



GOVERNMENT OF TAMILNADU

STANDARD THREE

TERM - I

MATHEMATICS
SCIENCE
SOCIAL SCIENCE

Department of School Education

Untouchability is inhuman and a crime

Government of Tamil Nadu

First Edition - 2026

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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
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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

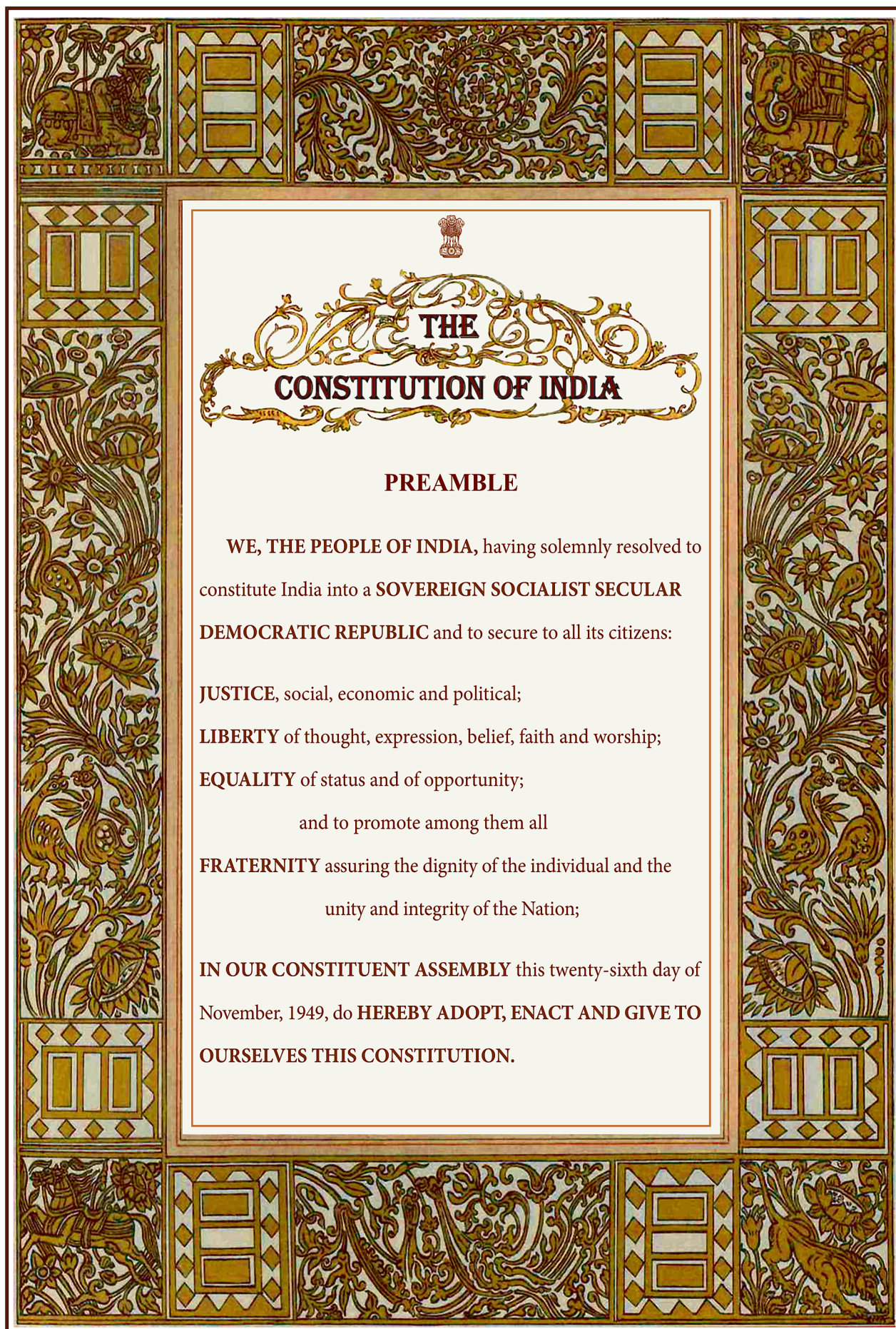
The books also integrate values and life skills, helping children develop empathy, cooperation, responsibility and confidence.

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



STANDARD THREE

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 Class three 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
- identifies the different positions of shapes.
- Reads and understands numbers up to 999
- Compares numbers upto 999



Unit - 2

- Performs number operations up to 999
- Compares length using 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.

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Unit - 1

Lessons

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Unit - 2

Lessons

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| 8. How Many, Left? | 66 |



e-book



i-book



THB

1. Colourful Flowers

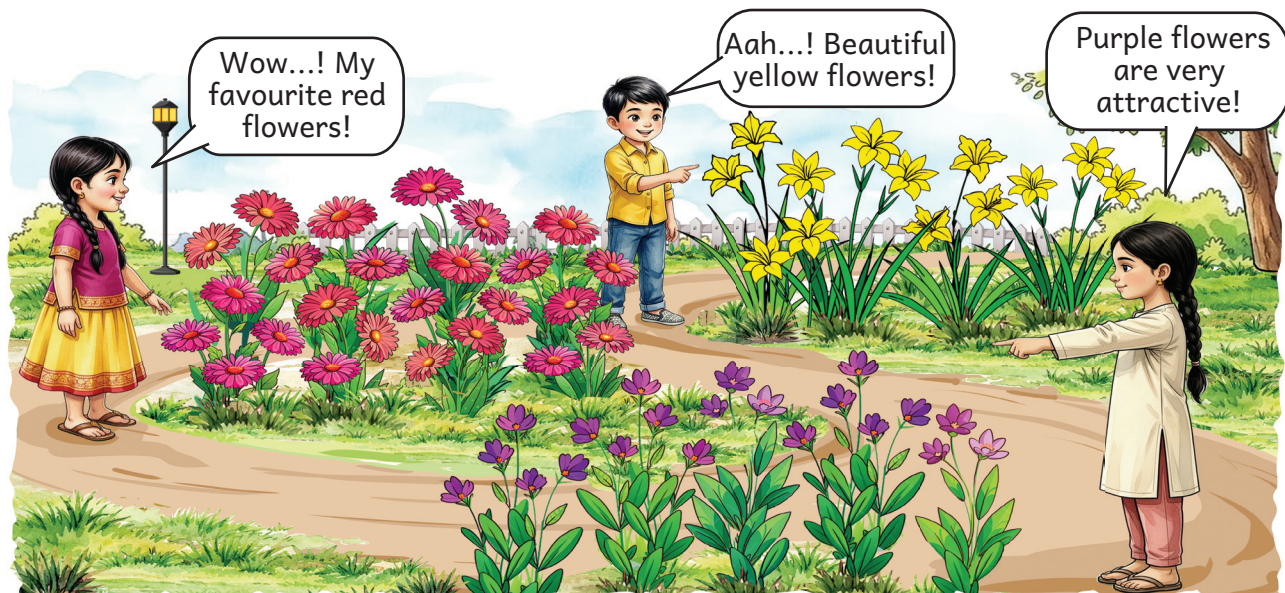


Nithya, Iniyan and Vanitha visited a botanical garden.

Fill in the blanks using the pictures.



1. Number of children in the picture _____.
2. There are _____ tens in the entry fee for adults.
3. There are _____ ones in the entry fee for children.
4. There are _____ tens and _____ ones in the entry fee for teachers.
5. There are _____ tens and _____ ones in the entry fee for school students.
6. The place value of 1 in the entry fee for children is _____.
7. The place value of 9 in the entry fee for camera is _____.
8. The entry fee for children can be written as _____ + 5.



Answer the following questions.

1. Count the flowers and write.







2. There are _____ tens and _____ ones in the number of  flowers.

3. Write the numbers forward, starting from the number of  flowers.

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4. Write the numbers backward, starting from the number of  flowers.

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5. Number of  flowers is _____ ; Its before number is _____ and after number is _____ .

6. Circle the flowers that are more than 20.

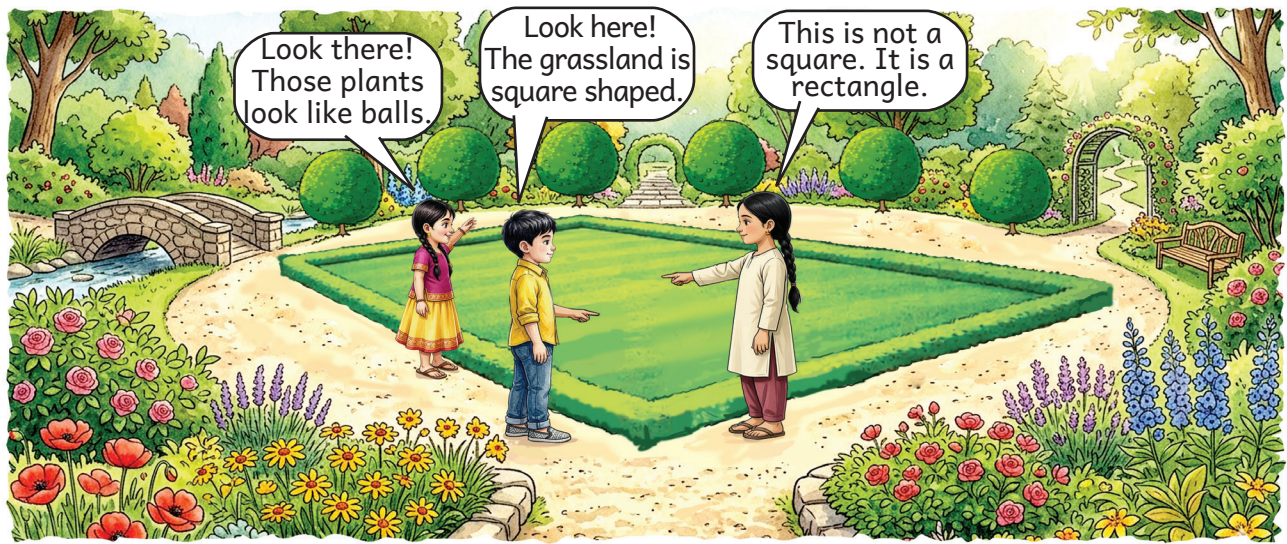


7. Circle the flower which are the most in number.



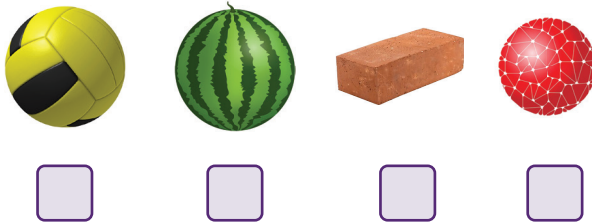
8. Circle the flower which are the least in number.



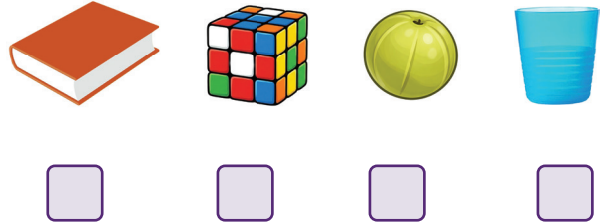


Tick (✓) the correct answer.

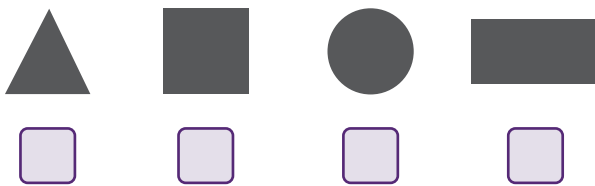
1. Which object has flat faces?



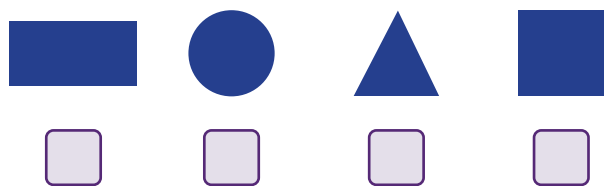
2. Which object has curved face only?



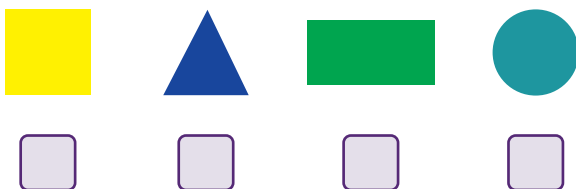
3. Which shape does the shadow of a beach ball take?



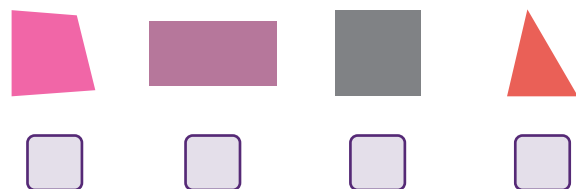
4. Which shape do you get on imprinting an eraser?

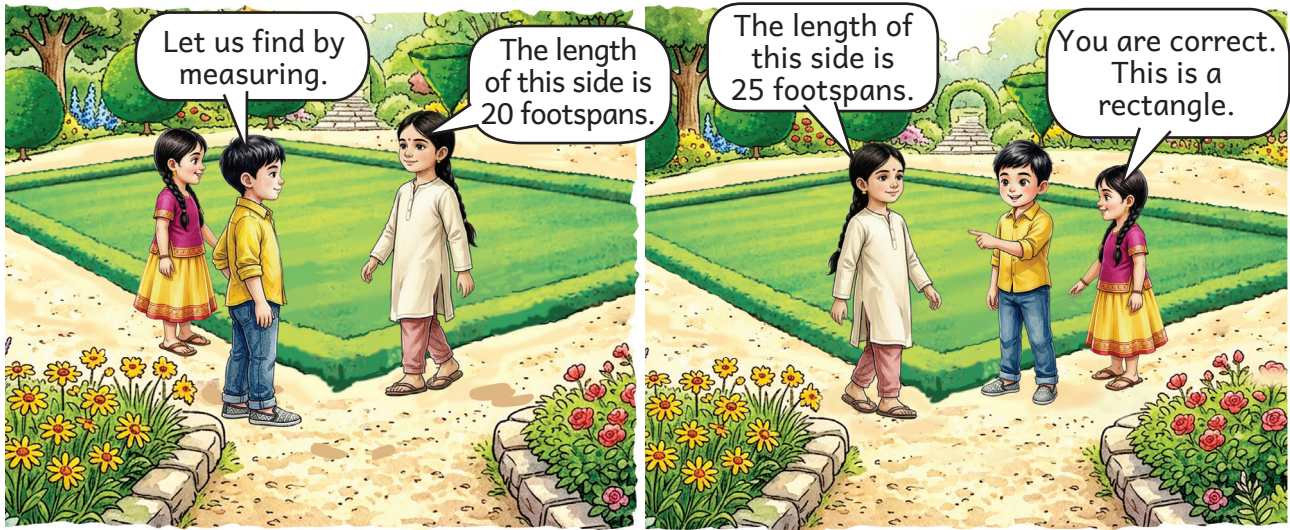


5. Which shape has no straight edge?

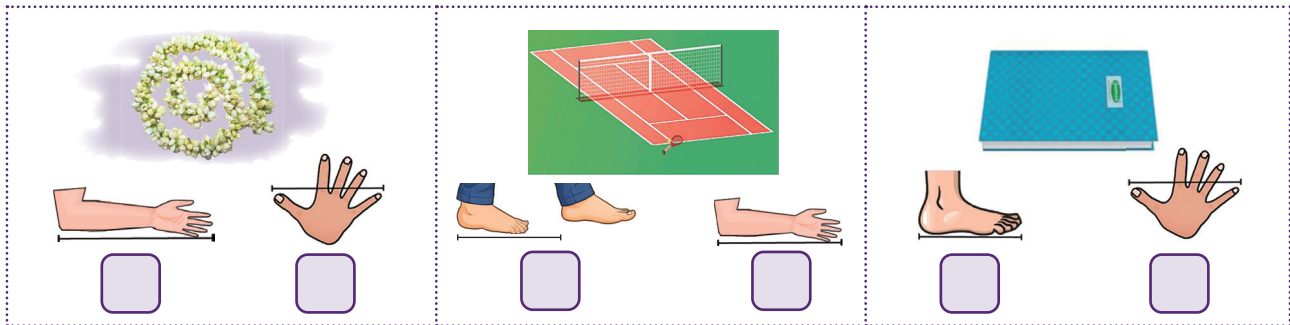


6. Which shape has all the sides equal?

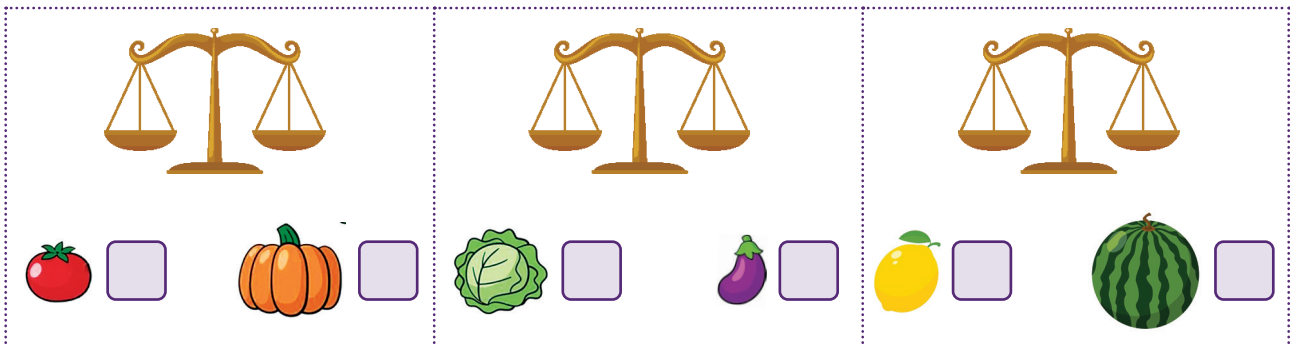




Tick (✓) the suitable measuring unit to measure the length.



Fill in the blanks with the suitable symbols $\downarrow$ $\uparrow$.



Tick (✓) the suitable vessel used to fill the water quickly.





Write the price of the plant and add them.

Price of a jasmine plant Price of a rose plant + Total price T O	Price of a jasmine plant Price of a marigold plant + Total price T O
Price of a marigold plant Price of a tuberose plant + Total price T O	Price of a rose plant Price of a marigold plant + Total price T O
Price of a hibiscus plant Price of a rose plant + Total price T O	Price of a tuberose plant Price of a rose plant + Total price T O



Write the price of the plant and find the remaining amount.

Money given to the shopkeeper Price of a rose plant - Remaining amount	<table border="1"> <thead> <tr> <th>T</th> <th>O</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> <tr> <td>6</td> <td>0</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table>	T	O			6	0					Money given to the shopkeeper Price of a jasmine plant - Remaining amount	<table border="1"> <thead> <tr> <th>T</th> <th>O</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> <tr> <td>4</td> <td>0</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table>	T	O			4	0				
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Money given to the shopkeeper Price of a tuberose plant - Remaining amount	<table border="1"> <thead> <tr> <th>T</th> <th>O</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> <tr> <td>5</td> <td>0</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table>	T	O			5	0					Money given to the shopkeeper Price of a hibiscus plant - Remaining amount	<table border="1"> <thead> <tr> <th>T</th> <th>O</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> <tr> <td>2</td> <td>0</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table>	T	O			2	0				
T	O																						
5	0																						
T	O																						
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2. Objects and Shapes



Let us Learn

Does the cap still look like a cone, though it is placed in different positions?



Let us Do

It is a cuboid.



I am showing an object of the same shape.

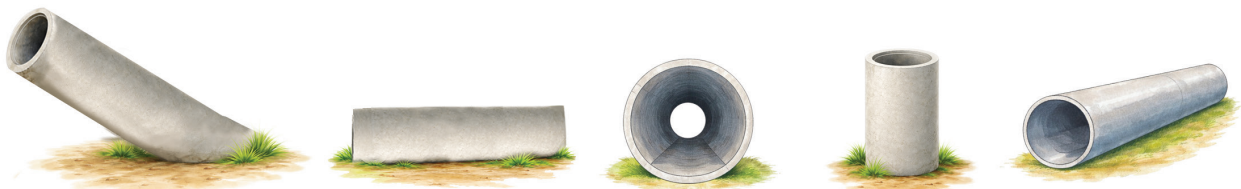


Divide the children into groups of two. If you show one of the shapes, such as a **cone**, **cube**, **cuboid**, **cylinder** and **sphere** in a specific position, another child should show the corresponding objects in the same position.



Let us Practise

Connect the ones that are in the same position by drawing lines.



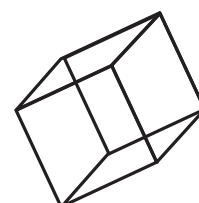
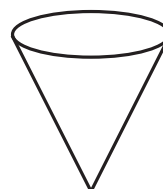
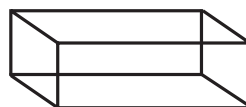
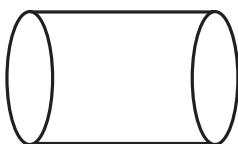
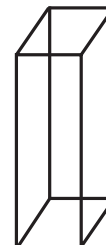
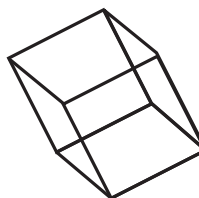
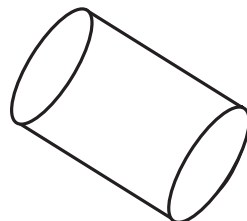
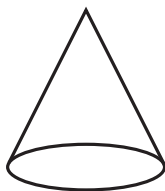
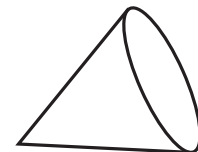
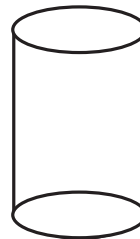
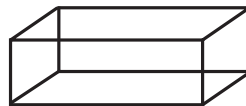
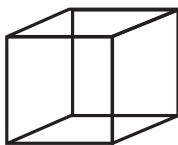


Let us Practise

Match the same shapes.



Colour the same shapes with the same colour.





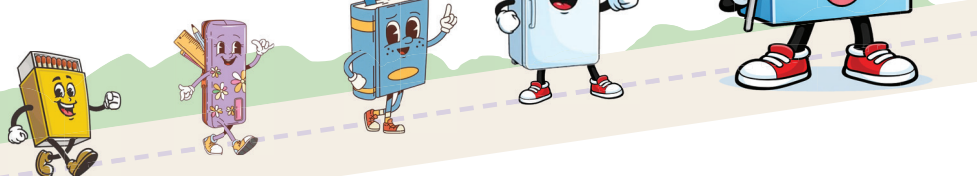
Let us Learn

Parade of shapes



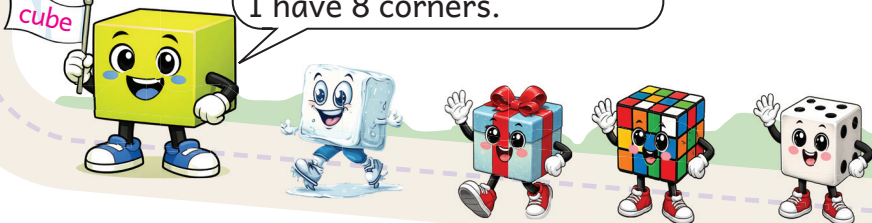
I have 6 flat faces.
I have 12 straight edges.
I have 8 corners.

cuboid



I have 6 flat faces.
I have 12 straight edges.
I have 8 corners.

cube



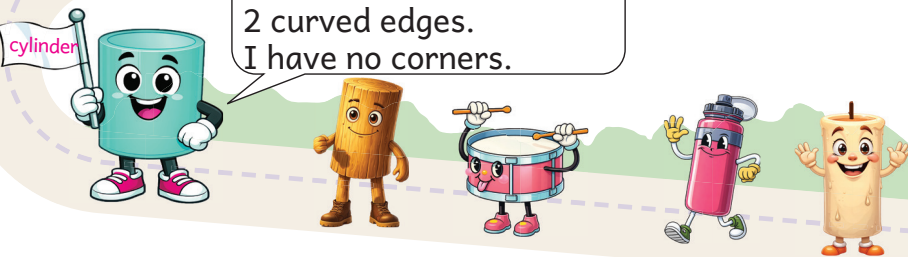
I have 1 flat face.
I have 1 curved face and 1 curved edge.
I have 1 corner.

Cone



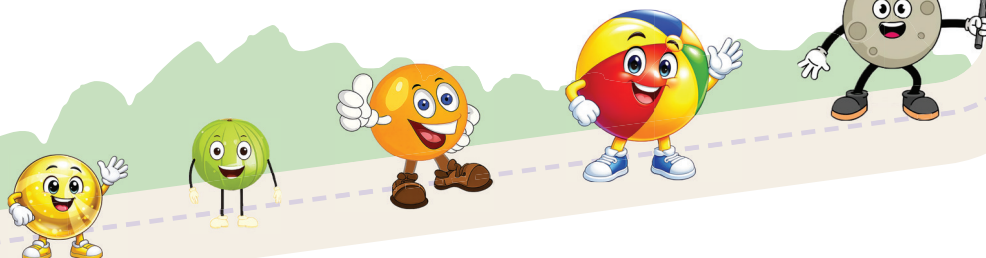
I have 2 flat faces.
I have 1 curved face and 2 curved edges.
I have no corners.

cylinder



I have only 1 curved face.
I have no edges.
I have no corners.

sphere





Let us Do

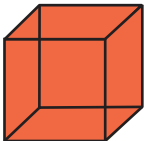
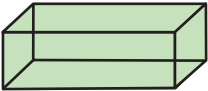
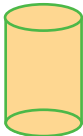


Divide the children into two groups. One group shows a shape and the other group has to say the number of **faces**, **edges** and **corners** of that shape.



Let us Practise

Observe the given shapes and fill in the table.

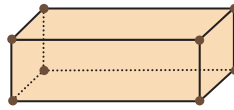
Shapes	Number of faces		Number of edges		Number of corners
	Flat	Curved	Straight	Curved	
	6	—	12	—	8
					
					
					
					



Let us Practise

Find and match.

I have no edges
and no corners.



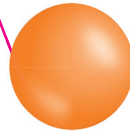
Cylinder

I have 6 flat square faces
and 12 straight edges.



Sphere

I have 2 curved edges.



Cuboid

I have only one corner.



Cone



Let us Do



Name the shapes in this robot toy. Use the same shapes to create a new toy.



Let us Practise

Colour the shapes used in the model.

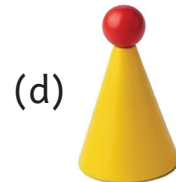
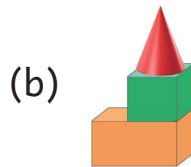
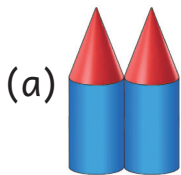
Model	Shapes					



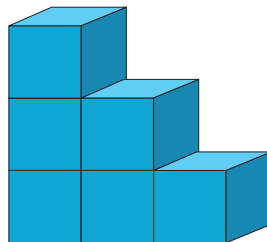
Let us Explore

Choose the correct answer.

1. Which model has been created using cuboid and cylinders?



2. Which set of shapes has to be used to create the model shown below?



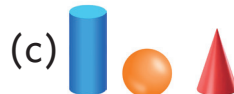
(a) 12 cubes

(b) 4 cubes

(c) 6 cubes

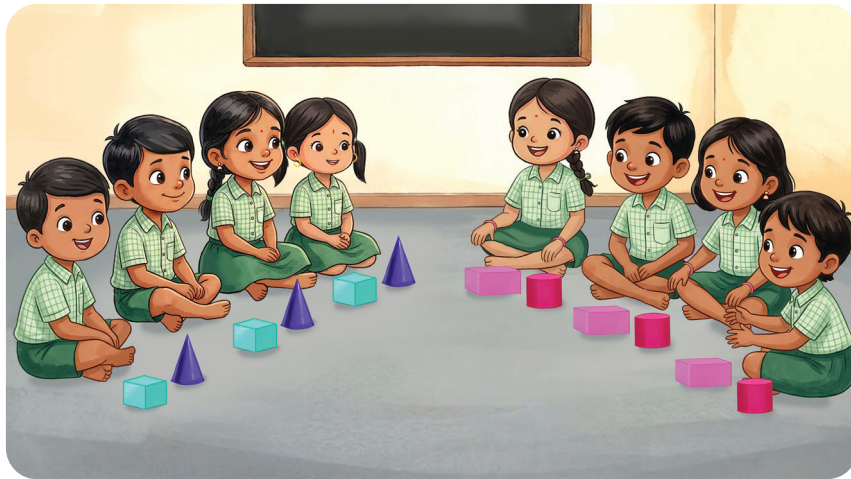
(d) 2 cuboids

3. Which set of shapes should be used to create a rocket model?





Let us Do



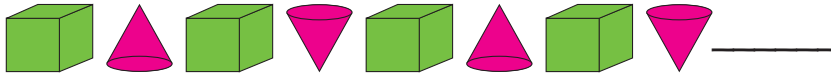
Divide the children into two groups. Ask them to create a pattern using the given shapes and discuss.



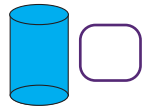
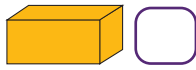
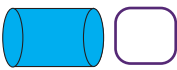
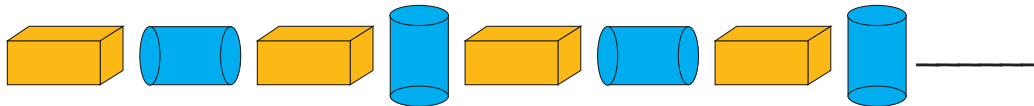
Let us Practise

Tick (✓) the next shape in the given pattern.

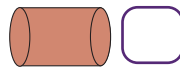
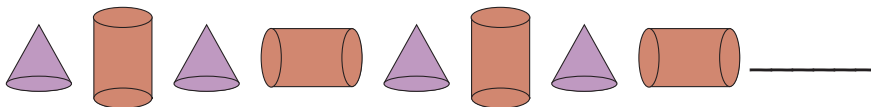
1.



2.



3.





Learning Check

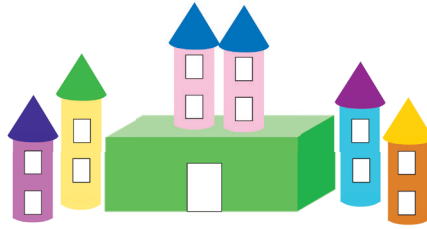


Answer the following questions.

1. Circle the same shapes.



2. Which shape is not used in the given model?



(a) Cone

(b) Cylinder

(c) Cuboid

(d) Sphere

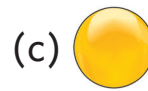
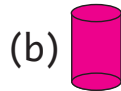
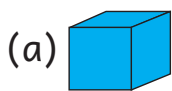
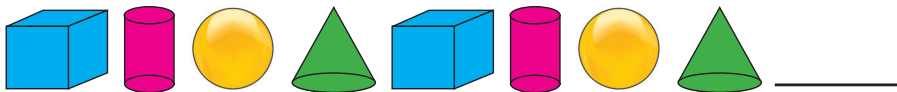
3. Circle the shape that has only two flat faces.



4. Circle the shape that has only one curved edge.



5. Which is the next shape in the pattern?



What I Learnt

I can...

identify the different positions of shapes.

understand the properties of shapes.

create models using shapes.

create patterns in shapes.

3. How Many Beads?



Let us Learn

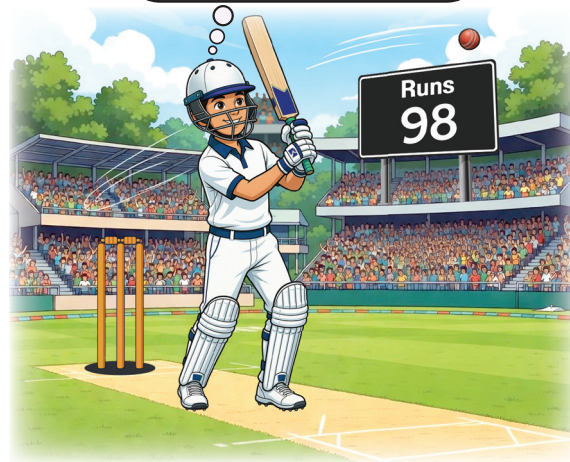
Rahul, you have scored 97. You must try to score full marks in the next exam.

$$\frac{100}{100}$$



How many more marks does Rahul need to score full marks in the next exam?

