**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 SegmentT: says the wordS: say the individual sounds/phonemesmop - /m/ /o/ /p/hop - /h/ /o/ /p/hope - /h/ /o/ /p/mole - /m/ /o/ /l/  | Phoneme BlendingT: 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 SegmentT: says the wordS: say the individual sounds/phonemesmet - /m/ /e/ /t/tap - /t/ /a/ /p/tape- /t/ /a/ /p/let - /l/ /e/ /t/ | Phoneme BlendingT: 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/SegmentT: 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 SpellingPost, mostMops, topsHe can stop at the post | Letter Cards**A, d, m, s, t**BlendingMad, dam, dad, sadMade, dame, date, sameDad made it the same. | Letter Cards**A, d, e, m, p, r, t**BlendingPat, tap, map, PamApe, tape, retape, remadePam had to retape the map. | Letter Cards**I, u, k, l, n, p, r**BlendingPin, rip, nip, lipPine, ripe, unripe, unlikeCan you pin the rip? | Letter Cards**L, n, o, e, m, p, s, r**Dictation and SpellingNose, poseRole, moleThe rope is on the pole. |
| **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 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 sentencesTeacher created questions to build meaning | Glad: Made happyHope was glad to win the race. | Big: Large in sizeThe house is big. | Glad: Made happyHope was glad to win the race. | Big: Large in sizeThe house is big. | Glad: Made happyHope was glad to win the race.Big: Large in sizeThe house is big. |
| **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:Post, most, mops, tops | DictationStudents will write:Mad, dam, dad, sad, made, dame, date, same | DictationStudents will write:Pat, tap, map, PamApe, tape, retape, remade | DictationStudents will write:Pin, rip, nip, lipPine, ripe, unripe, unlike | DictationStudents 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 BikeCheck Comprehension | Introduce high frequency card(s): **is, on, a, the, with, at, go, you, and, was, can, up**Core Decodable 24: A Big BikeCheck Comprehension | Introduce high frequency card(s): **is, on, a, the, with, at, go, you, and, was, can, up**Core Decodable 24: A Big BikeCheck Comprehension | Introduce high frequency card(s): **is, on, a, the, with, at, go, you, and, was, can, up**Core Decodable 24: A Big BikeCheck Comprehension | Introduce high frequency card(s): **is, on, a, the, with, at, go, you, and, was, can, up**Core Decodable 24: A Big BikeCheck Comprehension |