

Lesson-2: Our Clothes

Theme 2: I
Dress Smartly

10 Periods (40 minutes each)



Learn Better (Main Coursebook), Stay Ahead (Workbook), Book of Holistic Teaching, CRM signs, Blackboard, pieces of fabrics



Animation, Animated Activities, Dictionary, eBook, Infographic, I Explain, Quiz, Slideshow

Attaining better

I Wear
Clean
Clothes

Curricular Goals and Objectives (NCF-FS)

To enable the students:

- to understand the types, uses and sources of clothes (e.g., cotton, wool, silk)
- to identify seasonal clothing and its relevance to weather conditions
- to recognize the importance of uniforms in various professions
- to use clothing-related vocabulary in oral and written communication
- to demonstrate creativity by designing and describing clothing pieces
- to engage in collaborative activities to build socio-emotional and teamwork skills
- to develop critical thinking by connecting clothing to weather and functionality
- to build positive learning habits like attentiveness, collaboration and active participation

Methodology

Period 1

Note to the Teacher: Prepare a KWL chart for the class. Help students to recollect what they know, what they want to learn from the lesson.

Teacher: Hello, students! I hope you had fun learning about the different parts of our body and how they help us do various things. Today, we are going to start a new lesson and I am sure you will find it interesting too.

Teacher: We are going to start with the chapter 2, 'Our Clothes'. Before we start, let us play a little game called KWL. It means we will write about what we already know about clothes, what we want to know and later, we will write what we learned at the end of the lesson.

(Ask the students to draw a KWL chart in their notebooks. Ask them to share their ideas about clothes. Allow students to take turns sharing a word or phrase that comes to their mind when they hear the term clothes. Next, encourage them to also share what they would like to know more about clothes.

As they share, ask them to write their ideas in the K-What I Know and W-What I Want to Know columns of the chart, respectively.)

K	W	L

Teacher: Can you tell me anything you know about clothes?

(Encourage students to speak in small sentences. They can speak in English or in their mother language.)

Students: We wear them.

Teacher: Yes! We wear clothes.

Students: Clothes keep us warm.

Teacher: That is right! Clothes help keep us warm.

Students: Raincoat for rainy days.

Teacher: Yes, a raincoat is for rainy days. Great answer!

Teacher: Now, What do you want to know about clothes? You can ask me anything!

Students: Why raincoat does not get wet?

Teacher: What a great question!

Students: Who makes clothes?

Teacher: That is an interesting question!

Students: Why my clothes are small and my dad's are big?

Teacher: Good thinking!


Teacher: Wow, you have all shared so many ideas and questions! Write these in your notebook so we can

COULD DO

10 MIN.

keep reflecting on it. Let us also share our ideas at the end of this lesson. We will keep adding our questions as we learn more about the topic.

Kinaesthetic


Re-KAP SPD

Kinaesthetic

Play a 'Clothes Pictionary' game with your partner. Draw three different clothing items on a sheet of paper. Ask your partner to guess the names. Take turns.

1

Use the CRM signs to bring students' focus and guide them to work in pairs, either in their rough notebooks or on a piece of paper.

Teacher: Let us begin with the Re-KAP activity. For our first activity, you will play a fun game called 'Clothes Pictionary.'

Teacher: Has anyone played Pictionary before?

(Students raise their hands if they have)

Teacher: Pictionary is a game where you draw a picture to help someone guess the word. Today, you will draw pictures of clothes.

Teacher: You will work in pairs. Each of you will take turns drawing a piece of clothing on a piece of paper. You can draw anything you like – a shirt, a dress, shoes, a hat, anything! Your partner has to look at your drawing and try to guess the name of the clothing you have drawn. Remember, you should only draw pictures and not speak to give the clues.

(Allow students work in pairs, taking turns drawing and guessing clothes. Afterward, invite a few pairs to share their work)

Teacher: Well done, everyone! You all did a fantastic job playing Clothes Pictionary. You used your drawing skills to help your partner guess the clothes. Drawing is such a fun way to learn and share ideas. Great work!

MUST DO

15 MIN.



Auditory

Auditory*

Listen to your teacher carefully. Answer the questions.

1

Teacher: Now, let us move on to the next activity. For this one, you need to listen carefully to what I am going to say. I will read a short poem called 'Happy Clothes' and after that, I will ask you some questions. You need to answer them, so listen closely.

Student: Yes, teacher.

(Read the poem from the last page of the book and then ask the questions below the text. You can read the poem once or twice if needed before asking the questions.)

MUST DO

15 MIN.



Differentiated Activity

110 km/hr



Ask students to draw and label at least 3 types of clothing (e.g., shirt, pants, hat) in their notebooks and write 2 sentences why we wear them in different seasons.

80km/hr



Ask students to draw 2 types of clothing and describe when we wear them.

