

Lesson-1: About Food and Digestion

Theme 1: How Do We Live?

11 Periods (40 minutes each)



Learn better (Main Course Book), Stay Ahead (Workbook), Book of Holistic Teaching, Book of Project Ideas, CRM signs, Poster.



Animation, Animated Activities, Concept Map, Diagram, Dictionary, eBook, Experiment, I Explain, Quiz, Slideshow, Toys from Trash, Video.

Learning better

I am excited to learn about healthy eating.

Curricular Goals and Objectives (NCF)

To enable the students:

- to explore food, nutrition and digestion through activities.
- to understand the importance of nutrients and food preservation.
- to make informed food choices and develop healthy habits.
- to develop critical thinking about food sources and reducing waste.
- to inculcate interdisciplinary learning by applying concepts in maths, science, and social studies.

Methodology

Period 1

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

SHOULD DO

5 MIN.



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

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

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

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

Teacher: Before we start the class, let us all say together, 'I am excited to learn about healthy eating.' Repeat after me: 'I am excited to learn about healthy eating.'

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

K	W	L

Teacher: The KWL chart has three columns. The first column is labelled 'K,' the second column is labelled 'W,' and the third column is labelled 'L.'

MUST DO

5 MIN.



Teacher: In the 'K' column, I want you to write down what you already know about the topic we are going to discuss today. This could be any facts, ideas or information you already have.

Teacher: In the 'W' column, write down what you want to learn about the topic. Think about any questions you have or things you are curious about.

Teacher: Finally, in the 'L' column, you will write down what you have learned after we finish the lesson. This will help you reflect on the new information you have gained.

Teacher: Let's start by filling out the 'K' and 'W' columns. Take a few minutes to think and write. If you have any questions, feel free to ask.

Teacher: Before we start the chapter, we will do a quick Re-KAP. 'K' stands for Kinesthetic. In this activity, you will move around and use your hands to think and learn. 'A' stands for Auditory. In this activity, you will listen carefully and answer questions. 'P' stands for Pictorial. In this activity, you will look at pictures and learn by observing them.

Kinaesthetic

Teacher: Let us start the Kinaesthetic activity.

MUST DO

10 MIN.



Re-KAP

SPD

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.

5

Teacher: Let us start with a fun activity. Think of your favourite food but do not say it aloud. Instead, act it out silently using only gestures. Your partner will guess the food item. After that, switch roles and repeat the activity.

(Give the students time to complete the activity.)

Teacher: Now, let us share. Tell the class about your favourite food and why you enjoy it. Fantastic. It is wonderful to hear about different kinds of food that we all love.

Auditory

Auditory*

Listen to your teacher carefully. Answer the questions.

5

Teacher: Let us move to auditory activity. Listen carefully to me. I will ask you some questions and I want you to pay attention to every detail before answering. Are you ready?

MUST DO

10 MIN.



Teacher: Food gives our bodies energy and keeps us healthy. Different foods have vitamins that help us grow strong. For example, Vitamin C in oranges helps us fight cold and Vitamin D from sunlight helps make our bones strong. Eating a mix of fruits, vegetables and grains gives us the vitamins we need.

1. Which vitamin helps us fight off colds?

2. What helps make our bones strong?

(Waits for student responses.)

Teacher: Great listening. Now, let us do our next activity.

Pictorial

Pictorial

PS

Match the following items with their source of origin.



5

Teacher: Now, let us match some food items with their sources. Look at the pictures carefully. You will see different food items in the top row and their sources in the bottom row. Think and connect them correctly.

MUST DO

10 MIN.



Teacher: Great work. Let us quickly check. Who can tell me the correct match for the first image?

Teacher: Wonderful. Let us move to the next images.

(Give the students time to complete the activity)

Teacher: Well done, everyone. You are doing an amazing work at identifying food sources.

Differentiated Activities

110 km/hr



Give two examples of food items that can come from both plant and animal sources.

80 km/hr



Name one food item that comes from an animal source.

40 km/hr



Name one food item that comes from a plant.

Home Task

Find and list three food items in your kitchen and identify their sources. Write whether they come from plants or animals.

Period 2

Teacher: Good morning, students.

MUST DO

How are you all today?

10 MIN.



Teacher: Great.



Interacting better

ICL

Based on the type of food they eat, animals are divided into herbivores, carnivores and omnivores. Discuss with your partner one example of each.

6

Teacher: Great. Today, we will start with an interesting discussion about different types of animals based on the types of food they eat.

Teacher: Animals eat different types of food and based on that, they are divided into three groups: herbivores, carnivores and omnivores. Turn to your partner and discuss one example for each. Think carefully and share your thoughts.

(Encourage students to discuss and guide the discussion accordingly.)

(Use CRM signs to settle the class.)

Teacher: Wonderful. I can see great discussions happening. Well done, everyone.

Teacher: Look at the picture story carefully. Read the dialogues and observe what the children are discussing. Take a moment to understand the conversation.

MUST DO

30 MIN.





(Wait for students to read.)

Teacher: Now, let us discuss. What special food did Sam eat during the vacation?

Teacher: That is right. And what kind of dish is it?

Teacher: Well done. One of the children mentions that food gives us energy. Can you explain why energy from food is important?

Teacher: Excellent. Moving to the second part of the story, what activity did one of the students do during the vacation?

Teacher: Yes, that is correct. The other child responds by mentioning the importance of plants. Why do you think plants are important for our survival?

Teacher: Very good. You have understood this well. This was a great discussion. You all have carefully observed and interpreted the picture story. Well done, everyone.

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

Differentiated Activities

110 km/hr



Name two food items that can be prepared using different cooking methods and state both methods.

80 km/hr



Identify one reason why food should not be overcooked.

40 km/hr



Name one nutrient that gives energy to our body.

Home Task

Write the names of three food items you eat at home and mention their sources (plant or animal).

Period 3

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

SHOULD DO

5 MIN.



Teacher: Wonderful. Before we begin today's lesson, let us play a quick game. I will give you a clue and you have to guess the correct answer.

Teacher: Here is your first clue – Animals can be grouped based on what they eat. What are the three main types? (Herbivores, Carnivores, Omnivores)

Teacher: Well done. Now, try this – This type of animal eats only plants. Can you name one? (Cow)

Teacher: Very good. Let us try another one – These living things give us oxygen, which is essential for survival. What are they? (Plants)

Teacher: Excellent. Here is the next one – We eat food every day because it helps us in different ways. Why is food important in our daily lives? (It gives us energy, helps us grow, keeps us healthy)

Teacher: Great work. Here is the last one – When we cook food, it becomes softer or crispier. What does cooking change? (Texture of food)

Teacher: Brilliant answers, everyone. Now, let us begin today's lesson.

(The teacher will read the last paragraph of page 6 and the first paragraph of page 7 aloud and provide explanations to ensure that the students understand the content.)

NUTRIENTS IN OUR FOOD

Our food contains useful substances called nutrients. Carbohydrates, fats, proteins, vitamins and minerals are the nutrients present in our food.

- **Carbohydrates** – These give us energy to do physical work. There are two types of carbohydrates – sugar and starch. Starch is found in foods such as rice, maize, potatoes, etc. and sugar is found in foods such as cookies, candies, fruits, etc.
- **Fats** – Fats also give us energy. Some examples of fat-rich foods are butter, ghee, oil and nuts. Foods rich in fats and carbohydrates are also called energy-giving foods.
- **Proteins** – These help our body grow and repair damaged cells and tissues. Pulses, eggs, meat, fish, cheese and peas are some examples of protein-rich food. Foods rich in proteins are also called body-building foods.

6

Teacher: We all eat different types of food every day. But do you know what makes our food so useful for our body?

MUST DO

15 MIN.



Teacher: Yes. Our food contains special substances called nutrients. These nutrients give us energy to do physical work.

Teacher: Let us start with carbohydrates. There are two types of carbohydrates. Can anyone tell me what they are?

Teacher: Wonderful. They are sugar and starch.

Teacher: Starch is found in foods like rice, maize and potatoes, while sugar is present in cookies, candies and fruits. Can you name one food that contains starch?

Teacher: Fantastic. Now, who can name a food item that contains sugar?

Teacher: Well done.

Teacher: Now, let us talk about another important nutrient—fats. Fats also provide energy. Some examples of fat-rich foods are butter, ghee, oil and nuts. Can anyone name another food rich in fats?

MUST DO

10 MIN.



Teacher: Excellent. Next, we have proteins. Proteins help our body grow and repair damaged cells and tissues. Foods like pulses, eggs, meat, fish and cheese are rich in proteins. What do we call foods that are rich in proteins?

Teacher: Yes, body-building foods. Great work.

Teacher: Finally, let us discuss minerals. Our body needs minerals for strong bones, teeth and proper body functions. Some important minerals are calcium, potassium, iron, sodium and iodine. Can anyone name a food that contains minerals?

Teacher: Well done. We get minerals from fresh fruits and vegetables, milk, fish and meat. Foods rich in minerals and vitamins are called protective foods. Why do you think they are called protective foods?

Teacher: Yes, because they protect our body from diseases. Brilliant answers, everyone.

Differentiated Activities

110 km/hr



Name two minerals and their role in the body.

80 km/hr



Identify one food that is rich in proteins.

40 km/hr



Name one food that gives us energy.

Home Task

Write the names of five food items from your daily meals and classify them under carbohydrates, fats, proteins or minerals.

Period 4

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

Teacher: Wonderful. Let us play a quick game before we begin today's lesson. I will give you clues and you have to guess the correct answer.

Teacher: Here is your first clue – This nutrient gives us energy to do work and comes in two types: sugar and starch. What is it? (Carbohydrates)

Teacher: Well done. Now, try this – This nutrient helps our body grow and repair damaged tissues. What is it? (Proteins)

Teacher: Very good. Let us try another one – This nutrient helps in the formation of bones and teeth and includes calcium and iron. What is it? (Minerals)

Teacher: Excellent. Here is the next one – Butter, ghee and oil are rich in this nutrient, which also gives us energy. What is it? (Fats)

Teacher: Great work. Here is the last one – This group of nutrients, including vitamins and minerals, helps protect our body from diseases. What is it? (Protective foods)

Teacher: Brilliant answers, everyone. Now, let us begin today's lesson.

