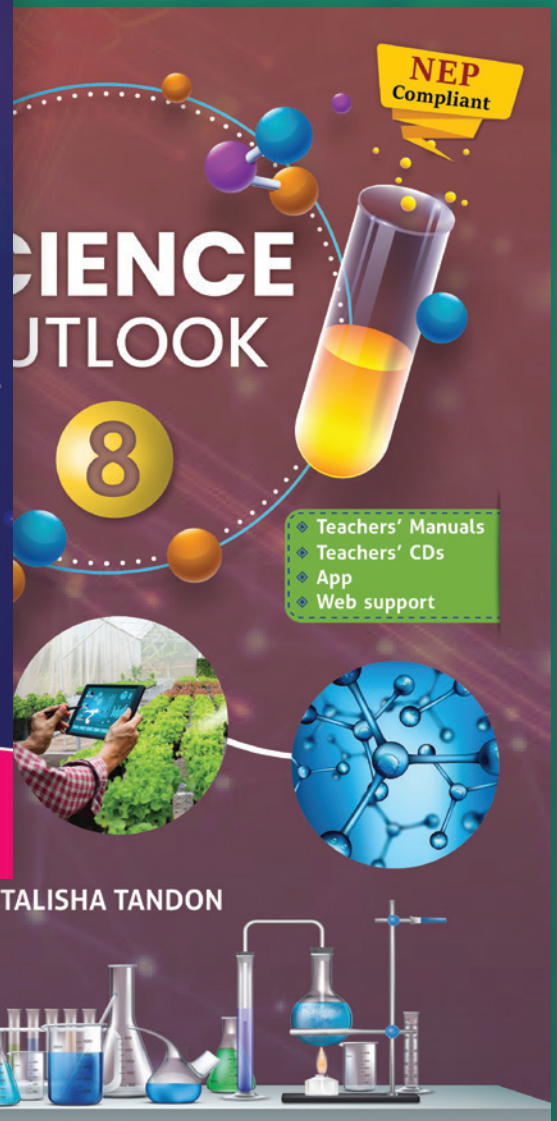
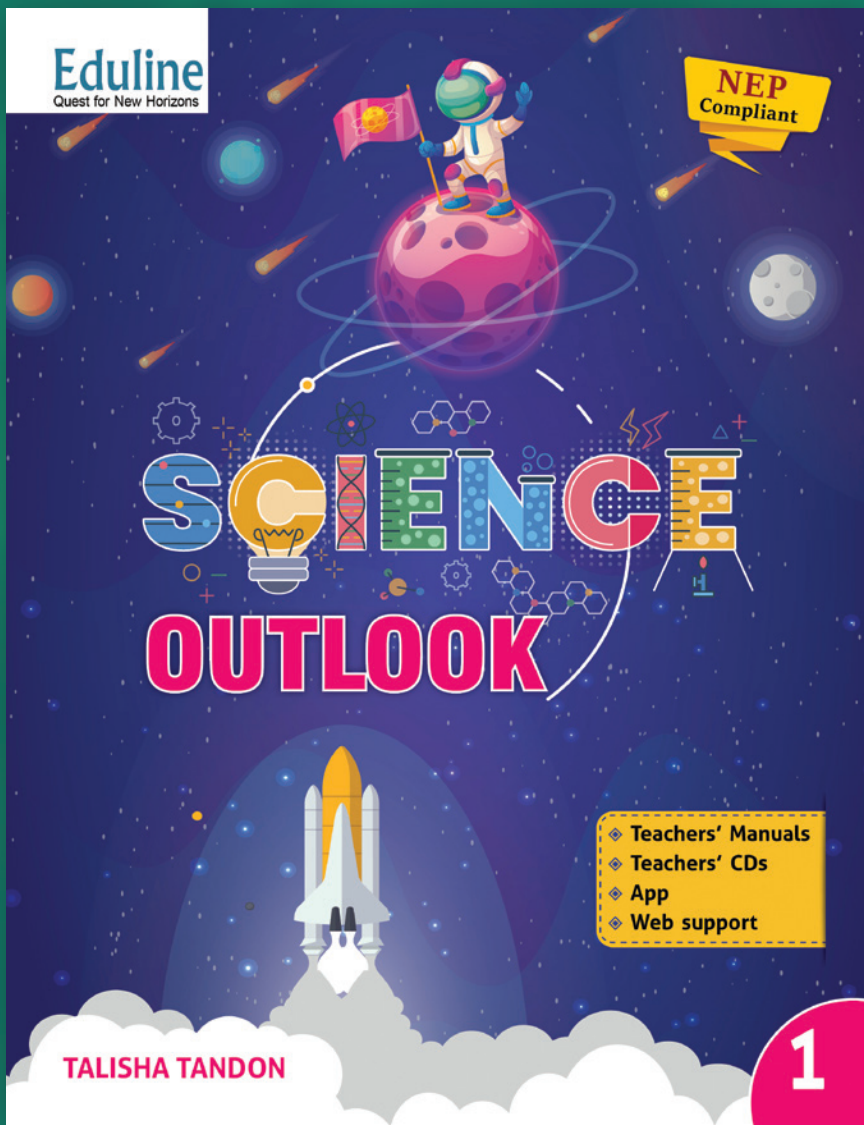




