

Lesson-7: India: Physical Features-I

Theme 6: How Was Our Country Made?

12 Periods (40 minutes each)



Learn Better (Main Coursebook), Stay Ahead (Workbook), Book of Holistic Teaching, Book of Project Ideas, CRM signs, Poster



Animation, Animated activities, Concept Map, Dictionary, eBook, I Explain, Infographic, Quiz, Slideshow, Video, Test Generator

Confirming better

I aim to be as mighty as the Himalayas.

Curricular Goals and Objectives (NCF)

To enable the students:

- to understand the physical features of India.
- to identify different landforms in India.
- to explore the Himalayas and its three ranges.
- to locate and understand the coastal regions of India.
- to learn key vocabulary related to landforms.
- to identify the rivers in the northern plains.
- to explore the food, dress and occupation of people in different regions.

Methodology

Period 1

Teacher: Good morning everyone, how are you all?

SHOULD DO

10 MIN.



Confirming better

Teacher: Let us begin today's class with an affirmation. Repeat after me: 'I aim to be as mighty as the Himalayas.'

Teacher: How does this affirmation make you feel? Yes, just like the Himalayas, we aim to stand tall and strong, no matter what challenges we face.

Teacher: We will begin a new chapter India: Physical Features-I. We are going to use a KWL chart to help us organise our thoughts and learning. Please take out your notebooks and draw the KWL format.

K	W	L

Teacher: Take a few minutes to think and write. If you have any questions, feel free to ask.

Teacher: You all did an amazing job in this activity. Let us move to Re-KAP activities. We will use Kinaesthetic, Auditory and Pictorial activities today to make our learning exciting. Let us start with the Kinaesthetic activity.

Kinaesthetic

Re-KAP

SFD

Kinaesthetic

Play a landform Pictionary game in class. Take turns to draw a landform on the board. The rest of the class will have to guess its name.

42

Teacher: Let us begin with a fun game to start understanding the landforms. We will play a Landform Pictionary game.

MUST DO

10 MIN.



Teacher: I will divide you into pairs. One partner will draw a landform on the board without speaking and the other will guess its name.

Teacher: After guessing, think about where this landform is found in India and describe it.

Teacher: Ready? Go ahead, pair up and start drawing. (The students play the game and share their answers.)

Teacher: Well done, everyone. Now, let us move on to some listening activities.

Auditory

Auditory*

Listen to your teacher carefully. Answer the questions.

42

Teacher: Now, everyone, please listen carefully. I will say the name of a place and you will listen carefully.

MUST DO

10 MIN.



Then, you will write what kind of landform it is in your notebook. Ready?

Teacher: Now, let us see how well you were listening.

Teacher: Write the type of landform for each of the following in your notebook:

- Himalayas • Mount Everest
- Great Plains of India • Vindhya Ranges
- Thar • Deccan • Nilgiri • Western Coastal Plains
- Eastern Coastal Plains • Andaman and Nicobar
- Lakshadweep

Teacher: Write them all down in your notebook. I will repeat them once more slowly.

(Repeat each name and landform once more.)

Teacher: Well done. These landforms show how diverse our country is. Keep your work neat and complete.

Pictorial

Pictorial

PS

Look at the pictures. Identify the landforms.

42

Teacher: Everyone, please turn to the 'Pictorial' section in your Main Coursebook given on page 42. You will see six pictures of different landforms.

MUST DO

10 MIN.

Teacher: Look closely at the pictures and try to identify each landform. I will guide you through it, but I want you to tell me what you see.

Teacher: Let us start with the first picture. What landform is this?

(Possible responses: River, Plateau, Mountain, etc.)

Teacher: Excellent. This is a picture of a plain. Where can we find many of these plains in India? (The students respond)

Teacher: Great. Let us continue with the next picture. What landform do you see here?

(Possible responses: Mountain range, desert, island, etc.)

(Continue the activity with all six pictures, engaging the students with questions about where each landform is found in India.)

Teacher: You all did a great job observing and identifying these landforms. Now, I will give you a quick recap of what we have learnt so far.

Differentiated Activities

110 km/hr



Can you name a landform found in the northern part of India and explain its significance?

80 km/hr



Which landform in India is known for having large fields and fertile soil?

40 km/hr



Which landform do you think is the highest in India?

Home Task

Please write down the names of the following landforms: Himalayas, Great Plains of India and Vindhya Ranges. Draw a simple sketch of each and write one fact about each landform.

Period 2

Teacher: Good morning, everyone. I hope you are excited to learn more about India's physical features.

SHOULD DO

5 MIN.

Teacher: In our last period, we talked about different landforms in India. Today, we will dive deeper into the Himalayan Mountain range. Before that, let us play a quick interactive game to engage with the topic.

MUST DO

10 MIN.

Interacting better

Interacting better

ICL

Imagine you live in the mountains and your partner lives on the plains. How would your daily lives be different from each other? Talk to your partner.

43

Teacher: Let us now do an activity where you will imagine something interesting.

Teacher: Imagine you live in the mountains and your partner lives on the plains. How do you think your daily life would be different from each other? What kinds of activities would you do differently?

Teacher: Turn to your partner and share your thoughts. Remember, share your ideas on how life in the mountains is different from life on the plains. You have 5 minutes to discuss and then we will share as a class.

Teacher: Excellent. I am sure you all have some creative and thoughtful answers. Now, let us move on to the next part of our lesson.

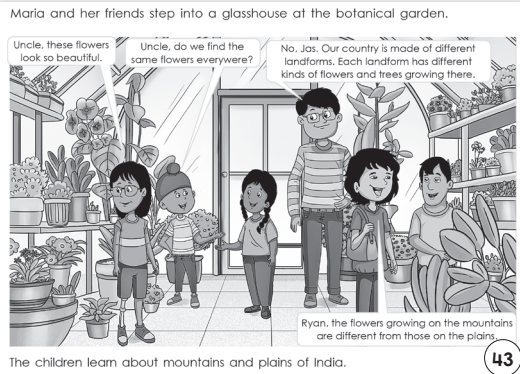


You may show the **Animation** of the story given on the digital platform.

Teacher: Everyone, please open your books to page 43. Let us take a close look at the picture there.

MUST DO

10 MIN.



Teacher: In this picture, we see a glasshouse filled with various flowers. Can anyone tell me what you notice about the flowers in the glasshouse? Do they look similar to what you might find in the mountains or plains?

Teacher: How do you think the flowers in the mountains might be different from the ones in the plains? Why do you think that is?

Teacher: That is right. The flowers in the mountains are adapted to the cold and harsh conditions, while those in the plains thrive in warmer temperatures.

Teacher: What do you think would be the biggest difference in the types of trees and plants that grow in these different landforms?

Teacher: Think about how the geography and weather would impact the types of plants that grow. Take a moment to imagine how life would look on the mountains compared to the plains.

Teacher: Great thinking. Now, remember how we discussed how different landforms affect what grows there. Let us keep that in mind as we continue learning about India's physical features.

The Himalayas

THE HIMALAYAS

The Himalayan mountain range* extends from Jammu & Kashmir to Arunachal Pradesh. This range lies between the borders of Nepal and China. The Himalayas are classified into three ranges that run parallel to each other. (Refer to Map 7.1 to understand the physical divisions of India).

The Greater Himalaya/Himadri is the highest among the three ranges. It is located to the extreme north. Himadri is home to glaciers* where rivers, such as, the Ganga, Brahmaputra, etc., originate. Kanchenjunga is one of the highest peaks there. The Middle Himalaya/Himachal is located south of the Himadri. It houses forests of fir, pine and deodar trees. Himachal has many hill stations, such as Shimla, Dharamshala and Kasauli. The Outer Himalaya/Shivalik is the lowest in height among the three. It is full of forests and rich in wildlife. The Himalayas protect our country from the cold winds that blow from Central Asia. The Himalayan forests are important for various industries as well as people living nearby.

*Check the 'Grasping better' section to learn the meaning of the word.

43

Teacher: Now, let us dive into the main focus of today's lesson: The Himalayas given below the picture.

MUST DO

15 MIN.

Teacher: The Himalayan mountain range extends from Jammu and Kashmir to Arunachal Pradesh. It is the highest mountain range in India. The Himalayas are divided into three main ranges:

The Greater Himalayas (Himadri), which are the highest and home to glaciers.

The Middle Himalayas (Himachal), which are south of the

Greater Himalayas and are home to hill stations.

The Outer Himalayas (Shivalik), which are the lowest and are full of forests.

Teacher: Can anyone guess why the Himalayas are so important to us? Yes, they protect us from cold winds and are rich in natural resources like forests, water and wildlife.

Teacher: I want you all to think about why the Himalayas are special. How do the forests there help people living near them? (Encourage the students to respond.)

Teacher: Excellent. The Himalayas are not only important for the environment but also for industries and the people who live around them. Let us continue exploring the Himalayas more in our next class.

Teacher: Now, let us give ourselves a round of applause for our hard work today. See you in the next class.

 You may show the **eBook** of the story given on the digital platform.

Differentiated Activities

110 km/hr



Imagine you are a tree in the Himalayas. What features would you have to survive the cold weather?

80 km/hr



How would your life be different if you lived in the mountains instead of the plains? Write a few sentences.

40 km/hr



Draw a picture of a mountain flower. What makes it special for the cold mountains?

Home Task

Draw a picture of your house either in the mountains or on the plains. Write two sentences about how your life would be different there.

Period 3

Teacher: Good morning, everyone. I hope you are excited to learn more about India's physical features today.

SHOULD DO

10 MIN.

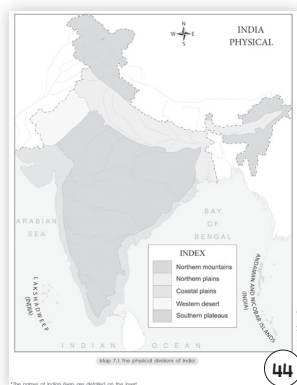
Teacher: Before we begin with the map, I would like to ask if everyone has brought their blank physical map of India. Please raise your hand if you have it with you.

Teacher: Great. Now, let us do a quick recap. Can anyone remember the names of the physical features of India that we discussed last time?

Teacher: Yes, we talked about the Himalayas, the Northern Plains, the Coastal Plains, the Western Desert and the Southern Plateaus.

Teacher: Today, we will mark these physical features on the map. I want you to pay close attention as we go through the map so that you can label it correctly. Let us get started.

Map 7.1: The Physical Divisions of India



MUST DO

20 MIN.

Teacher: Now, I want everyone to open your books to page 44 and look at Map 7.1, which shows the physical divisions of India.

Teacher: Your task today is to mark the physical features of India on a blank map and paste it into your notebook. You will mark the following features:

- Northern Mountains
- Northern Plains
- Coastal Plains
- Western Desert
- Southern Plateaus

Teacher: As we go through the map, I want you to pay close attention to how each region is marked, as this will help you later when we review.

Teacher: Let us start with the Northern Mountains. Can anyone point to where the Northern Mountains are located on the map? Yes, they are in the northern part of India.

Teacher: Next, let us look at the Northern Plains. These plains stretch across the middle of India. Now, mark them on your map.

Teacher: Great job. As you continue, make sure to colour and label each feature carefully. I will be here if you need any help.

Teacher: Now that you have completed your map, let us do a quick activity to reinforce what we have learnt.

COULD DO

10 MIN.

Teacher: I will draw a map of India on the board and leave it blank. You have to come up and label the physical features on the board.

Teacher: Who wants to come first and label the Northern Mountains?

(Encourage the students to come forward.)

Teacher: Well done. Now, who can label the Northern Plains on the map?

Teacher: Excellent. Now let us continue with the Coastal Plains, the Western Desert and the Southern Plateaus.

Teacher: Everyone did a great job today. Let us give a round of applause for our hard work.



You may show the **Video** given on the digital platform.

Differentiated Activities

110 km/hr



What would happen if you lived in the Northern Mountains? How would your life be different from living in the Coastal Plains?

80 km/hr



How do you think the weather in the Western Desert affects the plants and animals living there?

40 km/hr



Can you identify and name one physical feature on the map of India? What do you know about it?

Home Task

Create a 3D model of one of the physical features of India using clay, paper or other materials. Write a short description of this feature and its importance.

Period 4

Teacher: Good morning, everyone. I hope you are ready for an exciting lesson today.

SHOULD DO

5 MIN.

Teacher: Before we begin, can anyone tell me what we have learnt so far about the physical features of India?

Teacher: Yes, we have covered the Himalayas, the Northern Plains and other important features. Today, we will explore two more fascinating ranges: the Karakoram Range and the Purvanchal Hill Ranges.

Teacher: Let us begin with the Karakoram Range.

The Karakoram Range

THE KARAKORAM RANGE

The Karakoram range lies towards the north-west of the Himalayas. It is located beyond the River Indus. The range is home to Mount Godwin Austen or K2, the highest peak in India and the second-highest peak in the world.

Life here

Jammu & Kashmir, Himachal Pradesh, Uttarakhand, Sikkim, Darjeeling (West Bengal) and a few parts of Arunachal Pradesh lie in the Himalayan range. The Ladakh Range (Ladakh) is an extension of the Karakoram Range.



wood carving

People of these regions are engaged in terrace farming, wood carving or sheep rearing. In terrace farming, farmers cut terraces or steps along the mountain slopes. Here, they grow a variety of crops, such as rice, maize, potatoes and barley.



terrace farming

45

Teacher: Let us begin with the Karakoram Range. This range lies in the north-west of the Himalayas, beyond the River Indus. It's home to Mount Godwin Austen, also known as K2, which is the second-highest peak in the world.

MUST DO

15 MIN.

Teacher: Imagine you are standing on top of K2. What would the view look like from up there? (Encourage the students to describe the scene – snow, rugged mountains and cold winds.)

Teacher: Now, I want you to think about the people who live in the Karakoram Range. They practice terrace farming to adapt to the steep slopes. How do you think farming on a mountain might be different from farming on flat land?