[The teacher will read the second and third paragraphs (Vitamins and Human Digestive System) of page 7 aloud and provide explanations to ensure that the students understand the content.]

- **Vitamins** – Vitamins are required in small amounts in our body. They help our body fight against diseases. For example:
 - Vitamin A: Good for our eyes and helps us see in the dark.
 - Vitamin B: Gives us energy and helps our brain.
 - Vitamin C: Helps our body heal and prevents sickness.
 - Vitamin D: Makes our bones strong.
 - Vitamin E: Protects our cells and keeps our skin healthy.
 - Vitamin K: Helps our blood clot, so we stop bleeding when we get a cut.

In addition to the above nutrients*, our body also needs water and roughage. Roughage eases the movement of food through the digestive tract.

HUMAN DIGESTIVE SYSTEM

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.

7

Teacher: Today we will learn about Vitamins and Human Digestive System.

Teacher: Our body needs special nutrients to stay healthy. One of these nutrients is vitamins. Vitamins are required in small amounts, but they are very important for us. Can anyone tell me why our body needs vitamins?

Teacher: That is correct. Vitamins help our body fight diseases and keep us strong. Let us look at some important vitamins and what they do.

Teacher: What is the importance of Vitamin A?

Teacher: Correct. Vitamin A is essential for good eyesight and helps us see in the dark.

Teacher: What is the role of Vitamin B in our body?

Teacher: Well done. Vitamin B provides energy and helps our brain function properly.

Teacher: Why do we need Vitamin C?

Teacher: That is right. Vitamin C helps our body heal and protects us from sickness.

Teacher: How does Vitamin D help us?

Teacher: Fantastic. Vitamin D makes our bones strong and supports bone growth.

Teacher: What is the function of Vitamin E?

Teacher: Excellent. Vitamin E protects our cells and keeps our skin healthy.

Teacher: Why is Vitamin K important for our body?

Teacher: Very good. Vitamin K helps in blood clotting, which stops bleeding when we get a cut.

Teacher: Apart from vitamins, what else does our body need to function well?

Teacher: Correct. Our body also needs water and roughage. Roughage helps in the movement of food through our digestive system.

Teacher: What is digestion?

Teacher: That is correct. Digestion is the process of converting the food we eat into a simpler form so that our body can use it.

Teacher: Which system in our body helps in digestion?

Teacher: Well done. The human digestive system is responsible for breaking down food and absorbing nutrients.

Teacher: Can you name the parts of the human digestive system?

Teacher: Excellent. The digestive system is made up of the mouth, food pipe, stomach, liver, pancreas, large intestine, small intestine, rectum and anus.

Teacher: What is the function of the mouth in digestion?

Teacher: That is right. The mouth is where digestion begins. The food is chewed and mixed with saliva to make it easier to swallow.

Teacher: Where does the food go after it is chewed?

Teacher: Fantastic. The food travels down the food pipe and reaches the stomach.

Teacher: What happens to the food in the stomach?

Teacher: Well done. In the stomach, the food is churned and mixed with digestive juices, which help break it down further.

Teacher: What happens after the food leaves the stomach?

Teacher: That is correct. The food moves into the small intestine, where digestion is completed and nutrients are absorbed into the blood.

Teacher: What happens to the undigested food?

Teacher: Excellent. The undigested food moves into the large intestine, where extra water is absorbed and the waste is passed to the rectum before being removed from the body through the anus.

Teacher: Great work, everyone. Now you understand how the human digestive system works.

Poster

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

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

Teacher: Great observation everyone.



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

Differentiated Activities

110 km/hr



Name two vitamins and their functions in the body.

MUST DO

10 MIN.



80 km/hr



Identify one organ that produces digestive juices.

40 km/hr



Name one organ of the digestive system.

Home Task

List three food items that are rich in vitamins and mention which vitamins they contain.

Period 5

SHOULD DO

5 MIN.



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

Teacher: Wonderful. Let us play a quick game before we begin today's lesson. I will give you clues and you have to guess the correct answer.

Teacher: Here is your first clue – This vitamin is good for our eyes and helps us see in the dark. What is it? (Vitamin A)

Teacher: Well done. Now, try this – This vitamin helps our body heal and prevents sickness. Can you name it? (Vitamin C)

Teacher: Very good. Let us try another one – This organ churns the food and mixes it with digestive juices. What is it called? (Stomach)

Teacher: Excellent. Here is the next one – The last part of the digestive system that removes waste from the body is called? (Anus)

Teacher: Great work. Here is the last one – The food we eat is broken down into simpler substances in this process. What is it called? (Digestion)

Teacher: Brilliant answers, everyone. Now, let us begin today's lesson.

[The teacher will read the last three paragraphs (Mouth, Food pipe and Stomach) of page 7 aloud and provide explanations to ensure that the students understand the content.]

Mouth

The process of digestion starts here. The teeth break down the food into smaller pieces. These smaller pieces get mixed with the saliva present in the mouth. The saliva is a digestive juice secreted by salivary glands. It helps convert the starch (insoluble) present in our food into sugar (soluble).

Food pipe

The chewed food goes to the food pipe and then reaches the stomach.

Stomach

The stomach is a hollow bag-like structure, where the food is churned. The food mixes with several digestive juices that break down the proteins present in the food into simpler substances. The stomach then pushes the food into the small intestine.

7

Teacher: Today we will discuss the topics of Mouth, Food pipe and Stomach. Where does the process of digestion begin?

MUST DO

20 MIN.



Teacher: That is correct. Digestion starts in the mouth. The teeth break down food into smaller pieces. Why do you think breaking down food into smaller pieces is important?

Teacher: Well done. Smaller pieces are easier to swallow and digest. Now, the food in our mouth gets mixed with saliva. What is saliva?

Teacher: Excellent. Saliva is a digestive juice secreted by the salivary glands. What does saliva do to the food?

Teacher: That is right. It helps convert the starch in our food, which is insoluble, into sugar, which is soluble. Why do you think this is important for digestion?

Teacher: Wonderful. You all are thinking critically. Let us now see what happens next in digestion.

Teacher: After chewing, where does the food go?

MUST DO

15 MIN.

Teacher: Correct. The food moves through the food pipe and reaches the stomach. What do you think happens to food in the stomach?

Teacher: Well done. The stomach is a hollow bag-like structure where food is churned. What does the word 'churned' mean?



(Explain the term given in the 'Discovering better' activity and discuss it with the class.)

Teacher: That is right. It means the food is moved around with force. Now, in the stomach, food mixes with digestive juices. Why do you think digestive juices are needed?

Teacher: Excellent. These juices help break down the proteins present in the food into simpler substances. After that, where do you think the food goes next?

Teacher: Fantastic. The food moves from the stomach into the small intestine. You all are doing an amazing work understanding the digestive system.



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

Differentiated Activities

110 km/hr



What is the function of saliva in digestion?

80 km/hr



Name the organ where food is churned.

40 km/hr



Where does the digestion of food start?

Home Task

Write two functions of the stomach in the digestive process.

Period 6:

SHOULD DO

5 MIN.

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

Teacher: Great. Let us start with a quick game before we begin today's lesson. I will ask questions and you have to guess the correct answer.

Teacher: Here is your first clue – The process of digestion begins in this part of the body. What is it? (Mouth)

Teacher: Well done. Now, try this – This digestive juice is secreted in the mouth and helps convert starch into sugar. What is it? (Saliva)

Teacher: Very good. Let us try another one – This long tube-like structure carries food from the mouth to the stomach. What is it called? (Food pipe)

Teacher: Excellent. Here is the next one – This organ churns food and mixes it with digestive juices. What is it? (Stomach)

Teacher: Great work. Here is the last one – What happens to food in the stomach before it moves to the small intestine? (It gets mixed with digestive juices and churned)

Teacher: Brilliant answers, everyone. Now, let us begin today's lesson.

[The teacher will read the first four paragraphs (Liver, Small intestine, Large intestine and Anus) of page 8 aloud and provide explanations to ensure that the students understand the content.]

Liver

The liver is a roughly reddish-brown supporting organ of the digestive system located to the right side of the stomach. The liver produces bile juice, which gets stored in the gallbladder. The gallbladder is a small, pear-shaped organ located beneath the liver. When you eat, especially fatty foods, the gallbladder releases the stored bile juice into the small intestine. This helps digest the fats in the food.

Small intestine

The small intestine is a very long, coiled tube. Here, the food mixes with more digestive juices. The liver and the pancreas also secrete their juices into the small intestine. After complete digestion, the food is absorbed by the blood vessels present in the walls of the small intestine. The blood vessels carry the digested food to all the parts of the body.

Large intestine

The undigested food from the small intestine passes into the large intestine. Here, the extra water is absorbed by the blood vessels present in the walls. After water absorption, the undigested food becomes semi-solid.

The large intestine ends in the rectum. The undigested semi-solid wastes pass into the rectum.

Anus

The semi-solid undigested food from the large intestine is passed out of the body through the anus.

Teacher: What is the function of the liver in our digestive system?

Teacher: That is correct. The liver is a supporting organ of the digestive system and is located to the right side of the stomach. It produces bile juice. Why do you think bile juice is important?

MUST DO

20 MIN.

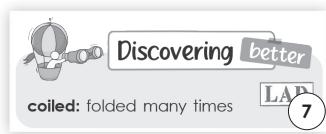
Teacher: Well done. Bile juice helps in the digestion of fats. Where is bile juice stored before it is released?

Teacher: Excellent. It is stored in the gallbladder, a small pear-shaped organ beneath the liver. When we eat fatty foods, what happens to the stored bile juice?

Teacher: That is right. The gallbladder releases the stored bile juice into the small intestine to help digest fats.

Teacher: Now, let us move on to the small intestine. Can anyone describe the small intestine?

