Government of Tamilnadu

STANDARD THREE

TERM I

Volume 2

MATHEMATICS | SCIENCE | SOCIAL SCIENCE

NOT FOR SALE

Untouchability is Inhuman and a Crime

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MATHEMATICS (1-78)

SCIENCE (79-133)

SOCIAL SCIENCE (134-180)

MATHEMATICS

STANDARD THREE

TERM I

1 SHAPES AND FIGURES - I

Recall

There are number of shapes all around us.

The four basic shapes

Triangle

Square

Rectangle

Circle

Basic shapes

Look at the basic shapes :

Square

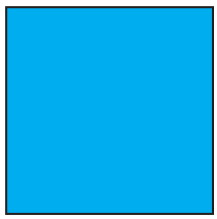
Rectangle

Triangle

Circle

MATHEMATICS

Square :

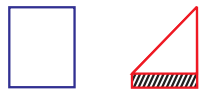


It is a square
It has four sides and four corners.

ACTIVITY 1

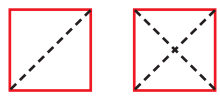
We will make a square through paper folding.

Step 1 : Take a paper and fold it as shown in the figure.



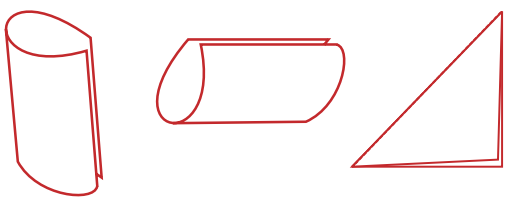
Step 2 : Cut the shaded portion.

Step 3 : Now unfold the paper. We get a square.

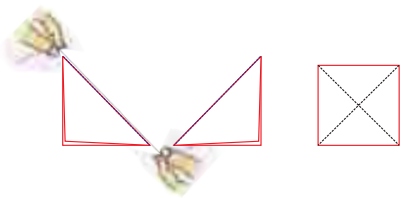


The dotted line is a diagonal obtained by joining the respective opposite corners. There are two diagonals in a square.

To compare the sides of the square, fold the paper as shown in the figure.



Measure the diagonals with a thread.



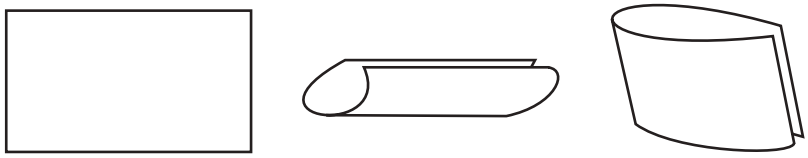
Diagonals are equal.

ACTIVITY 2

List the things around you which are square in shape.

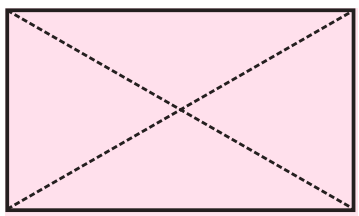
Rectangle :

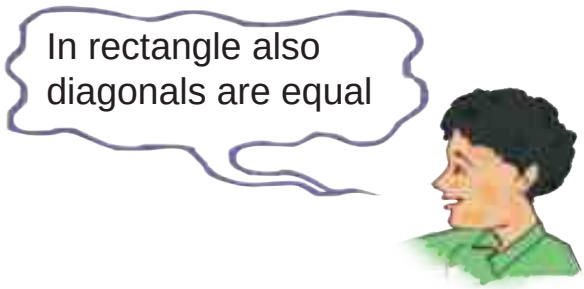
It has four sides and four corners. To measure the sides of the rectangle fold its opposite sides .



What do you observe? The sides coincide.

As you did for the square, make the diagonals in the rectangle and measure the diagonals using a thread.

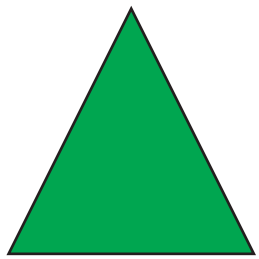




ACTIVITY 3 List the things around you which are rectangular in shape.

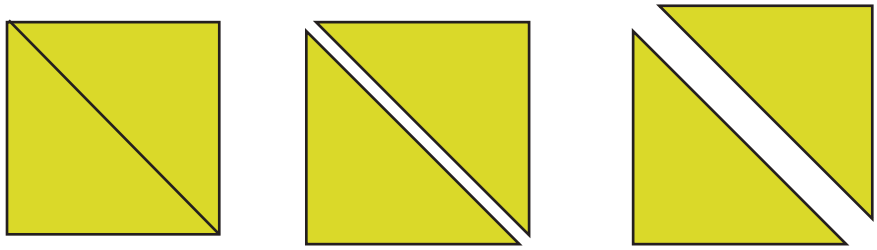
Triangle :

This is a triangle

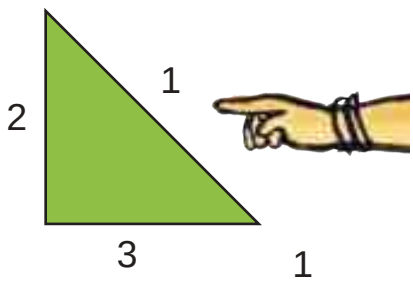


We will make a triangle through paper folding.

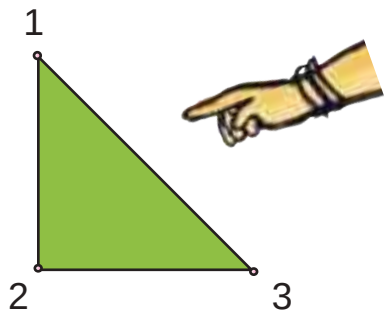
Take a paper and cut it along its diagonal, we get two triangles.



Triangle has three sides.



Triangle has three corners.



ACTIVITY 4

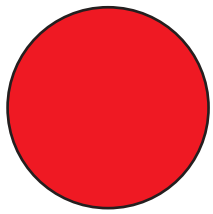
List the things around you which are triangular in shape.

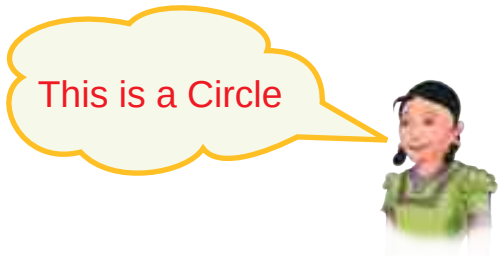
Vicks toffee			

Circle :

Circle is a closed curve.

It has no corner.



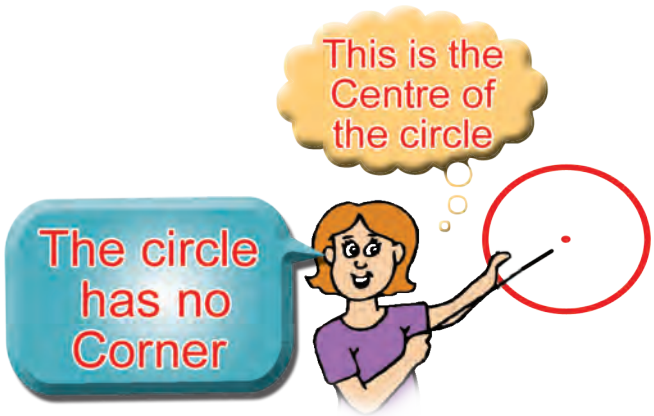


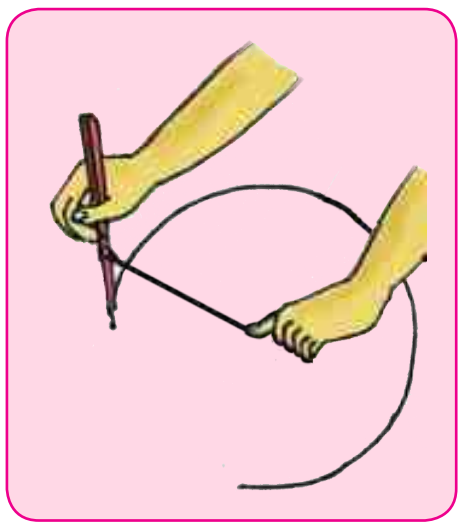
Project

Draw a circle using pencil and thread.

Tie one end of the thread to the pencil as shown in the figure.

Press the other end of the thread on the paper and draw a curved line with the pencil. We get a circle.



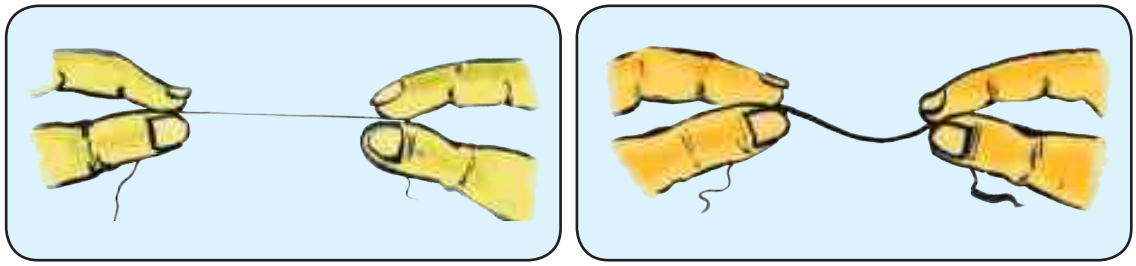


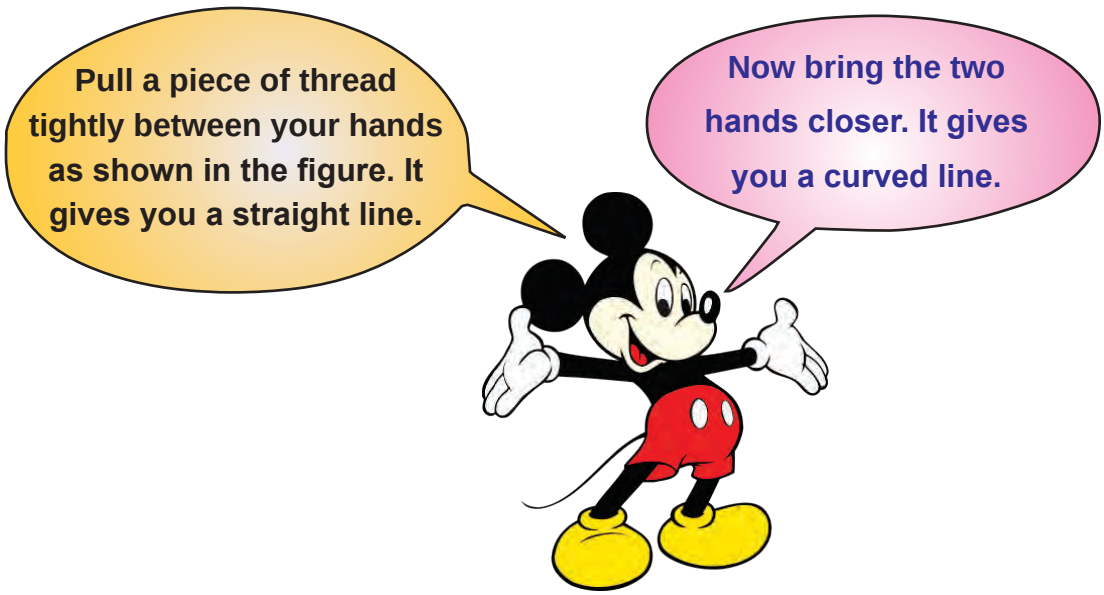
ACTIVITY 5

List the things around you which are circular in shape.

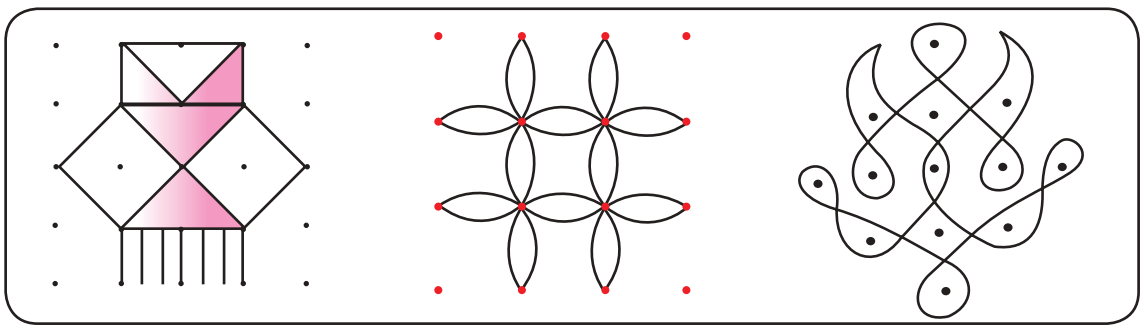
Disc			

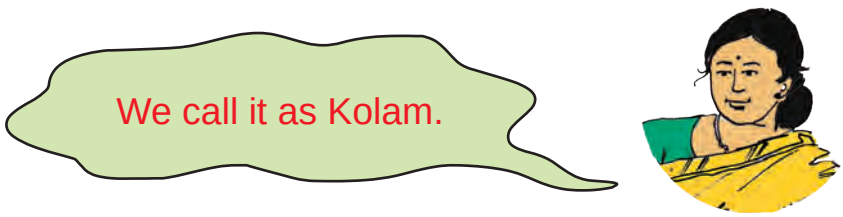
Curved and Straight Lines





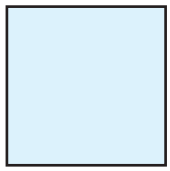
Curved lines and straight lines can be drawn with the help of dots. Look at these designs.

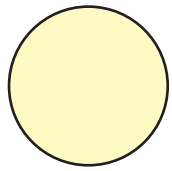
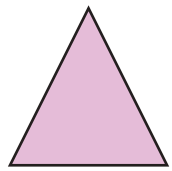




Exercise 1

Write the number of corners and sides of the shapes in the boxes :



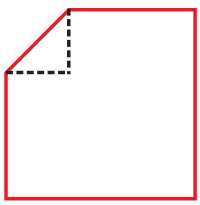
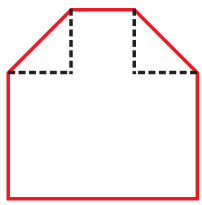
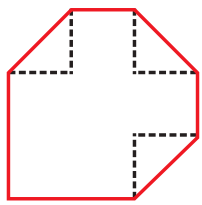
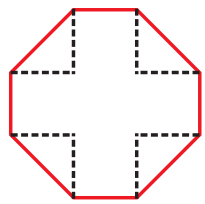



☐ corners ☐ corners ☐ corners ☐ corners

☐ sides ☐ sides ☐ sides ☐ sides

ACTIVITY 6

Fold a square paper at the corners as shown here and write the number of corners and sides obtained.

☐ corners ☐ corners ☐ corners ☐ corners

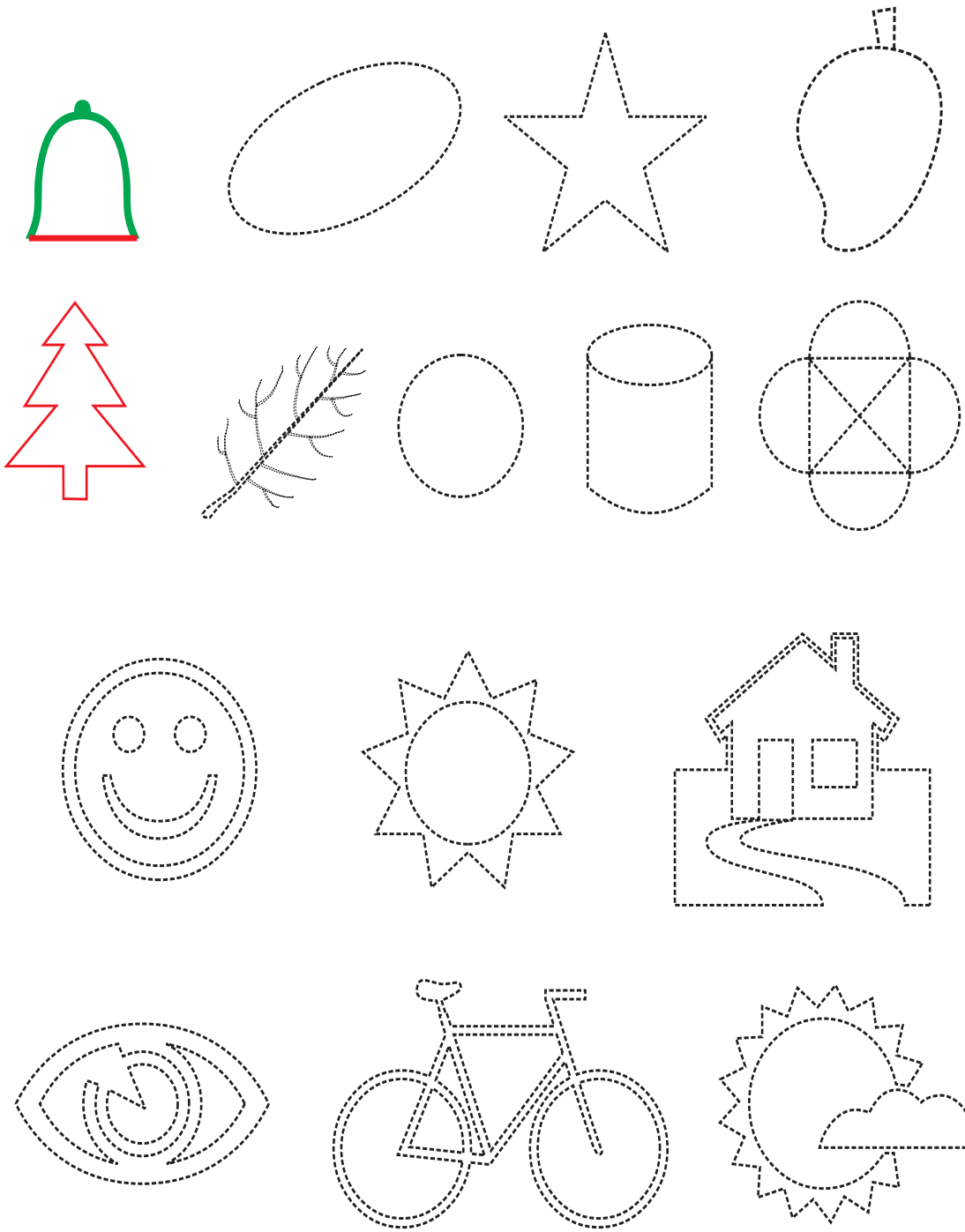
☐ sides ☐ sides ☐ sides ☐ sides

Try it !

☐ Fold all the corners of a square sheet in such a way that it still has only four corners!

ACTIVITY 7

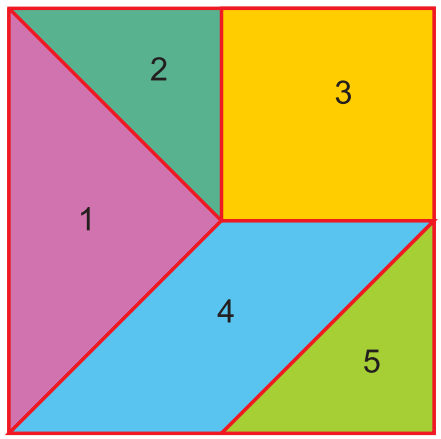
Complete the diagram given below by using green colour and red colour crayons on curved lines and straight lines respectively.



Tangram

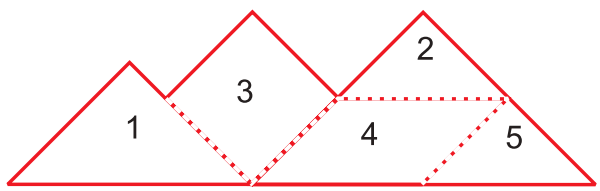
The tangram is an ancient chinese puzzle. From the pieces of the tangram, we can make many figures of animals, people and other things.

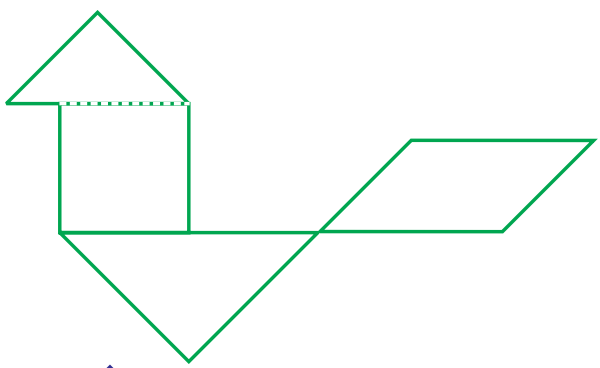
5 Pieces tangram

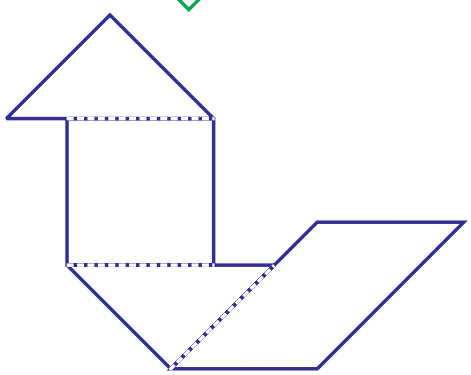


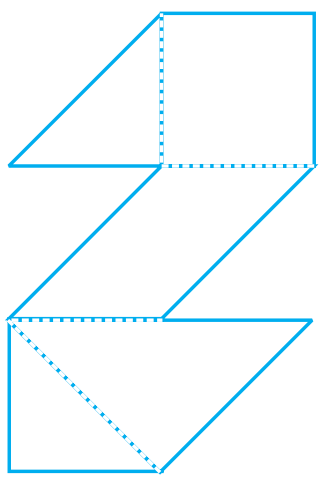
ACTIVITY 8

Prepare 5 pieces tangram and try to make the following figures with the suitable pieces.



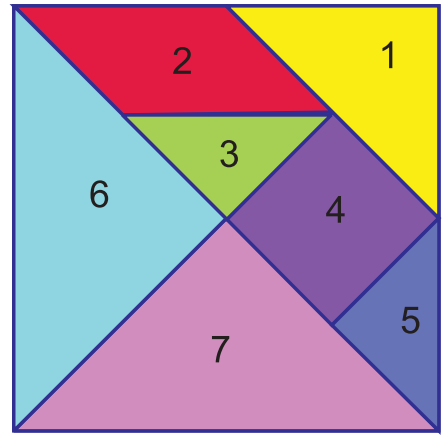






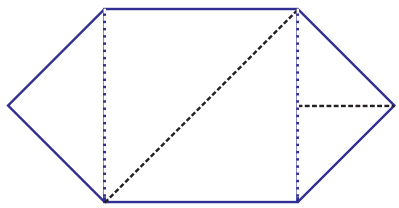
Project

7 pieces tangram

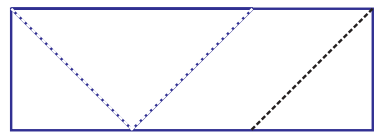


Prepare 7 pieces tangram and make the following shapes.

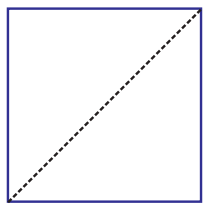
i) use all the 5 triangles



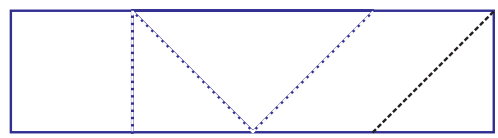
ii) use pieces 1, 2, 3 and 5



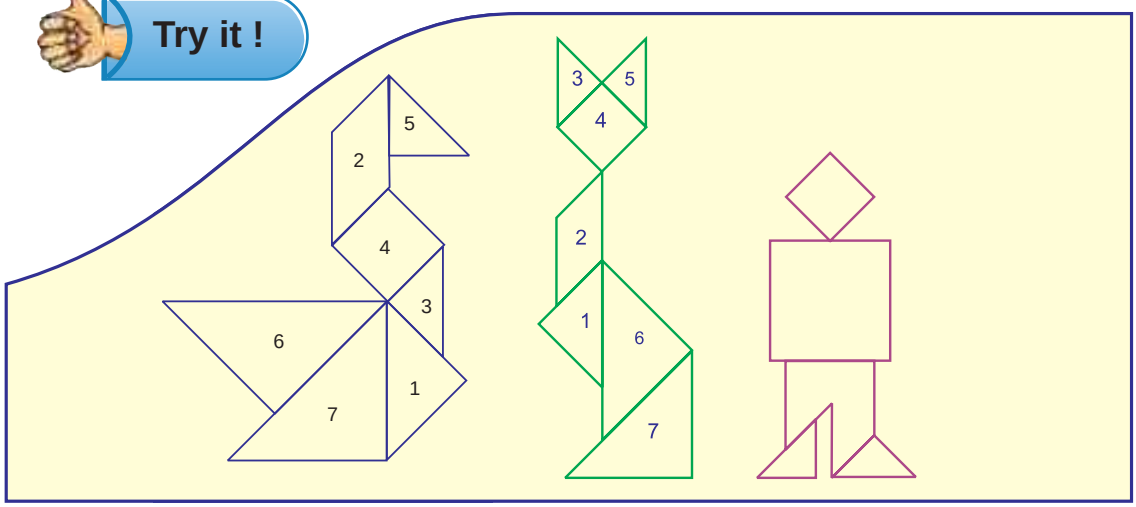
iii) use only two triangles



iv) use pieces 1,2,3,4 and 5

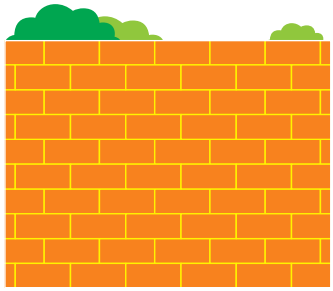


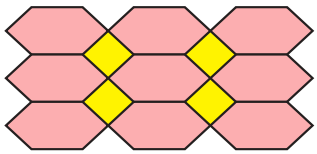
Try it !

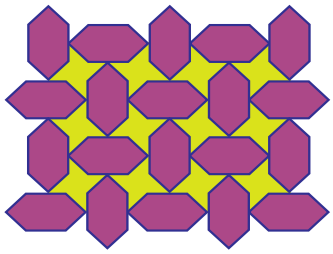


Tessellation

Observe the following pictures and discuss:



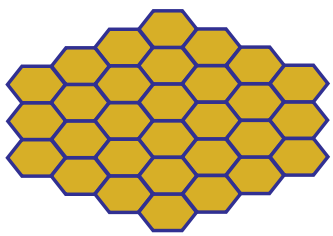


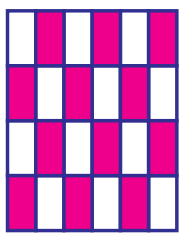


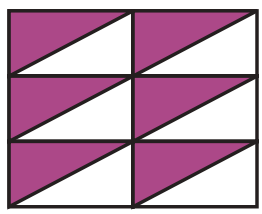
When you fit individual tiles together with no gaps or overlaps to fill a flat space, you have a tiling.

Example

Here are some examples :

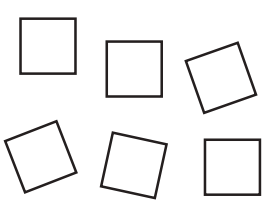


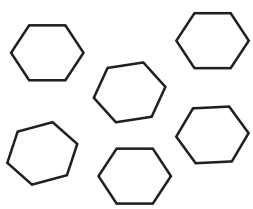


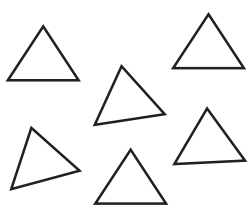


ACTIVITY 9

Tessellate a new region using the following shapes :





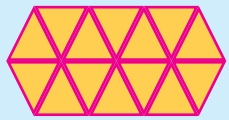


A tessellation is created when a shape is used over and again covering a plane without any gaps or overlaps.

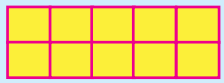
Triangles, Squares, Hexagons are the regular polygons tessellate in the plane.

Here are the examples of

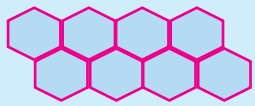
a tessellation of triangles



a tessellation of squares

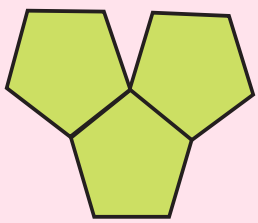


a tessellation of hexagons

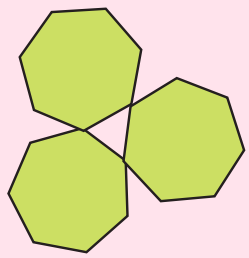


Observe the following Pictures :

Pentagons
(Five equal sides)



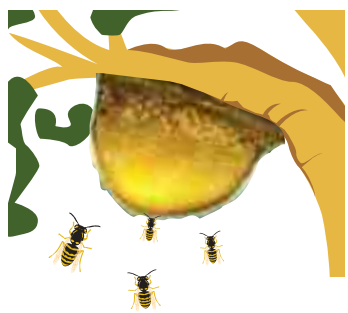
Heptagons
(Seven equal sides)



Though Pentagons and Heptagons are regular Polygons they do not tessellate.

Project

Observe the tessellated shapes around you and discuss



2 SHAPES AND FIGURES - II

Map

Mapping means locating the place with the help of landmarks.

Look at the above picture and discuss about the spatial relationship such as - nearer, in front of, between, behind, far away, above, below, adjacent, bottom, top, etc.....

