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STANDARD ONE

TERM - III

VOLUME 2

MATHEMATICS
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Department of School Education

Untouchability is Inhuman and a Crime



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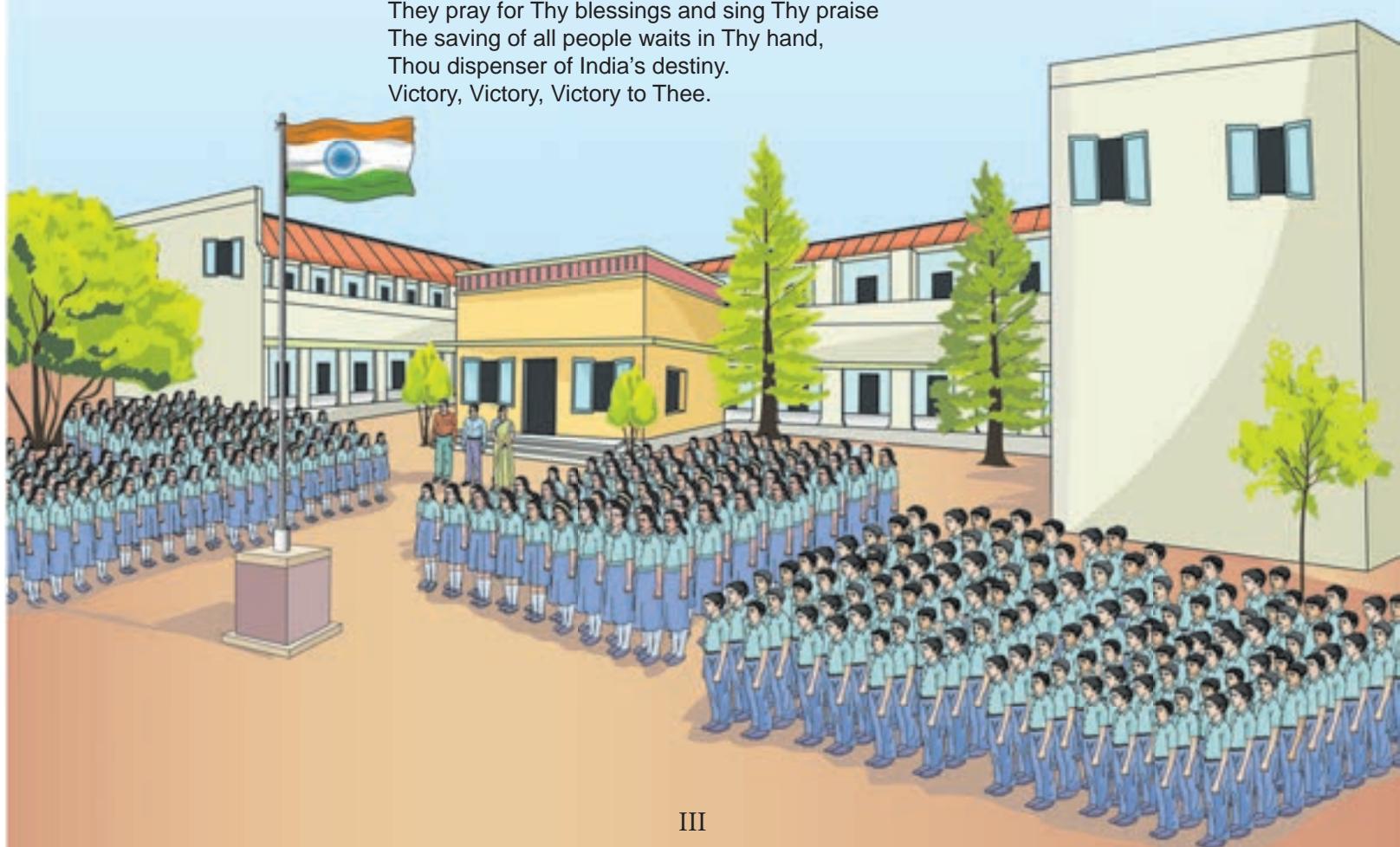
THE NATIONAL ANTHEM

Jana-gana-mana-adhinayaka jaya he
Bharata-bhagya-vidhata.
Punjab-Sindh-Gujarata-Maratha-
Dravida-Utkala-Banga
Vindhya-Himachala-Yamuna-Ganga
Uchchhala-jaladhi-taranga
Tava subha name jage,
Tava Subha asisa mage,
Gahe tava jaya-gatha.
Jana-gana-mangala-dayaka jaya he
Bharata-bhagya-vidhata
Jaya he, jaya he, jaya he,
Jaya jaya, jaya, jaya he.

- Rabindranath Tagore.

Authentic english translation of the national anthem

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



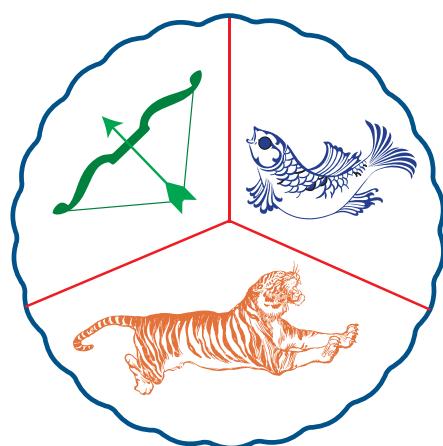


தமிழ்தாய் வாழ்த்து

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

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

- 'மனோன்மணியம்' பெ. சுந்தரனார்.



தமிழ்தாய் வாழ்த்து – பொருள்

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

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



★ Standard - 1 ★
Term-3



MATHEMATICS

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Text Book



Evaluation



DIGI Links



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

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



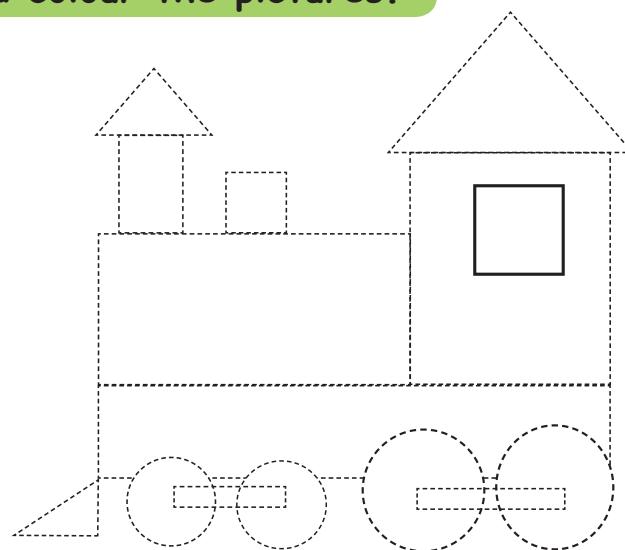
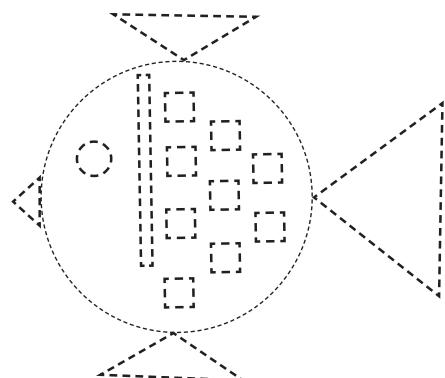
Unit 1

Geometry

Recall



Join the dots and colour the pictures.



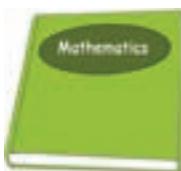
Count the number of each different shapes in the above pictures and write them below.

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

Tick (✓) the round object.



Tick (✓) the flat object.





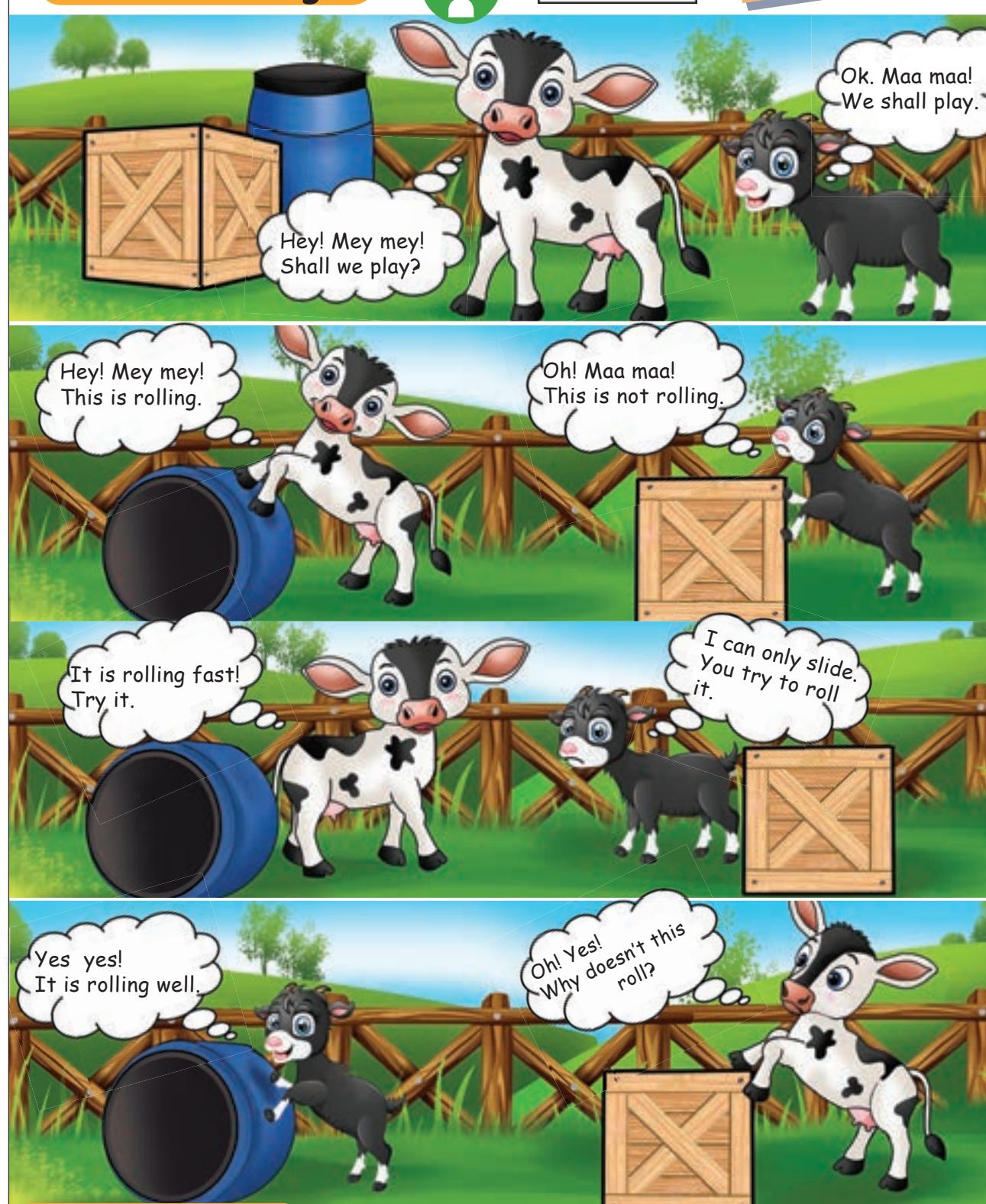
1.1 Rolling and Sliding

Travel through



Keywords

Roll
Slide



Teacher's Note

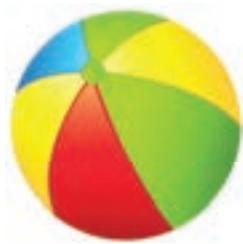
Teacher can emphasise that the round objects only roll through the above pictures.



Learn



Round objects **roll** on a slide.



Flat objects **slide** on a slide.



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



Slide



Roll



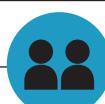
Activity



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

Objects	Rolling	Sliding

Think like a Mathematician



Which box is easy to move? Why?



Practice



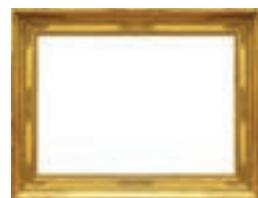
Circle the objects that can only **roll**.



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



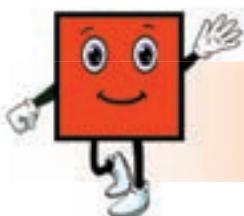
Tick (✓) the objects that can both **roll** and **slide**.





1.2 Classification of objects

Learn



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



Keywords
Square, Rectangle,
Triangle , Circle

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



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



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

Practice



Circle the **triangle** shaped picture.



Circle the **rectangle** shaped picture.

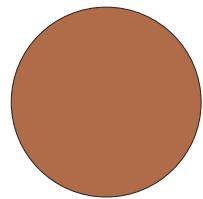
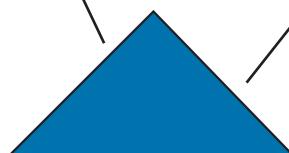
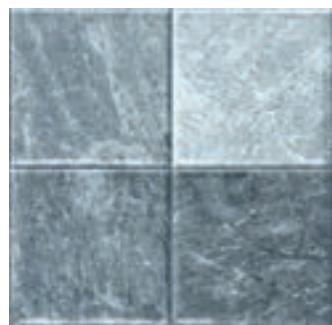




Try this



Match the objects with their basic shapes.