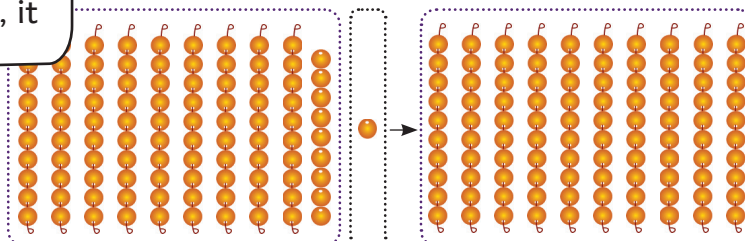
In today's match, I must score a century.



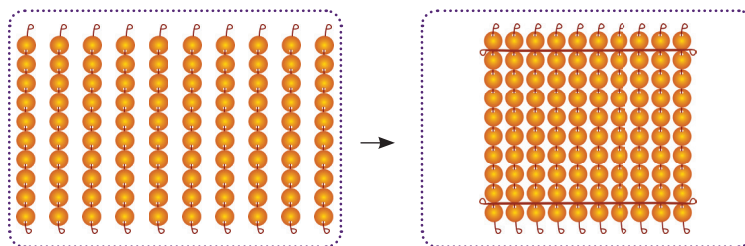
How many more runs does the batsman need to score a century?

We have counted up to 99.

I have one more. Now, it is 100.



Adding 1 to 99 makes 100.

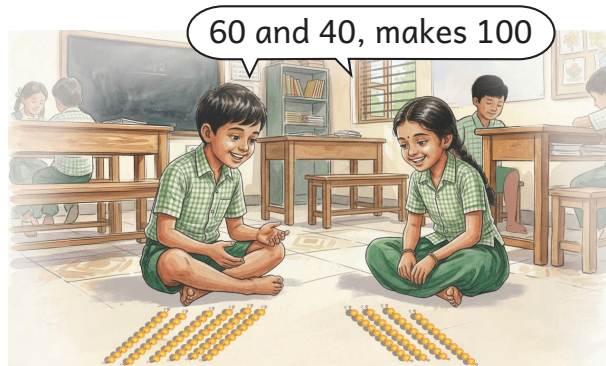


Ten 10-bead strings make a 100-bead bunch and form a bundle of one hundred beads.

1 hundred = 10 tens = 100 ones.



Let us Do

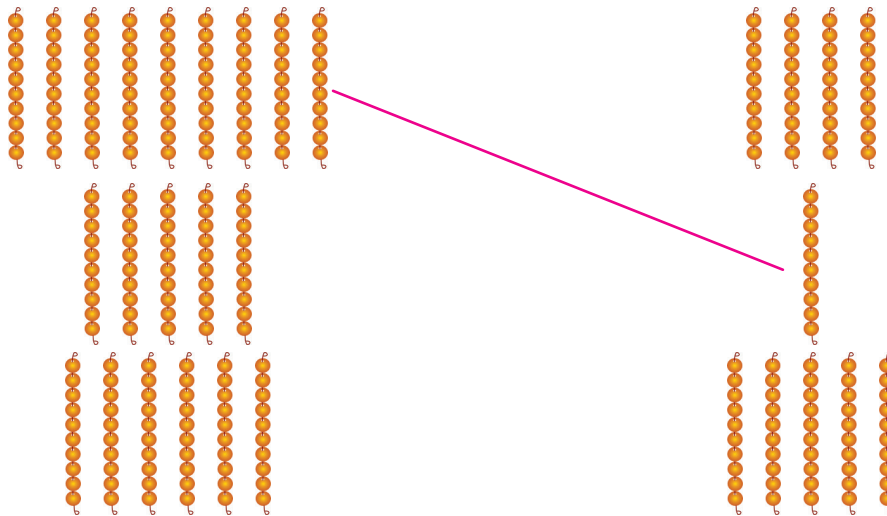


Divide the children into groups of two and give ten, 10-bead strings. Encourage them to make 100 in different ways.

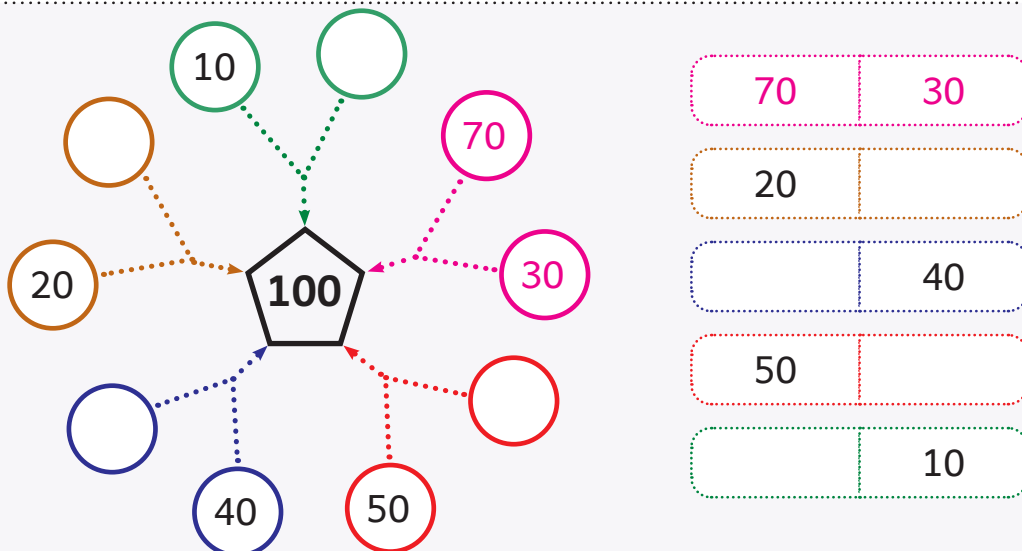


Let us Practise

Match the 10-bead strings to make 100.



Write the numbers to make 100.





Let us Do

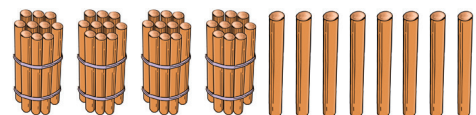
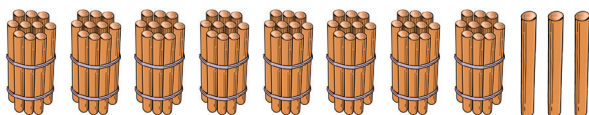
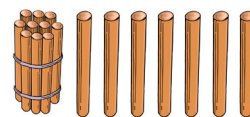
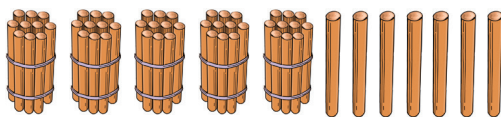
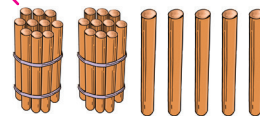
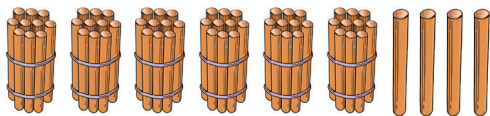
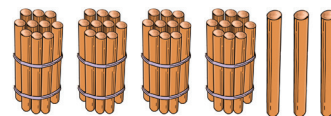
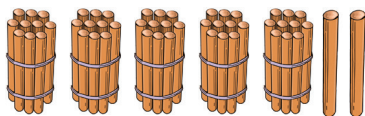
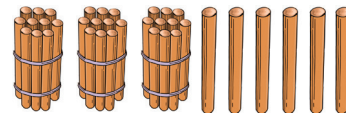
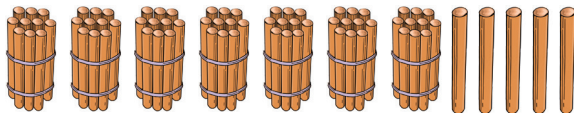


Divide the children into groups of two and give them 9 bundles of 10 sticks each and 10 single sticks. Encourage them to make 100 in different ways.



Let us Practise

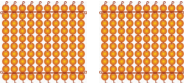
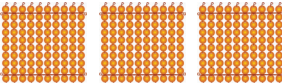
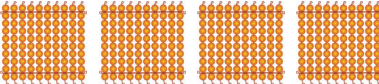
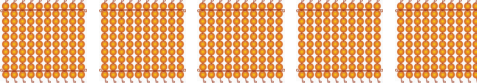
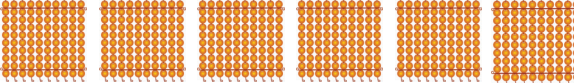
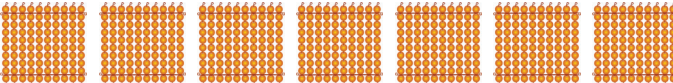
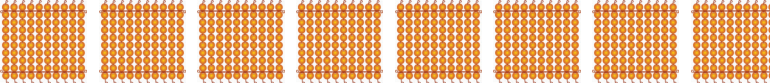
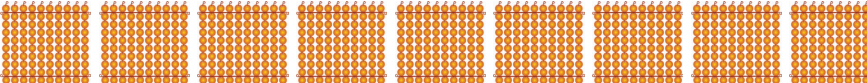
Match the sticks to make 100.





Let us Learn

Number names (100–900)

100-bead bunch	Number	Number name
	100	One hundred
	200	Two hundred
	300	Three hundred
	400	Four hundred
	500	Five hundred
	600	Six hundred
	700	Seven hundred
	800	Eight hundred
	900	Nine hundred

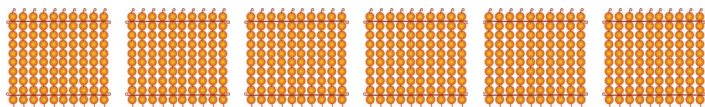


Start with 100-bead bunch; add one more bunch to make 200. Add another bunch to make 300. Continue in this way to introduce numbers and number names up to 900.

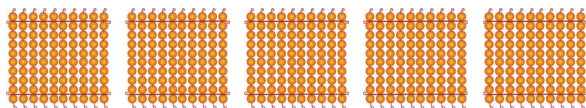


Let us Practise

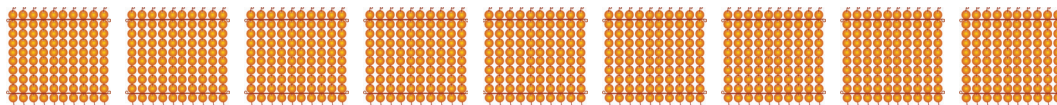
Connect the number of 100-bead bunches with the number.



900



600



500



Let us Practise

Write the missing hundreds.



Complete the table.

Number	Number name
200	
	Six hundred
700	

Number	Number name
	Three hundred
900	
	Eight hundred



Let us Learn

You already know that the value of 10 one-rupees are equal to the value of 1 ten-rupee. Similarly, do you know that the value of 10 ten-rupees are equal to the value of 1 hundred-rupee?



1 ten = 10 ones



1 hundred = 10 tens = 100 ones



Let us Practise

Match the money with its value.

Money	Value
	321
	125
	212



Let us Practise

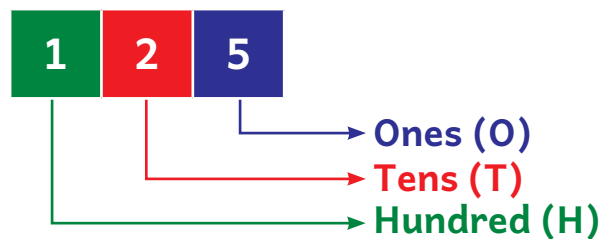
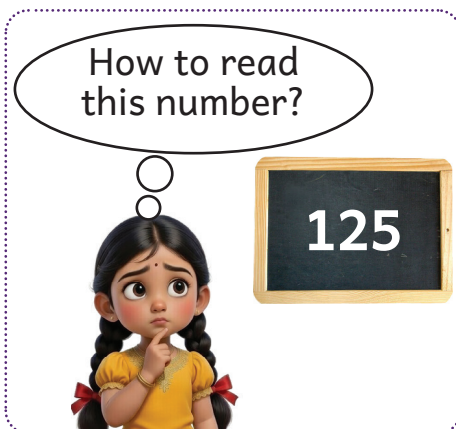
Write the value of money.

Money		Value
		
		
		



Let us Learn

How to read the numbers?



1 Hundred 2 Tens 5 Ones
Hundred ... twenty ... five...
One hundred twenty five



Let us Do



Give the children nine 100-bead bunches, nine 10-bead strings, and 9 single beads. Ask them to form **three-digit numbers** and say the number and its number name.



Let us Practise

Complete the table.

Beads	H	T	O	Number		Number name
	1	0	1	$100 + 0 + 1$	101	One hundred one



Let us Practise

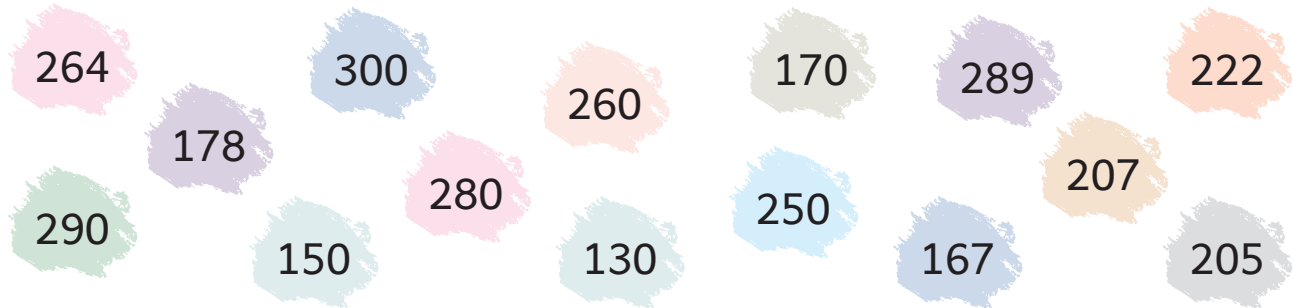
Complete the table.

H	T	O	Number		Number name
1	7	8	$100 + 70 + 8$	178	One hundred seventy eight
1	2	5			
1	4	7			
2	9	4			
2	6	3			
2	3	9			
3	5	6			
3	8	2			
3	4	5			
3	7	3			



Let us Practise

Read the numbers aloud.



Complete the table.

101								109	
			114						120
		123					128		
	132								140
				145		147			
151					156				
			164					169	
	172						178		
		183							190
			194					199	200

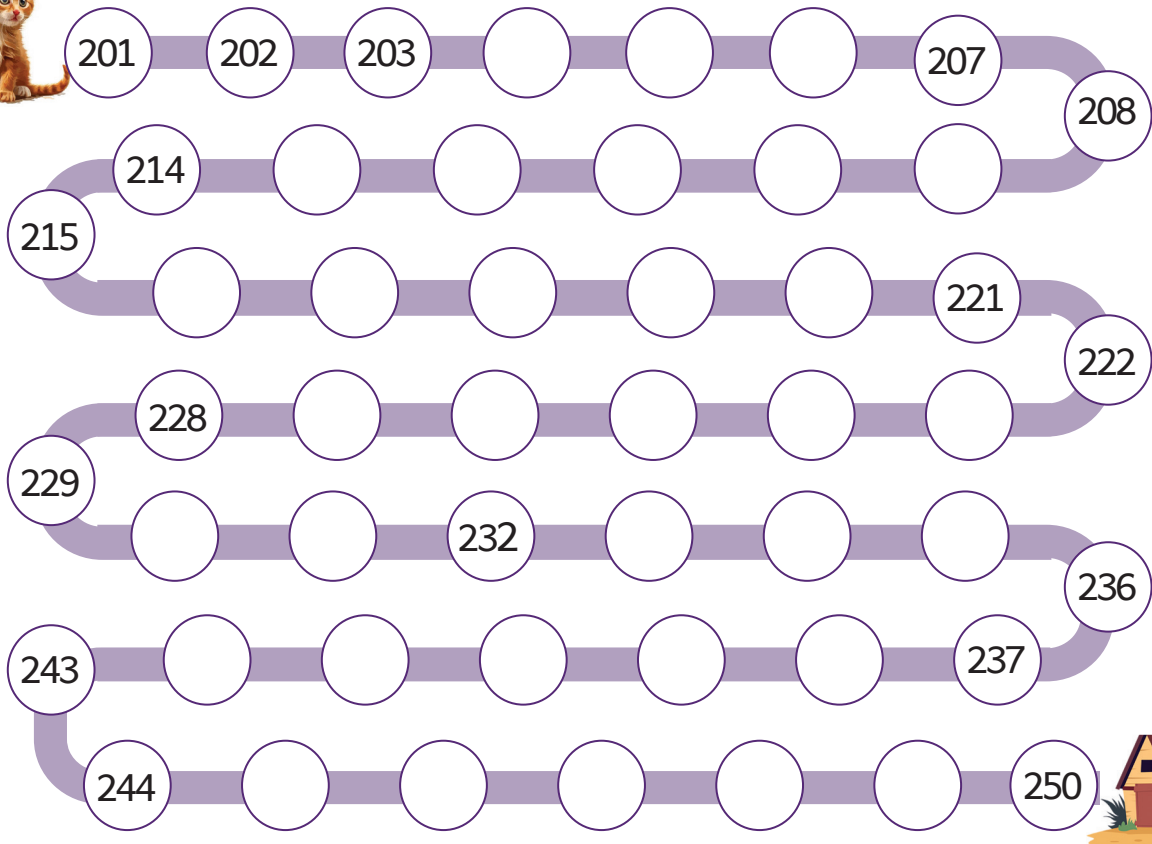
Match the following.

3 hundreds	317
2 hundreds 6 ones	300
1 hundred 4 tens 2 ones	210
3 hundreds 1 ten 7 ones	142
2 hundreds 1 ten	206



Let us Practise

Write the missing numbers to help the cat reach its home.



Complete the table.

301							308		
				315					
						327			
		333							
					346				
							358		
						367			
	372								
			384						
									400



Let us Practise

Count the beads. Write the numbers and number names.

Beads	H	T	O	Number	Number name
	2	1	8	218	Two hundred eighteen

Complete the table.

H	T	O	Number		Number name
2	8	7	$200 + 80 + 7$	287	Two hundred eighty seven
1	0	9			
2	6	1			
3	9	9			
2	1	5			
1	8	0			
3	7	5			



Let us Practise

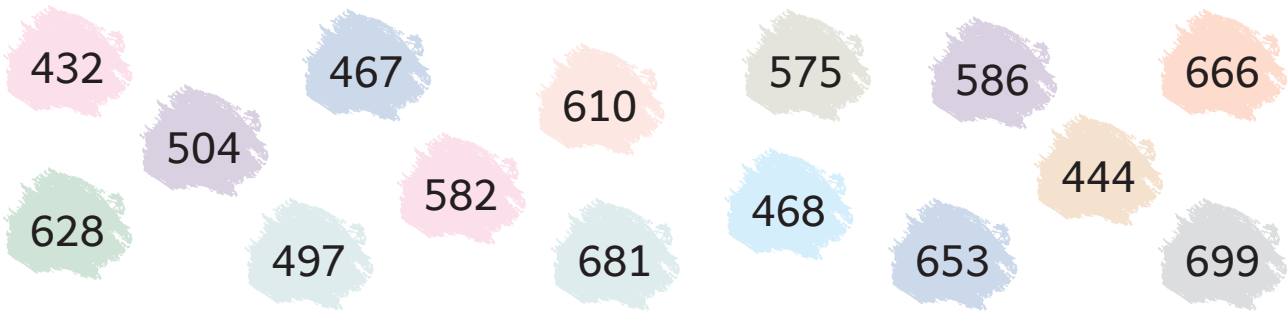
Complete the table.

H	T	O	Number		Number name
4	9	3	$400 + 90 + 3$	493	Four hundred ninety three
4	6	5			
4	0	8			
5	5	4			
5	3	0			
5	7	9			
6	4	6			
6	8	2			
6	1	5			
6	7	3			



Let us Practise

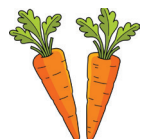
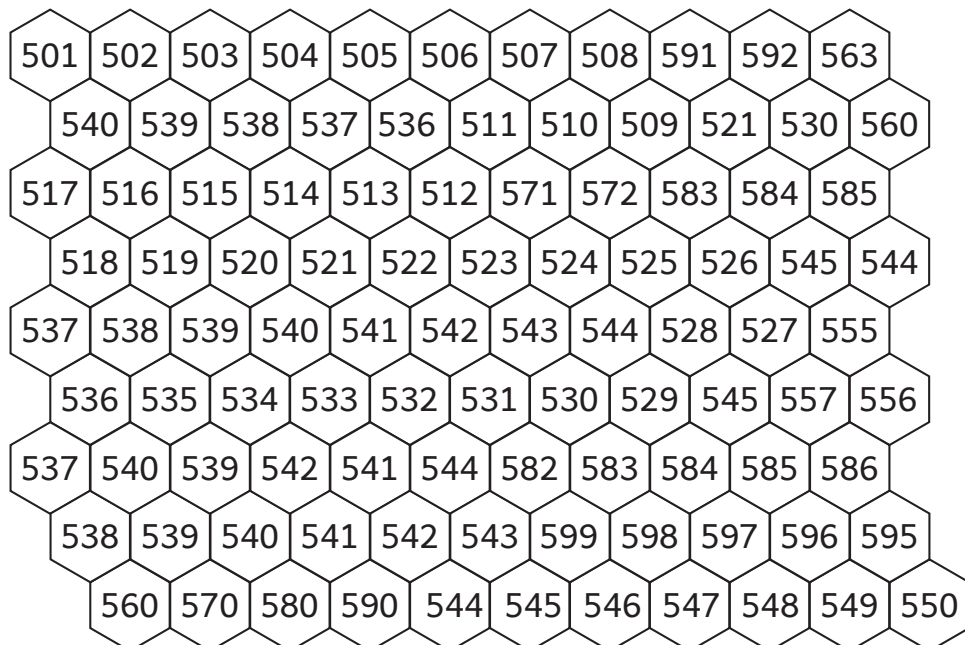
Read the numbers aloud.



Complete the table.

401									
						417			
	422								
				435					
		443							
					456				
461									
		473							
							488		
			494						500

Colour the numbers (from 501 to 550) in order and draw a path to help the rabbit reach the carrot.





Let us Practise

Match the following.

$400 + 40 + 5$

$500 + 70 + 9$

$200 + 50 + 9$

$300 + 20 + 0$

$600 + 0 + 9$

259

320

609

579

445

Complete the table.

425	4 hundreds	2 tens	5 ones
473			
502			
596			
641			

Complete the table.

601									
	612								
					626				
		633							
							648		
651								659	
			664						
					676				
							688		
						697			700



Let us Practise

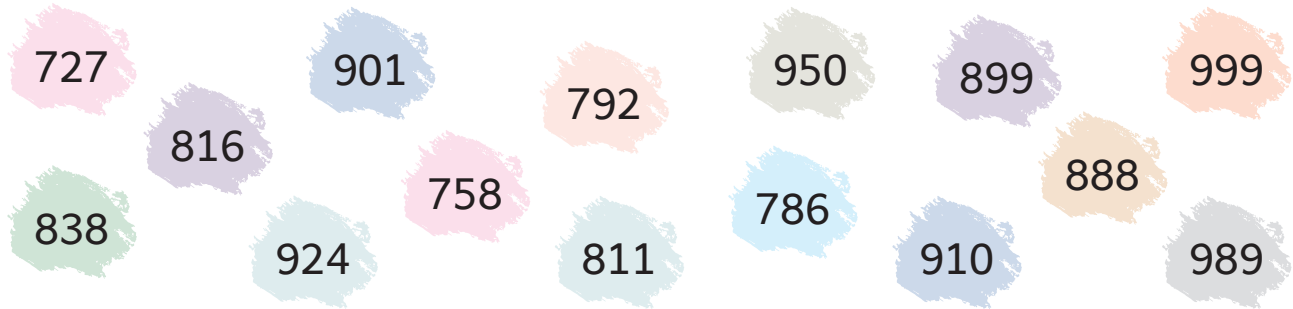
Complete the table.

H	T	O	Number		Number name
7	3	7	$700 + 30 + 7$	737	Seven hundred thirty seven
7	5	6			
7	7	7			
8	4	1			
8	7	3			
8	9	5			
9	6	4			
9	0	8			
9	5	1			
9	9	9			



Let us Practise

Read the numbers aloud.



Write in the simplified form.

Expanded form	Simplified form
$900 + 90 + 1$	991
$700 + 65 + 5$	
$800 + 70 + 0$	
$700 + 50 + 6$	
$900 + 200 + 4$	

Write in the expanded form.

Simplified form	Expanded form
812	$800 + 10 + 2$
734	
808	
987	
912	

Count the beads and write.

Beads	Number
	715



Let us Practise

Complete the table.

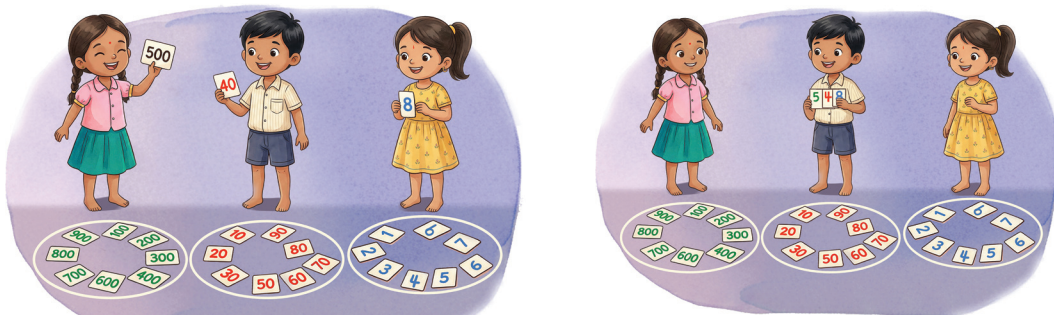
901									
		923							
				945					
					966				
							988		

Fill in the blanks.

- 1) The number with 7 hundreds, 4 tens and 9 ones is _____.
- 2) The number with 8 hundreds, 7 tens and 2 ones is _____.
- 3) The number with 8 hundreds and 9 tens is _____.
- 4) The number with 9 hundreds and 5 ones is _____.
- 5) The number with 9 hundreds and 9 tens is _____.



Let us Do



Give the children sets of number cards for hundreds (100, 200, ..., 900), tens (10, 20, ..., 90) and ones (0, 1, ..., 9) and give them practice to form three-digit numbers as shown in the picture.



Let us Practise

Write the three-digit numbers shown by the number cards.

700 10 9

719

300 40 4

900 90 6

200 30 8

100 2

400 70 3

Write the place value of the digits underlined.

84 <u>5</u>	5 ones	<u>9</u> 45	9 hundreds
<u>1</u> 12		2 <u>1</u> 1	
5 <u>6</u> 7		<u>7</u> 56	
3 <u>3</u> 4	3 tens	4 <u>4</u> 2	
90 <u>0</u>		65 <u>0</u>	



Encourage the children to understand the place value of the digits in three-digit numbers.

Write the number represented by the number cards.

Number Cards	Number
100 100 100 10 10 10 10 10 1 1 1 1	354
100 100 10 10 1 1 1 1 1 1 1	
100 10 10 10 10 10 10 10 10 10 1 1 1	
100 100 100 100 100 100 100 10 10 10 1	
100 100 100 100 100 100 100 100 10 10 1	



Let us Explore

Colour the number cards for the given number.

Number	Number Cards									
729	100	100	100	100	100	100	100	100	100	100
	10	10	10	10	10	10	10	10	10	10
	1	1	1	1	1	1	1	1	1	1
987	100	100	100	100	100	100	100	100	100	100
	10	10	10	10	10	10	10	10	10	10
	1	1	1	1	1	1	1	1	1	1
645	100	100	100	100	100	100	100	100	100	100
	10	10	10	10	10	10	10	10	10	10
	1	1	1	1	1	1	1	1	1	1

Fill in the blanks.

1. In 293, the digit in Ones place is ____.
2. In 867, the digit in Tens place is ____.
3. In 687, the digit in Hundreds place is ____.
4. In 876, there are ____ hundreds, ____ tens and ____ ones.
5. In 932, there are ____ hundreds, ____ tens and ____ ones.

Who am I? Find out.

I am between 500 and 600. I have 6 tens and 3 ones.



I have the greatest digit in the hundreds place.
I have no tens and no ones.



I am the smallest three-digit number.





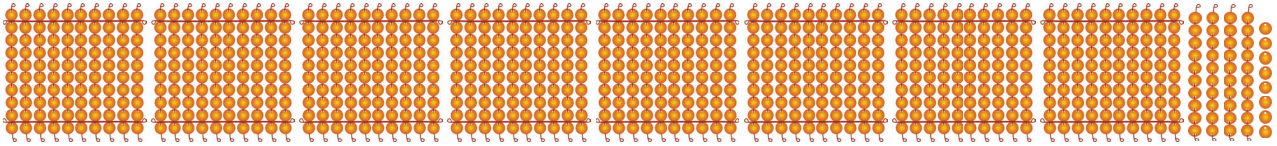
Learning Check



1. Write the missing number to make 100.

and 57

2. Count the beads. Write the number and the number name.



3. Write in the expanded form.



4. Write the three-digit number shown by the number cards

300

40

4

5. Write the number shown by the number cards.

100

100

100

100

100

10

10

10

1

1

1



What I Learnt

I can,

write the numbers that make 100.

read and write the numbers from 101 to 999.

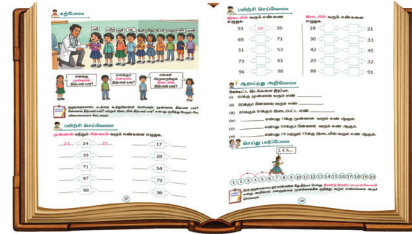
find the place value of three-digit numbers.

write numbers in the simplified and expanded form.

4. Which? Where?



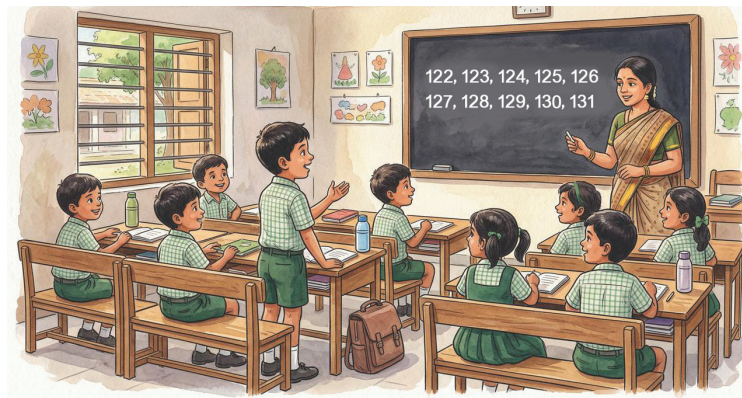
Let us Learn



How are the page numbers shown in a book? Can you open any page and tell in order the page numbers that come before and after a page?



Let us Do



If the teacher says any three-digit number, ask one child to count **forward** from that number, and another child to count **backward** from that number.



Let us Practise

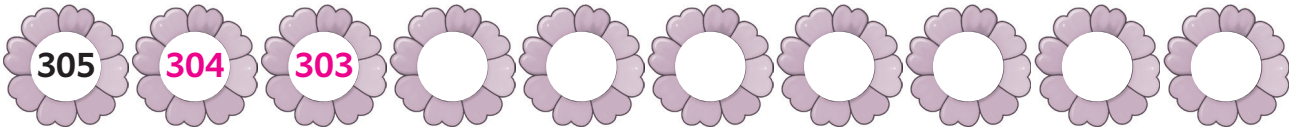
Write the numbers by counting **forward**.





Let us Practise

Write the numbers by counting **backward**.



Write the numbers counting **forward** and **backward** from the given number.



Let us Explore

Write the numbers counting **forward** starting from 395.

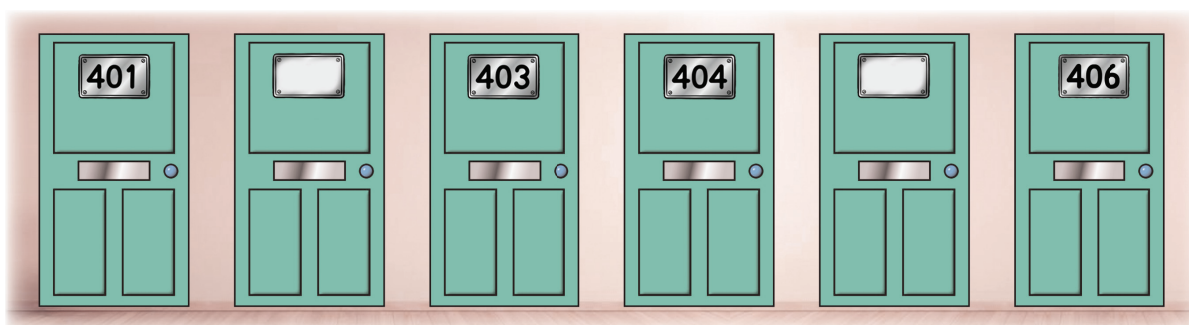
--	--	--	--	--	--	--

Write the numbers counting **backward** starting from 801.

