

1. The document name

science\_6th\_food\_Kulvinder\_kaur\_gill\_g\_h\_s\_bhulana\_kapurthalaand  
science\_6<sup>th</sup>\_food\_rapwinder\_kaur\_gsss\_threeke\_ludhiana

2. Section A. Basic description of the chapter

Name of the institute	GOVT HIGH SCHOOL BHULANA, KAPURTHALA GOVT SEN SEC SCHOOL THREEKE, LUDHIANA
Name of the teacher	KULVINDER KAUR GILL, RAPWINDER KAUR
Class to which chapter belongs	6th
Subject	Biology
Name of the chapter	FOOD
No. of periods required to teach the chapter	8 periods are required

Section B. Objectives / Expected learning outcomes

(The expected learning outcomes have been tabulated under four sub heads in the subsequent pages)

**B1 Concepts : Write up in this sub section consists of listing of various concepts which are going to be covered in this chapter**

1. Food variety
2. Food ingredients.
- 3 Food material and sources
4. Plant parts as food
5. Animal products as food
6. What do animals eat?
  - a. Herbivores.
  - b. Carnivores.
  - c. Omnivores.

## B2 Usefulness in daily life

- Student will learn.....  
Why do we need food?  
What/Why different people eat different types of food?  
From where we get food?  
What are herbivores, carnivores and omnivores animals?
- Without learning this concept students will not understand.....  
The use of food in human life.  
What are the sources of food.  
Which parts of plants are taken as food?  
What are animal products?  
What do animals eat?

**B3 Life skills** The following life skills can be inculcated through the teaching of this chapter in the class

- How to establish relation of daily life with concept
  - Should be able to understand the usefulness of food
  - Should be able to identify different sources of food
  - Will be sensitized about food he/she eat and its source
- Team spirit (skills of working in a group)
- Presentation skills and public speaking
- Analytical and research skill
- Creative story writing
- Story telling
- ICT skills

## B4 Vocabulary

Food, sources, leaf, fruit, sprouts, eatable, nectar, herbivores, carnivores, omnivores, yeast

S.N.	Word in English	Meaning in Punjabi	Pronunciation in English	Transliteration in Punjabi
1	Food			

2	sources			
3	Leaf			
4	Fruit			
5	Sprouts			
6	Eatable			
7	Nectar			
8	Herbivores			
9	Carnivores			
10	Omnivores			
11	Yeast			

### Section C. Prerequisites or Previous Knowledge (PK)

They may have knowledge of food.....

Q. What are you doing?

A.Completing my previousperiod assignment.

Q. What is required for doing work?

A.Energy.

Q.From where do you get energy?

A.From food.

Q.Now tell me whatyou have eaten in breakfast?

A.Different answers are expected.

### Section D. Period wise break up for each chapter:

This chapter of FOOD may require 8 periods. The tentative breakup of each chapter in various periods is as follows



Period	What to be covered
1.	<ul style="list-style-type: none"> <li>*Introduction of the chapter through some activity</li> <li>* Previous knowledge testing</li> <li>*Talking to the students regardingdaily life phenomenon and events in which concepts of this chapter are involved</li> <li>*What is the need of food they eat?</li> </ul>

	* Different kinds of food(healthy and unhealthy food)
2.	Teacher will tell students about *food variety * food ingredients.
3.	We will tell the students about sources of food *student will perform activity to describe sources of different food material
4.	Which part of a plant is taken as a food? Activity to prepare sprouts,field visit to see different kind of plants
5.	Which animal product is taken as food .visit to dairy,poultry farm and apiculture?
6.	What do animals eat? What are herbivores,carnivores and omnivore animals
7.	Group activity or group assignments to collect information about variety of food taken by people of different states of India etc.
8.	Recap will be done in the form of story and home assignment will be given .(It may be in the form of creative story writing or some research work.

