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STANDARD ONE

TERM - I

VOLUME 2

MATHEMATICS
ENVIRONMENTAL SCIENCE

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Department Of School Education

Untouchability is Inhuman and a Crime

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MATHEMATICS



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MATHEMATICS

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E-BOOK

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EVALUATION

Unit 1 Geometry

1.1 Comparisons

Keywords

Top - Bottom	Above - Below
Inside - Outside	Near - Far
On - Under	Big - Small

Travel through



Sit sit sit
sit **inside** the class;



Jump jump jump
jump **on** the floor;



Crawl crawl crawl
crawl **under** the table;



Go go go
go **far** from the table;



Come come come
come **near** the board;



Play play play
play **outside** the class.

Teacher's note

Teacher can create a rhyme using other spatial vocabulary such as Top-Bottom, Above-Below and Big-Small.

9N6IW

1st std Maths_Term I_EM_Ch01.indd 1 07/02/2023 12:23:56

Top - Bottom

Learn

The blue colour book is at the **top**.
The red colour book is at the **bottom**.



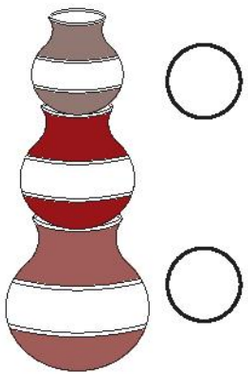
Practice

Tick (✓) the boy at the **bottom** of the slide.





Tick (✓) the pot at the **top**.



Try this

How will you arrange these items inside the bag? Why?







1st std Maths_Term I_EM_Ch01.indd 2 07/02/2023 12:24:04

Inside - Outside

Learn



Papaya has its seeds **inside**.



Cashew has its nut **outside**.

Practice

Circle the dog **inside** the kennel.



Circle the bird **outside** the nest.



Try this

Where will you play these games? Why?



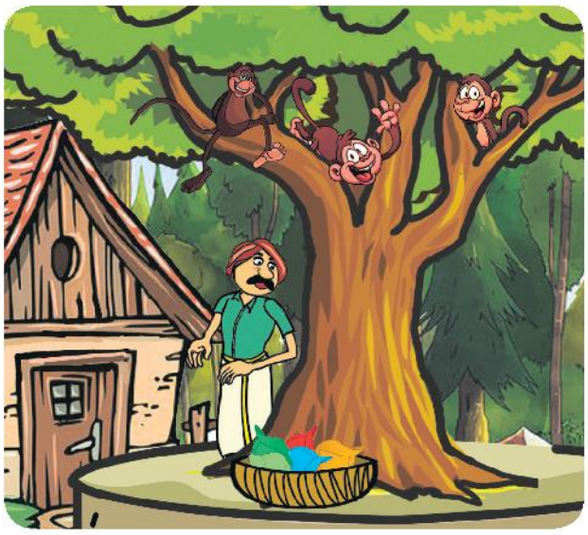


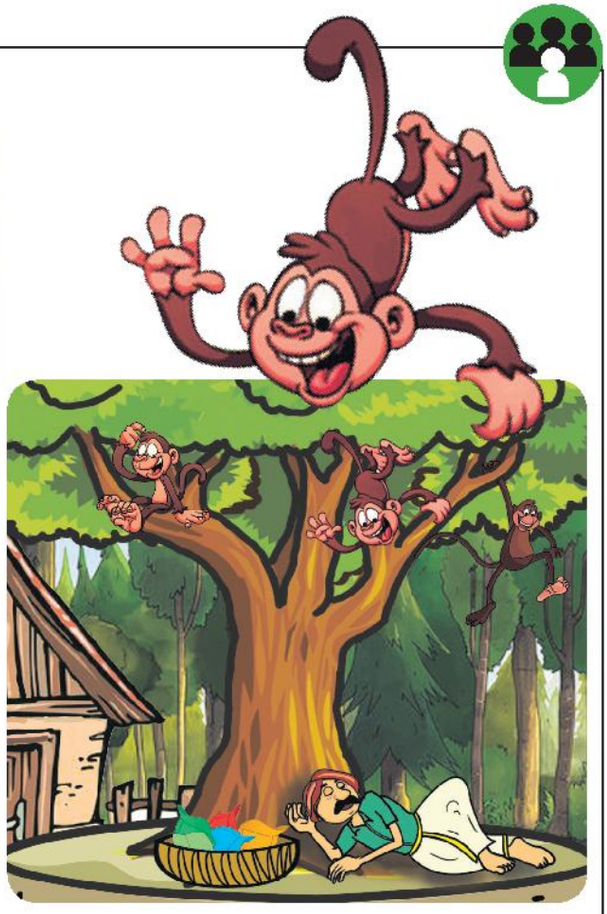


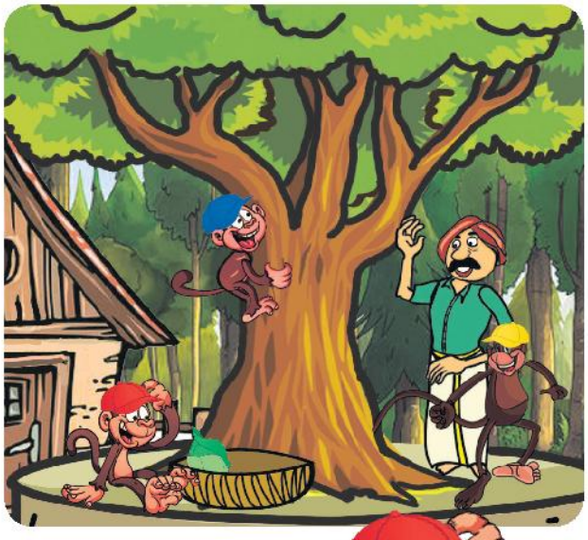
1st std Maths_Term I_EM_Ch01.indd 3 07/02/2023 12:24:08

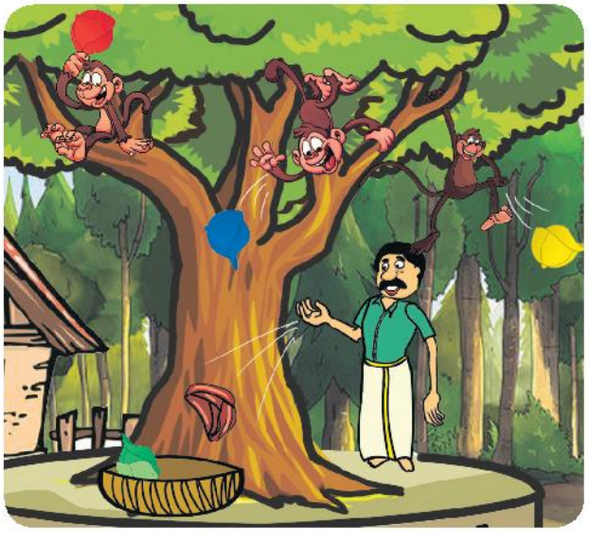
On - Under

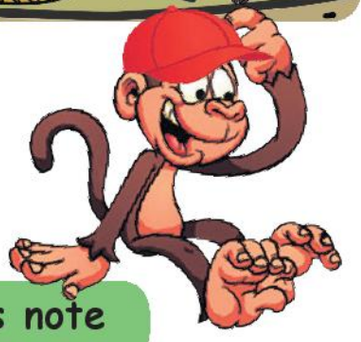
Learn











Teacher's note

Teacher narrates the story of '**Monkeys and the Cap seller**' for enhancing the spatial vocabulary, on - under.

1st std Maths_Term I_EM_Ch01.indd 4 07/02/2023 12:24:10

Practice

Circle the toy seen **under** the table.

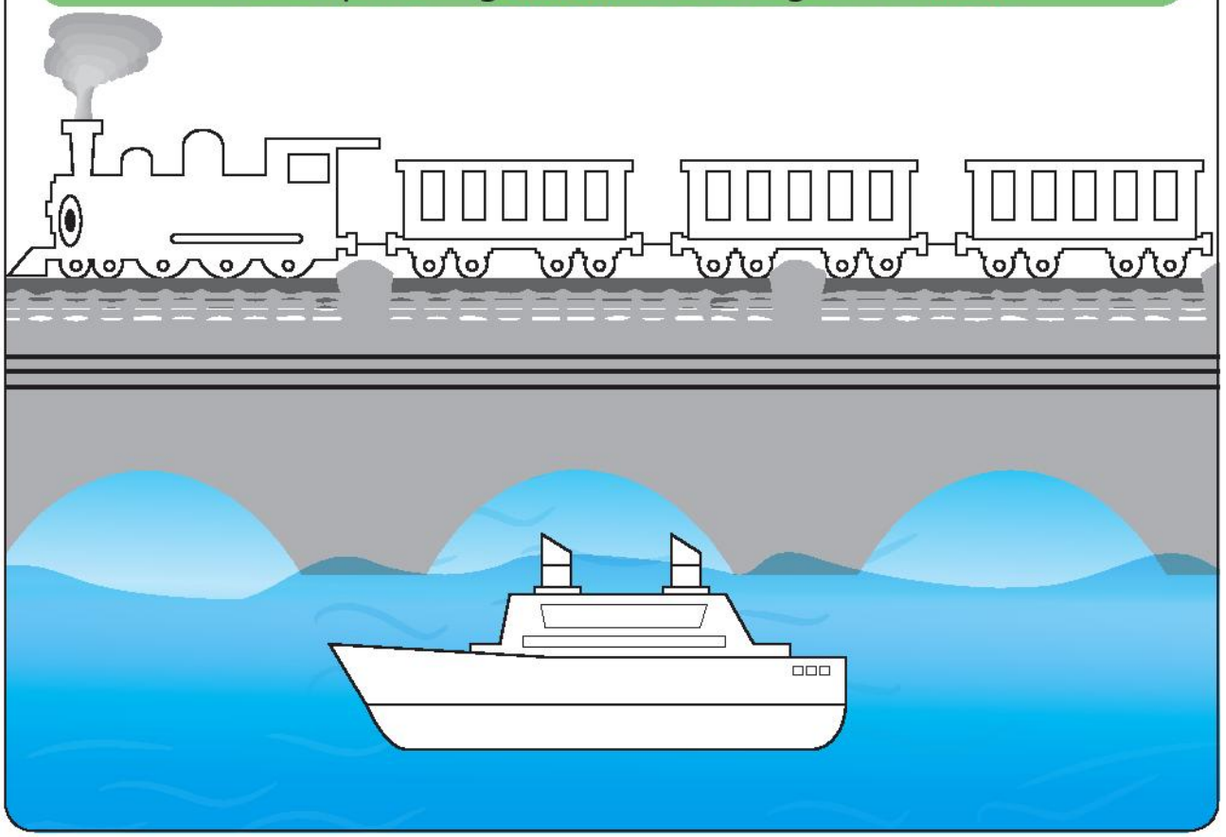


Circle the ball lying **on** the bed.



Pleasure time

Colour the train moving **on** the bridge with **brown** and the ship moving **under** the bridge with **red**.



1st std Maths_Term I_EM_Ch01.indd 5 07/02/2023 12:24:11

Above - Below

Learn



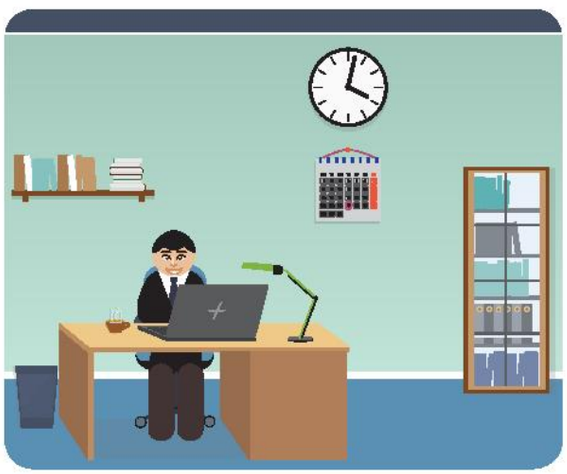
Forehead is **above** the nose.
The mouth is **below** the nose.

Practice

Circle the bird flying **below** the tree.



Circle the clock seen **above** the calendar.



Pleasure time

Colour the flying aeroplane **above** the clouds with **red** and the kite **below** the clouds with **orange**.



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Near - Far

Learn



The bus is **near** the bus stop.

The car is **far** from the bus stop.

Practice

Colour the T-shirt of the boy who is **near** the football.



Circle the cat which is **far** from the milk bowl.



Try this

Who will win the race? Why?





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Big - Small

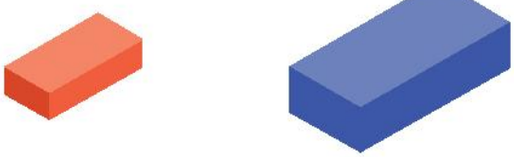
Learn



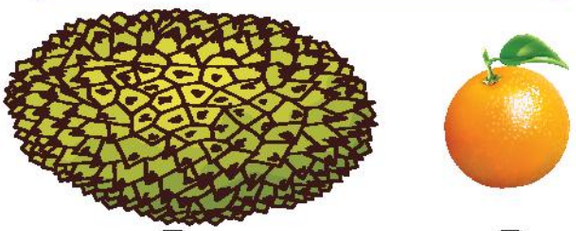
The shark is **big**. The zebra fish is **small**.

Practice

Tick (✓) the **bigger** one.



Tick (✓) the **smaller** one.



Pleasure time

Colour the **big** cake with **brown** and the **small** cake with **blue**.

AJN30



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1.2 Shapes

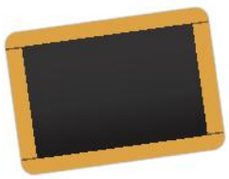
Travel through

Keywords

Round	Corner
Flat	Edge











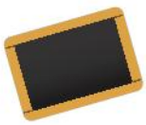


Teacher can display the objects similar to the things shown above and help the children to identify each object. The teacher can help them say orally the names of the objects that are round and flat by touching the objects.

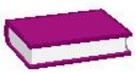
Learn



The ball is **round**.



The slate is **flat**.



The book is **flat**.



The orange is **round**.

Practice

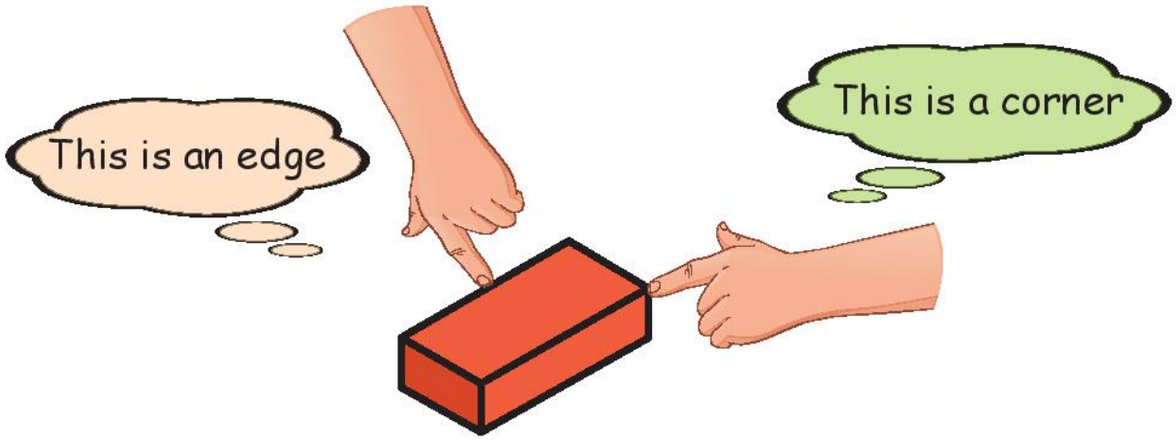
Tick (✓) the following objects as round or flat.

Object	Round	Flat
		
		

1st std Maths_Term I_EM_Ch01.indd 9 07/02/2023 12:24:16

Corner, Edge

Learn

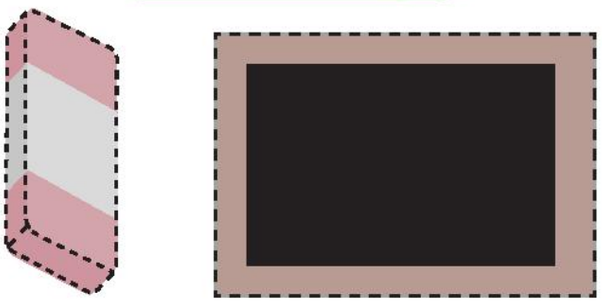


Practice

Colour the corner



Trace the edge



Think like a mathematician



1st std Maths_Term I_EM_Ch01.indd 10 07/02/2023 12:24:17

Unit 2 Numbers

2.1 Numbers from 1 to 9

Keywords

Numbers
Count
More/Less
Order

Travel through



One little kitten is sitting in the garden;



Two pretty birds are flying over there;



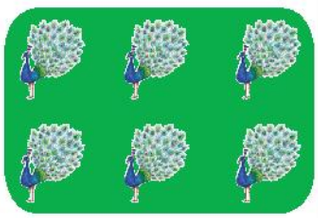
Three clever monkeys are jumping on the tree;



Four dotted deer are making them glad;



Five dark clouds are joining over the sky;



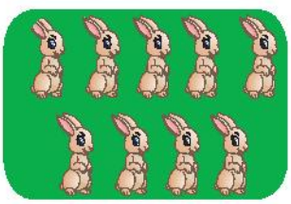
Six pretty peacocks are dancing side by side;



Seven coloured rainbow is bowing its head;



Eight legged spider is knitting its web;



Nine cute rabbits are watching all these.

ARVLD

Teacher's note

Teacher should make the children to sing after her with action and to count the numbers from 1 to 9 spontaneously.

TN_GOVT_Maths_Ch02.indd 11 9/20/2022 10:14:11 AM

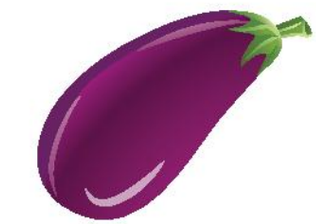
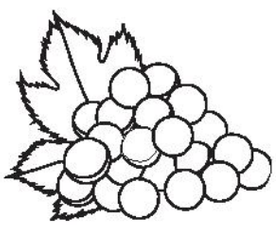
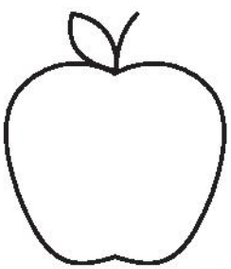
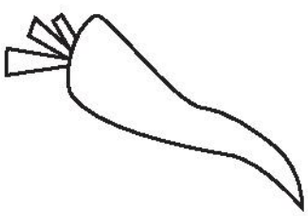
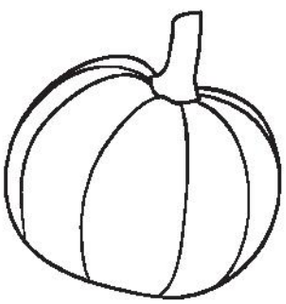
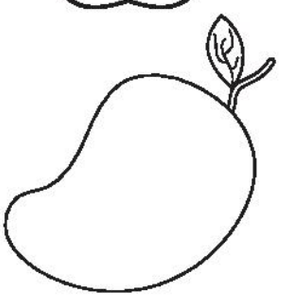
Matching one to one

Learn



Practice

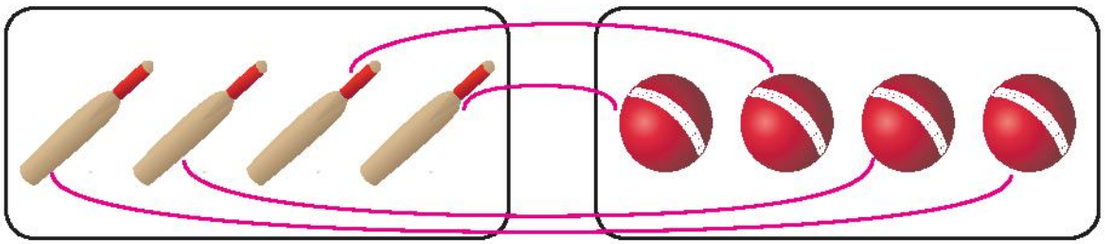
Observe the above pictures and colour the following.

