**Explicit Phonics Lesson Planner:** Kindergarten Unit 10 Lesson 3 Week of: April 28-May 2, 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 and long vowel sounds.**Aa** | I can recognize the short and long vowel sounds.**Ee** | I can recognize the short and long vowel sounds.**Oo** | I can recognize the short and long vowel sounds.**Aa** | I can recognize the short and long vowel sounds.**Ii** |
| **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/phonemesmap - /m/ /a/ /p/yap - /y/ /a/ /p/jab - /j/ /a/ /b/jam - /j/ /a/ /m/  | Phoneme BlendingT: say the sounds (phonemes)S: say the word/h/ / e/ /n / - hen/p/ /e/ /t/ - pet/d/ /e/ /n/ - den/p/ /e/ /n/ - pen | Phoneme Blending SegmentT: says the wordS: say the individual sounds/phonemesmole - /m/ /o/ /l/hop - /h/ /o/ /p/hole- /h/ /o/ /l/lot - /l/ /o/ /t/ | Phoneme BlendingT: say the sounds (phonemes)S: say the word/h/ /a/ /t / - hat/m/ /a/ /t/ - mate/p/ /a/ /n/ - pan/m/ /a/ /l/ - male | Phoneme Blending/SegmentT: say the sounds (phonemes)S: say the word/l/ /i/ /t/ - lit/p /i/ /t/ - pit/m/ /i/ /d/ - mid/s/ /i/ /t/ - sit |
| **Review** **Sound Spelling Card/HFW****(**card, sound, spelling)(heart word terminology) | Letter Cards**Aa**High Frequency Words**Girl, then, when, some** | Letter Cards**Ee**High Frequency Words**Girl, then, when, some** | Letter Cards**Oo**High Frequency Words**Girl, then, when, some** | Letter Cards**Aa**High Frequency Words **Girl, then, when, some** | Letter Cards**Ii**High Frequency Words**Girl, then, when, some** |
|  **Introduce New Concept**(Introduce Sound Spelling card with spelling rules) | Letter Cards**a, b, j, m, p, y**Dictation and SpellingMap, yapJab, jam | Letter Cards**d, e, n, s, t, v, w**Dictation and SpellingVest, westWent, dent | Letter Cards**b, d, m, o, p, r, s**Dictation and SpellingRod, robSob, mobMop, mops- | Letter Cards**a, d, h, l, n, p, s**Dictation and SpellingNaps, snapHand, land | Letter Cards**d, I, m, n, s, t, w**Dictation and SpellingWind, twinTwist, mist |
| **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 | Glad: full of brightness and cheerIt is a glad spring morning. | Sad: unhappinessThe girl was sad because she lost her puppy. | Glad: full of brightness and cheerIt is a glad spring morning. | Sad: unhappinessThe girl was sad because she lost her puppy. | Glad: full of brightness and cheerIt is a glad spring morning.Sad: unhappinessThe girl was sad because she lost her puppy. |
| **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:Map, yap, jab, jam | DictationStudents will write:Vest, west, went, dent | DictationStudents will write:Rod, rob, sob, mob, mop, mops | DictationStudents will write:Naps, snaps, hand, land | DictationStudents will write:Wind, twin, twist, mist |
| **Decodable/Connected Text**\*Introduce new HFW (spelling patterns, mapping words, heart word terminology) and vocabulary(accuracy, rate, expression, comprehension) | Introduce high frequency card(s): **some**Core Decodable 22: Wet BanditCheck Comprehension | Introduce high frequency card(s): **some**Core Decodable 22: Wet BanditCheck Comprehension | Introduce high frequency card(s): **some**Core Decodable 22: Wet BanditCheck Comprehension | Introduce high frequency card(s): **some**Core Decodable 22: Wet BanditCheck Comprehension | Introduce high frequency card(s): **some**Core Decodable 22: Wet BanditCheck Comprehension |