Teacher: People in places like Ladakh live in the Karakoram Range and have learnt to adapt to the challenging environment. Can you think of any other ways people might survive in such high altitudes?

Teacher: Wonderful ideas, everyone. Keep these in mind as we move on to our next topic, the Purvanchal Hill Ranges.

Understanding better

Teacher: Let us check how much we have understood with a quick activity called 'Understanding Better' I will ask you two statements and you will tell me if they are true or false.

Teacher: Here are the statements:

1. The Himalayas extend from Jammu & Kashmir to West Bengal.
2. K2 is the highest mountain peak in the world.

MUST DO
5 MIN.

Understanding better

Say true or false.

1. The Himalayas extend from Jammu & Kashmir to West Bengal.
2. K2 is the highest mountain peak in the world.

45

Teacher: What do you think? Yes, the first statement is true and the second one is false because K2 is the second-highest peak in the world. Great work.

Purvanchal Hill Ranges

PURVANCHAL HILL RANGES

The Purvanchal Hill Ranges lie in the north-eastern part of India. They are also known as the North-Eastern Hills. These hills have a thick green cover. These hill ranges are not located at a very great height.

Life here

The Purvanchal Hill Ranges include the north-eastern states of India – Meghalaya, Manipur, Nagaland, Tripura, Mizoram, the eastern part of Arunachal Pradesh and Assam. The main occupations undertaken by people are farming and weaving. People grow rice, maize, potatoes, ginger, oilseeds and pulses. They also grow various fruits, namely, bananas, oranges and pineapples, for selling purposes.

45

Teacher: Now, let us explore the Purvanchal Hill Ranges, located in the north-eastern part of India. These hills are not as high as the Himalayas, but they are still very beautiful and have a thick green cover.

MUST DO
15 MIN.

Teacher: Can anyone guess where the Purvanchal Hill Ranges are located on the map? They are in the north-east of India. (Pointing to the map.)

Teacher: The Purvanchal Hill Ranges are also known as the North-Eastern Hills. They include Meghalaya, Manipur, Nagaland and parts of Arunachal Pradesh and Assam.

Teacher: People in these regions grow crops like rice, maize and potatoes and they are also known for weaving and farming. What kinds of crops do you think would grow well in this region?

Teacher: They also grow a lot of fruits, such as bananas, oranges and pineapples. Can you think of any other fruits that might grow in this area?

Teacher: Amazing ideas. Now, let us think: How do the Purvanchal Hill Ranges compare to the Karakoram Range in terms of farming and living conditions?

(Encourage a quick class discussion.)

Teacher: Well done. You have done a fantastic job learning about both the Karakoram Range and the Purvanchal Hill Ranges today.

Differentiated Activities

110 km/hr

If you were a farmer in the Karakoram Range, how would you adapt to the steep slopes for farming? What special techniques would you use to grow crops?

80 km/hr

How do you think the climate in the Purvanchal Hill Ranges affects the types of crops that can be grown there?

40 km/hr

Where do you think the Purvanchal Hill Ranges are located on the map of India? Can you name one crop that is grown there?

Home Task

Create a poster showing the differences between the Karakoram Range and the Purvanchal Hill Ranges. Include pictures of the mountains, types of crops grown and the way people live in each area.

Period 5

Teacher: Good morning, everyone. Let us begin today's class with a quick warm-up to get our minds ready for today's topic.

SHOULD DO
10 MIN.

Teacher: I will ask you some general questions. Please raise your hand if you know the answer:

What is the opposite of hills – high or flat land?

Have you seen any rivers? Can you name one?

Which crops do farmers grow in flat fertile lands?

Can you think of any crops that grow well in areas with a lot of water or fertile soil?

Teacher: Great. Now that we have some ideas, let us dive into today's topic: the Northern Plains of India and why they are so good for farming.

MUST DO
15 MIN.

The Northern Plains of India

THE NORTHERN PLAINS OF INDIA

Towards the south of the Himalayas, lie the northern plains of India, from Punjab to Assam. A number of Himalayan rivers flow through these plains, carrying water all through the year. These rivers bring silt*, sand and tiny pieces of rocks. The silt deposited by the rivers is quite fine in nature. It is called alluvium. It makes the land fertile. Alluvium is good for the cultivation of crops.

The three basins of the north

A basin is an area of land surrounding a large river. It is watered by the river and its tributaries*. The northern plains are formed by three rivers – Satluj, Ganga and Brahmaputra and their tributaries.

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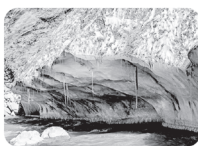
River Satluj starts in Tibet. Its main tributary is Beas. The Satluj river basin consists of Punjab and Haryana. River Ganga begins from the Himalayan glacier, Gangotri. Its main tributary is Yamuna. Ganga flows through Uttarakhand, Uttar Pradesh, Bihar and West Bengal.

River Brahmaputra begins from Tibet and is called Tsangpo there. It flows into India through Assam and then enters Bangladesh. Ganga and Brahmaputra form the world's largest delta*, called the Sundarban Delta, before flowing into the Bay of Bengal.

Life here

Punjab, Haryana, NCT** of Delhi, Uttar Pradesh, Bihar, West Bengal and Assam are situated in the northern plains. Most people here are engaged in farming. They grow rice, wheat and sugarcane.

The northern plains are extremely important to our country. A vast majority of the food grains produced here are transported all over India.



Gomukh, from where River Ganga originates



Sundarban Delta, world's largest delta

46

Teacher: Alright, now that we are all warmed up, let us explore the Northern Plains of India. These plains are found south of the Himalayas, stretching from Punjab to Assam.

Teacher: Can anyone tell me what you think might make the Northern Plains special? (Wait for responses.) Yes, it's the fertile soil. The rivers flowing through these plains bring silt, sand and tiny bits of rock, which are great for growing crops.

Teacher: Imagine you are a farmer in the Northern Plains. What would you do to make sure your crops grow well? (Encourage responses like 'irrigate with water' or 'plant the crops in rich soil'.)

Teacher: Yes, farmers in the Northern Plains are lucky because the rivers bring alluvium—a special type of soil that is perfect for cultivation.

Teacher: Let us take a closer look at the rivers that flow through the Northern Plains: the Satluj, Ganga and Brahmaputra. These rivers do not just look pretty—they help farmers by giving them water to grow crops.

Teacher: Can anyone guess why rivers are so important for farming in this region? (Encourage responses.) Yes, rivers help with irrigation and keep the soil fertile by bringing in rich nutrients.

Teacher: Now, let us think about this together: If you were living in the Northern Plains, how would you use the rivers around you? What crops would you plant and why? (Wait for a few responses.) Great ideas. The fertile land in the Northern Plains is perfect for growing rice, wheat and sugarcane.

Discovering better

Teacher: Let us now open the 'Discovering better' box on the page. Can anyone read the word 'fertile' and its meaning?

Teacher: Yes, 'fertile' means the land is suitable for growing crops. What about 'cultivation'?

Teacher: Correct. It means using land to grow crops. Why do you think these two words are connected to the northern plains?

Teacher: The rivers make the land fertile and that is why farming or cultivation happens here.

MUST DO

10 MIN.



Teacher: Now, talk with your partner and make a sentence with the word 'cultivation' or 'fertile'.

Teacher: Let us do a quick recap with a game called 'Pass the Word'. I will start with a word related to today's topic and the next person will add a connected word.

COULD DO

5 MIN.

Teacher: For example, if I say 'river', the next person might say 'Ganga', then 'farming', then 'fertile'... and so on.

Teacher: Ready? I will start with 'Northern Plains'. (Pass the word across 6–8 students.)

Teacher: Well done, everyone. You all connected the right words and remembered the key points. See you all in next class.



You may show the **I Explain** given on the digital platform.

Differentiated Activities

110 km/hr



Imagine you are a farmer in the Northern Plains, but the river nearby has dried up. What would you do to ensure your crops still grow?

80 km/hr



If you were to plant crops in the Northern Plains, which one would you choose: rice, wheat or sugarcane? Why?

40 km/hr



What do you think makes the Northern Plains a good place for farming? Can you name one crop grown there?

Home Task

Draw a diagram of a river flowing through the Northern Plains. Show how the river helps with farming. Write two sentences about how the river makes the land fertile for crops.

Period 6

Teacher: Good morning, everyone. Let us start with a few fun and easy questions. These are things you already know, so just raise your hand and answer.

SHOULD DO

5 MIN.

1. Have you ever been to a beach? What did you see there?
2. What do we call the big waterbody that touches the sand at the beach?
3. Can you name any state in India that touches the sea?
4. What do people catch from the sea to eat?
5. What kind of trees do we see near the beach – mango trees or coconut trees?

Teacher: Very good. You all have such sharp memories. Now let us explore more about these lands that are close to the sea – they are called the *Coastal Plains of India*.

Understanding better

Teacher: First, let us complete the 'Understanding better' section from the previous page. Everyone, look at the pink box on your page. You will see two statements. (Ask one student to read the first statement aloud.)

Teacher: The first one says, 'Beas is a tributary of the River Satluj.' What do you think – true or false?

Teacher: Yes, that is true. Beas flows into the River Satluj. That is why it is called a tributary.

(Now call another student to read the second statement.)

Teacher: The second one says, 'River Brahmaputra is known as Tsangpo in Tibet.' True or false?

Teacher: Correct. That is also true. In Tibet, the Brahmaputra is called Tsangpo.

Teacher: Well done, everyone. These small facts help us remember how rivers form the plains. Now let us travel to the edge of the country, where land touches the sea.

The Coastal Plains

THE COASTAL PLAINS

A coastal plain is a flat and level land that runs along the coast* of a large water body, such as, an ocean or a sea. The coastal plains of India are divided into two parts, namely, the western coastal plains and the eastern coastal plains. The western coastal plains are situated between the Western Ghats and the Arabian Sea. The plains stretch from Gujarat to Kerala. Gujarat, Konkan and Malabar coasts lie in the north, middle and south, respectively. The eastern coastal plains are situated between the Eastern Ghats and the Bay of Bengal. The plains stretch from West Bengal to Tamil Nadu. The northern part is called the Northern Circars. The southern part is called the Coromandel Coast. The two coastal plains start from Gujarat and West Bengal, respectively. Both the coastal plains meet at Kanyakumari.

Life here

The two coastal plains spread over some part of Gujarat, Maharashtra, Goa, Karnataka, Kerala, Tamil Nadu, Andhra Pradesh, Odisha and West Bengal. Most people are engaged in farming and fishing. Mainly, rice and coconut are grown here. These plains have numerous ports* that are used to export and import goods.

MUST DO

10 MIN.

46

(Ask all the students to open the next page in their textbook to the section 'The Coastal Plains'.)

Teacher: Can someone tell me what a coastal plain might be?

Teacher: Yes, it is flat land that lies next to a sea or an ocean.

Teacher: Let me explain. India has two main coastal plains – one on the western side and one on the eastern side.

The western coastal plains are between the Western Ghats and the Arabian Sea.

The eastern coastal plains are between the Eastern Ghats and the Bay of Bengal.

(Point to the map in the book and ask the students to identify these areas.)

Teacher: Now, look at the names of the states written in the textbook. Can you name some states that have coastal plains?

Teacher: Well done. Gujarat, Kerala, Maharashtra, West Bengal – all of these have coastal plains.

(Now divide the class into two groups – Team Western Coast and Team Eastern Coast. Provide chart paper or the board to list their answers.)

Teacher: Each team will now list the states in your region and name one crop that grows there.

Teacher: That was a great effort. Now tell me – what crops do we usually find near the sea?

Teacher: Right – coconut and rice. Many people here are also fishermen.

(Ask one student to find Kanyakumari on the map.)

Teacher: Excellent. That is where both coastal plains meet. It is at the southern tip of India. Great spotting.

Teacher: Let us now learn how these coastal areas are also important for trade with other countries.

Discovering better

(Ask the students to point to the blue 'Discovering better' box in their books.)

Teacher: Who can read the meaning of 'export' from the box?

Teacher: Yes, it means sending goods to other countries. What about 'import'?

Teacher: Correct. Import means buying goods from other countries.

(Write the two words on the board and say them aloud.)

Teacher: Why do you think the coastal plains are helpful for exporting and importing?

Teacher: Yes, because they have ports. Ports are special places where ships load and unload goods.

Teacher: Imagine India is sending coconuts to another country – that is export. If we are bringing chocolates or machines from another country – that is import.


(Now ask the students to discuss with their partners and think of one thing that could be exported from India and one thing that could be imported.)

Teacher: Share your answers. Very good responses. You now know how the coastal plains help in both farming and trade.

 You may show the **Concept Map** given on the digital platform.

Differentiated Activities

110 km/hr

 Imagine you are a trader in the coastal plains. What goods would you export and why? How would you use the ports for trade?

80 km/hr



How do you think the crops grown in the Coastal Plains differ from those grown in the Northern Plains? Can you name one crop from each area?

40 km/hr



Can you name two states in India that have coastal plains? What crop grows near the sea?

Home Task

Draw a picture of the Coastal Plains. Show the sea, land and a port for trade. Write a short paragraph about the importance of ports in trading goods.

