GOVERNMENT OF TAMILNADU

STANDARD ONE

TERM - II

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)

If you are forced into
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If you are Emotionally,
Physically, Sexually
Harassed or Abused,

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Caller details will be kept confidential

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Emotionally, Physically or Sexually,
If you are feeling unsafe,
If you need guidance for
Examinations or Higher Education

14417
Education Information Centre

Dial 14417

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Content Creation

State Council of Educational Research and Training

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Printing & Publishing

Tamil Nadu Textbook and Educational Services Corporation

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 Design 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.**

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 standard one term II textbook is organised into two units.
These units follow a spiral approach.



Unit - I

- handles numbers
- identifies the shadows of objects



Unit - II

- performs number operations
- compares weight

Distinctive features of the textbook



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



Teachers 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, 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.

MATHEMATICS

TERM - II

Contents

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Unit - II



Lessons	
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RB3EP e-book

FW6QL Inclusive book

ZG6HP THB

SY4VN Assessment

Unit I

1. Thirsty Birds

Let us Learn

Arun and Akila usually place water for the birds. One such day...











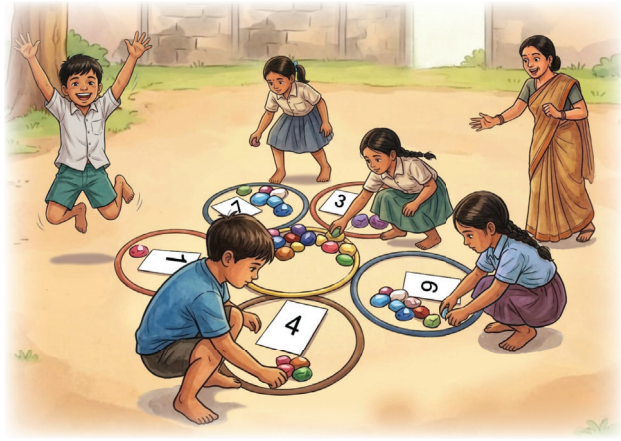


THB

The teacher should narrate the above story and make the children recall counting objects upto 9, addition of numbers involving sum not exceeding 9 and subtraction of numbers upto 9.

Let us Do





THB

Draw 6 circles on the floor and place stones in the centre circle. Place any number card from 1 to 9 inverted in each of the 5 circles. Ask 5 children to run around the circles; when the command "Stop" is given, make them pick up the number of stones as per the number in the circle nearest to them and place them in.

Let us Practise

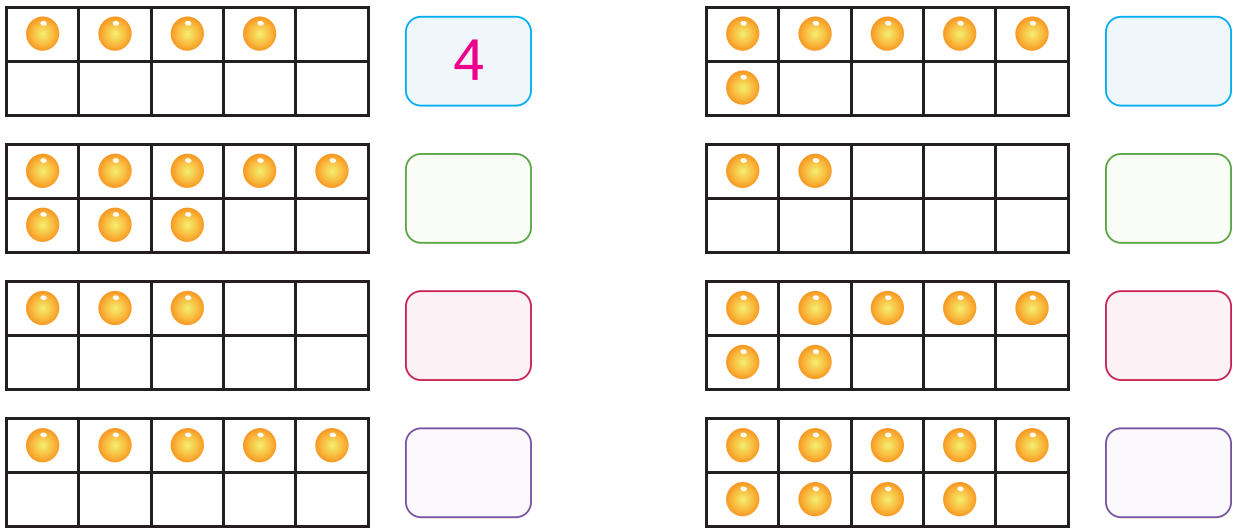
Count and tell.



Read out the numbers.

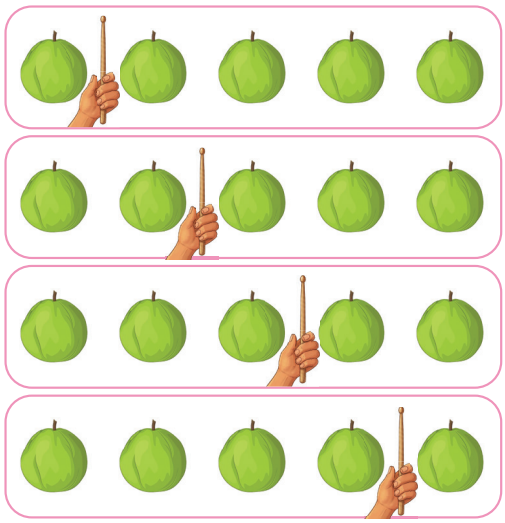
6	2	1	8	4	7	5	9	3

Count the beads and write.



Let us Explore

Follow the pattern and split the numbers.



1 and 4

_____ and _____

_____ and _____

_____ and _____

Looking at the number of dots in each box, say the number.



Count and write.

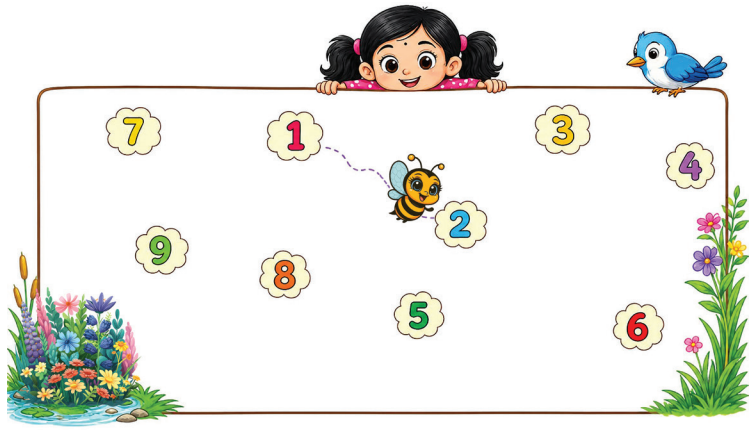




6					

Let us Explore

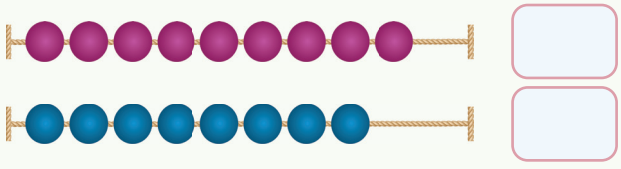
Draw a path by joining numbers from 1 to 9 in order, without crossing each other.



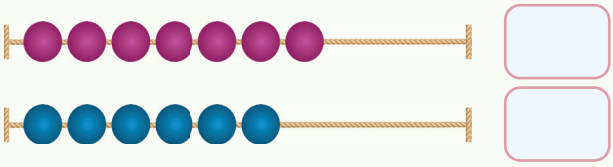
Count, write and compare.



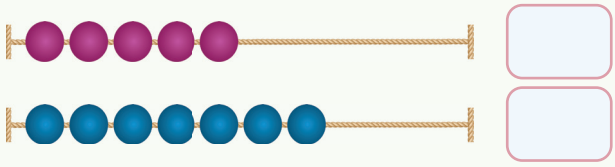
4 is more than 3



____ is more than ____



____ is less than ____



____ is less than ____

Fill in the blanks by drawing or crossing out circles as per the instructions.



2 more than 3 is 5



1 less than 4 is 3



3 more than 4 is ____



3 less than 6 is ____



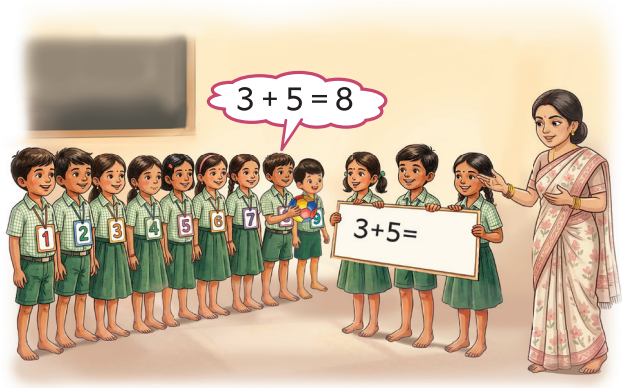
3 more than 5 is ____



4 less than 9 is ____

Let us Do





THB

Arrange the children in two groups. Give one group badges numbered from 1 to 9 and make them stand in a row. Let the other group show an addition fact (e.g. 3+5), then ask the first group (the child wearing the badge number 3 passes the ball forward to the next 5 children) to pass the ball and tell the answer.

Let us Practise

Add by counting forward.



4 + 2 = 6



5 + 2 = ☐



4 + 4 = ☐



3 + 4 = ☐



6 + 2 = ☐



5 + 4 = ☐

Let us Do



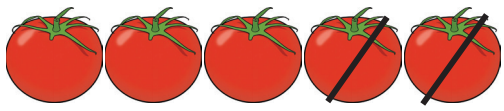


THB

Arrange the children in two groups. Give one group badges numbered from 1 to 9 and make them stand in order. Let the other group show a subtraction fact (e.g. 8-5), then ask the first group (the child wearing the badge number 8 passes the ball backward to the previous 5 children) to pass the ball and tell the answer.

Let us Practise

Subtract and write by counting backward.



5 - 2 = 3



7 - ☐ = ☐



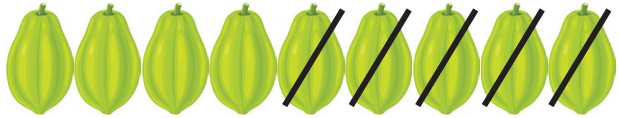
8 - ☐ = ☐



6 - ☐ = ☐



5 - ☐ = ☐



9 - ☐ = ☐

Let us Learn

Arun and Akila were watching the birds drinking water.



THB

Introduce the concept of zero by narrating the story. Say that the numeral '0' is used to denote the absence of objects to count.

Let us Do





THB

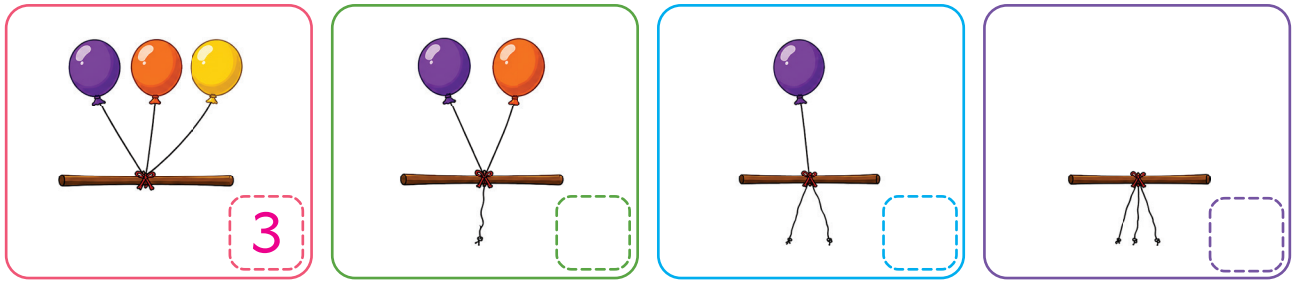
Give a child seeds not exceeding 9. Draw a small circle in the middle of the class and make the child to throw the seeds backwards into the circle. Ask the child to count the number of seeds that fell into the circle. If seeds do not fall into the circle, ask the child say the number as zero (0) seeds.

Let us Practise

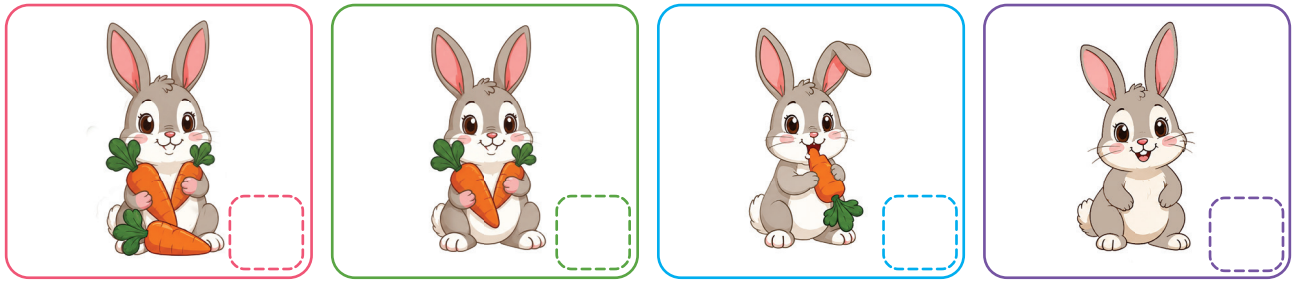
Write and practise.

0								

Count the balloons tied to the twig and write the number .

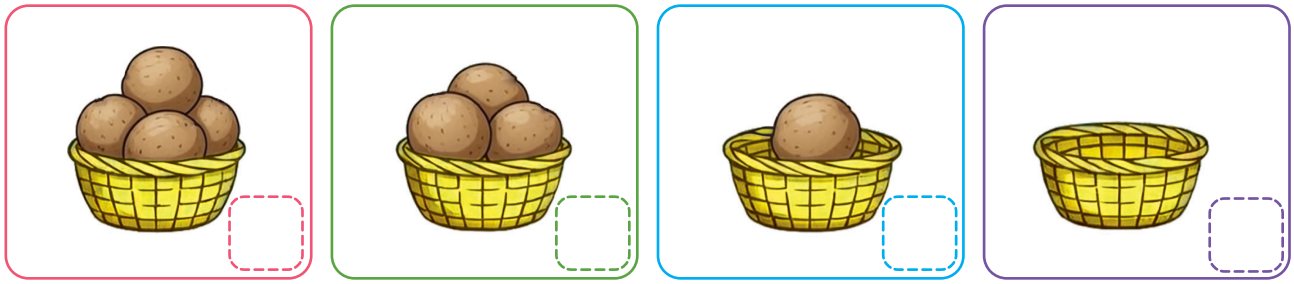


Count the carrots with the rabbit and write the number.

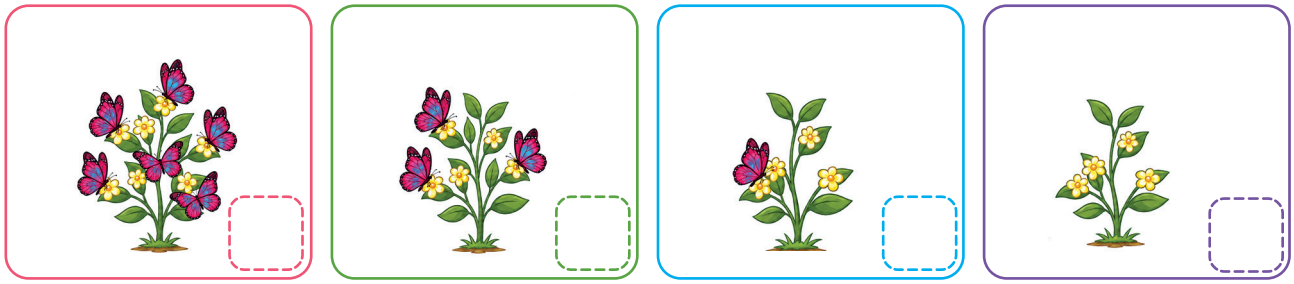


Let us Practise

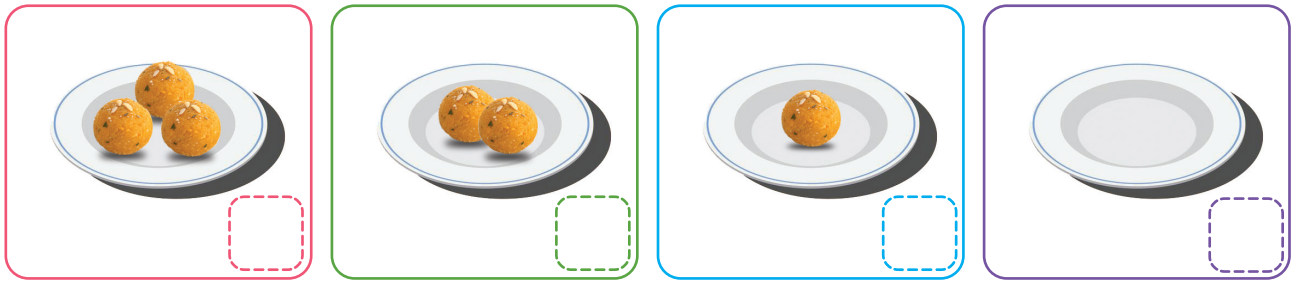
Count the fruits and write.



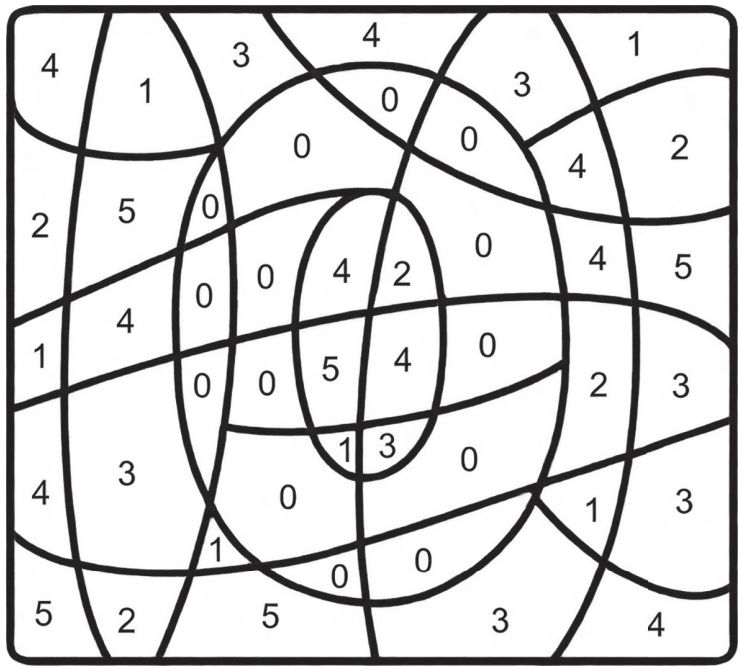
Count and write the number of butterflies on the plant.



Count the sweets and write.



Colour only the portions where the number '0' is present.



Let us Learn

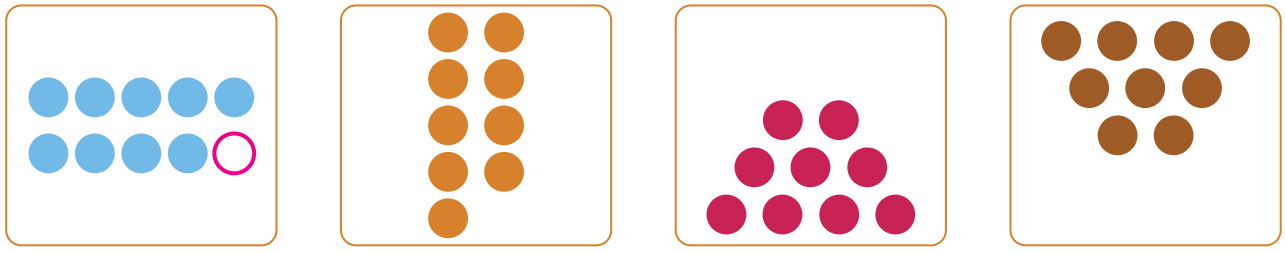


10 single beads = 1 string of 10 beads

THB Say that 10 is got by adding 1 more object to 9 objects and introduce the number 10.

Let us Practise

Draw stickers to make them 10.



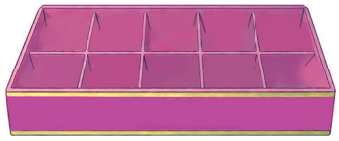
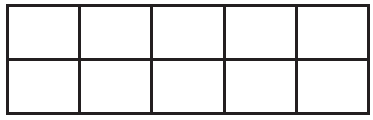
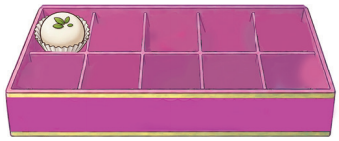
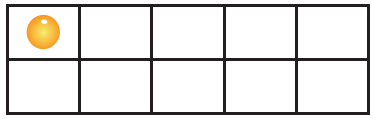
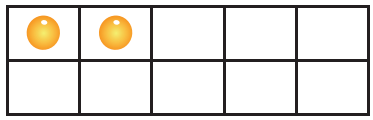
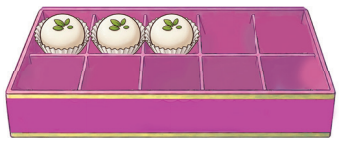
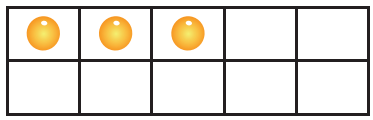
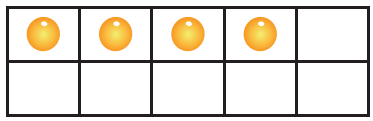
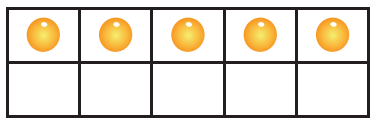
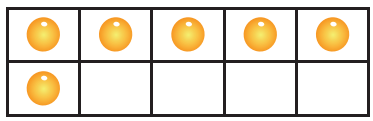
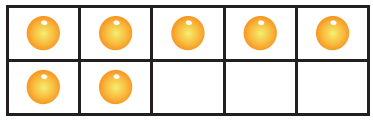
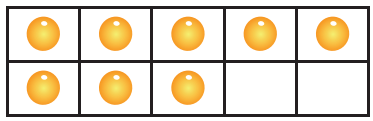
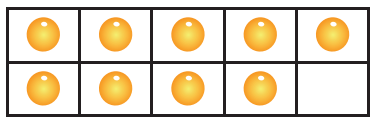
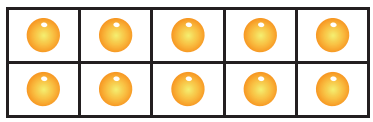
Write and practise.

10	10	10	10	10	10	10



Let us Practise

Complete the table.

Sweets	Beads	Number
		0
		
		
		
		
		
		
		
		
		
		

Let us Do



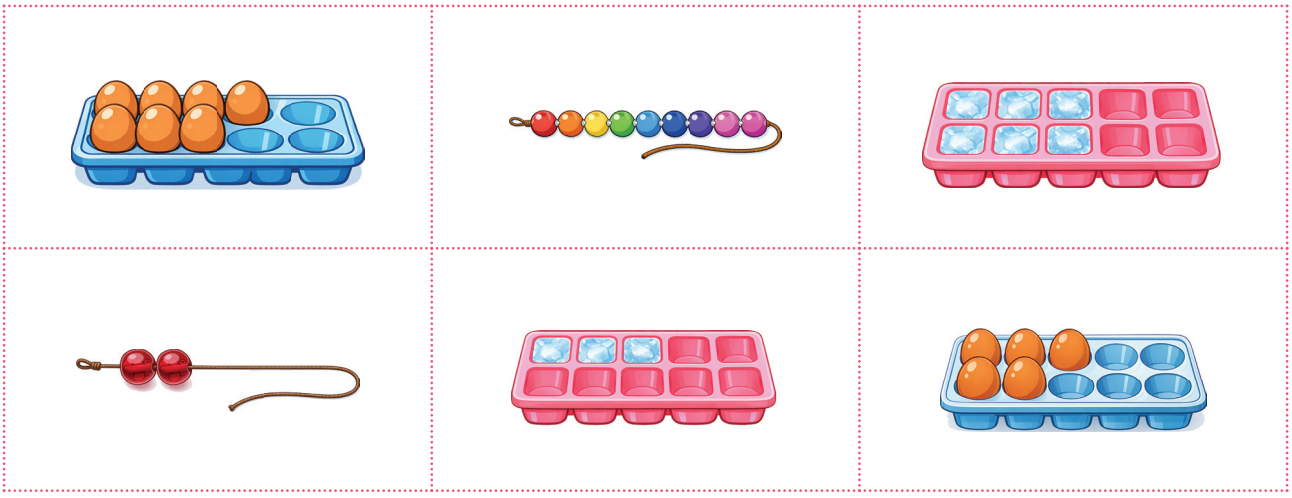


THB

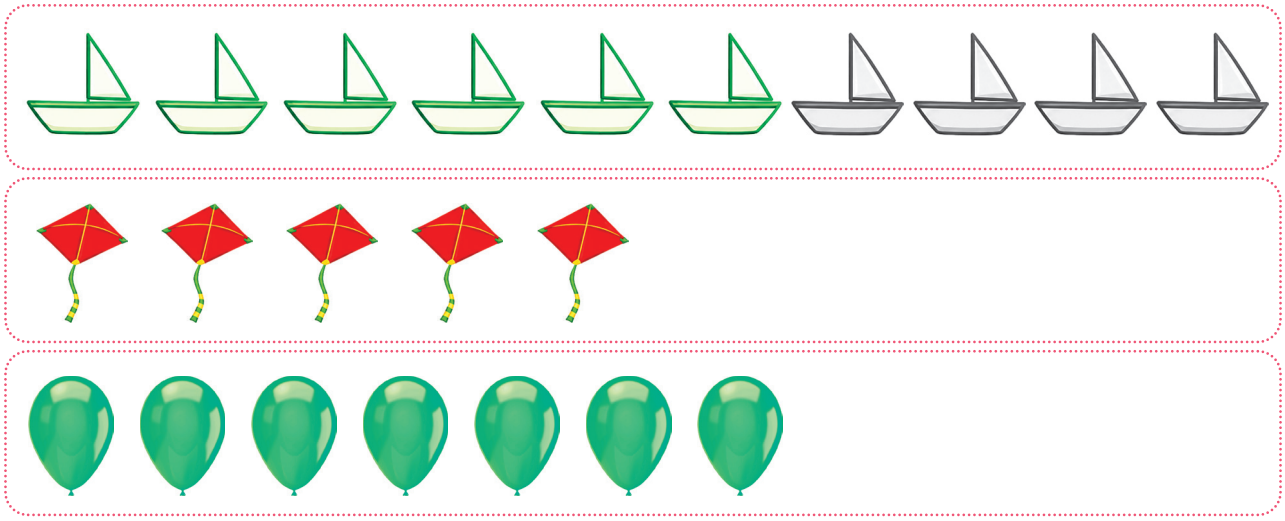
Arrange the children in groups of two. Give 10 seeds to a child and ask to take them in both the hands. Then ask another child to count the seeds in both the hands and say the numbers that make 10.

