**Lesson Plan Template 3**

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| **Date**  | **Subject** | **Number of students** | **Grade** |
| 12-11-2016 | Math (measurement/ comparing more and less) | 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:**Compare between two things. | - White board- Markers- Numbers puzzle- 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?*** The teacher will choose five boys and three girls to stand in front of the other students, then she will ask them which group has more, the boys or the girls?

This activity is an entrance to the lesson.***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?*** The teacher will bring two baskets, one has 10 oranges, and the other has 5 apples. She will count with children the number of oranges and the number of apples, then she will ask them which basket has more?.

***Link: (Bullet points)*****Remind the students in kid friendly language how they can apply what they did whole group in their independent learning centers*** They will have three worksheets according to their levels:
1. **High-level worksheet:** in this worksheet, there are three boxes with three different things: 4 trees, 2 cars and 8 balls. Children at this level will be able to count what are in the boxes, write the number under each box, and see which box has **more** to color the things inside it (they will color the 8 balls because they are the most).
2. **Medium level worksheet:** children will have a worksheet that has two boxes, in each box will be a number of a curtain thing e.g. 10 flowers and under the box number /10/, the other box has 6 stars and under it the number /6/. The child will count and see which one has **more** then he will circle the biggest number that is under the box.
3. **Low level worksheet:** at this level the worksheet is so simple, it has 4 rows and in each row there is a number of a certain object in the left and right e.g. 2 umbrellas in the left and 3 in the right. The child will circle the set of objects that has **more** in each row.
 | ***Question (Blooms Taxonomy)*****Remembering (low level):** In the beginning of the day, the helping hand will count the students as usual, then the teacher will count the students who are absent and write the number on the board e.g. 3 girls, 1 boy. Then she will ask the students which one is more 3 or 1?**Understanding (low level):** The teacher will choose five boys and three girls to stand in front of the other students, then she will ask them which group has more, the boys or the girls? **Applying (low level):** Children will move to the tables to do the worksheets according to their levels. **Analyzing (high level):** The teacher will do a fast activity in the circle time. This activity is for two groups (boys and girls), she will write on the small white board boys and girls. The activity is that the teacher will choose a boy and girl to do the numbers puzzle and the one who do it faster will get a star for his group. At the end when all the children participate in this activity, they will count which group had more stars on the white board and then they will clap for the winner group e.g. if the winner group is girls that means the boys will clap for them. **Evaluating (high level):** I will assess children understanding while doing the worksheets. |
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| ***Learning Center Resources or Materials***  |
| **Learning Center 1**Circle time:Numbers puzzle.White board and markers. | **Learning Center 2** Tables: Worksheets.Pencils and erasers. |  |  |

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| ***Small Group Learning Centers: Time 10 minutes*** |
| **Learning Center 1** Circle time: Children will do several things in the circle time, 1. After the helping hand counts the number of students, the teacher will ask them who’s absent? and after they identify the absent students, they will see how many girls and how many boys are absent and they will compare who are more and who are less?
2. The numbers puzzle activity, when children will be divided into two groups (boys and girls) and after all students do the activity they will see who is the winner group.
 |  **Learning Center 2** tables: Children will do the worksheets of their levels:1. **High-level worksheet:** in this worksheet, there are three boxes with three different things: 4 trees, 2 cars and 8 balls. Children at this level will be able to count what are in the boxes, write the number under each box, and see which box has **more** to color the things inside it (they will color the 8 balls because they are the most).
2. **Medium level worksheet:** children will have a worksheet that has two boxes, in each box will be a number of a curtain thing e.g. 10 flowers and under the box number /10/, the other box has 6 stars and under it the number /6/. The child will count and see which one has **more** then he will circle the biggest number that is under the box.
3. **Low level worksheet:** at this level the worksheet is so simple, it has 4 rows and in each row there is a number of a certain object in the left and right e.g. 2 umbrellas in the left and 3 in the right. The child will circle the set of objects that has **more** in each row.
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| ***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)**After doing the different levels activities, children will sit on the carpet and the teacher will ask them:Remember that we learned a new lesson today, What does more means?What does less means?***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 worksheets. |