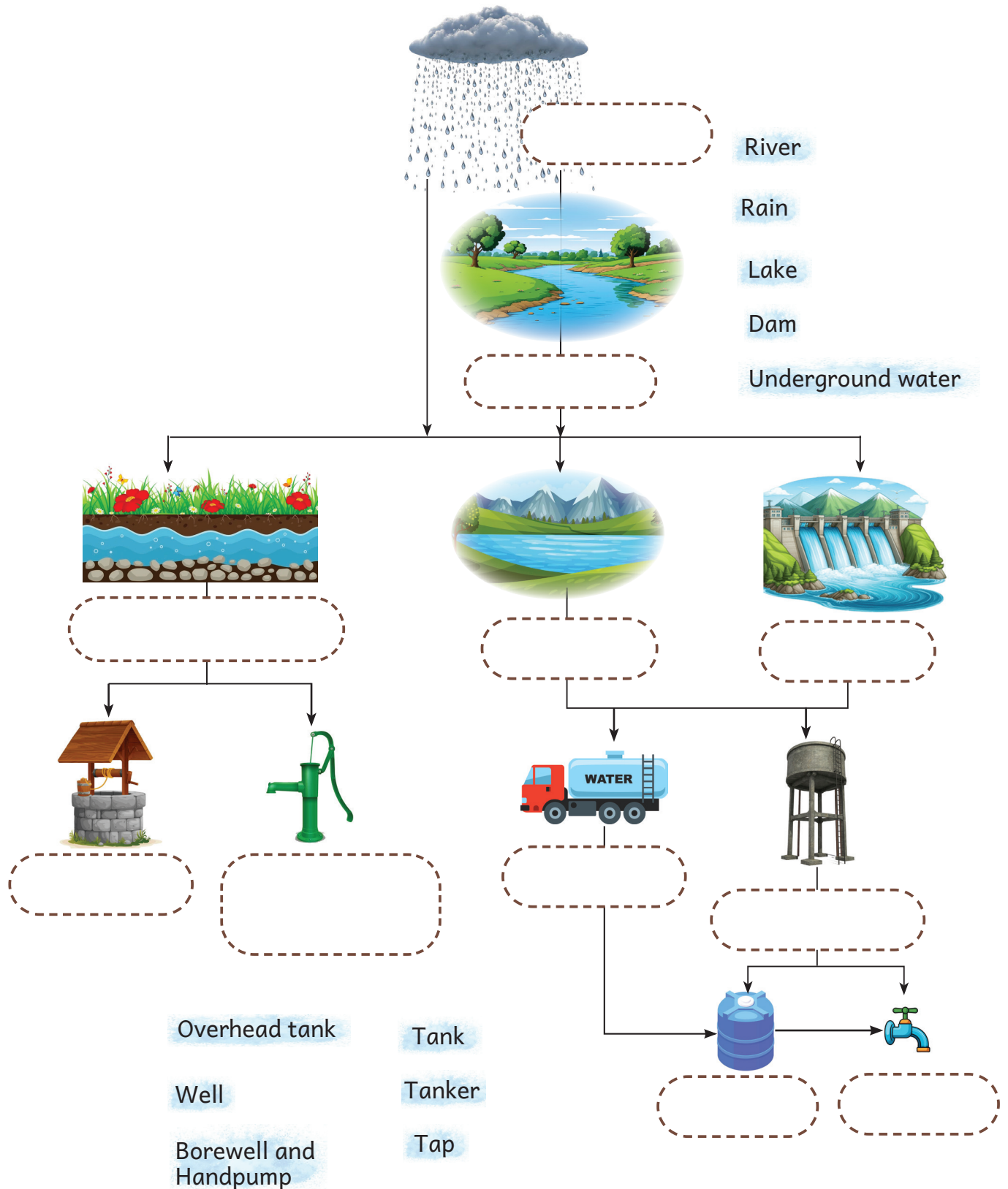
Explain the various sources of water to the children.



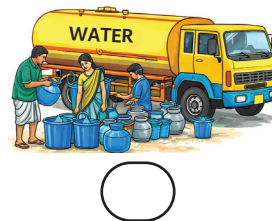


## Do and Learn

1. Where does the water we use come from? Write.



## 2. How does water come to your home? Tick (✓).



## 3. How do we get safe drinking water?



Collect water  
in a vessel

Filter

Boil

Cover with a lid

Cool

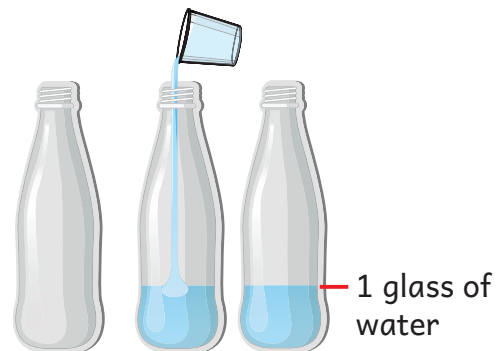
Follow this process in your home.  
Boiled water protects us from diseases.



### Do and Observe

#### 1. How many glasses of water will fill the bottle? Guess.

- Fill a glass with water.
- Pour it into the bottle.
- Mark the water level.
- Repeat until the bottle is full.
- Count the number of glasses of water poured.
- Write your answer.



| Guess | Counted |
|-------|---------|
|       |         |

## 2. Project: Water Usage

How much water do I use in one day?

Number of  of water needed for:

Bathing : \_\_\_\_

Brushing : \_\_\_\_

Toilet : \_\_\_\_

Washing hands : \_\_\_\_

Number of  of water needed for:

Drinking : \_\_\_\_



Encourage children to record this on a holiday.

## 3. Music in Water

- Keep two glass tumblers on the table.
- Fill them with water as shown in the picture.
- Tap the tumblers with a pencil.
- Listen to the sounds.
- Are the sounds different?



| Tumbler    | Loud sound<br>(✓/✗) | Soft sound<br>(✓/✗) |
|------------|---------------------|---------------------|
| Less water |                     |                     |
| More water |                     |                     |



**Do you know?**  
Water xylophone is a musical instrument that makes sounds using bowls filled with water.





#### 4. What are the things that absorb water?



Add a little water to each item.  
Observe and write.