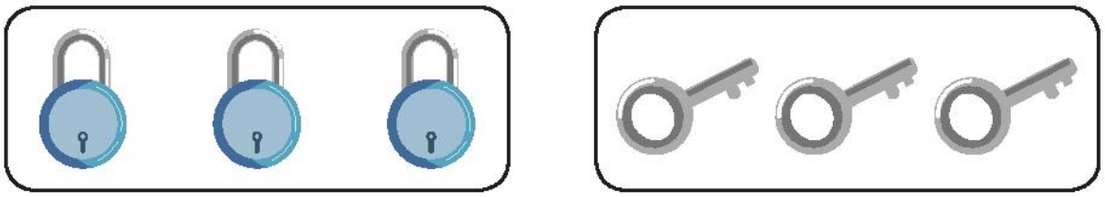
TN_GOVT_Maths_Ch02.indd 12 9/20/2022 10:14:14 AM

Learn

Connect the objects one to one



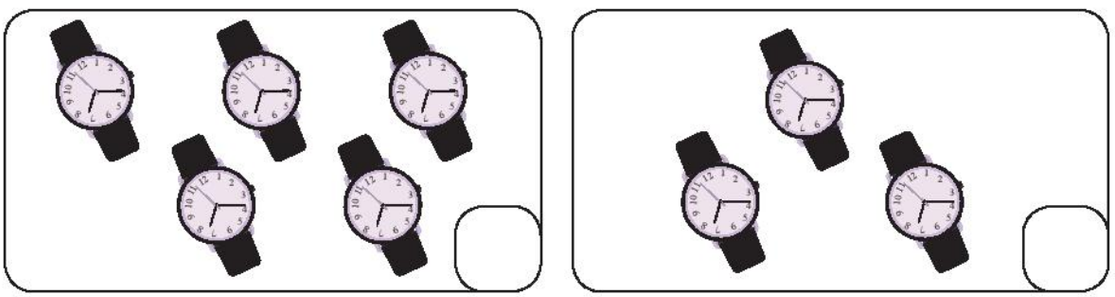
Practice



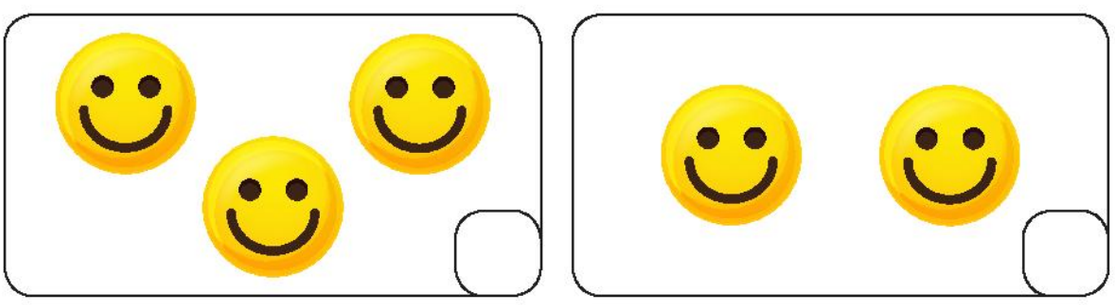
More or Less

Practice

Tick (✓) the box that has **more** watches.



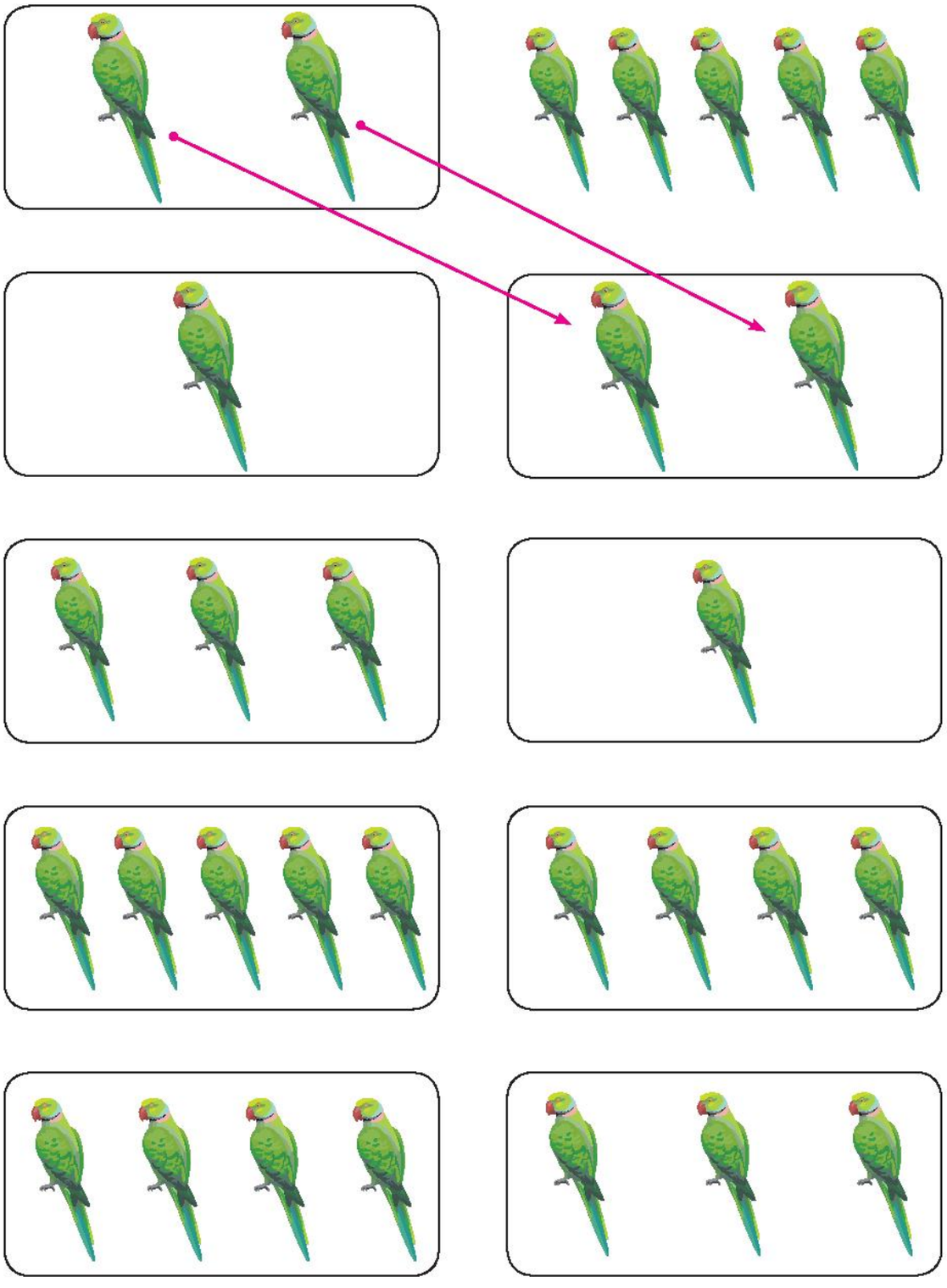
Tick (✓) the box that has **less** smileys.



TN_GOVT_Maths_Ch02.indd 13 9/20/2022 10:14:15 AM

Practice

Connect the parrots one to one and match them.



TN_GOVT_Maths_Ch02.indd 14 9/20/2022 10:14:16 AM

Number 1

Learn

Let us learn numbers from 1 to 9 in different ways.

			I
One bus	One bead	One finger	One

Practice

II	⋮	⋮	⋮

Count and write





Activity

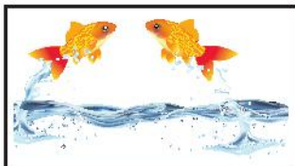
How many tails do animals have?



TN_GOVT_Maths_Ch02.indd 15 9/20/2022 10:14:17 AM

Number 2

Learn

			2
Two fishes	Two beads	Two fingers	Two

Practice

2	2	2	2

Try this

Shade the stars that are numbered 2 and say the pattern in it.





List out the organs in our body that are 2 in number.

TN_GOVT_Maths_Ch02.indd 16 9/20/2022 10:14:18 AM

Number 3

Learn

			3
Three umbrellas	Three beads	Three fingers	Three

Practice

3	3	3	3

Look at the picture. Count that are three in numbers and circle them.



Know more

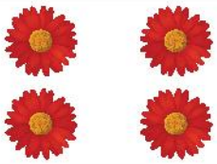
A few other names used to denote 3 triple, thrice.



TN_GOVT_Maths_Ch02.indd 17 9/20/2022 10:14:19 AM

Number 4

Learn

			4
Four flowers	Four beads	Four fingers	Four

Practice

4	4	4	4

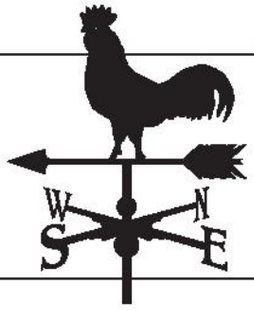
Look at the picture. Count the objects that are four in number and circle them.



Know more



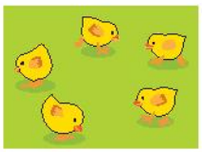
There are 4 directions
north, east, west, south.



TN_GOVT_Maths_Ch02.indd 18 9/20/2022 10:14:21 AM

Number 5

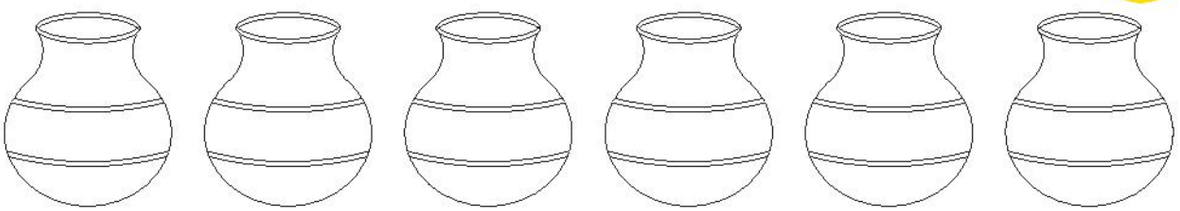
Learn

			5
Five chicks	Five beads	Five fingers	Five

Practice

5	5	5	5

Colour any five pots.



How did you choose them?

Know more

The five sense organs in our body

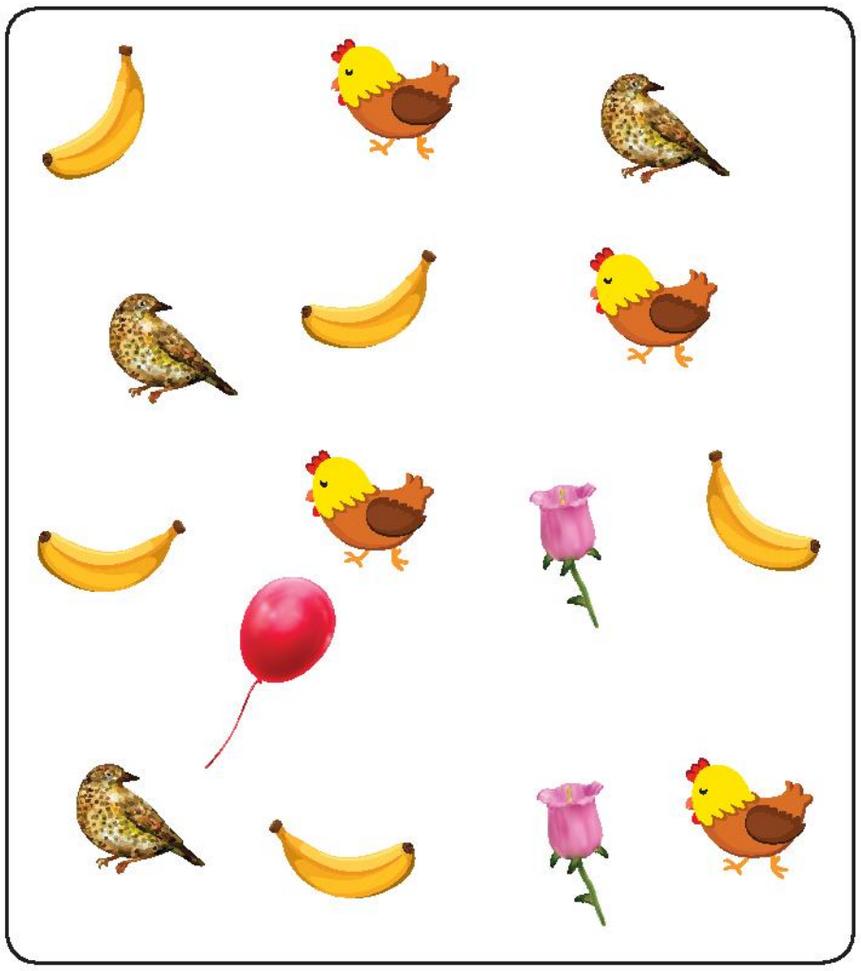
eyes, nose, tongue, ears, skin.

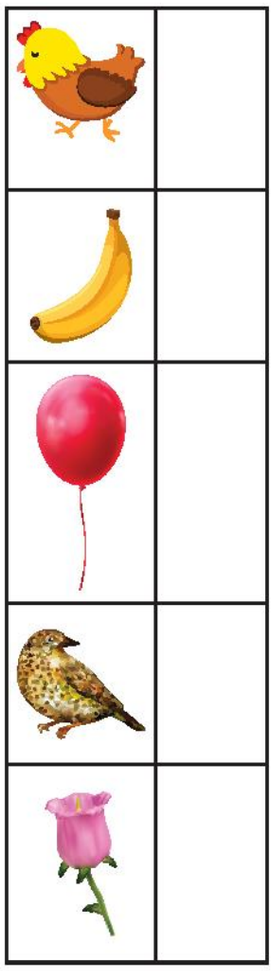


TN_GOVT_Maths_Ch02.indd 19 9/20/2022 10:14:22 AM

Practice

Look at the picture. Observe how many times each object is present. Write its count in the blank against the object.





Activity

Keep some beads on the table. Ask the students to pick up the number of beads as instructed by the teacher and assess their counting.

EUPC4

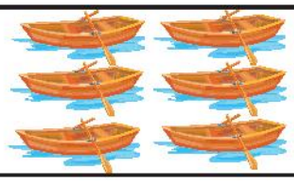
Teacher's note

Use only numbers from 1 to 5.

TN_GOVT_Maths_Ch02.indd 20 9/20/2022 10:14:23 AM

Number 6

Learn

			6
Six boats	Six beads	Six fingers	Six

Practice

6	6	6	6

Activity

Make the star with sticks similar to the picture given.
How many sticks you need?



Try this

Underline the six lettered words.

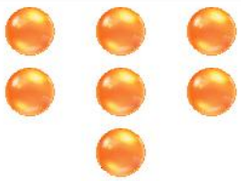


parrot	boat	finger	teacher	pencil
colour	sharpener	bead	eraser	banana

TN_GOVT_Maths_Ch02.indd 21 9/20/2022 10:14:24 AM

Number 7

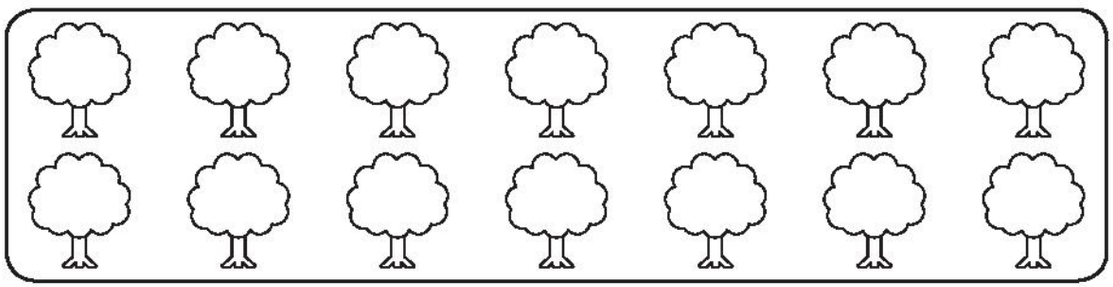
Learn

			૭
Seven birds	Seven beads	Seven fingers	Seven

Practice

૭	૭	૭	૭

Colour any seven trees.



How did you select these ?

Activity

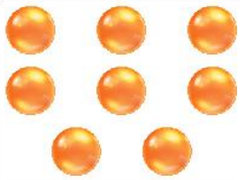
How many colours are there in the rainbow?
Draw your own.



TN_GOVT_Maths_Ch02.indd 22 9/20/2022 10:14:24 AM

Number 8

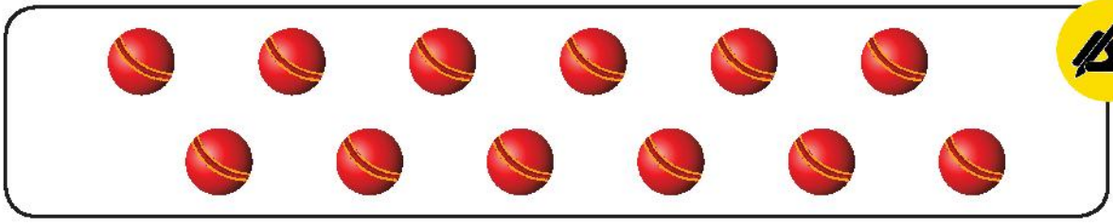
Learn

			8
Eight starfishes	Eight beads	Eight fingers	Eight

Practice

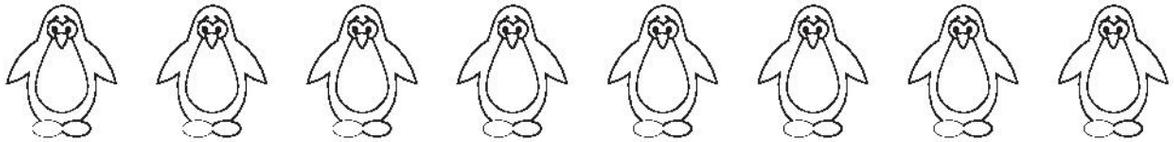
8	8	8	8

Circle a group of eight balls. Is there any other way of selection?



Activity

Shade all the penguins with black colour.

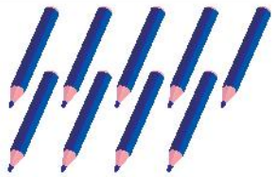
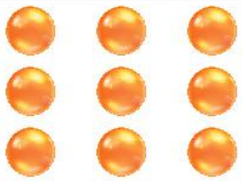


How many penguins did you shade?

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Number 9

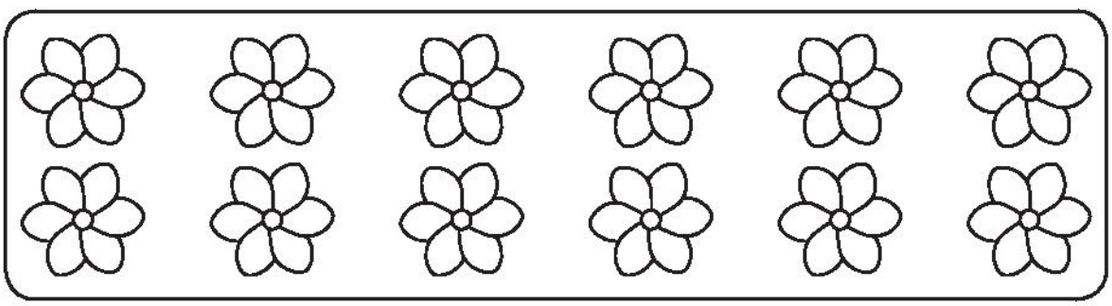
Learn

			૯
Nine pencils	Nine beads	Nine fingers	Nine

Practice

૯	૯	૯	૯

Colour any nine flowers.
Suggest one more way of colouring.