Teacher: Wonderful. The small intestine is a very long, coiled tube.



(Explain the term given in the 'Discovering better' activity and discuss it with the class.)

Teacher: What happens to the food in the small intestine?

Teacher: Correct. The food gets mixed with more digestive juices. Which two organs also secrete digestive juices into the small intestine?

Teacher: Great answer. The liver and the pancreas release their juices into the small intestine. After digestion is complete, what happens to the food?

Teacher: That is right. The digested food is absorbed by blood vessels present in the walls of the small intestine. Where does this digested food go next?

Teacher: Well done. The blood vessels carry the digested food to all parts of the body. You are all learning so well.

Teacher: After digestion in the small intestine, what happens to the undigested food?

MUST DO

15 MIN.

Teacher: Correct. The undigested food passes into the large intestine. What happens to the extra water present in this food?

Teacher: Well done. The extra water is absorbed by the blood vessels in the walls of the large intestine. What happens to the food after water absorption?

Teacher: Excellent. The undigested food becomes semi-solid. Where does it go next?

Teacher: That is right. It moves to the rectum, which is the last part of the large intestine. What happens to the undigested semi-solid waste in the rectum?

Teacher: Very good. It is finally passed out of the body through the anus. Why do you think this process is important?

Teacher: Great thinking. Removing waste from the body keeps us healthy. Fantastic work, everyone.

Differentiated Activities

110 km/hr



What is the function of bile juice in digestion?

80 km/hr



Name the organ that stores bile juice.

40 km/hr



Where does undigested food become semi-solid?

Home Task

Draw and label the small intestine and large intestine. Write one function of each.

Period 7

SHOULD DO

5 MIN.

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

Teacher: Great. Let us start with a quick game before we begin today's lesson. I will ask questions and you have to guess the correct answer.

Teacher: Here is your first clue – This organ produces bile juice and helps in digestion. What is it? (Liver)

Teacher: Well done. Now, try this – This small organ stores bile juice and releases it when needed. What is it called? (Gallbladder)

Teacher: Very good. Let us try another one – This is the longest part of the digestive system where food is completely digested. What is it? (Small intestine)

Teacher: Excellent. Here is the next one – The extra water from undigested food is absorbed in this part of the digestive system. What is it? (Large intestine)

Teacher: Great work. Here is the last one – The waste food is finally removed from the body through this organ. What is it? (Anus)

Teacher: Brilliant answers, everyone. Now, let us begin today's lesson.

[The teacher will read the fifth and sixth paragraphs (How to Maintain A Good Digestive System, Preparing Food) of page 8 aloud and provide explanations to ensure that the students understand the content.]

HOW TO MAINTAIN A GOOD DIGESTIVE SYSTEM?

To have a good digestive system, we should have our food at fixed hours. We should chew the food slowly, drink adequate amount of water and never overeat. In addition to this, we should exercise regularly.

PREPARING FOOD

We know that we need to cook some food items before eating. There are different methods of cooking food – baking, roasting, steaming, frying and boiling.

- In baking, dry heat is used to cook food in an oven. We bake cakes and cookies.
- In roasting, the food is cooked on a hot tawa or directly over fire. We roast vegetables, cottage cheese, and nuts, etc.
- In steaming, steam from boiling water is used to cook food. Idli, dumplings (momos), dhokla, etc. are steamed.
- In frying, the food is cooked in oil or ghee. Puri, fritters (pakora), etc. are fried



baking



roasting



frying



boiling

8

Teacher: Why is it important to take care of our digestive system?

MUST DO

10 MIN.

Teacher: That is right. A good digestive system helps us stay healthy. To maintain it, we should eat our food at fixed hours. What else should we do while eating?

Teacher: Well done. We should chew our food slowly, drink enough water and avoid overeating. What else can help keep our digestive system working properly?

Teacher: Excellent. Regular exercise is also important for a healthy digestive system. Fantastic answers, everyone.

Teacher: Do we always eat food in its raw form?

MUST DO

15 MIN.



Teacher: Correct. Some foods need to be cooked before eating. What are some methods of cooking?

Teacher: Wonderful. One method is baking, where dry heat is used to cook food in an oven. What food items are baked?

Teacher: Well done. Another method is roasting, where food is cooked on a hot tawa or directly over fire. What types of food do we roast?

Teacher: Excellent. In steaming, steam from boiling water is used to cook food. Can you name a dish that is steamed?

Teacher: Great. In frying, food is cooked in oil or ghee. What are some examples of fried food?

Teacher: Fantastic. Lastly, in boiling, food is cooked in water. What food items do we usually boil?

Teacher: Very good. While cooking food, we should take precautions. What happens if we overcook food?

Teacher: Correct. Overcooking destroys nutrients. What happens if vegetables are soaked in water for too long?

Teacher: Well done. It also leads to the loss of nutrients. You all did a great work.

Understanding better

Understanding better

Give one word answer.

1. A bag-like structure where food is churned.
2. Which method is used to make cakes?

ICL

9

Teacher: I will ask you two questions and you will answer them based on what we have learned.

MUST DO

10 MIN.



Teacher: Give one word answer for a bag-like structure where food is churned.

Teacher: Which method is used to make cakes?

Teacher: Write down your answers in your notebook. (Discuss the correct answer with the class.)



You may show the **Slideshow**, **Video** and **Toy from Trash** on the digital platform.

Differentiated Activities

110 km/hr



Name two cooking methods and explain how they work.

80 km/hr



Identify one reason why overcooking food is not good.

40 km/hr



Name one cooking method.

Home Task

List three food items and write how they are cooked.

Period 8

SHOULD DO

5 MIN.



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

Teacher: Great. Let us start with a quick game before we begin today's lesson. I will ask questions and you have to guess the correct answer.

Teacher: Here is your first clue – This method of cooking uses dry heat in an oven. What is it? (Baking)

Teacher: Well done. Now, try this – In this method, food is cooked on a hot tawa or directly over fire. What is it called? (Roasting)

Teacher: Very good. Let us try another one – This method of cooking uses boiling water to cook food. What is it? (Steaming)

Teacher: Excellent. Here is the next one – What happens if food is overcooked? (Nutrients are destroyed)

Teacher: Great work. Here is the last one – Why should we not soak vegetables in water for too long? (Loss of nutrients)

Teacher: Brilliant answers, everyone. Now, let us begin today's lesson.

[The teacher will read the fifth and sixth paragraphs (How to Maintain A Good Digestive System, Preparing Food) of page 8 aloud and provide explanations to ensure that the students understand the content.]

PRESERVING FOOD

ICL

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.

9

Teacher: What happens if we do not store food properly?

MUST DO

10 MIN.



Teacher: That is right. Food can spoil and become unsafe to eat. To prevent this, we use different methods of food preservation. Can anyone name one method?

Teacher: Well done. Refrigeration is one method where food is stored at a low temperature to prevent spoilage. Which food items do we usually keep in a refrigerator?

Teacher: Excellent. Another method is boiling, where food is heated at high temperatures to kill germs. Why do you think boiling is useful?

Teacher: Correct. It helps to keep food safe. Salting and sweetening are also used for preservation. Why do germs not grow in too much salt or sugar?

Teacher: Wonderful. Salt and sugar prevent bacteria from spoiling food. Can you name one food item that is preserved by salting?

Teacher: Fantastic. Another method is dehydration, where food is stored in airtight containers or water is removed. Why does removing water help in preservation?

Teacher: Well done. Without water, germs cannot grow. Some foods also contain artificial preservatives. What are preservatives used for?

Teacher: Correct. They stop food from getting spoilt. Can you name one food product that contains preservatives?

Teacher: Excellent. You all have understood the different methods of food preservation very well.

Connecting better

Maths

Connecting better

HoLL

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."

9

Teacher: Let us solve a question to understand how numbers are connected to our lesson.

MUST DO

5 MIN.

Teacher: The length of the small intestine is nearly 670 cm and the length of the large intestine is 166 cm. Can you find the total length of both intestines?

Teacher: Very good. By adding 670 cm and 166 cm, we get 836 cm. So, what is the total length of both intestines?

Teacher: Yes. The total length of both intestines is 836 cm. Well done, everyone. This shows how we can use mathematical calculations in real-life situations.

Grasping better

Grasping better

DING

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.

9

Teacher: Let us revise what we have read so far. What are nutrients?

MUST DO

5 MIN.

Teacher: That is correct. Nutrients are useful substances present in food that help our body grow and stay healthy.

Teacher: What is food preservation?

Teacher: Well done. Food preservation is the process of keeping food fresh and safe to eat for a longer time using different methods.

Teacher: Fantastic answers. Now, let us move to the next part.

Finding better

Finding better

CL

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

9

Teacher: Have you ever noticed a change in taste while chewing foods like chapatis?

MUST DO

5 MIN.

Teacher: That is right. Foods rich in starch taste sweet after chewing. Can anyone tell me why this happens?

Teacher: Excellent. The starch in food starts breaking down into sugar while chewing, making it taste sweet.

Teacher: Well done, everyone. Let us continue.

Healing better

Healing better

KoL

Taking half a teaspoon of carrom seeds (ajwain) with lukewarm water after each meal helps in curing indigestion.

9

Teacher: Do you know that some natural ingredients help in digestion?

MUST DO

5 MIN.

Teacher: Correct. Taking half a teaspoon of carrom seeds (ajwain) with lukewarm water after meals helps in curing indigestion.

Teacher: Why do you think digestion is important for our body?

Teacher: Well done. Proper digestion helps our body absorb nutrients from food. Fantastic learning.

Healing better

Giving better

Seva

Food is a basic necessity and it should not be wasted. Collect the leftover food and ask an adult to help you distribute it among the needy.

10

Teacher: Why should we not waste food?

MUST DO

5 MIN.

Teacher: That is correct. Food is a basic necessity and it should be shared with those in need instead of being wasted.

Teacher: What should you do with leftover food at home?

Teacher: Wonderful. You should collect the leftover food and ask an adult to help distribute it among the needy.