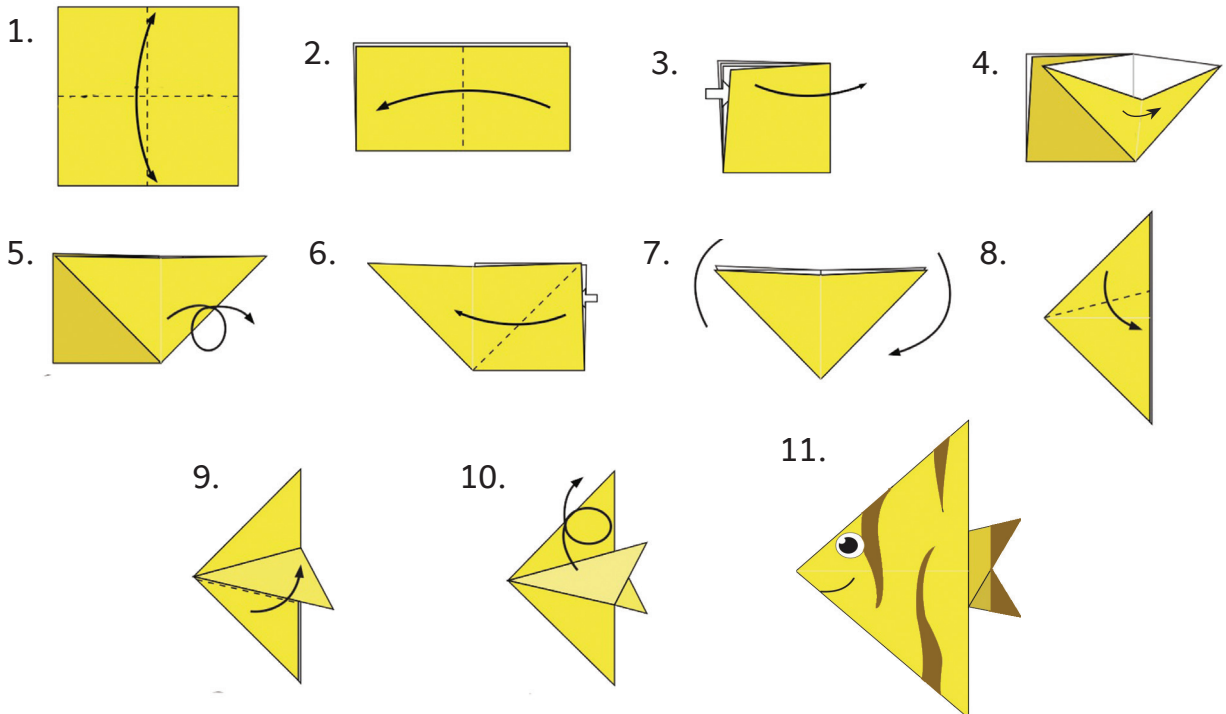


| S. No. | Absorbs | Does not absorb |
|--------|---------|-----------------|
| 1.     |         |                 |
| 2.     |         |                 |
| 3.     |         |                 |
| 4.     |         |                 |
| Total  |         |                 |



- These are purely observational exercises.
- Do the experiments and ask children to observe.

#### 5. Let us make a paper fish.



# Soil

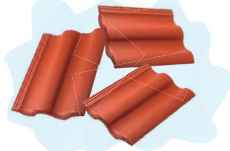


## Observe and Discuss

★ What things are made from soil?



Bricks



Tiles



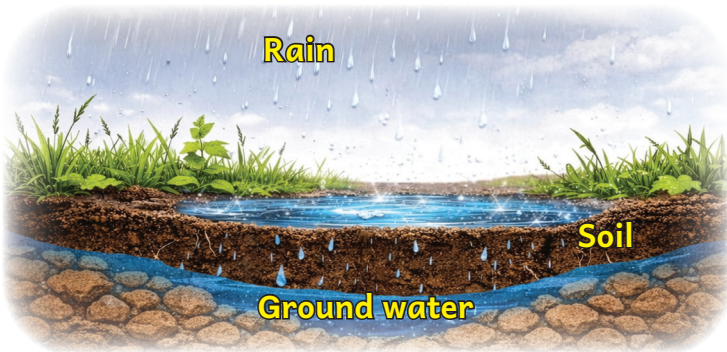
Pots



Toys

We use soil to make things like bricks, tiles, pots and toys.

Soil also stores rain water.

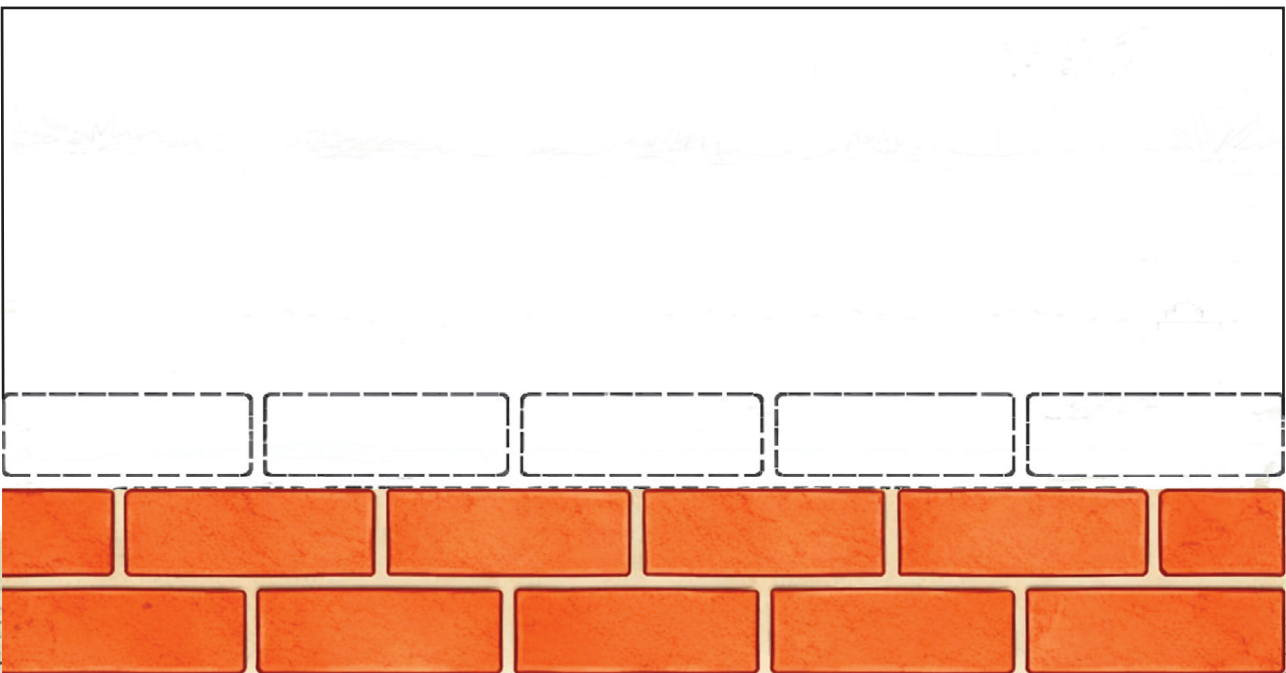


What will happen if soil cannot store rain water?



