


Lesson-1: About Food and Digestion

Theme 1: How Do We Live?

 11 Periods (40 minutes each)



Learn better (MCB, Stay Ahead (WB), CRM signs, KWL chart.



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

Continuing Better

I am excited to learn about healthy eating.

Curricular Goals and Objectives (NCF-FS)

To enable the students:

- Encourage curiosity and observation about the natural world.
- Gain hands-on experience through experiments, activities and observations.
- Understand and apply scientific concepts in real-world contexts.
- questions, analyze information and solve problems.
- Foster sensitivity toward the environment and sustainable practices.
- Describe observations, explain processes and share findings effectively.

Methodology

Period 1:

Teacher: Good morning, everyone. Settle down and get comfortable. We are going to start with something exciting today.

COULD DO

05 MIN.



Teacher: How are you all feeling today? Ready to learn something new?

Teacher: Wonderful. Let us begin by talking about what you had for breakfast today. Raise your hand if you'd like to share.

Teacher: Yes, [student's name], go ahead.

Teacher: That sounds delicious. Who else would like to share?

Teacher: Yes, [another student's name], tell us.

Teacher: Nice choice. Did you know that different foods give us different types of energy? Some give us quick energy and others help us stay strong and healthy. Anyone else?

Teacher: Yes, [third student's name], your turn.

Teacher: Perfect. Cereal gives you carbohydrates for energy and milk is full of calcium for strong bones. Now, do you all wonder how the food you eat turns into energy or helps your body grow?

Teacher: That's exactly what we'll explore today. Our topic is "About Food and Digestion."

MUST DO

20 MIN.

Confirming better

Teacher: Before we dive into today's lesson, let us start with a quick activity to help us focus and get ready. Repeat after me: "Studying old cultures helps us learn."

Teacher: Now, I want you to take a moment and think about what will old cultures help us learn. It could be about the people, how they lived, what they did. Ready?

Teacher: Great! Let us start with a special activity called the "KWL Chart."

Teacher: KWL stands for Know, Want to Know and Learned. It helps us organize our thoughts and set goals for our learning.

Know	Want to know	Learned

Teacher: Let us begin with the K section—What I Know. Think about what you already know about this lesson concepts such as civilizations, how people lived, what they did.

Teacher: Now, let us move to the W section—What You Want to Know. For example, you could say, "about different civilizations, their importance, inventions" What are your questions?

(Encourage students to share their ideas. Record responses on the chart.)

Teacher: We will complete the "Learned" section after end of lesson.

Here, as you can see in the beginning of each chapter, you will find **Re-KAP Activities**.

Kinaesthetic Activity

Teacher: Alright class, let's try something fun. Think about your favorite food, but don't say it out loud. Got it?

Teacher: Now, pair up with the person sitting next to you. One of you will silently act out your favorite food—no sounds, just actions—and the other will guess. After that, switch roles. You'll have three minutes. Ready? Go ahead and start.

Teacher: Time's up. Let's quickly share. I'll call on a few of you to tell us what food you acted out and why it's your favorite.

Teacher: Amazing work, everyone. It looks like you all had a lot of fun. Now let's dive into today's topic and learn more about food and digestion.

Auditory Activity

Teacher: Alright class, let's begin with a listening activity. I will ask you some questions about food and its sources. Pay close attention and think about your answers. Let's start.

Teacher: What do you think is the source of mustard oil? Take a moment to think before I hear some answers.

Teacher: That's correct, mustard oil comes from mustard crops. Here's another one. Can you tell me where milk comes from?


Teacher: That's right, milk is obtained from cows, buffaloes and even goats. Now, let's try one more question. What is the source of sugar?

Teacher: Excellent, sugar comes from sugar cane. Well done, everyone. Now that we've refreshed our minds on food sources, let's try an exciting matching activity.

Pictorial Activity

Teacher: Look at the pictures on your page. On the top row, you see food items like bread, honey, milk and roti. In the bottom row, there are pictures of their sugar cane like wheat, sugar cane, a cow, and a mustard plant.

Teacher: Your task is to match each food item in the top row with its correct source in the bottom row. Think about what we just discussed in the listening activity. Draw a line to connect them.



Kinaesthetic

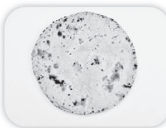







Act out your favourite food silently while your partner guesses its name. Switch roles and repeat. Share your favourite foods with the class and explain why you enjoy them.

Auditory*

Listen to your teacher carefully. Answer the questions.

Pictorial PS

Match the following items with their source of origin.

			
•	•	•	•
			
•	•	•	•

5

Teacher: Let's take a few moments to complete this. Remember, honey comes from bees, sugar comes from sugar cane, and so on.

Teacher: Now let's review your answers together. Can someone tell me which picture matches honey?

Teacher: Perfect what about roti?

Teacher: That's correct, roti comes from wheat. You've all done a wonderful job. This activity shows us how closely food is obtained from plants and animal. Let's continue exploring food and digestion further in today's lesson.



Teacher: Alright class, we're going to do a short activity to explore the sources of food. This will help us understand where the food items we see every day come from.

Teacher: Look at the pictures on your page. You'll see food items like, milk, and roti in the top row. In the bottom row, there are pictures of their sources like wheat, sugar cane, cows and mustard plants.

Teacher: Your task is simple. Please write the name of each food item and its corresponding

source in your notebook. For example, if you see bread, you'll write "Roti." Do this for all the items you see.

Teacher: Take your time and think carefully. Use the clues from the pictures and what we discussed earlier. You have ten minutes to complete this task.

Teacher: Once you're done, we'll go through the answers together as a class. Start now, and let's see how many you can get right.

Differentiated Activity

110 km/hr



Write a short story imagining how honey travels from a beehive to your breakfast table, including all the steps.

80 km/hr



Draw a simple chart showing the food items and their sources, like honey with bees or milk with cows.

40 km/hr



Match food items to their sources by drawing lines between pictures of food and their origins on the Pictorial activity in the MCB.

Home Task

Find three food items in your kitchen, write down their names and identify their sources (for example, rice comes from paddy plants). Draw or paste a small picture of each item to make it colorful and fun.

Period 2:

Teacher: Good morning, class! Let's begin today's lesson with a quick and fun activity to warm up. Did you know that animals eat different types of food, and we can group them into three categories? Herbivores eat plants, carnivores eat meat and omnivores eat both.

COULD DO

05 MIN.



Teacher: Now, I want you to turn to your partner and discuss one example of each—herbivore, carnivore, and omnivore. Think about the animals you know or have seen before. For instance, a cow is a herbivore. Can you think of others?

Teacher: Talk to your partner and share your examples. You have three minutes for this discussion. Remember to listen to each other and be ready to share what you talked about.

(After three minutes)

Teacher: Time's up! Let's hear from a few of you. Who would like to share an example of a herbivore that you and your partner discussed?

Teacher: Excellent! Now, how about an example of a carnivore?

Teacher: Wonderful! And finally, an example of an omnivore?

Teacher: Fantastic work, everyone! This was a great way to start our class. Now that you've refreshed your mind, let's move on to today's main lesson.

MUST DO

10 MIN.



Teacher: Alright class, let's continue our discussion by looking at the story in our book. Open your books to page number 6. You'll see a scene where children are discussing their vacation experiences. Let's read it together and talk about it.

Teacher: Sam, in the story, mentions that she ate dhokla a lot. Dhokla is a steamed dish. Do you think steamed dishes are healthy? What is your favorite steamed dish?

Teacher: [Student's name], in the story, another child says they ate idli, another steamed dish. Do you think steamed dishes are healthy? Why do you think so?

Teacher: Moving forward in the story, one child shares that they planted a lot of trees during their vacation. Why do you think planting trees is such an important activity?

Teacher: Correct, trees provide oxygen, which we all need to survive. This story shows how food and activities during our vacations can connect to what we learn about energy and the environment. Now that we've read and discussed the story, let's dive deeper into today's topic.

Teacher: Now that we've read the story on page 6 of our book, let's explore more about **The Food We Eat**. I'm going to show you an **animation** on the LMS that explains how food gives us energy and why plants are so important in this process. Pay close attention to the details.

(The teacher starts the animation on LMS.)

Teacher: In this animation, you'll see how different types of food, like vegetables, fruits and grains, help us grow and stay healthy. You'll also learn about how plants make food for us and why they are called the "producers" in nature.

Teacher: That was interesting, wasn't it? Let's talk about what you observed. What did the animation show about the importance of plants in the food we eat?

Student: Plants provide food and oxygen.

Teacher: Exactly! Plants are the starting point of most of the food we eat. Now, did the animation explain how food gives us energy?

Student: Yes, it showed that food helps us grow, play and work.

Teacher: Perfect. Food is like fuel for our body. Without it, we wouldn't have the energy to do anything. Lastly, who can tell me one new thing you learned from the animation?

Student: Those plants are called producers because they make food.

Teacher: That's absolutely right! Plants are the foundation of our food chain. This animation gave us a great understanding of **The Food We Eat**. Let's move forward and apply what we've learned in a fun activity.



Teacher: Now that we've watched the animation and discussed **The Food We Eat**, let's do a quick activity to reinforce what we've learned. In your notebook, draw a "Food Web of Flavorus" by starting with your favourite food in the centre. Write down its main ingredients around it, then connect those ingredients to other foods they are used in. For example, if your favorite food

is pizza, connect ingredients like cheese, dough and tomato sauce to other dishes like sandwiches, pasta or salads. Try to make at least 5 connections!

Teacher: You have seven minutes to complete your food chain. Make it as neat and creative as you can. Once you're done, we'll review some of your work.

(After seven minutes)

Teacher: Time's up. Let's see what you've created. [Student's name], can you share your Activity with the class?

Teacher: That's excellent! Who else would like to share theirs?

Teacher: These are all wonderful examples. This activity shows us how all living things are connected through the food we eat. Let's continue exploring more about our topic.