Exercise 1

1. ..... is adjacent to the school. (hotel / bank)

2. ..... is in front of the hospital. (park / fort)

3. ..... is far away from the post office. (stadium / mountain)

4. Stadium is ..... the school. (adjacent to / behind)

5. Park is ..... the post office and the bank. (in between / in front of)

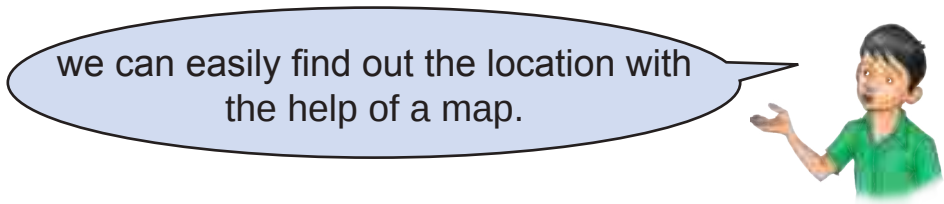
6. Court and hospital are ..... each other. (behind / adjacent to)

7. Flagpole is ..... of the school. (in front / at the centre)

8. River is in front of the ..... (Park / Stadium)

9. The post office is surrounded by ..... (mountain / trees)

10. Stadium is situated at the ..... of the map. (top / bottom)

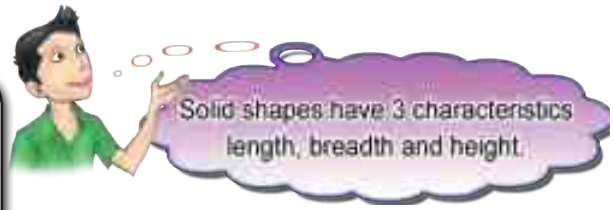


Discuss the spatial relationship among the persons, objects and places found in the picture using the words such as below, above, under, on, in, between, etc.,

Project

Try to draw a map of your house and school.

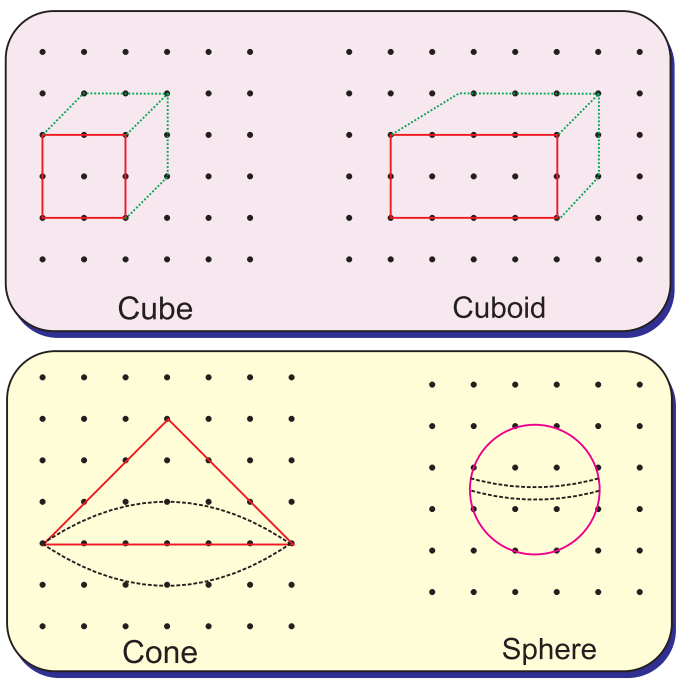
Solid shapes



These are also called 3-D objects.

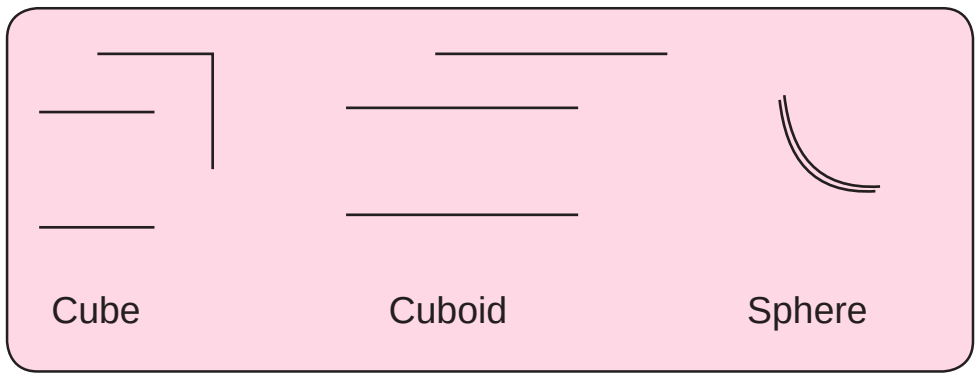
ACTIVITY 1

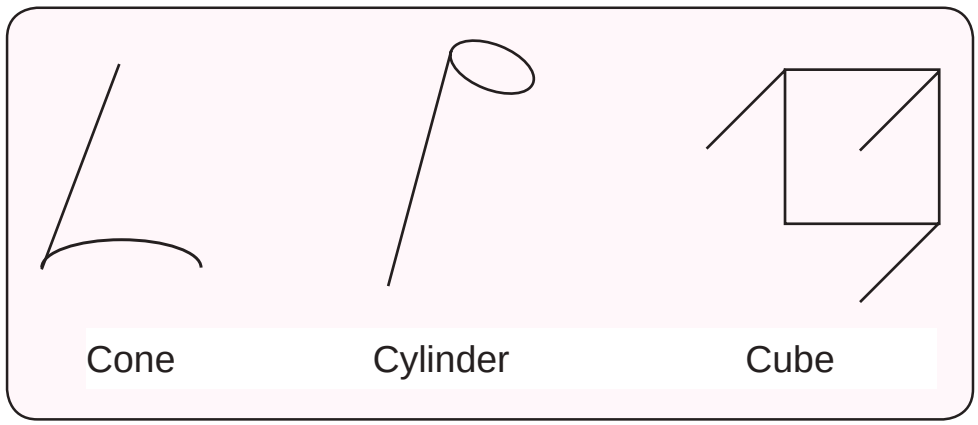
Draw the solid shapes on the dot-grid using straight lines and curves :



ACTIVITY 2

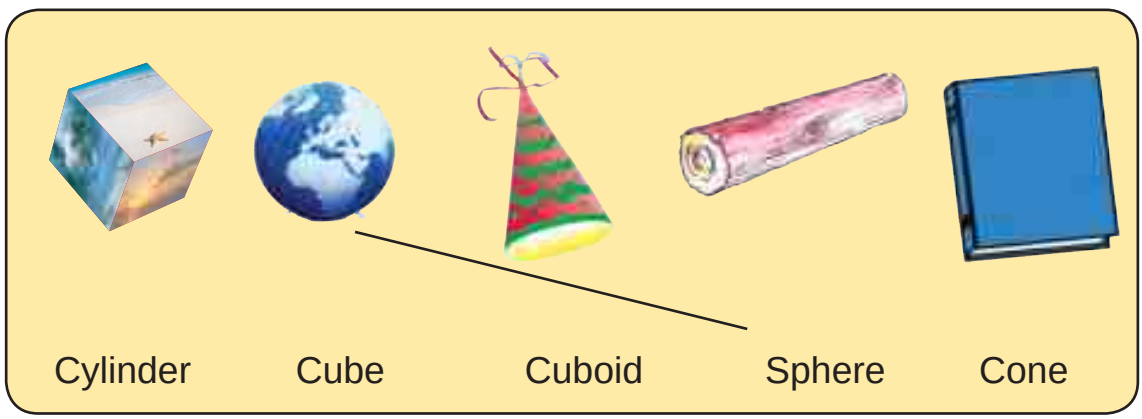
Draw the incomplete solid shapes and colour it :





Exercise 2

Match the solid shapes to its name :



3 NUMBERS

Recall

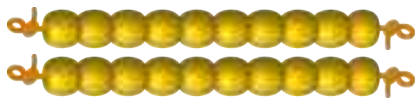
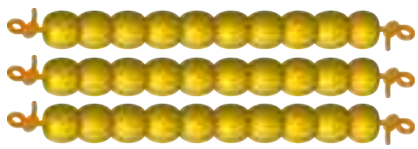
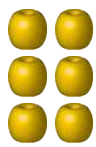
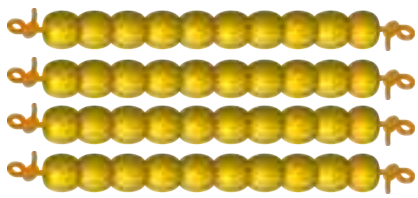
1. **Look at the picture and answer the following :**

1. Number of cows. ____
2. Number of cats. ____
3. Number of trees. ____
4. Number of eggs. ____
5. Number of birds. ____
6. Number of ducks. ____
7. Number of dogs. ____
8. Number of flowers. ____

2. Write the place value of the circled digit :

1. 5 (4) — 4 ones
2. (7) 1 —
3. (6) 3 —
4. 9 (8) —

3. Count the beads and write the numerals in the boxes :

1.   = 24
2.   =
3.   =

4. Write the missing numbers :

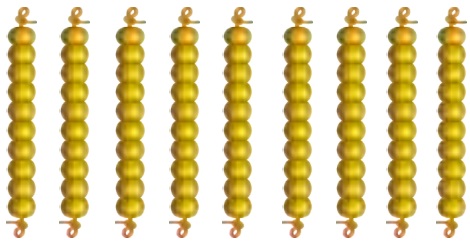
1. 41, 45, 49
2. 91, 96, 100
3. 37
4. 80

Try it !

If you add 1 to me, I will become one less than 100. Who am I ?

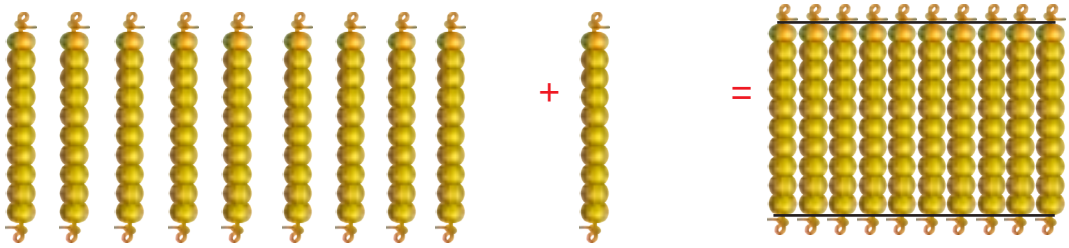
Number sequence upto 1000

Numbers 0, 1, 2, 3, 4, 5, 6, 7, 8, 9 are one digit numbers.
Numbers from 10 to 99 are called two digit numbers.
Number 99 is the biggest two digit number.



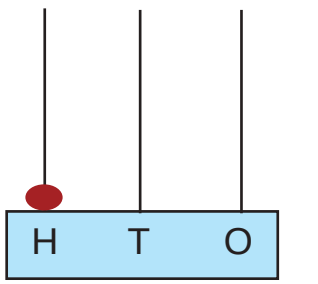
Tens	Ones
9	9

Adding 1 more bead to 99 beads, we get one hundred.



9 tens + 1 ten = 1 hundred

Shall we represent the number 100 in abacus?



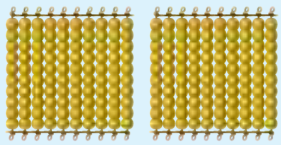
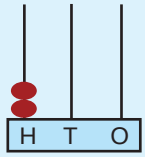
No beads in the ones place shows 0 Ones.
No beads in the tens place shows 0 Tens.
1 bead in the hundreds place shows 1 Hundred.

Hundreds	Tens	Ones
1	0	0

Counting in Hundreds

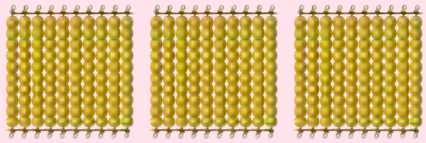
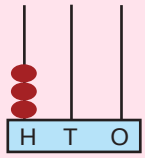
Representing numbers from 200 – 1000

Place value	Number name

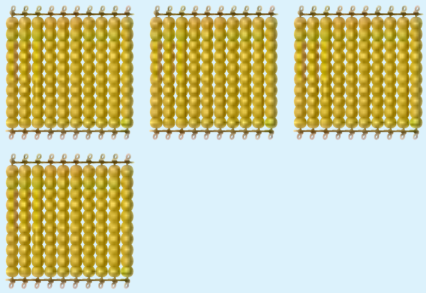
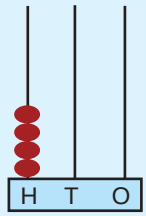
H	T	O
2	0	0

Two Hundred

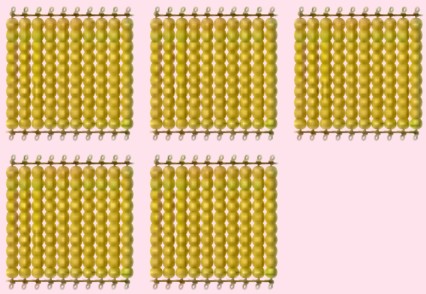
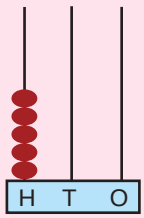
H	T	O
3	0	0

Three Hundred

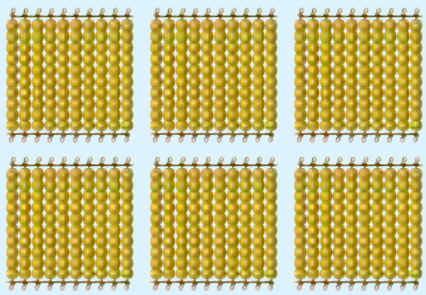
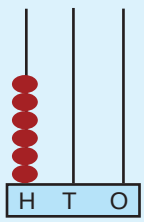
H	T	O
4	0	0

Four Hundred

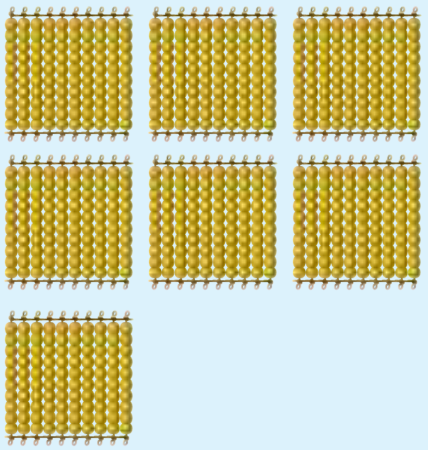
H	T	O
5	0	0

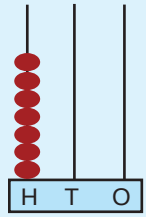
Five Hundred

H	T	O
6	0	0

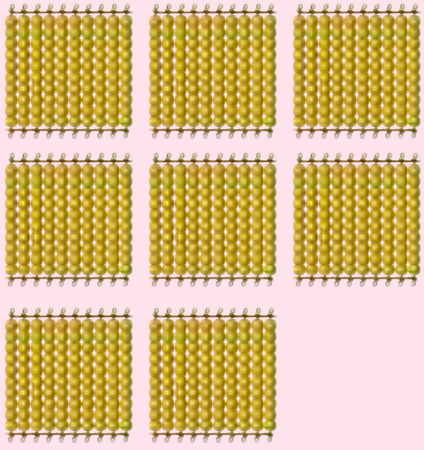
Six Hundred

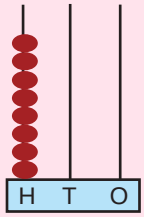




H	T	O
7	0	0

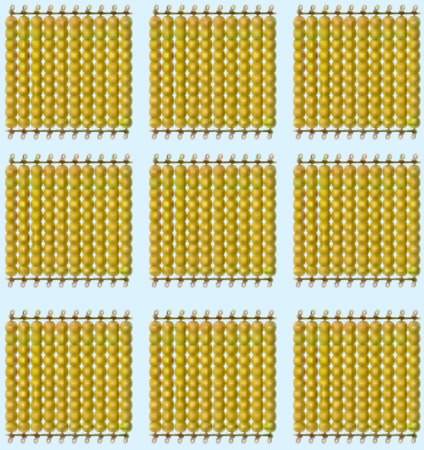
Seven Hundred

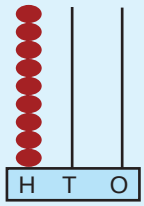




H	T	O
8	0	0

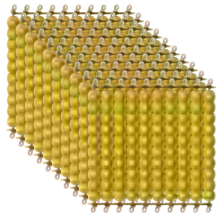
Eight Hundred

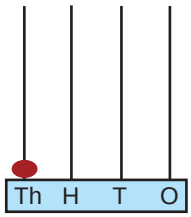




H	T	O
9	0	0

Nine Hundred



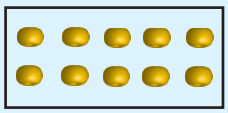


Th	H	T	O
1	0	0	0

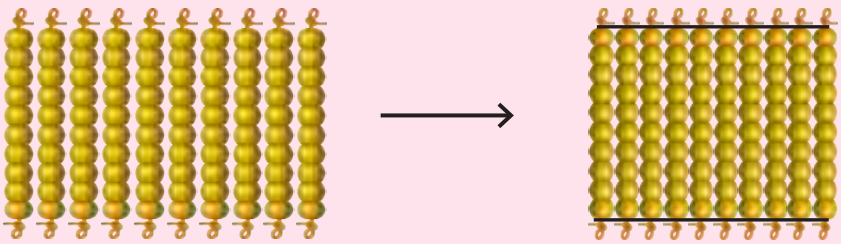
Ten hundred
or
One Thousand

Thousand comes after
Hundreds place

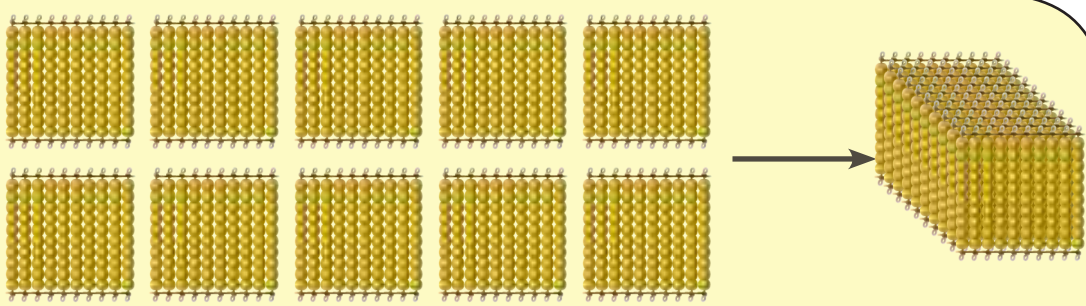
Remember



10 Ones make 1 Ten



10 Tens make 1 Hundred



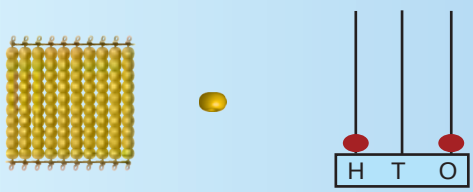
10 Hundreds make 1 Thousand

10 Ones = 1 Ten | 10 Tens = 1 Hundred | 10 Hundreds = 1 Thousand

MATHEMATICS

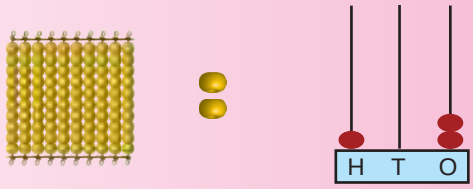
Forming Numbers from 101 – 110

Place value	Number name



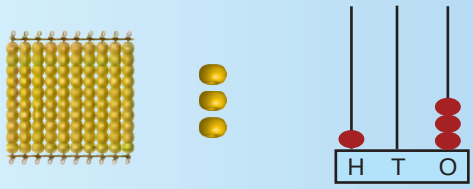
H	T	O
1	0	1

One hundred and one



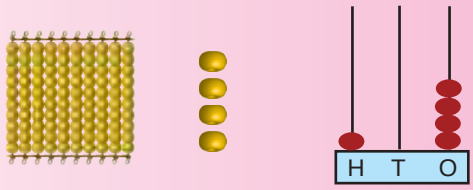
H	T	O
1	0	2

One hundred and two



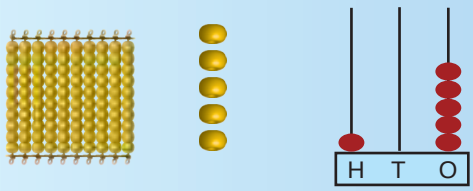
H	T	O
1	0	3

One hundred and three



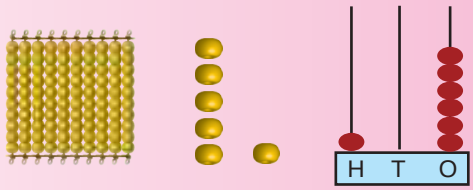
H	T	O
1	0	4

One hundred and four



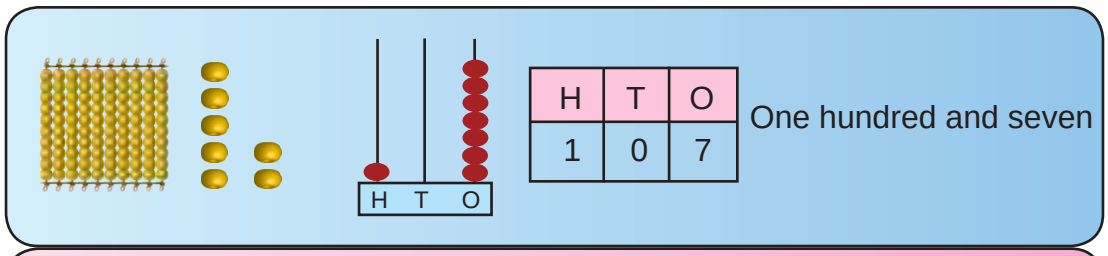
H	T	O
1	0	5

One hundred and five



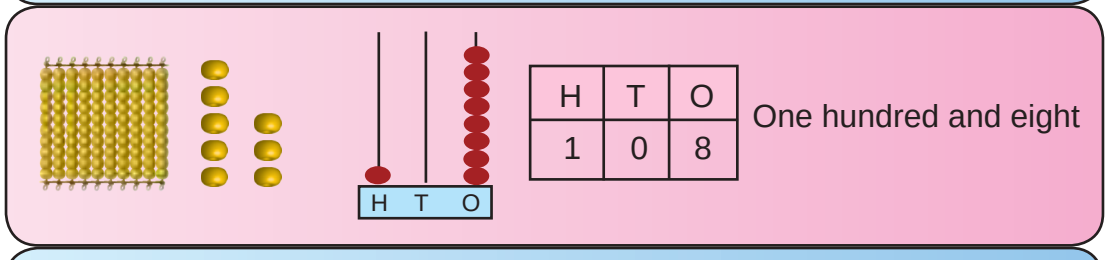
H	T	O
1	0	6

One hundred and six



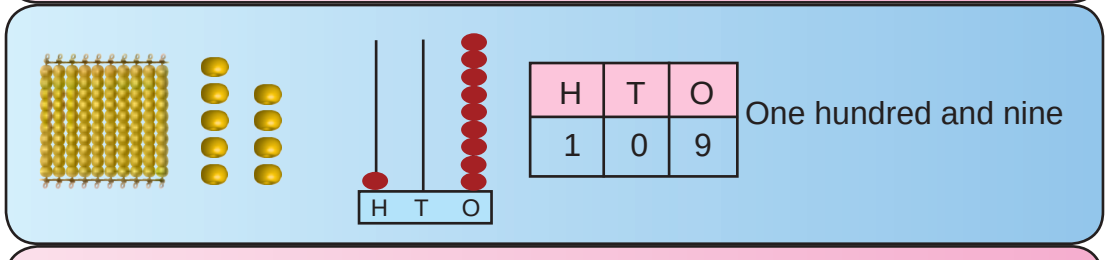
H	T	O
1	0	7

One hundred and seven



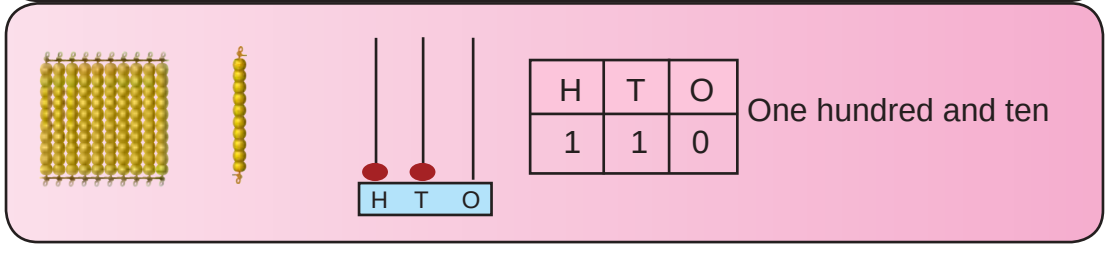
H	T	O
1	0	8

One hundred and eight



H	T	O
1	0	9

One hundred and nine



H	T	O
1	1	0

One hundred and ten

Note to the teacher

Use beads and spike abacus to teach numbers from 111 – 1000

Practise the students to read and write the numbers from 101 to 1000 as given in the next page.

Read the numbers from 101 – 200.

101	111	121	131	141	151	161	171	181	191
102	112	122	132	142	152	162	172	182	192
103	113	123	133	143	153	163	173	183	193
104	114	124	134	144	154	164	174	184	194
105	115	125	135	145	155	165	175	185	195
106	116	126	136	146	156	166	176	186	196
107	117	127	137	147	157	167	177	187	197
108	118	128	138	148	158	168	178	188	198
109	119	129	139	149	159	169	179	189	199
110	120	130	140	150	160	170	180	190	200

Write the missing numbers from 201 – 300.

201	211						271		
202									
					253				
			235						
				247					
						269			
210		230						290	300

Number names

The numeral 28 is read as twenty eight.
Similarly 128 is read as one hundred and twenty eight.

Now write the number names

Number	Number Names
137	One hundred and thirty seven
172	
225	
248	
301	
346	
439	
482	
535	Five hundred and thirty five
591	
648	
672	
720	
776	
800	
875	
909	Nine hundred and nine
992	
999	
1000	One thousand

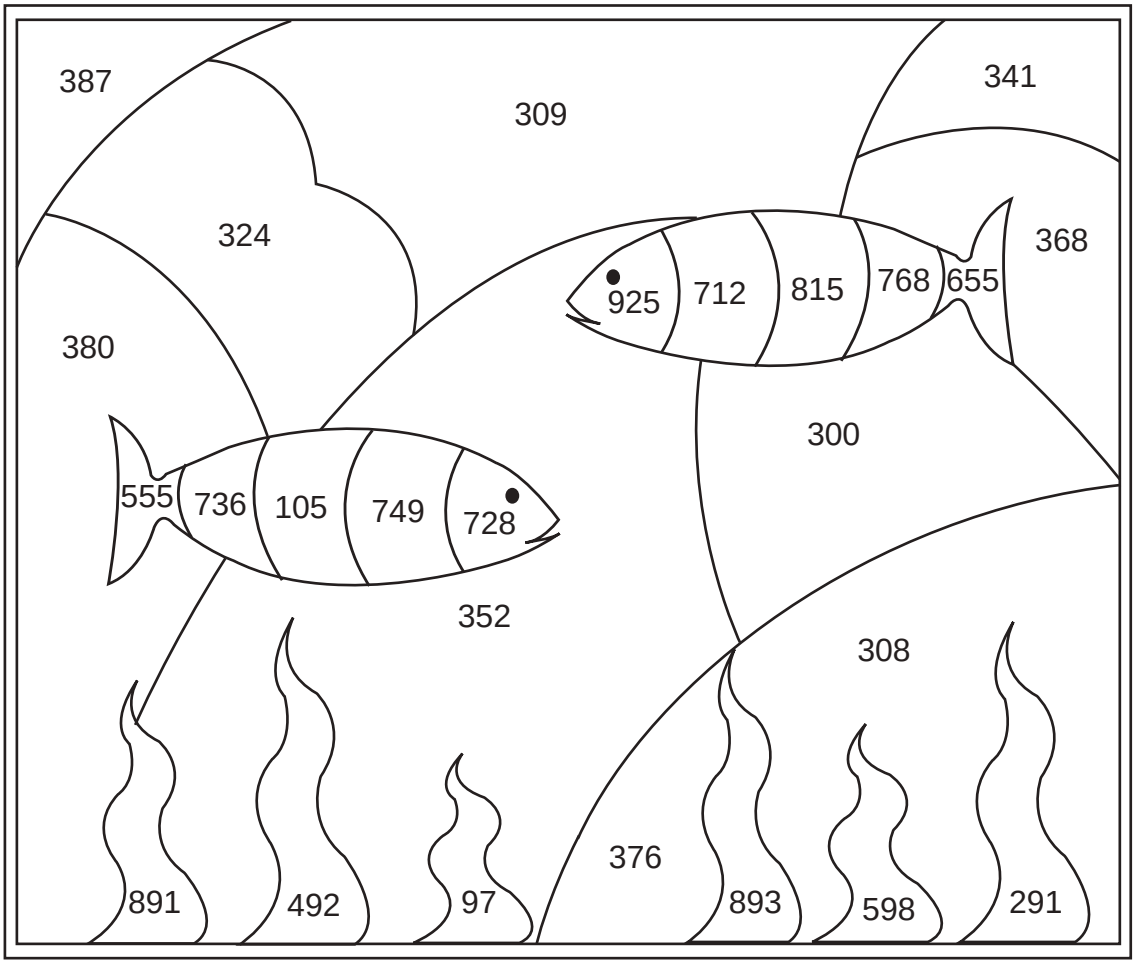
Note to the teacher

Practise the students to write the number names upto 1000 in their note book.

