



Chapter Teaching Plan

Teacher(s) Teacher 1: Muthu C-Ambattur Teacher 2: Nirmala Math-Dharwad Teacher 3: Puppypritha M-Chithode	School(s) : School 1: TN - Sri Sathya Sai N&P School, Ambattur, Chennai School 2: KA - Sri Sathya Sai Vidya Mandir School, Dharwad School 3: TN - Sri Sathya Sai Mat. Hr. Sec. School, Chithode, Erode
Board CBSE	Standard : 5
Subject : TWAU-EVS	Chapter: The Equatorial Forest regions
# of Periods : 3	Academic Coordinators: AC 1: Sudha Levin AC 2: Anusha Vijayakanth

Learning Objectives:

List the learning outcomes the students will attain through the content and activities in this chapter.

The students will be able to

1. Define the term "Equatorial Forest."
2. Locate equatorial forest regions on a world map.
3. Understand the climate, vegetation, people and wildlife of equatorial forests.

Values and Dispositions:

[Mention 1 or 2 values you want to bring out through this chapter; you can also mention the value provided in the Value Content asset]

Trees in the forest grow slowly over many years. Value: Good things take time—be patient and don't rush.

Competencies:

(Mention any 1 or 2 competencies that the student has been enabled to attain through the learning outcomes in this chapter)

CG-1 Explores and engages with the natural and socio-cultural environment in their surroundings
C-1.1 Observes and identifies the natural (insects, plants, birds, animals, geographical features, sun and moon, stars, planets, natural resources) and social (houses, relationships) components in their immediate environment

LTM Planning:



Your plan may include the following:

- Mention the concepts in the chapter for which you plan to use LTMs
- Identify LTM
- Materials you require for the LTM
- Prior preparation required

World Map, PPT, Videos, Charts,

— Period # 1 —

Each period may consist of four or more of the following :

1. LTM (Learning Teaching Material)
2. Class Starter
3. Previous knowledge recall
4. Methodology #1
5. Methodology #2
6. Wrap-up or Recap
7. Follow-up (Assessment, assignment, worksheet, home work, project work)

P#1- 1.1 TLM: Mention the LTM you plan to use in this period

World Map and the following video will be used to explain the following

1. Location of the equatorial forest <https://www.youtube.com/watch?v=xlqBAVmjVhE>

P#1-1.2 Class Starter: Class starters can be short openers to your class. You may use IQ, DD, IA, or VC assets. Mention the asset name. You could enable interaction using a TLM. Other ideas are two-minute reading, show-and-talk, short story, pop quiz and so on. Give the SSSVV asset name you want to use or your idea. Mention here if you plan to use an LTM during Class Starter. How would you effectively achieve the LO using this asset/idea?

Eg. IA_Differences and Commonalities

Display a world map – Following questions will be asked:

- “Who can point out where the Equator is on this map?”
- “What do you think the weather is like near the Equator?”
- “Can you name any countries that lie on the Equator?”
- “Would you rather live near the Equator or far from it? Why?”

Teacher Tasks:

Mention:

- * Any specific action points like instructions you would give or tools or techniques you may use
- * Any probing or open-ended questions you may want to ask
- * Demonstrations you would like to do

Asking questions and trying to get answers from the students

**Student Task:**

Mention the specific actions students will engage in

Observe the map and answer the questions

Duration (in minutes):

4

P#1-1.3 Checking Previous Knowledge:

You may use any small technique or tool such as KWL or entry ticket to check previous knowledge. This could also be a class starter. You could use a few questions from the QA asset or interactive quiz on LMS. Connect to something very situational or contextual for the students. Please enter your plan/idea.

By asking questions:
What is a forest?
Name one type of forest.
Name one animal that lives in the forest.
Why are forests important for people?
What do trees in the forest give us?

Duration (in minutes):

3

P#1-1.4.1 Methodology - Plan or Idea (SSSVV Asset or your idea)

Mention the asset title selected or your idea.