Period 7

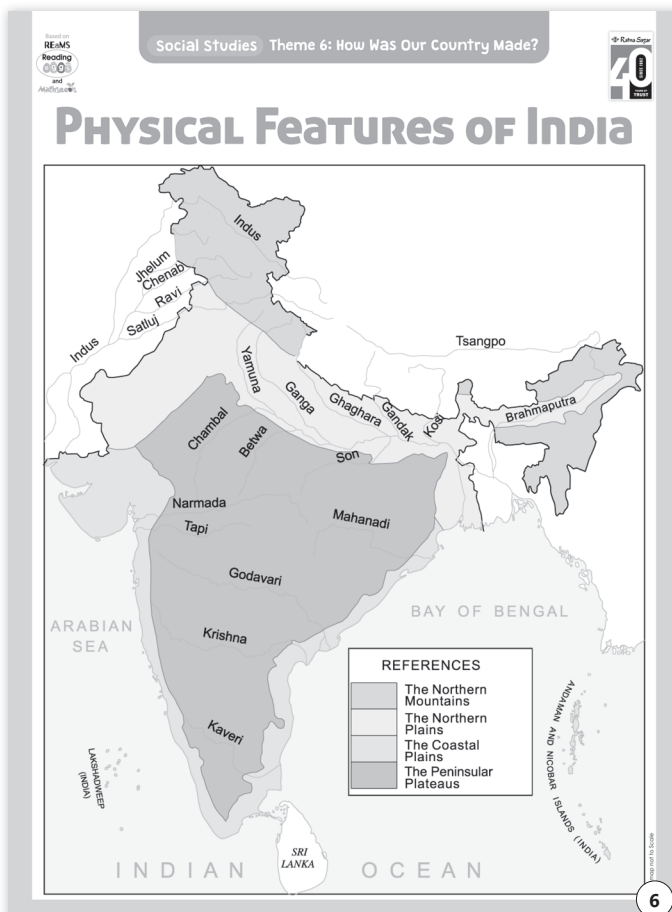
Teacher: Good morning, everyone. Let us take a moment to look at the poster on the wall.

MUST DO

10 MIN.



Poster



(Please display and discuss the posters prominently in the classroom to reinforce the learning about animal reproduction. Encourage the students to observe the posters and discuss the different types of animal reproduction.)

Teacher: Great observation everyone.

Connecting better

Connecting better

English

Maria's father asks her, "What words come to your mind when you think of mountains?" Maria replies, "Ummm ... I can think of the words, 'mighty', 'scenic' and 'tall.'" Baba smiles and says, "You know your adjectives."

HoL

47

Teacher: Let us take a look at the 'Connecting better' section in your main coursebook given on page 47. I

MUST DO

10 MIN.



will read it aloud and then we will discuss it together. Read the section aloud:

Maria's father asks her, 'What words come to your mind when you think of mountains?' Maria replies, 'Umm... I can think of the words, 'mighty', 'scenic' and 'tall.' Baba smiles and says, 'You know your adjectives.'

Teacher: What words did Maria use to describe the mountains?

Teacher: Yes, she said mighty, scenic and tall. These are all adjectives and words that describe a noun.

Teacher: Let us think of other things around us. What words would you use to describe a beach?

Teacher: You might say *sandy*, *peaceful* or *wide*. These are adjectives too.

Teacher: Adjectives help us describe what we see, hear or feel. Let us all think of one adjective to describe something around us.

Teacher: Who would like to share?
(The students share their ideas.)

Helping better

Helping better

So many people work as farmers in the mountains and plains. They work hard to grow food all year round. So, food should never be wasted. Request your parents to use fruit peels to make snacks and marmalades/jams/pickles.

OL

47

Teacher: Let us now move on to the 'Helping better' section in your book.

MUST DO

10 MIN.



Teacher: Let me read it aloud for you:

So many people work as farmers in the mountains and plains. They work hard to grow food all year round. So, food should never be wasted. Request your parents to use fruit peels to make snacks and marmalades/jams/pickles.

Teacher: Why do you think food should not be wasted?

Teacher: Yes, because many people work hard to grow it, especially farmers. Wasting food is not helpful to them.

Teacher: Can anyone share some ways you think food can be used wisely?

Teacher: Yes, using fruit peels to make snacks or jams is a great way to avoid wasting food. Let us all think of one creative way to use food that might otherwise go to waste.

(Have the students share their ideas)

Caring better

Caring better

Different places in India are famous for their local cuisines. Next time you take a holiday, opt to eat at a local eatery over a popular food chain. This way you will help the local people earn their livelihood. You will also experience the local flavours firsthand!

Teacher: Now, let us move to the 'Caring better' section in your book.

Read the section aloud:

Different places in India are famous for their local cuisines. Next time you take a holiday, opt to eat at a local eatery over a popular food chain. This way you will help the local people earn their livelihood. You will also experience the local flavours firsthand.

Teacher: Why do you think it is important to eat at local eateries when we travel?

Teacher: Yes, it helps the local people earn a living and you also get to taste the real local food.

Teacher: Can anyone think of a local dish they would like to try in a different state?

Teacher: Yes, great ideas. You might want to try dishes like *dosa* in Tamil Nadu or *pani puri* in Mumbai.

Teacher: This is a great way to support local businesses and discover the amazing variety of food in India.

Teacher: Well done, everyone. You all did a fantastic job today. Keep thinking about how you can help and care for the people around you.

You may show the **Infographic** given on the digital platform.

Differentiated Activities

110 km/hr

Imagine you are a farmer in the mountains. How would you use your local resources to make food last longer? What creative ways could you use food to avoid waste?

80 km/hr

If you went to a new state for a holiday, which local dish would you like to try and why? How would you support the local business by choosing to eat there?

40 km/hr

Can you think of one adjective to describe a beach? Can you use it in a sentence?

Home Task

Think of one way to reduce food waste at home. Create a simple plan for using food scraps creatively, like making jam from fruit peels. Write a short paragraph explaining your idea.

Period 8

Teacher: Good morning, everyone. I hope you are all ready to learn some new things today. Let us begin with a quick activity from our Grasping better section in the book.

MUST DO

Grasping better

Grasping better

mountain range: a chain of mountains
glaciers: slow-moving rivers of ice
silt: mud or sand carried by flowing water
tributaries: rivers or streams that merge with a larger river
delta: a triangular piece of land, formed when rivers split before they enter a bigger water body
coast: land that lies next to a sea or ocean
ports: coastal towns, where ships load and unload their goods

Teacher: Everyone, please open your books to page 47, where you will find the Grasping better section. We are going to read some important words together.

Teacher: I will read the first word and then you will take turns reading the definitions aloud. Let us begin with the first word: Mountain range – A chain of mountains. Can someone read the next word aloud?

(Read all the word meanings by following the same pattern.)

You may show the **Dictionary** given on the digital platform.

Recalling better

Recalling better

- The northern mountains of India comprise the Himalayan, the Karakoram and the Purvanchal ranges.
- The three parallel ranges of Himalayas are the Greater Himalaya, the Middle Himalaya and the Outer Himalaya.
- The northern mountains cover the Union Territories of Jammu & Kashmir, Ladakh and various states.
- The Purvanchal hill ranges cover the north-eastern states of India.
- The northern plains stretch from Punjab to Assam. They constitute the Satluj, Ganga and Brahmaputra river basins.
- The western coastal plains and the eastern coastal plains lie along the western and the eastern coasts of India, respectively.

Teacher: Let us now move on to the Recalling better section. Here are some questions based on what we just read.

MUST DO

(Read the points aloud from the 'Recalling better' box.)

- What are the names of the northern mountains of India?
- What are the three parallel ranges of the Himalayas?
- Which areas do the northern mountains cover in India?
- What states are covered by the Purvanchal hill ranges?
- From where to where do the northern plains stretch? What river basins do they constitute?


6. Where do the western and eastern coastal plains lie in India?

(Wait for the student responses and encourage participation.)

Teacher: Great. These facts will help us in the exercises we are about to do. Let us move to the next activity.

Learning better

Exercise A

 **Learning Better**

A Tick (✓) the correct answer.

1. The Himalayan mountain range extends from Jammu & Kashmir to _____.

a. Mizoram

☐

b. Nagaland

☐

c. Arunachal Pradesh

☐

2. Which is the highest among the Himalayan mountain ranges?

a. Himadri

☐

b. Himachal

☐

c. Shivalik

☐

3. Where is Mount Godwin Austen situated?

a. Himachal

☐

b. Karakoram Range

☐

c. Purvanchal Hill Ranges

☐

4. In which direction do the northern plains of India lie with relation to the Himalayas?

a. east

☐

b. north

☐

c. south

☐

5. Where does the Western Coastal Plain start from?

a. Gujarat

☐

b. Rajasthan

☐

c. Maharashtra

☐

47

48

Teacher: Now, let us move on to the *Learning better* section. Everyone, please look at Exercise A on your page. We will do the first question together. Read the question aloud:

The Himalayan Mountain range extends from Jammu & Kashmir to _____.

(Options: a) Mizoram b) Nagaland c) Arunachal Pradesh)

Teacher: Think carefully. Discuss with your partner for 30 seconds and raise your hand when you are ready to answer.

(the students discuss and respond. Complete the rest of the exercise by following the same pattern.)

Learning better

Exercise B

B Write true or false.

1. The Himalayas are classified into three ranges.

2. Pine and deodar forests are found in the Himadri.

3. The Himalayas protect us from cold winds that blow from Central Asia.

4. Terrace farming is common in the plains.

5. River Brahmaputra is also known as Gangotri.

48

Teacher: Now, let us move on to Exercise B in the Learning Better section. This is a *True or False* exercise. I will read each statement aloud and you need to decide if it is true or false.

Teacher: Let us start with the first one:

The Himalayas are classified into three ranges.

Teacher: Think about what we learnt. Is this statement true or false?

Teacher: Yes, this statement is *True*. The Himalayas are divided into three ranges: the Greater Himalayas, the Middle Himalayas and the Outer Himalayas.

(Follow the same pattern for the rest of the questions. Read each sentence, discuss it with your partner. Write the correct answer in the blank given in your book. I will walk around and check your answers.)

Teacher: Excellent work. Now, let us review some answers before we end today's class. Who would like to read out their answers?


(Selected students will read their responses aloud and the teacher corrects mistakes, if any.)

Teacher: Well done, everyone. You have successfully completed the exercise. Keep up the great work.


 You may show the **Quiz** given on the digital platform.

Differentiated Activities


110 km/hr

 Imagine you are a geographer. How would you describe the Northern Mountains to someone who has never seen them? What makes them special?

80 km/hr

 Can you explain what the three ranges of the Himalayas are and what makes each of them unique?

40 km/hr

 What is the difference between the Northern Plains and the Coastal Plains? Can you name one river from the Northern Plains?

Home Task

Project Ideas

Chapter 7: India: Physical Features-I

Theme 6: How Was Our Country Made?

Make an online presentation on the states/Union Territories situated in the northern plains of India. Include slides on the following aspects: the geographical location, the weather conditions, places of tourist attractions, popular food items, festivals celebrated there, dances popular there, if any, interesting facts and so on.

PRO **2LCS**

25

(For project Ideas, please refer to the book of Project Ideas, page 25 under the title 'Physical; Features of India- I.' This project should be assigned to the students to work on. Ensure that the students understand the project requirements and provide any necessary guidance or materials they might need. Encourage them to explore and learn about physical features through this engaging project.)

Period 9

Teacher: Good morning, everyone. I hope you are all feeling ready for today's class. Let us begin with a quick warm-up to get our minds moving.

SHOULD DO

5 MIN.

Teacher: I want you to think about farming in the mountains. What do you think farmers do when the land is hilly? How do they grow crops?

(Pause for answers)

Teacher: Yes. In the mountains, they practice *terrace farming*. This involves creating flat steps on the hilly land to grow crops.

Teacher: Now, let us continue our lesson on terrace farming and the northern mountains. We will start by answering some questions in the Exercise C section of your book.

Exercise C

C Write short answers in your notebook.

1. Define terrace farming.
2. Name the three river basins of the north.
3. Neha is visiting Tripura. Which part of the northern mountains is Tripura located in?

48

Teacher: Now, let us move on to Exercise C. Everyone, open your notebooks to this section. We will write short answers for the following questions.

MUST DO

15 MIN.

Teacher: I will read the first question aloud and then we will solve it together.

Teacher: Think about what we learnt in the warm-up. What is terrace farming?

Teacher: Yes, terrace farming is a method of farming on hilly land, where farmers create flat steps to plant crops, preventing soil erosion.

(Follow the same pattern for the rest of the questions.)

(The student will write the answers in their notebooks, while the teacher monitors and assists.)

Teacher: Great job, everyone. Now, let us move to our next exercise.

Exercise D

D Write long answers in your notebook.

1. Discuss the extent and the division of the Himalayas.
2. Explain the location and division of the coastal plains of India.

48

Teacher: Now, let us turn to Exercise D on page 48. Here, you will write longer answers in your notebook.

MUST DO

10 MIN.

Teacher: I will read the first question aloud and we will solve it together.

Teacher: The first question is: Discuss the extent and the division of the Himalayas.

Teacher: The Himalayas stretch from the western part of India in Jammu & Kashmir all the way to the eastern part in Arunachal Pradesh. They are divided into three ranges.

Teacher: Can anyone name these three ranges?

Teacher: Yes, the Greater Himalayas, Middle Himalayas

and Outer Himalayas are the three divisions. Write this down in your notebook.

(Follow the same pattern for the next question.)

Teacher: Now, please finish writing the long answers in your notebook. I will walk around to assist you.

Book of Holistic Teaching

Chapter 7: India: Physical Features-I

Theme 6: How Was Our Country Made?

A English

HoLL MDA

Use appropriate adjectives to fill in the blanks.

1. Esther and her family visit a hill station during the holidays. _____ winds blow there even during summers. (cold/warm)

33

2. Priya marks the states that fall under the _____ plains of India on a map. (fertile/barren)

B Maths

Mala is a wheat farmer in Punjab. Her farm's area is 5.33 sq m. How much land does Mala own? Write in words.

C Science

Give examples of any two flowering plants that grow in the plains.

34

(Refer to the Book of Holistic Teaching, page 33 and 34 under the title 'India: Physical

COULD DO

10 MIN.

Features - I.' Complete the activities mentioned in this section and ensure that the students complete them. These activities are designed to enhance their holistic understanding and engagement with the topic. Provide any necessary support and materials to help the students successfully finish the activities.)

You may show the **Animated Activities** given on the digital platform.

Differentiated Activities

110 km/hr

Imagine you are a farmer in the Himalayas. What challenges would you face with terrace farming? How would you overcome these challenges to ensure successful crop growth?

80 km/hr

Why is terrace farming important in the mountains? How does it help prevent soil erosion?

40 km/hr

What is terrace farming? How is it different from farming on flat land?

Home Task

Creating better

Creating better Art1 21st CS

Make your own food scrapbook.