--	--	--	--	--



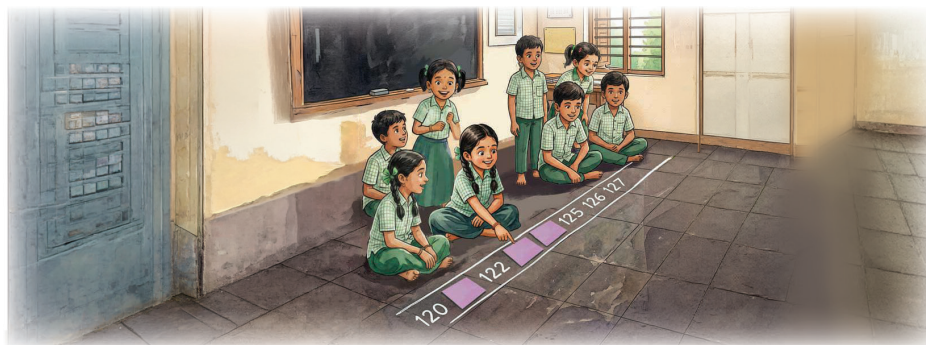
Let us Learn



In a school hostel, numbers are being fixed for the rooms. Some rooms are still left without numbers. Can you find the missing numbers?



Let us Do



Divide the children into two groups. Write some three-digit numbers in order on the floor and hide some of the numbers. Encourage the children to find the hidden number using the numbers that comes before and after it.



Let us Practise

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

	← 230 →	
	← 499 →	
	← 300 →	
	← 709 →	

	← 318 →	
	← 700 →	
	← 579 →	
	← 810 →	

	← 521 →	
	← 665 →	
	← 811 →	
	← 998 →	



Let us Practise

Write the number that comes in between.

199 < > 201

301 < > 303

443 < > 445

698 < > 700

511 < > 513

896 < > 898

750 < > 752

800 < > 802

990 < > 992



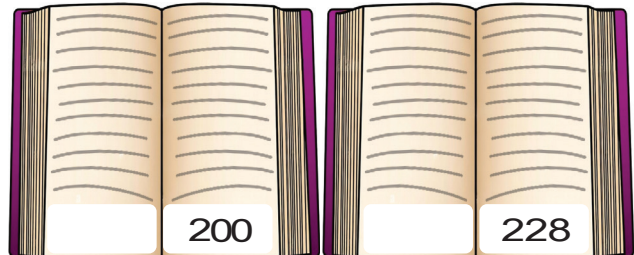
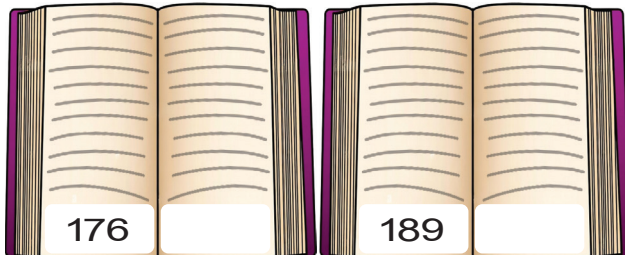
Let us Explore

Fill in the blanks.

Sara was arranging the jumbled pages of a book. Help her arrange the pages correctly.

i) The page number that comes after

ii) The page number that comes before



iii) The pages between 238 and 241 are _____ and _____.

iv) The pages between 240 and 243 are _____ and _____.

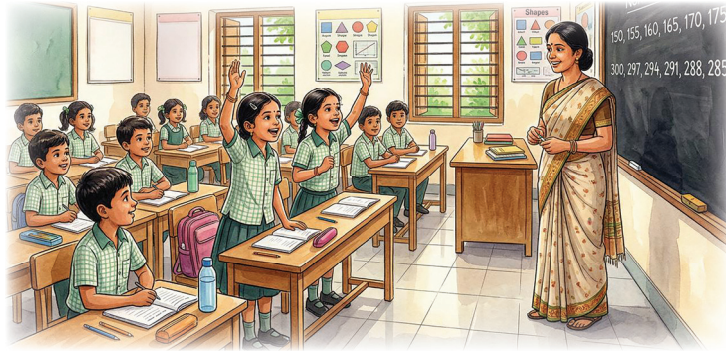
v) The two pages before 281 are _____ and _____.

vi) The two pages after 288 are _____ and _____.

vii) The pages between 295 and 305 are _____, _____, _____, _____, _____,
_____, _____, _____ and _____.



Let us Do



Write some **three-digit** numbers on the blackboard in a certain **pattern**. Ask the children to observe the numbers, identify the **pattern**, and encourage them to extend the **pattern**.



Let us Practise

Count **forward** in 2s.



Count **forward** in 3s.

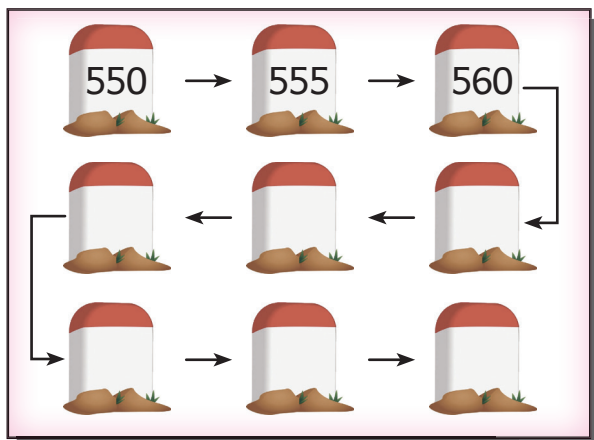


Count **forward** in 4s.

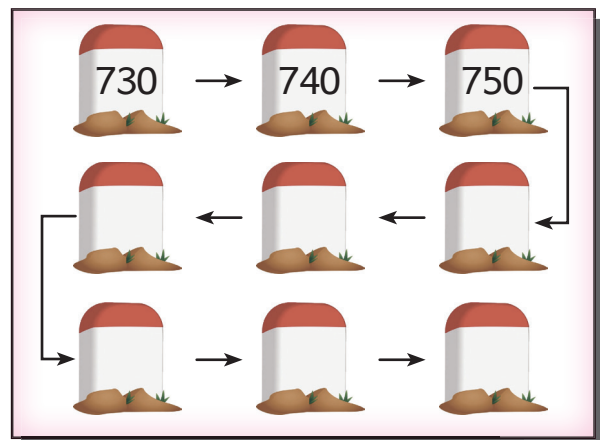


Count **forward** and write.

Count in 5s



Count in 10s





Let us Practise

Count **backward** in 2s.

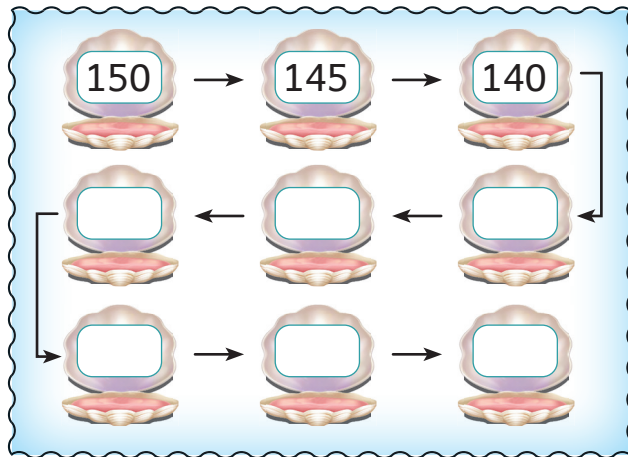


Count **backward** in 3s.

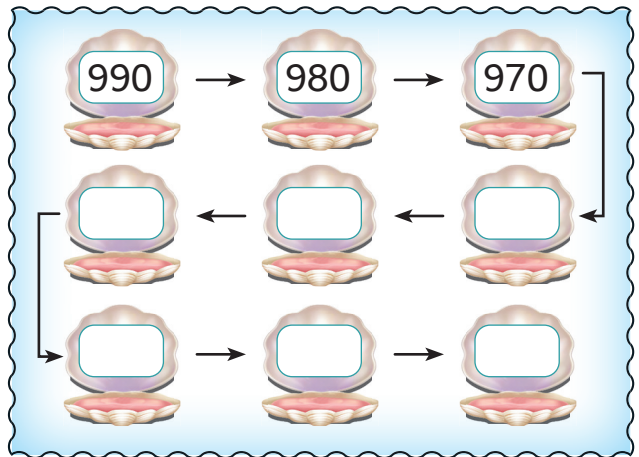


Count **backward** and write.

Count in 5s



Count in 10s



Let us Explore

If we both jump in 10s, for five times where will we meet?



Observe the numbers and tick (✓) the correct pattern.


☐

Increases in 4s.

☐

Decreases in 4s.

Write six numbers counting forward in 50s starting from 500.



Let us Do



Give one book each to any two children. Ask them to open any page; compare the page numbers on the left side and compare which is the **larger number** and which is the **smaller number**.



Let us Learn

Nithya and Nilan used to eat sesame balls daily. One day they wanted to find who is having more number of sesame balls...

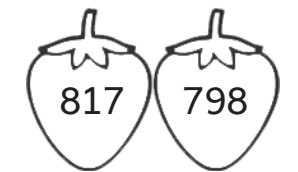
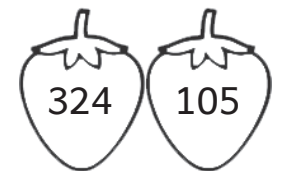
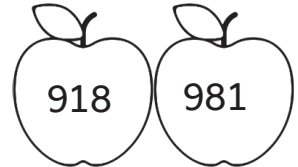
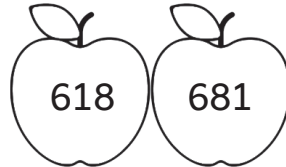
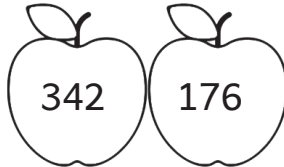
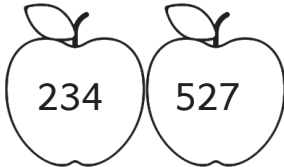
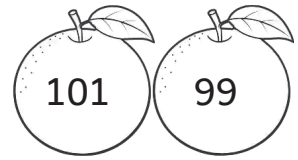
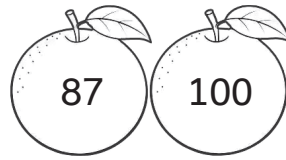
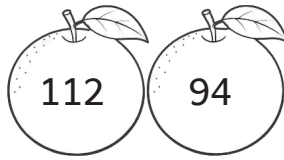
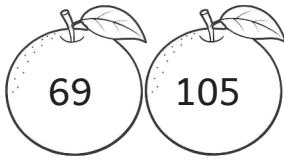
216 and 214	
I have more sesame balls than you.	How did you find?
First, look at the boxes with 100 sesame balls.	Both of us have two boxes each.
Okay, next look at the boxes with 10 sesame balls.	Both of us have one box each.
Finally, look at the single sesame balls.	You have 6 sesame balls and I have 4. You have more number of sesame balls than me.

While comparing numbers, first compare the hundreds.
If hundreds are equal, compare tens.
If tens are equal, compare the ones.
So, 216 is larger than 214.

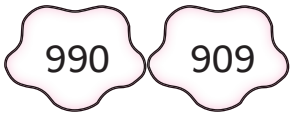
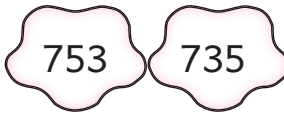
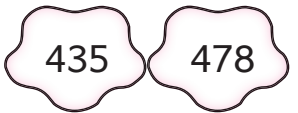
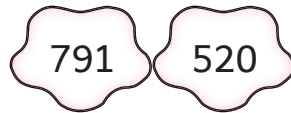
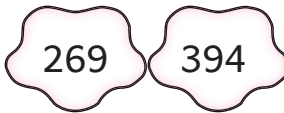
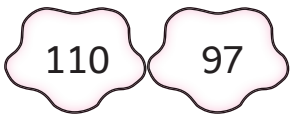
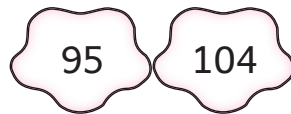
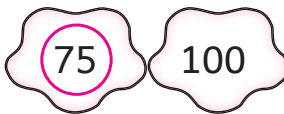


Let us Practise

Colour the larger number.

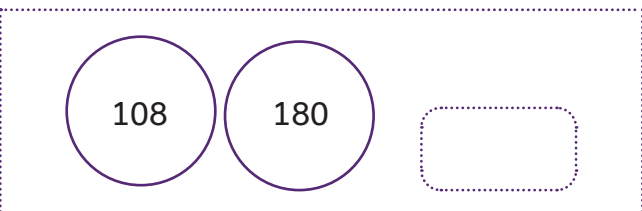


Circle the smaller number.



Let us Explore

Compare the numbers and write the larger number.





Let us Explore

Colour the correct answer.

The number larger than 109	102	110	100
The number smaller than 238	300	247	237
The number smaller than 581	581	518	600
The number larger than 870	871	817	869
The number smaller than 942	999	986	924

Circle the correct answer.

- (i) I am larger than 690 smaller than 770. Who am I?

865 755 678

- (ii) I am larger than 150 smaller than 375. Who am I?

346 130 427

- (iii) I am smaller than 790 larger than 770. Who am I?

777 717 707

- (iv) I am smaller than 265 larger than 192. Who am I?

148 283 229

- (v) I am larger than 476 smaller than 575. Who am I?

474 574 600



Learning Check



1. Write the numbers both forward and backward.

				899					
--	--	--	--	-----	--	--	--	--	--

2. Write the numbers that come before and after the given number.

	← 500 →	
--	---------	--

3. Count forward in 4s and write the numbers.

400	404								
-----	-----	--	--	--	--	--	--	--	--

4. Circle the smaller number.

75	100
----	-----

5. Circle the number that is larger than 675 but smaller than 775.

609 709 809



What I Learnt

I can...

write three-digit numbers by counting forward and backward.

☐

write the three-digit numbers that come before and after a given number.

☐

do forward and backward skip counting of three-digit numbers.

☐

compare two numbers and identify the larger and smaller number.

☐

Answer the following questions.

1. (i) Count and write the edges of the given shape.



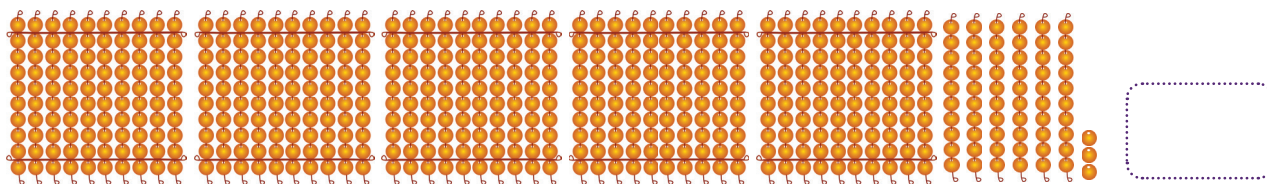
Number of edges ____.

- (ii) Count and write the corners of the given shape.



Number of corners ____.

2. (i) Count the beads and write the number.



- (ii) In 798 there are ____ hundreds ____ tens and ____ ones.

3. (i) Write in the expanded form.

894 = _____

- (ii) Write the place value of the underlined digit.

956 _____

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

				950				
--	--	--	--	-----	--	--	--	--

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

	500	
--	-----	--

5. (i) Circle the larger number. Box the smaller number.

969 963

- (ii) Circle the number that is larger than 740 but smaller than 795.

799 789 739

Oral Task

6. Read the numbers aloud.

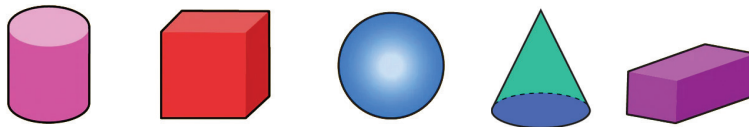
324 567 291 460 525 909 800 199 758 617

7. Tell how many hundreds, tens and ones are there in the numbers and show the beads accordingly.

495 726 349 981 278

Project

8. Make shapes using clay; display them in the class. Tell their names and properties.



9. Write a three-digit number and complete the following:

Write the Number

Number

Its number name

Before and After

Before

After

Count forward in 10s

, , , ,

Expanded Form

Hundreds

Tens

Ones

+

+



Let us Learn

Muhil and vetri recorded the number of vehicles they saw on their way to school as shown below. From both of their tables who was able to tell the number of vehicles quickly. why?

Mugil	Vehicle	Tally marks

Vetri	Vehicle	Tally marks



Introduce tally marks. Encourage them to count and write the corresponding numbers.



Let us Practise

Match the tally marks with the numbers.

	10
	6
	8
	5
	4
	9



Let us Practise

Number of story books read by Geetha and her friends during the summer vacation is given in the form of tally marks. Count the tally marks and write the number.



Name	Tally Marks	Number of books read
Geetha		16
Iniyan		
Reena		
Salima		
David		

Observe the table and fill in the blanks.

1. The one who has read the most number of story books is _____.
2. Equal number of story books were read by _____ and _____.
3. The one who has read the least number of story books is _____.
4. Number of story books read by Iniyan is _____ less than the number of story books read by David.
5. Number of story books read by Salima is _____ more than the number of story books read by Iniyan.



Let us Practise



Observe the picture and complete the table.



Game	Tally marks	Number of players
Ball game		
Sand house building game		
Hide and seek game		
Balloon game		
Collecting shells game		

Observe the table and fill in the blanks.

- The number of children playing the ball game is _____ less than the number of children playing the balloon game.
- The number of children playing the _____ game is 4 more than the number of children playing the ball game.
- The number of children playing the _____ game is 2 less than the number of children playing the balloon game.
- The number of children Hide and seek is _____ more than the number of children playing the _____.



What I Learnt

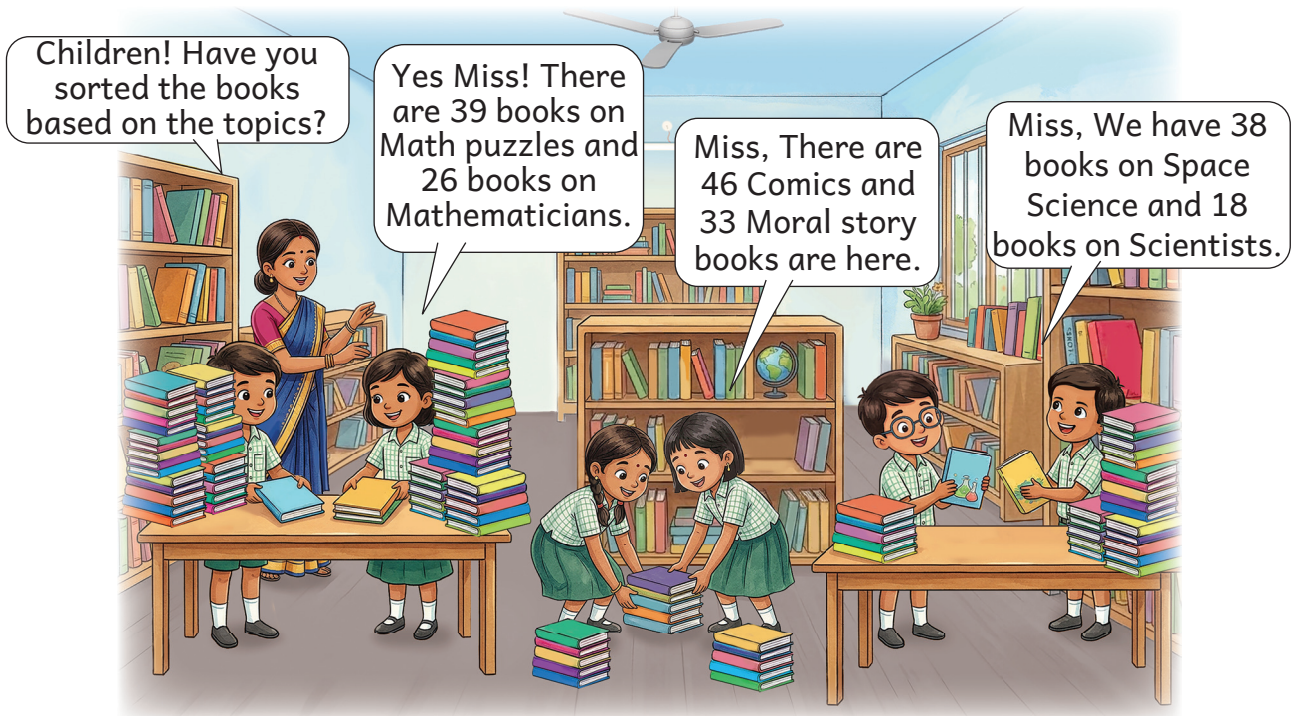
I can,
collect and record data using tally marks.
analyse data and draw conclusions.

6. How Many, in Total?



Let us Learn

A school purchased some books for the school library. Kabilan, Reeta, Kayal, Banu, Peter and Abdul sorted those books as per the topics.



Let us Practise

Number of Math puzzle books

Number of books on Mathematicians

Total number of books related to Mathematics

T	O

Number of Comic books

Number of Moral story books

Total number of story books

T	O



Let us Practise

Number of Space Science books
 Number of books on Scientists
 Total number of books related to Science

T	O

Total number of Story books
 Total number of books on Mathematics
 Total number of books on Science
 Overall total number of books

H	T	O

Estimate whether the sum is more than 100 or less than 100 and match.

75+15

60+41

71+36

56+24

17+80

75+35

84+25

32+66

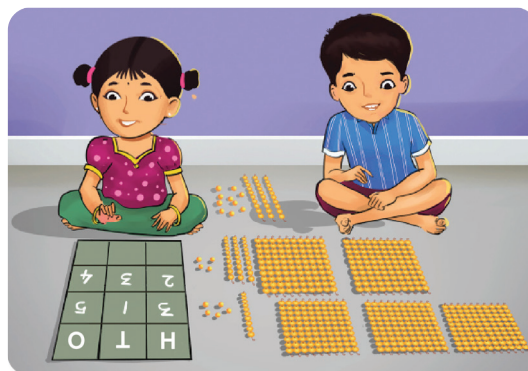
More than 100

Less than 100



Let us Do

Addition without regrouping



Ensure that the children group the 100-bead bunches together, the 10-bead strings together and the single beads together to find the total number of beads of the given two numbers.



Let us Practise

Count the beads, write the numbers and add.

+	+																														
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+	+																														
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H	T	O																													
H	T	O																													

Add.

H	T	O
4	2	1
		6

H	T	O
2	5	3
	2	2

H	T	O
3	4	4
	3	5

H	T	O
6	3	6
2	2	2

H	T	O
6	7	3
2	2	5

H	T	O
3	9	2
1	0	3

H	T	O
6	4	3
3	2	1

H	T	O
7	1	2
1	3	7

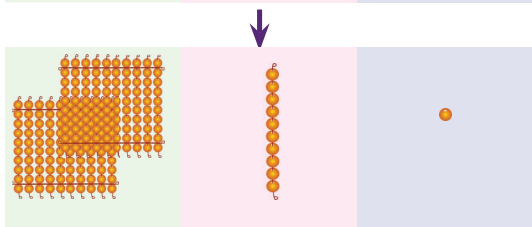
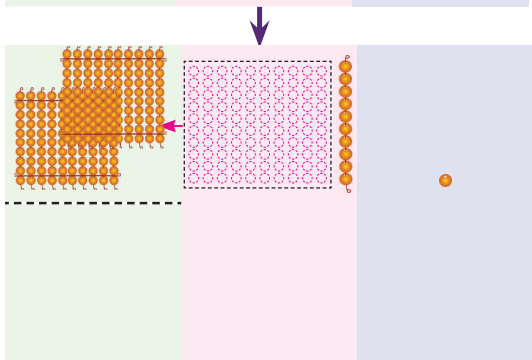
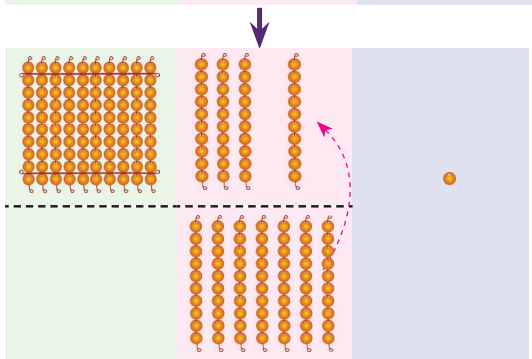
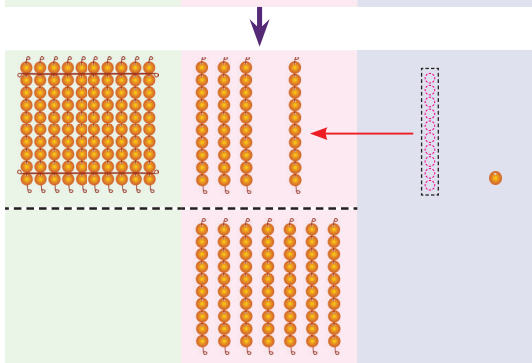
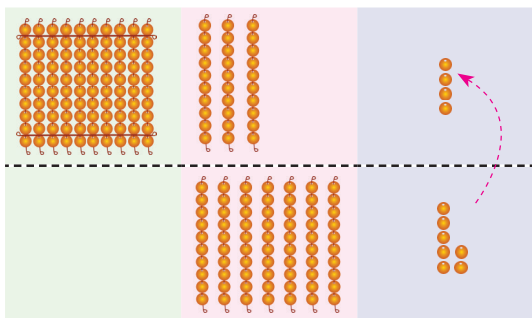
H	T	O
8	2	4
1	7	5



Let us Learn

Add. $134 + 77$

Addition with regrouping



$$134 + 77 = 211$$

Hundreds	Tens	Ones
1	3	4
+	7	7

STEP-1 Add the ones.
4 ones + 7 ones = 11 ones

Hundreds	Tens	Ones
1	3	4
+	7	7
		1

STEP-2 Regroup 11 ones.
11 ones = 1 ten and 1 one

Hundreds	Tens	Ones
1	3	4
+	7	7
		1

STEP-3 Add the tens.
3 tens + 7 tens + 1 ten = 11 tens

Hundreds	Tens	Ones
1	3	4
+	7	7
	1	1

STEP-4 Regroup 11 tens.
11 tens = 1 hundred and 1 ten.

Hundreds	Tens	Ones
1	3	4
+	7	7
2	1	1

STEP-5 Add the hundreds.
1 hundred + 1 hundred = 2 hundreds.



Let us Practise

Add and write the answer using beads.

H	T	O
1	6	5
+		8

H	T	O
2	3	4
+	8	6

H	T	O
4	7	8
+	3	6

H	T	O
5	8	2
+	3	6

H	T	O
3	2	6
+	1	7

H	T	O
4	3	9
+	2	6

H	T	O
5	1	7
+	2	9

H	T	O
5	3	4
+	3	7



Ensure that the children group the 100-bead bunches, the 10-bead strings and the single beads together. Then guide the children to add the single beads / bead strings by regrouping if required and find the total.



Let us Practise

Find the total amount.

Amount you saved	Amount your friend saved	Total amount saved by both																		
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H	T	O																		



Let us Practise

Find the total amount.

Amount you saved	Amount your friend saved	Total amount saved by both																		
		<table border="1"> <tr><td>H</td><td>T</td><td>O</td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> </table>	H	T	O															
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H	T	O																		



Let us Practise

Add and write.

	H	T	O
		1	
	1	4	8
			7
+			
	1	5	5
	H	T	O
	5	4	7
		8	4
+			
	H	T	O
	6	7	6
		5	8
+			
	H	T	O
		5	8
	8	9	3
+			
	H	T	O
		7	9
	7	5	8
+			



Let us Practise

Add and write.

	H	T	O
	1	1	
	6	9	5
+	2	7	5
	9	7	0

	H	T	O
	7	1	7
+	2	2	8

	H	T	O
	7	4	6
+	2	2	9

	H	T	O
	5	8	5
+	3	4	6

	H	T	O
	6	5	8
+	3	2	9

	H	T	O
	8	7	9
+	1	1	9

	H	T	O
	3	2	7
+	2	8	4

	H	T	O
	4	3	2
+	3	7	8

	H	T	O
	6	1	8
+	2	9	2

Add, identify the mistakes and correct them.

	3	2	6
+	5	4	7
	86	1	3

	H	T	O
	3	2	6
+	5	4	7

	3	4	7
+	4	2	5
	7	6	2

	H	T	O
	3	4	7
+	4	2	5

	3	5	9
+	4	4	7
	7	5	1

	H	T	O
	3	5	9
+	4	4	7

	2	2	3
+		8	5
	2	10	8

	H	T	O
	2	2	3
+		8	5



Let us Practise

Answer the following.

1. There are 125 🍎 and 144 🍌 in a fruit shop. Find the total number of fruits.



H	T	O

2. Kavin saved ₹438. Kayal saved an amount of ₹467. What is the total amount saved by both of them?



H	T	O

3. Anu plucked 326 🌹. Banu plucked 319 🌹. How many 🌹 did they pluck together?



H	T	O

4. There were 524 🍚 bags in a shop. If 276 more 🍚 were brought, how many bags are there in total?



H	T	O



Learning Check

1. Estimate the sum and tick (✓) the correct one.

$$65 + 45$$

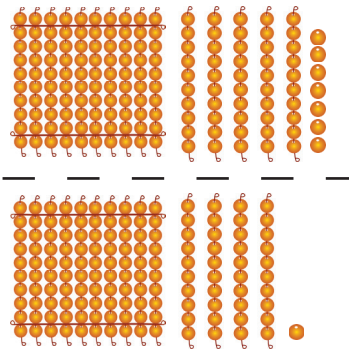
☐

Less than 100.

☐

More than 100.

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



H	T	O

3. Add and write.

	H	T	O
	5	2	9
+	2	9	8

4. Write the numbers and add.

$$497 + 385$$

H	T	O

5. Kamala saved ₹536 and Vimala saved ₹379. How much did both of them save together?

Amount saved by Kamala

Amount saved by Vimala

Amount saved by both of them

H	T	O



What I Learnt

I can...

find the sum of three-digit numbers without regrouping.

find the sum of three-digit numbers with regrouping.

solve the story problems related to addition.

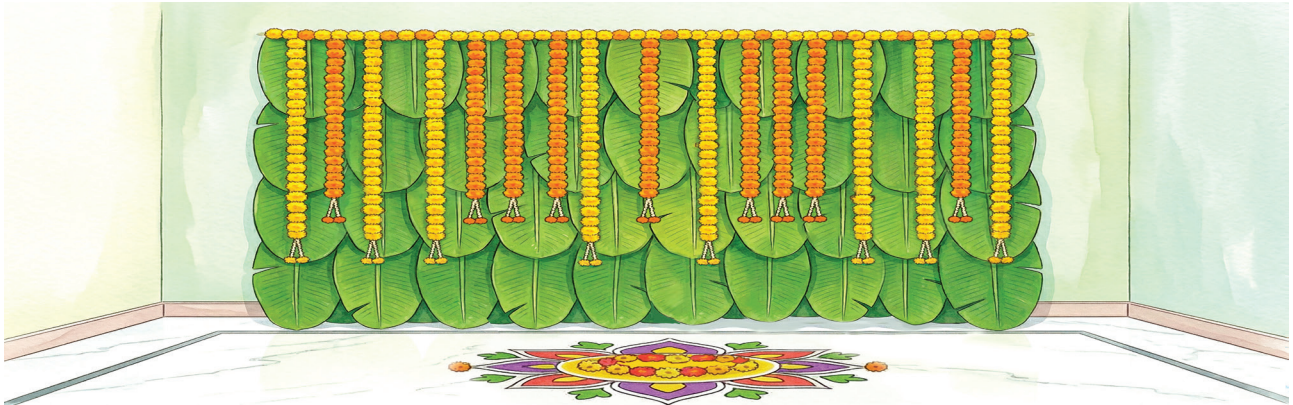
☐
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7. The Actual Length...



Let us Learn

To decorate a festival hall, five-cubits long flower strings were ordered from two different shops. After the decoration was completed, it was found that the strings were of different lengths. Can you tell the reason?



Let us Do

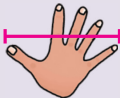
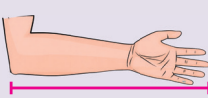


Emphasise that when the length of an object is measured using non-standard units such as handspan, cubit, footspan, and pace, the measurements will vary from person to person by measuring the length of the objects in the classroom.



Let us Practise

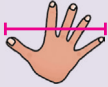
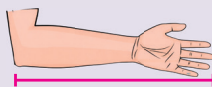
Write the names of non-standard units of measurement and the names of objects that can be measured using them.