40 km/hr



Ask students to speak about any clothing clothing and say when theywear it. Provide verbal prompts or sentence starters like "I wear _____ when _____."

Home Task

Draw a picture of what you are wearing today in your notebook. Write or say one sentence about why you are wearing it (e.g., "I am wearing my jacket because it's cold").

Period 2

Teacher: Hello everyone, let us start the session with a fun game! I will say different types of weather and you have to act out how you would move in that weather. For example, when I say:

- **Sunny:** Pretend to stretch your arms and feel the warm sun.
- **Rainy:** Act like raindrops falling or jump like you are jumping in puddles.
- **Windy:** Wave your arms and sway like the wind.
- **Snowy:** Pretend to walk slowly and gently, like you are walking through soft snow.

Pictorial

Teacher: I hope you had fun doing the activity. Let us continue doing the Re-KAP. Turn your books to page 10, we are going to do the pictorial activity.

Teacher: Look at the picture. Who do you see?

Students: I see three children.

Teacher: Great! They are Lina, Jas, and Sam. They are talking about their favourite clothes. Let us read what Lina says. Can you read the first sentence?

Students: I love the long summer days...

Teacher: Now, let us look at the first picture. What is Lina wearing? It looks like a t-shirt and shorts. But we need to find the name of the colour and fill in the blank to complete the word.

Pictorial PS

Lina, Jas and Sam talk about their favourite clothes. Look at the pictures. Fill in the correct colours.

I love the long summer days. I can play all day in my t-shirt and r _____ shorts.



I love winter. It is cold outside. I can wear my favourite b _____ sweater.



I like the rains. I can wear my lovely p _____ raincoat.



Teacher's Note: *Read aloud to the class the listening text on the last page. Ask the questions given there.
*Guide the students to recall and answer these in their notebooks.

2

Teacher: What colour is Lina's t-shirt?

(Guide students to identify the colour of Lina's t-shirt in the picture and fill in the blank.)

Teacher: Now, look at Jas. Let us read what Jas says.

(Continue with reading the sentence together.)

Teacher: What is he wearing?

Students: A sweater.

Teacher: What colour is his sweater?

(Guide students to identify the colour of Jas's sweater and fill in the blank.)

Teacher: Good work! Now, let us read what Sam says about her clothes.

(Continue with reading the sentence.)

Teacher: What is she wearing?

Students: A raincoat.

Teacher: What colour is her raincoat?

(Guide students to identify the colour of Sam's raincoat and fill in the blank.)

Teacher: Excellent! You all did a great job identifying the colours and filling in the blanks. Now, let us talk about why these children like to wear these clothes.

(Discuss with students why Lina likes to wear shorts and a t-shirt in summer, why Jas likes to wear a sweater in winter and why Sam likes to wear a raincoat in the rain.)

MUST DO

15 MIN.

Interacting Better

Teacher: Alright, let us proceed with the next exercise. Turn to page 11. We are now going to work on 'Interacting better'. Let us read the question together.

(Read the questions loudly and clearly. Ask students to follow as you read)

Interacting better

ICL

Add the following to get a word. Write the word in the space provided. Discuss with your partner about each other's favourite clothes.

3

Rain + = _____

Teacher: What do you think we should do in the activity?

Students: I see a word and picture of a coat.

Teacher: Yes, there is a word and a picture. We are going to combine these two to make a new word.

Teacher: What word do you think we can make if we add 'rain' to 'coat'?

(Give students a moment to think.)

Students: Raincoat

Teacher: Excellent! 'Rain' + 'coat' = 'raincoat'.

(Write the word 'Raincoat' on the board)

Teacher: Now, let us talk about raincoats. Who can tell me when we wear raincoats?

Students: When it rains!

Teacher: That is right! We wear raincoats to keep us dry when it rains.

Teacher: Now, it is your turn to work with your partners. Talk with your partner about each other's favourite clothes.

(Allow time for students to have a quick discussion with their partners and share their responses)

MUST DO

10 MIN.



Infographic can be shown to students to introduce the different types of clothes.

Play the **Slideshow** for the students. Encourage students to share in their own words what they understood from it.

Differentiated Activity

110km/hr



Give students a short story with gaps. Ask them to fill in the blanks with pictures of clothes and weather. Students can draw them in their notebooks. After completing the story, students can share it with the class.

Example Story: One day, the sun was shining. I wore my _____ (t-shirt). Then it started raining, so I put on my _____ (raincoat). Later, the wind started blowing, so I wore my _____ (sweater).

80 km/hr



Provide students with a worksheet showing different weather conditions (sun, rain, snow, wind) and different clothing items (t-shirt, raincoat, sweater). Ask students to match the correct clothes with the weather.

40 km/hr



Show pictures of different weather types and different clothes. Ask students to point to or name

the clothes they would wear for each type of weather. You can ask simple questions like, "What do we wear when it is sunny?" or "What do we wear when it rains?"

