GOVERNMENT OF TAMIL NADU

STANDARD ONE

TERM - III

VOLUME - 2

MATHEMATICS

ENVIRONMENTAL SCIENCE

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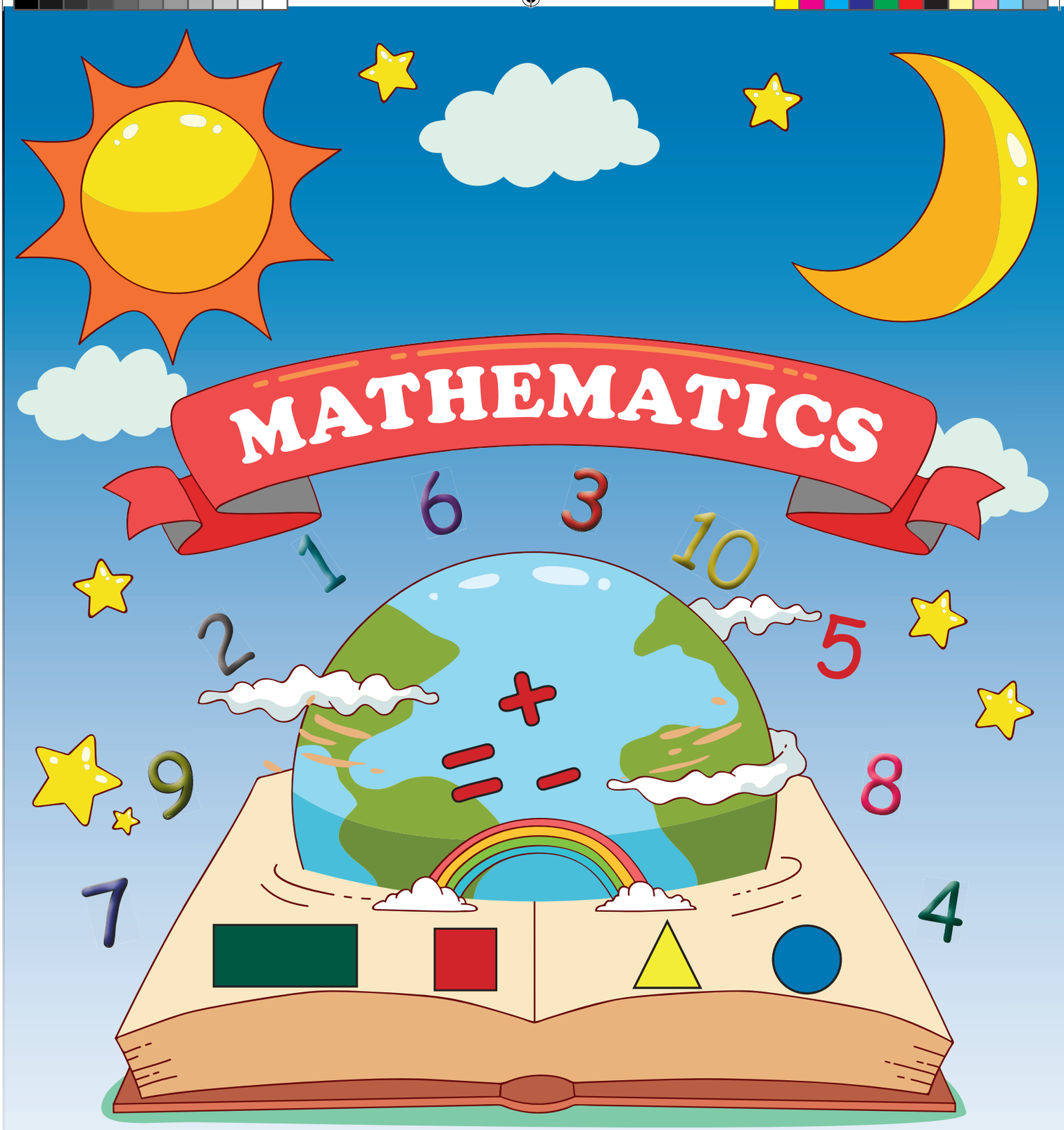

Standard - 1

Term-III

MATHEMATICS

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Class - 1 (Term - III)

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DIGI Links

QR GUIDE

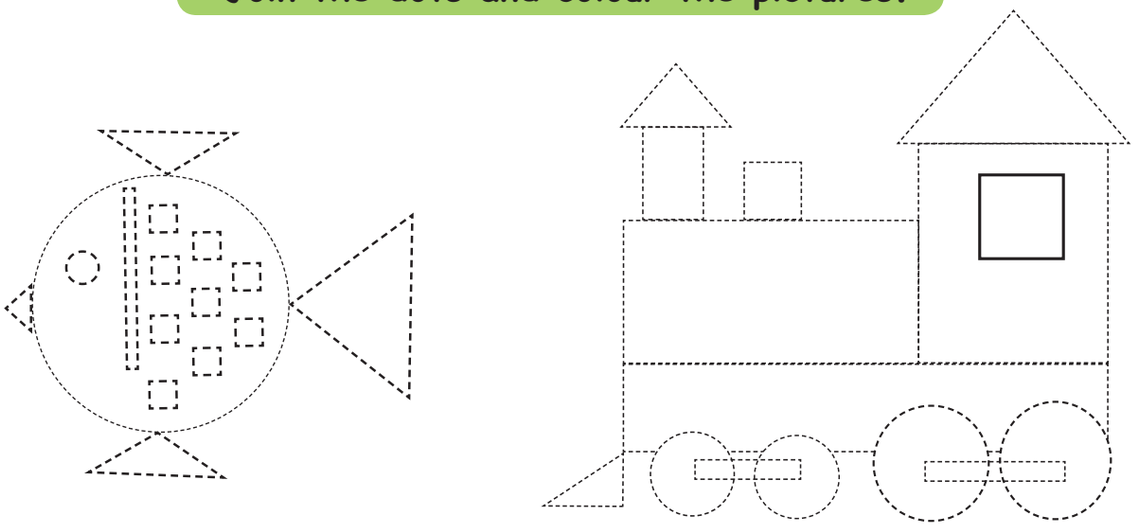
Let's use the QR code in the text books! How?

- 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.

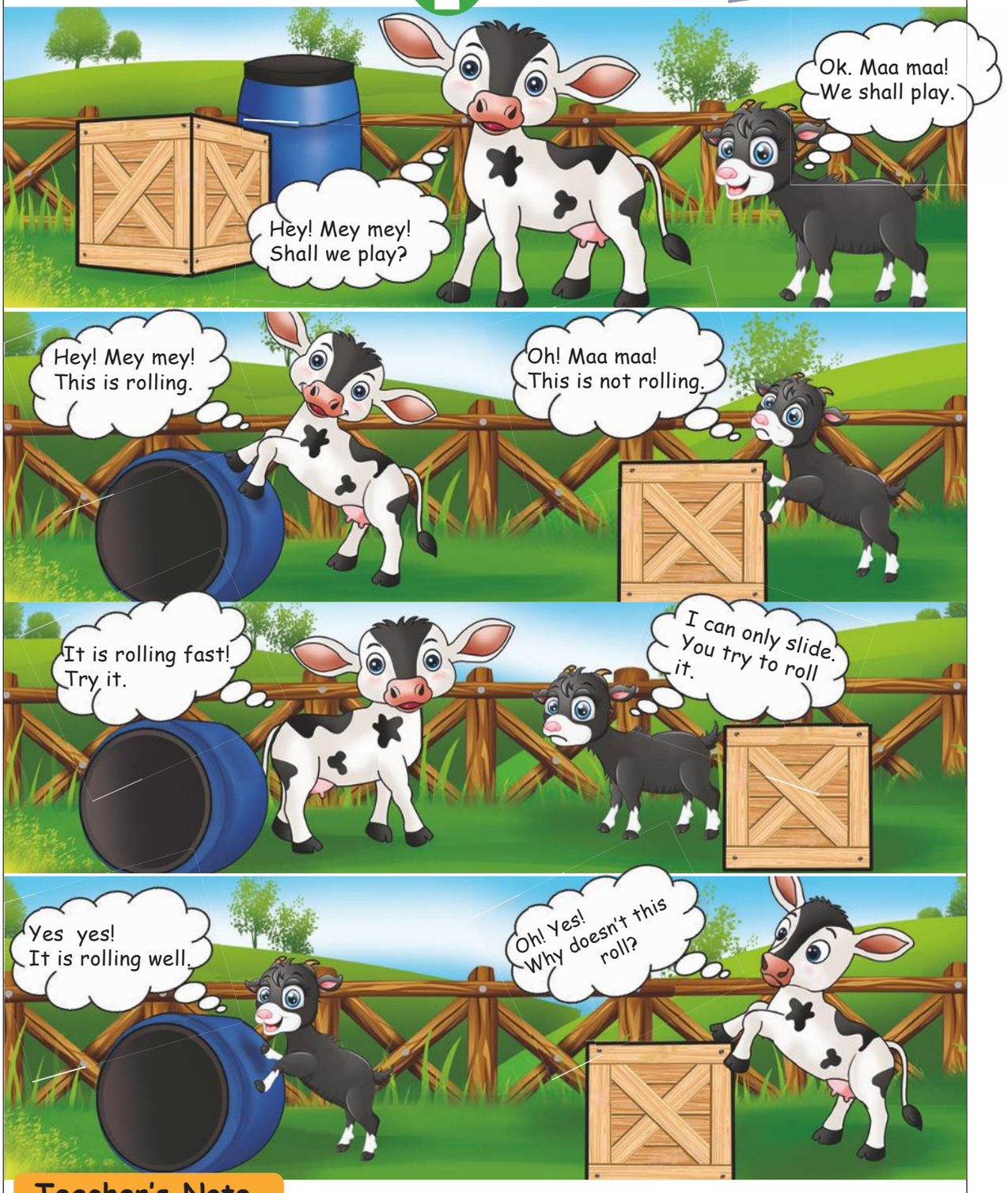
Tick (✓) the flat object.

1.1 Rolling and Sliding

CNHTGX

Keywords
Roll
Slide

Travel through

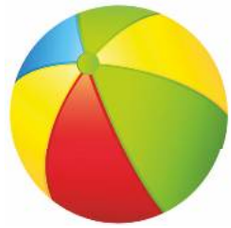


Teacher's Note

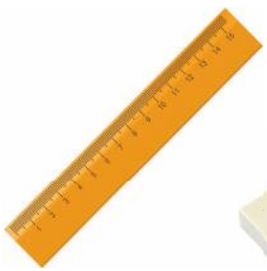
Through the above pictures teacher can emphasise that the round objects alone roll.

Learn

Round objects roll on a slide.




Flat objects slide on a slide.





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




Slide

Roll

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.







