

## Lesson-4: Food and Feeding Habits of Animals

Theme 3: What Is a Country?

10 Periods (40 minutes each)



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



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

I affirm

I treat all animals with kindness.

### Curricular Goals and Objectives (NCF)

#### To enable the students:

- to understand animals' basic food needs and identify what different animals eat.
- to learn appropriate feeding practices and care for domestic and pet animals.
- to develop practical science skills through enjoyable hands-on activities.
- to promote empathy and responsible community behaviour towards street animals.

### Methodology

#### Period 1

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

SHOULD DO

05 MIN.

**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 class, let us all say together, 'I treat all animals with kindness.' Repeat after me: 'I treat all animals with kindness.'

**Teacher:** Alright. Today, we are going to begin a new chapter 'Food and Feeding Habits of Animals.' We 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.

MUST DO

5 MIN.

K	W	L

**Teacher:** Before we start the chapter, we will do a quick Re-KAP, which involves revisiting our previous knowledge through creative activities using Kinaesthetic, Auditory and Pictorial methods to make our learning interactive and engaging, starting with a kinaesthetic activity to get us ready for the new topic.

Re-KAP

SPD

Kinaesthetic


Work in pairs. One of you will act like an animal. Your partner will guess if it is a wild, farm or domestic animal.

Auditory\*


Listen to your teacher carefully. Answer the questions.

Pictorial


Match the animals with the food they eat.



Nuts



Green leaves



Milk

#### Kinaesthetic

**Teacher:** Let us start a fun kinaesthetic activity. You will work in pairs. One of you will act like an animal and your partner will guess if it is a wild, farm or

MUST DO

10 MIN.

domestic animal. What animal can you act like?  
(Give time to the students to perform the activity.)

**Teacher:** Fantastic work, everyone.

## Auditory

**Teacher:** Let us do the auditory activity. Listen carefully as I want you to answer based on what you hear.

Are you ready?

**Teacher:** Let us imagine Ravi and Meera going to the Jim Corbett National Park. They saw many different animals. Ravi asked, 'Why do some animals eat plants and others eat meat?' Meera explained, 'Deer eat only plants like leaves and fruits, so they are called herbivores. Lions eat meat, so they are called carnivores.'

**Teacher:** Now, I want you to think and answer these questions. First, which herbivorous animal did Meera and Ravi discuss? Can you remember the animal?

(Wait for students to answer)

**Teacher:** Next, what is the name of the national park they visited?

(Wait for students to answer)

**Teacher:** Great listening. Keep it up.

## Pictorial

**Teacher:** Excellent. Now, we have a pictorial activity. You will match the animals with the food they eat. Look at the pictures carefully and think about which food is suitable for each animal. What does a parrot eat? What about a kitten? And a giraffe?

(Wait for students to answer)

**Teacher:** Wonderful. You have done great so far.

## Differentiated Activities

110 km/h



What is the difference between herbivores and omnivores?

80 km/h



What does a giraffe eat?

40 km/h



What type of animal is a lion?

## Home Task

Draw the animal in your notebook. Write a short paragraph about what it eats and whether it is a herbivore, carnivore or omnivore.

## Period 2

## Interacting better

**Interacting better**

Write the names of two pet animals you would like to have. Tell your partner why you want those as pets.

30

**Teacher:** Good morning, students.

How are you all today?

**Teacher:** Today, we will start with an 'Interacting better' activity. I want you to think about two pet animals you would like to have.

**Teacher:** Write down the names of these two animals in your notebook. Think about what makes these animals special to you. What qualities do you like in them?

(Wait for students to complete the task)

**Teacher:** Well done. Now, please share your thoughts with your partner and listen to what they have to say about their choice of pets.

(Use CRM signs to settle the class.)

After visiting the national park, Sam and her parents return home.

Nice Sam, could you tell me, What is the national animal of India?

I saw a peacock today in the bird sanctuary. It is the national bird of India.

Mum, tiger is the national animal of our country.

You are right. Did you know that tiger is a carnivore? It eats flesh. Apart from national animals, India has many national symbols, such as national flag, national song and so on.

A little later...

Mum, can you give some examples of plant-eating animals?

Sure, Sam. Cow, buffalo, goat, deer are all examples of plant-eating animals. They are also called herbivores.

We humans are called omnivores because we eat both. Food gives us energy to work.

Mum, under which category do we come?

Thank you Mum.

30

**Teacher:** Now, we will read a story about Sam and her parents visiting a national park. I would like each of you to read the story by yourselves first. Take your time and then we will discuss it together.

(Wait for students to read the story)

**Teacher:** Now that you have finished reading, let us discuss the story. Can anyone tell me what the national animal of India is?

**Teacher:** That is right. The tiger is the national animal of India. Now, can someone explain why the tiger is called a carnivore?


**Teacher:** Excellent. The tiger eats meat, so it is classified as a carnivore. What did Sam ask her mother about plant-eating animals?

**Teacher:** Yes, Sam asked for examples of plant-eating animals. Can anyone name some of the animals her mother mentioned?

