**Lesson Plan Template**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Professional Development Plan**  **(What do YOU need to work on in order to grow professionally?)** | | | | |
| 1. **Choose and describe an aspect from a teaching competency that you need to work on (Goal)**   Behaviour Management - Managing students’ behaviour in the classroom | | | | |
| 1. **Describe what you will do to help achieve your goal (Strategies Used)**   I will try to use different strategies. For example, use the bell to grab children’s attention when they lose it, use the reward system to encourage good behaviour and praise the, use classroom rules in the beginning of the circle time, and for children who make noise or bother their friends I will use verbal words for example, Ghaith don’t hit your friends or you’ll not get a star today! | | | | |
| 1. **Describe how you can tell if you’re achieving your goal (Evidence)**   I will ask my MST to record some videos of me during the class, and to do observations and write notes about what I did. | | | | |
| **Grade Level:**  KG2 / 7 | | **Subject:**  English \ Story | | **Learning Outcome (ADEC code and words):**  Students will be able to:  - Identify sizes: big and small.  - Compare between things to see which one is small and which one is big. |
| **Resources (what materials/equipment will you and the students use? Be specific)**  - Storybook: The Tiny Seed.  - Laptop.  - Colouring, naming and tracing the needs of a plant activity worksheet.  - Numbering and ordering stages activity worksheet.  - Pencils  - colours  - Tambourine  - Plant  - Flashcards - Poster | | | **Preparation (what do you need to make or check before class?)**  Check on the computer that it’s working.  Check that all materials are ready and in their places.  **Key vocabulary**  - Small  - Big  - Smallest  - Biggest  - Little | |
| **Whole**  **Time: 15-20 min** | **Introduction (warmer activity + teacher active engagement)**  Saying good morning, singing the days of the week song and doing head shoulders knees and toes song and actions.  **Before reading:**  The teacher will show children two balls with different sizes. Ask children what is this? What is the size of this ball is it big or small? Children will try to identify which one is big and which one is small.  The teacher will show them two flashcards of big and small so children memorize the sizes easily. She will say this is big and this is small. Then children will say with her big and small with pointing on the pictures.  **While reading:**  The teacher will show children the storybook and ask them: what do you see in the cover? Then point on the title and ask children to repeat after her, the title of the story is: Titch.  The teacher will read the story and ask children some questions while reading such as: What is the name of the little boy? What is the name of his brother and sister? Who is bigger Pete or Titch? Who has the little tricycle? Who has the big bicycle? Who has the big plant?  **After reading:**  Ask children:  Did you like the story?  Different questions from the story: What is the name of the little boy? What is the name of his brother and sister? Who is bigger Pete or Titch? Who has the little tricycle? Who has the big bicycle? Who has the big plant? | | | |
| 15 min | **Independent Experience (small group activity 1)**  **High level students:**  In this activity, the teacher will give children an activity of ordering pictures (from the story) from the biggest to the smallest. Children will use the glues to stick the six pictures on a white paper from the biggest to the smallest. | | | |
| **Independent Experience (small group activity 2)**  **Low level students:**  In this activity, the teacher will give children a paper that has big and small table. Children will have different pictures from the story (Titch, bicycle, plant) and they have to stick the pictures according to their sizes in the table, either big or small. | | | |
|  | | | |
| **Closing**  **Time:10 min** | **Check their understanding – summarize – show what have they done**  In the end, the teacher will show children the flashcards of big and small again and ask them: what is this? without telling them. Children have to say big and small.  The teacher will show them a presentation of (big, small, biggest, smallest), she will ask them what is this? which one is big and which one is small? Which one is the biggest and which one is the smallest? | | | |
| **Assessment**  Asking questions through the lesson.  Use a checklist during activities time. | | | | |