ACTIVITY 1

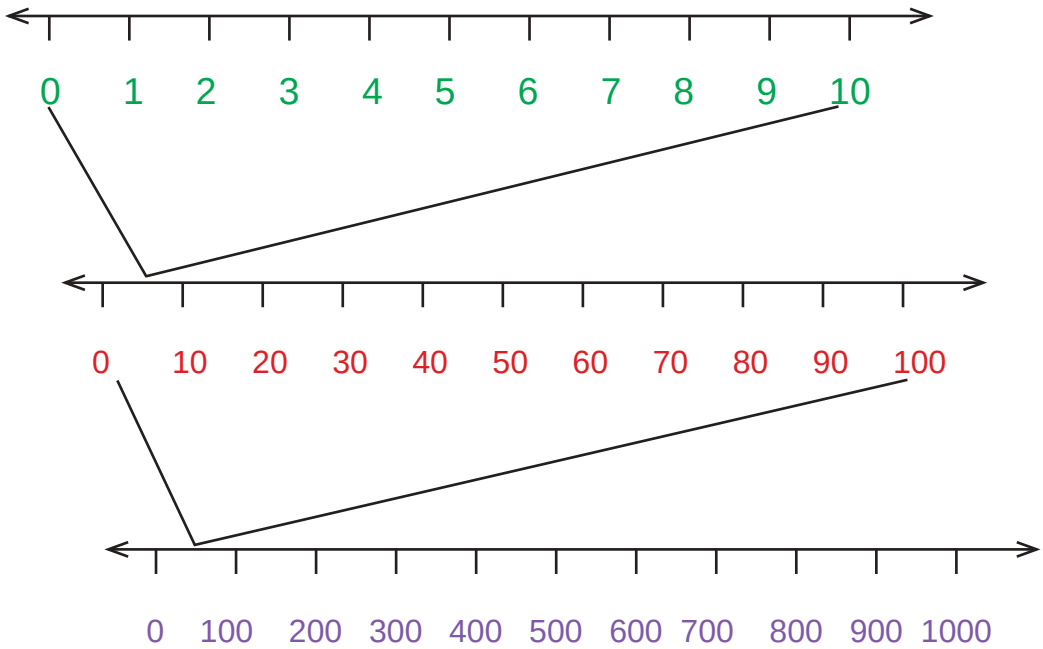
Colour the numbers with

- 3 in the hundreds place by blue.
- 9 in the tens place by green.
- 5 in the ones place by orange.
- 7 in the hundreds place by red.

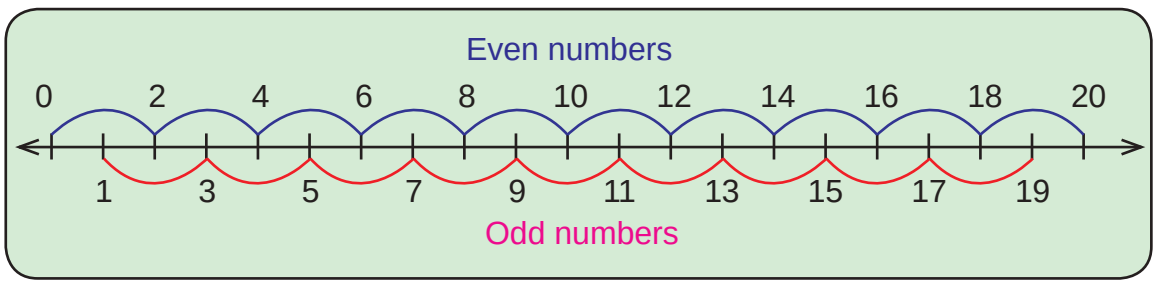


Number line

We can mark the numbers in a straight line at equal distances. Number line starts at 0 and goes on endlessly.



Even numbers and Odd numbers



The numbers 2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24, 26, 28, 30..... are even numbers.

The numbers 1, 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29..... are odd numbers.

Note that even numbers end with 0, 2, 4, 6, 8 and odd numbers end with 1, 3, 5, 7 and 9.

In a class if there are 24 students then we can group them into two equal groups.

24 = 12 + 12

Even numbers form two equal groups.

In a class if there are 17 students we cannot group them into two equal groups.

17 = 8 + 8 and balance is 1

Odd numbers do not form two equal groups.

Try it !

Try the above activity for other odd and even numbers.

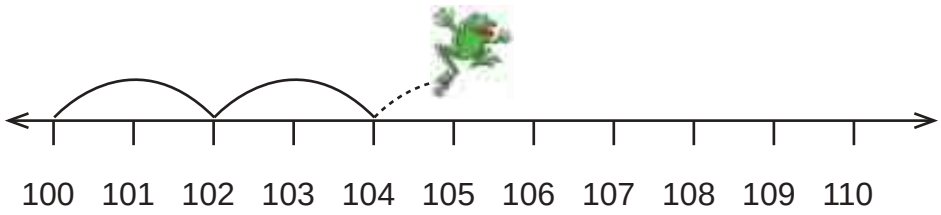
After every odd number there is an even number and after every even number there is an odd number.

Exercise 1

Circle the even numbers	Circle the odd numbers
47, 52, 69, 70, 84	32, 41, 50, 67, 93
132, 145, 149, 174, 199	105, 116, 125, 142, 151
216, 400, 401, 432, 455	217, 232, 245, 342, 357
522, 564, 575, 587, 600	535, 540, 557, 561, 592
921, 926, 932, 938, 947	830, 841, 853, 862, 899

Skip counting in three digit numbers

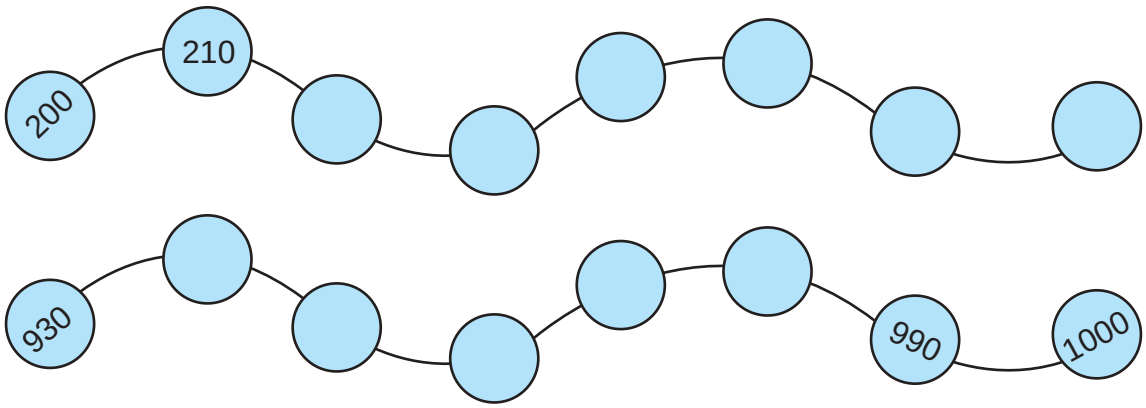
A frog jumps on the number line in 2s.



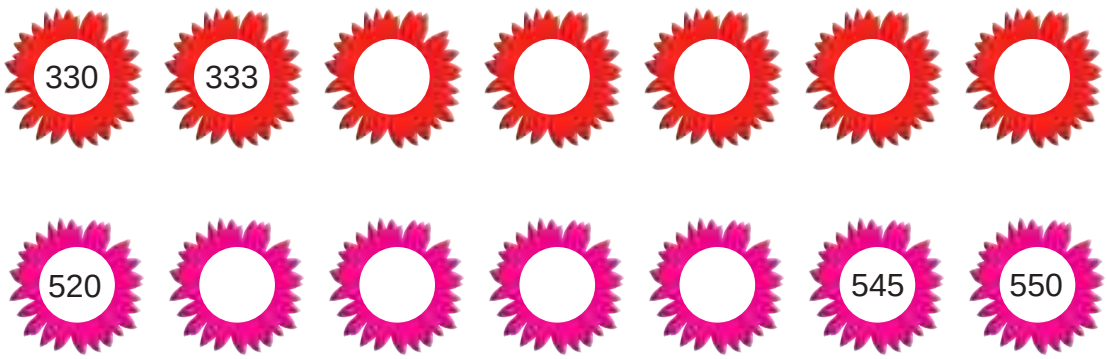
Help the frog to continue: 100, 102, 104, _____, _____, _____, _____

MATHEMATICS

Count in 10s and complete the blanks :



Observe the patterns and complete the blanks:



Comparison of numbers

Anitha has 2 chocolates and her sister Vanitha has 6 chocolates.

Who has more?

They compare as follows:

2 comes before 6 6 comes after 2

In a number line,

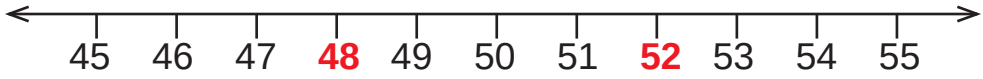
- Number that comes before is smaller.
- Number that comes after is greater.

6 is greater than 2

It is written as 6 > 2

So Vanitha has more chocolates.

If Abinaya has collected 48 stamps and Gayathiri has collected 52 stamps who has collected less number of stamps?



In the number line, 48 comes before 52.

Hence 48 is less than 52.

It is written as 48 < 52.

So Abinaya has collected less stamps.

Balu has 12 sketch pens. Mani also has 12 sketch pens. Who has more and who has less?

While comparing, they have **equal** sketch pens.

It is written as 12 = 12.

Comparison of numbers with different digits.

The number which has more digits is a greater number.

Note:
All one digit numbers are smaller than any two digit number.
All two digit numbers are smaller than any three digit number.

Compare 98 and 112.

H	T	O
	9	8

H	T	O
1	1	2

The number 112 has **3** digits and 98 has only **2** digits.

So the number 112 is greater than 98.

we write 112 > 98.

Compare the following sets of numbers and circle the smaller number.

87, 145	191, 32
123, 46	29, 165

Comparison of numbers with equal digits :

If the number of digits are equal, compare the digit in the hundreds place. The number which has a greater digit in the hundreds place is greater.

Compare 123 and 200

H	T	O
1	2	3

H	T	O
2	0	0

2 is greater than 1, so the number 200 is greater than 123.

We write 200 > 123. We can also say 123 < 200.

If the digits in the hundreds place are same, compare the digits in the tens place. The number which has the greater digit in the tens place is the greater number.

Compare 156 and 131

H	T	O
1	5	6

H	T	O
1	3	1

The digits in the hundreds place are the same. Compare the digits in the tens place.

5 is greater than 3. So the number 156 is greater than 131.

We write 156 > 131. We can also say 131 < 156.

If the digits in the hundreds and the tens place are same, compare the digits in the ones places. The number which has the greater digit in the ones place is the greater number.

Compare 165 and 168

H	T	O
1	6	5

H	T	O
1	6	8

The digits in the hundreds place and tens place are the same. Compare the digits in the ones place.

8 is greater than 5. So the number 168 is greater than 165.

We write 168 > 165. We can also say 165 < 168.

Compare 326 and 326

H	T	O
3	2	6

H	T	O
3	2	6

The digits in the hundreds place, tens place and ones place are same.

So, 326 = 326

Compare the numbers in each of the following sets and circle the smaller number.

173, 165

592, 595

335, 383

440, 404

Exercise 2

Write < , > or = in the boxes provided:

312	☐	483	761	☐	683
419	☐	547	416	☐	419
408	☐	308	394	☐	387
387	☐	487	782	☐	782
512	☐	512	983	☐	990

Order of numbers

When we write the numbers from smaller to greater, we call it ascending order. When we write numbers from greater to smaller, we call it descending order.

We arrange the numbers **144, 148** and **145** in ascending order and in descending order.

Look at the number line :

144 is smaller than 145 and

145 is smaller than 148.

Ascending order:

144 < 145 < 148

144, 145, 148

Descending order:

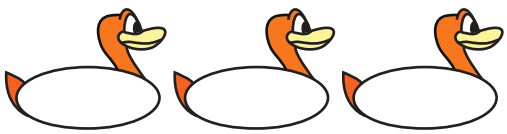
148 > 145 > 144

148, 145, 144

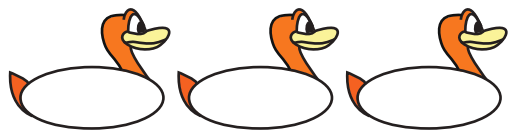
Exercise 3

1. Arrange the following numbers in ascending order :

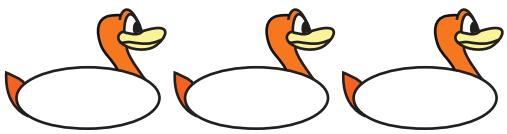
(a) 253, 248, 384



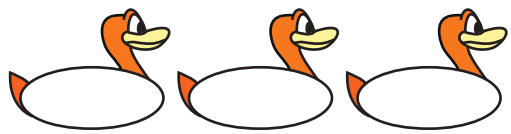
(b) 492, 499, 493



(c) 569, 539, 589

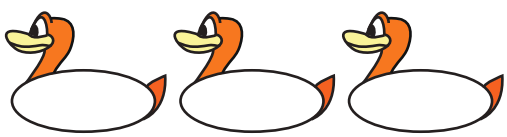


(d) 795, 759, 756

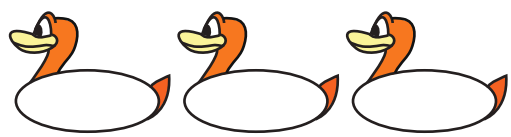


2. Arrange the following numbers in descending order :

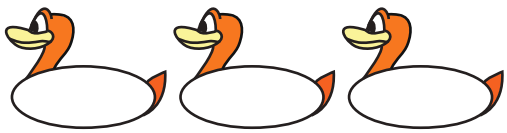
(a) 205, 210, 290



(b) 212, 503, 369

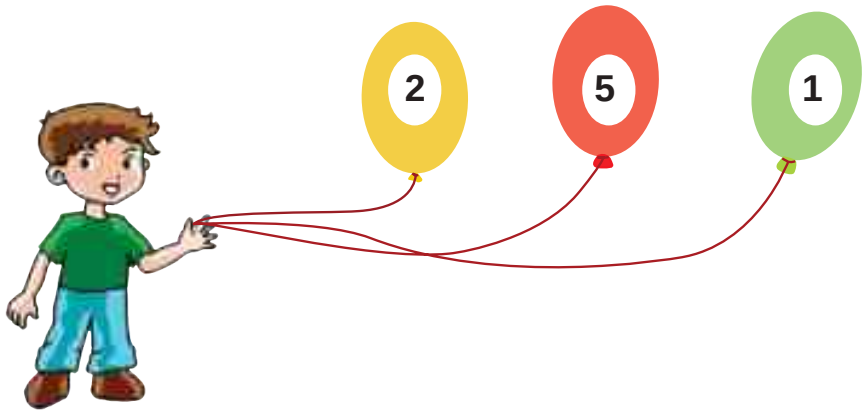


(c) 323, 303, 332



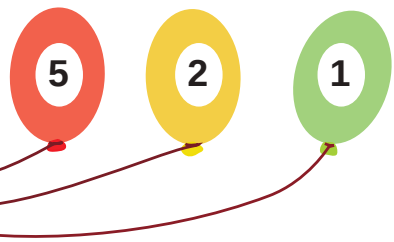
(d) 405, 407, 437

Form the greatest and the smallest numbers using the given digits

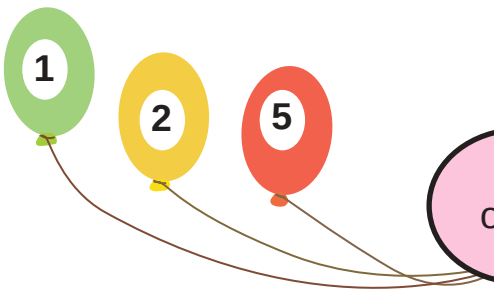


How can we form the greatest number from these given digits?

Arrange the digits in descending order to form the greatest number.



Greatest number : 521



Arrange the digits in ascending order to form the smallest number.

Smallest number : 125

Let us see another example :

1, 0, 3 are the given numbers.

By using these numbers shall
we form the greatest
and the smallest 3 - digit number?

The greatest number is 310.

The smallest number is 013.

But, 013 is a two digit number.

Oh! sorry!
What to do ?

Numbers should not begin with zero.

Yes I got it.
So the smallest number is 103.

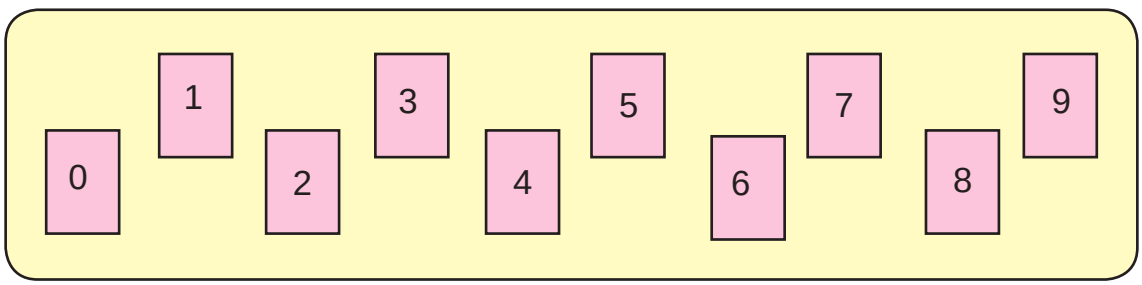
Exercise 4

Form the greatest and the smallest 3 digit number.

Digits	Greatest number	Smallest number
5 7 4		
3 6 9		
8 0 1		

ACTIVITY 2

- Make 10 number cards from 0 to 9 .
- Put the cards downward.
- Turn any three cards and make all possible three digit numbers.
- Ask the students to form the greatest number.
- Ask the students to form the smallest number.



Date:.....

1) Fill in the missing numbers.

551		561							596
552									
553									
			570						600

MATHEMATICS

2) Write the number names.

3. Fill in the blanks.

a) 266 has _____ Hundreds _____ Tens _____ Ones

b) 405 has _____ Hundreds _____ Tens _____ Ones

c) 574 has _____ Hundreds _____ Tens _____ Ones

d) 896 has _____ Hundreds _____ Tens _____ Ones

e) 999 has _____ Hundreds _____ Tens _____ Ones

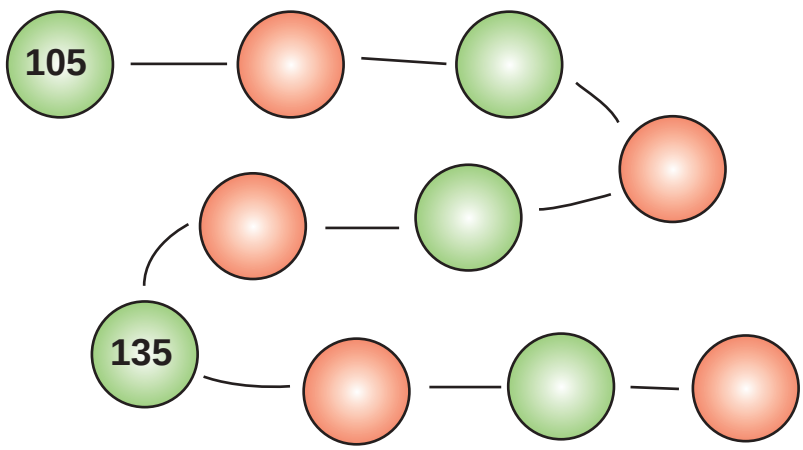
4. Put a box around the correct number.

a) 3 Hundreds 9 Tens 0 Ones	309,	390,	903
b) 5 Hundreds 2 Tens 2 Ones	522,	225,	520
c) 6 Hundreds 5 Tens 1 Ones	156,	651,	516
d) 9 Hundreds 0 Tens 9 Ones	990,	909,	900

5. Write the place value for the circled digits.

a) (7) 2 5 b) 9 (4) 7 c) 1 4 (5)

6. Skip count by fives.



7. Find out the odd and the even numbers.

133, 146, 327, 548, 575, 932, 601, 99, 74, 500.

Odd numbers :

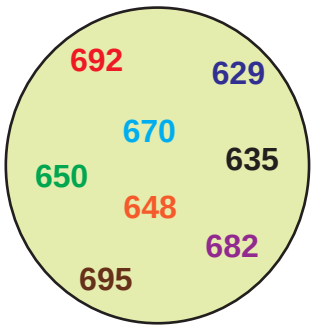
Even numbers :

8. Compare the numbers and write <, >, or = in the box.

118		340
225		176
347		325

875		600
500		500
925		928

9. Write the numbers in ascending and descending order.



Ascending order :

Descending order :

10. Using the numerals 7, 4, and 5, write the greatest and the smallest 3 digit number.

Greatest number :

Smallest number :

Comments

Teacher's signature

4 ADDITION

Recall

Complete the table:

+	11	12	13	14	15	16	17	18	19	20
0										
1										
2										
3			16							
4										
5										
6										
7						23				
8										
9										
10										30

Fill in the blanks using the above table :

3 + 15 = ☐ ☐ + 14 = 20

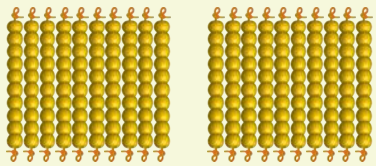
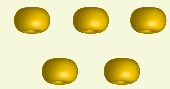
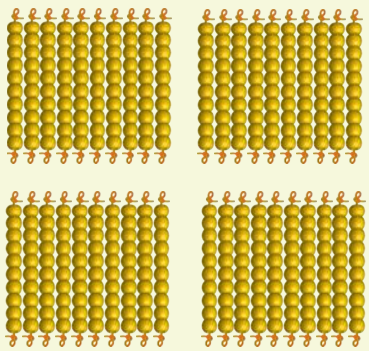
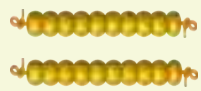
4 + 19 = ☐ 13 + ☐ = 22

16 + 3 = ☐ ☐ + ☐ = 28

Addition of three digit numbers (without regrouping)

Add :

$$\begin{array}{r} 215 \\ +\ 423 \\ \hline \\ \hline \end{array}$$

H	T	O
		
2	1	5
		
4	2	3

Step 1 : Add ones:

5 + 3 = 8

H	T	O
2	1	5
4	2	3
		8

We write 8 in ones place.

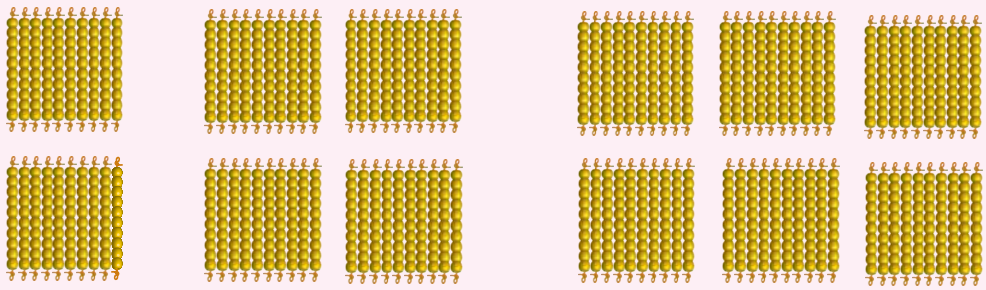
Step 2 : Add tens :

H	T	O
2	1	5
4	2	3
	3	8

1 + 2 = 3

Write 3 in tens place.

Step 3 : Add hundreds :



2 + 4 = 6

Write 6 in hundreds place

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

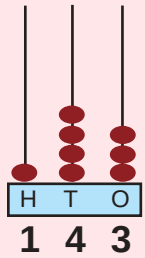
$$\begin{array}{r} 215 \\ +\ 423 \\ \hline 638 \\ \hline \end{array}$$

Keep in mind:
In addition, first we add ones then tens and hundreds in order.

Addition through spike abacus.

Add

$$\begin{array}{r} 143 \\ +\ 512 \\ \hline \\ \hline \end{array}$$

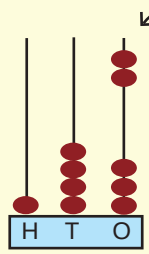


Now we have to add 512 with 143.

Step 1 :

Add ones:

	H	T	O
	1	4	3
+	5	1	2
			5



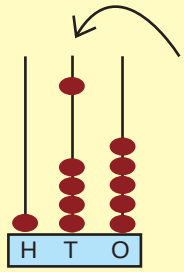
Put **2** beads in ones place

3 + 2 = 5

Step 2 :

Add tens

	H	T	O
	1	4	3
+	5	1	2
		5	5



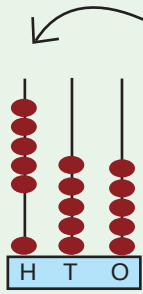
Put **1** bead in tens place

4 + 1 = 5

Step 3 :

Add hundreds :

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



Put 5 beads in hundreds place

1 + 5 = 6

So the sum is 655

Example

Add:

	5	2	2
+	4	5	3

Add ones

Add tens

Step 1 :

	H	T	O
	5	2	2
+	4	5	3
			5

Step 2 :

	H	T	O
	5	2	2
+	4	5	3
		7	5

Step 3 :

Add hundreds

	H	T	O
	5	2	2
+	4	5	3
	9	7	5

$$\begin{array}{r} 5\ 2\ 2 \\ +\ 4\ 5\ 3 \\ \hline 9\ 7\ 5 \\ \hline \end{array}$$

Exercise 1

MATHEMATICS

Add the following numbers :

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

b)
$$\begin{array}{r} 2\ 3\ 8 \\ +\ 6\ 3\ 1 \\ \hline \end{array}$$

c)
$$\begin{array}{r} 5\ 2\ 2 \\ +\ 4\ 2\ 6 \\ \hline \end{array}$$

d)
$$\begin{array}{r} 1\ 0\ 1 \\ 1\ 2\ 1 \\ +\ 7\ 0\ 3 \\ \hline \end{array}$$

e)
$$\begin{array}{r} 6\ 3\ 0 \\ 2\ 5\ 4 \\ +\ 1\ 1\ 3 \\ \hline \end{array}$$

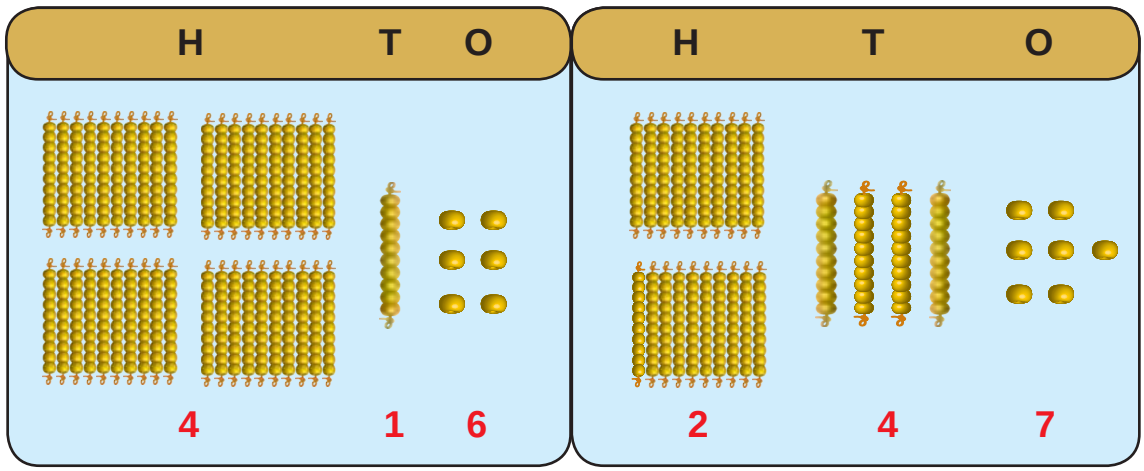
f)
$$\begin{array}{r} 2\ 3\ 4 \\ 1\ 0\ 3 \\ +\ 3\ 1\ 1 \\ \hline \end{array}$$

Addition of three digit numbers (with regrouping)

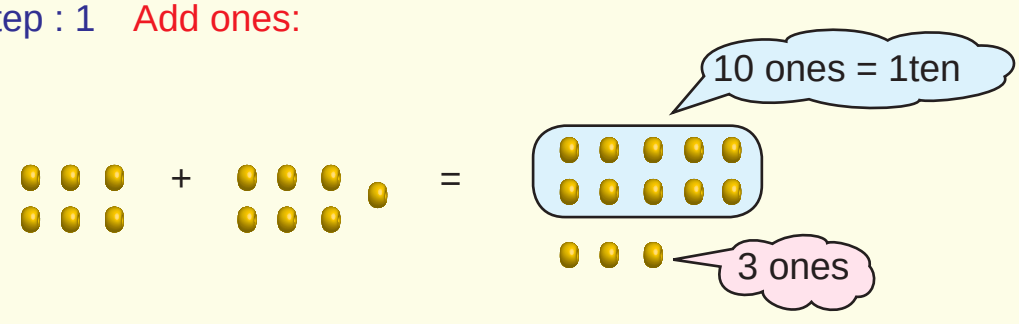
Example

Add :

$$\begin{array}{r} 416 \\ +\ 247 \\ \hline \\ \hline \end{array}$$



Step : 1 Add ones:



13 ones = 1 ten + 3 ones

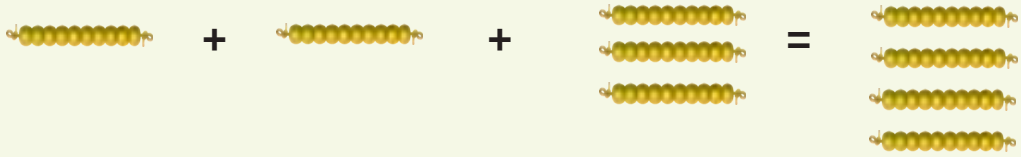
So, we put 3 in ones place and carry over 1 ten to tens place.

H	T	O
	1	
4	1	6
+ 2	4	7
		3

6 + 7 = 13 ones

13 ones = 1 ten + 3 ones

Step : 2 Add tens:



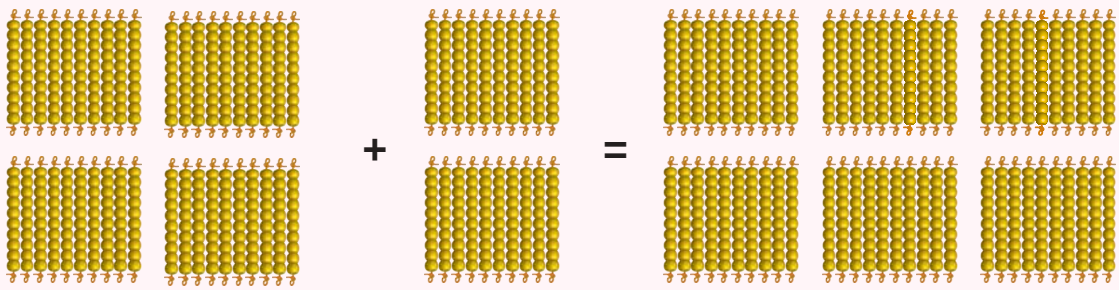
1 + 1 + 4 = 6

1 1 4 6

H	T	O
	1	
4	1	6
+ 2	4	7
	6	3

1 + 1 + 4 = 6 tens

Step : 3 Add hundreds:



4 + 2 = 6

H	T	O
	1	
4	1	6
+ 2	4	7
6	6	3

$$\begin{array}{r} {\scriptstyle 1} \\ 416 \\ +\,247 \\ \hline 663 \\ \hline \end{array}$$

Note to the teacher

Demonstrate addition with regrouping through Spike abacus.