**Teacher:** Excellent. Animals like cows, goats and deer are herbivores because they eat only plants.


**Teacher:** Now, Sam asked her mother about the category humans fall into. Can anyone remember what her mother said?

**Teacher:** Yes, humans are omnivores because we eat both plants and meat. This gives us the energy to work and stay healthy.


 (You may show the **Dictionary** and **eBook** on the digital platform.)

### Differentiated Activities:

110 km/h

 What is the main difference between carnivores, herbivores and omnivores?

80 km/h

 Can you name two examples of herbivores from the story?

40 km/h

 What is the national animal of India?

### Home Task

Think about the animals you saw in the story. Write down three animals that are herbivores, carnivores and omnivores. Write 2-3 sentences about what makes each animal special.

### Period 3

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

SHOULD DO

05 MIN.



**Teacher:** Good morning, everyone.  
Let us begin today with a fun movement activity. I will describe an animal and you will act it out using your body movements. Ready?

**Teacher:** The first animal is a tall one that eats leaves from high trees. What could it be?

(Wait for students to act like a giraffe.)

**Teacher:** Well done. Now, this animal has sharp teeth and roars loudly. Can you act like it?

(Wait for students to act like a lion.)

**Teacher:** Excellent. Now, this animal is small and hops around quickly. What could it be?

(Wait for students to act like a rabbit.)

(Use this activity to warm up the students for the lesson. Call out animals in random order to keep the students interested and enthusiastic.)

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

**Teacher:** Today, we are going to learn about food and why animals need it.

(The teacher will read the first four paragraphs of page 31 aloud and provide explanations to ensure that the students understand the content.)

MUST DO

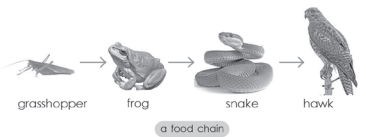
20 MIN.



#### HOW DO ANIMALS GET FOOD?

Some animals eat plants. Some animals eat other animals. Some animals eat both plants and animals. The passing of food from one living thing to another forms a chain, called a food chain.

For example, a grasshopper eats grass. The grasshopper is then eaten by the frog, which in turn can be eaten by a snake. And then, the snake may be taken by a hawk. And the cycle continues.



#### Herbivores, Carnivores and Omnivores

Based on the type of food they eat, animals are grouped as herbivores, carnivores and omnivores.

Animals that eat grass or green plants are called plant-eating animals or herbivores. Goats, cows, elephants, etc. are herbivores. Animals that eat other animals are called carnivores. Lions, tigers, leopards, etc. are carnivores. Some animals, such as crows, dogs and bears, eat both plants and other animals. Such animals are called omnivores. Human beings are also omnivores.

Some animals, such as hyenas and wolves eat dead animals. They are called scavengers.

31

**Teacher:** What do you think food is?

**Teacher:** Yes, exactly. Food gives us the energy to work and grow. Can anyone tell me why animals need food?

**Teacher:** Right. Animals need food for energy. What else do animals need food for?

**Teacher:** Excellent. Animals need food to grow and stay healthy. Now, how do animals get their food?

**Teacher:** Correct. Some animals eat plants, others eat animals and some eat both.

**Teacher:** Can anyone explain a food chain?

MUST DO

15 MIN.



**Teacher:** Yes. A grasshopper eats grass and then the frog eats the grasshopper. What happens next in the food chain?


**Teacher:** Well done. The frog is eaten by the snake and the snake might be eaten by a hawk. Can you think of any other examples?

**Teacher:** Great work, everyone. You now know how food helps animals live and how they all depend on each other. Keep thinking about the food chains around you.

 (You may show the **Animation** on the digital platform.)

### Differentiated Activities

110 km/h

 What do you call the process when food is passed from one living thing to another in a food chain?

80 km/h



What do animals get from the food they eat?

40 km/h



What do frogs eat in the food chain?

## Home Task

Draw and label a food chain in your notebook. Include at least four animals and show how they are connected. You can choose animals you have learned about or any other animals you know.

## Period 4

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

SHOULD DO

05 MIN.



**Teacher:** Good morning, everyone. Let us begin with a quick memory challenge to recall what we have learned so far.

**Teacher:** What does a giraffe eat? (Leaves from tall trees.)

**Teacher:** What does a lion eat? (Meat.)

**Teacher:** What does a parrot eat? (Fruits and seeds.)

**Teacher:** What does a cow eat? (Grass.)

**Teacher:** A bear eats both plants and meat. What type of eater is it? (An omnivore.)

**Teacher:** Excellent memory, everyone. You are all getting really good at this. Keep thinking about what different animals eat as we move forward in today's lesson.

**Teacher:** Today we will learn about the different types of animals based on what they eat.

MUST DO

20 MIN.



(The teacher will read the last four paragraphs of page 31 aloud and provide explanations to ensure that the students understand the content.)

### WHAT DO DOMESTIC ANIMALS EAT?

Domestic animals help us in our work. Animals such as oxen, horses, camels and donkeys help carry loads or work in the fields. So, they are given energy-giving food, such as oats and fodder. Animals, such as cows, buffaloes and goats, give us milk. So, they are given milk-producing food, such as grass and oilseed cakes.