Measure				
Name of the units				
Name of the objects				



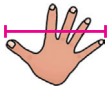
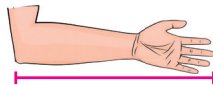
Let us Practise

Measure the length of the blackboard with your friends.

S.No.	Name of the child	Length of the Blackboard		
				

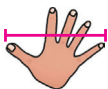
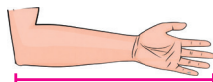
Observe the table and tick (✓) the correct answer.

1. For which of the following unit you get the same measurement?


☐

☐

☐

2. For which of the following units did you get different measurements?


☐

☐

☐

3. Do we need a uniform standard unit to get the same measurement from everyone?

Yes ☐

No ☐

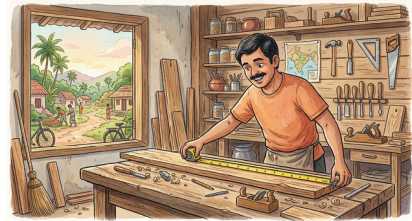


Emphasise that while measuring with a uniform non-standard unit (same pencil / same stick), the measurements do not vary from person to person.

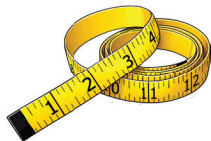


Let us Learn

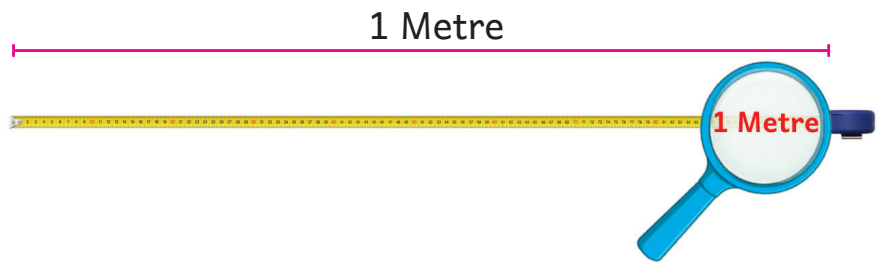
Cloth merchants, tailors and carpenters use a tool to measure length. Do you know its name?



A standard unit called 'Metre' is used all over the world to measure the length of an object.



Measuring Tape



Introduce the standard unit 'Metre' using a measuring tape. Also, demonstrate how to measure the length of the objects using it.



Let us Practise

Measure the length of the objects in your class room using a measuring tape.



1. Blackboard metre
2. Classroom wall metre
3. Cupboard metre
4. Window metre
5. Verandah metre



Let us Do

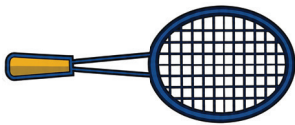


Divide children into two groups. Let them observe objects in the school and estimate if they are longer or shorter than one metre. Then ask them to measure the actual length using a measuring tape.



Let us Practise

Tick (✓) the correct option to find the length of the objects.

☐

Less than 1 metre.

☐

More than 1 metre.

☐

Less than 1 metre.

☐

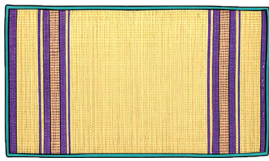
More than 1 metre.

☐

Less than 1 metre.

☐

More than 1 metre.

☐

Less than 1 metre.

☐

More than 1 metre.

☐

Less than 1 metre.

☐

More than 1 metre.

☐

Less than 1 metre.

☐

More than 1 metre.



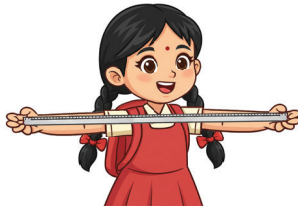
Let us Explore

Observe the length of the objects in your home and write their names in the table.

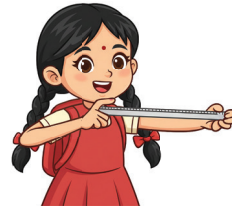
More than 1 metre	Less than 1 metre



Let us Learn



1 metre



Half of 1 metre is half a metre



Divide children into two groups. Let them observe objects in the school and estimate if they are longer or shorter than half a metre. Then ask them to measure the actual length using a measuring tape.



Let us Practise

Tick(✓) the correct option to find the length of the objects.

☐

Less than half a metre.

☐

More than half a metre.

☐

Less than half a metre.

☐

More than half a metre.

☐

Less than half a metre.

☐

More than half a metre.

☐

Less than half a metre.

☐

More than half a metre.

☐

Less than half a metre.

☐

More than half a metre.

☐

Less than half a metre.

☐

More than half a metre.



Let us Explore

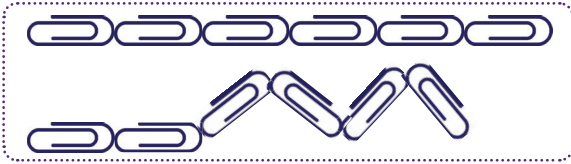
Observe the length of the objects in your home and write their names in the table.

More than half a metre	Less than half a metre



Let us Learn

Can you tell, Which is longer? Which is shorter?



Let us Do



Place two equal length sticks on a table with different starting points. Ask children which is longer? which is shorter? and which are of equal lengths? Measure the sticks using a metre scale and show both are equal and remain unchanged.



Let us Explore

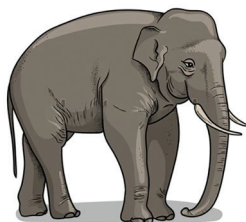
Which is longer? Which is shorter? and Which are the same? Discuss.



Who is the tallest? Discuss.



Which is the shortest animal? Discuss.



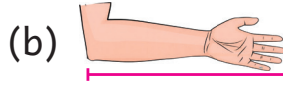
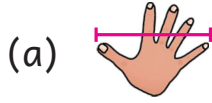


Learning Check



Answer the following questions.

1. Tick (✓) the uniform non-standard unit.



2. Tick (✓) the standard unit.

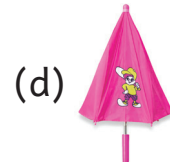
(a) Handspan

(b) Cubit

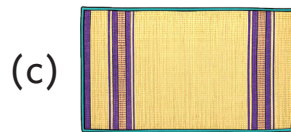
(c) Footspan

(d) Metre

3. Tick (✓) the object that is more than one metre long.



4. Tick (✓) the object that is less than half a metre long.



5. Which is longer? Give reason.



What I Learnt

I can,

understand the need for standard units of measurement.

☐

identify whether the objects are more than/less than one metre.

☐

identify whether the objects are more than/less than half a metre.

☐

understand the conservation of length of objects.

☐

8. How Many, Left?



Let us Learn

Kapilan, Reeta, Kayal, Banu, Peter and Abdul are sorting the new books bought for the school library by arranging them into different titles.



Let us Practise

Number of Mathematics books

Number of Mathematics books arranged

Number of Mathematics books left to be arranged

T	O
—	

Number of story books

Number of story books arranged

Number of story books left to be arranged

T	O
—	



Let us Practise

Number of Science books

Number of Science books arranged

Number of Science books left to be arranged

T	O

Number of Math books arranged

Number of story books arranged

Number of Science books arranged

Total number of books arranged

H	T	O

Total number of books

Total number of books arranged

Number of books to be arranged

H	T	O



Let us Explore

Estimate the difference and match.

92-61

67-14

48-12

86-35

74-20

84-25

99-50

63-11

more than
50

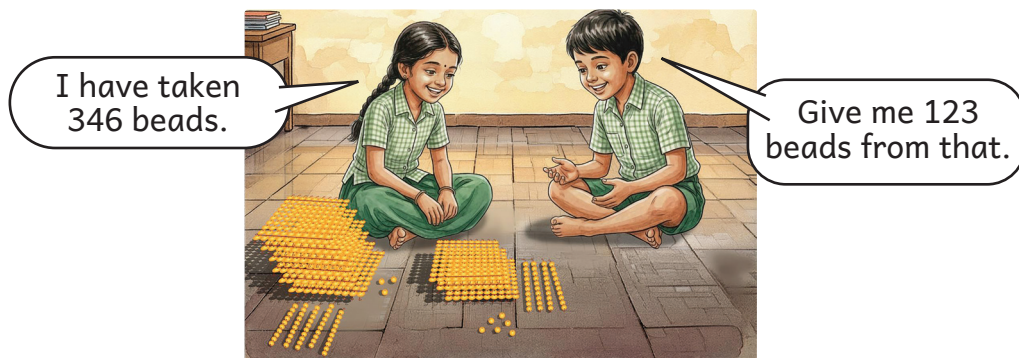
less than
50

67



Let us Do

Subtraction without regrouping



Divide the children into groups of two. Ask one child to take a particular number of beads. Then, ask another child to get some beads away from the first. Then, ask the first child to count and tell the remaining number of beads.



Let us Practise

Subtract and find the answer.

H	T	O
1	6	7
	4	5

H	T	O
1	4	9
1	0	2

Subtract and write.

H	T	O
4	5	7
		5

H	T	O
8	7	9
		6

H	T	O
7	6	9
	2	3

H	T	O
9	4	5
	3	2

H	T	O
8	6	9
2	5	3

H	T	O
6	3	7
1	2	4

H	T	O
9	1	5
2	0	0

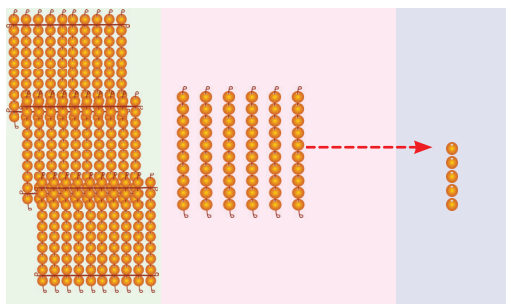
H	T	O
7	9	6
3	5	6



Let us Learn

Subtract: $365 - 178 = ?$

Subtraction with regrouping



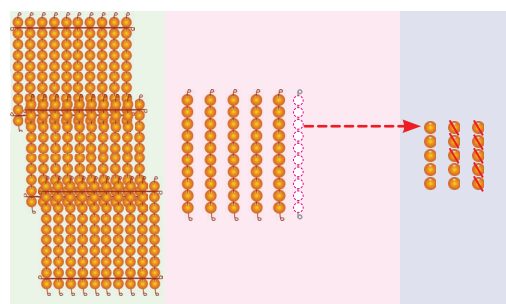
Hundreds	Tens	Ones
3	6	5
1	7	8

Step 1

Subtract the Ones.

Regroup

6 Tens and 5 Ones as
5 Tens and 15 Ones.



Hundreds	Tens	Ones
3	5	15
1	6	5
	7	8
		7

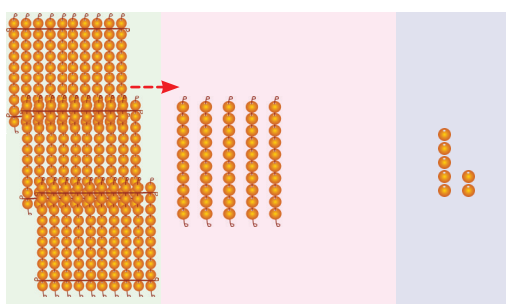
Step 2

Subtract the Ones.

15 Ones

- 8 Ones

= 7 Ones.



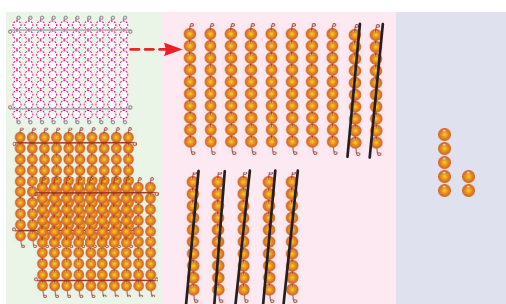
Hundreds	Tens	Ones
3	5	15
1	6	5
	7	8
		7

Step 3

Subtract the Tens.

Regroup

3 Hundreds and 5 Tens
as
2 Hundreds and 15 Tens.



Hundreds	Tens	Ones
2	15	15
3	6	5
1	7	8
	8	7

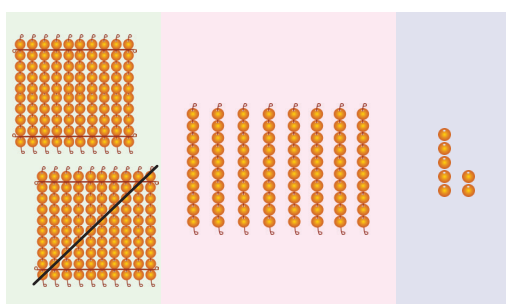
Step 4

Subtract the Ones.

15 Tens

- 7 Tens

= 8 Tens.



Hundreds	Tens	Ones
2	15	15
3	6	5
1	7	8
1	8	7

Step 5

Subtract the Hundreds.

2 Hundreds

- 1 Hundred

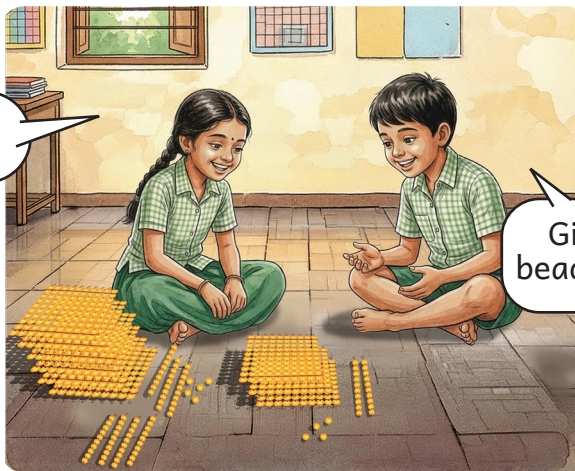
= 1 Hundred.

$$365 - 178 = 187$$



Let us Do

Subtraction with regrouping.



Ask two children to come forward and make one child to take some beads. When other child ask for a certain number of beads, the first child regroup the beads to give and then say the remaining number of beads.



Let us Practise

Subtract and find the answer using beads.

	H	T	O
	1	8	5
-		9	8

	H	T	O
	3	3	7
-	2	6	5

	H	T	O
	8	0	0
-	1	3	6

Find the remaining amount.

Amount you have	Amount spent	Remaining Amount															
 		<table><tr><th>H</th><th>T</th><th>O</th></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table>	H	T	O												
H	T	O															



Let us Practise

Subtract and write.

H	T	O
4	7	3
-		9

H	T	O
6	4	7
-		8

H	T	O
7	6	3
-	7	9

H	T	O
8	9	5
-	7	8

H	T	O
4	5	3
-	1	9

H	T	O
6	7	4
-	4	8

H	T	O
6	1	4
-	5	7

H	T	O
4	0	6
-	2	9

H	T	O
3	2	0
-	1	4

Subtract, identify the mistake and correct it.

5	3	6
-	1	8
4	3	2

H	T	O
5	3	6
-	1	8

4	3	0
-	2	1
2	2	8

H	T	O
4	3	0
-	2	1

6	5	4
-	2	3
4	2	8

H	T	O
6	5	4
-	2	3

8	2	6
-		6
1	8	6

H	T	O
8	2	6
-		6



Let us Practise

Answer the following questions.

1. There are 567 🧑 in a school. If 234 🧑 went on an excursion, how many 🧑 did not go on the excursion?



H	T	O

2. There were 845 🧸 in a shop. Out of which 578 🧸 were sold. How many 🧸 are not sold?



H	T	O

3. In a library, out of 870 📖, 418 📖 were taken by the readers. How many 📖 are left?



H	T	O

4. Amala saved 🐷 ₹900. If she spent 🐷 ₹562, how much is left with her?



H	T	O

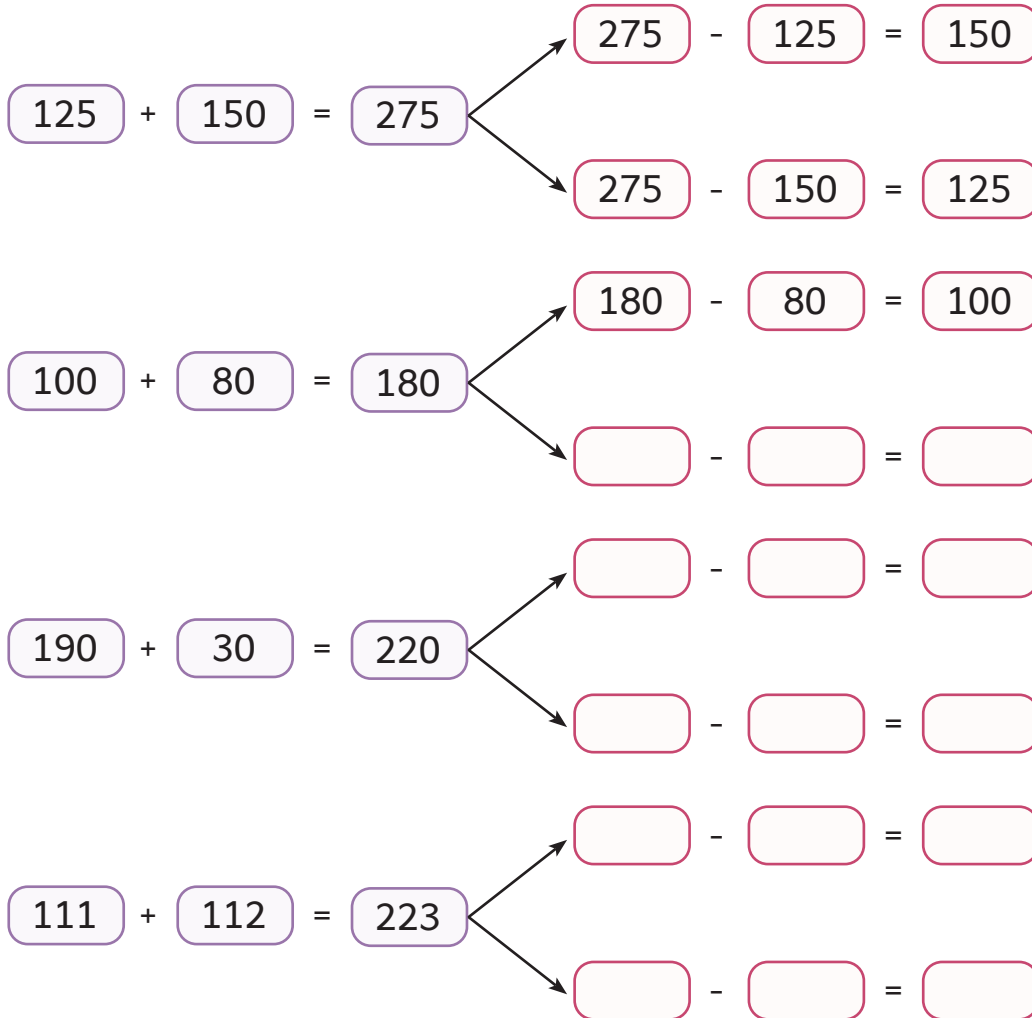


Let us Explore

Complete the missing facts.

Addition facts

Subtraction facts



Tick (✓) the fact for the story problems given below.

1. In a box, there are 115 guavas and 175 oranges. Find the total number of fruits in the box.

a) $290 + 115 = 175$

b) $115 + 175 = 290$

c) $290 - 115 = 175$

d) $290 - 175 = 115$

2. Arun has ₹95. How much more money does he need to buy the wristwatch?

a) $₹140 - ₹95 = ₹45$

b) $₹140 - ₹45 = ₹95$

c) $₹140 + ₹95 = ₹235$

d) $₹95 + ₹45 = ₹140$





Learning Check

1. Estimate and tick (✓) correct one.

$$65 - 14$$

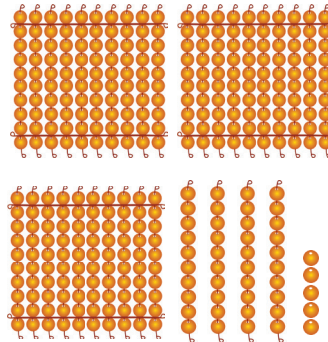
☐

Less than 50

☐

More than 50

2. Subtract and write.



H	T	O
3	4	5
1	0	6

3. Subtract and write.

H	T	O
8	7	0
3	9	5

4. Subtract and write.
 $900 - 199$

H	T	O

5. A fruit seller had 850 mangoes. If he sold 527 mangoes, how many mangoes are left with him?

Number of mangoes the fruit seller had

Number of mangoes sold

Number of mangoes left with him

H	T	O



What I Learnt

I can...

subtract three-digit numbers without regrouping.

subtract three-digit numbers with regrouping.

solve story problems related to subtraction.

☐
☐
☐



Answer the following.

1. (i) Add and write.

	H	T	O
	4	3	2
+	5	4	7

(ii) Add and write.

	H	T	O
	3	7	8
+	4	2	9

2. In a school, there are 128 boys and 137 girls. How many children are there in all?

Number of boys

Number of girls

Total number of children

	H	T	O
+			

3. (i) Subtract

	H	T	O
	7	8	6
-	4	3	2

(ii) Subtract

	H	T	O
	9	5	4
-	5	7	8

4. A garland was made with 350 flowers. Out of these, if 109 are roses, how many flowers are there other than roses?

Number of flowers in the garland

Number of roses in the garland

Number of flowers other than roses

	H	T	O
-			

5. Complete the facts.

$$170 + 80 = 250$$

$\swarrow$
 $\searrow$

$\boxed{} - \boxed{} = \boxed{}$

$\boxed{} - \boxed{} = \boxed{}$

Oral Task

6. Identify the mistake and say.

	H	T	O
	3	2	7
+	1	7	8
	4	9	15

	H	T	O
		4	
	4	3	9
+	2	1	5
	6	8	1

	H	T	O
		1	
	6	4	8
+	2	3	3
	8	7	1

	H	T	O
	7	1	8
+	9	7	
	16	8	8

7. Identify the mistake and say.

	H	T	O
	5	1	6
-	1	8	9
	4	7	3

	H	T	O
	6	7	0
-	4	3	5
	2	4	5

	H	T	O
			13
	7	4	3
-	5	3	5
	2	1	8

	H	T	O
		17	
	9	7	1
-	9	8	
		9	1

Project

8. Ask your friends about their favourite food and complete the table.

Name of the food	Tally marks	Number of friends

9. Observe the length of the objects you use and complete the table.

More than half a metre	Less than half a metre

Learning journey

Subtraction of numbers
from 1 to 999

Addition of numbers from
1 to 999

Comparing numbers
from 1 to 999

Reading and writing
numbers from 1 to 999

Sorting the shapes based on
their faces, edges and corners.

STANDARD THREE

TERM – I

SCIENCE



Preface

The 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. My Safe World



- Identifies different body movements and explains how joints help the body to move.
- Practises good body posture and performs macro and micro movements in a coordinated manner.
- Distinguishes between safe and unsafe behaviours in different situations.
- Practises safety rules.

2. Small Creatures



- Identifies commonly found insects and appreciates their unique features.
- Describes the life cycle of commonly found insects.
- Understands the importance of insects in the environment.

Salient Features of the Textbook

Real-life Relevance

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

21st 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 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 **My Safe World**



Body Movements

81

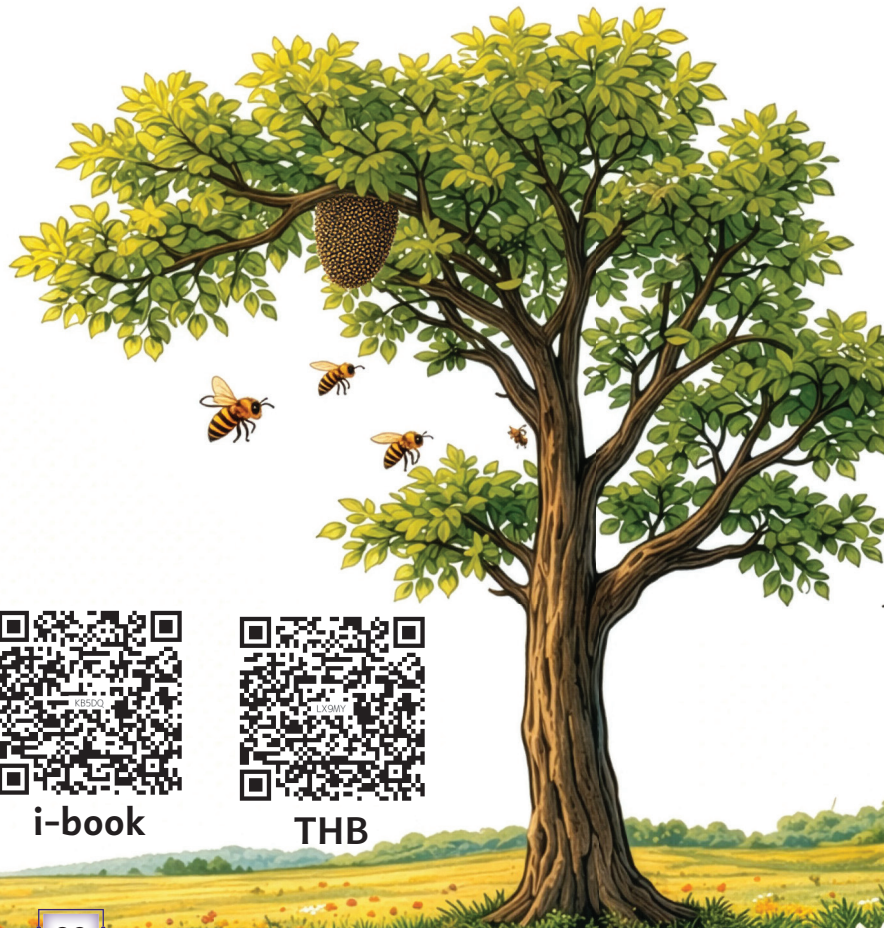
Be Safe

95

Unit -2 **Small Creatures**

Amazing Insects!

115



e-book



i-book



THB

1 My Safe World

Body Movements



Observe and Discuss



In these movements, is your whole body moving or only some parts?



The whole body is involved in movements.



Do and Learn

1. What happens to your body when you run? Tick (✓).



I sweat. ☐

My legs move. ☐

I feel my heart beat. ☐

My hands move. ☐

I breathe fast. ☐

I feel thirsty. ☐

Some body parts are external
and can be seen – for example,
hands, legs, skin.

Some body parts are internal
and cannot be seen – for
example, heart, lungs, brain.



Elicit children's responses on changes and body parts involved in various activities.

2. Which part helps...



a. to watch the ball move

c. to throw the ball

b. to hear the score

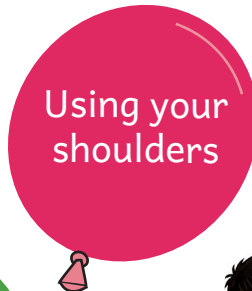
d. to run

Macro Movements



Activity Time

Toss the balloon...



Macro movements are large body movements that help us run, walk, play, jump...

Write the body parts involved in the movements using the word bank.

WORD BANK

Hands

Legs

Shoulders

Hips

Feet

Back

Macro Movements

Body parts involved

Cycling

Jumping

Lifting an object

Skipping

Micro Movements



Activity Time



★ What movements can you make using your face?

Smaller movements of the face, palms, fingers and toes are called micro movements - for example, writing, smiling, raising your eyebrows.

Do and name the micro movements using the word bank.

WORD BANK

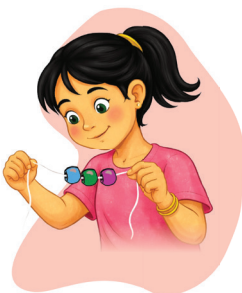
Lacing Crushing paper Clapping Tearing paper
Threading beads Raising eyebrows Colouring Buttoning



















Did you notice a difference in the way you used your fingers?

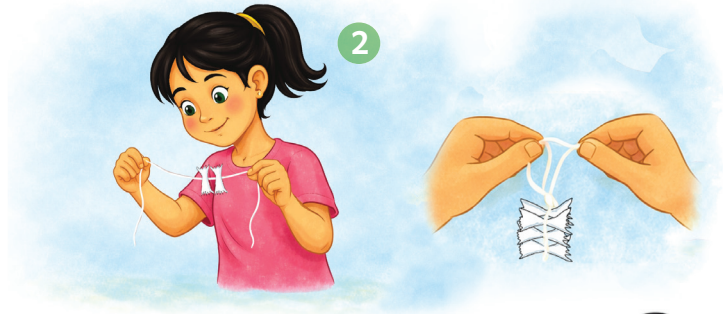


Do and Learn

1. Paper Flower Garland

Cut paper into squares.

Hold each piece at the centre and tie a knot with thread.



3
Do the same with all the pieces of paper.

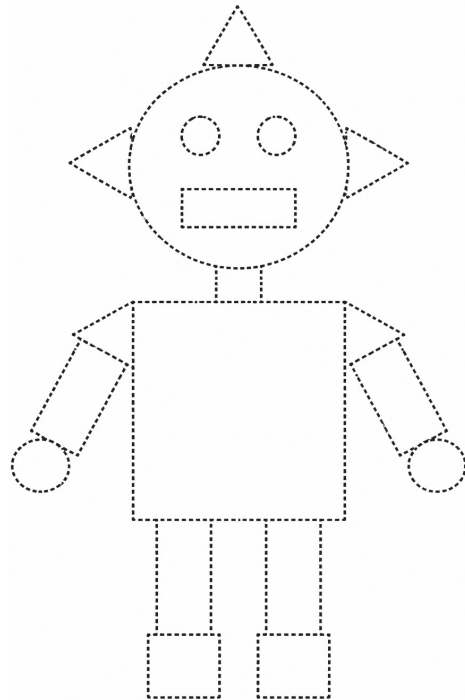
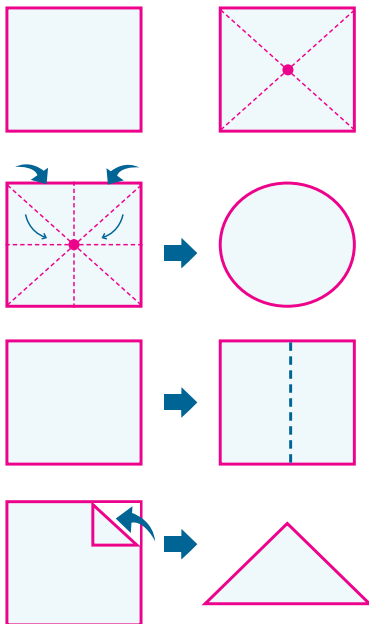


4
Now we have a paper flower garland.



Ask the children to try this in groups and try making a flower garland at home.

2. Paper Man



Help children fold paper in different sizes and shapes, paste them on a sheet and create a paper man.



Being Fit Requires...

Observe and Discuss



Strength helps us push, pull and lift heavy things.



Balance helps us not to fall.



Coordination helps body parts work together.



Stamina helps us do an activity for a long time.

Observe the actions and match the words.



○



○



○



○

○

Coordination

○

Stamina

○

Strength

○

Balance

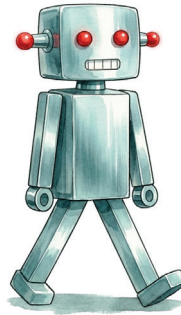
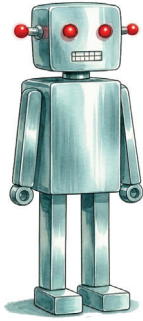


Activity Time

Joints



Walk like a robot without bending your knees and hands. Then walk normally. What difference did you observe?

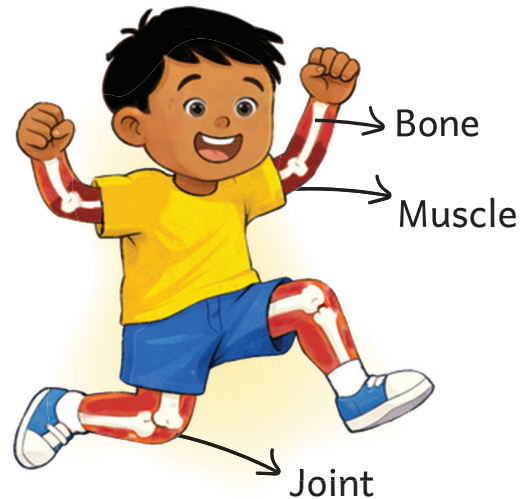
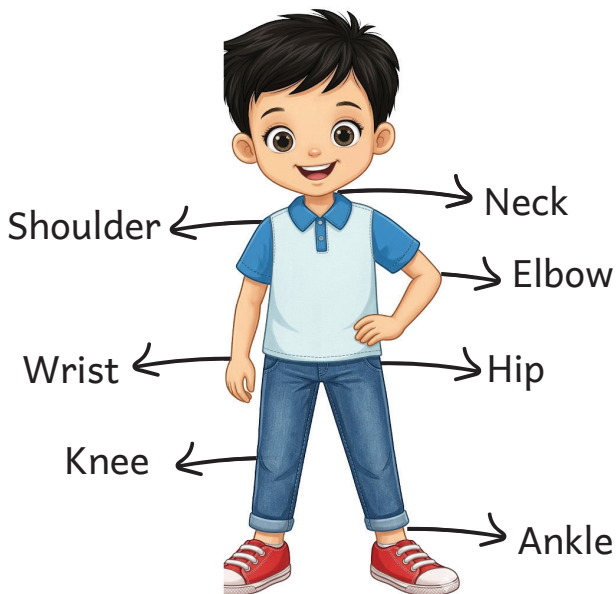


Guide children to do the actions like a robot.



