GOVERNMENT OF TAMIL NADU

STANDARD ONE

TERM - I

MATHEMATICS
ENVIRONMENTAL SCIENCE

Department of School Education

Untouchability is inhuman and a crime

Government of Tamil Nadu

First Edition - 2026

(Published under New Syllabus
in Trimester Pattern)

NOT FOR SALE

A call can change your life (24×7 toll free helplines for children below 18 years)

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Research and Training

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Tamil Nadu Textbook and Educational
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Foreword

The early years of childhood are a time of wonder-when curiosity is boundless, imagination is vivid, and every experience becomes a step in the journey of learning. These textbooks for Classes 1 to 3 have been developed to honour this spirit, creating a learning experience that is joyful, meaningful, and engaging.

Developed as part of the **Tamil Nadu State Education Policy-2025**, these books mark a significant step towards strengthening foundational education in the State. The vision and direction provided by the **Hon'ble Minister for School Education** have ensured that the policy's emphasis on child-centred, competency-based, and inclusive learning is meaningfully reflected in these materials.

The leadership of the **Additional Chief Secretary,** School Education has been instrumental in ensuring the integration of 21st-century skills and knowledge, and in shaping the textbooks into engaging story-driven learning experiences.

This is further reflected in a competency-based approach to curriculum and assessment that moves beyond rote learning to foster deep conceptual understanding and meaningful application. The integration of value education to build character, along with life skills, art and motor skill development, enables the holistic development of the child.

The members of the High-Level Curriculum Expert Committee, the Chairperson and the members of the Curriculum Development Committee, have provided constant guidance, shaping and refining these materials through their insights and expertise, alongside the contributions of educators and practitioners acknowledged elsewhere in this book.

At this foundational stage, learning must build strong foundations while supporting the overall development of the child. These textbooks bring together a carefully designed set of features that make learning active, engaging, and meaningful:

- Opportunities for speaking and listening, building confidence in expression
- Activities that strengthen logical thinking and conceptual understanding
- Integrated spaces for reading and writing practice within lessons
- Fine and gross motor skill development through drawing, colouring, tracing, and movement-based tasks
- Simple avenues for independent learning and self-reflection

The books also integrate values and life skills, helping children develop empathy, cooperation, responsibility and confidence.

Learning is guided by a competency-based approach that moves beyond memorisation towards understanding and application. Assessment is embedded within the learning process, making it continuous, meaningful and supportive.

These textbooks are learning companions that invite children to explore, think and express. They represent a shared commitment to enabling every child to learn with joy, grow with confidence, and build a strong foundation for the future-advancing a vision of **"Education reimagined, inclusive, equitable, and future-ready".**

DIRECTOR
State Council of Educational
Research and Training (SCERT)
Tamil Nadu

THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a **SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC** and to secure to all its citizens:

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity;

and to promote among them all

FRATERNITY assuring the dignity of the individual and the unity and integrity of the Nation;

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

STANDARD ONE

TERM – I

MATHEMATICS



Preface

The Tamil Nadu State Education Policy (TNSEP), 2025 emphasises activity-based, play-oriented and experiential learning at the primary stage to ensure that children attain competency based learning.

Unique elements to develop Math skills



Let us Learn

Connects lessons to everyday experience through stories and life situation



Let us Do

Helps children develop coordination and master new concepts by doing activities



Let us Practise

Strengthens foundational Math through games and activities



Let us Explore

Exhibits logical thinking

The term 1 textbook is organised into two units. These units follow a spiral approach.



Unit - 1

- learns spatial relationships
- handles numbers



Unit - 2

- performs number operations
- compares length

Distinctive features of the textbook



Holistic Learning
Integrates art, motor skills, life skills and values



Teacher's Handbook
Scaffolds teachers with activity descriptions and additional inputs beyond the textbooks



Digital Resources
Provides children with experiental, self-paced and various learning styles

Assessment and Remediation

The activities suggested in the textbook develop logical thinking, analytical skills, mathematical communication and 21st century skills through open-ended questions and exploration.



Learning Check
Provides scope at the end of each lesson to track the level of attainment of concepts



I can Do
Critical Learning Outcomes (CLOs) are measured through oral activities, written activities and projects

In the present technological era, the children get a lot of exposure through various platforms and social interactions. Besides, the textbook is one of the resources for developing basic numeracy skills in the children. Hence, teachers are expected to go for multiple resources for accessing to additional activities for reinforcement of content, strengthening the content through multiple assessment tools for the effective application of concepts in real life situations and for developing mathematical thinking among our children.

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Lessons

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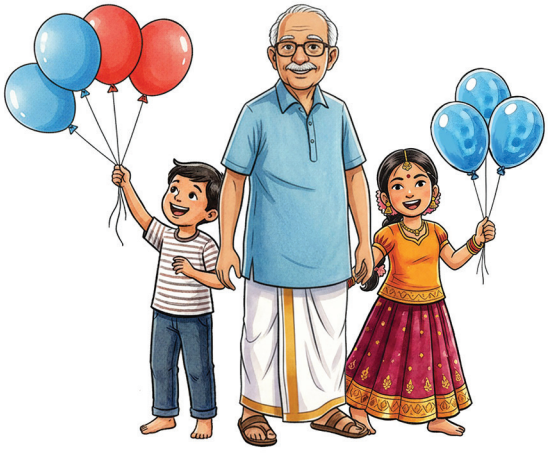
4. What are Missing? 36



Unit - 2



Lessons

5. Who has More? 45

6. Total Balloons 47

7. Things Around Me 58

8. Remaining Balloons 65

e-book i-book THB

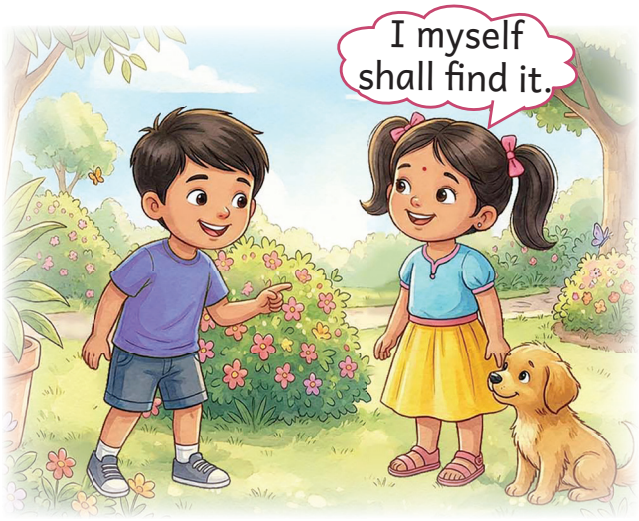
Unit 1

1. Where is the Ball?

Let us Learn

Kavitha was searching the ball for a long time. At that time, her brother came there.















After taking the ball, they played together happily.

THB

Narrate the story and encourage children to develop vocabulary related to spatial relationships, such as *inside - outside, above - below, on - under, before - after, top - bottom* in the story.

Let us Do

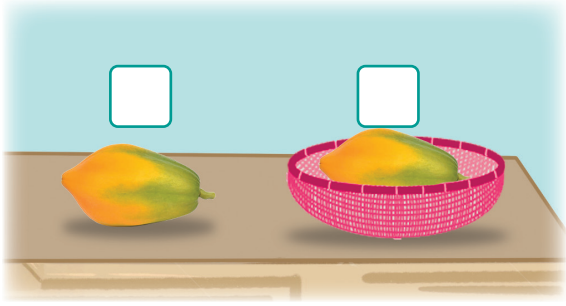


THB

Make the children stand in a circle. Play the game by giving commands using the words *inside - outside* and *top - bottom.*

Let us Practise

Tick (✓) the papaya inside the basket.



Tick (✓) the bird found outside the nest.

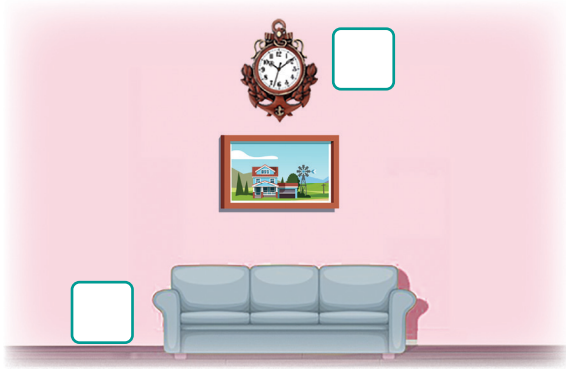


Draw some objects that may be found outside the house given below.

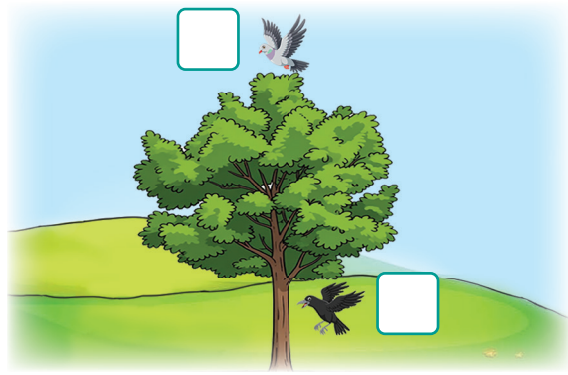


Let us Practise

Tick (✓) the object that is found **below** the picture.



Tick (✓) the bird that is flying **above** the tree.



Colour the object that is found **below** the ball **BROWN**.



Colour the cloud **above** the aeroplane **BLUE**.



Draw a  **above** the boat and a  **below** the boat.



Let us Practise

Tick (✓) the stone at the **top**.



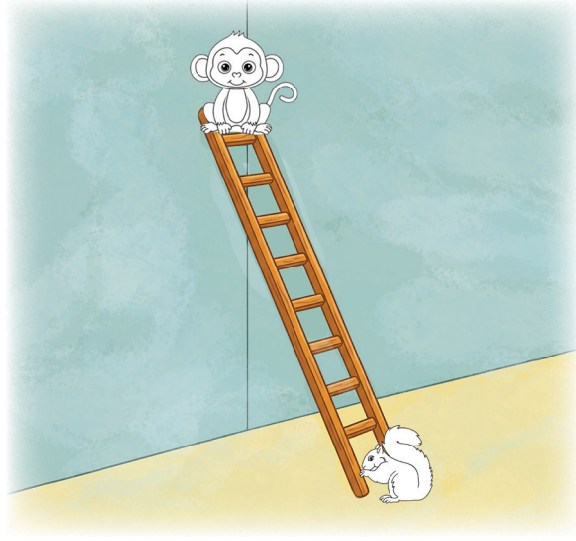
Tick (✓) the person standing at the **bottom** of the hill.



Colour the bird on **top** and the animal at the **bottom**.



Colour the animal at the **top** and the one at the **bottom**.



Draw a ☺ at the **top** and a 🧍 at the **bottom** of the tree.



Let us Practise

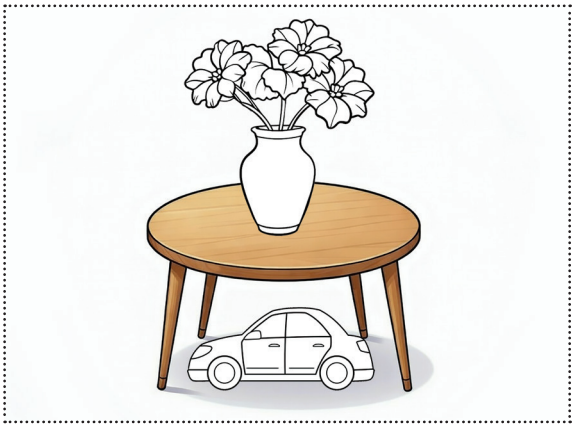
Tick (✓) the object that is **on** the table.

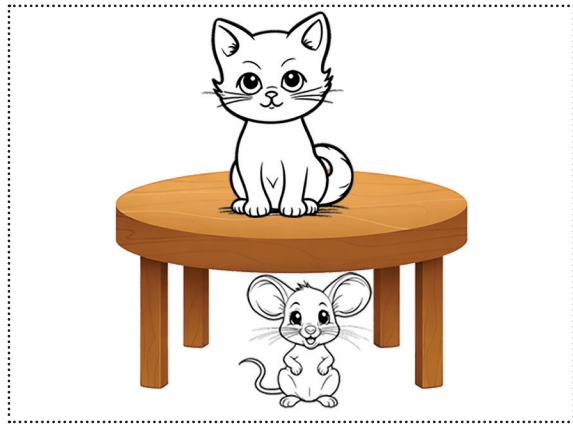


Tick (✓) the animal which is **under** the tree.

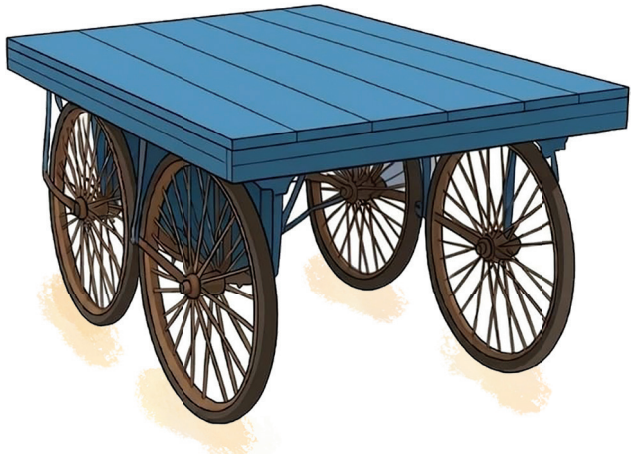


Colour the objects **on** the table **RED** and **under** the table **GREEN**.



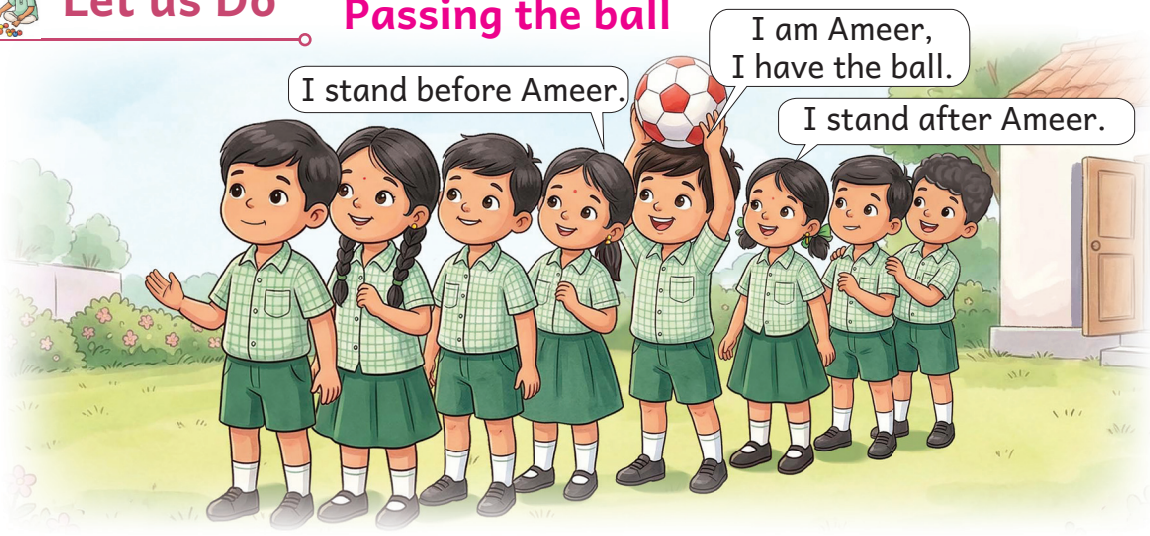


Draw an object **on** the cart in **PURPLE** and **under** the cart in **BROWN**.



Let us Do

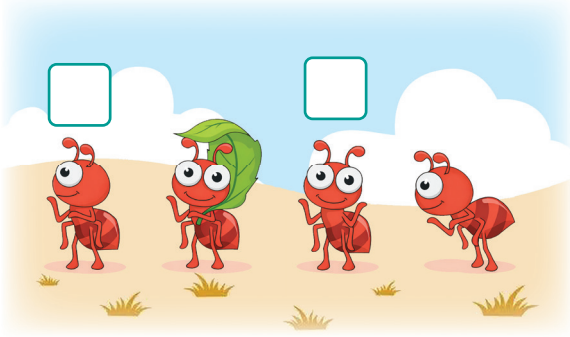
Passing the ball



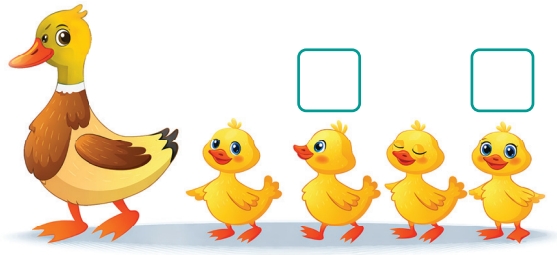
Make the children stand in a line. When the teacher says 'start', the children should start passing the ball. When she says 'stop', they should stop passing the ball. The children should then say their positions.

Let us Practise

Tick (✓) the ant that goes before the one with a leaf.



Tick (✓) the duckling that comes after the one with its eyes closed.



Draw a before the bird and a after the bird.



2. Things I Like

Let us Learn

Anbu is packing for a trip with his father. Can you help him sort these things separately?



Children of green team and red team want to pack their things separately. Can you help them sort these things?



THB

Narrate the situation and encourage the children to do the packing by sorting things based on colour, size and shape.

Let us Do

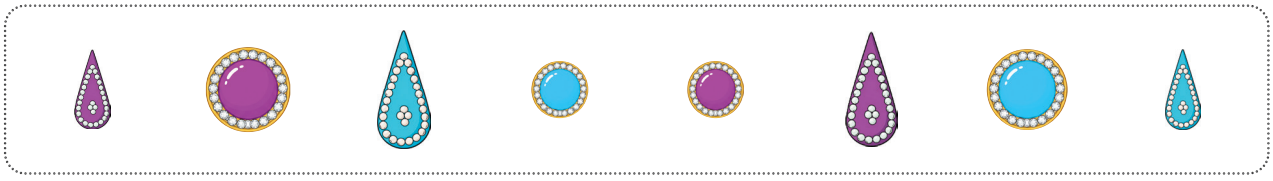


THB

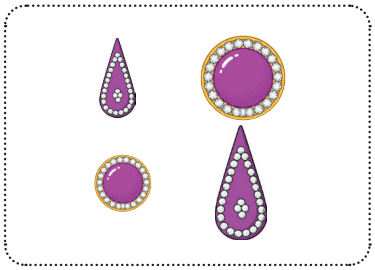
Encourage the children to sort the leaves based on their colour, size and shape. The activity can be extended using twigs, seeds and stones.

Let us Practise

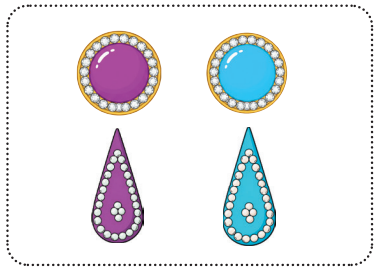
Observe the stickers given below. Sort them in the other ways by drawing them in the boxes.



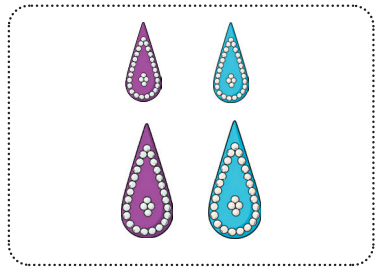
Based on colour



Based on size



Based on shape

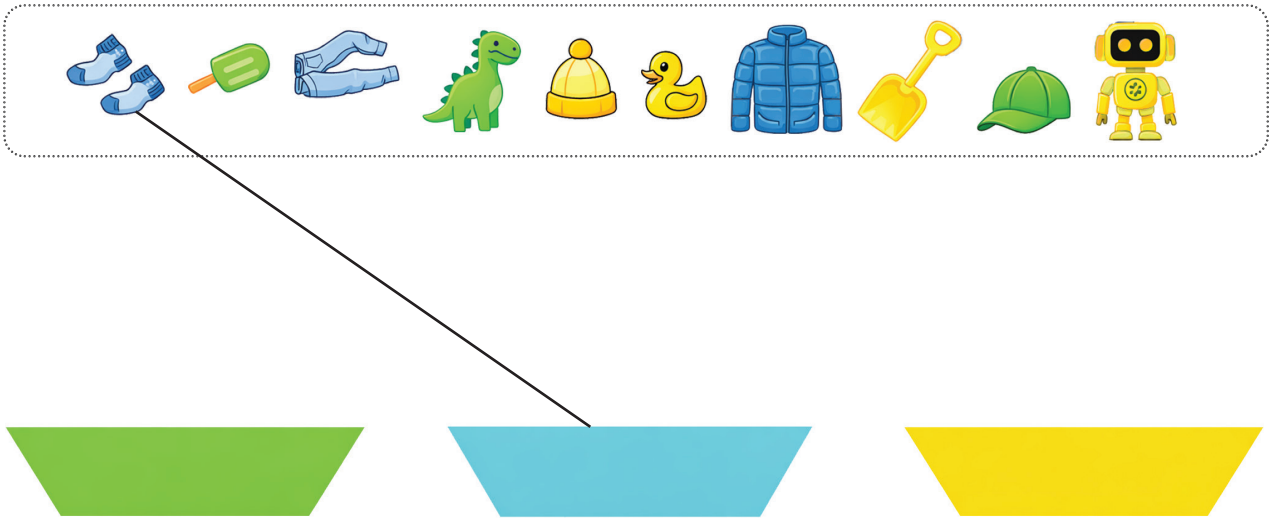


Let us Explore

Circle the RED coloured objects.



Match the objects with the colour of the tubs.



Draw a fruit bigger than this!

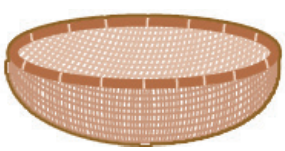
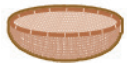


Draw a balloon smaller than this!



Let us Explore

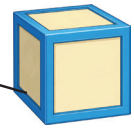
Match the fruits with the correct basket.



Join the objects of the same shape.



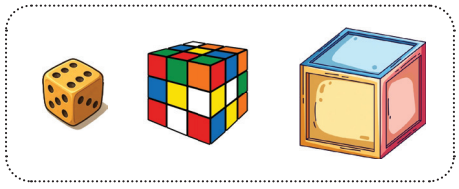





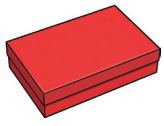


Who is correct?

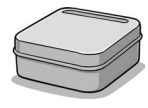





Can you say different ways of sorting the given objects?

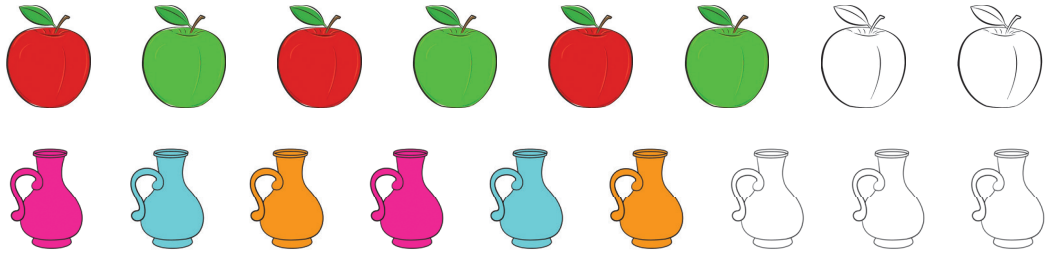





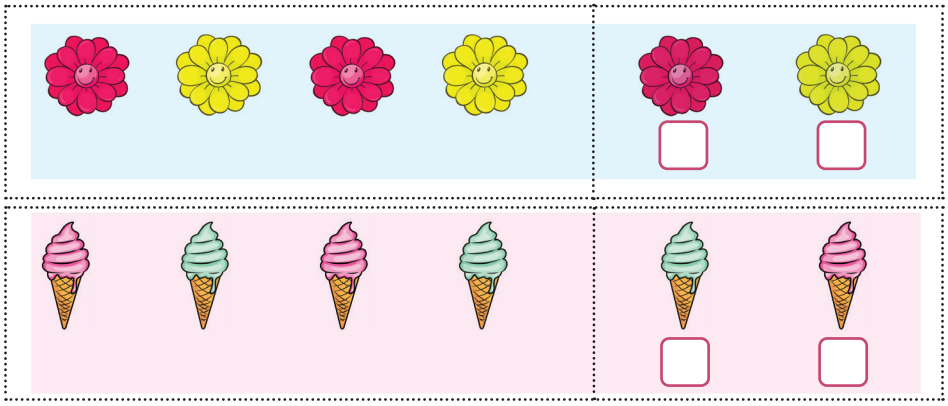


Let us Practise

Complete the pattern.



Observe the pattern and tick (✓) the next one.

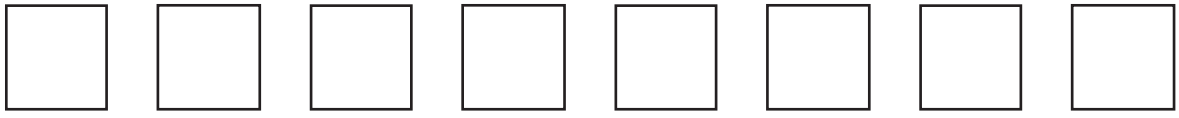


Let us Explore

Tick (✓) the odd one out in the given pattern and explain.



Make the correct pattern by colouring them.



Observe the pattern and colour the shape correctly.



THB

Encourage children to observe patterns in their daily life situations. Provide them the opportunities to create patterns.

Let us Do



THB

Ask children to collect some objects available in the classroom. Blindfold a child and tell him to take an object; let the child touch, feel and say whether it is flat or round!

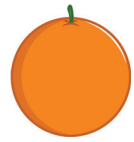
Let us Practise

Tick (✓) the flat objects.


☐

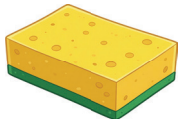

☐


☐

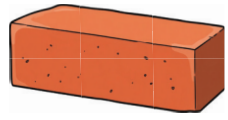

☐

Circle the round objects.

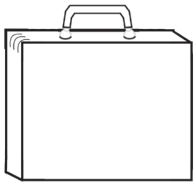


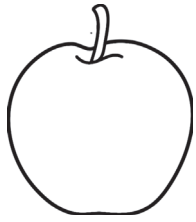






Colour the flat object.





Can an object be both flat and round?



Colour the round object.





Let us Do

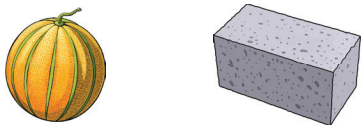


THB

Ask the children to do a practical activity by collecting objects and checking whether they roll or slide when placed on a slider.

Let us Practise

Circle the rolling object.



Box the sliding object.



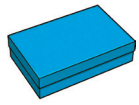
Circle the object that rolls and slides.



How can an object both roll and slide?



Tick (✓) the nature of the given objects and draw another object with same nature.

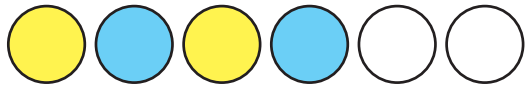
 ☐ Rolling ☐ Sliding ☐ Both rolling and sliding	 ☐ Rolling ☐ Sliding ☐ Both rolling and sliding	 ☐ Rolling ☐ Sliding ☐ Both rolling and sliding

Learning Check

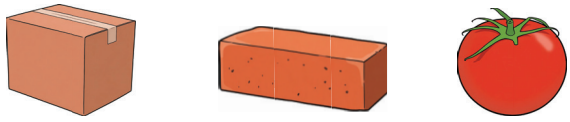
1. Circle the green coloured objects.



2. Complete the pattern.



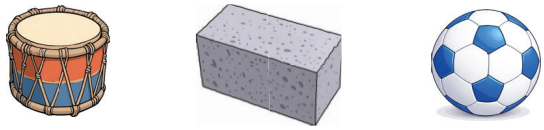
3. Circle the round object.



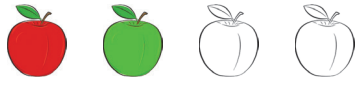
4. Tick (✓) the sliding object.



5. Circle the object that both rolls and slides.



What I learnt

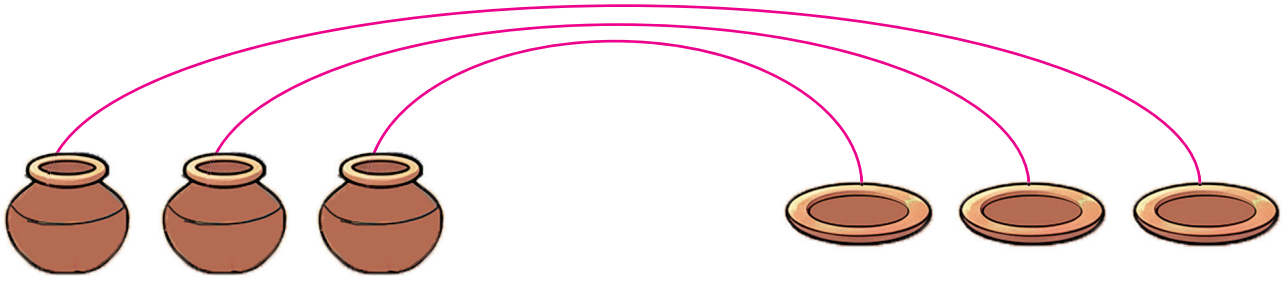
Sorting objects			
Patterns in colour			
Flat and round objects			
Rolling and sliding objects			

3. How Many Toys?

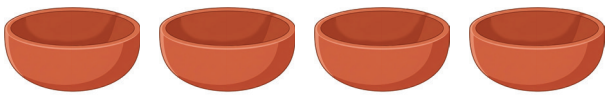
Let us Learn

Kavitha and Ravi make toys using clay.





