

Lesson-3: All About Clothes

Theme 2: How Do We Save Nature?

10 Periods (40 minutes each)



Learn Better (Main Course Book), Stay Ahead (Workbook), Book of Holistic Teaching, Book of Project Ideas, CRM signs, Posters, Blackboard



Animation, Animated Activities, Concept Map, Dictionary, eBook, I Explain, Quiz, Slideshow, Diagram

Attaining better

Every day,
I appreciate
the gifts of
nature.

Curricular Goals and Objectives (NCF)

To enable the students:

- to learn why we wear different clothes in different seasons and the materials used.
- to understand how fibres become fabric and how to care for clothes.
- to help others by donating clothes and learn natural ways to protect them.
- to be creative with fun activities like dyeing and making fabric crafts.

Methodology

Period 1

Teacher: Good morning, students.
How are you all today?

Teacher: Before we dive into our lesson, let us take a moment to relax and focus our minds with a short meditation.

Teacher: Sit comfortably in your chair, with your back straight and feet flat on the ground. Close your eyes gently and take a deep breath through your nose. Hold it for a moment, then slowly breathe out through your mouth.

Let us do these three more times. Breathe in... and breathe out. As you breathe, imagine your mind becoming clear and ready to learn.

Open your eyes and smile at your friends. Let us start our day with positive energy.

Teacher: Before we start the chapter, let us do the affirming better activity. Let us all say together, 'Every day, I appreciate the gifts of nature.' Repeat after me: 'Every day, I appreciate the gifts of nature.'

Teacher: Today, we will begin a new chapter on All About Clothes. We are going to use a KWL chart to help us organize our thoughts and learning. I have made a KWL format on the blackboard. Please take out your notebooks and draw the same format.

| K | W | L |
|---|---|---|
| | | |

SHOULD DO

05 MIN.



Kinaesthetic

Teacher: Before we dive into the chapter, let us do a quick Re-KAP. We will use Kinaesthetic, Auditory and Pictorial activities to make our learning engaging and interactive.

MUST DO

10 MIN.



3

All About Clothes

Re-KAP

SPD

Kinaesthetic

Make a list of the seasons. Give it to your partner. They will write the clothes worn in those seasons. How many common clothes did both of you write?

Auditory*

Listen to your teacher carefully. Answer the questions.

Pictorial

Match the given pictures with the fabric obtained from them.

Confirming Learning

Every day, I appreciate the gifts of nature.

KWL Chart

What I know? What I want to know?

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.

19

Teacher: Let us start with a kinaesthetic activity. Make a list of the seasons. Give it to your partner. They will write about the clothes worn in those seasons. How many common clothes did both of you write?

(Give time to the students to perform the activity.)

Teacher: Fantastic work, everyone.

Auditory

Teacher: Let us move into auditory activity. I am going to talk about Cloths. Listen to me carefully and answer the questions.

MUST DO

10 MIN.



Teacher: Clothes help protect our bodies and keep us comfortable. We wear different clothes in different weather, like sweaters in winter and light cotton clothes in summer.

Teacher: Why do we wear warm sweaters in winter?

Teacher: When do we wear light cotton clothes?

Teacher: Excellent. You all have great answers. Well done, everyone.

Pictorial

Teacher: Let us do a fun pictorial activity. Ready?

MUST DO

10 MIN.



Teacher: Look at the pictures given on page 19 under the Pictorial section.

Observe the images and match the given pictures with the fabric obtained from them.

(Encourage students to write their answers.)

Teacher: Excellent observations. Let us discuss your answers and understand why you chose the fabric obtained from them.

(Discuss the correct answer with the class.)

Teacher: Great work, everyone. You all have done an amazing job with each activity. Before we wrap up, let us quickly recap what we learned.

Differentiated Activity

110 km/hr



Name a fabric obtained from an animal.

80 km/hr



Why do we wear warm sweaters in winter?

40 km/hr



When do we wear light cotton clothes?

Home Task

Create a collage that represents the different types of clothes we wear in various seasons. Use old magazines,

newspapers or your own drawings to make your collage colourful and informative.

Period 2

Interacting better

MUST DO

10 MIN.



Teacher: Good morning students.

How are you all today?

Teacher: Today, we are going to learn about clothes that we use in our daily lives. Let us start with a fun activity. Ready?

Teacher: Great. Pair up with the person next to you.

Teacher: Once you are in pairs, take turns asking each other the question: 'What do you like to wear in summer?' (Encourage students to discuss with each other and invite some volunteers to share their answers)

Teacher: Great job, everyone. I loved hearing all the interesting answers about the clothes we commonly use at home. Give yourselves a round of applause for your wonderful participation and teamwork.

Teacher: It is story time. Let us start an interesting story from your book about clothes. Are you ready to learn something fascinating?

MUST DO

30 MIN.



Teacher: Great. Turn to page number 20 of your Main Course Book. Take a few minutes to read the story silently on your own and try to understand it. As you read, imagine the characters and events in your mind. Pay close attention to the details—this will help you enjoy the story and answer questions later.



(Give time to the students to read the story)

Teacher: So, did you enjoy the story?

Teacher: Great. I am glad you liked it. Buying clothes made from recyclable materials helps reduce waste and protects nature. Now, when you go shopping for clothes next time, how will you make sure you are helping the environment?

