



Government of Tamilnadu

STANDARD TWO

TERM I

Volume 2

MATHEMATICS

ENVIRONMENTAL
STUDIES

NOT FOR SALE

Untouchability is Inhuman and a Crime

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MATHEMATICS

STANDARD TWO

TERM I

1. PATTERNS IN SHAPES

Shall we admire the beautiful designs in the wings of the butterfly, petals of sunflower and plumage of peacock?



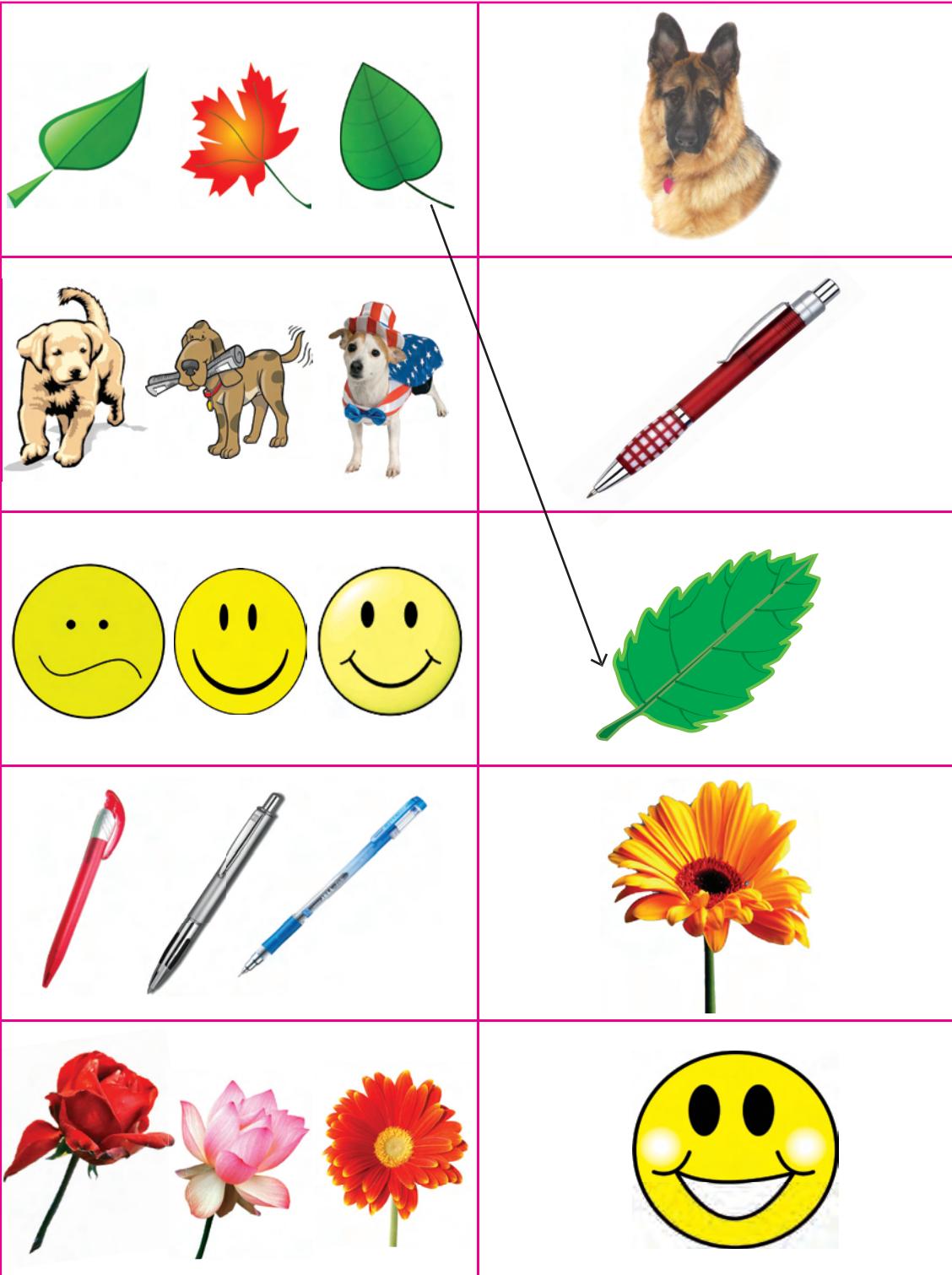
Some more designs are given below



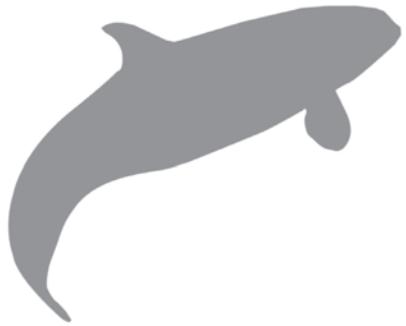
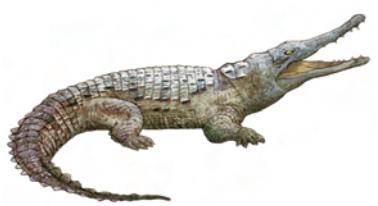
Patterns are arrangements of similar designs in a particular order.

MATHEMATICS

Match the group with its kind.

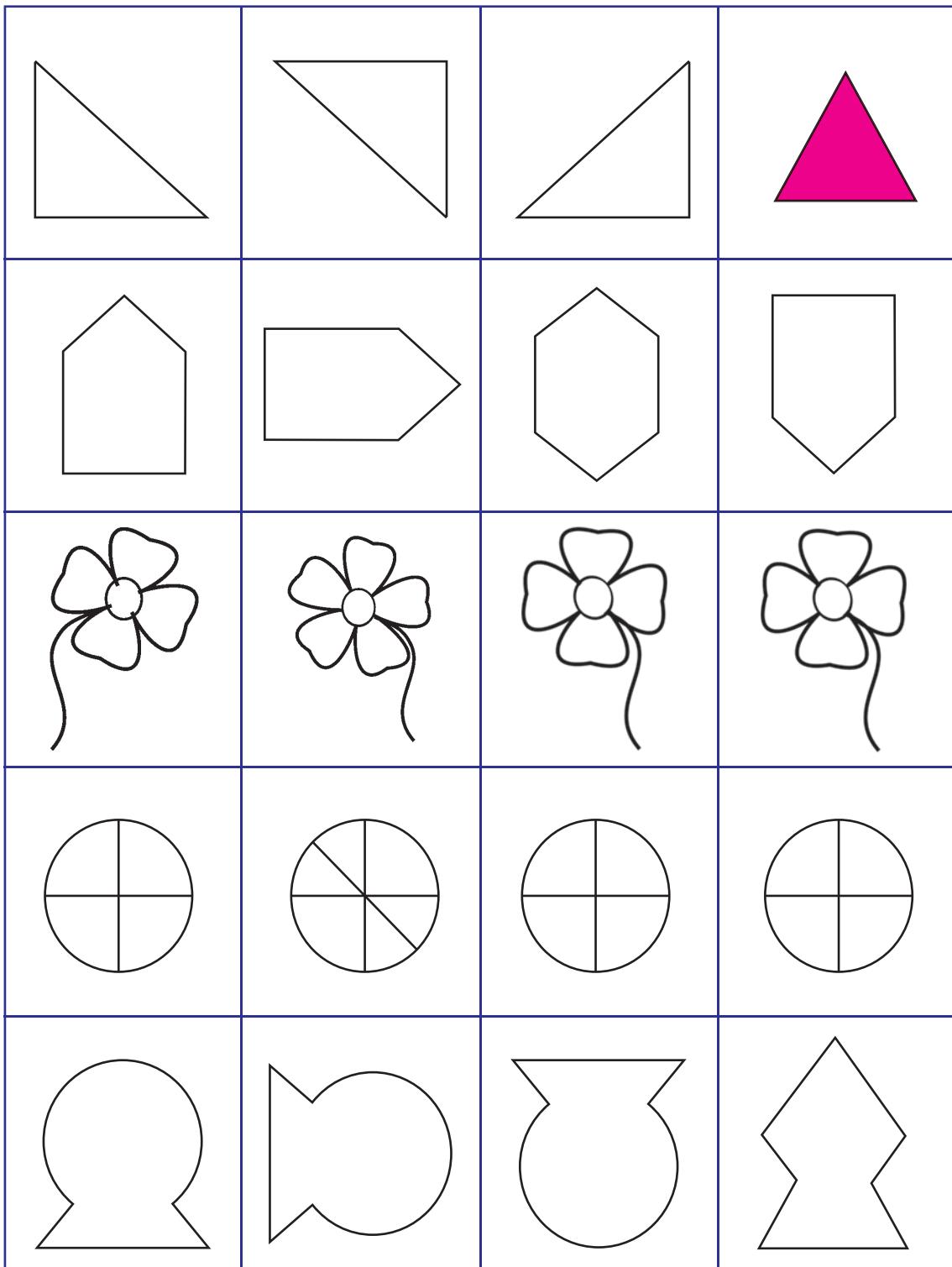


Match the animal with its shadow by drawing a line.

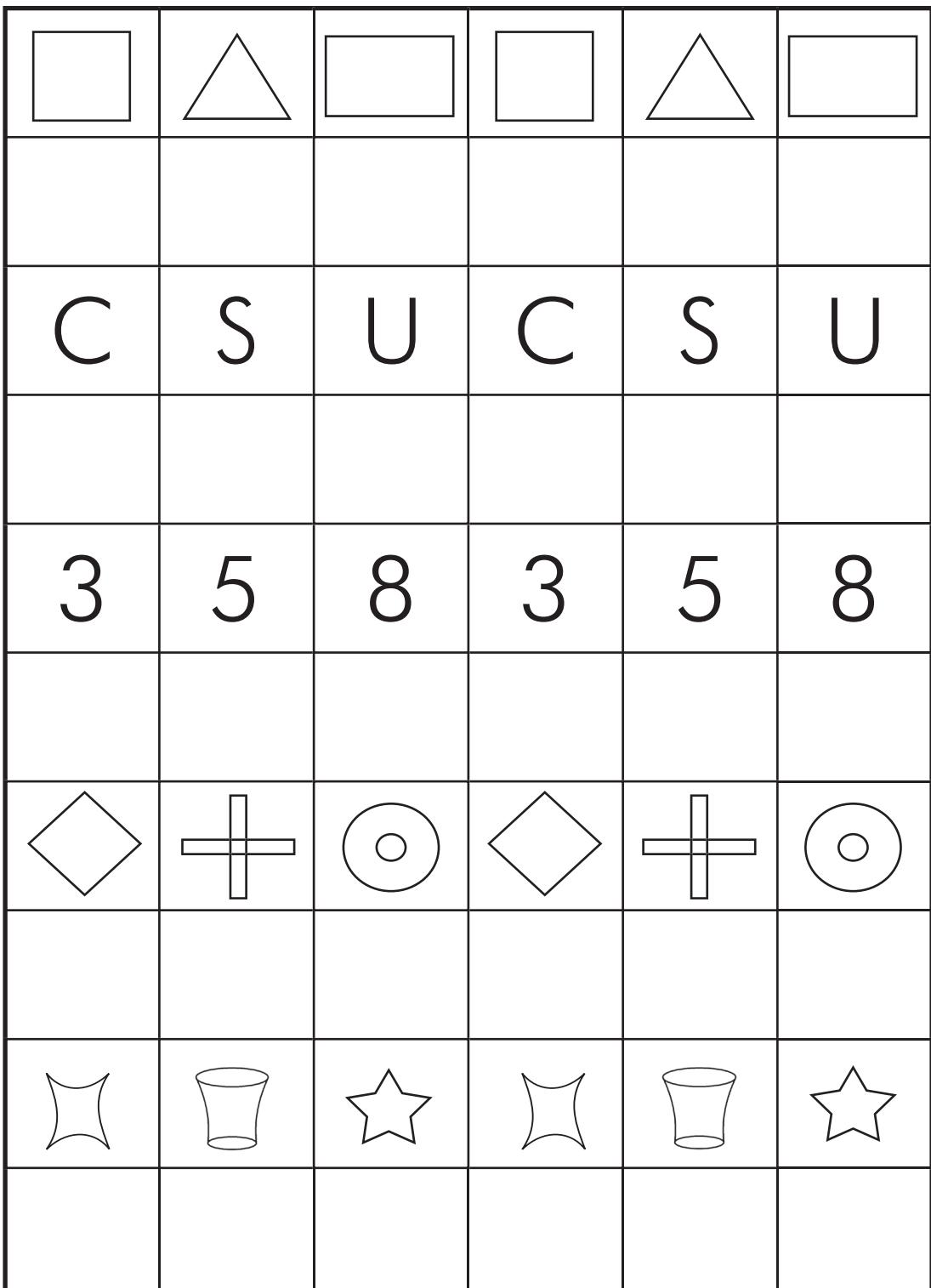


MATHEMATICS

Find the odd one and colour it.