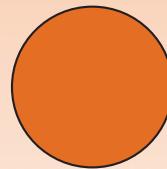


Pleasure time

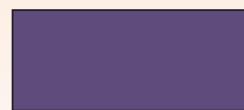


Tick (✓) the correct one.

Which shape has 4 equal sides?



Which shape has equal opposite sides?



Which shape is round?



Game



Who am I?

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



Unit 2 Numbers

Recall

Observe the picture and answer the following.



Total number of fruits in the trees =

Total number of birds in the picture =

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

Teacher's Note

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

Subtract

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

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



Know more

Subtracting 1 from any number gives its preceding number.

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

Subtracting the preceding number from any number gives 1.

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

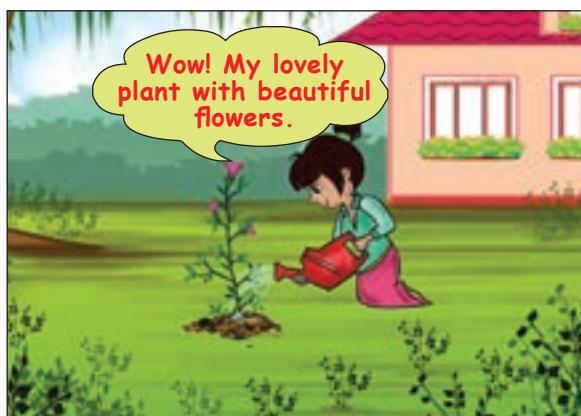




2.1 Subtracting 0

Travel through

Care the nature.



Number of flowers in the plant

=

Number of flowers plucked by the girl =

Flowers left in the plant

=

Learn

Subtraction using story.



Subtracting 0 from any number gives the same number.



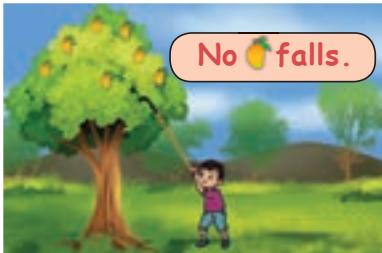
$$3 - 0 = 3$$



Practice



Complete the subtraction fact.



-

=



Practice



Subtract

$$\begin{array}{r} 2 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 1 - 0 = \boxed{} \\ 6 - 0 = \boxed{} \\ 8 - 0 = \boxed{} \end{array}$$

Try this



Draw suitable pictures and complete the subtraction fact.

-

=

Know more



Subtracting any number with the same number gives 0.

$$\boxed{6} - \boxed{6} = \boxed{0}$$

Try this



Say true or false. Why?

$$8 - 8 = 0$$

$$7 - 0 = 0$$

$$4 - 4 = 4$$

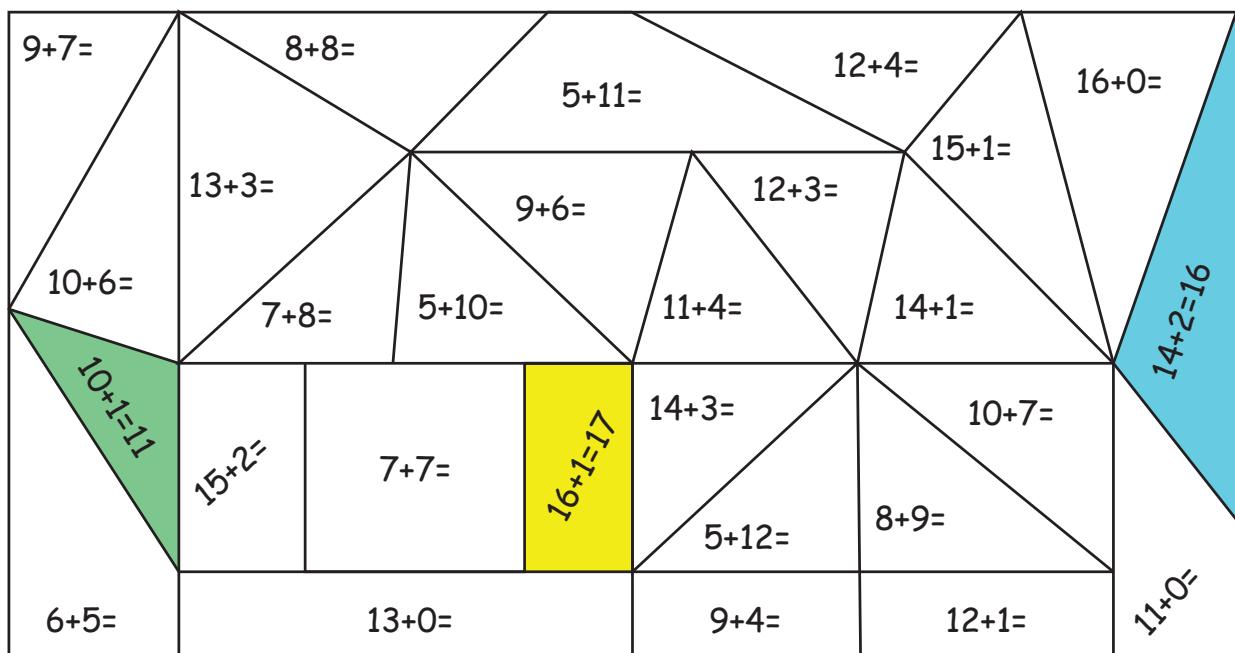


Recall

Addition upto 20



Add



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

If the total is	17	16	15	14	13	11
Use the Colour	Yellow	Cyan	Red	Orange	Brown	Green

Know more



Creating two subtraction facts from the addition fact.

Example 4 + 5 = 9

9 - 5 = 4

9 - 4 = 5

Create your own.

3 + 4 = 7

- =

- =

5 + 1 = 6

- =

- =



2.2 Subtraction (upto 20)

Keywords
Subtract, Left,
Take away, Difference,
Remaining



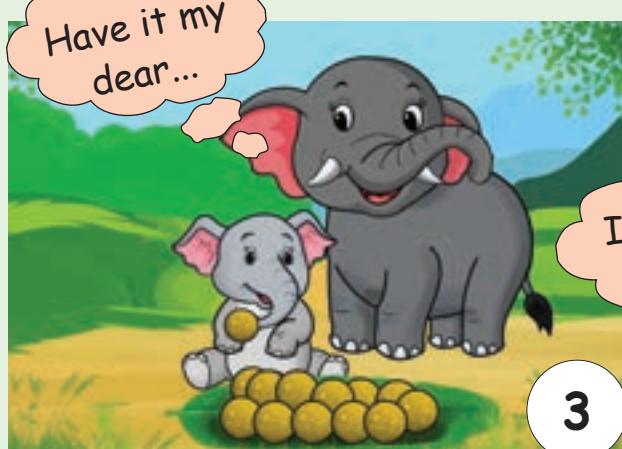
Travel through



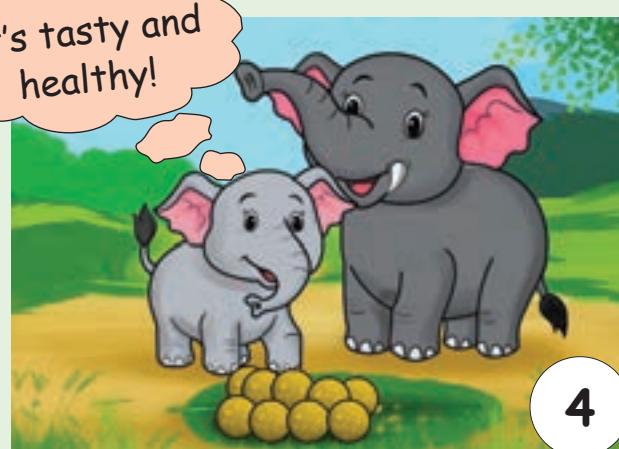
1



2



3



4



CPFKK8

Teacher's Note

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

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

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

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



Learn



Subtraction

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



$$17 - 4 = 13$$



Practice



Subtract using lines.

$$\begin{array}{r} 8 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 17 \\ - 9 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ - 8 \\ \hline \end{array}$$

$$\begin{array}{r} 18 \\ - 0 \\ \hline \end{array}$$

Subtract

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

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

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

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

Teacher's Note

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



Try this



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

$$\begin{array}{|c|c|c|c|c|} \hline 7 & & 5 & = & 12 \\ \hline \end{array}$$

$$\begin{array}{|c|c|c|c|c|} \hline 8 & & 8 & = & 0 \\ \hline \end{array}$$

$$\begin{array}{|c|c|c|c|c|} \hline 11 & & 0 & = & 11 \\ \hline \end{array}$$

$$\begin{array}{|c|c|c|c|c|} \hline 19 & & 5 & = & 14 \\ \hline \end{array}$$

$$\begin{array}{|c|c|c|c|c|} \hline 13 & & 3 & = & 10 \\ \hline \end{array}$$

$$\begin{array}{|c|c|c|c|c|} \hline 14 & & 2 & = & 16 \\ \hline \end{array}$$

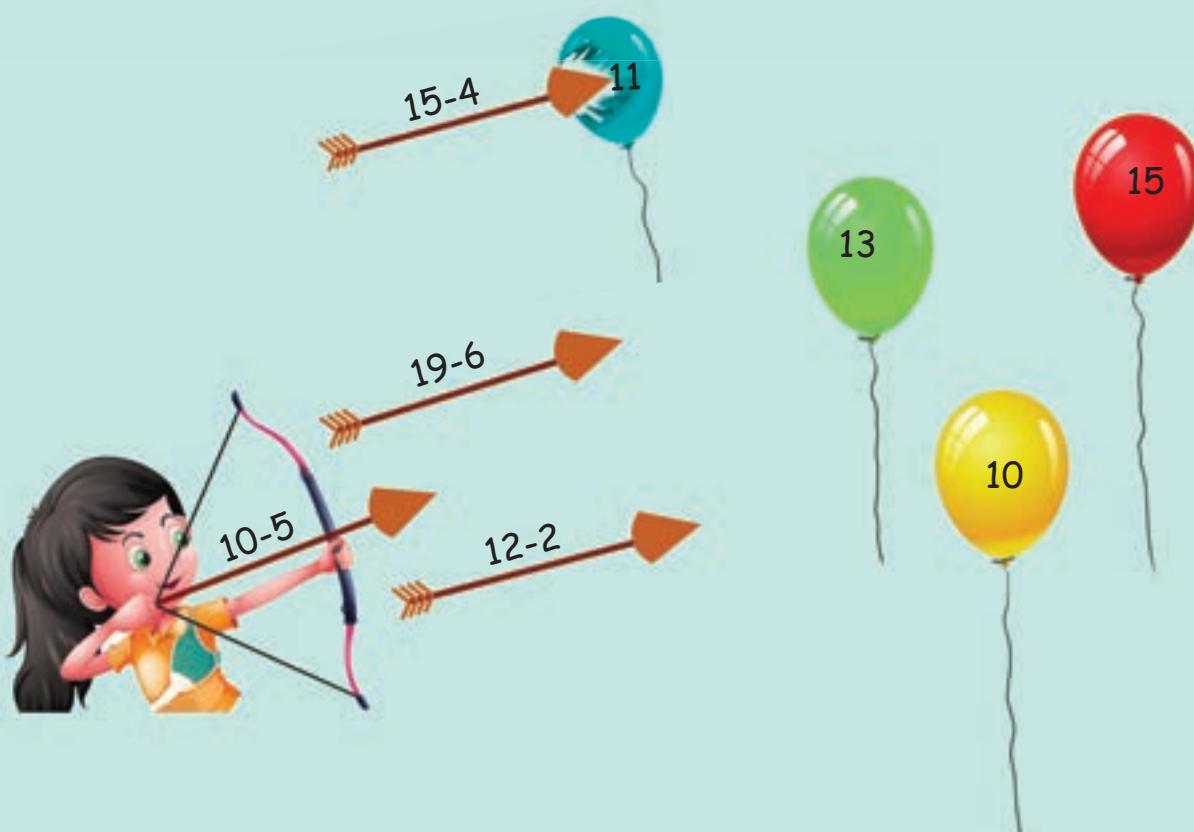
$$\begin{array}{|c|c|c|c|c|} \hline 16 & & 1 & = & 15 \\ \hline \end{array}$$

$$\begin{array}{|c|c|c|c|c|} \hline 15 & & 3 & = & 18 \\ \hline \end{array}$$

Think like a Mathematician



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





Mental math (Oral)



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

Pleasure time



Complete the path to reach the victory cup.



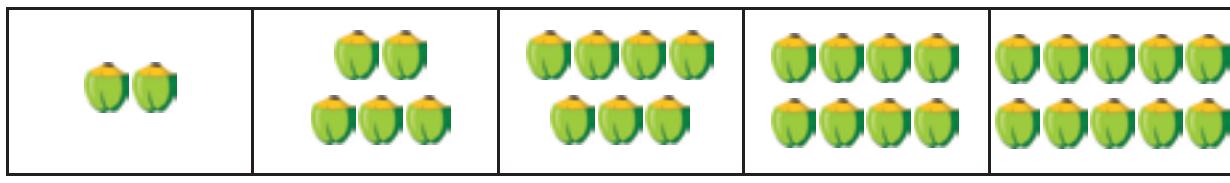


Numbers

Recall



How many tender coconuts are there in each box?



2

Draw the correct number of dots in each box.

