

Vision Empower & XRCVC
Teacher Instruction KIT
Varieties of food

Syllabus: Karnataka State Board

Subject: EVS

Grade: 2

Textbook Name: ENVIRONMENTAL STUDIES - Text cum Workbook (Revised) - Second Standard

Chapter Number & Name: 6. Varieties of food

1. OVERVIEW

1.1 OBJECTIVE AND PREREQUISITES

Objective

- To identify the food items available through plants and animals
- To identify the different food habits at home
- To name the food that we eat raw and cooked
- To name the utensils used for cooking
- To recognize the food of the animals

Prerequisite Concept

- Awareness regarding varieties of plants and trees around us.
EVS - Grade 1 - Chapter 4 - Delicious Food

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*Note: The fields marked with * are mandatory*

2. LEARN

2.1 KEY POINTS

Food comes from either plant or animal sources. They are consumed either raw or cooked before consuming. Some foods can be eaten in both the forms. Food habits tell us about why and how people eat, which foods they eat, and with whom they eat. It depends on where we stay. It also depends how much and what kind of food we get in the local market and what kind of climate we live in. There are many vessels in a kitchen and each vessel has a purpose of its own which are used for washing, chopping, storing and cooking. Animals eat food according to their food habit. They are categorized into plant eaters, flesh eaters and animals who eat both plants as well other animals.

2.2 LEARN MORE - None

3. ENGAGE

3.1 INTEREST GENERATION ACTIVITY

INTRODUCTION TO THE TOPIC

Activity 1: Feeding birds

Materials required: Some grains for birds

Prerequisites: NA

Activity flow:

Take children out of the classroom and find a spot where birds can be fed with grains.

Alternatively, if there are animals (pet or domestic) which can be fed with some food safely, take children out there and get them familiar with the animal.

3.2 CONCEPT GENERATION ACTIVITY

FOOD FROM PLANTS AND ANIMALS

Activity 2: Different types of food items *

Materials Required:

- Samples of food items: cereals like rice, millet, oats etc.
- pulses like urad dal, toor dal, kidney beans(rajma), chickpeas etc.
- 1 to 2 fruits and 1 or 2 vegetables
- Three A4 chart papers

Prerequisites: NA

Activity Flow:

What will happen to us if we do not eat food?

Have a discussion by saying that if we do not eat food, we will not get energy to do work or to do any kind of activities. We will feel weak and may fall sick as well.

The teacher will pass around the samples of grains, pulses, vegetables, and fruits one by one.

Instruct children to touch and smell all the items one by one. Ask children if they can identify the name of the food items. The teacher can help if children are not able to identify any of the items.

Ask children if they know where these food items come from. Discuss that all these food items come from different types of plants and crops. Some of the food items come from animals. Meat, fish, egg, honey, milk and milk products are the food that comes from animals.

Ask if they can name a few dishes made out of these food items.

Activity 3: Plant and animal food (writing) *

Materials Required: Writing materials

Prerequisites: The student should be comfortable writing in braille

Activity Flow:

Make a list of food items that are obtained from plant and animals separately in their writing sheet. Help them with the spellings wherever required. Encourage them to read out aloud what they have written.

RAW AND COOKED FOOD

Activity 4: Cooked and uncooked food *

Materials Required: Onion, tomato, lemon, an apple

Prerequisites: Student should be comfortable writing in braille

Activity Flow:

Ask students if they can name a round, red and soft vegetable that we can eat in salad or in curries and as a chutney.

It is a tomato. It is a vegetable which can be eaten raw, that means without cooking, and it can also be cooked to make gravy or chutney. Pass around other

Call out names of some food items and the children would say “raw” aloud if the food item could be eaten raw and “cook” if the item needs to be cooked before eating.

Example:

Lady’s finger: cook

Rice: cook

Banana: raw

Radish: raw and so on

Have a general discussion about some of the items which can be eaten raw as well as cooked. Wash the food items thoroughly before eating raw. Pass around the food items and ask children to identify them and discuss how these are used in cooking.

FOOD HABIT AND VESSELS USED FOR COOKING

Activity 5: Food habit *

Materials Required: NA

Prerequisites: NA

Activity Flow:

Have a discussion by asking the following questions:

1. What time do you eat your dinner every day? Is it the same time every day or is it different on different days? With whom do you eat your dinner? What do you normally like to eat for dinner?

Discuss and point out that the simple routine of having dinner varies for different people in the same classroom.

2. Do you think people living in different places eat the same kind of food?
3. Why do some people eat idli and dosa more often and other people eat chapatti and paratha more often?
4. Why do some people eat only vegetarian food and some eat non-vegetarian food?

