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

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

**Lesson/unit:** Math – tens and ones

**Lesson Plan Template**

|  |
| --- |
| **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 – tens and ones | **Learning Outcome (ADEC code and words):**- Students will be able to count numbers in ones and tens. - Identify the blocks concept of ones and tens (if the blocks were closed to each and makes one long block of ten blocks it is a ‘ten block’, and if it was each block separately it means the blocks are ‘ones’). -  |
| **Resources (what materials/equipment will you and the students use? Be specific)**WorksheetsPencils Cards of counting the number of blocks for each groupSmart board – ProjectorTambourine Smiley faces stickersLong papers to represent 10 blocks | **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** TensOnesBlocks  |
| **Whole****Time: 15 min**  | **Introduction** - Show children a video song about tens and ones to introduce the topic for them. |
| **Small****Time: 15 min**  | **Active Engagement (group working with the teacher)**1. Show children the papers that represent the tens and ones.
2. Ask some children to hold the tens and ones
3. Ask all the children to count the tens first then the ones.

Question: Let us count the tens first. So how many tens we have?Let’s count the ones now. How many ones we have So when we put the tens and the ones together what will be the total?1. Write the numbers on the board.
 |
| **Independent Experience (small group activity 1) Low**The medium level students will get a card that has a picture of blocks on the left and a space on the right. They have to count the tens and ones then write the tens on the left and the ones on the right. (numbers from 1 to 20) |
| **Independent Experience(small group activity 2) Medium**The medium level students will get a card that has a picture of blocks on the left and a space on the right. They have to count the tens and ones then write the tens on the left and the ones on the right. (numbers from 1 to 30) |
| **Independent Experience(small group activity 3) High**The medium level students will get a card that has a picture of blocks on the left and a space on the right. They have to count the tens and ones then write the tens on the left and the ones on the right. (numbers from 1 to 50) |
| **Closing** **Time: 15 min**  | Children will be given differentiated worksheets to do according to their levels.- Low: they have to count the blocks and write the number inside the box. (numbers less than 20)- Medium: they have to count the apples on the left and write the numbers on the right. - High: they have to see the number in the left box, draw blocks in the middle box, and write the tens and ones in the right box.  |
| **Assessment** Show children ones blocks and ask them: what do we call these? “ones”Show children tens blocks and ask them: what do we call these? “tens”Write a number on the board and ask a group of students to make the number by holding the blocks.  |

**Reflection 6:**

The lesson was about tens and ones. The learning objective of this lesson is students will be able to count numbers in ones and tens. First, I started introducing the lesson by playing a video song about tens and ones so children take a general idea about the lesson. After that, I introduced them to the ones and tens blocks that are made of paper “this is Mr. One and this is Mr. Ten”. Children were engaged with the lesson because it is a new topic for them. Then, we they did differentiated activities and each group had a card with a number of blocks on the left and they had to write the number on the right using the marker. The three groups had the same activity but the numbers were different. This activity was a bit hard for them and not all of them did it correctly except few students. In the closing each student was given a worksheet to do according to his/her level. For the high, they had to see the number in the left box, draw blocks in the middle box, and write the tens and ones in the right box. For the middle, they had to count the apples on the left and write the numbers on the right. For the low, they had to count the blocks and write the number inside the box. The worksheet showed how well children understood the lesson and while correcting them, I saw that they have to understand it more especially for the low students most of them didn’t know how to solve it. At the end, I did an ending activity to see if they understood the lesson in general. I chose a number of students and asked them to make the number that is on the board using the ones and tens blocks. In this activity, I saw children progressed in their understanding of the lesson.

I think that the lesson is above children’s level and it is better to be taught for grade one. Anyway, at the end of the lesson I saw an improvement in their understanding of the lesson and I think that the different fun activities helped a lot.