Example

Add:

$$\begin{array}{r} 258 \\ +\,194 \\ \hline \\ \hline \end{array}$$

Step 1 : Add ones :

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

8 + 4 = 12 ones,

Regroup 12 ones = 1 ten + 2 ones

Put 2 in ones place and carry over

1 to tens place.

Step 2 : Add Tens :

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

1 + 5 + 9 = 15 tens ,

Regroup 15 tens = 1 hundred + 5 tens

Put 5 in tens place and carry over

1 to hundreds place.

Step 3 : Add Hundreds :

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

1 + 2 + 1 = 4 hundreds,

Put 4 in hundreds place.

```
  1  1
  2  5  8
+ 1  9  4
---------
  4  5  2
---------
```

Exercise 2

Add the following numbers :

a)
```
  3 5 8
+ 4 9 0
-------
```

b)
```
  3 3 9
+ 2 7 2
-------
```

c)
```
  2 8 5
+ 5 4 2
-------
```

d)
```
  5 9 8
+ 2 0 9
-------
```

e)
```
  4 5 5
+ 5 4 5
-------
```

ACTIVITY 1

INDIAN MATHEMATICIAN

Srinivasa Ramanujan
1887 - 1920

Materials required:

0 to 4 number cards (8 sets).

Step 1 :

Form small groups with less number of students.

Step 2 :

Give 2 sets of number cards to each group.

Step 3 :

Using the number cards, form two 3-digit numbers and add them.

Step 4 :

The group which worked out more problems correctly is the winner group. The teacher can award the winner group as

Ramanujan group

Note to the teacher

Tell the interesting facts about great mathematician Ramanujan.

Statement problems

Exercise 3

1. In a parking place there are 275 scooters and 112 cars.

   How many vehicles are there totally ?

Scooters = 275

Cars = 112

Total vehicles = ____

2. A fruit seller sold 195 apples, 287 mangoes and 35 bananas.

   How many fruits did he sell?

Apples = 195

Mangoes = 287

Bananas = 35

Total fruits Sold = ____

3. In a train, a compartment is carrying 132 people. Another compartment is carrying 129 people. How many people are there in both the compartments?

First compartment =

Second compartment =

Total number of people = ____

4. In a school 456 students like to play cricket and 395 students like to play foot ball. How many students altogether like to play in the school?

Cricket =

Football =

Total Students =

5. In a library there are 427 story books, 152 college books and 133 engineering books. How many books are there totally?

Story books =

College books =

Engineering books =

Total books =

Exercise 4

Do the statement problems in your notebook.

1. A tailor bought 125 white buttons and 165 red buttons. How many buttons did the tailor buy?

2. A book seller supplied 789 Tamil books and 149 English books to a library. How many books did he supply to the library?

3. In a grove there are 279 coconut trees and 387 mango trees. How many trees are there in the grove?

Date:.....

1) Add the following:

a)
$$\begin{array}{r} 3\ 1\ 2 \\ +\ 4\ 6\ 5 \\ \hline \end{array}$$

b)
$$\begin{array}{r} 3\ 3\ 4 \\ +\ 4\ 3\ 2 \\ \hline \end{array}$$

c)
$$\begin{array}{r} 5\ 7\ 6 \\ +\ 4\ 0\ 3 \\ \hline \end{array}$$

d)
$$\begin{array}{r} 5\ 4\ 8 \\ +\ 3\ 2\ 4 \\ \hline \end{array}$$

e)
$$\begin{array}{r} 6\ 0\ 3 \\ +\ 1\ 5\ 8 \\ \hline \end{array}$$

f)
$$\begin{array}{r} 7\ 8\ 5 \\ +\ 1\ 2\ 9 \\ \hline \end{array}$$

MATHEMATICS

2) Express the following in numerals and add them.

a) One hundred and eighty,
Four hundred and sixty five.

$$\begin{array}{r} 1\ 8\ 0 \\ +\ 4\ 6\ 5 \\ \hline \end{array}$$

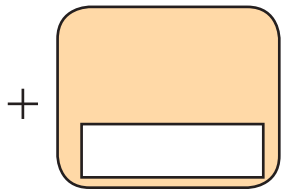
b) Four hundred and ten,
Two hundred and ninety five.

+

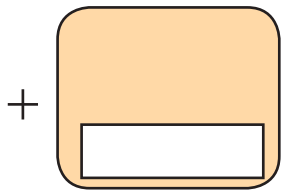
c) Five hundred and ninety seven,
Three hundred and thirty two.

+

d) Two hundred and seventy nine,
Six hundred and forty one.



e) Three hundred and eighty two,
Two hundred and ninety one.

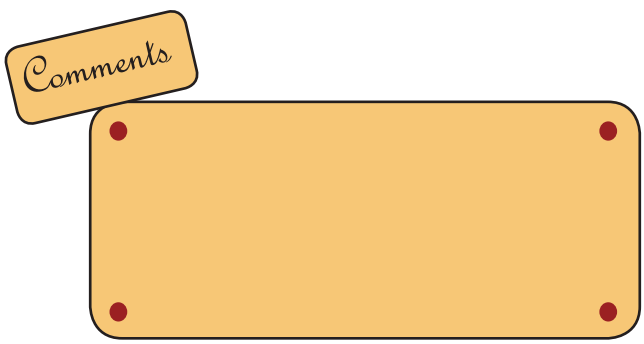


3) Answer the following statement problems.

a) In a shop 101 dresses were sold on Monday and 221 dresses were sold on Tuesday. How many dresses were sold in two days?

b) In a village, there are 272 men, 231 women and 211 children. What is the total population of the village?

c) The Principal of a school gave 111 medals to those who had done well in sports and 99 medals to those who had done well in exams. Altogether, how many medals did the Principal give?

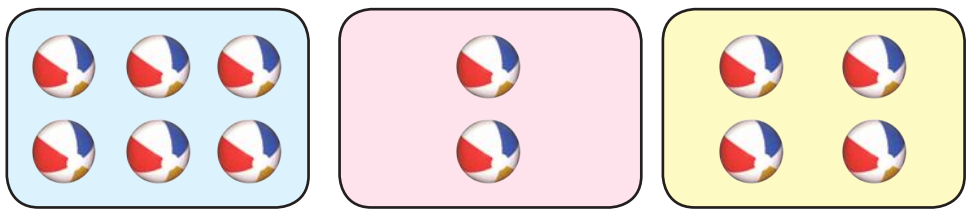


Teacher's signature

5 SUBTRACTION

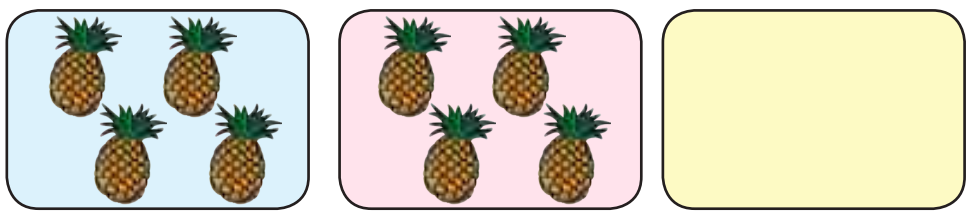
Recall

In the previous class, we have studied about the subtraction.



Balls in all — Take away — Balls left

6 − 2 = ☐



Pine apples in all — Take away — Pine apples left

4 − 4 = ☐

Flowers in all — Take away — Flowers left

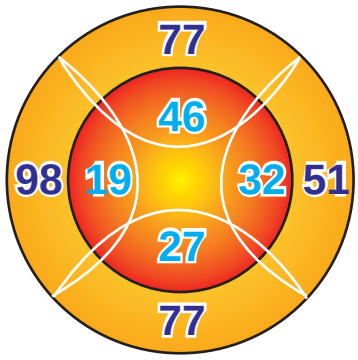
5 − 0 = ☐

ACTIVITY 1

Colour the subtraction problems that give you the number in the first column.

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

ACTIVITY 2



Frame subtraction problems from the numbers .

Example

$$\begin{array}{r} 5\ 1 \\ -\ 3\ 2 \\ \hline 1\ 9 \end{array}$$

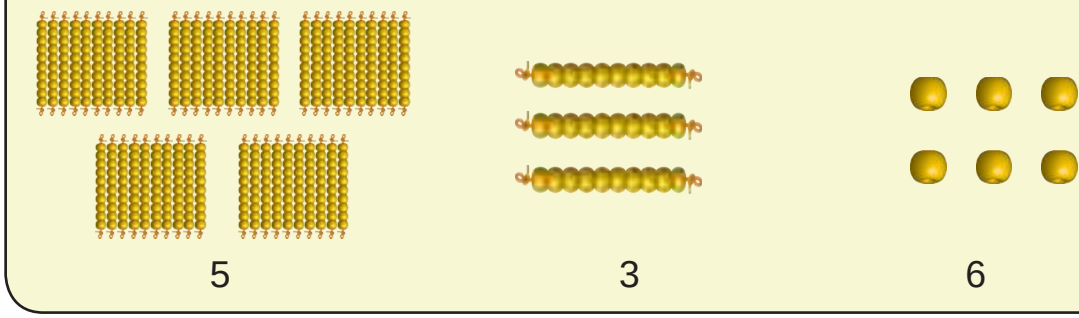
Kiruba framed the above problem and got the answer correctly.

How many problems can you make? Do it in your notebook !

Subtraction of 3 digit numbers (without regrouping)

Subtract :

$$\begin{array}{r} 536 \\ -\ 321 \\ \hline \\ \hline \end{array}$$



Step 1 : Subtract ones :

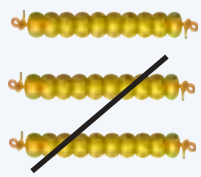
H	T	O
5	3	6
− 3	2	1
		5

6 ones – 1 ones = 5 ones

Put 5 in ones place

Step 2 : Subtract tens :

H	T	O
5	3	6
− 3	2	1
	1	5

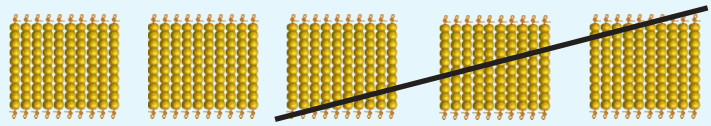


3 tens – 2 tens = 1 ten

Put 1 in tens place.

Step 3 : Subtract hundreds :

H	T	O
5	3	6
– 3	2	1
2	1	5



5 hundreds – 3 hundreds = 2 hundreds

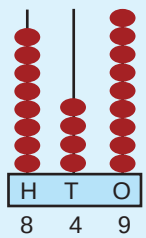
Put 2 in hundreds place

```
   5  3  6
–  3  2  1
  ----------
   2  1  5
  ----------
```

Keep in mind :
In subtraction, first we subtract ones, then tens and hundreds in order.

Subtraction through spike abacus :

H	T	O
8	4	9
– 5	2	4

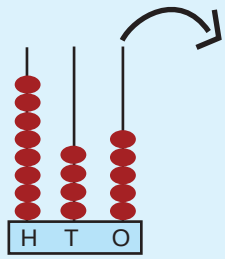


MATHEMATICS

Step 1 :

Subtract ones:

	H	T	O
	8	4	9
–	5	2	4
			5



We take 4 beads from ones place. 5 beads remain in ones place.

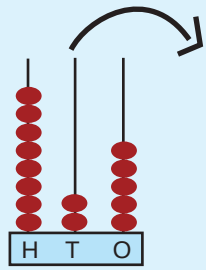
9 ones – 4 ones = 5 ones.

Write 5 in ones place.

Step 2 :

Subtract tens:

	H	T	O
	8	4	9
–	5	2	4
		2	5



Take 2 beads from tens place. 2 beads remain in tens place.

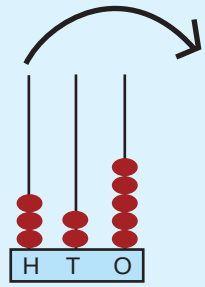
4 tens – 2 tens = 2 tens .

write 2 in tens place.

Step 3 :

Subtract hundreds:

	H	T	O
	8	4	9
–	5	2	4
	3	2	5



Take 5 beads from hundreds place. 3 beads remain in hundreds place.

8 hundreds – 5 hundreds = 3 hundreds.

Write 3 in hundreds place.

Now the abacus represents 325

Example

Subtract:

	H	T	O
	4	5	7
–	2	4	3

Step 1 :

Subtract ones

	H	T	O
	4	5	7
–	2	4	3
			4

Step 2 :

Subtract tens

	H	T	O
	4	5	7
–	2	4	3
		1	4

Step 3 :

Subtract hundreds

	H	T	O
	4	5	7
–	2	4	3
	2	1	4

```
  4  5  7
– 2  4  3
----------
  2  1  4
----------
```

MATHEMATICS

Exercise 1

Subtract the following numbers:

a)
$$\begin{array}{r} 257 \\ -\ 143 \\ \hline \end{array}$$

b)
$$\begin{array}{r} 454 \\ -\ 232 \\ \hline \end{array}$$

c)
$$\begin{array}{r} 591 \\ -\ 360 \\ \hline \end{array}$$

d)
$$\begin{array}{r} 738 \\ -\ 502 \\ \hline \end{array}$$

e)
$$\begin{array}{r} 869 \\ -\ 735 \\ \hline \end{array}$$

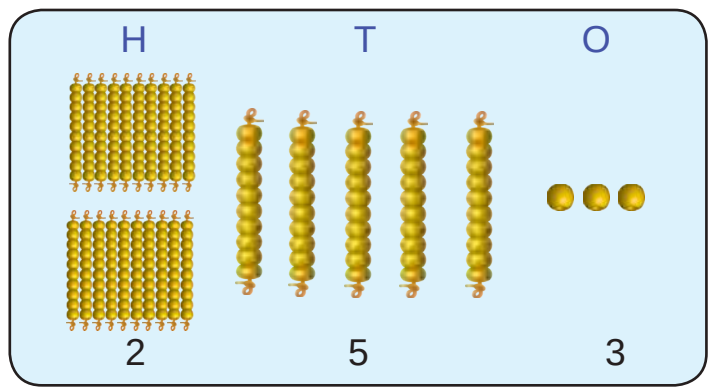
f)
$$\begin{array}{r} 948 \\ -\ 437 \\ \hline \end{array}$$

Subtraction of three digit numbers (with regrouping)

Example

Subtract :

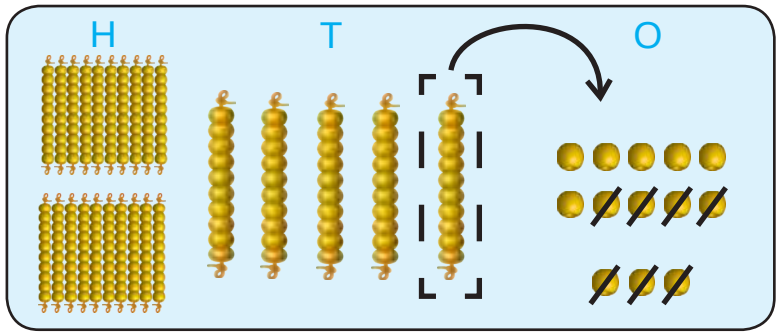
$$\begin{array}{r} 253 \\ -\ 127 \\ \hline \end{array}$$



Step 1 :

Subtract ones

	H	T	O
		4	13
	2	~~5~~	~~3~~
–	1	2	7
			6



We cannot subtract 7 ones from 3 ones. From 5 tens we take 1 ten and regroup it as 10 ones and add with 3 ones.

Subtract 13 ones – 7 ones = 6 ones

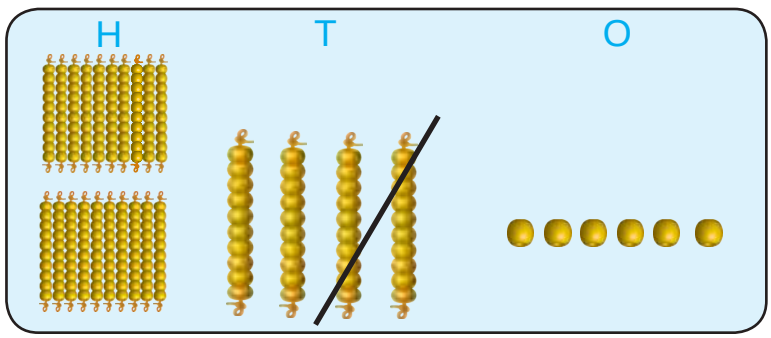
13 – 7 = 6

Write 6 in ones place.

Step 2 :

Subtract tens

	H	T	O
		4	13
	2	~~5~~	~~3~~
–	1	2	7
		2	6



Subtract 4 tens – 2 tens = 2 tens

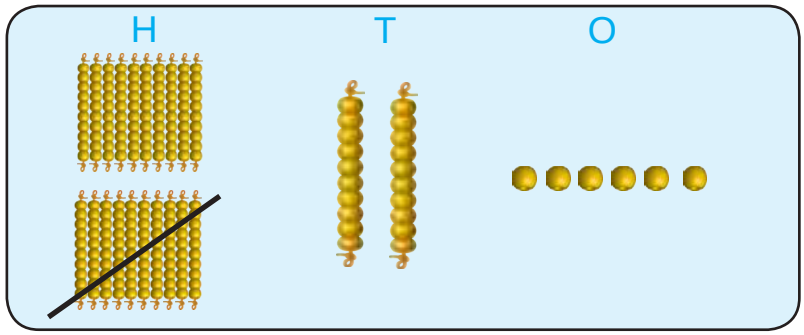
4 – 2 = 2

Write 2 in tens place

Step 3 :

Subtract hundreds

	H	T	O
		4	13
	2	~~5~~	~~3~~
–	1	2	7
	1	2	6



Answer is 126

Subtract 2 hundreds – 1 hundred

2 – 1 = 1

Write 1 in hundreds place.

Example

Subtract

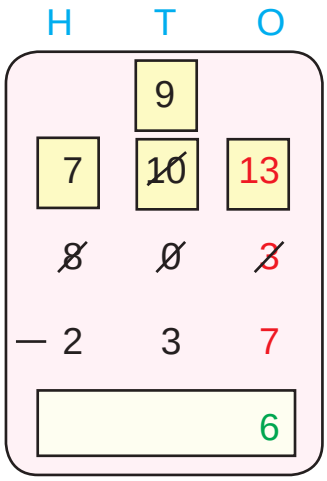
	8	0	3
–	2	3	7

Step 1 :

Subtract ones.

	7	10	
	~~8~~	~~0~~	3
–	2	3	7

We cannot subtract 7 from 3. So regroup tens. There is no tens. So regroup 1 hundred into 10 tens.



Take 1 ten and regroup it as 10 ones and add with 3 ones, we get 13 ones.

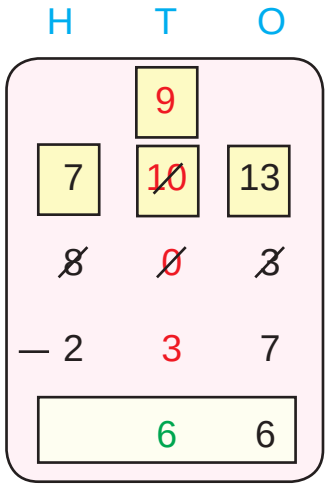
subtract 13 ones - 7 ones = 6 ones.

13 – 7 = 6

Write 6 in ones place.

Step 2 :

Subtract tens



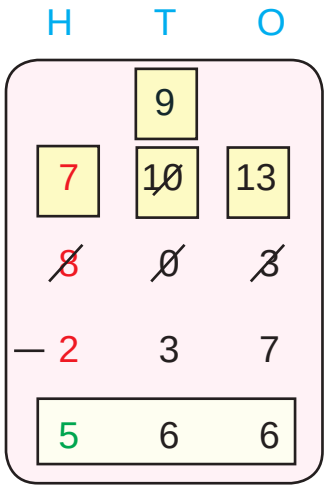
Subtract 9 tens - 3 tens = 6 tens.

9 – 3 = 6

Write 6 in tens place.

Step 3 :

Subtract hundreds



Subtract 7 hundreds - 2 hundreds = 5 hundreds

7 – 2 = 5

Write 5 in hundreds place

Answer is 566

Exercise 2

a)

$$\begin{array}{r} 365 \\ -\ 229 \\ \hline \end{array}$$

b)

$$\begin{array}{r} 518 \\ -\ 109 \\ \hline \end{array}$$

c)

$$\begin{array}{r} 247 \\ -\ \ 28 \\ \hline \end{array}$$

d)

$$\begin{array}{r} 506 \\ -\ 452 \\ \hline \end{array}$$

e)

$$\begin{array}{r} 784 \\ -\ 195 \\ \hline \end{array}$$

f)

$$\begin{array}{r} 982 \\ -\ 176 \\ \hline \end{array}$$

ACTIVITY 3

Take three numbers. (4, 3, 8)

Form the smallest three digit number. (348)

Interchange the digits. (843)

Subtract the smaller number from the greater number. (843 - 348)

Do it for various numbers !

Fun!

Take a two digit number. (98)

Interchange the digits. (89)

Subtract the smaller number from the greater number. (98 - 89 = 09)

Interchange digits in the answer. (90)

Add the interchanged number with the answer. (9 + 90 = 99)

Do it for other two digit numbers ! What do you get?

Statement problems

Exercise 3

a) There are 985 students in a school. 490 of them are girls How many boys are there in the school?

Total number of students = **985**
No. of girls = **490**
No. of boys = ____

b) The population of a village is 992. The number of male is 547. Find the number of female in the village.

Total Population = **992**
No. of male = **547**
No. of female = ____

c) A factory made 842 toys in a day. 575 of them were sold to a dealer. How many toys were left unsold.

Total number of toys = **842**
No. of toys sold = **575**
No. of toys unsold = ____

d) The sum of two numbers is 700. If one number is 300. Find the other number?

Sum of two numbers = **700**
One number = **300**
Other number = ____

MATHEMATICS

Date:.....

1) Subtract the following :

a)

$$\begin{array}{r} 568 \\ -\ 342 \\ \hline \end{array}$$

b)

$$\begin{array}{r} 632 \\ -\ 410 \\ \hline \end{array}$$

c)

$$\begin{array}{r} 987 \\ -\ 863 \\ \hline \end{array}$$

d)

$$\begin{array}{r} 782 \\ -\ 358 \\ \hline \end{array}$$

e)

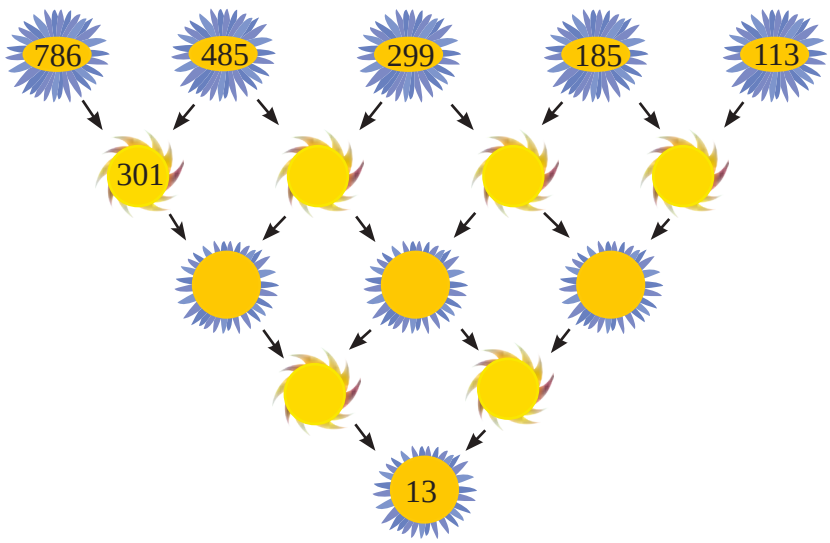
$$\begin{array}{r} 542 \\ -\ 359 \\ \hline \end{array}$$

f)

$$\begin{array}{r} 430 \\ -\ 124 \\ \hline \end{array}$$

MATHEMATICS

2) Begin at the top by subtracting the two numbers that are connected with arrows. The first one is done for you. The last number is given to you as a check.



3) Express the following in numeral and subtract the second number from the first number.

a) Four hundred and sixty five , two hundred and forty

b) Three hundred and thirteen, one hundred and two

c) Six hundred and twenty four, five hundred and twenty nine

d) Eight hundred and seventy two, five hundred and thirteen

e) Seven hundred and sixty four, five hundred and fifty seven

4) Answer the following:

a) There were 895 notebooks in a box. 500 notebooks were distributed. How many notebooks were left in the box?

b) 780 packets of sweets were bought to distribute to the children in a school. 512 packets were distributed. How many packets were left?

c) In an India - Pakistan one day cricket match, the two teams scored a total of 700 runs. If Pakistan scored 208 runs, how many runs did India score?

Comments

Teacher's signature

Stories for addition and subtraction facts

Story 1

Balu collected firewood from a jungle. He wanted to sell them in the market. He made 15 bundles of firewood. On the way to the market, he met an old lady. She was not well. She had no firewood to cook. She was sad. By seeing this, Balu took pity on her. So he gave one bundle to her.

Now, how many bundles are there?

He sold 7 bundles in the market .

How many bundles are left with him?

He uses 10 firewood to make 1 bundle

2 Bundles have _____ firewoods.

Like Balu you have to help the people!

Story 2

Mrs. Rukmani is a social worker. She used to help the children to get their uniform dresses and notebooks. On visiting two different schools, she came to an idea of ordering dresses for 43 boys and 42 girls for one school and 117 boys and 108 girls in another school. While distributing the dresses to the children, she was informed that on the whole 16 boys and 13 girls were absent on that day. So kindly help Mrs. Rukmani to calculate the total number of uniforms she will have to give.

Framing stories for problems :

Let us create a word problem to match these addition facts.

Example

22 + 12 = ?

There are 22 children in 2nd standard and 12 in 3rd standard .

How many children are there in all?

Frame a story for each given addition facts:

a) 3 + 4 = ?

The gardener planted _____ rose saplings and _____ jasmine saplings. How many saplings did he plant in all ?

b) 144 + 142 = ?

In a school there are _____ boys and _____ girls. How _____ _____ ____ ?

c) 253 + 317 = ?

Frame a story for each given subtraction facts :

a) 100 - 12 = ?

Ramu, a fruit seller, has 100 mangoes. He gave 12 mangoes to the poor, free of cost. Then how many mangoes he would have sold for money?

b) 50 - 15 = ?

Geetha has ____ rupees. She bought a pen for _____ rupees. How much money does she have?

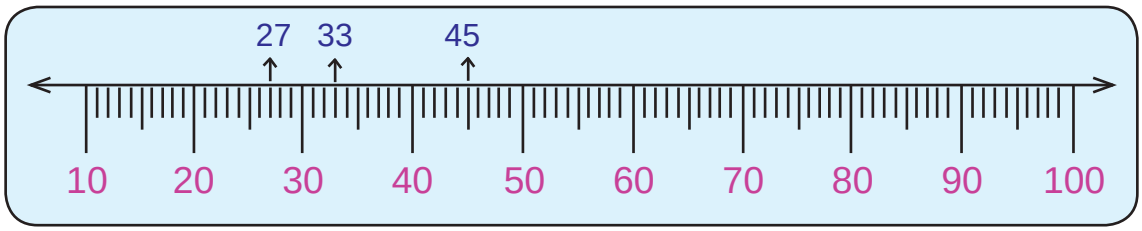
c) 130 - 125 = ?

ACTIVITY 4

The teacher has to start saying stories for simple addition and subtraction facts. The children have to continue and finish the story by telling one by one. Finally the teacher has to sum up the story.

Estimation of numbers

Let us round off these numbers 27, 33 and 45 to the nearest ten.



We can see that 27 is between 20 and 30 but it is closer to 30 than 20. So, 27 round off to 30. 33 is between 30 and 40 but it is closer to 30 than 40. So 33 round off to 30. 45 is between 40 and 50 but it is exactly on the middle point. So 45 round off to 50.

Example

1) Estimate the sum to the nearest ten and also find the actual sum.

Problems	Estimated Answer	Actual Answer
12 + 15	10 + 20	12 + 15
Sum	30	27

2) Estimate the difference to the nearest ten and also find the actual difference.

Problems	Estimated Answer	Actual Answer
18 - 12	20 - 10	18 - 12
Difference	10	6

Exercise 4

1) Round off to the nearest 10:

(a) 16 ☐ (b) 10 ☐ (c) 23 ☐

(d) 35 ☐ (e) 46 ☐ (f) 47 ☐

2) Estimate the sum to the nearest ten and also find the actual sum.

Problem	Estimated Answer	Actual Answer
13 +15	10 +20	13 +15
Sum		

Problem	Estimated Answer	Actual Answer
27 +33		
Sum		

3) Estimate the difference to the nearest ten and also find the actual difference.

Problem	Estimated Answer	Actual Answer
48 – 41	50 – 40	48 – 41
Difference		

Problem	Estimated Answer	Actual Answer
39 – 21		
Difference		

5. There are 12 pencils in a box. If 12 more had been put in, then there would be ____pencils in the box.

1. A shopkeeper has 25 eggs and he buys 10 more eggs. Now he has _____ eggs.

6. I am 7 years elder than my sister. My sister's age is 6. Then what is my age ?

2. Class III has 36 students. If 16 of the students are boys then how many girls are there?

7. A factory made 30 bulbs on the first day. On the second day it did not make any bulbs. How many bulbs did they make altogether?