SCIENCE OUTLOOK



with Teacher's Manuals, CDs, App and Web Support

6

Wild Animals

Get Going

Here are some animals that live in different parts of the world. Can you name them? Choose your answers from the help box.

Penguin Dolphin Giraffe Koala Panda Zebra

1.



2.



3.



4.



5.



6.



Animals that live in the forests or other places apart from farms are known as **wild animals**. They cannot be kept as pets in homes. They do not depend on human help for their other needs.

Shelters animals find or build

The place where wild animals live is called their **habitat**. Mountains, rivers and oceans are **habitats** of different animals.

Get Going

offers warm-up activities based on previous knowledge, observation skills and thinking skills.



LEARNING OUTCOMES

Food: Where Does it Come From?

At the end of the lesson, you will understand:

- Sources of food
- Parts of a plant, which are eaten as food
- Types of food obtained from plants and animals
- Food habits of humans and animals
- Food chain in the environment

Components of Food

At the end of the lesson, you will understand:

- Why is food necessary for us?
- What does food contain?
- What is a balanced diet and why do we need it?
- What happens when we do not eat a balanced diet?

Fibre to Fabric

At the end of the lesson, you will understand:

- How were clothes invented?
- What are clothes made of?
- Natural and synthetic fibres
- Fibres obtained from plants and animals

Sorting Materials into Groups

At the end of the lesson, you will understand:

- Various material that can be used to make an object
- Classification of Objects on the basis of common properties: Texture, lustre, hardness, state, transparency
- Behaviour of materials on the basis of: Soluble and insoluble substances, Floating and sinking

Separation of Substances

At the end of the lesson, you will understand:

- Pure substances

- Mixtures
- Methods of separation

Changes Around Us

At the end of the lesson, you will understand:

- Different types of changes: Slow and Fast Changes, Reversible and Irreversible Changes, Physical and Chemical Changes
- How changes affect us

Getting to Know Plants

At the end of the lesson, you will understand:

- Main parts of plants
- Structure and functions of different parts of a plant

Body Movements

At the end of the lesson, you will understand:

- Why do we move?
- How do humans move?
- How do some animals move?

The Living Organisms and their Surroundings

At the end of the lesson, you will understand:

- The characteristics of the living
- Types of Habitats of the living
- Adaptations to suit the habitat

Motion and Measurement of Distances

At the end of the lesson, you will understand:

- Estimation of properties of matter such as length, mass, volume, heat, etc.
- Motion and types of motion

Light, Shadows and Reflections

At the end of the lesson, you will understand:

- Where does light come from?
- How light helps us to see things?

Learning Outcomes

goals for students to achieve by the end of the lesson



EXPERIENTIAL LEARNING

Activity

Take some old newspapers and join them together to make a large paper. Spread the paper on the floor and lie down flat on it. Ask your friend to draw the outline of your body. Take the help of an elder to cut the outline.

Project

There are three different seating places in front of you. One is a cushion stool, the second is an armchair and the third is a wooden chair. Imagine, if your friend closes your eyes and makes you sit on one of them, how would you know which chair is it?



1. Cushion Stool



2. Armchair



3. Wooden Chair

Values

Stay clean. Stay healthy.

Everyday Science

Look at the pictures of a parrot and a giraffe. Now, compare their body parts with yours and fill in the table below.

Body Parts	Parrot	Giraffe	Me
Hands			
Fingers			

Activities
exploratory
tasks

Values
effort to instil
modern values

Research
activities that
encourage thinking
and research

Subject Integration
encourages learning
and discussion on
different concepts
and connects them to
everyday life

Project
research-
based tasks

**Everyday
Science**
these hands-
on activities
encourage
'learning by
doing'

Research

Read the passage and answer the following questions.

What is in a name?