Teacher: Fantastic ideas. Clothes do not just protect us from different weather conditions; they can also help us look nice and, most importantly, take care of the Earth. Well done, everyone. Keep thinking about how your choices can make a difference.



You may show the **Dictionary** on the digital platform.

Differentiated Activity

110 km/hr



Name one material that can be recycled to make clothes.

80 km/hr



Name one environmental benefit of wearing clothes made from recycled materials.

40 km/hr



What type of clothes is suitable for wearing in summer?

Home Task

Think about the clothes you wear every day. Write a short paragraph explaining how the materials used in clothes can affect the environment. Include examples of clothes that are good for the environment and how they help protect nature.

Period 3

Teacher: Good morning, students. How are you all today?

SHOULD DO

5 MIN.



Teacher: Let us begin with a fun game called 'Clothing Memory Challenge.' I will list four clothing-related items. After a few seconds, you have to recall them in the same order.

Shirt, socks, scarf, cap

Jacket, gloves, trousers, belt

Sweater, shoes, shorts, tie

Raincoat, sandals, uniform, mittens

(Use this activity to warm up the students for the lesson. Call out the words in random order to keep them focused and engaged.)

Teacher: Fantastic. You all did a great job remembering the words. Give yourselves a big round of applause. Now, let us begin today's lesson.

(The teacher will read the last paragraph of page 20 and the first two paragraphs of page 21 aloud and provide explanations to ensure that the students understand the content.)

We wear clothes every day. Clothes protect us from different weather conditions and also make us look nice.

Teacher's Note: *Tell the students that Maria calls his mother 'Mumma'.

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DIFFERENT TYPES OF CLOTHES THAT WE WEAR

During summer, we wear cotton clothes. They absorb sweat and keep our body cool. During winter, we wear warm and thick clothes to protect our body from the cold weather. During rainy season, we wear raincoats and use umbrellas while going out. Raincoats are made of waterproof* material, and therefore, protect us from the rain.

DIFFERENT MATERIALS FOR DIFFERENT TYPES OF CLOTHES

Clothes are made of natural as well as synthetic materials or fibres.

Natural fibres are the materials that are derived from plants or animals. Some fibres, such as jute, linen and cotton, are obtained from plants. Other fibres, such as silk, wool and fur, are obtained from animals.

Synthetic fibres are human-made and not found in nature. Examples of such fibres are rayon, polyester, nylon, etc.

21

Teacher: Today, we are going to learn about the different types of clothes that we wear. Let me ask you a simple question to start. Why do we wear clothes every day? Think about it and share your answers.

MUST DO

10 MIN.



Teacher: Yes, clothes protect us from different weather conditions and they also make us look nice. Can anyone describe the types of clothes we wear during summer?

Teacher: That is correct. Cotton clothes are perfect for summer because they absorb sweat and keep us cool. Now, what about winter? What type of clothes do we wear then?

Teacher: Excellent. Warm and thick clothes protect us from the cold weather. And during the rainy season, what do we use to stay dry when we go out?

Teacher: Wonderful. Raincoats and umbrellas are made of waterproof materials, which help protect us from rain.


Discovering better

Explain the terms mentioned in the Discovering better activity on page 21 of your main course book.

MUST DO

05 MIN.





Discovering better

derived: come from

intertwined: twisted together

LAD

21

Teacher: Have you ever thought about what materials are used to make different clothes?

MUST DO

10 MIN.



Teacher: Yes. Clothes are made from two types of fibres: natural and synthetic. Can anyone tell me where natural fibres come from?

Teacher: Absolutely. Natural fibres are derived from plants and animals. For example, cotton, jute and linen come from plants, while silk, wool and fur come from animals. Can anyone give me examples of human-made fibres?

Teacher: That is correct. Synthetic fibres like rayon,

polyester and nylon are not found in nature; they are made by humans. Why do you think synthetic fibres are useful?

Teacher: Fantastic thoughts. Different fibres serve different purposes. Knowing about these materials helps us make better choices when we pick clothes. Great discussion, everyone. Keep observing the materials your clothes are made from and we will talk more about this next time.

Understanding better

Understanding better

Say yes or no.

- We should wear woollen clothes in summer.
- Raincoats are worn in winter.


21

Teacher: All right, class. Let us do the 'Understanding better' activity mentioned on page number 21 of your main course book. I will ask you some questions and you have to respond with either 'yes' or 'no.' Are you ready?

Teacher: First question—should we wear woollen clothes in summer?

Teacher: Interesting answers. Now, think about this: are raincoats suitable to wear in winter?

Teacher: Fantastic. You all are doing a great job.

 You may show the **I Explain** video on the digital platform.

Differentiated Activity

110 km/hr



Name one synthetic fibre that is used for making clothes.

80 km/hr



When do we wear light cotton clothes?
Which natural fibre is obtained from plants and is used to make summer clothes?

40 km/hr



What type of clothes do we wear during the rainy season?

Home Task

Make a chart showing the types of clothes you wear in summer, winter and the rainy season. Mention the material each is made of (e.g., cotton, wool, synthetic) and explain why they are suitable for that season.

Period 4

SHOULD DO

5 MIN.



Teacher: Good morning, students.
How are you all today?

Teacher: Great. Let us start with a fun question-based activity called 'Clothing Quiz Time.' I will ask you some quick questions about clothes, and you have to answer as fast as you can. Are you ready?

