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STANDARD ONE

TERM III

Volume 2

Mathematics

Environmental Studies

NOT FOR SALE

Untouchability is Inhuman and a Crime

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Department of School Education

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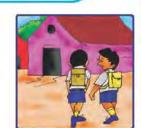




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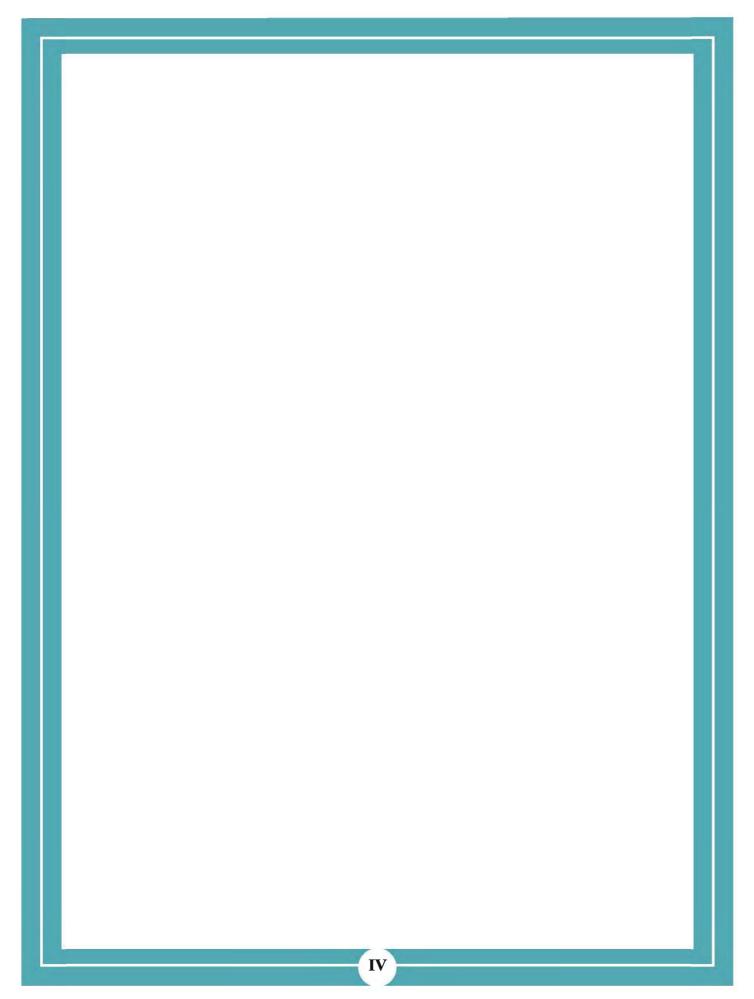




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MATHEMATICS

STANDARD ONE

TERM III

1

Measurements

How do they measure?