Let us Practise

Tell the number of objects needed to make it as 10.

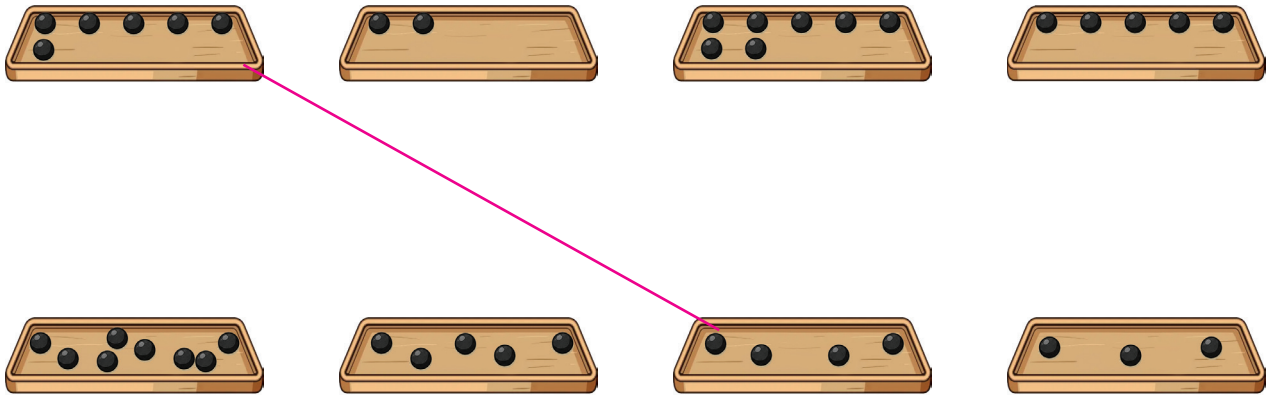


Draw the number of pictures needed to make it as 10.

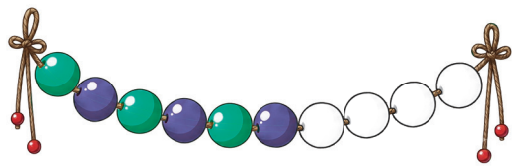


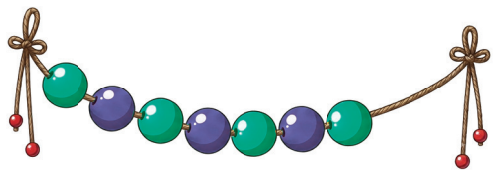
Let us Practise

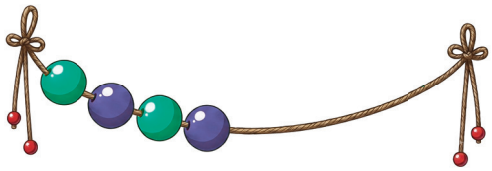
Match the plates together that make 10.



Draw the beads needed to make it as 10.

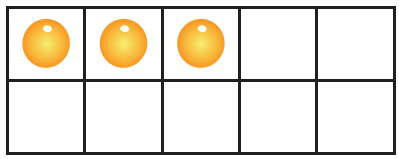




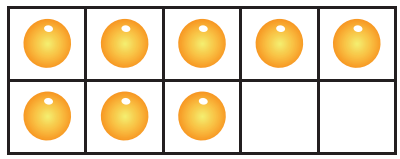




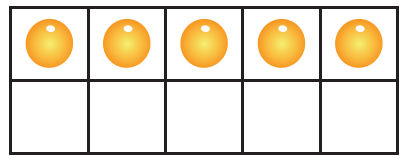
Draw the beads to make 10 and write them.



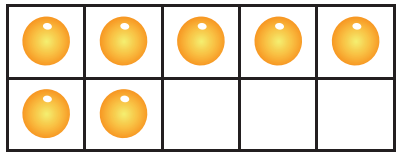
3 and ____



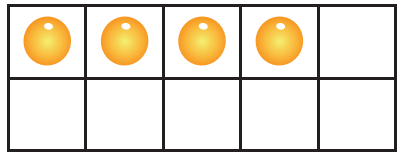
8 and ____



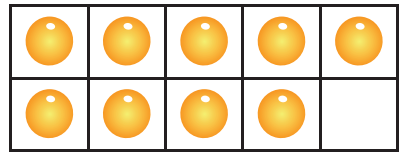
5 and ____



7 and ____



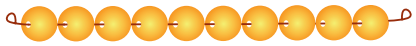
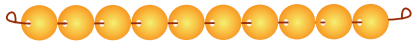
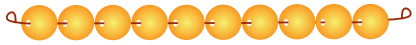
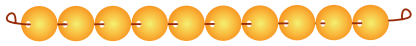
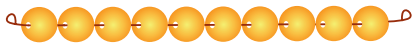
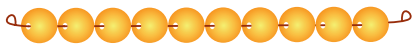
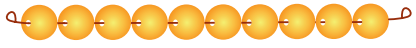
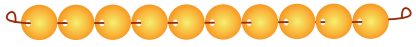
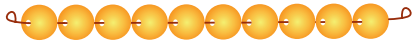
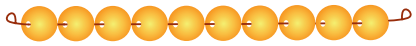
4 and ____



9 and ____

Let us Learn

Numbers from 11 to 20

	10 and 1	11
	10 and 2	12
	10 and 3	13
	10 and 4	14
	10 and 5	15
	10 and 6	16
	10 and 7	17
	10 and 8	18
	10 and 9	19
	10 and 10	20

THB Introduce the count from 11 to 20 and their numerals using beads and bead strings as shown above.

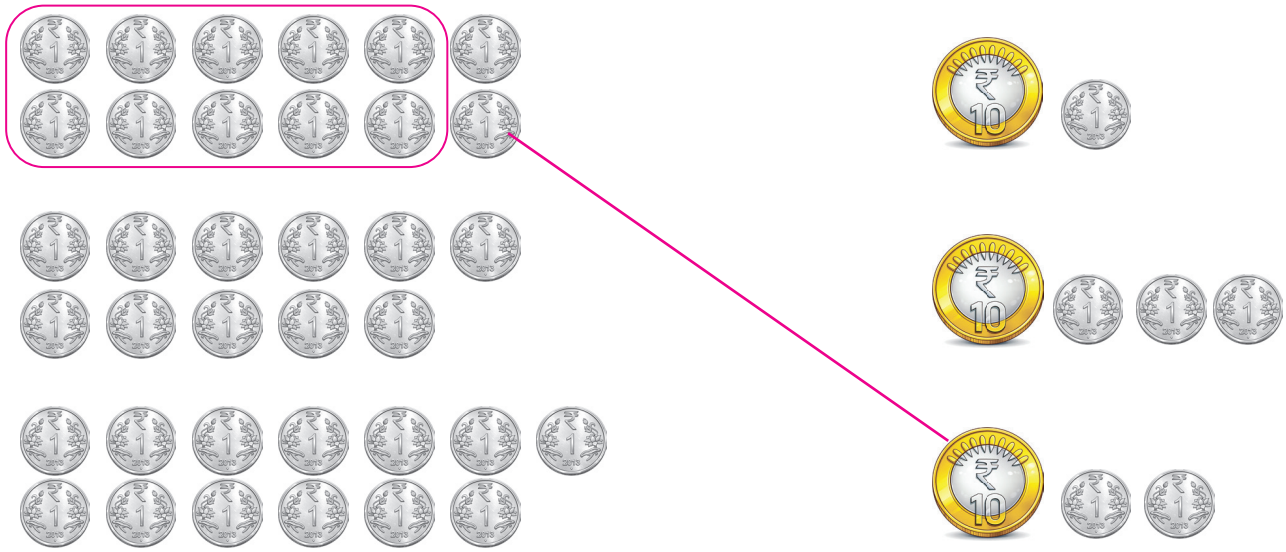
Let us Do



THB Arrange the children into few groups. Give each group 1 bundle of 10 straws and 10 single straws. One child has to show the bundle and a few straws while the others in the group have to count them and say the number.

Let us Practise

Circle a group of 10 coins, count and match.



Draw beads according to the number.

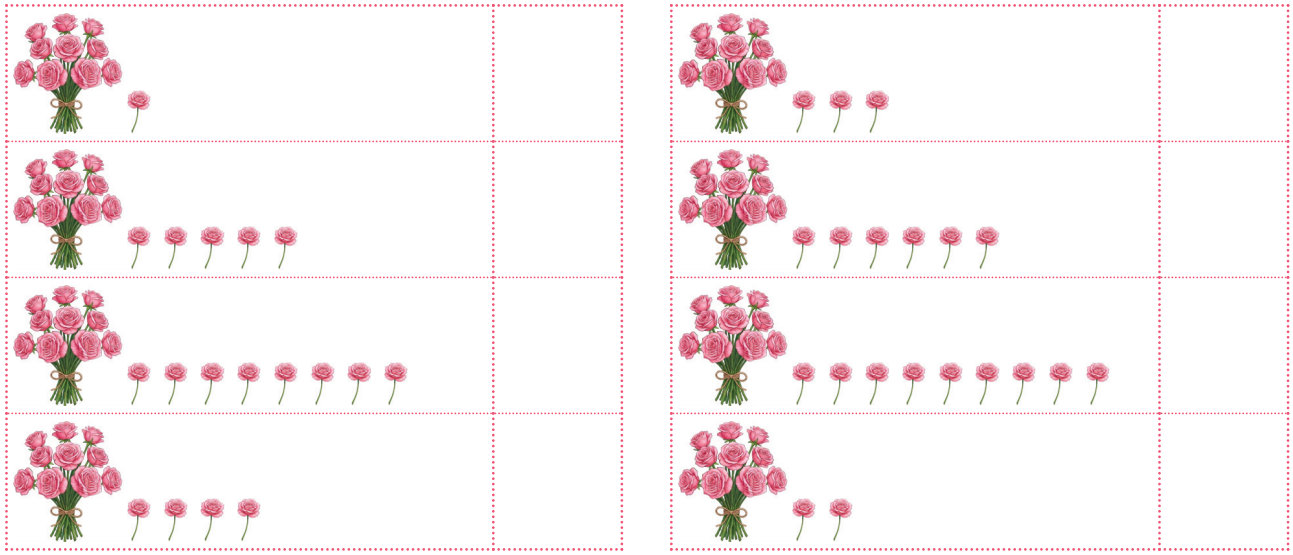
16	
12	
19	
15	

Write and practise.

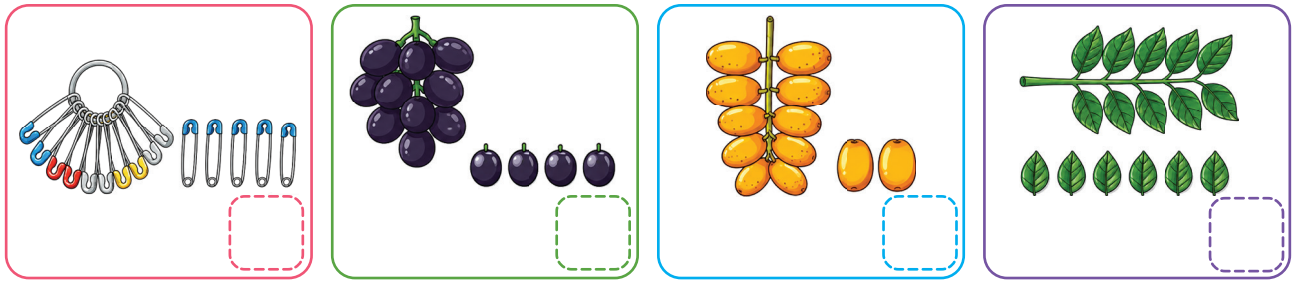
11	12	13	14	15	16	17	18	19	20

Let us Practise

Count the flowers and write.

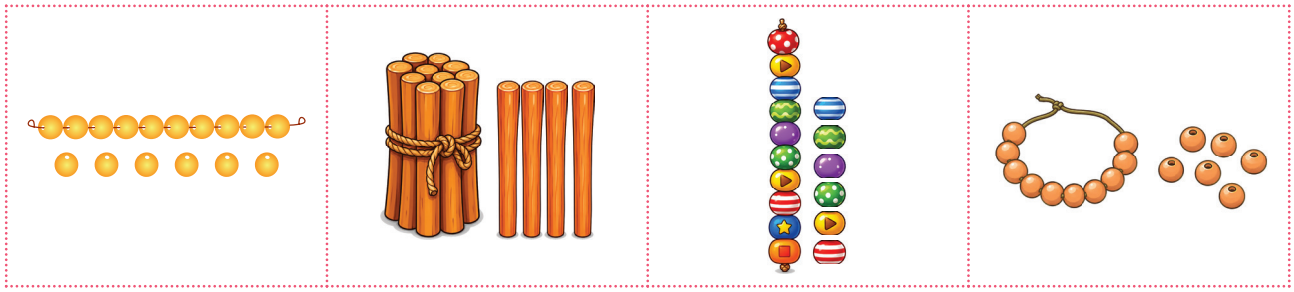


Count and write.

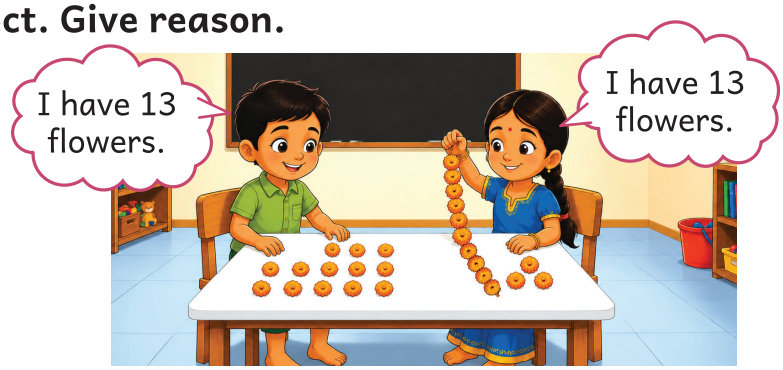


Let us Explore

Count and circle the odd one.



Both are correct. Give reason.



Let us Do

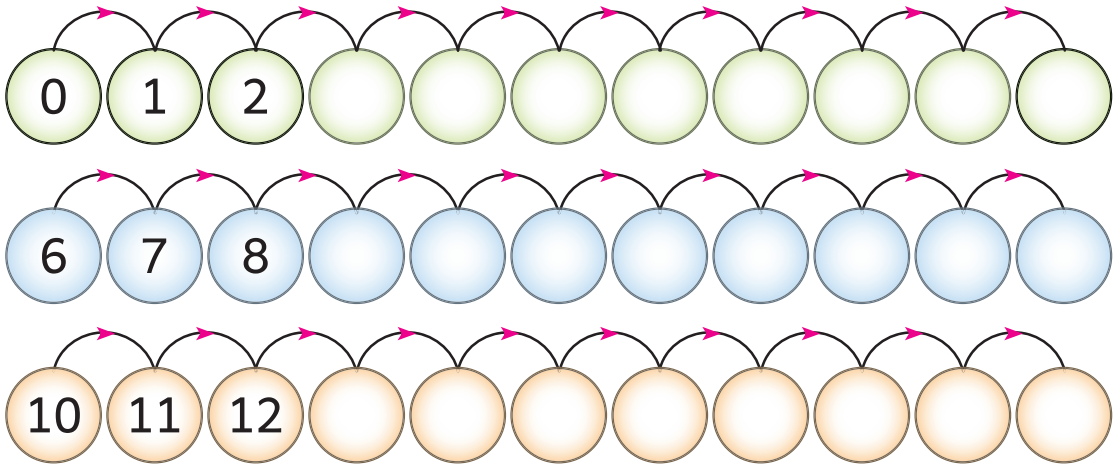


THB

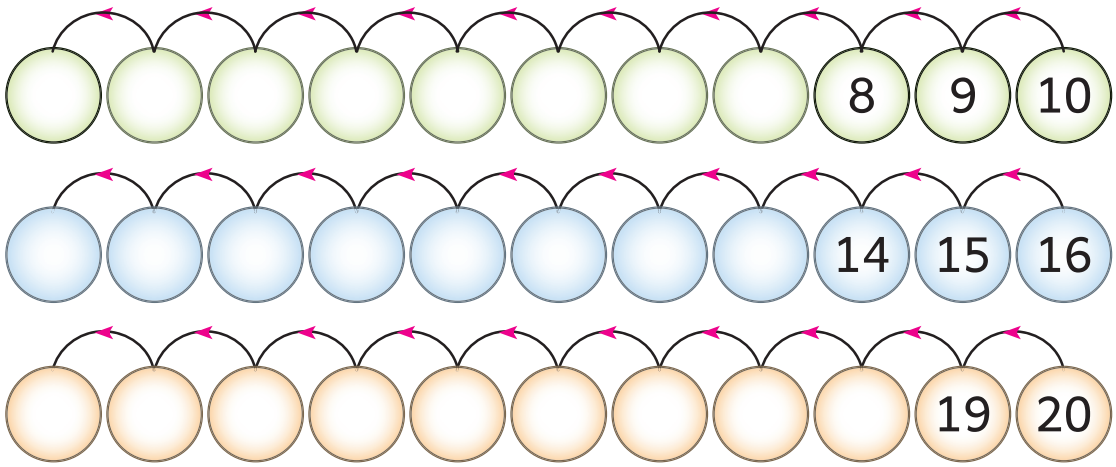
Draw a number line from 0 to 20 on the floor and ask a child to stand on a number. When you say 'forward' the child should jump forward from that number (e.g., forward from 6). Give practise to jump backward when you say 'backward'.

Let us Practise

Write the numbers by counting forward.

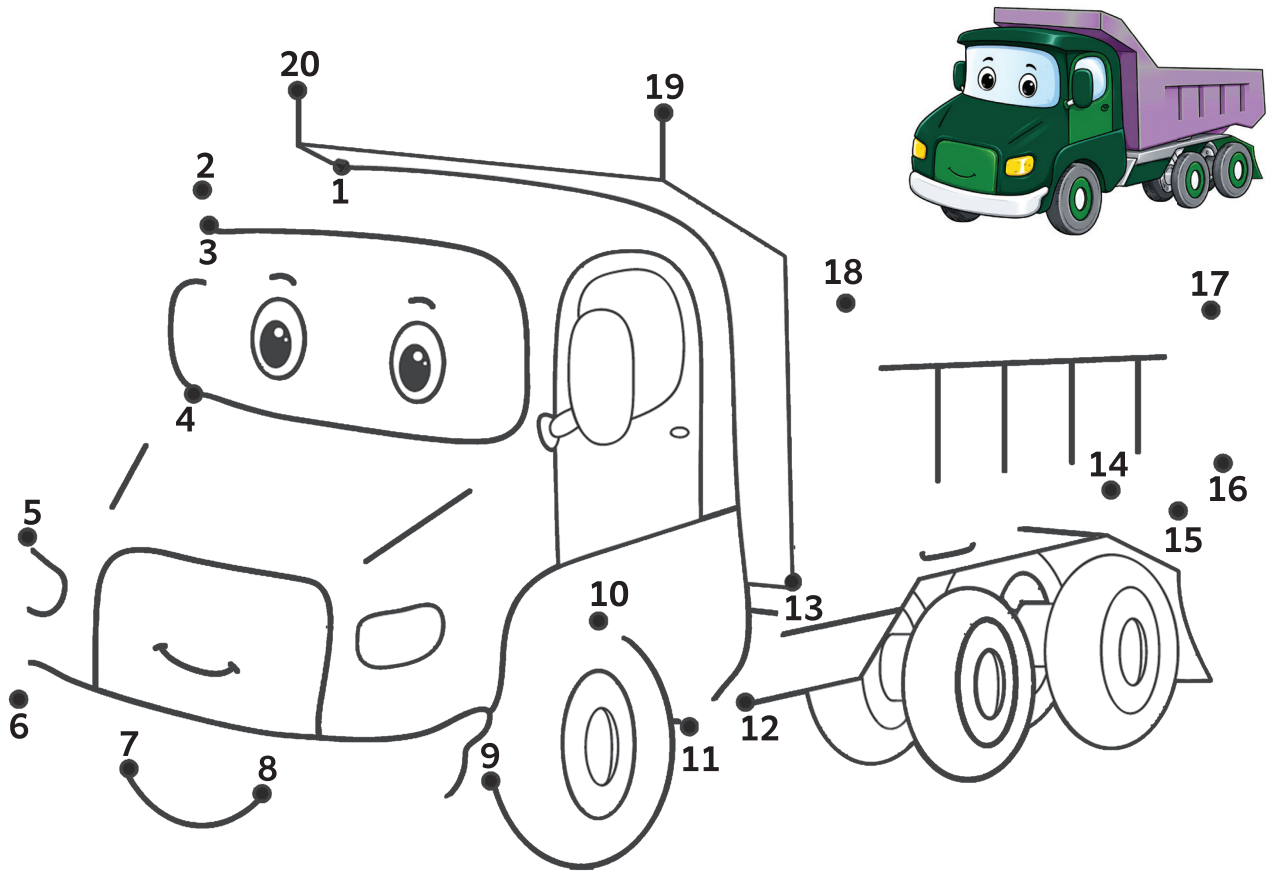


Write the numbers by counting backward.



Let us Explore

Connect the numbers in order and colour the picture.



Let us Do



THB

Draw numbers from 0 to 20 on the ground and cover all of them with cards except one. Call a child and ask to tell the number that comes before or after the visible number, and then make the child lift the card to verify the answer.

Let us Practise

Fill the number line and complete the following boxes.



The number before		The number after		The number in between		
	10	12		17		19
	18	13		9		11
	15	19		18		20

Let us Explore

Observe the number line and answer the following questions.



i) Say the number that comes before 1 and colour it green.

ii) Say the number that comes after 19 and colour it red.

iii) Say the number that comes between 9 and 11 and colour it blue.

Let us Do

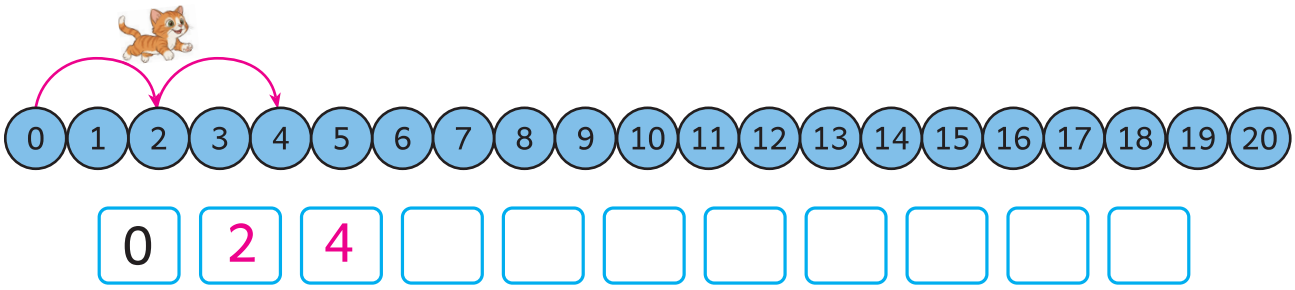


THB

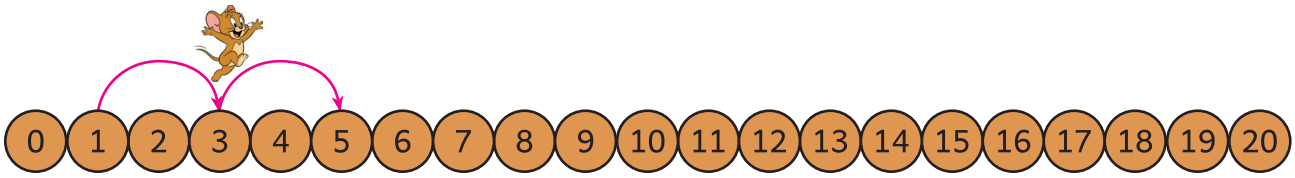
When a child says, "Rabbit, Rabbit, jump forward in twos!", the child wearing the rabbit mask then skips forward in steps of two, saying the numbers (2,4,6,...) aloud. Similarly, repeat the activity by asking the child to jump backward in twos.

Let us Practise

Skip forward in twos and write the numbers.

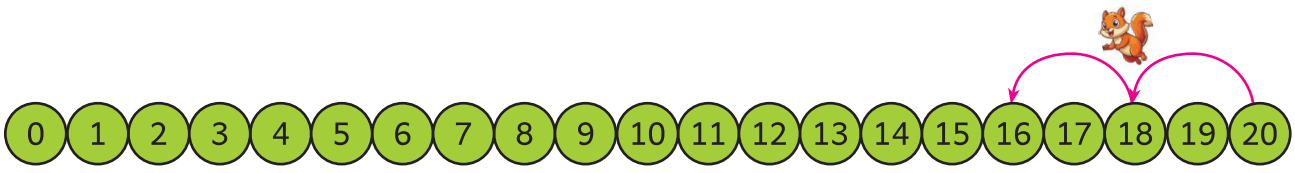


0	2	4								

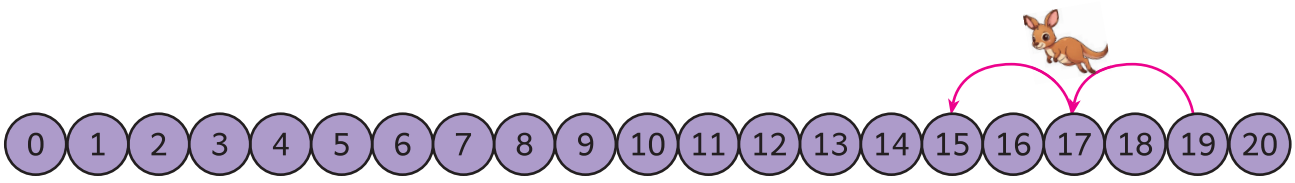


1										

Skip backward in twos and write the numbers.