## Do and Learn

Complete the wall and colour it.



Have you observed how the bricks are placed?





## Observe and Discuss

★ What do we see in the picture?



Circle the things in the picture that make air, water and soil dirty.

★ How do you keep the air, water and soil clean?

Do not burn waste -  
Keep the air clean.

Do not throw  
waste in water -  
Keep the water  
clean.

Use dustbins -  
Keep the land clean.







## Learning Check

1. Circle the correct shadow.



2. Look at the picture. Write the type of wind.

(Strong wind, Breeze)



3. Mary says: Rain → Tap → River → Overhead tank

Write the correct order.

4. Draw one source of water you see near your home.

(Tank/Tap/Well/Tanker/Borewell/Handpump)



## What I Learnt

- I know that light forms shadows.
- I can record the changes in shadows at different times.
- I name the different kinds of wind.
- I can name the different sources of water for our homes.
- I follow the ways to keep air, water and soil clean.



# Animals Around Us



## Observe and Discuss

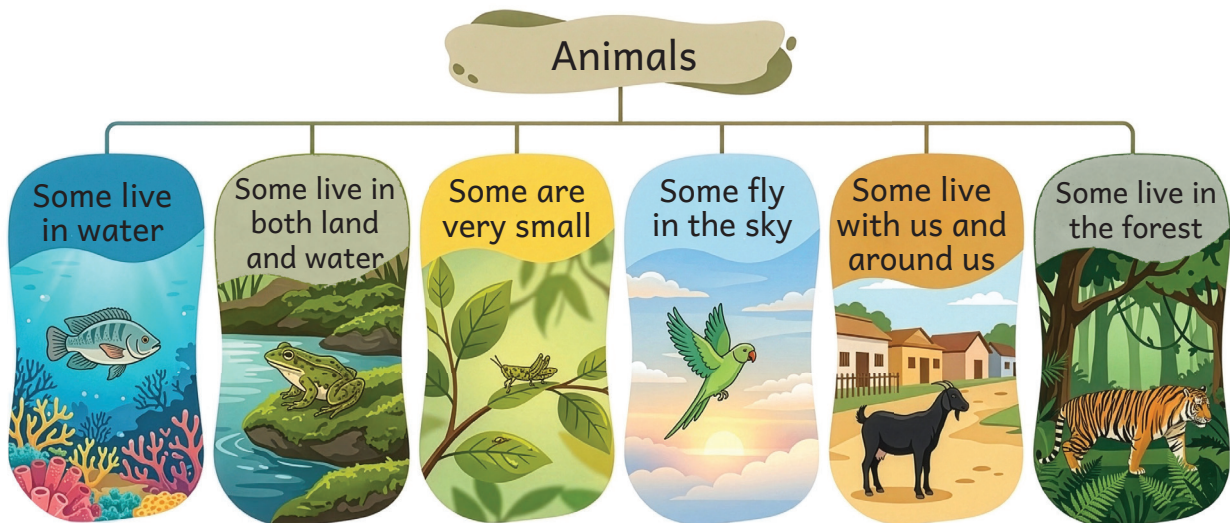
Spot, colour and name the animals. Where do they live?



There are many animals around us.



How are the animals different from one another?



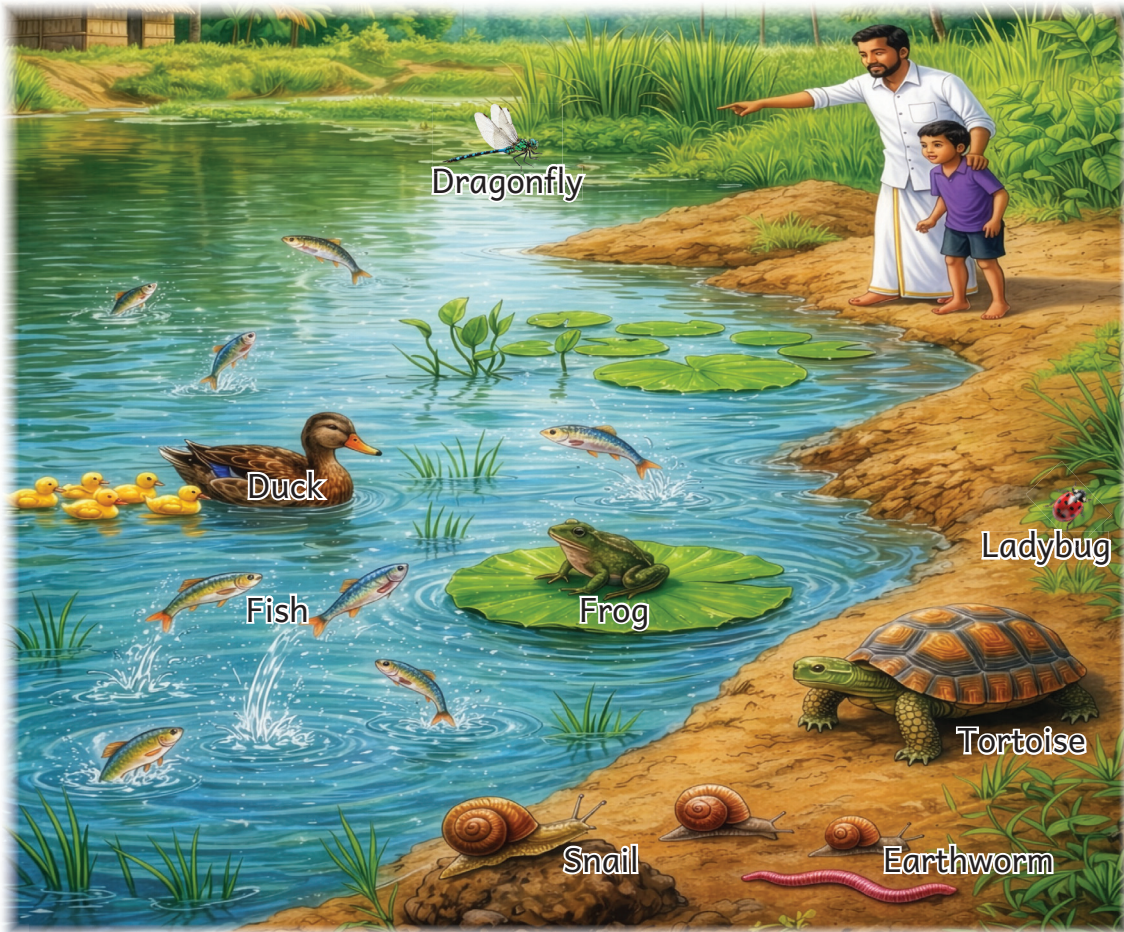




## Observe and Discuss



What animals can you see in and around the pond?