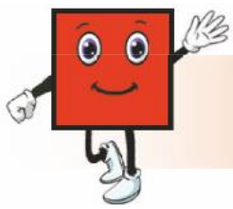

Tick (✓) the objects that can both roll and slide.




1.2 Classification of objects

Keywords
Square, Rectangle, Triangle , Circle

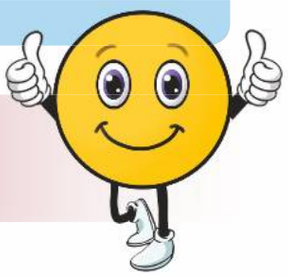
Learn



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

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

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

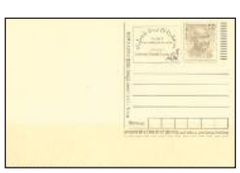


I am **Circle**. I don't have sides and corners.
I am round.

Practice

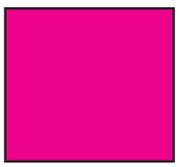
Circle the triangle shaped picture.

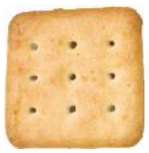
Circle the rectangle shaped picture.

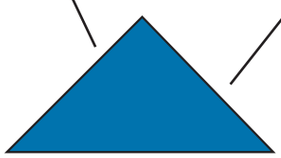


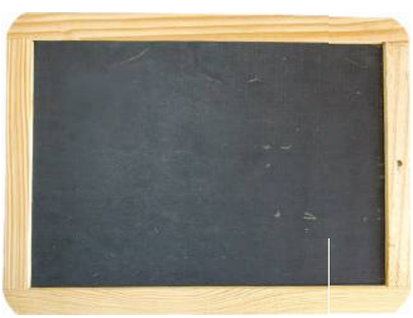
Try this

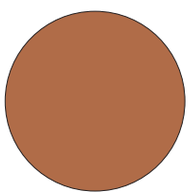
Match the objects with their basic shapes.









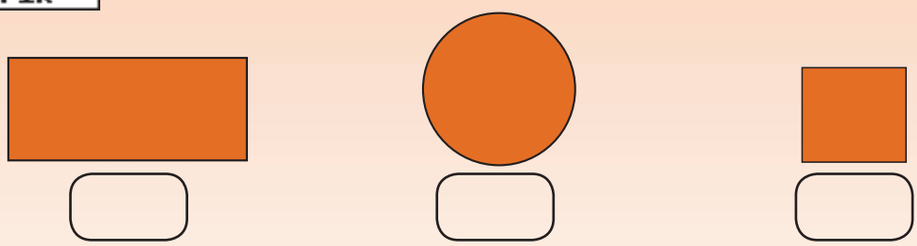


Pleasure time

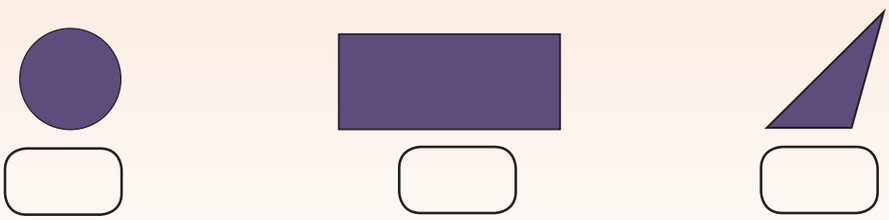
CP6PIK

Tick (✓) the correct one.

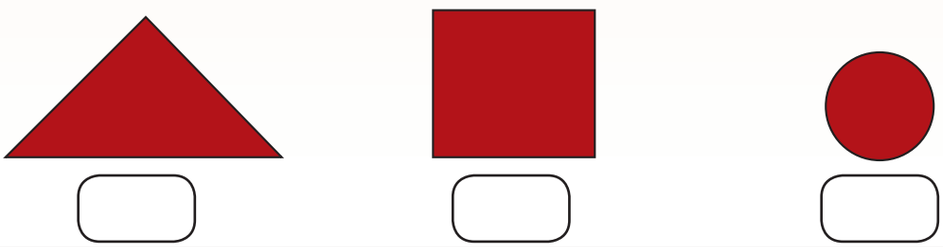
Which shape has 4 equal sides?



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

Subtract

7	2	5	9
−3	−1	−4	−2
☐	☐	☐	☐

8 − 4 = ☐

3 − 1 = ☐

6 − 5 = ☐

Know more

Subtracting 1 from any number gives its preceding number.

9	5	8	4
−1	−1	−1	−1
☐	☐	☐	☐

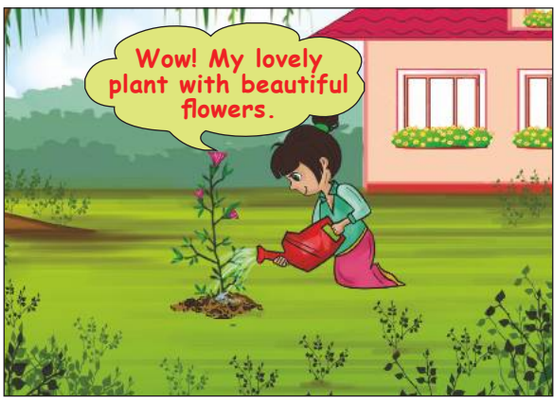
Subtracting the preceding number from any number gives 1.

7	3	6	9
−6	−2	−5	−8
☐	☐	☐	☐

2.1 Subtracting Zero

Travel through

Care the nature.



Number of flowers in the plant = ☐

Number of flowers plucked by the girl = ☐

Flowers left in the plant = ☐

Learn

Subtraction using story.

Subtracting 0 from any number gives the same number.

3 − 0 = 3

Practice

Complete the subtraction fact.

[ ] – [ ] = [ ]

Practice

Subtract

2	4	5	9
– 0	– 0	– 0	– 0
[ ]	[ ]	[ ]	[ ]

1 – 0 = [ ]
6 – 0 = [ ]
8 – 0 = [ ]

Try this

Draw suitable pictures and complete the subtraction fact.

[ ] – 0 = [ ]

Know more

Subtracting any number with the same number gives 0.

6 – 6 = 0

Try this

Say true or false. Why?

8 – 8 = 0

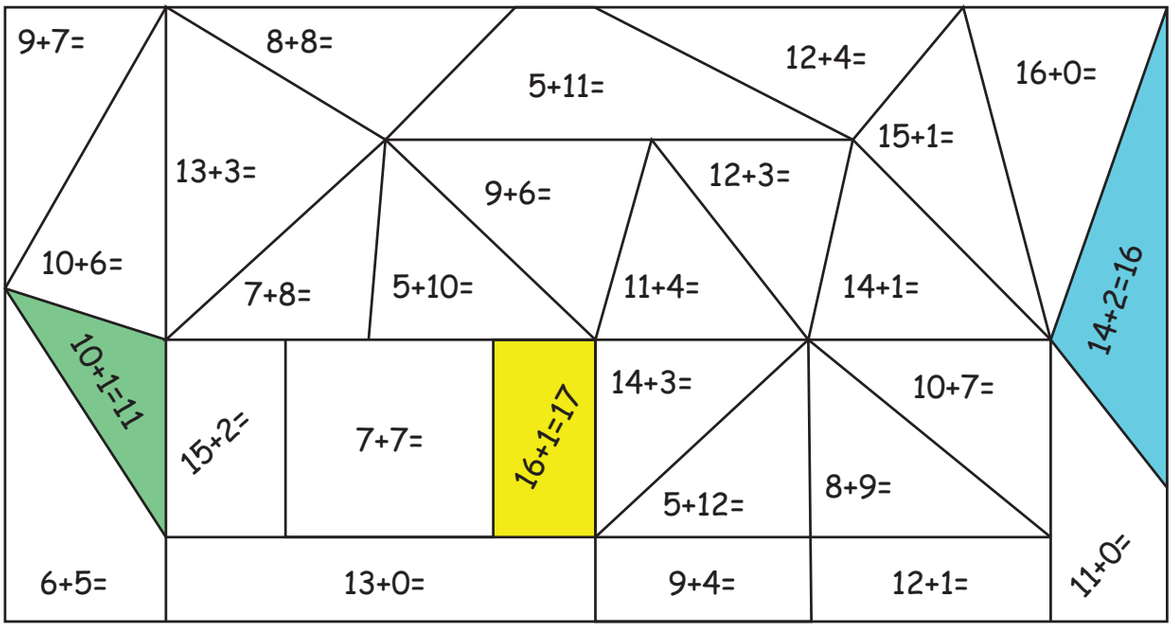
7 – 0 = 0

4 – 4 = 4

Recall

Addition upto 20

Add



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

If the total is	17	16	15	14	13	11
Use the Colour						

Know more

Creating two subtraction facts from the addition fact.

Example 4 + 5 = 9

9 − 5 = 4

9 − 4 = 5

Create your own.

3 + 4 = 7

__ − __ = __

__ − __ = __

5 + 1 = 6

__ − __ = __

__ − __ = __

2.2 Subtraction (upto 20)

Keywords
Subtract, Left, Take away, Difference, Remaining

Travel through

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 : ____

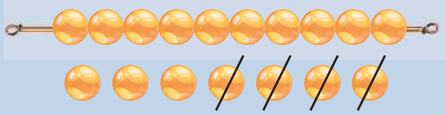
Could you tell the number of *paruppu urundai* eaten by the calf? How?

Learn

Subtraction

15
−3
12

17 − 4 = 13



Practice

Subtract using lines.