1. Collect different types of seeds and food grains at home.
2. Take a scrapbook and paste the collected seeds and grains.
3. Write the names of each item including its name, any interesting facts, nutritional benefits, where it is commonly grown and how it is used in cooking.

48

Please complete the 'Creating better' activity given on page 48. Make sure to follow the instructions carefully and present your ideas creatively. After finishing the activity, revise the chapter thoroughly to reinforce your understanding of the physical features of India.

Period 10

Teacher: Good morning, everyone. I hope you are ready for today's lesson. Let us begin with a quick warm-up.

SHOULD DO 5 MIN. ☐

Teacher: I want you to think about farming in different regions. If you had to choose between farming in the plains or the mountains, which one would you prefer? Why?

(Pause for answers)

Teacher: Yes, some people might prefer farming in the plains because it is flat and easier to work on. Farmers in the mountains have to use *terrace farming* to make the land more suitable for growing crops.

Teacher: Great. Now, let us move to our first activity today – *Thinking Better*. Let us dive into some important questions related to our lesson.

Thinking better

Thinking better 21st CS HOTS

Think and answer in your notebook.

1. Are you more likely to find a port in Maharashtra or Punjab? Why?
2. Why do farmers undertake terrace farming in the mountains and not in the plains?

49

Teacher: Let us open the *Thinking Better* section in your notebooks. I will ask two questions and we will discuss them together.

1. Are you more likely to find a port in Maharashtra or Punjab? Why?

Teacher: Think about the geography of both states. What do you know about Maharashtra and Punjab?

Teacher: Yes, you are more likely to find a port in Maharashtra because it has a coastline along the Arabian Sea, unlike Punjab, which is landlocked.

MUST DO 10 MIN. ☐

Teacher: Now that we have answered that question, let us move on to the second one.

2. Why do farmers undertake terrace farming in the mountains and not in the plains?

Teacher: Think about the difference between the mountains and plains. Why do farmers create flat steps in the mountains?

Teacher: Yes, terrace farming helps to prevent soil erosion in the hilly areas and makes it possible to grow crops in the steep mountains, unlike the plains, which do not need this method.

Choosing better

Teacher: Great job. Now that we have thought deeply about these questions, let us move on to our next activity – *Choosing Better*. We will read through the statements and decide which actions are correct.

MUST DO 10 MIN. ☐

Choosing better LSV

Which of these actions are correct? Tick (✓) your answer.

1. Riya's family lives in the mountains. It gets cold at night. They leave their dog outside while they sleep. ☐
2. Mili is Riya's neighbour. She makes her dog sleep in her bedroom and covers him with a blanket. ☐

49

Teacher: Read the first statement: Riya's family lives in the mountains. It gets cold at night. They leave their dog outside while they sleep.

Teacher: Is this a correct action? Do you think it is okay to leave the dog outside in cold weather? (Pause for responses)

Teacher: Yes, this action seems incorrect because it is not safe for the dog in cold weather.

Teacher: Now, read the second statement: Mili is Riya's neighbour. She makes her dog sleep in her bedroom and covers him with a blanket.

Teacher: Is this action correct?

Teacher: Yes, this is a good action as it ensures the dog stays warm in the cold weather.

Teacher: Please tick (✓) the correct actions in your notebooks.

Teacher: Great job on this activity. Now, we will transition to *Revising Better*, where we will reflect on what we have learnt about mountains and landforms. This is a fun exercise. Imagine you go to a hill station.

Revising better

Revising better DBL

In this chapter, you learnt about mountains. Imagine you go to a hill station. What all will you do? Write in your Little Book.

49

Teacher: In your notebooks, write down what you would do if you were there. Think about all the activities

MUST DO 10 MIN. ☐

you could enjoy in the mountains. Would you go hiking, explore the scenery or maybe visit a local village?

Teacher: Write your ideas in your Little Book. I will come around to check your responses.

Teacher: Fantastic. You have written some great ideas. Now, let us finish today's class with our final activity – *Pledging Better*.

Pledging better

Pledging better
SDGs

With my sincere words, I pledge to:

- not litter when I visit the beautiful landforms.
- use water wisely.

SDG 15: LIFE ON LAND 49

Teacher: Finally, let us end the class with a pledge. This is a pledge to help protect our beautiful landforms.

MUST DO

5 MIN.

Teacher: In your notebook, write the following:
With my sincere words, I pledge to:

1. Not litter when I visit the beautiful landforms.
2. Use water wisely.

Teacher: This is part of taking care of the environment and supporting the *Life on Land* goal. Let us promise to always protect nature.

Teacher: Well done, everyone. You all did a fantastic job today. I will see you in the next class with your ideas and pledges.

You may show the **Slideshow** given on the digital platform.

Differentiated Activities

110 km/hr

How does terrace farming help prevent soil erosion in the mountains?

80 km/hr

Why can you find a port in Maharashtra but not in Punjab?

40 km/hr

What is one benefit of terrace farming in the mountains?

Home Task

Ask your parents about a local food or dish from their hometown. Write a short paragraph explaining what the dish is, how it is made and why it is special.

Period 11

Teacher: Good morning, everyone. How are you today?

MUST DO

10 MIN.

(The students respond.)

Teacher: Wonderful. Let us start today's lesson with a quick question: What are you thankful for today?

Teacher: Take a moment to think about one thing you are grateful for and then we will share.

(The students think and share briefly.)

Teacher: Great answers. Now, let us get started with today's lesson.

Gratitude Sheet

Teacher: Today, we will begin with a Gratitude Sheet.

Teacher: Please take out your Gratitude Sheet and reflect on three things you are grateful for in your life. These can be small or big things.

Teacher: Once you have written down your three things, take your Gratitude Card and cut it out carefully.

Teacher: After that, I want you to give a thank-you note to someone who has helped you—this could be a classmate, a teacher or anyone who has supported you.

Teacher: Take a moment to express your gratitude to that person and share your 'thank-you' note with them.

(Allow the students time to write, cut and share their gratitude cards.)

Teacher: Remember, practicing gratitude helps us appreciate the good things in our lives and expressing thanks makes the world a better place. Well done, everyone.

MUST DO

15 MIN.

Worksheet 1

Theme 6: How Was Our Country Made?
7. India: Physical Features – I

Worksheet 1

A. Fill in the blanks.

1. The Himalayan mountain range extends from Jammu & Kashmir to _____.
2. The Karakoram Mountains is located beyond River _____.
3. _____ is a special method of farming wherein farmers cut terraces or steps along the slopes.
4. A number of _____ rivers flow through the northern plains.
5. A _____ is a flat and level land that runs along the coast.

B. Write one-word answers.

1. The Purvachal Hill Ranges are covered with these: _____
2. This is the main tributary of River Satluj: _____
3. This is the area of land surrounding a large river: _____
4. This is the occupation of majority of the people in the northern plains: _____
5. This is the meeting point of the two coastal plains of India: _____

C. Which of the following statements about the coastal plains are true? Tick (✓) the correct answers.

1. The two coastal plains meet at Chennai. ☐
2. A coastal plain is a flat and level land that runs along the coast. ☐
3. The northern part of the Eastern Coastal Plains is known as the Northern Circars. ☐
4. The numerous ports located in coastal plains are used to export and import goods. ☐
5. Most people in the coastal plains are engaged in fishing, farming and poultry farming. ☐

26

Gratitude Sheet

I really appreciate this channel!	Gratitude Sheet	Thank you for being a friend!
I'm super grateful, thank you!	Thank you for being a friend!	Thank you for being a friend!
I'm so thankful for your help!	Thank you for being a friend!	Thank you for being a friend!
Thank you for being a friend!	Thank you for being a friend!	Thank you for being a friend!

Teacher: Now, let us move on to Worksheet 1 on page 26. Please open the worksheet and start working on the questions.

Teacher: I will be here to help if you need any assistance. Take your time to read through the questions carefully.

Teacher: For the first section, we will fill in the blanks. Let us look at the first one together. The Himalayan Mountain range extends from Jammu & Kashmir to _____. Who can fill in the blank for me?

(Wait for answers, guide as needed.)

Teacher: Great. Now, move on to the next blank. The Karakoram Mountains are located beyond River _____. Take your time to complete this section.

Teacher: Once you are done, we will move to the next part. Let me know if you need help with any of the questions.

Worksheet 2

Worksheet 2

A. Fill in the blanks.

- The _____ lie in the north-eastern part of India.
- _____ consists of silt deposited by rivers.
- The three river basins of the north are _____ and _____.
- Most people in the Northern Plains are engaged in _____.
- The Coastal Plains of India extend between _____ and _____.

B. Write H for the Himalayas. Write C for coastal plains.

- The Himadri is home to glaciers that are the origin point of many rivers. _____
- The Karakoram Range is located beyond River Indus. _____
- These two plains extend from Gujarat to West Bengal. _____
- The other name of these hill ranges is the Shivalik. _____
- Rice and coconut are the major crops grown in this part. _____

C. Write true or false.

- The second-highest peak in the world is located in the Himalayas. _____
- The Karakoram Mountains lie towards the east of the Himalayas. _____
- People in the Himalayan region practice terrace farming. _____
- Alluvium is not good for the cultivation of crops. _____
- The coastal plains of India are divided into two parts. _____

27

Teacher: Let us now move to Worksheet 2 on page 26. Read through the questions carefully and try to complete the answers.

Teacher: For Section A, you will fill in the blanks. Let us start with the first one. The _____ lie in the north-eastern part of India. Can anyone fill in the blank?

(Wait for responses and guide as needed.)

Teacher: Excellent. Now move on to the next question. The three river basins of the north are _____, _____ and _____. Take your time to fill in the blanks.

Teacher: After this, we will move on to the true or false section. Make sure you read the statements carefully.

Teacher: I will be walking around to help you if needed, so raise your hand if you have any questions.

Differentiated Activities

110 km/hr



What challenges do farmers face in the mountains?

80 km/hr



What makes the Northern Plains suitable for farming?

40 km/hr



Can you name a river that flows through the Northern Plains?

Home Task

Design a mini poster that shows the differences between terrace farming and plain farming. Include images, colours and labels to explain how they work in different regions. Write a brief explanation of why terrace farming is important in the mountains.

Period 12

Teacher: Good morning, everyone. I hope you are all ready for today's lesson. Let us start with a quick warm-up activity to refresh our minds.

SHOULD DO

10 MIN.



Teacher: Think about the different physical features of India. Which one do you think is the most interesting? Why?

(Pause for answers)

Teacher: Great. Now that we have some ideas, let us dive into our activities today. We will work on two worksheets that will help us review and reinforce what we have learnt so far.

MUST DO

15 MIN.



Worksheet 3

Worksheet 3

A. Fill in the blanks.

- The Himalayas are classified into _____ ranges.
- The second-highest peak in the world is _____.
- The northern plains lie to the _____ of the Himalayas.
- The main tributary of River Ganga is the _____.
- The Northern Plains lie between _____ and Assam.

B. Which of the following state/Union Territory does not lie in the northern mountains? Tick (✓) the correct answer.

1. Bihar	<input type="checkbox"/>	2. Assam	<input type="checkbox"/>
3. Haryana	<input type="checkbox"/>	4. Gujarat	<input type="checkbox"/>
5. Jammu & Kashmir	<input type="checkbox"/>		

C. Write true or false.

- People residing in coastal regions are engaged in terrace farming. _____
- Alluvium makes the land infertile. _____
- Rice, wheat and sugarcane are the primary crops grown in the coastal plains. _____
- A coastal plain is a broad and level land that runs along the coast. _____
- The southern part of the Eastern Coastal Plains are known as the Coromandel Coast. _____

28

Teacher: Now, let us move on to Worksheet 3 on page 28. Please open the worksheet and start working on the first section, which is filling in the blanks.

Teacher: I will walk around to help you if needed. Take your time and fill in the blanks carefully. For example, the first one asks, 'The Himalayas are classified into _____ ranges.'

Teacher: Once you have completed the first part, move on to the next section where we identify which state does not lie in the northern mountains.

Teacher: I will be here to assist you, so raise your hand if you need help with anything.

Worksheet 4

Worksheet 4

A. Fill in the blanks with the correct words.

- Most of the peaks in the Himalayan ranges remain covered with _____ (snow/plants) throughout the year.
- _____ (Alluvium/Silt) is good for the cultivation of crops.
- The Satluj river basin consists of Punjab and _____ (Haryana/Bihar).
- The Sundarbans Delta is the _____ (largest/smallest) delta in the world.
- The Eastern Coastal Plain stretches between West Bengal and _____ (Gujarat/Tamil Nadu).

B. Match the columns.

Column A		Column B
1. K2	•	a. Tibet
2. River Satluj	•	b. Rivers Ganga and Brahmaputra
3. Sundarbans Delta	•	c. Eastern Coastal Plain
4. Northern Circars	•	d. Kanniyakumari
5. Eastern Coastal Plains and Western Coastal Plains	•	e. Karakoram Range

C. Which of the following state/Union Territory does not lie in the coastal plains? Tick (✓) the correct answer.

1. Goa <input type="checkbox"/>	2. Sikkim <input type="checkbox"/>
3. Gujarat <input type="checkbox"/>	4. Tamil Nadu <input type="checkbox"/>
5. West Bengal <input type="checkbox"/>	

29

Teacher: Let us now move on to Worksheet 4 on page 29. In this worksheet, you will fill in the blanks with the correct words.

Teacher: For example, 'Most of the peaks in the Himalayan ranges remain covered with _____ throughout the year.'

Teacher: After that, you will match the columns. Pay attention to the correct pairings, like matching K2 with its correct location.

MUST DO

15 MIN.

Teacher: Once you finish that, you will answer the final section about states and coastal plains. Take your time to work through the questions and I will be here to help you if needed.

Teacher: Excellent work today, everyone. You all did a great job completing the worksheets. We have learnt a lot about India's physical features, from the Himalayas to the coastal plains.

Teacher: In our next class, we will dive deeper into how these features influence the daily lives of people in different regions.

