**Lesson Plan Template 2**

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| **Date** | **Subject** | **Number of students** | | | **Grade** |
| 2-10-2016 | English  Review letters /s,a,t,p/ | 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 /s,a,p,t/. | | | - Computer  - Projector  -Smart board  -Song of sounds: <https://www.youtube.com/watch?v=XddZMF1jAgo>  - Picture cards of letters (s,a,t,p)  - Small white boards  - Markers  - Colors  - Coloring worksheets | | |
| ***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?**   * Show them the flash cards of the previous letters that they have learned (a,s,p,t) and let them model the actions.   ***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 letters (s,a,p,t). * **Medium level:** they will have the letters cards and match/hang it to the same letter on the board. * **High-level**: Write the letters on small white boards. | | | ***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 say the sound of it.  **Applying (low level):**  The teacher will perform the actions of sounds, and students will say the sound of each action together.  **Analyzing (high level):**  Explain for them how to write the letter on the board, then ask them to write it together on the floor an 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.  - Flashcards. | | **Learning Center 2**  *On the tables:*  - Letters cards | **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 the flashcards of each letter and ask them “what is this letter?” then let them write it on the small 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 letters (s,a,p,t) by using any color they want. | | | | ***Learning Center 2 Title: tables***  The teacher will give each child in the medium level a card of one of the letters and she will put a small white board in the middle of the tables that has on it the four letters (s,a,t,p). Each child will see the letter he have and hang it under the same letter that is on the board. | |
| ***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**  1. Ask them a question- remember that: we have learned four letters until now, what are the letters?  ***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 correctly. | | | | | |