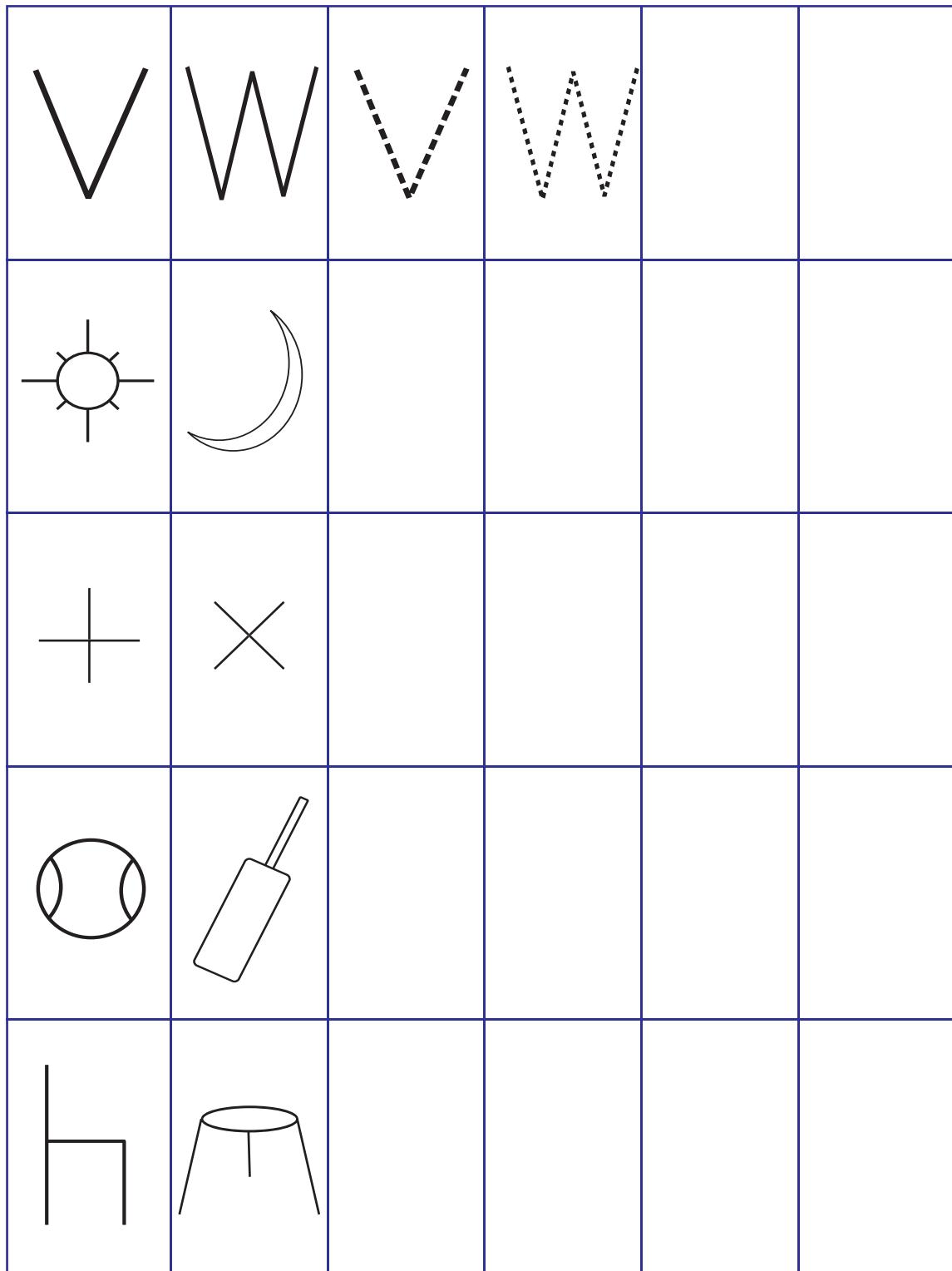
Draw the given patterns and enjoy doing it.



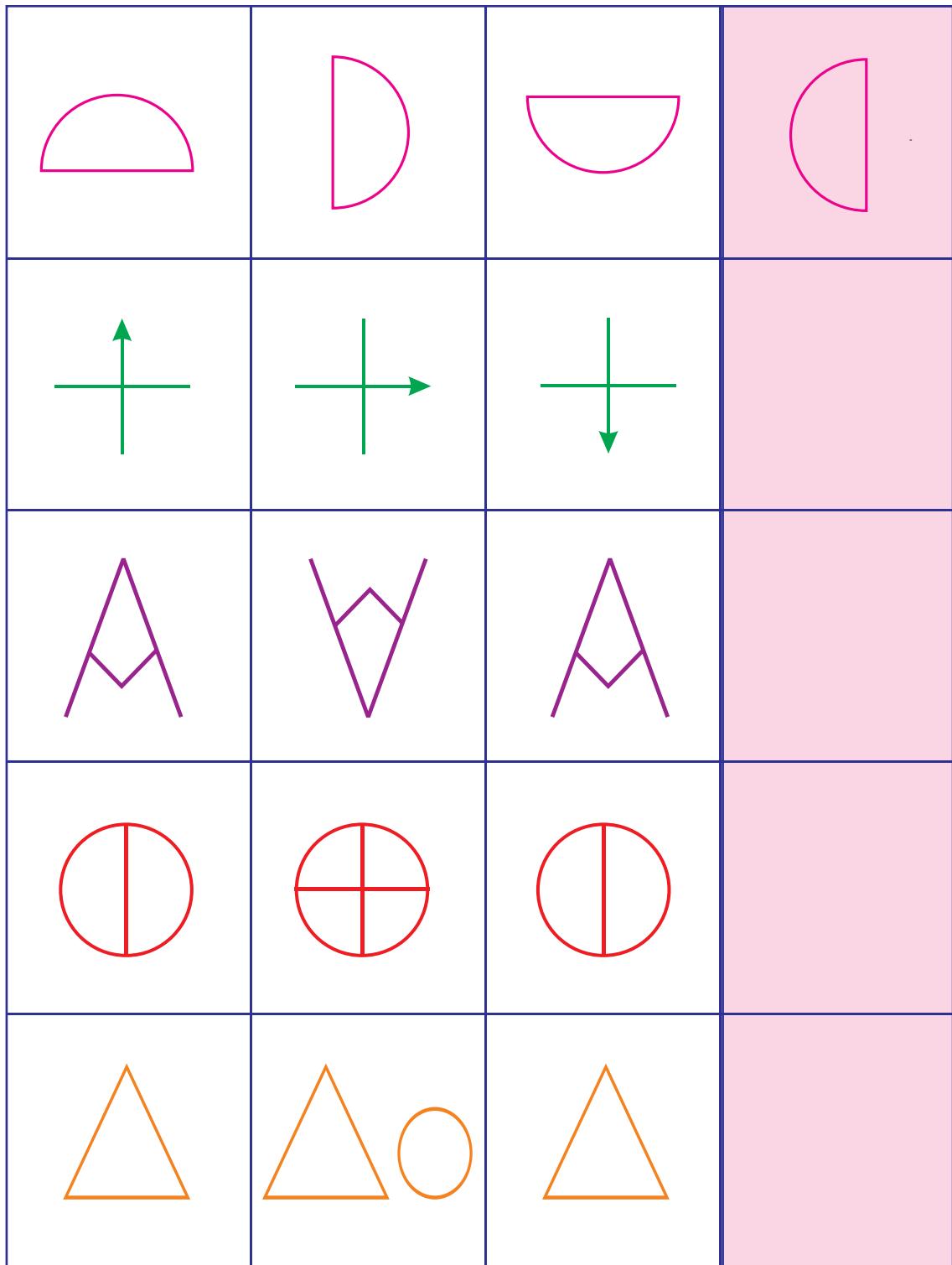
MATHEMATICS

MATHEMATICS

Repeat the patterns as given.

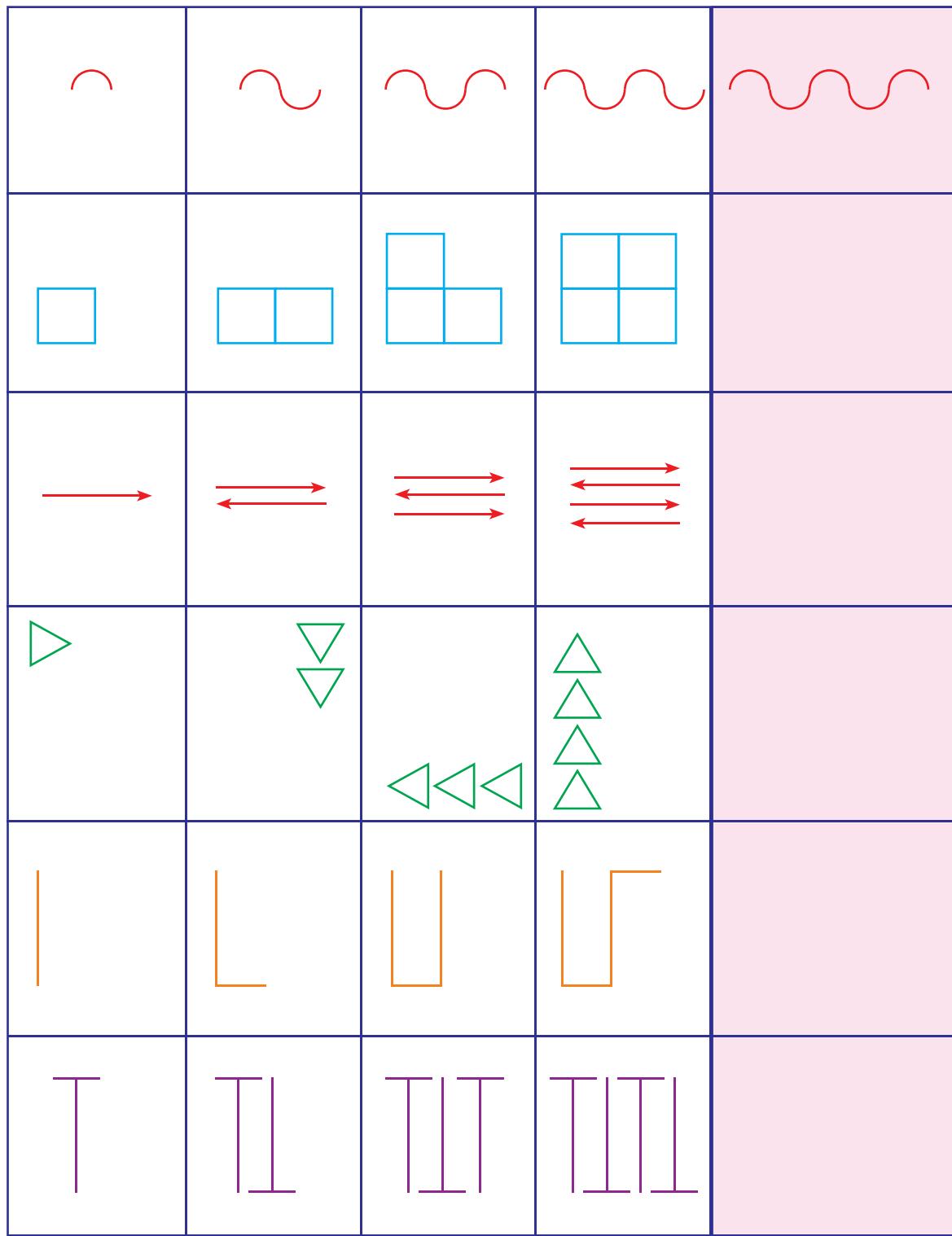


Continue the pattern by drawing the next one.