To explain the main script-
<https://www.youtube.com/watch?v=xIqBAVmjVhE> (Topic: Location of the zone)

Teacher Tasks:

If you're not using an SSSVV Asset here, please mention any specific questions you will ask or instructions you will give

Show the children the video and explain to them the content, and ask questions

Student Task:

Mention the specific actions students will engage in

Watch the video and answer the questions



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Duration (in minutes):

15 min

P#1-1.4.1 Methodology 2 - Plan or Idea (SSSVV Asset or your idea)

Mention the asset title selected or your idea.

<https://www.youtube.com/watch?v=xIqBAVmjVhE> (Topic: Climatic condition)

Period # 1 Methodology # 2 Teacher Tasks:

If you're not using an SSSVV Asset here, please mention any specific questions you will ask or instructions you will give

Explain to them about the climatic conditions and ask questions

Period # 1 Methodology # 2 Student Task:

Mention the specific actions students will engage in

Listening to the explanation and answering the questions

Period # 1 Methodology # 2 Duration (in minutes):

10

P#1-1.5 Recap or wrap-up Plan

How are you planning to recap or wrap-up to ensure that students have grasped what was taught in this period or the Key learning points? You may use part of a VV asset or your own idea.

Period # 1 - Recap/Wrap Up Plan or Idea

Q.A Recap key points using a short quiz (oral).

Period # 1 - Recap/Wrap Up Student Task

Mention any task you have planned for students to know their learning takeaway for this period.

Answering the questions

Period # 1 Recap/Wrap Up Duration (in minutes):

5



P#1- 1.6 Follow-up activity for this period

Mention what small assignment you would give your students. It could be a non-conventional assessment activity, a worksheet or exercise questions from the textbook or QA Asset.

Period # 1 - Follow-up Activity Plan or Idea

1. Label a blank world map with equatorial forest regions and color them green.
2. A worksheet with the following questions will be given as Home work.
What is the equator?
Name one country on the equator.
Is the weather near the equator hot or cold?
Are days and nights near the equator the same length or different?

Period # 1 Follow-up Activity Duration (in minutes):

3



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— Period # 2 —

Each period may consist of four or more of the following :

1. LTM (Learning Teaching Material)
2. Class Starter
3. Previous knowledge recall
4. Methodology #1
5. Methodology #2
6. Wrap-up or Recap
7. Follow-up (Assessment, assignment, worksheet, home work, project work)

P#2- 1.1 TLM: Mention the LTM you plan to use in this period

PPT: <https://www.scribd.com/presentation/525625022/Chp-7-Equatorial-Climate-1> (Topic: Wild life)

P#2-1.2 Class Starter: Class starters can be short openers to your class. You may use IQ, DD, IA, or VC assets. Mention the asset name. You could enable interaction using a TLM. Other ideas are two-minute reading, show-and-talk, short story, pop quiz and so on. Give the SSSVV asset name you want to use or your idea. Mention here if you plan to use an LTM during Class Starter. How would you effectively achieve the LO using this asset/idea?

Eg. IA_Differences and Commonalities

“Jungle Sound Mystery”

Step 1: Listen and Guess (2 minutes)

Play short nature sound clips (or imitate) from the equatorial rainforest:

Monkey calls

Parrot squawks

Rain falling

Frogs croaking

Insects buzzing

Questions to be asked (we can form groups also if needed)

1.“What do you think you just heard? Where do you think these sounds come from?”

2.“What kind of plants and animals do you think live in an equatorial rainforest?”

THINK PAIR SHARE: Think silently for 30 seconds, Talk to a partner for 1 minute, Share 1 idea each aloud

Teacher Tasks:

Mention:

* Any specific action points like instructions you would give or tools or techniques you may use



- * Any probing or open-ended questions you may want to ask
- * Demonstrations you would like to do

Playing the sounds and asking questions

Student Task:

Mention the specific actions students will engage in

Listening to the sounds and answering the questions after discussing with their friends

Duration (in minutes):

5

P#2-1.3 Checking Previous Knowledge:

You may use any small technique or tool such as KWL or entry ticket to check previous knowledge. This could also be a class starter. You could use a few questions from the QA asset or interactive quiz on LMS. Connect to something very situational or contextual for the students. Please enter your plan/idea.