Differentiated Activity

110 km/hr



Draw a detailed food chain with at least four levels. Include plants, herbivores, carnivores, and top predators. Label each level clearly and write one sentence about the role of each in the food chain.

80 km/hr



Draw a simple food chain with three levels: a plant, an animal that eats the plant, and another animal that eats that animal. Write the names of each and connect them with arrows.

40 km/hr



Use your book or the LMS to identify one example of a food chain. Copy it into your notebook and draw pictures or symbols to represent the items in the chain.

Home Task

Write down three meals you ate today, identify one key ingredient from each and note its source.

Period 3:

Teacher: Good morning, class!

Students: Good morning, ma'am!

Teacher: I see a lot of bright faces today. Did everyone have breakfast? Raise your hand if you ate something yummy this morning.

COULD DO

05 MIN.



Teacher: That's great! I had a big bowl of fruits and oats. Food is so important, isn't it? Let's talk more about it today. But first, let's check out something cool on the LMS.

Teacher: Look at this map! It's like a treasure map for our lesson—**Food and Digestion**. See how it's divided into four parts: **Nutrients in Food**, **Digestion of Food**, **Preparing Food** and **Preserving Food**. What does this remind you of? Maybe a pizza with four slices?

Teacher: Exactly! Today, we'll take the first slice—**Nutrients in Food**. These are the things in food that give us energy, help us grow and keep us healthy. Who can guess one thing in food that gives us energy?

Teacher: Spot on! Let's explore more about these nutrients and find out how they make us strong like superheroes. Ready? Give me a big thumbs-up if you're excited.

Teacher: Awesome! Let's begin this fun journey into the world of food and health.



Teacher: Alright class, open your books to page 7. Today, we are going to learn about **Nutrients in Our Food**. Look at the first part about carbohydrates. Can anyone find an example of a carbohydrate-rich food from the book?

Teacher: Very good! Carbohydrates give us energy to work, play and grow. Now, move to the part about fats. Who can find an example of a food rich in fats?

Teacher: Excellent! Fats also provide energy, but they save it for when we need it later. Let us now look at proteins. Can anyone read out the foods mentioned under proteins?

Teacher: That is correct! Proteins help our body to grow and repair itself. Lastly, let us talk about minerals. Who can tell me a food that contains minerals?

Teacher: Wonderful! Minerals and vitamins are important because they protect our bodies from getting sick. Nutrients in food are very important and each one helps our body in a special way. Now, let us move on to an exciting activity to understand nutrients better!



Activity Title: Nutrient Detective

Teacher: Let us become nutrient detectives! Look at page 7 in your book. Write down the names of any four foods mentioned in the text and identify the nutrient each food provides. For example, rice is a carbohydrate-rich

food. Write this in your notebook and be ready to share one with the class.

Let us watch a Concept map on LMS and understand the concept.

MUST DO

05 MIN.



Differentiated Activity

110 km/hr



Create a short paragraph describing how two nutrients work together in our body. For example, how carbohydrates provide energy and proteins help in building muscles.

80 km/hr



Draw a table with two columns. In the first column, write three foods from the book, and in the second column, write the nutrient they provide.

40 km/hr



Use the book to find out two examples of foods and their nutrients into your notebook. For example, rice—carbohydrates and milk—nutrients and write them into calcium.

Home Task

List any five foods you ate today. Write down the nutrients each food provides and how it helps your body. For example, "Rice – Carbohydrate – Gives energy."

Period 4:

Teacher: Good morning, class! I hope you're ready for another exciting lesson. Let's settle down and focus. (Raises hand to signal attention.)

COULD DO

15 MIN.



Teacher: Today, we're going to learn more about the nutrients in our food, but let's start with something fun. I'm going to show you an **Animated Activity** on the LMS.

Teacher: Look at this activity. We have different food items at the top—flour, milk, vegetables, pulses, nuts, potatoes and ghee. Below, there are boxes labelled **Vitamins and Minerals**,

Proteins, Fats and **Carbohydrates**.

Teacher: Your task is to click and drag each food item into the correct box based on the nutrient it provides. For example, if you think milk provides protein, you drag it to the "Proteins" box.

Teacher: Let's try the first one together. Who can tell me which box flour should go into?

Teacher: That's correct! Flour is rich in carbohydrates. Now, I'll give you a chance to do the rest. Raise your hand if you want to answer, and I'll call on you to drag the food item.

Teacher: Great job, everyone! You did really well. This activity shows us how important different foods are for giving our body energy, strength and protection. Let's keep learning more about nutrients today.

MUST DO

15 MIN.



Teacher: Fantastic job on the LMS activity, everyone! You're all doing so well today. Now, let's keep the energy going as we turn to page 7 in your books. This page is all about vitamins, which are like tiny superheroes in your body!

Teacher: Let me ask you a question—who loves carrots?

Teacher: Did you know that carrots are packed with Vitamin A? Vitamin A is amazing because it keeps our eyes strong and helps us see in the dark. So, eating carrots is like giving your eyes a flashlight!

Teacher: Now, let's talk about another superhero—Vitamin C! Who likes oranges?

Teacher: Oranges are full of Vitamin C, which helps your body heal quickly if you get a cut or a bruise. It also keeps you from getting sick, like a magic shield. Isn't that cool?

Teacher: What about milk? Who drank milk this morning?

Teacher: Milk is a superstar for your bones because it has Vitamin D. It makes your bones strong, so you can run, jump and play without getting hurt. It's like building strong bricks in your body.

Teacher: Let's not forget about Vitamin E and Vitamin K. Vitamin E keeps your skin glowing and protects your body from damage, while Vitamin K helps your blood clot when you get a cut. So, if you ever get a scrape while playing, thank Vitamin K for stopping the bleeding!

Teacher: Oh, and did you notice the part in your book about water and roughage? Water is like a refreshing drink for your body—it keeps you cool and hydrated. Roughage, found in fruits and vegetables, is like a broom that cleans your stomach and helps food move along.

Teacher: Now, here's a fun task for you! Look at your lunchbox and identify which vitamins might be in the food you brought. Write down one food item and the vitamins it might contain. For example, if you have spinach, you could write "Spinach – Vitamin A." You have five minutes to jot this down, and then we'll share!

SHOULD DO

10 MIN.



Theme 1: How Do We Live?

1. About Food and Digestion

Worksheet 1

A. Answer the following in one word.

1. These provide energy to do physical work. _____
2. These are called body-building foods. _____
3. These help our body fight against diseases. _____
4. These help form bones. _____
5. This helps the movement of food through the digestive tract. _____

B. Write true or false.

1. There are three types of carbohydrates. _____
2. Fats give us energy. _____
3. Proteins help our body grow. _____
4. Vitamins help our body fight against diseases. _____
5. Our body does not need minerals. _____

C. Match the columns.

- | | | |
|--------------------|---|--|
| 1. mouth | • | • a. mixing of food pieces with saliva |
| 2. food pipe | • | • b. passing of semi-solid undigested food |
| 3. stomach | • | • c. food from mouth travels to stomach |
| 4. small intestine | • | • d. a hollow bag-like structure |
| 5. anus | • | • e. a long coiled tube |

11

Teacher: Today, we are going to see an exciting experiment with turmeric, lime and surf. Let me open the LMS to show you an Experiment.

[Opens LMS and starts the Experiment]

Teacher: Watch closely! Turmeric is yellow, but when lime is added, it turns orange or red. Then, surf makes it yellow again. Isn't that amazing?

Teacher: This happens because turmeric reacts with acids like lime and bases like surf. What did you notice about the colours?

Student: It changed from yellow to orange and back to yellow!

Teacher: That's right! Great observation. Let's explore more fun reactions like this in our next class!

Differentiated Activity (10 Minutes)

110 km/hr



Design a "**Vitamin Wheel**" in your notebook. Draw a circle and divide it into six parts, one for each vitamin (A, B, C, D, E, K). Write one food source and one function for each vitamin in the respective section.

Make it colourful and creative.

80 km/hr



Create a **Vitamin Table** in your notebook. Draw a table with three columns: Vitamin, Food Source and Function. Fill the table with at least four vitamins, their food sources and their functions. For example:

Vitamin C – Oranges – Helps heal wounds.

40 km/hr



Choose any **two vitamins** from the book. Write their names, one food source for each, and one way they help your body. For example: Vitamin A – Carrots – Helps me see in the dark.

Home Task

Complete worksheet - 1 from workbook

Period 5

Teacher: Good morning, class! I hope you all are excited to learn something new today. Before we begin, let's take a quick look at the journey food takes inside our body. Open your books to page 7 and look at the diagram of the human digestive system.

COULD DO

10 MIN.



(Also teacher will open the Diagram on **LMS**)

Teacher: Using your finger, trace the path food takes, starting from the mouth, moving through the food pipe, and ending at the stomach. As you do this, think about what happens at each step. Can anyone tell me what happens in the mouth?

Teacher: Great! Now, who can tell the next stop after the food pipe?

Teacher: Wonderful! This was just a quick warm-up. Let's dive deeper into the digestive system now.

MUST DO

20 MIN.



Teacher: Open your books to page 7, and let's read about the **human digestive system** together.

Teacher: The process starts in the **mouth**, where your teeth break down food into smaller pieces, and saliva begins breaking it into simpler forms. Saliva also changes starch into sugar.

Teacher: From the mouth, the food goes down the **food pipe**, like a slide that delivers food to the stomach.

Teacher: Next is the **stomach**, which is like a strong bag. It churns the food—this means it moves the food around to mix it with digestive juices. These juices break down proteins into simpler forms. After this, the stomach sends the food to the small intestine for further digestion.

Teacher: Isn't it amazing how our body works? Each part of the digestive system has a special job and they all work together perfectly. Let's use what we just learned in a fun way now!

(*Check the 'grasping better' section to learn the meaning of the word)

SHOULD DO

10 MIN.



Teacher: Now, let's act out the journey of food through the digestive system! We'll divide the class into three groups: **Mouth**, **Food Pipe** and **Stomach**.

