

Date	Class level Third Class and Fourth Class	Subject Geography
Strand Natural Environments	Strand Unit The Local Natural Environment	
Title Visualising the Seashore Habitat.		
Objective(s) The aim of the lesson plan is for children to observe and explore ways in which features of the natural environment affected the lives of plants, animals and humans. Study the beach as a habitat for plants and animals.		
Skills Required A sense of place and space; Questioning; Observing; Communicating; Evaluating.		
Learning objectives The child will be enabled to: Vocalize an imaginary seashore journey. Use visualization techniques in listening to a story about the ocean habitat. Work in groups to create an ocean habitat diorama. Compare their vision piece with the actual illustrations.	Learning activities Talk and Discussion: Begin the lesson by asking the pupils to close their eyes. Tell them that you are going to take an imaginative journey to the beach. Use discussion of the five senses to create a multi-layered fantasy. What do the pupils see, hear, taste, smell and feel? Go around the room and ask the children to describe their experience. Story: Utilize a book such as 'The Hidden Forest' by Jeanette Baker or 'The Sea that Feeds Us' by Robert F Baldwin. Read these books without showing the pictures. Allow the children time to describe what they are seeing in their minds eye after you read the descriptions. Collaborative Work: The children work in groups to create an ocean habitat diorama. Using recycled shoeboxes and found materials like plastic, bubble wrap, tinfoil, cellophane and scraps of paper. Allow the children time to create a snapshot of what they think the under ocean habitat may look like.	

	<p>Talk and Discussion: Show the children the pictures from the story and allow them to compare their dioramas with the actual illustrations.</p> <p>Resources</p> <p>Story such as 'The Hidden Forest' by Jeanette Baker or 'The Sea that Feeds Us' by Robert F. Baldwin.</p> <p>Shoe boxes.</p> <p>Found Materials such as plastic, bubble wrap, tinfoil, cellophane and scraps of paper.</p> <p>Glue and lollipop sticks.</p>
<p>Differentiation Higher and Lower order questioning. Differentiate group activities and roles to account of individual needs, by support, task. Mixed ability pairing.</p>	
<p>Assessment Teacher Observation and Questioning.</p>	
<p>Linkage and Integration Art: Use of fabric and fibre to create dioramas based on the story that they have heard. English: Use of higher order skills such as visualization while reading a story.</p>	