Home Task

Draw and colour your favourite dress in your notebook.

Period 3

Teacher: Good morning, everyone! Today we are going to read about a family going on a trip! Look at the picture. Who do you see?

Students: I see Lina and Chang.

Teacher: That is right! Lina and Chang are excited. Why do you think they are excited?

Students: They are going on a trip!

Teacher: That is right! They are going on a family road trip.

Lina and Chang are very excited. They are going on a family road trip.

STEP TIME

Let us talk about clothes:

- We wear clothes to cover our body.
- Clothes protect us from the cold wind, hot Sun and rains.
- Clothes also protect us from insect bites.
- Clean clothes make us look smart.
- We must take care of our clothes.

The dress we wear to school is called a uniform. It is summer time. Lina is in her summer uniform.

Some people wear uniforms to work. A nurse wears a uniform. Doctors usually wear a white coat. A police officer wears a uniform too. Lina's parents are ready for work.

Mama is a police officer. Pa is a doctor. Lina is ready for school. Her father packs her favourite lunch for her. He also helps her get ready.

Teacher's Note: *This section is aligned to the **SDG 5: Gender Equality**. Help the students learn that both parents equally participate in performing the household chores.

SDGs

4

Teacher: Let us read what Chang is asking Lina. Can you read it for me?

Students: What kind of clothes do you like to wear, Chang?

Teacher: Great! What does Lina say?

Students: I love wearing frocks.

Teacher: So, Lina likes to wear frocks. What about Chang?

Students: He likes to wear shirts and trousers.

Teacher: And what is Chang's favourite colour?

Students: Yellow!

(Read the section together given on page 11 and explain it to students.)

Teacher: Can you tell me one reason why we wear clothes?

Students: To keep us warm!

Teacher: That is right! Clothes keep us warm in the cold.

(Continue with other reasons why we wear clothes.)

Teacher: The picture also shows us that some people wear uniforms for their jobs. Can you name some people who wear uniforms?

Students: Doctors, police officers.

Teacher: You are right! Doctors and police officers wear uniforms. Can you find the police officer and the doctor in the picture?

(Students point to the police officer and the doctor in the picture.)

Teacher: Yes, Lina's mother and father wear uniforms to their work. Do you wear a uniform to school?

Students: Yes.

P.S. Please mention that Lina calls her mother 'Mama' and father 'Pa'

A Note to the Teacher - This section is aligned to the **SDG 5: Gender**

Equality: Help the students learn that both parents equally participate in performing the household chores.

Teacher: Now that we learnt how clothes help us. Next let us learn about the different types of clothes.

We wear cotton clothes in summer.
We wear woollen clothes in winter.
We wear a raincoat when we go out in the rain.
A raincoat keeps us dry.

Different kinds of cloth are used to make clothes.
Cloth comes from plants and animals.
We get cotton from the cotton plant.
We get wool from sheep.

cotton comes from cotton plant

wool comes from sheep

MUST DO 15 MIN.

5

(Read the section given on page 12 and explain it to students.)

Post Reading

Teacher: So, different kinds of clothes are made from different materials. Cotton comes from plants and wool comes from animals.

Teacher: Now, let us talk about our own clothes. What kind of clothes do you wear when it is hot? What about when it is cold?

(Encourage students to share their answers and discuss their preferences in clothing.)

Teacher: Today we learned about different types of clothes and why we wear them. Remember, we choose our clothes based on the weather.



Animation can be shown to the learners. Discuss the need to wear different types of clothes in different seasons. Discuss with the learners - What is their favourite dress? When do they like to wear it? What type of clothes are worn in different seasons?

eBook can be shown to read the lesson and explain the concepts.

Differentiated Activity

110km/hr



Read the lesson and list at least 10 words that you find difficult to read. Write each word in your notebook, underline the tricky part of the word, and then write it again twice to practice.

80 km/hr



Read the lesson and identify at least 5-7 words that are difficult for you to read. Write the words in your notebook and practice reading them aloud three times.

40 km/hr



Read the lesson with your partner or teacher's assistance and pick 3-5 difficult words. Write these words in your notebook with your partner's or teacher's help.

Homework

Write the names of different types of clothes you have in your wardrobe. Share the list in the class the next day.

A note to the Teacher – For the next class, you may bring a variety of fabric pieces (e.g., cotton, silk, woollen, polyester) to share with the students. These samples will be used to enhance their understanding of different types of fabrics through hands-on exploration. Ensure the pieces are safe and appropriate for children to handle.

Period 4

Teacher: Hello students! I hope you enjoyed the home task from our last session. Did you have fun exploring your wardrobes and looking at the different types of clothes you have?

Students: Yes!

