**Explicit Phonics Lesson Planner:** Kindergarten Unit 10 Lesson 1 Week of: April 14-18, 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 vowel sounds.  **Short /a/** | I I can recognize the short vowel sounds.  **Short /a/** | I can recognize the long vowel sounds.  **Short /i/** | I can recognize the long vowel sounds.  **Short /u/** | I can recognize the long vowel sounds.  **Short /a/** |
| **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  bat - /b/ /a/ /t/  jam - /j/ /a/ /m/  cap - /c/ /a/ /p/  rat - /r/ /a/ /t/ | Phoneme Blending  T: say the sounds (phonemes)  S: say the word  /b/ /a /m/ - bam  /l/ /a/ /p/ - lap  m/ /a/ /d/ - mad  /t/ /a/ /n/ - tan | Phoneme Blending Segment  T: says the word  S: say the individual sounds/phonemes  bib - /b/ /i/ /b/  pig- /p/ /i/ /g/  fig- /f/ /i/ /g/  lip - /l/ /i/ /p/ | Phoneme Blending  T: say the sounds (phonemes)  S: say the word  /c/ /u /b/ - cub  /h/ /u/ /g/ - hug  /f/ /u/ /n/ - fun  /m/ /u/ /g/ - mug | Phoneme Blending/Segment  T: says the word  S: say the individual sounds/phonemes  Map - /m/ /a/ /p/  Tap - /t/ /a/ /p/  Bag - /b/ /a/ /g/  Bad - /b/ /a/ /d/ |
| **Review**  **Sound Spelling Card/HFW**  **(**card, sound, spelling)  (heart word terminology) | Letter Cards  **Short /a/**  High Frequency Words  **Got, had, made, the, then** | Letter Cards  **Short /a/**  High Frequency Words  **Got, had, made, the, then** | Letter Cards  **Short /i/**  High Frequency Words  **Got, had, made, the, then** | Letter Cards  **Short /u/**  High Frequency Words  **Got, had, made, the, then** | Letter Cards  **Short /a/**  High Frequency Words  **Got, had, made, the, then** |
| **Introduce New Concept**  (Introduce Sound Spelling card with spelling rules) | Introduce Letter Cards  **Short /a/, m, t, s, p**  Dictation and Spelling  Mats, maps  Taps, pats | Introduce Letter Cards  **Short /a/, d, s, m, n**  Dictation and Spelling  Ads, dads  mad, sands | Introduce Letter Cards  **Short /i/, n, p, t**  Dictation and spelling  In, it  Pin, nip | Introduce Letter Cards  **Short /u/, b, c, n, r, t**  Dictation and spelling  Cut, nut  Run, bun | Review Letter Cards  **Short /a/, b, g, n, r, t**  Dictation and Spelling  Tan, tag  Rat, bat |
| **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 | Hose: made of rubber or plastic and is used to water a garden.  I need a water hose to fill the swimming pool with water. | Grab: To take hold of suddenly, forcefully, or roughly.  The baby grabbed the girl's long hair and yanked it. | Hose: made of rubber or plastic and is used to water a garden.  I need a water hose to fill the swimming pool with water. | Grab: To take hold of suddenly, forcefully, or roughly.  The baby grabbed the girl's long hair and yanked it. | Hose: made of rubber or plastic and is used to water a garden.  I need a water hose to fill the swimming pool with water.  Grab: To take hold of suddenly, forcefully, or roughly.  The baby grabbed the girl's long hair and yanked it. |
| **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:  Mats, maps, taps, pats | Dictation  Students will write:  Ads, dads, mad, sands | Dictation  Students will write:  In, it, pin, nip | Dictation  Students will write:  Cut, nut, run, bun | Dictation  Students will write:  Tan, tag, rat, bat |
| **Decodable/Connected Text**  \*Introduce new HFW (spelling patterns, mapping words, heart word terminology) and vocabulary  (accuracy, rate, expression, comprehension) | Introduce high frequency card(s): **then**  Core Decodable 20: Nat Ran  Check Comprehension | Introduce high frequency card(s): **then**  Core Decodable 20: Nat Ran  Check Comprehension | Introduce high frequency card(s): **then**  Core Decodable 20: Nat Ran  Check Comprehension | Introduce high frequency card(s): **then**  Core Decodable 20: Nat Ran  Check Comprehension | Introduce high frequency card(s): **then**  Core Decodable 20: Nat Ran  Check Comprehension |