**Explicit Phonics Lesson Planner:** Kindergarten Unit 11 Lesson 2 Week of: May 12-16, 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.  **Oo** | I can recognize the short and long vowel sounds.  **Aa** | I can recognize the short and long vowel sounds.  **Aa, Ee** | I can recognize the short and long vowel sounds.  **Ii, Uu** | I can recognize the short and long vowel sounds.  **Ee, Oo** |
| **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  mop - /m/ /o/ /p/  hop - /h/ /o/ /p/  hope - /h/ /o/ /p/  mole - /m/ /o/ /l/ | Phoneme Blending  T: say the sounds (phonemes)  S: say the word  /h/ / a/ /p / - hap  /p/ /a/ /t/ - pat  /l/ /a/ /p/ - lap  /h/ /a/ /t/ - hat | Phoneme Blending Segment  T: says the word  S: say the individual sounds/phonemes  met - /m/ /e/ /t/  tap - /t/ /a/ /p/  tape- /t/ /a/ /p/  let - /l/ /e/ /t/ | Phoneme Blending  T: say the sounds (phonemes)  S: say the word  /h/ /i/ /t / - hit  /m/ /u/ /t/ - mute  /p/ /i/ /n/ - pine  /h/ /u/ /t/ - hut | Phoneme Blending/Segment  T: say the sounds (phonemes)  S: say the word  /l/ /e/ /t/ - let  /p /e/ /t/ - pet  /m/ /o/ /t/ - mot  /p/ /o/ /s/ - pose |
| **Review**  **Sound Spelling Card/HFW**  **(**card, sound, spelling)  (heart word terminology) | Letter Cards  **M, s, t, o, p**  High Frequency Words  **is, on, a, the, with, at, go, you, and, was, can, up** | Letter Cards  **A, d, m, s, t**  High Frequency Words  **is, on, a, the, with, at, go, you, and, was, can, up** | Letter Cards  **A, d, e, m, p, r, t**  High Frequency Words  **is, on, a, the, with, at, go, you, and, was, can, up** | Letter Cards  **I, u, k, l, n, p, r**  High Frequency Words  **is, on, a, the, with, at, go, you, and, was, can, up** | Letter Cards  **L, n, o, e, m, p, s, r**  High Frequency Words  **is, on, a, the, with, at, go, you, and, was, can, up** |
| **Introduce New Concept**  (Introduce Sound Spelling card with spelling rules) | Letter Cards  **M, s, t, o, p**  Dictation and Spelling  Post, most  Mops, tops  He can stop at the post | Letter Cards  **A, d, m, s, t**  Blending  Mad, dam, dad, sad  Made, dame, date, same  Dad made it the same. | Letter Cards  **A, d, e, m, p, r, t**  Blending  Pat, tap, map, Pam  Ape, tape, retape, remade  Pam had to retape the map. | Letter Cards  **I, u, k, l, n, p, r**  Blending  Pin, rip, nip, lip  Pine, ripe, unripe, unlike  Can you pin the rip? | Letter Cards  **L, n, o, e, m, p, s, r**  Dictation and Spelling  Nose, pose  Role, mole  The rope is on the pole. |
| **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 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 sentences  Teacher created questions to build meaning | Glad: Made happy  Hope was glad to win the race. | Big: Large in size  The house is big. | Glad: Made happy  Hope was glad to win the race. | Big: Large in size  The house is big. | Glad: Made happy  Hope was glad to win the race.  Big: Large in size  The house is big. |
| **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:  Post, most, mops, tops | Dictation  Students will write:  Mad, dam, dad, sad, made, dame, date, same | Dictation  Students will write:  Pat, tap, map, Pam  Ape, tape, retape, remade | Dictation  Students will write:  Pin, rip, nip, lip  Pine, ripe, unripe, unlike | Dictation  Students will write:  Nose, pose, role, mole |
| **Decodable/Connected Text**  \*Introduce new HFW (spelling patterns, mapping words, heart word terminology) and vocabulary  (accuracy, rate, expression, comprehension) | Introduce high frequency card(s): **is, on, a, the, with, at, go, you, and, was, can, up**  Core Decodable 24: A Big Bike  Check Comprehension | Introduce high frequency card(s): **is, on, a, the, with, at, go, you, and, was, can, up**  Core Decodable 24: A Big Bike  Check Comprehension | Introduce high frequency card(s): **is, on, a, the, with, at, go, you, and, was, can, up**  Core Decodable 24: A Big Bike  Check Comprehension | Introduce high frequency card(s): **is, on, a, the, with, at, go, you, and, was, can, up**  Core Decodable 24: A Big Bike  Check Comprehension | Introduce high frequency card(s): **is, on, a, the, with, at, go, you, and, was, can, up**  Core Decodable 24: A Big Bike  Check Comprehension |