GOVERNMENT OF TAMILNADU

STANDARD THREE

TERM - II

MATHEMATICS
SCIENCE
SOCIAL 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)

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

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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 Development Committee, have provided constant guidance, shaping and refining these materials through their insights and expertise, alongside the contributions of educators and practitioners acknowledged elsewhere in this book.

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

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

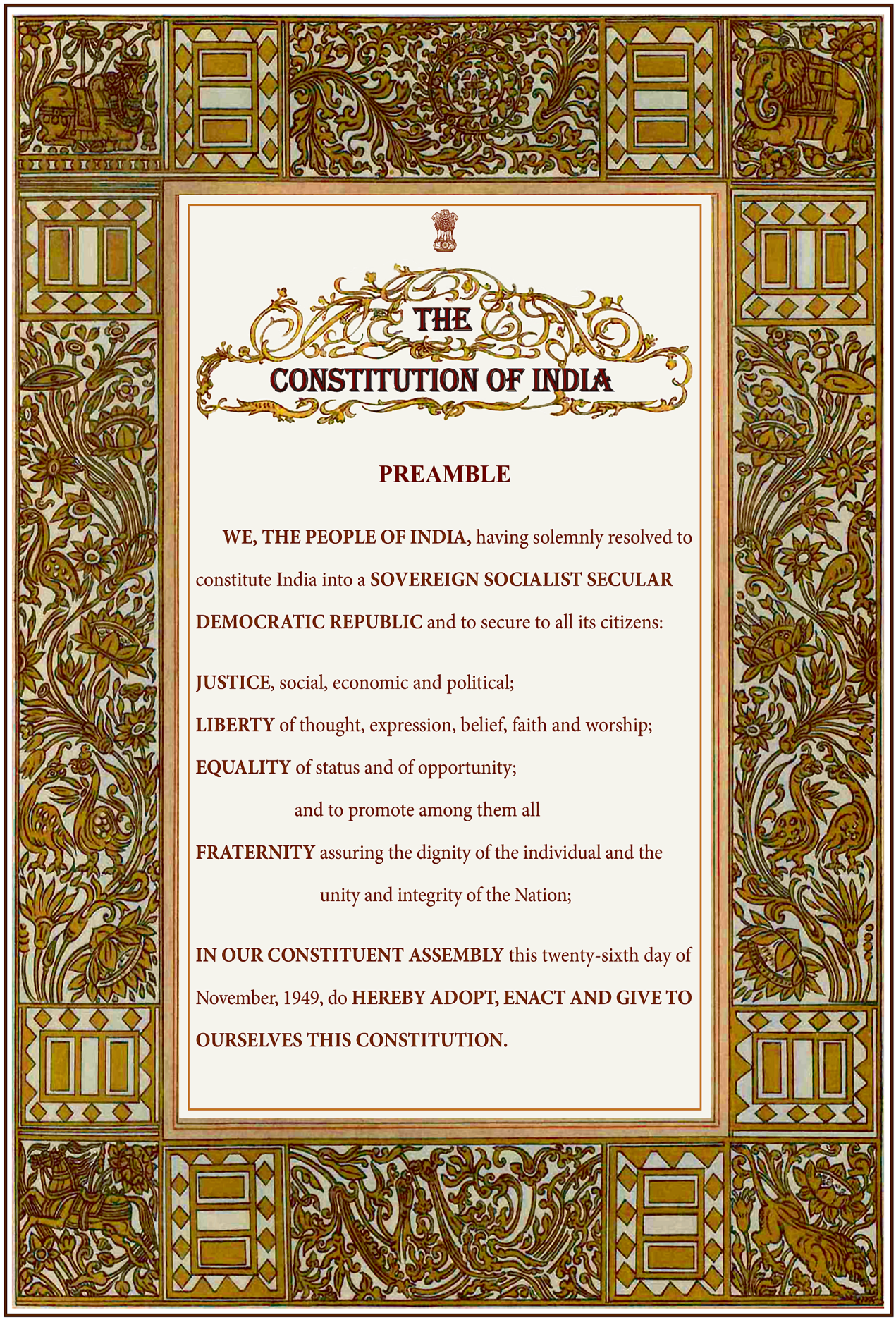
The books also integrate values and life skills, helping children develop empathy, cooperation, responsibility and confidence.

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

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

DIRECTOR

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



THE CONSTITUTION OF INDIA

PREAMBLE

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

JUSTICE, social, economic and political;

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

EQUALITY of status and of opportunity;

and to promote among them all

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

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

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 class Three term 2 textbook is organised into two units. These units follow a spiral approach.



Unit - 1

- Handles numbers upto 999.
- Understand the properties of shapes.



Unit - 2

- Performs number operations up to 999
- Compares weight using standard measures

Distinctive features of the textbook



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



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



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

Assessment and Remediation

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



Learning Check

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



I can Do

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

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

MATHEMATICS

TERM – II

Contents

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Unit - II



Lessons

4. How Many Banana Saplings? 34

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6. Subtract This Way Too! 56

AX5TC — e-book

KR6FW — Inclusive book

QF6SV — THB

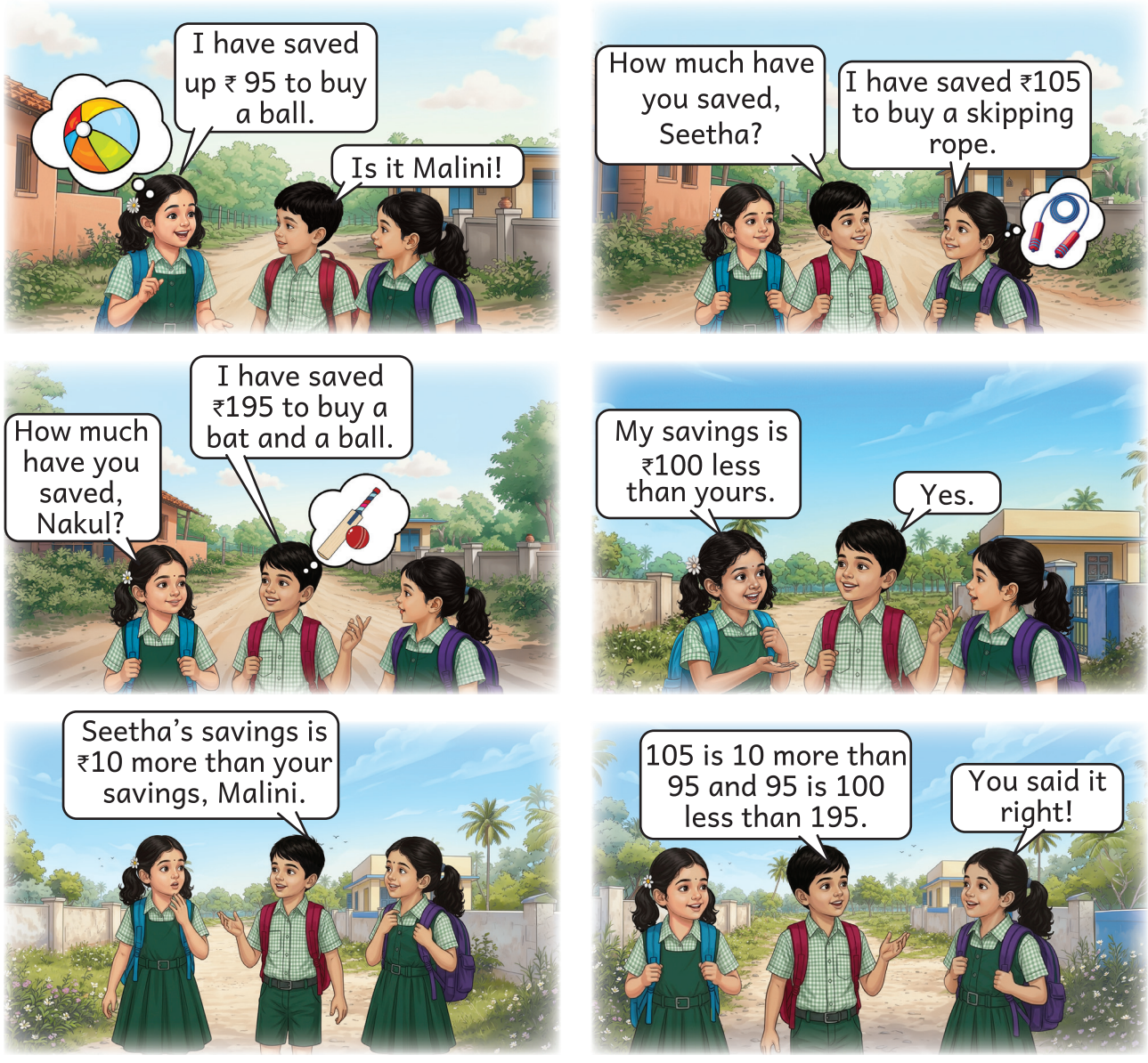
CU1SU — Assessment

Unit I

1. Our Savings

Let us Learn

Malini, Nakul and Seetha were discussing about the amount they saved to buy their favourite playthings on their way to school.

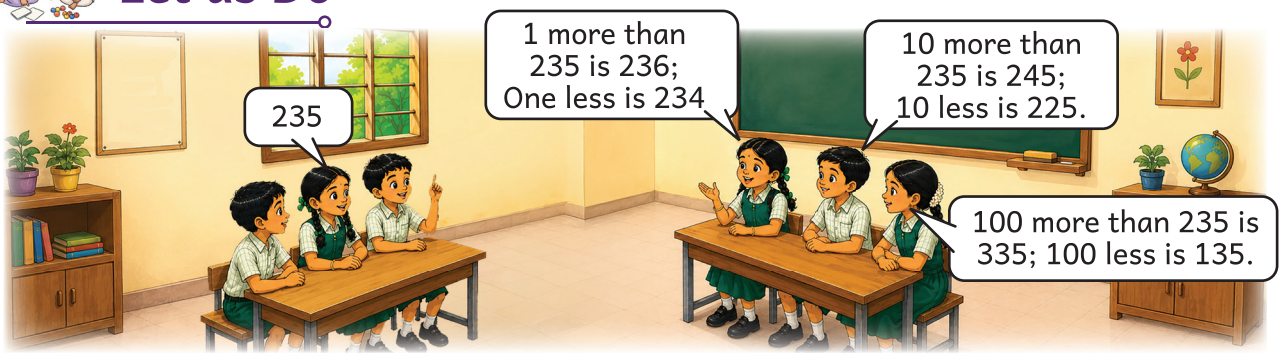


By conversing like this, the three of them reached school.

THB

Strengthen the concepts like 100 more than a number, 100 less than a number, 10 more than a number, 10 less than a number, 1 more than a number, 1 less than a number by telling the picture story.

Let us Do

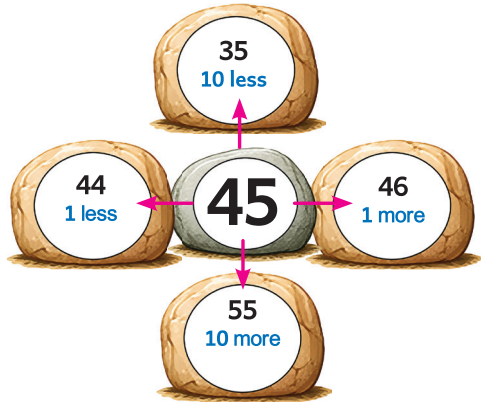


Arrange children in two groups. As the first group says a number, the second group should say a number that is 1 more than, 1 less than, 10 more than, 10 less than, 100 more than and 100 less than that number.

Let us Practise

Observe the numbers in the pebbles and fill in the blanks.

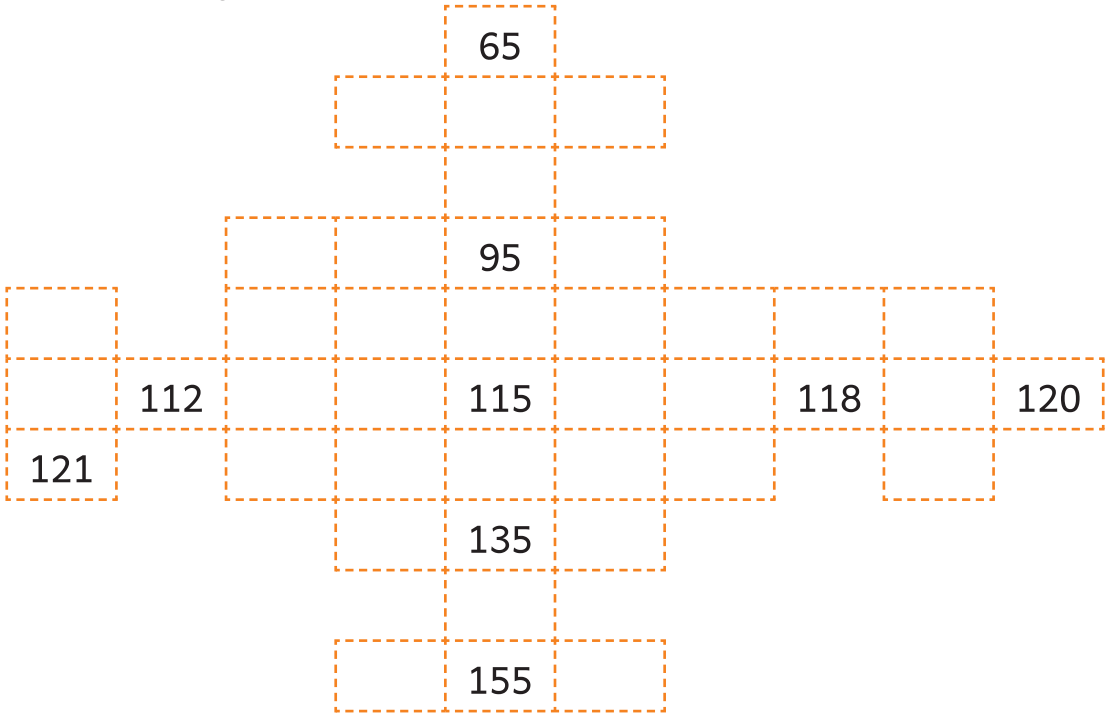
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34		36	37	38	39	40
41	42	43		45		47	48	49	50
51	52	53	54		56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



1 more than 64 is 65.	25 more than 64 is _____.
1 less than 64 is _____.	35 less than 64 is _____.
10 more than 64 is _____.	14 more than 50 is _____.
10 less than 64 is _____.	36 less than 100 is _____.

Let us Practise

Write the missing numbers.



Fill in the blanks by skipping as per the hints.

in fours

12	147
16	151

in fives

15	164
20	169

in sixes

18	287
24	293

in sevens

69	518
76	525

in eights

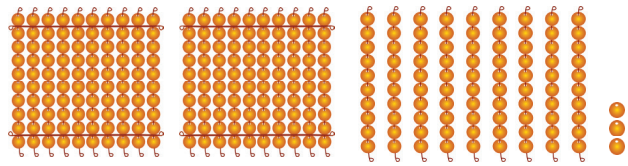
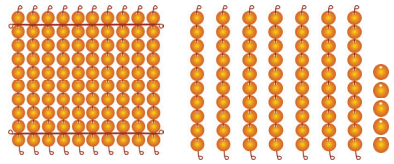
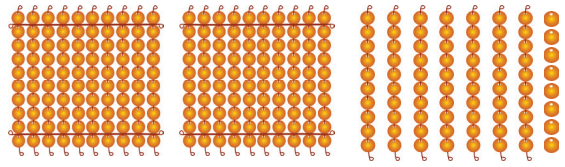
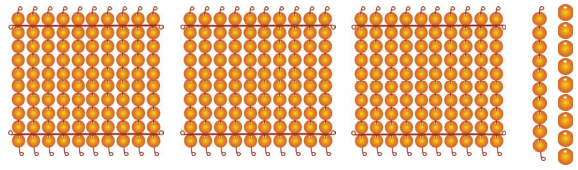
69	472
	480
93	

in nines

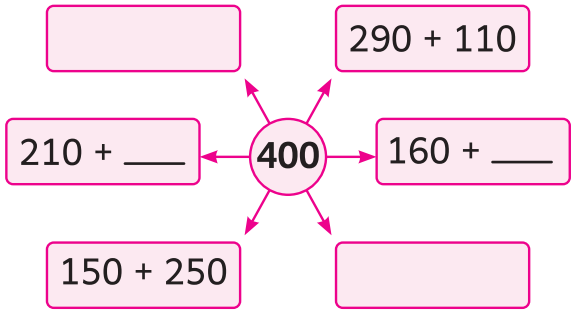
36	603
	612
72	

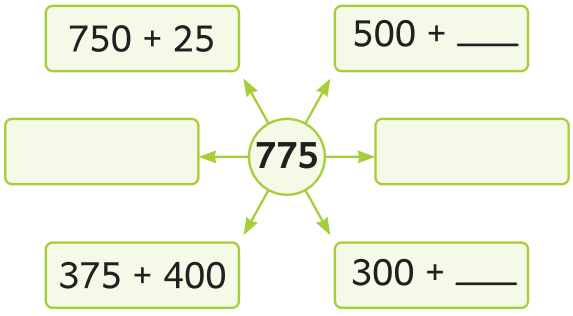
Let us Practise

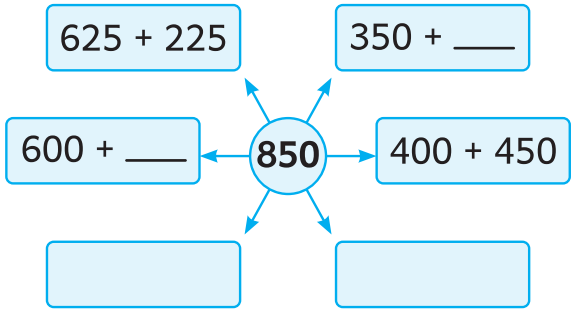
Complete the table.

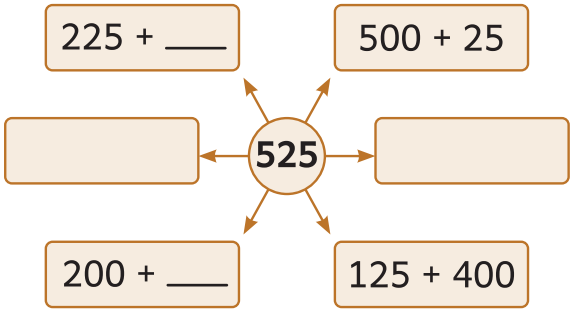
Beads	Number	Number statement
	293	93 more than 200 (200+93) 7 less than 300 (300-7)
		____ more than ____ (____ + ____) ____ less than ____ (____ – ____)
		____ more than ____ (____ + ____) ____ less than ____ (____ – ____)
		____ more than ____ (____ + ____) ____ less than ____ (____ – ____)

Write the addition facts for the given numbers.



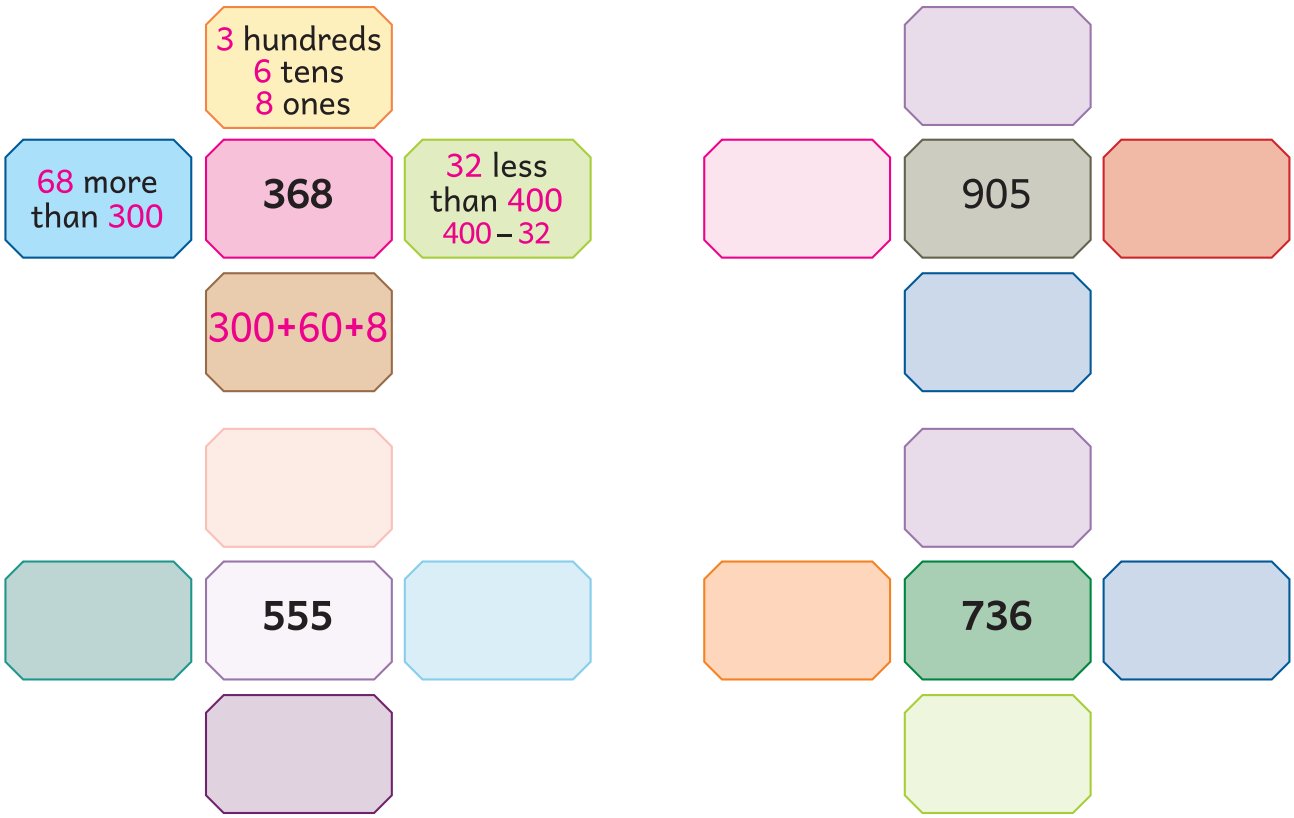




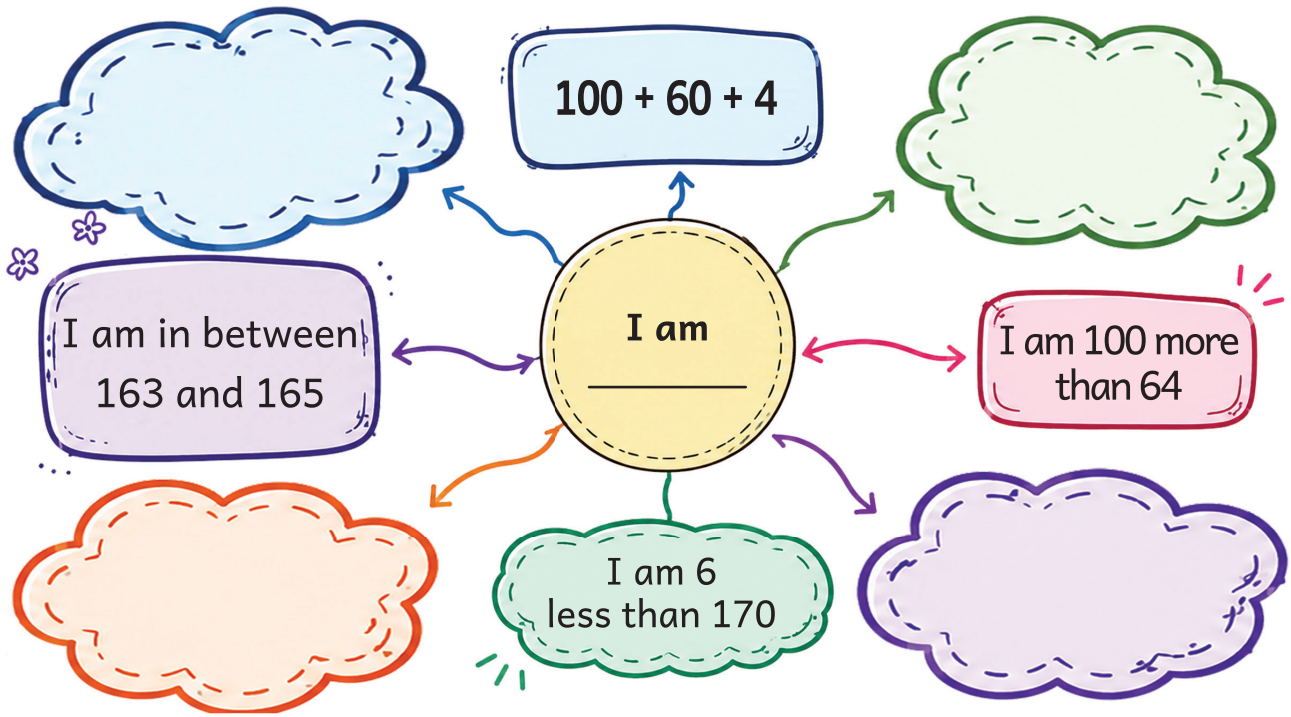


Let us Explore

Write the given numbers in the ways shown below.



Write who 'I am' in the centre and about 'me' around.



Let us Do



THB

Arrange the children in two groups. Give each group any 5 three digit number cards and their respective number name cards. Ask the groups to match the numbers with their number names and show them.

Let us Practise

Complete the number names.

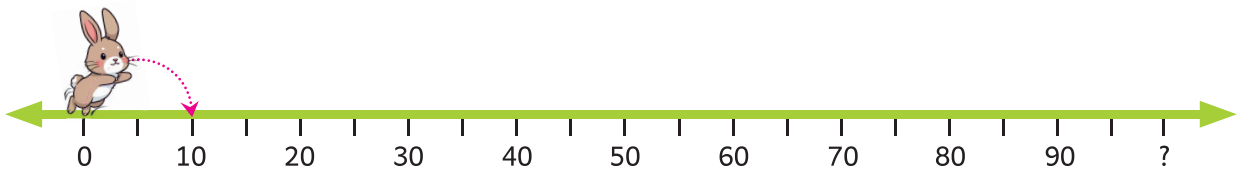
345	Three hundred _____ five
639	_____ thirty nine
817	Eight hundred _____
902	Nine hundred _____
486	Four hundred eighty _____
253	Two hundred _____ three
194	_____ ninety four
700	_____

Write the number name of the following numbers.

374	
645	
432	
824	
598	
756	
999	

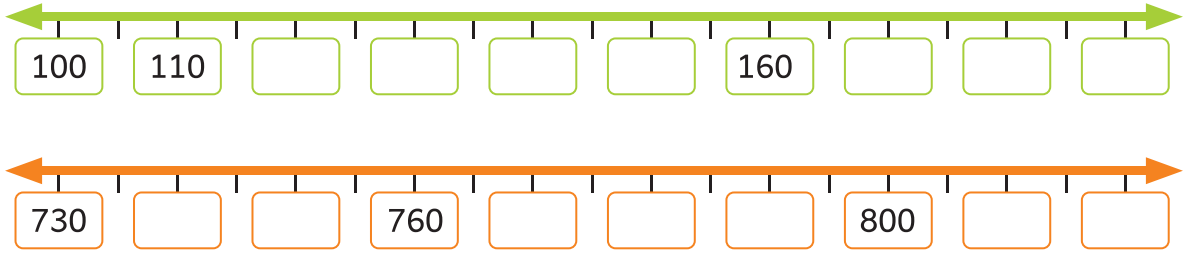
Let us Learn

If a rabbit jumps from 0 on the number line 10 times forward in tens, which number will it reach?



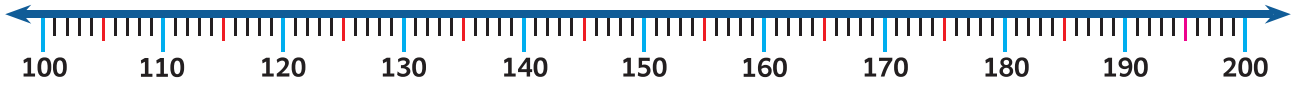
Let us Practise

Observe the number line and fill in the boxes.

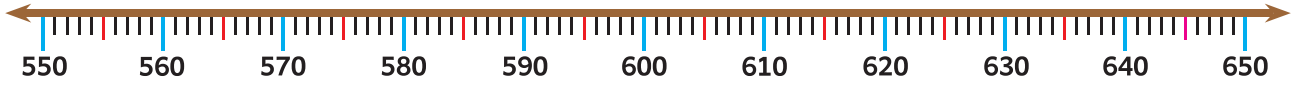


Mark the given numbers on the number line.

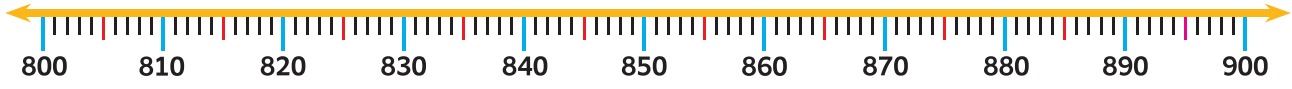
i) 110, 115, 125, 135, 145



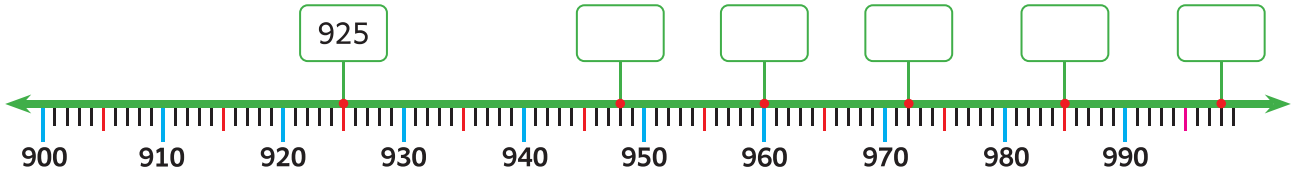
ii) 555, 565, 578, 589, 598



iii) 825, 842, 853, 874, 899

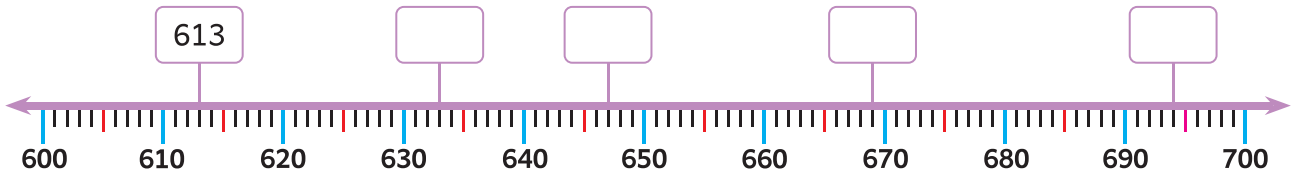


Write the numbers marked on the number line.



Let us Practise

Find the numbers marked on the number line and write the intervals.



(i) The number 613 lies between 610 and 620.

(ii) The number _____ lies between _____ and _____.

(iii) The number _____ lies between _____ and _____.

(iv) The number _____ lies between _____ and _____.

(v) The number _____ lies between _____ and _____.

Let us Explore

Write the appropriate intervals for the given numbers.

Number	Hundreds	Fifties	Tens
128	100 and 200	100 and 150	120 and 130
376			
435			
791			
857			

Colour the correct interval for the given numbers.



50 and 60

60 and 70

70 and 80



300 and 350

350 and 400

250 and 300



80 and 90

90 and 100

100 and 110



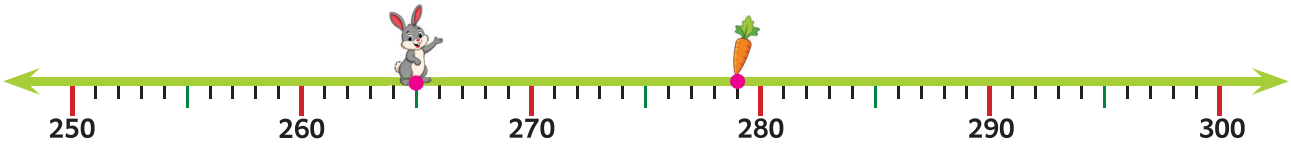
600 and 700

700 and 800

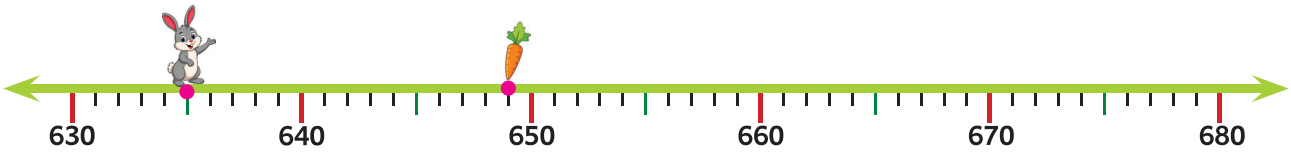
800 and 900

Let us Practise

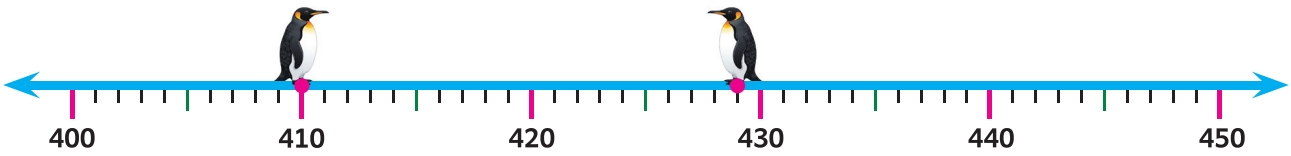
Write the numbers the rabbit has to move on to reach the carrot.

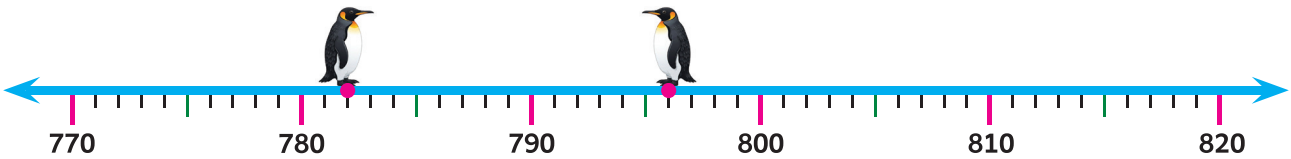


265, 266,

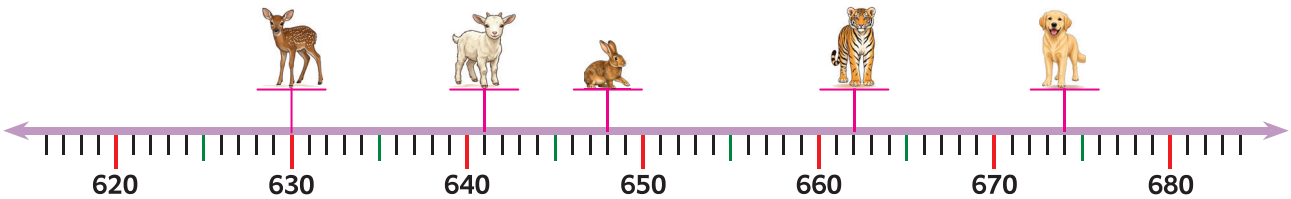


Write the numbers the penguin has to move on to reach its friend.





Observe the number line and answer the following.



i) The deer stands on the number _____; the number before it is _____.

ii) The goat stands on the number _____; the number after it is _____.

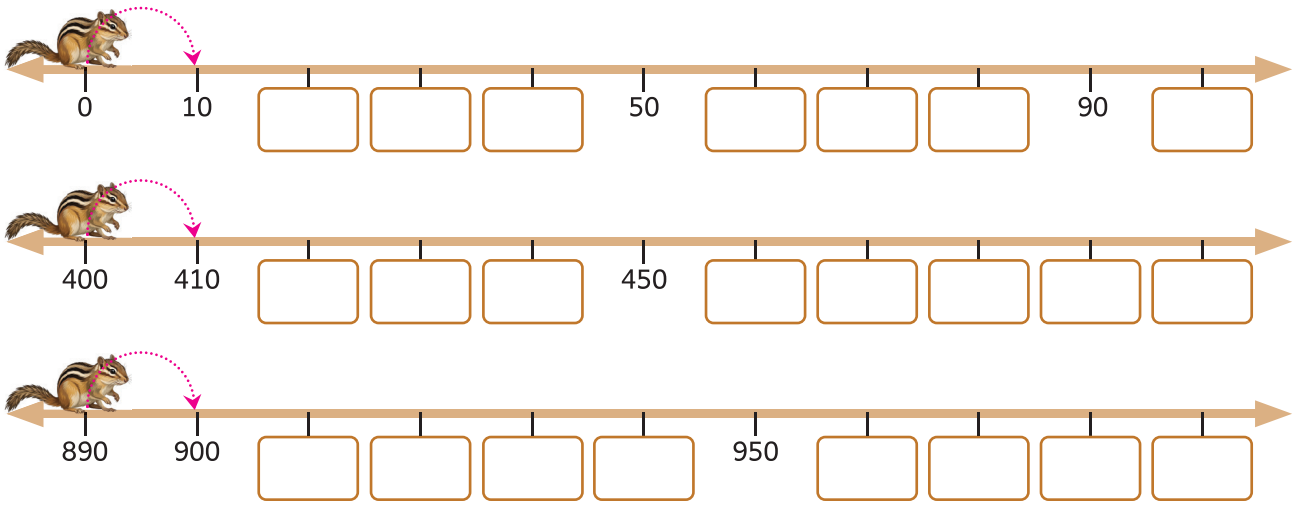
iii) The tiger stands on the number _____; the number before it is _____.

iv) The dog stands on the number _____; the number after it is _____.

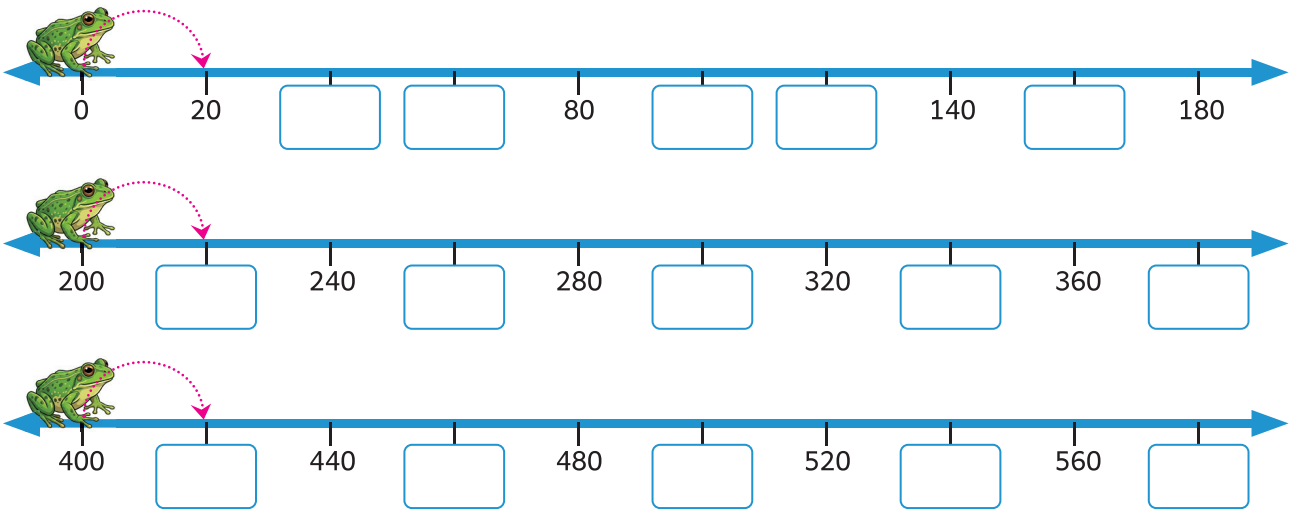
v) The numbers in between the goat and the rabbit are _____.

