**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 SegmentT: says the wordS: say the individual sounds/phonemesbib - /b/ /i/ /b/pig- /p/ /i/ /g/fig- /f/ /i/ /g/lip - /l/ /i/ /p/ | Phoneme BlendingT: 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 SegmentT: says the wordS: say the individual sounds/phonemespot - /p/ /o/ /t/fog- /f/ /o/ /g/hog- /h/ /o/ /g/dot - /d/ /o/ /t/ | Phoneme BlendingT: 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/SegmentT: says the wordS: say the individual sounds/phonemesMet - /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**BlendingHit, fin, win, wigWe can win with a hit. | Introduce Letter Cards**Short /e/, b, d, g, p, r, t** BlendingGreg, pet, red, bedGreg has a r red bed. | Introduce Letter Cards**Short /o/, d, h, n, p, t**BlendingPot, not, hot, dotIs the pot hot? | Introduce Letter Cards**Short /a/, c, g, h, p, s, t**BlendingTap, cat, sag, hatThat cat can tap. | Review Letter Cards**Short /e/, g, h, l, n, s, t**BlendingNest, hen, let, getThe hen is in her nest. |
| **Guided & Extended Practice**Blending boardSound -by sound blendingWhole 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 sentencesTeacher created questions to build meaning | cab: a car that carries people who need a ride and pay a fare for thisShe took a cab home from the airport. | drip: to flow downward in dropsThe hose drip water. | cab: a car that carries people who need a ride and pay a fare for thisShe took a cab home from the airport. | drip: to flow downward in dropsThe hose drip water. | . cab: a car that carries people who need a ride and pay a fare for thisShe took a cab home from the airport.drip: to flow downward in dropsThe hose drip water. |
| **Dictation:**(3 to 4 words with new conceptAt least one sentence with new concept)**Encoding:** Saying the word, segmenting and writing with corresponding graphemes. | DictationStudents will write:Hit, fin, win, wig | DictationStudents will write:Greg, pet, red, bed | DictationStudents will write:Pot, not, hot, dot | DictationStudents will write:Tap, cat, sag, hat | DictationStudents 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 HelpCheck Comprehension | Introduce high frequency card(s): **when**Core Decodable 21: Big Meg Can HelpCheck Comprehension | Introduce high frequency card(s): **when**Core Decodable 21: Big Meg Can HelpCheck Comprehension | Introduce high frequency card(s): **when**Core Decodable 21: Big Meg Can HelpCheck Comprehension | Introduce high frequency card(s): **when**Core Decodable 21: Big Meg Can HelpCheck Comprehension |