Teacher: Great work. Now, let us recall what we have learned.



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

(Instruct the students to bring their workbooks in their next period.)

Differentiated Activities

110 km/hr



Name two food preservation methods and explain how they help keep food fresh.

80 km/hr



Identify one reason why food is boiled before storing.

40 km/hr



Name one food preservation method.

Home Task

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

Period 9

Teacher: Good morning, students.

How are you all today?

Teacher: Great. Let us start with a quick game before we begin today's lesson. I will ask questions and you have to guess the correct answer.

Teacher: Here is your first clue – This method of food preservation involves storing food at low temperatures. What is it? (Refrigeration)

Teacher: Well done. Now, try this – In this method, food is heated at high temperatures to kill germs. What is it called? (Boiling)

Teacher: Very good. Let us try another one – Salt and sugar are used to preserve certain foods because they prevent the growth of what? (Germs)

Teacher: Excellent. Here is the next one – This preservation method removes water to stop food from spoiling. What is it? (Dehydration)

Teacher: Great work. Here is the last one – What is added to some packaged foods to keep them fresh for a longer time? (Preservatives)

Teacher: Brilliant answers, everyone. Now, let us begin today's lesson.

Recalling better

Teacher: Let us quickly recall the concepts we have learnt so far. What are the different nutrients found in food?

Recalling better

CING

- Our food contains different nutrients – carbohydrates, fats, proteins, vitamins and minerals.
- The human digestive system is made of different organs.
- Food can be cooked by baking, roasting, steaming, frying and boiling.
- Some food items are preserved to use them for a longer period.

10

Teacher: Correct. Food contains carbohydrates, fats, proteins, vitamins and minerals.

Teacher: What is the human digestive system made of?

Teacher: Well done. It consists of different organs that help break down food.

Teacher: How can food be cooked?

Teacher: Excellent. Food can be cooked by baking, roasting, steaming, frying and boiling.

Teacher: Why do we preserve food?

Teacher: Great. We preserve food so that it can be used for a longer period without spoiling.

Teacher: Fantastic answers, everyone. You have learned so much.

Learning better



Learning better

CBA

A Tick (✓) the correct answer.

- Which of these is a useful substance present in our food?
a. nutrients ☐ b. particles ☐ c. teeth ☐
- Along with vitamins, which of the following is a protective food?
a. fats ☐ b. proteins ☐ c. minerals ☐
- Which of the following method is not used for food preservation?
a. refrigeration ☐ b. boiling ☐ c. digestion ☐
- Which of the following is a digestive juice?
a. water ☐ b. saliva ☐ c. lemonade ☐
- Which of the following processes is used to make idlis?
a. baking ☐ b. frying ☐ c. steaming ☐

B Write true or false.

- Proteins give us energy. _____
- Vitamin B and Vitamin C are two types of vitamins. _____
- Food is churned in the stomach. _____
- We should always overeat. _____
- Refrigeration is a method of cooking food. _____

C Write short answers in your notebook.

- Name the two types of carbohydrates.
- Mohil's mother is baking a sweet treat with chocolate chips that is round and flat. What do you think she is making?
- Name any two methods of cooking food.

D Write long answers in your notebook.

- Explain the human digestive system.
- What are the different types of techniques used for food preservation?

10


Teacher: Everyone please open page 10 of your Main Course Book. In Exercise 'A' of 'Learning better' you have to tick the correct answer. Are you ready to get started?

Teacher: Great. Let us begin with the first question. Which of these is a useful substance present in our food?

Teacher: The correct answer is nutrients. Well done.

(Similarly complete all five questions. And discuss the correct answers.)

Worksheet – 1



Theme 1: How Do We Live?

1. About Food and Digestion

Worksheet 1

A. Answer the following in one word.

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

B. Write true or false.

- There are three types of carbohydrates. _____
- Fats give us energy. _____
- Proteins help our body grow. _____
- Vitamins help our body fight against diseases. _____
- 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

10

Teacher: Let us do some activities from the workbook. Everybody, please open page 31 of your workbook and answer the questions given in worksheet - 1.

MUST DO

15 MIN.



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

Book of Holistic Teaching

SCIENCE

Developing better

Chapter 1: About Food and Digestion

Theme 1: How Do We Live?

HoLL MDA

(A) English

Identify the silent letters in the following words and circle them.

Digestion Dehydration Nutrients Congestion

(B) Maths

Arun bought vegetables worth ₹350 and two ice cream worth ₹120. What is the total amount paid by Arun? Write the answer in your notebook.

(C) Social Studies

Did the people in the early civilization used refrigerators to preserve their food? Say yes or no.

Refer to the Book of Holistic Teaching, page 21 under the title 'About Food

COULD DO

10 MIN.



and Nutrition.' Complete the activities mentioned in this section and ensure that the students complete them. These activities are designed to enhance their holistic understanding and engagement with the topic. Provide any necessary support and materials to help the students successfully finish the activities.



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

Differentiated Activities

110 km/hr



Why does food rich in starch taste sweet after chewing?

80 km/hr



Name one natural ingredient that helps with digestion.

40 km/hr



Name one way to preserve food.

Home Task

The Project Idea, given in the book of Project Ideas, page 15 under the title 'About Food and Digestion.' This project should be assigned to the students as a home task to work on. Ensure that the students understand the project requirements and provide any necessary guidance or materials they might need.

Period 10

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

SHOULD DO

5 MIN.



Teacher: Great. Let us start with a quick game before we begin today's lesson. I will ask questions and you have to guess the correct answer.

Teacher: Here is your first clue – These are useful substances present in food that help our body grow. What are they? (Nutrients)

Teacher: Well done. Now, try this – This process helps keep food fresh and safe for a longer time. What is it called? (Food preservation)

Teacher: Very good. Let us try another one – This cooking method uses dry heat in an oven. What is it? (Baking)

Teacher: Excellent. Here is the next one – What should we do with extra food instead of wasting it? (Give it to the needy)

Teacher: Great work. Here is the last one – What natural ingredient helps in curing indigestion? (Carrom seeds/ Ajwain)

Teacher: Brilliant answers, everyone. Now, let us begin today's lesson.

B Write true or false.

1. Proteins give us energy.
2. Vitamin B and Vitamin C are two types of vitamins.
3. Food is churned in the stomach.
4. We should always overeat.
5. Refrigeration is a method of cooking food.

10

Teacher: Everyone please open page 10 of your Main Course Book. In Exercise 'B' of 'Learning better' you have to write true or false. Are you ready to get started?

MUST DO**10 MIN.**

Teacher: Great. Let us begin with the first question. Protein gives us energy. Write true or false in the space provided.

Teacher: The correct answer is False. Well done. (Similarly complete all five questions. And discuss the correct answers.)

C Write short answers in your notebook.

1. How many planets are there in our solar system?
2. Kaushal's father works in space research where he designs, develops and tests aircrafts, spacecrafts, satellites, etc. What is the profession of Kaushal's father?
3. Who are astronomers?

10

Teacher: Now, let us explore some short-answer questions. In Exercise 'C' of the 'Learning better' section, you have to write a short answer. Are you ready to get started?

MUST DO**10 MIN.**

Teacher: Great. Let us begin with the first question. Name the two types of carbohydrates.

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

(Similarly, complete all three questions)

D Write long answers in your notebook.

1. Explain the human digestive system.
2. What are the different types of techniques used for food preservation?

10

Teacher: Let us explore some long-answer questions. In Exercise 'D' of the 'Learning better', you have to write a long answer. Let us begin with the first question. Explain the human digestive system.

MUST DO**05 MIN.**

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

(Similarly, complete the second question and discuss the correct answer with the class.)

Worksheet – 2

Teacher: Let us do some activities from the workbook. Everybody, please open page 12 of your workbook and answer the questions given in worksheet - 2.

MUST DO**10 MIN.**

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

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

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

Differentiated Activities**110 km/hr**

Which two vitamins help in healing wounds and maintaining strong bones?

80 km/hr

Name one food preservation method that prevents bacterial growth.

40 km/hr

Name the organ where digestion begins.

Home Task

1. The 'Creating better' activity given on page 11 of the Main Course Book.
2. The Activities 1 (Make a Lungs Model) given on page 12 of the Main Course Book.

Period 11

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

SHOULD DO**5 MIN.**

Teacher: Great. Let us start with a quick game before we begin today's lesson. I will ask questions and you have to guess the correct answer.

Teacher: Here is your first clue – This vitamin helps in blood clotting. What is it? (Vitamin K)

Teacher: Well done. Now, try this – This method of food preservation involves removing water to stop food from spoiling. What is it called? (Dehydration)

Teacher: Very good. Let us try another one – This organ produces bile juice, which helps in digestion. What is it? (Liver)

Teacher: Excellent. Here is the next one – Which nutrient is responsible for body growth and repairing cells? (Protein)

Teacher: Great work. Here is the last one – What should we do with leftover food instead of wasting it? (Give it to the needy)

Teacher: Brilliant answers, everyone. Now, let us begin today's lesson.

Thinking better

2LCS 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?

11

Teacher: We know that fats provide more energy than carbohydrates. But we are often advised not to eat too much fat-rich food. Can anyone think of a reason why?

Teacher: That is correct. Eating too much fat-rich food can be unhealthy. Now, write your answer in your notebook, explaining why we should limit fat-rich food in our diet.

Teacher: Well done. Now, let us move to the next activity.

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.

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

11

Teacher: Imagine you had a big family gathering at home. After the meal, there is a lot of extra food left. What should you do with the leftover food?

Teacher: Here are three options. Listen carefully and tell me which one is the best.

- Throw away the extra food.
- Distribute the extra food among house help, security guards and community helpers.
- Refrigerate the leftovers to eat later.

Teacher: Which option do you think is the right choice?

Teacher: Fantastic. It is important to reduce food wastage by sharing food with those in need or storing it properly for later use.

Teacher: Great work, everyone. You have thought carefully about making good choices with food.