Let us Practise

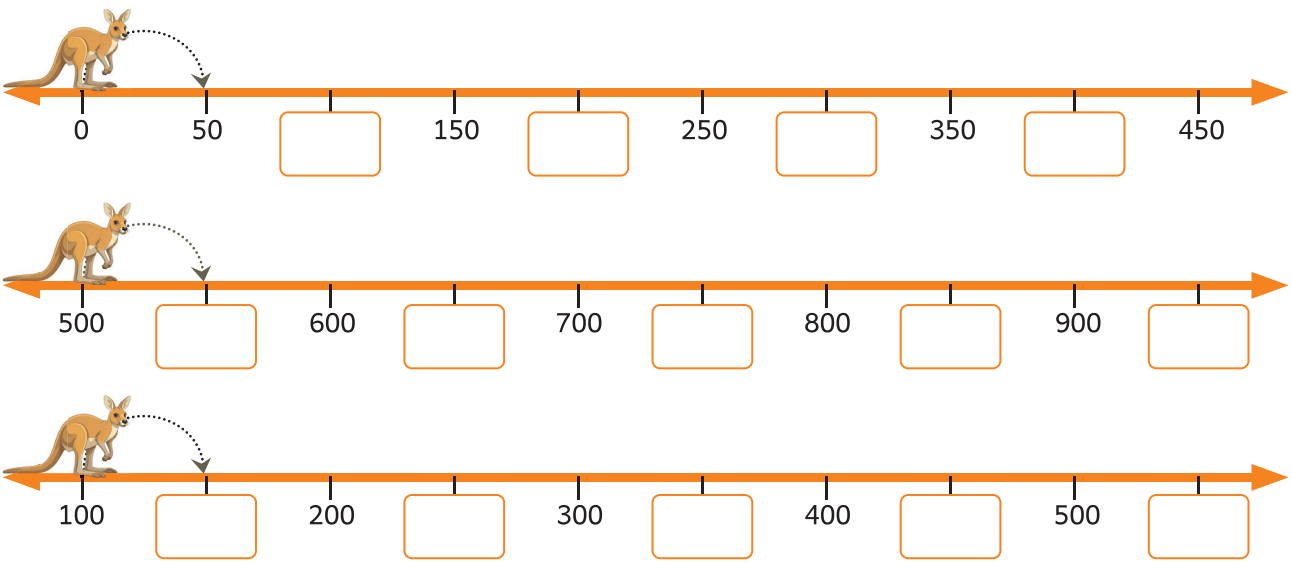
Skip count in tens and write the numbers.



Skip count in twenties and write the numbers.



Skip count in fifties and write the numbers.



Let us Learn

Shall we learn to use the appropriate symbol (<,>, =) to compare the number of fruits in a fruit shop which are more or less?



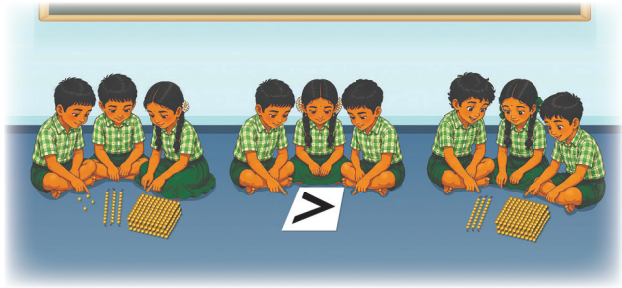
Number of oranges = **83**
Number of guavas = **90**

83 is less than 90
This is represented as **83 < 90.**

We can also say it as,
90 is more than 83
This is represented as **90 > 83.**

Let us Do

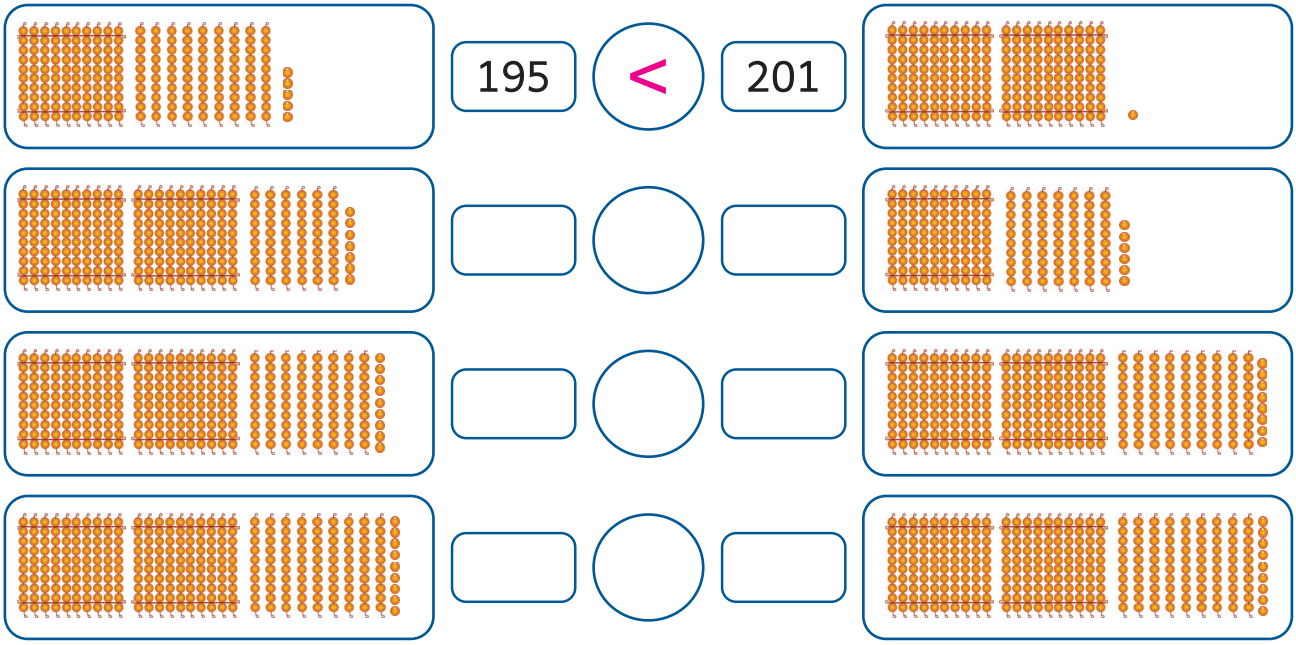




Arrange the children in three groups. Ask the first two groups to pick and place the beads according to three digit numbers said by the teacher and the third group to compare both the collections and place appropriate symbols.

Let us Practise

Count the beads, write and place the appropriate symbol (>, <, =).



Let us Practise

Fill in the appropriate symbol (>, <, =).

458 < 503	712 ◯ 674	121 ◯ 221
850 ◯ 805	633 ◯ 633	296 ◯ 298

Colour the greatest number.

374 473 347 437 743

239 123 521 456 312

466 467 469 461 462

928 925 923 926 929

Colour the smallest number.

150 721 478 350 936

245 617 362 539 445

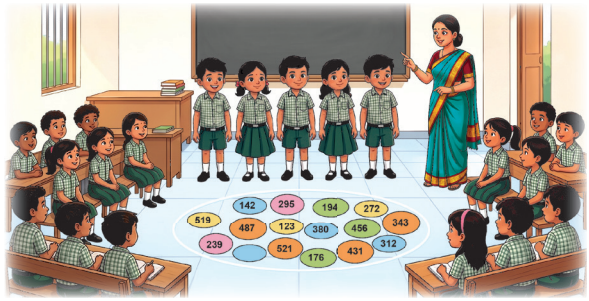
131 137 134 132 135

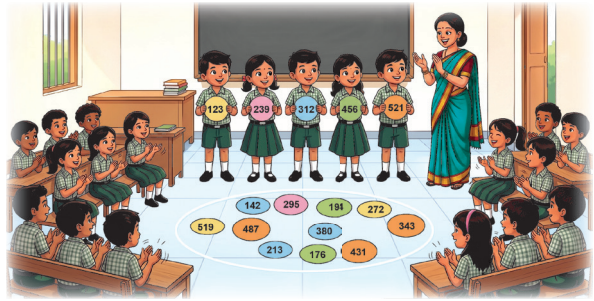
642 645 641 647 640

Match

990 is greater than 99 because	328 has 3 hundreds, while 828 has 8 hundreds.
328 is less than 828 because	674 has 7 tens, and 647 has 4 tens.
674 is greater than 647 because	990 has 9 hundreds, whereas 99 has no hundreds (0 hundreds).

Let us Do



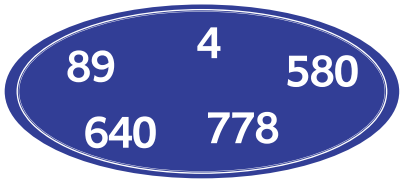


THB

Call five children and ask each child to pick any 5 number cards from the cards placed inside the circle. Ask them to compare the numbers by looking first at the hundreds, then the tens and finally the ones and stand in ascending order and descending order.

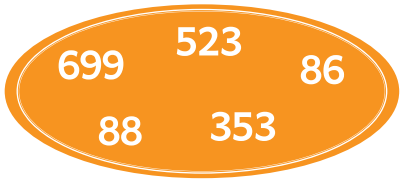
Let us Practise

Write the given numbers in ascending and descending order.



Ascending order : _____

Descending order: _____



Ascending order : _____

Descending order: _____

Write the given numbers in ascending order.



☐ < ☐ < ☐ < ☐ < ☐



☐ < ☐ < ☐ < ☐ < ☐

Write the given numbers in descending order.



☐ > ☐ > ☐ > ☐ > ☐



☐ > ☐ > ☐ > ☐ > ☐

Observe the order of the numbers, choose and write the correct number.

721, 724, ___, 727, 729



988, 986, ___, 983, 981



Write any five numbers of your choice between 100 and 999 and arrange them in ascending and descending order.

Numbers of your choice					
Ascending order					
Descending order					

Learning Check

1. Write the number name.



.....

2. Mark the given numbers on the number line.

109, 146, 124, 112, 134



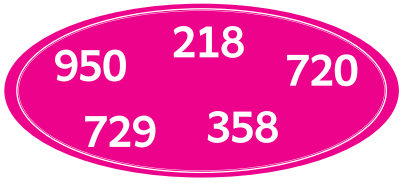
3. Fill in the appropriate symbol (>, <, =).

648 ◯ 842	771 ◯ 177	229 ◯ 229

4. Colour the greatest number.



5. Write the given numbers in ascending and descending order.



Ascending order : _____

Descending order: _____

What I Learnt

I can,

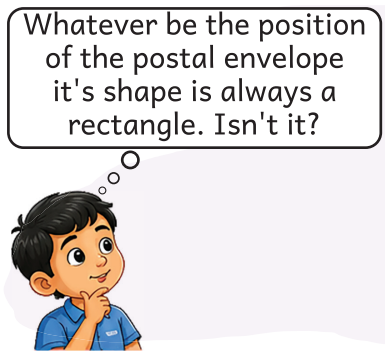
- write the number names upto 999. ☐
- mark numbers on the number line. ☐
- write forward and backward counting on the number line. ☐
- mark the number that comes before, after and in between on the number line. ☐
- write the numbers on the number line by skip counting. ☐
- find the greatest number and the smallest number among the given numbers. ☐
- write numbers in ascending order and descending order. ☐

2. Postal Envelope

VH4JN

Let us Learn

Observe the position of the postal envelope in the postman's hand in each picture. What do you see?





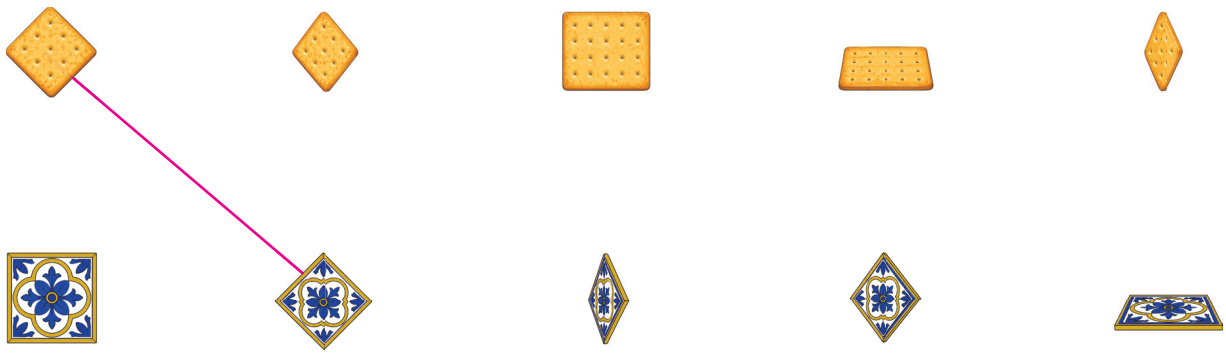
Let us Do



Draw a circle in the centre of the classroom. Place cut-outs of shapes like square, rectangle, circle and triangle in various sizes. Arrange the children in 4 groups, make them stand in 4 corners and name the groups with those shapes. When the teacher says "start", every child from each group has to come one by one and pick a card as per the group's name and place it in their respective corners.

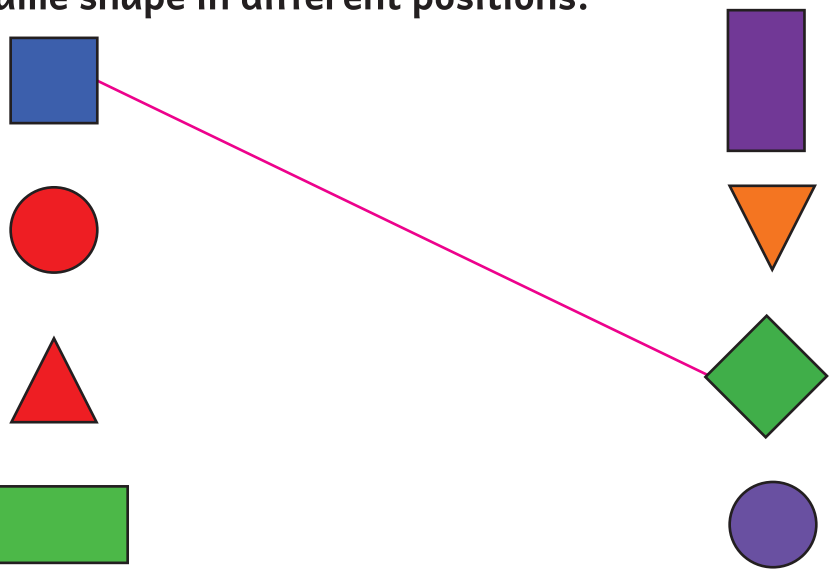
Let us Practise

Join the ones that are in the same orientation.



Let us Practise

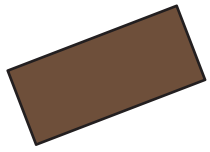
Join the same shape in different positions.



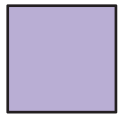
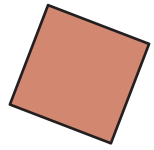
Let us Explore

Choose the correct answer.

1. Which is not a rectangle?

(a)  (b)  (c)  (d) 

2. Which is not a square?

(a)  (b)  (c)  (d) 

3. Which is not a triangle?

(a)  (b)  (c)  (d) 

Who is correct? Discuss.

Meenu 

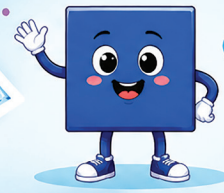
The wrapper of my book is rectangle in shape.

No, mine is rectangle in shape.

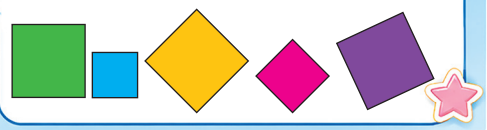
 Seenu

Let us Learn

I am a square.
I have 4 sides.
I have 4 corners.
All my 4 sides are equal.



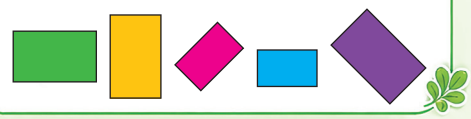
All these are my various positions.



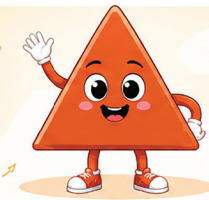
I am a rectangle.
I have 4 sides.
I have 4 corners.
My opposite sides are equal.



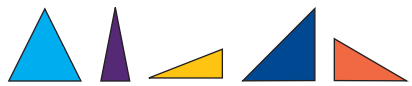
All these are my various positions.



I am a triangle.
I have 3 sides.
I have 3 corners.
My sides may or may not be equal.



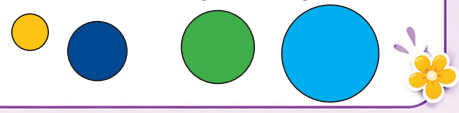
All these are my various positions.



I am a circle.
I have no sides.
I have no corners.



No matter the position,
I will always be myself.



Let us Do

A triangle has 3 corners.

A square has 4 equal sides.



THB

Place an equal number of cutouts of each shape in two plates. Call two children, blindfold them and ask them to take the shapes one by one, touch and feel them and say their properties.

Let us Practise

Complete the table.

Shape				
Number of sides				
Number of corners				

Let us Practise

Tick (✓) the correct answer.

1. Which shape has all 4 sides equal?



2. Which shape has its opposite sides equal?



3. Which shape has 3 sides and 3 corners?



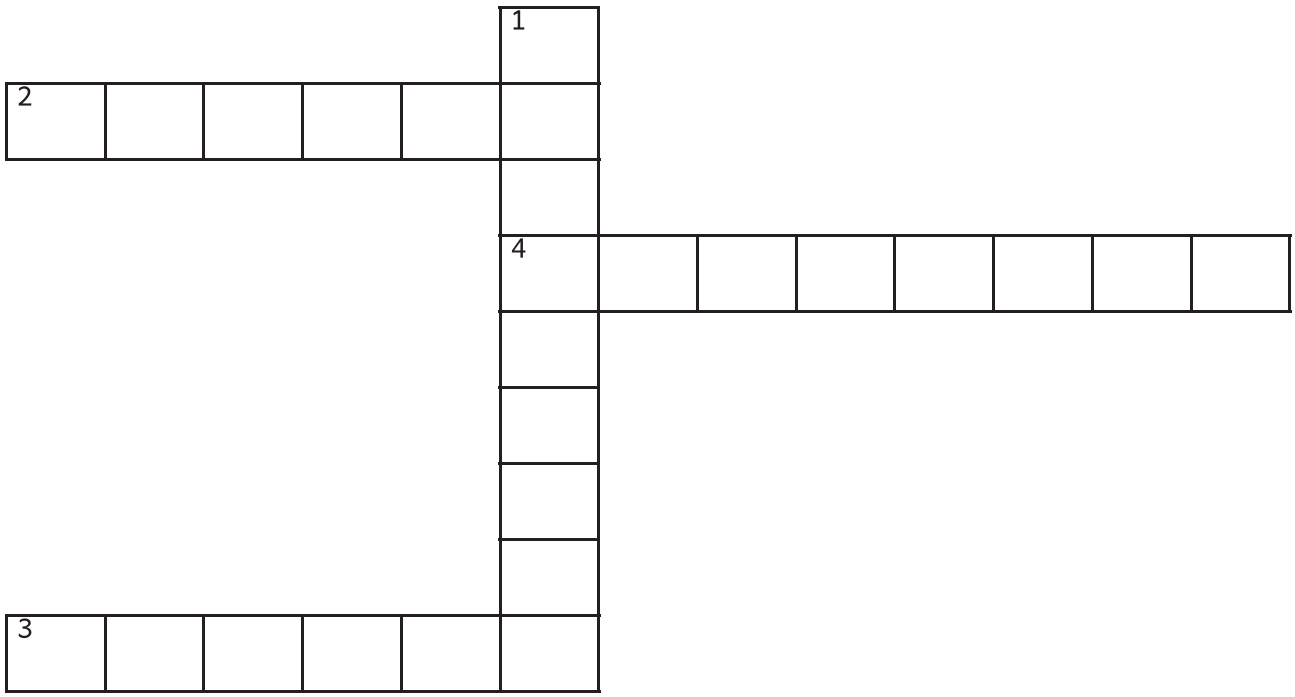
4. Which shape has no sides and no corners?



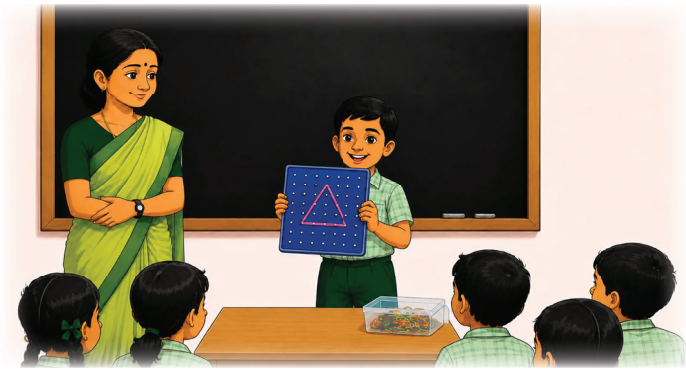
Let us Explore

Solve the puzzle.

Left to Right	Top to Bottom
2. The shape whose 4 sides are equal. 3. The shape which has no sides and no corners.	1. The shape whose opposite sides are equal. 4. The shape with 3 sides.



Let us Do

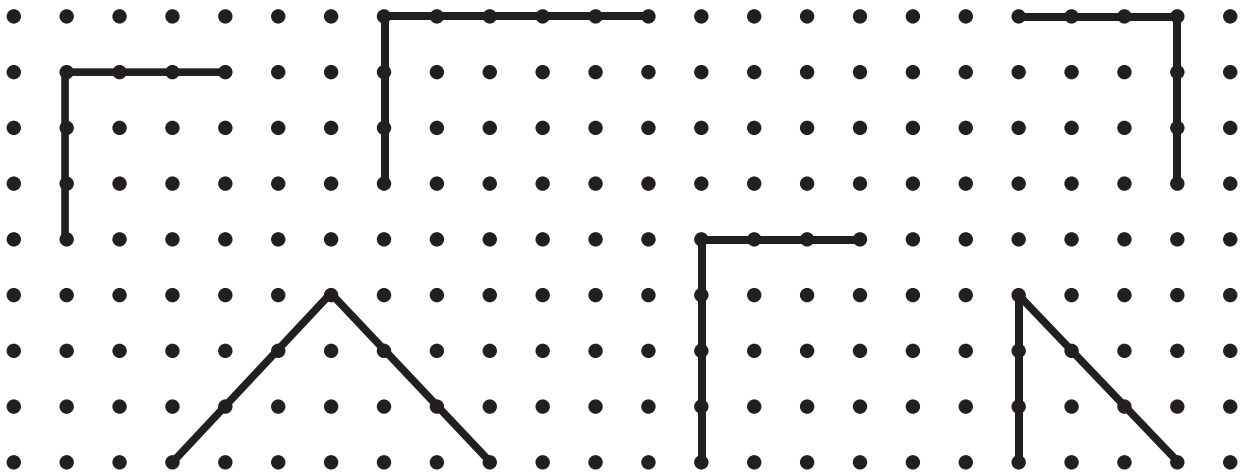


THB

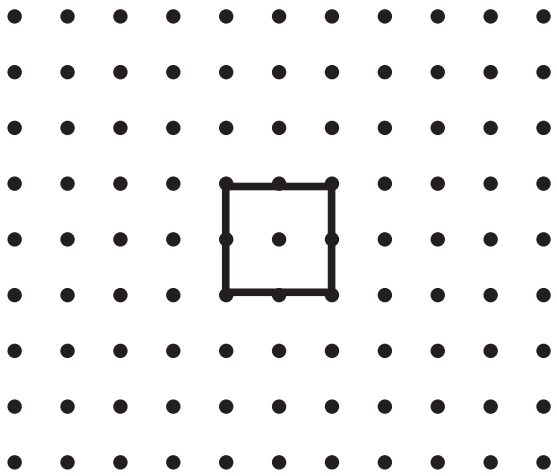
Call the children one by one, ask them to make their favourite shapes in the geoboard and tell their names.

Let us Practise

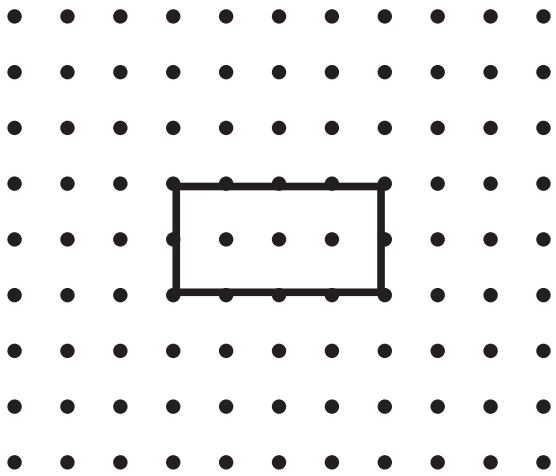
Join the dots and create the shapes such as square, rectangle and triangle.



Draw big squares around the given square.

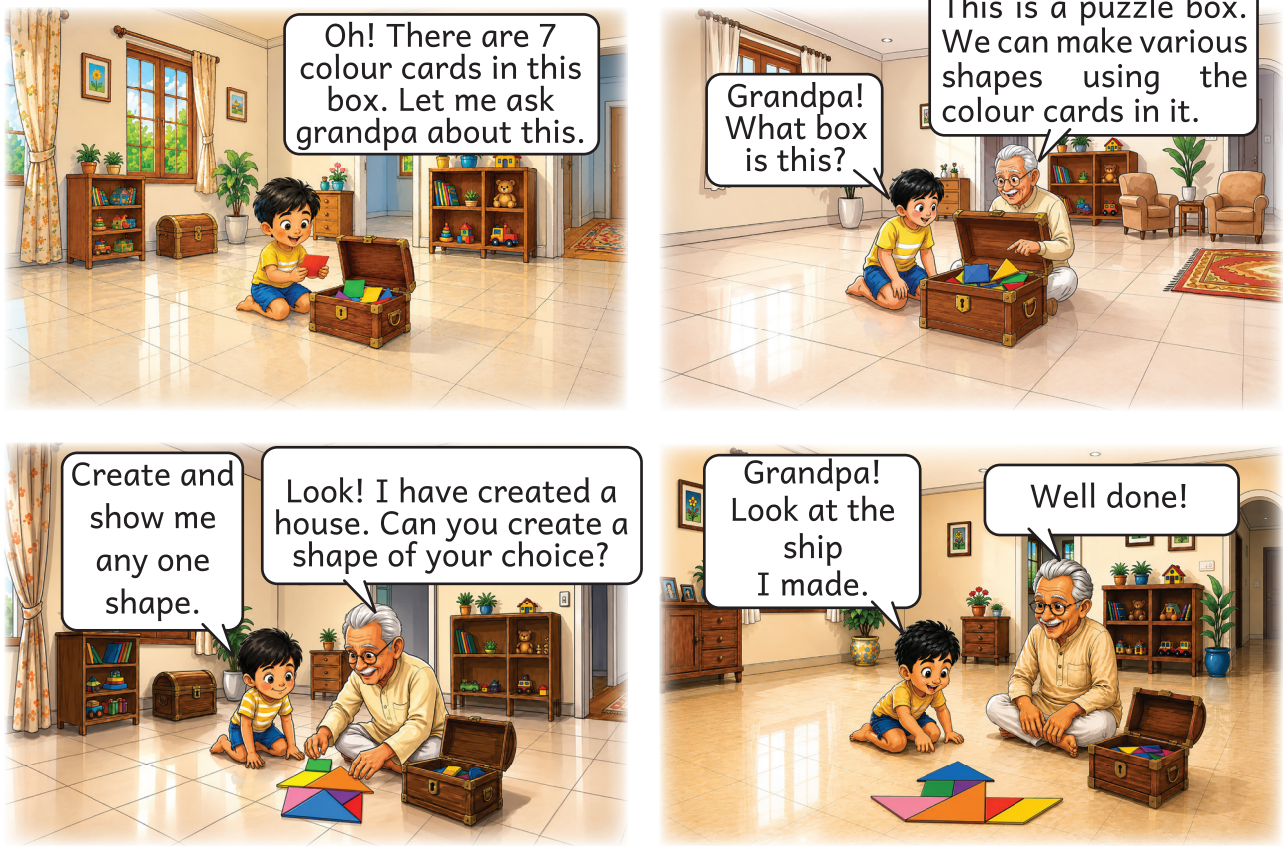


Draw big rectangles around the given rectangle.



Let us Learn

One day Raghu saw an old box in his grandfather's room. He opened it. Inside the box...



Raghu created many more such shapes happily.

THB Encourage children to create various shapes using tangrams.

Let us Do

Make different shapes using the 5 - piece tangram.

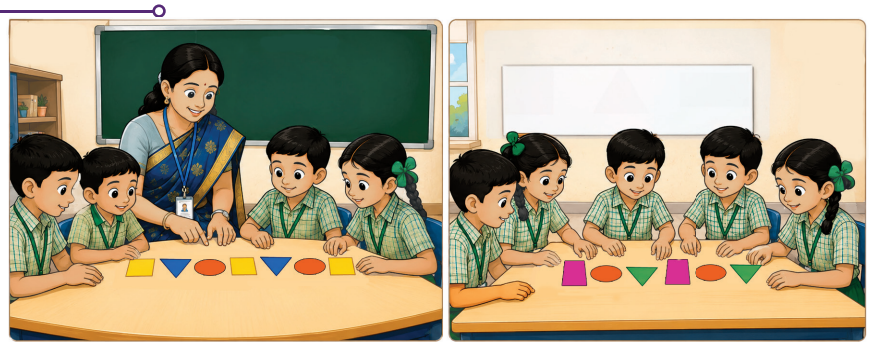


Make different shapes using the 7 - piece tangram.



THB Arrange the children in groups. Make them create shapes like the above using the tangram.

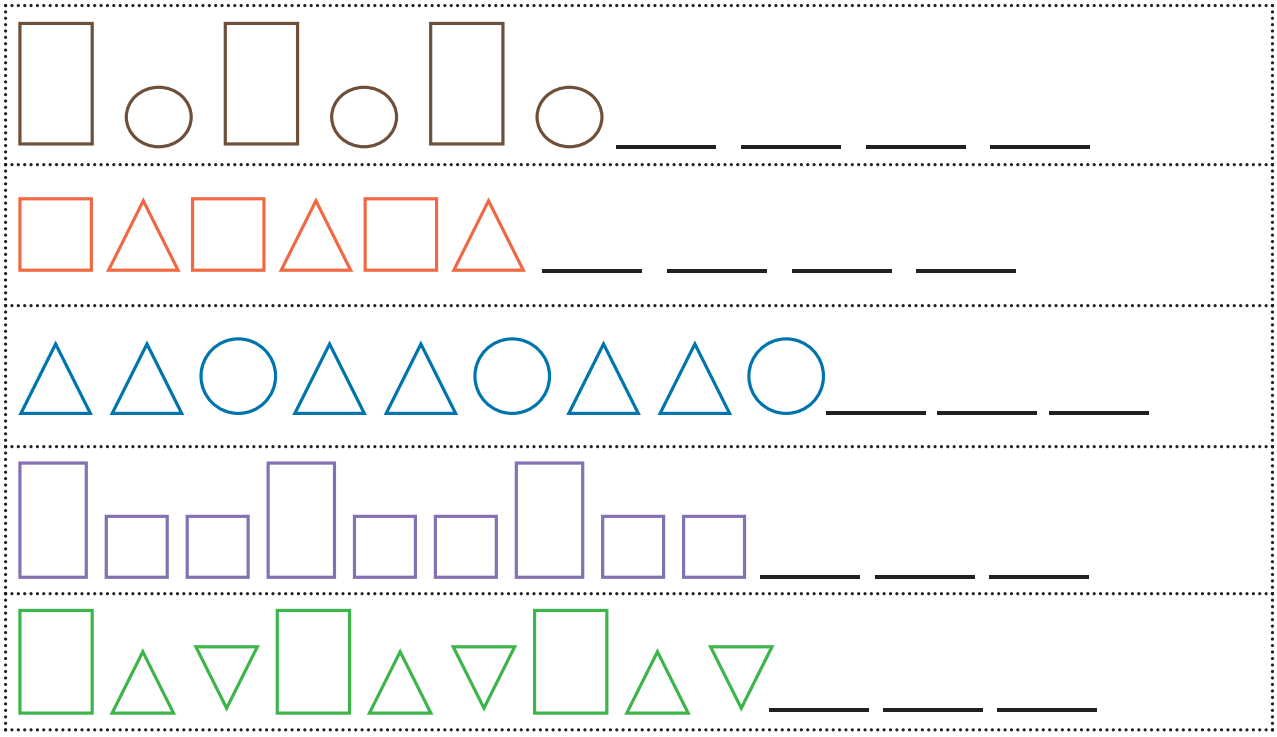
Let us Do



Arrange the children in two groups. Ask each group to create a pattern using shapes (square, triangle, rectangle and circle). Make them find the rule for the created patterns.

Let us Practise

Observe the patterns in shapes and complete.



Let us Explore

Write True or False.

1.  8th shape in this pattern is a square. .....

2.  9th shape in this pattern is a circle. .....

3.  7th shape in this pattern is a rectangle. .....

Let us Learn



Look at the wings of the butterfly. What do you think?



Do the wings of a butterfly match exactly?

THB

Discuss the pictures and patterns which look the same on both sides and introduce 'symmetry'.

Let us Practise

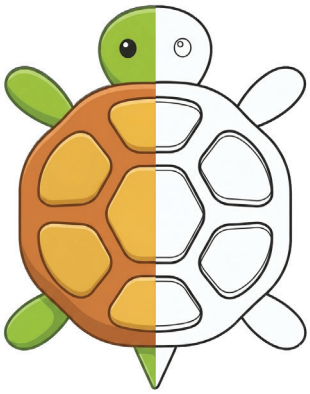


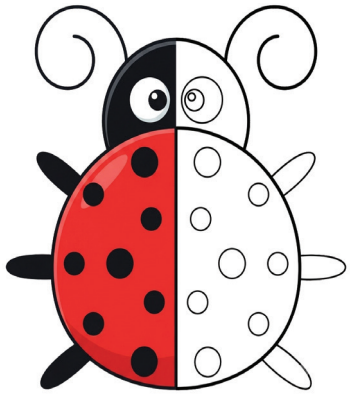
THB

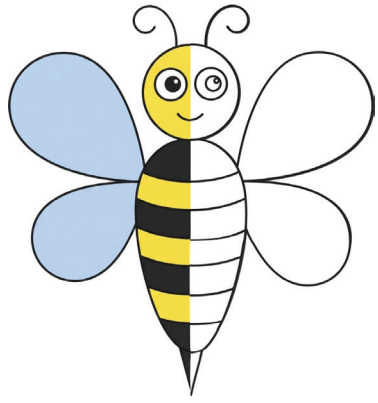
Take a few pictures that have been cut into two equal halves and place them in a jar. Call the children one by one and ask each child to pick one half of a picture and find the other half from the rest of the children and match them. Then ask them to tell which of the pictures that are joined have symmetry.

Let us Practise

Colour the other half.







Let us Practise

Circle only the pictures that are divided into two equal halves.

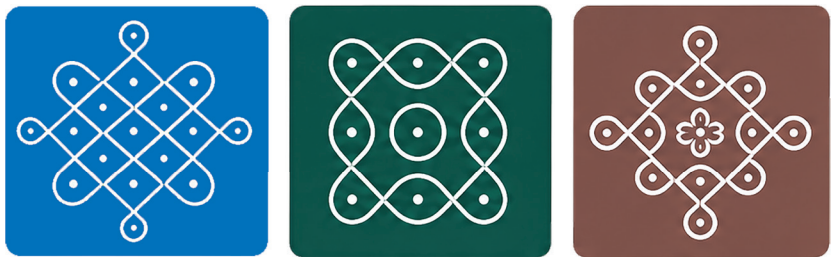


Divide the given pictures into two equal halves.



Let us Explore

1. **Write the names of a few objects around you and discuss whether they are in symmetry.**
2. **Are the given *kolams* symmetric? Give reason.**



3. **Draw a *kolam* with symmetry.**

Learning Check

Answer the following questions.

1. Which shapes have sides and corners?

……, ……, ……

2. Tick (✓) the shape that is not a square.

(a)  (b)  (c)  (d) 

3. Tick (✓) the shape which does not have sides and corners.



4.  Tick (✓) the shape that comes 8th in this pattern.



5. Divide the given picture into equal halves.



What I Learnt

I can,

know the different positions of shapes. ☐

know the properties of shapes. ☐

create shapes using dots. ☐

create shapes using tangrams. ☐

identify patterns in shapes. ☐

identify symmetry in shapes. ☐

3. Add This Way Too!

EB6XC

Let us Learn

Deepa and Siddharth went to a textile shop with their mother to buy new clothes for Deepavali. At that time...











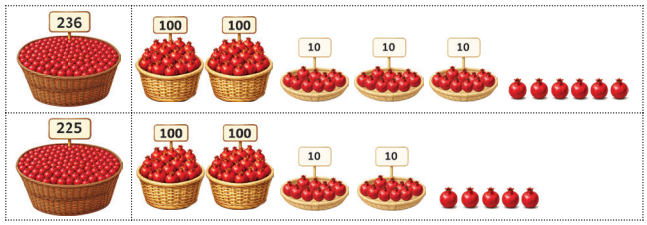


THB

Narrate the story and introduce that numbers can be added using different ways.

Let us Practise

Write in the expanded form and add.



236 = 200 + 30 + 6

225 = 200 + 20 + 5

400 + 50 + 11

400 + 50 + 10 + 1

400 + 60 + 1

236 + 225 = 461

Write in the expanded form and add.

558 + 127 =

__ = __ + __ + __

__ = __ + __ + __

__ + __ + __

__ + __ + __ + __

__ + __ + __

__

349 + 216 =

__ = __ + __ + __

__ = __ + __ + __

__ + __ + __

__ + __ + __ + __

__ + __ + __

__

454 + 228 =

__ = __ + __ + __

__ = __ + __ + __

__ + __ + __

__ + __ + __ + __

__ + __ + __

__

712 + 249 =

__ = __ + __ + __

__ = __ + __ + __

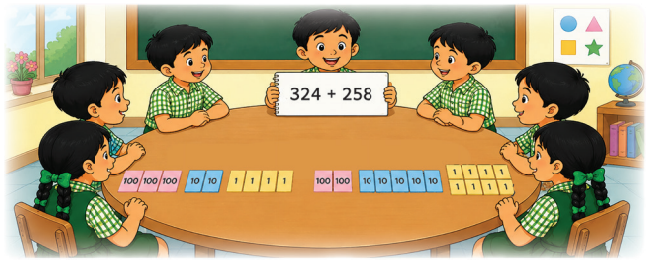
__ + __ + __

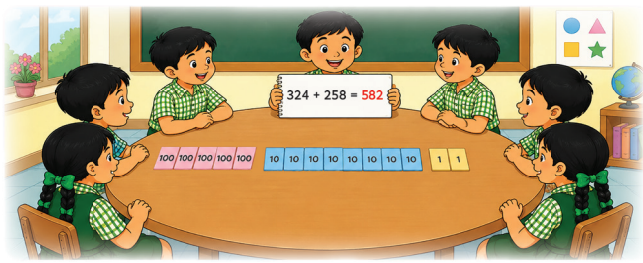
__ + __ + __ + __

__ + __ + __

__

Let us Do





THB

Place 9 hundreds, 18 tens and 18 ones cards on the table. Give each group two numbers that require addition with regrouping and ask them to find their sum.

