

CLASS – VI
LESSON PLAN
CHAPTER –2 COMPONENTS OF FOOD

Unit	Chapter –2: Components of food
Class Transaction	Total: 7: PERIODS (Approx. 35.min each)
Pre-requisite for the course	Students were able to recall various types of food and its importance
Assessment of qualifying knowledge	1. Written test 2. Lab activity 3. Group Discussion 4. HW notebook
Objective	<i>Students will be able to</i> • know and list components of food • define balanced diet • List the symptoms of deficiency diseases
Learning Outcomes	KNOWLEDGE- <i>Students will know and understand</i> • food components • carbohydrates, proteins, fats, minerals and vitamins • test for carbohydrates, proteins, fats • balanced diet • the functions of dietary fibres and water • deficiency diseases and their symptoms <u>SKILLS AND COMPETENCIES-</u> <i>Students would be able to</i> • List food components • Explain the importance of carbohydrates, proteins, fats • Define balanced diet • Define deficiency diseases and list their symptoms
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- <i>Brain Storming-</i>The class would start with a discussion on what is food and components of food items. They would also be told about components of food their significance. <i>Group learning-</i> • Jig Saw- The class will be divided into five groups and each group comprises of five to six students. The topic of carbohydrates, proteins, fats, minerals and vitamins will be assigned to each student in the group. Give students time to read their topic at least twice. Form temporary

	expert group by having one student from each jig saw group join other students who have been assigned the same topic. Give students in these expert groups time to discuss the main points of their topic and to rehearse the presentations they will make to their jigsaw group. Bring them back to their jigsaw groups where each student will again explain their topic and teacher can intervene if group is not going in right direction (Critical thinking, communication, collaboration and character) Think-pair -share-Students will read the topic again after teacher's explanation, think for a minute and then discuss in pair the deficiency diseases and list their symptoms (Critical thinking, communication, collaboration) <i>Guided practice followed by Independent Practice-</i> NCERT questions to be discussed in the classroom. Techniques to be used: Quiz Daily Practice Problem MCQ Peer Assessment Lab Activities
Resources	Text Book NCERT text book for Science Reference Book NCERT Exemplar
Self Study, Home Work, Assignments	Independent Practice: Students would do the questions in their H.W notebooks from NCERT book HW notebooks to be marked as per the given plan: <i>Assessment Parameters:</i> The total marks for the activity is 5 marks On time submission.....1 mark Presentation/ Neatness.....1 mark Content.....3 marks
Assessments	4 UNIT TESTS (25, 25, 25, 25).....100 Marks HALF YEARLY EXAMINATION..... 80 Marks ANNUAL BOARD EXAMINATION..... 80 Marks INTERNAL ASSESSMENTS..... 40 Marks PERIODIC TEST By administering pen paper test we assess creativity and critical thinking. 80 Marks Subject Enrichment 10 Marks With the help of subject enrichment activities we assess communication collaboration, character building and citizenship. Note Book Submission 10 Marks

Addressing Classroom Diversity	Due to various social backgrounds and multiple intelligences, the classroom might be a diverse arena. The following techniques can be used for various groups: <i>For gifted students:</i> • Encouragement for referring other resources • Presenting them with high order thinking questions <i>For weak students:</i> • Buddy help to be provided • Provide grade-up classes <i>For differently abled students:</i> • Ignore spelling mistakes • Call parents at regular intervals • Provide grade-up classes
Marks	The weightage would be given by CBSE
	The following questions will be asked to the students- Q.1. What are the major components of food? Q.2. What is the function of water in our diet? Q.3. Define balanced diet. Q.4. Give the functions of proteins. Q.5. Define deficiency diseases

Unit	DAY 1 – Food components
Class Transaction	35 min
Pre-requisite for the course	This topic requires basic knowledge of food components
Assessment of qualifying knowledge	Facilitator asks the students to list different food items and nutrients present in it
Objective	<i>Students will be able to understand the presence of food nutrients in food items</i>
Learning Outcomes	KNOWLEDGE- <i>Students will know and understand</i> • Food components SKILLS- <i>Students would be able to</i> • Collaboratively make a chart on food nutrients in different food items
Transaction Methodology (The teacher can use the mentioned techniques, wherever	Transaction would proceed in the following manner- The facilitator initiates a conversation with the learner by asking them about various food items. The facilitator will start with food components and take examples of different food items. The facilitator will relate different kinds of food items to nutrients present in them.