Worksheet – 3

Teacher: Let us do some activities from the workbook. Everybody, please open page 13 of your workbook and answer the questions given in worksheet - 3.

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

Worksheet 3

A. Answer the following.

- What is digestion?
- What is baking?
- What is roasting?
- What is frying?
- What is boiling?

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

- Cakes and pastries are made in an oven by _____ (baking/roasting).
- Potatoes are cooked over fire by a method called _____ (roasting/steaming).
- Food items, such as dhokla and dumplings, are cooked by _____ (frying/steaming).
- Fritters are cooked in oil or ghee by _____ (boiling/frying).
- Rice is cooked in water by a method called _____ (boiling/baking).

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

- chewing of food ☐
- churning of food ☐
- absorption of water ☐
- mixing of food with saliva ☐
- mixing of food with digestive juices ☐

13

Discuss the project assigned as the home task in the ninth period, focusing on helping students understand the objectives and addressing any challenges they face.

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

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

(Wait for students to fill in the chart.)

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

Differentiated Activities

110 km/hr



Why should we not eat too much fat-rich food?

80 km/hr



Name one way to avoid food wastage.

40 km/hr



Name one food item that contains fat.

Home Task

The 'Revising better' given on page 11 of the Main Course Book. Create a small book titled My Little Book of Experiments using the same method you learned on page 14 of the English section. Decorate the cover with your favourite colours. Write about the parts of the human digestive system in your book and revise their functions.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• develop fine motor skills by engaging in hands-on activities such as identifying nutrients in food, sorting food items based on their nutritional value and drawing the human digestive system.
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• demonstrate responsible food habits by reducing food wastage and making ethical food choices.
Cognitive Development	<ul style="list-style-type: none">• describe the organs of the human digestive system and explain their functions using appropriate terminology.
Language and Literacy Development	<ul style="list-style-type: none">• read, comprehend and verbally express key concepts related to food, digestion and preservation in a structured manner.
Aesthetic and Cultural Development	<ul style="list-style-type: none">• compare and appreciate different food habits, cooking techniques and preservation methods across cultures.
Positive Learning Habits	<ul style="list-style-type: none">• apply healthy eating practices and make informed choices about food consumption based on scientific understanding.

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?

Give yourself a STAR.



Lesson-2: About Tongue and Teeth

Theme 1: How Do We Live?

10 Periods (40 minutes each)



Learn better (Main Course Book), Stay Ahead (Workbook), Book of Holistic Teaching, Book of Project Ideas, CRM signs, Poster.



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

Learning better

I always sit quietly in a moving vehicle.

Curricular Goals and Objectives (NCF)

To enable the students:

- to understand the role of the tongue and teeth in health.
- to recognise the importance of oral hygiene.
- to explore how food choices affect well-being.
- to practise healthy habits for dental and overall health.
- to evaluate lifestyle impacts on oral and digestive health.

Methodology

Period 1

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

SHOULD DO

5 MIN.

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

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

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

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

Teacher: Before we start the class, let us all say together, 'I always sit quietly in a moving vehicle.' Repeat after me: 'I always sit quietly in a moving vehicle.'

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

K	W	L

Teacher: Before we start the chapter, let us move to Re-KAP activities. We will use Kinaesthetic, Auditory and Pictorial activities today to make our learning exciting. Let us start with the Kinaesthetic activity.

MUST DO

5 MIN.

Kinaesthetic

Re-KAP

SPD

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.

13

Teacher: Let us start the Kinaesthetic activity.

MUST DO

10 MIN.

Teacher: We eat different kinds of food every day. Some foods need to be chewed, while others can be swallowed without chewing. Can you think of some examples?

Teacher: Well done. Now, take your notebook and draw five food items. Once you finish, exchange your drawing with a partner.

Teacher: Now, look at the food items drawn by your partner. Under each drawing, write whether we use our teeth to eat that food or not.

Teacher: Great effort, everyone. Now, let us move on to the next activity.

Auditory

Auditory*

Listen to your teacher carefully. Answer the questions.

13

Teacher: Let us move to auditory activity. Listen carefully to me. I will ask you some questions and I want you to pay attention to every detail before answering. Are you ready?

MUST DO

10 MIN.

Teacher: Our tongue and teeth work together to help us eat. The teeth chew the food into small pieces, making it easier to swallow. The tongue helps us taste food, like sweet, sour, salty and bitter flavours and moves the food around in our mouth.

What do our teeth do to the food?

(Waits for student responses.)

Teacher: Great listening. Now, let us do our next activity.

Pictorial

Pictorial PS

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



13

Teacher: Look at the pictures of different food items on the screen. These foods have different tastes.

Teacher: I would like you to look at each food item and write down whether it tastes sour, salty, bitter, or sweet. (Give the students time to complete the activity.)

Teacher: Excellent answers. You all are doing a wonderful work recognising different tastes.

Differentiated Activities

110 km/hr



Why do we use our teeth to chew some foods but not others?

80 km/hr



Name one food item that is sweet.

40 km/hr



Which organ helps us taste food?

Home Task

Draw three food items that have different tastes and label them as sour, sweet, or salty.

Period 2



Interacting Better

Ask your partner which food items they like the most. And why?

ICL

14

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

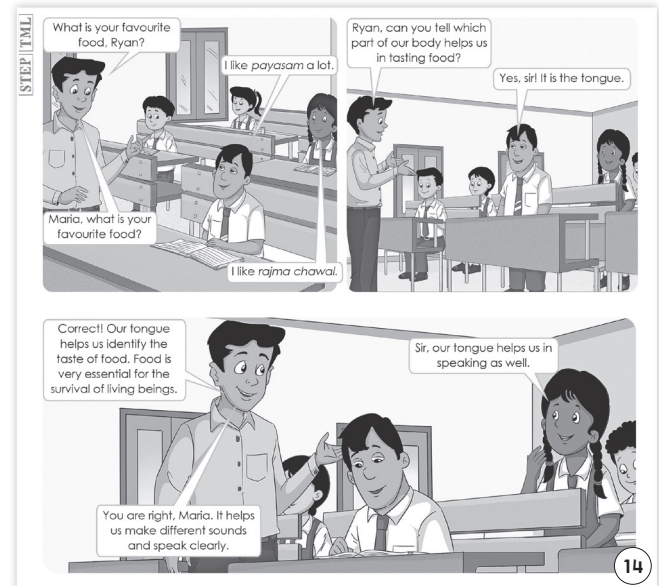
Teacher: Great. Today, we will start with an interesting discussion about the different types of food items we eat.

Teacher: Ask your partner which food items they like the most and why. Listen carefully to their answers and think about why they might enjoy those foods. Afterwards, we will share some of your answers with the class.

(Encourage students to discuss and guide the discussion accordingly.)

(Use CRM signs to settle the class.)

Teacher: Wonderful. I can see great discussions happening. Well done, everyone.



Teacher: Everyone, I want you to look at the pictures and read the story carefully. The story talks about food and how our body helps us identify the taste of food. Take a few moments to read through it.

Teacher: Now that you have read the story, let us discuss it together.

Teacher: Who can tell me what Ryan's favourite food is?

Teacher: Yes. What about Maria? What is her favourite food?

Teacher: Correct. Can anyone tell me which part of our body helps us taste food?


Teacher: That is right, the tongue. It helps us identify the taste of food.

Teacher: Now, why do you think food is essential for the survival of living beings?

Teacher: What else does our tongue help us do, as mentioned by Maria in the story?

Teacher: Yes. Our tongue helps us speak by making different sounds.

Teacher: Well done, everyone. Keep up the great work.

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

Differentiated Activities

110 km/hr



What are the two primary functions of the tongue, and why is each function important for our survival?

80 km/hr



Name two food items that you like and describe their tastes (sour, salty, bitter, or sweet).

40 km/hr



What part of the body helps us taste food?

Home Task

Write down the two functions of the tongue as mentioned in the lesson. Then, name one food item you like and describe its taste.

Period 3

Teacher: Good morning, students.

How are you all today?

Teacher: Wonderful. Before we begin today's lesson, let us play a quick game. I will give you a clue, and you have to guess the correct answer.

Teacher: Here is your first clue – What helps us identify the taste of food? (The tongue)

Teacher: Well done. Now, try this – Can you name one food that tastes sweet? (For example, chocolate)

Teacher: Very good. Let us try another one – What other function does our tongue help with, besides tasting food? (Speaking)

Teacher: Excellent. Here is the next one – Why is food important for living beings? (It gives energy, helps us grow, and keeps us healthy)

Teacher: Great work. Here is the last one – What taste would you associate with a lemon? (Sour)

Teacher: Brilliant answers, everyone. Now, let us begin today's lesson.

(The teacher will read the last paragraph of page 14 and the first four paragraphs of page 15 aloud and provide explanations to ensure that the students understand the content.)

TONGUE AND TASTE

The tongue is a soft organ present inside our mouth. We use our tongue to taste different food items. The tongue helps us move the food around our mouth so that we can chew and swallow our food properly. The tongue also helps us in making different sounds so that we can speak and form words clearly.

14

Taste buds

Taste buds are small structures present on the tongue. These help us recognise different tastes such as sweet, sour, bitter and salty. The taste buds that detect sweet and salty foods are located near the tip of our tongue. The taste buds for the bitter taste are present at the back of the tongue. The taste buds for the sour taste are present at the sides of our tongue.



TEETH

Teeth help us bite and chew food before swallowing it. They help us speak clearly and provide shape to our face. They are an important part of a person's smile.



Discovering better

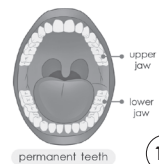
detect: identify or discover

LAD

Two sets of teeth

When babies are around 6 months old, their first tooth breaks out. By the age of 2–3 years, babies have the entire set of teeth, which numbers up to 20. This set of teeth is called the milk teeth or temporary teeth.

As the baby grows, around the age of 6–12 years, the milk teeth start falling out one by one. New teeth grow in place of the old ones. The temporary set is replaced by a new set of teeth, called the permanent teeth. This set of teeth consists of 32 teeth, 16 in the upper jaw and 16 in the lower jaw.



