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Habitat of the Living Things

LESSON PLAN

SPECIFIC OBJECTIVES

The students will learn about

- ✧ habitat
- ✧ components of habitat, i.e., abiotic or biotic components
- ✧ types of habitats
- ✧ adaptations in aquatic and terrestrial animals

TEACHING AIDS

Pictures/charts/models/animation on abiotic and biotic components of habitat; types of aquatic habitat and terrestrial habitat; adaptations in aquatic plants; adaptations in terrestrial habitats (all as given in chapter).

LESSON PLAN

- ✧ The teacher will start the chapter with Gear Up and will ask the questions given in the section to the students.
- ✧ The teacher should define a habitat and its biotic and abiotic components.
- ✧ Students should be taught about the types of habitats, i.e., aquatic and terrestrial habitats and also their kinds.
- ✧ With the help of teaching aids, teacher should discuss the forest habitat and its kinds, i.e., tropical rainforests, temperate forests and boreal forests.
- ✧ The teacher should define the adaptations and discuss their occurrence in animals and plants of different habitats.
- ✧ Students should be asked to solve Check Points 1, 2 and 3.
- ✧ At last, the teacher will sum up the lesson by going through the points given under the head 'Wrap Up Now'.
- ✧ The teacher will help the students to solve the questions given in exercises under the head 'Practice Time' and will also discuss the topics given under the head 'Formative Tasks'.

BOOST UP

- ✧ The teacher should write few biotic and abiotic components on the board and then should call students one-by-one to identify them.

- ✧ Students should be asked to collect the pictures of producers, consumers and decomposers. They should also be asked to give one example each of herbivores, carnivores and omnivores.
- ✧ The teacher should also explain to the students why decomposers are called nature's cleaners.
- ✧ Students should also be asked to tell about the types of habitat, examples of each one, and also the adaptations found in plants and animals living there.
- ✧ Teacher should discuss acclimatisation as given in Knowledge Desk at page 98.
- ✧ Teacher should explain the ability to camouflage of grassland animals.
- ✧ The teacher should ask the students to study arboreal, aerial and amphibian animals as given in knowledge desk at page 95.
- ✧ Students should be asked to study the position of most deserts in continents and their climate as mentioned in knowledge desk at page 97.

EXPECTED LEARNING OUTCOMES

The students understand and know the

- ✧ biotic and abiotic components of a habitat.
- ✧ meaning of habitat and its types.
- ✧ adaptations in animals of different habitats.

EVALUATIVE QUESTIONS

The teacher may ask the following questions for evaluating the learning and understanding of students:

1. What is meant by habitat?
2. What are the biotic and abiotic components of a habitat?
3. Are herbivores called primary consumers?
4. Why are decomposers called nature's cleaners?
5. Give two examples each of aquatic and terrestrial habitats.
6. Why do aquatic animals have streamlined shape?
7. Name the habitat where the climate is very dry and rainfall is scarce.