**Explicit Phonics Lesson Planner:** Kindergarten Unit 3 Lesson 1 Week of: October 7-11, 2024, 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 uppercase and lowercase letters.  **Ss** | I can recognize the uppercase and lowercase letters.  **Ss** | I can recognize the uppercase and lowercase letters.  **Mm** | I can recognize the uppercase and lowercase letters.  **Mm** | I can recognize the uppercase and lowercase letters.  **Mm, Ss** |
| **Phonological /Phonemic Awareness**  **K-1:** OCR activities  **2-3**: Select activity from LETRS, vol.1, pp.142-146 including sound introduced) | Oral Blending: Onset and Rime  /s/…et set  /s/…at sat  /s/…un sun | Oral Blending: Onset and Rime  /s/…ip sip  /s/...ock sock  /s/...ick sick | Oral Blending: Onset and Rime  /m/…at mat  /m/...end mend  /m/…et met | Phoneme Matching: Initial Sounds  mint, hint, most mint, most  sand, dog, sun sand, sun  sat, top, sock sat, sock | Phoneme Matching: Initial Sounds  Sad, sip, tan sad, sip  Mind, nap, mug mind, mug  Sing, nut, sock sing, sock |
| **Review**  **Sound Spelling Card/HFW**  **(**card, sound, spelling)  (heart word terminology) | Letter Cards  **Ss** | Letter Cards  **Ss** | Letter Cards  **Mm** | Letter Cards  **Mm** | Letter Cards  **Mm, Ss** |
| **Introduce New Concept**  (Introduce Sound Spelling card with spelling rules) | Introduce Letter Cards  **Ss**  -Say the letter names **Ss**  -Have students say the letter names **Ss** | Introduce Letter Cards  **Ss**  -Say the letter names **Ss**  -Have students say the letter names **Ss** | Introduce Letter Cards  **Mm**  -Say the letter names **Mm**  -Have students say the letter names **Mm** | Introduce Letter Cards  **Mm**  -Say the letter names **Mm**  -Have students say the letter names **Mm** | Review Letter Cards  **Mm, Ss**  -Say the letter names **Mm, Ss**  -Have students say the letter names **Mm, Ss** |
| **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 to practice writing the letter Ss  -Read and Discuss Alphabet Books **Ss**  **-**Have students to identify if there is an uppercase **S** in their name  -Have students to identify if there is a lowercase **s** in their name | -Read and Discuss Alphabet Books **Ss**  **-**Have students to identify if there is an uppercase **S** in their name  -Have students to identify if there is a lowercase **s** in their name | Skill Practice  -Have students to practice writing capital M and lowercase m.  -Read and Discuss Alphabet Books **Mm**  **-**Have students to identify if there is an uppercase **M** in their name  -Have students to identify if there is a lowercase **m** their name | -Read and Discuss Alphabet Books **Mm**  **-**Have students to identify if there is an uppercase **M** in their name  -Have students to identify if there is a lowercase **m** their name | -Read and Discuss Alphabet Books **Mm**  **-**Have students to identify if there is an uppercase **M** in their name  -Have students to identify if there is a lowercase **m** their name |
| **Connect to Word Meaning**  About the words and sentences  Teacher created questions to build meaning | Alphabet Books **Ss**  -What words begin with the uppercase **S**?  -What words begin with the lowercase **s?** | Alphabet Books **Ss**  -What words begin with the uppercase **S**?  -What words begin with the lowercase **s?** | Alphabet Books **Mm**  -What words begin with the uppercase **M**?  -What words begin with the lowercase **m?** | Alphabet Books **Mm**  -What words begin with the uppercase **M**?  -What words begin with the lowercase **m?** | Alphabet Books **Mm, Ss**  -What words begin with the uppercase **M, S**?  -What words begin with the lowercase **m, s?** |
| **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:  -Uppercase **S**  -Lowercase **s** | Dictation  Students will write:  -Uppercase **S**  -Lowercase **s** | Dictation  Students will write:  -Uppercase **M**  -Lowercase **m** | Dictation  Students will write:  -Uppercase **M**  -Lowercase **m** | Dictation  Students will write:  -Uppercase **M, S**  -Lowercase **m,s** |
| **Decodable/Connected Text**  \*Introduce new HFW (spelling patterns, mapping words, heart word terminology) and vocabulary  (accuracy, rate, expression, comprehension) | -Review “Teddy Bear, Teddy Bear”.  -Have students to identify rhyming words  -Have students to find words that begin with the letters in the story | -Review “Mary Had a Little Lamb”.  -Have students to identify rhyming words  -Have students to find words that begin with the letters in the story | -Review “Mary Had a Little Lamb”.  -Have students to identify rhyming words  -Have students to find words that begin with the letters **M** in the story | -Review “Mary Had a Little Lamb”.  -Have students to identify rhyming words  -Have students to find words that begin with the letters **M** in the story | Introduce high frequency card: **we**  Core Pre-Decodable 13: We Go  Check Comprehension |