**Explicit Phonics Lesson Planner:** Kindergarten Unit 9 Lesson 1 Week of: March 17-21, 2025 A. Johnson

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Focus** | **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
| **Learning Target:**  I can statement | I can recognize the long vowel sounds.  **Long Uu** | I can recognize the long vowel sounds.  **Long Uu** | I can recognize the long vowel sounds.  **Long Uu** | I can recognize the long vowel sounds.  **Long Uu** | I can recognize the long vowel sounds.  **Long Uu** |
| **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  cube - /c/ /u/ /b/  huge - /h/ /u/ /g/  fuse- /f/ /u/ /s/  mule - /m/ /u/ /l/ | Phoneme Blending  T: say the sounds (phonemes)  S: say the word  /c/ /u /b/ - cube  /h/ /u/ /g/ - huge  /f/ /u/ /s/ - fuse  /m/ /u/ /l/ - mule | Phoneme Blending Segment  T: says the word  S: say the individual sounds/phonemes  cube - /c/ /u/ /b/  huge - /h/ /u/ /g/  fuse- /f/ /u/ /s/  mule - /m/ /u/ /l/ | Phoneme Blending  T: say the sounds (phonemes)  S: say the word  /c/ /u /b/ - cube  /h/ /u/ /g/ - huge  /f/ /u/ /s/ - fuse  /m/ /u/ /l/ - mule | Phoneme Blending/Segment  T: says the word  S: say the individual sounds/phonemes  Huge- /h/ /u/ /g/  fuse - /f/ /u/ /s/  T: say the sounds (phonemes)  S: say the word  /m/ /u/ /l/ - mule  /c /u/ /b/ - cube |
| **Review**  **Sound Spelling Card/HFW**  **(**card, sound, spelling)  (heart word terminology) | Letter Cards  **Long Uu**  High Frequency Words  **boy, out, do, little** | Letter Cards  **Long Uu**  High Frequency Words  **boy, out, do, little** | Letter Cards  **Long Uu**  High Frequency Words  **boy, out, do, little** | Letter Cards  **Long Uu**  High Frequency Words  **boy, out, do, little** | Letter Cards  **Long Uu**  High Frequency Words  **boy, out, do, little** |
| **Introduce New Concept**  (Introduce Sound Spelling card with spelling rules) | Introduce Letter Cards  **Long Uu**  -Listening for Initial long /u/  Unit, until, use, Utah, usual, open, plum, uniform, idol, unicorn, utensil, Ethan | Introduce Letter Cards  **Long Uu**  -Listening for initial long /u/  use, equal, united, other,  -Listening for medial long /u/  cube, store, mute, must | Introduce Letter Cards  **Long Uu**  -Listening for Medial long /u/  Cute, jump, mute, Kurt, crane, twin, beef, Hugo, future, cube, funny, huge | Introduce Letter Cards  **Long Uu**  -Listening for Medial long /u/  Huge, rate, fume, bust, dime, leaf, fake, muse, dome, excuse, compute, goal | Review Letter Cards  **Long Uu** |
| **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 numeral 6. | Skill Practice  -Have students practice writing the letter Uu and identifying medial long /u/. | Skill Practice  -Have students practice writing the numeral 7. | Skill Practice  - Have students to practice writing the letter Uu and identifying long /u/. | Blending  Cut, cute  Cub, cube  Skill Practice  - Have students to practice writing the numerals 6 and 7. |
| **Connect to Word Meaning**  About the words and sentences  Teacher created questions to build meaning | Linking the Sound to the Letter  Which word has the long /u/: mute or mate? mute  How do you know? I see the letter U and I hear the long /u/ sound.  Which word has the long /u/: mole or mule? mule  How do you know? I see the letter U and I hear the long /u/ sound. | The Alphabet Book: Uu  -Which words have the letter /u/? up, umpire, ugly, Underneath, sun, Upon, dusty, swung, luck, unlucky, just, upside-down  Did you see that cute unicorn  Wearing its unique white horn?  He uses a bugle to make music,  And eats cucumbers and corn! | Linking the Sound to the Letter  Which word has the long /o/: unit or onto? unit  How do you know? I see the letter U and I hear the long /u/ sound.  Which word has the long /o/: unicorn or uncut? unicorn  How do you know? I see the letter U and I hear the long /u/ sound. | Linking the Sound to the Letter  Which word has the letter pattern u\_e: us or use? use  Which word has the letter pattern u\_e: cute or cut? cute  Which word has the letter pattern u\_e: huge or hug? huge | Word Building  T: Say, “Singing well is my claim to fame.” The word is fame.  What is the first sound in the word fame? /f/  What is the next sound in the word fame? /a/  What is the next sound in the word fame? /m/  What is the final sound in the word fame? /e/ |
| **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 **U**  -Lowercase **u** | Dictation  Students will write:  -Uppercase **U**  -Lowercase **u** | Dictation  Students will write:  -Uppercase **U**  -Lowercase **u** | Dictation  Students will write:  -Uppercase **U**  -Lowercase **u** | Dictation  Students will write:  -Uppercase **U**  -Lowercase **u** |
| **Decodable/Connected Text**  \*Introduce new HFW (spelling patterns, mapping words, heart word terminology) and vocabulary  (accuracy, rate, expression, comprehension) | Introduce high frequency card(s): **do, little**  Core Decodable 17: Cute Little Mule  Check Comprehension | Introduce high frequency card(s): **do, little**  Core Decodable 17: Cute Little Mule  Check Comprehension | Introduce high frequency card(s): **do, little**  Core Decodable 17: Cute Little Mule  Check Comprehension | Introduce high frequency card(s): **do, little**  Core Decodable 17: Cute Little Mule  Check Comprehension | Introduce high frequency card(s): **do, little**  Core Decodable 17: Cute Little Mule  Check Comprehension |