Government of Tamilnadu

STANDARD ONE

TERM 1

Volume 2

Mathematics

Environmental Studies

NOT FOR SALE

Untouchability is Inhuman and a Crime

A publication under
Free Textbook Programme of
Government of Tamilnadu

Department of School Education

First Edition   -   2012
Revised Edition -   2013
Reprint   -   2015

(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.

Textbook Printing

Tamil Nadu Textbook and Educational Services Corporation

College Road, Chennai - 600 006.
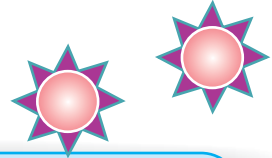
This book has been printed on 80 G.S.M. Maplitho Paper

Price: Rs.

Printed by Web Offset at:

Textbook available at
www.textbooksonline.tn.nic.in

MATHEMATICS (1 to 45)

ENVIRONMENTAL STUDIES (46 to 84)

Mathematics

STANDARD ONE

TERM 1

MATHEMATICS

MATHEMATICS

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 are chosen and designed in such a way to enable learners to explore the mathematical concepts by touching, seeing, listening, practising, talking, discussing, analysing and colouring.

The exercises related to the understanding of relationship between numbers and their basic operations, provide opportunities for the children to imbibe the concepts and express them.
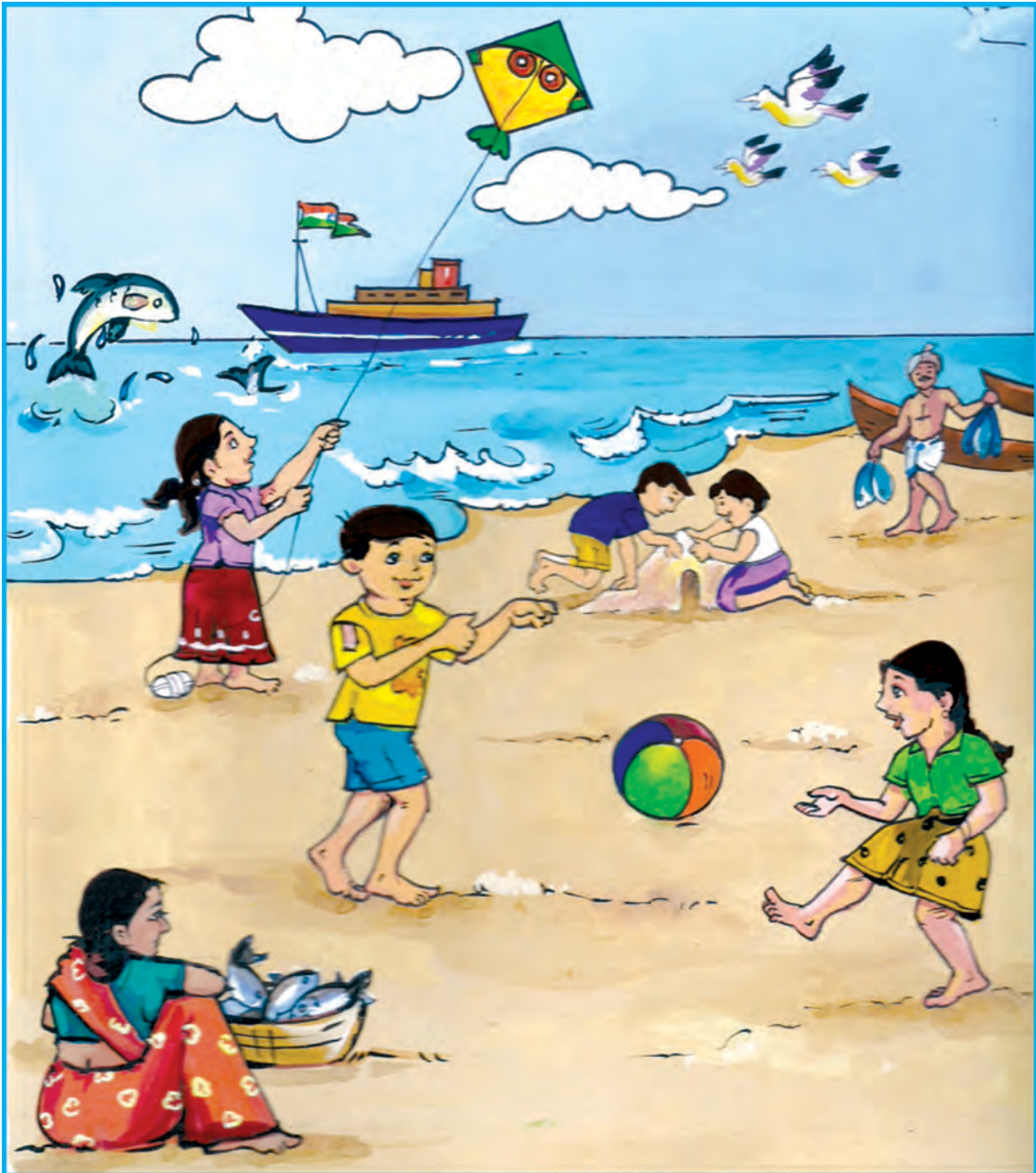
'I can' activities are incorporated as an inbuilt process of evaluation so as to enable the children to assess their attainment level.