### Section E. Micro planning of the periods or minute to minute breakup of periods

#### Sub Section E.1: Minute to minute break up of period1

Concept	Time	Indicative / guiding Script
Introducing the concept of FOOD	10 mins	*.Perform the activity “what do we eat ?”for detail refer to annexure GA1. *Test previous knowledge of the students and then involve them in developing the concept. *Teacher will introduce the topic with a short video:- .http://www.youtube.com/watch?v=tv7D-UTWcHY *Teacher will use discussion method to develop the topic
Differentiate between healthy and unhealthy food	10 mins	*To make students actively participate Ask the students to speak loudly *Why should we take food? *What do they think “which kind of food should be taken by us?” *What do they think which is healthier between ice-cream,fruitsdhokla? and why?

		 
Annexure Name		GA1

Students were asked to enlist some healthy and unhealthy food items.


Teacher will explain topic	10 mins	Teacher will explain the topic. Following video can support it <a href="http://www.youtube.com/watch?v=IWHVbLx76bM">"types of food healthy or unhealthy"</a> <a href="http://www.youtube.com/watch?v=IWHVbLx76bM">http://www.youtube.com/watch?v=IWHVbLx76bM</a>
recap	5 min	<ul style="list-style-type: none"> <li>Recap of the things discuss</li> </ul>

### Some Hints for the teacher for period 1



Hint : Since everyone is having a different food in their breakfast , so their answers would be bread, butter, milk,prantha etc.

Hint2: We need food to perform various functions of the body.


- For growth.
- For Playing, reading, singing etc.
- For repair of damaged or injured body parts.
- For protection from disease and infection.
- For doing any type of work.

Name of the activity	What do we eat?
Objective	1.Introducing the concept of food 2. To increase the participation of the students
Type of the activity(individual activity/ group activity / home activity etc.)	Individual
Material required for the activity	Colored sheets and pencils
Any specific preparations required in the class room for preforming the activity	Students will enlist the name of food items which can be eaten and good for health.
Details of the activity and detailed instructions to carry it out	
Pictures describing the activity, if any	
Any precautions to be kept in mind	N.A
Explanation of the outcomes of the activity	Students will understand about healthy and different food items

		<b>Subsection E.2: Minute to minute break up of period 2</b>
Talking to the students regarding daily life phenomenon	10 mins	<p>Teacher will try to encourage students to speak by asking following questions</p> <ul style="list-style-type: none"> <li>*Whether you have same food items in your breakfast as well as lunch?</li> <li>*Can you name some food items tasting differently?</li> <li>*Name some sweet, salty, sour and bitter foods.</li> <li>*Now students would be told about variety of food.</li> </ul>

Explanation to topic	10 mins	  <p>*Students were also told about components or ingredients of food by giving examples.</p>
Activity to explain the concept of food variety	10 mins	Students were asked to perform activity about “ different foods and their components” .For details refer to annexure GA2
assignment	5mins	Students were assign a home task to find the ingredients of famous dishes of different states of india.

Annexure Name	GA2
Name of the activity	Different foods and their components
Objective	To get the knowledge of various ingredients used to prepare a food item
Type of the activity(individual activity/ group activity / home activity etc.)	group
Material required for the activity	Some food items,paper and pencil
Any specific preparations required in the class	na

room for performing the activity	
Details of the activity and detailed instructions to carry it out	Students will be given the list of some common food items and students have to list the components used to prepare them
Pictures describing the activity, if any	
Any precautions to be kept in mind	n.a.
Explanation of the outcomes of the activity	Students would get the knowledge of different food items and their components.

### Subsection E.3 Minute to minute breakup of Period 3

Food material and sources	10 min	<ul style="list-style-type: none"> <li>✓ Now the teacher will introduce students to different food materials and sources</li> <li>✓ Teacher will explain the students about sources of different food materials</li> </ul>
activity	10min	<ul style="list-style-type: none"> <li>✓ “Food material,their components and their sources” . For detail refer to annexure GA3</li> </ul>
Discussion about the activity	5 min	<ul style="list-style-type: none"> <li>* Teacher will discuss about the sources of components of different food materials</li> <li>*Teacher can make the student listen a short poem to recap ,remember the concept and to entertain the students.  <a href="http://www.youtube.com/watch?v=geHAaWbqz_Q&amp;index=1&amp;list=PL80CD1083E3892182">poem on food where does it come from</a>  <a href="http://www.youtube.com/watch?v=geHAaWbqz_Q&amp;index=1&amp;list=PL80CD1083E3892182">http://www.youtube.com/watch?v=geHAaWbqz_Q&amp;index=1&amp;list=PL80CD1083E3892182</a> </li> </ul>
Careers options	10 min	<p>Teacher will talk about various career options which may require the knowledge of the concepts of this chapter.</p> <p>This knowledge is helpful to become hotel management, dietician,food inspector and food industry.</p>