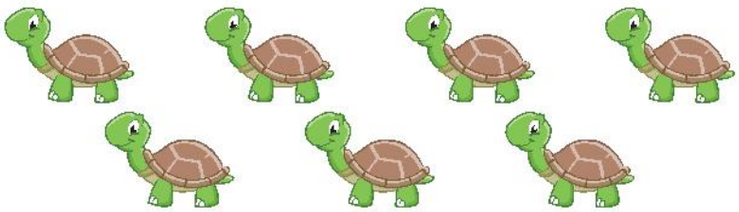
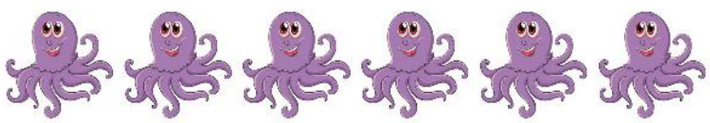
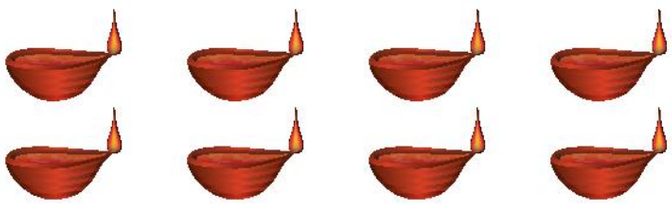
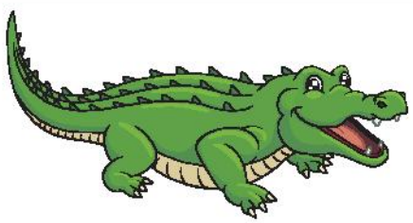
Draw the tail to the kites with number nine.



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Pleasure time

Count the pictures and circle their correct number.

	8	(7)	9
	5	6	8
	2	3	4
	6	7	5
	5	4	8
	2	1	3
	2	3	1

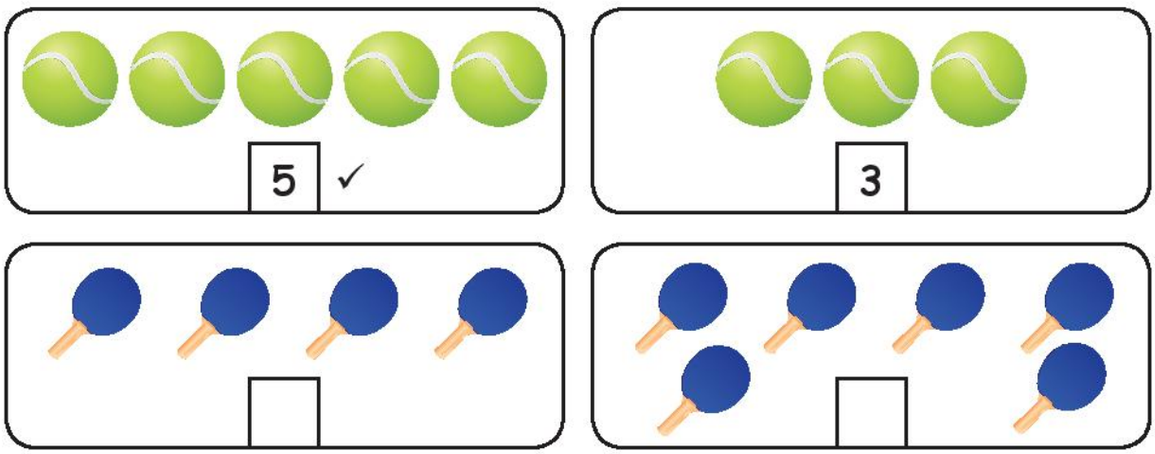
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Comparison

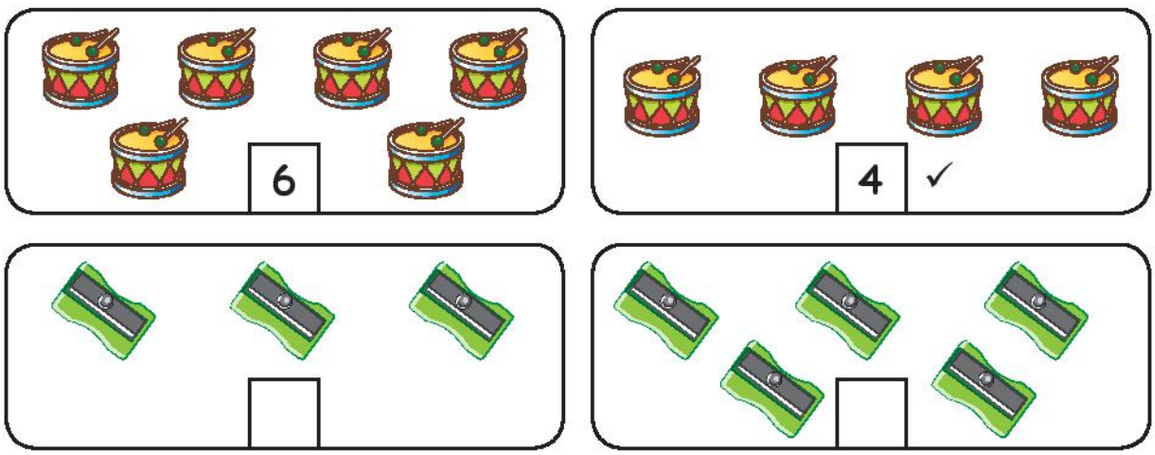
Bigger Number - Smaller Number

Practice

Write the Count in ☐ and Tick (✓) the bigger number



Write the Count in ☐ and Tick (✓) the smaller number



Pleasure time

- Circle the Bigger number:
  a) 7 , (8) b) 5 , 6 c) 9 , 4 d) 1 , 3
- Circle the Smaller number:
  a) (1), 5 b) 6 , 4 c) 8 , 3 d) 7 , 9

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Forward - Backward

Learn



Forward

1 2 3 4 5 6 7 8 9

Backward

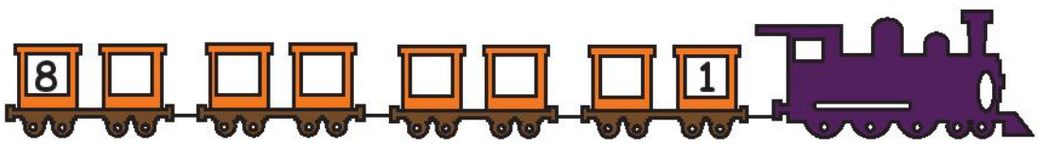


1 2 3 4 5 6 7 8 9

Try this

Fill in the missing numbers in the given trains.





How are the numbers arranged in the two trains from the engine?

Practice

After	Before	Between
5 △	○ 7	5 ☐ 7
1 △	○ 3	1 ☐ 3
7 △	○ 9	7 ☐ 9
○ △	○ △	○ ☐ △

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Ordinal numbers

Travel through

Look at the Fruit Babies on the stage



Oral Questions:

1. Name the fruit-baby standing in first position.
2.  is standing in the _____ position.
3. Name the fruit-baby standing in the 7th position.
4.  is standing in the _____ position.
5. Which fruit-baby do you like the most? Why?

Practice

3rd: 

8th: 

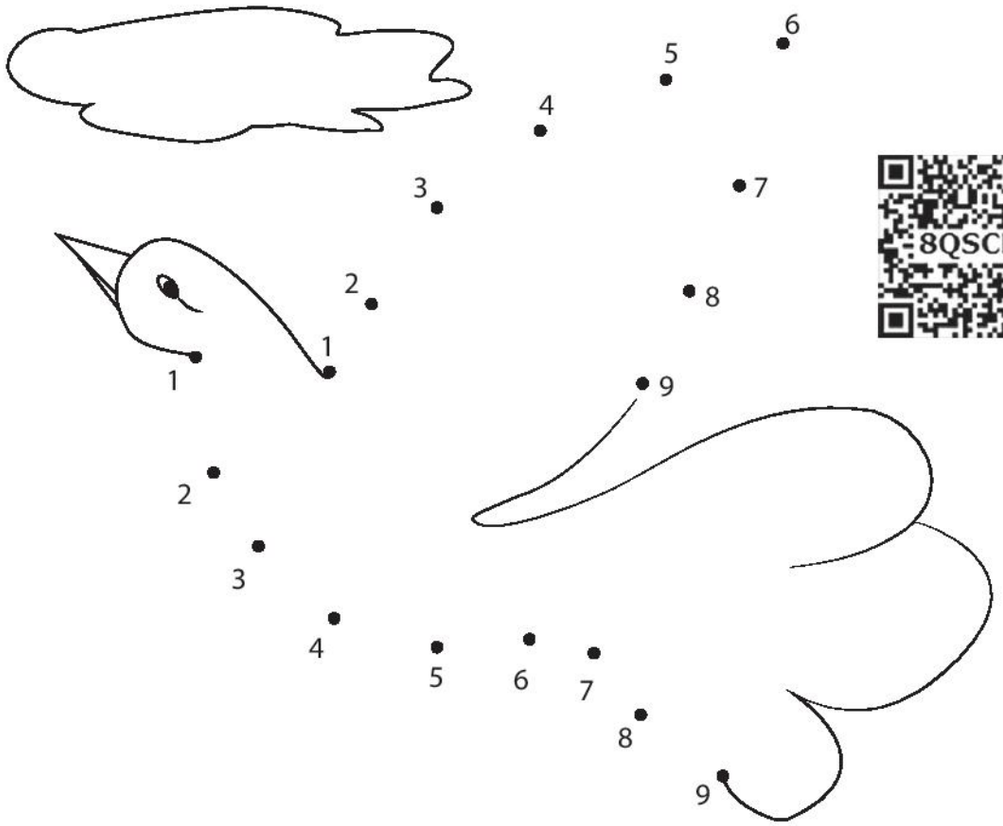
6th: 

7th: 

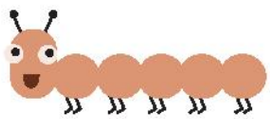
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Pleasure time

1. Join the dots in order and colour the picture.



8QSCR

2. Form the picture like  using bindhis.

4 bindhis 

3 bindhis 

5 bindhis 

9 bindhis 

7 bindhis 

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3. Frame the numbers 1 to 9 by using match sticks.

The number 2 can be framed as  . Try other numbers.

4. Colour the boxes with nine different colours.

Postion	1st	2nd	3rd	4th	5th	6th	7th	8th	9th
Colours									

Colour the boxes with the specified position.

9th ☐ 2nd ☐ 8th ☐ 1st ☐ 4th ☐

Slide and Ladder

Game

Objective: 1. To be familiar with numbers from 1 to 6.

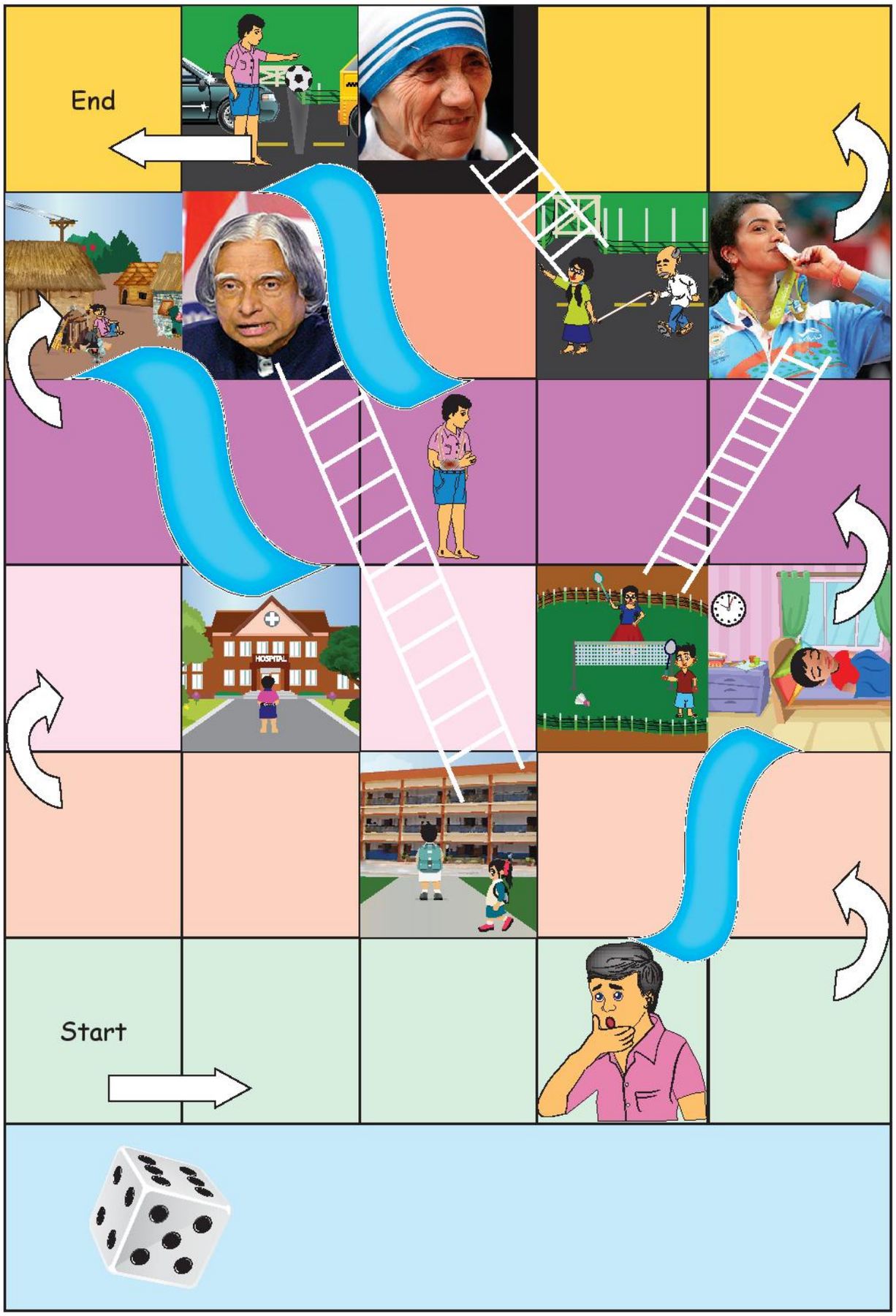
2. To inculcate moral values.

Materials required: A dice, different coloured buttons.

Method:

1. Students can play alone or in a group of two or more.
2. Each player should throw the dice and move their button in the game chart from their starting point.
3. Throwing the dice should be done in rotation.
4. Whenever they reach the bottom of the ladder, they should climb up and when they reach the head of the slide, they should come down to the bottom of the slide.
5. The player who reaches the end will be the winner.

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2.2 Addition

2AJZI

Keywords

Add

Total

Altogether

More

Travel through









Teacher's note

Teacher can extend the story up to number 9.

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Combine together

Learn



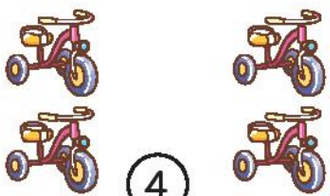
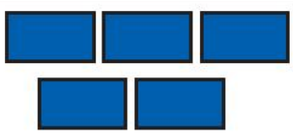
Addition means combining or putting things together.

+ is the sign for addition.

	and		makes	
	+		=	

Practice

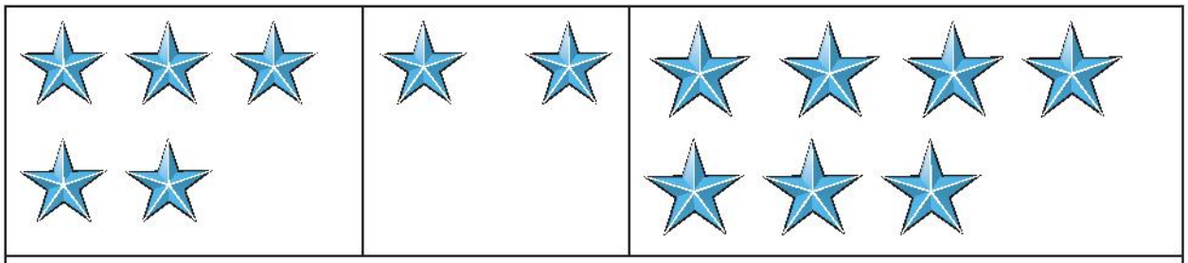
Count and Draw together

 3	+	 1	=	 4
 4	◯	 1	=	◯
 ◯	◯	 ◯	=	◯

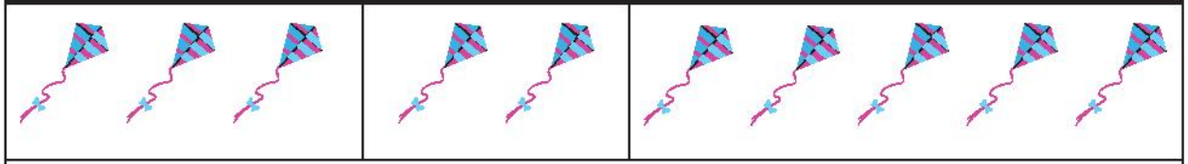
TN_GOVT_Maths_Ch02.indd 33 9/20/2022 10:14:46 AM

Practice

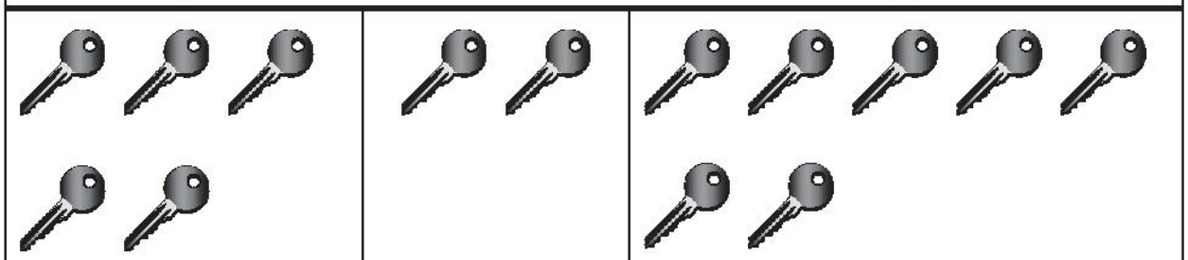
Add and write



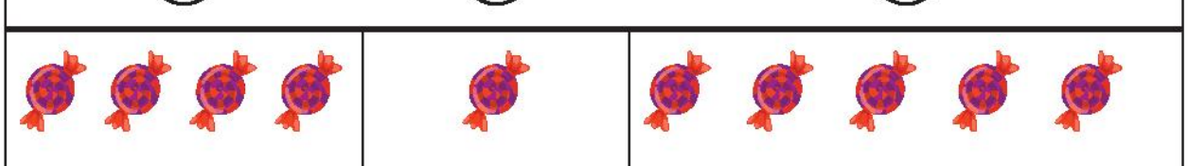
5 + 2 = 7



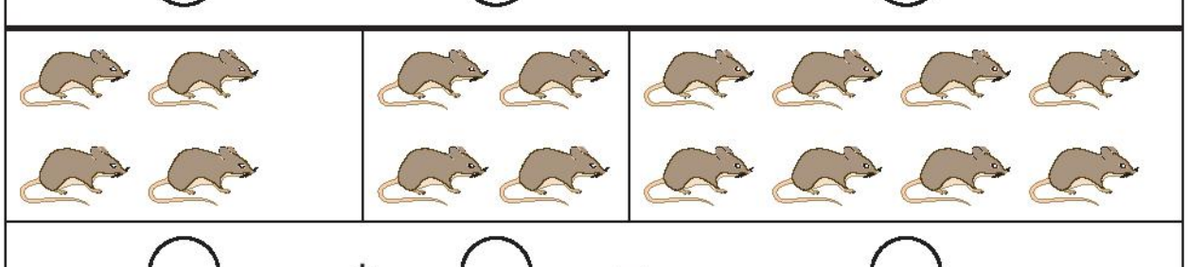
◯ + ◯ = ◯



◯ + ◯ = ◯



◯ + ◯ = ◯

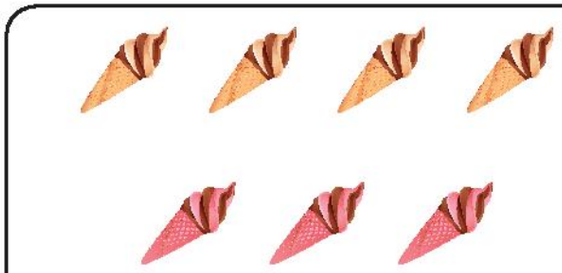


◯ + ◯ = ◯

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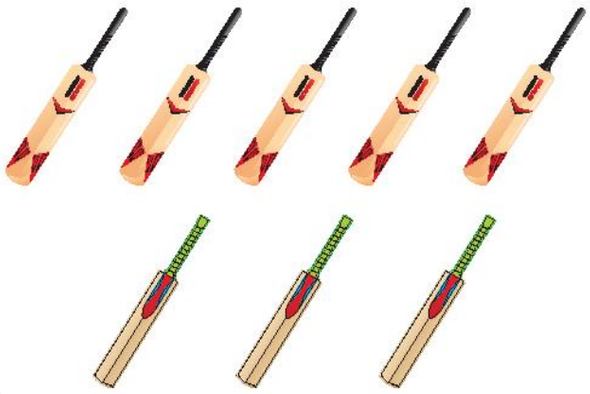
Practice

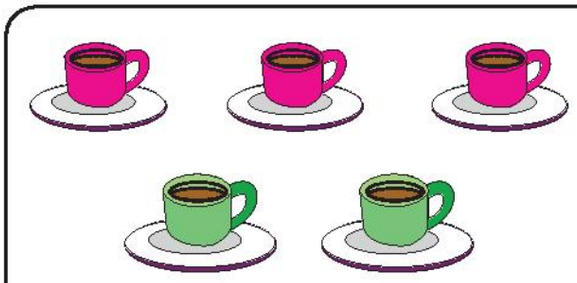
Write addition facts



4 + 3 = 7

3 + 4 = 7





Think like a mathematician



Addition facts of 3

2 + 1 and 1 + 2

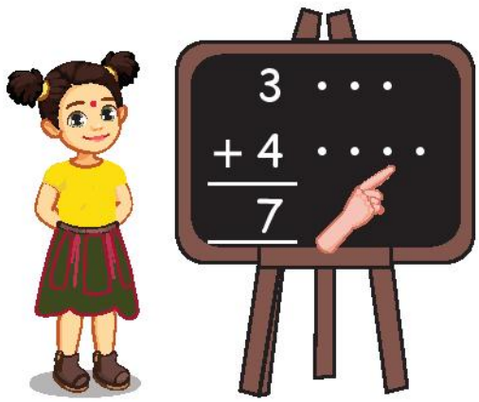
Find all addition facts of 5.