15

Teacher: Can anyone tell me what helps us taste food?

Teacher: That is right, it is the tongue.

The tongue is a soft organ inside our mouth. It helps us move food around so that we can chew and swallow it properly.

Teacher: Now, can anyone tell me what the tongue does to help us taste different foods?

Teacher: Yes, the tongue helps us detect the taste of different foods. It has small structures called taste buds.



detect: identify or discover

15

(Explain the term given in the 'Discovering better' activity and discuss it with the class.)

Teacher: Can anyone tell me where the taste buds for sweet and salty foods are located on the tongue?

Teacher: Correct. They are located near the tip of the tongue.

Teacher: Where are the taste buds for the bitter taste found?

Teacher: Excellent. The taste buds for the bitter taste are found at the back of the tongue.

Teacher: Finally, where are the taste buds for the sour taste?

Teacher: Well done. The taste buds for the sour taste are found at the sides of the tongue.

Teacher: Now, let us move on to talk about our teeth. What do teeth help us do?

Teacher: Yes, teeth help us bite and chew food. They also help us speak clearly.

Teacher: Why are teeth important for the shape of our face?

Teacher: Correct. Teeth provide shape to our face and are important for our smile.

Teacher: How many sets of teeth do we have?

MUST DO

15 MIN.

Teacher: That is right. We have two sets of teeth. The first set is called milk teeth.

Teacher: When do babies usually get their first set of teeth?

Teacher: Well done. Babies get their first tooth around 6 months old.

Teacher: How many teeth do babies have when they are 2 to 3 years old?

Teacher: Excellent. Babies have 20 milk teeth by the age of 2 to 3 years old.

Teacher: What happens to our milk teeth as we grow older?

Teacher: That is right. Our milk teeth fall out, and permanent teeth grow in their place.

Teacher: How many permanent teeth do we have in the upper and lower jaws?

Teacher: Well done. We have 16 teeth in both the upper and lower jaws.

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

Differentiated Activities

110 km/hr



What are the three types of tastes that the taste buds help us recognise on the tongue?

80 km/hr



Where are the taste buds for the bitter taste located on the tongue?

40 km/hr



What do teeth help us do?

Home Task

Write down the two functions of the tongue and explain why they are important. Then, name one food you like and describe its taste.

Period 4

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

SHOULD DO

5 MIN.



Teacher: Wonderful. Before we begin today's lesson, let us play a quick game. I will give you a clue, and you have to guess the correct answer.

Teacher: Here is your first clue – What helps us move food around our mouth while eating? (The tongue)

Teacher: Well done. Now, try this – What are the structures on the tongue that help us detect different tastes? (Taste buds)

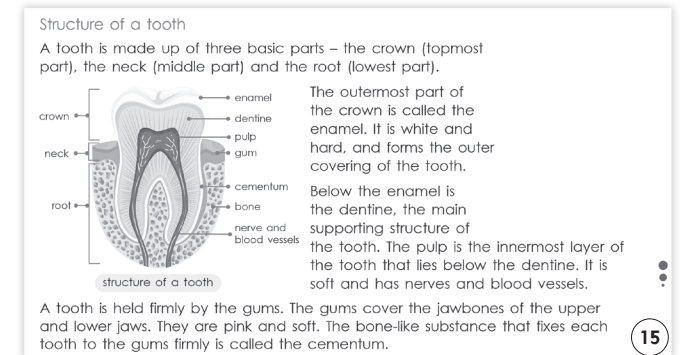
Teacher: Very good. Let us try another one – Where are the taste buds for sweet and salty foods located on the tongue? (Near the tip of the tongue)

Teacher: Excellent. Here is the next one – How many teeth do we have in the upper jaw? (16 teeth)

Teacher: Great work. Here is the last one – What happens to our milk teeth as we grow older? (They fall out and are replaced by permanent teeth)

Teacher: Brilliant answers, everyone. Now, let us begin today's lesson.

(The teacher will read the last four paragraphs of page 15 aloud and provide explanations to ensure that the students understand the content.)



Teacher: Today, we are going to talk about the structure of a tooth. Can anyone tell me what a tooth is made up of?

MUST DO

15 MIN.



Teacher: A tooth is made up of three basic parts – the crown, the neck, and the root. Can anyone point to the top part of the tooth, the crown, on the diagram?

Teacher: Well done. The crown is the topmost part of the tooth. It is the part that is visible above the gums. Now, can anyone tell me what the outermost part of the crown is called?

Teacher: Yes, it is called the enamel. The enamel is white and hard and forms the outer covering of the tooth.

Teacher: Now, let us talk about what is beneath the enamel. Can anyone tell me what is located below the enamel?

Teacher: Correct. Below the enamel is the dentine. The dentine is the main supporting structure of the tooth.

Teacher: Can anyone tell me what the innermost part of the tooth is called?

Teacher: That is right. The innermost part of the tooth is called the pulp. The pulp is soft and has nerves and blood vessels.

Teacher: Now, let us talk about the root. The root is the lowest part of the tooth, and it holds the tooth firmly in place. Can anyone tell me what part of the body holds the tooth firmly?

SHOULD DO

10 MIN.



Teacher: Excellent. The gums hold the tooth firmly in place. The gums cover the jawbones of the upper and lower jaws.

Teacher: Can anyone tell me what the bone-like substance that fixes the tooth to the gums is called?

Teacher: Correct. It is called cementum. The cementum helps keep the tooth firmly in place.

Understanding better

Understanding better

Say true or false.

1. Tongue has different taste buds on it.
2. The outer most part of teeth is dentine.

15

Teacher: Now, let us move on to the 'Understanding better' activity where we will decide if the statements are true or false. I will read each statement, and you have to tell me whether it is true or false. Ready?

Teacher: Here is the first statement – 'The tongue has different taste buds on it.' Is this true or false?

Teacher: That is right, it is true. Now, let us look at the next statement – 'The outermost part of the tooth is dentine.' Is this true or false?

Teacher: Excellent. That is false. Great work, everyone. You are all doing really well in understanding the parts of the tongue and teeth. Keep up the good work.

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

Differentiated Activities

110 km/hr



What is the main function of the pulp inside the tooth?

80 km/hr



Where is the enamel located on the tooth?

40 km/hr



What part of the tooth is at the bottom and holds it in place?

Home Task

Write down the three main parts of a tooth and describe each part briefly. Then, explain the role of the enamel in protecting the tooth.

Period 5

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

Teacher: Wonderful. Before we begin today's lesson, let us play a quick game. I will give you a clue, and you have to guess the correct answer.

Teacher: Here is your first clue – What is the outer covering of the tooth called? (Enamel)

Teacher: Well done. Now, try this – What part of the tooth holds it in place inside the gums? (Cementum)

Teacher: Very good. Let us try another one – What is the innermost part of the tooth that contains nerves and blood vessels? (Pulp)

SHOULD DO

5 MIN.

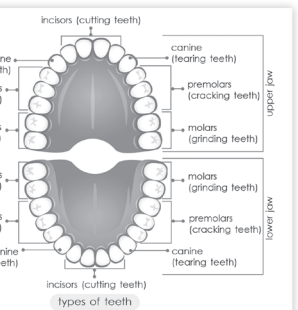
Teacher: Excellent. Here is the next one – What part of the tooth supports the tooth and is located below the enamel? (Dentine)

Teacher: Great work. Here is the last one – What part of the tooth is visible above the gums? (Crown)

Teacher: Brilliant answers, everyone. Now, let us begin today's lesson.

(The teacher will read the first four paragraphs of page 16 aloud and provide explanations to ensure that the students understand the content.)

Kinds of teeth



1. **Incisors:** Incisors are present at the front of the lower and upper jaws. These are total eight in number, four on each jaw. Incisors are used for biting and cutting food.
2. **Canines:** Canines are present on either side of the incisors, on each jaw. They help in tearing and gripping our food. Canines are total four in number, one on each side of the incisors and two in each jaw.
3. **Premolars:** Premolars help in crushing the food and act like nutcrackers. Two premolars are present next to each canine tooth. In total, there are eight premolars, four on each jaw.
4. **Molars:** There are twelve molars in total, six on each jaw. These are the last teeth present in the jaws. They help in crushing and grinding food most effectively.

types of teeth

16

Teacher: Today, we are going to talk about the different kinds of teeth in our mouth. Let us start with incisors. Can anyone tell me where the incisors are located?

Teacher: Correct. Incisors are located at the front of the lower and upper jaws. How many incisors do we have in total?

Teacher: Yes, we have eight incisors in total, four on each jaw. What is the function of the incisors?

Teacher: Right. Incisors are used for biting and cutting food. Excellent work, everyone.

Teacher: Now, let us move on to the next kind of teeth, the canines. Can anyone tell me where the canines are located?

Teacher: That is right. The canines are located on either side of the incisors, one on each side of the upper and lower jaws.

Teacher: What do canines help us do?

Teacher: Yes, they help in tearing and gripping food. Well done. How many canines do we have in total?

Teacher: Correct. We have four canines in total, one on each side of the incisors and two in each jaw. Keep up the good work.

Teacher: Now, let us talk about premolars and molars. Can anyone tell me what premolars help us with?

MUST DO

15 MIN.

Teacher: Excellent. Premolars help in crushing the food, and they act like nutcrackers. How many premolars do we have in total?

Teacher: Correct. We have eight premolars in total, four on each jaw.

Teacher: Now, let us talk about molars. Can anyone tell me what molars help us do?

Teacher: That is right. Molars help in crushing and grinding food most effectively. How many molars do we have in total?

Teacher: Well done. We have twelve molars in total, six on each jaw. These are the last teeth in our mouths, and they are very important for grinding food. Great work, everyone.

Understanding better

Teacher: I will ask you two questions and you will answer them based on what we have learned.

Teacher: Name the different kinds of teeth in our mouth.

Teacher: How many molars are present in an adult?

Teacher: Write down your answers in your notebook.

