

## LESSON PLAN

### SPECIFIC OBJECTIVES

The students will learn about

- ❖ habitat
- ❖ types of habitats
- ❖ adaptations in aquatic and terrestrial animals
- ❖ components of habitat, i.e., biotic or abiotic components
- ❖ effects of biotic and abiotic components on living beings
- ❖ interaction between biotic and abiotic components

### TEACHING AIDS

Pictures/charts/models/animation on abiotic and biotic components of habitat; types of aquatic habitat and terrestrial habitat; adaptations in fish and aquatic plants; terrestrial adaptations in camel, desert plants; food chain; formation and types of soil, water cycle, cycling of gases, formation of wind (all as given in the chapter).

### LESSON PLAN

- ❖ Teacher will start the chapter by going through the points given in 'Know these points before you start' section.
- ❖ Teacher will define a habitat and types of habitats, i.e., aquatic and terrestrial habitats.
- ❖ With the help of teaching aids, teacher will discuss different types of terrestrial habitats, i.e., forest, grassland, desert, tundra and mountain habitats.
- ❖ Teacher will ask students to solve Check Point 1.
- ❖ Now, teacher will define the term adaptation and discuss adaptations in animals and plants of different habitats.
- ❖ Then, teacher will ask students to solve Check Point 2.
- ❖ With the help of suitable teaching aids, teacher will define biotic and abiotic components of a habitat.
- ❖ Teacher will discuss the role of biotic components in a habitat.

- ❖ Teacher will ask students to solve Check Point 3.
- ❖ Teacher will discuss the effects of abiotic factors on living beings.
- ❖ Teacher will explain the interaction between biotic and abiotic components of a habitat.
- ❖ Teacher will ask students to solve Check Point 4.
- ❖ Teacher will make students revise the new terms given under the head 'Know These Terms'.
- ❖ Finally, teacher will help students to solve the questions given in exercises under the head 'Practice Time' and 'Think Zone'.

### BOOST UP

- ❖ Teacher should demonstrate and explain activities given in the chapter.
- ❖ Teacher should discuss the information given under the head 'Something More'.
- ❖ Teacher should discuss the conversation of Annu and Mannu given in between the topics.
- ❖ Teacher should encourage students to watch Discovery, National Geographic and Animal Planet channels to know more about plants and animals.
- ❖ Students should be asked to collect the pictures of producers, consumers and decomposers. They should also be asked to give more examples of herbivores, carnivores and omnivores.
- ❖ The teacher should also explain to the students why decomposers are called nature's cleaners.
- ❖ Students should be asked to study the adaptations found in plants and animals at their living places.
- ❖ Teacher should discuss the term acclimatisation.
- ❖ Teacher should explain the ability of grassland animals to camouflage.

### EXPECTED LEARNING OUTCOMES

The students understand and know the

- ❖ habitat and its types.
- ❖ adaptations in animals of different habitats.
- ❖ biotic and abiotic components of a habitat, their effects and interaction in a habitat.

### 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 animals and plants found in 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.