Mathematics

STANDARD ONE

TERM 1

Textbook Team

Authors

Dr.S. MALARVIZHI
Chairperson, Lecturer,
District Institute of Education & Training
Triplicane, Chennai - 5.

S. CHANDRASEKARAN
Graduate Teacher
Govt. Higher Sec. School,
K. Velur, Vellore.

N. PREMKUMAR
Block Resource Teacher Educator
Block Resource Centre
Ellapuram, Thiruvallur.

M. DHANARAJA
Block Resource Teacher Educator
Block Resource Centre
Poondi, Thiruvallur.

E. RAJENDRAN
Block Resource Teacher Educator
Block Resource Centre
Poonamallee, Thiruvallur.

N.K. RAJESH KANNA
Block Resource Teacher Educator
Block Resource Centre
T. Nagar, Chennai.

S. ANANDHI
Sec. Grade Assistant
Panchayat Union Primary School
Nadukkuppam, Thiruvannamalai.

S. PARAMESWARAN
Sec. Grade Assistant
Panchayat Union Primary School
Mudhunal, Ramanathapuram.

Translated by

N. UMA MAHESWARI, Teacher TNPL Matric Hr.Sec. School, Velayuthampalayam, Karur.

JOHN MORAES, Teacher St.Francis Xavier's Anglo-Indian Hr.Sec. School, Broadway, Chennai.

Expert Team

Dr.R. RAMANUJAM, Professor, Indian Institute of Mathematics, Chennai.

S. PADMAVATHI, The School, Krishnamurthi Foundation of India, Chennai.

Review Committee

V.A. SIVAGNANAM, Formerly Director of School Education, Chennai.

M.K. SUBRAMANIAN, Formerly Deputy Director, DTERT, Chennai.

T.M. SOUNDARARAJAN, Headmaster , Sri Ahobila Madam Oriental Hr.Sec. School, Chennai.

Artist Team

K. Ramamurthi, K. Thirunavukarasu,

Layout

A.M. Abdulmajeed, R. Anandhan

Dear Friends,

This textbook is intended to facilities joyful learning for the children and to evolve and build upon their learning skills.

This book is enriched by stories, picture sequences, songs, number games, life-oriented mathematics and group activities. All these facilitate the learning of shapes, figures, numbers, measurements, patterns and data.

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

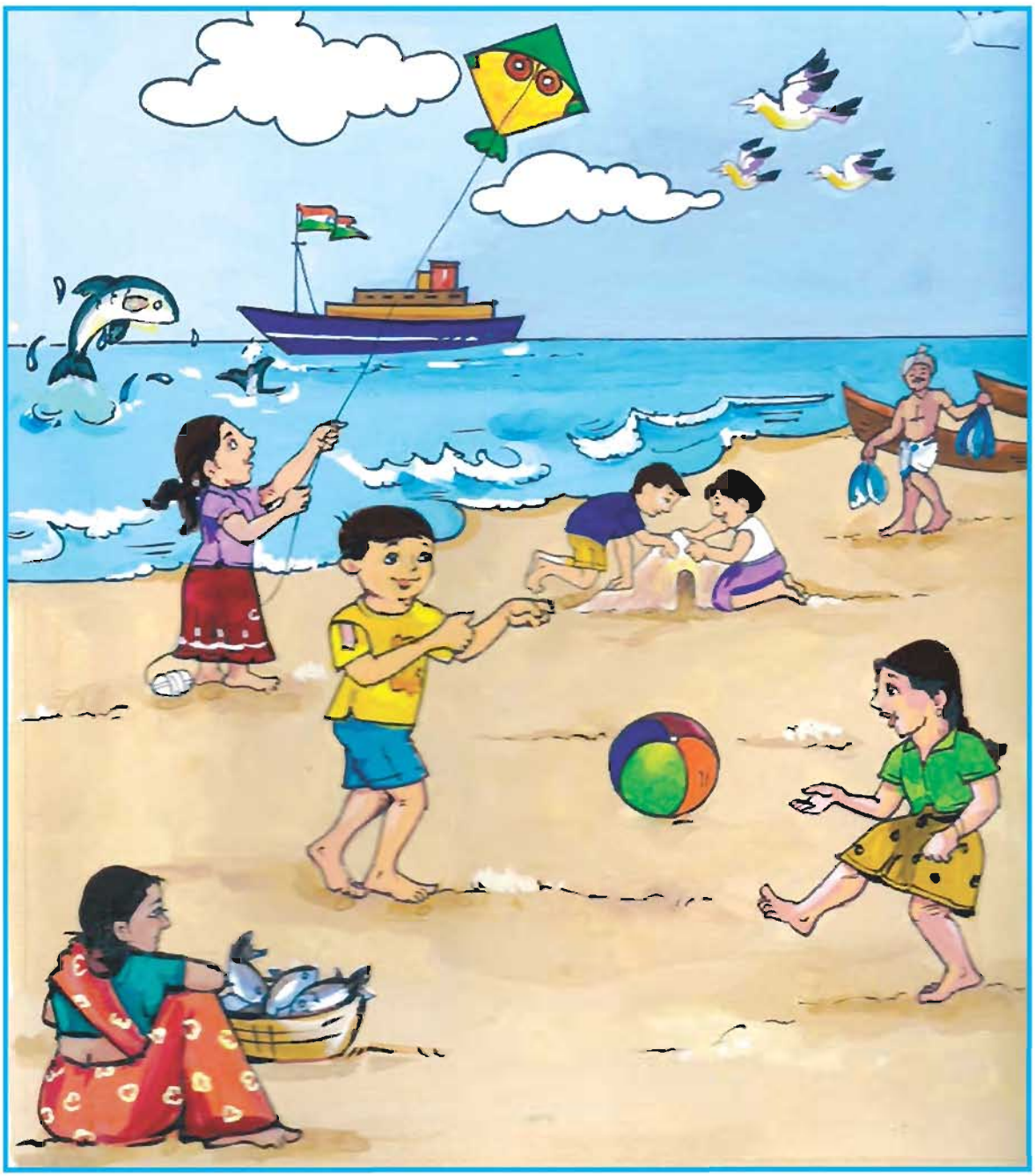
The exercises related to the understanding of relationship between numbers and their basic operations, provide opportunities for the children to imbibe the concepts and express them.

'I can' activities are incorporated as an inbuilt process of evaluation so as to enable the children to assess their attainment level.

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

Authors

1 Shapes and Figures



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

Up - Down

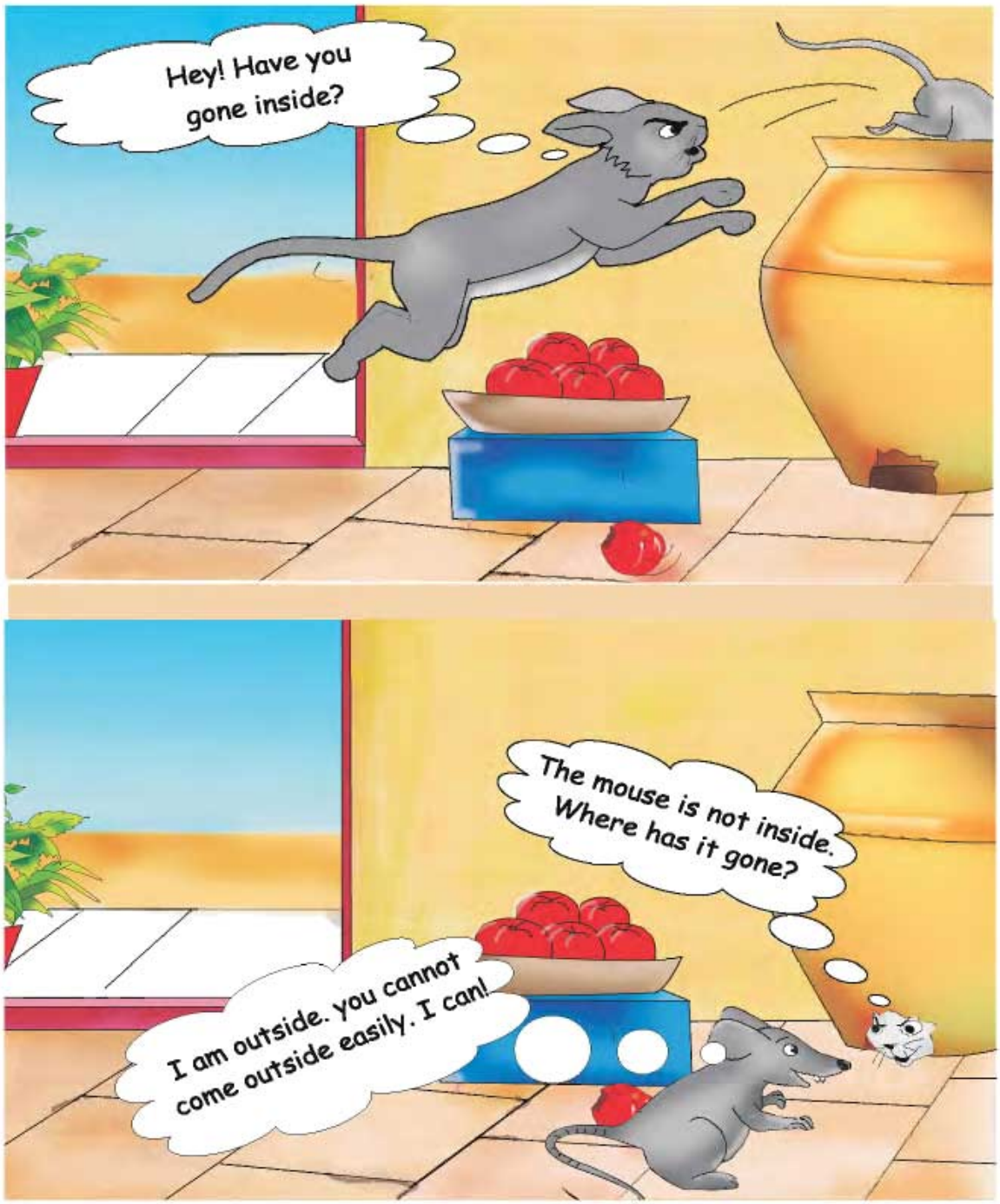
Using the pictures, help the children understand the concept 'up - down' and engage them in similar activities in the class room.