Explain that eating habits or food habits tell us about why and how people eat, which foods they eat, and with whom they eat. It depends on where we stay (do we stay in coastal regions that are near the sea, on the hills, town or village). It also depends on how much and what kind of food we get in the local market and what kind of climate we live in (is it a very hot or cold climate).

Activity 6: Vessels in the kitchen *

Materials Required: One plate and any cooking vessel like a pan

Prerequisites: NA

Activity Flow:

Pass around the plate and the pan. Let them identify what these are. Ask them which one of the two is used for cooking food and why.

Inform that there are many vessels in a kitchen but each vessel has a purpose of its own. Some of them are used for cooking food. Cooking vessels have to be strong and normally have thick bottom. Do you know why? (so that food items do not get burned while cooking)

Encourage students to name a few more cooking vessels they know about. Summarise by saying that there are pans, pressure cookers, tawa, kadai and idli maker.

Activity 7: Tour to the kitchen

Materials Required: NA

Prerequisites: NA

Activity Flow:

Arrange for a tour to the kitchen in school or hostel.

Take students to the kitchen and have a talk with the person in charge of the kitchen to introduce different kinds of vessels to the children.

Children will touch the vessels and the teacher, with the help of kitchen staff, will describe the vessels and their uses to them.

After coming back to the classroom, have a discussion about how many vessels they remember and what is the purpose of each of those vessels.

FOOD HABITS OF ANIMALS

Activity 8: Animals and their food *

Materials Required: NA

Prerequisites: NA

Activity Flow:

Narrate the following story:

Salim has a pet cat at home. He takes care of his pet very well. The cat comes near him meowing when Salim has his dinner. Salim knows that the cat is hungry and gives it food.

What food do you think Salim offers to the cat?

Salim can give fish, meat, yogurt, boiled vegetables like potato and sometimes milk.

Do you know what food other animals eat?

Inform children that just like human beings, some animals are only plant eaters and some eat other animals and very few animals are there which eat both. Remind children that this was discussed in one of the classes earlier where they discussed animals.

Activity 9: Animals food game *

Materials Required: NA

Prerequisites: NA

Activity Flow:

Divide the class into three groups.

Ask one group to think about animals which eat only plants. They should think about a few names of animals and the food they eat.

Allow the groups to discuss among themselves for some time.

After a few minutes, ask them to share the information with the other two groups. Correct them if there is a lack of understanding or misconceptions.

Summarise by repeating the entire conversation one by one with at least one example, such as:

Cow – plant eater – grass

Rabbit – plant eater – carrot

Frog – other animals – insects

Monkey – plant eater – banana

Dog – both – meat, rice

3.3 LET'S DISCUSS: RELATE TO DAILY LIFE

Have a discussion about food habit by asking the following questions:

Do the members of your family and you have the same food habits? Are they different? If they are, how and why?

Discuss about the dishes that are made using food items from plant and animal sources. (curd, kheer, omelette, cake, biryani and so on)

Tell children that it is important to respect everyone's food habit. People who eat only plant food are called vegetarians and those who eat food from both plant and animal sources like meat, fish or egg are called non vegetarians.

Put up all the charts on the classroom board for children to refer to during their free time.

4. EXERCISES & REINFORCEMENT

4.1 REINFORCEMENT

Activity 10: Making a Chart of grains

Materials Required: One A4 size chart paper, a few varieties of grains and pulses, glue

Prerequisites: NA

Activity Flow:

Divide the chart into two halves. Mark "cereals" in braille (or by sticking a bindi) on the top part of the first half of the chart paper. Mark "pulses" on the other (2 bindis can be put).

Distribute a few grains to each child. Help them identify and distinguish the grains and pulses first and then paste these grains and pulses on the chart.

Activity 11: Plant or animal source

Materials Required: An A4 size sheet with a table in which there is a list of food items written in braille, bindis

Prerequisites: NA

Activity Flow:

Distribute one sheet to each child and a strip of bindis. The teacher will ask them to place one bindi in front of the food item they think comes from a plant and two bindis for the food item which comes from animals.

The teacher will take names of food items one by one and will ask children to place bindis.

Teaching Tips

None

References

None

4.2 IMPORTANT GUIDELINES**Exercise Reading**

It is very important that the children practice their learnings as well as their reading. Hence have the children read out the newly learned concepts from their textbooks or other available resources.

Perform Textbook Activity

It is good practice to have the children perform the textbook activities. Your textbook activities might not be accessible hence go through this resource to learn how to make textbook content accessible.

Provide Homework

To evaluate their understanding and to help the student revise and implement the new learnt concept ensure to provide them with homework. Students should perform one or two of the questions mentioned above or from the textbook exercises with the teacher in class and the remaining may be given for homework. Also, ensure that the student knows their special skills linked to independently using their accessible books as it will be critical to doing homework independently.

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