Teacher: That is wonderful! Today, I have something to show you. I have brought some pieces of fabric and I am going to pass them around for you to touch and explore. After you are done, we will talk about how they felt when you touched them. Try to describe the texture using words like soft, rough, smooth or anything else that comes to mind. Let us get started!

(Pass the fabrics around and give students time to touch and feel them. Once everyone has had a turn, encourage them to describe how the fabrics felt.

Ask questions like, "Was it soft, rough, or smooth?" Invite students to share if they found similar types of fabrics in their wardrobes while doing the home task.)

COULD DO

10 MIN.

Poster



Point to the poster to introduce and explain the **different types of clothes** we wear during various seasons (e.g., summer, winter, rainy). Ask students if they have seen or have similar clothes at home. Example: "Do you have a raincoat like this? When do you wear it?" Encourage students to share their answers with the class.

MUST DO

10 MIN.

Recalling Better

Recalling better

CING

- Clothes protect us from heat, cold and rain. They also protect us from insect bites.
- We wear a uniform to school. Some people wear uniform to work.
- In summer, we wear cotton clothes.
- In winter, we wear woollen clothes.
- We wear a raincoat when we go out in the rain.
- We get cotton from the cotton plant.
- We get wool from sheep.

6


Teacher: Well done, everyone! Now, let us check how much we remember about the lesson. Let us try to recall the important points we learned about clothes.

Teacher: For this activity, let us work in teams. Find a partner and sit together with your pair. After I ask each question, discuss it with your partner and then share your answer with the class.

(Use the CRM sign to get students' attention before starting the activity. Allow them to refer to the lesson

pages if needed. Encourage students to speak in full sentences when sharing their responses. Model responses after students have shared their answers to support them.)

- What do clothes protect us from?
- Can you name something that keeps you warm when it is cold?
- Do you wear a uniform to school? Can you name someone else who wears a uniform?
- What kind of clothes do we wear when it is hot?
- Why do we wear cotton clothes in summer?
- What kind of clothes do we wear when it is cold?
- Why do we wear woollen clothes in winter?
- When do we wear a raincoat?
- What does a raincoat help us to do?
- Where does cotton come from?
- Where does wool come from?

 **Dictionary** can be used to teach the correct usage of vocabulary introduced in the lesson.

SHOULD DO

20 MIN.



Differentiated Activity

110 km/hr



Ask students to draw and label themselves wearing clothes suitable for at least two different seasons. Then, guide them to write a sentence about why these clothes are appropriate for each season.

80 km/hr



Ask students to draw themselves wearing clothes suitable for one season. Have them write the name of the season and label the clothes in their drawing.

40 km/hr



Ask students to draw themselves wearing clothes suitable for one season. Then, discuss the name of the season and the clothes they have drawn with them.

Home Task

Cut out pictures of different clothes from old magazines or newspapers. Paste them on a piece of paper. Ask your parents to help you match the clothes to the correct season (summer/winter)

Period 5

Teacher: Hello everyone! Today we are going to continue working on the book exercises. But before we begin let us have some fun. We are going to pretend to be animals! We are going to copy them and I want you to use your imagination and be as creative as you can! Are you ready?

Students: Yes.

Teacher: Great! Here is how it is going to work. I will call out the name of an animal and you will copy that animal.

So, for example, if I say 'jump like a bunny,' you will stomp your feet like a bunny.

Teacher: Remember, try to make the movements big and really get into it! And if you want, you can even make the animal's sounds. But remember, we need lots of energy!

Call out one animal at a time, such as:

- Jump like a bunny!
- Stretch like a cat!
- Slither like a snake!
- Fly like a bird!
- Hop like a frog!

(Allow students to copy in the way they think the animal moves. Keep the energy high and encourage lots of movement.)

Teacher: That was so much fun! You all used your imagination really well. Great job moving like the animals.

Now, let us get ready for the next part of our lesson!

COULD DO

5 MIN.



Learning Better



CBA

A Fill in the blanks.

1. We wear clothes to _____ our body. (dry/cover)
2. Clean clothes make us look _____. (smart/dirty)
3. We get _____ from the cotton plant. (wool/cotton)
4. We wear a raincoat when we go out in the _____. (Sun/rain)
5. We wear woollen clothes in _____. (summer/winter)

11

Fill in the blanks

Teacher: Let us begin with the book exercises. Turn to page 12 of your coursebook. We are going to do the fill in the blanks.

Teacher: Can someone read the first sentence?

Students: We wear clothes to _____ our body.

Teacher: Great! Now, which of the given options do you think is the correct answer? Do we wear clothes to dry our body or to cover our body?

Students: To cover our body!

Teacher: Excellent! Write the word 'cover' in the blank. Well done, everyone!

(Continue with the remaining questions in a similar manner, guiding students to choose the correct word for each blank.)

Teacher: Excellent work! You all did a great job completing the questions. You learned about why we wear clothes and the different types of clothes we wear.