applicable, and can use any other too.)	The facilitator will list down 5-6 food items on the board and ask students to categorize them based on food nutrients. After the discussion the students will be made aware of food variety and ingredients (Collaboration, Critical thinking.) The following question will be asked to check their understanding Q.1 Name major components present in food items. <i>Guided practice followed by Independent Practice-</i> NCERT questions to be discussed in the classroom. Techniques to be used: Peer Assessment Student -teacher interaction / loud reading, collaborative learning,
Resources	Text Book NCERT text book for Science Reference Book NCERT Exemplar
Self -Study, Home Work, Assignments	Independent Practice: Students would do the questions in their H.W notebooks from NCERT book.
Assessments	Assessment will be done on the basis of the question asked.
closure	By oral recap
Marks	The weightage would be given by CBSE
Unit	DAY 2-Carbohydrates
Class Transaction	35 min
Pre-requisite for the course	The topic requires basic knowledge of various nutrients in our meals
Assessment of qualifying knowledge	Facilitator will ask the students – Why do we need carbohydrates in our meals?
Objective	Students will be able to understand that carbohydrates are energy giving foods
Learning Outcomes	KNOWLEDGE- <i>Students will know and understand that</i> • Carbohydrates are energy giving foods • They are present in the form of starch and sugar SKILLS- <i>Students would be able to</i> • Explain the importance of carbohydrates • Conduct the test for carbohydrates
Transaction Methodology	Transaction would proceed in the following manner

(The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Think pair and Share-After student teacher interaction, students will read the concept from the book and then think for a minute and share it with their partner for better understanding of carbohydrates . ACTIVITY:- Testing the presence of starch in food items (Critical thinking, Creativity) Techniques to be used: Daily Practice Problem Student -teacher interaction, silent/ loud reading, collaborative learning, <i>Guided practice followed by Independent Practice-</i> NCERT questions to be discussed in the classroom.
Resources	Text Book NCERT text book for Science Reference Book NCERT Exemplar
Self- Study, Home Work, Assignments	Independent Practice: Students would do the questions in their H.W notebooks from NCERT book.
Assessments	Assessment will be done on the basis of the activity done
closure	By one- minute quiz
Marks	The weightage would be given by CBSE
Unit	DAY 3-Proteins
Class Transaction	35min
Pre-requisite for the course	The topic requires basic knowledge of various nutrients in our meals
Assessment of qualifying knowledge	Facilitator will ask the students – Why do we need Proteins in our meals?
Objective	Students will be able to understand that Proteins are body building foods
Learning Outcomes	KNOWLEDGE- <i>Students will know and understand that</i> • Proteins are body building foods • They are needed for growth and repair of body SKILLS- <i>Students would be able to</i> • Explain the importance of Proteins • Conduct the test for Proteins
Transaction Methodology (The teacher can use the mentioned techniques,	Transaction would proceed in the following manner Think pair and Share-After student teacher interaction, students will read the concept from the book and then think for a minute and share it with their partner for better understanding of Proteins . ACTIVITY:-Testing the presence of Proteins in food items

wherever applicable, and can use any other too.)	(Critical thinking, Creativity) Techniques to be used: Daily Practice Problem Student -teacher interaction, silent/ loud reading, collaborative learning, <i>Guided practice followed by Independent Practice-</i> NCERT questions to be discussed in the classroom.
Resources	Text Book NCERT text book for Science Reference Book NCERT Exemplar
Self Study, Home Work, Assignments	Independent Practice: Students would do the questions in their H.W notebooks from NCERT book.
Assessments	Assessment will be done on the basis of the activity done
closure	By web chart
Marks	The weightage would be given by CBSE

Unit	DAY 4-Fats
Class Transaction	35 min
Pre-requisite for the course	The topic requires basic knowledge of various nutrients in our meals
Assessment of qualifying knowledge	Facilitator will ask the students – Why do we need fats in our meals?
Objective	Students will be able to understand that fats are energy giving foods
Learning Outcomes	KNOWLEDGE- <i>Students will know and understand that</i> - fats are energy giving foods - eating too much of fat rich food may lead to obesity SKILLS- <i>Students would be able to</i> - Explain the importance of fats - Conduct the test for fats
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner Think pair and Share- After student teacher interaction, students will read the concept from the book and then think for a minute and share it with their partner for better understanding of fats (Collaboration, Critical thinking.) . ACTIVITY:- Testing the presence of fats in food items (Critical thinking, Creativity) Techniques to be used:

	Daily Practice Problem Student -teacher interaction, silent/ loud reading, collaborative learning, <i>Guided practice followed by Independent Practice-</i> NCERT questions to be discussed in the classroom.
Resources	Text Book NCERT text book for Science Reference Book NCERT Exemplar
Self Study, Home Work, Assignments	Independent Practice: Students would do the questions in their H.W notebooks from NCERT book.
Assessments	Assessment will be done on the basis of the activity done
closure	Concept map
Marks	The weightage would be given by CBSE
Unit	DAY -5 Vitamins and Minerals
Class Transaction	35 min
Pre-requisite for the course	The topic requires basic knowledge of various nutrients in our meals
Assessment of qualifying knowledge	Facilitator will ask the students – Why do we need Vitamins and Minerals in our meals?
Objective	Students will be able to understand that Vitamins are the protective foods and minerals are required for proper growth and good health
Learning Outcomes	KNOWLEDGE- <i>Students will know and understand that</i> • Vitamins are the protective foods • minerals are required for proper growth and good health SKILLS- <i>Students would be able to</i> • Explain the importance of Vitamins and Minerals • List the food items rich in Vitamins and Minerals
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner Think pair and Share-After student teacher interaction, students will read the concept from the book and then think for a minute and share it with their partner for better understanding of Vitamins and Minerals (Critical thinking, Creativity) Techniques to be used: Student -teacher interaction silent/ loud reading, collaborative learning,

	<i>Guided practice followed by Independent Practice-</i> NCERT questions to be discussed in the classroom.
Resources	Text Book NCERT text book for Science Reference Book NCERT Exemplar
Self Study, Home Work, Assignments	Independent Practice: Students would do the questions in their H.W notebooks from NCERT book.
Assessments	Assessment will be done on the basis of the oral test
closure	By web chart
Marks	The weightage would be given by CBSE
Unit	DAY- 6 Balanced diet
Class Transaction	35 min
Pre-requisite for the course	The topic requires basic knowledge of including food varieties in our meals
Assessment of qualifying knowledge	Facilitator will ask the students – Why do we include food variety in our meals? What is balanced diet?
Objective	Students will be able to understand about the importance of balanced diet, dietary fibre and water
Learning Outcomes	KNOWLEDGE- <i>Students will know</i> <i>About balanced diet</i> Importance of dietary fibre Functions of water SKILLS- <i>Students would be able to</i> <i>Creatively</i> <i>prepare a diet chart to provide balanced diet to a twelve year old child. The diet chart should include food items which are not expensive and are commonly available in your area.</i>
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner Think pair and Share- After student teacher interaction, students will read the concept from the book and then think for a minute and share it with their partner for better understanding of role of dietary fibre and water. (Collaboration, Critical thinking) . ACTIVITY:- Preparing a balanced diet chart. (Critical thinking, Creativity) Techniques to be used: Daily Practice Problem Student -teacher interaction, silent/ loud reading, collaborative learning,

	<i>Guided practice followed by Independent Practice-</i> NCERT questions to be discussed in the classroom.
Resources	Text Book NCERT text book for Science Reference Book NCERT Exemplar
Self Study, Home Work, Assignments	Independent Practice: Students would do the questions in their H.W notebooks from NCERT book.
Assessments	Assessment will be done on the basis of the balanced diet chart made.
Closure	Summarization with the help of students.
Marks	The weightage would be given by CBSE

Unit	DAY -7 Deficiency diseases
Class Transaction	35 min
Pre-requisite for the course	The topic requires basic knowledge of symptoms of diseases
Assessment of qualifying knowledge	Facilitator will ask the students about different kind of nutrients and which disease will occur due to lack of these nutrients
Objective	Students will be able to identify the symptoms of various deficiency diseases
Learning Outcomes	KNOWLEDGE- <i>Students will know and understand Deficiency diseases</i> SKILLS- <i>Students would be able to Critically categorize deficiency diseases with the lack of particular kind of nutrient</i>
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- Brain storming on symptoms of deficiency diseases and importance of taking proper nutrients to stay healthy (Communication, Collaboration) Think pair and Share- After student teacher interaction, students will read the concept from the book and then think for a minute and share it with their partner for better understanding. (Critical thinking, communication) Techniques to be used Daily Practice Problem Student -teacher interaction, <i>Guided practice followed by Independent Practice-</i> NCERT questions to be discussed in the classroom.
Resources	Text Book NCERT text book for Science Reference Book NCERT Exemplar

Self Study, Home Work, Assignments	Independent Practice: Students would do the questions in their H.W notebooks from NCERT book
Assessments	Assessment will be done on the basis of the oral test
closure	Deficiency disease table to be drawn by the facilitator on the board with the help of students.
Marks	The weightage would be given by CBSE