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

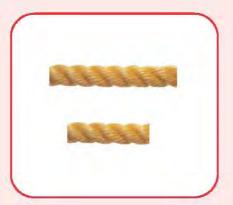
Long - Short







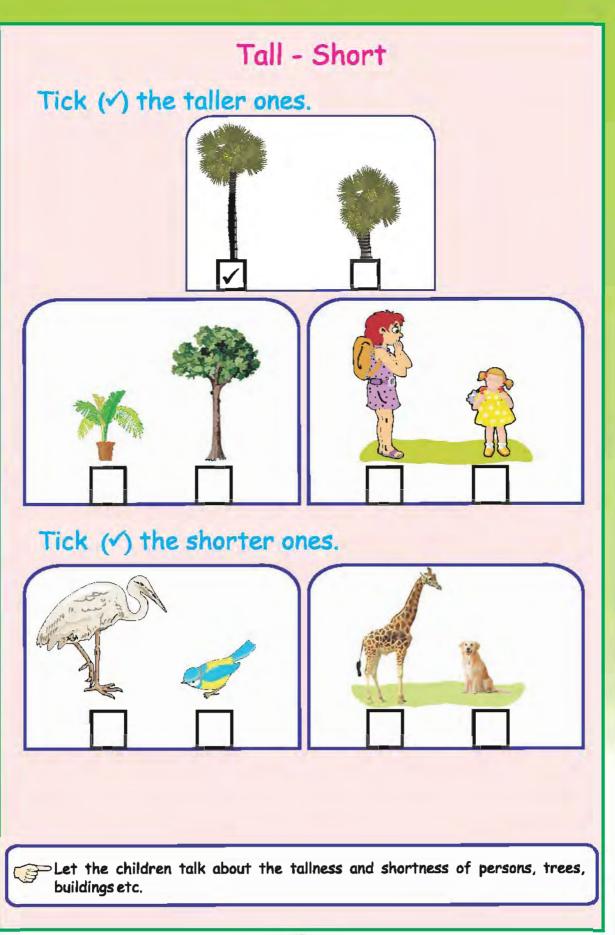




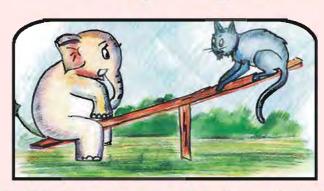




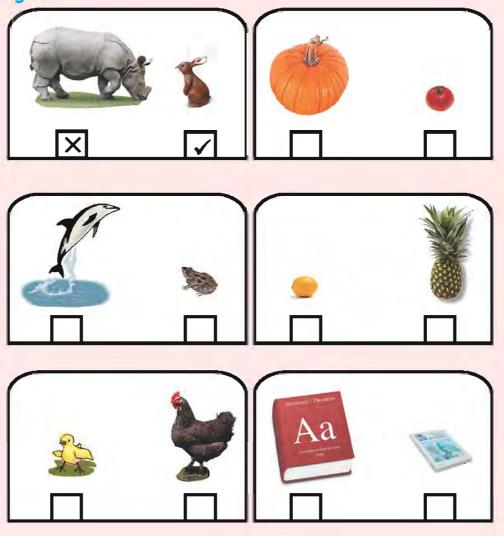
Compare two objects and show them which is longer and which is shorter. Then, help the children put \checkmark on longer objects and \checkmark on shorter ones.



Heavy - Light

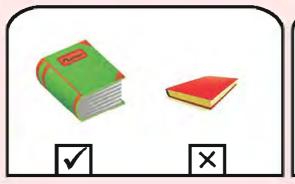


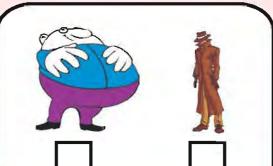
Tick (\checkmark) the lighter ones in weight. Cross (x) the heavier ones in weight.

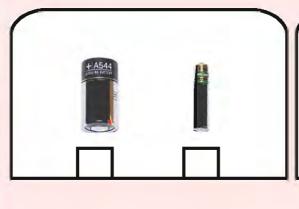


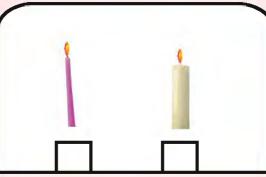
Thick - Thin

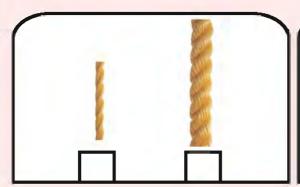
Tick (✓) the thicker ones. Cross (x) the thinner ones.















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

Measure them

My book measures one span of my hand.







Mark the span of your hand in the box.



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



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







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

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







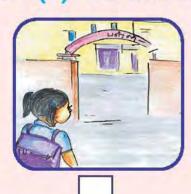
Tick (✓) the morning activities.







Tick (1) the evening activities.