Elicit and talk about pond animals.

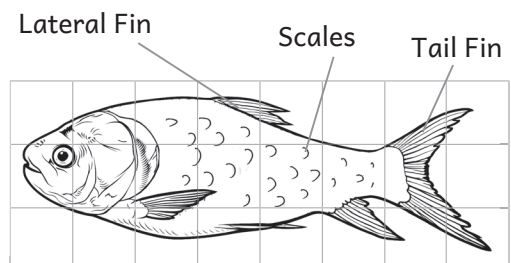
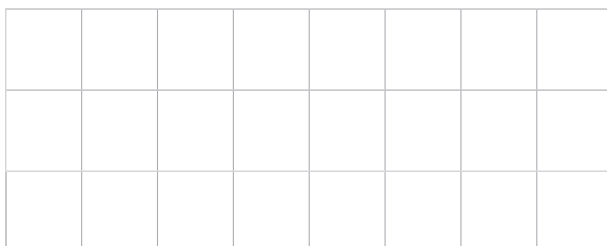
## Water Animals - Fish

There are different kinds of fish in sea, river and pond. Fins on the sides (lateral fins) and tail fins of a fish help it swim. Tail fins help the fish change direction.



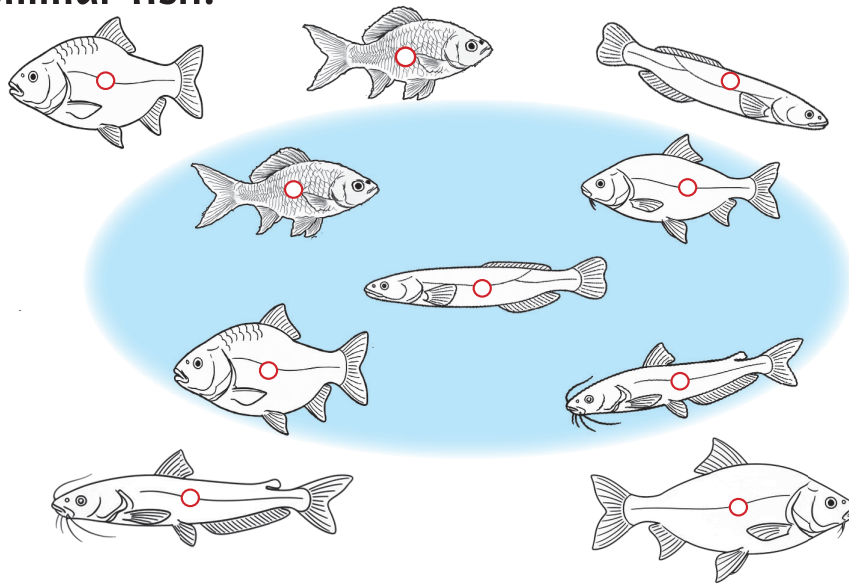
## Do and Learn

1. Draw and label the fish.





## 2. Match similar fish.



## Water and Land Animals

Ducks and frogs live both on land and in water.

Frog



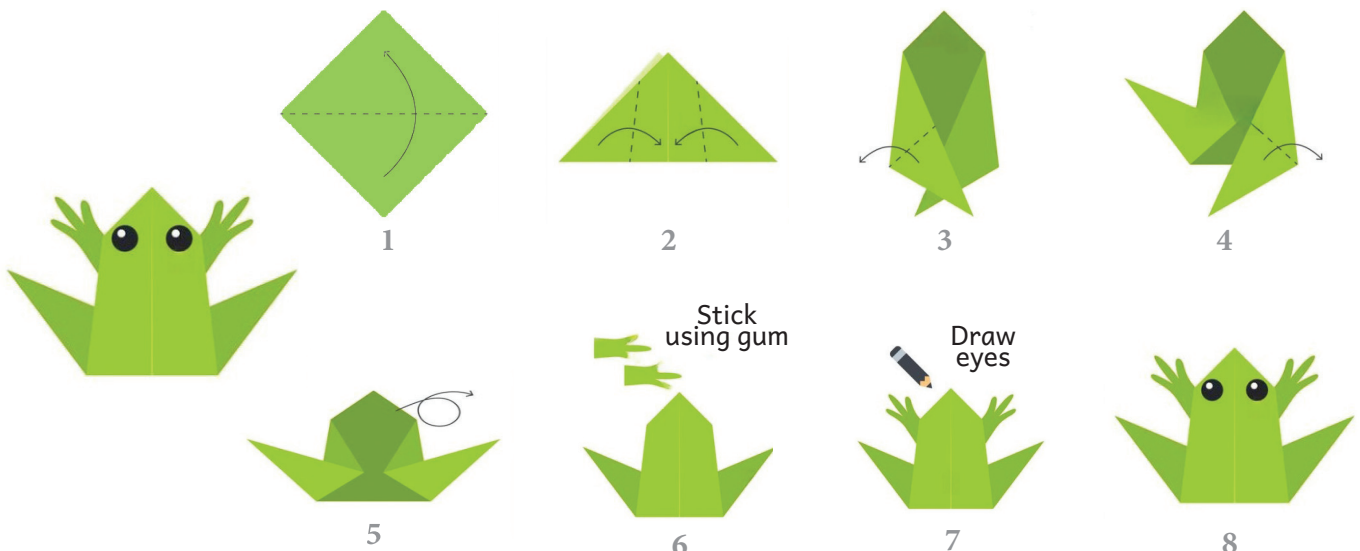
Webbed feet



Duck

- They have webbed feet that help them move.
- Frogs jump and hop on the land.

## 3. Make the frog using paper.



# Small Animals



## Observe and Discuss



What small animals do you see around you?

Balu's family is watching small animals.



