**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 Segment  T: says the word  S: say the individual sounds/phonemes  map - /m/ /a/ /p/  yap - /y/ /a/ /p/  jab - /j/ /a/ /b/  jam - /j/ /a/ /m/ | Phoneme Blending  T: 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 Segment  T: says the word  S: say the individual sounds/phonemes  mole - /m/ /o/ /l/  hop - /h/ /o/ /p/  hole- /h/ /o/ /l/  lot - /l/ /o/ /t/ | Phoneme Blending  T: 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/Segment  T: 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 Spelling  Map, yap  Jab, jam | Letter Cards  **d, e, n, s, t, v, w**  Dictation and Spelling  Vest, west  Went, dent | Letter Cards  **b, d, m, o, p, r, s**  Dictation and Spelling  Rod, rob  Sob, mob  Mop, mops  - | Letter Cards  **a, d, h, l, n, p, s**  Dictation and Spelling  Naps, snap  Hand, land | Letter Cards  **d, I, m, n, s, t, w**  Dictation and Spelling  Wind, twin  Twist, mist |
| **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 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 sentences  Teacher created questions to build meaning | Glad: full of brightness and cheer  It is a glad spring morning. | Sad: unhappiness  The girl was sad because she lost her puppy. | Glad: full of brightness and cheer  It is a glad spring morning. | Sad: unhappiness  The girl was sad because she lost her puppy. | Glad: full of brightness and cheer  It is a glad spring morning.  Sad: unhappiness  The girl was sad because she lost her puppy. |
| **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:  Map, yap, jab, jam | Dictation  Students will write:  Vest, west, went, dent | Dictation  Students will write:  Rod, rob, sob, mob, mop, mops | Dictation  Students will write:  Naps, snaps, hand, land | Dictation  Students 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 Bandit  Check Comprehension | Introduce high frequency card(s): **some**  Core Decodable 22: Wet Bandit  Check Comprehension | Introduce high frequency card(s): **some**  Core Decodable 22: Wet Bandit  Check Comprehension | Introduce high frequency card(s): **some**  Core Decodable 22: Wet Bandit  Check Comprehension | Introduce high frequency card(s): **some**  Core Decodable 22: Wet Bandit  Check Comprehension |