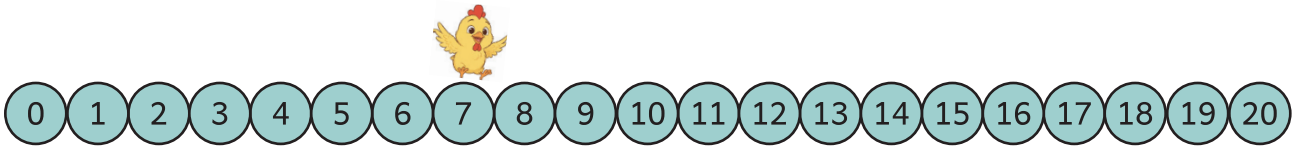
20	18									



19										

Let us Explore

Where will a chick stop if it jumps forward in twos, 5 times starting from 7?



Let us Learn





THB

Encourage the children to observe and use the terms 'the most', 'the least', 'the greatest number', and 'the smallest number' while narrating the story.

Let us Practise

Count, write and tick (✓) the more number of objects.



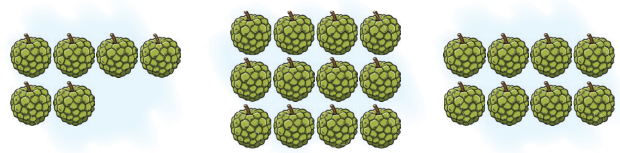
6

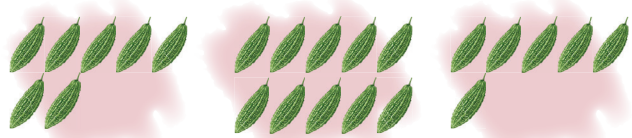
9 ✓

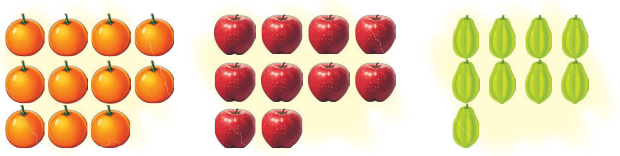
Count, write and tick (✓) the less number of objects.

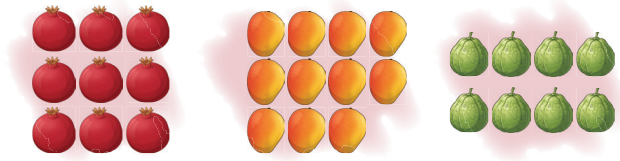


Count, write and tick (✓) the most number of objects.



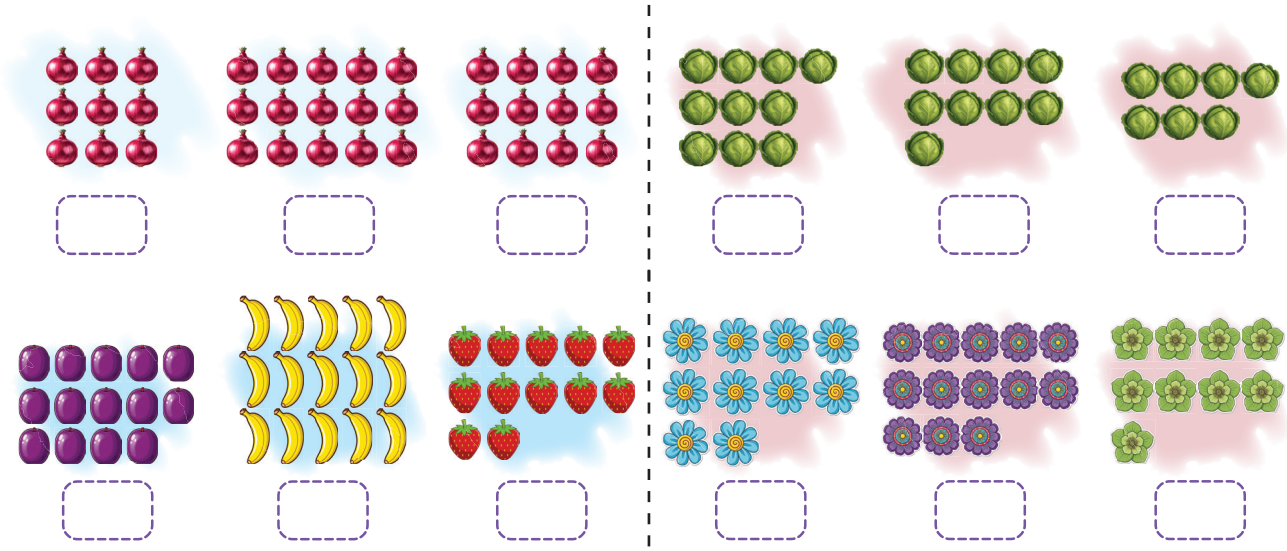






Let us Practise

Count , write and tick (✓) the least number of objects.



Circle the greatest number.

7	18	11	5	12	19	1	11	10	15	17	10

Box the smallest number.

18	16	6	15	8	12	4	17	11	18	20	16

Arrange and write the numbers from the smallest to the greatest.

20	14	9	13
10	1	15	17
16	10	19	12

9	13	14	20

Arrange and write the numbers from the greatest to the smallest.

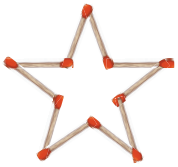
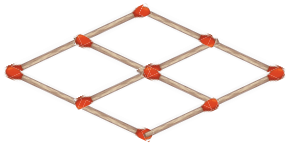
6	19	9	11
18	7	20	2
15	17	10	13

19	11	9	6

Let us Explore

Answer the following questions.

1. Tell which shape requires the most number of sticks to create?

a)  b)  c) 

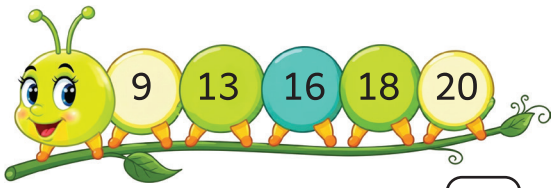
2. Draw seeds in all the 3 boxes in such a way the second box has the least number of seeds.

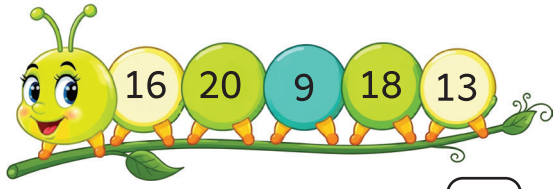
3. How many seeds will you place in the empty plate if you have to place the most number of seeds in it?



a) Less than 15 b) More than 15 c) Exactly 15

4. Tick (✓) the picture that has numbers arranged from the smallest to the greatest.





5. Who is right? Give reason.



Learning Check

1. Count and write.



2. Write the numbers that comes before and after 15.

	15	

3. Skip count backward from 20 in twos and write the numbers in the boxes.



20										

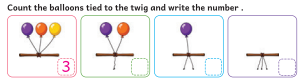
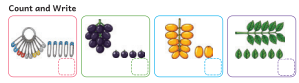
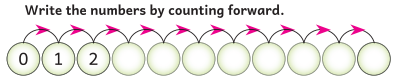
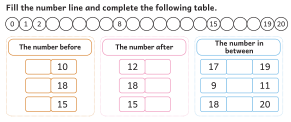
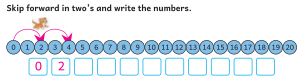
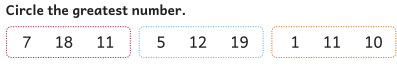
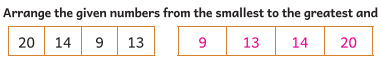
4. Circle the smallest number.

12	17	19

5. Arrange and write the given numbers from the smallest to the greatest in the boxes.

15, 17, 8, 12

What I learnt

Introduction of Zero			
Numbers from 10 to 20			
Writing forward and backward on a number line			
The number that comes before, after and in-between			
Skip Counting			
The greatest number and the smallest number			
Arrange and write the numbers in order			

2. Shadow Game

Let us Learn

In an evening, Gugan and Iniya were playing in the garden. The lamps were lit by that time.



They enjoyed creating various shadows like these.

THB

Introduce shadows by narrating the story. Encourage the children to create shadows of various known birds and animals.



Let us Do



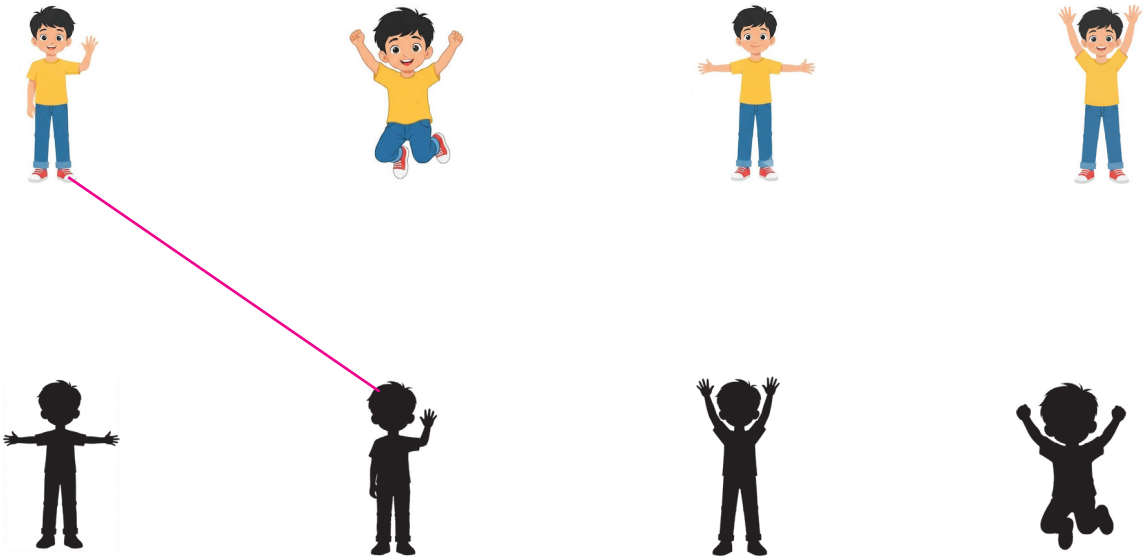


Play in two groups. One child from the first group has to create a shadow. Children from the second group have to identify the name of the shadow. Change the role of the groups.

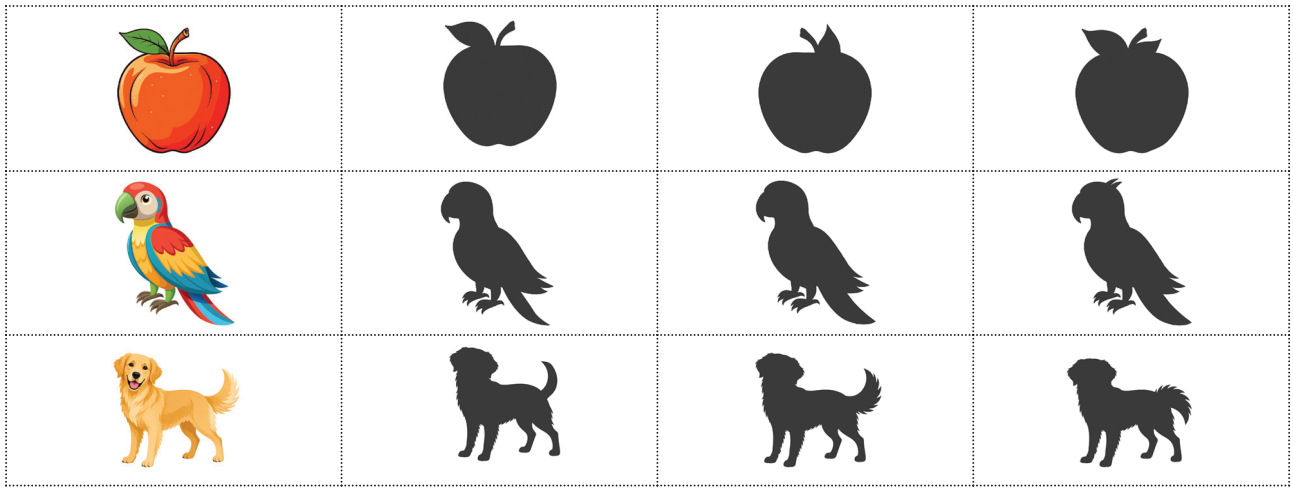


Let us Practise

Match

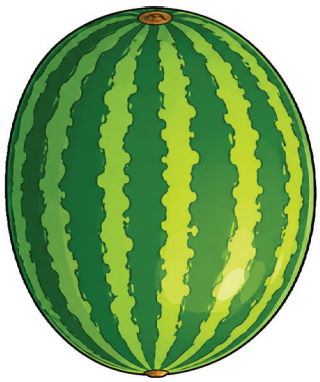


Circle the correct shadow of the given object.



Let us Practise

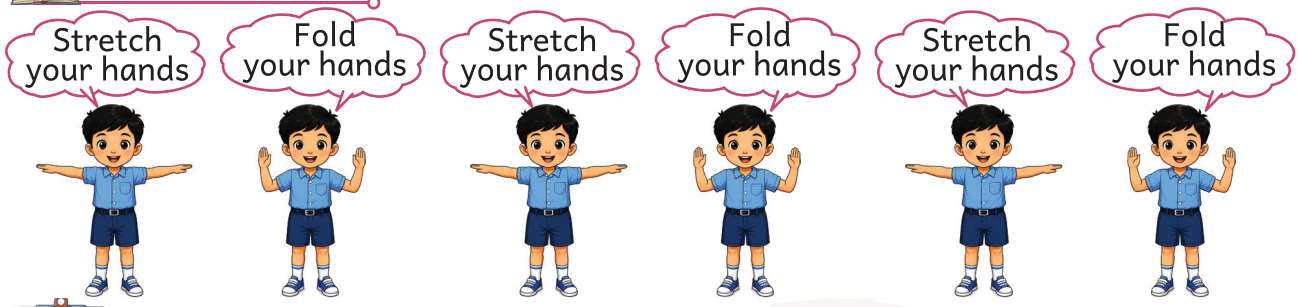
Draw the shadow of the Watermelon.



Draw the shadow of the leaf.



Let us Learn



THB

Let the children observe the pictures. Discuss the patterns in body movements. Encourage the children to create patterns like this.

Let us Do



THB

One child has to give two instructions continuously. The other child has to do the body movements accordingly.

Let us Practise

Tick (✓) the one that comes next in the patterns.



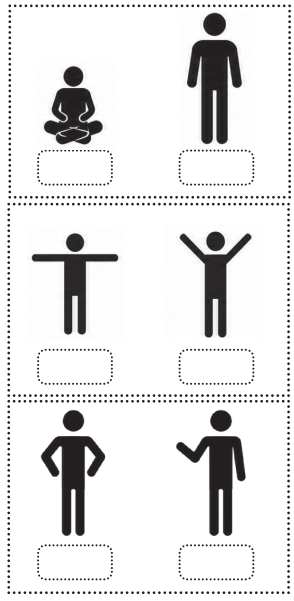
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Learning Check

MA7RV

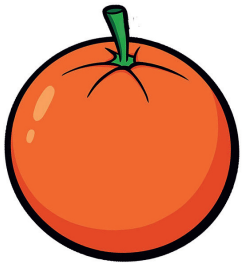
1. Circle the correct shadow of the flower.



2. Circle the correct shadow of the rabbit.

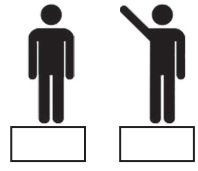


3. Draw the shadow of the orange.



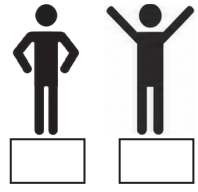
4. Tick (✓) the one that comes next in the patterns.





5. Tick (✓) the one that comes next in the patterns.





What I learnt

Identify the shadow of an object.			
Patterns in the body movement.			

3. Our New Bangles

Let us Learn

Nithya and Vidhya with their mother went to the market to buy things needed for Deepavali festival.









The two girls returned home with the bangles. They wanted to keep the newly purchased bangles together in a box.

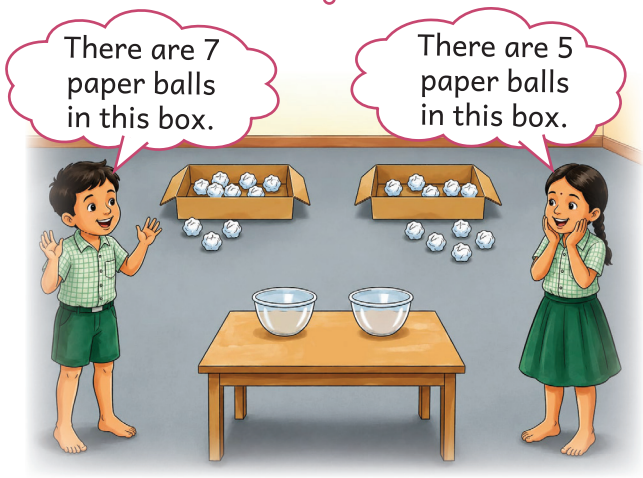


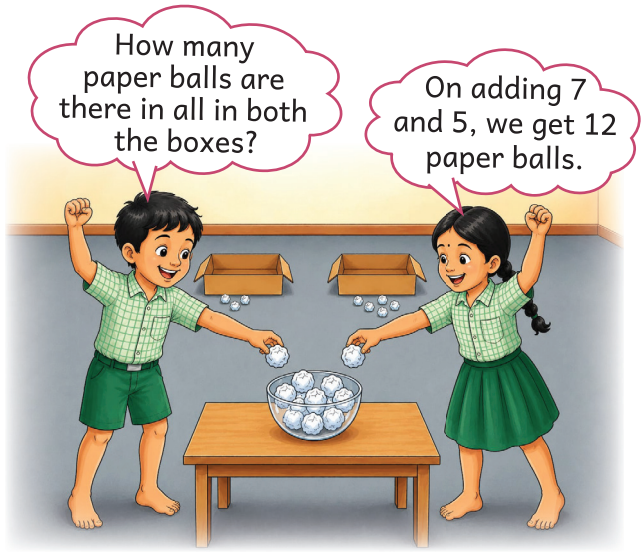


As their mother told them that they can wear the bangles on Deepavali, both the girls were eagerly waiting for that day.

THB Narrate the above story to the children and introduce addition with sum not exceeding 20.

Let us Do



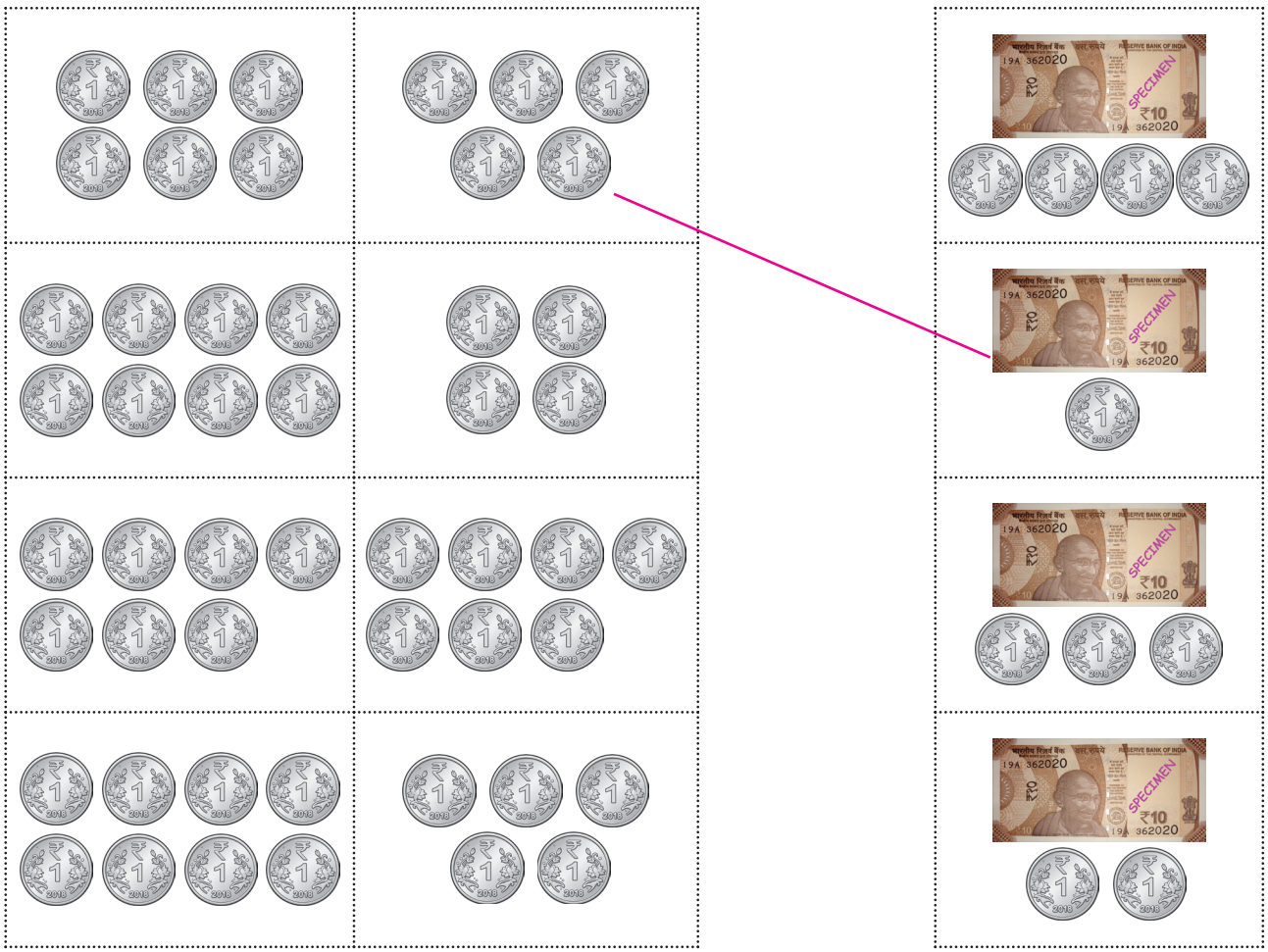


THB

Arrange the children in groups of two. Give 10 paper balls each and let them throw the paper balls into the 2 boxes placed at a distance from them. Then, ask them to tell the total number of balls that fell in both the boxes by adding them.

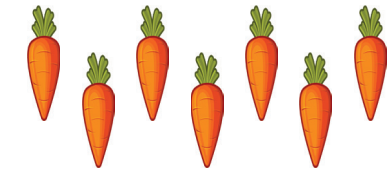
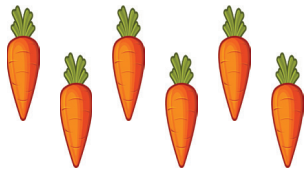
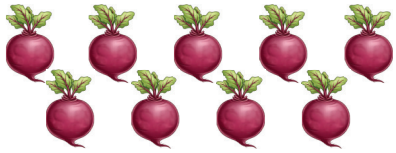
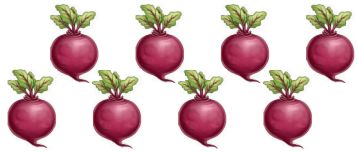
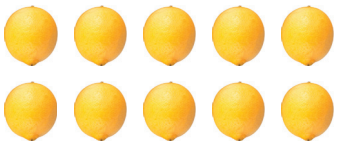
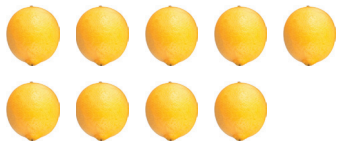
Let us Practise

Match



Let us Practise

Count, write and add.

		7 + 6 = 13
		+ =
		+ =
		+ =

Draw beads using two different colours as per the number and find the total.

8 + 7		8 + 7 = 15
7 + 5		+ =
6 + 9		+ =

Let us Do

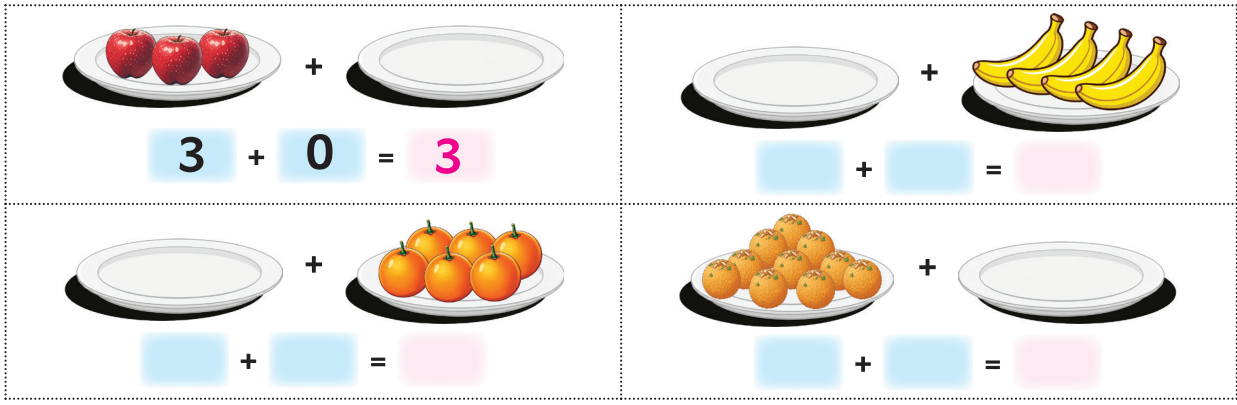


THB

Arrange the children in groups of two. Invite one group saying "Come, let us create music" and say "5 snaps and 7 claps". Ask them to make sounds as given in the picture and find the total.

Let us Practise

Add.



Draw lines according to the number and add.

6 ||||| + 4 |||| 10	9 + 0	8 + 6

Add.

8 + 0	0 + 2	5 + 0	7 + 6	0 + 3	9 + 7

Let us Do



THB

Arrange the children into two groups. Draw the number line from 0 to 20 on the floor. The first group has to say an addition problem (e.g., 5+3) . A child from the second group has to stand on the first number jump forward according to the second number and say the total.

Let us Practise

Find the sum using the number line.