**Hint 1:** Teacher should explain why should we add variety to our food to get good health [food we eat](#)

[http://www.youtube.com/watch?v=fHyeUCI1\\_1s](http://www.youtube.com/watch?v=fHyeUCI1_1s)

**Hint 2:** Teacher will tell the students that during purchase of packed or preserved food material, their date of manufacture and date of expiry.

**Hint 3:** Teacher will aware the student that they should purchase the food items from reliable sources

Annexure Name	GA3		
Name of the activity	Food material ,their components and their sources		
Objective	To get the knowledge of different sources of food material		
Type of the activity( individual activity/ group activity / home activity etc.)	group activity		
Material required for the activity	Paper and colored pencils		
Any specific preparations required in the class room for preforming the activity	n.a.		
Details of the activity and detailed instructions to carry it out	Students would be provided by list of different food items and they will analyze raw material used to prepare that food item and the sources from where they are obtained		
Pictures describing the activity, if any	Information should be collected in tabular form as follows		
	Food item	Raw material	sources
	idli		
	chicken		
	kheer		
Any precautions to be kept in mind	n.a.		
Explanation of the outcomes of the activity	Students will get the knowledge of raw material used to prepare food and the sources from where food can be obtained		

#### Subsection E.4 Minute to minute breakup of Period 4

Parts of Plants used as food	15 min	<p>Teacher will provide the knowledge that plants are producers and different parts of a plant can be taken as food. e.g In spinach its leaf, In radish and carrot roots are taken as food.</p> <p>*Teacher will explain that cereal grains gives us energy.</p> <p>*Fruits are also good source of nutrients.</p>
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		<p>*Vegetables, oil,spices and fruits are obtained from plants.</p> <p>*Teacher can take the students to computer lab and make the topic clear and interesting by showing following video  <a href="http://www.youtube.com/watch?v=7IMjpYEOZbU&amp;list=PLWSYEtH_MDSAEmuZZwFpoAitaAeO6Ohil&amp;index=2">http://www.youtube.com/watch?v=7IMjpYEOZbU&amp;list=PLWSYEtH_MDSAEmuZZwFpoAitaAeO6Ohil&amp;index=2</a></p>
Interesting fact	5 min	<p>Students are told that tomato and peas are fruits</p> <p>*Potato and ginger although grow under the soil but they are not root. Rather they are stems,Sweet potato and turnip are roots.</p> <p>*Assign a home task to students “to collect specimens and photographs of different food plants and paste these in your scrap book.”</p>
Activity	10 min	<p>*Students were asked to make a table of vegetables and the part used.</p> <p>*To get the knowledge of “different parts of plants used as food”.</p> <p>For details Please refer to annexure GA4</p> <p>.field visit is recommended</p>
Home activity	5 mins	<p>Explain the students about how to prepare sprouts. Ask them to bring sprouts next day .</p>

Hint 1. Teacher should explain the benefits of sprouts that they are very nutritious and rich source of protein.

Hint2. Teacher will explain how to prepare sprouts. Soak the seeds of moongdaal in water,drain the water next day and keep the seeds in wet cloths it will sprout.