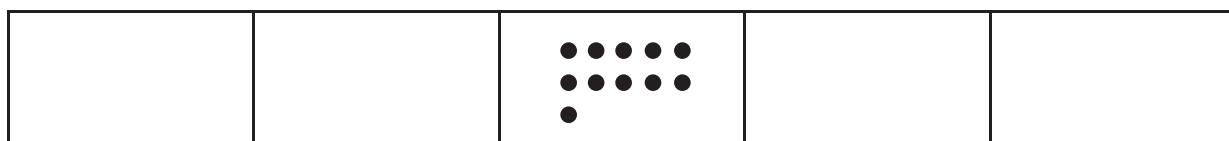
3

9

11

15

18



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

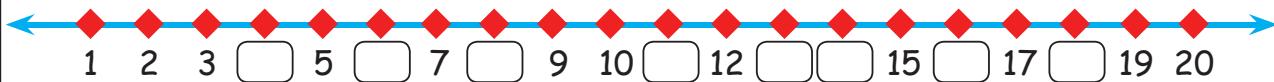
Fewer	Pictures	More
5	7	10
<input type="text"/>	10	<input type="text"/>
<input type="text"/>	15	<input type="text"/>

Teacher's Note

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



Write the missing numbers on the number line.



What comes **after** the given number?

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

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

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

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

What comes **before** the given number?

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

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

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

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

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

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

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

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



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

1.

I see 11



Total 12

3.

I see



Total

2.

I see



Total

4.

I see



Total



Complete the table.

Beads	Expansion	Number
	$10 + \boxed{1}$	11
	$10 + \boxed{2}$	
	$10 + \boxed{}$	
	$10 + \boxed{}$	
	$10 + \boxed{}$	

Beads	Expansion	Number
	$\boxed{} + \boxed{}$	
	$20 + \boxed{0}$	20

Draw more beads to show the given number.



12	14	17	20



2.3 Numbers from 21 to 99

Learn

10's family

Keywords

Numbers, Forward,
Backward, Skip count



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



Teacher's Note

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



Practice



Write the numbers.

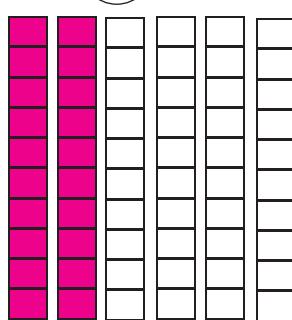
10	20	30	40	50	60	70	80	90

Try this

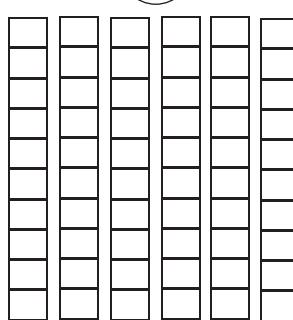


Colour the boxes below for the given numbers.

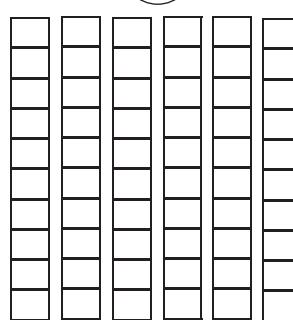
20



30



50



Practice



Match the following.

80



70



40



10





Think like a Mathematician



Tick (✓) the odd one out.

Teacher's Note

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



Learn



Numbers from 21 to 30

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



Learn



Numbers from 31 to 40

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



Learn



Numbers from 41 to 50

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



Practice



Write the numbers.

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

Activity



Things needed

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

Procedure

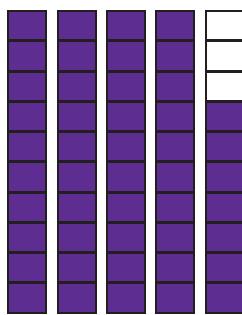
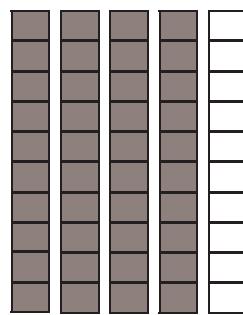
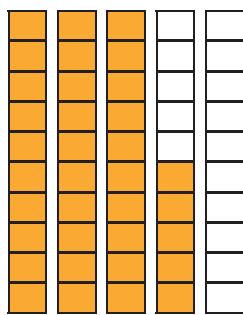
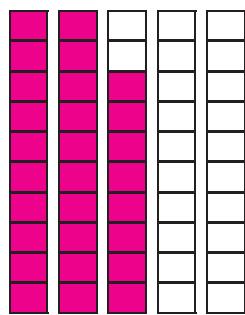
- ❖ Divide the class into two groups.
- ❖ Give sticks to one group and number cards to other group.
- ❖ One group has to show the number card and the other group has to show the sticks according to the number.
- ❖ The number card group has to check the number of sticks.
- ❖ Teacher has to facilitate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



Try this

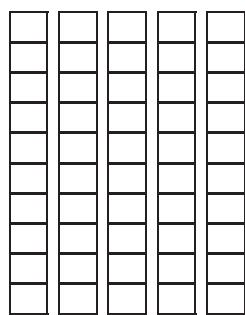


Count the shaded boxes and write the numbers below.

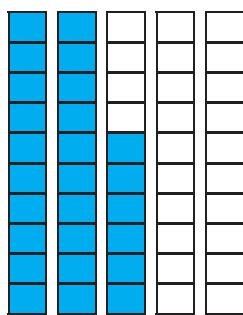


47

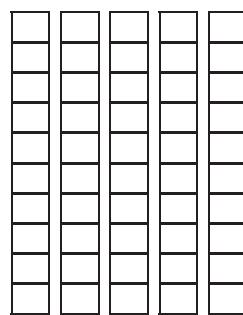
Colour the boxes according to the number.



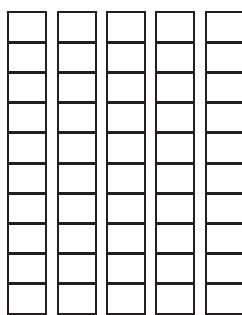
15



26



38



42

Pleasure time



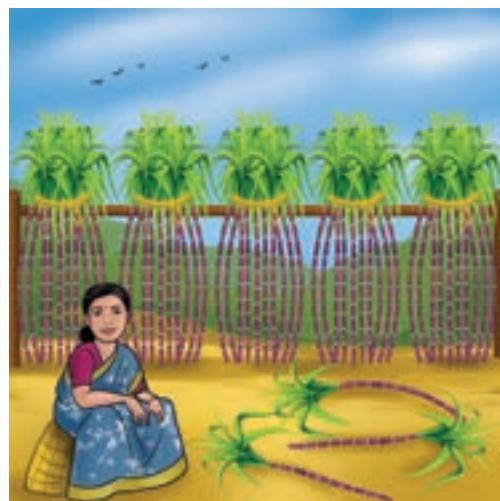
Write the missing numbers.

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

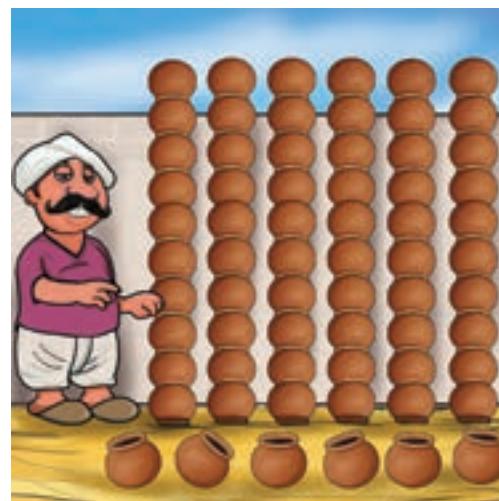


Learn

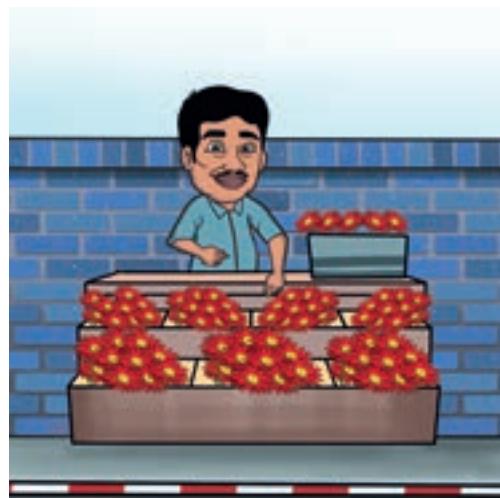
Numbers from 51 - 99



$$50 + 3 = 53$$



$$60 + 6 = 66$$



$$70 + 5 = 75$$



$$80 + 7 = 87$$



$$90 + 2 = 92$$



Learn

Numbers from 51 - 99



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

Practice



Write the numbers.

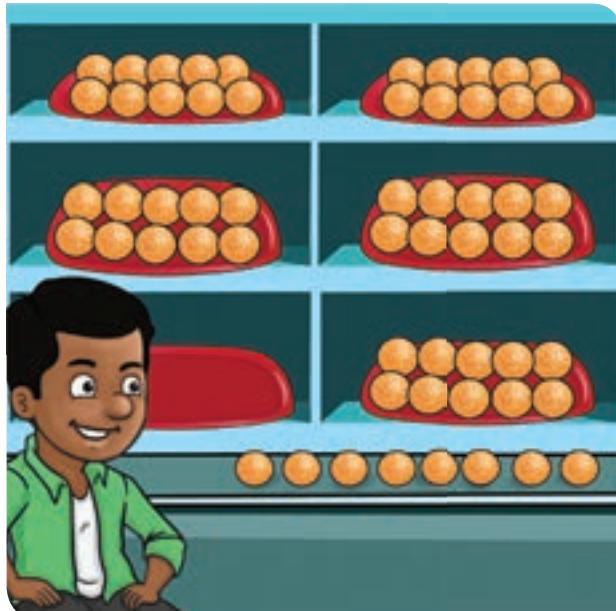
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	



Try this



How many laddus?



How many eggs?



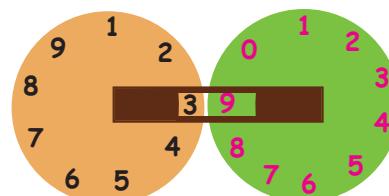
Game



Number wheels

Things needed

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



Procedure

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



Think like a Mathematician



Complete the number chart.

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

Write the numbers starting with 2

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

Write the numbers starting with 6

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

Write the numbers ending with 1

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

Write the numbers ending with 4

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

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

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

Complete the Pattern.

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

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

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



Pleasure time



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

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

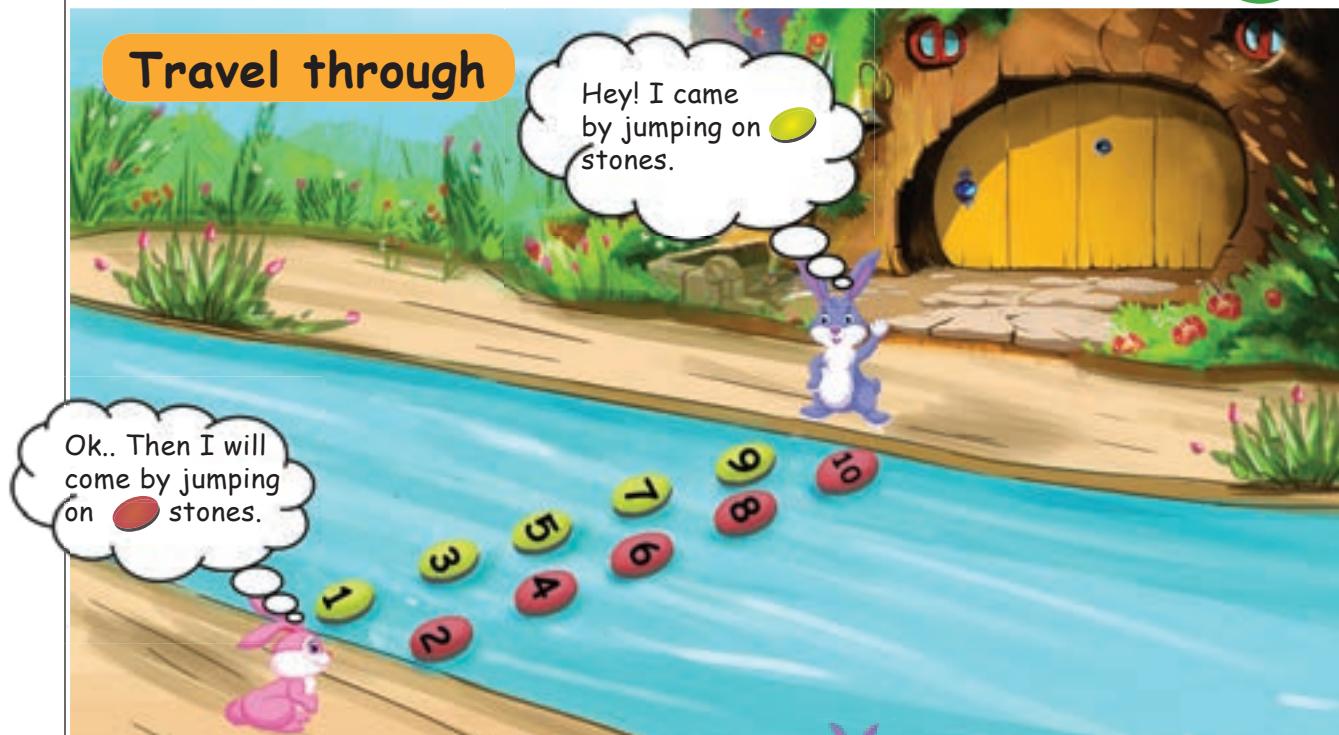
Write the missing numbers by **backward** counting.

