**Explicit Phonics Lesson Planner:** Kindergarten Unit 8 Lesson 3 Week of: March 10-14, 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 long vowel sounds.**Long Oo** | I can recognize the long vowel sounds.**Long Oo** | I can recognize the long vowel sounds.**Long Oo** | I can recognize the long vowel sounds.**Long Oo** | I can recognize the long vowel sounds.**Long Oo** |
| **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/phonemeshole - /h/ /o/ /l/home - /h/ /o/ /m/hope- /h/ /o/ /p/mole - /m/ /o/ /l/ | Phoneme BlendingT: say the sounds (phonemes)S: say the word/h/ /o /l/ - hole/h/ /o/ /m/ - home/h/ /o/ /p/ - hope/m/ /o/ /l/ - mole | Phoneme Blending SegmentT: says the wordS: say the individual sounds/phonemescope - /k/ /o/ /p/poke - /p/ /o/ /k/joke- /j/ /o/ /k/tote - /t/ /o/ /t/ | Phoneme BlendingT: say the sounds (phonemes)S: say the word/c//o/ /p/ - cope/p/ /o/ /k/ -poke/j/ /o/ /k/ - joke/t/ /o/ /t/ - tote | Phoneme Blending/SegmentT: says the wordS: say the individual sounds/phonemeshole- /h/ /o/ /l/ poke - /p/ /o//k/T: say the sounds (phonemes)S: say the word/h/ /o/ /m/ - home/m /o/ /l/ - mole |
| **Review** **Sound Spelling Card/HFW****(**card, sound, spelling)(heart word terminology) | Letter Cards**Long Oo**High Frequency Words**down, they, boy, out** | Letter Cards**Long Oo**High Frequency Words**down, they, boy, out** | Letter Cards**Long Oo**High Frequency Words**down, they, boy, out** | Letter Cards**Long Oo**High Frequency Words **down, they, boy, out** | Letter Cards**Long Oo**High Frequency Words**down, they, boy, out** |
|  **Introduce New Concept**(Introduce Sound Spelling card with spelling rules) | Introduce Letter Cards**Long Oo**-Listening for Initial long /o/ Open, over, face, Ohio, idol, take, oat, hot, ocean, odor, owe, time | Introduce Letter Cards**Long Oo**-Listening for initial long /o/Old, item, obey, inside, -Listening for medial long /o/robe, tale, hope, time | Introduce Letter Cards**Long Oo**-Listening for Medial long /o/trip, rich, globe, lone, woke, whole, mole, lost, stone, plane, bump | Introduce Letter Cards**Long Oo**-Listening for Medial long /o/Bent, duck, dome, cook, code, lion, milk, alone, rope, hope, broke, stop | Review Letter Cards**Long Oo** |
| **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 writing the numeral 4. | Skill Practice-Have students practice writing the letter Oo and identifying medial long /o/. | Skill Practice-Have students practice writing the numeral 5. | Skill Practice- Have students to practice writing the letter Oo and identifying long /o/. | BlendingCop, copeHop, hopeNot, noteTot, toteSkill Practice- Have students to practice writing the numerals 4 and 5. |
| **Connect to Word Meaning**About the words and sentencesTeacher created questions to build meaning | Linking the Sound to the LetterWhich word has the long /o/: open or even? openHow do you know? I see the letter O and I hear the long /o/ sound.Which word has the long /o/: wake or woke? PikeHow do you know? I see the letter O and I hear the long /o/ sound. | Pickled Peppers: The Mulberry Bush-Which words have the letter o? go, round, go, round, So, Monday morning-Which words have the long /o/? go, So | Linking the Sound to the LetterWhich word has the long /o/: over or ever? overHow do you know? I see the letter O and I hear the long /o/ sound.Which word has the long /o/: cope or cop? copeHow do you know? I see the letter O and I hear the long /o/ sound. | Linking the Sound to the LetterWhich word has the letter pattern o\_e: cod or code? codeWhich word has the letter pattern o\_e: tote or tot? toteWhich word has the letter pattern o\_e: hope or hop? hope | Word BuildingT: Say, “The dog has a bone.” The word is bone.What is the first sound in the word bone? /b/What is the next sound in the word bone? /o/What is the next sound in the word bone? /n/What is the final sound in the word bone? /e/ |
| **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 **O**-Lowercase **o** | DictationStudents will write:-Uppercase **O** -Lowercase **o** | DictationStudents will write:-Uppercase **O**-Lowercase **o** | DictationStudents will write:-Uppercase **O**-Lowercase **o** | DictationStudents will write:-Uppercase **O**-Lowercase **o** |
| **Decodable/Connected Text**\*Introduce new HFW (spelling patterns, mapping words, heart word terminology) and vocabulary(accuracy, rate, expression, comprehension) | Introduce high frequency card(s): **boy, out**Core Decodable 16: An Old FlagCheck Comprehension | Introduce high frequency card(s): **boy, out**Core Decodable 16: An Old FlagCheck Comprehension | Introduce high frequency card(s): **boy, out**Core Decodable 16: An Old FlagCheck Comprehension | Introduce high frequency card(s): **boy, out**Core Decodable 16: An Old FlagCheck Comprehension | Introduce high frequency card(s): **boy, out**Core Decodable 16: An Old FlagCheck Comprehension |