

(Lesson plan 2 & Reflection 2) English

School:	Al-Bawade.	Date:	25 OCT
PST:	Pre-service Teacher	Time:	9:30 -10:15
MST:	Patrick. Kelly	Unit:	Unit 3
Class:	3C-3D	Number of Students:	20 students

ADEC Learning Outcome:

3WWP3 edit and proofread for convention by making simple correction (e.g.spelling, capitalization, punctuation).

Prior Knowledge:

Some students know that procedural writing, (first, next, then and finally).

Lesson Objectives:

- Be able to write the text by using the descriptive words.

Lesson Activities:

Keywords: first, next, then and finally.

Materials: pen, papers, board.

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

Opening (warmer activity + teacher introduction/demonstration of small group activities) Introduce

-After greeting, the teacher will review the last lesson with the students .She will ask them some questions.

-She asks the students to brainstorm (think – pair – share) prior learning and connects with new learning.

-In addition, the teacher will introduce the English outcome for this week.

- After the opening, the teacher introduces the new vocabulary to the students which will help them with their writing. Introduce “title” to the students. Ask them what the title of the topic is. Title: tells the reader what the text is about. Then, The teacher will ask those deep questions .Why the title is important?

Guided and Independent Experience (group working with the teacher).

After teacher reviews the last lesson (Banana smoothie). She will engage students to write the steps by using the descriptive words (first, next, then and finally). She will remembers them the steps and she writes it on the board. Also, the teacher explains for the students the rules of the writing (capital letter in first sentence, put comma after the descriptive words, finger space between words and put full stop at the end of the sentence).

-Next, the teacher asks the children to go to their on tables to do the activities.

-The teacher distributes differentiated texts, depending on the level of each group. Each group will work together.

Closing :

In the end of the class all the students will come and sit on the carpet. One student from each group will explain the work sheet for their friends and she reviews the rules of writing with them.

Evaluation / Assessment:

-Formal Assessment (Unit Test).

-Informal Assessment (Observable Behaviors, Portfolio, Journal, Interviews, Conferences, Oral Questioning, Checklist/Rubric)

-Ongoing Assessments (Summarizing, Teacher Observation, Oral Response, Class work/Homework)

Performance Assessments (Presentations, Projects).

-The teacher will ask students questions during lesson.

-Ask the students if they understand or not.

-At the end of the lesson, all students know what the different between the title and the heading.

-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 make control on the behaviors of students during the lesson. For example: After the lesson I give one point for group of students follow the rules.
- In addition, there is 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	procedural writing	Student teacher	Hala Abdullah
MCT+MCT	Ebtesam Alzahmi +Patrice	School	Al- Bawdy
Class	Grade 3C+3D	Date	25/10/2017

Overall aim and context of the lesson

Some students know that procedural writing, (first, next, then and finally). In addition, I thought them the rules of writing.

Positive aspect of the lesson:

The positive aspect of the lesson when I beginning the lesson I told the student the outcome of the weak. I think that helpful for them to understand the outcome and connect by their lessons during the weak. Also, I started formally with asking questions. . I was asking questions about the previous lesson 'What is the order of procedural writing In addition, the best part in the lesson when I used the flash cards to thought the students the new words. The flash cards help the students to understand and remember the sequence words easily.

Requires Attention:

Make sure to practice in my English language and practice forming questions.

Personal focus for the next lesson:

My aim in the next lesson focus more on the time and classroom management