We have done one. Try matching the other!



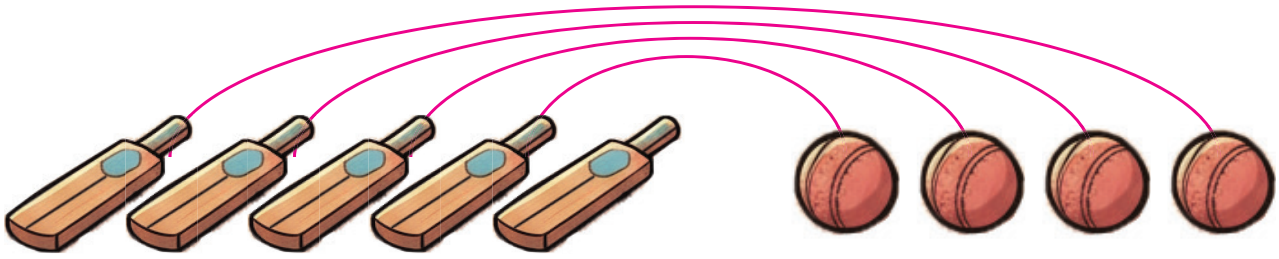


THB

Teacher has to pair the pot and plate in different ways. Encourage the children to observe the objects in their classroom; draw them on the board and match them with their pairs.

Let us Learn


Let us find who made more.
Let us match them one-to-one to find who made more.




I have more bats than balls.
I have less balls than bats.

Let us Do



Encourage the children to collect materials such as sticks, beads, seeds, pebbles and do activities in pairs to make them understand the concept of *more*, *less* or *equal* .

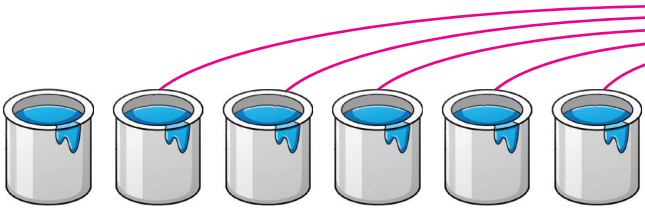
Let us Practise

Match one-to-one.

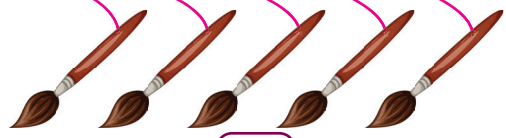


Let us Practise

Match one-to-one and tick (✓) which is more.



✓



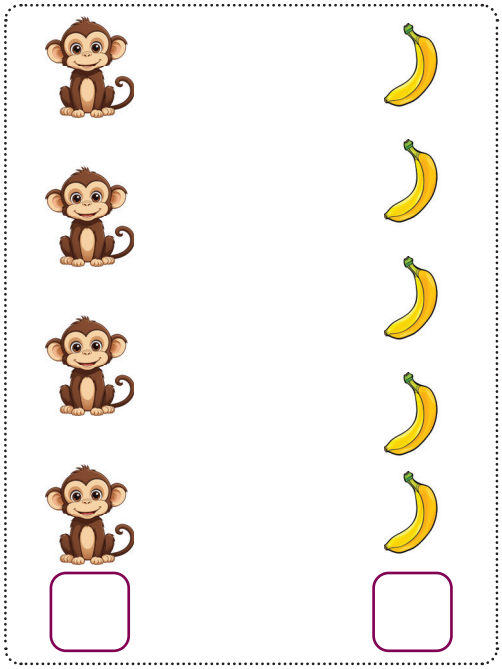


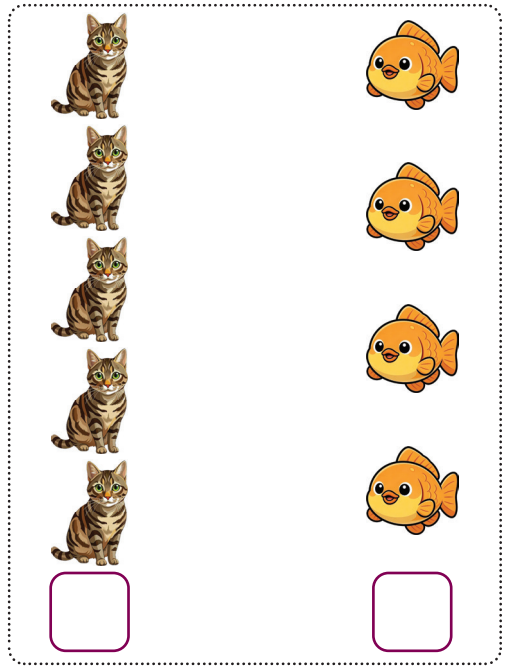






Match one-to-one and tick (✓) which is less.

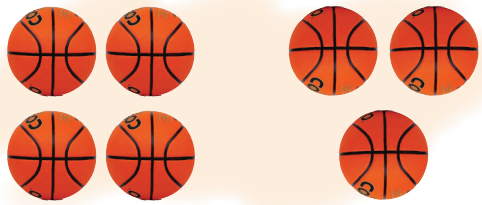




Let us Practise

Tick (✓) which is **more**.





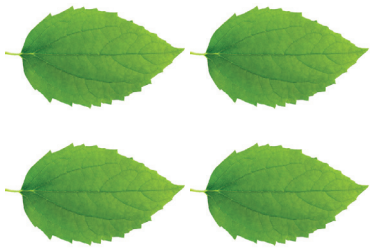
Tick (✓) which is **less**.



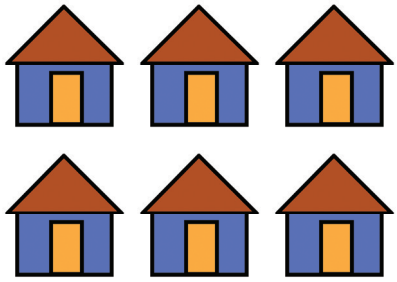


Let us Explore

Draw **more** leaves than the given leaves.



Draw **less** houses than the given houses.



How many are we?

Peter was playing in the garden. Then it started to rain.





















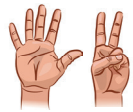
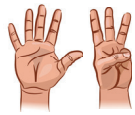
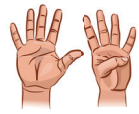




THB Teacher has to narrate the story and make the children talk about numbers by asking questions about members of the family, number of pets, number of friends and so on.

Let us Learn

Numbers from 1 to 9

		1 One
		2 Two
		3 Three
		4 Four
		5 Five
		6 Six
		7 Seven
		8 Eight
		9 Nine

Let us Do

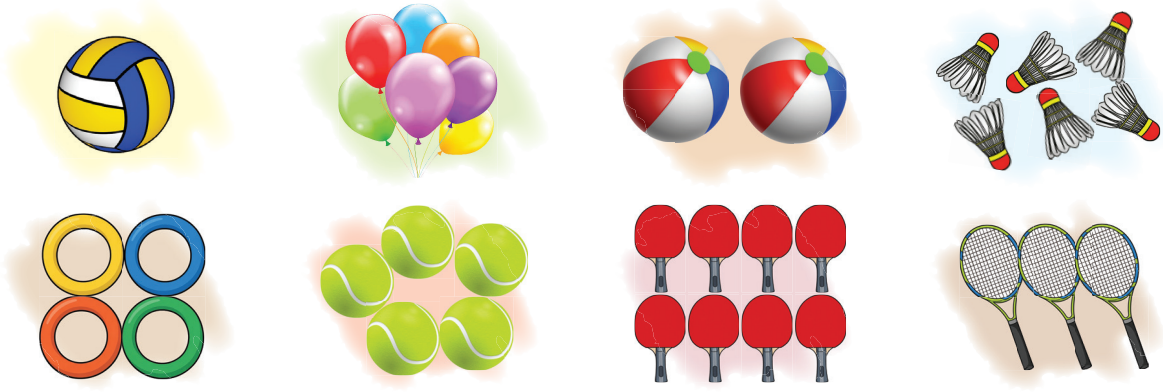
Finger play



Make the children play in pairs. Tell one child to show a number using fingers. Other child has to show the same number using fingers in a different way. Encourage children to show the numbers 1-9 in all possible ways.

Let us Practise

Count and say.



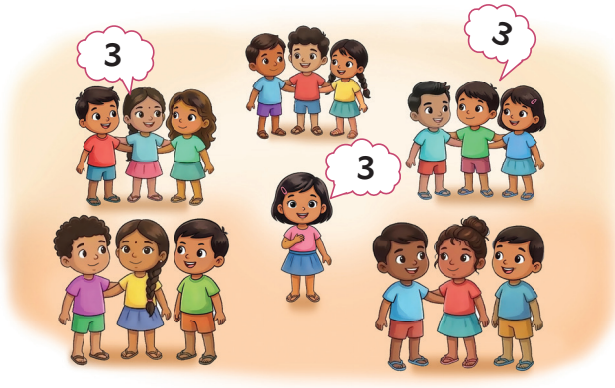
Count and match.



Let us Do

Number game





THB

A child has to say a number. The children standing as circle have to form groups as per the number. For example, if a child says 3, the children form groups of 3 and say the number aloud.

Let us Explore

Draw beads according to the number of pictures.





Read the numbers.

1 5 2 6

8 3 9 7 4

Let us Do

Trace the numbers



I have traced the number 3.



I have traced the number 4.

THB Teacher has to use sand paper numerals available in the math kit and encourage children to trace the numbers 1 to 9.



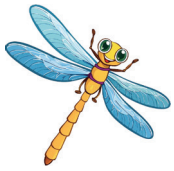
Let us Practise

Join the dots.













Let us Learn



1								

2	2	2	2	2	2	2	2	2

3	3	3	3	3	3	3	3	3

THB

Encourage children to observe the picture, count the objects and say the number aloud. Followed by this, let them undertake writing practise.

Let us Practise

Count and match.

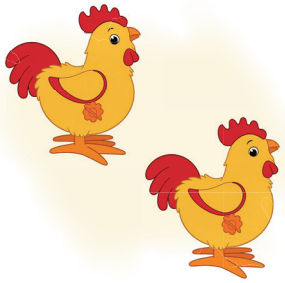


3

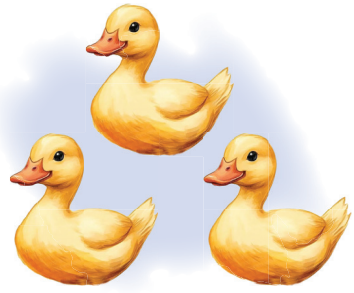
1

2

Count and write.





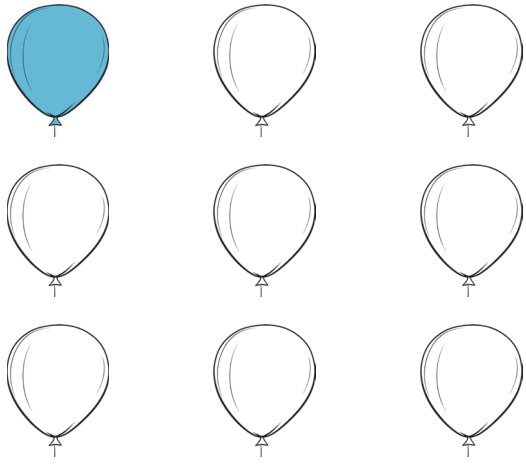


Colour the balloons for the given numbers.

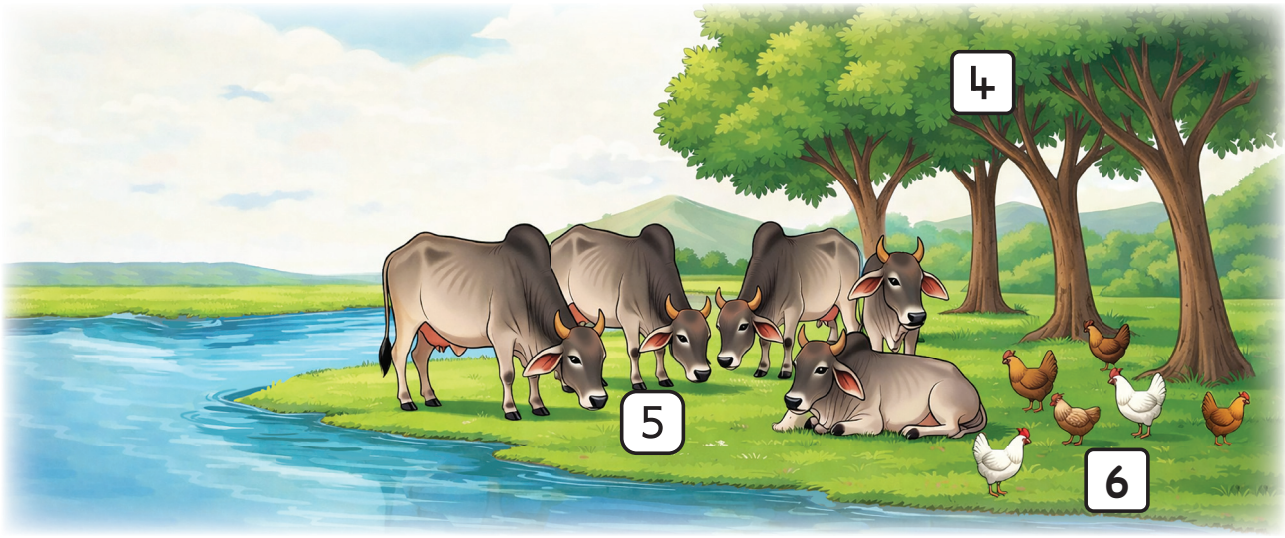
1

2

3



Let us Learn



4	4	4	4	4	4	4	4	4

5	5	5	5	5	5	5	5	5

6	6	6	6	6	6	6	6	6

Let us Practise

Count and write.



Colour the pictures for the given numbers.

5



2



4



1



6



Let us Learn



7	7	7	7	7	7	7	7	7

8	8	8	8	8	8	8	8	8

९	९	९	९	९	९	९	९	९

Let us Practise

Count and write.



2

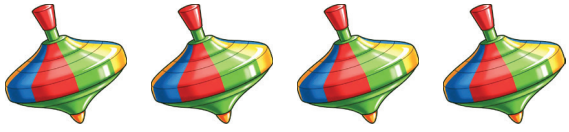










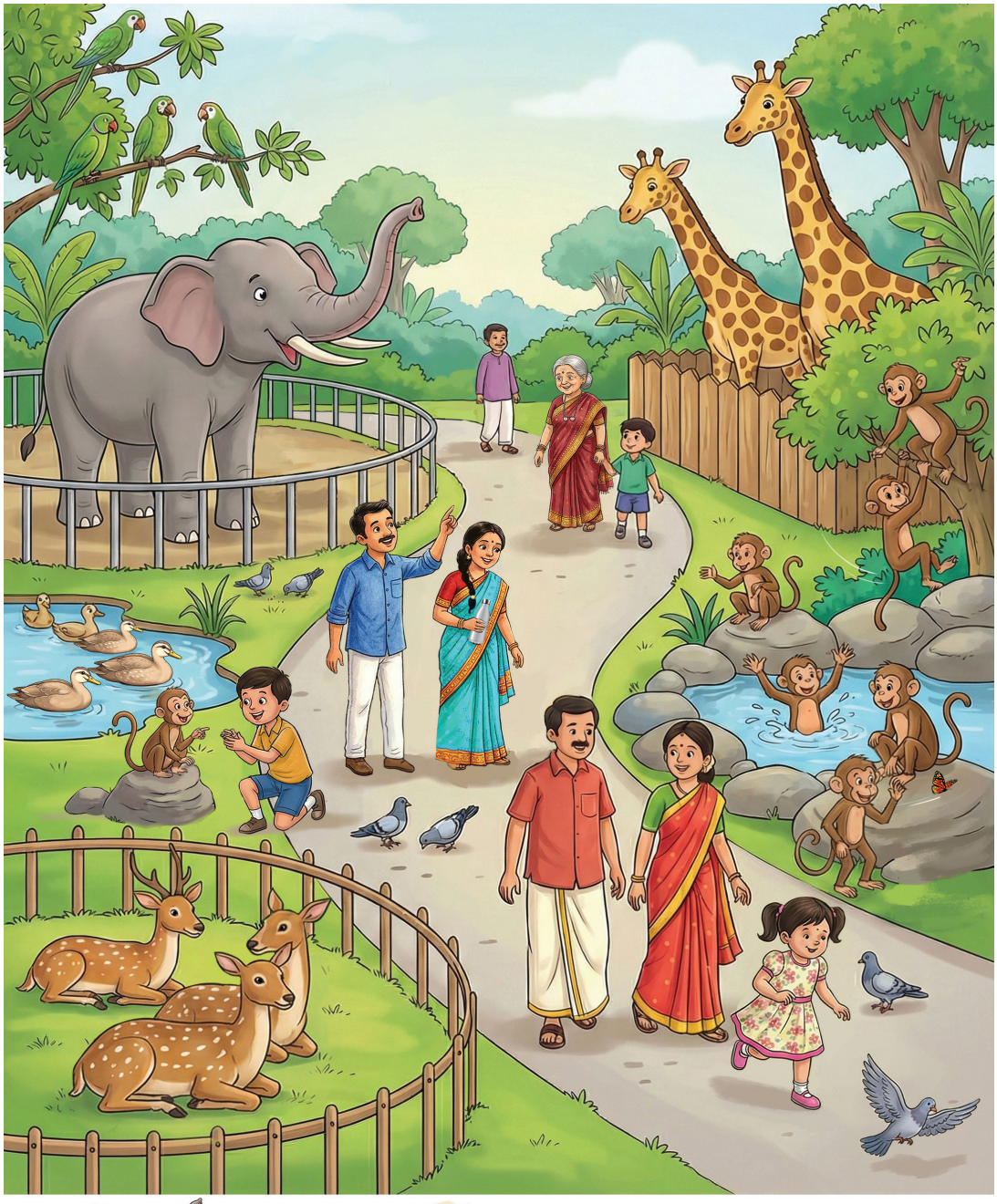


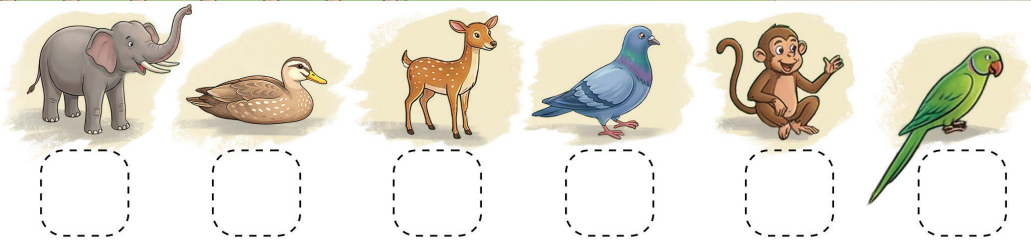




Let us Explore

Observe the picture, count and write.



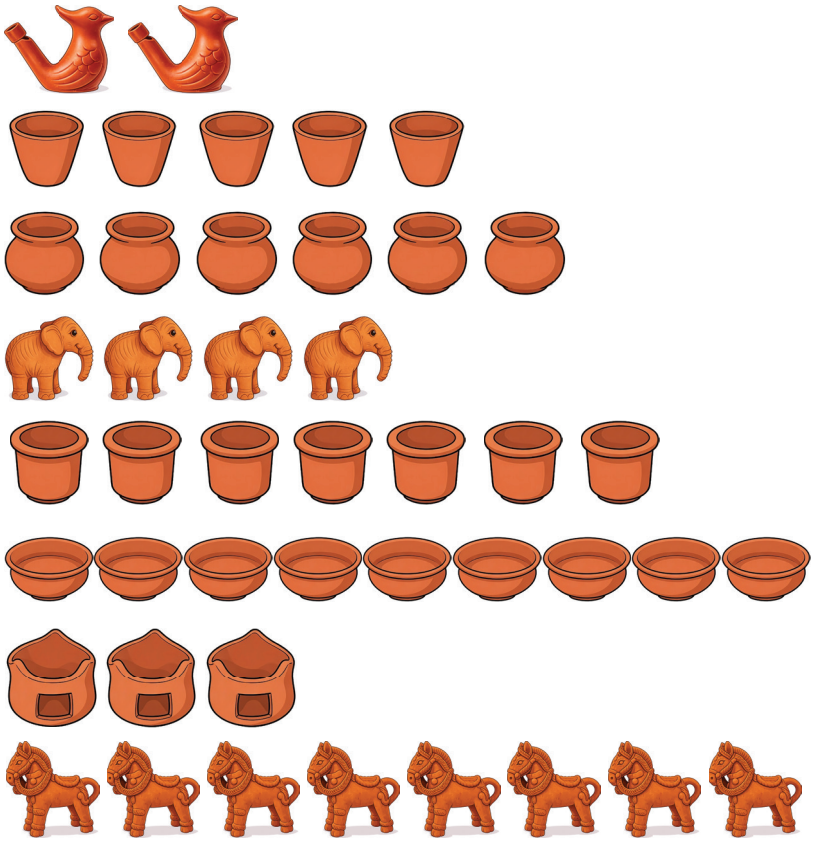


THB

Encourage the children to count and write the number of animals and birds. Extend the activity by asking questions like "How many giraffes are there?" and so on.

Let us Explore

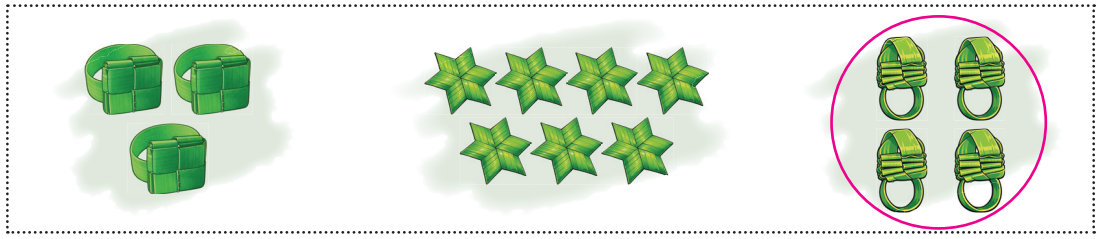
Count the toys and colour the number.



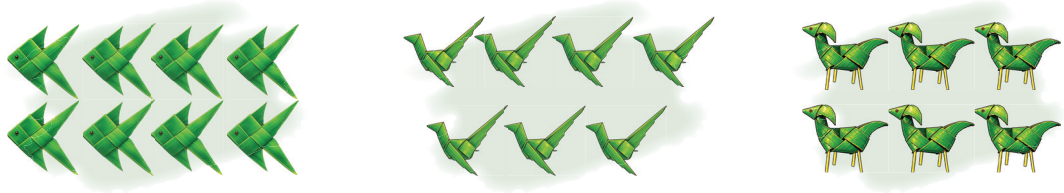
1	**2**	3
5	4	3
4	6	5
3	4	5
6	8	7
9	7	8
2	3	4
6	7	8

Circle the pictures for the given numbers.

4



7



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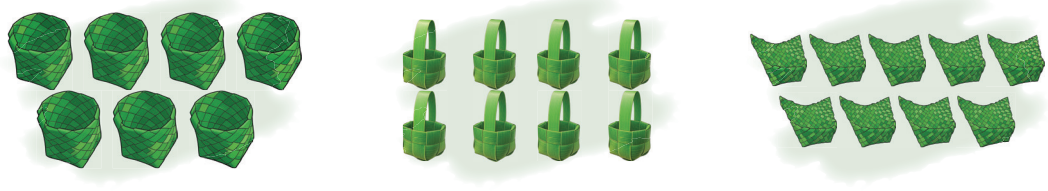


Learning check

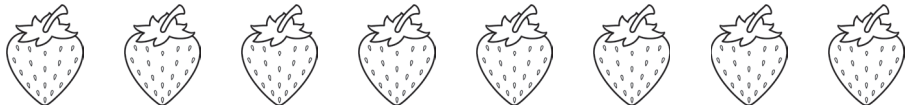
1. Tick (✓) which is more.



2. Count and write.



3. Colour any 7 fruits.



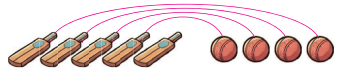
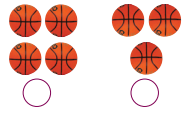
4. Read the numbers.

9 4 8 5 3

5. Draw pictures for the given number.

5

What I Learnt.

Matching one to one			
More or less			
Counting objects (1-9)			
Reading numbers (1-9)	1 5 2 6 8 3 9 7 4		
Writing numbers (1-9)	3 3 3 3 3 3 3 3 3		

4. What are Missing?

Let us Learn



Have you ever seen numbers being called out in a specific order before a running race begins?

Let us Do



Start from 1 and move *forward* upto 9.
Say *forward* till you reach 9.

1 2 3 4 5 6 7 8 9



Start from 9 and move towards 1.
Say *backward* till you reach 1.

9 8 7 6 5 4 3 2 1



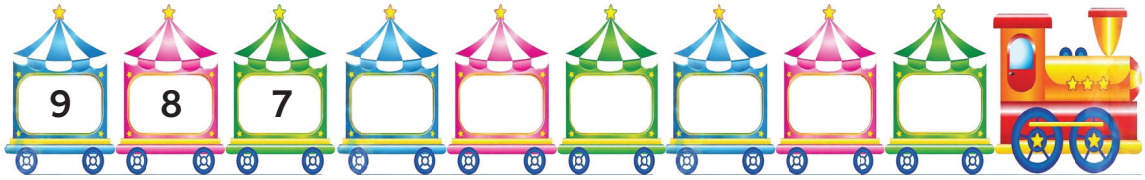
Draw 9 circles on the floor with numbers written on them in order, and let the children jump on them to practise forward and backward counting from 1 to 9.

Let us Practise

Write the numbers forward.

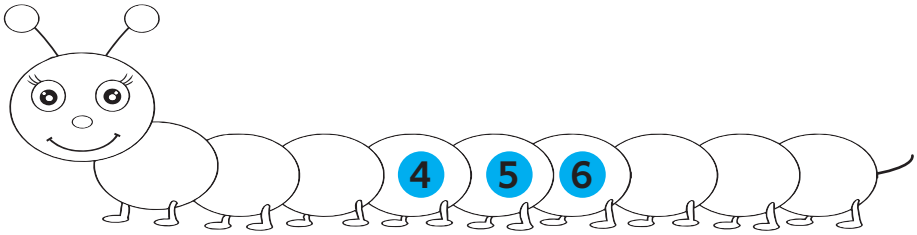


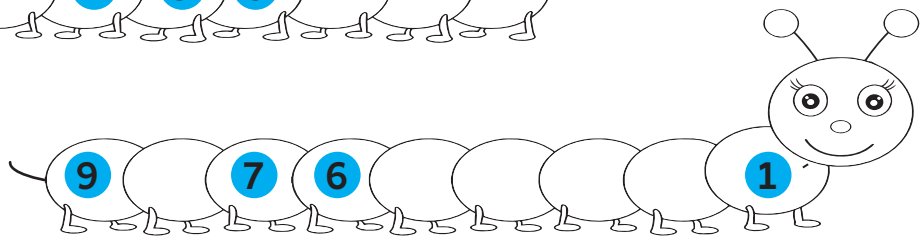
Write the numbers backward.



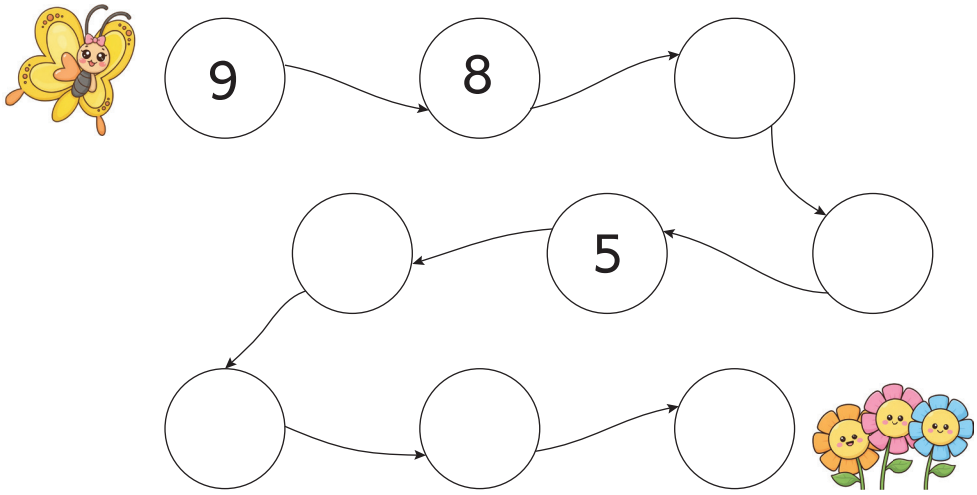
Let us Practise

Fill in the missing numbers using forward and backward counting.