Observe and Discuss

Bones, muscles and joints work together to help our body move.



The place where two bones meet is called a joint.

Our body has many joints - shoulders, neck, wrists, knees, ankles, hips, back, fingers and toes.



Explain that bones provide stability to our body, while bones, muscles and joints enable us to bend and move.



Activity Time

Show me a movement using your...

- Knee joint
- Elbow joint
- Shoulder joint

Did all joints move in the same way?



Ask children to show actions using other joints as well.



Do and Learn

1. Circle the joints used for each action.

Picking up a book from the ground

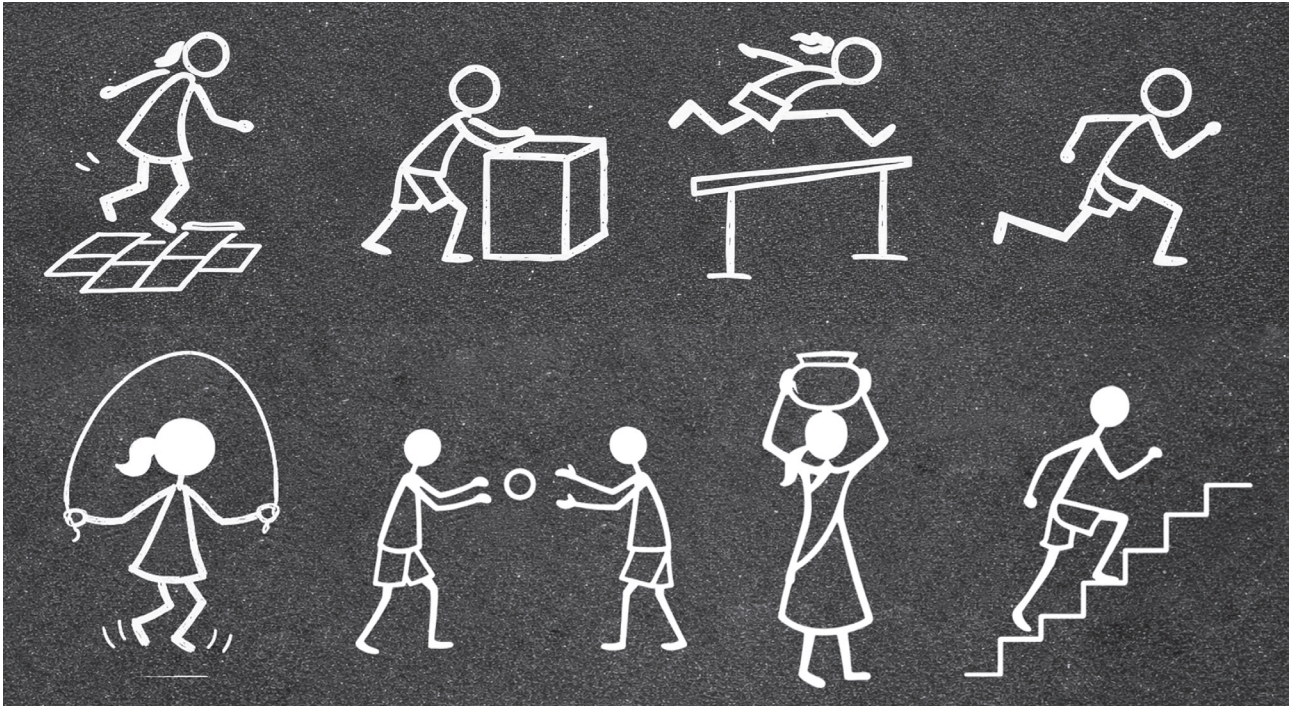
Turning the page of a book

Climbing the stairs



Check with your friend.
Did you mark the same joints?

2. Draw the stick figures given.



Ask children, in groups, to discuss the joints used in these activities.



Observe how people around you move objects and think about which joints help those actions.

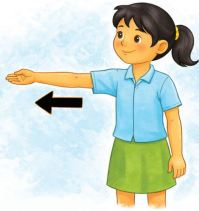


Activity Time

★ How do our joints move?



Shoulder Joint



- Move the arm up
- Move the arm down
- Move the arm sideways

- Move the leg up
- Move the leg down
- Move the leg sideways



Hip Joint



Repeat the actions with head, back, wrists and ankles.



Elbow Joint



- Bend your elbow
- Straighten it
- Bend your knee
- Straighten it



Knee Joint



Encourage children to do the actions and explore the movements of the joints.

- We can move our neck, shoulders, ankles, wrists, hips and back joints up, down, sideways and around.
- We can bend and straighten our knees and elbows.



Do and Learn

1. Write how each joint moves.

WORD BANK

Hip, Neck, Shoulder, Back,
Knee, Wrist, Ankle, Elbow

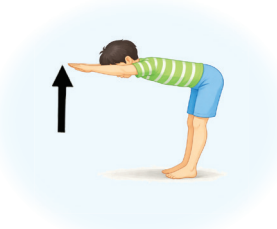
Movements

Joints

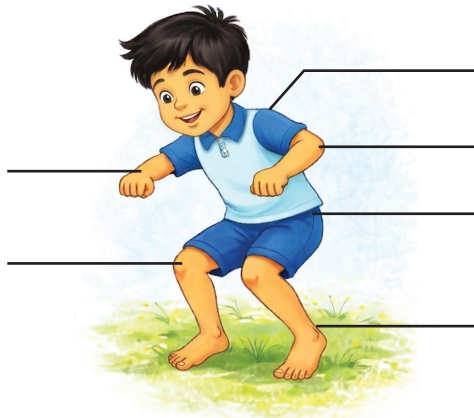
Up, Down,
Sideways and
Around

Neck

Bend and
Straighten



2. Name the joints.



Point and rotate and then bend your index finger.
Is there any difference in the two movements?

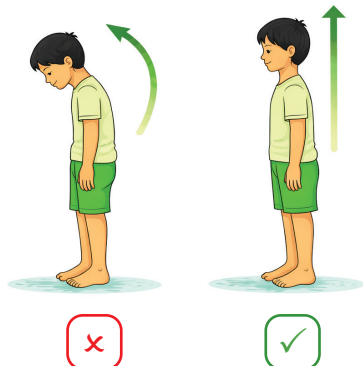


Good Posture

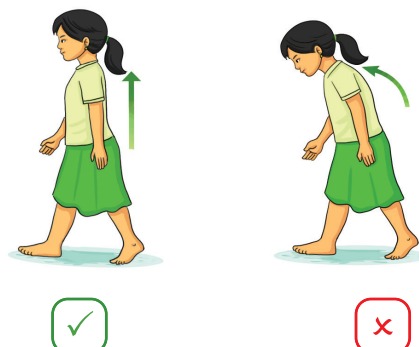
Observe and Discuss



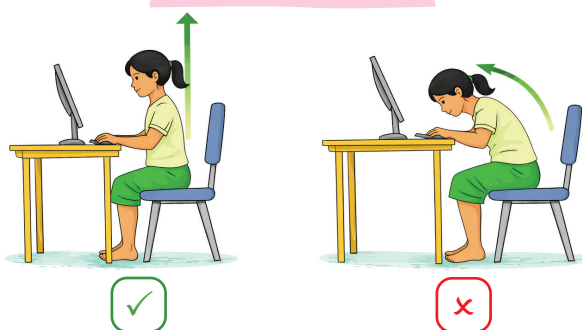
Standing



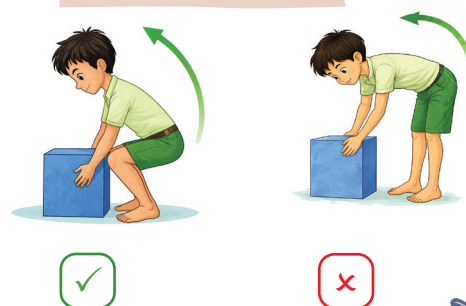
Walking



Sitting



Lifting



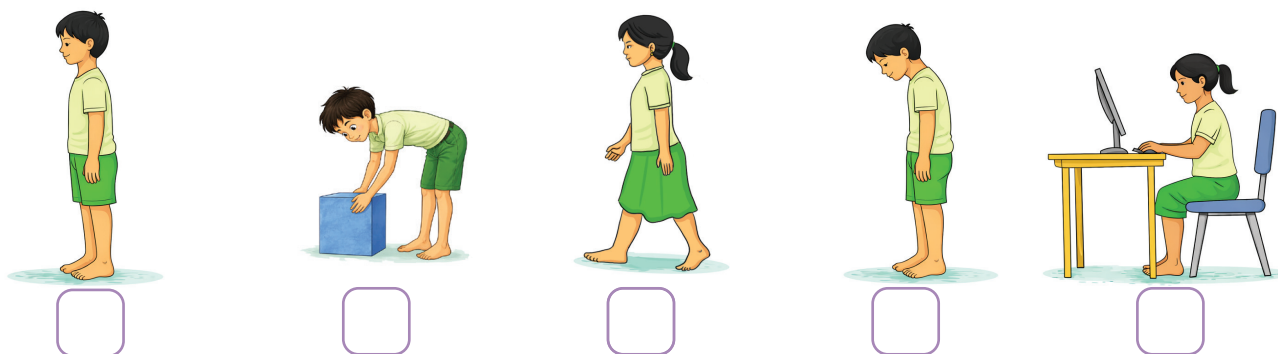
Good posture helps our body feel comfortable.

It helps us sit, stand and move easily.

It helps our joints move properly.



Tick (✓) the correct posture and cross (✗) the incorrect posture.





Learning Check



1. Name the joints that helped in these actions.





2. Write 'Macro movement' or 'Micro movement' for each action.









3. Name the joints involved in the actions.

Actions	Joints
Sweeping the floor	
Washing vessels	
Switching on the fan	

4. Label the joints.

Knee, Elbow, Shoulder, Wrist, Neck, Hip, Ankle



5. Show the correct way to lift a bag from the ground.



What I Learnt

- I can differentiate macro and micro movements.
- I can name the various joints in my body.
- I identify the movements of the different joints.
- I follow the principles of good posture.



Be Safe



Observe and Discuss



How can I be safe?

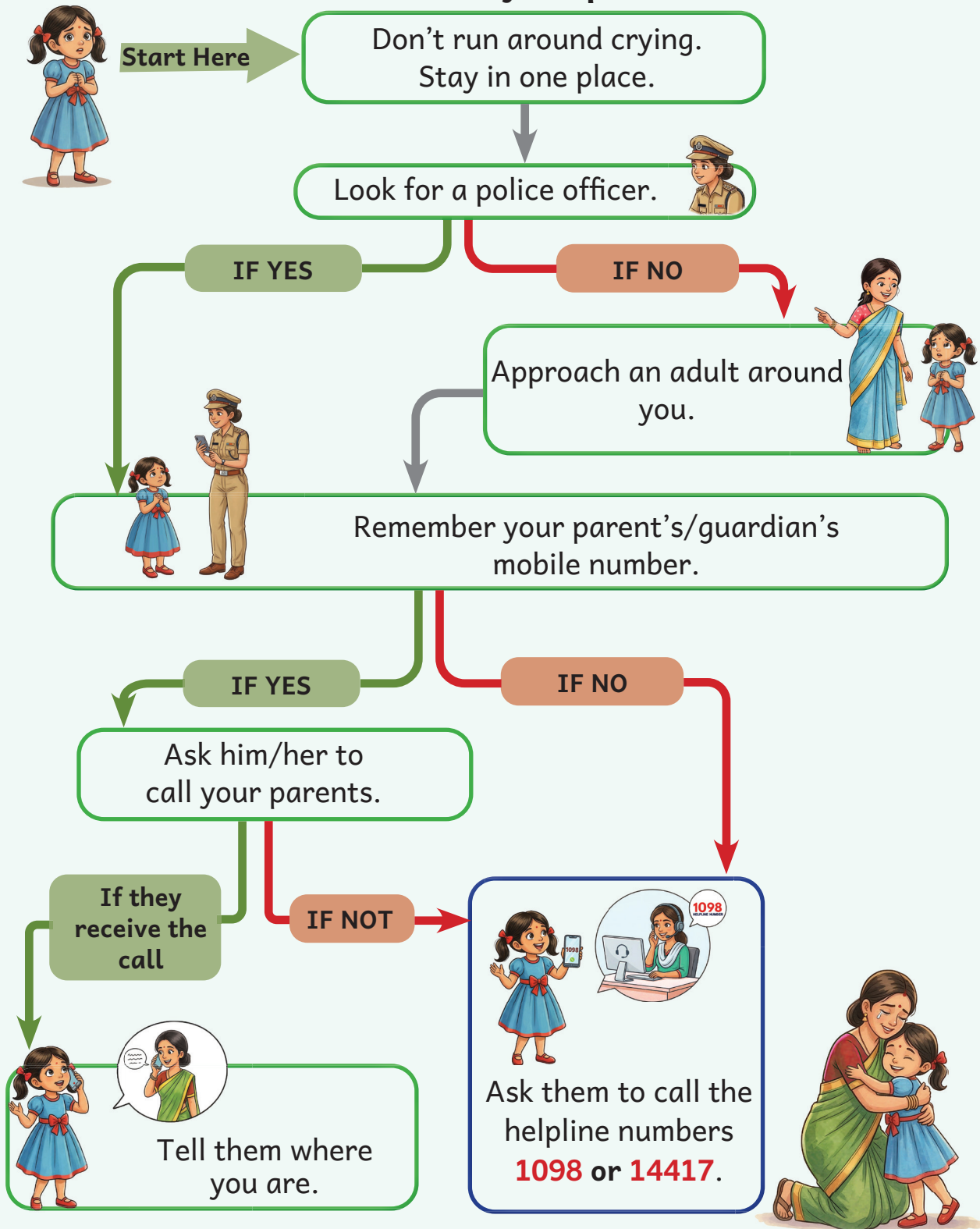
Malar and her mother at the exhibition...





Activity Time

Safety Steps!



- Ask children to role-play the above steps to reinforce the safety measures.
- Tell them not to make prank calls to **1098/14417**.

We have to be careful in these places.



Beach



Railway Station

Name other places.

Bus stand, _____,

_____,

_____.

Is it safe to go to places
where there are very few people (lonely places)?



Do and Learn



1. Write your home and school addresses.

Home Address

Name of the Student : _____

Parent's/Guardian's name : _____

Door Number, Street : _____

Village/Town : _____

District : _____ Pin code : _____

Parent's/Guardian's mobile number: _____

School Address

Name of the Student : _____

Class, Section : _____

School : _____

Village/Town : _____

District : _____ Pin code : _____

HM's mobile number : _____

Class Teacher's mobile number : _____

2. Make two identity cards with your home and school addresses.

Place one in your school bag. Take one with you wherever you go.

3. Share.



Parent's/
guardian's
mobile
number



Home
address



School
address



Trusted
adults



Free helpline
numbers for
children



- Draw a  on the board.
- Ask children place their hands on it and share the above in turn.

Different Events! Different Feelings!



Observe and Discuss

- How did Malar feel when she got lost at the exhibition?
- How did she feel when she asked for help?
- How did she feel when she found her mother?



Some Feelings



Courage



Joy



Sadness



Fear



Surprise

We can show the feeling with
a facial expression.



Shyness



Confusion



Guilt



Anger

We can have many feelings at the same time.

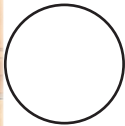
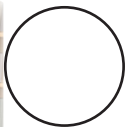


Refer to pictures on the first page of this chapter. Emphasise that Malar must have felt confused and afraid but asked for help.



Do and Learn

1. What does Malar feel? Draw the expressions.



Encourage children to observe and talk about Malar's feelings in different situations.

2. Match the word and the expression.



Courage

Joy

Sadness

Confusion

Guilt

Shyness

Fear

Feelings Without Words!



Activity Time



Can you express feelings without words? (mime)



1. Mime the different feelings one by one.



Ask children to identify and name the feeling shown in the mime.

How did you identify the feeling?



We recognise feelings even when people don't talk.

We experience our feelings in our body - for example, when we are afraid we sweat.

2. Mime Malar's expressions.



3. Play the game ' Malar says '.

One child names feelings, other children mime them.

E.g., Malar says, "Angry".

Malar says, "Sadness".



Malar's Clarity

Observe and Discuss



Different People Around Me

Name two family members : _____, _____.

Name two friends : _____, _____.

Name two neighbours : _____, _____.

Name two relatives : _____, _____.

List five familiar people : Vegetable sellers, _____, _____, _____, _____.

_____, _____, _____.



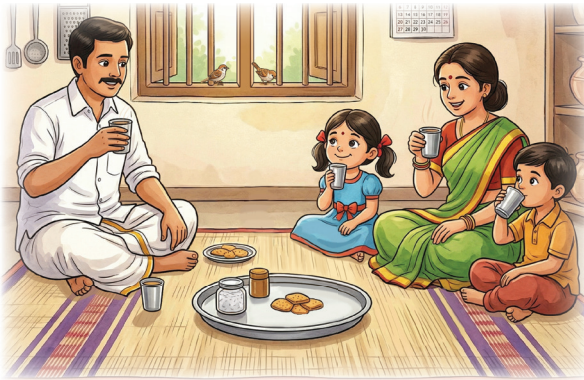
Observe and Discuss



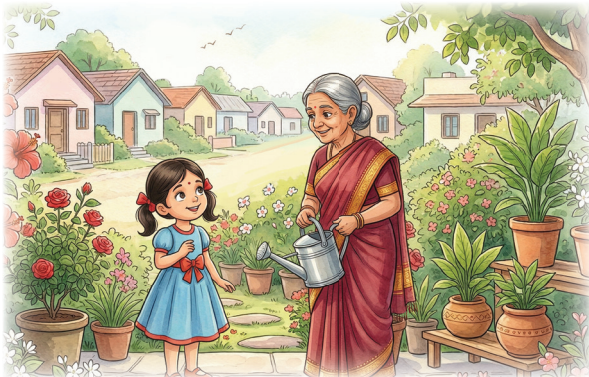
Who are the people I meet at home, school and around me?
Who is a trusted adult?

We know many people.

We live with **Family Members**.



We recognise our relatives and neighbours and know their names - **Known People**.



We have **Friends**.



We recognise some people but can't name them: shopkeeper, autodriver... - **Familiar People**.



People we don't know are called **Strangers**.



Different Touches



Some touches are used to show affection.



Some touches are used to help us.



Some touches care for us when we are sick.



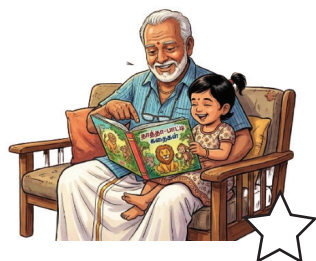
Some touches are uncomfortable and unsafe.



Do and Learn

Identify the touches and colour the stars...

- ★ for affectionate touches
- ★ for helping touches
- ★ for medical touches
- ★ for uncomfortable and unsafe touches



We may experience

- Any of the feelings



- Any of the touches



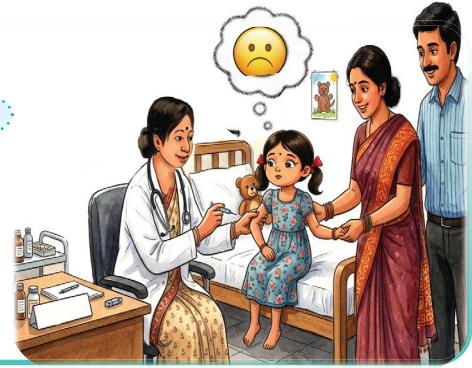
- With any of the people

Family, Friends, Known People, Familiar People, Strangers

Uncomfortable but Needed!

Malar's Injection

Some touches make us uncomfortable and are painful but are needed - like Malar's injection.



Uncomfortable and Unsafe Touches!

Priya's Action

Priya, that's an Unsafe Touch! It hurts me.

I was just playing.
I'm sorry!



Avoid unsafe touches like pushing, pulling and pinching.

Balu's Experience

Some touches start as a safe touch.

They slowly become uncomfortable and unsafe. For example,

Balu's uncle taught him how to dance. In the beginning he felt happy.



As time went on, he did not like the way his uncle was touching him.



Knowing how we feel helps us to be safe.

Recognise the feelings.

Ask yourself,

"Is it comfortable?"

"Is it safe?"

If No,

Ask help from a trusted adult.



Malar's Confusion!

Observe and Discuss



He did not hit or pinch me.
But, I am uncomfortable...
I need to get away immediately!
This is not a safe touch.



Kanmani's Story

Kanmani was an active girl. Her family friend taught Kanmani mathematics.



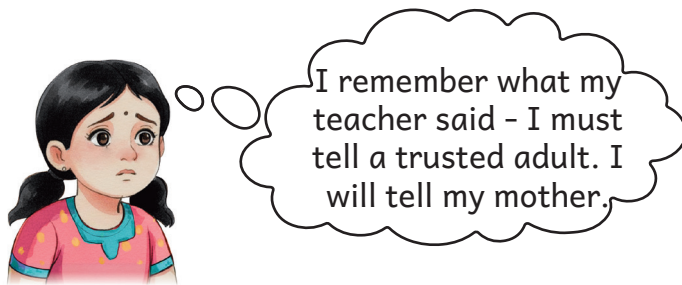
One day he touched her private parts. She was very confused.



The touching continued and Kanmani became very sad and afraid.



Explain that private parts are those covered by your underclothes.



Your body belongs to you. Protect yourself and keep safe.

What should you do if you experience uncomfortable and unsafe touches?



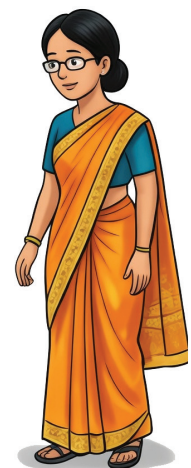
Touching Rules

No one should

- Touch your private parts
- Ask you to show your private parts except to keep you clean and for medical purposes

No one should

- Ask you to touch their private parts
- Show you their private parts
- Show you pictures of private parts



Trusted Adults

A trusted adult is an adult who cares for you and supports you when you need help. You can share your feelings with them.



Ask children to practise the touching rules and role-play the actions. Emphasise that unsafe touch can happen with boys as well.

Whenever you feel unsafe.
Whenever you experience an unsafe touch.

Say “ No” loudly.

Move away/Run away.

Tell a trusted adult who can help you
or call **1098/14417**.



Do and Learn

Draw the outline of your hands and name your trusted adults.
Write about them in one or two lines.





Let us sing



Safety Song

Say **NO, NO, NO, NO**,
If a touch feels wrong.

Move away, move away,
If a touch feels wrong.

Tell a trusted adult,
Tell them what you feel.
Even if you feel unsure,
Tell them what you feel.

Call 1098, Call 14417,
If you need some help.
They will listen, they will care,
If you need some help.

Secrets



Observe and Discuss



What can be kept as a secret?



Malar bought a gift for her friend's birthday without telling her friend. Can she keep it a secret?



Kanmani's relative touched her private body parts and told her not to tell anyone. Can she keep that a secret?

If a message or an event feels unsafe, don't keep it secret. Tell a trusted adult.



Using various examples, discuss with children what can and cannot be kept as a secret.

If you are scared, sad or need help



What is **1098**? What is **14417**?

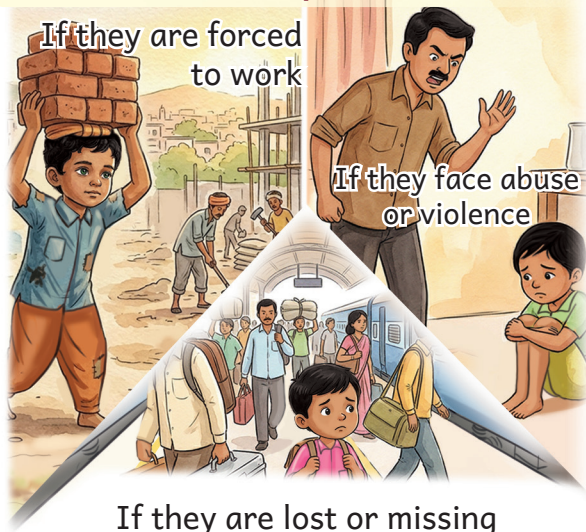


The call is free and completely confidential.

A friend or an adult can also call for a child.



When can children call **1098/14417**?

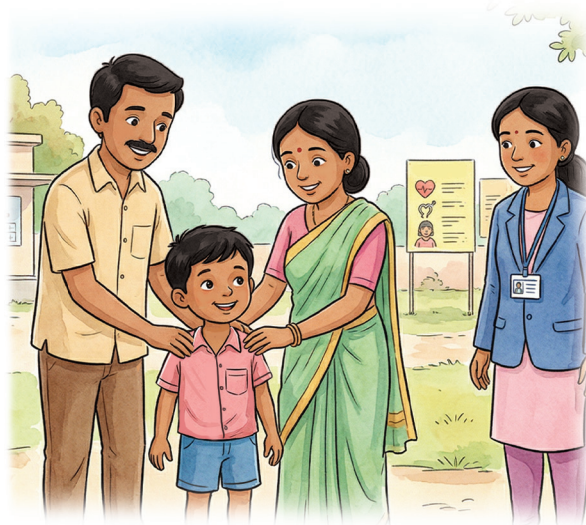


What help does **1098/14417** provide?



They will

- Take the child to a safe place.
- Arrange medical help, if needed.



Help the child reunite with the parents.



Respect

Observe and Discuss

Malar wants to play cricket.



Boy or girl - Let us respect one another.

Decide and write if the given actions are respectful or disrespectful.

1. Raising your hand to speak.
2. Not waiting for your turn.
3. Speaking politely to everybody.
4. Listening to others.
5. Throwing things at others.
6. Using others' things without asking them.

Respectful

Disrespectful



Learning Check

1. Look at the pictures and think about what to do if you get lost.
Tick (✓) the correct actions.



Stay calm and remain
in one place.

☐

Run everywhere
looking for parents.

☐

Ask a police officer or
security guard for help.

☐

Go with a stranger
who offers help.

☐

Tell a trusted adult your
parent's/guardian's mobile
number.

☐

2. Write one thing that you will say to ask for help.

3. What will you do when there is an unsafe touch? Number the steps in the correct order.



Ask a trusted adult for
help or call **1098/14417**.

☐

Say "NO!"
loudly.

☐

Move away
immediately.

☐

4. Look at the pictures and write 'Safe' or 'Unsafe'.



Hugging a family member



Doctor checking you with a parent present



Someone hitting or pushing you



Someone touching your private parts



Friend giving a high - fi

5. Match the feeling with the situation.



Happy



Scared

I play with my friends.

Someone shouts at me.

I cannot find my parents.

My toy is broken.



Angry



Sad

6. Tick (✓) the people you can ask for help.



Mother



Father



Stranger on the road



Teacher



Police officer

7. Write the names of two trusted adults you can talk to.

a. _____

b. _____



What I Learnt

- I can identify safe touch and unsafe touch.
- I know the touching rules and feel confident to use them when needed.
- I identify my trusted adults and ask them for help when I need it.
- I know the free helpline numbers to call when I am unsafe.





I Can Do



1. Classify the following.

Smiling

Cycling

Threading

Running

Writing

Dancing

Macro Movement

Micro Movement

Word Bank

Shoulder joint, Knee joint, Neck joint,
Elbow joint, Hip joint

2. Name the correct joint using the word bank.



3. Fill in the blanks using the word bank.

- The _____ and _____ help you bend your leg.
- The _____ helps your arm move in all directions.
- The _____ helps your head move.

4. Tick (✓) the correct posture and cross (✗) the incorrect posture.

☐☐☐☐

5. Colour **green** for safe touch and **red** for unsafe touch.

☐☐☐☐

6. Oral Questions

- Name any two micro movements that you can do.
- What will you do if someone touches you in an unsafe way?

7. Project

- Draw a stick diagram of yourself in the centre of a page and draw your trusted adults around you. Name each person.
- Write about them.

2

Small Creatures

Amazing Insects!



It was a school holiday.

Valli and Mugil were observing small creatures in their garden.

Valli : "How beautiful these butterflies are!"

Mugil : "Yes! Why do butterflies have colourful wings?"

Let us explore the world of small creatures with Mugil and Valli.

**Observe and Discuss**

There are many kinds of insects around us.

Share what you have observed.



Active Ants



Observe and Discuss

How do ants live and work together?



Ants often move as a team, in a line, to find food.

Ants make nests under the soil and also live inside the barks of trees.

Ants eat sweets, seeds, small insects and food crumbs.



Male ant

Queen ant

Worker ants

An ant can carry objects weighing about 10-50 times its own weight.



There are three types of ants - male ant, queen ant and worker ant.

Ants live together in groups called colonies. Ants like to work as a team. They are very hardworking.

Ants help keep our soil clean and healthy.

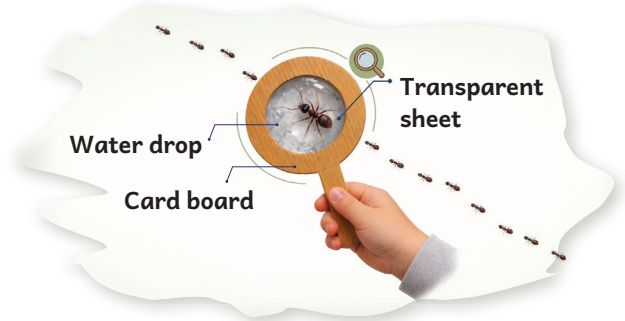


Do and Observe

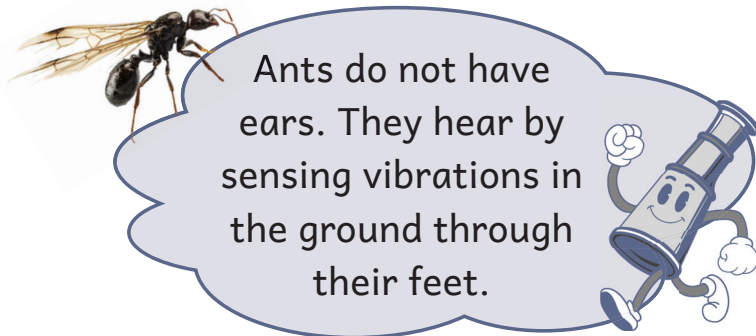


Valli, Mugil, Ameer and David are observing the ants using a magnifying lens.

1. Prepare a lens as shown using a drop of water.
2. Use it and observe ants.
3. Record and share your observations.



Help children prepare the water drop lens.



Fill in the blanks using the word bank.

- a. The three types of ants are _____, _____ and _____.
- b. Ants live together in groups called _____.
- c. Ants live under the soil and inside _____.
- d. Ants move in line to find _____.
- e. Ants eat _____, _____ and food crumbs.

Nature's Beauty - The Butterfly

Valli and Mugil went to visit the Butterfly Park at Srirangam in Trichy with their friends. The park was full of flowers and butterflies.

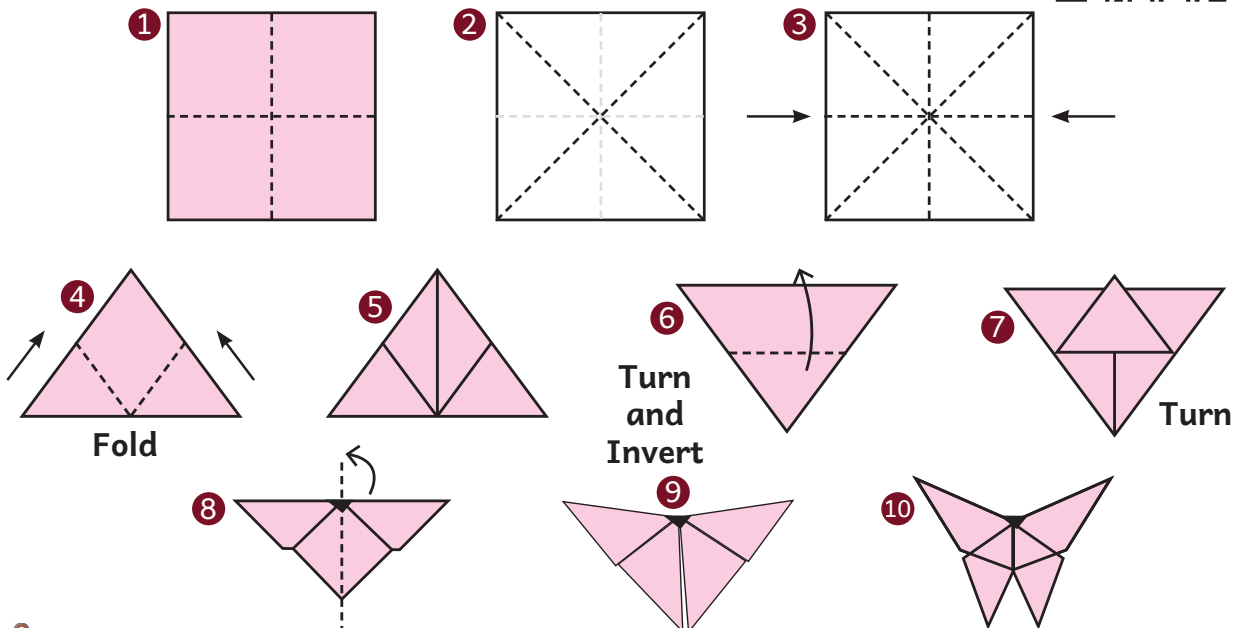


Observe and Discuss



Do and Learn

Make a paper butterfly.