8
−5
[ ]

9
−3
[ ]

11
−1
[ ]

17
−9
[ ]

15
−8
[ ]

18
−0
[ ]

Subtract

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

Teacher's Note

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

Try this

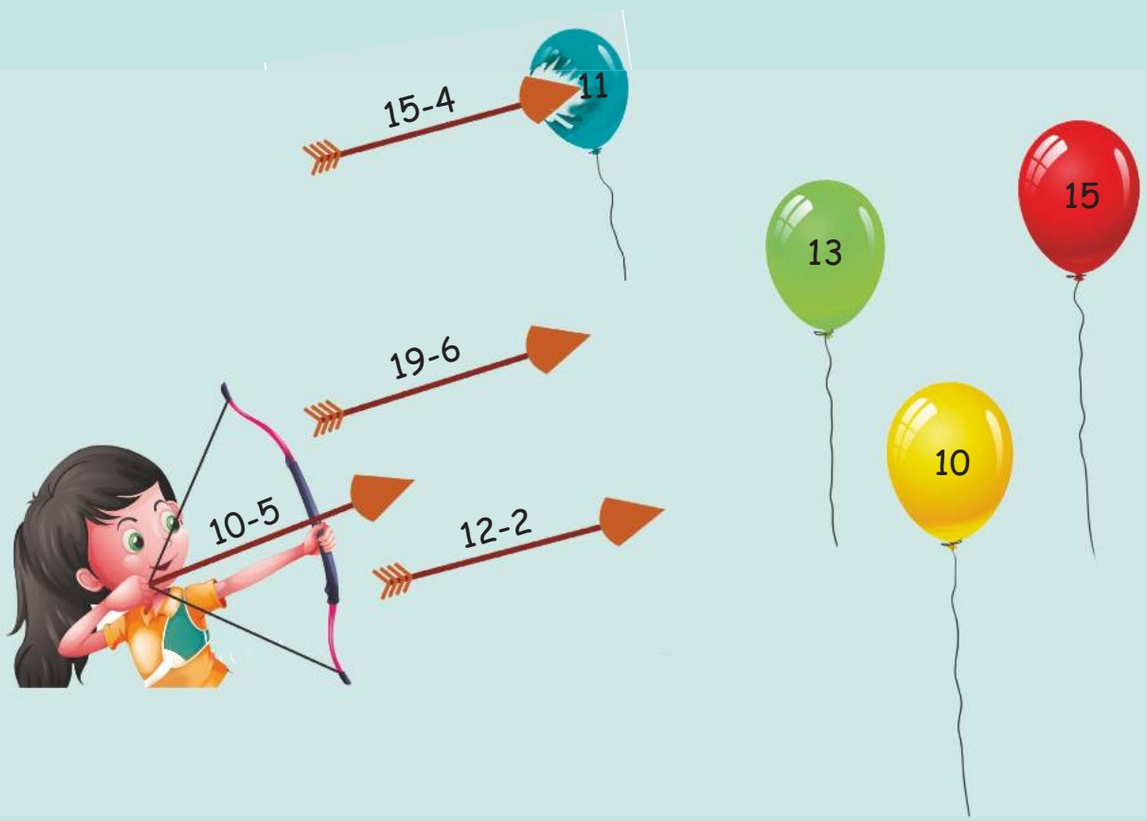
Complete the facts using "+" or "−" symbol.

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

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

Think like a Mathematician

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



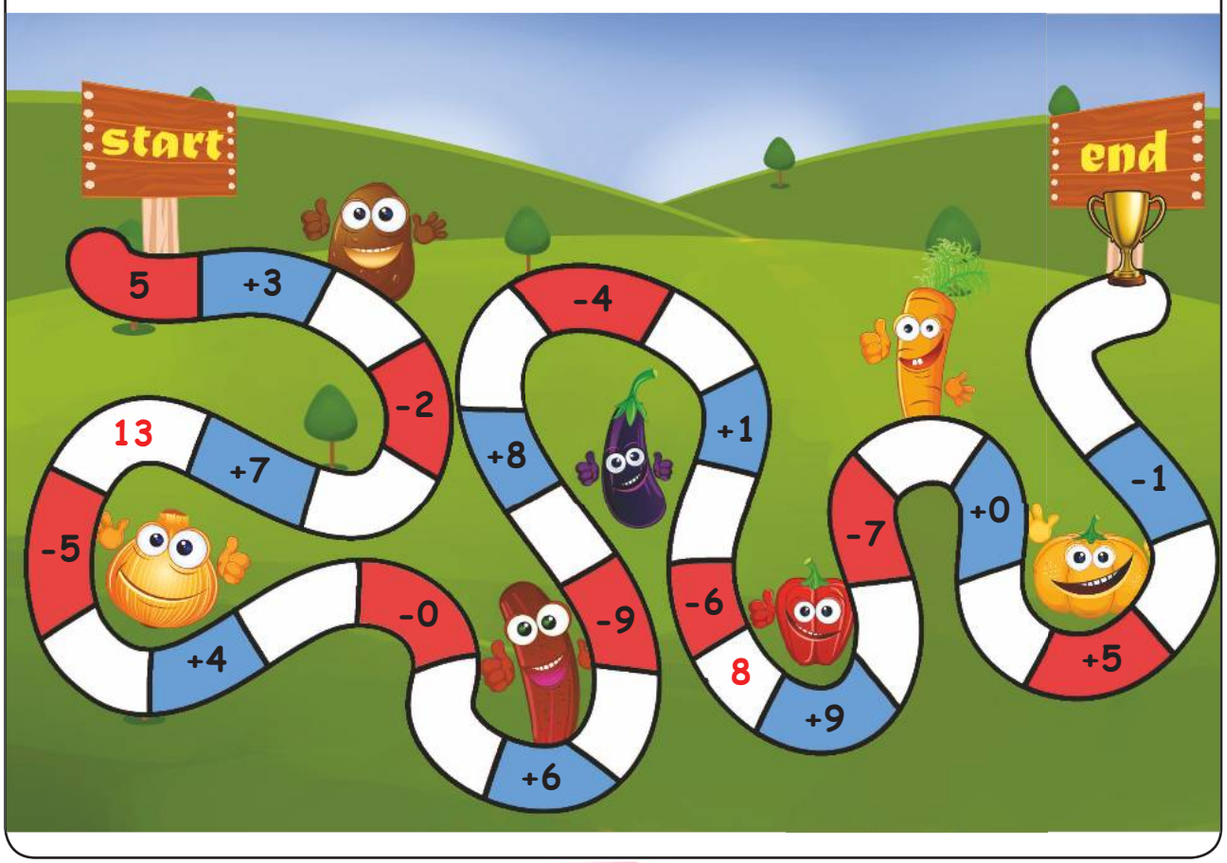
Mental math (Oral)

- 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

CPPGLV

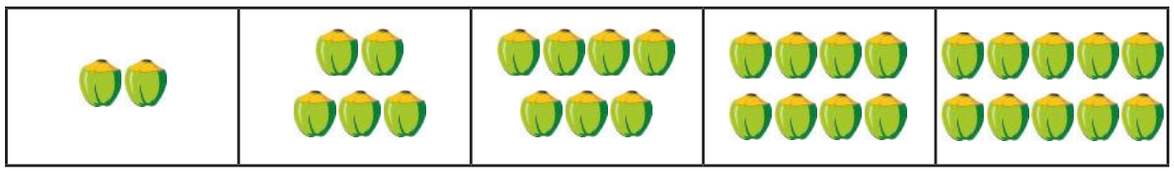
Complete the path to reach the victory cup.



Numbers

Recall

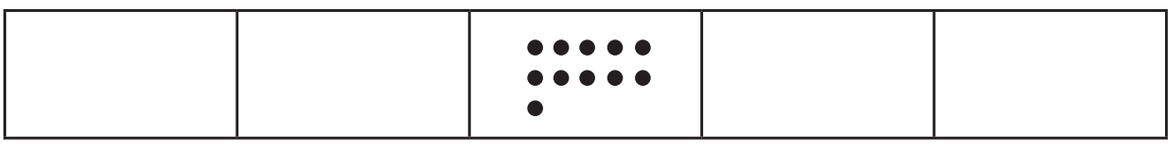
How many tender coconuts are there in each box?



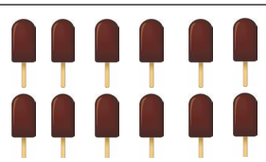
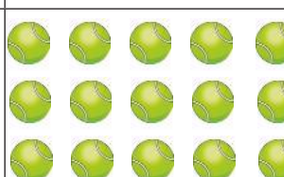
2				

Draw the correct number of dots in each box.

3	9	11	15	18



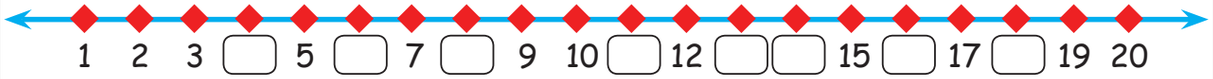
Draw fewer and more for the given pictures. One is done for you.

Fewer	Pictures	More
 5	 7	 10
		
		

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	
10	
15	
19	

What comes before the given number?

	3
	8
	13
	17

What comes in between the given numbers?

4		6
12		14
17		19

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

1.

I see 11

Total 12

3.

I see

Total

2.

I see

Total

4.

I see

Total

Complete the table.

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

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

Draw more beads to show the given number.

12	14	17	20

2.3 Numbers from 21 to 99

Keywords
Numbers, Forward, Backward, Skip count

Learn

10's family

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

CPYCNI

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

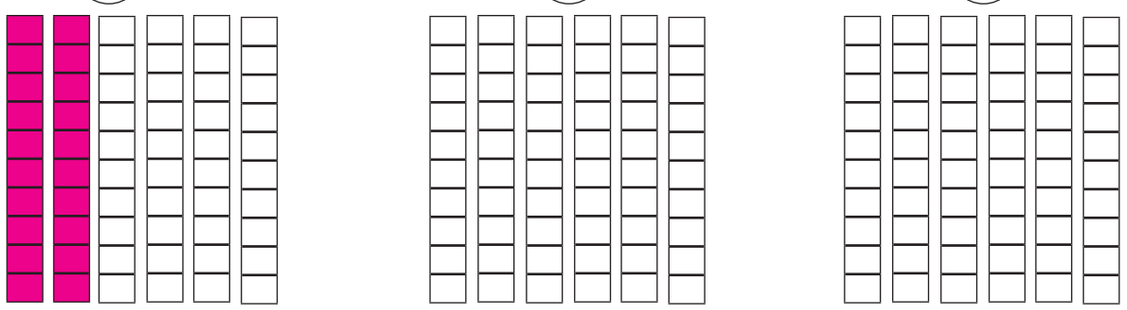
Write the numbers.

10	20	30	40	50	60	70	80	90

Try this

Colour the boxes below for the given numbers.

20 30 50



Practice

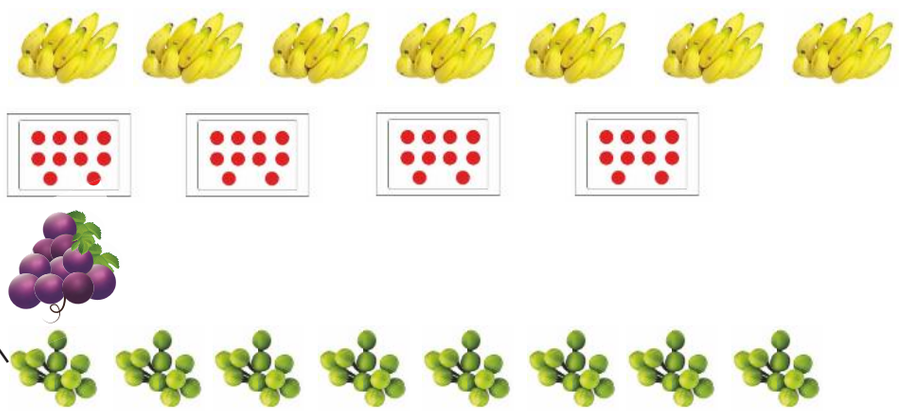
Match the following.