(Discuss the correct answer with the class.)

Understanding better

Answer the following questions.

1. Name the different kinds of teeth in our mouth.

2. How many molars are present in an adult?

16

Differentiated Activities

110 km/hr



What is the main function of the molars?

80 km/hr



How many premolars do we have on each jaw?

40 km/hr



Where are the incisors located?

Home Task

Write down the functions of incisors, canines, premolars, and molars. Then, explain why molars are important for grinding food.

Period 6

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

SHOULD DO

5 MIN.



Teacher: Wonderful. Before we begin today's lesson, let us play a quick game. I will give you a clue, and you have to guess the correct answer.

Teacher: Here is your first clue – Which teeth are located at the front of the mouth and help us cut food? (Incisors)

Teacher: Well done. Now, try this – What do the canines help us do? (Tear and grip food)

Teacher: Very good. Let us try another one – How many premolars do we have in total? (Eight premolars)

Teacher: Excellent. Here is the next one – What is the main function of the molars? (Crushing and grinding food)

Teacher: Great work. Here is the last one – Where are the incisors located? (At the front of the mouth)

Teacher: Brilliant answers, everyone. Now, let us begin today's lesson.

(The teacher will read the last two paragraphs of page 16 aloud and provide explanations to ensure that the students understand the content.)

Tooth decay

When we do not take proper care of our teeth,

it results in their decay.

Sometimes, food particles get

stuck between the teeth. These

food particles become food

for bacteria*. The bacteria

first attack the tooth enamel and form a sticky layer called

plaque*. If not cleaned properly, the bacteria then attack

the dentine, and finally the pulp. The pulp has nerves and

we feel pain when infection reaches the pulp. The infection

causes a hole in the tooth called a cavity. Tooth decay can

result in pain, bad breath, bleeding gums and indigestion.

Care of teeth

- We should brush our teeth twice a day (morning and before bedtime).
- We should use a dental floss if food is stuck between our teeth.
- We should include food items rich in calcium and vitamin C in our diet.
- We should visit a dentist regularly.



steps to use dental floss

16

Teacher: Today, we are going to talk about tooth decay. Can anyone tell me what happens when we do not take proper care of our teeth?

MUST DO

20 MIN.



Teacher: That is right. When we do not take proper care of our teeth, it results in tooth decay.

Teacher: Sometimes, food particles get stuck between the teeth. Can anyone tell me what happens to these food particles?

Teacher: Correct. These food particles become food for bacteria. The bacteria first attack the tooth enamel and form a sticky layer called plaque.

Teacher: What happens if plaque is not cleaned properly?

Teacher: Yes, if plaque is not cleaned, bacteria attack the enamel, and then the dentine, and finally the pulp. What is the pulp, and why is it important?

Teacher: Excellent. The pulp is the innermost part of the tooth that contains nerves and blood vessels. When the bacteria reach the pulp, we feel pain because the infection causes a hole in the tooth, known as a cavity.

Teacher: What problems can tooth decay cause if left untreated?

Teacher: That is right. Tooth decay can cause pain, bad breath, bleeding gums, and indigestion.

Teacher: Now that we know what can happen if we do not take care of our teeth, let us talk about how to care for our teeth. Can anyone tell me how many times we should brush our teeth each day?

MUST DO

15 MIN.

Teacher: Yes, we should brush our teeth twice a day, once in the morning and once before bedtime.

Teacher: What should we do if food gets stuck between our teeth?

Teacher: Correct. We should use dental floss to remove food particles stuck between the teeth.

Teacher: What types of food should we include in our diet for healthy teeth?

Teacher: Well done. We should include food items rich in calcium and vitamin C to keep our teeth healthy.

Teacher: Finally, what is one important thing we should do to maintain good oral health?

Teacher: Yes, we should visit a dentist regularly. Great work, everyone.

Discovering better

decay: the process of being destroyed or damaged naturally

dental floss: a thin thread used to remove food particles stuck between the teeth

LAD

16

(Explain the term given in the 'Discovering better' activity and discuss it with the class.)

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

Differentiated Activities

110 km/hr



What happens to the tooth when the infection reaches the pulp?

80 km/hr



What is plaque, and where does it form?

40 km/hr



What should we do if food gets stuck between our teeth?

Home Task

Write down two causes of tooth decay and explain how we can prevent it. Then, list one way to take care of your teeth.

Period 7

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

SHOULD DO

5 MIN.

Teacher: Wonderful. Before we begin today's lesson, let us play a quick game. I will give you a clue, and you have to guess the correct answer.

Teacher: Here is your first clue – What should we do if food particles get stuck between our teeth? (Use dental floss)

Teacher: Well done. Now, try this – What is plaque, and where does it form? (Plaque forms on the enamel of the tooth)

Teacher: Very good. Let us try another one – How many times should we brush our teeth each day? (Twice a day)

Teacher: Excellent. Here is the next one – What should we include in our diet to keep our teeth healthy? (Foods rich in calcium and vitamin C)

Teacher: Great work. Here is the last one – What should we do to maintain good oral health? (Visit a dentist regularly)

Teacher: Brilliant answers, everyone. Now, let us begin today's lesson.

Connecting better

Connecting better

After the class, Maria, Jas and Sam started counting the number of teeth. Maria says, "We have 12 molars, 8 premolars, 4 canines and 8 incisors. Then tell me which type of teeth is more in number, Jas?" Jas replies, "Maria, 12 is the largest number among 12, 8 and 4. So, we have more molars in comparison to other types of teeth."

HoLL

17

Teacher: Today, we will connect some ideas. After the class, Maria, Jas, and Sam started counting the number of teeth. Maria says, 'We have 12 molars, 8 premolars, 4 canines, and 8 incisors.' Can anyone tell me which type of teeth is in the highest number?

MUST DO

5 MIN.

Teacher: Yes, you are right. Maria noticed that molars have the largest number, with 12 molars in total. That is more than the other types of teeth. Excellent.

Knowing better

Knowing better

Dr Rafiuddin Ahmed established the first dental school in Calcutta, India. Dr R Ahmed Dental College and Hospital, later came to be known as the Calcutta Dental College. Dr Ahmed is remembered as the Father of Modern Dentistry in India.

KoL

17

Teacher: Now, let us learn something interesting. Dr. Rafuddin Ahmed established the first dental school in Calcutta, India. Can anyone tell me the name of the dental school?

MUST DO

5 MIN.

Teacher: Yes, that is correct. Dr. Rafuddin Ahmed established the Calcutta Dental College, and he is remembered as the Father of Modern Dentistry in India. Well done.

Laughing better



Teacher: Let us have a little fun now. I have a joke for you. Why did the tooth go to the dentist?

Teacher: It went because it wanted a little 'cavity' filled vacation. I hope that made you smile. Keep up the great work, everyone.

MUST DO

5 MIN.

Grasping better



Teacher: Now, let us understand some important terms. Can anyone tell me what bacteria are?

Teacher: Yes, bacteria are tiny living things that we cannot see with our naked eyes. They can cause plaque on our teeth.

Teacher: What is plaque, and where does it form?

Teacher: Well done. Plaque is a sticky coating on the teeth caused by bacteria. Excellent.

MUST DO

5 MIN.

Healing better



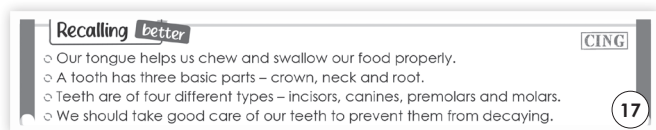
Teacher: Now, let us talk about something that helps our teeth. Neem bark is used to make 'datun', which is good for our teeth. Does anyone know why Neem bark is helpful for us?

Teacher: Yes, neem bark helps to keep germs and cavities away. Many people use it as a brush. Great work, everyone.

MUST DO

5 MIN.

Recalling better



Teacher: Let us do a quick recall of what we have learned. Can anyone tell me what our tongue helps us do?

Teacher: Correct. Our tongue helps us chew and swallow our food properly.

Teacher: Now, can anyone tell me what parts a tooth is made up of?

Teacher: That is right. A tooth has three basic parts – the crown, neck, and root.

Teacher: What are the four different types of teeth we have?

Teacher: Well done. The four types are incisors, canines, premolars, and molars.

Teacher: Finally, why is it important to take care of our teeth?

Teacher: Yes, we should take care of our teeth to prevent them from decaying. Excellent work, everyone.

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

(Instruct students to bring their Workbook in their next class.)

MUST DO

10 MIN.

Differentiated Activities

110 km/hr



What is the name of the first dental school established by Dr. Rafuddin Ahmed?

80 km/hr



What type of teeth has the largest number in our mouth?

40 km/hr



What does plaque do to our teeth?

Home Task

Create a simple diagram of a tooth on a piece of paper. Label the three main parts of the tooth – crown, neck, and root – and colour them. Then, draw some food items that help take care of our teeth and paste or draw them around your tooth diagram.

Period 8

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

Teacher: Wonderful. Before we begin today's lesson, let us play a quick game. I will give you a clue, and you have to guess the correct answer.

SHOULD DO

5 MIN.

Teacher: Here is your first clue – What is the name of the dental school established by Dr. Rafuddin Ahmed? (Calcutta Dental College)

Teacher: Well done. Now, try this – What type of teeth has the largest number in our mouth? (Molars)

Teacher: Very good. Let us try another one – What happens if we do not take care of plaque on our teeth? (It causes tooth decay)

Teacher: Excellent. Here is the next one – What are the four different types of teeth we have? (Incisors, Canines, Premolars, Molars)

Teacher: Great work. Here is the last one – What is the purpose of neem bark for our teeth? (Keeps germs and cavities away)

Teacher: Brilliant answers, everyone. Now, let us begin today's lesson.

Learning better

Learning better

CBA

A Tick (✓) the correct answer.