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

Authors

1 Shapes and Figures

☞ Let the children look at the picture carefully. Using the picture, interact with children regarding objects and people that are near- far; up - down; inside - outside.

Up - Down

MATHEMATICS

Who is up?
Who is down?

Who is up?
Who is down?

☞ Using the pictures, help the children understand the concept 'up - down' and engage them in similar activities in the classroom.
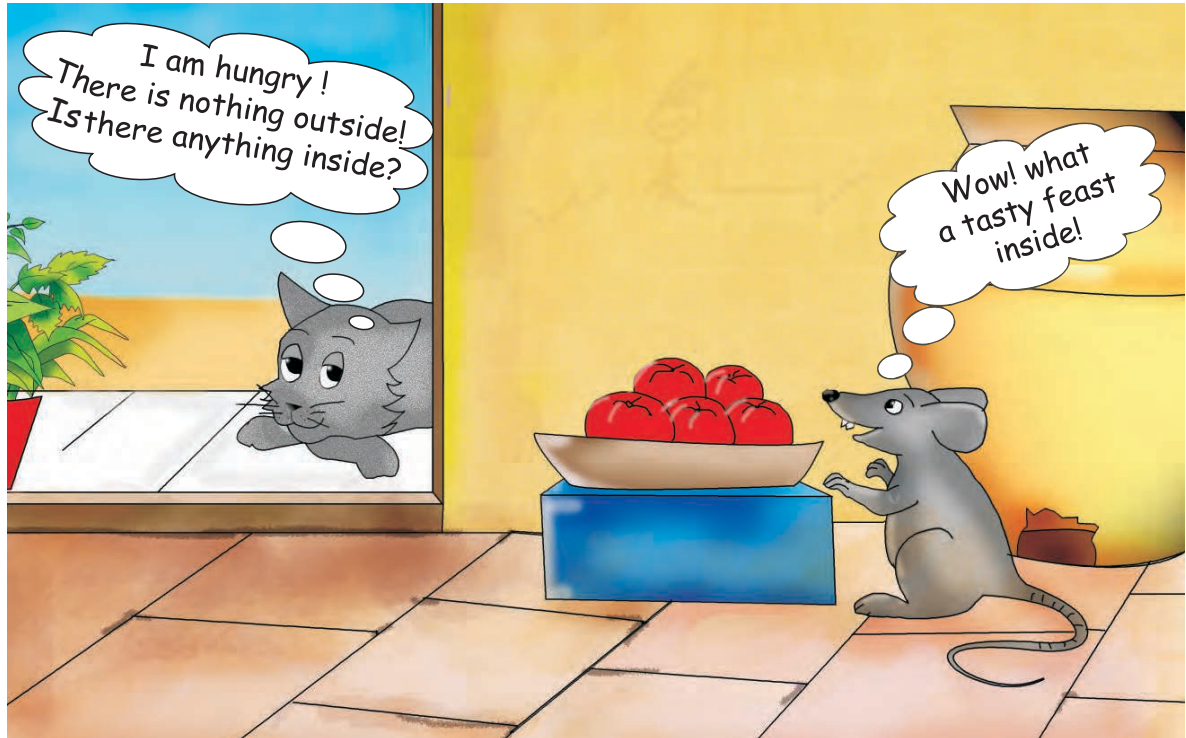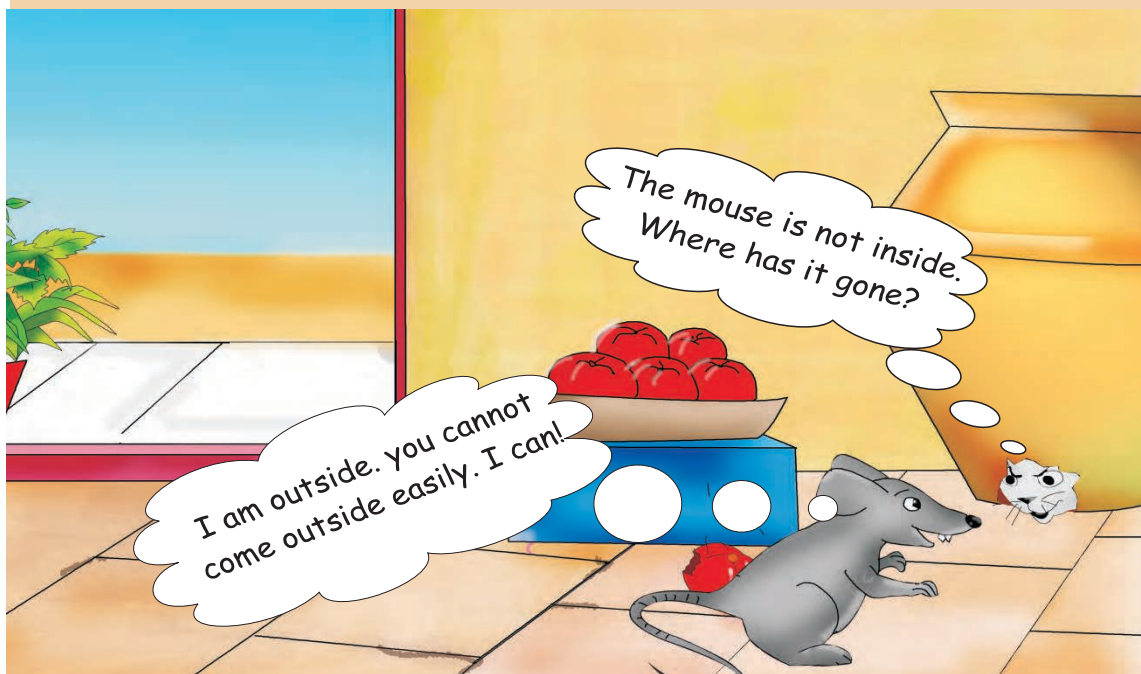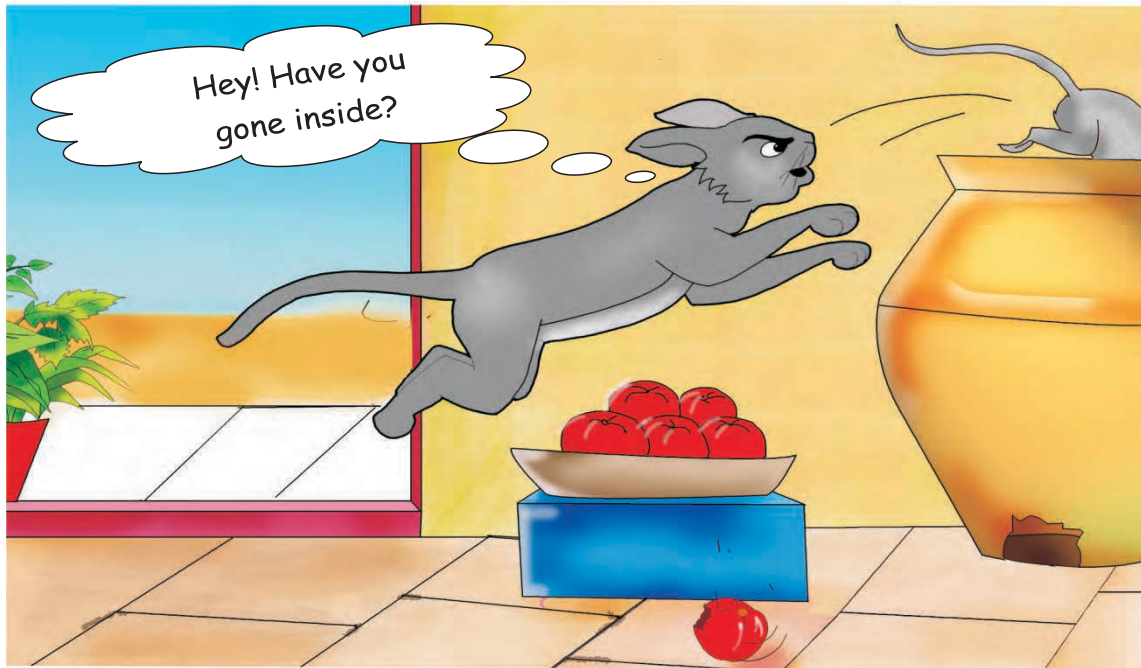
Let us play