MATHEMATICS

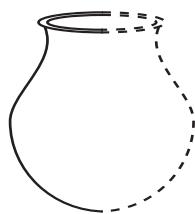
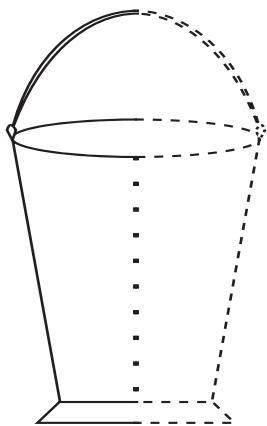
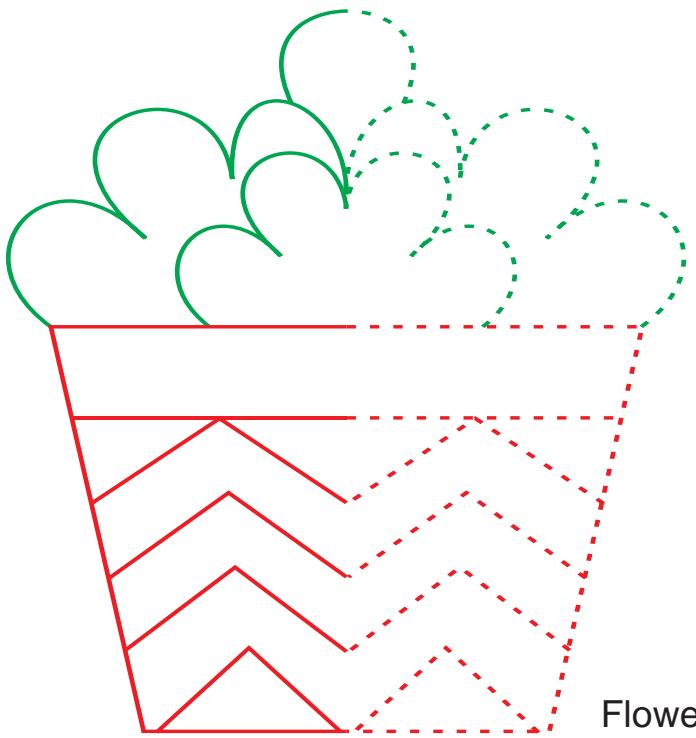
Draw the next pattern.





ACTIVITY

Complete the other half of the pattern.



2. NUMBERS

Revision

- ★ Write the following in numerals.

Seven

Thirteen

Nine

Fifteen

Eleven

Nineteen

- ★ Write the following in words.

8

Eight

14

10

16

12

18

- ★ Circle the greatest number in the following.

7	6	8
---	---	---

6	13	10
---	----	----

2	9	6
---	---	---

18	7	13
----	---	----

11	9	12
----	---	----

16	19	14
----	----	----

- ★ Circle the smallest number in the following.

4	3	2
---	---	---

13	11	9
----	----	---

7	6	8
---	---	---

15	13	17
----	----	----

10	12	14
----	----	----

16	18	19
----	----	----

★ What comes after ?

7	<input type="circle"/>
2	<input type="circle"/>
9	<input type="circle"/>
15	<input type="circle"/>
19	<input type="circle"/>

★ What comes before ?

<input type="circle"/>	2
<input type="circle"/>	6
<input type="circle"/>	8
<input type="circle"/>	13
<input type="circle"/>	17

★ What comes between ?

5	<input type="circle"/>	7
2	<input type="circle"/>	4
6	<input type="circle"/>	8

8	<input type="circle"/>	10
13	<input type="circle"/>	15
16	<input type="circle"/>	18

★ What comes before, after and between ?

4	<input type="circle"/>	6	<input type="circle"/>	8
2	<input type="circle"/>	<input type="circle"/>	5	<input type="circle"/>
<input type="circle"/>	10	<input type="circle"/>	<input type="circle"/>	13
11	<input type="circle"/>	13	14	<input type="circle"/>
<input type="circle"/>	<input type="circle"/>	18	<input type="circle"/>	20

MATHEMATICS

Number names.

Let us learn to read and write the number names.

Pictorial form	Numerals	Number names
	21	Twenty-one
	22	Twenty-two
	23	Twenty-three
	24	Twenty-four
	25	Twenty-five
	26	Twenty-six
	27	Twenty-seven
	28	Twenty-eight
	29	Twenty-nine
	30	Thirty

Learn to read and write the number names in tens.

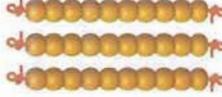
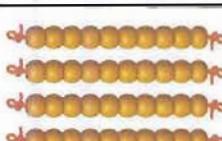
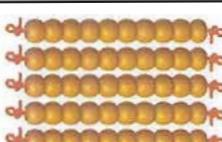
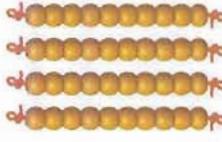
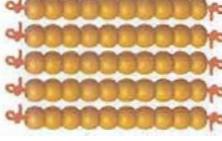
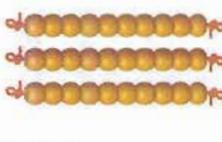
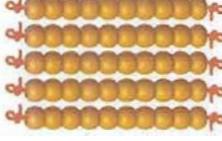
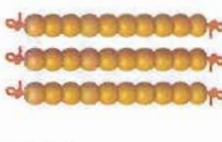
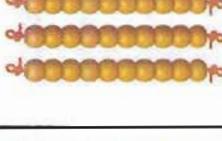
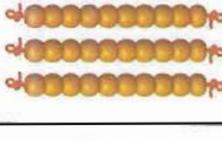
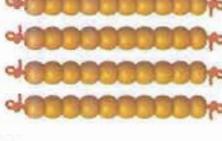
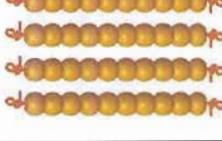
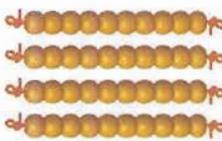
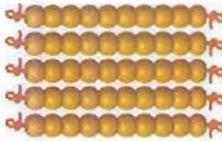
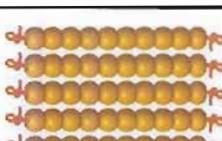
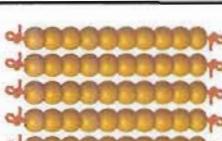
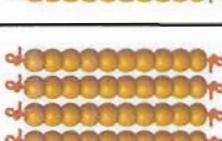
Pictorial form	Numerals	Number names
	10	Ten
	20	Twenty
	30	Thirty
	40	Forty
	50	Fifty
	60	Sixty
	70	Seventy
	80	Eighty
	90	Ninety
	100	Hundred

Teacher's Note



Give Practice to the students to write number names from 1 to 100.

Count and write.

Pictorial form	Numerals	Number names
  	32	Thirty-two
  	46	
 		Fifty-five
 	63	
 	78	
 		Eighty-five
 		Ninety-seven
 	100	

Match the following.

Numerals

37

66

42

50

81

Number names

Forty-two

Eighty-one

Fifty

Thirty-seven

Sixty-six

Write the numerals for the following.

Fifteen

Sixty

Nineteen

Seventy-seven

Twenty-five

Eighty-nine

Forty-eight

Ninety-five

Fifty-three

Hundred

Write the number names for the following.

16

69

27

76

35

80

59

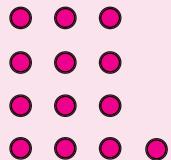
93

61

99

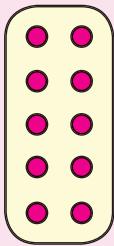


Grouping into tens and ones.

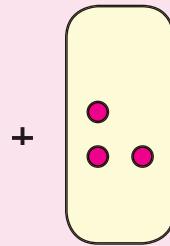


13 ones

give

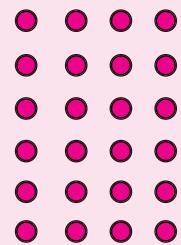


1 ten



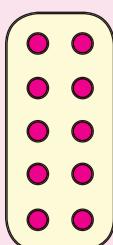
+ 3 ones

10 ones are equal to 1 ten

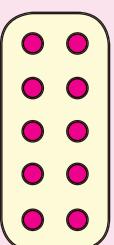


24 ones

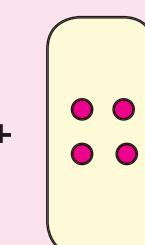
give



1 ten

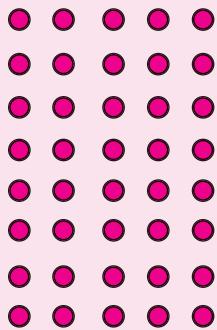


+ 1 ten



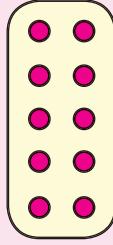
+ 4 ones

→ 2 tens and 4 ones



40 ones

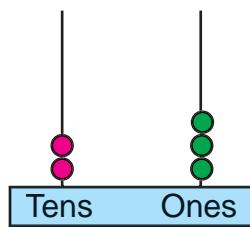
give



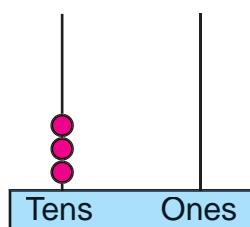
1 ten + 1 ten + 1 ten + 1 ten + 0 ones

→ 4 tens and 0 ones

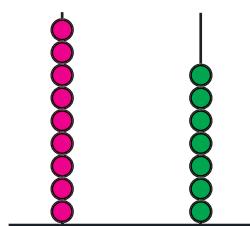
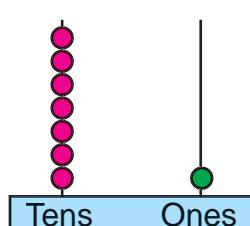
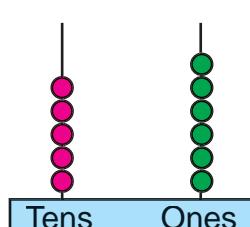
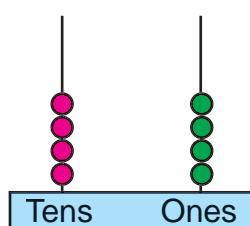
Write the number in the box, using the abacus.



23

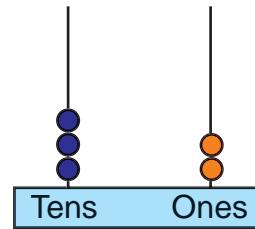


30

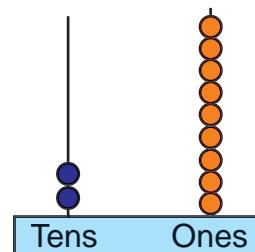


Read the numbers and draw the beads in the abacus.

