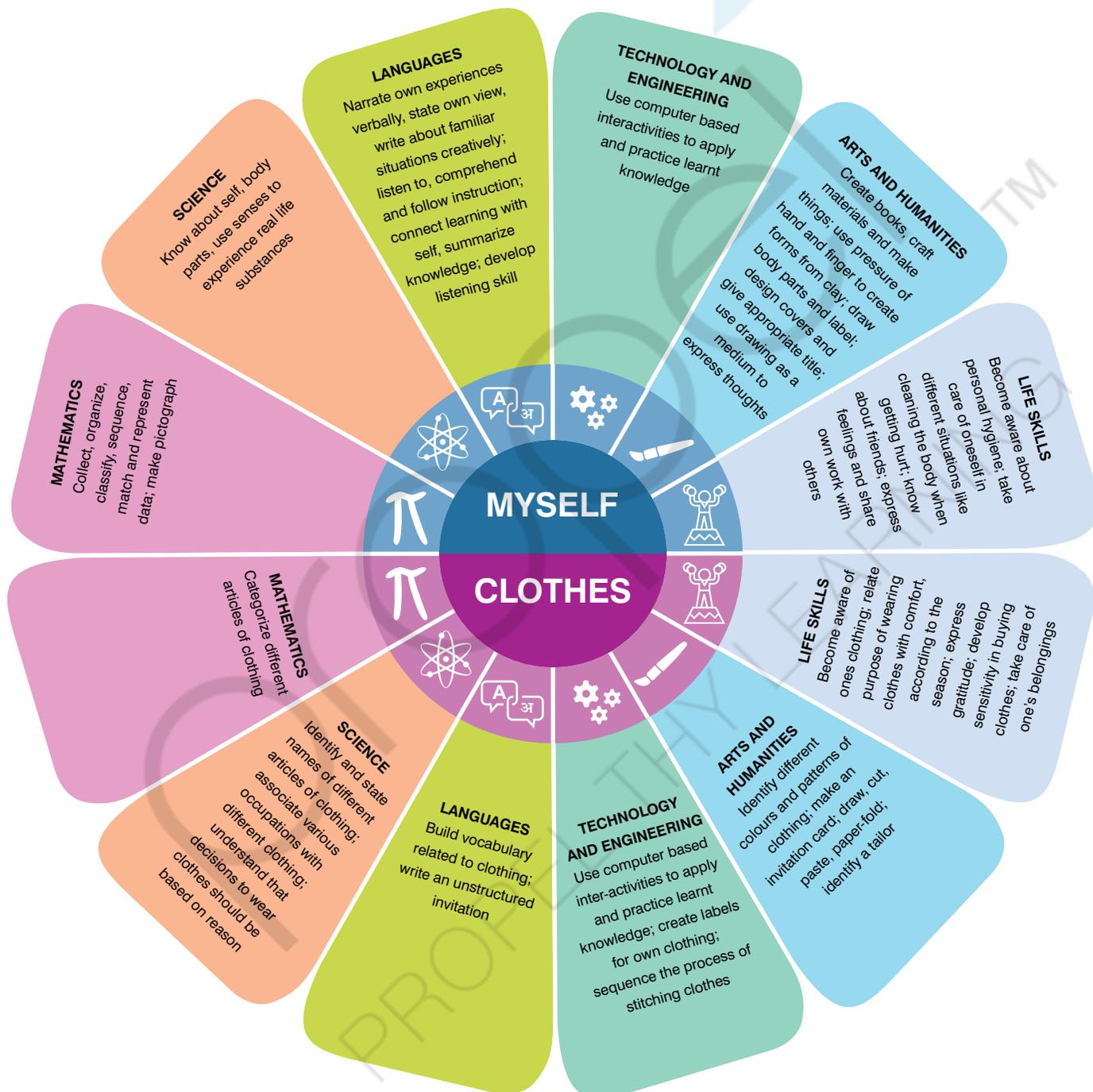


PROJECT BASED LEARNING

STEAM and beyond

Project Based Learning (PBL) is rooted in John Dewey's philosophy of learning by doing¹, and is one of the most popular STEM/STEAM teaching approaches². PBL 'involves students in design, problem-solving, decision making, or investigative activities; gives students the opportunity to work relatively autonomously over extended periods of time; and culminates in realistic products or presentations'³.

Propel's PBL includes 5 elements of STEAM (Science, Technology and Engineering Design (clubbed together), Arts and Humanities, Mathematics) plus Life-skills and Languages.



¹Boss, 2011. ²Markham, 2012; Miller, 2014. ³Thomas, 2000

Content



MYSELF

05

Myself

Introduce yourself with favourite game
Lead and teach others to play a game
List your favourite things/people



MYSELF

07

Favourite Place

Identify different parts of your house
Draw and describe your favourite place



MYSELF

09

Favourite Person

Read the poem 'Special People'
List their favourite person
Make a diary of important phone numbers



MYSELF

14

My Favourite Activity

Sing the poem titled 'I Love'
Extend the poem



MYSELF

16

My Dislikes

Share dislikes with reasons



MYSELF

17

Different Body Parts

List body parts used for various activities
Sing Hindi rhyme शब्दा की गुड़िया
Label body parts



MYSELF

28

I Can

Read story to break stereotypes
Write actions with body parts



MYSELF

36

Different Shapes and Sizes

Explore height and weight of one another
Explore handprints and footprints



MYSELF

41

What makes me...

Share what brings different emotions
Know each other through activity



MYSELF

46

Taking Care of the Body

Know how to care for your body
Learn to wash hands

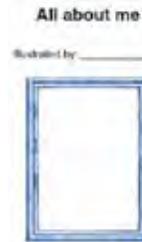


MYSELF

51

Culmination

Exhibit learning in the 'All about me' book



Content



CLOTHES

Clothes

56



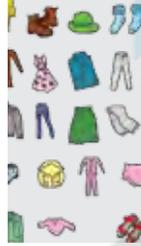
Watch videos about clothes and accessories
Write names of clothes
Read names of clothing and accessories

Identify names of clothing items

CLOTHES

What am I?

59



Make labels
Eye-hand coordination for making tag
Group clothing items based on criteria
Colour and match clothing

CLOTHES

My Belonging

61



CLOTHES

Different Clothes with Different Purposes

65

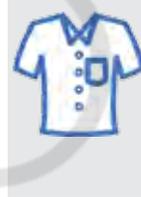


Connect reasons for wearing different clothes

CLOTHES

Identifying Own Uniform

73



Identify own uniform
Share what they like about it

CLOTHES

Caring for Things

75



Importance of taking care of clothes
Learn to express respect for others
Make a thank you note
Keep clothes clean

CLOTHES

How do I Decide What to Wear?

81



Use multiple criteria to decide what to wear

CLOTHES

Keta and Shruti

83



Understand the role of comfort and fitting in selection of clothes
Interact with a tailor
Use non-standard measurement

CLOTHES

Clothes and Seasons

88



Learn about clothes according to seasons
Decide clothes based on seasons

CLOTHES

Culmination

91



Demonstrate understanding of multiple criteria by designing clothes for a doll

Icons



I PLAY

Play brings richness to children's experiences. These games engage children physically and help them learn various new concepts.



I ACT

By doing the given task, children engage in multiple activities, which develop various skills and concepts.



I TALK

Children talk about a given situation. Such a conversation enables them to reflect on, articulate, share and listen to their thoughts, feelings and learning. In this way, they develop the skill to connect with other people through a meaningful conversation and exhibit their thinking process.



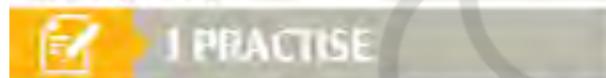
I SING

Children love to sing songs and poems. While doing so, they also learn vocabulary, expressions and values.



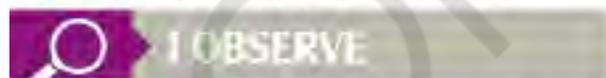
I WATCH

Children watch educational videos. These audio-visual experiences help them acquire knowledge about the world in an easy, joyful way.



I PRACTISE

These activities and tasks give children the opportunity to use what they have learnt in various contexts, helping them master their skills and deepen their knowledge.



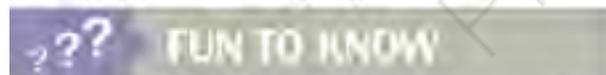
I OBSERVE

In these tasks, children look at the details of various things, people, animals, etc. This develops in them the skill of observation, which is one of the most powerful skills of learning.



I REFLECT

In these tasks, children reflect upon what they have studied. Reflecting on their experience and the activity brings a new understanding and fresh perspectives. This is the key to learn from any experience or activity they have done.



FUN TO KNOW

We give some facts that are relevant to the concept being studied. Children read them to acquire more knowledge on the topic they are learning.



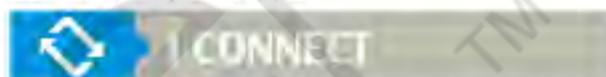
I WRITE

Children write down their thoughts about a given situation. Writing helps them express their thoughts coherently. It also makes their thoughts visible to others.



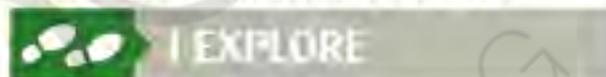
I READ

Children engage with varieties of fiction and non-fiction texts, which allow the readers to see rich vocabulary and ease of use in the language. Through language, students also attain clarity of concepts.



I CONNECT

These tasks are designed to improve individual thinking and problem-solving skills. These are often given with some instruction and/or a problem that needs to be solved. This helps children learn to conceptualise on their own.



I EXPLORE

These tasks encourage children to explore new things and ideas. They build in them the ability to engage with new and unfamiliar situations, tasks or people.



I APPLY

Once having learnt a concept, students actively use it to solve a problem or create something new.



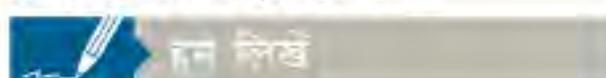
PRACTICE AT HOME

These tasks include homework, which is mostly an extension, practice or application of what has been taught in the class. Sometimes, opportunities are given to explore a new concept.



इस पाठ्य

इस पाठ्यवस्तु को बच्चे स्वयं पढ़ने का प्रयास करते हैं।



इन्हें लिखें

यहाँ बच्चे लेखन-कार्य करते हैं। ये लेखन पाठ्यवस्तु की समझ, अनुभव या कल्पना पर आधारित होते हैं।



These notes help parents recognise the objectives of the tasks children are doing. They also enable the parents to know how the tasks help the child in his/her learning. In this way, they can contribute actively to their child's learning.



MYSELF



Good morning everyone. My name is Aasma. I love to play games. I have a game for you. Your teacher will throw a ball at you. You have to tell the class your name and your favourite game. Are you ready?



I PLAY

Sit in a circle. Catch the ball when the teacher throws it at you. Tell everyone your name and your favourite game.



I TALK

1. Do people call you by more than one name? If yes, share them with others.
2. Which name do you like most? Who calls you by that name?

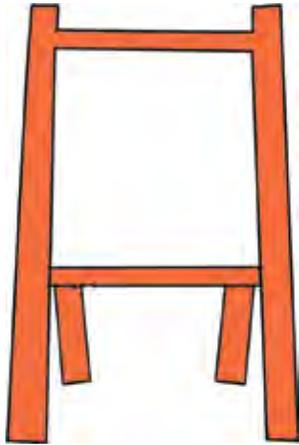


For young children, their idea of self is made up of things they like and things they don't. Since both of these are familiar to children, it becomes easy for them to talk about them. Through conversation, help your child understand that names identify people in many situations e.g. at home, with friends, on telephone, on letters, etc.

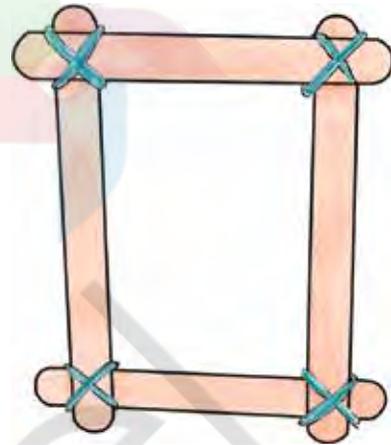


I REFLECT

You told your class about your favourite games. Let us now talk about other things that are your favourites. Draw your favourites in the spaces given below.



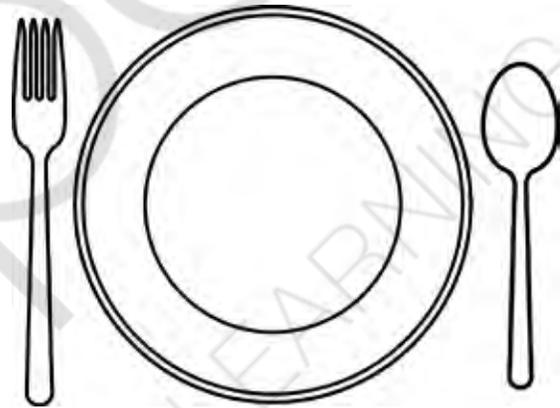
My favourite place (could be inside the house, in the colony or around the garden)



My favourite person (at school, at home or among your friends)



My favourite activity (could be playing, listening to stories or running)



My favourite food



My favourite story or poem (that I have heard or read)



My favourite toy



1. Which is your favourite place? Show your drawing to your classmates and tell them why you like it.
2. Do you know the names of all the places in your house? Let's find them out.

My Favourite Place in My House



Living Room



Dining Room



Bedroom



Kitchen



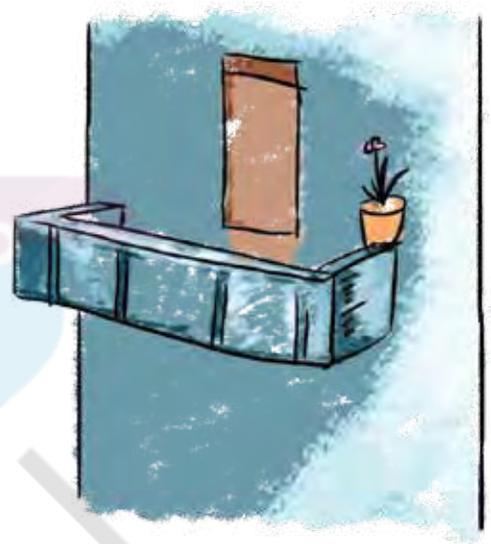
Bathroom



Garden



Staircase



Balcony

Circle your favourite place at home. You can also draw one if it is missing. Write its name next to the drawing.

PROPEL THY LEARNING™

My favourite place in my house is



I TALK

1. Who is your favourite person?
2. Show your drawing of your favourite person on page 6 to your partner and talk about him/her.

My Favourite Person

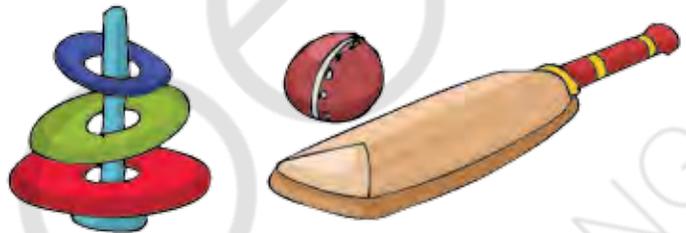
Special People



I READ

Let's read a poem about special people in our lives.

Reaching home is so much fun,
Mummy's food is yum.
We eat our lunch together,
Then go out in lovely weather.



To the park we go to play,
Skipping and hopping all the way.
Then I ride on Mummy's cycle,
Daddy follows along the circle.

Homework time is daddy and me,
Daddy writes stories of me.
I ask questions about Mummy and him,
His answers surprise me.



Agnes Joseph



I TALK

1. Who do you enjoy spending time with?
2. Why do you enjoy it so much?



I CONNECT

1. What does the child do when he reaches home?
 - a. has lunch
 - b. meets grandparents
2. Who does the child do his homework with?
 - a. mother
 - b. father
3. What does the mother do when they go to the park?
 - a. walk
 - b. cycle
4. What does the father do when they sit for homework?
 - a. tells answers
 - b. writes stories
5. What do you do when you get back home?

a.

b.

6. What kinds of things do you do together with your parents?

a.

b.



PROPEL THY LEARNING™



I PRACTISE

Go to the park with your parents. Cycle with them or take your cycle along. Carry your ball or some other toys to play with them in the park. Have fun playing with them.

Draw one thing that you enjoyed doing the most with them at the park.

PROPEL
PROPEL THY LEARNING™



I WRITE

Write the names of your favourite people below.

1.

2.

3.

4.

5.

6.

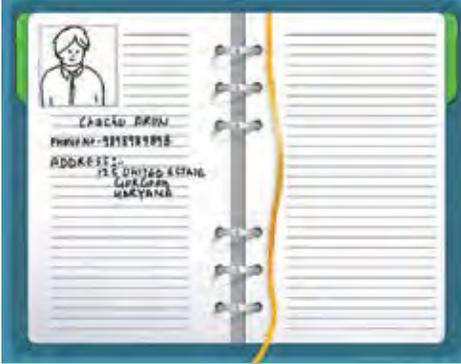


I READ

Read the conversation between Shreya and Shrini. Then, do the next task.