80

70

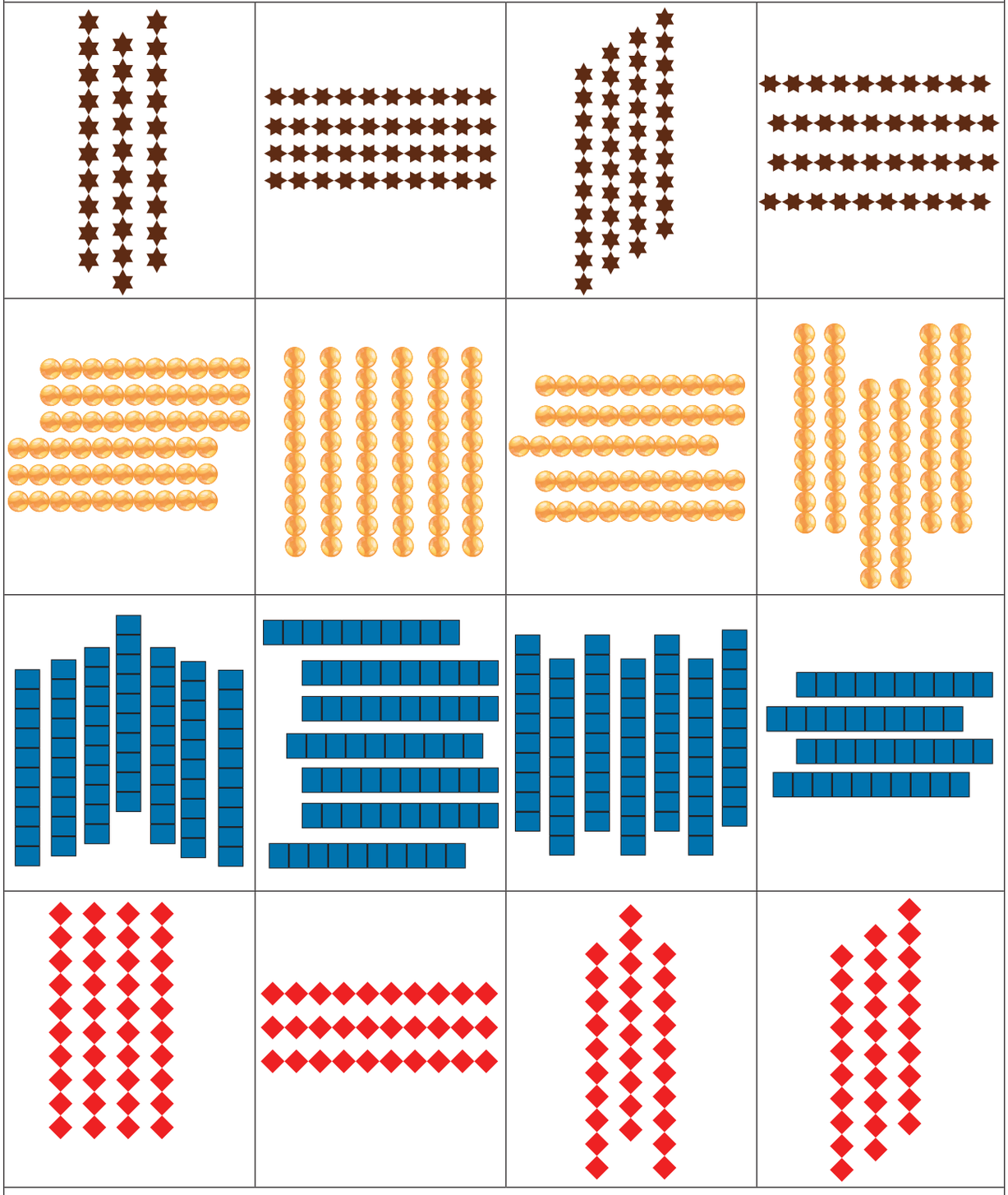
40

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.

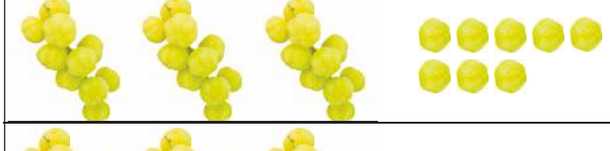
Learn

Numbers from 21 to 30

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

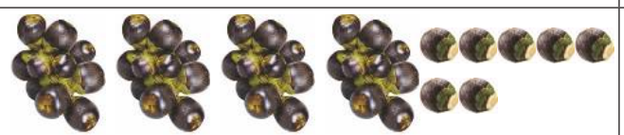
Learn

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 *Panangai*	How many?		Expansion	Number
	Tens	Ones		
	4	1	40 + 1	41
	4	2	40 + 2	42
				
				
				
	4	6	40 + 6	46
				
				
				
	5	0	50 + 0	50

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

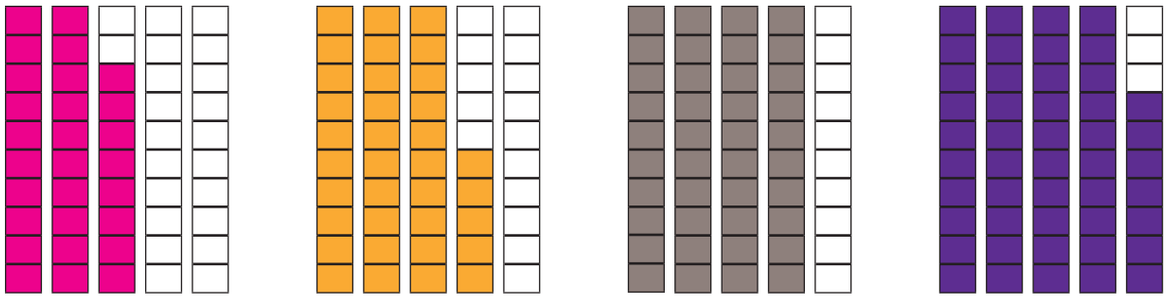
- 50 sticks (4 bundles in tens and 10 sticks.)
- Number cards 1 to 50.

Procedure

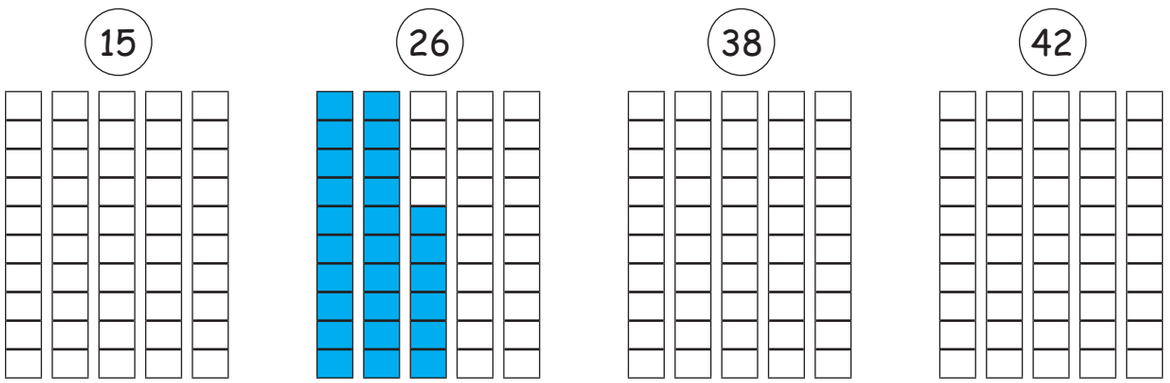
- Divide the class into two groups.
- Give sticks to one group and number cards to other group.
- One group has to show the number card and the other group has to show the sticks according to the number.
- The number card group has to check the number of sticks.
- Teacher has to facilitate the activity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

Try this

Count the shaded boxes and write the numbers below.



Colour the boxes according to the number.



Pleasure time

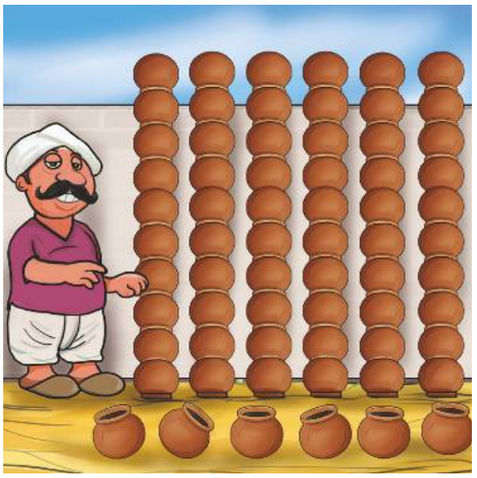
Write the missing numbers.

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

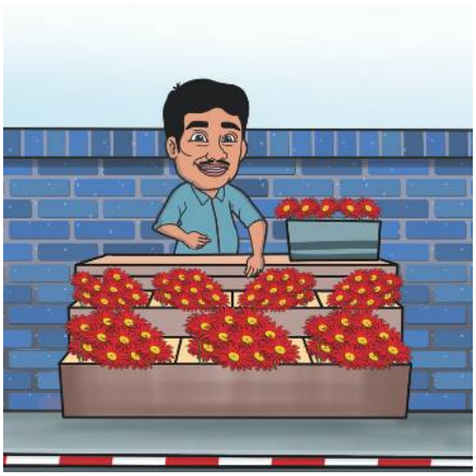
Learn

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	

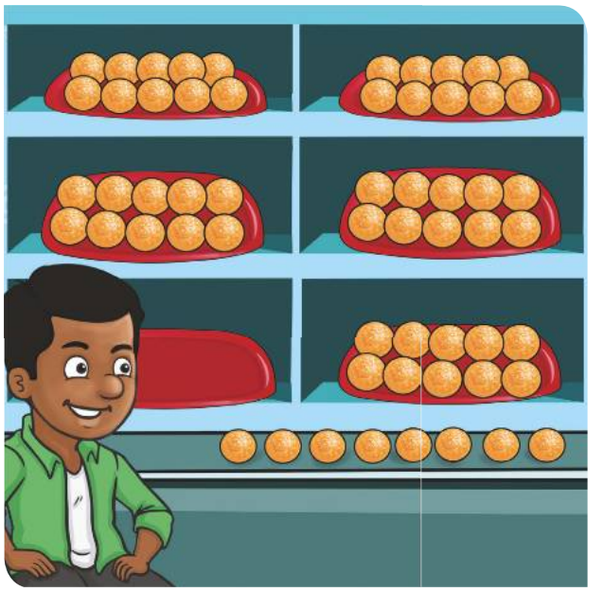
Practice

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?



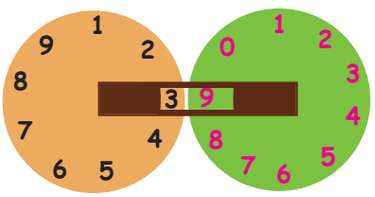
How many eggs?

