**Lesson Plan**

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| **LESSON PLAN** | **Subject: Math (shapes) and science (cloudy)** | |
| **Trainee:** | **Topic or Theme: Weather** | |
| **Class: KG2** | **Date & Duration:** | |
| **Trainee Personal Goals**  I would like to use the behavior 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 identify 2D shapes in exploration and play.** * **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: K2SGD1-**   * **Mastered:** Manipulate familiar 2D and 3d shapes in exploration and play and recognize them in everyday contexts. * **Developing:** Manipulate familiar 2D and 3D shapes in exploration and play and recognize 2d shapesin everyday contexts. * **Emerging:** Manipulate familiar 2D and 3D shapes in exploration and play.   **Science: KES2-**   * **Mastered:** Describe characteristics of weather. * **Developing:** Identify characteristics of weather. * **Emerging:** Illustrate characteristics of weather.   **English: KLTC6-**   * **Mastered:** Share personal information and recount simple personal experiences through creative play. * **Developing:** Share personal experience through play. * **Emerging:** Share personal information. | | |
| **Links to Prior Learning:**  The student should know the shapes and weather to be able to do some activities. That they have been taught in KG1. | | |
| **21st Century Skills**  **The 4c’s:**   * Critical thinking: Students will think if how they are going to make the shape for example how many sides does the square had? How many corners? * Communication: the student will communicate in role play area while they are pretending. * Creativity: students will create clouds using the cotton and sponge. * Collaboration: students will collaborate to decorate the role play and the activities. | | |
| **Key vocabulary**  **Clouds**  **Sky**  **Square, triangle, rectangle, circle, heart.** | | |
| **Possible problems for learners**  Some student doesn’t know the shapes.  Student can’t recognize 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**  Activity 1: Glue, Paper and cotton.  Activity 2:Brush, Sponge, Paint (white & blue), Pencils (write their names) and Scissors.  Activity 3: The role play center. | | |

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|  | **TASKS/ACTIVITIES** | |
| **Resources**  **& Time** | **Introduction** | |
| **10 – 15 mins** | Students will:   * Student will sing: today is Thursday all day long, yesterday was Wednesday, tomorrow will be Friday all day long. * Student teacher will count how many students are present. * Student will sing the weather song.   Listen to the teacher while she is reading the story.  And they will discuss and collaborate to sort the cloud shapes in the Venn diagram. | Teacher will:  Morning cycle:   * Day of the week: today is Thursday. * Attendants * Weather song * Weather yoga.   I will read the book of sky, after they listen to the story, I will ask them to close their eyes and imagine their own sky and what shapes they see the clouds making. I will show them 2D shapes from there environment to describe the different between them.  Questioning before the story:  -What do you see in the sky?  -What do you see in the sky when it's cloudy?  -What shape is a cloud look like?  Questioning after the story:  -What did you see in the story?  -What shapes were the clouds?  -What numbers or animals did you see as the clouds?  -What other shapes can we see in the sky? Close your eyes and imagine.  I will ask the student to sort the clouds depend on its shapes. Then I will draw a chart at the board to count how many triangle or square do we have. |
| **Resources**  **& Time** | **Main activities** | |
| 20- 30 min | Students will:  The student will create shapes as a cloud using the cottons and the glue to stick it in the paper.  Students will make 2D shaped clouds using cotton.  **4C'S century skills:**  **Critical thinking:**  Students will think if how they are going to make the shape for example how many sides does the square had? How many corners?  **Domains of development:**  **Physical domain:**  fine motor skills-  Students will use their fingers and hands to glue and stick the cotton onto the paper. | Teacher will:  show a blue paper that has a cotton shape representing a cloud (heart?)  "What shape is this?"  "What other shapes can you think of?"  "This is Ms. \_\_\_\_ sky.  Can you make your own sky and cloud?"  "What shape will you make your cloud? |
| **Differentiation activities**  Students will use scissors to cut sponge to make shapes of clouds. Then they are going to make a sky and design it with the clouds using the sponge. Finally, they will walk around to find the name of the shape.  I expect from mastered student to cut the sponge by themselves, recognize and identify the shapes, developing student will be able to cut and make the shapes but they will have difficulty to identify 3D shapes. Emerging student will be able to illustrate only the heart, star, circle and triangle.  **4C'S:**  Creativity: the student will use the different color to create their own cloudy sky.  **Domains of Development: Physical domain:** fine motor skills**-** student will use their hands and fingers to press the sponge in paint and when they will cut the sponge using the scissor, and gross motor skills- student will use their legs to walk around to find the name of the shape. | | |
| Role play:  Children will be able to present the weather for that day every day for the week. They will be using vocabulary that includes but is not limited to: sunny, cloudy, windy, dusty, snowy, and rainy. they can also use words that describe temperature: hot, cold, chilly, melting, freezing.  This will also help them with memorizing the days of the week and the use of the date.  For example: "Today is the 13th of September and it is very hot today. It is sunny and there are no clouds in the sky today."  More details:  <https://padlet.com/h00366011/yoo03hjhbxwd> | | |

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| **Resources**  **& Time** | **Plenary/Conclusion** | | | | |
| 5-10 mins | Students will  Describe their work in the centers and what they did. | | | Teacher will  Ask the student to describe their works in the centers | |
| **Homework** |  | | | | |
| **Assessment Strategies:** | Exit ticket: I will give the students sticks with cloudy shapes and the teacher will rise a triangle cloudy shape and for example Mansoor should pick the triangle cloudy shape to leave the classroom. Students should be able to identify, describe, and illustrate characteristic of the weather specific the cloudy shape. | | | | |
| ☐ 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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