***Name of Student Teacher:*** Nada Khalil BinTook

***School:*** Far Eastern Private School

**Lesson/unit:** Math – ordering number from least to greatest

**Lesson Plan Template**

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| **Name: Nada Khalil** | | | | |
| **Professional Development Plan**  **(What do YOU need to work on in order to grow professionally?)**  Behaviour management: in this semester I will focus more on behaviour management by using strategies such as tambourine to grab children’s attention, and include a reward system. | | | | |
| 1. **Choose and describe an aspect from a teaching competency that you need to work on (Goal)**   Behavioural management | | | | |
| 1. **Describe what you will do to help achieve your goal (Strategies Used)**   Tambourine to grab children’s attention, and include a reward system. | | | | |
| 1. **Describe how you can tell if you’re achieving your goal (Evidence)**   Taking pictures or video recording of using the strategies | | | | |
| **Grade Level:**  KG2F | | **Subject:**  Math | | **Learning Outcome (ADEC code and words):**  **-**  Count numbers **1-100** for the high and middle levels.  - Count numbers 1- 20 for the low level.  - Students will be able to know the order of numbers from lowest to highest. |
| **Resources (what materials/equipment will you and the students use? Be specific)**  White board  Markers  Pencils  Worksheets  Coloured sticks  Smart board – Projector  Tambourine  Smiley faces stickers  Coloured papers | | | **Preparation (what do you need to make or check before class?)**  To check that all the materials are prepared.  Check on the data-show and computer that they work.  **Key vocabulary**  Low – High  Big – Small  Order | |
| **Whole**  **Time: 15 min** | **Introduction (warmer activity + teacher introduction/demonstration of small group activities)**  Play a counting numbers song from 1 to 100 to engage students and sing with them. | | | |
| **Small**  **Time: 15 min** | **Active Engagement (group working with the teacher)**  Give children numbers then ask them to write the order from least to greatest in their own white boards, then ask them to display their answer. The teacher will see the correct answers and ask them to show their classmates, and they will order it together with the teacher on the teacher’s white board. | | | |
| **Independent Experience (small group activity 1) Low**  The low level students will use the play dough to trace six different numbers on a paper (number from 1-10), then they have to read the numbers to their friends and write them on a paper. | | | |
| **Independent Experience(small group activity 2) Medium**  The low level students will use the play dough to trace nine different numbers on a paper (number from 1-10), then they have to read the numbers to their friends and write them on a paper. | | | |
| **Independent Experience(small group activity 3) High**  The high level students will use the play dough to trace nine different numbers on a paper (numbers from 1-20) , then they have to read the numbers to their friends and write them on a paper. | | | |
| **Closing**  **Time: 15 min** | The activity will be about ordering the numbers that are on the floor from the least to the greatest. The teacher will choose three girls and three boys so they will be two groups and the group who win will get a smiley face. | | | |
| **Assessment**  Assessing children by giving them worksheets to do it independently according to their levels. In the worksheet there will be 3 numbers on the left so children write the numbers coming after, and same thing for the medium and high but there will be 4 numbers on the left. | | | | |

**Reflection 3:**

The lesson was about ordering numbers. The learning outcomes are counting numbers from 1 to 100 together, and order numbers from least to greatest.

This lesson was the second math lesson that I taught. It is the same topic as the lesson I taught before one week about ordering numbers. In this lesson I started by playing the song of counting numbers from 1 to 100 and children were happy as usual with this song. Most of the students counted correctly and even if they don’t know the how to count the song and their friends helped them to know how to count. After that I wrote different numbers on the white board and asked them to order them on their white boards. This was an improvement that I did in engaging students to the lesson, because the previous lesson I asked three students to write the missing numbers on the board so it was boring for the other students and not all of them were engaged. That’s why making all children engaged by letting all of them is a good way to start the lesson. After that I saw the student who wrote the correct answer and I asked them to come in front so everyone can see their answers and after that I wrote the correct answers on white board. For the ending activity I did a competition between boys and girls to order the numbers on the floor, and they know what to do with this competition more than the last time, because when I did it before they weren’t be able to do it correctly, and at the end girls won the competition. At the end, they did a worksheet, for each student a worksheet according to level, the worksheet is to assess their knowledge. In worksheet there are three stars for the low level and four stars for medium and high levels placed vertically, and on the right of each star there are three blank spaces to write the number that comes after. Actually, not all of the students knew hoe to do with this worksheet, so it was hard for them, maybe it would be better to do a worksheet with them so they understand it more.

The lesson was good, and everything went well. I improved and did better than the previous math lesson so I am glad. But I need to improve more in some points like time management, because the activities were too long and students do the activities slowly, so I need to minimize the time limit for them so they get used with it and do it on the specified time.