There are many kinds of small animals around us such as bees, butterflies, spiders, ants, ladybugs, centipedes, earthworms, grasshoppers, dragonflies, houseflies and beetles.



Elicit and talk about small animals seen in the local area and how they move.

## Movements of Small Animals

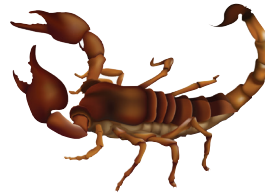
Have no legs - crawl and creep

Earthworm



Snail

Have only legs - walk



Scorpion



Centipede

Have wings and legs - walk and fly



Housefly



Ladybug



Cockroach



Grasshopper

**Tabulate.**

Crawl and creep

Only walk

Walk and fly



These are some colourful small animals.



Grasshopper



Dragonfly

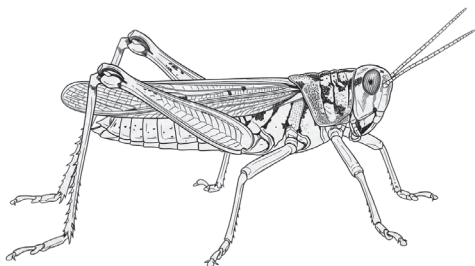


Butterfly



## Do and Learn

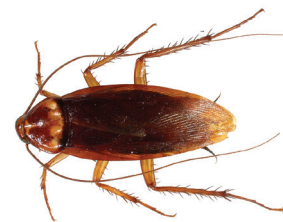
### 1. Colour.



The snail carries its home on its back.



### 2. Write the names of the animals.



# Birds



## Observe and Discuss



What birds do you see around you?



Owl



Weaverbird



Mynah



Pigeon



Sunbird



Crow



Hen



Tailor bird



Peacock



Cock



Sparrow



Parakeet

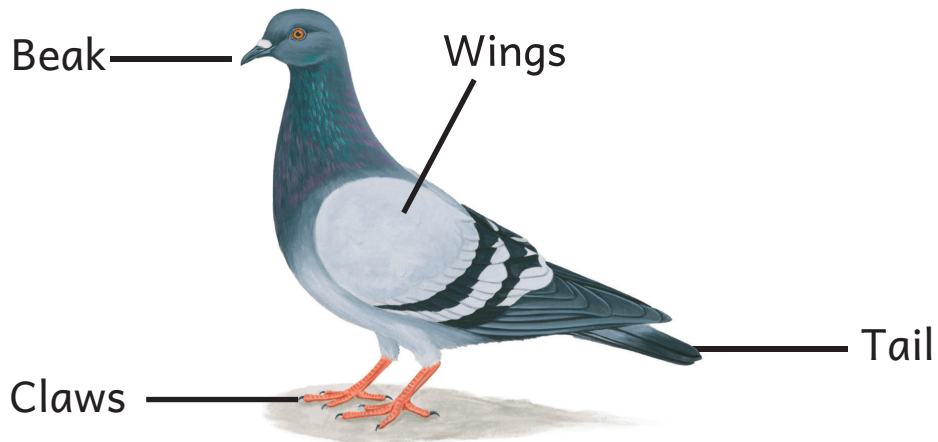


Woodpecker



Elicit and talk about the birds seen in the local area.

## Parts of a Pigeon.



## Do and Learn

1. Group the birds observed based on size.

Small

Medium

Big

2. Who Am I?

( Owl, Parakeet, Crow, Cock, Woodpecker )

1. I am black in colour and make a 'caw-caw' sound. \_\_\_\_\_

2. I am green in colour and have a red beak. \_\_\_\_\_

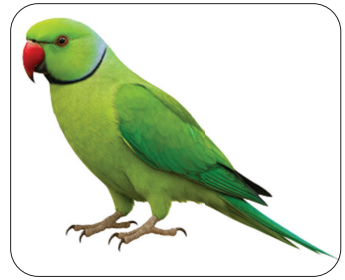
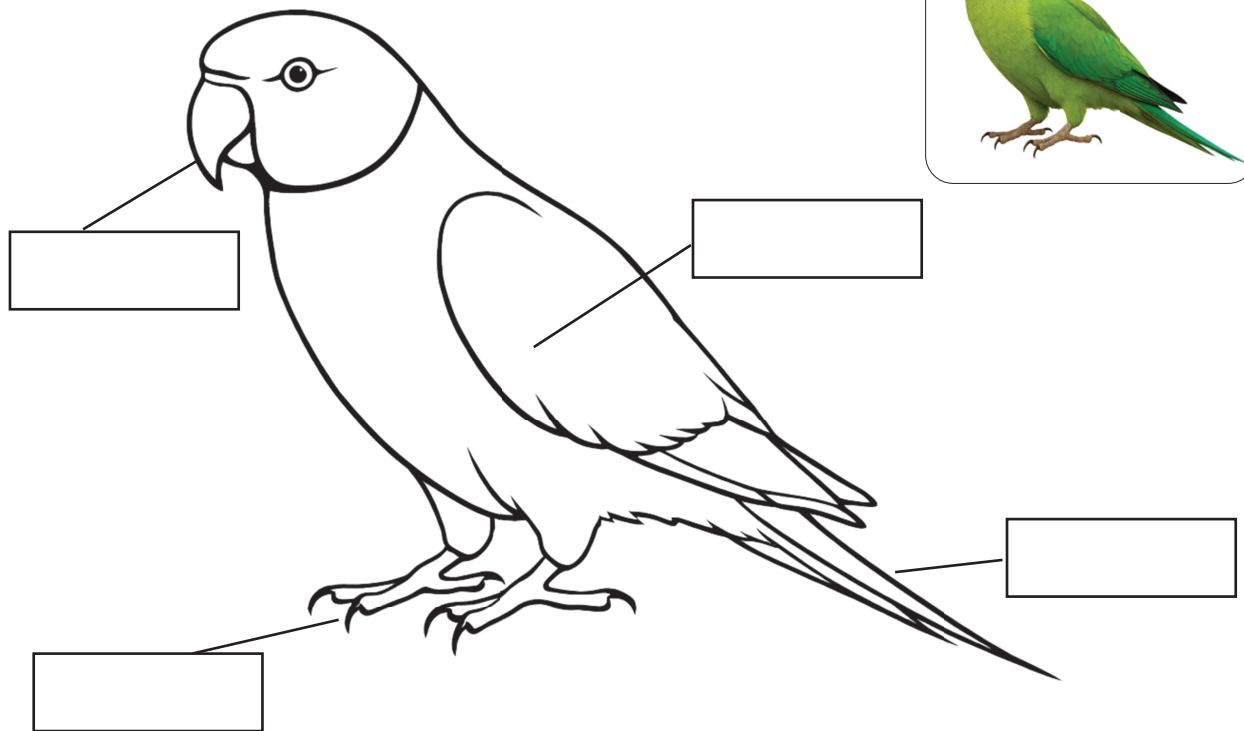
3. I make holes on tree trunks. \_\_\_\_\_

