**Lesson Plan 1**

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| **Name:** Nada Khalil Bin Took | | | | |
| **Professional Development Plan**  **(What do YOU need to work on to grow professionally?)**  Classroom management:  - Time management: managing the time and doing the activities in the specified time.  - Behaviour management: by rewarding the good students and give them a gift. Make an eye-contact with the students who misbehave. | | | | |
| 1. **Choose and describe an aspect from a teaching competency that you need to work on (Goal)**   Make different activities for the children. | | | | |
| 1. **Describe what you will do to help achieve your goal (Strategies Used)** | | | | |
| 1. **Describe how you can tell if you’re achieving your goal (Evidence)** | | | | |
| **Grade Level:**  **KG2** | | **Subject:**  **Englsih** | | **Learning Outcome (ADEC code and words):**  Students will be able to pronounce the sound of the letter /t/, differentiate between /T/ capital and /t/ small, and write /t/. |
| **Resources (what materials/equipment will you and the students use? Be specific)**  White board – markers  Computer  Differentiated activities materials:  Worksheets – colors – glue – pencils – markers – thread  Engaging activity:  1 carton box – 2 transparent boxes | | | **Preparation (what do you need to make or check before class?)**  To check on the computer and data-show (projector), the materials are all ready and in their places.  **Key vocabulary**  Tiger  TV  Teddy | |
| **Whole**  **Time: 15 min** | **Introduction (warmer activity + teacher active engagement)**  **Student will be engaged through two things**   1. **song of sounds: that will be played in the beginning and students will do the actions with the teacher.** 2. **Pronounce the letter /t/ and ask students to do so. Write the letter /t/ on the floor, on the air and on their hands.** | | | |
|  | **Independent Experience (small group activity 1)**  High level:  Write /t/ in the box, use the thread to make the letter (trace) on the /t/ that they have wrote. Colouring the pictures. | | | |
| **Independent Experience (small group activity 2)**  Middle:  Ready tracing the letter /t/, use th tread to make the letter /t/ again on the t they have traced. Coloring the pictures. | | | |
| **Independent Experience (small group activity 3)**  Low:  Designing the /t/. Coloring the pictures. | | | |
| **Closing**  **Time: 15 min** | Mystery box game: a simple game to make children enthusiasm and get involved with the lesson. The teacher will choose a number of children (one by one) and let the child close his/her eyes and pick a thing from the box, then he will close his/her eyes and pick a thing from the box,, then the teacher will ask him it start with what? if it starts with the letter /t/ he will put it in the letter /t/ box and if its not he will put it in the other box. At the end, the teacher will take the things that starts with the letter /t/ from the box and again ask the students to name them and which letter they start with, also the other box with things that doesn’t start with t so they differentiate between t and the other sounds. | | | |
| **Assessment**  ask a number of students to write the letter /t/ on the white board. | | | | |

This lesson is for level 2 in the kindergarten. The learning outcome that I used for teaching this lesson was; Students will be able to pronounce the sound of the letter /t/, differentiate between /T/ capital and /t/ small, and write /t/.

Students were active and involved in all the activities. In the engaging, they liked the song and sing along with it and they were able to identify the pictures on the flashcards about the letter t and name them. In the differentiated activities they were divided to three groups (High, Middle and Low). It was hard for them to be divided to three groups because the teacher doesn’t do this way for them. She just do the same activity for all the students, so it was a new way for them. I think they liked the way and they got used with it. I gave them 15 minutes to finish the activities and I used the tambourine to grab their attention. When they heard the tambourine they stopped doing the activity and started to clean up. In the ending activity I used the mystery box. They were happy with this activity because it is a new thing for them and all of them wanted to participate in the activity. Children liked the activity of the lesson when they used the tread to create the letter t, and they liked the ending activity about the mystery box and all of them wanted to participate in it. . The lesson went well and it met my teaching goals. I engaged the students and I knew how to grab their attention. The only thing that I need to improve is managing my time and I will work on it on the next lessons. What made me happy and want to explain a lesson for children again is that some students told me to explain a lesson in the next day.