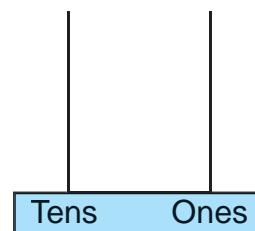
32



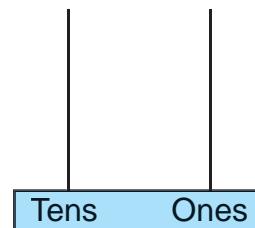
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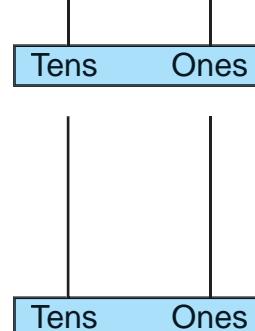
66



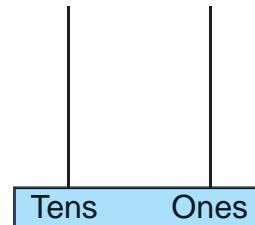
78



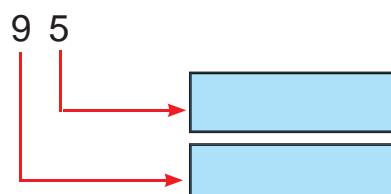
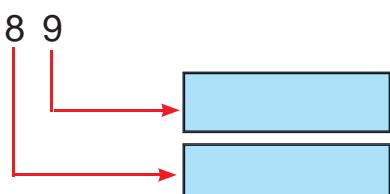
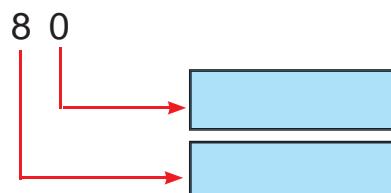
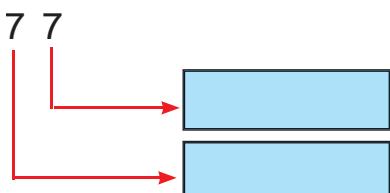
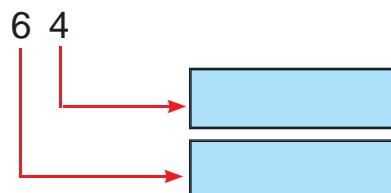
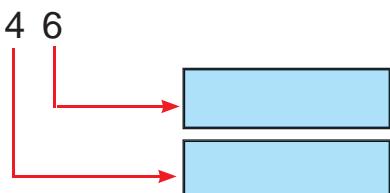
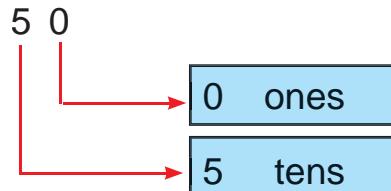
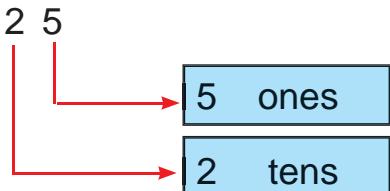
80



95



Write the place value of the digits in the following numbers.



Write in the short form.

3 tens and 2 ones =

32

4 tens and 5 ones =

7 tens and 0 ones =

8 tens and 8 ones =

9 tens and 7 ones =





Write in the expanded form.

28 = 2 tens and 8 ones

41 = tens and ones

72 = tens and ones

83 = tens and ones

90 = tens and ones

Write the place value of the underlined numbers.

19 9 ones

29 2 tens

38

47

53

12

64

71

85

99



Project

Prepare the number cards from **0** to **9**.

Take any two cards and make a **2** - digit number. Say the place value of the digits.

★ Repeat the activity using other cards.



3. COMPARISON OF NUMBERS

Let us learn to compare the 2-digit numbers using place value.



We can compare the numbers as

> greater than

< Less than

= equal to

Compare the numbers 63 and 45.

tens	ones
6	3

tens	ones
4	5

Comparing the tens place

$6 > 4$

63 is greater than 45

$63 > 45$

The greater number in the tens place is the greater of them.



Compare the numbers 39 and 54.

tens	ones
3	9

$3 < 5$

tens	ones
5	4

39 is less than 54

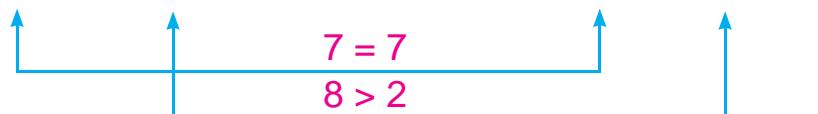
$39 < 54$

MATHEMATICS

Now compare the numbers 78 and 72.

tens	ones
7	8

tens	ones
7	2



If the numbers in tens place are same,
then compare the numbers in ones place.



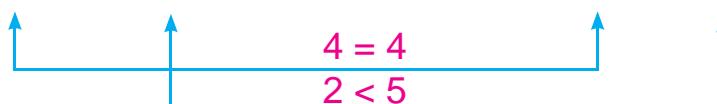
78 is greater than 72

$$78 > 72$$

Compare the numbers 42 and 45.

tens	ones
4	2

tens	ones
4	5



42 is less than 45

$$42 < 45$$

Compare the numbers 86 and 86.

86 is equal to 86.

$$86 = 86.$$

If the numbers in
tens and ones places
are the same then
they are equal.



Observe the following.

$$38 \quad > \quad 25$$

$$93 \quad = \quad 93$$

$$26 \quad = \quad 26$$

$$86 \quad > \quad 74$$

$$55 \quad < \quad 66$$

$$33 \quad < \quad 38$$

Compare the numbers and use $>$ or $<$ or $=$

73		85		93		39
29		29		25		52
36		25		77		77
40		40		80		72
71		79		36		63



ACTIVITY

Play and Learn

Prepare the number cards from 1 to 100 as

1

2

3

.....

100

and the symbol cards

>

<

=

The class is divided into two groups.

Group 1 picks a pair of number cards.



Group 2 places the symbol card between the numbers.

★ Repeat the activity using other cards.

Ascending Order



We shall arrange the numbers **7, 5** and **8** from the smallest to the greatest as **5, 7, 8**.
Shall we arrange the numbers **46, 32** and **58** from the smallest to the greatest?

tens	ones
4	6

tens	ones
3	2

tens	ones
5	8

Oh! I remember. First compare the digits in the tens place, then in the ones place.



Comparing tens place, we find that

the smallest number is **32** and the greatest number is **58**.

The ascending order is **32, 46, 58**.

Ascending order is arranging the numbers from the smallest to the greatest.

Now, we arrange the numbers **76, 52** and **62** in ascending order.

We get **52, 62, 76**.

Descending Order

Descending order is arranging the numbers from the greatest to the smallest.



Let us arrange the numbers **46, 32** and **58** in descending order.

We get **58, 46, 32**.

Arrange the following numbers in ascending order.

$$56, 37, 25 = \underline{\quad}, \underline{\quad}, \underline{\quad}$$

$$93, 84, 81 = \underline{\quad}, \underline{\quad}, \underline{\quad}$$

$$27, 43, 38 = \underline{\quad}, \underline{\quad}, \underline{\quad}$$

$$75, 72, 74 = \underline{\quad}, \underline{\quad}, \underline{\quad}$$

$$54, 63, 45 = \underline{\quad}, \underline{\quad}, \underline{\quad}$$

Arrange the following numbers in descending order.

$$27, 35, 53 = \underline{\quad}, \underline{\quad}, \underline{\quad}$$

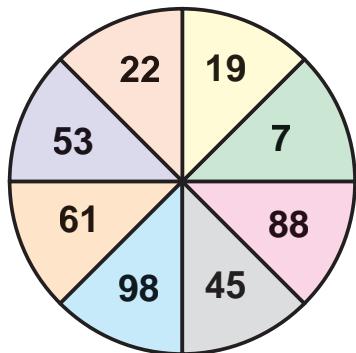
$$72, 86, 85 = \underline{\quad}, \underline{\quad}, \underline{\quad}$$

$$26, 62, 22 = \underline{\quad}, \underline{\quad}, \underline{\quad}$$

$$38, 86, 31 = \underline{\quad}, \underline{\quad}, \underline{\quad}$$

$$46, 94, 64 = \underline{\quad}, \underline{\quad}, \underline{\quad}$$

Select any three numbers from the picture.
Arrange them into ascending and descending order.
Do as many sums as possible.



Numbers : _____, _____, _____,

Ascending order : _____, _____, _____,

Descending order : _____, _____, _____,

ACTIVITY

Prepare the number cards from 1 to 100.



Divide the class into two groups.

Group 1 should take any three cards.

Group 2 should arrange them in the ascending order.

★ Repeat the activity by changing the group.

★ Repeat the activity in descending order.



Odd and Even Numbers

Circle the flowers in pairs.

	1
	2
	3
	4
	5
	6
	7
	8
	9
	10

What do you observe?

From the above table, we see the numbers **2, 4, 6, 8**, and **10** are exactly paired.

The other numbers **1, 3, 5, 7** and **9** are not exactly paired.

MATHEMATICS

The numbers ending with **1, 3, 5, 7 and 9** are odd numbers.



The numbers ending with **0, 2, 4, 6 and 8** are even numbers.

Which of the following are odd and even numbers.

13 Odd number

22 Even number

14 _____

15 _____

23 _____

26 _____

37 _____

40 _____

56 _____

68 _____

69 _____

72 _____

85 _____

90 _____

99 _____

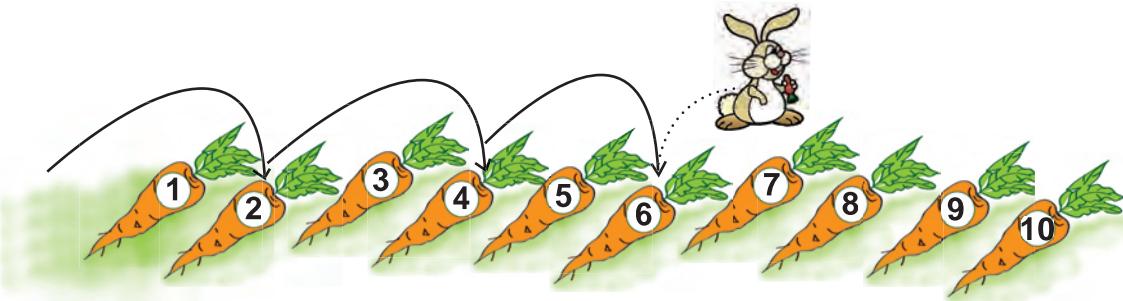
100 _____

See the Fun!

- * The number of letters in the word '**even**' is even.
- * The number of letters in the word '**odd**' is odd.

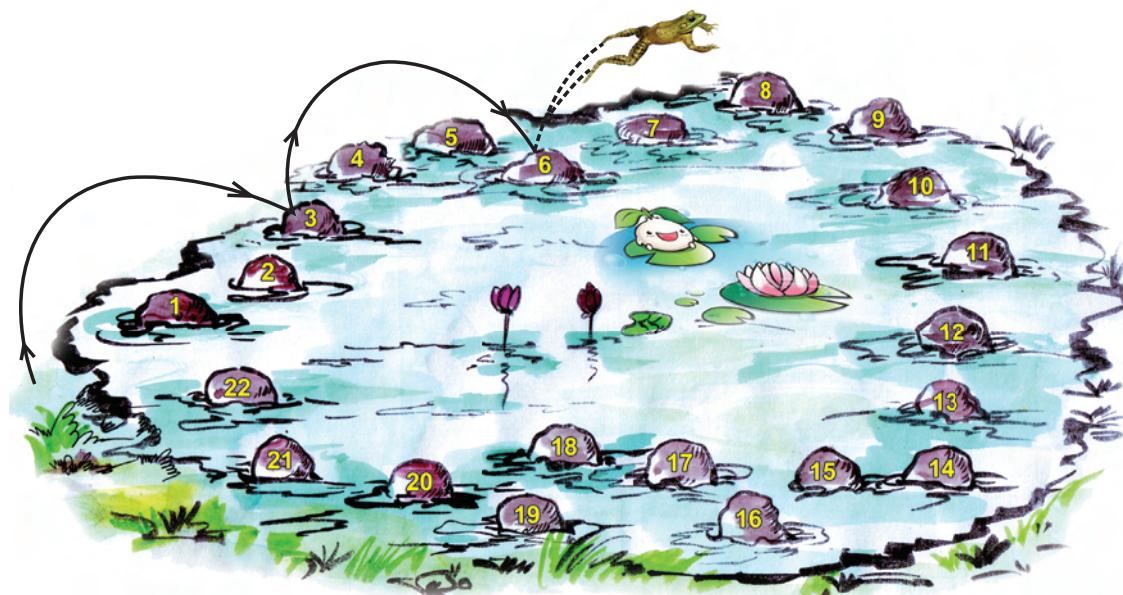
Skip counting numbers.