Let us play

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

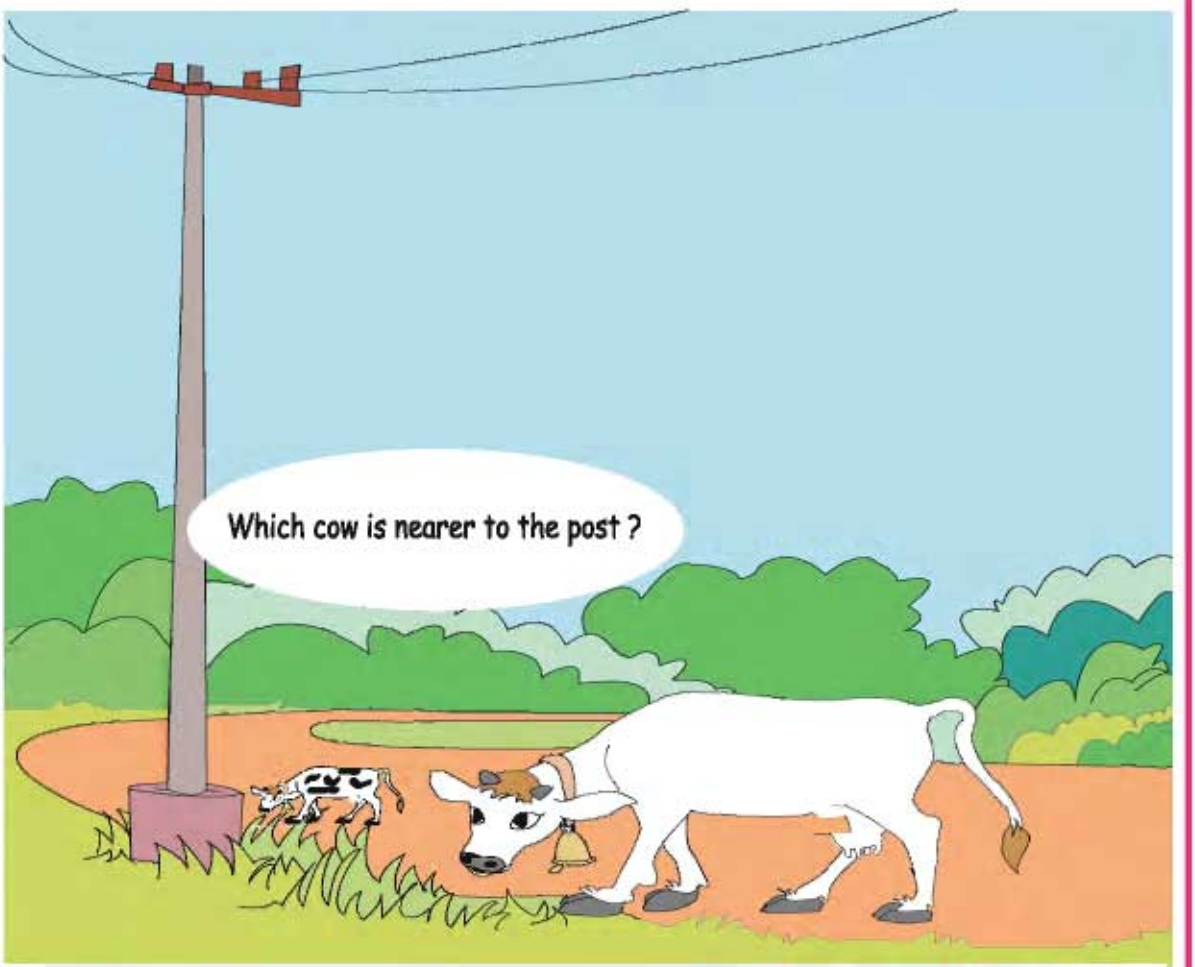
Inside - Outside

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



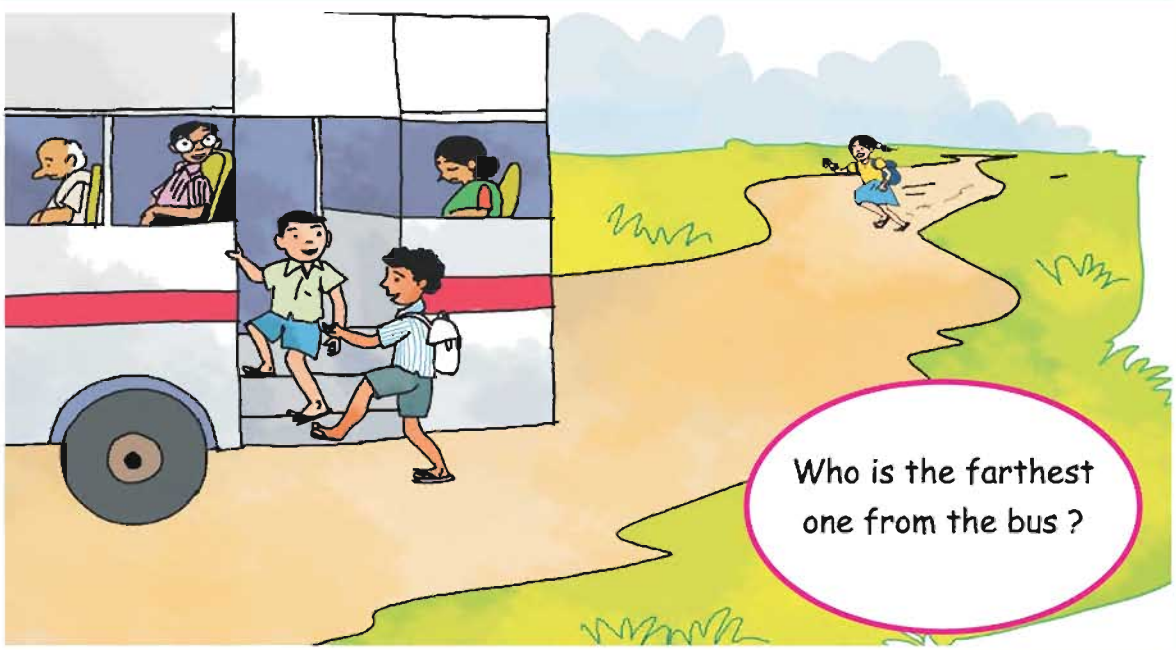
Narrate the picture story to the children. Help them understand the concept of 'inside - outside'. Let the children enact the story.

Nearer - Farther



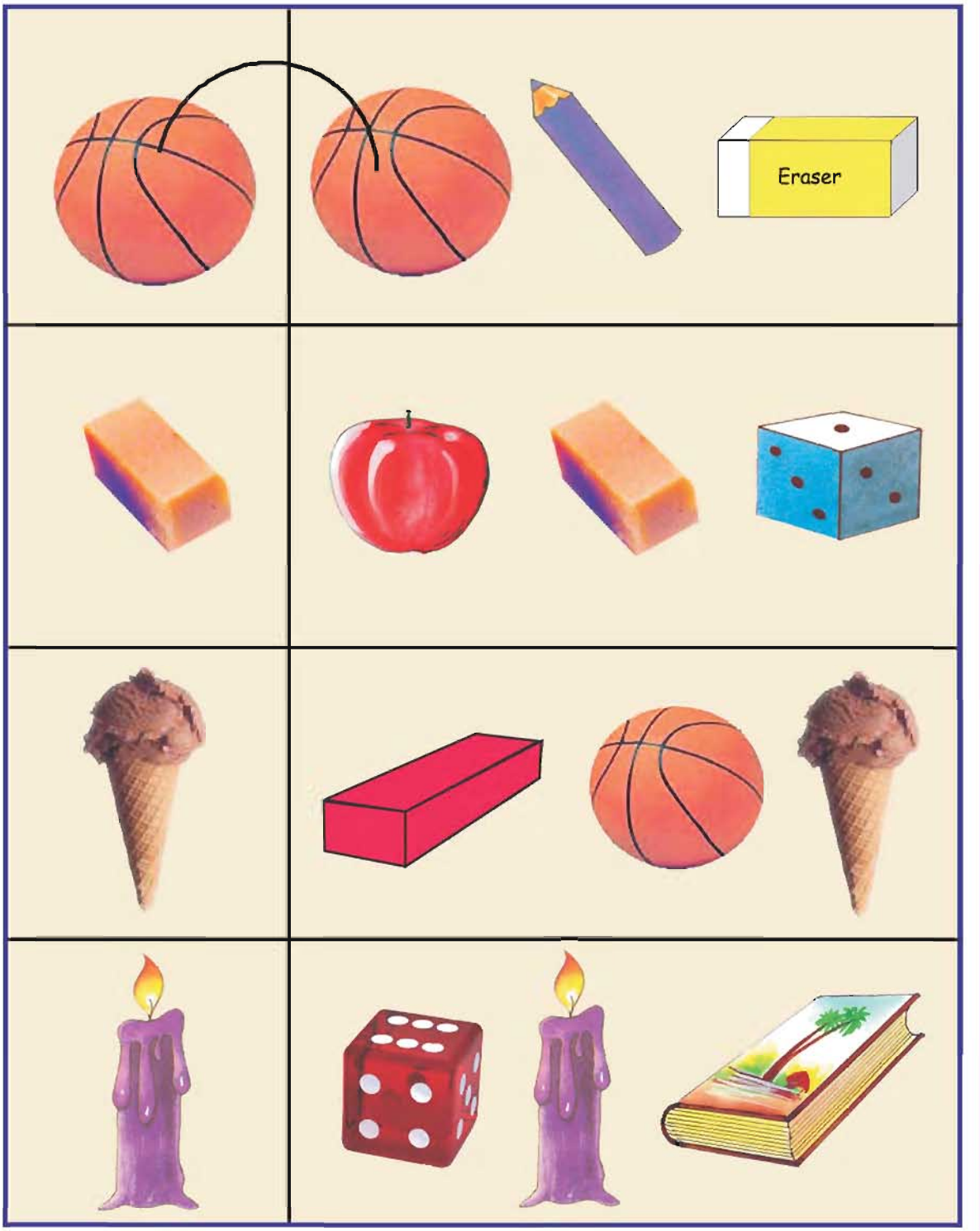
Using the pictures given above help the children understand the concept, 'nearer - farther' and engage them in similar activities in the classroom.