4. I am awake at night. \_\_\_\_\_

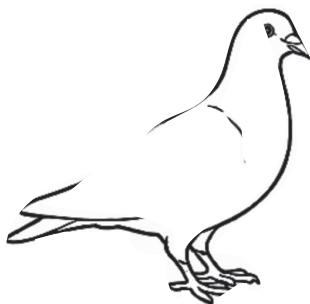
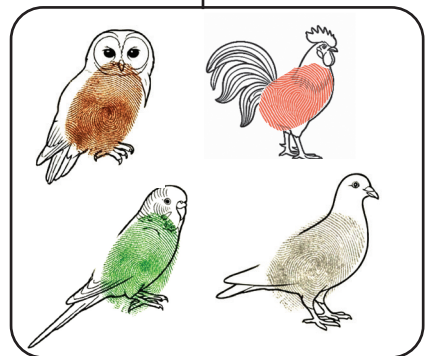
5. I wake you up in the morning. \_\_\_\_\_



3. Colour and label the parts of the parakeet.



4. Complete the images using your thumb print.



# Domestic Animals



## Observe and Discuss

Some animals such as cow, bull, goat, dog, cat, hen and duck live with us in our farms and homes. We take care of them. They help us in many ways. They are called domestic animals.

### Cow



Eats grass



Gives birth to its young ones



Feeds its calf



Gives us milk



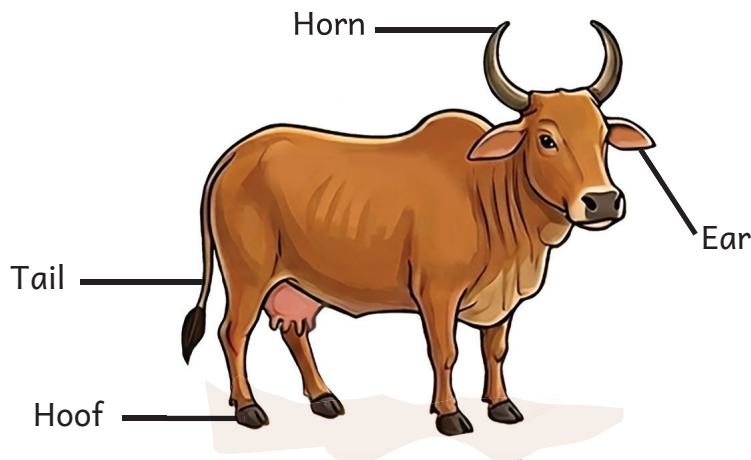
Is friendly with us



Bulls help us plough the field.



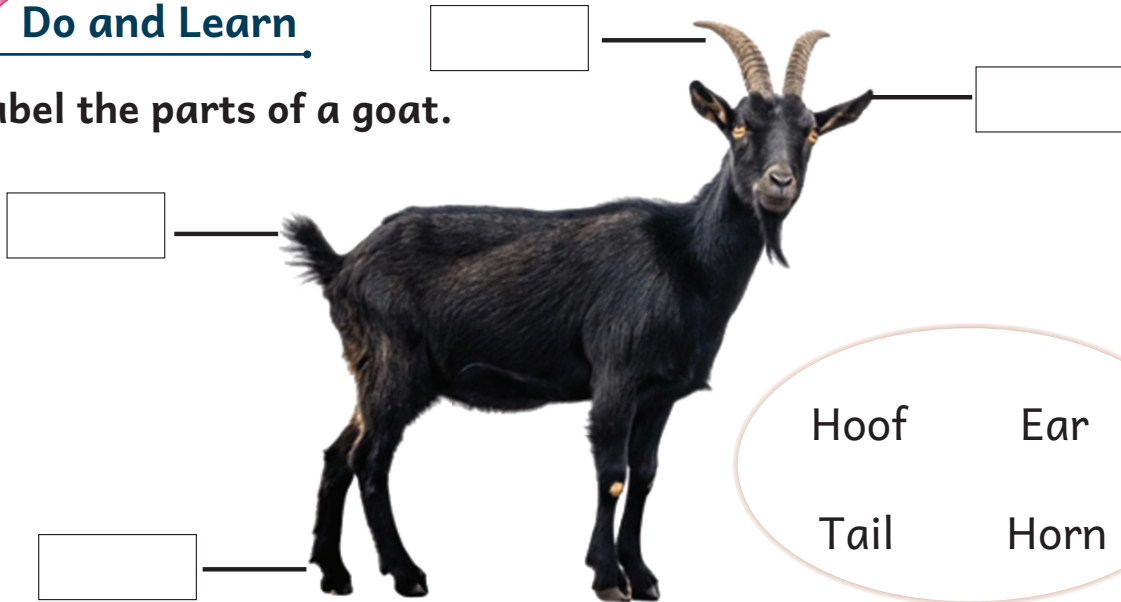
### Parts of a cow.





## Do and Learn

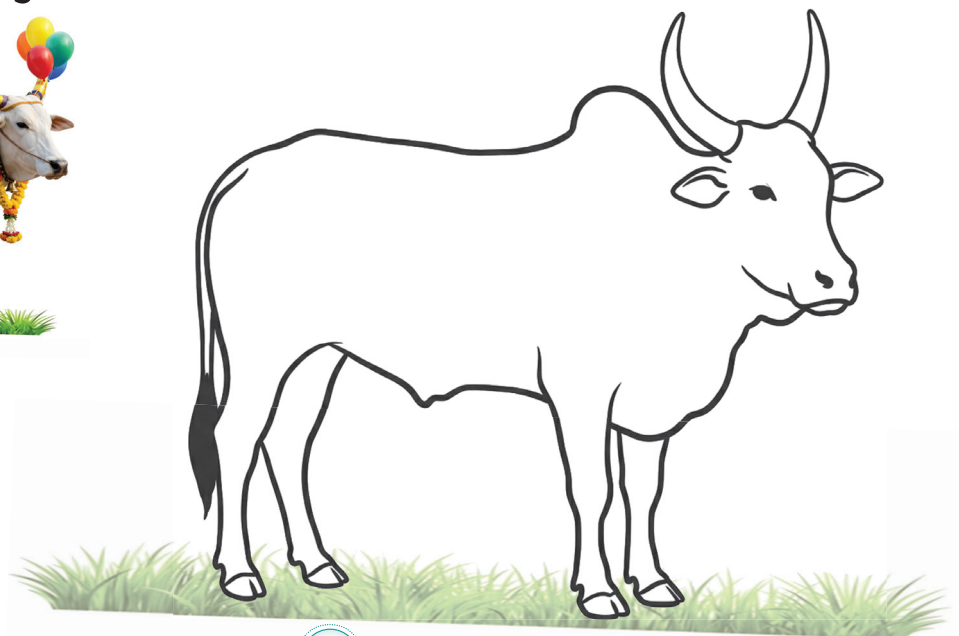
1. Label the parts of a goat.