Teacher: Which type of clothes do we wear in winter to keep warm? (Woollen clothes)

Teacher: Which fabric is best to wear in summer because it keeps us cool? (Cotton)

Teacher: Which type of fibres come from plants and animals? (Natural fibres)

Teacher: What type of fibres are made by humans? (Synthetic fibres)

Teacher: Which fibre is obtained from sheep and used to make woollen clothes? (Wool)

Teacher: Excellent work, everyone. You all did a great job answering these questions. Give yourselves a big round of applause. Now, let us begin today's lesson.

Teacher: Today, let us talk about how the clothes we wear are made.

MUST DO

25 MIN.



(The teacher will read the last third, fourth and fifth paragraphs of page 21 aloud and provide explanations to ensure that the students understand the content.)

nylon, etc.

FIBRES INTO FABRIC

Any fibre is first converted into long threads or yarns. Then, the yarn is used to make fabric which is then used to make a garment.

Weaving

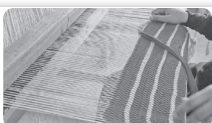


In weaving, two sets of threads are intertwined with each other, either horizontally or vertically.

Spinning

In spinning, fibres are drawn and twisted, then followed by winding of the fibre into a bobbin*.

Knitting

In knitting, loops are made with the yarn using needles. The yarn is then pulled through these loops to make new loops. By repeating this over and over, we create a piece of fabric that can be used to make things like scarves, sweaters, woollen caps, etc.

Discovering better

21

Teacher: Can anyone guess what happens to fibres before they become the fabric we use?

Teacher: That is right. Fibres are first converted into long threads or yarns. What do you think happens after the yarn is ready?

Teacher: Excellent. The yarn is then used to make fabric and the fabric is turned into garments. One of them is weaving. Can you tell me how weaving works?

Teacher: Exactly. Weaving involves two sets of threads intertwined either horizontally or vertically. Have you ever seen this process or anything woven around you?

Teacher: Wonderful observations. Another method is spinning. Can anyone explain about how spinning works?

Teacher: Correct. In spinning, fibres are drawn and twisted and then they are wound into a bobbin. Can you think of any spinning tools or machines you might have heard of?

Teacher: Brilliant ideas. Now, let us talk about knitting. Have you seen anyone knit before? How do you think it works?

Teacher: Absolutely. Knitting uses needles to make loops with the yarn. These loops are pulled through each other to make fabric. Can you name some things made through knitting?

Teacher: Well done. Scarves, sweaters and woollen caps are all great examples. You are all doing such a fantastic job learning how fibres become fabric. Let us keep exploring.

Teacher: Now, we are going to explore how fibres become fabric by looking at some real examples. Are you ready to discover something interesting?

SHOULD DO

10 MIN.

Teacher: Great. I have brought a few small fabric samples for you to examine. These samples include cotton, wool, silk and synthetic fabric. I will pass them around so you can feel and observe them closely.

Teacher: Pair up with a partner and discuss how the fabric feels. (e.g., soft, rough, smooth, warm). What do you think the fabric might be used for? (e.g., summer clothes, winter clothes, decorations). Can you guess how it might have been made—spinning, weaving or knitting? After your discussion, write down one interesting fact about any fabric sample you observed. I will invite a few volunteers to share what they discovered with the class.

(Distribute fabric samples and allow students to explore and discuss.)

Teacher: Great observations. You have done a fantastic job understanding the journey from fibre to fabric. This hands-on activity has helped us see and feel the results of spinning, weaving and knitting. Well done, everyone.



You may show the **Diagram** and **Animation** on the digital platform.

Differentiated Activity

110 km/hr



Name one tool or machine used for spinning fibres into yarn.

80 km/hr



What is the process of intertwining two sets of threads horizontally or vertically called?

40 km/hr



What do fibres first turn into before becoming fabric?

Home Task

Observe any piece of fabric at home, such as a scarf, sweater or shirt. Write a short paragraph explaining how

you think it was made, starting from fibres to the final garment. Include whether you think it was woven, spun or knitted.

Period 5

SHOULD DO

05 MIN.

Teacher: Good morning students. How are you all today?

Teacher: Great. Let us begin with a quick question-answer activity. I will ask simple one-liner questions, and you will answer as fast as you can. Let us start.

Teacher: Which fabric is known for being soft and shiny? (Silk)

Teacher: What is used to stitch clothes together? (Needle and thread)

Teacher: What is the process of making fabric from yarn called? (Weaving/Knitting)

Teacher: Which fibre comes from sheep? (Wool)

Teacher: Which fibre is often used to make comfortable summer clothes? (Cotton)

Teacher: Fantastic work, everyone. You answered so well. Give yourselves a big round of applause. Now, let us begin today's lesson.

Teacher: Today, let us talk about what happens to the fabric after it is woven.

(The teacher will read the last paragraph of page 21 and the first to third paragraphs of page 22 aloud and provide explanations to ensure that the students understand the content.)

Colouring and dyeing

After the fabric is woven, it is bleached* to remove

derived: come from
intertwined: twisted together

LAD

*Check the 'Grasping better' section to learn the meaning of the word.

21

any kind of impurity. After bleaching, the fabric is coloured or dyed using different chemicals. This process is called colouring or dyeing*.

HOW TO TAKE CARE OF CLOTHES?