6 + 5 = 11

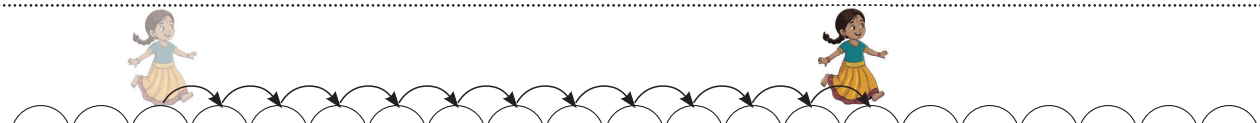


7 + 6 = ____



9 + 8 = ____

Observe the number line and write the addition fact.



____ + ____ = ____

Let us Practise

Draw and add medals according to the number.

6 + 5 = 11	
5 + 4 =	
8 + 6 =	

Add and write.

7 + 5 = 12	8 + 8 =	9 + 7 =
9 + 5 =	6 + 9 =	6 + 6 =
8 + 4 =	5 + 6 =	9 + 4 =

Draw as many medals as you like and find the total.

+ =

Draw dots according to the number and add.

7  + 6  13	5 + 5 	8 + 7

Add and write.

9	3	7	5	3	6
+ 6	+ 9	+ 7	+ 8	+ 7	+ 7
15					

Let us Practise

Add and write.

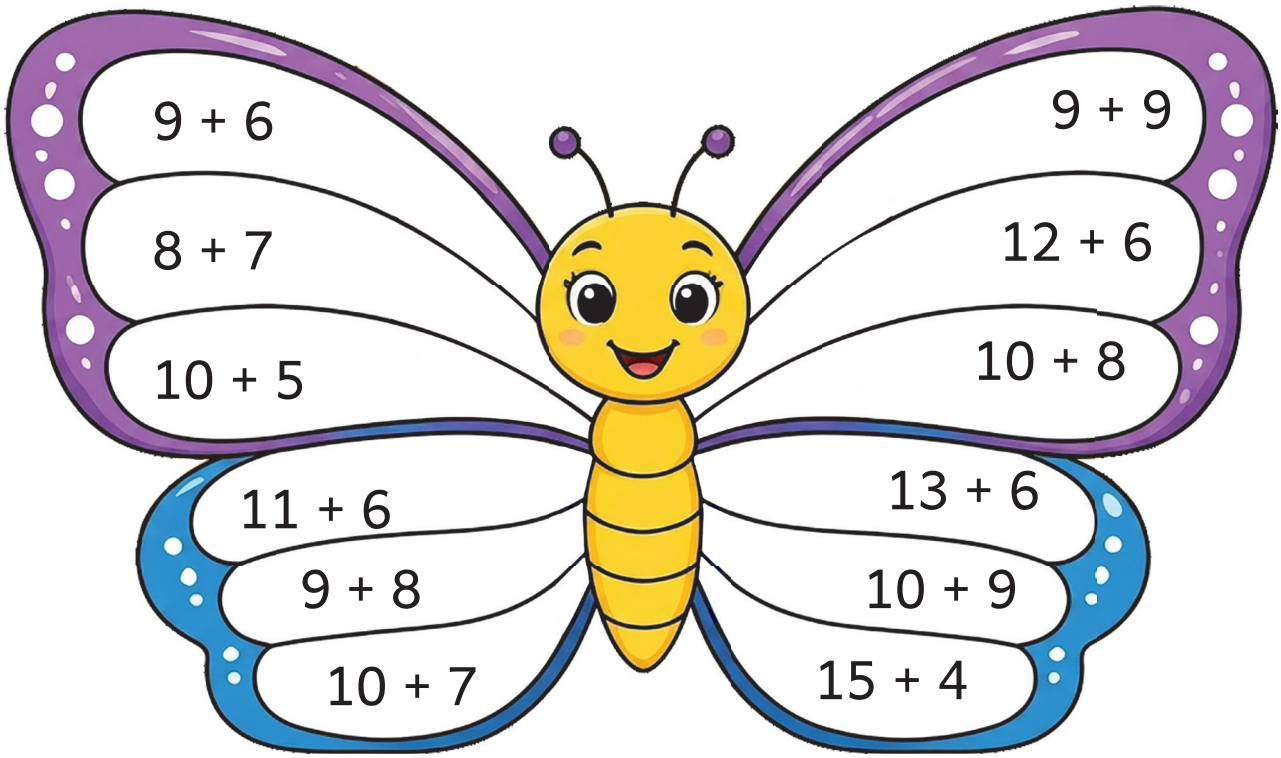
12	11	5	6	20	15	10
+ 7	+ 6	+ 10	+ 12	+ 0	+ 2	+ 9
19						

THB Encourage the children to find the sum from the first number by counting forward as per the second number.

Complete the addition facts.

11 + 3 = 14	8 + ___ = 15	9 + ___ = 13
7 + ___ = 16	4 + ___ = 12	9 + ___ = 18

Colour according to the answer.

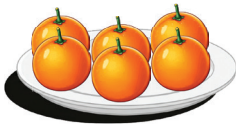
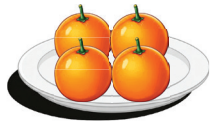
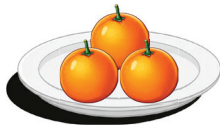


Answers: 18 15 19 17

Let us Explore

Answer the following questions.

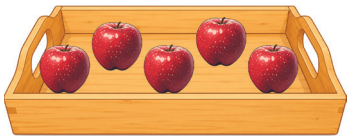
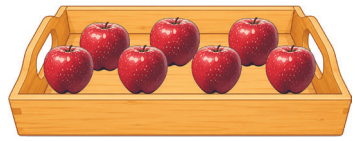
1) Which tray of oranges when added to 7 oranges, will give 13 oranges?

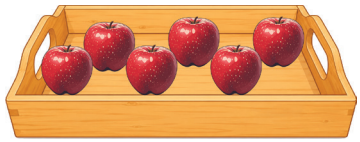
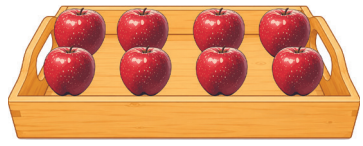
a)  b)  c)  d) 

2) Which gives 18 as the answer?

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

3) Which two boxes should I buy to get 15 fruits? Circle them.

a)  b) 

c)  d) 

4) Circle the ones that give the same answer.

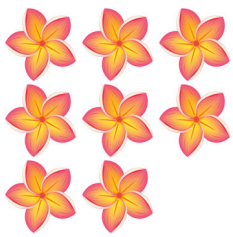
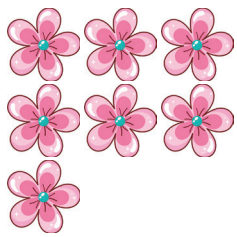
a) 6 + 6 b) 8 + 2 c) 8 + 4 d) 6 + 9

5) Correct the mistake made by Meena.



10 + 8 = 19 ☐ + ☐ = ☐

6) Observe the picture and form the addition fact.

☐ + ☐ = ☐

Let us Explore

Find the answer.

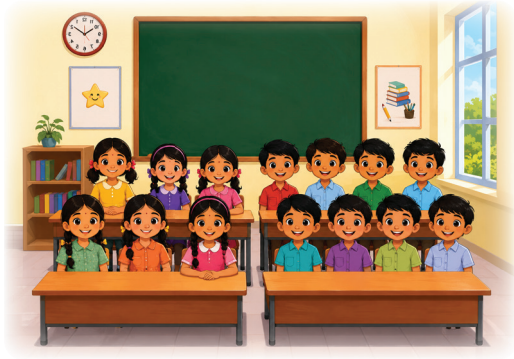


There were 6 in the garden. 5 more joined them. How many are there in all?

__ + __ = __

If there are 8 and 6 in a class, then how many children are there in all?

__ + __ = __





There are 10 on the tree. 6 are under the tree. How many are there in all?

__ + __ = __

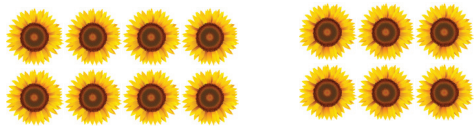
Tell a story problem based on the picture and create the number fact.

__ + __ = __



Learning Check

1. Count, write and add.

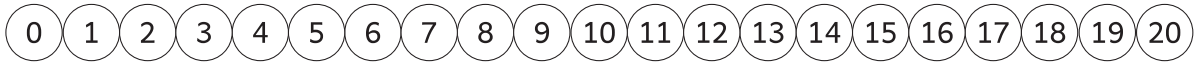


____ + ____ = ____

2. Add and write.

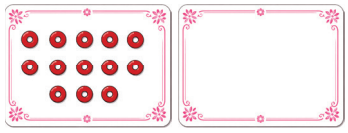
$$\begin{array}{r} 9 \\ +\ 7 \\ \hline \\ \hline \end{array}$$

3. Find the total using the number line.



10 + 8 = ____

4. Complete the addition fact.



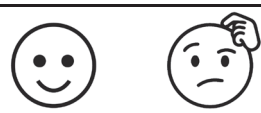
13 + ____ = 13

5. Kumar has 8 guavas and Kamal has 4 guavas. How many guavas do they have altogether?



____ + ____ = ____

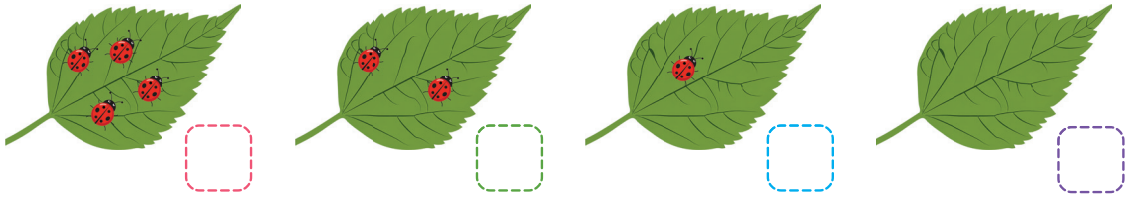
What I learnt

Adding Numbers (sum not exceeding 20)		
Adding Zero (0)	 3 + 0 = 3	
Finding answer for story problems	There were 6 butterflies in the garden. 5 more butterflies joined them. How many butterflies are there now in the garden? ____ + ____ = ____	

I can Do

Answer the following questions.

1. Count the red bugs on the leaf and write down the number.



2. Count and write.



3. Circle the largest number.

15 17 9

4. Add and write.

$$\begin{array}{r} 8 \\ +\ 7 \\ \hline \\ \hline \end{array}$$

5. Tick (✓) the one that comes next in the pattern.



Oral Task

6. Read the numbers aloud.

16	10	19	20	18	15	13	11	17	12

7. Answer the following questions.

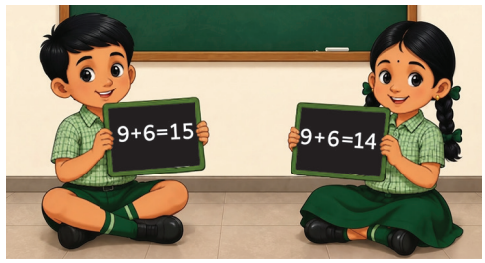
i) Kabilan says that the number 2 is greater than 20. Is he correct?

ii) Which number should be added to 15 to get 15?

iii) Do 5+7 and 7+5 give the same answer? Give reason.

iv) Tell the numbers between 15 and 20.

v) Who is correct?



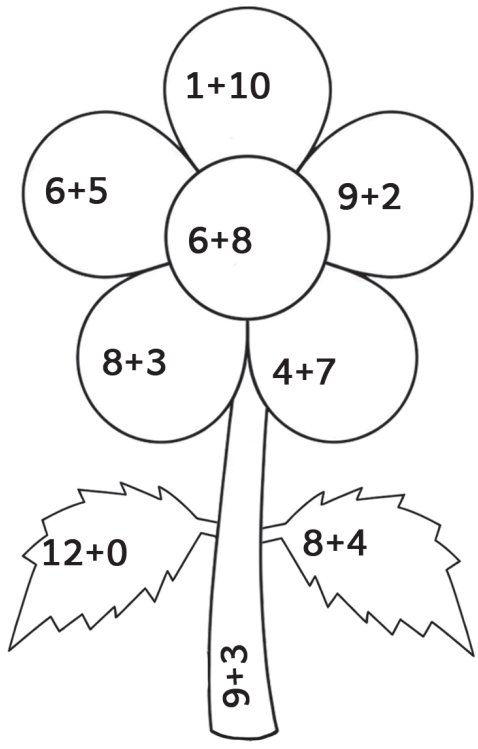
Mathi Nila

Project

8. Write any five addition statements that gives a sum of 15.

	+		=	15
	+		=	15
	+		=	15
	+		=	15
	+		=	15

9. Colour according to the answer.

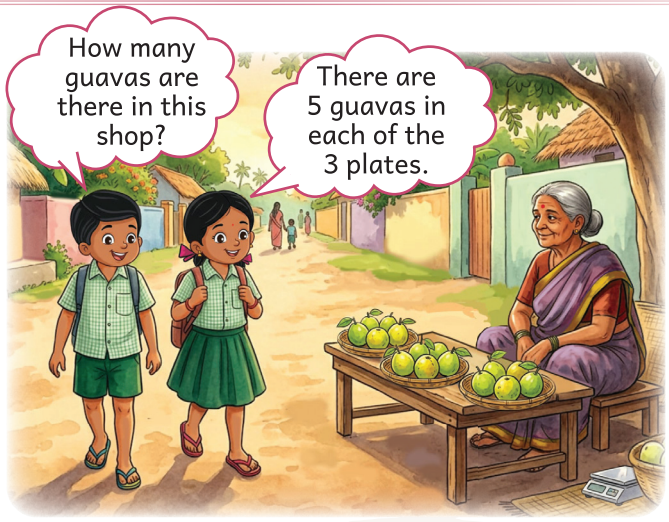


Answers: 11 12 14

Unit II

4. On the Way to School

Let us Learn



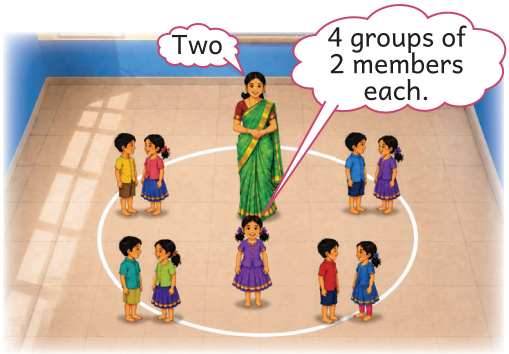
NT5JB

THB

Encourage the children to tell the number of objects they see on the way to their school which are in the same count as shown in the picture.

Let us Do



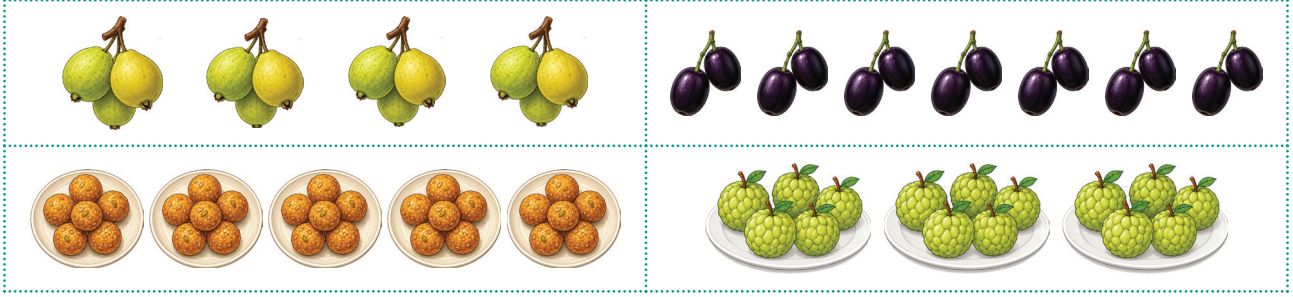


THB

Ask the children to run in a circle around the teacher. The teacher has to say a number (for eg., 2) and the children have to stand in groups of two. The child left without a group should stand separately and tell “4 groups of 2 members each”.

Let us Practise

Observe the pictures and say the number of groups and number of objects in each group.



Let us Practise

Observe the pictures and fill in the blanks.



____ nests of ____ birds each



____ bunches of ____ keys each



____ plates of ____ oranges each



____ plates of ____ cups each

Let us Explore

Observe the picture and tick (✓) the correct one.

Which picture shows 2 groups of 4 balloons each?



☐



☐

Which one has 6 plates of 3 apples each?



☐



☐

Draw pictures as instructed.

2 bunches with 3 flowers each

Let us Do

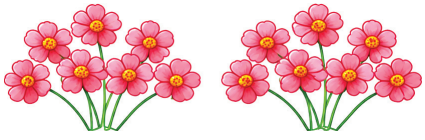


THB

When the teacher says, "3 coach trains with 6 wheels each", the children then form groups of 3 and stand as a train compartment. In this way, 3 groups join together to form a long train. Finally, all the children say aloud, "6 + 6 + 6 = 18 wheels!"

Let us Practise

Observe the objects and write the number of groups and total number of objects.

Objects	Number of groups	Total number of objects
	2	4 + 4 = 8
		+ =
		+ =

Add and write.

1 + 1 = 2	2 + 2 =	3 + 3 =
8 + 8 =	9 + 9 =	6 + 6 =

Let us Practise

Observe the objects and write the number of groups and total number of objects.

Objects	Number of groups	Total number of objects
		☐ + ☐ + ☐ = ☐
		☐ + ☐ + ☐ = ☐
		☐ + ☐ + ☐ = ☐

Add and write.

2 + 2 + 2 = ☐	6 + 6 + 6 = ☐
5 + 5 + 5 = ☐	4 + 4 + 4 = ☐

Let us Explore

Answer the following.



Balu has 6 colour pencils in one hand and 6 colour pencils in the other. How many pencils does he have in both the hands?

☐ + ☐ = ☐

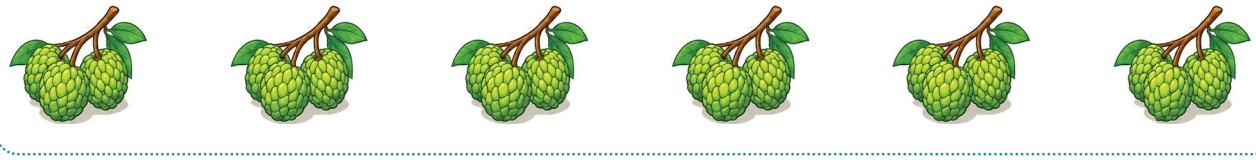
Draw flowers of your choice in three equal groups and create an addition fact.

	☐ + ☐ + ☐ = ☐

Learning Check

LG8NL

1. Observe the objects and say the number of groups and the number of objects in each group.

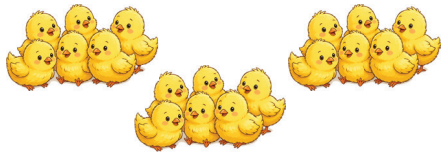


2. Observe the objects, count and write.



_____ bunches of _____ balloons each.

3. Observe the chickens and write the number of groups and total number of chickens.

Chickens	Number of groups	Total number of chickens
		☐ + ☐ + ☐ = ☐

4. Add and write. 7 + 7 = ☐

5. Add and write. 6 + 6 + 6 = ☐

What I learnt

The number of groups and the number of objects in each group.	 _____ groups of _____ birds each	☺ ☹
The number of groups and total number of objects.	Objects  | Number of groups | Total number of objects ☐ + ☐ + ☐ = ☐	☺ ☹

5. I Can. Can You ?

Let us Learn

Vimala was riding her bicycle in the garden. At that time, the wind blew strongly. It was about to rain.









After a while, it began to rain heavily with strong winds.





After the rain had stopped, Vimala went back to the garden, got wet from the water droplets that fell from the leaves and played happily.

THB Narrate the story given above and introduce the concepts like 'heavy-light'; 'thick – thin'.

Let us Do



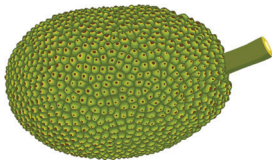


THB

Call the children one by one and ask them to pick any two bags, lift them and compare their weights. The child should say the heavier bag as the "Elephant bag" and the lighter bag as the "Ant bag". Then, ask the child to place the object in the heavier bag near the 'Elephant' label and the object in the lighter bag near the 'Ant' label.

Let us Practise

Tick (✓) the heavier object.



☐ ☑



☐ ☐

Tick (✓) the lighter object.

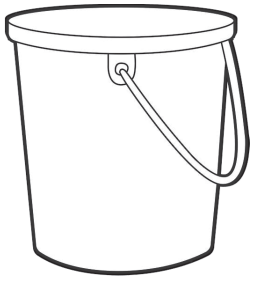


☐ ☐



☐ ☐

Colour the heavier object.

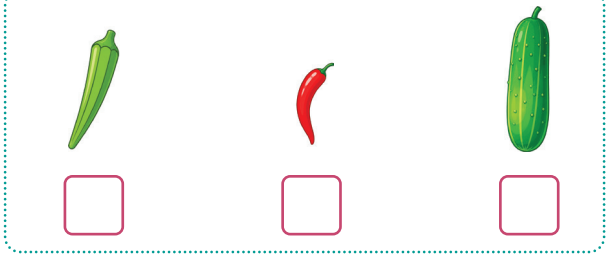


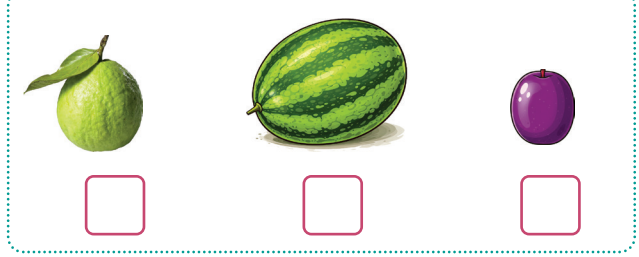

Colour the lighter object.



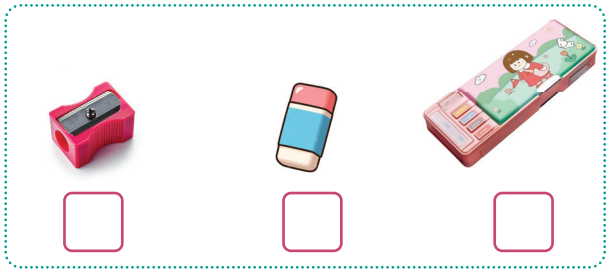

Let us Practise

Tick (✓) the heaviest object.





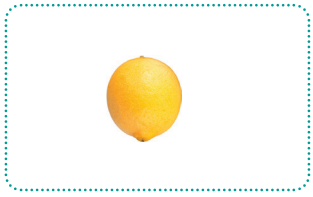
Tick (✓) the lightest object.





Let us Explore

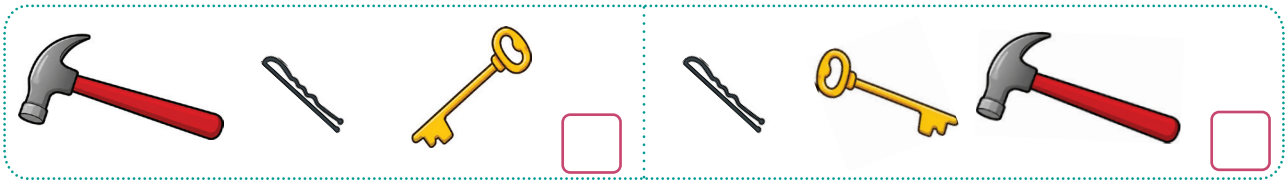
Draw an object heavier than the given one.



Who is correct? Discuss.



Tick (✓) the one which is correctly arranged from the lightest to the heaviest. Discuss why?



Let us Do



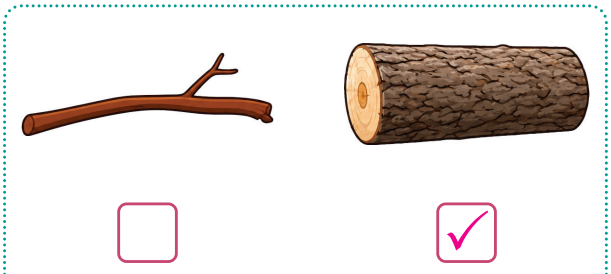


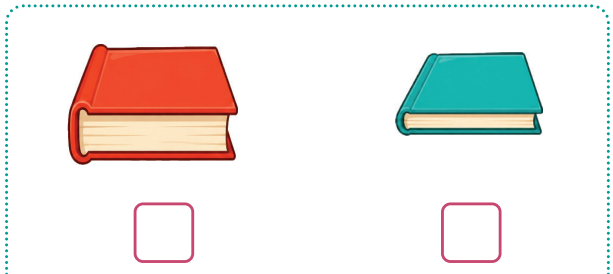
THB

Place a thick object and a thin object on a table. Blindfold a child. Say "Thick/Thin" and ask the child to touch and feel the objects on the table and make them tell as given in the picture.

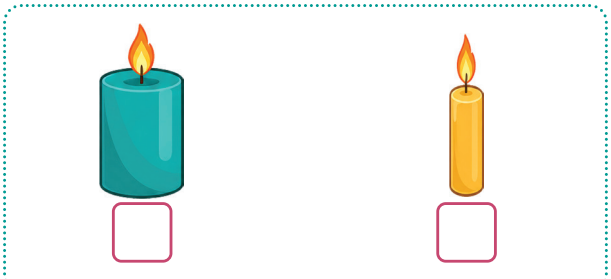
Let us Practise

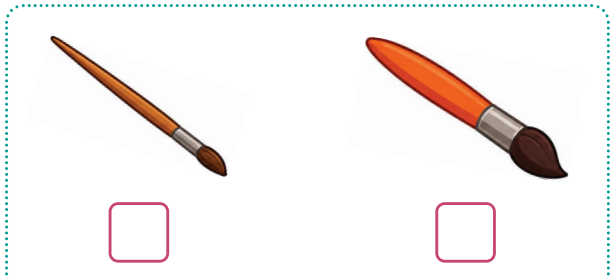
Tick (✓) the object that is thicker.



