**Lesson Plan Template 1**

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| **Date** | **Subject** | **Number of students** | | | **Grade** |
| 1-11-2016 | Math (counting) | 25 | | | KG 2  5 years old |
| **Personal Aims (What do YOU need to work on in order grow professionally?)** | | | | | |
| I will work on:  - Classroom management  - Confidence in teaching | | | | | |
| ***Learning Outcomes:***  (Link to the ADEC / MOE K-5 curriculum document**)** | | | **Materials** | | |
| **Students will be able to:**  - Count sets of **up to 10 objects** using one to one correspondence. | | | - Computer  - Projector  -Smart board  - Story video about counting:  <https://www.youtube.com/watch?v=y1Vmf4Cwvls>  - Presentation (counting numbers of fruits)  - Worksheets | | |
| ***Lesson Introduction*** | | | | | |
| ***Whole group activity: Time 15 minutes***  ***Opening/Introduction: (Bullet points)***  **What will you do in order to introduce the concept to the students?**   * Show children a story video about counting fruits   ***Active Engagement: (Bullet points)***  **After you’ve modeled the concept, what activity will you have the students perform while on the carpet to ensure that they understand it?**   * Play the story again and stop it every time that the fruits in the basket decrease to let them count and notice that it decreases every time.   ***Link: (Bullet points)***  **Remind the students in kid friendly language how they can apply what they did whole group in their independent learning centers**   * Present a presentation of four slides. Each slide has pictures of one kind of fruit e.g. **6** pictures of bananas, and also three numbers choices beside the pictures to choose the right one e.g. 2,8,**6**.   **High level:** a worksheet about counting the fruits and write down the number of fruits in each picture.  **Medium level:** a worksheet, they will count the number of fruits that are on the left and match them to the right number that are on the right.  **Low level:** worksheet about seeing the pictures of fruits that are on the left, count the fruits in each picture e.g. in the first picture there are three bananas, and then trace the number that is on the right /3/. | | | ***Question (Blooms Taxonomy)***  **Remembering (low level):**  The helping hand count the number of students and the rest count with him in a loud voice.  **Understanding (low level):**  Play the video story and ask students to count the number of fruits that are in the basket together.  **Applying (low level):**  Give students the opportunity to apply their understanding by counting the number of cubes.  **Analyzing (high level):**  The presentation of fruits that each child will count the number of fruits in each of the four slides and choose the right answer between the 3 choices.  **Evaluating (high level):**  Giving them a worksheet to count and write the number under each picture.  **Creating (high level):**  Students will write the numbers from 1 to 10 on white small boards. | | |
| |  |  |  |  | | --- | --- | --- | --- | | ***Learning Center Resources or Materials*** | | | | | **Learning Center 1**  - Video story in the circle time. | **Learning Center 2**  - Worksheets of the three levels (low-middle-high) about counting numbers of pictures.  - Pencils and erasers. |  |  | | | | | | |
| ***Small Group Learning Centers: Time 10 minutes*** | | | | | |
| ***Learning Center 1 Title:***  Children will sit in the circle time and watch the story: Handa’s surprise. I will play it two times. The first time they will just watch the story and the second time they will count how many fruits in the basket every time an animal comes to take. | | | | ***Learning Center 2 Title:***  After playing the video in the second time, children will move from the circle time to the tables to do a worksheet. The worksheet is about counting the number of fruits. There are three kinds of the counting worksheets according to their levels: low, middle and high. The low level worksheet is about seeing the pictures of fruits that are on the left, count the fruits in each picture e.g. in the first picture there are three bananas, and then trace the number that is on the right /3/. For the middle students, they will count the number of fruits that are on the left and match them to the right number that are on the right. And for the high level they will be able to count the fruits and write down the number of fruits in each picture. | |
| ***Closing activity: Time: 5 minutes***  **Allow children time to discuss how what they did during their learning centers and how it relates to the lesson outcome**  **“Remember that….” (restate outcome using kid friendly language)**  Remember that Handa was taking a gift to her friends.  What was in the basket?  How many fruits were in the basket?  What are the fruits?  How many fruits were in the basket at the end?  ***Assessment for Learning:* How will you determine if the students understood the learning outcome? What evidence will you show to prove this?**  I will assess children understanding while they are doing the counting worksheet. | | | | | |