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| **Name:** Fatima Adel Aljunaibi | | | | |
| **Professional Development Plan**  **(What do YOU need to work on in order to grow professionally?)** | | | | |
| 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" focus on manages the centers and the closing. That will help me to get organized with the children. | | | | |
| 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. | | | | |
| 1. **Describe how you can tell if you’re achieving your goal (Evidence)**  * Let the students explain what they did in the centres. Also, Show their work for the others. | | | | |
| **Grade Level:**  KG2A | | **Subject:**  Numeracy | | **Learning Outcome (ADEC code and words):**  K2MDM2- Compare and describe the mass of two objects. |
| **Resources (what materials/equipment will you and the students use? Be specific)**   * Different objects * Balance | | | **Preparation (what do you need to make or check before class?)**  Make sure the smart board is work  The activates are ready  **Key vocabulary**   * Heavy - Light | |
| **Whole**  **Time: 10-15 min** | **Introduction (warmer activity + teacher introduction/demonstration of small group activities)**  Morning message - Good Morning KG.   * How many days are in a week? **7** days (Show me in your hand)   What is the day **today?** If today is Sunday, What will be the day **tomorrow?** What was the day **yesterday?**   * Introduce the new theme, and it will be about the “My Body” * Today we are learning about heavy and light.   I will give the student two objects one heavy another one will be light.   * Do you feel any different? * Which one is heavy? | | | |
| **Small**  **Time: 15 min** | **Active Engagement (group working with the teacher)**   * At the begging, I will show the students the balance than I will put different objects to weigh it. * I will ask the students: * What's happened in the balance? * Heavy goes down and the light went up. | | | |
| Macintosh HD:private:var:folders:52:ly0trbpx6rgdc48_dcns46jh0000gn:T:TemporaryItems:balance1.png**Independent Experience (small group activity 1)**   * Students will create a simple balance from a hanger, yarn and cups.  1. Students will have an empty cup they will feel the weight if it is heavy or light. 2. The students will be filling the cup with any of the materials. 3. Then the students compare between heavy and light. (Balancing, 2013) | | | |
| **Independent Experience (small group activity 2)**  This fun cut and paste activity allows students to classify items as heavy or light and place them on the correct side of the scales.  Includes 2 different options for using the scales: 1. Cut out and paste the two different sections of the scales. 2. Photocopy the already assembled scales onto A3 paper ready for the cut and paste activity.  (Teachers pay teachers) | | | |
| **Independent Experience (small group activity 3)**  Fabric collage:  Let the students draw their body. **Macintosh HD:private:var:folders:52:ly0trbpx6rgdc48_dcns46jh0000gn:T:TemporaryItems:body-outline-3.jpg**  Use up scraps of fabric by creating clothes on your body outline. We used diluted child-friendly PVA glue to keep ours in place. If you don’t have fabric scraps, try tissue paper or construction paper scraps instead. (Childhood101) | | | |
| **Closing**  **Time: 5-10 min** | When they finish their activity, teacher I will ask them what did they do in the centre?  Each Student will answer the question, and say what did he\she learn today. | | | |
| **Assessment:** High Order Thinking Skills and Questions | | | | |

**References**

# Bibliography

Balancing. (2013, 11 October). Retrieved from Inspiration Laboratories: http://inspirationlaboratories.com/balancing-with-mms/

*Childhood101*. (n.d.). Retrieved from Kids Art: 5 Ways With Body Outlines: http://childhood101.com/kids-art-5-ways-with-body-outlines/

*Teachers pay teachers*. (n.d.). Retrieved from Heavy and Light Sort {Cut and Paste Craft}: https://www.teacherspayteachers.com/Product/Heavy-and-Light-Sort-Cut-and-Paste-Craft-1887190