

## (The lesson plan 4 & Reflection 4 ) Math pattern

<b>School:</b>	Al-Bawadee.	<b>Date:</b>	29 OCT
<b>PST:</b>	Pre-service Teacher	<b>Time:</b>	3C /8:30 -9:15      3D/11:10 -11:30
<b>MST:</b>	Patrick. Kelly	<b>Unit:</b>	Unit 3
<b>Class:</b>	3C-3D	<b>Number of Students:</b>	3C/20 students      3D/20 students

### ADEC Learning Outcome:

3PA1 Build, continue and create repeating and increasing patterns and find missing elements.

### Prior Knowledge:

Students should have experience of skip counting using known multiplication tables.

Some students know that patterns and find missing elements.

### Lesson Objectives:

- By the end of the lesson, the student will be able to: continue a number pattern based on a known multiplication table, including patterns that do not start on the multiple.

### Lesson Activities:

**Keywords:** pattern-repeating -sequence.

**Materials:** papers, colors, pen, color papers, scissors, glue.

**Routines:** Eggcellent board/classroom rules reminders/ lining up/clean up after each lesson.

### -Starter activity(5 minutes):

The teacher introduces the lesson by game. She asks students to stand up to make a circle. Then she asks two students to stand up and two students sit down. The teacher asks students what we do. The students will be answer (pattern).

### Main activity :( decoration with colored papers).

The teacher will do with student's pattern by using color papers.

The teacher will explain for student's steps of pattern by using color papers.

The teacher will ask students after they finish to paste their pattern on the wall.

### Closing activity (10 minutes):

Teacher will do with students' pattern by clapping.

The teacher asks students stand up to do pattern by clapping (two clap and one clap).

### Evaluation / Assessment:

\*The teacher will ask students questions during lesson. For example: he will ask the students if they understand or not. \*At the end of the lesson, all students know what the different between the tittle and the heading.

\*Kid watching.      \*Worksheet.

**Personal focus:**

- In this lesson, I am working on the time of the lesson. I should be attention for the time of the class.
- In this lesson, I am working on the classroom management through using the daily routine. It can help me to take control of the behaviors of students during the lesson. For example: After the lesson, I give one point for a group of students follow the rules.
- In addition, there is an important routine I do it during my class. I evaluate each student when they do the activity if his/her achieve the outcomes. I have the checklist I write on it outcomes students need to achieve it.

## Lesson Reflection (for the students use)

Lesson unit/page	Math /money  A pattern	Student teacher	Hala Abdullah
MST	Patrice Kelly	School	Al Bawdy
Class	Grade 3 C+D	Date	29/10/2017

### Overall aim and context of the lesson :

In this lesson the children learn what the meaning of pattern and learn how to make a pattern by color.

### Positive aspect of the lesson:

I played the 'Who am I?' game. Students were engaged in guessing the different denominations of money. I demonstrates high expectations and regularly refers to the class rules; raise your hand, don't speak when the teacher is speaking. I Used manipulative to support learning (real coins as visual aids). I Scaffold questioning challenges students and extends learning. Reviews concept to ensure all students understand and explains instructions before moving to main activity.

Tasks are differentiated and catered to meet student needs in each group. SEN students were able to work independently on their activity (sorting coins according to denomination). Students are generally focused whilst completing their activities. Challenge questions are set for Early Finishers.

### Requires Attention:

- More opportunities for student talk (Think-Pair-Share).
- Incorporate use of IT (video, power point, interactive game, quiz...)

### Personal focus for the next lesson:

All the comments for MST are very important I will work with all that next time.