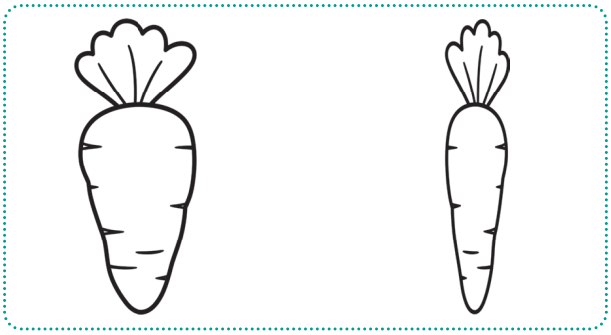


Tick (✓) the object that is thinner.

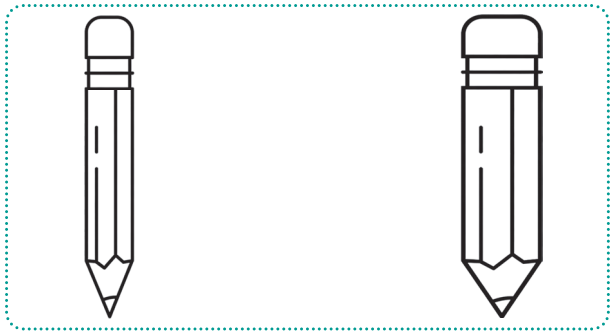




Circle the thinner object.

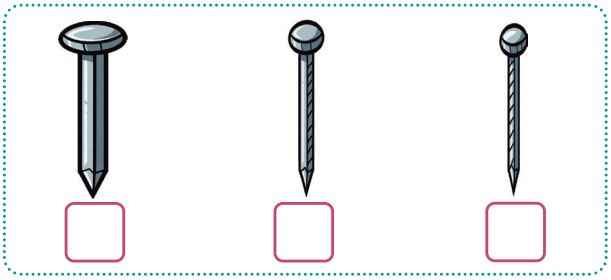


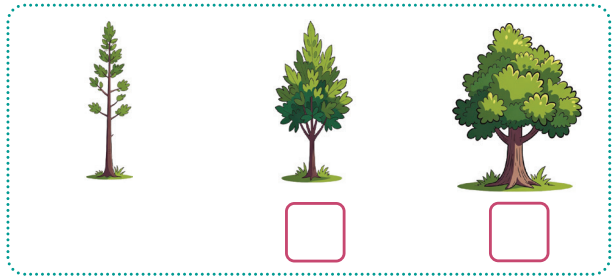
Circle the thicker object.



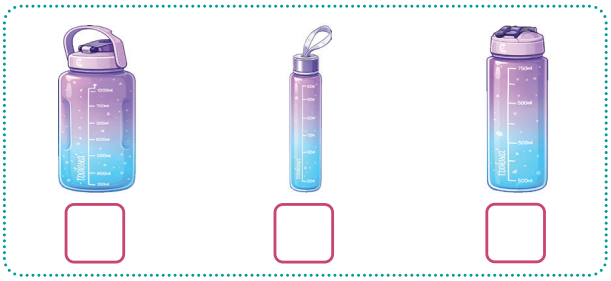
Let us Practise

Tick (✓) the thickest object.





Tick (✓) the thinnest object.





Let us Explore

Which blanket will you use on very cold days? Why?



Who is correct? Discuss.



Draw an object thicker than your pen.

Learning Check

ZY4IA

1. Tick (✓) the lighter vegetable.


☐


☐

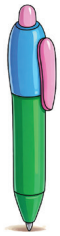
2. Circle the heaviest fruit.







3. Tick (✓) the thicker pen.


☐


☐

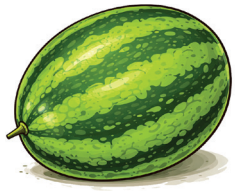
4. Circle the mushroom with the thinnest stem.





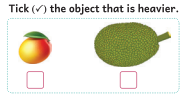
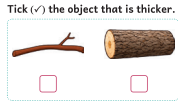


5. Which fruit can you lift easily? Why?





What I learnt

Compare objects as heavy and light.	Tick (✓) the object that is heavier. 	
Compare objects as thick and thin.	Tick (✓) the object that is thicker. 	

6. Bangles in the Box

Let us Learn

On the day of Deepavali, Nithya and Vidhya were getting ready to celebrate the festival.



After Nithya took four bangles, Vidhya closes the box.



Both of them wore bangles and celebrated the Deepavali festival happily.

THB

Introduce subtraction within 20 by narrating the picture story above.

Let us Do

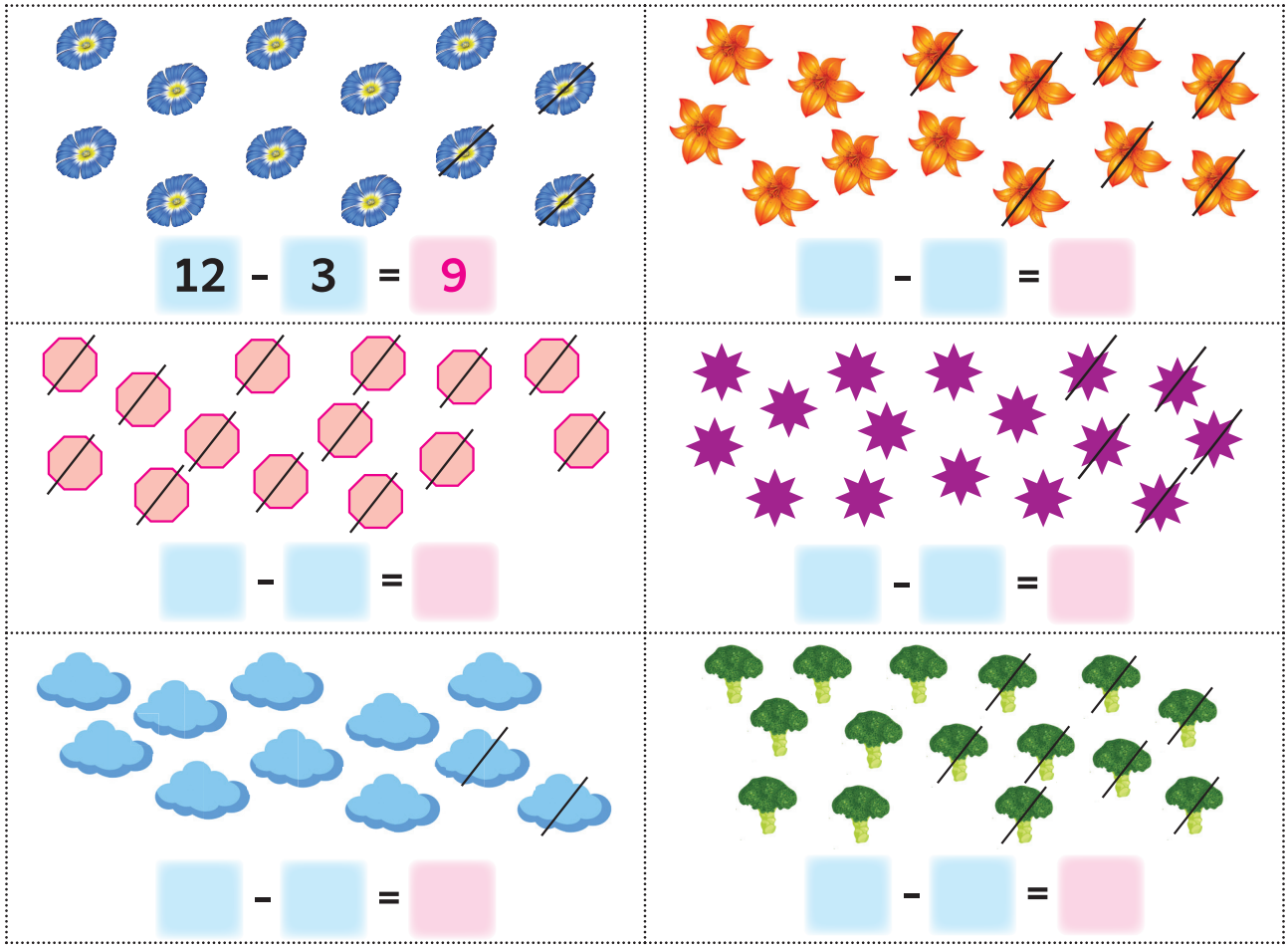


THB

Play in groups of three. Make the children wear masks of 'Rabbit', 'Peacock' and 'Squirrel' respectively. Give a bag containing 20 seeds to one child. Make them play as shown in the picture. Continue the game by taking turns.

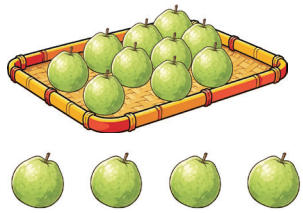
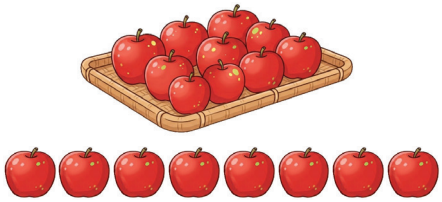
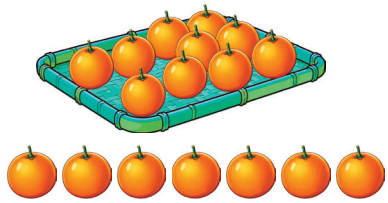
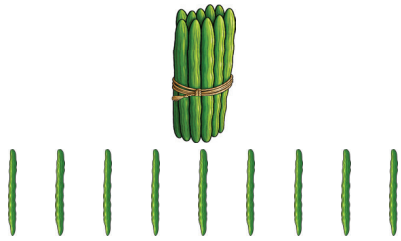
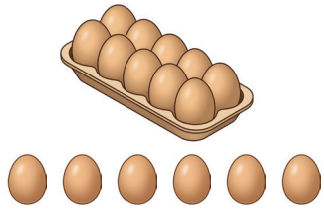
Let us Practise

Observe the picture and find the answer.

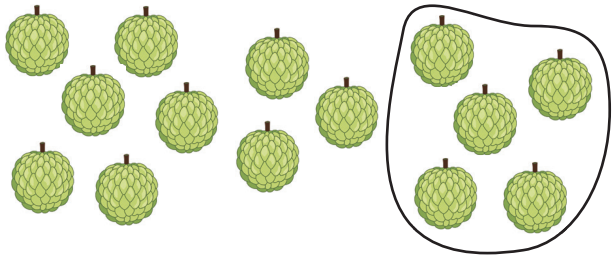
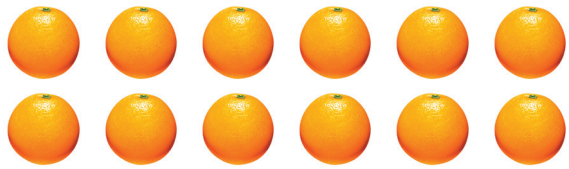
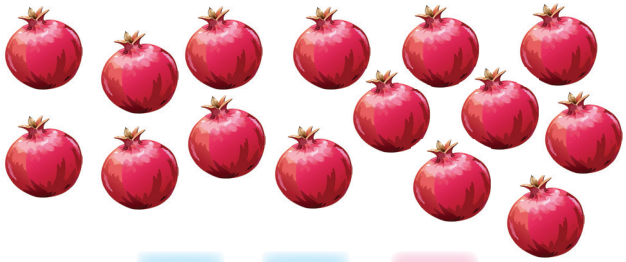
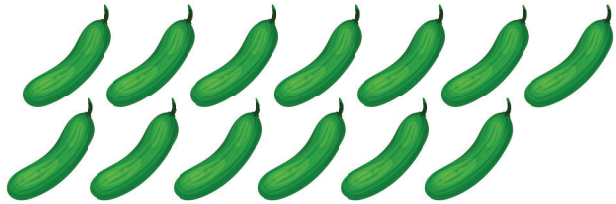


Let us Practise

Subtract and find the answer.

17 − 5 = 12 	14 − 3 = 
18 − 6 = 	17 − 7 = 
19 − 8 = 	16 − 5 = 

Remove by circling and write the answer.

 14 − 5 = 9	 12 − 4 =
 15 − 9 =	 13 − 7 =

Let us Practise

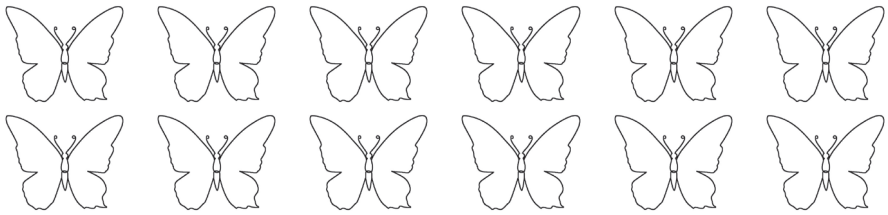
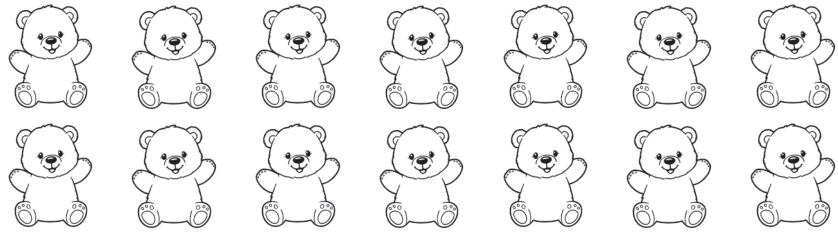
Subtract using lines and write the answer.

13 − 4 = 9 	11 − 2 =
12 − 6 =	14 − 5 =
15 − 7 =	17 − 9 =



Encourage the children to draw lines according to the bigger number and cross out lines according to the smaller number and ask them to subtract and find the answer.

Colour as many pictures as you like and write the subtraction fact.

	12 − ☐ = ☐
	15 − ☐ = ☐
	14 − ☐ = ☐

Let us Do



THB

Play in groups of three. Make the children wear masks of 'Rabbit', 'Peacock', and 'Squirrel' respectively. Give a bag containing 20 seeds to one child. Make them play as shown in the picture. Continue the game by taking turns.

Let us Practise

Subtract by removing the stickers as per the smaller number and write.

13 − 6 = 7	12 − 0 =
14 − 0 =	11 − 8 =
15 − 7 =	18 − 0 =

THB

Guide the children to understand that when zero is subtracted from any number, the result is the same number.

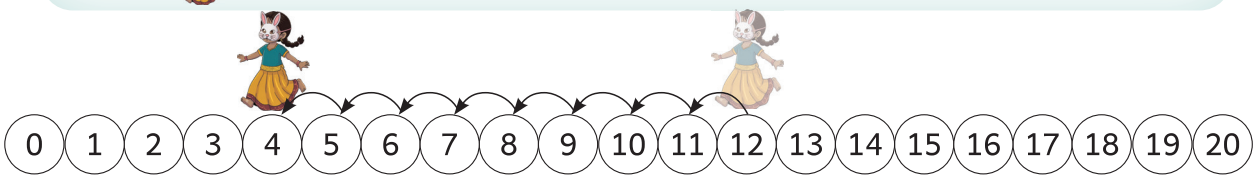
Let us Do

Rabbit! Rabbit! Where are you going?

I'm going to skip jump 8 steps backwards from 12.

Where will you stand if you skip jump in 8 steps?

After skip jumping 8 steps, I'll stand at 4. 12 - 8 = 4



THB

Play in two groups. Name the groups as 'Rabbit' and 'Deer'. Ask the 'Deer' group 2 write a subtraction problem on the blackboard. Ask a child from the 'Rabbit' group to find the answer by skip jump backwards on the number line and stating the result as shown in the picture.

Let us Practise

Find the answer using the number line.

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

13 - 4 = ____

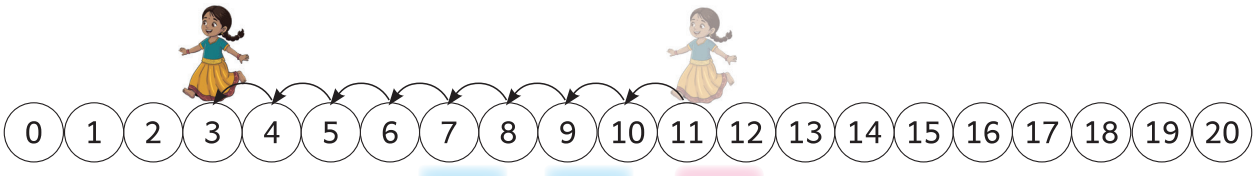
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

16 - 8 = ____

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

14 - 7 = ____

Observe the number line and write the subtraction fact.



____ - ____ = ____

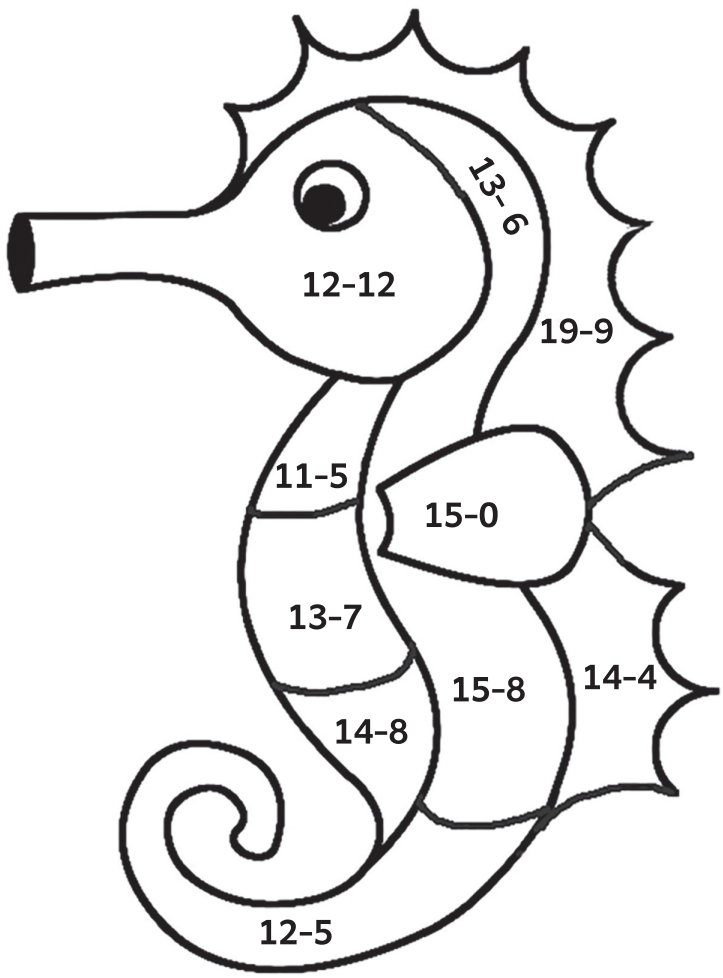
Let us Practise

Count backwards and subtract.

14	13	16	15	12	14
- 8	- 7	- 8	- 0	- 9	- 5
6					
11	12	17	16	15	10
- 7	- 0	- 9	- 7	- 8	- 7

8 - 8 = ____ 14 - 14 = ____ 17 - 8 = ____

Colour according to the answer.



Answers

0

6

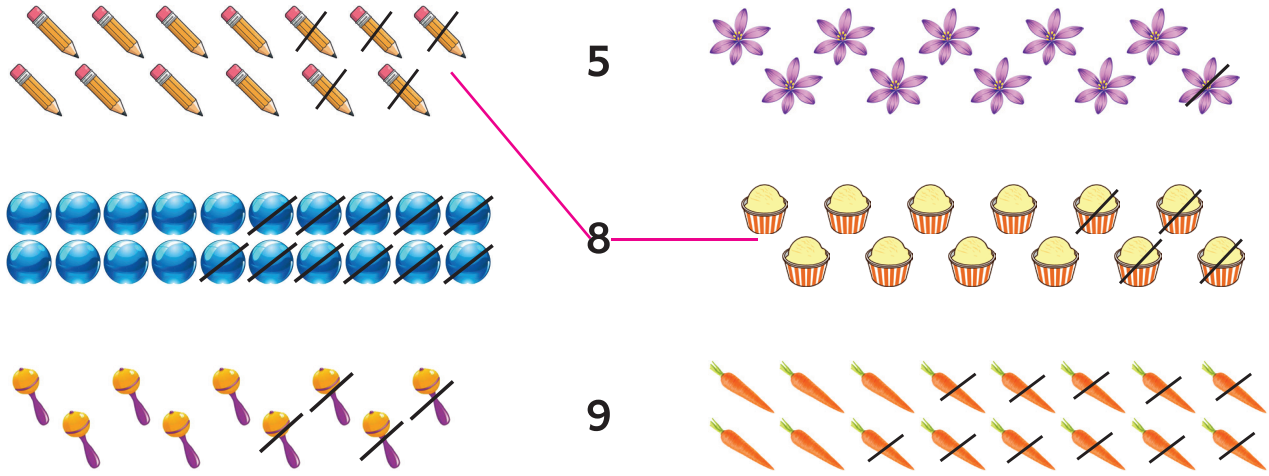
7

10

15

Let us Explore

Match the pictures with the correct answer.



Complete the subtraction facts.

11 - ☐ = 9	16 - ☐ = 7	10 - ☐ = 10
17 - ☐ = 8	13 - ☐ = 9	12 - ☐ = 7
9 - ☐ = 9	16 - ☐ = 8	7 - ☐ = 7

Answer the following questions.

1) Which subtraction fact gives 5 as answer?

a) 11 – 8 b) 15 – 9 c) 12 – 7 d) 14 - 8

2) Circle the subtraction facts that give the same answer.

a) 15 - 8 b) 15 - 7 c) 12 - 5 d) 13 - 8

3) Correct the mistake Kathir made and write.



16 - 8 = 9 ☐ - ☐ = ☐

4) Create a subtraction fact of your choice and find the answer.

☐ - ☐ = ☐

Let us Explore

Find the answer.



Reema had 11 . Out of them, 3 were broken. How many were left?

__ - __ = __

There were 18 on a tree. Out of them, 7 flew away. How many were left on the tree?

__ - __ = __



There were 14 in a fruit shop. If 3 were sold, how many remained unsold?

__ - __ = __



Create a subtraction fact by telling a story problem based on the picture.

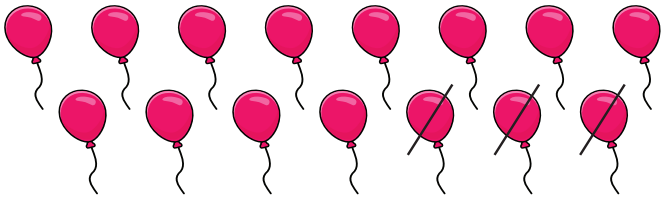


__ - __ = __

Learning Check

DH4PY

1. Observe the picture and find the answer.



[ ] - [ ] = [ ]

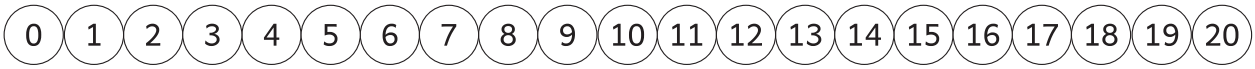
2. Subtract and write.

$$\begin{array}{r} 14 \\ -\ 8 \\ \hline \\ \hline \end{array}$$

3. Subtract and write.

12 - 0 = [ ]

4. Find the answer using the number line.



11 - 9 = [ ]

5. Malar arranged 7 books out of 16 books in her cupboard. How many books are left to be arranged?



[ ] - [ ] = [ ]

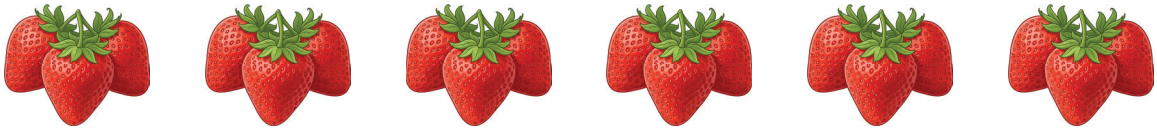
What I learnt

Subtracting numbers (within 20)	Observe the picture, write the subtraction fact and find the answer. 12 - 3 = 9		
Subtracting Zero (0)	Subtract by removing the stickers as per the smaller number and write. 13 - 6 [ ]		
Finding answer to story problems	Reema has 11 balloons. Out of them, 3 balloons were broken. How many balloons were left? [ ] - [ ] = [ ]		

I can Do

Answer the following questions.

1. Observe the pictures and fill in the blanks.

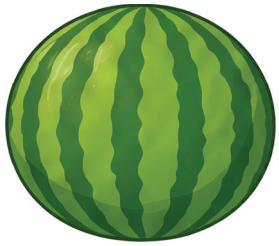


_____ groups of _____ fruits.

2. Add.

6 + 6 + 6 = ☐

3. Circle the heavier fruit.





4. Subtract and write.

$$\begin{array}{r} 13 \\ -\ 7 \\ \hline \square \\ \hline \end{array}$$

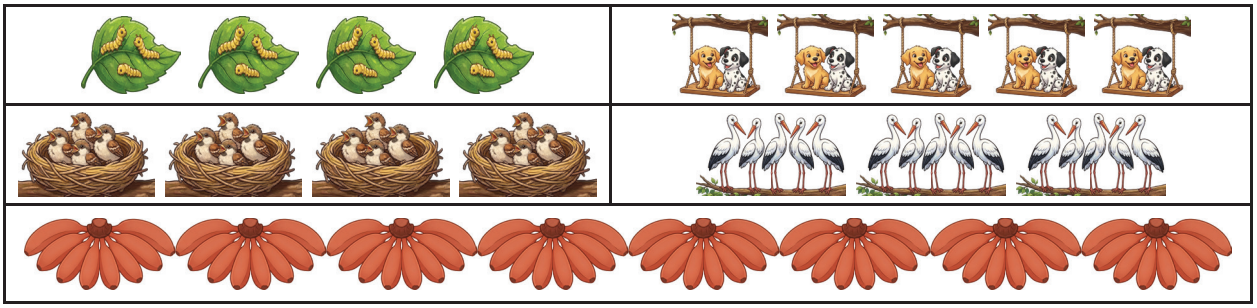
5. There are 19 pineapples in a fruit shop. If 4 pineapples are sold, how many remain unsold?



