

OUR LADY QUEEN OF MARTYRS SCHOOL WEEKLY LESSON PLAN

Teacher's Name Ms.Ocasio

Subject Mathematics

Grade: K

Week of 9/29-10/3

Unit 1

Unit Title: Count Numbers to 10

Essential Question: How Can You Show, Count, and Write numbers 1-10

	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	CC.K.3	Using matching and counting strategies to compare sets when the number of objects in one set is greater than the number of objects in the other set.	How can you compare sets when the number of objects in one set is greater than the number of objects in the other set?	Distribute five counters to each child. Turn over a number card from 1 to 4. Have children read the number together. Have one child model the number with counters. Turn over another numeral card. Have another child model the number with counters.	Compare the sets, which shows the greater number? How do you know when you have more things than someone else? Why does every counter have a match?
Tues	CC.K.5	Using matching and counting strategies to compare sets when the number of objects in one set is less than the number of objects in the other set.	How can you compare sets when the number of objects in one set is less than the number of objects in the other set?	Lay the cards face up in the center of the table and allow students to point to the three dot card and have them compare the dots. Then have them repeat several times with different numbers 1 to 5.	Which card has a number of dots less than the other card? How can you tell which set has a number of counters that is less? Why do you think every counter has a match?
Wed	CC.K.3	Make a model to solve problems using a matching strategy.	How can you make a model to solve problems using a matching strategy?	Give a handful of cubes to each child and have him or her sort them by color and make two cube trains. Have each child in turn compare the cube trains by matching, telling, which cube train has a greater number of cubes than another.	Which cube tower has a greater number of cubes? Tell how you know. What do you need to know to solve the problem? How can I show a number greater than 3?
Thurs	CC.K.3	Use a counting strategy to compare sets of objects.	How can you use a counting strategy to compare sets of objects?	Have a group of three children form a line in front of the class. Have the rest of the class count the children. Ask volunteers to answer and explain their thinking.	Who has the greater number of trucks? how do you know? Which number is greater? less? What can you tell about the sets?
Fri	CC.K.3	Recognize numbers in different arrangements.	How can you show, count, and write numbers 6 to 9.	Give each child nine counters. Have children fill in the top row of a ten frame. Ask children how many counters are in the frame. Then have them show the numbers 6,7,8, and 9 on the previous number.	How are the cubes placed in a particular order? What number word card means the same as 6? Are the tiles showing the number that is less than 2?

		Bloom’s Taxonomy (HOTS Questions) -Knowledge -Comprehension -Application -Analysis -Synthesis -Evaluation	School Grade Weighting Scale: Tests (40%): Quizzes (20%): Classwork/ Participation (15%): Homework (5%): Projects/ Portfolios (20%):	Vocabulary words for week: 1.greater 2.fewer 3.less 4. 5. 6. 7. 8. 9. 10.	Use of Technology: ____ Smartboard ____ Student Response System
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