Hurricanes, cyclones and typhoons are all the same thing, but they are given different names depending on where they appear. Tropical storms over the North Atlantic Ocean are called hurricanes. Over the Indian Ocean they're called tropical cyclones and over the Pacific Ocean we call them typhoons. A typhoon is a type of large storm system having a circular or spiral system of violent winds, typically hundreds of kilometers or miles in diameter. The winds spiral around a region of low atmospheric pressure. The energy that powers typhoons comes from the evaporation of warm ocean water. The water vapour rises to the top of the typhoon along the sides of the eye, then condenses into clouds. Warmer ocean water produces more powerful typhoons, which can grow into "super typhoons". Tropical cyclones can be given men's or women's names, as well as names of animals and flowers. Lists of names for Atlantic hurricanes are alternating men and women's names in alphabetical order.

1. Where are the typhoons formed?
2. Where are the hurricanes formed?
3. What is the source of energy for a typhoon?
4. How are the tropical storms named?
5. Give examples of two tropical storms and places where they hit.

Subject Integration

1. Make a poster showing a cyclone and people taking all necessary precautions.
2. Research on how ancient people monitored weather and storms.

Webquest

Visit the website <https://www.asme.org/career-education/articles/k-12-grade/5-ways-to-demonstrate-air-pressure-to-children>. Note at least three activities on air pressure and carry them out. Make a report of your experiments.

Webquest

Internet links for exploring
topics beyond the lesson

TEACHER'S MANUAL

LESSON PLAN

- The teacher will begin the class by showing images of different birds one by one. She will ask students what is common between the images to arrive at birds. She will discuss the different features of birds.
- Next, she will then tell students to solve Get Going given in the chapter to discuss how some birds cannot fly.
- She will then talk about how birds feed to arrive at beaks. She will show the images of birds again and will ask students to focus on the beaks. She will discuss how different birds have different beak according to what they eat. She will talk about the different kinds of beaks in detail. She will then ask students to silently read the table about the beaks given in the textbook.
- Next, she will talk about the feet and claws of birds. She will talk about the main functions of feet and claws. She will then show placards with only feet and claws in focus and will discuss how different birds have different types of feet and claws. She will discuss the different feet and claws in detail one by one. She will also introduce the terms- perching birds, wading birds, swimming birds and scratching birds to the students.
- Then, she will ask students what covers a bird's body to arrive at feathers. She will talk about the different kinds of feathers one by one.
- She will similarly discuss wings, nests and how birds care for their young with students. She will use examples wherever necessary.
- She will ask students to read the chapter thoroughly and clear doubts.

WORKSHEET

A. Give one example of each.

- scratching birds: _____
- wading birds: _____
- swimming birds: _____
- perching birds: _____

B. Fill in the blanks.

- A bird's _____ is shaped according to what it eats.
- A peacock has a _____ and _____ beak.
- A duck has a _____ beak.
- A swimming bird has _____ feet.
- _____ are birds of prey.

C. Write T for True and F for False.

- Raptors usually have four talons.
- Scratching birds have strong legs.

ANSWERS

MAIN COURSEBOOK

- A. 1. d 2. c 3. b 4. e 5. a
- B. 1. beaks 2. shell-string 3. Ducks
4. talons 5. Woodpeckers
- C. 1. Flight feathers 2. Molting
3. Wading birds 4. Down feathers
5. Hen
- D. 1. The three kinds of feathers are:
a) Flight feathers: Special feathers on their tail and wings, which help them to fly.
b) Body feathers: Feathers on the skin
c) Down Feathers: soft and fluffy feathers that keep the body warm
2. Birds build nests where they lay and hatch eggs, and take care of their young.
3. A bird's beak is shaped according to what a bird eats. In fact, we can identify birds by the shape of their beak.
4. Birds use their feet and claws for various activities such as climbing, running, hunting and walking or swimming in water. Claws and feet also help birds to fight back an enemy attack. Climbing birds, for example, have special type of toes that help them climb.

- E. 1. Hummingbird 2. Duck
3. Warbler 4. Woodpecker
5. Parrot 6. Heron
7. Crow 8. Hen

Activity

- Pigeons: short and strong
2. Hawks and eagles: help in catching prey and eating small animals
3. Woodpeckers
4. Hummingbirds: for probing flowers for nectar
5. Crows: allows them to eat fruits, seeds, insects, fish and other animals.
6. Parrots: curved

WORKSHEET

- A. 1. hen,
2. cranes, herons
3. ducks, geese
4. sparrows, crows
- B. 1. beak 2. short, strong
3. snail-like 4. webbed
5. Raptors
- C. 1. F 2. T 3. T 4. T 5. F

Teacher's Resource Book

comprises lesson plans, activities, assignments, answers to the main coursebook exercises and model test papers

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