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

2.4 Skip counting



Travel through



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

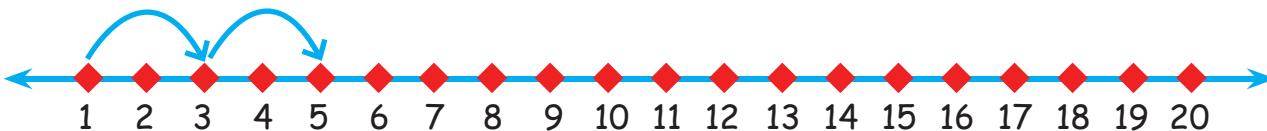
Then can you say in which stone's numbers will jump on?



Learn



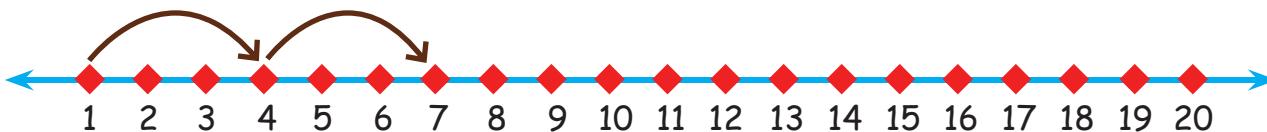
Skip counting by 2's forward.



Using the number line, complete the following.

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

Skip counting by 3's forward.



Using the above number line, complete the following.

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

Skip counting by 2's backward.



Using the above number line, complete the following.

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

Skip counting by 3's backward.



Using the above number line, complete the following.

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



Practice



Complete the table by skip counting 2's.

80		84	86			92			
----	--	----	----	--	--	----	--	--	--

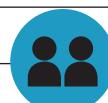
51	49	47					37		33
----	----	----	--	--	--	--	----	--	----

Complete the table by skip counting 3's.

53	56				68				80
----	----	--	--	--	----	--	--	--	----

44	41	38					23		17
----	----	----	--	--	--	--	----	--	----

Activity



2019 JANUARY

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

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



Think like a Mathematician



Write the missing numbers.

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

Pleasure time



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

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

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





Unit 3 Money

Keywords

Coin
Currency

Travel through



Stationery Shop



Teacher's Note

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

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



Learn



The existing coins and currency notes in India.

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

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

Know more



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



Practice



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





Activity



Trace the coin.

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

Required materials: Coins, Pencil, Eraser, Paper

Value	Head	Tail
₹1		
₹2		
₹5		

Know more



Let us Save!

For survival



For future



For service





Learn

₹10 in different ways.



₹10	
₹10	
₹10	
₹10	
₹10	
₹10	

Game

Change, change, exchange



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

Procedure:

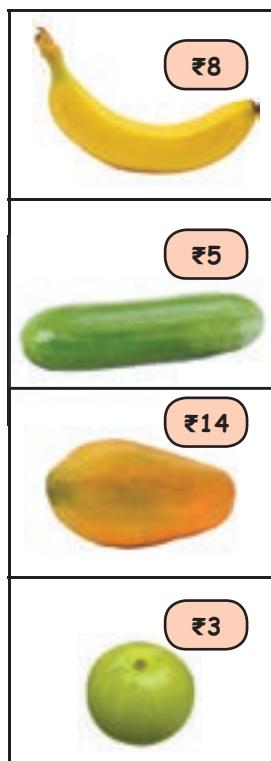
- ❖ Divide the class into two groups.
- ❖ Provide flash cards to one group and toy coins and currencies to other group.
- ❖ Let the first group show a flash card randomly.
- ❖ The second group has to show its equivalent value of money in terms of coins or currencies or combination of both.
- ❖ Teacher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



Practice

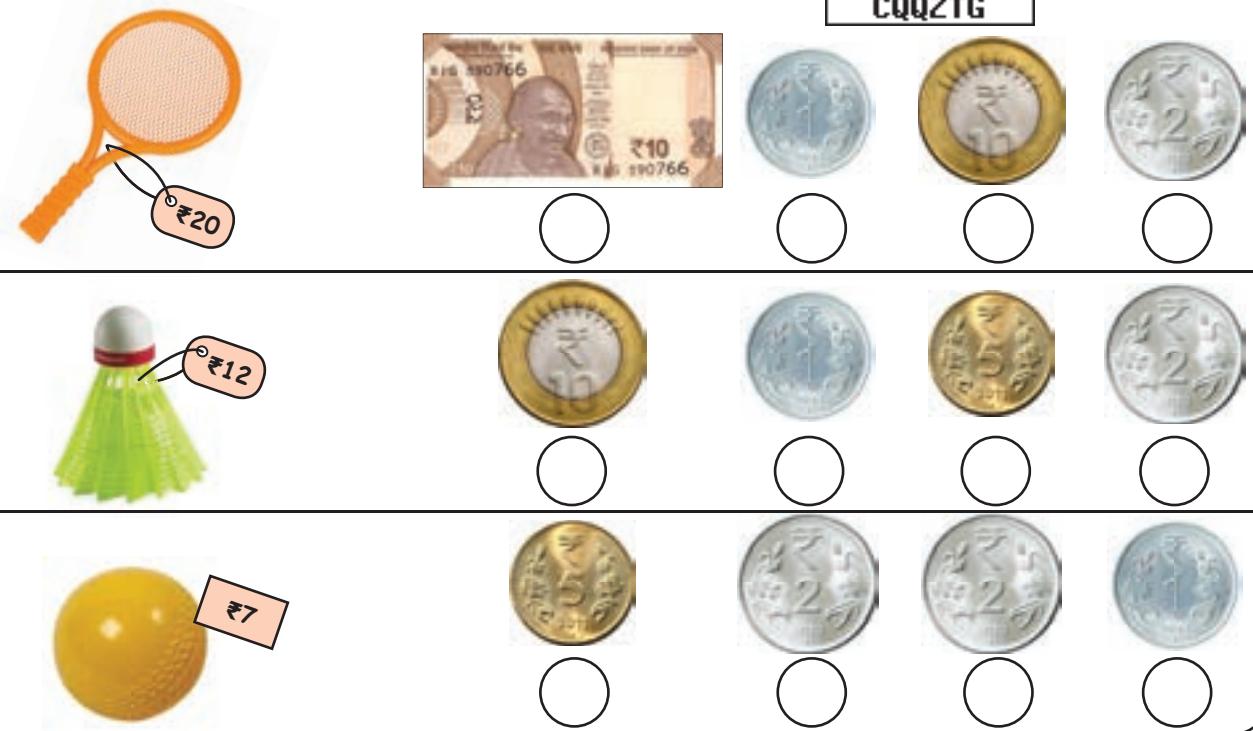


Match the objects with its correct money value.



Pleasure time

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





Unit 4 Time

Travel through



Keywords
Time, Earlier, Later,
Fast, Slow

A day with Mugil

The collage consists of 15 circular illustrations arranged in a grid-like pattern, centered around a large illustration of a smiling clock with a face and arms, set against a background of a yellow sun and a white moon in a dark blue sky.

- Row 1: Mugil stretching in bed, Mugil brushing teeth, Mugil washing face in a sink.
- Row 2: Mugil sleeping in bed, Mugil standing outdoors in a field.
- Row 3: Mugil eating breakfast with family, Mugil taking a shower.
- Row 4: Mugil reading a book, Mugil sitting cross-legged eating.
- Row 5: Mugil running with a soccer ball, Mugil walking to school.
- Row 6: Mugil eating lunch with a friend, Mugil in a classroom raising hand.



Practice

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



Activity

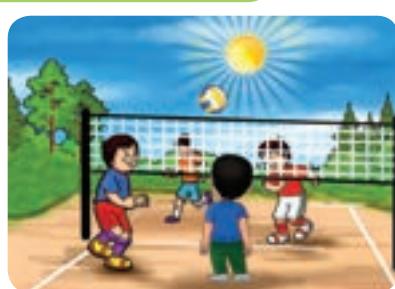
- ❖ Prepare the flashcards with pictures of daily events which happen from morning to evening. **Example:** Going to school.
- ❖ Ask the students to sit in the circular form.
- ❖ Give each student a flashcard.
- ❖ The student has to express the event mentioned in the picture flashcard by miming only.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

Learn

Changes in time intervals in a day.



Morning



Afternoon



Night



Evening



Practice



Match the activities based on time intervals that occurs.



Try this



Observe the pictures of daily activities and shade as follows.



Morning



Afternoon



Evening



Night





Learn

Earlier



Stone

Earlier - Later



Later



Mortar (*ural*)

Try this



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



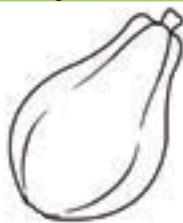
Practice



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



Earlier



Later



Earlier



Later



Learn

Old - New



Old Television



New Television

Practice



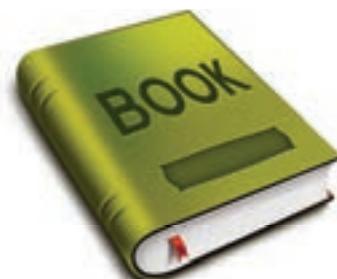
Match the old objects with the new objects.



Know More



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





Learn

Fast - Slow



Practice

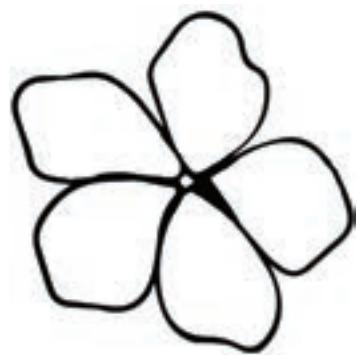


Tick (✓) the vehicle which moves fast.



Pleasure time

Let us colour!



Which picture could be coloured neat and fast? why?



Learn

Less time - More time



Small bucket takes
less time to fill.



Big bucket takes
more time to fill.

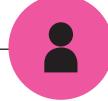
Think like a Mathematician



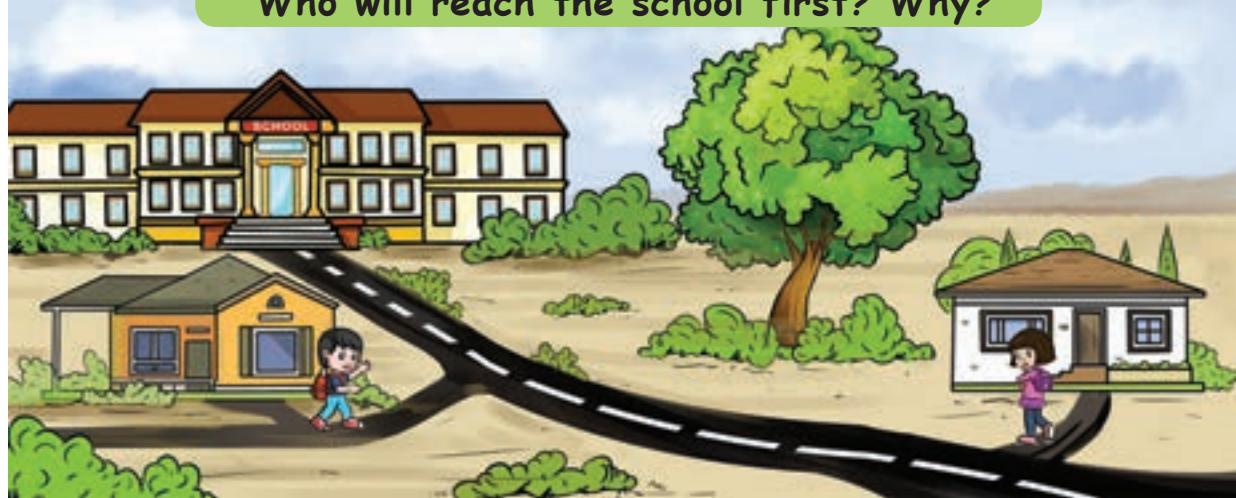
Which spoon will you use to transfer oil from the bowl to the bottle quickly? Why?



Try this



Who will reach the school first? Why?





Unit 5 Information Processing

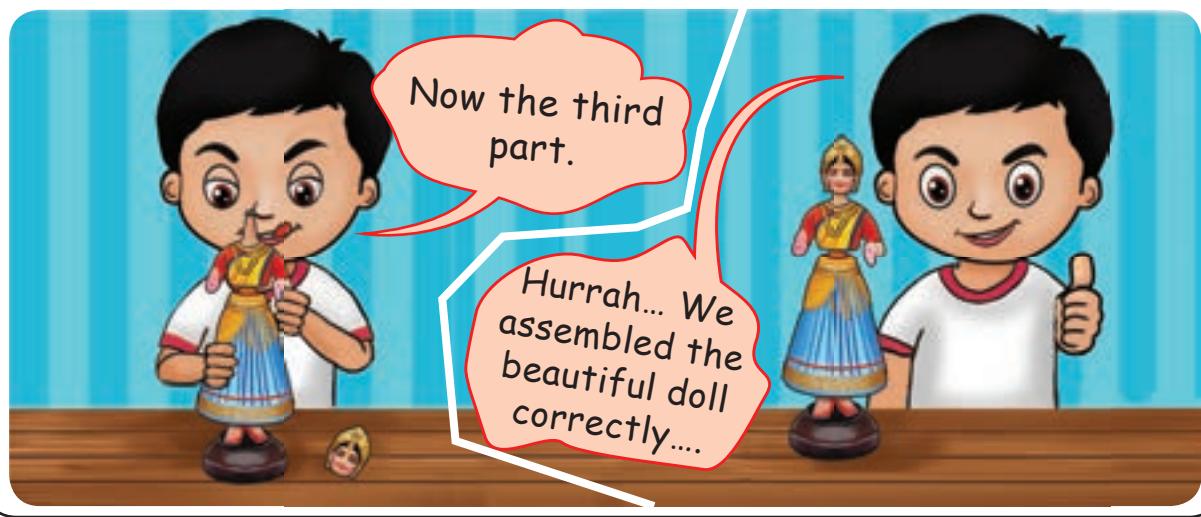
5.1 Assembling Parts



Keywords
Parts, Dismantle,
Assemble,
Instructions

Travel through

Shall we assemble the doll?





