

Comments on Iniyan's Maths book

Chapter 1: To encourage the goose we can say that adding all the distances travelled to and for, finally the distance travelled has increased. So addition reveals increase.

- Make it clear that we are using addition as a change. "Add +ve numbers to increase" and "Add -ve numbers decrease" to be clear. Little children will understand better.

Chapter 2:

1. Story describing associativity, commutativity and distributivity of addition is very good.
2. On page 19, Duckie is repeated twice instead of Guz. Then weight lifting for Guz should be $3 \text{ kg} \times 10 = 30 \text{ kg}$. Duckie's name and Guz's name should be changed to distinguish duck from goose.

Chapter 3: While talking about equality why can't the lines be put horizontal instead of vertical, so that equality can go with the symbol " $=$ ".

Page 24: letter should come instead of letters in the definition

Chapter 4: page 27: Duckie and Guz's position information was **now or known?**

Page 28: Check the solution to see whether there are three traps or 30 traps in 120 kms. The picture is correct (The numbers should be 40 km instead)

Page 29: The picture is unclear as to how it relates to the sum. Also rework all the numbers.

Chapter 5: page 34 will you say long or high for the dimension of a rectangle? The convention for 2d area is length and width.

Page 36: Not explaining about Pythagoras theorem through the story?

While writing dimension use 2D or 3D. (Capital "D")

Page 37: "How many lines of length **1 (one) unit** can "

An explanation can be given about regular and irregular shapes before mentioning about integrals because integrals help us to deal with irregular objects with the help of limits.

We can go in order while talking about perimeter like perimeter of a square, a triangle and then a rectangle.

- Basically does this not work for all shapes and not for curved shapes?

Page 38: The contents of this page can be deleted because it is a sudden high jump from primary school to higher secondary school.

Chapter 6: page 40: if Duckie flies around Bessie circle will be traced in the space above the ground not on the ground. So Duckie should either walk around or fly tangential to the ground to trace a circle on the ground.

Page 41: pi can also be defined as the ratio between the circumference and diameter. $\pi = \text{circumference} / \text{diameter}$. And it is a constant.

Pages 41 onwards the story is becoming less and math is becoming more. This must be balanced.

Page 44: If it is math book for children how will they understand about sin and cos without giving an introduction about the trigonometric ratios? Here the story can be improved.

Page 47: instead of saying "is in the" can it be replaced by "belongs to"?

Page 48: Null set can be explained in a better way. The given detail is not clear. Also the definition part.

Page 52: What does 10 stand for?

Chapter 8: page 54: Maggie pondered **this over this**

$h(x) = 0$ "

$h(x) = a (x - x_1) (x - x_2)$

Solution to quadratic function or equation can be given gradually with some examples through the story instead of giving the formula abruptly.

Throughout, the wrong delta symbol is used. We must instead use Δ for the triangle