Teacher: Now, let us fill in the last column of the KWL chart.

Teacher: In this column we will write what we have learnt in this chapter.

Teacher: Think about the topics, we have learnt and write them neatly in the 'L' column of the chart.

(Wait for the students to fill in the chart.)

Teacher: Let us all give a huge round of applause to everyone for their hard work and creativity. Great job, everyone. See you in the next class. Have a wonderful day ahead.



You may generate additional practice worksheets using **Test Generator** given on digital platform.

Differentiated Activities

110 km/hr



Imagine you are a farmer in the Northern Plains. What would you do to make sure your crops grow well? How would the fertile land and rivers help you?

80 km/hr



If you were living in the Himalayas, how would terrace farming help you grow crops in the hilly region? Why is this method important?

40 km/hr



Can you name one feature of the Northern Plains? Why is it good for farming?

Home Task

Complete all the pending worksheets at home and revise the entire chapter on India's physical features. Make sure to go over the key points we discussed in class, such as the different landforms, rivers and farming techniques in India.

Learning Outcomes

The students will:

Domain	Learning Outcome
Physical Development	<ul style="list-style-type: none">• enhance fine motor skills through activities like map marking, writing and drawing.
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• show respect and responsibility by taking turns in interactive activities and expressing gratitude through the Gratitude Sheet activity.
Cognitive Development	<ul style="list-style-type: none">• develop understanding of India's physical geography, including key physical features such as the Northern Mountains, Northern Plains, Coastal Plains and hill ranges.
Language and Literacy Development	<ul style="list-style-type: none">• use descriptive language to explain geographical features and farming practices, developing vocabulary related to the topic.
Aesthetic and Cultural Development	<ul style="list-style-type: none">• express creativity through activities like making 3D models, drawing maps and designing posters to visually represent physical features and farming techniques.
Positive Learning Habits	<ul style="list-style-type: none">• cultivate independent learning by exploring and researching physical features of India through different activities, including maps and videos.

Starry Knights

Are you satisfied with your teaching? Please share any two achievements basis completion of the current lesson.

Reward yourself with a STAR



Lesson-8: India: Physical Features-II

Theme 6: How Was Our Country Made?

12 Periods (40 minutes each)



Learn Better (Main Coursebook), Stay Ahead (Workbook), Book of Holistic Teaching, Book of Project Ideas, CRM signs, Poster, Gratitude sheet



Animation, Animated Activities, Concept Map, Dictionary, eBook, I Explain, Infographic, Quiz, Slideshow, Test Generator

Confirming better
Never give up.

Curricular Goals and Objectives (NCF)

To enable the students:

- to develop knowledge of India's physical features, including deserts, plateaus and islands.
- to understand the link between geography and human life, including agriculture, economic activities and climate adaptation.
- to identify the rivers flowing through the Southern Plateau and understand their impact on the environment.
- to study the food, dress and occupations of people in the western and southern parts of the country.
- To encourage students to apply their learning to real-life scenarios.

Methodology

Period 1

Teacher: Good morning, everyone.
How are you all today?

SHOULD DO

10 MIN.



Confirming better



Confirming better Never give up.

PLH

50

Teacher: Let us begin our class with a powerful affirmation:
Never give up.

Teacher: When I say the words, I want all of you to repeat that with energy and raise one hand. Ready?

Teacher: I will say, Never give up.

(The students repeat confidently and raise one hand.)

Teacher: That was wonderful. This affirmation reminds us that even if we face challenges, we must continue learning and improving. Let us now begin our new lesson with excitement.

Teacher: We will begin a new chapter 'India: Physical Features- II'. Please take out your notebooks and draw the KWL format.

K	W	L

Teacher: The KWL chart has three columns. The first column is labelled 'K', in which you will write what you already know about the topic. In the second column 'W', you will write what do you want to know and the third column is labelled 'L' where you will write what you have learnt at the end of the chapter.

Teacher: Take a few minutes to think and write. If you have any questions, feel free to ask.

Teacher: You all did an amazing work in this activity. Let us move to Re-KAP activities. We will use Kinaesthetic, Auditory and Pictorial activities today to make our learning exciting. Let us start with the Kinaesthetic activity.

Kinaesthetic

Teacher: We will begin with a fun role-play activity.

Teacher: Please pair up with your partner. One of you will be a tourist visiting a city in India and the other will be a local guide.

MUST DO

10 MIN.



Kinaesthetic

It is role-play time! Pair up with your partner. One of you will be a tourist visiting a city in India, while the other will act as a local guide. The tourist will ask questions about local attractions, food and culture and the guide will answer, sharing interesting facts and details about the city. Have fun exploring together.

50

Teacher: The tourist will ask questions about the city's attractions, food and culture. The local guide will answer using interesting facts.

Teacher: Take turns in your roles so both of you can be a tourist and a guide. Let us begin.

(The teacher moves around to observe, but students conduct the entire activity themselves.)

Auditory

Teacher: Now, we will do an auditory activity. I will read aloud the names of some cities. You need to listen carefully and raise your hand to answer which state or Union Territory each city belongs to. Ready?

MUST DO

10 MIN.



Auditory*

Listen to your teacher carefully. Answer the questions.

50

(Show **CRM sign**- listen and learn)

Teacher: Here are the cities:

Kolkata, Mumbai, Bengaluru, Jaipur, Kohima, Patna, Chennai, Vizag

Teacher: Let us begin. Who can tell me which state Kolkata is in?

(The students raise hands and answer. The teacher continues similarly for each city.)

Teacher: Very good answers, everyone. This helped you connect Indian cities with their states. Great participation.

Pictorial

Teacher: Now, everyone please open page 50 of your Main Coursebook.

MUST DO

10 MIN.



Pictorial

PS

Match the dishes to the state its eaten in.



- Andhra Pradesh •
- Kerala •
- Tamil Nadu •
- West Bengal •
- Gujarat •
- Maharashtra •



50

Teacher: Look at the pictures of the dishes given on the page. Your task is to match each dish to the state where it is commonly eaten.

Teacher: Take your time to observe the dishes. You can discuss with your partner before you match them.

(The students observe the images of dishes such as vada pav, rasgulla, dhokla, dosa, avial and pakhala and match them with states like Maharashtra, West Bengal, Gujarat, Tamil Nadu, Kerala and Odisha.)

Teacher: Well done, everyone. You have done a great work identifying the states. This activity helped us understand the food diversity of India.

Differentiated Activities

110 km/hr



Which region in India has oases and sand dunes?

80 km/hr



Name a dish eaten in Gujarat.

40 km/hr



What is the colour of rasgulla?

Home Task

Draw the picture of a food item you love from any Indian state. Write its name and the name of the state where it is eaten.

Period 2

Teacher: Good morning, everyone. How are you today? Let us begin with a quick warm-up. I will say a word and you need to tell me whether it is a landform or not. Ready?

SHOULD DO

5 MIN.



1. Desert
2. Car
3. Mountain
4. Island
5. School

Teacher: Well done. You remembered your geography well. Let us now move onto our lesson.

Interacting better

Teacher: Everyone please look at the 'Interacting better' section. Read the question with me: What would you like to improve about your city?

MUST DO

10 MIN.



Interacting better

What would you like to improve about your city? Discuss with your partner

ICL

51

Teacher: Turn to your partner and take a minute to discuss. Think of your surroundings – roads, cleanliness, parks, traffic, etc.

(The students share their thoughts with their partners.)

Teacher: Now, I would love to hear a few answers. Raise your hand and share what improvement you would like to bring in your city.

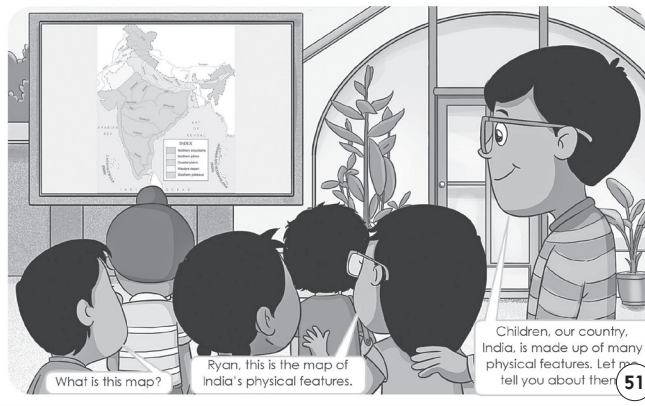
(The students respond.)

Teacher: Those were thoughtful answers. This shows how much you care about your environment.



You may show the **Animation** of the story given on the Digital Platform.

The children visit the information centre in the botanical garden.



Teacher: Now, open page 51 of your Main Coursebook and look at the picture of the children at the information centre.

MUST DO

10 MIN.

Teacher: Can you tell me what the children are looking at?

(The students respond.)

Teacher: Yes, it is the map of India's physical features. What kind of places do you see in the map? (e.g., mountains, plains, deserts, plateaus)

Teacher: What do you think the children are going to learn? Why are they at the information centre?

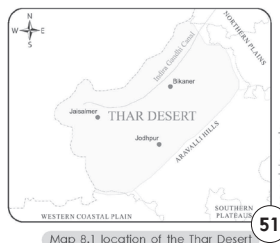
(The students share ideas.)

Teacher: Very nice. This picture introduces us to India's physical features and now we will start learning about them one by one.

The Western Desert and Map 8.1

THE WESTERN DESERT

The Great Indian Desert or the Thar Desert is a rocky and sandy land. It lies to the west of the Aravalli Hills, in Rajasthan. Map 8.1 shows the location of the Thar Desert. Its extent is from the Rann of Kutch* in Gujarat via Rajasthan to the borders of Haryana.



Teacher: Let us begin with the first feature – The Western Desert. Turn to page 51.

MUST DO

15 MIN.

Teacher: Look at the yellow-coloured region on Map 8.1. This shows the Thar Desert. Can someone tell me which state this desert lies in?

(The students respond: Rajasthan)

Teacher: That is right. It lies west of the Aravalli Hills, in Rajasthan. It extends from the Rann of Kutch in Gujarat to the borders of Haryana.

Teacher: Now read the paragraph about the land and climate. What kind of land is found here?

(The students respond: sandy, rocky, with dunes and oases)

Teacher: What about the climate – is it hot or cold, wet or dry?

(The students respond: hot and dry)

Teacher: Excellent. Let us now trace the desert in the map again. Everyone, use your fingers and follow the boundary of the Thar Desert in your book.

 You may show the **eBook** given on the Digital Platform.

Differentiated Activities

110 km/hr



Name the Indian state that has the Thar Desert and describe one feature of its climate.

80 km/hr



Which landform is shown on Map 8.1?

40 km/hr



Is the desert hot or cold?

Home Task

Draw a small map of India in your notebook and colour the area where the Thar Desert is located. Label it clearly.

Period 3

Teacher: Good morning, everyone. Let us begin today's lesson with a quick game. I will ask some questions and you have to answer them. Ready?

SHOULD DO

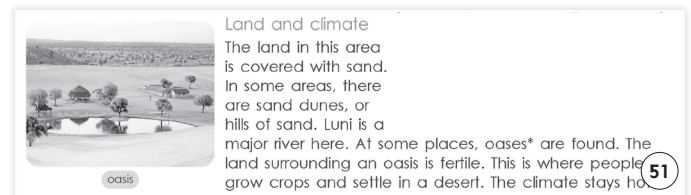
5 MIN.

Teacher:

1. Which desert is located in Rajasthan? (Thar Desert)
2. Is a desert dry or wet? (Dry)
3. What is the colour used to show the Thar Desert on the map? (Yellow)
4. Which map did we see in the last period? (Map of India's physical features)
5. Do many people live in deserts or fewer people? (Fewer people)

Teacher: Well done. You remembered everything clearly. Let us now move on.

Land and Climate



and dry. There is scanty or no rainfall. Summers have hot days and cool nights. Winters have warm days and very cold nights.

52

MUST DO

10 MIN.

Teacher: Please open your books and turn to page 51. Let us read and discuss about the land and climate of the Western Desert.

Teacher: The land here is rocky and covered with sand. In some places, there are sand dunes. Have you seen pictures of sand dunes?

Teacher: What is a sand dune? It is like a small hill made of sand. A major river here is the Luni. Some parts of the desert also have oases. These are green spots in the desert where there is water and plants can grow.

Teacher: Let us look at the image of the oasis on page 51. Why do you think people settle around oases?

(The students respond. The teacher appreciates the answers.)

Teacher: Good. Because oases have water and fertile soil, people grow crops there and build homes.

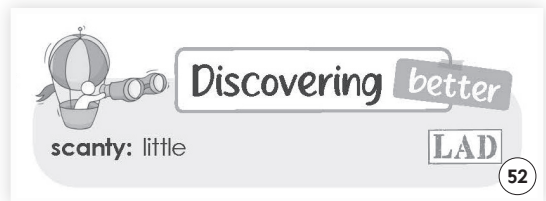
 You may show the **Concept Map** given on the Digital Platform.

Discovering better

Teacher: Now everyone please look at the 'Discovering better' section on page 51. It explains the word 'scanty'.

MUST DO

5 MIN.



Teacher: Who can read the meaning aloud? (A student reads: Scanty means little.)

Teacher: That is right. The desert gets scanty or very little rainfall.

Teacher: In one sentence – The rainfall in the desert is scanty. Can someone use the word 'scanty' in a new sentence?



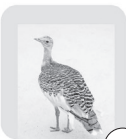
(The students attempt. The teacher helps if needed.)

 You may show the **Dictionary** given on the Digital Platform.

Vegetation and Wildlife

Vegetation and wildlife

This region can support only bushes and thorny shrubs due to its hot and dry climate. Trees, such as khejri, kikar and babool, grow in the eastern part of the desert. The region is also home to camels, chinkaras, blackbucks and great Indian bustards. Camels, the Ship of the Desert, are also found here.

chinkara blackbuck great Indian bustard

Teacher: Now turn to the next part – vegetation and wildlife.

Teacher: What kind of plants grow in deserts? Are there big trees everywhere?

