

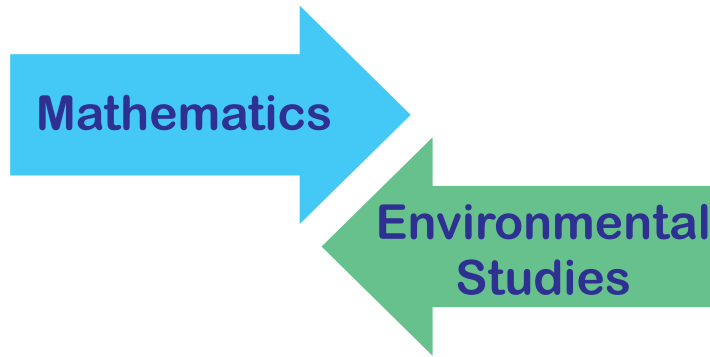


Government of Tamilnadu

# STANDARD ONE

## TERM II

### Volume 2



**NOT FOR SALE**

*Untouchability is Inhuman and a Crime*

A publication under  
Free Textbook Programme of  
Government of Tamilnadu

Department of School Education

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# CONTENTS



## MATHEMATICS (1 - 34)

| Unit | Topic                 | Page No. |
|------|-----------------------|----------|
| 1.   | Subtraction           | 3        |
| 2.   | Zero                  | 9        |
| 3.   | Numbers from 10 to 20 | 17       |



## ENVIRONMENTAL STUDIES



(35 - 64)

| Unit | Topic                           | Page No. |
|------|---------------------------------|----------|
| 1.   | Come ! Let us eat !             | 37       |
| 2.   | We are healthy, what about you? | 47       |
| 3.   | Kavitha's family                | 54       |



# Mathematics

## STANDARD ONE

## TERM II

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Dear Friends,

This textbook is intended to facilitate joyful learning for the children and to evolve and build upon their learning skills.

This book is enriched by stories, picture sequences, songs, number games, life-oriented mathematics and group activities. All these facilitate the learning of shapes, figures, numbers, measurements, patterns and data.

The activities incorporated have been carefully designed to enable the learners to explore the mathematical concepts by touching, seeing, listening, practising, talking, discussing, analysing and colouring.

The exercises related to the understanding of relationship between numbers and their basic operations, provide opportunities for the children to imbibe the concepts and express them.

'I can' activities are incorporated as an inbuilt process of evaluation so as to enable the children to assess their attainment level.

This textbook seeks to build a forum for dynamic and creative interaction between the teacher and the children.

Authors

# 1

# Subtraction

Count the number of balloons the girl holds and write the number in the box.



 Using objects, introduce subtraction through the 'take away' method.

## Take away and write



From **5**, take away **2**;  $5 - 2 = 3$     **3** left over



From **4**, **2** persons go away;  $4 - 2 = 2$     **2** persons left over



From **4**, take away **1**;  $4 - 1 = 3$     **3** left over



From **6**, take away **3**;  $6 - 3 = 3$     **3** left over



## Subtract and write

Cross the number of objects that are taken away and fill in the box.

$4 - 1 = 3$



$6 - 5 = \square$



$5 - 2 = \square$



$9 - 4 = \square$



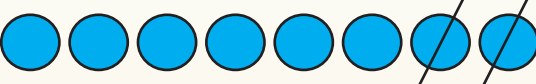
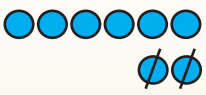
$7 - 3 = \square$







$8 - 6 = \square$





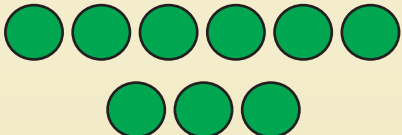
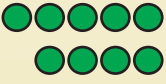
Subtract and write.

|   |                     |  |   |   |     |   |
|---|---------------------|--|---|---|-----|---|
|  | $8 - 2 = \boxed{6}$ |  | <table border="1"> <tr><td>8</td></tr> <tr><td>- 2</td></tr> <tr><td>6</td></tr> </table> | 8 | - 2 | 6 |
| 8   |                     |  |   |   |     |   |
| - 2   |                     |  |   |   |     |   |
| 6   |                     |  |   |   |     |   |
|   |                     | Remainder  |   |   |     |   |

|   |                         |   |  |   |     |  |
|---|-------------------------|---|--|---|-----|--|
|  | $7 - 3 = \boxed{\quad}$ |  | <table border="1"> <tr><td>7</td></tr> <tr><td>- 3</td></tr> <tr><td></td></tr> </table> | 7 | - 3 |  |
| 7   |                         |   |  |   |     |  |
| - 3   |                         |   |  |   |     |  |
|   |                         |   |  |   |     |  |
|   |                         | Remainder   |  |   |     |  |

|  |                         |   |  |   |     |  |
|--|-------------------------|---|--|---|-----|--|
|  | $6 - 2 = \boxed{\quad}$ |  | <table border="1"> <tr><td>6</td></tr> <tr><td>- 2</td></tr> <tr><td></td></tr> </table> | 6 | - 2 |  |
| 6  |                         |   |  |   |     |  |
| - 2  |                         |   |  |   |     |  |
|  |                         |   |  |   |     |  |
|  |                         | Remainder   |  |   |     |  |


|   |                         |   |  |   |     |  |
|---|-------------------------|---|--|---|-----|--|
|  | $4 - 3 = \boxed{\quad}$ |  | <table border="1"> <tr><td>4</td></tr> <tr><td>- 3</td></tr> <tr><td></td></tr> </table> | 4 | - 3 |  |
| 4   |                         |   |  |   |     |  |
| - 3   |                         |   |  |   |     |  |
|   |                         |   |  |   |     |  |
|   |                         | Remainder   |  |   |     |  |

|   |                         |   |  |   |     |  |
|---|-------------------------|---|--|---|-----|--|
|  | $9 - 5 = \boxed{\quad}$ |  | <table border="1"> <tr><td>9</td></tr> <tr><td>- 5</td></tr> <tr><td></td></tr> </table> | 9 | - 5 |  |
| 9   |                         |   |  |   |     |  |
| - 5   |                         |   |  |   |     |  |
|   |                         |   |  |   |     |  |
|   |                         | Remainder   |  |   |     |  |



Give more practice in subtraction using learning materials.

## Draw suitable pictures for subtraction

|         |  |
|---------|--|
| $6 - 3$ |  |
| $5 - 1$ |  |
| $4 - 2$ |  |
| $7 - 4$ |  |
| $8 - 6$ |  |
| $9 - 7$ |  |
| $3 - 2$ |  |

I can

Match the correct number.

Fill in the table.