### Annexure GA4 Performa for giving details about an activity

Annexure Name	GA4		
Name of the activity	different parts of plants used as food		
Type of the activity( individual activity/ group activity / home activity etc.)	individual activity		
Objective	To get the knowledge about which part of which plant can be use as which food		
Material required for the activity	Different food items prepared in MID DAY MEAL		
Any specific preparations required in the class room for preforming the activity	n.a.		
Details of the activity and detailed instructions to carry it out	Food items prepared from plant products	components	Part of plant which give that particular component
	e.g.roti	wheat	seeds
Pictures describing the activity, if any	n.a		
Any precautions to be kept in mind	n.a.		
Explanation of the outcomes of the activity	Students will get the knowledge of various plant parts taken as food		

### Subsection E.5: Minute to minute break up of period 5

Construction of knowledge	10 min	Teacher will explain the students about Which animal product is taken as food. Supporting video:- <a href="http://www.youtube.com/watch?v=IFuRtNnYo9c&amp;list=PLWSYEtH_MDSAEmuZZwFpoAitaAeO6Ohil&amp;index=3">http://www.youtube.com/watch?v=IFuRtNnYo9c&amp;list=PLWSYEtH_MDSAEmuZZwFpoAitaAeO6Ohil&amp;index=3</a>
Activity(visit)	30 min	visit to dairy, poultry farm apiculture(rearing of honey bees) pissiculture(rearing and management of fish on a large scale) *Students get acquainted with daily life experience about the

manufacturing of different kinds of animal products which are a part of our daily diet.

\*Teacher should accompany the students and explain the contents like formation of honey (apiculture)

\*.About the collection of eggs and meat (poultry farming)

\*collection of milk and formation of cheese, butter etc (dairy



farming)





Hint1: Teacher can take the students to adjacent milk plant to give the students practical knowledge about the dairy products

Hint2 :Teacher can motivate the students to make candle from honey wax

Hint3:Teacher can ask the students to collect the pics of milk yielding, meat yielding and poultry animals.

<b>Subsection E.6: Minute to minute break up of period 6</b>				
Topic	15 mins	<ul style="list-style-type: none"> <li>• Teacher will explain the topic: what do animal eat?</li> <li>• Example: Earthworm swallow soil.</li> <li>• Mosquitoes sucks the blood.</li> <li>• Birds feed on small insects,worms and fruits.</li> <li>• Organisms can be grouped on the basis of their food habit,which can be explained through a video</li> <li>• <a href="http://www.youtube.com/watch?v=F3JutFpD0Cg&amp;list=PLWSYEtH_MDSAEmuZZwFpoAitaAeO6Ohil&amp;index=4">http://www.youtube.com/watch?v=F3JutFpD0Cg&amp;list=PLWSYEtH_MDSAEmuZZwFpoAitaAeO6Ohil&amp;index=4</a></li> </ul>		
Class assignment	10 mins	Students will find the food eaten by different animals and note them in a tabular form:		
		S.No	Animal	Food eaten

		1			
		2			
		3.....			
		Now differentiate the animals in herbivore,carnivore and omnivore on the basis of their eating habit from the above table.			
instructions for Group visit	10 min	*Teacher will tell that visit a zoo with your parents or guardians. *Observe what different animals eat. *Group these animals differently according to their eating habit. *Share your information with your parents. *Discuss your observations in the class. Take proper precautions while wandering in the zoo.			

#### Subsection E.7: Minute to minute break up of period 7

Group activity to increase students knowledge	15 mins	✓ Collect list of food items taken by people of different regions of India ✓ Quiz is arranged among students to place these on a large map of India ✓ Each food item should be located on the region(state) to which it belongs.
Class assignment	10 mins	Students will bring different food stuffs to the classroom and then tell the name of plants or animals from which each of them is obtained.
Discussion	10 min	Teacher can organize a class discussion on the food habits of different regions of India.

#### Sub Section E.8minute to minute break up of period 8

Concept	Time	Indicative / guiding Script
Story-The importance of healthy food.	20 min	Students can be taken to ICT Lab to watch a story on computer on following website:-  <ul style="list-style-type: none"> <li><a href="http://www.youtube.com/watch?v=5zmEZ2Wsg4U">http://www.youtube.com/watch?v=5zmEZ2Wsg4U</a></li> <li>Story-The importance of healthy food</li> <li>They can also watch a video on “Planning for good eating”:-  <a href="http://www.youtube.com/watch?v=58eFNxlLr5s">http://www.youtube.com/watch?v=58eFNxlLr5s</a></li> </ul>
Recap	15 mins	Recap of the whole topic will be done and students were suggested to watch a video on topic “Food pyramid-healthy diet”