We should take good care of our animal friends. Food and water must be given to them in clean vessels. Their shelters must be cleaned regularly. Sick animals must be treated on time. We must treat all animals with kindness.

31

**Teacher:** Can anyone tell me the names of some animals?

**Teacher:** Yes, well done. Animals are grouped into different categories based on their food. What do you think herbivores eat?

**Teacher:** Correct. Herbivores eat grass or green plants. Can anyone name some herbivores?

**Teacher:** Excellent. Goats, cows and elephants are examples of herbivores. Now, what do you think carnivores eat?

**Teacher:** Yes, carnivores eat other animals. Can anyone think of some examples of carnivores?

**Teacher:** Brilliant. Lions, tigers and leopards are all carnivores. Now, what do you think omnivores eat?

**Teacher:** That is right. Omnivores eat both plants and animals. Can anyone name an example of an omnivore?

**Teacher:** Well done. Humans are omnivores because we eat both plants and animals. Some animals are called scavengers, who eat dead animals. Can anyone think of some scavengers?

**Teacher:** Correct. Animals like hyenas and wolves are scavengers.

## Poster

MUST DO

5 MIN.



**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 Food and Feeding Habits of Animals. Encourage students to observe the posters and discuss the Food and Feeding Habits of Animals.)

**Teacher:** Great observation everyone.

**Teacher:** Now, let us think about domestic animals. What kind of food do domestic animals eat?

**Teacher:** Excellent. Domestic animals, such as oxen, horses and camels, are given energy-giving food, such as oats. These animals help us in our work. What do you think the energy-giving food helps them do?

MUST DO

5 MIN.



**Teacher:** That is right. The energy helps them carry loads or work in the fields. Great work, everyone. You have understood how animals are grouped based on what they eat. Keep thinking about how these animals help us and the environment. Well done.

## Understanding better

**Teacher:** Now we are going to do an activity called 'Understanding Better' to check your understanding of the chapter so far. I shall read out the two statements and you will say whether you think it is true or false. Ready?

MUST DO

05 MIN.



### Understanding better

Say true or false.

1. Animals get energy from food.
2. Carnivores are plant-eating animals.

ICL

31

**Teacher:** Here is the first one: 'Animals get energy from food.'



**Teacher:** If you said 'true,' you are correct. Well done. Now, here is the second statement: 'Carnivores are plant-eating animals.'

**Teacher:** If you said 'false,' you are correct. Wonderful. Great discussion, everyone.



(You may show the **I Explain** on the digital platform.)

## Differentiated Activities

110 km/h



Can you describe how omnivores benefit from eating both plants and animals?

80 km/h



Name one herbivore that eats only plants.

40 km/h



What do carnivores eat?

## Home Task

Draw a picture of a herbivore and a carnivore. Write one sentence about what they eat.

## Period 5

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

SHOULD DO

05 MIN.



**Teacher:** Fantastic. Before we dive into today's lesson. Let us play a quick question game to check how much you remember. Let us begin.

**Teacher:** Name two examples of carnivores. (Lions, tigers.)

**Teacher:** Why do animals need food? (For energy, growth and staying healthy.)

**Teacher:** What type of animal is a parrot, based on its food habits? (Herbivore.)

**Teacher:** Which group of animals do tigers and leopards belong to? (Carnivores.)

**Teacher:** Which animal eats grass and has a hump on its back? (Camel.)

**Teacher:** Excellent memory, everyone. Let us move forward in today's lesson.

**Teacher:** Today, we are going to learn about what and how animals feed and what makes their mouths special for the food they eat.

MUST DO

25 MIN.



(The teacher will read the first five paragraphs of page 32 aloud and provide explanations to ensure that the students understand the content.)


**Teacher:** Can anyone tell me why animals need food?

**Teacher:** Excellent. Animals need food for energy, to grow and to stay healthy. Can anyone name some animals that give us milk?

**Teacher:** Yes, that is right. Cows, buffaloes, and goats give us milk. Do you know what kind of food helps these animals produce milk?


**Teacher:** Very good answers. These animals eat milk-producing food like grass and oilseed cakes.

Some animals swallow their food. Some flesh-eating animals, such as snakes and frogs, swallow their food whole. They do not bite or chew their food. A frog also does not have teeth. It has a long and sticky tongue. As it shoots out its tongue, insects get stuck to it.



a frog


Some animals tear and chew their food. Some animals, such as lions, tigers, foxes and dogs, chew flesh and bones. They have sharp, pointed and curved front teeth. They also have strong grinding teeth\* at the back of their mouth.



a lion

Some animals gnaw. Gnaw means to bite or chew something repeatedly. Animals, such as rabbits, rats and squirrels, gnaw their food. They have sharp front teeth that help them gnaw.