- Q.A 1. What is the equatorial forest region?
2. Name some places near the equatorial region.

Duration (in minutes):

2

P#2-1.4.1 Methodology - Plan or Idea (SSSVV Asset or your idea)

Mention the asset title selected or your idea.

PPT: <https://www.scribd.com/presentation/525625022/Chp-7-Equatorial-Climate> (Topic: Vegetation)

Teacher Tasks:

If you're not using an SSSVV Asset here, please mention any specific questions you will ask or instructions you will give

Use the PPT to explain about vegetation, and ask questions

Student Task:

Mention the specific actions students will engage in

Observing the PPT , listening to the explanation and answering questions

Duration (in minutes):



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15

P#2-1.4.1 Methodology 2 - Plan or Idea (SSSVV Asset or your idea)

Mention the asset title selected or your idea.

PPT: <https://www.scribd.com/presentation/525625022/Chp-7-Equatorial-Climate> (Topic: Wild life)

Period # 2 Methodology # 2 Teacher Tasks:

If you're not using an SSSVV Asset here, please mention any specific questions you will ask or instructions you will give

Showing and explaining the PPT about the wild life and asking questions

Period # 2 Methodology # 2 Student Task:

Mention the specific actions students will engage in

Observing the PPT, listening to the explanation and answering questions.

Period # 2 Methodology # 2 Duration (in minutes):

10

P#2-1.5 Recap or wrap-up Plan

How are you planning to recap or wrap-up to ensure that students have grasped what was taught in this period or the Key learning points? You may use part of a VV asset or your own idea.

Period # 2 - Recap/Wrap Up Plan or Idea

Summarizing the key points of the wild life and vegetation

Period # 2 - Recap/Wrap Up Student Task

Mention any task you have planned for students to know their learning takeaway for this period.

Listening to the teacher and writing key points in their note books

Period # 2 Recap/Wrap Up Duration (in minutes):

3

P#2- 1.6 Follow-up activity for this period



Mention what small assignment you would give your students. It could be a non-conventional assessment activity, a worksheet or exercise questions from the textbook or QA Asset.

Period # 2 - Follow-up Activity Plan or Idea

Quick Draw: "What Lives in the Rainforest?"

Materials: Plain paper or notebooks, pencils/crayons

Instructions:

"In the middle of your page, draw one animal and one plant you remember from today's lesson about the equatorial forest."

Label both with their names.

Add a bit of background (e.g., trees, rain, leaves) if there's time.

Period # 2 Follow-up Activity Duration (in minutes):

5



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— Period # 3 —

Each period may consist of four or more of the following :

1. LTM (Learning Teaching Material)
2. Class Starter
3. Previous knowledge recall
4. Methodology #1
5. Methodology #2
6. Wrap-up or Recap
7. Follow-up (Assessment, assignment, worksheet, home work, project work)

P#3- 1.1 TLM: Mention the LTM you plan to use in this period

PPT: <https://www.scribd.com/presentation/525625022/Chp-7-Equatorial-Climate-1> (Topic: people living in the equatorial forest)

P#3-1.2 Class Starter: Class starters can be short openers to your class. You may use IQ, DD, IA, or VC assets. Mention the asset name. You could enable interaction using a TLM. Other ideas are two-minute reading, show-and-talk, short story, pop quiz and so on. Give the SSSVV asset name you want to use or your idea. Mention here if you plan to use an LTM during Class Starter. How would you effectively achieve the LO using this asset/idea?

Eg. IA_Differences and Commonalities

Show a Picture

Show a photo of a rainforest village or tribal home (e.g., stilt houses, huts made from natural materials, people in traditional dress).

