

OUR LADY QUEEN OF MARTYRS SCHOOL WEEKLY LESSON PLAN

Teacher's Name Ms.Ocasio

Subject Reading/ELA

Grade: K

Week of 9/15-9/19

Unit 1

Unit Title: Tell a Story 1-2-3

Essential Question: How are the beginning, middle, and end of a story different from one another?

	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	SL.K.1 SL.K.2 RL.K.2 RI.K.1 L.K.1 L.K.2	Use knowledge of letter-sound correspondence for short a, short i, short o, b, f, h, m ,s, and t to decode and read words in a sentences.	What do these pictures tell us?	Display the story title page and ask students to discuss the title and cover page. Think about how the title and cover help us to better understand a story before we read. Have students begin to think about how the sequence of a story is important. Discuss story characters and their role in a story.	What do you see in the first picture? Why do you think we look at the pictures for clues? How do we use the pictures to help us understand text?
Tues	SL.K.2 SL.K.3 RL.K.2 RI.K.2 L.K.1 L.K.2	To divide sentences into words. To recognize and count syllables in words.	Why do you think its important to know the number of words in a sentence?	Tell children that a sentence is made up of individual words. Demonstrate by clapping for each word I say in a sentence. Ask students to clap or use their fingers to count the words in the sentences I say aloud.	What does practicing this skill help us to learn? Why do you think words make up a sentence? How do you think you could use the same skill for something else?
Wed	SL.K.1 SL.K.2 RL.K.1 RI.K.1 L.K.1 L.K.2	Re-read a story for meaning, identify characters and illustrations and connect the to their actions.	How do we understand the story of "The Art Lesson"?	Re-read "The Art Lesson" help children understand why Tommy practices drawing and never copies. Have students discuss and identify middle of the story.	Why does Tommy want to be an artist? What evidence shows that Tommy's cousins know about art and being artist? Why can't Tommy use his new crayons at school?
Thurs	SL.K.1 SL.K.2 RL.K.2 RI.K.1 L.K.1 L.K.2	Re-read a story for meaning and discuss the way the story ends, using questions that promote higher order thinking.	Why does Tommy draw two pictures?	Re-read the "Art Lesson" help students to understand key details of the end of a story. Turn and talk with a partner to discuss why this is the end of the story and what details happened during the end of the story.	What does Tommy bring to school on the morning of the art lesson? Why does Tommy think it is not a real art lesson? How does Tommy feel when Mrs. Bowers says to copy?
Fri	RL.K.1 RL.K.1 L.K.1 RI.K.1 SL.K.1	Recognize that words are made up of letters, Identify capital and lowercase letters, Generate ideas before writing, focus on central idea	What is sequence?	Have students close their eyes while I make a sound. Have children tell what they heard. Then make teo sounds and them identify the order in which they heard them. Discuss how we use the order of things especially when we read a	Why is order important when we are cooking? How do you think someone prepares the table?

				storybook.	What is needed when to cook a recipe?
		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. recipe 2. sequence 3. central idea 4. 5. 6. 7. 8. 9. 10.	Use of Technology: ____ Smartboard ____ Student Response System