Some animals swallow grass and chew the cud. Some grass-eating animals, such as cows and buffaloes, use their biting teeth\* to cut the grass. They first swallow the grass without chewing it. After some time, they bring it back into their mouth. Then, they chew it with their grinding teeth. This is called chewing the cud.



a buffalo

32

**Teacher:** Now, let us think about how we should care for our animal friends. Why do you think it is important to give them food and water in clean vessels?

**Teacher:** Yes, exactly. Clean vessels help keep animals healthy. What else should we do to take care of animals?

**Teacher:** Well done. Their shelters must be cleaned regularly. What should we do if our animals fall sick?

**Teacher:** Yes, we must get them treated on time. Finally, how should we behave with animals? **Teacher:** Wonderful. We must treat all animals with kindness. Always remember, animals are our friends.

**Teacher:** Now let us talk about how animals feed.

Their mouths help them eat in different ways. Some animals, like frogs and snakes, swallow their food whole. What do you think might help them do that?

**Teacher:** Yes, they swallow their food without biting or chewing it. Frogs, for example, do not have teeth. Can anyone guess what frogs use to catch insects?

**Teacher:** That is right. Frogs have long, sticky tongues that they shoot out to catch insects.

**Teacher:** Now, some animals tear and chew their food. Can anyone think of animals that do this?

MUST DO

10 MIN.




**Teacher:** Yes, lions, tigers and dogs tear their food with sharp, pointed teeth. They also have grinding teeth at the back of their mouths. What do you think those grinding teeth are for?

**Teacher:** Great. Grinding teeth helps them break down the food into smaller pieces. Now, can anyone tell me what gnawing means?

**Teacher:** Yes, gnawing means biting or chewing something repeatedly. Animals like rabbits and squirrels gnaw their food with sharp front teeth. Why do you think sharp teeth help them gnaw their food?

**Teacher:** Well done. Sharp teeth help them bite and chew their food more easily. Keep thinking about how different animals use their teeth to help them eat.


## Discovering better


**Discovering better**

**oilseed cake:** leftover part after oil is taken out from seeds

**teeth:** hard, white structures in your mouth that help you bite and chew food

**cud:** the food that animals bring back from their stomach into the mouth for chewing again



32

Explain the terms mentioned in the 'Discovering better' activity mentioned on page 32 of the Main Course Book.)

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

## Differentiated Activities

110 km/h



Why do animals like lions have both sharp and grinding teeth?

80 km/h



Name an animal that swallows its food whole.

40 km/h



What do animals with sharp teeth do with their food?

## Home Task

Draw an animal that gnaws its food. Explain how it helps the animal eat.

## Period 6

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

SHOULD DO

05 MIN.

**Teacher:** Great. Let us play a quick question game to revise what we have learned so far. Answer these questions as quickly as you can. Let us begin.

**Teacher:** Can you name an omnivore that eats both plants and meat? (Humans, bears.)

**Teacher:** Why are herbivores important in a food chain? (They provide food for carnivores and omnivores.)

**Teacher:** How do carnivores help maintain balance in nature? (By controlling the population of herbivores.)

**Teacher:** What do we call the process where food is passed from one living thing to another? (Food chain.)

**Teacher:** What happens if an animal does not get enough food? (It becomes weak and may not survive.)

**Teacher:** Excellent memory, everyone. Let us move forward in today's lesson.

**Teacher:** Today we are going to learn about how some animals feed.

MUST DO

20 MIN.

(The teacher will read the last two paragraphs of page 32 and the first paragraph of page 33 aloud and provide explanations to ensure that the students understand the content.)



a lion

Some animals tear and chew their food

Some animals, such as lions, tigers, foxes and dogs, chew flesh and bones. They have sharp, pointed and curved front teeth. They also have strong grinding teeth\* at the back of their mouth.

Some animals gnaw

Gnaw means to bite or chew something repeatedly. Animals, such as rabbits, rats and squirrels, gnaw their food. They have sharp front teeth that help them gnaw.

Some animals swallow grass and chew the cud

Some grass-eating animals, such as cows and buffaloes, use their biting teeth\* to cut the grass. They first swallow the grass without chewing it. After some time, they bring it back into their mouth. Then, they chew it with their grinding teeth. This is called chewing the cud.



a buffalo

Some animals lap milk or water

Animals, such as cats and dogs, lap milk or water with their tongue.

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

32

**Teacher:** Can anyone tell me what cows and buffaloes do when they eat grass?

**Teacher:** That is right. Cows and buffaloes swallow grass without chewing it. After some time, they bring it back into their mouths. Does anyone know what they do next?

**Teacher:** Exactly. They chew it with their grinding teeth. This is called chewing the cud. Why do you think it is important for them to chew the cud?

**Teacher:** Great thinking.

**Teacher:** Now, let us talk about how some animals lap milk or water. Who can tell me which animals lap their food or water with their tongue?

**Teacher:** Yes, animals like cats and dogs lap milk or water with their tongues. Can you think of any other animals that might do this?