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| — | 5 | 4 | 3 | 2 | 1 |
| 9 | 4 |   |   |   |   |
| 8 |   |   |   |   |   |
| 7 |   |   |   |   |   |
| 6 |   |   |   |   |   |



One little monkey, jumping up here and there  
Saw some bananas, five were there

Oh! that monkey, hungry and weary  
Ate only one, then there were four

Oh! that monkey, greedy was he  
Ate one more and then there were three

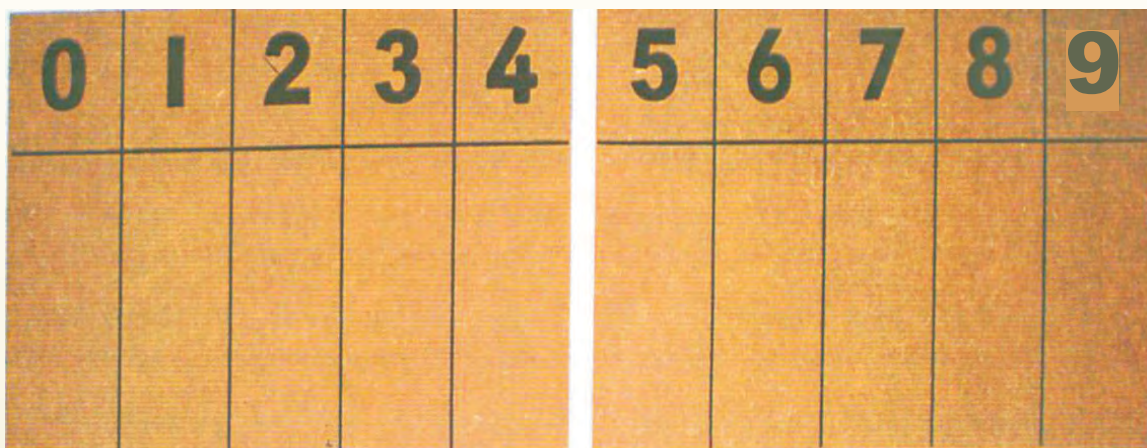
Oh! that monkey, with nothing to do  
Ate one more and then there were two


Oh! that monkey, playing in the sun  
Ate one more and then there was one

That little monkey, just for fun  
Ate the last one, then there was none.








## The zero board

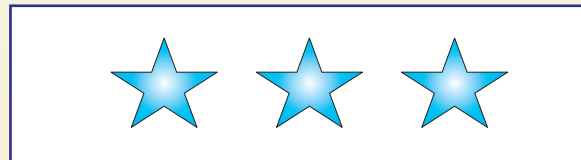
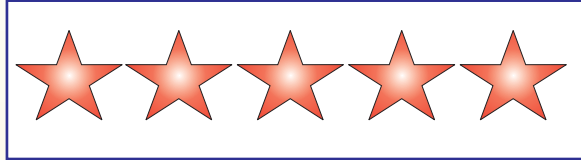


 Give 45 sticks to the children. Ask them to arrange the sticks on the zero board from 9 to 1. Make them understand the concept 'zero means nothing', through this activity. Go on to writing practice. This activity can also be carried out by writing 0 - 9 on the floor as on the zero board.

## Let us write!

|   |   |   |  |   |
|---|---|---|--|---|
|  |  |  |  |  |
|   |   |   |  |   |
|   |   |   |  |   |
|   |   |   |  |   |

Count and match.



Count and write.

Count the flowers and write.





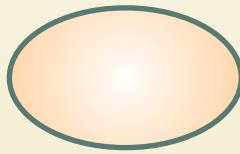







Count the fruits and write.










Count the chocolates and write.








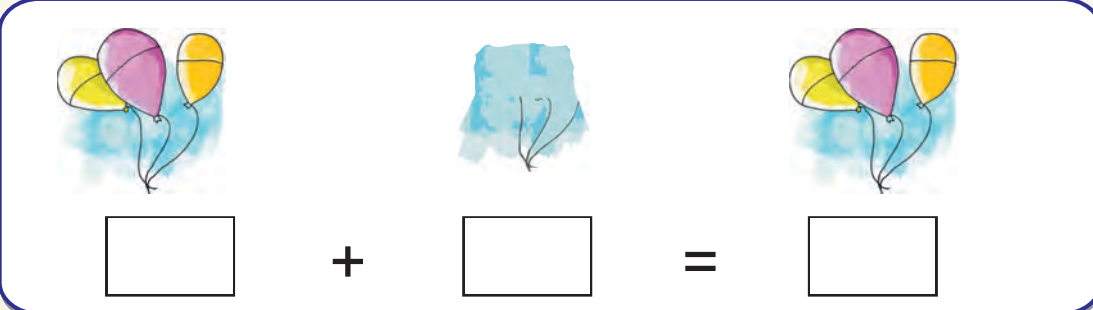




## Addition with zero

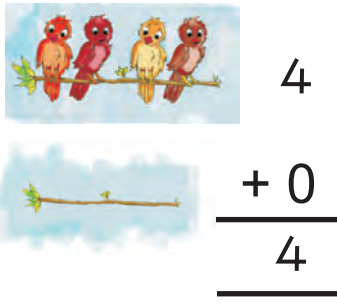


$5 + 0 = 5$

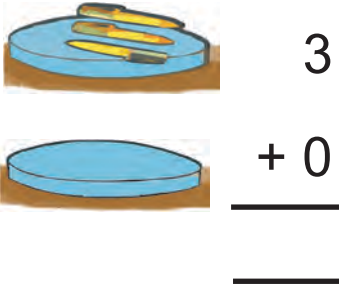


$\square + \square = \square$

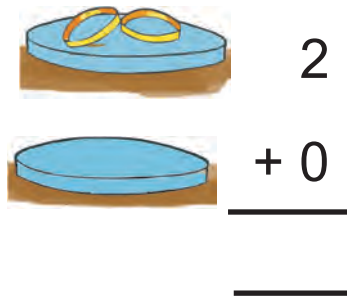
Add and write.



$4 + 0 = 4$



$3 + 0 = \underline{\quad}$



$2 + 0 = \underline{\quad}$

$7 + 0 = \square$        $6 + 0 = \square$        $0 + 5 = \square$   
 $0 + 2 = \square$        $0 + 1 = \square$        $9 + 0 = \square$

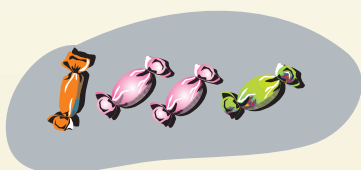
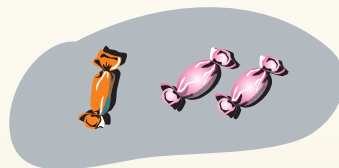


When zero is added to a number, the sum is the same number. Ensure that children learn this concept, using seeds / beads.

## Subtraction using zero



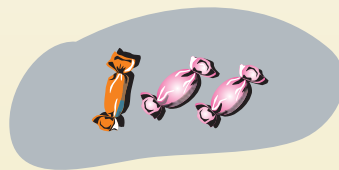
$$\boxed{4} - \boxed{1} = \boxed{3}$$



$$\boxed{4} - \boxed{0} = \boxed{4}$$



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



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



When zero is subtracted from a number, 'the remainder' is the same number. Ensure that children learn this concept using seeds / beads.

## Match the following



I can

Count and write.










Add and write.




+

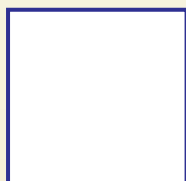



=






+




=




Subtract and write.