Teacher: No, only bushes and thorny shrubs grow here because the climate is very hot and dry. Some trees like khejri and babool grow in the eastern desert.

MUST DO

10 MIN.



Teacher: Now look at the pictures. What animals can you see?

(The students respond: camel, chinkara, blackbuck, great Indian bustard.)

Teacher: Very good. Camels are called the Ship of the Desert. All these animals survive in the hot climate with little water.

 You may show the **Infographic** given on the Digital Platform.

Water Supply

Water supply

Water supply is scanty in deserts. In villages, women walk long distances to fetch water. The Indira Gandhi Canal transports water to the desert from the River Satluj. This helps farmers grow cotton, wheat and mustard.

52

Teacher: Lastly, let us understand how people get water in the desert.

Teacher: Look at the paragraph under 'Water Supply'. In deserts, there is little water. So, women often walk long distances to bring it.

Teacher: However, a special canal called the Indira Gandhi Canal brings water from the River Satluj to the desert.

Teacher: What crops do farmers grow with the help of this canal?

(The students respond: cotton, wheat, mustard.)

Teacher: Very good. You have all done a wonderful work today.

MUST DO

10 MIN.



Differentiated Activities

110 km/hr



Why are oases important for people living in deserts?

80 km/hr



What is the climate like in a desert?

40 km/hr



Name any one animal that lives in the desert.

Home Task

Create a travel brochure for the Western Desert. Draw one picture and write three fun facts about its land, climate and animals to attract tourists.

Period 4

Teacher: Good morning, everyone. Let us begin today's class with a quick round of questions to check what we remember.

SHOULD DO

5 MIN.



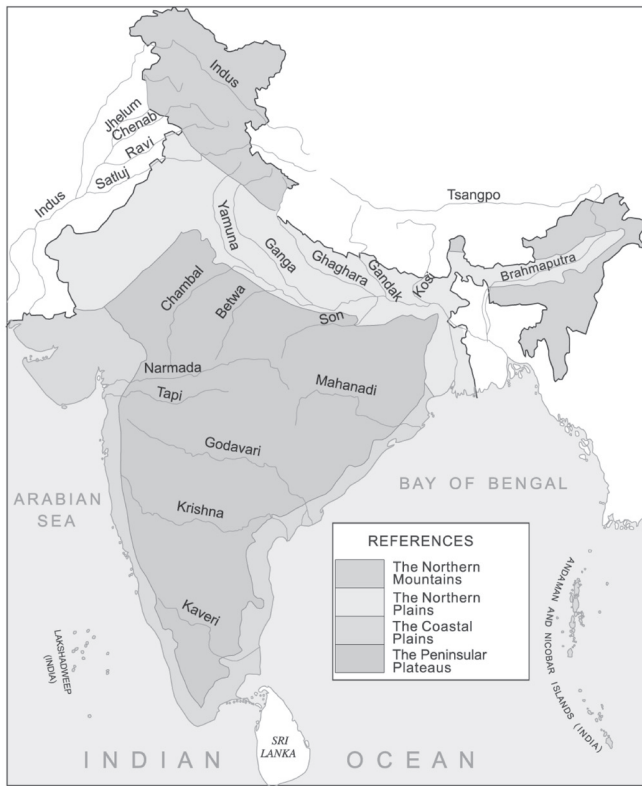
Teacher:

1. What is the name of the desert in Rajasthan? (Thar Desert)
2. Which canal brings water to the desert? (Indira Gandhi Canal)
3. What is the climate in deserts? (Hot and dry)
4. Name one animal found in the desert. (Camel/ Chinkara)
5. What does the word 'scanty' mean? (Little)

Teacher: Excellent. You are all remembering well.

Poster

PHYSICAL FEATURES OF INDIA



Teacher: Now look at the poster of India's physical features on the board. This colourful map shows the main landforms in India – mountains, plains, deserts, coastal areas and plateaus.

Teacher: Which colour represents the desert? (The students respond: Yellow)

Teacher: Very good. Let us name the different rivers and areas shown. Who can find the Narmada? The Godavari? The Western Ghats?

(Point to areas on the map and the students will participate.)

Teacher: Great observation. This map helps us see the connection between physical features and regions of India.

Understanding better

Teacher: Now, everyone please look at the 'Understanding better' section. There are two questions. Let us answer them together.

MUST DO

10 MIN.

Understanding better

Name the following:

1. The Thar Desert experiences this type of climate.
2. The Indira Gandhi Canal transports water from this river.

ICL

52

Teacher:

1. What kind of climate does the Thar Desert experience?
(The students respond: Hot and dry)

Teacher:

2. The Indira Gandhi Canal transports water from which river?
(The students respond: River Satluj)

Teacher: Perfect. These questions help us quickly revise important facts.

Life Here

Life here

Rearing of animals, such as camels, goats, sheep and cattle, is the primary occupation here. Some people engage in the cultivation of bajra, jowar, maize, sesame and groundnut. Some people travel from place to place in search of food for themselves and their animals. They are called banjaras. A majority of houses have flat roofs and small windows with thick walls. These houses keep the heat out and help it stay cool. Some houses have special underground tanks called tanks that store rainwater. Some big cities in Rajasthan are Udaipur, Jaipur, Jodhpur, Bikaner and Jaisalmer. Jaipur is popularly known as the 'Pink City'. Its blue pottery is popular worldwide.



tanka



blue pottery of Jaipur

52

Teacher: Let us now read about how people live in the desert. Open the section 'Life here' given on page 52. I will ask questions in between.

MUST DO

15 MIN.

Teacher: What kind of animals are reared in this region? (The students respond: Camels, goats, sheep, cattle)

Teacher: Yes, very good. Now, look at the crops. What grows in the desert?

(The students respond: Bajra, jowar, maize, sesame, groundnut)

Teacher: There are people who move with their animals. What are they called? (The students respond: Banjaras)

Teacher: Excellent. Now, look at the image of the tank. These are underground water tanks used to store rainwater. They are very useful in dry regions.

Teacher: Look at the picture of the pottery. This is blue pottery from Jaipur. Jaipur is also known as the 'Pink City'.

Teacher: This tells us that even in deserts, people live creatively and work hard.

Differentiated Activities

110 km/hr



Name two occupations of the people living in the Thar Desert.

80 km/hr



What is a tanka used for?

40 km/hr



Which city is called the Pink City?

Home Task

Write three sentences about the life of people in the desert. Mention one occupation, one crop and one tradition.

Period 5

Teacher: Good morning, everyone. Let us start with a quick round of questions to activate our memory.

SHOULD DO

5 MIN.



Teacher:

1. What is a plateau? (A highland with a flat top)
2. Which waterfall is located in Karnataka? (Jog Falls)
3. Which river divides the southern plateaus? (River Narmada)
4. Name one mineral found in the plateau region. (Iron ore)
5. What is the shape of the land in southern plateaus? (Triangular)

Teacher: Very good. Let us move ahead to learn more about the plateaus of India.

The Southern Plateaus

THE SOUTHERN PLATEAUS

We all know that plateaus are highlands with a flat top. The southern plateaus in India lie southwards of the northern plains. They are bordered by many hill ranges. The land is triangular in shape. In the southern plateaus, the rivers are shorter as compared to the northern plains. They flow with great speed and form waterfalls. The southern plateaus are home to Jog Falls, the second highest plunge waterfall* in Asia. Jog Falls lie in Karnataka. The southern plateaus are divided by River Narmada into two parts, namely, the Central Highlands (north) and the Deccan Plateau (south).



Jog Falls, Karnataka

53

Teacher: Everyone please open page 53 of your Main Coursebook and look at the section 'The Southern Plateaus'.

MUST DO

10 MIN.



(The students will read and the teacher will discuss with the students.)

Teacher: These are highlands with a flat top and are located to the south of the northern plains. Can someone describe the shape of the land?

(The students respond: Triangular)

Teacher: Correct. The rivers in this region are short and flow fast, forming waterfalls. Look at the image of Jog Falls. It is the second highest plunge waterfall in Asia.

Teacher: Where is Jog Falls located?

(The students respond: Karnataka)

Teacher: Very good. River Narmada divides the southern plateau into Central Highlands and Deccan Plateau.

The Central Highlands

The Central Highlands

This region is bordered by the Aravalli Hills towards the north-west and the Vindhya Range to the south. The Chota Nagpur Plateau and the Rajmahal Hills lie on its east and north-east, respectively. The Malwa Plateau is located at the centre. Chenab, Betwa and Son are some rivers of this region. They join Ganga and Yamuna from the south. The Chota Nagpur Plateau spreads over Jharkhand, north-eastern Chhattisgarh and northern Odisha. This region is rich in minerals, such as coal, among many others.

53

Teacher: Now let us look at the Central Highlands section. These highlands are bordered by the Aravalli Hills in the northwest and Vindhya Range in the south.

MUST DO

10 MIN.



(The students will read and the teacher will discuss with the students.)

Teacher: Look at the names of the plateaus here. We have Chota Nagpur Plateau and Rajmahal Hills. Which mineral is found here?

(The students respond: Coal)

Teacher: That is right. This region is rich in minerals like coal. It spreads over Jharkhand, Chhattisgarh and Odisha.

The Deccan Plateau

The Deccan Plateau

This plateau extends from River Narmada to India's southern peninsular tip. The highest peak here is Anai Mudi. The Deccan Plateau is surrounded by the Western and Eastern Ghats. Godavari, Krishna and Kaveri are rivers that flow eastwards from the Western Ghats. These ghats coincide at Nilgiri Hills. The rivers flowing from the Western Ghats break the Eastern Ghats into small hill ranges. A majority of these rivers flow into the Bay of Bengal. River Godavari is the longest river in this plateau.



Nilgiri Hills

53

Teacher: Now, turn to the next part of the page and read about 'The Deccan Plateau'. Let us take a minute to read and observe the picture of the Nilgiri Hills.

MUST DO

10 MIN.



(The students read and teacher will discuss with the students.)

Teacher: Which river marks the northern boundary of this plateau?

(The students respond: River Narmada)

Teacher: What is the highest peak in this region?

(The students respond: Anai Mudi)

Teacher: Very good. Name the rivers that flow eastwards from the Western Ghats.

(The students respond: Godavari, Krishna, Kaveri)

Teacher: Excellent work. We will now understand how people live in this region.

Life Here

Life here

The southern plateaus of India stretch over Madhya Pradesh, Chhattisgarh, Jharkhand, Odisha, Telangana, Andhra Pradesh, Tamil Nadu, Karnataka and Maharashtra. These states are rich in minerals, such as iron ore, copper and manganese. Mining is an important activity here, giving rise to many industries. Jamshedpur in Jharkhand is a prominent industrial city. Many people engage in farming. They grow various



a tiger at Kanha National Park, Madhya Pradesh

53

crops, such as rice and wheat, among others. Wildlife is found in abundance in the southern plateaus. In Madhya Pradesh, Kanha National Park and Bandhavgarh National Park are home to tigers.

54

MUST DO

5 MIN.

Teacher: Read the final section 'Life here' given on the same page. Focus on the states and occupations mentioned.

(The students read and teacher will discuss with them.)

Teacher: This region spreads across many states like Madhya Pradesh, Odisha, Telangana, Karnataka and more. It is rich in minerals like iron ore, copper and manganese.

Teacher: Mining and farming are major occupations. Jamshedpur in Jharkhand is a famous industrial city.

Teacher: What kind of crops are grown here?

(The students respond: Rice and wheat)

Teacher: Lastly, let us look at the image of the tiger. This is from Kanha National Park in Madhya Pradesh, where tigers are found in plenty.

Differentiated Activities

110 km/hr



Name two rivers of the Deccan Plateau and the hills that surround it.

80 km/hr



Which plateau region is rich in coal?

40 km/hr



Where are tigers found in the Southern Plateaus?

Home Task

Write three sentences about the Southern Plateaus. Mention one river, one city and one crop grown there.

Period 6

Teacher: Good morning, everyone. Let us start with a fun activity called 'Clap and Answer'. I will say a sentence. If it is correct, clap once. If it is incorrect, stay silent.

SHOULD DO

5 MIN.

1. Jog Falls is located in Rajasthan.
2. The Deccan Plateau is triangular in shape.
3. Coal is found in the Chota Nagpur Plateau.
4. The Godavari River is in the Thar Desert.
5. Anai Mudi is the highest peak in the Deccan Plateau.

Teacher: Well done, everyone. That was quick and fun. Let us now explore India's beautiful island groups.

India's Island Groups

INDIA'S ISLAND GROUPS

In the Bay of Bengal, lie the Andaman and Nicobar Islands. These islands are hilly. Most people are engaged in fishing and farming. On these islands, rice, areca nut* and coconut are primarily grown. Some people make handicrafts, using shell and wood. Cellular Jail and the beaches are popular tourist attractions. Arabian Sea houses the second-biggest island group of India, Lakshadweep. Most people engage in fishing. The main crop grown here is coconut. Coir* is taken out from the coconut shells. Coir industry is an important industry here. These islands are popular among tourists.

54

Teacher: Everyone, please open your Main Coursebook to the section titled India's Island Groups. Who would like to read the first few lines aloud?

(One or two students volunteer and read aloud.)

Teacher: Thank you. Now, let us discuss.

Teacher: Where are the Andaman and Nicobar Islands located? (Bay of Bengal)

Teacher: What crops are grown there?(Rice, areca nut, coconut)

Teacher: What is coir and how is it made?(From coconut shells)

Teacher: Excellent. What do people make using shell and wood?(Handicrafts)

Teacher: Very nice. Let us now go over to a quick true-or-false check.



You may show the **Slideshow** given on the Digital Platform.

Understanding better

Teacher: Please look at the Understanding better section. Who would like to read both sentences aloud for us?

MUST DO

10 MIN.

Understanding better

Say true or false.

1. The southern plateaus are divided into the Central Highlands and the Deccan Plateau.
2. The highest peak in the Central Highlands is Anai Mudi.

ICL

54

Teacher: Great. Now, let us say whether each one is true or false.