Nearest - Farthest

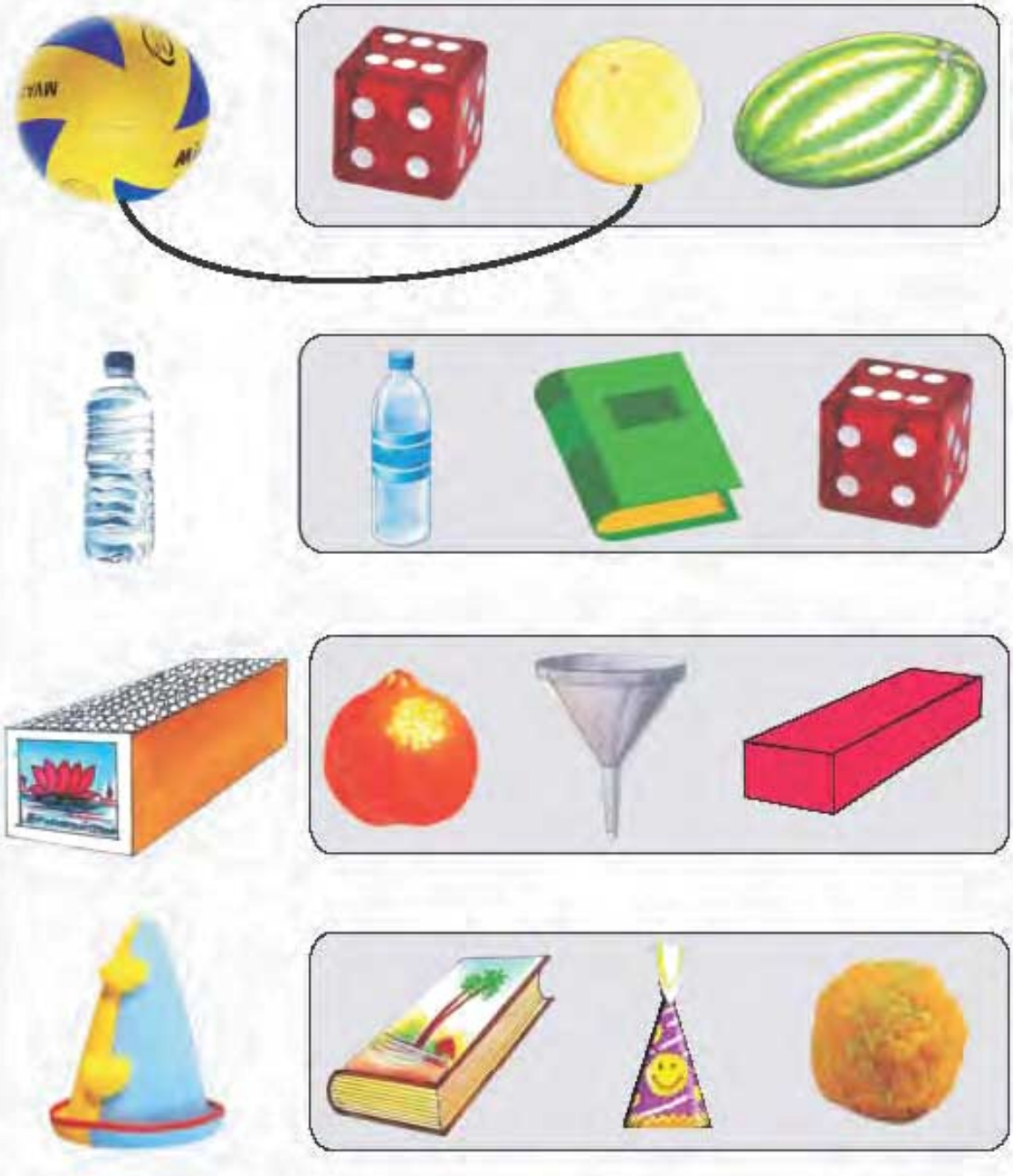


Using the classroom space, the teacher may evolve various activities to help children fully understand the concepts, 'up - down', 'nearer - farther' and 'nearest - farthest'.

Match the same objects by drawing a line.



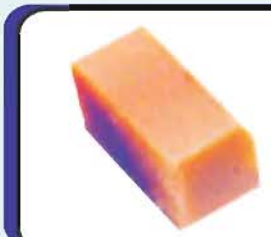
Match the similar objects by drawing a line.



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

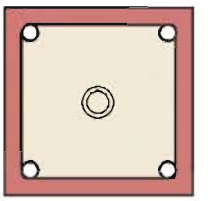
Round - Flat

Tick (✓) the round object.



☐ ✓ ☐

Tick (✓) the flat object.


☐ ☐ ☐

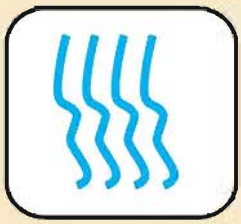
Tick (✓) the round object.



☐ ☐ ☐

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

Learn to draw.



Let the children draw according to their imagination.

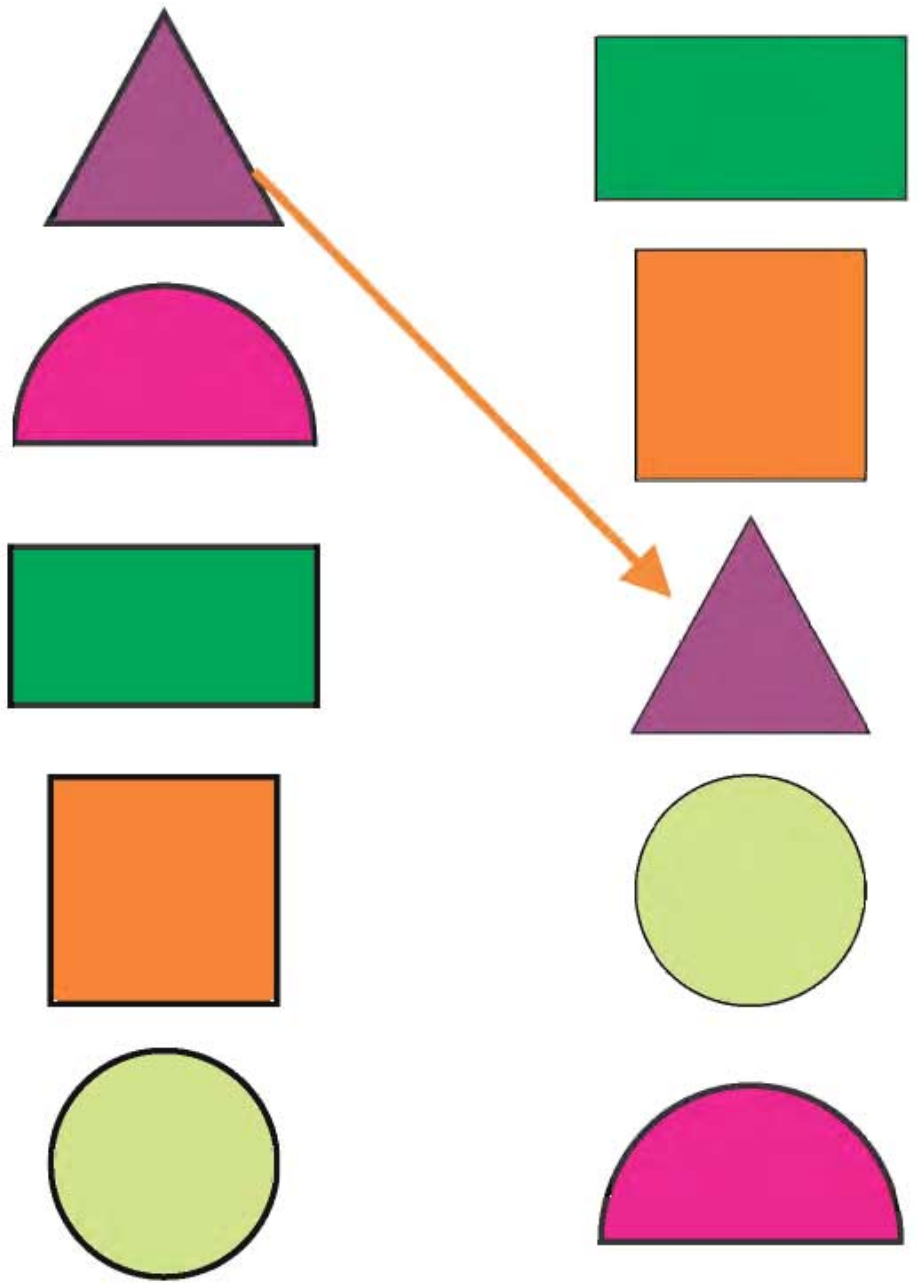
Let us play.