We should take good care of our clothes to make them last longer.

- We should wash our clothes properly to keep them free from germs and dust.
- Delicate and woollen clothes, such as coats and trousers, should be cleaned with very soft detergent.
- We should not use strong chemicals and detergent for washing clothes.
- Light-coloured and dark-coloured clothes should be washed separately.
- Clothes should be dried in open air and sunlight.



dyeing

How to keep clothes?



naphthalene balls

We should never keep our clothes without washing. Silk and woollen clothes are very sensitive. They get spoilt easily by insects, such as silverfish* and moths*. We should keep such clothes with some naphthalene balls (tablets for preserving clothes from pests) or dried neem leaves in them.

22

Teacher: Why do we need to clean and colour fabric before making clothes?

MUST DO

25 MIN.

Teacher: That is right. First, the fabric is bleached to remove impurities. After that, it is coloured or dyed using chemicals. Does anyone know what this process is called?

Teacher: Excellent. It is called colouring or dyeing. Now, let us discuss something very important—how to take care of our clothes. Why it is important to take care of them?

Teacher: Absolutely. Taking care of clothes makes them last longer. Let us think about washing clothes. How should we wash delicate clothes like woollen sweaters or coats?

Teacher: Great suggestion. Delicate clothes should be cleaned with soft detergent and we should avoid using strong chemicals. What about washing light-coloured and dark-coloured clothes? Can anyone tell me how we should handle those?

Teacher: Fantastic. Light and dark-coloured clothes should be washed separately. Now, once the clothes are washed, where should we dry them?

Teacher: That is correct. Clothes should be dried in open air and sunlight. But what about storing clothes? How can we protect them from insects like moths?

Teacher: Brilliant. Sensitive clothes, such as silk and woollen garments, should be stored with naphthalene balls or dried neem leaves. This keeps them safe from insects. Well done, everyone. You have learned so much about taking care of clothes today.

MUST DO

10 MIN.



Understanding better

Say true or false.

1. In spinning, the fibre is winded into bobbin.
2. In knitting, fabric is bleached to remove impurities.

ICL

22

Understanding better

Teacher: Let us do the 'Understanding better' activity mentioned on page number 22 of your main course book. I will say a statement and you will tell me if it is true or false. Are you ready?

Teacher: Here is the first one: 'In spinning, the fibre is wound into a bobbin.' Think carefully before you answer. (Discuss the correct answer with the class.)

Teacher: Excellent. Now for the next one: 'In knitting, the fabric is bleached to remove impurities.' Is this true or false?

(Discuss the correct answer with the class.)

Teacher: Great job. You are all doing so well.

Poster

Teacher: Let us take a moment to look at the poster on the wall.

Display and discuss the posters prominently in the classroom to reinforce the learning about animal reproduction. Encourage students to observe the posters and discuss the different types of animal reproduction.



You may show the **Slideshow** on the digital platform.

Differentiated Activity

110 km/hr



What is the process of removing impurities from fabric called?

80 km/hr



Name one item used to protect clothes from insects while storing them.

40 km/hr



What do we use to wash delicate clothes like woollen sweaters?

Home Task

Make a checklist of five steps you can take to care for your clothes at home. Write one sentence explaining why each step is important. Include ideas about washing, drying and storing clothes.

Teacher's Note: Please bring plain white cotton fabric pieces, three bowls of natural dye solutions (turmeric for yellow, beetroot for red, spinach for green), small bowls, tissue paper, and optional gloves for the fabric dyeing experiment in the next period.

Period 6

SHOULD DO

5 MIN.



Teacher: Good morning students. How are you all today?

Teacher: Great. Let us begin with a quick question-answer activity to refresh our learning about clothes and fabrics. Try to answer as fast as you can.

Teacher: Which fabric is commonly used to make traditional sarees? (Silk)

Teacher: Which fibre is obtained from the flax plant? (Linen)

Teacher: What do we wear on our hands in winter to keep warm? (Gloves)

Teacher: What is the name of the thick fabric used to make jeans? (Denim)

Teacher: What is the traditional Indian attire for men during festivals? (Kurta/Pyjama/Dhoti)

Teacher: Fantastic answers, everyone. You all did a great job. Give yourselves a big round of applause. Now, let us begin today's lesson.

Connecting better

Maths

Connecting better

Maria tells Mumma, "I purchased 6 pencils from the shop." Mumma replies, "What is the price of one pencil?" Maria says, "It costs ₹5." Mumma smiles and says, "Then how much did you pay to the shopkeeper?" Maria thinks and says, "I multiplied 5 with 6, so I paid ₹30 to the shopkeeper."

HoLL

22

Teacher: Let us start today with a quick maths story. Maria tells her mother, 'I purchased 6 pencils from the shop.' Maria's mother asks, 'What is the price of one pencil?' Maria says, 'It costs ₹5.' What do you think happens next?

MUST DO

05 MIN.

Teacher: Correct. Maria's mother smiles and says, 'Then how much did you pay to the shopkeeper?' Maria thinks for a moment and replies, 'I multiplied 5 by 6, so I paid ₹30 to the shopkeeper.' What a simple way to solve the problem, right? Let us try to use multiplication like Maria in our daily lives.

Laughing better

Teacher: Now, let us lighten up the mood with a joke. Why do you think the scarecrow became a successful gardener? Think about it.