Teacher: The "Mouth" group will pretend to chew food and mix it with saliva. The "Food Pipe" group will move the food from the mouth to the stomach using their hands to show the motion. Finally, the "Stomach" group will churn the food and mix it with digestive juices.

Teacher: Each group will take turns and we'll perform the whole process together. Let's bring the digestive system to life!

Teacher: Great job, everyone! You really showed how the digestive system works. Now, let's reflect on what we learned with a quick activity for each of you.

Teacher: We are going to watch a Quiz on LMS and you all have to answer.

Differentiated Activity

110 km/hr



Draw the digestive system and label additional parts like the liver, pancreas and small intestine. Write one fact about how each part helps in digestion.

80 km/hr



Draw and label the digestive system with the mouth, food pipe and stomach. Write one sentence about the function of each.

40 km/hr



Trace the digestive system diagram from the book and label the mouth, food pipe and stomach. Copy one sentence for each part from the book.

Home Task

For your home task, observe how your family eats at the dinner table. Notice how food is chewed in the mouth and think about the journey it takes in the body. Tomorrow, share one thing you observed about digestion during your meal!

Period 6

Teacher: Good morning, class! Let's get started. Yesterday, we had such fun learning about the parts of the digestive system. Who can remind me where digestion begins?

COULD DO

10 MIN.

☐

Teacher: That's absolutely correct! Digestion starts in the **mouth**, where food is chewed and mixed with saliva. What does saliva do to the food?

Teacher: Perfect! Saliva is like a magic helper that starts breaking down food into simpler forms. Now, after the food is chewed, where does it go next?

Teacher: Excellent! The **food pipe** is like a slide that moves the food down to the stomach. And what happens to food in the stomach?

Teacher: Spot on! The stomach churns and mixes the food to break it down further. Now, here's an exciting question: After the stomach, where does the food go for further digestion?

Teacher: Don't worry if you're not sure—we're going to explore that today! Open your books to page 8 and let's learn about the **small intestine** and the next steps in digestion.

MUST DO

05 MIN.

☐

Teacher: Yesterday, we learned about the stomach and how it churns food with digestive juices. Today, we'll continue our journey and learn what happens after the stomach.

Teacher: Open your books to page 8. Look at the section about the **liver**. The liver plays an important role in digestion by producing **bile juice**, which helps in breaking down fats. Take a moment to find where the liver is in the diagram.

MUST DO

10 MIN.

☐

Teacher: Let's move on to the **small intestine**. The small intestine is a long, coiled tube where most of the digestion happens. Food is mixed with juices from the liver and pancreas, and the nutrients are absorbed into the blood.

Teacher: Refer to the section in your book on the **large intestine** and **anus**. Read how the undigested food moves to the large intestine, where water is absorbed and how the waste is finally removed from the body.

Teacher: Write down the names of the organs in your notebooks: **liver, small intestine, large intestine, rectum and anus**. Add one function of each organ from the book.

SHOULD DO

10 MIN.

☐

Using page 8 as a guide, draw a simple diagram of the digestive system in your notebook. Label the organs we talked about today: liver, small intestine, large intestine, rectum and anus. Write one sentence about what each organ does.

Differentiated Activity

110 km/hr



Using page 8 as a guide, draw a simple diagram of the digestive system in your notebook. Label the organs we talked about today: liver, small intestine, large intestine, rectum and anus. Write one sentence about what each organ does.

80 km/hr



Draw and label the liver, small intestine, large intestine, rectum and anus. Write one sentence about each.

40 km/hr



Trace the digestive system diagram from the book, label the organs and copy one function for the liver and small intestine.

Home Task

Create a model of lungs at home using the steps in your book (**Activity -1 page no. 12**) and be ready to explain how it works in class tomorrow.

Period 7

Teacher: Good morning, class! I hope you all are ready for another exciting lesson today. Let us begin by revisiting an important topic—how to keep our digestive system healthy. Today, I am going to show you something interesting on the LMS.

COULD DO

10 MIN.



(Teacher opens the LMS and selects the **I Explain** section.)

Teacher: Look at the screen carefully. This section explains how we can maintain a good digestive system. Let us watch and understand each point together.

Teacher: The first point says we should eat food at fixed hours. Eating regularly at the same time helps our stomach work better. Now, moving to the next point—chewing food slowly. When we chew food properly, it becomes easier for our stomach to digest.

Teacher: The LMS also highlights the importance of drinking enough water. Water helps with digestion and keeps us hydrated. Lastly, regular exercise helps the entire digestive system function smoothly.

Teacher: So from this, we learned four important habits:

1. Eat food at fixed times.
2. Chew your food slowly.
3. Drink plenty of water.
4. Exercise regularly.

Teacher: Now that we have watched and understood these points from the LMS, let us turn to

MUST DO

25 MIN.



page 8 in your books and revise what we just learned.

Teacher: Now that we have discussed how to maintain a good digestive system, let us move on to the next section in your book—**Preparing Food**. Open your books to page 8 and look at the methods of cooking food.

Teacher: Read through the methods mentioned—baking, roasting, steaming, frying and boiling.

Notice the examples given for each method, like cakes for baking or idli for steaming. Look at the pictures and match them with the methods in the text.

Understanding Better

Teacher: While you are reading, let us quickly look at the It has two simple questions.

Teacher: The first question is: **A bag-like structure where food is churned.** Who can give me the one-word answer for this?

Teacher: That is correct! The stomach is the bag-like structure where food is churned.

Teacher: The second question asks: **Which method is used to make cakes?** What is the answer?

Teacher: Perfect! Baking is the method used for cakes. You can see the examples right there in the text.

Teacher: Now, look at the last part about precautions while cooking. Quickly read the two points about not overcooking food and not soaking vegetables for too long. These small steps help keep the nutrients in the food.

Teacher: With this knowledge, let us think about the cooking methods used in your homes. We will now do an activity where you can apply what we just learned!



Teacher: Now that we have explored how to keep our digestive system healthy and learned about different cooking methods, let us do something exciting! How many of you have seen an egg before it is cooked?

Teacher: Eggs are so versatile—we add them while baking cakes with them, boil them and even fry them. But have you ever wondered how to check if an egg is fresh or rotten? Today, we are going to find out with a fun activity on the **LMS (I-Explain)**

Teacher: Look at the screen. I am going to place an egg in water. Watch closely and tell me what happens.

Teacher: Did you see that? The fresh egg sank to the bottom, while the rotten egg floated to the top. This is because a rotten egg has air inside, making it lighter.

Teacher: Isn't that amazing? Now, let me ask you—why do you think it is important to check if an egg is fresh before cooking it?

Teacher: Exactly! Checking the freshness of ingredients helps us prepare healthy and tasty food. Next time you see an egg, you can try this experiment at home! Let us take this idea forward as we move to the next part of our lesson.

Differentiated Activity

110 km/hr



Create a table in your notebook with two columns: **Habit for Digestive Health** and **Why It Is Important**. Fill in the table with the four habits discussed (fixed meal times, chewing slowly, drinking water and exercising) and write one reason for each habit. Also, write two methods of cooking from the text and one advantage of each.

80 km/hr



List the four habits for maintaining digestive health from the LMS (fixed meal times, chewing slowly, drinking water and exercising) and write one line about why these are important. Draw a simple picture of an egg sinking and floating and label it as fresh and rotten.

40 km/hr



Write the four habits for maintaining a good digestive system (fixed meal times, chewing slowly, drinking water and exercising) in your notebook. Draw an egg floating and an egg sinking, and label them as rotten and fresh.

Home Task

At home, observe how your family prepares one dish. Write the cooking method used (baking, roasting, steaming, frying or boiling) and think about how it helps keep the food healthy. Be ready to share in class tomorrow.

Period 8

Teacher: Good morning class. Today we are going to talk about how food is preserved so we can enjoy it even when it's not in season. Can anyone think of food items like pickles or ketchup that are preserved for later? Why do you think this is done?

COULD DO

05 MIN.

☐

Teacher: Before we talk about the methods of preserving food, let's think about why we need to preserve food. We all love eating fruits and vegetables, but they don't grow all year round. So, how do you think we can keep them fresh to eat even when they are not in season?"

COULD DO

10 MIN.

☐

Teacher: "Let's start by naming the methods of preserving food. We can use refrigeration, boiling, salting and sweetening, dehydration and preservatives. Can you think of one food item that fits and using of these methods?"

MUST DO

20 MIN.

☐

Worksheet 2

A. Rearrange the letters to write the names of the parts of the digestive system.

1. OUTHM _____
2. DOOF PEPI _____
3. SOTMACH _____
4. ARGEL INTESTNIE _____
5. ASIVAL _____

B. Fill in the blanks.

1. _____ is the process of converting the food into a simpler form.
2. The churning of food takes place in the _____.
3. The mixing of food with the digestive juices occurs in the _____.
4. The _____ carry the digested food to all body parts.
5. The semi-solid undigested food is passed out of the body through the _____.

C. Write true or false.

1. We should eat at fixed hours. _____
2. We should overeat for a good digestive system. _____
3. There is only one method to prepare food. _____
4. Dry heat is used to make food in steaming. _____
5. Boiling makes the use of boiling water for cooking. _____

12

Teacher: Alright now, let's break it down. First, we have refrigeration. This keeps food cool and fresh. For example, we store milk, meat and fruits in the fridge. Can anyone think of other foods that should go in the fridge?

Teacher: Next we have boiling. Some foods are boiled to kill germs and make them safe to eat. What kind of food do you think is boiled?

Teacher: Then we have salting and sweetening. Foods like pickles use salt and jams use sugar. Salt and sugar help preserve the food. What foods have you seen that use salt or sugar?

Teacher: Another method is dehydration. Some foods are dried to remove the moisture. Think about raisins or dried apples. Why do you think drying helps preserve food?

Teacher: And lastly, we have preservatives. These are chemicals added to foods like ketchup and jams to help them stay fresh. Have you heard of preservatives before?



