**Lesson Plan Template 1**

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| **Name:** Nada Khalil Bin Took**Personal Aims (What do YOU need to work on in order to grow professionally?**Classroom management: behaviour and time management. |
| **Grade Level:**KG2b | **Subject:**Math – Identify and name squares. | **Learning Outcome (School code and words):**Identify squares and distinguish between them and the other shapes. |
| **Resources (what materials/equipment will you and the students use? Be specific)** - Smart board - Projector- Laminated coloured shapes.- Glues- Pencils- Colors- A4 papres- White board + markers- Stickers- Shapes song:<https://www.youtube.com/watch?v=pfRuLS-Vnjs>- Online game<https://www.turtlediary.com/game/identifying-shapes.html>  | **Preparation (what do you need to make or check before class?)**The computer, smart board and data show (projector). **Key vocabulary** Square – Triangle – Circle – Rectangle – Diamond – Oval – Star –Heart. |
| **Whole****Time: 15 min**  | **Introduction (warmer activity + teacher introduction/demonstration of small group activities)**- Welcoming students and doing the day and the date.- Show children laminated coloured shapes and ask them about the name of each shape. - Tell children that the lesson will be about the square shape.- Play a video song about shapes and ask them where they can find the square shape. - Show them real examples of the square.  |
| **Small****Time: 10- 15 min**  | **Active Engagement (group working with the teacher)** - Children will identify the squares shown in the video song and around them in the classroom. - Explain the activities. |
| **Independent Experience (small group activity 1) Low level**- Colouring the shapes. |
| **Independent Experience (small group activity 2) Middle level**- Sorting the shapes. |
| **Independent Experience (small group activity 3) High level**- Constructing using the shapes. |
|  | **Explain how you are going to differentiate:****- Group 1 (low level):** students will have a worksheet, and in the worksheet there are three shapes: squares, circles, and triangles. Children will colour each shape with the specified colour as it is written in the worksheet to distinguish between the square and the other shapes (circles and triangles). **- Group 2 (middle level**): children in the middle level will do a sheet that has two tables (*squares and not squares*) and they will have a number of different cut and coloured shapes including squares. They will use the glue to stick the squares in the ***squares table*** and the other shapes in the ***not squares table***.**- Group 3 (high level):** children will have several paper shapes including squares to make their own house. They will glue the shapes, stick them on a white paper and colour them as they want. |
| **Whole****Time: 10 – 15 min**  | **Closing**Jumping on the shapes:There will be laminated coloured shapes on the ground. All the children will have a chance to do this activity. The teacher will say the name of the shape and each student she choose will jump on the shape that she said e.g. if she said triangle then the student will jump on the triangle shape.  |
| **Assessment** To assess children understanding and make sure that they know the difference between the square and the other shapes I will draw on the white board the shapes and ask them to name each shape.Or if there is extra time.They will play an online game. The online game will be about a question and three choices. For example, if the question says: which one is the square? They will have three different shapes including a square and the student has to choose the correct answer, which is the square shape by clicking on it. |

**Reflection 1:**

The lesson was for KG2. It was a math lesson about the square. The goal of this lesson was to let children identify the square shapes, name it and distinguish between it and the other shapes. Ms. Maryam observed me in this lesson. Children were active and enthusiastic when I explained the lesson. They participated in all the activities, they were well behave, listens to what I say and follow directions. I knew that children understood the lesson at the end of the class when assessed them by using an online game. All the students participate and most of them answered correctly to the online game questions. I think I did well in this lesson and what I liked the most is how I engaged the students to the lesson when each group sat on the carpet by calling their names, and the way I engaged them to the lesson by playing the shapes song. I want to change one thing in my teaching, and it is the way I introduce the differentiated activities, because I wasted time explaining the activities for each group and in my next teaching I would introduce all the activities on the carpet.