Find all addition facts of 6.

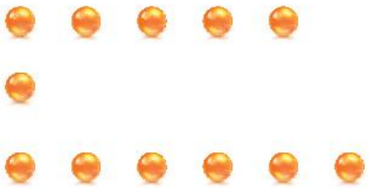
TN_GOVT_Maths_Ch02.indd 35 9/20/2022 10:14:48 AM

Learn

Addition using beads



$$\begin{array}{r} 5 \\ +\ 1 \\ \hline 6 \end{array}$$



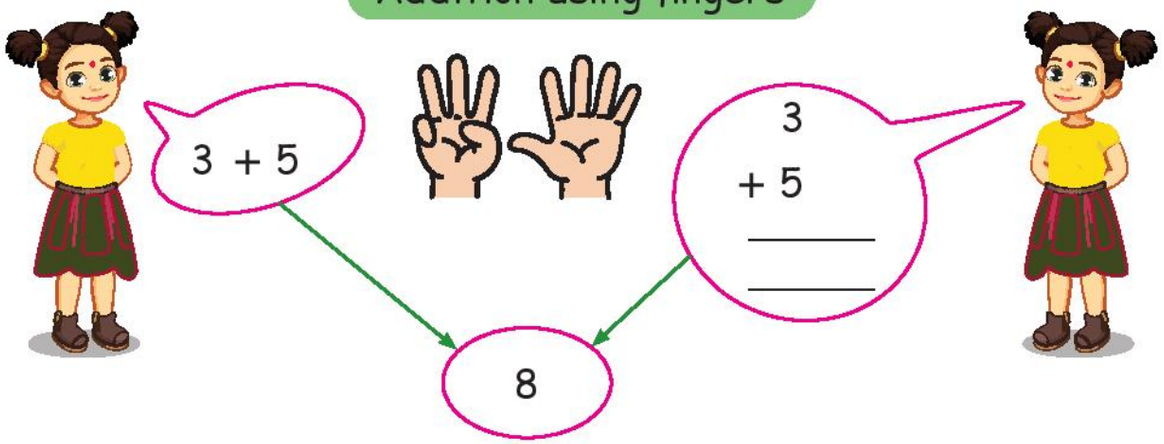
Practice

$\begin{array}{r} 2 \\ +3 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 6 \\ +3 \\ \hline \\ \hline \end{array}$
$\begin{array}{r} 4 \\ +5 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 3 \\ +3 \\ \hline \\ \hline \end{array}$
$\begin{array}{r} 1 \\ +7 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 3 \\ +4 \\ \hline \\ \hline \end{array}$
$\begin{array}{r} 4 \\ +2 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 7 \\ +2 \\ \hline \\ \hline \end{array}$

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Learn

Addition using fingers



Practice

2 + 3 = 5	2 +3 5
4 + 4 =	4 +4
5 + 1 =	5 +1
2 + 7 =	2 +7

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Pleasure time

Add and tick (✓) the correct answer.

2 + 3	3	5	6
1 + 5	4	1	6
3 + 4	3	7	4
7 + 2	9	1	7
4 + 4	7	4	8
6 + 3	6	9	3

Colour two numbers which make 8.

4	1	3	7	6
1	2	6	5	4
9	2	3	7	5

Colour two numbers which make 9 in different ways.

4	1	5	3	8
3	4	6	2	7

EZFGS

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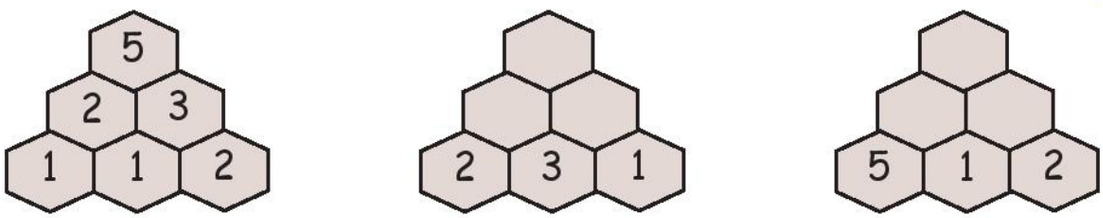
Try this

Circle the numbers which give a sum of 9.

1	8	2	6
4	4	1	9
6	5	7	2
3	6	9	1

Mind math

Look at the first one and do the rest.

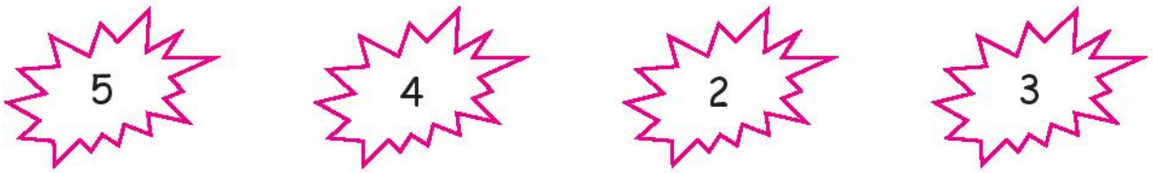


Mind math (To be done orally).

1. Akilan has 4 pencils. Mukilan gives him 2 more. How many pencils does he have **totally**?
2. There are 5 flowers in a plant and 3 flowers are there in another plant. How many flowers are there **altogether**?
3. Ruby's father gave her 6 chocolates and her mother gave 2 chocolates for her birthday. **Totally** how many chocolates does Ruby have in her hand?

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Think like a mathematician



1. Pick a pair from the above numbers. Write addition fact for it.

2. Pick another pair of numbers. Write addition fact for it.

3. Keep doing it. How many different answers will you get?

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2.3 Subtraction

Keywords

Take away
Left
Subtract
Difference
Less

Travel through









80TM6

Teacher's note

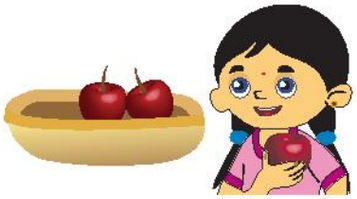
Teacher narrates the above pictures for enhancing the vocabularies such as **difference**, **less**, **move away**, **go away** to denote subtraction.

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Take away

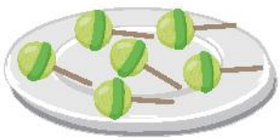
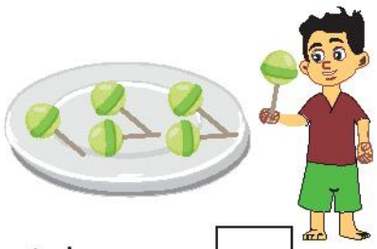
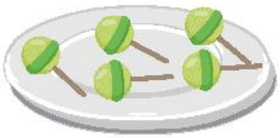
Learn

Subtraction means to 'take away'.


From 3 take away 1 left 2

Practice

From ☐ take away ☐ left ☐





From ☐ Move away ☐ left ☐





From ☐ go away ☐ left ☐





From ☐ fly away ☐ left ☐

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Subtract

Learn

' – ' is the sign of subtraction.



5 – 2 = 3

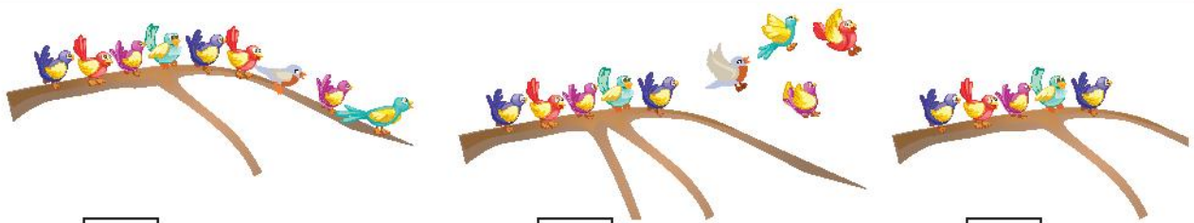
Practice



☐ – ☐ = ☐



☐ – ☐ = ☐



☐ – ☐ = ☐



☐ – ☐ = ☐

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Learn

Complete the subtraction fact by circling.



7 – 3 = 4

Practice



5 – 2 = ☐



6 – 4 = ☐

Learn

Complete the subtraction fact by striking.



4 – 3 = 1

Practice



9 – 6 = ☐

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Subtraction using lines

Learn

3 – 2 = 1



$$\begin{array}{r} 3 \\ -\ 2 \\ \hline 1 \end{array}$$



Practice

$\begin{array}{r} 6 \\ -\ 1 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 5 \\ -\ 2 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -\ 4 \\ \hline \\ \hline \end{array}$

Subtraction using beads

Learn

5 – 1 = 4



$$\begin{array}{r} 5 \\ -\ 1 \\ \hline 4 \end{array}$$



Practice

$\begin{array}{r} 6 \\ -\ 1 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 5 \\ -\ 2 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -\ 4 \\ \hline \\ \hline \end{array}$

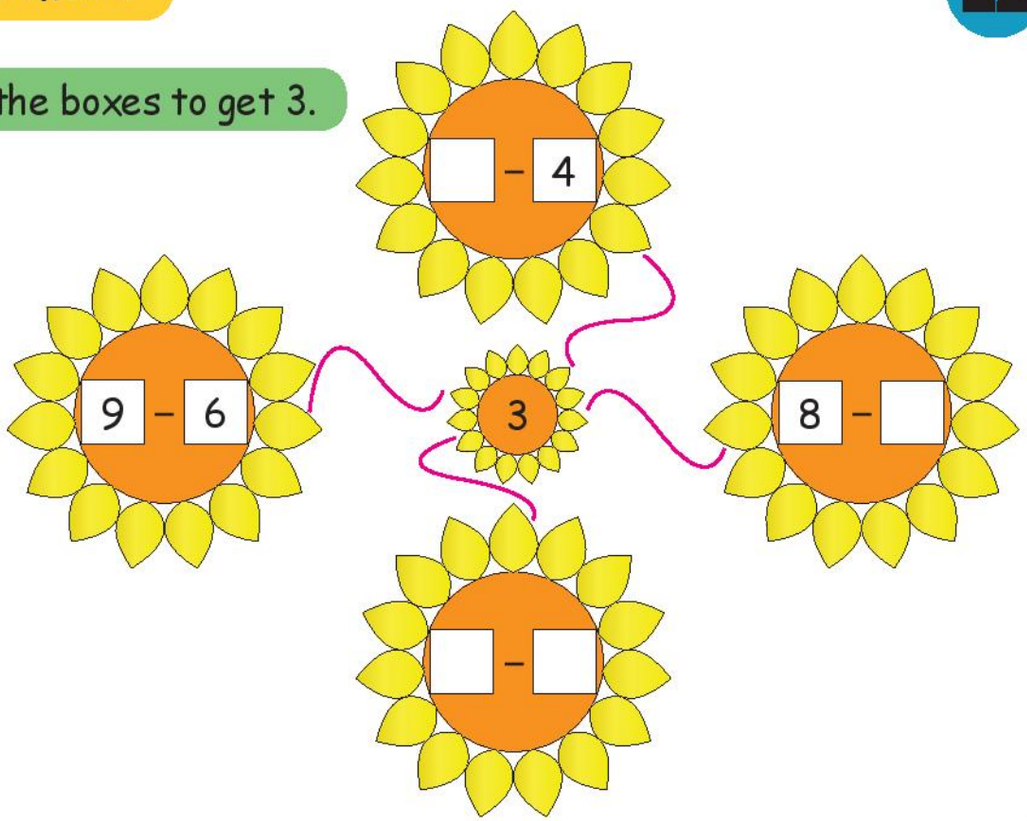
Try this

Create your own subtraction fact ☐ – ☐ = ☐

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Mind math

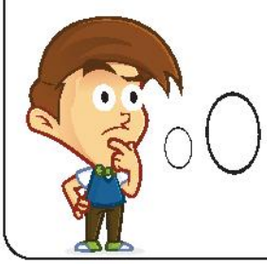
Fill in the boxes to get 3.



Mind math (Oral)

1. Pari bought 7 bananas. His brother ate 2 of them. How many bananas are left with Pari?
2. Mani bought 6 eggs. 3 of them were broken. How many eggs are left?
3. Thendral is 8 years old. Her sister Nila is 2 years younger than her. How old is Nila?

Think like a mathematician



How can I fill these boxes using the numbers 8, 5, 3?

□ – □ = □

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Pleasure time

Fill in the circle by (+) or (−)

3	+	2	=	5		3	◯	3	=	6	
4	◯	2	=	2		9	◯	2	=	7	
8	◯	3	=	5		2	◯	6	=	8	

Try this

I am more than 5 and less than 8. I am not 7. Who am I ?

Activity

Aim: Creating subtraction stories.
Things needed: Flash card with subtraction facts like

5 − 2 | 4 − 1 | 7 − 3 | 9 − 4

Procedure:

1. Divide the class into two groups.
2. Let the students from one group pick up the card from the deck and show it to the other group.
3. Students from that group have to make a subtraction story for that card.
4. This activity can be interchanged between the groups and continued.

Teacher's note

Teacher can encourage the children to tell stories on addition and subtraction on their own. This encourages mathematical communication in the classroom.

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2.4 Zero

Travel through

TY07W

I am the Hero My name is Zero

Three bits of paper lying on the floor,
pick one up, put it in the bin;
Look at the floor now, two are left.

Two bits of paper lying on the floor,
pick one up, put it in the bin;
Look at the floor now, one is left.

One bit of paper lying on the floor,
pick it up, put it in the bin;
Look at the floor now, there is no paper left.

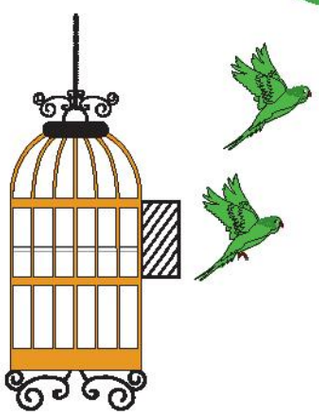
Learn



2 parrots
in the cage.



1 parrot
in the cage.



0 parrot
in the cage.

0 is also a number.

Teacher's note

Teacher can use the spindle board of SLM kit for enhancing the concept of Zero.

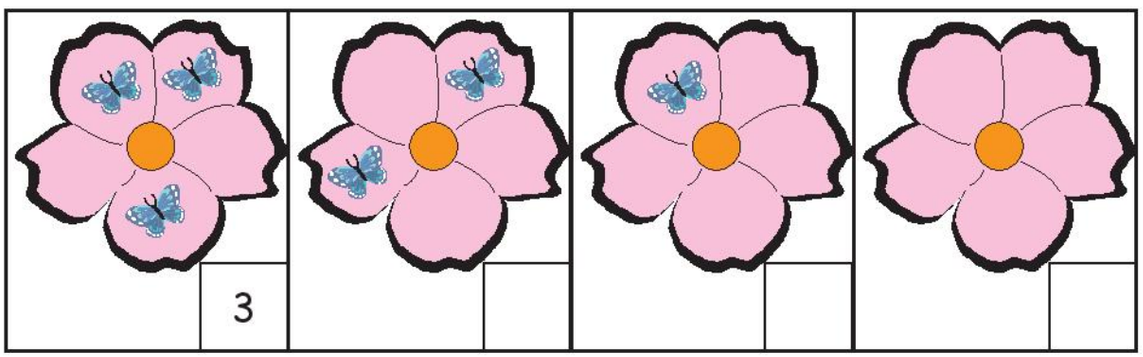
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Practice

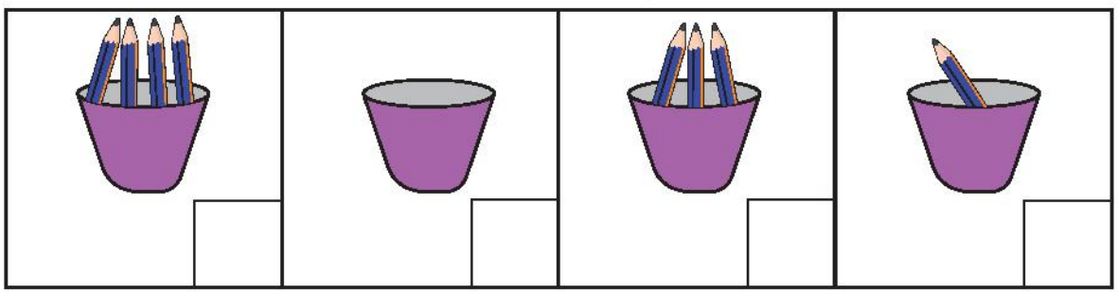
(O)	O	O	O	O	O	O	O

Pleasure time

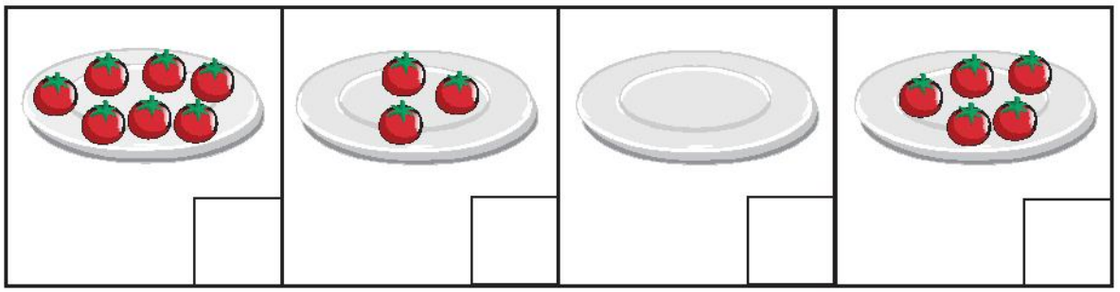
1. Count and write the number of butterflies.



2. Count and write the number of pencils.



3. Count and write the number of tomatoes.



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Unit 3 Patterns

Keywords

Pattern

Sound

Colour

3.1 Patterns in sounds

Travel through

SCWNQ

On my way to school !