3. Gopu has 40 marbles and he gives 13 marbles to his sister. How many marbles does he have now ?

8. Meena has 12 green ribbons and 10 white ribbons. Then how many ribbons does she have?

4. In a city there are 28 primary schools, 20 higher secondary schools. How many schools are there in the city in all?

9. In a school cricket match, Anand scored 30 runs in the Ist innings and scored 20 runs in the 2nd innings. Find the total runs scored by him.

'I can, I did'

Student's Activity Record

Subject :

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

SCIENCE

STANDARD THREE

TERM I

What these Icons stand for!

Shall we classify!

Activity / Let us do !

Field trip / Let us collect !

Project

Let us think!

Let us write.

Let us draw/colour.

Let us find!

Fact.

SCIENCE

1. OUR COLOURFUL GARDEN

Dheepak and Sumathi like to grow plants. A few days back, each of them planted a flowering plant in their garden. They used to go to school only after watering their plants. Once, they went to their grandparent's house to enjoy the village fair for a weekend.

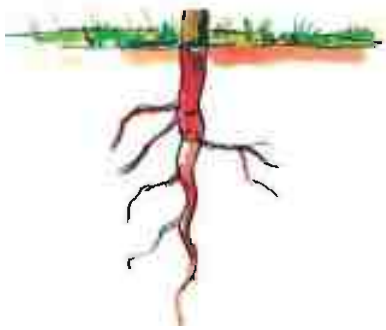
When they came back, they were shocked to see their plants withering away. Dheepak felt very sad and asked his father, "Why have these plants dried up?." "No one watered the plants in our absence," father replied.

Sumathi had something to ask, "Will the plants die, if we don't pour water?" "Yes of course,"came the reply. "Father, plants don't have mouth. How do they drink water?" asked Dheepak.

Father answered with a smile, "We drink water through our mouth; the plants absorb water through their roots. Plants also absorb minerals along with water. They supply water to all parts of the plant through the stem. It helps in the growth of the plant."

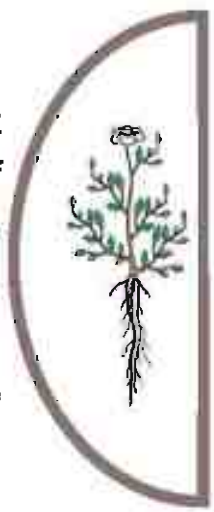
Sumathi asked her father, "What does the root look like?" Father uprooted a grass and started describing it.

Root :



- The part of the plant found below the soil is the root system.
- It firmly fixes the plant to the soil.
- Plants absorb the minerals needed for growth from the soil, along with water.
- Certain plants store food in their roots.

Sumathi uprooted a Leucas (thumbai) plant. She found the root of leucas different from the root of grass. Father explained the difference. "The root of grass belongs to fibrous root system. It grows from the base of the stem as a bunch. But Leucas root is different. It belongs to tap root system. In tap root system the main root goes deep into the soil to fix the plant firmly in the soil".



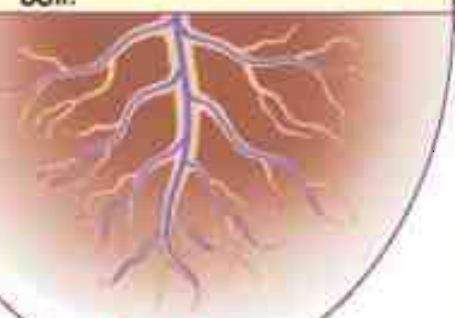
Fibrous root system

- It is found as a cluster at the bottom of the plant.
- It is not rooted deep in the soil.

Grass

Tap root system

- Main root is present at the bottom of the plant from which the secondary roots are formed.
- It is rooted deep in the soil.



Leucas

Activity

Collect different kinds of weed plants with their roots and observe the types of root system and discuss their differences in groups.

Dheepak asked his father, "Carrot is also found under the soil. Is it a root?" "Yes, some plants store food in their root" answered his father.

Plants that store food in their roots.

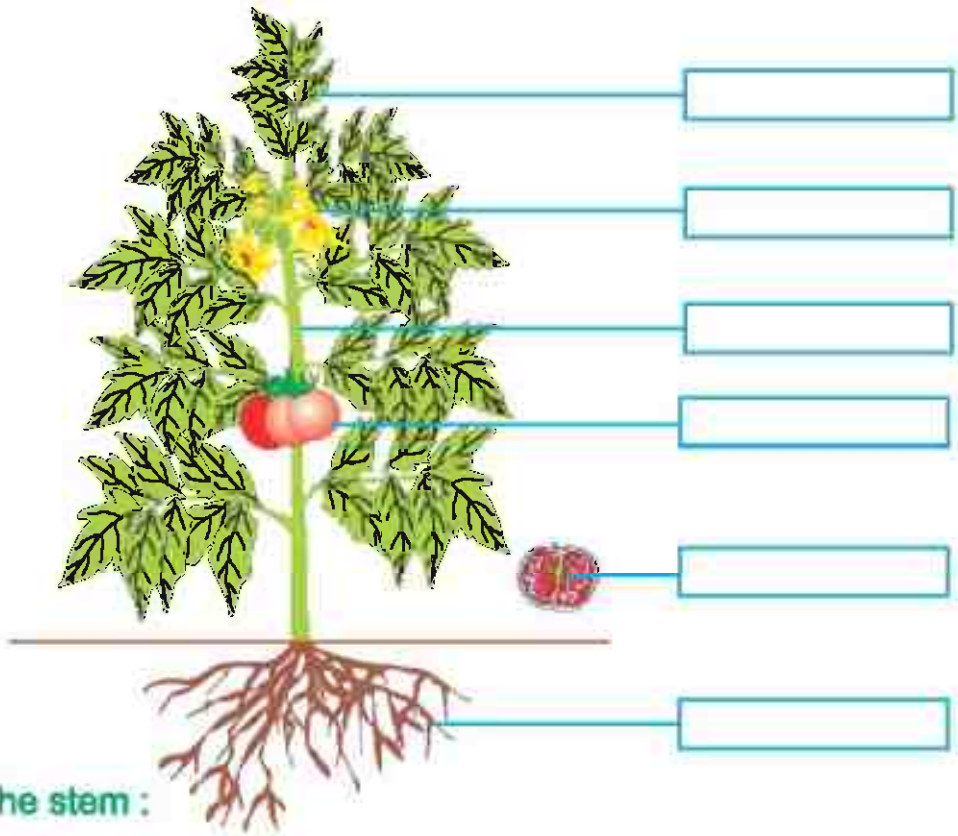
Radish

Carrot

Beetroot

Dheepak and Sumathi were thrilled to know about the roots. They wanted to know about the other parts of the plant, as well. Their father started explaining about the stem, leaf, fruits and seeds.

Let us write :



The stem :

- Stem is the part of the plant seen above the soil.
- It holds the leaves, the flowers and the fruits.
- The leaves grow from its nodes.
- Certain stems are found below the soil and help in the storage of the food. These stems are called underground stems.

Example. : Turmeric.

Plants that store food in their stems

Turmeric

Potato

Ginger

Activity - Role play

Prepare the children to assume themselves as the following vegetables to enact role play : Turmeric, ginger, potato, beetroot, carrot and radish.

The Leaf :

- Different plants have leaves of different shapes and colours.
- Leaves are of two types: The simple leaf and the compound leaf.
- Leaves have chlorophyll. It helps the plant to prepare its own food.

Compound Leaves

Simple Leaves

Shall we classify !

Leaf	Stalk found/ not found	Simple/ Compound	Leaf	Stalk found/ not found	Simple/ Compound
					
					
					

SCIENCE

Let us draw

In groups, collect different types of leaves.

Form a group and draw the outline of the leaves in a chart paper.

Shall we colour every leaf with suitable colours ?

The flower




- The most beautiful part of the plant is the flower.
- Flowers are also of different shapes and colours.
- Some are even multi coloured.

Let us do!

- Collect different types of flowers.
- Let us discuss the size, the shape, the structure and the colour of the flowers you have collected.

Name of the flower	Size (Small/ Big)	Colour	Stalk (present/ absent)	Fragrance (felt/ not felt)	Structure (Single/ Cluster)

Facts

- The flower that blooms once in 12 years is KURINJI.
- The flowers which bloom in the night are white in colour and they have attractive fragrance.

The Fruit :

- Flowers develop into fruits.
- Fruits differ in their colour, shape, taste and smell.
- Seeds are found inside the fruits. There may be one or many seeds.
- Seeds also differ in their shape, nature and texture.
- A baby plant arises from the seed.

Which are the fruits you like, in the picture given? Why?

Can you name the fruits seen in the picture?

SCIENCE

1. Let us do !

Form a group and observe the cross section of fruits like Mango, Papaya, Pomegranate, Sweet lime, Guava, Chikoo, Pineapple, Water melon etc., and fill the table given below.

Name of the fruit	Number of seeds (single / many)	Nature of seed (soft/hard)	The Diagram of the seed

2. Let us do !

Take ten numbers of any one of the following - beans, peas, hyacinthbean or dried pea.

Peel the pod, count the number of seeds and record the result in the given table.

Peas	Number of seeds
	6 (1) ☐ (2) ☐ (3) ☐ (4) ☐ (5) ☐ (6) ☐ (7) ☐ (8) ☐ (9) ☐ (10)

i. Is it possible for you to find out the number of seeds before peeling the pod?

ii. How many peas have the same number of seeds?

Shall we classify!

Root	Stem	Leaf	Flower	Fruit	Seed

Water plants :

Some plants adapt themselves to live in water. They either float or remain submerged in the water.

- They have short roots.
- They have air cavities in the stem and leaves to float.
- Stomata are small holes on the leaf surface which help in the removal of excess water vapour from plants.

Water plants are also called hydrophytes

Floating plants
e.g : Eichornia

Fixed with long roots
e.g : Lily

Submerged
e.g : Hydrilla

SCIENCE

He is the Indian scientist who discovered that plants have feelings as animals.

Who is he?

Jagadeesh
Chandra Bose

Evaluation :

a. Let us write :

1. S_NF___ER	5. C_L___P__LL	9. HY_R _LLA
2. CH_Y__N_HEM_M	6. G__G_R	10. G_OUN_N_T
3. L_T_S	7. T_R__R_C	
4. V_LL_S__R_A	8. P_AS	

b. Using the letter given below try to frame the names of some flowers.

(L, N, J, O, T, A, S, U, S, S, M, I, R, O, E, S, E, S, H, I, N, B, F, I, S, O, I, W, C, E, U, S, R)

Eg. LILY 1. _____ 3. _____

2. _____ 4. _____

c. Create some images using different types of leaves as shown in the picture.

d. Match the following

a.	Water plant	-	ginger
b.	Leucas	-	fibrous root
c.	Grass	-	Lily
d.	Stem	-	taproot

e . Let us do ...
Young scientist!

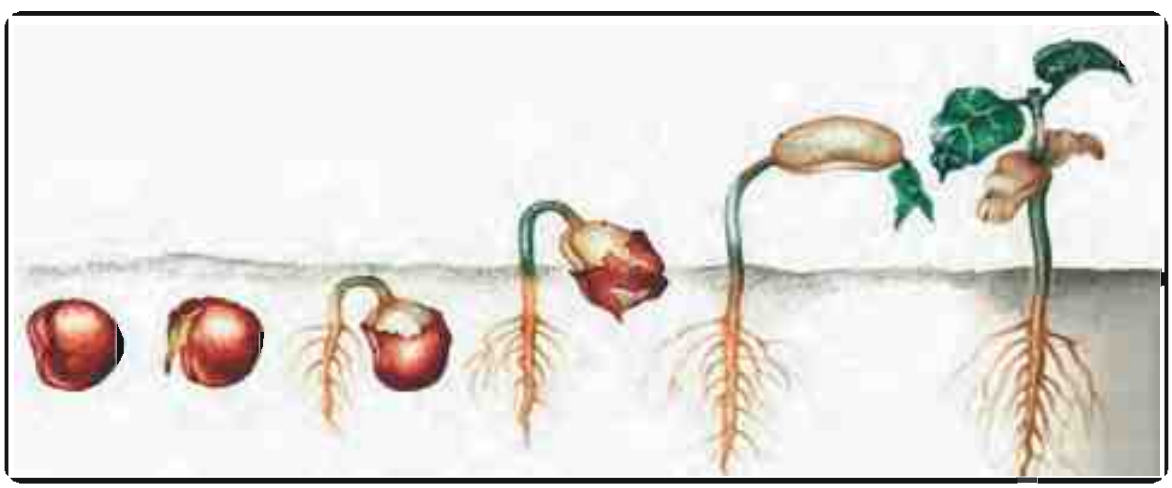
1. Leave a rooted Thumbai (Leucas) plant in a bottle having red ink mixed with water as shown in the picture.
2. Observe the plant after a while and record your observations.

f. Let's go to a field trip !

Visit a nearby fruit farm or vegetable farm. Observe and collect the details about it.

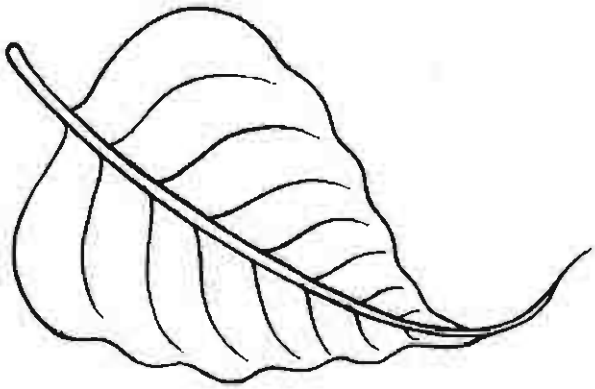
g. Project :

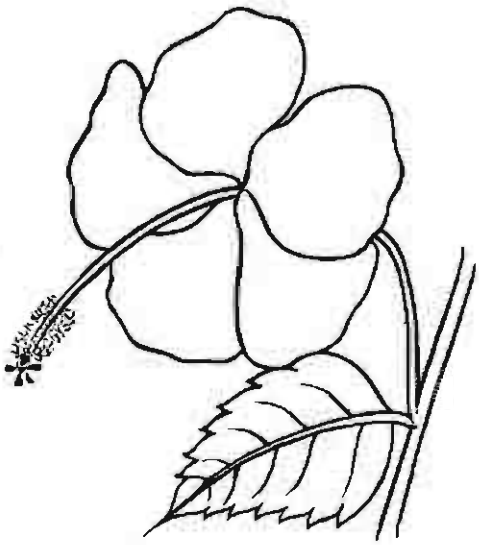
1. Form a group and observe the germination of the bean seed.

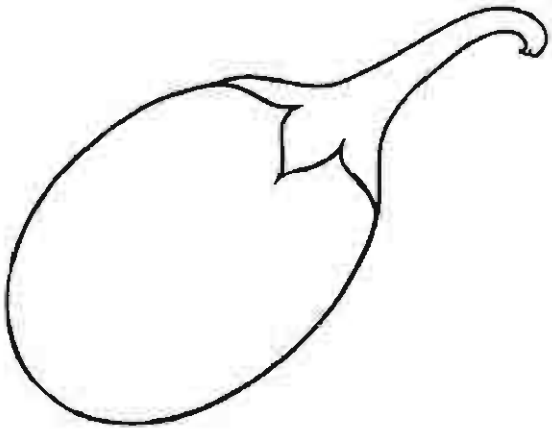


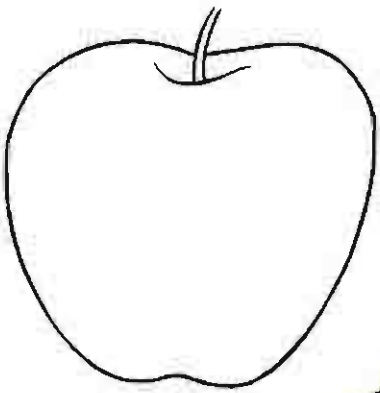
2. Make an album of different shapes of leaves.

h. Colour the following :

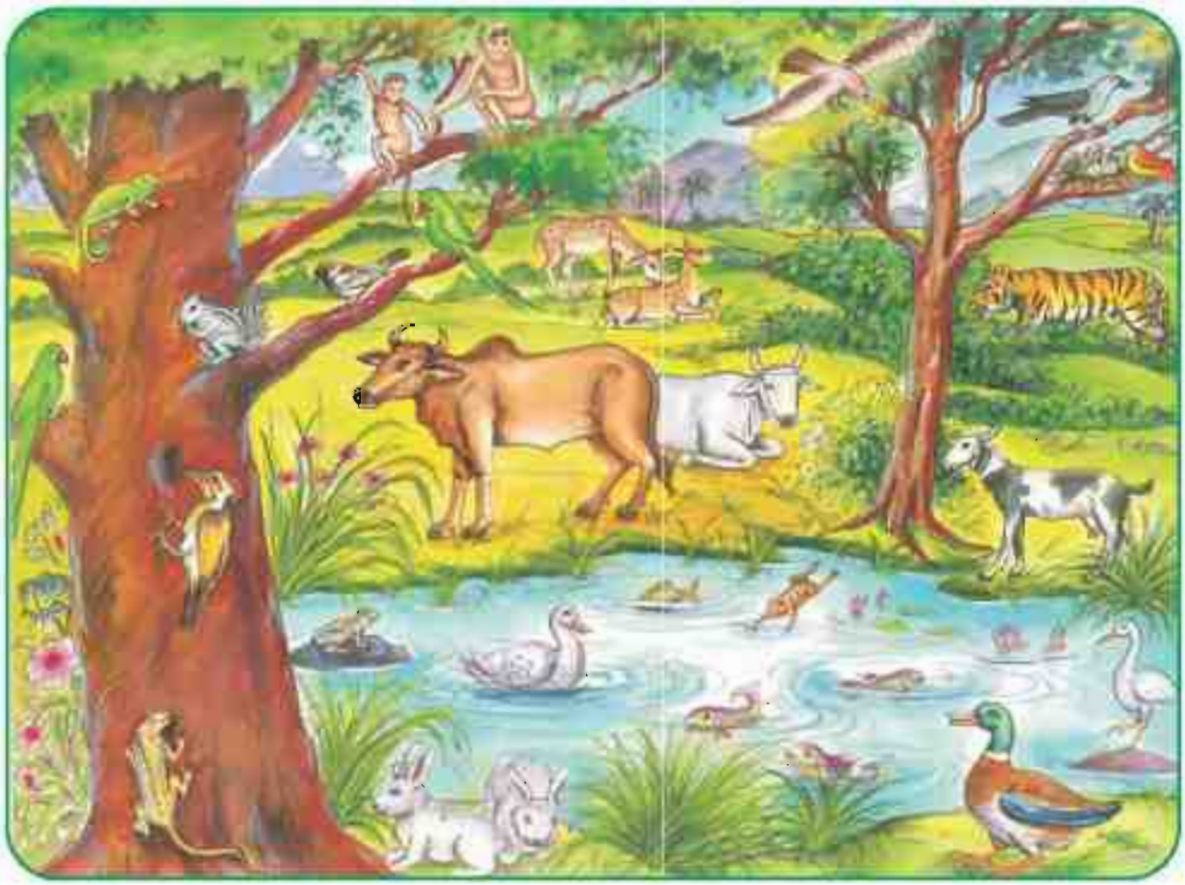








2. ANIMALS AROUND US



We see a lot of animals and birds in the picture.

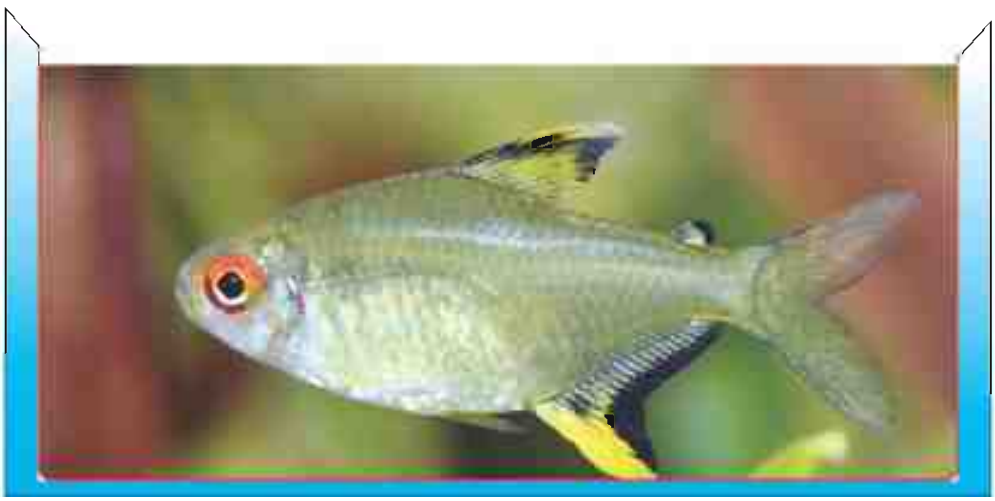
List the names of the animals and the birds in the picture.

- Which are the birds found in water?
- Name the animals that crawl.
- Which is the biggest animal in the picture?
- Which is the smallest animal in the picture?
- Name the animals that feed on plants.
- Name the animals that feed on other animals.
- Name the animals that feed on both plants and animals.

- Name the birds which can be kept at home.
- Have you seen any animal in a Zoological park? Name a few.
- Name some pet animals bred at home.

Let us swim ...

Have you seen fish swimming in water? Come on, let us see the fish tank and watch how a fish swims in water.



Can you see? Fishes use their boat shaped body to swim in water. The fins present on either side of the body help the fish to move forward. Look, how beautifully the fish turns around inside the tank! The tail helps the fish to change its direction.

Can you notice a lid opening and closing near the head? It is operculum. Gills are present inside the operculum. They help the fish to breathe.

1. Fishes have _____ shaped body.
2. They can change the direction with the help of _____.
3. They can swim with the help of _____.
4. They can breath with the help of their _____.

Let us hop ...

Have you seen frogs? They live on land and in water. How do frogs breathe ? When they are on the land they take in air through the nostrils into the lungs and breathe. Frogs use their skin to breathe when they are in water. They use their hind legs to hop on land. The web present in the hind legs help them to swim in water.

1. Frogs use _____ to breathe in land.
2. They use _____ to breathe in water.
3. _____ is used to hop.
4. They swim in water using their _____.

Let us fly ...

Have you seen a bird flying in the sky?
Have you wondered how the bird is able to fly?
Birds are able to fly because,

1. Their body is shaped like a boat.
2. Their bones are hollow and light.

Like fish, birds also use their tail to change their direction. They use their wings to fly.

1. The birds have _____ and _____ bones.
2. They use _____ to fly.

Facts

- The dove flies the longest distance.
- The ostrich is the fastest running land bird.
- Emu and Kiwi are the birds that cannot fly.

All birds are not similar. Why?

Based on their feeding habits, birds and animals have different types of beaks, teeth and legs.

Beaks

Have you seen the woodpecker?

The strong pointed beak of the woodpecker helps it to make holes on the trees.

Sparrow's beak...

The short beak of the sparrow helps it to feed on insects.

Parrot's beak...

The parrot has a hooked beak to crack seeds, nuts and fruits. Which part is used by the parrot to break the seeds for food?

Duck's beak...

The flat beak of the duck helps to catch its food from water.

Eagle's beak...

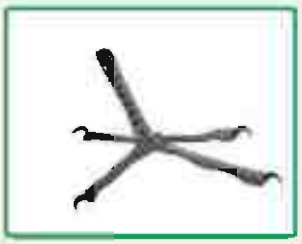
Their sharp and hooked beaks help them to tear the flesh of the dead animals.

Feet and claws...

- Have you seen water birds like duck and swan which have webbed feet? They swim in water with the help of their webbed feet.

- The strong feet and claws of the eagle and the owl help them to hold their prey. They are used to catch hold of their prey as they swoop down from great heights.

- Many birds have four toes. Among them, a few have three toes in front and one at the back. Others have two in front and two at the back. This helps the birds to hold the branch of the tree firmly.



Do birds and animals live and remain in the same place?

Birds and animals move from place to place in search of food, shelter and reproduction . They move using wings, legs or fins.

SCIENCE

'Hide and seek' of animals

Certain animals, in order to protect themselves from their enemies have special features to adapt with the environment. It is called CAMOUFLAGE.

Do you know the animals given in the picture?

Leaf insect

Chameleon

Stick insect

What do animals eat?

Look at me ..... find out my food.

Animal	Food	Food	Animal
			
			
			
			
			

SCIENCE

Based on the food they eat, animals are classified into three types.

Animals that feed on plants are called herbivores.

These animals have flat short front teeth and large jaw teeth to chew the leaves.




Animals that feed on the flesh of other animals are called carnivores. They have sharp and pointed claws and teeth to tear the flesh.




Animals that feed on both plants and animals are called Omnivores.


Who is he?

Charles Darwin

He did various observations with animals and proved that man evolved from apes-the monkeys.

Evaluation:

a. Let us write :

1. Animals that live on land _____, _____, _____.
2. Animals that live in water _____, _____, _____.
3. Animals that live on trees _____, _____, _____.

b. Shall we find out the food and shelter of these birds.

Table:

Bird	Food	Shelter
Hen		
Duck		
Owl		
Kingfisher		
Dove		
Crane		
Crow		
Myna		
Sparrow		

c. Let us find out

Circle the animals hidden in the boxes.

S	N	A	K	E
D	U	C	K	L
C	R	O	W	I
F	R	O	G	O
D	O	V	E	N

1. Animal that swallow the food _____.
2. Carnivorous animal living in forest _____.
3. Bird that travels a long distance _____.
4. This can live both in land and water _____.
5. This has webbed feet _____.
6. Omnivorous bird _____.

d.Match the following

a.	Crow	-	seed
b.	Rabbit	-	grass
c.	Parrot	-	meat
d.	Tiger	-	worm, grains
e.	Deer	-	carrot

e. Shall we classify!

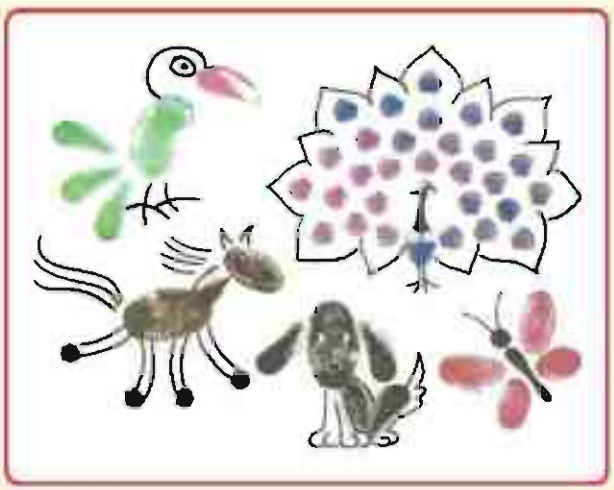
List the names of the animals you know.

Collect the picture of these animals and prepare an album.

Herbivore	Carnivore	Omnivore

f. Let us do !

1. Apply ink on your finger tip and make impressions of your finger on paper and create animals as you like.



2. Feather pen :

Write your name with the help of hen's feather dipping it in the ink.

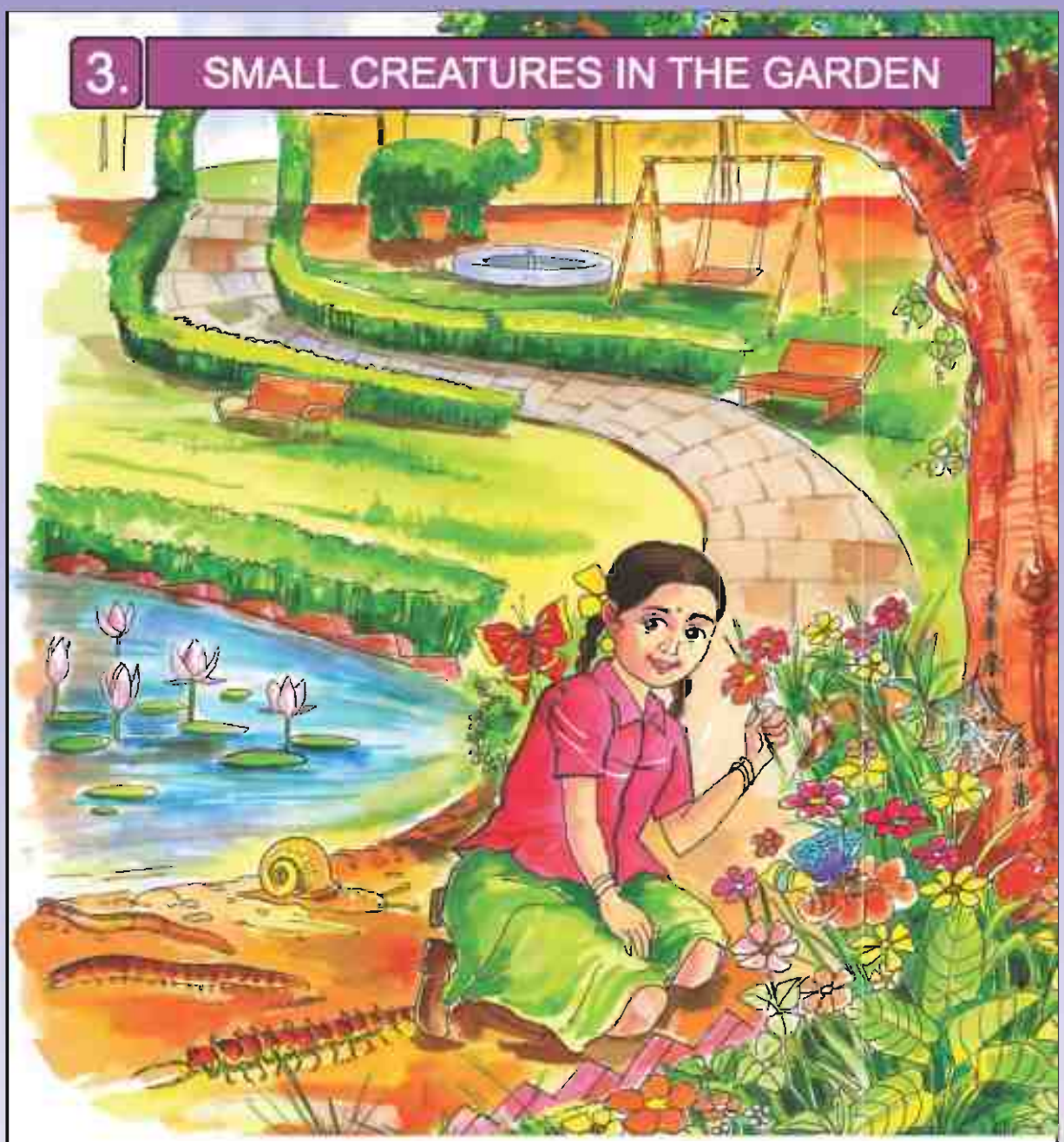
g. Project Work :

- During holidays, scatter some grains in your garden. Observe the beak and the feet of the birds that come to feed on the grains.
- Use different types of grains and make shapes of birds.
- Prepare an album, by collecting colour pictures of animals and birds from the newspapers and magazines.