☐ - ☐ = ☐

Oral Task

6. State the objects in a group and the number of groups.



7. Answer the following questions:

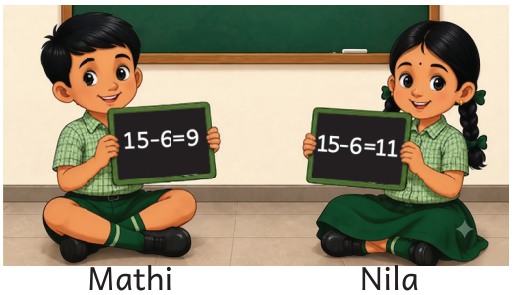
i) Which number should be subtracted from 12 to get 12?

ii) Can 15 be subtracted from 10? Give reason.

iii) Name an object which is heavier and lighter than a ball.

iv) If you give 4 out of 12 marbles to your brother, then how many marbles will remain with you?

v) Who did it correctly?



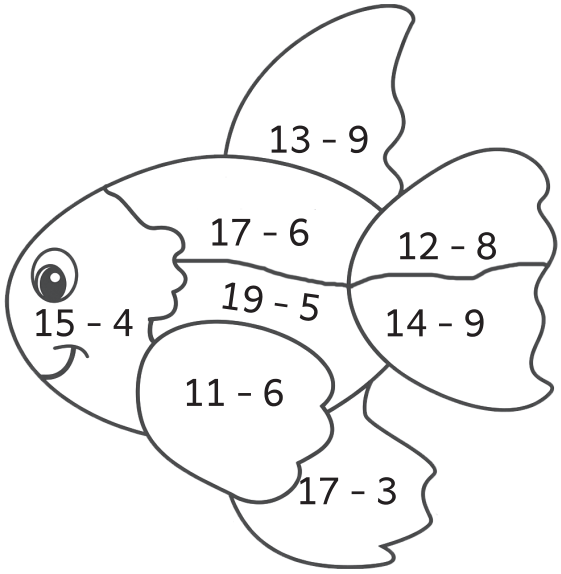
Mathi Nila

Project

8. Write any five subtraction facts that gives 8 as answer.

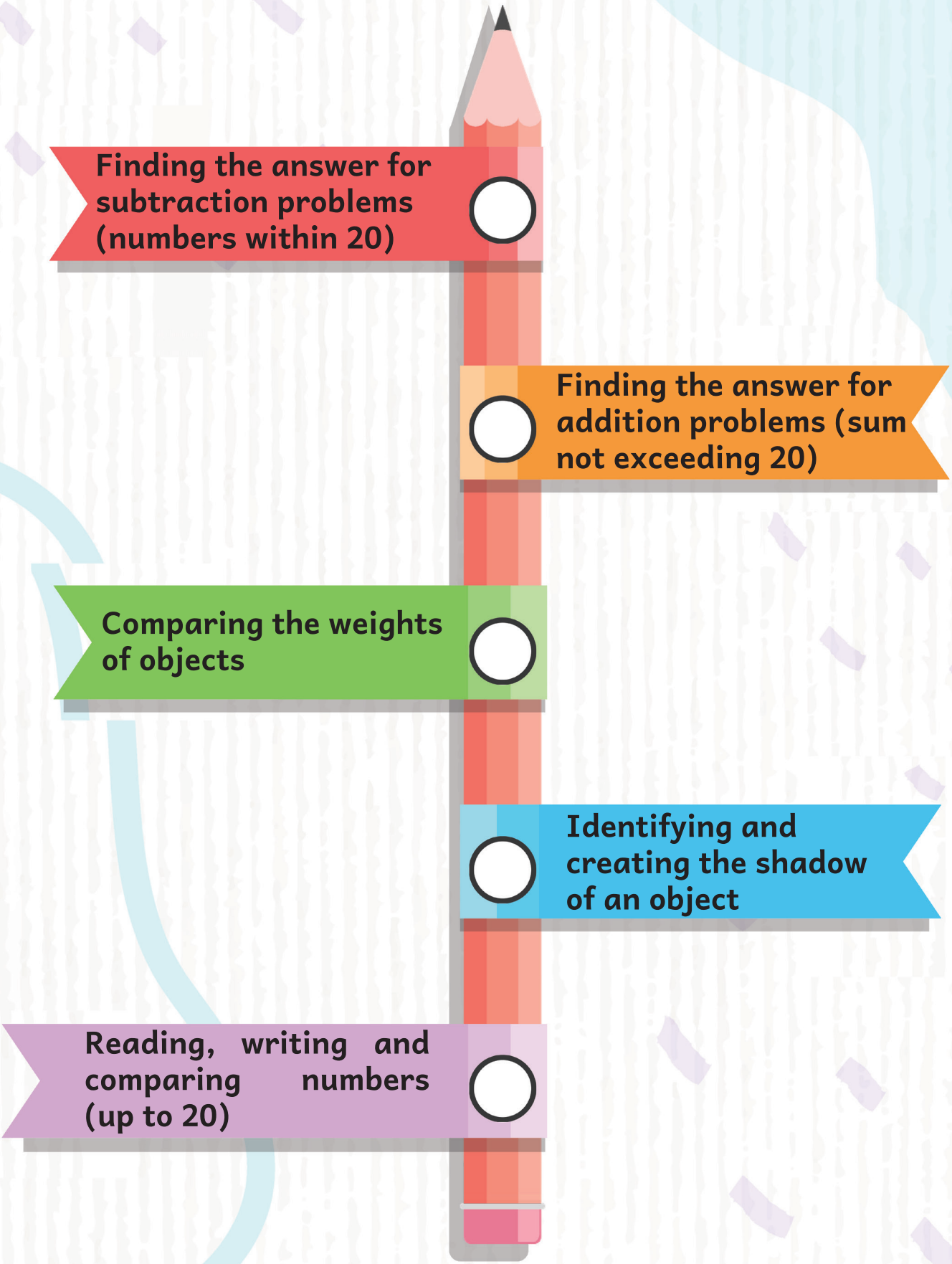
	–		=	8
	–		=	8
	–		=	8
	–		=	8
	–		=	8

9. Colour according to the answer.

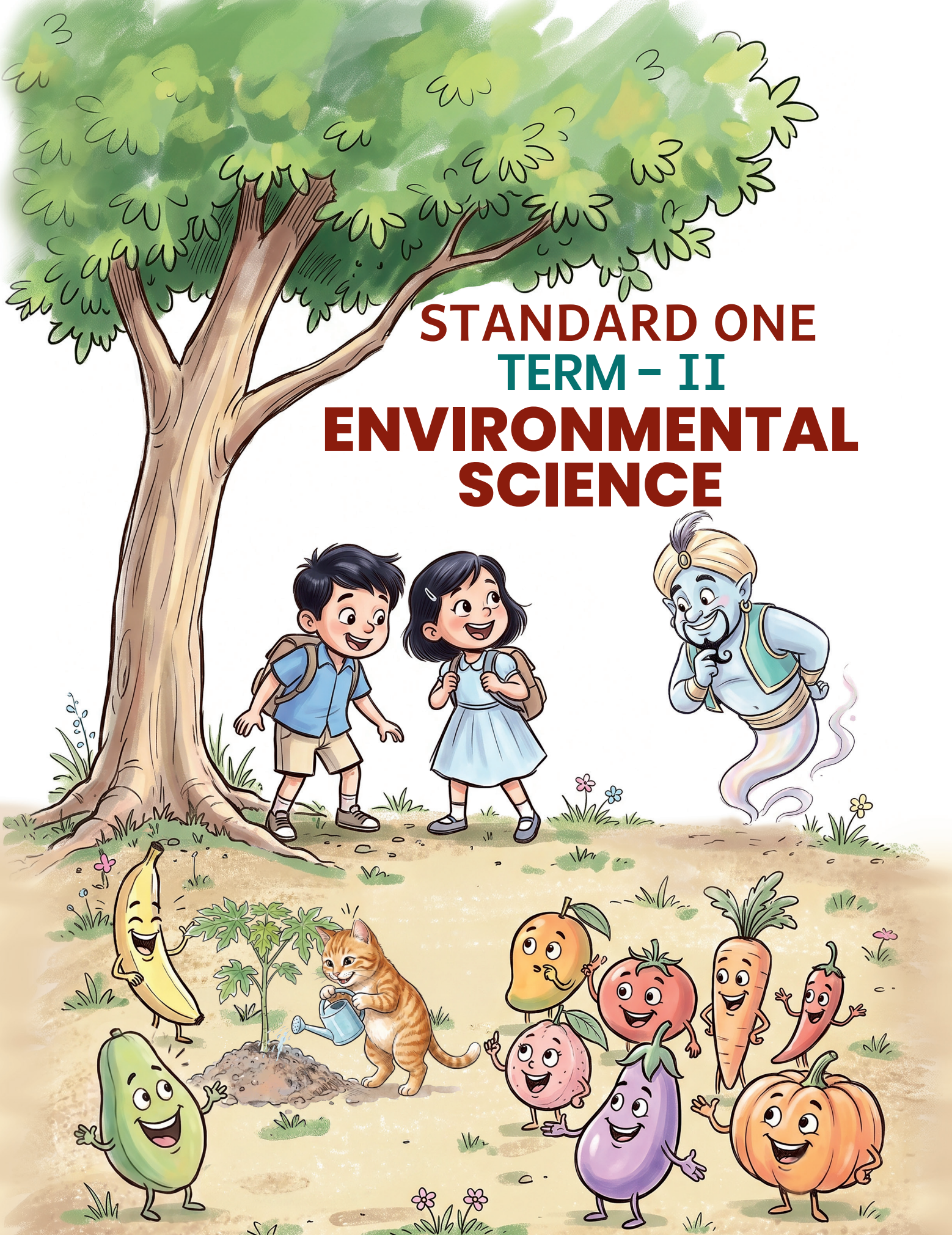


Answers : 14 4 5 11

Learning Journey



STANDARD ONE
TERM - II
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 II textbook is designed as two units that follow a progressive learning approach.

1. Our Green Friends



- Identifies places where plants grow.
- Observes plant parts and their functions.
- Compares plants based on observable features.
- Recognises edible plant parts.
- Develops care and responsibility towards plants.

2. Genie's Garden



- Explores vegetables, greens and common fruits.
- Classifies vegetables and fruits based on observable features.
- Identifies seasonal fruits.
- Distinguishes vegetables as eaten raw or cooked.
- Practices safe and hygienic food habits.
- Makes healthy food choices.

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.

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e-book

KJ6OQ
Inclusive book

SN5VY
THB

TG2CJ
Assesment

1 Our Green Friends

Plants Everywhere!

XT3JN

Observe and Discuss

Where can we find plants?

Madhu and Mugil are playing in front of their house with their kitten. Kitty suddenly jumps and runs away! They walk around looking for Kitty and see plants everywhere.

Plants by the road,
such a pretty sight!



Where is Kitty?

Plants in the pond,
floating so light!



Where is Kitty?

Plants in the fields,
growing day by day!



Oh, Kitty is not here.

Plants in the garden,
colours everywhere!



Where is Kitty?

Look! Someone is here...
Is it our Kitty? Here she is!



Plants grow in different places around us.

THB

Encourage children to observe the pictures and discuss where they have seen plants in their daily life.

Activity Time

Walk around your school with your teacher. Tick (✓) the places where you see plants.



In the garden



Near the gate



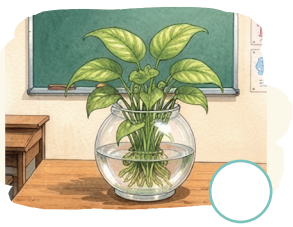
Along the fence



Around the play ground



In the classroom



In pots



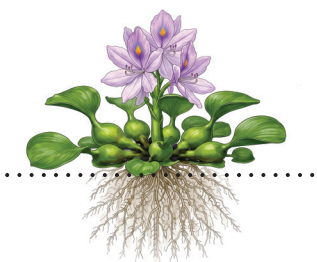
Along the roadside

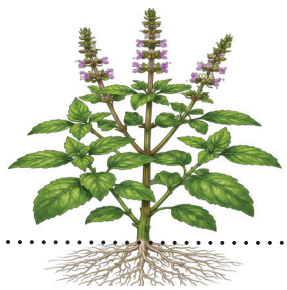


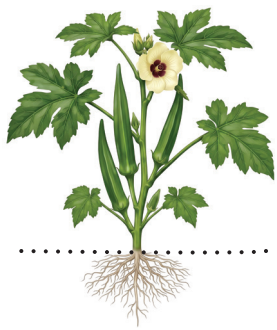
Some plants grow in water. Some grow on land.

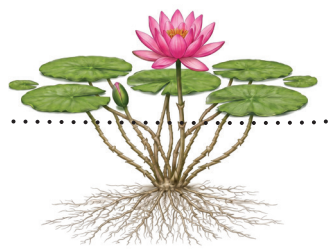
Do and Learn

1. Colour the area below each plant if the plant grows in water and if the plant grows on land.









2. **Colour the plant that grows on land.**



Do and Observe

Observe a money plant in a pot with soil and another in a plastic/ glass cup with water for two weeks.

a. Which plant will be healthy/grow after two weeks?

Tick (✓) your guess.

Plant A ◯ Plant B ◯

b. Observe them after two weeks and tick (✓) which plant looks healthy/grew?

Plant A ◯ Plant B ◯

Was your guess correct?

Yes ◯ No ◯





Plant A



Plant B

Some plants can grow and stay healthy in both soil and water.

Plants and Their Parts

How does each part of a plant help it live and grow?

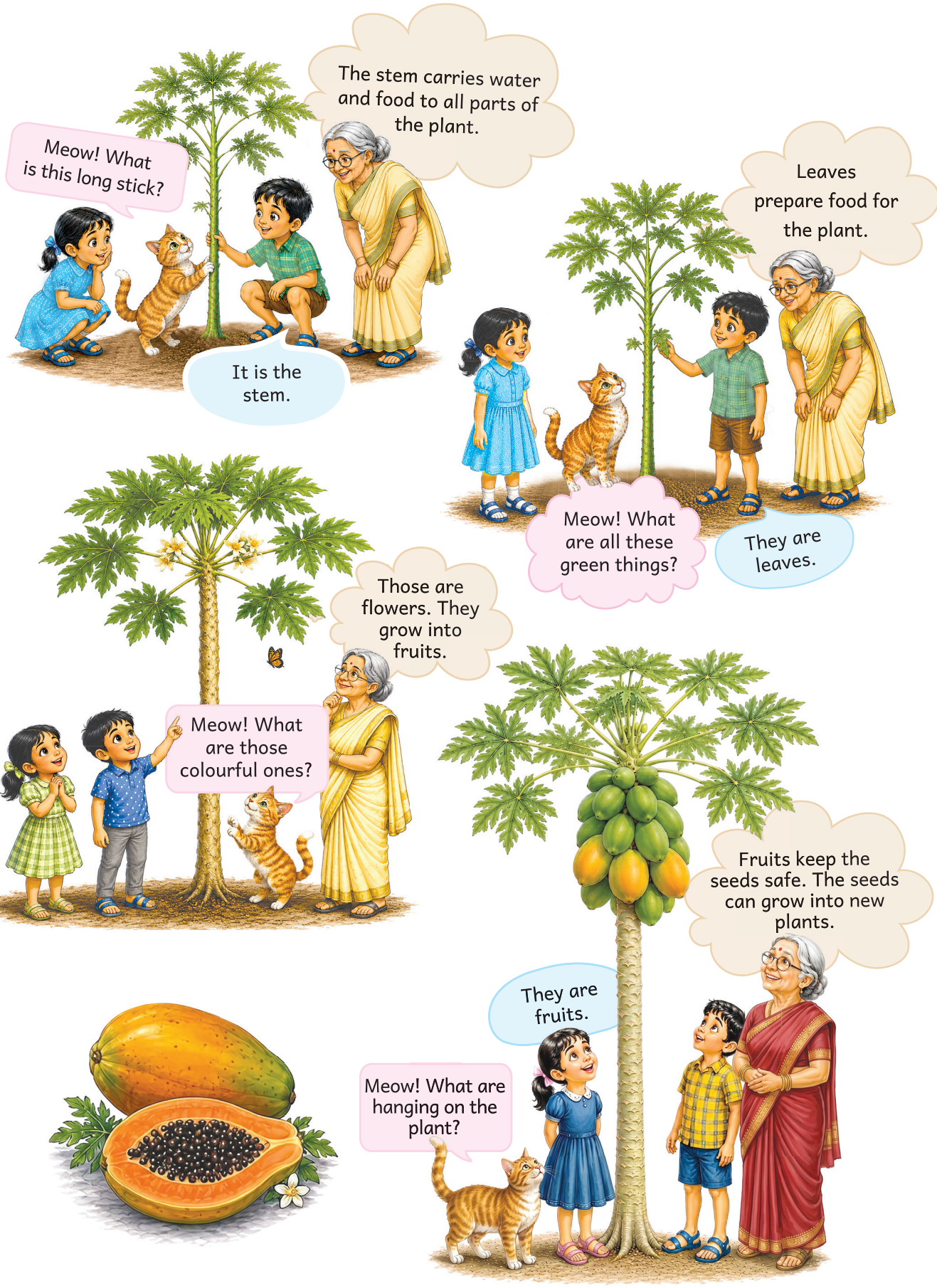
Observe and Discuss



Madhu, Mugil and Kitty came to Grandma's house. While playing, Kitty pulled a small plant with its roots. The children shouted.





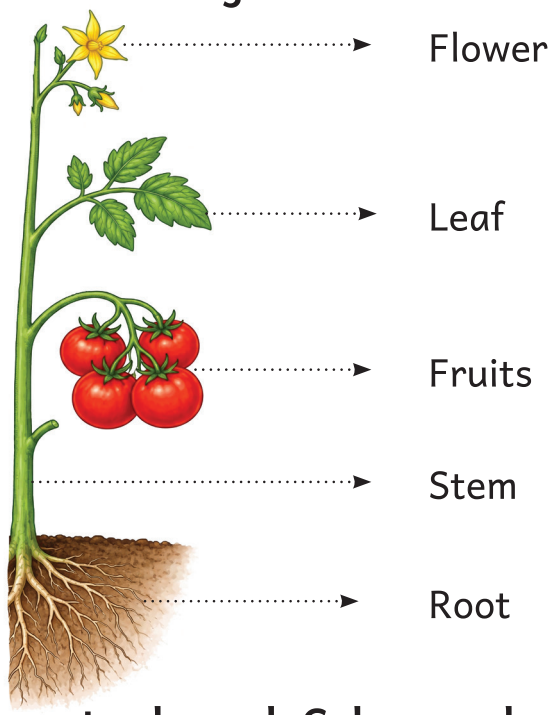


THB

Give each group a small plant (if available). Read the dialogues using different voices for each person. Let children observe, touch, identify and name the plant part, then discuss its function.

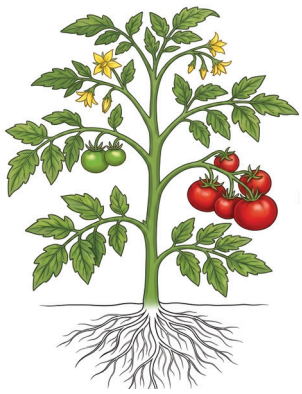
Do and Learn

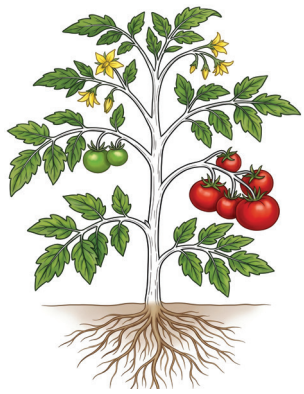
1. One half of the tomato plant is missing. Draw and colour it.

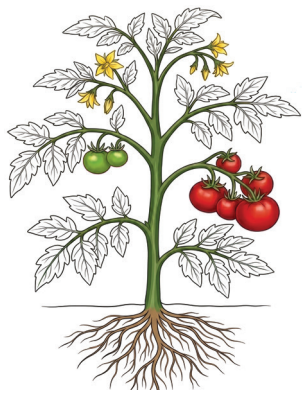


2. Some parts of the plant are not coloured. Colour and write their names.

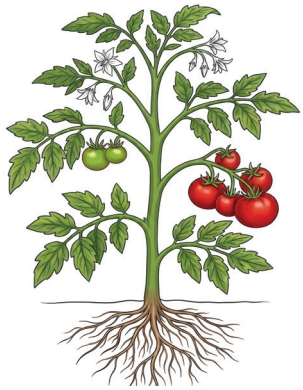
Leaves, Stem, Flowers, Fruits, Roots

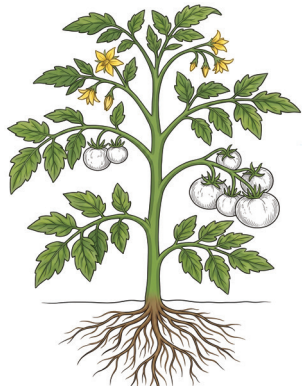






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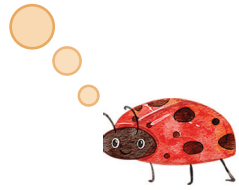
....

3. Draw and colour the sugarcane plant.





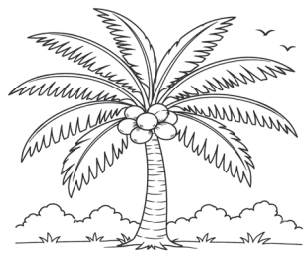
Do you know?
These are white flowers of the sugarcane. Sugarcane is called as "Sweet grass".

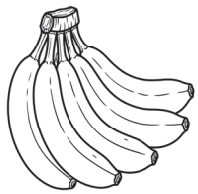
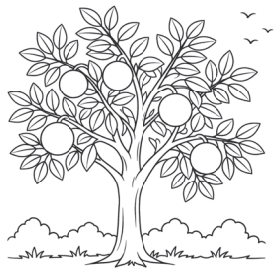


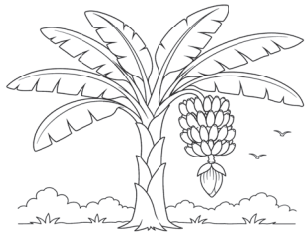
4. Connect the plants to their flowers and fruits. Colour the picture.








Plants are of Many Kinds

Observe and Discuss





ZQ7EP

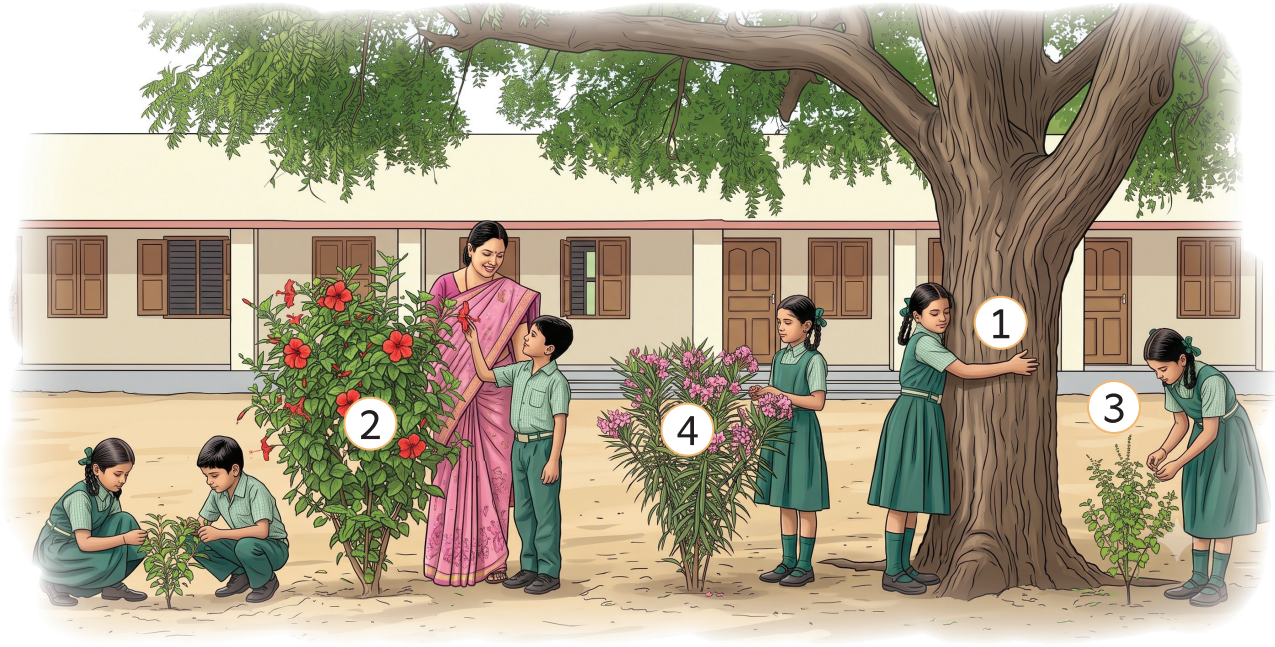


Observe and tick (✓) the correct answer.

1. Which is the biggest plant? ◯ Mint ◯ Jasmine ◯ Mango
2. Which plant has a thick stem? ◯ Mango ◯ Jasmine ◯ Mint
3. Which plant is small? ◯ Mango ◯ Mint ◯ Jasmine
4. Mint Leaves are... ◯ Soft ◯ Hard ◯ Rough

Activity Time

Are all plants the same?



Observe the above picture and write the correct number.

Small plants ____ Medium-size plants ____

Big plant ____ Thick Stem ____ Thin stem ____

THB

Take children for a nature walk around the school. Ask them to compare the height of plants, observe the stems (soft / hard, thick / thin) and identify new, old, dry and fallen leaves. Encourage them to compare and discuss their observations.

Do and Learn

1. Measure and Compare: Divide children into groups. Give each group one green leafy plant. Ask them to measure the parts using an eraser and record them in the table.



Observation	Eraser count
Root length	
Stem length	
Leaf length	

No. of leaves on a stem: _____

Discuss: Compare your eraser count with your friend's. Are they the same in all the plants?

Tick (✓) the longest part of your plant

1. Root ◯ 2. Stem ◯
3. Leaf ◯

All plants have roots, stems and leaves,
but their colours, shapes and sizes are different.

How does water reach the leaves and flowers?

2. Let us find out!

Materials Required: Plastic/glass cup, Water, One straw for each child



Take a plastic/glass cup with drinking water.



Place one end of the straw in the water.



Gently suck the water up through the straw and observe.

a. Does the water move through the straw? – Yes / No.

b. How is the straw similar to a plant stem? - Compare and discuss.

The stem carries water to the leaves and flowers.