1. The southern plateaus are divided into the Central Highlands and the Deccan Plateau. (True)

2. The highest peak in the Central Highlands is Anai Mudi. (False – Anai Mudi is in the Deccan Plateau)

Teacher: Fantastic. Let us now do a fun English connection.

Connecting better

Teacher: Now let us do the 'Connecting better' activity. Read the box about Maria and Sam.

MUST DO

10 MIN.

Connecting better

Maria and Sam have enjoyed learning about the Western Desert, Southern Plateaus and the islands of India. Maria wonders if a sand dune can really have so much sand. She remembers how in her English class, she learned that words, such as 'the,' 'a' and 'an' help point out specific features, just like how 'the' Western Desert is a unique place in India!

English

HoLi 54

(The students read silently.)


Teacher: Maria is talking about sand dunes and special words in English like 'the', 'a' and 'an'. Can you think of any special places you have studied in geography that use 'the'?

(The students respond: The Western Desert, The Indian Ocean, etc.)

Teacher: Exactly. Articles in English help describe special places. Can you now try making one sentence using 'the' and the name of a physical feature?

(The students attempt sentences.)

Teacher: Well done. This shows how we can link English and Social Studies together.

 You may show the **Animated Activities** given on the Digital Platform.

Differentiated Activities

110 km/hr



What are the two main island groups of India? Name one occupation and one crop from each.

80 km/hr



Where are the Andaman and Nicobar Islands located?

40 km/hr



Name one thing made from coconut shells.

Home Task

Create a travel brochure for either the Andaman and Nicobar Islands or the Lakshadweep Islands. Your brochure should include:

- A catchy slogan to attract tourists
- A drawing or collage representing the island group
- A short paragraph explaining why it is a great place to visit
- Mention at least one crop grown or one product made there

Period 7

Helping better

MUST DO

10 MIN.

Teacher: Good morning, everyone. I hope you are ready to begin with a bright smile and fresh ideas today. Let us start with something creative and useful.

Helping better

Coconut is a very useful fruit. The next time you buy a ripe coconut, request your parents to cut the coconut shell into half. Ask them to scoop out its flesh. Wash the shell and dry it. Paint it and use it as a container for your erasers, sharpeners, paper clips and so on.

OL 54

Teacher: Please look at the 'Helping better' box. Who would like to read it aloud for us?

(A student reads aloud.)

Teacher: Thank you. Now tell me, why do you think the coconut shell is used instead of throwing it away?

(The students respond: To reuse, to avoid waste, to make something useful)

Teacher: Very thoughtful. Now imagine you have an empty coconut shell at home. What would you turn it into?

Teacher: Great thinking. Reusing natural materials helps us and the Earth. Let us now look at another way we can show care.

Caring better

Teacher: Now turn to the 'Caring better' section. Who would like to read it for the class?

(A student reads.)

MUST DO

10 MIN.

Caring better

Organise a classroom or school garden cleanup. You can also plant saplings with your friends and teachers.

Seva 54

Teacher: Wonderful. The box talks about cleaning the classroom or planting saplings. Why do you think this activity is called 'caring'?

(The students respond: It helps the environment, keeps places clean, shows responsibility)

Teacher: Absolutely right. If you were to plan a small garden in your class or school, what choices. Small actions like this show big care. Now, let us enjoy a short fun moment together.

Laughing better

Teacher: Now, time for a smile. Look at the 'Laughing better' box. Who wants to read the joke aloud?

Teacher: That was funny. Now, I have a question for all of you – what would you say if you were the pilot of a plane flying over the Andaman Islands?

(The students give creative responses.)

Teacher: That was delightful. Laughing makes us feel better and learn better. Let us now sharpen our knowledge with a word challenge.



Laughing better PLH

Diley: What do you think a pilot will tell his passengers when the plane is about to land?

Roli: 'Island' in sometime?

54

MUST DO

5 MIN.

Grasping better

Teacher: Everyone, please turn to the 'Grasping better' box. These words are important. Let us read and understand them. I will ask for volunteers.

MUST DO

15 MIN.

Grasping better DING

Rann of Kutch: a stretch of salt desert in the Thar Desert

oases: places in deserts, which have water and where plants grow

plunge waterfall: a type of waterfall where water falls from a very great height and has no contact with the rock from which it falls

areca nut: a plant whose seed is consumed alongside betel (paan) leaves in many parts of India

coir: material used for making mattresses and ropes, sourced from coconut shells

54

(The students take turns reading each word and meaning aloud.)

Teacher: Well done. Let us now do a small quiz. Raise your hand to answer.

1. What does the word 'oasis' mean?
2. What is a plunge waterfall?
3. Where is the Rann of Kutch located?
4. What is coir used for?
5. What is the areca nut?

Teacher: You all answered brilliantly. Now, choose any one word from the box and create a small sentence with it. Who wants to go first?

(The students share their sentences.)

Teacher: Fantastic vocabulary building. You are all doing so well.

 You may show the **Quiz** given on the Digital Platform.

Differentiated Activities

110 km/hr

 Explain how coir is made and name two things it is used for.

80 km/hr

 What is a plunge waterfall? Give one example.

40 km/hr

 From which part of the coconut is coir made?

Home Task

Take an old container (like a coconut shell, tin box or bottle) and reuse it to make something new. Give it a name and label it with one sentence about how it is useful.

Period 8

Gratitude sheet

Gratitude Sheet

 <p>I really appreciate this, thanks!</p>	 <p>You've been a big help, thank you!</p>	 <p>Thanks, I couldn't have done it without you!</p>
 <p>I'm super grateful, thank you!</p>	 <p>Thank you, that means a lot to me!</p>	 <p>Thanks, you're awesome!</p>
 <p>I'm so thankful for your help!</p>	 <p>You're amazing, thanks a bunch!</p>	 <p>I truly appreciate it, thanks!</p>
 <p>Thanks, you made my day!</p>	 <p>Thank you, you're so thoughtful!</p>	 <p>I'm really grateful for this, thank you!</p>

Teacher: Good morning, everyone.

Today, Let us begin today's lesson by doing something heartwarming.

Teacher: I want you to think about one person who has made a positive difference in your life. It could be a family member, a friend or even a teacher.

Teacher: Now, take your gratitude sheet and cut out a space where you can write a short note to the person you are grateful for.

Teacher: Write one or two sentences thanking them for what they have done or how they have made a difference in your life.

Teacher: Once you are done writing, we will share our notes with the class and place them on our gratitude chart.

MUST DO

10 MIN.

Recalling better

Teacher: Let us now recall what we have learnt so far through following questions:

MUST DO

10 MIN.

Recalling better

CING

- Rajasthan forms a large part of the Great Indian Desert.
- The Thar Desert has a hot and dry climate. Limited water is available. Many people store water in tanks.
- The Central Highlands and the Deccan Plateau constitute the southern plateau of India.
- There are two island groups in India – Andaman and Nicobar Islands and Lakshadweep Islands. Fishing is the main occupation on these islands.

55

1. Which desert lies in the west of India?
2. What are the two parts of the Southern Plateaus?
3. Name any two island groups of India.
4. Which plateau is rich in minerals like coal?
5. What is the use of coir?

Teacher: Excellent. Now, let us solve a few questions together from your Main Coursebook.

Learning better

Exercise A

Learning better

CBA

A Tick (✓) the correct answer.

1. The Great Indian Desert lies to the _____ of the Aravalli Hills.
a. east ☐ b. west ☐ c. south ☐
2. _____ is a major river in Rajasthan.
a. Luni ☐ b. Ganga ☐ c. Narmada ☐
3. _____ is known as the 'Pink City'.
a. Jaipur ☐ b. Udaipur ☐ c. Bikaner ☐
4. Plateaus are _____ with a flat top.
a. valleys ☐ b. lowlands ☐ c. highlands ☐
5. The _____ borders the central highlands towards the north-west.
a. Aravalli Hills ☐ b. Vindhya Range ☐ c. Rajmahal Hills ☐

55

Teacher: Open your Main Coursebook to page 55. Let us look at Exercise A. This is a tick-the-correct-answer exercise.

MUST DO

10 MIN.

Teacher: Read each question in your mind and tick the correct option. You have 7 minutes.

(The students complete the exercise silently.)

Teacher: Now, I will read out the correct answers one by one. Keep your pencil ready to mark them.

(Read the answers slowly for the students to self-check.)

Teacher: Great effort. Let us now move to the next exercise where we will complete fill-in-the-blanks.

Exercise B

B Fill in the blanks with the correct answers.

1. In deserts, settlements are found around an _____.
2. The camel is also known as the '_____ of the Desert'.
3. The Chota Nagpur Plateau is rich in _____, such as coal, among others.

55

4. Kanha National Park is located in _____.

5. Cellular Jail is located in _____.

55

Teacher: Let us now solve Exercise B on the same page. These are fill-in-the-blank questions.

MUST DO

10 MIN.

Teacher: Read each sentence carefully and think of the right word to fill in. You may refer to the chapter if you need help.

(The students work silently.)

Teacher: Once you finish, look up and we will check the answers together.

(Read the correct answers one at a time.)

Teacher: Well done, everyone. You have revised the concepts really well today.

Differentiated Activities

110 km/hr



Write two differences between the Andaman and Nicobar Islands and the Lakshadweep Islands.

80 km/hr



Name two crops grown in the island groups of India.

40 km/hr



Which sea lies near the Lakshadweep Islands?

Home Task

Complete the project as given below:

Book of Project Idea

Chapter 8: India: Physical Features–II

Prepare a poster titled, 'Southern Plateaus'. Here are some ideas:

PRO 21st CS

- Include a map of India and colour the plateau region. Label and mark the states that fall in the plateau region.
- Find out and write facts and paste pictures about the popular tourist attractions, food items and dances of each state.
- Enlist the various economic activities undertaken in the different regions of the southern plateaus.

25

(For project Ideas, please refer to the book of Project Ideas, page number 25 under the title 'India: Physical Features–II.' This project should be assigned to the students to work on. Ensure that the students understand the project requirements and provide any necessary guidance or materials they might need. Encourage them to explore and learn about the physical features of India through this engaging project.)

Period 9

Teacher: Good morning, everyone. Let us begin with a quick and fun warm-up activity.

SHOULD DO

10 MIN.



Teacher: I will describe some physical features of India and you need to guess them. Ready?

1. I am a large desert that covers much of India. I have a hot and dry climate.
2. I am an island group in the Bay of Bengal, famous for my beautiful beaches and forests.
3. I am a plateau located in southern India, with rivers flowing eastwards.

Teacher: Great guesses. Let us move on to some activities that will help us remember and apply what we have learnt today.

Exercise C

C Write short answers in your notebook.

1. Name any two states located in the southern plateaus of India.

55

2. Define islands.

3. Naina is visiting a state located in the southern plateau. This state is famous for the second highest plunge waterfall in Asia. Which state is she visiting?

56

Teacher: Now, let us look at Exercise C on page 56 of your Main Coursebook.

MUST DO

15 MIN.



We will solve this together as a group.

I will ask a question and I want all of you to discuss it and then we will write down the answer together.

1. Name any two states located in the southern plateaus of India.

Teacher: Who can suggest the first state?

(The students respond with: Madhya Pradesh, Karnataka, Maharashtra, etc.)

Teacher: Great. We have two possible states here. Let us now add one more.

(The students suggest the second state.)

Teacher: Perfect. Now, let us put it all together in a complete sentence:

The two states located in the southern plateaus of India are Madhya Pradesh and Karnataka.

Teacher: See how we worked together? Now, I want you to discuss and answer the next two questions with your partner.

(Follow the same pattern for the rest of the questions.)

Teacher: You have 10 minutes to discuss these questions with your partner. Once done, we will share answers as a group.

(The students discuss and write their answers.)

Teacher: Well done. Let us now share and check our answers together.

Exercise D

D Write long answers in your notebook.

1. Discuss the life of the people in the Thar Desert.
2. Discuss the formation of the Southern Plateau.

56

Teacher: Now, let us move to Exercise D, where we will work as a group to discuss the following questions. You will write the answers in your notebooks afterward.

MUST DO

15 MIN.



1. Discuss the life of the people in the Thar Desert.

2. Discuss the formation of the Southern Plateau.

Teacher: Let us solve the first question together. Who can tell me what life is like in the Thar Desert?

(The students respond: Hot, dry, people rely on tankas, farming and rearing animals.)

Teacher: Great. Now, let us use this information to write a long answer. Here's an example:

The people of the Thar Desert live in hot and dry conditions. They rely on tankas to store water. Farming is limited, but they grow crops like millet and barley. Animals such as camels and goats are also reared in this area.

(Follow the same pattern for the rest of the questions)

Teacher: Now you will write these answers in your notebooks. Take your time and make sure to explain everything in detail.



You may show the **I Explain** video given on the Digital Platform.

Differentiated Activities

110 km/hr



Explain the impact of water scarcity on life in the Thar Desert. Use examples of how people adapt to the conditions.

80 km/hr



Describe how the Southern Plateau was formed and why it is important to the country.

40 km/hr



What are the main characteristics of an island? Can you name one island group in India?

Home Task

Create a mini-poster for the Thar Desert or the Southern Plateau. Include:

- The name of the region
- A drawing of the landscape
- Three interesting facts
- One way people adapt to the conditions in that region.

Period 10

Teacher: Good morning, everyone. I hope you are feeling excited for today's lesson.

MUST DO

10 MIN.



Thinking Better



Thinking Better

21st CS HOTS

Think and answer in your notebook.

Is life in the desert harsh according to you? Give reasons.

56

(Show **CRM sign**- keep thinking)

Teacher: To get started, let us think about life in the desert. I want you all to close your eyes for a moment and picture yourself living in a desert. Imagine the hot sun, the dry air and the lack of water.

Teacher: Now, raise your hand if you think life in the desert is harsh. Why do you think so? And if you think it's not, tell me why. Let us hear your thoughts.

(The students share their ideas. The teacher encourages them to think critically about the challenges of living in the desert and how people adapt.)