Mathi is going to school. On the way, she hears many sounds. She is enjoying the patterns in it. Let us go along with her and enjoy it.



Teacher's note

- Enact the situation in the classroom by producing the above sounds.
- Encourage the children to mimic some other sounds that they have heard in their real life situations. Example: Sounds of birds, animals, vehicles, etc.,

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I am happy !

Learn



Clap, clap, clap
I am happy at my home;
So, I clap, clap, clap.



Snap, snap, snap
I am happy at my school;
So, I snap, snap, snap.



Stamp, stamp, stamp
I am happy at my class;
So I stamp, stamp, stamp.



Tap, tap, tap
I am happy everywhere;
So I tap, tap, tap.

36C9D

Teacher's note

- Sing the song by making the sounds.
- Further in the next rounds, while singing , the teacher should make the sounds instead of using the words clap, snap, stamp, and tap. This will add flavour to the sound pattern.

Practice

Let us clap



Teacher initiates the activity by clapping in a definite pattern.

* 1 clap -1 clap - 1 clap,...
* 2 claps - 2 claps - 2 claps,...
* 1 clap -1 clap -3 claps, 1 clap -1 clap -3 claps,...
* 3 claps-3 claps -1 clap -1 clap - 1 clap,...

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Try this

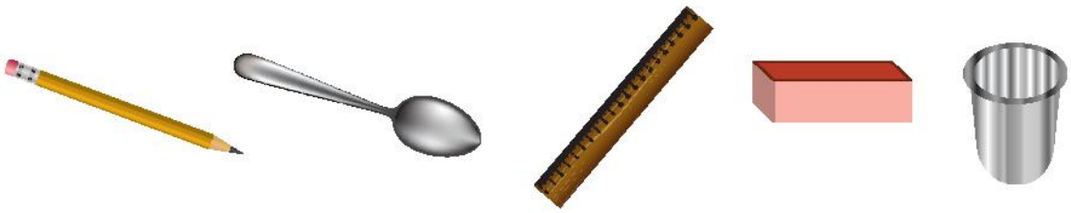


Meow and Bow-Bow are friends. They are meeting after a longtime. Think how their conversation would be like!



Activity

Act and enjoy



Aim: Creating patterns in sounds.

Things needed: Pencil, steel spoon, plastic scale, wooden duster, steel tumbler.

Procedure: By gently tapping these, make different sound patterns and enjoy. Follow the patterns given below. Try some other patterns also.

Number of taps					
	1	1	1	1	1
	2	2	2	2	2
	1	2	1	2	1

XLSN1

Oh! sound patterns are everywhere!
Where do you hear such patterns in sound?
Share it!



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3.2 Patterns in Colour

Q8RP9

Travel through

Colourful Garden



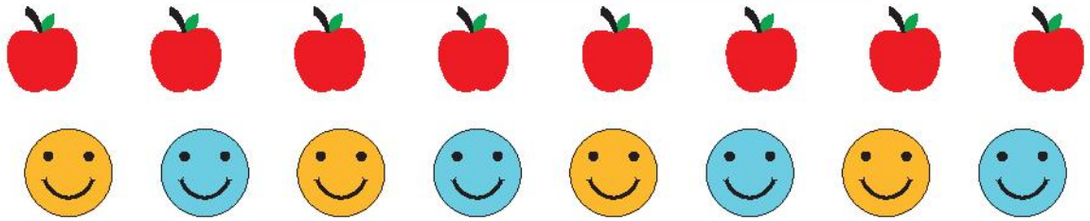
Speak out

- Look at the trees and the plants . How are they arranged?
- Look at the colours of the slides. What is the pattern here?
- Look at the colourful balloons. What is the pattern in it?
- Do you see any other colourful patterns in the garden? Share it in the class with your friends.

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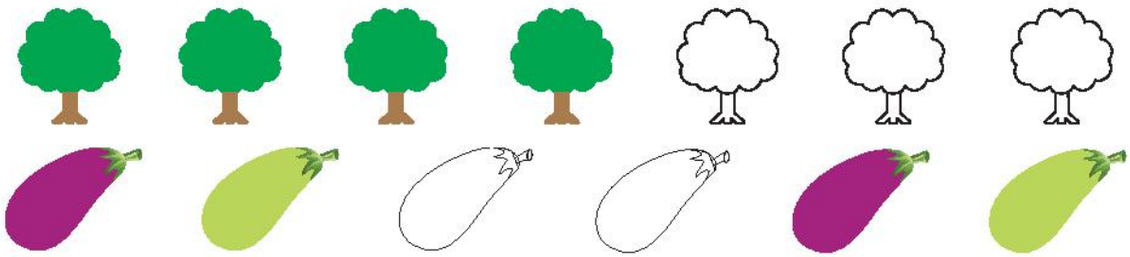
Learn

Observe and identify the pattern.



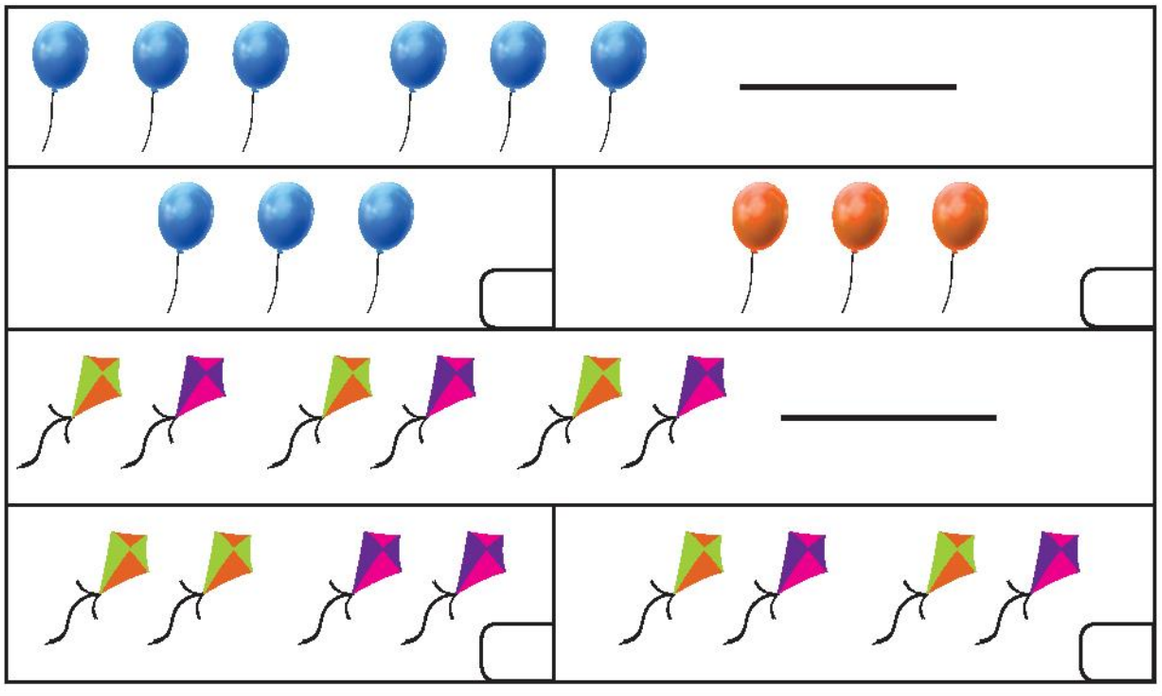
Practice

Colour and complete the pattern.



Pleasure time

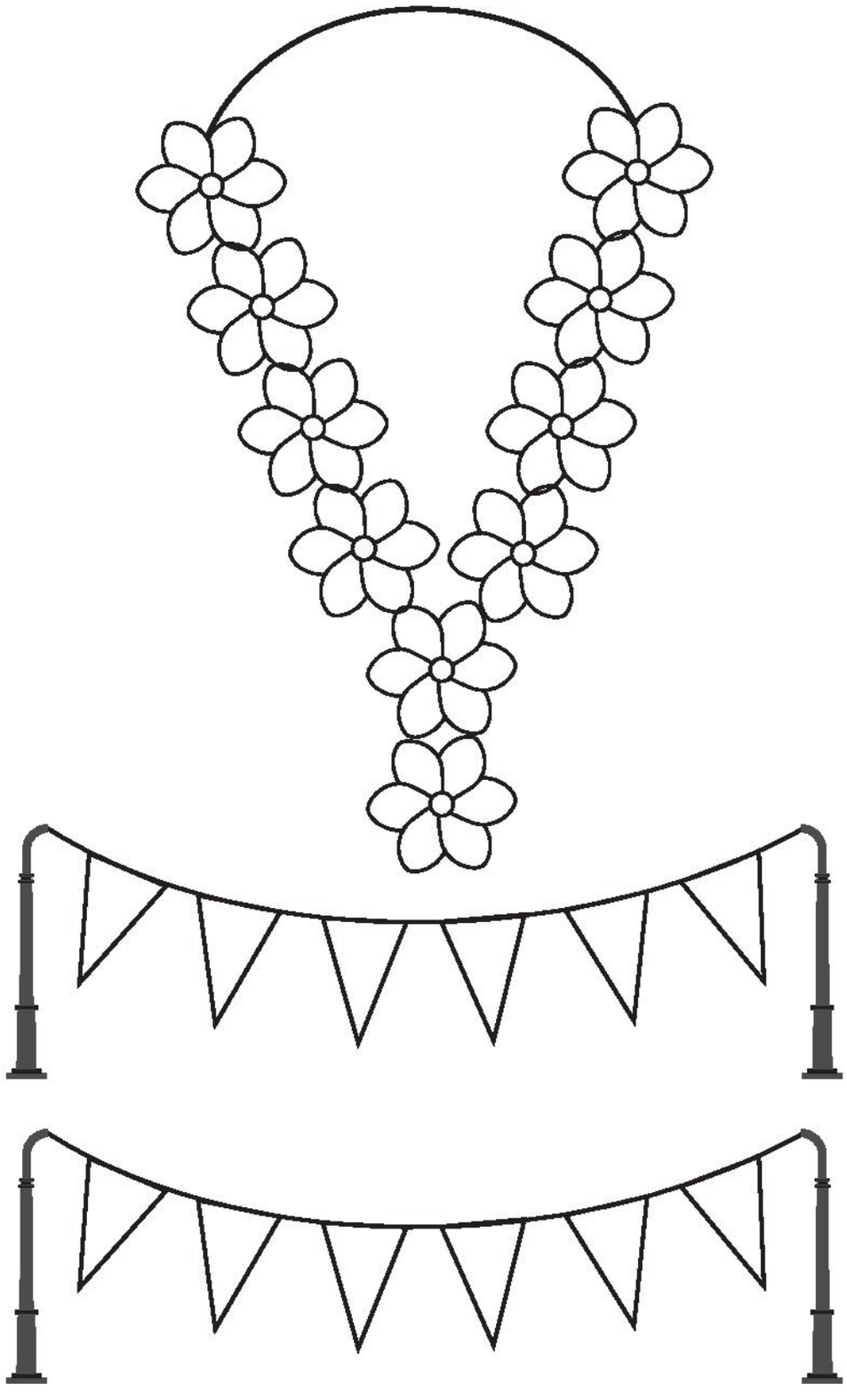
Observe the pattern and choose the correct one by ticking it.



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Activity

Make a colourful Pattern on your own.



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Unit 4 Information Processing

4.1 Systematic listing

Keywords

Information	Organise
Data	Group
List	Collect

Travel through

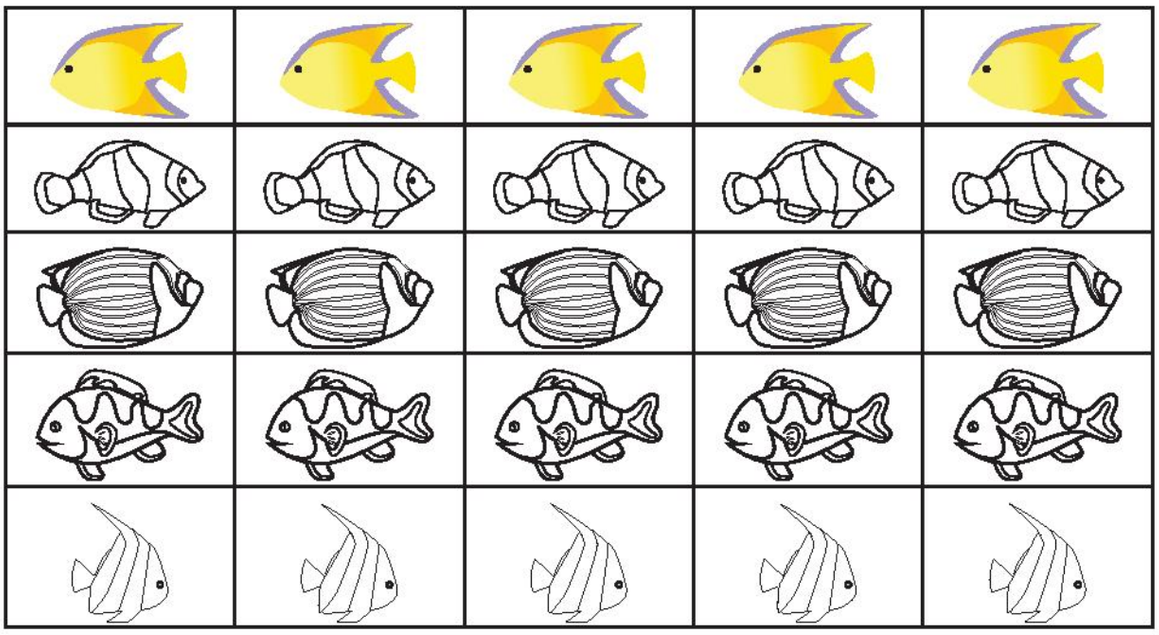
Colourful fishes



A87TZ

Learn

Count the number of fishes of each kind in the tank and colour them below.



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Learn

Come! let us play!



Answer the following from the picture:

1. Number of children playing seven shots _____
2. Number of electric posts _____
3. Number of children sitting under the tree _____
4. Number of crows _____
5. If all the children join together in the train game, then how many will be there in the game?
6. Tell the other games that you play.

TN_GOVT_Maths_Ch04.indd 57 9/20/2022 12:19:53 PM

Practice

Birthday celebration



Look at the picture given above. Count and write.

	2		3
			
			
			

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4.2 Organising Information

Learn

Know your relatives.

Relationship	Number of relatives
 Brother	
 Sister	
 Grand Father	
 Grand Mother	
 Uncle	
 Aunt	

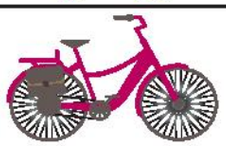
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Activity

Means of transport

Procedure:

1. Divide the class into small groups.
2. Discuss among the group members how each child comes to school?
3. Ask them to complete the table by marking the symbol "●" in the table.
4. Example: If 3 students come to school by bicycle, then mark the symbol "●" 3 times against the  .

How do they come to school?	"●" denoting number of students	Total
		
		
		
		
		
		

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Answer the following based on the data collected.

1. How do you come to school ? Tick (✓) it.

2. How many friends in your group come to school by walk? ☐

3. Total number of members in your group ☐.

4. Tick (✓) the means of transport which is used most in your group?

5. Tick (✓) the means of transport which is used least in your group?

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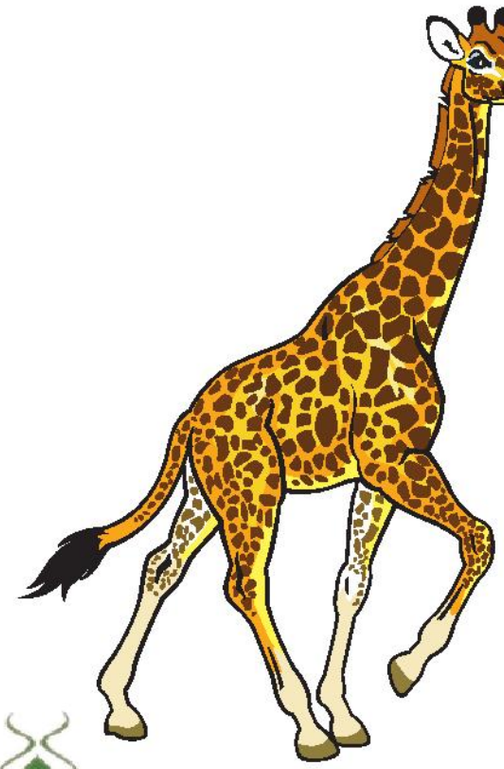
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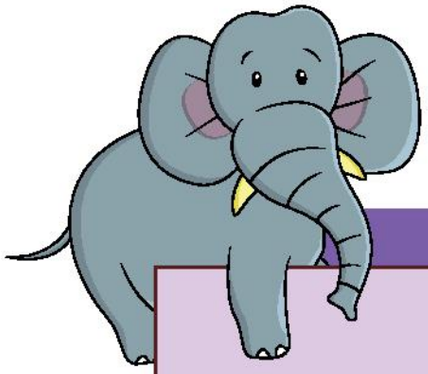
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ENVIRONMENTAL SCIENCE











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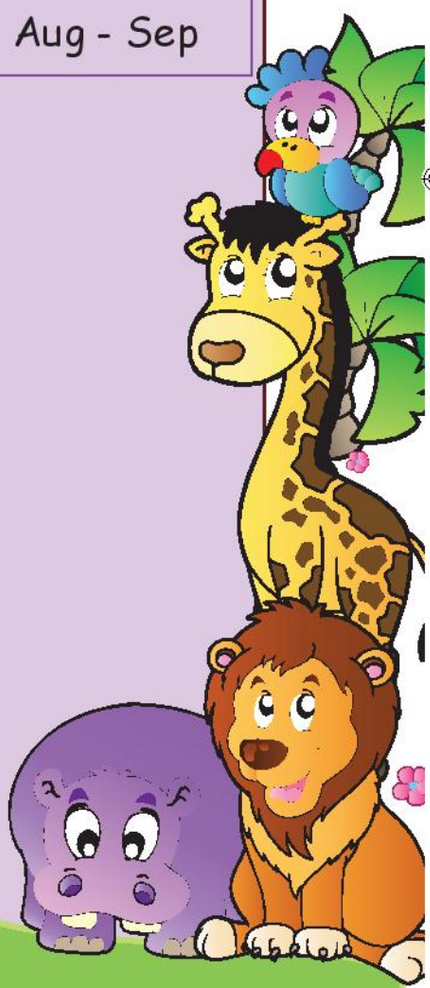
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1.	Living and Non-living Things	65	June
2.	My Wonderful Body	75	June - July
3.	Nature's Bounty	89	July - Aug
4.	Animals Around Us	103	Aug - Sep



E-Book TB2S7

8J204 Evaluation





UNIT 1

Living and Non-living Things

Learning Objectives

The learner should be able to -

- Identify and differentiate living and non- living things
- Understand the interaction between living and non-living things

I am Harini.
I have a puppy.
I call him Jimmy.
I give him food to eat.
He eats it quickly.
I play with him.
He jumps on me.
I love him very much.

I have a doll.
I call my doll Ammu.
I try to feed it.
It does not eat or drink.
It moves only when I wind the key.
I like my doll.



Harini wondered why her puppy ate food but her doll did not.
Do you know why? Let us find out.

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Living things

ZCVEF

Living things eat, grow, move and have young ones. They also breathe and feel.



I eat



I grow



I play

I am a living being

Living things eat.









Living things grow.



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Plant a seed and watch it grow.



Sequence the pictures.



Tick (✓) those that need food to live.













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Living things move from one place to another.



Horse



Lizard



Bird



Earth worm

THINK ZONE
A boat moves.
Is it living?

Living things have young ones.







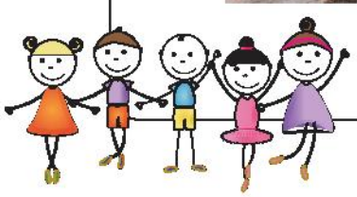
Living things feel. Living things breathe.







