**Explicit Phonics Lesson Planner:** Kindergarten Unit 4 Lesson 3 Week of: November 11-15, 2024, A. Johnson

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Focus** | **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
| **Learning Target:**  I can statement | I can recognize the uppercase and lowercase letters.  **Ii** | I can recognize the uppercase and lowercase letters.  **Ii** | I can recognize the uppercase and lowercase letters.  **Hh, Tt, Ii** | I can recognize the uppercase and lowercase letters.  **Nn, Ll, Ii** | I can recognize the uppercase and lowercase letters.  **Hh, Tt, Nn, Ll, Ii** |
| **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  ill - /i/ /l/ /l/  pip - /p/ /i/ /p/  tip - /t/ /i/ /p/  sit - /s/ /i/ /t/ | Phoneme Blending  T: say the sounds (phonemes)  S: say the word  /t/ /i /n/ - tin  /p/ /i/ /g/ - pig  /p/ /i/ /n/ - pin  /s/ /i/ /p/ - sip | Phoneme Blending Segment  T: says the word  S: say the individual sounds/phonemes  lip - /l/ /i/ /p/  hip - /h/ /i/ /p/  Tim - /t/ /i/ /m/  hit - /h/ /i/ /t/ | Phoneme Blending  T: say the sounds (phonemes)  S: say the word  /l/ /i/ /p/ - lip  /n/ /i/ /p/ - nip  /l/ /i/ /s/ /t/ - list  /n/ /a/ /i/ /l/ - nail | Phoneme Blending/Segment  T: says the word  S: say the individual sounds/phonemes  lit- /l/ /i/ /t/  nip - /n/ /i/ /p/  T: say the sounds (phonemes)  S: say the word  /t/i/ /n/ - tin  /h/ /i/ /t/ - hit |
| **Review**  **Sound Spelling Card/HFW**  **(**card, sound, spelling)  (heart word terminology) | Letter Cards  **Ii**  High Frequency Words  **A, the, and, go, had, he, I, see, has, you, we, of, am, at, to, as, have** | Letter Cards  **Ii**  High Frequency Words  **A, the, and, go, had, he, I, see, has, you, we, of, am, at, to, as, have** | Letter Cards  **Hh, Tt, Ii**  High Frequency Words  **A, the, and, go, had, he, I, see, has, you, we, of, am, at, to, as, have** | Letter Cards  **Nn, Ll, Ii**  High Frequency Words  **A, the, and, go, had, he, I, see, has, you, we, of, am, at, to, as, have** | Letter Cards  **Hh, Tt, Nn, Ll, Ii**  High Frequency Words  **A, the, and, go, had, he, I, see, has, you, we, of, am, at, to, as, have** |
| **Introduce New Concept**  (Introduce Sound Spelling card with spelling rules) | Introduce Letter Cards  **Ii**  -Listening for initial /i/  it sat into bus  if an inch tan | Introduce Letter Cards  **Ii**  -Listening for medial /i/  Sift bill fit never  Tin sit fast got | Introduce Letter Cards  **Hh, Tt, Ii**  -Listening for initial /i/, /h/, /t/  hip tie him Tim  tip tape ham hill | Introduce Letter Cards  **Nn, Ll, Ii**  -Listening for /i/ and final /n/ and /l/  fin tail hill thrill  swell will fell chin | Review Letter Cards  **Hh, Tt, Nn, Ll, Ii**  -Listening for initial /h/, /t/, /n/, /l/ and /i/  **Hungry listen title**  **Nail tape ham** |
| **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 Ii and identifying initial /i/ | Skill Practice  -Have students practice identifying /i/. | Skill Practice  -Have students to practice writing h, t, I and identifying initial /h/, /t/, /i/ | Skill Practice  - Have students to practice identifying /i/, /n/, and /l/ | Skill Practice  - Have students to practice writing Hh, Tt, Nn, Ll, Ii and identifying sounds /h/, /t/, /n/, /l/, and /i/. |
| **Connect to Word Meaning**  About the words and sentences  Teacher created questions to build meaning | Linking the Sound to the Letter  Which word says pig: pig or peg in line 1? pig  How did you know the correct word? I hear /i/ and see the letter i.  Which word says pin: pin or pan in line 1? pin  How did you know the correct word? I hear /i/ and see the letter i. | Alphabet Book  **Ii**  -Which words begin with Uppercase **I?**  -Which words begin with lowercase **i?** | Linking the Sound to the Letter  Which word says hip: hip or tap in line 1? hip  How did you know the correct word? It begins with letter h and the /h/ sound  Which word says tin: tin or ham in line 1? tin  How did you know the correct word? It begins with letter t and the /t/ sound. | Alphabet Book  **Nn, Ll, Ii**  -Which words begin with Uppercase **N, L, I?**  -Which words begin with lowercase **n, l, i?** | Word Building  T: Say, “hit.”  What is the first sound in the word hit? /h/  What is the next sound in the word hit? /i/  What is the last sound in the word hit? /t/  T: Say, “lit”  What is the first sound in the word lit? /l/  What is the next sound in the word lit? /i/  What is the last sound in the word lit? /t/ |
| **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 **I**  -Lowercase **i** | Dictation  Students will write:  -Uppercase I  -Lowercase **i** | Dictation  Students will write:  -Uppercase **H, T, I**  -Lowercase **h, t, i** | Dictation  Students will write:  -Uppercase **N, L, I**  -Lowercase **n, l, i** | Dictation  Students will write:  -Uppercase **H, T, N, L, I**  -Lowercase **h, t, n, l, i** |
| **Decodable/Connected Text**  \*Introduce new HFW (spelling patterns, mapping words, heart word terminology) and vocabulary  (accuracy, rate, expression, comprehension) |  |  | Introduce high frequency card(s): **in, is, it**  Core Decodable 3: Tim in Sand  Check Comprehension | Introduce high frequency card(s): **in, is, it**  Core Decodable 3: Tim in Sand  Check Comprehension | Introduce high frequency card(s): **in, is, it**  Core Decodable 3: Tim in Sand  Check Comprehension |