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

Draw the shapes using the objects.

Let the children practise tracing the shapes of different objects.

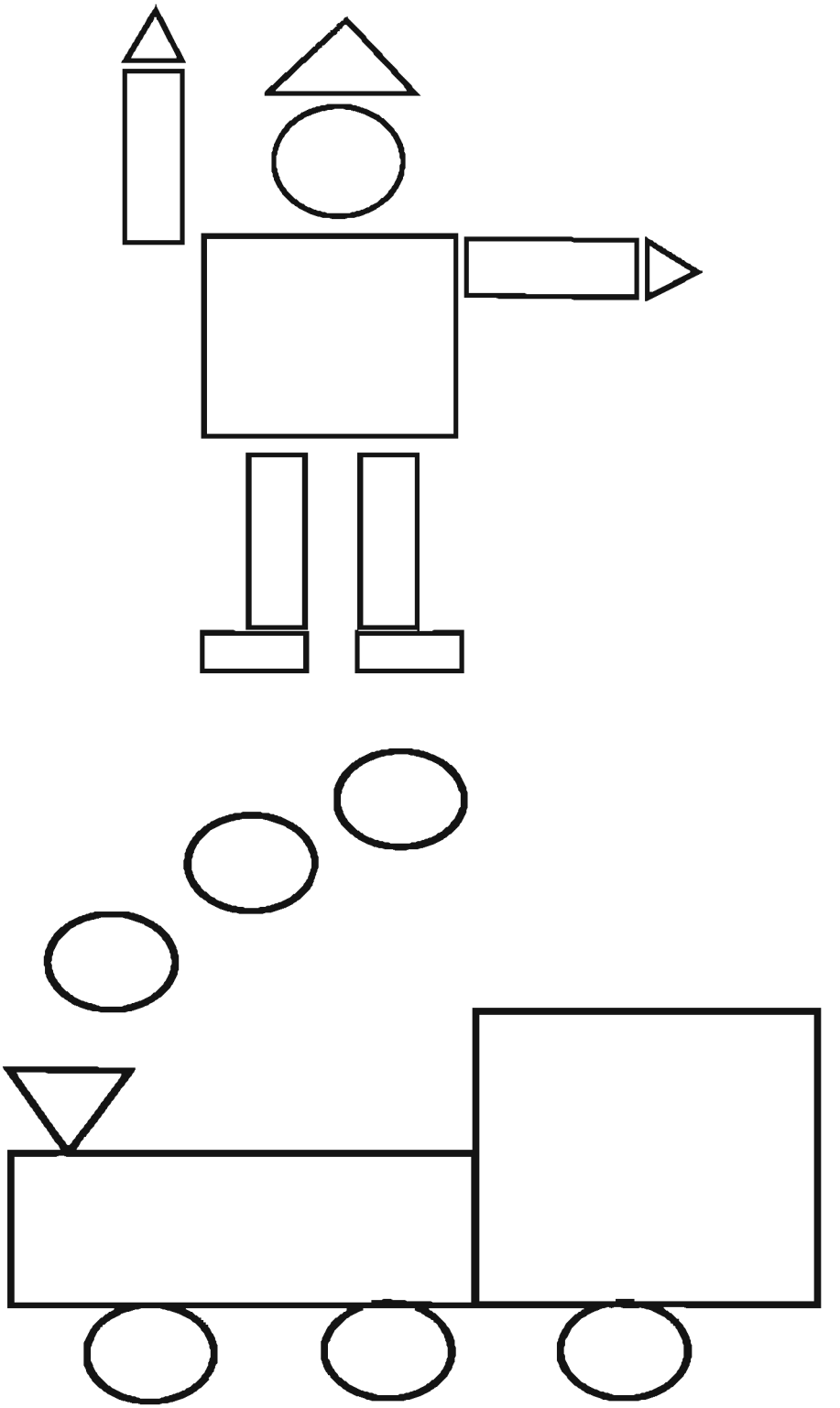
Match the same shapes by drawing a line.



Let us play.

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

Colour the following shapes.



2 Numbers from 1 to 9

Number Song

One, one, one

One leaping deer!

Two, two,two

Two tasty fruits!

Three, three, three

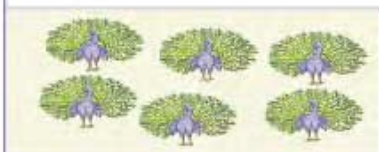
Three playful rabbits!

Four, four, four

Four watchful dogs!

Five, five, five

Five tasty ice creams here!



Six, six, six

Six peacocks dancing!

Seven, seven, seven

Seven ladders leaning on the wall!

Eight, eight, eight

Eight laddus for all of us!

Nine, nine, nine

Nine camels in a line!

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

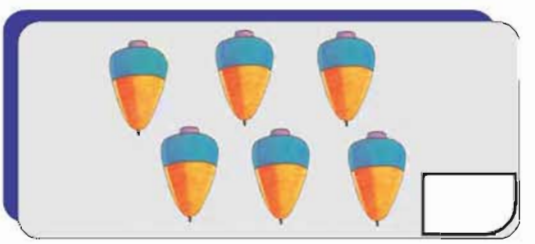
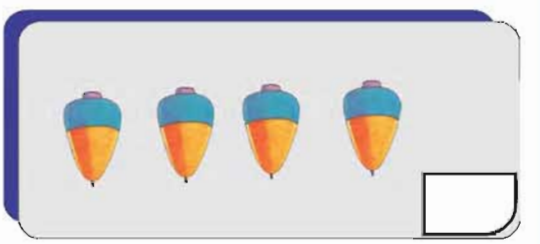
MATHEMATICS

More - Less

Tick(✓) the box that has more objects.

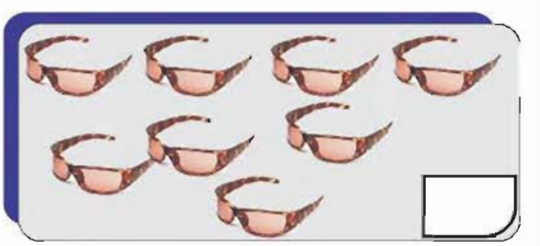




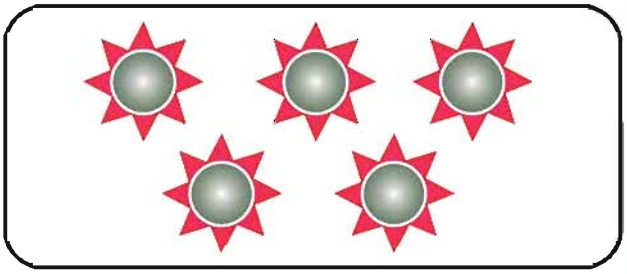



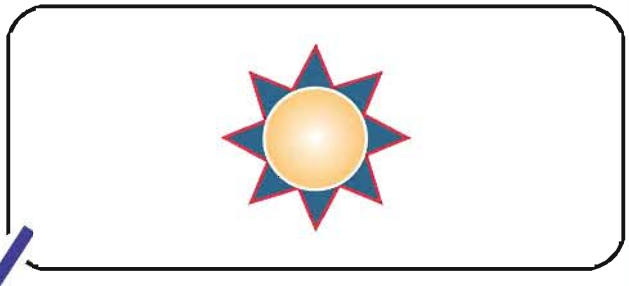
Tick(✓) the box that has less objects.

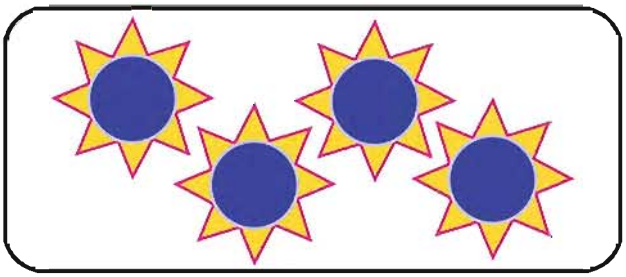


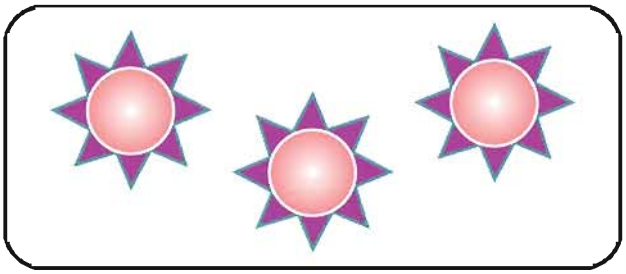



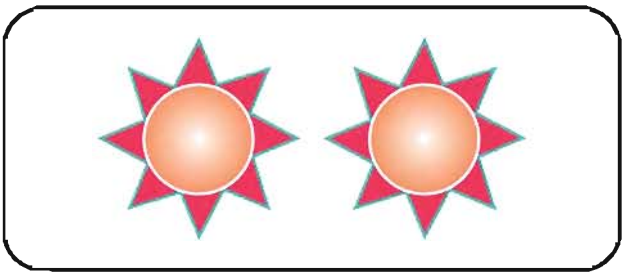
Count and match.