Learn

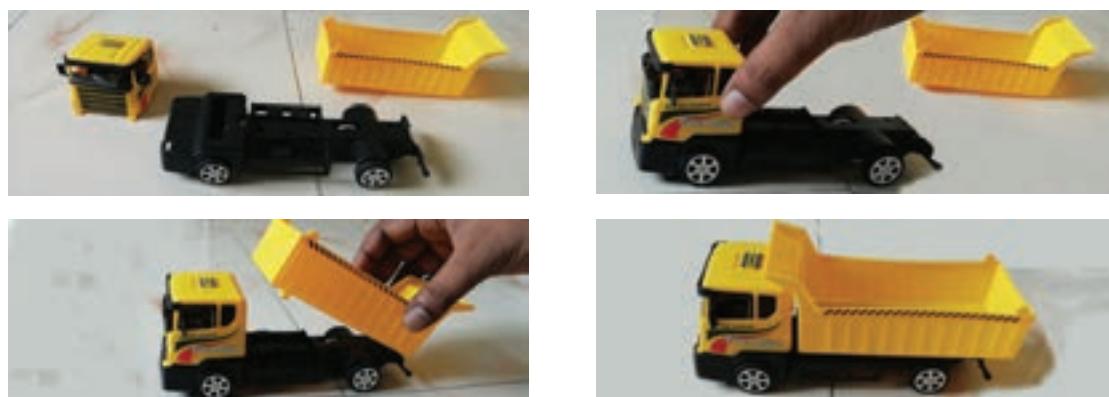


Assembling



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

Example



Think like a Mathematician



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



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





Learn

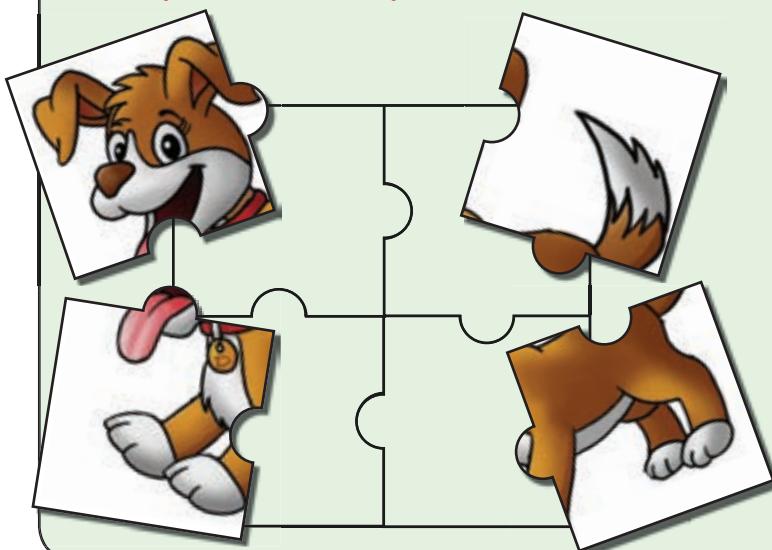
Fun on squares

I found this puppy picture pieces in a magazine.



Place the puzzle cards in its respective squares.

Shall we help the puppy to get back its shape?

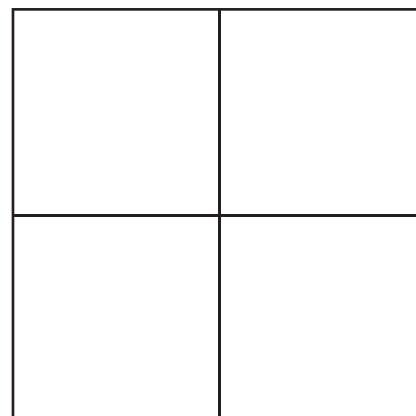


Activity



I myself will arrange.

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



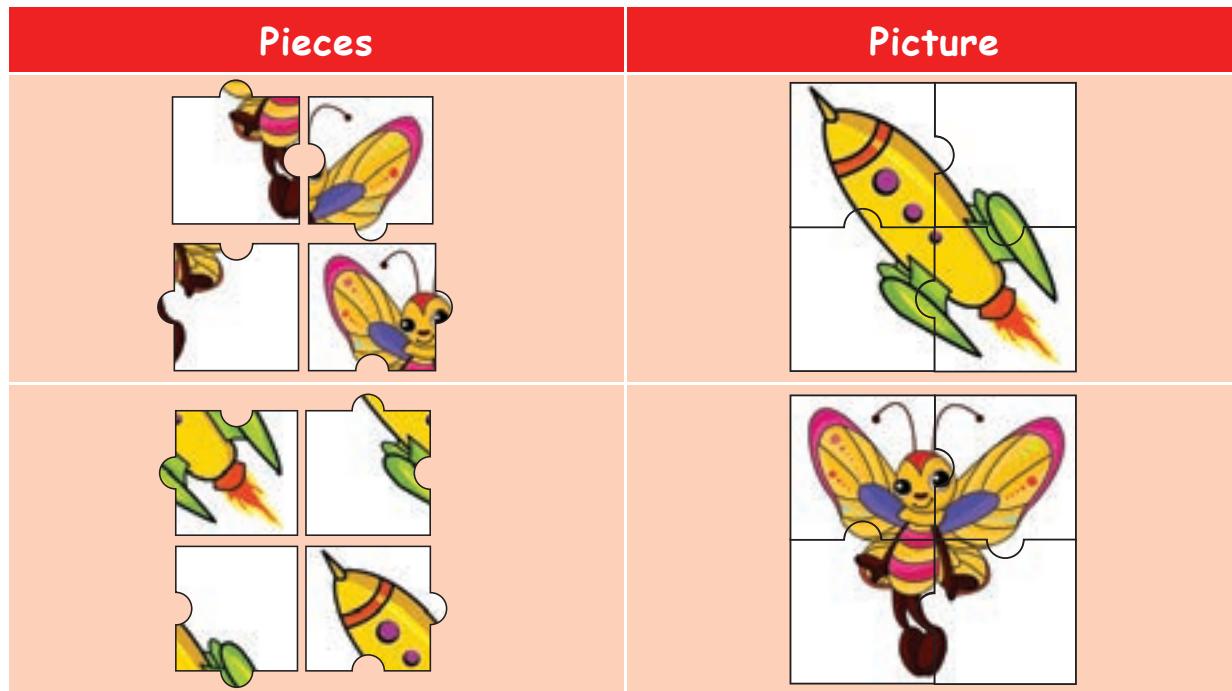


Practice



Fix the pictures.

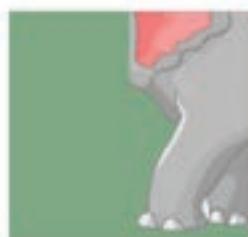
Connect the pieces with correct picture.



Try this



Find the hidden animals.



Teacher's Note

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

Practice



Tick (✓) the missing part.

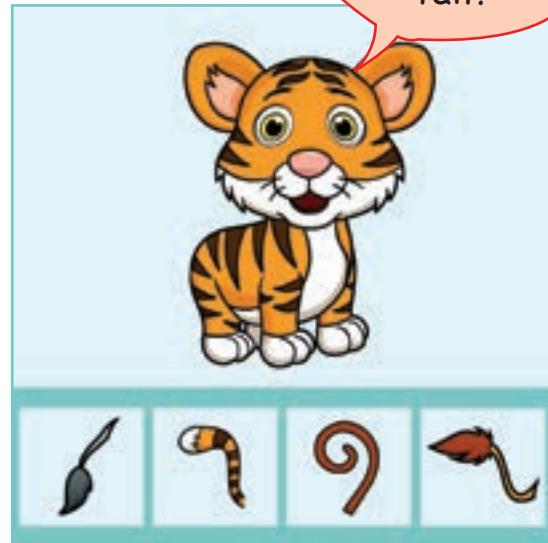
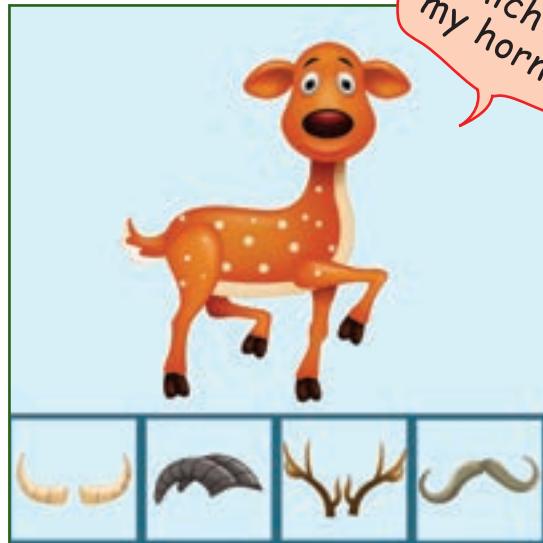




Activity



Circle the correct part of the animals.



Practice



Match the math block.

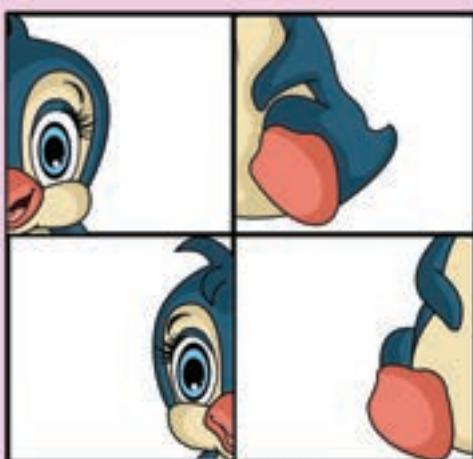
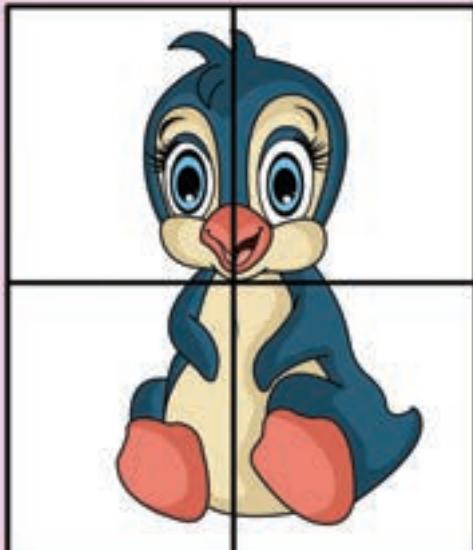
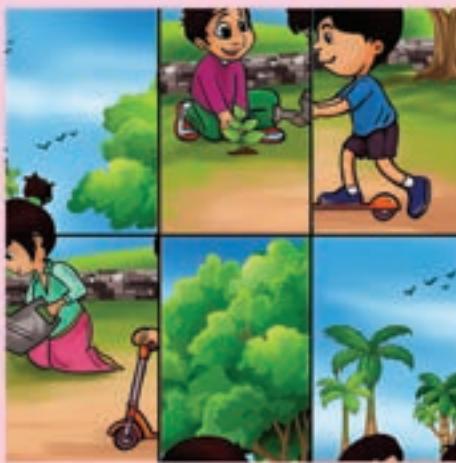
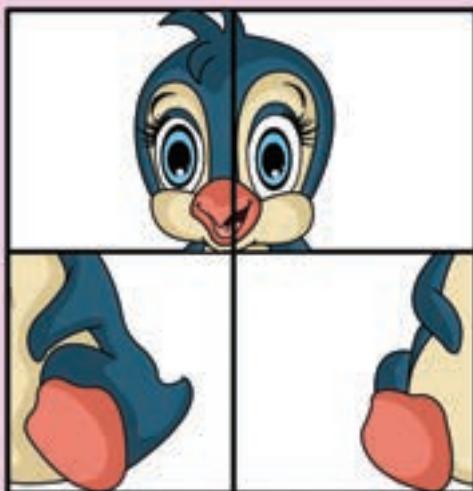
Math blocks	Designs



