|  |
| --- |
| 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):**K2NS5: Identify familiar and patterned arrangements for 1-5 and recognize these arrangements by sight for 1-3/ Identify familiar and patterned arrangements for 1-3. |
| Resources (what materials/equipment will you and the students use? Be specific) | Preparation (what do you need to make or check before class?)* Identify familiar and patterned arrangements for 1-5.
* Recognize these arrangements by sight for 1-3.
* Identify familiar and patterned arrangements for 1-3.
 |
| 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 Tuesday, 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).
 |
|  | Independent Experience (small group activity 1)**Number Writing Activity. Sand Tray Game.*** I picked out a lovely stick to use as our mark making tool as it’s always fun to have a novel way of writing and making patterns!
* Then the kids chose one number leaf at a time to practise forming the letter shape in the sensory writing tray.
* Because the surface is large, the movement is big while writing and that is a really good way to begin trying to make formal number shapes. It focuses the movement from the shoulder and elbow and makes it a gross motor action rather than a fiddly and awkward fine motor one
 |
| **Macintosh HD:private:var:folders:52:ly0trbpx6rgdc48_dcns46jh0000gn:T:TemporaryItems:Missing-Number-Clip-Cards-Pin-2.jpg**Independent Experience (small group activity 2)**WINTER MISSING NUMBER CLIP CARDS** * It’s easy to count numbers in complete order, but it’s a bit more of a challenge to figure when a number is missing.
* Kids can mark the correct answer with their clothespin for some work on fine motor skills while they are working on their math skills
 |
| **Macintosh HD:private:var:folders:52:ly0trbpx6rgdc48_dcns46jh0000gn:T:TemporaryItems:play-dough-trees-pin-700x1000.jpg**Independent Experience (small group activity 3)**Number Play Dough** * These play dough number mats can be used to represent different stages of a tree as well. Or you could put apples, peaches, pears, and cherries.
* Let your child’s imagination run wild!
 |
| 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
 |