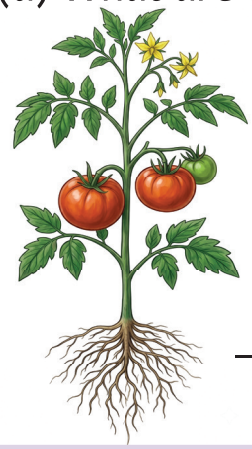
THB

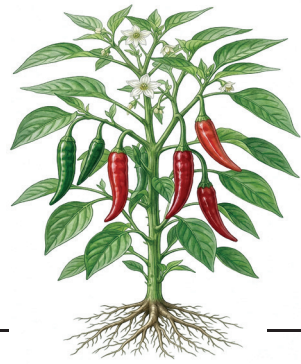
Give each student a clean straw. Do not allow sharing. Help children observe the water moving in the straw and relate it to the plant stem carrying water.

Observe and Discuss

How will you identify plants?

3. (a) What are these plants? Write their names. **(Chilli / Tomato)**





Plants can be identified by their parts.

(b) Which plant part helped you identify the plants first? Tick (✓).

○ Fruits ○ Leaves ○ Stem ○ Flowers

(c) Draw a tomato and a chilli.

Tomato	Chilli

THB

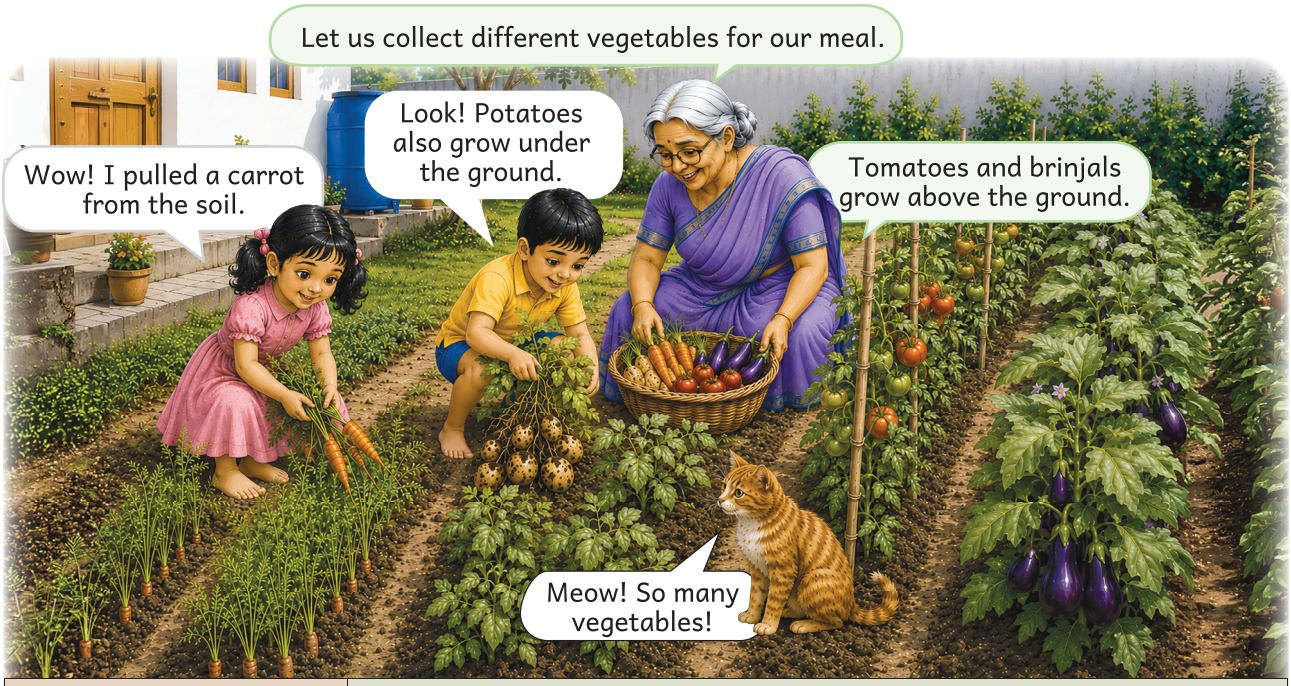
Discuss: Are all the fruits the same size and colour?

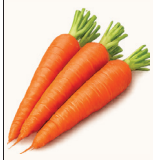
Show children real tomato and chilli plants, if available. Ask them to observe, compare and discuss how they identified the plants.

Plants as Food

Observe and Discuss

Can we make a meal using different parts of a plant?



Under the ground		Above the ground					
							
Carrot	Potato	Coriander Leaves	Curry Leaves	Cabbage	Banana flower	Cauliflower	Tomato

Some vegetables grow under the ground and some above the ground.

Do and Learn

1. Draw one vegetable that grows under the ground and one that grows above the ground. Name it.

Under the ground	Above the ground

Observe your plate. How many items come from plants?

_____



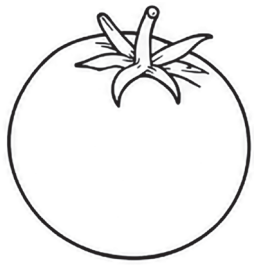
2. Find and colour the leaves and flowers used in our food.



Mint



Cauliflower



Tomato



Banana flower

3. Tick (✓) the odd one out. Discuss your choice with your friend.

a)

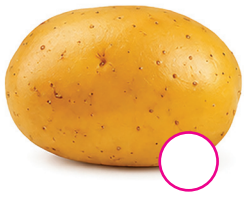








b)

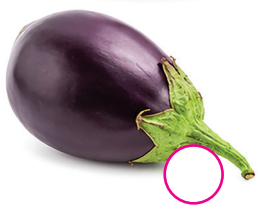




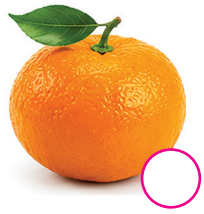




c)









4. Project

Think about the vegetables you ate during the last 3–4 days. With the help of an adult, sort and write their names. Share it in class.

Underground vegetables: _____

Above-ground vegetables: _____

Leaves: _____ Flowers: _____

Caring for Plants

Observe and Discuss

What do plants need to stay healthy?



Care for plants around you!

Do and Learn

1. Tick (✓) the actions that you will do to care for a plant.



Water the plant. ☐



Step on the plant. ☐



Pluck flowers. ☐



Put a fence around the plant. ☐



Break branches. ☐



Throw waste around it. ☐

2. Join the dotted lines and colour.



3. Make bark and leaf rubbings on a sheet of paper.







The giant Victoria water lily has one of the largest and strongest leaves in the world.

4. Draw and colour your favourite plant on a sheet of paper.



Flowers

CY3LA

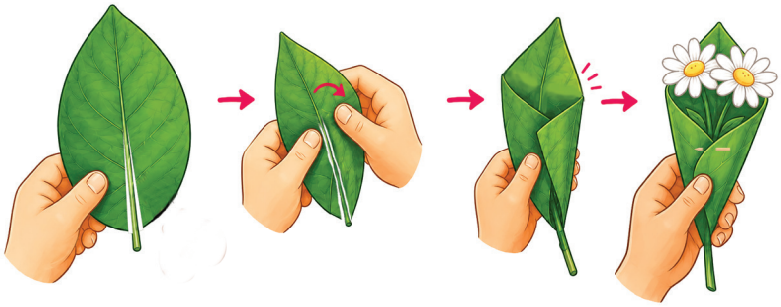
Why do flowers make us feel happy?

Activity time

1. Make a Flower Bouquet.

Madhu made a small flower bouquet and gave it to her Grandma.

1. Tear from the base up to the middle on both sides.
2. Fold one side in.
3. Fold the other side in.
4. Pin the leaf ends together with a small broomstick. Place two flowers inside.





Now, make a bouquet using flowers and leaves around you and give it to someone you like.

THB Help children make a flower bouquet using available flowers.

2. Smell the flowers and guess their names!





Flowers make our surrondings colourful and fragrant.

THB Collect fresh, locally available fragrant flowers and place one flower at a time in a cloth bag. Ensure every child gets a chance to smell, share their responses and name the flowers.

3. Make a Pookolam in your class.

1 Look

Look at the flowers.



2 Group

Keep the same flowers together.



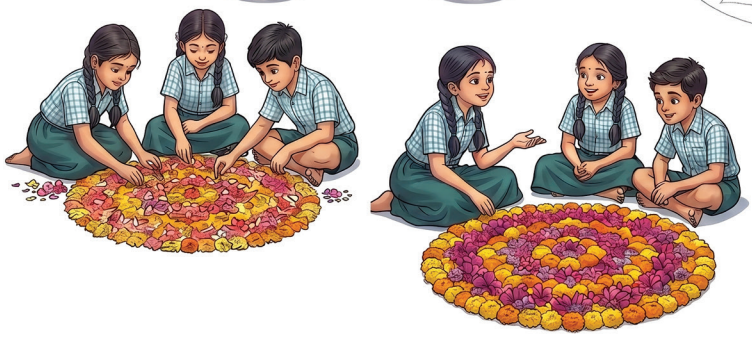
3 Decide

Choose where each flower will go.



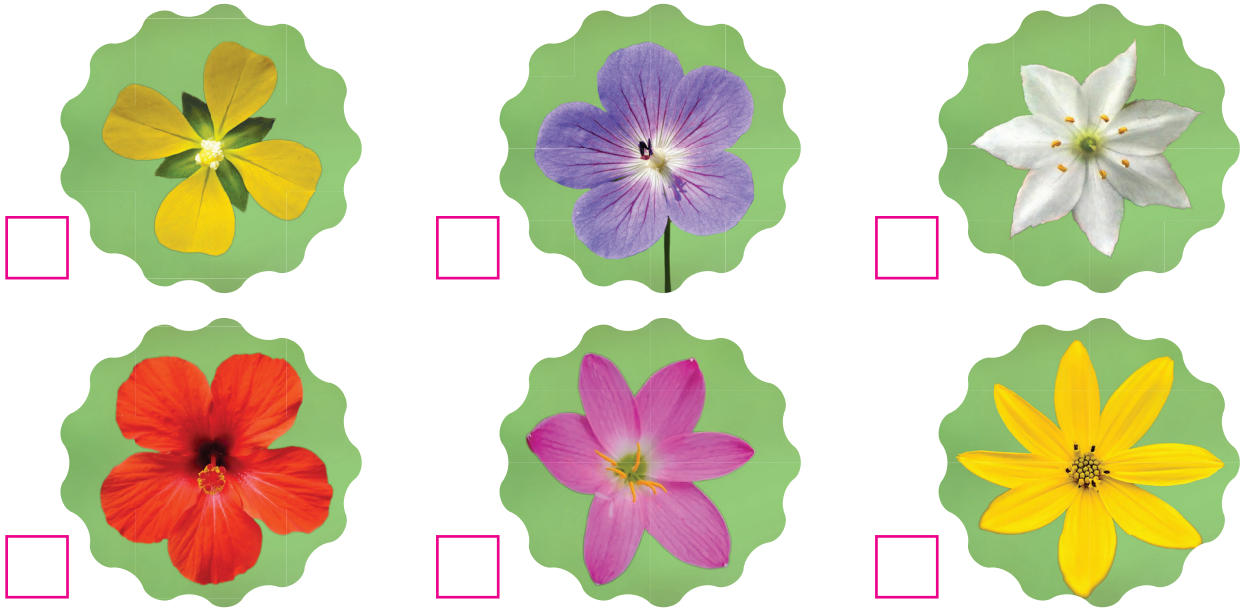
4 Create

Make a beautiful Pookolam together.



Show it and share one thing about it.

4. Count and write the number of petals.



a. Do all flowers have the same number of petals? Yes ☐ No ☐

b. Compare your answers with your friend.

Different flowers have different number of petals.

THB Bring different flowers to the classroom. Ask each child to count the petals and compare it with their friend's answers.

Observe and Discuss

Are all flowers the same?


Malligai


Saamanthi


Roja


Pavazhamalli


Shenbagam

These are fragrant


Vada Malli



Let us Sing...

Oh! little sparrow, fly into the garden
What flower did you bring?
A basket full of jasmine ...


Idly Poo


Sangu Poo


Nithiyakalyani


Kanakambaram

Flowers have different colours. Some have a lovely smell (fragrance). Some grow in clusters and some are single.



Bring as many kinds of flowers as you can to the class. Help children complete the song by changing the names of the flowers.

Do and Learn

1. Tick (✓) the correct flowers.

a. Flower that grows in a bunch:





b. Two flowers that are fragrant:

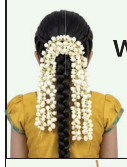




c. Write the name of a flower that you like. _____

Where do we use flowers in our daily lives?

2. Draw a happy face wherever you have seen the flowers being used.

Places where we use flowers	1 	2 	3 	4 	5 	6 
 Wearing in the hair						
 In Garlands						
 In Pookolams						
 In Decorations						
Count						

a. Which flower has the most ? _____.

Which flower has the least ? _____.

b. Which flower does your family use most often? _____.

We use flowers to decorate ourselves, our homes, places of worship and during celebrations.

3. Why do you like flowers? Tick (✓) your answers and share them with your friends.


Flowers are colourful.

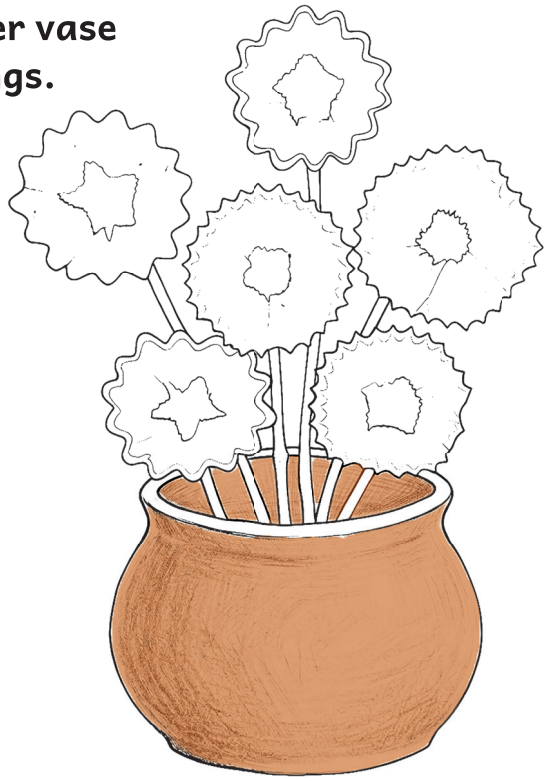

Flowers smell sweet.


Butterflies visit flowers.


Flowers make us happy.


Flowers make places beautiful.

4. Decorate the flower vase with pencil shavings.







5. Draw a small house with a tree and pond nearby. Add your favourite plants and flowers around the house and in the pond.



Learning Check

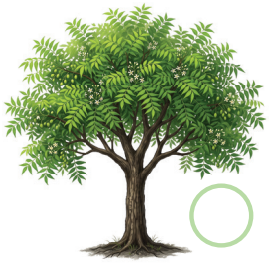
1. Draw a line to match each plant with the place where it grows.

Pond Garden Field





2. Tick (✓) the plant that is best for a small pot.





3. Which one of the following flowers is fragrant? Tick (✓)





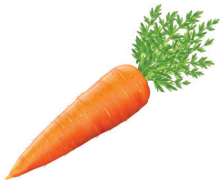
4. Oral Questions
   a. If water cannot move through the stem, what will happen to the leaves?
   b. My friend planted a lotus in dry sand. Will it grow well? Why?

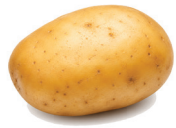
What I Learnt

- I can identify places where plants grow. ☆
- I can name the main parts of a plant. ☆
- I know which plant parts we eat. ☆
- I can identify common flowers and their uses. ☆
- I care for plants. ☆

I Can Do

1. Colour ● for the vegetables that grow under the ground and ● for the vegetables that grow above the ground.



◯ ◯ ◯ ◯

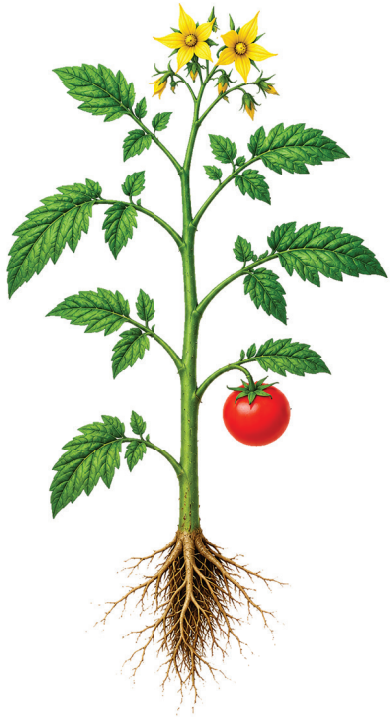
2. A plant gets sunlight and soil, but no water. What may happen?

☐ It will grow well.

☐ It may dry up.

☐ It will give more flowers.

3. Look at the picture. Tick (✓) the part that prepares food for the plant. Write the name of the part.



Name of the part : _____

4. Tick (✓) the part of the plant that will grow into fruits.

a) 

b) 

c) 

d) 

5. Match the vegetables to the correct group.



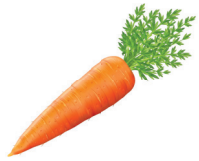


Leaves

Flowers

Above the ground

Under the ground





6. Oral Questions

a. A plant has many flowers.What may happen after some days?

b. Your friend says, "Plants grow only in gardens."
Do you agree? Why?/Why not?

7. Project

Observe the flowers in your surroundings. Record your observations.

S.No	Name of the flower	Colour	No. of petals	Fragrance Yes / No
1				
2				
3				
4				
5				

2 Genie's Garden

Vegetables

LM9MF

Activity Time

Welcome to my vegetable and fruit garden. Don't be afraid of me.
I am a friendly Genie. Come, let us sing together.

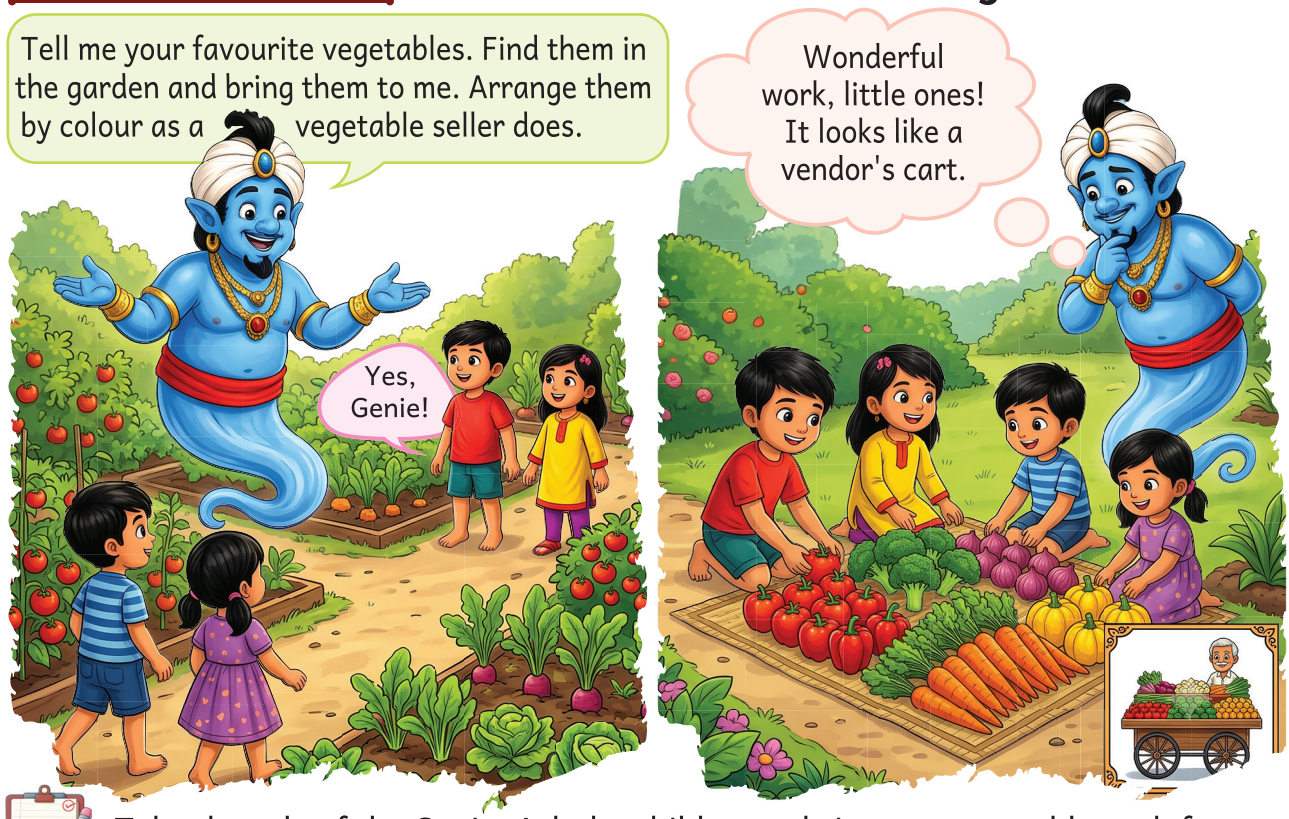




Come, come, come with me!
Look around, what do you see?
Potato, potato hides in the ground
Cabbage, cabbage leaves all around
Onion, onion layers abound
Tomato, tomato red and bright,
Juicy, juicy, what a sight!
Healthy food is good to eat
Keeps us strong from head to feet.

Activity Time

1. Let us collect and arrange



THB Take the role of the Genie. Ask the children to bring one vegetable each from their home to do the activities.

2. Find it! Find it!





Let me ask you some riddles. You must guess the vegetable and bring it to me.

(Tomato, Carrot, Onion, Brinjal, Cabbage)

I am shiny and purple and have a crown. Who am I?

_ _ _ _ _ _ _ _

I am orange in colour and rabbits love to eat me. Who am I?

_ _ _ _ _ _ _ _ _ _

I am pink or white in colour. You cry when you cut me. Who am I?

_ _ _ _ _ _ _ _ _ _

I look like a big green ball. I wear many leafy layers all around. Who am I?

_ _ _ _ _ _ _ _ _

I am red and juicy. I make salads tasty. Who am I?

_ _ _ _ _ _ _ _

3. Touch and Sort

Let us play a game. I am going to draw four circles: soft, hard, smooth and rough. Touch and feel the vegetables and put them in the correct circles.

IY2WZ



Do and Learn

1. Tick (✓) the correct texture for each vegetable.



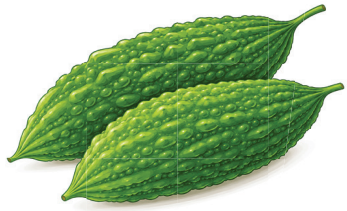
Tomato

- ◯ Rough
- ◯ Smooth



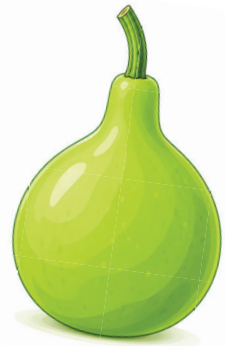
Yam

- ◯ Rough and hard
- ◯ Soft and smooth



Bitter gourd

- ◯ Rough
- ◯ Smooth



Bottle gourd

- ◯ Soft
- ◯ Hard

2. Number the vegetables from heaviest to lightest. Write 6 for the heaviest and 1 for the lightest.



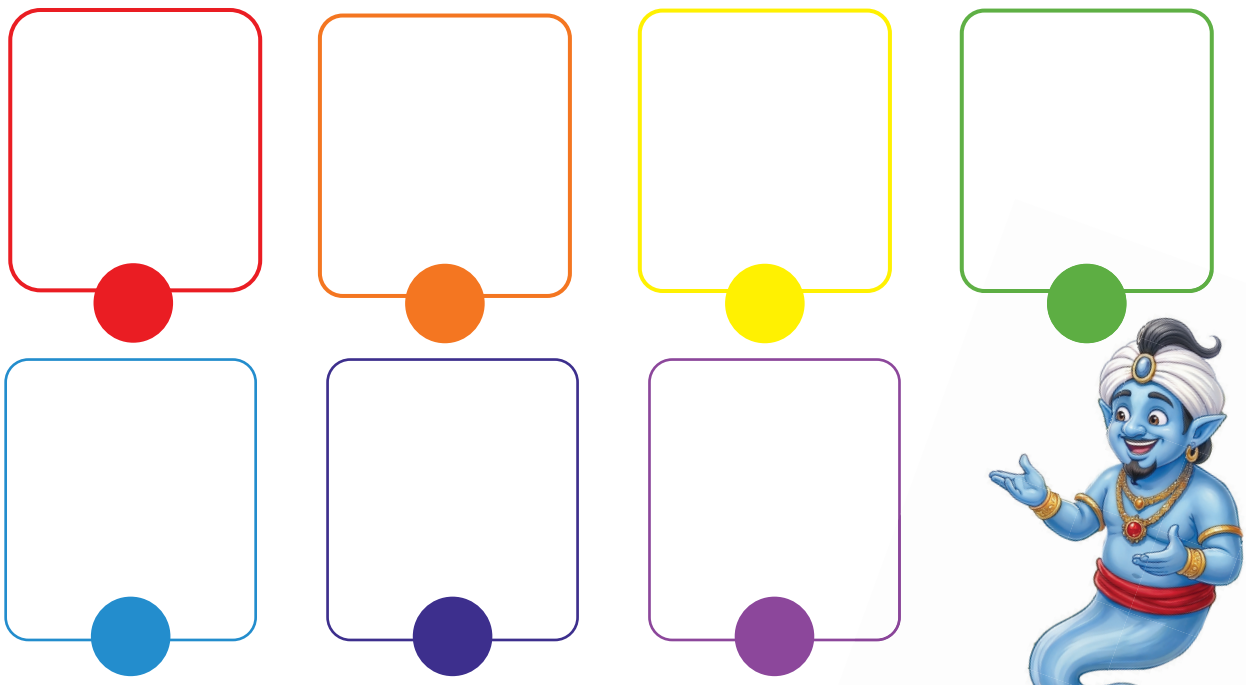
3. Number the vegetables from the longest to the shortest. Write 6 for the longest and 1 for the shortest.



4. Make a rainbow using vegetables.

Red Orange Yellow Green Blue Indigo Violet

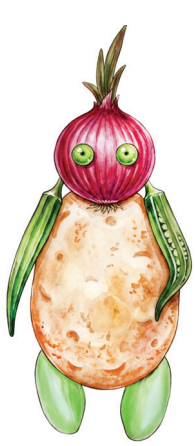
"Bring me one vegetable for each colour of the rainbow. Draw them. For which two colours will you not find vegetables?"



