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

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

**Lesson/unit:** English – L blends

**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 | | **Learning Outcome (ADEC code and words):**  Children will be able to:  - Pronounce the L correctly in the words.  - Recognise and read words with L blends. |
| **Resources (what materials/equipment will you and the students use? Be specific)**  White board  Markers  Pencils  Differentiated worksheets  Smart board – Projector  Tambourine  Smiley faces stickers | | | **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**  Words start with: Pl –sl – cl –fl – bl – gl | |
| **Whole**  **Time: 15 min** | **Introduction (warmer activity + teacher introduction/demonstration of small group activities)**  Play a song about L-blends and sing with them. The song shows words with L-blends and pictures of it.  Show children flashcards of words that has L-blends and ask them to say the words.  Ask question: what are the first two letters?, blend them together, how do we pronounce it? and say the pronunciation then read the whole word. | | | |
| **Small**  **Time: 15 min** | **Active Engagement (group working with the teacher)**  Give children a paper that looks like a keyboard that has letters ( pl –sl – cl –fl – bl – gl) several times, then display on the smart board the letters for example first letters are pl and tell them this is p and l with the pronunciation, then ask them to colour the letters on their keyboards, and if they finished they have to raise their papers so the teacher can see who answered correctly. | | | |
| **Independent Experience (small group activity 1) Low**  The low level students will have worksheet with pictures and words start with L-blends. For example, flag and a picture of a flag. The letter f and l will be for tracing so they have to trace the first two letters and then read the whole word with pointing on the picture. At the end, they can color the pictures. | | | |
| **Independent Experience(small group activity 2) Medium**  The medium level students will have a worksheet with pictures at the bottom, so they have to cut and paste them in the table above. The table contains three L-blending letters and they are: cl, pl, fl and each letter of them have three picture, so in the table there will be nine pictures. Children will cut the pictures and paste them according to the first two letters, for example if the picture was a cloud then the child has to paste it in cl table. The picture also has names underneath it. | | | |
| **Independent Experience(small group activity 3) High**  The high level students will have worksheet to write the missing two letters for each picture. There will be 12 pictures with their names but the first two letters are missing so the student should chose between the letters beside the picture, circle it, then write the missing letters in the word. For example, a picture of plant and the word is written as “\_ \_ ant” and beside the picture there are two choices “sl and pl”, so the child will circle the right one and write the letters in the space. | | | |
| **Closing**  **Time: 15 min** | In the closing, the teacher will give each student a sticky note with a word that starts with L-blends and display on the smart board six circles of L-blends letters “fl, pl, cl, sl, bl, gl” then ask each student one by one to stick their word on the right circle on the board. If children didn’t answer correctly the teacher might ask for another student help. | | | |
| **Assessment**  At the end, the teacher show them flashcards with pictures and words with L-blends and ask them questions about it:  - What is this?  - With what it starts?  - How do we pronounce that? | | | | |

**Reflection 2:**

This lesson was an English lesson about L blends. The learning objectives are, children will be able to pronounce the L correctly in the words, and recognize and read words with L blends. It was my first time teaching English in this school.

I started by playing a song about L blends to introduce children to the lesson and sing together with it. Then, I showed them different flashcards about L blends and asked them to pronounce the first two letters of L blends and then read the whole word. Children also had a keyboard of paper. I showed them the L blend on the smart board and they colored the same L blend on their keyboards. After that we started with the activities. For high level group, they had a worksheet with different pictures that start with L blend, and they have two choices beside each picture to circle the right blend and write it in the space. For the medium group, each student had nine small pictures with the word underneath it and they had a table with three different L blends “cl, fl, pl” so they stick the pictures in their right places in the table. For the low level students, they had a worksheet with different pictures that start with L blend and underneath each picture the full word, but the first two letters with L blend they have to trace it. In the closing activity, the teacher gave each child a sticky note with a word that starts with L blend then she asked them to stick it on the board in the right place (the board was divided to six boxes of L blends). This lesson was easy and fun for children not too hard to understand, so that is why children, miss Joyce and I had fun doing the activities of this lesson.