-




=






-




=



# 3 Numbers from 10 to 20

## Number song

One to Nine

Numbers One to Nine

Hold the hands together

To have some fun!



Goes behind

Goes behind

Zero goes behind

Alone all alone!



Here and there

Goes here and there

Cries and weeps

For a friend!



One calls him

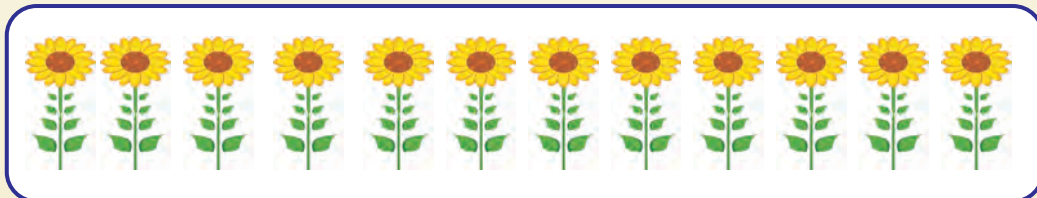
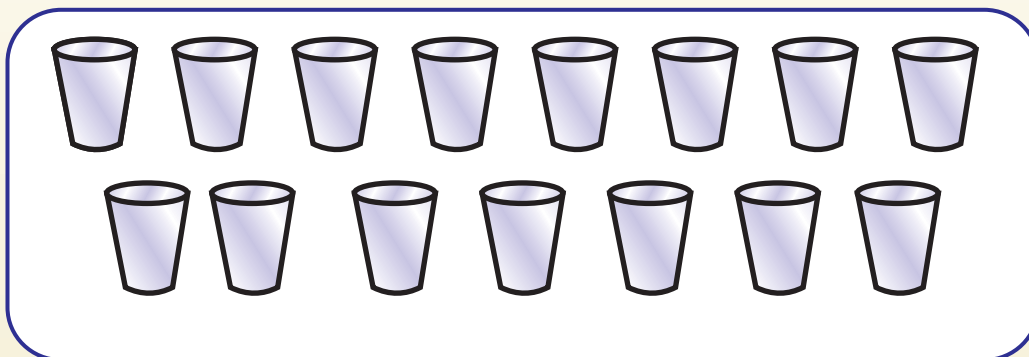
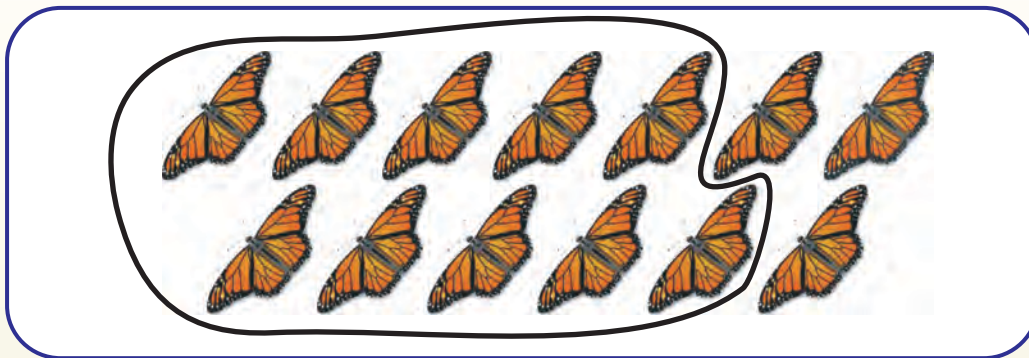
Zero runs near him

Hold hands together

Now they are ten!

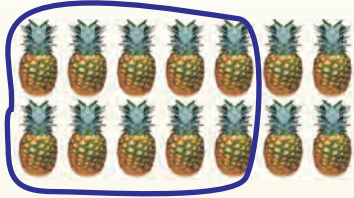


### Make a group of ten

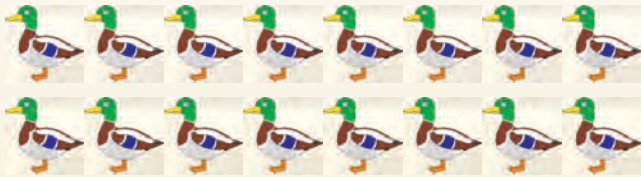


Give easily available objects like beads, seeds or sticks to the children and ask them to group the objects in ten.

## Write in tens and ones



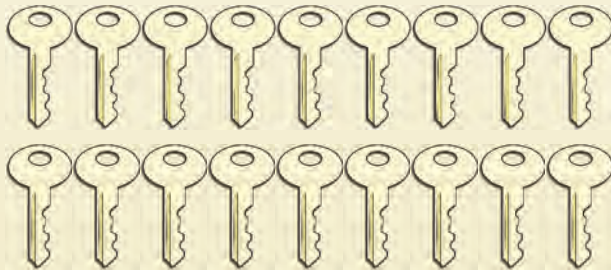
| Tens | Ones |
|------|------|
| 1    | 4    |



| Tens | Ones |
|------|------|
|      |      |



| Tens | Ones |
|------|------|
|      |      |




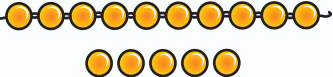
| Tens | Ones |
|------|------|
|      |      |

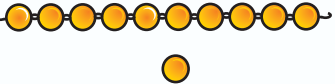


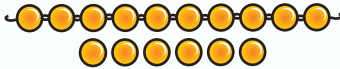
| Tens | Ones |
|------|------|
|      |      |

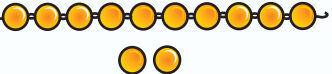
## Count and write from 10 to 20

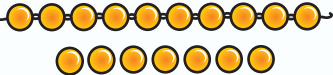
|  | <table border="1"><tr><th>T</th><th>O</th></tr><tr><td>1</td><td>0</td></tr></table> | T | O | 1 | 0 |
|---|--|---|---|---|---|
| T   | O  |   |   |   |   |
| 1   | 0  |   |   |   |   |

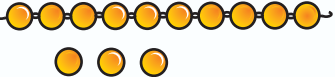
|  | <table border="1"><tr><th>T</th><th>O</th></tr><tr><td></td><td></td></tr></table> | T | O |  |  |
|--|--|---|---|--|--|
| T  | O  |   |   |  |  |
|  |  |   |   |  |  |

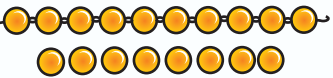
|  | <table border="1"><tr><th>T</th><th>O</th></tr><tr><td></td><td></td></tr></table> | T | O |  |  |
|---|--|---|---|--|--|
| T   | O  |   |   |  |  |
|   |  |   |   |  |  |

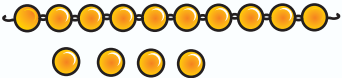
|  | <table border="1"><tr><th>T</th><th>O</th></tr><tr><td></td><td></td></tr></table> | T | O |  |  |
|--|--|---|---|--|--|
| T  | O  |   |   |  |  |
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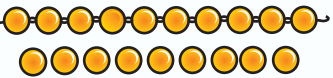
|  | <table border="1"><tr><th>T</th><th>O</th></tr><tr><td></td><td></td></tr></table> | T | O |  |  |
|--|--|---|---|--|--|
| T  | O  |   |   |  |  |
|  |  |   |   |  |  |

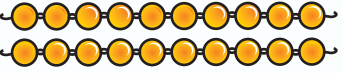
|  | <table border="1"><tr><th>T</th><th>O</th></tr><tr><td></td><td></td></tr></table> | T | O |  |  |
|--|--|---|---|--|--|
| T  | O  |   |   |  |  |
|  |  |   |   |  |  |

|  | <table border="1"><tr><th>T</th><th>O</th></tr><tr><td></td><td></td></tr></table> | T | O |  |  |
|---|--|---|---|--|--|
| T   | O  |   |   |  |  |
|   |  |   |   |  |  |

|  | <table border="1"><tr><th>T</th><th>O</th></tr><tr><td></td><td></td></tr></table> | T | O |  |  |
|--|--|---|---|--|--|
| T  | O  |   |   |  |  |
|  |  |   |   |  |  |

|  | <table border="1"><tr><th>T</th><th>O</th></tr><tr><td></td><td></td></tr></table> | T | O |  |  |
|---|--|---|---|--|--|
| T   | O  |   |   |  |  |
|   |  |   |   |  |  |

|  | <table border="1"><tr><th>T</th><th>O</th></tr><tr><td></td><td></td></tr></table> | T | O |  |  |
|--|--|---|---|--|--|
| T  | O  |   |   |  |  |
|  |  |   |   |  |  |

|  | <table border="1"><tr><th>T</th><th>O</th></tr><tr><td></td><td></td></tr></table> | T | O |  |  |
|---|--|---|---|--|--|
| T   | O  |   |   |  |  |
|   |  |   |   |  |  |



## Let us write!

|    |  |  |  |  |  |  |  |  |  |  |
|----|--|--|--|--|--|--|--|--|--|--|
| 11 |  |  |  |  |  |  |  |  |  |  |
| 12 |  |  |  |  |  |  |  |  |  |  |
| 13 |  |  |  |  |  |  |  |  |  |  |
| 14 |  |  |  |  |  |  |  |  |  |  |
| 15 |  |  |  |  |  |  |  |  |  |  |
| 16 |  |  |  |  |  |  |  |  |  |  |
| 17 |  |  |  |  |  |  |  |  |  |  |
| 18 |  |  |  |  |  |  |  |  |  |  |
| 19 |  |  |  |  |  |  |  |  |  |  |
| 20 |  |  |  |  |  |  |  |  |  |  |

### Let us play



Give 1 to 20 numbered cards to the children and let them move along a circle. Spread another set of cards (1 - 20) inside the circle. When the teacher calls number 10, the child with number 10 goes near the number 10 which is inside the circle. Play this game till every child gets a chance.

Let us write number names.

1 One .....

2 Two .....

3 Three .....

4 Four .....

5 Five .....

6 Six .....

7 Seven .....

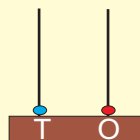
8 Eight .....

9 Nine .....

10 Ten .....

Let us write number names.

11

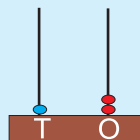


Eleven

.....

.....

12

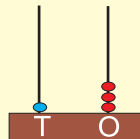


Twelve

.....

.....

13

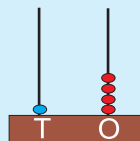


Thirteen

.....

.....

14

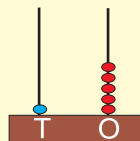


Fourteen

.....

.....

15



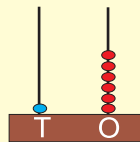
Fifteen

.....

.....

Let us write number names.

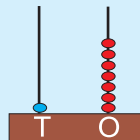
16



Sixteen

.....  
.....  
.....

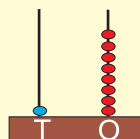
17



Seventeen

.....  
.....  
.....

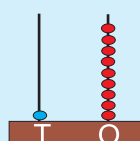
18



Eighteen

.....  
.....  
.....

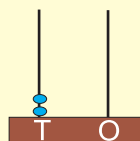
19



Nineteen

.....  
.....  
.....

20



Twenty

.....  
.....  
.....

Circle the number names and fill in the blanks

|   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|
| T | W | E | N | T | Y | F | O | U | R |
| H | S | I | X | H | F | I | S | F | U |
| I | O | G | T | R | I | F | E | O | N |
| R | N | H | W | E | V | T | V | U | I |
| T | E | T | O | E | E | E | E | R | N |
| E | I | G | H | T | E | E | N | T | E |
| E | L | E | V | E | N | N | N | E | T |
| N | T | W | E | L | V | E | I | E | E |
| E | S | I | X | T | E | E | N | N | E |
| T | S | E | V | E | N | T | E | E | N |

**FOUR**

**4**

**FIFTEEN**

**15**

\_\_\_\_\_

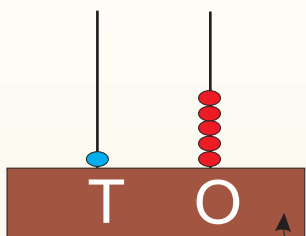
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MATHEMATICS

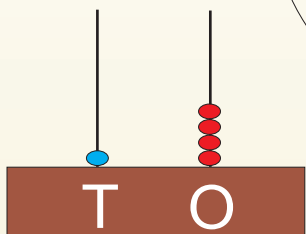
|       |                      |       |                      |
|-------|----------------------|-------|----------------------|
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| _____ | <input type="text"/> | _____ | <input type="text"/> |
| _____ | <input type="text"/> | _____ | <input type="text"/> |
| _____ | <input type="text"/> | _____ | <input type="text"/> |
| _____ | <input type="text"/> | _____ | <input type="text"/> |
| _____ | <input type="text"/> | _____ | <input type="text"/> |
| _____ | <input type="text"/> | _____ | <input type="text"/> |
| _____ | <input type="text"/> | TEN   | 10                   |



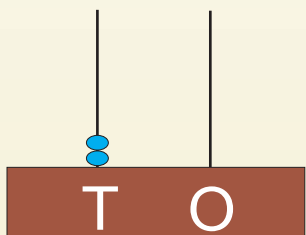
## Count the beads and match



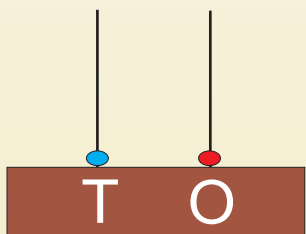
20



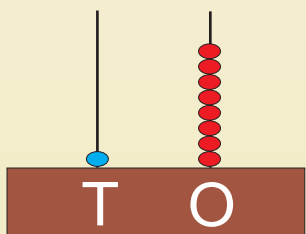
11



18



15



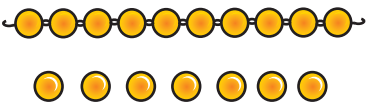
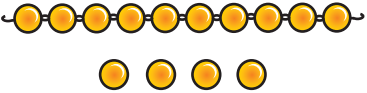
14

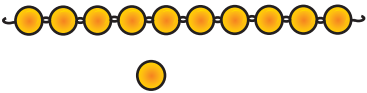
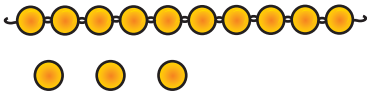


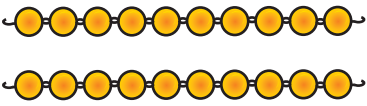
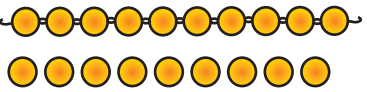
Give practice using learning materials

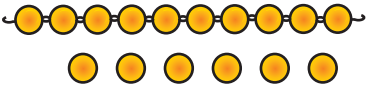
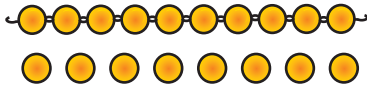
## Bigger number - Smaller number

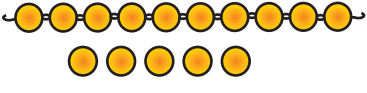
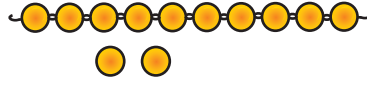
Tick (✓) the bigger number. Cross (x) the smaller number.

|    |   |    |  |
|----|---|----|--|
| 17 |  | 14 |  |
|    | <input checked="" type="checkbox"/>   |    | <input checked="" type="checkbox"/>  |

|    |   |    |  |
|----|---|----|--|
| 11 |  | 13 |  |
|    | <input type="checkbox"/>  |    | <input type="checkbox"/>   |

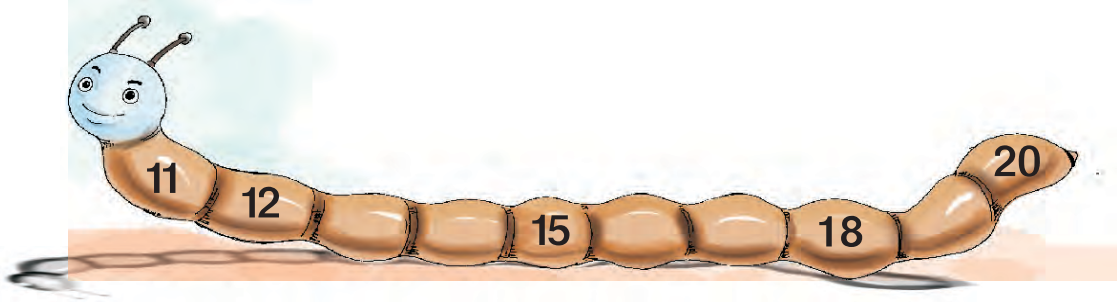
|    |  |    |   |
|----|--|----|---|
| 20 |  | 19 |  |
|    | <input type="checkbox"/>   |    | <input type="checkbox"/>  |

|    |   |    |  |
|----|---|----|--|
| 16 |  | 18 |  |
|    | <input type="checkbox"/>  |    | <input type="checkbox"/>   |

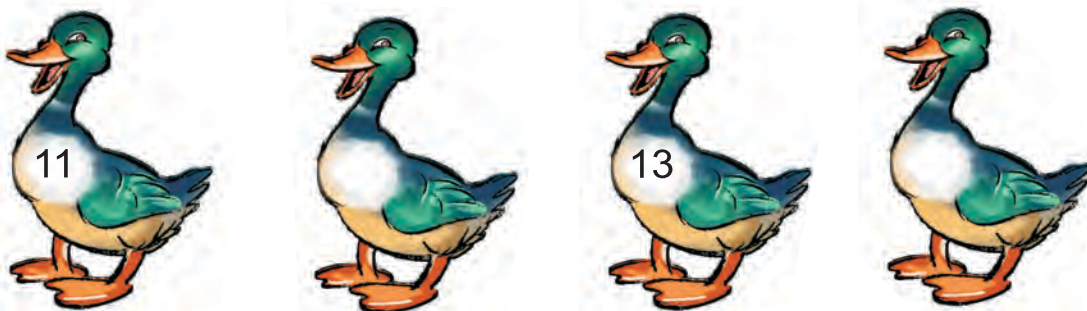
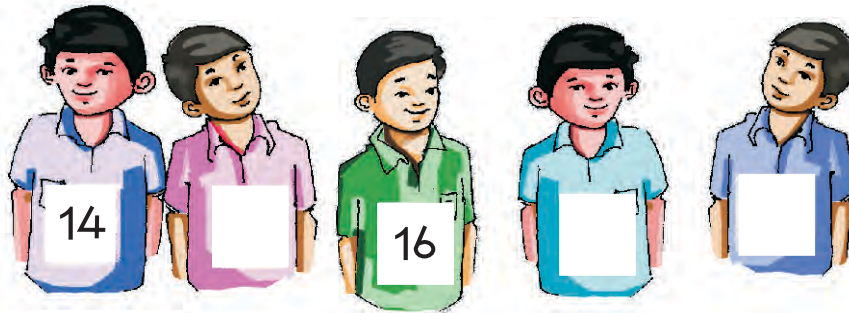
|    |   |    |  |
|----|---|----|--|
| 15 |  | 12 |  |
|    | <input type="checkbox"/>  |    | <input type="checkbox"/>   |



Write the missing numbers.



What comes before, between and after?



Do addition as you like



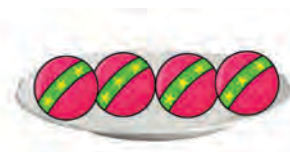
6

=

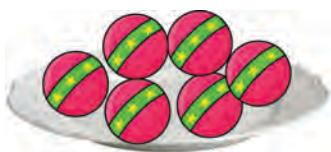


2

+



4



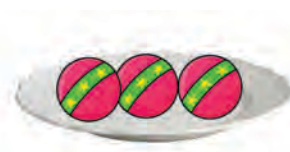
6

=



3

+



3



4

=



+



4

=



+





7

=



+



7

=



+



8

=



+



8

=



+



Give more practice like these.

