

OUR LADY QUEEN OF MARTYRS SCHOOL WEEKLY LESSON PLAN

Teacher's Name Ms.Ocasio Subject Reading Grade: K

Week of 1/28-2/1 Unit 9(T) /10 (F)
 Unit Title:Tic, Tac, Toc / Frits Essential Question: How is reading like exploring?
 Exploring with friends in the neighborhood

	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	W.K.1 SL.K.1	Use prior knowledge, answer questions about a story, determine important ideas, Dictate a title for a story	What is the purpose of a title?	Discuss whether "Tac, Toc, and Turtles" is a good title for the story they just heard. Then help children come up with other titles, children can draw pictures to illustrate their favorite part of the story.	Why does Toc think Tac ruined the game by letting Cass play? Do you think Tac and Toc should invite Tic to play? What lesson do you think Tac and Toc learned about playing games with friends?
Tues	RF.K.2 L.K.1	Progress Test 4 Introduce Frits, Identify capital and lowercase Ff, Identify initial /f/, Associate Ff with /f/	How do illustrations help us to better understand a story?	Say a word and have children name as many words as they can that rhyme with the given word. Say a word in context sentence and ask children to write the word.	What does Frits enjoy doing? Do you think that Frits is exploring with the other superkids? How do you think Frits will be able to catch more fish?
Wed	RF.K.2 L.K.1	Discuss the shape of F, compare t and f, Identify initial sounds, Form Ff, encode f for /f/ and encode words	What does it mean to have patience?	Tell children to pretend to catch a fish if I say a word that begins with /f/, as in fish. Distribute student letter cards for f and t.Tell children to hold up the correct card that has the beginning sound.	Who went fishing with Frits? Why did Lily need to learn to be patient when fishing? What do you think Lily learned about her fishing experience with Frits?
Thurs	RF.K.2 RF.K.1	Identify the title of a story, track print from left to right, top to bottom, use prior knowledge, compare and contrast	Why do you think this experience was a meaningful one for Frits and Lily?	Using teacher letter cards I will form various ending sounds and make words to help children decode words. Say a word in context and ask children to write the word and identify words that rhyme.	How is Frits worm different from Lily's worm? Why do you think Lily and Frits sit still while fishing? What did Frits and Lily have to do before they could fish?
Fri	RF.K.2 RF.K.1 L.K.2	Recognize periods and question marks, distinguish between types of sentences, understand speech balloons, identify f/ in different	What do you think Frits does in order to know he is purchasing the right equipment?	Have children read the sentences aloud together before copying them. Form words in the pocket chart and have children blend the sounds to read the word.	Who is fast? What is flat? Why do you think Frits discusses details about the fish?

		positions			
		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.ruin 2.bait 3.fishing equipment 4.dock 5.pier 6.patient 7.gill 8.scales 9.sill(window sill) 10.	Use of Technology: ____ Smartboard ____ Student Response System