

CLASS – IX
LESSON PLAN GEOGRAPHY
Ch. NATURAL VEGETATION AND WILDLIFE

Unit	Natural vegetation and wildlife (Geography)
Class Transaction	Total: 5periods (approx. 40 min each)
Pre-requisite for the course	This lesson requires 1. Basic meaning of flora and fauna 2. Examples of different species for both
Assessment of qualifying knowledge	1. Written test 2. Group Discussion 3. HW notebook 4. UT Cycle
Objective	To find out the nature of diverse flora and fauna as well as their distribution To develop concern about the need to protect the biodiversity of our country
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students willlearn about</i> • They will learn about number of species of plants and animals in India • How climate ,topography ,slope affect the growth of natural vegetation and wildlife • Importance of ecosystem <u>SKILLS</u>- • Students will develop <i>citizenship</i> through understanding the Indian environment in its totality and diversity in natural vegetation and wildlife. • <i>Students would be able to enhance their <i>creativity</i></i>by creating mind map for entire chapter. • Students would be able to enhance their <i>communication</i> skills by debating on positive and negative impact of human activities .
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- Student – teacher interaction interaction, Wipro-GOs.(web chart,flow chart and differentiation table, compare – contrast matrix), silent / loud reading, collaborative learning, Hands on experiment, Experimental work DOL1,2,3 Active Learning Transaction would proceed in the following manner- <i>Introduction of the topic</i>- Warming up questions, PPT and Digital Content would be shared for building up of concept and then various active learning and collaborative strategies will be followed during the transaction of lesson plan. After student -teacher interaction and explanation by the teacher, following strategies will be followed for concept building

	Active learning-1. <i>Frayer Model</i> on distribution of forests . (Critical thinking) Students will study the different groups of minerals silently and then facilitator will build the concept with frayer model. This is a graphical organizer where four square model prompt students to think about : In this model , four squares will be rainfall, shedding of leaves, examples of important trees, forest is dense or scattered. Group learning- Questioning- <i>Pose, pause, pounce and bounce</i>- Teacher will prepare a list of question about the different types of forests and willife ,will ask these questions during discussions by posing the question to the entire class, pause for 30 seconds and then pounce the question and facilitator can bounce it as well to other students.. (Critical thinking, Communication) Demonstration- Marking of different forests, wildlife sanctuaries on political map of India. Think-pair -share-Students in group of two will read the topic again after teacher explanation, think for a minute and then discuss in pair. <i>Guided practice followed by Independent Practice</i>- NCERT questions to be discussed in the classroom. Inside outside circle: This activity will take place for recap of previous class. Students will stand in two concentric circles with students facing each other. Students are paired up with someone directly across from them in the other circle. Pairs discuss questions and when the facilitator indicates to move on , the students in the outside circle take one step to the right and make new partners with the participate across from them in the inside circle . a new question is asked , and new partners discuss until the next time to move . when everyone has had a chance to talk to each person around the circle Transaction would proceed in the following manner Active Learning and Group Learning: • Topic- Flora and fauna in India (Competencies: Citizenship, Critical thinking and communication) India being a vast country you can imagine the types of bio-forms available throughout the country. Group Learning • Topic- Various factors affecting the natural vegetation and wildlife (Competencies: Citizenship, Critical thinking and communication) Students will be divided into 5 groups (6 x 5). hence two groups will work on the topic. Analysis will be done by groups, followed by cross questioning.
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	• Topic- Types of Major Vegetation (Competencies: Citizenship, Critical thinking and communication) The following major types of vegetation may be identified in our country . (i) Tropical Evergreen Forests (ii) Tropical Deciduous Forests (iii) Tropical Thorn Forests and Scrubs (iv) Montane Forests (v) Mangrove Forests Topic- Various steps taken by the government (Competencies: Citizenship, Critical thinking and communication) To protect the flora and fauna of the country, the government has taken many steps. • Topic -Revision of chapter Students <i>would be able to enhance their creativity</i> by creating mind map for entire chapter using topics and subtopics for each. Questioning- Multiple questions as per spiral and NCERT to cater the needs of various students. Techniques to be used: Think pair share Discussion Group work Mind Map Map work Matrix
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.....3marks 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> • High order questions to be done • Encouragement for referring other resources <i>For weak students:</i> • Basic understanding 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	1. Which is the most majestic animal among mammals? Where are they found? 2. Name the natural habitat of Indian lion. Which four biosphere reserves have been included in the world network of biosphere reserves? 3. Write a short note on the tidal forests. 4. What are the steps taken by government to protect flora and fauna. 5. Quite a few animal species are endangered and some have become extinct. Discuss.

