

LESSON PLAN
CLASS – VII Geography
CH-6:Natural Vegetation and Wildlife

Unit	Geography Ch-6 Natural Vegetation and Wildlife
Class Transaction	Total 8 periods (approx. 40 min each)
Pre-requisite for the course	K- Students are aware of different heat zones . W- They want to know about how we've different vegetation at different zones. L- They will learn about the factors that influence natural vegetation and different types of natural vegetation.
Assessment of qualifying knowledge	1. Written test 2. Group Discussion 3. UT Plan
Objective	• Enlist the factors that influence the natural vegetation of a place. • Compare various types of natural vegetation and wildlife living in different types of forests, grasslands and shrubs. • Identify the location where different types of natural vegetation flourish
Learning Outcomes	<u>KNOWLEDGE-</u> <i>Students will know and understand</i> Given the content (chapter) the learners will be able to • To understand the difference between various rainforests and their related features. • To enable the students to understand the grasslands and other vegetations of the world. • To understand the difference between various rainforests and their related features. <u>SKILLS & COMPETENCIES-</u> <i>Students would be able to</i> Develop Critical Thinking to analyze the relation between climatic zones and the types of forests existing in a region. Develop Global citizenship in context to the case studies of different vegetations found in particular region. Collaborative Learning – <i>Students will discuss in groups to realize the importance of conserving forests</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- DOL 1,2,3 <i>Introduction of the topic-</i> ppt and Digital Content would be shared Topic: Factors affecting vegetaion (Competencies – Critical Thinking) Explanation- The teacher asks students about the factors that affect plant growth. Students reply on the basis of their previous knowledge. The teacher will guide the responses to elicit correct answers – temperature and moisture. (a) Forests: Which grow where temperature and rainfall are plentiful to support a tree cover. (b) Grasslands: Which grow in the region of moderate rain. (c) Shrubs: Thorny shrubs and scrubs grow in the dry region Topic: Comparison of evergreen and Deciduous forests (Competencies – Critical Thinking)

	- Recapitulation-based on the previous day's 1 - Teaching strategy –Discussion Wipro strategy-(graphic organiser) Deciduous Forests - Trees shed their leaves in the dry season to conserve water. - Tropical deciduous are the monsoon forests found in the large part of India,northern Australia and in central America . - These regions experience seasonal changes. Evergreen Forests - Trees do not shed leaves altogether - Tropical evergreen forests are multilayered and create a thick canopy. - The temperate evergreen forests are located in the midlatitudinal coastal region . - They are commonly found along the eastern margin of the continents, e.g., In south east USA, South China and in South East Brazil. They comprise both hard and soft wood trees like oak, pine, eucalyptus, etc Topic: Mediterranean and Coniferous forests (Competencies – Critical Thinking) - Recapitulation-based on the previous day's learning - The west and south west margins of the continents are different. They have Mediterranean vegetation. It is mostly found in the areas around the Mediterranean sea in Europe,Africa and Asia, hence the name. - In the higher latitudes of Northern hemisphere Coniferous forests are found - Also called as Taiga. These forests are also seen in the higher altitudes - Closure by students Topic: Desert Vegetation (Competencies – Critical Thinking) - Trees in the coniferous forests are tall, straight and evergreen with narrow needle - Tropical grasslands, also called savanna, have tall grasses with scattered trees. . Desert vegetation consists of small plants with thorns, long roots, thick stems a - Tundra region is a treeless area where mosses. Lichens, short grasses and dwarf - Animals adapt themselves to the climate of the place they live in. - Closure by students - Assignment- Spiral level 2 questions <i>Guided practice followed by Independent Practice- NCERT questions to be discussed in the classroom.</i> Techniques to be used: Quiz Explanation with the help of diagram Flow Chart MCQ Peer Assessment Any Other
Resources	Text Book: NCERT text book

Self Study, Home Work, Assignments	Independent Practice: Students would do the questions in their H.W notebooks as mentioned in the monthly planner. 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 It is also advised that the students come to the class with proper background knowledge of the topic under discussion. They can refer to the resources stated above.
Assessments	4 UNIT TESTS (critical thinking)5-7 Marks each HALF YEARLY EXAMINATION (critical thinking) 20 Marks ANNUAL EXAMINATION (critical thinking) 20 Marks INTERNAL ASSESSMENT 20 Marks • Subject Enrichment Activity 10 Marks (creativity and collaboration) • Note Book Submission 05 Marks + HW Notebook 05 marks Through various test students critical thinking, creativity and collaboration skills will be enhanced.
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> • HOTS questions to be done • Encouragement for referring other resources <i>For weak students:</i> • Knowledge Based questions to be completed • Buddy help to be provided • Provide grade-up classes <i>For differently abled students:</i> • Ignore spelling mistakes and formulae, if not written • Call parents at regular intervals • Provide grade-up classes
Marks	The weightage would be given by CBSE.
Assessment Questions	• Enlist various factors that influence the natural vegetation of a place. • Differentiate between forests and grasslands. • Mention some commercial uses of the coniferous forests. • Write two points of differences between Tropical evergreen and tropical deciduous forests. • ‘Conservation of forests and wildlife are important for human survival.’ Explore and enlist reasons for the statement.