L

Let us play

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

Money

















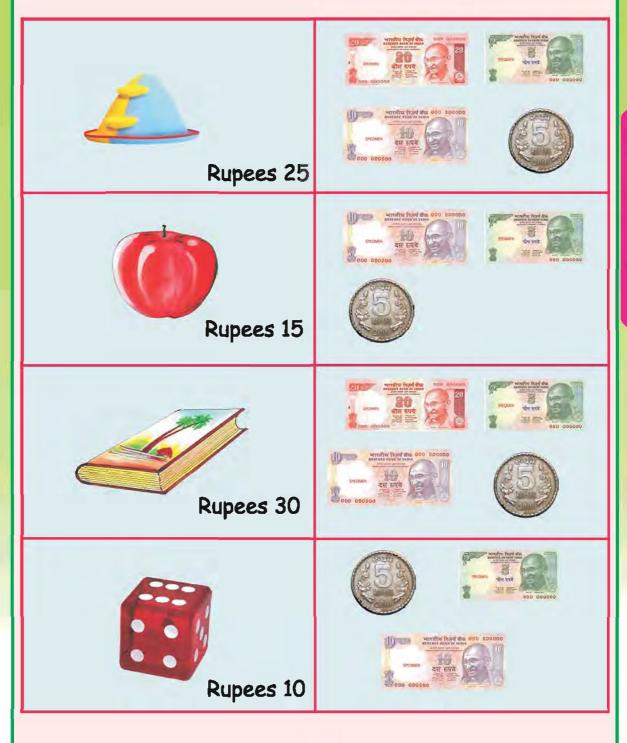


Show the children different currency notes and coins and explain to them their values with everyday examples. Strengthen the concept through a role-play Example: shopping.



I can

Tick (\checkmark) the currencies and coins for the price.

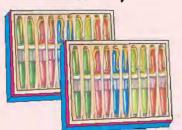


2 Numbers from 21 to 50

Betty buys a box of pens Betty buys a box of pens Pretty pens, pretty pens

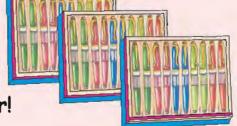


Ten in number, ten in number!

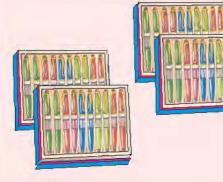


Benny buys a box of pens
Betty gives him one more box
Now, Benny has twenty pens
Twenty in number, twenty in number!

Tippu buys a box of pens
Benny gives him twenty pens
Now, Tippu has thirty pens
Thirty in number thirty is no



Thirty in number, thirty in number!



Flora buys a box of pens
Tippu gives her thirty pens
Now, Flora has forty pens
Forty in number, forty in number!

Fazil buys a box of pens
Flora gives him forty pens
Now, Fazil has fifty pens

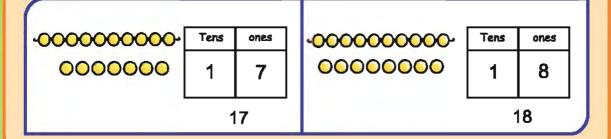


Fifty in number, fifty in number!

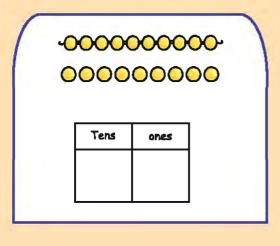


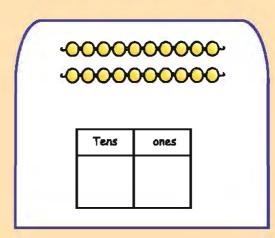
Introduce the numbers from 21 to 50 by using learning materials.

Write down the numbers in tens and ones.

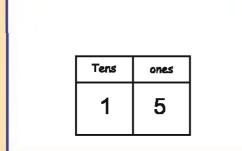


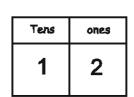
Count the beads and write down the number.