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.

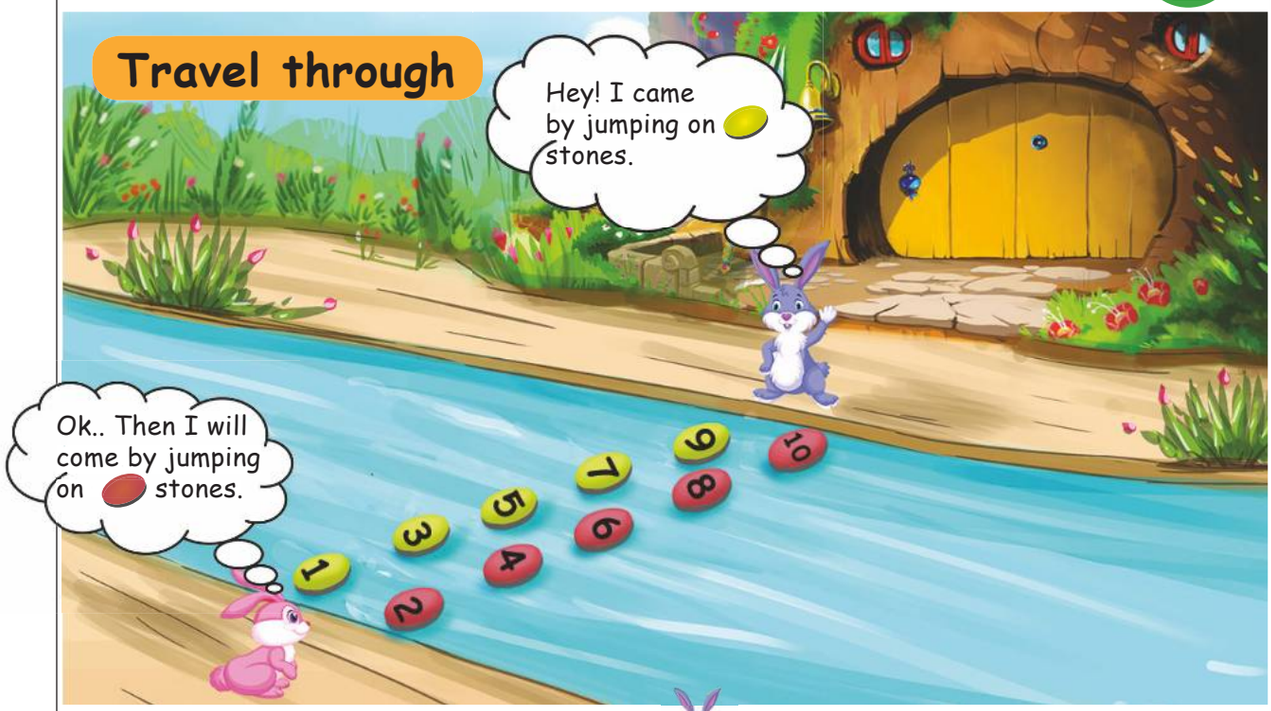
34		36	37			40			43
52	53				57			60	
85			88			91	92		

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

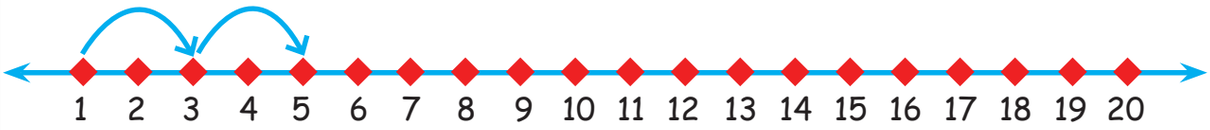


Can you say the numbers on which jumped on?

Can you say in which numbers will jump on?

Learn

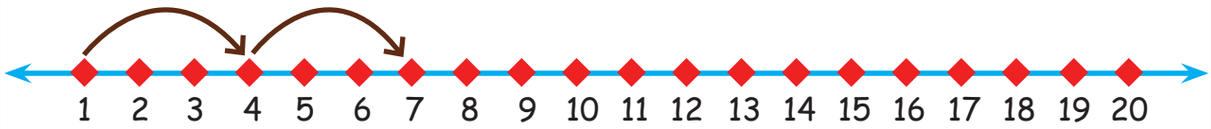
Skip counting by 2's forward.



Using the number line, complete the following.

1	3	5	7						

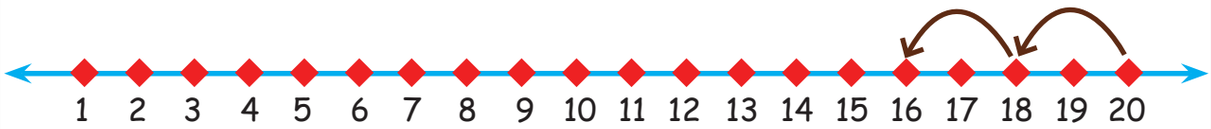
Skip counting by 3's forward.



Using the above number line, complete the following.

1	4	7				

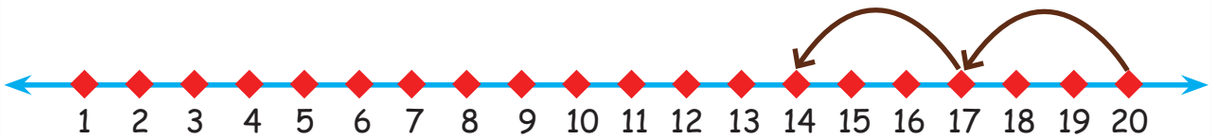
Skip counting by 2's backward.



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.
  Example: 2's - ● colour, 3's - ● colour.
- If the team assigned with 2's skip count forward then they should place the ● coloured bindhis starting from 2 in the calendar.
- Similarly the team assigned with 3's skip count forward should place the ● coloured bindhis starting from 3 in the calendar.
- The teams can interchange the above skip counts to continue the activity.

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.

CQ88Q6

Unit 3 Money

Keywords
Coin,
Currency

Travel through

CQH4RT

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

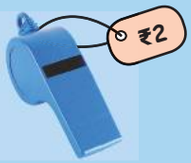
The same valued coins and currency notes make no difference in terms of their values.

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!

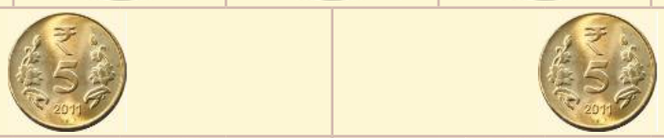
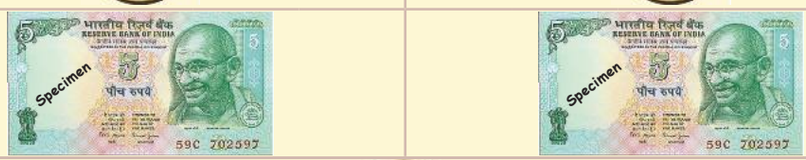
For survival

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.

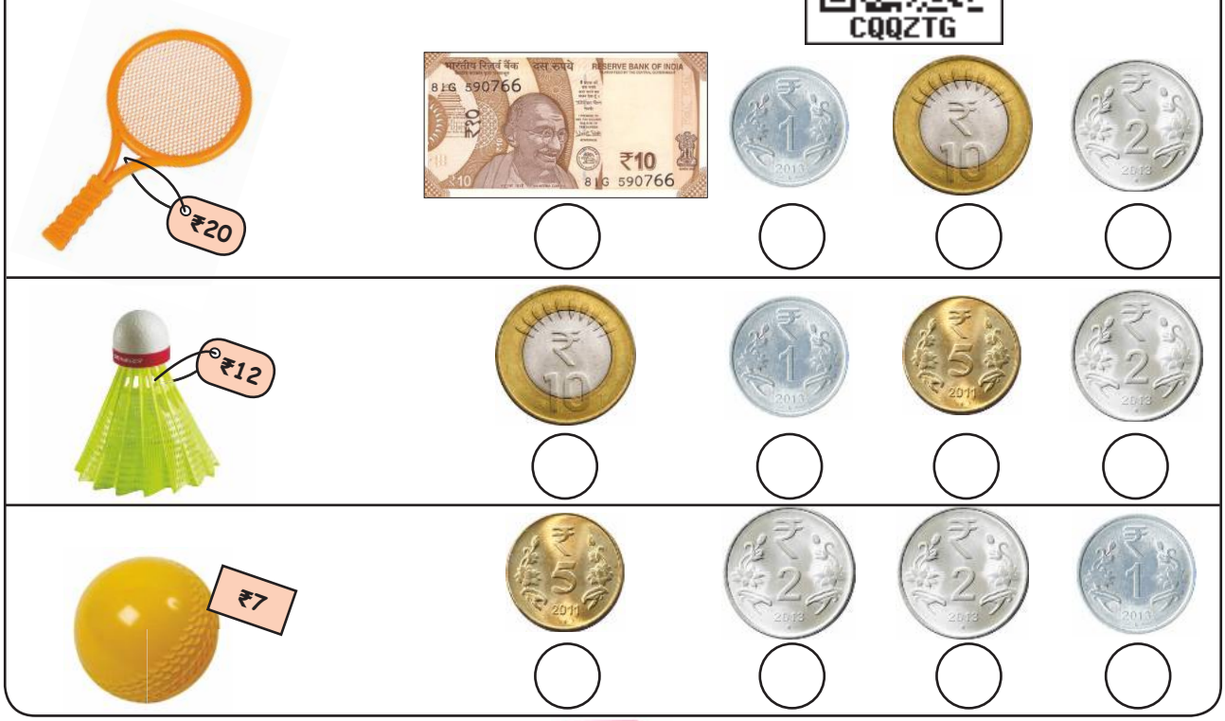
Practice

Match the objects with its correct money value.

Pleasure time

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

CQQZTG



Unit 4 Time

Travel through

CQZVV4

Keywords
Time, Earlier, Later, Fast, Slow

A day with Mugil

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


Evening


Night

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 - Later

Earlier

Stone

Later

Mortar (*ural*)

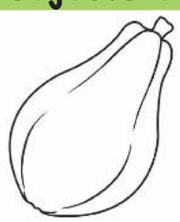
Try this

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

Practice

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

Earlier



Later

Earlier

Later

Learn

Old - New

Old Television

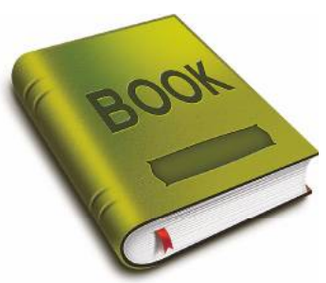
New Television

Practice

Match the old objects with the new objects.