CLASS – IX
DAY WISE CONSOLIDATED LESSON PLAN
CHAPTER-5 NATURAL VEGETATION AND WILDLIFE
SUBJECT: GEOGRAPHY
SESSION: 2019-20

DAY	ONE
Objective	Students would be able to understand the different species of plants and animals in India
Assessment of qualifying knowledge	Questions from the photos for whole class group.
Learning Outcomes	KNOWLEDGE- <i>Students will know</i> About different species of plants and animals in India SKILLS and COMPETENCIES <i>Students would be able to</i> differentiate between flora and fauna, in collaboration with each other.
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: 10 min Facilitator will ask few questions to introduce the topic What is the difference between flora and fauna ? What are endemic and exotic species? Discussion of topic through Collaborative Learning: 15 min Independent Practice: Students will go through NCERT text book. Closure: 5 min A short oral test would be taken to check proper assimilation of the topic discussed.
Resources	Text Book: NCERT text book
Self Study, Home Work, Assignments	Independent Practice: Students would do the given questions in their H.W. notebook
Assessments	Oral Test (5 minutes)

DAY	TWO
Objective	Students would be able to understand the different features of the different forest - trees found, animals and the areas etc.

Assessment of qualifying knowledge	Questions from previous class
Learning Outcomes	KNOWLEDGE- <i>Students will know</i> The different features of the different forest -trees found, animals and the areas etc. SKILLS and COMPETENCIES <i>Students would be able to</i> differentiate various types of forests, in collaboration with each other.
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: 10 min Facilitator will ask few questions to introduce the topic - What are the different categories of forests found in India? - Differentiate between tropical evergreen and tropical deciduous forests. - Mention the name of the areas where mangrove forests are found. Independent Practice: Students will go through NCERT text book. Closure: 5 min A short oral test would be taken to check proper assimilation of the topic discussed.
Resources	Text Book: NCERT text book
Self Study, Home Work, Assignments	Independent Practice: Students would do the given questions in their H.W. notebook
Assessments	Oral Test (5 minutes)

DAY	THREE
Objective	Students will understand the various steps taken by the government.
Assessment of qualifying knowledge	Questions from previous class
Learning Outcomes	KNOWLEDGE- <i>Students will know</i> The different features of the Thorny bushes, Montane and Mangrove forest -trees found, animals and the areas etc. SKILLS and COMPETENCIES <i>Students would be able to</i> differentiate various types of forests found in India, in collaboration with each other.
Transaction Methodology	Transaction would proceed in the following manner-

(The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	DOL 1,2,3 Anticipatory Set: 10 min Facilitator will ask few questions to introduce the topic - What kind of trees are found in deltic regions? - Why Sundari trees are called so? Topic- Thorny bushes and Mangrove forest Independent Practice: Students will go through NCERT text book. Closure: 5 min A short oral test would be taken to check proper assimilation of the topic discussed.
Resources	Text Book: NCERT text book
Self Study, Home Work, Assignments	Independent Practice: Students would do the given questions in their H.W notebooks
Assessments	Oral Test (5 minutes)

DAY	Four
Objective	Students will understand about different types of animals found in India and their climatic condition .
Assessment of qualifying knowledge	Questions from previous class
Learning Outcomes	KNOWLEDGE- <i>Students will know</i> about different types of animals found in India and their climatic condition . SKILLS and COMPETENCIES<i>Students would be able to</i> Critically analyse why we have different types of animals in India, in collaboration with each other.
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: 10 min Facilitator will ask few questions to introduce the topic - What type of climatic condition requied for lion and tiger? - Name the majestic animal of India. Topic- wildlife . Independent Practice: Students will go through NCERT text book.

	And mark important wildlife sanctuaries and bio sphere reserves. Closure: 5 min A short oral test would be taken to check proper assimilation of the topic discussed.
Resources	Text Book: NCERT text book for Geography
Self Study, Home Work, Assignments	Independent Practice: Students would do the given questions in their H.W. notebook.
Assessments	Oral Test (5 minutes)

DAY	Five
Objective	Students will understand the various steps taken by the government.
Assessment of qualifying knowledge	Questions from previous class
Learning Outcomes	KNOWLEDGE- <i>Students will know</i> Students will understand the various steps taken by the government. SKILLS and COMPETENCIES <i>Students would be able to</i> differentiate various types of forests found in India, in collaboration with each other.
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: 10 min Facilitator will ask few questions to introduce the topic Discuss the various steps taken by the government Topic- Various steps taken by the government. Independent Practice: Students will go through NCERT text book. Closure: 5 min A short oral test would be taken to check proper assimilation of the topic discussed.
Resources	Text Book: NCERT text book for Geography
Self Study, Home Work, Assignments	Independent Practice: Students would do the given questions in their H.W. notebook.
Assessments	Oral Test (5 minutes)