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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):**  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 | | | | |