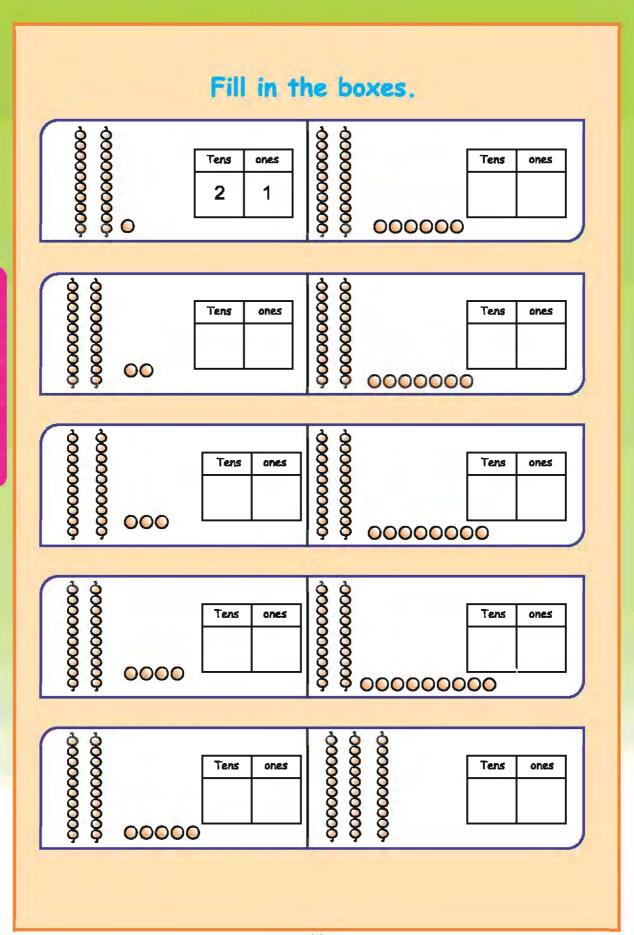




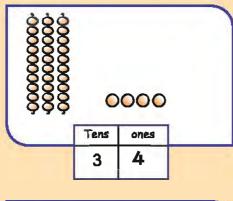
Draw a picture of beads for the numbers given.

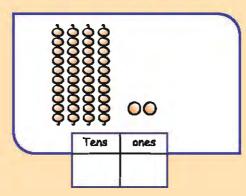


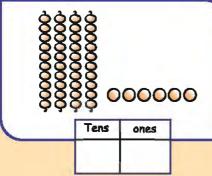


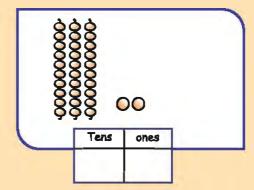


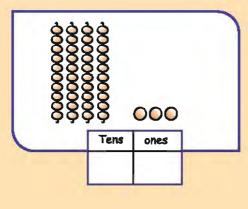
Count the beads and write down the numbers.