Let us Practise

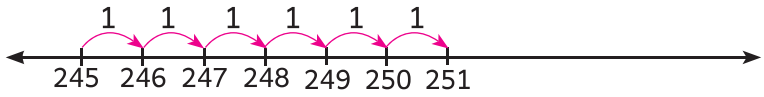
Count the number cards, write and add.

100 100 100 100 10 10 10 10 10 10 1 1 1 1 1 1 1	100 100 10 10 1 1 1 1 1	H T O +
100 100 100 100 100 10 10 10 10 10 1 1 1 1	100 100 100 10 10 10 10 10 10 10 10 10 1 1 1 1 1 1	H T O +
100 100 100 100 100 100 100 10 10 10 10 10 10 1 1 1 1 1 1 1	100 10 10 10 10 10 10 10 10 10 1 1 1 1 1 1 1 1	H T O +

Let us Practise

Add using the number line.

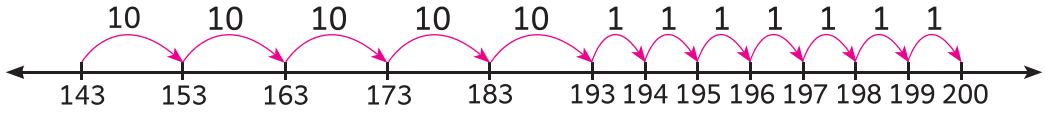
245 + 6



245 + 6 = 251

457+5

143+57



143 + 57 = 200

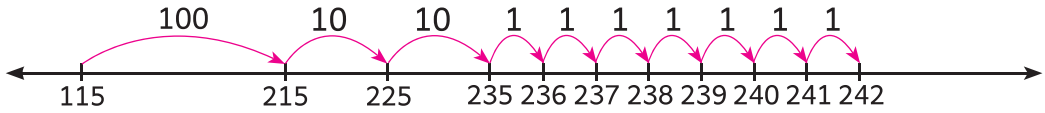
368+25



829+36



115+127



115 + 127 = 242

437+144



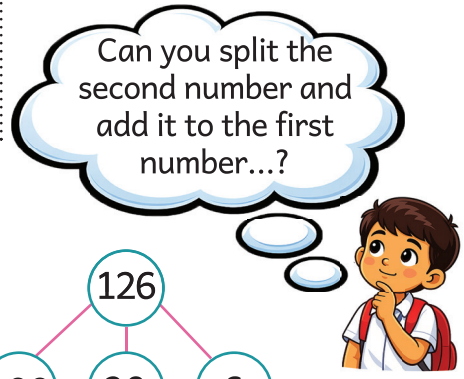
766+219





Let us Practise

Split the second number and add.



(i) 167 + 126

167 + 126 = 167 + 100 + 20 + 6

= 167 → 267 → 287 → 293

167 + 126 = 293

(ii) 154 + 138

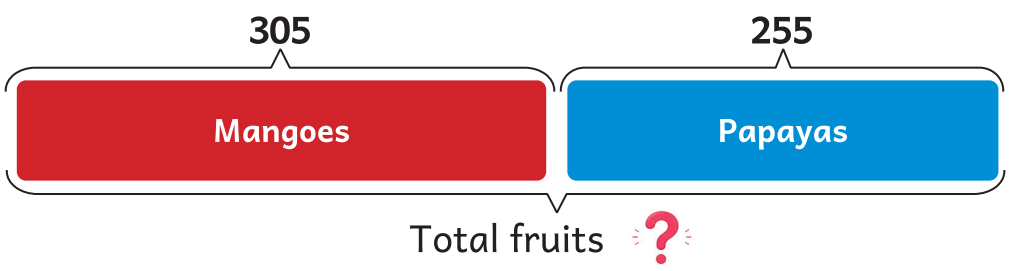
(iii) 375 + 145

(iv) 628 + 134

Let us Practise

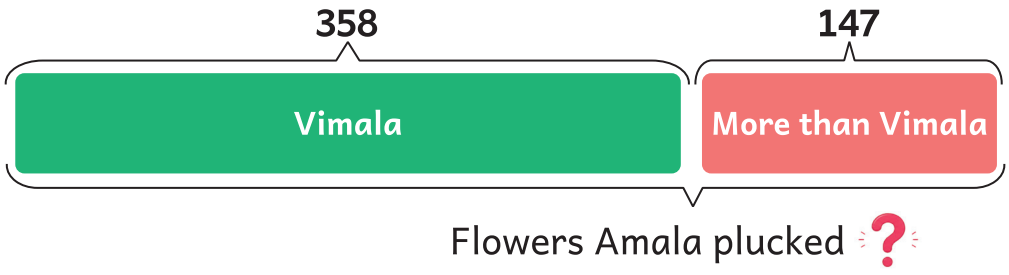
Answer the following questions.

1. If Rahul bought 305 mangoes and 255 papayas, what is the total number of fruits he bought?



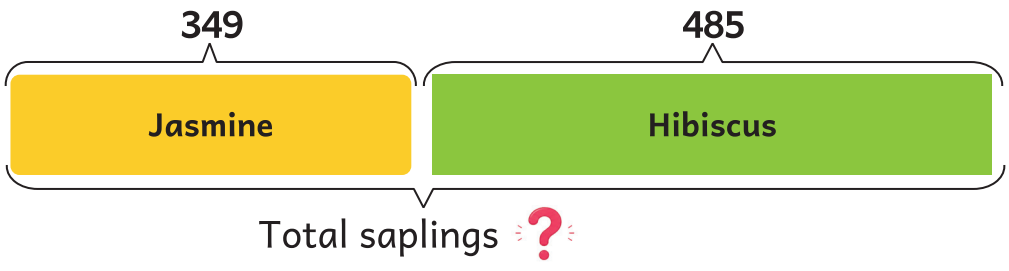
	H	T	O
+			

2. Vimala plucked 358 flowers. If Amala plucked 147 more flowers than Vimala, how many flowers did Amala pluck?



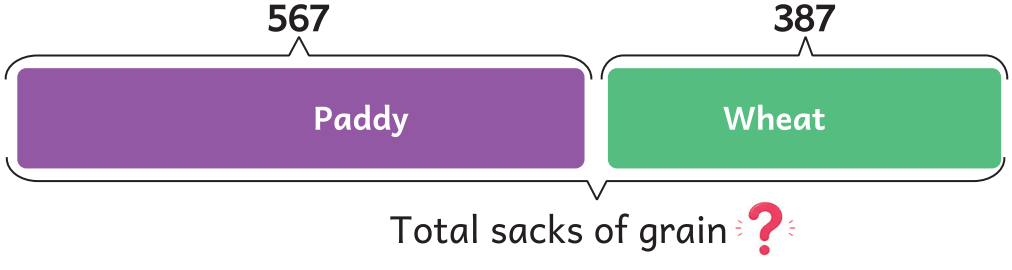
	H	T	O
+			

3. If 349 jasmine saplings and 485 hibiscus saplings were planted in a garden, then what is the total number of saplings planted in the garden?



	H	T	O
+			

4. If a grain warehouse contains 567 sacks of paddy and 387 sacks of wheat, then what is the total number of sacks in the warehouse?



	H	T	O
+			

Learning Check

Write in the expanded form and add

1. 356 + 238 =

= + + +

= + + +

+ +

+ + + +

+ +

2. 578 + 314 =

= + + +

= + + +

+ +

+ + + +

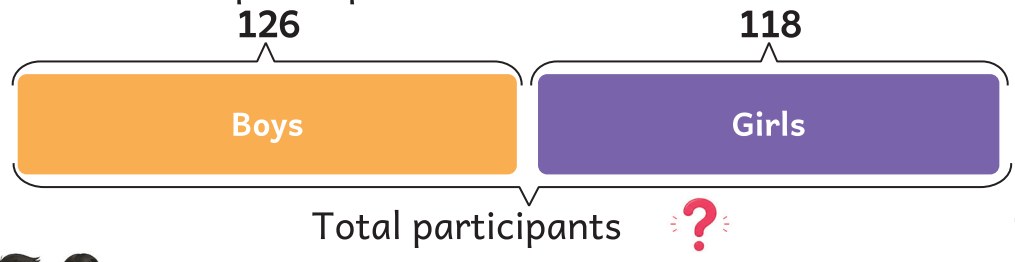
+ +

3. Find the sum using the number line.
662 + 247

662 + 247 =

4. Split the second number and add.
235 + 117=

5. In a sports meet, 126 boys and 118 girls participated. Find the total number of participants.



	H	T	O
+			

What I Learnt

I can,

write and add numbers in the expanded form. ☐

add numbers using number cards. ☐

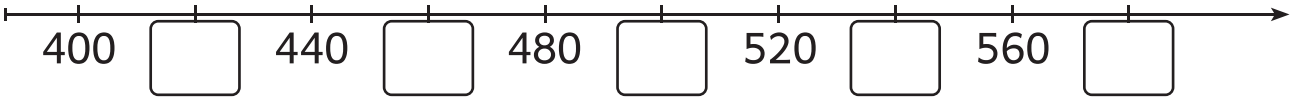
add numbers using a number line. ☐

add numbers by splitting the second number. ☐

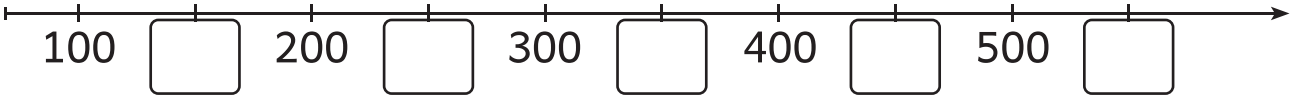
I can Do

Answer the following questions.

1. (i) Write the numbers obtained by jumping in steps of twenty on the number line.



(ii) Write the numbers on the number line, counting in steps of fifty.



2. Use the appropriate symbol (<, >, =).

(i) 895 _____ 496 (ii) 547 _____ 782

3. (i) Circle the shape that has no sides and no corners.



(ii) Divide the given picture into two equal halves.



4. Split the second number and add.

i) 346 + 135	ii) 427 + 128

5. Add using the number line.

(i) 232 + 168 = _____

(ii) 459 + 276 = _____

Oral Task

6. Answer the following questions.
   (i) Tell the interval of hundreds for the number 479.
   (ii) Is 771 > 177 right or wrong? Give reason.
   (iii) Say the number that comes before and after 650.
   (iv) Say any one object that has symmetry.

7. Identify and state the errors.

	H	T	O
	3	2	7
+	1	7	8
	4	9	15

	H	T	O
		4	
	4	3	9
+	2	1	5
	6	8	1

	H	T	O
	7	1	8
+	9	7	
	16	8	8

Project

8. Answer the following questions.
   (i) Write any five numbers of your choice between 100 and 999.

   _____ , _____ , _____ , _____ , _____

   (ii) The greatest number among these is _____.

   (iii) The smallest number among these is _____.

   (iv) Ascending order of these numbers : _____.

   (v) Descending order of these numbers : _____.

9. Write any five addition facts (with regrouping) whose sum is 200.

   _____ + _____ = 200

   _____ + _____ = 200

   _____ + _____ = 200

   _____ + _____ = 200

   _____ + _____ = 200

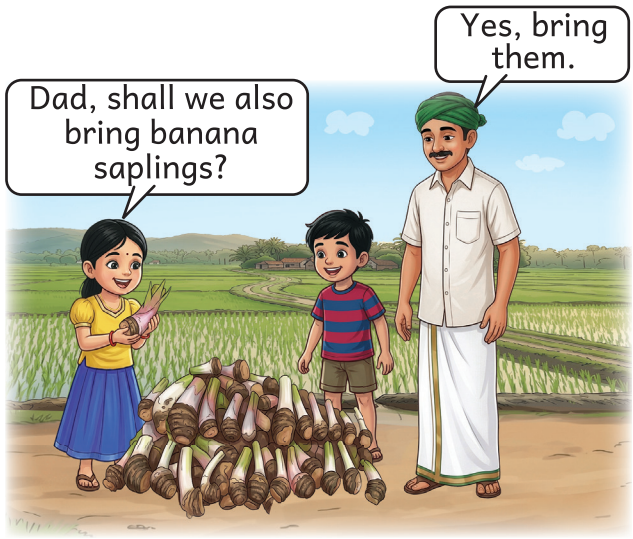
Unit II

4. How Many Banana Saplings?

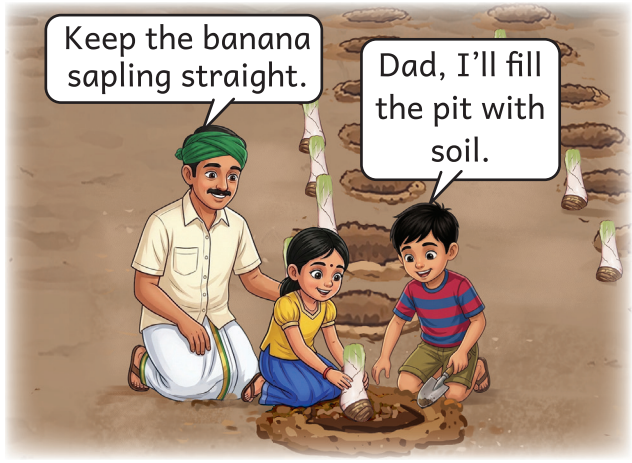
Let us Learn

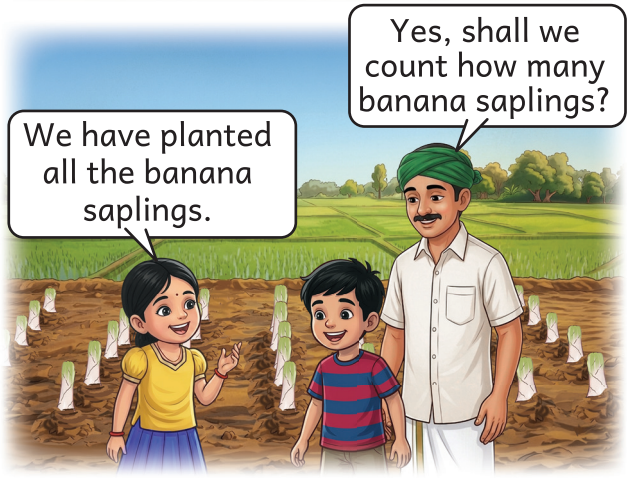
YV3NY

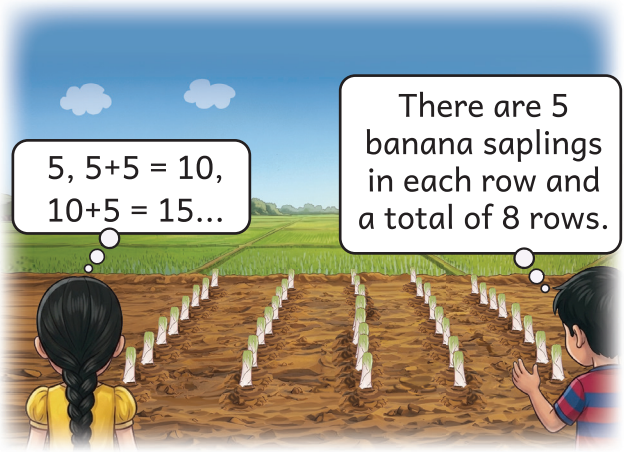
Arumugam took his children to the field. There, the three of them prepared to plant banana saplings.













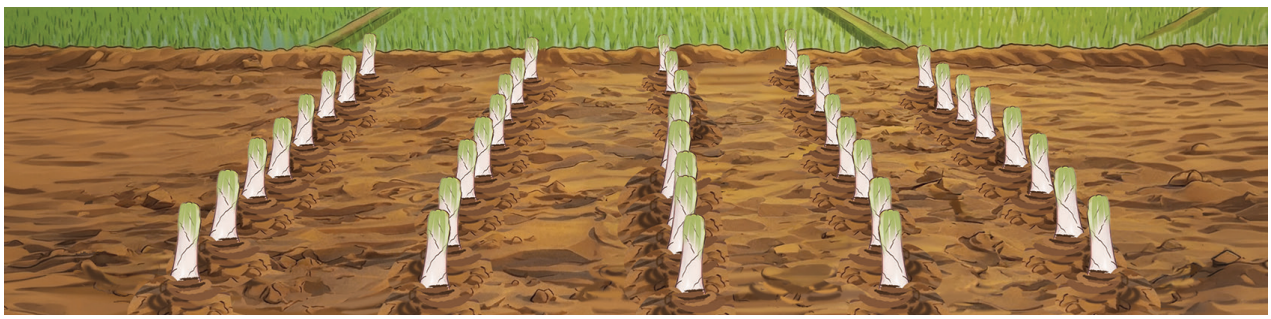


After watering the banana saplings, all three of them returned home.

THB Narrate the story and introduce multiplication and the symbol for multiplication. Also, Emphasize that 'multiplication' is the short form of 'repeated addition'.

Multiplication

The symbol '**x**' is used to denote multiplication.



There are 8 rows with 5 banana saplings in each row.

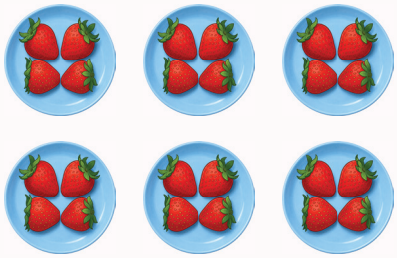
$$5 + 5 + 5 + 5 + 5 + 5 + 5 + 5 = 40$$

8 times 5 is 40

$$8 \times 5 = 40$$

Let us Practise

Observe the pictures and fill in the blanks.



How many fruits are there altogether?

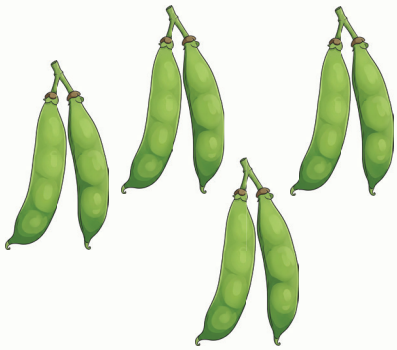
Number of plates 6

Number of fruits in one plate 4

4 + 4 + 4 + 4 + 4 + 4 = 24

6 times 4 = 24

6 × 4 = 24



How many broad beans are there altogether?

Number of bunches ____

Number of broad beans in one bunch ____

____ + ____ + ____ + ____ = ____

____ times ____ = ____

____ × ____ = ____



How many balloons are there altogether?

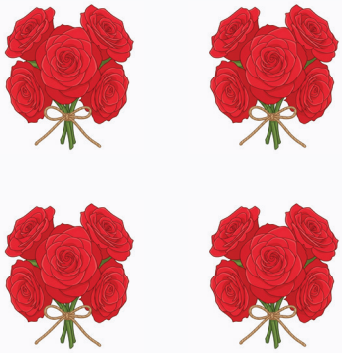
Number of bunches ____

Number of balloons in one bunch ____

____ + ____ + ____ + ____ = ____

____ times ____ = ____

____ × ____ = ____



How many flowers are there altogether?

Number of bunches ____

Number of flowers in one bunch ____

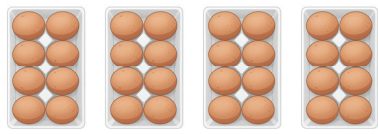
____ + ____ + ____ + ____ = ____

____ times ____ = ____

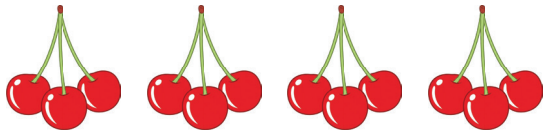
____ × ____ = ____

Let us Practise

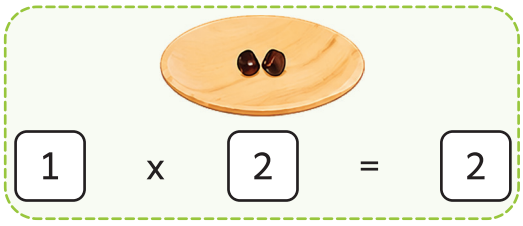
Complete the table.

Pictures	Repeated addition fact	Number of times	Multiplication fact
	5 + 5 + 5 = 15	3 times 5 = 15	3 × 5 = 15
			
			
			
			

Complete the table.

Pictures	Number of times	Multiplication fact
	6 times 2 = 12	6 × 2 = 12
		
		
		
		

Let us Do



THB

Ask the children to sit in a semicircle. Take 10 paper plates and tamarind seeds. Place 2 seeds on the first plate and introduce 1 × 2 = 2. Then place 2 seeds on the second plate and show that 2 × 2 = 4. Continue in the same way until 10 × 2 = 20 and introduce the multiplication table of 2.

Let us Practise

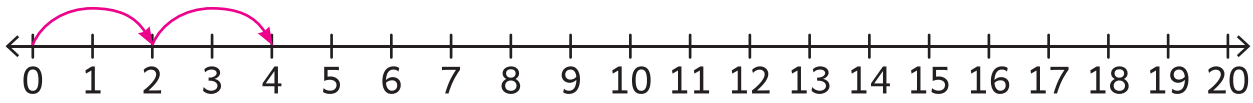
Complete the table.

Pictures	Number of times	Multiplication fact
2	1 time 2 is 2	1 × 2 = 2
2 2	2 times 2 is 4	2 × 2 = 4
2 2 2	3 times 2 is ____	
2 2 2 2	4 times 2 is ____	
2 2 2 2 2	5 times 2 is ____	
2 2 2 2 2 2	6 times 2 is ____	
2 2 2 2 2 2 2	7 times 2 is ____	
2 2 2 2 2 2 2 2	8 times 2 is ____	
2 2 2 2 2 2 2 2 2	9 times 2 is ____	
2 2 2 2 2 2 2 2 2 2	10 times 2 is ____	



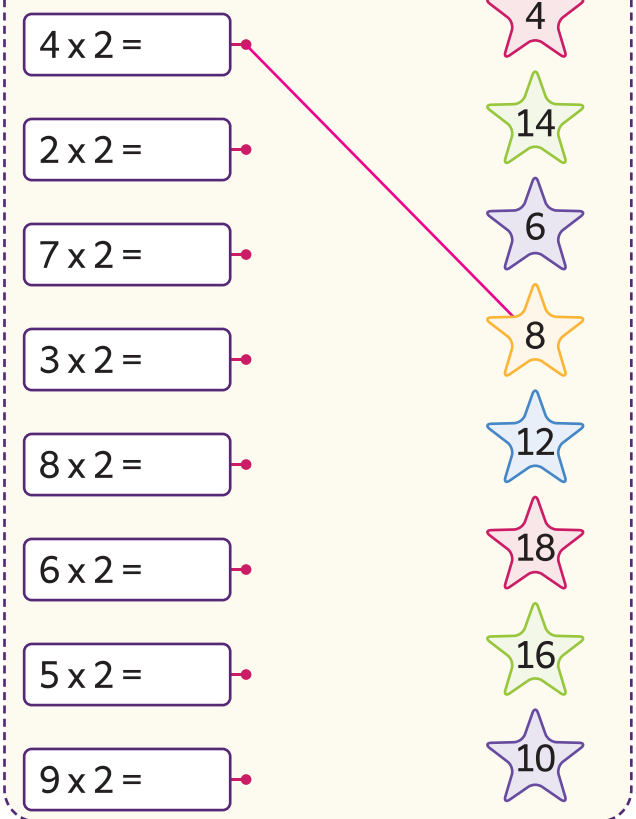
Let us Practise

Skip in twos on the number line and complete the table.

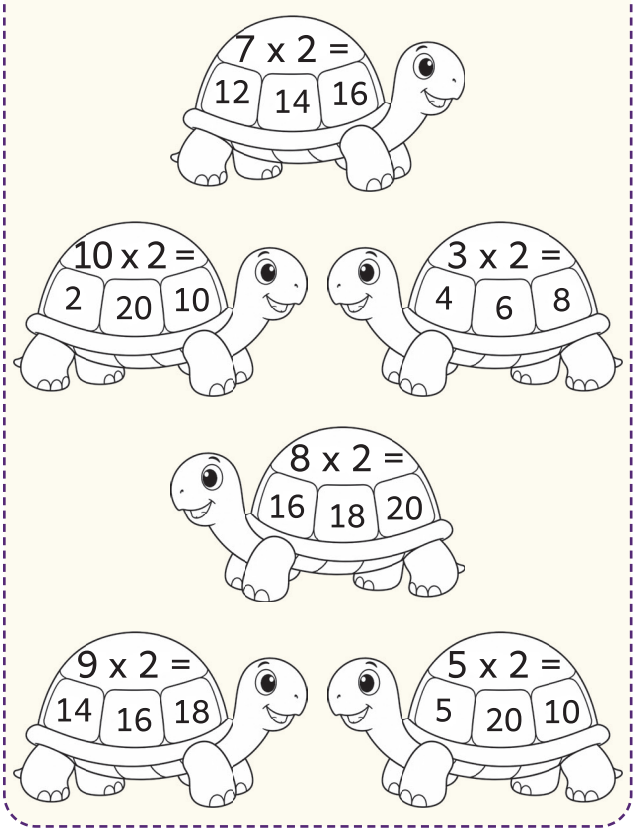


1 jump	2	1 x 2 = 2
2 jumps	2 + 2 = 4	2 x 2 = 4
3 jumps	2 + 2 + 2 = 6	3 x 2 = 6
____ jumps		
____ jumps		
____ jumps		
____ jumps		
____ jumps		
____ jumps		
____ jumps		

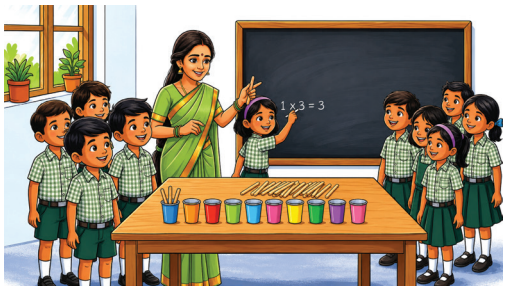
Match the following.

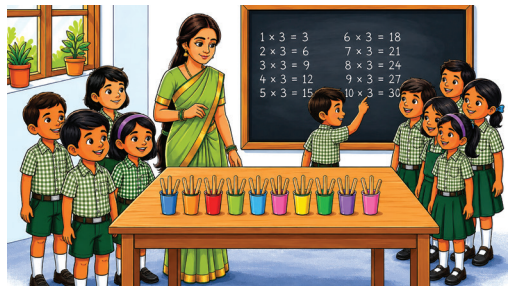


Colour the correct answer.



Let us Do





THB

Place 10 paper cups and 30 ice-cream sticks on the table. Call a child to place 3 ice-cream sticks in the first cup and introduce 1 × 3 = 3. Then call another child to place 3 ice-cream sticks in the second cup and show 2 × 3 = 6. Continue writing in the black board in the same way up to 10 × 3 = 30 and introduce the multiplication table of 3.

Let us Practise

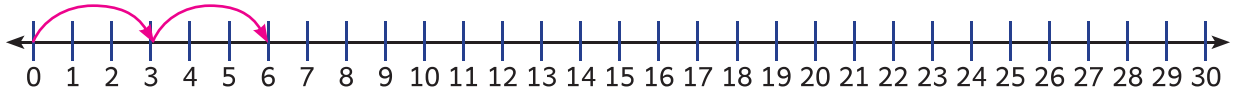
Complete the table.

Pictures	Number of times	Multiplication fact
3	1 time 3 is 3	1 × 3 = 3
3 3	2 times 3 is ——	
3 3 3	3 times 3 is ——	
3 3 3 3	4 times 3 is ——	
3 3 3 3 3	5 times 3 is ——	
3 3 3 3 3 3	6 times 3 is ——	
3 3 3 3 3 3 3	7 times 3 is ——	
3 3 3 3 3 3 3 3	8 times 3 is ——	
3 3 3 3 3 3 3 3 3	9 times 3 is ——	
3 3 3 3 3 3 3 3 3 3	10 times 3 is ——	



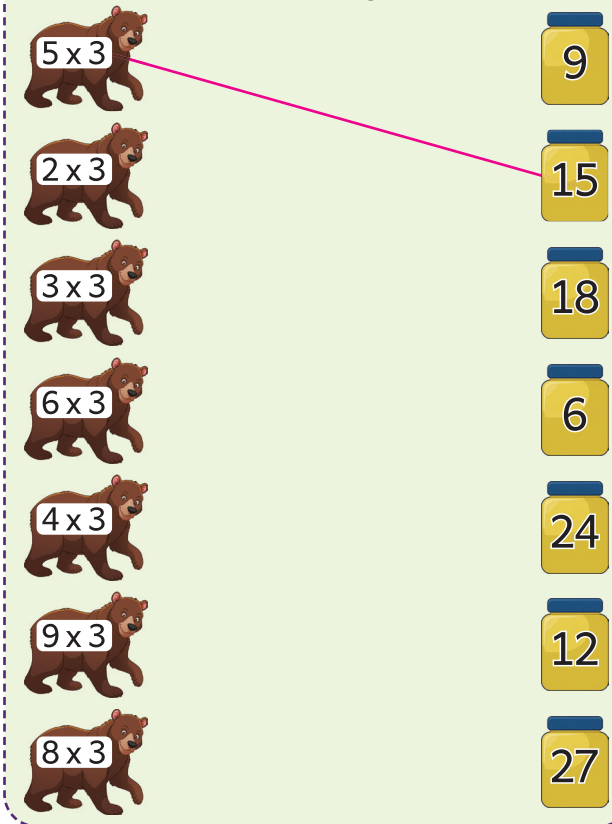
Let us Practise

Skip in threes on the number line and complete the table.

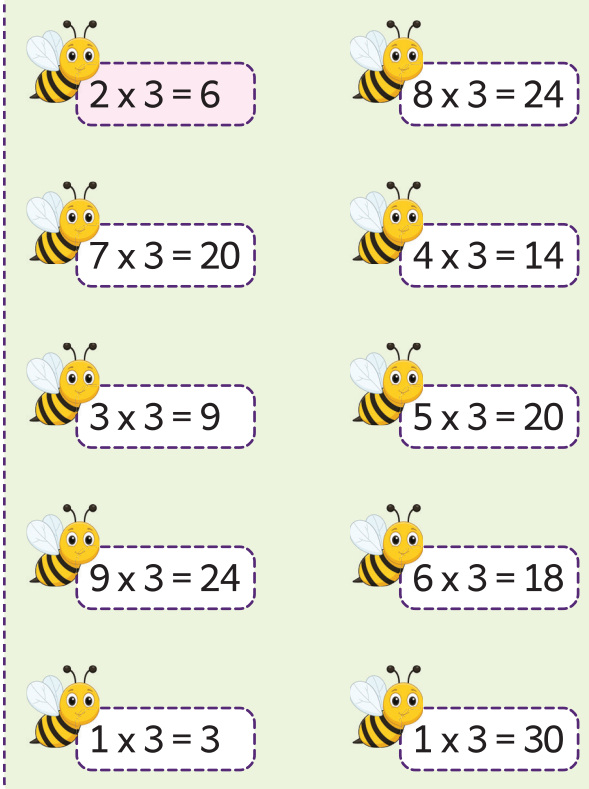


1 jump	3	1 x 3 = 3
2 jumps	3 + 3 = 6	2 x 3 = 6
3 jumps	3 + 3 + 3 = 9	3 x 3 = 9
____ jumps		
____ jumps		
____ jumps		
____ jumps		
____ jumps		
____ jumps		
____ jumps		

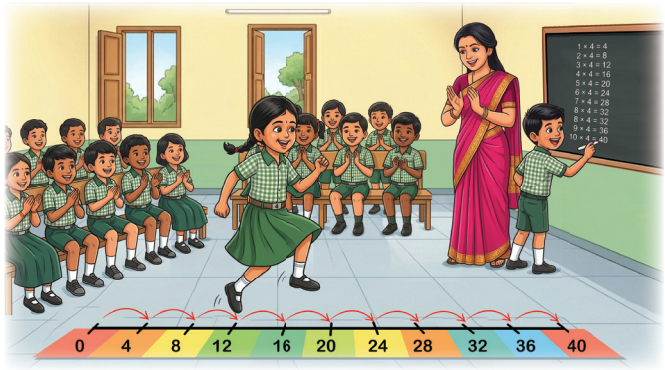
Match the following.



Colour the correct answer.



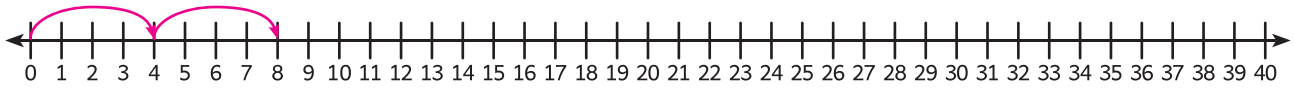
Let us Do



Draw a number line (from 0 to 40) on the floor. Call two children and ask one child to jump forward in steps of 4 starting from '0'. Ask the other child to note the numbers on which the first child steps on and create the multiplication table of 4 and write it on the blackboard.

Let us Practise

Skip in fours on the number line and complete the table.



1 jump	4	1 x 4 = 4
2 jumps	4 + 4 = 8	2 x 4 = 8
3 jumps	4 + 4 + 4 = 12	3 x 4 = 12
___ jumps		
___ jumps		
___ jumps		
___ jumps		
___ jumps		
___ jumps		
___ jumps		

Complete the multiplication table.

X	1	2	3	4	5	6	7	8	9	10
4	4									

Let us Explore

Match the repeated addition facts with their multiplication facts.

4 + 4 + 4 + 4 + 4 + 4 + 4 + 4	5 x 4
4 + 4	8 x 4
4 + 4 + 4 + 4 + 4	6 x 4
4 + 4 + 4 + 4 + 4 + 4	4 x 4
4 + 4 + 4 + 4+ 4 + 4 + 4	2 x 4
4 + 4 + 4 + 4	7 x 4

Recite the answers of mulitplication table of 4 in order. Colour the path and help the worm find its way out.



4	8	5	7	38
6	12	14	18	22
10	16	20	30	33
14	18	24	28	40
20	19	27	32	36

Fill in the boxes.

3 x ☐ = 12	6 x ☐ = 24	9 x ☐ = 36
5 x 4 = ☐	☐ x 4 = 8	10 x 4 = ☐
☐ x 4 = 28	4 x ☐ = 16	☐ x 4 = 32

Fill in the boxes.

2	4		8	10			16		20
3	6			15		21			30
4		12		20			32		

Let us Explore

Uma says that she got the products of multiplication table of 4 by adding the product of multiplication table of 2, two times. Is she correct? Give reasons.

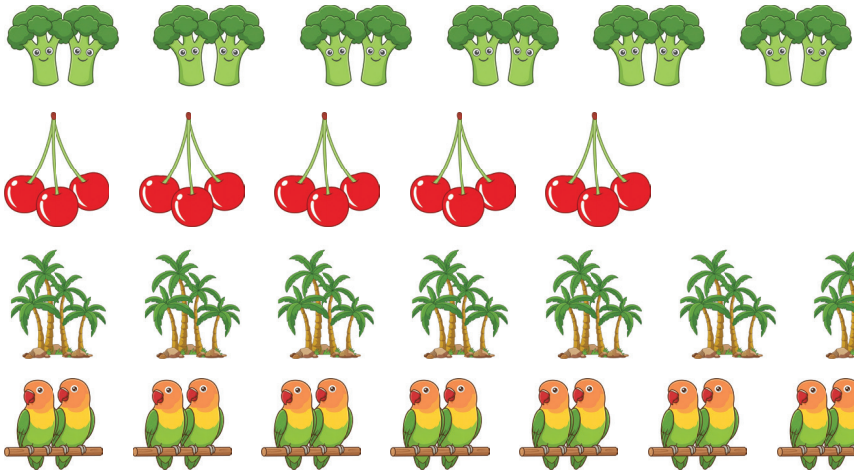
	2	4	6	8	10	12	14	16	18	20
+	2	4	6	8	10	12	14	16	18	20
	4	8	12	16	20	24	28	32	36	40

Products of multiplication table of 2

Products of multiplication table of 2

Products of multiplication table of 4

Write the multiplication facts for the given pictures.



6 x 2 = 12

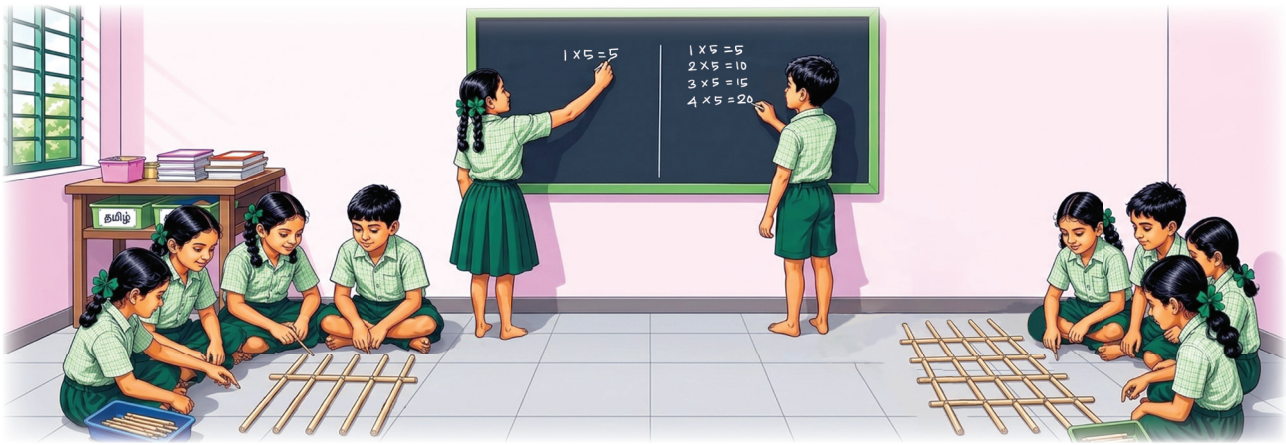
Complete the multiplication table.

1 x 2 = 2

1 x 3 = 3

1 x 4 = 4

Let us Do

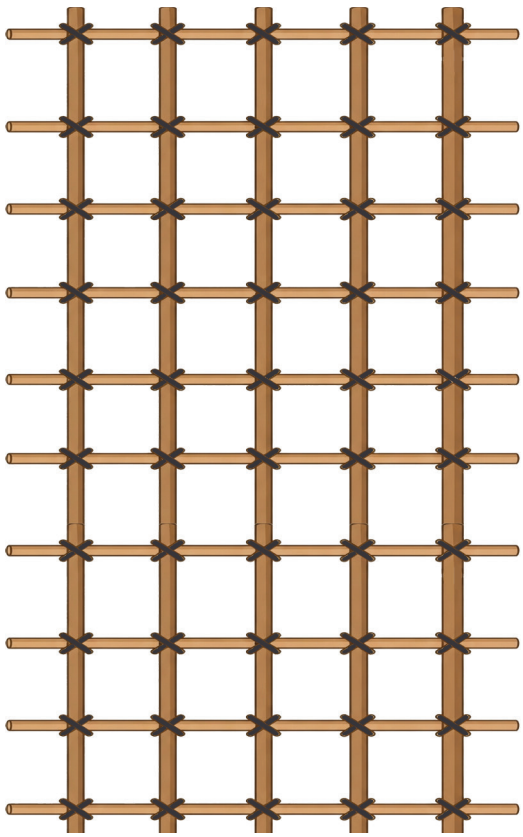


THB

Arrange the children in two groups. Ask one child in a group to arrange the 5 long sticks vertically first, then place the 10 short sticks (one at a time) horizontally as shown in the picture. Count the points where the sticks meet. Another child should write the corresponding multiplication tables on the blackboard, beginning with 1 × 5 = 5. Continue the activity to form the multiplication table of 5.