SHOULD DO

15 MIN.



Colour the box green for Yes. Colour the box red for No.

B Colour the box green for Yes. Colour the box red for No.

1. Clothes protect us from wild animals.
2. Lina's father wears a police officer's uniform to work.
3. Cloth comes from plants and animals.
4. A raincoat keeps us dry.
5. Doctors wear a white coat.

12

Teacher: Open your books to page 13. We are going to do exercise B. Look at the exercise. What do you see?

Students: There are sentences and boxes.

Teacher: Yes, we have some sentences and boxes next to them. What do you think we need to do?

Students: Tick the boxes/Colour the boxes?

Teacher: That is right! We need to colour the boxes. But first, let us read each sentence carefully. Read the first sentence with me.

(Read the first sentence together with students)

Teacher: Do clothes protect us from wild animals?


Students: No!

Teacher: That is correct. So, should we colour the box green or red?

Students: Red

Teacher: Yes, we colour the box red because the sentence is not true. Remember, clothes keep us warm, dry and comfortable, but they do not protect us from wild animals. (Repeat this process for the remaining sentences, guiding students to read each sentence, discuss the answer and colour the box accordingly.)

Teacher: Excellent work! You all did a great job reading the sentences and deciding whether they are true or false. Let us move on to the next exercise.

 **I Explain** can be shown to recapitulate the concepts to the learners.

Differentiated Activity

110 km/hr



Write 3 sentences about why we wear clothes for different weather conditions. For example, 'we wear a raincoat when it rains to stay dry.'

80 km/hr



Write 2 sentences about why we wear a raincoat or a jacket.

40 km/hr



Designate corners of the classroom as Summer, Winter, and Rainy Season. Describe a clothing item aloud (e.g., "a woollen sweater" or "a raincoat") and ask students to move to the corner representing the season when that clothing is worn. After they choose, ask a few students to explain their choice (e.g., "We wear a

woollen sweater in winter to stay warm"). Repeat with different items to ensure active participation and reinforce the connection between clothing and seasons.

Home Task

Creating better

On a piece of paper, draw some stick figures and create clothes for them using coloured paper or pencil shavings. Refer to the 'Creating better' instructions on page 13 of your main coursebook for guidance. Bring your work to the next class.

Period 6

Discuss the home task activity given in the previous session. Encourage students to share few sentences about their work. Display them in the class.

COULD DO

5 MIN.



Write short answers in your notebook

C Write short answers in your notebook.

1. Why do we wear clothes?
2. Misha is wearing a raincoat and carrying an umbrella to school. What kind of a day do you think it is?

Teacher: Now, let us work on some questions and recollect our understanding about clothes to answer them. Look at the first question. It says, Why do we wear clothes?

Teacher: Think about it for a minute and then raise your hand if you know the answer.

(Wait for a few seconds and call on a student who raised their hand.)

Students: To keep us warm!

Teacher: That is right! Clothes keep us warm when it is cold. Can anyone think of another reason why we wear clothes?

Students: To keep us cool.

Teacher: Excellent! We wear clothes like shorts and t-shirts in the summer to keep us cool. Are there any other reasons?

Students: To protect us from the rain and to cover our body.

Teacher: That is correct! Clothes cover our bodies and protect us from rain. Now, let us write a short answer to the question in our notebooks. We can write something like, 'We wear clothes to keep us warm, cool and dry. Clothes also cover our body.'

(Allow students a few minutes to write their answers. You may also consolidate the answer on the board for students to refer)

Teacher: Let us move on to the second question. It says, 'Misha is wearing a raincoat and carrying an umbrella to school. What kind of day do you think it is?'

Teacher: If Misha is wearing a raincoat and carrying an umbrella, what kind of weather do you think it is?

Students: Rainy.

Teacher: That is right! If it is raining, we need to wear a raincoat and carry an umbrella to stay dry. So, we can write in our notebooks, 'It is a rainy day.'

(Allow students a few minutes to write their answers.)

Teacher: Excellent work everyone! You **SHOULD DO** all answered the questions correctly.

Remember, clothes help us stay comfortable in different weather conditions.

Thinking Better

Teacher: And now, it is time to put on the thinking hats!

Teacher: Look at the question given in your book. It says, 'If you were designing a new uniform for your school, what would it look like and why?'

Teacher: Think about what makes a good school uniform. What are some things we should consider?

(Encourage student responses. Guide them with questions like: Should it be comfortable? Should it be easy to move in? Should it be suitable for the weather?)

Students: It should be comfortable; it should be easy to play.

Teacher: Excellent points! We want a uniform that is comfortable and allows us to move freely. What about the colour? What colour would you choose for your uniform?

(Encourage students to share their colour preferences and explain their choices. For example, "I like blue because it is the colour of the sky.")

Teacher: Now, think about what the uniform should look like.

