**Explicit Phonics Lesson Planner:** Kindergarten Unit 8 Lesson 1 Week of: February 24-28, 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 uppercase and lowercase letters.  **Long Aa** | I can recognize the uppercase and lowercase letters.  **Long Aa** | I can recognize the uppercase and lowercase letters.  **Long Aa** | I can recognize the uppercase and lowercase letters.  **Long Aa** | I can recognize the uppercase and lowercase letters.  **Long Aa** |
| **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  date - /d/ /a/ /t/  fade - /f/ /a/ /d/  late- /l/ /a/ /t/  make - /m/ /a/ /k/ | Phoneme Blending  T: say the sounds (phonemes)  S: say the word  /d/ /a /t/ - date  /f/ /a/ /d/ - fade  /l/ /a/ /t/ - late  /m/ /a/ /k/ - make | Phoneme Blending Segment  T: says the word  S: say the individual sounds/phonemes  lake - /l/ /a/ /k/  wake - /w/ /a/ /k/  mate - /m/ /a/ /t/  gate - /g/ /a/ /t/ /e/ | Phoneme Blending  T: say the sounds (phonemes)  S: say the word  /l /a/ /k/ - lake  /w/ /a/ /k/ -wake  /m/ /a/ /t/ - mate  /g/ /a/ /t/ - gate | Phoneme Blending/Segment  T: says the word  S: say the individual sounds/phonemes  date- /d/ /a/ /t/  mate - /m/ /a//t/  T: say the sounds (phonemes)  S: say the word  /g/ /a/ /t/ - gate  /m /a/ /k/ - make |
| **Review**  **Sound Spelling Card/HFW**  **(**card, sound, spelling)  (heart word terminology) | Letter Cards  **Long Aa**  High Frequency Words  **was, were, said, that** | Letter Cards  **Long Aa**  High Frequency Words  **was, were, said, that** | Letter Cards  **Long Aa**  High Frequency Words  **was, were, said, that** | Letter Cards  **Long Aa**  High Frequency Words  **was, were, said, that** | Letter Cards  **Long Aa**  High Frequency Words  **was, were, said, that** |
| **Introduce New Concept**  (Introduce Sound Spelling card with spelling rules) | Introduce Letter Cards  **Long Aa**  -Listening for Initial long /a/  Trap, ape, April, Adam  ate, ax, Abe, back | Introduce Letter Cards  **Long Aa**  -Listening for initial long /a/  Apron, ice, able, under,  -Listening for medial long /a/  Bake, hope, tape, duck | Introduce Letter Cards  **Long Aa**  -Listening for Medial long /a/  Date, lap, cute, wave, late, front, maple, nose flame, brave, table | Introduce Letter Cards  **Long Aa**  -Listening for Medial long /a/  Skate, beat, state, fast lazy, game, must, shape, label | Review Letter Cards  **Long Aa** |
| **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 writing the numeral 0. | Skill Practice  -Have students practice writing the letter Aa and identifying long /a/. | Skill Practice  -Have students practice writing the numeral 1. | Skill Practice  - Have students to practice writing the letter Aa and identifying long /a/. | Blending  Cape  Rate  fade  Skill Practice  - Have students to practice writing the numerals 0 and 1. |
| **Connect to Word Meaning**  About the words and sentences  Teacher created questions to build meaning | Linking the Sound to the Letter  Which word has the long /a/: bake or bite? Bake  How do you know? The long /a/ sound is in the middle of the word, and so is the letter a.  Which word has the long /a/: lot or late? Late  How do you know? The long /a/ sound is in the middle of the word, and so is the letter a. | Pickled Peppers: Little Boy Blue  -Which words have the letter a?  Meadow, after, a, haystack, Fast, asleep, wake  -Which words have the long /a/?  A, haystack, wake, asleep | Linking the Sound to the Letter  Which word has the long /a/: plate or plot? Plate  How do you know? The long /a/ sound is in the middle of the word, and so is the letter a.  Which word has the long /a/: cane or keen? cane  How do you know? The long /a/ sound is in the middle of the word, and so is the letter a. | Linking the Sound to the Letter  Which word has the letter pattern a\_e: cap or cape? Cape  Which word has the letter pattern a\_e: made or mad? Made  Which word has the letter pattern a\_n: pane or pan? pane | Word Building  T: Say, “I make my bed. The word is make.”  What is the first sound in the word make? /m/  What is the next sound in the word make? /a/  What is the next sound in the word make? /k/  What is the final sound in the word make? /e/ |
| **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 **A**  -Lowercase **a** | Dictation  Students will write:  -Uppercase **A**  -Lowercase **a** | Dictation  Students will write:  -Uppercase **A**  -Lowercase **a** | Dictation  Students will write:  -Uppercase **A**  -Lowercase **a** | Dictation  Students will write:  -Uppercase **A**  -Lowercase **a** |
| **Decodable/Connected Text**  \*Introduce new HFW (spelling patterns, mapping words, heart word terminology) and vocabulary  (accuracy, rate, expression, comprehension) | Introduce high frequency card(s): **said, that**  Core Decodable 14: Jake Plants Grapes  Check Comprehension | Introduce high frequency card(s): **said, that**  Core Decodable 14: Jake Plants Grapes  Check Comprehension | Introduce high frequency card(s): **said, that**  Core Decodable 14: Jake Plants Grapes  Check Comprehension | Introduce high frequency card(s): **said, that**  Core Decodable 14: Jake Plants Grapes  Check Comprehension | Introduce high frequency card(s): **said, that**  Core Decodable 14: Jake Plants Grapes  Check Comprehension |