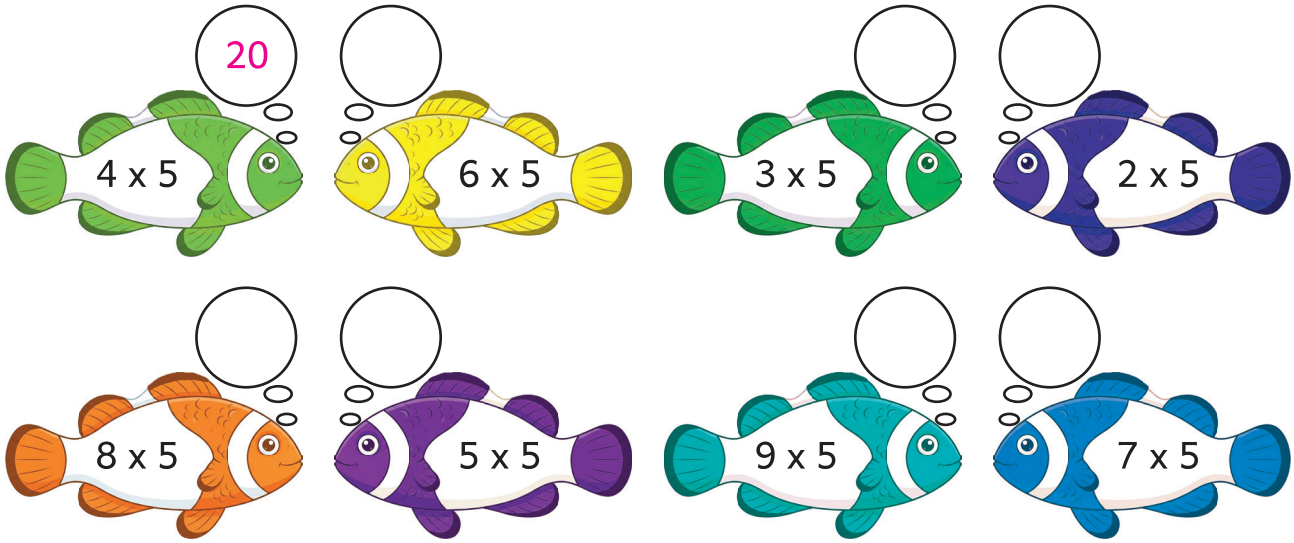
Let us Practise

Count the points where the sticks meet and form the multiplication table of 5.

Pictures	Number of times	Multiplication fact
	1 time 5 is 5	1 × 5 = 5
	2 times 5 is ——	
	3 times 5 is ——	
	4 times 5 is ——	
	5 times 5 is ——	
	6 times 5 is ——	
	7 times 5 is ——	
	8 times 5 is ——	
	9 times 5 is ——	
	10 times 5 is ——	

Let us Practise

Multiply and write the answers.



Let us Explore

Complete the multiplication table.

X	1	2	3	4	5	6	7	8	9	10
5	5									

Add the products of multiplication table of 2 and 3 to create the multiplication table of 5.

1	x 2 =	2	1 x 3 =	3
2	x 2 =	4	2 x 3 =	6
3	x 2 =	6	3 x 3 =	9
4	x 2 =	8	4 x 3 =	12
5	x 2 =	10	5 x 3 =	15
6	x 2 =	12	6 x 3 =	18
7	x 2 =	14	7 x 3 =	21
8	x 2 =	16	8 x 3 =	24
9	x 2 =	18	9 x 3 =	27
10	x 2 =	20	10 x 3 =	30

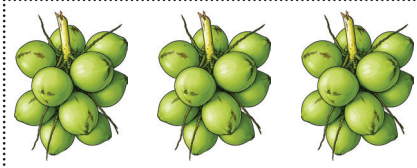
2 + 3 = 5	1 x 5 = 5
4 + 6 = 10	2 x 5 = 10

Let us Practise

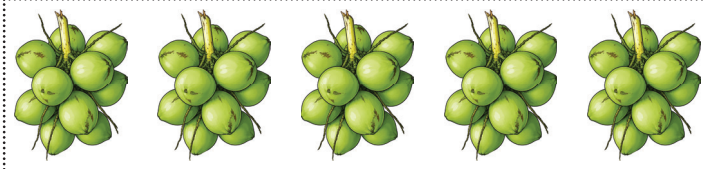
Complete the table.

Repeated addition facts	Number of times	Multiplication fact
10	1 time 10 is 10	1 × 10 = 10
10+10=20	2 times 10 is 20	2 × 10 = 20
10+10+10=	3 times 10 is ——	
10+10+10+10=	4 times 10 is ——	
10+10+10+10+10=	5 times 10 is ——	
10+10+10+10+10+10=	6 times 10 is ——	
10+10+10+10+10+10+10=	7 times 10 is ——	
10+10+10+10+10+10+10+10=	8 times 10 is ——	
10+10+10+10+10+10+10+10+10=	9 times 10 is ——	
10+10+10+10+10+10+10+10+10+10=	10 times 10 is ——	

Write the multiplication facts represented by the pictures.



3 x 10 = 30











Let us Practise

Write and add the products of multiplication table of 5, two times to create the multiplication table of 10.

5	10									Products of multiplication table of 5
5	10									Products of multiplication table of 5
10	**20**									Products of multiplication table of 10

Colour the correct answer.

6 x 10			4 x 10			5 x 10		
40	50	60	30	40	50	40	60	50

8 x 10			7 x 10			9 x 10		
70	80	90	80	90	70	90	80	70

Multiply.

4 x 2 = ____	6 x 3 = ____	5 x 4 = ____	6 x 5 = ____
7 x 4 = ____	5 x 3 = ____	8 x 2 = ____	7 x 3 = ____
6 x 4 = ____	9 x 2 = ____	8 x 3 = ____	9 x 4 = ____

Let us Explore

Choose the picture that shows 4 x 5 = 20.

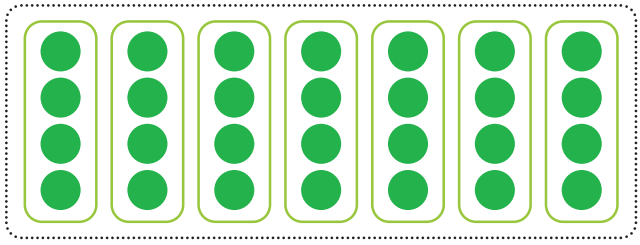
i) 

ii) 

iii) 

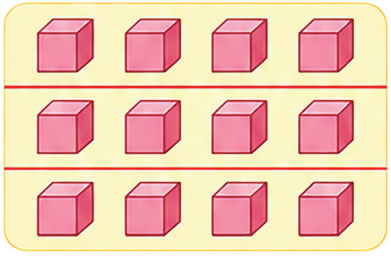
iv) 

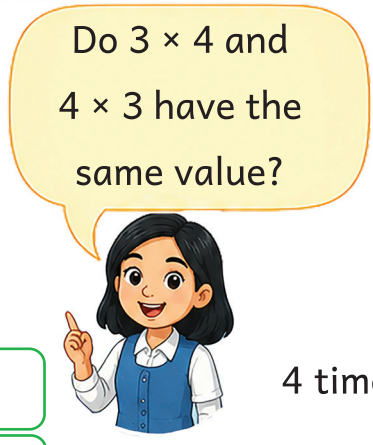
Choose the multiplication fact for the given picture.

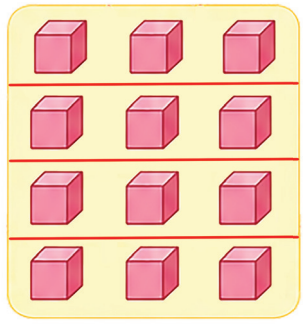


i) 6 x 4 = 24
ii) 5 x 4 = 20
iii) 8 x 4 = 32
iv) 7 x 4 = 28

Find and tell.







3 times 4 is = ☐

4 + 4 + 4 = ☐

3 x 4 = ☐

4 times 3 is = ☐

3 + 3 + 3 + 3 = ☐

4 x 3 = ☐

Fill in the boxes.

7 x ☐ = 14

☐ x 5 = 45

8 x ☐ = 24

☐ x 4 = 12

3 x ☐ = 30

9 x ☐ = 27

☐ x 2 = 18

8 x ☐ = 40

☐ x 3 = 21

7 x ☐ = 70

8 x ☐ = 16

☐ x 5 = 25

8 x ☐ = 80

☐ x 4 = 28

5 x ☐ = 20

Let us Explore

Answer the following questions.



A bicycle has 2 wheels. How many wheels do 5 bicycles have?

5 x 2 = ☐



A rabbit has 2 ears. How many ears do 7 rabbits have?

☐ x ☐ = ☐



A table has 4 legs. How many legs do 3 tables have?

☐ x ☐ = ☐



An auto has 3 tyres. How many tyres do 8 autos have?

☐ x ☐ = ☐



5 people can sit in one car. How many people can sit in 4 cars?

☐ x ☐ = ☐



A goat has 4 legs. How many legs do 5 goats have?

☐ x ☐ = ☐



There are 10 beads in one necklace. How many beads are there in 8 necklaces?

☐ x ☐ = ☐



A fan has 3 blades. How many blades do 4 fans have?

☐ x ☐ = ☐



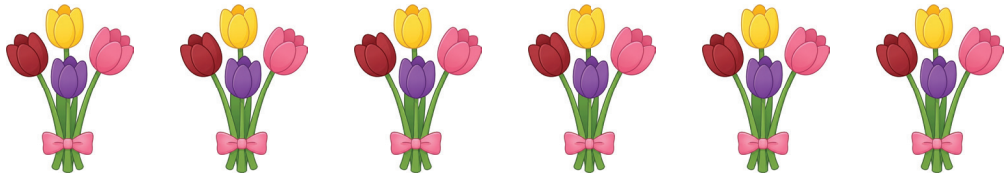
A flower has 5 petals. How many petals do 8 flowers have?

☐ x ☐ = ☐

Learning Journey

SL4UC

1. Write the repeated addition fact and multiplication fact for the given pictures.



_____ _____

2. Write the multiplication fact for the given repeated addition fact.

5 + 5 + 5 + 5 + 5 + 5 + 5

☐ x ☐ = ☐

3. Multiply.

8 x 4

_____

_____

4. Fill in the boxes.

i) ☐ x 3 = 12 ii) 9 x ☐ = 36

5. If 4 people can sit in one car, how many people can sit in 7 cars?

☐ x ☐ = ☐

What I Learnt

I can,

write multiplication facts by observing pictures. ☐

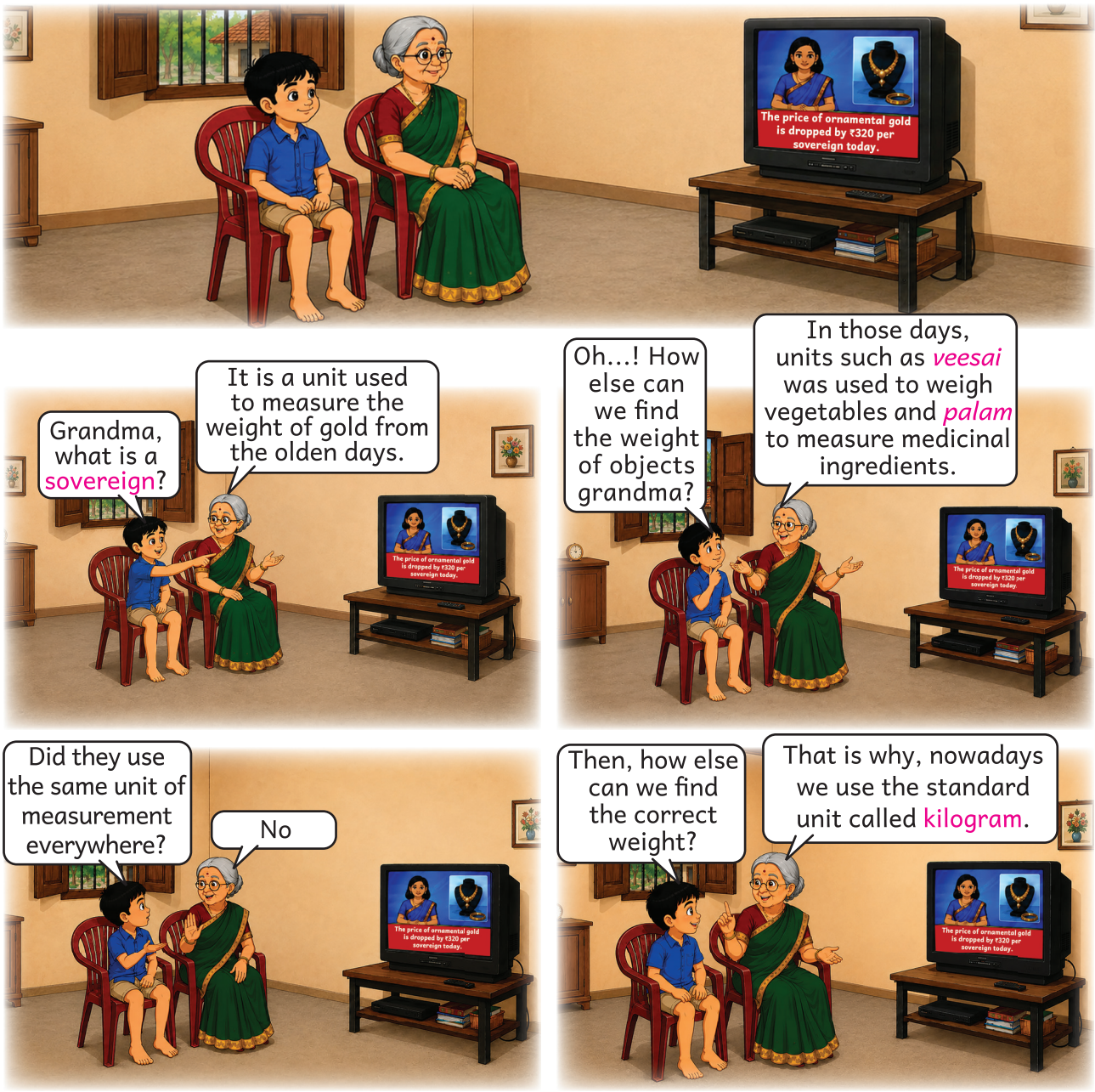
solve multiplication problems. ☐

solve multiplication story problems. ☐

5. Then and Now

Let us Learn

Akilan and his grandmother were watching television programmes. Just then...



By conversing like this, they happily watched television programmes.

THB Narrate the story and help children understand that standard units are necessary to measure the weight of objects accurately and to have the same unit of measurements throughout the world.

Let us Learn

Have you seen kilogram weight being used to measure vegetables and groceries in shops? Have you also seen goods weighing 1 kilogram packed and sold in packets?









Kilogram is the standard unit of weight used to measure the weight of objects throughout the world.

Find out and write the names of the things that are usually bought in 1 kilogram quantities in your house.

.....

.....

Let us Do



Ask the children to observe the objects available in the school. Let them guess which objects weigh more than 1 kilogram and which weigh less than 1 kilogram. Then, ask them to check their guesses by measuring the objects using a simple balance.

Let us Practise

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

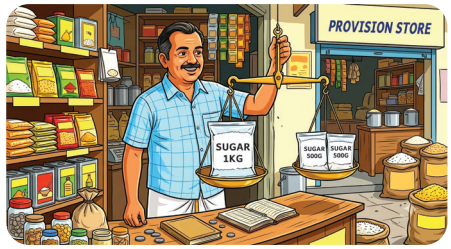
Object	More than 1 kilogram	Less than 1 kilogram
		✓
		
		
		
		

Let us Explore

Observe the objects in your house and write their names in the table.

More than 1 kilogram	Less than 1 kilogram

Let us Learn



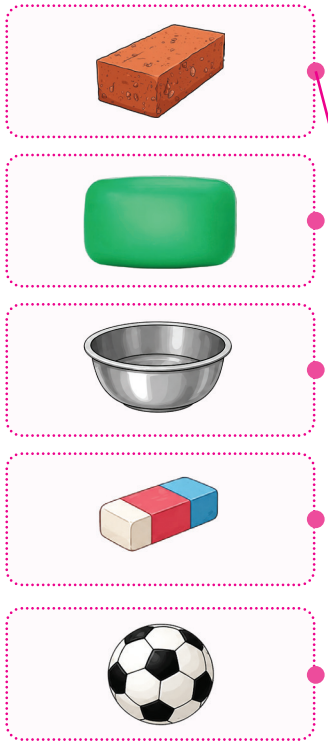


1 Kilogram = 2 half Kilograms

THB Ask the children to observe the objects in the school. Let them guess which objects weigh more than half a kilogram and which weigh less than half a kilogram. Then, ask them to verify their guesses by measuring the objects using a simple balance.

Let us Practise

Guess and Match.



Less than half a kilogram

More than half a kilogram



Learning Journey

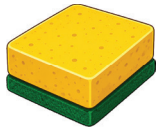
1. Tick (✓) the standard unit used to measure the weight of objects.

   (a) Metre

   (b) Kilogram

   (c) Sovereign

2. Tick (✓) the object whose weight is more than 1 kilogram.

 ☐  ☐

3. Tick (✓) the object whose weight is less than half a kilogram.

 ☐  ☐

4. What weight should be added to half a kilogram object to make it one kilogram?

   (a) More than half a kilogram

   (b) Less than half a kilogram

   (c) Half a kilogram

5. Are all objects that weigh less than 1 kilogram also less than half a kilogram? Give reason.

What I Learnt

I can,

understand the need for a standard unit of measurement. ☐

identify objects that weigh more than or less than 1 kilogram. ☐

identify objects that weigh more than or less than half a kilogram. ☐

6. Subtract This Way Too!

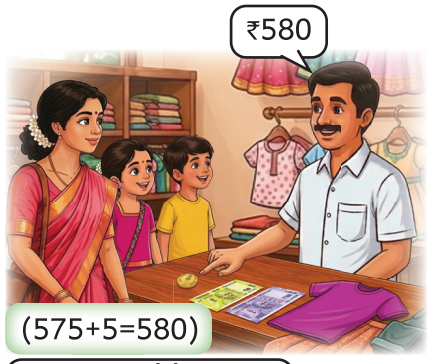
Let us Learn

For the Deepavali festival, Deepa and Siddharth selected the clothes they needed. Then...

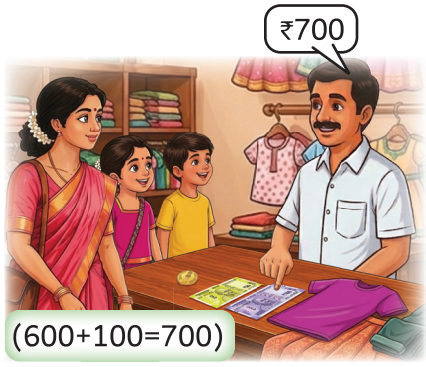




The shopkeeper placed a ₹5 coin, a ₹20 note, and a ₹100 note on the table.











Both of them returned home happily after buying new dresses for the Deepavali festival.

THB Narrate the story and introduce that different ways can be used to subtract numbers.

Let us Practise

Tell the way to get the answer for the following problems and write.

For a school annual day function 300 chairs were arranged. If students were seated on 153 chairs, how many chairs were vacant?



153 + 7 + 40 + 100 = 300

Answer : 7 + 40 + 100 = 147

A gardener plucked 500 mangoes. If he had sold 218 mangoes in the market, how many mangoes were left?



Answer: _____.

There were 200 pencils in a shop. Out of them, 142 pencils were sold. How many pencils were left?



Answer: _____.

There were 400 books in a school library. If students were given 246 books, then how many books were left?



Answer: _____.

For a function, 900 sweets were prepared. If 765 sweets were served to the guests, then how many sweets were left?



Answer: _____.

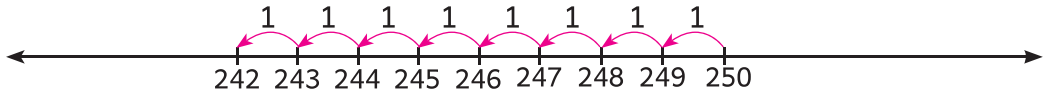
Let us Practise

Subtract without regrouping in an easy way.

800 - 1 = 799 - 354 - 1 = - 353 446	500 - 128
700 - 413	900 - 549
600 - 375	400 - 267

Mark the numbers on the given line, subtract and write.

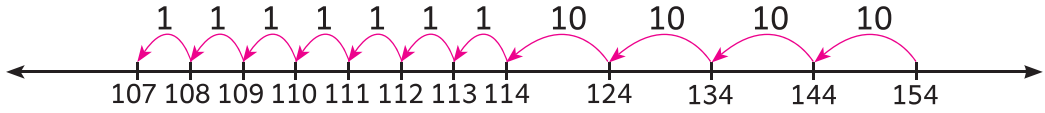
250 - 8



250 – 8 = 242

464 - 9

154 - 47



154 – 47 = 107

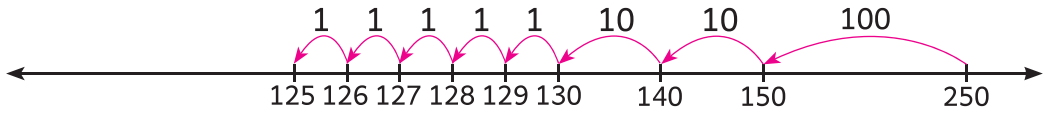
315 - 78

724 - 56

Let us Practise

Mark the numbers on the given line, subtract and write.

250 –125



250 - 125 = 125

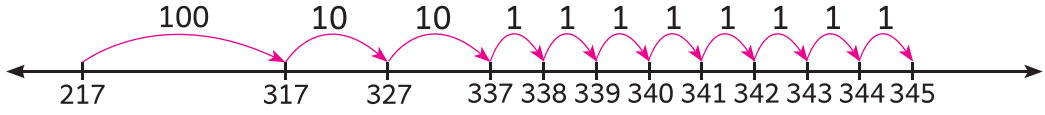
376 - 218



716 - 425

Find answer for the subtraction problems by moving forward on the line from the smaller number to the larger number.

345-217



100 + 10 + 10 + 1 + 1 + 1 + 1 + 1 + 1 + 1 + 1

100 + 20 + 8 = 128

345 - 217 = 128

432-314

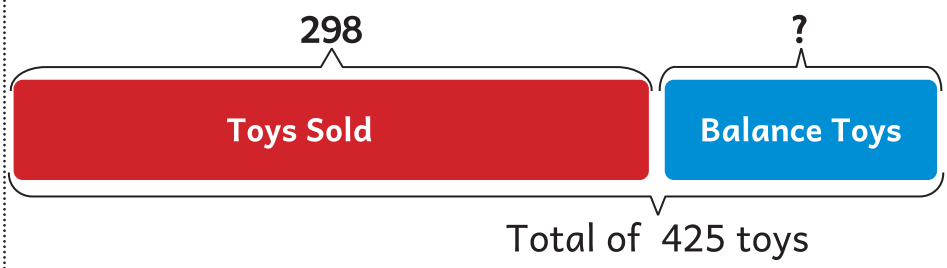


823-645

Let us Practise

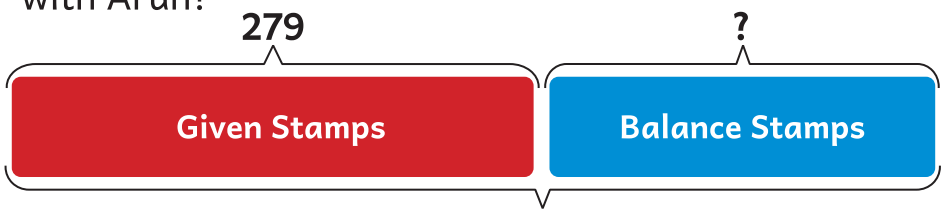
Answer the following questions.

There are 425 toys in a shop. If 298 toys were sold, how many toys were left?



	H	T	O
−			

Arun had 486 postage stamps. He gave his friend 279 postage stamps. How many postage stamps were left with Arun?



	H	T	O
−			

Kamal scored 427 marks. If Vimal got 108 marks less than Kamal, then how many marks did Vimal get?



	H	T	O
−			

792 candles were bought for a function. If 475 candles were used, then how many candles were unused?



	H	T	O
−			

Learning Check

1. There were 700 students in a school. 187 students have gone to another place for a competition. How many students were left in the school?



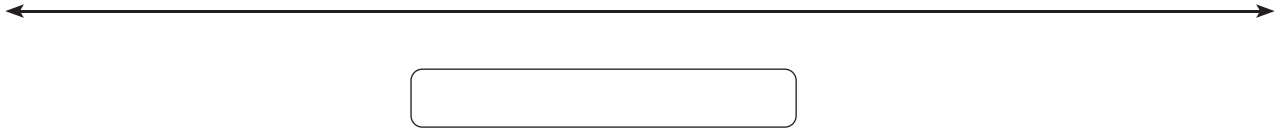
Answer: _____

2. Subtract without regrouping in an easy way.

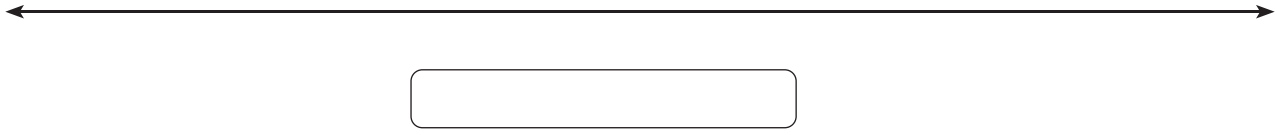
i)
$$\begin{array}{r} 7\ 0\ 0 \\ -\ 5\ 2\ 7 \\ \hline \end{array}$$

ii)
$$\begin{array}{r} 9\ 0\ 0 \\ -\ 6\ 3\ 8 \\ \hline \end{array}$$

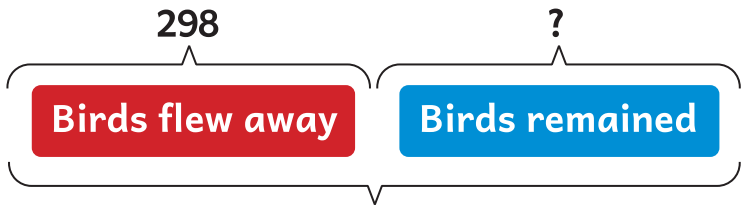
3. Mark the numbers on the given line, subtract and write. 654 - 247

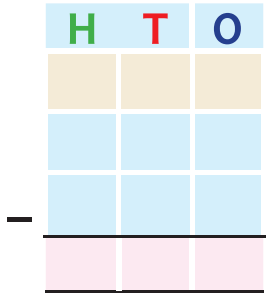


4. Mark the numbers on the given line, subtract and write. 718 - 149



5. There were 687 birds in a bird sanctuary. After winter, 298 birds flew away to other places. How many birds remained?





What I Learnt

I can,

say the answer orally for subtraction problems by addition. ☐

subtract numbers using a line. ☐

I can Do

Answer the following questions.

1. Write the multiplication fact for the given pictures.

i) 

ii) 

2. Multiply.

i) 5 x 4 _____

ii) 9 x 5 _____

3. (i) A car has 4 wheels. How many wheels do 7 cars have?

Answer : _____

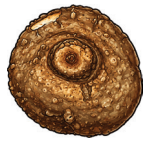
(ii) One pot has 5 flowers, how many flowers do 8 pots have?

Answer : _____

4. (i) Tick (✓) the standard unit used to measure the weight of objects.

(a) Metre (b) Kilogram (c) Sovereign

(ii) Tick (✓) the object that weighs less than half a kilogram.

 ☐  ☐

5. (i) Mark the numbers on the given line, subtract and write.

650 - 135



(ii) Subtract without regrouping in an easy way.

$$\begin{array}{r} 800 \\ -\ 354 \\ \hline \end{array}$$

Oral Task

6. Answer the following questions.

(i) Do two half kilograms make 1 kilogram?



Give reason.

(ii) The weight of an apple is more than 1 kilogram.



Seenu

The weight of an apple is less than 1 kilogram.



Meenu

Who is correct?

(iii) Can you make the multiplication table of 4 by adding the multiplication table of 2 twice?



Give reason.

(iv) Do 2 × 5 and 5 × 2 give the same product?



Give reason.

7. Identify and tell the errors.

	H	T	O
			~~15~~
	3	4	5
−	2	2	6
	1	2	9

	H	T	O
	2	4	6
−	1	5	8
	1	1	2

	H	T	O
	2	9	0
−	1	2	7
	1	7	7

Project

8. Complete the multiplication table.

x	1	2	3	4	5	6	7	8	9	10
1										
2										
3										
4										
5										

9. Visit a grocery shop near your house, ask the names of the items sold there and complete the table.

Items sold in 1 kilogram weight	Items sold in less than 1 kilogram weight

Multiplication Tables

1

1 x 1 = 1
2 x 1 = 2
3 x 1 = 3
4 x 1 = 4
5 x 1 = 5
6 x 1 = 6
7 x 1 = 7
8 x 1 = 8
9 x 1 = 9
10 x 1 = 10

2

1 x 2 = 2
2 x 2 = 4
3 x 2 = 6
4 x 2 = 8
5 x 2 = 10
6 x 2 = 12
7 x 2 = 14
8 x 2 = 16
9 x 2 = 18
10 x 2 = 20

3

1 x 3 = 3
2 x 3 = 6
3 x 3 = 9
4 x 3 = 12
5 x 3 = 15
6 x 3 = 18
7 x 3 = 21
8 x 3 = 24
9 x 3 = 27
10 x 3 = 30

4

1 x 4 = 4
2 x 4 = 8
3 x 4 = 12
4 x 4 = 16
5 x 4 = 20
6 x 4 = 24
7 x 4 = 28
8 x 4 = 32
9 x 4 = 36
10 x 4 = 40

5

1 x 5 = 5
2 x 5 = 10
3 x 5 = 15
4 x 5 = 20
5 x 5 = 25
6 x 5 = 30
7 x 5 = 35
8 x 5 = 40
9 x 5 = 45
10 x 5 = 50

6

1 x 6 = 6
2 x 6 = 12
3 x 6 = 18
4 x 6 = 24
5 x 6 = 30
6 x 6 = 36
7 x 6 = 42
8 x 6 = 48
9 x 6 = 54
10 x 6 = 60

7

1 x 7 = 7
2 x 7 = 14
3 x 7 = 21
4 x 7 = 28
5 x 7 = 35
6 x 7 = 42
7 x 7 = 49
8 x 7 = 56
9 x 7 = 63
10 x 7 = 70

8

1 x 8 = 8
2 x 8 = 16
3 x 8 = 24
4 x 8 = 32
5 x 8 = 40
6 x 8 = 48
7 x 8 = 56
8 x 8 = 64
9 x 8 = 72
10 x 8 = 80

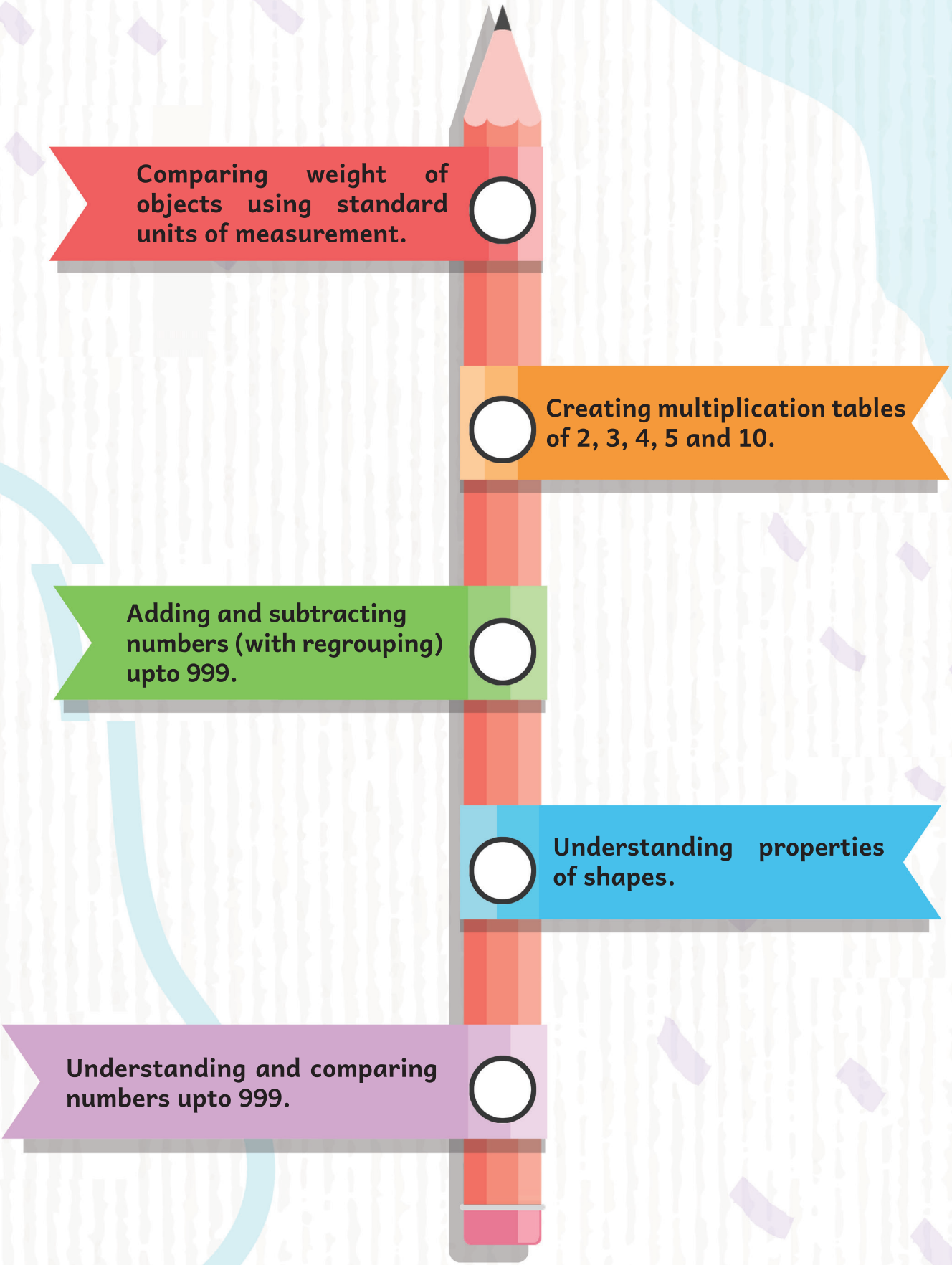
9

1 x 9 = 9
2 x 9 = 18
3 x 9 = 27
4 x 9 = 36
5 x 9 = 45
6 x 9 = 54
7 x 9 = 63
8 x 9 = 72
9 x 9 = 81
10 x 9 = 90

10

1 x 10 = 10
2 x 10 = 20
3 x 10 = 30
4 x 10 = 40
5 x 10 = 50
6 x 10 = 60
7 x 10 = 70
8 x 10 = 80
9 x 10 = 90
10 x 10 = 100

LEARNING JOURNEY



STANDARD THREE

TERM - II

SCIENCE



Preface

The 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. Plants Around Us

- Explores plant growth, it's requirements, functions, modifications and adaptations.
- Compares common trees, conducts simple tree studies, develops observation and investigation skills.
- Practises an ethic of care for trees and other plants.



2. Food We Eat

- Identifies food obtained from different parts of the plant.
- Relates dishes to their ingredients.
- Values the journey of food from farm to plate.
- Understands the three food groups in balanced meals.
- Practises healthy eating habits.

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

Contents



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Plants Around Us

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Unit - 2
Food We Eat

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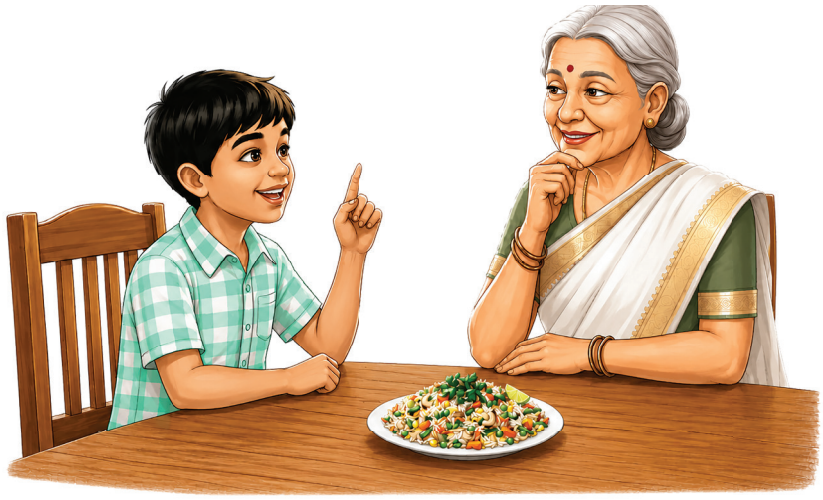


ZX5JW e-book

WP1KK i-book

CS3OY THB

SV4KO Assessment

1 Plants Around Us

A Plant Needs...

Observe and Discuss

One morning Yazhini was walking around her garden. She saw a sad seed and asked...



Help Yazhini solve the mystery of the four friends.

Clue 1	Clue 2	Clue 3	Clue 4
I flow. I am clear and colourless. Who am I? _____	I shine brightly in the sky all day. Who am I? _____	I am brown and under your feet. Who am I? _____	You cannot see me, but you can feel me. Who am I? _____

Do you think all four friends are important?
What might happen if one friend is missing?



Instead of guessing, let us test our ideas.

Do and Observe

Materials required : Four plastic cups, Seeds, Soil, Water, Labels

I have all four friends. Water + soil + sunlight + air.



A

B



I have no water. I have soil + sunlight + air.

I have no sunlight. I have soil + water + air. (Keep it in a dark cupboard).



C

D



I have no soil. I have water + sunlight + air.

Before you observe, predict which will grow best? Tick (✓) or Cross (✗)

Prediction	Cup A	Cup B	Cup C	Cup D
Will grow well (✓) / Will not grow well (✗)				

Why do you think so?

THB Help children maintain the conditions required for each cup.

Observation Record

Observe for a week. Draw what you see in each cup on day 3 and 7.

Day	Cup A	Cup B	Cup C	Cup D
Day 3				
Day 7				

Compare the seedlings in the four cups.

Features observed	Cup A	Cup B	Cup C	Cup D
Seed germinated (Yes/No)				
Height of Seedling (Tall/Medium/Short)/ No seedling				
Leaf colour (Green/Pale green/Yellow)/ No seedling				
Stem Condition (Strong/Weak)/No seedling				
Overall growth (Good/Fair/Poor)/No seedling				

Be a Plant Scientist

Look at your observations in the experiments done so far and tick (✓) the correct answer.

1. Which cup showed the best growth? A ☐ B ☐ C ☐ D ☐

2. What helped the seedling grow well?

   ☐ Only water ☐ Only soil

   ☐ Only sunlight ☐ Water, sunlight, air and soil

3. What happened when one condition was missing?

   ☐ The plant grew well. ☐ The plant did not grow.

   ☐ The plant grew to some extent.

From the observations, I infer that:



Conclusion: Plants need _____, _____, _____ and _____ to grow healthy and strong.

Activity Time

Find a plant in your school or home and observe it carefully. Tick (✓)



Observation		
Gets sunlight	Yes ◯	No ◯
Soil is moist	Yes ◯	No ◯
Leaves are green	Yes ◯	No ◯
Healthy plant	Yes ◯	No ◯

Choose suitable words from the word bank and complete the sentence.

WORD BANK

green leaves dry leaves yellow leaves moist soil
dry soil enough sunlight enough water

I think the plant is healthy because it has _____,
_____, _____ and _____.

Can plants grow without seeds?

Observe and Discuss



Some plants can grow from their stems or from other plant parts.

Yazhini saw a Hibiscus stem planted in the soil. After a few days, new leaves grew on it.