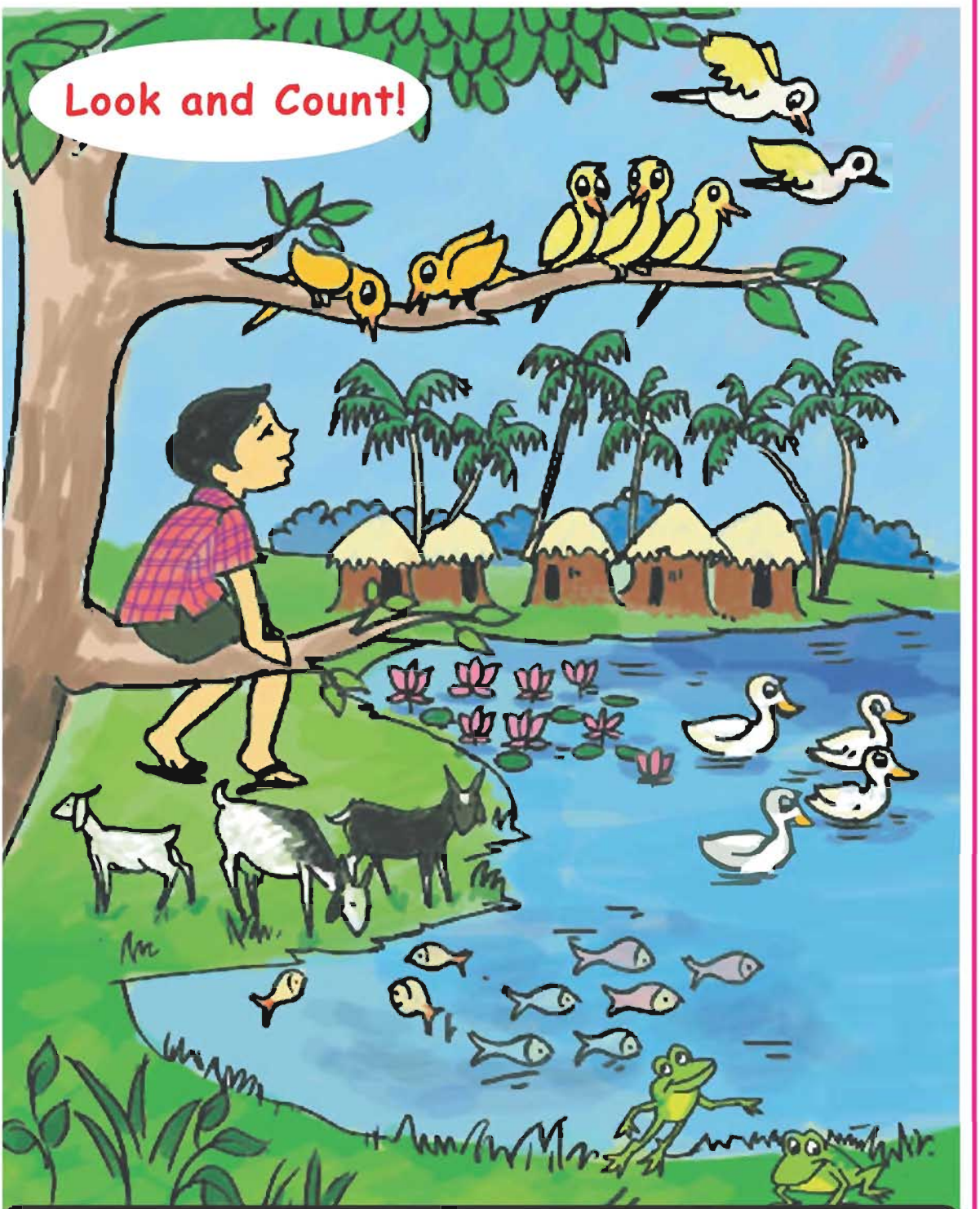








MATHEMATICS



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

Let us write!

1					

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

Let us write!

TWO

2	2				

Let us write!

THREE

3	3				

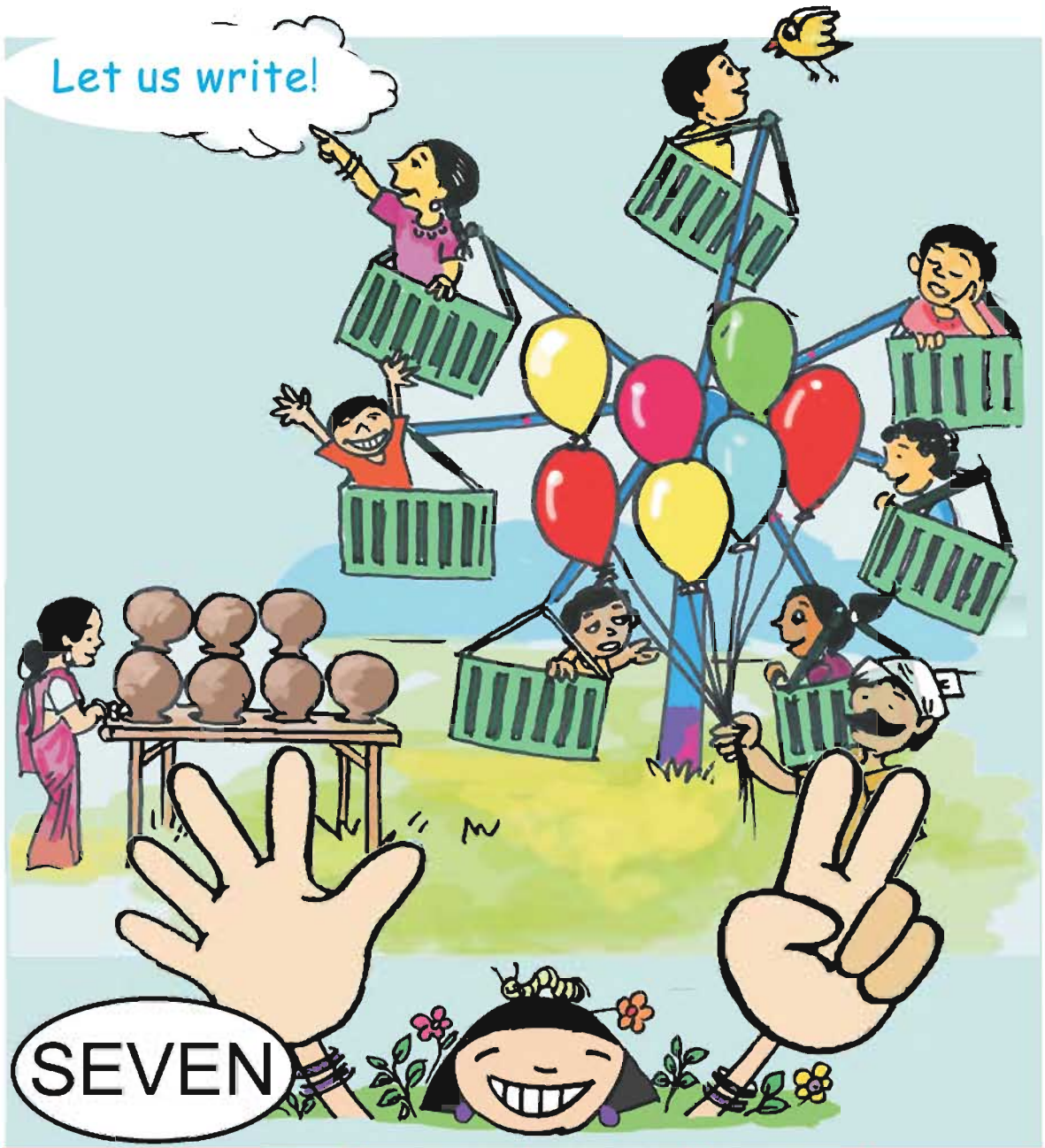
Let us write!

4	4				

5	5				

Let us write!

6	6				



7	7				

Let us write!

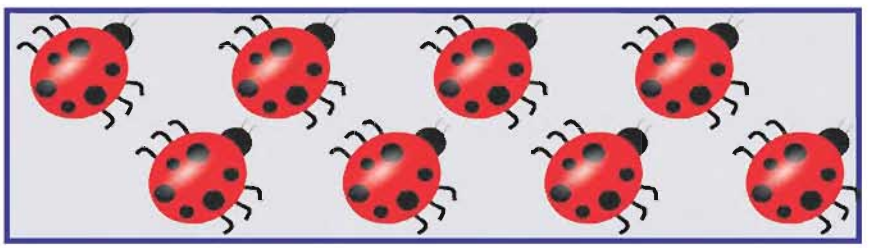
8	8				

9	9				

MATHEMATICS

Count and write.