Tinku, an active rabbit, jumps over a carrot and reaches the next one. Where will Tinku go next?



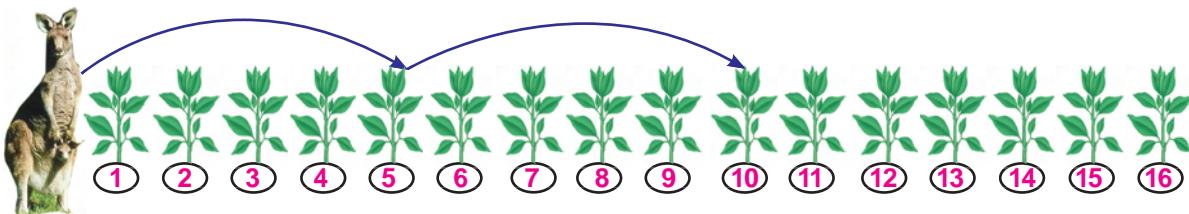
Tick (✓) the numbers in the carrot that the rabbit skipped over.

Look at the pond where Mr. Froggi jumps and gets on a stone. Where will he go next?



Circle the numbers that he skipped over.

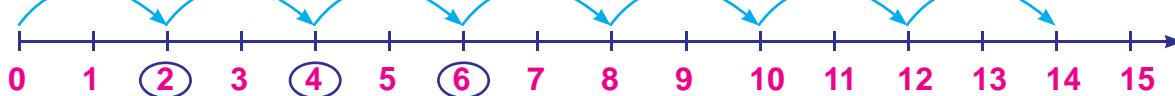
Boogee, a kangaroo hops and stops at a plant in a particular order to have her meal. Where will she go next?



Tick (✓) the numbers that she skipped over.

Let us learn skip counting on the Number Line

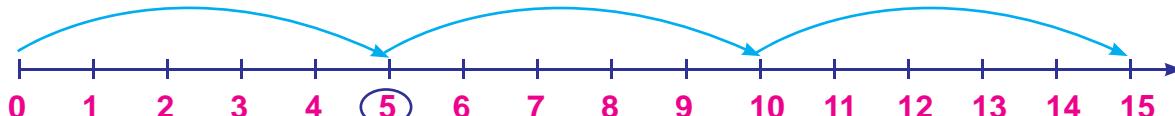
Skip count in **2**'s and circle the numbers.



Skip count in **3**'s and circle the numbers.



Skip count in **5**'s and circle the numbers.



Count in 2's and circle the number.

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	100

Using the above chart,

- ★ Count in 3's and list it. 3, 6, 9, _____
- ★ Count in 5's and list it. 5, 10, 15, _____
- ★ Count in 2's and list it. 11, 13, 15, _____

Read and write what comes next ?

8, 10, 12, _____, _____, _____

21, 23, 25, _____, _____, _____

32, 34, 36, _____, _____, _____

47, 49, 51, _____, _____, _____

68, 70, 72, _____, _____, _____

Fill in the blanks

4, 7, 10, _____, _____, _____

24, 27, 30, _____, _____, _____

55, 58, 61, _____, _____, _____

66, 69, 72, _____, _____, _____

82, 85, 88, _____, _____, _____

What comes next ?

5, 10, 15, _____, _____, _____

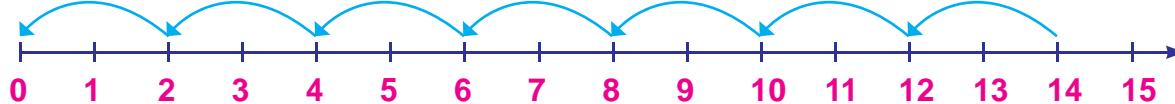
30, 35, 40, _____, _____, _____

55, 60, 65, _____, _____, _____

75, 80, 85, _____, _____, _____

20, 25, 30, _____, _____, _____

Counting backwards



Counting backwards in 2's → 14, 12, 10, 8, 6, 4, 2, 0.

Counting backwards in 3's → 15, 12, 9, 6, 3, 0.

Counting backwards in 5's → 15, 10, 5, 0.

Read and write by counting backwards.

14, 12, 10, _____, _____, _____

60, 58, 56, _____, _____, _____

82, 80, 78, _____, _____, _____

18, 15, 12, _____, _____, _____

45, 42, 39, _____, _____, _____

90, 87, 84, _____, _____, _____

35, 30, 25, _____, _____, _____

55, 50, 45, _____, _____, _____

Do it yourself



Starting from **50**, count backwards in **2's**, **3's**, and **5's**.







4. ADDITION

Let us recall.



3



2

— 5



+



—



+



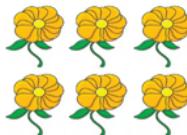
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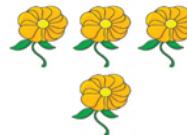
+



—



+

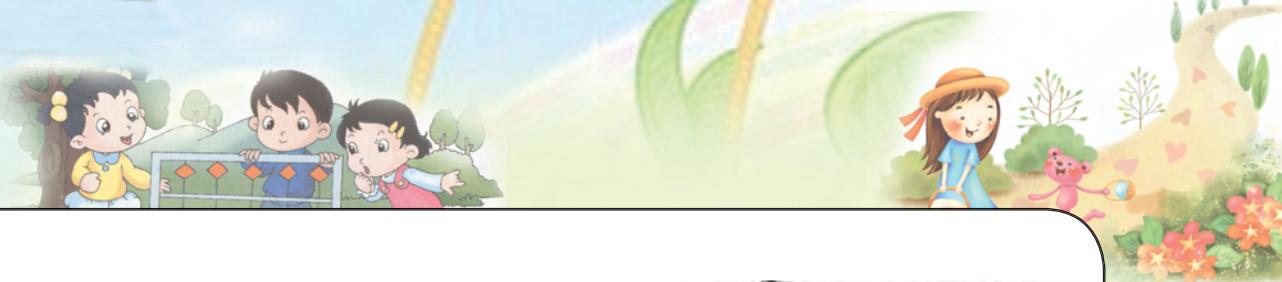


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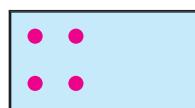
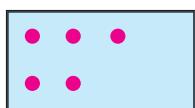
Addition means put together or added together.

It is represented by the symbol ‘+’





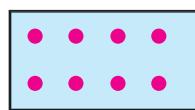
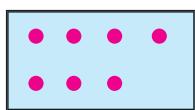
Count and Add.



+



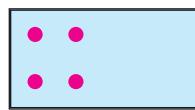
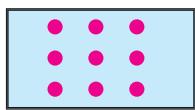
-



+



-



+



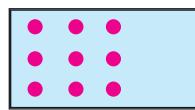
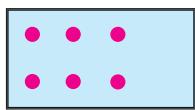
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+



-



+



-



1
2
3

MATHEMATICS



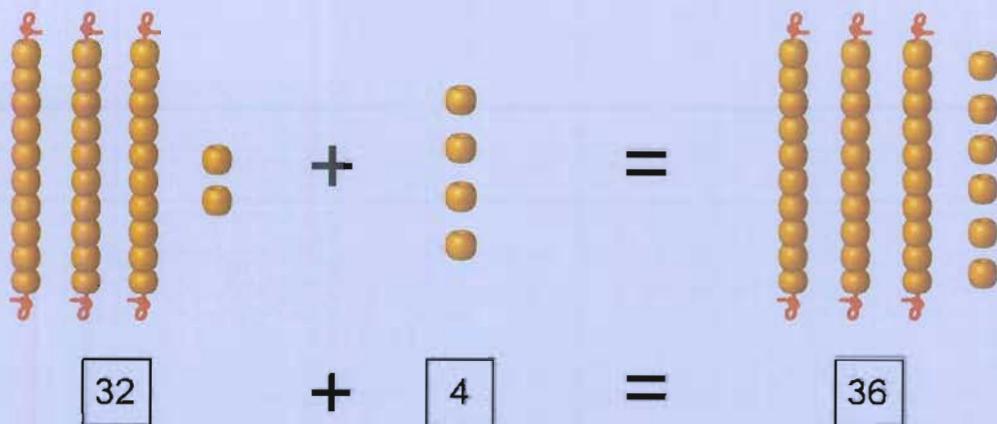


Fill the addition table



Addition of 2 - digit numbers (without carrying)

Add $32 + 4$



Add, 4 ones and 2 ones = 6 ones.

Write 6 in the ones place.

Write down 3 in the tens place.

We get, $32 + 4 = 36$

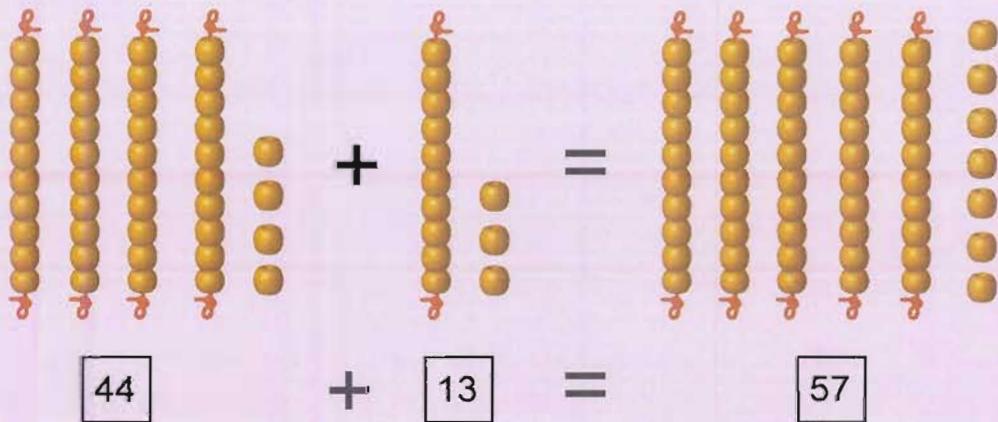
T	O
3	2
	4
+	
3	6

Do it yourself

<table border="1"> <thead> <tr> <th>T</th><th>O</th></tr> </thead> <tbody> <tr> <td>2</td><td>4</td></tr> <tr> <td>+</td><td>2</td></tr> <tr> <td></td><td></td></tr> </tbody> </table>	T	O	2	4	+	2			<table border="1"> <thead> <tr> <th>T</th><th>O</th></tr> </thead> <tbody> <tr> <td>4</td><td>6</td></tr> <tr> <td>+</td><td>3</td></tr> <tr> <td></td><td></td></tr> </tbody> </table>	T	O	4	6	+	3			<table border="1"> <thead> <tr> <th>T</th><th>O</th></tr> </thead> <tbody> <tr> <td>7</td><td>2</td></tr> <tr> <td>+</td><td>6</td></tr> <tr> <td></td><td></td></tr> </tbody> </table>	T	O	7	2	+	6			<table border="1"> <thead> <tr> <th>T</th><th>O</th></tr> </thead> <tbody> <tr> <td>3</td><td>4</td></tr> <tr> <td>+</td><td>1</td></tr> <tr> <td></td><td></td></tr> </tbody> </table>	T	O	3	4	+	1			<table border="1"> <thead> <tr> <th>T</th><th>O</th></tr> </thead> <tbody> <tr> <td>6</td><td>3</td></tr> <tr> <td>+</td><td>4</td></tr> <tr> <td></td><td></td></tr> </tbody> </table>	T	O	6	3	+	4		
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+	1																																											
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T	O																																											
7	3																																											
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6	3																																											
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6	7																																											
+	1																																											
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2	8																																											
+	1																																											
T	O																																											
5	0																																											
+	4																																											



Add : $44 + 13$



Add ones

3 ones + 4 ones = 7 ones .

write 7 in the ones place .