When the teacher says,'sky', the children should look up. When the teacher says 'floor' the children must look down.
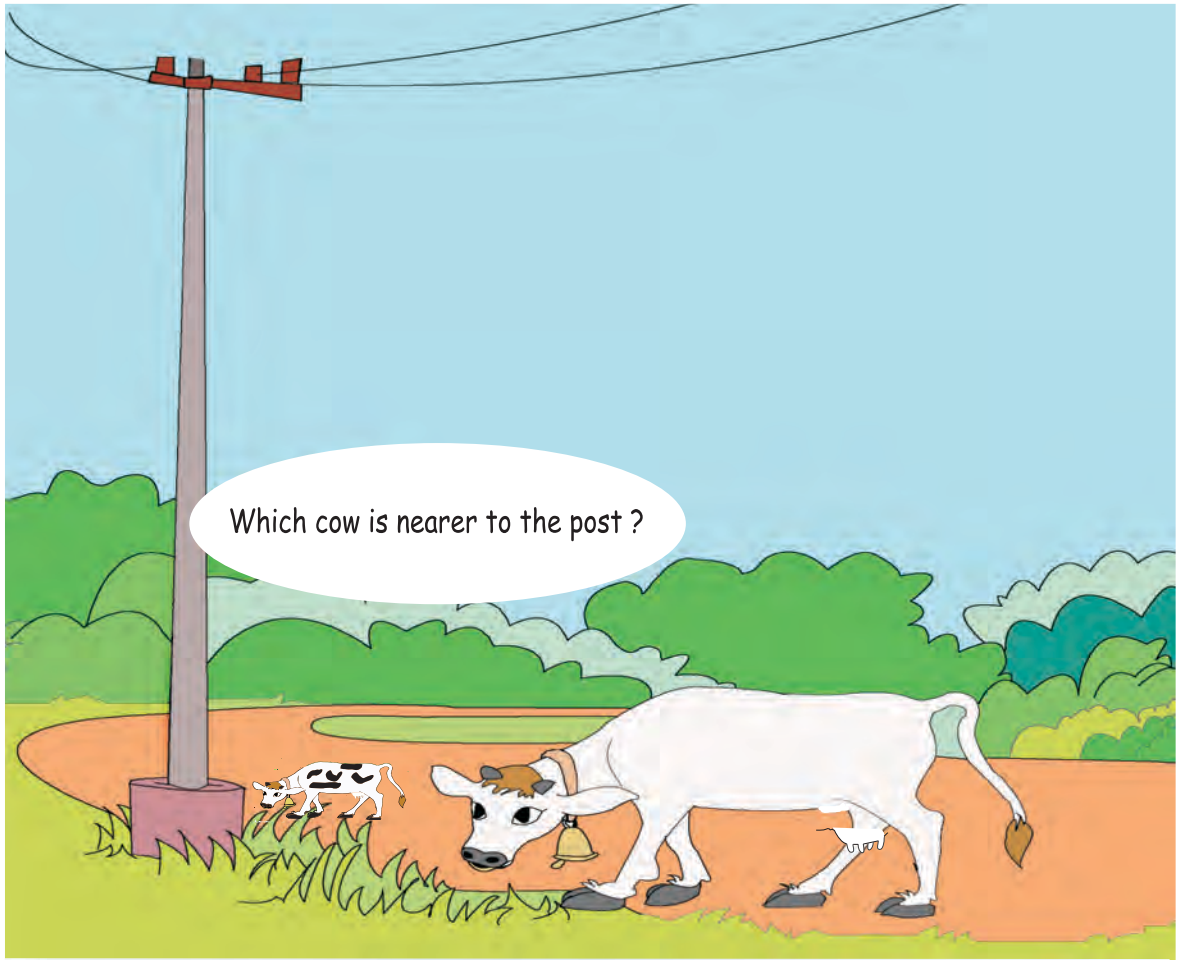
4