(Encourage students to brainstorm ideas with their peers like shirts, pants, skirts, dresses, etc.)

Teacher: Would you like to add any special touches to the uniform? Maybe a school logo or a special design?

(Encourage creativity and allow students to express their ideas.)

Teacher: Now, it is time to draw your uniform design in your notebooks. You can draw yourself wearing your new uniform! Do not forget to colour it.

(Allow students 5 to 10 minutes to draw their uniform designs. Call on students to share their designs and explain why they chose those colours and styles. Encourage them to use descriptive language.)

Teacher: You all did a fantastic job designing your uniforms! You were very creative and thoughtful in your choices.



Animated Activities can be shown to recapitulate the concept learned.

Differentiated Activity

110 km/hr



Ask the students to design two different uniforms: one for a 'sunny day' and one for a 'rainy day.' Have them draw each uniform in their notebook and use simple labels like 'hat,' 'raincoat,' or 'shorts.'

80 km/hr



Look at the professions listed below. Colour the ones where people wear uniforms to work using blue.

Police	Farmer	Tailor
Shopkeeper	Carpenter	Nurse
Doctors	Postman	Pilot

40 km/hr



Draw a picture of a uniform that you think would be good for your school. Think about what colours you would like to use. Draw a shirt, pants, or skirt and anything else you think should be part of the uniform.

Home Task

Revising Better

In your Little book, write what are some rules you follow while taking care of clothes.

Period 7

Choosing better

Teacher: Let us read the question and think about how we can help our parents. Here are two statements. Let us read the first one together.

(Read the first statement together with students)

Teacher: Do you help your parents fold clothes?

(Allow students to raise their hands if they do.)

Teacher: If you help your parents fold clothes, you should colour the box green. If you do not, leave it blank.

(Give students time to colour the box.)

Teacher: Now read the next sentence.

(Teacher and students read the second sentence together)

Teacher: Do you leave your uniform on the bed after coming back from school?

(Allow students to raise their hands if they do.)

Teacher: If you leave your uniform on the bed, you should colour the box red. If you do not, you can leave it blank.

(Give students time to colour the box.)

Teacher: Great job, everyone! You all shared how you help your parents. From now on, just remember to put it in the wash bag by asking your parents. Helping your parents makes them happy! Now, let us talk about other ways we can help at home. Can you think of some other things we can do to help at home?

(Encourage students to share their ideas, such as setting the table, watering plants, helping with groceries, etc.)



L (What I have learnt)

Ask the students to sit with their partners and discuss what they have learned from the chapter. Then, give each pair a turn to share their points and consolidate their ideas on a KWL chart. Once the chart is complete, discuss their journey, reflecting on what they initially knew, what they wanted to know and what they have learnt.



Quiz can be used to help learners recapitulate the concept learnt in the lesson.



Differentiated Activity

110 km/hr



Draw a line to match the things we do to take care of clothes.

- | | |
|-----------------|---------------------------------|
| 1. Wash clothes | Keep them in the drawer |
| 2. Hang clothes | Put them in the washing machine |
| 3. Fold clothes | Put them on a hanger |
| 4. Keep shoes | Put them away neatly |

80 km/hr



Ask students to design their own unique T-shirt or dress in a piece of paper using crayons, markers, or paint. They can then explain the design and why they chose those colours and patterns.

40 km/hr



Work with a partner and talk about ways to take care of your favourite dress. Think about things like washing, folding, or keeping it clean. Once you are done talking, share your ideas with the class.

Home Task

Introduce your child to different types of clothes at home. Discuss the material of the clothes (e.g., cotton, wool, silk) and when they wear these clothes (e.g., summer, winter, rainy days, special occasions).

Period 8

Teacher: Hello everyone, let us begin the session with a fun listening activity! I want you to close your eyes and listen carefully to the sound I make. When you hear the sound, point in the direction you think it is coming from. You can point to the left, right, up, or down.

Teacher: I will make a sound like clapping, ringing a bell, or humming. Be very quiet and focus on the sound. Ready?

(Make the sound and give students a moment to respond. Keep the energy high by praising students after each attempt, whether they get the direction right or not. Encourage focus by reminding them that listening carefully helps them hear the smallest sounds.)



Worksheet 1

Theme 2: I Dress Smartly
2. Our Clothes

Worksheet 1

A. Fill in the blanks with the correct options.

- We wear clothes to cover our _____ (houses/body).
- Clothes protect us from the _____ Sun (hot/cool).
- The dress we wear to school is called a _____ (party dress/uniform).
- During summer, we wear our _____ uniform to school (summer/winter).
- We wear _____ clothes in summer (woollen/cotton).