Add tens

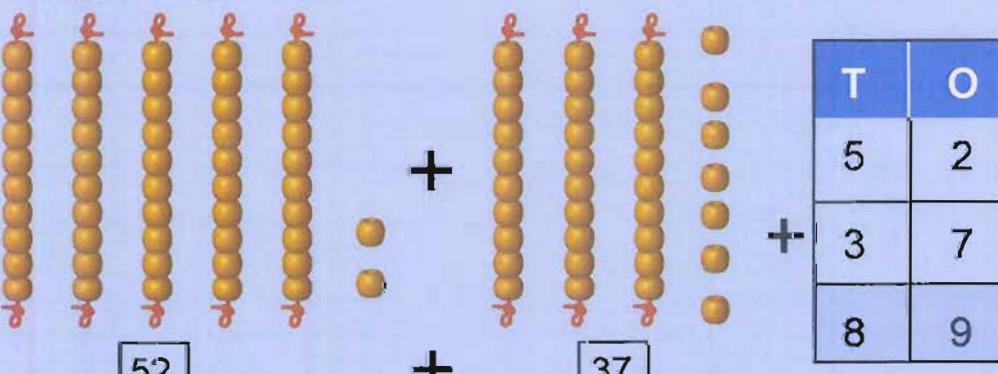
1 ten + 4 tens = 5 tens .

write 5 in the tens place .

we get $44 + 13 = 57$

T	O
4	4
1	3
5	7

Add : $52 + 37$

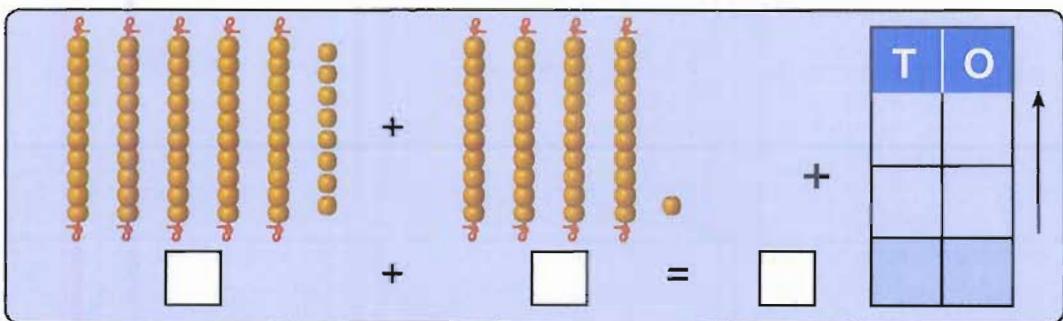


T	O
5	2
3	7
8	9

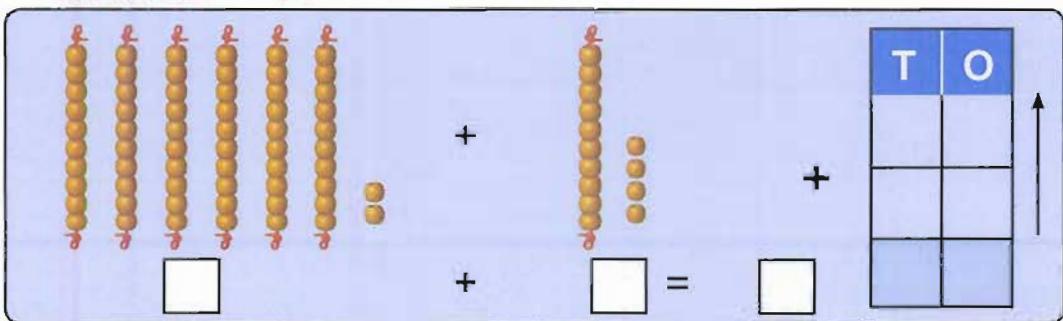


ACTIVITY

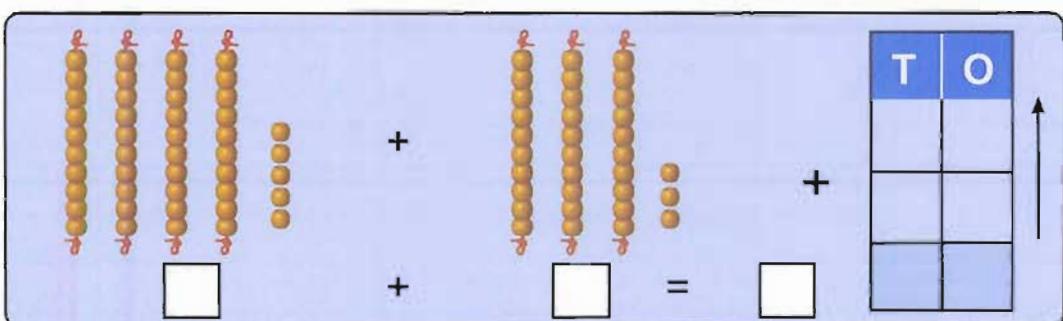
Add : 58 + 41



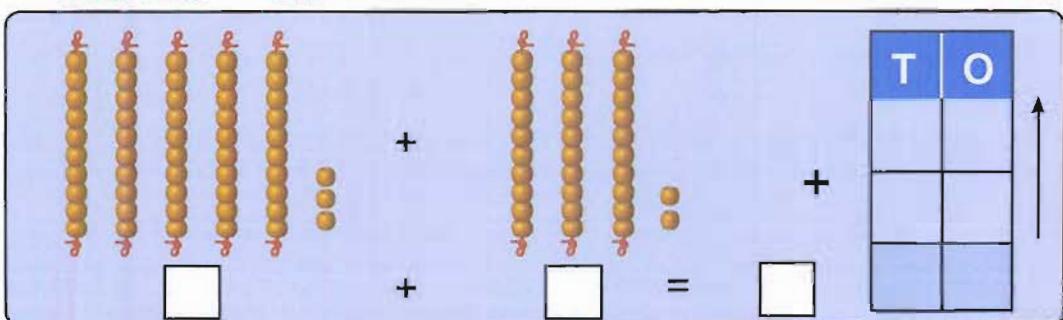
Add : 62 + 14



Add : 45 + 33



Add : 53 + 32



Add and write the answer

$$\begin{array}{r}
 \begin{array}{|c|c|} \hline
 T & O \\ \hline
 3 & 2 \\ \hline
 2 & 3 \\ \hline
 \end{array}
 + \quad \begin{array}{|c|c|} \hline
 T & O \\ \hline
 4 & 5 \\ \hline
 3 & 4 \\ \hline
 \end{array}
 + \quad \begin{array}{|c|c|} \hline
 T & O \\ \hline
 6 & 2 \\ \hline
 3 & 6 \\ \hline
 \end{array}
 \\
 \hline$$

$$\begin{array}{r}
 \begin{array}{|c|c|} \hline
 T & O \\ \hline
 4 & 0 \\ \hline
 2 & 9 \\ \hline
 \end{array}
 + \quad \begin{array}{|c|c|} \hline
 T & O \\ \hline
 5 & 3 \\ \hline
 3 & 1 \\ \hline
 \end{array}
 + \quad \begin{array}{|c|c|} \hline
 T & O \\ \hline
 6 & 7 \\ \hline
 2 & 0 \\ \hline
 \end{array}
 \\
 \hline$$

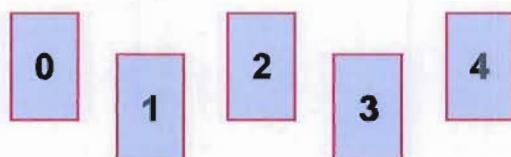
$$\begin{array}{r}
 \begin{array}{|c|c|} \hline
 T & O \\ \hline
 8 & 2 \\ \hline
 1 & 2 \\ \hline
 \end{array}
 + \quad \begin{array}{|c|c|} \hline
 T & O \\ \hline
 7 & 2 \\ \hline
 2 & 4 \\ \hline
 \end{array}
 + \quad \begin{array}{|c|c|} \hline
 T & O \\ \hline
 5 & 2 \\ \hline
 4 & 1 \\ \hline
 \end{array}
 \\
 \hline$$

$$\begin{array}{r}
 \begin{array}{|c|c|} \hline
 T & O \\ \hline
 5 & 6 \\ \hline
 4 & 1 \\ \hline
 \end{array}
 + \quad \begin{array}{|c|c|} \hline
 T & O \\ \hline
 3 & 2 \\ \hline
 2 & 4 \\ \hline
 \end{array}
 + \quad \begin{array}{|c|c|} \hline
 T & O \\ \hline
 6 & 2 \\ \hline
 2 & 3 \\ \hline
 \end{array}
 \\
 \hline$$






ACTIVITY



Take any 3 cards



Form 2-digit numbers

22, 23, 24, 32, 33, 34, 42, 43, 44

Take any 2 numbers and add.

T	O
2	3
+ 2	4

$$23 + 24 = \boxed{}$$

Think!

If you take **0** as one of the 3 cards, how many 2-digit numbers can be formed?



Adding 3 two digit numbers.

* We can also add two or more numbers at a time. Let us add three numbers now **43, 32, 22**.

Add ones and write in the ones place

Add tens and write in the tens place

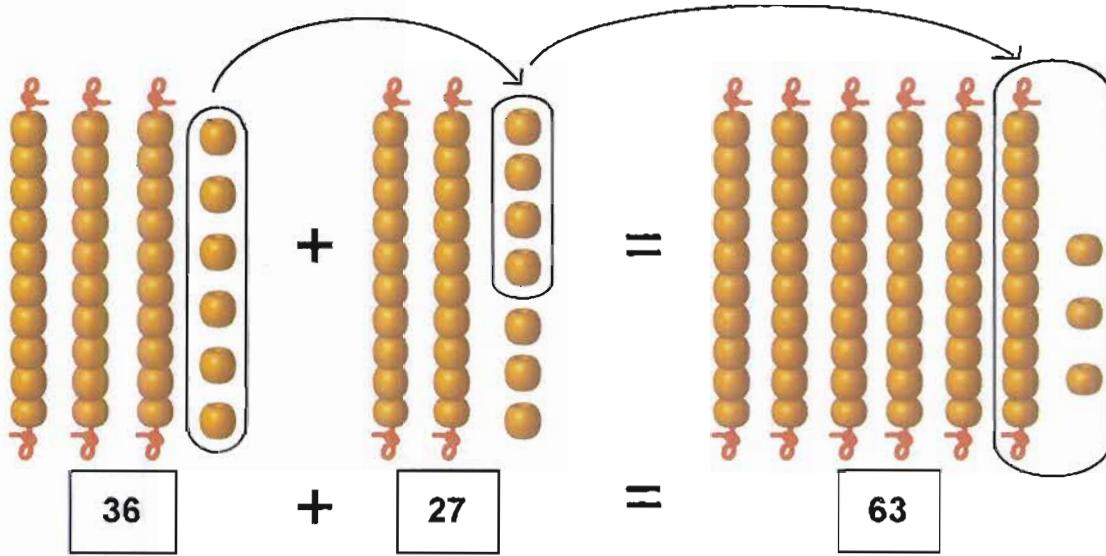
T	O
4	3
3	2
2	2





ADDITION OF 2-DIGIT NUMBERS (WITH CARRYING)

Add : $36 + 27$



- ★ $7 \text{ ones} + 6 \text{ ones} = 13 \text{ ones}$
Change 13 ones into 1 ten and 3 ones
- ★ Write 3 in the ones place and carry 1 ten to the tens place .
- ★ Add the tens.
 $2 \text{ tens} + 3 \text{ tens} + 1 \text{ ten} = 6 \text{ tens}$
- ★ Write 6 in the tens place.