Facts

- Fishes keep their eyes always open because they don't have eye lids
- House lizard never drinks water.

3. SMALL CREATURES IN THE GARDEN



It was a pleasant morning. Poovizhi liked to enjoy the sunrise in the early morning. She admired nature's beauty. She was attracted by the colourful butterflies. There was a park near Poovizhi's house. It had a lot of colourful flowers blooming every day. Butterflies and honeybees in large groups visited the flowers to suck the nectar. How beautiful and colourful they were! She always observed their movement carefully.

Without making noise she went like a cat near the insects and observed them. She saw the ants moving in a line from the tree. Some ants fell into the spider web and became the food for the spiders.

She felt pity on the ants. Soon, a centipede came crawling by. As she got up to rush away, she saw a millipede with many legs crawling fast.

Poovizhi felt that the legless earthworm moving up and down in the soil was as beautiful as the millipede. When she was about to get back to her house, she saw the snail with its house on its back.

She was lost in her thoughts of wonder. She was brought back to her senses only when a mosquito bit her and flew away.

This is what Poovizhi saw.

Let us Identify the creatures seen by Poovizhi

1. In the soil _____ .
2. In the pond _____ .
3. In the garden _____ .

When Poovizhi reached her house, she heard her mother's voice, "Poovizhi, it is a holiday. Why don't you help me in cleaning our house"?

"Why should we keep it clean?" She asked innocently.

If the house is not kept clean flies, mosquitoes and cockroaches will live here and harm us.

You may write the names of the insects that Poovizhi has seen in the house and the garden.

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

When Poovizhi started cleaning the house, the insects from inside and outside the house came out and made puzzles about themselves. Shall we see, what were the answers given by Poovizhi? They were very interesting.

Shall we find who I am!

1. We are flying insects. We have six legs and two pairs of wings. We help the flowers to become fruits.

   Who are we?

   Poovizhi : That's easy! Butterfly!

Let us do !

Make a butterfly using colourful newspapers.

SCIENCE

2. Honeycomb is our home. Queen, Worker, Male are our family members. We have six legs and four wings. We take honey from flowers. Honey has medicinal value.

Who are we?

Poovizhi: Are you not honey bees!

3. I am also an insect. I have 6 legs and a pair of wings. I increase the harvest by feeding on small insects, which attack the crops. Who am I?

Poovizhi : Dragonfly.... I know about you.

4. My home is soil. My body is made up of small segments. My excreta is used as biofertilizer. By contracting and relaxing my muscles, I move forward and backward in the soil. I help in the air circulation in the soil. I am known as farmer's friend. Who am I?

Poovizhi : I know.....earthworm!

5. I live in pure water as well as stagnant water. I suck blood and spread diseases like malaria, dengue, chickungunia to man. I am an insect. Who am I?

Poovizhi : Aren't you the mosquito! Get out.

6. I am also an insect. I live in dirt and feed on decayed food. I like sweets and the food left open. I Spread diseases like dysentery, cholera. Who am I?

Poovizhi : Yes, I know, you are a housefly.

7. I am an insect. I live in dark places. I have a pair of antennae (feelers). I am seen in places like kitchen, storeroom and closed desks.

Who am I?

Poovizhi : Are you the cockroach?

8. I fly fast and I am seen in the garden. I cut and feed on leaves. I am an enemy of the farmers as I come in groups and attack the fields.

Poovizhi : Yes. You are the grasshopper.

SCIENCE

Fact

- The insect that migrates the longest distance is the butterfly.

Let us think!

How are the ants able to go in line?

After puzzles, the insects started talking to Poovizhi about their food.

I eat rice, sugar, rava and all types of eatables.

Female mosquito feeds on the blood of man and animals. Male mosquito feeds on plant sap.

I eat small insects and spiders.

I feed on small insects that are trapped in my web.

I feed on the nectar of the flowers which I save in honeycomb.

I like to feed on leaves and other parts of the plants.

I feed on the dust in the soil.

I feed on honey from flowers sucking them with my tube.

SCIENCE

Let us write !

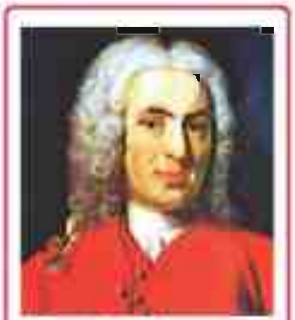
What is my food ?

1. Snail _____
2. Honey bee _____
3. Ant _____
4. Earthworm _____
5. Spider _____
6. Butterfly _____
7. Mosquito _____
8. House lizard _____

After knowing all about the insects, Poovizhi went home happily, and had her breakfast after bathing.

Who is he?

He is the scientist, who introduced the system of naming the plants and the animals which is followed throughout the world.



Carolus Linnaeus

Fact

About 2 million people around the globe die every year due to insect bite.

Evaluation :

a. Let us write !

1. Insect that can be seen at home during night _____.
2. Farmer's friend _____.
3. Farmer's enemy _____.
4. Honey is used as _____.
5. Cholera is spread by _____.

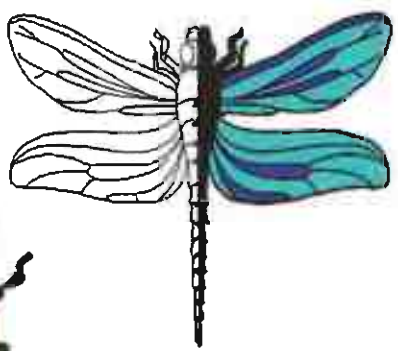
SCIENCE

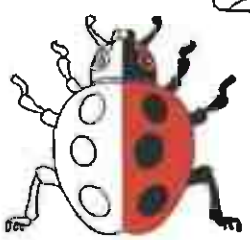
b. Let us find !

Who is the stranger ?

- Live in the soil : Ant, Earthworm, Grasshopper, Termites
- Live in trees : Snail, Garden Lizard, Squirrel, Lizard.
- Live in houses : Garden Lizard, Rat, Lizard, Spider.
- Live in water : Frog, Snail, Fish, Scorpion.

c. Let us colour !





d. Project :

1. Prepare an album with pictures of small animals that help man.
2. Observe the insects found in and around your house in the morning and in the evening. Record your observations regarding the place of their dwelling.
3. Collect pictures of different kinds of insects and discuss how they are useful and harmful to man.

4 JUNGLE SAFARI

Aathirai, her brother Kumaran and their parents went to Mudhumalai sanctuary with uncle Somu. He was working there as a guide. He promised Kumaran for a jungle safari- a trip around forest, on an elephant!

Before jungle safari ...

Kumaran : Uncle, what do you mean by jungle safari?

Uncle Somu: It is a knowledge tour. It helps us to observe about various animals living in their natural habitat, forest.

Kumaran : Uncle, what is a wildlife sanctuary?

Uncle Somu: The place where wild animals are kept in the natural surroundings is called a wildlife sanctuary.

Kumaran : What is the difference between a wildlife sanctuary and a Zoo?

Uncle Somu : In a Zoo, the wild animals are kept in small cages whereas in a sanctuary, the wild animals are maintained in their natural habitat.

Kumaran : Uncle, why do people call you a guide?

Uncle Somu : Tourists visit sanctuaries and historically important places to know about their speciality. The person who helps them to know more about these places is called a guide.

Talking about all these, they reached the entrance of the sanctuary. A big shop was found.

Various products obtained from the forest were kept on display in the shop. Many of them were for sale. List the things we get from the forests.

Let us write.

List the things you see on display in the shop.

1. _____ 2. _____ 3. _____

4. _____ 5. _____ 6. _____

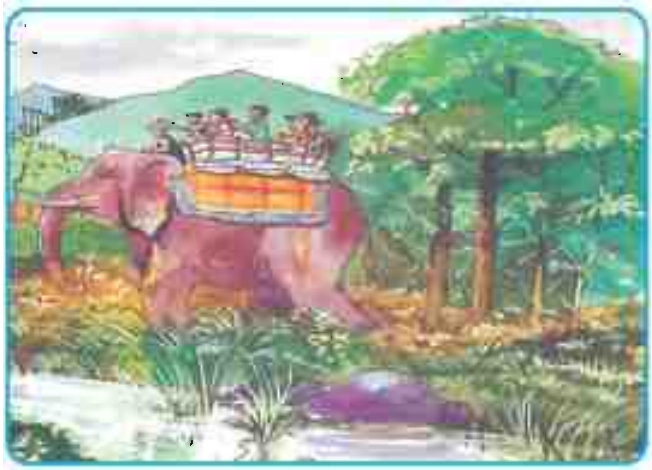
Aathirai : Uncle, from where do we get honey?

Uncle Somu : During jungle safari, I will show you the place where we get honey.

They sat on a big seat above the elephant.

Aathirai : What is the name of the seat we sit on the elephant?

Uncle Somu : It is called Umbari in Tamil and howdah in English.



The products obtained from the forest

(a) From the animals

SCIENCE

(b) From the Plants

Find out!

Shall we find out the names of the plants from which the products are obtained. (any three)

_____ , _____ , _____ .

The attention of all the people was drawn to the roaring of a tiger. With a shiver Aathirai questioned " Is there a tiger in this forest?"

"Do not worry. We will keep a safe distance" replied Uncle Somu. Without showing the fear outside, Kumaran asked his uncle, "Are there any other uses of the forest?"

Uses of the Forests :

- Trees help to purify the air.
- Forest promotes rainfall.
- Trees prevent soil erosion and make the soil fertile.
- Many rare animals live in the forest.
- Medicinal herbs and other valuable trees grow in the forest.

After entering into the forest ...

They were happy to see fragrant sandalwood trees, tall, strong teakwood trees and well grown bamboo bushes.

Uncle Somu said, "We get paper from bamboo tree, ornamental things from sandalwood tree and wooden things like window, door, table and chair from teak and other trees.

Kumaran was surprised to know that the milk of rubber tree is used to make cycle tyre and other rubber products.

SCIENCE

After crossing the bamboo forest, they saw a honeycomb in a tall tree covered with leaves. Uncle showed them the honeycomb and said, "We get honey from this comb. The honey bees collect nectar from the flowers and store it in the combs".

In the stream...

They were amazed to see the elephants bathing and the deer drinking water, and the bisons walking. On the other side of the stream, they saw a python twist and turn. They were astonished at its crawling.

SCIENCE

Aathirai : Why are the forests destroyed?

Uncle Somu : Forests are destroyed due to the increase in human population.

- Forests are destroyed for wood to build houses and dams. They are turned into agricultural lands.

- Trees are cut to prepare fragrant sprays, paper, match sticks.
- The irresponsible action of man ends in forest fire which also destroys forests.

Deforestation leads to

- Less rainfall
- Soil erosion
- Rise in temperature
- Loss of habitat of animals
- Extinction of wild animals
- There will be a scarcity of forest things, ornamental, medicinal herbs etc.,

Aathirai : Can't we prevent the forests from being destroyed ?

Uncle Somu : It is our duty to save the forest and the wild animals living in it.

To protect the forest we have to

- Plant more trees
- Prevent the hunting of wild animals
- Create awareness on the importance of preserving the forest.

As he completed his explanation the jungle safari came to an end. They again heard the roaring sound of the tiger, while they got down from the seat of the elephant, Kumaran said "Do not worry animals. I promise you that I will protect you and your environment !"

Never destroy wild habitat
To build human habitat!

Protect forest resources!
Protect our natural boundaries.

Who is she?

Wangari Maathai

She planted 3 crore young plants and won the Nobel Prize for Peace in 2004.

Grow trees ! Get rainfall !

Evaluation:

a. Let us find!

Tick the right ✔ ones and cross the wrong ✘ ones in the following activities :

SCIENCE

b. Let us think!

Shall we fill the table with what ever we know about the forest.

S. No.	Plants	Uses	Animals	Uses
1				
2				
3				
4				
5				

c. Double Matching

1.	Teak wood	Medicinal products	Door
2.	Bamboo	Decorative items	Health
3.	Cardamom	House hold things	Kumkum container
4.	Herbs	Paper	Cooking
5.	Tusk	Fragrant products	Book

d. Let us collect!

- Reasons for forest fire
- Various things you get from the forest kept in your home.
- Relationship between forest and rainfall.

e. Let's go to a field trip !

Visit a sanctuary with your teacher. Observe and collect the details about it.

Project :

1. Collect pictures of the wild animals and prepare an album stating a few things about their habitat.
2. Collect the picture of various products that we get from trees and make an album.
3. Make a model of a forest with your parent's help.

Activity

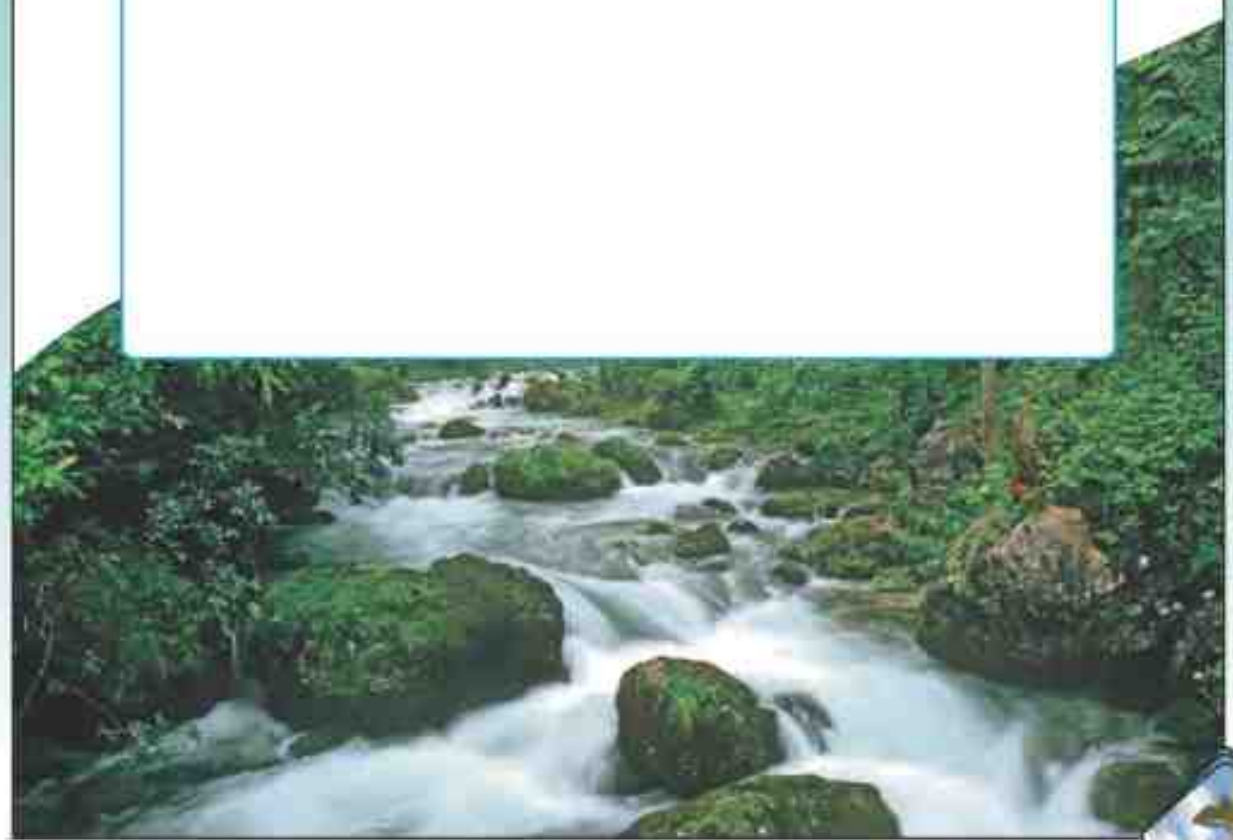
Veni and her friends went for a field trip with their teacher to a nearby sanctuary. They were enjoying the natural scenery. They were also learning a lot about forest and its uses from their teacher. A man who had come to the forest on a tour with his friends was smoking. And then he threw lighted cigarette butt on the dry grass. That's how a fire spread across the forest, causing damage to plants and animals. The children were taken to a safer place in a vehicle. On the way the teacher called the forest officials who took immediate action.

Write a complaint letter to a forest official explaining the above problem.

Letter / Complaint

We have to create awareness about the above problem among our friends and the public. Do you agree? Why don't you prepare an awareness poster by writing a slogan?

What is your possible role in preserving the wildlife habitat?



5. WITHIN US

- What are the pictures of the human organs found on the wall of the doctor's room?
- Are they found in our body?
- What are the instruments doctors use to examine and treat you?
- What do you see on the x-ray screen in the doctor's room?
- What are the uses of bones?

The Skeletal system :

- There are about 206 bones in our body.
- We cannot walk or run without bones.
- Skeletal system gives structure to our body.
- It protects important organs like heart, lungs, etc,
- Bones are made up of calcium and phosphorous.

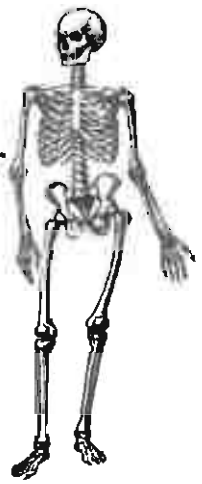
Facts

The longest bone in our body is the thigh bone.

The smallest bone called stapes is present inside the ear.

The Skull

The brain is protected by the skull.



The Joints

A joint is a place where two or more bones are held together by strong tissues.

Types of joints

1. The Immovable joints

The skull is made up of 8 flat bones. The joints present in the skull, do not move. So they are called immovable joints.

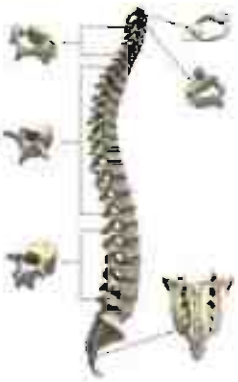
2. The Movable joints

Movable joints are of 4 types.

They are the ball and socket joint, hinge joint, pivot joint and the gliding joint.

To rotate our hands, we have ball and socket joints. We can bend our arms with the help of hinge joints.

SCIENCE



The skull is joined with the back bone with a special joint called pivot joint.

Can you rotate your wrist?

The bones present in these area move slightly.

The joints seen in wrist, ankle, back bone are called gliding joints.

Facts

- Our back bone is made up of 32 small bones.
- It helps to bend and stretch our body.
- We get Vitamin – D from sunlight. Playing in sunlight in the evening is good for the bones.

Activity

Teacher can take the students to a nearby Government Hospital or a Biology Laboratory of a High / Higher secondary school and show them the model of human skeleton.

Muscles

The muscles give good shape to our body. The muscles work along with bones for the movement of the body.

Let us do!

- Fold your arms.
- Turn your head and look at your friend.
- Walk inside the classroom.
- Are your bones cooperating with you?

Types of Muscles

1. Voluntary muscles

The muscles which work according to our will are called voluntary muscles.

2. Involuntary muscles

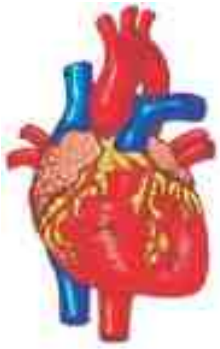

Stomach

The muscles which do not work according to our will are called involuntary muscles. They work by themselves.

Our stomach contracts and relaxes during the digestion of food. This action is not under our control. Hence it is named as involuntary muscle.

3. Heart muscles

Heart muscles are special involuntary muscles. Due to contraction and relaxation of heart muscles, heart beat occurs.


Heart

Fact

An adult human heart beats 72 times per minute.

Bones and muscles work together to do many activities in day to day life.



Let us find!

Write down the part of the body involved in doing the above activities.

_____ , _____ , _____ .

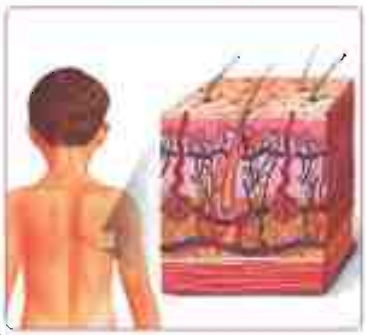
Let us do!

Take a paper bag. Put the following things in it. Shiny paper, cardboard, pencil, sandpaper, stone, flower and eraser. Ask your friends to close their eyes and list the things inside the bag by touch.

SCIENCE

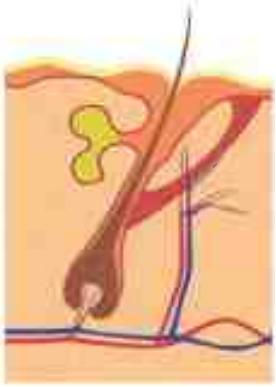
Which organ covers and protects the bones and the tissues?

The Skin



- The skin covers the entire body.
- The skin protects the internal organs.
- Skin helps in maintaining the body temperature.
- Skin is a sensory organ. It helps us to feel temperature, cold, pressure, pain, etc,.

The Hair



Hairs are present almost on all parts of the body. They help in protecting the body. There are about one lakh hairs in the head of a normal man. These give us beauty and also protect our skin from micro-organisms.

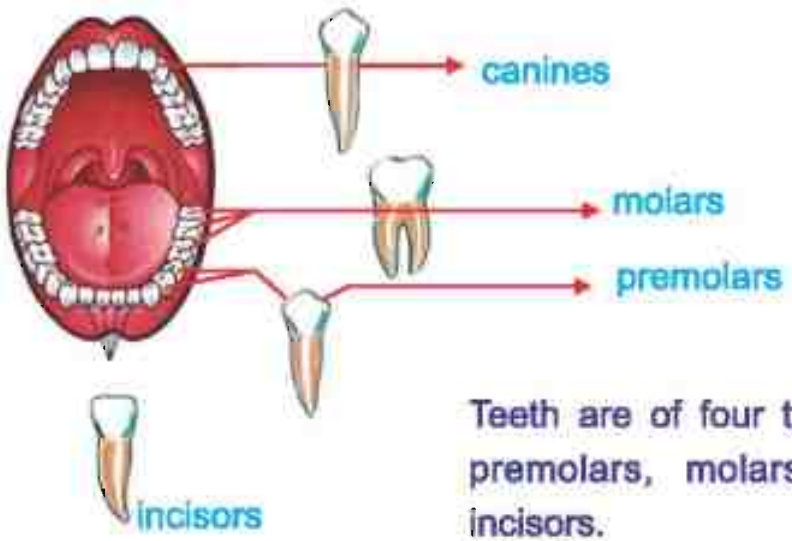
The Teeth

Let us write :

- How old are you?_____.
- Count your teeth and make a note _____.
- Have your teeth been shed? How many?
  _____.
- How many teeth have erupted back? _____.
- Have your milk teeth been shed? Have they erupted back?
  _____.

Food is needed for the functioning of our organs. Teeth are needed for the grinding of the food.

Milk teeth are present in childhood. They are temporary. The permanent teeth grow after 6 years. Enamel is the hardest material seen on the surface of the teeth.Teeth are composed of a chemical named calcium.



Teeth are of four types. They are premolars, molars, canines and incisors.

Let us do

Conduct a puppet show about protection of teeth with the help of the teacher.

Facts

Cool drinks and sweets taken in excess become dangerous. The chemical present in them causes cavity in teeth.

- Let us keep our bones, muscles and teeth healthy.
- Let us take nutrious food and do proper exercises to be healthy.
- It is good to brush your teeth in the morning and at night.

Who is he?

Roentgen

Roentgen discovered X-rays which help to identify fracture in bones.

Evaluation

a. Let us write :

1. _____ joint is present in the ankle.
2. Skull has _____ joints.
3. _____ are special involuntary muscles.
4. _____ teeth are found in children.

b. Find out who I am ?

(Gliding joint, teeth, bone, heart muscles, pivot joint)

1. I am composed of calcium.
2. I am an involuntary muscle present in rib cage.
3. I am a joint, I help to turn your head.
4. I am a joint. I am present in your wrist.
5. I help to chew your food.

c. Circle the Joints

d. Let us collect!

i) Observe the teeth of your friend. Is it looking different? Draw a picture of incisors and molars in a note book. Later compare them.

ii) 1. How to protect your teeth?

2. What will you do to protect your skin?

3. If your backbone is a single long bone, what will happen? Think about it.

e. Let us match.

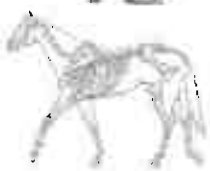
Crocodile

Frog

Rabbit

Fish

Horse



f. Project :

1. Find out the joints mostly used by dancers and sportsman during their activities. Prepare an album of the joints.

2. Make a model of lungs using balloons, cotton and a "Y" shaped tube. Explain.

'I can, I did'

Student's Activity Record

Subject :

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

SOCIAL SCIENCE

STANDARD THREE

TERM I

1. THE WORLD I LIKE

I am Meena.

In my Home..

I like to ...

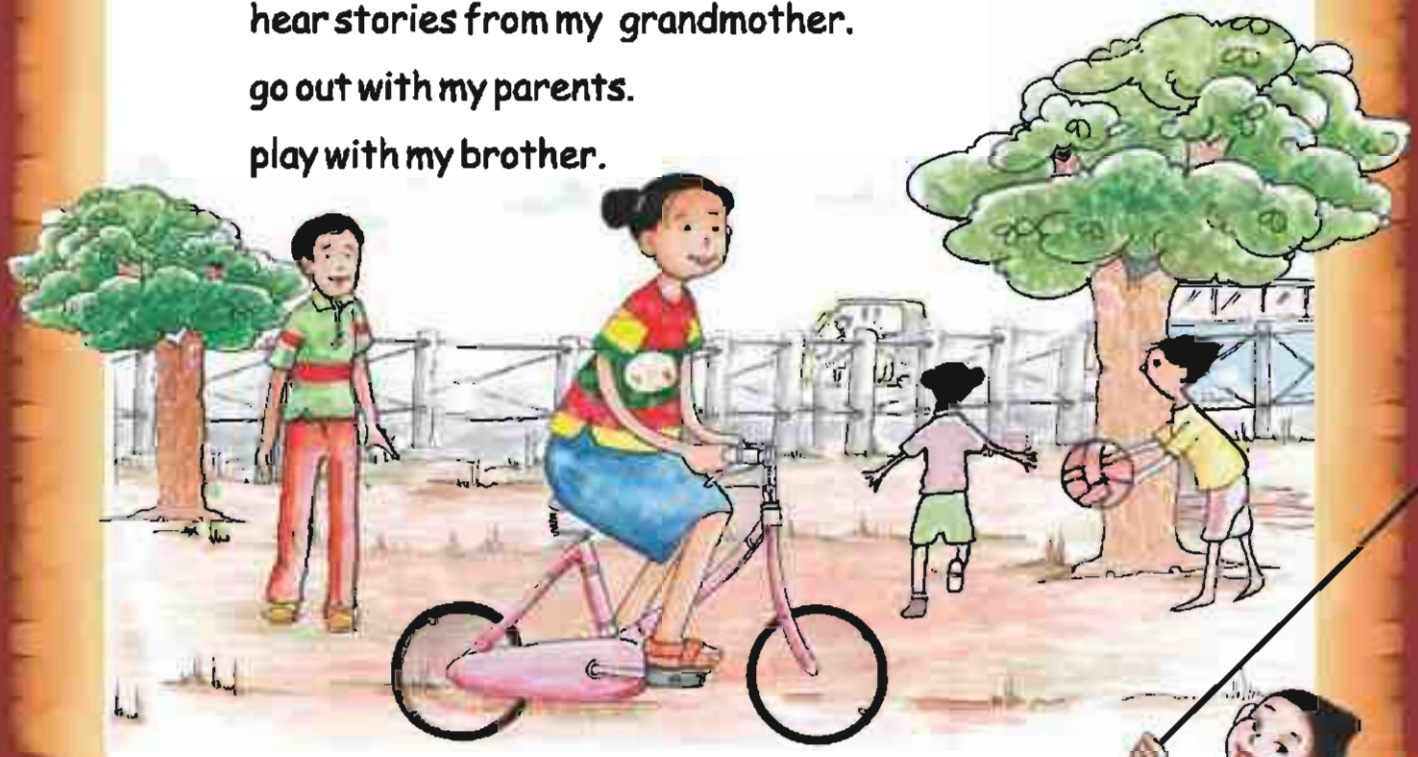
sing songs.

eat tasty food.

hear stories from my grandmother.

go out with my parents.

play with my brother.



In my neighbourhood...

I like to...

play with my friends.

go to the market with my mother.

play on the swing in the park.

ride a bicycle in the playground.

At school.....

I like to...
grow plants.
dance, sing, draw and make things.
learn along with my friends .
be appreciated by my teacher for good work.
play in the evening with my friends.

Like Meena,
what would you like to do? Write.
At my.....

Home	Neighbourhood	School
I like to...	I like to...	I like to...