Look



How do you use this information?

I call them up whenever I miss them.



Wow! You can also call them if you are in trouble. Let's make our own pocket diary together.



1. Get a small pocket diary.
2. Ask your family members to give you their photographs.
3. Stick each photograph on a new page of the diary. Write the name, phone number and address of the person.
4. Your pocket diary is ready. Now you can call your favourite people when you want.



I ACT

Bring your favourite food from home and share it with your partner. Ask your partner:

1. Do you like my favourite food?
2. Have you eaten it before?

My Favourite Activity



I READ

Let's read a poem about things that we love to do.

I LOVE

I love to **run**, I love to **hop**,
I love to **play** and don't want to stop.



I love to **sing**, I love to **dance**,
I love to **read**, you can't stop me, no chance.



I love to **draw**, I love to **connect** beads,
I love to **make** stories which are good reads.



I love to **play** in mud and dough,
And like to see plants **grow**.



I love to **roll** in the grass,
And **ride** my cycle really fast.



I love to **crawl** like a sloth,
And **play** with soapy froth.



We love to do different things, you see,
They make us unique, as we can be.

- Agnes Joseph



Sit with your partner and talk about what you love to do. Now, fill in the blanks.

I love to , I love to

I love to and don't want to stop.

I love to , I love to

I love to , try to stop me- no chance

I love to , I love to make

I love to

I love to

And like to



Help your child think through things they love to do. Get them to think like this it as often as possible. This helps them to articulate what they like to do, and slowly form their identity. Tell them what you like, without expecting that they too should like them. In the above activity, the structured sharing format assists children in expressing what they like, rather than writing complete sentences. Slowly they begin writing on their own.

My Dislikes



We have talked about things that we like to do.
What I don't like to do is running up the stairs.

But what is wrong in running up the stairs?



I don't like it because I got hurt once when I
was running up the stairs.

Are there things that you don't like to do? Write them down.

1.

2.

3.

4.

Tell your partner why you don't like to do these things.

Look at the words written in red in the poem 'I LOVE'.

run hop sing dance play



What do these words tell you?

These words show action.
They are called action words.



Different Body Parts



I ACT

I use my feet to jump. I use my legs and hands to dance. Which parts of the body do you use when you do the following actions?

Name	Body Parts Used
 <p data-bbox="418 821 505 856">Draw</p>	
 <p data-bbox="427 1192 496 1228">Run</p>	
 <p data-bbox="423 1564 500 1600">Sing</p>	
 <p data-bbox="407 1913 518 1948">Dance</p>	



Read



Ride a Cycle



Crawl



Look behind



Eat



TM

PROPEL THY LEARNING



Listen to your parents



I SING

Let's sing this song together, with actions.

My hands can clap, clap, clap.

(clap)

My feet can tap, tap, tap.

(tap toe)

My eyes can clearly see, see, see.

(blink eyes)

My ears can hear, hear, hear.

(cup hands around ear)

My nose can sniff, sniff, sniff.

(sniff)

My mouth can say, 'I'm me'.

(point to self)



मेरे शरीर के अंगों के काम



चर्चा में

आप सभी ने अलग-अलग अंगों के नाम जाने। आइए अब इन अंगों के काम जानते हैं।

1. आप अपने अंगों के साथ क्या-क्या करते हैं?
2. क्या होगा अगर कोई एक अंग हमारे शरीर में न रहे?



हम गाएँ

हमारे शरीर के विभिन्न अंग अलग-अलग कार्य करते हैं। आइए इनसे संबंधित एक कविता गाएँ व उस पर नृत्य करें।

शाबा की गुड़िया

शाबा की गुड़िया के हाथ नहीं हैं।

हाँ जी, हाथ नहीं हैं।

वह खाना कैसे खाएगी?

बोलो कैसे खाएगी?

बंदर के हाथ लगाकर ऐसे खाएगी,

हाँ जी, ऐसे खाएगी।



शाबा की गुड़िया के पैर नहीं हैं।
हाँ जी, पैर नहीं हैं।
गुड़िया कैसे नाचेगी?
बोलो कैसे नाचेगी?
मोर के पैर लगाकर ऐसे नाचेगी,
हाँ जी, ऐसे नाचेगी।



शाबा की गुड़िया की आँखें नहीं हैं।
हाँ जी, आँखें नहीं हैं।
गुड़िया कैसे देखेगी?
बोलो कैसे देखेगी?
उल्लू की आँख लगाकर ऐसे देखेगी,
हाँ जी, ऐसे देखेगी।

शाबा की गुड़िया के कान नहीं हैं।
हाँ जी, कान नहीं हैं।
गुड़िया कैसे सुनेगी?
बोलो कैसे सुनेगी?
हाथी के कान लगाकर ऐसे सुनेगी,
हाँ जी, ऐसे सुनेगी।



शाबा की गुड़िया की गरदन नहीं है।
हाँ जी, गरदन नहीं है।
गुड़िया कैसे मुड़ेगी?
बोलो कैसे मुड़ेगी?
जिराफ़ की गरदन लगाकर ऐसे मुड़ेगी,
हाँ जी, ऐसे मुड़ेगी।



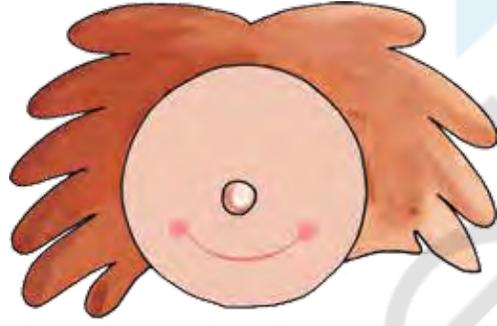
घर के लिए

चिकनी मिट्टी का उपयोग करके विभिन्न अंगों के साथ अपनी गुड़िया बनाइए।



हम करें

1. अपनी अध्यापिका से स्टीकर लेकर शाबा की गुड़िया की तस्वीर को पूरा कीजिए।



2. शाबा की गुड़िया ने किससे क्या लिया? आइए मिलान करें।

गुड़िया ने कान

मोर से लिए



गुड़िया ने आँखें

बंदर से लिए



गुड़िया ने हाथ

हाथी से लिए



गुड़िया ने गरदन

उल्लू से लीं



गुड़िया ने पैर

जिराफ़ से ली



3. सही शब्द का उपयोग करके वाक्यों को पूरा कीजिए।

क. शाबा की गुड़िया के हाथ नहीं हैं, कैसे खाएगी?
(कपड़े / खाना)

ख. शाबा की गुड़िया के नहीं हैं, गुड़िया कैसे नाचेगी?
(पैर / कान)

ग. शाबा की गुड़िया की आँखें नहीं हैं, गुड़िया कैसे ?
(खाएगी / देखेगी)

Body Parts

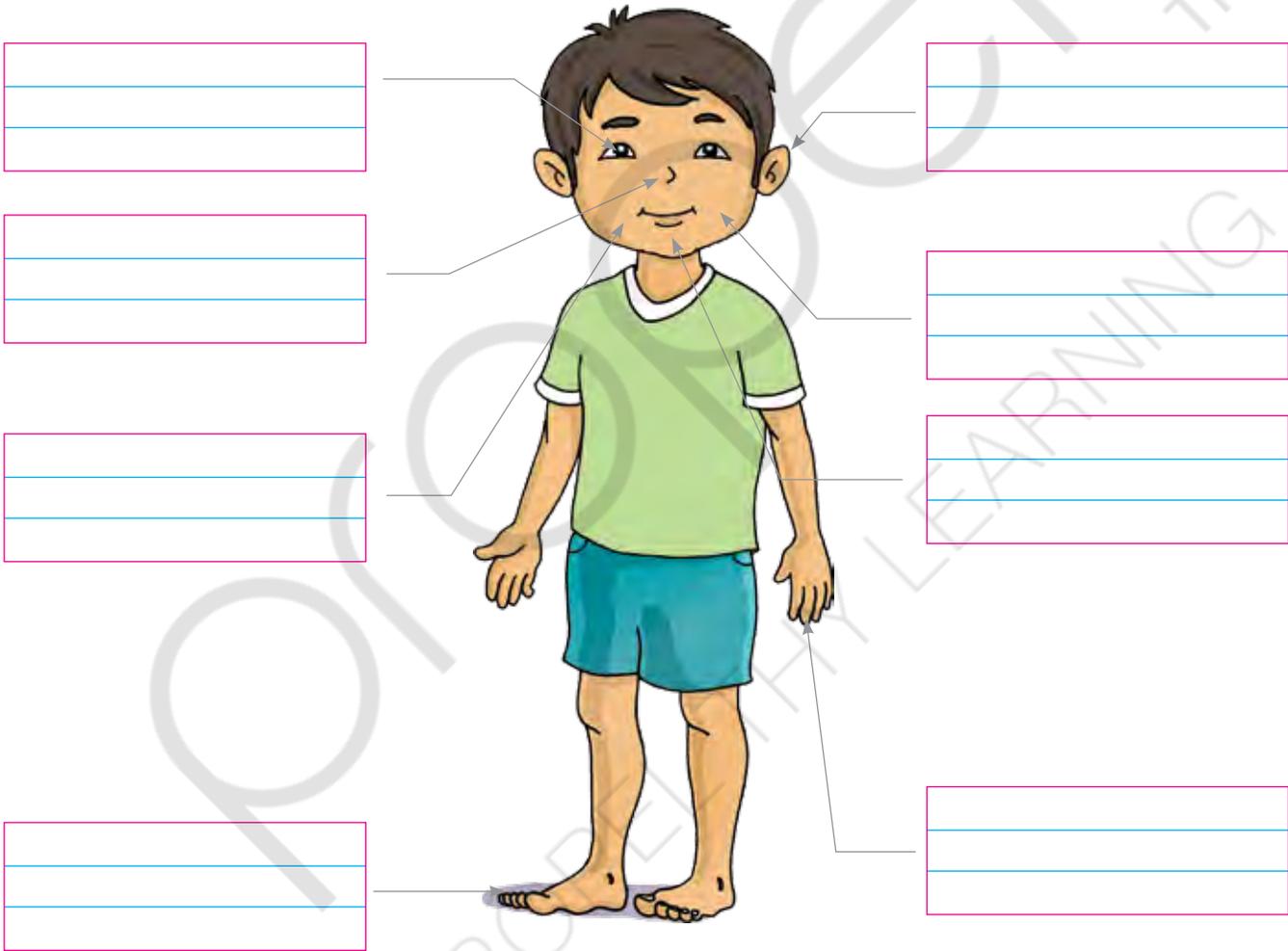
I ACT

Stand face to face with your partner. Tell the names of the body parts you know. Ask your partner to do the same.

I PRACTISE

Name the body parts using words from the help box.

lips	nose	ear	eyes
hand	foot	cheek	chin



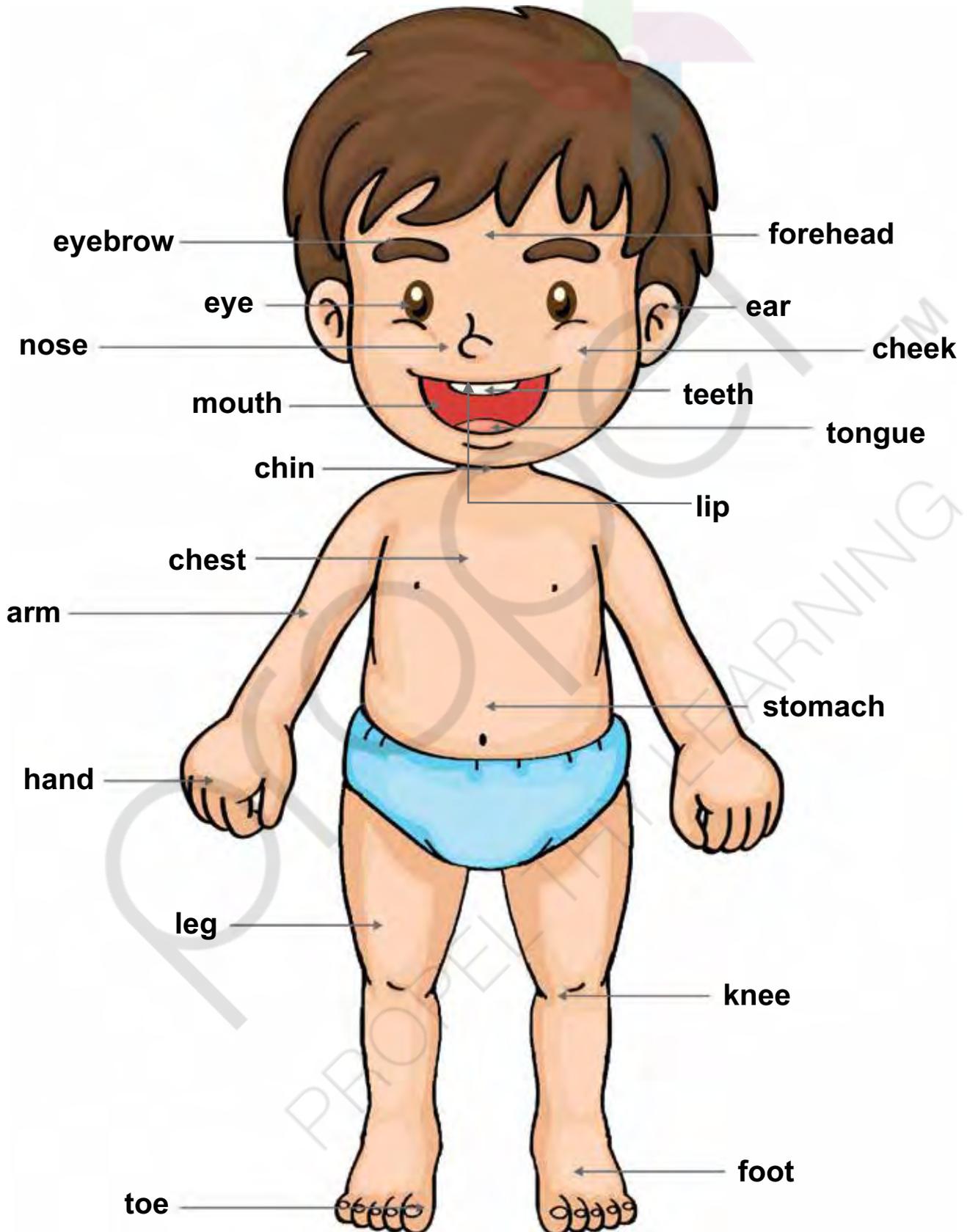
The illustration shows a young boy with brown hair, wearing a green t-shirt and blue shorts. Lines with arrows point from various body parts to empty boxes for labeling. On the left side, there are four boxes: one for the eyes, one for the nose, one for the hand, and one for the foot. On the right side, there are three boxes: one for the ear, one for the cheek, and one for the chin. A large watermark 'PROFESSIONAL LEARNING' is visible across the page.