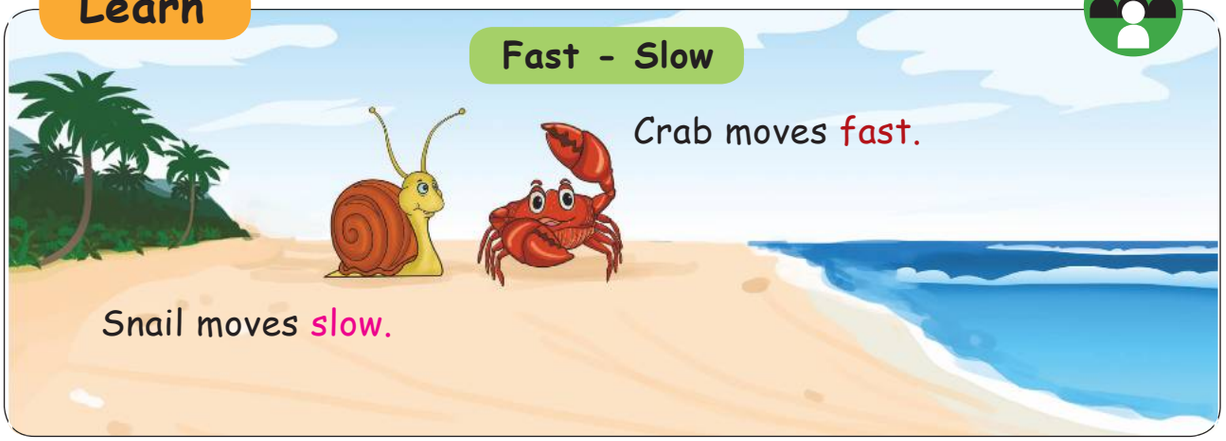
Know More

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



Learn

Fast - Slow

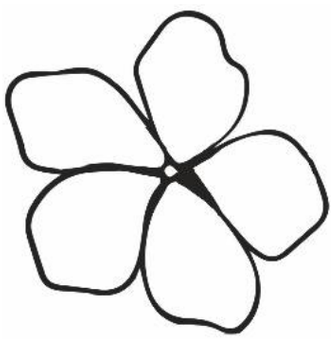


Practice

Tick (✓) the vehicle which moves fast.

Pleasure time

Let us colour!



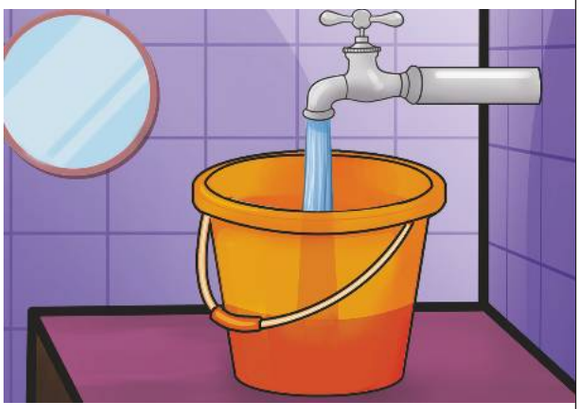
CR9RWR

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

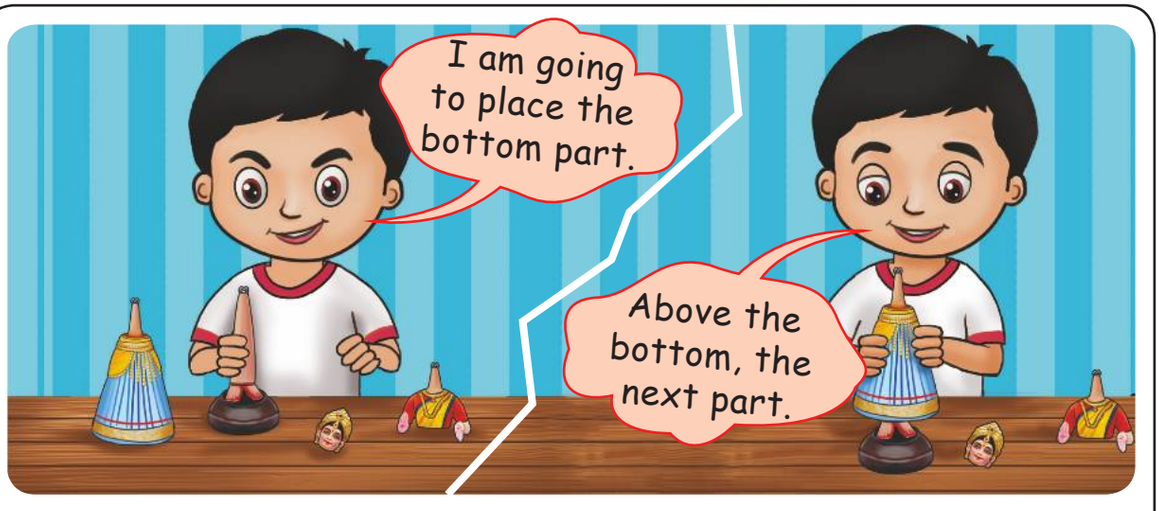
CRIMYE

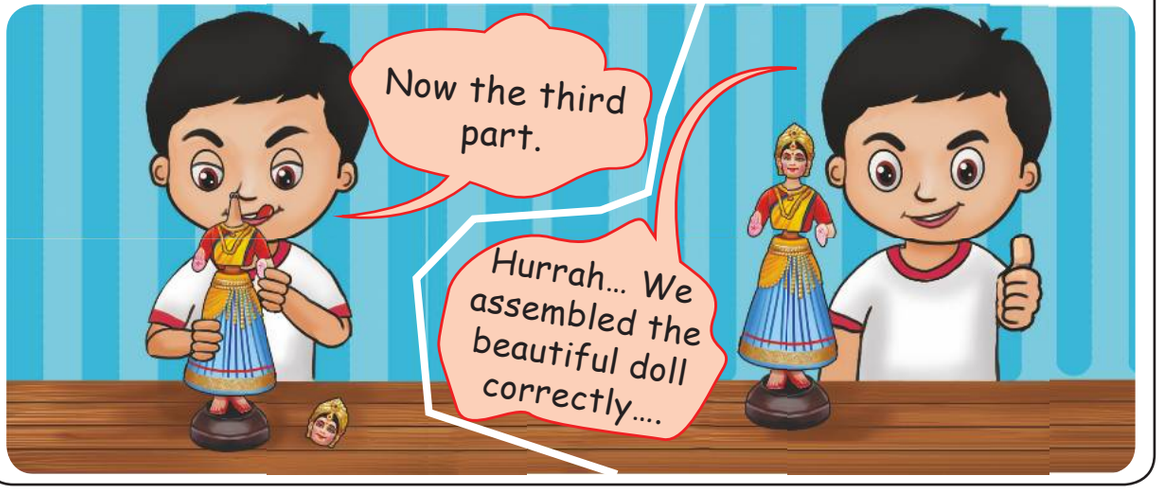
Keywords
Parts, Dismantle, Assemble, Instructions

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.



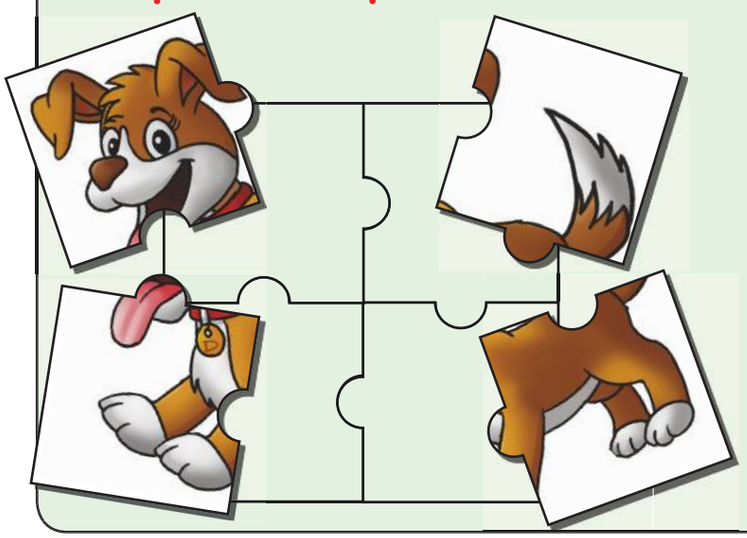
Learn

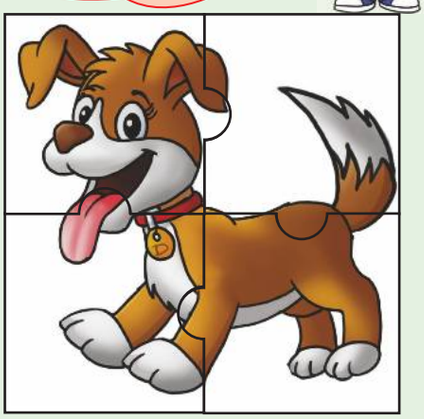
I found this puppy picture pieces in a magazine.

Fun on squares

Place the puzzle cards in it's respective squares.

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

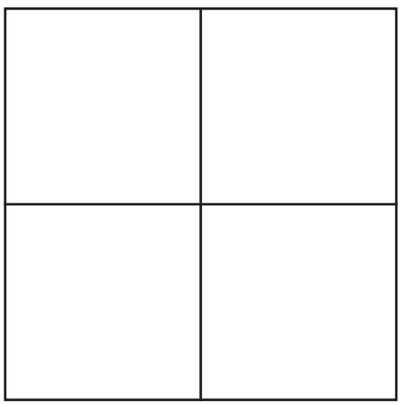




Activity

I myself will arrange.

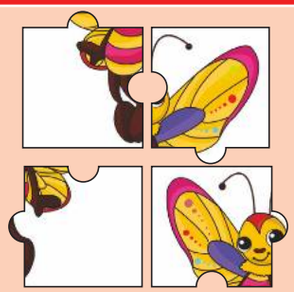
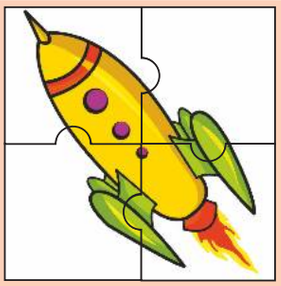
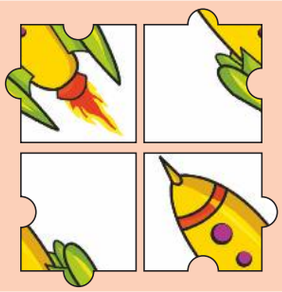
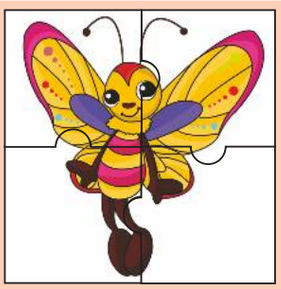
1. Divide the class into two groups.
2. Teacher asks the groups to collect a picture from magazines, daily newspaper etc. and make it into four pieces and shuffle it.
3. Group B has to arrange the pieces shuffled by Group A and vice versa.
4. Teacher may facilitate, monitor and appreciate.
5. The next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



Practice

Fix the pictures.