Questions to be asked:

“What do you see in this picture?”

“How do you think people live here?”

“Would you like to live in this place? Why or why not?”

Teacher Tasks:

Mention:

- * Any specific action points like instructions you would give or tools or techniques you may use
- * Any probing or open-ended questions you may want to ask
- * Demonstrations you would like to do

Showing picture and asking questions

Student Task:

Mention the specific actions students will engage in



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Observe the picture and,answer the questions

Duration (in minutes):

4 min

P#3-1.3 Checking Previous Knowledge:

You may use any small technique or tool such as KWL or entry ticket to check previous knowledge. This could also be a class starter. You could use a few questions from the QA asset or interactive quiz on LMS. Connect to something very situational or contextual for the students. Please enter your plan/idea.

QA: Name some animals and birds found in equatorial forest region

Duration (in minutes):

3 min

P#3-1.4.1 Methodology - Plan or Idea (SSSVV Asset or your idea)

Mention the asset title selected or your idea.

PPT: <https://www.scribd.com/presentation/525625022/Chp-7-Equatorial-Climate-1>
(Topic: People living in the forest)

Teacher Tasks:

If you're not using an SSSVV Asset here, please mention any specific questions you will ask or instructions you will give

Showing and explaining using the ppt about People in that region and asking questions

Student Task:

Mention the specific actions students will engage in

Observing the PPT and listening to the explanation

Duration (in minutes):

12min

P#3-1.4.1 Methodology 2 - Plan or Idea (SSSVV Asset or your idea)

Mention the asset title selected or your idea.

IA_ Journey through Amazon.



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https://learning.srisathyasaividyavahini.org/pluginfile.php/1610/mod_folder/content/0/Teaching%20Aids/Journey%20Through%20Amazon.mp4?forcedownload=1

Period # 3 Methodology # 2 Teacher Tasks:

If you're not using an SSSVV Asset here, please mention any specific questions you will ask or instructions you will give

Showing the video , explaining and asking questions.

Period # 3 Methodology # 2 Student Task:

Mention the specific actions students will engage in

Watching the video, listening and answering the questions

Period # 3 Methodology # 2 Duration (in minutes):

6min

P#3-1.5 Recap or wrap-up Plan

How are you planning to recap or wrap-up to ensure that students have grasped what was taught in this period or the Key learning points? You may use part of a VV asset or your own idea.

Period # 3 - Recap/Wrap Up Plan or Idea

Summarising the key points by listing it out

Period # 3 - Recap/Wrap Up Student Task

Mention any task you have planned for students to know their learning takeaway for this period.

Listening to the instructions and write down key points in their notebooks

Period # 3 Recap/Wrap Up Duration (in minutes):

10

P#3- 1.6 Follow-up activity for this period

Mention what small assignment you would give your students. It could be a non-conventional assessment activity, a worksheet or exercise questions from the textbook or QA Asset.

Period # 3 - Follow-up Activity Plan or Idea



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"Equatorial Forest Explorer Challenge!"

Type: Role-Play Game

Materials Needed:

- Index cards or printed role cards
- A large map of the world (physical or digital)
- Small props or images (optional): binoculars, leaves, animal pictures, tribal masks, etc



Activity Steps:

1. Set the Scene (2 mins)

Tell students:

"You are explorers sent on a mission deep into the Equatorial Forest regions of the world — the Congo Basin, the Amazon Rainforest, and Southeast Asia. Your job is to report back on what you discover!"

2. Assign Roles (2 mins)

Give students role cards like:

- **Botanist** – Studies plants
- **Zoologist** – Studies animals
- **Climatologist** – Studies the weather
- **Tribal Guide** – Explains local culture
- **Geographer** – Explains landforms and location
- Each need to tell at least 2 points (The student can form pairs if time permits)

Period # 3 Follow-up Activity Duration (in minutes):

10min