Teacher: Now it's your turn. Open your **(worksheet - 2)** and write down at least one food for each preservation method. Think about which food should be in the fridge, which food should be boiled, and so on. I'll be around to help if you need it.

Differentiated Activity**110 km/hr**

Think about how different preservation methods like refrigeration, boiling and dehydration affect the food's texture and taste.

80 km/hr

Compare boiling and refrigeration; write one food for each and explain why it's preserved that way.

40 km/hr

Choose one food for refrigeration, one for boiling and one for salting and explain why each method is used.

Home Task

For homework, look at the food in your kitchen and identify how it is preserved. Write down three foods and tell to the class the next day how they are kept fresh.

food.

- In boiling, the food is cooked by boiling in water. Rice, potatoes, dals, etc. are boiled.

While cooking food, we should take the following precautions:

- Do not overcook food as it destroys the nutrients present in them.
- Do not soak vegetables in water for too long. This also leads to loss of nutrients.

PRESERVING FOOD

Sometimes, to save food from spoiling, we preserve it. There are different methods used for food preservation*.

- **Refrigeration** – Most food items are stored in a refrigerator at low temperature to prevent them from spoiling.
- **Boiling** – Some food items are boiled at high temperatures to kill germs. For example, milk is boiled to save it from getting spoilt.
- **Salting and sweetening** – Germs cannot grow in too much salt or sugar. Thus, some food items are treated with salt or kept in sugar solution. For example, fish, meat and pickles are preserved through salting.
- **Dehydration/airtight containers** – Storing food items in airtight containers or removing water completely from certain food items helps preserve them.
- **Adding preservatives** – Sometimes, artificial preservatives are added to food items to prevent them from getting spoilt. Jams and ketchup contain preservatives.

Understanding better
Give one word answer.
1. A bag-like structure where food is churned.
2. Which method is used to make curries?

ICL

Connecting better

Maths Maria's teacher told the class, "The length of the small intestine is nearly 670 cm, and the length of the large intestine is 166 cm." The teacher asks Maria, "What is the length of the small and large intestines in total?" Maria replies, "Ma'am, the sum of 670 and 166 is 836 cm. So, the length of both the intestines is 836 cm."

HoLL

Trying better

In a ziplock bag, put 2-3 small pieces of bread and add 3-4 spoonful of water. Close the bag and squeeze it at regular intervals with your hands for 2 minutes. Now, you will see that bread, on mixing with water, turns into a liquid-like substance. This is how food is churned in our stomach.

3E DoST

Grasping better

nutrients: useful substances present in the food
food preservation: keeping food fresh and safe to eat for a longer time by using different methods to stop it from getting spoiled.

DING

Finding better

Foods rich in starch taste sweet after chewing.
Example: chapatis.

CL

Healing better

Taking half tea spoon of carom seeds (ajwain) with lukewarm water after each meal helps in curing indigestion.

KoI

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

9

Period 9

Teacher: Good morning class! How is everyone today? I hope you're ready to learn some exciting things about food and nutrition. Let's start by recalling what we've learned so far.

COULD DO

15 MIN.

Teacher: Can anyone remember what nutrients we get from our food? Yes, that's right! Our food contains important nutrients like carbohydrates, fats, proteins, vitamins and minerals. These nutrients are very important because they help keep our bodies strong and healthy.

Teacher: Now let's talk about food and how it's cooked. Can you remember some of the ways we cook food? We can bake, roast, steam, fry or boil it. Each method changes the food in different ways. Can you think of a food that's baked? Or one that's boiled?

Teacher: Lastly, we also learned about how food is preserved. Does anyone remember why we preserve food? That's right! We preserve food to make it last longer, so we can enjoy it even when it's not in season. Can you think of some foods that are preserved?

Teacher: Great job everyone! I'm excited to explore these topics more today. Let's continue with today's lesson.

Teacher: Alright class, let's move on to the next activity. Please open your books to **page ten** where you will find the section called **Learning Better**.

Teacher: In this section, we have some questions to work on. First, we will do the part where you need to **tick the correct answer**. I will read the first question aloud: Which of these is a useful substance present in our food? Is it nutrients, particles or teeth?

Teacher: Take a moment to think about the question, then **tick the correct answer** in your book. Once you have completed this, move on to the next questions.

Teacher: After that, we will do the **True or False** section. You will need to read each statement and decide if it is true or false. Remember, you can **raise your hand** if you need any help.

Teacher: Once you finish all the questions, I want you to try and answer the **short and long answer questions** in your notebook.

Teacher: I will give you **ten minutes** to finish this. When you are done, we will go over the answers together. Please make sure to **check your answers** before we start discussing.

SHOULD DO

10 MIN.

Worksheet 3

A. Answer the following.

1. What is digestion?

2. What is baking?

3. What is roasting?

4. What is frying?

5. What is boiling?

B. Choose the correct options. Fill in the blanks.

1. Cakes and pastries are made in an oven by _____ (baking/roasting).

2. Potatoes are cooked over fire by a method called _____ (roasting/steaming).

3. Food items, such as dhokla and dumplings, are cooked by _____ (frying/steaming).

4. Fritters are cooked in oil or ghee by _____ (boiling/frying).

5. Rice is cooked in water by a method called _____. (boiling/baking).

C. What is the functioning of stomach? Tick (✓) the correct answer.

1. chewing of food

☐

2. churning of food

☐

3. absorption of water

☐

4. mixing of food with saliva

☐

5. mixing of food with digestive juices

☐

13

Teacher: Alright class for the next ten minutes we are going to try an activity together. Take out a ziplock bag and put two or three small pieces of bread inside. Then add three or four spoonfuls of water into the bag.

Teacher: Now seal the bag and squeeze it at regular intervals with your hands for about two minutes. Watch carefully as the bread changes when mixed with water.

Teacher: This is similar to how food is churned in our stomachs. You can see how the bread turns into a liquid-like substance when it mixes with water.

Differentiated Activity

110 km/hr



Think about how food breaks down in our stomach and provide other examples; write down your ideas.

80 km/hr



Explain why the bread in the ziplock bag turns into a liquid-like substance when mixed with water; write down your observations.

40 km/hr



Focus on the steps and describe what happens when bread and water mix in the ziplock bag; write down your observations in simple words.

Home Task

Complete worksheet - 3 from workbook.

Period 10

Teacher: Good morning class! Before we dive into today's lesson, let's get our bodies moving with a quick physical activity. Stand up everyone, let's do some stretching to wake up those muscles!

COULD DO

10 MIN.

☐

Teacher: Now that we're all stretched out, let's start with a fun activity. Remember the little book you created in English class? Today we're going to make another one. So get ready for **My Little Book of Experiments!**

Teacher: You've already learned how to make a little book, right? This time, on the cover, I want you to write **My Little Book of Experiments** using your favorite colours. Make it bright and colorful!

Teacher: Once you've done that, open the book and, write about the parts

of the human digestive system. Take your time and try to remember what we've learned. You can use drawings to help explain too!

Teacher: I'll give you 10 minutes to finish this and when you're done, we'll share and discuss what you've written. Let's get started!

MUST DO

20 MIN.



Teacher: Alright class, I want you to open your notebooks and start working on these questions.

Teacher: For the first question, name the two types of carbohydrates. Think about the foods we eat that give us energy. What are the two different types of carbohydrates?

Teacher: Next, for question two, Mohit's mother is baking a sweet treat with chocolate chips that is round and flat. What do you think she is making? Think about the shape and the ingredients we usually use for baking.

Teacher: For the third question, I want you to name any two methods of cooking food. Remember, we can cook food in many ways like boiling, baking, frying, etc.

Teacher: Take your time to write your answers in your notebook. I'll be walking around to help if anyone needs assistance.

SHOULD DO

10 MIN.



Teacher: Alright class, for the next activity, we are going to focus on learning new vocabulary. I will help you learn and understand some important words related to our lesson. We will use the dictionary in **LMS** to find definitions and examples of these words.

Teacher: Let's start with a few words related to food preservation and nutrition. I'll walk you through how to find these words in the LMS. Once we find them, I want you to write the word, its definition, and an example sentence using the word.

Teacher: As you explore the LMS, make sure to highlight any words that are new to you. Don't hesitate to ask if you need help with any of the words. We'll go over them together.

Differentiated Activity

110 km/hr



Find five words related to food and nutrition in the LMS, write their definitions and create sentences for each word.

Creating better

ArtI 2Lr CS

Making Idli chaat under adult supervision.

Materials required: 8–10 idlis, half cup yogurt, half cup tamarind chutney, half cup green chutney, half cup chopped onions, half cup chopped tomatoes, half cup boiled and chopped potatoes, half cup sev (crispy snack), 1 tablespoon chopped coriander leaves, a pinch of chaat masala, a pinch of salt

Steps:

1. Ask an adult to steam some idlis.
2. Cut idlis into small pieces. Put idli pieces on a plate.
3. Apply yogurt over idlis with the help of a spoon.
4. Apply the green and tamarind chutney.
5. Sprinkle onions, tomatoes, and potatoes.
6. Sprinkle sev on top. Add chaat masala, salt.
7. Sprinkle coriander leaves.
8. Your idli chaat is ready!



Thinking better

2Lr CS HOTS

Think and write the answer in your notebook.

Fat-rich food provides more energy than carbohydrate-rich food. Yet, we are often told not to eat too much of fat-rich food. Why?

Choosing better

LSV

You had a family get together at home with all your aunts, uncles and cousins. Your parents prepared a lot of food. After the meal, a lot of food is still left. What should you do with the extra food? Tick (✓) the correct answer.

1. Throw away the extra food. ☐
2. Distribute the extra food among house help, security guards and other community helpers. ☐
3. Refrigerate the leftovers to eat later. ☐

Revising better

DBL

As described on page 14 of the English section, you have already learnt how to make a little book. Now, make another little book the same way and write My Little Book of Experiments on the cover using your favourite colours.

Revise and write about the parts of human digestive system in your Little Book.

Teacher's Note: *Guide the students to recall and answer this in their notebooks.

