

## Geography Alive: Stage 2 (Topic 2: The Earth's Environment)

Lesson 3: Coniferous Forests		
<p><b>Content focus:</b></p> <p>In this lesson, students investigate the characteristics of coniferous forests and the animals that live there. In doing so, students investigate the adaptations of animals and plants to the coniferous forest environment. Students learn to identify different types of animals and explore their needs and how the environment meets these needs.</p>		<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• YouTube video clip: <i>I love the whole world – Taiga/Boreal forest</i> – <a href="https://youtu.be/Rfm00BFaC4U">https://youtu.be/Rfm00BFaC4U</a></li> <li>• <a href="#">Resource Sheet 1: Coniferous Forest Fact Sheet</a></li> <li>• <a href="#">PowerPoint 1: Coniferous Forests</a></li> <li>• <a href="#">Worksheet 1: World Map of Vegetation Zones</a></li> </ul>
<p><b>Key inquiry questions:</b></p> <ul style="list-style-type: none"> <li>• What makes deciduous and coniferous forest environments unique?</li> <li>• What plants and animals live in coniferous forests?</li> <li>• How have these plants and animals adapted to the coniferous forest environment?</li> </ul>	<p><b>Outcomes:</b></p> <p><i>A student:</i></p> <ul style="list-style-type: none"> <li>• describes the characteristics that make coniferous forest environments unique</li> <li>• describes the climate of coniferous forest environments</li> <li>• identifies plants and animals that live in coniferous forests</li> <li>• explains, in simple terms, how selected plants and animals have adapted to the coniferous forest environment.</li> </ul>	<p><b>Lesson sequence:</b></p> <ul style="list-style-type: none"> <li>• <b>Step 1:</b> Students watch and listen to the <b>YouTube video:</b> <i>I love the whole world–Taiga/Boreal forest</i>. At the end of the video, ask the students: <ul style="list-style-type: none"> <li>- What type of vegetation dominates the Taiga (coniferous forest)?</li> <li>- What is the climate of the Taiga like?</li> <li>- What animals live in the Taiga?</li> </ul> </li> <li>• <b>Step 2:</b> Ask students to study <b>Resource Sheet 1: Coniferous Forest Fact Sheet</b> and <b>PowerPoint 1</b>. Discussion points: <ul style="list-style-type: none"> <li>- Where are coniferous forests located?</li> <li>- What is the climate of coniferous forests like?</li> <li>- What plants and animals grow and live in the coniferous forest environment?</li> <li>- Why do so few cold-blooded animals, such as reptiles, live in coniferous forests?</li> <li>- How does the climate of the coniferous forest environment affect the types of animals and vegetation that can live and grow there?</li> </ul> </li> <li>• <b>Step 3:</b> Using the map on Slide 8 of <b>PowerPoint 1</b> and the map of the world's vegetation zones (<b>Worksheet 1</b>), direct students to colour in the area of the world occupied by coniferous forest. Monitor and support students as they complete this task. Remind students that they need to be as accurate as possible when locating and shading the areas of coniferous forest.</li> <li>• <b>Step 4:</b> Once the students have completed the task in Step 3 gather them together and ask them to identify some of the countries in which coniferous forests are located.</li> <li>• <b>Step 5:</b> Explain to students that there are different types of forest found on earth. There are three main types of forest: deciduous forests, coniferous forests and rainforests. Rainforests are typically found in the tropics, near the Equator. As you move outwards towards the North Poles, you will come across deciduous forests in the temperate (mid-) latitudes. Coniferous forests are only found in the Northern Hemisphere, close to the top of the earth.</li> <li>• <b>Step 6:</b> Divide students into six groups. Ask each group to research the types of animals found in the environments to be examined in the following lessons.</li> </ul> <p><b>Extending Students:</b> Encourage the more capable students to complete their maps without the assistance of the Resource Sheet or PowerPoint.  <b>Supporting Students:</b> Allow less confident students to complete their maps in a small group with the support of the teacher or teacher aide.</p>