**Lesson Plan Template**

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| **Professional Development Plan**  **(What do YOU need to work on in order to grow professionally?)** | | | | |
| 1. **Choose and describe an aspect from a teaching competency that you need to work on (Goal)**   Behaviour Management - Managing students’ behaviour in the classroom | | | | |
| 1. **Describe what you will do to help achieve your goal (Strategies Used)**   I will try to use different strategies. For example, use the bell to grab children’s attention when they lose it, use the reward system to encourage good behaviour and praise the, use classroom rules in the beginning of the circle time, and for children who make noise or bother their friends I will use verbal words for example, Ghaith don’t hit your friends or you’ll not get a star today! | | | | |
| 1. **Describe how you can tell if you’re achieving your goal (Evidence)**   I will ask my MST to record some videos of me during the class, and to do observations and write notes about what I did. | | | | |
| **Grade Level:**  KG2 / 7 | | **Subject:**  English \ Story | | **Learning Outcome (ADEC code and words):**   * Students will listen with interest, engagement and curiosity to the “brown bear, brown bear, what do you see?” story. * Students will be able to identify the colours and animals that are in the story. (brown bear, red bird, yellow duck, blue horse, green frog, purple cat, white dog, black sheep, goldfish) * Students will be able to use the sight words: “I can see a” * Students will be able to use simple sentences: “this is a”. |
| **Resources (what materials/equipment will you and the students use? Be specific)**   * Storybook: brown bear, brown bear what do you see. * Colours flashcards * Animals flashcards * Drawing sheets * Matching activity * Colors and pencils * Animals (toys) * Tambourine * Computer and projector | | | **Preparation (what do you need to make or check before class?)**  To check on the computer if its working.  Check that all materials are ready and in the place.  **Key vocabulary**   * Colors: red, brown, yellow, purple, white, black, orange, blue, green. * Animals: bear, horse, bird, cat, dog, frog, sheep, fish. | |
| **Whole**  **Time: 15-20 min** | **Introduction (warmer activity + teacher active engagement)**  **Before reading:**  - After saying good morning, singing the days of the week and months of the year songs and doing head shoulders knees and toes song and actions, the teacher is going to engage the students to the story by showing them animals toys and ask them: “what do you see here?” showing them each animal “What is this animal?” “What is the colour of it?”  - Then she will show them the storybook and ask them: “what is this?” “what do you see in the cover?” “what is the colour of the bear?” and then she will read the title of the story and asks them to repeat after her.  **While reading:** the teacher starts reading the story. In each page she can ask children “what animal is this?” “What is the colour of the animal?” “Can you make the sound of this animal?” “Where can we find this animal?”.  **After reading:** the teacher will ask children did you like the story? Ask children: What animals did we see in the story? Name the animals and the colours. Count them. **(Formative assessment)**. The teacher will also show them the flashcards of the animals and colours and asks them to name it again | | | |
| 15 min | **Independent Experience (small group activity 1)**  The teacher will choose a group of 6 students and sit with them. She will ask them about the animals in the story. Then she will ask them: which animal did you like in the story? And she will allow them to draw on a white sheet (free drawing). | | | |
| **Independent Experience (small group activity 2)**  The teacher is going to choose other 6 students. They are going to match the parts of the animals.  Use checklist to check their abilities of matching the correct parts. **(Formative assessment)** | | | |
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| **Closing**  **Time: min 5** | **Check their understanding – summarize – show what have they done**  Children will sit in the circle time again. The teacher will place on the floor the flashcards of the animals and the flashcards of the colours. The teacher will ask a number of students one by one to choose an animal and match it with its colour.  Ask children to name the animals and their colours**. (Formative assessment)** | | | |
| **Assessment**  Asking questions through the lesson. | | | | |

**Independent Experience (small group activity 1)**

**I see a**

**Looking at me**