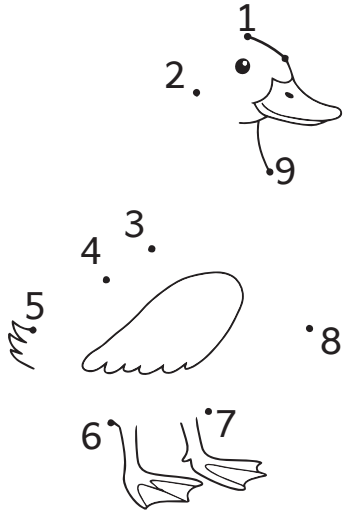




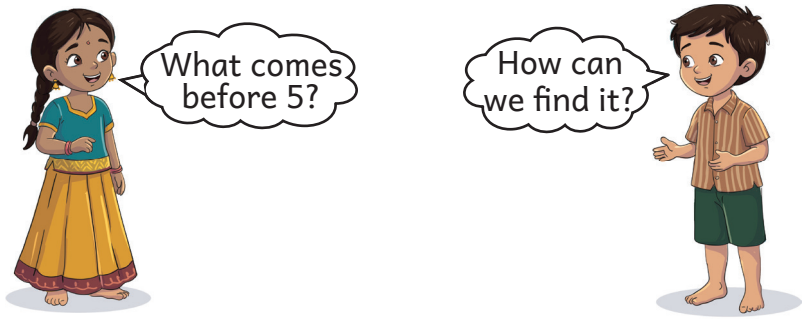
Help the butterfly reach the flowers. Fill in the circles by counting backward.

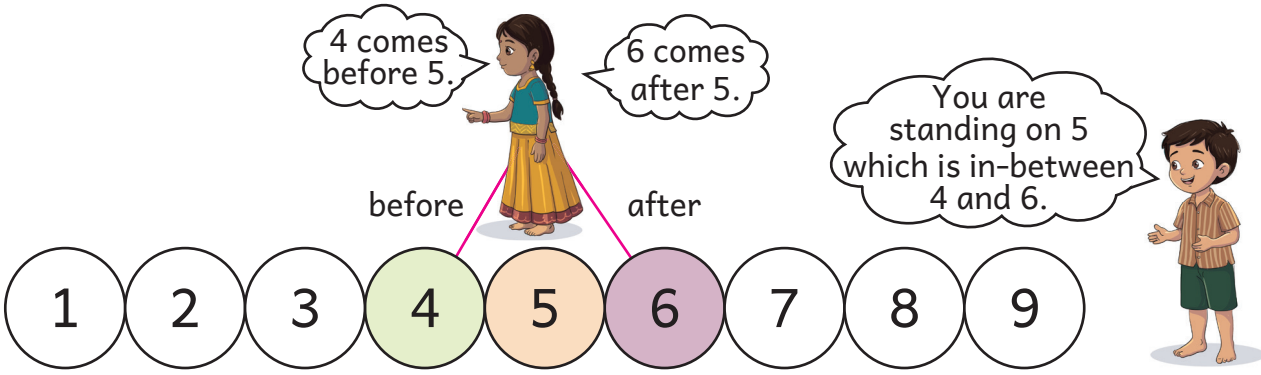


Join the numbers in forward or backward order.



Let us Learn



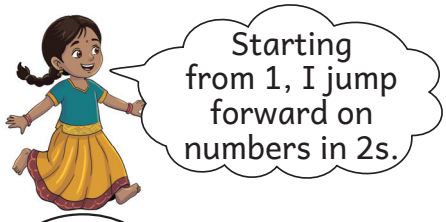


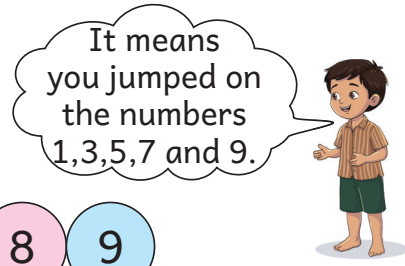
Let us Practise

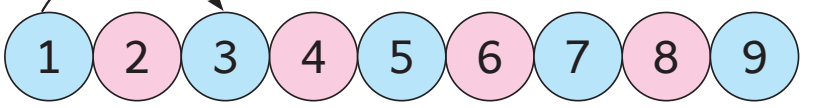
Complete the following.

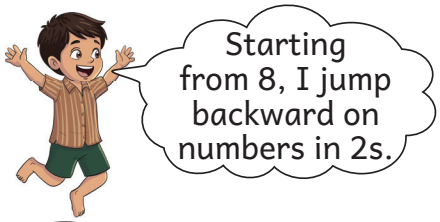
Before number	After number	Number in-between
4	2	2 _ 4
7	6	7 _ 9
5	3	5 _ 7
9	8	4 _ 6

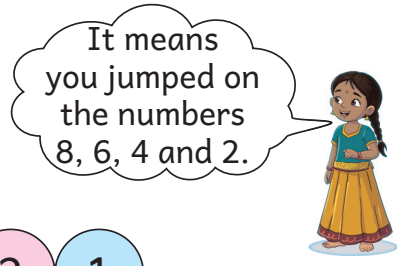
Let us Learn

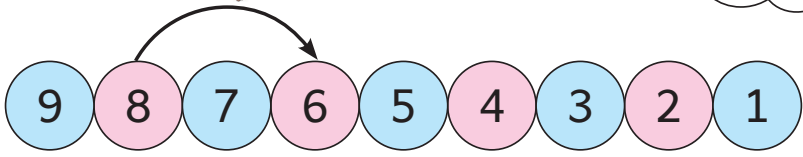










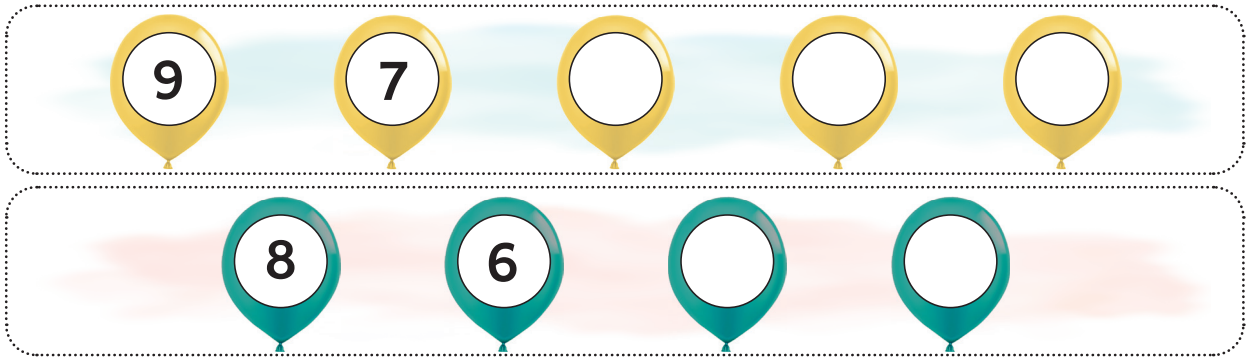


Let us Practise

Complete the forward skip counting in 2s.



Complete the backward skip counting in 2s.

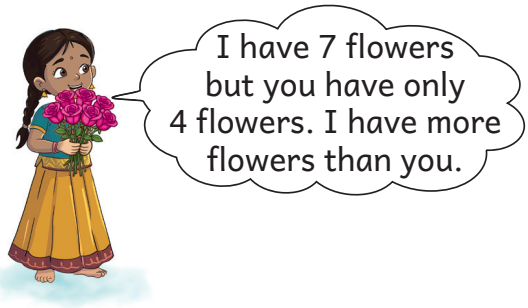


Let us Learn

On Teacher's day, Peter and Kamala have brought a few flowers to make a bouquet for their teacher.



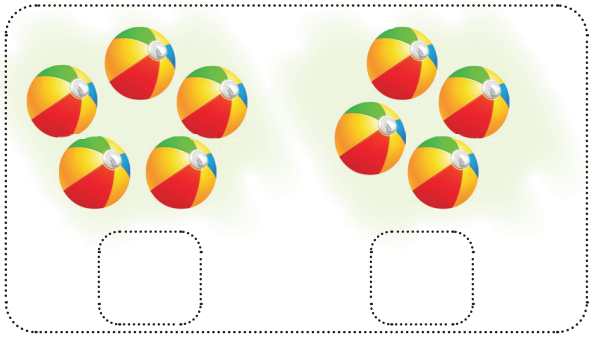




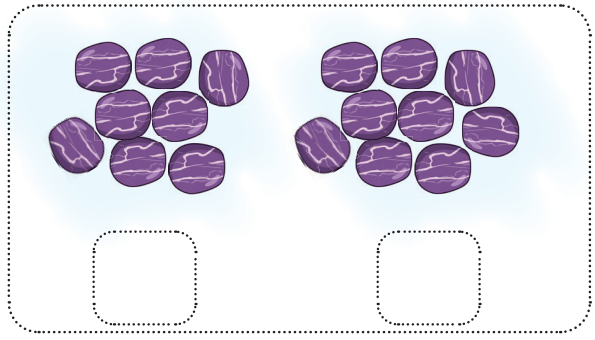


Let us Practise

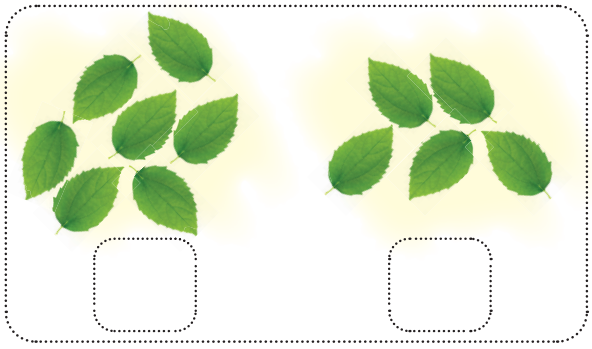
Count, write and tick (✓) more.



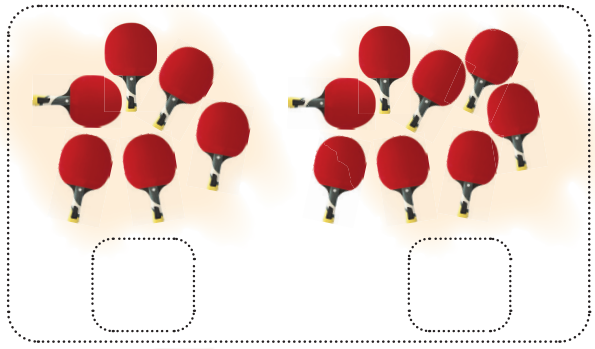
Count, write and tick (✓) less.



Count, write and tick (✓) the greater number.



Count, write and tick (✓) the smaller number.

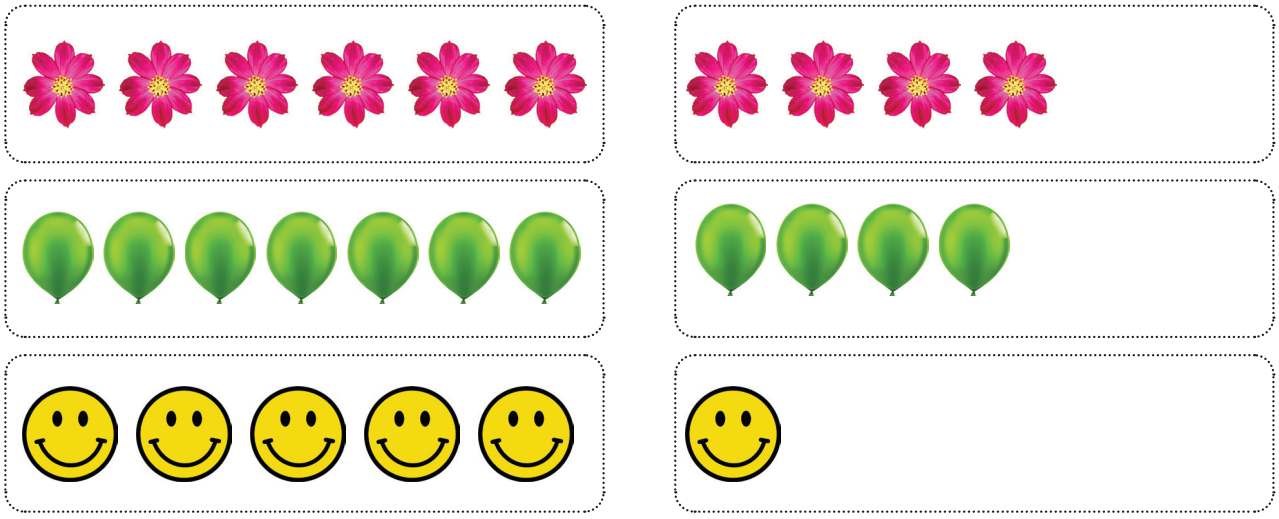


THB

Discuss how children identify *more - less* and *greater number - smaller number* in a given group of objects

Let us Practise

Draw objects to make both the boxes equal.



Circle the greater number.

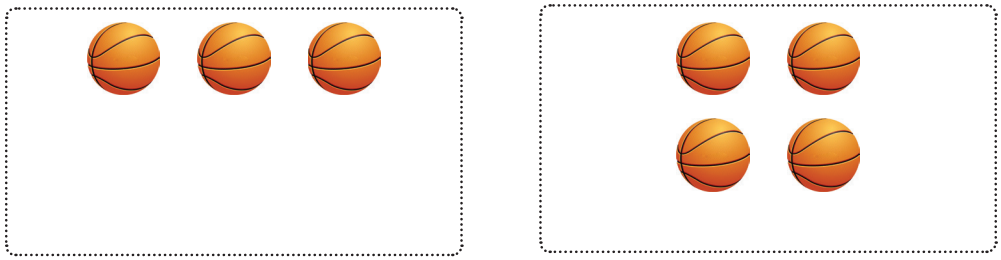
5	6	3	1	7	9	2	5	4	7

Circle the smaller number.

1	3	3	5	4	6	4	8	6	2

Let us Explore

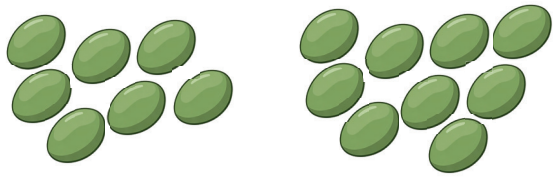
1. Draw more balls in the first box than the second box.



2. Draw apples in both boxes so that there are more apples in the second box.

Learning Check

1. Count, write and tick (✓) more.



2. Write the missing numbers in backward counting.



3. Write the number that comes before and after.



4. Circle the greater number.

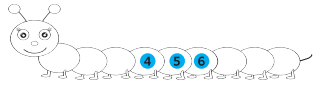


5. Complete the forward skip counting in 2s.



What I Learnt

Forward and Backward counting



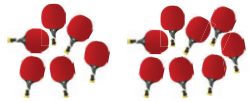
Before number - After number



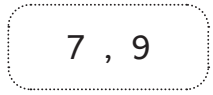
Skip counting



More - Less



Greater number - Smaller number



I can Do

Answer the following questions.

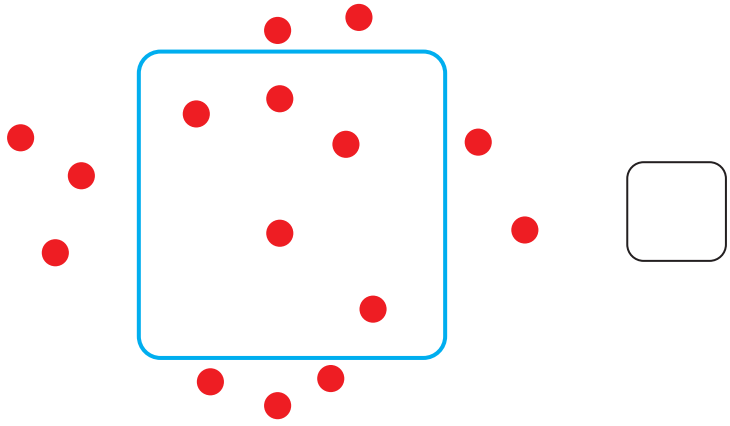
1. Tick (✓) the object that rolls and slides.



2. Count the flowers and write.



3. Count and write the number of dots inside the box.



4. Write the numbers that come before and after.



5. Circle the greater number.



Oral Task

6. Read the numbers.

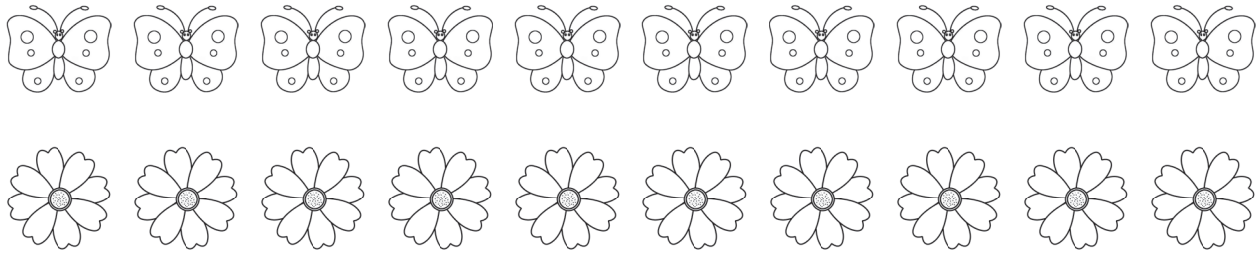
8 9 5 1 6 3 4 7 2

7. Observe the circled objects in the picture. Say the names of objects in your home that are of the same shape.



Project

8. Create a pattern in colours of your choice.



9. Paste stickers according to the numbers given in the boxes.

5	8

Unit 2

5. Who has More?

Let us Do

Classify and compare.



THB

Ask the children to display their things such as pencils, sharpeners, notebooks, and so on. Discuss who has more and who has less.

Let us Practise

Look at the picture and fill in the boxes.



Number of  1

Number of  ____

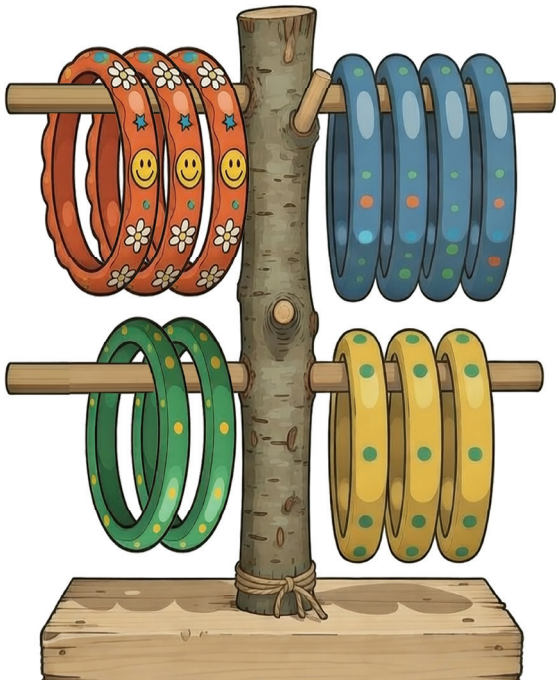
Number of  ____

Number of  ____

Number of  ____

Let us Explore

Observe the picture and write the number of bangles.



Number of ◯ ☐

Number of ◯ ☐

Number of ◯ ☐

Number of ◯ ☐

Tick (✓) the correct one.

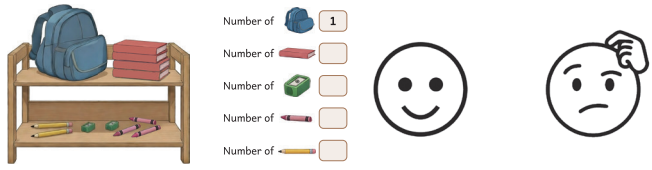
1. Number of ◯ is less than ◯. True ☐ False ☐

2. Number of ◯ is more than ◯. True ☐ False ☐

3. Number of ◯ and ◯ are equal. True ☐ False ☐

What I Learnt

Classify the objects



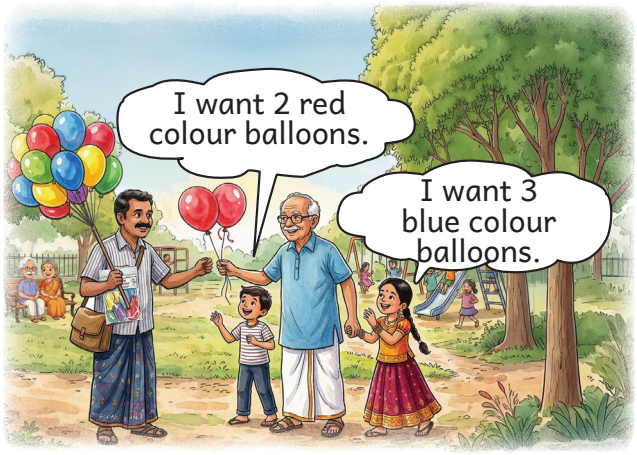
Compare as more than / less than / equal to

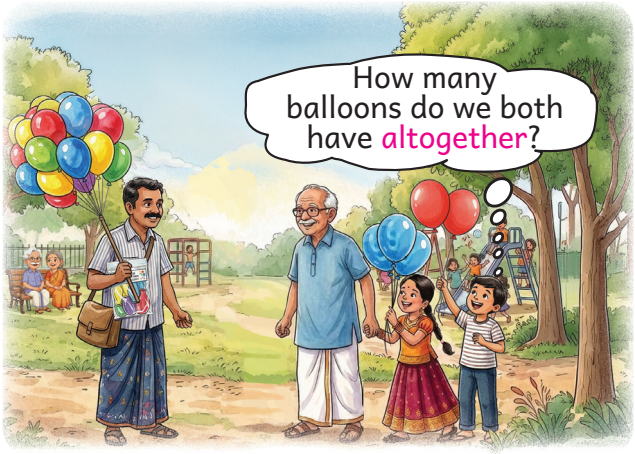


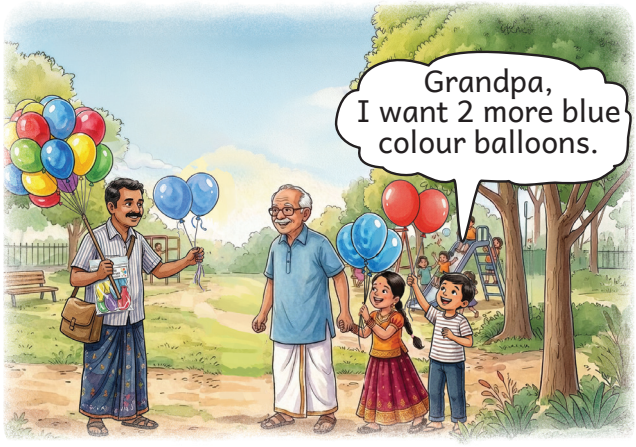
6. Total Balloons

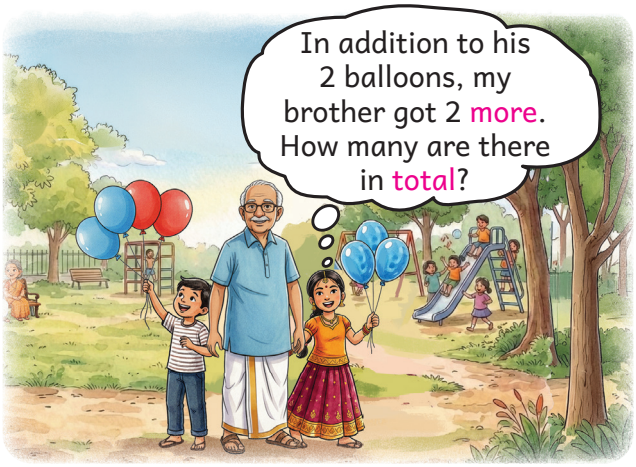
Let us Learn













THB

Teacher has to narrate the balloon story to the children and motivate them to talk using the words which explain addition situation like *more, sum, total* and *altogether*.

Let us Practise

How many altogether?





2 balls and 1 ball altogether make 3 balls





tops and tops altogether make tops



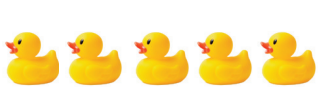
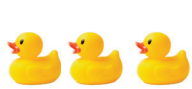
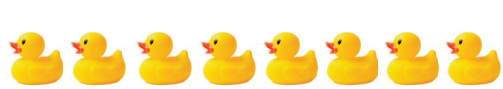


fans and fan altogether make fans





cars + cars = cars

ducks + ducks = ducks



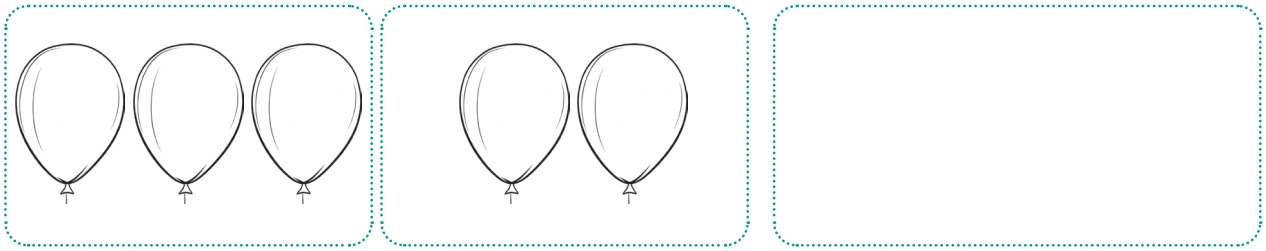
Encourage children to use the words **altogether**, **sum** and **total** to represent addition in real-life situations. Familiarise them with the use of '+' and '=' in number facts. Here, '+' represents 'altogether' and '=' represents 'makes' or 'gives'.

Let us Practise

Draw pictures and find the sum.



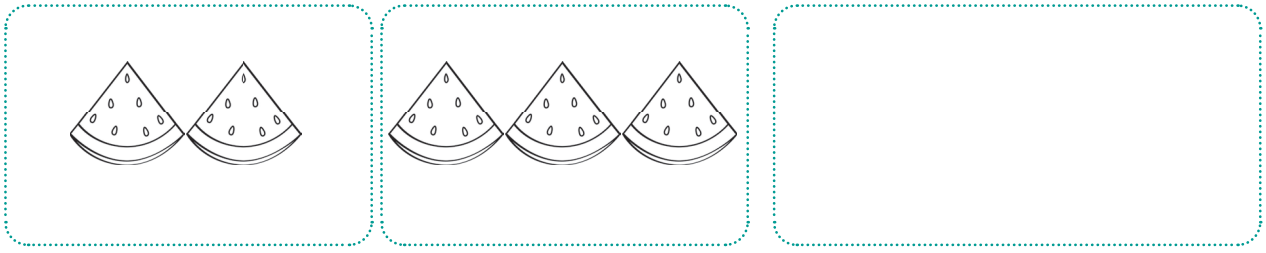
2 + 2 = 4



__ + __ = __



__ + __ = __



__ + __ = __

Let us Practise

Draw beads according to the instructions and find the sum.

Add 2 more beads in the string



3 + 2 =

Add 5 more beads in the string



\+ =

Add 1 more bead in the string



\+ =

Add 6 more beads in the string



\+ =

Add 8 more beads in the string



\+ =

Add 1 more bead in the string



\+ =

Add 4 more beads in the string



\+ =

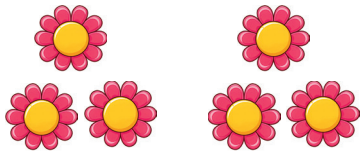
Add 2 more beads in the string



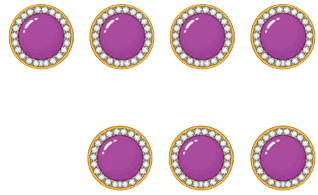
\+ =

Let us Practise

Count, write and add.



3 + 3 = ☐



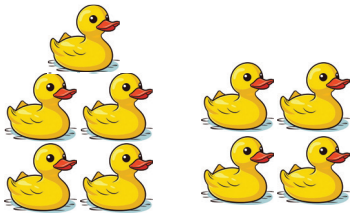
4
\+ 3
☐



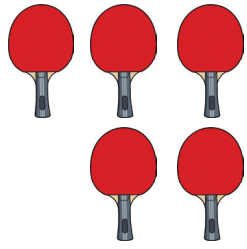
☐ + ☐ = ☐



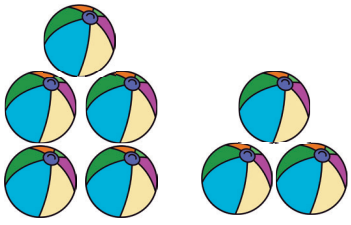
☐
\+ ☐
☐



☐ + ☐ = ☐



☐
\+ ☐
☐



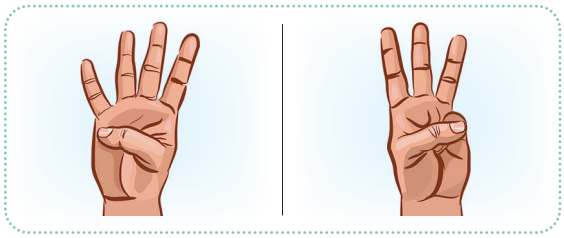
☐ + ☐ = ☐



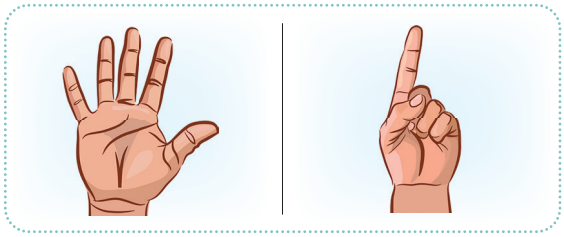
☐
\+ ☐
☐

Let us Practise

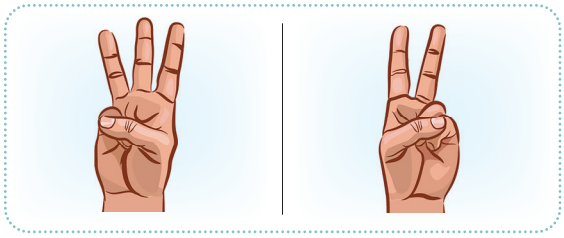
Count, write and add.