Inside - Outside

The cat is (outside) the house.   The mouse is (inside) the house.

MATHEMATICS

Narrate the picture story to the children. Help them understand the concept of 'inside - outside'. Let the children enact the story.

Nearer - Farther

Which cow is nearer to the post ?

Who is farther from the tree ?

☞ Using the pictures given above help the children understand the concept, 'nearer - farther' and engage them in similar activities in the classroom.

MATHEMATICS

Nearest - Farthest

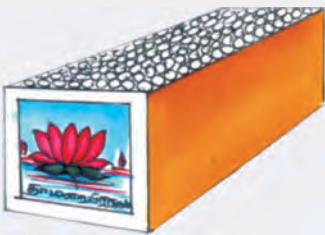Who is the nearest one to the tap?

Who is the farthest one from the bus ?

☞ Using the classroom space, the teacher may evolve various activities to help children fully understand the concepts, 'up - down', 'nearer - farther' and 'nearest - farthest'.

Match the same objects by drawing a line.
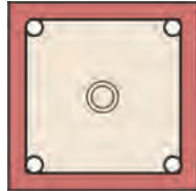
MATHEMATICS

Match the similar objects by drawing a line.

MATHEMATICS

Arrange the objects that are found in the school campus / classroom and group them according to their shapes. Help the children to do the same activity.

Round - Flat

Tick (✓) the round object.
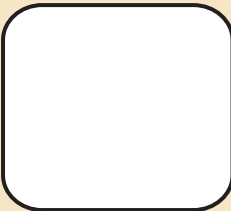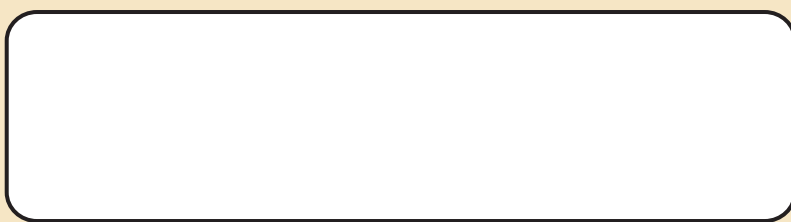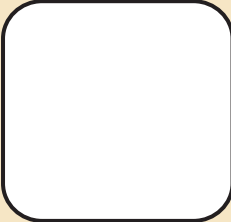
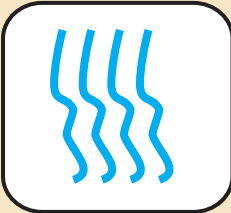☐ ✓ ☐

Tick (✓) the flat object.

☐ ☐ ☐

Tick (✓) the round object.

☐ ☐ ☐

👉 Show different objects and let the children identify their shapes and texture (round, flat, smooth, rough).

MATHEMATICS

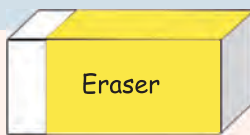
MATHEMATICS

Learn to draw.

☞ Let the children draw according to their imagination.