11

80 km/hr



Pick three words related to food preservation from the LMS, write their definitions and use them in sentences.

40 km/hr



Teacher: Choose two words from the LMS, write their meanings, draw pictures to help remember them, and use the words in short sentences.

Home Task

Make Idli Chaat at home with the help of an adult, follow the steps, take a picture of your Idli Chaat and bring it to class with a short description of the steps and taste.

Period 11

Teacher: Good morning class! Today, we are going to start with a fun activity. We will be watching a video on the **LMS** that will help us understand more about food preservation and nutrition.

COULD DO

10 MIN.



Teacher: Please pay close attention as the video explains different methods used to preserve food and how nutrients are important for our body. After the video, I'll give you some tasks related to what we learn from it.

Teacher: Once the video is finished, we will discuss it together. I want everyone to take notes, especially on any new terms or methods of food preservation you see in the video.

MUST DO

10 MIN.



Teacher: Alright class, now let's move to the first **Must Do** activity. I want you to think and write the answer in your notebook.

Teacher: The question is: Fat-rich food provides more energy than carbohydrate-rich food. Yet, we are often told not to eat too much fat-rich food. Why do you think this is?

Teacher: Take a moment to think about the health effects of eating too much fat. Write down your thoughts in your notebook. Try to include reasons why moderation is important when consuming fat-rich foods.

MUST DO

10 MIN.



Teacher: Alright class, now let's move to the first **Must Do** activity. I want you to think and write the answer in your notebook.

Teacher: The question is: Fat-rich food provides more energy than carbohydrate-rich food. Yet, we are often told not to eat too much fat-rich food. Why do you think this is?

Teacher: Take a moment to think about the health effects of eating too much fat. Write down your thoughts in your notebook. Try to explain why eating fat-rich foods in moderation is important for our health.



Teacher: Alright class, for the next 10 minutes, we are going to focus on the **Human Digestive System on Page no.7**. I'm going to show you this diagram, and I want you to take a good look at all the parts of the digestive system.

Teacher: In your notebook, I want you to draw the digestive system as shown in the diagram. Label each part, including the mouth, food pipe, stomach, liver, gallbladder, pancreas, small intestine, large intestine, rectum and anus.

Teacher: Once you've finished the drawing, write a brief description of what happens in each part of the digestive system. For example, what happens to the food in the stomach? How does food travel through the food pipe?

Teacher: I'll give you 10 minutes to complete this activity. Make sure your labels are clear and your description is simple and easy to understand.

Differentiated Activity

110 km/hr



Create a detailed diagram of the digestive system, label all parts, and describe each part's function and how food moves through it.

80 km/hr



Draw and label the digestive system, and write a short description of what each part does, focusing on key organs like the stomach and small intestine.

40 km/hr



Draw the digestive system with key parts labelled, and write a simple description of what happens in the mouth and stomach.

Home Task

Make the project from Book of project ideas and submit in class.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none"> • Develop fine and gross motor skills through hands-on activities, like planting trees, drawing maps, or creating models. • Enhance physical coordination by engaging in outdoor activities and nature walks to observe the environment. • Perform simple experiments that require active participation, such as mixing soil and water to understand texture differences.
Socio-Emotional and Ethical Development	<ul style="list-style-type: none"> • Show respect and empathy for living beings by understanding the importance of plants, animals, and their habitats. • Develop a sense of responsibility for the environment by participating in sustainable practices, such as waste segregation or water conservation. • Collaborate with peers in group activities to build teamwork and interpersonal skills.
Cognitive Development	<ul style="list-style-type: none"> • Ask meaningful questions and think critically about the natural world and environmental issues. • Analyse data from simple observations or experiments, such as tracking the weather or plant growth, to solve real-life problems. • Connect scientific concepts, like pollution or food chains, to everyday experiences and suggest practical solutions.
Language and Literacy Development	<ul style="list-style-type: none"> • Express observations and findings clearly through drawings, reports, or verbal discussions. • Enhance vocabulary related to EVS, such as terms like ecosystem, biodegradable, and resources. • Read and comprehend age-appropriate EVS texts, charts, and diagrams to gather and share information.

Aesthetic and Cultural Development	<ul style="list-style-type: none"> • Appreciate the beauty of nature through activities like sketching trees, landscapes, or animals. • Understand cultural practices related to the environment, such as festivals celebrating harvest or water conservation rituals. • Create art and crafts using natural or recycled materials to showcase creativity and respect for the environment.
Positive Learning Habits	<ul style="list-style-type: none"> • Demonstrate curiosity and a willingness to explore new ideas about the natural world. • Develop habits of observation and reflection by maintaining a nature journal or observation diary. • Show perseverance and responsibility in completing EVS projects or activities, like growing a plant from a seed.

Starry Knights

How was the first day of the class? Could you identify the strengths and weaknesses of your learners that need to be worked upon?

Reward yourself with a STAR.



Answers

Theme 1: How Do We Live? Lesson-1: About Food and Digestion

Main Coursebook

ReKAP

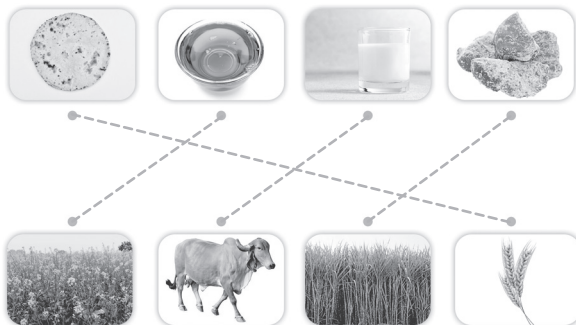
Kinaesthetic:

Accept all relevant responses.

Auditory:

1. Vitamin C helps us fight off colds.
2. Vitamin D from sunlight helps us make our bones strong.

Pictorial:



Interacting better: Accept all relevant responses.

Understanding better (Page 9)

1. Stomach
2. Baking

Learning better

- A. 1. a 2. c 3. c 4. b 5. c
- B. 1. False 2. True 3. True 4. False 5. False
- C. 1. Sugar and starch
2. Cookies
3. Roasting and frying
- D. 1. Digestion is the process of converting the food we eat into simpler form so

that it can be used by our body. The human digestive system is made up of the mouth, food pipe, stomach, liver, pancreas, large intestine, small intestine, rectum and anus.

2. In order to save food from spoiling, we preserve it. There are different methods used for food preservation.
 - **Refrigeration** : Most food items are stored in a refrigerator at low temperature to prevent them from spoiling.
 - **Boiling** : Some food items are boiled at high temperatures to kill germs. For example, milk is boiled to save it from getting spoilt.
 - **Salting and sweetening** : Germs cannot grow in too much salt or sugar. Thus, some food items are treated with salt or kept in sugar solution. For example, fish, meat and pickles are preserved through salting.
 - **Dehydration/air tight containers** : Storing food items in airtight containers or removing water completely from certain food items helps preserve them.
 - **Adding preservatives** : Sometimes, artificial preservatives are added to food items to prevent them from getting spoilt. Jams and ketchup contain preservatives.

Creating better:

Accept all relevant responses.

Thinking better:

Fat-rich foods do provide more energy than carbohydrate-rich foods, but there are important reasons why we are told not to eat too much of them:

1. **Too much fat can be bad for your health:** If you eat a lot of fat, especially unhealthy fats, it can lead to heart disease, high blood pressure and weight gain.
2. **Fats are easy to store as body fat:** When we eat more fat than our body needs for energy, it gets stored as extra fat in our body, which can lead to being overweight or obese.
3. **Healthy fats are okay in small amounts:** Not all fats are bad. Healthy fats, like those in nuts, fish and avocados, are good for our body, but we still need to eat them in the right amounts.

Choosing better:

2. Distribute the extra food among house help, security guards and other community helpers.

Students' Worksheets

Worksheet 1

- A. 1. Carbohydrates 2. Proteins
3. Vitamins 4. Minerals
5. Roughage
- B. 1. False 2. True 3. True 4. True 5. False
- C. 1. → a 2. → c 3. → d 4. → e 5. → b

Worksheet 2

- A. 1. MOUTH 2. FOOD PIPE 3. STOMACH
4. LARGE INTESTINE 5. SALIVA
- B. 1. Digestion 2. stomach
3. small intestine 4. blood vessels
5. anus
- C. 1. True 2. False 3. False 4. False 5. True

Worksheet 3

- A. 1. Digestion is the process of converting the food we eat into simpler form so that

it can be used by our body.

2. Baking is a method in which dry heat is used to cook food in an oven. For example, we can bake cakes and cookies.
3. Roasting is a method in which food is cooked on a hot tawa or directly over fire. For example, we roast vegetables, cottage cheese, nuts, etc.

4. Frying is a method in which the food is cooked in oil or ghee. For example, puri, fritters, etc are fried.

5. Boiling is the method in which food is cooked by boiling in water. For example, rice, potatoes, dals, etc. are boiled.

- B. 1. baking 2. roasting 3. steaming
4. frying 5. boiling
- C. 2.

Book of Holistic Teaching

Developing better

A. English:

Digestion

Dehydration

Congestion

B. Maths: ₹470

C. Social Studies: No


Book of Project Ideas

Making better

Accept all relevant responses.

Lesson-2: About Tongue and Teeth

Theme 1: How Do We Live?

 10 Periods (40 minutes each)



Learning better (Main coursebook), Staying ahead (Workbook) CRM signs, KWL chart, Book of Holistic Teaching, Book of Project Ideas



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

Confirming Better

I always sit quietly in a moving vehicle.

Curricular Goals and Objectives (NCF-FS)

To enable the students:

- Perform Taadasan and focus on their breath.
- Understand the concepts of tongue and teeth in digestion and identify the number and types of teeth.
- Learn the correct way of brushing teeth and understand the structure of teeth.
- Research songs/rhymes about brushing teeth and learn about the uses of neem bark in dental health.
- Acknowledge Dr. R Ahmed's contribution to Modern Dentistry and update vocabulary on tongue and teeth.
- Create a project on teeth, express feelings in their Secret Journal, and write in their Little Book.