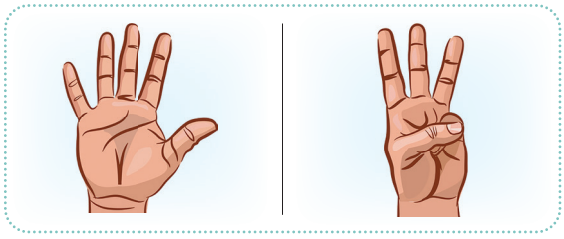
4 + 3 = 7



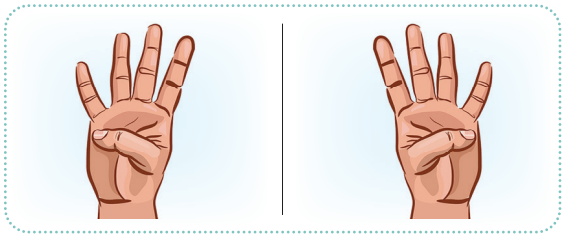
__ + __ = __



__ + __ = __



__ + __ = __



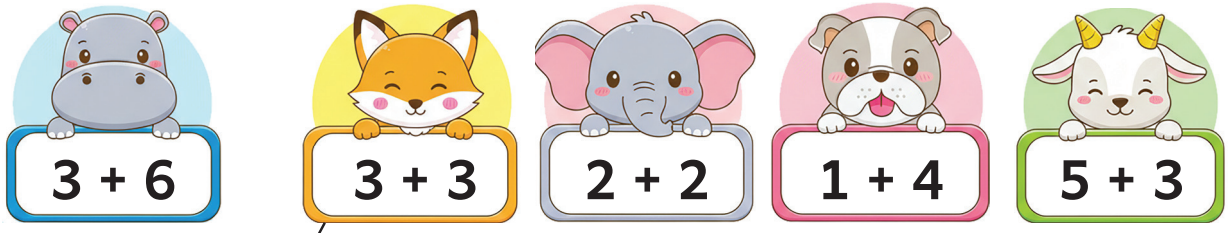
__ + __ = __

Add using fingers.

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

Let us Practise

Add and find the correct match.





Add and write.

1 + 1 =	2 + 1 =	1 + 3 =	4 + 2 =
3 + 2 =	6 + 3 =	6 + 2 =	2 + 5 =

Let us Practise

Add and write.

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

Add and colour the correct answer.

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

Let us Do



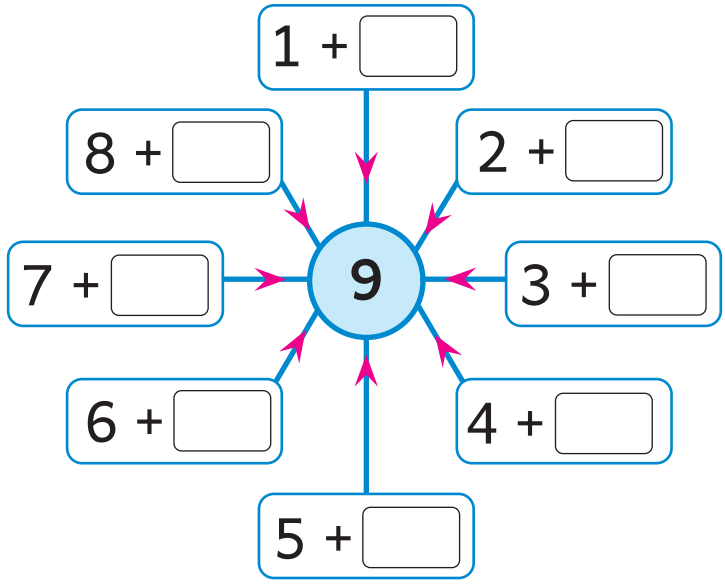
THB

Place 8 seeds in a cup. Ask one of the children to pick a handful of seeds, place them down, and count them. Then ask another child to count the seeds remaining in the cup and state the addition fact. Continue this until all the addition facts up to 8 are completed.

Let us Explore

1. Complete the following.





2. What do you get when 6 is added to 2?

a) 6 b) 7 c) 8 d) 9

3. Which one gives 9 as total?

a) 7 + 2 b) 4 + 3 c) 5 + 3 d) 4 + 4

4. Both Anitha and Banu have answered the following addition sum in different ways. Are both of them correct? Discuss.



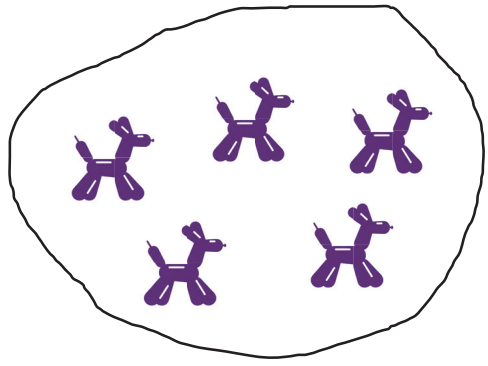
Anitha

2 + 3 = 5

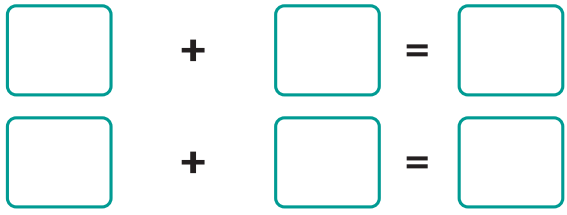


Banu

3 + 2 = 5



5. Create addition facts using the numbers 8, 3 and 5.



How to fill these boxes using the given numbers?

8, 3, 5

Let us Explore

Answer the following.



Xavier has 3 ✏. His friend gives him 2 more ✏. How many ✏ does Xavier have now?

☐ + ☐ = ☐

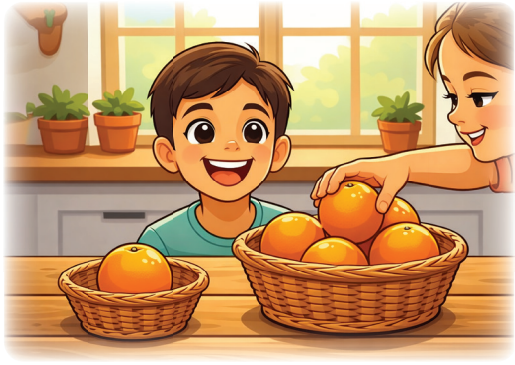
There are 2 🦆 in the pond.

2 more 🦆 swim in.

How many 🦆 are there now?

☐ + ☐ = ☐





Kumar has 1 🍊. His sister has 5 🍊. How many 🍊 are there in total?

☐ + ☐ = ☐

There is 1 🐦 outside the nest.

There are 3 🐦 inside the nest

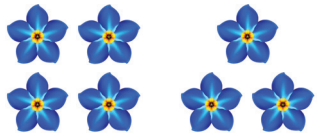
How many 🐦 are there altogether?

☐ + ☐ = ☐



Learning Check

1. Count, write and add.



__ + __ = __

2. Add and write.

$$\begin{array}{r} 5 \\ +\ 4 \\ \hline \quad\quad \end{array}$$

3. Add and write.

4 + 4 = __

4. Complete the addition fact.

7 + __ = 9

5. Ameer has 6 . His brother has 3 . How many  do they have in total?

__ + __ = __

What I learnt

Adding objects	 2 balls and 1 ball altogether make 3 balls		
Adding numbers	6 + 1 = __		
Completing addition facts	7 + __ = 9		
Solving story problems	There are 2  in the pond. 2 more  swim in. How many  are there now?		

7. Things Around Me

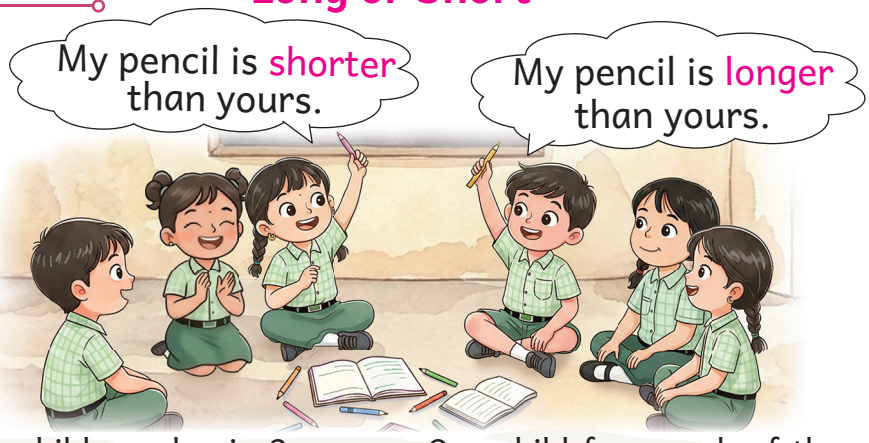
Let us Learn



THB Discuss this situation and encourage the children to share their life experiences about *long-short.*

Let us Do

Long or Short



THB Make the children play in 2 groups. One child from each of the groups has to show the same object. Then let them compare the object and say which is *longer - shorter.*

Let us Practise

Tick (✓) the vegetable that is longer.



☐



☐

Tick (✓) the vegetable that is shorter.



☐



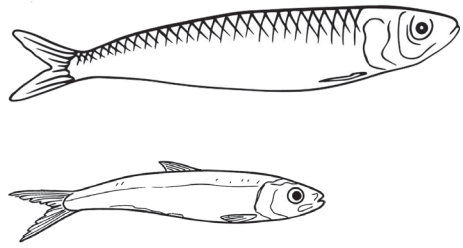
☐

Let us Practise

Draw a tail longer than that of the first rat.



Colour the fish that is shorter.



Tick (✓) the longest vehicle.







Tick (✓) the shortest pen.







Let us Explore

1. Draw a *kolam* shorter than the given one.



2. Draw an object longer than your pencil in the space given.

Let us Learn



THB

Discuss the above situation and encourage children to share their experiences about *tall* and *short*.

Let us Do

Build a tall tower



THB

Divide the class into two groups. Ask them to build a tall tower using the objects around them. Discuss the situation and encourage children to use the words *tall* and *short*.

Let us Practise

Circle the building that is shorter!





Tick (✓) the tree that is taller!





Let us Practise

Tick (✓) the taller one.




Tick (✓) the shorter water bottle.




Circle the tallest animal.





Circle the shortest ladder.





Let us Explore

This is child Sudha's family picture.



i) Who is shorter than Sudha's father but taller than her brother?



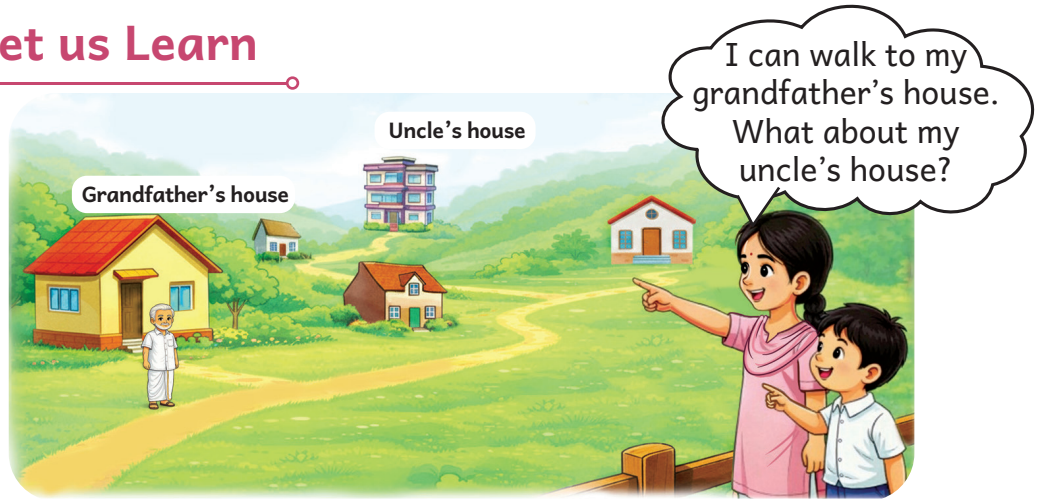


ii) Who is the tallest in Sudha's family?





Let us Learn



Let us Do

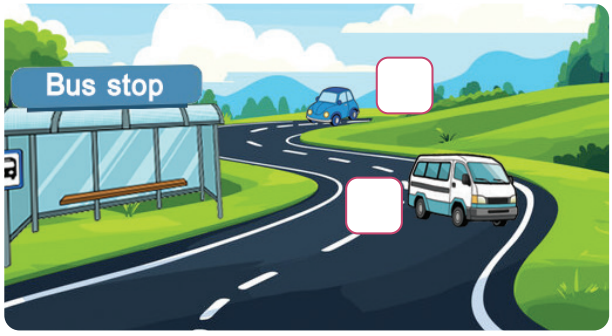
Far - Near game



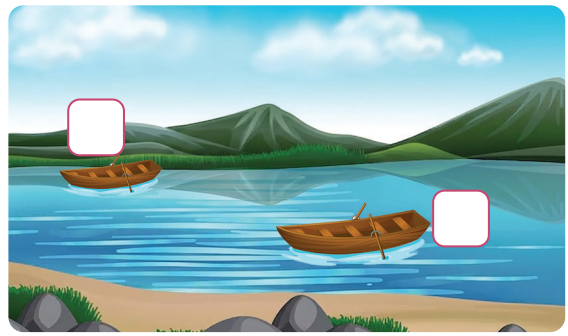
THB Make the children stand in a line. Ask three of them to throw a ball each from the starting line. Encourage children to use the words *far* and *near*.

Let us Practise

Tick (✓) the vehicle nearer to the bus stop.

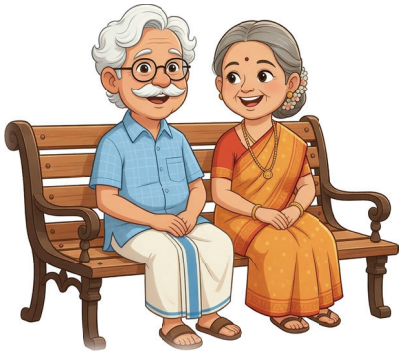


Tick (✓) the boat farther from the shore.

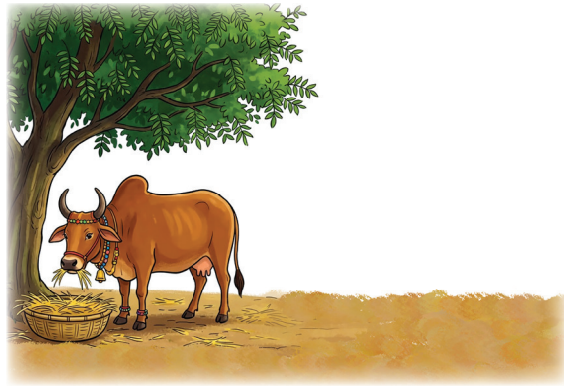


Let us Practise

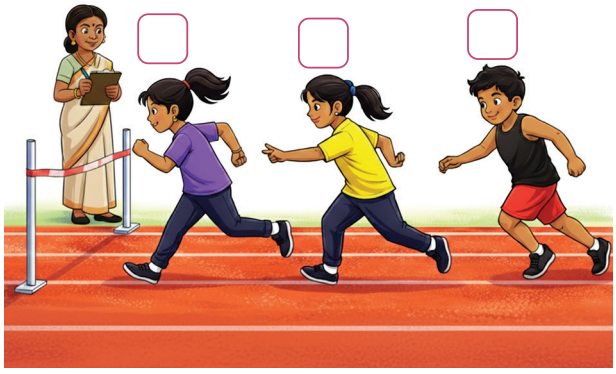
Draw a stick nearer to the grandmother.



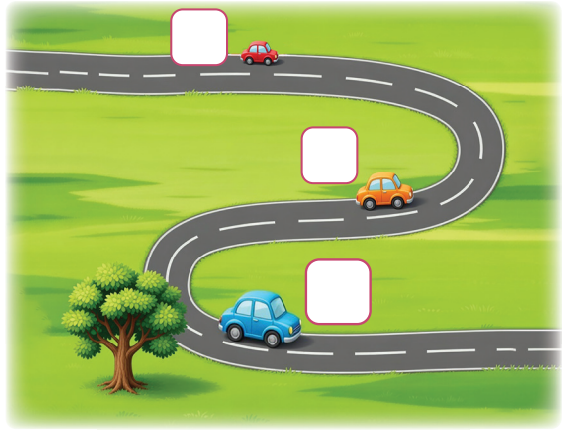
Draw an animal farther from the tree.



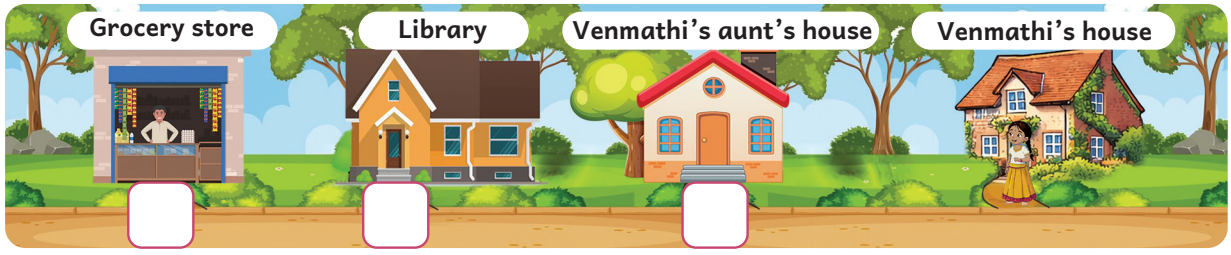
Tick (✓) the child who is nearest to the finishing line.



Tick (✓) the vehicle which is farthest from the tree.



Tick (✓) the place nearest to Venmathi's house.



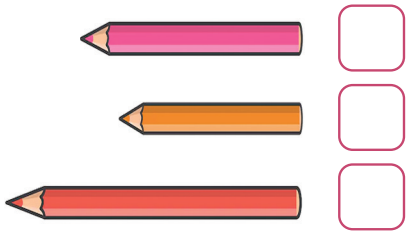
Draw a house nearer to the girl and farther from the boy.



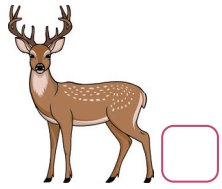


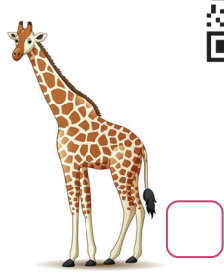
Learning check

1. Tick (✓) the shortest pencil.

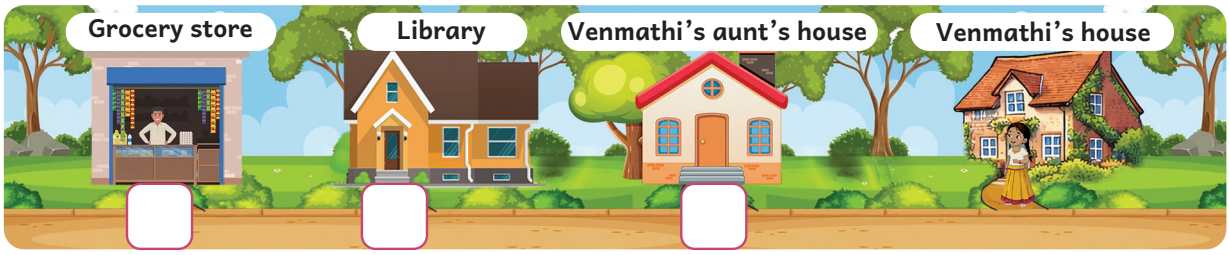


2. Tick (✓) the taller animal.

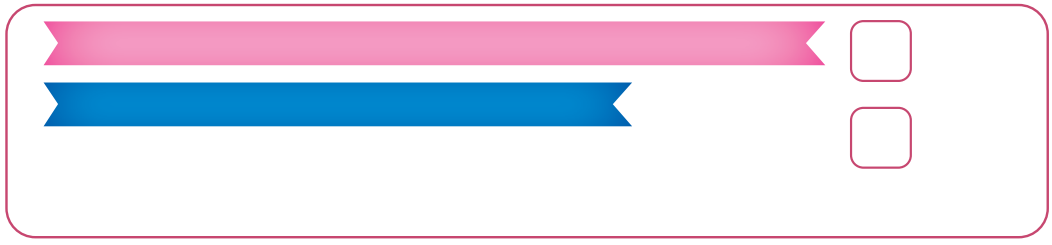




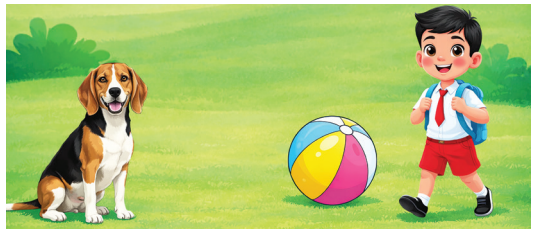
3. Tick (✓) the place farthest from Venmathi's house.



4. Tick (✓) the longer ribbon. Draw the longest ribbon in the space given and colour it.



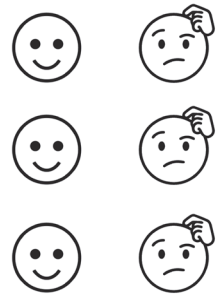
5. Is the ball nearer to or farther from the dog? Discuss.



What I Learnt

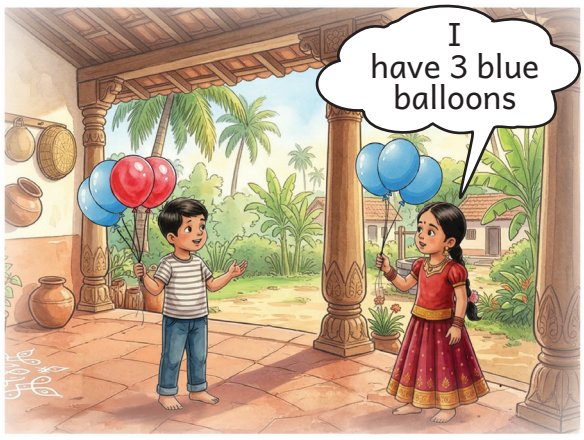
Longer	-	Shorter
Taller	-	Shorter
Nearer	-	Farther

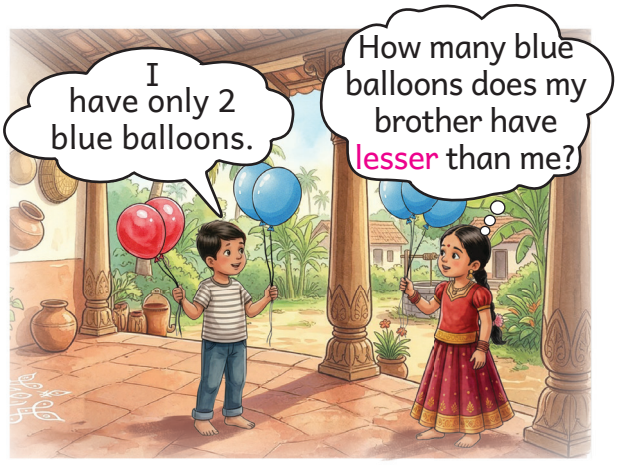




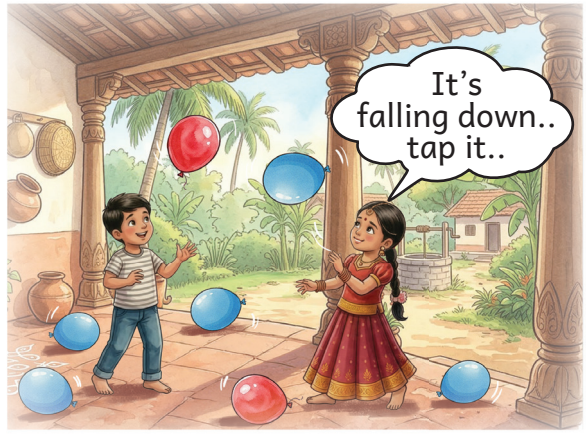
8. Remaining Balloons

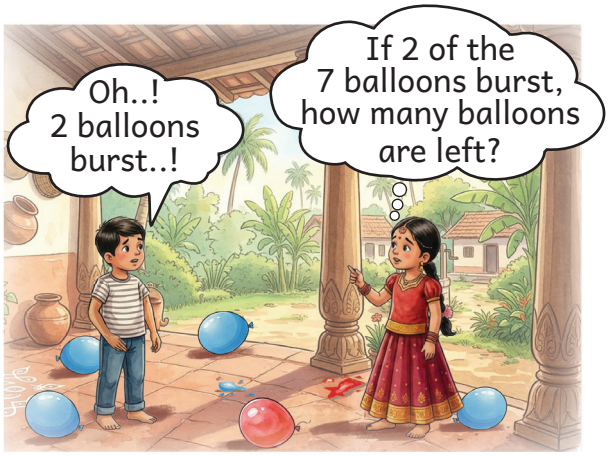
Let us Learn













THB Teacher should introduce words that explain the context of subtraction, such as less and remainder, in the above story.

Let us Practise

How many left?



7 roses



3 fell down



4 left



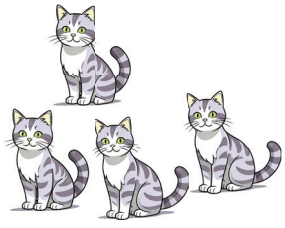
3 pots



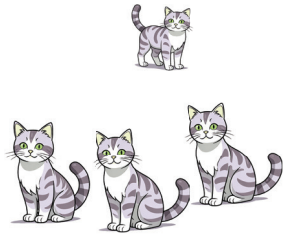
1 broken



☐ left



4 cats



1 moved away



☐ left



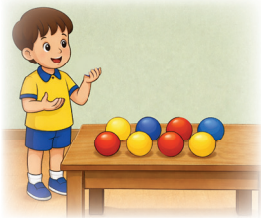
9 balloons



3 flew away



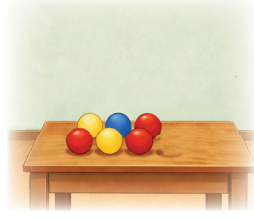
☐ left



☐ balls



☐ taken away



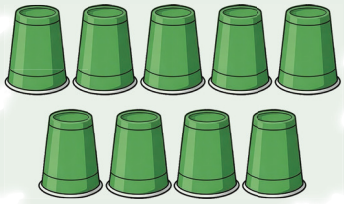
☐ left

THB

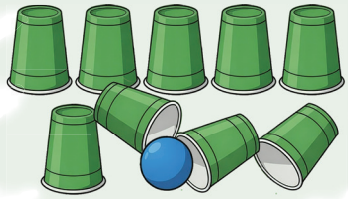
Familiarise children with real life situations where the words such as *fell down, broken, moved away, flew away, taken away* are used to denote subtraction.

Let us Do

Arrange 9 tumblers.

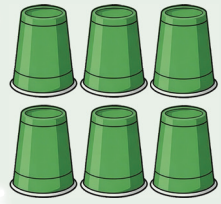


Throw a ball at them.



3 fell down

Observe and answer.



6 remaining

THB

Invert the cups not exceeding 9. Instruct the children to hit the cups using the balls and encourage them to tell the number of cups that remain.

Let us Practise

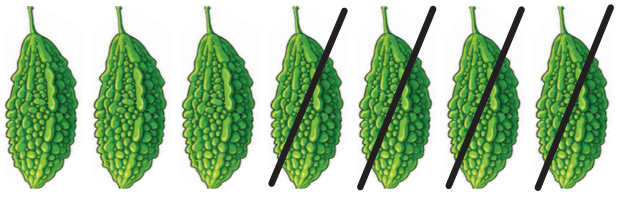
Observe the pictures and find the answer.



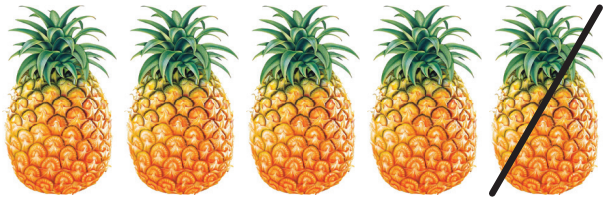
3 – 2 =



– =



– =



– =

THB

Make the children understand *subtraction* facts. Encourage the children to strike off the objects from the given set of objects to find the remaining. Introduce them that '–' is used to denote subtraction.

Let us Practise

Subtract the following.



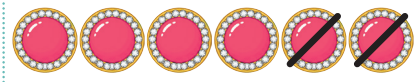
$$\begin{array}{r} 4 \\ -\ 1 \\ \hline \end{array}$$



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



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



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

Subtract using fingers.