Pleasure time



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





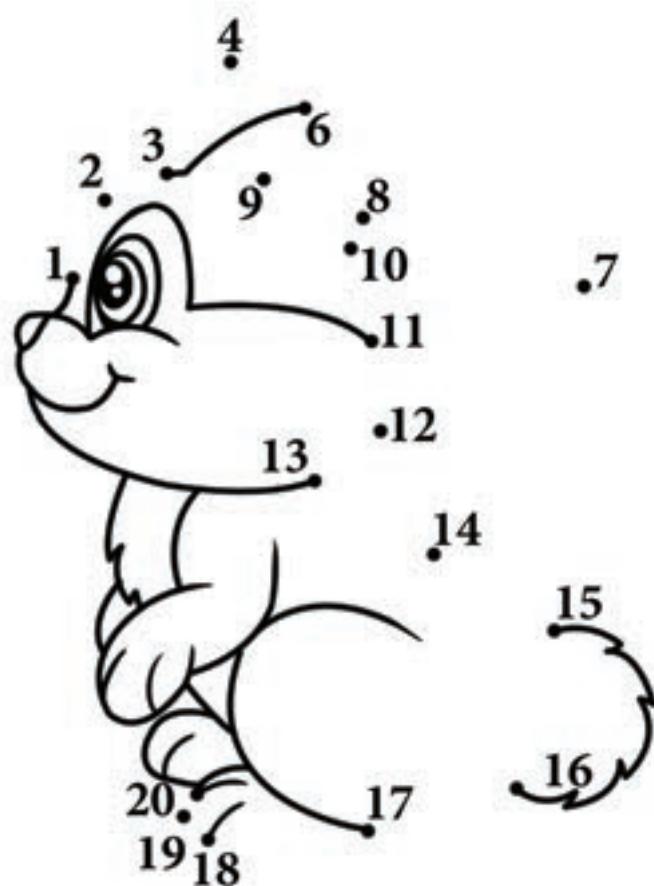
5.2 Formation of Pictures

Learn

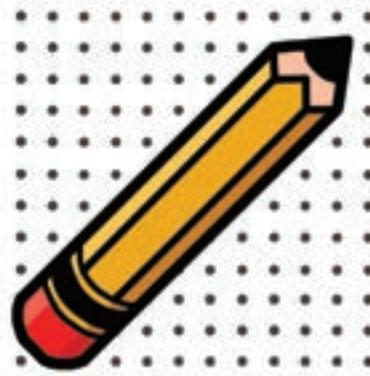
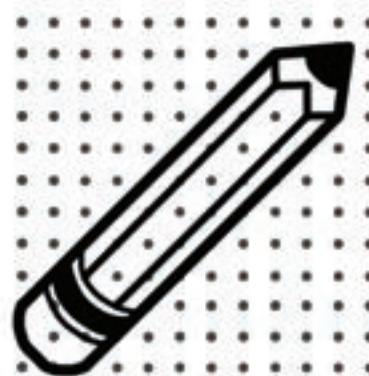
Join the dots in order.



•5



Learn



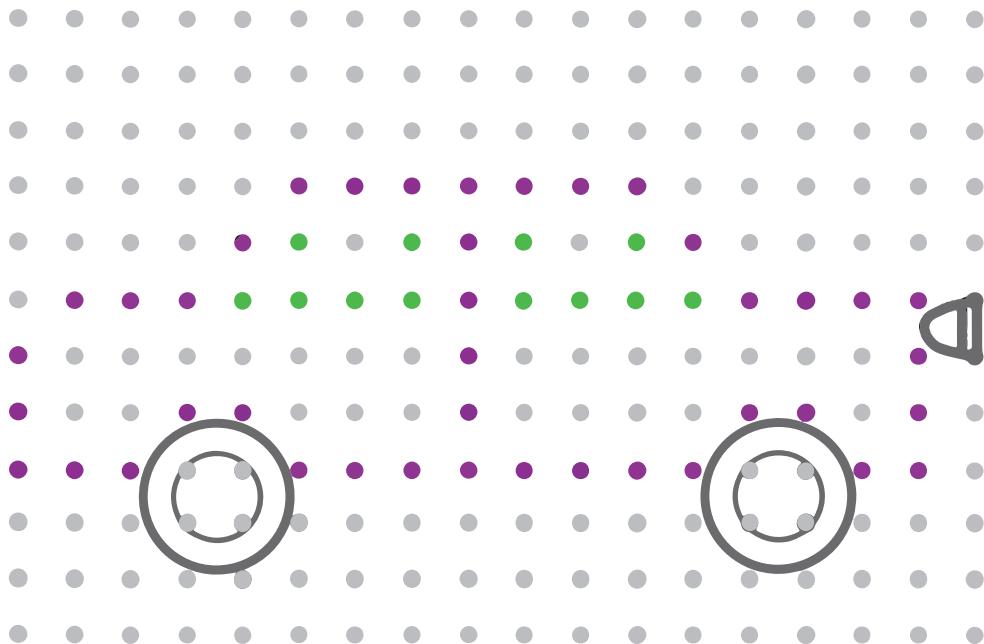


Practice



Let us make a car.

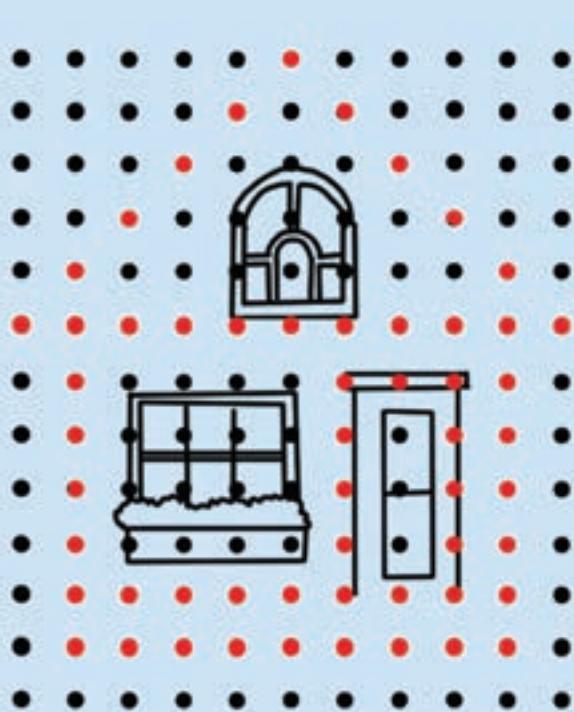
Join the violet coloured dots and then the green coloured dots to get a car.



Think like a Mathematician



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

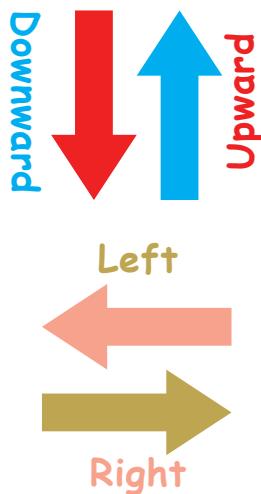
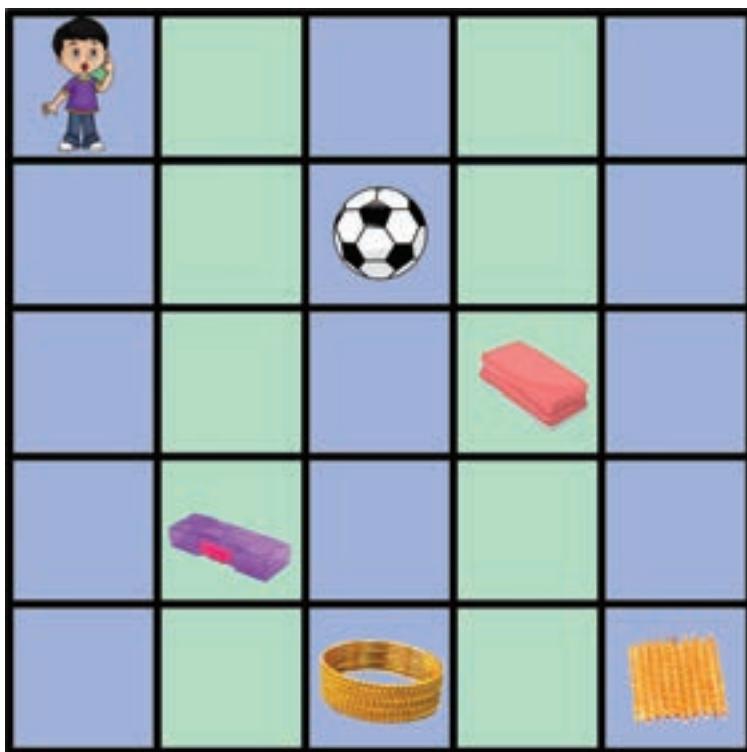




5.3 Formulating Instructions

Learn

Follow the path. Find the object.



Teacher's Note

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

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

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

Student : Yes. Then..

Teacher : Move 1 square **downward**.

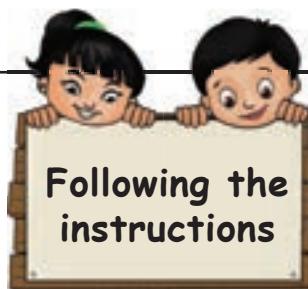
Student : Yes. I got the ball.

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



Activity

I love picture stories.



Following the instructions

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

Teacher's Note

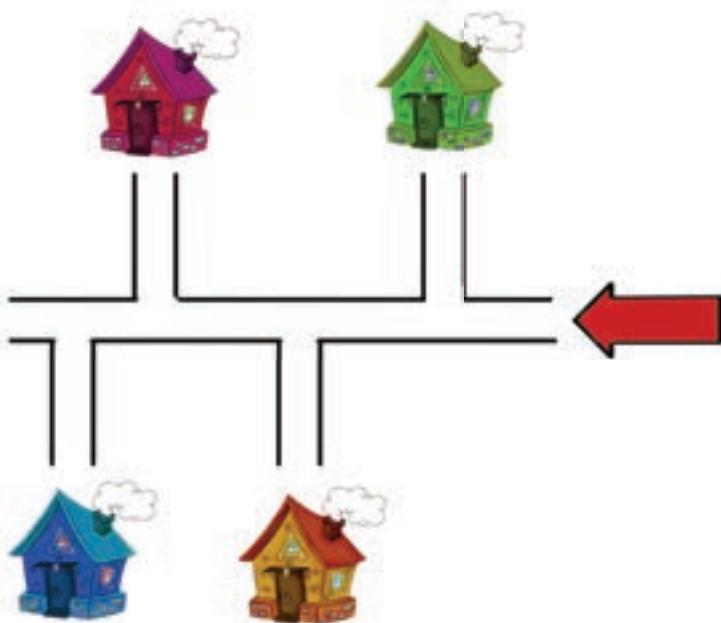
Repeat the same for other classroom activities like hand washing, drinking water, taking a pencil from the pencil box.

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

Try this



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



Go straight,
Take 2nd left.





Learn



Framing Instructions

Explain the path



Teacher's Note

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

Activity



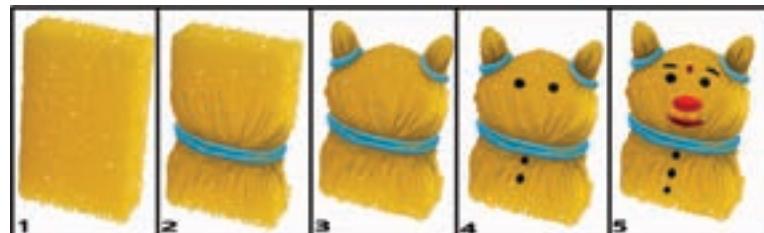
My favourite toy.

Materials Required :

Sponge, Rubber bands,
Bindhis.

Procedure :

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





Game

Traffic Signal



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

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

Activity

Fun time



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



Primary Mathematics - Class I (Term 3)

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ENVIRONMENTAL SCIENCE

STANDARD ONE

TERM - 3



Environmental Science



Term-3



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E-Book



Evaluation



Digilink



UNIT

1

Materials Around Us

• Learning Objectives

The Learners

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

Let Us Talk

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



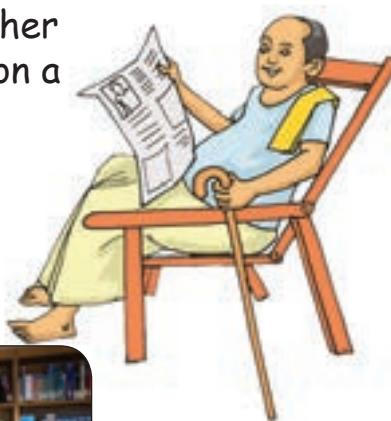
All the objects that we use are made of different kinds of materials.

Wood

Meera is colouring with a pencil.



Grand father is sitting on a chair.



Books are arranged in the bookshelf.



Vimal is playing with a doll.





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



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

Tick (✓) the things made of wood.





Clay



Fathima is planting a sapling in the soil.



Bricks are made of clay.

Many more things can be made using clay.



Pot



Clay Stove



Lamp



Roof Tiles

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





Stone



Sandiya and Kaviya are playing with pebbles.



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



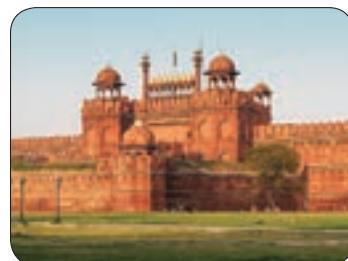
Mahabalipuram is well known for its stone sculptures.



Stones are used to **build houses**.

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

Small stones called **gravel** are used to make **roads**.



Stones are used to make **statues**.

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

We can make **jewellery** using precious stones called **gems**.





Join the objects to the materials they are made of.



Wood



Stone



Clay



Sand



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



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

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

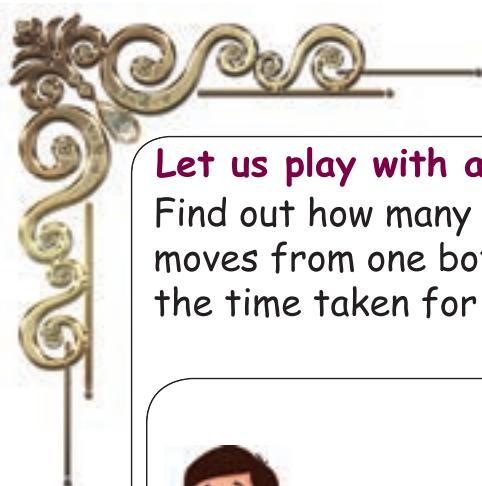


Sand clocks were used to measure time in the olden days

Shall we make a sand clock?