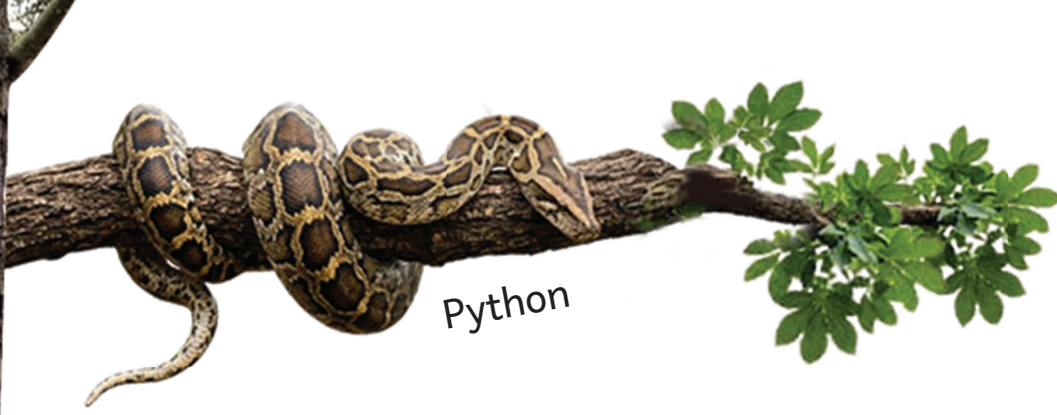
2. Create using leaves.



3. It is Mattupongal. Decorate the bull.







Python

## Wild Animals

Some animals live in the forest. They are called wild animals.

Balu's family went to the Mudumalai Tiger Reserve. These are the animals they saw there.



Tiger



Monkey



Leopard



Hornbill



Eagle



Deer



Elephant



Crocodile



Bear



Fox

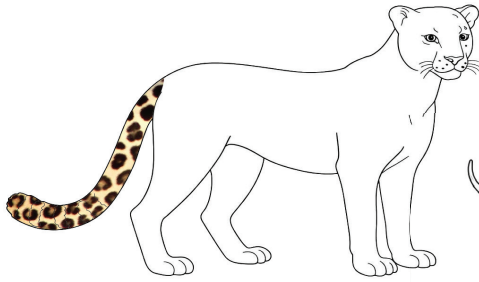


Elicit and talk about wild animals.

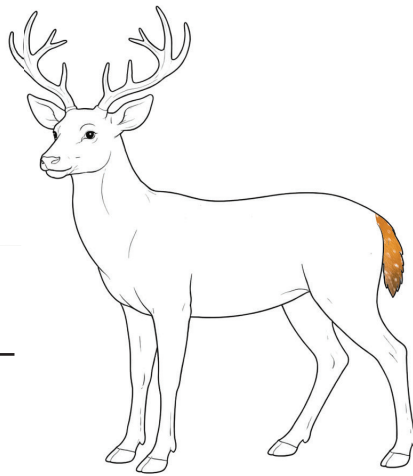


## Do and Learn

1. Draw the skin pattern on the animals and write their names.



\_\_\_\_\_



\_\_\_\_\_

2. Find 10 animals here.

|   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|
| W | G | M | O | N | K | E | Y | H | V |
| E | L | E | P | H | A | N | T | O | E |
| Y | U | A | R | P | H | K | F | R | L |
| C | I | G | T | E | G | D | O | N | E |
| Z | P | L | B | E | A | R | X | B | O |
| D | E | E | R | D | F | O | H | I | P |
| J | N | M | T | I | G | E | R | L | A |
| M | P | Y | T | H | O | N | L | L | R |
| C | R | O | C | O | D | I | L | E | D |



## Learning Check

1. Label the bird.



Beak, Wing, Tail, Claws

2. Write two body parts of the goat and the fish.



-----  
-----



-----  
-----

Fin, Horns, Hooves, Scales

3. Look at the picture and talk.



1. Name this small animal.

2. How does it move?



## What I Learnt

- I know that animals are of many kinds.
- I can label the body parts of some animals.
- I know where different animals live and how they move.







## I Can Do



1. Circle the animal that does not crawl.



Snail

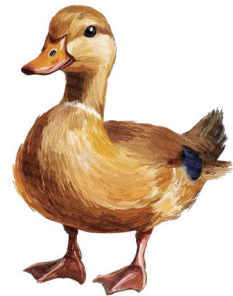


Grasshopper

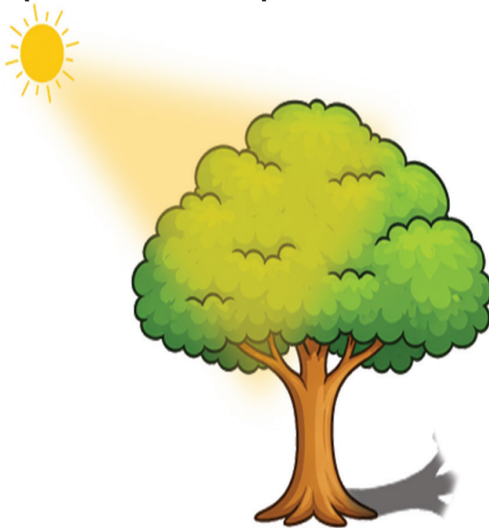


Earthworm

2. Circle and write the body part that helps the duck move on land and in water.



3. Look at the picture. Complete the shadow.



4. Number the pictures (1-4).



5. Colour ● for the actions that pollute air and water.



## 6. Oral Questions

- Your class visits a park. Share one rule to keep the park clean.
- What is the difference between domestic and wild animals?