A piece of Hibiscus stem.



Planted in the soil.



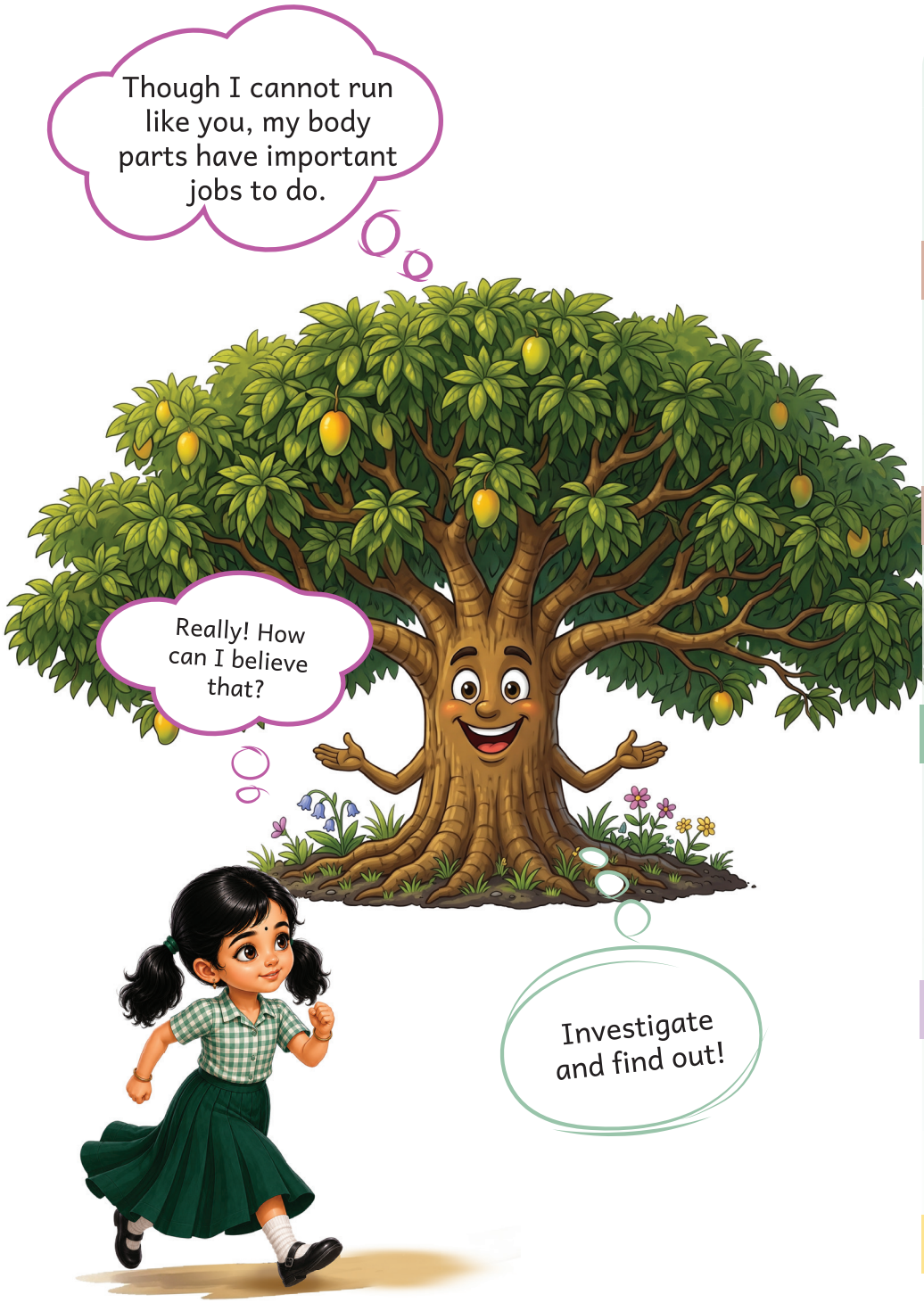
A new Hibiscus plant grows.

- Some plants can grow without seeds.
- Farmers and gardeners use this method to grow plants.

Secret Jobs of Plant Parts

Observe and Discuss

One day, while Yazhini was running in a mango farm, a mango tree spoke with her.



Root



I take in water and hold the soil.

Stem



I move water and food through the plant.

Leaves



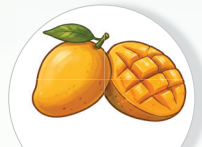
I make food for the plant.

Flower



I help make fruits and seeds.

Fruit



I protect seeds.

Plants prepare their own food and excess food is stored in roots, stems, fruits and seeds.

Do and Observe

The next day, Yazhini shared the mango tree's claims with her teacher. They investigated them one by one.

Investigation - 1

Do roots grow in the soil and help hold it together?

a. What do I need?

A thick paper cup, Moist soil, Fenugreek seeds, Water, A thin plastic sheet.



b. What should I do?

1. Fill the cup with moist soil and compact it gently.
2. Make a small window on one side of the cup and close it with the plastic sheet.
3. Plant a few fenugreek seeds near the window.
4. Water it regularly.
5. Observe the cup after one week.

c. What do I see? Draw.

Draw

d. Inference

From this experiment,

I infer that _____ grow into the soil, hold the soil and help the _____ stand upright.

THB Help children carry out the experiment.

Can roots grow without soil?

Try this to verify.
Keep an onion bulb with its root end in water and observe for one week.



Day - 1

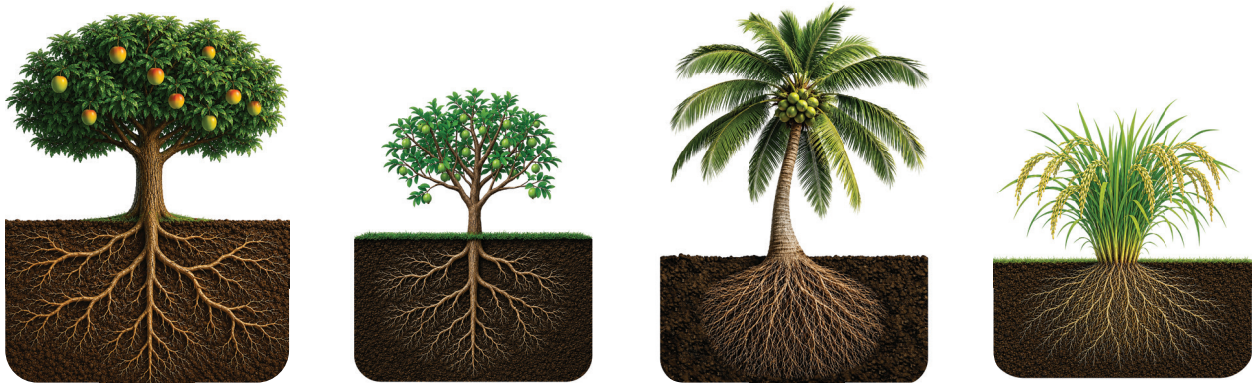


After one week

From this, I infer that onion roots can grow in _____, without soil for some time.

Do and Learn

Observe the stems and roots of these four plants carefully.



A Mango B Guava C Coconut D Paddy

1. Tick (✓) the correct box to complete the table.

Plants	One main root with branches	Many roots growing in a bunch	One main stem with branches	Stem without branches
A. Mango				
B. Guava				
C. Coconut				
D. Paddy				

2. Think and Share.

What relationship do you notice between the type of root and the type of stem? Think and complete the pattern you notice in the roots and stems.

1. Plants with one main root with branches have _____.
2. Plants with many roots growing in a bunch have _____.
3. Plants with one main stem with branches have _____.
4. Plants with stems without branches have _____.

THB Help children understand the relationship between root and stem patterns.

Do and Observe

Investigation - 2

Do roots and stems help absorb and move water through the plant?

a. What do I need?

A glass of water, Red or blue ink, A Balsam or Leucas plant with roots and flowers.



b. What should I do?

1. Fill a glass with water.
2. Add a few drops of red / blue ink.
3. Place the roots of the plant in the coloured water and leave it overnight.
4. Next morning observe the stem, leaves and flowers carefully.

c. What do I see?

Where was the coloured water observed? Tick (✓)

i. Root only ☐

ii. Root and stem ☐

iii. Root, stem and leaves ☐

iv. Root, stem, leaves and flowers ☐

d. Inference

From this experiment, I infer that _____ absorb water and _____ help move it through the plant.

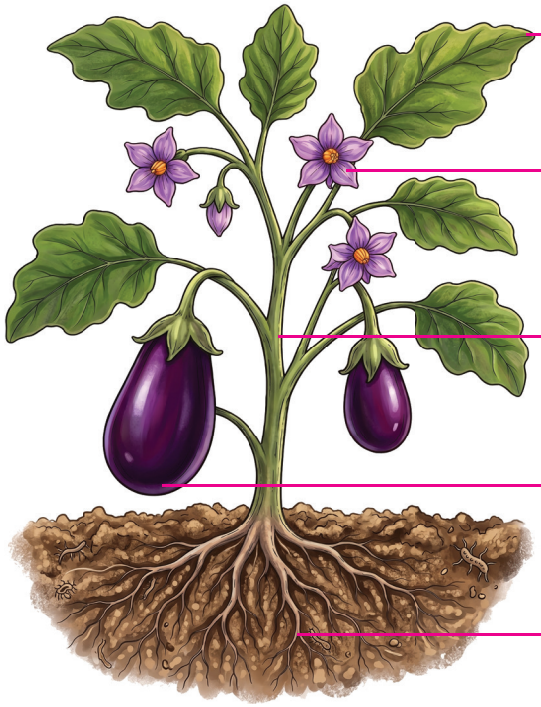
Try this at home!



Do and Learn

ZS5XY

1. Label the parts of a plant. Choose and write their functions.



Parts : Flower, Fruit, Stem, Leaf, Root.

Functions : Produces fruits and seeds.
Moves water and food through the plant.
Prepares food for the plant and for us.
Protects the seed.
Absorbs the water and holds the soil.

2. Draw on a sheet of paper.

Draw a garden with plants that have stems and leaves.	Make flowers using your fingerprints.	Make insects using your thumbprints.	Draw dotted lines showing insects flying from flower to flower.
			

Special Jobs of Roots and Stems

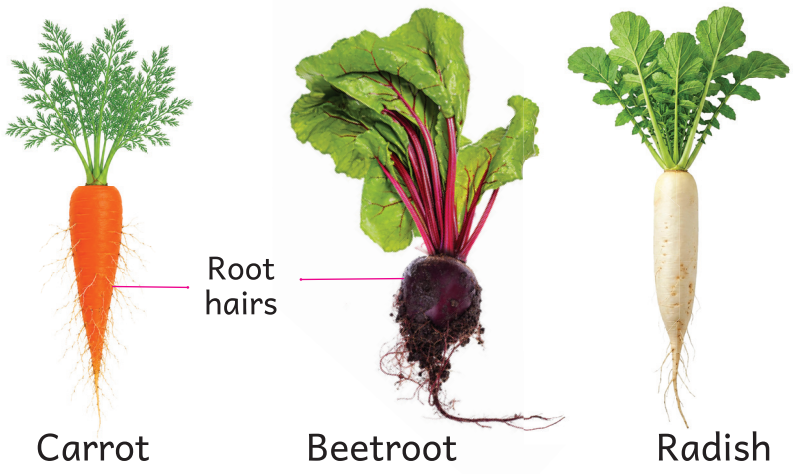
Observe and Discuss

In some plants, roots and stems do more than holding the plant and carrying water. Let us explore their special jobs.

What special jobs do some roots do?

In some plants, roots become thick and large as food is stored in them, e.g., Carrot, Beetroot, Radish.

Observe the 'fine root hairs' on these roots.



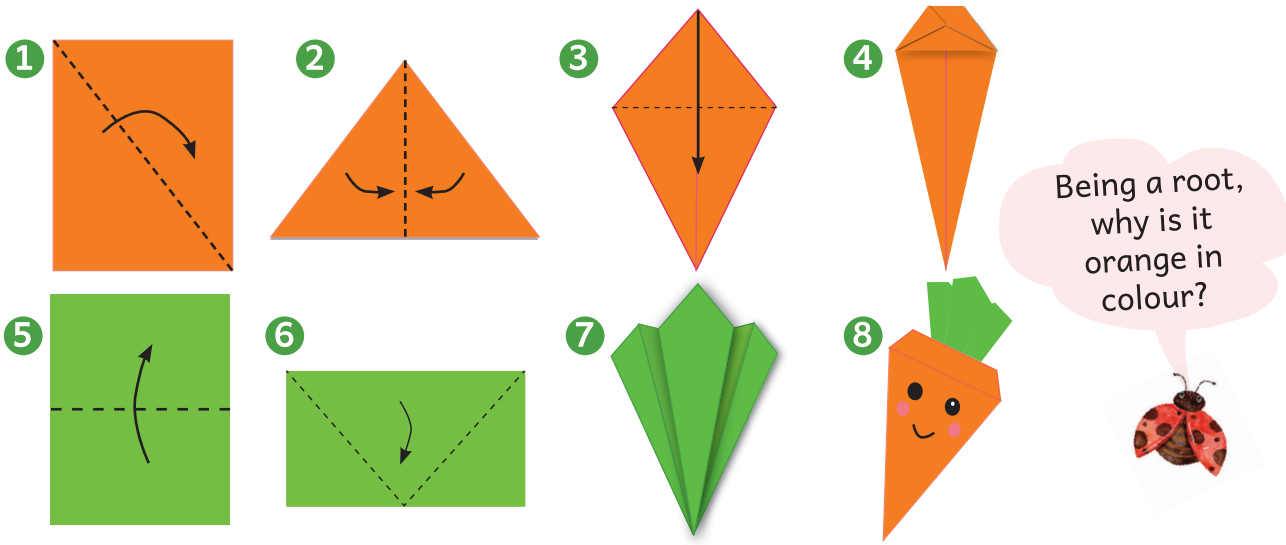
Do you Know?



The banyan tree has hanging roots that help support its big branches.

Do and Learn

Let us make a paper carrot.



Observe and Discuss

What special jobs do some stems do?

Stems grow underground to store food and help plants survive when there is not enough water, e.g., Ginger, Turmeric, Onion, Potato.

Observe the 'scale leaves' on ginger, turmeric and onion. Observe the 'eyes' on the potato.

Ginger



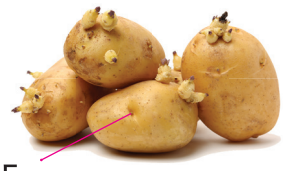
Turmeric



Onion



Potato



The potato is an underground stem. Its eyes grow into a new plant.

Do and Observe

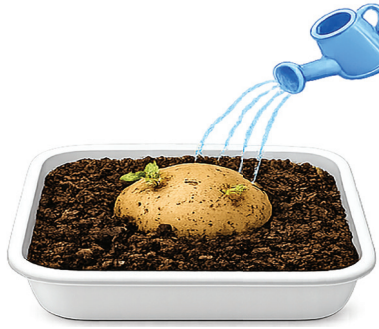
How does a potato sprout?



Take a potato with eyes.



Place it in soil.



Water it lightly.



Observe the sprouts.

1. A potato grows into a new plant from its..... Tick (✓)

   ◯ Leaves ◯ Eyes ◯ Flowers

2. The eyes of a potato are part of its..... Tick (✓)

   ◯ Root ◯ Stem ◯ Leaf

3. Does a potato grow from a seed? ◯ Yes ◯ No

Do and Learn

1. List the roots and stems in the picture.



Carrot



Sugarcane



Onion

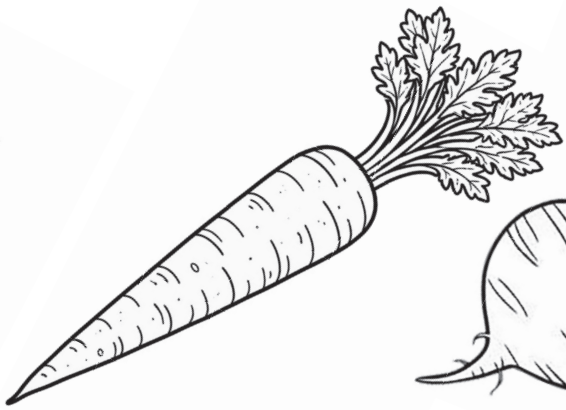


Banyan

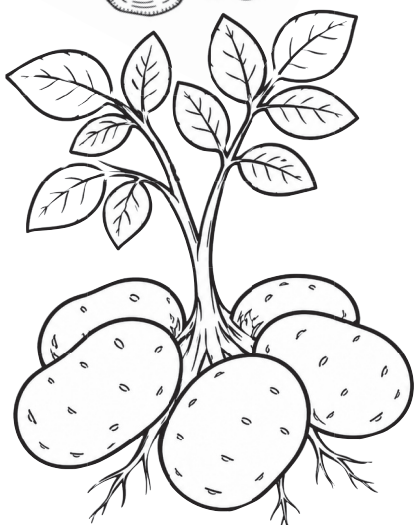
How it grows	Roots	Stems
Underground		
Above the ground		

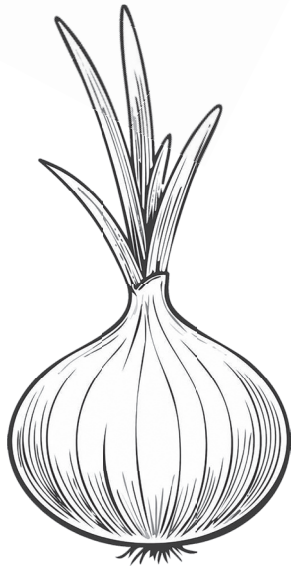
2. Colour the stems green and the roots brown.

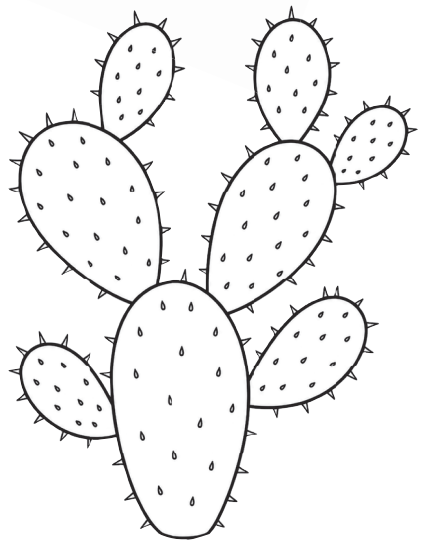








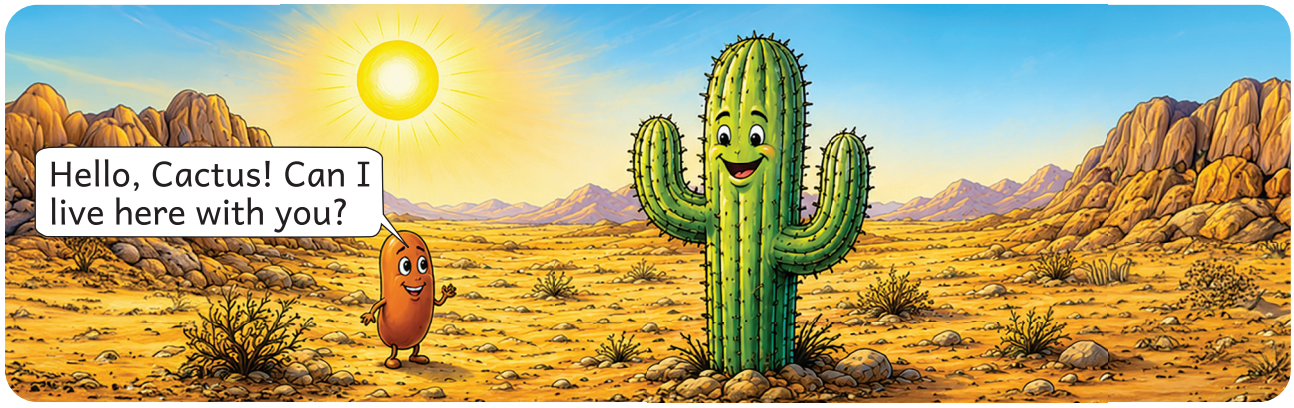


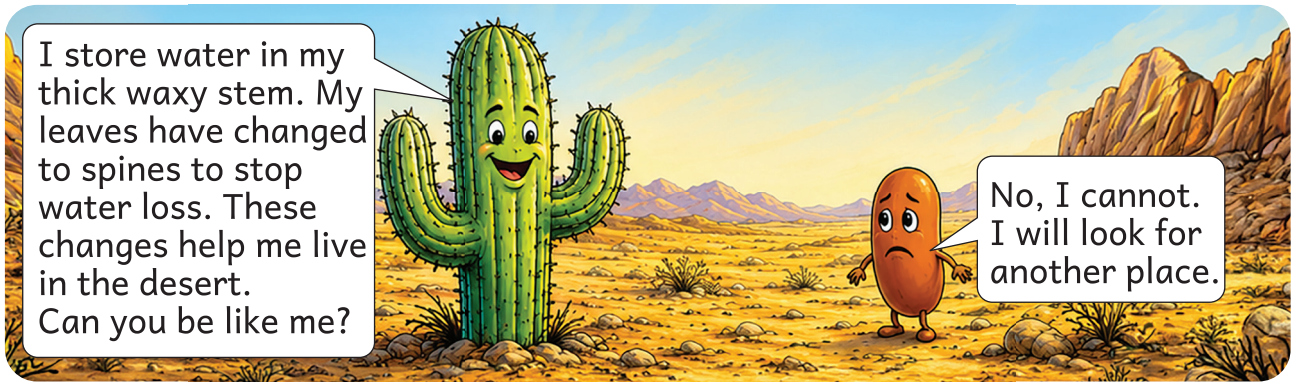


Veera's Journey

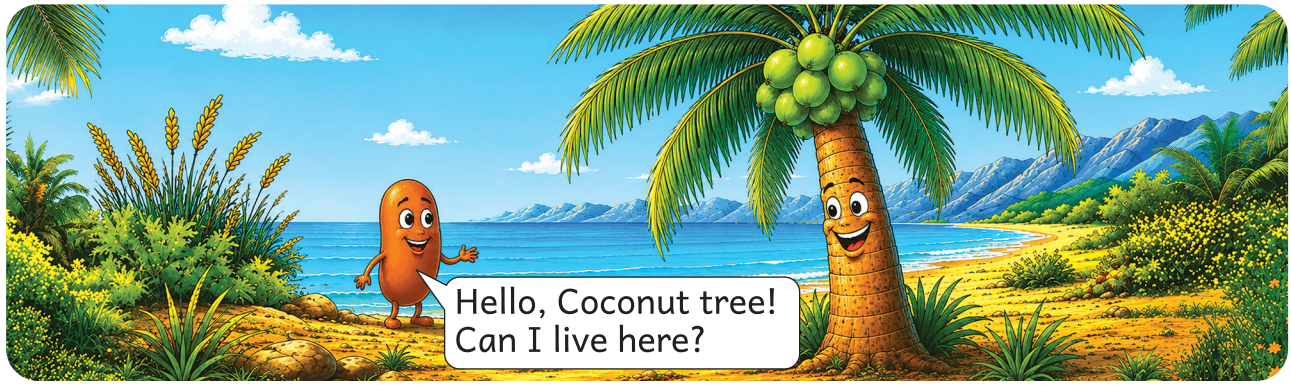
Veera was a curious little seed. One day, the wind picked it up and carried it across different places to find it's perfect home. Let us read it's story.

The wind first carried Veera to a hot desert. Veera met a cactus.





The wind then carried Veera to the coast, where tall coconut trees grew.





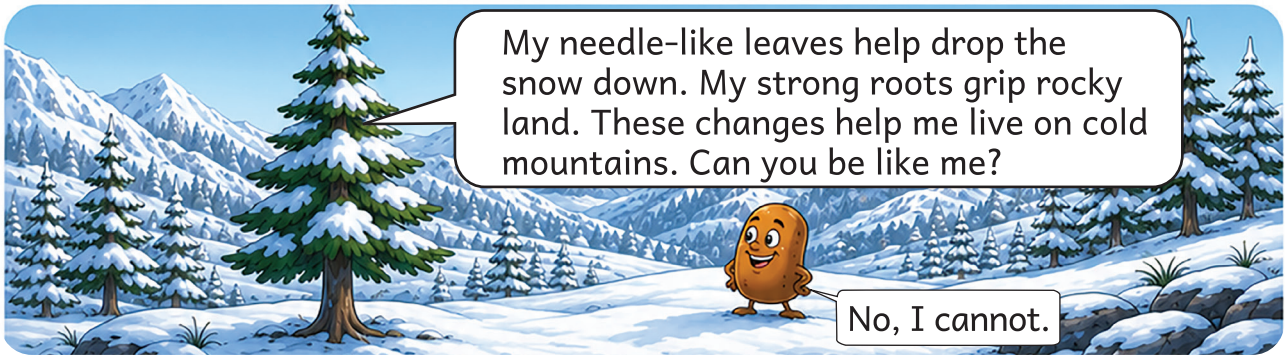
The wind carried Veera to a quiet pond. Veera met a water lily.





The wind carried Veera high up to a cold mountain. Veera met a pine tree.





At last, the wind carried Veera to a small garden. The garden had soft soil, enough water, air and sunlight. So, Veera settled happily in the soil and began to grow into a healthy little plant.



Do and Observe

1. Try This!



a. Your Observation

Which sponge is still wet?



- ◯ Covered sponge
- ◯ Uncovered sponge

b. Your Inference

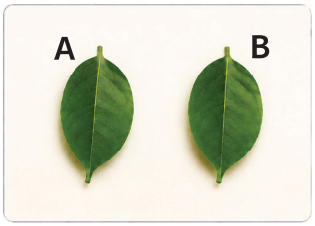
The cover helps the sponge to:

- ◯ stay wet for a longer time
- ◯ dry faster

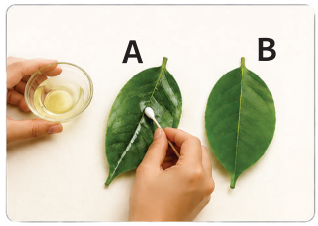
c. Your Correlation

Like the covered sponge, the thick outer covering of a cactus helps it _____. (make food / store water)

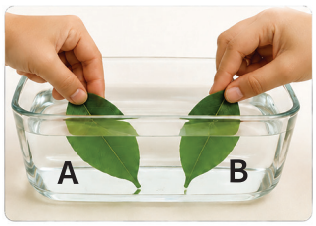
2. Try This!



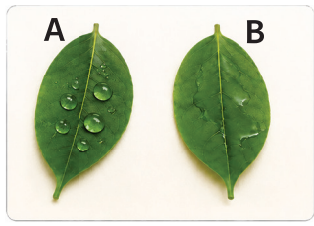
Take two leaves.



Apply coconut oil to leaf A only.



Dip both leaves in water and take them out.



Observe the leaves

a. Your Observation

Water rolls off the...

- ◯ Oiled leaf
- ◯ Leaf without oil

b. Your Inference

The oily surface helps to

- ◯ stops water from sticking
- ◯ absorb more water
- ◯ change the colour

c. Your Correlation

Like the oiled leaf, the waxy surface of a water lily leaf helps water to _____. (soak in / roll off)

Do and Learn

1. Write the names of the plants in their habitats.



Coconut tree



Beach grass



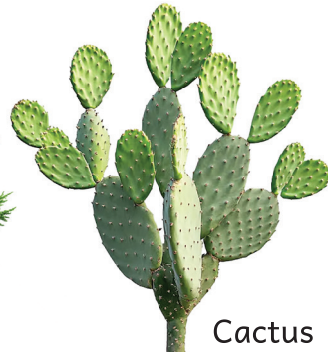
Water lily



Pine tree



Water hyacinth



Cactus

In dry land	In water	In hilly regions	On the seashore

2. Find and circle the names of four plants.

A	V	K	M	U	K	C	P	L
R	N	O	Q	S	D	A	L	K
P	W	P	W	I	I	C	M	H
I	V	F	P	Z	J	T	X	T
N	C	O	C	O	N	U	T	T
E	T	R	P	X	V	S	C	A
W	A	T	E	R	L	I	L	Y
Z	I	P	N	E	S	A	J	N

Trees Around Us

Observe and Discuss

Observe the picture. Which of these trees have you seen? Name them.













Do and Learn

1. Read the riddle and identify the plant.

I have long fruits.
I add flavour to sambar.
My flowers and leaves are very useful.

Who am I? _____

Write your own riddle on any tree.

THB Ask children to name the trees they know. Share other riddles given in the THB with children.

2. We see many palmyra and coconut trees around us. Compare their features in the table.

WORD BANK

- Coconuts
- Smooth trunk
- Fan-shaped leaves
- Palmyra fruits
- Rough trunk
- Feather-like leaves
- No branches
- Tall tree
- Small leafy crown
- Large leafy crown





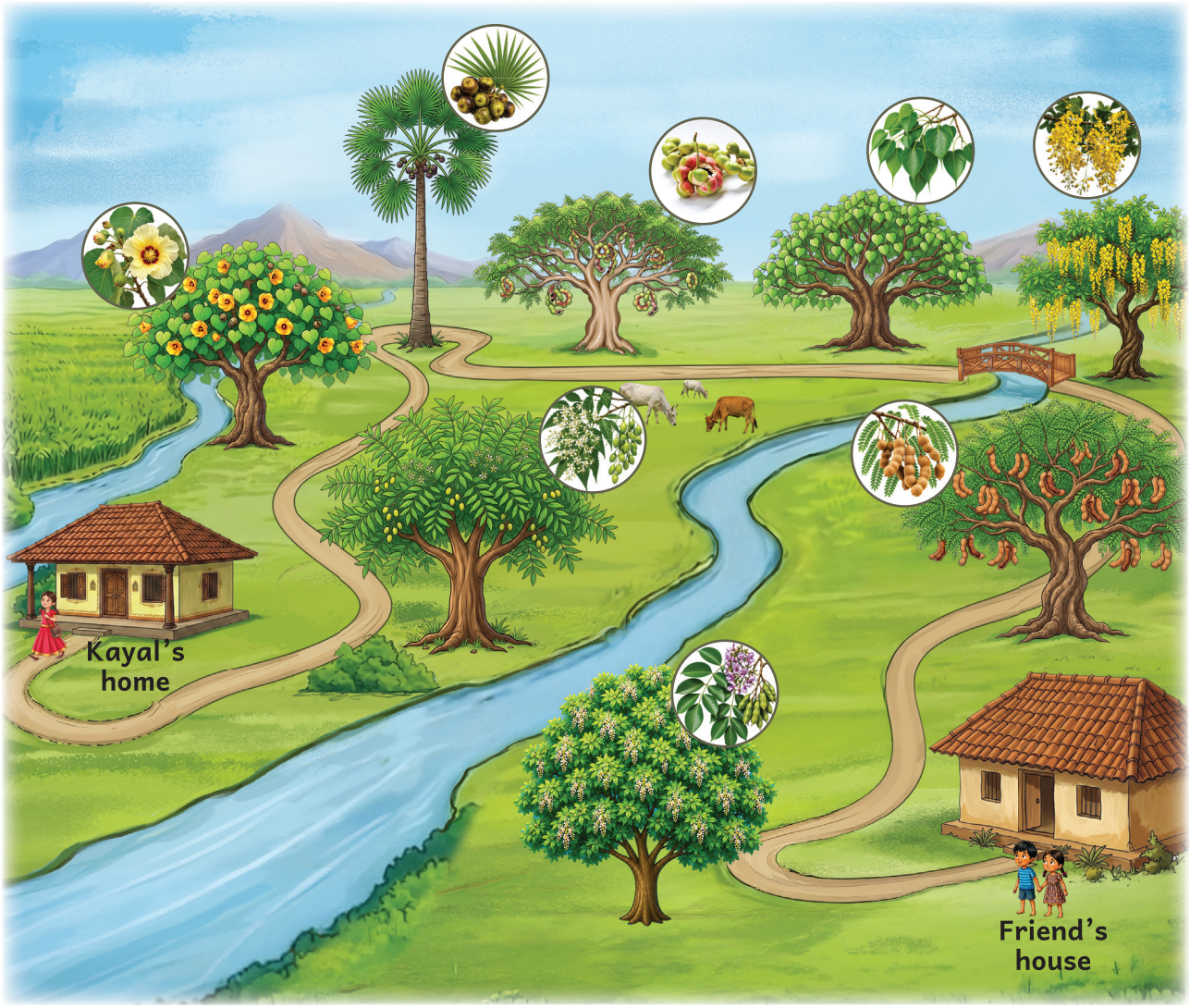
Features	Palmyra Tree	Coconut Tree
Height		
Trunk		
Branches		
Leaves		
Canopy (Crown of the Tree)		
Fruit		

3. Read the riddle and draw the fruit in the space given.

A big green fruit, red and juicy inside with black seeds.

4. Look at Kayal's way to her friend's house. Find the trees on the map and write their names using the word bank.

WORD BANK				
	Kodukapuli (Manila tamarind)	Sarakondrai (Laburnum)	Poovarasam (Portia)	Panai maram (Palmyra)
	Veppa maram (Neem)	Pungai maram (Pongam)	Puliya maram (Tamarind)	Arasa maram (Peepul)



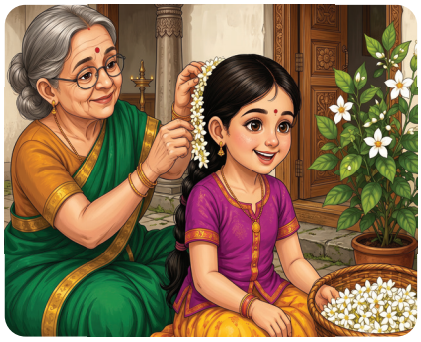
Kayal starts from her home. She walks past the _____ tree and reaches the _____ tree. She plucks a few leaves to make a leaf toy. Then she goes to the _____ tree and skips around it. She crosses the _____and _____ trees and walks across the bridge. She stops to look at the beautiful yellow flowers of the _____ tree. Finally, she reaches her friend's house after passing the _____ and _____ trees.

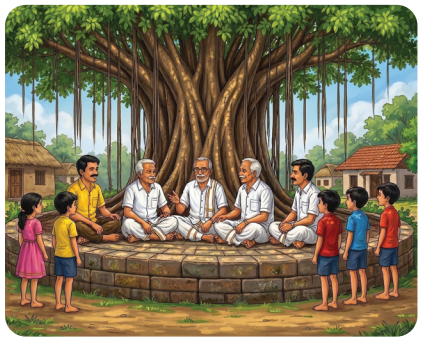
Plants In Our Lives

Why do we protect and conserve trees?

Observe and Discuss

Our lives are closely linked to trees and other plants.







THB Ask the children to observe the pictures and discuss.

Trees sustain life! Complete the sentences using the word bank.

WORD BANK air rain living beings soil water

a. Trees help bring _____.

b. Roots hold the _____ and prevent it from being washed away.

c. Most trees help the soil hold _____ .

d. Trees help keep the _____ clean by trapping dust.

e. Trees provide support for all _____ .

Trees give us food, clean air, water, healthy soil and rain. They support people, animals and all living things to live and grow.

Do you know?

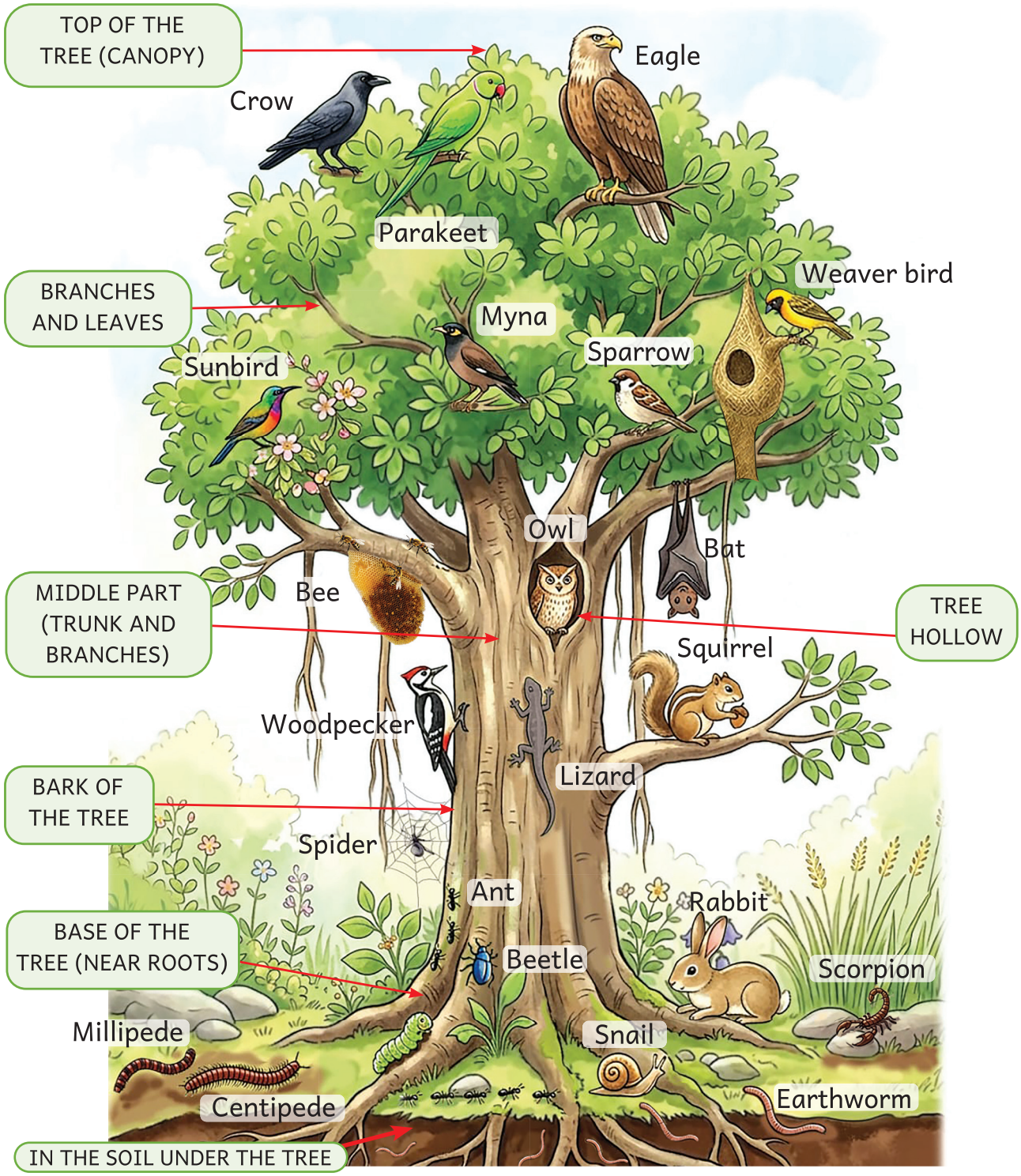
Long ago, people named some villages and towns after the trees that grew there. We can find such names even today. Examples are Arasur, Mangadu, Navalur, Veperi. Can you guess what trees they are named after?

Tree as a Shelter

How does a tree support animal life?

Observe and Discuss

A tree is a home for many living things. Different kinds of animals - birds, insects etc., live on different parts of a tree.



Think and Discuss



- If a tree loses all its leaves, which animals may have a problem living on it?
- How is a bird's nest different from an owl's home?