Fingers to be stretched	Fingers to be folded	
	2 Fingers	$\begin{array}{r} 5 \\ -\ 2 \\ \hline 3 \end{array}$

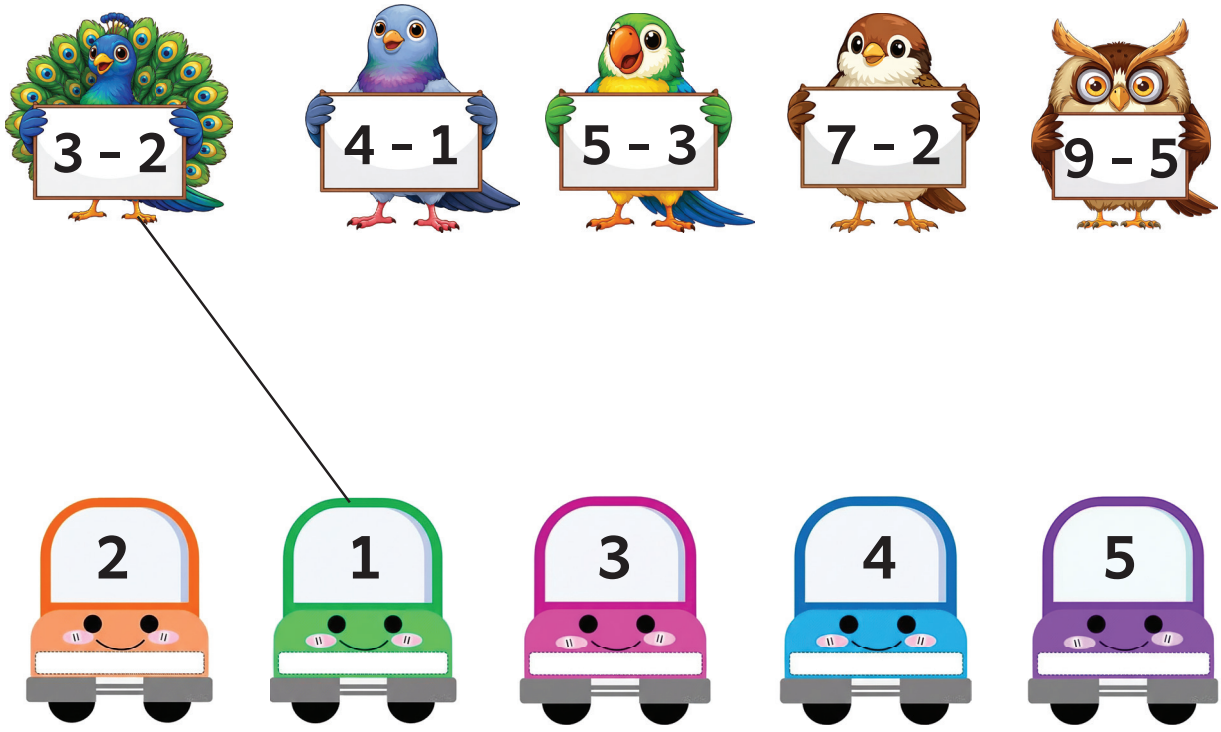
$$\begin{array}{r} 3 \\ -\ 2 \\ \hline \end{array} \qquad \begin{array}{r} 6 \\ -\ 4 \\ \hline \end{array} \qquad \begin{array}{r} 9 \\ -\ 4 \\ \hline \end{array} \qquad \begin{array}{r} 8 \\ -\ 1 \\ \hline \end{array} \qquad \begin{array}{r} 9 \\ -\ 3 \\ \hline \end{array}$$

THB

Motivate the children to use their fingers and create more *subtraction* problems and give them more practise.

Let us Practise

Subtract and match with the correct one.



Subtract and write.

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

Let us Practise

Subtract and write.

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

Subtract and colour the correct answer.

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

Let us Do



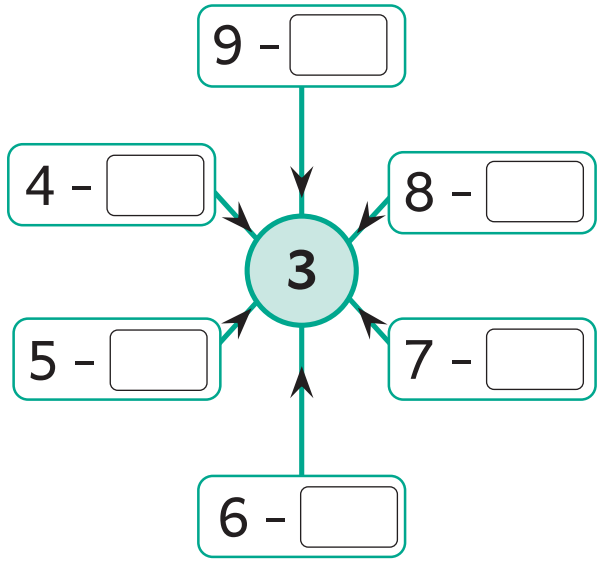
THB

Divide the children into groups of two and ask them to take different number of seeds, not exceeding 9. Ask them to take all the seeds except 3. Encourage them to change the number of seeds taken and complete the subtraction facts by asking each other.

Let us Explore

1. Complete the following.





2. Which number is to be subtracted from 8 to get 3?

a) 4 b) 5 c) 6 d) 7

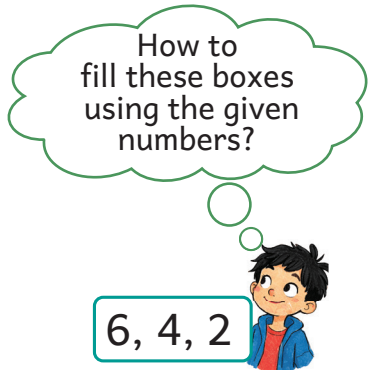
3. Complete the subtraction fact.

5 – ☐ = 2

4. Create subtraction facts using the numbers 6, 4 and 2.

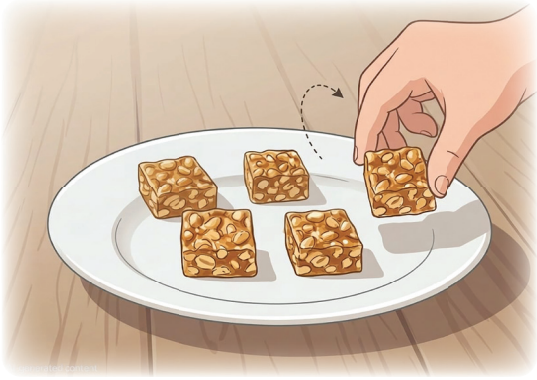
☐ – ☐ = ☐

☐ – ☐ = ☐



Let us Explore

Find the answer for the following.



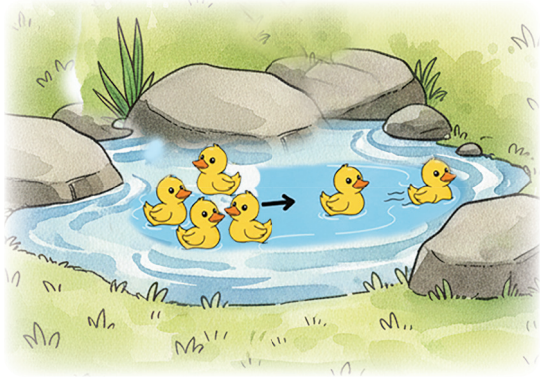
There are 5 on the plate. If 1 is taken away. How many will be left?

5 - 1 = ☐

The girl had 7 . If 3 have flown away. How many are left?

☐ - ☐ = ☐



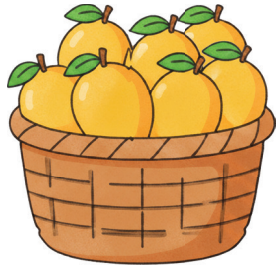


There were 6 in a pond. Among these 2 swam away. How many will be left?

☐ - ☐ = ☐

There are 9 in a basket. Mother uses 2 for making juice. How many will be left?

☐ - ☐ = ☐





THB Create more such story problems and encourage the children to find answers for them.

Learning Check

1. Observe the pictures and find the answer.



[ ] – [ ] = [ ]

2. Subtract and write.

$$\begin{array}{r} 7 \\ -\ 4 \\ \hline \quad \end{array}$$

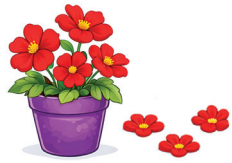
3. Complete the subtraction fact.

9 – [ ] = 2

4. If 2  of the 5  you had, have flown away, how many  are left?

[ ] – [ ] = [ ]

5. Create and say your own subtraction problem from the given picture.



What I learnt

Subtract numbers	8 – 2 = [ ]		
Complete subtraction facts	9 – [ ] = 2		
Solve simple story problems	There are 5  on the plate. If 1  is taken away. How many  will be left?		

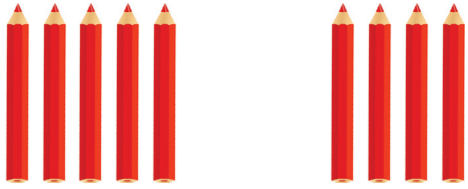
I can do

Answer the following questions.

1. Add and write.

$$\begin{array}{r} 4 \\ +\ 3 \\ \hline \square \end{array}$$

2. Kala has 5 colour pencils and Vimal has 4 colour pencils. How many colour pencils do they have in total?



$\square + \square = \square$

3. Subtract and write.

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

4. There were 7 birds on a tree and 2 of them flew away. How many birds are left?



$\square - \square = \square$

5. Which is nearest to the tree?



 ☐

 ☐

 ☐

Oral Task



6. Say true or false.

i) The number of  is more than the number of .

ii) The number of  is less than the number of .

iii) The number of  is more than the number of .

iv) The number of  is less than the number of .

v) The number of  is equal to the number of .

7. Observe the headmaster's room, the flagpole and the school entrance from your classroom and answer the following questions.

i) Which is near to the flagpole?

ii) Which is near to the school entrance?

iii) Which is farthest from your classroom?

iv) Which is nearest to your classroom?

Project

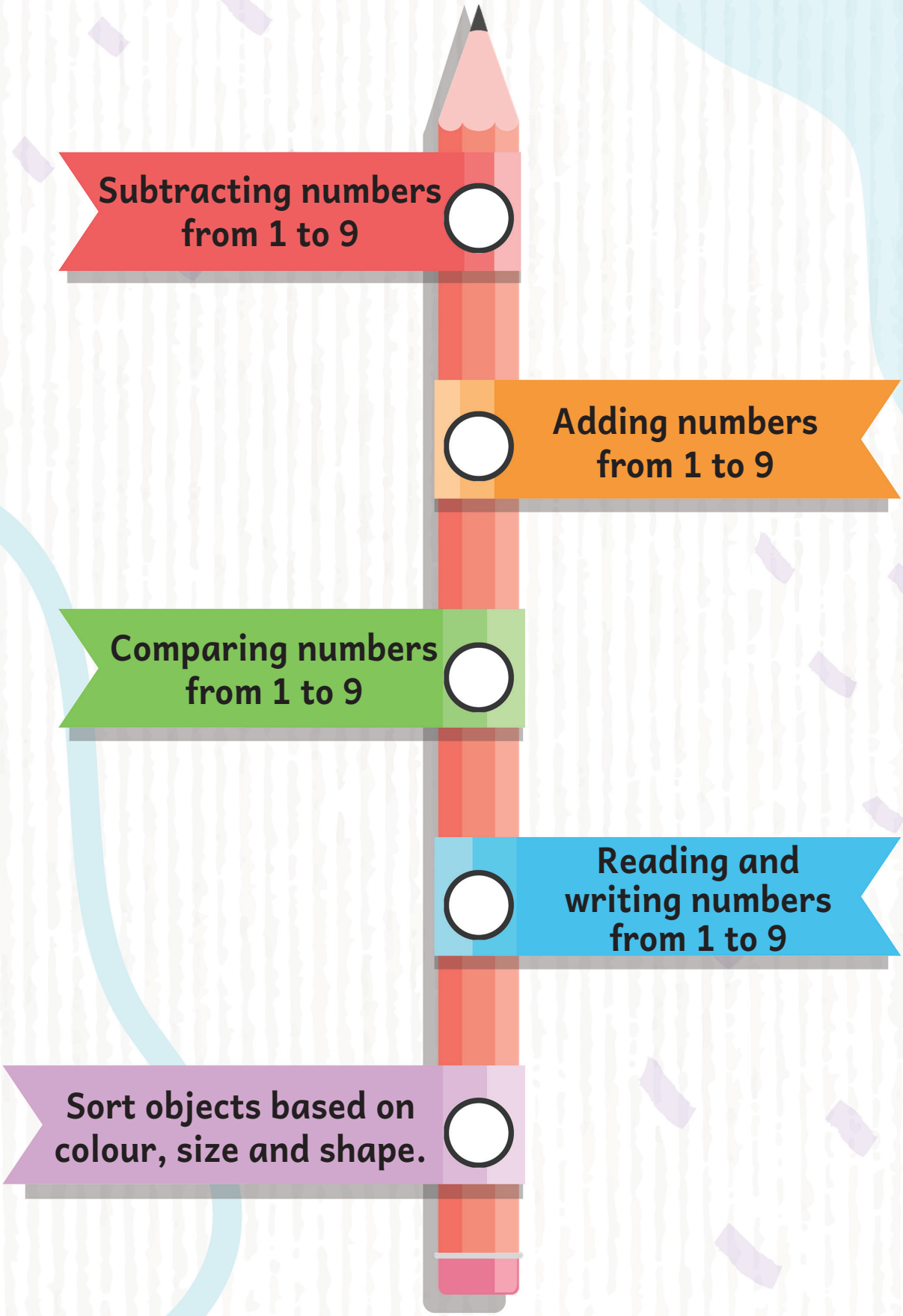
8. Write the addition facts that give the sum 9.

	+		=	9
	+		=	9
	+		=	9
	+		=	9
	+		=	9

9. Write the subtraction facts that give the answer 1.

	–		=	1
	–		=	1
	–		=	1
	–		=	1
	–		=	1

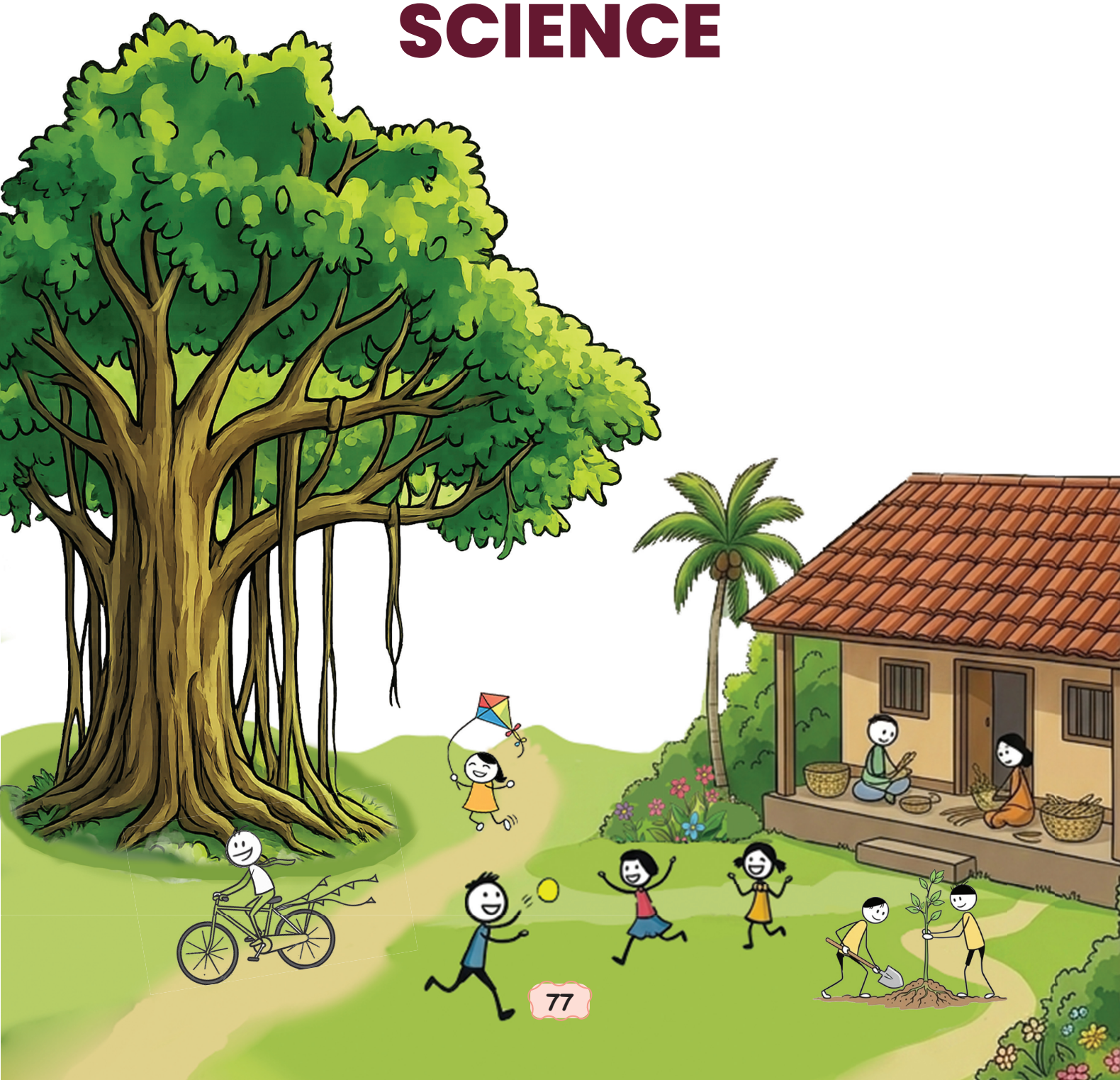
LEARNING JOURNEY



STANDARD ONE

TERM - I

ENVIRONMENTAL SCIENCE



Preface

The Environmental Science textbook has been developed in alignment with the Tamil Nadu State Education Policy (TNSEP) 2025, with a focus on child-centred, experiential and inquiry-based learning.

Key features that build Scientific Temper



Observe and Discuss
Builds observation, questioning, comparison and expression skills by discussing pictures and real-life situations.



Do and Learn
Promotes exploration, creativity, cognitive skills, measurement and recording skills through simple hands-on activities.



Do and Observe
Encourages prediction, observation, reasoning and drawing conclusions through simple experiments.



Activity Time
Promotes exploration, coordination and expression through play-based and group activities.

The Term I textbook is designed as two units that follow a progressive learning approach.



1. About Me

- Learns about family, school, daily habits and helping at home and school.
- Understands body parts and their use in movements.
- Practises self-care and hygiene routines.



2. Around Me

- Understands sunlight, air and water as nature's gifts, their uses, day and night rhythms and the importance of saving water.
- Learns about animals around them, their homes, food, movements and caring for animals.

Salient Features of the Textbook

Real-life Relevance

- Context-Based Learning
- Connected to day-to-day life experiences
- Environmental and social awareness

21st Century Skills

- Focus on critical thinking, creativity, collaboration, communication and problem-solving skills.

Holistic Development

- Emphasis on values, life skills, social skills and emotional development.
- Development of fine and gross motor skills through activities.

Learning Support

- Use of simple and age-appropriate language.
- Textbook integrated with workbook.
- Teacher's Handbook
- Digital resources and ICT tools

Assessment and Progress Support



Learning Check
Assesses children's understanding through simple observation-based and activity-based questions and helps identify learning progress and areas that need support.



What I Learnt
Helps children recall and reflect on key concepts learnt and supports revision and reinforcement of learning.



I Can Do
Provides opportunities to apply learning through simple oral and written tasks, projects and real-life activities, promoting confidence and independent learning.

This Environmental Science textbook promotes joyful and meaningful learning and helps children connect science to their everyday life. It supports the overall development of children by building values and skills, and encourages them to become curious and responsible individuals.

Contents

Unit - 1 About Me



My World 80

My Health 88

Unit - 2 Around Me

Nature's Gifts 102

Animals Around Me 116



e-book i-book THB

1 About Me

My World

My Family

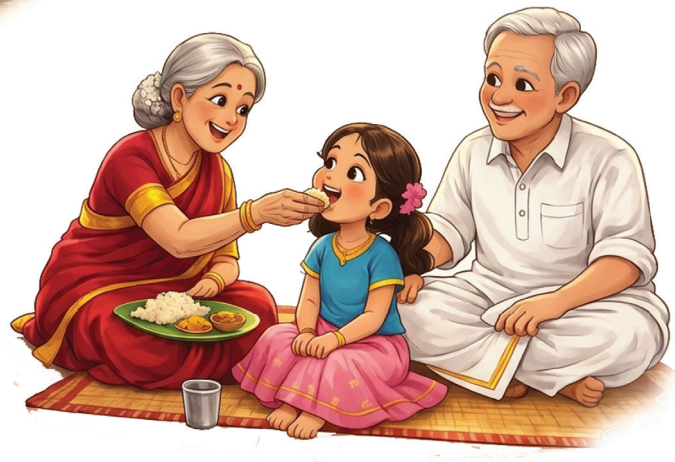
Observe and Discuss



I live in a large family.



I live with my mother and sister.



I live with my grandparents.



I live with my mother and father.

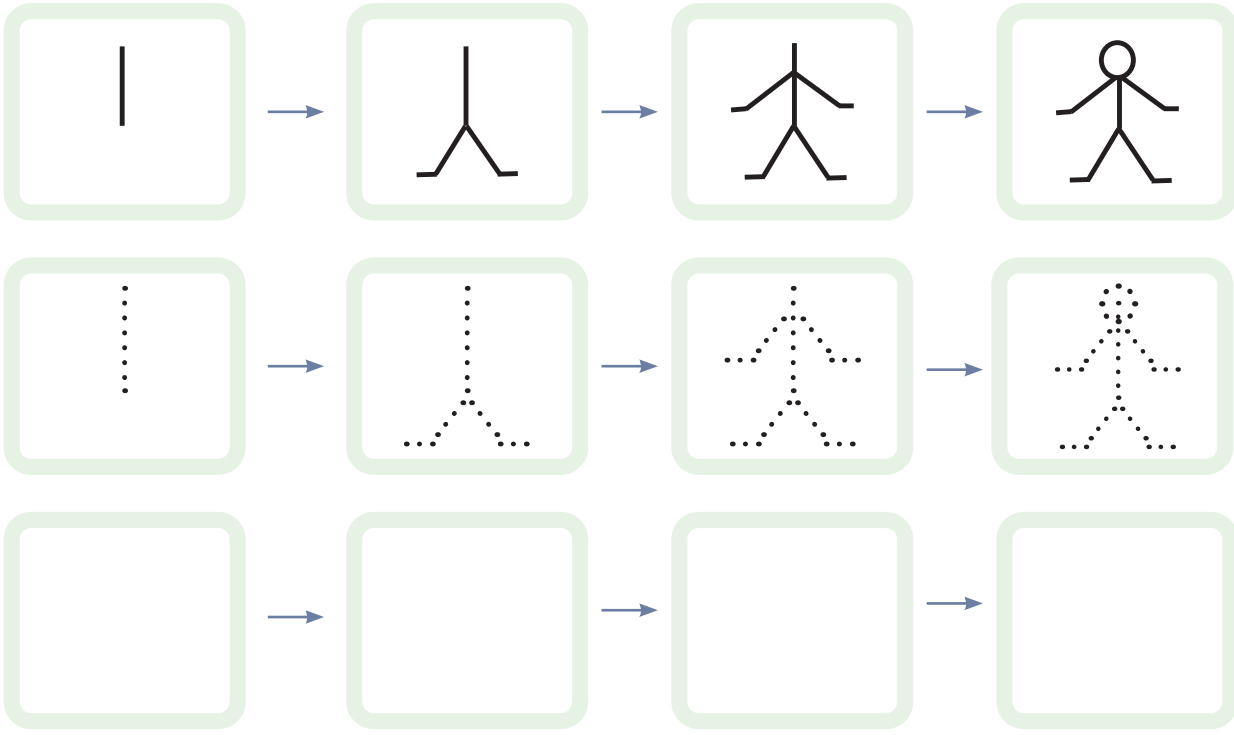
Loving and caring moments are happy moments.

THB

Encourage children to share happy moments with their family members.

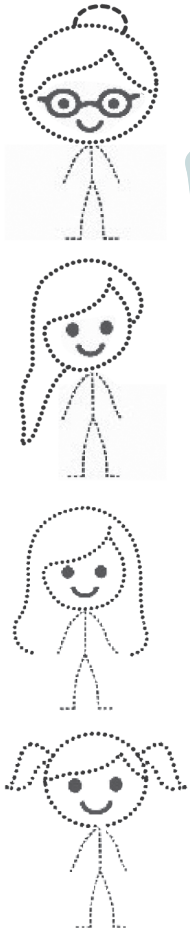
Do and Learn

1. Join the dots and draw.



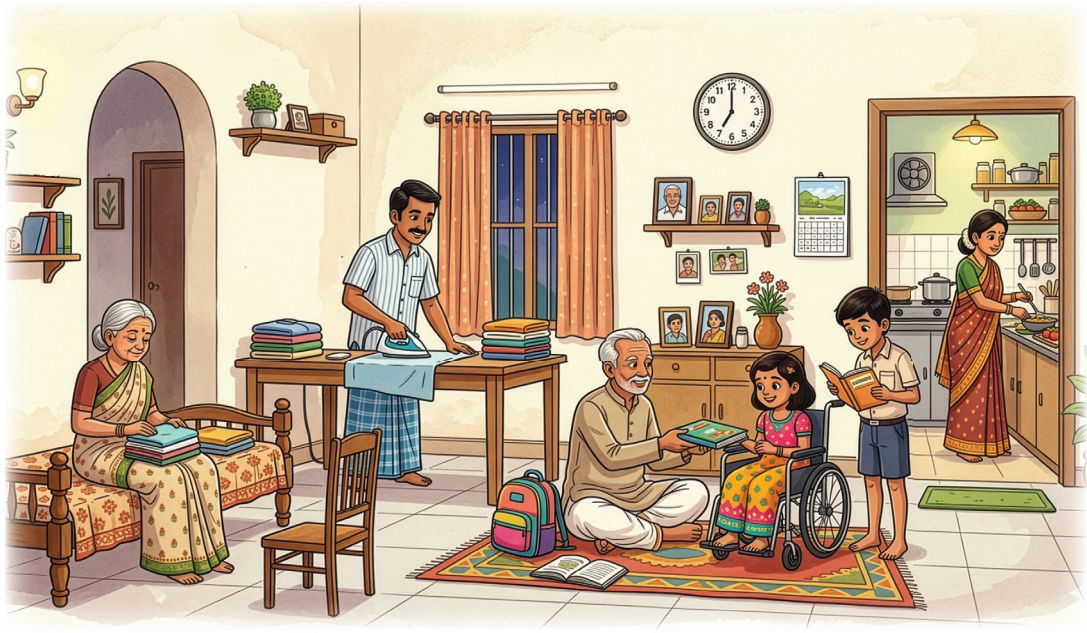
2. Draw your family members.

My Family





Observe and Discuss



Share the work, share the joy.

Do and Learn

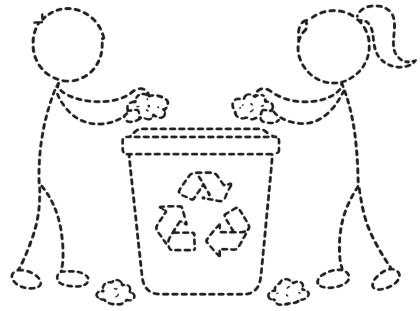
1. What do you do daily? Tick (✓).

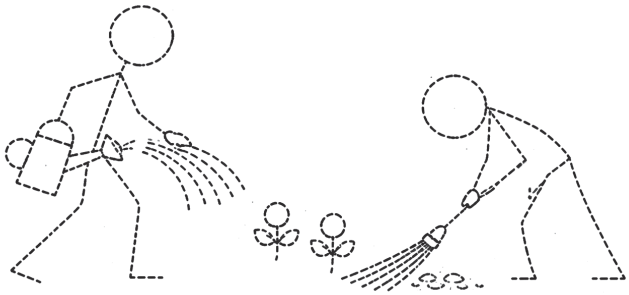
Days				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				

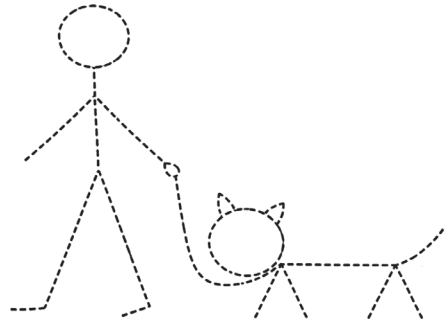
THB Encourage children to take responsibility for their tasks and review the progress so that good habits develop.