MUST DO

05 MIN.

Laughing better

Hopper: Why did the scarecrow become a successful gardener?

Roli: Because he was outstanding in his field!

PLH

22

Teacher: That is right. Because he was outstanding in his field. Did you get the joke?

Trying better

Teacher: Next, let us try something fun and creative. I want you to imagine taking a plain white cotton handkerchief. What do you think happens if we mix some water with our favourite watercolour in a bowl and dip the handkerchief in it?

MUST DO

05 MIN.

Trying better

Take a white cotton handkerchief, your favourite water colour and some water. In a bowl, mix the colour with water and dip the handkerchief in it. Let it rest for at least 4-5 hours. Your coloured handkerchief is ready!

3E DoST

22

Teacher: That is right. If we let it rest for at least 5 hours, the handkerchief will take on the colour of the water. This is how we can create our coloured handkerchiefs. Would you like to try this at home?

Giving better

MUST DO

05 MIN.

Teacher: Lastly, let us think about how we can help at home. Folding laundry is a simple yet helpful task. Can anyone tell me how folding laundry at home can make things better for everyone?

Giving better

Take up the work of folding laundry at home. You may also start collecting the clothes that you do not wear anymore to donate.

Seva

22

Teacher: Excellent ideas. While you are at it, start collecting clothes you no longer wear so that they can be donated to someone in need. Who would like to share their experience of helping at home?

Teacher: Wonderful. You all are doing so well today. Keep learning and helping wherever you can.

SHOULD DO

05 MIN.

Teacher: Now, we are going to explore the science behind dyeing fabric. Have you ever wondered how fabric absorbs colour? Let us conduct a simple experiment to see it in action.

Teacher: I have brought plain white cotton fabric pieces and three bowls of coloured water (use natural colours like turmeric for yellow, beetroot for red and spinach for green).

(Divide the class into small groups of 4-5 students. Each group will get a small piece of fabric and a bowl of coloured water. Dip the edge of the fabric into the coloured water. Observe how the colour slowly spreads through the fabric. Discuss what they see.)

Teacher: What do you notice about how the colour spreads? Why do you think this happens? (Guide students to understand the concept of absorption and capillary action.)

Teacher: After observing for a few minutes, the groups will gently take out the fabric and lay it on a tray or paper towel to dry.

Teacher: What do you think will happen once the fabric dries? Can you guess why some colours may appear lighter or darker?

(Allow time for discussion and observations.)

Teacher: Wonderful work, everyone. You just observed how fabric absorbs dye through a process called capillary

action. This is the same process used when fabric is dyed in factories.

 You may show the **Concept Map** and **Animated Activities** on the digital platform.

Differentiated Activity

110 km/hr



Name a synthetic fibre.

80 km/hr



Name one food that helps prevent rickets.

40 km/hr



When do we wear light cotton clothes?

Home Task

Create your own-coloured handkerchief at home. Use a white cotton handkerchief, mix your favourite watercolour with water in a bowl and let the handkerchief soak for at least 5 hours. Write a short paragraph describing the steps you followed and how the handkerchief turned out.

Period 7

Teacher: Good morning, students.

How are you all today?

Teacher: Let us start with a fun game called 'quick thinkers.' I will name an item of clothing and you will pretend to put it on.

- When I say Hat: Pretend to place a hat on your head.
- When I say Shoes: Pretend to tie your shoelaces.
- When I say Raincoat: Pretend to zip up a raincoat.

(Use this activity to warm up the students for the lesson. Name the places in random order to keep the students focused and engaged.)

Teacher: Great. Let us give ourselves a big applause for all the energy you brought to the class.

Grasping better

Teacher: Let us explore some important terms related to clothes.

Can anyone tell me what the term 'waterproof' means?

SHOULD DO

5 MIN.



MUST DO

10 MIN.



Grasping better

DING

waterproof: material through which water cannot pass

bobbin: a cylinder over which a yarn is rolled

bleached: colour removed from fabric

dyeing: a process of adding colours on fibres and fabrics

silverfish: a silver-coloured wingless insect that can harm clothes

moths: small creatures that causes damage to clothes

23

Teacher: Correct. Waterproof refers to a material through which water cannot pass. Now, let us talk about 'bobbin.' What do you think it is used for?

Teacher: Great answer. A bobbin is a cylinder over which yarn is rolled. Have you ever seen a sewing machine with a bobbin? It is fascinating to watch, right?

Teacher: Next, we have the term 'bleached.' Why do you think we bleach fabric?

Teacher: Exactly. Bleaching removes colour from the fabric. Following that, we have 'dyeing.' What happens during the dyeing process?

Teacher: Fantastic. Dyeing adds colour to fibres and fabrics. Let us now discuss two tiny creatures: silverfish and moths. How do they affect our clothes?

Teacher: That is right. Silverfish and moths can harm clothes, especially woollen and silk garments. They are small but can cause a lot of damage.

Healing better


SHOULD DO

5 MIN.



Teacher: Now, let us recall what we have learnt about our clothes. While storing clothes, we can add herbs like pudina or flowers of ajwain. Can you guess how this helps?

Teacher: Correct. They help repel bugs and moths without leaving stains on the clothes. What other methods do you use to keep your clothes safe at home?



Healing better

While keeping clothes, we can add herbs, such as pudina and flowers of ajwain. These herbs help repel bugs and moths, without leaving any stains on the clothes.