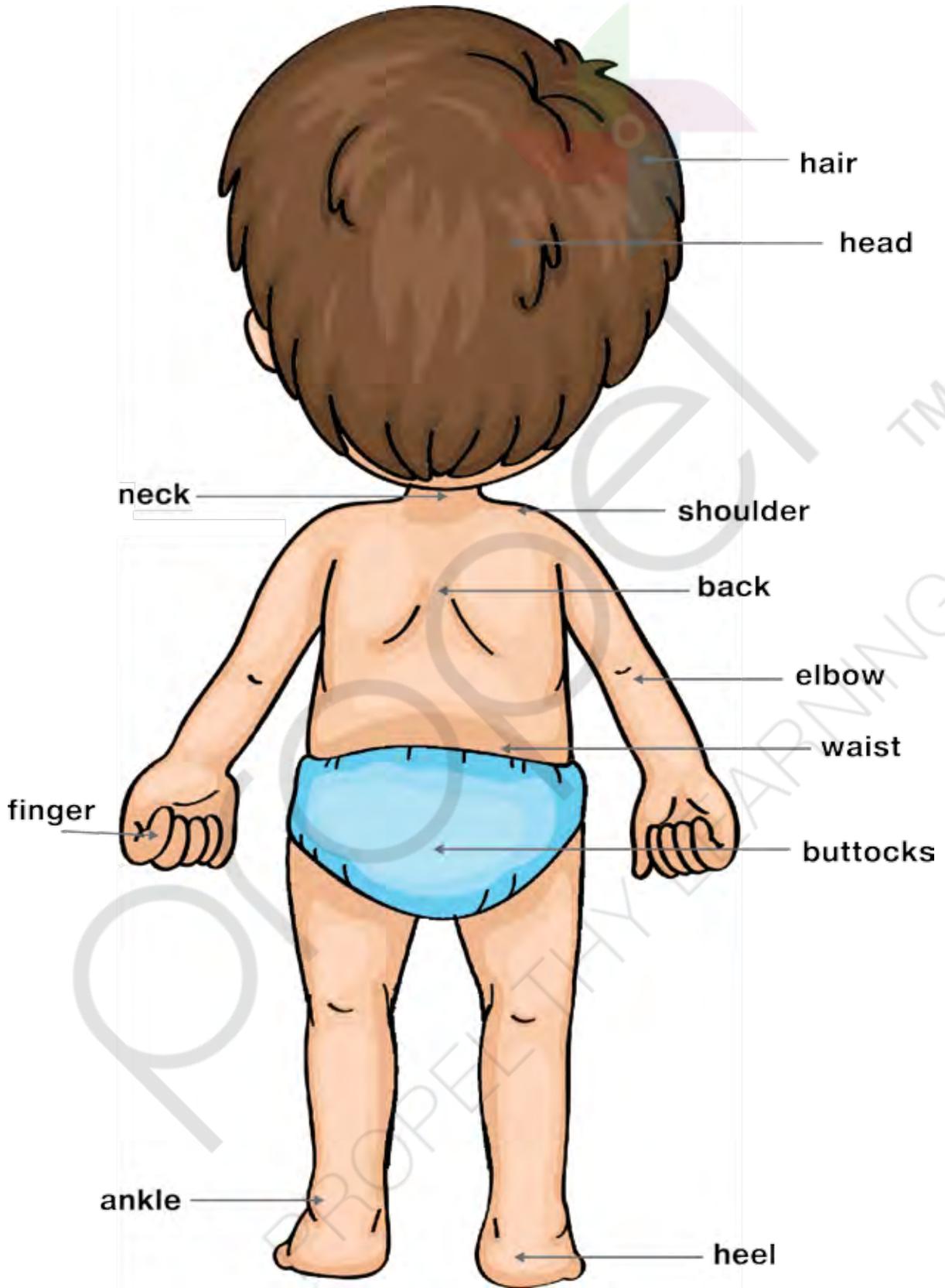


Through these tasks and activities, children get to know about different body parts.



You have written the names of a few body parts. Now, let us find out the names of other parts of our body.







I Can

Let us read a story about different children. Find out who you are most like and circle him/her.



I can get things from the top of the shelf.



I can get things from under the almirah.

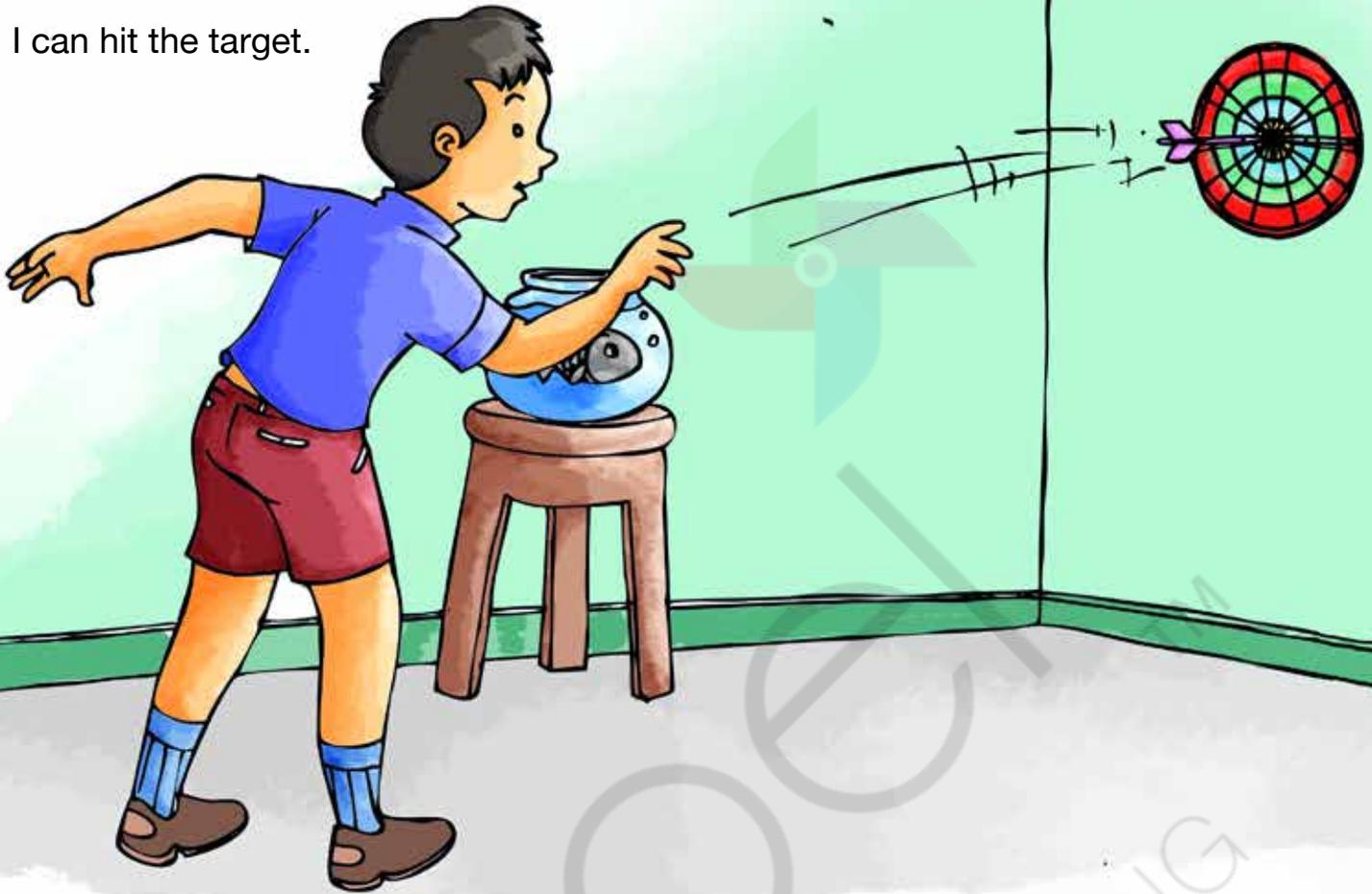
I can hoop the ball.



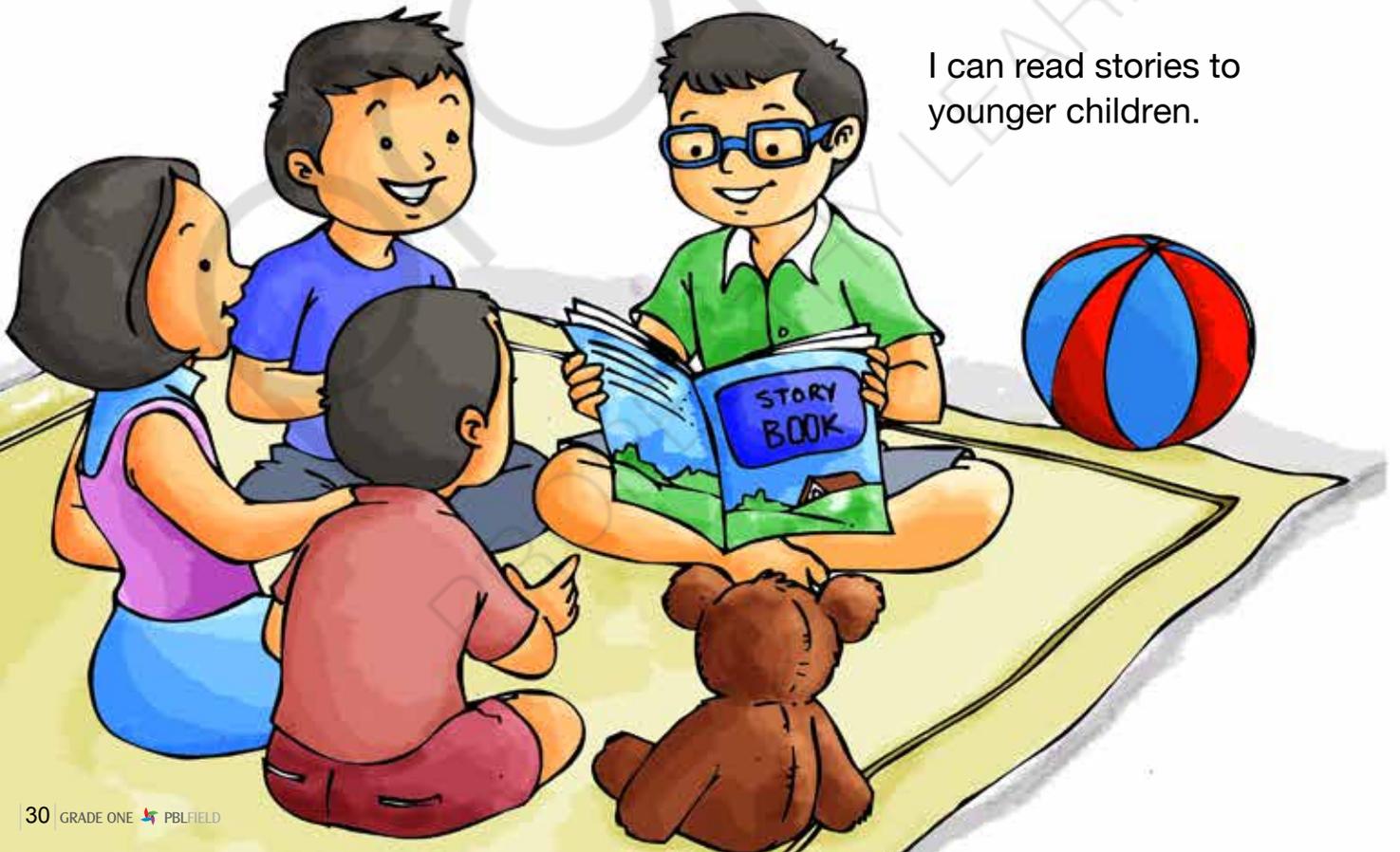
I can do long jumps.



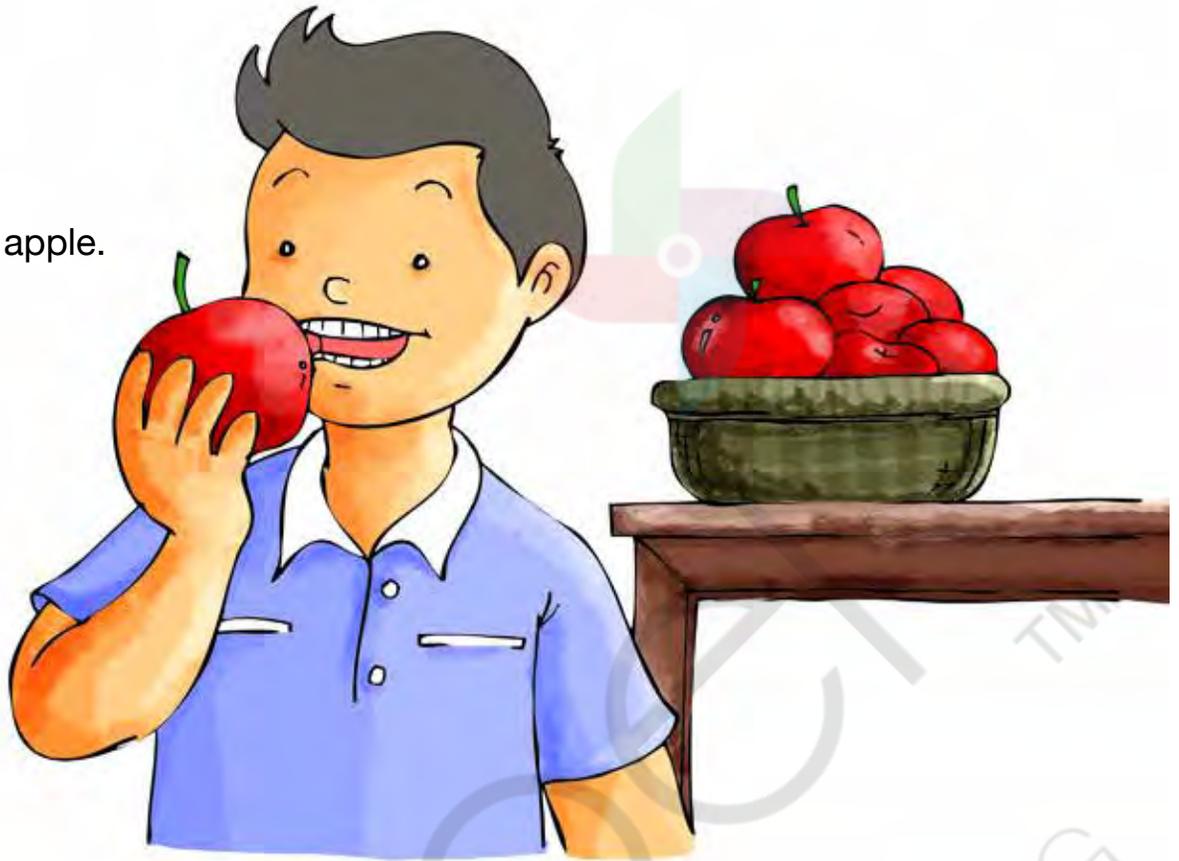
I can hit the target.



I can read stories to younger children.

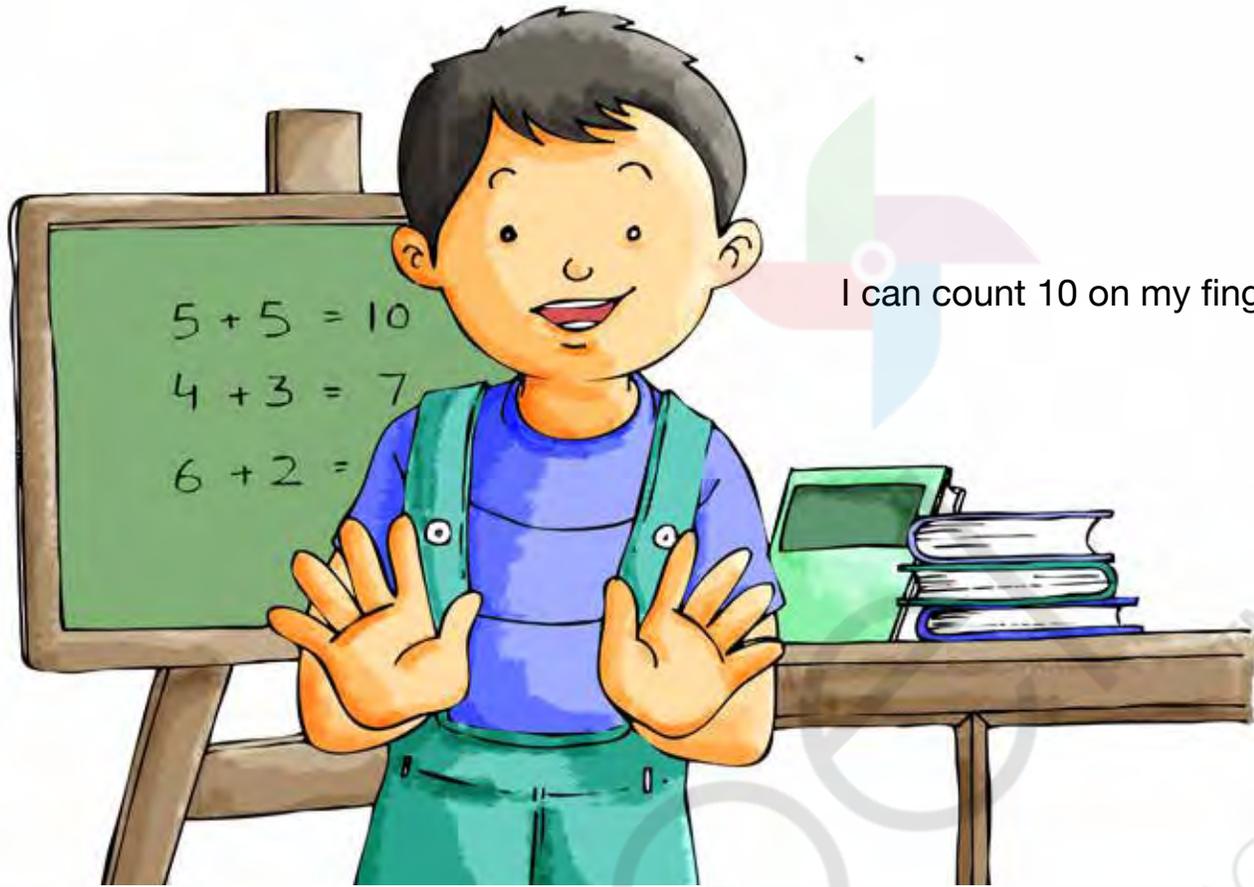


I can eat an apple.