- Discuss how butterflies are friends of plants.
- Help children make the paper butterfly.

Butterfly Mimicry - The Copycat Trick!

Some butterflies copy the colours of other butterflies. This is called mimicry. A harmless butterfly copies the bright colours of a poisonous butterfly. Birds think the butterfly is poisonous. So, they do not eat the butterfly. In this way, the butterflies stay safe.



Poisonous
butterfly



Harmless
butterfly



Harmless
butterfly with
changed colours



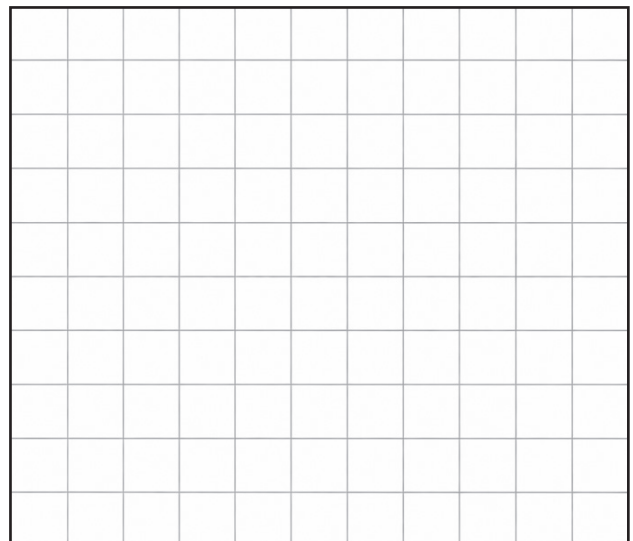
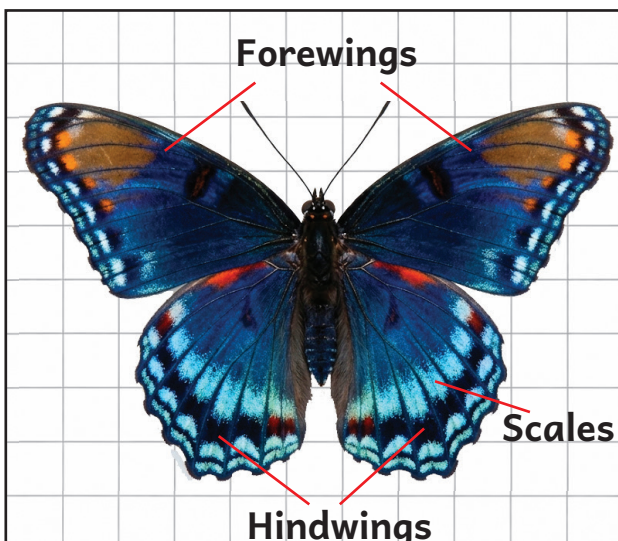
Do and Learn



A butterfly is an insect that can fly.
It has two pairs of wings. Hindwings are smaller than forewings. The wings are very thin and have scales. Scales give the butterfly their colours.



1. Draw and colour.



2. Use leaves to make a leaf butterfly.



Help children make a leaf butterfly.



3. Fill in the blanks using the work bank.

- a. Butterflies have _____ wings.
- b. Forewings are bigger than _____.
- c. _____ give the butterflies their colour.
- d. Some butterflies _____ to avoid being eaten



Hardworking Honey Bees



Observe and Discuss



Honey bees are small insects.

They live in a beehive which has many cells.

They produce honey.

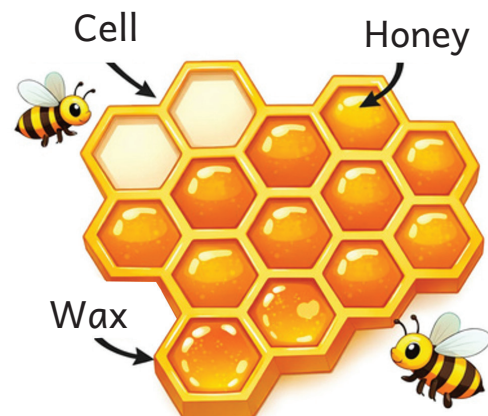


A honey bee visits 50-100 flowers to collect nectar to make just a drop of honey.



Make a beehive using cardboard.

Beehive



There are three types of bees.

- Worker bees build the beehive using wax from their body. They collect nectar from flowers and bring it to the hive. Bees change nectar into honey. Honey is stored in the cells.

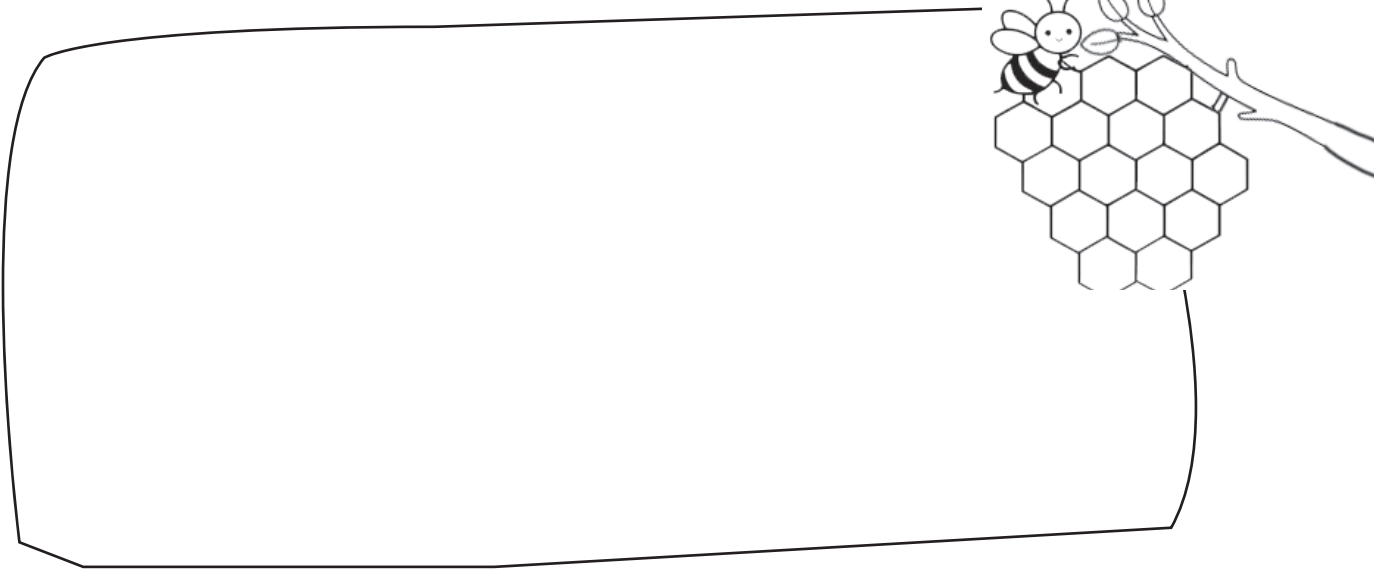


- The queen bee lays eggs in some cells of the beehive to produce new bees.
- Drone bees help the queen bee.



Do and Learn

1. Draw the Beehive.



2. Fill in the blanks using the word bank.

- The worker bees build the _____.
- The worker bees make _____.
- The _____ lays eggs.



Word Bank



Observe and Discuss

Insects

What are insects?

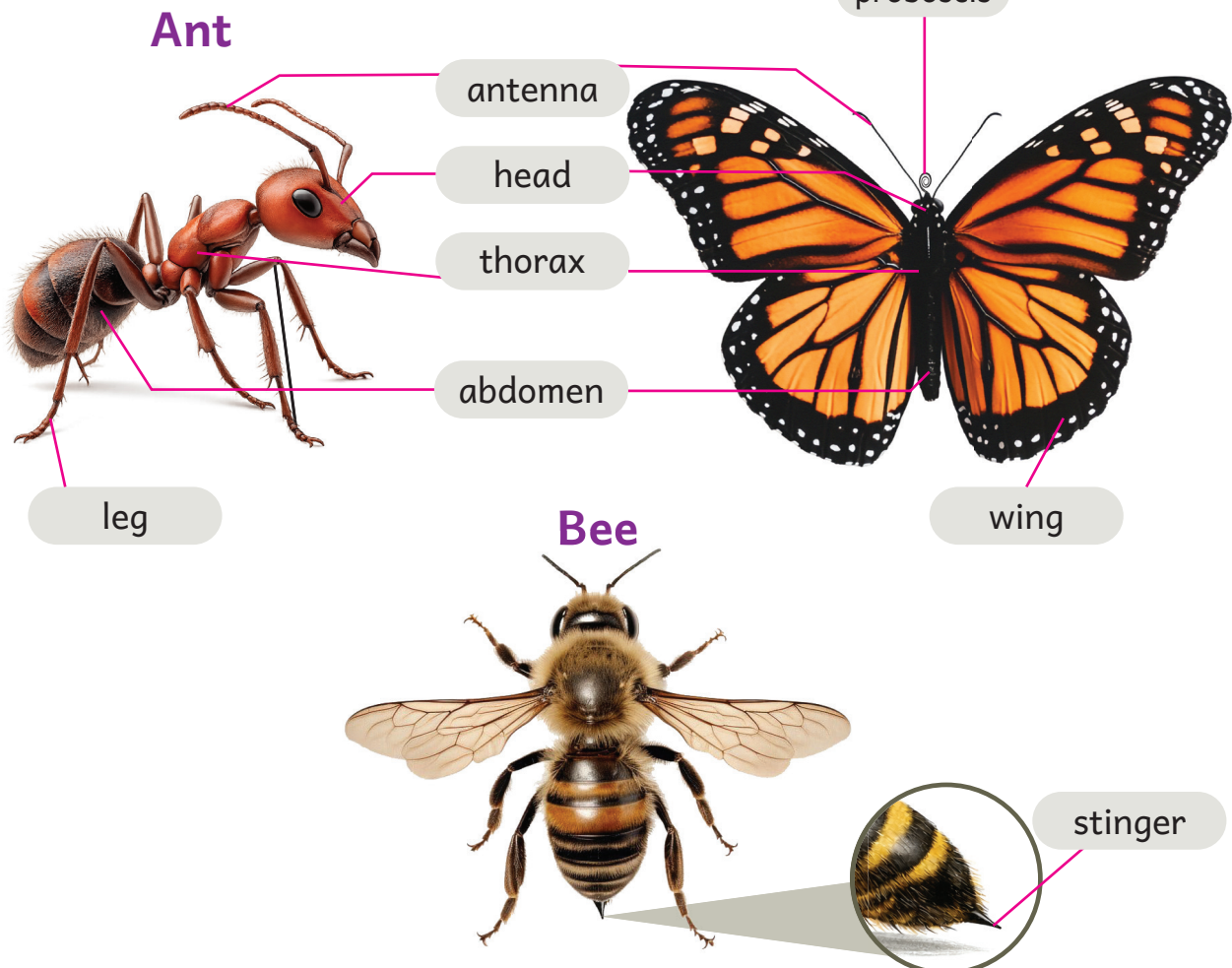


- ♦ Insects live on plants, under the soil, in water and in our homes.
- ♦ Ants, butterflies and bees are commonly seen insects.
- ♦ Insects are small animals with 6 legs, 4 wings and 2 feelers (antennae).
- ♦ They have 3 body parts - head, middle part (thorax) and back part (abdomen).
- ♦ Some insects have no wings - for example, head lice, bed bug.
- ♦ All small creatures are not insects! - for example, spider, millipede.



Help children understand that all small creatures are not insects.

Body parts of an Insect



Special Features

- ♦ Ants communicate by touching with their antennae.
- ♦ A smell trail left by one ant is followed by other ants.

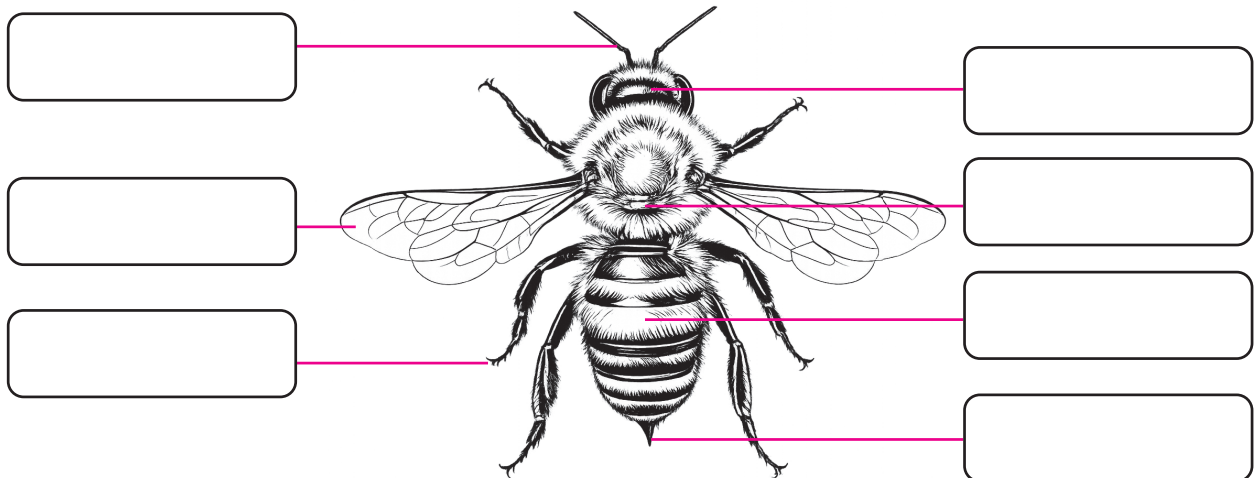


- ♦ A butterfly has a long tube called a proboscis used to suck nectar from flowers.
- ♦ A bee's stinger helps it protect itself. Do not disturb bees - a sting can be painful.



Do and Learn

1. Label the parts of the bee.



2. Compare the body parts of a butterfly, an ant and a bee and tabulate the similarities and differences.

Insects	Butterfly	Ant	Bee
Similarities			
Differences			



Use a similar tabulation and help children write the similarities and differences.

3. Observe the wing patterns and draw.



Dragonfly



Firefly

Have you seen these insects?

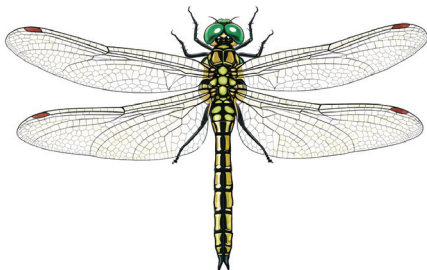


Leaf Insect



Stick Insect

4. Write if it is an insect or not an insect.



- ♦ 6 Legs
- ♦ 4 Wings
- ♦ 3 Body parts
- ♦ 2 Antennae

The dragonfly is _____.



- ♦ 8 legs
- ♦ No Wings
- ♦ 2 Body parts
- ♦ No Antennae

The spider is _____.

5. Write the name of the small creatures. Find and tick (✓) the insects.
Give reasons.

Ant
Honeybee
Mosquito

Dragonfly
Millipede
Cockroach

Grasshopper
Earthworm
Ladybug



They have

1. _____.
2. _____.
3. _____.



Do not disturb insects.

6. Tabulate.



Ladybug



Centipede



Housefly



Firefly



Millipede



Mosquito

S.No.	Insects	Number of wings	Number of legs
1	Centipede	No	Many
2	Lady bug		
3	Housefly		
4	Firefly		
5	Millipede		
6	Mosquito		

Similar Yet Different! - Moths and Butterflies



Moths

Moths are commonly dull brown or grey in colour.

Most often active at night.

When resting, they spread their wings flat.



Butterflies

Butterflies are bright and colourful.

Most often active during the day.

When resting, they hold their wings upright over the body.





Observe and Discuss

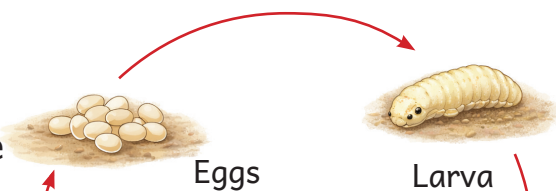
Life Cycle of Insects



Life Cycle of an Ant

1 Eggs

The ant lays many tiny white eggs in the ant nest.



2 Larva

It is a soft, worm-like stage. It eats a lot and grows.

4 Adult Ant

A fully grown ant comes out of the pupa.



3 Pupa

The larva changes into a pupa inside a protective case.



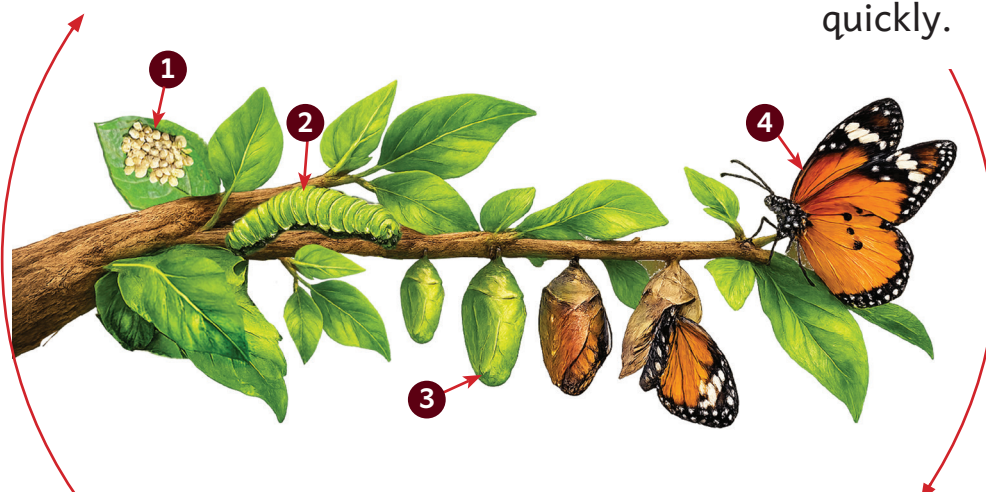
Life Cycle of a Butterfly

1 Egg stage

The butterfly lays tiny eggs on the underside of a leaf.

2 Caterpillar stage

The caterpillar (larva) comes out of the egg and eats leaves. It grows quickly.



4 Adult stage

A fully formed butterfly comes out of the pupa.

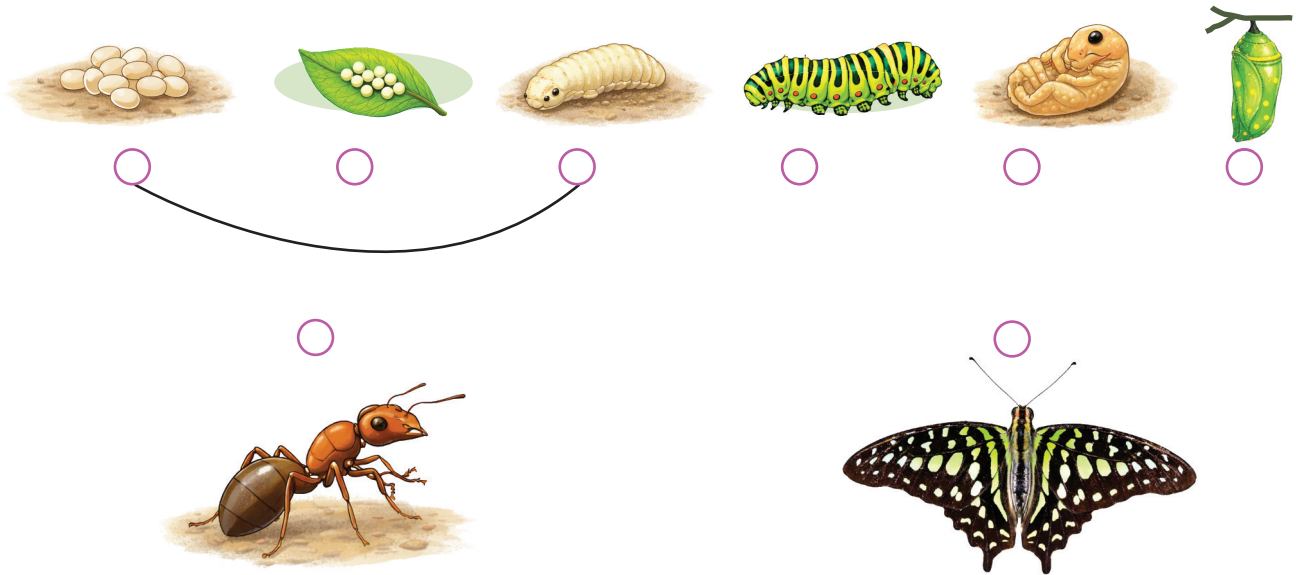
3 Pupa stage

The caterpillar changes into a pupa inside a protective case.

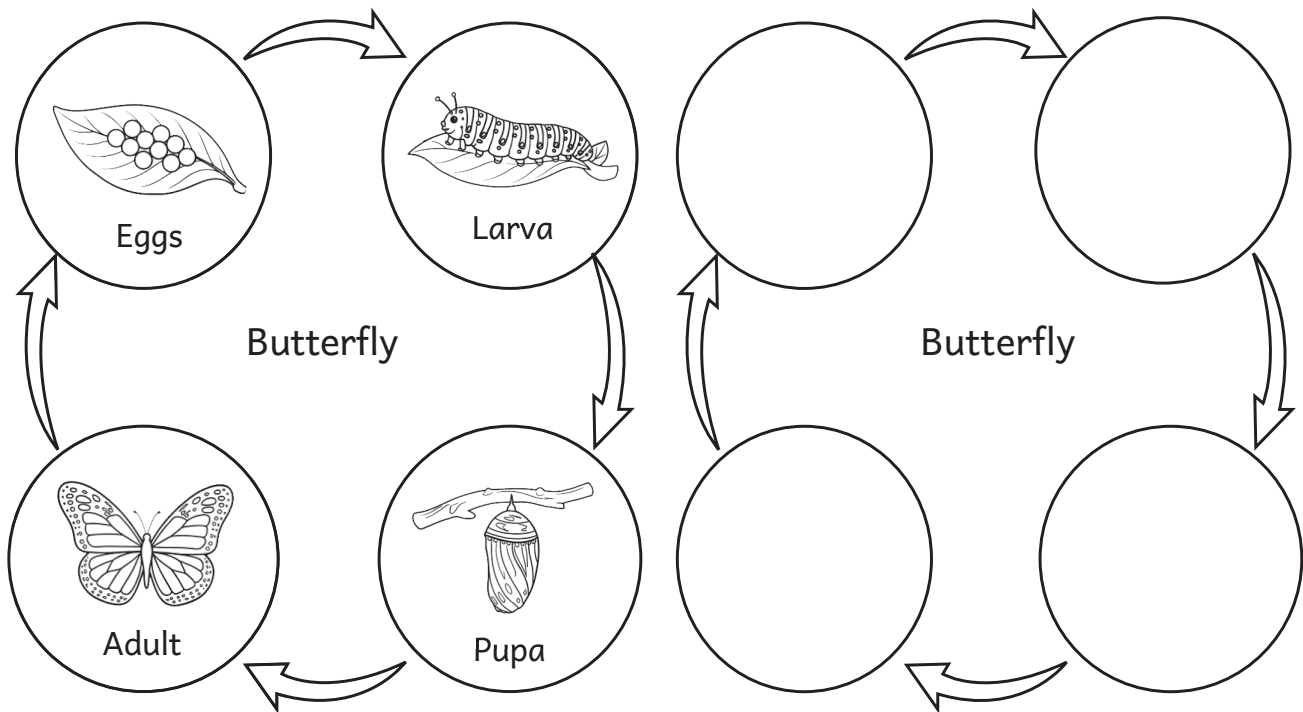


Do and Learn

1. Connect the stages of the life cycle in the correct order.



2. Draw and label the stages in the life cycle of butterfly.



Butterflies can taste with their feet.





Observe and Discuss

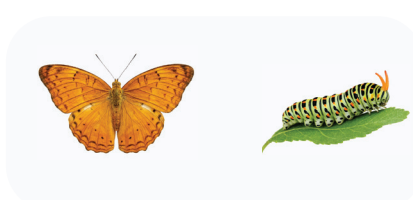
Compare the adult with their young ones.

Do the adults and young ones of insects look similar?



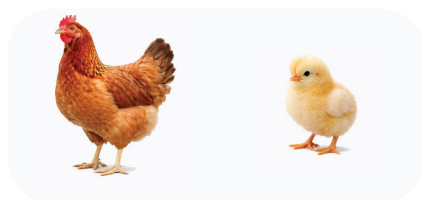
Dog

Puppy



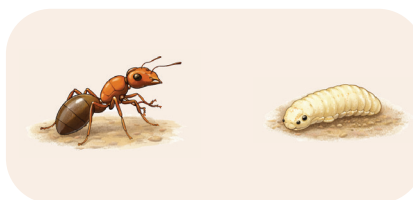
Butterfly

Caterpillar



Hen

Chick



Ant

Larva

The young ones of insects are not similar to the adult.

Helpful and Harmful Insects

Try it at home.



Keep some uncovered food outside your home. Observe the insects that visit and list.

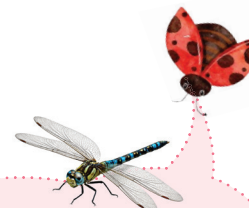
1. _____
2. _____
3. _____

Some insects like bees, butterflies and ants are helpful to us. Some insects like mosquitoes, houseflies, grasshopper, hair lice and cockroaches can cause harm.

Grasshopper - 'The Crop Eater'



- Grasshoppers live on and around plants.
- They eat leaves and often damage crops.

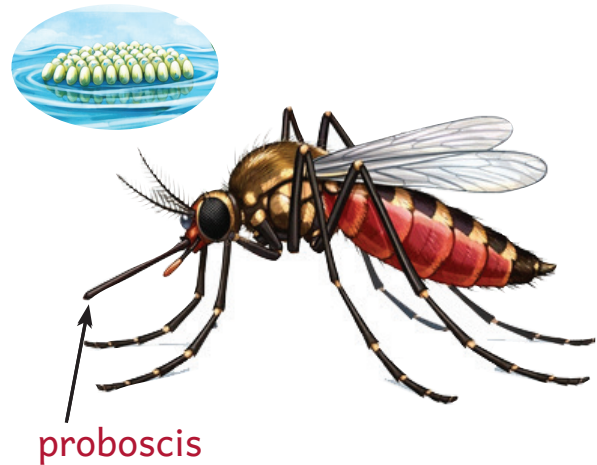


Dragonflies and earthworms are called 'Friends of Farmers' - Why?



Mosquito - The Disease Spreader

1. A mosquito lays eggs in stagnant water.
2. A mosquito uses its proboscis to pierce our skin and suck blood.
3. Mosquitoes spread diseases like malaria and dengue fever.



Prevention of Diseases



Avoid water stagnation. Keep your surroundings clean and dry.



Use mosquito nets to avoid mosquito bites.



Keep doors and windows closed or cover them with nets.



Wash hair and keep it clean - Prevent hair lice!



Help children understand the sources of stagnant water and its prevention.



Learning Check

1. Classify the following.

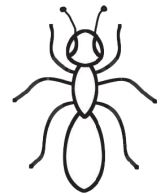
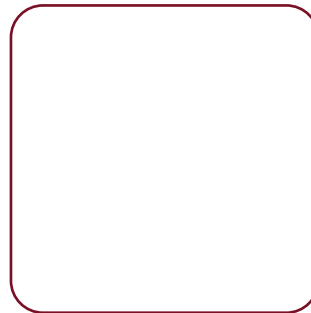
Bee, Spider, Butterfly, Earthworm, Ant, Millipede, Housefly, Centipede

Insect

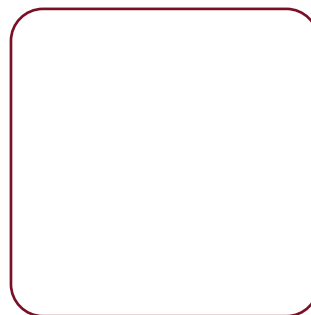
Not an insect

2. Read the clues, choose and draw the correct stick figures.

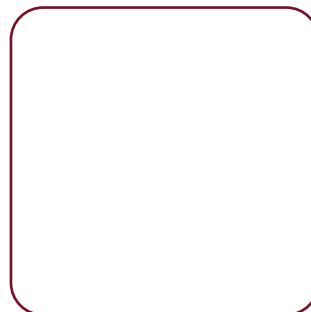
- a. I have colourful wings.
I fly from flower to flower.
I suck nectar from flowers.
I hatch from the egg as a caterpillar.
Who am I? _____



- b. I am a very small insect.
I live and work in a colony.
I carry food that is bigger than me.
I love sweet things.
Who am I? _____



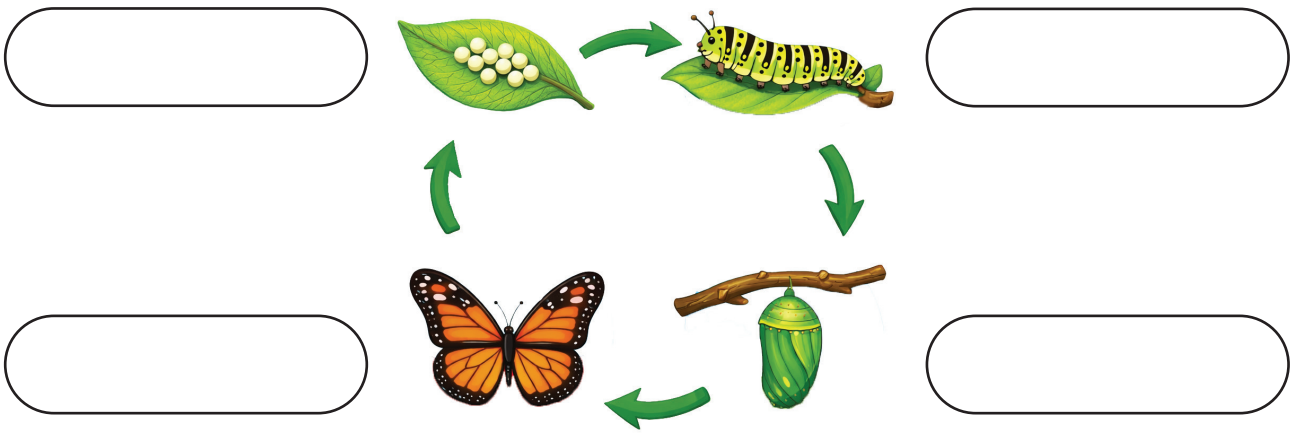
- c. I am a very small flying insect.
I bite people and animals.
I suck blood.
I can spread diseases.
Who am I? _____



3. Identify and tick (✓) the harmful and helpful insects.

S.No.	Name of the insects	Harmful	Helpful
1	Butterfly		
2	Mosquito		
3	Honeybee		
4	Grasshopper		
5	Ant		

4. Label the life cycle of a butterfly.



What I Learnt

- I can identify an insect.
- I can explain some features of the ant, butterfly and bee.
- I can draw and label the life cycle of some insects.
- I can classify insects as helpful and harmful.
- I can compare insects based on similarities and differences.





I Can Do



1. Write the correct answer.



I am an ant.

I have _____ legs.

