**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 Sounds  Toe pad pip toe, tip  Pint, paint, tent pint, paint  Pen, ham, pond pen, pond | Phoneme Matching: Initial Sounds  Single double danger double, danger  Hungry, dinner, dairy dinner, dairy  Doctor, 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 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 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 sentences  Teacher created questions to build meaning | Linking the Sound to the Letter  /a/ and /d/ /ad/  /s/ /a/ /d/ /s//a//d/  p…ad pad  m...ad mad  d…ad dad | Linking the Sound to the Letter  Which word has /a/ in line 1? Dad, did, mid, mad dad, mad  Which word has /a/ in line 2? Lip, lad, cap, cop lad, cap  Which word has /a/ in line 3? Sod, sad, map, mop sad, map | Linking the Sound to the Letter  Which word begins with m in line 1? Sit, mat, mend, sand mat, mend  Which 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 Letter  How 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 concept  At least one sentence with new concept)  **Encoding:** Saying the word, segmenting and writing with corresponding graphemes. | Dictation  Students will write:  -Uppercase **A**  -Lowercase **a** | Dictation  Students will write:  -Uppercase **A**  -Lowercase **a** | Dictation  Students will write:  -Uppercase **S, M, A**  -Lowercase **s, m, a** | Dictation  Students will write:  -Uppercase **D, P, A**  -Lowercase **d, p, a** | Dictation  Students 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 Pam  Check Comprehension |