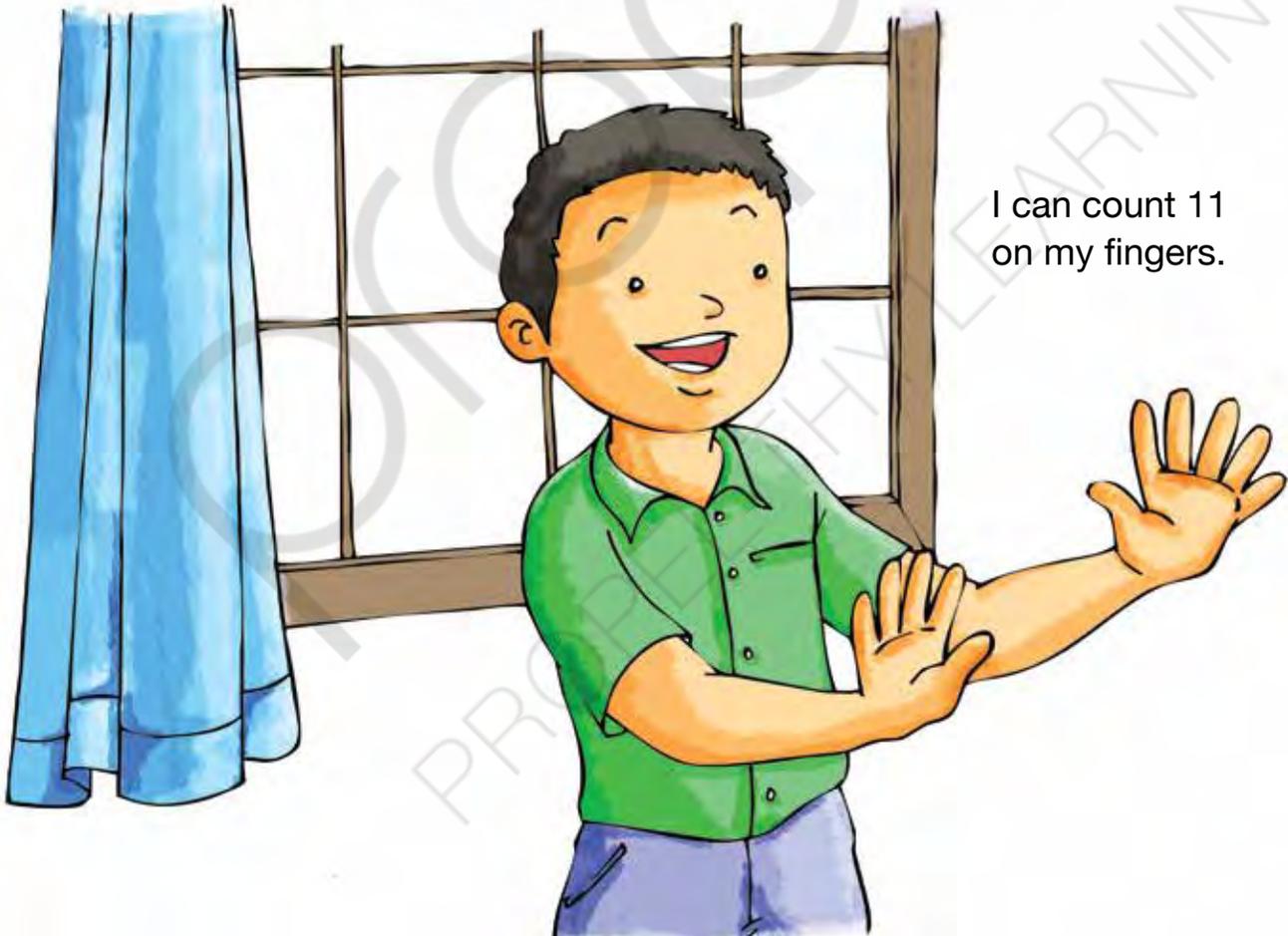


I can advertise for toothpaste.





I can count 10 on my fingers.

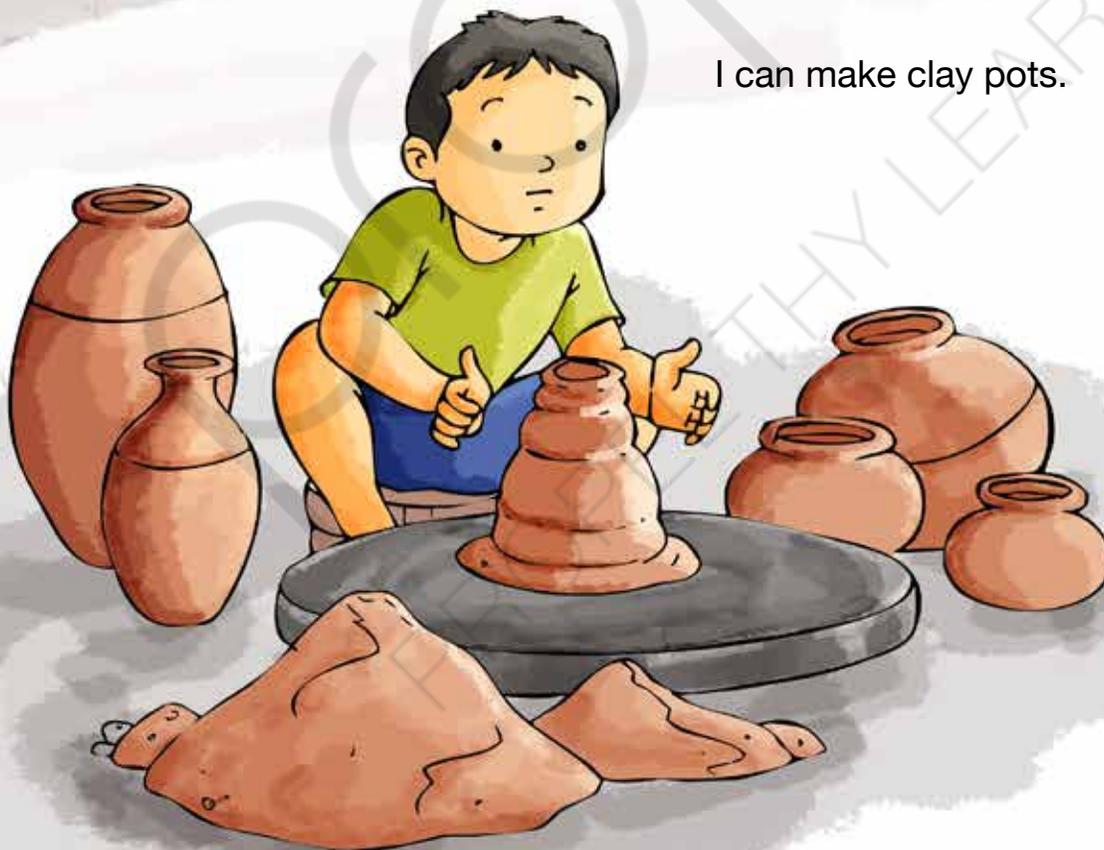


I can count 11 on my fingers.

I can run like a horse.



I can make clay pots.





I TALK

1. Who did you like the most? Why?
2. Which character did you circle?
3. Why do you think that this character is most like you?



PRACTICE AT HOME

What all can you do with different body parts? Think and write.

I can use my hands to

I can use my hands to

I can use my legs to

I can use my legs to

I can

with my teeth.

I can

with my teeth.

I can

with my ears.

I can

Blank writing lines for the first sentence.

with my tongue.

I can

Blank writing lines for the second sentence.

with my eyes.

I can

Blank writing lines for the third sentence.

with my eyes.

I can

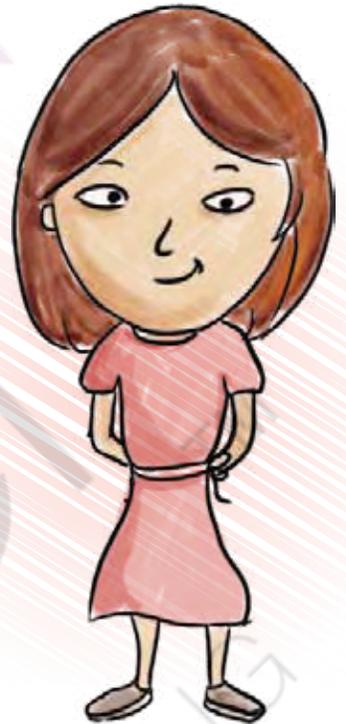
Blank writing lines for the fourth sentence.

with my nose.

Enjoy colouring the picture below.



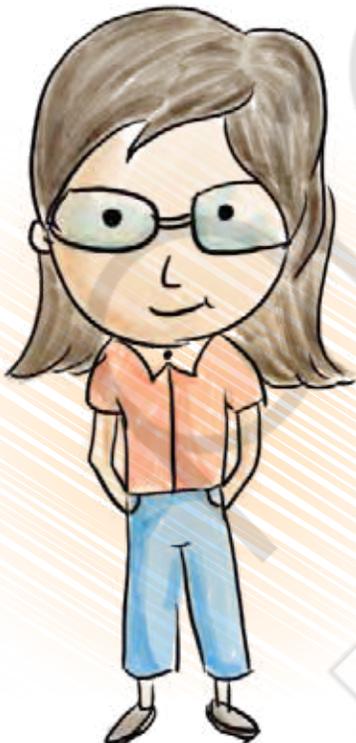
Different Shapes and Sizes



Some are tall
Some are short

Some are like round balls
Some are like long poles

What shape are you?
What size are you?



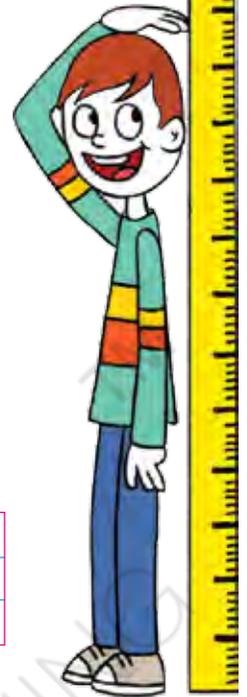
 I ACT

Using the weighing machine in school and the height measurement chart in class, find out your weight and height. Do this in groups of four.

Height

Team Member 1's height Team Member 2's height

Team Member 3's height Team Member 4's height



 I REFLECT

1. Whose height is similar to whom?

2. Who is the tallest?

3. Who is the shortest?

4. Name the team members in order of increasing height.

5. Name the team members in order of decreasing height.



Weight

Team Member 1's weight

Team Member 2's weight

Team Member 3's weight

Team Member 4's weight



I REFLECT

1. Whose weight is similar to whom?

2. Who has the maximum weight?

3. Who weighs the least?



Dip your palm and fingers in paint and make your handprint here. Leave your book open for it to dry!



Look at your handprint. Then look at your partner's handprint. Discuss:

1. What do you notice in both the handprints?
2. How is your handprint different from your partner's handprint?
3. How is your handprint similar to your partner's handprint?





I ACT

1. Draw a line on the floor in your classroom.
2. Place your heel on the line and mark the end of your big toe with a chalk.
3. Keep your foot in the same position and draw its outline.



I TALK

Look at your footprint and your partner's footprint.

1. What do you notice about your feet?
2. What is the difference between your feet and your partner's feet?
3. What is similar between your feet and your partner's feet?

You can colour the feet given below as you like.





Look at the following questions. Circle what is true for you.

What makes me...

1. What makes me laugh?



tickly toes



a big red nose



being rude



silly food

2. What makes me cry?



falling from a swing



dark hideout



falling from my cycle



a bully ring

3. What makes me scared?



bangs



gangs



angry adults



scary stories

4. What makes me sad?



rain, rain every day



no one wants to let me play



someone special's far away



a balloon pop

5. What makes me happy?



building a castle



opening a parcel



singing a song



dancing along



I TALK

Share your answers with your partner.

1. What did you find out about your partner?
2. Were his/her answers different from yours?

Taking Care of the Body

Different parts of our body play different roles in our life. We need to take care of them so that they can do their job well. Let's find out how to take care of some of our body parts.

1. What do you do to take care of your body?
2. What do you do when you come home after playing?



I READ

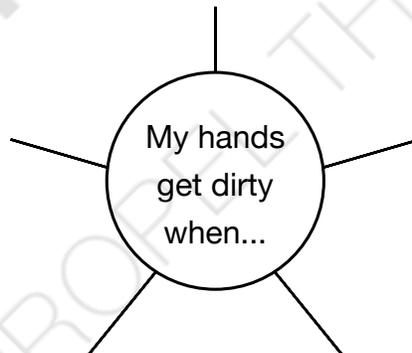
Shreya is playing in the park. It is getting dark. Her father comes to pick her up. Both of them go home. Shreya is hungry. She asks for a snack. Her father tells her to have a bath first, but Shreya wants to eat her snack first. Her father tells her that she had been playing in the sandpit and has sand all over her body. Shreya sees sand on her hands. She goes and takes a bath. Then, her father gives her a sandwich with a glass of milk. Shreya enjoys eating her snack.



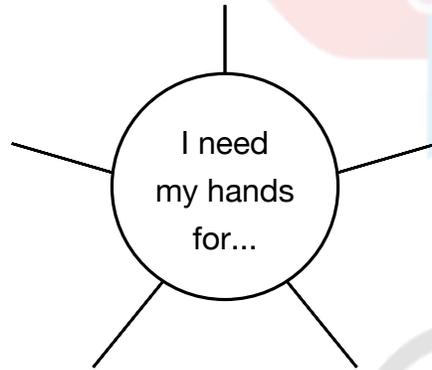
I WRITE

Answer the following questions in groups.

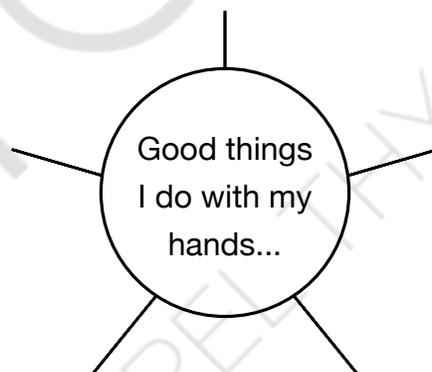
1. Name five activities in which your hands get dirty.



2. Name five actions that you do using your hands.



3. Name five good things you do with your hands.





Answer the following questions in class and then write the answers.

1. Why do you need to wash your hands?

a.

b.

c.

d.

e.

2. What all can you do WITHOUT washing your hands?

a.

b.

c.

d.

e.

3. What are the bad things you can do with your hands?

a.

b.

c.

d.

e.



Every time your hand touches a surface, it comes in contact with dirt. We can see some dirt and some we cannot. When the dirt goes inside our body with food or water, it can make us sick.

How to keep your hands clean?



Do you know how to wash your hands?

1. Apply oil on your partner's hands with a paintbrush and after 30 seconds wash it with cold water.

Touch and check what the hand feels like and tell your classmates.

2. Apply oil on your partner's hands with a paintbrush and after 30 seconds wash it with warm water.

Touch and check what the hand feels like and tell your classmates.

3. Put some glitter on your hands. Now wash the glitter from your hands.



1. How long did it take to wash the glitter off your hands? Tick the correct answer for you.

- a. I washed the glitter off very quickly and easily.
- b. I had to scrub it off with soap.
- c. I couldn't wash it off.

2. We are using our hands all the time, that is why it is important to wash them:

- a. before we eat food,
- b. after we eat food,
- c. after we use the toilet.



Shreya took her doll to play in the sandpit with her. Even though Shreya had taken her bath and was clean now, her doll still had sand on her. Shreya’s mother told her to wash the doll before playing with her the next time. Watch your teacher how she cleans the sand from the hair of Shreya’s doll.

Number the steps that your teacher follows to clean the doll’s hair.

- Wet her hair
- Comb her hair
- Wash shampoo
- Apply shampoo
- Dry her hair with towel



Now you know that you need to wash your hands and hair, but what about your nails? How do you keep them clean?

Shreya was back from school. Her mother looked at her hands and said, ‘We need to cut your nails.’ ‘But why’, Shreya asked. Her mother showed her the black spot on her nails and said, ‘That is dirt under your nails and it will go into your tummy if we don't cut them.’ Shreya quickly held her hands out so that her mother could cut her nails.

What do you use to clean your body parts? Circle the correct option.

a. Fingers and toes	Shampoo	Toothpaste	Nail clipper
b. Hands and legs	Toothbrush	Soap	Nail clipper
c. Hair	Toothpaste	Nail Clipper	Shampoo
d. Teeth	Soap	Toothpaste	Shampoo

Culmination

1. Seek your teacher's help to draw the outline of your body on the chart. Label your body parts.
2. Draw and write:
 - a. Your likes

Handwriting practice box for 'Your likes' (row 1). It consists of a pink border and three horizontal blue lines.

Handwriting practice box for 'Your likes' (row 2). It consists of a pink border and three horizontal blue lines.

Handwriting practice box for 'Your likes' (row 3). It consists of a pink border and three horizontal blue lines.

