


# SCIENCE

## VISION

for the young scientist

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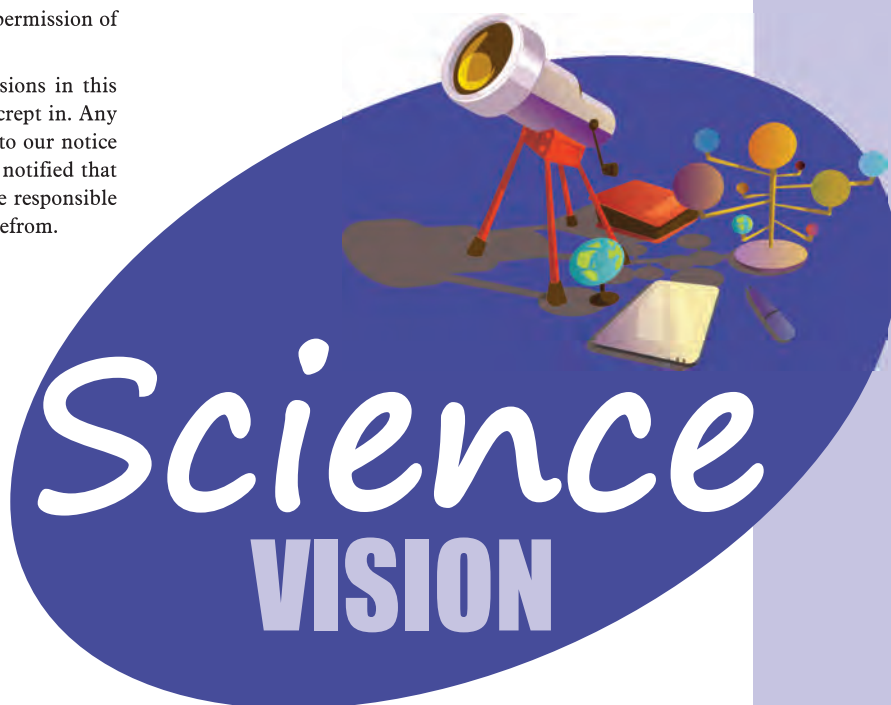
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# Salient Features

## Tools for Comprehensive Teaching and Learning.

These tools make the learning of science a lovely experience.

**Eating Habits of Animals**

**Focus On**

- Why Do Animals Need Food?
- What and How Animals Eat?

**Teacher's Aid**

- Posters or charts on food habits of different animals.

**Here We Go...**

Look at the pictures and answer the given questions :

1. Do different animals have different food habits?  
2. Where do wild and pet animals get their food from?

**Why Do Animals Need Food?**

We know that living things need food to live and grow. Food provides energy to carry out various body functions and activities of life. It keeps them healthy.

**Your Turn**

Try to find more food chains, that exist in nature. Share them with your classmates.

**Focus On** contains the main objectives of the chapter.

**Teacher's Aid** includes various teaching aids for the teachers.

**Here We Go** provides warm up activities to students based on their knowledge, thinking and observation.

**Your Turn** are hands on activities which encourage 'learning by doing' and instil a range of scientific skill such as observing, researching, experimenting and indulging in scientific enquiry.

**Flash On** is a recap of the salient points taught in the lesson.

**Flash On**

- \* Animals can be of three types :  
Herbivores – eat only plants.  
Carnivores – eat only flesh of other animals. Scavengers are those carnivores animals which eat only dead animals.  
Omnivores – eat both plants and flesh of animals.
- \* There are different ways in which various animals eat different types of foods.

**Word To Know** includes the meaning of significant words in the chapter.

**Words to Know**

- Molars** : Large teeth at the back of the mouth
- Incisors** : Sharp and broad front teeth
- Canines** : Four large teeth in the front of a person's mouth
- Rumination** : The act of bringing up food from the stomach and chewing it again
- Gnawing** : Taking small bites on a food item with front teeth
- Lapping** : Drinking milk with the tongue

**Follow It** is a subtle effort to inculcate important values and life skills.

**FOLLOW IT**

Efforts for conservation of plants and animals should be done. Each link of food chain is important.



**ACTION TIME 1**

Pictures of some features of living things are given below. Observe them and write the features in the given space :



**Let's Recall**

Name the animal which :

- gnaws fruits and seeds \_\_\_\_\_
- chew the cud \_\_\_\_\_
- have long sucking tube \_\_\_\_\_
- swallows its food whole \_\_\_\_\_

Interactive activities under **Action Time** and **Let's Recall** attempt to reinforce fundamental concepts taught in the lesson.

**Fact Byte**

❖ Cows have one stomach divided into four chambers. This allows them to break down tough matter that would initially be indigestible.

**Find Out**

Name some carnivore animals and birds.

8 Science-1

**Fact Byte** presents interesting bits of information while **Find Out** inculcate the longing for knowledge.

**Have Some Fun** polishes information organizing skills and better remembrance.

**Have Some Fun 2**

Trees Name

**Practice Time**

- ❖ Draw one living thing that you see on your way to school.
- ❖ Make a collage of natural and man-made things.
- ❖ Now, count and write the number of given living things and non-living things :



Living things

Non-living things

**Practice Time** is section of activity based exercise for creating skills.

**Interesting and exhausted worksheets for Term-I and Term-II**

**TERM II**

**A. Unscramble the letters to name the following :**

1×10=10

- Daily eat SELGETABVE \_\_\_\_\_.
- Gives us eggs NHE \_\_\_\_\_.
- In summer, wear \_\_\_\_\_ clothes NOTOCT \_\_\_\_\_.
- Wear on a rainy day TORACANI \_\_\_\_\_.
- We take bath is OMABHTOR \_\_\_\_\_.

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