1	
T	O
3	6
2	7
6	3

+

↑

$$36 + 27 = 63$$



Shall we add more than two 2-digit numbers ?

Add

$$45 + 34 + 13$$

Add the numbers which are in the ones place

1	
T	O
4	5
3	4
1	3
9	2



3 ones + 4 ones + 5 ones = 12 ones

change 12 ones = 1 ten + 2 ones

Write 2 in the ones place and
carry 1 to the tens place.

Now, add the tens

1 ten + 3 tens + 4 tens + 1 ten = 9
tens.

Write 9 tens in the tens place

$$45 + 34 + 13 = 92.$$

Add and write the answer

1	
T	O
4	3
2	9
7	2

T	O
2	7
4	6

T	O
2	5
3	7

T	O
1	8
2	3

T	O
6	7
2	6

T	O
3	8
4	6

T	O
5	2
2	4
1	8

T	O
1	6
2	7
4	5



MATHEMATICS





MATHEMATICS

Properties of addition

$$\begin{array}{c} \text{[Two dots]} + \text{[Three dots]} = \text{[Five dots]} = \text{[Three dots]} + \text{[Two dots]} \\ 2 + 3 = 5 = 3 + 2 \end{array}$$

$$\begin{array}{c} \text{[Four dots]} + \text{[Five dots]} = \text{[Nine dots]} = \text{[Five dots]} + \text{[Four dots]} \\ 4 + 5 = 9 = 5 + 4 \end{array}$$

Even if we change the position of the numbers,
the value remains the same

Addition with zero

$$\begin{array}{c} \text{[Five dots]} + \text{[Zero dots]} = \text{[Five dots]} \\ 5 + 0 = 5 \end{array}$$

0 + 0 = ?

Any number added to zero or zero added
to any number gives the same number



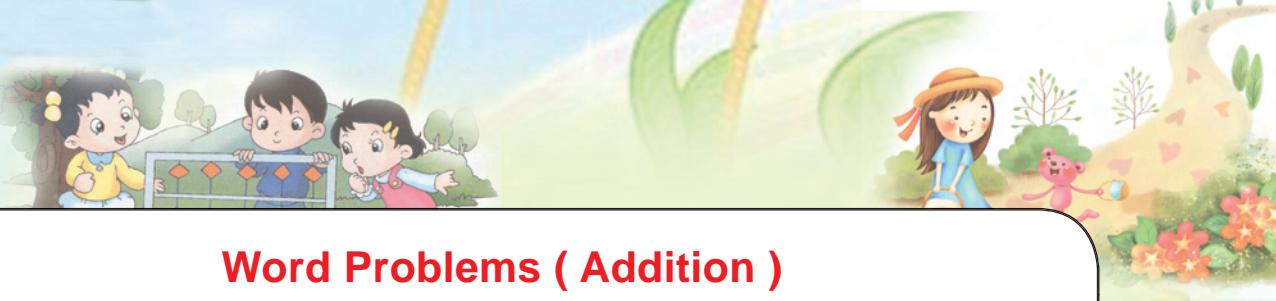
Fill in the boxes

Add

$$\begin{array}{rcl} 1 + 4 & = & \boxed{} + 1 \\ 10 + \boxed{} & = & 5 + 10 \\ 14 + 6 & = & \boxed{} + 14 \end{array}$$

$$\begin{array}{rcl} 3 + 0 & = & \boxed{} \\ 0 + 7 & = & \boxed{} \\ 5 + 0 & = & \boxed{} \end{array}$$

$$\begin{array}{r} \begin{array}{c|c} \text{T} & \text{O} \\ \hline 4 & 0 \\ 2 & 7 \\ \hline & \end{array} + \begin{array}{c|c} \text{T} & \text{O} \\ \hline 7 & 0 \\ 2 & 0 \\ \hline & \end{array} \end{array}$$



Word Problems (Addition)

Ravi has **5** red balls and **3** green balls.

How many balls does he have in all?

Red balls

= 5



Green balls

= 3



Total number of balls =



Ravi has **8** balls.

A fruit seller has **40** oranges and **25** apples in his shop.

How many fruits does he have in all ?

A fruit seller has

Oranges

=

Apples

=

Total number of fruits =



Fruit Seller has _____ fruits

There are **19** boys and **23** girls in a class.

How many children are there in the Class?

Number of boys =

Number of girls =

Total number of children =

There are _____ children.



1
2
3

MATHEMATICS



MATHEMATICS



Uma has ₹ **40**. Her father gave her ₹ **20** more. How much does she have now?



In a bus, there were **23** men, **32** women and **12** children. How many passengers were there in the bus ?

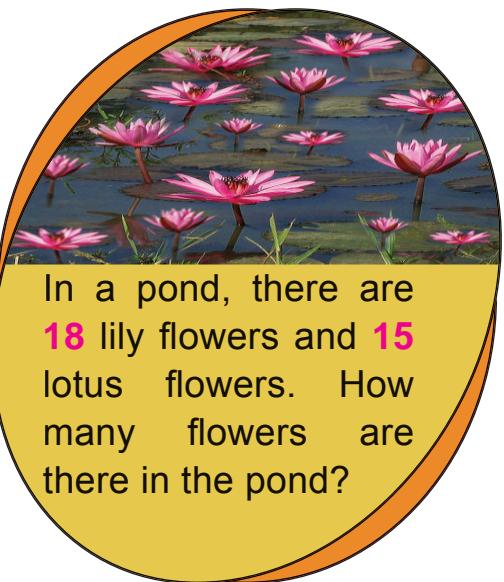
In a Cricket match, Arul scored **19** runs and John scored **24** runs. How many runs did both of them score?



32 children were playing in the park . **10** more children joined them. How many children were playing?



In a library there are **50** Tamil books and **40** English books. What is the total number of books in the library ?



In a pond, there are **18** lily flowers and **15** lotus flowers. How many flowers are there in the pond?

Mind Maths



In a basket, there are **30** mangoes and **10** bananas. How many fruits are there altogether?

In a farm, there are **20** goats and **30** cows. How many cattle are there in the farm?



On Saturday, I read **30** pages of a story book. I read another **20** pages on Sunday. How many pages did I read in all?

In two queues, there were **40** men and **50** women. How many people were there in the queues?



60 coconut saplings and **10** mango saplings were planted in a farm. Find the total number of saplings in the farm?



Let us form addition stories



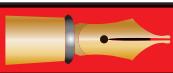
Tell me a story for
this addition fact,
 $8 + 4$

Umar had **8** rupees in his piggy bank. He puts **4** rupees more in it. How much does he have now?



Rita has **8** red bangles and **4** green bangles. Find the total number of bangles she has?

Teacher's Note



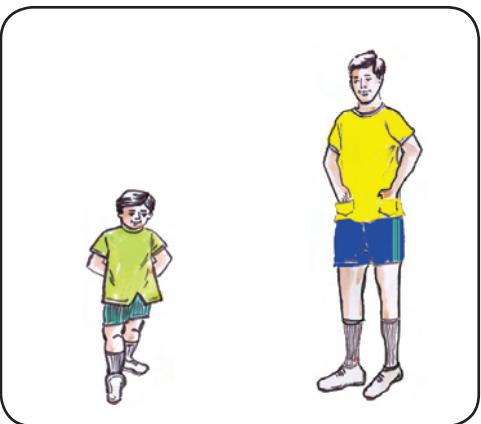
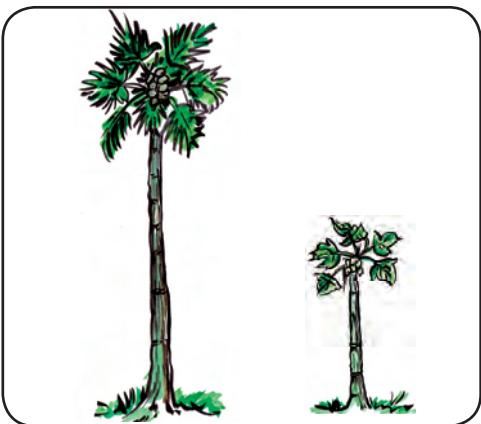
- To develop the addition skill in day-to-day life, the above oral activity is suggested
- Teacher may give more addition facts to the children and ask them to narrate the stories of their own.



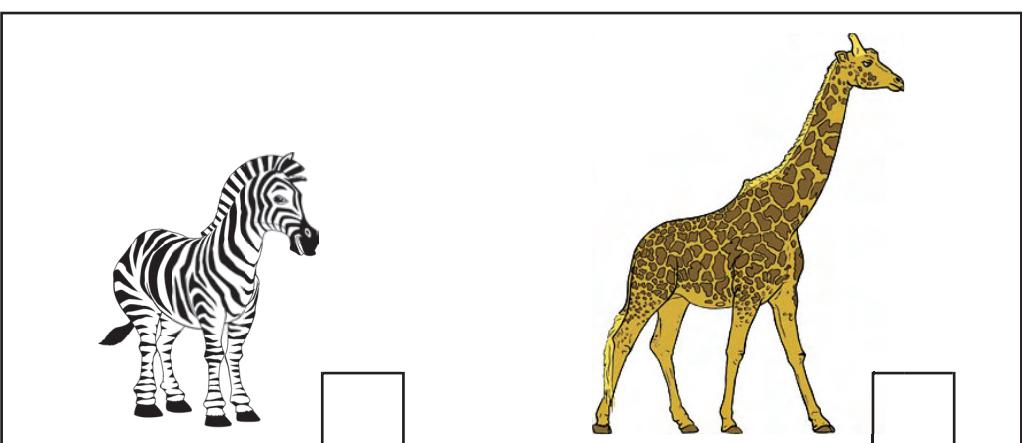


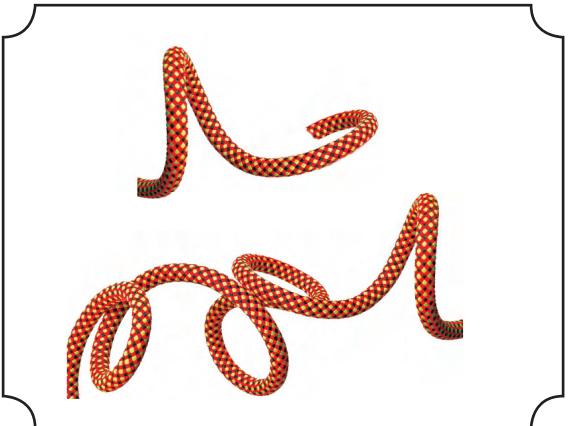
5. MEASURES OF LENGTH

Observe the height of the following pictures.