B. Write T for true or F for false.

- Clothes do not protect us from the cold winds. _____
- A doctor wears a uniform. _____
- Woollen clothes do not keep us warm. _____
- When we go out in the rain, we wear a raincoat. _____
- Clothes are made of cloth. _____

C. Rearrange the letters to complete the sentence.

- Clothes protect us from NRAI. _____
- The dress we wear to OOLSCH is called a uniform. _____
- TORSDOC wear a uniform to work. _____
- We wear cotton clothes in MERSUM. _____
- Cotton clothes keep us LCOO. _____

14

Ask students to open their EVS workbook to page 14. Guide them to complete the exercises in worksheet 1.

Fill in the blanks with correct options

Briefly review the concept of why we wear clothes (protection from weather, keeping us warm, etc.). Discuss the different types of clothes worn in different seasons. Read each sentence aloud with the students. Guide students to look at the options and choose the correct word to complete the sentence. Encourage students to

discuss their choices with a partner. Review the answers together as a class. Clarify any misconceptions and reinforce the reasons for wearing different types of clothes.

Write T for True and F for False

Review the concept of true and false statements. Discuss the different ways clothes protect us (from cold, heat, rain). Read each sentence aloud with the students. Ask students to think carefully about whether the statement is true or false. Encourage students to explain their reasoning. Review the answers together as a class. Discuss any misconceptions about the functions of clothes.

Rearrange the letters to complete the sentence.

Briefly review the concept of jumbled letters. Give some simple examples of jumbled words and how to rearrange them (e.g., "tap" becomes "pat").

Read each sentence aloud with the students. Encourage students to look at the jumbled letters and try to rearrange them to form a meaningful word. Allow students to work independently or in pairs. Review the answers together as a class. Discuss any strategies students used to rearrange the letters.

Note – You may also take up this worksheet in class for concept recap or for assessment purpose.

Differentiated Activity

110 km/hr



Find the following words in the puzzle – Hat, Scarf, Coat, Shirt, Pant, Raincoat

R	A	I	N	C	O	A	T
H	A	T	X	P	A	N	T
S	H	I	R	T	S	C	A
E	S	C	A	R	F	C	R
G	T	U	A	R	F	C	A
A	I	Y	B	E	R	I	H
T	C	O	A	T	R	T	P

80 km/hr



Read the given clues to find out: Who Am I?

1. I keep you warm in winter. I am made of wool. Who am I? (Sweater)
2. You wear me on your feet. I protect you from the cold and match your shoes. Who am I? (Shoes)
3. I keep you dry in the rain. I come with a hood. Who am I? (Raincoat)

4. I sit on your head to protect you from the sun. Who am I? (Hat)

40 km/hr



Introduce the vocabulary related to different seasons and the clothes we wear during each.

Say the words aloud, and ask students to repeat them with you. Once the words are familiar, ask students to write them in their notebooks.

Example: Summer – Cotton, Winter – Woollen, Rainy – Raincoat

Home Task

Read the lesson with the help of your parents.

Period 9

Worksheet 2

Worksheet 2

A. Fill in the blanks with the correct options.

1. _____ clothes make us look smart (Dirty/Clean).
2. _____ people wear uniforms to work (All/Some).
3. _____ clothes keep us cool (Woollen/Cotton).
4. We wear _____ clothes in winter (woollen/cotton).
5. We get wool from _____ (plants/sheep).

B. Rearrange the letters to make the words related to clothes we wear.

1. RNIACOT _____
2. FORMUNI _____
3. TONCOT _____
4. LWOOT _____
5. PSHEE _____

C. Match the columns.

Column A

1. clean clothes •
2. school •
3. cotton clothes •
4. raincoat •
5. wool •

Column B

- i. uniform
- ii. looks smart
- iii. sheep
- iv. cool
- v. keeps us dry

15

Ask students to open their EVS workbook to page 15. Guide them to complete the exercises in worksheet 1.

Fill in the blanks with correct options

Briefly review the concept of why we wear clothes (protection from weather, keeping us warm, etc.). Discuss the different types of clothes worn in different seasons. Read each sentence aloud with the students. Guide students to look at the options and choose the correct word to complete the sentence. Encourage students to discuss their choices with a partner. Review the answers together as a class. Clarify any misconceptions and reinforce the reasons for wearing different types of clothes.

Rearrange the letters to make the words related to clothes we wear.

Briefly review the concept of jumbled letters. Give some simple examples of jumbled words and how to rearrange them (e.g., "tap" becomes "pat"). Read each set of jumbled letters aloud with the students. Encourage students to look at the letters and try to rearrange them to form a meaningful word related to clothes. Allow students to work independently or in pairs. Review the answers together as a class. Discuss any strategies students used to rearrange the letters.

Match the columns

Explain the concept of matching columns. Give a simple example of matching pairs (e.g., school with uniform). Read each item in Column A aloud with the students. Guide students to find the matching item in Column B. Encourage students to draw a line to connect the matching pairs. Allow them to work independently. Review the answers together as a class.

