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| Name: Fatima Adel Aljunaibi | | | | |
| **Professional Development Plan**  **(What do YOU need to work on in order to grow professionally?)**   * I need to learn more about managing the classroom and getting the students attention. | | | | |
| 1. **Choose and describe an aspect from a teaching competency that you need to work on (Goal)**  * I need to get more experience about the "classroom managing" to help me to get organized with the children. That is will save the time. | | | | |
| 1. **Describe what you will do to help achieve your goal (Strategies Used)**  * Encourages students for example say for them good job, look to Ahmad he is listening to the teacher and remind them about rules. | | | | |
| **Grade Level:**  GK2 | | **Subject:**  Numeracy | | **Learning Outcome (ADEC code and words):**  K2NS2: State the backwards number sequence **from 1-20** in Arabic and English/ State the backwards number sequence **from 1-10** in Arabic and English/ State the backwards number sequence **from 1-5** in Arabic and English  K2MDM1: **Compare and describe** the length of **two objects/ Create** long and short objects in exploration and play/ **Identify** long and short objects in exploration and play. |
| Resources (what materials/equipment will you and the students use? Be specific)   * Different objects (for long& short) | | | Preparation (what do you need to make or check before class?)   * Identify long and short objects in exploration and play. * Prepare different ways to explain the lesson. * Have students measure several classroom objects using manipulatives and then count how many. * Key vocabulary  1. Long 2. Short | |
| Whole | Introduction (warmer activity + teacher active engagement)   * How many days are in a week? **7** days (Show me in your hand)   What is the day **today?** If today is Wednesday, What will be the day **tomorrow?** What was the day **yesterday?**   * Song about the numbers 1- 20. * Relate the numbers with the child's life by asking questions. * How many sisters do you have? (Show me in your hand). * Website <http://pbskids.org/> | | | |
|  | Macintosh HD:Users:fatima:Desktop:Screen Shot 2015-10-05 at 11.13.11 PM.pngIndependent Experience (small group activity 1)  ***Learning Center Resources or Materials***   * Ticket outline. * Some paper clips.   **Teacher will do:**   * Laminator a ticket then hole punch to paperclips. * Explain the activity for the students and how to you love to use the paper.   **Student will do:**   * Student will write the number in the tickets. * The students like to yours the paper clip and match it with the number. | | | |
| Independent Experience (small group activity 2)  **Learning Center Resources or Materials**  1. Shoes  2. Cubes  3. Marker  4. Scissors  **Teacher will do:**   * Give the each children paper and a marker. * Tell the children to take off their shoes.   **Children will do:**   * Children will take off their shoes. * The children will put her or his then they will draw it in their paper. * The children will cut the paper. * The children will use the cube to measure their shoe. Then they will compare with each other and see who have the tallest. | | | |
| *Macintosh HD:Users:fatima:Desktop:Slide2.PNG*Independent Experience (small group activity 3)  **Learning Center Resources or Materials**   1. Monster math 2. Eyes 3. Glue   **Teacher will do:**   * Each student takes a monster math. * The teacher will you play with the students and show them the activity.   **Student will do:**   * On their turn they roll the dice. * Add the numbers of eyes that giving in the dice.   **This activity is appropriate for all levels:**   1. ***Mastered****:* I will give them this activity with the number (1-20) and students will stick the eyes. 2. **Developing:** I will give them this activity with the number (15) and students will stick the eyes. 3. **Emerging:**  I will give them this activity with the number (5-10) and students will stick the eyes. | | | |
| Closing | * Some student will like to present for other student what did they do in the center. I will thank the students and engage them. | | | |
| Assessment   * Taking pictures of students work. * Asking questions | | | | |