**Lesson Plan**

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| **Name:** Nada Khalil Bin Took | | | | |
| **Professional Development Plan**  **(What do YOU need to work on to grow professionally?)** | | | | |
| 1. **Choose and describe an aspect from a teaching competency that you need to work on (Goal)**   This semester, I want to work on classroom management: time management and behaviour management. | | | | |
| 1. **Describe what you will do to help achieve your goal (Strategies Used)**   - Time management: managing the time, doing the activities in the specified time by using a timer so when children listen to it they stop the activity and clean up the place.  - Behaviour management: by rewarding the good students and give them a gift. Make an eye contact with the students who misbehave or change their places. | | | | |
| 1. **Describe how you can tell if you’re achieving your goal (Evidence)**   Asking my MST to take pictures or video. Also her notes about my teaching will be helpful. | | | | |
| **Grade Level:**  KG2 | | **Subject:**  English | | **Learning Outcome (ADEC code and words):**  Students will be able to pronounce the sound of the letter /p/, differentiate between /P/ capital and /p/ small, and write /p/. |
| **Resources (what materials/equipment will you and the students use? Be specific)**  White board – markers  Computer  Projector - data show  Differentiated activities materials:  Worksheets – colors – glue – pencils – markers – thread – coloured papers  Ending 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**  Penguin  Popcorn  Pirate | |
| **Whole**  **Time: 15 min** | **Introduction (warmer activity + teacher active engagement)**  **Student will be engaged through**   1. Song of sounds: that will be played in the beginning and students will do the actions with the teacher. 2. Popcorn activity: three children will sit in the middle of the carpet, they will close their eyes and pick something from a bag. They will guess what is it by touching, smelling or eating it. I will ask them two questions: 1. What is this? Popcorn, 2. Popcorn starts with what? Start with p. And all the children will try to pronounce the letter p correctly. 3. They will put their hands in front of their mouth and feel the sound. 4. Show them how to write the letter on a white board, then they will write it on the floor, on their hands, and in the air. | | | |
| **Time: 15 min** | **Independent Experience (small group activity 1)**  **High level:**  Students will have a paper to write the letter p in the box. They will use black tread to trace on the p they wrote. In the bottom of the paper they will colour three pictures: popcorn, pizza, penguin. | | | |
| **Independent Experience (small group activity 2)**  **Middle:**  Students will trace the letter p in the paper. They will use black tread to trace on the p they traced. At the bottom of the paper they will colour three pictures of: popcorn, pizza, penguin. | | | |
| **Independent Experience (small group activity 3)**  **Low:**  Designing the /p/ using coloured papers. Coloring pictures of: popcorn, pizza, penguin at the bottom of the paper. | | | |
| **Closing**  **Time: 10 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 open his eyes and see the thing and name it, then the teacher will ask him it start with what? if it starts with the letter /p/ he will put it in the letter /p/ 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 /p/ 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 p so they differentiate between p and the other sounds. | | | |
| **Assessment**  ask a number of students to write the letter /p/ on the white board.  Write the letter /p/ together on the air, floor and hands. | | | | |

# On October 18th, 2017 I taught an English lesson about letter p. In this lesson, my MCT Antoinette Wiseman and MST Khadija observed me.

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 /p/, differentiate between /P/ capital and /p/ small, and write /t/. In this lesson, my MCT Antoinette Wiseman and MST Khadija observed me. 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 p and name them. In the differentiated activities they were divided to three groups (High, Middle and Low). They were able to divide them selves to their groups according to their levels because they have tried this way before with me. I gave them 15 minutes to finish the differentiated 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 excited for this activity because they liked it in the last time I explained a lesson. They liked the differentiated 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 but unfortunately the time wasn’t enough to do for all of them. Everything was good in this lesson and I achieved my teaching goals. I engaged the students and I knew how to grab their attention. There are two things I need to improve. First, I need to focus more on the time management because tasks should be done on time and although children need more time to finish the activity, they have also to learn punctuation in the time given for them. Second, I need to bring extra papers and materials for children to use. Anyway generally the lesson went well and both Ms. Antoinette and teacher Khadija liked the lesson and enjoyed it.

