**Lesson Plan**

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| **LESSON PLAN** | **Subject: Math (pattern)** | |
| **Trainee:** | **Topic or Theme: Weather** | |
| **Class: KG2** | **Date & Duration:** | |
| **Trainee Personal Goals**  I would like to use the behaviour management and positive reinforcement and stop using negative reinforcement to check if its work or not. | | |
| **Lesson Focus (smart goals)**   * **By the end of the day 75% of students will be able to find the patterns in a familiar environment.** * **By the end of the day 75% of students will be able to describe and identify the characteristic of the weather.** * **By the end of the day 75% of students will be able to share their information and experience through role play area.** | | |
| **Lesson Outcomes:**  Math: K1PA1: Explore patterns in a range of familiar environment.  Mastered: Explore patterns in a range of familiar environment.  Developing: explore pattern in a familiar environment.  Emerging: explore a pattern in a familiar environment.  **Science: KES2-** Describe characteristics of weather.  **Mastered:** Describe characteristics of weather.  **Developing:** Identify characteristics of weather.  **Emerging:** Illustrate characteristics of weather. | | |
| **Links to Prior Learning:**  The student should be able know the colors and shapes from their previous lesson. | | |
| **21st Century Skills**  **The 4c’s:**  **Creativity: the student will create using the sponge and the paint a shape pattern and using the beads they can create pattern as a rain drop.**  **Critical thinking: students will think what shape or color should they put next what type of pattern they will do?**  **Collaboration. Student will collaborate and share materials during the centers and role play.**  **Communication: student will communicate, discuss and share their experience during the role play.** | | |
| **Key vocabulary**  **P**attern, ABAB, AABB, ABB  Shapes: rectangle, triangle, square, circle, and heart.  **Weather: foggy, sunny, sand storm, cloudy, snowy, rainy** | | |
| **Possible problems for learners**  Some students don’t know the shapes/ names.  Student can’t identify the shapes (rectangle, square and triangle). | | **Solutions to possible problems**  Show them the different object from their environment to identify the shapes such as for the rectangle the door and for the square the computer screen. |
| **Resources/equipment needed**  **Creative center: papers, blue paints, pencil (to write their name and the shape name) and the sponge.**  **Science center: blue and white beads.**  **Role play area: umbrella, microphone, cameras, sun glasses, jacket, light.**  **Math center: small shapes, plate and glue.**  **English center: sand, paper, glue and pencil.** | | |

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|  | **TASKS/ACTIVITIES** | |
| **Resources**  **& Time** | **Introduction** | |
| **10 – 15 mins** | Students will:  The student will sing the day of the week, then the attendants and the weather song. Finally, they will do weather yoga with the teacher.  Student will look to the sky through the door to answer the teacher question.  Student will think and solve the different pattern.  21s century skills: student will use their critical thinking to complete the pattern. | Teacher will:  Morning cycle:   * Day of the week: today is Monday. * Attendants with student teacher. * Weather song * Weather yoga.   Then I will ask the student what is the weather outside?  I will show the student different shape then I will show them an example for the pattern and I will ask some student to come and complete this pattern. |
| **Resources**  **& Time** | **Main activities (Math)** | |
| 20-30 min | Students will (pairs)  The student will look to the instruction then they will make the pattern using shapes.  21s century skills:  Critical thinking: the student will think how to make ABB pattern? Which shape should they put next?  Creative: the student will create a pattern using different shapes or they can create a pattern using the colors of the shape.  Domains development  Physical domains: fine motor skills- student will use their finger to take the shapes and make a ABB pattern. | Teacher will:  The teacher will explain how to do pattern using the shapes. The student will choose which pattern they will do (ABB, AABB, ABAB), then they are going to use the shapes to create a pattern.  I will model the activity first for them, then I will ask one of the students to come and model for the students again to make sure that they understand.  I expect from emerging student to do ABAB pattern, developing students will make ABAB and AABB pattern and recognize the pattern in a familiar environment. mastered student will be able to do ABAB, AABB and ABBABB pattern and they can recognize and identify the different pattern on their familiar environment. |
| **Science activities**  **T**he student will use the blue and white beads to create the raindrop pattern.  I expect from emerging student to do ABAB pattern, developing students will make ABAB and AABB pattern and recognize the pattern in a familiar environment. mastered student will be able to do ABAB, AABB and ABBABB pattern and they can recognize and identify the different pattern on their familiar environment.  **21s century skills:**  **Creative: the student will create their own raindrop patterns.**  **Critical thinking: student will think how to create a pattern? What comes after the white bead?**  **Collaboration: student will share the beads to create a raindrop pattern.**  **Domains development:**  **Physical domain: fine motor skills- students will use the hands and finger to take the beads and enter it through the thread to create the raindrop.** | | |
| **Creative activities**  The student will use the paints and sponge to create a cloudy shapes pattern. First the student will two or three different shapes, then they will choose the type of pattern that they will do, finally they will press the sponge on the paints then press it on the paper.  I expect from emerging student to do ABAB pattern, developing students will make ABAB and AABB pattern and recognize the pattern in a familiar environment. mastered student will be able to do ABAB, AABB and ABBABB pattern and they can recognize and identify the different pattern on their familiar environment.  **21s century skills:**  **Creative: the student will create their own cloudy shapes patterns.**  **Critical thinking: student will think how to create a pattern? Which shape comes next?**  **Collaboration: student will share the paints to create the cloudy shapes pattern.**  **Domains development:**  **Physical domain: fine motor skills- students will use the hands and finger to take the sponge and press in on the paint and the paper.** | | |
| **English activity:**  **Students will create a sand storm using the sand then they will write I can see a sand storm.**  **Domains development:**  **Physical domain: fine motor skills- students will use the hands and finger to hold the sand and put it at the paper and when they will write the sentences and their name.** | | |

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| **Resources**  **& Time** | **Plenary/Conclusion** | | | | |
| 5-10 mins | Students will  As a whole class the student will share their work with their teacher and friends. | | | Teacher will    The teacher will ask the student who done their work to come and describe it to the classroom. | |
| **Homework** |  | | | | |
| **Assessment Strategies:** | - As a whole class I will show the student different kind of pattern such as: square circle ABAB pattern. What should we draw next?  To answer me the student will have stick with two shapes triangle and square. And they will rise up the shape that should come next. | | | | |
| ☐ Observation | | ☐ Student self-assessment | ☐ Oral questioning | | ☐ Peer assessment |
| ☐ Quiz | | ☐ Student presentation | ☐ Written work and feedback | | ☐ Verbal feedback |

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| **Reflection:** |
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