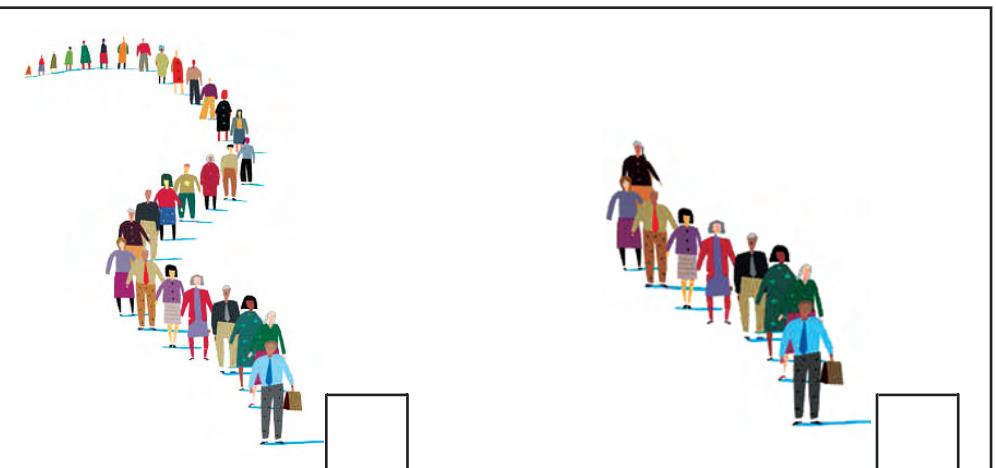


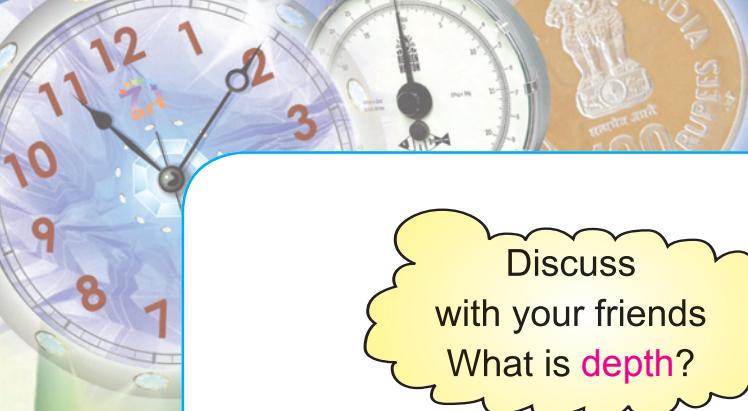
Tick the taller object.



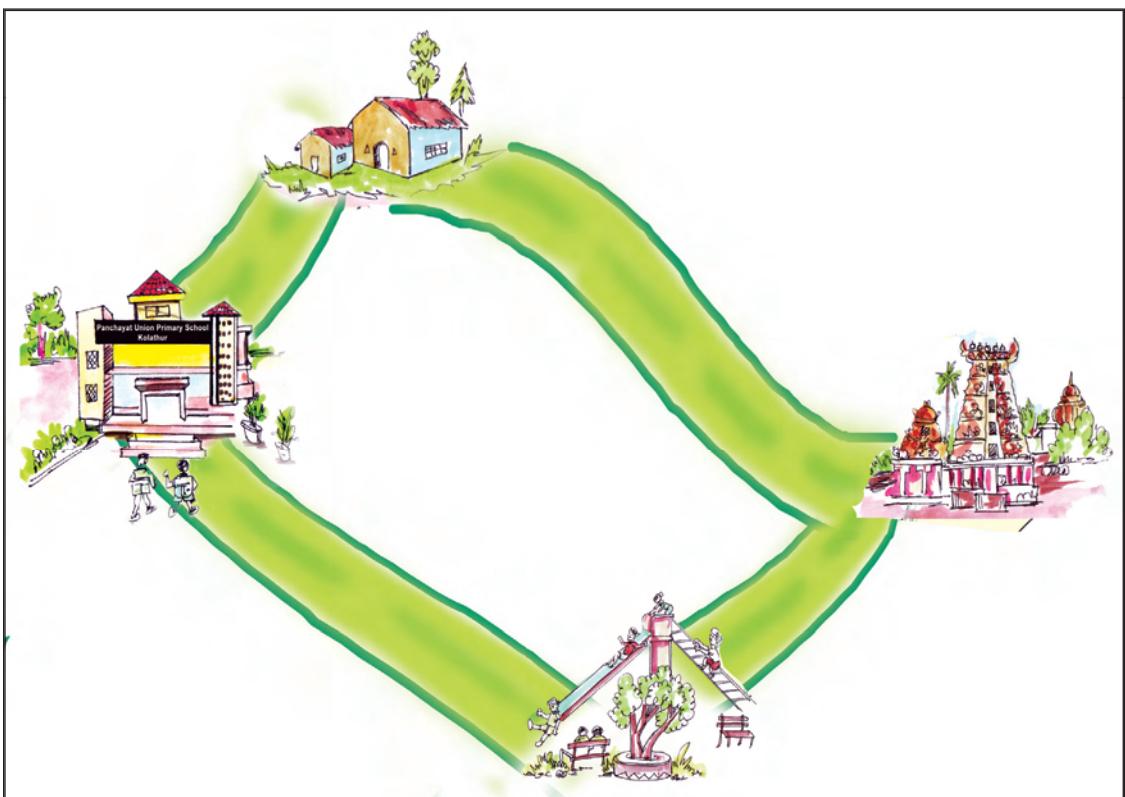


Observe the length of the following pictures.





Observe the picture.



Put (✓) for the correct answer.

Which is nearer to the house?

School / Temple.

Which is nearer to the park?

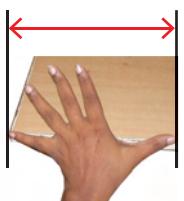
Temple / School

Which is far from the temple?

Park / House



We measure the length or distance in many ways.



Hand span



Finger span



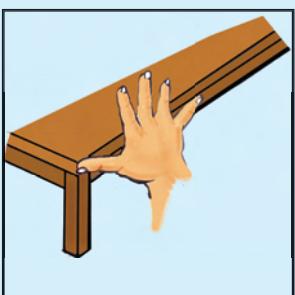
Cubit

ACTIVITY

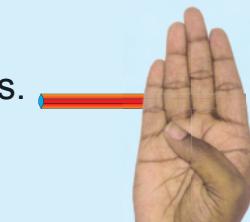
Measure the things in the classroom by using your hand span, finger span and cubit.

▲ The length of the table is _____

hand spans and _____ finger spans.

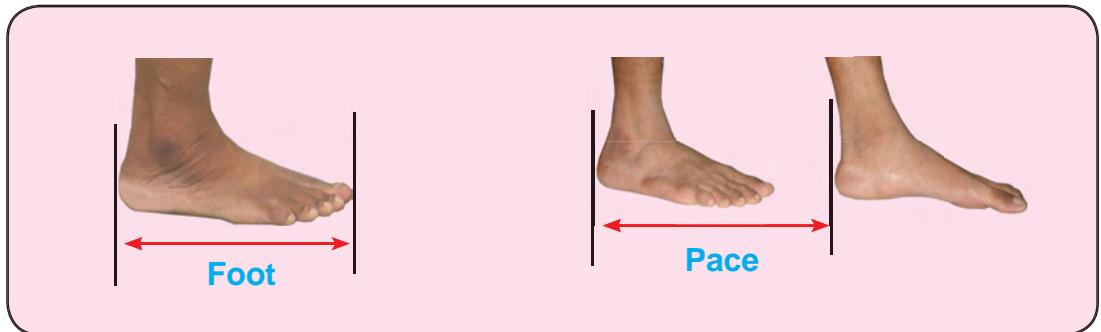


▲ The length of the pencil is _____ finger spans.



▲ The length of the blackboard is _____ cubits.





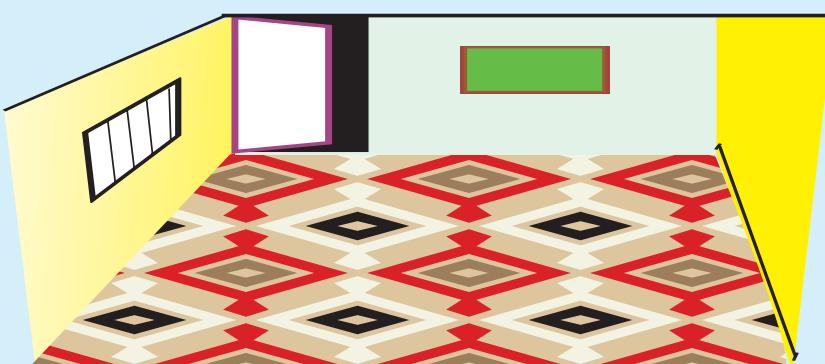
The length of the cricket pitch is **22** paces.



MATHEMATICS



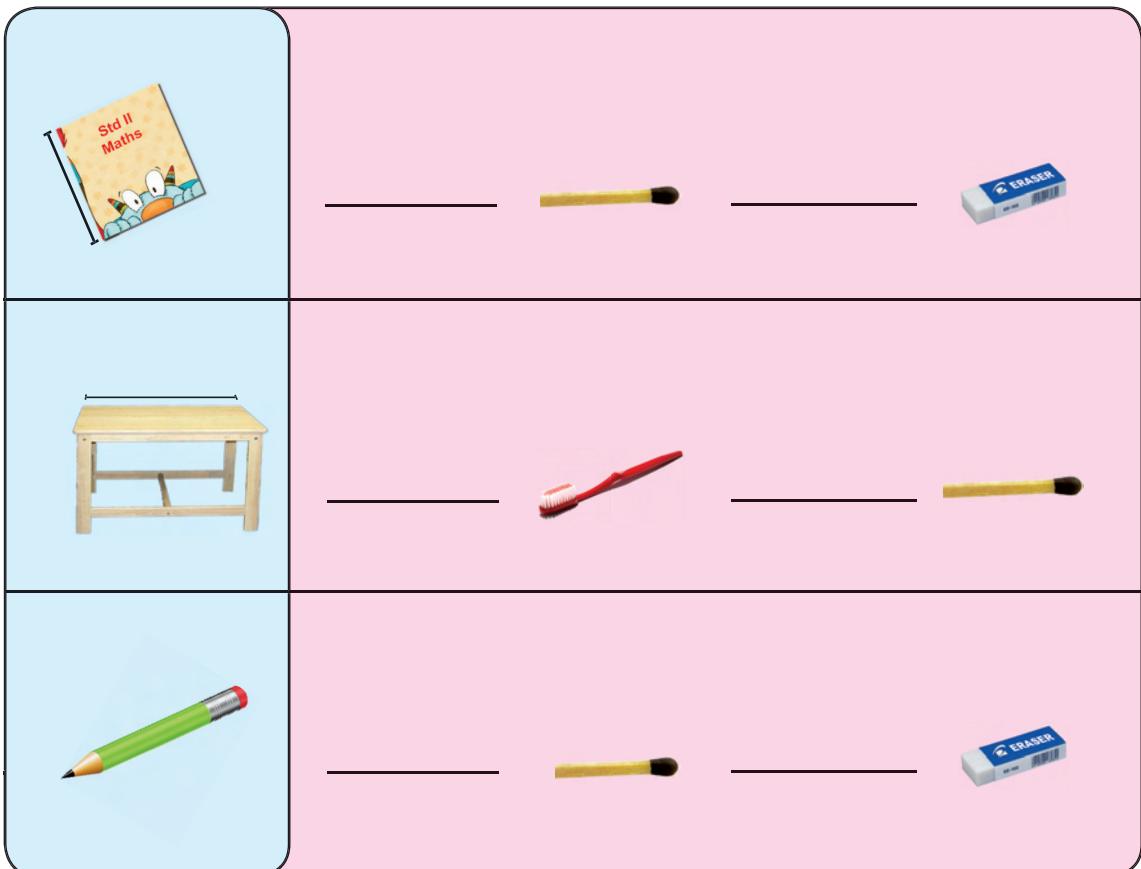
The length of your classroom is _____ feet.



MATHEMATICS



Use the following to measure the given objects.



In the above activities,
compare your answers
with your friends.

This may not be the same.
You see some differences in
measures. Why?

The size of the hand and
foot differs from person
to person.



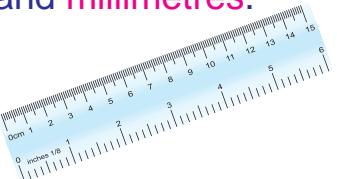
So there is a need for a
standard unit of measurement.
When we use standard units,
the measurements would be the
same.



- ★ Metre is the standard unit of length.
- ★ We measure larger lengths in metres.



- ★ We measure smaller lengths in centimetres and millimetres.
- ★ The scale has centimetres on one side.



We buy cloth by measuring its length in metres.



A tailor takes measures of length to stitch a shirt in centimetres



ACTIVITY

Find out which distance is shorter.

Your house to the school.

(or)

Your friend's house to the school.

Do you know?

The longest bone in the human body is the thigh bone.





'I can, I did' Student's Activity Record

Subject: