

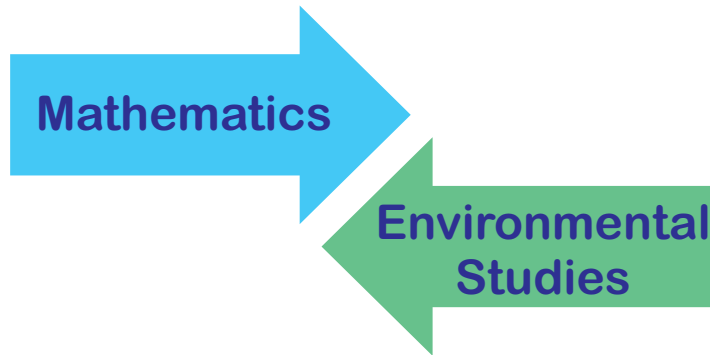


Government of Tamilnadu

STANDARD ONE

TERM III

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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First Edition - 2012

(Published under Uniform System of School Education Scheme in Trimester Pattern)

Textbook Preparation and Compilation
State Council of Educational Research and Training

College Road, Chennai - 600 006.

Wrapper and Book design

R. Anandhan

Textbook Printing

Tamilnadu Textbook Corporation

College Road, Chennai - 600 006.

This book has been printed on 80 G.S.M. Maplitho Paper

Price: Rs.

Printed by Offset at:

பாடநூல் வலைதளம்

www.textbooksonline.tn.nic.in



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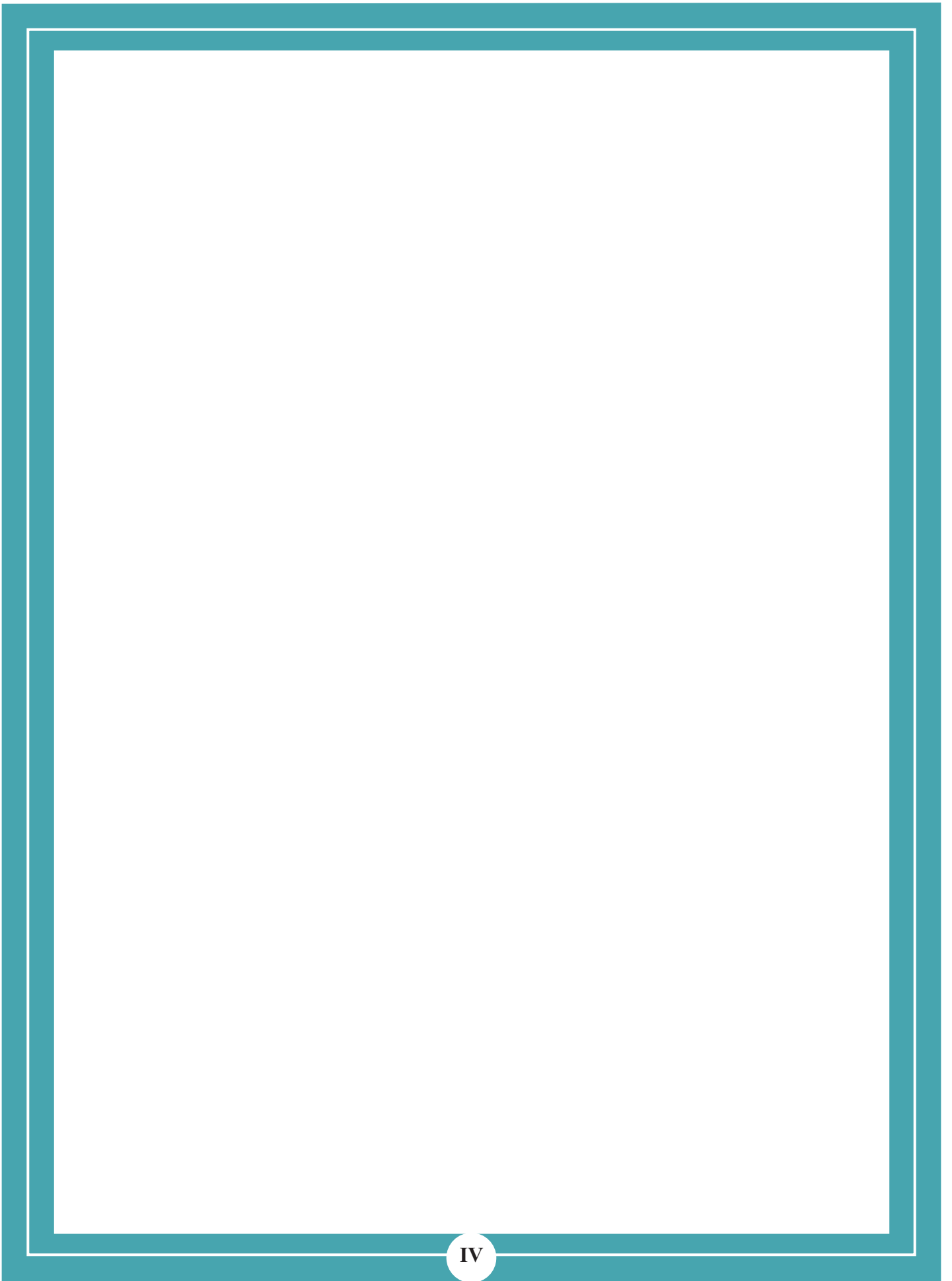


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Mathematics

STANDARD ONE

TERM III

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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 in the textbook 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 have been incorporated as an inbuilt process of evaluation 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

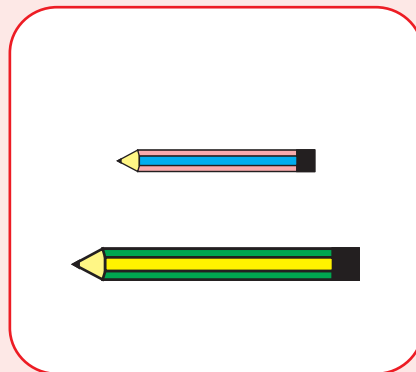
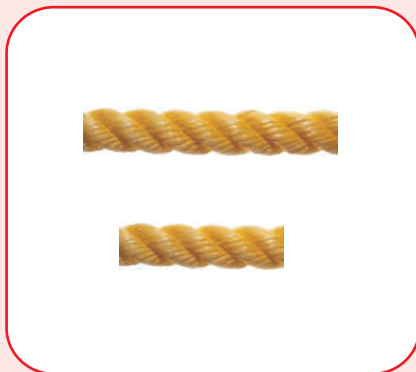
Measurements


How do they measure?



Let the children observe the pictures carefully. Discuss with them how the items are measured in different ways.

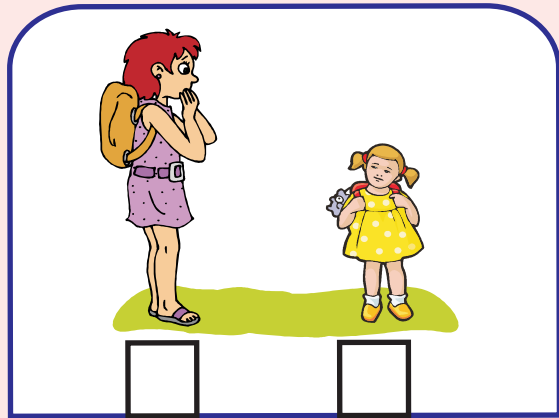
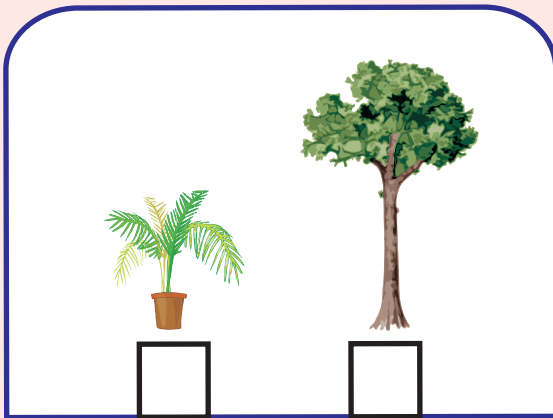
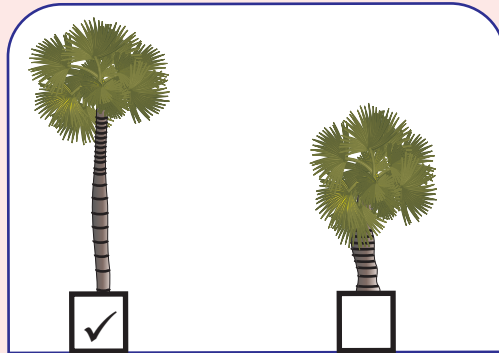
Long - Short



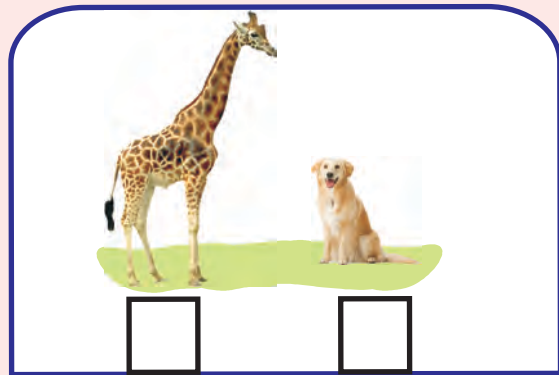
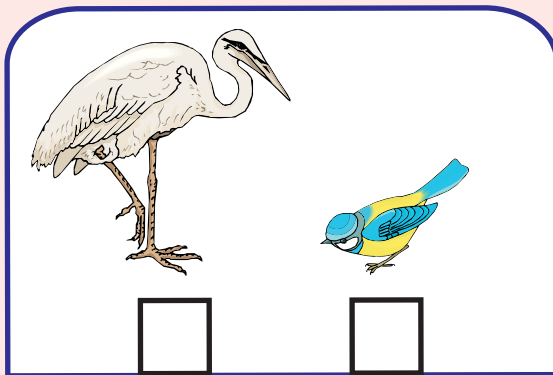
 Compare two objects and show them which is longer and which is shorter. Then, help the children put '✓' on longer objects and '✗' on shorter ones.

Tall - Short

Tick (✓) the taller.

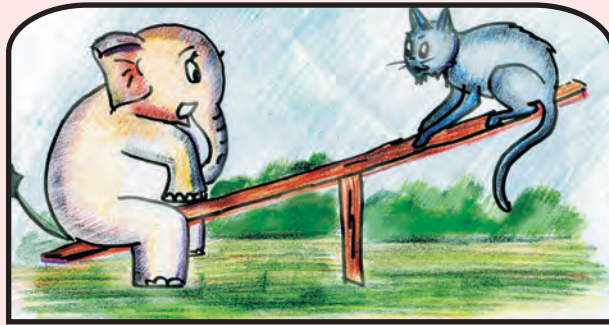


Tick (✓) the shorter.

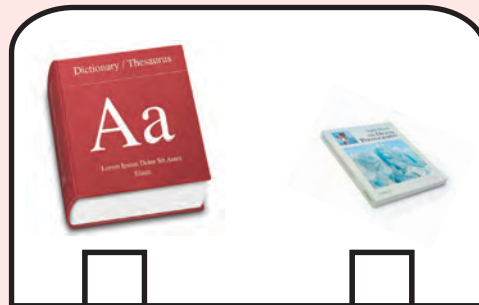
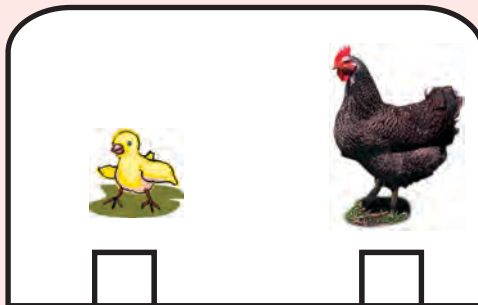
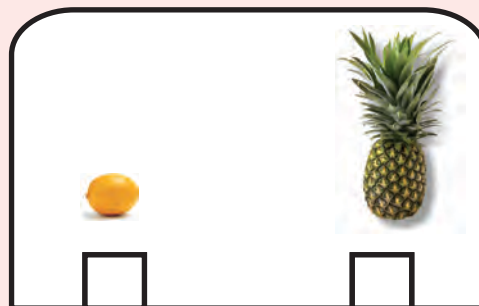
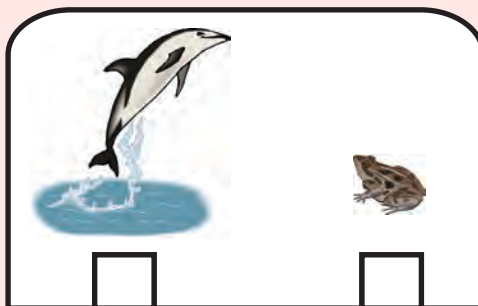
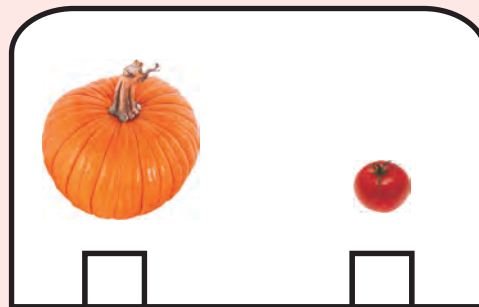
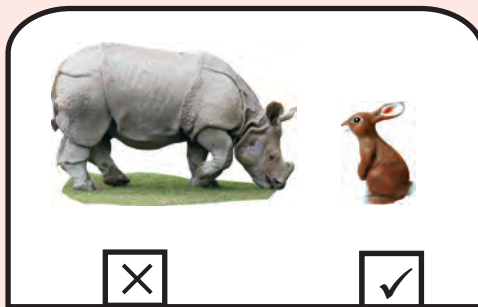


Let the children talk about the tallness and shortness of persons, trees, buildings etc.

Heavy - Light

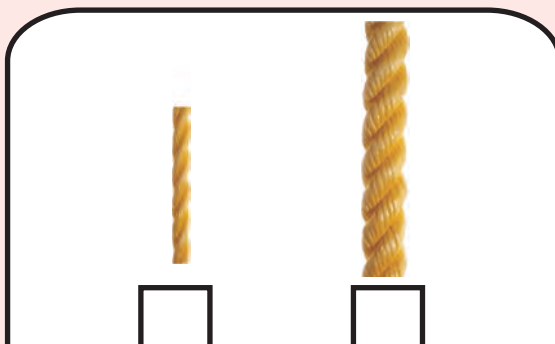
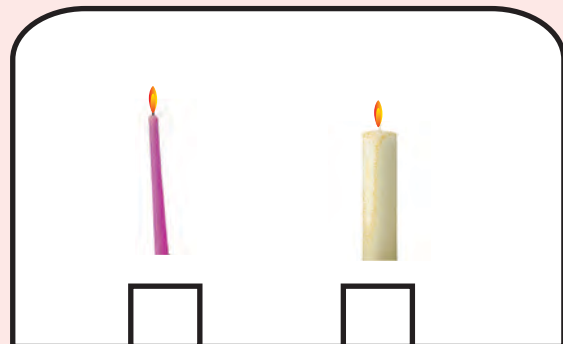
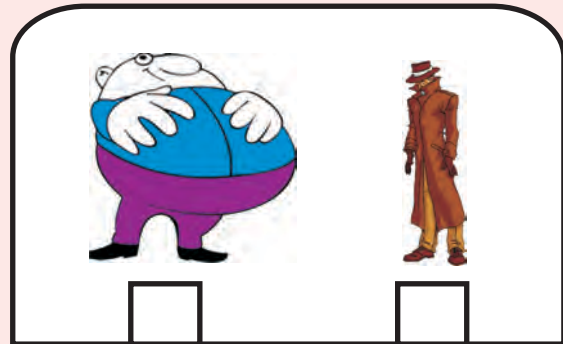


Tick (✓) the lighter ones in weight. Cross (✗) the heavier ones in weight.



Thick - Thin

Tick (✓) the thicker ones. Cross (✗) the thinner ones.



Give some objects to children and help them in distinguishing the thinner ones from the thicker ones. Example: five-rupee coin and a 50-paise coin.

Measure them

My book measures one span of my hand.



Mark the span of your hand in the box.

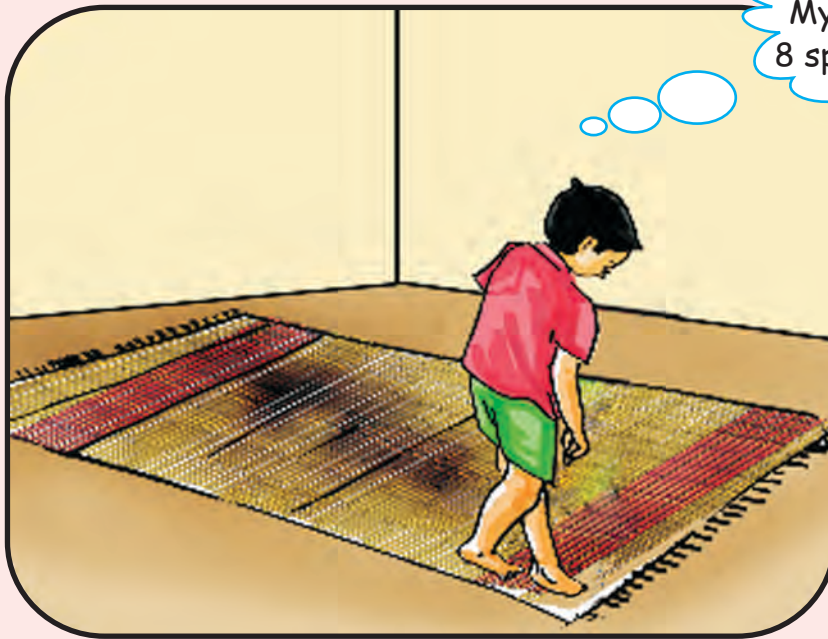
A large, empty rounded rectangular box with a green border, intended for students to mark the span of their hand.

Span - a unit of length based on the width of the expanded human hand (usually taken as 9 inches)

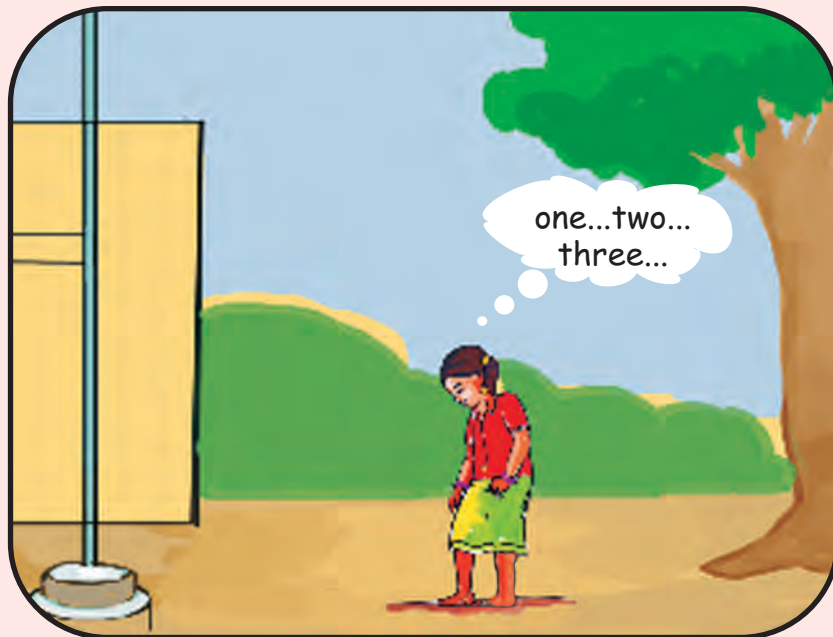


Let the children measure the objects in the class using their hands (hand span)

Measure with foot.



My mat measures
8 spans of my feet.



one...two...
three...



Let the children measure the length of something in the school campus and also measure the distance between two objects or points.

Time



Let them tell when, where and how they have carried out these actions. Ask them to arrange the actions in a sequence from dawn to dusk.

Arrange the actions in order by numbering 1,2,3.



Tick (✓) the morning activities.



Tick (✓) the evening activities.



Let us play

Let the children sit in a circle. One child runs around the circle and pats one of the children who is sitting in the circle. The patted one gets up and runs in the opposite direction. When they meet, they greet each other and try to sit in the empty space quickly. One who fails to sit should continue the game.

Money

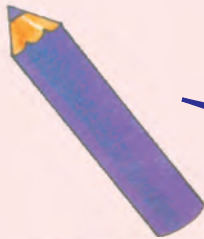


Show the children different currency notes and coins and explain to them their values with everyday examples. Strengthen the concept through a role-play Example: shopping.

Match the following.



Rupees 20



Rupees 2



Rupees 5



Rupees 10



Rupee 1



I can

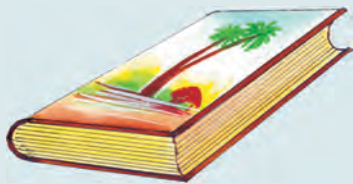
Tick (✓) the currencies and coins for the price.



Rupees 25



Rupees 15



Rupees 30



Rupees 10



2

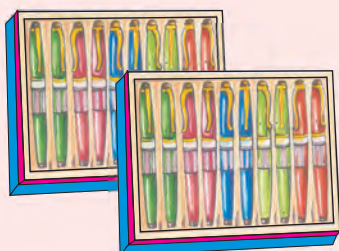
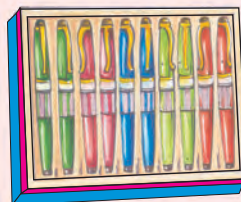
Numbers from 21 to 50

Betty buys a box of pens

Betty buys a box of pens

Pretty pens, pretty pens

Ten in number, ten in number!

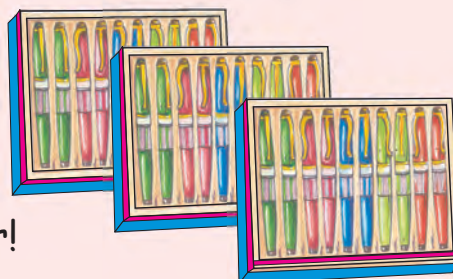


Benny buys a box of pens

Betty gives him one more box

Now, Benny has twenty pens

Twenty in number, twenty in number!



Tippu buys a box of pens

Benny gives him twenty pens

Now, Tippu has thirty pens

Thirty in number, thirty in number!



Flora buys a box of pens

Tippu gives her thirty pens

Now, Flora has forty pens

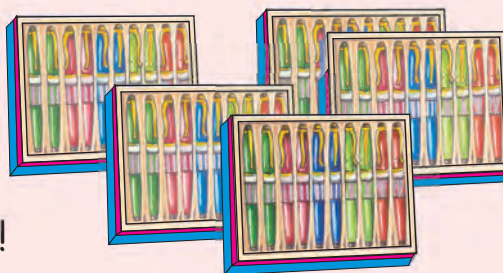
Forty in number, forty in number!

Fazil buys a box of pens

Flora gives him forty pens

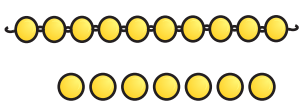
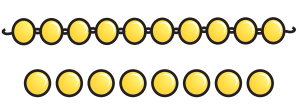
Now, Fazil has fifty pens

Fifty in number, fifty in number!

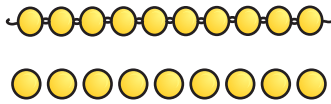


Introduce the numbers from 21 to 50 by using learning materials.

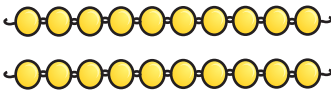
Write down the numbers in tens and ones.

|  <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th style="padding: 5px;">Tens</th> <th style="padding: 5px;">ones</th> </tr> <tr> <td style="text-align: center; padding: 5px;">1</td> <td style="text-align: center; padding: 5px;">7</td> </tr> </table> <p style="text-align: center; margin-top: 5px;">17</p> | Tens | ones | 1 | 7 |  <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th style="padding: 5px;">Tens</th> <th style="padding: 5px;">ones</th> </tr> <tr> <td style="text-align: center; padding: 5px;">1</td> <td style="text-align: center; padding: 5px;">8</td> </tr> </table> <p style="text-align: center; margin-top: 5px;">18</p> | Tens | ones | 1 | 8 |
|---|------|------|---|---|--|------|------|---|---|
| Tens | ones | | | | | | | | |
| 1 | 7 | | | | | | | | |
| Tens | ones | | | | | | | | |
| 1 | 8 | | | | | | | | |

Count the beads and write down the number.



| Tens | ones |
|------|------|
| | |



| Tens | ones |
|------|------|
| | |

Draw a picture of beads for the numbers given.

| Tens | ones |
|------|------|
| 1 | 5 |

| Tens | ones |
|------|------|
| 1 | 2 |

Count the beads and write down the numbers.

| Tens | ones |
|------|------|
| 3 | 4 |

| Tens | ones |
|------|------|
| | |

| Tens | ones |
|------|------|
| | |

| Tens | ones |
|------|------|
| | |

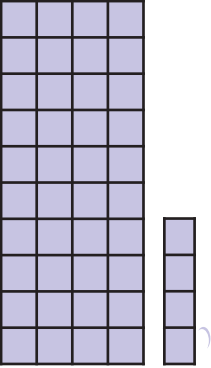
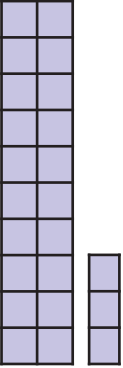
| Tens | ones |
|------|------|
| | |

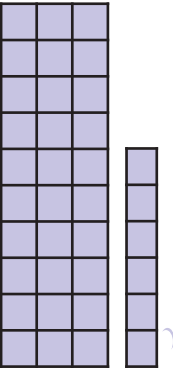
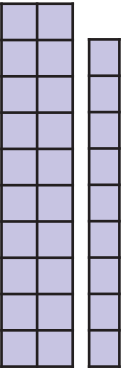
| Tens | ones |
|------|------|
| | |

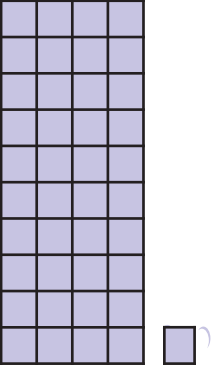
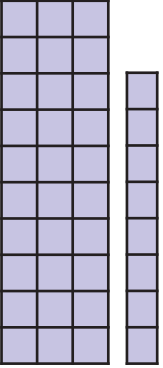
| Tens | ones |
|------|------|
| | |

| Tens | ones |
|------|------|
| | |

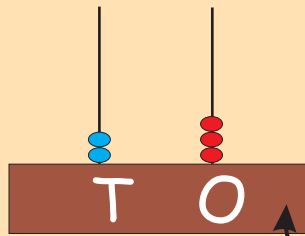
Count the boxes and write down the numbers.

|  | <table border="1"> <tr> <th>Tens</th> <th>ones</th> </tr> <tr> <td>4</td> <td>4</td> </tr> </table> | Tens | ones | 4 | 4 |
|---|---|------|------|---|---|
| Tens | ones | | | | |
| 4 | 4 | | | | |
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| Tens | ones | | | | |
| | | | | | |

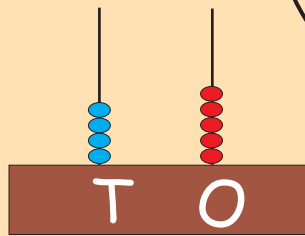
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|--|---|------|------|--|--|
| Tens | ones | | | | |
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|  | <table border="1"> <tr> <th>Tens</th> <th>ones</th> </tr> <tr> <td></td> <td></td> </tr> </table> | Tens | ones | | |
| Tens | ones | | | | |
| | | | | | |

|  | <table border="1"> <tr> <th>Tens</th> <th>ones</th> </tr> <tr> <td></td> <td></td> </tr> </table> | Tens | ones | | |
|---|---|------|------|--|--|
| Tens | ones | | | | |
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|  | <table border="1"> <tr> <th>Tens</th> <th>ones</th> </tr> <tr> <td></td> <td></td> </tr> </table> | Tens | ones | | |
| Tens | ones | | | | |
| | | | | | |

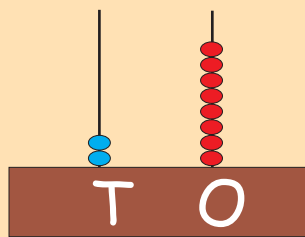
Count the beads and match.



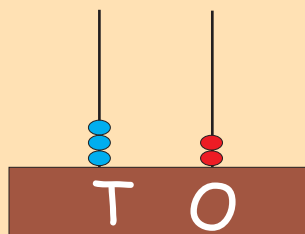
45



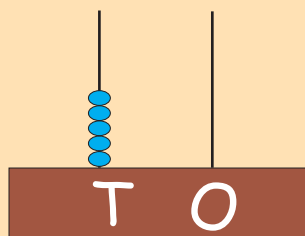
28



50



23



32

 Give practice using learning materials.

I can find out the missing numbers

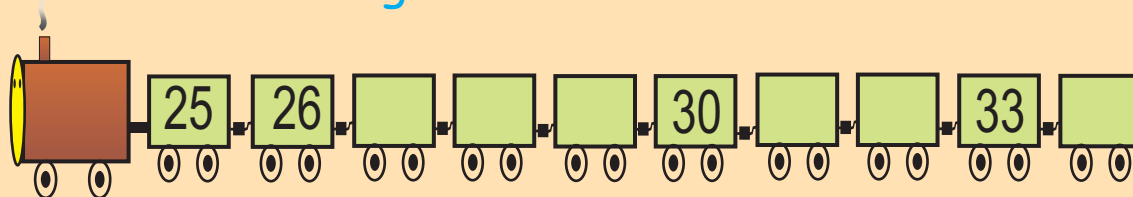
Write the missing numbers.

| | | | | | | | | | |
|----|----|--|----|----|--|----|--|----|----|
| 21 | 22 | | 24 | 25 | | 27 | | 29 | 30 |
|----|----|--|----|----|--|----|--|----|----|

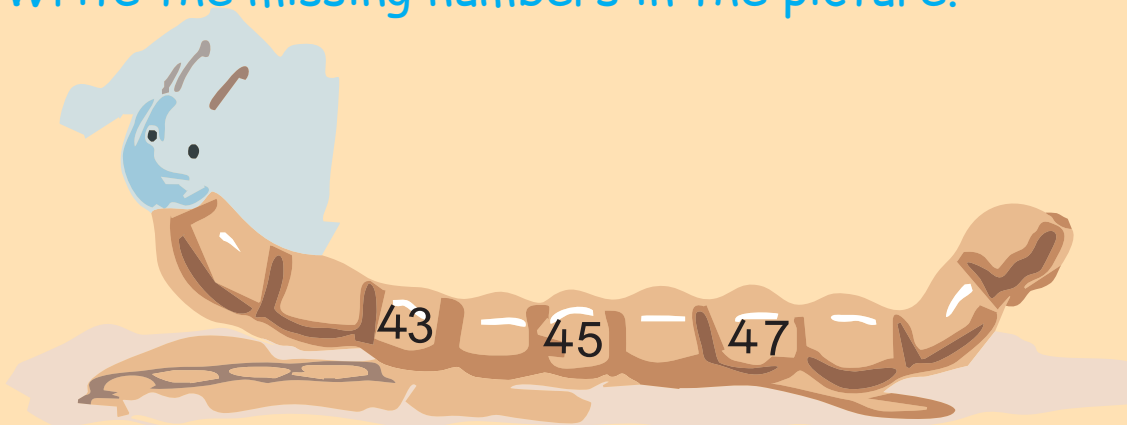
| | | | | | | | | | |
|----|--|----|----|--|--|--|----|--|--|
| 31 | | 33 | 34 | | | | 38 | | |
|----|--|----|----|--|--|--|----|--|--|

| | | | | | | | | | |
|----|----|--|--|----|--|--|--|--|----|
| 41 | 42 | | | 45 | | | | | 50 |
|----|----|--|--|----|--|--|--|--|----|

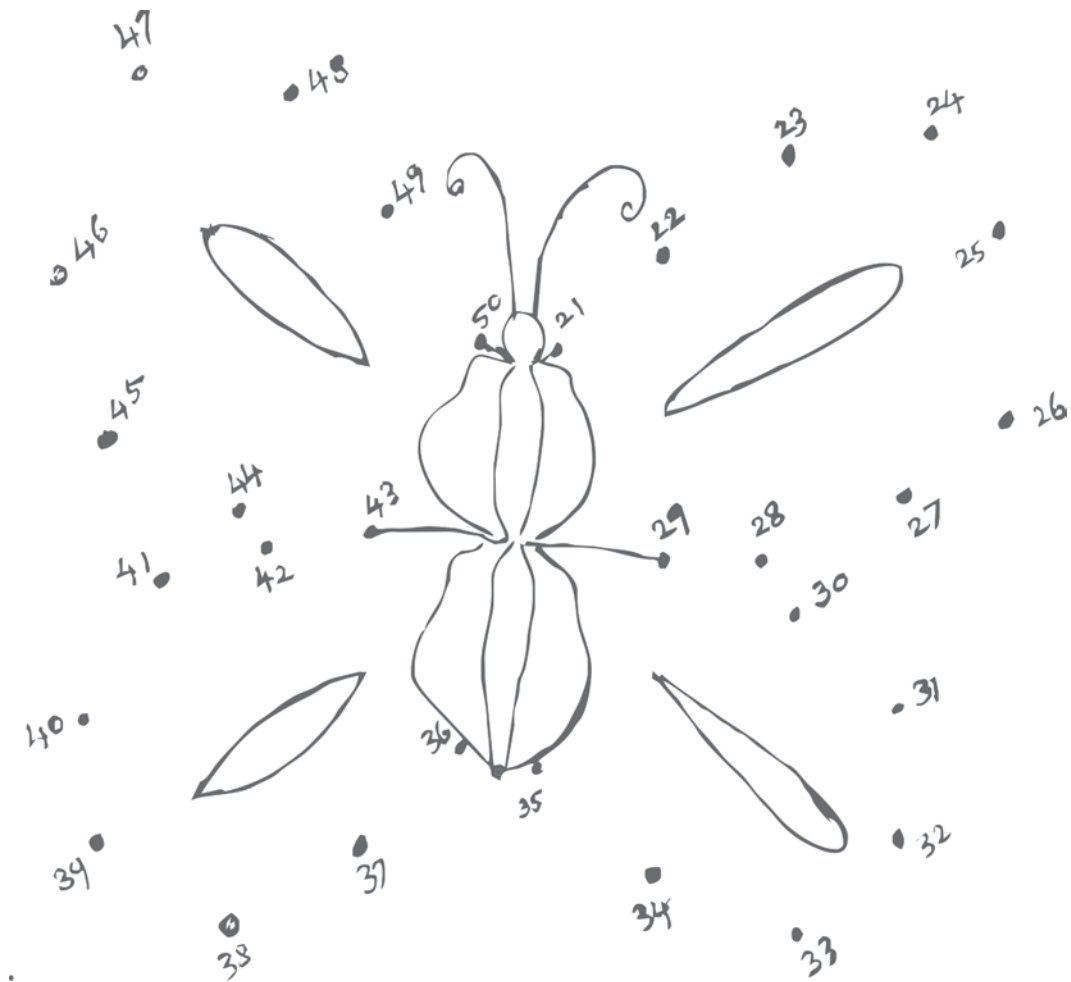
Write the missing numbers on the train.



Write the missing numbers in the picture.

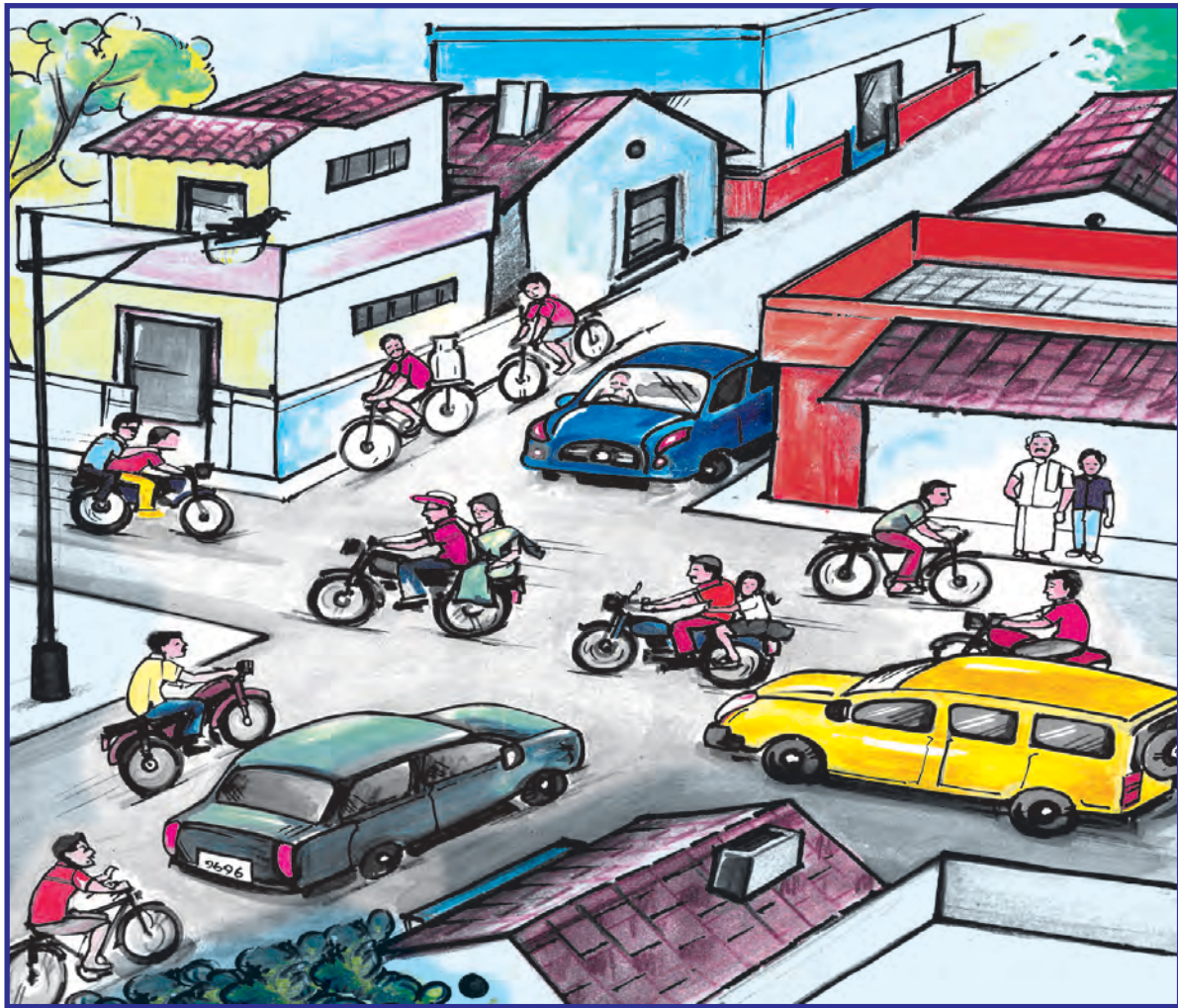


Join the dots in order and colour.



3

Data Handling





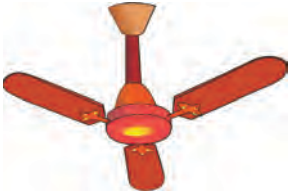



Fill in the table.

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



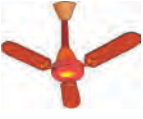




Discuss the picture with children and let them count and write the number in each category of pictures (vehicles, houses). Let the children observe the pictures from newspapers also and discuss in the class.

How many of the following articles are there in your house?

| Things | Number |
|---|--------|
|  | |
|  | |
|  | |
|  | |
|  | |
|  | |

Fill in the table.

| Class |  |  |  |  |  |
|-------|---|---|---|---|---|
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |
| 5 | | | | | |

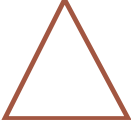



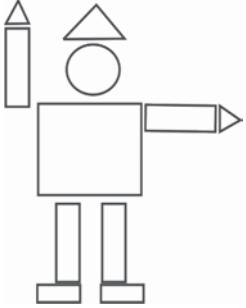
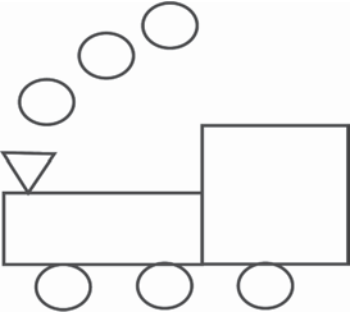
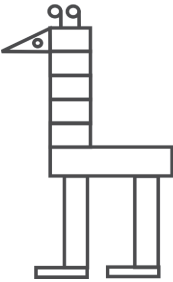


Help the children to count the number of objects in each classroom and write the number in the table.

I can

Distinguish the shapes found in each picture and count them?

Write the number of shapes that you counted.

| Picture |  |  |  |  |
|---|---|---|---|---|
|  | | | | |
|  | | | | |
|  | | | | |

Complete the pattern.

| | | | | | | | | | |
|---|---|---|---|---|--|--|--|--|--|
| ↑ | ↓ | ↑ | ↓ | ↑ | | | | | |
|---|---|---|---|---|--|--|--|--|--|

| | | | | | | | | | |
|---|---|---|---|---|--|--|--|--|--|
| → | ← | → | ← | → | | | | | |
|---|---|---|---|---|--|--|--|--|--|

| | | | | | | | | | |
|---|---|---|---|---|--|--|--|--|--|
| ↗ | ↘ | ↗ | ↘ | ↗ | | | | | |
|---|---|---|---|---|--|--|--|--|--|

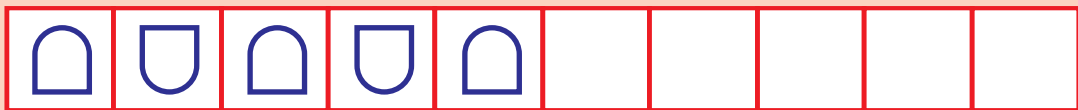
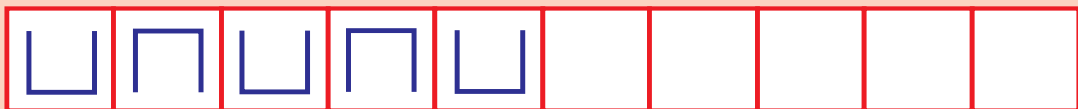
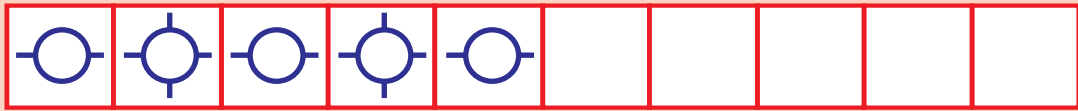
| | | | | | | | | | |
|---|---|---|---|---|--|--|--|--|--|
| + | - | + | - | + | | | | | |
|---|---|---|---|---|--|--|--|--|--|

| | | | | | | | | | |
|---|---|---|---|---|--|--|--|--|--|
| □ | ○ | □ | ○ | □ | | | | | |
|---|---|---|---|---|--|--|--|--|--|

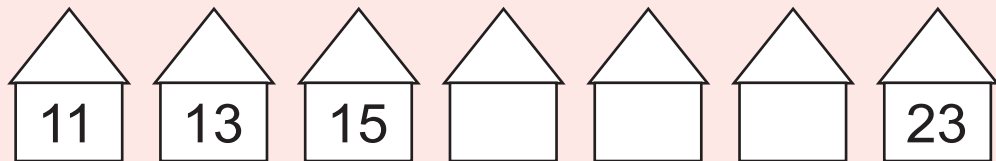
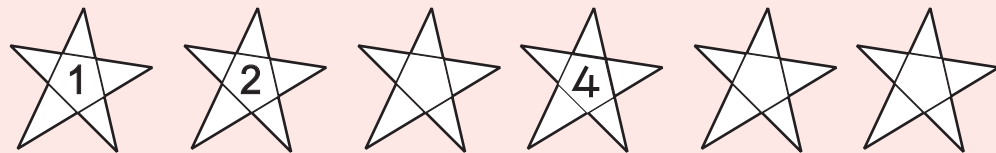
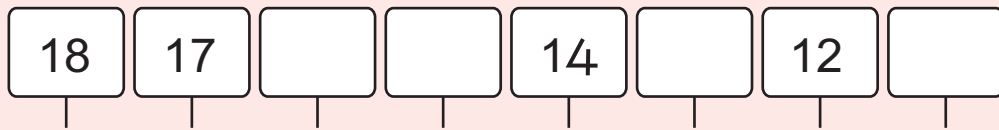
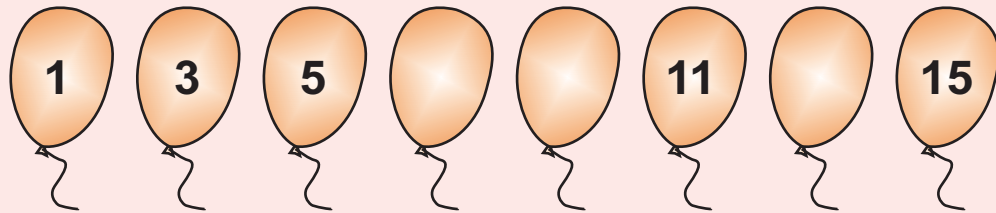
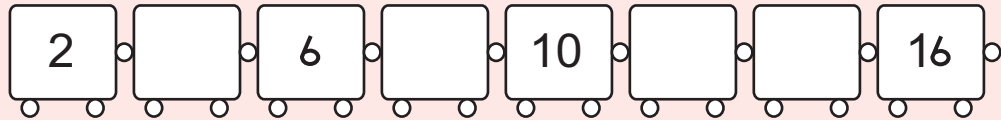
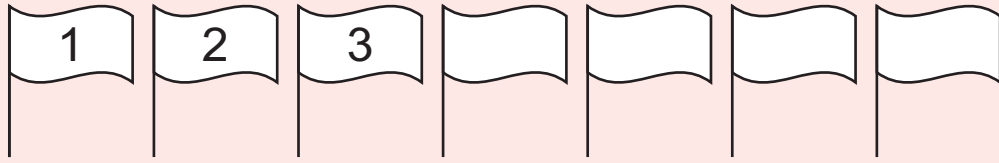
| | | | | | | | | | |
|---|---|---|---|---|--|--|--|--|--|
| ✓ | × | ✓ | × | ✓ | | | | | |
|---|---|---|---|---|--|--|--|--|--|

| | | | | | | | | | |
|--|---|--|---|--|--|--|--|--|--|
| | = | | = | | | | | | |
|--|---|--|---|--|--|--|--|--|--|

Complete the pattern.



Find out the number patterns and fill in the missing numbers.



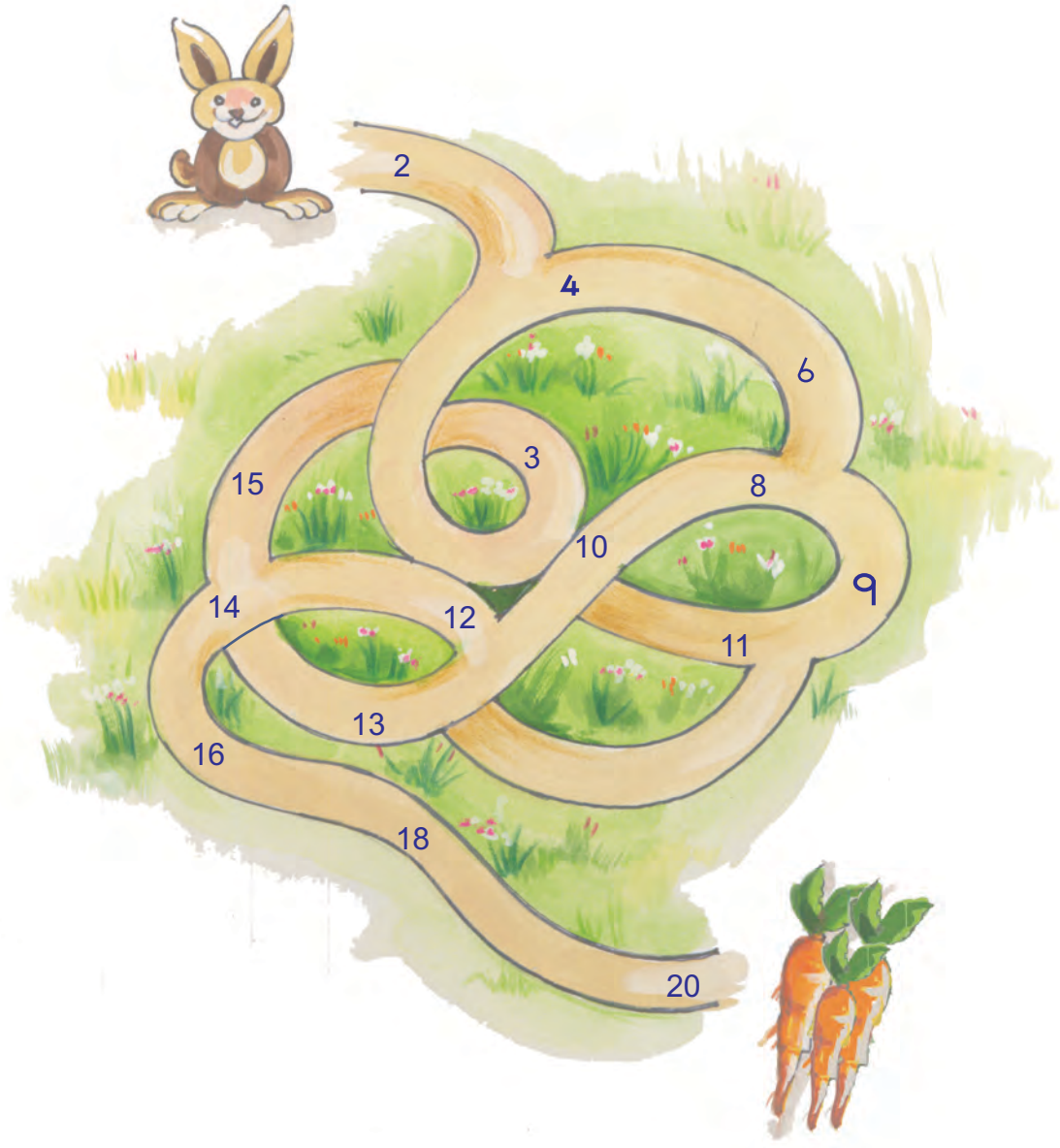
I can do

Study the pattern and match.

| | | |
|------------|-------------|------------|
| $+$ | $-$ | $+$ |
| \bigcirc | \triangle | \bigcirc |
| \times | $*$ | \times |
| 2 | 3 | 2 |
| 10 | 20 | 10 |

| |
|-------------|
| $*$ |
| 3 |
| 20 |
| \triangle |
| $-$ |

Guide the rabbit.



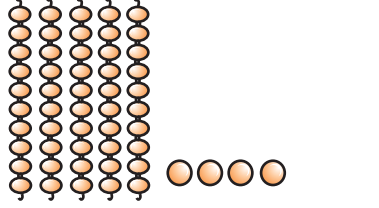
MATHEMATICS

Write down the numbers that the rabbit comes across.

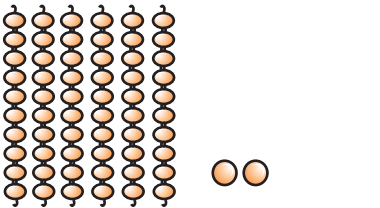
2 , 4 , - , - , - , - , - , - , - , - , 20

4 Numbers from 51 to 100

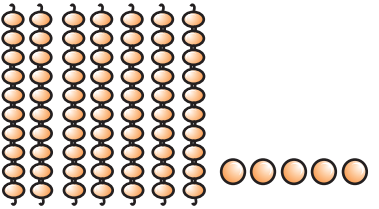
Count the beads and write down the numbers.



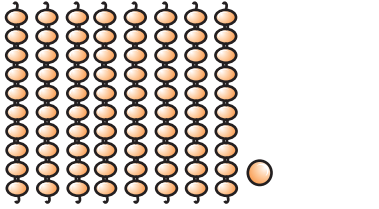
| Tens | Ones |
|------|------|
| 5 | 4 |



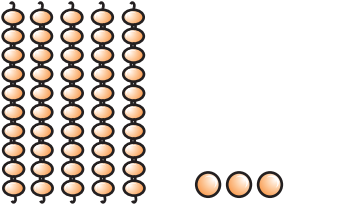
| Tens | Ones |
|------|------|
| | |



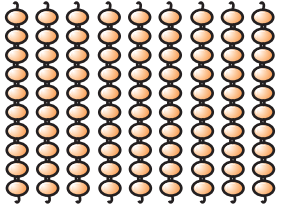
| Tens | Ones |
|------|------|
| | |



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



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



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



Encourage the children to count and write the numbers from 51 to 100 using learning materials. Then, let the children do the above exercise.

A base ten block model showing 4 tens rods (each with 10 beads) and 4 ones units (each with 1 bead). Below the blocks is a table with two columns: "Tens" and "Ones".

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

A base ten block model showing 5 tens rods (each with 10 beads) and 2 ones units (each with 1 bead). Below the blocks is a table with two columns: "Tens" and "Ones".

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

A base ten block model showing 8 tens rods (each with 10 beads) and 3 ones units (each with 1 bead). Below the blocks is a table with two columns: "Tens" and "Ones".

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

A base ten block model showing 6 tens rods (each with 10 beads) and 6 ones units (each with 1 bead). Below the blocks is a table with two columns: "Tens" and "Ones".

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

A base ten block model showing 5 tens rods (each with 10 beads) and 3 ones units (each with 1 bead). Below the blocks is a table with two columns: "Tens" and "Ones".

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

A base ten block model showing 7 tens rods (each with 10 beads) and 8 ones units (each with 1 bead). Below the blocks is a table with two columns: "Tens" and "Ones".

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

A base ten block model showing 5 tens rods (each with 10 beads) and 5 ones units (each with 1 bead). Below the blocks is a table with two columns: "Tens" and "Ones".

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

A base ten block model showing 6 tens rods (each with 10 beads) and 3 ones units (each with 1 bead). Below the blocks is a table with two columns: "Tens" and "Ones".

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

Count the beads and write down the numbers.

| Tens | Ones |
|------|------|
| 7 | 8 |

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

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

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

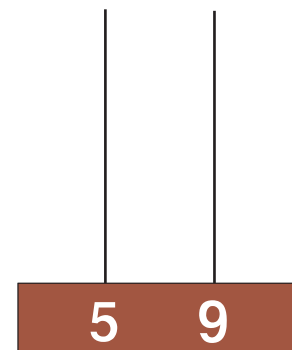
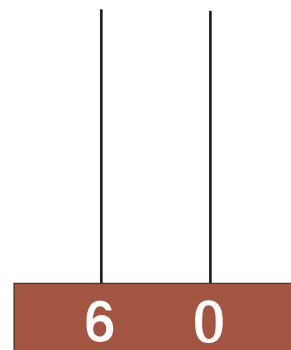
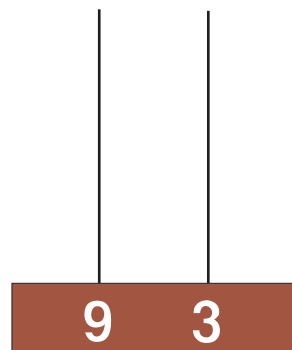
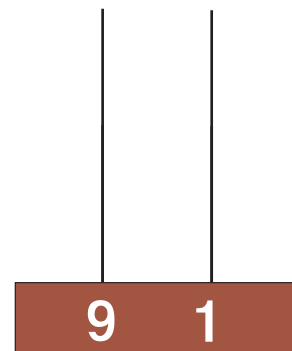
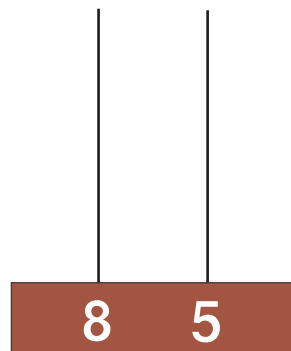
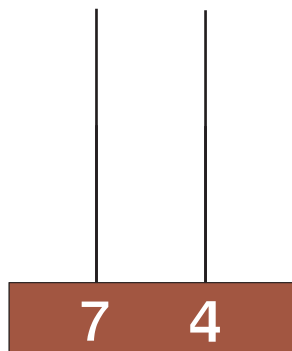
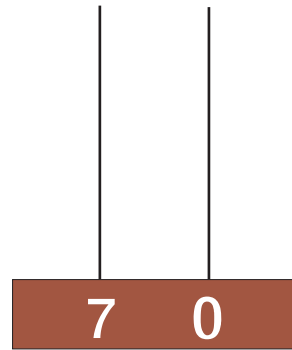
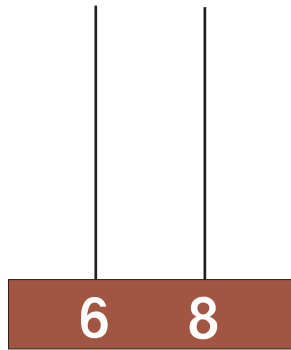
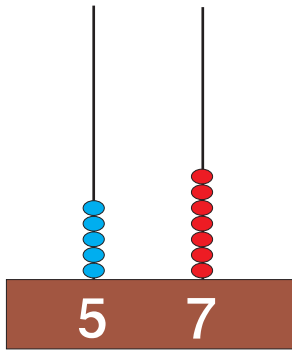
| Tens | Ones |
|------|------|
| | |

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

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

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

Draw pictures of beads matching the numbers.



Fill in the boxes

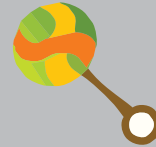
51

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

56

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

60



61

| | | |
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| | | |
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64

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

70



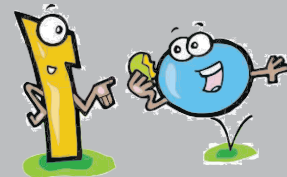
71

| | | |
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77

| | | |
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| | | |
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80



81

| | | |
|--|--|--|
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85

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

90



91

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

93

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

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

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

100

I can do

Fill in the table.

| | | | | | | | | | |
|----|----|----|--|----|----|----|----|--|-----|
| 51 | 52 | 53 | | 55 | | 57 | | | |
| | 62 | | | | 66 | | | | |
| | | 73 | | | | | | | 80 |
| | 82 | | | | | | 88 | | |
| 91 | | | | 95 | | | | | 100 |

Join the dots and colour.



Follow the pattern and colour 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 |
| 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 |

ENVIRONMENTAL STUDIES

Standard One

Term III

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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 from 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 take place only in the classroom. 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 for nature and caring for it should be inculcated in the formative years of childhood.

Authors



Let us sing



The wind blows! The rain falls!
Shall we float paper boats ?



The wind blows, the wind blows
Welcome the clouds
Rain comes, rain comes
Gather up the grains
Flows away, flows away
The flood on the way
Make a boat, make a boat
Small and stout
Float the boat, float the boat
Bring umbrellas with joy
Sing and dance with them



Let us discuss

- Do you like the rain ?
- Have you played with paper boats in the rain ?
- Do you know how to make a paper boat ?
- What do you carry when you go out in the rain ?
- How is your street when it rains ?
- Is there mud in your street ?
- How do the plants around your house look in the rain ?
- Have you experienced the smell of the earth when it rains ?
- What sounds do you hear, when it rains ?
- What do you like to eat on a rainy day ?
- Will there be power failure in your village when it rains?
- Can plants and creepers grow without rain ?
- What are the uses of water ?



Sing the song with the children. Discuss the above questions with the children.



Let us play



The Sound of Rain !

When the teacher says 'one' the children tap their left palm with their right index finger. When the teacher says 'two' tap with two fingers and so on till number 'four'. Now you can hear the sound of rain.



Let us make a boat

Making a paper boat !



1



2



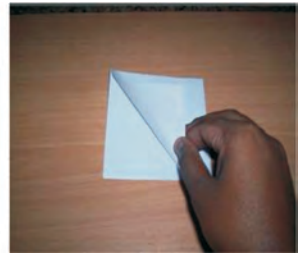
3



4



5



6



7



8



9



10



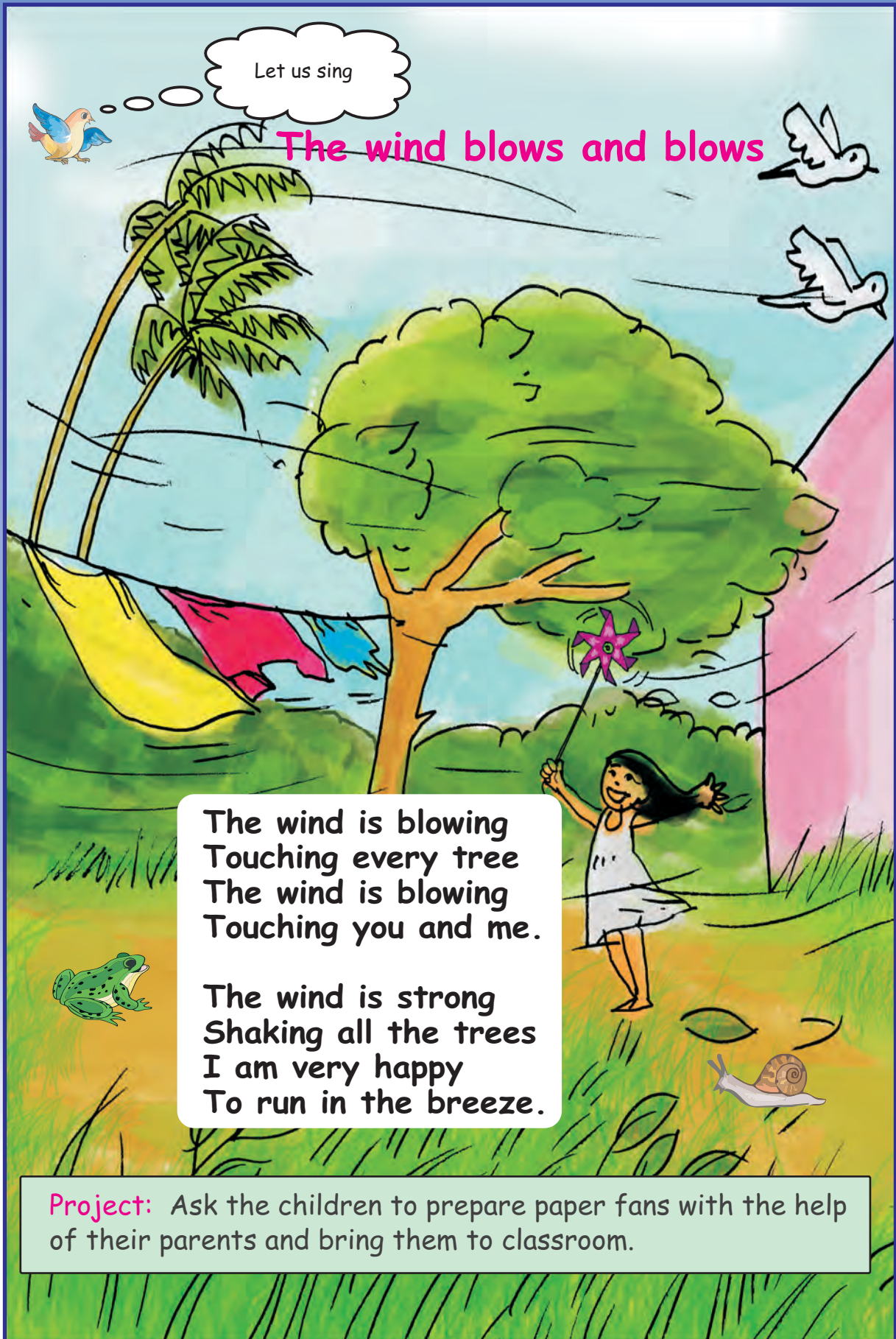
11



12



13



Let us sing

The wind blows and blows

The wind is blowing
Touching every tree
The wind is blowing
Touching you and me.

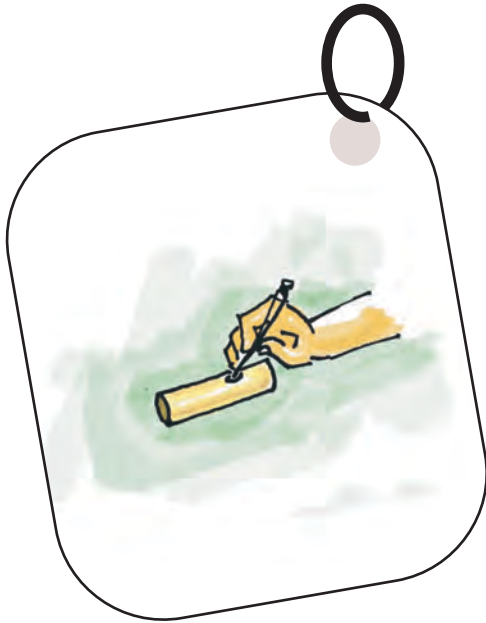
The wind is strong
Shaking all the trees
I am very happy
To run in the breeze.

Project: Ask the children to prepare paper fans with the help of their parents and bring them to classroom.

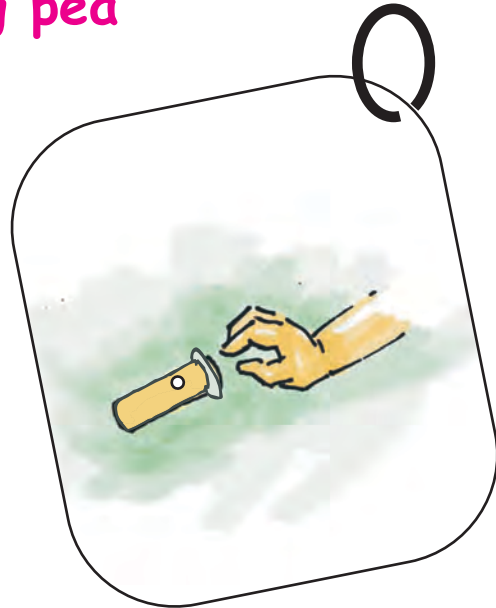


Let us make this
and enjoy ourselves

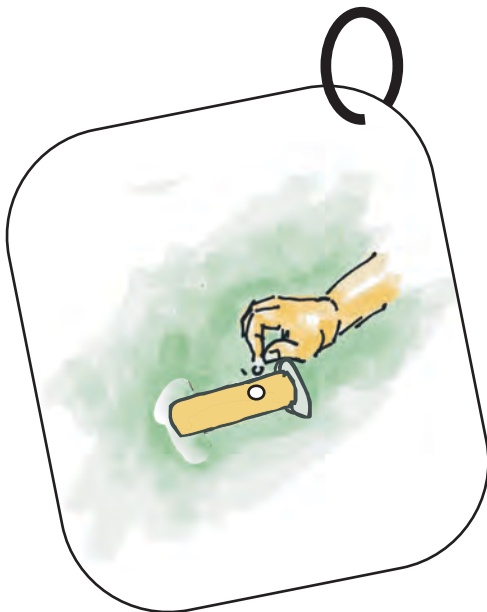
Jumping pea



Make a hole on a reel.



Close one end of the reel
with a piece of paper as shown here.



Place a pea on the hole.



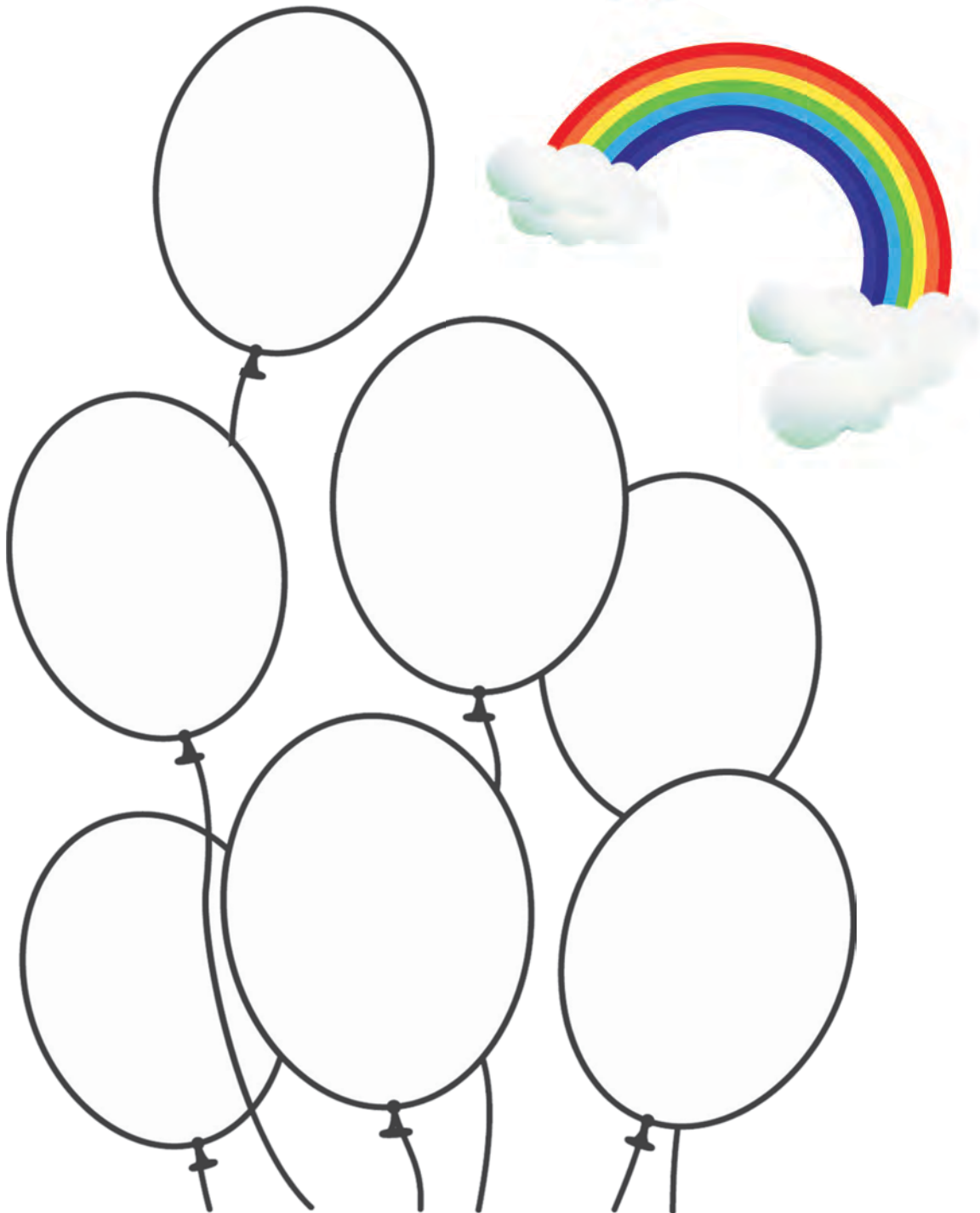
Blow slowly from the open end
and observe what happens.

Saravanan enjoyed making it. Why not you ?



Let us colour

The teacher can help the children to colour balloons with seven colours of a rainbow.



I can

- What do you carry when you go out in the rain? Identify the objects and colour them.

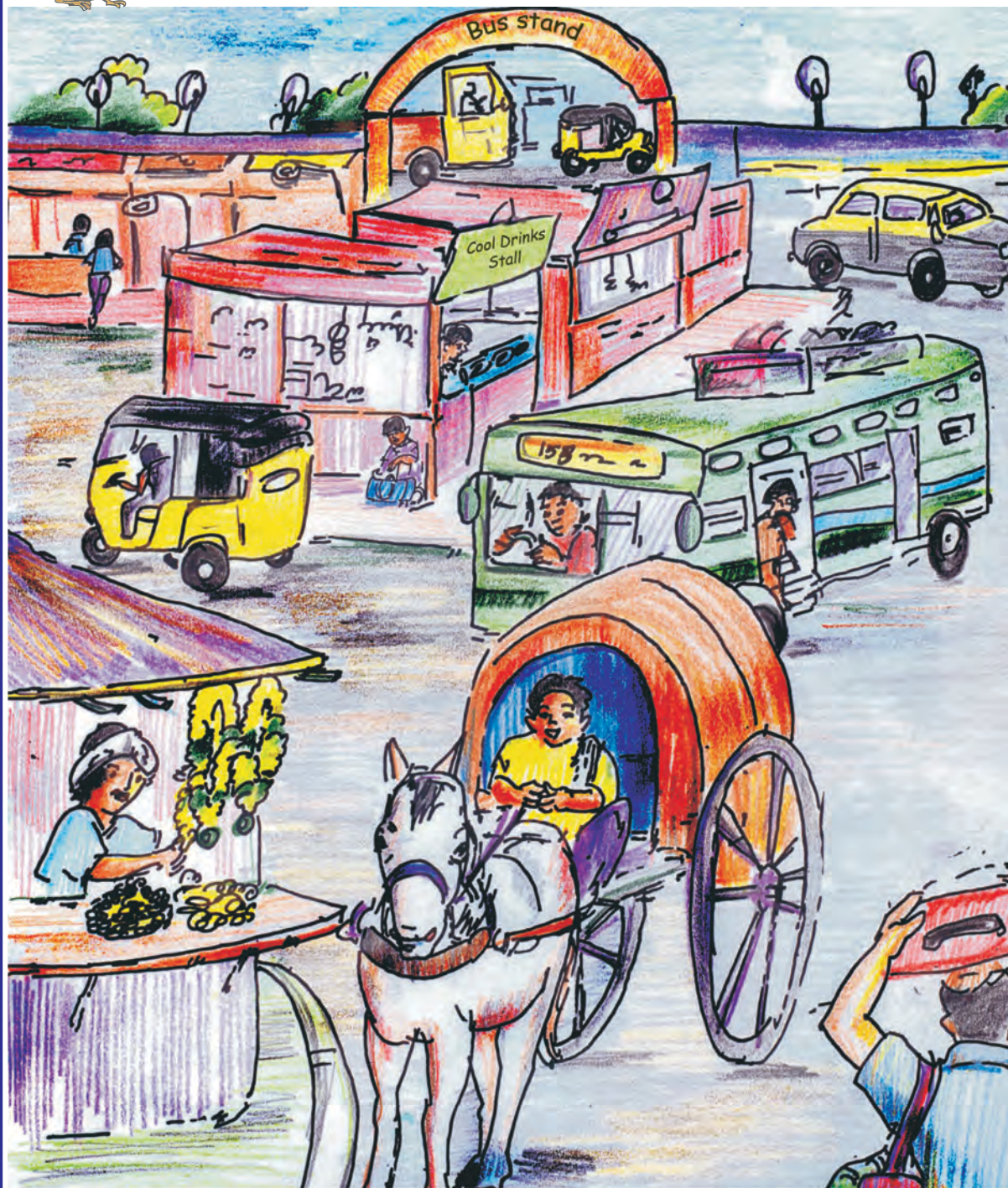


- Make a paper boat.
- What sounds do you hear when it rains?
- What are the uses of water?
- Sing a song about wind.

Where to go ? How to go ?



Let us observe
and talk



- What are the vehicles you see in the picture ?
- What vehicle do you have at home ?
- Have you travelled by bus ? Speak about your travel experience.



Let us know

Can you count the number of wheels in the vehicles ?



How many of these are here ?

Two-Wheelers _____ .

Three-Wheelers _____ .

Four-Wheelers _____ .

Vehicles having more than four Wheels _____ .

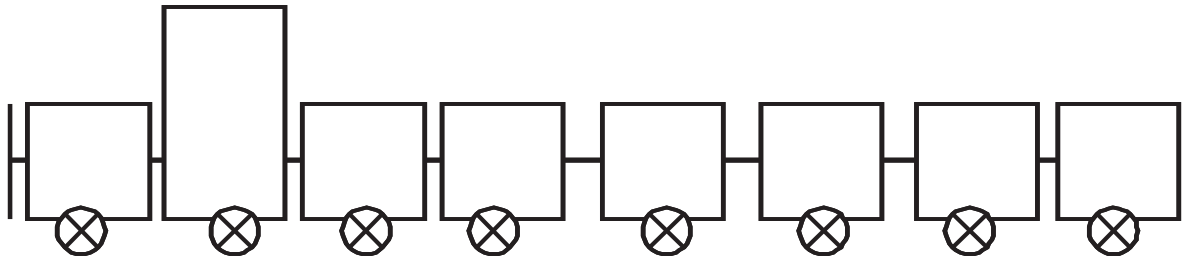


Help the children to know the names of the vehicles and their number of wheels.



Let us make this

Toy train



Let us make a toy train using
empty matchboxes,
clay or plastic lids, thread
and broomsticks.



Let us draw

Draw a picture of any vehicle that you like and colour it.



Let us find out

Can you identify the form of transport?

- Mark ○ for those that move on land.
- Mark □ for those that move in air.
- Mark △ for those that move in water.











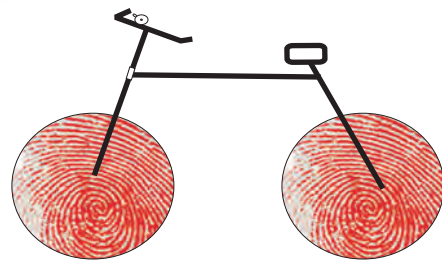
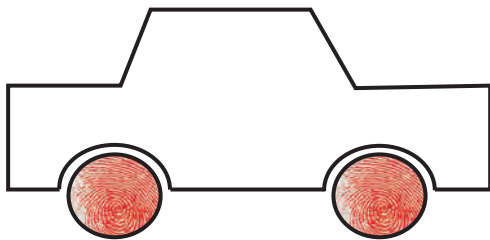








Make these with your thumb-impresion.



Project: Shall we make an album ?

Collect the pictures of different vehicles you like and make an album.

I can

- You can find one vehicle in all the three rows. Which is that ? Circle it.



- Write the names of the vehicles with more than four wheels.
- Where do they move ? (land, air or water)
Write in the space provided.



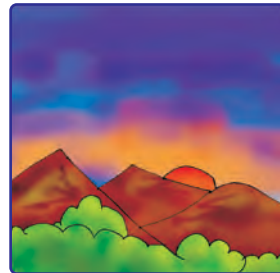
Day and night



Morning



Evening

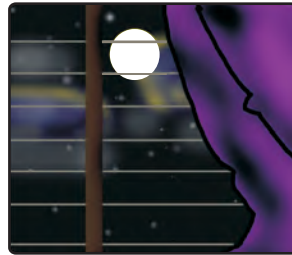




Let us talk



Night



Rani : Why is it dark at night?
 Grandpa : It is dark because the sun has set in the west.
 Rani : But still there is some light !
 Grandpa : That is moonlight.
 Rani : What twinkles in the sky?
 Grandpa : Those are stars.

👉 Ask the children to look at the pictures carefully and help them to discuss the activities of morning, evening and night.



Let us observe and discuss



Have you seen the sky during the day?

- ⊗ Can you see the stars during the day?
- ⊗ Name the colours you see in the sky during the day.
- ⊗ How does the sky look when the sun rises in the east ?
- ⊗ What is the colour of the sky when the sun sets in the west ?
- ⊗ Can we see the moon in the sky during the day?
- ⊗ Do you like the daytime or the nighttime? Why?



Let us observe and discuss



Have you seen the sky at night ?

- What is the colour of the sky at night ?
- Can we see the colour of trees and flowers at night?
- Can you see the moon in the sky every day?
- What twinkles in the sky?
- Can we count the stars?
- Does the moon appear to be of the same size every day?

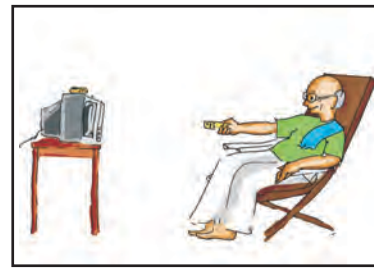


Let us find out


Tick ✓ the creatures that are active at night.



Morning scenes at home



- ❖ What are they doing ?
- ❖ What work do the members of your family do in the morning ?
- ❖ What are the regular activities you do in the morning ?

 Ask the children to look at the pictures carefully.
Have a discussion on the activities of the morning.



Let us find out

Here is the riddle ! Where is the answer !

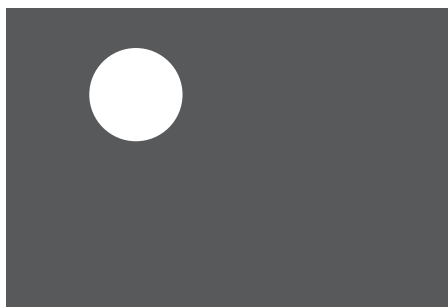
1. However near you go,
you cannot reach it.
What is it ?



2. They are spread all over the sky.
You cannot count them all.
What are they ?



3. It looks like a silver plate.
It comes and goes.
What is it ?



Share a few more simple and new riddles in the classroom.



Let us make a chart

The night sky



Materials needed :

A black chart, cotton wool, sequins (chamki) and gum.

Method:

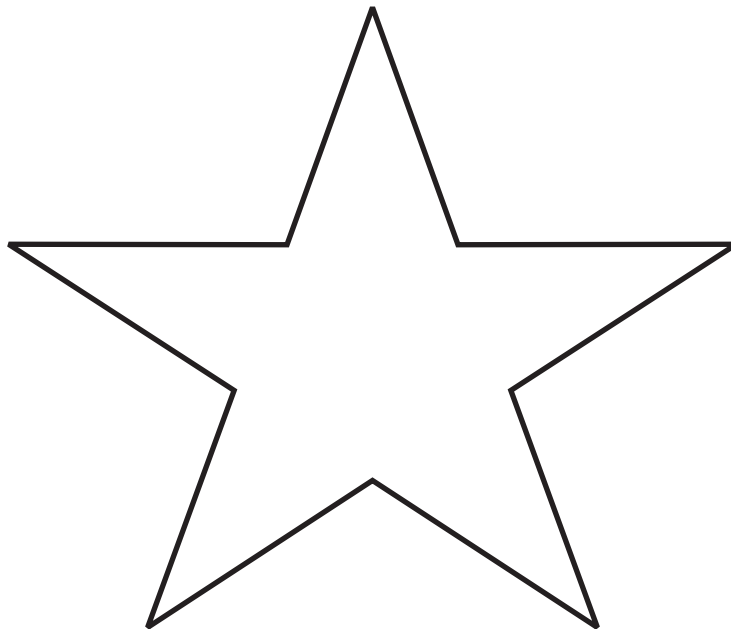
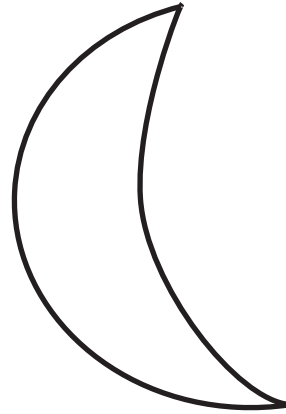
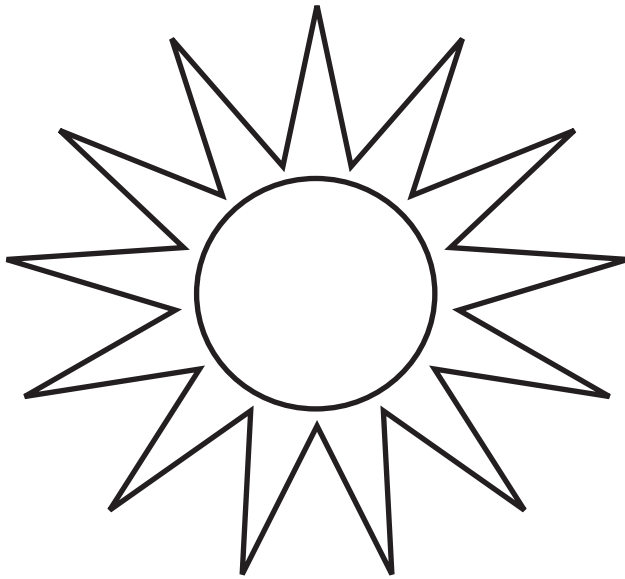
- ★ Cut the black chart into a square.
- ★ Draw a crescent moon at the centre of the black chart.
- ★ Apply gum on the picture. Paste cotton wool and make it a crescent.
- ★ Stick the sequins here and there and make the stars.



Pictures related to Day and Night could be shown to the children.

I can

- What do we see in the sky at night ? Colour them.



- What do you see in the sky during the day ?
- Draw a picture of Sun and colour it.