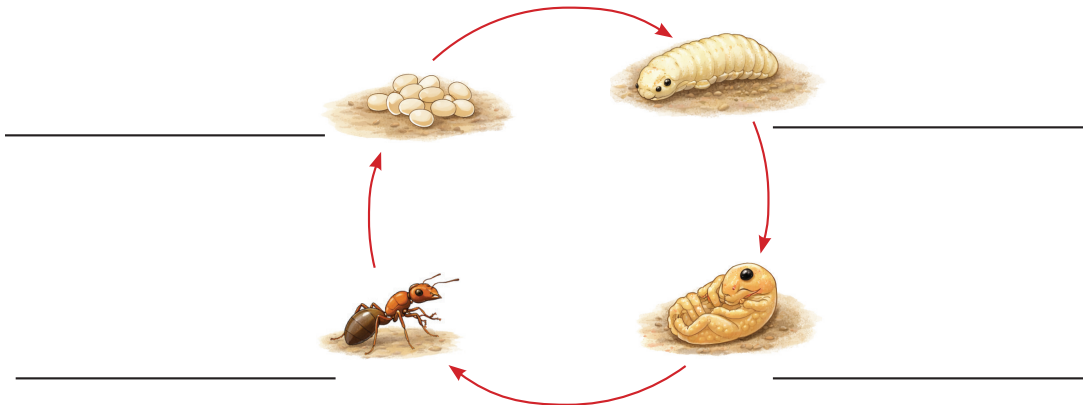
I live in _____ with other ants.

I am an _____.

2. Circle the odd one. Write its name.



3. Label the stages in the life cycle of an ant.



Pupa, Adult ant, Eggs, Larva

4. Oral Question

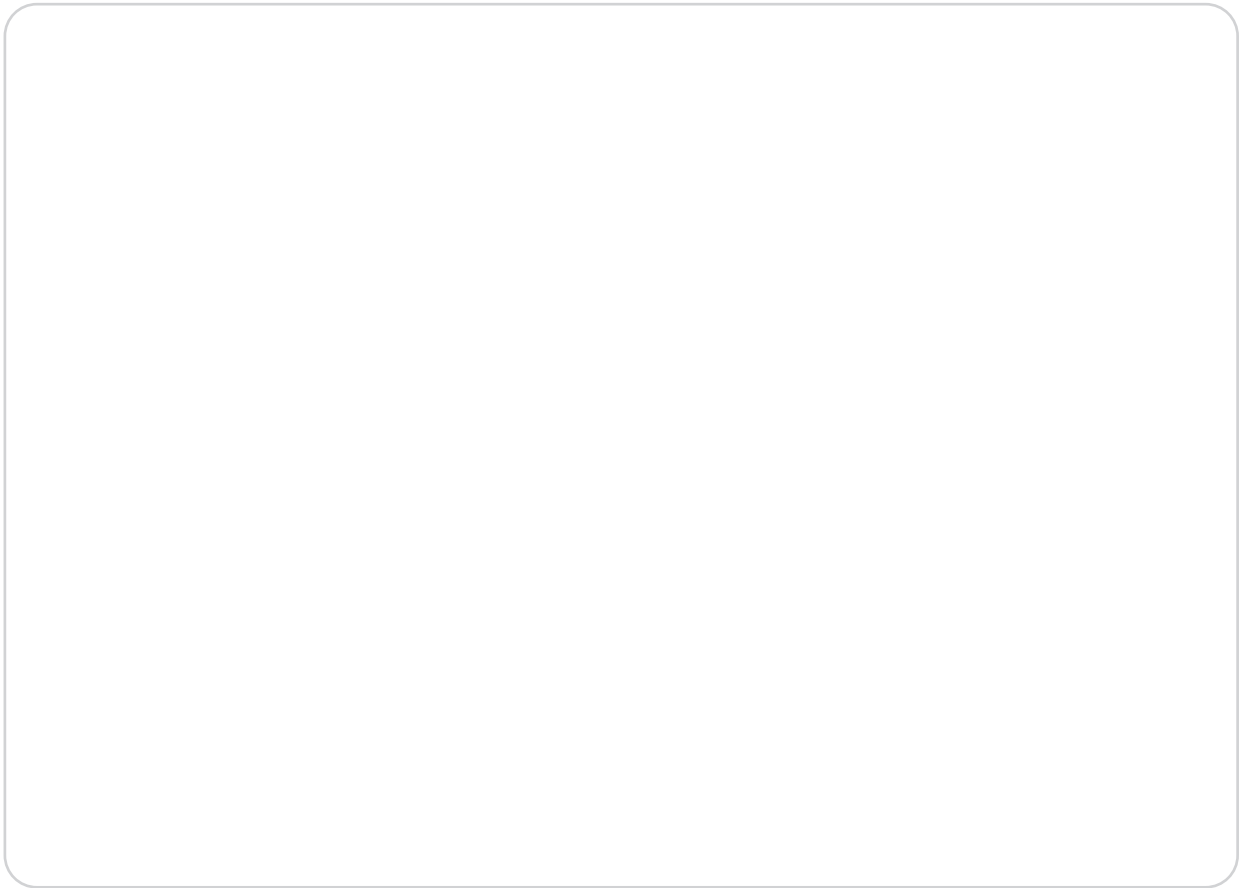
Explain how insects can be helpful or harmful, with examples.



5. Project

Observe insects around your home or school garden.

a. Draw one insect you see and complete the sentences given below.



1. Name of the insect: _____

2. Where you found it? _____

3. What was it doing? _____

b. Create an awareness poster about a harmful insect such as mosquito or housefly.

Your poster should show the:

1. Name of the insect

2. Problem it causes

3. One way to protect ourselves

Learning Journey

Understands the life cycle of some commonly found insects. ○

Appreciates the characteristics of insects and their importance to the environment. ○

Practises safe behaviours and follows safety rules in unsafe situations. ○

Recognises safe and unsafe behaviours in various situations. ○

Practises good posture in daily life activities. ○

Identifies various joints and their uses in different types of body movements. ○



STANDARD THREE

TERM – I

SOCIAL SCIENCE



Preface

The Social Science textbook for Class 3 emphasises joyful learning, inquiry and meaningful engagement with the world around the child, in accordance with the vision and structure of the Tamil Nadu Curriculum Framework (TNCF) 2025.

As recommended in the Tamil Nadu State Education Policy, this textbook incorporates inclusivity, adherence to constitutional values, fostering of age-appropriate and critical understanding regarding caste, gender and diversity, the integration and comprehension of local traditions, environmental literacy, 21st century skills and socio-emotional learning.

Learning Progression

The book begins with familiar themes closely connected to the learner's life — self-identity, family, classroom and neighbourhood. Then it gradually expands to encompass broader topics, such as social institutions, cultural practices and the natural environment.

Unit 1: Sumathi's Friends

- Identifying one's strengths, interests and talents.
- Understanding the contributions of family members.
- Identifying helpful behaviours in the classroom.

Unit 2: In Sumathi's Town

- Identifying the people and places in their immediate surroundings.
- Understanding the activities taking place in nearby areas, such as primary health centres, library and police stations.
- Recognising the work of social care providers who are essential for our daily life.

Key Features of the Textbook

- Valuing students' perspectives.
- Providing opportunities to develop social skills.
- Ensuring their participation in the classroom.

Discuss and Learn



- Observe keenly and discuss.
- Discuss through questions.
- Discuss by making connections.

Let us Share



- Respecting diversity.
- Putting oneself in others' shoes.
- Express one's views confidently.

Let us Draw / Let us Sing / Let us Act

- Arts integration.
- Creativity.
- Collaborative Learning.



Let us Write



- Communication.
- Sequencing of events.
- Reflecting the ideas.

Competency-based Comprehensive Assessment

Assessment is intended to be competency-based comprehensive assessment, based on observation, participation and simple reflective activities rather than memorisation alone.

Assessment as Learning



Following each core theme, Learning Checks are conducted using multi-modal activities, including:

- Written test ■ Oral question ■ Project

Self-Assessment



At the end of each unit, students are provided with opportunities to self-assess their progress.

At this foundational stage, children begin to observe their surroundings with a structured approach, raise questions and develop an understanding of them. This Social Science textbook is expected to foster children's social curiosity, an appreciation for diversity and a sense of responsibility towards society and the environment.

Contents

Unit-1

Sumathi and Friends

Sumathi's Family	139
Mugilan's Family	145
Banu's Family	147
My Classroom	150



Unit-2

In Sumathi's Town	156
At the Primary Health Centre	161
At the Library	163
For Emergency Help	167
To Protect the People	169



e-book



i-book



THB

Unit 1

Sumathi and Friends



Sumathi



Mugilan



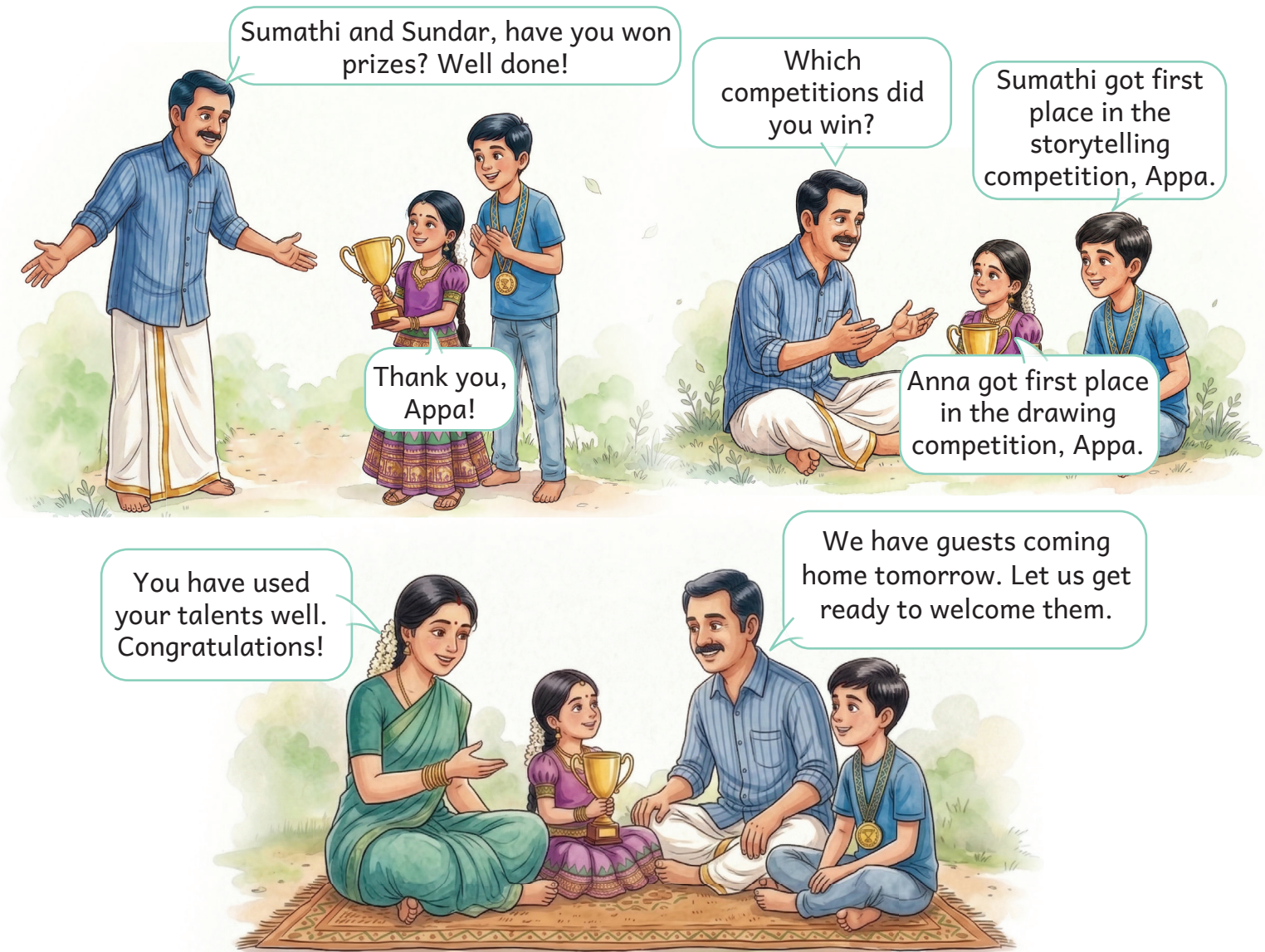
Banu

Sumathi, Mugilan and Banu are friends. They study in Class 3. They live in Cuddalore.

Sumathi's Family



Discuss and Learn



Discuss in class how to identify children's unique talents and interests and ways to improve them.



Let us Share



Which competitions will you take part in the Kalai Thiruvizha at your school? Why?



Let us Choose



Tick (✓) what you like.



Let us Write



What do you like?

Dancing

What do both
of you like?

Listening to Stories

What does your
friend like?

Speaking



Let us Find



Guess and write the talents using the hints:

(Dancing, Drawing, Telling riddles, Acting, Making paper crafts, Singing)



My sweet voice
makes people listen to me
and feel happy.



My legs dance,
hands move,
and my eyes express.



I use colours,
make shapes and
create pictures.



I ask questions,
give clues and
make others think.



I fold papers and
paste them to make
beautiful things.





Encourage children to create their own riddles and display them in the art gallery.





Discuss and Learn



Thatha

To welcome the guests, Sumathi
cleans the house.

Her Anna decorates the home.

Paatti helps in cooking.

Thatha has bought vegetables
and fruits from the shop.

Each person happily does their
share of work.



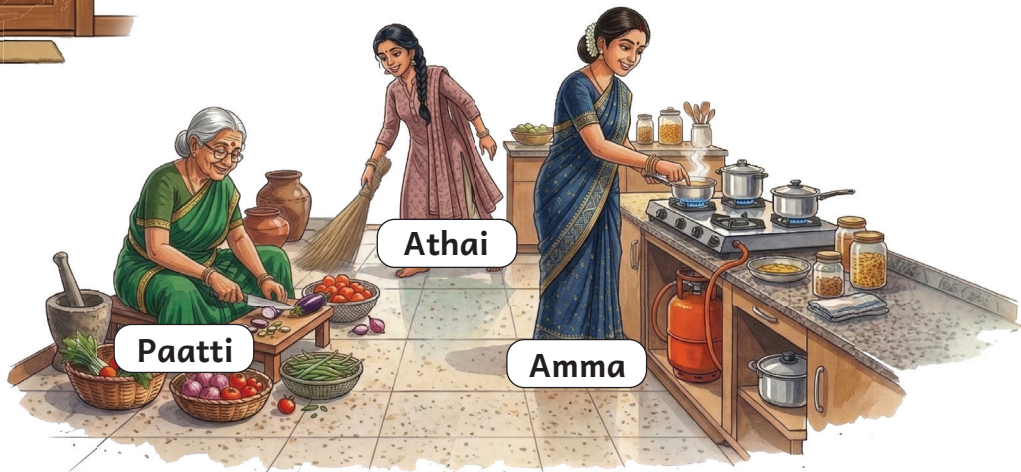
Sumathi



Anna



Appa



Athai

Paatti

Amma



Ask children about welcoming guests, serving them and sharing work. Listen to their ideas, summarise them, and emphasise that sharing work between family members is important/ideal.



**Vessels will shine
whoever washes them!**



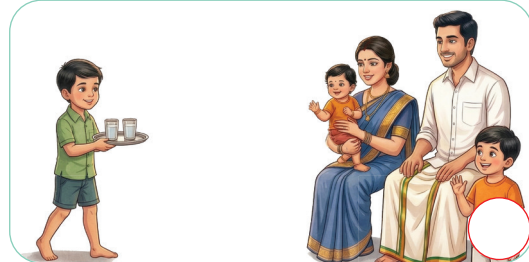


Let us Choose



Arrange the events involved in welcoming guests in the correct order.

(Saying 'Nandri' and sending them off, Offering water to drink, Serving food, Welcoming with 'Vanakkam')



1. _____

2. _____

3. _____

4. _____



Let us Write



Write who did what.



One who bought vegetables and fruits _____



One who cooked _____



One who decorated the home _____



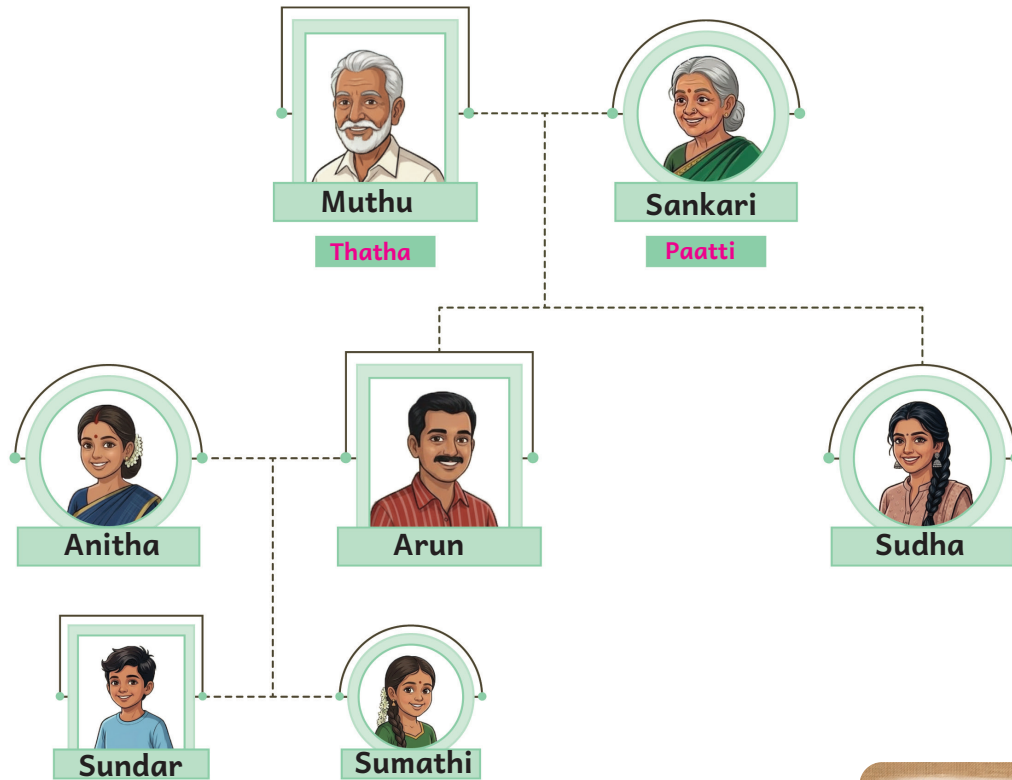
Let us Act



Act in a group as if guests are coming to your home. Show how you will welcome them.



Sumathi's Family Chart



Guide children to make their own family charts and display them in the classroom art gallery.



Let us Share



Look at Sumathi's family chart and discuss about their relationships.



Let us Write



- What relation is Sundar to Sumathi? _____
- Sumathi's father and Sudha's brother are the same person. How is this person related to Sundar? _____
 - Uncle
 - Grandfather
 - Father
 - Elder brother
- Sumathi's father is Arun. Arun's mother is Sankari. What relation is Sankari to Sumathi? _____



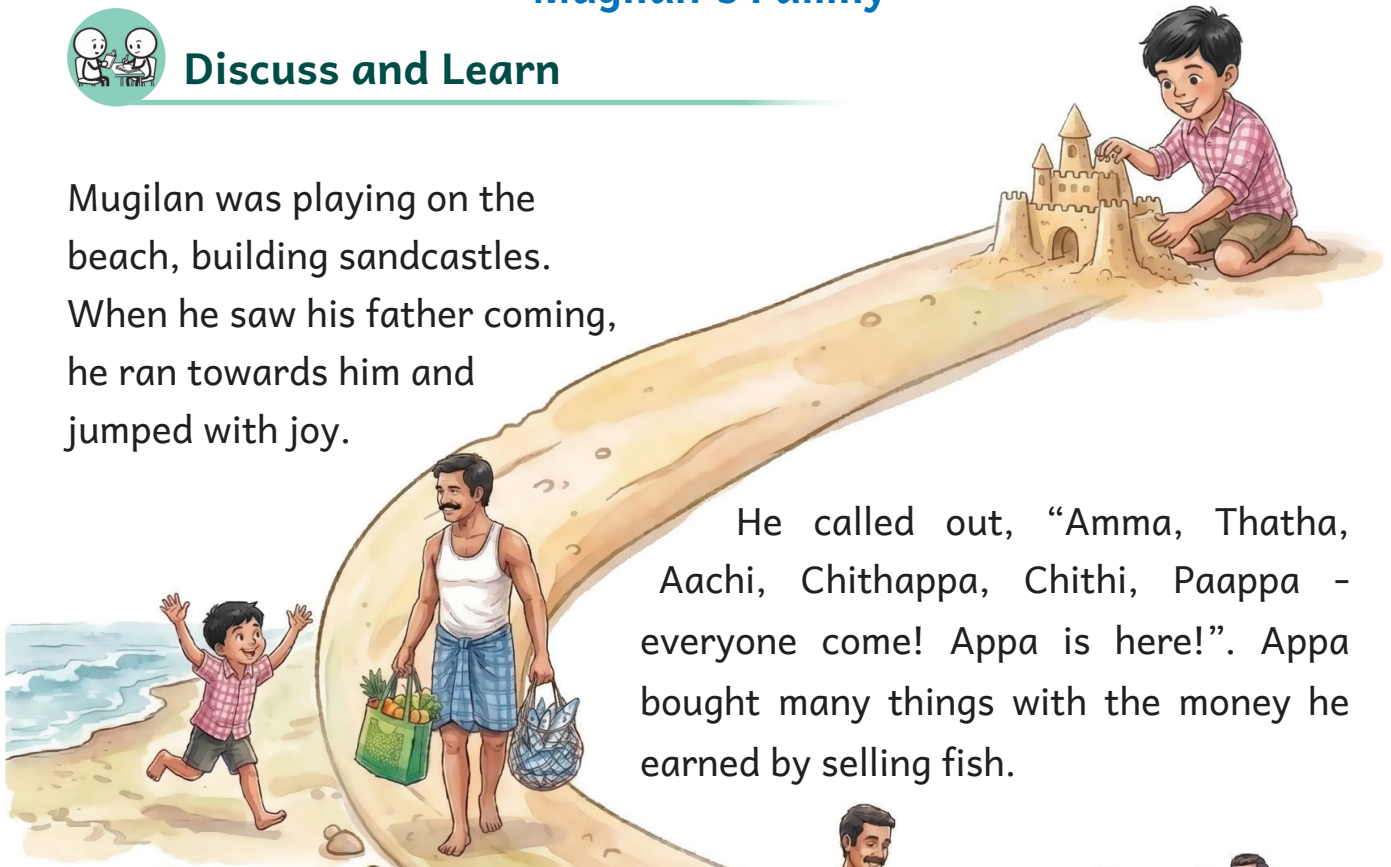
Guide the children to look at Sumathi's family chart and prepare some more questions and answers.

Mugilan's Family



Discuss and Learn

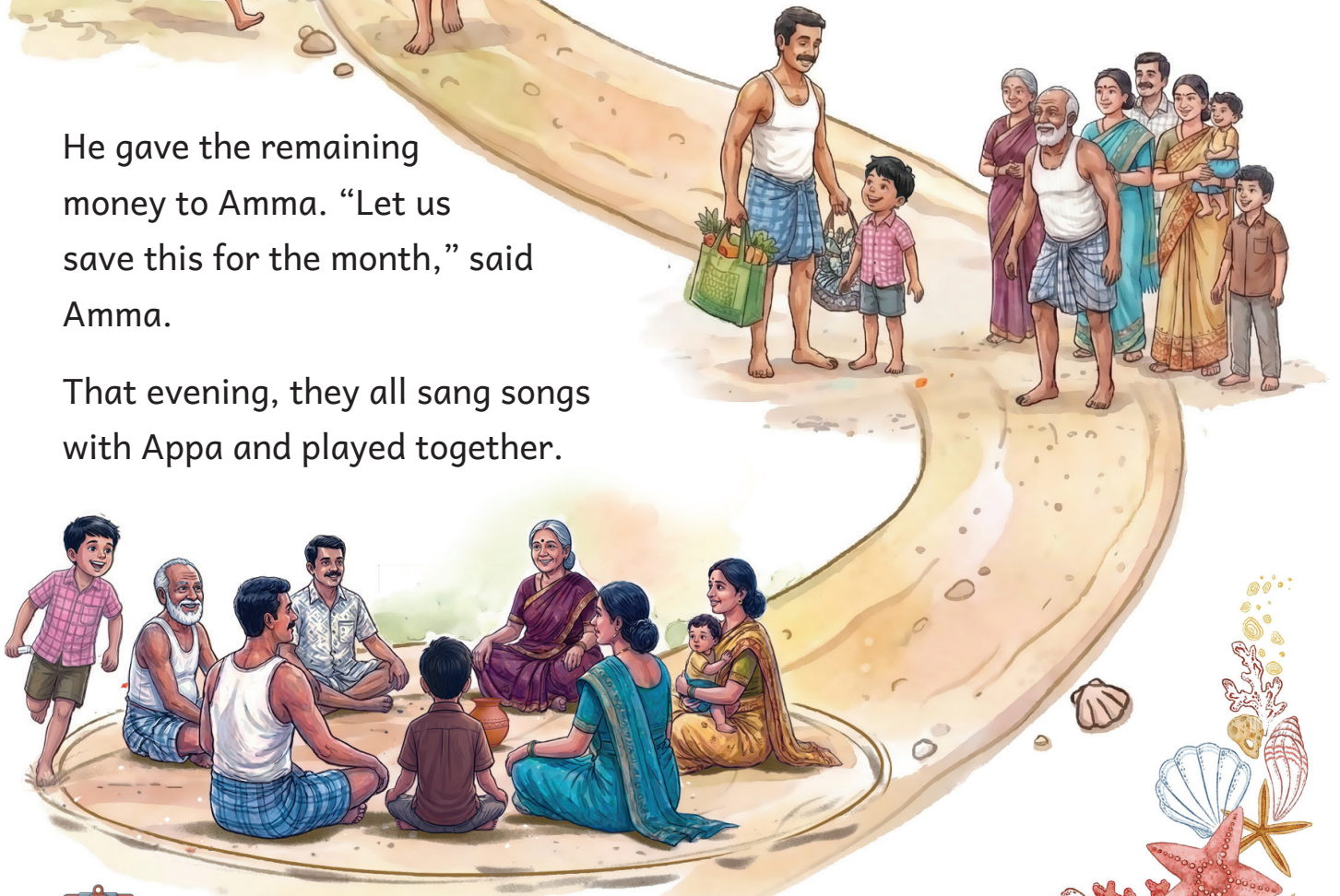
Mugilan was playing on the beach, building sandcastles. When he saw his father coming, he ran towards him and jumped with joy.



He called out, “Amma, Thatha, Aachi, Chithappa, Chithi, Paappa - everyone come! Appa is here!”. Appa bought many things with the money he earned by selling fish.

He gave the remaining money to Amma. “Let us save this for the month,” said Amma.

That evening, they all sang songs with Appa and played together.



Discuss the lifestyles of people living in various landscapes and how they can be together happy as a family.



Let us Find



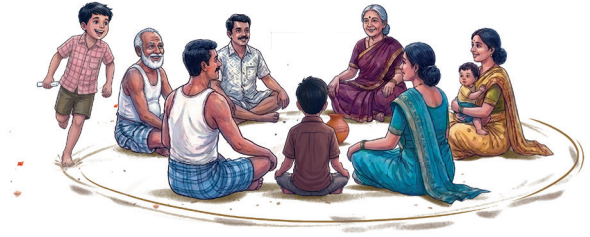
Let's play the game Mugilan's family played. Sing along.

Jump! Jump! Jump around!

Take a clue and run around!

And guess the family member!

Here are your clues:



1. Your parents' elder son – who is he to you? _____

2. Your father's younger sister – who is she to you? _____

3. Your father's mother – who is she to you? _____

4. _____

5. _____



Guide children to create more such hints/riddles and encourage them to continue the game.



Let us Share



Share your experiences of playing with relatives at family gatherings.



Let us Write



How do you call your relatives?

Grandmother : Appatha, Aachi, _____

Grandfather : _____

Chithappa : _____

Uncle : _____

Aunt : _____

Chithi : _____

Banu's Family



Discuss and Learn



Mom, Chittu, Kittu, Mittu and me are in our home.

Chittu is our little puppy.
Kittu and Mittu are
our kittens.



My mother is a bank manager.



I go to school with my mother.



I play with my pets until
she reaches home.



My mother and I go to
the library
during holidays.



My mother understands our wishes.
We go to park together on holidays.
My mother is everything to us!



Ask children to talk about the happy moments spent with their family members.



Let us Share



What pets do you have or would like to have at your home?

Which places did you enjoy visiting with your relatives?



Let us Write



My mother is kind.
She is my favourite.
She takes care of our pets.
She knows what we like.
She cares for us with love.

My _____



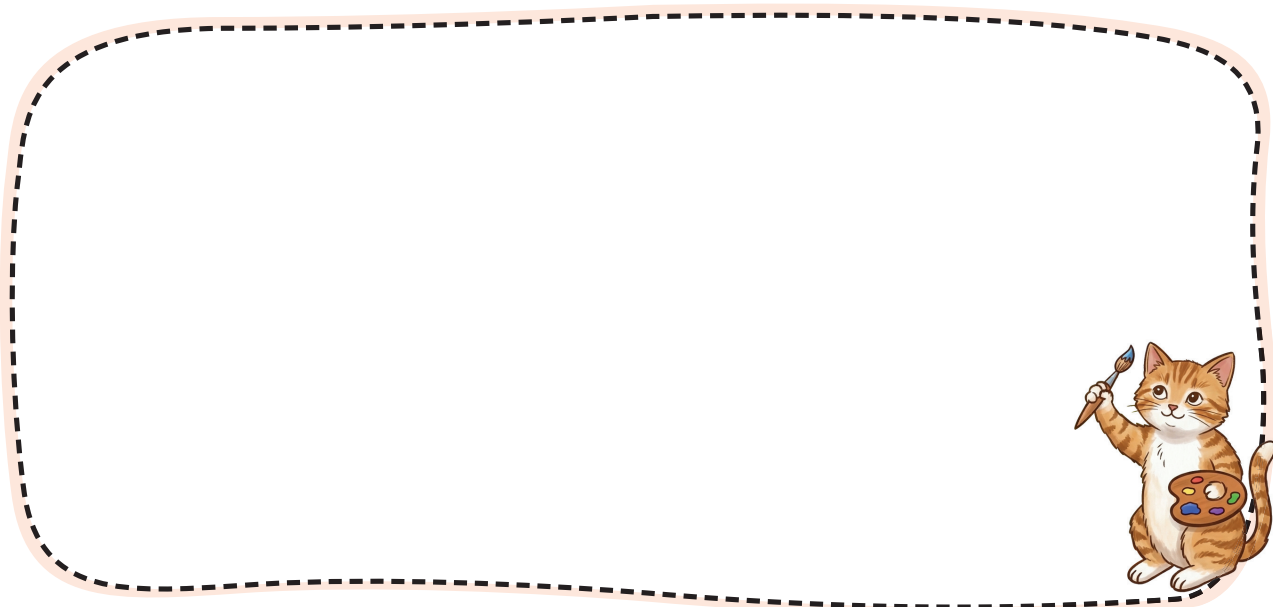
Encourage children to write about their favourite family member.



Let us Draw



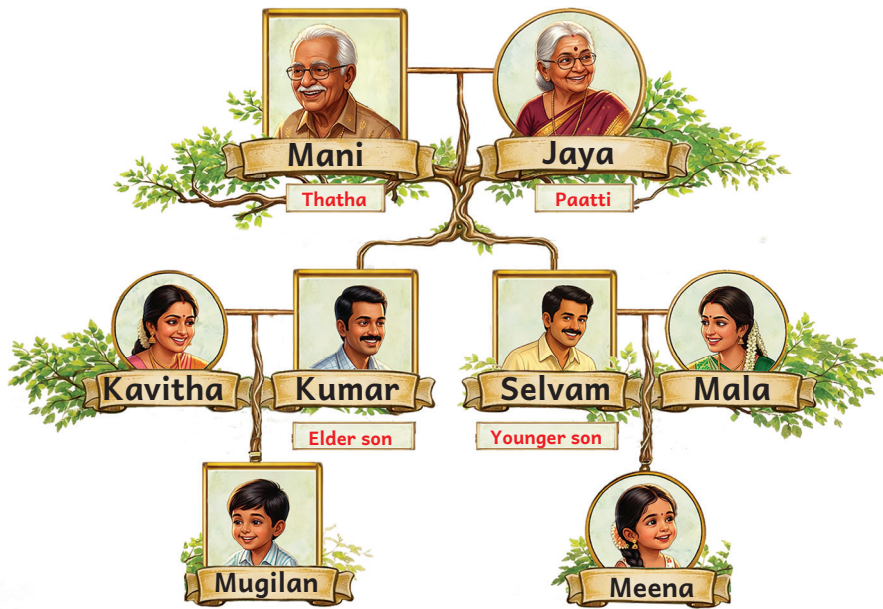
Draw and colour your favourite pet animal and give it a cute name.