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





Let us play with a sand clock

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



Metals



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



Ring



Vessel



Tap



Car



Wire



Coin

Circle the things made of metals.





Evaluation

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

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



2. Find and circle the hidden words.



Box



Lamp



Pot

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



Road



Stone



Lock



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



4. Put a tick (✓) mark on the correct material.

Material					
Clay					
Wood					
Sand					
Stone					
Metal					
Plastic					

Self Evaluation

- ❖ I can identify the different materials around me
- ❖ I can differentiate between them





UNIT
2

Our Neighbourhood

Learning Objectives

The learners

- Describe their neighbourhood
- Know about different habitats
- Adopt safe practices



Poonjolai is a beautiful town. **Cheenu** lives there with his parents.

He stands in the balcony and looks around.

What does he see?

Observe the picture and discuss.

Now talk about your own neighbourhood.





Our **neighbourhood** is the area around our house.

People who live in the neighbourhood are our **neighbours**. They are known to us.

We can get all the things we need from our neighbourhood.

We must take care of our neighbourhood and keep it clean.



Trees and animals are part of our neighbourhood.



Where should Cheenu go to get the things inside the circle?
Connect by drawing lines.



Habitats



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

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





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



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



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

Cheenu : "Even I want a pet dog."
Mother : Ok, Cheenu.



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



"Raghu lives **by the side of** a river.
There are many coconut trees
around his house."
Cheenu : "I like the sound of the
river."



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

Let us learn to write our address

Name : _____
Door number : _____
Name of the street : _____
Name of the village/town/city: _____



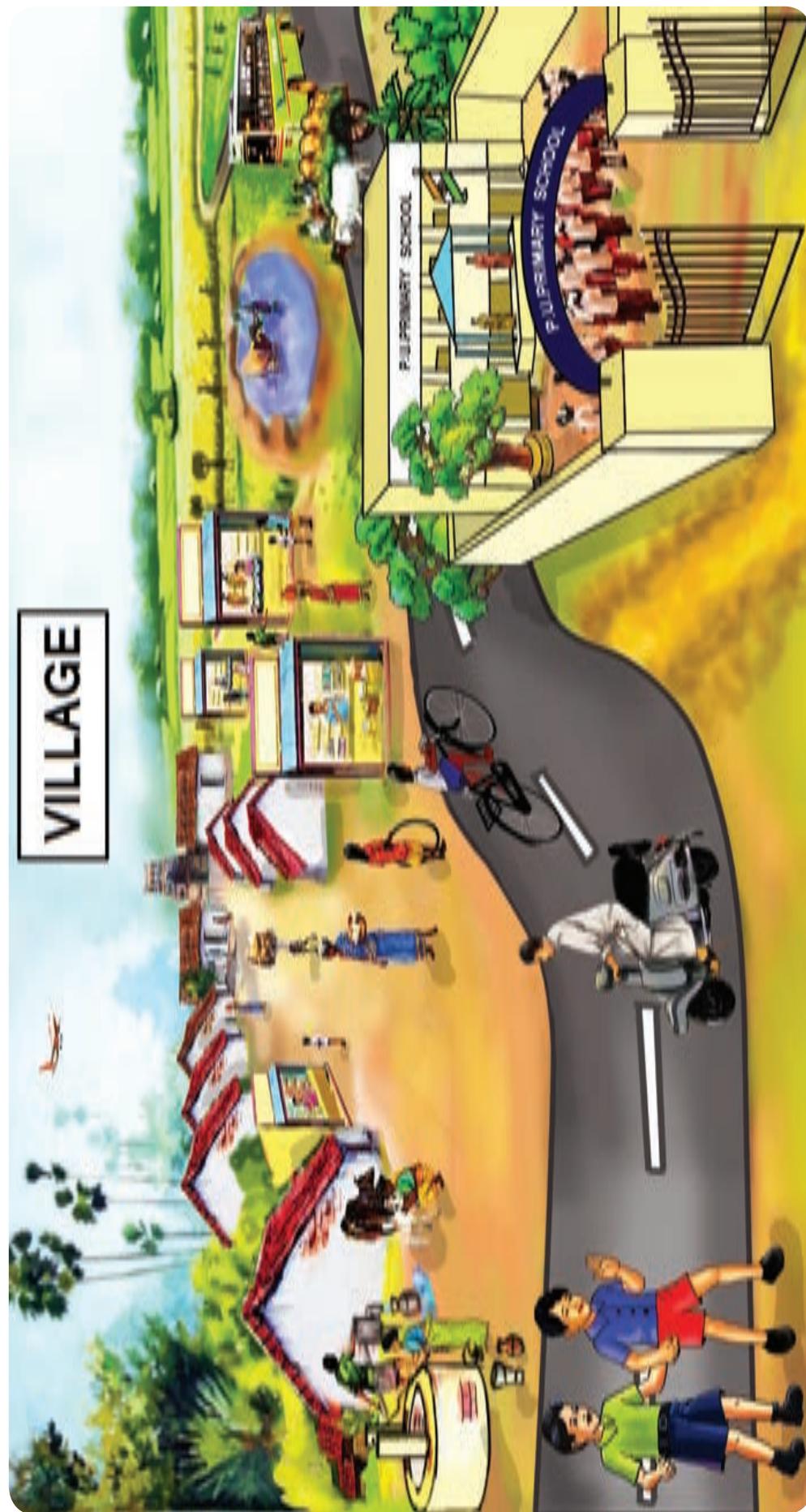


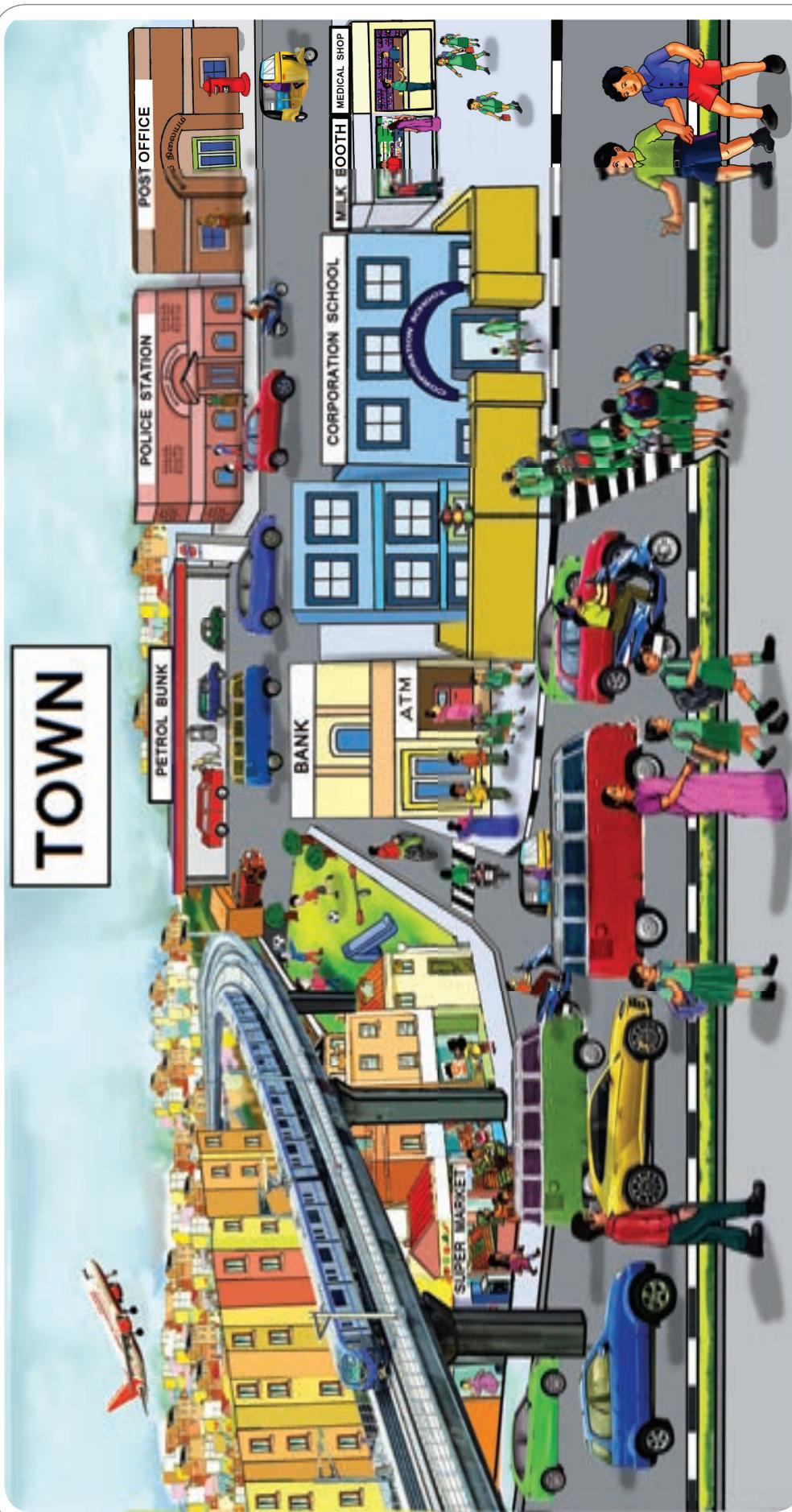
Village and Town

Observe the pictures of a village and a town.

Talk about what you see. What differences do you observe?

VILLAGE





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

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

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

Name the places that you see in the town.

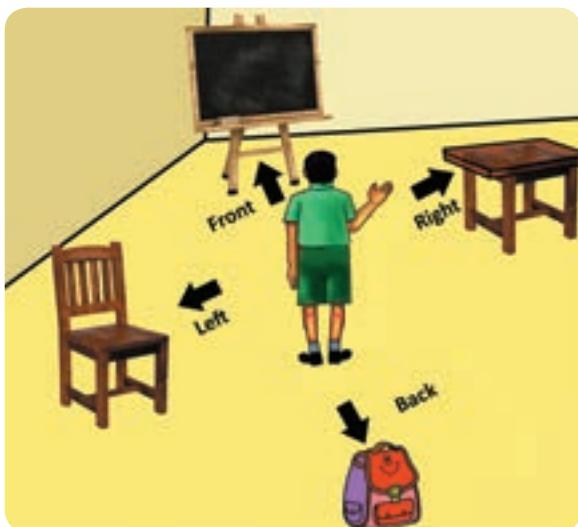




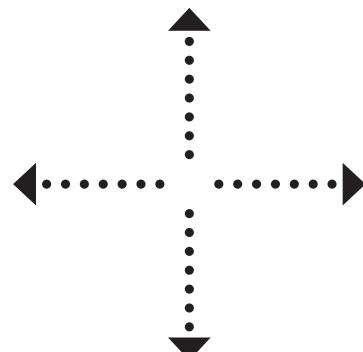
Directions



Observe the picture and talk about it.



Connect the dotted lines and name the directions.



Note for the teacher

Ask students to name friends sitting to their right, left, front and back.

Safety at School



Do not jump on desks/chairs



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



Form a queue to get into the bus



Do not harm each other



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



Safety at Home



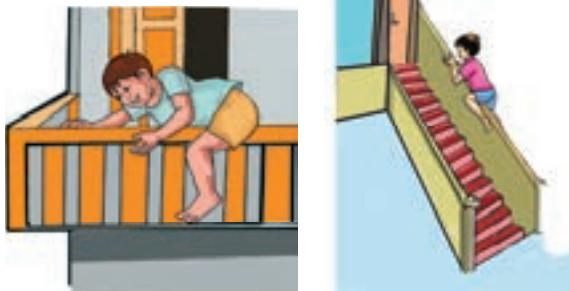
Do not put any object
into your nose and ears



Do not play with sharp
things - knives/blades



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



Do not play on the
banister or balcony



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



Do not catch any insects



Never play with fire



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



Evaluation



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

- a. We can buy vegetables and fruits from a market.
- b. We can get money from the ATM.
- c. We can play with sharp objects .
- d. We should not play on the road .

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





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



4. Write the name of the places located in your neighbourhood.

(Police Station, School, Bus stand, Market)



Self Evaluation

- |i I can describe my neighbourhood
- |i I know about different habitats
- |i I adopt safe practices





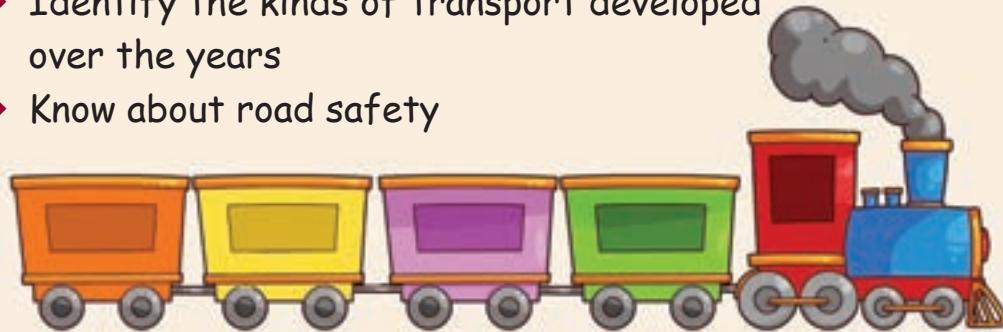
UNIT
3

Transport

Learning Objectives

The Learners

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



Let Us Discuss

What are the different vehicles that you see?