Methodology

Period 1

Teacher (with a smile): Good morning, everyone! How are you all?

COULD DO

05 MIN.

Students: We are good/fine.

Teacher: Before we dive into today's lesson, let us start with a quick activity to help us focus and get ready. Repeat after me: "Studying old cultures helps us learn."

Teacher: Now, I want you to take a moment and think about what will old cultures help us learn. It could be about the people, how they lived, what they did. Ready?

Teacher: Great! Let us start with a special activity called the “KWL Chart.”

Teacher: KWL stands for Know, Want to Know and Learned. It helps us organize our thoughts and set goals for our learning.

Know	Want to know	Learned

(Know | Want to know | Learned)

Teacher: Let us begin with the K section—What I Know. Think about what you already know about this lesson concepts such as civilizations, how people lived, what they did.

Teacher: Now, let us move to the W section—What You Want to Know. For example, you could say, “about different civilizations, their importance, inventions” What are your questions?

(Encourage students to share their ideas. Record responses on the chart.)


Teacher: We will complete the “Learned” section after end of lesson.

Teacher: Good morning class! I hope everyone is feeling energetic today because we are going to start a new chapter on something important – our **tongue and teeth**.

Teacher: Before we dive into the lesson, let's get our bodies moving. Everyone, stand up and let's do a quick exercise! Stretch your arms wide, touch your toes and now gently move your head from side to side. This will help us focus and get ready for today's lesson.

Teacher: Now that we're all stretched out, let's talk about something fun. Today, we will learn about the **Tongue and Teeth**. I want you to think about these questions:

1. How many teeth do you have?
2. What do you think the tongue helps us with, besides tasting food?
3. How do you take care of your teeth?



Kinaesthetic

Draw five food items. Exchange your drawings with your partner. Now write under each food whether we use our teeth to eat it or not.

Auditory*

Listen to your teacher carefully. Answer the questions.

13

Teacher: I'll show you some pictures and videos about the **tongue and teeth**. While you watch, think about these questions. Afterward, I'll ask you to share your thoughts and ideas. You can also write them down in your notebooks!

Teacher: This activity will help us understand how our tongue and teeth work together. Let's get started and have some fun learning!

Teacher: That's exactly what we'll explore today. Our topic is "About Food and Digestion." Open your books to **page 5** and let's dive in.

MUST DO

25 MIN.



Here as you can see in the beginning of each chapter, you will find **Re-KAP Activities**. These activities are designed to help you understand concepts in different ways. Here KAP stands for kinesthetic auditory and pictorial. Let us begin with the kinesthetic activities. If you are ready, show me a thumbs up.

Kinaesthetic Activity

Teacher: Good morning class! Today, we are going to get creative and learn more about how we use our teeth.

Teacher: For this activity, I want you to draw five food items. You can choose any food that you like, whether it's a fruit, vegetable or something else.

Teacher: Once you've finished your drawings, exchange them with your partner. Take a good look at the food your partner drew and then write under each food whether we use our teeth to eat it or not.

Teacher: For example, if you drew an apple, you would write "Yes, we use our teeth to eat it" because we need our teeth to bite into it.

Teacher: This activity will help us understand how our teeth play a role in eating different types of food. You have ten minutes to complete the task, so let's get started and have fun!

Auditory Activities

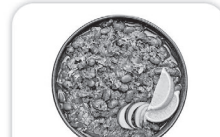
Teacher: Alright class, we are going to practice our listening skills. I will describe a few food items and I want you to listen carefully and answer the questions.

Teacher: I will say a food item and you need to tell me if we use our teeth to eat it or not. For example, if I say an apple, you will answer Yes, we use our teeth to eat it.

Teacher: Let's begin. I will now say a few more food items, and you will respond whether we use our teeth to eat them. Ready? Let's start!

Pictorial PS

Look at the pictures and label the given food items as sour, salty, bitter or sweet.



13

Healing better

Neem bark is used to make *datun* that is good for our teeth. Many people use it as a brush. It keeps the germs and cavities away.

KoI

17

Pictorial Activity:

Teacher: Now, let's move on to the next activity. Look at the pictures of food items on the board. Your task is to label each food item as sour, salty, bitter, or sweet.

Teacher: For example, if you see a lemon, you will label it as sour. Take a good look at each picture, and write the correct label under them.

Teacher: Once you're done we'll discuss the answers and learn more about these different tastes. You have 10 minutes for this task.



Teacher: Now that we've explored the tastes and types of food using our teeth, let's move on to an important part of dental history.

Teacher: I want you to learn about Dr. Rafiuuddin Ahmed, a remarkable person in the field of dentistry. Dr. Rafiuuddin Ahmed established the first dental school in Calcutta, India. He founded the **Dr. R Ahmed Dental College and Hospital**, which later came to be known as the **Calcutta Dental College**.

Teacher: Dr. Ahmed is remembered as the **Father of Modern Dentistry in India**. Isn't that amazing?

Teacher: Take a moment to reflect on how his contributions have shaped dentistry. After this, we'll discuss his achievements and how it impacts the field of dental care today. You can write a short note about Dr. Ahmed's work in your notebook.

Differentiated Activity

110 km/hr



Create a detailed diagram of the tongue and teeth, label all parts and write a short paragraph explaining how they work together during digestion.

80 km/hr



Draw and label the tongue and teeth, then write a short description of their role in the digestive process.

40 km/hr



Draw the tongue and teeth label the main parts, and write a simple explanation of how we use them for eating.

Home Task

Write a short paragraph about Dr. Rafiuuddin Ahmed's contributions to modern dentistry and how they impact dental care today. Bring it to class tomorrow for discussion.

Period 2

Teacher: Good morning class! I hope everyone is ready for some fun today. Before we dive into today's lesson, let's warm up a little.

COULD DO

10 MIN.

☐

Teacher: Everyone stand up and stretch your arms wide, take a deep breath, and now gently turn your head from side to side. Feels good, right? Now that we are all stretched out and ready, let's begin.

Teacher: Today, we are going to work on our speaking and listening skills. I want you to turn to your partner and ask them **which food items they like the most and why**. Listen carefully to their answer and try to explain why you like your favorite food too.

Teacher: Remember, the goal is to practice having a conversation. Afterward, you can share with the class what your partner likes to eat and why.

Teacher: You have 10 minutes for this. Let's get started and enjoy talking with each other!

MUST DO

10 MIN.

☐

Teacher: Alright class, today we will focus on understanding how the **tongue** helps us. To do this, I want you to open your books to the page where we read the story about Ryan, Maria and their teacher.

Teacher: In the story, they discuss their favorite foods and how the tongue helps us in tasting food and speaking. Once you have opened the page, read through the story again and take notes on how the tongue plays an important role in both tasting food and speaking clearly.

Teacher: After reading, write a short paragraph in your notebook explaining what you learned from the story. Be sure to mention how the tongue helps in identifying tastes and in speaking.

Teacher: You have 15 minutes to complete this task. Let's get started!

SHOULD DO

10 MIN.

☐

Teacher: I want you to make a **model of an animal or human face showing teeth**. Here are the materials you will need:

- Peanut or pistachio shells

- Cardboard
- A pair of scissors
- Coloured papers
- Glue or tape
- Pencil and marker

Teacher: Follow these steps to make your model:

1. Take a piece of cardboard and draw the face of an animal or human.
2. Cut along the outline and draw the eyes and mouth.
3. Paste coloured paper on the ears and tongue.
4. Use peanut or pistachio shells as teeth and glue them onto your model.
5. Use markers to highlight the eyebrows, eyes, and nostrils.

Teacher: This activity will help you visualize and understand the parts of the face, especially the teeth. Once you're done, we will discuss your models and share how teeth help in eating.

Teacher: You have 15 minutes for this task. Let's get started and have fun!

MUST DO

10 MIN.



(refer to page no. 18 in book)

Teacher: Alright, everyone, today we are going to see something fun! I am opening our MS, I Explain, to show you an animation.

Students: An animation? What is it about, teacher?

Teacher: It is about today's topic. The animation will help us understand it in a simple and exciting way.

Student 1: Does it move?

Teacher: Yes, it moves and shows how things work step by step. Let us watch it now.

[Plays the animation]

Teacher: Watch carefully! After the animation, we will talk about what you noticed. Are you ready?

Students: Yes, teacher, we are ready!

Differentiated Activity

110 km/hr



Create a detailed model of a human or animal face, highlighting the teeth and explain how the teeth help with chewing different foods.

80 km/hr



Make a model of a face showing the teeth and write a short description of how the teeth help us eat.

40 km/hr



Draw a simple face with visible teeth and label the teeth with a brief description of their role in eating.

Home Task

Write a paragraph describing the importance of teeth in eating, based on today's lesson and bring it to class tomorrow for discussion

Period 3

Teacher: Good morning class! Today, we are going to have a fun activity about **teeth** and how they look when we smile.

COULD DO

10 MIN.

☐

Teacher: First, I will show you two pictures of a person smiling. One picture has a person with a smile and the other has a person with blackened teeth.

Teacher: I want you to look closely at both pictures. After you see them, tell me:

- Which one do you like better, and why?
- How do you think the shape of our teeth affects our smile?

Teacher: Take a moment to think and discuss with your partner. You have 5 minutes to share your thoughts!

MUST DO

15 MIN.

☐

Teacher: Alright class, now that we have learned about the **tongue** and its role in tasting food, let's move on to learning about **teeth**.

Teacher: I will start by asking you a question: Do you have **milk teeth** or **permanent teeth**? Think about it and let me know.

Teacher: Let's look at the **anchor chart**. I will explain that humans have two sets of teeth in their lifetime: **milk teeth** and **permanent teeth**. I will show you pictures too, so you can see the difference.

Teacher: Now, let's move on to the **structure of a tooth**. I will show you the **roller chart** with a diagram of a tooth. Pay attention to the different parts of the tooth, like the **enamel, dentine, pulp, gums and cementum**.

