**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 SegmentT: says the wordS: say the individual sounds/phonemesbat - /b/ /a/ /t/jam - /j/ /a/ /m/cap - /c/ /a/ /p/rat - /r/ /a/ /t/ | Phoneme BlendingT: say the sounds (phonemes)S: say the word/b/ /a /m/ - bam/l/ /a/ /p/ - lapm/ /a/ /d/ - mad/t/ /a/ /n/ - tan | Phoneme Blending SegmentT: says the wordS: say the individual sounds/phonemesbib - /b/ /i/ /b/pig- /p/ /i/ /g/fig- /f/ /i/ /g/lip - /l/ /i/ /p/ | Phoneme BlendingT: 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/SegmentT: says the wordS: say the individual sounds/phonemesMap - /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 SpellingMats, mapsTaps, pats  | Introduce Letter Cards**Short /a/, d, s, m, n**Dictation and SpellingAds, dadsmad, sands | Introduce Letter Cards**Short /i/, n, p, t**Dictation and spellingIn, itPin, nip | Introduce Letter Cards**Short /u/, b, c, n, r, t**Dictation and spellingCut, nutRun, bun | Review Letter Cards**Short /a/, b, g, n, r, t**Dictation and SpellingTan, tagRat, bat |
| **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 | 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 conceptAt least one sentence with new concept)**Encoding:** Saying the word, segmenting and writing with corresponding graphemes. | DictationStudents will write:Mats, maps, taps, pats | DictationStudents will write:Ads, dads, mad, sands | DictationStudents will write:In, it, pin, nip | DictationStudents will write:Cut, nut, run, bun | DictationStudents 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 RanCheck Comprehension | Introduce high frequency card(s): **then**Core Decodable 20: Nat RanCheck Comprehension | Introduce high frequency card(s): **then**Core Decodable 20: Nat RanCheck Comprehension | Introduce high frequency card(s): **then**Core Decodable 20: Nat RanCheck Comprehension | Introduce high frequency card(s): **then**Core Decodable 20: Nat RanCheck Comprehension |