		<a href="http://www.youtube.com/watch?v=ZcNpcqtl2yU">http://www.youtube.com/watch?v=ZcNpcqtl2yU</a>
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### Section F. The content

1. Pg. 1 to Pg. 7, Chapter 1, NCERT class 6<sup>th</sup> Science text book
2. Interesting and useful online resources. [www.youtube](http://www.youtube.com/watch?v=tv7D-UTWcHY) .<http://www.youtube.com/watch?v=tv7D-UTWcHY>
3. [“types of food healthy or unhealthy” http://www.youtube.com/watch?v=IWHVbLx76bM](http://www.youtube.com/watch?v=IWHVbLx76bM)
4. Poem on food where does it come from  
[http://www.youtube.com/watch?v=geHAaWbqz\\_Q&index=1&list=PL80CD1083E3892182](http://www.youtube.com/watch?v=geHAaWbqz_Q&index=1&list=PL80CD1083E3892182)
5. [food we eat http://www.youtube.com/watch?v=fHyeUCI1\\_1s](http://www.youtube.com/watch?v=fHyeUCI1_1s)
6. Parts of plant used as food  
[http://www.youtube.com/watch?v=7IMjpYEOZbU&list=PLWSYEtH\\_MDSAEmuZZwFpoAitaAeO6Ohil&index=2](http://www.youtube.com/watch?v=7IMjpYEOZbU&list=PLWSYEtH_MDSAEmuZZwFpoAitaAeO6Ohil&index=2)
7. Animal products [http://www.youtube.com/watch?v=IFuRtNnYo9c&list=PLWSYEtH\\_MDSAEmuZZwFpoAitaAeO6Ohil&index=3](http://www.youtube.com/watch?v=IFuRtNnYo9c&list=PLWSYEtH_MDSAEmuZZwFpoAitaAeO6Ohil&index=3)
8. Food habits [http://www.youtube.com/watch?v=F3JutFpD0Cg&list=PLWSYEtH\\_MDSAEmuZZwFpoAitaAeO6Ohil&index=4](http://www.youtube.com/watch?v=F3JutFpD0Cg&list=PLWSYEtH_MDSAEmuZZwFpoAitaAeO6Ohil&index=4)
9. Story-The importance of healthy food. <http://www.youtube.com/watch?v=5zmEZ2Wsg4U>
10. “Planning for good eating”: <http://www.youtube.com/watch?v=58eFNxILr5s>
11. “Food pyramid-healthy diet” <http://www.youtube.com/watch?v=ZcNpcqtl2yU>

### REFERENCES:-

1. Pages 1-10 Learning Elementary science by goyal brother prakashan
2. Pages 12-22 The living world by D.A.V. College managing committee.

## SECTION H

Student knowledge can be assessed through following questionnaire:-

1. Green plants prepare their own food, hence they are called as
  - a. Autotrophs
  - b. Parasites
  - c. Heterotrophs
  - d. Decomposers
2. Pulses are rich source of
  - a. Fiber
  - b. Minerals
  - c. Roughages
  - d. Proteins
3. Spices provide
  - a. Energy
  - b. Flavor
  - c. Vitamins
  - d. Proteins
4. An animal that eats other animals is called
  - a. Producer
  - b. Carnivore
  - c. Omnivore
  - d. herbivore
5. Match the columns
  - Column A**
  - Column B**

a. Drinking milk	i. are animal products.
b. Vegetable, fruits	ii. is good for health.
c. Carrot, tomato, potato	iii. are rich in minerals and vitamins.
d. Egg, meat, paneer	iv. are vegetables.
e. Wheat, gram, rice	v. are plant products.
6. Fill in the blanks.
  - a. Tiger is a ----- because it eats only flesh of other animals.
  - b. Main supply of eggs comes from----- and -----.
  - c. We are ----- because we eat both plant and animal products.
  - d. Food is needed by living organisms for -----, ----- and protection.
  - e. We get sugar from-----.
7. What are milch animals?
8. Why do we need food?
9. Why should we avoid wastage of food?
10. Given below are jumbled words which are names of parts of plant. Rearrange them to get the correct words.
  - a. TOOR
  - b. SEANBOYA
  - c. LFOER
  - d. ROUNDGNUT