- b. Your dislikes

Handwriting practice box for 'Your dislikes' (row 1). It consists of a pink border and three horizontal blue lines.

Handwriting practice box for 'Your dislikes' (row 2). It consists of a pink border and three horizontal blue lines.

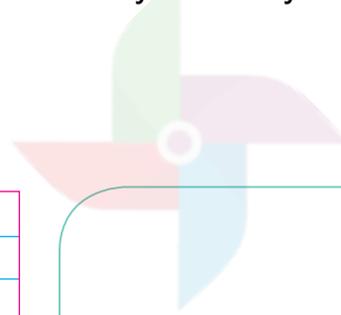
Handwriting practice box for 'Your dislikes' (row 3). It consists of a pink border and three horizontal blue lines.

- c. What do you use your senses for?

Handwriting practice box for 'What do you use your senses for?' (row 1). It consists of a pink border and three horizontal blue lines.

Handwriting practice box for 'What do you use your senses for?' (row 2). It consists of a pink border and three horizontal blue lines.

Handwriting practice box for 'What do you use your senses for?' (row 3). It consists of a pink border and three horizontal blue lines.



A large, empty rounded rectangular box for drawing and labeling the body outline.

A large, empty rounded rectangular box for drawing and labeling the body outline.

A large, empty rounded rectangular box for drawing and labeling the body outline.

All about me

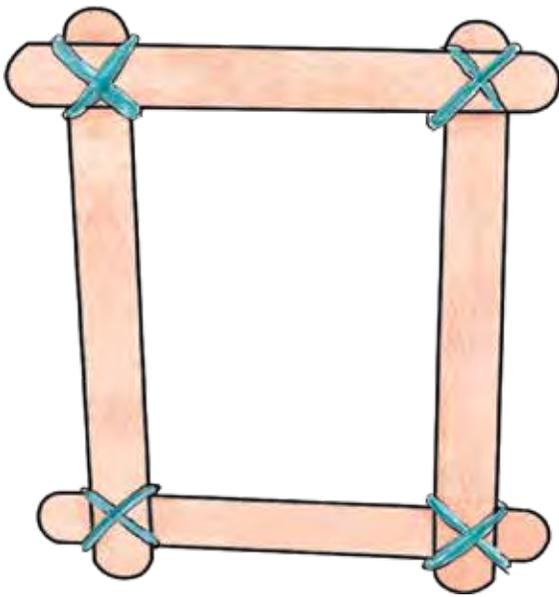
Illustrated by: _____



This is my home.

PROPEL™
PROPEL THY LEARNING™

This is what I looked like as a baby.



Some of my first words were:

Blank writing lines for the first words.

Blank writing lines for the first words.

Blank writing lines for the first words.

I was really cute.



This is my favourite food.



Blank writing lines for the favourite food.

This is my favourite song.

This is my family. They love me and I love them.



This is my favourite colour. | This is my favourite animal. | This is my favourite TV show.

This is my best friend.



This is my favourite toy.



This is what I want to be when I grow up.

A large cloud-shaped outline with yellow stars along its top and bottom edges. Inside the cloud, there is a line for writing.

I want to be a(n) _____.



CLOTHES



I TALK

What do I wear at home?



I WATCH

Let's watch videos about different pieces of clothing we wear.



I REFLECT

1. What did you like in the videos?

2. Name some of the clothes you saw in the videos.

a.

b.

c.

d.

e.

f.



I OBSERVE

Look at the items of clothing and identify them.



T-Shirt



Hat



Boots



Socks



Dress



Shirt



Pants



Shorts



Jacket



Jeans



Skirt



Muffer



Raincoat



Shoes



Night Suit



Underwear



Suit



Blouse



Sandals



Coat

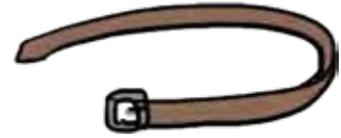
Look at the different accessories and identify them.



Gloves



Cap



Belt



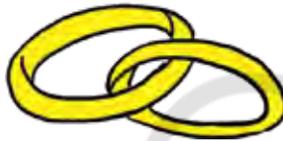
Buttons



Umbrella



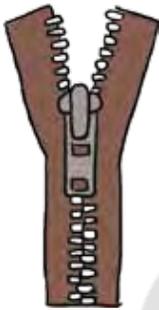
Necklace



Rings



Wallet



Zip



Bag



Hairband



Tie



Glasses

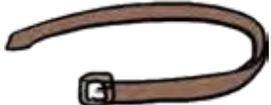
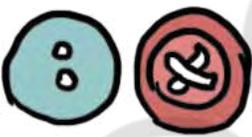


Earrings



What Am I?

For each picture, choose the word that best describes it.

 <p>coat zip shoes</p>	 <p>pant overcoat shorts</p>	 <p>underwear sandals laces</p>	 <p>belt bow tie</p>
 <p>sneakers dress loafers</p>	 <p>pants button shirt</p>	 <p>coat shoe sock</p>	 <p>boots clogs pants</p>
 <p>earrings belt pocket</p>	 <p>top glove umbrella</p>	 <p>skirt swimsuit capris</p>	 <p>boots tie shorts</p>



I PRACTISE

1. Look inside your wardrobe and tell your parents the names of each piece of clothing that you see.
2. Bring any two pieces of clothing to school.



I ACT

Identify the clothes and accessories shown in the following picture based on their colours and fill in the blanks.



Red

Orange

Striped orange
and yellow

Green

Brown

Sky blue



Give your child clothes to carry to school to make labels for them. He/ She will bring them back home safely. Also, children are going to do cutting activity (for labels) in class under the teacher's supervision. It builds their fine motor skills.

My Belonging



You should not mix up your clothes with someone else's. Let us make labels for your clothes.

1. Cut out the labels given at the end of the book using scissors.
2. Write your name and class on the label and string them.
3. Now attach the string on the label on your clothes.

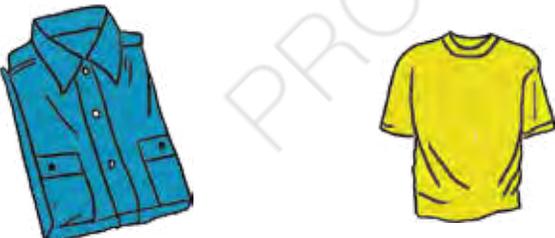


1. Why do you think labeling your clothes is important?
2. You can label your pencil box, your water bottle and your bag too!

Mix it up



Get into groups of five. Put the clothes that you have brought together in the centre. Now make as many groups with the clothes as possible. Also write how you made the groups. One example has been done for you.

Items grouped together	Reason for grouping them like this
	
	I put the clothes I wear below my waist in one group and the clothes that I wear above my waist in another group.

Each team member must come up with at least two ways to group the clothes.

Items grouped together	Reason for grouping them like this



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PROPEL THY LEARNING

Items grouped together	Reason for grouping them like this

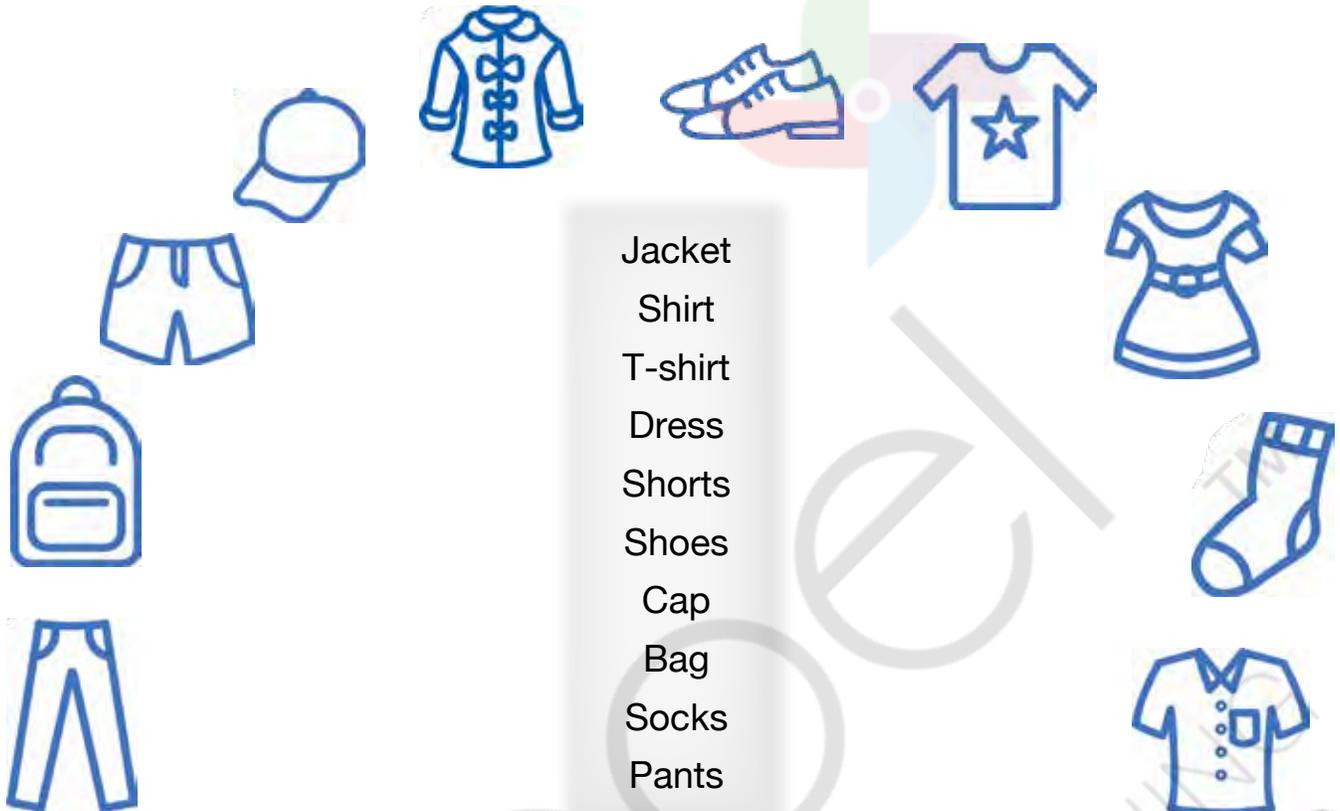


The activity focuses on building children’s ability to reason and find patterns. You can ask your child to make groups of other objects in the house e.g. make groups of objects/ food in the kitchen. Ask your child to also tell you the reason for grouping things in a certain way.



I ACT

Listen to the instruction your teacher gives. Colour and match.



Jacket
Shirt
T-shirt
Dress
Shorts
Shoes
Cap
Bag
Socks
Pants



I am Luv and I want to talk about my favourite clothes. I have a pair of blue shorts, a green shirt, a red coat, two pink and yellow t-shirts and black shoes.



I am Rishika and I also want to tell you about my favourite clothes. I love to wear my green dress, blue shorts, black shoes, cap and purple t-shirt.

Help Your Child

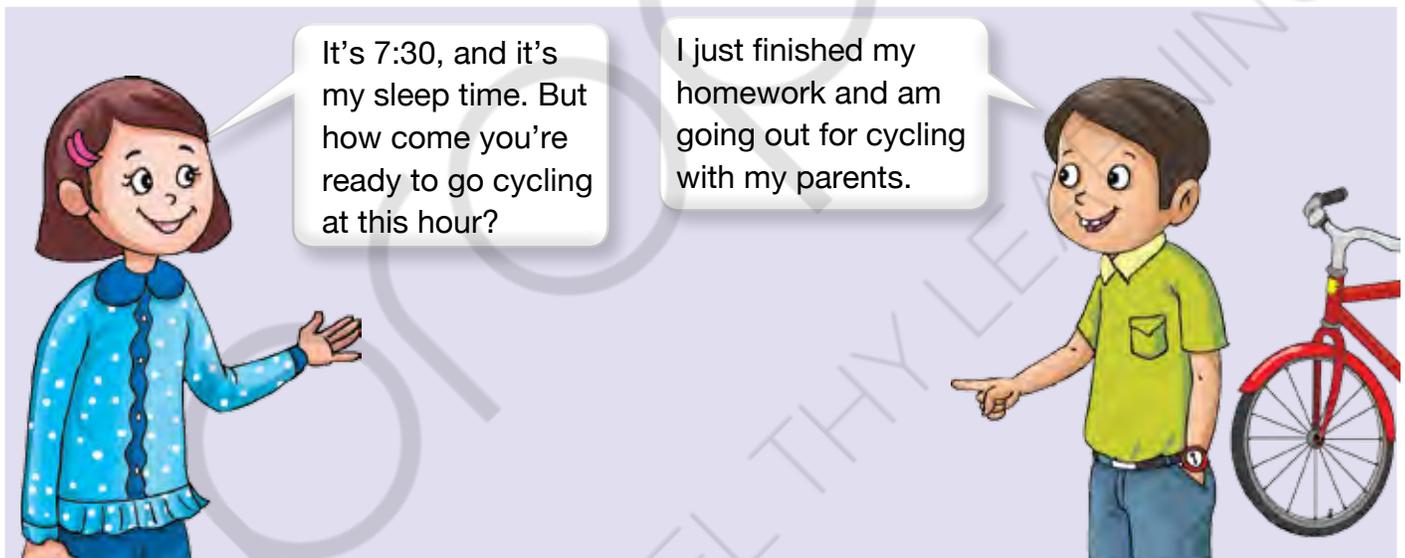
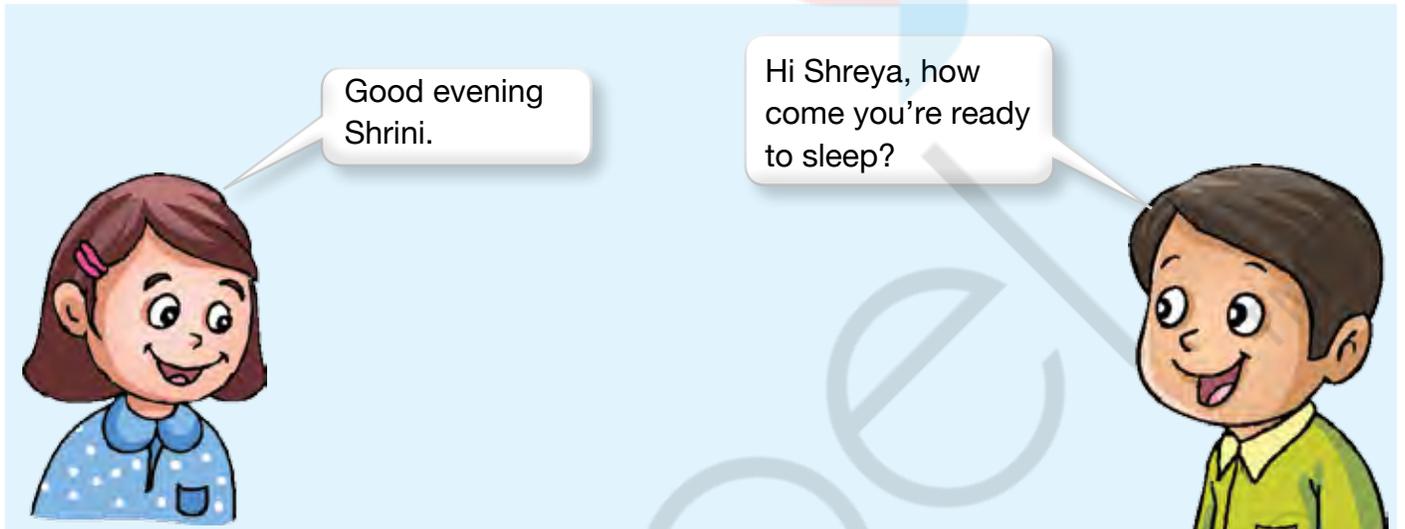
Children match the names of clothes and accessories with their images.

Different Clothes for Different Purposes



I READ

Let's read a conversation between Shreya and Shrini.



I REFLECT

1. How did Shreya come to know that Shrini was going out for cycling?
2. How did Shrini come to know that Shreya was about to sleep?

Clothes for Different Occasions



I READ

1. Do you always wear the same clothes?
2. When do you wear your special dress?



I LISTEN

A Special Dress

It was Meeta's seventh birthday. She was very excited. Meeta's parents had organised a party to celebrate her birthday. They had invited all her friends. She wanted to wear a special dress for the party. Her mother asked her if she wanted to buy a new dress, but Meeta refused.

'I would like to wear a special dress on my birthday!