2. Join the dots.



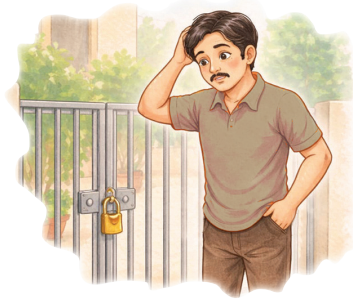






3. Give them the things they need.



















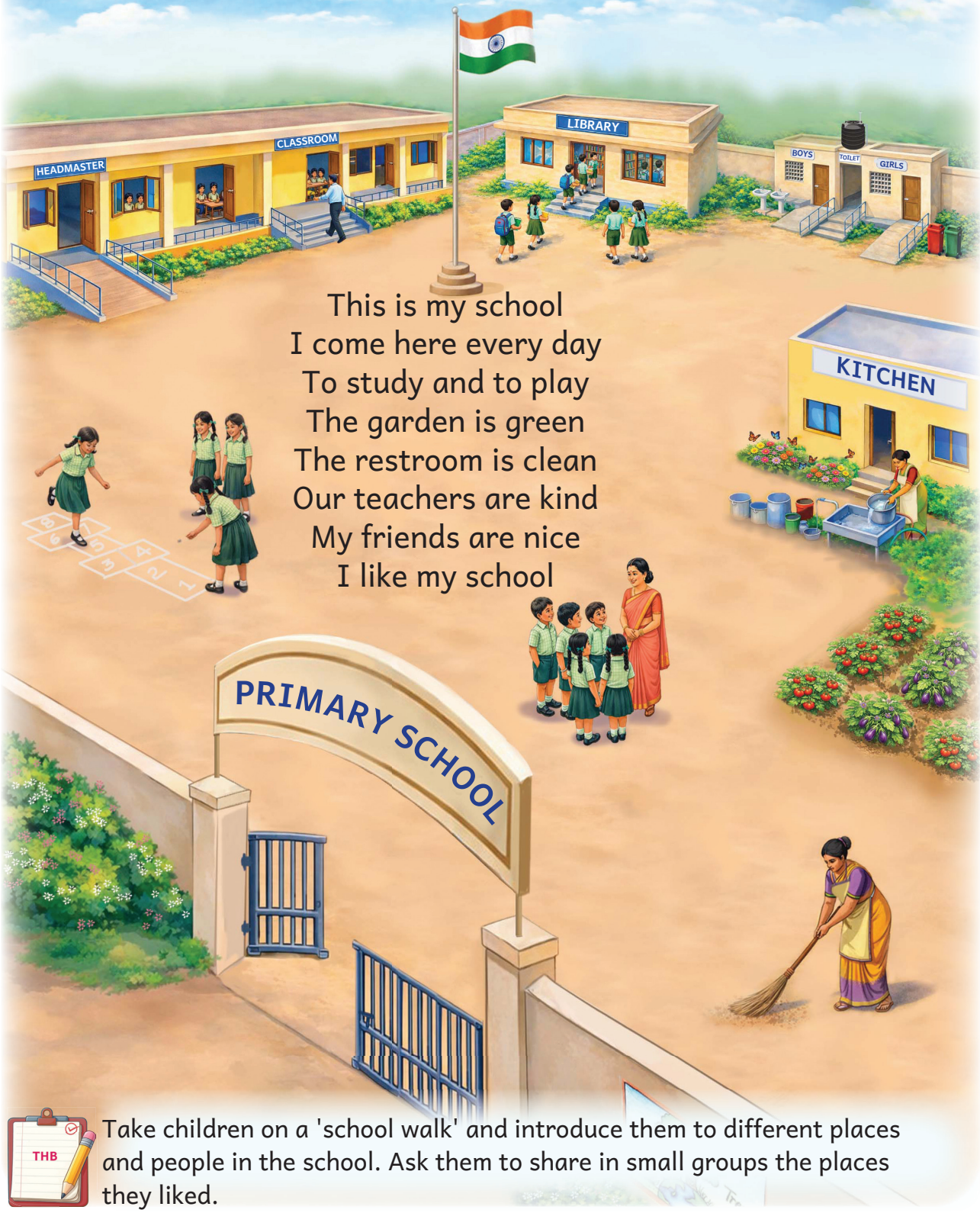






My School

Explore and Discuss



This is my school
I come here every day
To study and to play
The garden is green
The restroom is clean
Our teachers are kind
My friends are nice
I like my school

THB

Take children on a 'school walk' and introduce them to different places and people in the school. Ask them to share in small groups the places they liked.

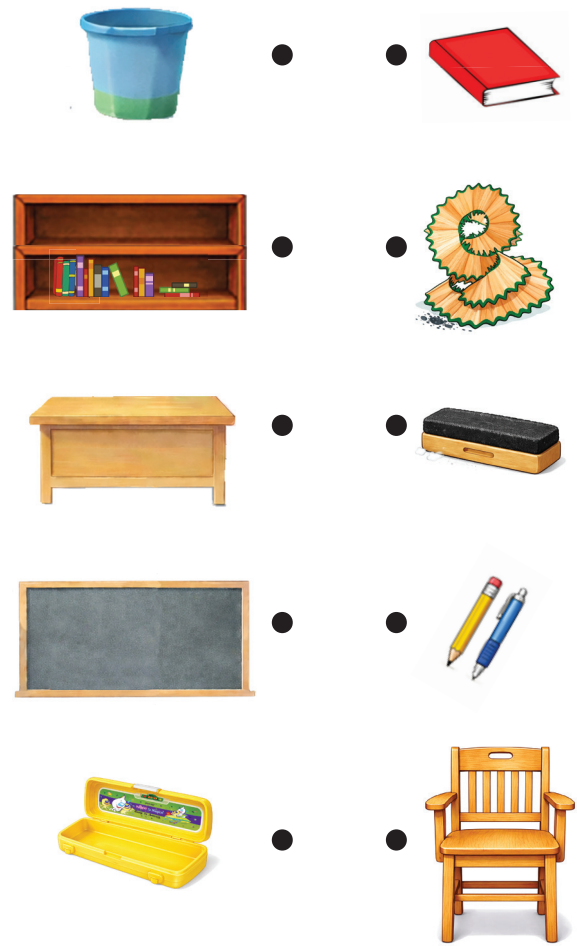
Observe and Discuss





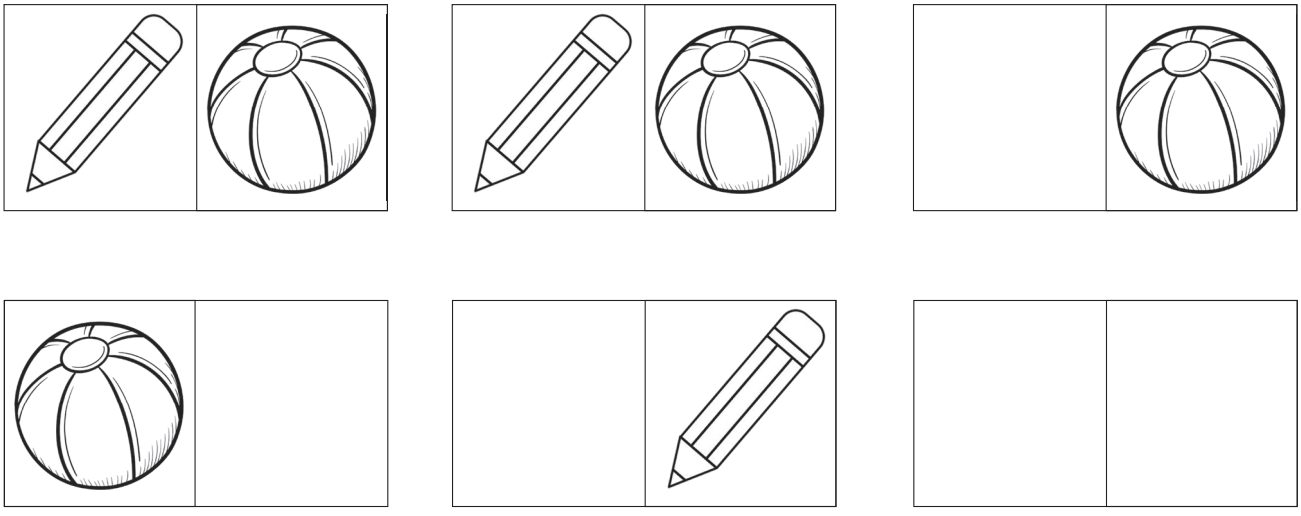
Do and Learn

1. Connect the objects.



We keep our classroom neat and clean.

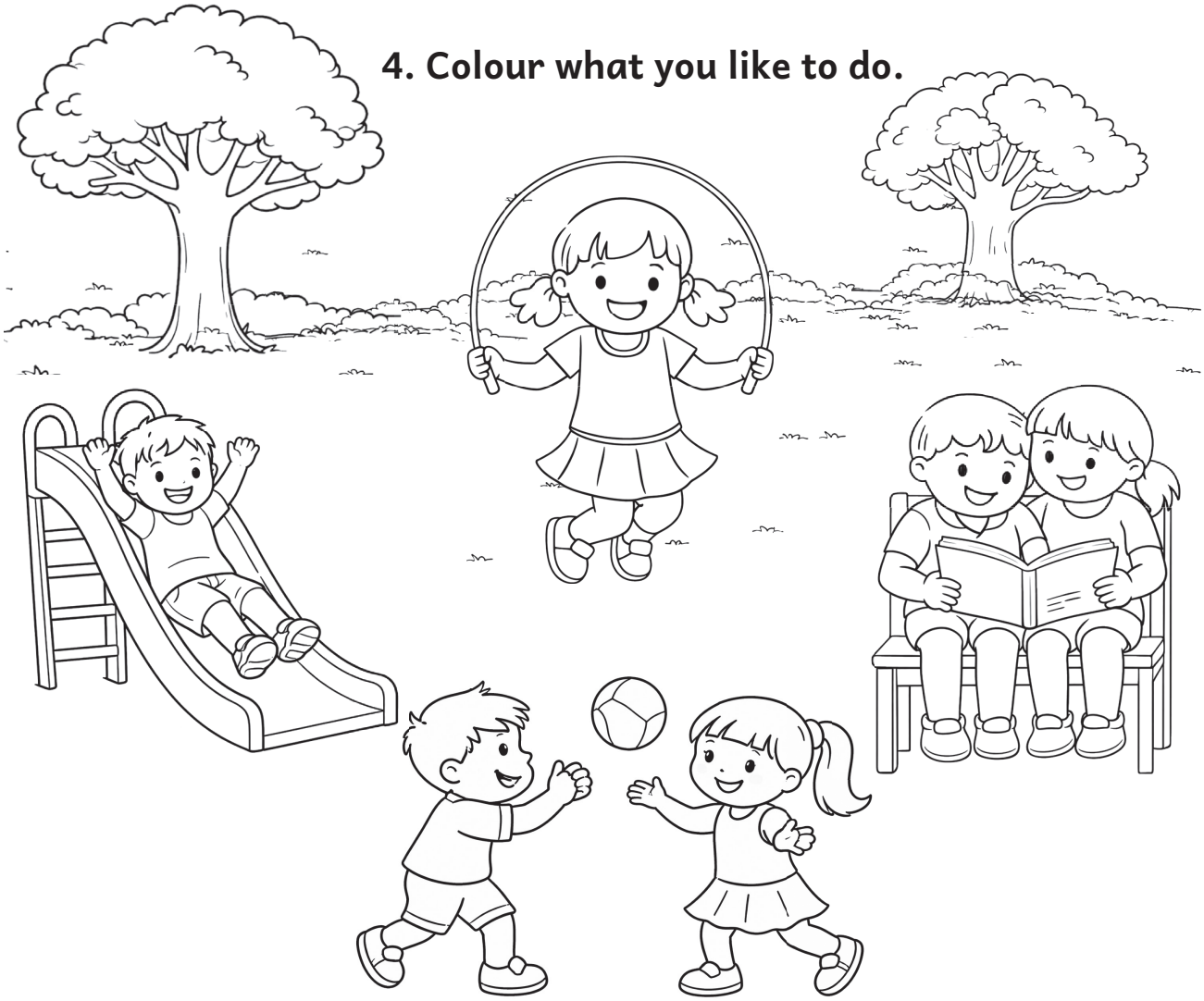
2. Complete the patterns with your friends.



3. Match each object with its colour patterns.

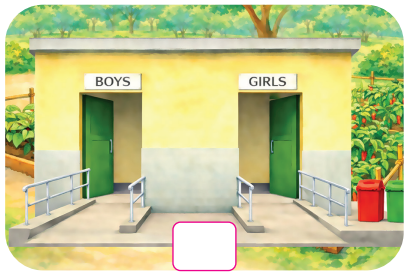


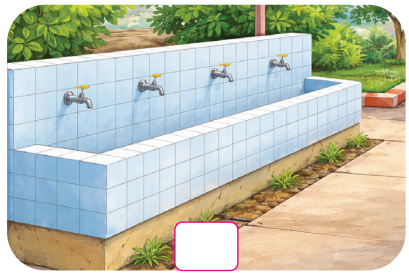
4. Colour what you like to do.



Learning Check

1. Tick (✓) the places where you wash your hands.





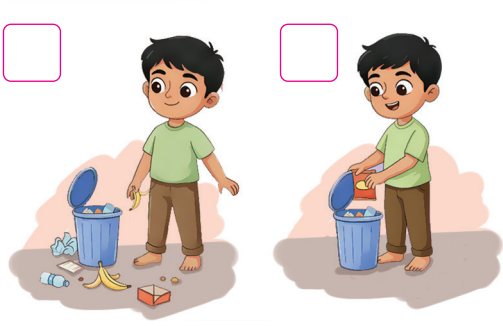


2. Draw any one family member using a stick figure.

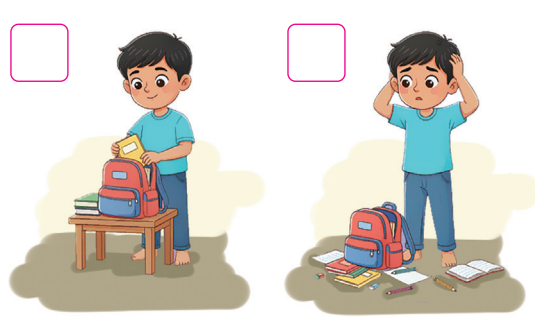
3. How do you help at home?

4. Tick (✓) the correct actions.

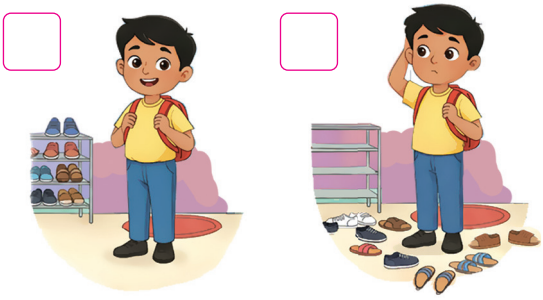
a.



b.



c.



d.



What I Learnt

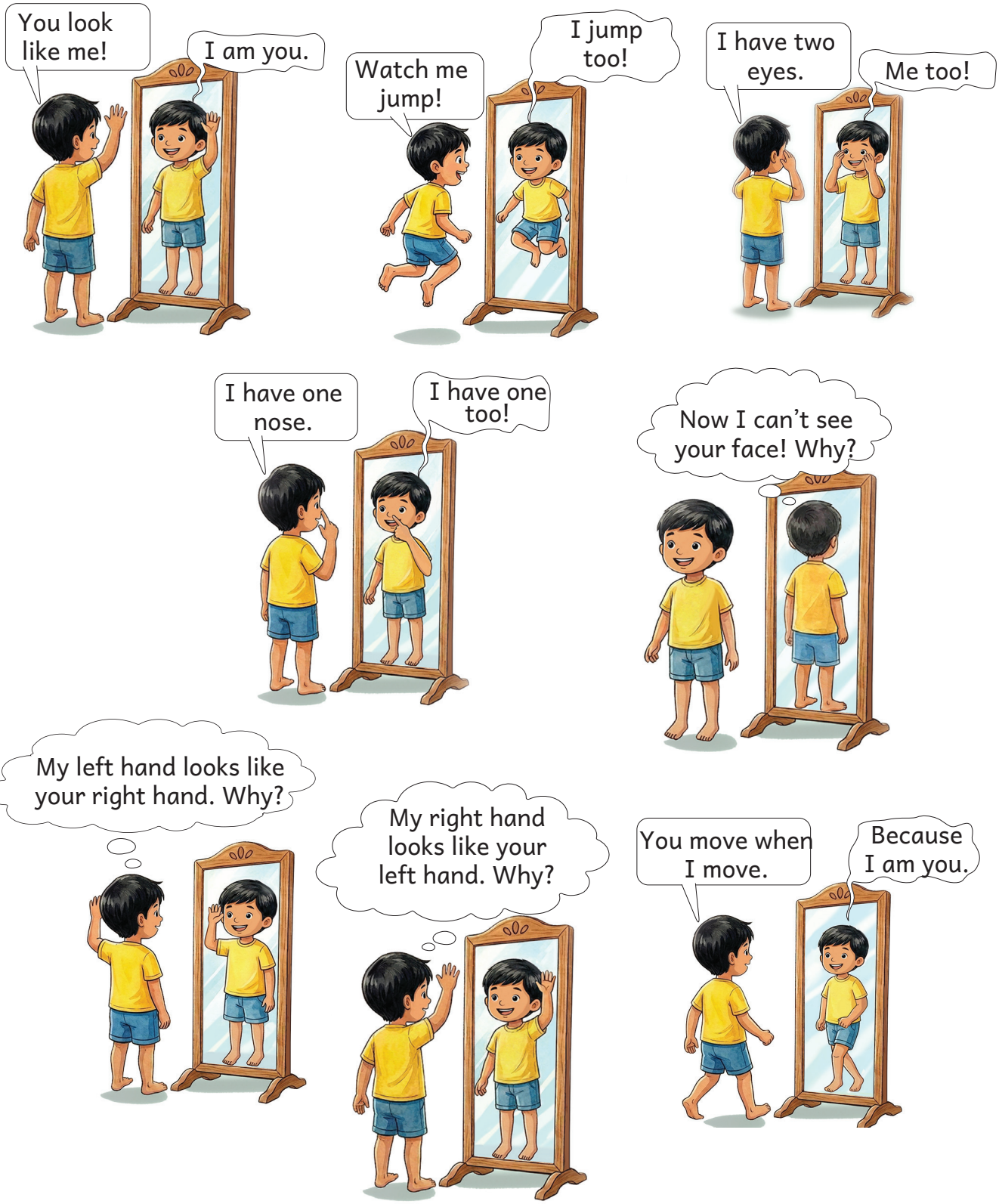
- I help at home.
- I know the places and the people working in my school.
- I keep my home and school clean.
- I play happily with my friends.

My Health

My Body

Observe and Discuss

Aadhi in front of the mirror...



Activity Time

Raise your right hand



Stand one behind the other



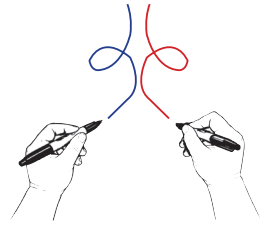
Turn around



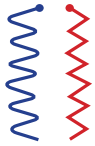
Face each other

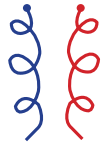


- Children do the movements as shown.
- Help children understand paired and unpaired body parts, right, left and miror images.



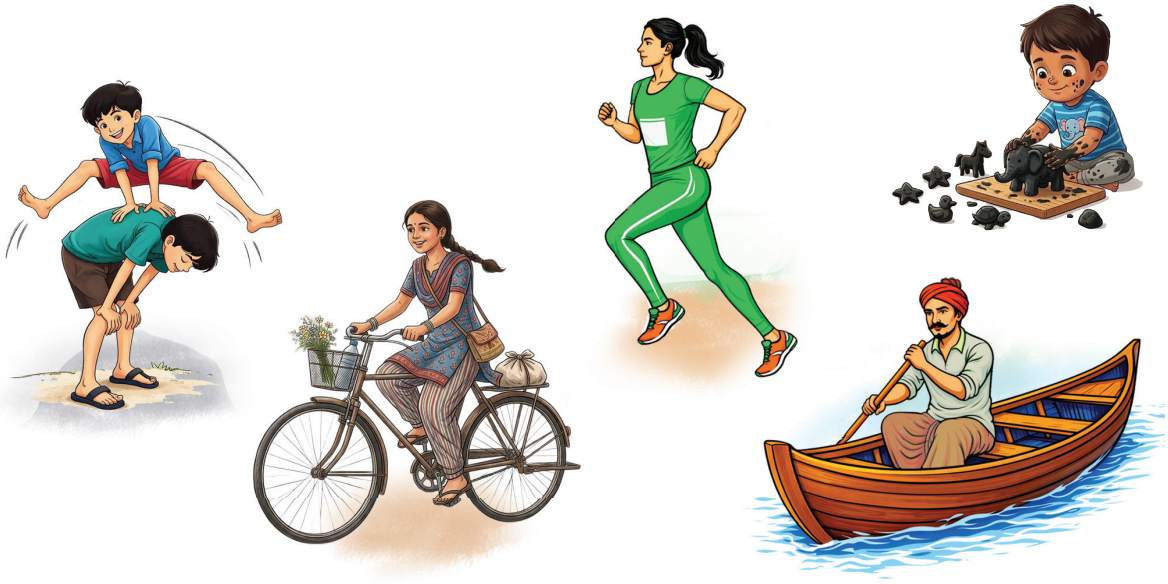
Draw the pattern with both hands together.





Observe and Discuss

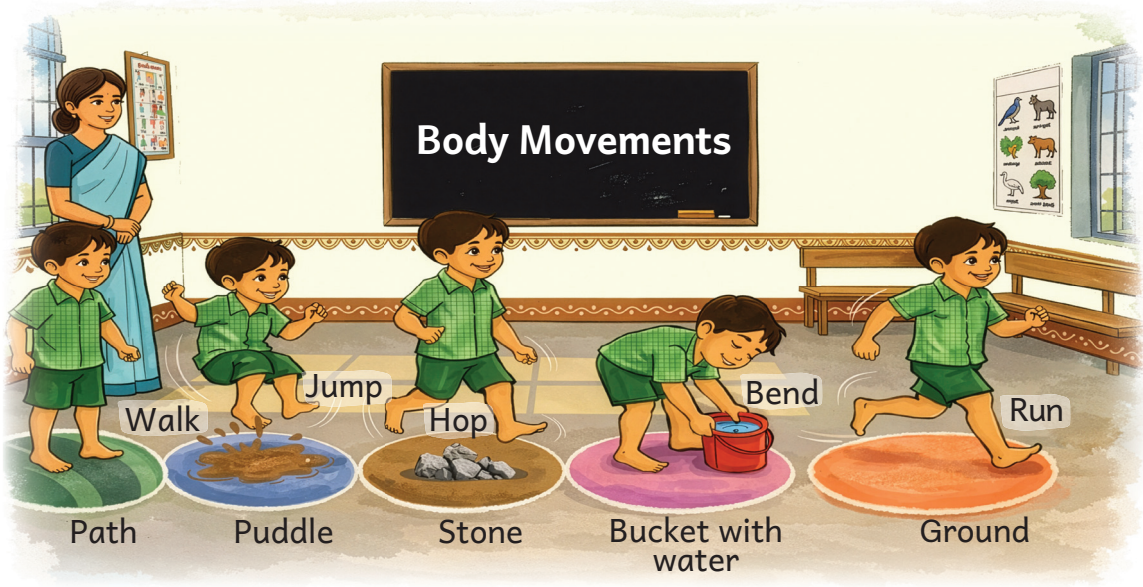
How do we use the various parts of the body for work and play?



Activity Time

What are the different ways that you can move your body?

Show all the movements, small and big, that you can do.



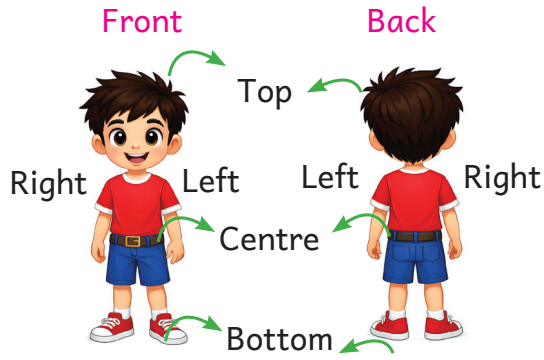
We use our body to move in different ways.

THB

- Draw an 'Action Trail' on the floor as shown.
- Ask students to clap after each movement.
  Change the number of claps - Walk - clap clap, Jump - clap clap clap.

Can you do two things at the same time?







Give instructions like, "Jump one step to the front while touching your head". Likewise use the terms shown.



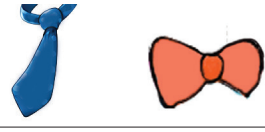
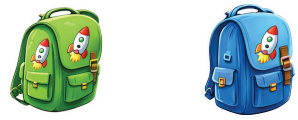
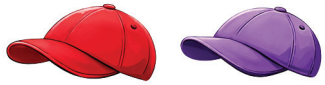
Do and Learn

1. Circle what each child is wearing.

John 

Geetha 

Abdul 

	Abdul	John	Geetha
Front			
Back			
Centre			
Top			
Bottom			

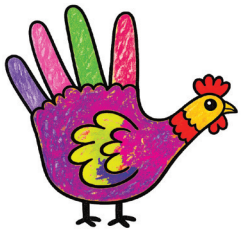
2. Let us sing.



Five Fingers

This is my thumb, short and strong
Index finger points along
Middle finger tall and high
Ring finger wears rings bright
Little finger very small
Five little fingers help us all

3. Trace your palm, draw and colour the picture.



Self-Care and Hygiene

Observe and Discuss

Why should we keep ourselves clean?



What did Paavai forget to do? Tick (✓).






Activity Time







Wash your hands now
Wash your hands now
Rub and Scrub
Rub and Scrub
In between your fingers
Top and bottom
Clean hands now
Clean hands now





Do and Observe

Observe what happens to the pepper powder.

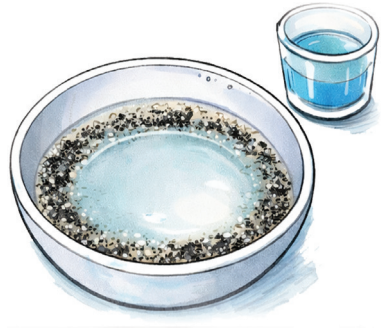
Add pepper powder to water.



Dip your finger in soap water and place it on the pepper.



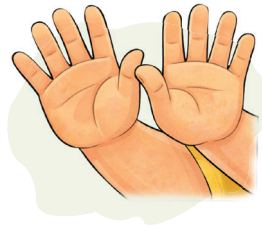
Watch what happens.



Soap helps to remove dirt in the same way.







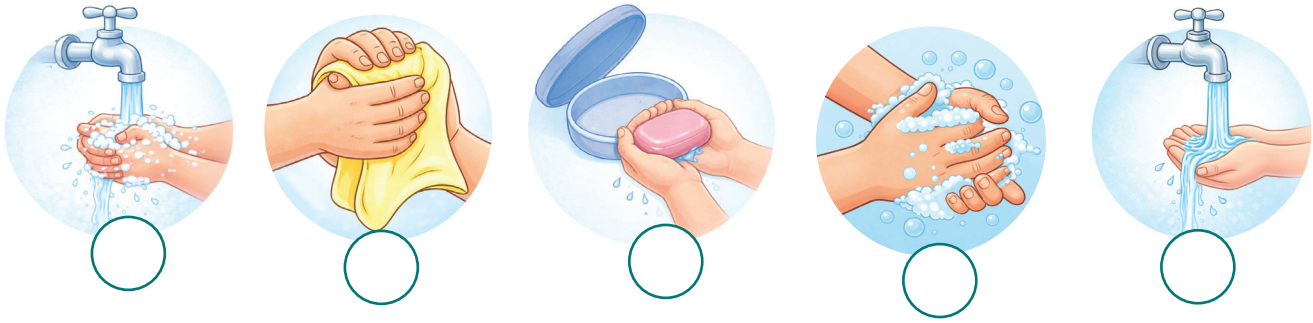
Do and Learn

1. Practise the hand-wash routine with your friend.





2. Number the routine in the correct order.



3. When do you wash your hands? Colour 🔴 for 'after' and 🟢 for 'before and after' the given activity.



Observe and Discuss





Before and after using the toilet



Pour water



Wash hands



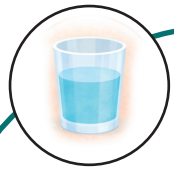
Wet brush



Add paste



Brush
left - right
and
up - down



Rinse



Take a bath



Keep your nails
short and clean



Comb your hair



Now, I am ready
for school!

We follow these routines to keep ourselves clean and healthy. We brush our teeth in the morning and at night.



Ask children in small groups to demonstrate each step of the routine.

Do and Learn

1. Draw arrows to show the correct order.





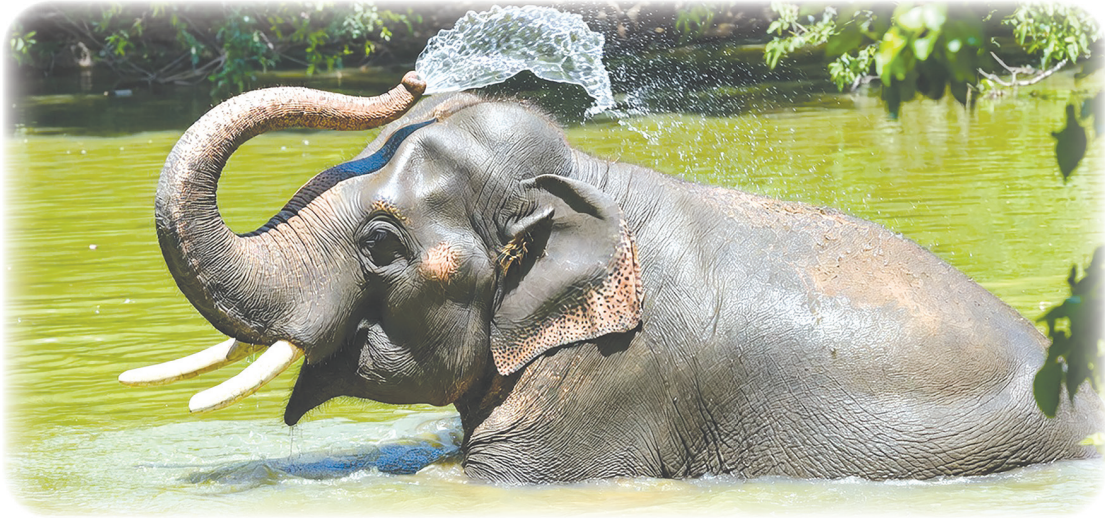



2. When do we brush our teeth? Tick (✓).






3. Look at the picture. Discuss with friends.

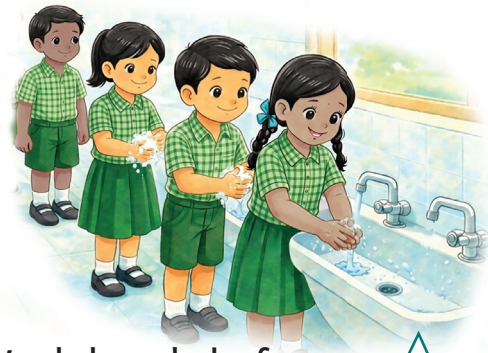


All living beings keep themselves clean to stay healthy.