Latha, Jamal, John and Mary study in class III.
They come from different neighbourhoods.
Let us listen to what they are going to say:

I am Latha.
I live with my parents in Kilappakkam village.We have a cow in our house.

My name is Jamal.
I live in Nagore with my grandparents, parents, aunt, uncle, brother and two cousins.

I am John.
I live in an apartment in Annanagar with my aunt, uncle and sister Mary.

Where and with whom do you live? Draw and write.

As you see, families are of different kinds. There are big families, small families and joint families.

Do you live in a small family or a big family? _____

Meena said.....

I love my family. My mother hugs me when I return home from school. She listens to me patiently when I tell her all about my day. I get angry when my brother argues with me. At such times, my grandfather consoles me. My family takes care of me in so many ways.

'I can share my thoughts with my family. When I am happy or sad or angry, I can talk to someone at home,' said Jamal.

Can you share about yourself? Here are some questions for you.

Do you have a pet name at home? What is it? _____.

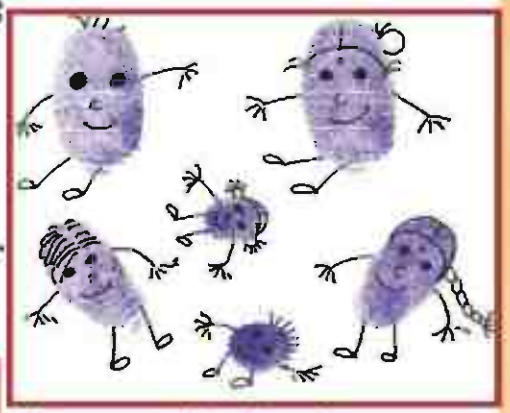
What language[s] do you speak at home? _____.

Whom do you speak to, when you are sad? _____.

Whom do you speak to, when you are scared? _____.

Whom do you go to, when you have doubts in your lesson? _____.

Whom do you go to, when you think that you have made a mistake? _____.



Meena made thumb impressions and turned them into pictures of her family. You can also do this!

Collect information from your home.

Your grandfather's native place...

_____

Your grandmother's native place...

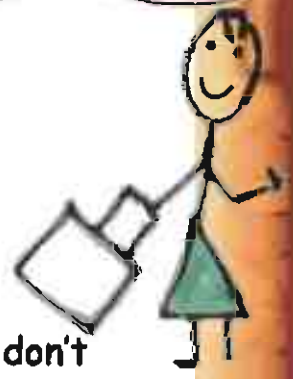
_____

The names of their childhood friends...

_____

The games they played during their childhood...

_____



Which of those games do you play even now? If no, why don't you learn some of them?

_____

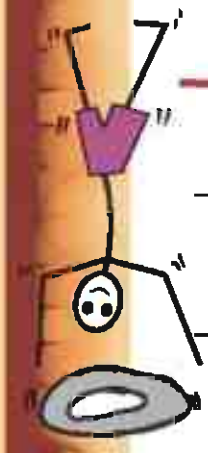
Among those games which game do you like the most? Why?

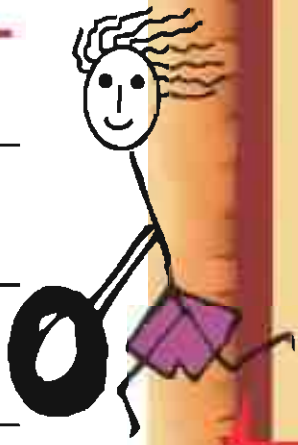
_____

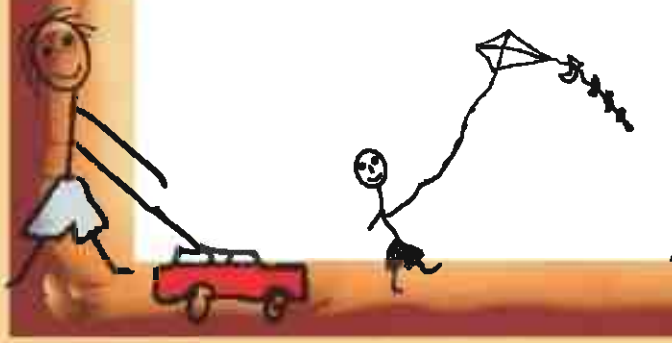
Do you like to play alone or with your friends?

With whom do you play?

At School	At Home
_____	_____
_____	_____
_____	_____







This is the home of Sumathi and Saran. They say,

"In our home we have the freedom to speak about what we think, and we always share our work at home... there is a lot of love."

Look at these pictures - they show you how Sumathi and Saran help at home...

Do you help at home? How?

_____ _____

_____ _____

_____ _____

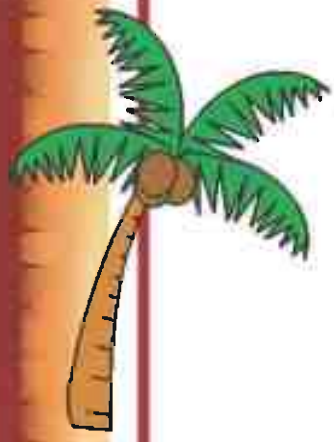
How do you spend your holidays with your family?

_____ _____

_____ _____

Draw a picture of your home.

Sketch it with trees and flowering plants that you like.



2. MY NEIGHBOURHOOD

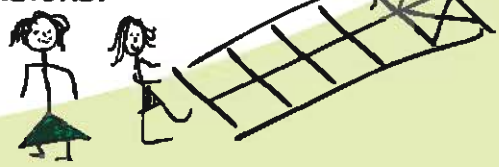
A neighbourhood is a place where people live, work and play. There are different types of neighbourhoods. In a neighbourhood we find shops, markets, places of worship, offices, hospitals, parks, schools and other facilities like a bus stop or a post office. People, trees, plants, birds and animals inhabit a neighbourhood.

Let us meet Latha, Jamal, John and Mary. Here, they tell you about their neighbourhood.

Latha

I live in a separate house in a village called Kilapakkam. There are around 500 houses in my village. There are many streets connecting the houses and I live in Anna Street. There are 25 houses in my street. We have to collect water from the common tap on the street. We buy our provisions from the ration shop nearby. There are other small shops too where we can buy sweets or vegetables. There is a bus stop on the main road from where we can catch a bus to other towns and cities. My father, Nallathambi, works in a hotel in Chennai and comes home during week ends. I play 'paandi' with my friends Kala and Vanathi in the evenings. Their parents are farmers. We celebrate different festivals and share sweets. We go to school together.

How do the people in the neighbourhood go to other towns and cities?
From where does Latha's family buy provisions?
How does Latha go to school?



I live with my grandparents, parents, brother, aunt, uncle and two cousins in Nagore. My house is near the seashore. My grandfather is a fisherman. There are many houses next to ours, may be 30 houses in the same row. Most of the men here are fishermen. My father and my uncle also go to fish in the sea. I have lots of fun in the evenings, playing with my brother and cousins.

Where is Jamal's house?
With whom does Jamal live?
Draw Jamal's neighbourhood.

We live with our aunt and uncle in Annanagar, Which is a part of Chennai. We live in a flat. There are forty families living in our apartment complex. Our parents are working for a Non-Governmental Organization [NGO] near Tirunelveli and they visit us often. All the children in the flats play together in the evenings. But we all go to different schools. Mary loves to visit Vandalur Zoo, because there are lush green plants and animals.

Where do John and Mary live?
Why do they live with their aunt and uncle?
Why does Mary like to visit Vandalur Zoo?

Write about your neighbourhood with the help of your teacher.

Meena and her neighbourhood

Look at this picture and write down what Meena shares with her neighbours.

Whom do you like the most in your neighbourhood? Why?

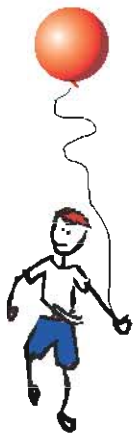
_____

Me, My Neighbourhood

Some of us have lived in one place all our lives.
Some others have moved to other places.
What about you?

Find out from the elders at home and from your neighbour and fill in.

Questions	At home	From your neighbour
For how many years has your family been staying here?		
Where did your family live before coming here?		
Two places which you like the most near your house.		



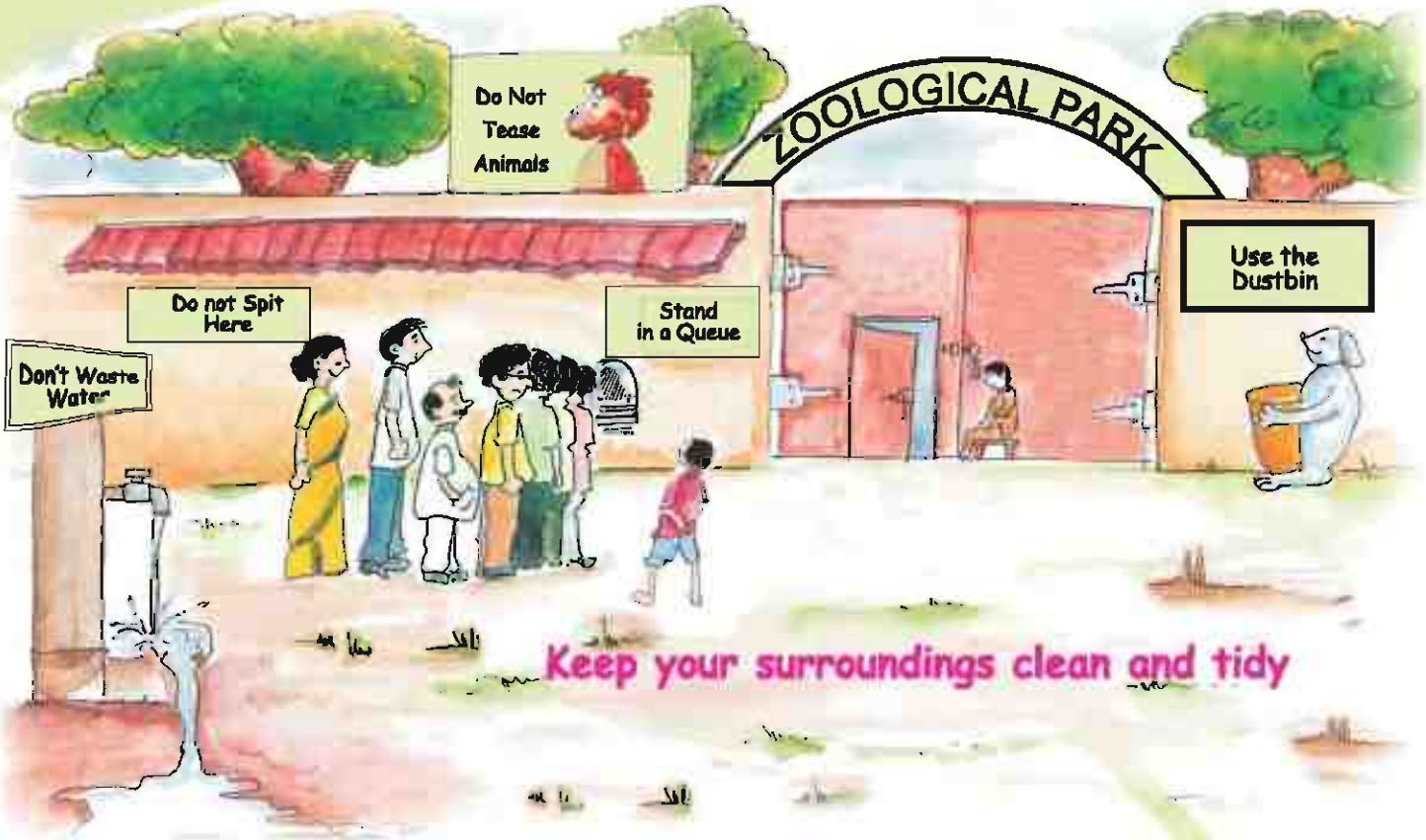
My school.....

School is like a very big family, because it teaches you about life. It is a place where you spend a lot of time, building relationships with your classmates and teachers and learning many things.

Colour the picture that describes the neighbourhood you live in.

Make sentences with the help of your teacher from the given substitution table.

There is a There is no	Zoo Supermarket School Police station Park Medical shop Hospital Church Mosque Temple	in my neighbourhood



Read the instructions on the boards at the Zoological Park.

Why are they kept there? How are they helpful?

_____

What will happen if you do not follow these instructions? Complete:

If we spit on the road, we spread disease.

If we waste water, _____

If we don't stand in a queue, _____

If we tease animals, _____

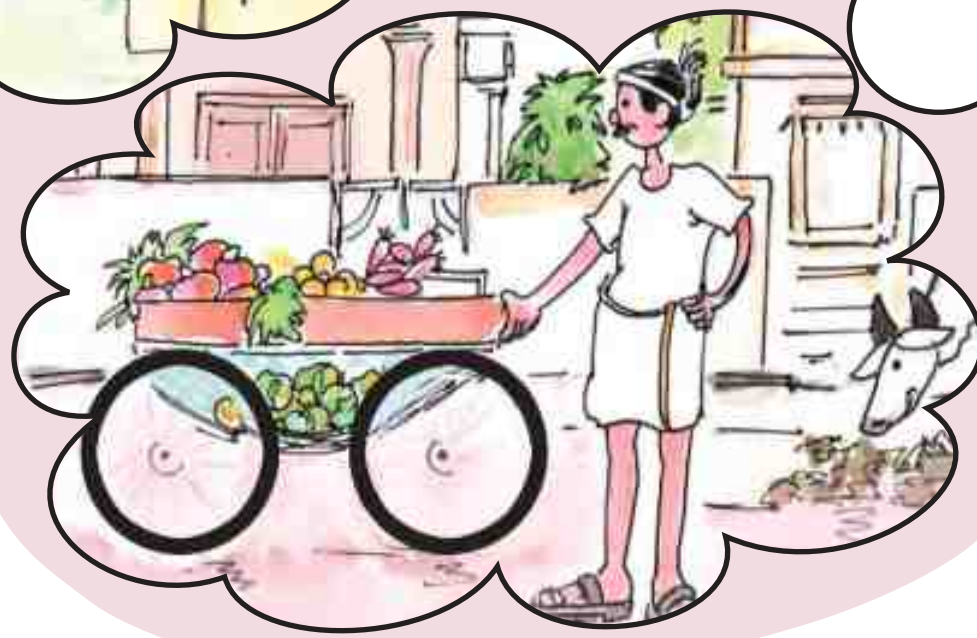
If we don't use the dust bin, _____

If we don't keep our surroundings clean and tidy, _____

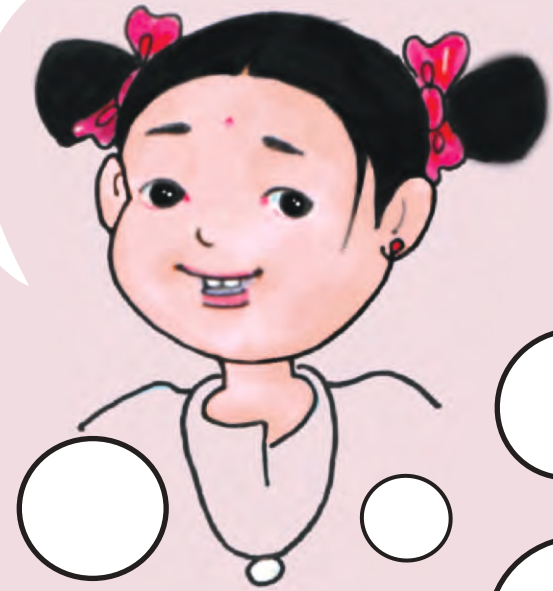
_____

3.ON MY WAY TO SCHOOL...

Every day on our way to school we experience different sights and sounds and learn many things. We see different kinds of trees, many types of vehicles, shops and lots of people some known and some unknown. We hear the chirping of birds, barking of dogs, honking of vehicles and variety of other sounds. Every day, we learn many new things on our way to school.



In the following pictures are the things that Meena usually observes on her way to school. Circle what you see on **your** way to school.



In the space given, draw an interesting scene that **you** have observed on your way to school.

SOCIAL SCIENCE

Routes we travel by....

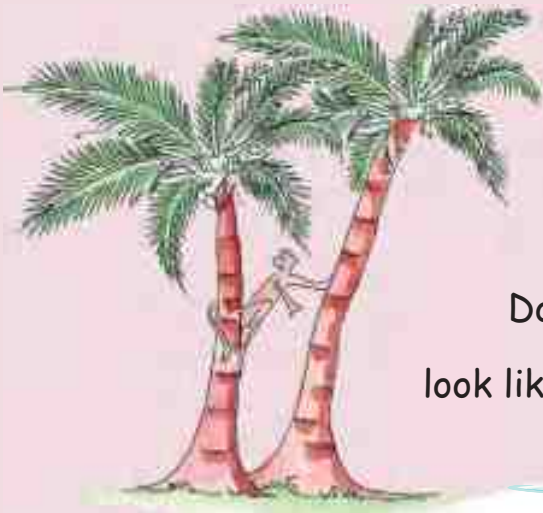
We choose a definite direction to reach a place.

This is how other creatures too do!

Here is a bird.

How does it find its way to its nest?

Are there any landmarks that help it find its way?



Here are two monkeys.

How do they move in the forest in search of food?

Do the trees in the forest look like pathways for the monkeys?

Fish move in groups - in the seas, rivers, lakes and ponds.

Are there paths in the water that they see and swim through?

It is amazing how birds and animals move from one place to another.

Discuss with your teacher to know about their movements.

How can **you** find the way from your home to school ?

You can recall the route you have to take by remembering the places like shops, petrol bunk, buildings, parks, temple etc that you pass on your way to school.

you can also remember the routes by learning the name of the roads that you take.

Can you name a few places that you cross on your way to school?

For instance, you might say, 'I live near a level-crossing'. Is there a bakery or a park next to your house? Is there a place of worship?

On my way to school, I cross_____

Every house or a building in a village, town or city has an address, or a way by which they tell everyone exactly where they live. This address is also called a postal address by which each house or a building can be exactly located.The postal address helps the postman to deliver the letters to the correct person. It is important to remember your postal address because it helps you find your way back if you are lost.

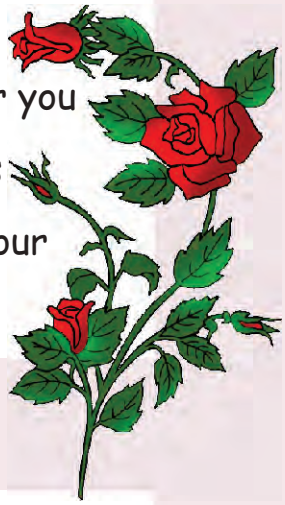
Do you know your postal address?

Name	: ----------
Door Number and Street or Road	: ---------- ----------
Area	: ----------
Town / City	: ----------
State	: ----------
Pincode	: ----------

A Warning

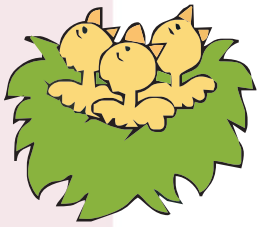
It is important that we stay safe at all times. On your way to school, do not speak to strangers or take gifts, sweets or chocolates from them. Walk on the foot path and follow the rules of the road.

It is fun to think in what other ways we can write our address. You could say, for instance, that you live in a green coloured house close to a huge neem tree. Or you might say that your neighbour's balcony has many fragrant rose plants or a bird's nest. Remember, your home is a place that you can touch, hear, see, and smell!



Do you think this is a good way to write your address ? Discuss in class.

There is another way of giving directions to your friend to reach your home - by using your hands.



If you turn towards your right hand side, then you say, 'I am turning to my **right**.'

If you turn towards your left hand side, then you say,' 'I am turning to my **left**.'

To make sure that you are giving the right directions to your home, here is an interesting game that you can play with your friend. It is called a Mirror Game. **Stand facing each other**. If you are A, then your friend is B. Imagine that your friend is a mirror image. Lift your right hand up. Which hand will your friend lift up? _____ . Touch your left ear.

Which ear will your friend touch? _____ . You can now direct your friend by saying,"Turn to your **right**, then turn **left** after the level crossing, and walk straight-my flat is in the third building on the **right**".

Do you know your school address?

Name of the School : .....

Door Number : .....

Street or Road

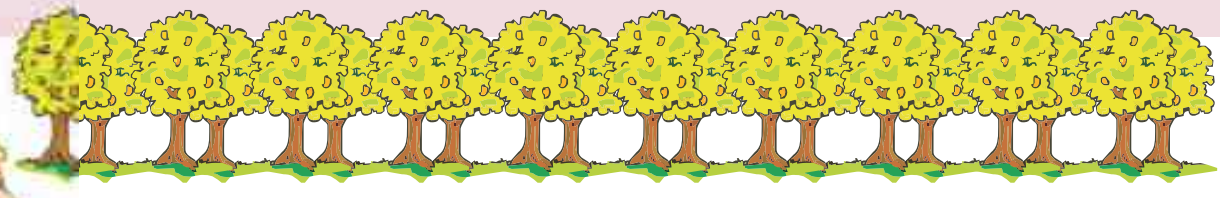
Area : .....

Town/City: ..... State : ..... Pincode : .....

Like you, Kalai also studies in Class III and she walks to school everyday with her friends, Mekala and Ayesha. Today it is raining.  Kalai is carrying an umbrella.  As she and her friends walk along the  pond, they hear the frogs croaking-  k..r...r..k k..r..r..k.  They see an  egret. Kalai jumps like a frog. Mekala tries to fly like an egret. "I have seen this bird sitting on the cow's back", says Kalai. "Now it is not raining", says Ayesha. As  the sun comes out, they see their shadows in front of them. They all run. As they run, they try to step on their shadows. But they cannot! Ayesha says,"I can step on your shadow, but I can't step on mine!" Can you say why? As I move, my shadow moves along with me.

On your way to school have you seen your shadow?
Was it behind you or in front of you?

SOCIAL SCIENCE



After crossing the pond,there is a beautiful field and an Ayyanar statue on the way to school.

They now pass by an orchard. It is full of mango trees. 'I like to eat mangoes,' says Kalai. A small dog joins them for a while. They now come on to the tar road. They see a bus. Sameer is in it. Along the road, they see a

small shop. Near the shop,

there is a zebra crossing. They carefully wait till the road is clear and then cross the road. After that, they turn right into a small lane and they are in front of their school gate. As they enter, they hear their school bell ring.

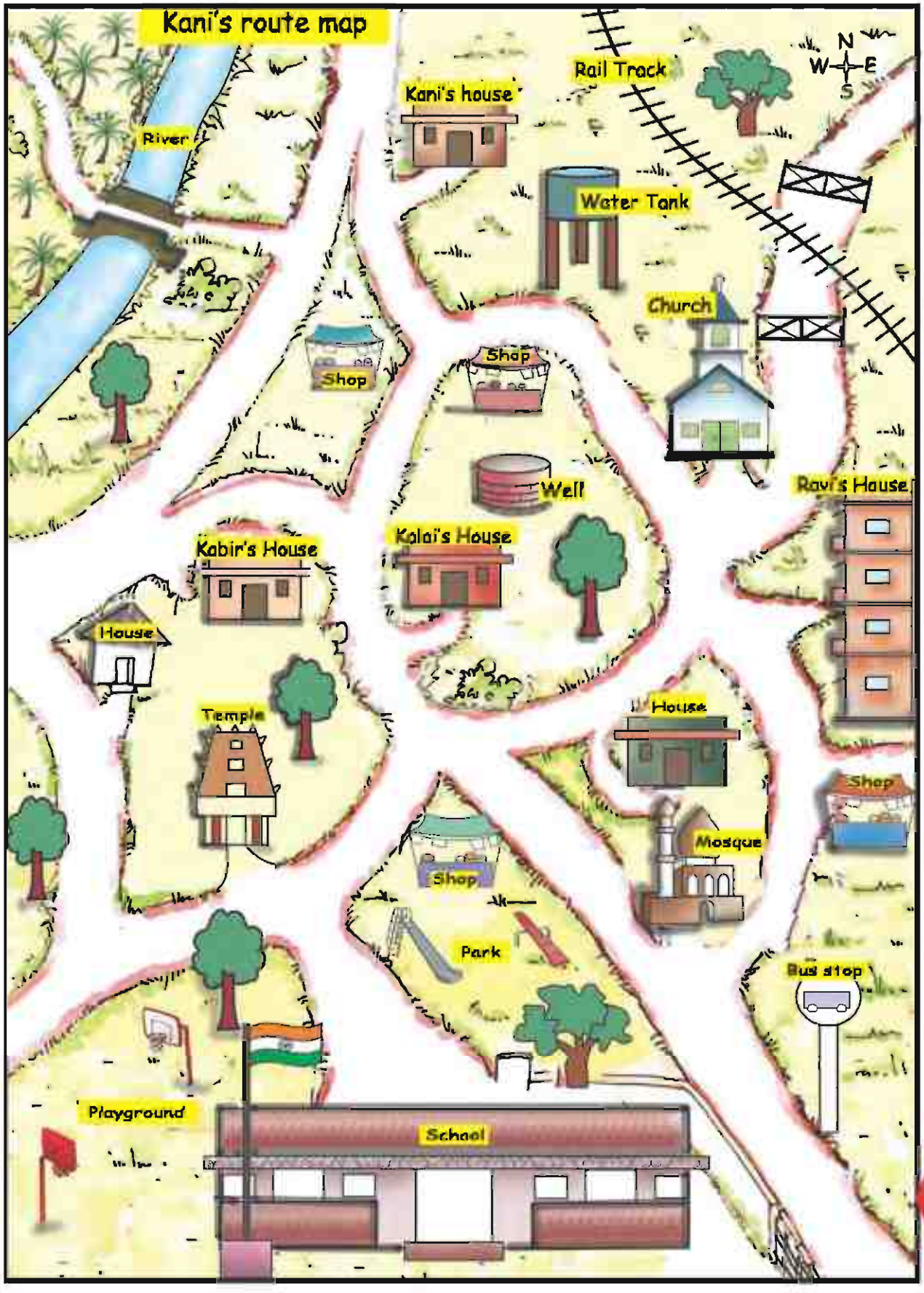
See and answer:

List what Kalai, Mekala and Ayesha saw on their way to school.

_____ _____

_____ _____

_____ _____



SOCIAL SCIENCE

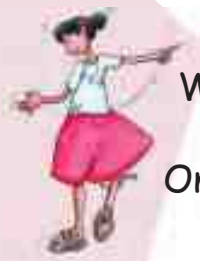
See Kani's map and answer using different colour pencils.

- ☞ Sketch the path that Kani takes to school.
- ☞ Sketch two different routes that Ravi can take to go to school.
- ☞ Tick the things that Kalai sees on her way to school.
- ☞ Circle the shops that are in the map.
- ☞ What do you find on the way to school from Kabir's house?
- ☞ How many turnings does Kani have to take on her way to school? Count and write. _____

Children may form groups and play a memory game with what they saw on their way to school.

Is your best friend's house far away or nearer to your house?

FAR ☐ NEAR ☐



What do you see on your way to school?

On the right side, I see _____

_____

☞ On the left side, I see _____

_____

Who comes with you to school every day?

- ❖ _____
- ❖ _____
- ❖ _____

Are there schoolmates who live close to you? Write their names.

_____

_____

SOCIAL SCIENCE

Tick ✓ the water bodies you have seen in your area.

River	☐	Tank	☐	Sea	☐
Lake	☐	Stream	☐	Puddle	☐
Pond	☐	Well	☐	None	☐

KEEP A WEATHER CHART

Do you notice the weather, when you go out of your home?
Note the dates/time when it is

Date	hot	mildly warm	cool breeze	cloudy	rainy	Cold
Yesterday						
Today						

On your way to school, you would have seen different people doing different jobs. List them.

_____

_____

_____

_____

To sum up...

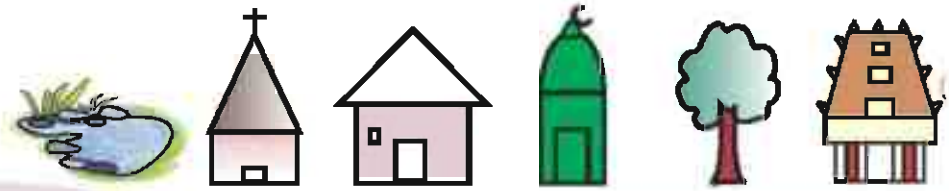
List what you have observed on your way to school in the table given below - an example has been given to help you.

