

OUR LADY QUEEN OF MARTYRS SCHOOL WEEKLY LESSON PLAN

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

Week of 3/18- 3/22 Unit 4

Unit Title: 1-2 (B,R) Essential Question: How will asking questions help to learn more about celebrations and holidays?
 Symbols and Celebrations

	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.1 RL.K.3 L.K.1 L.K.2	Identify the title of a story, track print and illustrations, understand the use of speech balloons, blend sounds to decode words, use prior knowledge, recognize an apostrophe.	What have the kids been up to with their clubhouse?	Use teacher letter cards form different words in my pocket chart and have children blend the sounds to read the words, repeat this step with different words. Dictation say a word in context and have children write the word.	Why does Doc say the bus is a bit odd? How does Alf feel about the bugs on the bus? What does Toc notice about the bus?
Tues		Mass @ 9:00am Feast of St.Joseph			
Wed	RF.K.3 L.K.4 L.K.6 W.K.7	Blend sounds to decode words, set a purpose for writing, form plurals with -s ending	What do you think needs to be done to this old school bus to be transformed into a clubhouse?	Blending, have the children blend the sounds to read the first words, have children blend the sound in the new word, repeat with several words. Dictation, say a word give context sentence and ask children to write the word, have them identify the words that rhyme.	What's wrong with the place they have chosen as a clubhouse? Why do you think the superkids have alot of work to do? How do you think they will begin to work on their clubhouse?
Thurs	RF.K.3 L.K.4 L.K.6 SL.K.5 SL.K.6	Distinguish between b/b/ and d/d/, recall details, follow written directions, encode b for /b/ and d for /d/	Did the superkids discuss the bus?	Use teacher letter cards to form different words in pocket chart and have children read the word, changing one letter at a time and have them blend the sounds to read each new word.	Is the bus a bit odd? Why do you think the superkids reacted the way they did when they saw the bus? What did they do to the bus?
Fri	RF.K.1 RF.K.2 L.K.4 L.K.5 SL.K.2	Identify capital and lowercase Rr, compare B and R, identify/r/, identifying rhyming words, Associate picture names with /r/,blend sounds to decode words	What have the superkids decided about the bus as their clubhouse?	Practice blending word families, -et, -ell, -it and have children blend sounds in each new word. Say a word, give a context sentence, and ask children to write the word. Form sentences with correct spacing and punctuation.	What is happening as the superkids clean the bus? Why do you think they say they are a team? How can the superkids work together?

		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 2.robins 3.add 4.bit 5.discuss 6.stuff 7. 8. 9. 10.	Use of Technology: ____ Smartboard ____ Student Response System
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