

OUR LADY QUEEN OF MARTYRS SCHOOL WEEKLY LESSON PLAN

Teacher’s Name Ms.Ocasio Subject Mathematics Grade: K

Week of 3/3-3/7 Unit 5
Unit Title: Numbers 10-20, Counting to 100 by 1 and 10 Essential Question: How can you show, write, and count numbers 10-20 and beyond?

	CCSS Code e.g. RL.K.5	OUTCOMES (Lesson Focus) What will the students know or be able to do at the end of the lesson?	ASSESSMENT How will the students demonstrate that they have accomplished the desired outcome? Please state the question that will be asked during your formative assessment.	STRATEGIES In what activities will the students be engaged to accomplish the desired outcome? Please list in the order that you will implement.	3 HOTS QUESTIONS e.g. one should be on knowledge, one on application, and one on synthesis or evaluation.
Mon	K.CC.3 K.CC4 K.CC5	Use objects to decompose the numbers 13 and 14 into ten and ones and some further ones.	How can you use objects to show 13 and 14 as ten ones and some more ones?	Place 10 to 13 counters each in the four cups. Provide groups with cups, a ten frame, and numeral cards for 10 to 13. Have students take turns choosing a cup and count and place them in the ten frame.	When you count, what can you tell about the next number name? How many ones are in the ten frame? What can you tell if you circle the 10 objects together?
Tues	K.CC.3 K.CC4 K.CC5	Represent 13 and 14 objects with number names and written numerals.	How can you count and write 13 and 14 with words and numbers?	Review the ten frame with students and discuss counting on from 10 when the ten frame is full. Each time a new number is added have children name the number and say this is 10 ones and ___ ones.	What number and word shows how many yellow cubes there are? How many is 10 ones and three more or 3 ones? How many more objects are there if I add 2 more?
Wed	K.CC.3 K.CC4 K.CC5	Use objects to decompose 15 into two ones and some further ones and represent 15 with a number name and a written numeral.	How can you use objects to show 15 and 15 as ten ones and some more ones?	Ask a volunteer to show a group of 10 counters. Add five counters and count on from 10 to 15. Explain that 15 is 10 ones and 5 ones. repeat the process with 12, 13, and 14.	How can you show 14 in two equal sets? What number is one less than 14? How can you use counters to count a set of 15 pictures?
Thurs	K.CC.3 K.CC4 K.CC5	Solve problems by using the strategy draw a picture.	How can you solve problems using the strategy draw a picture?	Have children draw a circle in each square of the ten frame as they count aloud from 1 to 10. Ask children to draw one circle below the ten frame.	What does the ten frame picture show? How many chairs are there in all? Are there more hats or more children?
Fri	K.CC.3 K.CC4 K.CC5	Use objects to decompose the numbers 16 and 17 into ten ones and some more ones.	How can you use objects to show 16 and 17 as ten ones and some more ones?	Have children draw 10 circles on the first ten frame. Draw one more circle on the next ten frame. Repeat the activity for numbers 12 through 17.	How many boxes of the second ten frame do I need to fill with yellow counters to show 16? What can you tell me about 17? How many counters fill the top ten frame?
		Bloom’s Taxonomy (HOTS Questions)	School Grade Weighting Scale:	Vocabulary words for week: 1.thirteen 6.tens	Use of Technology:

		-Knowledge -Comprehension -Application -Analysis -Synthesis -Evaluation	Tests (40%): Quizzes (20%): Classwork/ Participation (15%): Homework (5%): Projects/ Portfolios (20%):	2.fourteen 3.fifteen 4.sixteen 5.seventeen	7.ones 8. 9. 10.	____ Smartboard ____ Student Response System
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