CLASS – VII GEOGRAPHY
DAY WISE CONSOLIDATED LESSON PLAN
CHAPTER- 6 Natural Vegetation and Wildlife

DAY	ONE
Objective	Given the content (chapter) the learners will be able to Enlist the factors that influence the natural vegetation of a place.
Assessment of qualifying knowledge	Names of trees found in their region. Types of trees they have observed while on excursions
Learning Outcomes	KNOWLEDGE- Students will know Factors affecting natural vegetation. SKILLS and COMPETENCIES Students would be able to <i>Critically analyze</i> the type of vegetation in context to the climatic zone. <i>Develop Global Citizenship.</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- DOL 1,2,3 Anticipatory Set - Forests grow in regions which have a hot and humid climate - Tropical evergreen forests have broad-leaved evergreen trees and form a broad canopy - Trees in the tropical deciduous forests shed their leaves during the dry season - Hardwood trees such as sal, shisham and teak are found in the tropical deciduous forests. - Wipro Technique: Brain storming, flow chart, (KWL- <i>What you Know, What you will Learn, What you have learned</i>), <i>Group work by presentation.</i> - Guided Practice- Spiral Level- 1- Questions topic wise - Closure- Summarisation by students with the help of mind map on their own.
Resources	Text Book: NCERT text book, Atlas, World Map.
Self Study, Home Work, Assignments	Independent Practice: Students would do the given questions in their H.W. notebooks as mentioned in the monthly planner.
Assessments	Oral Test (5 minutes) - What do you mean by natural vegetation ? - What is biome ? - Enlist various factors that influence the natural vegetation of a place.

DAY	TWO & THREE
Objective	The students will be able to

	Compare between different types of vegetation in the forests – Evergreen and Deciduous forests
Assessment of qualifying knowledge	<u>RECAP of the previous day</u> Factors influencing natural vegetation.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will be able to know</i> - - Forests grow in regions which have a hot and humid climate - Tropical evergreen forests have broad-leaved evergreen trees and form a broad canopy - Trees in the tropical deciduous forests shed their leaves during the dry season - Hardwood trees such as sal, shisham and teak are found in the tropical deciduous forests. <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> <i>Critically analyze</i> the factors affecting the flora and fauna in the evergreen and deciduous forests
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- DOL 1,2,3 Anticipatory Set Ppt showing pictures of flora and fauna of the - Wipro Technique: Brain storming, flow chart, (KWL- <i>What you Know, What you will Learn, What you have learned</i>), <i>Group work by presentation</i>. Activity : - Recapitulation-based on the previous day's l - Teaching strategy –Discussion Wipro strategy-(graphic organizer) <u>Topic: Tropical Evergreen and Deciduous Forests</u> <u>(Competencies – Critical Thinking</u> - Tropical deciduous are the monsoon forests found in the large part of India, northern Australia and in central America .These regions experience seasonal changes. Trees shed their leaves in the dry season to conserve water. - The temperate evergreen forests are located in the mid-latitudinal coastal region. - They are commonly found along the eastern margin of the continents, e.g., In south east USA, South China and in South East Brazil. They comprise both hard and soft wood trees like oak, pine, eucalyptus, etc. Technique: Graphic Organizers - Fishbone - Guided Practice- Questions topic wise. - Closure- Summarization by students with the help of mind map on their own.
Resources	Text Book: NCERT text book, Atlas, World Map.
Self Study, Home Work, Assignments	Independent Practice: Students would do the given questions in their H.W. notebooks as mentioned in the monthly planner.
Assessments	Oral Test (5 minutes) - Name the two hardwood trees commonly found in tropical evergreen forest. - In which part of the world are tropical deciduous forest found? - Why are deciduous forests also known as monsoon forests? - Tropical deciduous trees shed their leaves in the dry season. give reason.

