OUR LADY QUEEN OF MARTYRS SCHOOL WEEKLY LESSON PLAN

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

Week of 2/25-3/1 Unit _12(H)_____
Unit Title: Hot Rod Essential Question:

	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	RF.K.2 L.K.1	Identify the title of a story, track print from left to right, top to bottom, answer questions about a story, determine cause and effect	What has happened to the front tire of the Fast Cat? Why do you think this happened?	Build vocabulary and background, guide reading and comprehension. Use teacher letter cards and form different words in pocket chart and have children blend sound to read the words.	What does hits the gas mean? How do you think Hot Rod is feeling? Why is Hot Rod sad at the end of the story?
Tues	RF.K.1 RF.K.2 L.K.1	Visually discriminate between sentences, identify rhyming words, blend sounds to decode words, associate picture with sentences, follow oral directions	Sal has helped Hot Rod with his Fast Cat by doing what?	Blending practice by using teacher letter cards in pocket chart, then help children blend the sounds to read the words. Give decoding practice and rhyming practice by reading the game pieces and playing the game.	Why do they have traffic signals? What does Hot Rod mean when he says "sit still"? How would you feel if you had the opportunity to build a car like Hot Rod's?
Wed	RF.K.2 L.K.1	Use prior knowledge, answer questions about a atory, generate questions about a story, recognize plot	Why is the title of a story important?	Build vocabulary and background, guide listening and comprehension. Practice blending by using letter cards and have children read the words.	Why is Hot Rod mad? What problem do Hot Rod and Doc have with sharing the action figures? Which character cared about keeping the action figures clean?
Thurs	RF,K.1 RF.K.2 L.K.1	Identify capital and lowercase Uu, recognize exclamation marks, Identify initial /u/, Associate Uu with /u/, observe punctuation	How are all the superkids connected?	Review the superkids, teach vocabulary: position words, Phonemic awareness and phonics initial Uu/u. Then say three words and which two rhyme.	Who do they refer to as Us in this unit? What are the superkids planning on doing? Why do you think this might be a good idea or bad idea? why?
Fri	RF.K.1 SL.K.3 L.K.1	Compare U and u, Identify vowels and consonants, associate letters with initial sounds, Form Uu, encode u for /u/ and other letter sounds, follow oral directions	How have the superkids formed as a group known as Us?	Give encoding practice, Phonemic awareness have children hold up their arms up in a u shape if I say a word that begins with /u/, as in up. Distribute student letter cards for u and a and have children hold up the letter corresponding word I say.	Which letter is a vowel in sat? consonants? Where is coconut hiding? Why does coconut hide there, what is happening?
		Bloom's Taxonomy (HOTS Questions) -Knowledge -Comprehension	***School Grade Weighting Scale:*** Tests (40%): Quizzes (20%):	***Vocabulary words for week:*** ***1. sharing*** ***6.vowel*** ***2. solution*** ***7.consonant***	***Use of Technology:*** ____ Smartboard

		-Application -Analysis -Synthesis -Evaluation	Classwork/ Participation (15%): Homework (5%): Projects/ Portfolios (20%):	***3. action figures*** ***8.*** ***4. plot/problem*** ***9.*** ***5.*** ***10.***	____ Student Response System