e. ITRUF

11. Plants prepare their food by the process of

- a. Transpiration    b. Photosynthesis    c. Respiration    d. Transportation

12. Cereals are rich source of

- a. Carbohydrates    b. Fats    c. Proteins    d. Minerals

13. People living in coastal areas eat more of:

- a. Wheat pulses and rice.    b. Rice and fish  
c. Rice, meat of goat    d. Maize and bajra

14. Carnivores have

- a. Blunt teeth    b. Sharp, pointed teeth  
c. Long sticky tongue    d. Broad and strong teeth

15. Match the following

Column A    Column B

- a. Curd i. protein  
b. Pulses ii. Highly nutritious food.  
c. Honey iii. hen  
d. Meat iv. milk  
e. Egg v. goat

16. Fill in the blanks with suitable word.

- a. Snake does not have-----.  
b. Scavengers feed on other -----.  
c. South Indian use ----- oil as medium of cooking.  
d. Excess intake of food causes -----.  
e. Animals that provide milk are called-----animals. .

17. What is the importance of spices for us?

18. Why food is essential for us?

19. Name the main food item consumed in

- a. Punjab  
b. Gujarat  
c. Kerala  
d. West Bengal  
e. Odhisha

20 Food:

- a. Gives us energy                      b. Help in growth
- c. Repair body parts                  d. All of these

21 . ----- is not a milk product.

- a. Pizza   b. Curd            c. Cheese                      d. Ice-cream

22. An example of complete food is

- a. Carrot   b. Milk              c. Pulses                      d. Fish

23. Honeybee makes honey from

- a. Pollen   b. Petals            c. Nectar                      d. Bud

24. Match the organisms in column A with product used as food by human in column B.

- | Column A         | Column B         |
|------------------|------------------|
| a. Goat          | i. Leaves        |
| b. Mustard plant | ii. Meat         |
| c. Hen           | iii. Seed        |
| d. Cow           | iv. Egg          |
| e. Spinach       | v. Milk-Material |

25 Select true/false(T/F) statements from the following.

- a. Potato tubers contain carbohydrates.
- b. Soybean is a rich source of vitamins.
- c. Milk is a complete food.
- d. Vegetables and fruits gives vitamins and minerals
- e. Glucose is the main source of energy in our body.

26. Give one words for following:

- a. Animals that eat both plants and animals-----.
- b. Animals that eat only meat-----.
- c. Animals that eat only plants -----.

27. Why do organisms require food? Give two reasons.

28. Mention the part of plant that the following belong to:

- a. Radish            b. Ginger            c. Cabbage            d. Potato            e. Spinach

29. Pulses are rich source of

- a. Proteins            b. Carbohydrates            c. Fats                      d. Vitamins

30. All organisms except green plants are called as

- a. Autotrophs    b. Heterotrophs    c. Herbivores    d. Carnivores

31. Curd is formed by the action of

- a. Fungus    b. Algae    c. Bacteria    d. Protozoa

32. Snake do not have

- a. Tongue    b. Teeth    c. Mouth    d. Tail

33. Match the following :

Column A    Column B

- |                          |                     |
|--------------------------|---------------------|
| a. Carbohydrates         | i. Ghee             |
| b. Proteins              | ii. Rice            |
| c. Fat                   | iii. Fruits         |
| d. Vitamins and minerals | iv. Maize           |
| e. Roughage              | v. Soybean-Material |

34. Select true/ false statement from the followings.

- a. Snake do not have teeth.
- b. Carnivores have blunt teeth.
- c. Man is an example of omnivores.
- d. All green plants are producers.
- e. Cuscuta is a parasitic plant.

35. What are main sources of food?

36. Write the name of food following organisms eat:

- a. Cow
- b. Snake
- c. Lion
- d. Honey bee.