BUILDINGS	TREES	THINGS	ANIMALS
Post Office	Neem	Waste Bin	Dog

SOCIAL SCIENCE

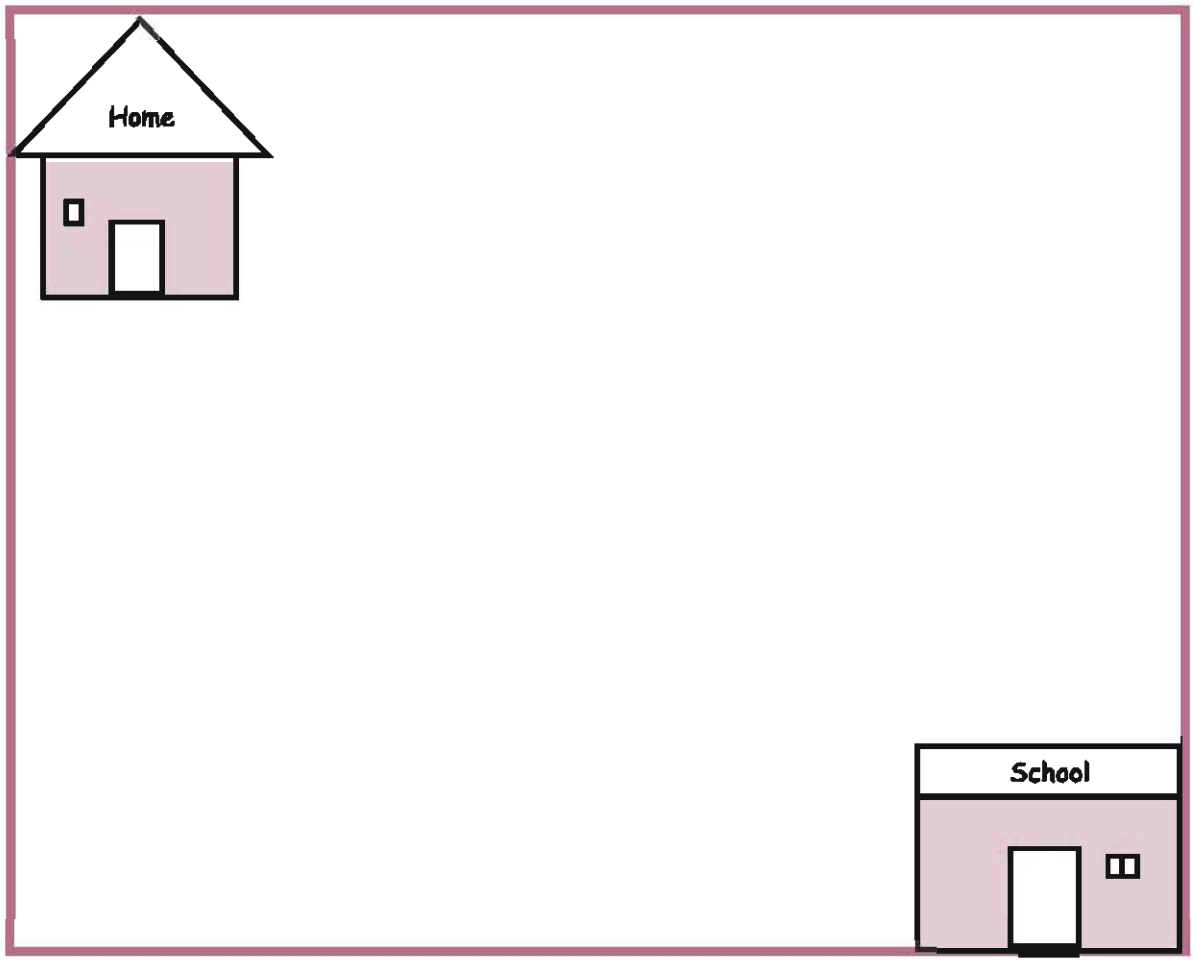
Let us have fun!

Observe your way to school closely for two days. Here are symbols for places or buildings you may see. Create your own symbols for other places you see.



You can draw your symbols here.

Draw the path you take from home to school.



4. KNOW YOUR DIRECTIONS

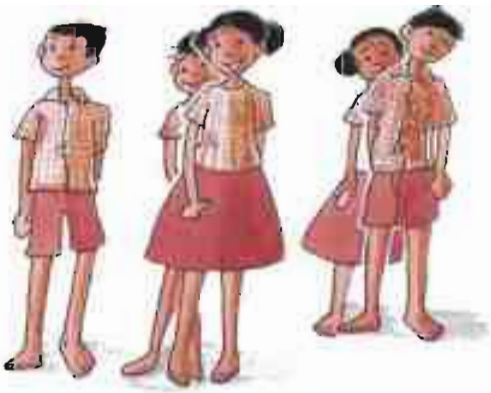
Kavita and her friend Malar live in opposite houses on the same road. They are studying in the same school in Class III. Both of them walk to school together every day and are good friends. They are learning about directions in their Social Science class. On the way to school that day, Kavitha and Malar had a heated argument about whether they had to turn to the left or right to go to their school. "We have to turn left. I know it", said Kavita. "No", said Malar. "We have to turn right". They kept arguing all the way to school. In school, they waited eagerly for their teacher. The moment she entered the class, they ran to her and told her of their confusion. "You both are correct", said the teacher, smiling. Can you guess why?

Can you locate which is Kavita's house and which is Malar's house?

SOCIAL SCIENCE

In class, the teacher said, "Let us play a small game". You play it, too!

The teacher asked the children to stand up. She asked, "What do you see in front of you?" I see _____.



"Now, turn to your left.

What do you see?" I see _____.

"Turn to your left. What do you see?"

I see _____.

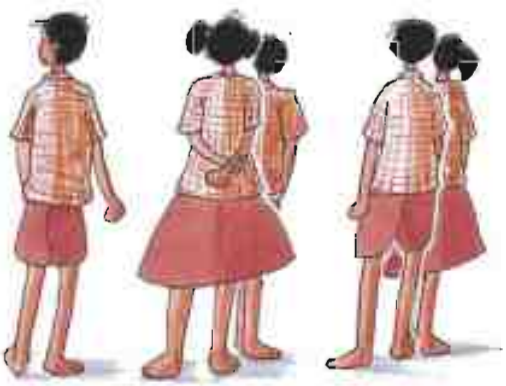
"Turn to your left again.

Now, what do you see?"

I see _____

"Turn to your left again".

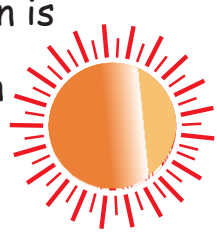
"You have made a full circle around yourself".



"Now let us play the same game by turning to the right", said the teacher.

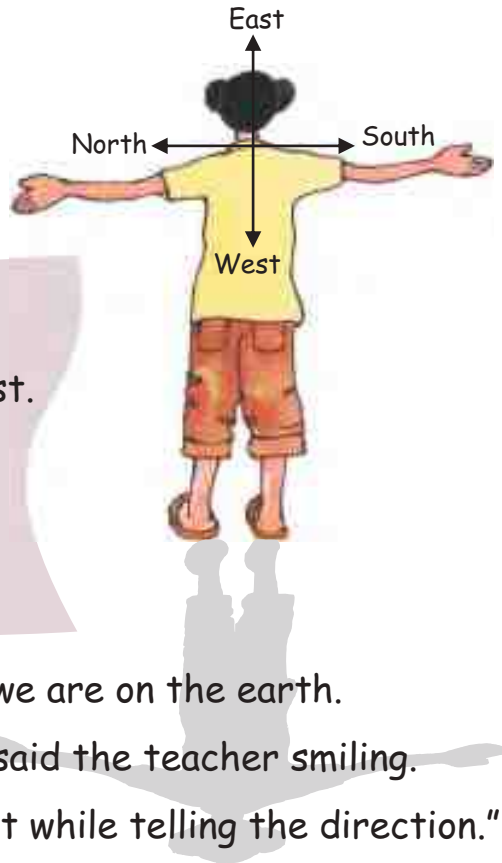
SOCIAL SCIENCE

When you get up in the morning, see from which direction you are getting the sunlight ? That direction is the East. In the evening, look at where the sunlight comes from. That direction is the West. This helps us to find out in which direction we are moving.



There are four main directions. They are North, East, West, and South. The sun helps us to find the directions.

Do this Exercise:
Learn the Cardinal Directions



Stand facing the sun in the morning.

We face the East and behind us is the West.

Our right hand points towards the South

and our left hand, towards the North.

"These directions do not change wherever we are on the earth. Remember this and you will never be lost," said the teacher smiling. "Always check the time of day to be correct while telling the direction."

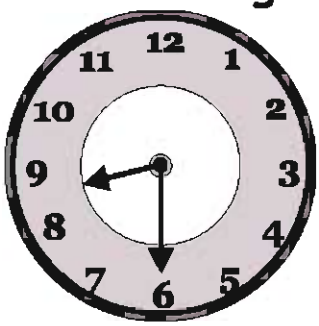
The teacher then showed them two pictures.

"The first picture shows Appu standing in front of his school at 8.30 in the morning.

The second picture shows Appu facing his home at 4.30 in the evening. Can you teach him the cardinal directions?" asked the teacher.

Show the Cardinal directions to Appu.

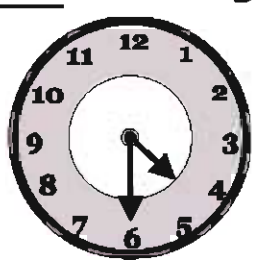
Morning



East

West

Evening

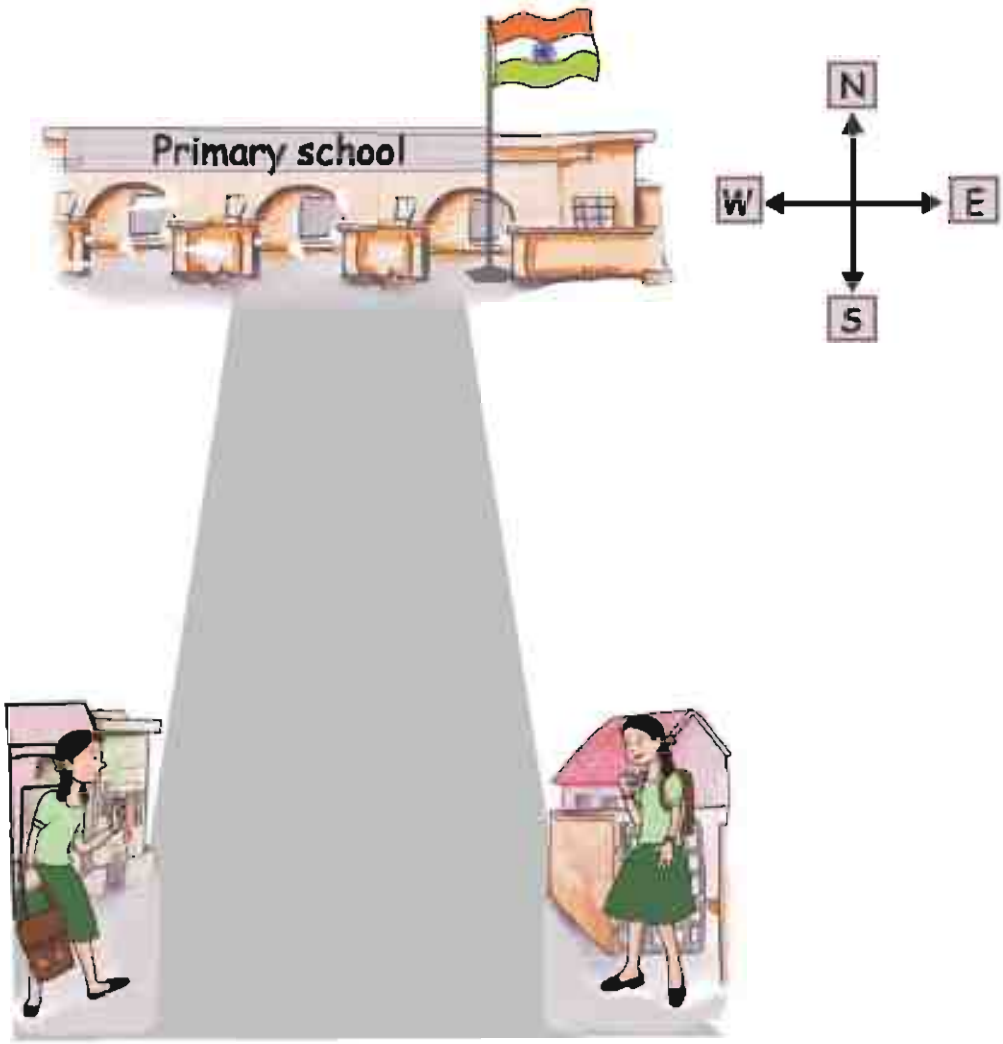


Kavita now understood the four cardinal directions. "We both turn North to come to school", said Kavita.

If both Kavita and Malar are to turn to the North to come to school Kavita has to turn left and Malar has to turn right. Can you say which direction their houses face?'

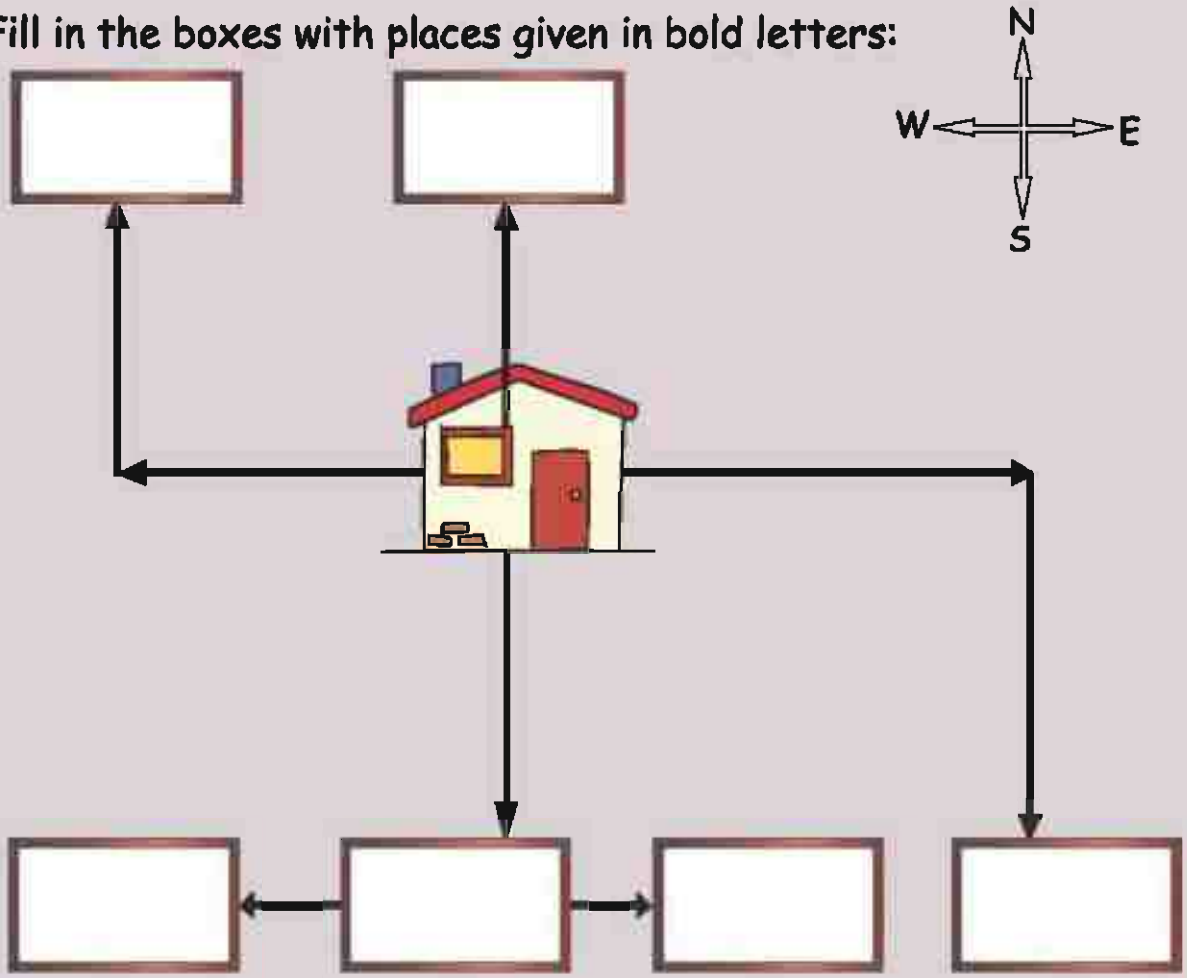
Kavita's house faces _____ .

Malar's house faces _____ .



Directions tell us where specific places are located.

Fill in the boxes with places given in bold letters:



- From your home, walk towards the West and then turn North. You will find the **park**.
- From your home, walk towards the North. You will reach the **market**.
- From your home if you walk towards the East and then turn South you will find the **nursery**.
- If you go towards the South from your home, you will find a **fancy store**.
- To the West of the **fancy store** you will find the **school**, and the **police station** to the East of the **fancy store**.

Mariner's Compass

Directions are very important for sailors. Sailors use an instrument called a magnetic compass to find directions while sailing.

The needle of the compass always points towards the North. The compass helps the sailors to find their destination even in fog or rain.

Read and enjoy! Here is a story for you

Mayanur is a small village. Fields are located in the north of the village. There was a small pond to the east of the fields. Different kinds of birds lived near the pond with their young ones. There were crows, cranes, kingfishers, pelicans and many more.

During summer, the pond dried up gradually.

All the birds gathered together and had a discussion about what they could do.

An old kingfisher said, "There is a tank to the South of Mayanur. That tank never dries up. We can all go there".

A crow said, "Do not go there. It is crowded already".

A crane said, "I remember there is a beautiful river. I will find out where it is from my friends and we can all go there".

The crane and his friends flew to the West and saw the river from a distance. There were green fields and many trees.

The birds came back and gave the happy news to all the other birds. They all flew to the riverside and spent the summer peacefully.

SOCIAL SCIENCE

Can you draw a map that shows in which directions the birds flew?

N
W E
S

Look at the picture of Kani's route map on Page 155. Find out and answer.

- What directions does Kani take, to go to school?
- What is to the West of the school?
- Kabir's house is located to the _____ of the temple.
- The railway track is located to the _____ of the church.

5. ARE YOU SAFE ON THE ROAD?

It had rained in the morning. Many children came early to school. They were playing outside and drawing lines on the wet sand. Some children were playing 'paandi' (hop and skip) on the sand.

Karthik was having fun. When he saw his teacher, he ran to her and said, "Please look at these lines. Do they look like roads?"

"Yes," said the teacher. The teacher asked them all to clean up and come inside the class. "It must have been fun to make so many roads in the wet sand," said the teacher. "Shall we talk about it? What kind of roads did you make?" asked the teacher.

"All kinds of roads - mud roads, tar roads, big roads, curved roads, straight roads, junctions, main roads and crossroads.....we even ran around the paandi track."

"Name the vehicles that ply on your roads," asked the teacher.

"Car, bus, and auto - there was a traffic jam," said Viji.

SOCIAL SCIENCE

" Isaac and Raju banged into each other and fell down," said Seetha.

"I was trying to cross," said Raju. "I did not expect that Isaac would stretch his hand suddenly."

"What happened to the people who were walking?" asked the teacher.

"Well, they did not have any place at all to walk," said Kannan.

"Shall we speak about why all these things happened?" asked the teacher.

"Nobody listens," said Reshma.

"Everyone follows their own rules," said Arul.

"This is happening everyday on the roads, too. Shall we create a few rules that will make sense to everybody? To be safe, you need to **STOP**, **LISTEN** and only then **START**," said the teacher.

"Let us form some simple rules for pedestrians," said Mumtaj. "Here is mine - walk on the footpaths. They are meant for us."

"But there are no pavements near my house," said Meena.

"Walk on the extreme side of the road if there are no pavements or platforms. It will be safe for you," replied Mumtaj.

"We should not rush, run or play on the road," said Raju.

"Do not read books or look at hoardings while walking on the road," said the teacher with a smile.

"When I ride a bicycle to school with my brother, he waves his hands to greet his friends on the road," said Natasha.

"It is distracting and unsafe for both of you," said the teacher.

"Never walk along railway tracks and bridges. Be careful when you cross a railway track. We can also get the help of older people while crossing the railway track. You can use the overbridge or subway if they are available," said the teacher.

"So many rules!" said Kevin. "How will we remember?"

"Let us imagine that we are walking on the road. You must tell me whether what I say is right or wrong. Are you ready to do this?" asked the teacher.

If it is right colour it blue.

If it is wrong colour it orange.

Walk on the footpath.

When there are no pavements, walk in the middle of the road.

Do not rush or run on the road.

Always play near or on the road.

Skip and play with a ball when you walk. It is fun!

Do not read books as you walk.

Don't look at hoardings or wall posters while walking on the road.

When you are riding a bicycle with your brother to school on the road, greet friends by waving your hands.

Never walk along a railway track.

When you cross a railway track, do not bother about the signal.

"Now, I know what is right, but sometimes I forget!" said Kevin.

The next day, the teacher decided to invite Mr.Arun from the Traffic Department to tell the children about traffic rules. He was very happy to talk to the children. He showed them a picture on road safety rules and explained these rules to the children.

TRAFFIC SIGNS AND OTHER MARKINGS ON THE ROAD

The most common sign is the traffic signal. Everywhere, there are signs to help us to be safe. You just have to look and follow.

Traffic signals regulate traffic.

- Red — STOP
- Yellow — GET READY
- Green — GO

Traffic signs guide the pedestrians.

- STOP — Red
- GO — Green

Road markings are painted on the road and they are also useful to guide and regulate traffic. Follow the traffic signs and signals for your safety.

Always try to cross the road at **zebra crossings.** Subways and footbridges are provided on wide roads. We must use subways and footbridges wherever they are provided. When you are at a pedestrian crossing, you must wait for the green signal and also wait until the vehicles come to a complete halt, before crossing.

Wherever there is no zebra crossing, you should wait, look right, left and again right and then cross the road carefully. Before you cross the middle of the road, look again to your left to make sure that there is no vehicle coming. We should not run while crossing a road.

Here are a few signs to follow.

Guarded Rail Crossing

Unguarded Rail Crossing

School Zone

Speed Breaker

Dangerous dip

Left Turn

Right Turn

Bus Stop

No Horn

Why is the driver shouting?

Look at the given pictures , Use (✓) for do's , (X) for don'ts in the boxes provided.

SOCIAL SCIENCE

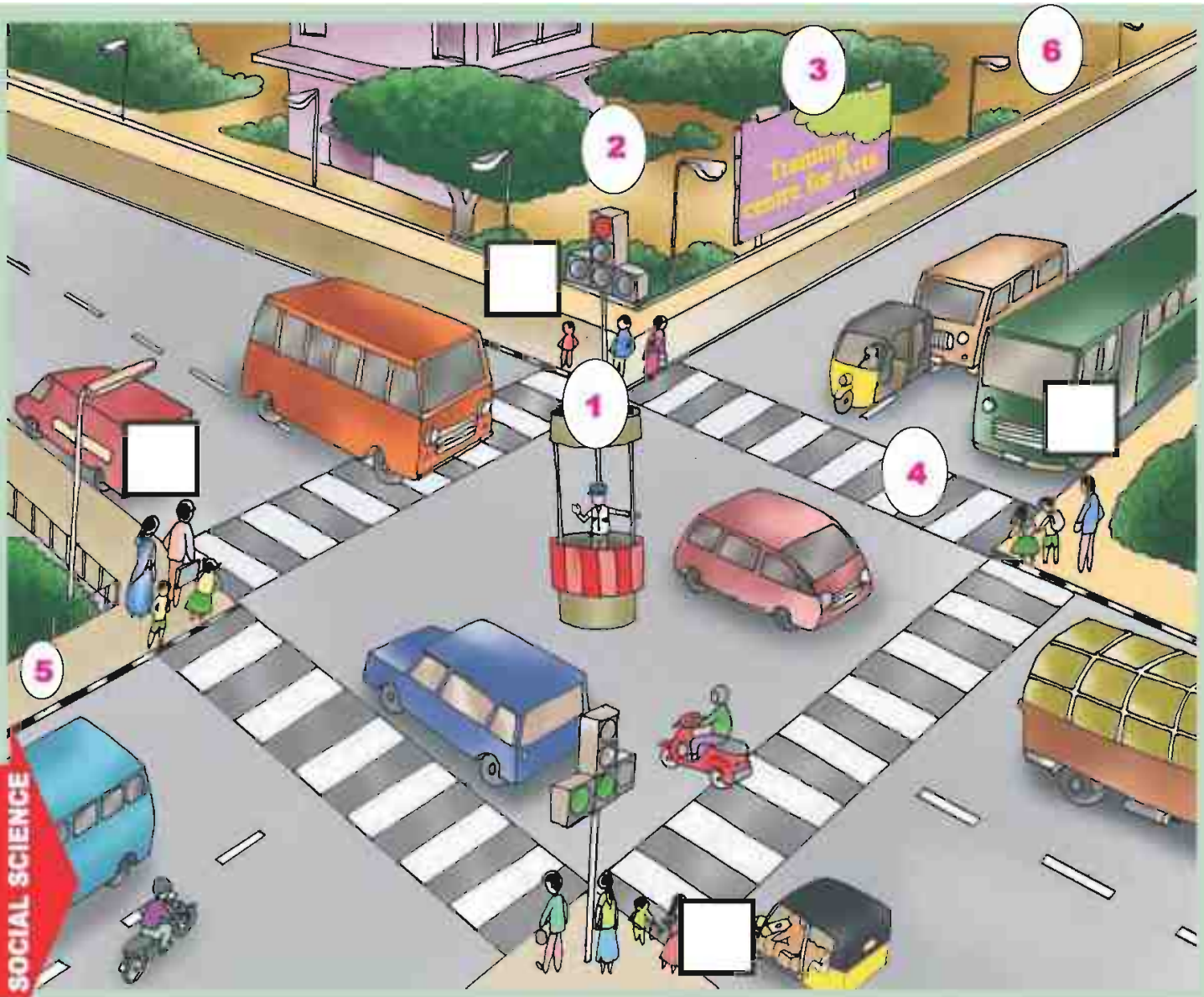
Match the numbers given in the picture with the words:

Street Lamp	○	○	Name Board
Traffic Signal	○	○	Footpath
Zebra Crossing	○	○	Traffic Police

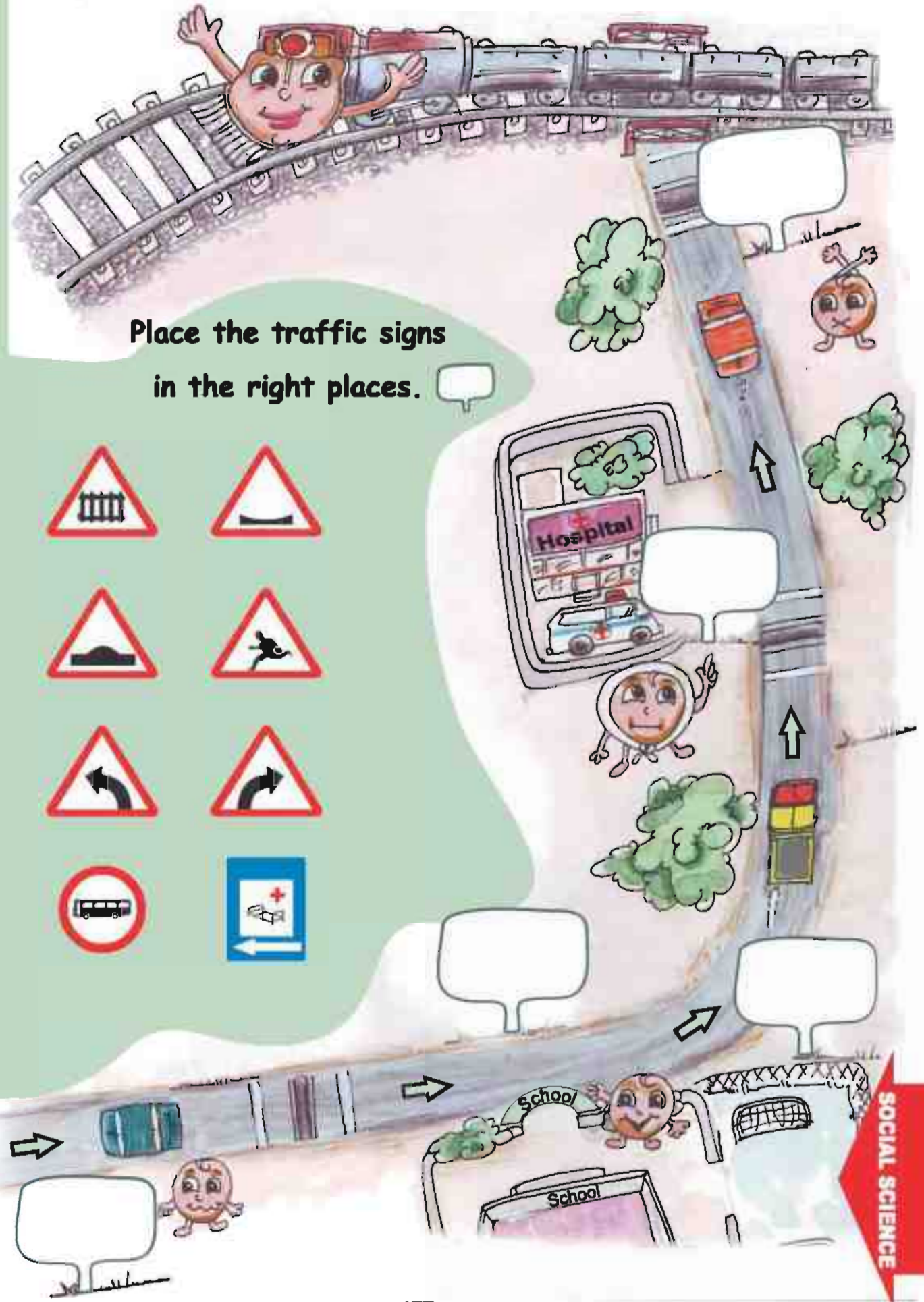
Colour the pedestrian boxes.

should not cross . red colour

can cross . green colour



Place the traffic signs in the right places.



SUMMATIVE ASSESSMENT

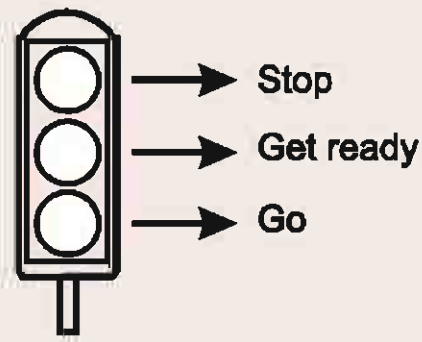
I. What should you do and what you should not.

Mark (✔) for do's and (✖) for do not.

1. Waking up early in the morning ( )
2. Spitting in the public places ( )
3. Eating road side snacks ( )
4. Loving animals ( )
5. Using other's things without their permission ( )
6. Washing hands and legs after playing ( )
7. Keeping objects in the right places ( )
8. Playing on the classroom desks ( )
9. Scribbling on the school walls ( )
10. Helping elders ( )

II. Colouring activity .

Colour the Traffic signal with given cues.



III. Answer the following.

1. What are the rules and regulations we follow in the public places?
2. Write the use of zebra crossing ?
3. How do you help your neighbours?
4. What are the four main directions?
5. What should be the rules you follow while crossing the road?

IV. Where is your school located?

Draw the sketch of your school.

'I can, I did'

Student's Activity Record

Subject :

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