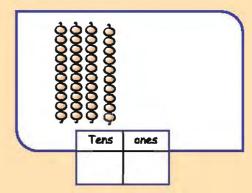


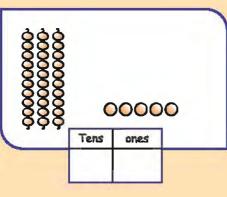


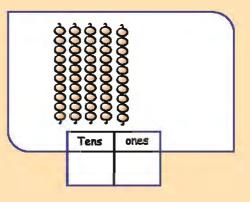




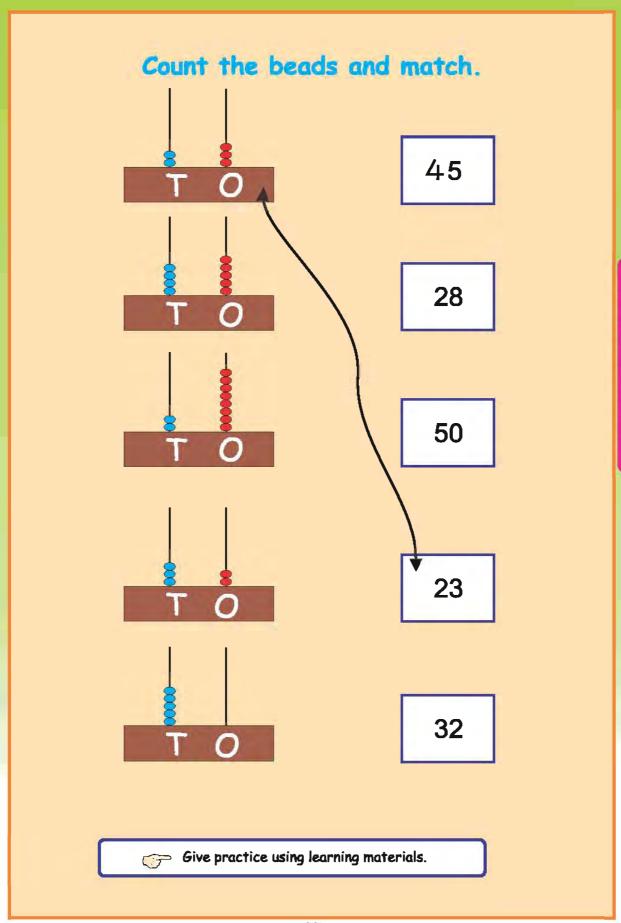








Count the boxes and write down the numbers. Tens Tens ones ones 4 4 Tens Tens ones ones Tens ones Tens ones



I can find out the missing numbers

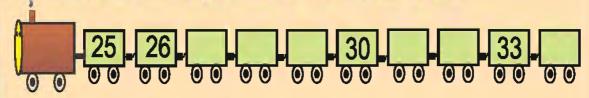
Write the missing numbers.







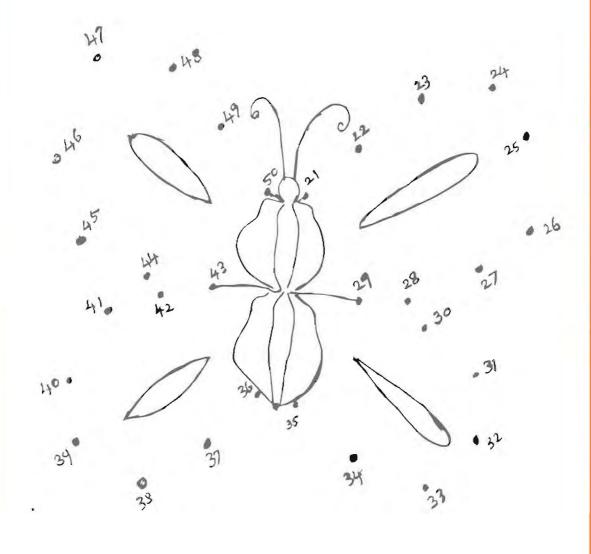
Write the missing numbers on the train.



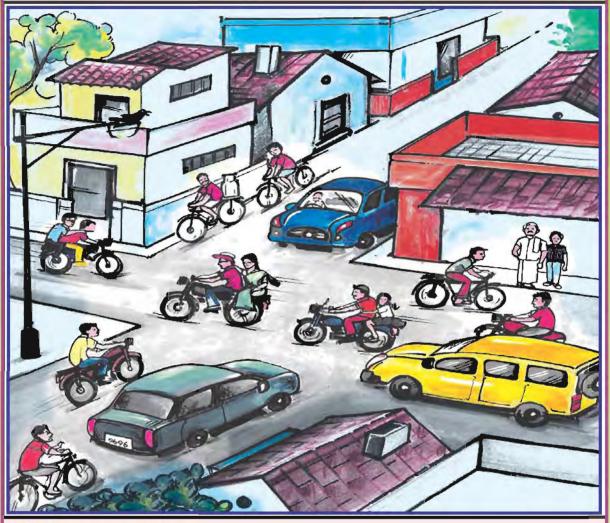
Write the missing numbers in the picture.



Join the dots in order and colour.



Data Handling



Fill in the table.





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

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

Things	Number

Fill in the table.