Learning Check

1. Observe Mugilan's family chart and answer the questions.



(Chithi, Daughter, Periamma, Chithappa, Thatha)

1. What relation is Meena to Selvam? _____.
2. What relation is Jaya Paatti's husband to Mugilan? _____.
3. How does Meena call Kavitha? _____.
4. What relation is Mala to Mugilan? _____.
5. How does Mugilan call Selvam? _____.

2. Oral Question

Share in class about the relatives you met at a family function.

3. Project

Make a photo frame using newspapers. Stick your family photo in the frame and display it in the classroom art gallery.



What I learnt

I will colour the ★ for what I have learnt.

1. I can understand family relationships and name the relatives.
2. I know and express my talents.





Discuss and Learn



The students greeted the teacher as she entered the classroom.

The HM had shared about the “Best Class” prize during the morning assembly.



What shall we do to win the prize?

Each student shared an idea, and the list went on and on! The teacher wrote them as Dos and Don'ts for the classroom.



Classroom	
Dos	Don'ts
Come to class on time.	Do not throw waste around.
Listen to others when they speak.	Do not scribble on the table.
Keep the classroom clean.	Do not push your friends.
Be together.	Do not fight.

“If you showcase your talents, and also follow the classroom rules, you will certainly win the Best Class prize!” said the teacher.

The children began to say, one by one.

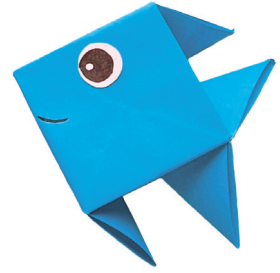


Encourage children to create classroom rules for their classroom.

Choice Time



Children who read exchanged books.



Children who drew shared colours.



They moved around, yet the class was calm and quiet.

A smile spread across the teacher's face. The new idea was a success!



From now on, one hour a week will be children's Choice Time.



Do you know?

The winners of the State Level Kalai Thiruvizha win the titles of **Kalai Arasan** and **Kalai Arasi**.



Let us Share



What will you do in your Choice Time?





Babu sang a happy song,
Pallavi played all along,
Madhan hit sixes in a row,
Chitra drew with a lovely glow.

I, _____



Encourage children to write about what they would do with their friends during Choice Time.



Let us Choose



Observe the classroom activities and mark (✓) for the right actions.



Let us Think and Answer!



Read and choose the answer.

- David likes to draw every day.
- Kala practices running every day.

1. What is the talent that David develops through his interest?

- | | |
|------------|------------|
| a) Sports | b) Drawing |
| c) Reading | d) Craft |

2. Which competition can Kala win through her practice?

- | | |
|------------------------------|------------------------|
| a) Running race | b) Singing competition |
| c) Essay-writing competition | d) Drawing competition |

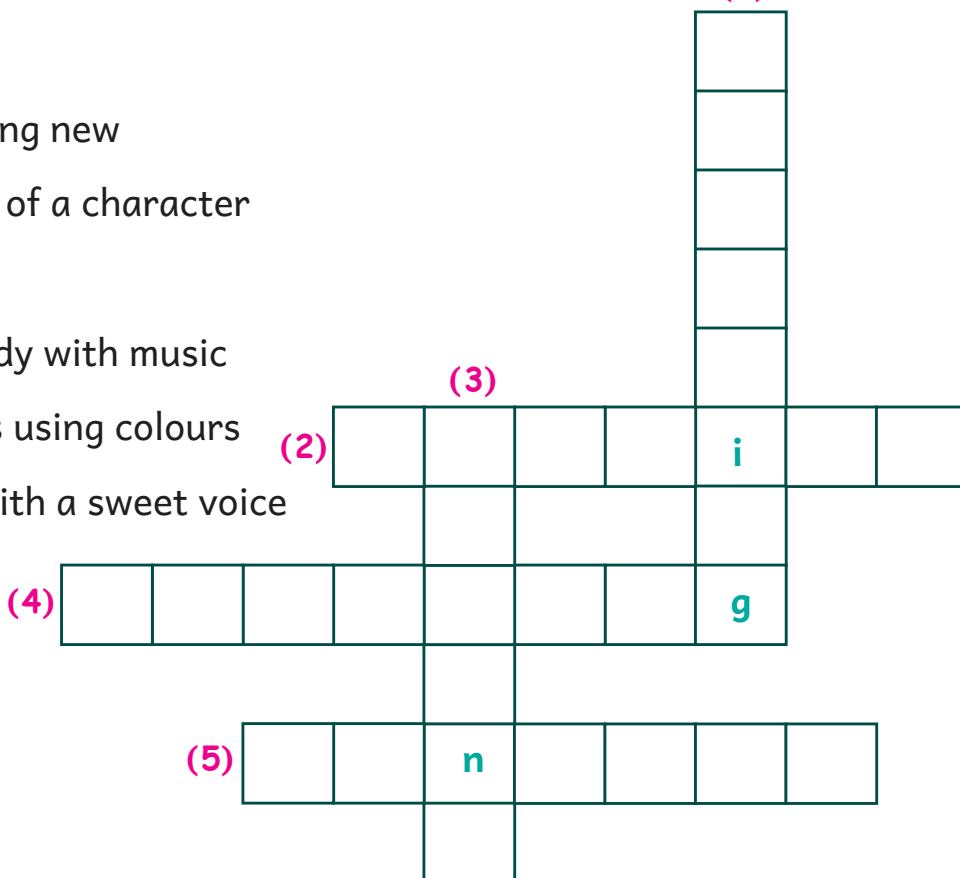


(Acting, Singing, Dancing, Painting, Creating)

(1)

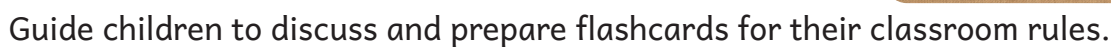
1. Making something new
3. Playing the role of a character

2. Moving your body with music
4. Making pictures using colours
5. Making music with a sweet voice



Share your favourite activities to do at home.

As a group, prepare rules as flashcards and display them in the classroom art gallery.



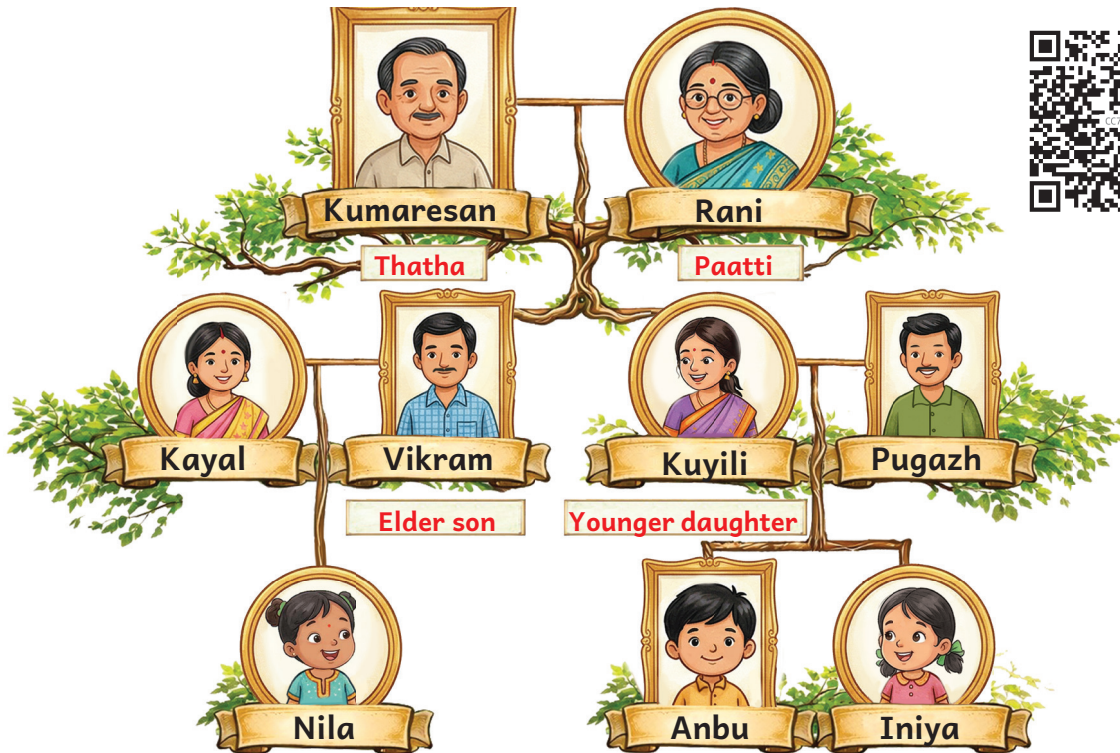
1. I can feel the joy of working together.
2. I can understand and follow the rules of my classroom.





I Can Do

1. Observe Nila's family chart and answer the questions that follow.



1. There are _____ members in Nila's family.
2. Iniya's uncle's daughter is _____.
3. Anbu is Kumaresan's _____.
4. Kuyili is Vikram's _____.
5. Nila's aunt's brother is Iniya's _____.

2. Oral test

What are the works that everyone shares at your home? Talk about how you will help them.

3. Project

1. Make finger puppets of your family members, write their names on them and display them in the classroom art gallery.
2. Create different things (drawings/crafts) that can be used to decorate your classroom. Bring them to class.

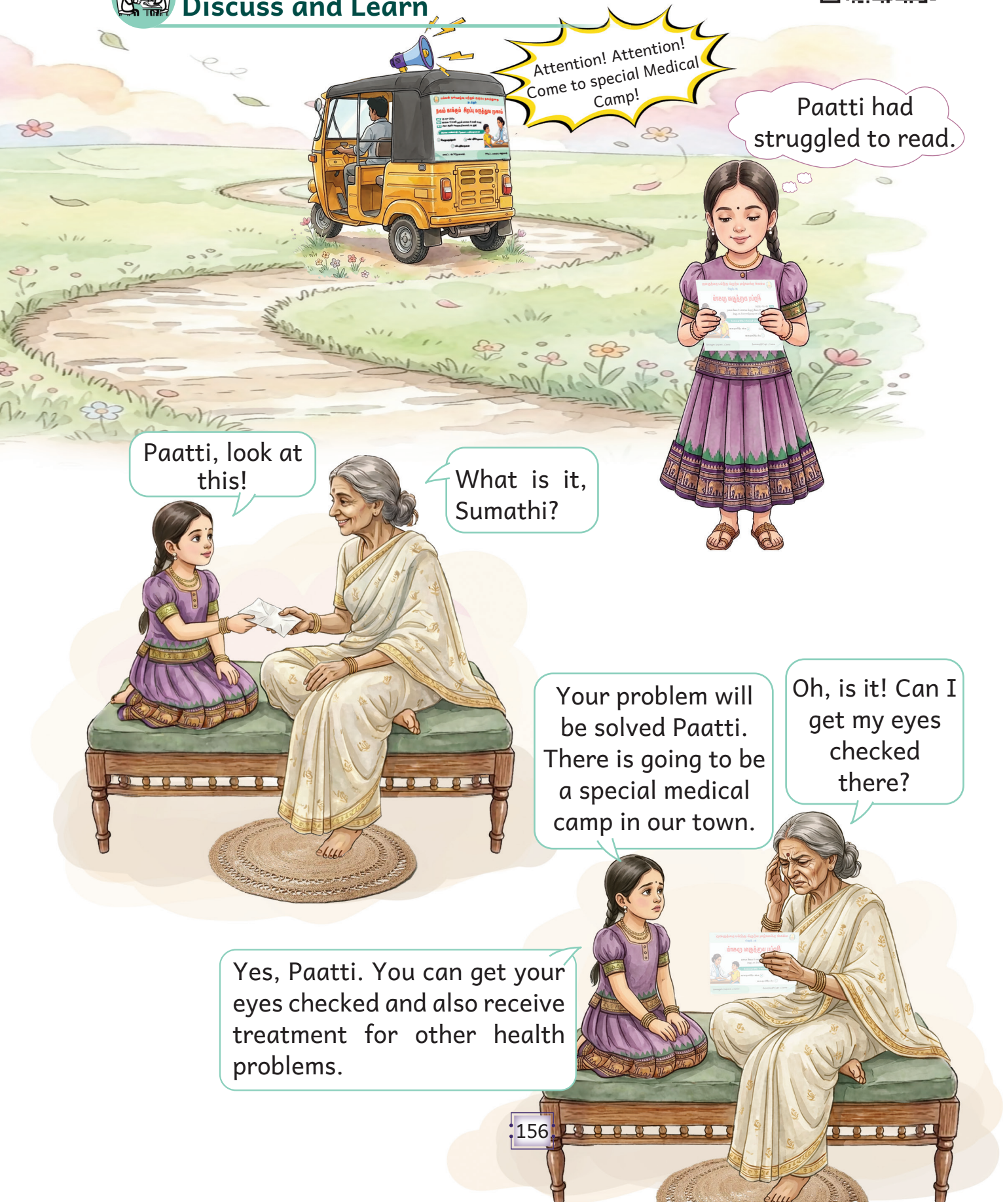


Unit 2

In Sumathi's Town



Discuss and Learn



Athai, we will go to the camp tomorrow.

I'll come along with you, Amma.



Good. If you go, you can learn more about the camp.

How will we go there, Appa?



Well, your Amma knows the way!

But I want to find the way myself, Appa!



Alright then. I will draw you a map. Just follow it and you will reach!

Discuss about the medical camps being conducted in the locality and in schools for the welfare of children, specifically, giving vaccinations, distributing nutritional supplements and conducting eye checkups.





Let us Find



Observe the route Sumathi took from her home to the Primary Health Centre and answer the questions. → Right



1. Draw the route on the map to show Sumathi's house to the Primary Health Centre.
2. Which building should you pass to get from Banu's house to the ration shop quickly?

3. Which building is on the right side of the school?

4. Which building is on the left side of the Primary Health Centre?

5. Which building is nearest to Banu's house?

6. Which building is farthest from Sumathi's house?

7. Tick (✓) the places Sumathi has crossed on her way to the Primary Health Centre.



Guide children to understand the map.



Let us Write!



1. Look at the notice and answer the following questions.



Department of Public Health and Family Welfare
conducts

Special Medical Camp

Date 15-07-2026

Time 10 am to 5 pm

Venue Government Primary Health Centre, Cuddalore

Diseases Treated and Checkups available



General Medicine



Eye Care



Dental Care



District Collector

District Health Officer

1. Date of the Special Medical Camp : _____

2. Time of the Special Medical Camp : _____

3. Venue of the Special Medical Camp : _____

4. Which department organises the Special Medical Camp?

5. Write about the checkups done at the medical camp.

2. Fill the notice

Tamil Nadu Department of Environment and Climate Change Conducts

Environmental Awareness Camp

Date:

Time:

Venue:

Key Features



Today's Seed ...
Tomorrow's Forest!



Guide the children to prepare the notice.

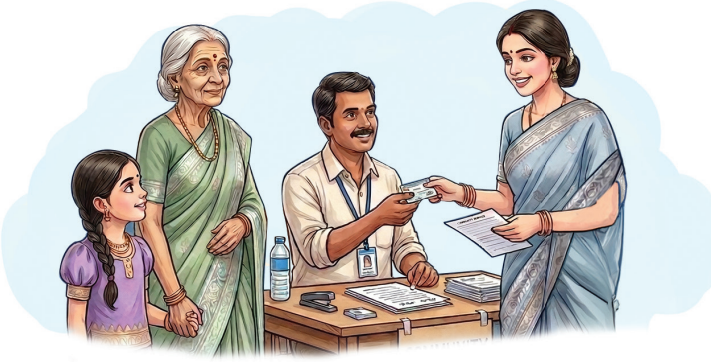


At the Primary Health Centre

Discuss and Learn

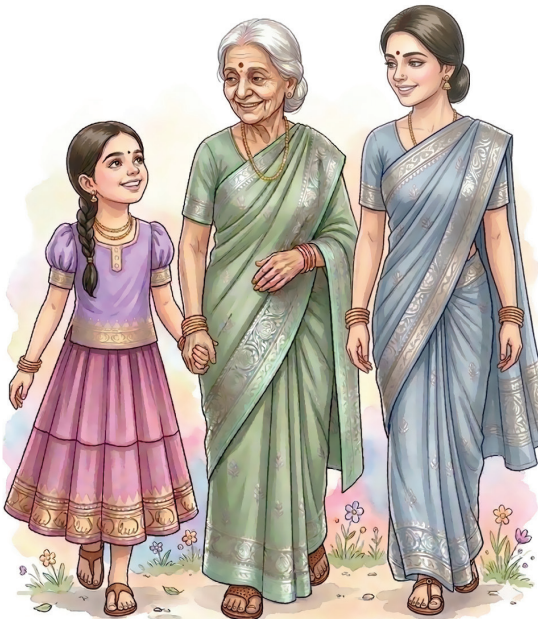
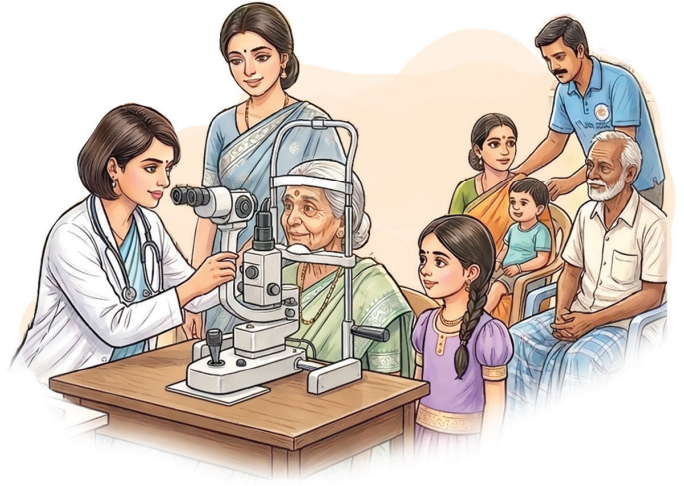


Amma, Paatti and Sumathi are at the Primary Health Centre's special medical camp.



They are registering their names, getting a token and going to the eye care section.

When Paatti's turn came, the eye doctor checks Paatti's eyes and suggests to wear eyeglasses.



They return home after receiving eye drops.



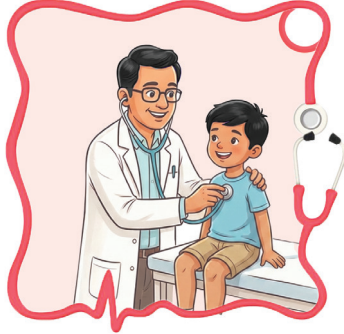
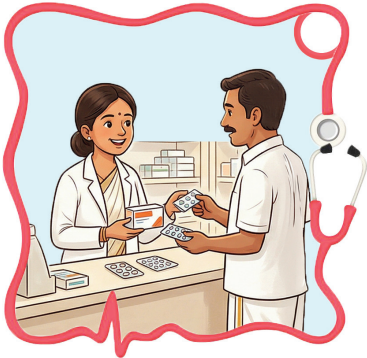
Discuss the functions of the Primary Health Centre.



Let us Choose



Tick (✓) the activities that are related to the Primary Health Centre/ Hospital.



Let us Write



Fill in the blanks with the correct helper for the work given.

(Ambulance Driver, Pharmacist, Nurse, Doctor)

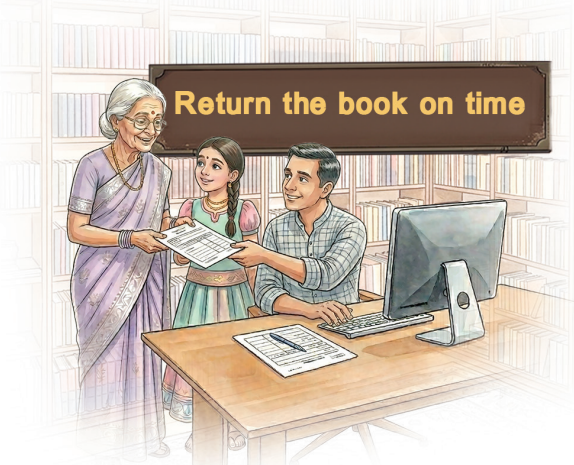
1. The one who treats patients - _____
2. The one who assists patients - _____
3. The one who gives medicines - _____
4. The one who drives the life-saving vehicle - _____

At the Library



Discuss and Learn

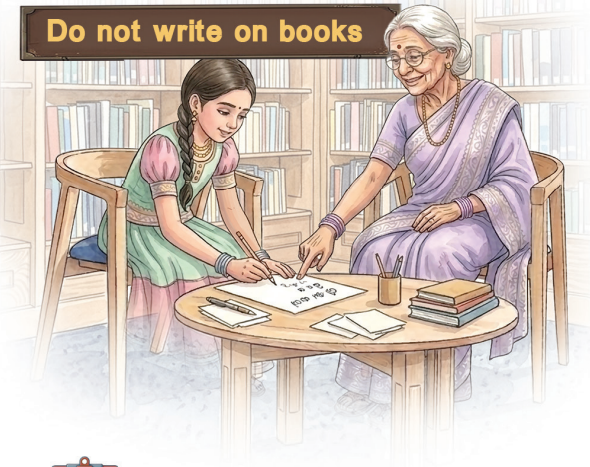
Paatti wears new eyeglasses and goes to the library along with Sumathi.



Paatti asks the librarian for the membership form.



Sumathi starts filling out the form with Paatti's help.



Paatti and Sumathi start reading a picture story.



Discuss with children that going to the library is a good habit and the rules to follow in the library.



Do You Know



Anna Centenary Library in Chennai is the second largest library in Asia.



Let us Read and Share



Sumathi shared with her mother, the name of the storybook she read at the library, the author's name and her favourite character.

Share the books you have read.

Name of the book

Author's Name

My favourite character in the story



Let us Sing and Write



Let's go to the library

To read many stories

Let's go to the library

_____ pictures.

Let's go to the library

_____ quietly.

Let's go to the library

_____ new things.



Let us Write



Write down the quotes found in the library.

Keep the book in its place.



Learning Check



1. Look at the picture chart and answer the questions.

Day	People who came to the library
Sunday	
Monday	
Tuesday	
Wednesday	
Thursday	

i) Which day did the library get the most visitors? _____

ii) How many people visited on Wednesday? _____

iii) On which days did men and women visit the library in equal numbers?

Oral question

What should we do if we are not feeling well?

Project

Draw stick figures like the one shown in the picture and display them in the classroom art gallery.





Let us Find



Observe the map below and answer the questions.

→ Right



1. On the map, draw the path Banu takes to go to school.
2. Encircle the post office.
3. Which building is to the right side of the shopping complex?

4. Which is the red building located near the playground?

5. Write the places near the park.



For Emergency Help

Discuss and Learn



Appa, on my way to home from the library, a vehicle went fast, making a loud "Woo-woo" 📻 sound. It had the number "108" written on it. Which vehicle is that Appa?

That is an ambulance, Sumathi. All vehicles must give way to it. The emergency medical helpline number is 108. There are other helpline numbers for different emergencies.



What are they, Appa?



100 for Police



101 for Fire and rescue services



Oh, the numbers are easy to remember.

Yes, there are numbers for the safety and educational assistance of children like you, too!



I know them! They are given in our textbooks.



That is great, Sumathi! You can dial these emergency numbers free of cost.





Let us Write



1. Write down the emergency helpline numbers for vehicles.



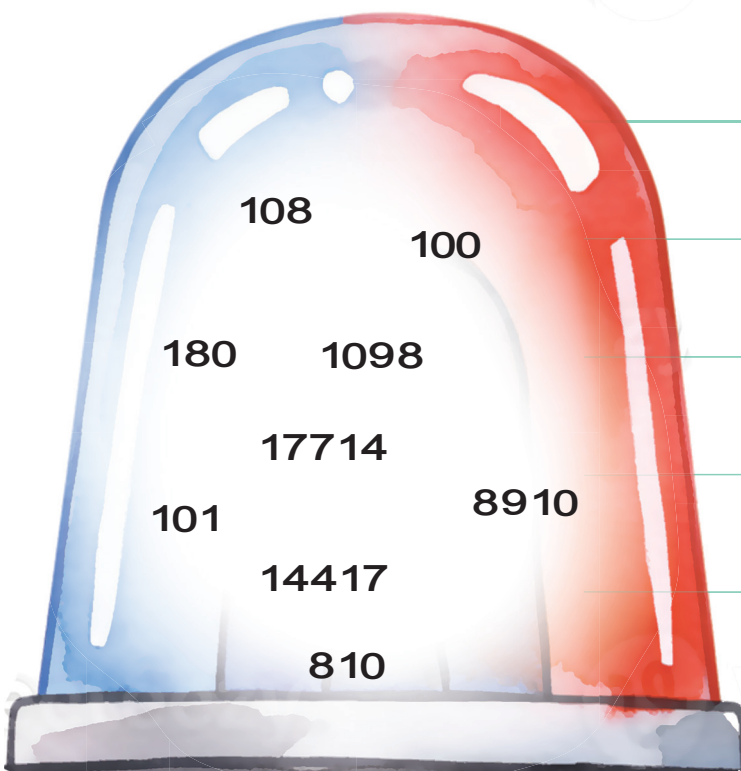




2. Read the situation and answer.

Kevin's family locked their house and went on a trip for three days. When they returned, they found many items missing from the house. In this situation, which helpline number should Kevin's parents call?

3. Circle and write the emergency toll-free numbers that Sumathi has learned.



Medical Assistance

Police Assistance

Fire Services

Child Protection

Educational Assistance

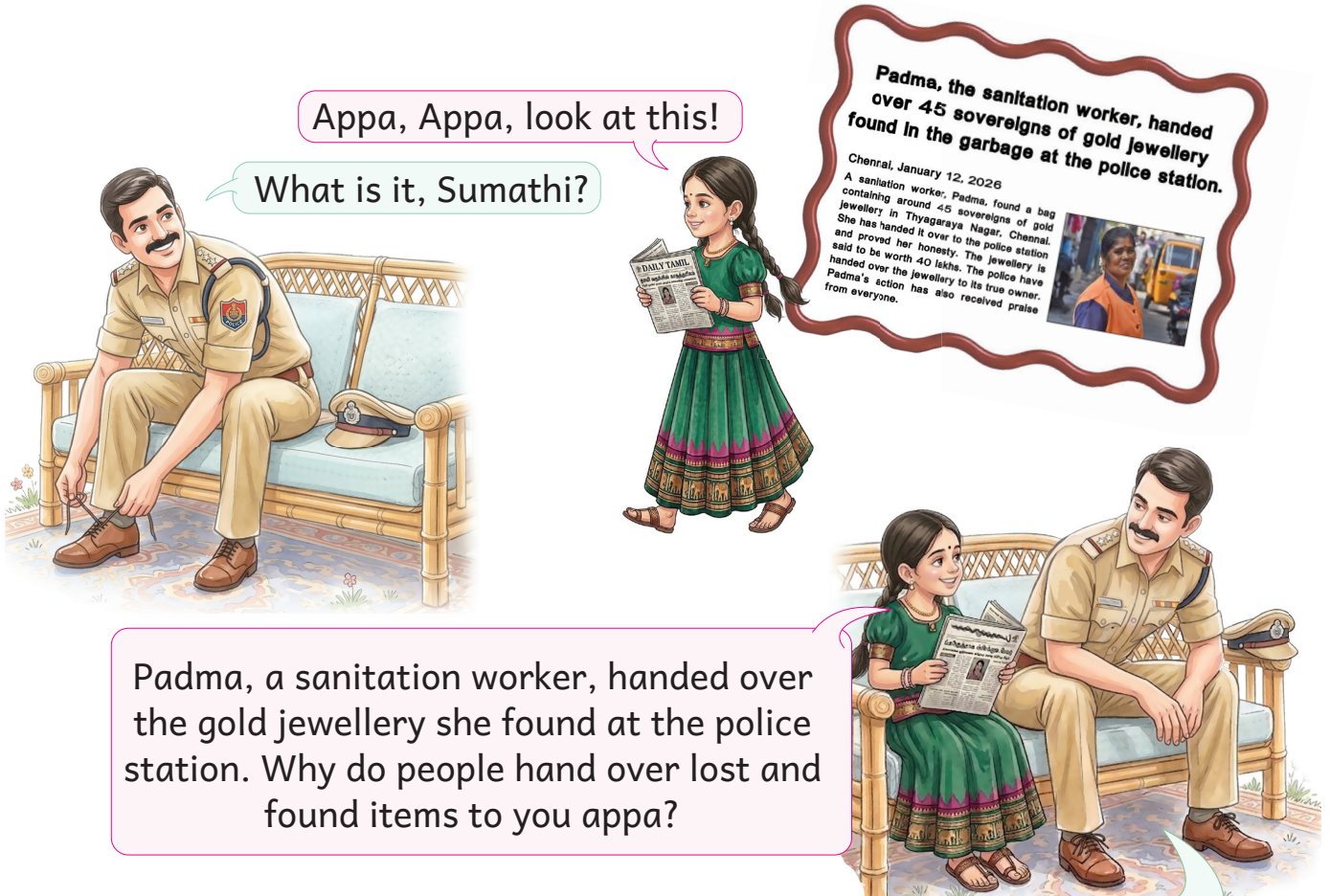
To protect the people



Discuss and Learn



Sumathi's Appa is getting ready to go to office. At that time...



Padma, a sanitation worker, handed over the gold jewellery she found at the police station. Why do people hand over lost and found items to you appa?

It is our duty to find and return lost items. If everyone is as honest as Padma, the sanitation worker, our job would be easy.



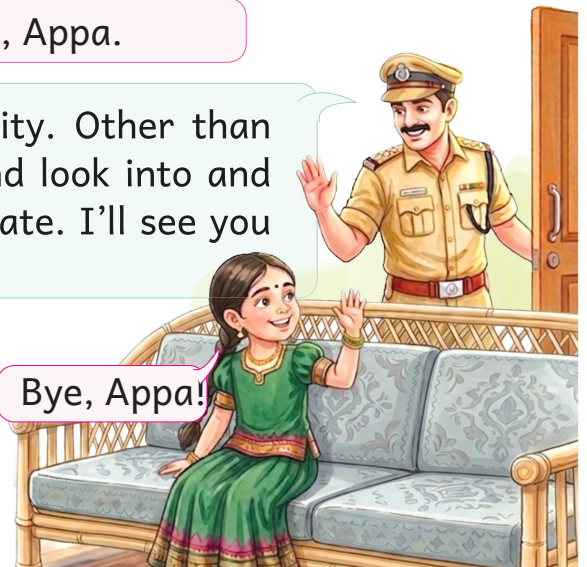
Tell me about the other work that you do, Appa.

Protecting people is our first responsibility. Other than that, we also help during emergencies and look into and solve the complaints we get. I'm getting late. I'll see you later, Sumathi.



Honesty is doing the right thing even when no one is watching

Bye, Appa!





Let us Choose



1. Tick (✓) the places that need the help of the police.



2. Which of the tasks below are not done by the police?

- a) Protecting the public
- b) Controlling crowds in public gatherings
- c) Conducting night patrols
- d) Treating the patients

☐

☐

☐

☐



Let us Write



Create a riddle.

1. My contact number is **101**.
I am red in colour.
I arrive with my bell ringing continuously.
I put out fire.

2. My contact number is **108**.



(Library, Park, Firestation, Policestation, Hospital)



In which situations can emergency helpline numbers be used?

3. Project

Write a short poem on the topic, 'The police department is your friend' and display it in the classroom art gallery.





I can do



1. Observe the map and answer the questions.

→ Right



- i. Find and circle Salim's house on the map.
- ii. If Mary's mother is going to the bank, which buildings will she pass?

- iii. Ravi, Salim and Mary all go to the playground from their houses. Who will reach the playground first?

- iv. Salim's house is far from his school. True/False

- v. Whose house is nearest to the Railway Station?

vi. Salim's uncle arrives at the bus station. Which is the first building he sees when he comes out?

2.Oral Question

How is the library useful to us?

3. Project

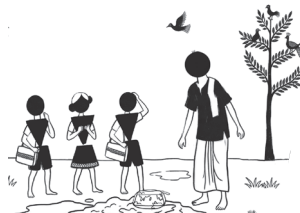
- Draw a map with important places around your home. Display it in the classroom art gallery.
- Prepare a "Thank You card" for some one such as doctor/ police/fire fighter/ social worker and display it in the classroom art gallery.



What I learnt

I will color  what I have learned.

1. I can identify important places near home and school.
2. I can identify the path on the map.
3. I can describe the functions of Primary Health Centre, Library and Police Station using simple words.
4. I can use emergency helpline numbers when it is needed.



Learning Journey



Describe the functions of the Primary Health Centre, Library and Police station using simple words

Use emergency helpline numbers when it is needed.

Find nearby places using maps

Understand and follow the rules of classroom.

Understand family relationships and name the relatives.

Identify and describe my strength, interest and talent.



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