Kol

23

Recalling better

Teacher: Let us summarise some key points we have learnt today. First, why do we wear clothes?

MUST DO

15 MIN.



Recalling better

CING

- Clothes cover our body and make us look good.
- Different types of clothes are worn in different seasons.
- Two types of fibres are used to make cloth – natural and synthetic.
- Weaving, spinning and knitting are different methods used to make clothes.
- We should wash and clean our clothes properly and keep them with care.
- We should store clothes properly to protect them from damage.

23

Teacher: Excellent. Clothes cover our bodies and make us look good. What kinds of clothes do we wear in different seasons?

Teacher: That is correct. In summer, we wear light cotton clothes, while in winter, we wear woollen ones. Can anyone name the two types of fibres used to make cloth?

Teacher: Brilliant. Natural and synthetic fibres are used. Can anyone tell me three methods used to make clothes?


Teacher: Exactly. Weaving, spinning and knitting are all different methods. Now, why should we wash and store our clothes properly?

Teacher: Wonderful answers. Washing keeps them clean and free from germs, while proper storage protects them from damage. You have all done a fantastic job today. Let us keep practising these habits.


 You may show the **Quiz** on the digital platform.

Differentiated Activity

110 km/hr

 Name one herb or flower used to repel bugs and moths from clothes.

80 km/hr

 What process is used to add colour to fibres and fabrics?

40 km/hr

 What type of clothes do we wear in summer?

Home Task

Create a small poster or chart to explain how to take care of clothes. Include information about washing, storing and protecting clothes from damage. Use drawings or pictures to make it more engaging.

Period 8

Teacher: Good morning students. How are you all today?

Teacher: Great. Let us begin with a fun Fabric Mystery Quiz. I will describe a fabric, and you have to guess its name. Are you ready?

Teacher: I feel soft and light. People wear me in summer to stay cool. What am I? (Cotton)

Teacher: I am thick and warm. People wear me in winter to protect themselves from the cold. What am I? (Wool)

Teacher: I am smooth and shiny. People wear me at weddings and special occasions. What am I? (Silk)

Teacher: I feel a little rough, and I dry very quickly after washing. What am I? (Polyester)

Teacher: I come from a plant and am used to make bags, ropes, and sometimes clothes. What am I? (Jute)

Teacher: Fantastic job, everyone. You all did a great job guessing the fabrics. Give yourselves a big round of applause. Now, let us begin today's lesson.

Learning better

Teacher: Everyone please open page number 23 of your main course book. In Exercise 'A' of 'Learning better' you have to tick the correct answer. Are you ready to get started?

SHOULD DO


5 MIN.



MUST DO

15 MIN.




CBA

A) Tick (✓) the correct answer.

- People wear _____ clothes during summer.
a. dark ☐ b. warm ☐ c. cotton ☐
- We should wear _____ clothes during winter.
a. warm ☐ b. light ☐ c. cotton ☐
- _____ is an example of synthetic fibre.
a. Jute ☐ b. Silk ☐ c. Rayon ☐
- _____ involves the arrangement of two sets of threads to form a fabric.
a. Weaving ☐ b. Knitting ☐ c. Spinning ☐
- To avoid moths, we should keep dried _____ leaves between the clothes while storing.
a. neem ☐ b. rose ☐ c. sunflower ☐

B) Write true or false.

- We should wear cotton clothes in summer. _____
- Natural fibres are waterproof in nature. _____
- Bleaching is the addition of different colours to a cloth. _____

23

Teacher: Great. Let us begin with the first question. People wear _____ clothes during summer.

Teacher: The correct answer is Cotton. Well done.


(Similarly complete all five questions)

Teacher: Now, Exercise 'B' of the 'Learning better', you have to write 'true' or 'false'. Are you ready to get started?

Teacher: Great. Let us begin with the first question. We should wear cotton clothes in summer. Think carefully and write true or false in the space given in front of the statement.

(Similarly complete all five questions)

Worksheet - 1



Theme 2: How Do We Save Nature?

3. All About Clothes

Worksheet 1

A. Fill in the blanks.

- We wear a woollen scarf in _____ (summers/winters).
- We wear a cotton T-shirt in _____ (summers/winters).
- We wear a raincoat during _____ (summers/rainy season).
- We wear woollen gloves in _____ (summers/winters).
- We wear cotton pants in _____ (summers/winters).

B. Write true or false.

- We wear a raincoat in summers. _____
- We wear woollen socks in summers. _____
- Cotton T-shirts keep us cool during summers. _____
- Wearing raincoat keeps us warm during winters. _____
- Wearing woollen clothes during winter keeps us warm. _____

C. Which of these statements about summer is true? Tick (✓) the correct answer.

- We wear thin clothes in summers. ☐
- We wear cool clothes in summers. ☐
- We wear thick clothes in summers. ☐
- We wear warm clothes in summers. ☐
- We wear cotton clothes in summers. ☐

17

Teacher: Let us do some activities from the workbook. Everybody, please open page number 17 of your workbook

MUST DO

20 MIN.



and answer the questions given in worksheet - 1.
(Let the students answer the questions on their own. Then discuss the answer by writing the correct answer on the blackboard.)

Differentiated Activity

110 km/hr



Name one fibre that is derived from animals.

80 km/hr



What type of material is a raincoat made of?