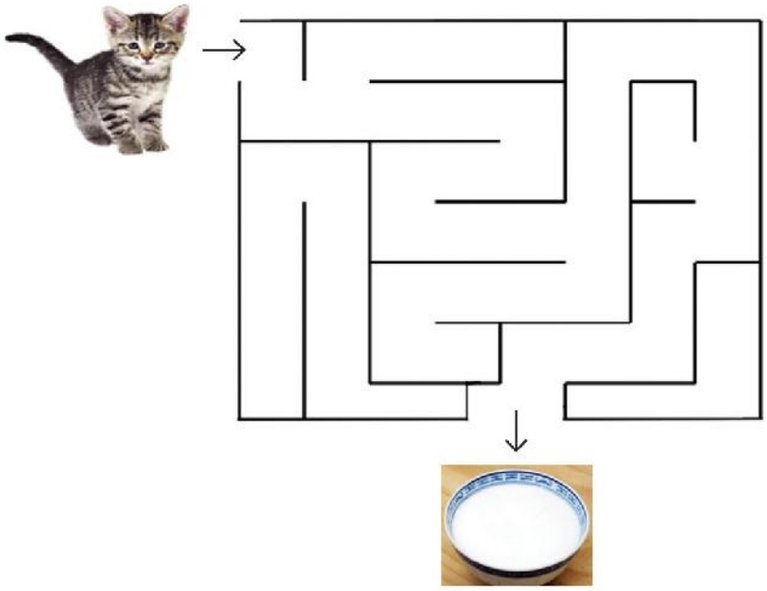






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This cat is hungry. Help the cat reach the milk.



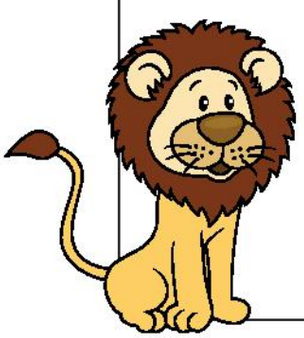
Connect the baby with its mother by drawing a line.













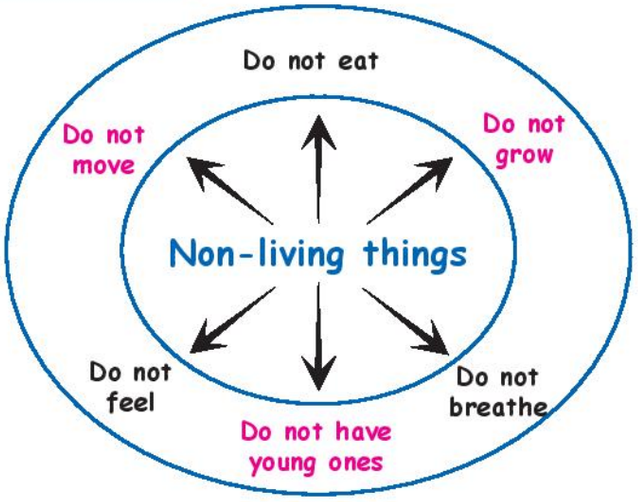
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Non-living things

Let Us Talk











Look at the pictures. Use the first letters to get the words CAT and DOG.

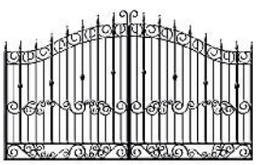

CAR


AEROPLANE


TABLE


DOLL


OIL


GATE







1st std EVS_Term I_EM.indd 70 07/02/2023 12:30:41

Look at the picture.

Can you see a mountain, a river, a pond and a lake?
Mountains are made up of rocks and soil. The river, pond and lake are full of water. Soil and water help plants to grow. We get our food from plants. We breathe air. Air, water and soil are non-living things. Can we live without them?



Vocabulary

air, water, soil, river, mountain, pond, lake, sea

I8SCH

Observe the picture of life in water.

This is the sea. There are so many living things in it!



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Rhyme Time



Fly like an eagle in the sky.

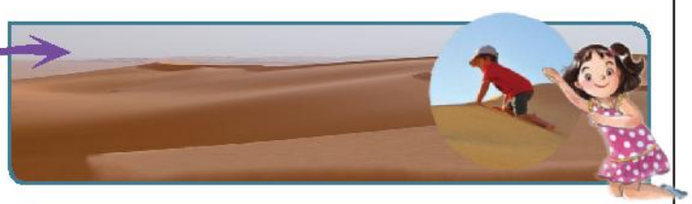
Jump like a dolphin in the sea.



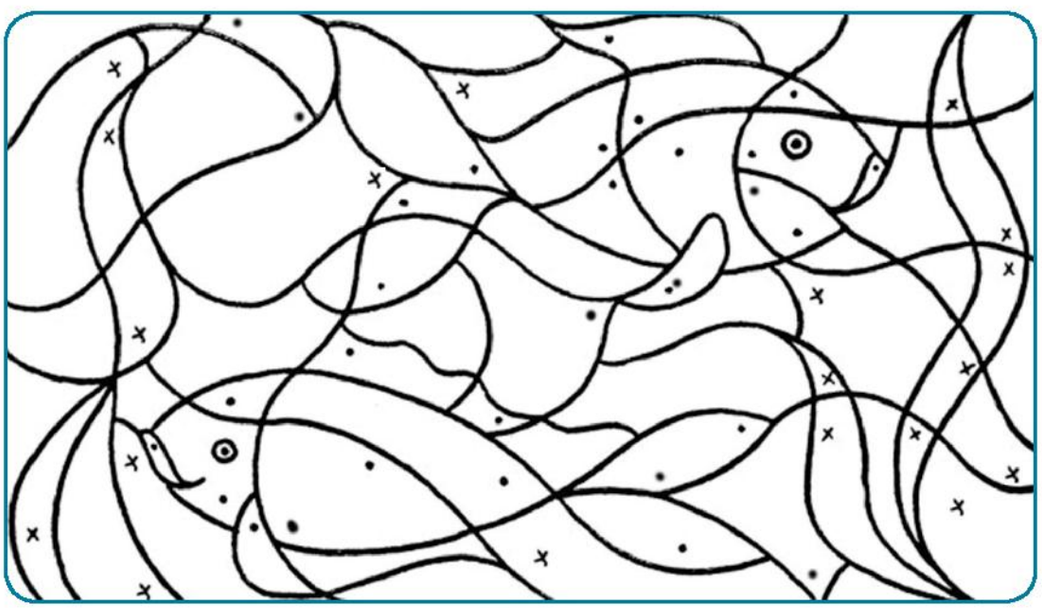


Crawl like a crab in the river sand.

Sky, sea and sand are non-living, where eagle, dolphin and crab are found.



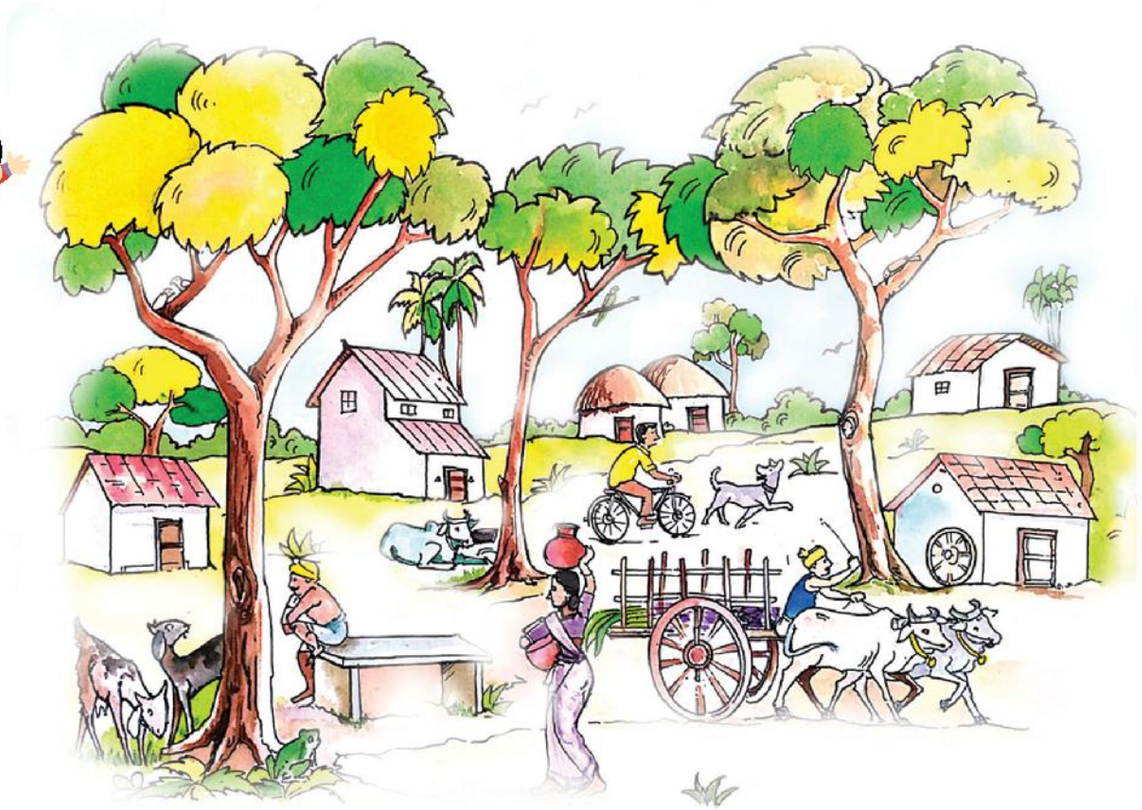
Colour the parts marked with a dot (.) yellow, the parts with a cross (x) green and the rest blue. What do you see?



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Observe the picture. Differentiate the living things from non-living things. Give reasons.

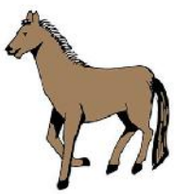


Evaluation

Tick (✓) the living things.








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Is it living or non-living?

	What is this? Does it grow? Does it breathe? Does it move? Does it have young ones? What food does it eat?
	What is this? Does it grow? Does it breathe? Does it move from one place to another? Does it have young ones? What food does it need?
	What is this? Does it grow? Does it breathe? Does it move? Does it have young ones? Does it need food?

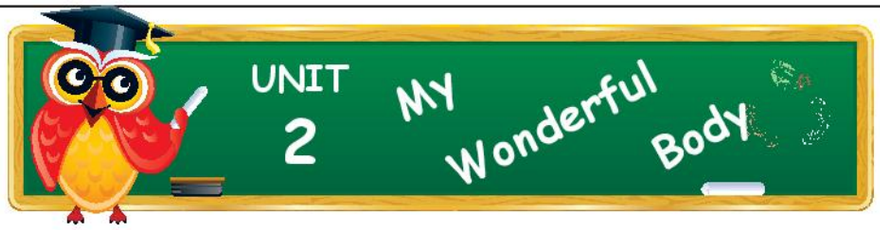
Self-Evaluation

☆ I can identify and differentiate living and non-living things.

I can draw within a grid, connect the dots and colour. ☆

☆ I can connect related pairs of things.

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Learning Objectives

The learner should be able to

- Name the external parts of the body
- Identify the various senses
- Maintain personal hygiene

Let Us Talk

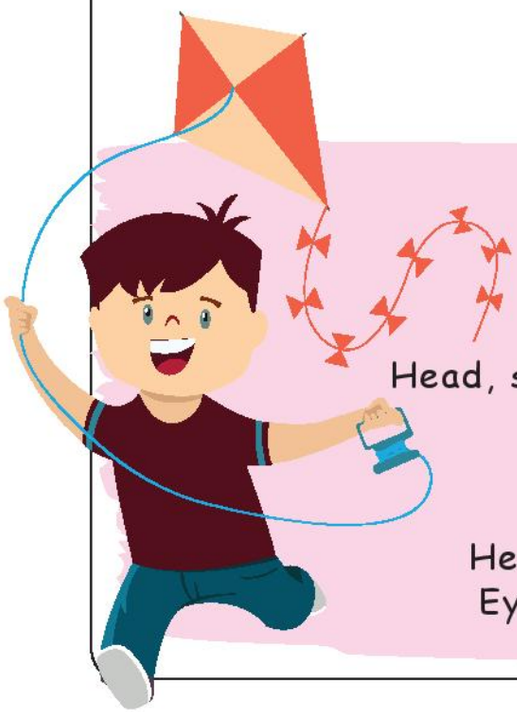
We play, walk, run, hear, see, smell, taste and touch.

We can see some parts of our body but some others are within us, which we cannot see.

Some parts are in pairs. Can you name a few?

Let us learn names of some parts of our body with this rhyme.

9YMLN



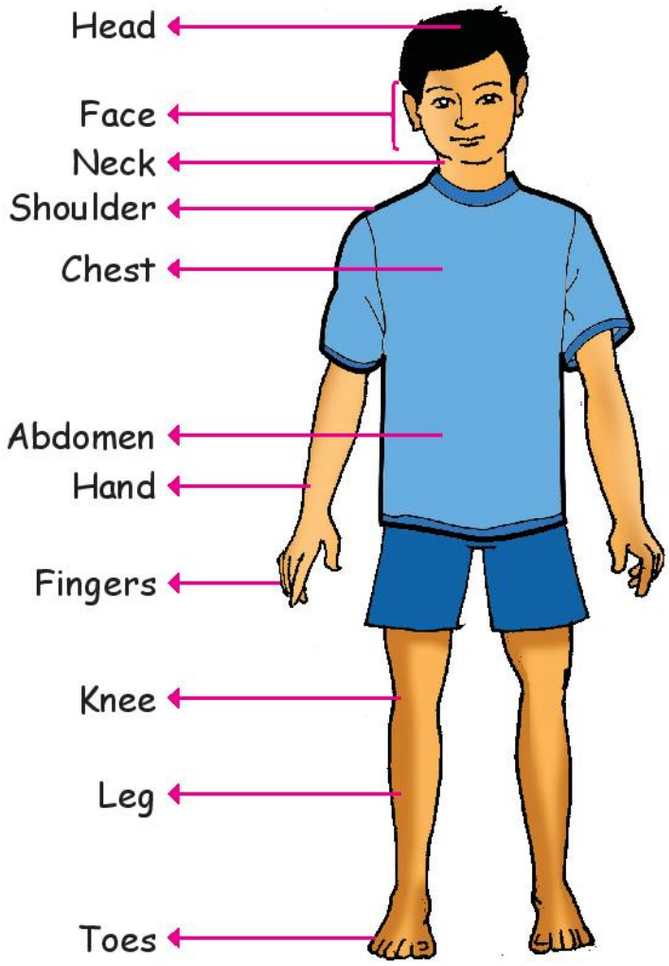
Rhyme Time

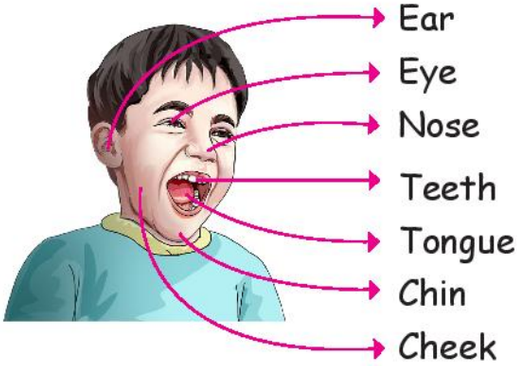
Head, shoulders, knees and toes (2)
Knees and toes
Eyes and ears
Mouth and nose
Head, shoulders, knees and toes
Eyes, ears, mouth and nose

1st std EVS_Term I_EM.indd 75 07/02/2023 12:30:50



◊ Let us know the parts of our body.





◊ Connect the labels to the parts.



Chest	Shoulder
Abdomen	Eye
Head	Neck
Leg	Toes
Fingers	Knee
Mouth	Hand

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◊ Observe the pictures. Little Varun is moving his body in so many ways. Shall we try the same actions?


Walk


Catch


Squat

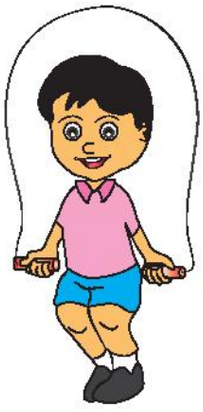

Jump


Touch the nose


Raise the eyebrows

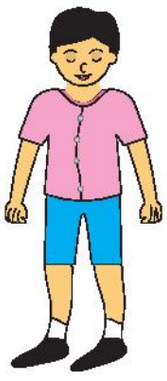

Bend

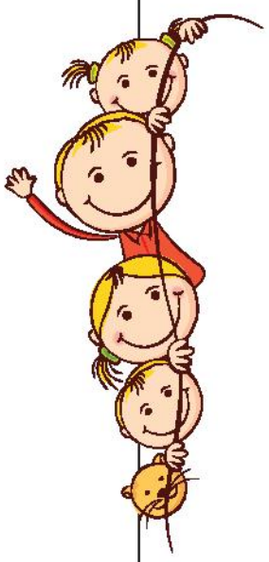

Throw


Skip


Kick


Lift


Blink



◊ What are some other actions that you can do with your body?

1st std EVS_Term I_EM.indd 77 07/02/2023 12:30:54

- Some of our body parts are in pairs and some are single.
- You can fold your arm and your fingers, wherever there are lines. Try it.



- We experience different feelings like happiness, sadness, fear and anger.
- We show these feelings with our facial expressions.

Try making these expressions.



- Connect the paired parts to the number 2 and the single parts to the number 1.



1

2

2

- Draw the facial expressions.



Do You Know

The giraffe has a long neck and the elephant has a long trunk.



1st std EVS_Term I_EM.indd 78 07/02/2023 12:30:59

Rhyme Time

Right and Left

Let us sing this rhyme.



You put your right hand in

You put your right hand out

You put your right hand in

And you shake it all about

You do the Hai hai and

you turn yourself around

That's what it's all about!

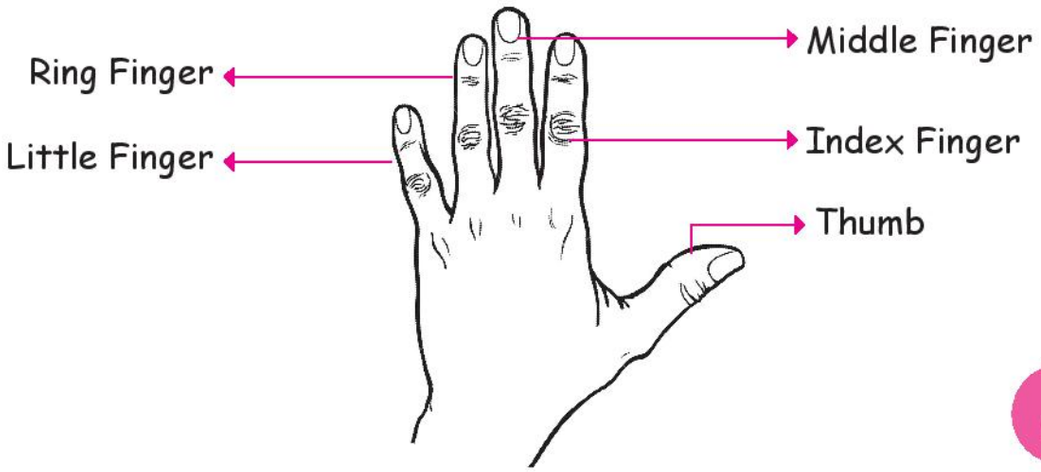




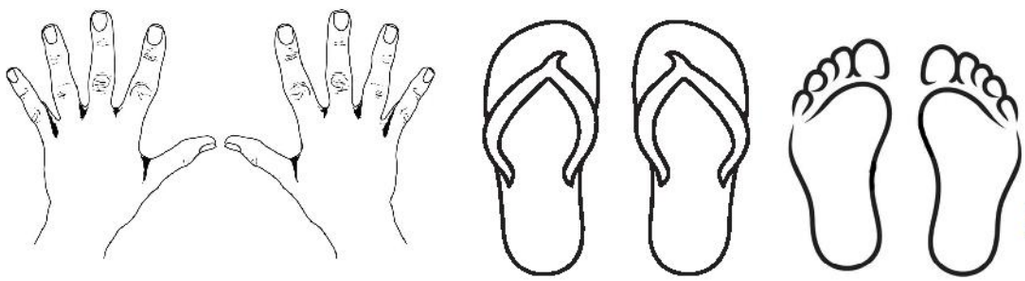


Similarly do the actions with the left hand, right foot, left foot, head and then with your whole body.