Do and Learn

1. Observe the picture. List the animals in the correct boxes. Use the word bank to help you.

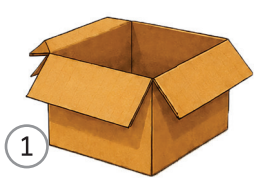
WORD BANK					
	crow	weaver bird	lizard	beetle	centipede
	eagle	butterfly	owl	spider	scorpion
	parrot	bat	woodpecker	snail	millipede
	sparrow	sunbird	ant	rabbit	goat
	myna	squirrel	caterpillar	earthworm	cow
	bee				

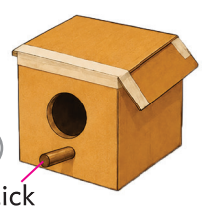
Lives on canopy	Lives on leaves and branches	Lives on trunk and bark	Lives at the base of the tree

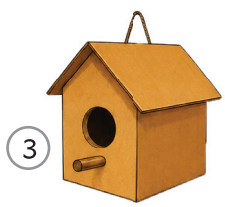
THB Share that different animals live at various levels of the tree.

2. Helping Birds with a Birdhouse.

Together as a class, make a simple birdhouse using a waste cardboard box and hang it safely on a tree in the school campus.









Tree Observation



Student details

Name : _____

Class : _____

School : _____

Date: : _____

Town/Village/City: _____

PART A – IDENTIFYING THE TREE

1. What is the name of the tree?_____
2. Where is the tree growing? _____

   ☐ School campus ☐ Home garden ☐ Park

   ☐ Roadside ☐ Farm ☐ Other
3. How did you recognise the tree? _____

   ☐ Leaves ☐ Flowers ☐ Fruits ☐ Bark ☐ Someone told me

PART B – THE WHOLE TREE

4. How would you describe the height of the tree?

   ☐ Short ☐ Medium ☐ Tall ☐ Very tall

PART C – THE TRUNK AND BARK

5. How many main trunks does the tree have? ☐ One ☐ More than one
6. Is the trunk thick or thin? ☐ Thick ☐ Thin
7. Can you hug the trunk with both hands? ☐ Yes ☐ No
8. What colour is the bark? _____
9. Touch the bark. How does it feel? ☐ Smooth ☐ Rough ☐ Hard
10. Are there cracks, lines or patterns on the bark? ☐ Yes ☐ No

PART D – THE LEAVES

11. Are all the leaves the same colour? ☐ Yes ☐ No

12. What is the size of the leaves? ☐ Small ☐ Medium ☐ Large

13. What is the shape of the leaves?

☐ Round ☐ Oval ☐ Long ☐ Heart-shaped ☐ Other_____

14. Are the leaves smooth or rough? ☐ Smooth ☐ Rough

15. Do the leaves have a smell when crushed? ☐ Yes ☐ No

16. Are there young leaves on the tree? ☐ Yes ☐ No

17. What colour are the young leaves? _____

18. Are there dry or yellow leaves on the tree? ☐ Yes ☐ No

19. Do you find fallen leaves under the tree? ☐ Yes ☐ No

PART E – FLOWERS, FRUITS AND SEEDS

20. Does the tree have flowers? ☐ Yes ☐ No

21. What colour are the flowers? _____

22. Do the flowers have a smell? ☐ Yes ☐ No

23. Does the tree have fruits? ☐ Yes ☐ No

24. Do you see fallen fruits under the tree? ☐ Yes ☐ No

25. Did you observe the seeds? ☐ Yes ☐ No

26. What is the size of the seed? ☐ Small ☐ Medium ☐ Large

PART F – BIRDS

27. Did you see birds on the tree?

☐ Yes ☐ No ☐ How many?

28. What were the birds doing?

☐ Sitting ☐ Flying ☐ Eating fruits

☐ Singing ☐ Building a nest ☐ Resting

29. Can you name the birds? _____ _____ _____



My Tree
My Observations



Observe the tree carefully. Draw the tree and include all the details you noticed, such as leaves, flowers, fruits, birds, insects, other animals and plants around it.

PART G – NESTS

30. Did you see any nests on the tree? ☐ Yes ☐ No

31. What materials were used to build the nest? _____

☐ Twigs ☐ Dry grass ☐ Leaves ☐ Feathers ☐ Other

PART H – INSECTS AND OTHER SMALL ANIMALS

32. Tick what you saw.

☐ Ant ☐ Butterfly ☐ Bee ☐ Spider ☐ Snail

☐ Caterpillar ☐ Earthworm ☐ Beetle

33. Did you see any other small animal? _____

PART I – OTHER ANIMALS AND THEIR RELATIONSHIP WITH THE TREE

34. Did you see squirrels on the tree? ☐ Yes ☐ No

35. What were the squirrels doing?

☐ Climbing ☐ Eating ☐ Running ☐ Resting

36. Did you see a lizard on the tree? ☐ Yes ☐ No

37. Did you see any other animal using the tree for shelter? ☐ Yes ☐ No

38. Did you notice holes, nests or shelters made by animals? ☐ Yes ☐ No

39. Which animals seemed to depend the most on the tree? _____

PART J – THINKING LIKE A YOUNG SCIENTIST

40. Which part of the tree attracted the most animals?

☐ Leaves ☐ Flowers ☐ Fruits ☐ Branches ☐ Trunk

41. Why do many living things visit this tree?

42. How does this tree help people?

43. What would happen if this tree was cut down?

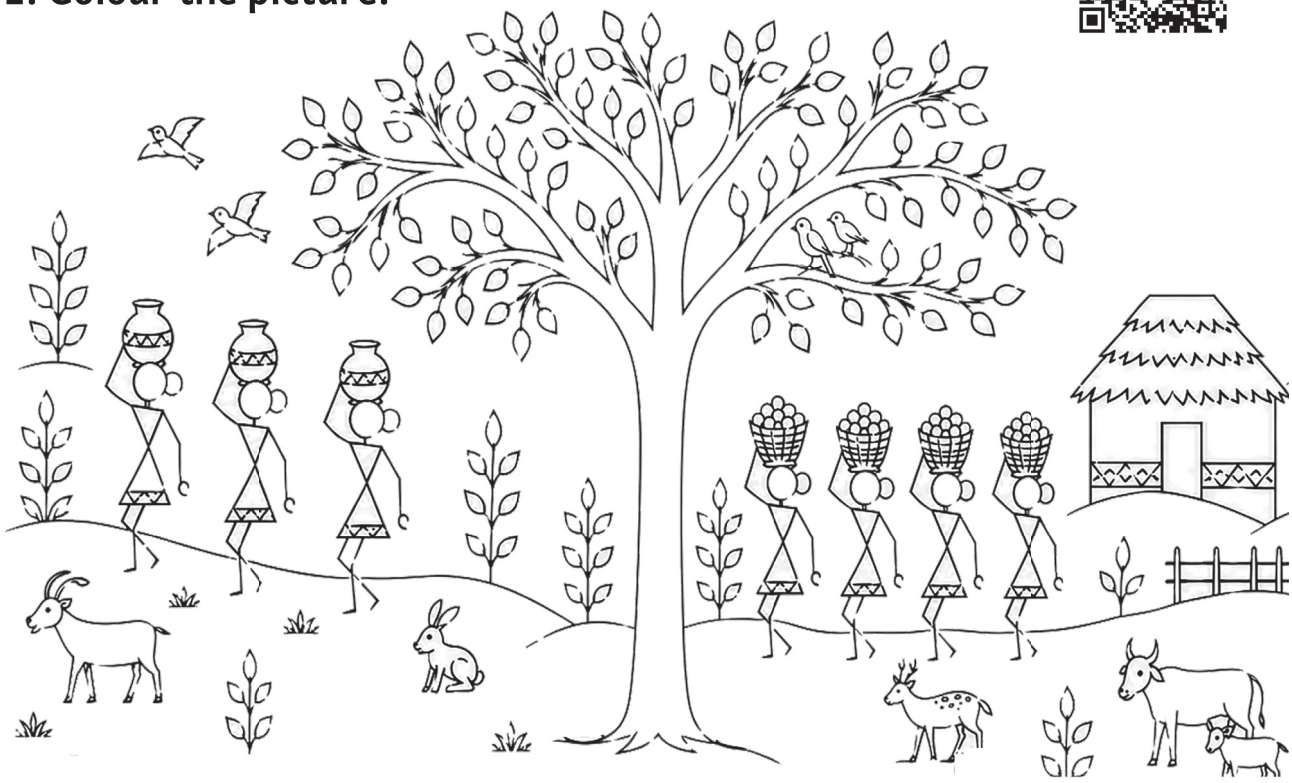
44. What is the most interesting thing you observed?

45. Is there anything more you would like to know about this tree?

Do and Learn

CV9II

1. Colour the picture.



2. Create a tree awareness poster with a picture and a slogan.



Learning Check

1. Write the name of the plant part.

Fruit Root Stem Leaf

Function	Holds the plant firmly in the soil	Makes food	Protects the seeds	Carries water
Plant part				

2. Ravi wants to grow another Hibiscus plant. He has a...

stem  flower  leaf 

Which one should he plant to grow a new Hibiscus plant?_____.

3. Which two belong to the same group? Tick (✓).

☐ Carrot & Beetroot ☐ Carrot & Potato

☐ Potato & Ginger ☐ Onion & Carrot

4. Which place is the best for growing a cactus? Tick (✓).

☐ Desert ☐ Pond ☐ Wetland ☐ Lake

5. Oral Question: A student says, "Every underground part is a root." Do you agree? Explain with examples.



What I Learnt

- I understand what plants need to grow. ☆
- I can explain the functions of the parts of the plant. ☆
- I understand the special functions of root and stem. ☆
- I can explain how plants survive in different habitats. ☆
- I understand that trees provide shelter for living things and support life on Earth. ☆
- I can observe, record and share information about a tree. ☆

I Can Do

1. A farmer pulled out a young plant from the field. It had one thick main root with smaller branches. Which plant could it be? Tick (✓).






2. Which one is different? _____ Why? _____.


Carrot


Potato


Onion


Ginger

3. Sequence the steps of how water is carried in the plant by numbering from 1 to 3.

a) Water reaches leaves and flowers -

b) Roots absorb water -

c) Stem carries water -

4. A plant's leaves became dry. Tick (✓) the reason.

- Too much sunlight
- Too many flowers
- No sunlight
- No water

5. Draw the roots of this plant.



6. Oral Questions

a. What might happen if a plant had no leaves?

b. Why should we protect trees even if they do not give fruits?

7. Project - Plants Around Me

Observe any five trees around your home / school/ street. Name them and draw their leaves.

2 Food We Eat

How does food reach our plate?

The Journey of Rice

Arun is about to throw away his vegetable biryani. Grandma gently stops him.



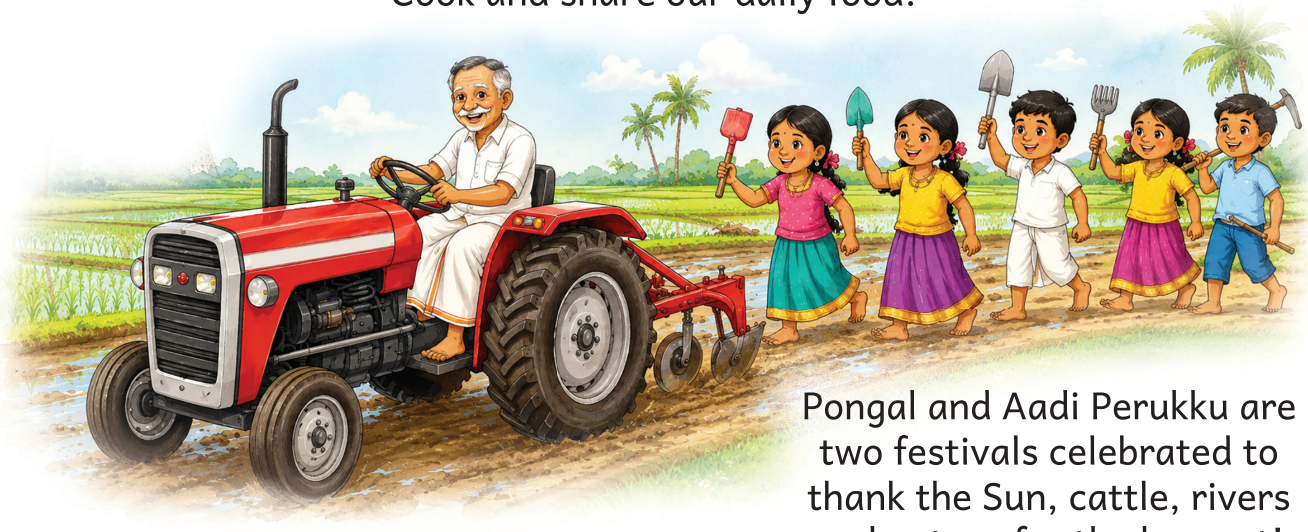
Let us sing!

Clap your hands! Sing along!
Plough the field, strong and long!

Wave your hands! Touch your toes!
Water well, as the green crops grow!

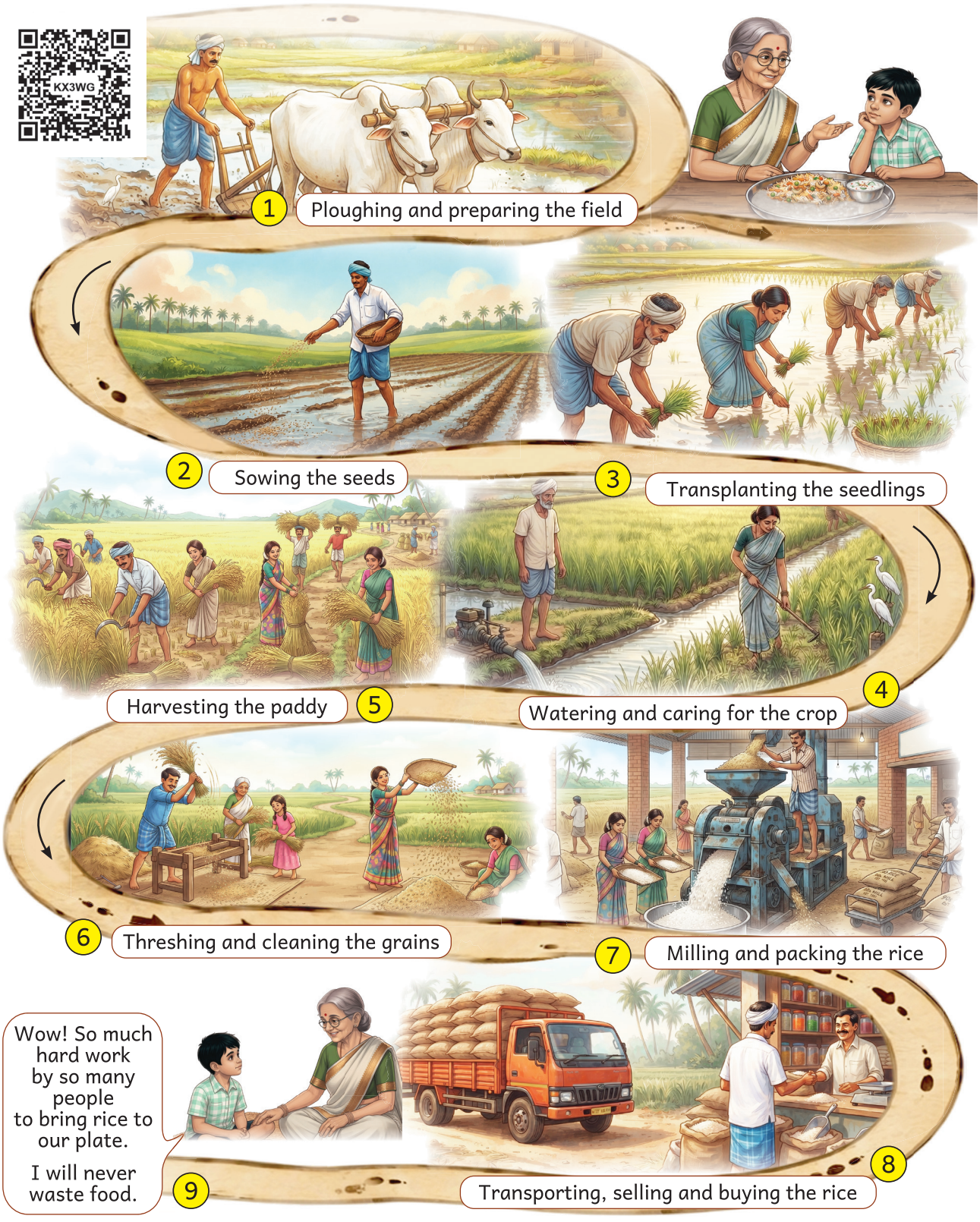
Snap your fingers! Tap your feet!
Harvest golden rice so sweet!

Tap your knees! Nod your head!
Cook and share our daily food!



Pongal and Aadi Perukku are two festivals celebrated to thank the Sun, cattle, rivers and nature for the harvest!

Observe and Discuss



Every grain is precious. Let us respect food and not waste it.

THB Ask children to observe the pictures carefully and discuss the journey of rice from field to plate.

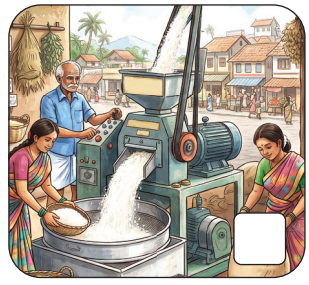
Do and Learn

1. Number from 1-8, sequence of the journey of rice.







2. How many helpers and things are hiding in one bowl of rice?


Sun


Water pump


Butterfly


Rain


Bull

Category	Name
Natural Helpers	
Animals	
People	
Machines, Vehicles	


Tractor


Lorry


Farmer


Person who cooks


Earth worm


Soil


Shop Keeper

THB Guide them to understand that nature, people and machines contribute in different ways to bring food from the field to our plate.

3. Think and Write.

a. Which step of the journey of rice takes the longest time?_____

b. Which step is the most important? Why?_____

c. What might happen to the paddy plants, if there is no rain during the growing stage? _____

4. Share the story of rice with your family.

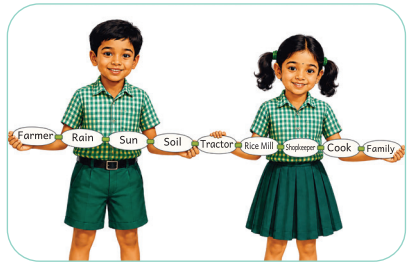
Activity Time



Give each child one rice shaped paper.



Ask them to write the name of one helper/ thing they want to thank in the journey of rice. Thank you _____.



Join the grains and make a beautiful chain of gratitude.

Ingredients of Food

HU3UG

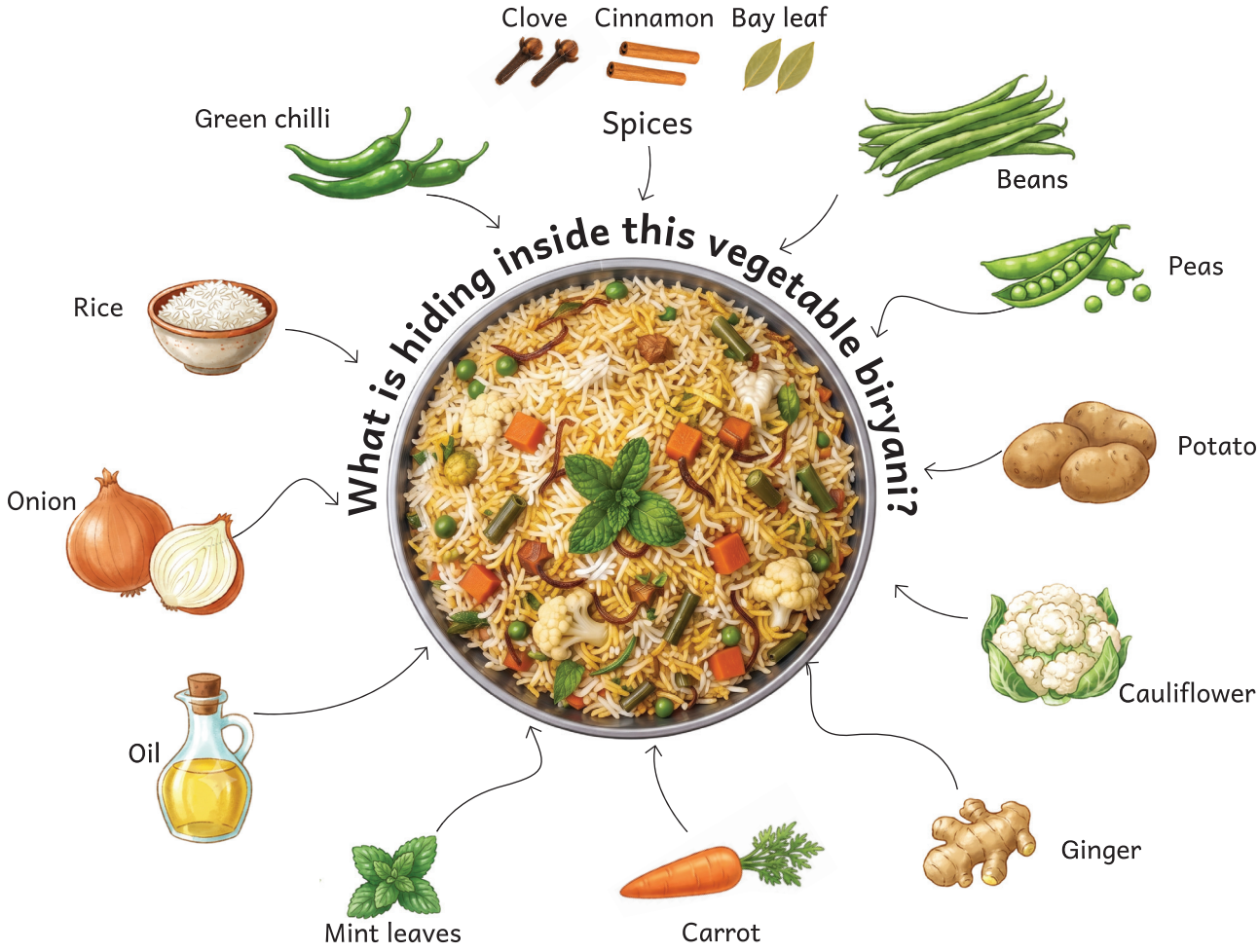
Grandma, now I know the journey of rice. Does only rice have a journey?

No, Arun. Every grain, every vegetable, every spice has a story!

Really? Then my vegetable biryani is full of stories!

Yes! Can we find out what ingredients are there in your biryani?

Observe and Discuss



A meal is made using many ingredients.
Different ingredients give food its taste, colour and smell.

THB Discuss the various ingredients and their contribution to the dish.

Black pepper is called the **"King of Spices"**. Cardamom is called the **"Queen of Spices"**.

Do and Learn

1. Observe the picture and answer.

a. Which ingredient is used the most? _____

b. Which ingredient is added in small quantities? _____

c. Which ingredients give the biryani its pleasant smell?

2. Let us make pongal!

Read the recipe and fill in the blanks.

moong dal	salt	ghee	cumin seeds	curry leaves
rice	black pepper	water	cashew nuts	

Wash the  _____ and  _____.

Cook them with  _____ until soft. Then add 

_____ . Heat ghee  in a pan. Add 

_____ seeds, crushed  _____ , ginger,

 _____ leaves, and  _____.

Fry well, mix and serve hot.

3. Compare the ingredients used in the biryani and pongal. Discuss and write.

a. Which ingredients are used in more than one dish?

b. Which ingredients are used in only one dish?

c. Which dish has the greatest variety of ingredients?

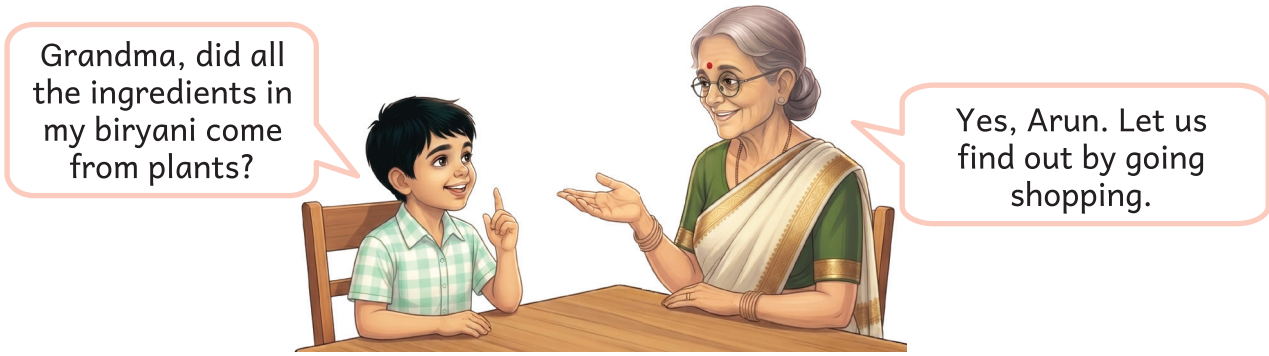


Support the children to complete the activities.

Parts of Plants as Food

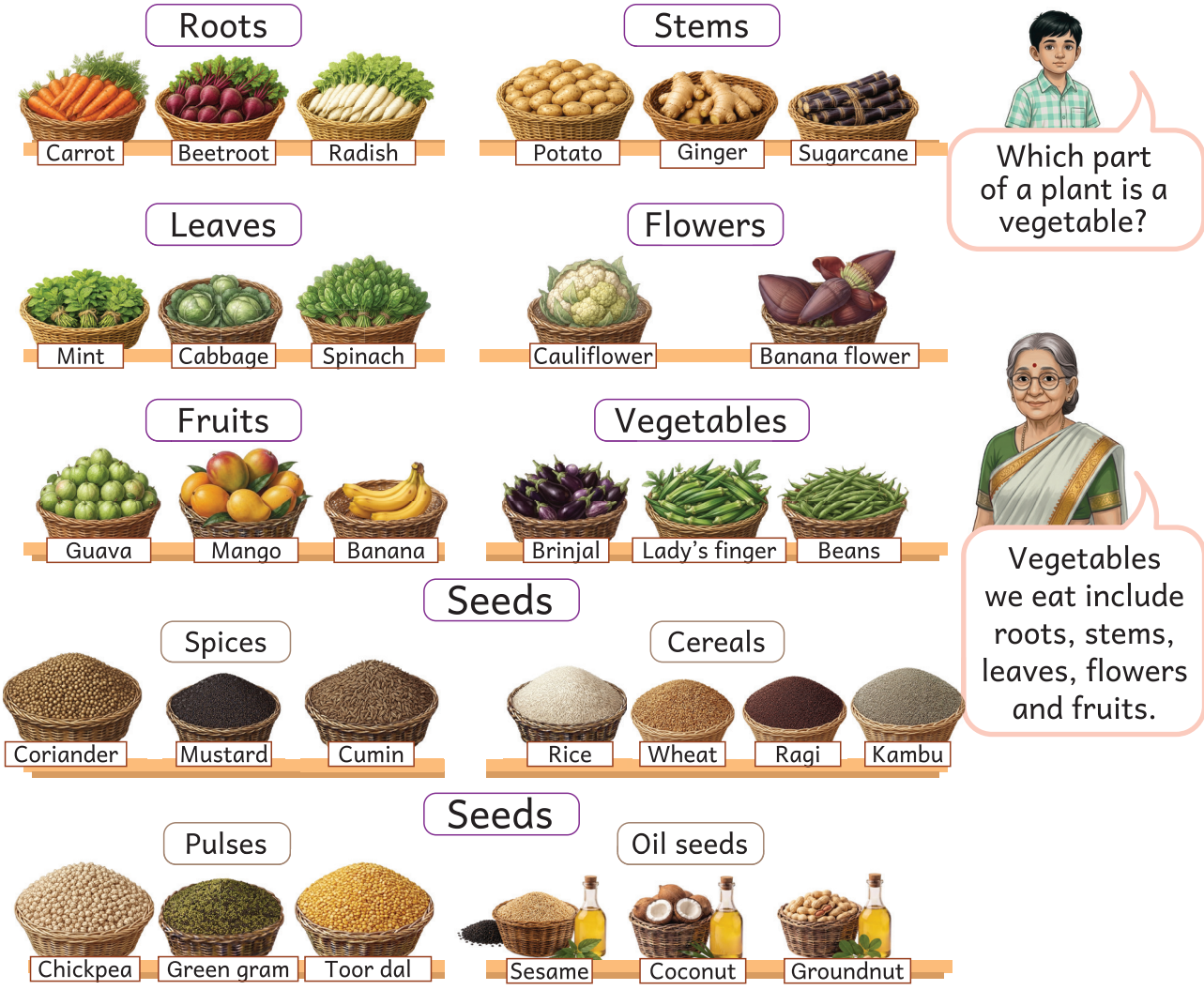
Which parts of the plant does our food come from?

Arun's Doubt....



Grandma takes Arun to a special shop where each shelf has ingredients from only one part of the plant.

Observe and Discuss



Different plants give us different foods. Also, we eat different parts of the same plant.

Do and Learn

From which shelves will you collect the ingredients of biryani?

1. Complete the table. Use the picture to help you. Write.

Seed Leaf Root Stem Flower Fruit



Rice _____



Ginger _____



Coriander _____



Tomato _____

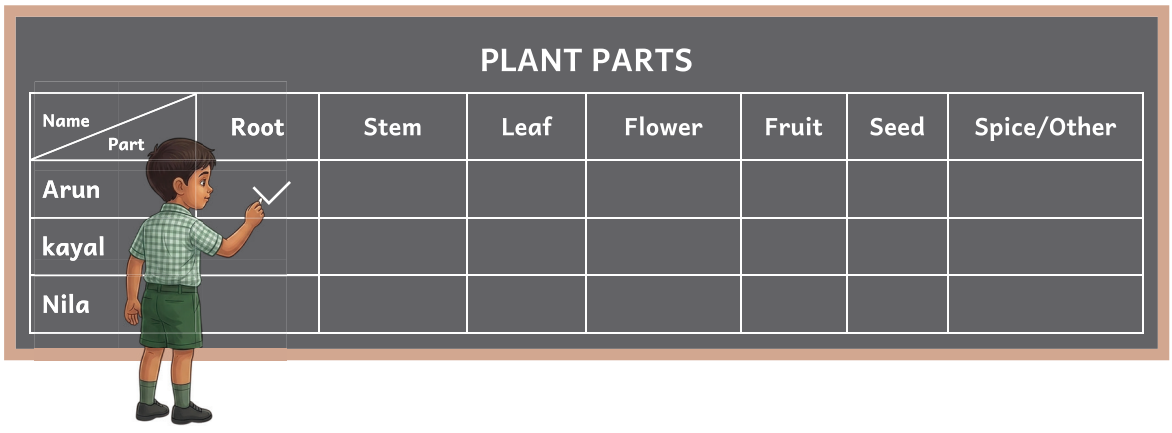


Cauliflower _____



Carrot _____

2. Talk to your family and list the ingredients used in a meal. Identify and write the plant part of each ingredient and share it in class.



PLANT PARTS

Name / Part	Root	Stem	Leaf	Flower	Fruit	Seed	Spice/Other
Arun	✓						
kayal							
Nila							

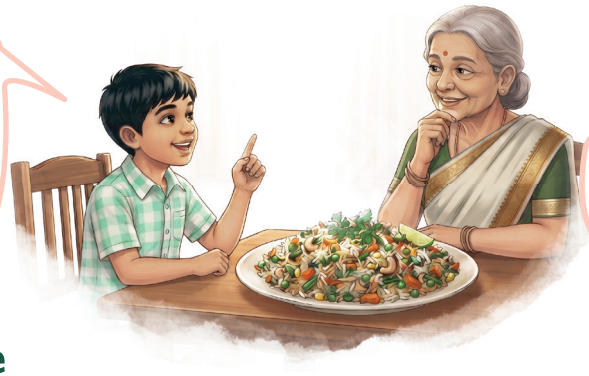
3. What did you notice about the ingredients? Tick (✓).

- Some ingredients are used in many meals. ☐
- Different meals use different ingredients. ☐
- One ingredient can be used in many ways. ☐

4. Project: Ask a family member for a shopping list. Go shopping with them. Identify the plant part of each ingredient you buy.

Seeds

Why are seeds so important to us?



Activity Time

Come along and sing with me!

Clap your hands! Stamp your feet!
What are the cereals we like to eat?
Rice, wheat, ragi, kambu!
Healthy cereals for you and me!

Clap your hands! Stamp your feet!
What are the pulses we like to eat?
Toor dal, green gram, black gram, chickpea!
Healthy pulses for you and me!

Clap your hands! Stamp your feet!
What gives oil for us to eat?
Groundnut, sesame, coconut!
Cooking oil for you and me!

Clap your hands! Stamp your feet!
What makes food good to eat?
Mustard, cumin, pepper, fennel!
Tasty spices for you and me!

Clap your hands! Stamp your feet!
They're all seeds! They're all seeds!


Wheat


Rice


Green gram


Toor dal


Groundnut


Pepper


Fennel


Ragi (Finger millet)


Chickpea


Kambu (Pearl millet)


Black gram


Coconut


Sesame


Cumin


Mustard

Many foods that we eat - cereals, pulses, oil seeds and many spices are seeds. They give us food today and can grow into new plants tomorrow.

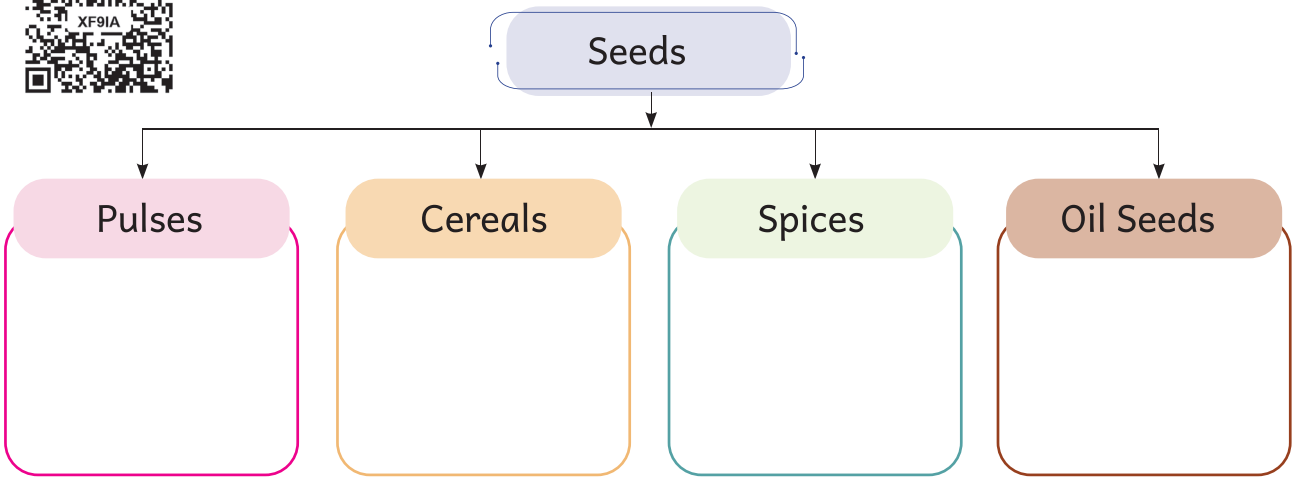
THB Bring as many seeds as you can to class and show them to the children.

Do and Learn

1. Use the song, identify the various seeds and complete the table.

Rice, Green gram, Ragi, Chickpeas, Wheat, Toor dal, Maize,
Black gram, Cardamom, Mustard, Sesame, Coconut, Cumin, Groundnut,
Pepper, Sunflower seed, Coriander.

XF9IA



2. Tick (✓) the odd one out.


☐ Rice

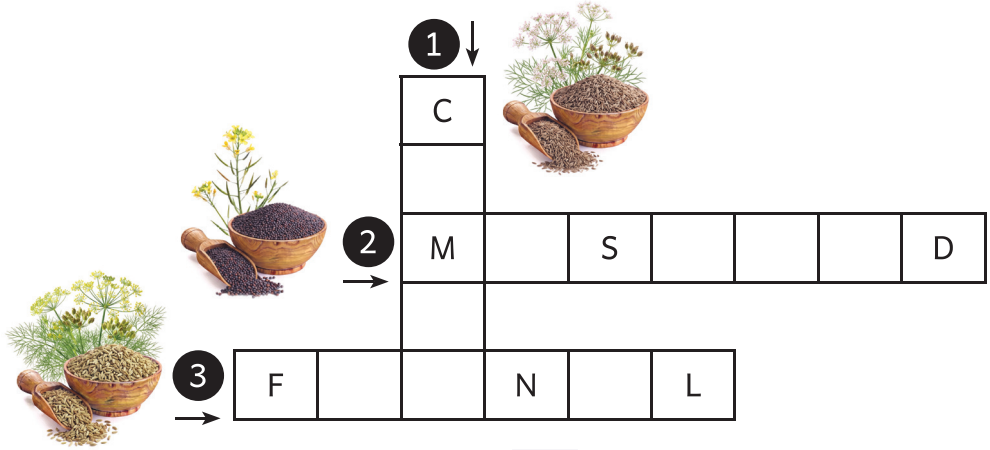

☐ Wheat


☐ Chickpea


☐ Ragi

This is an odd one because it is a _____.

3. Complete the spices crossword.



4. Draw lines to match the ingredients with the correct food.


Curry leaves ○


Tamarind ○


Toor dal ○


Urad dal ○


Vegetables ○


Mustard seeds ○


Rice ○





Classify the ingredients under Cereals and Pulses.

Food Item	Cereals	Pulses
Idli		
Sambar		

5. Find out the pulses needed to prepare these food items.

Vada  → ----------

Sundal  → ----------

Greens

How can we identify different greens?

JR9SV

Observe and Discuss

Arun's mother wants him to buy Sirukeerai, Grandmother wants him to buy Murungakeerai.


Mint


Curry leaves


Murungai keerai


Spinach


Sirukeerai


Coriander



Greens help us grow, play and stay active every day.

THB Bring different greens to class and help children identify them.

Do and Learn

1. Answer the following

a. Share dishes made at home using greens.

b. Which greens do you like to eat? Why?

c. Which green leaves do we use to make chutney?