40 km/hr



What clothes do we wear in summer to stay cool?

Home Task

The Project Idea given in the Book of Project Ideas, page number 15 under the title 'All About Clothes.' Complete the activities mentioned in this section and ensure that the students complete them. These activities are designed to enhance their holistic understanding and engagement with the topic. Provide any necessary support and materials to help the students successfully finish the activities.

Period 9

SHOULD DO

5 MIN.



Teacher: Good morning, students.
How are you all today?

Teacher: Great. Let us begin with a fun Fabric Mystery Quiz. Are you Ready?

Which fabric is obtained from sheep and keeps us warm in winter? (Wool.)

Teacher: What natural substances can be used to protect clothes from insects? (Neem leaves, dried pudina, and naphthalene balls.)

Teacher: Which fibre is used to make ropes, mats, and bags and is obtained from plants? (Jute.)

Teacher: What are the two main methods of making fabric from yarn? (Weaving and knitting.)

Teacher: Which fabric is smooth, shiny, and used to make party wear clothes? (Silk.)

Teacher: Fantastic work, everyone. Give yourselves a big round of applause. Now, let us begin today's lesson.

Learning better

MUST DO

20 MIN.



Teacher: Everyone please open page number 24 of your main course book. In Exercise 'C' of 'Learning better' you have write to three short answer questions. Are you ready to get started?

C Write short answers in your notebook.

1. What are natural fibres? Give an example.
2. Sonakshi's grandmother is using two long needles that connects a series of loops formed by yarn. What method is she using to make fabric?
3. What is knitting?

24

Teacher: Great. Let us begin with the first question. What are natural fibres? Give an example.

(Students have to write the answers for the given questions in about 40 to 50 words in their notebook. Wait for the students to write the answers.)

(Similarly complete all three questions)

D Write long answers in your notebook.

1. Explain bleaching.
2. Mention three ways to take care of clothes.

24

Teacher: Let us do the long answer questions. In Exercise 'D' of 'Learning better' you have to write two long answer questions. Are you ready to get started?

Teacher: Great. Let us begin with the first question. Explain bleaching.

(Students have to write the answers for the given questions in about 100 to 150 words in their notebook. Wait for the students to write the answers.)

Worksheet - 2

MUST DO

10 MIN.



Teacher: Let us do some activities from the workbook. Everybody, please open page number 18 of your workbook and answer the questions given in worksheet - 1.

(Let the students answer the questions on their own. Then discuss the answer by writing the correct answer on the blackboard.)

Worksheet 2

A. Write the name of five natural fibres from which clothes are made.

1. _____
2. _____
3. _____
4. _____
5. _____

B. Match the following.

- | | | |
|--------------------|---|-----------------------------|
| 1. winter | • | • a. cotton clothes |
| 2. summer | • | • b. woollen clothes |
| 3. rainy season | • | • c. made up of rayon |
| 4. natural fibre | • | • d. raincoats |
| 5. synthetic fibre | • | • e. made up of jute, linen |

C. Fill in the missing letters to complete the sentences.

1. Clothes are made up of n _ t _ r _ a _ and sy _ _ h _ ti _ fibres.
2. Synthetic fibres are w _ _ n _ _ e-free and non-porous.

18

Book of Holistic Teaching

Refer to the Book of Holistic Teaching, page number 22 under the title 'All About Clothes.' Complete the activities mentioned in this section and ensure that the students complete them. These activities are designed to enhance their holistic understanding and engagement with the topic. Provide any necessary support and materials to help the students successfully finish the activities.

COULD DO

5 MIN.

Chapter 3: India—Mineral Resources

A English

Fill in the blanks using au words.

1. Naina works in a coal mine. She makes sure that the equipments are not f_____lty.
2. The sound of the creaking door c_____ght Naresh's attention. He realized that the metal hinges were loose.

30

B Maths

Ira is an artist. She has set up a company called 'Go Green'. She has collected 1,115 discarded tin cans and 1,018 old cooking vessels. She will paint these and make planters or pen stands. How many items has she collected in total? Write answer in the space provided.

C Science

Which metal is a needle made of?

31

Differentiated Activity

110 km/hr



Name one fibre that is derived from animals.

80 km/hr



What type of material is a raincoat made of?

40 km/hr



What clothes do we wear in summer to stay cool?

Home Task

Creating better activity given on page 24 of the main course book. To make tie-dyed socks. Students should follow the steps mentioned.

Period 10

SHOULD DO

5 MIN.

Teacher: Good morning, students. How are you all today?

Teacher: Great. Let us begin with a fun warm-up activity called 'Clothing Detective.' I will ask you some exciting questions, and you need to think carefully and answer.

Are you ready? Let us begin.

Teacher: Which natural fibre is obtained from a fruit's outer shell and is used in making mats and brushes? (Cair.)

Teacher: What is the name of the process where cotton fibres are twisted together to make strong threads? (Spinning.)

Teacher: Which type of clothing is best for cold and snowy weather? (Woollen clothes.)

Teacher: What do we call the process of arranging and storing clothes properly in a cupboard? (Folding and stacking.)

Teacher: What should you do before storing woollen clothes for a long time to keep them safe? (Dry them properly and store them with neem leaves or naphthalene balls.)

Teacher: Great thinking, everyone. You all are learning so much about clothes and fabrics. Keep it up. Let us now continue with today's lesson.