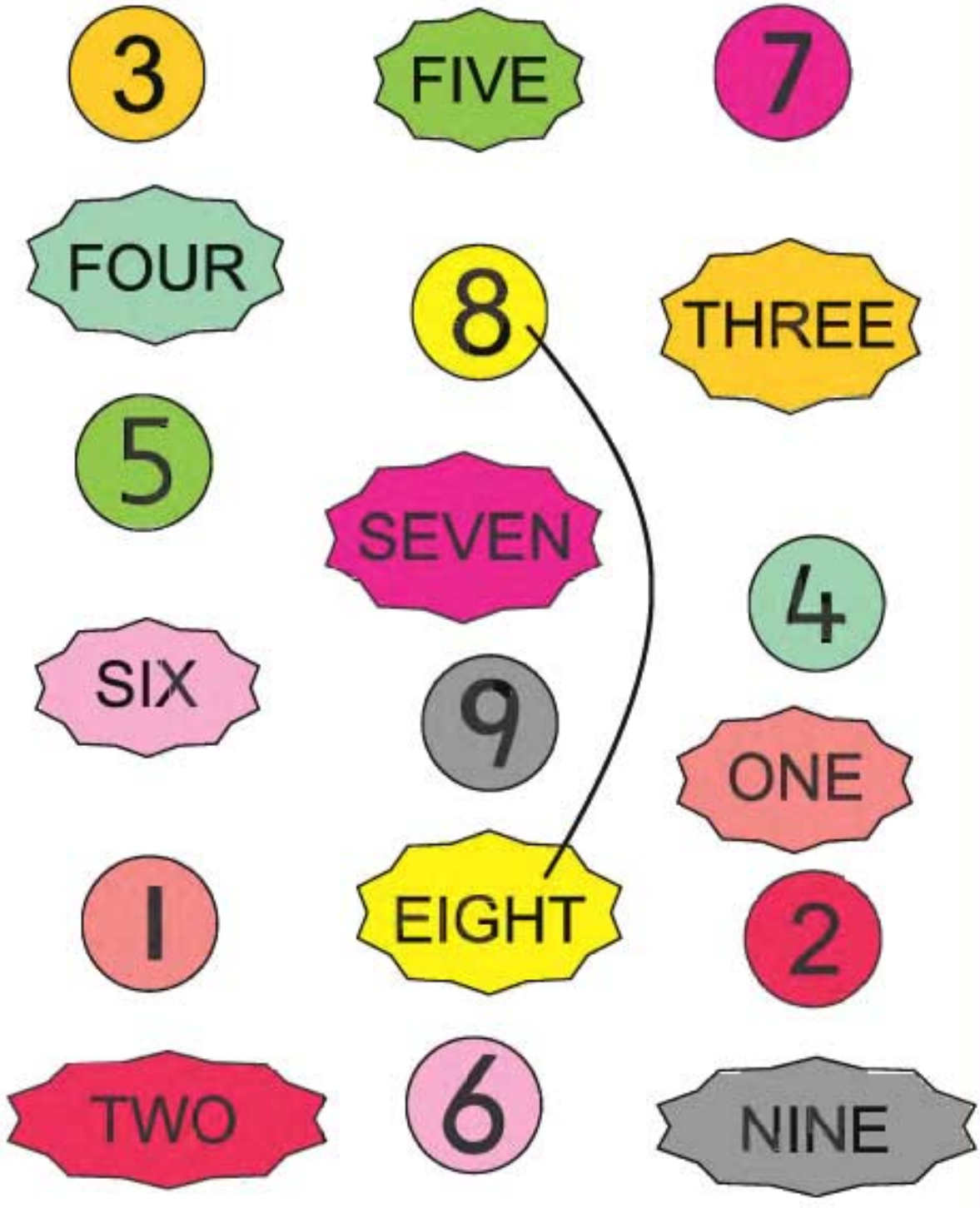
3



Draw lines for the numbers.

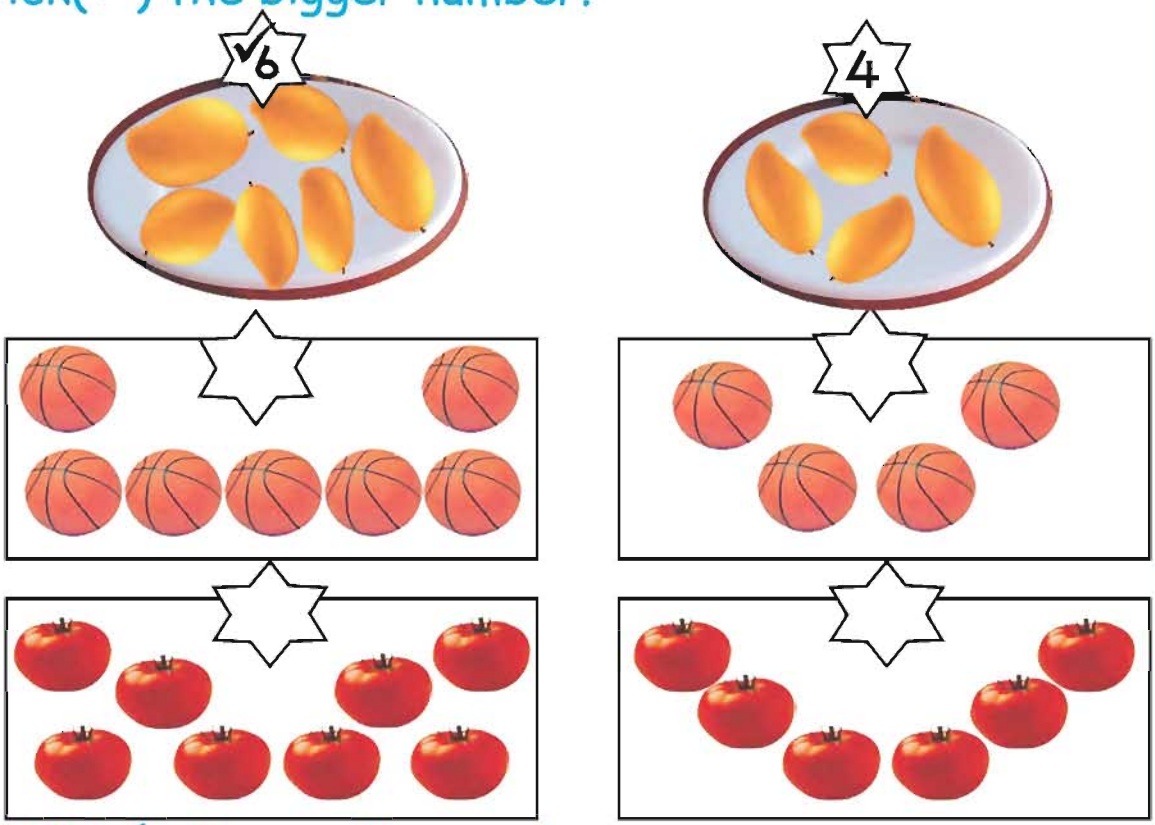
5 	2
8	3
6	7
1	4
9	5

Match the number names.

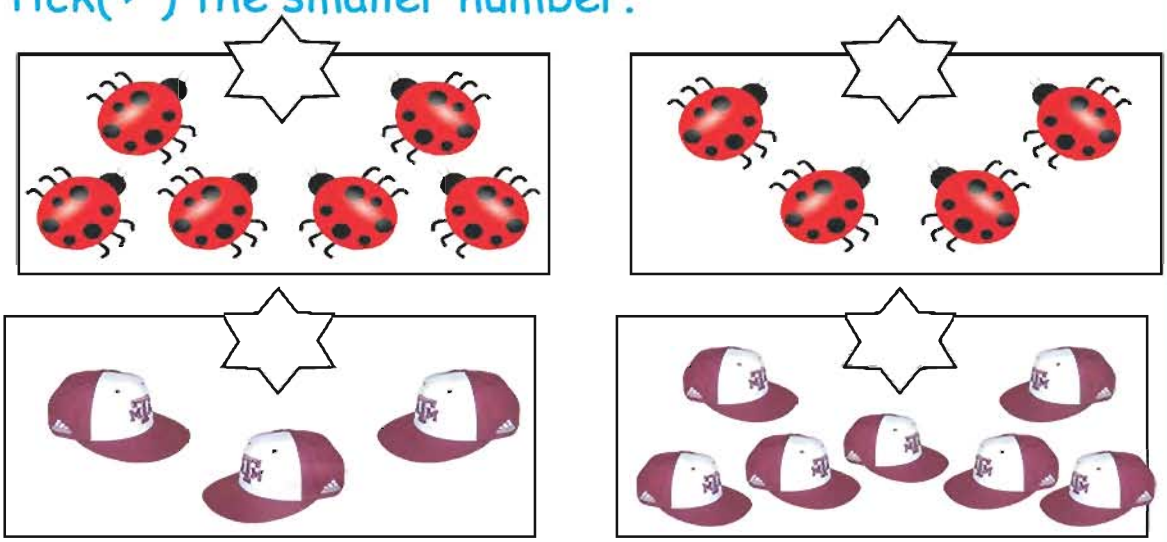


Bigger number - Smaller number

Tick(✓) the bigger number.



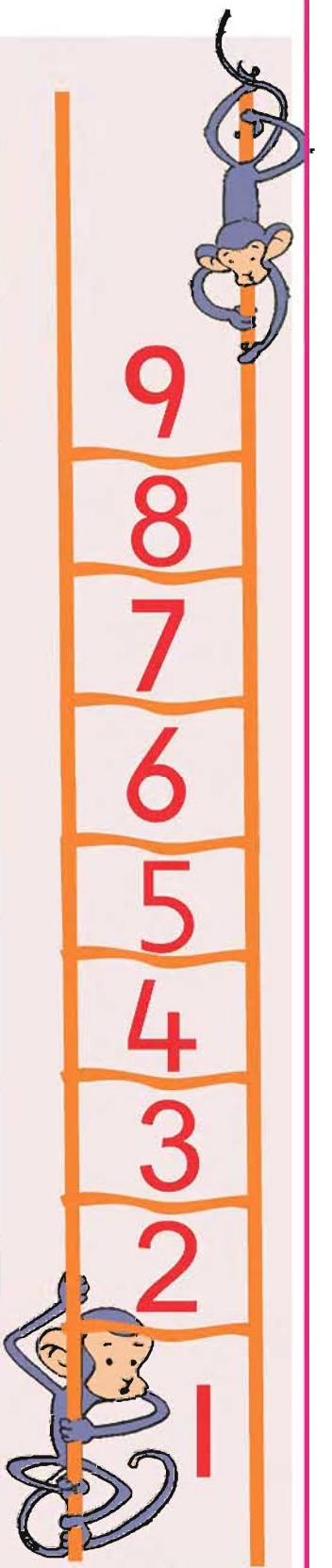
Tick(✓) the smaller number.



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

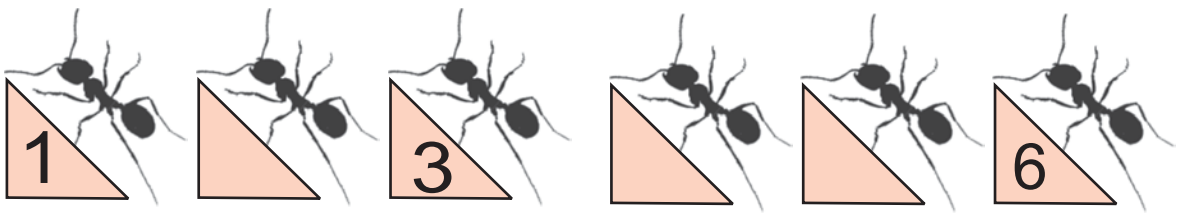
Write the numbers.