2. Make an imprint of leaves on a sheet of paper.









3. Go to the vegetable shop with your family and identify various greens.

4. Match.







Mint

Spinach

Curry leaves

Sirukeerai

Murungai keerai

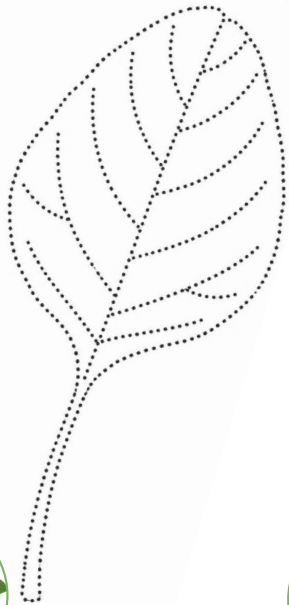
Coriander



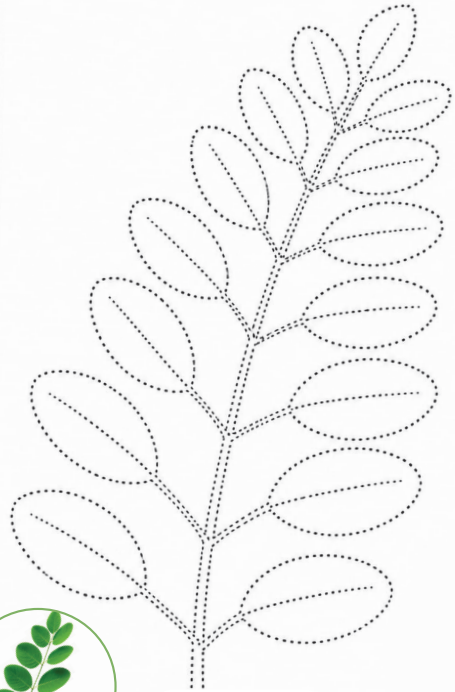




5. Trace the greens and colour.









Sirukeerai



Spinach

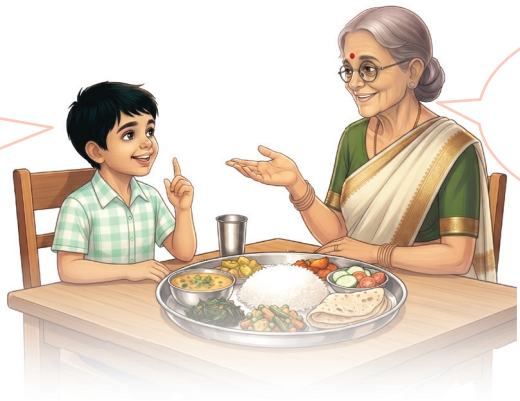


Murungai keerai

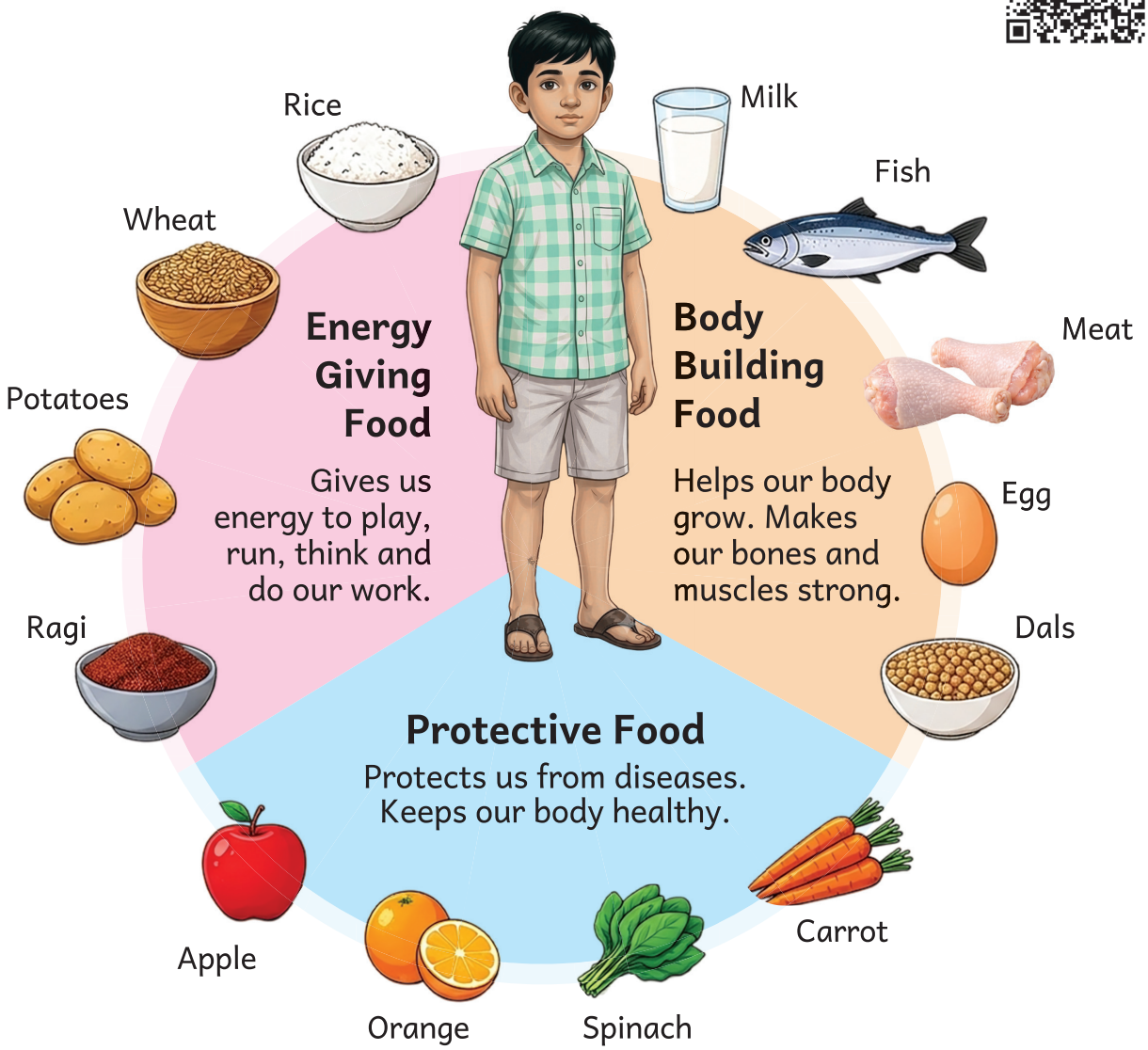
Food Groups

Observe and Discuss

Grandma, we eat different parts of the plant. Why do we need to eat so many different kinds of food?



We eat a variety of food items because they belong to various food groups.



Each food has a special job. Some give us energy, some help us grow, and some protect us from diseases. Eat a variety of food items every day to keep healthy and strong!

Water

Helps our body work well.

Too little water makes us tired and thirsty.

Drink plenty of clean, safe water every day, especially on hot days.

Small help! Big difference!

Keep a bowl of clean water near your home for animals.



QI1CM

Healthy Drinks

Root	Stem	Leaf	Fruit	
				
Carrot	Sugarcane	Mint	Lemon	Tender coconut water

We can get and can make healthy drinks from different parts of the plant.

Colour 🟢 for the leaves, 🟤 for the roots , 🟡 for the fruits, 🟣 for the stems used to make healthy drinks.



○ Tender Coconut Water



○ Sugarcane Juice



○ Lemon Juice

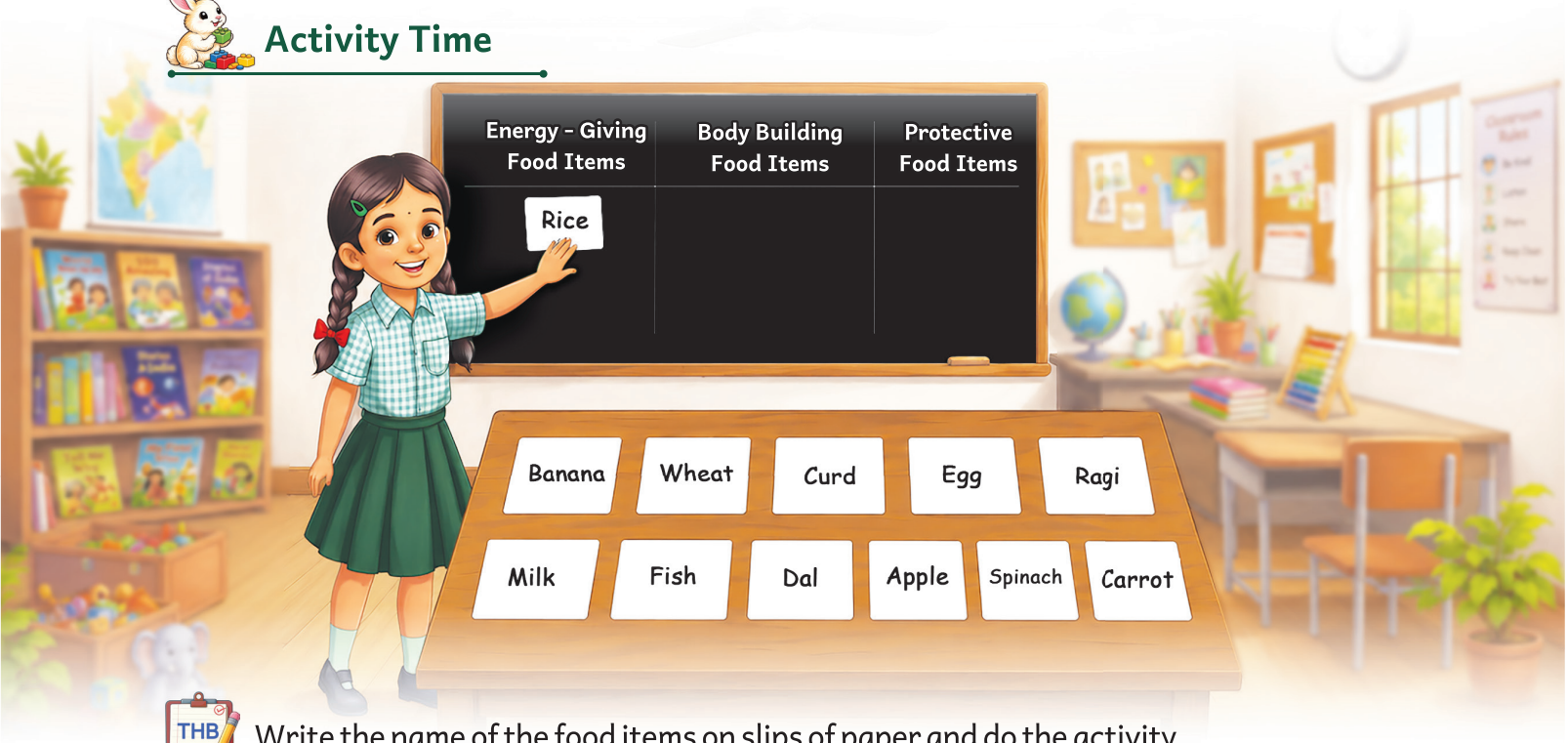


○ Mint Juice



○ Carrot Juice

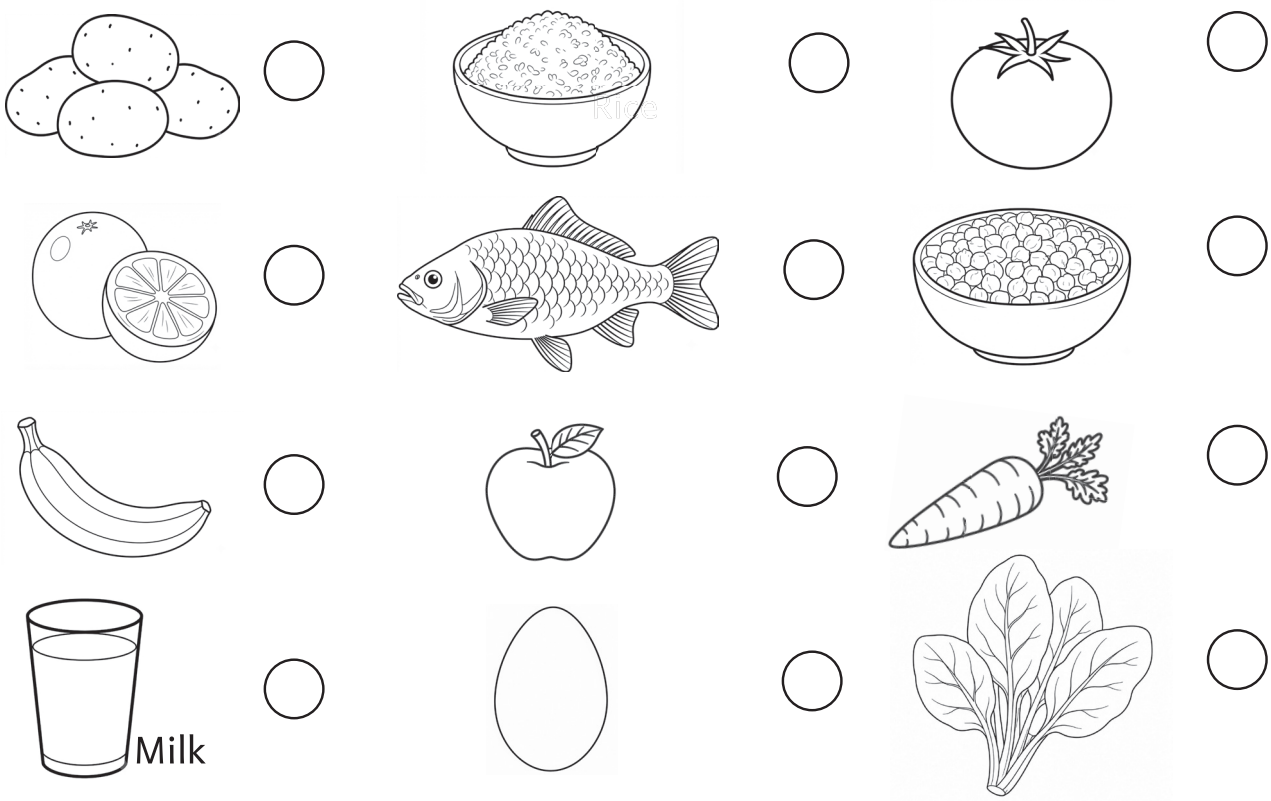
Activity Time



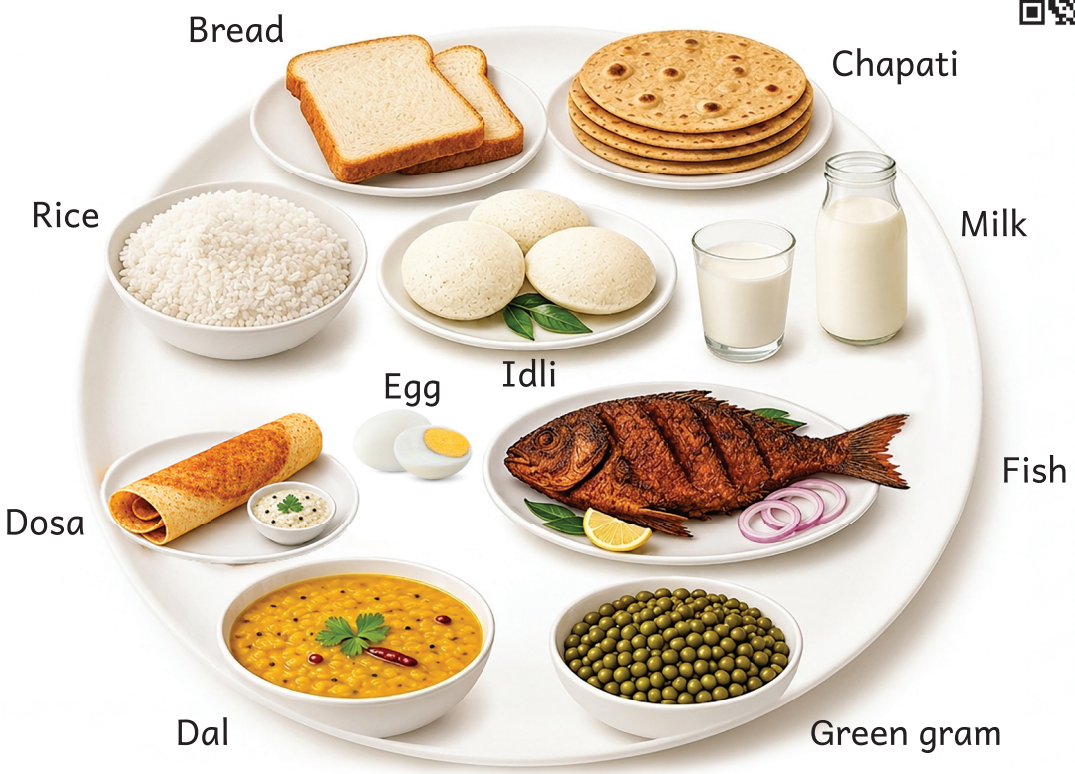
THB Write the name of the food items on slips of paper and do the activity.

Do and Learn

1. Colour the body building food items ●, energy giving food items ● and protective food items ● in the given circles.



2. Answer the following.



a. Which food group is missing? _____

b. What may happen if we do not eat it? _____

3. Choose one food item from each group and make your lunch plate.

Lemon rice, Ragi porridge, Fruit salad, Idiyappam,
Wheat dosa, Fish curry, Omelette, Dal curry, Sundal,
Mutton curry, Vegetable salad, Keerai poriyal

Energy giving food: _____

Body building food: _____

Protective food: _____



4. **Project : Record what you ate on one day and identify the food group of each item.**

	Dishes	Energy Giving	Body Building	Protective
Breakfast				
Lunch				
Dinner				

Some Famous Foods of Tamil Nadu



Srivilliputhur Palgova



Kumbakonam Degree Coffee



Thoothukudi Macaroon



Tirunelveli Halwa



Ooty Varkey

Ask your grandparents / family members about a famous food from their native place and write it.

Learning Check

1. Your lunch has food items made from roots and stems only. Which food item should you add to include another plant part? Tick (✓).

   a) Spinach b) Potato c) Ginger d) Carrot

2. If the biryani has no aroma, what can you infer? Tick (✓).

   a) Spices may not have been added.

   b) There are not enough vegetables.

3. Look at the pictures and tick (✓) which stage needs the most water?



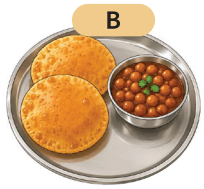






4. Which plate has food items from all three food groups? Tick (✓).





A ◯
B ◯

5. Oral Question: Share three healthy eating habits that you follow.

What I Learnt

- I know the journey of rice from the farm to my plate and the people who make it possible. ☆
- I can identify the plant parts of the ingredients in various food items and drinks. ☆
- I can choose energy giving, body building and protective food items to make a healthy meal. ☆
- I follow healthy eating habits and do not waste food. ☆

I Can Do

1. **Your Grandma wants to prepare sambar. Which group of seeds should she buy? Tick (✓)**

   ☐ Pulses ☐ Cereals ☐ Oil seeds ☐ Spices

2. **Your mother is preparing vegetable biryani. Help her choose one food item from each plant part and write it.**


Cauliflower


Tomato


Coriander


Carrot


Ginger


Rice

Root: _____ Stem: _____

Leaf: _____ Fruit: _____

Flower: _____ Seed: _____

3. **Answer the following.**

Name 3 seeds we eat. _____ _____ _____

Name 2 greens we eat. _____ _____

Name 1 spice used in your kitchen. _____

4. **Design a healthy menu for your lunch.**

Lunch	

5. Find the odd one.

Toor dal Sesame Urad dal Chickpea

_____ is the odd one because it is a _____. (oil seed / pulse)

6. Oral Questions

a. Your friend throws away half a plate of rice. What will you tell your friend?

b. Name two helpers who help bring your food from farm to plate.

7. Project

Collect 5 different seeds available in your kitchen. Observe each seed carefully and complete the table.

Seed Name	Drawing of the Seed	Group Cereal / Pulse / Oil seed / Spice

Which seed do you use every day? _____

Learning Journey

Uses energy-giving, body-building and protective foods to balance a meal.

Explains and values how food reaches our plate by describing the journey of rice and recognising the contribution of farmers and other helpers.

Classifies foods according to the edible parts of plants and identifies the ingredients used in common dishes.

Identifies and compares common trees, explains their ecological and cultural importance and practises an ethic of care for trees and other plants.

Identifies, compares and classifies root and stem modifications and plant adaptations based on their functions and habitats.

Explains the requirements for plant growth and the functions of plant parts through observation, recording and drawing inferences.



STANDARD THREE

TERM – II

SOCIAL SCIENCE



Preface

The Social Science textbook for Class 3 emphasises joyful learning, inquiry and meaningful engagement with the world around the child, in accordance with the vision and structure of the Tamil Nadu Curriculum Framework (TNCF) 2025.

As recommended in the Tamil Nadu State Education Policy, this textbook incorporates inclusivity, adherence to constitutional values, fostering of age-appropriate and critical understanding regarding caste, gender and diversity, the integration and comprehension of local traditions, environmental literacy, 21st century skills and socio-emotional learning.

Learning Progression

This term is designed to help children connect with the past through stories, objects, and memories, and understand how travel and transport have changed over time. The lessons encourage observation, comparison, creativity, critical thinking, and reflection.

Unit 1: Box That Tells a Story

- Understanding the changes that have occurred in daily use objects.
- Learning the past through stories, objects, places, and people's memories.
- Knowing about present-day life and ancient Tamil lifestyle (food, housing, clothing, games, etc.).

Unit 2: The Paths Travelled

- Understanding the role played by animals in transporting people and goods in ancient times.
- Understanding ancient and modern-day modes of transportation.

Key Features of the Textbook

- Valuing children's perspectives.
- Providing opportunities to develop social skills.
- Ensuring their participation in the classroom.

Discuss and Learn



- Observe keenly and discuss.
- Discuss through questions.
- Discuss by making connections.

Let us Share



- Respecting diversity.
- Putting oneself in others' shoes.
- Express one's views confidently.

Let us Draw / Let us Sing / Let us Act

- Arts integration.
- Creativity.
- Collaborative Learning.



Let us Write



- Communication.
- Sequencing of events.
- Reflecting the ideas.

Competency-based Comprehensive Assessment

Assessment is intended to be competency-based comprehensive assessment, based on observation, participation and simple reflective activities rather than memorisation alone.

Assessment as Learning



Following each core theme, Learning Checks are conducted using multi-modal activities, including:

- Written test
- Oral question
- Project

Self-Assessment



At the end of each unit, children are provided with opportunities to self-assess their progress.

At this foundational stage, children begin to observe their surroundings with a structured approach, raise questions and develop an understanding of them. This Social Science textbook is expected to foster children's social curiosity, an appreciation for diversity and a sense of responsibility towards society and the environment.

Contents

Unit-1

A Box That Tells a Story

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Listen to the Story!





Unit-2

The Paths Travelled

Travel by Foot...! 145

Travel by Bullock Cart...! 150

Travel by Horse Cart...! 153

SZ2VM
e-book

XV8QZ
Inclusive book

AY8YR
THB

PA4OW
Assessment

Unit 1

A Box That Tells a Story

KP8IS

Grandpa's Pen...!



Discuss and Learn

Painting work was going on at Mugilan's house. Mugilan's grandfather and father were bringing down old items from the loft (*paran*) of the house. Just then, father gets ready to bring down a wooden box.

Thatha: Give it carefully!

Appa: Alright, Appa. After all, this is your treasure box! I know it's importance.

Mugilan: A treasure box? Does that mean the box is filled with gold jewellery?





Thatha: No Mugila, these are all things that I collected and used in the past. Let me show you.



Mugilan: Thatha...
What is this? It looks like an old, rusted nail.

Thatha: This is an *ezhuthani*.

Mugilan: An *ezhuthani*? What does that mean, Thatha?

Thatha: What do you use to write with nowadays?



Mugilan: I write with a pen, Thatha.

Thatha: This was the pen my Thatha used. There are many such things inside this box that you have never seen before, you will be surprised.

Let us Share

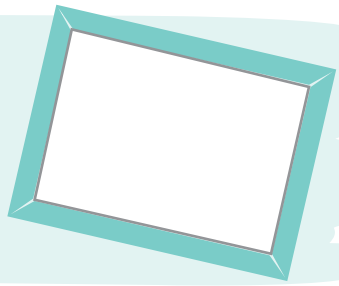
Do you think old things can be valuable? What is one item you would like to store carefully? Why?

Let us Find

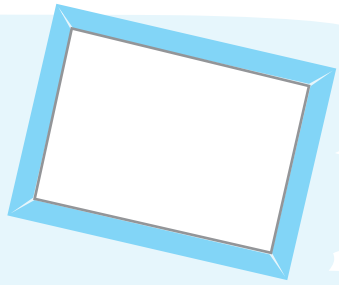
1. **Write the correct answers to the riddles and draw their pictures.**

(long dice, top, *ezhuthani*, comb)

I have many teeth,
but I won't bite.
Who am I?



My body is made of iron, but only the tip is
like a needle. I shower you with letters.
Who am I?

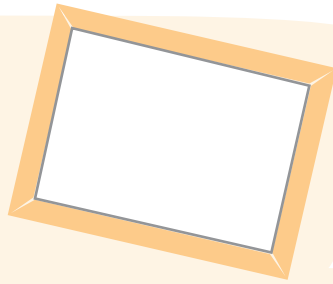


2. **Complete the riddle. Create a riddle.**

I can move without legs.

_____

_____



_____

_____

_____



Encourage children to create riddles and display them in the classroom art gallery.

Let us Draw

Complete the picture and colour it.



Did You Know?

Pieces of pottery unearthed at Keeladi.



ஆதன்
(atan)



குவிரன் ஆதன்
(kuviran atan)



அற
(ara)



அ
(A)

In olden times, people already knew how to read and write. We can see this from the letters carved on pieces of pottery.



In Mugilan's Dream...!

Discuss and Learn



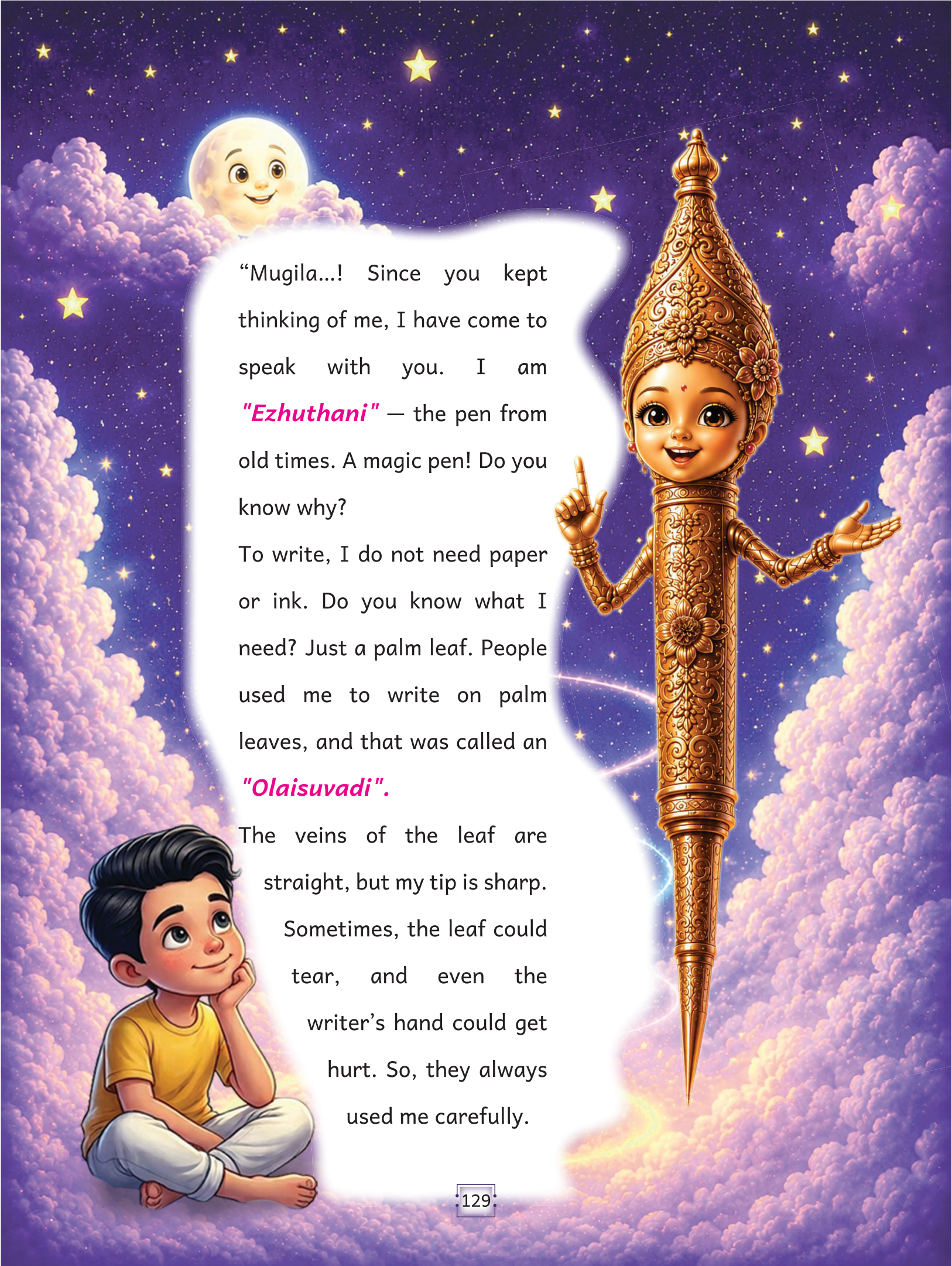
Many objects in Thatha's treasure box amazed Mugilan. But the *ezhuthani* stayed in his thoughts. He went to sleep thinking about it.

"Screeech... phutt!" came a sound. Then a voice called out, "Mugila...! Mugila...!" Hearing someone call him, Mugilan woke up.

What was that sound?

All of a sudden, the *ezhuthani* near Thatha's treasure box began to speak.





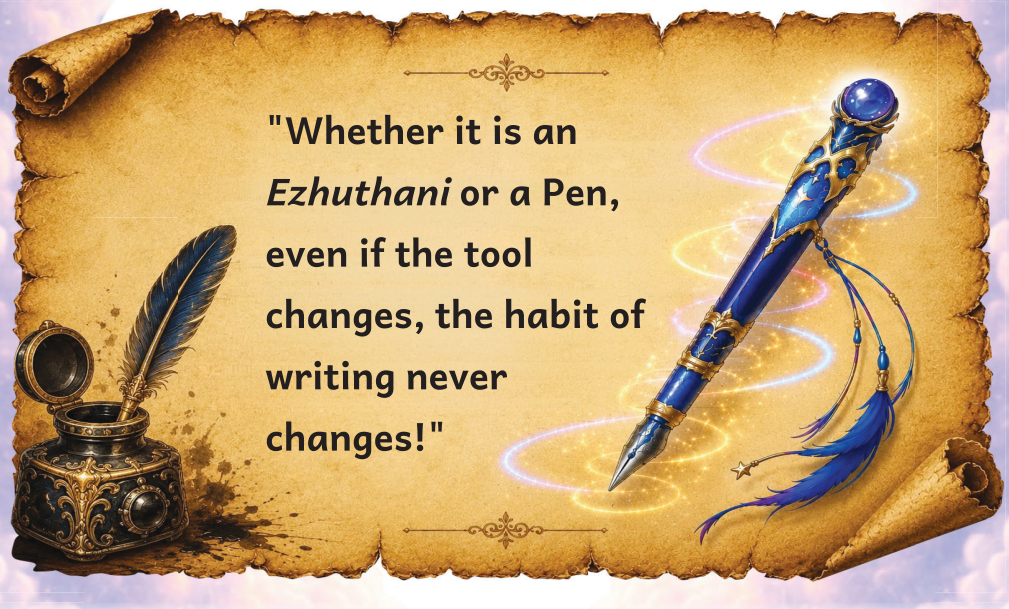
“Mugila...! Since you kept thinking of me, I have come to speak with you. I am ***"Ezhuthani"*** — the pen from old times. A magic pen! Do you know why?

To write, I do not need paper or ink. Do you know what I need? Just a palm leaf. People used me to write on palm leaves, and that was called an ***"Olaisuvadi".***

The veins of the leaf are straight, but my tip is sharp. Sometimes, the leaf could tear, and even the writer’s hand could get hurt. So, they always used me carefully.

Letters written using me could never be erased. That is why people wrote very carefully, without mistakes.

Today your pen can be thrown away after use. But look at me, Mugila! Many years have gone by, and I am still safe in Thatha's treasure box. I feel proud.



Hearing Amma's voice say, "Mugila..! Wake up... it is time for school...", Mugilan opened his eyes. "Was all of this a dream?" Mugilan smiled. He quickly got ready for school, eager to share his dream with his friends.

Did You Know?

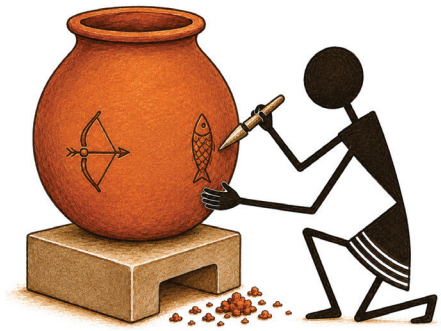


Apart from the *ezhuthani* made of iron, *ezhuthanis* made of copper, bronze and ivory were in use.

From *Ezhuthani* to Pen



In the olden days, people painted pictures on rocks and clay pots. Later, they made scratches on rocks.



Then, they carved letters as symbols on clay pots using sharp iron tools.



Then, they started writing 'Tamizhi' scripts in caves using sharp tools.



Later, they began writing on *olaisuvadi* using a sharp-pointed *ezhuthani*.



Later, they dipped bird feathers in ink and wrote on cloth.



After that, they filled pens with ink and wrote on paper.



Currently, touch screen pens are also in use.

Did You Know?

In Tamil Nadu, cave and rock paintings have been found in places like Keezhvalai, Karikaiyur, Kodanthur, Mayiladumparai, Sittannavasal and Mallappadi.

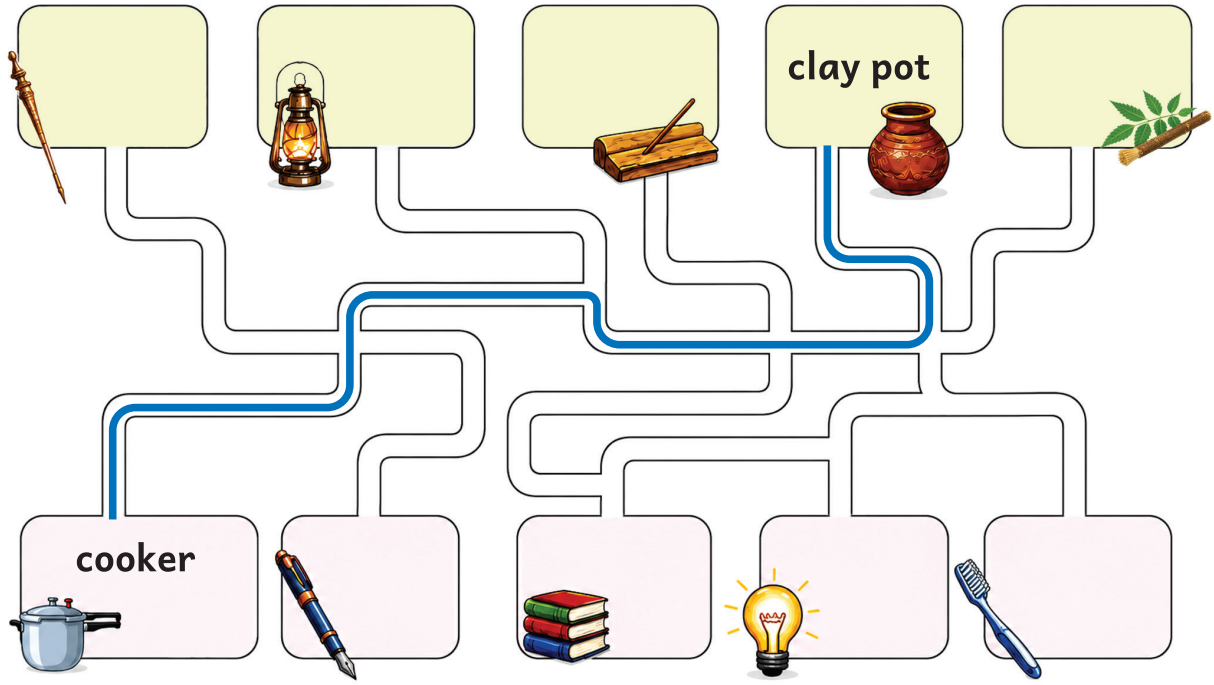
Let us Share

If you could bring back just one object from olden times, which object would you choose? What would you use it for?

Let us Find

1. Write the names of the objects shown in the pictures and match the old objects with the modern objects.

(toothbrush, electric bulb, *ezhuthani*, *olaisuvadi*, neem stick, book, pen, oil lamp)



2. Colour the words given below using the clues.

Only present in the olden days

Only present in modern times

Present from olden to modern times

fire torch	*ezhuthani*	gas stove
multi-storey house	newspaper	metal vessel
mobile phone	*olaisuvadi*	grinding stone

Let us Draw

Draw and colour the object to show how it has changed over time.

Olden Days	Modern Times
	
	
	

Guide children to draw and colour pictures of their choice in the last set of boxes.



Learning Check

1. Fill in the blanks with the correct words.

(electric fan, book, grinding stone, electric stove)

a. *Olaisuvadi* in olden times; _____ in modern times.

b. _____ in olden times; mixie in modern times.

c. Palm-leaf fan in olden times; _____ in modern times.

d. Firewood stove in olden times; _____ in modern times.

e. _____ in olden times; _____ modern times.

Guide children to think and answer question 1(e).

2. Oral Question: Spin! Speak!

CV9MV



1. Spin the board.
2. Speak about the object the arrow points to.

THB

Follow the guidelines given in the teachers handbook to help children speak about the objects in the spinning wheel.

3. Project Work: Make an *olaisuvadi* and display it in the classroom art gallery.



THB

Guide the children to complete the project by following the instructions in the teachers handbook.



What I learnt

I will colour the ☆ for what I have learnt.

I can,

1. compare and explain the changes that have occurred in daily-use objects.
2. explain how stories, old objects, places and memories help us learn about the past.

In Grandpa's Diary...!

That evening, Sumathi and Banu arrive at Mugilan's house, to see the treasure box.

Discuss and Learn



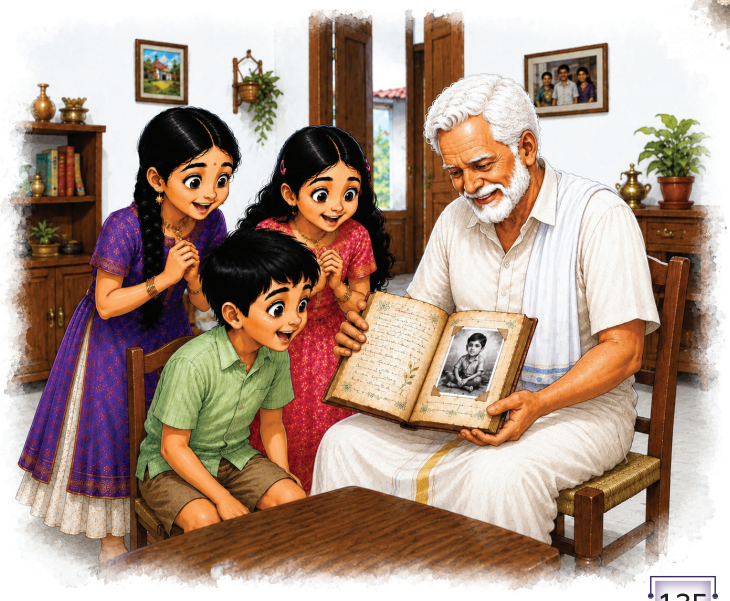
Thatha: Come, let me show you a photograph.

Mugilan: Thatha! Whose photograph is this? Looks just like my Appa...



Thatha: This is me, Mugila!

Mugilan: Is this you, Thatha?! Okay, what book is this? Why have you kept it safe?

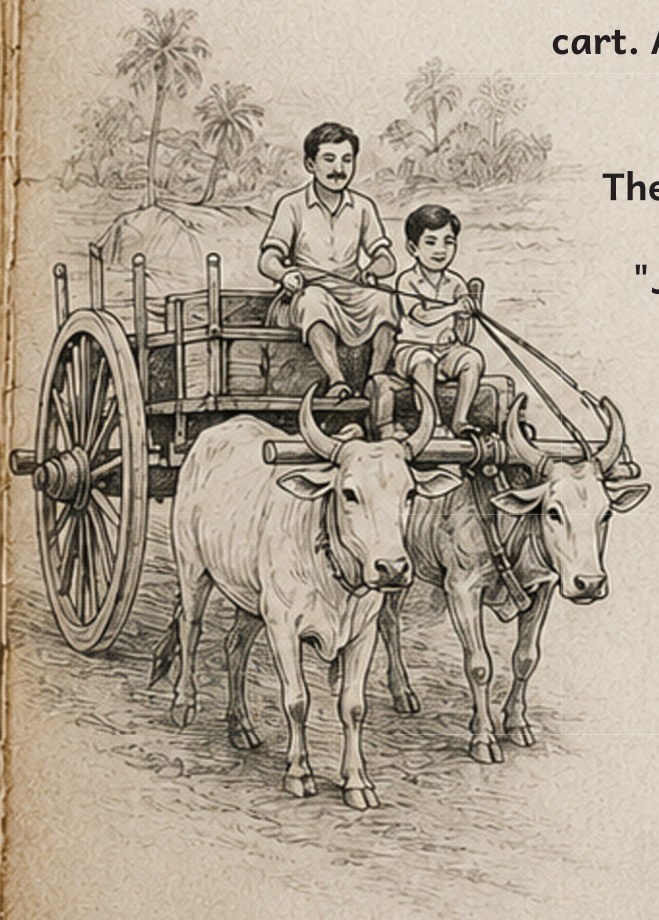


Thatha: This is my diary. Read these pages, and you will understand the reason yourself.

