

OUR LADY QUEEN OF MARTYRS SCHOOL WEEKLY LESSON PLAN

Teacher’s Name Ms.Ocasio

Subject Mathematics

Grade: K

Week of 9/16-9/20

Unit 1

Unit Title: 2D and 3D shapes

Essential Question: How can identify, name, sort and describe 2-dimensional and 3-dimensional shapes?

	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	K.G.1 K.G.4 K.G.5	To identify a triangle and objects shaped like a triangles. To identify corners/vertices of a triangle. To draw different types of triangles.	In what ways are all triagles alike?	Provide students with blocks of triangles for students to handle and examine, then examine. then ask students to identify objects in the classroom that are shaped like the attribute blocks.	What objects in the classroom are shaped like trangles? How many plane figures are shown in the picture? What is another name for corner?
Tues	K.G.1 K.G.2 K.G.4 K.G.5	To identify a square and rectangle, and objects shaped like squares and rectangles. to identify the sides and corners of square and rectangle. To draw squares and rectangles.	How are a square and rectangle alike/ different?	Display a large model of a rectangle and a square hand have children say their names. Have children identify classroom objects that are shaped like the attribute blocks.	What object is the boy holding? Where could you find a plane figure shaped like the rectangle? How do you know the difference between the plane and solid figure?
Wed	K.G.3 K.G.4	To identify a circle and objects shaped like circles.	In what way are all circles alike?	Invite children to trace their attribute blocks of circles. Ask them to color the inside of the circles. Explain that all circles have no sides and no corners, that is flat and is a plane figure.	What plane figures are shown on the girl’s poster? Why does a circle have no sides or corners? Where could you find some objects shaped like a circle?
Thurs	K.G.5 K.G.6	To put together shapes to cover exactly a given plane figure. To separate shapes to make other shapes.	What shapes of the same size can be put together to cover a rectangle exactly?	Review the number of sides and corners of a triangle and square. Have children use their own pattern blocks to do the following demonstrations along with me.	What can you tell about the pattern blocks? How are the pattern blocks similar or different to the plane figures? Why do you think you can create the same pattern using different pattern blocks?
Fri	K.MD.2	Math Quiz To identify , extend, describe and predict color patterns.	What is a pattern rule?	Review sorting by distributing objects of different colors and sizes. Have pairs sort the objects and explaining the sorting rule.	What color is most likely to come next in the pattern? Why do you think patterns vary? Where have you seen a pattern before?

		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. square 2. circle 3. corner/vertcies 4. pattern rule 5. color pattern 6. rectangle 7. 8. 9. 10.	Use of Technology: ____ Smartboard ____ Student Response System
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