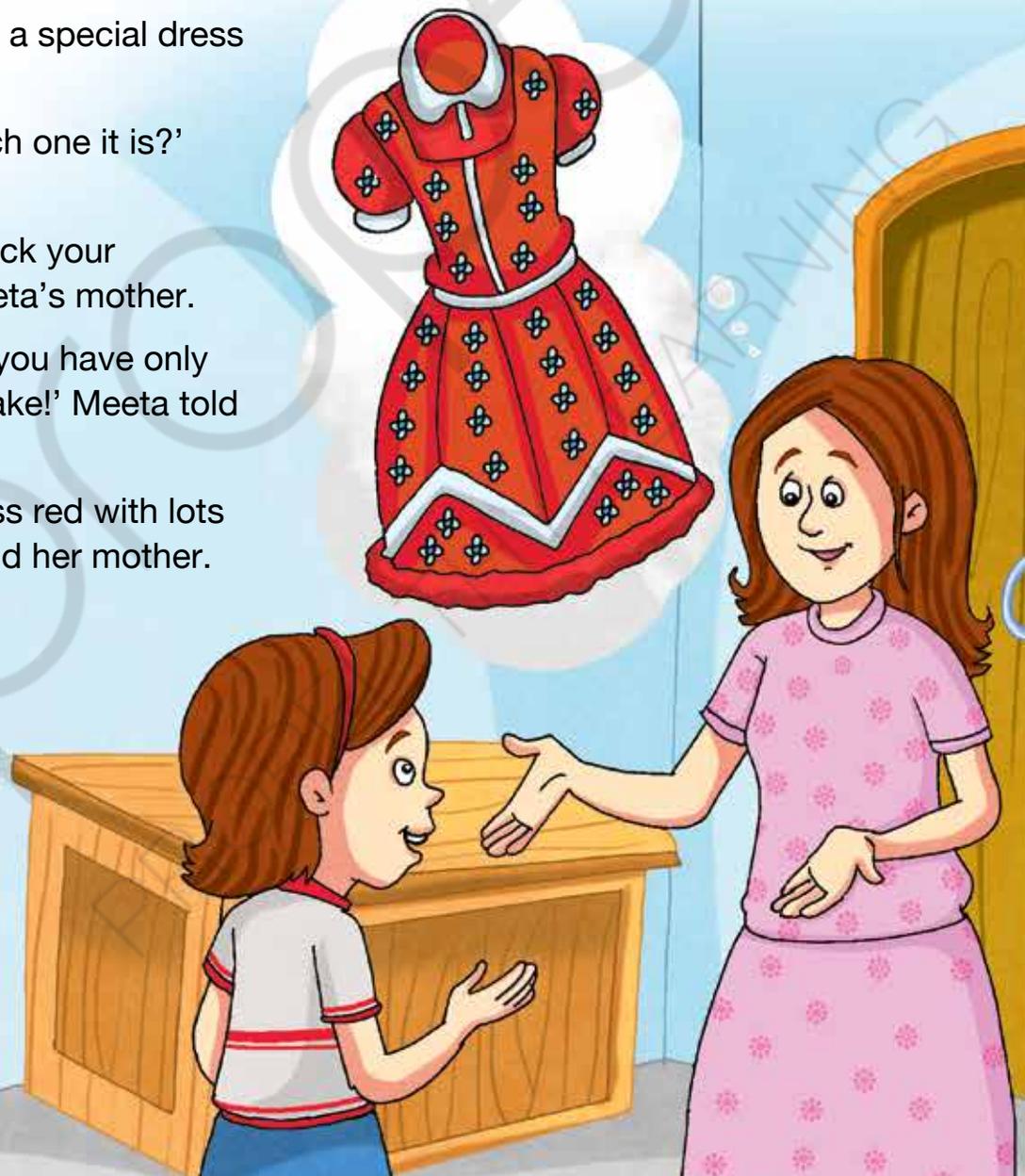
Can you guess which one it is?' said Meeta.

'Hmm ... let me check your wardrobe,' said Meeta's mother.

'Ok, but remember you have only three guesses to make!' Meeta told her mother.

'Ok! So, is your dress red with lots of flowers on it?' said her mother.

Meeta said, 'No!'



‘Then it must be a pair of yellow shorts with a colourful T-shirt!’ the mother said.

Meeta shook her head and reminded her mother about what she loved to wear. She asked her to think hard since it would be her last chance.

‘You love your polka dotted pyjamas, but obviously you will not wear them for your birthday party,’ said her mother.

Meeta went to her wardrobe and took out her swimsuit.

‘This is what I want to wear for my birthday party! Can we please have a pool party, Mom?’ Meeta requested.

Her mother laughed. She thought it was a good idea to have a pool party as most of Meeta’s friends enjoyed swimming.

Finally, Meeta celebrated her seventh birthday at a pool and everybody enjoyed the pool party.





I TALK

1. Why was Meeta excited?
2. What was Meeta's special dress?



I ACT

The following are some clothes from Meeta's wardrobe. Match the clothes to the occasion where she would wear them.



Swimming pool



Bedroom



Playground



Dance party



School



Taekwondo



PRACTICE AT HOME

Read the poem given below. Colour the picture based on the poem.

My T-shirt is blue and my hat is pink.

Tell me, what do you think?

My trousers are yellow and my socks are green.

Tell me, what do you think?

My jacket is purple and my shoes are white.

Tell me, what do you think?

My gloves are brown and my muffler is black.

Tell me, what do you think?

Do you like the clothes I'm wearing?

Do you think they're nice and cool?

This will help me make people laugh,
When I colour my face and act like a fool.

1. Who is the man in the above picture?



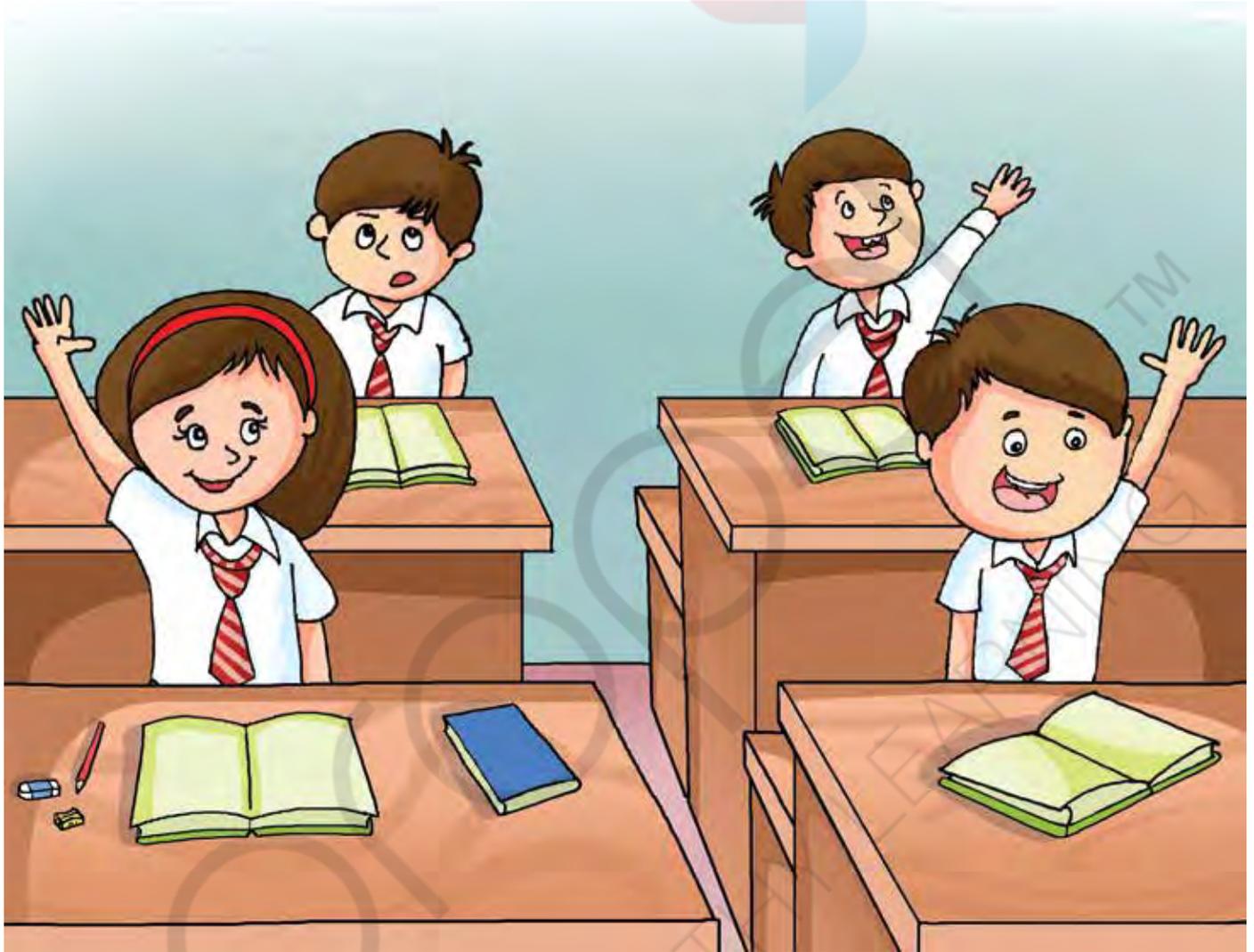
The poem builds children's vocabulary and develops identification of colours.

Clothes We Wear in School

I TALK

Look at the picture given below and answer the following questions.

1. What can you see in this picture? Where do you think these students are?



2. Name the clothes these students are wearing.
3. What do you wear to school?
4. Do you wear the same clothes at home?

All students of a school wear the same clothes. It is called a uniform.

Uniforms are clothes worn by a special group of people.

I EXPLORE

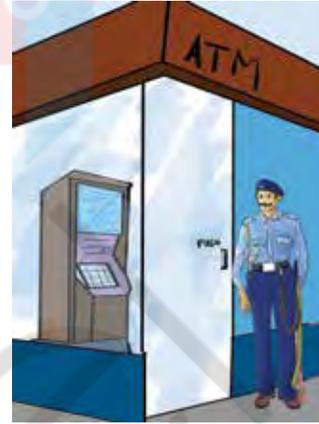
Can you recognise any other person in your school who wears a uniform?

 I OBSERVE

Look around as you go home today. Notice the places around and the people who live and work at these places. Observe the uniform people wear for their work.



Hospital



ATM



School



Postal Services



Road



Metro / Railway Station



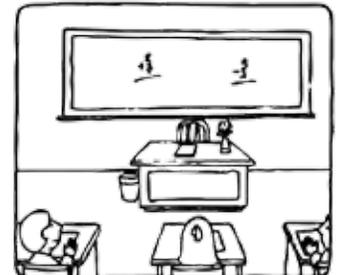
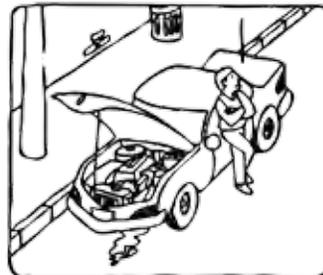
Airport



Bus

 I CONNECT

1. Why do you think wearing a uniform is necessary? Tick the correct answer.
 - a. It makes everyone look the same.
 - b. It becomes easy to identify where people work.
 - c. It looks nice.
 - d. It is very comfortable.
2. Match the persons with the roles they perform:



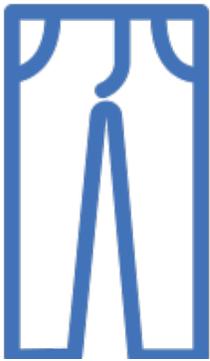
Identifying Own Uniform



I CONNECT

Look at the pictures below. Which clothes do you wear to school?

Circle your uniform and colour it like your uniform.



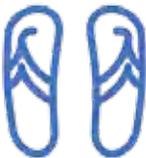
PRACTICE AT HOME

Show your uniform to your parents and tell them what you like the most about it.



I PRACTISE

Read the words given with the pictures and circle the correct spelling for each one of them.

 glove gluve glauve	 bolt belt built	 sock sack sauk	 sleeper slipper slepper
 vast veast vest	 punts pants paints	 hat hit hot	 dres dress drest
 shurt shart shirt	 tie tei tai	 gip zip jeep	 undervar underwear undervear



The above activity brings attention to the spellings of words related to clothing. The expectation is not to make children memorise the spellings but look at various spellings and identify the correct spelling out of them. Slowly they will learn the correct spellings.



Let's read the story.

Caring for Things



Raju loves going to school. Every morning he takes his uniform from the cupboard and gets ready.

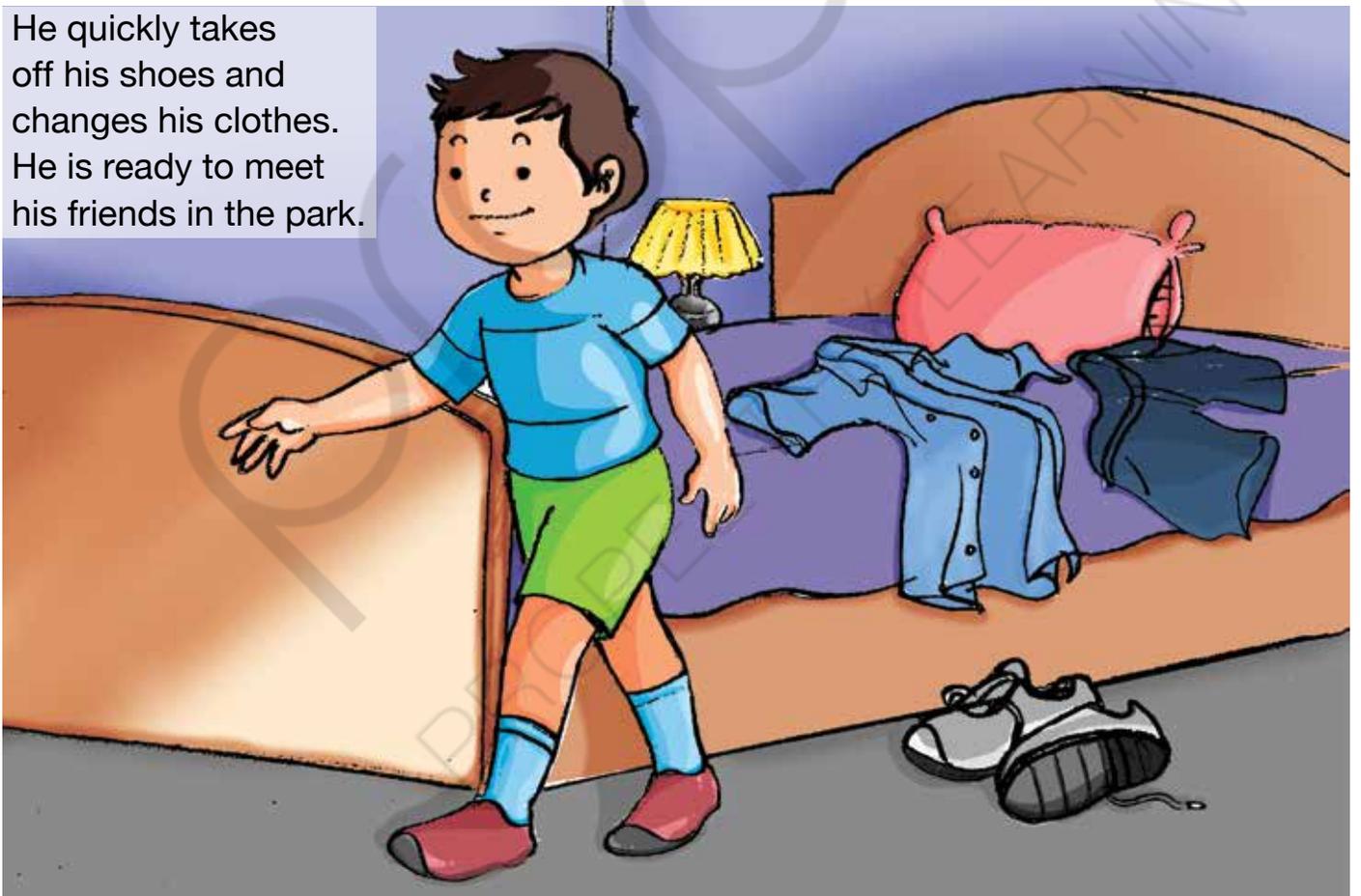


He puts on his shoes and leaves for school.

