

# OUR LADY QUEEN OF MARTYRS SCHOOL WEEKLY LESSON PLAN

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

Week of 3/18-3/22 Unit 4

Unit Title: Symbols and Celebrations

Essential Question: How will asking questions help to learn more about celebrations and holidays?

	CCSS Code e.g. RL.K.5	<b>OUTCOMES (Lesson Focus)</b> What will the students know or be able to do at the end of the lesson?	<b>ASSESSMENT</b> How will the students demonstrate that they have accomplished the desired outcome? Please state the question that will be asked during your formative assessment.	<b>STRATEGIES</b> In what activities will the students be engaged to accomplish the desired outcome? Please list in the order that you will implement.	<b>3 HOTS QUESTIONS</b> e.g. one should be on knowledge, one on application, and one on synthesis or evaluation.
<b>Mon</b>	RF.K.2 RF.K.3 SL.K.1	To blend phonemes in a cvc word, to delete initial phonemes in words, to blend cvc words with short a and identify consonants and vowels	Did Monica bat the ball?	Blending phonemes in a CVC word, display the picture cards, explain to children that sounds are blended together to say a word.	Why does the cat nap in a hat? How did Monica's team win the game? What is the name that Monica's team plays?
<b>Tues</b>	RF.K.2 RF.K.1 SL.K.1	To read decodable text, to read short a words and high frequency words in context, to read independently, to retell a story	What did the cat have in the bag?	Tell children they will be reading a story about a cat who bats a baseball. Reading skill have children use their punch out cards to form the high frequency word <b>the</b> .	What is the cat's name? Why does he carry a bat in his bag? Who else plays the game with the cat?
<b>Wed</b>	RF.K.2 RF.K.1 SL.K.1 W.K.1	To recognize and read CVC words with short <b>a</b> , to use words with <b>a</b> in writing, to accurately print names	How did the title of the story help figure out what it would be about?	Review the short a sound by holding up a picture card. Ask children to name the picture, the vowel sound, and the letter that stands for the sound.	Which letters are vowels? What did the naughty bat do? Where did the jam fall?
<b>Thurs</b>	RF.K.2 RF.K.1 SL.K.1	To review short vowel a, to identify and write a for the short vowel sound/a/	How can we use medial sounds?	Remind children that the short <b>a</b> vowel sound is /a/, the sound they hear in the middle of <b>hat</b> . Say words with different medial sounds and ask children if they hear the short <b>a</b> sound in the word.	What are medial sounds? Why are medial sounds helpful in decoding a word? Can we use medial words to know if a word rhymes?
<b>Fri</b>	RF.K.2 RF.K.1 SL.K.1	To match initial and medial sounds, to recognize /i/, to identify picture names with the sound of short <b>i</b>	How did reading this book help us in identifying medial/i/?	Tell children that they can sometimes make a new word by adding a beginning sound.	What word will we get if we add /f/ to the beginning of <b>in</b> ? Where do hear the /i/ sound in gift? What word can you make with /i/ at the beginning?
		<b>Bloom's Taxonomy (HOTS Questions)</b> -Knowledge -Comprehension -Application	<b>School Grade Weighting Scale:</b>  Tests (40%): Quizzes (20%): Classwork/ Participation (15%):	<b>Vocabulary words for week:</b> <b>1. vowels</b> <b>6.</b> <b>2. medial</b> <b>7.</b> <b>3.</b> <b>8.</b>	<b>Use of Technology:</b>  ____ Smartboard  ____ Student Response System

		-Analysis -Synthesis -Evaluation	Homework (5%): Projects/ Portfolios (20%):	<b>4.</b> <b>5.</b>	<b>9.</b> <b>10.</b>	
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