16.01.1962

Tuesday

Today we set out to Thatha's house in Poompuhar. It is at a distance of eighty miles. This is the first time I am travelling such a long distance in a bullock cart. Appa drove the cart.



The cart was moving with a "Jal Jal Jal Jal..." sound. I felt like driving the cart. Appa handed me the ropes and went to sit at the back. I took the ropes in my hand and flicked them. The bulls shook their heads. The bells around their necks danced..."Jal Jal Jal Jal", A cart coming from the opposite direction moved aside.

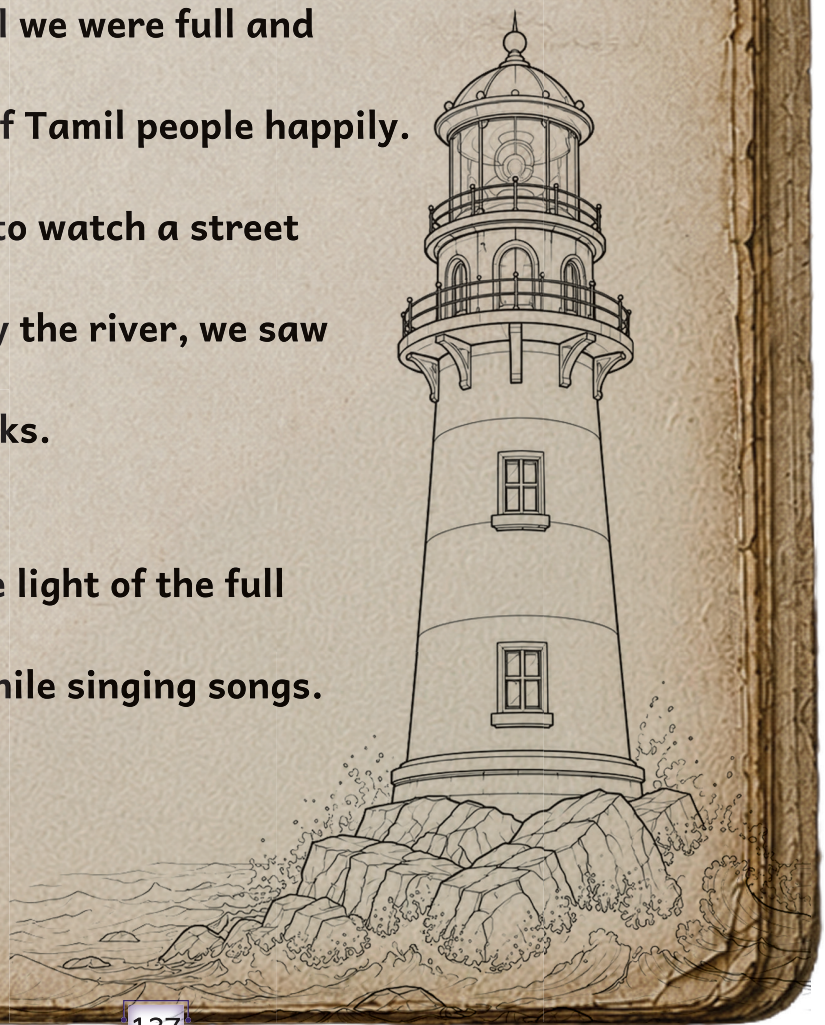
"Excellent! You drive very well," Appa praised me.

We reached Thatha's house and jumped down from the cart. Thatha looked at me, smiled and said, "Wow! You have grown up!" He went inside the house and brought out new clothes. I wore it.

Food was ready. We ate till we were full and played traditional games of Tamil people happily. In the evening, we set out to watch a street play. Sitting on the sand by the river, we saw the play. We also had snacks.

Later, we walked under the light of the full moon and reached home while singing songs.

Oh! What a happy day!





Let us Share

Is there a gathering place for people in your town or village? What is its name? What is it used for? Why did you go there?

Let us Find

1. Write the answers to the riddles and draw the matching pictures.

(camera, diary)

I have only one eye,
Yet I see the whole world,
I take your pictures.
Who am I?

If kept locked, I will remain silent.
If opened and looked at,
I will talk about your memories.
Who am I?

Encourage children to create riddles and display them in the classroom art gallery.

Let us Write

Mugilan's Diary

Date: 20.10.2026

Day: Tuesday

I asked my grandfather about his childhood experience of driving a bullock cart. I also happily made and played with a *nungu vandi*.

Your Diary

Date:

Day:

I, _____

_____

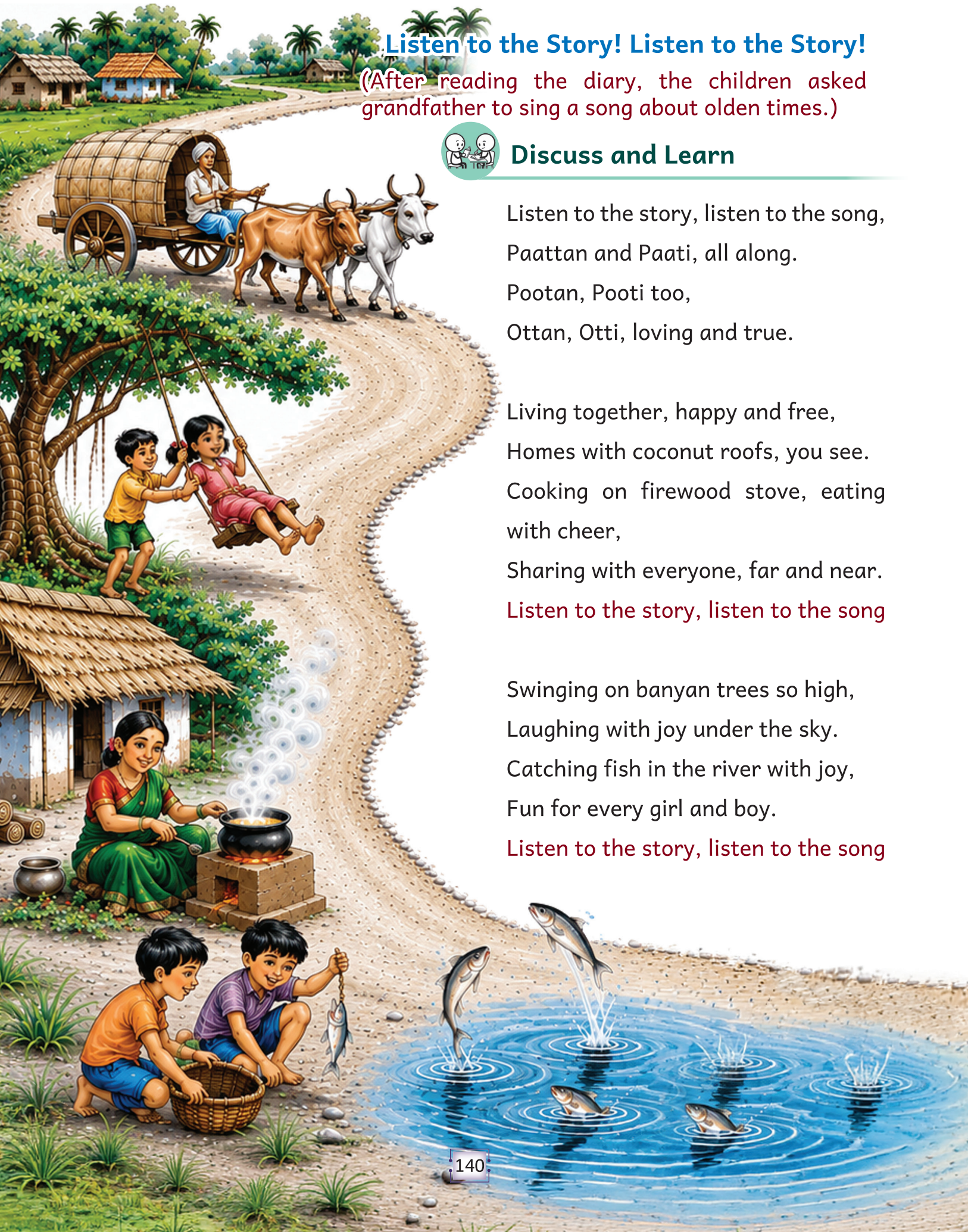
_____

_____

_____

Guide the children to continue writing diary entries by following the instructions given in the teachers handbook.

Date	My Diary...



Listen to the Story! Listen to the Story!

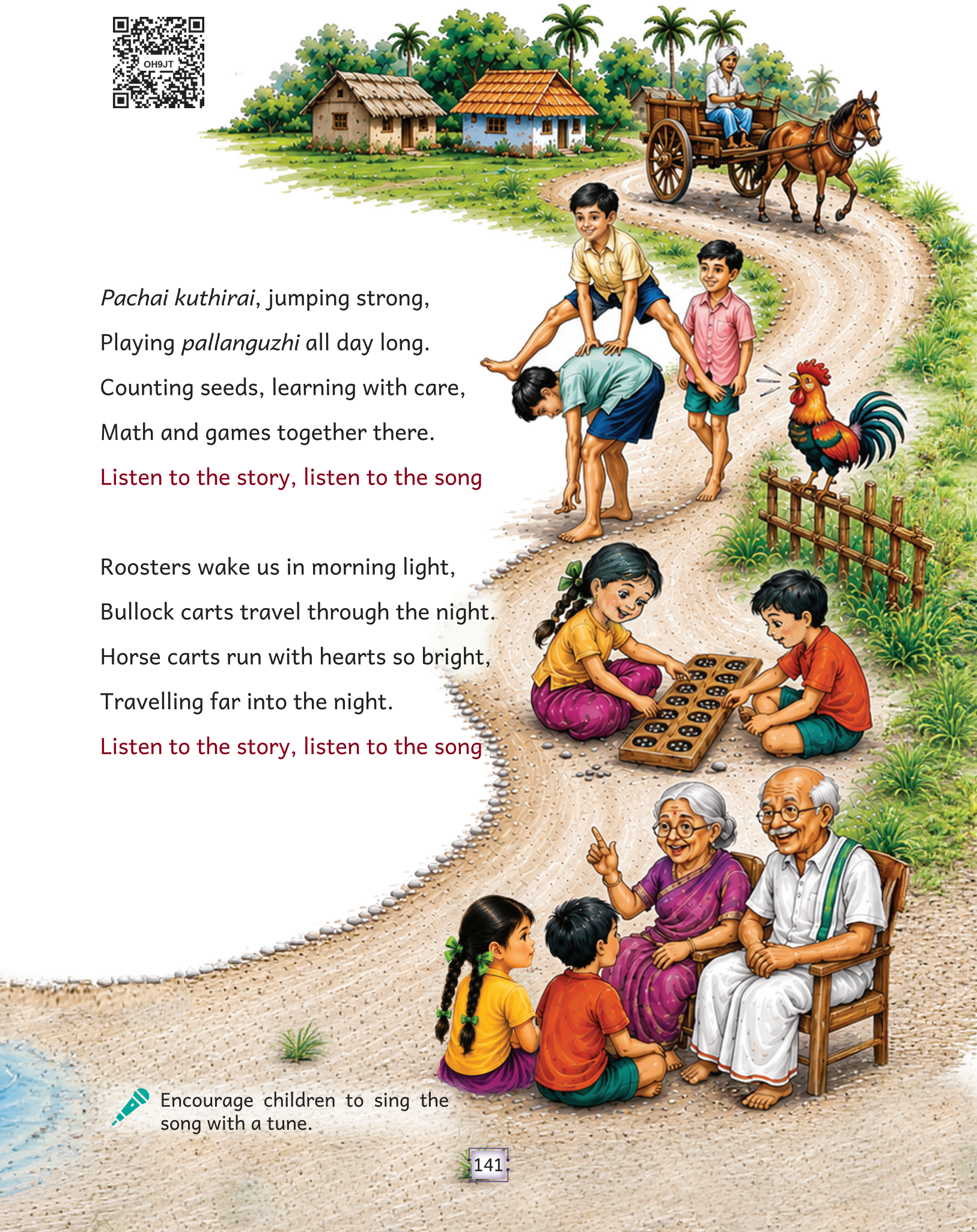
(After reading the diary, the children asked grandfather to sing a song about olden times.)

Discuss and Learn

Listen to the story, listen to the song,
Paattan and Paati, all along.
Pootan, Pooti too,
Ottan, Otti, loving and true.

Living together, happy and free,
Homes with coconut roofs, you see.
Cooking on firewood stove, eating with cheer,
Sharing with everyone, far and near.
Listen to the story, listen to the song

Swinging on banyan trees so high,
Laughing with joy under the sky.
Catching fish in the river with joy,
Fun for every girl and boy.
Listen to the story, listen to the song



Pachai kuthirai, jumping strong,

Playing *pallanguzhi* all day long.

Counting seeds, learning with care,

Math and games together there.

Listen to the story, listen to the song

Roosters wake us in morning light,

Bullock carts travel through the night.

Horse carts run with hearts so bright,

Travelling far into the night.

Listen to the story, listen to the song

Encourage children to sing the song with a tune.

Let us Share

Have the elders in your home shared stories about their lifestyle (food, clothing, housing, games)? How have those things changed now?

Let us Find

DU9VQ

1. Choose and write the correct names for the relationships.

a. Appa's Appa _____ (Paattan / Ottan)

b. Paatti's Amma _____ (Otti / Pootti)

c. Paattan's paattan _____ (Poottan / Ottan)

d. Amma's Amma _____ (Paatti / Otti)

e. Paattan's Appa _____ (Paattan / Poottan)

2. Find and write the information related to the following words from the poem.

Words	Related Information
Home	Coconut roofs
Stove	
Journey	
Games	
Knowing the time	

Let us Sing and Write

Help children frame words to complete the song.

We can bounce and jump around

_____ _____ we can rejoice and be happy

Story after story _____



Learning Check

1. Read the paragraph and answer the questions.

Madhan's Paatti grinds on a grinding stone; his Appa grinds in a mixie. His Thatha reads the newspaper; his Amma watches the news on the mobile phone.

A. The modern objects given in this paragraph are _____, _____.

a) mobile phone, grinding stone
b) mixie, mobile phone
c) newspaper, grinding stone
d) mixie, television

B. People who use modern things are _____, _____.

a) Amma, Thatha
b) Appa, Paatti
c) Appa, Amma
d) Thatha, Paatti

C. Paati used _____to save electricity.

a) fan
b) mobile phone
c) grinding stone
d) mixie

2. Oral Question

If you wish to write a diary entry, which unforgettable event or experience would you write about? Why?

3. Project Work

Collect information about the games played by the elders in your house during their childhood.



Guide the children to ask questions to elders by following the instructions given in the teachers handbook.



What I learnt

I will colour the ★ for what I have learnt.

I can,

1. describe the things like housing, food, clothes and games used by Tamil people in olden times.
2. compare the lifestyle (food, housing, clothes and games) of Tamil people in olden times and now.



I Can Do

1. Choose the old objects and the matching modern-day objects from the box. Write them in the table.

book	electric flour mill	*olaisuvadi*	firewood stove
bus	gas stove	bullock cart	grinding stone
mixie	oil lamp	hand mill	electric bulb

Olden-day Objects	Modern-day Objects
Ex. Hand mill	Electric flour mill

2. Oral Question: Spin! Speak!!



THB Follow the guidelines given in the teachers handbook for children to speak about the above-mentioned objects.

3. Project Work

1. Make a decorative door hanging using coconut leaves / palm leaves / coloured papers and display them in the classroom art gallery.



2. Organise a classroom exhibition using old objects.

THB Guide the children to complete the project by following the instructions in the teachers handbook.

Unit 2

The Paths Travelled

Travel by Foot...!

Mugilan went to watch a puppet show with his Thatha.

Discuss and Learn



(A clown is walking along. Manoharan comes from the opposite direction)

Clown: Thambi... Thambi, who are you, my boy?

Manoharan: I am Manoharan. Who are you?

Clown: I am the clown who makes you laugh, the clown who makes you think!

Clown: What is in that sack?





Manoharan: The harvest is over; I am carrying it to my sister's house.

Clown: Carrying it on your head along this rough path...? What will you do if your head aches?

Manoharan: Look over there... can you see a *sumaithangi*? I will lower the sack myself, rest for a while, and then lift it back up again.

Clown: ...Oh great!

Manoharan: I will be walking through the cool forest breeze... singing happily along the way...

Clown: Oh my...! Singing a song in this burning heat?

Manoharan: Yes! the animals run away when they hear singing!



Clown: Oh, clever boy...! but walking such a long distance must make you thirsty.

Manoharan: The roadside trees give me shade from the sun. Look back... there is a *thanneer panthal* to drink water and stop feeling thirsty.

Inform children that ponds were called *thanneer panthal* in olden days.



Clown: Wow...! the water tastes so good ...!

(The clown and Manoharan walk a long distance. It is evening.)

Clown: The night is falling... and I am hungry too.

Manoharan: Look ahead... the village is close by. A *chathiram* will be there. We can eat and sleep.

Clown: Thank you, thank you, hear us say, we'll eat our food, then rest today. Thank you, thank you, hear us sing, we thank you all for everything.



Conduct the puppet show by following instructions given in the teachers handbook.

Let us Share

How would people have sent messages from one place to another in olden days, when there was no mobile phone, letter, etc?

Let us Write

1. Complete the sentences.

(mobile phone, grinding stone, bus, hotel, aeroplane, mixie, travel by foot, horse, *chathiram*, pigeon)

a. In those days, people travelled by foot
Nowadays, they go by bus.

b. In those days, _____

Nowadays, _____

c. In those days, _____

Nowadays, _____

d. In those days, _____

Nowadays, _____

2. If you need to go far, which vehicle will you choose? Make 2 rules to travel safely in it.

_____

_____

Let us Act!



- One group will act out travel during olden times (travel by foot, travel by bullock cart).
- Another group will act out travel during modern times (bus, car).

Encourage children to discuss the differences in travel.

Let us Draw

- When Mugilan's Thatha went on a journey by foot during his childhood, he drew pictures of the *chathiram*, *thanneer panthal* and *sumaithangi* he saw along the way. Looking at those drawings, he explained the route he had taken.
- Draw a map showing the places you see on the way when you walk from your home to nearby place.



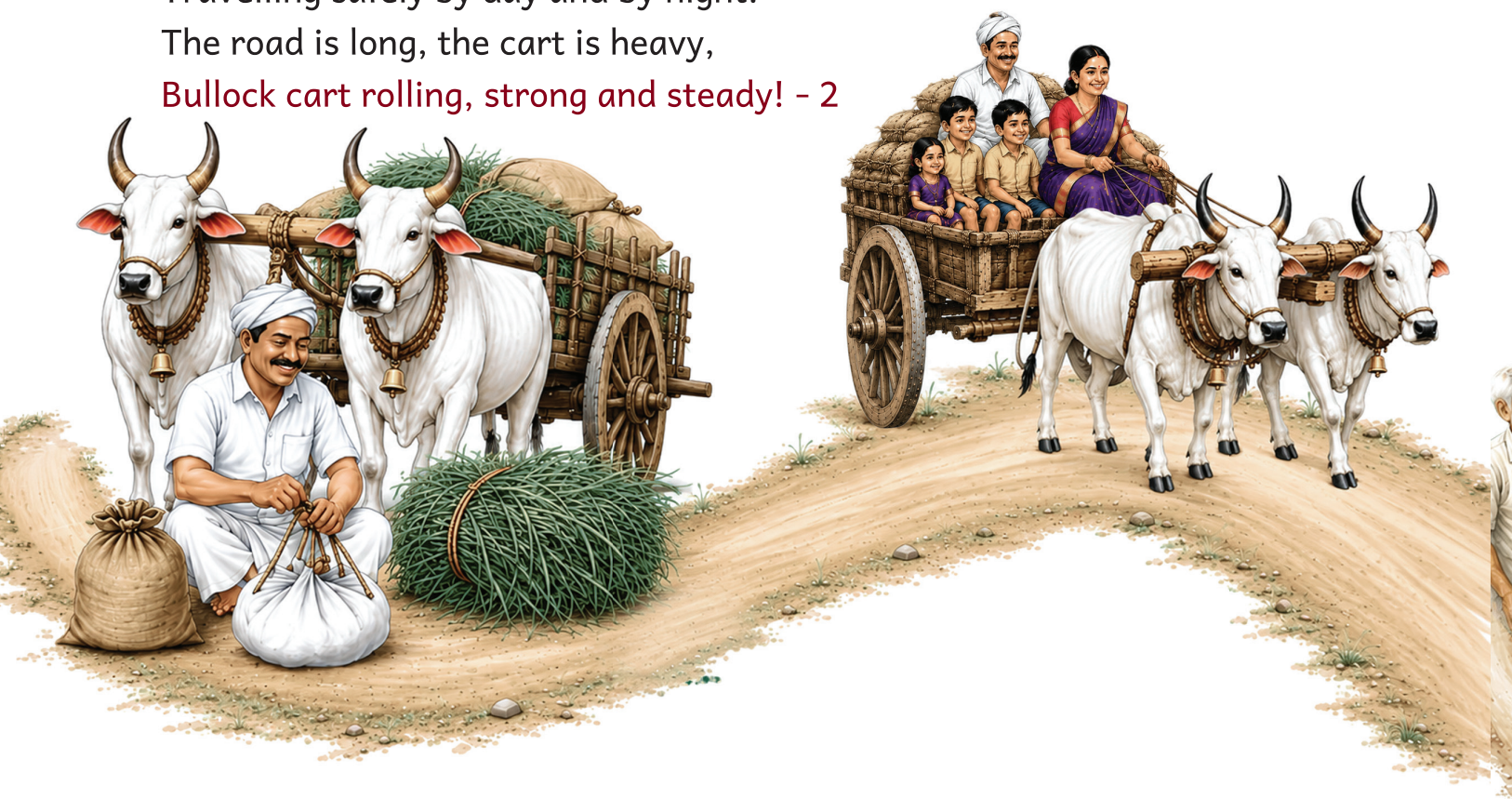
Travel by Bullock Cart...!

(Mugilan went home after watching the puppet show and asked Thatha about his travel experiences.)

Discuss and Learn

Packing the *kattusoru*, tying the bullocks
Gathering grass, we're moving at last!
Loading the paddy sacks with care,
A long, long journey, with load to bear.
The road is long, the cart is heavy,
Bullock cart rolling, strong and steady! - 2

Driving the cart as the bells go ding,
Listening gladly to the songs we sing.
On to the *sandhai*, lively and bright,
Travelling safely by day and by night.
The road is long, the cart is heavy,
Bullock cart rolling, strong and steady! - 2

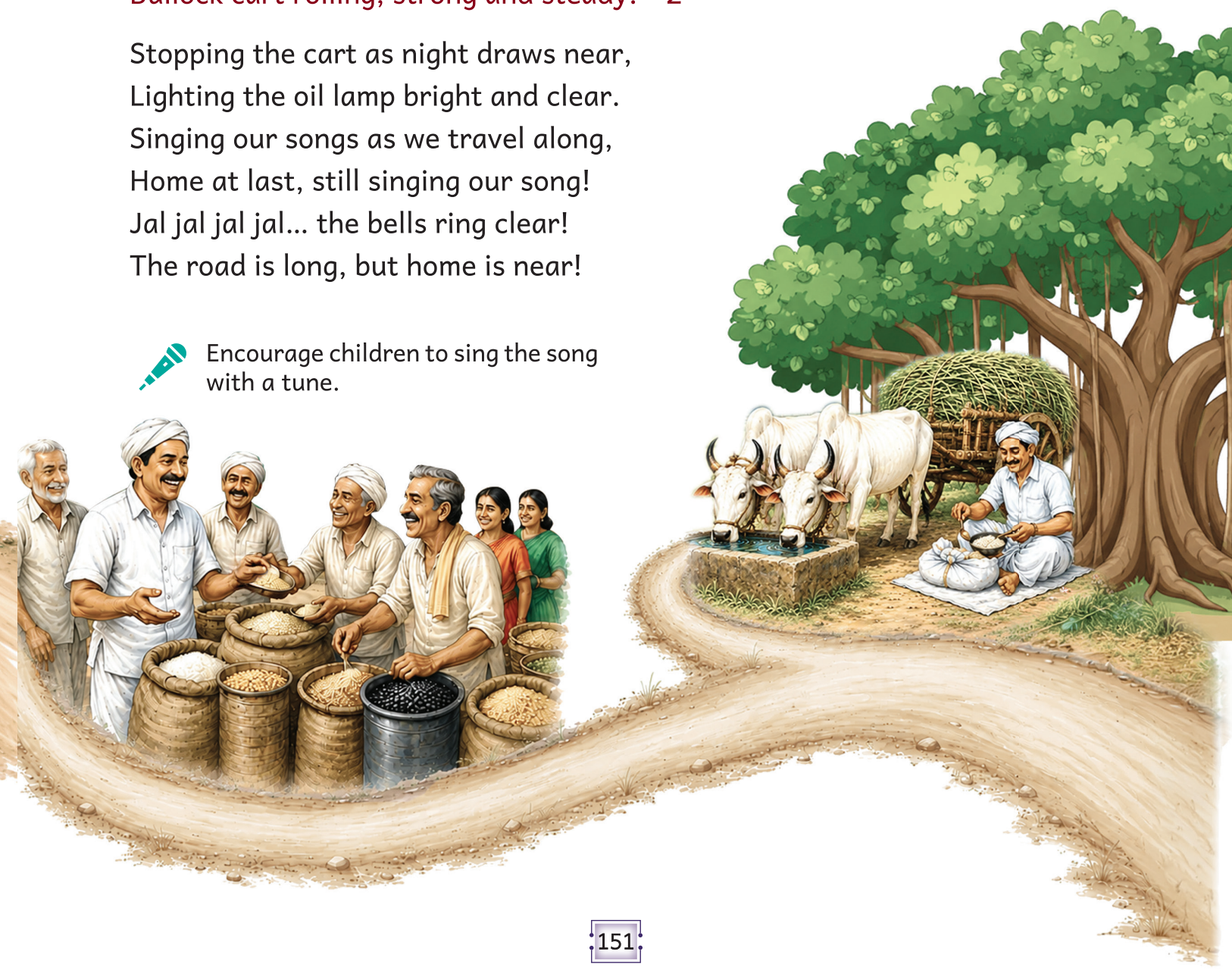


Exchanging our paddy for salt and dal,
Sharing warm stories with one and all.
Checking the *achani* as wheels turn round,
Rolling along on the dusty ground.
The road is long, the cart is heavy,
Bullock cart rolling, strong and steady! - 2

Bullocks drink water and eat grass,
We eat *kattusoru* as the hours pass.
Resting a while below the blue sky,
Watching the clouds and the birds fly by.
The road is long, the cart is heavy,
Bullock cart rolling, strong and steady! - 2

Stopping the cart as night draws near,
Lighting the oil lamp bright and clear.
Singing our songs as we travel along,
Home at last, still singing our song!
Jal jal jal jal... the bells ring clear!
The road is long, but home is near!

Encourage children to sing the song with a tune.



Let us Share

In olden times, people went to the market and bought things. How do we buy things nowadays?

Let us Write

1. Complete the story by using the clues.

(*achani*, paddy sack, grass bundle, oil lamp, *kattusoru*)

One day, in a bullock cart...

2. On the way to the market, imagine a wheel of the bullock cart broke. What would you do?

Let us Act



- One person is a reporter.
- The other person is a bullock cart driver or a bus driver.

Questions to be asked by a reporter:

a. What is your vehicle used for?

b. How does it help people?

Encourage children and have them frame additional questions.

Travel by Horse Cart...!

(Mugilan shared his Thatha's travel experiences in the class. Hearing this his teacher...)

Discuss and Learn

Teacher: Horses run faster than bullocks. So, people trained horses and used them for travel.

Sumathi: Can a horse pull a cart?



Teacher: A horse is strong. It can pull a cart, and we can also ride on it.

Banu: Won't the rider fall off when the horse runs fast?

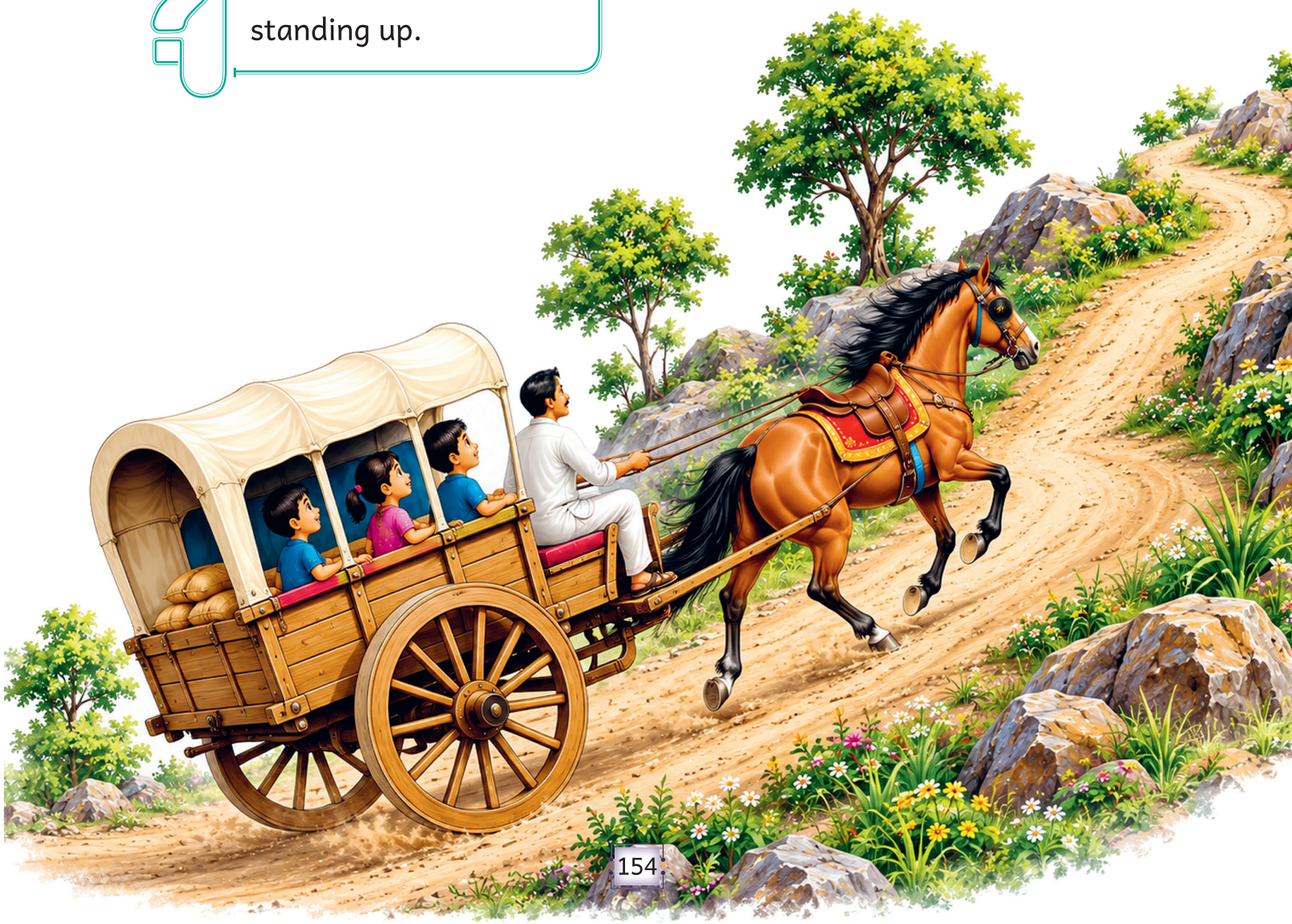
Teacher: No. To stop riders from falling, a saddle is put on the horse. To stop horses from running here and there, blinkers are tied. So, riding is safe.

Mugilan: What other uses do horses have?

Teacher: They are used for travelling in the mountains, for safety and protection, for trade, for hunting and even for competitions. Travelling started with walking. Now it has grown to travelling by aeroplanes.

Did You Know?

Horses can sleep while standing up.



Let us Share

Which mode of transport is most useful in your place? Why?

Let us Write

1. Write the suitable mode of transport for the places listed below and write the reason for your choice.

Place	Transport	Why?
mountain		
city		
river		

2. Write what the people in the picture below might be talking about.



Learning Check

SW3QU

1. Classify the following types of transport. Write the uses of any two vehicles.

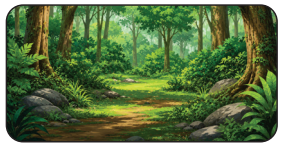
(metro train, horse cart, bullock cart, car)

Transport in Olden Times	Modern Transport

1. _____

2. _____

2. Oral Question: Choose any one picture. Discuss which mode of transport is the best for that place and explain why?



THB Follow the guidelines given in the teacher handbook for children to speak about the above pictures.

3. Project Work

Interview your Thatha, Paatti or elders at home about the old types of transport they used. Find out the answers to the questions below and share them in class.

- Which transport did you use when you were young?
- Where did you travel using that transport?
- What transport do you use today instead of that?

What I learnt

THB Guide the children to ask questions to the adults by following the instructions in the teacher handbook.

I will colour the ☆ for what I have learnt.

I can,

1. listen to and share stories about travel in olden times. ☆
2. classify transport into olden times and modern times. ☆



I Can Do

1. Think and Answer

A. Which invention in the history of transportation made human travel easier and faster?

a) rope b) wooden log c) wheel d) stone

Answer: _____

B. Which animals helped in carrying loads and travelling?

a) goat and monkey b) bull and horse

c) bull and dog d) goat and horse

Answer: _____

C. Which of the following shows the development of transportation from olden times to modern times?

a) Bus → Travelling by foot → Bullock cart

b) Bus → Bullock cart → Travelling by foot

c) Bullock cart → Travelling by foot → Bus

d) Travelling by foot → Bullock cart → Bus

Answer: _____

D. Paatti told her grandson, "When we were young, we used to travel to the neighbouring town in a bullock cart, taking a whole day. But today, the same town can be reached in just 1 hour." What is the reason for this?

Answer:_____

_____

2. Oral Question

If there was no transportation, how would food from farms reach the people?



Encourge children to talk about how things might have reached people by following the instructions given in the handbook.

3. Project Work

1. Observe and answer.

Observe the vehicles near your home or school for 20–30 minutes. Record their count in the table. Draw pictures of the vehicles you saw.

Think and answer the following questions:

a. Which type of vehicle did you see the most? Why do you think so?

b. Which type of vehicle was seen the least? What is the reason?

c. Which vehicle carries the most people? How did you know this?

d. If there were no buses in your area, how would people travel?

2. Create a photo album, scrap book or poster showing the evolution of transportation from walking to aeroplanes, and display it in the art gallery.



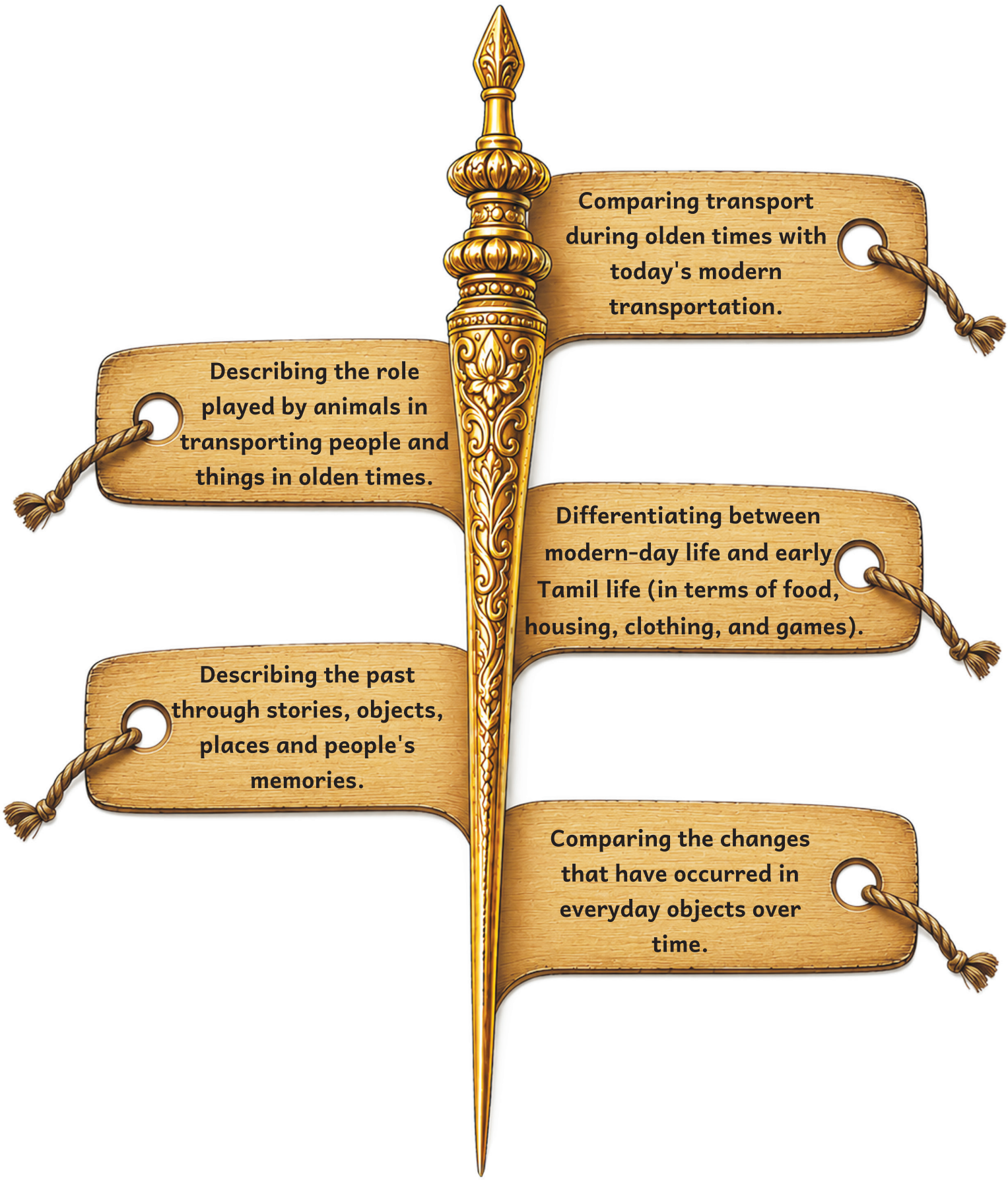


Guide the children to complete the project by following the instructions in the teacher handbook.

Glossary

1	loft	Wooden frame or shelf along the ceiling of a room
2	*ezhuthani*	Writing instrument like pen
3	symbol	Mark or emblem
4	*olaisuvadi*	Palm leaf manuscript
5	*achani* (axle pin)	A pin that prevents a wheel from coming off
6	fire torch	A stick wrapped in oil-soaked cloth for burning
7	*sumaithaangi* (rest stone)	A long stone slab resting on two pillars
8	miles	A unit used to measure distance
9	flick	Swinging a whip to make the animal ride fast
10	saddle	A seat placed on the back of animals to ride
11	blinkers	A cover tied beside a horse's eyes to hide its side view.
12	to train	To teach

Learning Journey



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