37. Arrange the following organisms as Carnivores, herbivores and omnivores.

- a. Cat
- b. Cow
- c. Horse
- d. Man
- e. Tiger
- f. Dog.

**Answer key** 1. a 2. d 3. b 4. b 5. (a) - (ii), (b) - (iii), (c) - (iv), (d) - (i), (e) - (v). 6. (a) Carnivore (b) hens-ducks (c) omnivores (d) growth-development (e) sugarcane 7. The milk yielding animals are called milch animals. The main milk producing animals are cows, buffaloes, sheep and goats etc. 8. We need food for growth, development and protection against the disease. It also helps in overcoming wear and tear of body parts. 9. We should avoid wastage of food as food is precious. There are many people in our country who do not get sufficient food to eat. Even if the food is available, they do not have enough money to buy. We must therefore ensure that no food is wasted. 10. (a) ROOT (b) SOYABEAN (c) FLOWER (d) GROUNDNUT (e) FRUIT 11. b 12. a 13. b 14. b 15. (a) - (iv), (b) - (i), (c) - (ii), (d) - (v), (e) - (iii). 16. (a) teeth, (b) dead animals, (c) coconut, (d) obesity, (e) milch. 17. Spices provide flavour to our food. Different parts of plants are used as spices. Ginger, coriander, fennel, thyme, cumin and fenugreek are commonly used spices. 18. Food is essential for us because of following reasons. a. Food provides us energy. b. It helps us to grow. c. Help us to overcome wear and tear. d. Protect us against disease. 19. a. wheat, pulse and milk. b. dhokla, pulse, groundnut. c. rice, fish, vegetable. d. rice, fish. e. rice and fish. 20. d 21. a 22. b 23. c 24. (a) - (ii), (b) - (iii), (c) - (iv), (d) - (v), (e) - (i). 25. (a) - T, (b) - F, (c) - T, (d) - F, (e) - T 26. (a) Omnivores; (b) carnivores; (c) herbivores 27. Organism requires food for growth, development and maintenance of body cells. Food also contains vitamins and minerals, which protect us from disease. 28. a. Root b. Stem c. Buds d. Stem e. Leaves 29. a. 30. a 31. c 32. b 33. (a) - (ii), (b) - (v), (c) - (i), (d) - (iii), (e) - (iv). 34. (a) T, (b) F, (c) T, (d) T, (e) T. 35. Plant and animals are main sources of food. We get cereals, pulses, fruits and vegetables from plant and milk, meat, eggs etc. from animals. 36. (a) Grass (b) Frog (c) Dear (d) nectar 37. Carnivores - Tiger; Herbivores - Cow, horse; Omnivores - man, cat, dog.

## SECTION I

- Q1) Why does an organism need food?
- Q2) Why is glucose given to sportspersons?
- Q3) Why do we cook food?
- Q4) Why is it necessary to drink about 1.5 liters of water every day?
- Q5) Why water is needed for our body?
- Q6) What are the sources of food?
- Q7) What is the process of photosynthesis?
- Q8) Name a plant that has two edible parts.
- Q9) Why should children take milk every day?
- Q10) What do you mean by food habit?
- Q11) Name the food products obtained from animals?
- Q12) Name some animals which give us milk?
- Q13) Name any two products that can be made from milk?

Q14) Which parts of a mustard and banana plants are edible?

Q15) List the various edible parts of the plants, mention some examples also.

STEM

LEAF

FLOWER

FRUIT

SEED

Q16) Classify the following as herbivore, carnivore or omnivore.

cows, goats, horses, crow, human being, cockroach, giraffes, parrot, squirrel crocodile, shark, tigers, snake, bears,

Q17) Where does honey come from?

Q18) Mention the source of food as plant or animal, for the following food items.

a) Chicken-

b) rice-

c) onion-

d) oil

e) sugar-

f) milk-

g) egg-

h)wheat flour-

Q19) What are sprouted seeds?

Q20) Write the ingredients and sources (plant or animal) for the given food items?

<u>FOOD ITEM</u>	<u>INGREDIENTS</u>	<u>SOURCE</u>
1. Potato curry		
2. oil/ghee		
3. spices		