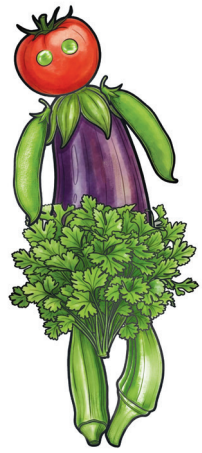
Activity Time

Vegetable Man

Use the vegetables and in groups, make your own vegetable man.







To be fit and healthy, eat plenty of vegetables.

Genie says, "You have worked very hard and smartly. Come! Let us make some vegetable salad and eat it. Vegetable salad is a healthy snack."

Take carrots, cabbage, cucumbers, onions, capsicum and tomatoes.



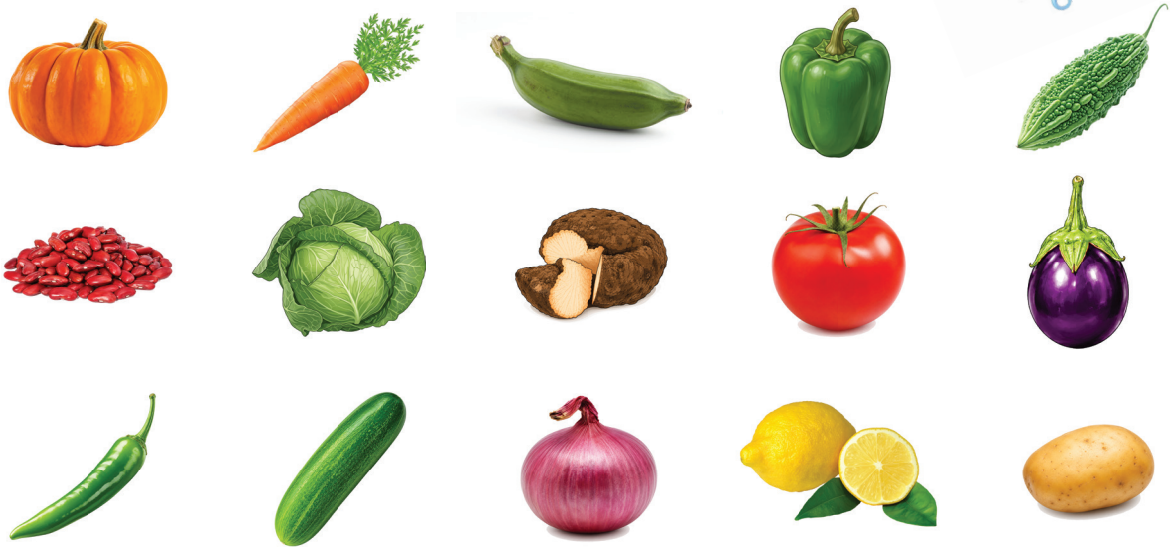
THB

Make a vegetable salad with the children.

Do and Learn



1. **Find the vegetables that can be eaten raw and join them to make a 'ᑌ' shape.**



2. **What is your favourite vegetable that can be eaten raw?**



_____

See, I have many kinds of lady's finger in my garden.



3. **Bring me different kinds of chillies. Draw and colour them. (You can include capsicum)**

Red Chilli	Green Chilli	Green Capsicum

THB Bring red chillies, green chillies and capsicum. Help children understand that these are different varities of the same vegetable.

Green leafy vegetables



"Today I ate mint chutney. Do you know that some leaves can be eaten? They make our food tasty and keep us healthy. Which green leafy vegetable do you like to eat?"



Coriander



Drumstick leaves



Mint



Pasalai keerai (Spinach)



Curry leaves

THB Bring the greens to class and help children name them.

FU4PN

1. Draw your favourite green leafy vegetable.

2. Circle the odd one.

a. 

b. 

c. 

Compare your answers with your friend's answers. Discuss.

THB Help children understand the reason for their choices.

Fruits

Activity Time

Touch, Smell and Find



THB

Blindfold the children with a cloth and place fruits in front of them. Ask children to identify the fruits by touching and smelling them.

KC901

Do and Learn

1. Observe and write the colour, size and texture of the fruits given below.

Properties	 Watermelon	 Grapes	 Apple	 Jackfruit
Colour Green/Red/Purple				
Size Big/Medium/Small				
Texture Hard/Soft				
Rough / Smooth				

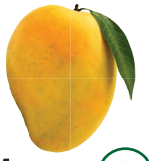


THB Help children recognise which fruits we eat with and without skin, which ones are eaten with seeds and those that are segmented.

2. Answer the questions by writing the numbers.



Orange 1



Mango 2



Sapota 3



Banana 4



Apple 5



Grapes 6



Guava 7



Jackfruit 8

Which fruits do we eat without the skin? ○ ○ ○ ○

Which fruits do we eat with the skin? ○ ○ ○ ○ ○

Which fruits are segmented? ○ ○

Which fruits do we eat with their seeds? ○ ○ ○ ○

3. **Draw the fruits based on their tastes in the given places.**



Sweet	Sweet and Sour	Sour

THB Bring locally available fruits. Have the students taste them, and then ask them to classify the fruits based on the taste.

Seasonal Fruits

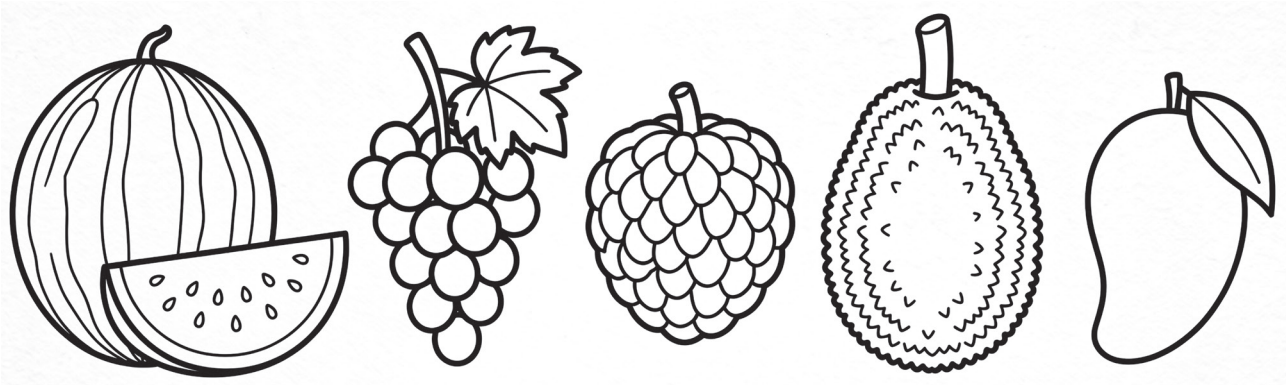
Observe and Discuss

Why do we see some fruits only at certain times of the year?

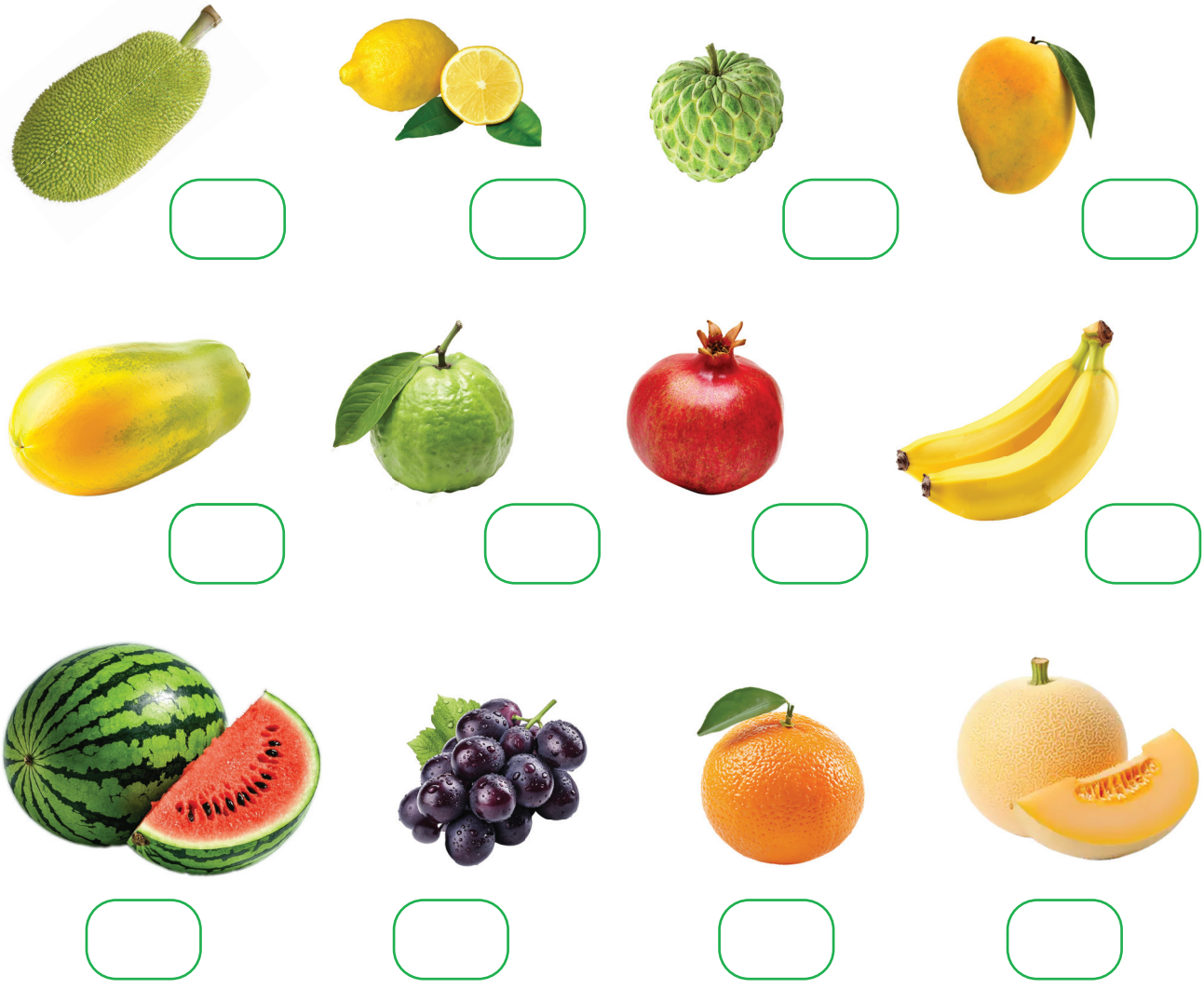


Do and Learn

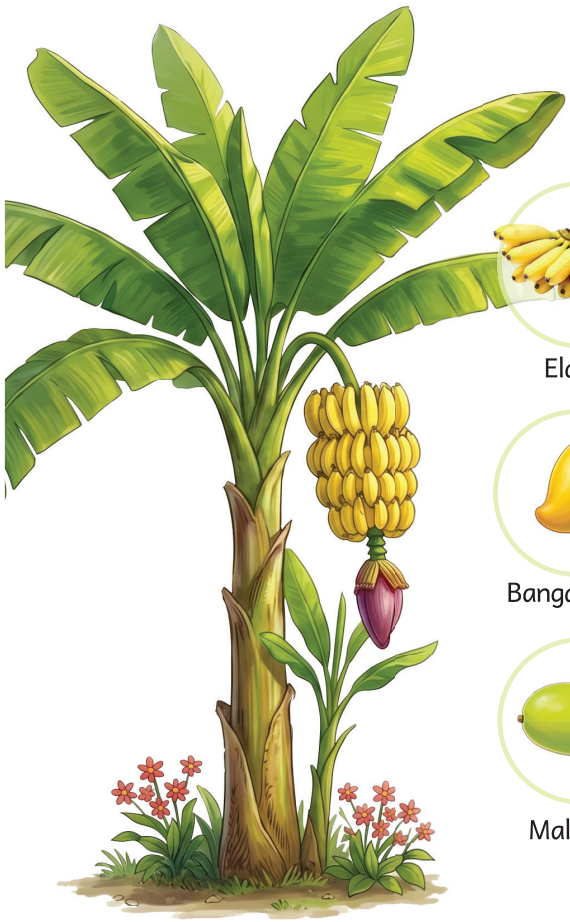
1. Colour only the fruits that the Genie said are found in the hot months.



2. Write 'H' if it is available in the hot months, 'C' if it is available in the cool months, and 'A' if it is available all the year round.



One Fruit – Many Varieties



Observe and Discuss

Some fruits are of many kinds.



Elakki



Karpuravalli



Red banana



Nendran



Banganapalli



Senthoora



Malgova

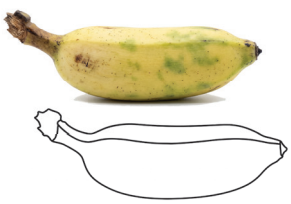


Kili Mookku

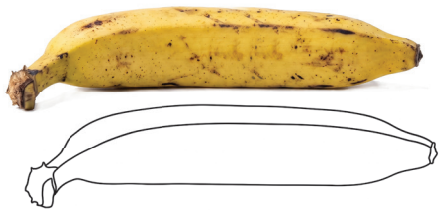


Which kind of bananas and mangoes are found in your area?

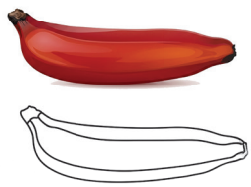
Do and Learn



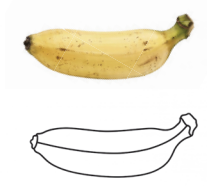
Karpuravalli



Nendhran



Red Banana



Elakki

1. Draw and colour

1. The longest banana

1

2. The smallest banana

2

3. The red coloured banana

3

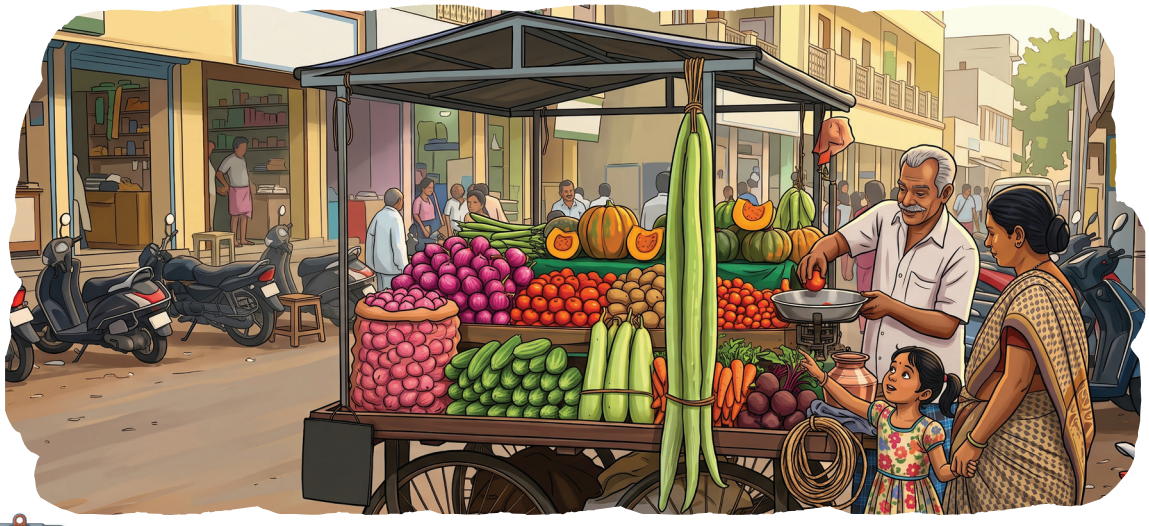
2. **Observe, compare and write the colour and size of the mangoes using the words given in word bank.**

Word bank:	**Colour:** Red, Green, Yellow; **Size:** Big, Small

Nature	 **Malgova**	 **Senthoora**	 **Banganapalli**
Colour			
Size			

3. **Identify the seasonal fruits as they arrive in the market.**

4. **Project :** Go to the market with your parents. Name the fruits and vegetables that you bought. Share it in class.



THB Write the names and vegetables on the blackboard.

I hope you had an enjoyable time in my garden. Take any vegetable and fruit that you like.



Draw your favourite vegetables and fruits in the bag.



Vegetables

Fruits

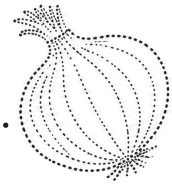
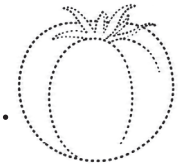


Learning Check

1. Tick (✓) the vegetable that has many layers.

a.  b.  c.  d. 

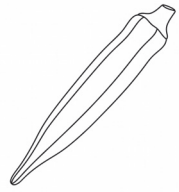
2. Joint the dots and colour the vegetable that is red and juicy.

a.  b.  c.  d. 

3. Tick (✓) the vegetables used in salad.

a.  b.  c.  d. 

4. Colour the other variety of lady's finger.

5. Read and identify the fruit. Draw it.

Yellow in colour, medium in size,

sweet in taste, smooth to feel.



What I Learnt

- I can identify common vegetables, greens and fruits.
- I can compare vegetables and fruits by their colour, shape and size.
- I can group vegetables and fruits.
- I know which fruits and vegetables can be eaten raw or cooked.
- I follow healthy and clean food habits.

I Can Do

1. Answer the riddles. (Tomato, Onion)

a. You cry when you cut me. Who am I? _____

b. I am red and juicy. Who am I? _____

2. Shade the correct circle.

a.  ◯ Rough ◯ Smooth

b.  ◯ Rough ◯ Smooth

c.  ◯ Rough ◯ Soft and Smooth

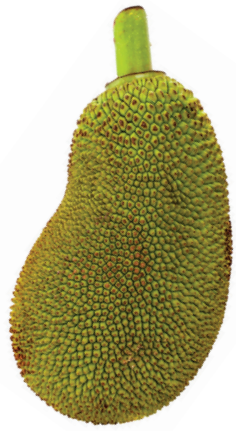
3. Match the fruit to its correct taste.

a.  - Sweet and sour

b.  - Sour

c.  - Sweet

4. Use the picture and tick (✓).



a. My colour is

◯ Green ◯ Red ◯ Purple

b. My size is

◯ Big ◯ Medium ◯ Small

c. My texture is

◯ Hard ◯ Soft ◯ Rough ◯ Smooth

I am a _____

5. Arrange the pictures in the correct order by writing 1,2,3 and 4 in the boxes.






6. Oral Questions.

a. Name any two sweet fruits.

b. Name any three small vegetables.

c. Name any two vegetables that you eat raw.

d. Name any one green leafy vegetable that you eat.

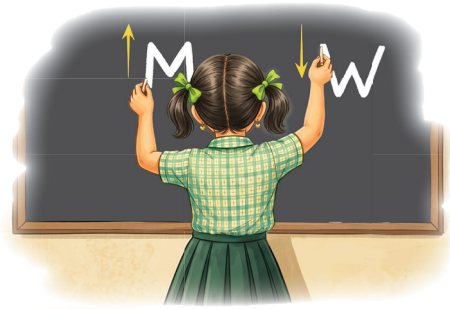
7. Project : Ask three of your friends/family members what their favourite vegetables and fruits are. Draw them.

S. No			
Vegetable			
Fruit			

Move Smart! Think Smart!

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

1



Move both hands at the same time—left hand moving up to form M, right hand moving down to form W.

2





Right Hand: Trace the circle continuously in a clockwise direction with the tip of your index finger.
Left Hand: Move the edge of your palm vertically along the line from top to bottom. Then change hands.

3



Right Hand : Trace the circle continuously with your index finger.
Keep it moving smoothly the entire time!

Step 1: Tap the green dot with the fist of your left hand.

Step 2: Press the edge of your left palm on the orange bar.

Step 3: Place your whole left palm flat on the purple handprint.

4



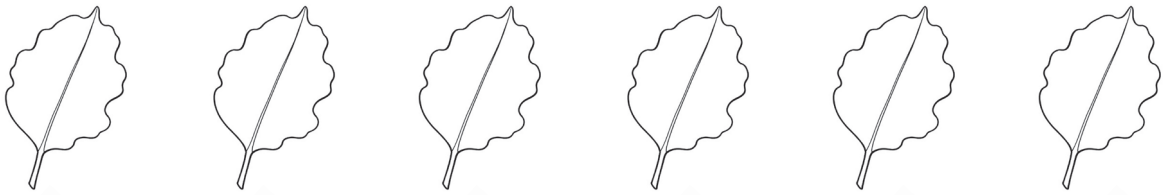
Stand in front of the board with both hands ready. Move on the board row by row, using both hands at the same time.
Open Hand Symbol: Place your open palm flat against the blackboard.
Circle Symbol: Touch the board with a closed fist.



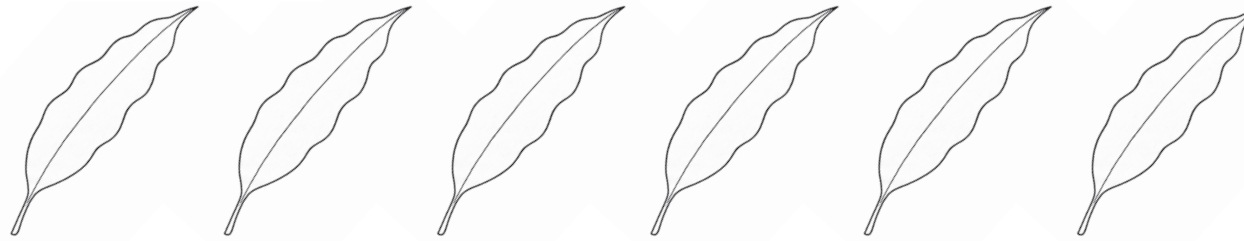
Complete the Patterns

Colour the images using the given colour pattern.

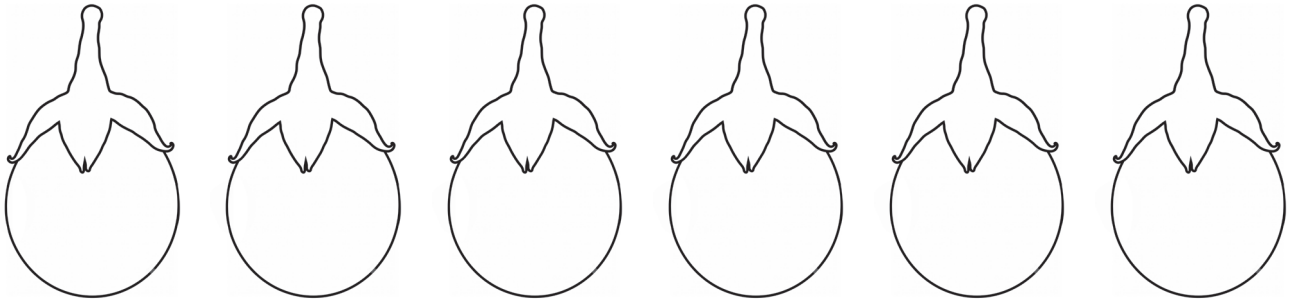




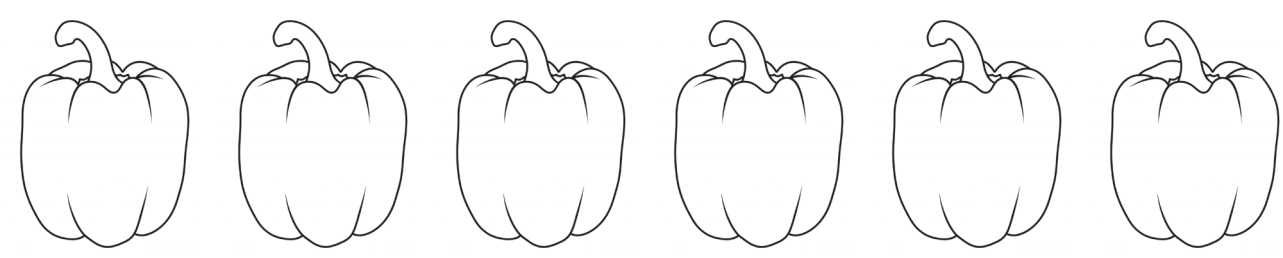




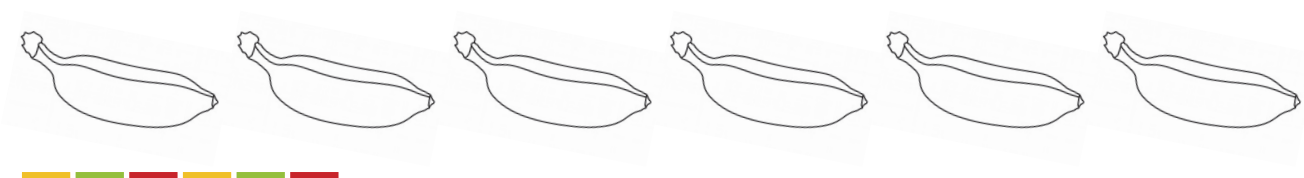




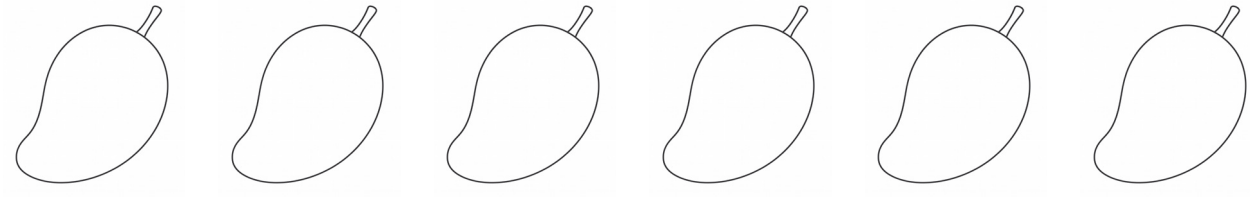












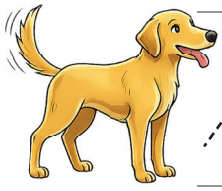
Trace the patterns and complete them

























Learning Journey

Recognises seasonal fruits and different varieties of common fruits and vegetables.

Recognises the importance of eating fresh fruits and vegetables and follows simple food hygiene practices.

Identifies and classifies common vegetables, greens and fruits based on their observable features.

Identifies common flowers based on their observable features and uses.

Identifies and compares plants and recognises that we get food from different plant parts.

Identifies places where plants grow, their parts, their simple functions and demonstrates care and responsibility for plants.



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