

OUR LADY QUEEN OF MARTYRS SCHOOL WEEKLY LESSON PLAN

Teacher's Name Ms.Ocasio

Subject Mathematics

Grade: K

Week of 1/5-1/9

Unit 3

Unit Title: Number Pairs addition and subtractions numbers to 10

Essential Question: How can you show addition and subtraction?

	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.G.1	Use the terms above and below to describe shapes in the environment.	How can you use the terms above and below to describe shapes in the environment?	While students are seated in their chairs, ask them to raise their hands up and above their heads. Stress the words above and below. Have children play a version of "Simon Says" using the words above and below.	What object below the shelf is shaped like a cylinder? What object above the cabinet is shaped like a sphere? When your hands are above your head which way do you move them to touch your feet?
Tues	CC.K.G.1	Use the terms beside and next to describe shapes in the environment.	How can you use the terms beside and next to describe shapes in the environment?	Place different objects in the classroom in specific places and have children answer the question "Where is it" using the words beside or next to. Then give each table a variety of three dimensional shapes and arrange them in different order and then ask what position they are in using next to and beside.	Which ball should Jessie get? why? What three dimensional objects do you see in the picture? What shape is beside the cylinder?
Wed	CC.K.G.1	Use the terms in front of and behind to describe shapes in the environment.	How can you use the terms in front of and behind to describe shapes in the environment?	Place objects in front of the classroom. Have a volunteer select an object and describe the object and its shape. Repeat with other children and other shapes.	Who is standing in front of the chair? Is the cone shape in front of or behind the cube shape? Which shape is in front of the cube?
Thurs	CC.K.OA.1	Chapter 10 test Introduce chapter 5 Adding to 5	What word can you use when you put together two groups?	Children will represent addition word problems with numbers. Show a picture that shows a simple addition word problem. Have students select a numeral card that matches each sets in the word problem.	How many children are on the swings? What word tells you to add? How many boys are in the group? girls?
Fri	CC.K.OA.1	Use expressions to represent addition within 5.	How can you show addition as adding to? How can you describe increasing numbers of numerals in a given sentence?	Have children make a green two cube train and add another color and have students describe the train. Then have children use numbers to represent addition word problems.	Three animals were in the field and one more came, how many animals are there now? What is 4 and 1? How many children are eating lunch?

		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.above 2.below 3.beside 4.next to 5.plus 6.add 7. 8. 9. 10.	Use of Technology: ____ Smartboard ____ Student Response System
--	--	--	--	--	--