Let us play
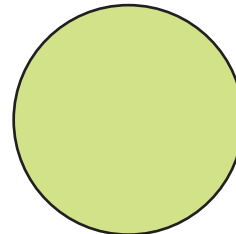
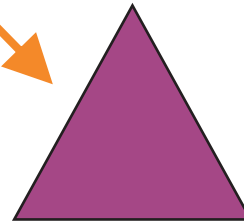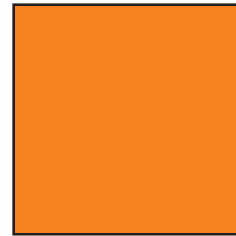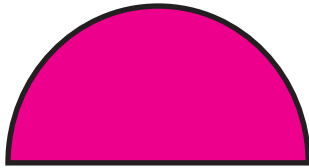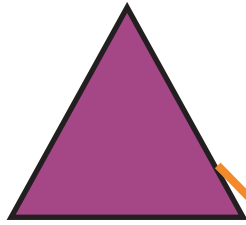Draw a big circle. Let the children stand on the circular line. When the teacher says "in", the children jump inside the circle. When the teacher says "out", the children jump outside the circle. As the teacher calls out randomly, the children who fail to do the correct action are considered to be out.

Draw the shapes using the objects.

☞ Let the children practise tracing the shapes of different objects.

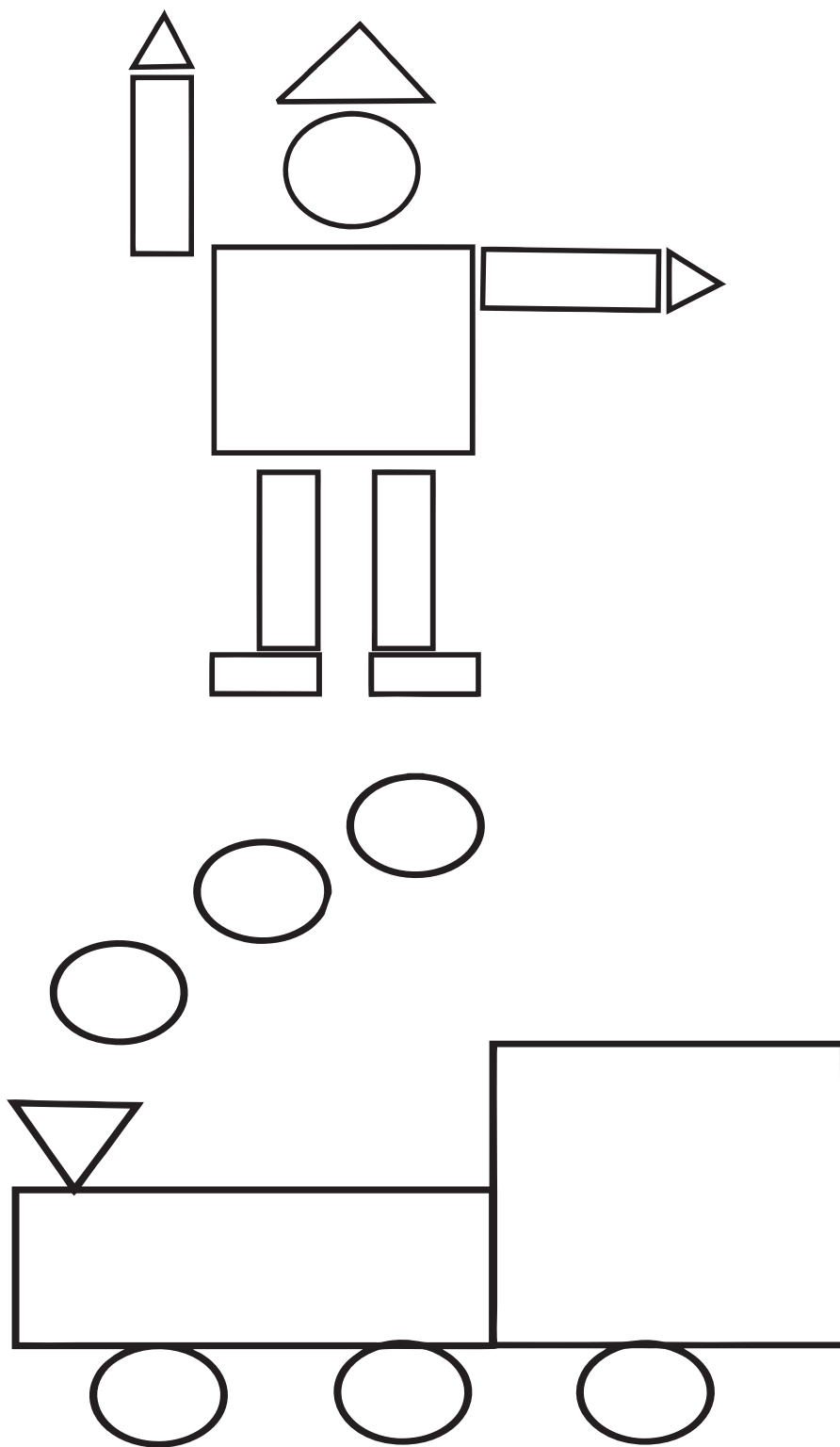# Match the same shapes by drawing a line.

MATHEMATICS

Let us play.

Draw a square, a triangle and a circle on the floor. As the teacher calls the name of the shapes, children identify them and stand on the shapes.

Colour the following shapes.

2 Numbers from 1 to 9

Number Song

One, one, one
One running deer!

Two, two, two
Two tasty fruits!