## 7. Project

- Observe 3 small creatures at home and write their names. Tick (✓) how they move.

| Animal | Walks | Crawls | Flies | Hops |
|--------|-------|--------|-------|------|
|        |       |        |       |      |
|        |       |        |       |      |
|        |       |        |       |      |

- Find an object at home that is made from soil and draw it. Tell your teacher what it is and how it is useful.

# Move Smart! Think Smart!

Perform these five-minute movements daily for better focus and coordination.  
Do one new movement a week.

1.



Walk twice in the same place.



Take 2 steps to your left with left hand stretched side-ways and right hand raised.



Walk twice in the same place.



Take 2 steps to your right with right hand stretched side-ways and left hand raised.

2.



Stretch your arms. Twist your body to the right.



Stretch your arms. Twist your body to the left.

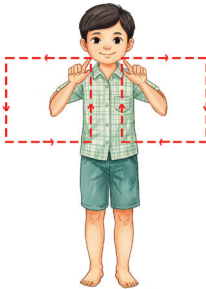


Raise right hand over head and bend to the left. Place left hand on the abdomen.



Raise left hand over head and bend to the right. Place right hand on the abdomen.

3.



Make squares with the index fingers of both hands.



Make circles with the index fingers of both hands.



Draw vertical figure of 8 with the index fingers of both hands.

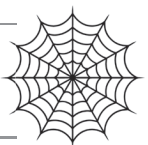
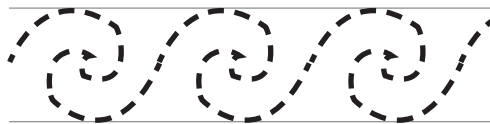
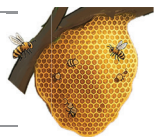
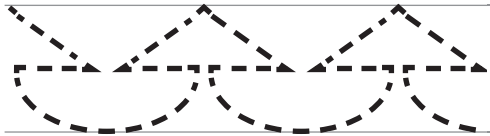
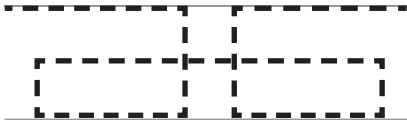
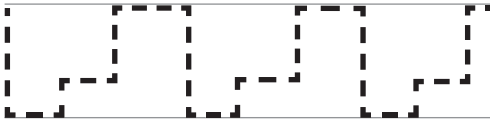
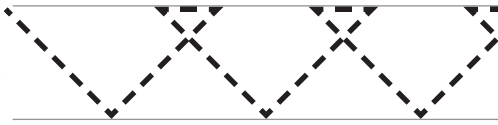
4.



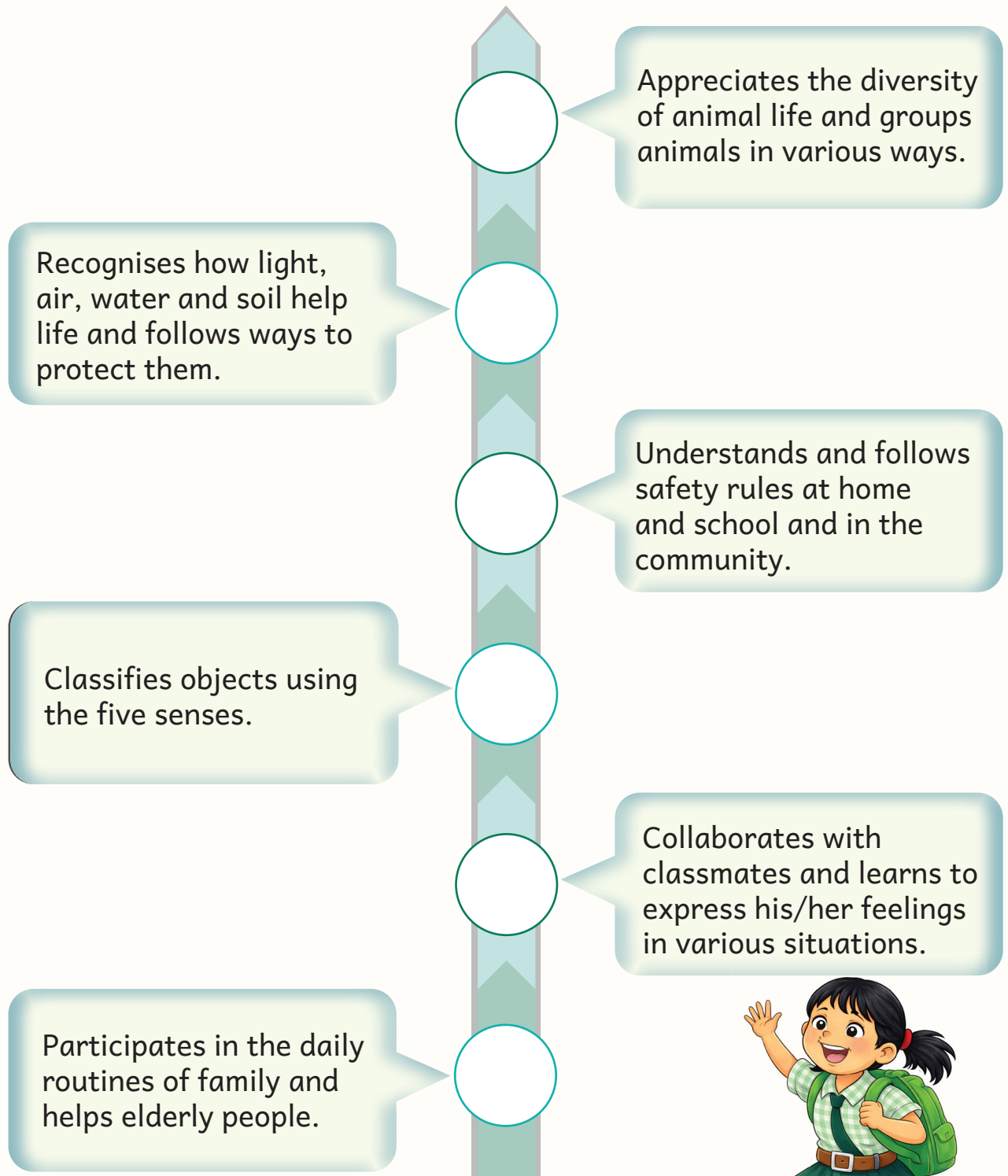
Make a fist with your palms. Rotate hands 3 times clockwise and 3 times anti-clockwise.



# Trace the Patterns



# Learning Journey



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