

OUR LADY QUEEN OF MARTYRS SCHOOL WEEKLY LESSON PLAN

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

Week of 3/3-3/7 Unit 5
Unit Title:The Great Big World Essential Question: Why is it important for writers to describe settings carefully?

	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	RL.K.3 L.K.2 RF.K.1 RF.K.2 RF.K.3 L.K.4 L.K.5	Describe the connection between the settings of fictional works and informational books about the same place.Identify capital and lowercase Rr, Compare B and R, Identify /r/, Associate picture names with /r/, Identify rhyming words	Say a word, give a context sentence, and ask children to write the word. Ask what is the same about the words.	Use Teacher Letter Cards for b, e, f, g, h, i, l (two), s, and t. Form it in your Pocket Chart and have children blend the sounds. Make words ending in -it and have children blend sounds in each new word. Point out the words rhyme. Repeat with -et and -ell families.	What are the superkids doing to the bus? Why is there a rainbow in the background of the bus? How are the superkids feeling after alll their hard work in cleaning the bus?
Tues	RF.K.2 RF.K.3 RI.K.7 L.K.2	Identify /r/, Identify rhyming words, Blend sounds to decode words, Associate pictures with words, Encode words in word families, Encode r for /r/ and other letter-sounds	How are word families similar to rhyming words?	Distribute Student Letter Cards for b and r. Tell children to hold up the b card when you say a word that begins with /b/ and the r card when you say a word that begins with /r/, Have children pretend to rub the bus with a rag if you say a word that begins with /r/, as in rub and rag.	What are the superkids thinking about? Why do the superkids disagree about how they will decorate the bus? How do the superkids come to an agreement about the bus?
Wed	RF.K.1 RF.K.3 L.K.4 L.K.6 RL.K.4 RL.K.7 SL.K.1 SL.K.10	Identify the title of a story Track print and illustrations, Use prior knowledge Answer questions about a story Generate questions to determine important ideas Determine cause and effect	Say a word, give a context sentence, and ask children to write the word. Have children identify the words that rhyme.	Have children blend the sounds to read the first word aloud. Call on a child to write next to it a rhyming word that begins with /r/. Have children blend the sounds in the new word. Repeat with the other words.	What do the Superkids do first to get set to paint the bus? Do you think it was a good idea for the superkids to mix the paint? What fell in globs and blobs?
Thurs	RF.K.1 RF.K.3 L.K.5 L.K.6	Match capital and lowercase letters, Blend sounds to decode words, Recall details Associate pictures with sentences Generate ideas before writing	Say a word, give a context sentence, and ask children to write the word.	Use Teacher Letter Cards and form rob in Pocket Chart and have children read the word aloud. Change the vowel as shown in the first column. Help children blend the sounds to read each new word. Repeat with the words in the other columns.	What colorful decoration they have added to the side of the bus? Who had more paint? Why did they superkids all have different amounts of paint?

Fri	RF.K.1 RF.K.3 L.K.2 W.K.2	Track print from left to right, top to bottom, Recognize capital letters at beginning of sentences and periods, Associate letters with initial sounds, Encode words	Say a word, give a context sentence, and ask children to write the word	Use Teacher Letter Cards for b, d, e, g, o, r, s, t, and u. Form rub in Pocket Chart and have children read the word. Change one letter at a time and have children read each new word.	How does each sentence begin? Why are the superkids so excited? What will the superkids do next in their club?
		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.scrub 6. 2.robin 7. 3.blob 8. 4.glob 9. 5. 10.	Use of Technology: ____ Smartboard ____ Student Response System