Teacher: Great answers, everyone. Yes, life can be tough due to the heat and limited water, but people are very creative in how they live, using things like tankas for storing water and finding ways to grow crops like bajra and jowar.

Choosing Better

Teacher: Let us continue with a creative activity. I want you to imagine that you and your family are packing for a trip to a desert. Here's the twist – you need to decide which items are most important to take with you.

MUST DO

5 MIN.

Choosing better

You and your family are packing for a trip. Number the items in your bag in the order of their importance, from most to least.

- | | |
|------------------|-----------------------------|
| _____ books | _____ clothes and innerwear |
| _____ sunscreen | _____ shoes |
| _____ puzzle set | _____ toiletries |

56

Teacher: Let us make this fun. I will call out each item and when I do, I want you to hold up one finger for the most important item, two fingers for the second most important and so on. Ready?

- Books
- Sunscreen
- Clothes and innerwear
- Shoes
- Puzzle set
- Toiletries

Teacher: Take a moment to think about the items you would pack first and let us discuss which items are most important to you.

Revising Better

Teacher: It is time to review what we have learnt in this chapter. In this chapter, you learnt about crops grown in desert regions, like bajra, jowar, sesame and groundnut.

MUST DO

10 MIN.

Revising better

In this chapter, you have learnt about the crops grown in the desert region. Find out about the uses of crops like bajra, jowar, sesame and groundnut. Write about them in your Little Book.

56

Teacher: Let us discuss their uses. How do you think these crops help the people living in the desert? I want you to find out more about these crops at home and write about them in your Little Book.

Through My Eyes

Through My Eyes 21e CS PS

Look at the maps and fill the table below. Label and mark the States/Union Territories on the given political map of India.

Physical Features	States and Union Territories (Name any 2)
Himalayas	
Northern Plains	
Peninsular Plateaus	
Great Indian Desert	
Coastal Plains	
Island Groups	

57

Teacher: Now, let us take a look at the activity in Through My Eyes on page 57. In this activity, you need to look at the maps provided in your Main Coursebook and fill the table below with the states and Union Territories for the physical features of India.

COULD DO

15 MIN.

Teacher: Let us discuss the physical features on the maps:

- The Himalayas
- The Northern Plains
- The Peninsular Plateaus
- The Great Indian Desert
- The Coastal Plains
- The Island Groups

Teacher: Take a few minutes to fill in the table with at least two states or Union Territories for each of the listed features. Once you have completed it, we will check your answers as a group.

(The students complete the activity.)

Teacher: Well done, everyone. I can see you are really understanding the geography of India. See you all in the next class and do not forget to bring workbook.

Differentiated Activities

110 km/hr



Explain how the geography of India affects the lifestyle of people in different regions (e.g., the Thar Desert vs. the Peninsular Plateau).

80 km/hr



Describe one major feature of the Southern Plateau and its importance to the people living there.

40 km/hr



What are the main crops grown in the desert regions of India? How do these crops help the people there?

Home Task

Complete the Creating Better activity from page 56. Make your own mini oasis at home using the materials you have around you and bring workbook tomorrow.

Period 11

Teacher: Good morning, everyone. I hope you are all ready to dive into today's lesson. Let us start by discussing the creative task you had for home. Who made their own mini oasis from the home task?

SHOULD DO

10 MIN.

Teacher: Show us your work. I would love to hear about the materials you used and how you made it. What did you find challenging? What was the most fun part of creating your mini oasis?

(The students share their creative work and experiences.)

Worksheet 1

Worksheet 1

A. Fill in the blanks.

1. The Thar Desert is also known as The Great _____ Desert.
2. Rearing of _____ is a primary occupation of people in the Western Desert.
3. River _____ divides the southern plateaus into two parts.
4. _____ is an important activity in the southern plateau region.
5. The Andaman and Nicobar Islands lie in the _____ of Bengal.

B. Write one-word answers.

1. The Rann of Kachchh lies in this state in western India: _____
2. This animal is referred to as the 'Ship of the Desert': _____
3. This city in Rajasthan is popularly known as the 'Pink City': _____
4. This is the longest river in the Deccan Plateau: _____
5. This is the second biggest island group in India: _____

C. Which of the following statements about the Deccan Plateau are true? Tick (✓) the correct answer.

1. Godavari is the smallest river in this plateau. ☐
2. The Eastern and Western Ghats divide at the Nilgiri Hills. ☐
3. The Deccan Plateau is surrounded by the Western and Eastern Ghats. ☐
4. This plateau extends from River Narmada to India's southern peninsular tip. ☐
5. The rivers flowing from the Western Ghats break the Eastern Ghats into small hill ranges. ☐

30

Teacher: Now, everyone please take out your workbook and open page number 30. Let us complete all three exercises together. We will start by filling in the blanks together. Take your time and think carefully. We will work on this as a class.

MUST DO

15 MIN.

(Show **CRM sign**- who needs help?)

Teacher: For the first question, 'The Thar Desert is also known as The Great _____ Desert,' what do you think goes in the blank?

(Encourage the students to answer the question and move to the next as a group.)

Teacher: Great. Now, let us move to the next part, where we will answer the one-word questions.

(Guide the students through each question, ensuring they understand the concepts. Let them share their answers.)

Teacher: Well done, everyone. Now, let us move on to the next exercise – Which of the following statements about the Deccan Plateau are true? Please tick (✓) the correct answer.

(Let the students read and discuss the statements, providing support where necessary.)

Worksheet 2

Worksheet 2

A. Fill in the blanks with the correct words.

1. The land in the western desert is covered with _____. (sand/grass)
2. _____ travel from one place to another in search of food for themselves and their animals. (Farmers/Banjaras)
3. To the south of the northern plains, lie the _____. (southern plateaus/western desert)
4. Most people in the Andaman and Nicobar Islands speak _____. (Bangla/Malayalam)
5. The _____ industry is important in the Lakshadweep Islands. (metal/coir)

B. Write CH for the Central Highlands. Write DP for the Deccan Plateau.

1. The Malwa Plateau is located at the centre of this. _____
2. Godavari is the longest river in this. _____
3. The region is surrounded by the Western and Eastern Ghats. _____
4. This region extends from River Narmada to India's southern peninsular tip. _____
5. This region is bordered by the Aravalli Hills towards the north-west and the Vindhya Range to the south. _____

C. Write true or false.

1. Satluj is the longest river in the Deccan Plateau. _____
2. The Thar Desert lies to the east of the Aravalli Hills, in Rajasthan. _____
3. The Indira Gandhi Canal transports water to the desert from River Satluj. _____
4. The Cellular Jail is a popular tourist attraction in the Lakshadweep Islands. _____
5. Some big cities in Rajasthan are Udaipur, Jaipur, Jodhpur, Bikaner and Jaisalmer. _____

31

Teacher: Now, open your workbooks to page 31. Let us start with Exercise A, where you will fill in the blanks with the correct words. I will read the first sentence: 'The land in the western desert is covered with _____. What do you think fits here, 'sand' or 'grass'?' (Allow the students to answer.)

Teacher: Good. The correct answer is 'sand.' Let us move to the next one. The sentence says: '_____ travel from one place to another in search of food for themselves and their animals.' Is it 'Farmers' or 'Banjaras'? (Guide the students to discuss and answer, giving time for participation.)

Teacher: Well done. Now, let us work on Exercise B. I will read the first statement: 'The Malwa Plateau is located at the centre of this.' What do you think? Is it the 'Central Highlands' or the 'Deccan Plateau'?

(Encourage the students to answer and explain their reasoning.)

(Show **CRM sign**- who needs help?)

Teacher: Excellent. Now, let us move to the true/false section in Exercise C. The first statement says: 'Satluj is the longest river in the Deccan Plateau.' Do you think this is true or false?

(Guide the students through each statement, ensuring they understand the facts.)

Differentiated Activities

110 km/hr



What is the name of the river that divides the southern plateaus into two parts?

80 km/hr



Name one primary occupation of people in the Thar Desert.

40 km/hr



What type of land covers the Thar Desert?

Home Task

Worksheet 3

Complete Worksheet 3 given on page 32 in your workbook.

Worksheet 3

A. Fill in the blanks with the correct words.

- The major river in the Thar desert is the _____. (Luni/Ganga)
- Banjaras travel from one place to another in search of _____. (food/books)
- In the southern plateaus, the land is _____ in shape. (square/triangular)
- Jamshedpur is located in _____. (Bihar/Jharkhand)
- The main crop grown in the Lakshadweep Islands is _____. (coconut/sugarcane)

B. Match the columns.

Column A	Column B
1. Khejri •	• a. Andaman and Nicobar Islands
2. Teej •	• b. Deccan Plateau
3. River Narmada •	• c. Thar Desert
4. Anai Mudi •	• d. Festival
5. Bay of Bengal •	• e. Southern Plateaus

C. Which of the following state/Union Territory does not lie in the Southern Plateaus? Tick (✓) the correct answer.

1. Kerala <input type="checkbox"/>	2. Odisha <input type="checkbox"/>
3. Karnataka <input type="checkbox"/>	4. Telangana <input type="checkbox"/>
5. Madhya Pradesh <input type="checkbox"/>	

32

Period 12

Teacher: Good morning, everyone. I hope you completed Worksheet 3 for your home task. Let us discuss some of the answers together. Can anyone share their answers from Worksheet 3?

SHOULD DO

10 MIN.

(The teacher facilitates a short discussion where students share answers from Worksheet 3, correcting any misconceptions.)

Teacher: Great work, everyone. Now, let us move on to Worksheet 4.

Worksheet 4

Worksheet 4

A. Write one-word answers.

- This is the name for hills of sand found in a desert: _____
- The Indira Gandhi Canal transports water from this river to the desert: _____
- This is the longest river in the Deccan Plateau: _____
- This is an important economic activity in the Southern Plateaus: _____
- This is the primary occupation of people in the Lakshadweep Islands: _____

B. Which of the following statements about the Thar Desert are incorrect? Tick (✓) the correct answer.

- The desert is a rocky and sandy land. ☐
- Rearing of animals is a primary occupation. ☐
- Jaipur is popularly known as the 'Blue City'. ☐
- In villages, women walk long distances to get water. ☐
- The region supports the growth of bushes, thorny shrubs and rice. ☐

C. Which of the following are not grown in the Thar Desert? Tick (✓) the correct answer.

1. rice <input type="checkbox"/>	2. maize <input type="checkbox"/>
3. sesame <input type="checkbox"/>	4. groundnut <input type="checkbox"/>
5. sugarcane <input type="checkbox"/>	

33

Teacher: Please open your workbooks to page 33 and take out Worksheet 4. Let us work through it together. We will start with the first section, where we will answer the one-word questions.

MUST DO

15 MIN.

(Show **CRM sign**- who needs help?)

(Support the students as they work through each question, offering explanations and prompting them to share answers as a class.)

Teacher: Excellent. Now, let us move on to the next part. In this section, we will read through the statements about the Thar Desert. Let us identify which ones are incorrect and tick the right answers. Take your time to read each option carefully.

(Lead the discussion, encouraging the students to reflect on the statements about the Thar Desert and make informed decisions as a class.)

Teacher: Well done. Now, let us finish up with the final exercise of this worksheet. We need to identify which crops are not grown in the Thar Desert. Tick the correct answers.

(Guide the students through this final task, encouraging them to work together and share their thoughts.)

Teacher: Now, let us fill in the last column of the KWL chart.

Teacher: In this column we will write what we have learnt in this chapter.

Teacher: Think about the topics, we have learnt and write them neatly in the 'L' column of the chart.

(Wait for the students to fill in the chart.)

Teacher: Let us all give a huge round of applause to everyone for their hard work and creativity. Great work, everyone. See you in the next class. Have a wonderful day ahead.



You may generate additional practice worksheets using **Test Generator** given on digital platform.

Book of Holistic Teaching

Chapter 8: India: Physical Features-II

A English

HoLL MDA

Fill in the blanks with the correct determiners.

1. The southern plateaus are bordered by _____ hill ranges. (**much/many**)
2. Esther has come back from a desert safari. There is so _____ sand in her clothes. (**much/many**)

B Maths

Anai Mudi is a mountain peak. What shape does a mountain have? Draw a mountain peak in your notebook. Also, mark its line of symmetry.

C Science

What constitutes the fauna of the Thar Desert? Give three examples in your notebook.

34

(Refer to the Book of Holistic Teaching, page number 34 under the title 'India: Physical Features-II .' Complete the

COULD DO

15 MIN.



activities mentioned in this section and ensure that the students complete them. These activities are designed to enhance their holistic understanding and engagement with the topic. Provide any necessary support and materials to help the students successfully finish the activities.)

Differentiated Activities

110 km/hr



Discuss the impact of the Thar Desert's climate on the people and their way of life.

80 km/hr



Describe the features of the Deccan Plateau and the lifestyle of people living there.

40 km/hr



Write down three interesting facts about the Thar Desert.

Home Task

Complete all the pending worksheets and revise the full chapter.

Learning Outcomes

The students will:

Domain	Learning Outcome
Physical Development	<ul style="list-style-type: none">• develop coordination and fine motor skills through hands-on activities like creating mini-oases and posters.
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• learn to appreciate different cultures, adapt to diverse environments and engage in teamwork through group discussions and projects.
Cognitive Development	<ul style="list-style-type: none">• enhance their critical thinking and problem-solving skills by analyzing geographic features, studying landforms and understanding human-environment interactions.
Language and Literacy Development	<ul style="list-style-type: none">• improve their vocabulary and communication skills by discussing and writing about physical features, occupations and lifestyles, as well as expressing ideas in creative journals and posters.
Aesthetic and Cultural Development	<ul style="list-style-type: none">• explore the diverse cultures of India, express creativity through artistic activities like making posters and gain an appreciation for cultural traditions.
Positive Learning Habits	<ul style="list-style-type: none">• develop organizational skills, responsibility and a love for learning through tasks like completing worksheets, planning trips and revising content.

Starry Knights

How do you feel after teaching this lesson-empowered or exhausted? Share the reasons here.

Reward yourself with a STAR.