Feeding habits of some other animals

Elephants use their trunk to eat, drink and even shower. Earthworms swallow soil that contains bits of dead plants and animals in it. Butterflies use their long sucking tube to suck nectar from flowers.



a butterfly

33

**Teacher:** Well done. Now, let us talk about feeding habits of some other animals. How do elephants eat?

**Teacher:** Excellent. Elephants use their trunks to eat, drink and even shower. What about earthworms? How do they feed?

**Teacher:** Right. Earthworms swallow soil that contains bits of plants and animals. Now, what about butterflies? How do they feed?

**Teacher:** Correct. Butterflies use their long sucking tube to suck nectar from flowers. Can anyone think of other animals that have special ways to feed?

MUST DO

10 MIN.

## Understanding better

**Understanding better**

Give two examples of each:

1. animals that swallow their food
2. animals that gnaw

**TCT** **33**

**Teacher:** Now we are going to do an activity called 'Understanding Better'. I want you to think about animals and how they feed.


**MUST DO**

5 MIN.

**Teacher:** Can anyone give me two examples of animals that swallow their food whole without chewing it?

**Teacher:** Great. Now, let us move on. Can anyone name two animals that gnaw or bite and chew their food repeatedly?

**Teacher:** Fantastic. You all did an excellent job with this activity. Keep thinking about the different ways animals feed and how it helps them survive. Well done.

 (You may show the **Infographic** on the digital platform.)

## Differentiated Activities

110 km/h



Why do cows and buffaloes chew the cud?

80 km/h



What do elephants use their trunks for?

40 km/h



Which animals lap milk with their tongue?

## Home Task

Draw an animal that uses its tongue to lap water or milk and describe how it does so.

## Period 7

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

**SHOULD DO**

05 MIN.

**Teacher:** I will describe an animal and you have to guess the animal. Ready?

**Teacher:** I swallow my food whole because I do not have teeth. I use my sticky tongue to catch insects. Who am I? (Frog.)

**Teacher:** I use my long trunk to grab food and put it in my mouth. I also drink water with it. Who am I? (Elephant.)

**Teacher:** I lap up milk with my tongue instead of biting or chewing it. Who am I? (Cat.)

**Teacher:** I chew the cud by bringing back food into my mouth and chewing it again. Who am I? (Cow.)

**Teacher:** I have sharp front teeth that I use to gnaw on food like nuts and seeds. Who am I? (Squirrel.)

**Teacher:** Fantastic work, everyone. You are remembering so well. Let us move ahead with today's lesson.

**Teacher:** Today, we are going to explore some interesting activities based on what we have learned about animals.

## Connecting better

**Connecting better**

Since visiting the national park, Sam has been curious about whether each Indian state has national parks for animals. She asks her mum, "Can you tell me about some national parks?" Her mum replies, "Yes, states like Assam and Gujarat have national parks, such as Kaziranga National Park and Gir National Park, respectively, to take care of a wide range of animals."

**Social Studies** **KoL HoLY** **33**

**Teacher:** Let us begin with a fun activity called 'Connecting Better'. Let us discuss about national parks and how animals are cared for in these places. Can anyone tell me about some national parks in India?

**MUST DO**

10 MIN.

**Teacher:** Yes, states like Assam and Gujarat have national parks, such as Kaziranga National Park and Gir National Park, which take care of a wide range of animals. Now, can anyone tell me what is done in these parks to help the animals?

## Giving better

**Giving better**

During winter, fill jute bags with stubble and cover them with more stubble. Place these bags in nearby areas to help stray animals stay warm in the cold. Make this a yearly ritual.

**Seva** **33**

**Teacher:** Excellent. Now, let us do the 'Giving better' activity. How do we help animals stay warm in the cold?

**MUST DO**

10 MIN.

**Teacher:** Right. During winter, we can fill jute bags with stubble and place them in areas where animals can use them to stay warm. Why do you think it is important to help animals stay warm?

## Healing better

**Healing better**

Turmeric, cumin and coriander powder are used in preparation of food in most Indian households. These common herbs and spices help in improving digestion of humans.

**KoL** **33**

**Teacher:** Well done. Now, let us do the 'Healing better' activity. Have any of you ever used turmeric, cumin or coriander powder in your food?

**MUST DO**

5 MIN.

## Grasping better

**Teacher:** Great. These ingredients help improve digestion. Can anyone tell me why spices are important for our health?

**Grasping better**

**DING**

**grinding teeth:** broad teeth at the back of the mouth that help animals chew food

**biting teeth:** pointed teeth at the front of the mouth that help animals bite or tear food

33

**Teacher:** Now, let us do the 'Grasping better' activity. Can anyone tell me what type of teeth animals use to chew their food?

**MUST DO**

10 MIN.



**Teacher:** Yes, they use grinding teeth. These teeth are broad and found at the back of the mouth. Can anyone explain why these teeth are so helpful?

**Teacher:** Well done. They help animals chew their food properly. Now, what about the teeth at the front of the mouth? Do you know what they are called?

**Teacher:** That is right. These are called biting teeth. They are pointed and help animals bite or tear food. Can anyone think of an animal that uses biting teeth to tear its food?