4. Follow these habits in school daily. Colour the ☆ if you do.



Wash hands after playing.



Wash hands before and after eating.

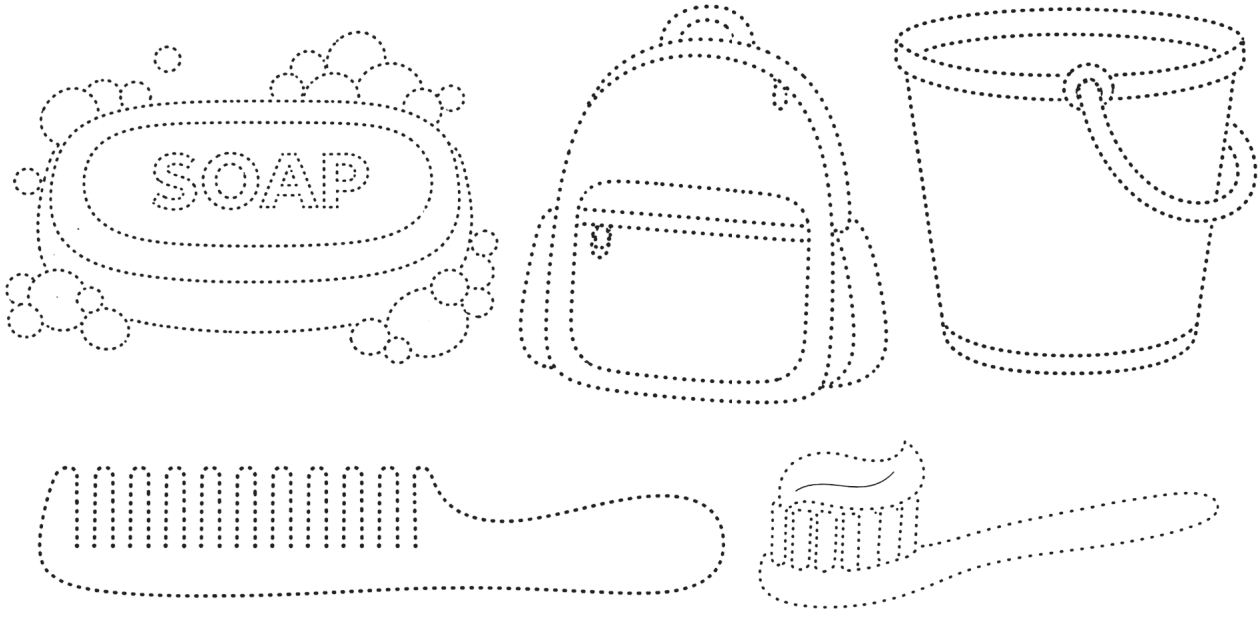


Wash hands after using the toilet.



Discuss each classroom habit briefly.

5. Colour the things that help us keep clean.



Learning Check

1. Listen carefully and do the actions.

   a. Raise your right hand.

   b. Jump one step to the front.

   c. Move to the left.

   d. Touch the top of your head.

2. Tick (✓) the things that keep Nila clean.



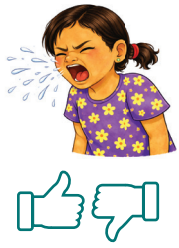









3. Shade  for healthy habits. Shade  for unhealthy habits.



4. What will you do after using the toilet?

What I Learnt

- I know my paired and unpaired body parts.
- I identify the right and left sides of the body.
- I follow the steps to wash my hands.
- I follow the steps to brush my teeth.
- I keep my body clean.

I Can Do

1. Put a dot (●) on the paired body parts.
   Circle the thumb and ring finger.



2. Circle what Iniyan should do after waking up.







3. Number the pictures in order.













4. Who teaches us? Tick(✓).







5. Oral Questions

a. Share some happy moments in your family and one way in which you help your family.

b. Name all the places in your school.

6. Project

My self-care habits of the week: Tick (✓) each day that you followed the habits.

Activities					
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					
Sunday					

2 Around Me

Nature's Gifts



The sun, air and water are Nature's gifts to us.

Observe and Discuss

Why do we need sunlight?



Colour the clothes that are drying.

Can you see the sun at all times?



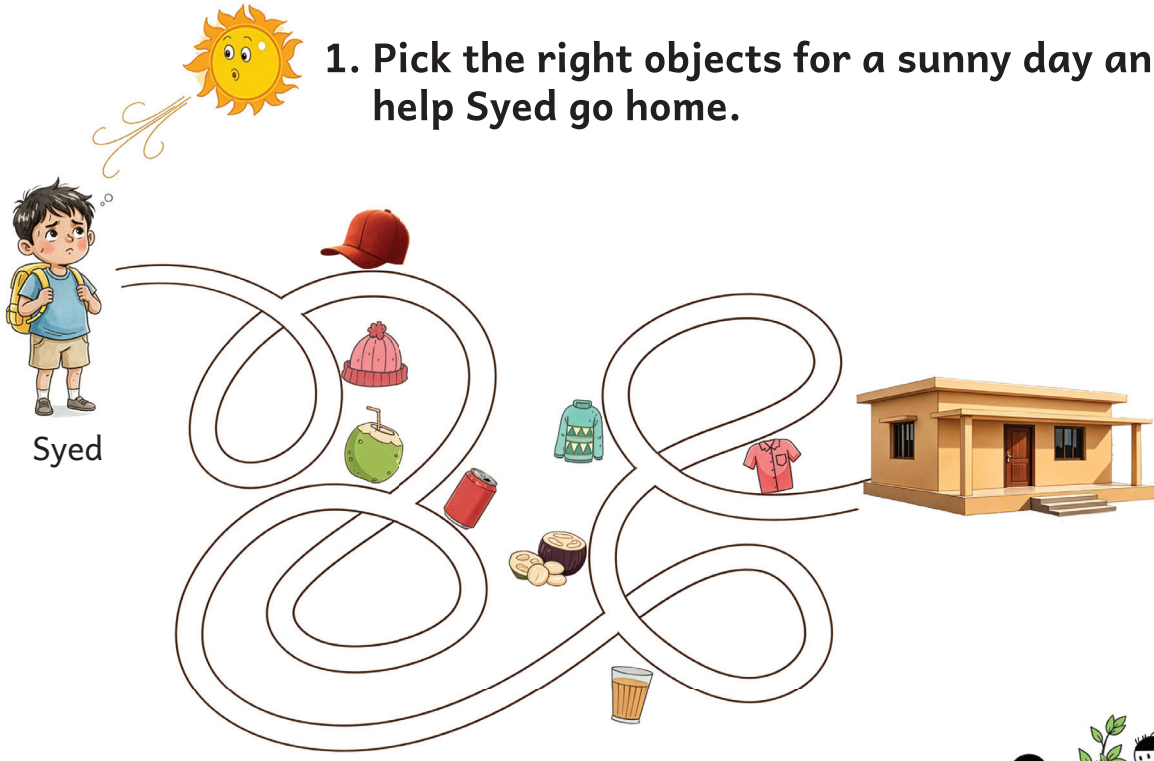
Night and day come one after the other.

THB

Emphasise the rhythm of the day and night.

Do and Learn

1. Pick the right objects for a sunny day and help Syed go home.

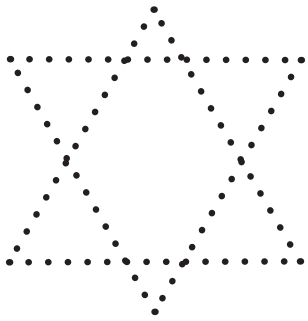




Drink plenty of water on a hot day.



2. Join the dots. Find the difference.



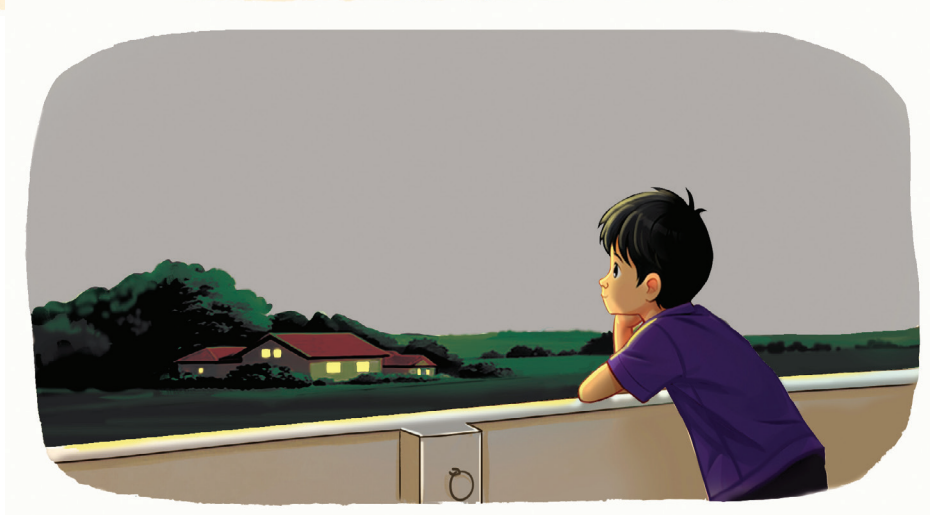




3. What do you see in the day and night sky? Draw.









Do and Observe

Keep a big stone in the sunlight and another one inside the classroom. Touch and feel the difference after a few hours.

Do and Observe

Can we see air?

Blow on your hand. What do you feel?



Use a straw and blow.

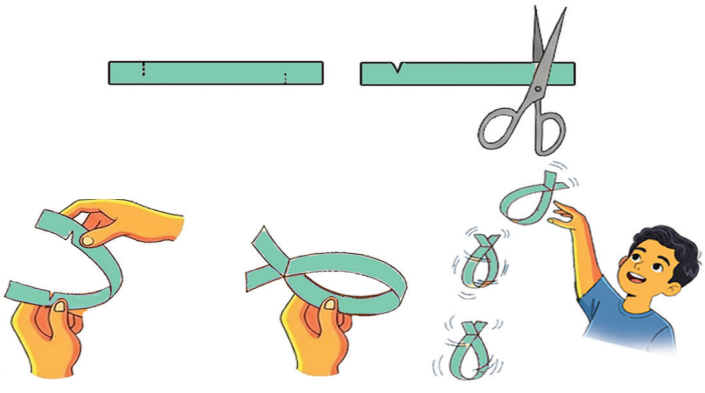
Air helps move things.

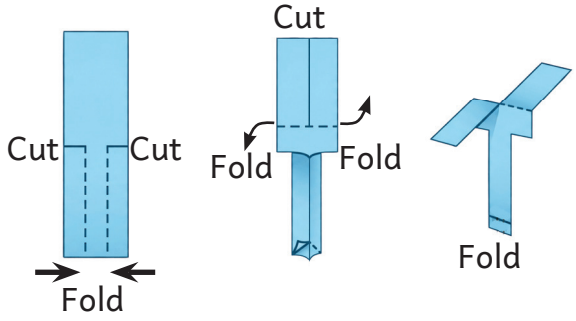


Do and Learn

1. Colour the things that move in the air.

2. Make the paper toys.



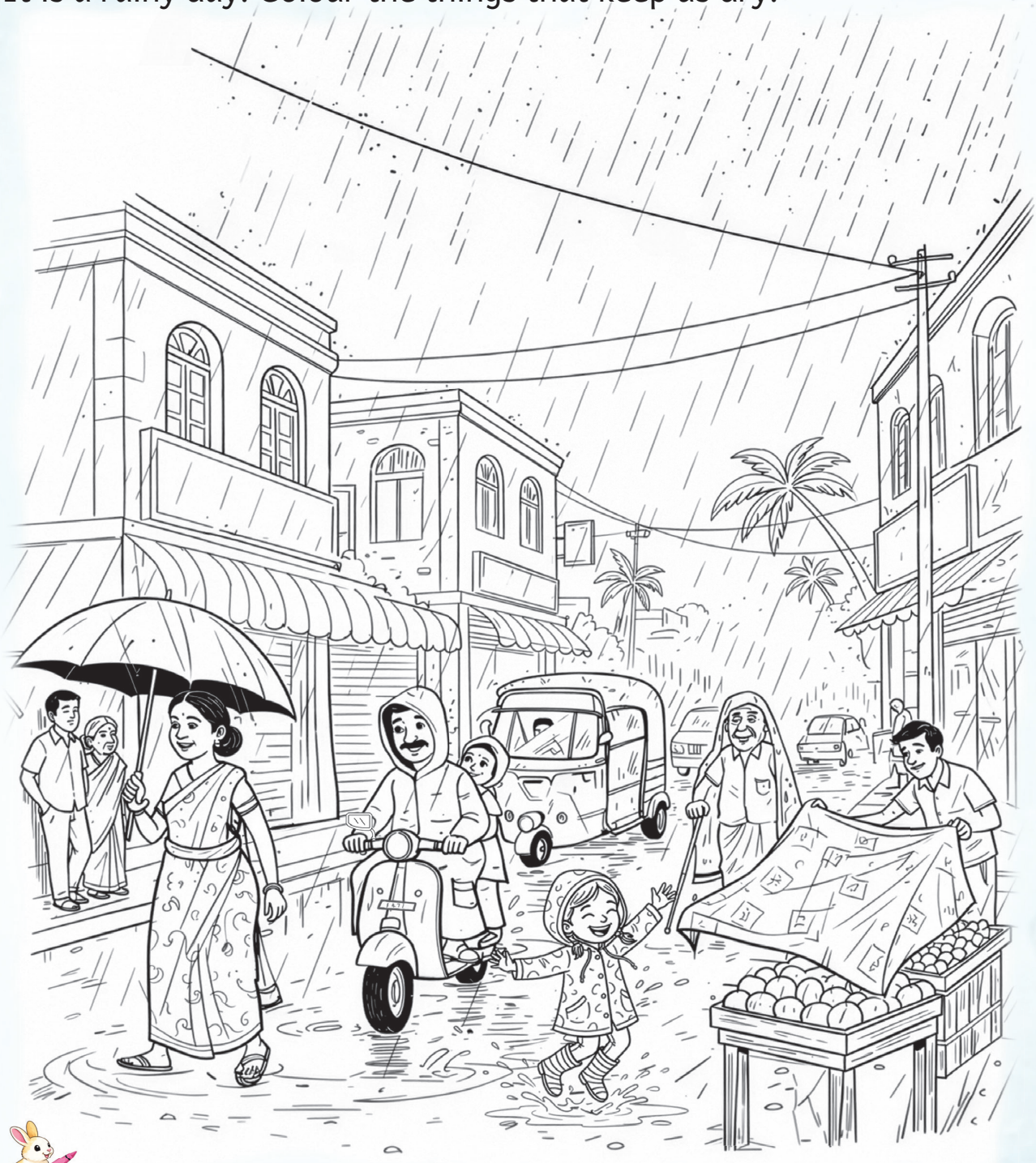


Observe and Discuss

Where do we get water?

The rain gives us water. Rain fills ponds and lakes.

It is a rainy day. Colour the things that keep us dry.



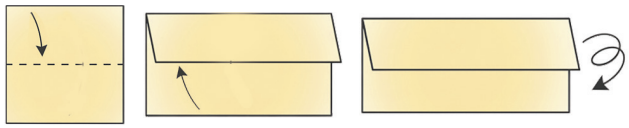
Do and Learn

1. Make the sound of rain.

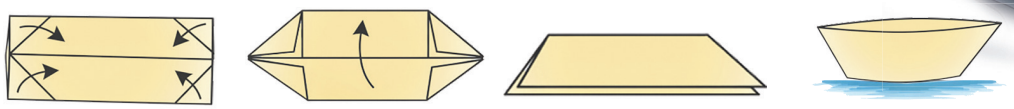


2. Make a paper boat.

Paper boat



Turn the paper





Observe and Discuss

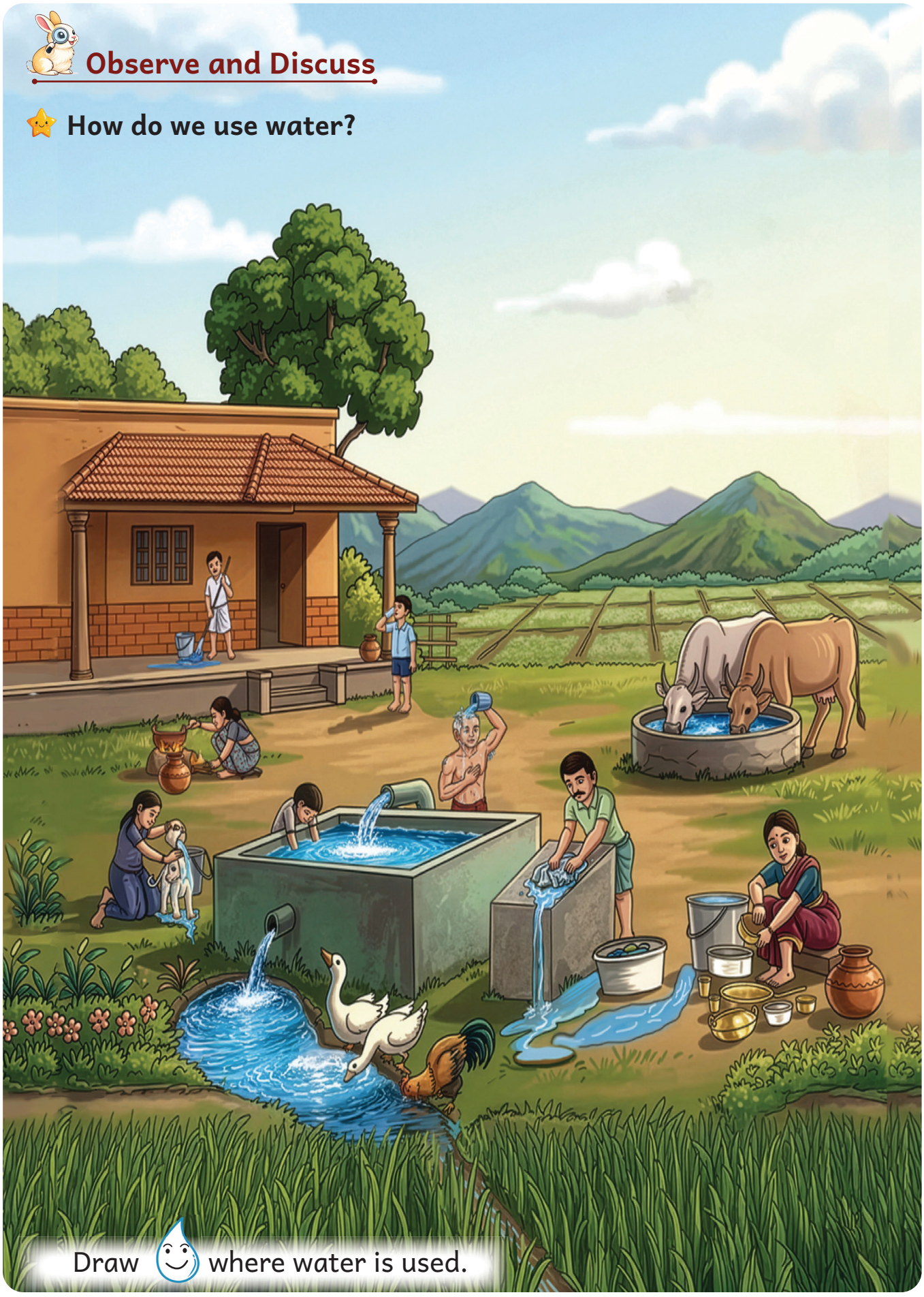
Is there life in water?

Many kinds of plants and animals live in water.

Colour the animals.

Observe and Discuss

How do we use water?



Draw where water is used.

Do and Learn

1. Draw  for the proper use of water and draw  for the improper use of water.





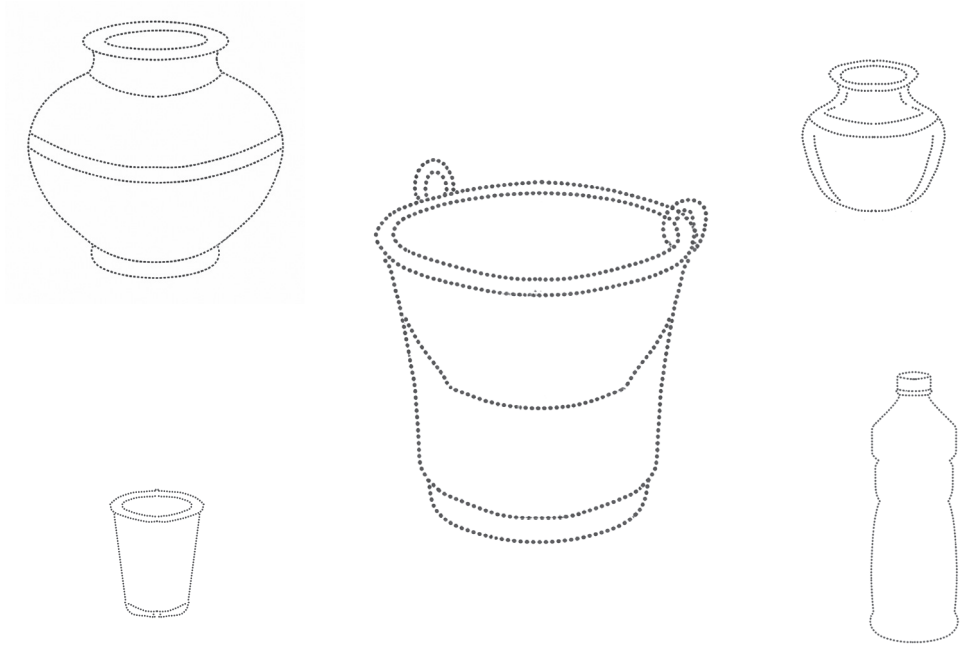





Save water. Green the earth.

2. Join the dotted lines.

Number the vessels 1 to 5 based on their height.

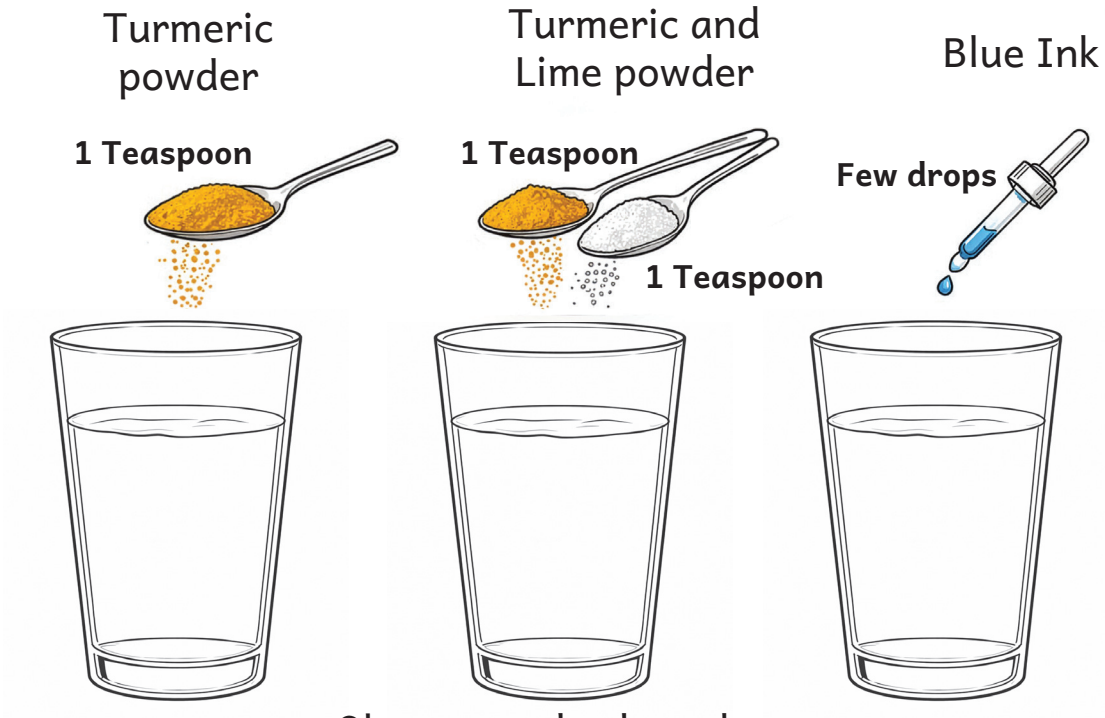


We store water in different vessels.



Do and Observe

What happens to the water?



Observe and colour the water.

Salt



1 Teaspoon

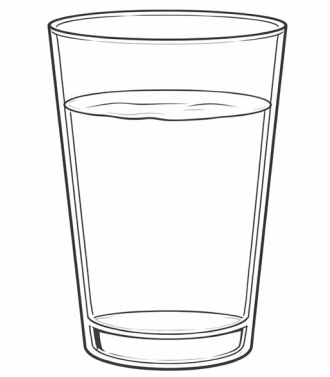
Sand

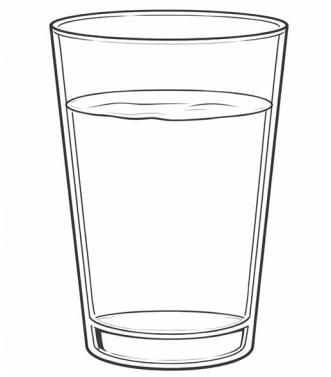


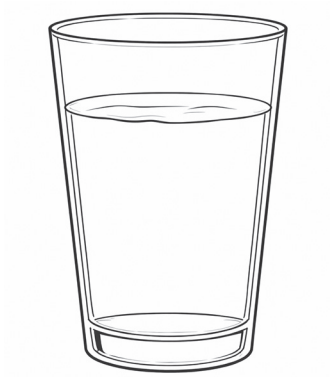
1 Teaspoon

Pebbles

A few 







Observe, draw and colour.



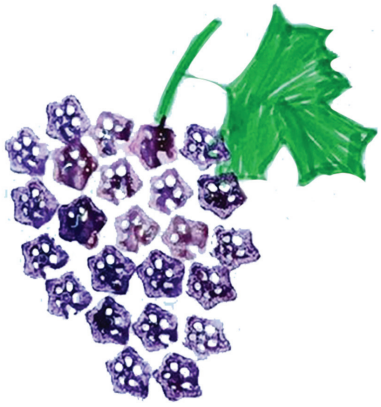
- These are purely observational exercises.
- Do the experiments and ask children to observe.



Do and Learn

Try at home.

1. Cut  **, dip in watercolour paint and make designs on paper.**







2. Make lemon juice.



Do and Observe

What floats? What sinks? **Colour : Floats** **Sinks**

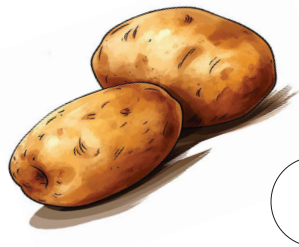


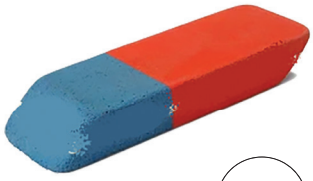
















A life jacket helps us float in water.

Learning Check

1. Observe and tick (✓).



Day ☐ Night ☐



Day ☐ Night ☐

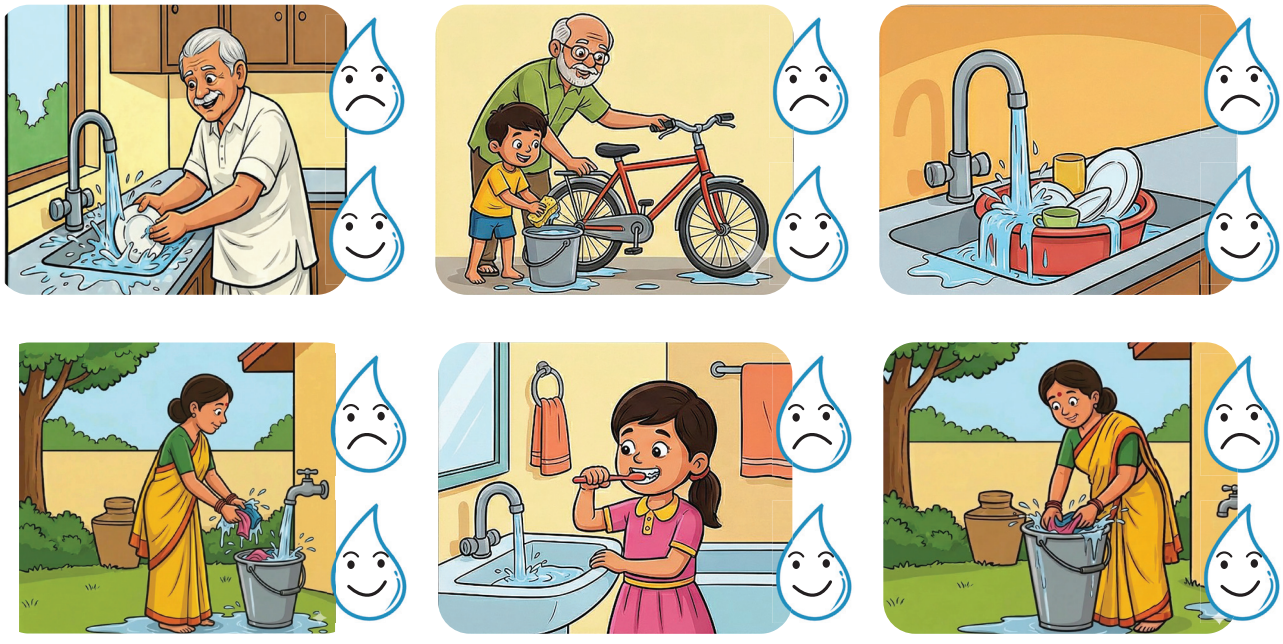


Day ☐ Night ☐



Day ☐ Night ☐

2. Colour 💧 for the proper and 💧 for the improper use of water.



3. Find and circle the things that we use on a rainy day.



4. When you see an open tap, what will you do? Share.





What I Learnt

- I can tell the differences between day and night.
- I can explain how sunlight, water and air help us.
- I know the different uses of water in my home.
- I follow correct ways to use and save water.

