

OUR LADY QUEEN OF MARTYRS SCHOOL WEEKLY LESSON PLAN

Teacher’s Name Ms.Ocasio Subject Reading/ELA Grade: K

Week of 10/28-11/1 Unit 2
Unit Title: A Colorful Time with Rhythm and Rhyme Essential Question: How does rhyme affect the way that we hear and read poetry?

	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	RF.K.1 RF.K.3 L.K.1 L.K.2	Identify capital and lowercase Cc, Gg, Aa, Dd. Associate Cc with /k/, Aa with /a/, Gg with /g/, Dd with /d/, form Dd, Encode d for /d/	Why do we need punctuation in writing?	I will say two words and ask which word begins with /d/. Ask children to write the capital letter for the sound at the beginning of each word I say.	What is Doc doing at the toy store? Why do you think Doc needs to buy different tools? How does Doc help the owner of the toy store?
Tues	RF.K.2 RF.K.3	Identify final /d/, associate picture names with final /d/, associate d with initial and final /d/, blend sounds for pairs of letters, follow oral directions	How does blending the sound help us to read a word?	I will say three words and ask which two rhyme. Ask children to write the lowercase letter that stands for /d/, then write lowercase letter for the sound at the beginniing of each word I say.	How does Doc fix the broken toys? What happens to the sound of the toys? Why do you think the broken toys sound different now that they have been fixed?
Wed	RF.K.1 RF.K.3 SL.K.2 SL.K.6 L.K.2 L.K.4 W.K.3	Recognize that words are made up of letters, understand that the same word is always spelled with the same letters, associate final dd with /d/, blend sounds to decode words, sequence events	Create an unusual object or thing after seeing how Doc cretaed her strange toys.	Have children blend sounds to decode odd and trace the letters. Say a word and have children raise a hand if the word end in /d/ like hand. Ask children to write the lowercase letter for the sound at the end of each word I say.	Who created an odd invention? Why do you think the odd creations were interesting or not? What would you create if you could make an odd invention?
Thurs	RF.K.3 L.K.4 L.K.2	Blend sounds to decode words, encode words, practice handwriitng	Write and draw a story about your own odd invention.	Using teacher letter cards a,c,d, and g in a pocket chart and help children blend the sounds, then name a word that begins with the letter-sounds	How was the dog transformed to look like an odd dog? What does “odd dog” mean? Why did each person create something odd?
Fri	SL.K.1 SL.K.3 L.K.4 L.K.5 L.K.6 SL.K.5 W.K.8	Use prior knowledge, answer questions about a story, visualize, determine cause and effect,speak as a story character	Dictate labels for a diagram	Use teacher letter cards and from odd and dog in pocket chart and help children blend the sounds in the new words, define unfamiliar words	Why does Cass need a bed for coconut? What happened when Doc suggested to help Cass make a bed for coconut? Do you think pets care if their bed are fancy or plain?
		Bloom’s Taxonomy	School Grade Weighting Scale:	Vocabulary words for week:	Use of Technology:

		(HOTS Questions) -Knowledge -Comprehension -Application -Analysis -Synthesis -Evaluation	Tests (40%): Quizzes (20%): Classwork/ Participation (15%): Homework (5%): Projects/ Portfolios (20%):	1. odd 2. inventions 3.plain 4.fancy 5.simple	6. 7. 8. 9. 10.	____ Smartboard ____ Student Response System
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