Teacher: The **gums** are very important because they help hold the teeth firmly in place. After this, we'll discuss the structure of the tooth in more detail.

Teacher: You will have 15 minutes to write down your notes on the different parts of a tooth and its importance. We will discuss it together afterward.



Teacher: Alright class, now that we've learned about the different parts of the tooth, let's do something fun and hands-on!

Teacher: I will divide you into groups of four. Each group will get different colors of **play dough** and your task is to form the structure of a tooth. Use the play dough to create the different parts of the tooth, like the **enamel, dentine, pulp, gums and cementum**. You can refer to the diagram in your book to guide you.

Teacher: Take your time and make sure to create a detailed tooth structure. You have 15 minutes for this activity, so let's get started!

Teacher: Both working on the model and slideshow will be difficult to focus on. Can be done one after the other

Teacher: After the **slideshow**, we will talk about the best brushing techniques.

Teacher will show the LMS (Diagram) to the students and talk about same.



Differentiated Activity

110 km/hr



Create a detailed 3D model of a tooth using play dough, label its parts and explain how each part contributes to its function.

80 km/hr



Make a play dough model of a tooth, label the major parts and write a short description of how the tooth helps in eating.

40 km/hr



Draw a tooth in your notebook, label the main parts and describe what each part does in simple words.

Theme 1: How Do We Live?

2. About Tongue and Teeth

Worksheet 1

A. Fill in the blanks.

- _____ is used to taste different food items.
- There are _____ types of tastes that tongue can sense.
- _____ help bite and chew the food.
- There are _____ sets of teeth present in humans.
- A tooth consists of _____ basic parts.

B. Write true or false.

- Teeth help taste different food items. _____
- Taste buds are present on the tongue. _____
- There are three sets of teeth in humans. _____
- Temporary teeth are 20 in number. _____
- There are 34 permanent teeth in humans. _____

C. Match the columns.

- | | |
|-------------|-------------|
| 1. tongue • | • a. bitter |
| 2. honey • | • b. sour |
| 3. coffee • | • c. biting |
| 4. lemon • | • d. sweet |
| 5. teeth • | • e. taste |

14

Home Task

Complete the worksheet- 1 from Workbook.

Period 4

Teacher: Good morning class! I hope everyone is ready for some teamwork today. For this activity, I want you to form **groups of four** with your classmates. Once you're in groups, each person will choose **one type of tooth** to focus on, such as incisors, canines, premolars or molars.

Teacher: Your task is to **discuss** the type of tooth you've chosen with your group and then **draw a picture** of that tooth. You should also **write a brief description** of what the tooth is used for and how it helps us eat.

Teacher: Once each person has finished their drawing and description, your group will present **all four types of teeth** to the class. Talk about each tooth type's role in chewing food and why it's important.

Teacher: You have **10 minutes** to complete the activity. Remember, work together and help each other out. Let's get started!

MUST DO

15 MIN.

☐

Teacher: Now, let's move on to understanding the different types of teeth. I'll explain each one to you. Listen carefully and feel free to ask any questions you have as we go along.

Teacher: First, we have **incisors**—the flat teeth at the front that help us cut food. Next are **canines**, the pointed teeth that help tear food. Then, we have **premolars** and **molars**, which are wider and help crush and grind food.

Teacher: As I explain the functions of these teeth, I want you to **take notes** in your notebook and draw simple sketches of each type of tooth.

Teacher: After I finish, I'll ask if anyone has questions. This will help ensure you understand the purpose of each tooth. You have **5 minutes** to write down your notes. Let's get started!

SHOULD DO

10 MIN.

☐

Teacher: Now that we understand the different types of teeth, let's talk about how to take care of them. I want you to stay in the same groups of four, and together, you'll **create a chart** showing the correct steps for brushing your teeth.

Teacher: Be sure to list all the important steps, like how long we should brush, how to brush the back teeth, and why it's important to brush twice a day. You can use **pictures or drawings** in your chart to make it easy to understand.

Teacher: Once you've completed your chart, I will **explain** the correct brushing technique and answer any questions you may have. If there's something you don't understand, don't hesitate to ask.

Differentiated Activity

110 km/hr



Create a detailed chart or diagram of the different types of teeth labelling each type and explaining their specific functions in the chewing process.

80 km/hr



Draw a simple diagram of the four types of teeth labelling each one, and write a short description of what each tooth type is used for.

40 km/hr



Draw the different types of teeth in your notebook, label them and write a basic sentence about each tooth's role in eating.

Home Task

Complete the project from the book of **project ideas** and submit it in the classroom after five days.

Period 5

Teacher: Now, to wrap up, let's have some fun! You can read and enjoy Diley's monologue. This will help you better understand the key concepts we've learned today.

COULD DO

15 MIN.

☐

Teacher: After that, we'll have a Quiz (LMS) where you can test your comprehension of the lesson. Ready? Let's begin!

MUST DO

10 MIN.

☐

Teacher: Alright class, let's quickly recap everything we've learned in today's lesson. I'm going to ask a few questions, and I want you to think about the answers carefully.

Teacher: The first question is: What is the organ that helps us swallow food properly?

Teacher: Now, think about the parts of a tooth. Can anyone tell me: What are the three basic parts of a tooth?

Chapter 2: About Tongue and Teeth

A English

Highlight the dialogue tags in the following sentences using a marker pen.

1. Dolly says, "I have 12 teeth in my upper jaw and 14 teeth in my lower jaw."
2. Mama says, "Brush your teeth twice a day to prevent tooth decay."

B Maths

Reema brushes her teeth for 3 minutes in the morning and 3 minutes before bedtime. Calculate the time she spends in brushing her teeth in one week. Write your answer in the notebook.

C Social Studies

Early civilization played an important role in cultivating different food items. Our tongue helps in tasting different food items. Which civilization was the first one to grow tea?

14

Teacher: Next: Can anyone name the four types of teeth we have? Teacher will Show Concept Map on LMS to show the students.

Teacher: And lastly, to keep our teeth healthy: What should we do to prevent our teeth from decaying?

Teacher: You'll have 20 minutes to answer these questions. Let's discuss these answers together as a class, and don't hesitate to ask if you have any doubts!

SHOULD DO

10 MIN.



Teacher: Now, let's move on to our next activity. I'm going to divide you into **four teams**. I will write some meanings on the board.

Teacher: Your task is to guess the correct word that matches the meaning written on the board. For example, if I write "This helps in chewing food," you'll guess "**teeth**".

Teacher: Once you guess the correct word, you'll get a **star** for your team. The team that collects the most stars wins!

Differentiated Activity

110 km/hr



Create a detailed chart explaining the different types of teeth, their function and their importance in digestion, including an example of foods each tooth type helps with.

80 km/hr



Draw a diagram of a tooth, labelling the main parts and write a brief description of each part's role in helping us chew and break down food.

40 km/hr



Draw a simple tooth, label its parts and write a short sentence about what each part of the tooth does, such as cutting or grinding food.

Home Task

Complete the Holistic Idea from book of **holistic teaching**, page no. 21 and show tomorrow in the classroom.

Period 6

Teacher: Good morning class! I hope you are all feeling excited and ready to learn today.

COULD DO

10 MIN.



Teacher: To kick things off, we are going to start with something fun. We'll be

using the and watching an **animated activity** about **teeth** and **tongue**. This animation will help us understand how teeth work and how the tongue helps in tasting food.

Teacher: As you watch, think about these questions:

- What role do the teeth play in chewing food?
- How does the tongue help us taste food?

Teacher: After the animation, we'll talk about what we've learned. You have **5 minutes** to watch, so let's get started and have some fun!

MUST DO

20 MIN.



Teacher: Now, let's talk about how to care for our teeth. I want you to pay close attention to the important points I'm about to explain.

Teacher: First, we should brush our teeth twice a day, once in the morning and once before bedtime. This helps keep our teeth clean and healthy.

Teacher: If food gets stuck between our teeth, we should use dental floss to remove it. I'll show you the steps to use dental floss in the book. It's a simple and effective way to clean between your teeth.

Teacher: We should also eat food that is rich in calcium and vitamin C to keep our teeth strong. These nutrients help protect and build healthy teeth.

Teacher: Finally, don't forget to visit a dentist regularly. A dentist can help take care of your teeth and make sure everything is going well.

Teacher: In your notebooks, please write down the steps for brushing your teeth and using dental floss, and why it's important to keep our teeth healthy.

SHOULD DO

10 MIN.



Teacher: Now, for this part of the lesson, we are going to **evaluate** what we've learned so far. I want you to use the **Test Generator**. This will help you test your comprehension of all the concepts we've discussed today.

Teacher: The Test Generator will ask you a few questions, and you can answer them directly in your notebook. Pay attention to each question and try your best to answer everything based on the lesson content.

Teacher: After completing this, we'll review the answers together and discuss any questions you might have.

Differentiated Activity

110 km/hr



Create a detailed diagram of a tooth, labeling all its parts and write a short explanation of the function of each part. Additionally, explain why dental care, such as brushing and flossing, is important for each

Worksheet 2

A. Rearrange the letters to make the words.

1. ONGUET _____
2. EETH _____
3. MEPRTOARY TES _____
4. MANENTPER TES _____
5. MUTNEMEC _____

B. Fill in the blanks.

1. _____ helps us swallow our food properly.
2. Foods, such as honey and sugar, are _____ in taste.
3. Food items, such as pulses, are _____ in taste.
4. Food items, such as coffee and bitter gourd, are _____ in taste.
5. Fruits, such as lemon and orange, are _____ in taste.

C. Write true or false.

1. A tooth consists of two basic parts. _____
2. The outermost part of the crown is known as enamel. _____
3. The enamel is the main supporting structure of the tooth. _____
4. There are four kinds of teeth in humans. _____
5. There are four canines in human mouth. _____

15

tooth type.