1				
2				
3				
4				
5				
6				
7				
8				
9				

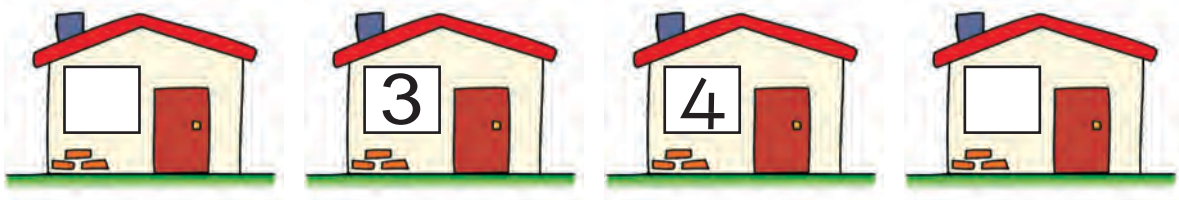


I can

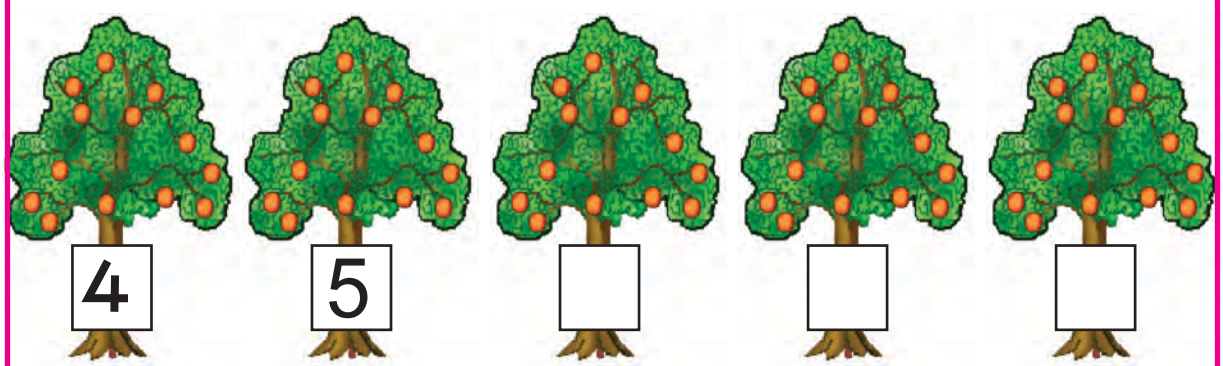
Write the missing numbers.



Write the numbers 'before' and 'after'

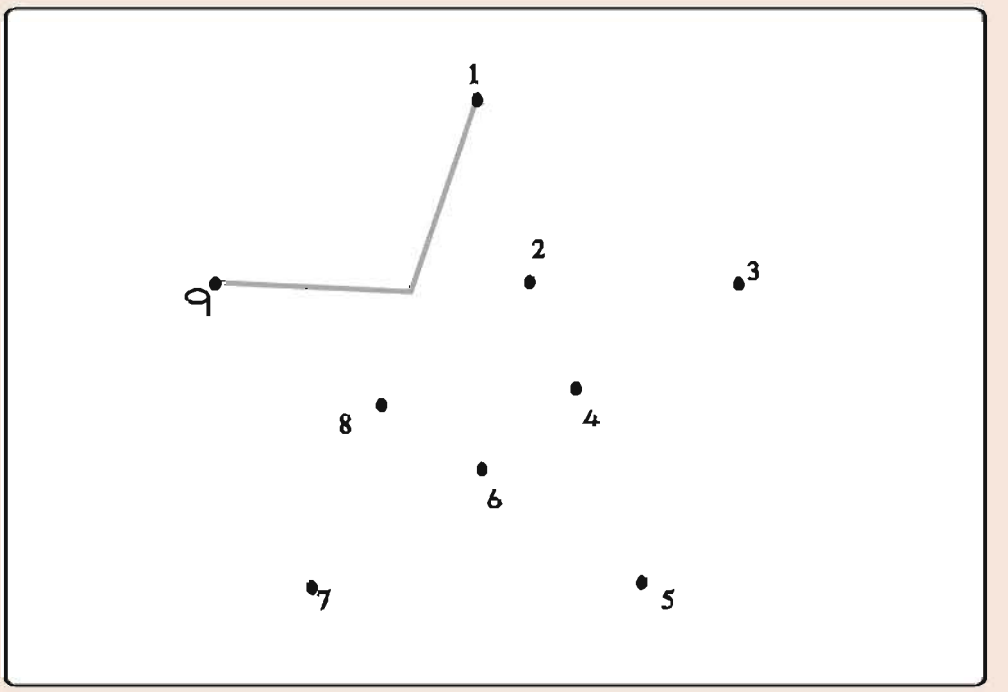


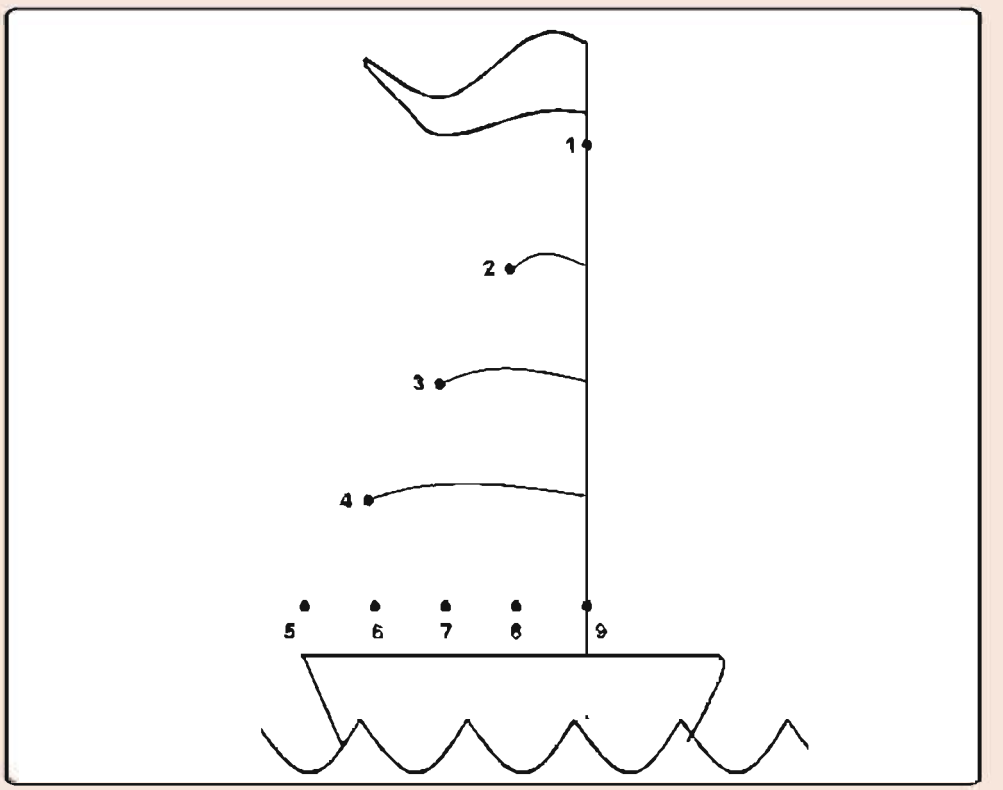
Write the numbers that come after.



MATHEMATICS

Join the dots following the numbers.



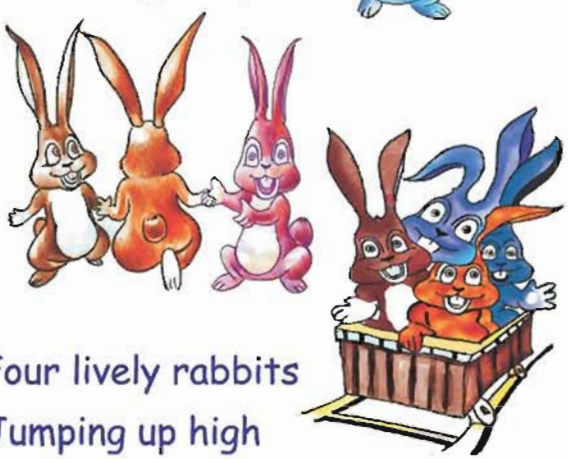


3 Addition

One more joins

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

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



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

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

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

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

MATHEMATICS

Let us go to school together!

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

We are 2 in number

$$1 + 1 = 2$$

As we walked together, her brother joined us.

Now, we are 3 in number

$$2 + 1 = 3$$

As we crossed the school playground, 2 more classmates started walking with us.

Now, we are 5 in number

$$3 + 2 = 5$$

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

How many ?

2 + 2 = 4

Now, we have 4 chocolates altogether.

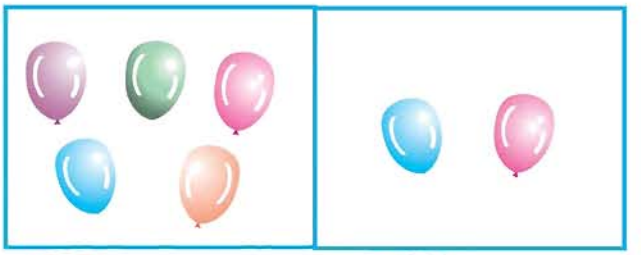
In the garden,
there are 3 flowers
in a plant.

There are 2 flowers
in another plant.