**Teacher:** Excellent. Keep thinking about the different ways animals use their teeth to eat.

 (You may show the **Concept Map** and **Animated Activities** on the digital platform.)  
(Instruct students to bring their workbook in the next class.)

## Differentiated Activities

110 km/h



What is the importance of national parks in India for wildlife protection?

80 km/h



What is the function of grinding teeth in animals?

40 km/h



What do biting teeth help animals do?

## Home Task

The 'Trying better' activity on page 33 of the Main Course Book.

## Period 8

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

**SHOULD DO**

05 MIN.



**Teacher:** Great. Let us play a quick question game to revise what we have learned so far. Answer these questions as quickly as you can. Let us begin.

**Teacher:** Which type of animals rely on scavenging and eating dead animals? (Scavengers like hyenas and vultures.)

**Teacher:** Which animals have long, sharp front teeth that never stop growing? (Rabbits and squirrels.)

**Teacher:** What kind of animal uses a long sucking tube to drink nectar from flowers? (Butterfly.)

**Teacher:** Which domestic animal is often given oats as an energy-rich food? (Horse.)

**Teacher:** Which national park is famous for being home to the one-horned rhinoceros in India? (Kaziranga National Park.)

**Teacher:** Fantastic work, everyone. Let us move ahead with today's lesson.

## Recalling better

**Recalling better**

**CING**

- Animals need food to grow, stay healthy and get energy.
- Plant-eating animals are called herbivores. Flesh-eating animals are called carnivores.
- Animals that eat both plants and other animals are called omnivores.
- Some animals tear and chew their food. Some animals swallow their food whole.
- Some animals bite their food and chew it. Some animals gnaw.
- Some grass-eating animals chew the cud. Some animals lap their food.

33

**Teacher:** Today, we are going to recall what we have learned about how animals get their food. Can anyone tell me why animals need food?

**MUST DO**

10 MIN.



**Teacher:** Yes, animals need food to grow, stay healthy and get energy. Now, what do we call animals that eat only plants?

**Teacher:** Correct. These are called herbivores. Can anyone think of some examples of herbivores?

**Teacher:** Great. Goats, cows and elephants are all herbivores. Now, what about animals that eat only meat? What are they called?

**Teacher:** Exactly. They are called carnivores. Can anyone name some examples of carnivores?

**Teacher:** Well done. Lions, tigers and leopards are examples of carnivores. Now, what about animals that eat both plants and other animals? What do we call them?

**Teacher:** That's right. They are called omnivores. Can anyone give an example of an omnivore?

**Teacher:** Perfect. Humans are omnivores because we eat both plants and animals. Now, can anyone tell me how some animals eat their food?

**Teacher:** Yes, some animals tear and chew their food. Some animals swallow their food whole. Can you think of an animal that swallows its food whole?

**Teacher:** Exactly. Some animals, like snakes and frogs, swallow their food whole. Now, what about animals that chew their food?

**Teacher:** Great. Some animals bite their food and chew it. Some animals gnaw, like rabbits and squirrels. What do you think gnawing means?

**Teacher:** Yes, gnawing means biting or chewing



something repeatedly. Now, some animals chew the cud. Can anyone tell me which animals do that?

**Teacher:** Yes, animals like cows and buffaloes chew the cud. Lastly, can anyone tell me how some animals lap their food?

**Teacher:** Exactly. Some animals, like cats and dogs, lap their food or water using their tongues. Well done, everyone. You have understood how animals get their food and the different ways they eat.

## Learning better

CBA

**A Tick (✓) the correct answer.**

- Who starts the food chain?
 

☐ a. birds
 ☐ b. plants
 ☐ c. animals
- Which of the following animals is a scavenger?
 

☐ a. lion
 ☐ b. wolf
 ☐ c. bull
- Which of the following animals is given oilseed cakes to eat?
 

☐ a. leech
 ☐ b. buffalo
 ☐ c. crocodile
- Which of the following animals has a sticky tongue?
 

☐ a. deer
 ☐ b. frog
 ☐ c. tiger
- Which of these animals gnaw their food?
 

☐ a. rabbits and rats
 ☐ b. frogs and snakes
 ☐ c. cows and sheep

34

**Teacher:** Everyone please open page number 34 of your book. We have an exercise called 'Learning Better.' In Exercise 'A' of 'Learning better' you have to tick the correct answer. Are you ready to get started?

**Teacher:** Great. Let us begin with the first question. Who starts the food chain?

**Teacher:** The correct answer is plants. Well done. (Similarly complete all five questions)

CBA

**B Match the columns.**

1. A bear	•	a. chews cud.
2. A cow	•	b. sucks nectar.
3. Cats and dogs	•	c. uses its trunk to pull leaves and branches.
4. An elephant	•	d. is an omnivore.
5. A butterfly	•	e. lap milk with their tongues.

34

**Teacher:** Now let us start Exercise 'B' of 'Learning better' section, you have to match the column. Let us do a matching activity. Are you ready to get started?

**Teacher:** Great. Let us begin. Some animals are given and you have to match them with what they do. Ready?

**Teacher:** Let us start with the first animal. What do you think a bear does? Does a bear chew cud, suck nectar or is it an omnivore?