80 km/hr



Draw a diagram of a tooth with labels for its major parts. Write a brief description of each part's role in chewing and digestion. Include at least one fact about taking care of teeth.

40 km/hr



Draw a simple picture of a tooth, label its basic parts (such as enamel and gums) and write one or two sentences about how to take care of your teeth.

Home Task

Complete the Worksheet - 2 from workbook.

Period 7

Teacher: Good morning class! Today, we're going to have a fun activity. I'm going to need two volunteers to play the role of the quiz master.



Teacher: You'll ask the class questions from the lesson. The rest of the class will answer. For each correct answer, the team will earn a **SMILEY!**

Teacher: I'll start by giving you the first statement. Then, the quiz master will read it and ask the class to respond. Let's see which team gets the most smiles!



Teacher: Great job with the quiz! Now, we're going to focus on filling in the blanks in our notebooks based on what we've learned about teeth and their care.

Teacher: I will read out sentences with missing words, and I want you to fill in the blanks with the right terms. This will help us review what we've covered in the lesson so far.

Teacher: You'll be working individually on this activity, but once you're done, we'll go over the answers together as a class. So, after you complete the exercise, check your answers and we'll discuss them as a group.

Teacher: You have 10 minutes to complete this, so please make sure to focus and do your best!



Teacher: Now, let's take the next step in understanding what we've learned today. We'll break into three groups. Each group will be

assigned a different part of the lesson.

Teacher: I want each group to discuss the part they are assigned. Once you've discussed everything in your group, choose one person to come up to the front and share your findings with the class.

Teacher: When you're sharing, the rest of the class can give feedback, ask questions and discuss the topic further. This will help us deepen our understanding of the material and learn from each other.

Differentiated Activity

110 km/hr



Create a mini skit or role-play to teach teeth care tips to the class.

80 km/hr



Write two additional quiz questions with answers based on the lesson.

40 km/hr



Match pictures of dental tools or teeth types to their correct names or uses

Home Task

Create a poster showing three steps for healthy teeth care.

Period 8

Teacher: Now, let's talk about our **feelings** when we visit the doctor for a health check-up.

COULD DO

10 MIN.

☐

Teacher: I want to hear from you! How do you feel when you go for a check-up? Do you feel nervous, happy or something else? Take a moment to **think about** your feelings.

Teacher: After discussing, I'd like you to write your feelings in your **Secret Journal**. This will help you express and understand your emotions better.

Teacher: You have **10 minutes** to write. Take your time to think about your visit to the doctor and how it makes you feel. When you're done, we'll share some of our thoughts with the class!

MUST DO

20 MIN.

☐

Teacher: Now for something fun! This is a **home task** that you can enjoy.

Teacher: I want you to think about any **rhymes or songs** you know about **brushing your teeth**. If you remember one, **sing it loud and clear!**

Teacher: To make it more exciting, I'm going to play (**Song:** "Brush Your Teeth" by Super Simple) one song for you to sing along with. After that, you can search online for more songs on brushing your teeth. Each time you sing, make sure you **brush your teeth** while enjoying the rhythm!

SHOULD DO

10 MIN.



Teacher: Let's make brushing fun and educational.

Teacher: Alright class, for this activity, you are going to **work in pairs**. Each of you will take turns to answer questions from the lesson we just discussed. Once you've both framed your answers, **discuss them with each other**.

Teacher: After your discussion, we will **review the answers** together as a class. If anything is unclear, I will guide you in writing down the correct answers in your notebooks. This will help reinforce your understanding.

Teacher: You have **20 minutes** for this activity. Make sure you listen to each other and write the answers clearly!

Differentiated Activity

110 km/hr



Create a detailed illustration of a dental check-up, showing steps such as brushing, flossing and a dentist visit. Write a paragraph explaining how each step contributes to maintaining healthy teeth and gums.

80 km/hr



Draw a diagram of a dentist's check-up process and label the major steps. Write a short description of each step, explaining why it's important for dental health.

40 km/hr



Draw a picture of a toothbrush and a tooth. Write one or two sentences on how brushing helps keep teeth healthy.

Home Task

Write a short paragraph about the importance of keeping your teeth healthy. Include at least two things you can do every day to take care of your teeth. Bring it to class tomorrow for a discussion.

Period 9

Teacher: Good morning, class! To begin today's lesson, we will start with a fun and interactive activity.

COULD DO

15 MIN.



Now teacher will show the I Explain in the LMS and talk briefly about the chapter.

Teacher: I will show you some pictures related to tooth decay and read out a few sentences. Your task is to choose the correct option based on what we have learned so far and explain why you think it is the best choice.

Teacher: You will work together in pairs to discuss your answers. Remember, after choosing, give a reason for your selection to help everyone understand why it is the best option to prevent tooth decay.

MUST DO

20 MIN.



Teacher: Now that we have warmed up, let us focus on understanding **dialogue tags**.

Teacher: I will read a few sentences aloud and your task is to highlight the dialogue tags using a marker. This will help us better understand how conversations are structured and how dialogue tags are used.

Teacher: Once you have highlighted the dialogue tags, we will discuss them as a class to make sure everyone knows how to identify and use them properly.

Teacher: Great job with that activity! Now, let us move on to another important part of today's lesson.

Teacher: We are going to integrate the concept of time with tooth care. You will read about how much time it takes Reema to brush her teeth, and then you will calculate the total time she spends on brushing.

Teacher: This will not only help you understand time better, but it will also link it to something you do every day—brushing your teeth!

Teacher: You have **10 minutes** to work on this, and then we will go over your answers as a class to make sure we all understand the process. Let us dive into this!

Differentiated Activity

110 km/hr



Create a detailed chart comparing the four types of teeth, explaining their functions and showing examples of food that each type of tooth helps to chew. Write a paragraph about how each tooth type contributes to the digestive process.

C Write short answers in your notebook.

- Where are the different taste buds located on the tongue?
- Kaushal is suffering from toothache. He avoids eating food that involves biting and cutting. Which type of teeth do you think are affected?
- What is tooth decay?

D Write long answers in your notebook.

- What are the different types of teeth? Write one function of each type.
- Write about how we should care for our teeth.

Creating better

Make a model of animal face or human face showing teeth.

Materials required: peanut or pistachio shells, cardboard, a pair of scissors, coloured papers, glue or tape, pencil and marker

Steps:

- Take a cardboard and draw the face of an animal or human.
- Cut along the outline and draw eyes and mouth on it.
- Paste coloured papers on ears and tongue.
- Take pistachio or peanut shells and paste them as teeth.
- Use markers to highlight eyebrows, eyes and nostrils.

ArtI 2LstCS

**Thinking better**

Think and write the answer in your notebook.

Why do you think one of your friends enjoys some food items that you do not?

2LstCS HOTS

Choosing better

Reshma's friend Mohit tells her that he likes to eat sweets daily, but has toothache at night. What should Reshma suggest to her friend?

Tick (✓) the correct answer.

- He should consult the dentist. ☐
- He should start brushing his teeth before going to bed. ☐

LSV

Revising better

How many teeth do you have? Count and write in your Little Book.

DBL

**Pledging better**

Playing outdoors helps us stay active and fit.

SDGs

SDG 3: GOOD HEALTH AND WELL-BEING

18

80 km/hr



Draw a diagram of a tooth and label the four main types of teeth. Write a short explanation of the function of each type, giving one example of food each tooth type helps with.

40 km/hr



Draw a simple picture of a tooth and label its main parts. Write one or two sentences about why it is important to take care of your teeth.

Home Task

Write a paragraph about the importance of brushing your teeth twice a day. In your writing, include at least two reasons why brushing is important and what happens if you forget to brush. Share your answers with the class tomorrow.

Period 10

Teacher: Good morning, class! Let's get started with something fun to help us think more about what we've learned so far.

COULD DO

15 MIN.



Teacher: I will show you some pictures related to tooth decay and your task is to choose the correct option based on the content we've studied today. After that, explain why you think it is the best choice to help prevent tooth decay.

MUST DO

20 MIN.



Teacher: You can work with a partner to discuss your answers. Once you've made your selection, think of a good reason for your choice and be ready to explain it to the class. Teacher will show the experiment on LMS to the kids and discuss the same in the class.

COULD DO

05 MIN.



Teacher: You have **10 minutes** to complete this. Let's get started and see how well you understand the concept!

Thinking Better

Teacher- Let's think about something fun today. Have you ever noticed that some of your friends love food items that you may not enjoy?

Teacher- For example, one of my friends loves pineapple on pizza, but I don't like it at all! Why do you think we have such different food preferences?

Teacher- Great answers! Now, I want you to think of one of your friends and write in your notebook why you think

SHOULD DO

10 MIN.



they enjoy some food items that you don't. You write, and then we'll share a few responses with the class.

Teacher: *Fantastic work, everyone! Now, let's shift gears and focus on reinforcing everything we've covered today.*

Teacher: *It's time for you to complete worksheets 1 and 3 that will assess your understanding of the topics we've learned. This worksheet will help you remember the key points and let us check how well we've grasped the content.*

Teacher: *Take your time to complete it on your own. Afterward, we will go over the answers together as a class and discuss any questions you might have.*

Teacher: *You have 10 minutes to finish your worksheet. Once you're done, I'll collect it for review.*

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• Display controlled coordination and movement of hands and eyes while making their own set of teeth with craft material.
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• Learn the life skill of taking care of their teeth.
Cognitive Development	<ul style="list-style-type: none">• Identify the role of tongue and teeth in our body.• Recognise the two sets of teeth and types of teeth we have.
Language and Literacy Development	<ul style="list-style-type: none">• Perform the experiment using the information shared on teeth and tongue and write the steps in their Little Book of Experiments.
Aesthetic and Cultural Development	<ul style="list-style-type: none">• Select and sing rhyme/song on teeth while brushing their teeth.
Positive Learning Habits	<ul style="list-style-type: none">• Understand the importance of maintaining teeth by taking proper care and hygiene.• Learn the correct way of brushing their teeth.

Starry Knights

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

Reward yourself with a STAR.