DAY	FOUR & FIVE
Objective	The students will be able to • Compare between different types of vegetation in the forests – Mediterranean and Coniferous forests
Assessment of qualifying knowledge	<u>RECAP of the previous day</u> <u>Recap the main difference between evergreen and deciduous forests</u>
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will be able to know</i> - • Forests grow in regions which have a hot and humid climate • Tropical evergreen forests have broad-leaved evergreen trees and form a broad canopy • Trees in the tropical deciduous forests shed their leaves during the dry season • Hardwood trees such as sal, shisham and teak are found in the tropical deciduous forests.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- DOL 1,2,3 Anticipatory Set • Wipro Technique: Brain storming, flow chart, (KWL- <i>What you Know, What you will Learn, What you have learned</i>), <i>Group work by presentation.</i> Activity : • Recapitulation-based on the previous day's l • Teaching strategy –Discussion Wipro strategy-(graphic organizer) Topic: Mediterranean and Coniferous forests (Competencies – Critical Thinking) • Recapitulation-based on the previous day's learning • The west and south west margins of the continents are different. They have Mediterranean vegetation. It is mostly found in the areas around the Mediterranean sea in Europe, Africa and Asia, hence the name. • In the higher latitudes of Northern hemisphere Coniferous forests are found • Also called as Taiga. These forests are also seen in the higher altitudes • Closure by students Technique: Graphic Organizers - Fishbone • Guided Practice- Questions topic wise. • Closure- Summarization by students with the help of mind map on their own.
Resources	Text Book: NCERT text book, Atlas, World Map.
Self Study, Home Work, Assignments	Independent Practice: Students would do the given questions in their H.W. notebooks as mentioned in the monthly planner.
Assessments	• Mention some commercial uses of the coniferous forests. • Which regions is known as orchards of the world and why? • Mention the countries where Mediterranean vegetation is found. • Why are the coniferous forests found only in the northern hemisphere?

DAY	SIX & SEVEN
Objective	The students will be able to • Compare between different types of grasslands • Compare cold and hot deserts • Adaptations of flora and fauna
Assessment of qualifying knowledge	<u>RECAP of the previous day</u> <u>Types of forests – short Quiz</u>
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will be able to know -</i> <i>Names of major grasslands and deserts of the world</i> <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> <i>Map Skills : Locating major deserts and grasslands on a world map.</i> <i>Critically analyze the factors affecting the flora and fauna in the evergreen and deciduous forests</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- DOL 1,2,3 Anticipatory Set • Wipro Technique: Brain storming, flow chart, (KWL- <i>What you Know, What you will Learn, What you have learned</i>), <i>Group work by presentation.</i> Activity : • Recapitulation-based on the previous day's 1 • Teaching strategy –Discussion Wipro strategy-(graphic organizer) <u>Topic: Grasslands</u> • Tropical grasslands: These occur on either side of the equator and extend till the tropics. East Africa- Savanna Brazil- Campos Venezuela- Llanos • Temperate grasslands: These are found in the mid latitudinal zones and in the interior part of the continents. Argentina- Pampas N. America- Prairie S. Africa- Veld C. Asia- Steppe Australia- Down <u>Deserts</u> • Tropical deserts are located on the western margins of the continents. • polar areas of Europe - extremely cold • This is called Tundra type of vegetation Technique: Graphic Organizers - Fishbone • Guided Practice- Questions topic wise. • Closure- Summarization by students with the help of mind map on their own.
Resources	Text Book: NCERT text book, Atlas, World Map.
Self Study, Home Work, Assignments	Independent Practice: Students would do the given questions in their H.W. notebooks as mentioned in the monthly planner.
Assessment questions	Oral Test (5 minutes) • The animals in polar region have thick fur and thick skin. Give reason • Mosses and Lichens are found in which type of vegetation? • In which part of the world is seasonal grassland found?

DAY	EIGHT
Objective	The students will be able to Appreciate the role of forests and wildlife in the maintenance of ecological balance.
Assessment of qualifying knowledge	<u>RECAP of the whole chapter</u>
Learning Outcomes	<u>KNOWLEDGE</u> - <i>Students will be able to know -</i> <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> <i>Global Citizenship</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- DOL 1,2,3 Anticipatory Set - Wipro Technique: Brain storming, flow chart, (KWL- <i>What you Know, What you will Learn, What you have learned</i>), <i>Group work by presentation.</i> Activity : Class discussion will be held on human interference in natural vegetation and its impact which will include the terms deforestation ,conservation of wild life e.t.c. - Teaching strategy –Discussion Wipro strategy-(graphic organizer) Technique: Graphic Organizers - Fishbone - Guided Practice- Questions topic wise. - Closure- Summarization by students with the help of mind map on their own.
Resources	Text Book: NCERT text book, Atlas, World Map.
Self Study, Home Work, Assignments	Independent Practice: Students would hold group discussion on the given topic and prepare a presentation.
Assessments	- Suggest some measures to conserve the natural vegetation and wildlife by common people. - Enlist the measures taken by the government to protect the forests and wildlife.