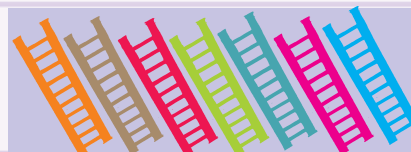Three, three, three
Three playful rabbits!

Four, four, four
Four watchful dogs!

Five, five, five
Five tasty ice creams here!

Six, six, six
Six peacocks dancing!

Seven, seven, seven
Seven ladders leaning on the wall!

Eight, eight, eight
Eight laddus for all of us!

Nine, nine, nine
Nine camels in a line!

☞ Let children sing this number song with appropriate action. Three numbers may be taught a day. Other objects may also be used to teach each number.

MATHEMATICS
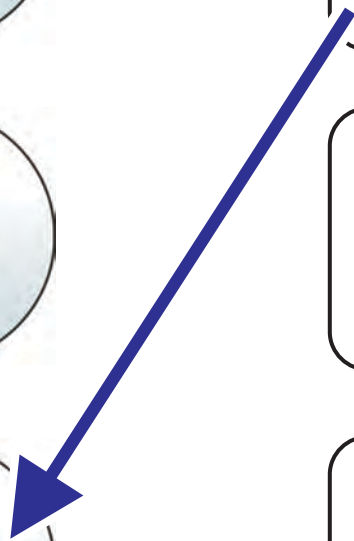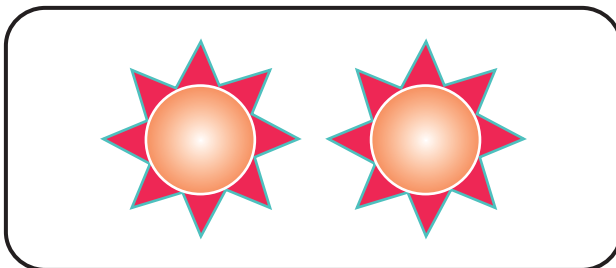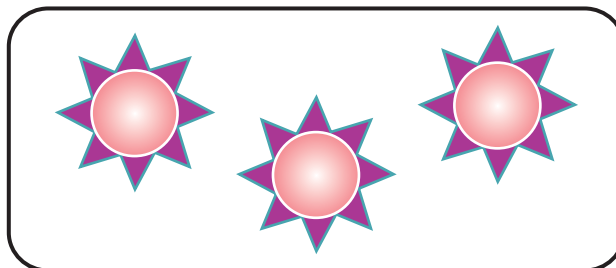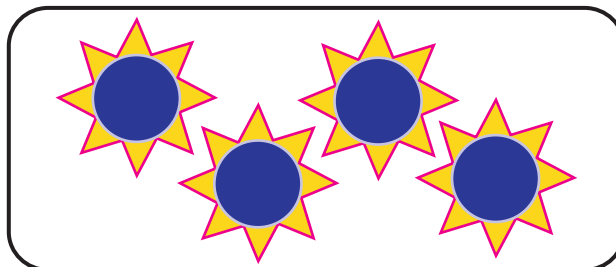
More - Less

Tick(✓) the box that has more objects.

Tick(✓) the box that has less objects.

Count and match.

MATHEMATICS

Look and Count!

MATHEMATICS

☞ Let the children count and say the number of different things in the picture. Let the children practise counting from 1 to 9 using beads, seeds, pebbles, shells etc.

MATHEMATICS

Let us write!

ONE

Let children touch and feel the numbers on emery paper. The children may practise writing three numbers a day.

Let us write!

TWO

2　2

Let us write!

THREE

Let us write!

FOUR

4	4				

Let us write!

FIVE

5

MATHEMATICS

Let us write!

Fruit shop

SIX

MATHEMATICS

6

Let us write!

SEVEN

7

Let us write!

EIGHT

8	8			

MATHEMATICS

Let us write!

NINE

9	9				

Count and write.

	3

MATHEMATICS

Count and write.

MATHEMATICS

	6		

Colour the correct number of objects

3	🌳 🌳 🌳 🌳
5	⭐ ⭐ ⭐ ⭐ ⭐ ⭐
4	🐘 🐘 🐘 🐘 🐘 🐘
6	🦋 🦋 🦋 🦋 🦋 🦋 🦋
9	🦆 🦆 🦆 🦆 🦆 🦆 🦆 🦆 🦆
8	🍓 🍓 🍓 🍓 🍓 🍓 🍓 🍓 🍓
2	🎩 🎩 🎩 🎩
1	🎄 🎄 🎄
7	🕊 🕊 🕊 🕊 🕊 🕊 🕊