Each finger of your hand has a name. Do you know the names?



◊ Colour the pictures on the right side **red** and the left side **blue**.





◇ Your thumbprint is special. Put your thumbprint in one of the boxes.

Ask your friend to put his/her thumbprint next to yours.

Do they look the same?

◇ Play the game "Raja Says" or "Rani Says" with your friends.







My Senses

I hear many sounds with my ears. Some sounds are loud and some are soft.



The cawing of a crow



The ringing of a bell



The ticking of a clock



The sound of a moving train



The sound of a water drop





1st std EVS_Term I_EM.indd 80 07/02/2023 12:31:05

What are the sounds you hear every day around you?

Which sounds do you like?

◇ Let us play a game.

Blindfold yourself. Let your friends move around you while they make sounds of different animals. Identify the animal with the sound. Indicate the direction of the sound by pointing.



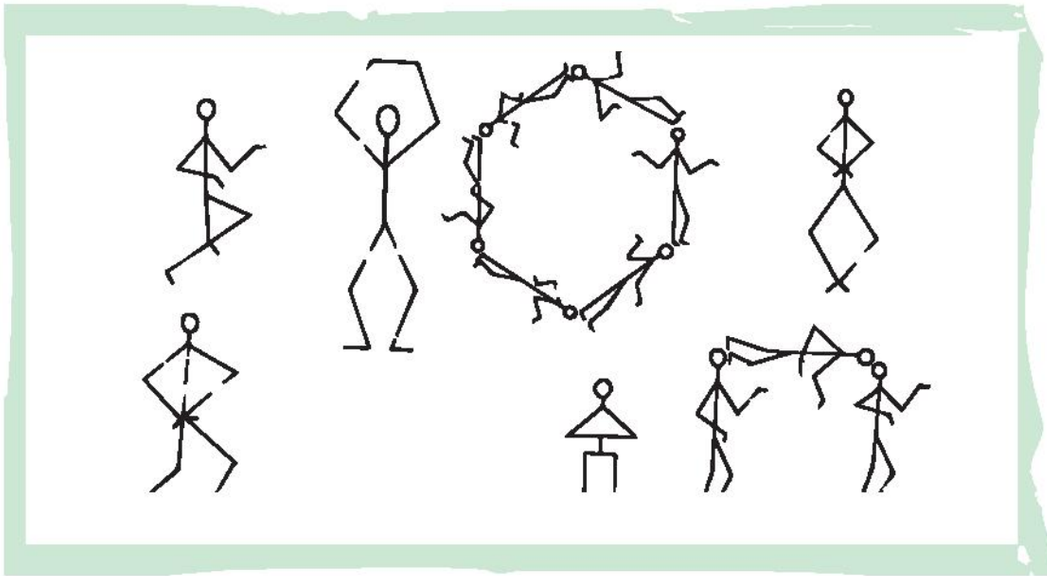
We see the world around us with our eyes.
We see different shapes, sizes and colours.

◇ Observe the picture and discuss.



1st std EVS_Term I_EM.indd 81 07/02/2023 12:31:05

◇ Look at the shapes given below. Can we try the same shapes with our body?







Do you know?

Eagles, falcons and hawks can see small objects even from a great height.

We see and hear the world around us. We also use our senses of touch, smell and taste to know the world around us.

There are different kinds of tastes like sweet, sour, salty and bitter. Our tongue helps us to taste.

The lemon is sour, the mango is sweet and the bitter gourd is bitter.

What do you like to eat?






1st std EVS_Term I_EM.indd 82 07/02/2023 12:31:08

Our nose can sense different types of smell.

What are the smells you like? What are the smells you don't like?





◇ **Go for a Nature Walk in your school campus.**



Feel the plants and the soil.

Touch the flower. It is soft.



Touch the tree trunk. It is hard.

What are the things you like to touch?

◇ **Blindfold your friend. Give your friend various things to smell, taste and feel and ask him/her to find out what they are.**

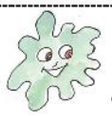
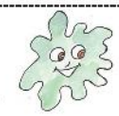
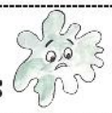


A dog's sense of smell is 40 times greater than that of a human.



1st std EVS_Term I_EM.indd 83 07/02/2023 12:31:29

Story Time

This is Mala  . She wakes up  in the morning. This is a germ  .  cannot see the  .  is very small.  is waiting to get inside  body.  brushes her teeth.  takes a  bath. The  attacks  .  becomes  .  is clean and  .  goes to school  .  goes to the washroom  .  does not wash her hands with  .  is happy.  enters  nails.  eats her lunch.  goes into  stomach.  falls sick  .  visits the  . The doctor tells her to  her hands with  before  and after using the  . The  gives  medicines.  gets well. is .

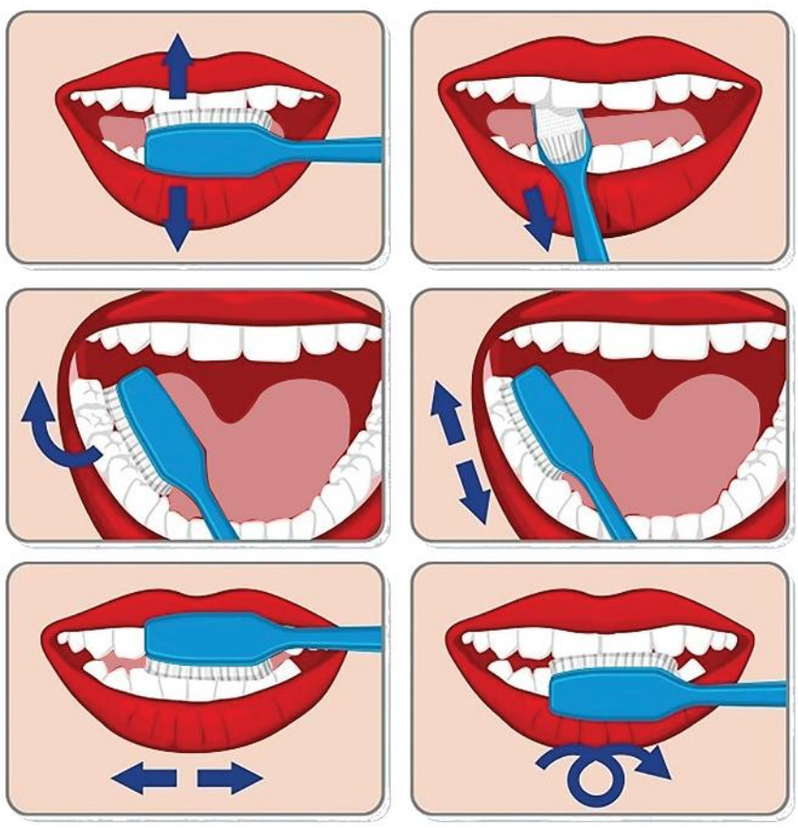
1st std EVS_Term I_EM.indd 84 07/02/2023 12:31:32

We should keep our hands clean. If we don't, we will fall sick like Mala. Let us learn how to wash our hands properly. Do it step by step.

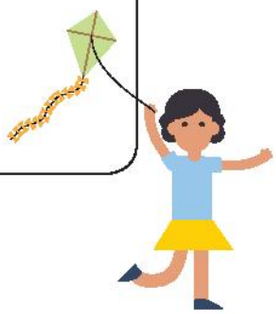


We must brush our teeth twice a day, once in the morning and once at night. Let us learn the right way of brushing our teeth.

Practice all these routines daily.







1st std EVS_Term I_EM.indd 85 07/02/2023 12:31:35

◊ Healthy Washroom Routines

After using the toilet (wash room) wash yourself.



Pour water



Wipe your feet



Wash your hands with soap



Wipe your hands

Daily Routines

◊ These pictures show our daily routine. Arrange them in sequence.











◊ Tick (✓) the things which help to keep you clean.

















1st std EVS_Term I_EM.indd 86 07/02/2023 12:31:40

Evaluation

◇ Observe the picture and draw a -

- ○ near the kite
- ☆ near the objects which produce sound
- ▭ near the objects with smell
- △ near the objects which are tasty
- □ near the objects people touch

CQ4R8

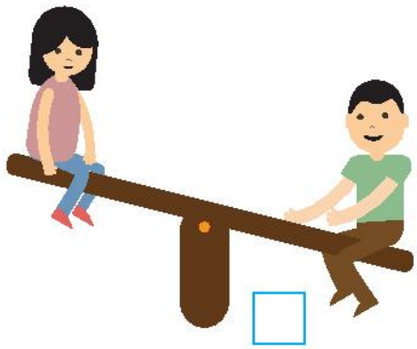


1st std EVS_Term I_EM.indd 87 07/02/2023 12:31:41

◊ Some activities keep us healthy and some don't.
Tick (✓) the activities that keep us healthy and cross (X) those that do not.


☐


☐


☐


☐


☐


☐

Self-Evaluation

I can name the parts of my body. ☐

I can do many actions with my body. ☐

I practise good habits to keep me clean. ☐

I know the names of my sense organs. ☐

1st std EVS_Term I_EM.indd 88 07/02/2023 12:31:45

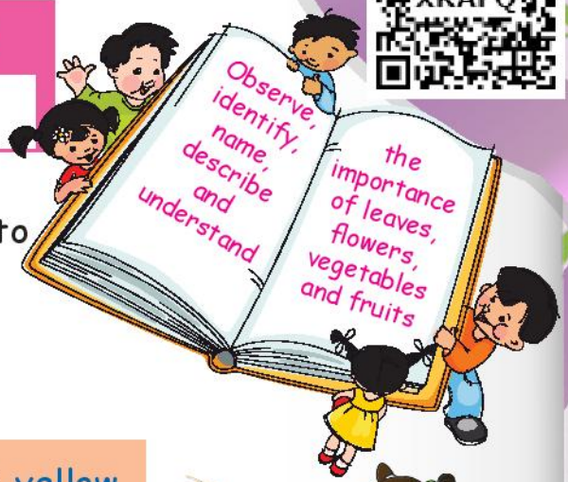
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UNIT 3

Nature's Bounty

Learning Objectives

The learner should be able to



Selvi went to a garden. She saw a yellow flower on the tomato plant. She went to pluck it. A bee came and said, "Please, leave it for me. It is my food".





She saw a red tomato on the tomato plant. She went to pluck it. A parrot came and said, "Please, leave it for me. It is my food".



She saw a green leaf on the tomato plant. A grasshopper came and said, "Please don't pluck the leaf. It is my food."



Watering the plant, Selvi said , "You provide food for all of us. Thank you very much".

1st std EVS_Term I_EM.indd 89 07/02/2023 12:31:50

Leaves

Let us go on a joyful journey into the world of plants.

Let Us Talk

Plants have different kinds of leaves. They are of various sizes, shapes, colours and textures. Talk about some leaves that you have seen around you.

Here are some helping words.

Vocabulary

light green, dark green, soft, smooth, rough, edge, sharp, rounded, dry, big, small, tip



Banana (Vazhai)



Mango (Maangai)



Drumstick (Murungai)



Neem (Veppa Ilai)



Coconut (Thennai)



Basil (Tulasi)



Mint (Pudhina)



Coriander (Kothamalli)



Curry leaves (Karuveppilai)

1st std EVS_Term I_EM.indd 90 07/02/2023 12:32:00

Compare the leaves. Use the words you have learnt.






Leaf Rubbing. Let us make a leaf pattern using crayons.






Bring one leaf to class. Observe the changes in the leaf over a week.






1st std EVS_Term I_EM.indd 91 07/02/2023 12:32:05

Flowers

Look at the pictures. These are some flowers that we see around us. Let us name them.



Fire Cracker
(Kanakambaram)



Jasmine (Malligai)



Marigold (Samanthi)



Lotus (Tamarai)



Frangipani
(Sampangi)



Rose (Roja)



Screw Pine
(Thazhampoo)



Shoe Flower
(Chembaruthi)



Hari Champa
(Manoranjitham)

Which flower do you like? Describe that flower.

Here are some words to help you.



Vocabulary

smell, petal, soft, smooth, rough, thorn, colour, red, pink, white, yellow

1st std EVS_Term I_EM.indd 92 07/02/2023 12:32:12

- Some flowers have a pleasant smell.



Champaca
(Shenbagam)



Jasmine



Rose

- We can keep flowers fresh as shown.



- Flowers have different kinds of petals.
  Observe the shapes of the petals.

- **Match the flowers with their petals.**









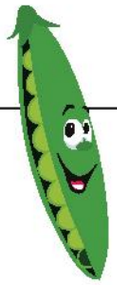








1st std EVS_Term I_EM.indd 93 07/02/2023 12:32:15



Vegetables



Rhyme Time

I went to the market
with my bag
To buy tomatoes
red and round
Potatoes big and brown
Green chillies
long and thin
Fat pumpkins
orange and green
Purple brinjals
big and small
And drumsticks
green and lengthy
My bag became heavy
I came back home
with my basket full
Everybody smiled!













Let Us Talk

We all eat vegetables.

They keep us healthy and strong.

Which vegetables do you like?

Can you describe them?

Here are some words to help you.

Vocabulary

smooth, rough, big, small, size, shape, colour, heavy, light, taste, watery, hard, round, long, brown, orange, green, red, purple

1st std EVS_Term I_EM.indd 94 07/02/2023 12:32:18

Observe how nicely the vegetables are arranged ! We see cabbages, tomatoes, cucumber, ridgegourd, carrots and many more. Shall we identify them?

A Vegetable Shop



Here are some commonly used vegetables.



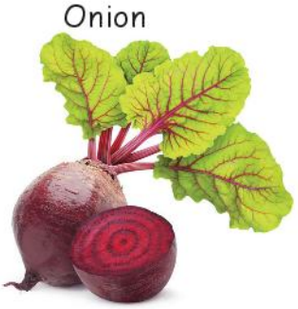
Onion



Ginger



Garlic



Beetroot



Radish



Ladies finger

Look at the different varieties of brinjals given below.











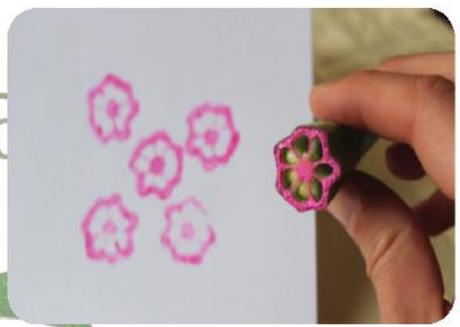
1st std EVS_Term I_EM.indd 95 07/02/2023 12:32:23

- Observe the vegetable man. Identify the vegetables he is made of. Describe them using the words you have learnt. Answer the questions.



- Which vegetables are hard ?
- Which vegetable is green and long ?
- Which vegetable is orange in colour ?
- One group describes a vegetable and the other group names it.
- You can play this game with your friends.

Vegetable Printing



With Ladies Finger



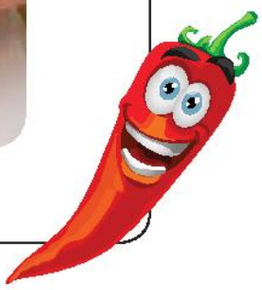
With Capsicum



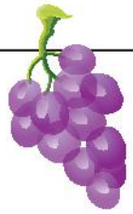
Using Carrot



Using Lemon



1st std EVS_Term I_EM.indd 96 07/02/2023 12:32:27



Fruits

DNMRP

Vocabulary

ripe, juicy, fleshy, small, big, sweet, sour, dry fruits

- Fruits keep us healthy .
  There are many kinds of fruits.

- Most fruits change their colour when they ripen.



Mango



Guava



Papaya



Banana









- These are some fleshy fruits.



Papaya



Sapota

- These are some juicy fruits.



Lemon



Watermelon



Orange

1st std EVS_Term I_EM.indd 97 07/02/2023 12:32:29

These are some small fruits.



Grapes



Jujuba
(Elanthai)

Some fruits are big.

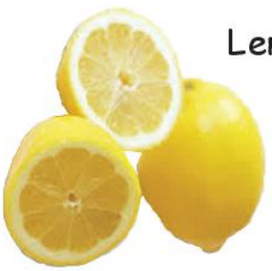


Watermelon



Jackfruit

These are some fruits that are sour.



Lemon



Gooseberry

Some fruits are sweet.



Banana



Custard apple



Sapota

These are some fruits that taste both sweet and sour.



Grapes



Pineapple



1st std EVS_Term I_EM.indd 98 07/02/2023 12:32:31

These are some dry fruits.



Dates



Raisins



Figs

Do you know? Birds and squirrels like fruits.







Match the fruits with their cut portions.













You have learnt about many kinds of fruits.

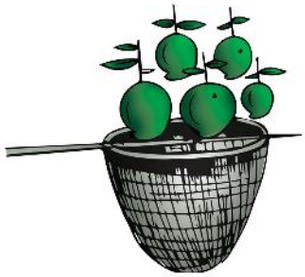
You describe a fruit and your friend should name it.

1st std EVS_Term I_EM.indd 99 07/02/2023 12:32:32

Fruits are grown in orchards.

How do they reach our homes from there ?
Sequence the pictures in the right order by numbering them.

A 

B 

C 

D 

E 

F 

G 

H 



What does this picture show?

Always wash fruits and vegetables before you eat.

H	B	F	D	E	C	G	A
1	2	3	4	5	6	7	8

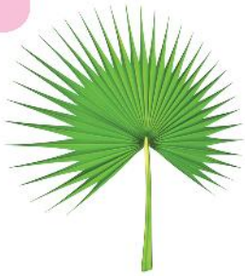
Answer

1st std EVS_Term I_EM.indd 100 07/02/2023 12:32:39

Evaluation

1. Circle the big leaf.





E5MQ8

2. Circle the vegetable which is orange in colour.





3. Circle the long vegetable.





4. Circle the juicy fruit.





5. Circle the sour fruit.





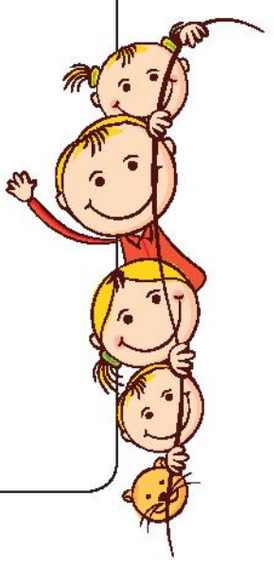
6. Look at the pictures. Which flowers have a pleasant smell? Tick (✓) them.











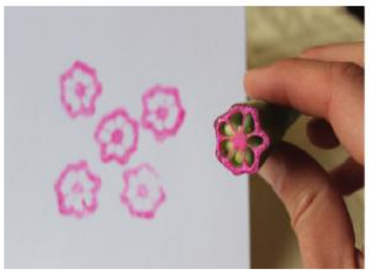
1st std EVS_Term I_EM.indd 101 07/02/2023 12:32:44

7. Match the following by drawing lines.

















Self-Evaluation

I can name and describe some commonly found leaves, flowers, fruits and vegetables.

I know the importance of plants in my life.

I can draw, colour, make vegetable prints and floral designs.

1st std EVS_Term I_EM.indd 102 07/02/2023 12:32:47



UNIT 4
Animals Around Us



Learning Objectives

The learner should be able to

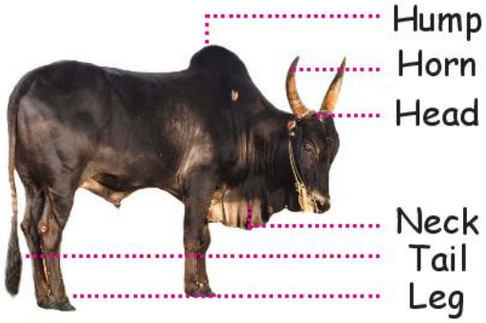
Let Us Talk Observe the animals in the picture. Have you seen these animals? What are they doing?



1st std EVS_Term I_EM.indd 103 07/02/2023 12:32:48

Let Us Talk

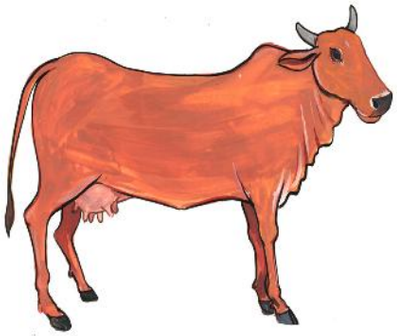
Observe the Kangeyam bull. Let us name it's parts.