- Which part of the body helps us taste different food items?
a. mouth ☐ b. teeth ☐ c. tongue ☐
- Which type of teeth acts as nutcrackers?
a. canines ☐ b. premolars ☐ c. molars ☐
- Which of the following is used to chew our food properly?
a. teeth ☐ b. tongue ☐ c. nutcracker ☐
- How many kinds of teeth do humans have?
a. 2 ☐ b. 3 ☐ c. 4 ☐
- What happens when we do not care for our teeth?
a. teeth brightening ☐ b. decaying of teeth ☐ c. teeth becomes strong ☐

17

Teacher: Everyone please open page 17 of your Main Course Book. In Exercise 'A' of 'Learning better' you have to tick the correct answer. Are you ready to get started?

MUST DO

5 MIN.

Teacher: Great. Let us begin with the first question. Which part of the body helps us taste different food items?

Teacher: The correct answer is tongue. Well done. (Similarly complete all five questions. And discuss the correct answers.)

B Fill in the blanks.

- Food items which are rich in _____ and vitamin C helps in taking care of teeth.
- A human tooth has _____ basic parts.
- _____ are known as the cracking teeth.
- We should brush _____ a day to prevent our teeth from decaying.
- We should use _____ to clean between the teeth.

17

Teacher: Everyone please open page 17 of your Main Course Book. In Exercise 'B' of 'Learning better' you have to fill in the blanks. Are you ready to get started?

MUST DO

5 MIN.

Teacher: Great. Let us begin with the first question. Food items which are rich in _____ and vitamin C help in taking care of teeth.

Teacher: The correct answer is Calcium. Well done. (Similarly complete all five questions. And discuss the correct answers.)

Worksheet – 1

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

Teacher: Let us do some activities from the workbook. Everybody, please open page 14 of your workbook and answer the questions given in worksheet - 1.

MUST DO

15 MIN.

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

Book of Holistic Teaching

Chapter 2: About Tongue and Teeth

A English HoLL MDA

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

- Dolly says, "I have 12 teeth in my upper jaw and 14 teeth in my lower jaw".
- 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?

21

Refer to the Book of Holistic Teaching, page 21 under the title 'About Tongue and Teeth.' Complete the activities mentioned in this section and ensure that the students complete them. These activities are designed to enhance their holistic understanding and engagement with the topic. Provide any necessary support and materials to help the students successfully finish the activities.

COULD DO

10 MIN.

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

Differentiated Activities

110 km/hr



Explain why molars are important for chewing food.

80 km/hr



What type of teeth helps in tearing food?

40 km/hr



What is the purpose of incisors?

Home Task

The Project Idea, given in the book of Project Ideas, page 15 under the title 'About Tongue and Teeth.' This project should be assigned to the students as a home task to work on. Ensure that the students understand the project requirements and provide any necessary guidance or materials they might need.

Chapter 2: About Tongue and Teeth

Make your own teeth set.

CT PRO 21st CS

- Take a cardboard sheet. Cut it into a circular shape.
- Count the teeth you have in your mouth. Take as many cotton balls as the number of teeth in your mouth.
- Paste these cotton balls on the circle in the same way as teeth are present in your mouth. Your own teeth set is ready!

Period 9

Teacher: Good morning, students.

How are you all today?

Teacher: Wonderful. Before we begin today's lesson, let us play a quick game. I will give you a clue, and you have to guess the correct answer.

Teacher: Here is your first clue – Which type of teeth helps us bite and cut food? (Incisors)

Teacher: Well done. Now, try this – What is the outer covering of the tooth that protects it? (Enamel)

Teacher: Very good. Let us try another one – What part of the tooth contains nerves and blood vessels? (Pulp)

Teacher: Excellent. Here is the next one – What are the structures on the tongue that help us taste food? (Taste buds)

Teacher: Great work. Here is the last one – What should we use if food gets stuck between our teeth? (Dental floss)

Teacher: Brilliant answers, everyone. Now, let us begin today's lesson.

C Write short answers in your notebook.

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

18

Teacher: Everyone please open page 18 of your Main Course Book. In Exercise 'C' of the 'Learning better' section, you have to write a short answer. Are you ready to get started?

MUST DO

10 MIN.

Teacher: Great. Let us begin with the first question. Where are the different taste buds located on the tongue?

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

(Similarly, complete all three questions)

D Write long answers in your notebook.

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

18

Teacher: Let us explore some long-answer questions. In Exercise 'D' of the 'Learning better', you have to write a long answer. Let us begin with the first question. What are the different types of teeth? Write one function of each type.

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

(Similarly, complete the second question and discuss the correct answer with the class.)

Worksheet – 2

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

Teacher: Let us do some activities from the workbook. Everybody, please open page 15 of your workbook and answer the questions given in worksheet - 2.

MUST DO

15 MIN.

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

Differentiated Activities

110 km/hr



What is the role of the pulp in a tooth and why it is important for tooth health?

80 km/hr



Where are the taste buds located on the tongue and what do they help us do?

40 km/hr



What do incisors help us do?

Home Task

The 'Creating better' activity (Make a model of animal face or human face showing teeth.) given on page 18 of the Main Course Book.

Period 10

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

SHOULD DO

5 MIN.



Teacher: Wonderful. Before we begin today's lesson, let us play a quick game. I will give you a clue, and you have to guess the correct answer.

Teacher: Here is your first clue – Which part of the tooth is responsible for supporting and holding it in place? (Cementum)

Teacher: Well done. Now, try this – What is the main function of molars? (Crushing and grinding food)

Teacher: Very good. Let us try another one – What happens to a tooth when the infection reaches the pulp? (Pain and cavity formation)

Teacher: Excellent. Here is the next one – What helps us taste different food items? (Taste buds)

Teacher: Great work. Here is the last one – What type of teeth is used for tearing food? (Canines)

Teacher: Brilliant answers, everyone. Now, let us begin today's lesson.

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?

2 Lr CS HOTS

18

Teacher: Let us begin with a thinking activity. Can anyone tell me why some of your friends enjoy certain food items that you do not?

MUST DO

5 MIN.



Teacher: Great. Everyone has different tastes, and food preferences can vary from person to person. It's interesting how we all enjoy different flavours. Well done, everyone.

Choosing better



LSV

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.

1. He should consult the dentist.
2. He should start brushing his teeth before going to bed.

18

Teacher: Now, let us move on to a situation. Reshma's friend Mohit tells her that he likes to eat sweets daily, but he has a toothache at night. What do you think Reshma should suggest to her friend?

MUST DO

5 MIN.



Teacher: Can anyone help us choose the right suggestion? Should Mohit consult a dentist or should he start brushing his teeth before going to bed?

Teacher: That is right. The correct answer is that Reshma should suggest Mohit to start brushing his teeth before going to bed. This is an important step in taking care of our teeth. Great thinking, everyone.

Pledging better



Pledging better

Playing outdoors helps us stay active and fit.

SDGs

SDG 3: GOOD HEALTH AND WELL-BEING

18

Teacher: Now, let us make a pledge together to play outdoors. We should all pledge to stay active. Can anyone tell me why playing outdoors is important for us?

MUST DO

5 MIN.



Teacher: Yes, playing outdoors helps us stay active and fit. It is very important for our overall health and well-being. It also fulfils the SDG 3 goal: Good Health and Well-being. **Teacher:** Well done, everyone.

Worksheet 3

A. Fill in the blanks using the words in the box.

pain two four three dental floss

1. There are _____ sets of teeth in humans.
2. A tooth has _____ basic parts.
3. There are _____ kinds of teeth.
4. Tooth decay can result in _____, bad breath and indigestion.
5. We should use a _____ if food is stuck between our teeth.

B. Match the following.

- | | | | |
|--------------------|---|---|-------|
| 1. temporary teeth | • | • | a. 32 |
| 2. permanent teeth | • | • | b. 20 |
| 3. incisors | • | • | c. 12 |
| 4. canines | • | • | d. 8 |
| 5. molars | • | • | e. 4 |

C. Write true or false.

1. Crown is the topmost part of the tooth. _____
2. The lowest part of the tooth is called the neck. _____
3. The dentine is the main supporting structure of the tooth. _____
4. A tooth is held firmly by the pulp. _____
5. Cementum fixes the tooth to the gums. _____

Teacher: Let us do some activities from the workbook. Everybody, please open page 15 of your workbook and answer the questions given in worksheet - 3.

MUST DO

15 MIN.

☐

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

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

SHOULD DO

5 MIN.

☐

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

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

(Wait for students to fill in the chart.)

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

Differentiated Activities

110 km/hr



Why is it important to brush your teeth before going to bed?

80 km/hr



What should Reshma suggest to Mohit if he has a toothache?

40 km/hr



What does playing outdoors help us do?

Home Task

As part of the 'Revising better' activity given on page 18 of the Main Course Book, ask students to count their teeth and write the number in their Little Book to review the material covered so far.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none"> develop fine motor skills by engaging in hands-on activities such as identifying different types of teeth, sorting food items based on their effects on dental health, and drawing the structure of the tongue and teeth.
Socio-Emotional and Ethical Development	<ul style="list-style-type: none"> develop empathy and responsibility by understanding the importance of oral health, making informed decisions about caring for their teeth, and practising ethical habits such as regular brushing and using dental floss.
Cognitive Development	<ul style="list-style-type: none"> enhance their cognitive skills by recalling and explaining the structure, function, and importance of different types of teeth (incisors, canines, premolars, molars), and understanding the consequences of tooth decay.
Language and Literacy Development	<ul style="list-style-type: none"> improve their language and literacy skills by effectively communicating the significance of oral hygiene, describing the structure of teeth, and explaining proper care techniques in both written and oral forms.
Aesthetic and Cultural Development	<ul style="list-style-type: none"> cultivate creativity and cultural awareness by appreciating the diverse ways teeth are represented in art and models, and recognising the cultural practices related to oral care, such as using neem bark for dental health.
Positive Learning Habits	<ul style="list-style-type: none"> foster positive learning habits by demonstrating responsibility in maintaining oral health through consistent practices like brushing their teeth twice daily and using dental floss to prevent tooth decay.

Starry Knights

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

Give yourself a STAR.

☐