**Lesson Plan Template 2**

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| **Date**  | **Subject** | **Number of students** | **Grade** |
| 1-11-2016 | English | 25 | KG 2 |
| **Personal Aims (What do YOU need to work on in order grow professionally?)** |
| I will focus on: - Classroom management.- Self confidence in teaching. |
| ***Learning Outcomes:*** (Link to the ADEC / MOE K-5 curriculum document**)** | **Materials**  |
| **Students will be able to:**- Read and write /m/. | - Computer- Projector-Smart board-Song of sounds: <https://www.youtube.com/watch?v=XddZMF1jAgo>- Picture cards of letter (m)- Small white boards- Markers- Colors- Coloring worksheets- Stories |
| ***Lesson Introduction*** |
| ***Whole group activity: Time 15 minutes*** ***Opening/Introduction: (Bullet points)*****What will you do in order to introduce the concept to the students?*** Play the **song of sounds** and let children sing with the song and do the actions.

***Active Engagement: (Bullet points)*****After you’ve modeled the concept, what activity will you have the students perform while on the carpet to ensure that they understand it?*** Ask students to write the letter in the air and on the floor.

***Link: (Bullet points)*****Remind the students in kid friendly language how they can apply what they did whole group in their independent learning centers:**I will divide the students to three groups according to their levels to do activities:* **Low-level:** worksheet tocolor the letter /m/.
* **Medium level:** identify how many times they see the letter /m/ in a story and circle it.
* **High-level**: write the letter /m/ on a white board.
 | ***Question (Blooms Taxonomy)*****Remembering (low level):** Sing with children the song of sounds and do the actions.**Understanding (low level):** Revising the previous sounds by showing them cards of pictures and ask them: what is this?Then flip the card and show them the letter and ask them to pronounce the sound of it. I will use the cards of /m/ and tell then this is m. **Applying (low level):** Give students the opportunity to say the sounds of all letters at once by them selves.**Analyzing (high level):** Explain for them how to write the letter on the board, then ask them to write it together on the floor and on the small white boards.**Evaluating (high level):** Observing them and how they would do the activities. |
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| ***Learning Center Resources or Materials***  |
| **Learning Center 1***Carpet:*- Small white boards.- Markers.- Flashcard of /m/. | **Learning Center 2***Literacy:*- Storybooks- Pencils (for circling the letter m). | **Learning Center 2***Art center:*- Coloring worksheets- Colors |  |

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| ***Small Group Learning Centers:***  |
| ***Learning Center 1 Title: carpet***Children in the high level will sit on the carpet and each one will have a small white board and a marker. The teacher will show them a flashcard of the letter /m/ and model writing it on the board then ask them to write it on the white boards. ***Learning Center 3 Title: art center***In this center the teacher will give the low level students a worksheet and ask them to color inside the four letter /m/ by using any color they like.  | ***Learning Center 2 Title: literacy***The teacher will give each child in the medium level a number of storybooks and show them the letter m then ask them to search for it in the story, circle it then count how many times they saw it.  |
| ***Closing activity: Time: 5 minutes*****Allow children time to discuss how what they did during their learning centers and how it relates to the lesson outcome**Ask them questions:- Remember that we have learned four letters until now, what are the letters?- What was the new letter we have learned today?***Assessment for Learning:* How will you determine if the students understood the learning outcome? What evidence will you show to prove this?**If the students:- Pronounced the letters and did the actions correctly.- Answered right on the closing up question.- ***Mostly,*** did the worksheets and activities correctly.- Did write the letter /m/ correctly on the white boards. |