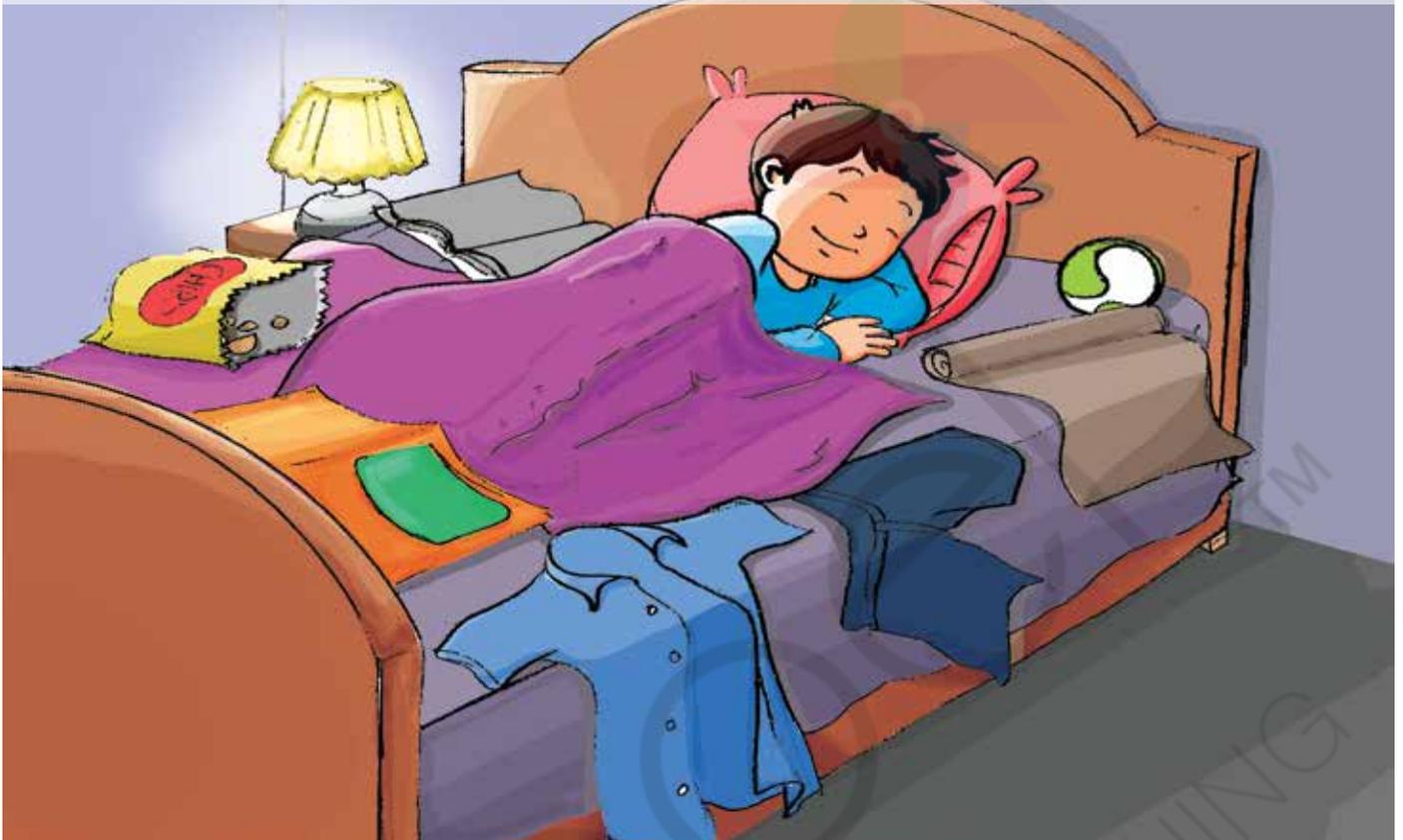
When Raju returns from school, he is very excited. He drops his bag at the door and rushes to his room.



He quickly takes off his shoes and changes his clothes. He is ready to meet his friends in the park.

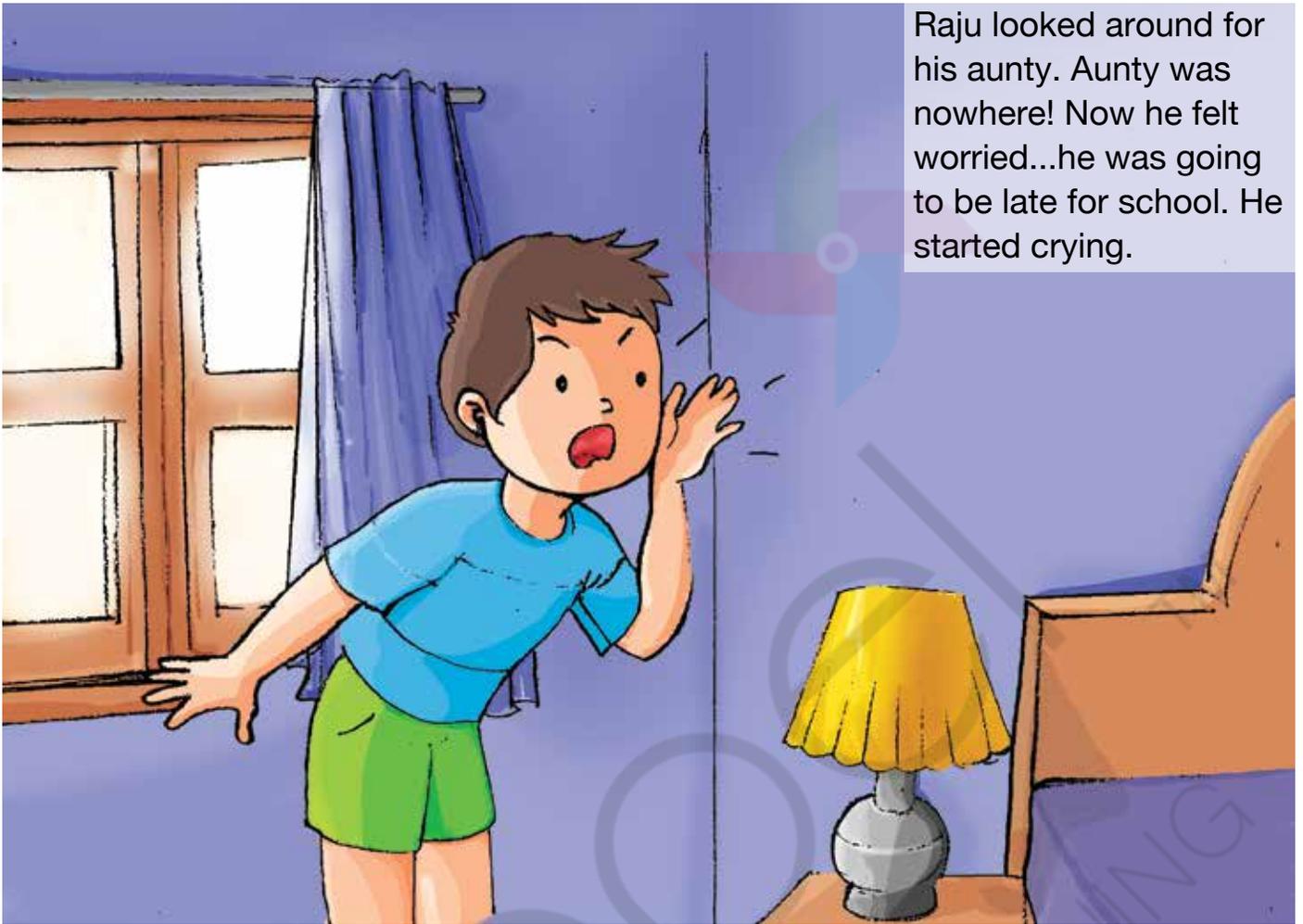


One day when Raju returned to his room after playing, he was surprised to see things lying here and there. He asked, 'Why is my room like this?' Then, he moved his clothes to one side, made a little space for himself on the bed and went to sleep.

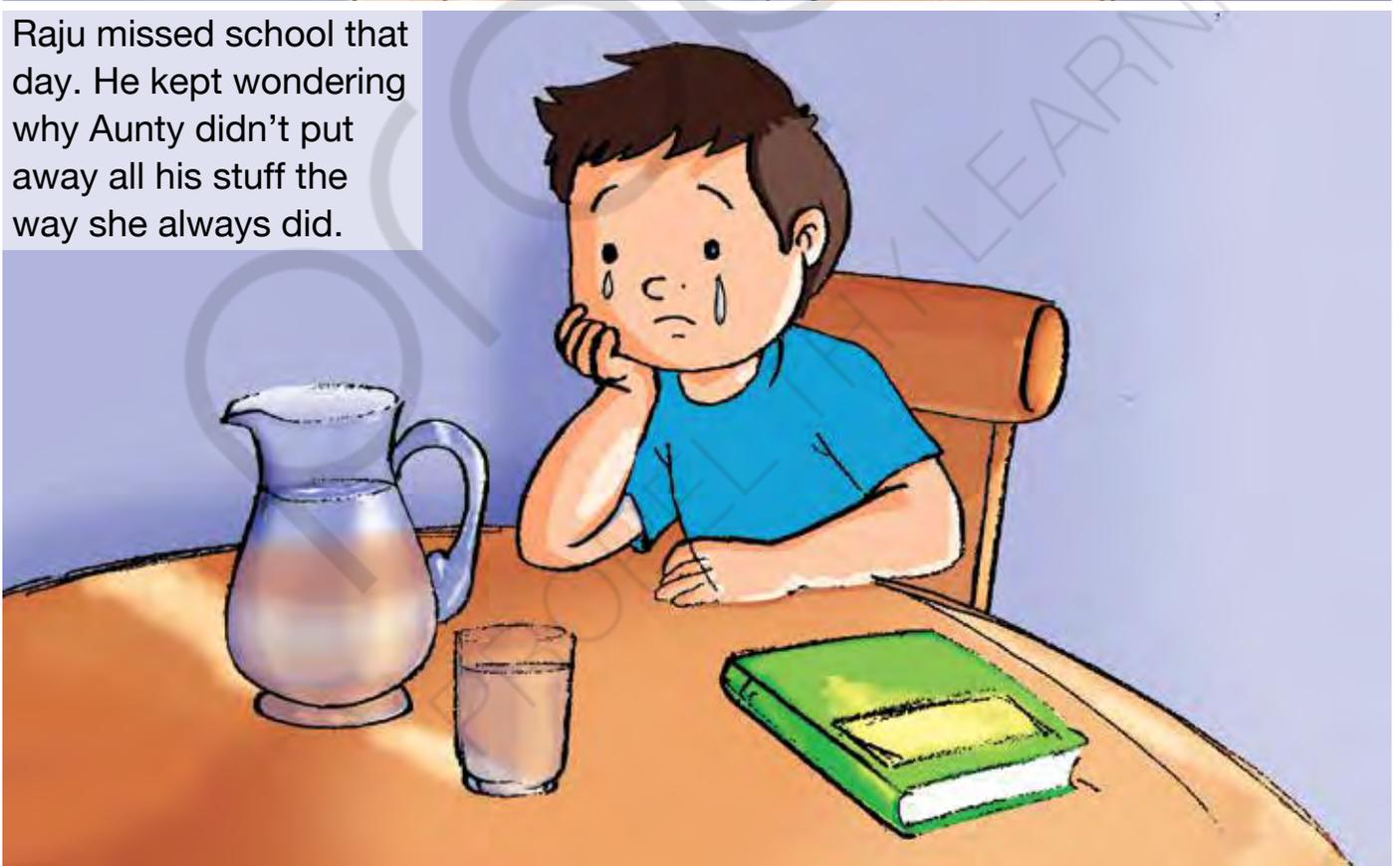


Next morning when Raju woke up and opened his cupboard to take out his uniform, it was not there. He saw it lying crushed on his bed.

Raju looked around for his aunty. Aunty was nowhere! Now he felt worried...he was going to be late for school. He started crying.



Raju missed school that day. He kept wondering why Aunty didn't put away all his stuff the way she always did.





I TALK

1. Why did Raju miss school?
2. What can Raju do so that he doesn't miss school again?
3. Why do you think Aunty did not put away Raju's clothes and shoes that day?



I REFLECT

1. Where do you find your clothes and shoes when you are getting ready to go to school?
2. Where do you keep the clothes that you wear at night?
3. Where do you find your clothes when you come back from school?
4. Who do you think takes care of your clothes for you?



I ACT

Let's make a thank you note for the person who takes care of your clothes for you. Look at the card Rishika made for her mother. Read what she has written on it.



Dear Mummy,

Thank you for taking care of all my materials and keeping them safely every day. It is very helpful.

From,

Rishika



I REFLECT

1. Who helps you get ready for school?
2. What does he/she do for you?
3. How would you like to thank him/her?



I ACT

1. Cut out the thank you card from the end of this book and write down the person's name and what he / she does for you. Write a big 'thank you'. Decorate the card and give it to him/her with love.
2. Read the poster below and try to follow it for a week as part of learning to keep yourself clean.

<p>Socks Pair 1</p> <p>Monday</p> <p>Gap day for washing and drying your socks pair 2.</p>	
	<p>Socks Pair 2</p> <p>Tuesday</p> <p>Gap day for washing and drying your socks pair 1.</p>
<p>Socks Pair 1</p> <p>Wednesday</p> <p>Gap day for washing and drying your socks pair 2.</p>	
	<p>Socks Pair 2</p> <p>Thursday</p> <p>Gap day for washing and drying your socks pair 1.</p>
<p>Socks Pair 1</p> <p>Friday</p> <p>Gap day for washing and drying your socks pair 2.</p>	
	<p>Socks Pair 2</p> <p>Monday</p> <p>Gap day for washing and drying your socks pair 1.</p>

3. Change your underclothes every day and wash them too.

How do I Decide What to Wear?



I LISTEN

Let's listen to a story.

Olivia's maasi had bought some gifts for Olivia and her cousin sisters. Olivia was very excited and wanted to see them all. She opened up the bag quickly. There were t-shirts in the bag—so many of them! She counted them—one, two, three, four, five.



Very excited, Olivia asked, 'Which ones are for me, Maasi?' Her maasi replied, 'I won't decide which ones are for whom. I will let the mothers decide.'

Olivia jumped as if to stop her maasi and said, 'Never let the mothers decide.' Maasi was now puzzled and asked Olivia, 'Why do you say that?'

Olivia replied, 'Because the mothers will just think of colour. They will think Olivia likes this colour, take it. Jazmin likes this colour, take it. Saisha likes this colour, take it.'

Maasi nodded and said, 'Ok, how will the kids decide?'

Olivia had found her chance. She said, 'We will first look at the pattern and decide who likes which pattern. Then we will look at the colours.'

To this her maasi asked, 'But what happens if the pattern you select and your favourite colours don't match?'

Little Olivia thought for a minute and replied, 'Then we would go for the pattern.'

Amazed, maasi told her sisters about it. It was then decided that the kids would decide which t-shirt is to be given to whom.



 **I REFLECT**

1. How did Olivia decide to distribute the t-shirts among the three sisters?

Blank lined writing area for question 1.

2. Why did Olivia not want the mothers to distribute the clothes among her cousins?

Blank lined writing area for question 2.

3. If you were in Olivia's place, how would you decide to distribute the t-shirts?

Blank lined writing area for question 3.

4. Ask your partner how he/she would like to distribute the t-shirts?

Blank lined writing area for question 4.

 **I CONNECT**

1. Do you go with your parents to shop?

2. On what basis do you decide which clothes to buy? Tick your answers.

- | | |
|---------------------------------------|----------------------------------|
| a. What colour it is | b. What pattern it has |
| c. What material it is made of | d. How it feels |
| e. How fancy/cute it looks | f. Who else is wearing it |

Keta and Shruti



I LISTEN

Let's find out how Keta and Shruti decide their clothes.

Shruti and Keta were cousins. They were going to attend a religious ceremony (*puja*) at their chacha's place in Karnataka. Since they would be meeting their cousins after a long time, they were very excited.

Shruti opened her cupboard to find something she could wear. She had recently got a suit stitched that she really liked. She looked at it and said, 'I wore this at Akanksha maasi's wedding. I don't have anything new.' Saying this, Shruti started crying. Shruti's parents too thought that she should have something new for the *puja*. In fact, they thought that the occasion was so special that they should get something brand new for everyone.



While Shruti went shopping with her parents, Keta was still looking at her wardrobe and thinking. When Keta's father entered her room, she showed him two dresses and told him about her confusion. She liked both the dresses, they fitted her well but she didn't know which one to wear at the *puja*.

Her father told her, 'Remember when you wore the red *lehenga choli* at Akanksha bua's wedding. The sequins kept bothering you and you felt sweaty and terrible.' Keta remembered. She said, 'Yes, and the Rajasthani one I wore at my friend's birthday party and I could keep playing for a long time. I didn't even sweat.'

'That's right! So, now can you decide which dress you want to wear,' her father said. Keta had already decided and jumped with joy – 'Yes, the Rajasthani *lehenga choli*.'

Meanwhile, Shruti had bought a piece of cloth and given it to the tailor for stitching. The tailor took measurements and told her she could collect her dress after two days.

Two days later, she got her *lehenga* and went straight to Keta's house. Keta was ironing her *lehenga* while her father stood watching. Shruti and Keta showed each other what they were going to wear. Shruti asked Keta why she was repeating what

she had worn earlier. Keta replied, 'Because it is not torn and fits me well. Next year, I will grow taller and it won't fit me anymore. Also, I don't sweat in this so I can play for as long as I want.' Shruti listened to her and thought she might do the same with her old *lehengas*.





I CONNECT

1. Where were Shruti and Keta going?
2. Why did Shruti decide to buy a new dress?
3. Why did Keta decide to wear an old dress?
4. Imagine you are going to attend a puja. Whose thinking –Shruti’s or Keta’s- will you use to decide what to wear?



