***Name of Student Teacher:*** Nada Khalil BinTook

***School:*** Far Eastern Private School

**Lesson/unit:** English – L blends

**Lesson Plan Template**

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| **Name: Nada Khalil** | | | | |
| **Professional Development Plan**  **(What do YOU need to work on in order to grow professionally?)**  Behaviour management: in this semester I will focus more on behaviour management by using strategies such as tambourine to grab children’s attention, and include a reward system. | | | | |
| 1. **Choose and describe an aspect from a teaching competency that you need to work on (Goal)**   Behavioural management | | | | |
| 1. **Describe what you will do to help achieve your goal (Strategies Used)**   Tambourine to grab children’s attention, and include a reward system. | | | | |
| 1. **Describe how you can tell if you’re achieving your goal (Evidence)**   Taking pictures or video recording of using the strategies | | | | |
| **Grade Level:**  KG2F | | **Subject:**  English | | **Learning Outcome (ADEC code and words):**  Children will be able to:  - Pronounce the L correctly in the words.  - Recognise and read words with L blends. |
| **Resources (what materials/equipment will you and the students use? Be specific)**  White board  Markers  Pencils  Differentiated worksheets  Smart board – Projector  Tambourine  Smiley faces stickers | | | **Preparation (what do you need to make or check before class?)**  To check that all the materials are prepared.  Check on the data-show and computer that they work.  **Key vocabulary**  Words start with: Pl –sl – cl –fl – bl – gl | |
| **Whole**  **Time: 15 min** | **Introduction (warmer activity + teacher introduction/demonstration of small group activities)**  Play a song about L-blends and sing with them. The song shows words with L-blends and pictures of it.  Show children flashcards of words that has L-blends and ask them to say the words.  Ask question: what are the first two letters?, blend them together, how do we pronounce it? and say the pronunciation then read the whole word. | | | |
| **Small**  **Time: 15 min** | **Active Engagement (group working with the teacher)**  Give children a paper that looks like a keyboard that has letters ( pl –sl – cl –fl – bl – gl) several times, then display on the smart board the letters for example first letters are pl and tell them this is p and l with the pronunciation, then ask them to colour the letters on their keyboards, and if they finished they have to raise their papers so the teacher can see who answered correctly. | | | |
| **Independent Experience (small group activity 1) Low**  Children will circle one of the two L-blends on the paper that matches the picture on the right. For example, a picture of cloud and two choices of bl and cl, so they must circle cl. | | | |
| **Independent Experience(small group activity 2) Medium**  Children will match the flashcards of L-blends with the matching pictures. For example, fl with flower. | | | |
| **Independent Experience(small group activity 3) High**  Children will write the correct L-blend in the space beside each picture. | | | |
| **Closing**  **Time: 15 min** | In the closing, the teacher will give each student a sticky note with a word that starts with L-blends and display on the smart board six circles of L-blends letters “fl, pl, cl, sl, bl, gl” then ask each student one by one to stick their word on the right circle on the board. If children didn’t answer correctly the teacher might ask for another student help. | | | |
| **Assessment**  At the end, the teacher show them flashcards with pictures and words with L-blends and ask them questions about it:  - What is this?  - With what it starts?  - How do we pronounce that? | | | | |