## Add and write.

Draw the correct number of lines and add.

|     |                |
|-----|----------------|
| 7   | // // // // // |
| + 5 | // // // //    |
| 12  |                |
|     |                |

Draw the correct number of beads and add.

|           |     |   |   |   |
|-----------|-----|---|---|---|
| 13        | + 4 | = | 1 | 7 |
| ● ● ● ● ● | ● ● |   |   |   |
| ● ● ● ● ● | ● ● |   |   |   |
| ● ● ●     |     |   |   |   |

|     |
|-----|
| 8   |
| + 6 |
| □ □ |
|     |

|    |     |   |   |   |
|----|-----|---|---|---|
| 12 | + 6 | = | □ | □ |
|----|-----|---|---|---|

|     |
|-----|
| 9   |
| + 5 |
| □ □ |
|     |

|    |     |   |   |   |
|----|-----|---|---|---|
| 11 | + 7 | = | □ | □ |
|----|-----|---|---|---|

|     |
|-----|
| 8   |
| + 9 |
| □ □ |
|     |

|    |     |   |   |   |
|----|-----|---|---|---|
| 12 | + 0 | = | □ | □ |
|----|-----|---|---|---|

# Take away and write.

Take away by drawing lines.

$$\begin{array}{r} 7 \quad ||| \cancel{||||} \\ - 5 \\ \hline 2 \\ \hline \end{array}$$

Take away by drawing beads.

$$9 - 4 = \boxed{5}$$

●●●●●  
~~●●●●~~

$$\begin{array}{r} 8 \\ - 4 \\ \hline \\ \hline \end{array}$$

$$17 - 5 = \boxed{\phantom{0}} \boxed{\phantom{0}}$$

$$\begin{array}{r} 9 \\ - 5 \\ \hline \\ \hline \end{array}$$

$$18 - 5 = \boxed{\phantom{0}} \boxed{\phantom{0}}$$

$$\begin{array}{r} 19 \\ - 5 \\ \hline \\ \hline \end{array}$$

$$13 - 2 = \boxed{\phantom{0}} \boxed{\phantom{0}}$$

I can

Add and write.

$$\begin{array}{r} 14 \\ + 3 \\ \hline \\ \hline \end{array}$$

$4 + 11 = \boxed{\phantom{00}}$

$$\begin{array}{r} 9 \\ + 6 \\ \hline \\ \hline \end{array}$$

$9 + 8 = \boxed{\phantom{00}}$

Take away and write.

$$\begin{array}{r} 14 \\ - 3 \\ \hline \\ \hline \end{array}$$

$13 - 2 = \boxed{\phantom{00}}$

$$\begin{array}{r} 17 \\ - 4 \\ \hline \\ \hline \end{array}$$

$15 - 3 = \boxed{\phantom{00}}$

# ENVIRONMENTAL STUDIES

## Standard One

### Term II

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Dear Teacher,

We all know that children enjoy nature around them- the trees, the plants, the animals, the birds and the rain. This book starts with their life experiences i.e what they have seen and enjoyed. The activities are based on their own experiences, about the people and the world around them.

Children may know a few songs and stories when they come to school. Quite naturally they enjoy listening stories, singing songs and playing games. So we have included pleasant songs, enjoyable stories, thought provoking activities and games. Several opportunities have been provided to kindle the imagination of the children. They can make up stories, act them out, sing and dance joyfully.

Children love to draw. This natural ability to draw and be creative has scope in simple line drawing, imaginative drawing and colouring activities. Every chapter has "I can" activities that provide a scope for self-evaluation. Every child has different life experiences. We need to provide time for discussions so that children share their thoughts, ideas and observations. An atmosphere conducive to raise questions must be provided in the classroom.

Learning does not only take place in the class-room. Learning should be extended to the outdoors where children will learn happily. Many people help us in our daily life. If children can interact with them, it will widen their understanding and build respect for their work.

Science is a part of everyday life and can be understood by observation. A love and caring for nature should be inculcated in the children.

**Authors**





Come ! Let us eat !



Rice, fish curry

Chicken Biryani,  
Onion raitha

Idly,  
sambar

Dosa, chutney

Curd rice,  
pickle

Idiyappam,  
coconut milk

Rice,  
sambar

Chappathi, Kurma

What do you like to eat ?



Let us talk together

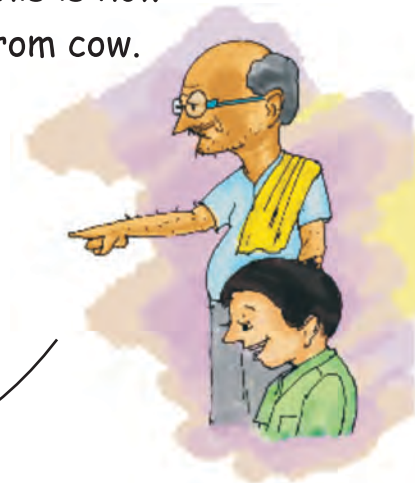
## The journey of milk



Murugan : Grandpa, where are you going ?  
 Grandpa : To the Aavin milk booth.  
 Murugan : Shall I come with you ?  
 Grandpa : Ok, let us go.

*(Looking at the booth Murugan asks)*

Murugan : How do we get milk grandpa ?  
 Grandpa : See there... This is how we get milk from cow.



👉 Help the children to know how we get milk. Have a discussion with the children - where we get rice, vegetables, fruits, egg and meat.

Let us sing



## Vegetable Market

I like a potato  
And a ripe tomato  
In my food.

Carrots and beetroots  
I like them too,  
What nice colours!

I like beans  
And I like greens  
But a green chilly  
Makes me cry.

We like pumpkin  
And brinjal too  
When they are cooked  
For me and you.

We like all vegetables  
Thank You farmers.



Let us colour



## We shall colour



### Health-related habits to be practised daily.

- ▶▶ Wash your hands clean before and after eating food.
- ▶▶ Eat fruits and vegetables only after washing them.
- ▶▶ Cover the food items and drinking water .
- ▶▶ Do not eat food that is kept open as flies sit on them.
- ▶▶ Drink plenty of water.
- ▶▶ Eat lots of greens as they are good for health.
- ▶▶ Do not eat fried food often.

 Help the children these health-related habits.

### Project:

Help the children to make a garden of their own at school.

## Shall we classify ?

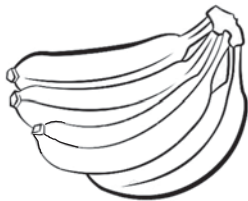
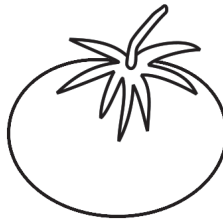


Classify the above items into vegetables, fruits, cereals/ grains and pulses.



Let us colour

Colour your favourite fruits and vegetables.

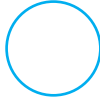
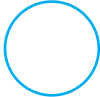
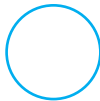
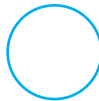
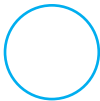
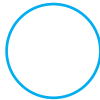
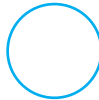
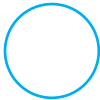




Let us classify

colour the circle  for the food we get from plants.

colour the circle  for the food we get from animals.





Let us print

Vegetable Printing









Let us make

### Carving



### Crossword puzzle

|   |  |   |   |   |
|---|--|---|---|---|
|   |  | R |   | P |
| M |  |   | N |   |
|   |  |   |   | T |
|   |  | I |   |   |
|   |  |   |   |   |
|   |  |   |   | O |


## I can

- Match the product and its source.



- Classify the food items you have taken today into "food from plants" and " food from animals".
- Name any two fruits you eat with seeds.
- Name any two health-related habits to be practised daily.



## We are healthy, what about you ?

My body is itching.  
Can anybody  
scratch it ?



You should have  
a bath daily.



Oh ! I am dirty !  
I should have a bath.



How is it that you  
have beautiful  
teeth ?



I don't eat too  
many sweets.



Help the children to know about personal hygiene.



Let us talk

## What do we do everyday ?



- ★ Note the actions in the pictures.  
Do you do these activities daily ?
  1. Brush your teeth twice a day.
  2. Have a bath daily.
  3. Wear clean clothes.
  4. Apply oil and comb your hair properly.
  5. Cut your nails once a week and keep them clean.
- ★ What did you do today, to keep yourself clean ?
- ★ What else will you do to keep yourself clean ?

**ACTIVITY** Discuss in class the importance of personal cleanliness



Let us do it

Ask the children to bring their own toothbrush and show them the correct way of cleaning the teeth.

|                                    |                                      |                            |
|------------------------------------|--------------------------------------|----------------------------|
| <p><b>1</b></p>                    | <p><b>2</b></p>                      | <p><b>3</b></p>            |
| <p>Up and down</p> <p><b>4</b></p> | <p>Side to side.</p> <p><b>5</b></p> | <p><b>6</b></p>            |
| <p>Up</p>                          | <p>Down</p>                          | <p>Now it is sparkling</p> |

Information

World hand wash day -  
October 15

|                 |                 |                 |                 |
|-----------------|-----------------|-----------------|-----------------|
| <p><b>1</b></p> | <p><b>2</b></p> | <p><b>3</b></p> | <p><b>4</b></p> |
| <p><b>5</b></p> | <p><b>6</b></p> | <p><b>7</b></p> | <p><b>8</b></p> |

Demonstrate the correct method of washing hands. Help the children to follow it.

ENVIRONMENTAL STUDIES



Let us play



👉 Ask the children to look at the objects in the picture for a few seconds. Then ask them to recall and list the things they have seen.

Let us join these



**PROJECT**

Children are asked to know about the names of their bathing soaps, Toothpaste and hair oil that they use with the help of their parents. Discuss in the classroom.,

## To protect ourselves.

Tick ✓ the actions that you should do.  
Cross ✗ the actions that you should not do.



Circle the words related to cleanliness.

|   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| M |   | T | S | O | A | P |
| I | C | O | M | B |   | W |
| R |   | W | A | S | H | A |
| R |   | E |   |   |   | T |
| O | I | L | S | H | O | E |
| R | P | O | W | D | E | R |

How often do you do the following activities in a week? Tabulate them.

| Days      | Brushing the teeth | Using Toilet | Having a bath | Combing hair | Washing hands | Cutting nails |
|-----------|--------------------|--------------|---------------|--------------|---------------|---------------|
| Sunday    |                    |              |               |              |               |               |
| Monday    |                    |              |               |              |               |               |
| Tuesday   |                    |              |               |              |               |               |
| Wednesday |                    |              |               |              |               |               |
| Thursday  |                    |              |               |              |               |               |
| Friday    |                    |              |               |              |               |               |
| Saturday  |                    |              |               |              |               |               |



# I can

- Crossword puzzle.

A crossword puzzle grid is shown with the following letters filled in:

- Row 1: P, A, [blank], T, E, [red box]
- Row 2: [blank], O, [blank]
- Row 3: [blank], [blank], [blank]
- Row 4: [blank], P, [blank]
- Column 6: C, [blank], M, B

Illustrations include a wooden comb, a tube of red toothpaste, and three bars of soap (purple, white, blue).

- Look at the pictures and arrange the activities in order.




## Kavitha's family



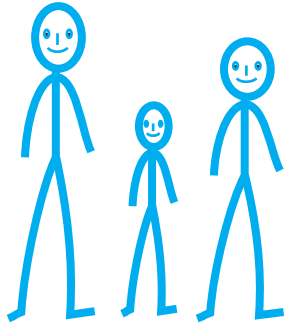
Kavitha has drawn her family members on her fingers.

- \* How many members are there in your home? Who are they?
- \* Tell the names of your father and mother.
- \* What is your pet name at home ?
- \* How many brothers and sisters do you have ? Who are they?
- \* Who tells you stories at home ?
- \* How many brothers and sisters does your mother have ?  
How do you call them ?
- \* How many brothers and sisters does your father have?  
How do you call them ?

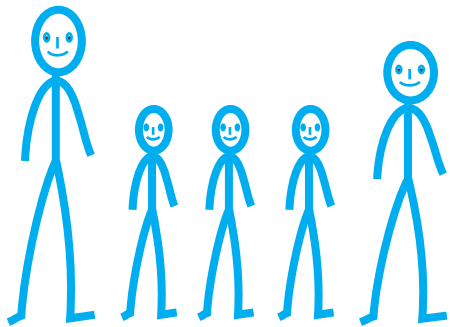
 Help the children know their relatives.



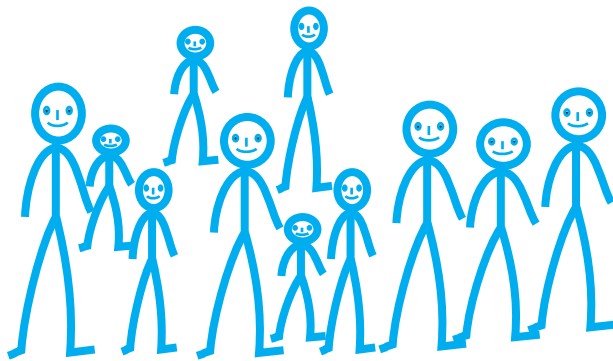
Let us know



A Small Family



A Large Family



A Joint Family

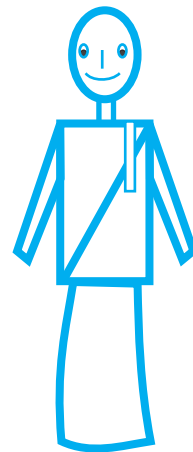
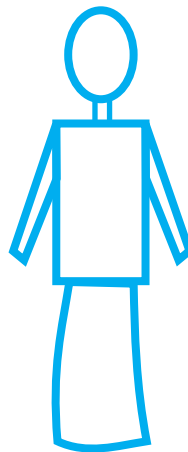


Help the children to know about the types of families by observing the above pictures.



Let us draw

Let us draw the pictures of our relations



Help the children to present their pictures to their parents as greeting cards.

How many members are there in your home?  
Who are they?



There are \_\_\_\_\_ members in my family.



Mother, father, myself

3



Help the children to fill in the chart according to the number of their family members.

Let us discuss

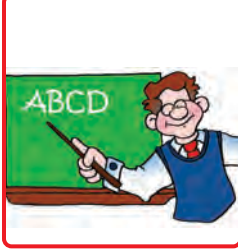


Find out and discuss in class the names of family members and their relationship.



Let us observe and speak

They are all our friends.





Let us find out

Who wears this ?



.....



.....



.....



.....



.....



.....

- Father
- Mother
- Grandpa
- Grandma
- Elder brother
- Sister-in-law
- Elder sister
- Younger sister
- Younger brother
- Aunt
- Uncle





Let us connect

Who does the following work in your home ?  
Let us connect them with lines.