Connect the pieces with correct picture.

Pieces	Picture
	
	

Try this

Find the hidden animals.

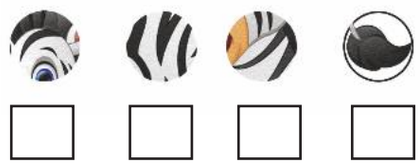



Teacher's Note

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

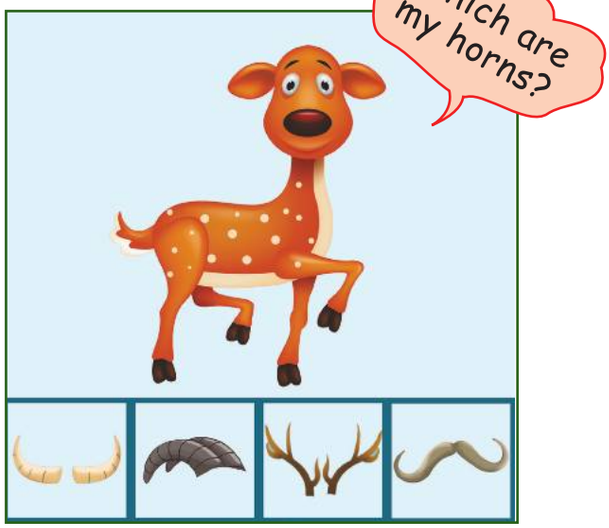
Practice

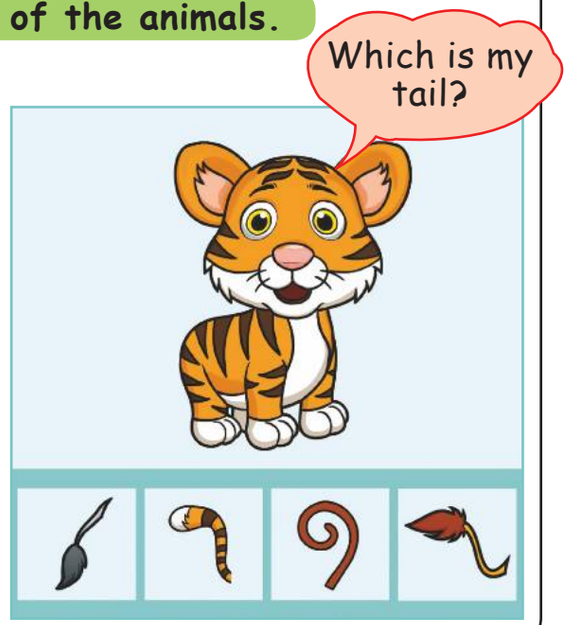
Tick (✓) the missing part.



Activity

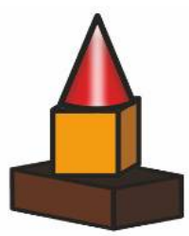
Circle the correct part of the animals.





Practice

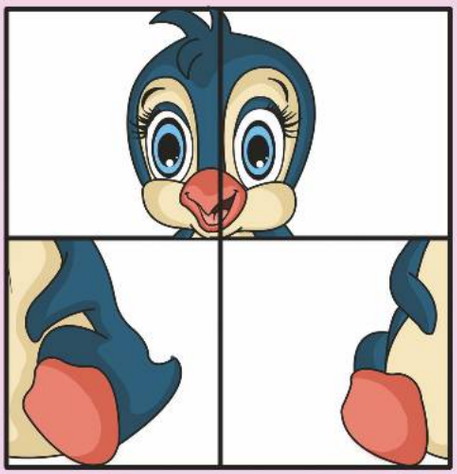
Match the math block.

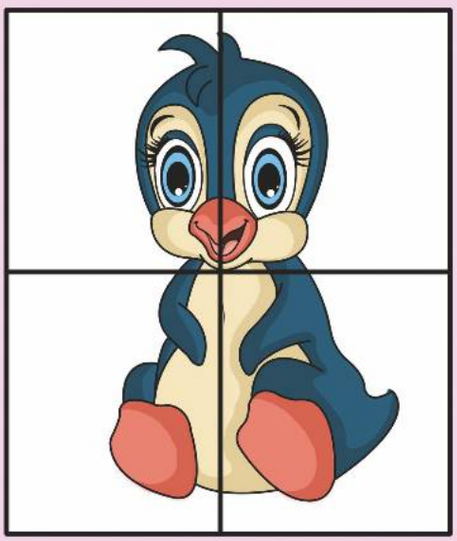
Math blocks	Designs
	
	
	

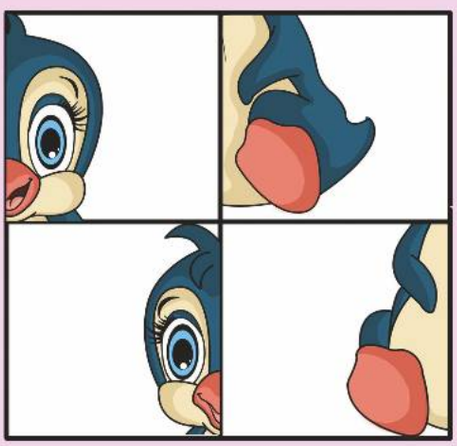
Pleasure time

CRSJ12

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



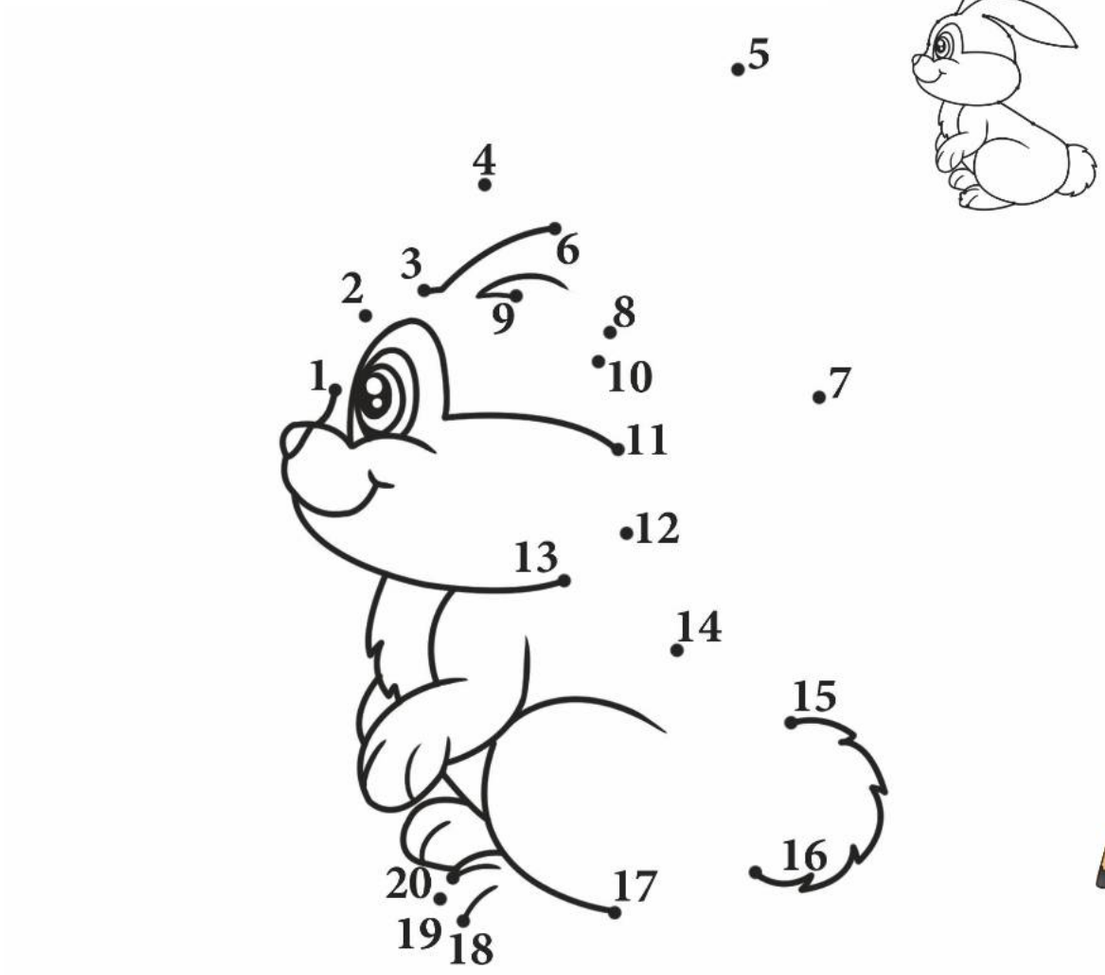




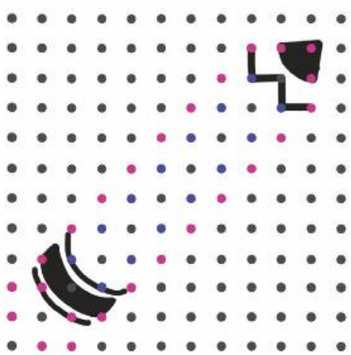
5.2 Formation of Pictures

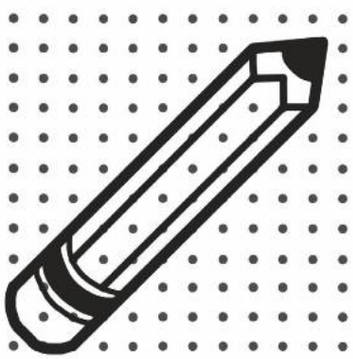
Learn

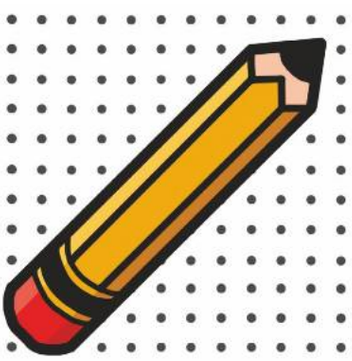
Join the dots in order.