3 + 2 = 5

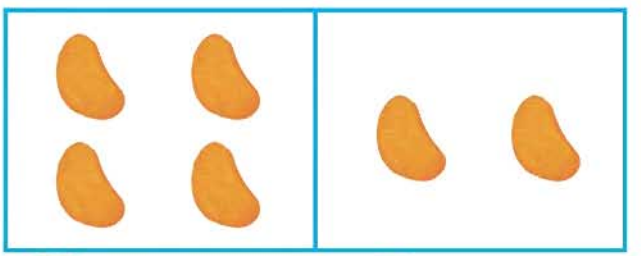
Now, there are 5 flowers altogether.

If they join together.

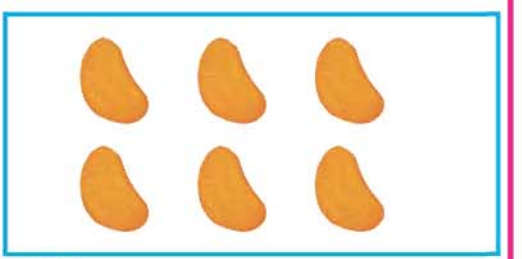


5 balloons and 2 balloons

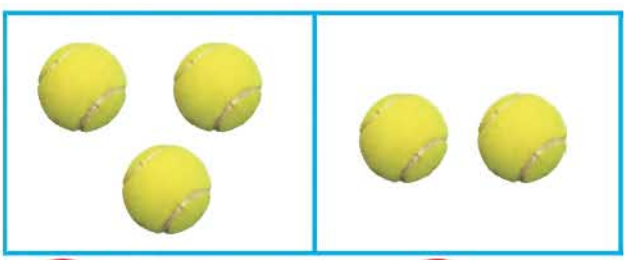
7 balloons altogether



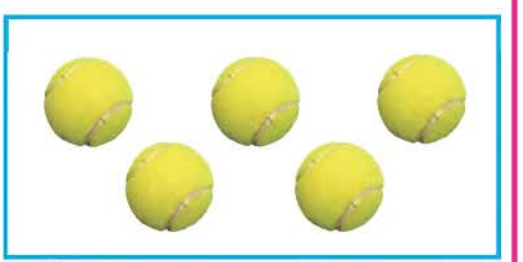
◯ toffees and ◯ toffees



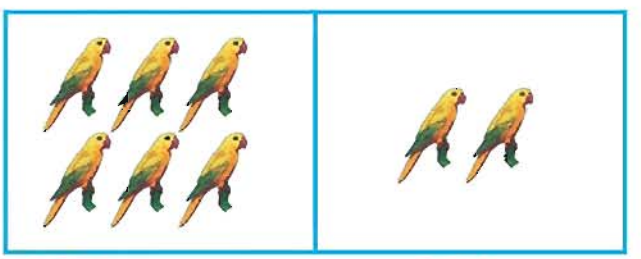
◯ toffees altogether



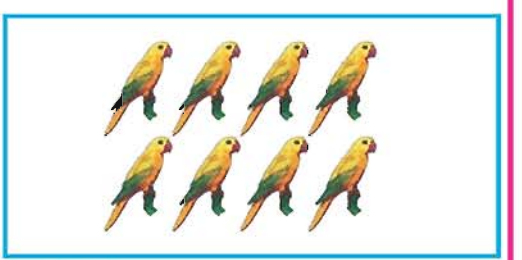
◯ balls and ◯ balls



◯ balls altogether

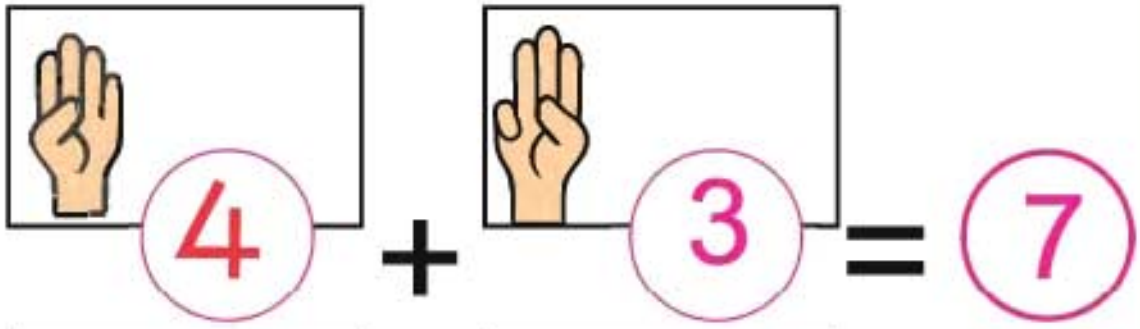


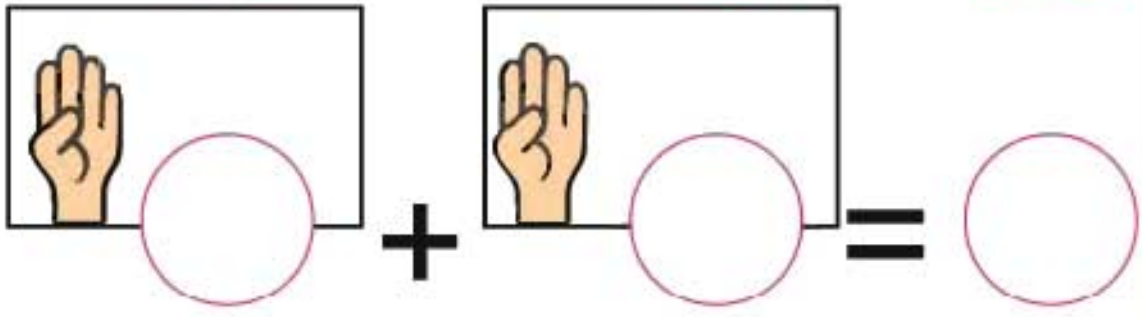
◯ parrots and ◯ parrots

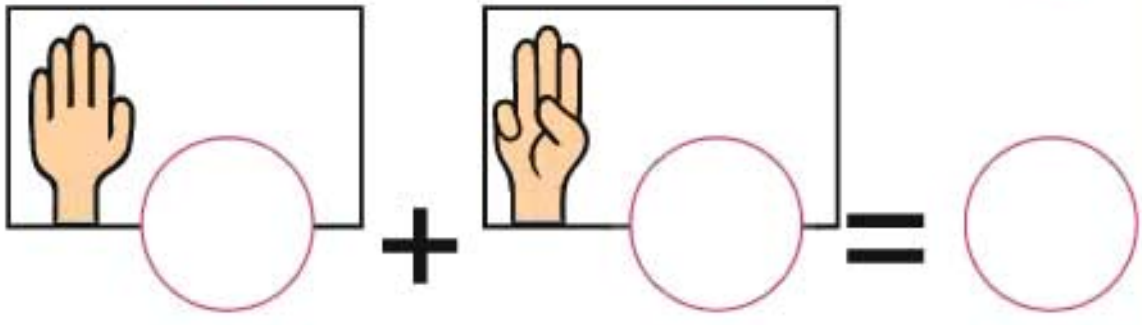


◯ parrots altogether

Count the fingers and add.







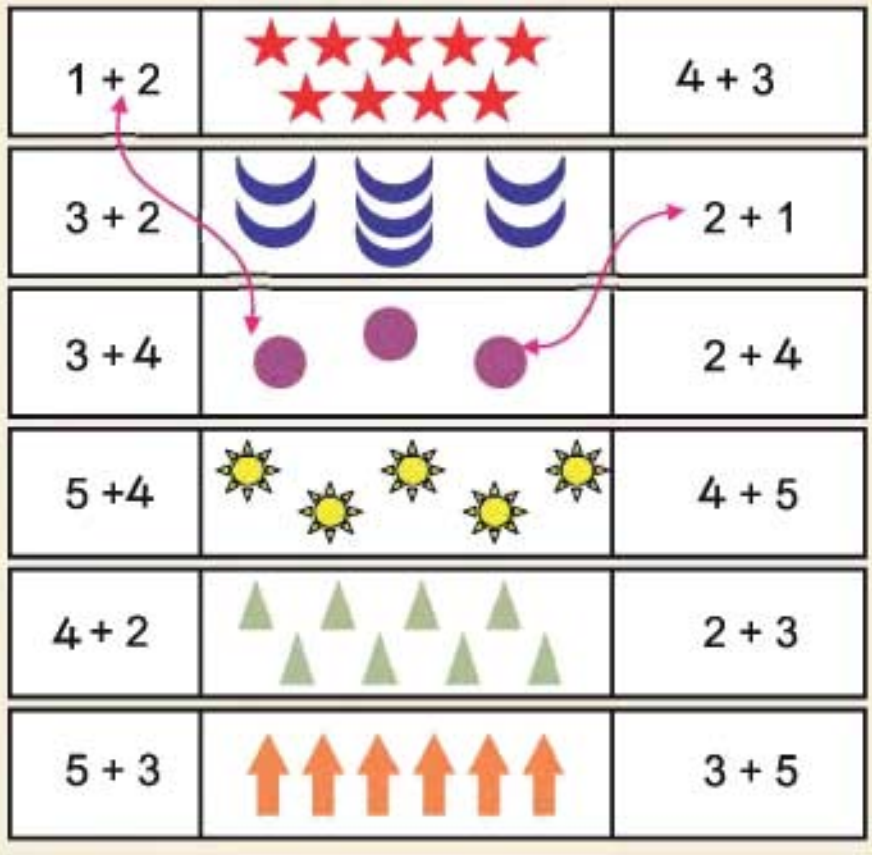
Fill in the table.

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

Draw lines for the numbers and add.

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

Add and match.



I can

Whose balloons are these? Find and colour.