How do you come to school?



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



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

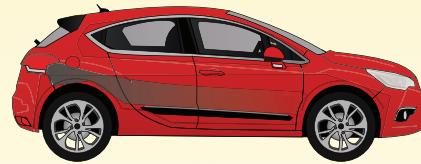
We can travel long distances in a short time using these modes of transport. They need fuel (petrol or diesel) to move.



Scooter



Auto rickshaw



Car



Bus



Van



Aeroplane



Ship



Train

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



Fire engine



Ambulance





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



Story of Transport



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





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



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



Horse Cart

Bullock Cart

Donkey Cart

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



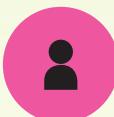
Chariot

Car

Bus



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



Bicycle



Car



Motorbike



Van



Push Cart



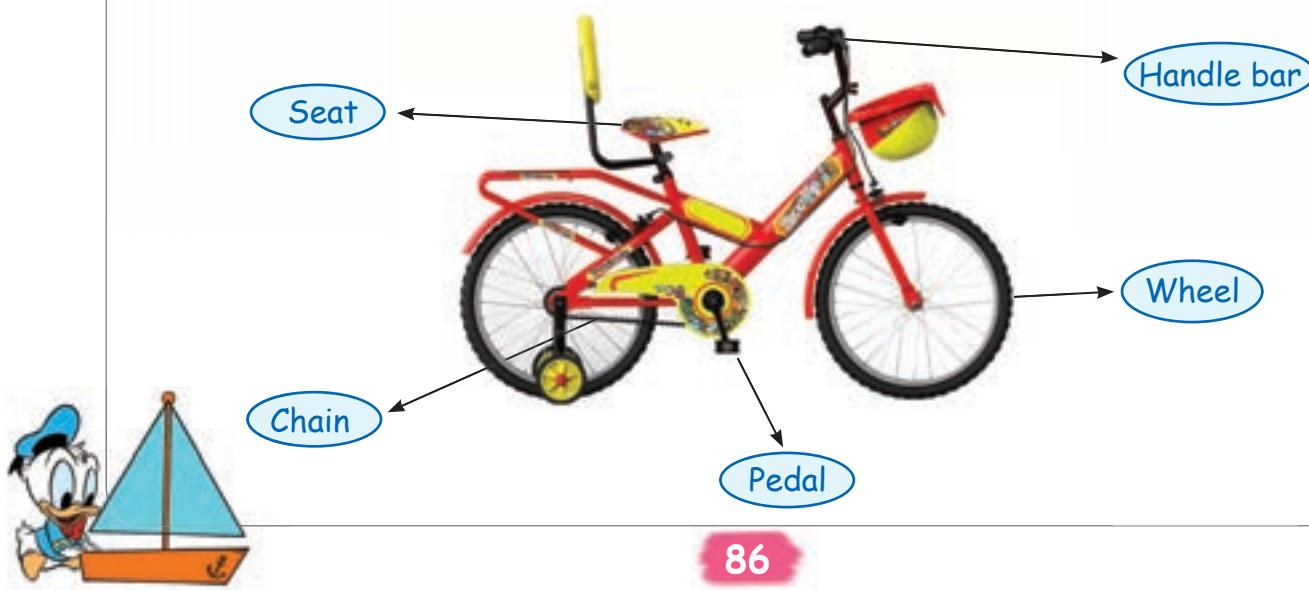
Bicycle



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



Parts of a Bicycle





Connect the parts of the bicycle with their names.



Seat



Handle bar

Chain

Pedal

Wheel

Road Safety



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





1. Follow the signal.



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



2. Always walk on the footpath.

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



4. Never hide behind vehicles.



5. Never run or play on the road.



Think and Answer

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

Why is it called a 'zebra' crossing?



Tick (✓) the correct word/phrase.

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





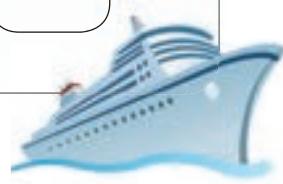
Evaluation



1. Tick (✓) the correct one.

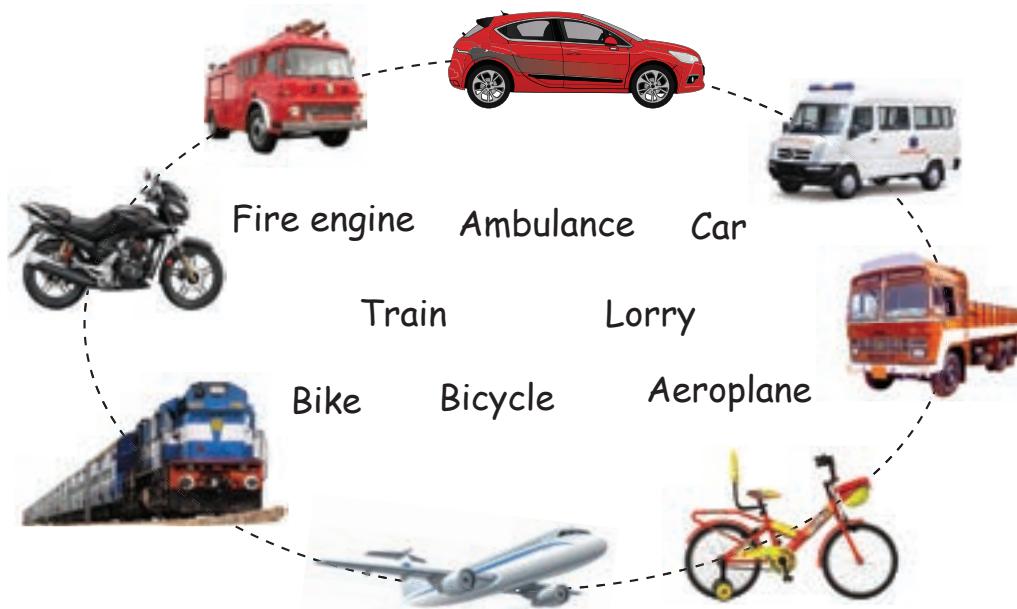
Ambulance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Aeroplane	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bicycle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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





3. Match the words with the pictures.



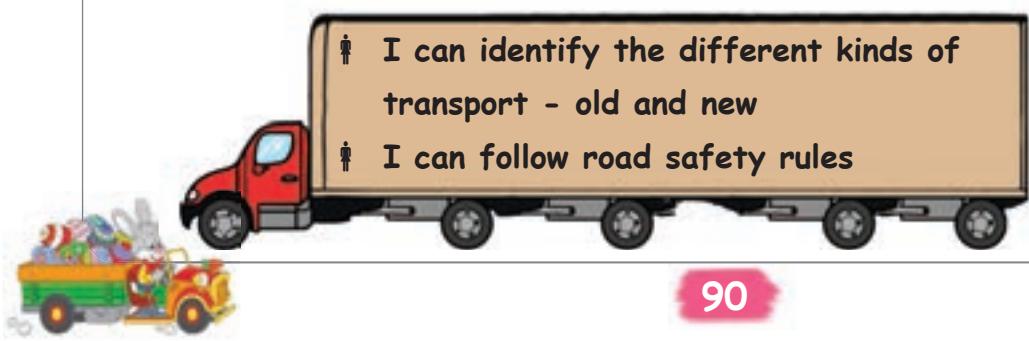
4. Identify and tick (✓) the modes of transport used in earlier days.



5. Tick (✓) the correct actions.



Self Evaluation





UNIT
4

Day and Night

Learning Objectives

The Learners

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

Day

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

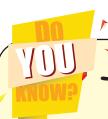
Kannan and Kanmani : "Yes, Mother."



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



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



The sunflower buds turn and face the Sun.





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

Vocabulary

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

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



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

Evening is play time. Then the Sun sets.

Evening Activities



Birds returning to their nest



Cows returning to their shed



Children playing outdoors

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

The time between dawn and sunrise is also called **Twilight**.



Night is the time to sleep.





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



Night



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

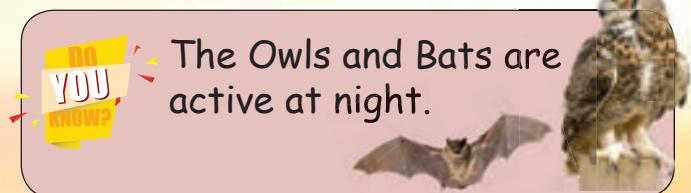
Vocabulary
moon, star, cool, night



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

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

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



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



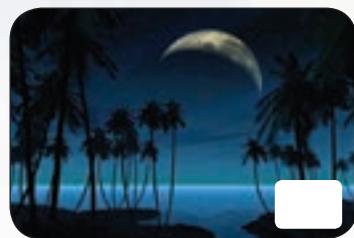
Identify and tick (✓) the odd one.



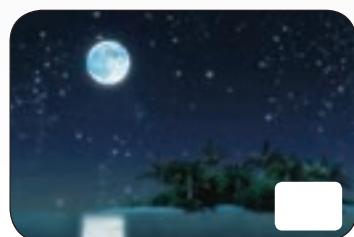
1.



2.



3.



Rain, Thunder and Lightning

Vocabulary

rain, rainclouds, lightning, thunder, rainbow



Kannan and Kanmani loved to watch the sky.

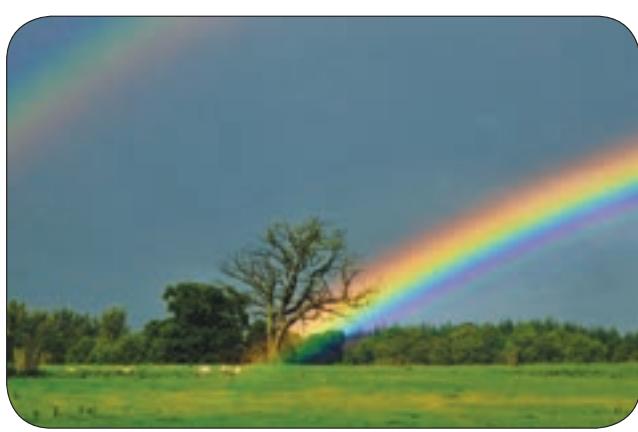
Kanmani : "Today the sky is full of rainclouds."

Kannan : "It has started to rain."



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

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

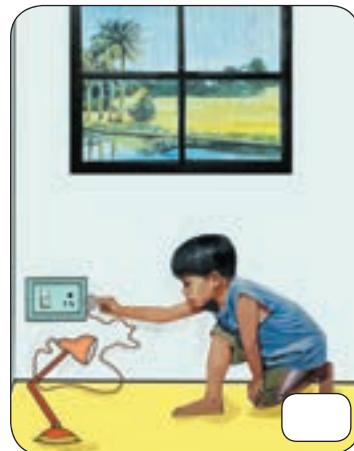
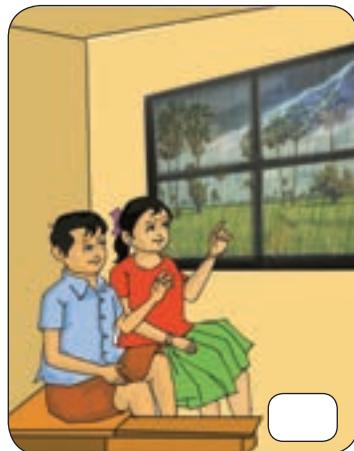
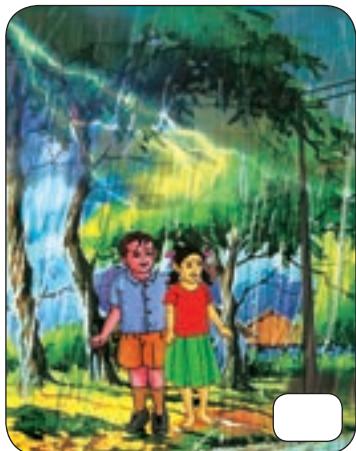


After a while, the rain stopped. Kannan and Kanmani saw a beautiful **rainbow** in the sky.

When there is thunder and lightning,

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

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



Evaluation

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

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





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



3. Find and circle the given words.

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

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

Self Evaluation

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





UNIT
5

Science In Everyday Life



Learning Objectives

The learners

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

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



Parveen: "I am looking at the dresses."



Salim : "Which is your favourite dress?"
Parveen: "I like skirts. What about you?"

Salim : "I like shirts and shorts."

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



Cloth

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



Clothes

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



Shirt



Skirt



Saree



Dhoti





Uses of Cloth

The following items are made from cloth.



Bag



Handkerchief



Bedsheet



Curtain



Bandage



Kitchen towel



Bath Towel

Match the related pairs and name them.





Story of Cloth



Early man used clothes made of leaves and animal skin.



Leaves as clothes



Animal skin as clothes

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

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



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



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





Match the following.



Clothes and Seasons

Why do we wear clothes?

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

We wear different types of clothes in different seasons.



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





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



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





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



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



Types of Clothes



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

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

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



Students



Chef



Policewoman



Nurse



Fireman



Washing Clothes

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

Steps of washing



Soaking in water



Applying soap



Washing



Rinsing



Drying

Match the people with their uniforms by drawing a line.



Fireman



Chef



Policewoman

Students



Special Clothes

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



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



Punjab



Kerala



Tamil Nadu



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





Evaluation

1. Tick (✓) the correct answer.

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



2. Circle the odd one.

a.



b.



c.



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



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



Self Evaluation

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





Environmental Science - Class - I, Term-III

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