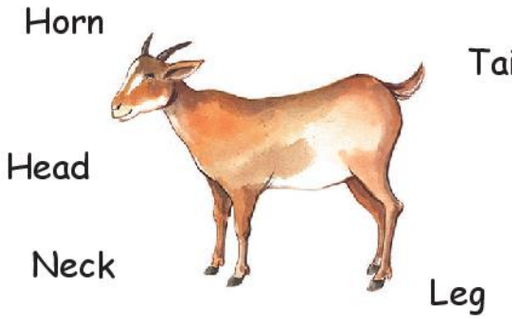
Vocabulary

small, big, head, eyes, nose, ears, mouth, teeth, tongue, horns, neck, colour (patches), hair/fur, tail, legs, hump

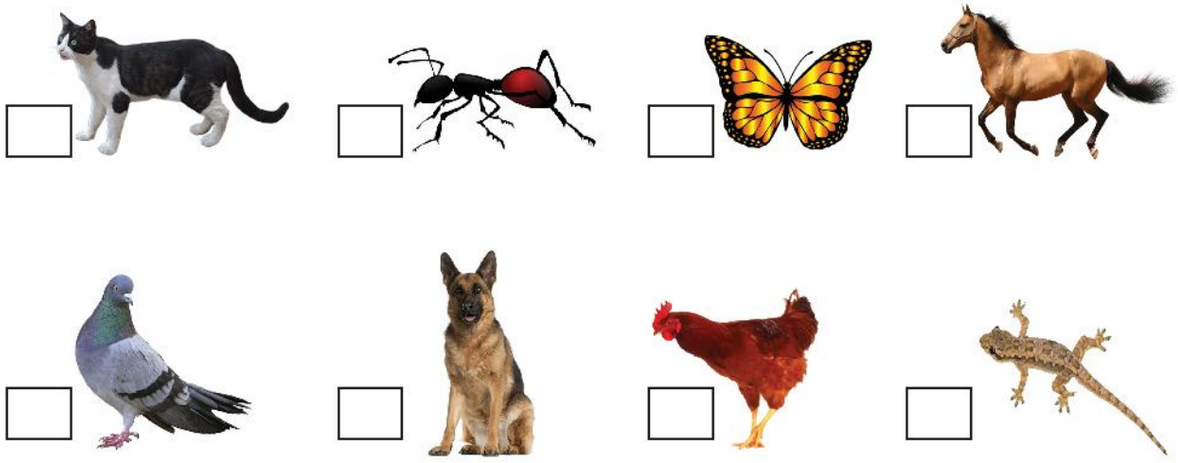
◊ **Can you now describe the cow using the given words?**



◊ **Connect the labels with the parts.**



◊ **Tick (✓) the animals that you have seen.**



1st std EVS_Term I_EM.indd 104 07/02/2023 12:32:53

About Animals

MCSYW

There are many kinds of animals.
Some animals are big, some not so big.


Lion


Deer


Giraffe


Elephant


Bear


Tiger


Rabbit


Cheetah

Some animals are small in size.


Mosquito

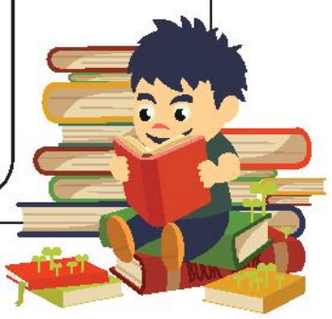

Ant


Housefly


Rat

The elephant is the only animal that cannot jump.

◇ **Paste the picture of your favourite animal inside this box.**



1st std EVS_Term I_EM.indd 105 07/02/2023 12:32:55

About Mammals

Some animals have hair or fur on their body. They give birth to and give milk to their babies. They are called mammals.






Dogs, kangaroos and elephants are mammals.



Some mammals fly.



Some mammals swim.



Humans are also mammals.



Bat



Whale



◊ **Let us compare the two animals in the pictures.**

A Cow and a Buffalo




A Sheep and a Goat




In what ways are they similar?

How do they differ?

Use the helping words that you know.



1st std EVS_Term I_EM.indd 106 07/02/2023 12:33:02

Animal Tails



Happy dog wags its tail

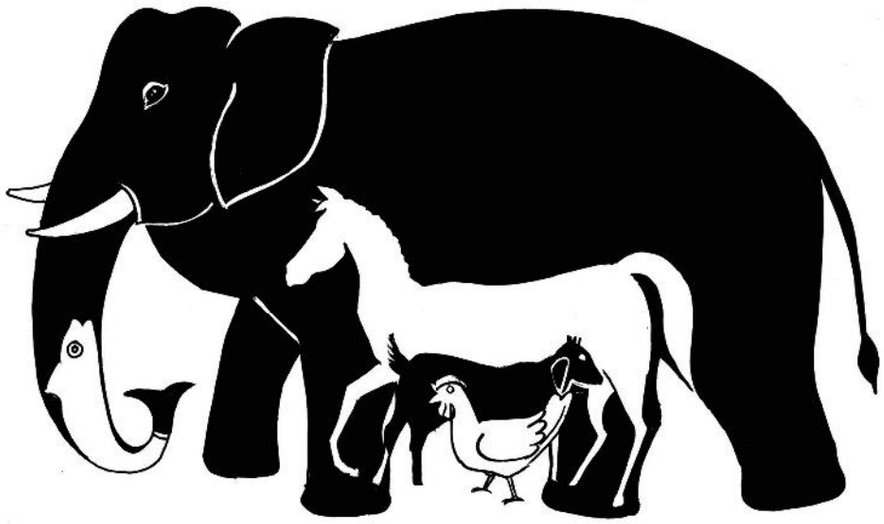


Troubled cow swats flies with its tail

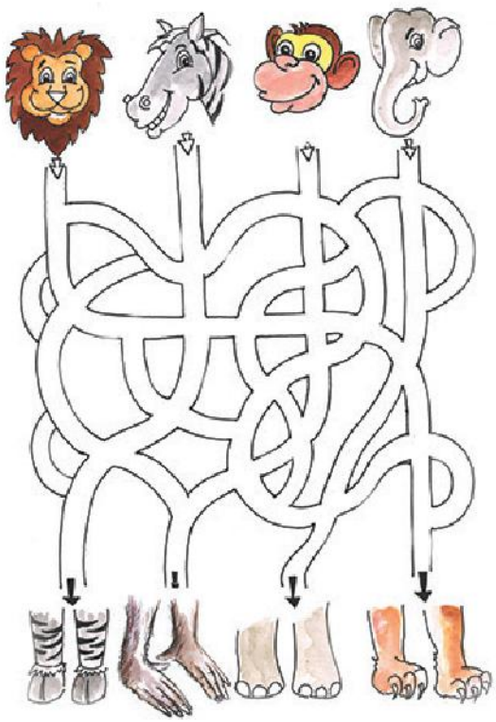


Angry cat stares with its tail up

◊ **Find the hidden animals in the picture given below.**



◊ **Connect the heads of the animals to their legs.**





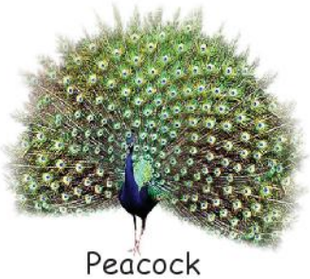


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About Birds

Let Us Talk

Have you seen these birds? Where have you seen them?


Peacock


Sparrow


Eagle


Crow


Parakeet


Duck


Pigeon


Kingfisher


Cock


Mynah


Woodpecker

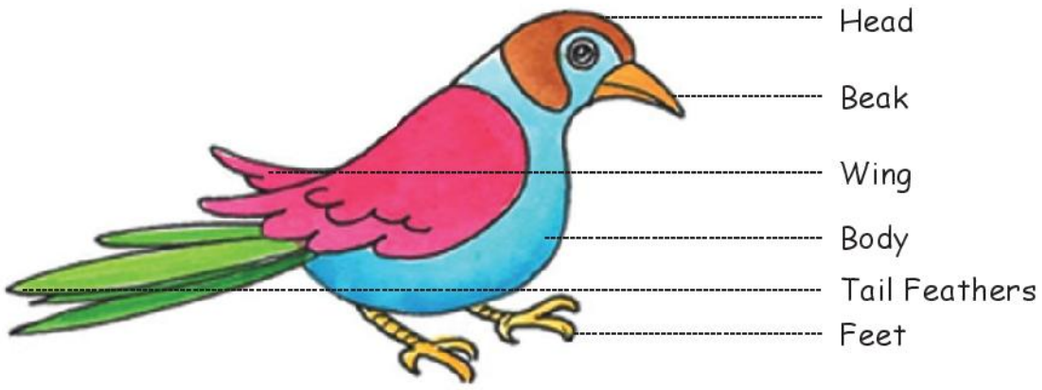

Owl

Vocabulary

size, colour, wings, legs, beak, feathers, feet

Name and talk about them. Here are some words to help you.

Observe the bird. Let us name it's parts.



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Let Us Talk

Speak about similarities and differences in the given birds.



Mynah



Crow



Cock



Hen



Egret



Sparrow

◊ **Connect the birds to their names.**





Crow

Duck

Mynah

Cock

Parakeet

Eagle









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Birds are animals.

They have two wings, two legs and a beak.





They eat with the help of their beaks. They do not have teeth.



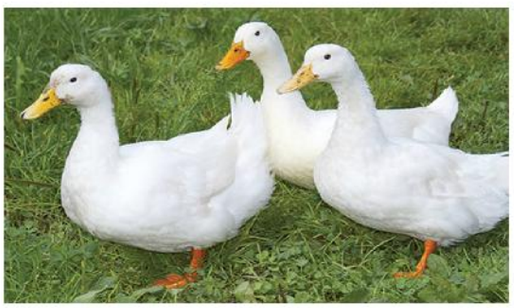



Their legs help them to walk around and run.





They have colourful feathers.






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They can fly.





There are some birds that cannot fly.


Emu


Kiwi


Penguin


Ostrich

Some birds can swim.


Duck


Swan


Water hen

◇ Tick (✓) the birds that can fly.


Penguin ☐


Kingfisher ☐


Parrot ☐

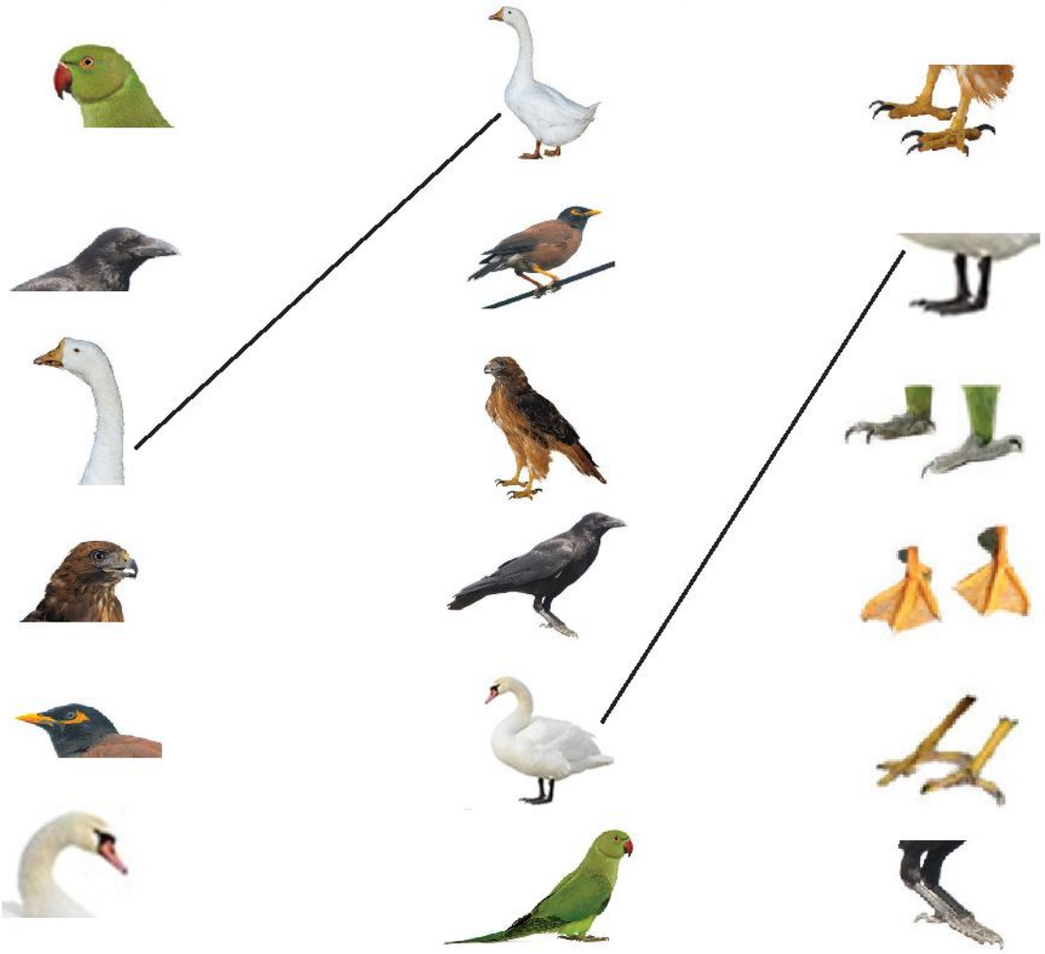

Crow ☐


Kiwi ☐


Emu ☐

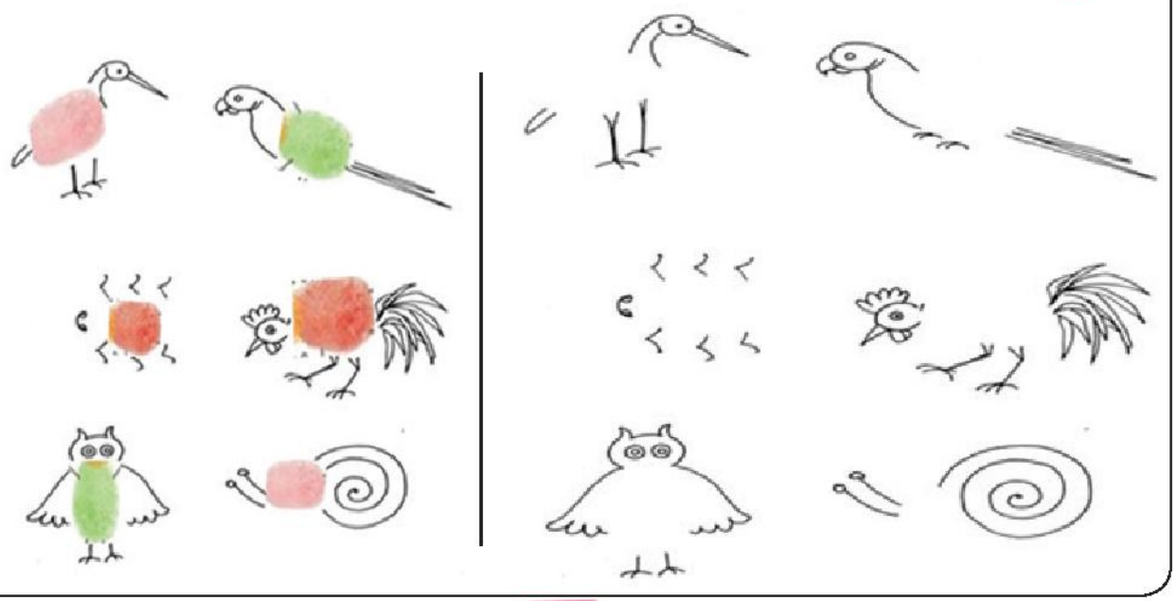
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◊ Match the birds with their beaks and feet.



◊ Thumb Printing

Use your thumb print to complete the pictures.



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About Insects



Walk around the school campus. How many insects can you see?
Tick (✓) the ones that you saw.


Beetle ○


Dragonfly ○


Butterfly ○


Housefly ○


Mosquito ○


Ant ○

Observe the pictures of insects.


Honeybee


Leaf Insect


Beetle


Wasp


Stick insect


Cockroach


Grasshopper


Head louse

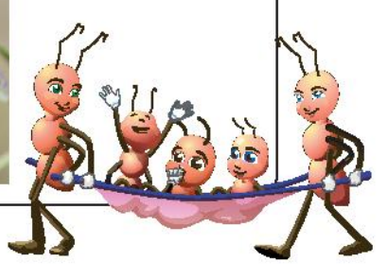


Butterflies are good friends of flowers.

Insects are tiny animals with six legs.
Some insects have wings that help them fly.







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Some tiny animals are not insects.
They have more than six legs.





Some insects cannot fly.


Silverfish

◊ Shall we do it?

Put a little sugar and leave it for a while.
What do you observe?




◊ Spot the insects.

Some insects look like leaves and sticks.



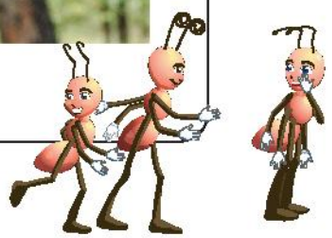


Leaf insects



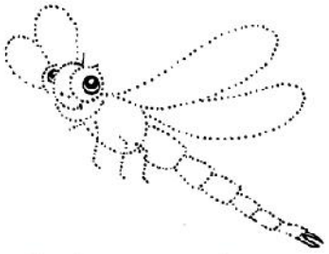


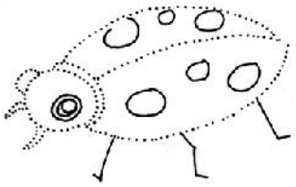
Stick insects



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◇ Join the dots and colour the pictures.





Animal Care and Protection



Let Us Talk

Is this bird happy? What do you think?

Bird bath

Keep water for the birds in a mud vessel and observe how happy they are.







How can we care for the animals around us?













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◊ Solve the riddles and connect them to the given pictures.

1 I live in trees and like to climb.
I like bananas. Who am I?



2 I live in the forest.
I have sharp teeth.
People call me "The King of Jungle". Who am I?



3 I have no legs.
But I slither on the ground and on the trees. Who am I?



4 I am not a bird but I can fly.
I collect nectar from flowers and make honey. Who am I?



5 I am a mammal.
I have big ears.I have a long trunk and I walk on four legs.
Who am I?



◊ "Who am I?" - Play the game with your teacher's help.



◊ Make a paper plate mask.



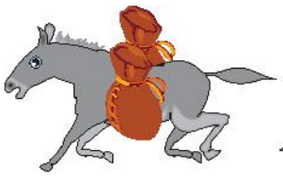
Now wear the paper plate mask you have made and enact a story.

◊ Make your own riddles and ask your friend to solve them.

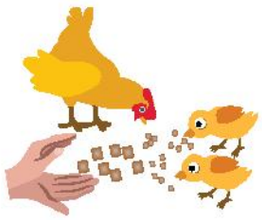
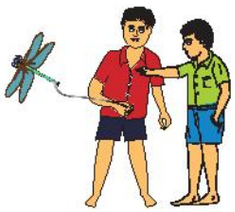
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◊ Colour the circle for the correct actions.







◊ Fun Zone

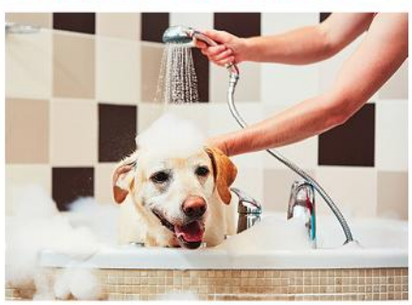
Find out what is strange in these animals and have a good laugh.





Evaluation

◊ What do you see in these pictures? How can we care for the animals around us? Talk about it.




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◇ Find the animals in the jungle below. Name them. Classify them as birds, insects and mammals.

DYGXE





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◇ Tick (✓) the animals whose parts are found in the picture at the centre.



Self-Evaluation

I can observe and name some animals.

I can identify and differentiate mammals, birds and insects.

I can compare and describe animals.

I can think - sequence, solve riddles and match.

I can act like animals.

I will be kind to animals.

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