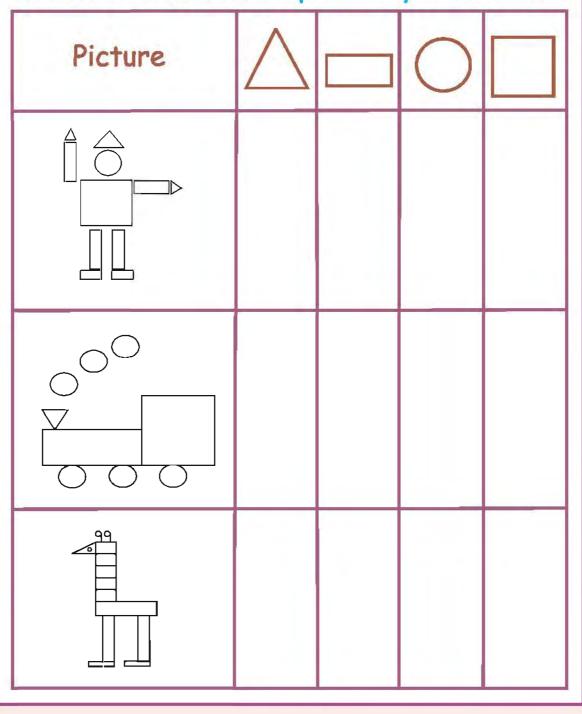
Class		+	H	
1				
2				
3				
4				
5				

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

I can

Distinguish the shapes found in each picture and count them?

Write the number of shapes that you counted.



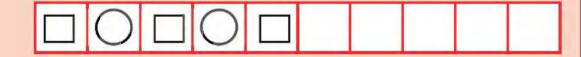
Complete the pattern.























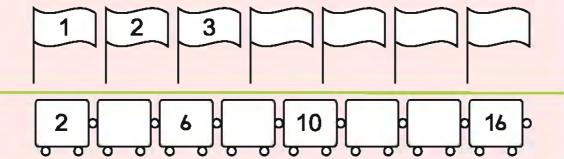




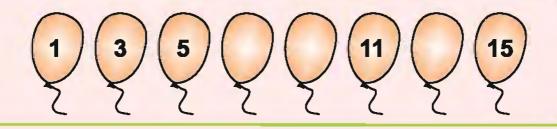


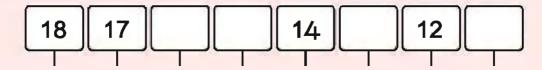


Find out the number patterns and fill in the missing numbers.













I can do

Study the pattern and match.



























Guide the rabbit.

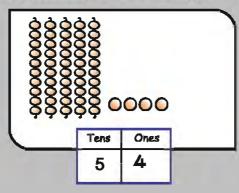


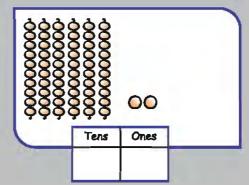
Write down the numbers that the rabbit comes across.

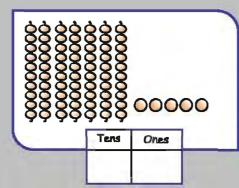
2,4, -, -, -, -, -, -, 20

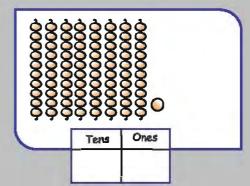
4 Numbers from 51 to 100

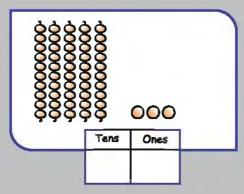
Count the beads and write down the numbers.

