**Explicit Phonics Lesson Planner:** Kindergarten Unit 3 Lesson 1 Week of: October 7-11, 2024, A. Johnson

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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 Soundsmint, hint, most mint, mostsand, dog, sun sand, sunsat, top, sock sat, sock | Phoneme Matching: Initial SoundsSad, sip, tan sad, sipMind, nap, mug mind, mugSing, 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 boardSound -by sound blendingWhole 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 sentencesTeacher 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 conceptAt least one sentence with new concept)**Encoding:** Saying the word, segmenting and writing with corresponding graphemes. | DictationStudents will write:-Uppercase **S**-Lowercase **s** | DictationStudents will write:-Uppercase **S**-Lowercase **s** | DictationStudents will write:-Uppercase **M**-Lowercase **m**  | DictationStudents will write:-Uppercase **M**-Lowercase **m** | DictationStudents 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 GoCheck Comprehension |