

# 8

## Habitat of the Living Things

### LESSON PLAN

#### SPECIFIC OBJECTIVES

The students will learn about

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

#### TEACHING AIDS

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

#### LESSON PLAN

- ✧ Teacher will start the lesson with ‘Science Vocabulary’ section by telling the meaning/definition of new terms which are used in the chapter.
- ✧ 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.
- ✧ The teacher should discuss the role and importance of biotic and abiotic components in a habitat.
- ✧ The teacher should also discuss the interdependence of plants and animals on each other.
- ✧ Students should be asked to solve Check Points 1, 2 and 3.
- ✧ The teacher will help the students to solve the questions given in exercises under the head ‘Let’s Drill Our Skills’ and to complete the flowchart given under the head ‘Let’s Memorise’.

## **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.
- ✧ The teacher should discuss the facts given in 'Beyond the Horizon'.
- ✧ The teacher should explain the ability to camouflage of grassland animals.
- ✧ Students should be asked to study the position of most deserts in continents and their climate.

## **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.