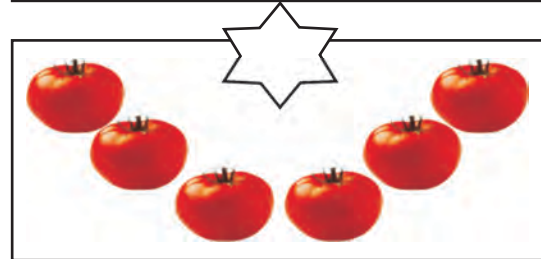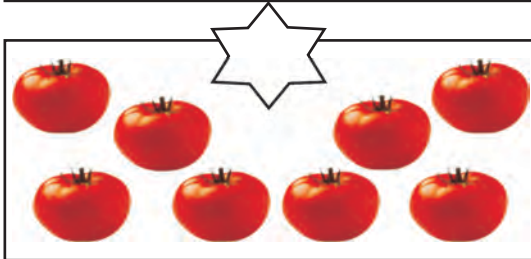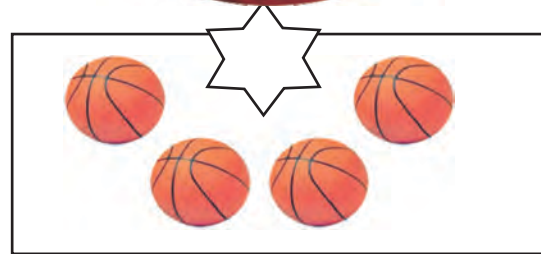**MATHEMATICS**

Draw lines for the numbers.

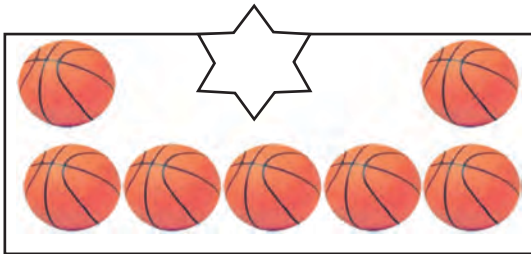|	
5 ‖‖‖	2
8	3
6	7
1	4
9	5

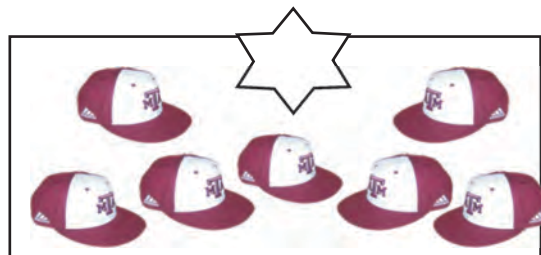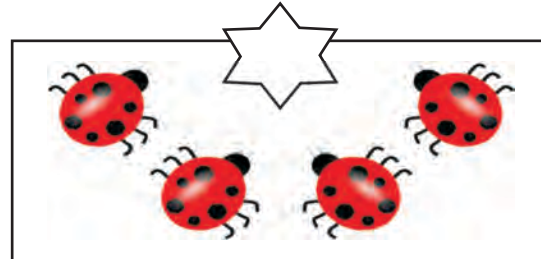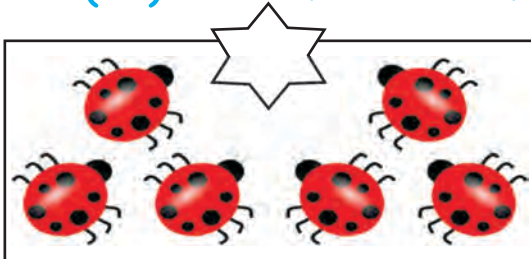# Match the number names.

3

FIVE

7

FOUR

8

THREE

5

SEVEN

4

SIX

9

ONE

1

EIGHT

2

TWO

6

NINE

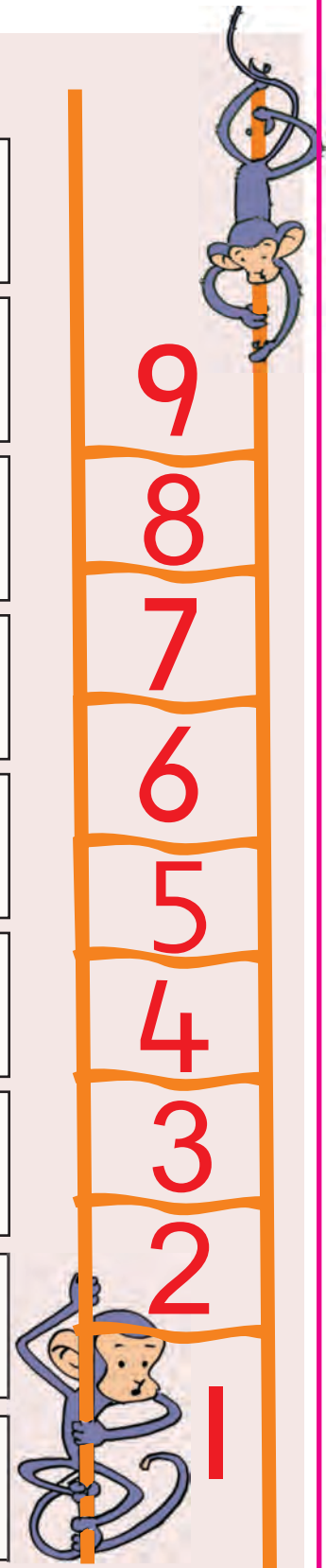# Bigger number - Smaller number

Tick(✓) the bigger number.

Tick(✓) the smaller number.

