**Lesson Plan Template 2**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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. | | |
| |  |  |  |  | | --- | --- | --- | --- | | ***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 |  | | | | | | |
| ***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. | | | | | |