**Teacher:** Yes, that is correct. A bear is an omnivore. (Similarly complete all five matches)

## Worksheet - 1

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

**Theme 3: What Is a Country?**

**4. Food and Feeding Habits of Animals**

Worksheet 1

**A. Which of these animals are herbivores? Tick (✓) the correct answers.**

- cows ☐
- bears ☐
- goats ☐
- lions ☐
- tigers ☐

**B. Write H for herbivore, C for carnivore, O for omnivore and S for scavenger.**

- ☐
- ☐
- ☐
- ☐
- ☐

**C. Write true or false.**

- Lion is a scavenger. \_\_\_\_\_
- Cows gnaw their food. \_\_\_\_\_
- Domestic animals help us in our work. \_\_\_\_\_
- Animals move about in search of food. \_\_\_\_\_
- Animals that eat other animals are called herbivores. \_\_\_\_\_

17

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

## Differentiated Activities

**110 km/h**



What is the term for animals that eat only other animals?

**80 km/h**



What do we call animals that eat both plants and other animals?

**40 km/h**



Which animals eat only plants?

## Home Task

Write about the different types of animals based on their diet. Give examples of herbivores, carnivores and omnivores. Include at least one example of an animal from each group.

## Period 9

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

**SHOULD DO**

**05 MIN.**

**Teacher:** Great. Let us play a quick question game to revise what we have learned so far. Answer these questions as quickly as you can. Let us begin.

**Teacher:** Which animal stores food in its cheek pouches to eat later? (Hamster.)

**Teacher:** What do vultures do that helps clean the environment? (They eat dead animals.)

**Teacher:** Which animal can rotate its head almost completely around to look for food? (Owl.)

**Teacher:** What do herbivores like deer and horses have instead of sharp front teeth to help them eat plants? (Flat, grinding teeth.)

**Teacher:** Which animal flicks its long tongue in and out to detect food through smell? (Snake.)

**Teacher:** Fantastic work, everyone. Let us move ahead with today's lesson.

## Learning better

### C Write short answers in your notebook.

1. Why do animals need food?
2. Why are cows and buffaloes given oilseed cakes?
3. Define 'chewing the cud'.

34

**Teacher:** Great. Now, let us do some short-answer questions. Let us begin with the first question. Why do animals need food? (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)

**MUST DO**

10 MIN.

### D Write long answers in your notebook.

1. Explain the difference between herbivores, carnivores and omnivores in detail along with examples for each.
2. Define food. Write about animals who swallow their food.

34

**Teacher:** Great. Now, let us do some long-answer questions. Let us begin with the first question. Explain the difference between herbivores, carnivores and omnivores in detail along with examples for each.

(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.)

(Similarly, complete both questions)

## Worksheet - 2

**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 - 2.

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

**MUST DO**

15 MIN.

## Worksheet 2

### A. Which of these animals are carnivores? Tick (✓) the correct answers.

- |             |                          |             |                          |
|-------------|--------------------------|-------------|--------------------------|
| 1. goats    | <input type="checkbox"/> | 2. lions    | <input type="checkbox"/> |
| 3. tigers   | <input type="checkbox"/> | 4. giraffes | <input type="checkbox"/> |
| 5. leopards | <input type="checkbox"/> |             |                          |

### B. Fill in the blanks.

1. Food helps animals to \_\_\_\_\_.
2. Animals that eat green plants are called \_\_\_\_\_.
3. A frog has a long and sticky \_\_\_\_\_.
4. \_\_\_\_\_ means to bite or chew something repeatedly.
5. Dogs \_\_\_\_\_ milk or water with their tongue.

### C. Match the following.

- |            |   |   |              |
|------------|---|---|--------------|
| 1. cat     | • | • | a. lap       |
| 2. hyena   | • | • | b. gnaw      |
| 3. rabbit  | • | • | c. swallow   |
| 4. snakes  | • | • | d. carnivore |
| 5. leopard | • | • | e. scavenger |

18

## Differentiated Activities

110 km/h



What is the term for animals that eat both plants and animals?

80 km/h



What do we call animals that eat only plants?

40 km/h



What do cows eat?

(Instruct the students to bring their Little Book in the next class.)

## Home Task

The project Idea, given in the book of Project Ideas, page number 13 under the title 'Food and Feeding Habits of Animals.' This project should be assigned to the students to work on. Ensure that the students understand the project requirements and provide any necessary guidance or materials they might need. Encourage them to explore and learn about Food and Feeding Habits of animals through this engaging project.

## Period 10

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

**SHOULD DO**

05 MIN.

**Teacher:** Great. Let us warm up with an animal parade. I will name an animal and you will mimic its movement.

**Teacher:** If I say 'Elephant,' stomp your feet and swing your arms like a trunk.

**Teacher:** If I say 'Kangaroo,' jump up and down like a kangaroo.

**Teacher:** If I say 'Bird,' flap your arms like wings and pretend to fly.

**Teacher:** Great guesses, everyone. Give ourselves a big applause for all the energy you brought to the class. Let us begin our class today.

