**Explicit Phonics Lesson Planner:** Kindergarten Unit 10 Lesson 2 Week of: April 21-25, 2025 A. Johnson

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| **Focus** | **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
| **Learning Target:**  I can statement | I can recognize the short and long vowel sounds.  **Short /i/** | I I can recognize the short and long vowel sounds.  **Short /e/** | I can recognize the short and long vowel sounds.  **Short /o/** | I can recognize the short and long vowel sounds.  **Short /a/** | I can recognize the short and long vowel sounds.  **Short /e/** |
| **Phonological /Phonemic Awareness**  **K-1:** OCR activities  **2-3**: Select activity from LETRS, vol.1, pp.142-146 including sound introduced) | Phoneme Blending Segment  T: says the word  S: say the individual sounds/phonemes  bib - /b/ /i/ /b/  pig- /p/ /i/ /g/  fig- /f/ /i/ /g/  lip - /l/ /i/ /p/ | Phoneme Blending  T: say the sounds (phonemes)  S: say the word  /b/ /e /t/ - bet  /w/ /e/ /t/ - wet  /b/ /e/ /d/ - mad  /t/ /a/ /n/ - tan | Phoneme Blending Segment  T: says the word  S: say the individual sounds/phonemes  pot - /p/ /o/ /t/  fog- /f/ /o/ /g/  hog- /h/ /o/ /g/  dot - /d/ /o/ /t/ | Phoneme Blending  T: say the sounds (phonemes)  S: say the word  /c/ /a / /b/ - cab  /h/ /a/ /g/ - hag  /l/ /a/ /g/ - lag  /s/ /a/ /g/ - sag | Phoneme Blending/Segment  T: says the word  S: say the individual sounds/phonemes  Met - /m/ /e/ /t/  pet - /p/ /e/ /t/  set - /s/ /e/ /t/  let - /l/ /e/ /t/ |
| **Review**  **Sound Spelling Card/HFW**  **(**card, sound, spelling)  (heart word terminology) | Letter Cards  **Short /i/**  High Frequency Words  **Go, him, girl, then, when** | Letter Cards  **Short /e/**  High Frequency Words  **Go, him, girl, then, when** | Letter Cards  **Short /o/**  High Frequency Words  **Go, him, girl, then, when** | Letter Cards  **Short /a/**  High Frequency Words  **Go, him, girl, then, when** | Letter Cards  **Short /e/**  High Frequency Words  **Go, him, girl, then, when** |
| **Introduce New Concept**  (Introduce Sound Spelling card with spelling rules) | Introduce Letter Cards  **Short /i/,f, g, h, n, t, w**  Blending  Hit, fin, win, wig  We can win with a hit. | Introduce Letter Cards  **Short /e/, b, d, g, p, r, t**  Blending  Greg, pet, red, bed  Greg has a r red bed. | Introduce Letter Cards  **Short /o/, d, h, n, p, t**  Blending  Pot, not, hot, dot  Is the pot hot? | Introduce Letter Cards  **Short /a/, c, g, h, p, s, t**  Blending  Tap, cat, sag, hat  That cat can tap. | Review Letter Cards  **Short /e/, g, h, l, n, s, t**  Blending  Nest, hen, let, get  The hen is in her nest. |
| **Guided & Extended Practice**  Blending board  Sound -by sound blending  Whole word blending  **Decoding:** Sounding out words using knowledge of phoneme/graphemes and blending the word. | Skill Practice  -Have students practice blending and writing words. | Skill Practice  -Have students practice blending and writing words | Skill Practice  - Have students practice blending and writing words | Skill Practice  - Have students practice blending and writing words | Skill Practice  - Have students practice blending and writing words |
| **Connect to Word Meaning**  About the words and sentences  Teacher created questions to build meaning | cab: a car that carries people who need a ride and pay a fare for this  She took a cab home from the airport. | drip: to flow downward in drops  The hose drip water. | cab: a car that carries people who need a ride and pay a fare for this  She took a cab home from the airport. | drip: to flow downward in drops  The hose drip water. | . cab: a car that carries people who need a ride and pay a fare for this  She took a cab home from the airport.  drip: to flow downward in drops  The hose drip water. |
| **Dictation:**  (3 to 4 words with new concept  At least one sentence with new concept)  **Encoding:** Saying the word, segmenting and writing with corresponding graphemes. | Dictation  Students will write:  Hit, fin, win, wig | Dictation  Students will write:  Greg, pet, red, bed | Dictation  Students will write:  Pot, not, hot, dot | Dictation  Students will write:  Tap, cat, sag, hat | Dictation  Students will write:  Nest, hen, let, get |
| **Decodable/Connected Text**  \*Introduce new HFW (spelling patterns, mapping words, heart word terminology) and vocabulary  (accuracy, rate, expression, comprehension) | Introduce high frequency card(s): **when**  Core Decodable 21: Big Meg Can Help  Check Comprehension | Introduce high frequency card(s): **when**  Core Decodable 21: Big Meg Can Help  Check Comprehension | Introduce high frequency card(s): **when**  Core Decodable 21: Big Meg Can Help  Check Comprehension | Introduce high frequency card(s): **when**  Core Decodable 21: Big Meg Can Help  Check Comprehension | Introduce high frequency card(s): **when**  Core Decodable 21: Big Meg Can Help  Check Comprehension |