**Explicit Phonics Lesson Planner:** Kindergarten Unit 3 Lesson 3 Week of: October 21-25, 2024, 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 uppercase and lowercase letters.**Aa** | I can recognize the uppercase and lowercase letters.**Aa** | I can recognize the uppercase and lowercase letters.**Ss, Mm, Aa** | I can recognize the uppercase and lowercase letters.**Dd, Pp, Aa** | I can recognize the uppercase and lowercase letters.**Ss, Mm, Dd, Pp, Aa** |
| **Phonological /Phonemic Awareness****K-1:** OCR activities**2-3**: Select activity from LETRS, vol.1, pp.142-146 including sound introduced) | Phoneme Matching: Initial SoundsToe pad pip toe, tipPint, paint, tent pint, paintPen, ham, pond pen, pond | Phoneme Matching: Initial SoundsSingle double danger double, dangerHungry, dinner, dairy dinner, dairyDoctor, lawyer, dentist doctor, dentist | Phoneme Blending: Initial Sounds/d/…imple dimple/d/…angle dangle/d/…andy dandy | Phoneme Blending: Initial Sounds/d/…inner dinner/p/…ocket pocket/p/…uppy puppy | Phoneme Blending: Initial Sounds/m/…eatball meatball/s/…eagull seagull/p/…ickle pickle/d/…onkey donkey |
| **Review** **Sound Spelling Card/HFW****(**card, sound, spelling)(heart word terminology) | Letter Cards**Aa**High Frequency Words**A, the, and, go, had, he, I, see, has, you, we, of** | Letter Cards**Aa**High Frequency Words**A, the, and, go, had, he, I, see, has, you, we, of** | Letter Cards**Ss, Mm, Aa**High Frequency Words**A, the, and, go, had, he, I, see, has, you, we, of**  | Letter Cards**Dd, Pp, Aa**High Frequency Words**A, the, and, go, had, he, I, see, has, you, we, of** | Letter Cards**Ss, Mm, Dd, Pp, Aa**High Frequency Words**A, the, and, go, had, he, I, see, has, you, we, of** |
|  **Introduce New Concept**(Introduce Sound Spelling card with spelling rules) | Introduce Letter Cards**Aa**-Listening for /a/ **Rack sack back** **Add Tack mad** **tap pad pan** | Introduce Letter Cards**Aa**-Listening for /a/**Cat pat pan****Tan ran man** | Introduce Letter Cards**Ss, Mm, Aa**-Listening for /a/ and Final /s/ and /m/**Slam ram grass** **Class ham apple**  | Introduce Letter Cards**Dd, Pp, Aa**-Introduce Blending**Am /a/ /m/****Map /m/ /a/ /p/** | Review Letter Cards**Ss, Mm, Dd, Pp, Aa**-Listening for Sound-by-Sound Blending**Say /a/ /a/****Say /p/ /a/ /p/ /a/** |
| **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 letter Aa and identifying /a/ | Skill Practice-Have students practice identifying /a/ | Skill Practice-Have students to practice writing Ss, Mm, and Aa and identifying /s/, /m/, and /a/ | Skill Practice-Have students to practice identifying sounds /d/, /p/, and /a/ | Skill Practice-Have students to practice writing the letters Ss, Mm, Dd, Pp, Aa-Have students to practice the sounds /s/, /m/, /d/, /p/, and /a/ |
| **Connect to Word Meaning**About the words and sentencesTeacher created questions to build meaning | Linking the Sound to the Letter/a/ and /d/ /ad//s/ /a/ /d/ /s//a//d/p…ad padm...ad madd…ad dad | Linking the Sound to the LetterWhich word has /a/ in line 1? Dad, did, mid, mad dad, madWhich word has /a/ in line 2? Lip, lad, cap, cop lad, capWhich word has /a/ in line 3? Sod, sad, map, mop sad, map | Linking the Sound to the LetterWhich word begins with m in line 1? Sit, mat, mend, sand mat, mendWhich word begins with s in line 2? Sack, mint, mom, Sam sack, Sam | Alphabet Book**Dd, Pp, Aa**-Which words begin with Uppercase **D?**-Which words begin with lowercase **d?**-Which words begin with Uppercase **P?**-Which words begin with lowercase **p?**-Which words begin with Uppercase **A?**-Which words begin with lowercase **a?** | Linking the Sound to the LetterHow can we make this…? -ip add /d/ dip-ug add /d/ dug-ull add /p/ pull-ay add/p/ day- en add /p/ pen-et add /p/ pet |
| **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 **A**-Lowercase **a** | DictationStudents will write:-Uppercase **A**-Lowercase **a** | DictationStudents will write:-Uppercase **S, M, A**-Lowercase **s, m, a**  | DictationStudents will write:-Uppercase **D, P, A**-Lowercase **d, p, a** | DictationStudents will write:-Uppercase **S, M, D, P, A**-Lowercase **s, m,** **d, p, a** |
| **Decodable/Connected Text**\*Introduce new HFW (spelling patterns, mapping words, heart word terminology) and vocabulary(accuracy, rate, expression, comprehension) |  |   |  |  | Introduce high frequency card: **am**Core Decodable 1: Sam and PamCheck Comprehension |