Learn



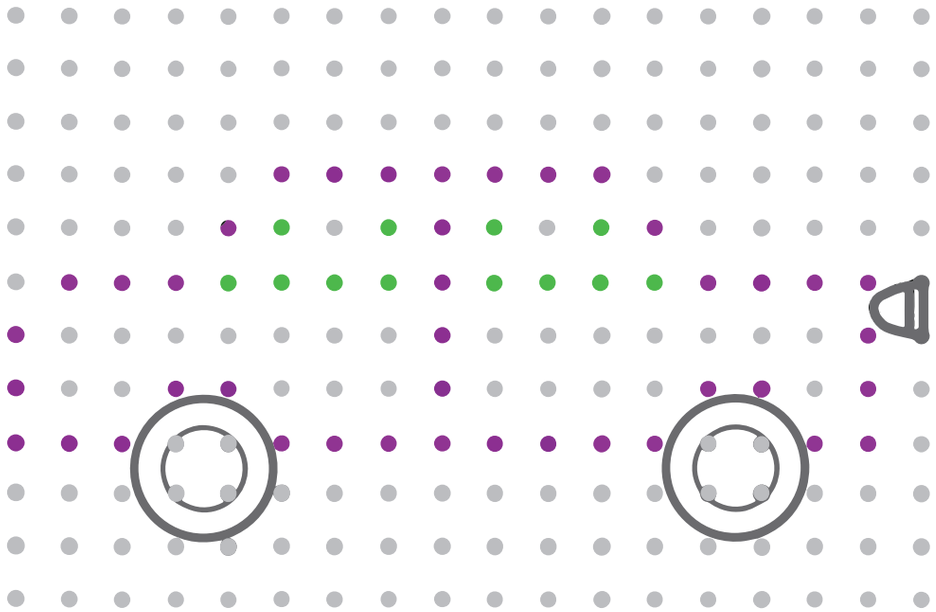




Practice

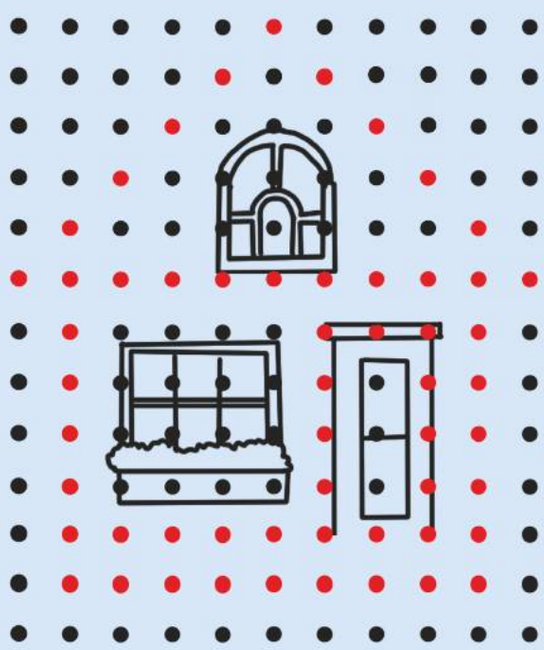
Let us make a car.

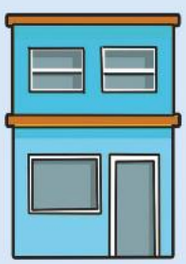
Join the voilet coloured dots and then the green coloured dots to get a car.



Think like a Mathematician

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

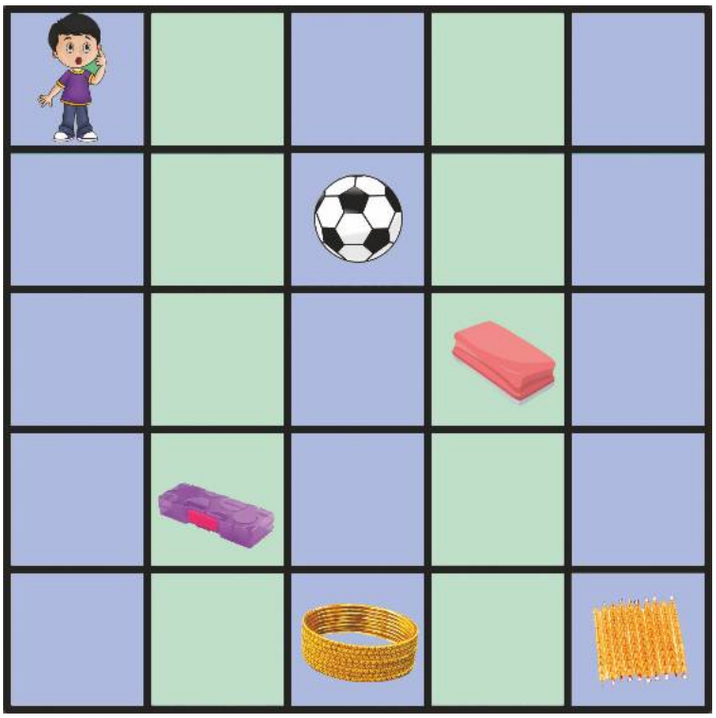


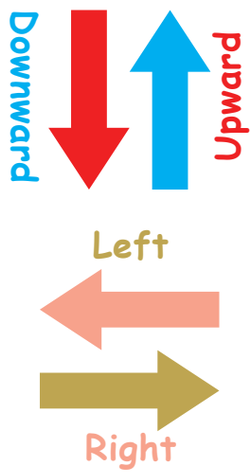


5.3 Formulating Instructions

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.

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.

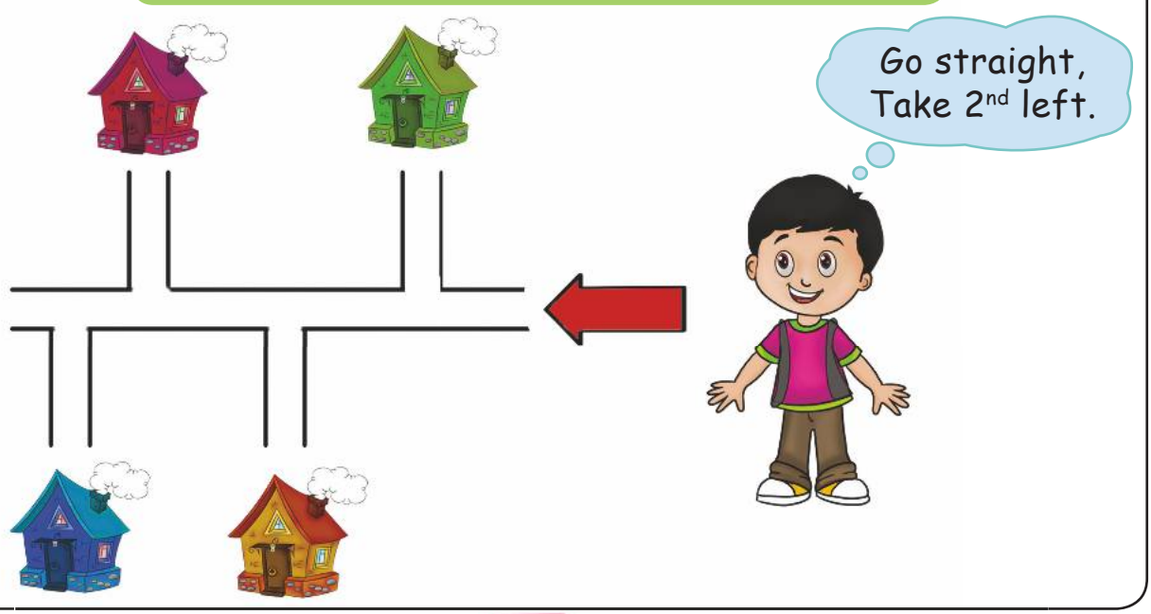
Teacher's Note

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.



Learn

Framing Instructions

Explain the path

Teacher's Note

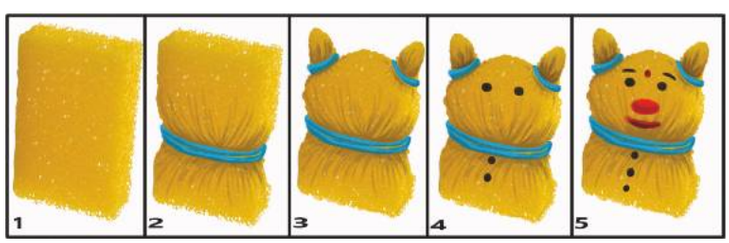
Divide the class room into two groups. Let one group select a place in the picture as it's target to reach. (**Example**: Library) Another group has to tell the path from the ● for the target. Teacher has to facilitate the students to form instructions for the above activity.

Activity

My favourite toy.

Materials Required :

Sponge, Rubber bands, Bindhis.

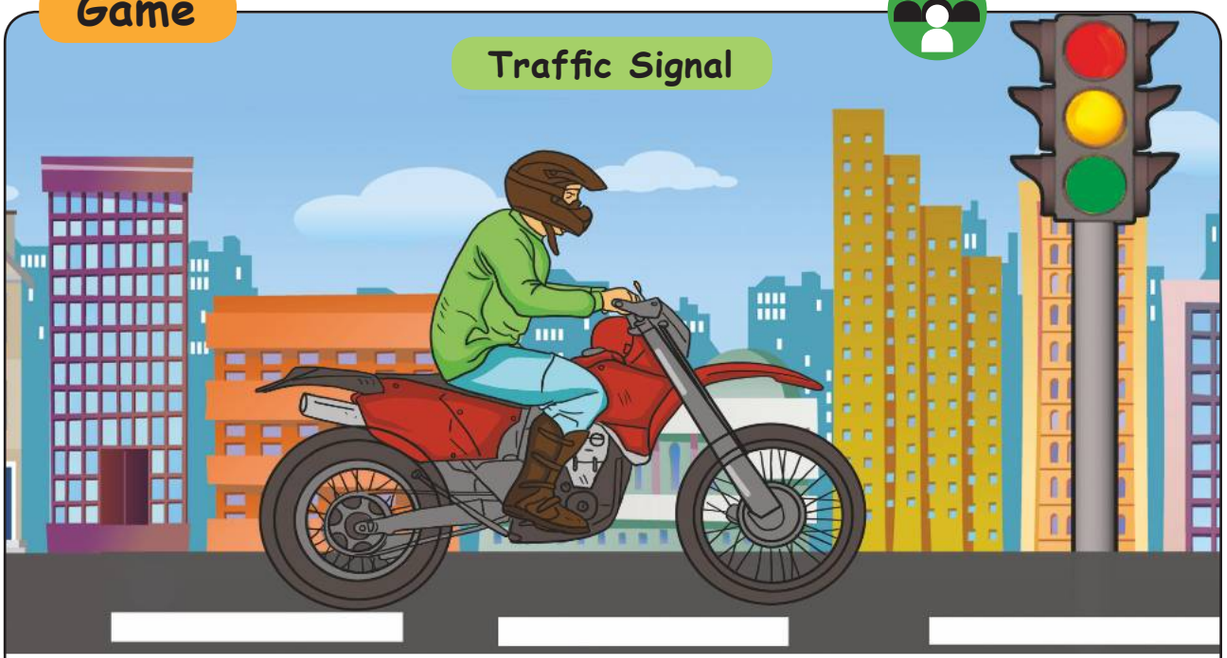


Procedure :

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

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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