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

**MUST DO**

15 MIN.



## Thinking better



2LCS HOTS

Think and write the answer in your notebook.

What if you wake up one day and there were no animals? What will you do? How do you think it will affect us?

35

**Teacher:** Today, we are going to do a fun and interesting activity. We will start with a 'Thinking Better' question. Imagine you wake up one day and there are no animals. How do you think this will affect you? What will you do? Think and write the answer in your notebook.

(Wait for the students to think and write the answer.)

## Choosing better



LSV

You are walking out of a restaurant when you spot a hungry-looking dog. What will you do? Tick (✓) the correct answer.

- Shoo away the dog.
- Ask your parents to feed biscuit to the dog.

35

**Teacher:** Now, let us move on to a 'Choosing Better' activity. You are walking out of a restaurant and you see a hungry-looking dog. What should you do? I will give you two choices. One, you can shoo away the dog or two, ask your parents to feed the dog a biscuit. Which one do you think is the right thing to do?

(Wait for the students to make their choices. Discuss the right choice.)

## Revising better



DBL

Revise and define herbivores, carnivores and omnivores along with an example for each. Also, write about their feeding habits in your Little Book.

35

**Teacher:** Great thinking. Now, let us do some revision with the 'Revising Better' activity. Can anyone remind me what herbivores, carnivores and omnivores are? Also, write about their feeding habits in your Little Book.

(Wait for the students to think and write.)

## Pledging better



Pledging better

SDGs

In my own little way, I pledge to stop littering in my surroundings.

SDG 15: LIFE ON LAND

35

**Teacher:** Finally, I want to end with a 'Pledging Better' activity. I want everyone to take a pledge by saying: 'In my own little way, I pledge to stop littering in my surroundings.' Do you think we can all do this to help keep our environment clean?

## 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 - 1.

**MUST DO**

10 MIN.



## Worksheet 3

### A. Answer the following questions.

- What are the animals that carry loads or work in the fields called?
- Name the animals that swallow their food.
- What is cud?
- How does an earthworm eat?
- How does a butterfly suck nectar?

### B. Which of these animals are scavengers? Tick (✓) the correct answers.

- |           |                          |           |                          |
|-----------|--------------------------|-----------|--------------------------|
| 1. goats  | <input type="checkbox"/> | 2. lions  | <input type="checkbox"/> |
| 3. tigers | <input type="checkbox"/> | 4. hyenas | <input type="checkbox"/> |
| 5. wolves | <input type="checkbox"/> |           |                          |

### C. Give two examples of each.

- flesh-eating animals that swallow their food
- flesh-eating animals that chew flesh and bones
- animals that gnaw
- grass-eating animals that chew cud
- animals that lap milk or water

19

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

## Book of Holistic Teaching

**COULD DO**

5 MIN.



Refer to the Book of Holistic Teaching, page number 23 under the title 'Food and Feeding Habits of Animals.' 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.

**Teacher:** Now, let us fill in the last column of the KWL chart.

**Teacher:** In the 'L' column, we will write what we have learned in this chapter.

**Teacher:** Think about the topics, we have learned and write them neatly in the 'L' column of the chart.



(Wait for students to fill in the chart.)


 (You may start the **Quiz** on the digital platform.)

## Differentiated Activities


**110 km/h**

 Why do carnivores have sharp, pointed teeth?


**80 km/h**



 Can you name an example of an omnivore?



**40 km/h**

 What do carnivores eat?

## Home Task


**Creating better**



**Art**





**2Lr CS**

**Create a cut-out craft demonstrating the feeding habits of a giraffe.**

**Materials required:** cardboard, glue, a pair of scissors, marker

**Steps:**

1. Cut out a giraffe image from an old magazine or animal chart book.
2. Cut a round shape from the giraffe's stomach area.
3. Cut two pieces of cardboard in the same shape as the giraffe.
4. Paste the giraffe picture onto one piece.
5. Make a hole in the giraffe's mouth.
6. Attach a transparent sheet to the giraffe's stomach and another from its mouth to its stomach.
7. Glue the other piece of cardboard now.
8. Feed green leaves. What do you observe?

35

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"> <li>explain why animals need food to grow, stay healthy, and have energy, using examples from everyday life.</li> </ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"> <li>recognise the importance of treating animals with kindness and understand their role in the ecosystem.</li> </ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>describe the different types of animals (herbivores, carnivores, omnivores) and their feeding habits.</li> </ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"> <li>develop their ability to express thoughts clearly in writing, especially regarding animal food chains.</li> </ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"> <li>engage with creative activities, such as creating crafts (e.g., a giraffe craft), to demonstrate an understanding of animal feeding habits.</li> </ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"> <li>reflect on their responsibility towards the environment, specifically in caring for animals and practise kindness.</li> </ul>

### Starry Knights

What is one unique quality you have as a teacher that you would like to share with others?

Do you think integrating conceptual knowledge of other subjects in Science enhances learners' ability to comprehend?

Give yourself a STAR.