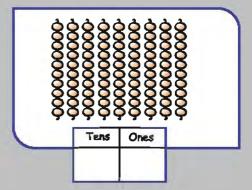






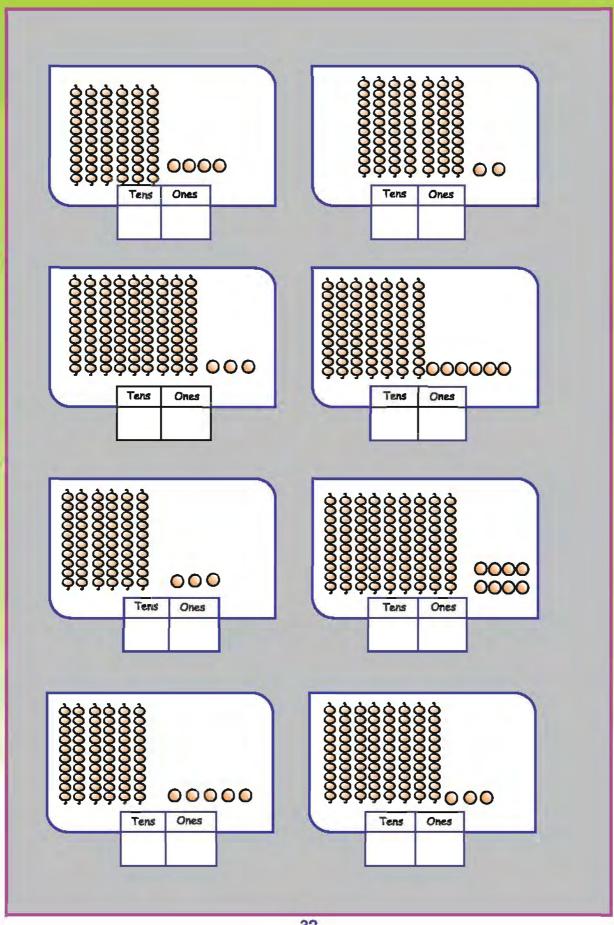


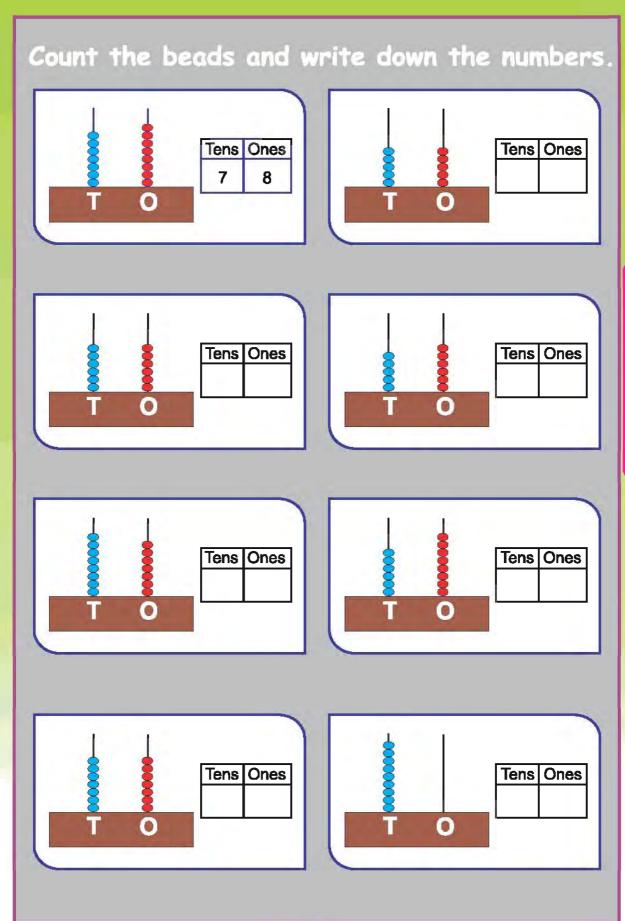


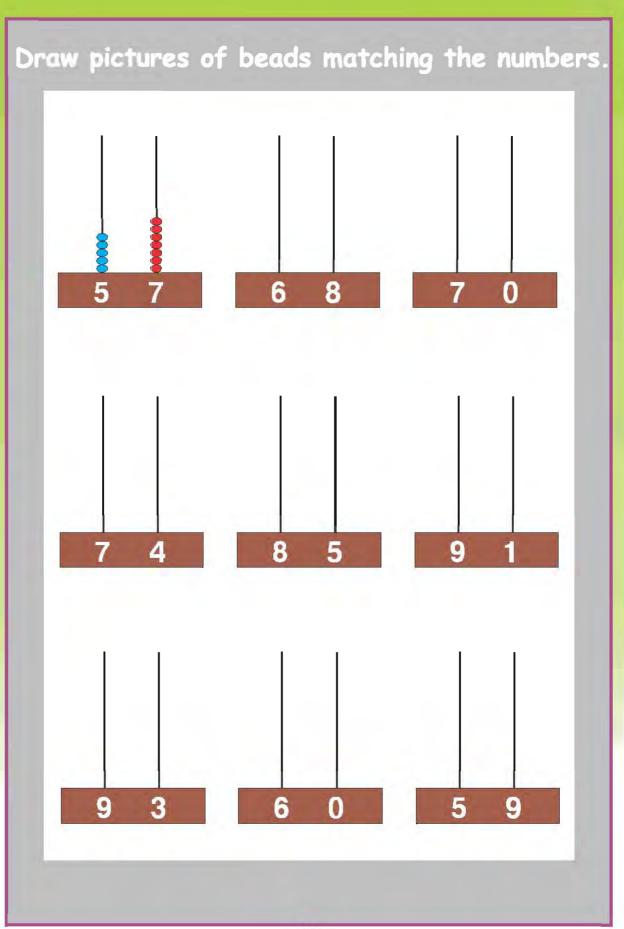


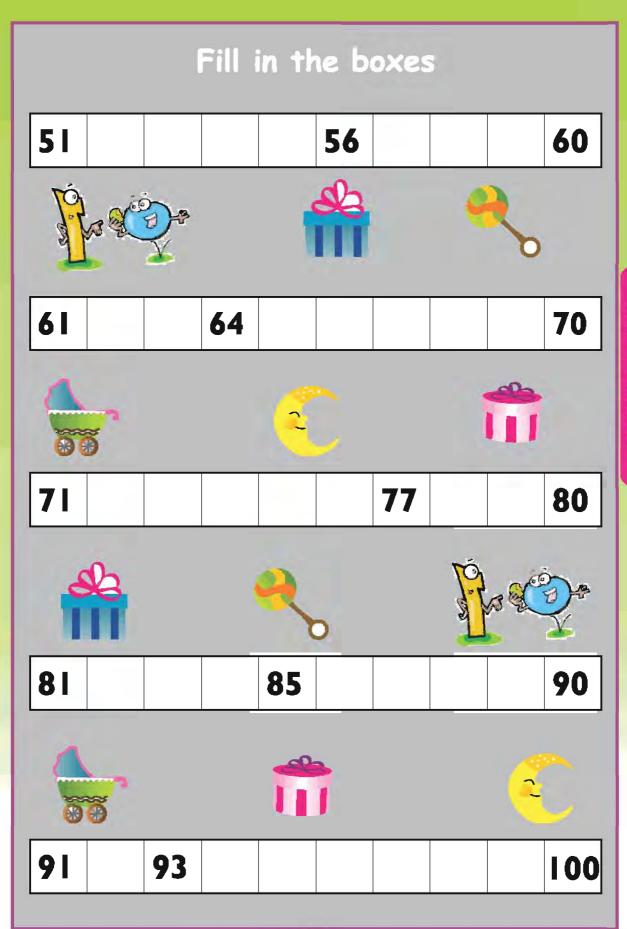


Encourage the children to count and write the numbers from 51 to 100 using learning materials. Then, let the children do the above exercise.







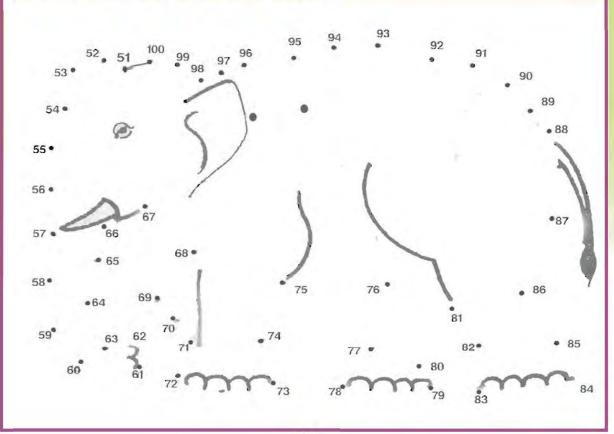


I can do

Fill in the table.

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

Join the dots and colour.



Follow the pattern and colour the numbers.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

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

Subject:

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