Note – You may also take up this worksheet in class for concept recap or for assessment purpose.



Period 10

Worksheet 3

Worksheet 3

A. Fill in the blanks with the correct options.

- _____ help us cover our body (Clothes/Leaves).
- _____ protect us from the hot Sun (Clothes/Bags).
- Clothes _____ us from insect bites (protect/do not protect).
- We must always wear _____ clothes (clean/unclean).
- A doctor _____ a uniform (does not wear/wears).

B. Tick (✓) the correct statements.

- The dress we wear to school is known as uniform. ☐
- Clothes that are not ironed make us look smart. ☐
- A policeman wears a uniform. ☐
- A raincoat does not keep us dry. ☐
- Different kinds of cloths are used to make clothes. ☐

C. Which of the following statements about clothes are true? Colour the correct answers with a green crayon.

- We wear clothes to cover our body.
- Clothes protect us from the cold wind and hot Sun only.
- Clothes do not protect us from insect bites.
- Clean clothes make us look smart.
- Clothes do not protect us from the rain.

15

Ask students to open their EVS workbook to page 16. Guide the to complete the exercises in worksheet 3.

Fill in the blanks with correct option

Read each sentence aloud with the students. Guide students to look at the options and choose the correct word to complete the sentence. Encourage students to discuss their choices with a partner. Review the answers together as a class.

Tick the correct statements

Read each sentence aloud with the students. Ask students to think carefully about whether the statement is true or false. Encourage students to explain their reasoning. Review the answers together as a class.

Which of the following statements about clothes are true? Colour the correct answers with a green crayon.

Read each sentence aloud with the students. Ask students to think carefully about whether the statement is true or false. Encourage students to explain their reasoning. Review the answers together as a class.



Note – You may also take up this worksheet in class for concept recap or for assessment purpose.

Additional Task

Holistic Teaching

Worksheet 3

Worksheet 3

A. Fill in the blanks with the correct options.

- _____ help us cover our body (Clothes/Leaves).
- _____ protect us from the hot Sun (Clothes/Bags).
- Clothes _____ us from insect bites (protect/do not protect).
- We must always wear _____ clothes (clean/unclean).
- A doctor _____ a uniform (does not wear/wears).

B. Tick (✓) the correct statements.

- The dress we wear to school is known as uniform. ☐
- Clothes that are not ironed make us look smart. ☐
- A policeman wears a uniform. ☐
- A raincoat does not keep us dry. ☐
- Different kinds of cloths are used to make clothes. ☐

C. Which of the following statements about clothes are true? Colour the correct answers with a green crayon.

- We wear clothes to cover our body.
- Clothes protect us from the cold wind and hot Sun only.
- Clothes do not protect us from insect bites.
- Clean clothes make us look smart.
- Clothes do not protect us from the rain.

15

Colour the p words with a green crayon.

Ask students to think of words that begin with the letter P (e.g., pen, panda, pot). Write the words shared by students on the board. Read the words aloud together as a class to

reinforce their pronunciation and recognition. Tell students that you will write a sentence on the board. They need to identify and say aloud all the words in the sentence that begin with the letter P and colour them green.

Maths

Tell the learners that Lina and her family are going on a holiday. Lina's Mama asks her to pack her bag. Tell the learners that Lina has packed 10 pairs of shorts and T-shirts. Ask the learners to write the number name for the clothes she has packed in their notebooks.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none"> • use fine motor skills to draw and label clothing designs. • enhance gross motor skills through kinaesthetic activities like role-play and movement games (e.g., animal movements).
Socio-Emotional and Ethical Development	<ul style="list-style-type: none"> • collaborate in pairs or groups during activities like Clothes Pictionary or discussions about weather and clothing. • develop empathy by discussing the importance of uniforms and their role in different professions.
Cognitive Development	<ul style="list-style-type: none"> • categorize clothes based on seasons, professions and materials. • apply critical thinking to connect weather conditions with clothing choices. • differentiate between traditional and modern clothing styles during discussions.
Language and Literacy Development	<ul style="list-style-type: none"> • use descriptive vocabulary (e.g., "warm woollen sweater," "light cotton shirt") during speaking and writing tasks. • read and understand short stories or poems about clothing and answer comprehension questions.
Aesthetic and Cultural Development	<ul style="list-style-type: none"> • appreciate cultural aspects of clothing through storytelling and discussions. • engage creatively in designing outfits or uniforms with an aesthetic sense.
Positive Learning Habits	<ul style="list-style-type: none"> • actively participate in group discussions and games. • demonstrate attentiveness during teacher-led activities and follow instructions carefully

Starry Knights

What strategies did you use to engage the learners in this unit?
Mention here.

Did learners enjoy the topic? Why do you think so?

Kudos for making this topic interesting for the learners!
Give yourself a STAR