Animals Around Me

Observe and Discuss

What are the animals around us?

There are many kinds of animals around us.

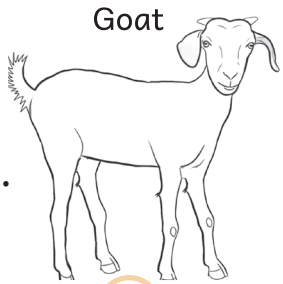
Some live on land, some in water and some in both.



Do and Learn

1. Number 1 to 5 based on size.

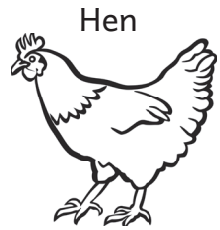
a.





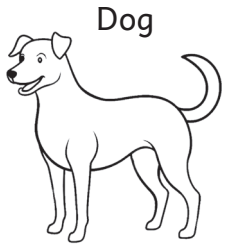


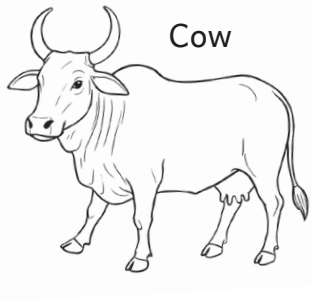


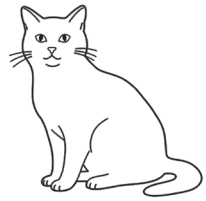


b.



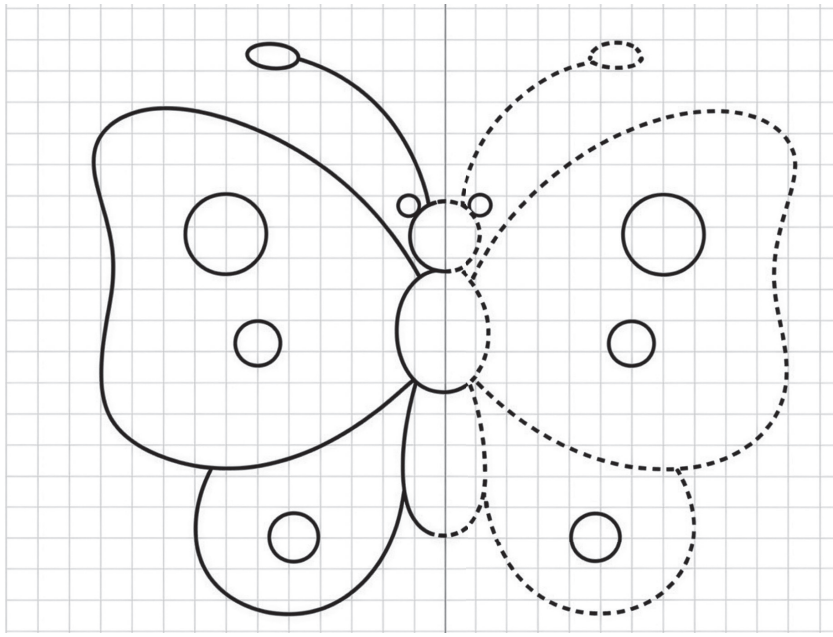




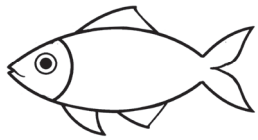




2. Join the dots and colour.



3. Draw the animals in the place where they live.





Lives on land	Lives in water



Activity Time

How do animals move? What sounds do they make?





Some animals walk, some fly, some swim and some hop too.
They make different sounds.

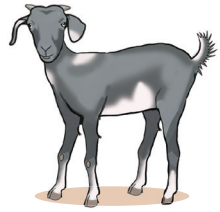


Make the children imitate the movements, then the sounds and then move along with the sounds.

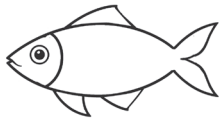
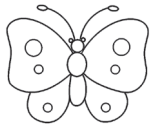
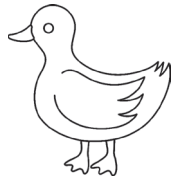
Do and Learn

1. Count and write the number of legs.



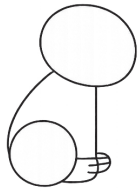
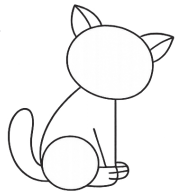
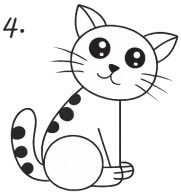




2. Classify and draw.


Fly	Walk and fly
Swim	Walk, fly and swim

3. Draw a cat.

1. 
2. 
3. 
4. 

Do and Observe

Take wet soil in a tray.	Place your feet on the tray.	Observe your footprint.	

Do all animals have the same footprint?



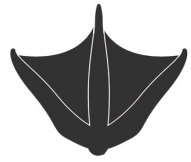
Match the animals with their footprints.





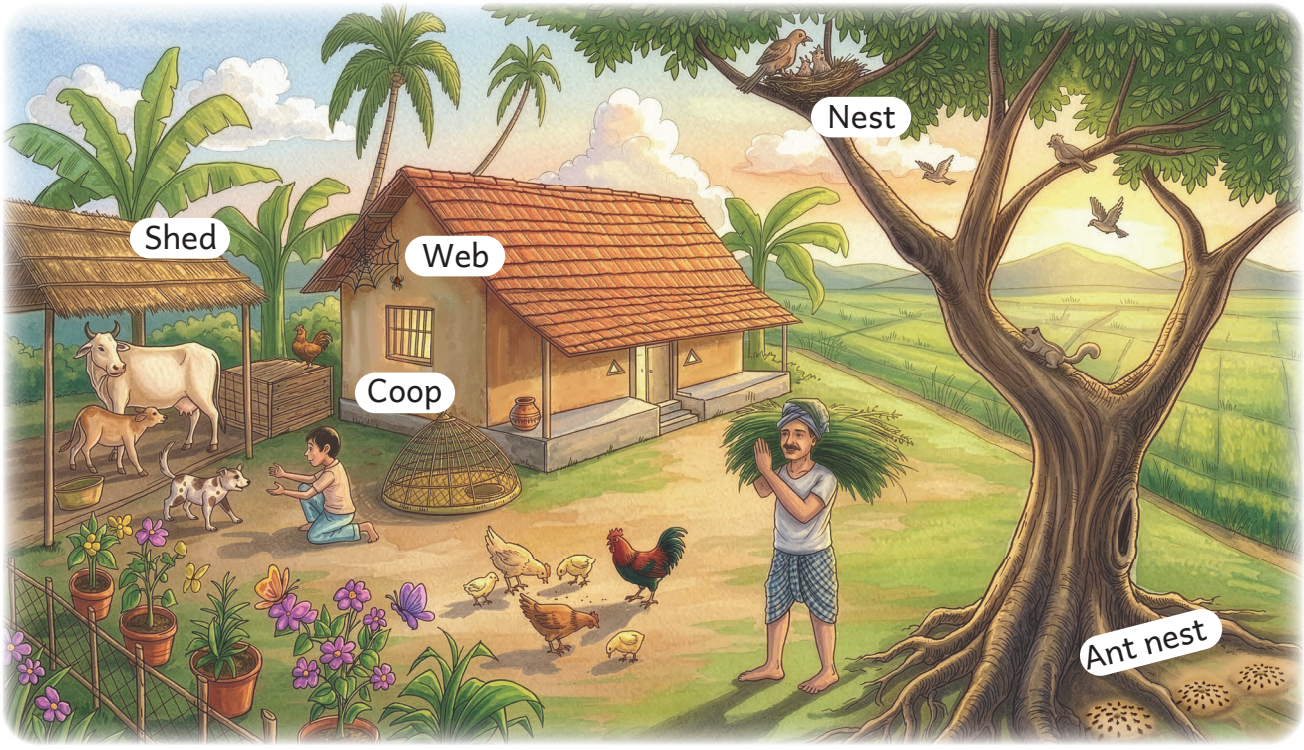






Observe and Discuss

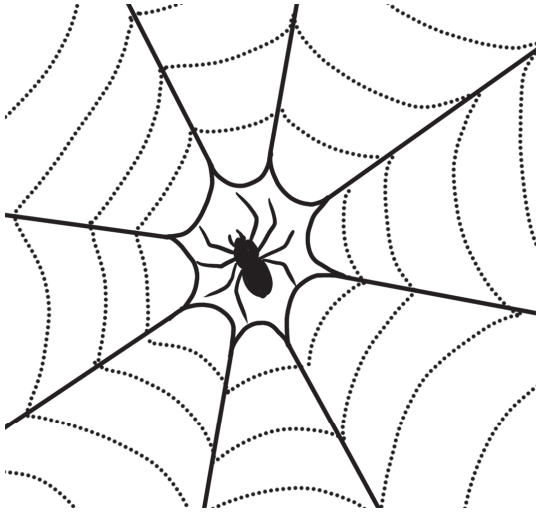
What kind of homes do animals have?



Different animals live in different kinds of homes.

Do and Learn

1. Complete the spiderweb.





A woodpecker makes a hole in a tree and lives inside it.





Elicit responses on animal homes and discuss.

2. Help me go home.

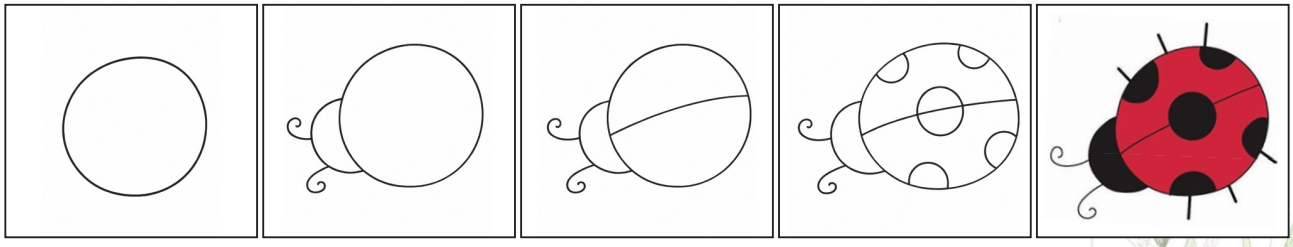








3. Draw and colour the ladybug.

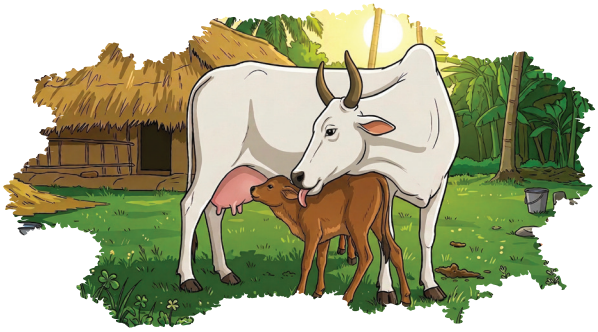


Food and Young Ones of Animals

Observe and Discuss



Observe and Discuss









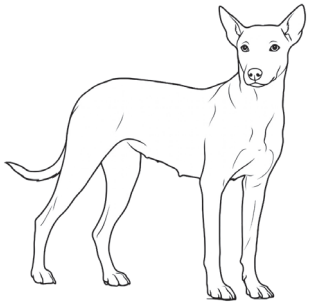
Animals care for their young ones in many ways.

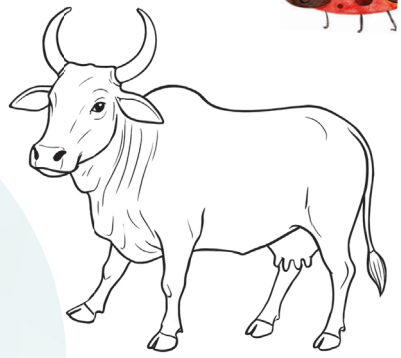
Sparrows are now fewer in number. Protect them.



Do and Learn

1. Connect to the mothers and colour them.

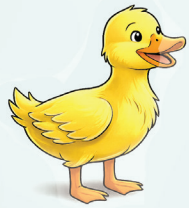


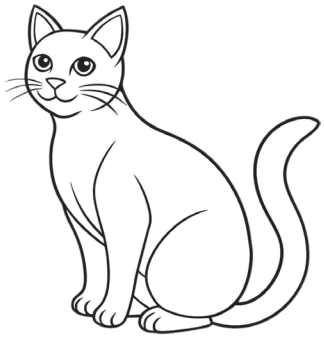


Kitten



Duckling



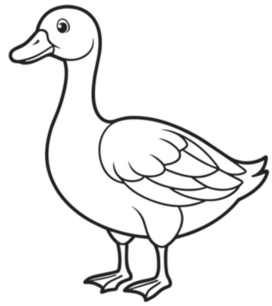




Puppy



Calf



2. Draw the food for the animals.


Milk


Bones


Grass


Grains

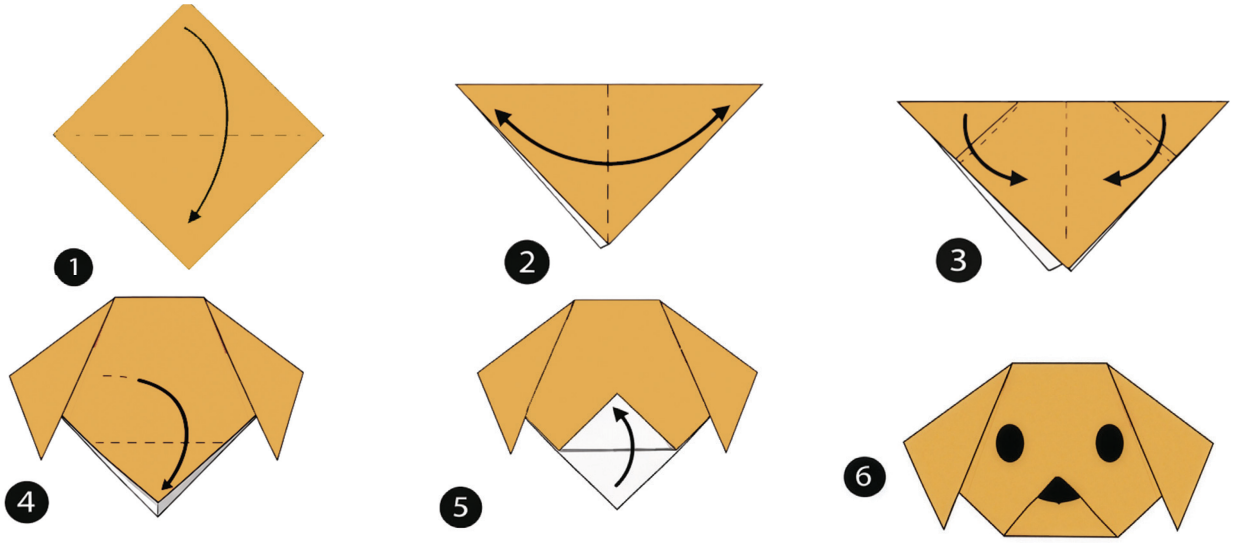








3. Make a toy dog.





Help children make the toy.

Caring for Animals

Observe and Discuss



Don't hurt animals. Take care of them.









Do and Learn

1. Draw ☺ for Do's, ☹ for Dont's.









2. Colour the happy moment.



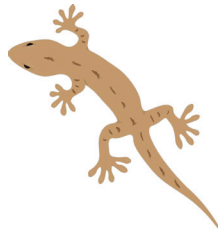
Learning Check

1. Who am I? Find and tick (✓)

a. I fly.

 ☐  ☐

b. I walk and fly.

 ☐  ☐

2. Circle the places where they live.

a.  —   

b.  —   

3. Find and tick (✓).

a. I eat grains.

 ☐  ☐

b. I eat grass.

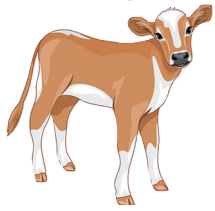
 ☐  ☐

4. Connect the young ones with their mother.











5. Tick (✓) the correct answer.



a. Where does the ant live?




b. What does the ant eat?






What I Learnt

- I can name some animals around me.
- I can group animals based on size and where they live.
- I take care of animals.

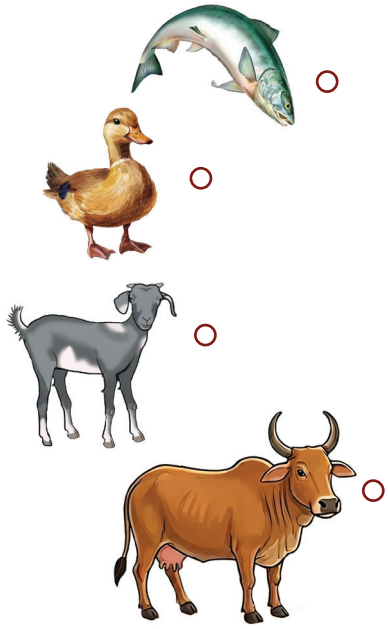
I Can Do

1. Tick (✓) the things that dry in the sun.

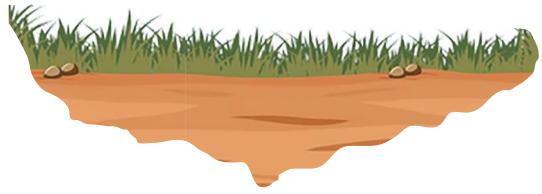




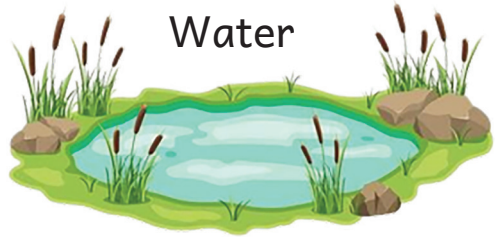

2. Draw a line from each animal to where it lives.



Land



Water

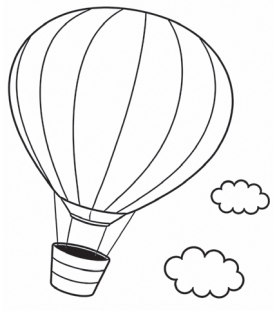
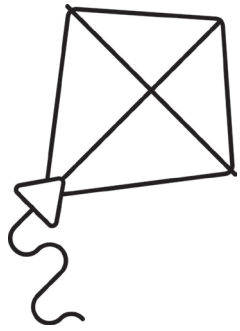
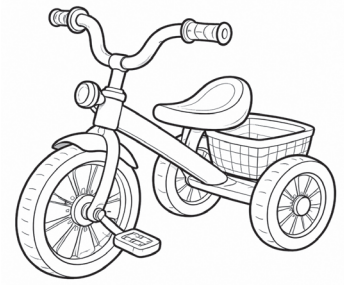


3. Tick (✓) for the proper use of water.
Cross (✕) for the improper use of water.






4. Colour those that fly in the air.


5. Oral Questions

a. What do you use water for?



b. What will you do if you see an injured bird?



6. Project

- Look at the animals around your house on a holiday.
- Complete the table.
- Share 2-3 sentences about what you observed.

Animals	Number of Legs	Movements			Where they live		
		Walk	Fly	Swim	Land	Water	Both
Duck	2	✓	✓	✓	-	-	✓
Cow							
Crow							
Dog							
Cat							

Move Smart! Think Smart!

Perform these five-minute movements daily for better focus and coordination. Do one movement a week.

1.

Point your left index finger to your right open palm.





Point your right index finger to your left open palm.

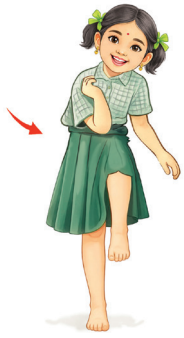
2.



Stand straight
Hands down.



Touch the right knee with the left elbow.



Touch the left knee with the right elbow.



Stand straight
Hands down.

3.



Raise left knee and keep both hands on it.



Keep your hands like a binocular.



Raise right knee and keep both hands on it.



Keep your hands like a binocular.

4.



Keep your fingers like rabbit's ears.



Clap your hands.



Open your palms with wrists touching.

5.



Stretch hands and interlock fingers.



Bend and rotate hands.

6.



Point left index finger.



Draw a horizontal figure of 8.

Repeat with right hand.

7.



Point left index finger.



Draw a vertical figure of 8.

Repeat with right hand.

8.

Sit and place hands on knees.



Left hand on right shoulder.



Clap 3 times.



Repeat with right hand

Trace the Patterns



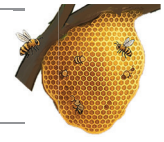




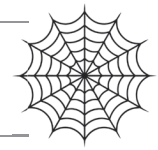






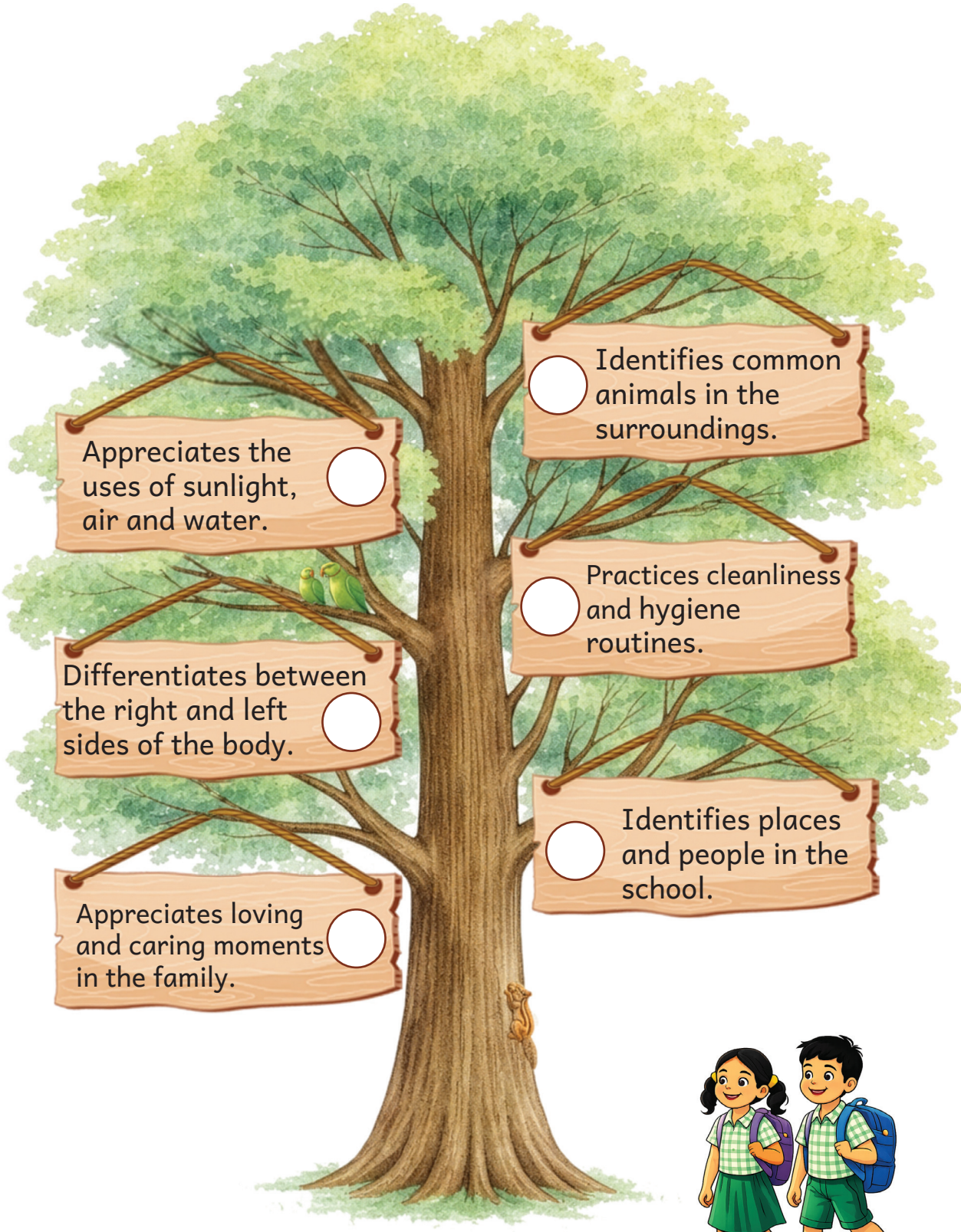









Learning Journey



Standard 1 - Mathematics - Term - I

Textbook Development Team

Subject Expert

Dr. R. Ramanujam,
Former Professor,
Institute of Mathematical Sciences (IMSc),
Chennai.

Reviewers

Ms. Kiruthika,
Research Centre, Azim Premji University,
Bengaluru.

Dr. D. Kasi,
Senior Lecturer, DIET, Uthamapalayam,
Theni.

Authors

B. Tamilselvi,
Academic Co-ordinator,
Principal, DIET, Kaliyampoondi,
Kanchipuram.

N. V. Poornima Devi, BT,
GGHSS, Sriperumpudur,
Kanchipuram.

R. Rajani, BT,
PUMS, Pappankulam,
Manamadurai Block, Sivagangai.

N. Prabhakaran, BT,
GHS, Gandhinagar,
Pudukottai.

B. Revathi, SGT,
North Madras Middle School,
Thandaiyarpet, Chennai.

S. Sweetlin Hilda Jansirani, SGT,
Nehru Vidhyasalai Primary School,
Narimedu, Madurai.

R.Vijayakumar, SGT,
PUPS, Naranikuppam,
Veppanapalli Block, Krishnagiri.

P. Nirosha, SGT,
PUMS, B.K.Valavu,
Nallampalli Block, Dharmapuri.

J. Ramani, SGT,
Gomathi Middle School,
Anupanadi, Madurai South Block, Madurai.

L. Radha, SGT,
PUPS Manavalanagar,
Kadambathur Block,Tiruvallur.

Proof Reader

S. Vijayaragavan, Lecturer,
DIET, Triplicane, Chennai.

Digital Content Team

B. Magdalene Premalatha,
Digital Content Co-ordinator,
B.T. Asst., SCERT, Chennai.

T. Siavmalar Mannan, SGT,
PUPS, Kokkarakalvalasu,
Thoppampatti Block, Dindigul.

S. Gopalakrishnan,
B.T. Asst., GBHSS, Kunnam,
Perambalur.

Art and Design Team

M. Amalraj,
Layout Co-ordinator
B.T. Asst., SCERT, Chennai.

C. Prasanth, Designer

S. Ashok kumar, Designer

Illustration

R. Rajesh
B. Pramoth

Wrapper Design

Kathir Arumugam

Standard 1 - Environmental Science - Term - I

Textbook Development Team

Subject Experts

Prof. Sultan Ahmed Ismail,
Soil Biologist and Ecologist, Chennai.

Dr. Suchitra Ramkumar,
Upasana Center for Learning and Well-being,
Adyar, Chennai.

Reviewers

Dr. N. Valarmathi, Principal (I/C),
DIET, Ranipet, Vellore.

R. Saranya, Lecturer,
DIET, Tirur, Thiruvallur.

Authors

Dr. S. Prabu, Academic Co-ordinator,
Deputy Director (Syllabus),
SCERT, Chennai.

N. R. Mahalingam, Lecturer,
DIET, Palayampatti,
Virudhunagar.

D. Rajakumar, B.T. Asst.,
PUMS, Muthunagaiahpuram,
Sedapatti Block, Madurai.

N. Ramesh Babu, B.T. Asst.,
PUMS, Attanthangal,
Sholavaram Block, Thiruvallur.

S. Mathan Mohana, B.T. Asst.,
PUMS, Vilathur,
Manamadurai Block, Sivagangai.

N. Narayanan, S.G.T,
H. V. F Ele. School, Avadi,
Villivakkam Block, Thiruvallur.

K. Jeyababu, S.G.T,
PUPS, Sittulotti,
T. Kallupatti Block, Madurai.

G. Kandasamy, S.G.T,
PUMS, Karungalakudi,
Kalaiyarkovil Block, Sivagangai.

V. Saranya, S.G.T,
PUPS, Andithangal,
Uthiramerur block, Kanchipuram.

R. Tamilselvan, S.G.T,
PUMS, Managethi,
T. Palur Block, Ariyalur.

Proof Reader

S. Arumbumozhi, Senior Lecturer,
DIET, Ranipet, Vellore.

Digital Content Team

B. Magdalene Premalatha,
Digital Content Co-ordinator,
B.T. Asst., SCERT, Chennai.

R. Gopinath, S.G.T,
PUMS, Rajakuppam,
Gudiyatham Block, Vellore.

A. James Bond, Drawing Master,
Govt Model HSS, Aranthangi, Pudukottai.

Art and Design Team

M. Amalraj,
Layout Co-ordinator,
B.T. Asst., SCERT, Chennai.

B. Yogesh, Designer
E.J. Karunakaran, Designer

Illustration

M. Gurumani, Art master,
Govt. Model HSS, Arumbakkam, Chennai.
R. Rajesh

Wrapper Design

Kathir Arumugam

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