☞ Introduce the concept of 'more - less' using various objects. Later, help the children to understand 'bigger' and 'smaller' numbers.
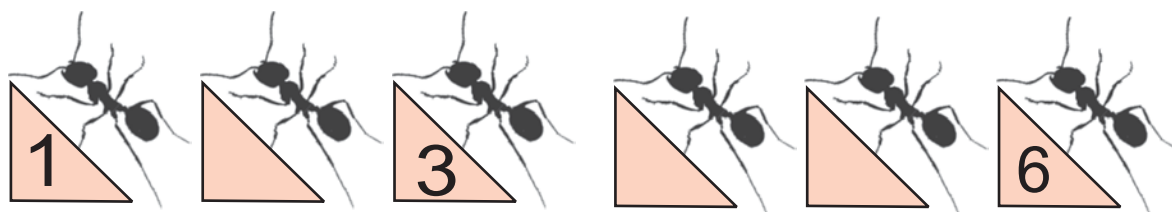
Write the numbers.

1				
2				
3				
4				
5				
6				
7				
8				
9				

9
8
7
6
5
4
3
2
1

MATHEMATICS

I can

Write the missing numbers.

| 1 | 2 | | | 5 | | 7 | | 9 |

| 4 | | 6 | |

| 1 | | 3 | | | 6 |

Write the numbers before 3 and after 4.

| | 3 | 4 | |

Write the numbers that come after 5.

| 4 | 5 | | | |

MATHEMATICS

WWW

Join the dots following the numbers.

MATHEMATICS

3 Addition

One more joins

One lonely rabbit
waiting for a friend
One more joined it
And then there were two.

Two little rabbits
Playing a game
One more joined it
And then there were three

Three frisky rabbits
Wishing there were more
Along came a rabbit
And then there were four.

Four lively rabbits
Jumping up high
One more joined them
And then there were five.

Five little rabbits
Hopping in the sun
Together they played
And had a lot of fun.

MATHEMATICS

☞ Addition denotes 'total', 'together' and 'altogether'.
   Addition can be introduced in this way.
   Draw a circle. Ask 3 children to stand within it. Ask the other children, 'How many children are inside the circle ?' Allow two more children to stand inside the circle. Now, ask the children, 'How many children are there inside the circle altogether?'

Let us go to school together!

My classmate from the next street joined me when I went to school.

We are 2 in number

$$| + | = 2$$

As we walked together, her brother joined us.

Now, we are 3 in number

$$2 + | = 3$$

As we crossed the school playground, 2 more classmates started walking with us.
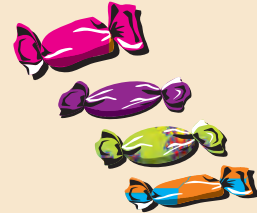
Now, we are 5 in number

$$3 + 2 = 5$$

☞ Using different objects, the teacher may introduce addition and demonstrate various activities.

MATHEMATICS

How many ?

I have 2 chocolates

My friend has 2 chocolates

2 + 2 = 4

Now, we have 4 chocolates altogether.
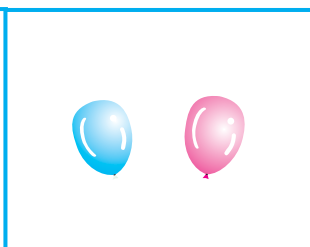
In the garden, there are 3 flowers in a plant.

There are 2 flowers in another plant.

3 + 2 = 5

Now, there are 5 flowers altogether.

MATHEMATICS

If they join together.

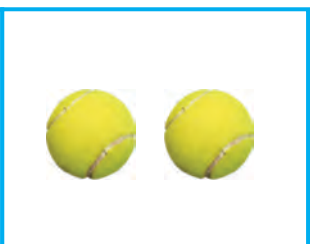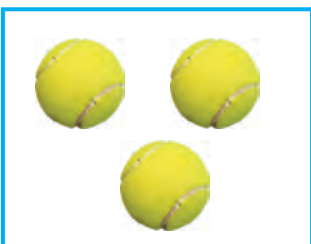**5** balloons and **2** balloons **7** balloons altogether

◯ toffees and ◯ toffees ◯ toffees altogether

◯ balls and ◯ balls ◯ balls altogether

◯ parrots and ◯ parrots ◯ parrots altogether

MATHEMATICS

Count the fingers and add.

$4 + 3 = 7$

$\bigcirc + \bigcirc = \bigcirc$

$\bigcirc + \bigcirc = \bigcirc$

Fill in the table.

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

MATHEMATICS

Draw lines for the numbers and add.

1 + 3 = 4 I III ‖‖‖	1 I + 3 III 4 ‖‖‖
2 + 3 = ☐	2 + 3
5 + 3 = ☐	5 + 3
5 + 4 = ☐	5 + 4

Add and match.

1 + 2	★★★★★ ★★★★	4 + 3
3 + 2		2 + 1
3 + 4		2 + 4
5 +4		4 + 5
4 + 2		2 + 3
5 + 3		3 + 5

MATHEMATICS

I can

Whose balloons are these? Find and colour them.

4 + 4

3+2

2+5

3+3

5+4

1+8

5+1

3+4

6+3

2+7

1+4

3+5

1+7

1+6

2+4

2+6

5   9   6   8   7

MATHEMATICS

'I can, I did'

Student's Activity Record

Subject:

Sl. No.	Date	Lesson No.	Topic of the Lesson	Activities	Remarks

MATHEMATICS