(Discuss the project assigned as home task in the period eight, focusing on helping students understand the objectives and addressing any challenges they faced.)

MUST DO

05 MIN.

Thinking better



Thinking better

Think and answer in your notebook.

Why is it important to think about where our clothes come from? What can we do to be more environmentally friendly when shopping for clothes?

21st CS HOTS

24

Teacher: Today, we are going to think critically about the clothes we wear.

Why do you think it is important to know where our clothes come from? Take a moment and write the answer in your notebook.

Teacher: Wonderful. Now, let us think about how we can be more environmentally friendly when shopping for clothes. Take a moment and write the answer in your notebook.

MUST DO

05 MIN.

Choosing better



Choosing better

Nitin was cleaning his closet with the help of his mother. He found some beautiful clothes that do not fit him anymore. What should Nitin do?

Tick (✓) the correct answer.

LSV

24

Teacher: Let me give you a scenario. Nitin was cleaning his closet with his mother. He found some beautiful clothes that no longer fit him. What do you think he should do?

1. Should he throw them away?

2. Should he give them to someone who could wear them?

Choose the option you think is best and explain why.

MUST DO

05 MIN.

Revising better



Revising better

Draw your most favourite clothes in your Little Book.

DBL

24

Teacher: Great discussion. Now, let us do something creative. Take out your Little Book and draw your favourite piece of clothing. It could be something you wear often or something you like because of its colour or design. What makes it your favourite?

Pledging better

MUST DO

05 MIN.

Teacher: Finally, let us think about our environment. Together, let us make a pledge. Repeat after me: 'In my own little way, I pledge to plant more trees and take care of them. I will help clean the air and keep our Earth green.'



Pledging better

In my own little way, I pledge to plant more trees and take care of them to help clean the air and keep our earth green.

SDGs

SDG 13: CLIMATE ACTION

Teacher: Well done, everyone. This pledge is part of Climate Action. It will help us to meet our Sustainable Development Goal 13. Keep up the great work.

Worksheet - 3

Teacher: Let us do some activities from the workbook. Everybody, please open page number 19 of your workbook and answer the questions given in worksheet - 3. (Let the students answer the questions on their own. Then discuss the answer by writing the correct answer on the blackboard.)

MUST DO

10 MIN.

Worksheet 3

A. Fill in the blanks.

- The fibres are first made into _____ (threads/garments).
- Fabric is used to make _____ (fibre/garment).
- In weaving, two threads are _____ (intertwined/knitted).
- In spinning, a mass of fibres is _____ by winding of the fibre into bobbin (twisted/bleached).
- In colouring and dyeing, the fabric is _____ to make it colourful (coloured/bleached).

B. Write true or false.

- Bleaching helps remove the colour of a fabric. _____
- Dyeing is the method of colouring the fabric by using different coloured chemicals. _____
- In spinning, two threads are intertwined with each other. _____
- In knitting, we twist fibres into a bobbin. _____
- In spinning, we use long needles and turn series of loops from yarn. _____

C. Which of these statements are incorrect in regard to good caring of clothes? Tick (✓) the correct answers.

- Store clothes without washing them. ☐
- Keep clothes in the places that lack dust. ☐
- Allow wet clothes to dry in open air and sunlight. ☐
- Wash clothes with harsh chemicals and detergents. ☐
- Wash white and dark-coloured clothes separately. ☐

19

Teacher: Now, let us complete the 'KWL' activity.

Teacher: Take out your notebook and fill in the last column. Write what have you learned in this chapter.

SHOULD DO

5 MIN.

(Wait for students to fill in the chart.)

Teacher: Let us all give a huge round of applause to everyone for their hard work and creativity. Great work, everyone. See you in the next class. Have a wonderful day ahead.

Differentiated Activity

110 km/hr



Name one human-made fibre that is not found in nature.

80 km/hr



What type of clothes should we wear during summer to stay cool?

40 km/hr



What do we use to protect clothes from insects like moths?

Home Task

Write a short paragraph about how you can make environmentally friendly clothing choices. Include why using recycled or natural fibres is good for the environment and how taking care of clothes can help reduce waste.

Learning Outcomes

The students will:

| | |
|--|---|
| Physical Development | <ul style="list-style-type: none">• engage in practical activities that enhance hand-eye coordination, such as assembling objects or conducting experiments. |
| Socio-Emotional and Ethical Development | <ul style="list-style-type: none">• understand the importance of ethical practices, such as protecting the environment and using sustainable resources, through discussions on topics like pollution and recycling. |
| Cognitive Development | <ul style="list-style-type: none">• develop critical thinking by exploring the processes of spinning, weaving and dyeing and understanding their environmental impacts. |
| Language and Literacy Development | <ul style="list-style-type: none">• enhance communication skills by discussing ideas, sharing experiences and writing reflective responses, such as explaining the importance of sustainable clothing. |
| Aesthetic and Cultural Development | <ul style="list-style-type: none">• appreciate the aesthetic value of different fabrics, patterns and cultural attire through activities like designing or discussing traditional clothing. |
| Positive Learning Habits | <ul style="list-style-type: none">• develop organisational skills by creating charts, completing assignments and following step-by-step processes during activities. |

Starry Knights

Your effort in teaching the learners is appreciated. Share an incident which you enjoyed the most with your learners.

Give yourself a STAR.