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

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

**Lesson/unit:** English

**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:**  English – Pronouns: he, she, they | | **Learning Outcome (ADEC code and words):**  - Students will be able to recognize the words: he, she, they.  - Students will be able to use the words he, she, and they.  - Students will be able to match the words with the pictures. |
| **Resources (what materials/equipment will you and the students use? Be specific)**  Worksheets  Pencils  Flashcards of the words; he, she, they.  Smart board – Projector  Tambourine  Smiley faces stickers  <https://www.youtube.com/watch?v=ZY3U25QMxS8&t=17s> | | | **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**  He  She  They | |
| **Whole**  **Time: 15 min** | **Introduction**  - A video about the pronouns so children identify the new topic about pronouns. | | | |
| **Small**  **Time: 15 min** | **Active Engagement (group working with the teacher)**  - Engage students by playing a video song about the pronouns and sing with it. | | | |
| **Independent Experience (small group activity 1) Low**  - Students in the high level will have a worksheet of writing the correct pronoun in beside each picture. For example beside a picture of children they should write they. | | | |
| **Independent Experience(small group activity 2) Medium**  - Students in the medium level will match the words with the matching pictures. For example a picture of boy will be matched with the pronoun word he. | | | |
| **Independent Experience(small group activity 3) High**  **-** Students in the low level will trace the words he, she, they. And they’re are going to see the pictures beside each word to identify the word. | | | |
| **Closing**  **Time: 15 min** | In the closing, the teacher is going to show them pictures of on the whiteboard and they have to say if it is he she or they. They have to say the reason (because he is boy, etc.). | | | |
| **Assessment**  The teacher is going to ask each student to write on their notebook if they want to describe themselves what should they write? (he or she) and they what should they write if they want to describe the whole class? (they) | | | | |

This lesson was taught on the third week of my teaching practice. It was an English lesson and the learning objectives of it are: students will be able to recognize the words: he, she, they. Students will be able to use the words he, she, and they. Students will be able to match the words with the pictures.

This was a new lesson for children. It is their first time to study the pronouns. In the engaging, students were active and engaged with the song although the topic is new to them. But the songs always help children to recognize the new concepts. When I taught them about the pronouns dome of them didn’t know how to use it, but most of them knew because the English is their first language although it is their first time to learn about this topic. Children who were confused of using the words I asked the higher students to help them so they know how to use the words.