I ACT

The tailor stitched Shruti’s clothes after taking her measurements. Would you like to know how he stitches clothes? Let’s invite a tailor to your class and learn to stitch clothes. Make an invitation card for the tailor.

I
 of class
 invite you to my class. Please come
on at a.m. to teach us .

Thank you.

Make an invitation card with the help of your teacher and give it to the tailor.

Write down the steps that the tailor follows to make one sleeveless t-shirt for a child of your age.

Step 1:

Step 2:

Step 3:

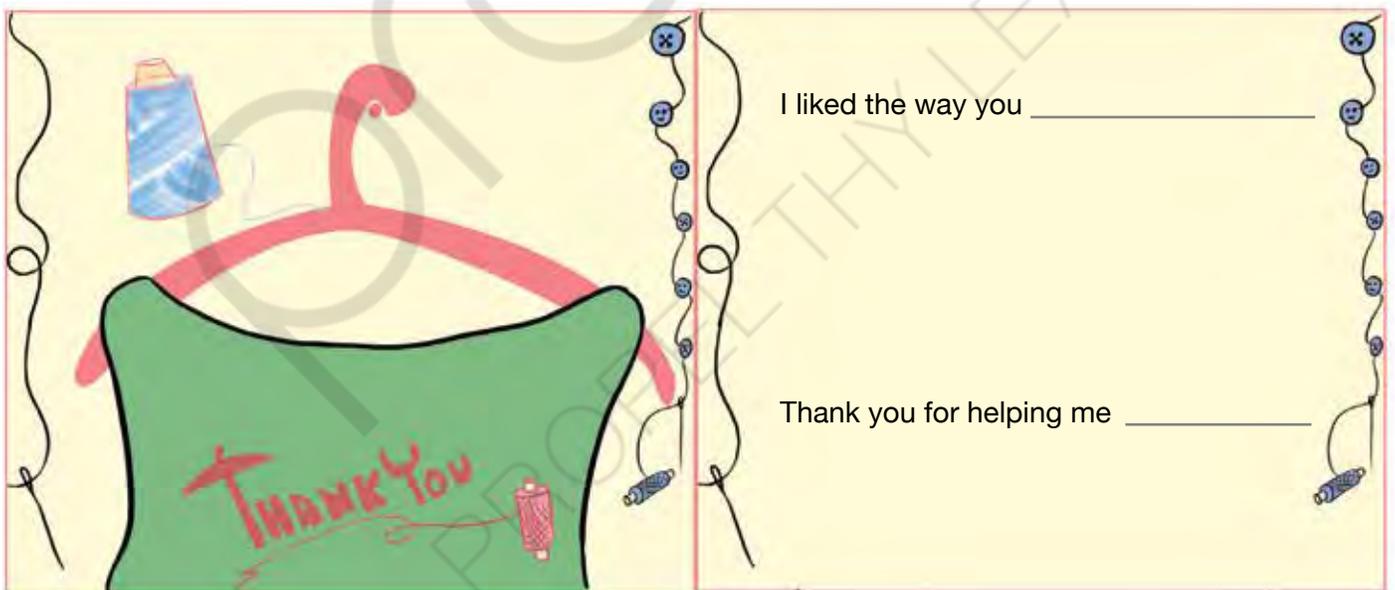
Step 4:

How did the tailor make the t-shirt? Put the steps in correct order.

- Cut cloth according to measurements
- Take measurements
- Stitch the cloth
- Mark measurements

Saying Thank You

The tailor left his day's work and came to your class. He spent time with you teaching you how to make a t-shirt. Let us make a thank you card to thank him for teaching us.



Now make your note on a separate sheet, decorate it and give it to your teacher. She will give it to the tailor.

 I ACT

Let's try and measure the length of different things around us. You can use your hand span to measure.

1. Your pencil box
2. Your partner's pencil box
3. Your table
4. Your bench
5. Teacher's table

 I REFLECT

1. Did everyone get the same measurements?
2. Why do you think the measurements were different?

You are right. Each one of us has hands that have different sizes. So, using our hands to measure something is not a good idea. Instead, we must use something which does not change its size. For example, an unsharpened pencil or a folded piece of newspaper or a ruler.

Use an unsharpened pencil or an unused eraser to measure:

1. Your table =

 unsharpened pencils
2. Your pencil box =

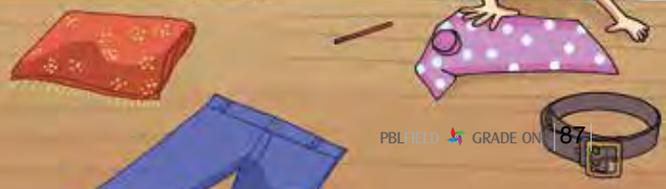
 unused eraser
3. Your PBL book =

 unsharpened pencils
4. Your tiffin box =

 unsharpened pencils



TM



Clothes and Seasons



I LISTEN

Let's sing this poem together.

Whatever the weather is today,

Will tell me what to wear if I go out to play.

The weather outside could be cold or warm,

Foggy, smoggy, freezy, breezy, rainy with a storm.

Do I need a coat?

Do I need some boots?

Do I need some mittens?

Or a bathing suit?

I've got shorts and sweaters,

Earmuffs too,

Goggles, sandals, lots of hats,

Even have my grandpa's spats.



Whatever the weather is today,
Will tell me what to wear if I go out to play.
The weather outside could be cold or warm,
Foggy, smoggy, freezy, breezy, rainy with a storm.

Do I need a raincoat?
Should I carry an umbrella?
Must I wear gumboots?
Or a pair of slippers, like that of Cinderella?

I'm wearing a shiny raincoat,
Gumboots too,
Holding a colourful umbrella and wearing pants,
For today, I can't be dressed in my frock, like that of Cinderella.

Whatever the weather is today,
Will tell me what to wear if I go out to play.
The weather outside could be cold or warm,
Foggy, smoggy, freezy, breezy, rainy with a storm.



I TALK

1. Why do we wear different clothes in different seasons?
2. How is the weather today?
3. Can you wear a sweater and a muffler today? Why?
4. What will you wear if it is cold outside?
5. What are you wearing today?



I READ

Let's read what Sini wants to do in her summer break.

'Yippie! It is summer break now!' Sini shouted. 'Mom, last vacation you told me that we would go to a hill station. Have you thought of something? If you have not, I have a plan. Let us go to Nainital!'

'I have made a plan, Sini. I just wanted to give you a surprise. We are leaving tomorrow for Nainital. So, pack everything you need tonight. But keep in mind, it is very cold there,' said her mother.



I WRITE

Let us help Sini with her packing.

1. Suggest some clothes she should carry along.

2. What clothes should Sini carry if she is going to Rajasthan in summers?

Blank lined writing area for the first response.

Blank lined writing area for the second response.

Blank lined writing area for the third response.

Culmination



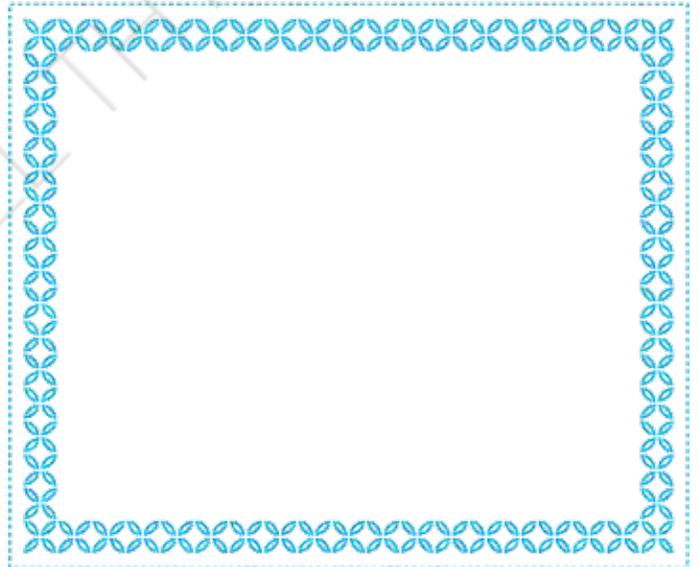
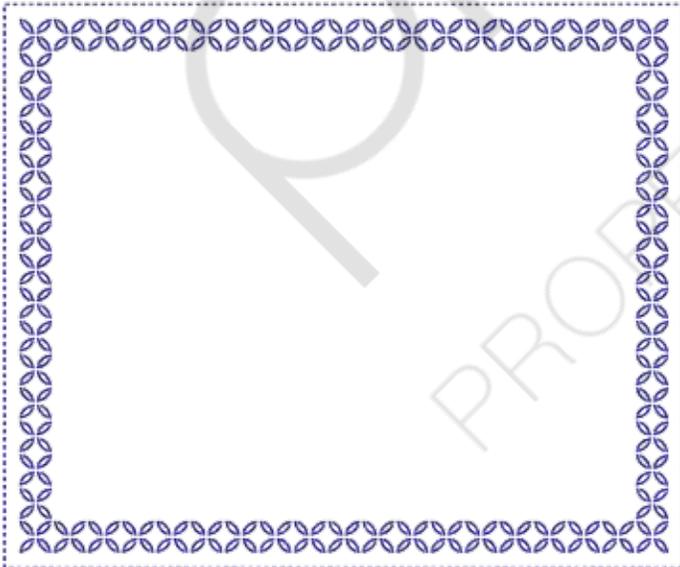
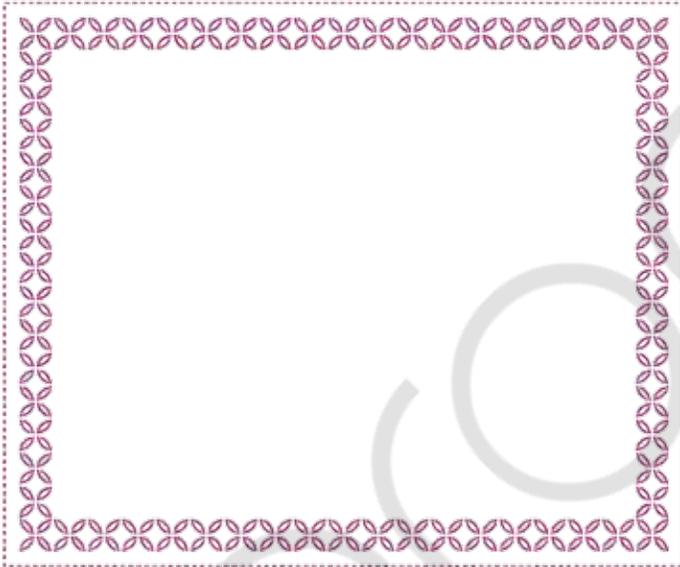
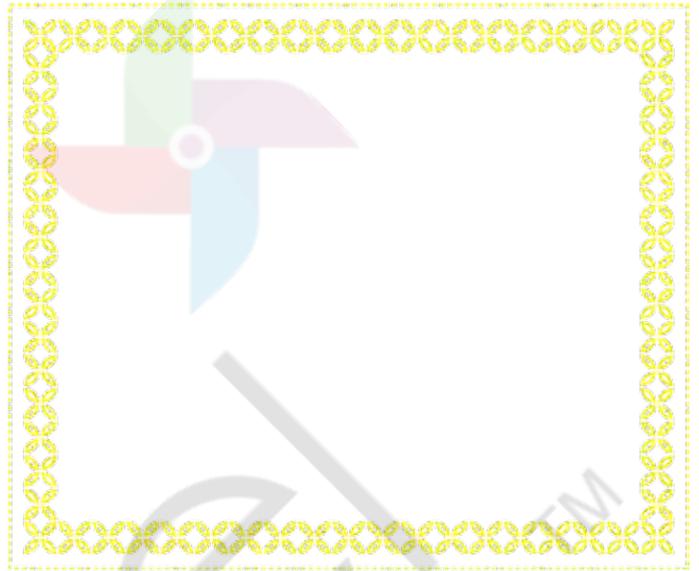
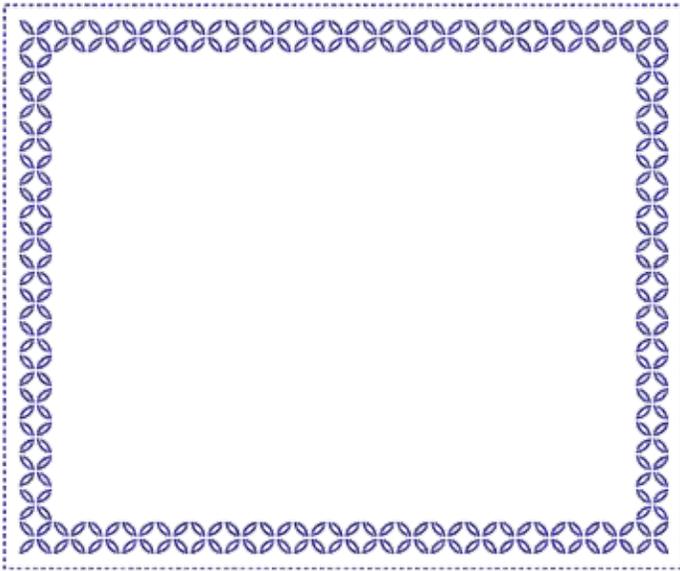
Let's design some clothes for a doll when the doll is ready to play.

1. Prepare a list of things that the doll should do to take care of herself and her clothes.
2. Explain why those clothes are most suitable for the doll.



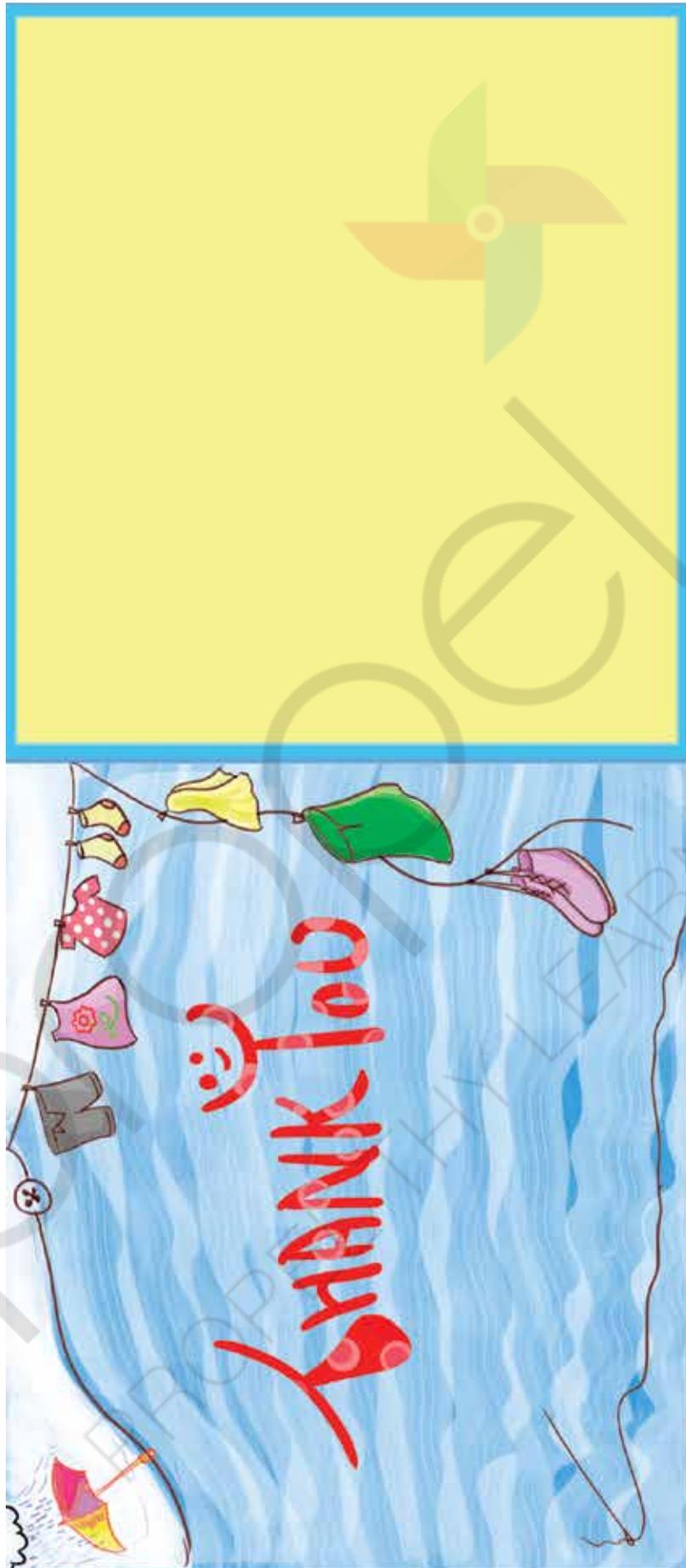
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Labels for clothes





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