Grandpa

Grandma

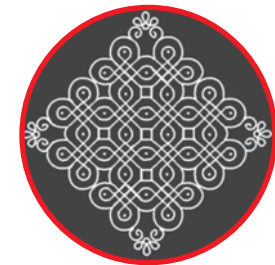
Mother

Father

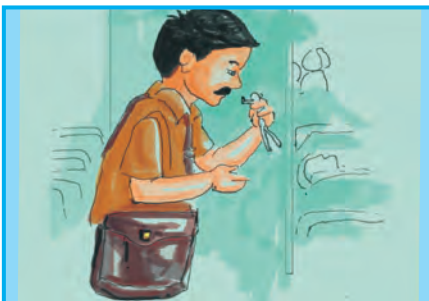
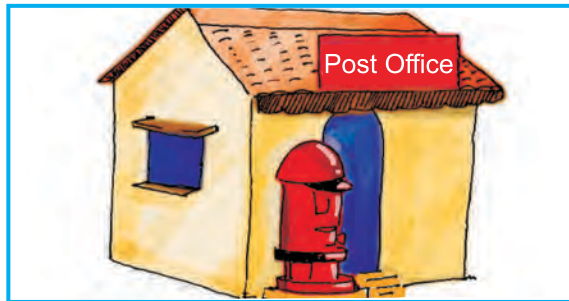
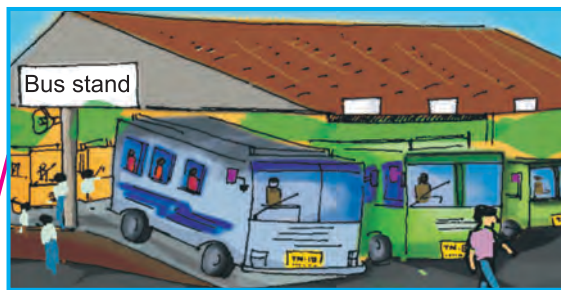
Sister

Myself

Brother



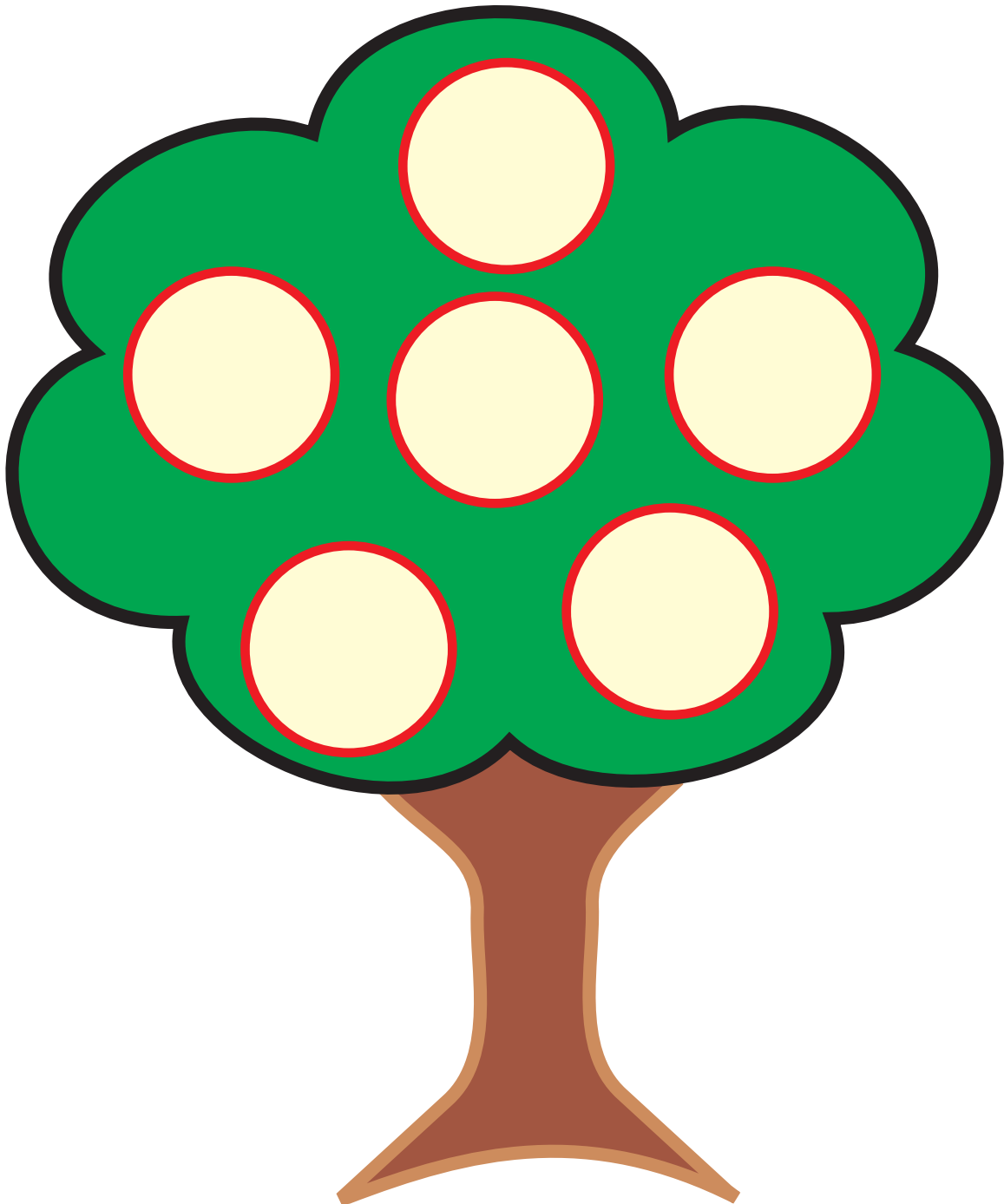
Where do they work ?  
Connect the people with their working places.





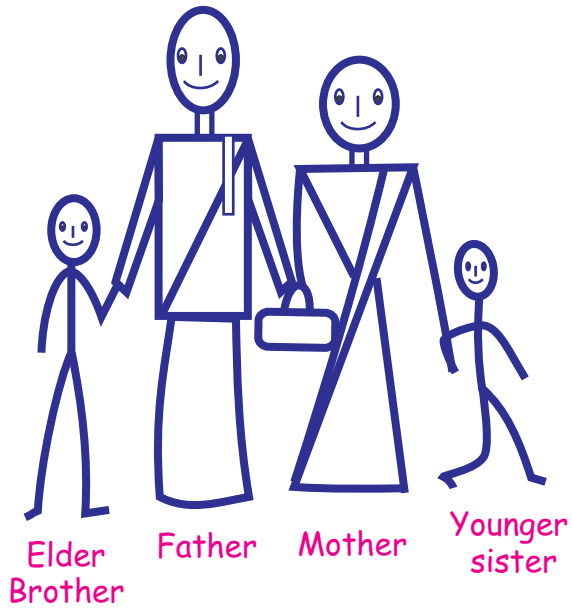
Let us affix

Help the children to affix the photos of their family members



ENVIRONMENTAL STUDIES

I can



- Kala has drawn a picture of her family members as given above. Draw a picture of your family members and name them.

- Name the jobs of these persons.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_